# UNSW's Education Festival 2026

## Short talks program

## Monday 23 November

### Technology x Collaborative & Experiential Learning

9:35am – 12:15pm

**UNSW Teaching Commons**

**Part 1** | **Part 2** | **Part 3**

### Technology x Assessment & AI

1:00pm – 3:20pm

**UNSW Teaching Commons**

**Part 1** | **Part 2** | **Part 3**

## Tuesday 24 November

### Technology x Inclusive Learning & Teaching

1:20pm – 2:05pm

**UNSW Teaching Commons**

**Full session**

### Technology x Unpacking the intersection: pedagogy and technology

1:20pm – 4:00pm

**Science Theatre & UNSW Teaching Commons**

**Part 1** | **Part 2** | **Part 3**

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# Short talks:
# Technology x Collaborative & Experiential Learning (Part 1)

**9:35am – 10:30am**

**Monday 23 November**

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# Scaling Gamified Learning Experiences in Health Science

Dr Ingrid Jimenez Barbos, Dr Revathy Mani, Dr Lucy Jo

## Abstract

Building on our gamification frameworks presented at last year's EduFest, this session highlights the evolution and expansion of our practice in re-engaging higher education classrooms. Moving beyond standalone escape rooms, we have scaled our approach across 3rd-year Optometry courses at UNSW Sydney (VISN3111 and OPTM3133) by embedding a broader ecosystem of gamified learning. This evolved model incorporates additional interactive games, hands-on clinical procedure demos, and structured feedback loops alongside Hybrid Educational Escape Rooms (EERs). Grounded in Social Constructivism, Experiential Learning Theory (Kolb), Self-Determination Theory (Deci & Ryan), and Entangled Pedagogy (Fawns, 2022), this expanded scope fosters deeper teamwork, reflective communication, and sustained student motivation under time constraints. Delegate Takeaways: Evolution of Practice: How our model expanded from escape rooms to include diverse games, clinical procedure demos, and feedback mechanisms.

Active Inclusion & Leadership: Leveraging positive interdependence to activate quiet students into leadership roles. Scalable Framework: Practical strategies for integrating multi-game dynamics and debriefing across disciplines. Evidence of Impact: Data from 138 students (70% response rate) demonstrates the impact of this expanded approach Sparking Motivation: 95% overall enjoyment; 88% enthusiastic to engage with expanded hybrid activities. Authentic Teamwork: 88% reported growth in team cohesion and equal participation opportunities. Practical & Conceptual Mastery: 86% confirmed that procedure demos and games strengthened lecture retention and clinical error detection.



**Dr Ingrid Jimenez Barbosa**

Dr Ingrid Jimenez Barbosa is a Sessional Lecturer at UNSW with a PhD in Optometry. Her research focuses on vision health education and the development of innovative teaching approaches that enhance student engagement and learning outcomes. She incorporates gamified learning, podcasts, and active learning strategies into optometry education and investigates how learning styles influence student success and professional development. Her work aims to create engaging, evidence-based learning experiences for future eye care professionals.



**Dr Revathy Mani**

Dr Revathy Mani is an Education Focussed Lecturer at UNSW whose work focuses on eye movement deficits following traumatic brain injury. With over 20 years of experience in clinical practice, research, and teaching, she leads neuro-optometry initiatives and international collaborations. Her research uses eye-tracking technologies to investigate cognitive changes and visual rehabilitation in individuals with brain injury. An active and innovative educator, she received a Medicine & Health Excellence Course Award for OPTM3133, recognising her integration of gamified tutorials, active learning, and student-centred teaching practices.



**Dr Lucy Jo**

Dr Lucy Jo is an Education Focussed Lecturer at UNSW's School of Biological, Earth and Environmental Sciences within the Faculty of Science, and a former Educational Developer in the Faculty of Medicine & Health. A passionate and experienced educator, she is recognised for her expertise in blended learning and the design of innovative, student-centred teaching approaches. She has a strong track record of collaborating with academic teams to enhance learning experiences and curriculum quality. Combining excellent communication skills with a collaborative approach, she is committed to advancing educational excellence and student engagement.

# Lecture BITES: A Short Form Pre-Lecture Resource for Deeper Engagement and Use of Class Time

Dr Thomas Oliver

## Abstract

Lecture “BITES” are short, focused video resources developed for an undergraduate course at UNSW Canberra. They provide students with concise introductions to key concepts before class and accessible summaries for later revision. Rather than recording a full lecture, each “BITE” lecture recording distils essential ideas into a brief, easily revisited resource. This enhances the face-to-face teaching time and facilitates clarification of difficult concepts, digging deeper into important ideas, and application to case studies and examples. Following implementation of this concept, student feedback provides strong evidence of the value of this approach. Students described the BITES as making course content “much more digestible”, “a lot more accessible and easier”, and “more manageable”.

They particularly valued arriving at class with background knowledge, being able to revisit key concepts without watching a full lecture recording, and using the BITES as an efficient study aid. Several students independently recommended that the approach be retained and extended to other courses. Delegates will leave with a practical model for designing short-form learning resources, ideas for integrating them with face-to-face teaching, and lessons from student feedback about avoiding unnecessary duplication between pre-class content and the subsequent lecture.



**Dr Thomas Oliver**

Dr Oliver joined UNSW Canberra in 2018 in a teaching and research role. He is currently a Senior Lecturer in the School of Science at UNSW Canberra, where he teaches geography, coastal processes and oceanography. He is passionate about connecting foundational concepts with real experiences and especially using field-based learning to help students understand how coastlines develop and respond to environmental pressures.

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# AI Literacy Hackathon: A Students as Partners Project

Sarah Wilkinson, Dr Angie Nguyen, A/Prof. Svetlana Tyulkina, Michael Stapleton

## Abstract

The AI Literacy Resources Creation Hackathon is a Student as Partners project piloted in the Faculty of Law and Justice. It focused on strategically selected core courses across three degree programs, spanning foundational knowledge and skills, the application of skills and judgment in real-world contexts, and direct impact considerations. Course convenors nominated students who had previously completed the selected courses to work in small groups. With input from a course convenor, each group co-created a resource for use in future course deliveries. The definition of “resource” was intentionally left open. Students had 10 working hours to complete the project: three hours for ideation, five for development and two for presentation. At the end of the development phase, the four groups presented AI literacy resources tailored to the four courses.

The resources may also be adapted for use across courses and law programs. Faculty academics will review the resources before they are embedded in the target courses. Feedback from students and staff was very positive, particularly regarding the opportunity to contribute to the project and the project outcomes. In this presentation, the project team will briefly showcase the four resources and discuss how the project brought technology and pedagogy together in their design.



**Sarah Wilkinson**

Sarah Wilkinson is an Education Support Officer in the Faculty of Law & Justice. She works across educational technology, teaching support and quality enhancement, supporting initiatives that enhance teaching, learning and the student experience. Sarah enjoys working collaboratively with colleagues and students, and was part of a team awarded the 2025 UNSW Teaching Award for Teaching & Learning Support for the initiative "Study Hall: Supporting First-Year International Students".



**Dr Angie Nguyen**

Dr Angie Nguyen is an Education Design and Quality Manager leading an award-winning team that supports curricular innovation and transformation at the Faculty of Law & Justice, UNSW. She has expertise in curriculum design and development, evaluation in education, leadership and management in education. Angie’s work focuses on enhancing educational quality through collaborative design and evidence-based practice.



**A/Prof. Svetlana Tyulkina**



**Michael Stapleton**

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# When Technology Meets the Consultation: Lessons from AI Virtual Patients in Optometry

Dr Vinod Maseedupally, Lisa Feng, Dr Rebecca Dang, Eihab Eltantawy, Aylwin Sim, Jon Cai, A/Prof. Silas Taylor

## Abstract

AI Virtual Patients (AIVPs) were integrated into clinical optometry education to provide students with a low-stakes environment to practise clinical communication and history-taking without consequences before engaging with real patients. Sixty optometry students experienced two AIVP platforms, ClinicalMind AI and UNSW ICON, within a scaffolded learning activity focused on developing rapport, questioning, active listening, empathy and patient-centred communication, supported by structured feedback and reflection. Early student feedback highlights both the affordances and challenges of AI-mediated experiential learning. Students valued opportunities to practise and structure their history-taking, receive immediate feedback, and prepare for real patient encounters without the pressure of interacting with a real patient.

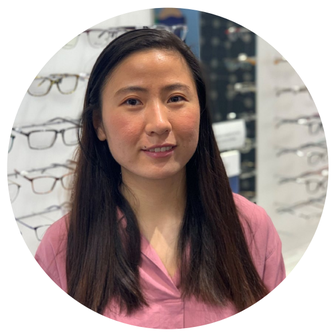
However, students also identified limitations including reduced emotional connection and empathy, differences in perceived realism between platforms, voice-recognition and environmental-noise issues, and inconsistencies in the technology with how the virtual patients disclosed information. The presentation will share practical lessons from implementation and demonstrate that the educational impact of AIVPs depends not simply on the technology, but on how it is pedagogically scaffolded and integrated into learning. Delegates will leave with practical strategies for designing AI-supported experiential learning, including preparing students for engagement, structuring deliberate practice and feedback, and critically evaluating when AI enhances-or constrains-authentic learning.



