






2025 AI in Higher Education symposium ANZ – Draft Program


Friday 7 February 2025 – All times are in Australian Eastern Daylight Time (UTC+11)


Time	Stream 1	Stream 2	Stream 3
9:00	Welcome		
Block 1	ASSESSMENT	CRITICAL THINKING	FACULTY ENGAGEMENT AND LEADERSHIP
9:15	<p>A holistic approach to assessment for meaningful AI integration</p> <p><i>Clara Sitbon and Kria Coleman</i> <u>The University of Sydney</u></p> <p>Through the integration of ClaraBOT, our custom AI agent, we transformed assessment design in advanced French to mirror authentic language revitalisation projects. Students engage with AI throughout their research journey, from initial task comprehension to creative problem-solving, whilst regular consultations ensure meaningful learning outcomes. Our approach demonstrates how purposeful AI integration in assessment design can enhance both subject understanding and digital literacy, offering a scalable model for language education.</p>	<p>Exploring a Dialogic Design for Intelligent Writing Assistants: Augmenting Critical Thinking and Synthesis Writing for Higher Education Students</p> <p><i>Forooq Zarrabi, Kaska Musial Gabrys, David Milne, and Ivan Smirnov</i> <u>University of Technology Sydney</u></p> <p>Our innovative dialogic chatbot, Minimalist, employs a carefully structured discourse architecture to guide students through the often-overlooked process of conceptual transformation in synthesis writing. Unlike conventional AI writing assistants, our system's scaffolded approach deliberately emphasises the learning journey, using initiating and follow-up moves to deepen critical thinking whilst simultaneously enhancing writing performance. The chatbot's controllable prompting methodology offers educators a flexible, easily implementable framework that can be adapted across diverse disciplinary contexts.</p>	<p>From Dull to Dazzling (and Helpful): Wave Your AI Wand</p> <p><i>Olga Kozar</i> <u>Macquarie University</u></p> <p>Go beyond using Asnul for quizzes and case studies and discover 5 (less talked about) ways to bring excitement and support to your teaching. See how AI can energize your classes, provide clear and memorable explanations, craft engaging narrative hooks and cliffhangers to keep students coming back, and create helpful resources—from podcasts to simple, organized tables—for students on the move.</p>
9:30	<p>Writing with generative AI in the Arts and Humanities</p> <p><i>Ari Seligmann, Josephine Hook, Carmen Sapsed and Andrew Junor</i> <u>Monash University</u></p> <p>We've reimagined traditional Arts and Humanities assessments through a 'thickened' approach where generative AI becomes a collaborative tool throughout the writing process. By establishing supportive learning communities and providing contextualised guidance, we're helping sceptical educators integrate AI into their teaching practice. Our framework offers</p>	<p>Empowering Human Agents in Programming Mastery: The Role of AI-Driven Educational Tools in Enhancing Learning Outcomes 📶</p> <p><i>Ayesha Sohail</i> <u>The University of Sydney</u></p> <p>Generative AI serves as a powerful complementary tool in this pedagogical approach, working alongside traditional academic resources to enhance personalised feedback and scenario-based learning. While maintaining literature-based instruction at its core, the framework has shown promising results in student engagement and performance, suggesting valuable applications across diverse academic disciplines.</p>	<p>Rethinking the curriculum of a whole degree in the time of AI</p> <p><i>José-Miguel Bello y Villarino</i> <u>The University of Sydney</u></p> <p>The University of Sydney Law School is implementing a comprehensive redesign of its LLB and JD programs' legal research competencies for 2025. The initiative focuses on Course Learning Outcome 3, integrating AI technologies into legal research training while maintaining academic rigor. Through collaborative faculty engagement, the project balances technological innovation with pedagogical integrity, offering insights into the future of legal education.</p>


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	valuable insights for any educator looking to enhance student writing through AI-supported iterative development.		
