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ABSTRACT BOOK 26

Human Agency in an AI-Integrated World

MONASH University

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Introduction

The Learning and Teaching Conference 2026 advances shared understanding and practice among educators in developing human agency in an AI-integrated world. The conference positions human agency as a core educational priority, and focuses on how educators can support students to act with judgement, creativity, and responsibility in complex, technology-rich environments.

Through presentations, discussions, and shared practices, the conference explores four key areas:

Designing for human agency
Developing students' judgement, creativity, ethical reasoning, and adaptability as core educational priorities. This includes recognising students as active participants in meaning-making, shaped by diverse experiences, identities, and contexts. Designing for agency requires a clear commitment to inclusion and to creating conditions in which all students can contribute and succeed in a world where AI is widely used.

Positioning students as active agents of learning
Supporting students to interpret, question, and shape their learning experiences. In AI-mediated contexts, this includes making learning processes more visible and enabling students to understand, critique, and direct their engagement with knowledge and tools.

Integrating AI in ways that support human agency
Exploring how to balance learning with, without, and about AI, ensuring students develop strong disciplinary foundations alongside the capacity to act effectively in complex, technology-rich environments.

Designing for visibility and integrity in learning
Building on Monash's leadership in Programmatic Assessment and AI Review (PAAIR), this area explores how curriculum, pedagogy, and assessment can make learning visible, support valid judgement, and sustain meaningful engagement in AI-mediated contexts.

FEATURED SESSIONS

This section presents descriptions of featured sessions, including the keynote. These sessions explore key themes and emerging directions while reflecting this year's conference theme *Human Agency in an AI-Integrated World.*

Human agency in an AI-integrated world

Interactive keynote session

Host: Professor Barbie Panther

Keynote presentation

What does it mean to be human in a world where AI is becoming an everyday part of learning, work and society? Join Professor Barbie Panther as she asks “What are the human capabilities our students need to develop agency and be successful in the world of AI? What knowledge remains foundational? Where can AI extend or support what we do? And what remains distinctly human within our disciplines?”

Provocations

Professor Panther hosts a series of short provocations from different perspectives, offered by guests from Monash and beyond, designed to get you thinking about big and difficult questions.

Featuring

- Dr Thomas Corbin (Deakin University): What does it mean and how does it feel to be a student or a teacher right now?
- Associate Professor Jo Blannin (Monash University): How can we use technologies like AI and VR to scaffold ways of being?
- Dr Paula de Barba (Monash University): What’s uniquely yours when artificial intelligence can do everything else?

Student perspectives

Professor Panther will then chair a panel that brings together student representatives alongside researchers from the Student Perceptions of AI Project (AIinHE.org, a collaboration between Monash, Deakin, UQ and UTS) to explore how students are navigating learning, assessment and uncertain futures in a world of ubiquitous AI. Featuring Associate Professor Trish McLuskey (Deakin University), Jen Chung (Deakin University), Yuxi Miao (Monash Student), and Kimberley Ayles (Monash Student).

Conversations and co-creation

Step into one of five facilitated breakout conversations exploring what human agency means within your discipline and professional context. Working with colleagues from across institutions, you'll discuss the future of knowledge, collaboration and professional practice before co-creating an artefact that imagines your discipline in 2036. These collaborative outputs will remain on display throughout the conference, sparking ongoing discussion and reflection.

Advancing assessment - A vision for Monash

Panel discussion

Panel: Professor Allie Clemans, Associate Professor Tim Fawns, Professor Claire Palermo and Dr Helen Gniel

Session description

Join Professor Allie Clemans, Associate Professor Tim Fawns, Professor Claire Palermo and Dr Helen Gniel for a conversation about how Monash is approaching the evolving landscape of education and assessment. The session will bring together key elements of the University's approach, including the Advancing Assessment Vision, the Programmatic Assessment and AI Review (PAAIR) project, the Evidence of Learning Framework, and a revised Academic Integrity Framework. This will be a great opportunity to ask questions and learn more about the future direction of assessment at Monash.

