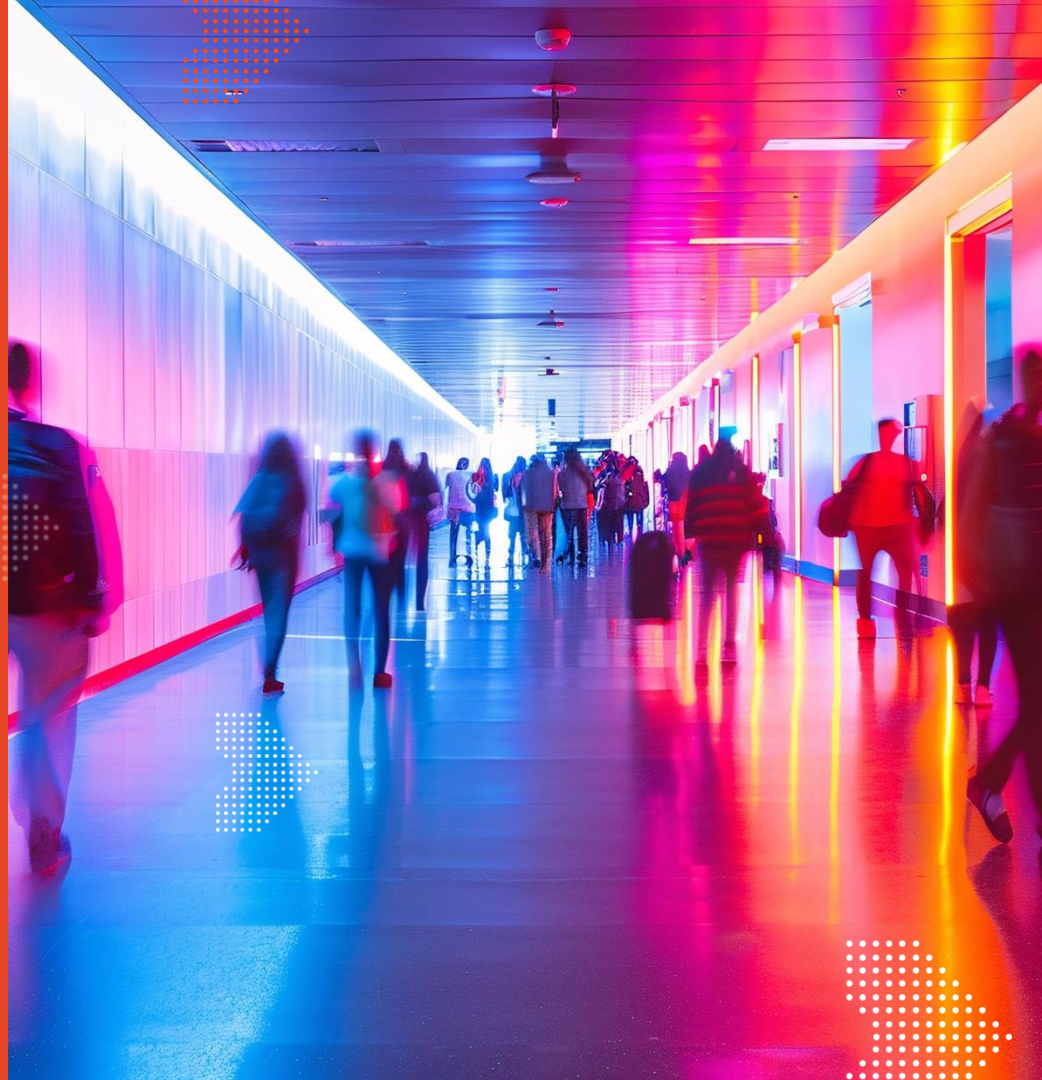


L&T:25

Showcase - Session 3B

Wednesday 12th November



Showcase – Session 3B

Reflection with AI

Chair: Associate Professor Stephanie Wilson

Associate Professor
The University of Sydney Business School



Showcase 1

Integrating AI Chatbots in Higher Education to Enhance Reflective Practice

Dr Corinna Galliano



L&T:25

Integrating AI Chatbots in Higher Education to Enhance Reflective Practice

Dr Corinna Galliano, University of Sydney, Australia

corinna.galliano@sydney.edu.au



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Education with AI

Previous approaches

Limited emphasis on supporting students' reflective and ethical engagement with these technologies (Zawacki-Richter et al., 2019; Selwyn, 2019).

A post-digital perspective

Technology is understood to be deeply entwined with educational (and professional) processes and practices, rather than being external to them (Jiang, Vetter and Lucia 2024)

AI as a Learning Partner

The “Fair Position” (Latour, 2004)

Encourages students and educators to adopt a balanced view that neither overstates AI's capacities nor reduces it to mere human control.