**Dr Vinod Maseedupally**



**Eihab Eltantawy**



**Lisa Feng**



**Aylwin Sim**



**Dr Rebecca Dang**



**Jon Cai**



**A/Prof. Silas Taylor**

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# How Technology Helped (and Didn’t Help!) an Interprofessional Learning Activity

A/Prof. Anita McGregor, Dr Kalli Spencer, Dr Mariam Younan

## Abstract

This interprofessional learning activity paired medical students with psychology graduate students to support medical students strengthening communication, interpersonal effectiveness, and reflective practice during an initial clinical examination. Prior to the activity, students engaged in an online preparation session, where technology supported efficient coordination, introductions, and structured reflection. Medical students identified the communication specific feedback they sought, such as rapport building, clarity of questioning, and attunement to patient affect, while psychology students reflected on how they would prepare to observe and deliver behaviourally specific feedback. For the clinical examination, technology was deliberately minimised as it was felt ana tech-augmented approach would constrain nonverbal communication, disrupt natural conversational flow, and reduce the ecological validity of an interpersonal skills exercise.

Following the feedback session, students completed structured reflections addressing goal attainment, learning impact, and the value of cross disciplinary collaboration. A final online meeting allowed both groups to reconvene, discuss the overall process, and synthesise insights from preparation, performance, and reflection phases. The activity highlighted the complementary expertise of medical and psychology trainees and underscored the importance of purposeful technology use: beneficial for preparation and debriefing, but potentially hindering during communication focused performance tasks.



**A/Prof. Anita McGregor**

A/Prof Anita McGregor is an Associate Professor in the Department of Psychology at UNSW. She is the program director of the MPsychol (Forensic) program and has been a practicing psychology for 35 years after being trained as a clinical psychologist in Canada. In her 20 years at UNSW, she has developed courses, the forensic training clinic and redesigned the forensic program. She has a strong interest in the intersection between law and psychology.



**Dr Kalli Spencer**

Dr Kalli Spencer is a Senior Lecturer in the School of Clinical Medicine (SOCM) and Health Sciences, where he teaches clinical skills and simulation. He also serves as the Interprofessional Education (IPE) Lead for SOCM. His academic interests include communication skills and interprofessional education, with a focus on helping students develop the confidence and capabilities needed for effective, person-centred teamwork. He contributes to preparing future health professionals to communicate clearly and work well together across healthcare settings and disciplines..



**Dr Mariam Younan**

Dr Mariam Younan is a forensic psychologist and Associate Lecturer in Psychology who teaches across undergraduate psychology and the Master of Forensic Psychology program. Her research focuses on legal decision-making, and the intersection of psychology and the justice system. Mariam is committed to evidence-based teaching, fostering inclusive learning environments, and translating research into practice. She actively contributes to curriculum development, community service and interdisciplinary collaboration while supporting the development of future psychologists and practitioners.

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# Short talks:
# Technology x Collaborative & Experiential Learning (Part 2)

**10:50am – 11:40am**

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# INGAGE: A Practical Toolkit for Immersive, Inclusive and Future-Focused Learning

Dr Christina Byun

## Abstract

How can educators translate evidence-informed educational principles into practical and achievable curriculum enhancement? This presentation introduces the INGAGE Framework and Toolkit, which integrates six dimensions: Immersive Learning, Nurturing Belonging and Wellbeing, Gamified and Active Learning, Accessible and Inclusive Learning, Graduate and Future-Focused Capabilities, and Evidence-Based Educational Innovation. Developed through iterative curriculum enhancement in first-year health sciences education, INGAGE provides educators with a practical Mapping Guide and Template to reflect on existing learning activities, identify strengths , examine evidence, and prioritise achievable enhancements.

This presentation will also share preliminary findings from an ethics-approved evaluation of educators' experiences using the Toolkit. Among 10 completed responses, educators rated its overall helpfulness at a mean of 8.5/10. All respondents agreed that the Toolkit supported reflection on existing practice, helped identify strengths, and could be adapted across disciplines. Qualitative feedback highlighted the value of structured reflection while identifying opportunities for clearer guidance and additional examples. Delegates will gain an introduction to the Toolkit, practical mapping resources, insights into its emerging usefulness and potential for cross-disciplinary curriculum enhancement.



**Dr Christina Byun**

Dr Christina Byun is a Nexus Fellow and Senior Lecturer in the Faculty of Medicine & Health. She has teaching and curriculum leadership experience in first-year health sciences education, and her work focuses on innovative and technology-enhanced learning, student belonging, and inclusive curriculum design. Since 2022, she has convened large-scale anatomy courses across Science, Allied Health, and Medicine programs, integrating blended learning, gamification, immersive technologies, and 3D learning approaches to enhance student engagement and accessibility.

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# Keeping Students Thinking in the Age of GenAI: Designing Connected Deliberative Learning

Prof. Zixiu Guo, Dr Vivian Zhou, A/Prof. Kevin Liu


## Abstract

Generative AI (GenAI) creates a common challenge across higher education: how do we ensure students still undertake the reasoning, evaluation, judgement and reflection we want them to develop when AI can increasingly perform these tasks for them? Recent Australian sector guidance commissioned by TEQSA calls for intentionally designed learning environments that develop human capabilities while providing stronger evidence of learning processes, not only final products (Lodge et al., 2026). We respond with a technology-enabled approach to structured deliberative learning designed both to engage students in substantive cognitive work and make selected aspects of that work visible as learning unfolds. Students form and justify an initial judgement on a contestable question, encounter alternative perspectives, evaluate and respond to others' reasoning, reconsider or reaffirm their position, and reflect on what influenced their thinking. Technology enables these contributions to be connected across the learning community, providing educators and students with interpretable evidence of the learning process. AI selectively supports community synthesis and educator orchestration rather than replacing the cognitive work intended for students.

The approach is configurable: educators can adapt the same process to debates, whole-class discussions, case analysis, ethical dilemmas, contested disciplinary questions or assessment by varying participation structures and technology support. Participants will leave with an adaptable design they can apply in their own teaching.




**Prof. Zixiu Guo**

Prof. Zixiu Guo is a professor and an academic leader in responsible AI and future-focused education. She founded Australia's first cross-faculty AI in Business and Society major/specialisation, connecting technological innovation with human and societal needs. Her research advances responsible Information Systems (IS) education, including developing a competence architecture for future-focused IS program redesign and technology-enabled approaches that preserve human learning in the age of AI. She brings a strategic, collaborative and values-led approach to academic leadership.



**Dr Vivian Zhou**

Dr Vivian Zhou is a future-oriented educator and EdTech innovator at UNSW Business School. She translates pedagogical challenges into educational products and learning experiences through student-centred design and purposeful technology use. Her portfolio spans developing a collaborative deliberation platform; building immersive, unfolding cases for authentic learning and assessment; and piloting alumni career talks bringing career exploration within reach for first-year students. She advances student agency, professional capability and meaningful human learning in an AI-mediated world.



**A/Prof. Kevin Liu**

A/Prof. Kevin Liu is the Associate Dean (Undergraduate) at UNSW Business School, overseeing undergraduate education, academic programs and student experience. His work focuses on curriculum innovation, student learning and engagement, and preparing graduates for an evolving world of work. He collaborates with academic colleagues and industry partners to strengthen connections between education and real-world practice, enhance student outcomes and develop future-focused educational initiatives.


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# Moving through the Uncanny Valley: Curated Dissonance, AI and Student Engagement

Dr William Scates Frances

## Abstract

GENY0001 - AI and the Future of the University is a general education course designed to teach academic literacies through the challenges posed by generative AI. This presentation zooms in on its opening lecture, which begins with the lecturer apparently replaced by an AI generated avatar. This intervention, and the dissonance that followed it, were designed as a way to introduce the course's central pillar - generative AI as a shared problem for both students and educators.

Student feedback and end-of-term reflections suggest that the approach increased curiosity, participation and engagement, with students independently identifying the opening AI encounter as memorable and significant to their learning, acting as a fruitful starting point for conversations about trust, authority, and the future of learning at university.



**Dr William Scates Frances**

Dr William Scates Frances is a Nexus Fellow and education-focused academic at UNSW Sydney, working on assessment, feedback, academic literacies and AI in education. He teaches academic skills and leads the UNSW Learning Technologies and Digital Literacies Guild. Trained as a historian of science, his current work examines how generative AI reshapes writing, judgement and authorship in today’s university.

