DAY 1

Poster gallery

Wednesday 26 November | 12.15 – 1.00pm

UNSW'S Education Festival

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UNSW SYDNEY

DAY 1

Learning Through Engaging with Cultural, Architectural and Linguistic Diversity

Presenters: Dr Dijana Alic, Dr Ayshe Eli

Abstract

The poster showcases the outcomes of a collaborative, interdisciplinary site visit to the Auburn Gallipoli Mosque, undertaken by students from the Built Environment ARCH7216 (Designing Diversity: Architecture and Urbanism in a Multicultural Context) and Humanities and Languages ARTS2469 (Islam in Asia and the Pacific). Building on a longstanding tradition of BE students engaging with the mosque, this initiative expands the experience into a cross-school dialogue. The poster highlights two key findings:

- Value of student collaboration and dialogue across disciplines
- Insights emerging through interdisciplinary discussions during the on-site visit

By engaging with the mosque through interdisciplinary methods, students document, interpret and respond to its cultural, linguistic, historical and architectural dimensions. These interactions are captured through diverse and authentic assessment tasks, including student-let seminar recording (visual and audio), reflective journals, site mapping and analytical research outputs. In doing so, the project contributes a framework for interdisciplinary teaching grounded in real-life experiences, fostering cross-school collaboration, and modelling best practice for authentic assessment in the age of AI.

Dr Dijana Alic

Associate Professor in the School of Built Environment

Dr Ayshe Eli

Senior Lecturer in the School of Humanities & Languages

DAY 1

Library AI for Learning, Teaching, and Societal Impact

Presenters: Nada Stanojlovic, Belinda Sua, Andrea Zarate

Abstract

Presenting a suite of Library workshops and AI-enhanced scholarly discovery resources designed to help students and researchers use AI ethically and navigate information effectively. With AI tools becoming common in the research process, there is an urgent need to provide structured opportunities for students to build digital and information literacy skills that help them use these tools responsibly, critically, and ethically.

Library-embedded workshops are based on the Library Digital Information Skills Framework and incorporate the L.E.A.R.N. model, aligning with institutional priorities around academic accessibility, integrity, and responsible innovation. Evidence from early delivery indicates strong demand and positive impact: students report greater confidence in identifying appropriate uses of AI, recognising its limitations, and integrating AI tools without compromising academic standards. The L.E.A.R.N. model guides ethical AI use through five steps: Look for intention, Ethics matter, Ask with focus, Review carefully and Need to check.

The Library also provides AI-enhanced scholarly discovery tools that integrate academic content with digital literacy skills, enabling researchers and students to explore, evaluate, and use information confidently and ethically. Embedded into courses, these resources offer a scalable model across disciplines. By equipping students with these skills and tools, the Library empowers the next generation to engage with AI responsibly, critically, and rigorously, supporting UNSW's Societal Impact Framework by advancing inclusion, integrity, and social justice, and contributing to economic and social prosperity and societal resilience.

Nada Stanojlovic

In the Information Services portfolio at UNSW Library, Nada manages outreach business partnering for STEM disciplines. Her role involves supporting academic and research success, promoting library services, and integrating them into the curriculum. Nada's team works closely with faculty, researchers, and students to tailor library resources and develop and deliver workshops and training sessions to enhance information literacy and research skills. Nada brings a wealth of management experience to her Library role at UNSW, where she has worked for almost three years. Her extensive professional career includes senior positions in Library Supply and Publishing serving the territories of Australia, NZ, UK, and the US.

Belinda Sua

Within the Information Services portfolio at UNSW Library, Belinda leads the Academic Engagement teams for HCASS disciplines, including Business, Law, and Arts, Design & Architecture. Her role focuses on strengthening faculty partnerships, supporting curriculum design, advancing digital literacy, and promoting library outreach to enhance teaching and student success. With over 20 years of management and client service experience across higher education and professional sectors, Belinda combines strategic leadership with a strong focus on collaboration, innovation, and fostering high-performing teams.

Andrea Zarate

In the Information Services portfolio at UNSW Library, Andrea leads a team of subject-specialist librarians who deliver reference services, instructional workshops, and outreach business partnering across UNSW's Faculty of Science and Faculty of Engineering. Her team partners closely with teaching staff and faculty to enhance curriculum design, integrate key Library resources into classes, and strengthen the Library's contribution to teaching, learning and research outcomes through tailored self-directed resources and workshops for digital literacy.