9:45	<p>GenAI as a guided scaffolding tool to facilitate student learning and assessment in a TESOL course in Australia </p> <p><i>Mingyan Hu</i> <u>Griffith University</u></p> <p>I designed an innovative scaffolding framework in TESOL that combines GenAI tools with structured peer evaluation and reflection. Through dedicated workshops, students compare AI-generated and self-produced assignments, collectively developing a Code of Practice for ethical AI use while building critical evaluation skills. Evidence from student reflections and assignment drafts demonstrates enhanced critical thinking and transferable skills development, particularly valuable for future TESOL practitioners.</p>	<p>Unlocking Critical Thinking with Gen AI: Exploring Concepts Across Time</p> <p><i>Thilinka Wijesinghe</i> <u>James Cook University</u></p> <p>Our pedagogical framework leverages generative AI as a round-the-clock learning companion that transforms abstract concepts into dynamic scenarios spanning past, present, and future contexts. By examining how key ideas have evolved over the past century and projecting their future trajectories, students develop deeper analytical perspectives and enhanced critical thinking capabilities. This temporally-structured approach to concept exploration demonstrates significant gains in learner confidence and comprehension, offering educators across disciplines a flexible methodology for fostering independent inquiry and meaningful engagement with complex course content.</p>	<p>“Doctor ChatGPT, I Presume?” – A Collective Journey Through the AI Jungle </p> <p><i>Henrik Dindas & Frank P. Schulte</i> <u>FOM University of Applied Sciences</u></p> <p>We have designed an experiential 'learning safari' that immerses educators in hands-on AI exploration across key teaching domains, from lesson planning to assessment feedback. Through structured experimentation and critical reflection, participants develop practical competency with generative AI whilst critically evaluating its pedagogical applications. Our evidence demonstrates that this safari-style workshop model effectively bridges theoretical understanding with practical implementation, fostering sustainable AI integration in higher education practice.</p>
10:00	<p>White Hat AI Hacking of Assessments</p> <p><i>Giordana Orsini, Swapneel Thite, Morgan Harris</i> <u>University of New South Wales</u></p> <p>Through our 'White Hat AI Hacking' project, we have systematically tested assessment integrity by comparing AI-generated submissions with student work, enabling detailed identification of vulnerabilities in assessment design. Our methodology combines ethical hacking principles with a structured co-design workshop approach, guiding academics through evidence-based assessment redesign. This new method, combined with a unique vulnerability detection framework and comparative data analysis, offers educators a practical pathway to strengthen learning assurance in an AI-enabled world.</p>	<p>Application of Generative AI in Nutrition Courses: Enhancing Digital Literacy, Critical Thinking, and Collaborative Learning </p> <p><i>Jing Ye</i> <u>RMIT University</u></p> <p>In our nutrition courses, we've implemented a structured approach to AI integration that combines the RMIT Val GenAI Chatbot with podcast creation and presentation tasks to enhance students' digital literacy and critical analysis skills. By scaffolding interactions from basic command practice to complex script development, students develop both discipline-specific knowledge in human physiology and broader communication competencies. Through systematic observation of student engagement patterns and reflective submissions, we've documented enhanced conceptual understanding and improved ability to articulate complex nutritional concepts, offering transferable insights for educators seeking to meaningfully integrate AI tools within discipline-specific contexts.</p>	<p>Empowering Educators, Informing Institutions: Collaborative GenAI Trials in Higher Ed</p> <p><i>Antony Tibbs</i> <u>Edith Cowan University</u></p> <p>Through systematic trials of diverse generative AI tools including Cogniti, Midjourney and custom GPTs, we facilitate hands-on exploration and critical evaluation amongst academic and professional staff across disciplines. Our evidence-based approach, incorporating surveys, focus groups and artefact analysis, yields valuable insights into both the potential and limitations of AI integration in higher education. The trial format has enhanced staff confidence and capability, leading to expanded institutional adoption, scholarly outputs, and practice-based recommendations that inform our university's learning technology roadmap.</p>
10:15	SHORT BREAK		

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Block 2	AI SIMULATION AND SCENARIOS	ASSESSMENT	FACULTY ENGAGEMENT AND LEADERSHIP
