2026 Sydney Teaching Symposium Program

Time				
9:00	**Welcome and introduction** Professor Joanne Wright DVC (Education and Students) **Keynote by Andrea Strachan appointed Pro Vice-Chancellor (Students)** Universities are navigating a moment of profound change in how students experience learning, belonging, and wellbeing - and in how educators are asked to respond. This keynote will explore the lived realities of students today and what they mean for teaching practice, academic relationships, and institutional responsibility. Drawing on sector-wide insights and experience of leading rapid culture change at the University of Glasgow, Andrea will set out a wellbeing-first, partnership-based approach to student engagement that supports both student success and academic practice. The keynote will consider how student life and professional services can be structured to enable educators to teach with care and confidence, without blurring boundaries or placing unsustainable expectations on staff. Framed around the idea of "care-full pedagogy," the session will offer a shared lens for thinking about students, teaching, and support at this moment - and invite educators into a collective conversation about how universities can create conditions in which both students and staff can thrive.			
10:00	**Movement break (15 mins)**			
Time	**Students as Partners workshop**	**Stream A**	**Stream B**	**Stream C**
10:15	Join students and staff for a one hour interactive experience to explore how student-staff partnerships can inform and improve teaching and learning at Sydney.	**[1A1] Belonging Through Assessment: Findings from an Empirical Research Project** *Karina Murray, Sandra Noakes, Louise Cauchi and Louisa Di Bartolomeo* This presentation discusses findings from a research project funded through the 2025 University of Sydney Education-Focused SoTL Grants Scheme. Student belonging has become an important focus in higher education, with research demonstrating strong links between belonging, wellbeing, engagement, and academic success. Following a curriculum review, Sydney Law School introduced a redesigned curriculum in 2025 aimed at strengthening students' sense of belonging within a high-achieving cohort, many of whom experienced significant disruption to collaborative learning during the pandemic. The presentation examines the role of assessment design in fostering belonging among first-year law students. Drawing on the premise that students prioritise what is assessed, it explores how thoughtfully structured assessment of class participation and collaboration can encourage engagement, reflection, and meaningful connection. Although class participation remains a contested assessment practice, it foregrounds distinctly human dimensions of university education at a time when students increasingly rely on generative AI tools. The presentation will share findings from an empirical study conducted during the first year of the new curriculum. Using survey data and focus groups with students and academics, the project considers how assessed participation may contribute to belonging in contemporary University education, an issue relevant to all disciplines and areas of teaching practice.	**[1B1] Secure, formative, in-class assessment at scale: redesigning a practical teaching program** *Pierre Naeyaert* This presentation discusses how a large senior chemistry laboratory program was redesigned from a traditional assessment structure centred on long, summative, take-home lab reports into a secure, formative, in-class assessment model. Implemented across five senior chemistry units, the change was informed by pedagogical limitations in the existing structure, alongside student and academic feedback. In the previous model, feedback often arrived too late to support learning, while the take-home format raised concerns about assessment integrity in the generative AI era. The redesigned model introduced structured in-lab checkpoints, lab notebook conversations, technique discussions, short scaffolded reports and poster vivas, shifting assessment from retrospective written products to live evidence of students' understanding. The model also reshaped academic workload and interaction, moving from marking lengthy reports behind a screen to more meaningful assessment conversations with students in class. Early survey data suggests that students valued the shift because feedback became immediate and usable, helping them correct mistakes, understand their results, and connect observations, data and explanations while the work was still in progress. The presentation will share design principles, implementation challenges and transferable strategies for embedding formative, secure assessment in learning-by-doing contexts.	**[1C1] From Aristotle's Rhetoric to TEDx: Talk, Engage, Develop and eXtend impact beyond the classroom** *Maria Ishkova, Ihan Samaraweera, Jennifer John and Joseph Hoffmann* This storytelling, self-awareness and evaluative judgement-building assessment practice is described in the UoS outline as creative work, with the TEDx backronym inviting to Talk, Engage, Develop and eXtend. This practice is implemented on both UG and PG levels and has two connected parts. First, for assessment purposes, all students prepare and deliver a three-minute **T**alk on topical issues in organisational communication, in person before their classmates. In 2025, students explored student belonging; in 2026, they addressed the human skills needed for success in the age of AI. Students **E**ngage audiences, using Aristotle's rhetoric - ethos, logos and pathos - as the assessment framework. They learn by doing and vicariously, while developing actionable recommendations for how an organisation (e.g., University) can respond. The assessment is followed by a competition. The strongest speakers use peer and educator feedback to refine their talks and e**X**tend impact beyond the classroom, presenting again to audiences including senior University leaders, industry partners, students and families (in person and livestreamed). The practice is transferable to any context where students need a capability to communicate persuasively. Evidence of effectiveness comes from formal observations of teaching, students, parents and audience feedback, and insights quoted by the University. Co-presented with former students.
10:30		**[1A2] Interactive Oral Assessments at scale – student perceptions** *Andy Tran, Angela Sun and Helen McGuire* The rapid rise of generative artificial intelligence (GenAI) has intensified concerns around authenticity and integrity in higher education assessment. Interactive oral	**[1B2] Reimagining collaborative learning by embracing ambiguity** *Jody Watts, Ju Li Ng and Vanessa Loh* This session presents a scaffolded teaching and learning innovation for facilitating productive and enjoyable collaborative learning. Ng's (2024) learning design was	**[1C2] Peer Review in Curatorial and Museum Studies** *Lilian Cameron* This presentation introduces a sustainable and student-centred peer review model developed in two postgraduate units in SACE, FASS, to strengthen communication, relational and intercultural capabilities, while addressing

		assessments (IOAs) have gained renewed attention as a potential response, providing students with opportunities to authentically demonstrate their understanding while reducing reliance on written assessments. However, important concerns remain regarding equity and scalability. In this presentation, we share our experiences implementing IOAs in large cohorts of over 500 students, including practical strategies and resources developed to support scalable delivery. We also present preliminary findings from a Scholarship of Teaching and Learning (SoTL) study exploring student perceptions of IOAs through surveys and focus group discussions. We explore how student perceptions on authenticity, anxiety and confidence shift before and after participating in the assessment. We further investigate how these experiences vary across demographic groups, including gender, residency status, and English fluency. Among these, students raised the consistency and fairness of marking as a key concern. In response, we describe an assessor-moderation procedure that identifies and corrects differences between markers before grades are released. By continuing to listen to students and develop fairer, more sustainable assessment processes, we hope to support educators considering interactive oral assessments within their own disciplinary contexts.	implemented in S1 2024, in a large (n=484) core unit in the Master of Interaction Design and Electronics Arts (MIDEA) program, with the aim of supporting and improving the student experience of collaborative learning. Evidence of effectiveness of Ng's (2024) learning design beyond the business management context was demonstrated in USS scores improving from S2 2023 (n=129, om: 4.09) to S1 2024 (n=214, om: 4.42). In S1 2025, Ng's (2024) learning design was extended by including investigation of the role of ambiguity within productive teamwork by measuring student's level of comfort with ambiguity at the beginning, middle and end of semester. The role of ambiguity in collaborative learning is the focus of current research supported by an EF SoTL grant. This session will share and walk through the SRES-based learning design, which incorporates self-rating and evaluation and peer ratings and evaluations, and provide insights on when and how to locate the learning design within a unit for maximum impact.	the challenge of providing feedback at scale. Rising enrolments in Contemporary Approaches to Curating prompted a redesign of a formative oral presentation into a structured peer review process in which students present in pairs, exchange guided feedback during class time, and complete two short reflective writing pieces. Students are assessed not on grades provided by peers but on the quality of their feedback, reflection, and cultural and ethical sensitivity, reinforcing inclusive learning principles and aligning with unit learning outcomes focused on communication and professional practice. Building on its success, the model was adapted into a 1000 word equivalent assessment in Museums and the Digital, supporting iterative development of digital project proposals and fostering cross disciplinary dialogue among students from diverse academic backgrounds. Student responses highlight increased confidence, deeper disciplinary understanding and the value of early, dialogic feedback. This approach offers a transferable, low resource, and adaptable framework for units where communication, relationality and intercultural skill are central learning outcomes. It also has potential application as a secure assessment design in disciplines seeking collaborative and feedback rich learning environments within a context of rising enrolments and/or class sizes.