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DAY 1

Learning Through Doing: Embedding Practical Experience in Public Health Education through the Public Health internship Program of School of Population Health UNSW

Presenter: Dr Abrar Chughtai

Abstract

Practical experience through Work Integrated Learning (WIL), such as internship programs, plays a vital role in public health education and training. These experiences help students move beyond theory and engage with real-world complexities. The Internship Program at the School of Population Health offers postgraduate students a valuable opportunity to apply academic learning in real-world public health settings. Internships are offered during Term 1 and Term 3, connecting approximately 40 students each term with a diverse range of host organisations. Students complete 168 hours at their placements, engaging in a variety of activities, which are developed in collaboration with the placement organisation and aligned with their priorities.

The program is expanding with more organisations joining, and the feedback from both students and host organisations consistently highlights its value in preparing graduates for the complexities of public health practice. Student evaluations indicate increased confidence, clarity in career direction, a deeper understanding of public health systems and improved communication and professional skills. Evaluations from placement organisations indicate that internships are mutually beneficial. The program exemplifies the bidirectional benefits of academic-practice partnerships, where students are not only learners but also active contributors to the public health mission.

Dr Abrar Chughtai

Dr Chughtai is a medically trained epidemiologist with more than 22 years of experience in public health programs and infectious disease research. His research focuses on the control of infectious diseases, and he has published over 170 papers. Currently, he is working as a Senior Lecturer at the School of Population Health, UNSW. He is also the Director of the Infectious Diseases Intelligence Program and Deputy Director of Teaching at the School.

DAY 1

AI-Empowered Project-Based Learning: Course Design and Assessment for Future-Ready Graduates

Presenters: Mahnoor Anjum, Dr Deepak Mishra

Abstract

Project-based learning develops problem solving, collaboration and innovation skills which are essential for higher socio-economic impact. With the rapid growth of generative AI, course curricula must be redesigned to integrate the responsible and ethical usage of AI in task design and assessment. As more than 50% of businesses have already adopted AI, the inclusion of AI in these courses will create future ready graduates, improve employability, equity, productivity and innovation. However, integrating AI into learning and assessment raises substantive ethical considerations. We propose a framework that positions AI as a personalised learning partner in project-based courses while upholding fairness, accountability, transparency and safety (FATE). The framework operates across three phases: task design, task learning and task assessment. In task design, problems are specified to require specialised disciplinary knowledge, creativity and originality, with explicit guidance on permissible AI support so that AI cannot function as a problem-solving substitute. In task learning, students are taught to apply AI to complex engineering problems with documented transparency and safety, including bias audits, citation/reference verification, formal declarations of AI use, and an emphasis on independent reasoning rather than verbatim reuse. In task assessment, authorship and judgment are verified through oral examinations, where students must demonstrate nuanced understanding of task solution, and the capacity to transfer methods to novel contexts. Collectively, these measures enable meaningful learning while maintaining academic integrity and FATE principles. Evidence from recent courses will highlight improved engagement, and better feedback. We will delineate practical strategies to integrate AI into project-based curricula, while aligning teaching with UNSW's Societal Impact goals.

Mahnoor Anjum

PhD candidate at the school of Electrical Engineering and Telecommunications

Dr Deepak Mishra

Senior Lecturer at the School of Electrical Engineering and Telecommunications

DAY 1

Empowering Responsible Digital Transformation through Experiential Learning in AI and Sustainable Agriculture Presenter: Dr Shiva Abdoli

Abstract

This presentation demonstrates how integrating research-led teaching and community engagement can equip students with the skills, knowledge, and attitudes required for responsible digital transformation in agriculture. In partnership with Booma, a sustainable farming SME in the Hunter Valley, UNSW students and researchers co-develop and implement an AI-based System of Systems Digital Twin framework to optimize sustainable farming practices.

The project embeds experiential learning through student-co-designed workshops that connect theory with real-world impact. Using Quality Function Deployment (QFD), a few UNSW thesis student map community and industry needs to workshop design, data collection, and analysis methods. Students collaborate with local communities and Indigenous participants to explore how AI and digital twin technologies can enhance agricultural sustainability while incorporating traditional knowledge. This approach allows learners to experience ethical technology deployment, co-design processes, and societal impact evaluation.

