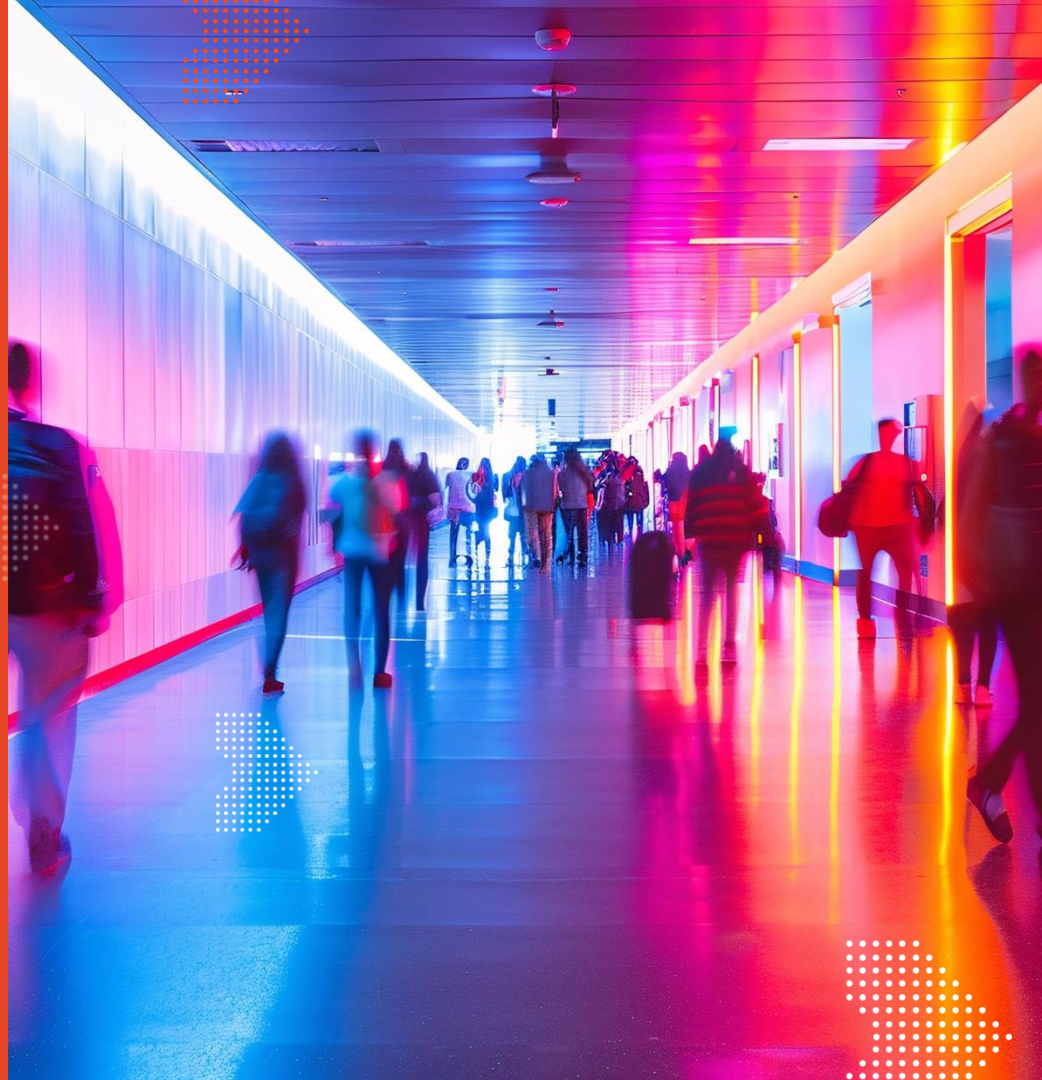


L&T:25

Lightning Talks 3

Wednesday 12th November



Lightning Talks 3

Engagement and belonging in learning

Chair: Dr Jennifer Sun

The University of Sydney Business School



Lightning Talk 1



Enhancing Student Engagement Through
Personalised Feedback and Proactive Support



Professor Helena Nguyen
Ms Mesepa Paul
Professor Anya Johnson



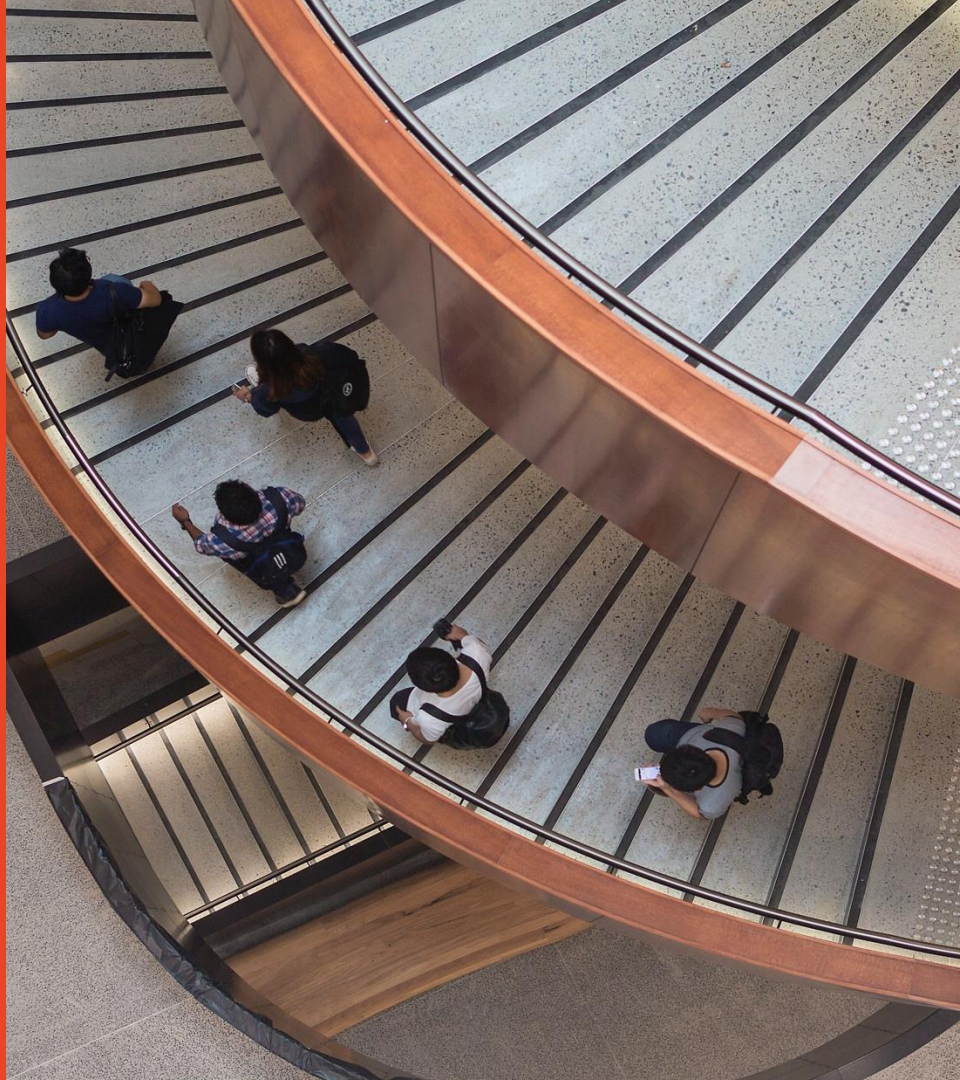
L&T:25



Lightning Talk 1

Enhancing Student Engagement Through Personalised Feedback and Proactive Support

Helena Nguyen, Mesepa Paul,
Anya Johnson



Unit Engagement (10%)

A) Preparation –
Completion of 9
weekly quizzes
(3 marks) LO1,
LO2,

B) Preparation
& Engagement
in workshop
learning
activities
LO3, LO4,
LO5

C) Depth of
Disciplinary
expertise.
Integration of
Unit theory
and/or
literature
LO1, LO2,
LO6

