Dr May Lim

Nexus Fellow

Faculty: Engineering

School: School of Chemical Engineering

Nexus Projects: Societal Impact Squad, Good Oral Assessment Team

Societal Impact, Assessment and Feedback

Nexus Good Oral Assessment Team

Purpose: Within the Good Oral Assessment Team, my role has been to provide collegial and pedagogical support to colleagues undertaking the transition to more authentic forms of assessment. This has involved working alongside academic staff to help redesign assessment in ways that are educationally sound, discipline-appropriate, and feasible to implement in practice.

My role has also included developing and testing AI tools and audio-visual technologies to support oral assessment, with particular attention to their usefulness for assessment design, delivery, feedback, and quality assurance. In parallel, I have contributed to advocacy for enterprise-level assessment management tools, systems, and processes needed to enable oral assessment to be delivered sustainably and at scale across the university. Together, this work has focused on building both the academic and operational conditions required for long-term assessment transformation at UNSW.

Project/role overview: I lead the multidisciplinary Nexus Good Oral Assessment Team, bringing together colleagues from across four different UNSW faculties to advance more authentic and sustainable assessment practice. The diversity and multi-disciplinary approach is important because it combines discipline-specific expertise with broader institutional insight, enabling the team to develop solutions that are more transferable, more robust, and ultimately discipline relevant across the university.

Skills Developed: This role has also enabled me to further develop my capability to lead a team working across different geographical locations, disciplinary backgrounds (engineering, medicine, business, art) and expertise (professional communication and practice, discourse analysis, coding, AI). Coordinating such a diverse group has strengthened my skills in inclusive leadership, cross-disciplinary collaboration, communication, and the ability to align varied perspectives around a shared strategic goal. The strength of this collaboration is also reflected in the team success in engaging leadership, joint grant applications and co-authored scholarly manuscripts.

Nexius Societal Impact Squad

Purpose: Within the Societal Impact Squad, my role is to identify engineering courses that have incorporated societal impact into their curriculum and to examine the pedagogical frameworks needed to support this work more systematically. This includes helping surface existing good practice, as well as contributing to course design needed to enable students to engage meaningfully with live challenge projects.

Project/role overview: As a member of the Nexus Societal Impact Squad, I help surface and translate effective models and framework from engineering education into other disciplines, while also integrating relevant approaches from other disciplinary contexts into engineering courses, thereby supporting a genuinely transdisciplinary approach.

Skills Developed: I have developed a stronger ability to understand societal impact through multiple disciplinary and professional lenses, rather than viewing it solely through the perspective of engineering education. Working across different fields has broadened my understanding of how societal impact is conceptualised, taught, and applied in varied curricular and professional contexts, and has deepened my appreciation of the different forms of knowledge, values, and practice that shape this work.

Activities, Outputs and Outcomes (per project or role)

- Developed the EduOps approach to assessment redesign as a structured methodology that adapts core DevOps principles to the educational context. This approach emphasises iterative improvement, early and ongoing dialogue with key stakeholders, and the strategic use of AI-enabled tools to support more efficient, sustainable and evidence-informed redesign.
- Lead investigator of a Faculty of Engineering Societal Impact and Translation grant proposal that secured $23,902 in funding to strengthen students' disciplinary oracy. This funding supported the acquisition of advanced audio-visual technologies, including 360 cameras and mini-PCs, which are essential for team-led pilot studies and for supporting quality assurance, moderation, and administrative efficiency.
- Chief investigator of a $10,000 grant by the Australasian Association of Engineering Education, with additional $10,000 co-funding by UNSW and the University of Melbourne, to gather national data on secure authentic assessment practices. The award of this grant enhances UNSW's role in assessment innovation.

Evidence of Impact (Implementation)

School/Faculty involvement	Courses/Programs Involved	Workshops delivered (n=26)	Collaborations
School of Chemical Engineering	CEIC3004 CEIC4007 CEIC4008 CEIC6799 DESN2000 ENGG4111 FOOD1120 FOOD3020 GSOE9111	See list under the section Internal Presentation and Engagement	Taylor, S., Priest, C., Bournival, G., Iida, S. Phipps, B., Rodriguez, M., Khanna, P., Lin, O., Allen, B., Evans, C., Colwell, D., Stapleton, M., Dymock, A. Fadil, Y., Tan, P., McFarlene, H., & Wimborne, M.