Distributed Agency

- Learning is co-produced by humans and AI
- AI as a collaborator, not a tool.

Experiential learning in Higher Education

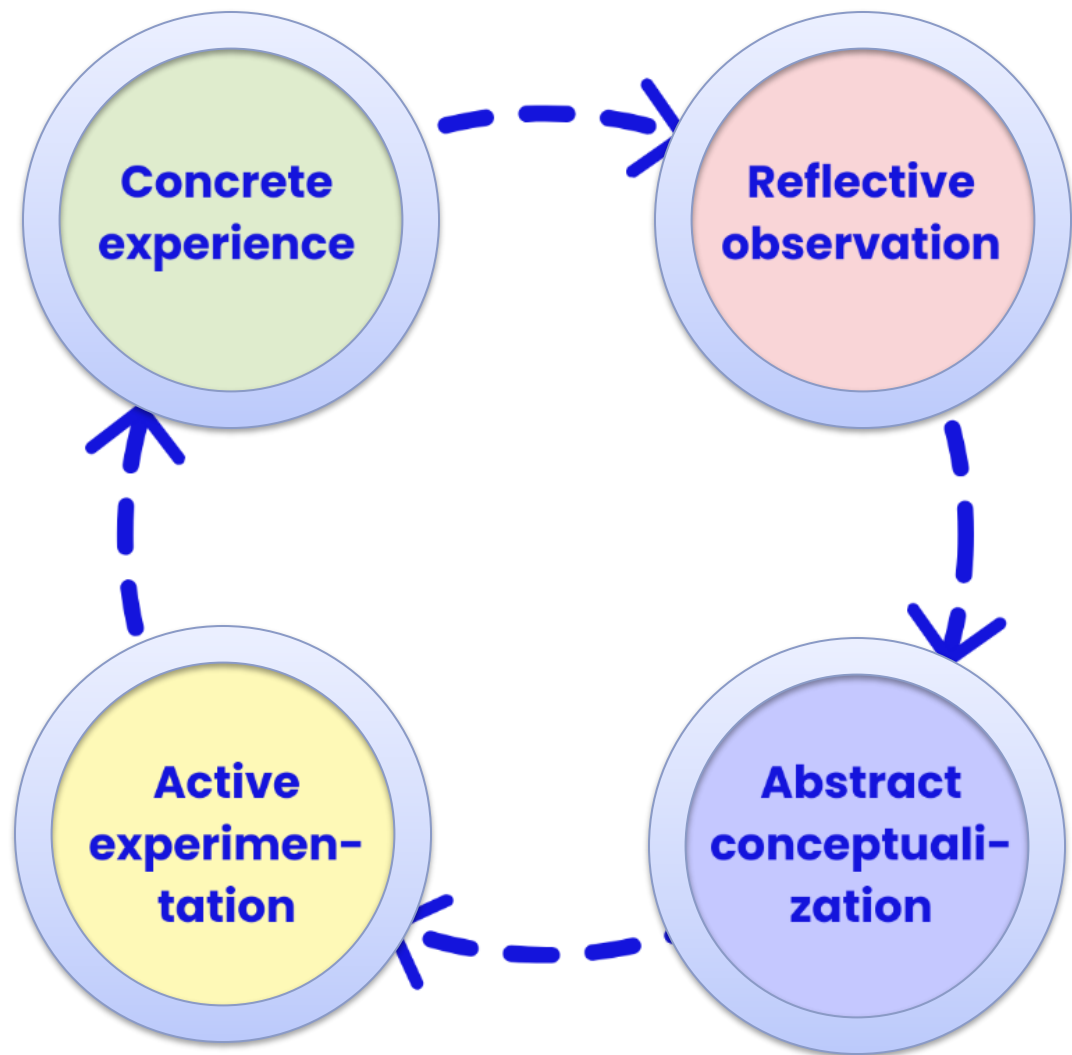
There is a call for experiential learning in **management education** (Dean, Wright and Forray 2020)

- Leadership Development (Ng, Dyne and Ang 2009).
- Entrepreneurship Education (Motta and Galina 2023)

Experiential learning cycle (Kolb, 1984)

A deep approach to reflection is key to

- ✓ Deliver experiential learning pedagogy (Kolb & Kolb, 2005)
- ✓ Enable transformational learning (Mezirow, 1990)



The importance of reflection in experiential learning

“Appropriating (making one's own) knowledge from experience requires continuous processes of action and reflection”

(Pimentel, 2007, p. 160).

How can AI chatbots mentor students through structured reflective practice?

