2025 Sydney Teaching Symposium Program

Time	Stream A	Stream B	Stream C
9:30	**Welcome to the 2025 Sydney Teaching Symposium**		
	Effort vs. efficiency: The role of AI in high-quality learning Keynote by *Jason Lodge* The emergence of generative artificial intelligence (AI) has created opportunities and challenges for learning in higher education. New tools are being developed to assist with learning at an increasing rate. Concerningly, many of these tools are marketed on the premise that they can make learning easier and/or more efficient. An extensive body of research demonstrates that the most effective learning often occurs when students encounter challenging and difficult learning experiences. This presentation will examine the research on the tension between increasingly engaging technologies and the demands of high-quality learning. The presentation will conclude with practical strategies on how to help students engage in self-regulated learning when using technologies such as AI.		
10:30	**Movement (10min)**		

Time	Stream A	Stream B	Stream C
10:40	**[1A1] Presence, connection, collaboration: scaffolding an undergraduate groupwork assessment in Film Studies** *Susan Potter* In a 3000-level Queer Cinema unit, a key learning outcome focuses on building students' capacity to build collegial relationships and contribute to and lead collective projects. To address this LO, and student feedback about university belonging, I designed embodied and creative activities from week one to build classroom community while scaffolding collaborative group assessment. Drawing on theories of group learning, contemplative practices, and queer pedagogies, the approach guided students to move beyond cooperative to deeply collaborative learning. A series of individual and group activities supported students in successfully completing a film festival program proposal as genuine teamwork. Student feedback in the USS was overwhelmingly positive about the unit approach. A personal highlight was receiving feedback from a high-performing final-year student saying that they had made their first university friend in class, demonstrating the power of intentional relationship-building in academic settings.	**[1B1] From struggle to success: Rethinking academic support for students through Helpdesks and Bootcamps** *Mohammad Polash* As student preparedness and approaches to learning diversify, inclusive, responsive academic support structures become essential. This talk presents evidence-based reflection on implementing helpdesk and bootcamp sessions in introductory programming (800+ students per semester), highlighting pedagogical foundations and measurable impact on learning and engagement. Helpdesk sessions operate on constructivist models, offering personalised, just-in-time support encouraging active problem-solving and learner autonomy. Bootcamps, structured as intensive review sessions, align with cognitive load theory by chunking complex content and providing repeated, scaffolded practice. Drawing on student feedback from mid-semester and post-assessment surveys, the session explores how these formats improved confidence, deepened understanding, and enhanced perceived learning value. Attendees gain practical insights into designing and facilitating these sessions while addressing common challenges including equitable access and instructional clarity in dynamic, informal settings.	**[1C1] From Student to Professional: Using Virtual Workplace Integration to Transform Student Learning** *Chiara O'Reilly and Anna Lawrenson* *Student partners: Rhianna Lean, Andrew Wolfsen; Charlotte Kowalski* The Museum and Heritage Studies program transformed professional education by creating "virtual workplace" models embedding students directly within cultural sector organisations without physical relocation, shifting traditional guest lectures into sustained professional mentorship. Students in MUSM7030 Exhibition Development were virtually integrated into Wagga Wagga Art Gallery operations. Weekly, different gallery professionals guided students through real challenges and decision-making processes. Assessment became authentic workplace tasks: researching collection objects and developing exhibition proposals for actual gallery spaces with genuine constraints. Students developed professional skills while contributing fresh perspectives to partner organisations. Feedback revealed expanded career awareness and enhanced practical capabilities traditional classroom learning cannot achieve. Three students progressed to competitive site-based internships. This model transcends museum studies—any discipline requiring professional experience can adapt this framework, eliminating geographic barriers while creating authentic, mutually beneficial partnerships.