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# Virtual Field Trips: Enhancing Experiential Learning in Social Entrepreneurship Practicum

Dr Linh Nguyen, Brian Landrigan

## Abstract

How can technology provide hundreds of students with authentic access to a community or industry partner when bringing an entire class to the partner's site is costly and logistically challenging? This presentation shares the development and integration of Virtual Field Trips into Social Entrepreneurship WIL courses at CSI UNSW. Developed collaboratively with social enterprises partner, CSI UNSW and UNSW's Media & Immersive Technologies team, the Virtual Field Trips take students beyond information available on an organisation's website or through a conventional client presentation. Through on-site filming, behind-the-scenes exploration and staff interviews, students gain insights into the organisation's operations, social impact, stakeholders and challenges. The approach is informed by experiential and authentic learning principles and emerging research on virtual field trips. Research suggests that virtual field experiences can broaden access to authentic environments and support experiential learning, particularly when intentionally integrated into the curriculum (Billett, 2025; Hu & Zhang, 2026; Koçoğlu & Haidari, 2025).

Rather than replacing human interaction, the Virtual Field Trips complement live client engagement. Students first receive the project brief, then meet the client, explore the organisation more deeply through a "consultant's lens" as they commence their real-world project. Participants will take away a practical, scalable model for integrating virtual field trips, client engagement and project-based WIL to create more authentic and meaningful learning experiences. References •Billett, S. (2025). Constituting integration in work-integrated education and learning. Studies in Continuing Education, 47(3), 513–530.



**Dr Linh Nguyen**

Dr Linh Nguyen is a Lecturer at UNSW's Centre for Social Impact, where she leads the Centre's work-integrated learning (WIL) courses - Social Entrepreneurship Practicums. Her teaching and scholarship examine WIL can create social impact and benefit students, universities, and community and industry partners. She explores inclusive pedagogy for diverse cohorts, authentic assessment, and embedding Indigenous knowledges in social entrepreneurship education. Her work has been presented at HERDSA, WIL Australia, ANZAM, MOBTS, and UNSW education events.



**Brian Landrigan**

Brian Landrigan is the Lead of Media and Immersive Technologies at UNSW. Brian has worked in the education sector for over 26 years. He began his career as a Kindergarten teacher in Sydney before working for five years on the remote indigenous community of Maningrida in the Northern Territory. Brian completed a Diploma of Multimedia from Cooloola Institute of TAFE while teaching at various schools in Queensland and after moving to Armidale, N.S.W, he was offered part-time work in the Teaching and Learning Centre at the University of New England. This position became a full-time academic role, delivering professional development to academic staff. Brian was also the Manager of the Multimedia Unit until he was offered the position of Manager, Educational Media at UNSW Sydney. This role has broadened to include Immersive Technologies and media systems and is now Manager, Media and Immersive Technologies. Brian completed a Master of Education at UNSW Sydney in 2018 and hopes to continue further studies.

# Collaborate, Create, Animate: Experiential Learning Through Technology, Partnership and Sustainability

Melody Li, Lucia Fan, Marissa Keierleber

## Abstract

This presentation showcases an innovative Work-Integrated Learning (WIL) initiative that integrates emerging technologies, collaboration, and sustainability focused storytelling within a professional animation production environment. Students partnered with educators and industry mentors to create an animated short film exploring environmental change, belonging, and community. Working across the full animation pipeline, students applied industry standard digital tools and real-time production workflows in an authentic studio setting that mirrored contemporary creative industry practice.

The initiative emphasised experiential learning through collaborative production, enabling students to develop technical proficiency, creative problem-solving, communication, teamwork, and project management capabilities. Immediate visual feedback and iterative workflows supported experimentation, reflection, and continuous improvement, while the WIL supervisor and industry mentors provided professional guidance. Evidence of impact includes the development of students' technological, creative, and professional capabilities. Students gained hands-on experience applying knowledge in complex, real-world contexts, enhancing students' confidence and industry readiness. Delegates will gain practical insights into designing technology enabled, partnership based learning experiences that foster authentic industry engagement, sustainability awareness, and graduate employability.



**Melody Li**

Melody Li is a Lecturer in Animation and Program Convenor of the Master of Animation and Visual Effects at the School of Art & Design, Faculty of Arts, Design & Architecture. With over a decade of experience in animation and higher education, she is committed to creating innovative learning experiences that connect academic study with industry practice. Her teaching and research focus on educational innovation, sustainability, multidisciplinary collaboration, and preparing students for evolving creative industries for future eye care professionals.



**Lucia Fan**

Lucia Fan is studying a Bachelor of Fine Arts (Animation and Moving Image) at UNSW, specialising in 3D modelling and animation while exploring the broader field of design. She is passionate about translating creative ideas from 2D concepts into compelling 3D visuals and aims to apply her skills to create meaningful and engaging work.



**Marissa Keierleber**

Marissa Keierleber is studying a Bachelor of Fine Arts (Animation and Moving Image) at UNSW. Marissa enjoys creating fantastical stories that evoke strong emotions, often with a touch of comedy. She has a solid foundation in visual storytelling and a strong understanding of cinematic principles, including lighting, composition, and framing, which she applies to craft engaging and compelling narratives.

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# Short talks:
# Technology x Collaborative & Experiential Learning (Part 3)

**11:40am – 12:15pm**

**Monday 23 November**

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# Using Air Traffic Management Simulation for Authentic Undergraduate Learning

Dr Alexander Somerville, Dr Uğur Turhan

## Abstract

Undergraduate aviation students, including those who intend to become air traffic controllers, have few opportunities to engage directly with the practice of air traffic management operations. The new Air Traffic Management Research and Learning Laboratory, located at UNSW Canberra at the Australian Defence Force Academy, has enabled the development of a new laboratory program providing undergraduate students with access to an operational air traffic control simulator. This enables realistic and experiential learning facilitated by aviation industry professionals.

Following implementation, the laboratory program was evaluated using cohort-level outcomes and structured instructor observations undertaken across multiple teaching sessions. In combination, these suggest improvements in student engagement, understanding of air traffic procedures, operational situational awareness, and confidence within the operational context. This presentation will examine both the implementation and outcomes of this approach, together with practical takeaways for educators considering the use of simulation within undergraduate education to enable access to otherwise inaccessible professional environments.



**Dr Alexander Somerville**

Dr Alexander Somerville is an Associate Lecturer within the Aviation discipline of the School of Science at UNSW Canberra. He holds postgraduate qualifications in aviation and aerospace engineering and is an experienced civilian flight instructor and pilot. His teaching and research focus on pilot training efficacy and the application of simulation in aviation education, with particular attention to maintaining instructivist approaches within contemporary training environments.



**Dr Uğur Turhan**

Dr Uğur Turhan is a Senior Lecturer for aviation and Deputy Director at the Capability Systems Centre, UNSW Canberra. He is an air traffic management specialist with over 20 years' experience in aviation safety, human factors, and ATM training and system development across civil and military operational environments. Uğur has an Air Traffic Controller degree and license, he did master's and PhD research in human factors and ATM.

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# Cultivating the Modern Learner: Technology-Scaffolded Authentic Research

Dr Poonam Mudgil

## Abstract

Authentic, team-based learning can develop students' ability to manage complex projects, collaborate effectively, and communicate professionally, while thoughtful scaffolding and technology can make these complex learning experiences manageable and meaningful. This presentation will demonstrate how an 'Assessment as Learning' framework, supported by technology, transforms traditional laboratory practicals into a collaborative, authentic research experience. Students work in teams to investigate a self-selected real-world question, moving through multiple stages of planning, data collection, analysis, peer validation and scientific communication. What distinguishes this approach is the strategic use of digital tools to scaffold and manage the complexity of the learning journey. Collaborative platforms provide dedicated spaces for teamwork, data organisation and feedback, while interactive digital workbooks guide students progressively through unfamiliar tasks and datasets. Assessment is deliberately staged, moving from group planning and drafting to an individually authored final research paper. This approach makes the research process visible, iterative and manageable.

The presentation will share evidence of student learning and engagement, including enhanced student performance (by 6-12%), improved quality of final scientific communication, and development of project-management and collaborative skills. Delegate takeaways are practical strategies for using everyday digital technologies to scaffold complex, authentic, assessment-rich learning experiences across disciplines.



**Dr Poonam Mudgil**

Dr Poonam Mudgil is a Senior Lecturer in the School of Biotechnology and Biomolecular Sciences at UNSW. As a dedicated Education Focussed academic, she drives teaching excellence and pedagogical innovation in biomedical sciences, microbiology, human biochemistry, and research skills. Dr. Mudgil holds a Fellowship with AdvanceHE (FHEA) and leverages her background in molecular microbiology to foster high-impact learning. Her educational leadership focuses on empowering student communities, coordinating curriculum, and bridging rigorous scientific research with classroom excellence.

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# Rethinking the Case Study: From Long Text to Interactive Organisations with AI Stakeholders

Dr Kevin Kuan, Dr Vivian Zhou

## Abstract

Traditional case studies often present tidy problems with complete information and clearly defined stakeholder views. Real organisations are more complex. Students must learn how to analyse problems while asking effective questions and exercising judgement when information is incomplete or conflicting.