Teaching Context (March-June 2025)

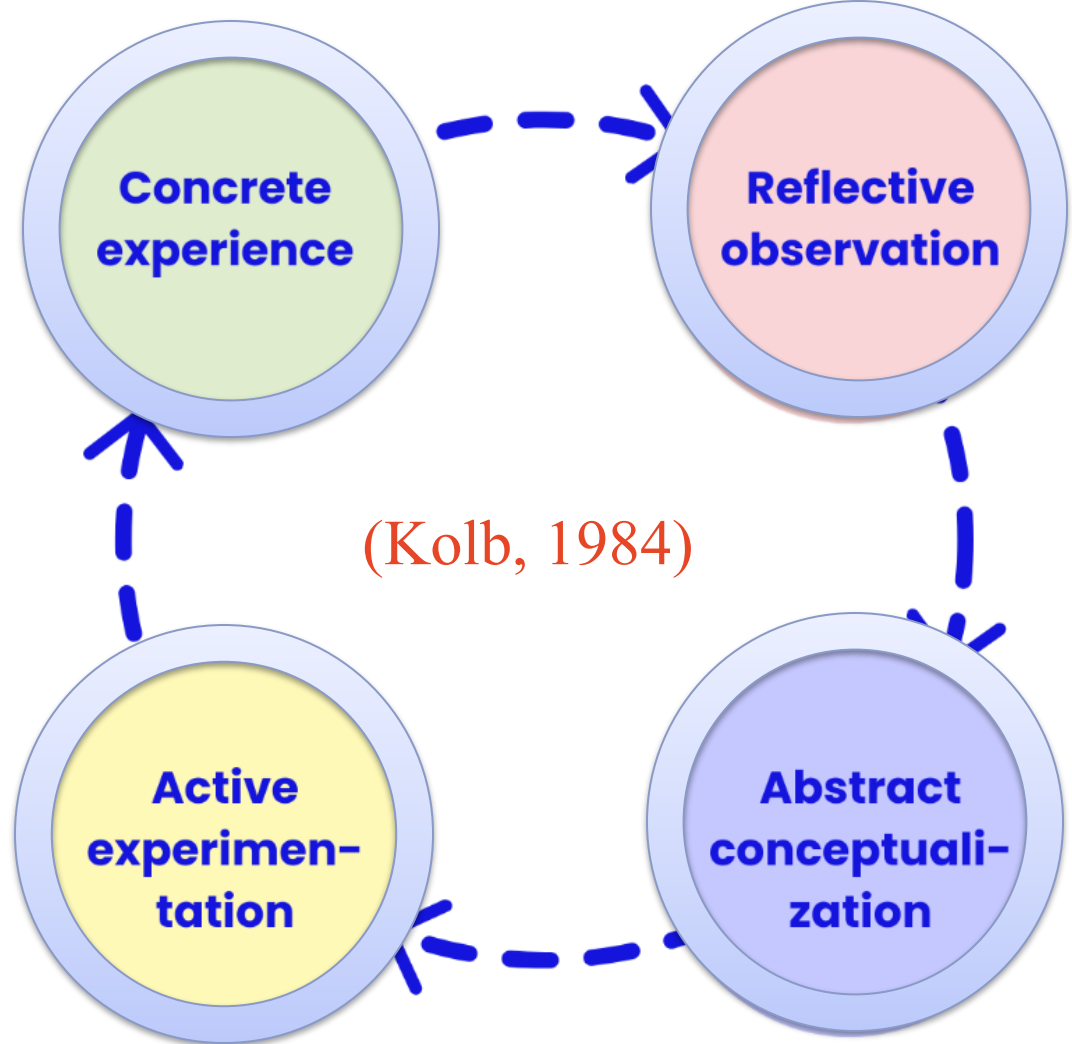
Unit: Leading in a Post-Crisis World
Post-Graduate Elective Unit
90% International Students

Teaching Context (Aug-Sept 2025)

Unit: Innovation and Entrepreneurship
Master of Management Unit
90% international students

Scaffold weekly reflections

- ✓ Scaffolding enhances learning (Wood, Bruner & Ross, 1976)
- ✓ Relatedness promotes a deep approach to learning (Biggs 1987)



Lecture Slides

You can download the [Lecture slides HERE](#)  after class.

(Select  to reveal)

▶ ACTIVITY 1. GROUP CHECK-IN

▶ ACTIVITY 2. PROFILE OF SUCCESSFUL ENTREPRENEURS: THE VEJA FOUNDERS

▶ ACTIVITY 3. BRAINSTORMING SESSION: GENERATE IDEAS FOR YOUR GROUP PITCH

Previewing column  

450087530



 This student, **450087530**, is currently allowed access to the below.

