



PEOPLE
IDEAS
IMPACT

30TH
ANNUAL
CONFERENCE

HERGA 2026

Transition, Technology *and* Trust

REFLECT
REIMAGINE
RESEARCH
REALISE

 30 SEPTEMBER 2026

 ADELAIDE UNIVERSITY
ADELAIDE, SOUTH AUSTRALIA

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Acknowledgments



HIGHER EDUCATION RESEARCH
GROUP ADELAIDE

HERGA respectfully acknowledges the Kurna, Boandik, and Barngarla First Nations Peoples and their Elders past and present, who are the First Nations' Traditional Owners of the lands that are home to Adelaide University's campuses across South Australia. We also acknowledge other First Nations lands across Australia with which we conduct business, their Elders, ancestors, cultures and heritage.

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Edward Palmer	Adelaide University
Liu Fei Tan	Flinders University
Voula Tsoutsikos	Flinders University
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Acknowledgments

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ChatGPT was used for the cover design of the book of abstracts

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Peta Callaghan
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Viythia Katharesan
Shashi Nallaya
Ruby Ngoc Nguyen
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Rowaida Sleem
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ADELAIDE UNIVERSITY CAMPUS



Adelaide City Campus East



Accessibility Information

Partly accessible building * Non accessible building **
Step free pathway throughout campus levels, via lifts.
Use Darling ramp and Union House lift to/from Level 4.



Student Assist

Available Monday - Friday, 8:30am - 6:00pm
Hub Central, Level 3, Playford Building, Level 3 and
Nexus 10 (10 Pulteney St), Level 1
1300 877 903



Building	Grid	Building	Grid
9 Gawler Place	J1	Hughes	F3
TIS Grenfell Street	Off Map	Industry House	J10
250 North Terrace*	J7	Inglis Wardli	D6
Australian Institute for Machine Learning	H10	Johnson	B2
Badger	C2	Jordan	B2
Barr Smith Library	D5	Kenneth Willis	F5
Barr Smith South	E5	Kevin Marjoribanks	J7
Basil Hetzel (H)	F8	Lady Symon*	C4
Benham	C5	Ligertwood	G7
Bonython Hall*	G6	Lower Napier	F7
Bonython Jubilee (BJ)	D3	Madley	D3
Briggs, The	C6	Mawson*	B6
Brookman (B)	H8	Mitchell**	G5
Building A	G9	Molecular Life Sciences (MLS)	C7
Centenary (C)	D8	Napier	F7
Darling West*	G3	National Wine Centre (NWC)	J9
Darling*	D4	Nexus 10 Tower	J7
Elder Hall*	F5	Observatory (Child Care Centre)*	D3
Eng & Maths Sciences	G5	Old Classics Wing**	G5
Engineering Annex*	D7	Oilphant	E3
Engineering North	E6	Physics	E3
Engineering South	E7	Playford (P)	F7
Freemason's Hall	J8	Rundle Mall Plaza (RMP)	K1
George Murray*	C4	Santos Petroleum Engineering	C7
Hartley*	D2	Schulz	E2
Helen Mayo North*	C3	Scott Theatre	D2
Helen Mayo South*	D9	Union House	C3
Horace Lamb	E6	Workshop*	F3
Hub Central (Barr Smith South)	E5	Yarrabee House	K10

Tirangakaku respectfully acknowledges the Kaurna, Boandik and Barngarla First Nations Peoples and their Elders past and present who are the Traditional Owners of lands that we call home to our campuses.



FOOD & RETAIL

A wide range of food and retail outlets are available on campus for your convenience. You can explore options here:

<https://adelaide.edu.au/life-at-adelaide/campus-services/eat-drink-on-campus/city-campus-east/>

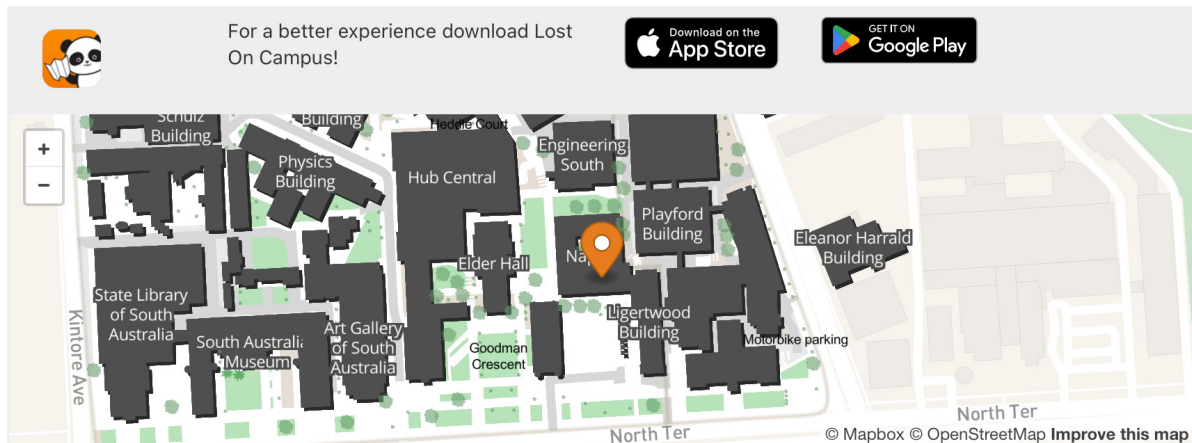


NAPIER BUILDING-ROOM 102 KEYNOTE AND REGISTRATION

Ground Floor: Features the main podium lobby entrance, the Napier G04 Lecture Theatre, and immediate external access to the stairs down to the Lower Napier.

Level 1: Room 102. Lift access and stairs

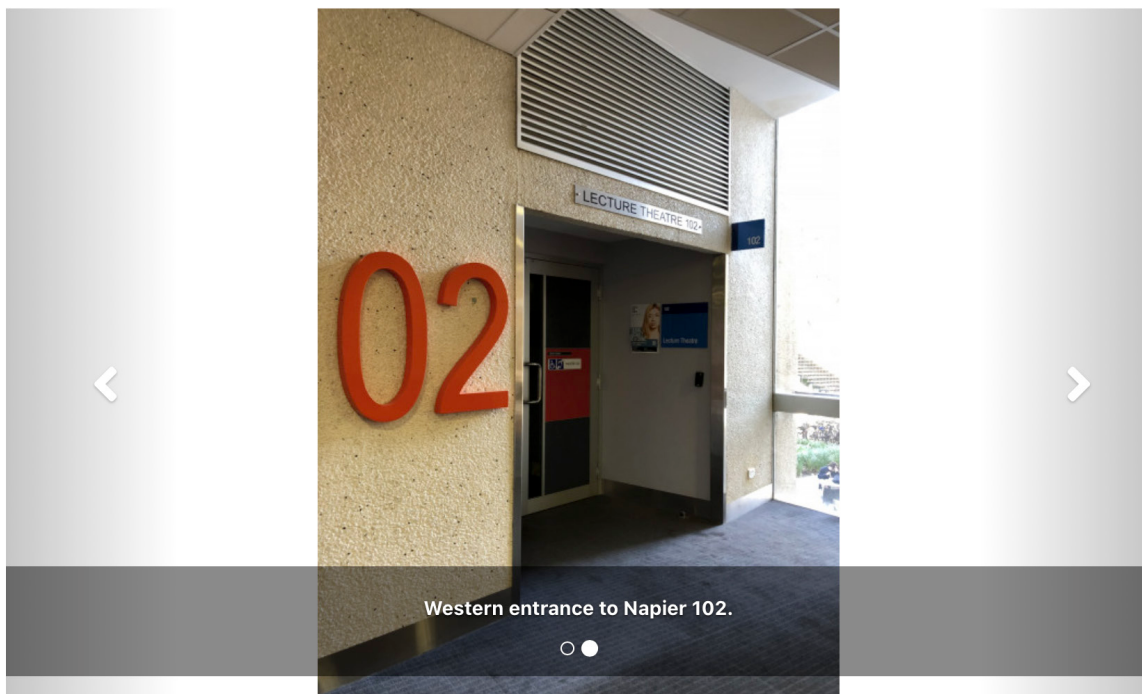
Map from Student VIP



Description

You can't miss this lecture theatre! Both entries have a big 02 sign next to them!

Photos of 102 Lecture theatre



Western entrance to Napier 102.

<https://studentvip.com.au/adelaide-university/city-east/maps/115904>



PARKING AND PUBLIC TRANSPORT

Car parking is expensive in the Adelaide CBD and there is no on-campus visitor car parking. Plan ahead if you intend to drive to the conference.

If you are travelling by public transport, the Adelaide Train Station and Adelaide Metro bus services

Home > Routes and schedules > Timetables





metroCARD log

Routes and schedules

- Timetables
- Network maps
- Service disruptions

Timetables

To find a timetable, you can either type in:

- the route number or name
- a single suburb or major location (e.g. Adelaide Airport)
- a school name, to see [dedicated school buses](#)

Alternatively, you can browse all timetables in the tabs below.

Find out how much you could be saving by switching to public transport using our [savings estimator](#).





WI FI ON CAMPUS

Visitors and Guests connecting to eduroam

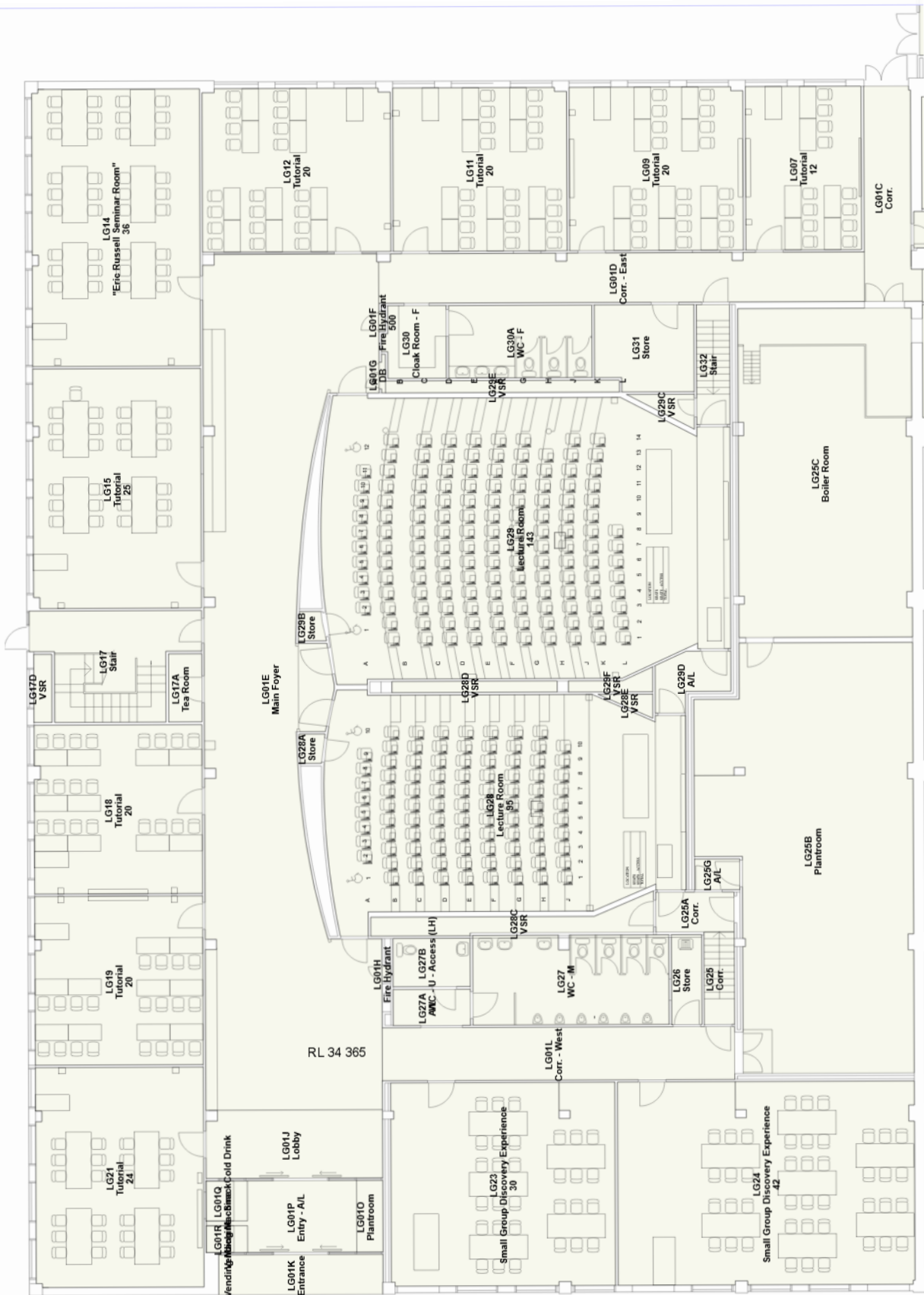
If you are visiting Flinders University from a participating institution you can connect to the **eduroam wireless network** using your login credentials (username and password) and security settings from your home institution.

IMPORTANT

Use of the eduroam wireless network is governed by the Australian eduroam policy and Flinders University's Acceptable use of Information Technology (IT) facilities policy.



LOWER NAPIER BUILDING - PRESENTATIONS/FOOD/SPONSORS



LOWER NAPIER
(K12-NT33)
LOWER GROUND



DURATION		EVENT
8:00	30 MINS	Registration (no tea/coffee) Napier Buildng Foyer
8:30	10 MINS	Opening Address Napier 102 Prof. Katrina Falkner, Pro Vice Chancellor, Learning and Teaching, Adelaide University
8:40	10 MINS	Welcome to Country Napier 102 Robbie Young
8:50	60 MINS	Keynote Napier 102 Prof Cath Ellis, Western Sydney University
9:50	30 MINS	Morning Tea Lower Napier
10:20	100 MINS	Session 1
12:00	20 MINS	Poster Session
12:20	60 MINS	Lunch Lower Napier
12:30	40 MINS	Special Session: How to Write for the Conversation LG28
1:20	100 MINS	Session 2
3:00	20 MINS	Afternoon Tea Lower Napier
3:20	80 MINS	Session 3
4:50	10 MINS	Closing and Drinks

Posters
Lower Napier LG?
Corpus-Based Learning in Health Professional Education: A Scoping Review to Inform Pedagogies in Health. Chinh Ngan Nguyen Le, Tania Crotti, Sandy Maranna
Embedding Career Development Learning in Clinical Laboratory Medicine Placements. Lara Escane, Margaret Alexander, Nalini Klopp, Voula Tsoutsikos
Embedding AI-enabled Professional Practice into Accounting Education. Ling Qin, Yanglan Zu
Ensuring fairness and consistency in theoretical written assessment moderation in nursing and midwifery education: A scoping review. Angela Brown, Sue Sharrad, Lisa Matricciani, Carly Jones, Leah Hoendervanger, Dunya Markovic, Darlene Archer, Joanne Harmon
Mapping graduate career pathways from a generalist degree: using alumni data to inform curriculum renewal and employability-focused pedagogy. Voula Tsoutsikos, Morgan Pearse, Helen Harrison
Enhancing Haematology Education through Practice-Based Learning with the Mindray BC-780. Kiarna Hanlin, Lara Escane, Voula Tsoutsikos, Darren Scott, Lauren Thurgood
Neurodivergent Students' Experiences of Collaborative Learning in Higher Education. Antonella Strambi, Christena Gunther, Erin Kenney, Anne Marshall
Spark: The thinking network. Natarajan Sellaiya

Ses1	LG14	LG15	LG21	LG23	LG18	LG24	LG29
10:20	Workshop: At the speed of trust: A workshop on pairing AI efficiency with supervisory care. Nguyen	Teaching the Mathematics Behind AI: A Transferable Assessment Model. Nguyen	Generative AI as academic-language support, and the uneven distribution of integrity enforcement among international students. Botha, Tan, Appukuttan	Co-creating Global Health Systems Understanding. Bastani, Bassham	Building Trust Through Human–AI Co-Teaching. Maddox, Alozie, Caruana	Cross-Faculty Design for Short-Term International Learning Experiences. Wasow, Arnold, Girolamo	Navigating Resource Constraints in Science Education: Challenges, teacher adaptation, and pedagogical transitions in Papua New Guinea schools. Kolo, Young Kirby, Smallhorn
10:40		GenAI Declarations: integrity compliance measure, trust-building tool, practical skill or nonsense? Heidari, Middleton, Koch	A qualitative analysis of Speech Pathology student and clinical educator views on benefits and limitations of hybrid tele supervision work integrated learning placements. Walker, Bucher	Co-Creating Practice Readiness: Aligning Student, Academic and Employer Perspectives. Herman, Griffin, Usman, Peut	Electric dreams: Inclusive design, enabling pedagogy and fostering meaningful outcomes through digital literacy. Stokes, Pike, Folber	Consultation-informed guidelines for AI use in student placements. Picken, Charlton, Roberts-Thomson, Butler	Do Students Remember Where Information Comes From? Source Memory for AI- Versus Lecturer- Provided Information. Davidson, Maddox, James, Jones
11:00		Beyond Citation: Making Literature Engagement Assessable in Online Education. Kaufmann, Goel, Winchester, Kaur, Bonsu, Liu, Hill	Using Digital Collaboration Technologies to Support Engagement in Large Classes: A Mixed-Methods Evaluation. Keyhanfar, Forbes, Wyatt	Inspiring with Work Integrated Learning experiences within Orientation: CSEP. Frisby, Corcoran, Fewster-Young	Aphantasia and the Higher Education Student: Improving student integrity by understanding the mind's eye. Brady-clark, Clark	Teacher Agency and Professional Trust in AI Education Policy: A Comparative Analysis of China and Australia. Zhang	Weathering stormy seas together: working with and through change. Green, Price, Fay
11:20		Arts-Based Group Assignments in Anatomy: Impact on Learning Outcomes among First year Health Sciences Students. Sleem, Gulyani, Omoya	Ethical Unease: Newly Enrolled University Students' Familiarity and Expectations Regarding Artificial Intelligence. Lee, Palmer	Mechanisms and Supports for Student Mentors: A Students-as-Partners Approach to Transition. Kitchen, Kontra	Factors Associated with Reduced Concentration among University Students Using Social Media and Mobile Phones: A Preliminary System. Eva, Farha, Tortop	How do learning designers enable educational change in complex institutional environments? Stewart-Peters	A human-centred, technology-powered business suite creating social impact: Developing Business curriculum with industry, students and subject matter experts. Simmonds, Johnsam
11:40	Developing and Implementing a Career Readiness Framework for Research Placement Students. Habib, Alexander, Klopp, Escane	Make trust great again: Reclaiming trust in the age of generative AI. Cao	From Participation to Confidence: Using Digital Tools to Support Engagement and Revision in Tertiary Teaching. Sinopoli	From observation to contribution: Building autonomy and professional identity for online post-graduate students through project-based placements. Barnes	Learning in 3D: An Extended Bloom's Taxonomy. Tim Klapdor	Supporting Marker Judgement in the Age of Generative AI: Evaluating a Decision-Making Flowchart for Academic Integrity Assessment. Maddox, Hosken, Kemps, Enright, Wickham, Christian	
12:00	Poster Session (LG28)						

Ses3	LG28	LG21	LG15	LG14	LG24	LG23	LG18
3:20	Building trust in Teaching and Learning Units: Insights from a multi-institutional study. Nallaya, Boitshwarelo	Bridging Distance: Sustaining Authentic Engineering Education for Regional and Remote Learners Through a Hybrid Teaching Model. Shakar, Marshall, Rampersad	Developing Institutional Capability for Assurance of Learning in Higher Education: The RAMMP (Risk Assessment, Mitigation and Monitoring Process). Cury, Johnsam, Butterworth, Mostafa	Workshop: Vibe-TEL: A Hands-On Workshop for Building Digital Learning Tools That Last. Costabile, Davey, Tan	Reflective Peer Observation in Allied Health Higher Education: A Scoping Review. Maio, Harmon, Tziavrangos, Healy, Brown	Porous pedagogy: Ten principles for the use of generative AI, informed by government, industry, and community standards. Cao	Workshop:Building Student Cognitive Engagement Profiles in Asynchronous Text-Based Communication. Liu, Jayasinghe, Kaur, Li, Kankanamalage
3:40	Working with Change: Policy, Shared Curriculum and Curriculum Transformation in Australian Higher Education. Jacob	Nudging Beyond Student Engagement: Do Nudges Improve Students' Sense of Belonging? Enright, Christian, Maddox, Davey, Perrota	Learning Portfolios: implementing a new assessment format at scale in first year biology courses. Coulson, Hunter, Fahy		Developing Communication and Teamwork Skills Through Authentic Learning: A Student-led event initiative. Kitchen	Beyond Quick Fixes: Towards Sustainable Integration of Generative AI in Science Education. Gandhi	
4:00	Student perspectives on wellbeing in study completion: insights from an enabling education program. Velautham, Hames	MATERIAL MATTERS: Materials Labs as Embodied Archives in Post-Digital Design Education. Crane, Proud	Grades didn't tell me this: What capability-level rubric data reveals about student performance in a course that permits AI use. Korolkiewicz, Fewster-Young		Comparing Traditional and Multisensory Learning Approaches for Teaching the Skeletal System: A Post-Test Study. Sleem, Diaz	Identifying predictors of success in a changing environment: data to help build a diverse and representative health workforce. Barry, Tsoutsikos, Harrison	
4:20	From Prompt to Performance: Examining the Effects of Generative AI Training on Student Assessment Outcomes. Jones, Maddox, Davidson, James	Keeping it Weird in WIL; Adapting a systems thinking approach to challenges in asynchronous learning in Work Integrated Learning. Trott, Vincent, Hobbs	Flinders University’s approach to assuring quality of learning in the age of artificial intelligence. Norris, Butterworth, Picard, Hood, Teoh, Chipperfield		Honours research-in-progress assessments: From in-class presentations to authentic researcher experiences. Jarldorn, Toone	Supporting student accountability through staged peer evaluations in large first year classes. Holyoak	
4:40	Closing (LG 28) and Drinks (Taikunthi - Union House, Level 5)						



OPENING KEYNOTE SPEAKER

Professor Cath Ellis

Western Sydney University

Professor Cath Ellis is the Pro Vice-Chancellor Quality and Integrity at Western Sydney University. Professor Ellis is one of the world's leading experts on academic integrity and contract cheating. In 2019 the Times Higher Education named her as one of their People of the Year for her work in this area and also achieved the Principal Fellowship status with Advance HE. She has leadership expertise in educational strategy, academic governance, regulatory compliance, and quality assurance and enhancement in higher education in both Australia and the United Kingdom. Professor Ellis also worked with the Australian Government's Tertiary Education Quality and Standards Agency (TEQSA) on a short course and masterclasses on detecting and investigating contract cheating.



OPENING KEYNOTE PRESENTATION

The End of Academic Integrity? Three Provocations for Higher Education in the Age of Generative AI

The arrival of widely accessible Generative AI has created one of the most significant disruptions higher education has faced. In a breathtakingly short period of time, it has challenged established assumptions about teaching, assessment, learning and the role of the university itself. Such moments do not merely require adjustment; they require us to transform some of our most fundamental assumptions.

In this keynote, I offer three provocations for higher education leaders and practitioners.

First, I argue that the rise of Generative AI has prompted a paradigm change. I explore how this has challenged existing ways of thinking and consider why attempts to preserve familiar approaches might prove inadequate in times of disruptive change.

Second, I suggest that the rise of GenAI has prompted an imperative to return to purpose. As traditional indicators of learning become less reliable, academic judgement has become more, not less, important; the ability of educators to make informed judgements about learning, standards and graduate capability is now central to the educational enterprise.

Finally, I question whether the traditional concept of academic integrity remains fit for purpose. Now AI tools are a routine feature of both study and work, concerns about whether students used AI are becoming less important than whether graduates can demonstrate the knowledge, skills and judgement their qualifications claim.

Together, these provocations offer an invitation to consider how higher education might respond: not with incremental adjustments, but with a renewed focus on purpose, judgement and trustworthiness in an GenAI-enabled world.

Acknowledgement of GenAI use: After drafting the abstract and title myself I used suggestions offered by Co-Pilot pro to adjust the wording of the title and the abstract to improve clarity and to make it more concise.



