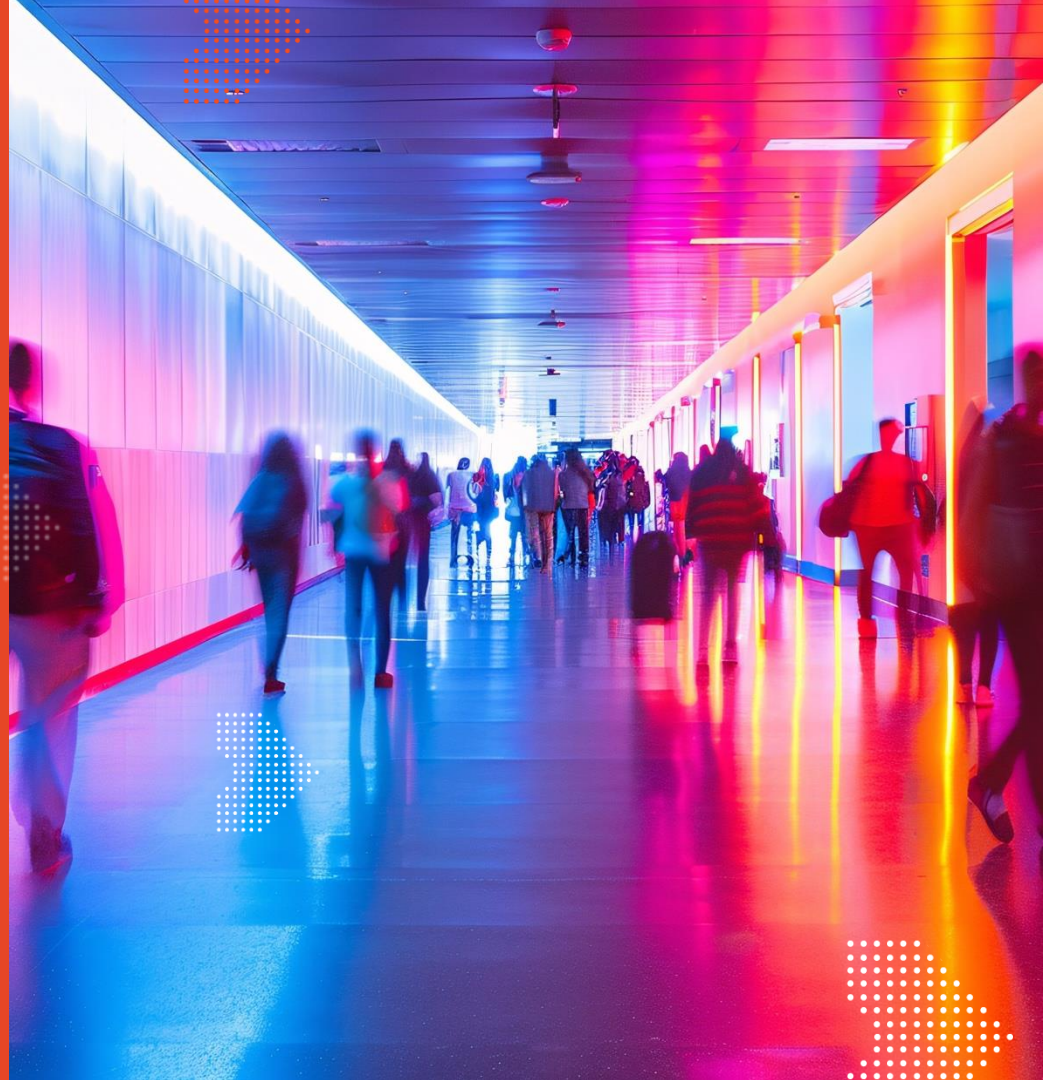
L&T:25

Showcase – Session 1B

Wednesday 12th
November



THE UNIVERSITY OF SYDNEY
Business School

Showcase – Session 1B

Simulating with AI

Dr Zoe Alderton

Learning Experience Designer
Product Directorate, Office of Strategy and Planning
Western Sydney University

