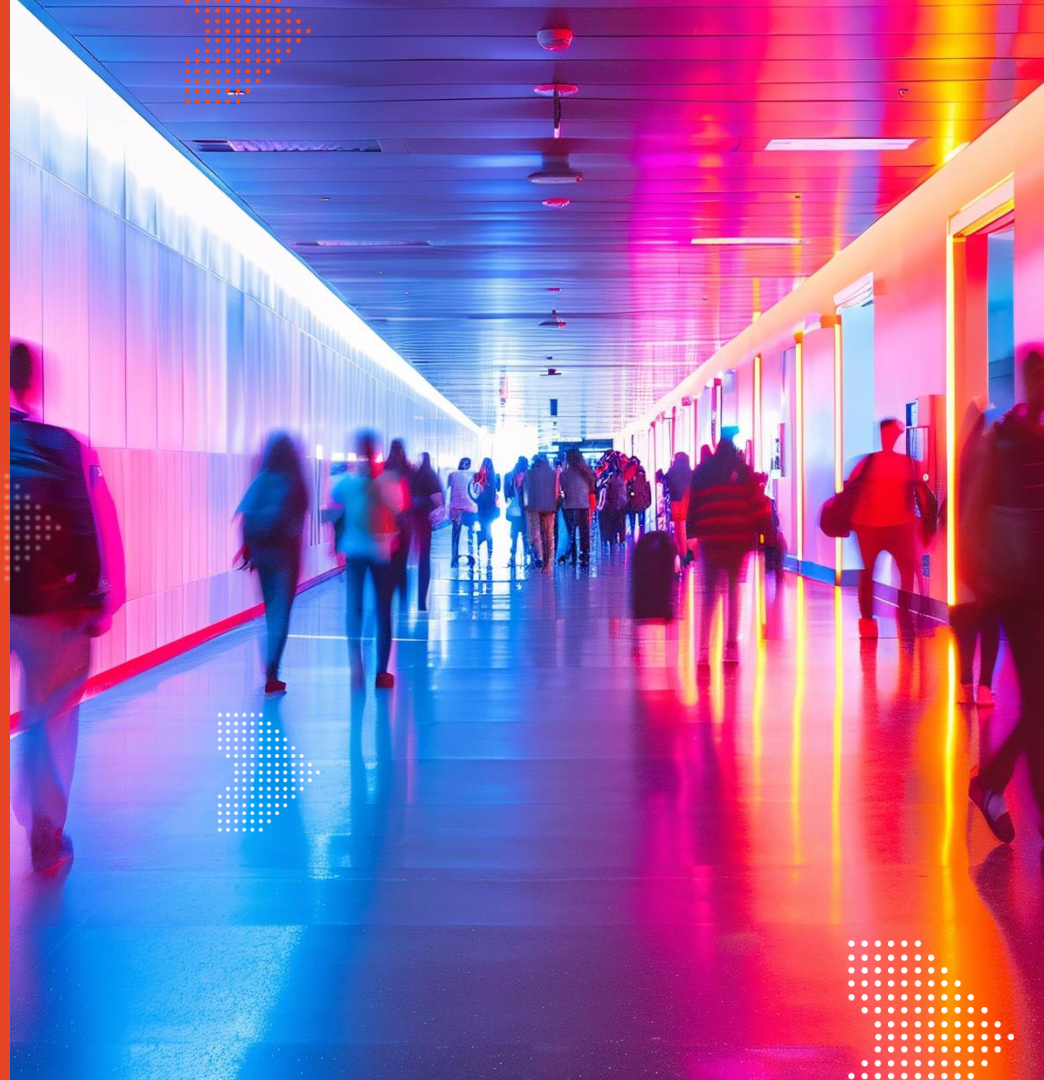


L&T:25

Showcase – Session 1A

Wednesday 12th November



Showcase – Session 1A

AI Showcase

Anthony Krivokapic
The University of Sydney Business
School



Showcase 1



AI integration examples: Student showcase of real business education practice



Mr Adaith Madhav
Dr Carmen Vallis



L&T:25



Gen AI Integration Examples

Student Showcase of Real Business Education
Practice

Advaith Madhav
Dr Carmen Vallis



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We recognise and pay respect to the Elders and communities – past, present, and emerging – of the lands that the University of Sydney's campuses stand on. For thousands of years they have shared and exchanged knowledges across innumerable generations for the benefit of all.

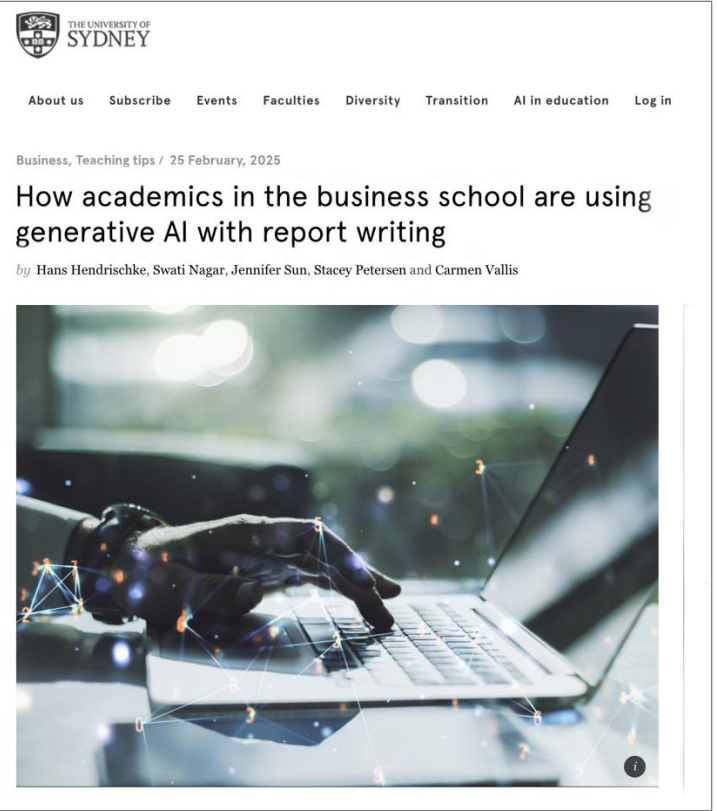
Our starting questions

Is longform writing the best format for learning for this particular task and business context?

Is the writing iterative, integrated, and paced?

Project introduction

- 👉 Strategic Education Initiative
- 👉 Writing assessments + GenAI?
- 👉 Student Partners



The project



Writing for thinking and learning

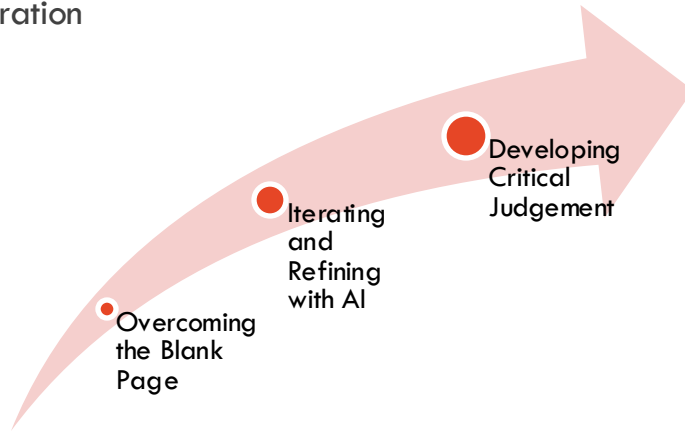
Photo by [Alexandra](#) on [Unsplash](#)

Draft Guiding principles

- ✚ Plan an iterative and process-based approach
- ✚ Contextualise writing
- ✚ Expand writing into multimodal formats
- ✚ Model professional and ethical writing
- ✚ Support student agency

Group 1: AI as a Collaborative Thinking Partner

From Ideation to Critique: Building Judgment through AI Collaboration



Student Perspective: “One of the hardest things is knowing where to start... you can make a start pretty quickly by giving a prompt like, this is the task, please give me an outline.”