Our innovation reimagines the case study as an interactive organisation that students must actively investigate. The experience combines generative AI with virtual reality. AI avatars represent different stakeholders in a fictional organisation, while an interactive website provides contextual information. Instead of presenting the case through lengthy written material alone, the website allows students to explore the organisation and interpret information as they build their understanding. Working as a technology consulting team, students interview the avatars to investigate the organisation's underlying problem. They consider different stakeholder perspectives and decide which issues require further exploration. They then work collaboratively to develop a shared understanding of the situation. This creates a realistic environment in which students can practise the judgement expected of technology consultants.

Through the project, we learned how interactive digital content can work alongside AI avatars to support engagement. Evidence of impact will include student feedback and assessment results. Student reflections and observations of team interactions will provide further insight into the learning experience.



**Dr Kevin Kuan**

Dr Kevin Kuan is a Senior Lecturer and Program Director for the Bachelor of Information Systems at UNSW Business School. He teaches digital transformation, cybersecurity management and business analytics. In the classroom, he uses simulation games to immerse students in course concepts and plastic construction blocks to encourage them to think with their hands. He is passionate about applying digital technologies such as AI and VR to make classroom learning more interactive and engaging.



**Dr Vivian Zhou**

Dr Vivian Zhou is a future-oriented educator and EdTech innovator at UNSW Business School. She translates pedagogical challenges into educational products and learning experiences through student-centred design and purposeful technology use. Her portfolio spans developing a collaborative deliberation platform; building immersive, unfolding cases for authentic learning and assessment; and piloting alumni career talks bringing career exploration within reach for first-year students. She advances student agency, professional capability and meaningful human learning in an AI-mediated world.

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# Short talks:
# Technology x Assessment & AI (Part 1)

**1:00pm – 1:45pm**

**Monday 23 November**

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# A Pedagogical Framework for Integrating Generative AI into Work-Integrated Learning in Cybersecurity Education

Dr Amir Hossein Ordibazar, Dr Maryam Shahsavari

## Abstract

This presentation shares a practical approach to integrating Generative AI into assessment and Work-Integrated Learning (WIL) in cybersecurity education. The focus is on moving beyond simply allowing or restricting AI use, and instead designing learning activities and assessments that help students use AI responsibly, critically and purposefully. The approach is informed by evidence from the literature. We conducted a literature review on the use of GenAI in WIL and assessment, which resulted in the paper “A Pedagogical Framework for Integrating Generative AI into Work-Integrated Learning in Cybersecurity Education,” accepted for IEEE TALE 2026. The review identified current applications, key gaps and risks, and pedagogical considerations for using GenAI while maintaining authentic assessment, critical thinking and professional skill development.

The presentation translates these literature-based insights into practical course design through constructive alignment, scaffolded AI use, learning activities and assessment design. Delegates will leave with a transferable structure they can adapt to their own disciplines, including how to align AI use with course learning outcomes, design appropriate activities, and develop assessments that support responsible AI use while preserving academic integrity and meaningful student learning.



**Dr Amir Hossein Ordibazar**

Dr Amir Hossein Ordibazar is a Lecturer (Education Focussed) at UNSW Canberra’s Canberra School of Professional Studies (CSPS). He holds a PhD in Management and has a background in systems optimisation and operations research. His teaching and research span work-integrated learning (WIL), business analytics, project management, risk and governance, with a particular interest in integrating generative AI into higher education pedagogy and practice, particularly through authentic assessment and WIL. His contributions to higher education have been acknowledged through teaching excellence awards and institutional recognition.



**Dr Maryam Shahsavari**

Dr Maryam Shahsavari is a Lecturer at UNSW Canberra, specialising in Artificial Intelligence, Machine Learning, and Cybersecurity. She holds a PhD from UNSW, with research focusing on integrating Large Language Models and Bayesian Networks for supply chain risk intelligence. Her current research explores agentic and multi-agent AI systems, particularly their security and privacy implications in healthcare. She is dedicated to advancing AI research, innovative teaching practices, and the responsible application of emerging technologies.

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# Promoting Responsible AI Use Through Assessment Design

Udeshi Nugawela, Aleksandra (Sasha) Balyanova, Dr Thomas Ruf

## Abstract

From T1 2026, COMM1100 has undertaken a change in its capstone Case Study Assessment to naturally incentivise responsible AI use that maximally facilitates student learning. In the past, students would be given a business case chosen by the teaching staff to be appropriate for analysis using course tools. Generative AI had become increasingly able to craft high-level responses being prompted only with the assessment itself. The new version of this assessment flips the script and asks students to choose an appropriate case themselves from recent events. Due to the specialised and interdisciplinary content of the course, AI is unable to choose an appropriate case simply after being prompted to do so. But AI naturally becomes a useful tool for students in parsing the nearly limitless body of potentially appropriate cases. Importantly, students cannot use AI to select an appropriate case unless they are able to prompt it in a way that requires grasp of course concepts. And in the process of dialoguing with AI to select a case, they cement their understanding of course concepts and their knowledge of relevant recent events in the business world.

We also provide guidance on the responsible use of AI. In Week 5, students participate in a workshop delivered by the ALL-E academic literacy support team. In addition, students learn how to use AI responsibly in assessment tasks through a structured in-class tutorial activity in week 5 that provides practical guidance on ethical and effective AI use.



**Udeshi Nugawela**

Udeshi Nugawela is a Lecturer (EF) in the Bachelor of Commerce, Integrated First Year (IFY) program at UNSW Business School and serves as the Associate Course Coordinator for COMM1100 Business Decision Making. She works closely with the Course Coordinator, lecture team, tutors, and students to create an engaging and supportive learning environment. Drawing on over a decade of secondary and tertiary teaching experience across Sri Lanka and Australia, Udeshi is passionate about enhancing the student experience through inclusive teaching, meaningful guidance, and student centred support.



**Aleksandra (Sasha) Balyanova**

Aleksandra (Sasha) Balyanova is a Lecturer (EF) in Economics in the School of Economics at UNSW Business School, with teaching expertise in Microeconomic Theory and Game Theory. As the Course Coordinator and Economics lecturer for COMM1100, she has been a key contributor to the Integrated First Year program since its inception. Sasha is passionate about developing students' critical thinking and decision-making capabilities, equipping them to apply economic reasoning and evidence-based analysis in academic, professional, and everyday contexts.



**Dr Thomas Ruf**

Dr Thomas Ruf is an Education Focussed Senior Lecturer and Director of the Integrated First Year (IFY) of the Bachelor of Commerce at UNSW Business School. He provides strategic leadership for the first-year experience, shaping curriculum, learning design, and educational innovation across the program.

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# The Role of AI in Translating Developmental Media Science

Dr George Economidis

## Abstract

In second year developmental psychology, students are asked to use AI to summarise a contemporary journal publication in the field of developmental psychology. They are asked to identify the strengths and limitations of this AI-generated summary, before refining their scripts accordingly, and then translating this information via an accessible video presentation. This three-staged scaffolding approach iteratively builds on each assessment: students are afforded the opportunity to understand how AI can be used as an initial basis for generating ideas, but which then require independent critical thinking and analysis to ensure outputs are both accurate and appropriately tailored to assessment and marking rubrics.



**Dr George Economidis**

Dr George Economidis is an Education Focussed Lecturer in the School of Psychology at UNSW. In his current role, he teaches a range of courses, such as in the fields of cultural and developmental psychology, including convening the second-year course, Social and Developmental Psychology. Dr Economidis also has an interest in education-based psychology research, particularly in optimising the delivery of psychology courses and in maximising the wellbeing and performance of undergraduate students.

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# Short talks:
# Technology x Assessment & AI (Part 2)

**1:45pm – 2:15pm**

**Monday 23 November**

**UNSW Teaching Commons**

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# Prompting As Practice: A Critical Reflection on Using Prompt-Based Scripting in Computational Design Education

Daniel Yu, Dr Christopher Bamborough

## Abstract

The presentation will outline the transition from manual based coding to applied coding within a design studio for developing built environment applications. Key takeaways will be the reflection of the transition process and the frameworks that were developed to help structure course content/ studio exercises/delivery of assessments. All of which is informed by collaborative industry partnerships within the Arch_Manu ARC Centre



**Daniel Yu**

Daniel Yu is Deputy Discipline Director and Lecturer in Computational Design at UNSW. His research and teaching explore advanced computational workflows for architecture and urban planning, improving design interfaces, efficiency and performance. His work spans environmental analysis, optimisation, biomimetic design and sustainable infrastructure. His PhD investigates how AI-integrated applications can democratise expert knowledge and tools to support equitable participation, inclusivity, accessibility and community engagement in design.



**Dr Christopher Bamborough**

Dr Christopher Bamborough is a Research Fellow at UNSW's ARC Centre for Next-Generation Architectural Manufacturing (Arch_Manu). His research examines how data, AI and automation reshape architectural practice, authorship and human–machine collaboration. He leads the centre's circularity and designing out waste research and co-leads its digital fabrication Büro. Trained as an architect in the UK and Australia, he brings industry experience and over 15 years of teaching and research in computational design, fabrication and construction.