Showcase 1

Balancing student creativity with Artificial intelligence in Design Thinking

Ms Jane Strachan
Dr Praveena Chandra

Balancing creativity with AI in design thinking

Jane Strachan

Dr Praveena Chandra

The plan

Background

AI as a creativity partner

Results

Further research

Background

- “Creative thinking is the fourth fastest-growing skill in the labour market,” – (*Future of Jobs Report 2025)*
- AI can enhance creativity and provide benefits to the student learning process *(Wang et al., 2022; Shahzad et al., 2024; Zhou & Peng, 2025; Hasibuan & Azizah, 2023; Lin & Chen, 2024)*
- *Advantages of AI in creative processes – improved confidence, personalized feedback, improved engagement*
- *Disadvantages of AI in creative processes – loss of emotional connection, loss of motivation, reduced originality*
- *Majority of student focused studies have focused on alternative use campaigns (Holzner M. et al 2025)*
- *Limited research on use of AI by students in developing organisational innovations*
- *What needs further exploration*
  - *How students feel and engage with AI in creative process?*
  - *Is AI-assisted outcome more creative than non-AI-assisted outcome?*

Our Cohort and innovation project

- One of three Business School Dalyell units – Innovations in Organisations (BUDL2902)
- Multidisciplinary groups (4 – 6 members) - students from disciplines across the university from 1st year 1st semester to final year in double degree
- Experiential learning opportunity – students work on real-world innovation problems
  - The pedagogy of the courses closely follows that recommended by innovation education literature
  - Design Thinking methodology
  - AI tools used - Chat GPT and Microsoft Co-pilot
- Multiple opportunities for creativity over the semester
- 3 creative outputs from the students analysed in this research
  - (1) Alternative uses activity
  - (2) Play-doh activity
  - (3) Final innovation solutions
- Observations for this research – S2-2024 , S1-2025, S2-2025

Creative output 1 - Alternative uses activity

- **Brief**

Working in pairs, write down as many creative alternate uses for an ice cream stick as possible. As a group, consolidate your list.

- **Complexity level** – Low
- **Results**
  - Student groups produced between 20 – 40 alternative uses.
  - Chat GPT produced 30 uses in the first prompt and 20 more uses in the second prompt.

Creative Output 2 – Prototype activity

- **Brief**

Nike is looking to expand its shoe range with a Nike university lifestyle shoe. The Shoe combines modern aesthetics with functionality, ideal for students navigating busy campus life. This shoe is designed to transition seamlessly to take the student from home to classrooms to social settings.

- Create a 3d prototype of your shoe using one colour of Play-doh
- **Complexity level** – Moderate
- **Results**
  - Student solutions provided specific features that relate to the use of the shoe.
    - Speed
    - Weather
    - Multi purpose – university to social events
    - Charging option
    - Ease to put on

Student designs

Chat GPT design

Creative output 3 – Innovation Project Solution

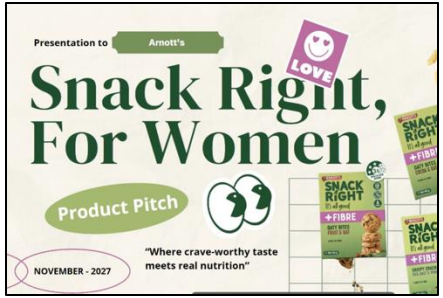
- **Brief**

Students were asked to identify a sustainability problem faced by the Arnott's Group and develop an innovation solution.

- **Complexity level** – High
- **Results**

Some strong student developed innovation solutions.

The use of AI mostly limited to their prototypes.