Evidence of learning

Case discussions

Host: Dr Mahbub Sarkar

Presenters: Dr Andrea Fenton, Professor Andrew Cain, Professor Craig Harrison, Associate Professor Kirsten Schliephake and Dr Kylie Bradfield

Session description

Hosted by Dr Mahbub Sarkar, this session brings together Monash educators to share real examples and work in progress of approaches to evidencing learning. Through short presentations, discussion and audience Q&A, contributors will share not only what they have tried, but what they have learned along the way, including benefits, practical challenges, limitations, surprises and unforeseen considerations.

Building learner agency moment by moment

Welcome plenary

Host: Dr Paula de Barba

Session description

Students arrive with their own histories and reasons for being here. We contribute by helping them build their knowledge, skills and capacity so they can act with intention. They want to change the world, and it is our job to equip them to do so. Generative AI has made that both more urgent and easier to get wrong. Dr De Barba sheds light on how agency can be built in the ordinary moments of teaching, how to decide which thinking has to stay with the students while learning with AI, and how that builds the confidence they need to realise their big dreams.

Reflections on the conference

Plenary session

Host: Associate Professor Tim Fawns

Panellists: Professor Mary Ryan, Associate Professor Djuke Veldhuis and Dr Mugdha Rai

Session description

Associate Professor Tim Fawns hosts a conversational panel reflecting on core themes of the conference. Where is Monash heading next, and what does it mean to cultivate human agency in our teaching moving forward?

PARALLEL SESSIONS

This section features abstracts from presentations delivered during the parallel sessions, highlighting a diverse range of current research and practice.

Title: Future imperfect: Celebrating process over product in media and communications teaching

Presenters: Dr Alison Stieven-Taylor, Dr Andrew Johnson, Billy Head, Dr Caron Dann, Dr Lucy Richardson, Dr Mugdha Rai and Dr Paul Atkinson

Faculty: Arts

Session Details

In media and communications (as with many disciplines across the university) AI promises to improve or perfect students' assessment submissions. Students' understandable focus on grades can mean they turn to AI tools at every stage of composition, from idea generation through to finished product. While AI tools can be useful at different stages of learning, the speed and ease with which they can produce apparently completed work can eclipse or obscure student agency. How do we disrupt this dynamic, and encourage agency and risk taking in students' learning both with, or without, the use of Generative AI? How do we bring attention to and validate the creative learning process, with all its necessary failures and imperfections?

In this session, academics from the School of Media, Film and Journalism discuss various ways we have been trying to shift students' attention from the finished or perfected final product to the iterative, messy and imperfect processes involved in creation and learning (whether it be of visual campaigns, videos, essays or research projects).

The session will involve participants in an interactive demonstration of some activities we use in our units to celebrate imperfection, and put process back at the centre of learning.

Title: Fostering students' critical thinking in the age of AI

Presenters: Dr Ellinor Allen and Adjunct Associate Professor Colin Jevons

Faculty: Business and Economics

Session Details

Critical thinking has become a buzz word in an education era transformed by the rapid adoption and development of AI, but has long been a graduate attribute for countless higher education institutions including Monash University and Monash College. Yet the term has no generally-accepted definition and the concept is poorly understood by students and educators alike. Building on successful international presentations since 2024, this highly interactive and engaging workshop commences with the fundamental question of whether critical thinking can still be developed without a shared definition. We will then unpack misconceptions associated with critical thinking, providing insight into the multi-faceted nature of the skill and its relevance to higher education, and most importantly how it can be fostered in teaching environments. Participants will gain both theoretical insights and practical skills to apply the learnings from this workshop within their own educational settings.

Title: Learner-Generated Cases: Assessment Design Featuring Learner Agency

Presenters: Associate Professor Jonathan Matheny and Dr Danielle Ramirez

Faculty: Business and Economics

Session Details

As AI and other emerging technologies reshape higher education, educators face increasing pressure to design assessments that move beyond reciting disciplinary knowledge and applying theory to pre-defined problems. This session explores learner-generated cases (Careaga, et al. 2017) wherein students identify a meaningful context, establish key characteristics, frame significant challenges, and apply disciplinary concepts to address them.