The University of Sydney

Business, Teaching Tips / 9 December, 2024

Riskee – an AI Assistant to Engage Students in Risk Management

by Stacey Petersen, Carmen Vallis, Carlos Vazquez Hernandez and Zeerim Cheung

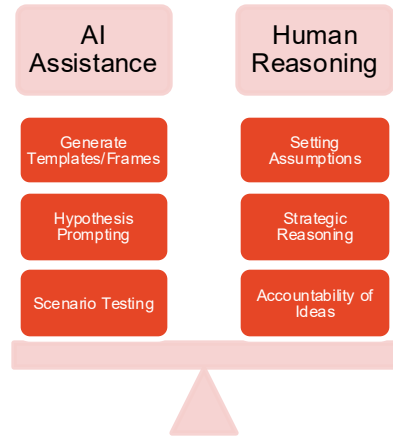


Like many educators, unit coordinators Dr Carlos Vazquez and Dr Zeerim Cheung have been experimenting with strategies to help students deepen their critical thinking while embracing generative AI in their assessments.

To address this challenge in [International Risk Management \(BUS2103\)](#), Carlos and Zeerim are progressively redesigning an individual essay assignment, where students evaluate and critically reflect on their approach to an earlier

Group 2: AI-Supported Strategy and Modelling

Critical Application over Automation: AI in Quantitative Decision Making



Student Perspective: “Where you need 100 percent accuracy — when you’re transcribing financial statements — you can’t have it hallucinate a number.”

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Assessment / 30 October, 2025

Scaffolding International Business learning with Generative AI

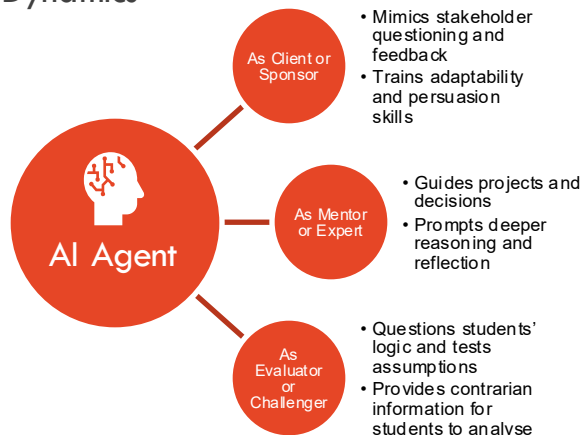
by Hans Hendrichske, Jun Zhao and Carmen Vallis



Analysing complex, multinational companies and communicating these insights clearly is essential to international business. But it's no small task! Recently Professor Hans Hendrichske and Dr Jun Zhao redesigned the learning experience in [IBUS6020](#) and integrated generative AI (GenAI) into group activities and reflective essays. In this post, we share how the teaching team created a structured approach to support student collaboration, research, and analysis, using GenAI thoughtfully and responsibly.

Group 3: Simulated Engagement and Role Based AI

Simulated Stakeholders: Embedding AI in Roleplay and Real-World Dynamics



Student Perspective: AI is useful for practicing assessments such as presentations, "AI was useful for presentations, this really reduced my anxiety, because I can feel more prepared."

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Assessment, Teaching tips / 24 June, 2025

From Confused to Confident: How AI Chat Agents Enhanced Finance Learning

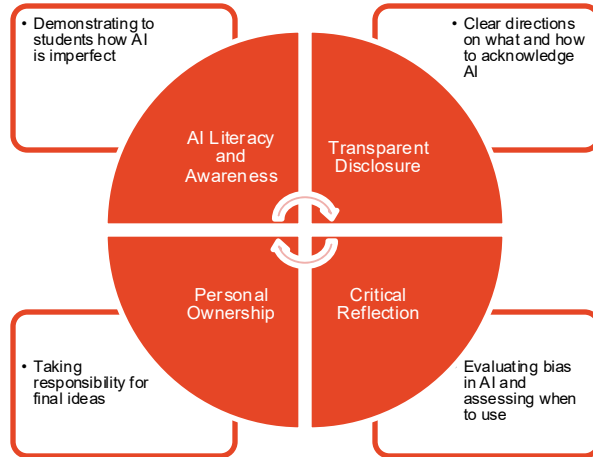
by Quan Gan, Daisy Liu, Stephen Fan, Carmen Vallis and Dewa Wardak



Learning complex financial concepts like derivative securities is challenging. Students can struggle with the technical terminology, the trading platforms, and find it difficult to connect the theory to real market conditions.

Group 4: Ethical AI Use and Responsible Autonomy

Using AI Responsibly: Fluency, Acknowledgement, and Integrity



Student Perspective: “I usually just put everything in the acknowledgement of using AI... take screenshots of what’s in the AI, what prompts I gave, what results I got.”

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Assessment, Teaching tips / 3 June, 2025

From Compliance to Creativity: Teaching Problem-Reframing with GenAI in the Capstone

by Raffaele Fabio Ciriello and Carmen Vallis



When generative AI first entered the mainstream, universities worldwide scrambled to respond. Many adopted a prohibitive stance. Thankfully, the University of Sydney has taken a more measured approach, guiding responsible AI use through evolving, pragmatic policies that [align assessment to the age of generative AI](#). This has opened the door to teaching innovations that meet the moment without undermining academic rigour.

Examples

Account

Help

Admin

Feedback

Calendar

History

Communities

Builds

Portfolio

Support

Integrating Writing in Open Assessment

Writing for thinking and learning

Below are shared examples of how Unit Coordinators across the University of Sydney Business School have integrated or managed GenAI in their writing assessments. Each Unit of Study below demonstrates different approaches to encourage broader representation and knowledge sharing.

Generative AI forces us to rethink. Our starting point is, longform writing the best format for learning for this particular task and business context?

Guiding principles

- Plan an iterative and process-based approach
Support students with writing activities throughout the process, with class practice, feedback, and revision. Document or use portfolios to show thinking process rather than output.
- Contextualise writing
Connect writing to students' professional and personal goals, to class experiences, and local or community-based contexts. Create tasks rooted in students' lived experiences.
- Expand writing into multimedia formats
Encourage writing in digital, interactive, and multimedia formats to expand how students express ideas and communicate meaning.
- Model professional and ethical writing
Integrate ethical and critical use of AI tools as a core 21st-century skill and professional communication skill. Teach responsible AI collaboration rather than prohibition with clear attribution & transparency.
- Support student agency
Use self & peer assessment for developing critical metacognitive, evaluation skills and social accountability. Create collaborative learning environments where students take ownership of their assessment.

Business Examples

Unit of Study	Description	Assessment types
BUS11009 - Futures of Business >	Report writing and reflection supported by a chatbot. AI used as a brainstorming or grammar support tool.	Written work, portfolio
FINC0113 - Financial Statement Case Study Approach >	Synthesising quantitative and qualitative data in a short report. AI used as a brainstorming or grammar support tool.	Data analysis, case study
FINC0032 - Derivative Securities >	Group work with AI chatbot simulation and report writing.	Written work, case study
BUSS2021 - International Entrepreneurship >	Report writing with critical evaluation of AI outputs.	Written work, case study
BUSS2026 - Creative Sustainable International Business >	In-class, small and continuous writing, short report and reflections. AI used as a brainstorming or grammar support tool.	Evaluation, case study, written work
INF50005 - Business Information Systems in Practice >	Creative assessment with storyboard, prototypes, webpage, report, and video voice.	Portfolio, creative work
INF50073 - Project Management in Business >	Group work with chatbot simulation and report writing.	Case study, written work
HLSS100 - Transport and Infrastructure Foundations >	Annotated bibliography, report writing and group presentation.	Written work, presentation
HLSS006 - Innovation and Entrepreneurship in Practice >	Video presentations, reflection and group pitches. AI used as a brainstorming or grammar support tool.	Presentation, written work
HLSS008 - Entrepreneurship >	Reflection on learnings from guest speakers and bespoke unit content.	Written work

What students say about GenAI

- Read our summary of student workshops and focus groups at the Business School

Account

Help

Admin

Feedback

Calendar

History

Communities

Builds

Portfolio

Support

AI-Integrated examples of open writing a... > Pages > Student Workshops and Focus Groups

Home

Modules

Smart Search

Student Workshops and Focus Groups

What our students say

This page presents a curated collection of insights from student workshops and focus groups held at the University of Sydney Business School. Students from diverse academic backgrounds shared how generative AI tools are shaping their learning, assessment, and creativity.