Student feedback

- Student poll in week 10 (n=42) and informal feedback
- How helpful has Artificial intelligence (AI) been in (0= not helpful, 5 = very helpful)
  - Problem identification: (M=3.12, SD = 1.26)
  - Review and development of problem statement: (M=3.83, SD = 0.91)
  - Development of journey map: (M=2.95, SD = 1.15)
  - Development of prototype: (M=3.43, SD = 1.36)
  - Validation of solution - from a persona perspective: (M=3.54, SD = 1.12)
  - Validation of solution - from investor perspective: (M=3.56, SD = 1.05)
  - Idea generation: (M=3.2, SD = 1.47)
- Mixed feedback
  - *'AI does not produce original ideas'*
  - *'I would use it as much as I can'*
  - *'Yes but as a stepping stone'*

Results

Complexity – Simple
Alternate uses of ice cream stick
- AI comes up with more results
- Similarities in actual results

Complexity - Moderate
Prototype activity - Creation of a university lifestyle shoe for Nike
- Students demonstrated more creative and unique features than AI

Complexity - High
Innovation project solution - Corporate sustainability solutions for the Arnott's Group
- Limited demonstration of use of AI in solutions
- Prototype development using AI very helpful

Future research

- Is it realistic to expect first time innovators to seamlessly integrate AI into the innovation process?
- What needs to change at each level of process to make optimal use of AI?
- Will students still be engaging deeply with creative thinking, or is AI doing the heavy lifting?
- How does use of AI impact academic integrity and will this lead to decline in creative confidence in students?

References

Holzner, N., Maier, S., & Feuerriegel, S. (2025). Generative AI and Creativity: A Systematic Literature Review and Meta-Analysis. *arXiv preprint arXiv:2505.17241*.

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Lin, H., & Chen, Q. (2024). Artificial intelligence (AI) -integrated educational applications and college students' creativity and academic emotions: students and teachers' perceptions and attitudes. PubMed, 12(1), 487–487. https://doi.org/10.1186/s40359-024-01979-0

Shahzad, M., Xu, S., & Zahid, H. (2024). Exploring the impact of generative AI-based technologies on learning performance through self-efficacy, fairness & ethics, creativity, and trust in higher education. Educ. Inf. Technol., 30, 3691-3716. https:/ /doi.org/10.1007/s10639-024-12949-9

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Zhou, M., & Peng, S. (2025). The Usage of AI in Teaching and Students' Creativity: The Mediating Role of Learning Engagement and the Moderating Role of AI Literacy. Behavioral Sciences, 15. https:/ /doi.org/10.3390/bs15050587

Showcase 2

Harness AI Agentics for Role Plays and Customer Research

Ms Karen Ganschow

Harness AI Agentics for Role Plays and Customer Research

12 November 2025

Shape the digital future

With an MBA in Technology and Digital Strategy

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Business School

Context

Modern Business Education needs be contemporary

Context

Modern Business Education needs be contemporary

AI and Agentics becoming a core part of Corporate operations

Digital Nation

Suncorp creates a "clear execution roadmap" for agentic AI

By Ry Crozier
Oct 31 2025 1:14PM

FOLLOW ON Google News

Backs technology to improve customer service and claims processes.

Suncorp has commenced "full-scale delivery" of agentic AI into its operations, predicting it will allow the insurer to "completely re-imagine" customer service and claims lodgement processes in the first instance.