Corinna Galliano

W6. Reflections

▶ Set data

 Clear record

Concrete Experience (the activity itself)

- What did you experience during the brainstorming and opportunity selection activities?
- How did you feel as the group moved from generating many ideas to narrowing them down?
- Which moments stood out as most engaging, surprising, or challenging?



Reflective observation (making sense of what happened)

- What did you notice about the way you and your peers contributed ideas?
- How did the group dynamics affect which ideas were kept or discarded?
- What worked well and what could have been done differently in the process of diverging and converging?

Abstract Conceptualisation (linking experience to theory)

- How does your experience of idea generation and selection relate to concepts of divergent and convergent thinking?
- Which entrepreneurial theories or creativity frameworks discussed in class help explain what happened in your group?
- How do these theories help you understand the strengths or weaknesses of your team's process?

Active experimentation (planning for future application)

- How does your experience of idea generation and selection relate to concepts of divergent and convergent thinking?
- Which entrepreneurial theories or creativity frameworks discussed in class help explain what happened in your group?
- How do these theories help you understand the strengths or weaknesses of your team's process?

 Save

Solution: Technology-enhanced weekly reflective logs

Edtech: SRES (Student Relationship Engagement System)

Key Affordances:

- ✓ Embeds in Canvas
- ✓ Captures reflections
- ✓ Enables scaffolding questions
- ✓ Enables a “locked” deadline
- ✓ Enables the teaching team to review reflections
- ✓ Consolidates reflections in a read-only portal

Our Entrepreneurship and Innovation AI coach

Below you will find an AI coach designed to support you in critically reflecting on your experiential learning in this unit.

For this week's **Reflection Collection**, please use the AI coach to reflect on either:

- an activity from today's class, or
- a specific incident from your group work.

After your conversation with the coach, upload the interaction to the Reflection Collection page.

 I would like to discuss the experience I had in class today when I was pitching our business idea

 That's a great starting point! Let's walk through it together.

Concrete Experience
Can you describe what happened during your pitch today? What was your idea, and what specific parts of the pitch stood out for you? Were there any moments that surprised you or challenged you?

 The idea is novel, we use a textile developed by NASA to design sleepwear for menopausal women, helping them to rest with comfort and minimize sleep further the idea

 That's such a fascinating and impactful idea—thank you for sharing!

Reflective Observation
Let's reflect on how the experience felt for you.
What specific feedback from the guest entrepreneur stood out to you, and why?
How did their feedback make you feel about the strengths or potential gaps in your pitch?
Were there any moments of surprise or challenge during the feedback session?

 What surprised me the most is that even if we are just at the idea stage, we can already get people involved in the conversation about the idea. It makes it more tangible.

 That's a powerful realization! It sounds like the feedback helped you see the potential of your idea in a very tangible way.

Abstract Conceptualization
Let's connect this to what you've learned about entrepreneurship.
How does this experience relate to the concepts of acting as if or entrepreneurship as enactment?
What does it tell you about the value of engaging others early on, even when your idea is still in development?
Take your time—this reflection can really deepen your learning!

 That in order to create something from nothing, we need to enact the venture by acting as if our ideas were realities. Through this process the venture will become real.

 Exactly! You've articulated that beautifully—it reflects a deep understanding of how entrepreneurial action turns ideas into reality.

Active Experimentation
Now, let's think about how you can apply this insight going forward:
How will this idea of acting as if influence your next steps in shaping your venture?
What specific actions could you take to engage more people or gather feedback, even at this early stage?
Let's brainstorm how you can use this momentum effectively!

Enter your message

You are chatting with a generative artificial intelligence (AI). The AI may provide information which might not be 100% accurate or up to date. Ensure you verify important information with trusted sources. Do not enter any personal information.