D) Giving
and receiving
feedback
(Week 1- 13)
LO2, LO4,
LO5

- Refer to the Unit Engagement Rubric
- Read the criterion (A, B, C, D)
- Criterion A (Module 4-12 quiz completion, 3 marks total)
- Criteria B/C/D: Must attend 80% workshops (7 marks total)
- PREWORK Module 1:
https://canvas.sydney.edu.au/courses/62739/pages/1-dot-7-to-do-list-and-pre-work?module_item_id=2522270
- Your tutor will provide class level observations throughout the semester

SRES Flags & Rubric (Feedback)— Tutor level

0.0 _ Academic Plan AP Plan (Registered for Disability Support Services) Inactive Multi-entry Search	0.0_AAP Risk Probability_FAIL FLAG At Risk Inactive Simple entry Search	0.0_Business Student Support_At Risk data from Neesh Inactive Simple entry Search
	1	Progression
	1	Progression
	1	Progression
	1	Progression

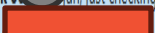
Attendance: Attended Replacement Absent Public Holiday (Tutor to update) SC (Coordinator will update) Participation Mark (not released to student) 0.70 C OPTIONAL > Feedback to the student (Released to students) weekly to their MyBUSS2000 Workshop Feedback Portal OPTIONAL- Admin notes (students do not see) - use for notes to refer back to when the participation marks are finalised Save	AAP Risk probability flag for FAIL: (if the value is 1- the student is flagged at risk for failure) Business Student Support_At Risk flag: (no flag if empty, otherwise check Academic Progression page for the definition of risk) Please reach out to student in class, offer a consult if needed, or send a personalised 'nudge' message here. QR Attendance time/date: Workshop 1: Attended Workshop 2: Attended Workshop 3: 0.05 Workshop 4: 0 Workshop 5: 0.70 Workshop 6: 0.00 Workshop 7: 0.70 Workshop 8: 0
---	---

SRES Portal: Student feedback view

- **Week 01:** Don't think you joined class in week 1 and it doesn't look like you have completed the prework. Please check the tutorial and pre work requirements for BUSS2000 and try keep on top of things. Hope to see you in class in week 2!
- **Week 02:**  I am not sure if you're planning on doing BUSS2000 this semester, but as I haven't seen you in class week 1 or week 2 it would be good if you could check and confirm. We do have a minimum attendance requirement for the subject participation mark, further info. on Canvas if you need it. Hope to see you next week.

S1-25

- **Week 03:**
- **Week 04:**
- **Week 05:**
- **Week 06:**  I am just checking in with you to see how things are going for you in S1? Given you were absent for the first couple of weeks and looking at how things are progressing for you with the EFT and the different weekly activities, I wanted to make sure all is on track. Super happy to have a chat before or after class if useful; you can always contact me at danielle.miller@sydney.edu.au See you in Week 7!
- **Week 07:**

- **Week 08:**  I am just checking in to make sure things are going ok for you in BUSS2000 and S1 overall? If useful, I'm happy to have a chat before or after class about anything BUSS2000 related, or anything that's on your mind! You can reach me at .au See you in class next week.