			Lovell, E., Hosseini, S.M., Rutlidge, H., Tse, E., Lee, A. Burridge, J., Bournival, G., Chow, W., Rios, S., Valentine, A. Lindsay, E., Rodda, A., Lidfors Lindqvist, A., Quince, Z., Dan, J.

Evidence of Impact (SoTL)			
Presentations (n=24)	Publications (n=12)	Blogs (n=0)	Ethics applications (n=3)

Relevant Links/Education (Research/SoTL/Resources) Output List

Publications

1. Lindsay, E., Rodda, A., Lidfors Lindqvist, A., Quince, Z., Lim, M., Dan, J. (2026). The Dimensions of Abundance in AI-Generated Feedback, in Generative AI in Assessment and Feedback Activities of Higher Education Special Issue, Education Science (accepted).
2. Rougieux, F., Lim, M., Martinez-Marroquin, E. Transition to Program-Level Assessment in Engineering Education: A Stage-Gate Approach to Assurance of Learning in the Age of AI, Australian Journal of Engineering Education (submitted).
3. Nikolic, S., Quince, Z., Lidfors Lindqvist, A., Neal, P., Grundy, S., Tahmasebinia, F., Rios, S., Burridge, J., Petkoff, K., Chowdhury, A.A., Lee, W.S.L., Prestigiacomo, R., Fernando, H., Lok, P., Symes, M., Lim, M. (2025). Project-work Artificial Intelligence Integration Framework (PAIIF): Developing a CDIO-based framework for educational integration, STEM Education, 5, 310 – 332.
4. Lim, M., Fadil, Y., Tan, P., McFarlene, H., & Wimborne, M. (2025). You'll Have My Axe, My Bow, and My Laser Cutter: Partnerships Improve Makerspace Integrated Design Course. International Journal of Academic Makerspaces and Making (IJAMM).

External Presentation

1. Lim, M., Taylor, S., Priest, C., Bournival, G., Iida, S. (2026). Can Birds of Different Feathers Draw an Owl Together? A Case Study of the Cross-Institutional Nexus Program Driving Assessment Redesign, HERDSA 2026, 6-9 July 2026, Singapore (submitted).
2. Lim, M. (2026). University Cafes, Labs and Makerspace as Learning Partners in Live Challenge Projects, HERDSA 2026, 6-9 July 2026, Singapore (submitted).
3. Lim, M., Au, R. (2026). Laboratories and Makerspaces as Learning Partners in User-Centred Design Courses, Proceeding of 22nd CDIO International Conference (CDIO2026), 22-25 June, Liverpool, UK.
4. Lim, M. (2026). Two Birds, One Stone: Oral Assessment for Learning Assurance and Discipline Oracy Development, Advance HE Teaching and Learning Conference, 30 June-2 July 2026, Sheffield, UK.
5. Lim, M., Taylor, S., Priest, C., Bournival, G., Iida, S. (2026). The Stone Soup Approach: How Cross-Faculty Collaboration Drives an Institution-Wide Shift to Authentic Assessment, Assessment in High Education Conference, 18-19 June, Manchester, UK.
6. Lim, M., Lovell, E., Hosseini, S.M., Rutlidge, H., Tse, E., Lee, A. (2026). Applying DevOps Principles to Education Development: A Case Study on AI-Assisted Assessments Redesign, Advance HE Elevate Australasia, 15 April, online.