Conference Abstracts

1. Preserving Academic Meaning under Performative Pressures: Professional Trust and Identity in Saudi Higher Education. Ahmed Ali Alhazmi
2. Building continuity through partnership: connecting pathway and university students in a shared Academic Integrity Ambassador model. Gabriel Azpilcueta, Claudia Gottwald
3. From observation to contribution: Building autonomy and professional identity for online post-graduate students through project-based placements. Catherine Barnes
4. Identifying predictors of success in a changing environment: data to help build a diverse and representative health workforce. Christine Barry, Voula Tsoutsikos, Helen Harrison
5. Co-creating Global Health Systems Understanding: A Cross-Cultural Student–Staff Partnership in Transnational Health Education fostering trust and listening differently. Peivand Bastani, Jane Bassham
6. Authenticity and World Building in Critical Studies of Screen and Performance Cultures. Peter Beaglehole, Claire Whitley
7. Listening to an unrecognised equity group: refugee-background students and their diverse, non-linear pathways into higher education. Snjezana Bilic, Heidi Hetz
8. Generative AI as academic-language support, and the uneven distribution of integrity enforcement among international students. Werner Botha, Liu Fei Tan, Binoy Appukuttan
9. Aphantasia and the Higher Education Student: Improving student integrity by understanding the mind's eye. Anne Brady-clark, Mel Clark
10. Ensuring fairness and consistency in theoretical written assessment moderation in nursing and midwifery education: A scoping review. Angela Brown, Sue Sharrad, Lisa Matricciani, Carly Jones, Leah Hoendervanger, Dunya Markovic, Darlene Archer, Harmon Joanne
11. "I despise AI, but I think people should be allowed to use it": Student ambivalence and the negotiation of GenAI in a permitted psychology assessment. Peta Callaghan, Sarah Halliday
12. Make trust great again: Reclaiming trust in the age of generative AI. Benito Cao
13. Porous pedagogy: Ten principles for the use of generative AI, informed by government, industry, and community standards.. Benito Cao
14. From Familiarisation to Co-Design: Students as Partners in a One Welfare Social Work Placement. Jennie Charlton, Chika Kamada
15. Learning through Case-Based Pedagogy and Concept Mapping: A Practice-Based Reflection. Yuh Ping Chong, Mehrnaz Keyhanfar
16. Late Night Help at the Lab Bench: Generative AI as a 24/7 Tutor in Remote Engineering Laboratories. Hugh Considine, Hooman Nikmehr, Muhammad Hussain, Andrew Nafalski
17. Vibe-TEL: A Hands-On Workshop for Building Digital Learning Tools That Last. Maurizio Costabile, Sarah Davey, Kuan Liung Tan
18. Vibe-TEL: A Small-Scale, Educator-Led Framework for Building Digital Learning Tools That Last. Maurizio Costabile, Sarah Davey, Kuan Liung Tan
19. Learning Portfolios: implementing a new assessment format at scale in first year biology courses. Michelle Coulson, Adrian Hunter, Olivier Fahy
20. MATERIAL MATTERS: Materials Labs as Embodied Archives in Post-Digital Design Education. Nathan James Crane, Ebony Proud
21. Development of a Virtual Reality tool for CT training in Medical Radiation Science. Lisa Cunningham, Andrew Cunningham
22. Developing Institutional Capability for Assurance of Learning in Higher Education: The RAMMP (Risk Assessment, Mitigation and Monitoring Process). Rubiana Cury, Rajesh Johnsam, Lauren Butterworth, Salmin Mostafa
23. Small Squares, Lasting Impact: Sustaining Academic Practice Through Teaching Squares. Kathy Darzanos, Nicola Eastaff-Leung, Amanda Bridgewater
24. Do Students Remember Where Information Comes From? Source Memory for AI- Versus Lecturer-Provided Information in Assessment Contexts. Amanda Davidson, Georgina Maddox, Georgia James, Jessie Jones

25. Purposeful Translanguaging: A Pedagogical Approach to Tertiary Christian Ministry Education, Training and Formation for Culturally and Linguistically Diverse Student Cohorts. Ian Dicks
26. Nudging Beyond Student Engagement: Do Nudges Improve Students' Sense of Belonging?. Ali Enright, Matt Christian, Georgina Maddox, Yvette Davey, Nicolas Perrota
27. Embedding Career Development Learning in Clinical Laboratory Medicine Placements. Lara Escane, Margaret Alexander, Nalini Klopp, Voula Tsoutsikos
28. Factors Associated with Reduced Concentration among University Students Using Social Media and Mobile Phones: A Preliminary Systematic Literature Review. Nur Eva, Ghitsna Nadila Farha, Hasan Said Tortop
29. Inspiring with Work Integrated Learning experiences within Orientation: CSEP. Debbie Frisby, Paul Corcoran, Nick Fewster-Young
30. Beyond Quick Fixes: Towards Sustainable Integration of Generative AI in Science Education. Manvi Gandhi
31. Authentic Development and Integration of Artificial Intelligence (AI) in Postgraduate Education. Gretchen Geng, Leigh Disney
32. Factors influencing higher education students use of Generative artificial intelligence for learning and assessments. Alexander Gerrie, Janet Kelly, Danielle Pollock, Rebecca Munt, Sebastian Facchin-Young
33. Conversational Assessment: Not just a Solution to AI. Matthew James Gray
34. Weathering stormy seas together: working with and through change. Corinne Green, Emma Price, Erin Fay
35. Radical Hope: Building a Better Future for HE Research with LEGO Serious Play. Chad Habel
36. Developing and Implementing a Career Readiness Framework for Research Placement Students. Ali Habib, Margaret Alexander, Nalini Klopp, Lara Escane
37. Who Reflects? The hidden curriculum of reflective practice in enabling education. Jane Habner, Lauren Butterworth, Grace Chipperfield, Katharine Perrotta
38. Enhancing Haematology Education through Practice-Based Learning with the Mindray BC-780. Kiarna Hanlin, Lara Escane, Voula Tsoutsikos, Darren Scott, Lauren Thurgood
39. Co-Creating Practice Readiness: Aligning Student, Academic and Employer Perspectives. Tash Herman, Michelle Griffin, Asrath Usman, Sharon Peut
40. Supporting student accountability through staged peer evaluations in large first year classes. Nicholas Holyoak
41. Embedded questions in online videos improved student performance in a first-year biology exam. Adrian Hunter, Olivier Fahy, Michelle Coulson
42. Working with Change: Policy, Shared Curriculum and Curriculum Transformation in Australian Higher Education. Tarosh Jacob
43. Perceptions of Generative AI Use in University Assessment: Comparing Self, Peer, and Institutional Expectations. Georgia James, Georgina Maddox, Jessie Jones, Amanda Davidson
44. Honours research-in-progress assessments: From in-class presentations to authentic researcher experiences. Michele Jarldorn, Kate Toone
45. Immersive Learning Experiences: A Hands-On Workshop for Integrating Virtual Sites and Labs Across STEM Education. Ruchini Jayasinghe, Shokry Abdelaal, Rhoda Abadia, Thilini Jayawickrama, Shekh Rubaiyat, Danda Li, John Hicks
46. From Prompt to Performance: Examining the Effects of Generative AI Training on Student Assessment Outcomes. Jessie Jones, Georgina Maddox, Amanda Davidson, Georgia James
47. Beyond Citation: Making Literature Engagement Assessable in Online Education. Uwe Kaufmann, Kavita Goel, Donald Winchester, Amanpreet Kaur, Christiana Osei Bonsu
48. When AI Sounds Right: Assessing Judgement in GenAI-Supported Finance Assessment. Uwe Kaufmann, Kavita Goel
49. Using Digital Collaboration Technologies to Support Engagement in Large Classes: A Mixed-Methods Evaluation. Mehrnaz Keyhanfar, Briony E. Forbes, Amy R. Wyatt
50. Developing Communication and Teamwork Skills Through Authentic Learning: A Student-led event initiative. Eliza Kitchen
51. Mechanisms and Supports for Student Mentors: A Students-as-Partners Approach to Transition. Eliza Kitchen, Samantha Kontra
52. Learning in 3D: An Extended Bloom's Taxonomy. Tim Klapdor
53. GenAI Declarations: integrity compliance measure, trust-building tool, practical skill or nonsense?. Heidari, Haemish, Koch (under Koch in program)
54. Navigating Resource Constraints in Science Education: Challenges, teacher adaptation, and pedagogical transitions in Papua New Guinea schools. Issac Kolo, Jeanne Young Kirby, Masha Smallhorn

55. Grades didn't tell me this: What capability-level rubric data reveals about student performance in a course that permits AI use. Malgorzata Korolkiewicz, Nicholas Fewster-Young
56. Corpus-Based Learning in Health Professional Education: A Scoping Review to Inform Pedagogies in Health. Chinh Ngan Nguyen Le, Tania Crotti, Sandy Maranna
57. Ethical Unease: Newly Enrolled University Students' Familiarity and Expectations Regarding Artificial Intelligence. Daniel Lee, Edward Palmer
58. Pragmatic Acceptance: A Recurrent Cross-Sectional Study of University Students' Perspectives on GenAI. Daniel Lee, Edward Palmer
59. Building Student Cognitive Engagement Profiles in Asynchronous Text-Based Communication. Sisi Liu, Ruchini Jayasinghe, Rupinderdeep Kaur, Danda Li, Hansani Thanippuli Kankanamalage
60. AI-Enhanced Drawing Pedagogy in Online and Hybrid Design Education. Jurate Julia Lumsden, Arianna Vignati, Scott Skipworth
61. Building Trust Through Human-AI Co-Teaching: Exploring Relational Pedagogy to Support Sustained Engagement with Course-Specific AI Agents. Georgina Maddox, Chidozie Alozie, Nathan Caruana
62. Supporting Marker Judgement in the Age of Generative AI: Evaluating a Decision-Making Flowchart for Academic Integrity Assessment. Georgina Maddox, David Hosken, Eva Kemps, Ali Enright, Sarah Wickham, Matt Christian
63. Reflective Peer Observation in Allied Health Higher Education: A Scoping Review. Jordana Maio, Joanne Harmon, Veronica Tziavrangos, Tara Healy, Angela Brown
64. From crisis response to institutional capability: Emerging AI governance architectures in Australian universities. Eddie Major
65. Beyond Listening: Reimagining International Student Support Through Partnership, Belonging, and Shared Responsibility. Louisa Matwiejczyk, Kacie Dickinson
66. Industry consultation for authentic assessment and industry-ready graduates: a case study from two online undergraduate health courses. Nicole Miller, Naomi Burn, Talia Blythman
67. The CAT: Making Constructive Alignment Accessible Through Iterative Design. Paul Moss, Sasikala Rathnappulige
68. Developing Partnerships with Escape Rooms and Game Based Learning. Patricia Muncey, Michele Jarldorn, Benjamin Altieri, Benjamin Bull
69. Building trust in Teaching and Learning Units: Insights from a multi-institutional study. Shashi Nallaya, Bopelo Boitshwarelo
70. W(h)ither 'the essay' in higher education: Mapping use and meaning across first-year disciplines. Kristin Natalier, Katharine Perrotta, Jane Habner, Lauren Butterworth
71. Teaching the Mathematics Behind AI: A Transferable Assessment Model. Amy Nguyen
72. At the speed of trust: A workshop on pairing AI efficiency with supervisory care. Ruby-Ngoc Nguyen
73. Institutional Trust in Multi-Campus Higher Education: Technology, Organisational Change and Staff-Student Experience. Natalie Nilsen
74. Flinders University's approach to assuring quality of learning in the age of artificial intelligence. Matthew Norris, Lauren Butterworth, Michelle Picard, Cassandra Hood, Kung-Keat Teoh, Grace Chipperfield
75. Student-led teaching awards as feed-forward: Thematic analysis of nominations to inform educator development. Michelle Picard
76. Consultation-informed guidelines for AI use in student placements. Simone Picken, Kimberly Charlton, Alice Roberts-Thomson, Mary Butler
77. Embedding AI-enabled Professional Practice into Accounting Education. Ling Qin, Yanglan Zu
78. Avatar-supported oral assessment conversations: Exploring authenticity, scalability and assessment validity in AI-enabled higher education. Rozi Binte Rahmat, Mohamed Danial
79. Exploring the use of Generative AI for formative feedback in collaborative speaking tasks: Student perceptions and pedagogical implications. Natasha Sarooshi
80. Spark. The thinking Network. Natarajan Sellaiya (abstract last page)
81. Bridging Distance: Sustaining Authentic Engineering Education for Regional and Remote Learners Through a Hybrid Teaching Model. Omar Shakar, Andrew Marshall, Giselle Rampersad
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83. From Participation to Confidence: Using Digital Tools to Support Engagement and Revision in Tertiary Teaching. Elvio Sinopoli
84. Comparing Traditional and Multisensory Learning Approaches for Teaching the Skeletal System: A Post-Test Study. Rowaida

85. Arts-Based Group Assignments in Anatomy: Impact on Learning Outcomes among First year Health Sciences Students. Rowaida Sleem, Aarti Gulyani, Oluwatomilayo Omoya
86. How do learning designers enable educational change in complex institutional environments? Ella Stewart-Peters
87. Electric dreams: Inclusive design, enabling pedagogy and fostering meaningful outcomes through digital literacy. Jennifer Stokes, John Pike, Thomas Folber
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Session Abstracts

Preserving Academic Meaning under Performative Pressures: Professional Trust and Identity in Saudi Higher Education

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(1) Working with change

Performance systems in universities do more than measure academic work: they shape which contributions become visible and which academic selves are recognised as legitimate. This raises a question of professional trust. When institutions privilege publication counts, rankings, and auditable outputs, do they still trust academics to exercise judgement about teaching, research, and supervision? Research has shown how performativity and changing policy environments reshape academic autonomy and identity (Ball, 2003; Clegg, 2008; Henkel, 2005), but less is known about how academics preserve meaning when institutional recognition becomes narrower than the work they value.

This paper reports a constructivist grounded theory study based on 27 semi-structured interviews with academics from seven Saudi public universities and 22 disciplines. Interviews were conducted and analysed in Arabic through initial coding, focused coding, constant comparison, theoretical sampling, and memo writing. The analysis identifies a core problem termed meaning–recognition disjunction: a divergence between institutionally rewarded performance and academics’ understandings of educationally worthwhile work. This disjunction was experienced through value misalignment, temporal impossibility, and fragmentation of the academic vocation.

Participants responded through three forms of meaning-preserving identity work. Values anchoring located professional judgement in integrity, responsibility, and service. Bridge-building reconnected domains separated by institutional systems, including research and teaching, global knowledge and local need, and theory and practice. Institutional citizenship expanded academic contribution through mentoring, programme development, and capacity-building. These processes produced guarded professional coherence when supported institutionally, but fragmented endurance when sustained through personal sacrifice.

The paper argues that professional trust is not secured by reducing accountability. It depends on whether evaluation systems leave room for academic judgement and recognise multiple forms of educational contribution. The findings offer a culturally grounded account of academic agency during rapid institutional change and suggest that trust is strengthened when measurement remains subordinate to educational purpose rather than becoming its substitute.

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None supplied



Session Abstracts

Building continuity through partnership: connecting pathway and university students in a shared Academic Integrity Ambassador model

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(3) Students and partnership

The higher education sector has undergone profound changes in recent decades, leading to the introduction of new teaching and learning approaches as alternatives to traditional university education (Mercer-Mapstone, 2020). Chief among these are Students as Partners (SAP) approaches, which position students as co-creators of learning experiences, emphasising shared responsibility (Suart et al., 2023) in the creation of knowledge and the sharing of expertise (Ansari, 2026). These collaborative models have also shown considerable potential for promoting academic integrity through peer-led initiatives (Gravett et al., 2020), particularly as generative AI reshapes students' academic practices (Davis & Goldin, 2026).

This presentation explores how two independently developed student partnership initiatives evolved into a cross-unit collaboration that supports international students throughout their transition into university by bringing together students and staff from the award-winning AU Academic Integrity Ambassador Program and the Integrity Ambassador Program at the English Language Centre (ELC), a department at Adelaide University that prepares international students for direct entry to the University. The collaboration has created a pathway for ELC ambassadors to transition into the university program, alongside opportunities for ambassadors from both programs to jointly design and deliver academic integrity initiatives.

The session will outline the collaborative approach adopted with the common aim of supporting students as they transition into AU, creating opportunities for student voice and greater continuity in how academic integrity is understood and discussed across the transition from pathway study into university. It will also critically reflect on some of the challenges encountered in putting student partnership into practice. These include sustaining student engagement beyond initial enthusiasm, supporting students to exercise the voice and agency they are given, coordinating communication and availability across students and staff, working within limited staff resources, and balancing genuine student voice and agency with institutional expectations and what is practically achievable. Rather than staff describing the initiative, current and former ambassadors from both programs will jointly reflect on their experiences of designing, delivering, and sustaining peer-led integrity initiatives.

Through discussion and interaction, participants will consider the potential of cross-unit partnership models to strengthen academic integrity during students' transition into university and beyond. The session will encourage critical discussion of the opportunities, tensions and challenges of building collaborative, student-led approaches that promote belonging, academic integrity, and continuity of support from pathway education into university.

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Session Abstracts

From observation to contribution: Building autonomy and professional identity for online post-graduate students through project-based placements

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(3) Students and partnership

Work-integrated learning is recognised as essential in professional education, yet the quality of placements strongly shapes what students learn and contribute. Traditional placement models often provide valuable exposure to workplace practice, but may position students primarily as observers. This can limit opportunities for autonomy, decision-making and meaningful professional contribution, key attributes sought by postgraduate placement students.

This presentation explores a project-based placement model in the online postgraduate Information Management Program at Adelaide University. The program's approach to professional preparation is informed by accreditation requirements and expectations of the Australian Library and Information Association, Australian Society of Archivists and RIMPA Global. Although students complete their coursework online, the placement itself is undertaken within a professional workplace, either with an external host organisation or the student's existing workplace. Students undertake a defined project with clear deliverables, allowing them to apply professional knowledge in an authentic organisational context rather than participate primarily as observers. The placement is supported by project management learning, enabling students to scope, plan, implement and evaluate their work within a structured academic and professional framework.

The presentation is informed by student experiences, host feedback, placement outcomes and literature highlighting the need for flexible, diverse and authentic WIL practices that respond to postgraduate students' prior experiences and prepare them for complex professional futures (Lyons et al., 2022). It also draws on research into project-based WIL as a mutually beneficial model in which universities, students and industry partners collaborate around shared expectations, practical outcomes and employability development (Lubbe & Svensson, 2024).

Professional trust is an important element of sustainable WIL partnerships (Burley, 2021). The presentation considers whether responsibility for a professional project can support students to develop confidence, autonomy and professional identity, while enabling host organisations to recognise students as capable contributors. Host feedback has indicated that students demonstrate job-ready skills and deliver meaningful professional outcomes, while a number of students have subsequently secured employment following their placement.

These outcomes are encouraging, but project-based placements also require attention to the boundary between authentic professional contribution and unpaid productive labour. Academic oversight, appropriate project scoping, professional supervision and explicit learning outcomes are therefore important in ensuring that organisational benefit does not displace the educational purpose of the placement.

The presentation argues that the value of project-based WIL should be assessed primarily through student learning, professional development and transition into practice. It will be relevant to educators seeking to strengthen professional identity, student transition and university–industry partnerships, particularly in online postgraduate programs.

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Session Abstracts

Identifying predictors of success in a changing environment: data to help build a diverse and representative health workforce

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(1) Working with change

Background: Supporting the success of increasingly diverse students is a widespread priority as many governments seek to significantly expand higher education participation (Australian Government, 2024a; New Zealand Ministry of Education, 2024; Woo, 2024). National higher education data in Australia has identified predictors of academic success and course completion, including academic, demographic, and institutional factors, with distinct predictors in competitive-entry and health-related fields (McKenzie & Schweitzer, 2001). Updated evidence is needed to evaluate admissions and curriculum reforms aimed at promoting inclusion and building a representative healthcare workforce. Therefore, this project aimed to identify predictors of academic success and course progression in undergraduate studies in the College of Medicine and Public Health at Flinders University.

Methods: De-identified student data were obtained from existing university systems. Statistical analysis, including chi-square, ANOVA and multiple regression, was undertaken in PRISM. Data for students commencing 2015-2019 and 2021-2024 were compared due to significant changes in admissions criteria and curriculum delivery. Results are presented as mean±standard error.

Results and significance: Students commencing 2021-2024 (418±18 per year) were most frequently female (67%±1%), aged < 20 years (45%±2%), Australian citizens (93%±2%), admitted based on secondary or higher education (84%±6%), and attending full-time (87%±1%) and on campus (63%±6%). Compared to the 2015-2019 cohort, students commencing 2021-2024 were more likely to be aged > 20 years ($p<0.0001$), international citizens ($p<0.01$), studying online ($p<0.0001$), and having a home residence interstate ($p<0.001$) or in an outer regional or remote area ($p<0.001$). First-year attrition increased from 12%±1% to 17%±2.5%. Increased odds of attrition were associated with age 25-29, international citizenship, part-time study and non-traditional entry pathways. First-year grade point average (GPA) was higher for the 2021-2024 cohort. Predictors of lower GPA included non-English home language, part-time enrolment, online study, international citizenship, non-traditional entry pathway and low socioeconomic status but not age.

Significance: Data-informed evaluation is critical to identify the impacts of admissions and curriculum reforms aiming to broaden access and bridge achievement gaps for diverse students.

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Not provided by the authors



Session Abstracts

Co-creating Global Health Systems Understanding: A Cross-Cultural Student–Staff Partnership in Transnational Health Education fostering trust and listening differently

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(3) Student and partnership

(5) Small scale innovation that lasts

Internationalisation in higher education creates opportunities for collaborative, partnership-based learning beyond traditional knowledge transmission (Leask, 2013; Healey, Flint, & Harrington, 2014). This study explores how students co-created an understanding of global health systems through a cross-cultural teaching approach in a Master of Hospital Administration program delivered collaboratively between Australia and China.

The topic, International Healthcare Systems, was delivered to approximately 300 students using a bilingual, interactive format incorporating comparative policy analysis, case-based discussions, and group presentations. Students from diverse healthcare professions and regions across China examined global health systems and reforms, with particular attention to China's evolving primary healthcare system. They were encouraged to connect international frameworks to local policy and practice contexts. Small-group activities enabled participants to compare experiences across healthcare settings, fostering trust, collaboration, and shared learning.

Adopting a student–staff partnership lens, this study draws on quantitative and qualitative student evaluation data to examine how learning was co-constructed. Survey results indicated high levels of engagement, with more than 80% of respondents strongly agreeing that expectations were clear and the learning experience was worthwhile. Qualitative feedback highlighted the value of interactive discussion, peer exchange, and applying global perspectives to local realities. Students moved beyond passive learning to actively construct knowledge by listening to international perspectives and analysing diverse healthcare experiences within China.

Findings suggest that large-scale cross-cultural teaching can be effectively designed as a partnership model in which students act as co-creators rather than recipients of knowledge. This has important implications for international and transnational education, particularly in health systems and policy disciplines where contextual understanding and critical thinking are essential.

This paper contributes to the Scholarship of Teaching and Learning by presenting a scalable student–staff partnership model in global health education, highlighting the role of cross-cultural learning environments in fostering trust, engagement, critical analysis, and collaborative knowledge construction (Mercer-Mapstone et al., 2017).

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Session Abstracts

Authenticity and World Building in Critical Studies of Screen and Performance Cultures

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(2) A turning point for assessment

Assessment of Screen and Performance cultures can focus on written artefacts including reporting and writing in specific genres, such as review, and the essay. Generative AI technologies disrupt assessment of written artefacts, often resulting in informal judgement of the written works' verisimilitude. Consequently, notions of authenticity are widely adopted to inform assurance models in higher education (see Sridharan & Mustard, 2015, p.4), but when the learning environment does not neatly mirror industry contexts, this is contested.

In Screen and Performance studies, there is a tradition informing pedagogy by unpacking lived experience. Stacy Wolf emphasises that pleasure is a way in because students are already fans of what they consume. This is honoured in teaching by seeing preferences as 'socially contingent, historically grounded and,[...] "habitus-based"' (2007: 55) – unpacking this habitus is a pathway to critical thinking.

Elsewhere, Cary Mazer argues students who adopt a professional identity can be prompted to discover new ideas when they identify future audiences are 'hungering for revelations and new insights' (2003: 137). More recent work similarly emphasises the "presumed familiarity" (Corrigan 2015) students have with visual media as a tool for critically analysing their relationship to cinema, as both spectators and as aspiring practitioners (Brooks & Perkins 2026).

This presentation connects these approaches to pedagogy with practical examples of assessment design in first, second and third level topics to demonstrate the ongoing value of written assessment and how it is enhanced by assurance and authenticity through mutual world building.

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Session Abstracts

Listening to an unrecognised equity group: refugee-background students and their diverse, non-linear pathways into higher education

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(3) Students and partnership

(2) A turning point for assessment

Students from refugee backgrounds face numerous challenges in accessing and navigating higher education within the Australian context. This includes interrupted education, navigating university systems, developing academic and English language skills, and balancing family responsibilities with study (Baker & Irwin, 2021, Baker et al. 2018). Research on diverse educational pathways into higher education in Australia is emerging (e.g., Naidoo et al., 2015; Baker et al., 2018), yet little captures the complexity of refugee-background students' non-linear journeys from enabling programs into university. This study draws on interviews with ten refugee-background students enrolled in a pathway program at the Pathways College, Adelaide University. The narrative approach was employed as the analytical framework for interpreting the interview data. This approach proved particularly valuable, as participants' personal narratives offered, in Riessman's (2008) terms, 'windows' into their lived experiences.

The findings show that participants arrive to university pathway programs with highly diverse educational, employment, and life experiences. While these students share characteristics with recognised equity groups—such as low socioeconomic status, being first-in-family, and linguistic and cultural diversity—they also experience additional challenges not fully captured by existing categories, including disrupted or limited prior education and significant caring responsibilities. Despite these barriers, students demonstrate strong motivation, resilience and hope, drawing on their strengths to pursue their desired degrees and future careers. Unlike efforts to support recognised equity groups in higher education, holistic institutional supports for refugee-background students are often inadequate or non-existent. Students' personal and educational challenges need to be recognised and addressed, and we argue for holistic institutional approaches to the provision of academic and pastoral care supports as they transition into university. We argue that critical enabling pedagogies help recognise refugee-background students' strengths and funds of knowledge, building on practices successfully used with diverse cohorts experiencing educational disadvantage.

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Session Abstracts

Generative AI as academic-language support, and the uneven distribution of integrity enforcement among international students

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(4) Technology in learning

(2) A turning point for assessment

AI literacy has recently been theorised as a developmental, transdisciplinary capability (Hackl et al., 2026). In contrast to this theorising, Australian regulation appears to govern generative AI (GenAI) principally as a policing of academic integrity and award value (TEQSA, 2023, 2025), and its differential impact across student cohorts is largely still under-examined (Bittle & El-Gayar, 2025).

We combine a survey of 462 students at an Australian university with its academic-integrity case records for 2022–2026. Students were found to use GenAI mainly as a comprehension and planning scaffold, but use divided sharply by student status. International students reported heavier use across all thirteen tasks surveyed, with the cohort gap widening as tasks became more language-dependent and closing on tasks of general academic self-regulation. International students also anticipated greater disruption were GenAI unavailable. Integrity case records show international students over-represented in every year, 2022–2025, with commencing students at twice the continuing rate, and 62.4% of cases closing without a misconduct finding.

Our findings indicate that policies currently construe AI literacy as integrity-supporting behaviour and not yet as developmental capability, and enforcement at recruitment scale distributes procedural burden unequally onto international and non-English-speaking-background (NESB) students.

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Session Abstracts

Aphantasia and the Higher Education Student: Improving student integrity by understanding the mind's eye.

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(5) Small-scale innovation that lasts

Aphantasia - the deficit of a 'mind's eye' - is a field of research which has been increasing in past years. This roundtable showcase presents preliminary research on how students with aphantasia may be at a disadvantage when interpreting classroom and assessment instructions. According to Zeman et al. (2024) aphantasia can be acquired after a brain injury but is usually congenital. People with aphantasia may lack sensory and visual imagery, but they do not lack metacognition, rather they may have a separation in the neural networks with deficiency in the ventral pathway (Keogh & Pearson, 2017).

The Australian Universities Accord (2024) identifies the need to embed generic skills, such as increasing effective means of communication between staff and student. Preliminary research was undertaken in the enabling education space by asking students to do a quick visual exercise. Students were asked to imagine an elephant and then to imagine the elephant was wearing a hat. Students were then asked to describe the hat. On average, 5% of students could not imagine the elephant nor the hat. Informal results indicate that students with aphantasia are common in almost every higher education classroom. The Aphantasic Network (2026) states that 1-4% of the world's population have aphantasia. Aphantasic students expressed increased confidence in asking for clarification or a visual example of the task, rather than falling behind. Building on Sir Francis Galton's initial research into mental imagery (Keogh & Pearson, 2017), aphantasic research has continued.

The preliminary research of this informal study indicates that students with unknown aphantasia may be at risk of retention due to emotions of inadequacy when comparing themselves to peers. To better understand aphantasia, participants will undertake two aphantasic mental imagery tests to discover where they are on the mental imagery spectrum. Results will be discussed with each other (5 mins) explaining the differences of the spectrum from hyperphantasia (vivid imagery recall) through to aphantasia (no imagery recall).

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Session Abstracts

Ensuring fairness and consistency in theoretical written assessment moderation in nursing and midwifery education: A scoping review

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(2) A turning point for assessment

Aim: To synthesise the available literature and identify the processes, practices and challenges associated with the moderation of undergraduate theoretical written assessments in nursing and midwifery education.

Background: Assessment moderation is essential for promoting fairness, consistency and quality assurance in higher education. However, achieving consistency can be challenging, particularly when moderation involves large teaching teams. The absence of a synthesis of moderation processes and practices within nursing and midwifery education represents a significant knowledge gap.

Methods: A scoping review was conducted following Arksey and O'Malley's (2005) five-stage framework. Medline, PubMed, Scopus, JBI Best Practice, Embase, OVID Nursing, OVID Emcare, Education, ERIC and grey literature were searched through OVID, Scopus, ProQuest and PubMed interfaces. Primary studies, discussion papers and reports were included when they addressed nursing and midwifery higher education faculty, moderation practices and processes, and undergraduate theoretical written assessments.

Evidence: Fourteen studies spanning 37 years were included. Eight interconnected patterns were identified: the evolution of faculty-led moderation design; building shared judgement through calibration and standardisation; strengthening the consistency of academic judgement; monitoring and evaluating moderation processes; responding to external drivers; promoting equity and a positive student experience; recognising the influence of human factors; and addressing material and resource constraints.

Contribution: This review provides insight into the processes, practices and challenges experienced by nursing and midwifery academics when moderating undergraduate theoretical written assessments. The findings support the development of clearly documented and consistently applied moderation frameworks that incorporate early calibration of academic judgement, shared assessment standards, ongoing evaluation and consideration of student equity. These practices may strengthen assessment reliability, support academic teams and improve transparency for students.

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Not provided by the authors



Session Abstracts

“I despise AI, but I think people should be allowed to use it”: Student ambivalence and the negotiation of GenAI in a permitted psychology assessment

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(2) A turning point for assessment

The rapid proliferation of Generative Artificial Intelligence (GenAI) tools has destabilised long-standing assumptions about authorship, academic integrity, and the relationship between written work and demonstrated learning, forcing educators, institutions, and students alike to renegotiate what assessment is for and what it can legitimately measure (Dawson et al., 2024; Corbin et al., 2025).

This paper reports findings from a mixed-methods study examining undergraduate psychology students' experiences of using – or choosing not to use – GenAI in a permitted critical essay assessment, alongside markers' experiences of assessing the resulting work. Quantitative analysis of grade data (N = 199) revealed no significant difference in performance between students who declared GenAI use and those who did not, though non-users showed a tendency toward higher grade bands – a finding with direct implications for the design of assessments requiring genuine higher-order thinking. Analysis of AI-use declarations, coded using a seven-level schema, suggests that mid-level use dominated, with very little declared higher-level use – a pattern that may reflect normative alignment with institutional expectations rather than actual practice (Gonsalves, 2025).