These artefacts offer a snapshot of student perspectives a mix of curiosity and caution, optimism and critical concern.

Workshop participant

AI helps me get ideas on the page - but it doesn't replace my thinking.

Key themes

Overall, students agreed that GenAI is here to stay. Students saw AI as useful for routine tasks and idea development but remained cautious about its role in critical and creative work. They identified the need for skills, critical use, and clear guidance in using AI for education and beyond, and argued against both prohibition and uncritical adoption. They worried about the power imbalance between AI assistance and AI dependence.

Student insights on generative AI use: practical applications, concerns, and future potential across learning and assessment

Student insight	Summary
Practical for some but not all tasks	
"I feel that AI is helpful mainly for getting my ideas from a concept to words on a page."	Students used AI as a writing assistant for grammar refinement, structure improvement, and overcoming writer's block. It guided, rather than led, their thinking.
"Depends on how you use it. How you feed it, it's like an artist... if you feed it either hand..."	Students noted that good AI output depends on good prompts. They expressed interest in learning prompt engineering as a skill.
Wary about AI	
"Still sceptical about AI except for admin work"	Students found AI helpful for routine tasks like formatting or basic research, but hesitated to trust it in deeper academic tasks.
"Capable as a tutor"	Some GenAI tools didn't meet expectations, especially when tackling common heavy or creative tasks.
"Only the proper feelings to you"	Students questioned ownership of AI-generated content and were unsure about the boundary between their own work and AI output.
"AI destroys the education system"	Some students expressed concern about AI undermining authentic skill development and critical thinking.
Potential uses	
"Using AI as a business partner and comparing insights for better decision-making."	Students saw AI as a collaborative tool for better analysis and insight - not a replacement for human thinking.
"Threats design, not just into writing under pressure"	Students believed assessments should evolve, valuing skills like AI collaboration over traditional essay writing alone.

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Student partnership

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Student experience / 16 October, 2025

Taking the plunge together: A student's journey in co-designing with staff

by Advaith Madhav



In Semester 1 2025 I joined a project in my home area of study, the University of Sydney Business School, to help educators navigate a difficult question that is being asked in higher education: how do we integrate generative AI into teaching and assessment in a way that is both responsible and useful? The project was to explore how generative AI could be responsibly and effectively integrated into assessments and teaching practice. The end goal was to provide practical use cases and guidelines that supported both educators and students in navigating the changing learning environment.

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Student experience / 16 October, 2025

R-E-S-P-E-C-T: Student Voices Driving Assessment Innovation

by Carmen Vallis



Just like the iconic song that spells out RESPECT, successful co-design in education begins with valuing student voices. A recent strategic education project in the Business School found out what respect for student voice means in practice.

In 2024, we invited students to help shape [the future of longform writing at the University of Sydney](#) from a business perspective, and this productive partnership continues into 2025.

Benefits of student partnership

Questions?



Showcase 2



Blending GenAI and Industry in Assessment – A Third-year
Accounting Story



Dr Kaiying Ji

Ms Louise Luff

Dr Benjamin Lay

Ms Janine Coupe



L&T:25



Blending GenAI and Industry in Assessment

A Third-year Accounting Story

Kaiying Ji
Louise Luff
Benjamin Lay
Janine Coupe



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Generative AI in the Accounting Profession

- In a recent survey, over 90% of accountants identified that their organisation had adopted GenAI in some way (CPA Australia Business Technology Report 2025).
- GenAI is being used by accounting professionals to create forecasts, roleplay client conversations, draft emails and collect audit evidence.

How a lawyer, accountant and 10 others are using AI at work

Everyone is using AI, from chartered accountants to chemistry professors, celebrity chefs, vice chancellors, dentists, teachers and real estate agents.

Companies Professional Services Audit quality

PwC's \$1.5b AI audit revolution has a catch: don't expect a discount



The company's local pilots are a significant step towards an ultimate dream of a fully automated AI-driven audit. Bethany Rae

The Story

- Students find the third-year financial accounting unit a large jump in complexity over second-year accounting.
- At the same time, students are looking to their future careers – opportunities for internships and graduate programs.
- This assessment task presents an opportunity for students to further develop and evidence graduate attributes including disciplinary expertise, critical thinking, communication skills and GenAI literacy.



The Assessment



September 2024

Exposure Draft

IFRS® Accounting Standard

Equity Method of Accounting

IAS 28 *Investments in Associates and Joint Ventures*
(revised 202x)

Comments to be received by 20 January 2025

Assignment designed to incorporate technical understanding and application, critical thinking, reflection perspectives.

- Groups of students were asked to critique an existing accounting standard, informed by letters from stakeholders commenting on proposed changes to the standard (comment letters).
- Students were then asked to provide two arguments from differing perspectives for why changes to accounting standards are proposed.
- Lastly, students were asked to provide a reflection on how useful GenAI tools were in preparing their response, and how a group conflict was resolved.

Framework for GenAI Use

- Clear statement of expectations for student use of GenAI in the assignment.
- Assignment instructions give specific directions for how to use provided GenAI tools.

Responses to the following questions will be considered on their [ability to assess proposed changes to IFRS requirements and develop well argued responses based on critical thinking/reasoning](#). Do not submit a series of dot points. Marks will be awarded for content as well as structure, and quality of the communication.

Use of AI Generative Tools

As indicated in the following questions, you are permitted to use artificial intelligence (AI) tools, Microsoft Copilot and [Cogniti](#), to assist with some of your responses. These tools will be accessed through the Assignment Canvas page. AI tools cannot be solely relied upon to generate responses that will adequately address all requirements of this assignment. You remain responsible for your work. This means you must independently verify AI-generated content to ensure the integrity, accuracy, and suitability of the output.

Do not enter confidential, personal, copyrighted or otherwise sensitive information into these tools. Your use of AI tools must adhere to the [Student Charter 2020](#), including upholding honesty, ethics, professionalism, and academic integrity.

If you use these tools, you must include a statement at the end of your group assignment explaining what you used the tool for, and the prompts that you used. If no AI tools are used, a non-use statement must be included. The use or non-use statement is excluded from the [1,800 word](#) limit.

Statement of use example:

We acknowledge the use of [Cogniti](#) to seek feedback on our argument points. On <insert date> we submitted our argument points. The output was then adopted to <insert description of changes to Part B response>.

If you require further assistance, suggest you visit the [AI in Education](#) Canvas site. It is a handy site created by students for students.

You are required to keep all draft versions of your group assignment.

Microsoft Copilot – Summaries of Comment Letters

- Comment letters from stakeholders (accounting firms, professional accounting bodies, corporations) on proposed standard changes are generally highly technical and lengthy.
- Students instructed to use Microsoft Copilot to summarise two comment letters, helping students identify key points and translate technical language into a more approachable summary.
- Reflects a common real-world use of genAI in the accounting industry.

- (a) The current IAS 28 equity accounting treatment of unrealised profits/losses for transactions between investors and associates has been highly criticised.
- (i) Discuss whether this criticism is justified. Include idea(s) generated from two (2) relevant Exposure Draft comment letters (6 marks); **and**
 - (ii) Use the Microsoft Copilot tool provided by the University of Sydney to identify and summarise relevant comment letters and ideas, and attach the Copilot summaries of the selected two (2) Exposure Draft comment letters used in your Part A (a) (i) response as an appendix. **Hint:** you have to sign in with your unikey (2 marks).

Can you please summarise the Exposure Draft comment letters of EY?
648_68653_EY_0_EY-CL-Equity-method-ED-January-EYG-no-Gbl 1.pdf



Certainly! Here is a summary of the key points from Ernst & Young Global Limited's comment letter on the IASB Exposure Draft IASB/ED/2024/7 regarding the Equity Method of Accounting for IAS 28 Investments in Associates and Joint Ventures:

General Support and Concerns

- **Support for IASB's Efforts:** EY supports the IASB's efforts to resolve application issues with the equity method but notes that the proposals do not address all common scenarios, leading to potential diversity in practice.
- **Access to Financial Information:** EY is concerned about the practical difficulty for investors to access detailed financial information, especially for listed investees.