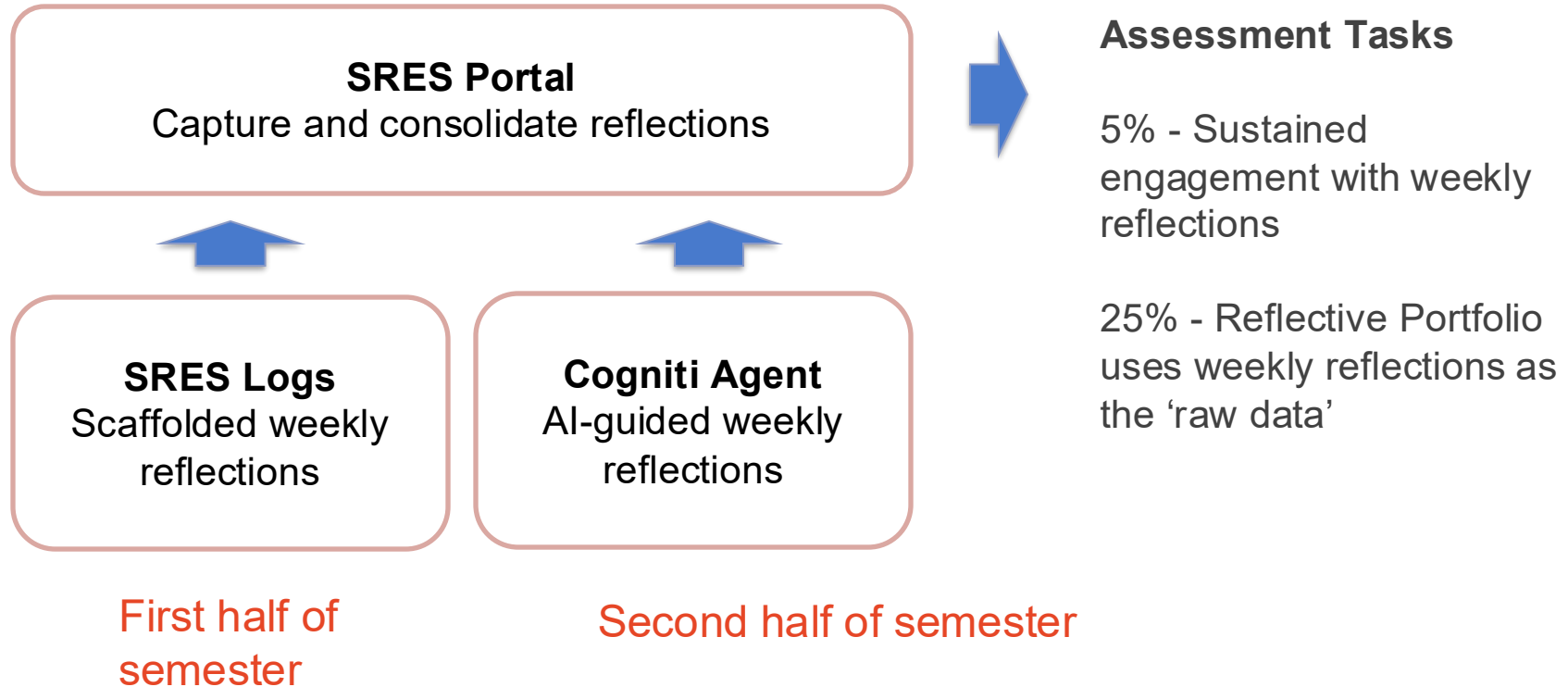
Augmented Solution: Adaptive reflection prompt with an AI Reflective Coach

Edtech: Cogniti

Key Affordances:

- ✓ Embeds in Canvas
- ✓ Offers immediate adaptive feedback to support momentum in reflective practice (Noroozi, 2025).
- ✓ Enables export of the chat for submission in SRES
- ✓ Enables changes in the system prompt to improve the agent





Implementation across weeks

Case Study 1: AI as leadership coach

The student uses the AI agent to reflect on an incident involving their group dynamic.

- AI acted like a coach, using Kolb's model to structure reflection.
- This helped the student **connect personal experience to theory**, and more importantly, to **generate their solutions**.

1. From description to meaning-making

AI PROMPT (Concrete Experience → Reflective Observation)

“Could you describe a specific situation where the difference in goals became apparent?... How did this diversity of goals impact the group's work or atmosphere?”

IMPACT. The bot nudges the student to move from general frustration to specific recall:

“They got late to the meetings, didn’t contribute and barely bothered... We kept the environment friendly, but still addressed it...”

INSIGHTS EMERGE

The student realises that, although frustrated, they maintained professionalism, which the bot validates as an early clue about their leadership values and resilience.

2. From Emotion to Leadership Reflection

AI Prompt (Reflective Observation → Abstract Conceptualisation)

“How do you feel about the way you and your partner handled leadership? Did micromanagement affect the dynamics? How did the others react?”

IMPACT. This encourages the student to pause and evaluate their role:

“I think the micromanagement role was a bit hit or miss... they just relied on us doing it.”

INSIGHTS EMERGE

The student starts acknowledging **the limits of their approach**, and **questions whether control was effective**, a hallmark of reflective leadership development.

3. From storytelling to theoretical framing

AI PROMPT (Abstract Conceptualisation)

“Can you relate this to a leadership theory like situational or transformational leadership?... How might different leadership approaches have altered the situation?”

IMPACT. The student begins linking personal behavior to leadership theory:

“Normally I’m adaptable and lead with a charismatic and transformational mindset. Here I had to display more traits from the transactional style...”