Qualitative thematic analysis of student and marker survey responses revealed pervasive ambivalence as the defining feature of student sense-making, interpreted through Collective Symbolic Coping theory (Wagner et al., 2002) as characteristic of a divergence phase in which competing interpretations of a disruptive technology coexist. Students framed GenAI as simultaneously inevitable and ethically fraught, calling for institutional guidance as professional literacy rather than restriction. Markers, meanwhile, observed improvements in surface writing quality accompanied by a homogenisation of academic voice, a finding that complicates straightforward narratives of GenAI as either threat or tool, and raises underexplored questions about what markers are actually assessing when authorial voice is flattened.

These findings have direct implications for assessment design, GenAI literacy pedagogy, and institutional policy, and make a case for approaching this turning point not with prohibition or uncritical adoption, but with deliberate, evidence-informed integration.

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Session Abstracts

Make trust great again: Reclaiming trust in the age of generative AI

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(2) A turning point for assessment

Trust is the invisible infrastructure of society. It enables cooperation, underpins institutions, sustains professions, and reduces the need for constant monitoring. Higher education occupies a distinctive place within this social ecosystem: society entrusts universities with preparing graduates who possess not only disciplinary knowledge and technical competence, but also the capacity and disposition to act appropriately when direct oversight is impossible.

The rapid adoption of generative artificial intelligence (GenAI) has precipitated a crisis of trust in higher education. GenAI challenges assumptions about authorship, assessment validity, and academic integrity while raising broader concerns about educational processes. Institutions and educators are understandably concerned about assurance of learning. Yet responses centred on detection, surveillance, and control risk reinforcing suspicion, creating adversarial relationships between educators and students, and eroding the very trust that is essential to learning, professional formation, and the functioning of society.

This paper argues that responses to GenAI should begin with the creation of trusting learning environments in which verification supports, rather than substitutes for, trust. Drawing on Luhmann's account of trust as a means of managing uncertainty (1979), Fukuyama's conception of trust as social capital (1995), and Curzon-Hobson's articulation of a pedagogy of trust (2002), the paper positions trust as both a condition for learning and an intended educational outcome. Students should be trusted as emerging professionals while being given opportunities to demonstrate the competence, judgement, and integrity that make such trust warranted.

The paper contributes to existing debates on AI ethics and assessment by positioning trust as a central lens through which the purposes and practices of assessment in the GenAI era can (and should) be reconsidered. It proposes reframing assessment from detecting untrustworthy behaviour to cultivating trustworthiness. Verification remains essential for accreditation and assurance of learning but should operate within educational environments characterised by trust, transparency, dialogue, responsibility, and mutual respect. The purpose of higher education is not merely to certify knowledge, but to produce graduates whose judgement, character, and actions justify the trust placed in them.

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Session Abstracts

Porous pedagogy: Ten principles for the use of generative AI, informed by government, industry, and community standards.

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(1) Working with change

(2) A turning point for assessment

This presentation outlines ten principles guiding the use of generative artificial intelligence (GenAI), and their corresponding instructions, informed by current standards across industry, government and community organisations that employ graduates from Social Sciences degrees. As governments, businesses, and community organisations integrate GenAI tools into their workflows, their responsible use is becoming an essential skill (Portocarrero Ramos et al, 2025). Student engagement with these tools during their academic years should align with workplace standards to ensure they remain relevant and prepare students for their future careers (Bowles & Kruger 2023). This project seeks to promote that alignment by familiarising students with GenAI principles and directives they will encounter in professional settings. The title of the project (porous pedagogy) reflects this fluid exchange between academic and professional practices.

The research involved gathering publicly available documents from more than fifty organisations and analysing their policies, guidelines, principles, and governance frameworks concerning the use of GenAI. Organisations were selected to represent the professional contexts in which Social Sciences graduates work: Australian government bodies at federal, state, and local levels; federal and state courts and judicial entities; major banks and consultancy firms; and national and international organisations. The documents were examined comparatively to identify recurring concerns, principles, and expectations regarding responsible GenAI use. The data was tabled in categories subject to the different organisational types, enabling comparison across different institutional and professional contexts. This analysis of the dataset revealed ten core principles: explainability, transparency, privacy, fairness, humanity, accountability, reliability, contestability, compliance, and sustainability.

These principles emerged through systematic tabulation of the frequency and substantive recurrence of terms and concepts across the documented risks, concerns, guidelines, and governance frameworks. By identifying and bringing these principles together and providing a synthetic definition for each, the project makes visible a common set of expectations that is otherwise distributed across different organisational and professional contexts. In addition, the project translates the principles into clear and actionable instructions (DOs and DON'Ts) that students can follow when using GenAI during their academic studies. This porous pedagogy connects institutional and professional expectations with everyday educational practice, supporting students to develop responsible GenAI practices that are academically appropriate and aligned with the evolving requirements of their future workplaces.

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Session Abstracts

From Familiarisation to Co-Design: Students as Partners in a One Welfare Social Work Placement

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(3) Students and partnership

Social work programs face increasing challenges in securing high-quality placement opportunities while preparing students for contemporary practice. The Mental Health Pathways to Practice Project (MHPPP) was established to increase placement capacity and support workforce development through innovative university–community partnerships. This student and social work supervisor co-presented presentation describes the development of the Safe Pets Safe Families placement and explores how the students engaged as partners in the co-design of placement learning within an emerging area of social work practice. Research-based field education and partnership pedagogies highlight the value of engaging students as active contributors to community organisations, organisational development, and authentic learning experiences rather than passive recipients of pre-designed placements (Nagaddya & Stout, 2023).

Situated within a One Welfare framework, the placement gave students opportunities to explore the interconnections between human wellbeing, animal welfare, and community participation (García Pinillos et al., 2016). Rather than entering a fully prescribed placement, students completed a structured familiarisation phase before working with university and community partners to identify learning opportunities aligned with student interests, organisational priorities, and placement requirements. Activities subsequently developed through this process included community engagement, advocacy, resource development, service improvement, and research-informed projects.

Emerging outcomes were examined through an iterative process of reflection, review and adaptation throughout placement. Evidence was drawn from routine placement learning and assessment processes, including reflective accounts, supervision discussions, learning activities, placement assessments, project outputs and verbal feedback from Safe Pets Safe Families regarding student progress. Students and the supervisor used these sources to consider what was working, identify areas for development, and adapt learning activities and placement processes as the placement evolved. This ongoing process provided a basis for identifying recurring areas of learning and development and examining how student contributions informed the evolving placement model. Academic in-reach, reflective supervision, peer learning, and a dedicated university learning day supported the integration of theory, research, and practice, and encouraged critical reflection on developing professional social work identity.

Early findings indicate development in students' confidence, professional identity and understanding of social work within a One Welfare context, alongside increased opportunities for students to exercise agency in shaping their placement learning. Students' contributions have also informed the ongoing development of placement activities and the learning process, indicating reciprocal outcomes for students, the university and Safe Pets Safe Families. The presentation will combine program-level learning with student experience to critically consider the opportunities and challenges of co-design in field education.

The placement demonstrates how student partnership and university-community collaboration can build placement capacity, support workforce development, and create innovative learning opportunities in emerging areas of social work practice.

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Session Abstracts

Learning through Case-Based Pedagogy and Concept Mapping: A Practice-Based Reflection

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(5) Small-scale innovation that lasts

(2) A turning point for assessment

Background: A persistent challenge in higher education is fostering student engagement with conceptually complex materials. Drawing on our experience coordinating a medical science topic within the College of Medicine and Public Health at Flinders University, Point-of-Care Testing: Application, Management and Effectiveness, this study aims to explore the impact of case-based pedagogy and concept mapping in enhancing engagement while maintaining industry relevance. Our study is grounded in Constructivist Learning Theory, which suggests that learners effectively assimilate knowledge through a dynamic mental process involving the integration of existing conceptual understanding with new information (Gogus A, 2012). This aligns with a recent study demonstrating the educational value of clinical case-based concept mapping as a tool that encourages learners to apply knowledge in problem-solving (Chong et. al., 2026).

Methods: Informed by the literature, we introduced clinical case-based concept mapping into the syllabus to scaffold higher order thinking and the development of students' critical thinking skills. To reinforce industry relevance, laboratory resources were co-developed with industry partners at the Flinders International Centre for Point-of-Care Testing (POCT) and Abbott POCT to further strengthen the links between theory and practice. Assessment tasks were aligned through a focus on patient data interpretation and clinical reasoning. A total of 100 undergraduate students were taught using this redesigned approach in 2025. All students were invited to complete a voluntary, anonymous online survey at the end of the semester to evaluate their learning experience and quality of teaching. Quantitative and qualitative data from the survey together with students' grade distributions were analysed pre (2024) and post (2025) intervention.

Results: Our data reveal that the cohort in 2025 perceived the learning resources were of high quality and developed their ability to think critically, with a concomitant increase in overall course satisfaction by 44%. The cohort passed the topic with an average score of 73.8%, consistent with academic performance in previous years.

Conclusions: This study highlights the practicality of authentic, case-based learning and concept mapping in supporting meaningful learning in conceptually demanding disciplines. Future research involving diverse student cohorts across disciplines would be beneficial to further extend the value of case-based concept mapping in enhancing academic outcomes and complement the evolving industry demands.

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Session Abstracts

Late Night Help at the Lab Bench: Generative AI as a 24/7 Tutor in Remote Engineering Laboratories

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(4) Technology in learning

Remote laboratories are well established in engineering education as a way to give students flexible access to authentic practical work, but access alone does not guarantee supported learning. Remote laboratories sit within a long-running comparison of hands-on, simulated and remote laboratory modes, where the value of each mode depends on the educational objectives being considered (Ma & Nickerson, 2006; Nedic, Machotka, & Nafalski, 2003). This presentation reports an innovation in the Remote Laboratory NetLab: the integration of generative AI into an existing online electrical engineering laboratory to provide just-in-time formative support.

NetLab allows students to configure real electrical circuits and use real instruments remotely. Earlier work added a rule-based supervisor that could detect common errors such as short circuits, open circuits and oscilloscope configuration problems (Considine & Nafalski, 2022). While this system was fast, low-cost and contained within university systems, it was limited when students asked natural-language questions requiring explanation or troubleshooting advice. To address this limitation, ChatGPT was connected to the existing NetLab chat function through a Python interface. The system passes both the student's question and the XML representation of the configured circuit to the AI model, allowing feedback to be generated in relation to the student's actual experiment.

The evaluation compared responses from the rule-based supervisor and ChatGPT using practical circuit scenarios, including a low-pass filter with a deliberate short circuit, and 18 previously recorded student questions that the rule-based supervisor had not answered satisfactorily. Responses were evaluated against a structured rubric covering relevance, correctness and level of detail, with correctness explicitly considering hallucinated or erroneous information. ChatGPT produced more specific and actionable feedback, with 80% of responses rated "very useful" and the remaining 20% rated "partially useful".

The presentation contributes to the HERGA theme of Technology in Learning by demonstrating how generative AI can be embedded within an existing remote laboratory support system rather than used as a disconnected chatbot. The findings suggest that AI can provide additional just-in-time formative support when immediate human assistance may not be available. The study does not position AI as a replacement for human teaching or judgement; rather, it highlights the need to combine AI-generated guidance with appropriate human oversight while maintaining accuracy, privacy and clear assessment boundaries (Lo, 2023).

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Not provided by the authors



Session Abstracts

Vibe-TEL: A Hands-On Workshop for Building Digital Learning Tools That Last

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(5) Small-scale innovation that lasts

Educators routinely identify gaps that well-designed digital tools could address, yet many lack the programming expertise, development support, or budget to build and sustain them. Vibe-TEL (Vibe Technology-Enhanced Learning) was developed to close this gap. The name adapts “vibe coding”, an approach in which a person directs generative AI in plain language while the AI writes the code. In Vibe-TEL, educators supply the content knowledge and pedagogical expertise while generative AI supports technical implementation across three phases: Visualise, Build and Evaluate. The framework is grounded in TPACK (Mishra & Koehler, 2006) and has been evaluated through an educational design research approach (McKenney & Reeves, 2019) against four established quality criteria: relevance, consistency, practicality and preliminary effectiveness (Nieveen & Folmer, 2013).

In this hands-on workshop, participants will apply the Vibe-TEL cycle to their own teaching contexts. No programming experience is required; attendees only need to bring a laptop and a teaching problem. In the Visualise phase, participants will frame a gap from their own practice as a tool specification. In the Build phase, they will use free generative AI platforms to prototype a bespoke, customisable resource. In the Evaluate phase, they will apply an Expert-in-the-Loop quality process, drawing on discipline knowledge to identify outputs that are technically functional but pedagogically flawed. Prototypes will be showcased for peer feedback, and we will demonstrate deployment into a learning environment. By the end of the session, participants will be able to specify, build, quality-assure and deploy a small-scale digital learning tool, and will leave with a working prototype and a repeatable process for sustaining small-scale innovations in their own settings.

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Session Abstracts

Vibe-TEL: A Small-Scale, Educator-Led Framework for Building Digital Learning Tools That Last

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(5) Small-scale innovation that lasts

(2) A turning point for assessment

Educators routinely identify learning gaps that a well-designed digital tool could close, but lack the programming skills or budget to build one. We present Vibe-TEL, a three-phase methodology that uses generative AI as “synthetic technical knowledge”, allowing educators to supply content and pedagogical expertise while GenAI provides implementation. The framework is grounded in TPACK (Mishra & Koehler, 2006), treating the “Educator-Developer Gap” as a deficit in the technological knowledge domain. Using an educational design research (EDR) approach (McKenney & Reeves, 2019), the framework was evaluated against four established quality criteria (relevance, consistency, practicality and preliminary effectiveness; Nieveen & Folmer, 2013) through a proof-of-concept case study: a biochemistry mathematics simulator built in roughly three hours, using free GenAI tools, by a non-programming subject expert.

Critically, quality assurance operated at two levels. During the build, the builder applied disciplinary understanding to each GenAI output through an “Expert-in-the-Loop” process, identifying results that were functionally correct but needed pedagogical refinement. The completed tool was then independently evaluated by two colleagues, both award-winning educators. Three expert judgements across building and evaluation provide investigator triangulation. The tool was deployed via LMS upload at a fraction of the time and cost of traditional development. We argue this evidences not just a novel method, but a sustainable model for small-scale innovation: interventions sized to a single course or cohort, built by the educator who understands the problem best. Several further tools have since been built using the framework, suggesting the model persists beyond one-off use, and the current EDR cycle is assessing their learning-outcome effectiveness.

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Session Abstracts

Learning Portfolios: challenges and recommendations for implementing an unfamiliar assessment format at scale

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(2) A turning point for assessment

Here we share our experiences of designing, implementing and refining a learning portfolio assessment to support first year undergraduate students towards achieving course learning outcomes for content-heavy biology courses. This assessment format was chosen because of the potential to directly support students' learning and also their transition to university life by encouraging engagement with peers in face-to-face classes and also independent study. However, with this assessment type being new to the small teaching team, and new for the many hundreds of students, this was a daunting and somewhat risky task.

Learning portfolios are a broad assessment type with diverse interpretations and applications (Klenowski, Askew & Carnell, 2006). Built around compilations of pieces produced by the learner to demonstrate professional skills and learning outcomes, learning portfolios normally have reflection as a central feature. Reflections are usually about personal and/or professional growth on the learning journey, for example in professional development (Trevitt, Stocks & Quinlan, 2012), or education students reflecting on how observed and practised classroom experience affect their preparation for professional practice (Hamilton, 2020). Another dimension of learning portfolios can be presentation of work serving as a record or development and mastery. These most common contexts are different to our context.

We have modified these ideas to design an assessment for newly redeveloped courses in first year biology. These courses are large and have diverse student cohorts from many different degrees. The intent of the "Workshop Learning Engagement Portfolio" assignment is to support both student engagement and progress towards mastery. We will give the course coordinator and instructor perspective of the first implementations, including submission rates and marker experience, and discuss grades and outcomes. We will also present initial student comments and feedback, and reflect on the challenges and future iterations.

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Session Abstracts

MATERIAL MATTERS: Materials Labs as Embodied Archives in Post-Digital Design Education

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(4) Technology in learning

As architectural knowledge is increasingly translated into vast database logic and digital formats, the conditions through which it is produced, stored, and transmitted are undergoing profound change. Cramer (2015) describes the post-digital condition not as a rejection of digital tools but as the messy, mixed reality that follows their normalisation, one in which analogue and digital practices coexist rather than compete.

This presentation takes up that condition to examine on-site materials labs in design education, positioning them not simply as pedagogical facilities but as critical sites where architectural memory is continually re-enacted. We argue that materials labs function as embodied, living archives. Where digital systems privilege speed, scalability, and abstraction, these spaces sustain the kind of tacit, situated intelligence that Polanyi (1966) identified as knowledge we hold without being able to fully articulate. Spaces where knowledge surfaces through direct, repeated encounter with matter. Karana et al. (2015) have shown how materials experience operates as a formal educational concern in its own right, and we extend this into an architectural register, treating translation, the movement of artefacts across formats, as a generative and lossy process rather than a neutral one.

The emergence of machine learning systems sharpens this concern. Trained on vast, decontextualised datasets, these systems produce outputs that are fluent yet epistemically unstable, detached from material origin. We propose materials labs as a counterpoint: sites where knowledge remains anchored in process, resistance, and sensory feedback rather than abstract representation alone.

For pedagogy specifically, this reframes what a meaningful outcome looks like across face to face and online modes of teaching. Rather than positioning digital and physical learning environments in competition, we propose materials labs as a hinge between them, a site that gives online and hybrid students something to return to and gives face to face teaching a counterweight to purely representational tools. Extending the notion of an embodied archive into a broader knowledge ecology, the presentation offers design educators a practical model for technological integration that remains grounded in trust in the material and the tacit.

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Session Abstracts

Development of a Virtual Reality tool for CT training in Medical Radiation Science

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(4) Technology in learning

Background: Virtual reality (VR) has long held a place in radiation therapy (RT) education, with the Virtual Environment for Radiotherapy Training (VERT) system providing a virtual linear accelerator since 2007 (Vertual Ltd, Hull UK). VR-based learning has proven effective in bridging the theory–practice gap for undergraduate RT students (1). While several VR solutions exist for other RT technologies, including CT, these are often non-immersive, limited by the cost of the hardware and software, and face accessibility challenges (2). At Adelaide University, an in-house immersive VR solution for CT simulation has been co-designed and developed through a cross-disciplinary collaboration with information technology students as part of an IT capstone project.

Content: Working alongside educators and students, the project team developed a prototype VR training tool aimed at improving student familiarity and confidence with the CT simulation process. The simulations allow for continuous, self-paced training with randomised scenarios to enhance understanding of key CT concepts and workflow. Over a 15-week development period, a concept demonstrator was produced and evaluated through end-user feedback.

Conclusion: The VR environment provides an authentic, interactive learning experience incorporating hand tracking to suit non-technical users. A learning and teaching grant has been awarded to further develop the VR tool in 2026. It will be integrated and evaluated in an undergraduate course semester 1 2027, with the goal of enhancing student preparedness for clinical CT simulation practice.

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Session Abstracts

Developing Institutional Capability for Assurance of Learning in Higher Education: The RAMMP (Risk Assessment, Mitigation and Monitoring Process)

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(2) A turning point for assessment

The rapid emergence of GenAI has accelerated calls for assessment reform, but the challenge extends beyond AI itself. It has exposed broader questions about how universities assure learning, support assessment design, and build institutional capability for continuous improvement. While many institutional responses have focused on classifying assessments according to risk (e.g., two-lane approaches; Bridgeman et al., 2024), less attention has been given to practical processes that enable academics and institutions to evaluate, strengthen and monitor assessment design.

This paper introduces the Risk Assessment, Mitigation and Monitoring Process (RAMMP), a systematic approach designed to strengthen assurance of learning by combining institutional risk monitoring with academic capability development. RAMMP positions it as an ongoing design process in which academics are active designers of assessment quality. The process guides Topic/Unit Coordinators through iterative cycles of risk assessment, mitigation and monitoring, recognising that assessment risk is shaped not only by assessment type, but also by supervision, technology use, authenticity, and deliberate integration of risk mitigation strategies. Importantly, mitigation strategies are conceptualised not as reactive responses to academic integrity concerns, but as design features that strengthen confidence in student learning while fostering authentic, discipline-appropriate assessment. RAMMP is supported through institutional infrastructure, including risk mapping tool, staff development workshops, exemplars and monitoring processes, that aims to build capability rather than simply demonstrate compliance. Together, these resources are expected to create a shared language and systematic process for continuous improvement, generating evidence to inform both topic- and program-level assurance of learning.

The presentation outlines the conceptual foundations of RAMMP, its implementation within a business school, and the opportunities and challenges of translating assessment reform into sustainable institutional practice. It argues that the future of assurance of learning lies not in detecting academic misconduct, but in developing academic capability to design educationally robust, contextually authentic and resilient assessments (Bennett et al., 2017; Tham et al., 2023). In doing so, RAMMP reframes assessment reform as a process of institutional learning, where quality assurance becomes a catalyst for educational innovation. Although its initial implementation is context-specific to a business school, RAMMP's underlying principles are potentially transferable across disciplines. The paper demonstrates how institutions can move beyond compliance and academic integrity concerns by embedding systematic processes that strengthen assessment design, assurance of learning, and academic capability.

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Session Abstracts

Small Squares, Lasting Impact: Sustaining Academic Practice Through Teaching Squares

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(5) Small-scale innovation that lasts

Sustaining meaningful academic professional development during periods of institutional change remains a significant challenge in higher education. Large-scale initiatives often require substantial resources, highlighting the need for small, sustainable innovations that support reflective practice, collegiality, and continuous improvement. Teaching Squares (TS) offer a low-stakes, non-evaluative model of professional development that encourages peer support, collaborative learning, and self-reflection within a supportive and trusted environment (Atkins et al., 2018). This model provides accessible opportunities for engagement across all stages of an academic career, including continuing and casual staff (Hattam & Weiler, 2021).

A Teaching Square brings together a small group of academics with the intention of observing one another in practice and engaging in structured reflection. However, rather than evaluating their colleagues, participants reflect on their own teaching by observing others' practice, creating opportunities to adopt new instructional strategies, challenge assumptions, and strengthen pedagogical approaches (Friedman et al., 2022). By doing so, participants gain practical insights into teaching and learning, developing self-confidence, and growth.

The benefits of participating in a TS extend beyond the teaching role itself; enabling interdisciplinary connections, encouraging the sharing of pedagogical approaches, and creating opportunities for networking, informal mentoring, and leadership development. A TS provides a trusted space for reciprocal observation and peer-led reflection and a culture of continuous improvement and teaching excellence.

This presentation will showcase TS as an example of innovation that has evolved, drawing on experiences from its implementation at UniSA, and now its continuation into Adelaide University. We show how a simple, low-cost model grounded in peer observation and reflection can be sustained over time, transferred across contexts, and embedded within academic communities. Teaching Squares' ongoing success demonstrates that small, trusted interventions can create lasting benefits for individuals, teams, and institutions.

Looking forward, Teaching Squares offer opportunities for sustainable growth by encompassing National and International higher education institutions. Exploration of the impact on teaching quality, academic engagement, and student outcomes could give insight into the scalability of TS for professional development. The emphasis on reflection, trust, and collegiality shows that TS is a constructive and meaningful way to create lasting impact for both academics and the students they teach.

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Session Abstracts

Do Students Remember Where Information Comes From? Source Memory for AI- Versus Lecturer-Provided Information in Assessment Contexts

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(1) Working with change

(2) A turning point for assessment

As generative artificial intelligence (Gen-AI) becomes increasingly embedded in higher education, concerns extend beyond information accuracy to students' ability to identify and attribute the source of information used in academic work. Academic integrity relies not only on remembering information, but also on remembering where that information originated (Macfarlane et al., 2014). While students may accurately recall content encountered during learning, source-monitoring theory (Johnson et al., 1993) suggests they may be less able to identify whether that information came from a human educator or a Gen-AI system (Schaper et al., 2023). Understanding these processes is critical given the growing integration of AI-generated content into assessment and learning activities and the potential consequences of source confusion for information verification, critical evaluation, and academic integrity.

Using a within-subjects design (N = 55) our study examined recognition memory accuracy and source memory for information presented by both a human educator and an AI agent in an assessment context. Prior to the assessment, participants were presented with peer-reviewed information provided by either a human-educator or an AI agent and were instructed to incorporate this information into their case study response. Following submission, participants completed a 40-item memory recognition test to assess both accuracy and source memory attribution.

Preliminary findings indicated no differences in recognition memory accuracy, with students equally accurate at recognising previously presented facts regardless of whether the information was attributed to an AI agent or a human lecturer. However, students showed significantly poorer source memory for AI-provided information. These findings suggest that students may accurately remember information encountered during learning while struggling to remember where it came from, highlighting a potential challenge for information verification and academic integrity in AI-supported educational contexts.

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Session Abstracts

Purposeful Translanguaging: A Pedagogical Approach to Tertiary Christian Ministry Education, Training and Formation for Culturally and Linguistically Diverse Student Cohorts

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(5) Small scale innovation that lasts

Purposeful Translanguaging draws on multilingual and code-switching pedagogies. It refers to the practice of using a person's full linguistic repertoire to enable them to understand, interpret, conceptualise, and communicate ideas (Blum and Kim, 2025: 2; Paxton, 2009: 3). This paper argues that it offers an effective and equitable response to the needs of Culturally and Linguistically Diverse (CALD) students seeking tertiary qualifications.

Although Australia's tertiary sector is culturally diverse (Dang and Vu, 2020: 295), this diversity is not reflected equally across tertiary institutions and courses. At Tabor College, Adelaide, low CALD student enrolment in Christian ministry awards does not indicate a lack of interest. Interviews with CALD pastors in 2026 confirmed interest in tertiary-level Christian ministry education but identified English as a barrier. English functions as an admission requirement, the medium of instruction, the classroom language, and the language of assessment (CALD pastor interviews, 2026). Consequently, some students for whom English is an additional language are unable to enter tertiary courses, while others pursue alternative pathways or withdraw, despite having prior theological education, ministry experience, and cultural knowledge.

Purposeful Translanguaging addresses these barriers by intentionally engaging students' "full linguistic repertoires" throughout the education, training and formation process (Heugh et al., 2019: 12). It treats prior learning, language repertoires, and cultural experiences as "funds of knowledge," and as assets for learning and formation (Moll et al., 1992: 133; Heugh et al., 2019: 12). Drawing on translanguaging theory, Vygotsky's socio-cultural theory of learning, and multilingual education research, this paper proposes same-language discussion groups, multilingual glossaries, bilingual learning journals and scaffolded movement from first-language reflections to second-language English articulation as means of overcoming barriers. Research in tertiary contexts indicates that such practices can increase class participation, deepen conceptual understanding, enable expression of knowledge and support the achievement of learning outcomes (Paxton, M. J. I. 2009: 11-12). Purposeful Translanguaging therefore offers a sound pedagogical approach for wider CALD participation in tertiary education that supports students achieving learning outcomes and integrating learning and formation.

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Session Abstracts

Nudging Beyond Student Engagement: Do Nudges Improve Students' Sense of Belonging?

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(4) Technology in learning

(2) A turning point for assessment

Student engagement reliably predicts academic success, whereas non-engagement is associated with poorer outcomes, including lower academic performance and higher non-completion rates. Nudging, that is, sending targeted email messages to non-engaged students, has been shown to effectively re-engage students (Brown et al., 2023a, 2023b). However, little is known about whether nudges influence factors beyond engagement, such as students' sense of belonging. Receiving a nudge that includes an offer of support may help students feel valued and connected to their learning community, and the nudge message itself may further strengthen belonging if it normalises non-engagement and invites re-engagement in a supportive, relational way. Although existing research demonstrates that nudges improve engagement (Brown et al., 2023a, 2023b), almost no work examines how the content of nudge messages shapes belonging, suggesting that current practice may not fully leverage nudging as a relational tool. Here, we tested whether modifying the nudge message within an established university nudging protocol could better support student success by influencing both engagement and belonging.

First-year psychology students completed an online learning module on metacognition and were told they would return one week later for a short quiz. During the intervening week, students were randomly allocated to receive either the university's standard nudge message or a social nudge that incorporated language designed to normalise non-engagement, emphasise shared experience, and highlight the relational benefits of reconnecting with learning. Belonging was measured via the Higher Education Belongingness Scale (HEBS; Williams et al., 2018) immediately after the learning module and again at the quiz session to assess whether receiving a nudge, and the type of nudge, shaped changes in belonging. Results showed that students' baseline belongingness levels predicted the need for a nudge, with those with higher belongingness less likely to need one than those with lower belongingness. Thematic analyses of student feedback on the nudge message showed that students reported a significantly more positive experience with the social nudge than with the standard nudge. This positive experience did not translate into a statistically significant difference in post-nudge belongingness across nudge conditions. This work shares insights into nudge message framing.