10:30	<p>Exploring chatbot simulations to support pre-service teachers' classroom management practice</p> <p><i>Jose Hanham</i> <u>Western Sydney University</u></p> <p>Through our innovative application of AI chatbots, we've created scaffolded simulations that enable pre-service teachers to practice classroom management strategies in a low-stakes environment before their professional placements. Qualitative data from student reflections indicates enhanced self-efficacy and strategic awareness in behaviour management, though we've identified opportunities to increase scenario complexity and interaction depth. This scalable approach addresses a critical gap in teacher preparation by providing structured opportunities for experiential learning, with ongoing refinements guided by systematic student feedback.</p>	<p>Integrating generative AI in STEM education: Enhancing career-ready skills in pharmaceutical science</p> <p><i>Elizabeth Yuriev</i> <u>Monash University</u></p> <p>We employ generative AI as a scaffolding tool in pharmaceutical formulation reporting, where students critically evaluate and enhance AI-generated technical drafts through authoritative validation and refinement. Our structured approach develops crucial professional competencies in scientific writing, data verification, and ethical AI engagement. Evidence from student outputs and reflections demonstrates enhanced critical thinking and deeper engagement with technical content, offering a transferable model for STEM education.</p>	<p>Leveraging AI in authentic assessment: Concepts and ideas from vocational tertiary education </p> <p><i>Bruno Balducci</i> <u>Otago Polytechnic</u></p> <p>Our approach helps educators identify where AI can enhance rather than compromise authentic assessment, from coding assignments to data analysis projects. We demonstrate how vocational assessment principles can be effectively adapted for broader academic contexts, providing educators with concrete strategies for balancing AI integration with robust assessment design.</p>
10:45	<p>ATLAS: Bridging Theory and Practice Through AI-Enabled Professional Simulations</p> <p><i>Joel Moore and Jo Blannin</i> <u>Monash University</u></p> <p>ATLAS combines generative AI with expert-designed personas to create authentic professional interactions where students receive real-time feedback on verbal and non-verbal communication. Implemented across Education, Pharmacy, and Public Health, the platform has yielded significant improvements in student confidence and clinical performance. We share practical insights on integrating AI-driven practice environments whilst maintaining pedagogical rigour and educational standards.</p>	<p>Assessment and Integrity Review Assistant (AIRA): Leveraging AI, Coding Standards, and Quality Frameworks for Consistency </p> <p><i>Nassima Kennedy</i> <u>Polytechnic Institute Australia</u></p> <p>AIRA leverages a custom GPT, grounded in quality frameworks, to systematically enhance assessment review and design in higher education. Initial validation demonstrates promising outcomes in streamlining the assessment review process whilst ensuring pedagogical rigour and constructive alignment with learning outcomes. This innovative approach offers a scalable model for assessment review and enhancement whilst reducing administrative burden in the era of AI.</p>	<p>Leveraging a multi-agent approach to enhance educator efficiency</p> <p><i>Cory Dal Ponte</i> <u>University of Melbourne</u></p> <p>We have developed four custom GPT agents to streamline course design by tackling specific tasks like creating learning outcomes, conceptualizing big ideas, and building simulated patient cases. These agents reduce cognitive load for educators and SMEs with little pedagogical expertise, cutting design time by 50% while enabling focus on collaboration and student engagement. In this presentation, we'll share how these tools produce targeted outputs, our prompting strategies for reliable task completion, and how this approach augments our course development.</p>
11:00	<p>Generative AI as a tutor in the classroom to improve student understanding and provide teaching insights</p> <p><i>Andrew Bartlett</i> <u>The University of Sydney</u></p> <p>We implemented AI tutors in pharmacy education through two distinct applications: a dynamic patient counselling simulator</p>	<p>Problem-Solving Assessments in Computing Education: Can This Be an Authentic Evaluation? </p> <p><i>Charith Jayasekara</i> <u>Monash University</u></p> <p>In our large-scale programming courses, we've implemented a nuanced framework for AI integration that distinguishes between</p>	<p>Using GenAI in Lesson Preparation to Enhance Student Relevance and Engagement</p> <p><i>Linus Tan</i> <u>Swinburne University of Technology</u></p> <p>We've used ChatGPT into our postgraduate Design Innovation studio to streamline lesson preparation and craft engaging multi-modal learning experiences. This approach has</p>





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	and an interactive pharmacy management coach. Through iterative co-design with students, we've refined these AI agents to provide authentic practice scenarios, immediate feedback, and engaging discussions that bridge theoretical knowledge with practical application. The results show improved student confidence in real-world scenarios, better comprehension of complex financial concepts, and valuable insights into student learning patterns that inform our teaching strategies.	formative and summative assessment contexts. By permitting AI use for laboratory work and applied tasks whilst restricting it during class tests, we've created an environment that leverages AI's strengths in ideation and debugging whilst preserving academic integrity. Our approach demonstrates how thoughtfully designed assessment strategies can harness AI's potential for enhanced learning outcomes whilst developing students' independent problem-solving capabilities.	significantly reduced preparation time whilst enabling more dynamic, contextually-relevant content delivery. Our evidence shows enhanced student engagement and improved comprehension of complex concepts, particularly through the integration of contemporary real-world examples.