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# Moving from a PEER (Play, Evaluate, Edit & Reflect) model of engaging with AI in Assessment to a ST (Scaffolded Thinking) PEER approach

A/Prof. Anneka Ferguson

## Abstract

This presentation will examine how the 'must use' AI approach to a drafting assessment in the UNSW Law and Justice faculty's Practical Legal Training program has evolved from a PEER (Play, Evaluate, Edit & Reflect) model of engaging with AI to a ST PEER approach, whereby the PEER methodology is extended in advance by introducing Scaffolded Critical Thinking before the students even engage with playing with the AI. This extension also improves and provides a better framework for critically think about the AI output as well. The aim of this presentation is to provide delegates with an example of how carefully designed critical thinking when encouraging AI use can enhance the engagement with the AI output at the same time as allowing the students to experientially recognise that, in order to use AI, they need the underlying knowledge and skills for the subject area, and not just prompting skills, in order to use it appropriately and ethically.



**A/Prof. Anneka Ferguson**

A/Prof. Anneka Ferguson (Arts/LLB(Hons), GDLP, Grad.Dip.Psych, M.IntLaw (Distinction) is an Associate Professor at UNSW's Practical Legal Training Program and a Solicitor. Anneka is a SFHEA and twice Fellow of the National Institute for the Teaching of Professionalism and Ethics. Anneka is passionate about adapting and responding to changing education needs of the profession and supporting law graduates to find their own pathway to success by making progress towards their values.

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# How Can Teachers and Students Build Trust in the Age of AI? Creating Conditions for Responsible Use in Assessment

Ying Dong


## Abstract

In this fast-paced AI era, both students and teachers are navigating uncertainty and taking risks. Trust, understood as a willingness to be vulnerable to another party (Tschannen-Moran, 1999), may therefore be central to how students and educators respond to AI. When students fear judgement or penalty, and educators fear misuse, both may become self-protective: teachers try to prevent misuse, while students try to avoid detection. The shared purpose of assessment—to support learning—can then become less visible.

Much of the discussion about AI in assessment focuses on redesigning tasks, offering clear guidance, and reducing opportunities for inappropriate use. While they can be helpful, they do not necessarily address the important issue of the student-teacher trust that has been affected by the increasing AI usage in assessments.

Over the past year, I have reflected on and experimented with different approaches. Drawing on recent research, trust theory, students' and tutors' voices, and my own teaching experience—including both failures and successes—this presentation explores how educators can create an environment of mutual trust in which students feel both willing and able to use AI responsibly, and educators feel hopeful that students are engaging with AI in ways that support learning. I will introduce five dimensions of trust—benevolence, reliability, competence, honesty and openness—and consider how they are experienced by students and educators in everyday teaching and assessment practices. I will also share one simple but effective practice that every educator can try in their own teaching contexts.




**Ying Dong**


Ying Dong is an Associate Lecturer in the School of Humanities and Languages. She teaches Personalised English Language Enhancement (PELE), a course that supports multilingual students in developing autonomous and sustainable approaches to English communication enhancement. As a multilingual educator and researcher working within an English-dominant context, she is committed to teaching and research practices that promote more inclusive and empowering educational environments that recognise and value learners' diverse identities.


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# Short talks:
# Technology x Assessment & AI (Part 3)

**2:30pm – 3:20pm**

**Monday 23 November**

**UNSW Teaching Commons**

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# Enhancing the Uptake of Employability Skills Using Reflection: Insights from a Secure Interactive Oral Reflection Assessment in a 3rd Year Mid-Size Cohort

Dr Tanu Sridhar, Dr Benjamin Walker

## Abstract

The project involves implementation of an oral reflection assessment, which is especially unique in STEM. The assessment is aimed to foster a growth mindset and is replicable in other courses of around 100 students or less. Importantly, this assessment significantly cut the monetary and marking load for the convenor, while improving the quality and constructive alignment of it. The assessment is now a secure, AI resilient and authentic assessment. The course, SCIF3000, is focused on supporting student transition to the workplace by building employability and teamwork skills in students with an industry partner and project. The students undergo behavioural change and creation of a work identity as part of this course. The final interactive oral assessment has been scaffolded with multiple graded and ungraded formative assessments and opportunities for the student to collect artefacts of their work to benchmark their own and team behaviour and performance. It is anticipated that the unusual, oral style of assessment will mean students have lower confidence in doing well and there are measures taken to mitigate this impact.

As the course is currently running in Term 3 2026, full evidence of impact of the project on students will be more evident at the end of the term, at the time of EduFest. However, the innovative assessment approach has already gained interest amongst other educators and Education Developers at a local level.



**Dr Tanu Sridhar**

Dr Tanu Sridhar is an Education Developer for the Faculty of Science (Nexus), has 6+ years' experience in university Science teaching, development and evaluation and is an AFHEA. Prior to this role, she completed her PhD in Virology, Bachelor of Economics and Bachelor of Science (Honours Class 1) at UNSW. Tanu believes that fostering feedback-rich cultures that put people at the forefront pave the way to achieving educational excellence, whether that be as a teacher or in professional roles.



**Dr Benjamin Walker**

Dr Ben Walker is an Education Focussed Associate Lecturer and convenor of SCIF3000, a course that supports Science students develop teamwork, project management and problem-solving skills in a professional context and enhance their employability. By training, Ben is an evolutionary ecologist, and holds a PhD in Evolutionary Biology from UNSW Sydney (2024), a BSc Honours in Ecology (First Class, 2017), and a Bachelor of Environmental Management (2016).

# Designing for Visible Thinking: GenAI, Analytical Scaffolding and Authentic Learning

Dr George Joukhadar, Carrol Besseling


## Abstract

This presentation examines how Generative AI can support authentic and experiential assessment when its use is explicitly scaffolded through assessment design and learning design.

In a third-year Business Process Management course, a comprehensive final exam was replaced with a GenAI-enabled project in which students investigate a business process, simulate stakeholder interviews, identify process challenges, and develop material for subsequent modelling and analysis. The assessment redesign was supported by collaborative educational design that aligned the task, student guidance and GenAI pedagogy.
A dedicated prompting masterclass introduced an analytical scaffold—Describe → Question → Challenge → Analyse → Verify—alongside a prompt-construction framework using Input, Task, Style and Parameters. Students were guided to critique AI responses for scope, plausibility, assumptions and evidence, and to refine their questioning rather than accept generated content at face value.

The approach positions GenAI as a collaborative thinking partner within an experiential learning task, while keeping student judgement visible through the questions they ask, the responses they challenge, and the claims they accept, reject or verify.

The presentation will share the assessment design, analytical scaffold and examples of student–GenAI interaction, and consider how similar approaches may support authentic, collaborative learning across disciplines.





**Dr George Joukhadar**

Dr George Joukhadar is a Senior Lecturer in the School of Information Systems and Technology Management at UNSW Business School. His work explores how GenAI can support authentic learning, critical thinking and meaningful assessment. George is the Stream Coordinator for the Master of Commerce in Digital Transformation. He co-leads the Education for Sustainable Development Community of Practice. He is committed to creating engaging learning experiences and helping students develop skills for informed decision-making and professional practice.





**Carrol Besseling**

Carrol Besseling is an Academic Staff Developer at UNSW Business School with over 20 years' experience spanning teaching, educational design and academic development across all levels of education, including two tertiary institutions. Her expertise spans curriculum, assessment, educational technology and inclusive design. With a systems perspective, Carrol connects research, policy and teaching practice to develop scalable learning experiences. Her work focuses on strengthening student engagement, belonging and professional capability development through evidence-informed practice and cross-disciplinary collaboration.



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# Teaching for artificial or human intelligence?: A critical perspective on assessment during the AI era

Dr John Carr, Prof. Tema Milstein, Dr Tania Leimbach

## Abstract

We draw upon our own experience as educators who teach into the transdisciplinary sustainability field of environment and society to start to argue that, paradoxically, to prepare our students for a future in which AI will increasingly disrupt traditional professions, sources of information, and approaches to knowledge, it is incumbent upon educators such as us to ensure learners have the opportunity to develop certain core, critical human abilities. And, in turn, this requires educators to create “AI-proof” assessments that help foster and protect the development of those abilities. Specifically, we argue learner development of what we identify as the “DEEP” capacities – the abilities to Discern, Engage, Evaluate, Produce – is essential to building a resilient, restorative, and fair future. By utilizing AI outputs to fulfill learning assessment requirements, however, students undermine their own development of mastery of the high-level DEEP skills essential to thrive in the Anthropocene. And the risk of students allocating these analytic capacities to AI chatbots – instead of actually developing DEEP skills themselves – is particularly dangerous, as the outputs of generative AI are structurally unreliable and lacking in ethical animus attuned to human and planetary survival and flourishing. Accordingly, in addition to offering a critical perspective, we suggest directions forward for educators to craft AI-proof assessments to foster student development of core DEEP skills in a time of social and environmental urgency. This piece joins a growing call from academics disrupting the uncritical adoption of AI technologies in higher education.