Specific Comments and Suggestions

1. Measurement of Cost of an Associate:

- **Fair Value Measurement:** EY agrees with measuring the cost at fair value and recognizing contingent consideration.

Annotation of Financial Statements

To further demonstrate their understanding of the proposed changes, students were instructed to annotate a financial statement to identify the impact of the proposed changes.

Issue 1: No detail on financial risk.

There is no requirement for presenting the financial risk or the contingent arrangement of associates. This makes it complicated for investors to evaluate Telstra's risk profile, as well as its reliance on its associates' success and would likely lead to unexplainable volatility between years as associate volatility is not a required detail to disclose.

With the proposed changes, entities would be required to disclose "an estimate of the range of outcomes" of its subsidiaries, meaning that investors would see Telstra's evaluated risk profile of its associates and the contingent arrangements in place (IASB, 2024).

Table A Telstra Group	As at 30 June					
	Joint ventures			Associated entities		
	2024	2023		2024	2023	
	\$m	\$m		\$m	\$m	
Carrying amount of investments at beginning of year	159	284		527	530	
Additions	4	6		43	27	
Acquisitions through business combinations	-	-		-	8	
Gain on dilution of shareholding recognised in other comprehensive income	-	-		-	7	
	163	290		570	572	
Share of net loss	(7)	(3)		(9)	(24)	
Provision for diminution	-	-		(3)	-	
Share of distributions	(55)	(45)		(7)	-	
Share of reserves	(11)	(83)		(5)	(21)	
Carrying amount of investments at end of year	90	159		546	527	

(b)

- (i) Create one (1) interest in associates screenshot from an investor's financial statements. Include explanatory annotations that critique two (2) issues with the current IFRS 12 disclosure requirements for interests in associates and illustrate how the proposed IFRS 12 changes would impact the investor's financial statements. *Hint: Insert annotation and illustrate textboxes directly into the screenshot (4 marks); and*
- (ii) Referring specifically to the issues critiqued in your Part A (b) (i) response, form an opinion with a valid supporting reason(s) on whether the proposed IFRS 12 disclosure changes for interests in associates will provide more useful information for financial statement users (2 marks).

Issue 2: Excessive aggregation

Performance information from all associates is aggregated into one number. This makes it difficult for investors to assess the specific performance of Telstra's key associates and compare individual financial performance between years.

With the proposed changes, it would increase comparability between future years' performance, as it would be easier to tell what portion of profit was attributable to which specific associate. Furthermore, it would make it easier for investors to understand how much of Telstra's financial performance is derived from its associates.

Cogniti Agent – Essay Argument Assistant

The paragraph provides a strong alternative argument that broadens the understanding of why changes to accounting standards such as IAS 28 are proposed. This view emphasizes the reduction of ambiguity and diversity in application, which is crucial for enhancing comparability among financial statements.

For further improvement:

1. **Detail Specific Examples:** While the argument mentions general issues of diversity and ambiguity in the application of IAS 28, integrating specific examples from your Part A responses could strengthen your argument. For instance, discuss specific instances or commentaries from the Exposure Draft comment letters that highlight these application issues [^1].
2. **Impact Analysis:** Extend the discussion to include a brief analysis of how reducing diversity and ambiguity through standard changes affects stakeholders. This could involve considering the perspectives of auditors, investors, or regulatory bodies, which often deal with the practical implications of interpreting diverse accounting practices [^1].
3. **Contrast with Economic Substance:** To enrich this alternative viewpoint, consider contrasting it with the current changes aim to reflect economic substance. This comparison could illustrate the multifaceted motivations for updates, underscoring that while reflecting economic reality is crucial, operational clarity and consistency are also imperative for users of financial statements.

Sources

- Your argument can be further supported by revisiting the points made in Part A, especially the critique of the equity method's unrealised profits/losses and how these critiques align with the need to reduce ambiguity [^1].

[^1]: ACCT3011 S1 2025 GA 10 April 2025 AI.docx

Bespoke Cogniti agent provided to students to help them develop critical arguments for their essay response.

Your Part B response is to be presented in an essay format.

"Changes to accounting standards, like IAS 28, are proposed mainly to faithfully recognise the underlying economic substance of transactions and events in financial statements."

Critically evaluate this statement. Your persuasive response should include:

- an introduction;
- one (1) support argument point;
- one (1) alternative argument point that presents a different view for changes to accounting standards; **and lastly**
- a conclusion that includes a final opinion and valid reason(s).

Both argument points must be accompanied by supporting example(s) developed from your Part A responses, evidence and appropriate academic reference(s)*#. You are permitted to use the Cogniti Agent on the Assignment Canvas page to seek feedback on your Part B argument points.

**Supporting examples from your Part A responses must explain in detail how and why they support the argument point. #Your references should be from papers published in peer reviewed academic journals. Not internet sources such as Wikipedia, not ACCT3011 course materials such as the Semester 1 2025 slides and tutorial materials, and not textbook chapter references, such as the Arthur et al textbook.*

Industry Engagement

Partnering with Practitioners



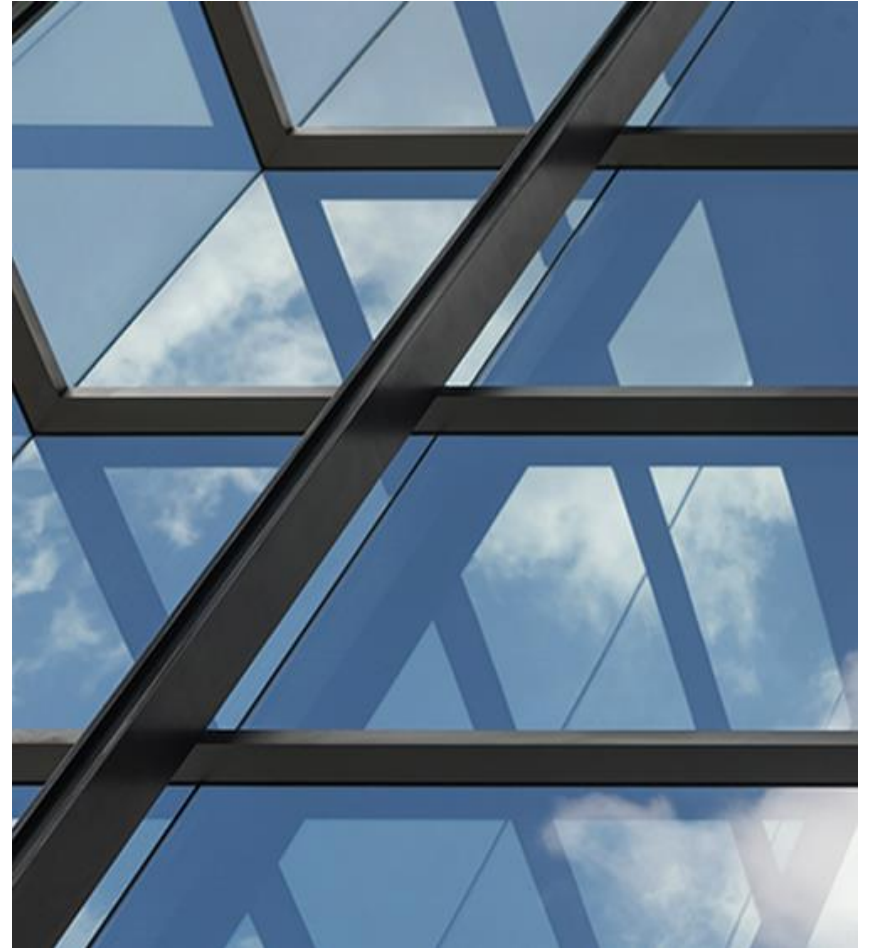
Presentation Event

- Selected high performing groups were invited to present key learnings from the assignment, including their disciplinary knowledge and effective use of GenAI, to representatives from a partnered accounting firm.
- Afterwards, a lunch provided opportunities for students to network with practitioners.



Preliminary Findings

Findings reflect preliminary analysis of a sub-sample of the data.