10:45		**[1A3] Interactive Oral Assessment for Research Education in the Age of AI: Insights from a Postgraduate Design Capstone Unit** *Hao Zhou* The disruptions caused by generative AI to assessments are particularly prominent to research-focused units where student learning is primarily evaluated through written submissions. In response to the University's two-lane assessment framework, we implemented an Interactive Oral Assessment (IOA) in IDEA9302, a postgraduate Research Capstone unit in Design. The IOA was designed to assess students' understanding and ownership of their research projects, complement the unit's predominantly writing-based assessment structure, and strengthen alignment with real-world communication practices for students' professional readiness. This presentation outlines our design considerations and implementation of IOA that situates students within a real-world scenario and uses a series of rubric-informed prompts to elicit evidence of learning. Initial student feedback suggests that the approach supported students in reflecting on and articulating their research decisions through an assessment format perceived as both enjoyable and appropriately challenging, whilst revealing opportunities for refinement, broader discussion, and future adaptation. This presentation makes a timely contribution to the ongoing discussions of assessment design in the age of AI, offering practical insights for wider implementations of IOA across contexts and disciplines.	**[1B3] Why Students Still Come to Lectures: Rebuilding Belonging and Engagement in the Age of AI** *Tony Shang, Boris Choy, Erick Li and Artem Prokhorov* Large lecture cohorts often struggle with declining attendance, low participation, and a lack of student belonging particularly in quantitatively focused units with large international student populations. In QBUS5001 (Foundation in Data Analytics for Business), I redesigned the lecture experience to explore a simple question: why do students still choose to come to lectures in the age of recordings and emerging AI? Using Mentimeter as the core interactive platform, lectures were transformed from one-way content delivery into participatory learning communities. Live polling, anonymous Q&A, real-time chat, gamified quizzes, and student-generated content were embedded throughout lectures to encourage interaction, humour, and peer connection. Symbolic rewards such as Pen HD further fostered classroom identity and belonging. These strategies created a safe and inclusive environment, particularly for culturally and linguistically diverse students. The approach was associated with a dramatic increase in non-compulsory lecture attendance (from fewer than 100 students to approximately 500 students per week), a 4.75/5.00 USS score with 97% agreement, and overwhelmingly positive student feedback. This presentation argues that, in the age of AI, the value of university education lies not only in delivering information, but also in fostering human connection, belonging, and shared learning experiences.	**[1C3] Design the Future You (DTFY): Read the Feels - AI Sentiment Analytics to Inform Marking Calibration and Affective Feedback Practices** *Mesepa Lafaialii-Paul and Helena Nguyen* This presentation reflects on an unexpected insight from Design the Future You (DTFY), a Cogniti agent coach designed to support students through a core assessment in BUSS2000: Leading and Influencing, a second-year core unit of study in the BCom program. The coach served a dual function: responding to student questions and analysing gaps between student thinking and rubric expectations - without writing for students. What the analytics returned was a window into the emotional landscape of the cohort. Sentiment analysis revealed students as engaged but anxious - motivated and conscientious, yet carrying significant stress around academic expectations, referencing, and feedback alignment. Topic areas including self-reflection, ethics, and rubric clarity emerged with mixed or anxious sentiment, while SMART goals and development tasks drew more positive responses. This data reframed our team marking calibration - shifting the conversation from consistency in scores to the emotional weight of feedback language and its impact on students already navigating uncertainty. The pedagogical value is transferable across any faculty where assessment feedback intersects with student wellbeing. Understanding the emotional landscape before marking begins allows marking teams to make deliberate, humane choices about tone, framing, and language. This session invites participants to consider how AI-augmented sentiment analysis can inform more equitable, affective feedback practices.
