

Business Education Advancement Conference: BEACON 2026

Faculty of Business and Economics
University of Melbourne
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ABSTRACTS

Parallel Sessions 1 (10:30-11:00)

Room 209

A/Prof Sean Pinder, Dr Miriam Edwards

A Proactive Approach to Academic Adjustment Plans Within a Large Cohort

The aim of this study is to evaluate a proactive approach to the provision of academic adjustment plans (AAPs) within the Faculty of Business and Economics. Piloted within a large first year subject during semester two 2025, this approach saw the academic inviting students to share their AAPs with him. He then partnered with members of the Student Equity and Disability Support (SEDS) team to provide inclusive learning opportunities. This approach is now being repeated during semester one 2026 with ethics approval to interview the academic and SEDS team members.

Framed within the context of inclusive teaching and more broadly speaking, the social model of disability (Oliver, 1986); this study recognises that the traditional, reactive approach to AAPs (DET, 2015) is not sustainable. Aside from the practical limitations around dealing with disability on a case- by-case basis, it is widely accepted that students under-report disability or may only ask for assistance if failure appears eminent (Zeng et al., 2018). This in turn creates challenges for the student, for those teaching, and for support staff.

In this presentation the academic will report on this approach and the impact it is having on his teaching. An overview of the qualitative case study method being implemented as a means of evaluation will also be shared. Ultimately this study will contribute to the growing body of inclusive higher education literature and potentially inform policy.

References:

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Oliver, M. (1986). Social policy and disability: Some theoretical issues. *Disability, Handicap & Society*, 1(1), 5-17.

Zeng, W., Ju, S., & Hord, C. (2018). A literature review of academic interventions for college students with learning disabilities. *Learning Disability Quarterly*, 41(3), 159-169.

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Mr Danny W Burton

An Integrated approach to teaching Legal Issues for Business

The teaching of post graduate business students has a number of challenges including language, culture, and limited business understanding. In our teaching, academics may also focus on delivering subject-based knowledge and not business context. Without a business context knowledge may become a memory exercise – what is? and

not why? This presentation will focus on how we have integrated a business context, business risk, and legal rule pedagogy to improve student understanding in Legal Issues for Business. (“LIFB”)

LIFB seeks to provide an understanding of a number of commercial law areas. Previously a silo approach was adopted. Law or legal principles were the focus or what has been termed a law-facing approach in teaching business law to business students, delivered by law school academics. The challenge was to pivot to a more business context approach whereby the core objective is to provide business students with sufficient knowledge to know when they might need legal advice.

Commercial or business law topics align to important and crucial aspects of a business. CPA/CAANZ Required Competency Area RCA04, has recently introduced a broader range of business law topics that more align to a business context. Teaching business law topics, legislation and case law that provide criteria and factors, in isolation to business obligations that are found in business decisions, actions, relationships, provides no connection. There is a disconnect; a gap.

This disconnect is between the legislation or case law (legal concepts) and business information, decisions, or actions (business context). The focus on the law when taught in isolation become a memory exercise and the business context is incomplete of any legal obligations. There is no critical thinking or application.

The challenge was to develop a pedagogy that provides a business context, legal concepts, and critical thinking. Context is an understanding of the environment that your business is operating in; and the pressures it exerts and scope it allows. ‘Context’ should guide your strategy and should be a pivot point to deciding the actions you will take. Some of these actions will require an understanding of the legal concepts established within both legislation and case law.

The introduction of scenario-based approach, using both real-world business examples and the use of CoPilot, and short videos, in LIFB, provides student with a business context (industry, actions, decision, relationship, problems/ issues (what went wrong?). Then, students are asked - do the problems have legal implications – what does the law say? What response is required? Can the business mitigate the legal risk or should they seek legal help? The pedagogy is about why the law matters, and not what it says (ie rules.).

The integration of business context and concepts provides an opportunity to remove our silo-approach to knowledge and recognise that a business is a dynamic organisation that involves many different concepts that are not isolated but operate in combination.

We argue a more integrated or business-focussed approach is a more complete pedagogy for non-law students. That business decisions, actions, relationships (business context) must take priority to ensure a deeper understanding of legal obligations (and other obligations) within a business.

Room 212

Mr Matt Dyki

Increasing engagement with the online component of blended learning using interactive video

As part of a move to blended learning in a postgraduate accounting subject, a key challenge was ensuring that students meaningfully engaged with learning materials before class.

Rather than treating the online component as passive ‘content coverage’ (recorded lecture/video or readings), this innovation uses FeedbackFruits Interactive Video to embed checkpoints (multiple-choice, short-answer, and reflection prompts) and timed discussion points directly within videos. A trivial but visible allocation of marks is used to signal value and establish routine, while keeping the activity formative and low-pressure. The approach builds on earlier improvements achieved through structured discussion boards and extends them by providing immediate, in-context feedback and a clearer pathway from pre-class engagement to in-class application. The session contributes a concise design pattern of video, embedded questions, feedback, and low-stakes grading that can be adopted across disciplines with minimal redevelopment of existing recordings.

Participants will leave with actionable guidance on (1) converting existing videos/new recordings into interactive micro-activities (including suggested question types that prompt retrieval, prediction, and misconception-checking); (2) setting up participation marks and completion rules that increase uptake without inflating grading workload; and (3) providing feedback both within the video and via other means.

Dr Christopher Woods

AI-Augmented Feedback for Sustainable Assessment in Work-Integrated Learning: A Practice Case from a Business Internship Subject

Work-integrated learning (WIL) subjects play a critical role in developing employability skills, yet providing timely, actionable feedback in dispersed internship settings is a persistent challenge. Growing cohorts, heterogeneous placements, and limited academic oversight often result in feedback that is delayed, inconsistent, or overly focused on compliance rather than learning. At the same time, the emergence of generative AI (GenAI) has prompted renewed interest in how feedback practices might be redesigned to be both sustainable and pedagogically robust.

This presentation shares a practice-based case study from a large business internship subject at an Australian research-intensive university, showcasing an AI-augmented feedback workflow for reflective assessment. The approach positions GenAI as an assistive tool for articulating feedback from assessor-generated notes, while keeping academic judgement, authorship, and responsibility firmly “human-in-the-loop.” Rather than uploading student work, assessors use a secure institutional AI platform to transform brief evaluative notes into clear, rubric-aligned, student-facing feedback, which is reviewed and edited prior to release.