Time	Stream A	Stream B	Stream C
11:00	**[1A2] Navigating the Labyrinth: Understanding Group Dynamics in Changing Environments** *Mark Freeman* We developed a practical approach empowering students in co-creating group formation. Students receive literature on various groupwork approaches (intra/inter-tutorial, self-select/random allocation), then complete a web form about their preferences and reasoning. Results are shared with all students for additional comments, and groups form based on this collective knowledge. We incorporate Gersick's punctuated equilibrium concept to facilitate midpoint transitions, allowing groups to reassess and boost productivity. The impact on students has been significant, fostering collaboration skills and preparing them for real-world teamwork while developing deeper understanding of group functioning. Educators can easily adopt this method, tailoring it to specific contexts to enhance group formation and dynamics. This presentation provides practical insights and examples, showcasing effective integration into diverse educational settings. The approach transforms group allocation from instructor-imposed to student-informed decision-making.	**[1B2] Programmatic Assessment for Learning and Custom Skills Tracking in Year 2 of the Doctor of Physiotherapy program** *Nicole D'Souza and Jean Meyer* The Doctor of Physiotherapy program uses Programmatic Assessment for Learning with 103 year-2 students. This session outlines: (1) structure and implementation of 12 scaffolded assessments and 10 weekly quizzes within an 18-credit unit over 19 weeks; (2) custom-built SRES portal development for tracking student progress against physiotherapy competency criteria aligned with learning outcomes; (3) progression rules development using Programmatic Assessment for Learning; and (4) bespoke SRES-embedded checklist integration within Canvas supporting students tracking feedback during weekly tutorials for core musculoskeletal physiotherapy skills before secured assessment. The session includes student performance overview under this model, alongside feedback from students, teaching staff, and coordination teams. We share insights into supporting student learning using this approach, managing student anxiety and expectations, and establishing transparent, equitable competency-based assessment systems utilising progression rules to determine unit requirement achievement.	**[1C2] Digital Literacy and Software Learning: advancing innovative strategies for teaching design software and computational techniques** *Anastasia Globa* This project shares practical, adaptable approaches to improving software teaching, developed through 2024 Strategic Education Grant: Reducing Barriers for Software Learning. The project responds to design software teaching challenges in Architecture, Design and Planning, particularly first-year studios. Traditional tutorial formats—often passive, lacking timely feedback—limited students' meaningful digital tool engagement. Informed by literature reviews and co-design workshops with students and educators, we developed the DDD+A model: Demonstrate, Direct, Deploy + Assess. This restructures tutorials into 10-20 minute segments aligned with specific learning phases, promoting active engagement, scaffolded learning, and continuous assessment. We present the model's structure, theoretical underpinnings, and pilot implementation findings with student cohorts, reporting improved student confidence and clearer learning outcomes. While developed for architecture and design contexts, the learning framework and tutorial model are highly transferable, applicable to software learning in any academic field.

Time	Stream A	Stream B	Stream C
11:20	**[1A3] Rebuilding Teaching Quality Through Relational Pedagogy: Combining Warmth, Competence, High Expectations, and Academic Rigour** *Sonia Khosa* This session shares transferable teaching approaches grounded in the warmth-competence model of social perception, addressing persistent student concerns about teaching quality and engagement. Drawing on USS results and 2022 QILT Analysis highlighting systemic student dissatisfaction, I adopted a strategy emphasising both interpersonal warmth (approachability, empathy, responsiveness) and professional competence (clarity, expertise, structured delivery). By intentionally embedding these dual dimensions across lecture briefings, feedback, and student interactions, I observed significant improvements in student engagement, USS response rates, confidence, and overall feedback scores. Small, sustainable practices including feedback framing, check-ins, and real-world contextualisation enhanced student trust and learning outcomes without major curriculum overhaul. The model is easily adaptable across disciplines and modalities, offering colleagues a research-informed, low-barrier strategy for improving both student satisfaction and teaching impact while maintaining academic rigour.	