11:00		**[1A4] Going secure - Interactive Oral Assessment in first year BEd (Primary)** *Chris Preston; Nathan Crevensten and Sarah Craske*	**[1B4] *Teaching by Design: Using Learner Profiles to Support Inclusive Participation*** *Jessie Li*	**[1C4] Journey from Graduate Certificate (HE) to Passion Project** *Sumei Wrigley*

		Encouraged and supported by educational designer Sarah Craske, we implemented an IOA in EDUP1012 Science and Technology K-6 A. We aimed to securely assess student content and pedagogical content knowledge on teaching science to early years school children. We also wanted to connect more with our students individually. The task replaced Quizzes, which were not meeting our assessment needs. We devised a relevant scenario for students. Tutors (in role) were supervising teachers at school discussing upcoming professional experience. Students prepared through an in-class activity, viewing a video of staff acting the scenario and interacting with an AI Cogniti bot (cloned and adapted from clinical psychology). Teaching delighted in engaging with first years in one-to-one conversation, providing an opportunity to get to know them better. Students enjoyed the assessment style, reflecting it was less stressful than I thought. Post-task the students were more animated, and teachers experienced greater rapport during classes. A joyful assessment with standout results. We will share assessment design, organisational logistics (learning curve) and student feedback (lecture poll and verbal responses).	This session shares a simple and transferable studio teaching practice inspired by the principle of teaching according to individual strengths. In design tutorials, participation is often treated as a single behaviour, such as speaking up, presenting confidently or contributing visibly in group discussions. However, students participate in different ways depending on their confidence, language fluency, thinking style, cultural background and creative strengths. Participation recognised through visible signals can unintentionally privilege extroverted students and misread quietness as lack of engagement. To support more inclusive participation, I developed a learner profile approach that helps students understand themselves and each other before collaborating. Students are invited to reflect on their preferred ways of learning, communicating and contributing, including roles such as visualiser, summariser, challenger, organiser or presenter. These profiles then inform group formation, peer collaboration, tutorial discussion and consultation strategies. In addition, I developed a low-pressure participation approach that separates cognitive understanding from language fluency and oral performance. The practice includes creating psychological safety, giving students thinking time, using small-group discussion before whole-class sharing, allowing visual and written expression through sketches, diagrams and keywords, and encouraging students to select group roles based on their strengths such as visualiser, summariser, challenger or timekeeper. The practice shifts participation from a performance-based expectation to a designed learning ecosystem. The impact has been stronger confidence, more balanced participation and richer peer collaboration. It helps students recognise their own strengths, appreciate different contribution styles and form more balanced teams. For educators, it offers a practical way to create psychological safety, support diverse learners and make classroom participation more equitable. For students who may not speak immediately, they are still able to contribute through reflection, visual thinking, private consultation, written feedback and group-based roles. The approach is lightweight, student-centred and adaptable beyond design, especially in tutorials, studios and project-based learning where educators need to recognise multiple forms of engagement and students need to collaborate, reflect and learn through participation.	To address a critical curriculum gap, an intensive elective module was developed and first delivered in 2025 to equip Master of Occupational Therapy students with practice-ready understanding of the National Disability Insurance Scheme (NDIS), an Australia-wide system jointly funded by federal and state/territory governments that supports people with permanent and significant disability to enhance independence, participation, and quality of life. The module introduced NDIS legislation (Act and Rules), strategies for navigating a dynamic policy environment, and the scope of occupational therapy (OT) practice. Delivery aligned with the federal budget, enabling timely, authentic discussion and critical debate. Capped at 20 students, the three-week module comprised six intensive seminars. A student-centred approach integrated interactive teaching, collaborative inquiry, and reflective discussion to support metacognition and self-regulated learning. Assessment involved a peer-reviewed passion project video. Design was informed by accessibility (2032 Strategy) and Universal Design for Learning principles. The module concluded with a panel of NDIS experts, including an occupational therapist with lived experience, offering diverse and transferable insights as well as a distinct perspective as a scheme participant. Student feedback highlighted strong relevance, with calls for the module to become a compulsory unit. This presentation outlines the journey from Graduate Certificate study to designing and delivering this innovative module.
11:30	**Lunch**			
Time	**AI intensive**	**Stream A**	**Stream**	**Stream C**
12:30	**[AI1] Beyond ChatGPT: Designing Dialogic AI Feedback for Authentic Assessment** *Jeremy Rose* This presentation shares the implementation of an AI-supported dialogic feedback tool within the undergraduate unit Music Industry Skills at the Sydney Conservatorium of Music. The project emerged in response to growing challenges around assessment authenticity, student preparedness, and the role of generative AI in higher education. In 2025, an AI-mediated interactive oral rehearsal tool was integrated into a grant application assessment, allowing students to simulate conversations	**[2A1] SET unpacked: Understanding and responding to student feedback** *Carolyn Stott, Jennifer Sun and Doune Macdonald* Student voice is pivotal to continuous improvement in teaching, learning and the student experience. The University is seeking to change how the student voice is captured and responded to through two new surveys, the Student Experience of Teaching (SET) survey and the Teacher Check-in (TCI) survey. Presenters Stott and Sun have been deeply engaged in the TCI and SET pilots and will share their perspectives on: 1. what they are hoping to gain through the shift to the TCI and SET surveys and	**[2B1] Designing Feedback That Works: Practical Lessons from Multisource Assessment in Higher Education** *Smitha Sukumar, Atieh Sadr, Fjelda Elizabeth Martin, Buddhi Champika Gunaratne, Megan Anakin, Mustafa Asil (Bond University) and Tihana Divnic-Resnik* Multisource feedback integrating self-, peer-, and expert input is promoted in higher education, yet educators may struggle to design assessment approaches that meaningfully engage students with feedback. We conducted a study examining dental students' perceptions of multisource feedback generated from an	**[2C1] A Station-based competency assessment for first-year chemistry laboratory skills** *Henry Matovu* Assessing practical laboratory competency authentically and at scale is a persistent challenge in first-year undergraduate science. Here we report on the redesign and evaluation of practical assessments for a large first-year chemistry laboratory course. The new assessment replaced take-home assessments with short, observed stations focusing on authentic demonstration of competence in core laboratory skills (e.g., dilution, TLC, vacuum filtration). The initiative aimed to improve

	with a funding panel and receive adaptive formative feedback on project rationale, audience, impact, and feasibility. The session will outline the staged development of the initiative across three years, including peer-feedback scaffolding activities, guided AI literacy instruction, and iterative refinement of the tool through student feedback. Evaluation included surveys, Mentimeter polls, usage analytics, and student interviews exploring confidence, preparedness, authenticity, and reflective learning. Students reported increased clarity in articulating ideas, particularly around budgeting and audience awareness, while also identifying technical and ethical concerns that informed future iterations. The presentation will include a brief live demonstration of the tool and discuss how dialogic AI can function as a low-stakes rehearsal partner rather than an answer generator. The approach is transferable across disciplines wherever students are required to justify decisions in oral, reflective, or professional assessment contexts. **[AI3] Using AI-Supported Scaffolding to Enhance Evidence-Based Medicine Communication: A Cognitive Load Theory Perspective** *Rajneesh Kaur, Venessa Tsang and Joanne Hart* Teaching evidence-based medicine (EBM) communication is cognitively demanding because students must simultaneously appraise evidence, apply recommendations to individual patients, justify decisions, and communicate complex information in patient-centred language. This study