LEGEND: 1-Attended; 2-Replacement; 3-Absent

- **Week 1:** 3
 - Feedback:
- **Week 2:** 3
 - Feedback:
- **Week 3:** 1
 - Feedback:
- **Week 4:** 1 
 - Feedback: Hi -Hi , It was nice seeing you in workshop working through tasks and conversing with peers. I would like to see you actively contribute to discussions, share your insights, connect literature, theory from the module- its important that you demonstrate your active unit engagement. Also remember to be completing prework and tasks in a timely manner. Keep up the good work.
- **Week 5:** 2
 - Feedback:
- **Week 6:** 1
 - Feedback: Hello ! Wonderful discussions on Culture, DEI and identity in class today. Thank you for your contributions! I particularly enjoyed when we built on one another's experience on socialisation and world view. I see that you have not completed module quiz - its important to keep up with study tasks to better understand concepts we work with. I would love to hear your thoughts more in class along with connections made to literature/concepts in the module. Good effort. Gayani
- **Week 7:** 1
 - Feedback: Hello, Good attempt completing prework and contributing to team level discussions. I would love to hear your thoughts more often in class.
- **Week 8:** 2
 - Feedback: Hello, we missed you this week- hope you are well? Reminder there are no workshops for BUSS2000 for two weeks- break and reading week. See you back on week 10. Small reminder anticipate an email in week 9 (BUSS2000 Reading week) informing your team's topic for presentation. Gayani
- **Week 9: Reading Week (no classes)**
- **Week 10:** 1
 - Feedback:
- **Week 11:** 1
 - Feedback: Hello!! Wonderful to see you keep turning up energised even in the heavy end of the semester. Keep up the good work. I appreciate the effort to join activities/discussions. Try to complete all prework before the workshop- it will help you better participate in the workshop and engage with the discussions. How is team work going?- get in touch if there are concerns or the team needs guidance. Gayani
- **Week 12:** 1
 - Feedback: Hello, Good week 12! It is wonderful to see you actively engaging and turning up to workshops with all the positive energy we need in the heavy end of the semester. Keep up the good work.

S2-25

S2 -25: Unit Level Support - ARE YOU OKAY -SRES

#BUSS2000 Message

We hope you're doing okay. We're reaching out to check in and see how things are going for you in the unit.

We've noticed some patterns such as low Canvas engagement, irregular attendance, and in some cases, no attendance at all. Some students also haven't been allocated to a team yet. We understand that there may be many reasons behind this, and we want to acknowledge that life can be complex and challenging at times. **Please know this message comes with no judgment just genuine care and concern.**

If you're finding it difficult to stay engaged with the unit, we'd really like to support you. Whether that means helping you re-engage, having a conversation about your options, or assisting with the process of discontinuing the unit if that's what's best for you, we are here to help.

Most importantly, we'd appreciate it if you could let us know how you're doing. Even a quick reply would mean a lot.

BUSS2000 teaching team.

Student Responses

Dear BUSS2000,

Thank you so much for your email, I really appreciate it. I am currently doing well however, I'm dealing with a few personal struggles that are making university a bit more challenging. I have showed up to most tutorials and am up to date and confident with the work. I will be more active from now.

Dear Buss 2000 team,

Thank you for checking in, I am doing well and I am allocated to a group and we are working for our project. My attendance is lacking due to missing some classes at the start of the semester but I am working on it :).

Thank you for your greeting. I'm fine now. I'm very sorry that I caught a cold and had a slight fever last week, but I'm much better now. I will attend classes and group discussions as usual and actively participate in the remaining tasks. Starting from this week, I will attend classes normally. Thank you.

Thanks for checking in. I've been going to the workshops and working on the assignment with my group. Thank you for the support and assistance.

Kind regards,

Hello, thank you for your concern. This has already made me feel helpful. Over the past half semester and even the entire year, I have experienced severe difficulties in getting started (ADHD) and some psychological issues. I think the reason why I received this email is the low canvas engagements and personal assignment, but I want to say that the BUSS2000 course didn't make me feel any unbearable pressure. I have successfully applied for special consideration for my personal assignment and my treatment is also underway. I will strive to improve my condition during the mid-term break, catch up on my progress as soon as possible, and get involved in group activities. Thank you again for your concern and support.