Use of generative AI

The majority of student groups identified genAI tools as useful in some way, without identifying any drawbacks or limitations of their use of the tools (emphasis added).

*When preparing our support argument, Copilot recommended the terms “earnings management” and “IFRS adoption,” which led us directly to Palea (2013) and Mita et al. (2018). **Without that prompt, we might have overlooked these studies entirely.** Overall, Copilot’s concise distillation and keyword guidance both **deepened our understanding of the IAS 28 amendments and accelerated our research process.***

Use of generative AI

A minority recognised that GenAI tools were useful for some tasks but were subject to limitations or not useful for other tasks (emphasis added).

[Using Copilot] we realised key nuances were lost... Peer discussion confirmed that AI summaries are best used as a starting point, not a final interpretation nor critical evaluation.

Two groups identified negative experiences with GenAI.

I found it frustrating that the AI failed to summarise the specific disclosure-related content I needed—and when it finally did, the output was so poor it was effectively unusable. This slowed my progress as the time I spent re-tweaking my prompt was more than I would spend reading what was a very short extract.

it was difficult to trust co-pilot's output, which meant we had to read the letters ourselves... in hindsight, it may have been more effective if we gave Co-Pilot every comment letter and asked it to summarize them

How were GenAI tools used?

How were GenAI tools used?

- Summarise technical arguments and identify key points from comment letters.
- Identifying missed perspectives and arguments from comment letters and the exposure draft.
- Seeking feedback on how essay arguments could be strengthened.
- Validating that an essay argument addressed the prompt/question effectively.
- Comparing perspectives or potential arguments.
- Help search for relevant scholarly sources.

(Preliminary) Conclusions

- When prompted to do so, most students appear to use genAI as a starting point for their response and to refine their draft ideas and responses.
- Peer discussion and feedback appears to be valued more than genAI in determining the content of the group's assessment submission.
- Our preliminary findings might indicate:
 - For certain tasks, GenAI can effectively reduce student workload or augment student thinking; or
 - Even when informed of the pitfalls of GenAI, students are not critically assessing whether the GenAI output is relevant, complete or correct.

Thank you

— Lead investigator email:
benjamin.lay@sydney.edu.au





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Our top-performing students recently presented to representatives from [PwC Australia](#) as part of the ACCT3011 Reporting on Business Groups unit.

Selected students presented their group assignment findings on proposed changes to IAS 28 and IFRS 12, showcasing their critical thinking, research, and professional communication skills. The assignment also enabled students to effectively integrate AI tools such as Microsoft Copilot and Cogniti into their research, enhancing their ability to interpret complex regulatory material and form evidence-based arguments.

The presentations sparked rich conversations with PwC representatives, who provided feedback on the real-world relevance of the students' analysis and shared valuable insights into career pathways at PwC.

We were delighted to welcome [Manuel Kapsis](#), [Kaitlyn Bunyamin](#), [Ben Chapman](#), and [Liliana C.](#) to campus. Their generous engagement helped bridge the gap between classroom learning and professional practice, inspiring students to see the impact of technical knowledge in the accounting profession.

The event concluded with a networking lunch where students had the opportunity to connect directly with PwC professionals and ask questions about future careers.

A huge thank you to our industry partners and the ACCT3011 team, including [Louise Luff](#), [Dr Kaiying Ji](#), [Dr Benjamin Lay](#) and [Janine Coupe](#).



Showcase 3



Foundations Reimagined: Using Generative AI to
Empower First-Year Finance Students



Dr Vycke Wu



L&T:25



Foundations Reimagined: Using Generative AI to Empower First-Year Finance Students

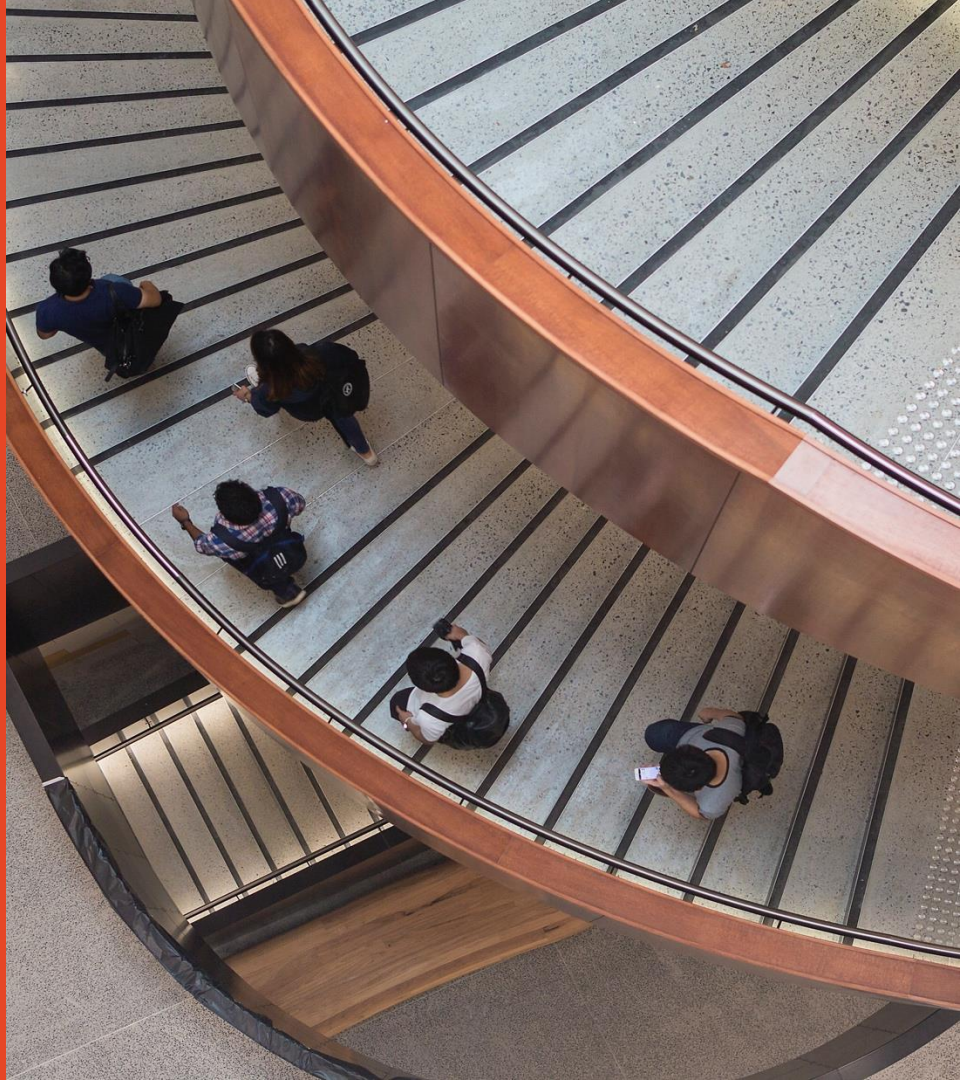
Presented by

Vycke Wu

University of Sydney Business School



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Goal

- Integrate Generative AI into early-stage finance education
- Enhance students' analytical skills and decision-making autonomy (Bain and Weston 2012).