describes the integration of Cogniti AI, an AI-supported simulated patient tool, into the PEARLS EBM assessment within the Sydney Medical Program. Cogniti was introduced as a practical scaffold in settings where direct patient feedback was difficult to obtain, particularly during outpatient and general practice placements. Using Cognitive Load Theory (CLT) as an interpretive framework, this mixed-methods evaluation explored how AI-supported dialogue influenced student reasoning, explanation, and communication processes. Findings suggested that Cogniti reduced extraneous cognitive load by prompting clearer structure, simplified language, and sequenced explanations, while also promoting germane processing through justification and contextual application of evidence. Students valued the structured rehearsal opportunities provided by the tool, while real patient feedback remained essential for relational authenticity and emotional nuance. Our findings present a transferable, low-barrier example of AI-supported teaching practice that can be adapted across clinically focused disciplines and communication-intensive learning contexts. **[AI4] From Concept to Classroom: Developing and Validating an AI-Avatar for Musculoskeletal Anatomy** *Michelle Gerke-Duncan* Artificial intelligence (AI) tools such as ChatGPT are increasingly used to support student learning in higher education; however, general-purpose systems may produce inaccurate or non-curriculum-aligned responses in specialised disciplines such as human anatomy. To address this challenge, we developed a prompt-engineered, curriculum-aligned AI-Avatar to support musculoskeletal anatomy learning and evaluated its	protocols 2. lessons learned in promoting student engagement, and 3. how they have managed receiving, sharing and responding to student feedback. Change can be challenging; Stott and Sun acknowledge this, particularly in the complex context of university teaching. They will offer practical, transferable advice, helping colleagues across the University prepare for the TCI's and SET's broader implementation in Semester 2 2026. Macdonald will close with a brief summary of the relevant lessons learned from the pilot evaluation.	interdisciplinary clinical reasoning task. A mixed methods design was used to analyse student and examiner generated feedback. Findings show that self- and peer-generated scores were consistently higher than examiner ratings, with no statistically significant correlation between these measures. Rather than interpreting these discrepancies as problematic, students perceived each feedback source to serve a complementary educational function: self-assessment supported metacognitive reflection, peer feedback enhanced motivation and exposed alternative approaches, and examiner feedback provided an authoritative benchmark. This suggests that the value of multisource feedback lies less in agreement between assessors, and more in how learners engage with and interpret diverse perspectives to support their learning. The approach is transferable beyond health professions education to any context requiring complex judgement, critical thinking, and feedback literacy. This session offers practical design principles including how to: (1) structure multisource feedback using shared rubrics, (2) prepare students to engage productively with discrepancies, and (3) use digital tools to support asynchronous reflection.	teaching-assessment alignment, increase transparency, and provide more meaningful evaluation of student skill development. Evaluation employed mixed methods combining Likert-scale survey data (n=60) and qualitative feedback. Mean scores of 4.1 and 4.6 (1-5 scale) indicated strong agreement that the assessment was clear, fair, and aligned with prior learning activities. Approximately 70% of students rated task difficulty as "about right." Qualitative feedback highlighted example questions and repeated lab practice as key supports, while higher-order interpretive questions - particularly TLC analysis - emerged as the main challenge. These findings demonstrate a scalable and transferable model for competency-based assessment. Targeted refinements, including clearer guidance and minor adjustments to task design, offer opportunities to further enhance student learning while preserving the strengths of the approach.
12:45		**[2A2] Building a Centralised Tutor Development Program at Scale** *Rosie Cameron; Jaslene Huan Lin and Pantea Pooladvand* Tutors are the primary teachers many students interact with, particularly in large undergraduate units. Improving the quality and consistency of tutoring therefore has a direct impact on the student learning experience. In the School of Mathematics and Statistics, more than 200 tutors teach across many units each semester. While our centralised model offers opportunities to support tutors consistently, it also creates challenges: training needs to be relevant across diverse teaching contexts, and opportunities for individual mentoring are limited. This presentation describes how we have redesigned our School-wide tutor development program. We leveraged our centralised tutor management model to create a coherent development program spanning recruitment, training, observation, assessment, and reflection. The program combines induction and training meetings with online resources, invigilation training, peer observation, lead tutor mentoring, and a new series of short reflection activities. Together, these components aim to support tutors not just in learning about good teaching practices, but in implementing and refining them throughout the semester. We will share examples of the resources and activities we have developed, discuss what has and has not worked during the first semester of implementation, and present early evaluation data. The presentation is intended as a practical case study for colleagues involved in tutor development across disciplines.	**[2B2] Designing Student-Centred Learning with Educational Technology: The Use of Lt/KuraCloud Across Programs** *Caroline Marschner and Michael Morris* Lt is an online education platform now used by more than 7,500 University of Sydney students across three faculties and over 20 degree programs. Its versatility and ease of use have improved both student and educator satisfaction across a range of teaching contexts, including practicals, workshops, tutorials, and case-based learning. This broad institutional uptake highlights Lt's value as a scalable digital learning environment that can support diverse delivery modes while enhancing student engagement and academic performance. A specific example of this impact comes from the first year of the Doctor of Veterinary Medicine (DVM1) program, where students face substantial transition challenges due to intensive workload, dense foundational content, and a diverse postgraduate cohort entering through multiple pathways. To address cognitive overload and uneven preparedness, the DVM1 curriculum was redesigned using threshold concepts, Universal Design for Learning, and active learning principles, with Lt as the central educational technology. Lt was used to create structured, multimedia-rich learning modules combining concept overviews, guided microscopy videos, interactive tasks, and application questions. These resources enabled students to engage with material before, during, and after class, revisit difficult concepts at their own pace, and follow learning pathways suited to their needs. Survey data from DVM1 students (n = 75) demonstrated strong positive perceptions of Lt: 93% agreed it helped manage information density, 95% agreed it offered multiple ways to learn, 92% agreed it prepared them effectively for practical classes, and 95% agreed it improved their overall learning experience. Together, these institutional and program-level findings demonstrate Lt's value in supporting more coherent, flexible, and student-centred learning, while strengthening readiness for	**[2C2] Low-Threshold Making, High-Impact Learning: Zine-Making in ARTH6936** *Anne Goodfellow and Yvonne Low* This presentation examines a collaboration between Rare Books & Special Collections (RBSC) and Dr Yvonne Low to support students in ARTH6936: Biennales, Triennales and Contemporary Art to create and submit a research zine (40%), give a presentation, and exhibit their final work (10%) as part of their major assessment. This unit explores the rise of international contemporary art events since the 1960s and runs intensively in situ across the 25th Biennale of Sydney. To support this context-rich learning environment, RBSC designed and delivered a three-hour analogue, object-based workshop structured around four assessment criteria: central argument, research, multimodal integration, and design. Students analysed examples from RBSC's new Zine Collection, mapped arguments through storyboarding, and rapidly prototyped ideas in a 90-minute making session, followed by structured peer reflection. This approach positioned making as critical inquiry, shifting student engagement by lowering barriers to creative risk-taking and increasing confidence in multimodal expression. Feedback indicated 84% agreed the session supported their learning and 88.5% felt better prepared for their final assessment. This scalable, resource-light, student-centred model is transferable across disciplines to support creative, research-led assessment, and RBSC welcomes future collaborations.