INSIGHTS EMERGE

They recognise that **context forced a shift** in style: *an experiential understanding of situational leadership.*

4. From Reflection to Practical Strategy

AI PROMPT (Active Experimentation)

“Moving forward, how might you approach a similar situation differently?... Could you use motivation theories to support engagement?”

IMPACT. AI introduces Maslow and Herzberg to frame team motivation issues.

“I think in the beginning, going forward, we should have a discussion on what work ethic we all want to display in the group assignment.”

INSIGHTS EMERGE

Student sees the value of setting shared expectations early, and begins planning for prevention rather than control.

Case Study 2: AI enabler of transformation

- The student shifts from passive participant to **active change agent**, reframing their role through guided reflection.
- AI-facilitated dialogue enables not only insight but also **identity transformation in real-time**.

AI's Role & Kolb Stage	Student's Response
Prompted a specific example of leadership in action (Concrete Experience)	Shared real-life experimentation with group dynamics
Invited emotional and group analysis (Reflective Observation)	Acknowledged partial success, saw the value in facilitation
Introduced theory & decision-making frameworks (Abstract Conceptualisation)	Began integrating inclusive leadership and structural clarity
Prompted forward-thinking strategy with specific suggestions (Active Experimentation)	Developed plan to use agendas and pre-communication tactics



Access design implementation in MMGT6018

I would love to receive your
feedback on this
implementation design

Thanks!

Thank you!

Keep in touch:

corinna.galliano@sydney.edu.au

Showcase 2

Leveraging Generative AI to structure Reflective Practice in Work Integrated Learning contexts

Dr Timothy Davies
Dr Ruby Nguyen



Leveraging Generative AI to structure Reflective Practice in Work-Integrated Learning contexts

Presented by:

Dr. Timothy Davies | FHEA

Lecturer (Education-Focused) - Health Professions
Education Lead

Discipline of Exercise and Sport Science

Dr. Ruby-Ngoc Nguyen | SFHEA

Senior Lecturer (Education Focused) – Academic
Development

Education Innovation



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Acknowledgments

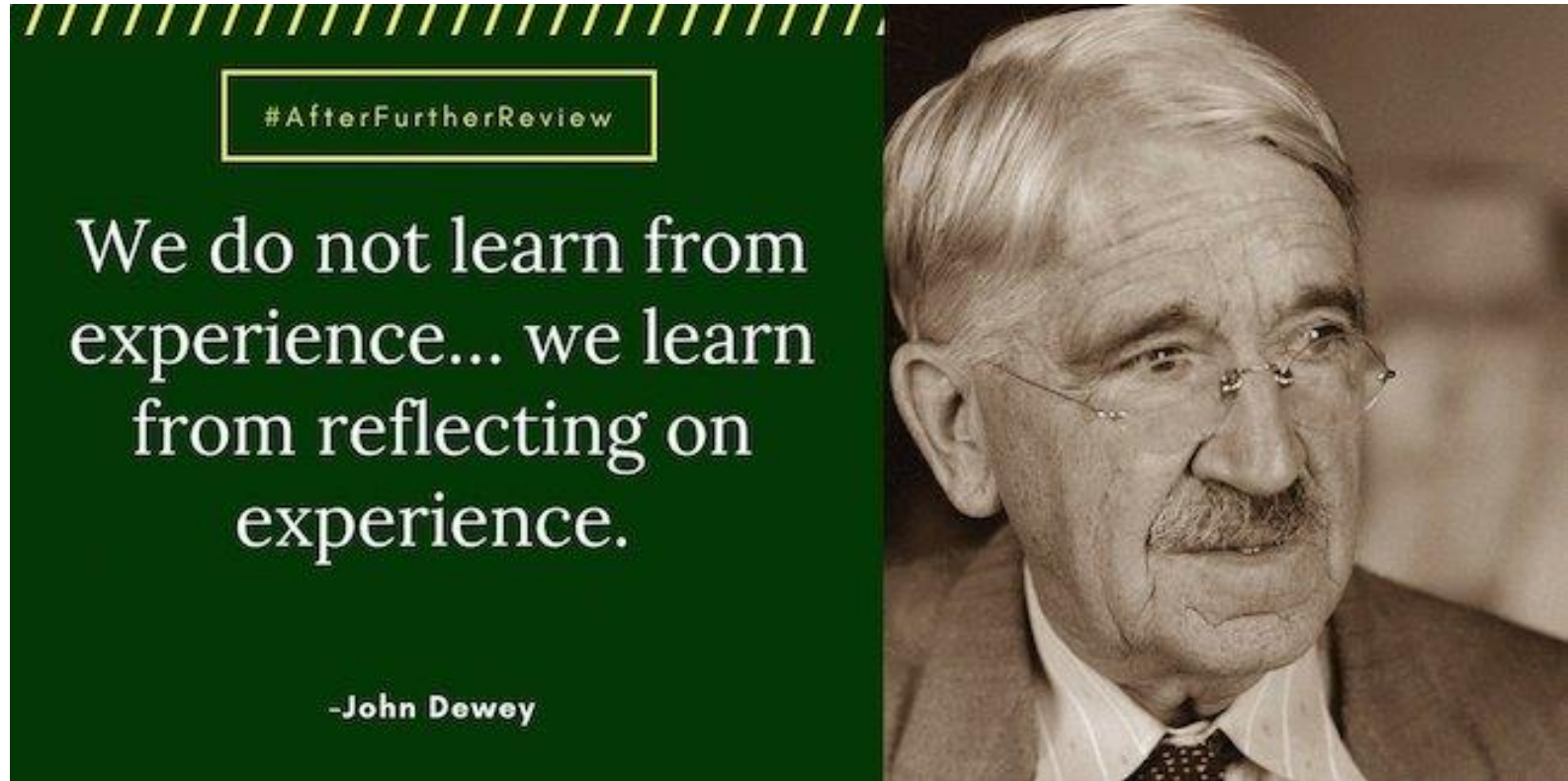
The idea of this agent originated from a meeting with Associate Professor Anne Honey and Tina Barclay