Context

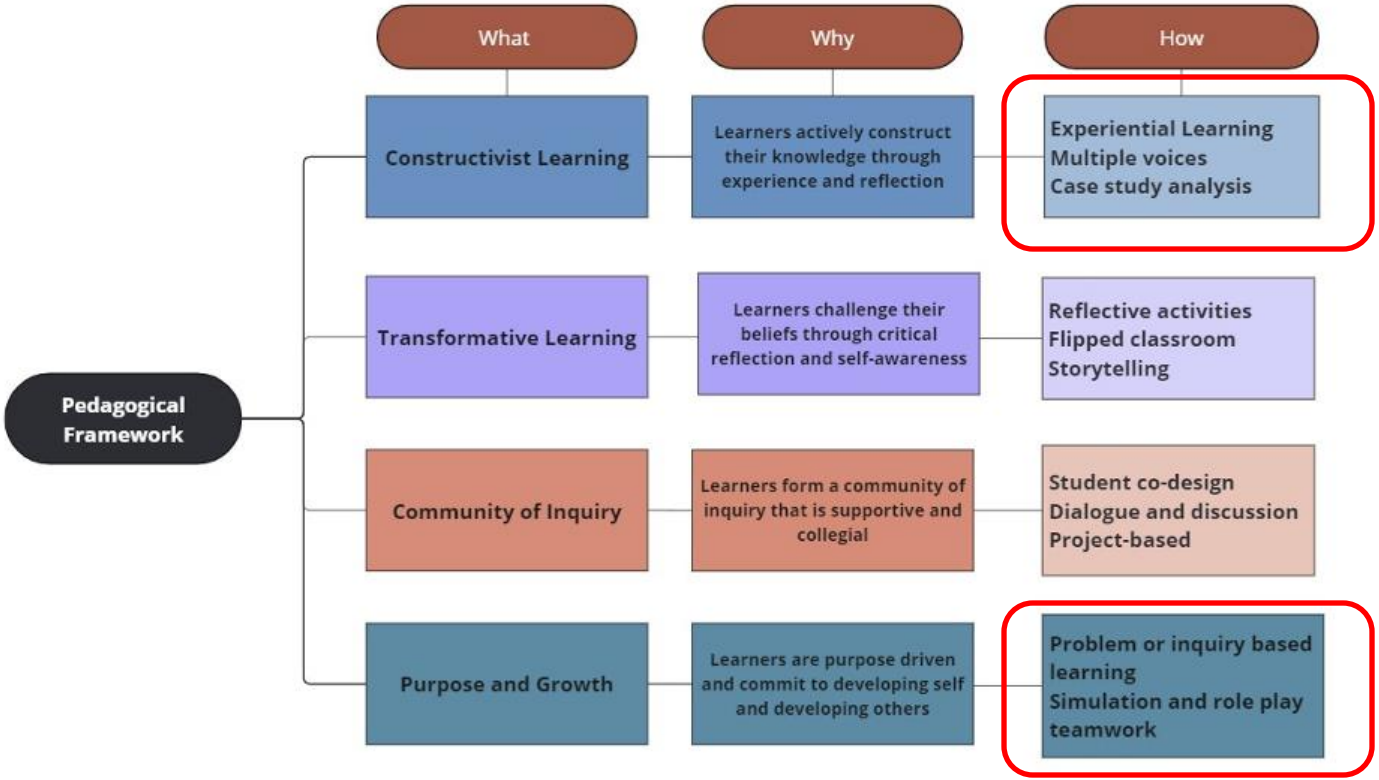
Modern Business Education needs be contemporary

AI and Agentics becoming a core part of Corporate operations

Two Pathway Assessment requires a new way of thinking about Learning Outcomes

- **Role plays as an assessment component**

Pedagogical Framework and aligned teaching approaches



Showcase

Agentics AI harnessed to:

Consumer Segment Role Plays – X and Z

Chief Financial Officer – pitch Go to Market Plan

Showcase

Insights from Student Interactions

Gen X

Summary of Topics with Prevalence:

1. Superannuation Information & Decision-Making (Highly Prevalent)

2. Customer Segmentation & Personas (Highly Prevalent)

3. Digital Communication Strategy & UX Design (Moderately Prevalent)

4. Feedback & Validation (Moderately Prevalent)

5. AI and Technology in Financial Advice (Moderately Prevalent)

6. Human Interaction & Trust (Moderately Prevalent)

Emphasis on the importance of human advice, live chat, and community support in financial decision-making.
Mention of trust and the desire for proactive, personalized outreach from super funds.