**[1B3] Enhancing the Learning Experience of Chinese International Students in the Master of Public Health (MPH) program** *Jing Zhao, Jinqi Xu, Brooke McGregor, Yvonne Laird, Heidi Gilchrist, Erin Mathieu, Julie Mooney-Somers* The Master of Public Health enrolls 250 new students annually, half international, predominantly Chinese-speaking. Educators expressed concern about apparent low engagement by Chinese students in tutorials. We conducted a bilingual survey in late Semester 1 exploring student experiences (37% response rate). Students reported unfamiliarity with tutor interaction, group discussions, and independent learning, plus difficulties with academic writing and critical thinking. Findings will inform a collaborative workshop for MPH educators developing inclusive teaching strategies aligned with Green Guide and MPLF cultural diversity modules, plus a bilingual Welcome Week session supporting Chinese international students' academic transition, connecting them to university resources, and launching peer mentoring programs. Our presentation reflects on survey insights and outlines planned actions enhancing student support, improving educator awareness, and fostering more inclusive learning environments for diverse student populations.	**[1C3] Image-based digital storytelling: a pilot project in HPSC 3888** *Daniela Helbig* Image-based digital storytelling is common in online journalism. Using Shorthand software, we introduced digital storytelling as novel pedagogical and assessment tools in third-year History and Philosophy of Science capstone unit HPSC 3888. Students progressed from playfully showcasing favourite foods to producing sophisticated visual-textual analyses of original archival material for final assessment. Students' best work was published via the Australian Museum website, our collaboration partner. Teaching practice combined discussion seminars with digital lab sessions. Through guided practice, students developed visual and verbal reasoning skills and storytelling techniques, working together to utilise Shorthand's features crafting high-quality image-based texts. Digital-visual storytelling fostered creative and associative thinking, offered ways to distribute group work responsibility combining individual talents, and increased inclusivity by giving students freedom to experiment with expressions outside traditional academic paper conventions.
11:40	**Coffee break**		

Time	Stream A	Stream B	Stream C
12:00	**[2A1] Uplifting diversity and inclusion in advanced units** *Zsuzsanna Dancso* Women and gender diverse people's underrepresentation in STEM worsens throughout the academic pipeline. To address this early, I developed and led a five-year program within Mathematics and Statistics to inform and encourage women and gender diverse students to consider advanced units, providing structured mentoring for enrollees. The program resulted in significant gender diversity uplift and improved student experience. Elements are simple and transferable, implementable at school level or individually by unit coordinators. The approach includes targeted outreach, mentorship programs, and supportive learning environments specifically designed to address barriers faced by underrepresented groups. Success metrics demonstrate both increased participation rates and enhanced academic outcomes. The model provides practical strategies for creating more inclusive advanced mathematics education while supporting student success and retention in STEM fields.	**[2B1] Examining the influence of student-AI interaction styles on scientific writing quality** *Ryan Jones, Michael Widjaja, Fran van den Berg* Traditional educator feedback is limited by time and budget constraints, especially formative pre-assessment feedback. We developed a Cogniti-based AI chatbot providing pre-assessment feedback to first-year biology students (1450 students from 50+ degrees). The chatbot helped students improve scientific writing through accessible, timely formative feedback to 650+ students. Working with a student partner on a Dalyell project, we conducted thematic analysis on student prompts, comparing interaction styles to in-class scientific writing assessment scores to explore whether chatbot use predicted different outcomes. Results show engaging with the chatbot associated with greater overall marks than non-use, particularly strong for international versus domestic students. These results provide quantitative evidence supporting custom-built chatbot effectiveness in supporting student learning, demonstrating measurable improvements in academic performance through targeted AI assistance.	**[2C1] Fluent Flo: A Chatbot for Enhancing Student Preparedness in Clinical Communication** *Petra Avramovic* Effective clinical communication is essential in speech pathology, yet students often feel underprepared navigating sensitive client and family interactions. Fluent Flo is an AI-powered chatbot simulating realistic, emotionally nuanced conversations with parents of children who stutter. Developed for first-year speech pathology units, the chatbot enables students to practise communication strategies, respond to challenging questions, and receive AI-generated feedback in low-stakes, self-paced environments. This presentation showcases Fluent Flo's integration into tutorial activities supporting empathy, active listening, and client-centred communication skill development. Evaluation data indicate students valued psychologically safe practice opportunities, found interactions lifelike and challenging, and reported increased confidence managing clinical conversations. By embedding AI into authentic learning tasks, Fluent Flo bridges theory-practice gaps, offering scalable, inclusive, innovative simulation-based education approaches. We discuss lessons learned, co-design principles, and future directions for AI-enhanced communication training.