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Session Abstracts

Embedding Career Development Learning in Clinical Laboratory Medicine Placements

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(2) A turning point for assessment

Work integrated learning (WIL) in clinical diagnostic laboratories provides authentic professional immersion; however, career development learning is often implicit and inconsistently articulated by students. This project describes the redesign of fourth-year Laboratory Medicine placements to embed structured career development learning through an integrated assessment framework.

Elements of the framework have since been adopted within research-based placement, demonstrating transferability across disciplinary contexts and reinforcing the scalability of embedding career development learning within authentic workplace curricula.

Existing assessments were refined and aligned to nationally informed career learning capabilities (National Careers Institute, 2022), creating a sequenced pathway comprising scaffolded weekly reflections, a structured reflective synthesis report, and an option-based e-Portfolio evidencing professional capability. Reflection prompts are developmentally staged across placement, consistent with assessment design principles positioning feedback and reflection as central to learning (Boud & Molloy, 2013), enabling students to recognise progression in professional identity, judgement, and readiness for practice. The e-Portfolio provides professionally aligned artefact pathways, supporting diverse expressions of capability.

Outcomes demonstrate visible and measurable translation of WIL into professional mobility. Students have adapted assessed case studies for professional scientific communication bursaries, presented research at health network forums, and secured graduate employment within diagnostic laboratories. Structured mentoring, delivered in partnership with alumni industry professionals, supports authentic networking, professional dialogue and confidence in workplace settings.

By making career capability explicit, assessable and developmental across placement, this approach enhances student agency, employability articulation and professional self-efficacy, contributing to real-world graduate mobility in biomedical education.

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Session Abstracts

Factors Associated with Reduced Concentration among University Students Using Social Media and Mobile Phones: A Preliminary Systematic Literature Review

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(4) Technology in learning

University students frequently use social media and mobile phones during learning, leisure, and interpersonal communication. This preliminary systematic literature review examined recent evidence concerning factors associated with reduced concentration among digitally connected university students and explored potential implications for practice and future research.

The review followed PRISMA 2020 reporting principles. A Mendeley literature search using the terms “Social Media Use” and “Reduced Concentration” identified 336 records published between 2021 and 2025. After removing 33 records outside the predefined period, 303 records were screened. Thirty-two non-journal records were excluded, 271 reports were sought for retrieval, and 269 could not be retrieved as full text. Consequently, only two cross-sectional studies were included.

The Kuwait study directly assessed mobile-phone-related health complaints among 780 higher-education students. It found that 51.2% reported poor concentration, while longer daily phone use ($OR = 1.686$, $p = .008$) and mobile-phone use in bed ($OR = 5.765$, $p = .002$) were associated with poor concentration. The Jordan study did not directly assess social media exposure or concentration but provided contextual evidence that migraine, sleep disturbance, stress, noise, bright light, severe pain intensity, and aura were associated with disability among university students.

Taken together, the limited evidence suggests that prolonged and bedtime mobile-phone use may be relevant to concentration, potentially through sleep disturbance and headache-related difficulties. However, conclusions must be interpreted cautiously because only one included study directly measured concentration, both studies were cross-sectional, and most potentially relevant reports could not be retrieved. Causal inferences are therefore not warranted.

Future systematic reviews should employ broader database searches, verified indexing, and more rigorous retrieval procedures, while future primary studies should use objective measures of digital-device use and longitudinal or experimental designs. Potential areas for practice include scheduled device-free study periods, bedtime phone separation, notification management, and sleep-hygiene education.

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Not provided by the authors



Session Abstracts

Inspiring with Work Integrated Learning experiences within Orientation: CSEP

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(3) Students and partnership

The first year is pivotal for student success (Castleman and Meyer, 2017) so a good start is imperative. However, commencing students have concerns such as flexible university environments, differing academic demands and forming new social networks (Thompson et al., 2021). Unfortunately, traditional orientation can be a passive introduction to university life, peers and community (Fitz-Walter et al, 2014) and so the result may be a superficial introduction.

From 2019-2025, Construction Management academics combined Experiential and Authentic Learning (EAL) to designed an orientation that transformed the previously traditionally brief, staid and information-dense delivery into an engaging and value-added experience. Thus, the Construction Management orientation became a two-day EAL program known as the Construction Student Engagement Program (CSEP) that integrates traditional information delivery (Day 1) with interactive field trips to construction sites (Day 2). CSEP aims to actively engage students and foster a meaningful connection to their learning environment and chosen career.

The field trips expand orientation into a Work Integrated Learning environment allowing students to become exposed to industry practice at the outset of their student journey. Industry partners each provide a construction site and staff to host students on visits. Students engage with each other, during bus transport to sites, as well as on site with industry staff and academics who provide narrative, guidance and answer questions about the project. Students don Personal Protective Equipment and step onto sites giving a personal experience of the roles and working environments.

This study aims to assess CSEP effectiveness for participants (55) over 3 programs through themes of belonging and acceptance, analysing academic performance and retention between participants and non-participants. Between 2023 & 2025, the CSEP students completed a qualitative evaluation survey that was then complemented by a quantitative analysis of student Grade Point Average (GPA) and retention for Day 2 participants and non-participants. The qualitative analysis assessed the student feedback on CSEP satisfaction and to identify any challenges encountered during their transition into the construction management degree and university life. It indicated that over 90% of students viewed CSEP positively, especially the chance to explore their chosen career firsthand through its' interactivity, relationship building and site visits. Qualitative survey results enabled amendments to later program iterations, such as reducing walking components; thus student input refined the program.

The quantitative analysis revealed an initial increase in academic performance in the first year, however there was minimal impact on retention. For example, Term 4 (2023) figures showed that a GPA range of 4.5 to 5.5 for non-participants equalised with the participants group's average of 4.8 to 5.4. Nevertheless, CSEP proved to be a good foundation for students to build upon, and as the concept of extending WIL into a multi-day industry focussed orientation is not discipline specific, many other university disciplines (teaching, law etc) which want to ensure engagement and produce work ready graduates could benefit too.

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Session Abstracts

Beyond Quick Fixes: Towards Sustainable Integration of Generative AI in Science Education

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(5) Working with change

(2) A turning point for assessment

Introduction: The rapid emergence of generative artificial intelligence (GenAI) is reshaping teaching, learning and assessment across higher education, requiring educators to navigate ongoing technological change while maintaining educational quality, student trust and authentic learning (Đerić et al., 2025; Kurtz et al., 2024). Recent reviews have synthesised the emerging applications of GenAI in education and science education. However, there remains limited integration of this evidence into coherent principles that can guide sustainable curriculum design, assessment, and educator practice across science education (Ching Cheung et al., 2025; Erümit & Özdemir Sarıalioğlu, 2025). Consequently, educators and policymakers lack evidence-informed guidance on the effective and sustainable integration of GenAI into science teaching and learning (Zhong et al., 2026). This highlights the need for a comprehensive review of the current literature to synthesise existing evidence, identify knowledge gaps, and provide an evidence base to inform curriculum design and assessment practices.

Aim: This review synthesises current literature on the use of GenAI in science education to identify principles for its sustainable integration into teaching, learning, and assessment. Specifically, the review examines pedagogical applications, educator capability, assessment practices, implementation challenges, and evidence gaps to inform future curriculum design and educational practice.

Methodology: Peer-reviewed literature examining the use of GenAI in science education was reviewed and synthesised using descriptive and thematic analysis. The review explored how GenAI is being integrated across science education, with particular attention to pedagogical applications, assessment practices, educator capability, implementation challenges, and reported educational outcomes. Preliminary findings will be presented at the conference.

Significance: This review synthesises emerging evidence to identify principles for the responsible and sustainable integration of GenAI into science education. Rather than focusing solely on technological innovation, it examines how GenAI can strengthen educator capability, support authentic assessment, and enhance student learning while maintaining educational quality, disciplinary integrity, and student trust. The findings will provide practical guidance for educators, curriculum designers, and institutional leaders designing future-oriented science curricula and assessment practices in the evolving GenAI landscape.

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Session Abstracts

Authentic Development and Integration of Artificial Intelligence (AI) in Postgraduate Education

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(2) A turning point for assessment

The rapid emergence of artificial intelligence (AI) is reshaping postgraduate education, requiring universities to move beyond reactive policies towards authentic curriculum integration that prepares graduates for ethical and effective professional practice (Bearman et al., 2023; UNESCO, 2023). Building on the concept of authentic AI integration (Geng & Chen, 2026), this project reports on the review and redevelopment of a suite of postgraduate education programs undertaken to embed AI as a meaningful component of learning, teaching, and assessment. Drawing on evidence from a comprehensive curriculum review involving curriculum mapping, assessment analysis, academic consultation, student feedback, and institutional quality assurance processes, the project identifies opportunities to integrate AI while maintaining academic integrity and disciplinary standards.

Rather than positioning AI as a standalone topic or technological add-on, the review conceptualises authentic AI integration as the intentional alignment of AI capabilities with program learning outcomes, authentic assessment, professional judgement, and lifelong learning. This approach reflects emerging calls for higher education to develop students' AI literacy while simultaneously strengthening their capacity to critically evaluate the limitations, implications, and appropriate uses of AI (Ng et al., 2021).

The project resulted in the development of a program-wide framework that progressively scaffolds AI literacy, ethical decision-making, critical evaluation of AI-generated outputs, and responsible AI use across postgraduate coursework. It also identified opportunities to redesign assessments to better reflect contemporary professional practice while strengthening students' higher-order thinking, critical reflection, and professional capabilities. The project demonstrates that authentic AI integration is achieved not through the adoption of AI tools alone, but through coherent curriculum design that enables students to critically, ethically, and purposefully engage with AI in authentic professional contexts. The findings provide a transferable model for institutions seeking to redesign postgraduate education programs in response to rapidly evolving AI technologies while preserving academic quality, integrity, and educational relevance.

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Session Abstracts

Factors influencing higher education students use of Generative artificial intelligence for learning and assessments

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(4) Technology in learning

(2) A turning point for assessment

Higher education institutions are grappling with AI; both students and staff contend with the benefits and challenges of Gen AI, often with limited guidance. Understanding the factors influencing Gen AI use among students can inform policies and promote supportive, tailored and inclusive learning environments.¹ As high-volume students are utilising Gen AI in Australian universities in various ways to facilitate learning and assessments,² the question arises as to how they are using it and where it sits within contemporary higher education spaces. At the commencement of the review, very little research captured the student voice, and as key university stakeholders and end users for Gen AI and the learning experience, capturing their voice is vital.

To this end, a qualitative systematic review of the literature was conducted to investigate students' perspectives and experiences. This includes the reasons, enablers and barriers to Gen AI use for assessments and learning, either directly or indirectly. The emphasis was to elucidate an understanding of the use of Gen AI among HE students to inform current HEI policies and how to support appropriate Gen AI use in future.

The review revealed 685 findings from 58 global papers, refined to 22 categories and 8 synthesised findings, such as Finding 1: Gen AI was perceived to both help and hinder critical thinking, creativity, learning capabilities and academic performance, such as writing skills, and Finding 6: Students recognized the implications of Gen AI on equity and learning in higher education, the inevitability of technological advancements and the desire for clear institutional policies and structured education on using Gen AI effectively. These synthesised findings were also analysed to identify 5 key enablers, such as personalised learning, and 5 barriers, such as institutional policy and educator acceptance.

Though use was seen as both 'good' and 'bad', the ambiguity highlights the importance of getting it right, where students can offer the insight required to do so. The emphasis of the findings revealed many threads, but the common answer relates closely to clarity in policies and guidelines, how they are developed, and where students are engaged in the process.

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Session Abstracts

Conversational Assessment: Not just a Solution to AI.

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(2) A turning point for assessment

Dr Matthew James Gray has been experimenting with Conversational Assessments since mid-2025. These involve digitally recording students having a reflective conversation around an assigned topic, usually around both comprehension and practical integration of that topic. Originally, this was designed to replace the previous written equivalent in order to overcome concerns of student AI abuse. However, many unexpected benefits have emerged from this new approach.

This is similar to the traditional thesis defense or “viva voce” method of assessment, whereby the student must present their argument and then engage in Q&A with the marker (Brogan et al., 2024; Nash, 2024). However, this takes a less interrogative and adversarial tone. Presented as a conversation, it invites the student to present their learning dialogically with the marker (Lehman & Zapata-Rivera, 2018). Beyond a mere presentation, the marker asks questions to ensure authenticity, integrity, but also the opportunity for the student to elaborate on their reflection and learning.

This paper will discuss the valuable benefits that have emerged through this method, beyond facilitating academic integrity. For example, it has led to higher student engagement and communication, especially with online students. It has fostered deeper integration of learning for the students, and has improved time and workload management for the marker, and much more.

Central to the value of this approach are the dynamics of authenticity and even vulnerability amidst established trust.(Lehman & Zapata-Rivera, 2018) That is, the student is not only showing that their performance can be trusted (ie, it is not merely AI generated), but through the hospitable, conversational tone, the marker invites the student into going “deeper” into their learning and reflection, which is inherently entwined with the trust established by the marker. In fact, many elements of the discipline of spiritual direction facilitate this process, walking alongside the student as they reflectively journey through their own learning throughout the conversation.(Nouwen, 2018)

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Session Abstracts

Weathering stormy seas together: working with and through change

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(1) Working with change

Higher education is increasingly marked by volatility, uncertainty, complexity, and ambiguity (VUCA) in navigating institutional disruptions, resource scarcity, and shifting ideological landscapes. Within these uncertain systems, it is imperative that values, care, and trust are upheld.

It is within such tumultuous circumstances that we – a diverse trio of educators spanning roles, institutions, and national contexts – came together on a journey of collaborative autoethnography (Chang et al., 2013). This has been an evolving process that has helped to sustain and solidify our commitments to work and values as we navigate the stormy seas of change and uncertainty (Authors, forthcoming).

In this presentation, we will share the actions that we took: to prepare for this journey (including establishing the collaborative autoethnography research project, with a focus on how we support educators, and each other, in times of change); to maintain movement and control (monitoring pace, adjusting course, and staying alert to each other's capacity); and to transition to new situations (which requires attention to recovery and realignment). Using the metaphor of sailing ships through stormy seas of change, we share our insights into how collaborative autoethnography has itself been a key enabler for weathering the storms.

Through our stories, we will highlight how relational and reflective approaches are not only necessary but transformative to negotiate institutional complexity, foster sustainable collaboration, and enhance the relevance of our work in rapidly changing systems. We will share what we have learned about the immense value of sailing together with generous and trusted colleagues who are part of an insider-outsider collaboration (McKenzie & Bartunek, 2023). Importantly, we will invite the audience to consider how they are weathering their own stormy seas and how they can chart a course safely through as we have.

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Session Abstracts

Radical Hope: Building a Better Future for HE Research with LEGO Serious Play

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(1) Working with change

(2) A turning point for assessment

We know change is hard, but why? According to Heifetz and Linsky (2017), resistance to change is all about the loss involved, real or implied - so managing change is a deeply human act of guiding others through stages of grief. Recent changes have meant all kinds of loss for researchers in a Higher Education context - loss of certainty, status, processes, time, and things we can't quite put our finger on.

Along similar lines, Kegan and Lahey (2009) note that complex systems (like people and organisations) have an inherent 'immunity to change', designed to protect us from facing the disequilibrium involved in challenging our deep and hidden assumptions about the ways in which the world works. Those experiencing change are haunted by lost possible futures that they feel, viscerally, has been torn away from them - and nothing is more true than in the complex and tricky space of Higher Education Research.

What next, then? We might do well to hold with Willison (2020) in asking, 'What Is Our Purpose?' and engage the curious, empathetic and passionate drivers of our research work. In doing so, this workshop aligns with the growing literature of 'Hopepunk', which 'point towards collective and imaginative bettering of worlds through radical hope' (Nørgård & Hoflöd 2024, p. 2). It uses the LEGO Serious Play method and materials as a tactile envisioning methodology to conceive of a research environment ripening for the emergence of a brighter future. Beginning with acts of Utopian imagination, we shall proceed to consider concrete actions that constitute a future very different from that which we fear.

Given the systems that we are all deeply a part of, what elements might come together to not just passively await the arrival of a brighter future, but to actively midwife it into being? This workshop is an invitation to imagine a brighter future for higher education research, and begin to build it together.

Important note: due to space and materials constraints, we need to take registrations for the workshop. Please register at <https://forms.cloud.microsoft/r/SnM8APMbR7>

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Session Abstracts

Developing and Implementing a Career Readiness Framework for Research Placement Students

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(5) Small-scale innovation that lasts

Career readiness is becoming increasingly important in the medical biosciences, particularly in a discipline with diverse and often non-linear career pathways (1). This is especially relevant for research-based placement topics, where students' experiences can vary substantially. Embedding career learning within undergraduate degrees is gaining momentum across universities, with Australian studies demonstrating promising outcomes following its integration into undergraduate curricula. For example, McKenzie et al. (2021) reported an 8.3 percentage-point increase in full-time employment among Information Technology graduates following implementation of a career development program at Deakin University (2).

Medical Science students complete 165 hours across research, clinical, biomedical, and industry settings. To provide a more consistent approach to professional development, existing assessments were redesigned into a scaffolded structure that supported students to set goals, develop action plans, and reflect on how these shaped their placement experiences.

Assessment was redesigned to embed career development learning into the curriculum using career learning capabilities adapted from the Australian Blueprint for Career Development (National Careers Institute 2022). Longitudinal action planning paired with guided reflection supported students to self-assess against the career learning capabilities, identify areas for growth, reflect on their progress and how they could apply their learning to their future career (3). At the conclusion of placement, student feedback was collected via a survey on the perceived impact of career development learning on professional development, career confidence, skill development, and action planning using Likert-scale items and open-ended questions.

One hundred per cent of students enrolled in the topic participated in evaluation. All students reported that assessments supported reflection on career goals, with 62% rating them as 'very effective'. Additionally, 85% strongly agreed that the assessments enhanced their skills and knowledge for career exploration and development, while 100% agreed that assessment supported their professional development. Identified key skills developed included time management, accountability, professionalism, organisation, discipline, and reflective practice. Students reported that reflection encouraged deeper self-awareness, critical reflection, and recognition of future workplace skills, professional expectations, and broader professional networks.

Embedding career development learning through scaffolded assessment provided structure and support within an authentic but highly variable placement experience. The findings are limited by the single-cohort design, reliance on self-reported student perceptions, and variation across placement projects, which makes it difficult to isolate the specific contribution of the CLC assessments from the broader placement experience. Despite these limitations, the redesigned assessments were positively perceived by students as supporting reflective practice, professional development, and career readiness, highlighting the value of embedding structured career development learning within Medical Science placements.

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Session Abstracts

Who Reflects? The hidden curriculum of reflective practice in enabling education

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(1) Working with change

Reflective practice is common within higher education and is frequently positioned as a means of fostering self-awareness, critical thinking skills, and lifelong learning (Russell, 2005). While reflection is rightly often treated as an inherently beneficial pedagogical practice, less attention has been paid to the assumptions about learners embedded within reflective activities and the messages these practices communicate about what it means to be a successful student (Tan, 2021).

This paper examines how reflective practice is presented to students within an enabling program. Enabling programs serve as a critical entry pathway for students from non-traditional backgrounds and are central to the widening participation agenda (Habel et al., 2016). Many enabling programs emphasise the importance of reflection to students and include both reflective activities and assessment to further develop these skills. Through an analysis of learning materials relating to formative online and in-class activities, as well as summative assessment tasks, this paper examines the forms of cognitive, emotional and identity work required of students and considers the assumptions underpinning these expectations.

The analysis suggests that reflective activities may implicitly construct the ideal learner as self-aware, resilient, growth-oriented and willing to engage in ongoing self-transformation. While these qualities are often valued within higher education, they are neither self-evident nor culturally neutral. Making such assumptions visible invites consideration of how reflective practice is framed, taught and scaffolded, and how enabling educators might engage students more explicitly in conversations about the purposes and expectations of reflection. By examining the hidden curriculum of reflective practice, this paper contributes to broader discussions of equity, inclusion and inclusive pedagogy in enabling education, arguing that pedagogical practices commonly regarded as neutral and beneficial may warrant renewed critical attention.

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Session Abstracts

Enhancing Haematology Education through Practice-Based Learning with the Mindray BC-780

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(4) Technology in learning

Through collaboration between Flinders University and SA Pathology, a supervised student-led investigation was undertaken using the Mindray BC-780 automated haematology analyser (Abacus Dx, Parkville, Victoria) to provide students with a practice-based learning experience. Accurate haematological analysis is essential for diagnostic decision-making in pathology. However, pre-analytical factors such as specimen storage, temperature and time delays can impact the integrity of haematological parameters. These issues are particularly relevant in regional areas, where transport delays may exceed 24 hours.

Blood samples collected from healthy individuals in K₂-EDTA tubes were stored under room temperature and refrigerated (4°C) conditions and analysed at 2, 4, 6, 24, 48, and 72 hours. Key indices examined included white and red blood cell counts, haemoglobin, haematocrit, mean corpuscular haemoglobin concentration, mean corpuscular volume, platelets, and differential counts.

The teaching project aimed to simulate a research experience and develop student competence in instrument handling, data collection, and interpretation in the context of real-world pre-analytical challenges. The project was conducted under an approved teaching framework and did not seek to produce generalisable findings. The student engaged with literature highlighting analyser variability and pre-analytical limitations (Huber & Risch, 2008; Narayanan, 2000; de Baca et al., 2006) to reflect on implications for regional sample workflows and analyser performance. The learning gained from this activity will inform future teaching in automated haematology and may guide future research directions under appropriate ethical approval.

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Session Abstracts

Co-Creating Practice Readiness: Aligning Student, Academic and Employer Perspectives

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(3) Student and partnership

Aim: This presentation examines how students, academics, and employers conceptualize readiness for practice in undergraduate nursing, identifying opportunities for stronger partnerships that improve alignment between education and workforce expectations.

Background: Preparing practice ready nursing graduates requires meaningful collaboration between higher education and healthcare practice. While curricula aim to encompass all theoretical, clinical, and professional capabilities, the extent to which these reflect stakeholder expectations remains variable (Saghafi et al., 2023; Scott et al., 2021). Readiness for nursing practice is not solely an academic outcome, but must be understood as a co-constructed process, shaped only through partnership between students, educators, and employers.

Description: Although stakeholder perspectives on employability and readiness have been explored, there is limited research examining how these perspectives align or diverge across groups (Prosen & Lichen, 2023). This misalignment risks fragmented learning experiences and unmet expectations in transitions to practice. Positioning students, academics, and employers as partners offers a lens to better understand and bridge these gaps.

Methods: A mixed-methods approach combined quantitative survey data with qualitative semi-structured interviews involving undergraduate nursing students, academics, and industry partners across diverse healthcare settings. This design enabled comparison of stakeholder perspectives and exploration of opportunities, for enhanced partnership in curriculum and assessment design.

Evidence: Preliminary findings indicate persistent differences in how readiness for practice is understood. Students reported a focus on theoretical knowledge and assessment performance, while employers prioritized communication, teamwork, adaptability, and clinical confidence. Academics described constraints in balancing curriculum requirements with authentic practice preparation. Across all groups, there was limited evidence of shared dialogue or co-design, highlighting missed opportunities for partnership.

Contribution: This study contributes to the Students and Partnership theme by demonstrating the importance of engaging students, academics, and employers as active partners in shaping nursing education. Findings highlight the need for more intentional, collaborative approaches to curriculum and assessment design to support shared understandings of readiness for practice. The study offers principles to strengthen partnership led approaches that enhance graduate readiness and workforce transition.

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Session Abstracts

Supporting student accountability through staged peer evaluations in large first year classes.

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(1) Working with change

For first year University students, collaborative groupwork has many benefits to for the individual (Hassanien, 2006) including opportunities to develop professional and interpersonal skills. However, an ongoing challenge for such group based assessment is the fair evaluation of individual contribution (Rasooli et al, 2025). First year Flinders University students enrolled in the “Professional Skills” topic undertake the Engineers Without Borders Challenge (Engineers Without Borders Australia, 2026) and peer evaluation has been used to support accountability and inform assessment decisions.

Historically, this process consisted of a single end of semester online peer evaluation. Feedback from students and teaching staff suggested that this approach provided limited opportunities for students to respond to feedback. In addition, changes in participation and engagement across multiple assessment tasks was not captured. To address these concerns, the peer evaluation process was redesigned to incorporate four evaluations distributed throughout the semester. This approach is consistent with research demonstrating the benefits of structured peer evaluation for student learning and professional development (Law & Baer, 2020).

This study investigates the effectiveness of the staged approach compared with the previous single peer evaluation. Data was collected from over 300 students across 2 campus cohorts via an online survey application. Peer evaluation scores and anecdotal evidence from both students and staff were collected and analysed. Comparative analysis examined perceptions of contribution, student engagement and accountability in the development of assessment tasks.

Findings indicate that staged peer evaluations captured changing patterns of student contribution throughout the semester. Greater variability in peer assessment scores was observed for assessment tasks with higher grade weightings, suggesting students were more willing to differentiate ratings when contributions had a greater impact on grading outcomes. While many students demonstrated improvement in peer evaluation outcomes over the semester, others maintained consistently high levels of contribution across all tasks. Although overall response rates declined relative to some previous years (indicating potential survey fatigue), participation remained stronger for evaluations linked to more substantial assessment tasks. Together with anecdotal feedback from students and staff these findings suggest that students engaged most actively with peer evaluation when the perceived stakes and workload associated with the assessment were higher.

These findings suggest that staged peer evaluations can provide more timely actionable feedback on group dynamics and better support accountability in first year group based assessments. The study offers insights for educators seeking to strengthen the fairness and effectiveness of peer assessment with collaborative learning tasks.

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Session Abstracts

Embedded questions in online videos improved student performance in a first-year biology exam

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(4) Technology in learning

Adelaide University is shifting away from traditional lectures as the main mode of content delivery and towards “rich digital learning activities”, online resources students can access at their own time and pace that complement the time spent with educators. Short, captioned online videos are an efficient way to teach large cohorts, but keeping students engaged and preventing mind wandering can be a challenge. Embedded questions that pause the video until the student responds have been widely investigated as a tool for transforming passive video watching into active learning (Zhang et al. 2025). Such questions may improve learning via the retrieval effect as well as by maintaining attention, and have been shown to increase scores in tests held shortly after the watching of the videos (Vural et al. 2013; Shelton et al. 2016). However, to our knowledge, no study has demonstrated an enduring benefit to embedded questions in an assessment held long after the provision of the videos.

We provided two sets of online educational videos about the oxidation of glucose to students undertaking a first-year biology course in 2024 ($n = 525$) and 2025 ($n = 515$). Between years, we switched which video set contained embedded questions. After pooling across years and video sets, we found students who watched videos with embedded questions scored 5 percentage points better in a low-stakes online quiz ($p < 0.001$). More importantly, they scored 3 percentage points better in the relevant questions in an end-of-semester exam held approximately 8 weeks after the provision of the videos ($p < 0.05$).

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Session Abstracts

Working with Change: Policy, Shared Curriculum and Curriculum Transformation in Australian Higher Education

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(1) Working with change

Australian universities are entering a period of sustained curriculum transformation as they respond to increasing expectations for flexibility, lifelong learning and workforce responsiveness articulated through the Australian Universities Accord (Australian Universities Accord Panel, 2024). One emerging response is the adoption of modular and shared curriculum models, in which learning experiences are designed for use across multiple programs and disciplines to improve flexibility, efficiency and learner mobility (French, 2015).

The establishment of Adelaide University and the implementation of its Attainment Model represent one of the most significant examples of this transformation in Australia. While shared curriculum promises greater responsiveness to changing governmental, industry and societal expectations, it also challenges long-held assumptions about curriculum coherence, disciplinary identity and academic work. Rather than viewing these reforms as temporary responses to disruption, this presentation argues that they reflect a more enduring reorganisation of teaching and curriculum in higher education.