11:15	<p>Digital Sponsors: Transforming Project Management Assessments with AI Chatbots</p> <p><i>Mark Freeman, Carmen Vallis, Enosh Yeboah</i> <u>The University of Sydney</u></p> <p>We developed a role-playing custom chatbot that simulates project sponsor interactions, enabling postgraduate Project Management students to iteratively gather project requirements through weekly consultations. By embodying a fictional CEO and progressively revealing project details, this approach cultivates authentic stakeholder communication skills and ensures consistent student engagement throughout the semester. Student feedback indicates this simulation effectively bridges academic learning with professional practice, offering a transferable model for embedding authentic stakeholder interactions in project-based assessments.</p>	<p>Listen Up- Tackling Generative AI with a Podcast Assessment Series </p> <p><i>Patrick Westhoff</i> <u>The University of Sydney</u></p> <p>The Bachelor of Oral Health programme implements a three-part assessment sequence integrating generative AI while preserving essential skill evaluation. Students develop a Podcast Plan (using AI for initial scaffolding), produce a 20-minute Podcast (without AI to assess communication skills), and complete a reflective CPD Portfolio. This innovative approach balances technological advancement with core professional competency development, allowing AI assistance in preliminary planning while ensuring authentic assessment of critical oral health communication skills.</p>	<p>Exploring the challenges of assuring learning in an AI-enabled landscape</p> <p><i>John Davies and Nell Mann</i> <u>Auckland University of Technology</u></p> <p>This initiative explores how assessments that permit the use of generative AI can contribute to graduate outcomes alongside assessments in which generative AI is prohibited. Examples of assessments are being developed that aim to assure learning, allow students to act with integrity and reflect the world in which our graduates will live and work. While acknowledging the complexity of this evolving landscape, the project advances our understanding of effective assessment design in an AI-enabled educational environment.</p>
11:30	MORNING TEA		
Block 3	AI LITERACY	CORE SKILLS	MULTIMODAL AI LITERACIES
12:00	<p>Creating AISLA: An AI Student Learning Application for our course, "AI for Educators"</p> <p><i>Kathryn MacCallum, Kieran Williamson, David Rose, David Parsons</i> <u>University of Canterbury</u></p> <p>We developed AISLA, an innovative AI chatbot that transforms traditional teaching reflection activities into dynamic, persona-based conversations for our 'AI for Educators' professional development course. Through simulated dialogues with AI-powered colleagues, educators engage deeply with the complexities and practicalities of implementing AI in their teaching practice. Our presentation shares both the pedagogical framework and technical implementation details, enabling</p>	<p>AI and Community-Based Learning </p> <p><i>Margaret Sass</i> <u>Boise State University</u></p> <p>We're leveraging generative AI in our service-learning course to support project identification, communication planning, and simulated community interactions. Students develop professional competencies through AI-assisted project management and risk-free practice scenarios before real community engagement. This systematic approach demonstrates how AI can enhance both the practical and ethical dimensions of community-based learning.</p>	<p>Conceptual co-design with AI for architecture and beyond</p> <p><i>Anastasia Globa</i> <u>The University of Sydney</u></p> <p>This initiative presents a two-year systematic implementation of image-generative AI tools within the Master of Architecture programme at the School of Architecture, Design and Planning. The approach positions AI as a collaborative design partner throughout project development stages, enabling students to articulate, visualise, and explore design concepts. The methodology incorporates peer-to-peer evaluation of AI tool effectiveness during class sessions, demonstrating successful</p>


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	participants to adapt this approach for their own educational contexts.		integration of artificial intelligence into architectural education practice.
12:15	<p>Building AI Literacy: An Adaptive Self-Assessment Tool for Student Readiness</p> <p><i>Samantha Clarke, Lucas Wright, Simon Bates, Eszter Kalman, Jessica Frawley, Leah Wafler, Donna Langille, Heather Berringer</i></p> <p><u>The University of Sydney and the University of British Columbia</u></p> <p>We've developed an adaptive AI self-assessment tool that evaluates student competencies across key AI literacy domains, aligned with established international frameworks. Through dynamic question pathways and personalised feedback, students simultaneously assess and develop their AI literacy whilst accessing targeted institutional resources. Our modular framework provides a scalable model for implementing similar tools across diverse educational settings.</p>	<p>Beyond Words: AI-Powered Communication</p> <p><i>Sonu Sarda</i></p> <p><u>Navitas</u></p> <p>The use of AI tools to design formative problem-based learning activities to cultivate 3 Cs, streamline feedback, and personalize student interactions. These strategies foster inclusivity, consistency, and engagement, making education more humanized across disciplines. In addition, I will share how the use of AI enhances communication that fosters collegiality in diverse professional contexts. In essence, the insights would be on bridging technology with human-centered approaches and aligning education with professional practice.</p>	<p>AI-assistant in Hand-Movement Driven Creative Conceptual Design</p> <p><i>Xinyi Wang</i></p> <p><u>The University of Sydney</u></p> <p>I blend traditional architectural sketching with generative AI to enhance design education in exploring the amazing potential in everyday life, building on Pallasmaa's theory of embodied thinking. Through my workshops at the Australian Institute of Architects and overseas studios at Harbin Institute of Technology, students combine various prompt-to-visual techniques with hand sketching and conceptual models to explore designs more intuitively. This integrated approach demonstrates improved outcomes in both manual and digital design comprehension.</p>