Time	Stream A	Stream B	Stream C
12:20	**[2A2] An alternative solution: Supporting student cohort identity and cultural intelligence through authentic assessment** *Sandy Noakes, Nicole Graham* This presentation explores how collaborative writing in a large core first-year law unit, Ngura and the Foundations of Laws, supported cohort identity and developed cultural intelligence. Students worked in groups on authentic assessment, acting as lawyers for real First Nations clients from video documentaries and songs studied in the unit. They reimagined solutions to clients' legal problems, producing real legal documents reflecting alternative approaches. Given that the ''messiness'' of real-world tasks in authentic assessment is sometimes daunting for students, the assessment design included significant support to develop students' collaborative skills and cultural intelligence. Our presentation focuses on adapting this assessment type to other disciplines and reflects on observations about creating cohort identity in first-year law students—vital for successful university transition. The approach combines authentic professional tasks with meaningful cultural learning while building student community and collaboration skills.	**[2B2] Interactive oral exams for scalable and authentic assessment in a large data science cohort: challenges and learnings** *Shila Ghazanfar, Andy Tran* Generative AI has transformed assessment and feedback approaches, with interactive oral exams gaining attention as secure, authentic assessment options. In our large third-year data science capstone unit DATA3888 (440 students), we implemented interactive oral exams as key assessment components. This presentation outlines our approach to designing tasks, giving students agency, and ensuring alignment with learning outcomes and capstone project scaffolding. We discuss logistical challenges encountered and solutions implemented, including coordinating student availability, scheduling markers, and securing rooms. We share key insights including successes, improvement areas, and feedback from students and markers. This presentation contributes to broader discussions on designing scalable, authentic oral assessments in the generative AI age, offering practical guidance for large cohort implementation.	**[2C2] A subject-agnostic Cogniti writing tool: helping students use evidential reasoning** *Kirk Dodd* Generative AI presents many challenges in the Writing Studies classroom, particularly as it reverses the process-product paradigm. Classical rhetors configured the composition process as invention, arrangement, style, memorisation, and delivery, but generative AI produces delivery-as-invention. Students using AI to produce their work tend to bypass the critical thinking and iterative skills required for good writing, and larger international cohorts may believe AI-texts produce more sophisticated work than their own. Our grading systems are therefore filled with AI-products that serve as emblems of unobtained learning outcomes. One solution is that students need to work more incrementally with their writing, and a key issue with AI-texts is their over-reliance on descriptive writing. To help students write more evidentially, I have designed a Cogniti agent that can guide students through the process of constructing passages of evidential reasoning to help build independent scholarly paragraphs. This subject-agnostic tool supports ethical uses of AI and behaves like a talking tutor, aiming to improve learning outcomes by prompting students to trust their own observations. A survey of users revealed that the main criticism of the agent was that it would not write their passages for them—an indication that the agent is functioning as intended.