- Dear Officer,
-
- Thank you very much for reaching out and for your kind concern about my progress in the unit. I truly appreciate the effort you put into supporting students and checking on our learning status.
-
- After receiving your email, I reflected on my recent attendance and engagement. I sincerely apologize for having missed two classes earlier this semester. The main reason for my absence was that I was feeling unwell for a period of time, which affected my ability to attend classes regularly. Due to my physical discomfort and low energy, I also delayed replying to emails, and I am very sorry for the late response.
-
- I am now feeling much better and have adjusted my schedule to ensure full attendance in all upcoming classes. I am committed to catching up on any missed content and will actively participate in future lectures, discussions, and group work.
-
- I truly value the opportunity to study in BUSS2000. This unit is very meaningful to me, and I am determined to stay engaged and contribute more to both the class and my team.
-

Lightning Talk 2



Breaking the Ice, Building the Base: Learning
Through Community



Dr Malmi Amadoru



L&T:25



BREAKING THE ICE, BUILDING THE BASE: LEARNING THROUGH COMMUNITY

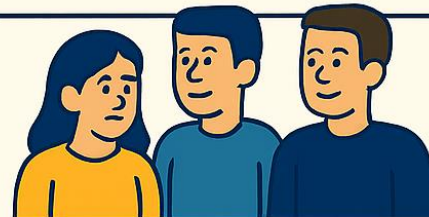


Dr Malmi Amadoru
Lecturer in Business Information Systems
University of Sydney Business School

SAME SEATS, SAME FACES: RECURRING SOCIAL GROUPING

Students form fixed groups early and stick with the same peers throughout the semester

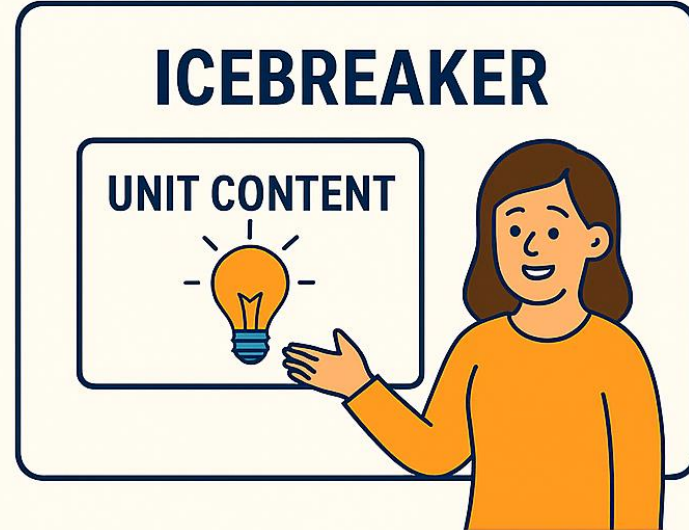
- Limits constructive learning (Parrish et al., 2023; Rovai, 2002)
- Hesitancy to share viewpoints
- Building classroom community is vital for better learning outcomes (Parrish et al., 2023)