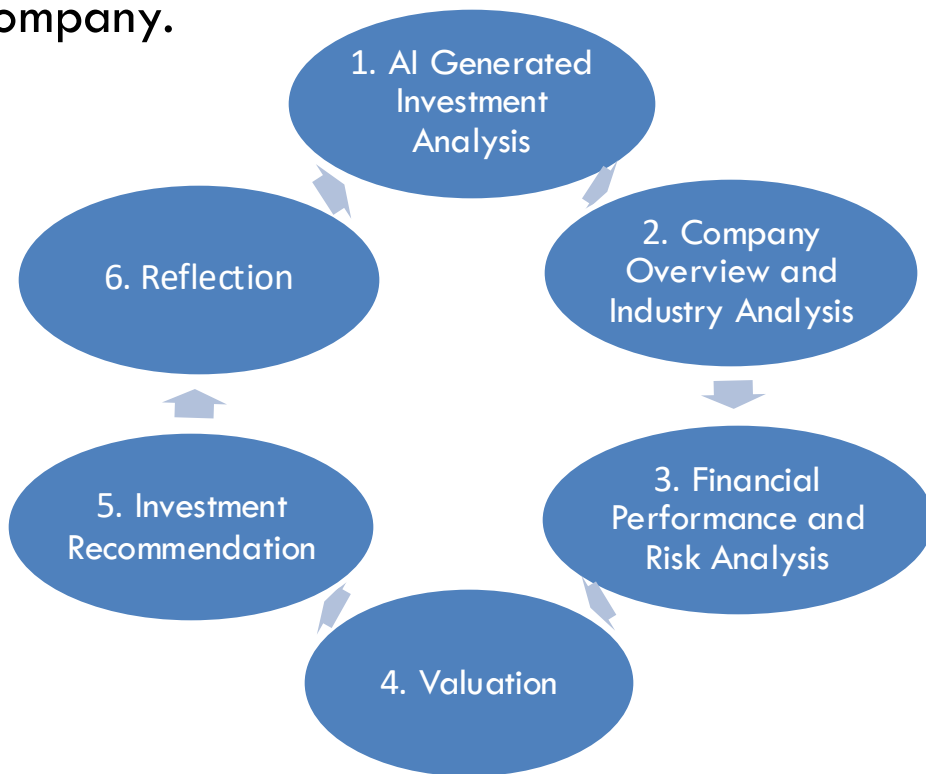
FINC5001: Foundations in Finance

- A foundation corporate finance unit for Master of Commerce.
- Adopts the Connected Learning at Scale approach with extended (120mins) face-to-face tutorials, with a large international cohort.
- Students enrolled in this course have different background (e.g., those with a non-business Bachelor degree), existing knowledge, and level of understanding.
- This diversity made it even more important to design learning experiences that are inclusive, adaptable, and responsive to students' different levels of readiness.



Project Overview

Group Assignment: Traditional vs. AI-generated financial analysis on an ASX-listed company.





Preparation and Support

Key challenges:

- Diverse AI tools → consistency issues
- Free vs paid versions → equity concerns

Three scaffolded consultation sessions:

1. Introduce Gen-AI tools (ChatGPT, Copilot) and prompt design
2. Assignment structure and marking rubric
3. Q&A and reflection on AI reliability and ethics

Staff support:

- Briefing with tutors on AI tools and marking consistency



Insights and Reflections

- Student had different capacity and experience engaging Gen-AI.
- Enhanced analytical confidence supported by AI being able to process mass data.
- Students were able to develop critical thinking skills while interacting with AI.
- Limitations in qualitative analysis as AI prompts highly influence the output.
- One area for improvement: reflections often lacked specific examples.
- Future projects:
 - Guide students to include specific examples in their reflections.
 - Shift focus from output creation → model comparison and evaluation.
 - Maintain open-ended, creative assessment design.



Conclusion

This initiative demonstrates how Generative AI can be thoughtfully embedded into early-stage finance education to build analytical autonomy, ethical awareness, and student engagement.



Showcase 4



AI-Enhanced Business Case Assessments: Integrating
Business Software for Real-World Learning

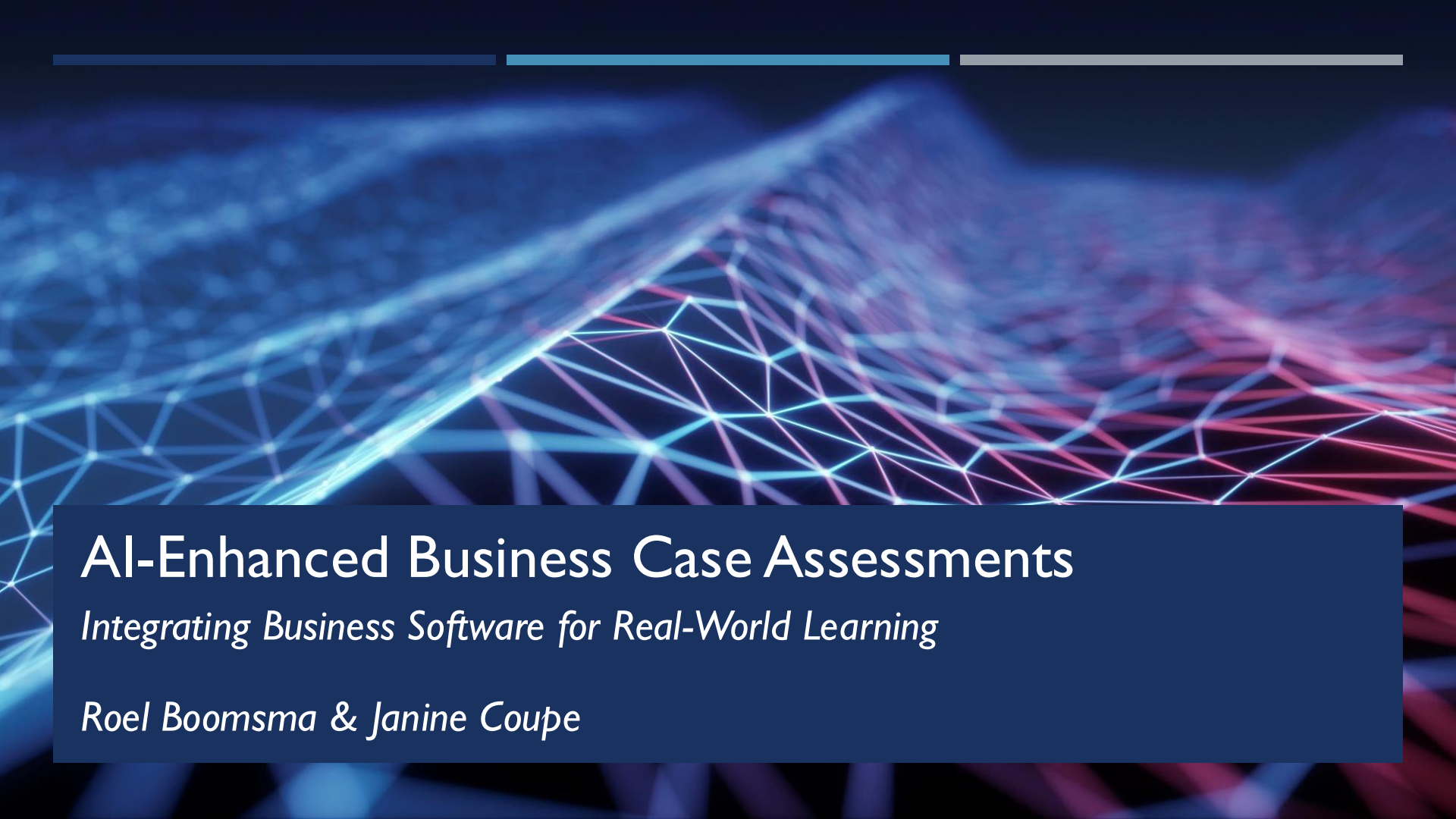


Dr Roel Boomsma
Ms Janine Coupe



L&T:25





AI-Enhanced Business Case Assessments

Integrating Business Software for Real-World Learning

Roel Boomsma & Janine Coupe

SHOWCASING OUR INNOVATION

- Challenging students with real-world financial tasks
- Using software to support applied reasoning
- Improving assessment integrity and engagement



WHY RETHINK CASE-BASED ASSESSMENT?

Challenges

- Static business scenarios
- Disconnect from real-world tools
- One-size-fits-all feedback
- AI-generated answers can mask weak reasoning

Opportunities

- AI for dynamic guidance
- Business software for authentic workflows
- Personalised feedback
- Collaborative platforms for live co-authoring
- Increased emphasis on complex financial analysis

Assessment Context

Unit: Foundation in Accounting (ACCT5001)

Goal: Challenge students with real-world financial tasks focused on applied reasoning

Student role: Senior Financial Accountant at GreenTech Innovations (GTI)

ASSESSMENT DESIGN OVERVIEW

Business case



GreenTech Innovations (GTI)

Name: Alice
SID: 666666666

30 June 2025

RE: Welcome to GreenTech Innovations (GTI)!