Early implementation suggests substantial gains in efficiency, feedback clarity, and consistency, making it feasible to restore a richer cadence of formative feedback during internships without increasing assessor workload. The session will discuss design decisions, ethical boundaries (including privacy and transparency), practical challenges, and observed pedagogical benefits. Participants will leave with concrete strategies for responsibly integrating GenAI into feedback workflows, particularly in WIL and other resource-constrained teaching contexts, while preserving the relational and developmental dimensions of feedback.

Room 214

Dr Natalie Le, Mr Assaf Dekel

From Models to Markets: AI-Assisted Financial Simulators for Experiential Learning in Quantitative Finance

Large quantitative subjects in business and finance often struggle to connect abstract mathematical models with authentic professional practice. This gap can reduce engagement, contribute to mathematics anxiety among business students (Foley et al., 2017), and limit the development of analytical capabilities increasingly emphasised in global skills frameworks (World Economic Forum, 2025; United Nations, 2025). Simulation-based learning has been shown to be particularly effective for developing complex skills and conceptual understanding in higher education (Chernikova et al., 2020).

This work-in-progress Scholarship of Teaching and Learning (SoTL) project investigates the use of AI-assisted interactive financial simulators to support experiential quantitative learning in large undergraduate finance subjects. Developed through a University of Melbourne Learning and Teaching Initiative (LTI) project, the simulators are embedded directly within the Canvas learning management system and implemented across two subjects: a first-year core finance subject and a third-year advanced quantitative finance subject.

Grounded in cognitive load theory and the cognitive theory of multimedia learning (Mayer, 2024), the intervention enables students to manipulate key financial inputs—such as interest rates, volatility, and market scenarios—while observing their effects through dynamic visualisations and structured formative feedback. The design supports self-regulated learning through experimentation, reflection, and iterative problem-solving (Theobald & Bellhäuser,

2022) and aligns with emerging research on adaptive simulation-based learning environments (Chernikova et al., 2020).

A mixed-methods evaluation is underway across three semesters using surveys, learning analytics, and semi-structured focus groups. Early findings from the pilot semester indicate that students value the explicit connection between theoretical models and industry-relevant analytical tools, reporting increased confidence in spreadsheet modelling, financial reasoning, and interpretation of market data. The project contributes an evidence-informed approach to integrating experiential learning and employability skills in large quantitative business courses.

Mr Assaf Dekel, Dr Natalie Le

From Models to Markets: Building Interactive Finance Simulators with Generative AI for Large Classes

Large quantitative subjects in business and finance often struggle to translate abstract theory into meaningful practice at scale. At the same time, many educators face time, technical, and confidence barriers when adopting generative AI in teaching (Lelescu et al., 2025). Recent research highlights both the opportunities and challenges of integrating large language models into higher education (Kasneci et al., 2023).

This session showcases a practical approach to using generative AI to design interactive learning activities through the creation of AI-assisted financial simulators embedded directly within the Canvas learning management system. Developed as part of a University of Melbourne Learning and Teaching Initiative (LTI) project, the simulators are implemented across two undergraduate finance subjects (first-year and third-year).

The tools allow students to manipulate financial inputs, explore real-world market data, and generate additional practice questions while receiving tailored formative feedback. The simulators support both live classroom demonstrations and flexible self-directed exploration, enabling students to experiment with financial scenarios and observe how changes in market variables affect outcomes.

The session will include a short live demonstration showing how a discipline-specific simulator can be created using generative AI without requiring programming expertise. Reflections will also be shared on design choices, implementation challenges, and strategies for responsible AI use in teaching.

Participants will leave with practical and transferable strategies for integrating scalable AI-enabled interactive learning activities into large classes, helping strengthen engagement and connect theoretical finance concepts with authentic problem-solving.

Room 219

Dr Li Xie-Carson

Embedding Employability in Higher Education: Insights from Finance Academics in Australia

This study investigates the extent to which finance academics integrate employability into their teaching and assessment practices within the Australian higher education context. Employability remains central in policy and institutional discourse, yet practical support for academics embedding employability skills is still limited, especially in discipline-focused areas like finance (Belousova et al., 2019). Establishing a clear baseline of finance academics' perspectives and practices is therefore critical for guiding effective interventions and targeted support. The study examines the understanding and importance finance academics place on employability, compares their self-reported practices with enacted practices and explores the conditions that support or constrain integration in core finance subjects. Guided by Argyris and Schön's (1974) framework of espoused theory and theory-in-action, a two-phased qualitative design was employed. Three core finance subjects at a large Australian university were investigated. Phase one involved semi-structured interviews with course coordinators and tutors, supported by content analysis of curriculum documents to capture espoused intentions. Phase two involved direct classroom observations and follow-up interviews to examine actual teaching practices and assessment enactment.

Preliminary findings suggested that Finance academics acknowledged the importance of employability and expressed strong intentions to incorporate relevant skills. However, a clear gap emerged between espoused views and observed practices. Barriers included workload pressures, discipline-driven curriculum constraints and the

prioritisation of technical mastery over broader skill development. This study offers an evidence-based account of how employability is interpreted and enacted in finance education. By identifying current practices, tensions and enabling conditions, the findings lay the groundwork for future research on targeted professional learning, practical teaching resources and institutional policy support to help finance academics embed employability skills more effectively in teaching and assessment.

Dr Peter Matheis, Dr Li Xie-Carson

Designing a Simulated WIL Experience: Integrating Portfolio-Based Assessment for Coherent and Iterative Learning

This presentation showcases an integrated assessment design centred on a simulated Work- Integrated Learning (WIL) experience within a postgraduate marketing subject. The approach combines an authentic marketing simulation with a portfolio-based assessment structure to create a cohesive and iterative learning journey, aligned with principles of experiential and authentic learning (Kolb, 1984; Villarroel et al., 2018) and contemporary approaches to WIL (Patrick et al., 2009).

Within the simulation, student teams assume executive roles in competing global firms, engaging in ongoing strategic decision-making and responding to dynamic market conditions. This experience is extended through a series of interconnected assessment tasks—including executive briefings, strategic applications, group planning, presentations, and individual reflection—designed to reinforce application, reflection, and refinement throughout the semester. The portfolio structure enables students to connect their decisions, track their development, and build a coherent narrative of learning across the semester, consistent with approaches to sustainable and programmatic assessment (Boud & Falchikov, 2006).