Rather than analysing instructor-provided cases, students create cases relevant to their interests, experiences and ambitions. In doing so, they exercise forms of human agency that are increasingly valued in higher education and professional practice: learner agency (Jääskelä, et. al 2017), practice-based learning (Hamilton and Margot, 2023), authentic assessment (McArthur, 2023; Villarroel, et.al. 2018), and secure assessment (Dawson, 2021).

By positioning students as both case constructors and problem solvers, learner-generated cases extend conventional case-based approaches by assessing capabilities that are often assumed rather than evaluated, yet are increasingly recognised as critical, including contextual understanding, problem framing, and the adaptation of disciplinary knowledge.

Drawing on five years of successful implementation, this session examines the opportunities, challenges, and design considerations associated with learner-generated cases. The session will provide a timely and tested approach to extend learning, learner agency and assessment security in an AI-enabled higher education environment.

Title: Human agency by design - Inclusive learning in an AI-Integrated World

Presenters: Dr Kim Johnston, Deanna Ganyu, Dr Dhayani Kirubaharan, Dr Fatona Suraya and Antonina Erdstein

Faculty: Portfolio of the Deputy Vice-Chancellor (Education), Inclusive Teaching Practices

Session Details

As AI becomes increasingly embedded in learning and teaching, it is no longer a question of whether we use AI, but how we intentionally cultivate human agency when it is used. AI offers possibilities, but also introduces tensions, particularly in how we develop inclusive learning. Drawing on the principles of Universal Design for Learning (UDL), this session invites participants to explore these tensions by asking; ‘what remains uniquely human in designing, teaching, and learning in an AI-integrated world?’.

Rather than positioning AI as the solution, the session reframes AI as one tool within an inclusive education. This session explores educator agency, where educators exercise professional judgement in its use, and student agency, where students use AI for specific learning skills within their discipline contexts. Through provocations, educator practice spotlights, and dialogue, participants will explore how intentional, inclusive learning design can leverage AI by creating learning environments where educators and learners are engaged through connection, represented through voice, and empowered through action and expression.

Title: Intentionally designing AI into an essay

Presenters: Dr Amber McLeod, Dr Thembi Mason (RMIT), Jen Aughterson and Dr Hannah Richardson

Faculty: Education

Session Details

This session is for anyone who wants to hold on to the beloved essay in an AI world. The themes covered are teaching, learning and assessment, and student experiences. The session begins by walking you through an example task that was run with students in the Bachelor of Education with reflections on the evolution of the task, the way it changed delivery of the unit, the student responses and lessons learned. The session encourages you to discuss and rework your own assignment so that it maintains the intentions of the essay while providing relevant AI and academic literacy scaffolding, rubric suggestions and managing tutors' time effectively. It is particularly aimed at first year units, but any year level would benefit.

Title: Writing With, Against and Through AI to reflect on Human Agency in Doctoral Academic Writing

Presenters: Associate Professor Pearl Subban, Alies Lintangsari, Jay Villon, Jing Hu, Rayhan Zaman, Shuting Xue, Yangyue Tang, Yanlin Long

Faculty: Education

Session Details

Writing With, Against and Through AI: Human Agency in Doctoral Academic Writing
This interactive session explores how doctoral writers negotiate generative AI as a support, pressure, ethical challenge, and epistemic force in academic writing. Drawing on an emerging collaborative inquiry involving doctoral scholars from China, the Philippines, Indonesia, and Bangladesh, in conversation with their South African-born supervisor, the session asks how AI shapes academic voice, authorship, authority, cultural knowledge, and epistemic legitimacy.