	impact on student learning and experience. The AI-Avatar was developed using lecture and tutorial content from two anatomy units at the University of Sydney (BIOS1168 and BIOS1169). Its performance was compared with ChatGPT and Microsoft Copilot using 30 anatomy questions evaluated by academics for factual accuracy, clarity, pedagogical value, and alignment with learning outcomes. Reliability analyses demonstrated strong internal consistency across evaluations. The AI-Avatar was subsequently deployed to students during the teaching module, and student perceptions and assessment outcomes were examined. Findings demonstrated that the AI-Avatar provided accurate, curriculum-aligned anatomical explanations and was positively received by students, with most reporting improved understanding and strong alignment with course content. Students primarily used the tool for revision and clarification of concepts, and users achieved significantly higher end-of-module marks than non-users. This presentation highlights how domain-specific AI systems can enhance student-centred learning and offers a transferrable model for integrating AI into discipline-specific education. **[AI5] Same bot, different use - how assessment design shapes the way students use AI tools** *Matthew Clemson, Angela Sun, Jonathan Kummerfeld and Sebastian Kobler* Undergraduate students in Life and Biomedical Sciences increasingly use generative AI, and we wanted to understand what this reveals about their metacognition and help-seeking. Across our units we deployed several course-aligned AI tutors on the University's Cogniti platform, including an Interactive Oral Assessment (IOA) practice bot and "Dr Mattabolism", a metabolism Q&A tutor, each grounded in unit resources. Drawing on a learning-analytics framework from our recent ACL paper, plus surveys and focus groups, we examined how students rated and used these tools, how that compared with general-purpose tools like Claude & ChatGPT, and when they turned to human help instead. How a tool was deployed mattered for whether students used it to learn. The IOA bot was tied to an assessment task, and students used it in sustained, learning-directed ways. For Dr Mattabolism, Students' engagement was assessment-timeline driven, moving from genuine exploration early on to more answer-focused use closer to the major assessment time. Cogniti was not the most used tool, but was recognised for its pedagogical alignment and perceived as very useful for SAQ and MCQ practice. Students turned to human help mostly around assessment, which suggests assessment design shapes help-seeking more than extra scaffolding. We share transferable principles for aligning AI to learning and assessment. **[AI6] Medicine, Mentorship, and the Machine** *Chris Bowles and Hugh Morgan* We describe the use of generative AI and virtual reality (VR) supported communication training within an elective trauma unit (CRIT5019) available to postgraduate doctors in the MMed (Critical Care) and Master of Surgery programmes. These students, who generally work full-		active in-person teaching and contributing to improved academic standards in content-heavy professional programs.	
1:00		**[2A3] Bridging Classrooms Across Cultures: Intercultural Collaborative Learning** *Ai Terada* This presentation shares a case study of an Intercultural Collaborative Learning (ICL) project implemented across multiple Japanese language units. In an era where not all students can access study abroad, ICL offers a meaningful international experience from the local classroom. The project pairs Japanese language learners with students from a partner university in Japan to complete shared group projects, bringing together students from different cultural and linguistic backgrounds through meaningful, task-based collaboration. The practice moves beyond traditional classroom instruction by creating authentic learning experiences where collaboration has real purpose and real audiences beyond the classroom. Through ICL tasks, students develop intercultural communicative competence, negotiating difference, building empathy, and reflecting on their own cultural assumptions fostering both acceptance of others and genuine introspection. Student feedback indicates increased motivation, engagement with the subject, and greater appreciation of cultural differences. While the presented case is in Japanese language teaching, the ICL model is readily adaptable to any discipline involving cross-cultural communication and internationalisation of curriculum.	**[2B3] When Knowledge Is Broken: Using Experiential Simulation to Teach Cultural Safety, Historical Disruption and Systems Thinking** *John Bissett, Marnee Mackay and Sarah Veli-Gold* Teaching cultural safety, truth-telling, and First Nations history in health professional programs often relies on lectures and readings that leave students intellectually informed but experientially distant. Abstract concepts such as colonisation, cultural disruption, and intergenerational knowledge loss require more than discussion alone to foster genuine empathy and critical reflection. An experiential simulation was developed to help students engage with the mechanisms through which cultural knowledge can be disrupted over time. Through a staged language-transmission activity, students encounter the progressive restriction, distortion, and loss of information, prompting reflection on how similar processes have affected First Nations languages, stories, and cultural continuity. A facilitated debrief extends this experience to broader themes including truth-telling, relational accountability, and the ongoing impacts of disrupted knowledge systems on health and wellbeing. Although these topics are commonly taught through didactic methods, the simulation enables students to actively experience the processes being examined, creating a more memorable and affective learning encounter. Early student feedback indicates increased engagement, empathy, and critical reflection, as well as a deeper grasp of concepts that can otherwise remain abstract or distant. The innovation lies in shifting learners from passive recipients of information to active participants in a process that mirrors real-world dynamics of cultural disruption. Importantly, the activity does not attempt to replicate or reduce the diverse lived experiences of First Nations peoples. Instead, it offers a structured experiential entry point that supports deeper reflection on how knowledge, language, culture, and connection can be disrupted, and why truth-telling and cultural safety remain essential in health professional education.	**[2C3] Group formation as learning design: Evaluating randomised groups in large first year courses** *Yeeka Yau, Andy Tran, Jaslene Lin and Diana Warren* This presentation reports on a Scholarship of Teaching and Learning project investigating how small changes to workshop design can support students' sense of belonging in first-year mathematics and data science. Across DATA1X01 and MATH1062, students experienced different workshop formats that varied the extent to which they were randomly assigned to work with peers, compared with more self-selected or non-randomised arrangements. The study combines student surveys, classroom observations and focus groups to examine how these structures shaped students' participation, interaction, comfort asking questions, and perceptions of inclusion. The project responds to a common challenge in large first-year STEM units: students are expected to collaborate, but many arrive without established peer networks or confidence to join groups. Randomised grouping may reduce barriers to participation by normalising interaction with unfamiliar classmates, but it may create discomfort or disrupt productive existing relationships. The presentation will share the rationale for the intervention, the study design, and emerging insights from implementation across two different teaching contexts: two-hour data science workshops and one-hour statistics workshops. The session will be useful for educators interested in practical, low-cost approaches to designing more inclusive collaborative learning environments, as well as the methodological challenges of evaluating belonging in authentic classroom settings.

	time, are training in surgery and critical care. Developing confidence in complex, high-stakes communication such as domestic violence assessment is essential. However, it is difficult to practise authentically. We implemented a scalable teaching innovation: an AI-driven VR conversational agent that simulates domestic violence patients in a hospital setting. The tool provides unscripted, adaptive responses to learner-led dialogue, enabling repeated, self-paced practice in a psychologically safe environment. This complemented broader integration of generative AI across both trauma units. The practice advances existing simulation-based education by offering accessible, emotionally realistic, and repeatable learning experiences without requiring trained actors or in-person sessions. It centres on student learning by prioritising deliberate practice, reflection, and confidence-building. Preliminary evaluation demonstrated increased self-reported confidence in communication for most participants, alongside positive feedback on realism and flexibility. This adaptable approach is transferable across disciplines requiring communication training, offering a practical model for integrating AI-enhanced simulation into higher education.			