12:30	<p>Developing AI-Guided Learning Modules: Insights from the GAIL Experience</p> <p><i>James Bedford and Patrick Tran</i></p> <p><u>UNSW College and UNSW</u></p> <p>Through our unique approach to utilising custom GPTs for learning, we've created a learner-centred module capable of operating within the custom GPT experience. An 'AI-Guided learning module' can be defined as an AI-guided course within a custom GPT designed to teach users about a particular topic or subject. Through Socratic tutoring, games, videos, image generation and quizzes, users can practice and learn subjects within these modules via engaging and gamified approaches to learning. We will explore both the strengths and challenges of this approach by responding to findings from UNSW's Generative Artificial Intelligence Literacy module (GAIL) launch in 2024. Drawing from the feedback of GAIL we aim to determine the efficacy of AI-Guided learning modules and discuss how others can create their own.</p>	<p>GenAI in Agricultural Education - supporting students with creative science communication</p> <p><i>Sarina Kilham</i></p> <p><u>Charles Sturt University</u></p> <p>In this pedagogical innovation, generative AI supports agricultural and animal science students in developing science communication skills. Students select peer-reviewed literature and use AI to create scripts and scientific posters, helping bridge the gap between scientific knowledge and effective communication. While early in implementation, this approach shows promise in developing essential professional competencies by lowering barriers for scientifically-oriented students who may initially resist creative engagement.</p>	<p>AI generative images for student reflections </p> <p><i>Claire Bowmer</i></p> <p><u>Flinders University</u></p> <p>AI image generation is more than a gimmick. It provides instant visual feedback on prompt crafting. As a casual academic, I introduce education students to ePortfolios and reflective practice using the principles of Universal Design for Learning. This is an unvarnished early stage of using imagery and metaphor in portfolios. AI image generation in individual and collective ePortfolios to enable students to visually express reflective metaphors, regardless of artistic capability. This embeds visual literacy as a default mode of expression rather an adjustment. As this activity introduces grey areas, explicit instruction and assessment updated to address digital ethics standards. I have trialled this in several contexts and hope others could adapt into their contexts.</p>

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12:45	<p>Embedding Generative AI Literacy Development Activities in a Business Capstone: Enhancing Student Preparedness for an Evolving Digital Landscape</p> <p><i>Melinda Plumb and Laura Rook</i> <u>University of Wollongong</u></p> <p>We embedded contextualised generative AI literacy development within a third-year business capstone subject, structuring activities around Hillier's 2023 AI literacy framework to ensure comprehensive knowledge and skill development. Our collaborative approach enabled both the upskilling of teaching staff, and meaningful student engagement with generative AI as evidenced through pre- and post-semester surveys. Our success with this approach demonstrates that using a holistic framework and embedding generative AI literacy activities within authentic disciplinary contexts, rather than as standalone modules, can enhance both staff and student development of generative AI literacy, whilst providing a model for curriculum enhancement.</p>	<p>Enhancing the student learning experience in large project-based subjects using generative AI</p> <p><i>Jeremy Lindeck, Guien Miao, Ian Farmer, Tania Machet</i> <u>University of Technology Sydney</u></p> <p><i>We've reimagined AI's role in engineering and IT project work by positioning it as an auxiliary team member within student groups, providing targeted support across the design thinking process. Our scaffolded approach, implemented across a number of core professional engineering subjects, helps students overcome initial project barriers whilst developing critical evaluation skills of AI-generated content. Student focus groups revealed that this structured integration, complete with clear usage boundaries, not only reduces project anxiety but supports ideation and writing skills.</i></p>	<p>Innovating Socio-Legal Learning: Generative AI in Creative Assessments</p> <p><i>Natalia Maystorovich Chulio</i> <u>The University of Sydney</u></p> <p>We designed a collaborative assessment where students harnessed generative AI to create advocacy flyers about legal issues, deliberately incorporating the technology across multiple stages from brainstorming to visual design. Through structured reflection on both AI's capabilities and limitations, students developed essential digital literacy skills whilst simultaneously deepening their understanding of legal concepts and strengthening peer connections. Our experience demonstrates how thoughtfully integrated AI tools can transform group assignments into rich learning experiences that build technical competency, subject knowledge, and interpersonal skills simultaneously.</p>
1:00	LUNCH		
Block 4	LEARNING THROUGH PROBLEM SOLVING	ENGAGING STUDENTS WITH AI	SUPPORTING PRACTICE AS A LEARNING CATALYST