Implementation of this integrated assessment demonstrated strong engagement and depth of learning, with students actively integrating theory and practice while developing strategic, analytical, and collaborative capabilities. The design has also provided greater visibility into student cognition and decision-making processes. Practical insights have emerged around coordinating assessment components, managing workload, and supporting students in navigating iterative and reflective tasks.

The session will share key design principles and practical strategies for implementing simulated WIL and portfolio-based assessments to enhance coherence, authenticity, and student ownership of learning.

Parallel Sessions 2 (11:30-13:00)

Room 209

Dr Wasana Karunarthne

Identifying and Supporting At-Risk Students in Large, Diverse Classes: A Data-Informed Approach to Inclusive Teaching

Large classes are characterised by substantial diversity in students (Kahu and Nelson, 2018). Diversity enriches the learning environment but also challenges inclusive teaching and the identification and support of at-risk students. As not all students actively seek help (Karabenick, 2003), those who struggle in large cohorts often remain unnoticed until late, limiting opportunities for timely support.

In QM1, a large undergraduate subject, inclusive teaching practices informed by Universal Design for Learning (UDL) provide diverse resources, activities, and scaffolded assessment tasks. Despite this, a substantial number of students fall behind, often due to differences in prior preparation, learning behaviours, and early engagement patterns. These students experience high cognitive load, limiting their ability to process and integrate new information (Sweller, 2011). Early identification and support are therefore critical to enabling these students to achieve their potential.

This presentation focuses on the early identification of at-risk students using a data-informed approach, drawing on routinely collected subject data. The aim is to design a practical and scalable framework that can be embedded within existing teaching structures. A key focus is the translation of early identification into targeted support, exploring how timely and scalable strategies can encourage greater engagement with available learning supports.

The presentation will outline the model design, the rationale for selected indicators, and the proposed intervention strategy. It will also reflect on key considerations in implementation, including scalability, student engagement, and ethical use of student data. The project contributes to ongoing discussions on inclusive teaching by demonstrating how data-informed practices can support equity and student success at scale.

References:

Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research & Development*, 37(1), 58–71.

Karabenick, S. A. (2003). Seeking help in large college classes: A person-centered approach. *Contemporary Educational Psychology*, 28(1), 37–58.

Sweller, J. (2011). Cognitive load theory. In *Psychology of learning and motivation* (Vol. 55, pp. 37–76). Elsevier.

Mr David Christie, Dr Nick Sharman and Mr Stefan Filippo

Evaluating and Enhancing Tutorial Teaching: Evidence from a Large-Scale Observation Program

We describe a large-scale tutorial observations program designed to evaluate and enhance teaching practices within undergraduate economics education. The primary aim of the program is for experienced tutors to provide confidential written feedback to all casual tutors in year-1 and year-2 core subjects by observing them tutor once a year (biennial for permanent tutors). Since it began in 2025, the program has observed over 170 tutorials across multiple subjects. It has generated one of the first department-wide datasets on how tutorials are delivered in practice. Observations focused on the allocation of time across instructional modes, including lecture-style teaching, class discussion, and group or pair work.

Initial findings revealed a strong reliance on lecture-style delivery, with limited use of collaborative learning—in some cases even when subject coordinators explicitly incorporated group or pair work exercises into their tutorial design. In Semester 1 2025, tutors spent on average 9.7 minutes per tutorial on group or pair work. Following targeted feedback, clearer instructional guidance, and the dissemination of observation findings, the use of active-learning strategies based on collaborative activities increased markedly in tutorials: group or pair work averaged 16.5 minutes per tutorial in Semester 2 2025 and 19.8 minutes per tutorial in Semester 1 2026.

By providing structured feedback and practical recommendations, the program has supported tutors in implementing more effective pedagogical techniques, including structured group formation, whiteboards for collaborative problem-solving, and strategies to foster inclusive participation. These interventions are grounded in established educational research demonstrating the effectiveness of active learning. The program's findings highlight both the opportunities and challenges of pedagogical change: while collaborative learning increased significantly, issues such as uneven group engagement and tutor-dominated discussions persist. This underscores the need for ongoing professional development. Overall, the program demonstrates how systematic observation and data-driven feedback drive measurable improvements in teaching practice.

Dr Mark Jones

Decolonising and Indigenising Business Education: You Can Ask That!

Decolonising and Indigenising Business Education' authentically requires purposeful considerations in addressing what is approaching a 250-year blind spot in Australia's education system. This interactive think tank provides a supportive environment for Faculty of Business and Economics (FBE) academics to expand understanding, ideate, and share best practices around decolonising and Indigenising curricula at a discipline specific level. Sharing perspectives will also contribute to further refining the draft FBE Divisional Indigenous Development Plan 2026-2028 strategic priorities. By expanding FBE's knowledge holders understanding of First Peoples ways of knowing,

being, and doing, the intent is to deliver on Murmuk Djerring – Working together, The University of Melbourne Indigenous Strategy 2023–2027 through the inclusion of Indigenous knowledges.

Room 212

Mr Eugene Skewes, A/Prof André Sammartino

Designing Personalised Business Case Studies with Generative AI: Narratives, Artefacts and Applied Learning

Business case studies are central to applied business education, yet educators often face a trade-off between authenticity, relevance and pedagogical control. Existing organisations and publicly available materials can provide realism, but they may not align neatly with specific learning outcomes, contain the right data patterns, or present the kinds of tensions and decision points students need to practise disciplinary judgement. This session explores how generative AI can support the design of personalised case studies that are realistic, coherent and deliberately aligned to teaching goals.

Drawing on our development of AI-supported case studies, we will showcase how educators can use generative AI to create controlled business narratives, synthetic datasets, visual artefacts, videos, stakeholder documents and supporting materials. The focus is not simply on producing more content, but on designing integrated case environments where narrative, data and artefacts work together to create a purposeful learning experience. This allows educators to build trends, contradictions, stakeholder perspectives and strategic choices into the case, rather than relying only on what is available from real-world public sources.

We will share practical observations from the development process, including the value of using AI iteratively, the need to test artefacts for plausibility and coherence, and the importance of aligning each generated element with the intended learning activity. Participants will leave with a practical framework for developing AI-supported case studies, examples of useful artefact types, and design principles for creating more engaging, authentic and pedagogically targeted business cases. The session is designed for educators interested in using generative AI to enhance applied learning while retaining control over the educational narrative.