1:15	**Movement break**			
1:30	**Part 2 - can I play with your prompt?** In this session, attendees have an opportunity to ask questions of our AI intensive presenters and engage with their AI tools.	**[2A4] Can an assessment be Open but Secure? A chat about transforming cognitive offloading into engagement** *Michael Widjaja* Oral assessments are commonly deployed as secure highly weighted tasks for students. This year, we introduced an AI-Open low-risk conversational assessment to a large first-year biology unit for ~320 pharmacy students as an early opportunity to practise authentic scientific communication while preparing for hurdle-orientated oral assessments later in their degree. Our conversation assessment was inspired by interactive oral assessments within a second-year science unit and incorporates principles of authentic and programmatic assessment. Here, students had to interactively explain biological concepts incorporating a pharmaceutical example. This formative assessment helps build student's science communication and critical thinking, which will assist them in their careers in the field. The 5% assessment is intentionally Open, allowing students to prepare using course resources and exemplars. However, achievement is determined through live engagement, communication, and responsiveness rather than rehearsed or generated content. Informal feedback from our students suggests that while many students initially reported anxiety about the format, they valued the opportunity to practise explaining concepts aloud and engage with disciplinary knowledge in a new way to reinforce their understanding. These feelings here echoed in student feedback from a second-year science unit. Here we present a transferable model that can be implemented to introduce authentic, low-risk oral assessment early in a degree program while maintaining meaningful assessment of student understanding.	**[2B4] CaseMate: Dual-mode Conversational Cogniti Agent embedded in the Doctor of Physiotherapy Exercise Module** *Nicole D'Souza and Kria Coleman* Based on USS and clinical educator feedback, physiotherapy learners in the Doctor of Physiotherapy program perform adequately with familiar scenarios but struggle to adapt clinical reasoning when faced with evolving presentations. This reflects known challenges in novice clinicians integrating theoretical knowledge into applied decision-making for exercise prescription. Current teaching provides limited opportunity for students to adapt reasoning as a patient's condition progresses. To address this, we developed CaseMate, a dual-mode Cogniti conversational agent embedded within the PHTY6500 exercise prescription module. CaseMate guides students through a complete physiotherapy consultation, including subjective assessment, objective assessment, exercise prescription, follow-up, and structured feedback. It acts as a realistic patient, responding naturally to questioning and requiring students to gather information, interpret findings, communicate exercise plans in lay terms, and adapt interventions over time. It then transitions into educator mode, providing immediate rubric-aligned feedback on communication, clinical reasoning, exercise prescription, and patient education. Following lecturer-scaffolded seminars, students work in small groups with CaseMate to manage authentic cases, justify decisions, and present reasoning for peer feedback. This promotes exposure to diverse presentations and collaborative learning of different exercise prescription approaches. CaseMate is scalable, student-centred, and transferable across other units in Physiotherapy, with initial student feedback and implementation outcomes will presented at the conference.	**[2C4] Back into the Memory Palace** *Tamara Neal and Bec Plumbe* In an educational context where students are increasingly outsourcing learning to generative AI, instructors must find ways to encourage learner accountability and regulation. This year, in a first-year ancient language unit, I developed a semester-long assessment designed to help students learn how to learn using the so-called Method of Loci technique, a means of organising and remembering information by associating it with visual and/or spatial cues. In this presentation, I show how I implemented the strategy using the adventures of the mythological hero, Odysseus, as the loci. I further built on the principle by asking students to create quiz questions on course content that referenced a specific locus. For instance, students wrote questions on noun syntax based on Odysseus' encounter with the Sirens (whose magical singing causes forgetfulness in all who hear it). The Odyssey was chosen for its familiarity as well as its pertinence to the cohort, mostly comprising history majors, and because it functions as an appropriate vehicle for embedding cultural content into the unit alongside explicit learning objectives. The project was mostly well-received with students reporting intrinsic enjoyment in the task, and its utility for recalling content. The design is transferable to other courses, particularly language courses.

1:45		**[2A5] Redesigning a secure, station-based practical skills test for first-year Human Biology** *Hong Dao Nguyen; Miki Jahn, Timothy Lee and Reece Sophocleous* First-year Human Biology serves a large cohort (~1300 students) whose laboratory skills were previously assessed by a computer-based multiple-choice quiz in the lab. This format tested theory of practical but was limited in its ability to capture hands-on competence nor satisfied the assessment policy requirements for secure, invigilated in-class assessment. We redesigned the test as a paper-based assessment combining multiple-choice and short-answer questions, the latter designed to include ten-minute hands-on stations. At each station students completed a skills-based task aligned with the practical laboratory learning outcomes, such as setting a micropipette, interpreting a standard curve, or identifying anatomical structures and their functions, with staff assigning individually randomised values. Combined with multiple question versions, this individualisation helped in maintaining integrity across the two-week test period, while shifting assessment from knowledge recall to both theory of practical and demonstrated laboratory skill. Implemented in 2026, the redesign required new question banks, station logistics, strict version control and management, and demonstrator coordination at scale. We will share reflections on the design process, the practical challenges we faced, and our evaluations drawing on student engagement and performance. The approach is broadly transferable, particularly in the adaptation of randomised, academic-assigned station tasks, that assess practical competencies in a secure and authentic environment.	**[2B5] Clinical Communication 102: Enhancing Student Competence in Managing Resistant and Misinformed Clients using a Cogniti Agent** *Kotryna Lewis* Effective clinical communication is key for health care professionals, yet students are given limited opportunities to encounter client diversity and resistance. The Cogniti Agent was implemented as a tutorial activity for physiotherapy and exercise and sport science final year undergraduate students. The activity aimed to apply students' knowledge of strenuous exercise, gender diversity, and intersectionality when presented with a challenging client. The Cogniti Agent was positioned as a challenging client who presented with misconceptions and anxieties regarding resistance training. A new, diverse profile was generated for each user. Students worked individually to gather necessary information, reassure the client, and address their concerns using non-technical language while demonstrating empathy and professionalism, followed by a group discussion. The learning design intentionally exposes students to interpersonal dynamics commonly encountered in practice. By engaging in this low-stakes, repeatable activity, students don't rely on other students' roleplaying skills and are afforded opportunities to refine their clinical communication skills while politely correcting misconceptions. Drawing on student feedback, this presentation explores how AI can help students develop confidence, reflection, and self-management skills to better navigate difficult client conversations. Students appreciated the diversity and knowledge application, and felt their patience was tested in creating client-centred care.	**[2C5] Painting a picture: Students and AI** *Abby Clark, Loren Demol and Jo Hare* Students are using AI daily, but not uniformly. They range from using it for every task to refusing to engage with it at all on principled grounds. Yet library and academic support has largely been designed from a policy perspective: students are allowed to use it, and so they will. This presentation shares five student personas developed through a practitioner inquiry at the University of Sydney Library, designed to help staff recognise and respond to the real diversity of student AI behaviours. Drawing on structured conversations with 15 students across multiple faculties, complemented by a review of recent literature, we identified five distinct patterns of AI engagement. Each persona captures student goals, AI use patterns, trust levels and frustrations, and translates these into concrete implications for teaching, support, and assessment design. The personas are offered as a practical, low-barrier tool that anyone can use to pressure-test their assumptions about their students. No specialist knowledge is required to use them. We invite staff to consider their assumptions about who they're designing for, and who they might be leaving behind.