7. Lim, M. (2026). Leveraging Microsoft Copilot to Develop Teamwork and Feedback Skills in Design and Professional Practice Courses, Adaptive Citizens: Navigating Networks of Work, Society and Technology, HERDSA NSW, 19 February 2026HERDSA NSW Branch presentation 19 February 2026, Sydney.
8. Lindsay, E., Rodda, A., Lidfors Lindqvist, A., Quince, Z., Lim, M. (2025). What can we do with Abundant Feedback?, 35th Australasian Association of Engineering Education (AAEE2025), 7-10 December, Brisbane, Australia.
9. Lim, M., Lovell, E., Hosseini, S.M., Rutlidge, H., Tse, E., Lee, A. (2025). Applying DevOps Principles to Education Development: A Case Study on AI-Assisted Assessments Redesign, Proceeding of 35th Australasian Association of Engineering Education (AAEE2025), 7-10 December, Brisbane, Australia.
10. Lim, M., Fadil, Y., Tan, P., McFarlene, H., Wimborne, M. (2025). You'll Have My Axe, My Bow, and My Laser Cutter: Partnerships Improve Makerspace Integrated Design Course, International Journal of Academic Makerspaces and Making, International Symposium on Academic Makerspaces (ISAM2025), August 6-8, Berkeley, California, USA.
11. Lim, M. (2025). AI for Developing Teamwork Skills and Feedback Literacy in Design and Professional Practice Courses, HERDSA 2025 Annual Conference, 7-10 July, Perth, Australia.
12. Lim, M., Iida, S., Bournival, G. (2025). Work-in-Progress: Generative AI to Enhance Teamwork Evaluation in Engineering Design and Professional Practice Courses, Proceeding of the 2025 ASEE Annual Conference and Exposition (ASEE2025), 22-25 June, Montreal, Canada.
13. Lim, M. (2025). Verbal Peer Feedback in Project Based Learning Course: Insights From Microsoft Teams Meeting Recaps, Proceeding of the 21st CDIO International Conference (CDIO2025), 2-5 June, Melbourne, Australia.
14. Bournival, G., Combe-Germes, V., Danish, N., Florez, G.O., Arash Khatamianfar, A., Kozlina, S., Lim, M., MacAulay, M., Perez-Wurfl, I., Prescott, S., Taylor, S. (2024). It Takes a Village but What is the Village? Bourdieuan Analysis of Cross-Disciplinary Assessment Co-Design and Collaboration, Proceeding of 34th Australasian Association of Engineering Education (AAEE2024), 8-11 December, Christchurch, New Zealand.
15. Abdul Razak, A.N., Lim, M., Tomeo-Reyes, I., Li, D.D. (2024). Exploring the Capabilities and Limitations of Generative AI in Providing Feedback on Engineering Drawings: A Case Study, Proceeding of World Engineering Education Forum Conference (WEEF2024), 2-5 December, Sydney, Australia.
16. Lim, M. (2024). WIP: Just-In-Time AI Assisted Formative Feedback for Written, Oral, Team-Based Assessment Tasks: What Worked, What Didn't and Why, Proceeding of Frontiers in Education Conference (FIE2024), 13-16 October, Washington D.C., United State of America.
17. Lim, M. (2024). Can A Robot Teach Design? Large Language Model Based Feedback Tool for Engineering Design Courses. Proceeding of the 52nd SEFI Annual Conferences (SEFI2024), 2-5 September, Lausanne, Switzerland.
18. Taylor, S., Lim, M., Watt, K. (2024). The Working Class: Diverse and Scaffolded Approaches to Work-Integrated Learning, HERDSA 2024 Annual Conference, 8-11 July, Adelaide, Australia.
19. Prescott, S.W., Lim, M., Spicer, P. (2024). Strategies for Working with AI Teaching Assistants, European Federation of Chemical Engineering Spotlight Talks on Digitalisation in Chemical Engineering Education, 18 March, online.
20. Lim, M. (2024). Engineer Australia Responding to TEQSA's Request for Information and Action Plan, 27 May, online.
21. Lim, M. (2024). Utilisation and Impact of AI Tools for Qualitative Comment Analysis Comment Analysis, Surveys and Evaluations Special Interest Group, Australasian Association for Institutional Research (AAIR), 25 June, online.
22. Lim, M. (2024). Integrating GenAI and Design Thinking, Australasian Artificial Intelligence in Engineering Education Centre Webinar, 28 June, online
23. Lim, M. (2024). AI in Science: Challenges, Opportunities, Impact. Panel, Australasian Colloid and Interface Society Conference (ACIS2024), 4-7 February, Terrigal, Australia.
24. Lim, M. (2024). Generative AI Assisted Formative Feedback: What Worked, What Didn't and Why, Invited Keynote Presentation, Explorance Bluenote APAC 2024, 13-14 May, Sydney, Australia.