Using Adelaide University's emerging shared curriculum model as a case study, this presentation focuses on the policy underpinnings shaping the move toward modular and shared curriculum in Australian higher education. It outlines how national reform agendas, particularly those associated with the Australian Universities Accord, are influencing institutional approaches to flexibility, efficiency and curriculum design.

The presentation then provides a brief roadmap to an ongoing doctoral project that will examine how these policy ambitions are translated into curriculum practice. By situating the study within broader debates about teaching and learning, it highlights the need to critically consider how flexibility, coherence and academic work are negotiated within ongoing institutional reform (Decker et al., 2023).

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Session Abstracts

Perceptions of Generative AI Use in University Assessment: Comparing Self, Peer, and Institutional Expectations

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(1) Working with change

Generative artificial intelligence (Gen-AI) is reshaping assessment practices in higher education, creating new challenges for academic integrity and student learning. Research suggests that perceptions of peer behaviour can strongly influence individual behaviour, with students often overestimating the prevalence of activities such as academic misconduct among their peers (Henslee et al., 2025; Zhao et al., 2022). In the context of Gen-AI, inaccurate perceptions of peer use may normalise behaviours that students would otherwise consider inappropriate. Understanding these perceptions is increasingly important given uncertainty surrounding acceptable AI use and concerns regarding academic integrity (Marshik et al., 2024).

Our study examined how students and staff perceive Gen-AI use in assessments, including self-use, peer use, and institutional expectations. Survey data were collected across multiple assessment types, including essays, literature reviews, case studies, quizzes, and research assessments. Participants rated Gen-AI use using Flinders University's six-level AI Assessment Scale, alongside measures of perceived peer use, institutional expectations, and academic integrity concerns.

Preliminary analyses of student responses (N = 185) indicated a significant association between AI-use perception (self, peer, institution) and AI-assessment scale level. Self-ratings were similar to perceived institutional expectations. In contrast, students consistently perceived their peers as using Gen-AI at higher levels than themselves, and at levels exceeding those considered institutionally acceptable.

Our findings highlight a disconnect between personal behaviour and perceived social norms surrounding Gen-AI use in assessment. Understanding these discrepancies may help universities develop more effective academic integrity policies, Gen-AI literacy initiatives, and assessment guidance grounded in actual student behaviour.

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Session Abstracts

Honours research-in-progress assessments: From in-class presentations to authentic researcher experiences

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(5) Small-scale innovation that last

(2) A turning point for assessment

In this presentation, we share how we created an authentic 'researcher experience' in our Social Work Honours program. While initially the project sought to create an authentic assessment (Bowers & Pack, 2017), this innovation has generated benefits to our students and the social work program more broadly.

Studying social work and becoming a social worker is a transformative experience (Dunk-West, 2026); doing honours in social work adds depth to this transformation, opening up employment and further RHD opportunities. In social work, the honours year is embedded into the final year of a 4-year accredited degree. While the program and learning outcomes are somewhat functional, our intention within the honours program is to create a collegial research community, as an entry into academic life. We lead this program with the view of honours being a research apprenticeship, and as with any apprenticeship, the apprentice should learn and practice all elements of their trade.

As our students work on different projects, the honours year is an opportunity for students to support each other, provide feedback, and moral support, while learning from each other about their topics, methods, methodologies and theoretical frameworks. As program coordinators, we also benefit from this collaborative model; we get to teach small classes, see research projects evolve from raw ideas to completion and get to "know" our students (Brook & Michell, 2014).

In 2022, Michele took carriage of the honours program. In one course, the first assessment was a work-in-progress in-class presentation, with one student presentation per week across the semester. This appeared to be an inequitable arrangement, lacking authenticity. Designed in collaboration with students, a new iteration of this assessment became the inaugural Social Work Honours Conference, held across a full day at the end of semester, in a lecture theatre with invited guests including supervisors and other faculty. Since then, we have refined the conference to further incorporate authentic learning experiences around conference presentation and involve third year students considering honours in logistical and support tasks to demystify the honours year. The conference has become a meaningful, authentic and joyous experience for students, coordinators, faculty and families alike.

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Session Abstracts

Immersive Learning Experiences: A Hands-On Workshop for Integrating Virtual Sites and Labs Across STEM Education

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(4) Technology in learning

STEM education relies heavily on field and lab-based learning, yet safe, consistent, equitable access to real construction sites and laboratories remains a persistent barrier for online and on-campus students, particularly remote, working full-time, or low-socioeconomic status (SES) students (Tregloan et al, 2024). To address these constraints, Extended Reality (XR) tools such as VR/AR, 3D/BIM engage deeply with abstract concepts, enhancing spatial understanding, creativity, critical-thinking, and problem-solving (Waterhouse-Boot and Steel-Hughes, 2026). This project is grounded in Task-Technology Fit theory (Goodhue and Thompson, 1995), where technology improves performance only when capabilities match task demands. Accordingly, VR and 3D/BIM tools were selected to develop construction sequencing comprehension, site hazard awareness, and structural reasoning skills that are difficult to achieve conventionally. While VR enables immersive exposure to remote and hazardous conditions, 3D/BIM models support precision and measurements, whereas AR was considered less suitable as it enhances existing environments rather than replacing access to them (Abouelkhier et al., 2024; Muzata et al., 2024). Despite growing interest, many academics still have a limited understanding of how these tools can be embedded programmatically (Ohueri et al., 2025).

This workshop closes that gap by providing academics with hands-on experience using VR/3D models embedded across STEM programs at Adelaide University. Participants will engage with models including construction sites, houses, roofs, wall framing, earthworks, structural analysis and virtual engineering labs, developed using Unity, Revit/Blender, WebGL and LiDAR. Structured across 80-minutes, the session opens with the programmatic rationale for progressively embedding these models across a degree (10-minutes); followed by small-group exploration of tools using hybrid technical approach (e.g. web-based models, headsets and Google Cardboards) (40-minutes); and concludes with discussing transferability, equitability and assessment integration, to draft a preliminary programmatic blueprint (30-minutes).

The workshop enables participants from any discipline to map complex, abstract, or high-risk concepts from their own disciplines onto specific XR pedagogical frameworks, and formulate practical design strategies to mitigate equity and accessibility barriers for remote, online, and low-SES learners using hybrid web/mobile XR alternatives. Further, it develops a scalable blueprint for progressively embedding digital tools across a curriculum sequence, for adapting immersive, technology-enhanced learning to their own teaching context.

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Session Abstracts

From Prompt to Performance: Examining the Effects of Generative AI Training on Student Assessment Outcomes

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(1) Working with change

(2) A turning point for assessment

Generative artificial intelligence (Gen-AI) is increasingly embedded in higher education and emerging professional practice, making digital competence an important graduate capability for students. However, effective and ethical Gen-AI use depends on students' capacity to prompt systems effectively and critically evaluate generated responses (Gado et al., 2022). Universities have responded by developing explicit prompt-training resources to scaffold effective student use of Gen-AI (Flinders University Library, 2025; Richmond & Nicholls, 2024). However, there is limited empirical evidence that such guidance improves assessment outcomes relative to more reasonable but suboptimal prompting approaches.

Our study examined the effects of optimal versus suboptimal prompt training, with no-AI use on assessment performance and student experiences with Gen-AI. Students completed a 20-minute psychology case study assessment after receiving optimal or suboptimal prompt training or used no-AI (control). Case study responses were evaluated by 2 independent researchers blind to training conditions, against a marking rubric, and post-task measures assessed perceptions of the training, task experience, and confidence in assessment performance. Preliminary findings (N = 144) showed that the no-AI condition performed worst overall. Students in the optimal prompt training condition (n = 56) achieved significantly stronger outcomes on the "quality and clarity" of argument rubric criterion. Although conditions did not differ on exploratory measures of self-reported perceptions of training quality or task experience, students in both AI-supported conditions reported significantly greater confidence in their performance than those in the no-AI condition.

Our findings provide early evidence that optimal prompt training may enhance specific aspects of assessment quality, while AI access more broadly may influence students' confidence. The study contributes empirical evidence to inform Gen-AI pedagogy, assessment design, and digital literacy initiatives in psychology education.

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Session Abstracts

Beyond Citation: Making Literature Engagement Assessable in Online Education

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(2) A turning point for assessment

A reference list or in-text citation shows that a source has been named, but it does not show how the source has been read, understood or used. This creates a persistent assessment challenge in online education, where markers often encounter the finished submission without direct access to the student's process of engaging with literature. In GenAI-enabled assessment environments, this challenge becomes more pressing because AI-assisted source discovery, summarisation and drafting can further weaken the visible connection between citation, reading, verification and student judgement (Madsen & Silva, 2026).

This presentation examines an assessment-design response used at the Australian Institute of Business (AIB), a fully online Institute of Higher Education. In assessment tasks where students are tasked to engage with academic literature, students are required to provide verbatim quotes as footnotes as evidence for cited sources. These footnotes make the claim-source relationship visible by allowing markers to compare the student's paraphrase, analysis or recommendation with the source material on which it relies. The practice does not treat citation as sufficient evidence of engagement. Instead, it creates an evidence trail through which literature use can be taught, checked and questioned.

In research subjects, this evidence trail is supplemented by interactive live oral presentations. These presentations provide a further opportunity for students to explain their literature choices, justify research decisions and respond to questions about their work. The oral component is therefore not the central intervention, but an additional verification and learning mechanism used where assessment requires deeper research engagement.

The presentation argues that footnote quote evidence shifts academic integrity from citation compliance toward claim-evidence accountability. The approach is consistent with recent arguments that GenAI-era assessment should attend more closely to the processes through which student work is produced (Winstone, Gravett & Elkington, 2026), with work calling for citation education to move beyond formatting compliance toward verification, validation and epistemic responsibility (Madsen & Silva, 2026), and with sector-level emphasis on evaluative judgement, critical thinking and ethical reasoning in GenAI-integrated learning environments (TEQSA, 2026). The showcase invites discussion about how online educators can design assessment tasks that make students' use of literature more credible, verifiable and educative.

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Session Abstracts

When AI Sounds Right: Assessing Judgement in GenAI-Supported Finance Assessment

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(4) Technology in learning

GenAI can generate confident analysis that appears coherent while masking weak assumptions, missing context or unsupported recommendations. In business education, this creates a practical assessment challenge: if graduates will work in AI-mediated professional environments, assessment cannot focus only on whether students use AI, or whether they disclose that use. It must also assess whether students can interrogate AI output, test its assumptions and apply disciplinary judgement to produce a better decision.

This Pecha Kucha presents an assessment redesign in a finance elective at the Australian Institute of Business (AIB), a fully online higher education provider. In the final assessment, students are required to use a GenAI tool, such as ChatGPT or Gemini, to identify unrealistic assumptions in a capital budgeting decision scenario. Students then critically evaluate two AI-generated outputs, disclose the tool used, and recommend more realistic assumptions supported by real-world, industry-specific data.

The assessable focus is not the AI output itself. Rather, students are assessed on their capacity to identify where AI-generated analysis is plausible but weak, verify assumptions against external evidence, and justify a defensible financial recommendation. In this design, GenAI is positioned as a contestable resource, not an authoritative answer. Its value lies in creating a professional judgement problem that students must recognise, investigate and resolve.

This presentation argues that responsible AI use is demonstrated not by tool access or disclosure alone, but by students' capacity to question, verify and improve AI-generated material. The design aligns with recent work on GenAI and assessment judgement (Walton et al., 2025), authentic assessment redesign and digital discernment in AI-mediated contexts (Kickbusch et al., 2025), and sector-level calls for assessment that strengthens evaluative judgement, critical thinking and ethical reasoning in GenAI-integrated higher education (TEQSA, 2026).

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Not provided by the authors



Session Abstracts

Using Digital Collaboration Technologies to Support Engagement in Larger Classes: A Mixed-Methods Evaluation

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(4) Technology in learning

Increasing enrolments present challenges for maintaining student engagement, interaction, and meaningful participation in higher education. Digital learning technologies can support active learning, collaboration, and inclusion when embedded within student-centred pedagogies (Douglas et al., 2020). This study evaluated a digitally enhanced redesign of a third-year Flinders University undergraduate biochemistry topic following an increase in enrolment from 104 students in 2023 to 162 students in 2024.

Small tutorials of 12-14 students were replaced with tutorial cohorts of approximately 60 students. Padlet was integrated as a shared digital workspace to support structured case-based discussion, peer learning, and knowledge sharing. The redesign also incorporated pre-recorded student presentations and revised assessment practices. A convergent mixed-methods approach compared grade outcomes quantitatively between the 2023 and 2024 cohorts and qualitatively analysed de-identified 2024 Student Evaluation of Teaching (SET) comments. Grade distributions were compared using a chi-square test of independence, while qualitative SET data underwent iterative thematic analysis.

Grade distributions differed significantly between the cohorts. Failure rates decreased, while Credit and Pass grades increased. Conversely, High Distinction and Distinction grades declined, and the mean final grade decreased, indicating a redistribution of achievement towards the mid-range rather than an overall improvement. Student feedback most frequently identified Padlet, tutorials, report-back presentations, and peer learning as supporting engagement, accountability, collaboration, and knowledge consolidation. These findings align with evidence that technology-enhanced active learning can support learning and engagement in biochemistry education (Kopecki-Fjetland & Steffenson, 2021). Students also identified workload, instructional clarity, assessment alignment, and feedback as areas for refinement, providing practical guidance for enhancing technology-supported learning in large classes.

However, because different student cohorts were compared, and multiple aspects of the learning environment changed concurrently, the observed outcomes cannot be attributed to any single component of the redesign.

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Session Abstracts

Developing Communication and Teamwork Skills Through Authentic Learning: A Student-led event initiative

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(5) Small-scale innovation that lasts

(2) A turning point for assessment

Graduate employability increasingly depends on the development of communication, collaboration, and problem-solving skills that can be transferred directly into professional practice (Wiewiora & Kowalkiewicz, 2019). In Event Management and Tourism education, however, educators continue to grapple with how best to develop these capabilities in meaningful and sustainable ways (Arcodia et al., 2020). This paper presents a small-scale but enduring curriculum innovation that has been embedded within an undergraduate event management topic since 2021, demonstrating how authentic learning can create lasting improvements in student skill development and engagement.

The innovation centres on a student-led live event project where learners work in teams to design, plan, and deliver events for the university community. Rather than relying on simulated case studies, students engage with real clients, real stakeholders, real constraints, and real outcomes. This reflects authentic assessment, requiring students to apply disciplinary knowledge, skills, and judgement in real-world contexts (Gulikers et al., 2004). Prior to implementation, in 2020 and 2021, student evaluations indicated lower levels of perceived learning value, with only 67% of students reporting a worthwhile learning experience in 2021. Following implementation, this measure increased to 100% and has been maintained from 2022 to 2025.

The impact of initiative on skills development has been measured through surveys in 2021 and 2025. Students consistently identify the opportunity to work collaboratively and apply theory in practice as the most valuable aspect of the topic. Whilst the initiative has evolved overtime, including integration of a dedicated Microsoft Teams channels to mirror the professional project management environment, both samples reported on the development of communication, teamwork, and project management capability.

Through authentic partnerships, carefully scaffolded teamwork, and real-world event delivery experiences, this curriculum intervention has created sustained improvements in student engagement, communication skills, teamwork capability, and career readiness over a five-year period. The findings suggest that small-scale innovations, when embedded and continuously refined, can generate significant and enduring educational impact.

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Session Abstracts

Mechanisms and Supports for Student Mentors: A Students-as-Partners Approach to Transition

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(3) Students and partnership

Student mentoring programs are increasingly recognised as a powerful mechanism for supporting student transition, belonging, engagement, and success in higher education (Rickard et al., 2018). However, the effectiveness of these initiatives depends not only on the quality of peer interactions but also on the systems, structures, and support mechanisms that enable mentors to thrive in their roles. This paper explores a comprehensive student mentoring model, positioning student mentors as active co-creators of the student experience rather than simply providers of peer support (Seery et al., 2021).

The model begins with a rigorous recruitment process that emphasises relational skills, empathy, and problem-solving. Prospective mentors participate in interviews that incorporate realistic student scenarios, allowing applicants to demonstrate how they would respond to common challenges faced by commencing students. This approach ensures the selection of mentors who are both capable and committed to creating inclusive and supportive learning communities.

Following recruitment, mentors complete a structured training program comprising online modules and face-to-face workshops. Online training provides foundational knowledge, through videos and activities. In-person training extends this learning through discussion, reflection, and role-play activities, with a particular focus on recognising barriers that students may experience, such as academic, financial, social, or personal challenges. Mentors are introduced to a range of institutional resources and support services, strengthening their capacity to guide students to appropriate assistance when required (Cooper, 2018).

Continuous development and quality enhancement are embedded throughout the program. Mentors participate in evaluations following each mentoring session, enabling reflection on successes, challenges, and emerging student needs. Mid-semester check-ins provide additional opportunities for feedback, peer learning, and wellbeing support, ensuring mentors remain connected, confident, and responsive in their roles.

Drawing on evaluation data and mentor reflections, this study highlights how intentional recruitment, targeted training, ongoing support, and regular feedback create conditions for meaningful partnership. The findings demonstrate that when mentors are empowered as partners in student success, they contribute not only to the transition and engagement of their peers but also to a culture of shared responsibility, collaboration, and belonging. This model offers a practical framework for institutions seeking to strengthen peer mentoring through authentic Students as Partners principles.

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Session Abstracts

Learning in 3D: An Extended Bloom's Taxonomy

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(5) Small-scale innovation that lasts

The most durable innovations in curriculum design tend to be the smallest: a framework, a verb list, a design prompt that changes what a practitioner notices when they sit down to write. This showcase presents the Extended Bloom's Framework — a practical instrument that restores what has been missing from learning outcome design for seventy years, without asking institutions to abandon the regulatory infrastructure they already have.

Bloom's Taxonomy (Bloom et al., 1956) is the most widely adopted framework for writing course learning outcomes in Australian higher education, where the Higher Education Standards Framework mandates their specification across all AQF levels. Yet in practice, the taxonomy's three-domain design has collapsed to one: the cognitive. A preliminary analysis of 142 learning outcomes drawn from third-year courses across ten undergraduate disciplines found that 61% were coded as cognitive, 23.5% as operative, and just 15.4% as affective. This narrowing reflects the historical incompleteness of the original taxonomy, the measurability conventions of outcome-based assessment, and the knowledge-transfer model of the university, forces that have made affective and operative outcomes systematically difficult to write, assess, and audit (Smit et al., 2025).

The Extended Bloom's Framework addresses this through a single practical move: normalising the six cognitive levels across all three domains within a shared six-dimension structure (perceptual through to individual). The result is a design volume rather than a pyramid — a three-dimensional space in which learning outcomes can be mapped, balanced, and written with precision across the full range of human capability. A structured verb taxonomy, organised by domain and dimension, gives curriculum designers and academics a usable instrument that works within existing practice rather than replacing it.

The innovation is deliberately small. It requires no new policy, platform, or restructured curriculum — only that teachers and learning designers ask a richer question when they open a course outline: not just what students should know, but what they should feel, value, and be able to do. In a higher education environment where the gap between employer expectations and graduate readiness is well documented (Caballero et al., 2026), that shift in a single question is how small innovations become lasting change.

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Not provided by the authors



Session Abstracts

GenAI Declarations: integrity compliance measure, trust-building tool, practical skill or nonsense?

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(2) A turning point for assessment

(2) A turning point for assessment

Generative artificial intelligence (GenAI) tools continue to disrupt many aspects of society by transforming how people create, learn, work, and make decisions. This change is forcing the higher education sector to adapt rapidly to an AI powered world. The transition to embracing GenAI technology compels educators to rethink and redesign their approaches to teaching and assessment. In the assessment space, higher education institutions are adopting policies where students must disclose their use of GenAI tools, often through mandatory GenAI declarations accompanying each piece of assessment. This includes Australian and overseas Universities (Corbin, T., Dawson, P., & Liu, D. (2025), p 1090).

Our presentation will provide a student and an educator perspective on how GenAI declarations could have the biggest educational benefit, informed by the emerging literature in this space. Instead of being used as an 'academic integrity policing' tool, a GenAI declaration should form part of an ongoing conversation between educator and student on ethical and beneficial use of GenAI tools. After students have been given clear guidance on the boundaries of GenAI use for an assessment piece and suggestions on how GenAI tools could assist them best, students provide a reflective declaration in which they explain which tools they have used, how they have done it and whether the tools were helpful for these purposes. In response, the educator provides feedback to the cohort on which tools students have found helpful for which activities. The cycle continues into the next iteration of the course, where the educator shares student insights from the previous iteration. This leads to an ongoing 'trust-building conversation' (Vetter, M. et al (2025)) that is educational for students and teachers and removed from policing of academic integrity infringements. It forms part of a friendly AI policy that is framed withing 'a context of trust and support rather than suspicion and punishment.' (Gonsalves C. (2025), p 602).

Moreover, in our discipline (law), disclosing GenAI use is an emerging professional skill. Lawyers may need to disclose GenAI use to courts, opponents, or supervising practitioners in certain circumstances, making education about appropriate and ethical use essential for future legal professionals.

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Not provided by the authors



Session Abstracts

Navigating Resource Constraints in Science Education: Challenges, teacher adaptation, and pedagogical transitions in Papua New Guinea schools

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(1) Working with change

Practical activities are fundamental to inquiry-based learning (IBL) in science because they enable students to develop scientific understanding through investigation, explore, discover and test new ideas. However, many high and secondary schools in Papua New Guinea (PNG) operate in chronically under-resourced classroom environments where inadequate science resources, laboratory facilities, teaching and curriculum materials, infrastructure, and professional development constrain teachers' ability to implement IBL (Readette et al., 2025). Although IBL can improve student learning and scientific understanding, its success depends on adequate supportive resources and teacher capabilities (Aditomo & Klieme, 2020). Teachers overcome these challenges by improvising locally available resources, yet these adaptive practices remain poorly documented, particularly in PNG.

This study investigates how science teachers adapt their teaching practices to sustain meaningful science learning under resource-constrained classroom environments. Using a convergent mixed-methods design (Schmidt et al., 2019), data are collected through an anonymous online survey comprising of Likert-scale, short-response, and open-ended questions from science teachers across eight rural and urban government and church schools. The study examines how teachers adapt IBL, improvise resources, and respond to contextual challenges influencing their pedagogical decision-making.

The findings will inform the development of a localized framework for adaptive science teaching that reflects the realities of PNG classrooms. Importantly, the study will identify implications for teacher education and higher education, particularly the need to prepare science teachers to work creatively and effectively within resource-constrained environments. By connecting school-level adaptation with teacher preparation, professional learning, and educational policy, the study contributes evidence to work with existing classroom realities rather than short-term solutions to advance ongoing efforts to improve science education in resource-constrained school settings in PNG.

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Session Abstracts

Grades didn't tell me this: What capability-level rubric data reveals about student performance in a course that permits AI use

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(2) A turning point for assessment

Generative AI has intensified debate about what constitutes trustworthy evidence of student learning. While much of this discussion has focused on academic integrity and assessment security, a growing body of work argues that higher education must also reconsider how learning is evidenced in contexts where AI can assist with artefact production (Bearman et al., 2024; Corbin et al., 2026).

This presentation presents results of a preliminary analysis of marking data from a redesigned postgraduate data visualisation course (n = 175) which permitted AI use for ideation and coding support. The rubrics had five levels from Foundation to Exceptional outlining descriptive capability and were applied across multiple assessments including a final project portfolio. A separate competency review assessed critique, interpretation, and application of visualisation principles under exam conditions without AI access. The assessment design was informed by evaluative judgement theory, which positions the capacity to recognise and justify quality as a graduate capability developed through repeated engagement with standards (Tai et al., 2018).

The final grade distribution looked unremarkable, but the capability-level rubric data had a different and more interesting story to tell – distinct student profiles were identified, including students whose technical implementation capability substantially exceeded their ability to communicate a coherent data story. A similar pattern of within-student differences was visible in a dedicated storytelling assessment, where strong visual performance did not consistently accompany strong narrative performance. These differences were largely invisible when examining grades alone. The competency review performance showed the strongest though modest association with the portfolio data story criterion, suggesting that the ability to interpret and communicate, rather than technical production was the more reliable indicator of independent judgement (Bearman et al., 2024; Tai et al., 2018).

As AI increasingly supports artefact production, educators may benefit from looking beyond grades to the capability profiles that sit behind them. Capability-level data can reveal differences that grades conceal which suggests that AI and assessment may be less a problem of detection than one of deciding which forms of evidence deserve the greatest trust (Corbin et al., 2026).

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Session Abstracts

Corpus-Based Learning in Health Professional Education: A Scoping Review to Inform Pedagogies in Health

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(4) Technology in learning

(2) A turning point for assessment

In the era of rapidly advancing AI, corpora (singular: corpus)—large digital collections of spoken or written language—complement GenAI by providing traceable, reproducible, and discipline-specific examples of professional language that support digital literacies, learner autonomy, and evidence-based learning (Benítez et al., 2024; Charles, 2024; Zhui, 2024). In health professional education (HPE), where accuracy, contextual relevance and professional communication are critical, corpus-informed pedagogy offers a reliable foundation for data-driven learning.

This scoping review identifies how corpus-based learning and teaching are applied in HPE contexts. The scoping review, registered with the Open Science Framework, explores the types of corpus-informed resources, design principles and learner engagement strategies documented in HPE. Four reviewers (two with a linguistics background and two with a health background) reviewed 461 articles retrieved from ProQuest and Google Scholar, which served as the primary and supplementary databases, respectively. The inclusion criteria were English-language, peer-reviewed original journal articles reporting research on the use of corpus linguistics in HPE at the higher education level between January 2019 and February 2026. After title/abstract and full-text screening, seven studies were deemed eligible for data extraction.

Findings reveal that corpus linguistics has been applied across multiple dimensions of HPE. For resource and material development, corpora were either used to create resources (e.g., a wordlist of frequently used medical vocabulary) or served directly as learning resources (e.g., a written corpus of nursing textbooks and a video corpus of psychological clinical scenarios). For curriculum and instructional design, corpora informed curriculum development (e.g., a curriculum informed by a psychology video corpus) and in-class activity design (e.g., collocation activities based on frequently used medical vocabulary). Learner engagement included concordance-based exploration (e.g., contextual analysis, grammar-focused activities, collocation identification, and collocation expansion), collaborative meaning-making (e.g., creating collocations and/or concept maps through peer interaction), and corpus-based linguistic analysis (e.g., frequency analysis, synonym/antonym identification, booster/hedge analysis, and terminology variation analysis).

Despite the positive outcomes reported in the included studies, the identification of only seven studies for final data extraction highlights the limited empirical evidence base at the intersection of corpus linguistics and HPE and underscores the need for further research in this area.

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Session Abstracts

Ethical Unease: Newly Enrolled University Students' Familiarity and Expectations Regarding Artificial Intelligence.

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(4) Technology in learning

This research report delivers findings from a mixed-methods survey of newly enrolled students (n=549) at Adelaide University at the start of Semester 1, 2026, examining familiarity with generative AI, prior use, and expectations for its role in university study. Quantitative data were analysed descriptively, while qualitative responses were examined using inductive thematic analysis.

The findings show a cohort entering university with broad awareness of Generative AI (GenAI) and familiarity with major commercial tools, but uneven levels of hands-on use, confidence and trust. Students most commonly associated AI with information-seeking, writing support, study assistance, brainstorming, and translation. At the same time, their responses reveal a marked ambivalence about AI's place in university. Many students accepted AI as a support tool for clarifying ideas, improving expression, or scaffolding study, yet resisted its use as a substitute for thinking, writing, or demonstrating knowledge.

The paper argues that these patterns cannot be fully explained by conventional acceptance models such as TAM or UTAUT, which assume that familiarity and perceived usefulness tend to drive adoption (Davis, 1989; Venkatesh et al., 2003, 2012). Concerns about hallucinated information, academic integrity, environmental impact, corporate power, and the erosion of authentic learning were common. The paper contributes new empirical insight into first-year student AI expectations in the context of a newly formed Australian university and argues for a more values-sensitive framework for understanding AI engagement in higher education.

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Session Abstracts

Pragmatic Acceptance: A Recurrent Cross-Sectional Study of University Students' Perspectives on GenAI

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(4) Technology in Learning

A recurrent cross-sectional study conducted in 2023 and 2025 at two Universities in Adelaide explored the rapidly evolving nature of Generative Artificial Intelligence (GenAI) tools and their use within Higher Education (HE) contexts, focusing on students' perspectives and experiences. The study examined AI adoption among students (n=611), highlighting varying attitudes towards AI applications in academic tasks.