Time	Stream A	Stream B	Stream C
12:40	**[2A3] Knowledge under scrutiny: Students imagine more just alternatives through Object Based Learning in the Library** *Leanne Williams Green, Anne Goodfellow, Pippa Herden* Object Based Learning activities facilitate interactive pedagogy while inviting students to examine how research and knowledge is created, used, and challenged. In our OBL activity, we invited second-year Anthropology students to explore artifacts from University of Sydney Library's Rare Books and Special Collections. As part of "Race, Racisms and Antiracisms," students physically engaged with objects used to generate learning about First Nations Australians. Items were grouped thematically: Maps and Signs of Culture, Journals and Magazines, Religion and Mission, Health and Nutrition, and Literature and Representation. Students examined objects following worksheet prompts, extending into final assessment where they analysed chosen objects, considering how knowledge is created through engagement. We suggest similar activities allow students to constructively scrutinise their own learning and imagine alternatives for more just knowledge-sharing practices, regardless of discipline.	**[2B3] Two-stage exams: Turning secure assessments into learning experiences** *Tim Lee, Caitlyn Forster, Tanya Latty, Tom White, Stephen George-Williams* Two-stage exams combine traditional invigilated exams immediately followed by group exams, where students answer selected questions from individual papers as groups. This encourages peer-to-peer learning and provides timely, actionable feedback. We implemented these assessments in a small Biology unit in 2024, planning expansion to two units in Semester 2 2025. We're measuring student learning and potential stress reduction from these assessments to provide teachers with helpful new assessment types. The format transforms traditional testing into collaborative learning experiences while maintaining security and individual accountability. Early results suggest improved student engagement and learning outcomes through immediate peer discussion and collaborative problem-solving. The approach offers practical solutions for balancing assessment security with meaningful learning opportunities in post-generative AI educational environments.	**[2C3] How can generative AI be integrated in clinical epidemiology teaching – a survey with clinician students** *Naomi Noguchi, Anupa Pathak* Our University expects educators to guide students in effective, ethical generative AI use. In our postgraduate Clinical Epidemiology unit, we surveyed clinician students about desired AI skills to enhance careers. All Semester 2 2024 students completed anonymous online surveys asking about career-relevant AI uses and thoughts on final assignment questions allowing AI use for critical research paper appraisal. Students foresee AI replacing web searches, automating menial tasks like generating summaries and letters, with particular interest in AI literature searching. They want to learn prompt writing, AI functioning, and limitations. Through AI critical appraisal assignments, students recognised current limitations, suggesting they wanted guidance on uploading articles and prompt strategies. Responding to survey results, we developed modules teaching AI use for literature search and critical appraisal, directly addressing student-identified learning needs and career preparation requirements.

Time	Stream A	Stream B	Stream C
1:00	**[2A4] Transforming the Library's Education Support Services with AI Assisted Learning Experience Design** *Minh Huynh, Isabella Micallef* The University of Sydney Library pilots a Learning Experiences Design AI assistant using Cogniti to support high-quality learning experiences ensuring inclusive, student-centered environments. The tool serves four education support areas: Academic Engagement, Creative Technologies, Student Experience, and Cultural Collections, collaborating to foster information and digital literacy. Guided by Universal Design for Learning and Bloom's Taxonomy, the AI assistant tailors learning experiences to teaching contexts, desired outcomes, and accessible delivery formats (synchronous, asynchronous, in-person, online, hybrid). It creates lesson plans in clear table format categorised by Time, Concepts Covered, Learning Activities, and Supporting Resources, integrating enterprise tools like Mentimeter, Padlet, and Copilot for enhanced engagement. Future expansion will assist with developing additional learning experiences including online Canvas courses and other digital platforms.	**[2B4] 1000 words for a picture, how much for video? Student perceptions to video and screen-recorded feedback** *James Tsatsaronis* Technological advancements offer new, streamlined assessment and feedback formats. A Canvas update permits combined camera and screen capture feedback for assignments. We trialled this function in Semester 1 2025, providing feedback to 51 second-year biochemistry assignment submissions. This assessment was chosen because student submissions were also video format, making screen capture particularly attractive for visual feedback. Student feedback evaluation used anonymous questionnaires adapted from Community of Inquiry framework. Teaching and social presence items rated highly, while cognitive presence scored lower. Open comments highlighted students found feedback clear, easy to understand, and appreciated accurate targeting to specific video areas. Students noted personalised feedback and closer grader connections with few reporting challenges in receiving this feedback. This example demonstrates video and screen-recording value as feedback formats, particularly for visual and multimedia assignments.	**[2C4] Two Bots, One Mission: Empowering Student Learning with AI in Engineering Design Education** *Sandhya Clement, Peter Lok* In BMET3921, third-year biomedical engineering design, we integrated two Cogniti AI chatbots—IntroGuide and Virtual Consultant—enhancing student learning and engagement in project-based environments. These tools offer practical, scalable approaches to student-centred support through conversational AI. IntroGuide, introduced pre-semester, helps students unpack project briefs, clarify expectations, and engage key concepts. This early, low-stakes interaction reduces anxiety and prepares students for active day-one participation. During semester, Virtual Consultant acts as virtual mentor, guiding students through design processes, reinforcing design thinking principles, and answering frequently asked questions. Over half the students actively engaged with Cogniti agents; feedback was overwhelmingly positive. Many reported chatbots helped them better understand project requirements and provided timely support when stuck. This approach provides practical, adaptable ways to offer consistent, student-centred guidance, especially in large, project-based units.