By combining hands-on research, community co-development, and reflective practice, the project develops digitally skilled, socially responsible graduates ready to lead Australia's Industry 4.0 transition. It highlights how curriculum-integrated, research-informed engagement empowers students not only as engineers but as agents of sustainable change — advancing UNSW's mission to make the world a better place through education, innovation, and inclusion.

Dr Shiva Abdoli

Dr Shiva Abdoli is a researcher and lecturer in the School of Mechanical and Manufacturing Engineering, UNSW.

Joshua Cornelius

UNSW student

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UNSW SYDNEY

DAY 2

Poster gallery

Thursday 27 November | 12.15 – 1.15pm

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UNSW SYDNEY

DAY 2

Your skills, your future: Skills as drivers of societal impact

Presenters: Himani Chugh, Jennifer Perkins, Dr Jia Zhang, Josephine Holecek, Prof. Stephen Doherty

Abstract

This poster demonstrates how ADA Skills Passport is helping embed and surface skills in the curriculum enables students to translate academic learning into real-world impact. Drawing on extensive research, ADA Skills Passport pilot, and the recent T3 ADA Skills Showcase, it highlights the pathway of skills development, from building skills in the classroom, to recognising and articulating them for employers and industry, and ultimately applying them to make meaningful contributions in society. For example:

- A group assignment on refugee policy builds research and critical thinking skills that students can frame as contributing to inclusive, evidence-based policymaking.
- A design studio project develops collaboration and problem-solving skills that can be linked to building sustainable, resilient communities.

By surfacing these skill connections, students can position their university experience in ways recognised by employers and communities. For academics, this highlights that their teaching is already shaping students who are equipped to contribute to UNSW's broader societal goals, without additional workload or curriculum redesign.

The poster showcases how the ADA Skills Passport makes employability skills visible through student voices, clear visuals, and concrete teaching examples. It offers academics an engaging snapshot of how everyday teaching contributes to student success and broader societal impact.

Himani Chugh

Himani Chugh is an Educational Designer for the ADA Skills Passport Project at UNSW, where she is designing AI-enabled solutions to support both staff and students. With over 10 years of experience in education design and technology, she's passionate about designing for those 'aha moments' that create lasting impact

Jennifer Perkins

Education Excellence Manager and Doctoral Candidate at UNSW's Faculty of Arts, Design & Architecture. In her role at UNSW, she drives education strategy, overseeing program design, WIL, and lifelong learning. She focuses on embedding innovation, pedagogical excellence and student-centred outcomes across the Faculty.

Dr Jia Zhang

Jia Zhang is Senior Research Officer at the Faculty of Arts, Design & Architecture, UNSW. He holds a PhD degree in translation studies from UNSW. With over a decade of teaching experience, Jia has lectured across multiple academic institutions.

Josephine Holecek

Josephine Holecek is the Educational Program Manager for the ADA Skills Passport, a UNSW strategically aligned, Faculty of Arts, Design & Architecture initiative that bridges the gap between learning and employability. She brings over 15 years of experience in higher education, with leadership and management roles spanning operations, project delivery of large – scale initiatives, and strategic change.

Prof. Stephen Doherty

Professor Stephen Doherty is a psychologist at UNSW Arts, Design & Architecture and Deputy Dean (Education). He leads the Language Processing Research Lab, bridging psychology, education, and technology.

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DAY 2

From Classrooms to Cultures: Applying a Transdisciplinary Lens to Mathematics Interest Development in Vietnam, China, and Australia

Presenter: Shiqi-Dorothy Dong

Abstract

This poster explores the role of transdisciplinary versus interdisciplinary approaches in shaping cross-cultural research on mathematics engagement. Drawing on her doctoral project at UNSW, Shiqi-Dorothy applies the ProInterest Model to mathematics tasks across Vietnam, China, and Australia. The study combines insights from educational psychology, mathematics education, and comparative education to investigate how student interest can be fostered through culturally responsive task design. Delegates will gain an understanding of the differences between interdisciplinary collaboration—where disciplines work in parallel—and transdisciplinary integration, where disciplinary boundaries are transcended to create new frameworks for action. By situating mathematics engagement research within diverse cultural and educational systems, the presentation highlights how transdisciplinary approaches are uniquely positioned to capture the complexity of student experiences, while also addressing societal needs such as STEM participation, equity, and sustainability. Evidence of practice impact will be demonstrated through examples from ongoing projects, including systematic reviews, classroom-based task design, and international collaborations. Outcomes show that transdisciplinary work not only advances theory but also produces practical strategies for teachers, curriculum designers, and policymakers seeking to build engaging, future-oriented mathematics education. Delegates will leave with conceptual tools and concrete examples of how transdisciplinary research can inform educational practice and foster societal impact.