Drawing on Ajzen's (1991, 2019) Theory of Planned Behavior (TPB), the study interprets shifts in uptake in terms of changing attitudes toward GenAI, subjective norms, and perceived behavioral control, including capability and confidence in using GenAI appropriately, and how these factors shape behavioral intention. Comparisons are made between various student groups including faculty, gender, age, year level, domestic/international status and full/part time enrolment status and across the 2023 and 2025 cohorts.

An overarching theme of growing pragmatic acceptance was found in the data. The research discusses perceived benefits of GenAI including enhanced productivity and time saving, and how AI-powered tools can potentially support student learning. AI has a prospective role in developing writing, critical thinking, and research skills among students, yet there are also genuine concerns about the impact of AI on academic integrity, critical thinking abilities and wider concerns including the environment. Following a comprehensive mixed methodology analysis of student responses, implications for practice shed light on the multifaceted consequences of engaging with GenAI in HE.

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Session Abstracts

Building Student Cognitive Engagement Profiles in Asynchronous Text-Based Communication

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(4) Technology in learning

Cognitive Engagement (CE) in Asynchronous Text-based Communication (ATC) environments is a critical focus in higher education research, as conventional engagement metrics often obscure meaningful learning (Soffer & Cohen, 2019). The ICAP framework (Chi, 2009) links observable behaviors to CE through four dimensions: Passive (receiving), Active (applying), Constructive (generating ideas), and Interactive (co-constructing understanding), with CE increasing sequentially across these modes and Interactive engagement producing the highest levels (Chi & Wylie, 2014). ATC-based learning platforms predominantly rely on behavioural indicators (e.g., post frequency, word count, response timing and etc.), failing to capture CE and offering minimal real-time, personalised support with actionable insights (Sakeef et al., 2025).

To address this gap, this study proposes a prototype application that builds CE profiles in ATC to enhance student learning experiences. The application uses a machine learning model to classify student CE and generates dashboard visualisations of course- and student-level CE across diverse learning activities using ICAP-based engagement patterns. The model was trained and evaluated using manually annotated data, supported by a GenAI agent (Microsoft Copilot) acting as an independent annotator.

Within an 80 minute workshop, participants will interact with the application to compare manual and machine-generated outcomes and gain a deeper understanding of the ICAP framework and its application to build student CE profiles.

- An introduction to the design principles, pedagogical background (ICAP framework) and prototype application
- Interactive session
- Manual annotation of online discussion forum posts (samples prepared by the audience or the workshop facilitators), with optional comparison using the GenAI agent
- Walk through the prototype application using sample forum posts to visualise generated course- and student-level CE profiles
- Discussion of results and takeaways

Participants will gain an understanding of how ICAP can be applied to interpret CE in ATC platforms, moving beyond numerical indicators such as post frequency and response timing. The session will demonstrate how personalised CE profiles generated from the ATC can reveal the quality of student engagement beyond the quantity. By developing a prototype application for scalable CE capturing and visualisation, this study contributes to technology-mediated pedagogy (Oliver & Herrington, 2003), demonstrating how AI can serve as pedagogical infrastructure, making cognitive processes visible to both learners and educators.

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Session Abstracts

AI-Enhanced Drawing Pedagogy in Online and Hybrid Design Education

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(4) Technology in learning

Design drawing is an embodied, iterative, and situated practice, yet online and hybrid learning environments can limit the opportunities for immediate feedback, reflection, and visual dialogue that support creative development. While artificial intelligence (AI) is increasingly used in higher education, much of the existing literature focuses on automation and productivity, with less attention given to how AI might support creative processes as they unfold. This paper presents early findings from a practice-led PhD project investigating how AI-enhanced visual feedback can support drawing pedagogy and heritage interpretation in undergraduate design education.

The project addresses a gap in the current AI-in-education literature, which remains predominantly task-based and outcome-focused. Recent discussions of generative AI in higher education have highlighted its potential to support learning, creativity, and student engagement while raising important questions about co-creation, authorship, agency, pedagogy, and human-AI collaboration (Bozkurt, 2024; Kasneci et al., 2023; Luckin & Cukurova, 2025; Selwyn, 2024). Yet less attention has been given to how AI participates in reflective and situated creative practices such as drawing. Grounded in a Deleuzian ontology of becoming, where interpretation unfolds as an event rather than a representational act (Deleuze & Guattari, 1987), the research conceptualises AI as a situated, iterative co-agent within a perceptual-cognitive assemblage. This framing positions AI as an active participant in creative inquiry, influencing how students perceive, iterate, and make decisions during drawing.

The project employs a practice-led methodology that combines iterative sketching activities, AI-mediated feedback, reflective commentary, and observational data collected across online and hybrid learning contexts. Undergraduate design students engage in cycles of drawing, prompting, revision, and reflection, generating visual and textual records of their creative development. Early findings suggest that AI feedback can heighten observational attention, support reflective decision-making, and encourage iterative experimentation without replacing student agency. Participants actively negotiate, adapt, or reject AI-generated suggestions, producing productive tensions that contribute to learning and creative growth.

These findings also highlight the importance of trust within human-AI creative collaboration. Rather than accepting AI feedback uncritically, students developed evaluative strategies that involved questioning, testing, and selectively adopting AI-generated suggestions. Trust emerged as a dynamic and negotiated relationship, shaped through repeated cycles of drawing, reflection, and feedback. This process aligns with broader transitions occurring in higher education, where learners are increasingly required to exercise judgement when engaging with AI technologies. By positioning AI as a provisional collaborator rather than an authoritative expert, the study demonstrates how creative practice can cultivate critical AI literacy while maintaining student agency and responsibility.

The findings indicate that AI-supported drawing can foster forms of situated interaction that extend traditional studio dialogue into digital learning environments. Rather than positioning AI as a substitute for human creativity, the research demonstrates how small, carefully designed interventions can strengthen reflective practice and support creative learning. The paper contributes a theoretically informed model of AI-integrated drawing pedagogy that advances understanding of AI's role in design education and creative practice.

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Session Abstracts

Building Trust Through Human–AI Co-Teaching: Exploring Relational Pedagogy to Support Sustained Engagement with Course-Specific AI Agents

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(4) Technology in learning

Industry evidence shows that AI-agent apps struggle to sustain engagement over time. While initial uptake is high, usage drops sharply after the first week as novelty wears off (AI Agents Directory, 2026). In higher education, this challenge is particularly relevant for institutionally developed AI agents that are designed to provide accurate, course-aligned support. Although students report greater trust in AI systems developed by their educators and institutions, perceiving them as more reliable and relevant to their learning needs (Elliot et al., 2025; Choung et al., 2023), they often default to familiar general-purpose tools such as ChatGPT. This disconnect between trust and use is a pedagogical and ethical concern, potentially increasing exposure to misinformation and the sharing of institutional intellectual property on external platforms.

To address this gap, we explore whether embedding a robotic AI agent within the teaching team can increase engagement with a course-specific AI agent. Grounded in relational pedagogy, the agent co-teaches alongside the lecturer and supports students through a companion app outside class, leveraging familiarity and ongoing interaction to build trust (Bovill, 2020). Using a mixed-methods approach incorporating analytics, student feedback, and staff reflection, we investigate how relational engagement may influence the adoption of educational AI and invite discussion with higher education practitioners and researchers about the opportunities, challenges, and implications of a relational robotic pedagogy for student engagement with educational AI. By extending relational pedagogy into human–AI co-teaching, the study contributes new insights into how trust, visibility, and perceived relationships shape students' engagement with institutionally developed AI systems

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Session Abstracts

Supporting Marker Judgement in the Age of Generative AI: Evaluating a Decision-Making Flowchart for Academic Integrity Assessment

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(1) Working with change

The emergence of generative artificial intelligence (gen-AI) has created challenges for assessment and academic integrity in higher education. While institutions have relied on policy guidance and gen-AI detection technologies, concerns remain regarding the reliability of these approaches and the burden placed on teaching staff to make complex judgements about potential misconduct (Coates et al., 2025). Markers are frequently required to determine whether evidence is sufficient to pursue an academic integrity allegation, often in circumstances where definitive proof is unavailable (Bittle & El Gayar, 2025; Matjola, 2025).

Our study evaluated a decision-making flowchart designed to support markers when assessing suspected inappropriate gen-AI use in written assessments. The flowchart was developed to provide a transparent and consistent process for decision making, as well as providing quality assurance in assessment design (e.g., policy and rubric alignments). A pre-post survey examined whether the flowchart could reduce decision-making stress while improving marker confidence and perceived support. After using the flowchart markers ($N = 9$) reported feeling significantly more confident and less stressed, as well as supported during the decision-making process. Specifically, a significant increase in confidence was observed from pre-marking ($M = 52.2$, $SD = 17.32$) to post-marking ($M = 74.50$, $SD = 9.13$), $t(1, 8) = -3.71$, $p = .006$, $d = -1.24$. A significant decrease in marker stress was observed from pre-marking ($M = 48.7$, $SD = 16.14$) to post-marking ($M = 30.5$, $SD = 19.54$), $t(1, 8) = 2.20$, $p = .05$, $d = 0.73$. Though not significant, markers reported an increase in feeling supported from pre-marking ($M = 53.40$, $SD = 14.11$) to post-marking ($M = 67.1$, $SD = 14.05$), $t(1, 8) = -2.02$, $p = .08$, $d = -0.67$. The absence of a significant effect for support is likely due to participants requiring more guidance on how to navigate Cadmus software, as evidenced by the qualitative feedback received.

Our findings suggest that structured decision-support tools can strengthen marker confidence and reduce stress while preserving professional judgement in academic integrity decision making. As universities continue to navigate assessment in the era of gen-AI, practical interventions that support markers' decision-making experiences may represent an important component of ethical, sustainable, and transparent academic integrity governance (Coates et al., 2025).

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Session Abstracts

From crisis response to institutional capability: Emerging AI governance architectures in Australian universities

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(1) Working with change

The continuing impact of generative artificial intelligence (gen AI) on higher education has required universities to move beyond rapid initial responses focused on academic integrity, assessment guidance and risk management, towards longer-term approaches for governing AI across teaching, research and operations. As AI becomes increasingly embedded in core institutional activities, governance questions are shifting from whether universities should respond to generative AI to how they should organise, coordinate and oversee AI use as an institutional capability.

This presentation shares preliminary findings from an ongoing research project examining AI governance approaches across Australian universities. The analysis draws on a corpus of AI action plans submitted by 34 Australian public universities to TEQSA in July 2024 and collated by the author in 2025. These documents provide a unique sector-level view of institutional AI adoption priorities and governance approaches.

Organisational AI governance is conceptualised as a systemic, multilayered phenomenon (Mäntymäki et al., 2022), with structures shaped by governance form and the location of authority (Spink & Davis, 2025). Responsible AI governance is operationalised through structural, procedural and relational practices supporting the development, deployment and monitoring of AI across organisational contexts (Papagiannidis et al., 2025). In higher education, literature identifies multi-unit, role-specific characteristics of university AI governance (Wu et al., 2024), alongside the importance of academic freedom and context-sensitive decision-making (Dotan et al., 2024).

The work examines how Australian universities are establishing AI governance arrangements in practice, and how authority, coordination and accountability are being distributed. It proposes a preliminary taxonomy of AI governance architecture models and recurring governance practice domains visible across the sector. Early findings suggest a spectrum of architectures, from business-as-usual integration and centralised gatekeeping, to federated arrangements and more comprehensive ecosystem-based models. Taken together, this analysis positions AI governance as an institutional enabling capability that should be designed to provide the coordination, expertise and guardrails educators need both to mitigate AI-related risks to student learning and to develop students' AI capabilities, while preserving academic judgement and agency.

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Session Abstracts

Reflective Peer Observation in Allied Health Higher Education: A Scoping Review

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(5) Small-scale innovation that lasts

(2) A turning point for assessment

Academics in allied health (AH) frequently transition from clinical practice into higher education with extensive clinical expertise but limited formal preparation for teaching. In clinical settings, professional development is supported through supervision, mentoring and peer observation, enabling clinicians to observe practice, engage in reflective dialogue and refine their skills. Comparable opportunities for structured observation and reflection are often lacking in academia. Despite teaching within practice-based, competency-driven and interprofessional programs, many AH academics have limited opportunities to observe colleagues, reflect on their teaching and develop pedagogical expertise.

Teaching squares (TS) and other structured, non-evaluative peer-observation models offer a practical, small-scale innovation to address this gap. By positioning observation as developmental rather than evaluative, these models can foster trust and psychological safety within the academic environment, create and strengthen collegial networks, and enable academics to openly reflect on and learn from their teaching practice. Through peer observation and guided reflection, these approaches embed collaborative learning into academic practice and can improve teaching quality, collegiality and engagement with the scholarship of teaching and learning (Berenson, 2017; Brown et al., 2024). Although increasingly reported across higher education, their application within AH remains unclear. To date, no synthesis has examined how reflective peer-observation models have been implemented in AH higher education, their reported outcomes or the barriers and enablers influencing their use and sustainability.

To address this gap, we undertook a scoping review to map the AH literature on TS and related reflective peer-observation models published between 2015 and 2025. The review examines how these models have been used in AH higher education; barriers and enablers to implementation; reported outcomes and impacts for staff and, where available, students; and gaps and recommendations for future practice and research. The protocol was prospectively registered on OSF (<https://doi.org/10.17605/OSF.IO/WYJTH>). Searches of seven databases identified 18,939 records, with 48 studies progressing to full-text review and 13 papers included in the final data extraction. Findings will be presented at HERGA.

Aligned with HERGA's subtheme, Small-Scale Innovation That Lasts, this presentation will synthesise implementation approaches, reported outcomes, and barriers and enablers to sustainability. Findings will provide practical recommendations for embedding reflective peer observation as a sustainable approach to academic development, strengthening teaching capability, interdisciplinary collaboration and student learning across AH programs.

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Session Abstracts

Beyond Listening: Reimagining International Student Support Through Partnership, Belonging, and Shared Responsibility

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(2) A turning point for assessment

Introduction: Universities frequently claim to listen to students, but listening alone does not guarantee meaningful change. For international students in health professions education, who navigate complex academic, cultural, social, and practical hurdles, institutions must listen deeply enough to reconsider systemic and curricular designs. This research explored the lived experiences of international students at Flinders University to identify unmet needs and examine how student insights can drive more equitable, collaborative approaches to education and support.

Methods: Two complementary studies were conducted. A qualitative study used focus groups with 18 international students to explore transition experiences, assessment expectations, placement preparation, and support access. A quantitative survey of 40 international postgraduate health professions students examined academic literacy and communication challenges. Data were analysed thematically¹ and descriptively.

Results: Students' challenges extended far beyond language, encompassing unfamiliar educational systems, implicit expectations, social isolation, and practical pressures like housing and financial insecurity. Existing supports were often perceived as reactive or misaligned with students' contexts. Survey findings highlighted significant academic communication barriers: 68% (n=27) reported difficulty following spoken instruction; 77% (n=31) experienced challenges engaging with academic literature; and 73% (n=29) reported difficulty with academic writing². Crucially, students also identified solutions, calling for earlier guidance, culturally responsive teaching, discipline-specific communication support, and clearer assessment expectations.

Discussion: These findings challenge institutions to shift from asking how students can adapt to asking how systems can become more accessible and responsive. Equity cannot be achieved through standalone support services; it must be embedded within curricula, assessments, and institutional culture³. Engaging students as partners recognises them as experts in their own learning journeys. Emerging approaches, including ethically implemented AI-supported tools, can further enable inclusive support when co-developed with students. For international health professions students, success depends on more than available support. It requires systems that are navigable, relational, and responsive. If health professions education is committed to equity and inclusion, we must move beyond listening more often and learn to listen differently; sharing responsibility with students to create environments where all students can participate, belong, and succeed.

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Session Abstracts

Industry consultation for authentic assessment and industry-ready graduates: a case study from two online undergraduate health courses

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(5) Small-scale innovation that lasts

There is increasing pressure on universities to produce industry-ready graduates (Vlachopoulos & Pachni Tsitiridou, 2026). Providing authentic learning opportunities and assessments is a key strategy for enhancing graduate employability. Achieving this, requires strong connections between higher education and industry, particularly in fully online education. Industry consultation has been highlighted as one method to ensure learning opportunities are authentic (Goldberg et al. 2014; Hains-Wesson et al. 2020). This presentation will share two projects where industry consultation was used to (1) collect feedback on the authenticity of learning opportunities and assessment in fully online undergraduate health courses and (2) gain insights into how industry perspectives can be embedded across courses.

This presentation will focus on the process of industry consultation. Organisational approval was required prior to recruitment for university ethical approval. Across the two projects 14 participants were recruited via purposive sampling through professional networks (e.g., Public Health Association), university placement coordinators and snowball sampling. Course materials and assessments including de-identified student work samples were provided to industry practitioners for independent review.

Following review, one-on-one semi-structured interviews were used to collect feedback on the courses and insights into opportunities to connect industry to education. Interviews were recorded, transcribed verbatim and analysed using thematic analysis (Braun & Clarke, 2023). Interviews ranged from 24 minutes and 100 minutes.

This industry consultation process generated rich feedback and identified several opportunities to strengthen industry engagement. An important outcome was the establishment of new partnerships with industry, many participants expressed a willingness to contribute to future teaching activities, reflecting a shared commitment to supporting the development of industry-ready graduates. However, it was clear that industry representatives were time-poor and therefore clear objectives and deliberate selection of course materials were important to facilitate a focused and manageable consultation process.

This small-scale innovative process of industry consultation is transferrable across disciplines and while it is not practical for use on every course, could be strategically employed across programs to strengthen industry connections and lead to better outcomes for students and industry. The findings of this research will inform the development of authentic and industry informed course materials and assessments.

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Session Abstracts

The CAT: Making Constructive Alignment Accessible Through Iterative Design

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(5) Small scale innovation that lasts

Constructive alignment (CA) is widely adopted as a framework for coherent course design in higher education (Biggs, 1996), yet research consistently documents a gap between its theoretical promise and its enactment in practice (Trigwell & Prosser, 2014). Barriers to meaningful engagement include the framework's underspecification of how alignment is achieved, the tacit nature of the design knowledge it demands, and the absence of tools capable of making that knowledge explicit and accessible at scale. These barriers matter because genuine engagement with CA is not a passive or procedural act: constructivist learning theory holds that knowledge is actively constructed through sustained engagement with problems that existing frameworks cannot immediately resolve (Vygotsky, 1978). A tool that makes CA's demands visible and navigable is not merely a convenience; it is a condition for the kind of engagement that produces genuine alignment.

This showcase presents the Constructive Alignment Tool (CAT), a web-based interactive instrument developed iteratively through a 16-month large-scale CA-based course redesign programme during a South Australian university merger. The CAT emerged not from a technology brief but from sustained practical engagement with what CA genuinely demands of Teaching Academics and Curriculum Designers. Its central design principle is the visualisation of interdependencies. The tool makes explicit how changes to any one course component, outcomes, teaching sequence, assessment weighting, or rubric criteria, create consequential adjustments across the whole system. By making those connections visible in real time, the CAT enables practitioners to engage with CA's systemic logic rather than treating its components as independent design decisions.

The tool guides users through four integrated stages: establishing course learning outcome weightings, mapping outcomes to assignments, determining assignment composition, and generating an aligned structural estimate for rubric criteria. This presentation offers a live demonstration of the CAT in action, illustrating how small-scale, practice-driven innovation can produce durable and transferable curriculum design support. It also introduces the broader research programme of which the CAT forms a part and extends an invitation to the attendees to consider participation in that research.

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Session Abstracts

Developing Partnerships with Escape Rooms and Game Based Learning

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(3) Students and partnership

(4) Technology in learning

In 2025, we used a \$5000 grant to create a prototype for a series of escape rooms that would be used as tutorial activities in the Bachelor of Social Work (BSW) Course, Preparation for Field Placement. Many students do not come prepared to tutorials, do not fully engage in traditional discussion-based tutorial activities or were unable to recount what they learned in tutorials during their oral assessment held later in the course. Escape rooms are designed to embed this knowledge. Game-based learning argues for games as the interactive core of an educational program, from which other pedagogies arise as needed. This interactivity is typically seen as more engaging than direct instruction, and therefore key to improving learning outcomes (Booi, 2025). We collaborated with academics from social work, game design, and GLAM (galleries, libraries, archives and museums), to co-create physical escape rooms as tutorial activities. Escape rooms are known to encourage and promote cooperation and teamwork. In fact, it would be hard to successfully escape from a room while working as an individual or working against the team. Game-based learning is also recognised for engaging learners of all kinds, including those traditionally disengaged with higher-education (Emery, 2025; Kutty & Joy, 2019; Nicholson, 2018).

The first phase of the project has been completed. We engaged three social work students to join us as co-creators who provided feedback on the 'difficulty' of the escape room puzzles and activities, and who were a valuable conduit between the team and their peers in the course. Student feedback indicated that the activities were engaging, encouraged student cooperation to complete activities and benefited students whether they had prepared for the tutorial or not.

In phase two we are collaborating with colleagues and students at the School of Art and Design (SAD) at Adelaide University to develop the escape rooms from prototype to a scalable product, and to provide authentic, cross-disciplinary learning experiences for students from both schools.

In our presentation we will focus on the staff student partnerships and how the feedback from social work and design students has helped to develop and modify the escape rooms.

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Session Abstracts

Building trust in Teaching and Learning Units: Insights from a multi-institutional study

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(1) Working with change

(2) A turning point for assessment

Trust plays a critical role in relationships between Teaching and Learning Units (TLUs) and academics, particularly in higher education systems experiencing ongoing change (Little & Green, 2022; Glessmer et al., 2025). However, there is limited understanding of how academics perceive and experience this trust in practice. This multi-institutional study addresses this gap across five universities: the University of South Australia, Flinders University, University of Cape Town, Vietnam National University, and Universiti Malaya, involving 320 respondents.

The study received ethics approval from the UniSA Human Research Ethics Committee (Protocol ID: 205331). A mixed-methods design was used, combining quantitative and qualitative data collected through a Qualtrics survey. Distribution methods varied by institution, including circulation via HR units, Deans, or direct anonymous links, ensuring voluntary participation and minimising power dynamics. A screening question excluded respondents without prior TLU engagement.

The questionnaire comprised ten closed-ended items (Likert scales and categorical responses) examining perceptions of TLU roles, visibility, usefulness, and effectiveness, alongside open-text questions capturing nuanced accounts of positive experiences, challenges, and suggestions for improvement. Closed-ended responses were analysed using descriptive statistics and visualisations to identify patterns across institutions. To deepen interpretation, items were mapped to dimensions of trust (e.g. perceived ability, organisational support), through a conceptually informed, though not validated, Trust Framework (Little & Green, 2022; Sweeney, 2005). Qualitative data were analysed thematically, with researchers working both independently and collaboratively to balance contextual understanding with bias mitigation.

Although trust was not explicitly measured, it emerged indirectly through perceptions of collegiality, expertise, and responsiveness (Law & Le, 2023). Findings show that trust is multifaceted and context-dependent, shaped by perceived credibility of TLU staff, service visibility, institutional capacity, and quality of engagement. Trust strengthens when TLUs are experienced as collaborative partners rather than transactional service providers. Implications for practice highlight the need for TLUs to build credibility through discipline-informed expertise, strengthen role clarity and visibility, and invest in sustained, relational engagement. Embedding consistency, and responsiveness can enhance trust and support teaching and learning in complex, evolving environments.

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Session Abstracts

W(h)ither 'the essay' in higher education: Mapping use and meaning across first-year disciplines

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(1) Working with change

(2) A turning point for assessment

This paper engages with ongoing pedagogical and disciplinary conversations about the purpose and use of essays in higher education (Corbin et al., 2026; Jones, 2017). In such conversations, 'the essay' is a site through which claims about authentic assessment, job readiness, generic skills and disciplinary identity – and indeed, the purpose of higher education – are contested (Midford, 2025). There is less empirical work on the extent of essays as a form of assessment in higher education. In this presentation we aim to offer foundational knowledge that begins to fill this gap. We map the use of essays as a first-year assessment tool across a higher education institution and then turn to explore how academics in the disciplines most commonly using essays – the humanities and social sciences – understand their place in disciplinary and institutional practices.

Our findings suggest that the use of essays is widespread across first year topics. However, they are not the most used form of assessment; rather, they are one a very small set of common assessment, which together constitute a very limited set of opportunities for students to explore their ideas in diverse forms. Within the humanities and social sciences, the reasons for this are pedagogical, technological and logistical-administrative. Essays are a site through which educators negotiate these sometimes-competing, sometimes-aligned logics. While always complex, the ever-emergent challenges of AI offer a particularly pointed case example of how the pedagogical and disciplinary possibilities of essays are shaped by institutional systems and as importantly, through collegial advice and professional discretion and problem-solving.

These findings suggest the value in rooting critical conversations about the place of essays in assessment and problem-solving its relationship to AI in particular (through for example, invigilating essay writing, building student understanding or trust) in the insights and practices of academics working within the possibilities and constraints of neo-liberal logics of higher education and their local manifestations.

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Session Abstracts

Teaching the Mathematics Behind AI: A Transferable Assessment Model

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(2) A turning point for assessment

The rise of generative artificial intelligence (AI) has challenged traditional assessment practices in mathematics, where procedural problem-solving can increasingly be outsourced to tools such as ChatGPT [3]. At the same time, these technologies are fundamentally built on core mathematical concepts that remain largely opaque to students [2] [1].

We outline an assessment item designed to address this dual challenge. Implemented in Linear Algebra, a second-year mathematics course focused on computation and reasoning, the assessment positions ChatGPT as an object of investigation rather than simply a tool for learning. Students receive initial guidance but are expected to undertake independent research and develop their own explanations. Through a scaffolded formative activity and research-based poster presentation, students explore how mathematical ideas taught in the course underpin key features of AI systems. Students subsequently review peers' posters using a structured rubric and reflect on their own learning.

We report on the design and implementation of this assessment and propose a transferable model that uses contemporary technologies as learning contexts. While the case study is situated in mathematics, the underlying design principles - authentic contemporary contexts, structured choice, formative scaffolding, peer evaluation using transparent criteria, and reflective learning - are applicable across disciplines and offer a practical approach to assessment redesign in the era of generative AI.

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Session Abstracts

At the speed of trust: A workshop on pairing AI efficiency with supervisory care

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(1) Working with change

(2) A turning point for assessment

Higher Degree by Research (HDR) supervision carries candidates through the identity transition from student to researcher, working across differences of culture, discipline, and experience through relational trust [1]. Generative AI has quickly reshaped this apprenticeship, yet institutional attention often centres on surface-level surveillance via detection, disclosure, and policy [2].

This workshop addresses a more consequential challenge of building trust and identity work when researchers increasingly route difficult conversations and high-value tasks to a machine. Becoming a researcher is enculturation: learning a discipline's culture, finding an authorial voice, engaging peer review as socialisation. Fluency is not voice, and a shortcut is not membership; AI-polished text flattens the disciplinary stance on which scholarly identity depends [4]. This flattening has occurred unevenly across increasingly diverse cohorts, whose cultural, linguistic, and prior learning experiences carry different conventions of good scholarly writing. Cutting across that, pre-ChatGPT candidates feel the weight of their own values guiding their AI use, while post-ChatGPT candidates may treat AI-generated text and their own voice as interchangeable [3]. Building and sustaining trust across such differences was already a hard problem [5]; it is now masked by smooth interactions (shorter meetings, polished drafts and presentations, confident emails, timely submissions, and fewer challenging exchanges) [3].

The future of human-AI collaboration in long-form writing increasingly depends on designing for productive friction rather than seamless workflows: friction in the writing, friction with the tool, and, hardest of all, friction between people [6]. In this workshop, participants work on all three sites of productive friction. We begin with AI-enabled friction in the writing and with the tool, keeping candidates' evaluative judgement in the loop. The hardest site is reducing unproductive friction between people (lack of trust, fear of judgment, silent assumptions) while introducing productive friction by designing for difference and diversity. "Two sides of a coin" pairings [3] structures the workshop's brainstorming activities, pairing each efficiency gain with a companion discipline that protects voice, provenance, or equity.