**Dr John Carr**

Dr John Carr is an urban and legal geographer whose work focuses on the intersections of urban geography, law, planning, and human and non-human environments. His research seeks to address the questions that can only be answered by bridging the gaps among different disciplines. In addition to his PhD in Geography from the University of Washington he also holds a law degree from the University of Texas School of Law.



**Prof. Tema Milstein**

Prof. Tema Milstein's work is in the field of environmental communication. She takes a cultural approach to studying how communication shapes ecological understandings, identities, and actions. Her research illustrates tensions between overarching and marginalised environmental meaning systems, examining ecotourism and environmental activism, and establishing the study of ecocultural identities. She is co-creator of (Daily) Delight~Disrupt and lead editor of Routledge Handbook of Ecocultural Identity and Environmental Communication Pedagogy and Practice. Watch her talk Nature Freaks on ABC's YouTube channel.



**Dr Tania Leimbach**

Dr Tania Leimbach is an Education Focussed academic who bridges teaching, research and practice within the broad field of environmental studies. A member of the Environment & Society Group at UNSW, she is Program Convenor for the Master of Environmental Management (MEM), a program focused on preparing future change-makers to rethink the world through restorative approaches. With a strong profile in climate change pedagogy, Tania has designed and led curriculum in climate change education that is now used across universities, secondary schools and local government settings.

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# AI-Assisted Learning, Independent Assessment: What Can Students Do Without AI?

Jacqueline Lane

## Abstract

Generative AI can support students to plan, draft, revise and evaluate academic writing, but improved written products do not necessarily demonstrate improved independent capability. This presentation draws on a systematic literature review of 26 empirical studies examining GenAI-supported academic writing among multilingual/L2 students in higher education. The review found relatively consistent improvements in writing quality, alongside less consistent evidence for higher-order writing development, authorial voice, agency and the persistence of learning beyond AI-supported tasks.

These findings create an assessment challenge. If students need opportunities to develop responsible and effective AI use, assessment must make space for AI-supported learning. At the same time, educators need valid evidence of what students can understand, communicate and produce independently.

The presentation explores how assessment might be designed for both purposes rather than treating AI use as simply permitted or prohibited. Delegates will leave with a framework for thinking about AI-supported learning, AI literacy and independent capability as complementary assessment goals, and practical questions they can apply when considering where AI can, cannot or should be used within their own assessment design.



**Jacqueline Lane**

Jacqueline Lane is an Academic English teacher at UNSW College and a Master of Educational Leadership candidate at UNSW. Her research explores generative AI, multilingual academic writing, learner agency and assessment design. Her recent systematic literature review examined 26 empirical studies of AI-supported writing in higher education. A recipient of the 2026 UNSW College Learning and Teaching Innovation and Practice Award (English), she is currently developing research into the transfer of AI-supported learning to independent academic performance.

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# Short talks:
# Technology x Inclusive Learning & Teaching

**1:20pm – 2:05pm**

**Tuesday 24 November**

**UNSW Teaching Commons**

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# Checklist-Based Feedback for Actionable Formative Feedback at Scale

Dr Scott French, Udeshi Nugawela

## Abstract

COMM1100 (Business Decision Making) developed and implemented a checklist of requirements for selection of a suitable case for a case study analysis assessment. The checklist was multi-purpose: a guide for students, marking guide for tutors, and primary marking and feedback tool. It was supported by a formula that recommended outcomes and feedback. The checklist is a proof-of-concept for a simple marking and feedback alternative to rubrics that is effective, implementable at scale, builds student confidence by making expectations transparent, and is accessible to diverse learners who may struggle approach large, open-ended tasks with complex instructions or evaluation criteria.



**Dr Scott French**

Dr Scott French is Senior Lecturer (EF) and has contributed to the development and delivery of large (1,000+ student) courses, scalable assessment, and student engagement, and led in program review, redesign, and curriculum mapping processes. He has a keen interest in applying economic models of decision making and rigorous identification of causal effects to education. As a Nexus Fellow, he worked to identify effective ways to increase student belonging, engagement, and achievement and to free staff capacity to innovate and adopt effective teaching practice.



**Udeshi Nugawela**

Udeshi Nugawela is a Lecturer (EF) in the Bachelor of Commerce, Integrated First Year (IFY) program and serves as the Associate Course Coordinator for COMM1100 Business Decision Making. She works closely with the Course Coordinator, lecture team, tutors, and students to create an engaging and supportive learning environment. Drawing on over a decade of secondary and tertiary teaching experience across Sri Lanka and Australia, Udeshi is passionate about enhancing the student experience through inclusive teaching, meaningful guidance, and student-centred support.

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# Small Changes, Big Differences: Designing with Familiar Technologies for More Inclusive Learning Experiences

Myriam Boisseau

## Abstract

Do we need the latest technology to create more accessible and inclusive learning experiences – or can familiar tools, used thoughtfully, make a significant difference? This presentation reflects on a faculty UDL project in which academics and an educational developer reviewed courses to identify barriers to students' participation, access and belonging. Rather than introducing new technologies, the project focused on making purposeful changes through familiar tools, including Moodle and multimedia resources. These changes were informed by students' experiences and by paying close attention to the disciplinary and pedagogical context of each course. The project illustrates technology as part of an entangled pedagogical process (Fawns, 2022) - student needs and pedagogical purposes informed how technologies were selected and used, while the affordances of those technologies opened up further possibilities for structuring learning, clarifying expectations and connecting students with authentic professional contexts.

It also aligns with UNSW Belonging and Well-being framework by using technology to enable student success inside the classroom and online. The presentation argues that the inclusive potential of educational technology lies less in its novelty than in the quality of the decisions surrounding its use. Takeaways include practical ideas for using familiar technologies to reduce barriers and create more inclusive learning experiences.



**Myriam Boisseau**

Myriam Boisseau is an Educational Developer, Nexus in the Faculty of Law and Justice. She brings a multidisciplinary background in academic English instruction, academic skills development and learning design. In partnership with academics and students, she supports the design, implementation and evaluation of course and assessment strategies across disciplines. Her work draws on co-design and Universal Design for Learning (UDL) to foster inclusive learning environments that respond to diverse learner needs.

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# Human-Centred AI for Student Support: Supporting Students at UNSW Canberra

Dr Lily Qiao

## Abstract

As AI becomes increasingly capable of generating content and answering questions, how can we use it to enhance student support without losing the human connection that matters in education?

This presentation shares our evolving human-centred approach to AI-enabled learning and student support at UNSW Canberra. It brings together AI-generated Deep Dive conversations and videos that provide flexible, on-demand learning resources, and Scout, an emerging conversational AI agent designed to help students navigate information and access support when they need it.

Student feedback on the Deep Dive conversations and videos has highlighted the value of flexible, accessible resources that help students engage with and revisit complex content. Scout is at an earlier stage of development and extends this approach from learning resources into conversational student support.

Rather than asking what AI can automate, we ask where AI can reduce barriers, increase student agency and complement human support. Delegates will take away practical insights into designing AI-enabled student support that is accessible and scalable, while recognising when human judgement, connection and care remain essential.



**Dr Lily Qiao**

Dr Lily Qiao is a Senior Lecturer in Space Systems Engineering at UNSW Canberra. She holds a PhD in Guidance, Navigation and Control. Her research focuses on GNSS-based spacecraft navigation, autonomous space systems and AI applications in space engineering. She has contributed to the development of three Australian satellites and serves as Program Committee Chair of the Australian Space Research Conference. She is also active in IEEE's Aerospace and Electronic Systems Society.

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# Short talks:
# Unpacking the Intersection - Pedagogy and Technology (Part 1)

**1:20pm – 2:15pm**
**Tuesday 24 November**
**Science Theatre**

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# myBCom at the Intersection of Pedagogy and Technology: From Platform to Purpose

Dr Veronica Smith, Carol Besseling

## Abstract

myBCom is a sequence of three compulsory zero-unit-of-credit courses supporting professional skills development across the Bachelor of Commerce. Throughout their degree, students use an internationally award-winning gamified platform to identify development opportunities, monitor progress against Program Learning Outcomes (PLOs), and showcase their capabilities in an e-portfolio.

Despite the platform's potential value for employability, students questioned its relevance and were not engaging as intended. A well-designed platform cannot fulfil its educational purpose if students do not understand why they should use it.

We therefore redesigned the first myBCom course, the Homeroom, to strengthen belonging, agency, competence and personal relevance, informed by Self-Determination Theory (Deci & Ryan, 2000) and evidence on belonging in higher education (Crawford et al., 2024).

Along with community-building events and targeted in-class support, we utilised two digital interventions. myDiscovery, a self-diagnostic Moodle Questionnaire, helped students identify strengths and development priorities against the PLOs. A SMART Goal Builder then supported students to translate these insights into personally meaningful development goals. This gave students a direct reason to use myBCom: to find activities and experiences that could help them develop capabilities they had identified as important.