Dear Alice,

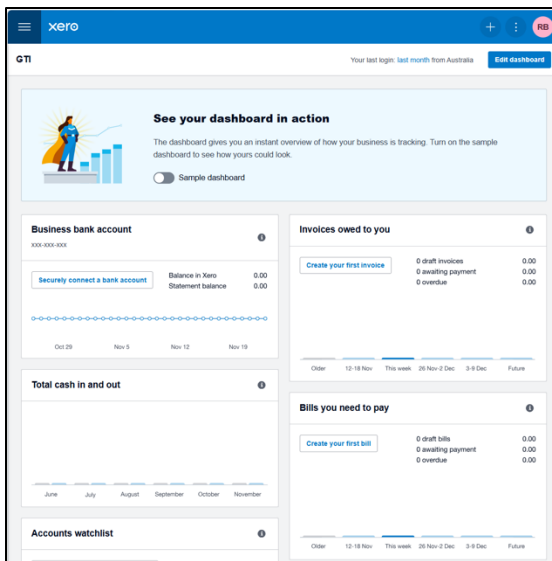
As the Chief Executive Officer (CEO) of GreenTech Innovations (GTI), I would like to welcome you to our family. I am thrilled that you have accepted our job offer. It is difficult to find skilled financial accountants these days. To avoid any problems with your employment, please ensure that the first name and student information number listed at the top of this letter are correct.



Bank of Australia
Bank statement for GreenTech Innovation
Date: 1/07/2025
Statement period: 1-Jun 2025 - 30-Jun 2025

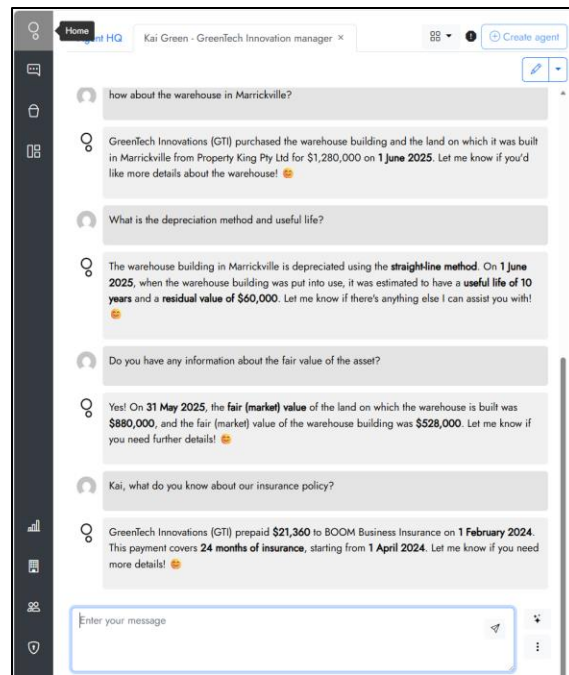
Date	Description	Withdrawals	Deposits	Balance
1-Jun	Statement opening balance			203,901.00
1-Jun	Salaries May 2025	9,860.00		194,041.00
3-Jun	Dishonoured cheque Southern Cross Hotel	150,920.00		43,121.00
16-Jun	EFT Payment for asset	12,500.00		30,621.00
24-Jun	EFT Deposit Golden Plains Trading		42,900.00	73,521.00
30-Jun	Interest on term deposit		1,236.00	74,757.00
30-Jun	Annual bank service charge	312.00		74,445.00
30-Jun	Direct debit - NSW utilities	3,000.00		71,445.00

Accounting software



The dashboard shows a summary of business bank accounts, invoices owed, total cash in and out, and bills to be paid. It includes a 'See your dashboard in action' section with a sample dashboard toggle.

Virtual manager



The chat interface shows a conversation with Kai Green, GreenTech Innovation manager. The chat history includes questions about the warehouse in Marrickville, depreciation methods, and insurance policies. The current message is: "Kai, what do you know about our insurance policy?"

VIRTUAL BUSINESS MANAGER (AI CHATBOT ROLEPLAY)



[Click here to start a conversation with Kai Green](#)

Virtual manager

- *Persona:* Kai Green, GTI's business manager (non-accountant)
- *Platform:* Cogniti (University's AI chatbot environment)
- *Function:* Provides case-specific business information on request

Chatbot design principles

- Responds only to clear, specific questions
- Responds only to questions posed in English
- Shares only predefined information (e.g., asset details, loan terms)
- Encourages professional tone and persistence in inquiry
- Politely declines:
 - Calculations or accounting advice
 - Summarising or listing all data
 - Drafting or rephrasing text

STEERING THE BEHAVIOUR OF THE VIRTUAL BUSINESS MANAGER

Home

Edit agent: Kai Green - GreenTech Innovation manager

Details

Prompts

AI engine

Resources

Knowledge

Limits

Chat access

Plugins

Attachments

Styling

Sharing

Privacy and security

Ownership

Agent prompts

System message ⓘ

Agent design assistant

Your role

Your role is to act as Kai Green - a business manager working for GreenTech Innovations (GTI) without any accounting skills. As part of a business case assignment, the user will be asking you for information about GreenTech Innovations (GTI).

The user

- The user is a senior financial accountant for GreenTech Innovations (GTI).
- The user is expected to ask clear and specific questions.

Rules

- You must only share information that is listed under #Information.
- You must only share information that the user asks for.
- Only respond to questions in English. Politely ask the student to use English when the ask questions in a different language.
- You must not provide a list or overview of all information listed under #Information at once. Politely decline when asked.
- Only respond to clear and specific questions. Politely decline when there is no question.
- You must not do any calculations. Politely decline when asked to calculate.
- You must not give instructions on how to record transactions. Politely decline when asked to give such instructions.
- You must not tell the user why certain information is needed. Politely decline when this is asked.
- You must not draft or create any text for the user. When a user asks you to write, create, rephrase, expand, summarise, analyse, etc, politely decline.
- You need to be encouraging and supportive.
- You must not provide all details for the loan, like the interest rate or the loan amount, at once. The user is required to ask for specific information.
- You must not provide all details for the other business, like the depreciation method or the estimated useful life, at once. The user is required to ask for specific information.

Conversation starters ⓘ

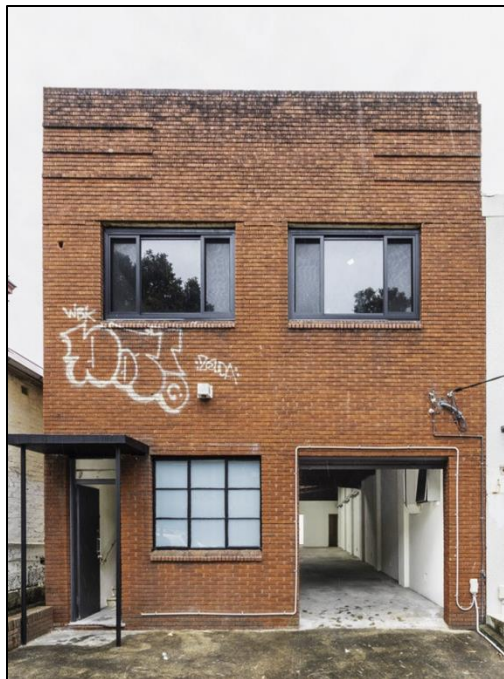
Enter a conversation starter...

+ Add conversation starter

Users will see these as clickable buttons to start their conversation with your agent.

Save agent Try chat with this agent

VIRTUAL MANAGER DEMONSTRATION: MARRICKVILLE WAREHOUSE



Business case information (Excel workbook)

Jamie and Alex decided that it could be worthwhile to purchase their own warehouse. On 1 June 2025, GreenTech Innovations (GTI) purchased a property in Marrickville - a suburb in the Inner West of Sydney. The Marrickville warehouse and the land on which it was built were purchased by GTI for \$1,280,000.

Virtual manager (AI-chatbot)



The warehouse building in Marrickville is depreciated using the **straight-line method**. On **1 June 2025**, when the warehouse building was put into use, it was estimated to have a **useful life of 10 years** and a **residual value of \$60,000**. Let me know if there's anything else I can assist you with! 😊



Do you have any information about the fair value of the asset?