1:20	**Lunch (40min)** **Please visit Lecture Theater 1110 for demo of Connecti - Simplifying the in room, Echo and Zoom experience**		

Time	Stream A	Stream B	Stream C
2:00	**[3A1] Feedback Without Fear: Supporting Rejection-Sensitive Students in Higher Education** *Timothy Davies* Feedback is essential for student learning, but for students with Rejection Sensitivity Dysphoria (RSD)—common in ADHD and neurodivergent profiles—it can trigger overwhelming emotional responses including shame, defensiveness, or debilitating overcompensation. These reactions disrupt learning, damage relationships, and lead to disengagement. Drawing on emerging research and neurodivergent-affirming practices, this session helps educators understand RSD manifestations and how traditional feedback methods may escalate distress. Participants learn strategies for constructive, emotionally safe, academically rigorous feedback including pre-framing, collaborative goal-setting, and feedback layering. These approaches reduce perceived threat while maintaining clarity and standards, especially for students who may not understand their feedback sensitivity. Educators will gain practical tools, language strategies, and deeper understanding of supporting neurodivergent learners in emotionally charged academic moments while maintaining high academic expectations.	**[3B1] Fostering Leadership and Belonging in Engineering: A Cross-Cohort Education Initiative** *Yogambha Ramaswamy, Sandhya Clement, Peter Lok* This Biomedical Engineering initiative addresses student belonging, leadership, and professional identity needs. The project connects first and penultimate year students through project-based learning with clinical partners, supported by Faculty Education Innovation Grant (2023). Senior students assume leadership roles, mentoring junior peers while engaging real-world biomedical challenges. Teaching teams aligned students from both cohorts based on project interests and size. Weekly activities included current technology discussions, industry relevance, reflective writing, and collaborative assessments. The approach is simple, adaptable, leveraging existing resources and infrastructure. Anonymous survey feedback highlighted increased confidence, stronger peer relationships, and clearer biomedical engineering pathway insights. First-year students reported increased disciplinary connectivity; seniors felt confident in leadership and communication skills. This model transfers across disciplines and faculties, embedding into project-based units to enhance engagement, leadership, and community building.	**THIS SESSION HAS BEEN CANCELLED - [3C1] Verbal Exams for Secure Assessment** *Mark Johnson* This semester, tutors conducted close to 700 verbal exams with undergraduate and postgraduate students. Tutor feedback was overwhelmingly positive about both experience and how well students rose to challenges. Student feedback was also positive, noting significantly less stress than presentations. We haven't seen language issues with non-first language students—students excelling or struggling regardless of first or second language use, as expected from any assessment. Verbal exams ensure students complete required reading, preventing AI or other circumvention methods. My and tutors' experiences demonstrate this approach is easily scalable even in very large classes. At moments when academic integrity and standards face unprecedented threats, verbal examinations offer unique, highly valuable opportunities to properly assess actual student learning. This talk outlines everything about this assignment method, feedback received, and implementation strategies for others.