Dr Linh Nguyen

Preparing Finance Graduates for an AI-Augmented Industry: Embedding Responsible GenAI for Critical Thinking and Ethical Practice

The rapid integration of generative artificial intelligence (GenAI) into the finance industry is reshaping professional practices and redefining expectations of graduates. In this industry, AI systems support tasks such as data analysis, modelling, and report generation, while human professionals are expected to critically evaluate outputs, exercise judgement, and manage ethical implications. However, higher education is still developing effective approaches to prepare students for this collaborative human–AI context (Chan, 2023).

This presentation reports on a teaching innovation implemented across three semesters, involving over 500 postgraduate students in two finance subjects at the University of Melbourne. The initiative aligns with the University ASE strategy, aiming to enhance analytical capability, critical thinking, and job readiness in AI-augmented environments.

The intervention is informed by emerging research highlighting GenAI’s role in fostering critical thinking and feedback engagement while also raising ethical and dependency concerns (Hikmawati & Mohammad, 2025; Uppal & Hajian, 2025; Zhan et al., 2025). It adopts a three-phase pedagogical model: (1) controlled comparative engagement with AI and traditional methods, (2) structured blind peer review, and (3) guided reflection on analytical processes, feedback practices, and ethical considerations. Students complete authentic financial analysis tasks using GenAI tools, critically evaluating outputs and documenting their decision-making processes.

A mixed-methods evaluation (pre/post surveys, teaching feedback, and qualitative reflections) indicates improvements in students’ critical thinking, particularly in data validation, synthesis, and interrogation of GenAI outputs – capabilities central to business education (D’Northwood & Rattray, 2024). Students also demonstrate increased ethical awareness, addressing bias, transparency, and over-reliance on AI, alongside

stronger engagement with peer feedback processes, consistent with recent GenAI feedback frameworks (Zhan & Yan, 2025).

This project contributes a research-informed and scalable model for embedding GenAI responsibly in finance education, supporting the development of industry-relevant capabilities and graduate job readiness in an AI-augmented professional landscape.

Dr Svetlana Danilkina, Mr Collin Li

Quicker and/or better? Assessment design for AI-assisted marking in Gradescope

When designing questions for in-person mid-semester tests and final exams in large subjects, subject coordinators often face a choice between easy-to-mark questions (e.g., multiple-choice) and more detailed written-response questions that allow students to demonstrate the depth of their knowledge, but are more time-consuming to mark.

This presentation showcases how combining an innovative assessment design with the AI-assisted marking feature in Gradescope results in faster and/or higher-quality marking at scale while preserving assessment fidelity.

We will demonstrate question types that can be used as alternatives to traditional multiple-choice questions, thus avoiding well-known disadvantages, such as binary marks and guesswork. These questions are easy to mark, but allow for more in-depth testing and partial marks.

We will also show how to easily retrofit traditional short- and long-answer question formats to simplify marking. We argue that this can be achieved without compromising the quality of the assessment and may even improve it.

Throughout our examples, we argue that AI-assisted marking is not a replacement for human judgment, but rather a powerful tool that can help complete repetitive tasks quickly while allowing human markers more time to focus on cases that require higher-level judgment.

This design was implemented across several large Economics subjects at an Australian research-intensive university, enabling us to gain first-hand knowledge of the best approaches and potential challenges. For example, in a large-scale subject, Introductory Microeconomics, we reduced marking time by 30% compared to similar questions in previous years.

The session will share the design principles, lessons learned during implementation, and provide multiple examples. Participants will learn how to augment their current assessments to take advantage of the AI-assisted marking feature in Gradescope.

Room 214

Dr James Kavourakis

Building industry-relevant skills in the (virtual) classroom

While students and employers increasingly value industry-relevant technical skills, teaching them effectively can be challenging in traditional university classroom environments. Technical skill development often involves students progressing at different speeds, needing individual support, and building confidence through practise. In these settings, some students can fall behind, while others are held back from moving ahead, making it difficult to create an inclusive and productive learning experience for the whole class.

Drawing on the design and implementation of the Microsoft Excel Accounting Workbook, this session shares one blended-learning approach to addressing these challenges. The workbook was developed to help students build and use a functioning accounting system in Excel, connecting conceptual understanding, technical fluency, and professional judgement through authentic tasks. The presentation will outline how learning activities can be staged across self-paced skill-building, guided practise, interactive checks, and in-class support so that students can engage with technical material more flexibly and confidently.

Rather than presenting a single solution, the session invites discussion about how blended learning can create better conditions for technical skill development across disciplines. Attendees will leave with practical ideas for incorporating technical skill education into their own subjects in ways that are more supportive, scalable, and relevant to contemporary professional practice.

Mr John Clements

Assessing development of employability skills

Work integrated learning subjects provide students with opportunities to develop their employability skills and enhance their graduate capabilities. To optimise this, Applied Syndicate Project utilises industry engagement and experiential learning in a setting where students work in small teams over 12 weeks to complete a real-life consulting and marketing related project as an ideal environment for students to enhance their capabilities and help prepare them to be job-ready in their professional lives. In completing the business project, students design the project scope in its entirety with the industry partner using project management and consultation management and marketing skills and knowledge. In tandem with the project piece, students review their own employability skills at the commencement and the end of the study unit to gauge their personal growth and development of a range of employability skills. This is then coupled with setting plans to further develop these individual capabilities. The session will share insights and experiences of this approach including outlining the rationale for and the development of incorporating students' self-review of employability skills presented with a learning reflection as a valuable assessment task.

BEACON participants will gain ideas for introducing student self-review of individual development of key employability skills and the setting of future development plans to assist them with enhanced graduate outcomes.

Mrs Emma Power, Dr George Panas

Beyond Internships: A Framework for Expanding Work-Integrated and Industry-Relevant Learning

Employers increasingly seek graduates who connect classroom learning to real-world practice, and universities are under pressure to design curricula that foster such connections (QILT, 2025). Work Integrated Learning (WIL) in authentic work settings allows students to engage with industry partners and apply their knowledge (Patrick et al, 2008); but these opportunities involve complex institutional processes and stakeholder management. Because of these barriers, experiences like internships are difficult to implement at scale, which creates issues relating to access, equity and quality of learning (Jackson, 2024). Scholars and academics have called for flexibility in contemporary WIL practices (Rowe, 2017; Jackson, 2024), suggesting that these experiences may not require off-campus activities if we consider the potential for authentic, experiential learning in the classroom (Kolb, 2014). This can occur through scalable micro-challenges, simulations and industry involvement (Rowe, 2017). The authors identified a need for a framework that helps educators design work-integrated and industry-engaged teaching experiences that suit their pedagogical goals and contextual constraints.