The session begins by positioning AI not simply as a writing tool, but as a technology that can reproduce dominant norms about clarity, structure, evidence, academic tone, and what counts as legitimate scholarly knowledge. Participants will then engage in a short, hands-on activity comparing writing fragments and reflecting on where voice, cultural knowledge, and human agency are visible, altered, or flattened.

Selected doctoral student reflections will be shared to foreground multilingual writing, culturally situated knowledge, ethical uncertainty, and the challenge of retaining agency while navigating institutional expectations of academic writing. The session concludes by inviting university educators, supervisors, and academic developers to consider how they might support more critical, dialogic, and culturally responsive approaches to AI-integrated doctoral writing.

Title: When AI Joins the Team: Co-designing AI Companions that Keep Students Thinking

Presenters: Dr Ee Hui Lim, Dr Sanaz Nikfalazar, Dr Manika Saha, Dr Yi-Shan Tsai and Dr Sulaiman Al Sheibani

Faculty: Information Technology

Session Details

What if educators and students, rather than the technology, decided who AI should be in the learning team? This workshop equips educators with a practical process for co-designing AI companions that extend students' thinking while keeping judgement and responsibility human. Participants will leave with a reusable co-design canvas, a chatbot instruction structure and ideas they can adapt to their own disciplines.

Participants begin by sharing where their students would benefit from more questioning, rehearsal, challenge or reflection. Using Miro, post-it notes and LEGO, they imagine possible AI companions, cluster the ideas and select one to co-design as a room. Together, they define its learning purpose, questions, behaviours and human responsibilities. The facilitators translate these decisions into a working chatbot instruction, which participants test and refine using their professional judgement.

The process draws on an IT Project Management learning cycle in which students co-designed a sceptical AI Product Owner to strengthen and rehearse project proposals. The AI helped students test and strengthen their ideas by asking questions. Students then pitched their proposals to neighbouring teams and used the peer feedback to decide what to improve. In the workshop, participants will examine this learning cycle and consider how a similar AI companion could support students in their own discipline.

Title: Redesigning Science Practical Assessments to Foster Agency, Measure Competency, and Manage Workload in an AI World

Presenters: Associate Professor Katrina Binger, Dr Nathan Croft and Associate Professor Nirma Samarwickrema

Faculty: Medicine, Nursing and Health Sciences

Session Details

Laboratory and practical classes are a cornerstone of STEM and Life Sciences, yet they face an existential challenge as generative AI easily automates traditional lab reports. This interactive session explores how educators can move away from easily AI-generated written reports and toward assessments that secure integrity plus elevating authentic laboratory skills and knowledge that future employers demand.

We will draw on two case studies from the Department of Biochemistry and Molecular Biology (MNHS) where we assigned marks for technical lab competency and introduced authentic assessments (e.g., graphical abstracts, interactive oral assessments) to measure student understanding of their laboratory class and the underlying science. This session will provide a framework for participants to redesign their own practical assessments. We will discuss how to measure genuine student capability, leverage AI as a collaborator rather than a shortcut, and how this could streamline academic workloads.

Title: Relating to AI, relating to each other: community as infrastructure for human agency.

Presenters: Dr Tomas Zahora and Associate Professor Djuke Veldhuis

Faculty: Science

Session Details

AI integration is often presented to educators as a matter of policy, resources and training: the guidelines exist, the tools are available, the professional learning is there. Yet in a large university, educators, students and institutional settings do not move at one speed.

In this workshop, we frame AI integration as a wicked problem, asking us not only how to adopt AI, but what relationships to AI we are designing. We argue that cultivating human agency in an AI-integrated world requires more than asking educators to “do the training”. It requires structured collegial spaces where educators can make situated judgments about their relationship to AI: when it should be used, constrained or avoided, and what human capabilities must remain visible.

Drawing on SCoPE, the Faculty of Science Community of Practice of Educators, we present the community as implementation infrastructure for human agency. Since 2023, SCoPE has grown to 75 members and hosted over 50 meetings.