Time	Stream A	Stream B	Stream C
2:20	**[3A2] Reimagining Empathy Education: A Safe and Transferable Simulation Protocol** *Tamara Power, Louise Sheehy, Bangyun Wang* Empathy underpins therapeutic nurse-patient relationships and holistic care. While point-of-view simulations can foster empathy in nursing students, they've drawn criticism for being ableist and culturally unsafe. This presentation shares a simple, transferable teaching approach trialled across pre-registration nursing cohorts at two Australian universities. Following ethics-informed protocol development, students wore drainable ostomy bags containing simulated faeces and gas-producing ingredients for 48 hours. Assessment combined experiential learning with structured reflection using validated rubrics. Students wrote essays comparing their experiences with ostomy literature and completed empathy scales before and after simulation. We present quantitative empathy data, qualitative insights from thematic analysis, and address ethical considerations in POV simulation design. The approach is adaptable, low-cost, highly impactful, offering a replicable strategy for building empathy across diverse teaching contexts while maintaining cultural safety.	**[3B2] Reviving Relevance: Innovating foodservice management education for future dietitians** *Priya Iyer, Mariah Issa* Food Service Management is a nationally mandated competency for Australian dietitians yet often struggles to capture student interest. A clinician-turned-academic sought to change this by bringing real-world relevance into the classroom through innovative, student-centred teaching. Over two years, approximately 150 Master of Nutrition and Dietetics students engaged with reimagined learning experiences that blended contextualised content, interactive tools like Mentimeter, and active learning strategies. New class structures strategically utilised the first and last five minutes for practice retrieval and reflective tasks, drawing on MPLF principles to reinforce learning, linking theory to practical application. Authentic assessments further strengthened real-world relevance. This approach led to increased student engagement, stronger participation, and improved Unit of Study Survey (USS) scores. This presentation highlights how reflective, practice-informed teaching can reinvigorate food service management education and enhance its perceived value among future dietitians.	**[3C2] Process over Product: A Technology-Agnostic Framework for Using Generative Artificial Intelligence in University Assessments** *Jen Scott Curwood, Karly Lazarou, Kazjon Grace, Nick Kelly* As educators and researchers in education and design, we have created an innovative framework to shift the focus in designing assessments. Rather than primarily evaluating students' products at the primary artefacts, our focus on process allows for a critical, thoughtful integration of generative artificial intelligence. Our technology-agnostic framework extends traditional written submissions by introducing two interrelated components for evaluating the process of composition; 1) the submission of dialogue that occurs between student and technology; and 2) the need for critical reflection through annotation upon this interactive process. In this presentation, we demonstrate this through an illustrative example of an assessment in a third-year unit for pre-service English teachers in the Sydney School of Education and Social Work. We argue that incorporating critical reflection on learner-AI dialogue in the composition process emphasises student agency and accountability in their interactions with AI whilst also allowing university educators to gain nuanced insights into how their students learn in concert with generative artificial intelligence. This presentation aims to advance innovative and equitable educational practices that prepare University of Sydney students to engage with AI ethically and critically.

Time	Stream A	Stream B	Stream C
2:40	**[3A3] Learning by Doing: Preparing Registered Nurses with Virtual Patient Encounters** *Melissa Riegel, Silvia Choi, Matthew Kiem* To support postgraduate nursing students developing advanced patient assessment and communication skills, Sydney Nursing School collaborated with FMH Education Designers creating an online simulation. This immersive, self-directed experience bridged theoretical knowledge and clinical practice, offering safe environments for confidence-building before real-world application. The simulation integrates multimedia and artificial intelligence. A Cogniti agent simulates hospitalised patients responding to student questions, enabling clinical conversation practice in low-risk environments. Video and audio recordings of real patient assessments were embedded in H5P, allowing students to observe comprehensive physical assessments while communicating with virtual patients. Both Cogniti and H5P content were embedded side-by-side within Canvas modules, offering flexible, accessible dual learning experiences. This approach emphasised interpersonal and technical skills importance in patient assessments. Student feedback was largely positive, noting value in consolidating knowledge, visualising authentic responses, and practising realistic clinical interactions.	