Internal Presentation and Engagement

1. Lim, M., Lovell, E., Hosseini, S.M., Rutlidge, H., Tse, E., Lee, A. (2026). Applying DevOps Principles to Education Development: A Case Study on AI-Assisted Assessments Redesign, School of Chemical Engineering, 29 April 2026.
2. Lim, M. (2026). Leveraging Microsoft Copilot to Develop Teamwork and Feedback Skills in Design and Professional Practice Courses, School of Social Science, 9 April 2026.
3. Lim, M. and Taylor, S. (2026). Securing Assessment in an AI-Enabled Environment, Program Authorities Series (Curriculum Transformation), 26 March 2026.
4. Lim, M. (2026). Engineering's Ground Up Approach, Embedding Societal Impact: Program Level Approaches, Program Authorities Series (Curriculum Transformation), 31 March 2026.
5. Lim, M. (2026). Engineering Societal Impact Case Study, Societal Impact Case Study Session, Program Authorities Series (Curriculum Transformation), 2 April 2025.
6. Phipps, B., Rodriguez, M., Lim, M., Khanna, P., Lin, O., Allen, B., Evans, C., Colwell, D., Stapleton, M., Dymock, A. (2025). Societal Impact Guild: Workshop, 20 October 2025.
7. Lim, M. (2025). Microsoft Teams and Feedback Practice: Insights from Microsoft Teams Meeting Recaps, LET'S Meet T3 2025, 4 September 2025.
8. Lim, M. (2024). AI in Teaching: The Future is Here, LET'S Meet T1 2024, 1 February 2024.
9. Lim, M. (2024). Generative AI Assisted Formative Feedback for Written, Oral, Project-Based Assessment Tasks: What Worked, What Didn't and Why. Learning and Teaching Session: Practical Tips for Using AI, School of Education, 22 March 2024.
10. Lim, M. (2024). Student Responsible Use of AI Infographic, www.student.unsw.edu.au, 20 May 2024.
11. Lim, M. (2024). Just-In-Time AI Generated Feedback • What Works, What Didn't and Why., Faculty of Medicine and Health AI Committee Meeting, 24 October 2024.
12. Lim, M. (2024). Just-In-Time AI Generated Feedback for Learning and Teaching, Engagement and Change Monthly Meeting, Office of the Chief Information Officer, 30 October 2024.
13. Lim, M. (2024). School Oral Assessment Redesign, School Teaching Committee, School of Chemical Engineering, The University of New South Wales, 5 April 2024.
14. Lim, M. (2024). Making Sense Out of Nonsense, Term 1 High TEAch Break and Term Debrief, 9 May 2024.
15. Lim, M. (2024). School Oral Assessment Redesign, Lunch and Learn, School of Civil and Environmental Engineering, The University of New South Wales, 4 July 2024.
16. Lim, M. (2024). How I made myExperience work for me!, Evaluation of Teaching and e-Portfolio CoP, The University of New South Wales, 15 July 2024.
17. Lim, M. (2024). Interactive Oral Assessment: Prompts for Head, Hand and Heart, Assessment and Feedback: Cultural Change Roundtables, 2024 EF Retreat, Wollongong, Australia, 4-6 August 2024.
18. Lim, M. (2024). myExperience Workshop for Engineering ECAs, Engineering ECAN Week, The University of New South Wales, 16 August 2024.
19. Lim, M. (2024). Mark My Words: Lessons Learnt from a Nexus Oral Assessment Redesign Project, Lightning Workshop, The University of New South Wales, 22 October 2024.
20. Lim, M. (2024). How Can Competencies Be Observed In The Classroom, 2024 Learning and Teaching Forum, 18-27 November 2024, The University of New South Wales.
21. Lim, M. (2024). Oral Assessment World Cafe, Engineering Education Festival Day, Education Festival 2024, 18-27 November 2024, The University of New South Wales.
22. Lim, M. (2024). Oral Assessment World Cafe, Education Festival Finale: Edu World Cafe & Expo, Keynote, Panel, Awards & Celebrations, Education Festival 2024, 18-27 November 2024, The University of New South Wales.
23. Lim, M. (2023). AI in Teaching. LET'S Meet T1 2024, 1 February 2024, The University of New South Wales.
24. Lim, M. (2023). TALIS, 2023 Learning and Teaching Forum, 20-24 November 2020, The University of New South Wales.
25. Lim, M. (2023). Betwixt, In-Between and Better: Connecting Students with Others, Each Other and Us, 2023 Learning and Teaching Forum, 20-24 November 2023, The University of New South Wales.
26. Lim, M. (2023). Ghost in the Classroom, 2024 Learning and Teaching Forum, 20-24 November 2023, The University of New South Wales.