Gen Z

Summary of Topics with Prevalence

1. Financial Technology and Digital Innovation (Very Prevalent)

2. Engagement and Education Strategies for Gen Z and Millennials (Extremely Prevalent)

3. Customer Acquisition, Conversion, and Retention (Highly Prevalent)

4. Superannuation Switching and Decision Factors (Moderately Prevalent)

5. Community, Co-Creation, and Ethical Investment (Moderately Prevalent)

6. Market Research, Feedback, and Persona Development (Highly Prevalent)

7. Gamification and Entertainment in Financial Services (Very Prevalent)

8. Privacy, Consent, and Data Security (Occasionally Mentioned)

Overall, the conversations are highly focused on digital financial innovation for young people, with a strong positive and collaborative tone, underpinned by a thoughtful, data-driven approach and occasional notes of caution regarding privacy

Showcase

Lets see them in action

Showcase 3

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

Dr Raffaele Ciriello

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

Dr. Raffaele F Ciriello, Senior Lecturer
Unit Coordinator – INFS3600 BIS Capstone
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From Compliance to Creative Agency

How can we teach *responsible creativity,* not mindless conformity, in the age of GenAI?

Idea: Frame GenAI as an **interactive digital scrapbook** for ideation, storytelling, and problem reframing

Lesson: Embrace the broader mindset shift away from detection polices, toward human-centred creative capacity building

Scaffolding Ethical, Reflective AI Use

Week-3 GenAI Strategy: goals, guardrails, reflection

Accountability through transparency, not suspicion

Lesson: Create “meta-cognitive moments” where students learn to *design* their relationship with AI

Creative Scrapbook & Prototyping

Students design prototypes, storyboards, synthetic personas, and feedback loops

Emphasise multimodal creativity through cartoons, storyboards, persona simulations, synthetic voices when human access is ethically unfeasible

Lesson: Document and assess the *process* of creativity, not the product

Reflection, Dialogue, Accountability

Viva voce to surface learning, judgement, and ethical reasoning

AI augments creativity but agency, empathy, and accountability remain human

Lesson: Remember that embodiment, dialogue, and critical thinking is where our pedagogy stands apart

Anyone can prompt AI.

*The skill is **expanding your imagination** with it.*

Showcase 4

Assessing with AI: Building Trust or Breeding Doubt?

Miss Corina Raduesecu
Mr Jeffrey Lo

Assessing with AI:
building trust or breeding doubt?