2:00		**[2A6] From diagnosis to support: embedding mathematical readiness feedback in first-year Economics** *Ken Ly, Anastasia Burkovskaya, Andrew Chuter and Mert Kimya* Mathematical readiness is a persistent transition challenge for students entering many first-year subjects, including Economics, where uneven preparation can affect confidence, engagement and progression. In Economics, underprepared students are encouraged to take ECON1003, a quantitative support unit designed to build the mathematical capability needed for later study. However, the removal of prerequisites was followed by a concerning decline in ECON1003 enrolments, creating a need for a more timely and targeted way to guide students toward appropriate support. In response, the Mathematics Academic Planner (MAP) was developed collaboratively by the Learning Hub and the School of Economics as a diagnostic-feedback-support model. In Week 1 tutorials for ECON1001 and ECON1040, students completed a short mathematics diagnostic and received tailored feedback, with students in the highest-risk band strongly encouraged to enrol in ECON1003. Analysis of the Semester 1 2026 rollout suggests that MAP successfully directed students toward appropriate action, with increased ECON1003 enrolment among students most likely to benefit compared with the pre-MAP baseline. The rollout also coincided with strong ECON1001 PASS engagement, suggesting broader effects on students' awareness of the support	**[2B6] Learning from lived experience: youth voice in postgraduate teaching about adolescent health** *Fiona Robards and Stephanie Partridge* Authentic student-centred teaching practice was embedded in SEXH5205 Adolescent Sexual and Reproductive Health, a postgraduate public health unit in Sexual and Reproductive Health. While youth participation is widely recognised as a best practice, it is often taught theoretically rather than experienced directly. To address this gap, we introduced a structured panel of young people (youth advisors from a university-led community health initiative) into the curriculum. Panel members shared lived experiences of engaging in health promotion, service design and research, responding to guided questions on why youth participation matters, what enables meaningful involvement, and what works in practice. This shifted learning from abstract principles to applied understanding, modelling respectful engagement and co-production. Student feedback indicates strong impact on professional practice, including increased empathy, improved communication with adolescents, and immediate application in clinical and health promotion settings. Students reported a "shift in perspective" and greater confidence in engaging young people, particularly those with complex needs: "I am far more educated in the space of adolescents". "It opened my mind about teens and how they think". This simple, transferable approach demonstrates how bringing community voice into the classroom can deepen learning, strengthen practice	**[2C6] From Passive to Interactive Learning: Scalable Game-Based Privacy Education for Large Cohorts** *Muhmmad Sajjad Akbar and Mohammad Polash* Teaching privacy and regulatory concepts in computing education is often challenging due to their abstract, policy-driven, and theory-heavy nature, particularly in large cohorts where traditional lectures can struggle to sustain engagement. This session presents a scalable, browser-based game-based learning approach implemented in a large data privacy unit at the University of Sydney to improve student engagement, motivation, and applied understanding of structured privacy concepts such as Privacy Impact Assessment (PIA) and the Australian Privacy Principles (APPs). The practice introduced lightweight web-based interactive learning activities that integrated real-world scenarios, challenge-based gameplay, immediate feedback, progression systems, and performance tracking into existing teaching practice. Unlike approaches requiring specialised technologies, the platform was designed for easy deployment in large classes and accessibility across devices. Evaluation with 70 students demonstrated strong positive outcomes, including improved motivation (85.7%), higher engagement (91.5%), increased confidence in applying privacy concepts, and stronger perceived knowledge retention compared to traditional lectures. Students also reported that the interactive and scenario-based activities made abstract privacy concepts easier to understand and apply in real-world contexts. The session will present

		ecosystem. The presentation will share transferable principles for embedding early diagnostic feedback, support pathways and cross-collaboration into first-year transition.	readiness, and operationalise participatory principles across health disciplines.	practical and transferable strategies for integrating scalable game-based learning into higher education curricula, particularly in large-cohort and conceptually challenging teaching contexts.
2:15	**Afternoon tea**			
Time	**Workshop**	**Stream A**	**Stream B**	**Workshop 3D**
2:45	**[3C] Creative teaching methods for inclusion and engagement** *Natasha Beaumont* This workshop shares arts-based pedagogical approaches that help foster inclusive, playful, and student centred dialogue in diverse classrooms. Drawing on creative strategies such as embodied mapping, improvisation, and collaborative making, these approaches reposition discussion as a multimodal practice that values varied ways of knowing, expressing, and participating. In implementation, students engage with course concepts through various creative processes before entering structured dialogue, enabling broader participation beyond traditional verbal discussion. This shift encourages increased engagement, more equitable contribution, and a deeper sense of connectedness in the classroom, particularly for students who may feel marginalised in conventional discussion formats. These practices build on established arts-integrated pedagogies while offering a distinctive focus on creativity as a catalyst for critical thinking, relational learning, and student voice. Designed for transferability, these approaches are well suited to humanities, arts and social sciences but can be adapted for other contexts. This workshop will model key techniques and offer practical strategies for immediate application in teaching.	**[3A1] Innovations in Content Delivery: In-Lecture Simulations in GOVT3644 (Political Campaigning)** *Chris Pepin-Neff* This session focuses on innovations in content delivery (7 weeks of in-lecture simulations) and the teaching pedagogy to develop extremely positive groupwork dynamics through team-based campaign activities in GOVT3644 (Political Campaigning) in Semester 1, 2025. This 13-week unit with 68 students included 6 weeks of content-based lectures with special guests followed by 7-weeks of in-lecture student team-based simulations. The overarching model was based on a problem-based learning environment where student campaign teams of 4-5 students worked at in-lecture tasks to reduce microplastics. Throughout the process, there were internal pulse-surveys and an end of semester internal Qualtrics survey (n=17) to gain student insights. For example, one student noted in the end of semester Qualtrics survey, I really enjoyed the group video assignment, I believe it was essential for group bonding which helped throughout the unit experience. During the first 6 weeks of lecture, special guests included a former Australian Prime Minister, the Australian Marine Conservation Society, a Teals polling expert, NSW Shadow Minister, and ABC elections expert. In all, this session will highlight takeaway lessons based on data from students to evaluate what needs to improve and celebrate what worked across both innovation in content delivery and the group based dynamics.	**[3B1] Documentary Filmmaking as a Teaching Tool** *Habib Moghimi* I share my experiences of students making short documentaries using mobile phones and free editing software in place of conventional written assignments. Guided by structured scaffolding including storyboarding, peer review, and a rubric evaluating analytical reasoning rather than production quality, the practice transforms filmmaking from a creative exercise into a genuine mode of inquiry. When students wield the camera something shifts. Rather than interpreting ideas, they must construct arguments in visual form, making decisions about framing, editing, and narrative that deepen engagement in ways written tasks rarely achieve. The session walks through the assessment design and reflects honestly on what works and what does not.	TBA