Tina specifically expressed this idea which I have implemented



I also want to acknowledge the work of Dr Ruby Nguyen from Education Innovation in taking my previous draft and turning it into what you will see today!

Why is reflection important in experiential learning contexts?

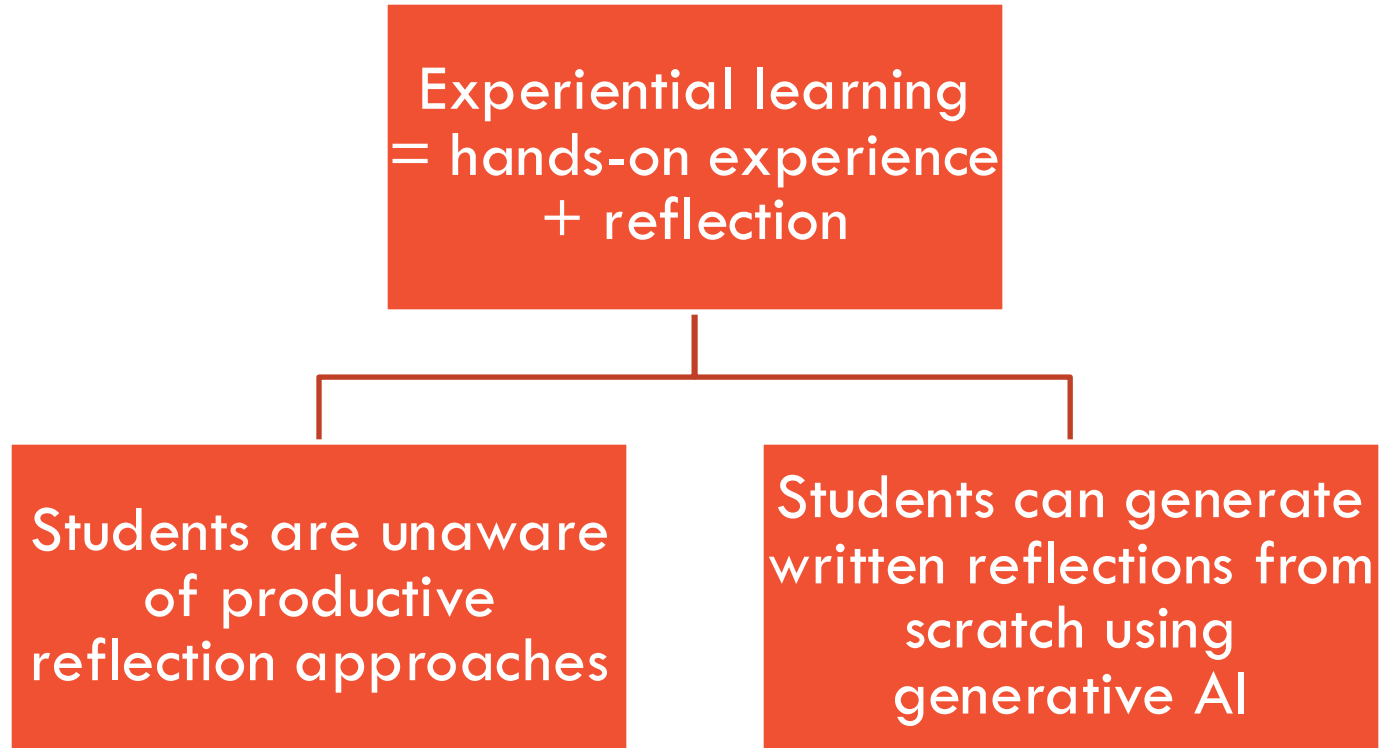
The image is a composite. On the left, a green rectangular area with a yellow border contains the text "#AfterFurtherReview" in a small box at the top, followed by the quote "We do not learn from experience... we learn from reflecting on experience." in a large, white, serif font, and the attribution "-John Dewey" at the bottom. On the right, a sepia-toned portrait of John Dewey, an older man with glasses and a mustache, is shown from the chest up, wearing a suit and tie.