The redesign aligns with Fawns' (2022) Entangled Pedagogy, where technology and pedagogy are mutually shaped in relation to the wider educational context. Following the 2026 redesign, student feedback showed clearer connections between personal goals, professional development and purposeful use of myBCom. The platform provided the opportunities; the pedagogy helped students understand why those opportunities mattered.

Crawford, J., Allen, K.-A., Sanders, T., Baumeister, R., Parker, P., Saunders, C., & Tice, D. (2024). Sense of belonging in higher education students: An Australian longitudinal study from 2013 to 2019. Studies in Higher Education, 49(3), 395–409. https://doi.org/10.1080/03075079.2023.2238006

Fawns, T. An Entangled Pedagogy: Looking Beyond the Pedagogy—Technology Dichotomy. Postdigit Sci Educ 4, 711–728 (2022). https://doi.org/10.1007/s42438-022-00302-7

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68



**Dr Veronica Smith**

Dr Veronica Smith is Program Director for the myBCom and myMCom programs at UNSW Business School, where she leads the development of professional skills across the Bachelor and Master of Commerce degrees. An education-focused academic in the School of Accounting, Auditing and Taxation, she also teaches in the undergraduate Integrated First Year program. Her work focuses on programmatic approaches to business education and practical initiatives that support student wellbeing and success.



**Carol Besseling**

Carrol Besseling is an Academic Staff Developer at UNSW Business School with over 20 years' experience spanning teaching, educational design and academic development across all levels of education, including two tertiary institutions. Her expertise spans curriculum, assessment, educational technology and inclusive design. With a systems perspective, Carrol connects research, policy and teaching practice to develop scalable learning experiences. Her work focuses on strengthening student engagement, belonging and professional capability development through evidence-informed practice and cross-disciplinary collaboration.

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# Education for Coexisting with AI: Teaching Ourselves to Be Innovators in Information Evolution (Panevolution)

Prof. William Sherwin, Prof. Brett Hayes

## Abstract

Generative AI exposed a weakness in a familiar tutorial model. In finance and accounting activities delivered through interdisciplinary tutorials in the Integrated First Year (IFY) of the Bachelor of Commerce, tutors increasingly observed students moving directly from question to AI-generated answer, bypassing the discussion and reasoning activities were designed to generate. Rather than attempting to eliminate AI, we asked a different question: could we redesign learning so that thinking together becomes the more natural activity?

Our response has been deliberately low-tech. Rather than relying solely on shared digital workspaces, we redesigned learning activities to promote participation, collaborative sense-making and disciplinary reasoning. Using butcher paper, markers, Post-it notes, voting stickers and short timers, students engage in gallery walks, finance and accounting storytelling, peer critique and collaborative problem-solving. These strategies encourage students to build on one another's ideas, explain concepts in accessible language, and make their thinking visible through meaningful human interaction.

Rather than focusing on restricting AI, we reconsidered the relationship between technology, pedagogy and learning design. The emergence of generative AI prompted us to rethink tutorial learning, highlighting how learning environments can shape learner behaviour and encourage participation, sense-making and meaningful human interaction.

Participants will leave with practical strategies for designing learning environments that shape learner behaviour and align pedagogical purposes, values and methods within an AI-enabled world.



**Prof. William Sherwin**

Professor William (Bill) Sherwin specialises in molecular genetics in biodiversity management and evolution, using information theory to forecast and measure biodiversity levels from molecules to ecosystems. This is used by many researchers and is underpinned by Sherwin's molecular work on endangered, pest, and harvested wildlife. Recent publications by Sherwin include papers opening a new field 'Panevolution', which discuss how biology, including humans, fits into the ongoing evolution of information, including artificial intelligence, and appropriate educational changes to cope with this.



**Prof. Brett Hayes**

Professor Brett Hayes (UNSW) is the founding Director of the Sydney Thinking and Reasoning (STAR) Laboratory, which he has led for over 15 years. In that time the laboratory has attracted over $4M in competitive research funding. Professor Hayes is an internationally recognised expert in reasoning, concept learning and memory, and in developmental change in these processes. His work in these areas involves both experimental investigation and the application of computational models. He also has a long-standing interest in the application of fundamental cognitive research to solving problems in areas such as forensic and clinical decision-making, early childhood education, and science communication in relation to climate change. He has previously served as the Head of the School of Psychology and as a member of the Australian Research Council (ARC) College of Experts

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# Don’t Use One Tech Tool, Make Your Own

Richard Midson

## Abstract

What is holding you back in the classroom and in your admin? You know the problems you face. You know what you’d like to do more creatively with students and some of the admin issues that crop up. But how often do the tools you have available actually support your pedagogy and meet your practical needs? What if you could build your own tools, simply by describing what you want?

In this short talk, Richard Midson explains how he uses "vibe coding" in his own teaching at UNSW to do just that. He’ll show how he has built tools to allocate students to groups, support classroom activities and even help with some aspects of moderation. Time, resources and access to technical expertise have held educators back in the past. Vibe coding offers a way to put more of their ideas into practice. This session will give colleagues a practical starting point, confidence to experiment and ideas for tools they could build for their own teaching.



**Richard Midson**

Richard Midson is a communications professional, broadcaster and technologist who teaches public relations, advertising and communications at UNSW. His career spans newsrooms, international politics and public relations, and he hosts The Public Relations Podcast. He brings a creative, practical approach to the classroom, drawing on his industry experience to create activities that get students thinking, debating and putting ideas to work.

# Engaging for Whom? What Interactive Technology Can Tell Us About Our EAL Learners

Yvonne (Hoang Minh Nghi) Cao

## Abstract

Interactive technologies such as Kahoot, Wordwall and Baamboozle are a regular part of my EAL teaching, particularly for warmers, practice and review. However, I have found that the same activity can generate very different responses from different groups of learners. Some students become more willing to participate, attempt answers and try again after making mistakes, while others may withdraw or participate without necessarily showing deeper engagement or learning. In this presentation, I will share examples from my own classroom to explore what students' responses to interactive technology can tell us about our learners. I will look at factors such as learner confidence, proficiency, task design and classroom dynamics, and how these can shape engagement. I will also share how I use these observations to adapt activities and make more purposeful decisions about when, why and how I use technology. Participants will leave with practical strategies for observing learner responses and adapting interactive activities, as well as a simple question to take back to their own teaching: "Engaging for whom, and why?"



**Yvonne Cao**

Yvonne Cao is an Education Professional Language Facilitator at UNSW College, where she supports students in developing their academic English and communication skills. She is passionate about creating engaging, inclusive learning environments and helping students build the confidence and skills needed to succeed in their academic journeys.

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# Short talks:
# Unpacking the Intersection - Pedagogy and Technology (Part 2)

**3:00pm – 3:30pm**

**Tuesday 24 November**

**UNSW Teaching Commons**

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# From Answer-Seeking to Sense-Making: Redesigning Tutorial Learning in an AI-Enabled World

Dr Thomas Ruf, Tahmina Akhter

## Abstract

Generative AI exposed a weakness in a familiar tutorial model. In finance and accounting activities delivered through interdisciplinary tutorials in the Integrated First Year (IFY) of the Bachelor of Commerce, tutors increasingly observed students moving directly from question to AI-generated answer, bypassing the discussion and reasoning activities were designed to generate. Rather than attempting to eliminate AI, we asked a different question: could we redesign learning so that thinking together becomes the more natural activity?

Our response has been deliberately low-tech. Rather than relying solely on shared digital workspaces, we redesigned learning activities to promote participation, collaborative sense-making and disciplinary reasoning. Using butcher paper, markers, Post-it notes, voting stickers and short timers, students engage in gallery walks, finance and accounting storytelling, peer critique and collaborative problem-solving. These strategies encourage students to build on one another's ideas, explain concepts in accessible language, and make their thinking visible through meaningful human interaction.

Rather than focusing on restricting AI, we reconsidered the relationship between technology, pedagogy and learning design. The emergence of generative AI prompted us to rethink tutorial learning, highlighting how learning environments can shape learner behaviour and encourage participation, sense-making and meaningful human interaction.

Participants will leave with practical strategies for designing learning environments that shape learner behaviour and align pedagogical purposes, values and methods within an AI-enabled world.



**Dr Thomas Ruf**

Dr Thomas Ruf is an Education Focussed Senior Lecturer and Director of the Bachelor of Commerce Integrated First Year (IFY) at UNSW Business School. He develops the IFY's program-level vision and strategy, advancing student-first design, problem-based learning, genuine interdisciplinarity and team teaching. He leads curriculum design and educational innovation, collaborating with educators across disciplines to create.



**Tahmina Akhter**

Tahmina Akhter is an Education Focussed Associate Lecturer in the Integrated First Year (IFY) of the Bachelor of Commerce at UNSW Business School. With over 16 years of experience in higher education, she is passionate about designing the conditions for belonging in diverse learning environments. Through her teaching, educational innovation and scholarly practice, she explores how connection and partnership strengthen students' sense of belonging and engagement within learning communities and the broader university experience.