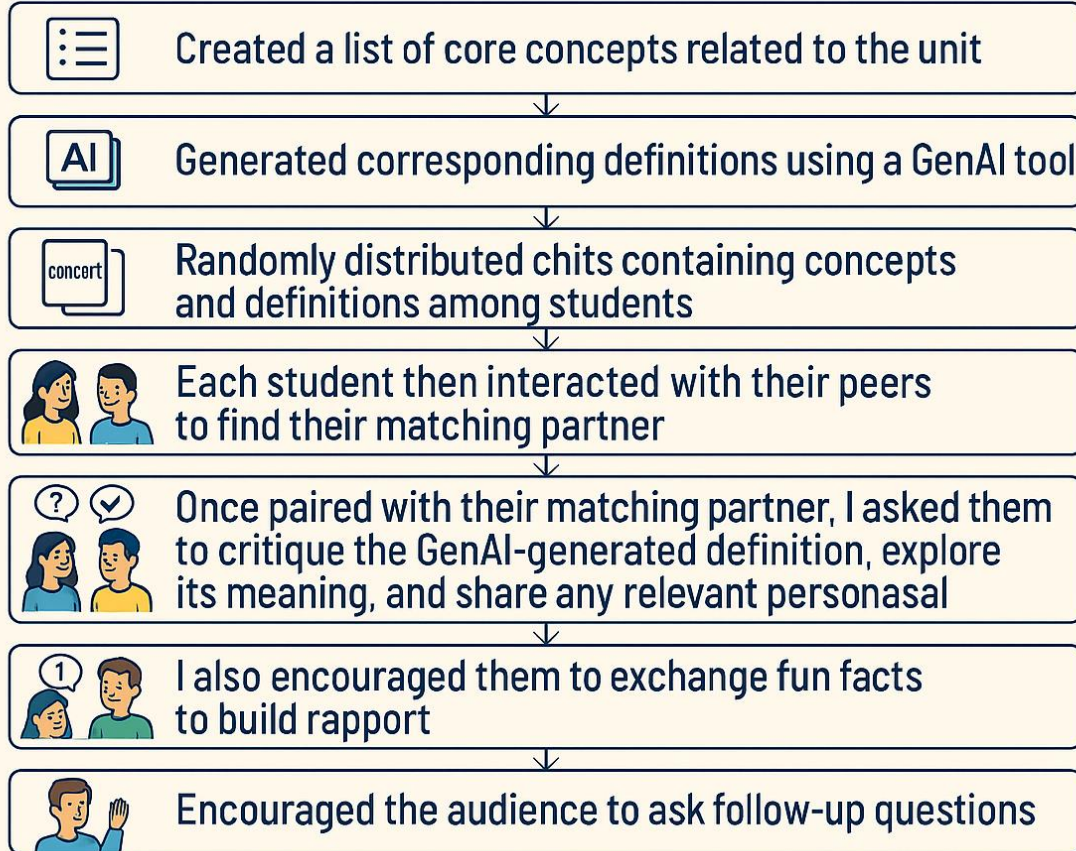
ICEBREAKERS IN EDUCATION

Educators commonly use icebreaker activities to increase student engagement (Liang, 2024)

- Designing novel, course-relevant icebreakers is a challenge (Liang, 2024)
- Designed a contextualised icebreaker



Ice-breaker Activity



EVALUATION

Conducted a follow-up survey

All respondents appreciated the activity

- Written feedback through USS survey

"I enjoyed the activity as it was a different way for me to learn new concepts and get to know my classmates."

- *"I liked the way she made a good learning community in the tutorial."*



Activity helped them find peers for their group projects

LESSONS LEARNED

Adaptable across disciplines and units

Works especially well in small, in-person classes, where students can move around and interact freely

- Sequence concept explanations strategically
- Grouping similar concepts to reinforce critical thinking



Lightning Talk 3



Enhancing Soft Skills and Cohort Connectivity
through Unmarked Group Presentations