**[3B3] Maximising the Impact of Cogniti AI Agents: A Holistic Approach** *Tyler Sprague, Joanna Ernenwein* This session presents practical, transferable approaches to embedding custom-built AI agents into student learning. Developed in legal education, Cogniti AI Agents reflect interdisciplinary thinking across product design, marketing, communications, programming, linguistics, epistemology, pedagogy, and graphic design. Each agent was purpose-built supporting specific teaching roles—Socratic questioning, communication coaching, reflective guidance—iteratively refined through student beta testing. Emerging empirical evidence on student-AI interaction informed pedagogical framing and communication strategies articulating agents' value compared to generic GPT tools. By clearly demonstrating context-awareness, curriculum alignment, and pedagogical intentionality, we increased student trust, uptake, and engagement. The session outlines full development cycles from initial design to classroom deployment, highlighting tools and high-impact communication strategies. Early results suggest improvements in independent learning, reduced anxiety, and more meaningful student-AI interactions. We invite further collaboration identifying niche educational needs for co-designed agents.	**[3C3] Reimagining assessment in research education for health professions students in the age of generative AI** *Joanne Hart* As generative AI (Gen-AI) tools become embedded in academic and professional practice, there is a growing need to reimagine research skill assessment. This project explores how assessment in Medicine, Pharmacy, and Dentistry research education programs can evolve to ensure students continue developing critical skills in inquiry, data analysis, and evidence-based practice, while engaging ethically with Gen-AI. Traditional assessment approaches may no longer reflect the realities of research in AI-enabled research environments. We will review existing learning objectives, tasks, and assessment strategies in student research projects, and co-develop an updated framework that integrates Gen-AI meaningfully while maintaining academic integrity and core graduate capabilities. Our key questions are: (1) How can assessment frameworks incorporate Gen-AI without compromising essential research skill development? and (2) What principles and strategies best align learning outcomes, skill acquisition, and authentic assessment? Through surveys, stakeholder workshops, and co-design with students and educators, the project will deliver adaptable strategies and a flexible framework to enhance research education across health professions which is also applicable to broader university research training.
3:00	**Movement (10min)**		

Time	Stream A	Stream B	Stream C
3:10	**Harnessing Generative AI for Cultural Competence Training: Exploring the Possibilities** *Amy McHugh & Elif Sahin* This session will explore how Generative Artificial Intelligence (GAI) can support the development of human intelligences, with a particular focus on cultural competence. Cultural competence, defined as "the ability to participate ethically and effectively in personal and professional intercultural settings," involves knowing and reflecting on one's cultural values and their implications for respectful decision-making (National Centre for Cultural Competence, n.d.). This journey involves motivation, self-awareness, and the ability to engage in challenging self-reflection. As Russell (2020) notes, people often avoid difficult conversations due to a lack of readiness or understanding. These moments of discomfort, particularly in relation to systems of oppression such as racism and privilege, are central to our research. Human engagement in cultural competence work can cause emotional distress, as individuals may hesitate to ask questions or express thoughts out of fear of embarrassment or causing harm. In this session, we will introduce the Cogniti agent we developed to support critical self-reflection on complex issues such race and racism. Rather than focusing on improving AI-generated content, our research investigates how GAI can be used to enhance human understanding and preparedness for intercultural interactions. Participants will be invited to trial the tool, reflect on its potential benefits and limitations, and provide feedback to inform its ongoing development.	**Workshop - Rethinking SoTL outputs: Scholarly inquiry beyond empirical studies** *Mary Wright, Jessica Frawley – University of Sydney* *Anna Rowe, Kristen Turnball – UNSW* In this session, we will explore SoTL publication types that typically do not require ethics review — such as systematic literature reviews, process articles, reflections, and autoethnographies — and the range of journals that publish these manuscripts. We will hear from a panel of academics and editors at USyd and UNSW who have published in this manner, and identify opportunities and resources for future publication. This joint UNSW-USyd session will also allow time for networking to foster cross-institutional collaborations *This is a UNSW-Sydney Fellowship Network and EF-Community of Practice meeting*	**Workshop - Communication, Collaboration and Connection: Building relationships through talk** *Carla Trott* This session explores practical strategies for fostering purposeful talk in tertiary classrooms while nurturing inclusive learning communities. Emphasising speaking and listening as foundational to student learning, the session reimagines classroom dialogue as a powerful pedagogical tool. Participants will engage with tried-and-tested activities from a first-year Music Education course that promote structured, intentional conversations. These activities help students articulate ideas clearly, demonstrate understanding, question assumptions, and engage thoughtfully with diverse perspectives. By session's end, participants will have a toolkit of adaptable oracy and dialogue techniques ready for immediate Semester Two implementation. The session builds educators' confidence in facilitating inclusive, dialogic learning environments where students develop and share ideas while forming stronger, more meaningful academic relationships. The approach emphasises conversation as both learning outcome and pedagogical method.
4:10	**Light refreshments**