3:00		**[3A2] Scaling up industry mentorship in large WIL classrooms – evaluating student use of an AI industry educator** *Elisabeth Valiente-Riedl, Felicity Blackstock and Jeffrey Naqvi* Just as generative AI arguably disrupts learning in the worst possible ways (think worries over student academic integrity, critical thinking and originality to name a few), it may be positioned to address perennial curriculum challenges in the higher education sector. One such challenge is how we deliver work-integrated learning (WIL) at scale, with increasing unmet demand from both domestic and international students. In this study, we explore the role of AI conceived and implemented as an industry educator in two online 2025 intensive Industry and Community Project Units (ICPUs). In both projects, a Cogniti agent (Ignatius and Paulie P. respectively) was presented as a 24/7 supplement to an in-person (albeit online) industry representative. In a thematic analysis of 127 student participants' interactions with these agents, we found the AI bot served a myriad of roles spanning proxy educator, project collaborator, virtual assistant, industry guide and project mentor. Across these interactions, students regularly conferred humanising	**[3B2] Goodbye slide decks? Rethinking group presentations through a classroom mini-conference** *Horas Wong and Brona Nic Giolla Easpaig* We would like to walk you through the hustle and bustle of concurrent student presentations about evidence and equity as we share our experience implementing a mini-conference model of assessment. Across undergraduate and postgraduate nursing units, we shifted from the traditional approach of a group at the front presenting PowerPoint slides to the class to a more dynamic format of poster presentations. The model involved multiple poster stations, embedded expectations for peer engagement in the marking criteria, and organised rotation so all students contributed as audience members and presenters. In our units, we aim to strengthen students' ability to communicate complex concepts, draw on evidence, and engage in collaborative professional dialogue. Pedagogical scholarship suggests poster-supported discussion promotes practice-relevant skills. Reflecting on our experiences and feedback from students and guests, we identified several insights. Active participation deepened learning via peer engagement and shared responsibility for discussing collective work rather than isolated sections. Posters made learning visible as shared	

		attributes to the agent demonstrating the scope for relational interaction between students and generative AI. Student usage nonetheless revealed the importance of careful AI design, to ensure appropriate use of AI and to manage the phenomenon of the AI bot becoming a jack of all trades.	artefacts supporting interaction. Selected posters were exhibited on campus, extending the value beyond grading. Successful implementation relied on clear expectations, supportive environments for students daunted by public speaking, and careful logistical planning. This model can innovate group-based assessment, expanding the value for students.	
3:15		**[3A3] Pulling Back the Curtain: Shifting Assessment from Final Product to the Human-AI Collaboration Process** *Ali Shakiba and Thomas Chaffey* Traditional assessments face an AI black box problem. Final submissions such as essays, code, or designs do not reveal whether students critically evaluated AI outputs or simply accepted them, creating a misleading sense of competence. In Semester 1, 2026, we addressed this in a first year Software Engineering course with about 140 students and no prior programming experience. We introduced the AI Journal, where students record their process in real time. Entries capture both what they asked and received from AI, and how they evaluated it, including verification steps, confidence, alternative non AI approaches, and how errors were corrected. This approach introduces a deliberate pause and shifts assessment from final outputs to human decision making. Analysis of weekly logs using Bloom's Taxonomy showed students consistently operating at higher levels, especially analysis. The framework is simple, adaptable, and can be applied across disciplines without specialised tools.	**[3B3] Math & Metacognition: Replacing assignments with learning portfolios in a second-year mathematics unit** *John Mitry* In a second-year mathematics unit for engineers (~400 students), I replaced traditional take-home assignments with learning portfolios comprising three components: weekly muddy cards, peer-generated multiple choice questions via PeerWise, and a structured reflective submission in which students identified and analysed two mistakes from the semester. Each component fed into the others, and together they reoriented assessment away from answer-getting toward students engaging with their own learning process. Across 381 students, 78% wrote explicit forward-looking plans for how they would change their approach. 26% described structured error reflection as new to them, and nearly three-quarters of those also found it valuable. 85 students reported that the reflection process itself produced understanding they hadn't previously reached. The reflective submissions also revealed a consistent pattern: students distinguishing often for the first time between correcting an answer and understanding a reasoning error. Many recognised that memorisation strategies from their earlier mathematics study no longer hold. The portfolio structure appears to surface exactly the kind of conceptual fragility that is difficult to detect through conventional assessment.	
3:30		**[3A4] Communicating Value: An Interdisciplinary Approach to Employability in Engineering** *Irene Benitez, Lan Chi Nguyen and Amelia Yarwood* This presentation outlines an ongoing, cross-departmental collaboration between the Careers Centre, Learning Hub, and Engineering's Professional Experience Program (PEP) to support the employability development of undergraduate and postgraduate engineering students. Focusing on interview and communication skills, the initiative began with four interactive workshops delivered in Semester 2, 2025. Through ongoing collaboration and reflection on student needs, disciplinary expectations, and employability priorities, the project evolved into a more targeted two-workshop model delivered in Semester 1, 2026, providing focused scaffolding of students' communication and career development. Rather than positioning employability support as a stand-alone service, the initiative embedded communication and career development within an integrated partnership model. The presentation will explore how careers educators, learning advisors, and engineering educators combined their complementary expertise to co-design authentic, student-centred learning experiences. It will reflect on the collaborative processes that shaped the workshops' delivery. Student feedback and survey data demonstrate the initiative's impact on students' confidence, communication skills, and employability preparedness.	**[3B4] Make Room: a student-led toolkit for building student self-efficacy through staff partnership and conference co-presenting** *Abigail Bobkowski* Academic conferences are increasingly inviting students to co-present with staff, yet almost no practical guidance exists for how to do this well. Conference stages remain staff-dominated spaces where student voice is often absent or tokenised, a gap that sits outside most Students as Partners (SaP) frameworks, which tend to focus on curriculum and assessment co-design. This session introduces Make Room: a practical toolkit developed through student-staff partnership at the University of Sydney Business School. The practice begins with whole-class partnership routines in undergraduate management units (e.g. co-creating learning outcomes, co-setting norms, and learning by teaching) which build a co-creation mindset before any conference invitation is made. Students are then transparently invited, on an opt-in basis, to co-present post-course, including former students after graduation. The toolkit has six components: an invitation script, a role menu, a shared slide workflow, safety and accessibility checks, a recognition tier system, and a debrief template. Developed through collaborative reflection using Brookfield's four lenses and participant feedback across ten-plus international presentations, the approach has produced observable gains in student	

		The presentation will also offer transferable insights for colleagues seeking to embed employability communication skills into engineering and STEM curricula, while discussing future directions, including incorporating students more directly into co-design and evaluation processes.	confidence, professional communication, and scholarly identity. Educators will leave with a practical implementation plan and access to the full interactive toolkit which is immediately adaptable to their own teaching context, discipline, and events calendar.	