1:45	<p>Blending AI with business: A tale of formative feedback and reflection</p> <p><i>Louise Luff and Benjamin Lay</i> <u>The University of Sydney</u></p> <p>We developed an AI Agent to enhance students' persuasive writing skills in financial reporting. From partnering with Ernst & Young, an authentic learning experience that mirrors industry practices was created. Through targeted AI feedback on draft arguments and practitioner insights, we observed significant improvements in assessment outcomes and positive impact on assignment results. Student reflections and graduate attribute development demonstrate how structured AI integration, coupled with industry engagement, can effectively address common writing challenges whilst maintaining disciplinary authenticity.</p>	<p>Using generative AI for creating case scenario </p> <p><i>Dr Amandeep Sehmi</i> <u>Canterbury Institute of Management</u></p> <p>We employ generative AI to transform case study pedagogy in first-semester business education, empowering students to create their own scenarios rather than merely analysing existing cases. By integrating visual elements and storytelling through AI tools like ChatGPT, students develop deeper critical thinking skills whilst maintaining high tutorial engagement. This innovative approach has proven particularly effective for teaching foundational business frameworks like SWOT and PESTEL analysis, demonstrating transferability across multiple business disciplines.</p>	<p>AI Tutors to Support Lectures, Practicals and Assessments: When to Bot and When to Human</p> <p><i>Matthew Clemson and Alice Huang</i> <u>The University of Sydney</u></p> <p>We've deployed discipline-specific AI tutors in large biochemistry and genetics cohorts, demonstrating how carefully designed AI interventions can overcome 'question anxiety' whilst supporting content mastery. With over 16,000 student interactions and enhanced peer-learning behaviours, our evidence shows that thoughtful AI integration in unsecured assessments can foster independent learning whilst developing crucial digital literacy skills.</p>

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2:00	<p>AI-Powered Innovation: Creating Industry-Ready Products and Research for the Cosmetic Sector</p> <p><i>Laurence Orlando & Betty Exintaris & Nilushi Karunaratne</i> Monash University</p> <p>We have transformed our Cosmetic Science assessment through integrating generative AI into a scaffolded process culminating in an industry-partnered Cosmetic Expo and Conference. Students harness AI for product ideation and research whilst developing crucial hands-on formulation skills, creating a unique blend of technological innovation and practical expertise. Industry feedback validates this approach, with partners praising the near market-ready innovations, whilst providing valuable insights for iterative improvement in areas such as regulatory compliance.</p>	<p>Give me exactly what I want: a copilot mode of human-AI interaction to enhance learning in tertiary classrooms</p> <p><i>Sophia Li</i> Manukau Institute of Technology</p> <p>This initiative showcases the practical implementation of Generative AI (specifically ChatGPT) to support pre-service Early Childhood Teachers in writing learning stories for child assessment. Through guided engagement with ChatGPT, students trained the AI using Ministry of Education exemplars and the Te Whāriki curriculum framework. The iterative fine-tuning and prompt engineering process enhanced both students' AI literacy and their grasp of learning story assessment. Pre- and post-workshop feedback revealed marked improvements in student self-efficacy and task comprehension. The successful positioning of GenAI as a "copilot" in this teaching practice suggests valuable applications across broader tertiary education contexts in New Zealand.</p>	<p>AI-Powered Pipeline for Personalised Exam Preparation and Targeted Learning Intervention in Large Cohorts</p> <p><i>Angela Sun and Helen McGuire</i> The University of Sydney</p> <p>Our approach leverages AI-enabled formative assessment in Medical Microbiology & Immunology teaching, analysing over 30,000 student interactions across a large cohort. Through systematic evaluation of student responses and AI-generated feedback, the framework identifies specific knowledge gaps, terminology misuse and answer composition patterns. This evidence-based approach enables targeted curriculum refinement and personalised learning support, offering a scalable model for AI integration in higher education assessment practices.</p>
2:15	<p>Inside the Learning Process: A Qualitative Analysis of Student Self-Regulation in GenAI Conversations</p>  <p><i>Paula de Barba</i> Monash University</p> <p>We've implemented a novel GenAI-powered Socratic chatbot that transforms independent mathematics learning for postgraduate students by engaging them in guided dialogic inquiry rather than providing direct solutions. The system fosters deep learning strategies during self-study sessions, providing crucial personalised support when traditional assistance isn't available. Our qualitative analysis reveals patterns of meaningful student-AI interaction that demonstrate productive engagement with mathematical concepts, offering valuable insights for educators considering similar implementations across different disciplines.</p>	<p>Integrating AI into Music Industry Skills</p> <p><i>Jeremy Rose</i> The University of Sydney</p> <p>We're leveraging AI agents in Music Industry Skills tutorials to facilitate real-time collaborative learning and personalised feedback. This structured approach develops both creative capabilities and industry-relevant AI literacy skills simultaneously. Evidence shows enhanced student engagement and analytical depth, offering a transferable model for AI integration in creative arts education.</p>	<p>EweSYD: Immersive GenAI digital simulations for teaching complex physical processes.</p> <p><i>Mike Seymour</i> The University of Sydney</p> <p>This innovative mixed-reality simulator transforms veterinary education by enabling students to practice sheep ultrasound techniques in an immersive, AI-powered virtual environment. The framework combines experiential learning with traditional pedagogical approaches, demonstrating enhanced knowledge retention and skill development through controlled, repeatable scenarios. Research validates the effectiveness of this technology-enhanced learning approach for professional skills development.</p>