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# Improvisation and Pedagogy in the Era of AI

A/Prof. Michael Hooper

## Abstract

This presentation argues for improvisation as a way of working with changing technology. It draws on the distinction between improvisation ‘extempore’ – here understood as working before ‘best practice’ is possible (or desirable) – and improvisation ‘impromptu’ – overcoming obstacles or surprises in the moment, which is especially important given the rapid changes in what AI can do. The presentation argues for a pedagogy that embraces improvisation to foreground learning amidst uncertainty. It draws on experience from a course where humanities students were required to use ChatGPT Edu accounts to develop their assessment.



**A/Prof. Michael Hooper**

Associate Professor Michael Hooper is Convenor of Music. He teaches courses in musicology, and his research includes analytical and historical approaches to music of the past 60 years.

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# More Than Prompts: Designing AI Literacy for Students

Dr Andrea Zarate, Lachlan Drummond, Saba Maniar

## Abstract

As generative AI reshapes how students search, evaluate, create and communicate information, libraries have an important role to play in developing the critical digital and AI literacy skills students need. This presentation shares our approach to embedding AI literacy through interactive, hands-on workshops designed and mapped to the Library Digital Information Skills Framework (Link to supporting docs/further info).

We will explore how our workshops translate key AI and digital literacy capabilities into practical learning experiences that encourage experimentation, critical thinking and reflection. We will share qualitative feedback from students and academics, highlighting participants' experiences of the sessions and their perceptions of the value of hands-on activities in supporting their learning. Evidence of impact is gathered through mapping workshop activities and learning outcomes against the Digital Information Skills Framework, enabling us to track the development of targeted skills and capabilities. This is complemented by qualitative student feedback, providing insight into engagement, learning and perceived skill development. Attendees will take away practical approaches for designing engaging AI literacy activities, mapping learning activities to an existing digital skills framework, and gathering evidence of student learning and outcomes.



**Dr Andrea Zarate**

Andrea is Associate Director, Academic Engagement (STEM) in the Information Services portfolio at UNSW Library and manages strategic outreach business partnering for the Faculty of Medicine & Health, the Faculty of Science and the Faculty of Engineering. Her team works closely with faculty and students to identify Library resources for teaching needs and develop and deliver engaging Library experiences that enhance information literacy and research skills. Andrea's current focus is communicating the value of libraries in ways that resonate with different audiences, translating library expertise, strategy and impact into language and evidence that connects with institutional priorities.



**Lachlan Drummond**

In the Information Services portfolio at UNSW Library, Lachlan leads a team of subject-specialist librarians who deliver reference services, instructional workshops and outreach business partnering across UNSW's School of Business and Faculty of Law. His team partners closely with faculty staff to enhance curriculum design, integrate the Library Digital Information Skills Framework and key Library resources into classes, and strengthen teaching and learning outcomes through tailored self-directed resources and workshops for digital literacy. With a background in education and experience in teaching in secondary institutions, Lachlan brings pedagogical insights into his library practice.



**Saba Maniar**

Saba is an Academic Engagement Librarian in the Information Services portfolio at UNSW Library, working closely with the Faculty of Science and Faculty of Engineering to deliver curriculum-embedded workshops mapped to the Library Digital Information Skills Framework. She also delivers tailored Research consultations to support resource discovery and digital literacy for Honours, postgraduate and PhD students, which has provided her with insights into how different students learn and use information tools. Saba is energised by experimenting with different ways to engage with students, particularly through hands-on, interactive learning activities that encourage students to share their findings with each other.

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# Short talks:
# Unpacking the Intersection - Pedagogy and Technology (Part 3)

**3:30pm – 4:00pm**

**Tuesday 24 November**

**UNSW Teaching Commons**

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# Beyond AI Detection: Designing an Authentic Assessment Sequence preparing students for Professional Practice

Jenni Graves

## Abstract

This presentation shares the design and impact of two linked assessments that moved beyond AI detection and instead positioned AI as a visible, discussable, and critically examinable part of professional practice. The assessments were based on authentic professional practices which increased the relevance and authenticity of these assessments. Students deliver a live donor pitch proposing a project, followed by questions (from simulated donors) requiring them to demonstrate real-time responses and understanding. Using the same project, students prepare a funding application, explicitly using and evaluating AI as part of the assessment process. Together, these tasks integrate oral assessment, authentic learning, critical reflection, and responsible AI use. Attention was paid to universal design for learning principles and inclusive ways to implement this approach, including for students with ELP adjustments.

The presentation will include a student's perspective of these assessments and the impact for them on their learning and confidence. Delegate takeaways: Participants will gain practical strategies for designing assessment sequences that support authentic learning, promote transparent and ethical AI use, and maintain the central role of in-person experience and building a learning community through this process. Evidence of impact: Student feedback indicates that the assessments were engaging, practical, relevant to future social work practice, and provided meaningful opportunities to develop professional skills. The approach received positive feedback from SOSS senior staff and I was invited to showcase this work at the SOSS Oral Assessment workshop and contribute to a new SOSS Guide on Oral Presentations.



**Ms Jenni Graves**

Jenni Graves is an Education Focussed Lecturer in the School of Social Sciences, ADA Faculty. She is passionate about how authentic assessments can build professional skills for future roles and a learning community in the classroom.

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# Who, what and why? Clarifying how Education Developers support academics with a new interactive tool

Sarah Watts, Dr Tanu Sridhar

## Abstract

**PROBLEM**

There is often a lack of clarity sector-wide around the role of Education Developers (Ed Devs). Clarifying this is key to effective collaboration with our academic stakeholders at UNSW to equip graduates with necessary skills and enhance the student experience. Additionally, academics are often time-poor with many competing priorities and cannot always prioritise course improvements alongside competing teaching and research commitments. Such improvements are essential in a time of such rapid technological change and advancement.

**HOW WE APPROACHED THIS PROBLEM**

We developed a user-friendly, interactive online Education Development Catalogue; this tool increases visibility of Ed Dev services and builds shared understanding of how we support practical course improvements with academics' capacity in mind. The Catalogue includes:

- Intuitive, modern design which showcases the team's visual presentation capabilities
- Information about how we can support in key areas of educational development
- Frequently asked questions and common concerns
- Expected time commitments to improve transparency and lower barriers to collaboration
- Concrete, illustrated examples of previous work we have completed in Science courses
- Testimonials from academics expressing the value of our team's inputs on their projects
- Individual details to introduce our Educational Developers and enable contact with them



**Sarah Watts**

Sarah is an Education Development Manager for the Faculty of Science (Nexus). She is highly experienced in education design and development from extensive prior experience at the UNSW Business School, 12+ years of teaching practice, and independent online course development. She holds a Master of Business Administration from the University of Sydney and a Bachelor of Arts from the University of Auckland. Sarah is particularly passionate about educational leadership and brings a student-centred, people-first approach to her teaching and work.



**Dr Tanu Sridhar**

Tanu is an Education Developer for the Faculty of Science (Nexus), has 6+ years' experience in university Science teaching, development and evaluation and is an AFHEA. Prior to this role, she completed her PhD in Virology, Bachelor of Economics and Bachelor of Science (Honours Class 1) at UNSW. Tanu believes that fostering feedback-rich cultures that put people at the forefront pave the way to achieving educational excellence, whether that be as a teacher or in professional roles.

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# Supporting Adaptive Teaching Through Rehearsal, Reflection and AI

Dr Hassan Choucair

## Abstract

This presentation explores how professional learning for laboratory demonstrators can combine teaching rehearsal, peer discussion, reflection and AI-supported guidance. It draws on two workshops delivered for 53 BABS1201 demonstrators supporting approximately 1,300 first-year students, around 60% of whom were new to teaching or to the course. The workshops used realistic teaching scenarios and “energy rehearsals” to help demonstrators practise noticing student needs, interpreting classroom situations and adapting their teaching. Lybi, an emerging AI-supported teaching-development tool, was used to prompt reflection, explore alternative responses and support teaching planning. AI was positioned as a supplement to peer interaction and professional judgement, rather than a replacement for either. Feedback from 30 respondents showed that 90% developed a stronger focus on adapting their teaching to students, 93% valued the scenario-based activities and 83% felt more confident managing different teaching situations. Thirty-seven demonstrators also practiced an energy rehearsal activity, applying the ideas to realistic laboratory-teaching situations. Delegates will take away practical ideas for using rehearsal and reflection to support new educators, as well as principles for introducing AI into professional learning in a responsible and purposeful way. In particular, the presentation will highlight the importance of designing technology around pedagogical goals, human connection and educator judgement.



**Dr Hassan Choucair**

Dr Hassan Choucair is an Education Focussed Lecturer in the School of Biotechnology and Biomolecular Sciences. He teaches biomedical science and biochemistry, with a particular interest in helping first-year students feel supported as they move from school to university. His work brings together inclusive teaching, student engagement and the development of confident, well-prepared laboratory teachers. With a background in cancer biology, he also contributes to research on how cancer cells respond to potential treatments..

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