On a scaffolded Miro board, participants map where AI enters their own supervision, build their own strategies for each pairing, and test them against colleagues' cases from other disciplines, leaving with routines they can adapt to their supervision contexts.

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Session Abstracts

Institutional Trust in Multi-Campus Higher Education: Technology, Organisational Change and Staff and Student Experiences

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Adelaide University opened on 1 January 2026 after the Adelaide University Act 2023 (SA) brought together the University of Adelaide and the University of South Australia. As students, programs and services move into a seven-campus institution (Adelaide University, 2026a, 2026b), this transition raises an important question: How can institutional trust be built, unsettled and renewed when teaching is technology-mediated across multiple locations? The challenge is not simply connection, but consistency: Can teaching, support, participation and collegial relationships remain equitable across campuses? Evidence-informed risks demonstrate that fragmented systems, or uneven campus provisions may constrain student learning and belonging, whilst also weakening staff coordination and innovation (Allen et al., 2024; Deng and El Hag, 2024; Christensen and Nilsen, 2021; De Caro-Barek and Støckert, 2024). The current inquiry therefore asks: How can institutional trust be designed into a digitally connected, geographically dispersed university?

To address this question, Christensen and Nilsen's (2021) realist systematic review of multi-campus effectiveness is re-interpreted. Their PRISMA-guided review screened 538 peer-reviewed records published between 2009 and 2019 and retained 14 studies. Realist-informed thematic analysis identified recurring conditions shaping staff and student satisfaction and institutional effectiveness (Christensen and Nilsen, 2021; Page et al., 2021). This focused evidence base anchors the argument developed here.

Four moderators emerged from the previous study: Inconsistent technology, hesitation to innovate, geographical separation of staff, and geographical separation of students (Christensen and Nilsen, 2021), revealing a shared pattern: Technical reliability, organisational readiness, and physical distribution cannot be treated as separate problems. A platform failure can become a participation failure, while weak coordination can turn local variation into institutional inconsistency. Reading these moderators through the linked concerns of transition, technology and trust is this inquiry's interpretive contribution to understanding Adelaide University's transition.

Institutional trust is conceptualised as an organisational capability, namely, the capacity to give staff and students reasonable grounds to expect competence, fairness, responsiveness and support wherever they study or work, within four dimensions. Structural trust is expressed through equitable resources and authority; procedural trust through transparent decisions and meaningful voice (Assefa et al., 2024; Erlyani et al., 2024); relational trust through credible communication, respect, and safe participation (Laufer et al., 2025; Zhou, 2023); and technological trust through reliable, accessible, secure, and usable systems (Bong and Chen, 2024; EDUCAUSE, 2024). Together, these dimensions become institutional design questions.

This topic's central concept is digital proximity: the felt availability of people, learning and institutional support across distance. Connection does not create proximity when interactions feel impersonal, assistance is difficult to navigate, or decisions overlook local circumstances. Extending social-presence research from interpersonal connection to institutional availability (Alsayer and Lowenthal, 2024), digital proximity also reflects evidence that online belonging depends on purposeful relationships, recognition, reciprocity, and pedagogical care (Aires, 2026). Physical distance need not become institutional distance when infrastructure, processes, resourcing, and relationships make participation dependable.

This framework generates four evidence-informed priorities for post-merger settings: Building reliable, accessible, and inter-operable systems, supported by transparent standards and campus-level monitoring (Jisc, 2025); investing in discipline-relevant staff development, protected time, and peer support (Chaharbashloo et al., 2024; Godsk and Nielsen, 2024); pairing institution-wide quality, accessibility and data standards with local discretion (Colclough et al., 2024; Johnsen, 2024); and creating campus-disaggregated feedback loops that question, analyse, act and communicate change (Gibb et al., 2025). Progress can be assessed through system reliability, staff participation, cross-campus equity, and documented responses to feedback. These priorities apply the framework, rather than claim demonstrated effects. The contribution is a shift in emphasis: Multi-campus integration should be judged not only by whether systems connect, but by whether people experience the institution as present, dependable, and fair.

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Not provided by the authors



Session Abstracts

Flinders University's approach to assuring quality of learning in the age of artificial intelligence

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(2) A turning point for assessment

The higher education sector has faced two significant global events in the past seven years that have strained conventional approaches to teaching and learning and placed significant pressure on educators to develop their practice. While the COVID-19 pandemic created an urgent need for digital and distance learning and accelerated development of flexible and asynchronous modes of study, the widespread adoption of generative artificial intelligence (genAI) technologies soon after has transformed the ways that both students and educators relate to, consume, and share knowledge. The stresses that these two events have placed on the sector are, in part, diametrically opposed: one has precipitated flexibility and freedom of synchronicity and student-teacher presence, while the other has created a pressing need for verification of identity and originality for assessment purposes. At Flinders University, like much of the sector, these events have materialised as a classic one-two punch to our ongoing efforts to develop and modernise curriculum and assessment. Following this, we find ourselves at a turning point in our wider-spread conception and practice of curriculum and assessment.

In this presentation, we provide an overview of Flinders' initial strategy to assure quality of learning through curriculum and assessment reform in the age of genAI (Lodge, et al., 2025). Our approach to operationalise assurance of learning, benchmark quality, and build capability in our academic teaching staff will be discussed. While addressing the need for urgent stabilisation (Castlereagh Summit, 2026), we have also seen a need to support staff through this transition by: affirming the academic freedoms and autonomy of discipline experts regarding assessment design; affording teaching staff a sense of control and ownership during times of rapid change and increasing sector-wide pressure; arming educators with a curriculum model for assurance of learning that gives them confidence in a genAI world; and promoting good practice through recognition and validation of teaching efforts that are already curtailing the impact of genAI to assessment integrity.

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Session Abstracts

Student-led teaching awards as feed-forward: Thematic analysis of nominations to inform educator development

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(3) Students and partnership

This showcase shows how student-led teaching awards, as a form of student–staff partnership, drive enhanced professional learning for university educators.

The literature highlights the positive impact of student-led teaching awards on recognizing teaching quality, enhancing reflection and improving teaching practice in higher education (Lowe, & Shaw, 2019; Tomlinson, et al., 2025). Student-led awards feed forward into professional development enhancing pedagogical approaches by recognising the educator characteristics that students value which in turn provides targets for professional growth (Tomlinson, et al., 2025).

In this study, we analysed five years of nominations for student-lead teaching awards and the resulting professional learning enhancements.

After ethics approval, student sourced nominations were anonymised. Data were analysed using Braun and Clarke's (2021) six phase thematic analysis, with an emphasis on reflexivity to avoid mechanical coding (Braun, 2024).

In line with the literature (Lowe & Shaw, 2019; Wheeler & Gill, 2010), the data showed that genuine care, approachability and human connection along with well-designed and interactive learning experiences were important to the student nominators. They noted that nominated academic staff can explain complex ideas clearly and patently, communicate all expectations clearly and provide useful feedback that helps the students to envision themselves as professionals in their field while being inclusive and supportive. The balance of challenge and support seemed to be key to the participants. This data was used to design workshops for teaching staff led by students and previous award winners.

The research indicates that while awards do not necessarily directly link with specific changes to pedagogical practices, recognition of valued educator traits suggests an indirect influence on teaching approaches by encouraging behaviours aligned with student needs and preferences (Gotwals, & Birmingham, 2016). Likewise, student/staff partnerships are highlighted as important in a number of studies, but less attention is paid to putting this partnership into practice to support enhanced learning and teaching. In this research project and intervention, we explicitly drew on student voice as well as directly developing professional learning in response to this input. We therefore contribute both the literature on student-lead awards and to professional learning and student-staff partnerships in higher education.

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Not provided by the authors



Session Abstracts

Consultation-informed guidelines for AI use in student placements.

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(1) Working with change

Introduction: Artificial intelligence (AI) is rapidly transforming healthcare and health professional education, creating new opportunities to support student learning, while raising challenges relating to clinical reasoning, academic integrity, supervision and safe practice (Pham et al., 2025). As AI becomes increasingly embedded within placement learning, clinical educators require guidance to support its ethical and appropriate use. However, governance for AI use during clinical placements remains limited, creating uncertainty for clinical educators and students (Mansour & Wong, 2024). Using occupational therapy as a case example, a draft framework was developed to align appropriate AI use with the competency expectations assessed through the Student Practice Evaluation Form- Revised Second Edition (SPEF-R2). This study explored occupational therapy clinical educators' perceptions of the framework to inform its refinement and identify broader principles to support AI integration within placement education.

Methods and analysis: A qualitative consultation design was undertaken using two virtual focus groups with occupational therapy clinical educators (n=10). Participants reviewed the draft framework before participating in the focus groups. Data were analysed using inductive content analysis to identify recommendations for framework refinement.

Results: Three overarching categories were identified; 1. Navigating risk, uncertainty and hidden AI use in placement learning; 2. AI as a supportive educational tool and; 3. Governance as an enabler of safe, ethical and educational AI use. Participants recognised AI as a valuable learning support when embedded with clear governance structures, educator oversight and reflective practice. Rather than replacing clinical reasoning, AI was viewed as a tool that could scaffold learning when its use was transparent and appropriately supervised. These insights informed refinement of the SPEF-R2 aligned framework by strengthening guidance relating to transparency, governance and scaffolded educational use.

Discussion: As AI continues to reshape health professional education, educators require approaches that move beyond regulating technology to supporting its safe and educationally meaningful use within placement learning. Although developed within an occupational therapy context, these findings identify transferrable principles for health professions education, highlighting the importance of governance, transparency and reflective supervision to build trust and support learning in rapidly changing clinical education environments.

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Session Abstracts

Embedding AI-enabled Professional Practice into Accounting Education

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(4) Technology in learning

The rapid adoption of AI is transforming the accounting profession (van Zijl et al., 2026), requiring graduates to develop AI literacy and the professional judgement needed to work effectively alongside AI technologies. As AI increasingly supports financial reporting and data analysis, accounting educators face the challenge of designing learning experiences that prepare students to use AI critically and responsibly in professional practice. Emerging research demonstrates that GenAI can support accounting students' learning and help-seeking (Blondeel et al., 2025). However, its effectiveness varies across learning tasks, with limitations in contextualised and higher-order tasks that require complex analysis and evaluation (Tharapos et al., 2025). These limitations are particularly important in accounting, where AI-generated advice may influence students' professional and ethical judgement (Sugahara & Kano, 2026). This highlights a need for curriculum approaches that move beyond teaching students to use AI towards developing the disciplinary understanding and professional judgement required to critically evaluate its outputs.

This project proposes a curriculum innovation that embeds AI-enabled professional practice into accounting subjects. First, students complete accounting tasks, simulating professional practice in a pre-AI environment. This enables them to develop an understanding of analytical processes before engaging with AI technologies. Second, AI tools are introduced to demonstrate how contemporary accountants use AI to analyse financial information and generate reports. Third, the learning activities require students to critically evaluate AI-generated outputs by assessing their accuracy, reliability, and limitations. Students are also encouraged to identify errors or inappropriate recommendations and consider strategies to mitigate these risks. Throughout the curriculum, AI is explicitly positioned as a decision-support tool rather than a decision-maker (Einhorn, 2025), reinforcing the accountant's responsibility for exercising professional judgement and accountability.

The curriculum aims to develop students' AI readiness across three dimensions: practical capability in using AI tools appropriately, critical evaluation of AI-generated outputs, and professional judgement regarding when and how AI should be used in accounting practice. Industry-based learning activities enable students to understand both the opportunities and limitations of AI in contemporary workplace while recognising the importance of human expertise. By embedding AI literacy within accounting education rather than teaching AI as an isolated technical skill, this curriculum innovation contributes to technology-enhanced learning and supports the development of graduates who are prepared to work confidently and ethically in an AI-enabled profession.

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Session Abstracts

Avatar-supported oral assessment conversations: Exploring authenticity, scalability and assessment validity in AI-enabled higher education

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(2) A turning point for assessment

The uptake of generative artificial intelligence (GenAI) has intensified concerns about authorship, assessment validity and evidence of student work. Kofinas et al. (2025) suggest that markers may struggle to distinguish GenAI-generated work from student-authored submissions, while Crawford et al. (2026) argue that artefact-based assessment becomes less defensible when individual reasoning cannot be observed. These findings highlight why assignment submissions raise integrity concerns as AI tools become more sophisticated. This study explores AI-mediated digital avatars for oral assessment conversations, where students respond to standardised and adaptive questions posed by a digital avatar, as a scalable approach to strengthening assessment validity in AI-enabled learning environments.

The project is in the design phase and builds on structured one-on-one oral assessment chats in undergraduate education. It proposes a model in which students engage in short, avatar-supported conversations following a group presentation assessment task. The avatar would prompt students to explain decisions, justify claims, respond to scenarios and demonstrate understanding. The design draws on Hu and Hashim's (2026) viva-lite model, Barba and Stegner's (2026) conversational exam, Tseng et al.'s (2025) AI-led oral assessment, and Alcorn and Cheesman's (2022) technology-assisted viva conditions for valid, reliable and fair oral assessment. As an early-stage study, the paper presents the methodological foundations and anticipated outcomes rather than empirical findings. The expected contribution is a framework for using AI to enhance assignment-based assessment by generating additional oral evidence of student knowledge, reasoning and judgement.

The framework will examine how automated questioning may reduce teacher workload while enhancing student learning through interactive discussion. It will also analyse AI-specific risks, including hallucination, off-track questioning, over-prompting, the avatar providing answers rather than probing student understanding, irrelevant dialogue, automation bias and over-reliance on machine-generated evidence. English (2025) cautions that avatars must be framed as non-conscious tools orchestrated by educators, while Su et al. (2026) argue that authenticity in the GenAI era should be understood as hybrid and relational. The project invites feedback on feasibility, ethical safeguards and recommendations for authentic, inclusive and AI-responsive assessment.

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Session Abstracts

Exploring the use of Generative AI for formative feedback in collaborative speaking tasks: Student perceptions and pedagogical implications

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(4) Technology in learning

(2) A turning point for assessment

Providing timely, individualised feedback during collaborative speaking activities remains a significant challenge in English language classrooms, particularly in contexts characterized by large class sizes, diverse learner needs, and increasing teacher workload. While GenAI has been widely explored as a feedback tool for writing, its application to oral communication and group interaction remains underexamined (Henderson et al., 2025).

This presentation shares findings from a national, award-winning action research project conducted in partnership with Cambridge University Press & Assessment and English Australia. The project explored the use of ChatGPT Premium as a formative feedback tool during group speaking tasks in an English for Academic Purposes (EAP) program. Using a two-cycle action research design, the study investigated student perceptions of AI-generated feedback alongside teacher feedback and examined how AI could support communication and collaboration skills.

The project was informed by student voice and aligned with the Cambridge Life Competencies Framework, focusing on collaboration, communication, and learner autonomy. Students engaged with both AI-generated and teacher feedback throughout a structured feedback cycle, using each source to plan, monitor, and reflect on their performance during group speaking activities.

Findings suggest that AI can provide immediate, accessible, and actionable feedback that supports formative learning and extends opportunities for practice beyond the classroom. Students reported that AI feedback helped identify areas for improvement, encouraged independent learning, and recognised its potential to support communication and collaboration skills in group tasks, in line with findings from Alsaiani et al. (2024).

Despite these benefits, students consistently expressed greater trust in teacher feedback. They valued teachers' ability to understand context, interpret group dynamics, and provide personalised guidance. Rather than replacing teachers, AI was viewed as a complementary feedback source that increased access to support while maintaining the importance of human expertise.

This presentation will outline the research design, implementation process, and key findings, emphasising how AI can potentially revolutionise educational feedback through personalised, instantaneous responses. Practical implications for integrating AI into speaking-focused language programs will also be discussed, highlighting how technology can enhance learning outcomes while preserving the trust and relational dimensions central to effective feedback.

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Session Abstracts

Bridging Distance: Sustaining Authentic Engineering Education for Regional and Remote Learners Through a Hybrid Teaching Model

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(4) Technology in learning

(2) A turning point for assessment

Engineering education traditionally relies on campus-based laboratories and face-to-face study, creating significant challenges for students in regional and remote Australia. Many students balance full-time employment, family responsibilities, and long travel distances, making conventional on-campus study impractical. This paper addresses the challenge facing Australian higher education: how we provide equitable access to engineering education for regional and remote learners while maintaining authentic, high-quality practical learning experiences. Research suggests that successful online learning depends not only on access to digital resources but also on promoting students' sense of belonging and authentic learning (Adlington & O'Neill, 2024; Herrington et al., 2014). Equitable participation for regional students is a national priority in the Australian Universities Accord (AUAP, 2024).

This paper presents a hybrid engineering teaching model developed and refined over six years within Flinders University's Diploma in Digital Technologies (DIPDT) and Undergraduate Certificate in Mathematics (UCM). The model has supported over 500 students across regional South Australia and interstate while maintaining the same practical learning standards as on-campus students.

The model combines pre-recorded lectures, Canvas-based resources, evening live online workshops with recordings, drop-in consultations, flexible assessment, and ongoing guidance from a dedicated team to accommodate working professionals, teachers and students with family commitments. Students complete authentic practical activities at home using University-supplied hardware, software and digital instrumentation.

Central to the model are on-campus intensives scheduled throughout the year to accommodate work and family commitments. The first, held before each semester, enables students to meet, form project groups and use laboratory equipment before commencing their online study. Later intensives reinforce practical skills, collaborative assessment, and connections with peers, staff and the University.

Drawing on six years of implementation and reflective practice, this case study highlights that flexibility alone is not sufficient for regional engineering education. The experience suggests that combining online learning and home-based practical activities with repeated face-to-face intensives is important for maintaining practical engagement and authentic learning, strengthening belonging and connections with peers and staff, and supporting participation for regional and remote students.

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Session Abstracts

Developing undergraduate Business curriculum with industry, students and subject matter experts: A human-centred, technology-powered business suite creating social impact

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(1) Working with change

The COVID-19 pandemic and emergence of artificial intelligence (AI) have had substantial impact on higher education, businesses, and the future of work (Zhao & Watterston, 2021), necessitating a comprehensive review of the undergraduate Bachelor of Business (BBUS) curriculum. Our objective was to create a BBUS suite that addressed these contemporary societal and technological transitions and changes.

To achieve the objective, a multi-phase curriculum redesign (review-insights-redesign-implementation; adapted from McEwan et al., 2023) spanning six business degrees was conducted over an 18-month period. The BBUS curriculum development reflected the key elements of academic work, expertise and professional trust through three approaches, involving: (1) academic guidance by our teaching philosophy of authentic learning pedagogy (Herrington et al. 2014) and the business curriculum design literature (e.g., Fayezi, 2026); (2) seeking subject matter expertise via focus groups with Business academics; and (3) facilitating an immersive workshop with industry leaders to build professional trust, and map future workforce gaps. Importantly, we sought students' perspectives to ensure learner needs would be met.

Through our analysis of these approaches, we developed a distinctive new curriculum vision: a human-centred, technology-powered business degree creating social impact. This vision is operationalised through six foundational pillars underpinning the BBUS: human factors, emerging technologies, social impact, experiential learning, critical analysis, and life-long learning. The six pillars are scaffolded throughout the curriculum for each major and year level; for example, emerging technologies are critically assessed and used in workshops, and social impact is considered conceptually through frameworks such as the triple bottom line integrated into business learning content and practiced through internships (Crick & Crick, 2024). The pillars of experiential learning, critical analysis and life-long learning enable students to embrace authentic learning experiences (Nachtigall, Shaffer & Rummel, 2022). Qualitative feedback about the collaborative approach and resulting curriculum from students, staff, and industry has been positive. Quantitative data indicate growth in students choosing the BBUS and overall quality of educational experience.

Offering a practical, evidence-informed framework for redesigning degree programs in response to rapid technological and workforce change, this presentation will give attendees' transferable strategies for engaging academics, students, and industry in collaborative curriculum redesign concentrating on future-focused skills. The session will provide actionable insights that can be adapted by programs planning curriculum renewal to create authentic, human-centred, and industry-relevant degree suites.

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Session Abstracts

From Participation to Confidence: Using Digital Tools to Support Engagement and Revision in Tertiary Teaching

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(4) Technology in learning

This paper addresses the conference theme “Technology in Learning: Pedagogical approaches and meaningful outcomes face to face and online” by examining how tools such as Slido, Microsoft Teams/ Collaborate, and Kahoot were used not as technological add-ons, but as pedagogical supports designed to create more inclusive, interactive, and confidence-building learning experiences.

Drawing on a reflective teaching case study across several teaching contexts between 2022 and 2026, the paper examines the purposeful use of digital learning tools to enhance student engagement, participation, revision confidence, and assessment readiness (Haleem et al, 2022) across face-to-face, hybrid, and online teaching environments in law, criminology, and Italian studies. In 2022, Slido and Collaborate were used to facilitate anonymous questions, live discussion, and alternative forms of participation, reflecting Laurillard’s (2012) emphasis on interactive learning. In 2024, this approach was extended through hybrid assessment support via Microsoft Teams and later through Kahoot-based exam revision activities, aligning digital activities with intended learning outcomes in ways consistent with Biggs’ (1996) model of constructive alignment. In 2026, Slido was adopted once again to facilitate Q&A sessions, while Kahoot was embedded across all revision sessions in the courses taught, supporting active recall, formative feedback, and student confidence before assessment.

The paper is situated within scholarship on constructive alignment, interactive learning, and technology-enhanced learning. Biggs’ (1996) model of constructive alignment highlights the importance of aligning teaching activities with intended learning outcomes, while Laurillard (2012) and Haleem et al (2022) emphasise the role of digital technologies in supporting interactive learning.

Building on these insights, this paper argues that meaningful technology use in tertiary education depends less on the tools themselves and more on their capacity to build trust, participation, accessibility, and assessment readiness.

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Session Abstracts

Arts-Based Group Assignments in Anatomy: Impact on Learning Outcomes among First year Health Sciences Students

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(2) A turning point for assessment

Introductions and Aims: Universities increasingly seek to develop graduates' transferable skills; however, traditional assessments such as examinations and written assignments often provide limited opportunities for creativity, collaboration, and authentic problem-solving (Ajjawi et al., 2018; Conrad & Openo, 2018). Arts-based assessments have emerged as innovative approaches that can promote meaningful learning, engagement, and professional skill development (Sagoo et al., 2026). This study examined students' perceptions of an authentic, group-based anatomy artefact assignment in which students designed and created a physical artefact to communicate anatomical concepts (health condition) to a target audience, integrating creativity, teamwork, problem-solving, and scientific communication.

Methods: A post-assignment, cross-sectional survey was administered to 114 undergraduate students who completed the group-based anatomy artefact assignment. Three multiple linear regression models were developed to identify factors associated with students' perceptions of design learning, skills gained, and career benefits following completion of the artefact assignment.

Results: Data consisted largely of young adults aged 18-34 years (82.6%) and was predominantly females (89%). Three composite scores were created to quantify students' perceptions of learning. For Design Learning, artefact assignment significantly enhanced students' understanding of anatomy and physiology. Each one-unit increase in perceived understanding of assignment was associated with a 0.892-point rise in design learning score ($\beta = 0.892$, $p < 0.001$). For Skills Gained, collaborative group work during artefact assignment significantly contributed to students' skill development ($\beta = 0.407$, $p = 0.009$). For Career Benefits, artefact assignment enhanced conceptual understanding ($\beta = 1.146$, $p < 0.001$), value of group work ($\beta = 0.432$, $p = 0.034$), although it was associated with fewer recommendation of similar assignments ($\beta = -0.681$, $p = 0.023$).

Conclusion: Students perceived the artefact assignment as supporting conceptual understanding, collaboration, and career-relevant skill development. Findings suggest that authentic, arts-based assessment may provide a valuable approach for integrating disciplinary knowledge with creativity and professional skills.

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Session Abstracts

Comparing Traditional and Multisensory Learning Approaches for Teaching the Skeletal System: A Post-Test Study

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(5) Small-scale Innovation that lasts

(2) A turning point for assessment

Introduction and Aims: The rapid growth of digital technologies and generative artificial intelligence (AI) has transformed higher education, making information and knowledge more accessible than ever before (Đerić et al., 2025; Kurtz et al., 2024). As educational priorities shift from information acquisition towards deeper engagement with knowledge, active learning experiences that foster application, integration, and retention are increasingly valued (Hamad et al., 2026). Art-based learning approaches, including modelling and body painting, provide creative, multisensory opportunities for students to construct and contextualise anatomical knowledge through visual, tactile, and embodied engagement, supporting visualisation, knowledge retention, and learner engagement (De Melo et al., 2023; Velez-Martinez et al., 2025). This study aimed to compare post-session skeletal system knowledge among students participating in two multisensory learning approaches (Play-Doh® modelling and body painting) and a traditional textbook-based learning approach.

Methods: Undergraduate health sciences students (N = 245) participated in a skeletal system learning session and self-selected one of three instructional approaches: traditional tools (n = 31), multisensory body painting (n = 104), or multisensory Play-Doh® modelling (n = 110). Knowledge was assessed immediately after the session using a composite score based on a short survey. Group differences were analysed using Welch's ANOVA with Games–Howell post-hoc tests.

Results: A Welch one-way ANOVA identified a significant overall difference in knowledge scores, $F(2, 78.34) = 3.28, p = .043$. Body painting produced the highest mean score ($M = 6.38$), followed by Play-Doh® ($M = 6.10$) and traditional tools ($M = 5.70$). While post-hoc comparisons did not reach statistical significance at $p = .05$, the difference between body painting and traditional tools approached significance. Effect size estimates indicated a moderate practical advantage for body painting over traditional methods, with smaller differences for Play-Doh®.

Conclusion: Multisensory learning, particularly body painting, may support higher short-term anatomy knowledge compared with traditional techniques. Future research should examine long-term retention and the scalability of these approaches.

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Session Abstracts

How do learning designers enable educational change in complex institutional environments?

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(1) Working with change

(2) A turning point for assessment

Higher education is undergoing rapid change as institutions respond to evolving student expectations, technological developments, and shifting strategic priorities. Change initiatives increasingly rely on structured processes, project management approaches, and learning design frameworks to support consistency and quality. While these mechanisms are important, research highlights the role of trust and relationship-building in collaboration between academics and learning designers (Richardson et al., 2018; McDonald & Yanchar, 2024). Less attention has been given to how broader relational practices sustain collaboration during periods of uncertainty and disruption.

This presentation shares an example of practice from a program redesign for asynchronous online delivery undertaken during institutionally driven change. The program redesign team consisted of one learning designer, one course coordinator, and nine subject matter experts. Through reflection on critical incidents - including disagreements about the extent of content redesign, differing expectations regarding online pedagogy, and tensions arising from compressed project timelines - it explores how competing priorities, varying levels of online learning expertise, and tight timelines shaped collaboration.

A key insight is that trust alone did not explain successful collaboration. While trust enabled open dialogue and collective problem-solving, productive change relied on relational infrastructure: practices including active listening, recognition of expertise, empathy, transparent communication, adaptability, and sustained engagement. These practices fostered trust, helped stakeholders navigate uncertainty and competing expectations, and maintain momentum. Rather than viewing trust as a prerequisite for change, the reflections suggest it develops alongside other relational practices through a dynamic process that is continually negotiated and reinforced throughout collaborative redesign work (Stoltenkamp et al., 2017).

This presentation argues that change is not solely procedural but also relational. Reflection on the redesign experience suggests that collaboration is supported through the interplay of procedural infrastructure, such as project structures and operational systems, and relational infrastructure, including trust, empathy, communication, and mutual recognition.

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Session Abstracts

Electric dreams: Inclusive design, enabling pedagogy and fostering meaningful outcomes through digital literacy

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(4) Technology in learning

Careful educational design and pedagogical strategies can help unlock student potential and support learners to reach capabilities and aspirations. This paper will show how inclusive design and pedagogical innovation have sustained exceptional learning outcomes in digital literacy over more than a decade, as evidenced by course data, recognition and broader impact. We will share transferable strategies and pedagogical approaches embedded within 'Digital Literacy: Screen, Web and New Media' in enabling programs at UniSA College (now AU Pathways College), which support students and educators to navigate complex emerging contexts and reach meaningful outcomes.