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2:30	<p>Reimagining Education: Transforming and Customizing Learning Experiences Through AI</p> <p><i>Kelsey Burton</i> <u>University of New South Wales</u></p> <p>We've developed an adaptive learning framework that harnesses generative AI to create industry-authentic scenarios, ranging from innovation challenges to negotiation simulations, enabling personalised engagement with complex professional contexts. Through structured implementation of AI-driven role-plays and strategic problem-solving exercises, we're observing enhanced student participation and more sophisticated application of theoretical concepts to professional practice. Our evidence demonstrates how thoughtfully designed AI integration can simultaneously streamline educators' workflow whilst creating more dynamic, contextually relevant learning experiences that resonate with diverse student cohorts.</p>	<p>How well can ChatGPT assist business students' development of critical thinking?</p> <p><i>Chun Chuen Billy Chan and Chuljin Park</i> <u>University of New South Wales</u></p> <p>Our innovative case study assessment leverages ChatGPT as a dialogic learning tool, requiring undergraduate business students to demonstrate sophisticated critical thinking through documented AI interactions. Students create video submissions showcasing their question-and-answer sequences with ChatGPT, focusing on how they add value beyond AI-generated responses whilst applying course content. We use Dewey's reflective thinking model to examine how this approach enhances critical engagement with business concepts, offering transferable insights for AI integration across disciplines.</p>	<p>Beyond the Algorithm: Empowering Students to Reimagine Technology in a Complex World</p> <p><i>Luis Lozano Paredes</i> <u>University of Technology Sydney</u></p> <p>At UTS's Technologies Reimagined subject, generative AI tools (ChatGPT, Microsoft Copilot) function as collaborative ideation partners, enhancing students' speculative thinking and scenario development through "provotyping." The framework positions AI as an active learning catalyst rather than just a tool, demonstrating improved student engagement and critical reflection. This transferable model shows promise for broader pedagogical application across disciplines.</p>
2:45	SHORT BREAK		
Block 5	PROFESSIONAL PRACTICES	WRITING AND RESEARCH	TRANSFORMING PEDAGOGICAL PRACTICES
3:00	<p>Insightful and effective reflective practice with Generative AI</p> <p><i>Timothy Davies</i> <u>The University of Sydney</u></p> <p>We have developed an AI agent that transforms how health professional students engage with reflective practice during clinical placements. By shifting assessment focus from written outputs to the quality of AI-facilitated reflective conversations, we're seeing students develop more sophisticated analytical capabilities. This innovative approach simultaneously develops students' reflective practice and their capacity for ethical AI engagement—both essential skills for the contemporary healthcare workforce.</p>	<p>Use of AI tools in medical student research projects</p> <p><i>Joanne Hart</i> <u>University of Sydney</u></p> <p>Our investigation into medical students' use of AI tools during their research projects has provided insights into how learners integrate these technologies into their scholarly practice. Through systematic analysis of student experiences and usage patterns, we identified key patterns and opportunities for more effective AI implementation in student research project contexts. Our findings offer practical guidance for educators across disciplines seeking to support students in leveraging AI tools appropriately within research projects, whether at undergraduate or postgraduate level.</p>	<p>Enhancing Accessibility, UX and build efficiency in Learning Design through Custom GPTs</p> <p><i>Jesse Keenan, Callum Fitzpatrick and Fabian Dal Forno</i> <u>Online Education Services</u></p> <p>Through custom-developed GPTs we have created within our enterprise ChatGPT framework, we've revolutionised learning design workflows to enhance the HTML and Java code and accessibility standards for our courses. Our evidence demonstrates that using these Custom GPTs as a complementary resource enables learning designers to maintain consistency across units and focus on responsive, user-focused content. This systematic approach to AI-enhanced design processes offers transferable methodologies for institutions seeking to improve their digital learning environments.</p>

Time	Stream 1	Stream 2	Stream 3