Shiqi-Dorothy Dong

Dorothy (Shiqi) Dong is a PhD student in Educational Psychology at UNSW, supported by the RITP Scholarship (Top 5%). Her research explores cross-cultural mathematics interest and engagement in Vietnam, China, and Australia. As a Research Assistant at UNSW and Monash University, she has co-authored several manuscripts on mathematics education and school belonging. Dorothy's broader interests include sustainability education, AI-enhanced learning, and fostering student engagement through inclusive and evidence-based pedagogies.

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DAY 2

From Cells to Society: Teaching Embryology with Purpose and Play

Presenters: Dr Amaneh Mohammadiroushandeh, Dr Lucy Jo

Abstract

The rapid evolution of medical education has led to innovative teaching approaches to meet the demands of modern healthcare. However, basic sciences such as embryology are increasingly marginalized due to curriculum restructuring, limited teaching hours, and a perceived lack of clinical relevance. In addition, students engagement and motivation is low because of high cognitive load and complexity of the topics. It is noted that embryology remains essential for understanding human development, birth defects, and body organization, knowledge that underpins safe, empathetic, and patient-centered care.

This presentation explores the application of gamification, the use of game design elements in education, as a transformative approach to address some educational challenges. At UNSW, interactive digital embryology games are being integrated into Moodle, accompanied by student surveys to evaluate engagement, perceived value, and learning outcomes. Initial results from using Kahoot and physical games suggest that gamification enhances motivation, improves understanding of abstract concepts (e.g., morphogenesis and congenital anomalies), and increases the perceived clinical relevance of embryology.

This approach aligns with the UNSW Societal Impact Framework (SIF) by promoting inclusive, equitable, and engaging learning environments that extend beyond the classroom. Gamified learning cultivates curiosity, collaboration, and critical thinking skills that empower future doctors to communicate effectively, advocate for patients, and contribute to health equity and societal wellbeing.

Dr Amaneh Mohammadiroushandeh

Dr Mohammadiroushandeh is a senior lecturer in Anatomy department with more than 15 years' experience of teaching gross anatomy, histology and embryology to medical and science students. Her research area is regenerative medicine, stem cells, cancer biology, mitochondria and developmental biology. In the field of education, she is interested in to incorporate new educational strategies such as gamification and AI tools in my courses to foster the students' engagement and motivation specially in the challenging courses such as embryology.

Dr Lucy Jo

Lucy brings a wealth of experience as an Educational Developer with academic background and years of experience in tertiary education, understanding the needs from both students and teachers in which broadens and embraces the university values as a steadfast advocate for inclusive learning within higher education environments. Her leadership and representation of the faculty in multiple educational Communication of Practices and trainings and her collaborative work in designing and developing high quality student learning experiences through collaboration with a variety of stakeholders underscore her indispensable role in the project. Notably, she excels in seamlessly integrating educational technology with pedagogical and equity principles alongside medical content and human-centered Design approaches, highlighting her unique ability to bridge diverse fields and perspectives.

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DAY 2

Judging Character: enlisting supervised Masters students to provide psychological evidence with respect to people seeking asylum and refugees

Presenter: A/Prof. Chantal Bostock

Abstract

People seeking asylum and refugees often face significant barriers accessing psychological evidence throughout the visa decision-making process, with adverse consequences for their legal case and their wellbeing. In this ground-breaking, newly established project, the Refugee Advice Casework Service (RACS) refers clients to the UNSW Forensic Psychology clinic (UFPC) for psychological assessment with respect to issues such as risk of re-offending and cognitive or psychological functioning. These are important considerations when considering character in visa decision making. This new partnership allows supervised graduate forensic psychology students (provisional psychologists) to obtain real-life experience assessing asylum seekers and refugees, the results of which will then be used to fill an existing vacuum in current decision making. The students will gain competencies in assessing individuals from other cultures and language groups, using interpreters when appropriate, to conduct these specialised forensic assessments. We are evaluating the impact of the project on the development of crucial cultural competencies, specifically students' cross-cultural communication skills, knowledge and understanding. This has implications for preparing early career psychologists to work sensitively attuned to the needs of our diverse, multi-cultural society.