Recognising that meaningful professional learning can occur across a continuum from small industry-informed classroom activities to highly involved, immersive internships, the authors have developed a taxonomy of work-integrated and industry-relevant learning experiences. Many of these have been implemented and evaluated within the authors' own teaching portfolios, and examples and outcomes of these activities will be shared. Institutional student survey data has provided useful early indicators of effectiveness and student satisfaction. A more rigorous evaluation is underway, with preliminary findings to suggest that students perceive a range of classroom-based and traditional WIL experiences to be helpful for "connecting theory to real-world contexts" and "preparing them with knowledge that will be valued by employers." The examples will provide Faculty members with ideas for embedding authentic experiences in curricula, tailored to their unique goals, content and resources.

Room 219

Mr Andrew Zur

Make the Thinking Hard, Not the Task: Redesigning First-Year Assessment for Clarity, Integrity, and Analytical Development

The increasing availability of generative AI has intensified concerns about academic integrity in written assessment. However, in first-year business education, a more immediate challenge is that students often struggle to understand task requirements, identify appropriate sources, and navigate basic research processes. Over several years, declining average grades in a core written assessment suggested a potential drop in student capability. Closer examination indicated that the issue was not declining standards, but the cognitive load associated with the administrative demands of the task.

This project examines the redesign of a major written assessment in a large first-year marketing subject (800+ students). The task requires students to write a 1,000-word discussion paper evaluating how a company's marketing strategy creates value for customers, the company, and wider society, drawing on a current news article and academic literature on value creation. The aim was to reduce unnecessary cognitive and administrative load, enabling students to focus on critical analysis, structured writing, and theoretical application.

Informed by cognitive load theory (Sweller, 1988) and scaffolded learning, the redesign front-loaded task clarity by validating key inputs before writing began. Students submitted a relevant news article from an approved source list and academic journal articles from curated A/A* publications in staged weekly submissions, with tutor approval required prior to final submission. All work was completed within Cadmus, an academic integrity platform that tracks time-on-task, keystroke behaviour, and paste activity, providing behavioural evidence of student engagement alongside AI detection data.

The redesign resulted in a substantial increase in average assignment grades (58 to 70) — reflecting individual task performance rather than cohort-level outcomes — alongside improved student confidence and more consistent tutor experiences. The project contributes a scalable model for aligning assessment design with skill development, reducing reliance on AI tools, and shifting student effort toward analytical thinking. It also highlights the role of first-year subjects in building foundational capabilities that support learning across the broader curriculum.

Dr Maurice McCourt, Dr Miriam Edwards

Exploiting Diversity in Finance Groupwork: Algorithmic Team Formation and Student Outcomes

Students in higher education consistently self-select into homogeneous groups when given the opportunity, yet research demonstrates that what matters is not the formation method per se but whether students receive sufficient structural support to build trust and leverage diverse perspectives productively (Poort et al, HERD, 2020). This presentation reports on an intervention in a postgraduate finance subject, examining whether algorithmically assigned diverse teams, supported by deliberate structural scaffolds, produce better academic and team experience outcomes than self-selected groups. The study is motivated by evidence from financial economics that heterogeneous teams outperform homogeneous counterparts by drawing on a broader range of knowledge and perspectives (Lu et al, RFS, 2024), and is theoretically grounded in the contingency model of team diversity, which holds that diversity benefits are conditional on the contextual conditions under which teams operate (Urionabarrenetxea et al, IJME, 2021). The intervention was implemented by incorporating algorithmic group formation, team contracts, and structured peer feedback and self-reflection activities — scaffolds designed to activate the trust-building and coordination conditions necessary for diverse groupwork to be effective.

Analysis of student performance data, peer feedback ratings, individual assessment results, and team composition metrics across two semesters reveals that self-selection reduced program-level diversity by over 25% compared to algorithmically assigned teams. Using the Blau Index, and controlling simultaneously for group size, undergraduate background composition, and diversity across all preference dimensions — communication style, deadline approach, work-share, and role preferences — graduate program diversity independently and robustly predicts higher team grades across all specifications. Additionally, individual-level analysis reveals that preferences for whole-team collaboration proxy for lower individual ability, suggesting algorithmic assignment operates through

two distinct mechanisms: increasing cognitive diversity via program mix, and preventing the ability stratification that self-selection produces. These findings provide empirical support for the contingency model of team diversity while extending it into a finance education context where the professional value of diverse teams is independently established.

Dr Peter Matheis

Adaptive Learning Design: A Taxonomy of Pedagogical Delivery Configurations

Growing pressure to move beyond fixed delivery modes in higher education has highlighted the need for more flexible and adaptive approaches to learning design (Biggs and Tang, 2011; Laurillard, 2012). Contemporary research demonstrates that blended learning can enhance student engagement and learning outcomes, while also revealing challenges related to effective design and implementation (Boelens, De Wever and Voet, 2017; De Bruijn-Smolers et al., 2024). This presentation introduces the 1+1+1 Model, a taxonomy of pedagogical delivery configurations derived from three core learning functions: knowledge construction (K), sense-making (S) and application (A). Rather than being tied to specific formats (e.g. lectures or tutorials), the model comprises six core configurations representing all permutations of these functions, providing a structured classification of pedagogical delivery pathways. Each configuration can be enacted through sequential, iterative or integrated instructional flows, enabling instructors to adapt learning design and delivery in response to disciplinary context, cohort needs and instructional goals. This approach aligns with principles of adaptive teaching and flexible learning design, and extends existing work by formalising how pedagogical functions are configured and enacted in practice (Goodyear, 2005; Ellis and Goodyear, 2019).

This model has been implemented in a third-year undergraduate marketing subject, where a flipped configuration (K → S → A) was adopted within a fixed online–lecture–tutorial structure. The project draws on principles of experiential learning and adaptive teaching design (Kolb, 1984; Freeman et al., 2014) to guide implementation. Preliminary insights from student performance data, learning analytics and informal semi-structured discussions suggest improved preparedness, deeper engagement during class and enhanced opportunities for applied learning.

This work contributes a conceptually grounded and practically scalable taxonomy for adaptive learning design, offering a flexible yet structured alternative to traditional delivery models. Ongoing research will further evaluate the model's effectiveness, scalability and applicability across disciplines using mixed-method approaches.