3:15	<p>Harnessing AI for Multidisciplinary Learning- From Classroom to Industry Applications</p> <p><i>Mehala Balamurali</i> <u>The University of Sydney</u></p> <p>I guide students in leveraging generative AI across diverse disciplines, from training models with synthetic data to analysing medical images and investment sentiments. Our approach enables students with minimal coding experience to engage meaningfully with AI applications, whilst developing critical evaluation skills through hands-on project work. The evidence demonstrates that this interdisciplinary methodology helps bridge technical barriers, particularly benefiting clinical students who can apply AI solutions without extensive programming backgrounds.</p>	<p>The Future of Learning: AI as a Personal Tutor in Nursing </p> <p><i>Dianne Stratton-Maher</i> <u>University of Southern Queensland</u></p> <p>We've pioneered a structured approach to integrating ChatGPT as both a personalised tutoring tool for students' essay writing and a resource for educators developing interactive case studies and H5P content. Through establishing clear ethical guidelines and positioning AI as a learning support rather than a substitute, students develop stronger writing skills whilst educators benefit from streamlined content creation processes. Our evidence, drawn from student interviews and feedback analysis, demonstrates heightened learner confidence and engagement, offering a replicable model for ethical AI integration across diverse academic disciplines.</p>	<p>From Accounting to Business, Communication, Engineering, Health, and beyond: The Impact of GenAI in UniSA Online's Curriculum</p> <p><i>Rebecca Godwin</i> <u>UniSA Online</u></p> <p>At UniSA Online, we've embedded AI tools across multiple disciplines, from design to psychology, enhancing both teaching practices and assessment authenticity. Our comprehensive approach integrates discipline-specific AI applications whilst requiring critical reflection on ethical implications and professional practice. Student outcomes demonstrate increased confidence with professional tools and deeper engagement with disciplinary challenges, offering a blueprint for systematic AI integration in online higher education.</p>
3:30	<p>Practice makes perfect: AI-powered oral assessment preparation </p> <p><i>Jim Ennion</i> <u>Toi Ohomai</u></p> <p>We integrated an AI-simulated client to help immigration law students prepare for oral assessments through realistic advisory scenarios. There was increased student engagement and improved assessment outcomes, whilst student feedback validates the simulation's authenticity. This model offers valuable insights for professional education programmes where authentic client interaction is crucial for skill development.</p>	<p>Using AI agents to design guided practice for writing research proposal </p> <p><i>Lucy Macnaught, Kiri Hunter, Rachel Macdiarmid</i> <u>Auckland University of Technology</u></p> <p>By integrating AI agents within one course of a Master's of Nursing Science program, we've developed a highly scaffolded approach to teaching research proposal writing. Our pedagogical design combines AI-supported abstract development and literature review critique with targeted face-to-face instruction and online resources, enabling students to gradually refine their academic writing. Conversation histories demonstrate student engagement with the drafting process and identify where we need to improve our pilot AI agents.</p>	<p>Beyond ChatGPT: Understanding Chinese AI Tools and Their Implications for International Students in ANZ Higher Education </p> <p><i>Pedram Nourani & Anthony Ryan</i> <u>University of Waikato</u></p> <p>At our joint institute, we've observed how Chinese students use domestic AI platforms (like Baidu Yiyan) alongside Western tools (like ChatGPT). This dual AI ecosystem highlights a distinctive pattern of tool usage that Chinese students may bring to ANZ institutions, with significant implications for teaching practices, academic support, integrity, and assessment design. In this session, we'll share strategies we've developed to help educators better support Chinese students, including embedding AI literacy into lessons, designing assessments that evaluate critical and ethical AI use, and addressing the cultural challenges of adapting to diverse AI systems. These strategies ensure students meet academic integrity standards while benefiting from the strengths of both ecosystems.</p>

Time	Stream 1	Stream 2	Stream 3
3:45	<p>Game play: inviting AI as a partner in the development of a board game</p> <p><i>Melanie White</i> <u>The University of Sydney</u></p> <p>We explored collaborative learning through game-based assessment design, where advanced students created revision board games with AI assistance. Through structured weekly development sessions, students engaged in iterative testing and refinement, learning to critically evaluate AI-generated content whilst developing their games. The project demonstrated how AI-supported creative tasks can enhance student motivation and peer collaboration, whilst reinforcing subject knowledge through active design processes.</p>	<p>Generative AI and Case Teaching in Horticultural Education: Advantages, Challenges and Ethics </p> <p><i>Meike Rombach</i> <u>Lincoln University</u></p> <p>I facilitate innovative case-based teaching in horticulture by strategically integrating generative AI to enhance student engagement with real-world scenarios. Through structured comparative analysis between AI-generated and scholarly outputs, students develop critical evaluation skills whilst gaining hands-on experience with data analysis and case memo writing. Our evidence-based approach demonstrates the importance of equitable AI access and thoughtful implementation, offering transferable insights for case teaching across disciplines.</p>	<p>Can AI Voice-Modding Enhance Clarity and Boost Performance in Introductory Statistics?</p> <p><i>Karol Binkowski; Greg Baker</i> <u>Macquarie University</u></p> <p>We explore the impact of AI-powered voice modulation in pre-recorded lectures to enhance comprehension for non-native English speakers, particularly in complex subjects like statistics. Through providing students with both original and accent-modified versions of lecture content, we create more inclusive learning environments that accommodate diverse linguistic backgrounds. Preliminary evidence from student engagement metrics and feedback demonstrates promising results for this technological intervention in promoting educational equity.</p>
4:00	CLOSE		