Corina Raduescu

Senior Lecturer

Jeffrey Lo

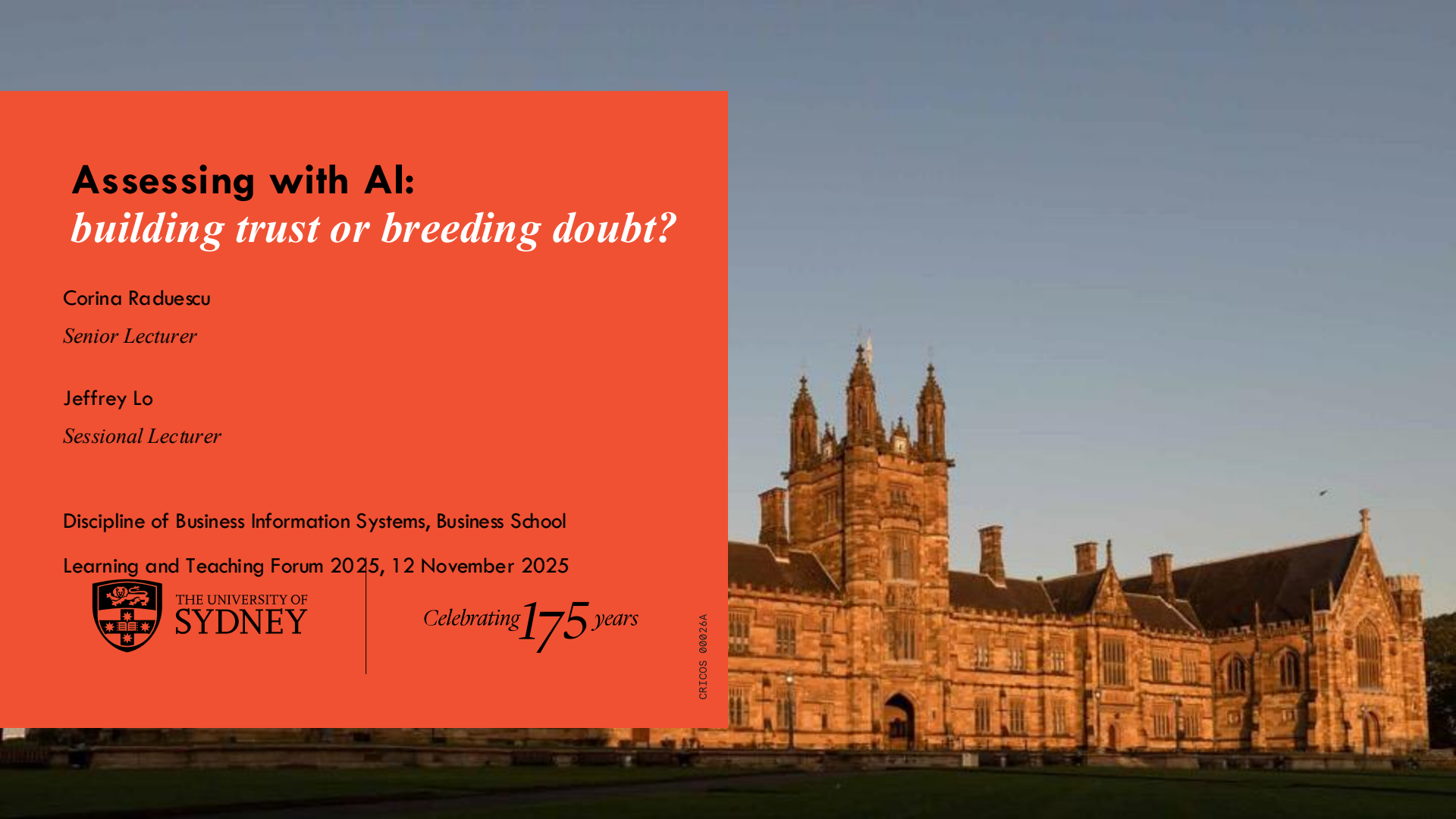
Sessional Lecturer

Discipline of Business Information Systems, Business School

Learning and Teaching Forum 2025, 12 November 2025

THE UNIVERSITY OF SYDNEY

Celebrating 175 years



Educational context: INFS3120

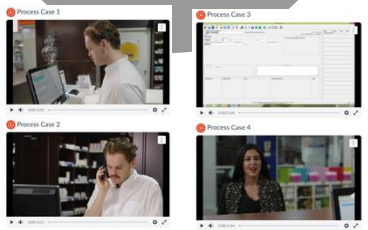
Business Process Analysis and Design

- Final-year elective unit in the Business Information Systems major.
- 76 students from various Bachelor of Commerce majors and other faculties.
- Students learn how to identify, model, analyse, design, and implement processes using business process management techniques.
- **Individual assignment scenario:** students act as process analysts for a local community pharmacy to document the Drug Dispensing process.