Parallel Sessions 3 (14:00-15:00)

Room 209

Dr Tom Whitford

The Melbourne Dialogic Method (MDM): A Scalable Framework for Secure, Authentic Oral Assessment in Business Education

Concerns about academic integrity in AI-rich environments have prompted renewed interest in dialogic assessment, yet large-cohort implementation remains a persistent challenge in business education. Existing interactive oral assessment (IOA) models (See Krautloher, 2024; Logan-Fleming, 2025) are either under-theorised as scalable systems or rely on ad hoc assessor judgement that limits reliability and equity across cohorts.

This presentation introduces the Melbourne Dialogic Method (MDM) - a structured IOA framework developed to make authentic oral assessment repeatable, equitable, and operationally viable at scale. The MDM is grounded in dialogic learning theory (Wegerif, 2007; Mercer, 2000), authentic assessment principles (Sotiriadou et al., 2020), and assessment-for-learning scholarship (Boud, 2000; Boud & Falchikov, 2006), and responds directly to TEQSA's (2024) guidance on secure assessment in AI-rich environments.

The framework operates across three institutional tiers: Design, Delivery, and Reflection. It organises assessor questioning through a rubric-to-probe mapping architecture. Four probe families (Comprehension, Justification

with Evidence, Transfer, and Limitation/Risk) align directly to learning outcomes, enabling structured, standardised conversations across assessor teams. Furthermore, the MDM can accommodate generative AI as human-in-the-loop infrastructure for scale: drafting question banks from subject learning outcomes, standardising prompt language across assessment teams, and supporting assessor calibration. This positions GenAI as a governance tool rather than as a replacement for assessor judgement.

The presentation maps MDM adoption conditions such as cohort size, discipline, assessment weighting, and assessor capacity, against a readiness typology for FBE subjects, and offers a staged implementation pathway. Participants will leave with a clear conceptual model for IOA design and practical criteria for assessing where and how the MDM fits within their current assessment architecture.

Dr Farzan Fallahi, Dr Tom Whitford, Ms Bessie Zhang

Implementing IOA at Scale: Early Lessons from the Melbourne Dialogic Method (MDM)

The rapid diffusion of generative AI has intensified long-standing questions about academic integrity, authenticity and the evidentiary value of traditional written assessment. Interactive oral assessments (IOAs) offer one response to this challenge, particularly when designed to foreground reasoning, justification and application rather than recall (Bayley, Maclean, & Weidner, 2024; Tan et al., 2024). However, IOAs are often perceived as difficult to scale, resource-intensive, or vulnerable to inconsistency across assessors.

This presentation shares early lessons from an FBE T&L grant-funded pilot that is developing the Melbourne Dialogic Method (MDM): a structured framework for designing, delivering, and evaluating IOAs at scale. The MDM is organised around three interlocking phases: designing the dialogue, delivering the dialogue and reflecting on the dialogue. Central to the approach is rubric-to-probe mapping, where written assessment criteria are translated into structured families of oral questions focused on comprehension, evidence-based justification, transfer to new contexts, and recognition of limitations or risks.

Unlike conventional oral assessments that can rely on broad viva-style questioning, the MDM treats dialogic questioning as the core instrument of assessment. Each interview is time-bounded, recorded, moderated and mapped directly to learning outcomes, making the process more consistent, auditable and defensible across assessors. Its key innovation is the use of GenAI to support scale without automating judgment. GenAI helps assessors quickly identify key claims, assumptions, and possible gaps in students' submitted work, then generates rubric-aligned probe questions to support targeted, consistent interviewing. This reduces preparation load and improves rubric coverage across large cohorts, while keeping the critical assessment work: question selection, follow-up probing, professional judgement and moderation, which are firmly in human hands.

Drawing on insights from the first pilot, our presentation shares a transferable framework for implementing IOAs responsibly at scale, with attention to assessment integrity, authentic skill demonstration, employability and defensible human judgement (Sotiriadou et al., 2020). It also demonstrates how GenAI can support and scale assessor preparation in large-cohort subjects.

Room 212

Dr Teagan Altschwager, Mr Eugene Skewes, Mrs Emma Power, and Dr Aman Ullah

What's the right blend? Identifying delivery models and design features that support student engagement, learning and belonging in blended learning

Blended learning has become a defining feature of contemporary higher education (Marshall et al, 2024). However, blended learning can take many forms; education literature to date does not adequately address nor empirically compare the effectiveness of varying blended approaches. Digital transformation in higher education is an "ongoing journey" (Marshall et al. 2024:535), requiring continual evaluation to inform teaching strategy (Buhl-Wiggers et al., 2023). This presentation reports on a study exploring various blended delivery approaches across 5 management and marketing subjects (undergraduate and postgraduate). The study compares blended delivery models (1+1+1 and 1+2 models) and design features (including experiential face-to-face seminars, multi-media learning activities, digital simulations, industry engagement, AI tools, and assessments) to determine their efficacy

in driving critical learning experience constructs; student engagement (Bowden et al., 2021), perceived learning/employability (Gunawan et al. 2019), student sense of belonging (Strayhorn, 2019), and learner satisfaction (which remains a key benchmark of success globally i.e. QILT in Australia; NSS in UK). This study is informed by seminal education framework, Community of Inquiry (CoI), arguing a multidimensional perspective to online learning development (Garrison et al., 2000). A mixed-methods design was utilised, combining student survey data (a uniform survey of established measures implemented across subjects, as well as institutional student learning surveys), learning analytics (from Canvas LMS), and class attendance data. Preliminary findings from the study pilot indicate overall subject design, 'the blend' (i.e. the specific combination, sequencing and balance of on-campus classes and asynchronous online learning), assessment structure, and design features (e.g. activities, online tools) play a role in shaping student outcomes. By June, we will be able to share emerging insights from preliminary data obtained from the 5 study subjects. This project will provide evidence-informed insight for understanding the efficacy of diverse blended learning approaches and their impact on student experience.

Mr David Christie, Prof. Joshua Miller, Mr Cameron Low, Ms Lavinia Gotovan, and Mr Pablo Ahumada

Designing Interactive Tutorials: Lessons from a Flipped Classroom Implementation

This presentation reports on a Scholarship of Teaching and Learning project that redesigned tutorials in Intermediate Microeconomics through a blended, flipped classroom model. The format was implemented in 2025 and continued in 2026. The initiative addressed key challenges from 2024, including declining engagement with preparatory materials, inconsistent attendance, passive learning formats, and rising assessment integrity concerns linked to AI-enabled tools.