Mr Wes Hamilton-Jessop
Ms Olga Gouveros



L&T:25



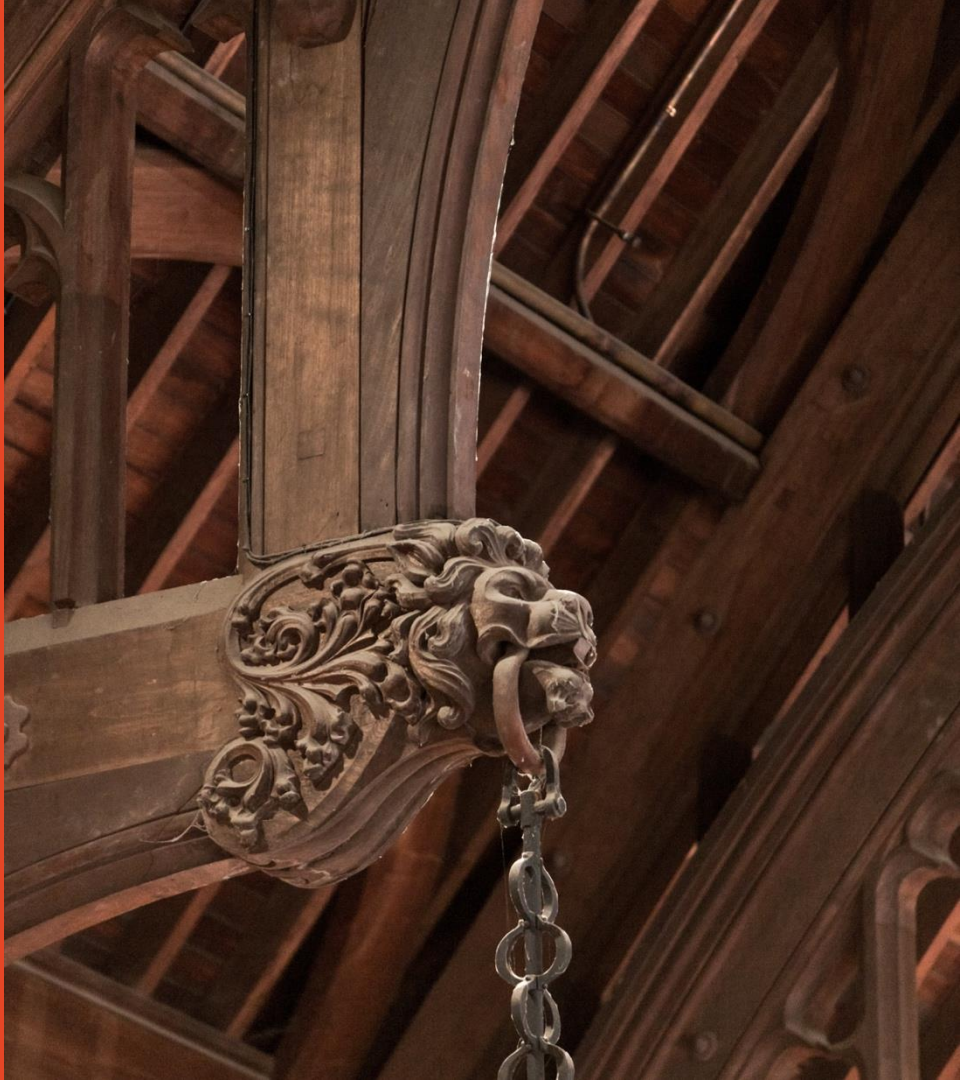
Enhancing Soft Skills and Cohort Connectivity through Unmarked Group Presentations

Presented by

Olga Gouveros and Wes Hamilton-Jessop
Accounting, Governance and Regulation



THE UNIVERSITY OF
SYDNEY
—
Business School



Problems

- Students often struggle to connect beyond class time, especially in large first-year cohorts.
- Employers increasingly value teamwork, communication, and leadership, not just technical skills.
- QILT Survey
- Small tutorial classes up to 25 students
- Face to face interaction limited to tutorials
- Mix of domestic and international students, clear class segregation

Rationale

Focus group with students in Sem 2, 2024

- Cohort-based learning builds a sense of belonging → linked to higher engagement and retention (Tinto, 1997). Many students, especially early in their degrees, crave connection and opportunities for informal collaboration.
- Ways of engaging and connecting to build a sense of community
- No more formal assessment
- Improve employability skills

Ways to connect

- Low pressure/high impact
- Take into consideration cohort size/background

Proposal

- Informal tutorial group presentation
- Students self select groups
- They are assigned a module to review and present in 5-10 minutes in next week's class
- Unmarked, emphasis centred on the process of connecting students not on the output.
- Drawing on students' desire for deeper connections with their peers and underscoring employers' increasing demand for graduates with proficient soft skills, the integration of unmarked group presentations can promote collaborative learning, interpersonal communication, leadership, and problem-solving skills, all of which are integral to students' comprehensive development and their future employability (Tinto, 1997).

Outcome

- Research has shown that ungraded assessments can alleviate performance anxiety and encourage authentic learning experiences (Grieve et al., 2021).
- Preliminary student feedback supports the continuation of unmarked group presentations in the academic curriculum, with students noting that ‘feels like a good exercise to be interacting with my peers whom I’d otherwise not interact with’, and to meet the evolving needs of students and employers alike.

L&T:25

Thank you!

**Vote – People's Choice
Award**



Showcase - Session 4
and Lightning Talks 2&3



THE UNIVERSITY OF
SYDNEY
—
Business School