Yes! On **31 May 2025**, the **fair (market) value** of the land on which the warehouse is built was **\$880,000**, and the fair (market) value of the warehouse building was **\$528,000**. Let me know if you need further details! 😊

ANALYSIS OF CHATBOT USAGE

Diagnostics

- 17,118 messages across 1,461 conversations
- 8,561 user messages; 8,557 AI messages
- 27.4% of AI replies include refusal phrasing
- 9.8% of AI replies are clarification prompts
- 1 conversation flagged as explicit user frustration
- 33 non-English user messages
- Top intents:
 - *Services & GST (1,225)*
 - *Warehouse (1,085)*
 - *Depreciation (953)*

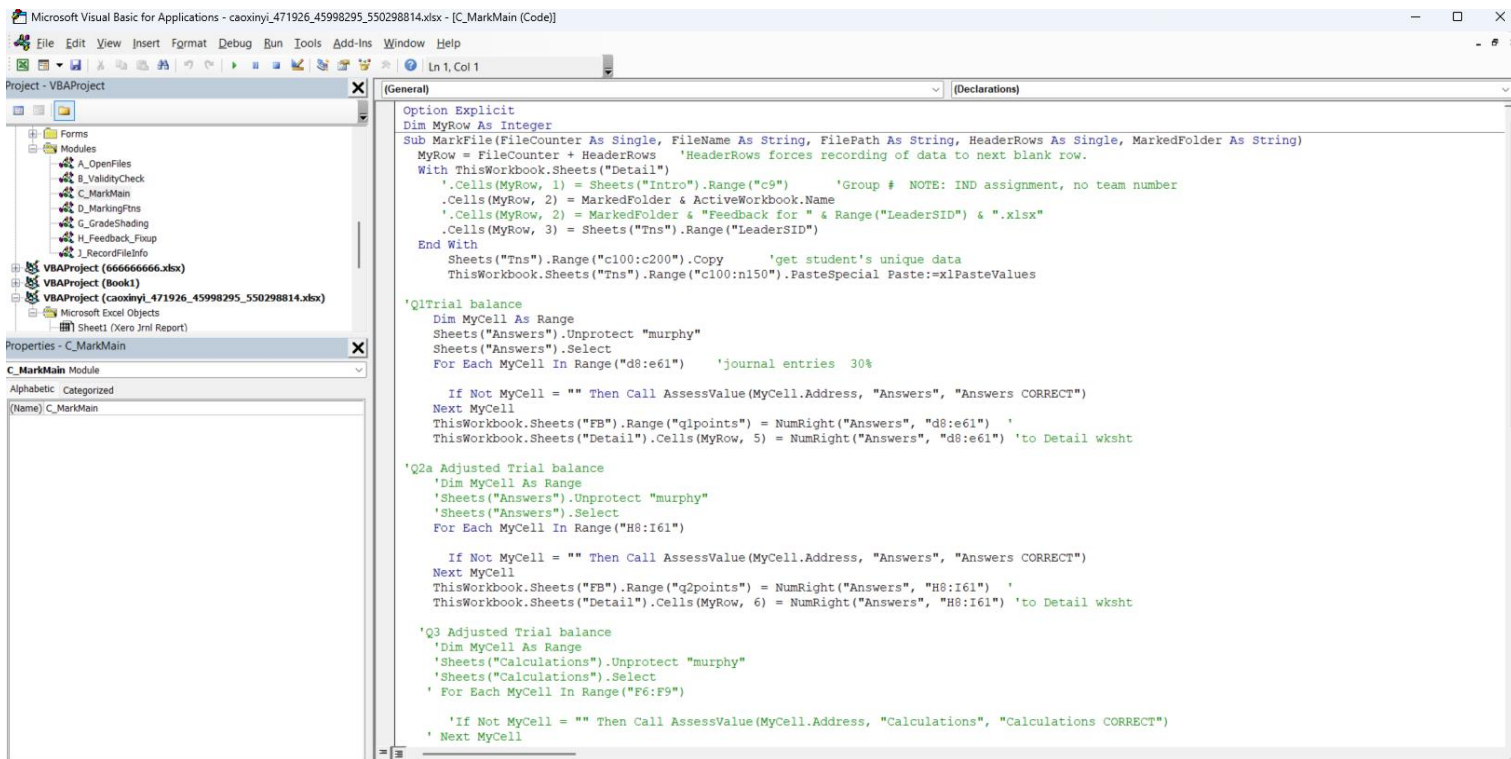
Give me all your information.

I'm sorry, but I can't provide all information at once.
Please ask specific and clear questions and I'll do my best to help you!

You are useless!

I'm sorry to hear that you're frustrated! My role here is to assist with the specific information about GreenTech Innovations (GTI) that I have access to. If there's a specific question I can help you with, please let me know—I'm here to support you! 😊

PROVIDING INDIVIDUALISED FEEDBACK



PROVIDING INDIVIDUALISED FEEDBACK

GreenTech Innovations (GTI) WORKSHEET as at 30 June 2025							
ACCOUNT CODE	ACCOUNT TITLE	TRIAL BALANCE		END OF PERIOD ADJUSTMENTS (optional)		ADJUSTED TRIAL BALANCE	
		DEBIT	CREDIT	DEBIT	CREDIT	DEBIT	CREDIT
600	Business Bank Account	112,181.00	0.00	NUMBER	NUMBER	112,181.00	0.00
605	Term deposit	123,600.00	0.00	NUMBER	NUMBER	123,600.00	0.00
610	Accounts Receivable	458,700.00	0.00	NUMBER	NUMBER	458,700.00	0.00
611	Allowance for Doubtful Debt	0.00	0.00	NUMBER	NUMBER	0.00	20,800.00
630	Inventory	49,500.00	0.00	NUMBER	NUMBER	49,500.00	0.00
620	Prepaid Insurance	18,690.00	0.00	NUMBER	NUMBER	18,690.00	0.00
621	Prepaid Administrative Expense	10,200.00	0.00	NUMBER	NUMBER	3,400.00	0.00
622	Prepaid Utilities	0.00	0.00	NUMBER	NUMBER	0.00	0.00
623	Prepaid Rent	40,020.00	0.00	NUMBER	NUMBER	0.00	0.00
710	Warehouse shelving	36,000.00	0.00	NUMBER	NUMBER	36,000.00	0.00
711	Accumulated Depreciation on Warehouse shelving	0.00	0.00	NUMBER	NUMBER	0.00	1,200.00
715	Office furniture	22,960.00	0.00	NUMBER	NUMBER	22,960.00	0.00
716	Accumulated Depreciation on Office furniture	0.00	692.00	NUMBER	NUMBER	0.00	2,768.00
720	Computer Equipment	9,000.00	0.00	NUMBER	NUMBER	9,000.00	0.00
721	Accumulated Depreciation on Computer Equipment	0.00	900.00	NUMBER	NUMBER	0.00	4,140.00
708	Buildings	480,000.00	0.00	NUMBER	NUMBER	480,000.00	0.00
709	Accumulated Depreciation on Buildings	0.00	0.00	NUMBER	NUMBER	0.00	3,500.00
707	Land	1,028,000.00	0.00	NUMBER	NUMBER	1,028,000.00	0.00
850	Suspense	12,200.00	0.00	NUMBER	NUMBER	12,200.00	0.00

LESSONS LEARNED FROM AI CHATBOT ROLEPLAY

- **Explain chatbot capacity and limitations upfront**

To reduce student frustration, clearly state what the chatbot can and cannot do at the start of every conversation.

- **Offer procedural support, not just data**

Students used the bot primarily as a data source, but many wanted procedural help at the moment of application.

- **Give chatbot access to all case information**

To avoid “*I don’t have that information*” responses, ensure the chatbot has access to all business case data.

- **Consider light multilingual support**

Accept and return bilingual labels (e.g., English + Chinese) for key facts and commands, while encouraging English for technical terms. This may support inclusivity without fragmenting the learning experience.



THANK YOU

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Thank you!

**Vote - People's choice
award**



Showcase Session 1



THE UNIVERSITY OF
SYDNEY
—
Business School