The intervention combined pre-tutorial preparation videos with in-class groupwork, student presentations, and IF-AT (Instant Feedback Assessment Technique) 'scratchie' cards to facilitate group multiple choice quizzes. In doing so, these quizzes simulated exam conditions while enabling collaboration and immediate feedback, shifting tutorials toward a more active, student-centred learning environment.

Evaluation using multiple measures shows discernible impact. Attendance increased from 86% to 91%, and observational audits of tutorials recorded substantially higher levels of participation. Academic outcomes also improved, with the final exam fail rate falling from 15% to 7% and average marks rising from 64% to 67%, indicating stronger engagement and learning. The redesigned workflow also improved operational efficiency, streamlining marking, reducing workload and marking delays, and delivering cost savings while maintaining teaching quality.

Student and tutor feedback further supports the effectiveness of the model. Students reported high satisfaction (4.53/5 on TES tutorial experience surveys), highlighting enhanced engagement and learning, while also describing the interactive format as motivating and beneficial for consolidating knowledge. At the same time, feedback identified areas for refinement, including pacing, access to solutions, and opportunities for review and revision.

Building on these insights, we propose practical, scalable refinements to support broader adoption. These include reducing the number of quiz questions and the size of question banks, lowering the frequency of quizzes, and moderating their assessment weighting. Together, these adjustments aim to maintain the benefits of interactive, collaborative learning while improving pacing, fairness, and opportunities for deeper conceptual understanding, while also reducing implementation workload for staff.

Room 214

Dr Silvia Zia, Dr Nafisa Ovi

Student Engagement in the Age of GenAI: Preserving Authenticity and Agency through Process-Driven Assessment in Business Education

Artificial intelligence (AI) is increasingly embedded in business education, reshaping how students access knowledge, construct understanding, and demonstrate disciplinary competence. While generative AI (GenAI) tools can enhance accessibility, personalisation, and cognitive support, their uncritical use risks eroding authenticity, metacognition, and academic integrity - key pillars of rigorous business education.

This Scholarship of Teaching and Learning (SoTL) project examines how GenAI intersects with student engagement in a third-year finance unit at Monash University. Drawing on a multidimensional conceptualisation of engagement (behavioural, cognitive, emotional, and agentic; Fredricks et al., 2004) and concerns about cognitive offloading (Risko & Gilbert, 2016) and belonging (Tinto, 2017), the project explores whether process-driven assessment design can preserve intellectual rigour and student agency in AI-rich learning environments.

The intervention involved redesigning assessment around a progressive model incorporating weekly simulated trading activities with live market data, AI-enabled analytical tools, and a culminating research-based report. Students were required to document and justify their decision-making, critically evaluate AI-generated interpretations, and reflect on how GenAI supported or constrained their learning. Evidence was gathered from student work samples, brief surveys, and reflective commentaries.

Preliminary analysis indicates that when expectations for GenAI use are explicit and assessment foregrounds process over product, students remain actively engaged in disciplinary reasoning rather than outsourcing thinking to AI. Students reported increased confidence in applying finance concepts and valued opportunities to interrogate, rather than simply adopt, AI outputs. The project contributes an evidence-informed model for integrating GenAI into business assessment that supports constructive alignment, assurance of learning, and the broader aims of responsible, future-facing business education.

Keywords: GenAI; student engagement; business education; authentic assessment; process-driven assessment; academic integrity; metacognition; digital literacy.

Dr Sumedha Weerasekara

Restoring Depth: Rethinking Assessment in the Age of Generative AI

Since the widespread availability of generative AI, many educators have observed a marked decline in the depth, critical analysis, and originality of student submissions compared to pre-AI cohorts. Responses have become homogenised, argumentation shallow, and authentic struggle replaced by polished but empty prose. This Think Tank explores how to redesign assessments that discourage non-thinking AI use while still recognising AI as a tool students will use professionally. Discussion will be guided by three questions: What assessment formats (e.g., oral defence, process portfolios, in-class scaffolding) reveal genuine understanding? How can we design prompts and tasks that AI cannot answer well without human reasoning? What changes to marking rubrics better reward critical thinking over surface fluency? The session will open with a brief comparison of pre-AI and post-AI student excerpts to surface specific losses. Participants will then work in small groups to redesign one existing assessment task into an "AI-resilient" version. We will close by sharing a collective bank of practical, subject-specific strategies for restoring depth.

Room 219

Dr Tao Sun

Secure and Authentic Assessment at Scale in an Econometrics Capstone Subject

ECOM30002/90002 Econometrics 2 is a large quantitative subject in the Faculty of Business and Economics, taught at third-year undergraduate and master's level, with around 450 students per year. Since 2024, it has served as a Bachelor of Commerce capstone subject. The capstone replaced 40% of formula-based problem-set assessment with a semester-long empirical research project in which students work in groups with large, messy real-world datasets, develop their own research questions, and apply advanced econometric methods to draw causal conclusions and policy recommendations.

This presentation showcases how interactive oral assessment can support both authentic learning and secure assessment in a large, GenAI-exposed capstone. The project is structured across three stages: proposal, progress,

and final report. At the proposal and progress stages, students submit written work and complete interactive oral assessments; at the final stage, they submit a final report, present their research in tutorials, and respond to questions. The oral components are designed not as an add-on, but as part of the assessment and feedback system. They provide timely guidance, keep projects on track, and make students' reasoning, research decisions, coding choices, and analytical steps visible.

Across two years, the model has supported about 1,000 students and more than 300 authentic research projects, with 100% project completion and 98% oral participation. ESS scores increased from 3.5 before the capstone to above 4.1 after implementation. The key lesson is that oral assessment at scale is difficult but manageable when supported by structured rubrics, detailed marking guides, tutor calibration, targeted question prompts, immediate feedback, and automated scheduling. In the age of GenAI, its value is not only as an integrity safeguard, but as a practical way to preserve authentic empirical learning while generating more credible evidence of student understanding.

Ms Nahid Khan, Mr Chin Yong Quek

Assessment at Scale: Navigating the Integrity-Consistency-Authenticity Trilemma

Large undergraduate courses face a real challenge in assessment design: maintaining academic integrity, ensuring marking consistency, and preserving authentic learning outcomes. At scale (with about 2,500 students), these goals are hard to achieve altogether, and practical constraints can end up shaping design decisions as much as pedagogy does.