Course design supports students through scaffolded learning and multimodal assessment informed by industry practice (Stokes, 2017). Assessments and activity are designed to provide, 'multiple means of engagement, representation, action and expression', with outcomes showcasing the benefits of Universal Design for Learning (CAST, 2018). Embedded enabling pedagogy (Hattam et al., 2024; Stokes, 2014, 2023) supports students from underrepresented backgrounds to engage with university learning in ways which value diverse knowledges, are capabilities focused, and lead to transformative learning outcomes. Careful implementation means on-campus and online students experience comparable learning, wherein they build dialogue in a learning community focused on meaningful activities that scaffold to relevant assessments. These approaches drive deep learning, which extends commitment to the activity and subject matter (Gee & Esteban-Guitart, 2019).

This paper will provide guidance through reporting on specific strategies designed to gain meaningful outcomes and support learning with emergent technologies. For example, as generative artificial intelligence use has increased, course-based exploration of fit-for-purpose approaches (Stokes et al., 2025) coupled with open dialogue on critical AI literacy (Rapanta et al., 2025) has resulted in reduced risk of academic integrity breaches; this is evidenced by low case numbers, and students' enhanced capabilities are further illustrated through specific opportunities to make explicit when and how they have determined it may be appropriate to utilise AI (or not). Similarly, the move from a written exegesis to inclusion of a video exegesis provides deeper insight into student productions and documents learning journeys, while also helping students see value in the process of learning relative to the final, resolved product. Design strategies, pedagogical approaches and learning outcomes will be illustrated via course content and examples of student work (shown with permission). The course design and delivery provide an exemplar of 21st Century learning, which offers insight into inclusive design in complex digital learning environments.

References

Not provided by the authors



Session Abstracts

Neurodivergent Students' Experiences of Collaborative Learning in Higher Education

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(3) Students and partnership

This poster showcases our two-part study of neurodivergent students' experiences with collaborative learning in higher education. Collaborative learning (CL) encompasses a wide range of learning activities in which students work towards a common goal with others. Modern teaching approaches inspired by social constructivism assign a central role to collaboration. However, the assumption that CL is universally beneficial has led to its pervasive integration into curricula without a critical examination of its efficacy for diverse learners (Medaille & Usinger, 2020). For neurodivergent students, the unstructured social dynamics of CL could potentially lead to social anxiety, communication breakdown, and the mentally exhausting practice of "masking"—suppressing innate behaviours to conform to expectations (Hamilton & Petty, 2023). It is therefore important to understand the role of CL as a higher education practice, and how it may impact the experiences of neurodivergent (ND) students.

The aim of our study is to centre ND students' voices in developing an understanding of how an approach to collaborative learning that embraces neurodiversity can be best implemented. To achieve this goal, we conducted a systematic review and an interview study. For the systematic review, a search protocol was developed using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework and templates, in conjunction with Cochrane and Campbell Collaboration guidelines. Covidence software was used to manage the review process of screening titles and abstracts for the 2091 extracted sources, and full text analysis of 83 studies. The final number of sources that met our selection criteria was 23; these sources were thematically analysed to identify key findings.

Results indicated that, overall, CL was experienced as a major challenge by a large proportion of ND participants, although some benefits were also identified. Importantly, review findings demonstrate the need for more empirical studies that prioritise CL as a central focus, rather than a peripheral element of the ND student experience, and that employ qualitative methods (e.g., interviews, focus groups, etc.) to centre ND students' voices and experiences of CL. Specific design features of group work should also be examined, including role allocation, communication structures, and assessment methods, as they can significantly affect students' experiences and interact with individual factors. The interview study involved 60- to 90-minute semi-structured interviews with a target of 20 Neurodivergent students per participating institution (Adler University, Hartwick College, MIT, and University of South Australia). Interview data complement and expand on the results of our systematic review by centring ND students' voices and providing insight into challenges, strengths, and factors that make CL experiences affirming and inclusive.

A snapshot of preliminary results from 45 interviews is provided in the poster. These results align with the findings of our systematic review, in that interview participants pointed to challenges, but also to features of instructional design that can 'make or break' their experiences of CL. Recommendations from our participants on how to make CL effective for all students are included in a checklist available from our project website: <https://sites.google.com/view/collaborative-wombats/home> Together, the two parts of our study paint a comprehensive picture that can inform neuro-affirming curriculum design and teaching practice in the area of group work and collaborative learning more broadly.

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Session Abstracts

Interactive Oral Examinations in First-Year Mathematics Classes

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(2) A turning point for assessment

Interactive oral examinations provide the means to assess students' verbal communication skills while also exploring their conceptual understanding (Theobold, 2021), beyond the procedural understanding common in first-year mathematics classes. This assessment type can be readily adapted to different cohorts across teaching locations, including online students, while also providing a relatively secure form of assessment. While forms of oral assessment have been used in higher-level mathematics classes, the large enrolment numbers often found in first-year cohorts have acted as a barrier to their adoption (Videnovic, 2020).

We present here a format for interactive oral examinations used in a first-year, first-semester mathematics class at Flinders University (South Australia) with an initial enrolment of approximately 300 students as part of a wider redesign of the assessment. The oral assessments comprised ten-minute conversations with students at the end of the semester, with an emphasis on conceptual understanding and justification of methods used. It was found that this assessment type could be run within an acceptable timeframe and helped to avoid the skewed final grade distribution observed previously. Through surveys run pre- and post-assessment (41 responses in total), it was found that students felt apprehensive of this new assessment type while also recognising the benefits it provided.

The oral examinations revealed a gap in student understanding, both in their ability to communicate verbally and in general conceptual understanding, that is potentially impacting their success in future studies, and we discuss initial attempts to address this through in-class activities. This work demonstrates that oral assessment is a viable alternative to standard examinations within mathematics, where this form of assessment has not gained widespread use. Analysis of the survey data and grade distributions shows that oral examinations provide an authentic and reliable alternative in the presence of artificial intelligence.

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Session Abstracts

Keeping it Weird in WIL; Adapting a systems thinking approach to challenges in asynchronous learning in Work Integrated Learning

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(4) Technology in learning

(2) A turning point for assessment

Work Integrated Learning presents many challenges in higher education (Jackson, 2024). It often doesn't run like a normal topic/course because the experience is embedded in industry (ACEN, 2023). For some students it may be the first time they experience industry, and if done outside of the typical summer internship this can present challenges for students and the institution in managing assessments without immediately available support networks (Ajjawi et al. 2020, Jackson, 2024).

The Flinders University College of Science and Engineering WIL programs operate across 6-, 12- and 20-weeks, for Science, Computer Science, IT and Engineering students, all for credit. Undergraduate Engineering students complete 20-week internships, which are optional for Computer Science and IT students, otherwise postgraduate Engineering students and CS and IT students complete 12-week placements, which involve immersive industry experience with embedded assessments that apply practical project management skills and technical and professional reflection.

We have implemented systems and processes that work with various University Systems to help students to manage their assessments according to asynchronous timelines, provide facilities to manage extensions and due dates, and also help Academic Supervisors track their students progress and identify what needs to be done by when. In numbers this system successfully tracks over 300 students and helps 60 academics manage their progress and assessment. These processes have resulted in improved assessment outcomes, improved Academic Supervisor management, and statistically significant improvements in feedback turnaround and topic completion times. The average overall topic/course grade increased 1.5% points (n=277) not factoring late submission penalties, time to completion decreased 7 weeks ($p < 0.001$), and students had improved access to assessment management facilitated through the University's Learning Management System.

These systems have been adopted into topics making up the Honours/Masters portfolio for the College of Science and Engineering, helping the same cohort of academics manage their supervision and examination obligations for over 250 students annually. The results are a system that delivers a more organised program that is less complicated for students and allows them to focus on academic outcomes. The system is being explored to support Flinders Online offerings to support flexibility without added complexity.

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Session Abstracts

Mapping graduate career pathways from a generalist degree: using alumni data to inform curriculum renewal and employability-focused pedagogy

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(3) Students and partnership

Graduate employability has become a central priority in higher education as increasingly complex, non-linear labour markets require graduates to navigate diverse career pathways (Clarke, 2018; Tomlinson, 2017). While generalist degrees such as Medical Science are intentionally designed to develop strong disciplinary knowledge alongside transferable capabilities (Clarke, 2018), anecdotally, students frequently report uncertainty regarding professional identity, career options, and the applicability of their degree beyond traditional employment destinations.

In the Australian higher education context, national data collection tools such as the Quality Indicators for Learning and

Teaching (QILT) Graduate Outcomes Survey (GOS) and its longitudinal version (GOS-L) provide useful insights into graduate employment rates and further study (QILT, 2025). These existing national graduate outcome datasets provide only limited insight into long-term career trajectories beyond 3-years post-graduation, restricting opportunities for evidence-informed curriculum renewal and employability-focused pedagogical design. This study addresses this gap through a longitudinal investigation of graduate career pathways within a Bachelor of Medical Science program.

A two-stage graduate career-mapping methodology was undertaken using longitudinal alumni data from graduates between 2004 and 2024. Public professional profiles were analysed alongside institutional alumni records, with graduates also invited to complete an optional survey to validate employment information. Career outcomes were categorised using Australian Standard Classification of Education (ASCED) and Australian Bureau of Statistics occupational classifications to examine employment sectors, occupational roles, further study pathways, and career progression over time. Findings were synthesised into visual career maps illustrating both vertical advancement and lateral movement across professions and industries.

The analysis demonstrated that graduates followed highly diverse career pathways extending well beyond traditional laboratory science roles. Alumni were employed across laboratory medicine, biomedical research, clinical and patient-facing roles, allied health, medicine, public health, health administration, biotechnology, pharmaceutical and commercial industries, management, education, regulatory affairs, and postgraduate research. Rather than converging on a single dominant destination, graduates clustered across multiple employment sectors, reflecting the breadth and adaptability afforded by a generalist degree. The visual career maps also highlighted transitions between sectors and advancement into leadership and specialised professional roles, demonstrating that graduate employability develops over time.

These findings provide program-specific, longitudinal evidence that complements national graduate outcome measures and offers a richer understanding of graduate success. The career-mapping approach provides a transferable strategy for informing curriculum renewal, strengthening employability messaging, and supporting students to develop a clearer professional identity while recognising the diverse opportunities available following graduation. This work demonstrates the value of alumni-informed curriculum design in preparing graduates for an increasingly complex and evolving health workforce.

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Session Abstracts

Teaching Innovation and Student Success through gamification, simulation, analytics, debate and industry case studies in a Sustainability Subject

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(4) Technology in learning

Purpose: Students' engagement is becoming an increasing challenge for higher education institutions worldwide due to many factors, including the increasing prevalence of stress and mental health disorders among students (Ababneh, et al. 2025; Abdelnasser, et al. 2024). Engagement is even more strenuous when teaching a conceptual subject in the first semester, when students' expectations are at their highest (Smith & Wertlieb, 2005). The purpose of this paper is to articulate how teaching a sustainability subject in the first semester can be successful.

Context: Considering the global drive and significance of education for sustainability, Flinders University incorporated Environmental, Social and Governance (ESG) content into undergraduate and graduate programs. 'Transforming Business towards Net Zero' is a first-semester subject at Flinders University. After teaching for a few years, based on students' feedback and my thinking, I innovated the delivery of the subject, including gamification, simulation, analytics, debate and industry case studies in Sem 1, 2026, when I had 84 students.

Methodology: The students' opinions on overall innovations, individual tools used, and the delivery of the content were collected from the students. The collected data were analysed and interpreted using Engagement Theory (Kearsley & Shneiderman, 1998) and the 5E Positive Sustainability Model (Macharis & Kerret, 2019), where the Impact of positive sustainability is calculated by Estimate × Engage × Educate × Enable × Encourage.

Findings: Students were significantly more engaged with the materials and in-class activities than in the prior years. Every student set a specific sustainability goal; identified the impact (volume of CO2 emissions) of their individual, family and business operations; understood the factors influencing emission volume and reflected on how they may contribute to mitigating this global challenge. Further, case studies and the debate on the SA Government's Net Zero Strategies 2030 enriched their knowledge of corporate and public-sector Net Zero practices, reporting frameworks, and challenges in these areas. In addition, students not only learned but also applied the knowledge in their personal and family lives and expect to utilise it in their professional lives. The study proved the proposition of the engagement theory that the use of technology facilitates better engagement and makes learning more successful. As per the 'Engage' component of the 5E Positive Sustainability Model, students also realise how each one of us is liable for this problem (ownership) and how we may contribute to resolving it.

Implications: The Student Evaluation of Teaching data showed that these teaching innovations improved student satisfaction (68% in 2024; 57% in 2025 & 83% in 2026), and academic results showed better student performance. Importantly, enhanced student engagement reduced the academic integrity cases to zero.

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Session Abstracts

From Theory to Trading Room: Gamification and Experiential Learning in Finance Education

G M Wali Ullah

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(4) Technology in learning

Traditional finance pedagogy often fails to equip students with the critical thinking and research skills needed to navigate real-world market uncertainties. This paper presents an innovative teaching practice implemented in the 'Investment and Portfolio Management' (BUSN 3029/9223) course at Flinders University. This practice integrates the LSEG Workspace trading platform with a gamified assessment design to foster experiential learning outcomes for both face-to-face and online students.

Based on constructivist epistemology, this teaching method is grounded in Kolb (1984)'s experiential learning cycle. It positions students as active knowledge constructors who start with practical portfolio management activities, reflect on the results and refine their decision-making process iteratively. This cyclical engagement aligns with research indicating that computerised trading simulations enhance reflective observation and critical thinking in finance education and progressively improve student performance and ethical reasoning outcomes (Marriott et al., 2015).

The gamification dimension, through a weekly leaderboard, is based on the idea that game design elements in non-gaming educational contexts can motivate individual and collective learning behaviours and meaningfully improve financial literacy among young learners (Bayuk & Altobello, 2019). Crucially, the LSEG Workspace platform is device-agnostic and location-independent, enabling meaningful participation regardless of students' physical presence. Students are also required to deliver a pitch on their investment strategy to an industry professional. This provides them with practical feedback on how to improve their portfolio selection, and acts as a mid-point check-in activity. This industry pitch component further bridges the gap between classroom learning and professional practice, reinforcing authentic technology-mediated learning outcomes. SET and average student assessment scores demonstrate that integrating technology-driven, gamified simulations into finance education produces measurable and meaningful learning outcomes in both face-to-face and online settings. In addition, LSEG Workspace has been integrated as a trading simulation in the 'Beat the Stock Market' school outreach activity, generating significant interest from stakeholders.

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Session Abstracts

Teaching Innovation and Student Success through gamification, simulation, analytics, debate and industry case studies in a Sustainability Subject

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(4) Technology in learning

Purpose: Students' engagement is becoming an increasing challenge for higher education institutions worldwide due to many factors, including the increasing prevalence of stress and mental health disorders among students (Ababneh, et al. 2025; Abdelnasser, et al. 2024). Engagement is even more strenuous when teaching a conceptual subject in the first semester, when students' expectations are at their highest (Smith & Wertlieb, 2005). The purpose of this paper is to articulate how teaching a sustainability subject in the first semester can be successful.

Context: Considering the global drive and significance of education for sustainability, Flinders University incorporated Environmental, Social and Governance (ESG) content into undergraduate and graduate programs. 'Transforming Business towards Net Zero' is a first-semester subject at Flinders University. After teaching for a few years, based on students' feedback and my thinking, I innovated the delivery of the subject, including gamification, simulation, analytics, debate and industry case studies in Sem 1, 2026, when I had 84 students.

Methodology: The students' opinions on overall innovations, individual tools used, and the delivery of the content were collected from the students. The collected data were analysed and interpreted using Engagement Theory (Kearsley & Shneiderman, 1998) and the 5E Positive Sustainability Model (Macharis & Kerret, 2019), where the Impact of positive sustainability is calculated by Estimate × Engage × Educate × Enable × Encourage.

Findings: Students were significantly more engaged with the materials and in-class activities than in the prior years. Every student set a specific sustainability goal; identified the impact (volume of CO2 emissions) of their individual, family and business operations; understood the factors influencing emission volume and reflected on how they may contribute to mitigating this global challenge. Further, case studies and the debate on the SA Government's Net Zero Strategies 2030 enriched their knowledge of corporate and public-sector Net Zero practices, reporting frameworks, and challenges in these areas. In addition, students not only learned but also applied the knowledge in their personal and family lives and expect to utilise it in their professional lives. The study proved the proposition of the engagement theory that the use of technology facilitates better engagement and makes learning more successful. As per the 'Engage' component of the 5E Positive Sustainability Model, students also realise how each one of us is liable for this problem (ownership) and how we may contribute to resolving it.

Implications: The Student Evaluation of Teaching data showed that these teaching innovations improved student satisfaction (68% in 2024; 57% in 2025 & 83% in 2026), and academic results showed better student performance. Importantly, enhanced student engagement reduced the academic integrity cases to zero.

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Session Abstracts

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G M Wali Ullah

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(4) Technology in learning

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Session Abstracts

Student perspectives on wellbeing in study completion: insights from an enabling education program

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(1) Working with change

(2) A turning point for assessment

Student persistence towards study completion is an area of interest in higher education. While universities are preoccupied with student retention, research reveals that students are focussed on persistence (Tinto, 2017). One issue that influences student persistence to study completion is wellbeing. Wellbeing in higher education has been examined from a variety of perspectives and lenses. Sources of data have comprised of students, academic and professional staff voices as well as policy documents. In this study, we are interested in the role student wellbeing plays in facilitating study persistence. Today, student wellbeing is a crucial part of university discourse. Universities communicate wellbeing information to students via their website specifically on avenues to obtain support such as access to trained professionals in the health and wellbeing space (Walker, 2022). In this study, we are interested in a student focussed definition of wellbeing based on their lived experiences and how it impacts their study persistence. Hence, we turn to the work of Douwes et al. (2023) who state that students view wellbeing as not only encompassing university support systems but also the invaluable relationships they have cultivated with their peers and family. Also, there is limited work on the role of wellbeing and study persistence in relation to university enabling programs prior to university entry. This study examines how students enrolled in an enabling program negotiate the complexities of wellbeing on their initial journey to study completion at an Australian university. Specifically, we unpack the lived experiences of students to ascertain the role these experiences play in study persistence. The data for this study comprised of interview data from students who indicated an interest to participate in the study. In this qualitative study comprising of 12 students, some of the key themes that emerged include academic staff engagement in supporting wellbeing, wellbeing self-management strategies, awareness of university wellbeing support services, social connections, the pivotal role of flexible learning options and an ethos of inclusivity. The implications of this study on study persistence could potentially influence policy, improve curriculum design and enhance university support services informed by the student voice.

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Session Abstracts

From Passive Listening to Active Partnership: Redesigning Large-Classrooms in Law through Immersive and Student-Centred Learning

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(4)Technology in learning

Large cohort teaching in higher education is frequently associated with passive learning environments, constrained interaction, and limited student engagement, particularly within lecture-based delivery of conceptually dense content (Freeman et al., 2014). This paper presents a technology-enabled, student-centred teaching model that repositions students as active participants in knowledge construction within a large undergraduate business law cohort (n≈350).

The teaching approach involved a redesign of content delivery and learning activities. Traditional lecture formats were replaced with immersive, visually integrated presentations using green-screen technology, enabling the instructor to be embedded within dynamic, animated learning materials, an approach shown to enhance student engagement in video-based learning environments (Guo et al., 2014; Schneider et al., 2024). This was complemented by structured interactive components, including live-streamed revision sessions, real-time question-and-answer opportunities, scaffolded tutorial activities, and concise, visually organised learning resources. Assessment support was designed to promote equity and learning continuity, including a standardised extension policy and early release of practice examinations with guided solutions.

Student evaluation data across multiple offerings (2020–2025) demonstrate consistently high levels of satisfaction and engagement, with several cohorts reporting 100% agreement across core teaching quality indicators. In a large cohort (n=369), over 85–95% of students agreed or strongly agreed that the teaching supported their learning, enhanced understanding, and made the course engaging. Qualitative feedback further highlights strong student perceptions of interactivity, clarity, and real-world application of knowledge. Importantly, the findings suggest that engagement in this context extends beyond enjoyment, reflecting a shift towards active learning and student participation in meaning-making. Students reported applying concepts, engaging in discussion, and connecting content to practical contexts, indicating elements of partnership in the learning process. This paper contributes to the Scholarship of Teaching and Learning by demonstrating how intentional design of teaching, interaction, and assessment can transform large-class environments into spaces that support student partnership, inclusivity, and deep learning.

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Session Abstracts

Hybrid tele-supervision placement in regional SA: student and placement educator views

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(4)Technology in learning

Clinical placements are a mandatory component of work-integrated learning (WIL) in speech pathology. Increasing placement demand and supervision challenges have prompted exploration of hybrid models combining onsite and telesupervision, although evidence informing best practice remains limited (Whitehead et al., 2023; Walters et al., 2024).

This qualitative study explored speech pathology student and clinical educator perspectives of a hybrid supervision model within a regional South Australian placement and informed recommendations for future implementation.

Six themes were identified: (1) face-to-face components of hybrid supervision; (2) student independence and professional development; (3) modality selection and task alignment; (4) supervision structure and processes; (5) governance, technology and organisational readiness; and (6) feasibility and sustainability. Hybrid supervision supported student independence, confidence, clinical reasoning and professional identity. Face-to-face supervision remained important for orientation, relationship development, hands-on learning and higher-risk activities, while telesupervision was appropriate for selected activities as competence developed. Effective implementation required clear supervision processes, accessible support, reliable technology and organisational readiness.

Hybrid supervision offers a flexible and potentially sustainable approach to speech pathology WIL, particularly in rural and regional settings. Findings highlight the importance of aligning supervision approaches with student readiness, clinical activities and client needs, while ensuring adequate organisational, technological and onsite support.

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Session Abstracts

Cross-Faculty Design for Short-Term International Learning Experiences

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(1) Working with change

Australian international education is operating in a period of policy, market and financial uncertainty, with universities seeking sustainable and student-centred ways to respond to shifting international student demand (Australian Government Department of Education, 2021; Universities Australia, 2025). Short-term international programs are often discussed as recruitment or partnership opportunities; this presentation considers them as teaching and learning design opportunities.

Short-term programs can offer flexible and accessible international learning opportunities, but their educational value depends on intentional design that links program activities to structured engagement and student learning (Lewis & Niesenbaum, 2005; Universities UK International, 2021). Using a recent Medical Communication study tour as a case study, this presentation shares how Adelaide University's English Language Centre (ELC) and faculty in the School of Medicine partnered to design a short-term international learning experience that connected language, cultural exchange, and discipline-rich medical communication activities. The case illustrates a practical cross-faculty design process: understanding the aims and constraints of the faculty-led learning experience, identifying what students need in order to participate meaningfully, and developing targeted preparation, classroom tasks and reflective activities around those demands. This approach draws on academic literacies perspectives that understand student communication as situated within disciplinary and institutional contexts, rather than as a generic skill developed separately from content learning (Lea & Street, 1998). In our case, close collaboration and the sharing of objectives and planned activities allowed the disciplinary experience itself to shape our understanding of the communicative demands students would face, and in turn the vocabulary and functional language support we targeted to strengthen their confidence, engagement and participation. The presentation will explore the practical realities of this collaboration from both ELC and faculty perspectives, including the demands placed on academic partners, the kinds of input that were most useful, and the design choices that helped make the program achievable within real workload constraints. It will also consider what this case suggests about cross-organisational program development in a period of institutional and sector change. The case offers a scalable example of working with change: using cross-faculty collaboration to create short-term international learning experiences that are educationally purposeful, responsive to institutional needs, and grounded in practical partnership.

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Session Abstracts

Meeting students where they are: because one size fits all tutorials weren't working anyway.

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(5) Small-scale innovation that lasts

Higher education teachers increasingly encounter students arriving at workshops with varying levels of preparation. This creates challenges when activities build on lectures, readings and online materials, as students who have not completed preparatory learning may struggle to engage. A common 'in the moment' response is to simplify activities to accommodate the least prepared students; however, this can reduce challenge and engagement for students who arrive ready to participate.

This project explored a differentiated task model designed to support students where they are while maintaining common learning outcomes. The approach draws on second-generation Transition Pedagogy, which recognises student diversity and intentionally scaffolds engagement and success (Kift, 2009), and Critical Enabling Pedagogies, which combine ethics of care with scaffolded support and high expectations to build students' capacity for independent learning (Bennett et al., 2017; Hattam et al., 2024). Rather than excluding or penalising unprepared students, the model provides multiple entry points.

In practice, students self-select into groups based on their preparation for each workshop. Students requiring support complete bridging activities before moving to a common task, while prepared students move directly to the common task or extension activities. The model was implemented across two disciplines: a first-year initial teacher education course involving approximately 340 students and eight tutors, and a second-year social work course involving approximately 90 students and one tutor.

A mixed-methods approach combined quantitative data tracking participation in differentiated tasks across the teaching period with qualitative observations and reflections from tutors and students. Findings varied across the two contexts. In education, tutors found the model simple to implement and reported reduced frustration, students readily engaged with the differentiated structure, and the proportion of students identifying as prepared increased across the semester. In social work, the tutor reported implementation challenges, particularly around encouraging participation in differentiated activities, and student engagement varied considerably across classes.

This presentation contributes a small-scale, sustainable, curriculum-embedded innovation that supports student engagement and preparedness while demonstrating both the possibilities and challenges of adapting differentiated approaches across disciplines and year levels in higher education.

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Session Abstracts

Teacher Agency and Professional Trust in AI Higher Education Policy: A Comparative Analysis of China and Australia

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(1) Working with change

Artificial intelligence is increasingly promoted in education policy as a means of improving teaching, learning, and educational governance in higher education, while raising questions of human-centred, ethical and inclusive policy design (Riezebos et al., 2022). Yet national policy texts define teachers' responsibilities in different ways. This research presents a comparative document analysis of recent Chinese and Australian AI-in-education policy texts, focusing on how each system constructs the teacher as a professional actor in AI-rich educational environments. The analysis draws on the official Chinese "AI+Education" Action Plan alongside Australia's Framework for Generative AI in Schools and its 2024 Review (Australian Government Department of Education, 2025). This research adopts qualitative document analysis to compare expected teacher competencies.

The preliminary analysis identifies a shared policy shift from access to professional judgement. Both countries treat AI as a means of supporting teaching rather than replacing teachers. Both require teachers to develop AI literacy, protect students, guide responsible use and make pedagogically sound decisions. However, the policies have different focuses. The Chinese policy frames AI mainly through digital transformation, teacher capacity building and scaled system reform. Teachers are expected to become digitally competent practitioners who can use AI to improve preparation, teaching, assessment, research and professional learning. The Australian framework frames AI mainly through trust, risk management and ethical governance. Teachers are expected to be subject-matter experts who retain control of educational decisions and help students understand AI's limitations, bias, privacy risks and appropriate use.

This research explores how university teachers develop AI competencies in the AI era across different cultures and how these competencies are shaped by professional agency, institutional support and public trust. It contributes to debates on teacher development in AI-enriched educational environments.

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Session Abstracts

Spark: The thinking network.

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(5) Small-scale innovation that lasts

Curricula have borders. Curiosity doesn't. Today's learning management systems are built like filing cabinets: siloed by faculty and wiped clean every semester, leaving cross-disciplinary inquiry without a shared home. Meanwhile, traditional academic networks are built exclusively for finished, funded research. The most critical phase of discovery has nowhere to survive. That early, unpolished spark that leads to a breakthrough proposal is completely lost. Spark is the incubator for early-stage academic thought, transforming raw discussion into a persistent, verifiable asset. Inquiries invite cross-disciplinary feedback structured around four cognitive operations rather than vanity metrics. Contributor identities remain blind during active debate, ensuring ideas stand on pure logic. From a fragile hypothesis to an open global exchange, your thinking finally leaves a lasting mark.

The Ecosystem is built around discussion in four dimensions. A continuous, peer-reviewed visualization of how you think. By measuring the exact balance of building, critiquing, synthesizing, and deconstructing ideas, Spark provides universities and employers with unforgeable proof of critical capability.

It works through a continuous, self-reinforcing loop that bridges academic inquiry with industry validation:

Students - Intellectual equity. Trade disposable forum comments for a permanent, peer-verified portfolio that shows how you think.

Universities - Campus without silos. Connect isolated faculties and programs, while capturing authentic continuous assessment data in real time.

Industry - Proof over speculation. Evaluate graduates on verified cognitive skill: deconstructing assumptions, stress- testing flaws, and synthesizing solutions.

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none provided