Individual assignment resources

4x production videos of real dispensing process instances

(2-5 mins each = 15 mins)



6x provided documents of pharmacy-related guidelines and legislation rules

(30+ pages)

1x pre-recorded interview with a real pharmacist

(35 mins)

Drawing upon these resources and consolidate into process model/ diagram using a specialised software

Key challenges:

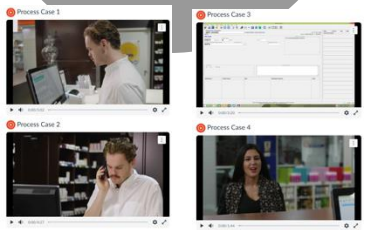
1. *How can students interact with a real pharmacist to clarify process related questions not covered in the provided resources? (replicate real world scenarios)*

2. *How can we better prepare future business analysts to efficiently navigate and interpret large volumes of information?*

Individual assignment resources

4x production videos of real dispensing process instances

(2-5 mins each = 15 mins)



6x provided documents of pharmacy-related guidelines and legislation rules

(30+ pages)

1x pre-recorded interview with a real pharmacist

(35 mins)

Cogniti AI agent acting as a Pharmacist, Jason, to answer questions

Introduced in Semester 1 2025 as a new optional resource to complement the pre-recorded pharmacist interview

Drawing upon these resources and consolidate into process model/ diagram using a specialised software

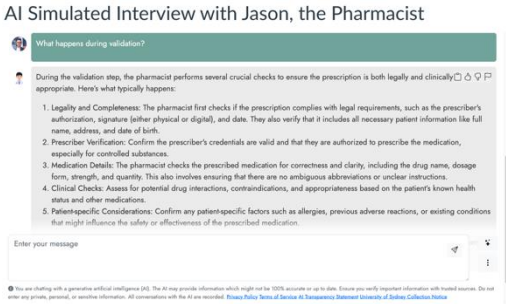
Introducing the Cogniti AI agent

Did it complement or substitute the real interview?

1x pre-recorded interview with a real pharmacist

(35 mins)

Cogniti AI agent acting as a Pharmacist, Jason, to answer questions



We performed a comparison of engagement with these two key resources

Who engaged with what resources?

How the 76 students interacted with the pre-recorded interview and AI agent

	Watched* pre-recorded interview	Did NOT watch pre-recorded interview	Total
Interacted* with AI agent	23	11	34
Did NOT interact with AI agent	20	22	42
Total	43	33	76

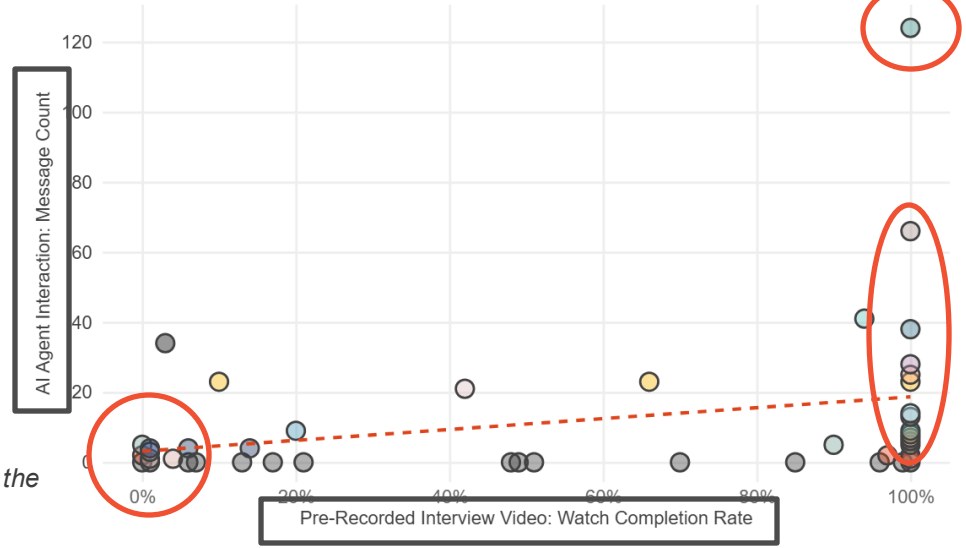
** Only real interactions (e.g. actuals questions inputted by students into the AI agent)*

*** Only those who watched at least 40% of the 35 minute pre-recorded interview.*

A closer look:

Comparing interview watch rates and AI agent interactions

1 student sent 124 questions/messages with the AI agent and watched the entire 35-min interview