This ThinkTank draws on experience coordinating assessment in a large introductory microeconomics subject to open a broader conversation about what is actually feasible at scale, and what support from faculty and the University would genuinely expand our options. Three questions will guide discussion: When does scale start driving assessment design rather than informing it? What gets traded away, and is that trade-off ever made consciously? What would the University actually need to provide to make better options viable?

The session opens with a short provocation, moves to small table discussions, and closes with a collective mapping of constraints and practical next steps.

Parallel Sessions 4 (15:30-16:00)

Room 209

Dr Andrew Yu, Dr Tom Whitford, Ms Bessie Zhang

Making Reflection Speak: Authentic Assessment in a GenAI-Rich Learning Environment

Written reflective essays remain a common assessment format for promoting and assessing students' learning, particularly experiential learning formats such as work-integrated learning, consulting, capstone, and practice-based subjects. In these classes, students are asked to connect experience, theory, and future professional practice. However, written reflective essays have, more often than not, devolved into formulaic and over-rehearsed assessments, in which students seek a laundry list of items to complete, with the sole focus of achieving higher marks. This has made it more difficult for educators to assess and verify genuine learning in an increasingly GenAI-rich assessment environment, where concerns about authenticity and academic integrity have prompted renewed interest in dialogic assessment approaches (Bearman et al., 2022; TEQSA, 2023).

This presentation seeks to share our learnings that have led to an emerging assessment innovation trialed in MGMT30017 Global Management Consulting and BUSA90485 Global Business Practicum, where the written reflective essay was replaced with a one-to-one oral interview conducted five weeks after students returned from their in-country consulting experience. The first iteration of the assessment design draws on Kolb's experiential learning cycle (Kolb, 1984) and authentic assessment principles. Students completed a short reflective storytelling component, followed by simulated HR-style interview questions that asked them to articulate growth in consulting, teamwork, ambiguity management, communication development and career readiness. This allowed

the educators to assess follow-on questions to both further probe their experiences and stimulate additional insights that may not have been fully formed in the students' minds.

Early staff observations suggest the interactive oral format produced more authentic and credible evidence of student learning than written reflections, helping students better articulate professional growth, employability skills and learning from client-facing experiences. The trial also highlighted important refinements, including clearer prompts, better guidance on note use, ESL support, and workload planning for individual interviews.

The presentation aims to share a practice-focused model for designing interactive oral assessments in experiential learning, drawing on an FBE trial to explore authenticity, reflective depth, real-world relevance and assessment integrity.

Room 212

Dr Teagan Altschwager, Ms Pru Burns

'Levelling up': Tips and tricks for getting started with media content creation

Various scholarship of teaching and learning (SoTL) innovations require content creation using digital media. From online and blended learning methods to media resources for the classroom or learning and development initiatives (like video-based role-plays and demonstrations), digital media can help to elevate content and make it more dynamic and engaging. However, this requires new skillsets (video scripting, video production and editing, graphic design) and access to tools (high quality camera, microphones, various software), making these innovations seem incredibly time consuming, daunting and unfeasible.

This presentation showcases a first-hand experience of media creation for a large first-year marketing postgraduate subject transitioning to a blended learning design. This transition involved media coaching and professional media production (short videos and a podcast series) from the University of Melbourne Teaching and Learning Innovation team, followed by an extensive period of DIY video creation – including scripting, filming, editing, and incorporation of graphic design (consistent with UoM branding guidelines). This session will share hints and tips across various stages of the DIY video creation process from pre-production, production to post-production. Discover media training and coaching options, accessible DIY studios on the Parkville campus and free (or inexpensive) tools and software available to 'level up' media quality and improve student engagement.

This is for participants who are interested in experimenting with digital media for course content, for student resources, or even for promotional purposes (e.g., creating a video overview of a recent research publication or event), but don't know where to start! Participants will gain practical strategies for how to begin the media production process independently, and where to go within the University of Melbourne for further media production advice, workshops, and support.

Room 214

Dr Mehmet Ozmen, Dr Laura Dooley, A/Prof Amber Willems-Jones, Dr Claudia Rivera Munoz, Dr Abi Brooker

Tracing the diffusion of teaching innovations: Dissemination strategies, reach, and enabling conditions

This study examines how academics leading learning and teaching initiative (LTI) projects disseminate innovations within and beyond their institution, and what enables or hinders this work. We treat dissemination as ongoing engagement embedded throughout a project rather than an end-stage activity (Froyd et al., 2017), drawing on Palmer and Giering's (2024) definition of pedagogical innovation. Gribble and Beckmann's (2023) 4Cs framework (Classroom, Corridors, Campus, Community) supplies a spatial vocabulary for tracing how innovations travel, complemented by a phase axis (Exposure, Engagement, Adoption, Sustainability) for how far they go.

A three-strand mixed-methods design integrated a scoping review of empirical and conceptual studies on LTI dissemination, a desktop review of strategies across the Group of Eight (Go8) universities, and an online survey

paired with semi-structured interviews of LTI leads from nine faculties at one large research-intensive Australian university. Data captured strategies used, where innovations reach, and the enablers and barriers encountered.

Most academics share their LTI work, yet dissemination concentrates in classroom and corridor contexts and thins at campus and community scales, particularly at the adoption and sustainability phases. Three interconnected influences shape what travels: a supportive institutional environment, faculty-level collegial networks, and educators' own investment, set against the persistent constraint of workload. For education-focused academics, the practical implication is that dissemination warrants intentional design from the outset, with attention to which channels carry weight, which colleagues to engage early, and where institutional infrastructure can be leaned on rather than worked around.

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Room 219

Chris Woods

Cyborg Pedagogy and Postplagiarism in Business Education

Responses to generative AI in education often seek to defend ideals of individual authorship and originality. Yet authorship has always been cyborgian. That is, assembled from tools, genres, conventions, and prior texts. Writing, for Barthes (1967), is but a “tissue of quotations.” AI did not create a crisis of originality, but it exposes the limits of this pedagogical fiction. This Think Tank explores cyborg pedagogy in response to postplagiarism, reframing learning as reflexive co-composition within hybrid human–machine assemblages. If originality is a myth, what should learning and assessment aim to develop? What does accountability mean when authorship is always-already distributed? How might business education move beyond policing originality toward cultivating critical thinking and ethical judgment that extends beyond the classroom and into the graduate workplace? The session will combine a short provocation, small-group discussion of teaching dilemmas, and a collective mapping of pedagogical tensions, risks, and redesign possibilities.