A/Prof. Chantal Bostock

Dr Bostock previously worked as a migration/refugee lawyer in Sydney and as a senior lawyer at the Asylum and Immigration Tribunal and the Law Commission in London and the Administrative Appeals Tribunal (AAT), Sydney. She was a member of the MRT/AAT for 5 years. She is currently Ass/Prof at the Faculty of Law & Justice, UNSW, where she teaches administrative and immigration law and sits on the NSW Medical Council. She holds an LLM and a PhD and has published/delivered papers both nationally and internationally on various topics relating to administrative/migration/refugee law.

DAY 2

Embedding Equity and Inclusion in Large-Scale Learning: Developing Skills and Mindsets for Societal Impact Beyond the Classroom

Presenter: Dr Faiza Majid

Abstract

Large and demographically diverse student cohorts are a defining feature of Finance and other quantitative Business courses, presenting ongoing challenges to equity, inclusion, and quality of learning. My teaching approach directly supports the Societal Impact Framework by cultivating the knowledge, skills, and attitudes students need to make meaningful, sustained contributions to society- both during their studies and in their future professional and civic lives.

At the start of the course, students complete an online diagnostic survey that captures their academic preparation, cultural and language background, and confidence with Finance concepts. This data allows me to tailor content and provide preparatory activities for those with weaker foundations while incorporating globally relevant discussion prompts that validate diverse experiences. Through globally relevant case discussions, students are encouraged to analyse financial literacy and economic inclusion issues across contexts, nurturing cross-cultural awareness and empathy - skills that translate into more inclusive thinking and ethical decision-making in professional settings.

To extend impact beyond the lecture theatre, I facilitate peer-to-peer collaboration through online discussion forums that promote inclusive dialogue and reflective practice. These forums enable students to learn from diverse perspectives and to recognise the social value of sharing knowledge, building confidence to contribute constructively in teams and communities after graduation.
I also employ self-paced assessments in my postgraduate course, allowing students to manage learning around work or caring responsibilities. This fosters self-regulation, accountability, and adaptability - core skills for lifelong learning and responsible leadership.

The impact of these initiatives is evidenced in student feedback and myExperience results, which show substantial increases in students' sense of inclusion and belonging. By embedding equity, diversity, and inclusion in curriculum and assessment design, students not only gain technical competence but also develop the reflective, empathetic, and collaborative dispositions essential for creating societal impact in their personal and professional spheres.

These are extremely simple yet intentional and actionable curriculum strategies in quantitative and transdisciplinary contexts which can advance societal impact goals by shaping students into inclusive, responsible, and globally minded contributors beyond university.

Dr Faiza Majid

Faiza Majid is a Senior Lecturer in the School of Banking and Finance at UNSW, with expertise in corporate finance courses for both undergraduate and postgraduate programs. With a passion for impactful and inclusive teaching, I have led the redesign and redevelopment of several core finance courses, collaborating closely with educational designers and industry professionals to create authentic assessments that enhance students' employability skills and connect financial theory to real-world applications. She actively supports equitable learning environments and advocate for student wellbeing through her teaching as well as roles such as Grievance Officer and Academic Integrity Officer her School.

DAY 2

Embedding societal impact through an interdisciplinary practical exploring human stress