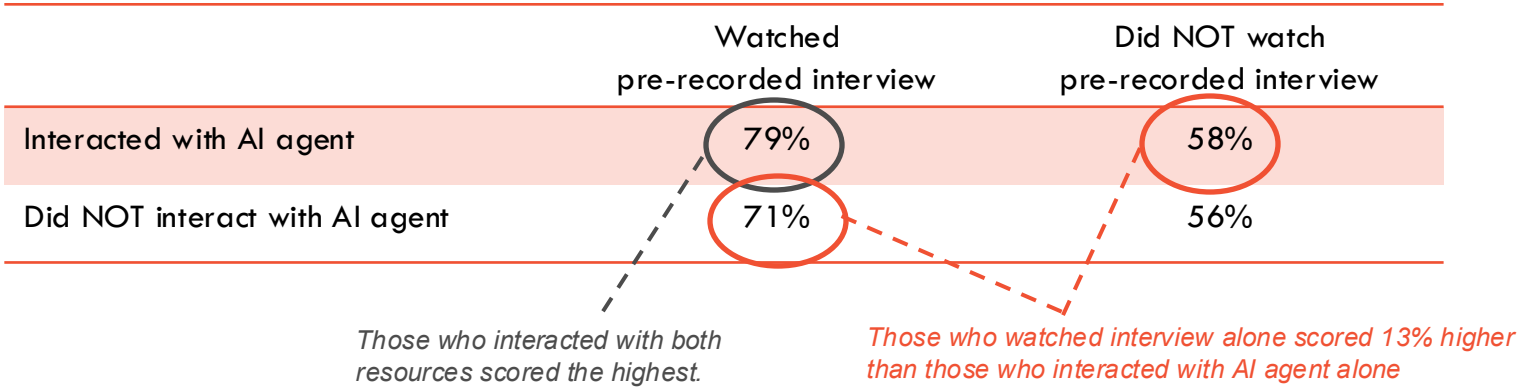


42 students watched the full 35-minute interview and had some interactions with the AI agent

22 students didn't watch the interview nor interacted with the AI agent

Performance correlation analysis:

Comparing marks across different resource use patterns



It is important to note that correlation does not equal to causation.

Resource usage metrics was not used in any way to influence assessment marks; this analysis performed post-mark release.

What did students think?

Post-assignment in-class survey

29 out of 76 students participated in this in-class survey – this includes those who did and did not choose to use the AI agent.

What did students think?

Post-assignment qualitative comments

The agent was overall really good in getting a basic understanding and validating the processes, but it can also help with basic terminology relating to pharmacies. Overall, good

The agent would be helpful to provide sources for what it says to ensure that it's findings are not fabricated. Otherwise the agent was very helpful.

I was worried that if the Agent produced a false output, and i relied on it, I would be punished. Since that means you had to check the documents anyways, using the agent feels redundant

N/A - Unless AI Agent can prove source of information --> it's double the work where you have to check what it's saying, it's faster and more reliable to find the information yourself.

Trust and perceptions

- Students who used the AI agent found it useful with clear, immediate answers
- Students were concerned about reliability and the possibility of fabricated responses
- If the Cogniti agent was able to displaying sources alongside AI responses, it may help alleviate trust issues

Key takeaways

- The introduction of the simulated AI agent offered students an interactive complement to learning materials including a real interview video.

- Engagement patterns showed diverse preferences. Some students valued the simulated AI's flexibility, while others preferred the authenticity of the real interview.

- Students who engaged with both resources (real and simulated interview) scored the highest, suggesting a blended approach enhances understanding.

- Feedback highlighted usefulness but also concerns about reliability and source transparency.

- To explore: Cogniti's newly "Knowledge" feature which may strengthen source credibility, and build student trust and adoption of using the simulated agent in assessments.

Thank you

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Thank you!

Vote - People's choice award

Showcase Session 1

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