#AfterFurtherReview

We do not learn from experience... we learn from reflecting on experience.

-John Dewey

The problem



AI as an assistive tool with reflection - Cogniti

Neo #ReflectiveJourney: Socratic Guided Reflection AI Tutor



A Socratic Reflective Coach that guides you—step-by-step—through any recognised model of reflection (e.g., Gibbs, Rolfe, Kolb). Ideal for placements, projects, or class activities; it never writes your reflection for you but helps deepen your thinking and organise your insights.

Features

Assists students in developing their own reflections with recognised reflection models

No answers or templates



Avoids overloading the user and confirms summaries before moving to the next step

One open question at a time, up to three sequential probes



Analysis of user response

Descriptive

Analytical

Critical



Action planning with evidence-informed goal co-construction



In-built structures for sensitive topics

Sign-posts the University of Sydney Health and Wellbeing resources where appropriate



Clear, evidence-based and supportive replies (≤ 120 words)

The Agent in Action!

Agent HQ

Neo #ReflectiveJourney: Socratic Guided Reflection AI Tutor ×

☰ ▼

Create agent

✎ ▼

i

Welcome! I'm here to support your own reflective thinking. Choose from a range of reflection models such as Driscoll, Rolfe, Borton, Gibbs, Kolb, or 5R (tell me if you're unsure). Share with me your context — e.g., nursing placement, clinical project, engineering capstone, tutoring shift, home study. I'll ask open and clarifying questions, offer brief feedback on depth, and summarise each step so you can check I've understood. Feel free to correct, remind or challenge me as needed.

Start a conversation, or use one of these suggestions to get started:

I had a moment in placement that stood out, but I don't know how to frame it ...

I'd like help turning my notes from a project into a proper reflection.

I'm feeling unsure about how deep my reflection should go. Can we work throug...

I'm not sure which reflective model fits me and my situation best. Can you gu...

Enter your message

➤

⛶

⋮

i

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Example output – Final Summary Output

Thank you for confirming and adding that important point. Here's the final version of your action plan:

Final Summary and Action Plan:

Through this reflection, you explored the challenges of managing your workload and meeting deadlines during your project. You recognised the importance of time management and proactive communication in addressing such challenges. You also acknowledged the emotional impact of feeling disappointed and considered alternative perspectives regarding your supervisor's lack of response.

Co-constructed Action Plan:

- 1. Time Management:**
 - Develop a detailed, time-specific schedule template with sections for task breakdown and time allocation.
 - Regularly review and adjust the schedule to ensure all tasks are on track.
 - Prioritise tasks based on deadlines and complexity.
- 2. Proactive Communication:**
 - Commit to having early, honest conversations with supervisors or colleagues if your workload becomes overwhelming.
 - Propose new arrangements, such as adjusted deadlines or task delegation, to ensure deliverables are met without compromising quality.
 - Recognise that early communication is more effective than explaining delays after the fact.
 - Express gratitude and maintain professional communication to foster strong relationships.
- 3. Reflection and Adjustment:**
 - After each project, reflect on what worked well and what didn't to refine your strategies.
 - Consider using tools like PERT or Gantt charts for visualising timelines and dependencies.

This plan incorporates your addition about the importance of early conversations to prevent misunderstandings and ensure smoother collaboration. Does this fully reflect your intentions?

Yes

See the full conversation
(de-identified)



<https://tinyurl.com/54bmm6sw>

Access the agent



Access the agent through this QR code if you're on mobile devices

Access directly

<https://tinyurl.com/4ccb>
[wuf7](#)

Closing

The agent empowers the student to create their own reflections

In-built performance model designed to steer students towards deeper reflections

Maintains strict ethical boundaries and supports metacognition



Scan here to access the slides



Scan here to book a meeting with me to discuss further



Access the agent for conversations



Send me and Ruby an email!
timothy.davies@sydney.edu.au
ruby.nguyen@sydney.edu.au

L&T:25

Thank you!

Vote- People's Choice
Awards



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