Presenter: Dr Natasha Kumar

Abstract

Introduction. This undergraduate practical class advances the 'Enabling Healthy Lives' priority by integrated physiology, anatomy, and pharmacology to examine the human stress response. Students engaged in collaborative, experiential learning, combining quantitative physiological measurements with subjective psychological assessments to foster critical thinking and real-world application of diagnostic tools. By examining stress effects on the body, students gained personal insight into their own responses and coping strategies, empowering informed health decisions and mental health advocacy. These personal insights have a broader societal impact, equipping future medical science professionals to promote wellbeing and resilience in the communities they serve.
Aim. To enhance engagement and comprehension of stress-related neurobiological mechanisms through an interactive laboratory using research-grade diagnostic equipment, while fostering long-term impact on Enabling Healthy Lives by equipping students with knowledge that supports informed health decisions and wellbeing.
Methods. During this 3-hour practical, second-year neuroscience (NEUR2201) students investigated physiological and psychological responses to five stressors (rest, cold pressor, Stroop test, mental arithmetic, mild exercise) for five minutes. Heart rate, blood pressure, and temperature were measured before and after stress tests. Perceived stress surveys were completed pre- and post- test. Students collaboratively recorded and analysed data via SharePoint spreadsheet, enabling class-wide aggregation and comparison. The inclusive design ensured equal participation and peer support, validating diverse experiences of stress and promoting equity. Data were collected across multiple cohorts (2013-2025).
Results and Discussion. Pre- and post-class surveys revealed significant student gains in understanding stress perception, neural circuits, and stress hormone measurement. The practical reinforced scientific skills, including experimental design and data analysis. Surveys encouraged self-awareness and emotional regulation, while group activities strengthened social connections and wellbeing. Competitive elements added motivation and fun. The activity also developed transferable skills - physiological measurement, teamwork, and digital literacy - aligning with workforce needs in health sciences and allied health professions.

Dr Natasha Kumar

Senior Lecturer in the School of Biomedical Sciences

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DAY 2

From Classroom to Career: Industry-Informed Learning for Employability and Societal Resilience

Presenter: Alice Sun

Abstract

This poster explores how our industry insight videos and associated tutorial activities can enhance the student learning experience and equip graduates with employable skills.

By engaging industry speakers to share their daily working experiences, students gain authentic exposure to contemporary workplace practices. These insights are complemented by graduate-level tasks that students tackle collaboratively in tutorials, bridging theory with practice while fostering problem-solving, teamwork, and communication, which are essential employable skills in Australia.

The approach aligns closely with the principles of transdisciplinary education, as industry-informed tasks require learners to integrate knowledge across multiple disciplines (e.g., accounting and finance) while addressing real-world challenges that extend beyond traditional subject boundaries.

Beyond employability, this model also supports the broader goal of strengthening societal resilience, security, and cohesion. Working in diverse groups enhances inclusivity and mutual understanding, while the focus on authentic, collaborative problem-solving develops graduates who are adaptable, innovative, and resilient.

Ultimately, this initiative demonstrates how higher education can leverage industry partnerships to deliver meaningful student experiences and cultivate skills essential for both workforce readiness and societal progress.

Alice Sun

Associate Lecturer at the Business School and PhD candidate at the School of Education, UNSW Sydney.

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DAY 2

Demo Virtual Reality projects: Eye Sim & Icon

Presenter: Educational Immersive Technology team

Projects

Eye Sim: Using VR simulation in ophthalmology and optometry classrooms, the Eye Sim will allow students to authentically experience the vision of their future patients - improving their comprehension, understanding, patient empathy and diagnosis confidence.
Eye Sim simulates a wide range of eye conditions from glaucoma and retinal detachment to the set of colour deficiencies. Being able to experience these conditions in a range of virtual environments allows for a potent shift in the learning. Following success in multiple classes the team is looking to expand the use out to other educators plus clinics where carers, patients and relatives can also experience what these conditions really are like.

Icon: Building on the new wave of AI LLM capability, the AI Conversation Sim project sets out to allow academics to craft specialised scenarios aimed at helping their students learn specific skills related to conversations in their discipline areas. The students can then practice these simulated conversations through VR or Web interfaces that present a 3D environment and virtual AI agents that talk with the player in real-time. Leveraging an authoring tool, teachers can create scenarios that can help students evaluate patient's symptoms to reach a quick diagnosis, help future engineers work with local community representatives, foster empathy for people with disability and many more.

UNSW Immersive Technology team

The PVCE Media & Immersive team of developers works with academics to co-create simulations and virtual reality applications specifically targeting education and the student experience. The immersive specialists design and develop bespoke experiences that look to address specific problems with learning, how course material is presented or to explore an opportunity for enhancing engagement. The team supports the delivery of the new content ranging from technical sims to empathic scenarios into classes for the teachers. This is followed up by collecting data and evaluating the efficacy of changes and then iterating to continue leadership in this immersive education space.