Participants will reframe AI integration as a community-held challenge rather than a simple rollout of tools, policy or training; apply a relationship-to-AI lens to teaching and assessment; identify authentic human-visible learning practices; and leave with practical conditions for strengthening communities of practice around AI-integrated education.

Title: AI in Education at Monash - A round table discussion

Presenters: Professor Ari Seligmann & Faculty representatives from the Monash AI network

Faculty: Portfolio of the Deputy Vice-Chancellor (Education), Learning and Teaching

Session Details

Join colleagues from across Monash in a robust discussion about different ways of facilitating learning with AI and how they are grappling with contemporary challenges for assessment design and evidence of learning with emerging technologies.

POSTER SESSION ABSTRACTS

This section features abstracts for poster presentations, providing an overview of ongoing research, case studies, and innovative projects.

Title: Guiding students to develop an ethical AI workflow: Exploring discipline-specific Assessment Design options to elevate the good use of AI and eliminate the bad use of AI

Author: Dr Jana Yang

Faculty: Art, Design and Architecture

Abstract

The audience of this conference are teachers who may struggle with the use of AI among students. This situation is getting worse with the development of AI- students are using AI nearly daily in their life and assessment, while teachers may still not be 100% sure what are the key areas we need to open to AI use and which are the areas that we need to avoid students submitting assessments that breach academic integrity. Every teacher knows what are the key skills and knowledge in their discipline, but they may not have a chance to excessively use AI as their students. So, this poster introduced an approach used in our DGN4500 unit (Design Thinking approach, Master of Design unit) for sharing the experience of design assessments that allow students to explore use of AI in each study step, and input their personal reflections about how to build an AI workflow that can be carried and iterated into the workplace. In this way, assessments are designed to help the students grow their own strength, authentic to what industry may need, and stay in touch with the rapid development of the AI influence. This poster can help teachers to build confidence even if they do not have a complete experience using AI for design or other practices, as teachers may not be the best practitioners in industry and that is okay. This post session will demonstrate that teachers are the best mentors and facilitators to engage and empower students with the best learning experience, by showcasing what are the most important core knowledge and skills of their discipline.

Title: Navigating the Sociotechnical Current

Author: Wendy Ellerton

Faculty: Art, Design and Architecture

Abstract

Introduction

Investigates the lived experience of learning and researching with generative AI. It studies the implications of technology discourses that drive a technology-led approach, which often prioritises tool adoption over pedagogy. The "rip current" metaphor is used to expose the varied, complex conditions that shape human interaction, attention, and cognition.

Aims/ objectives/ research questions

RQ: How does AI technology, entangled within a complex field of broader relations, shape inquiry in invisible ways?

Objective: To critically examine how the values of optimisation embedded within AI sociotechnical ecosystems shape our attention, advocating for a relational approach that balances utility with conscious noticing.

Methods

Uses a situated, autoethnographic narrative tracking the researcher’s entanglement with AI across five movements. This multimodal approach employs parallel textual and visual registers to document the friction and ambiguity of automated feedback loops.

Results

Maps how technology-led frameworks push learners toward rapid, uncritical resolution. It captures "embodied knowing in the making," showing that tracking the messy interaction process yields forms of learning that extend beyond the outputs generated.

Discussion/ Conclusion

Opens a critical tension regarding the consequence to student agency when industry and education prioritise the values of efficiency and automation. Rather than rejecting AI, it invites educators to design pedagogical spaces that negotiate these values, allowing learners the room to notice, question, and remain within complexity.

Title: The “I” in AI: A mixed-methods exploration of AI-enabled multimodal content access in Australian tertiary learning activities

Author: Jing (Jenny) Hu

Faculty: Arts

Abstract

Introduction

AI use to support access and equity in tertiary content-based learning remains understudied.

Aims/ objectives/ research questions

This study conceptualises self-initiated, AI-enabled multimodal content access through the lenses of multimodality and agency. It asks: How and why do equity students use AI for content access in learning activities? How do they compare with non-equity students in terms of time, choice and voice?

Methods

An exploratory sequential mixed-methods design was used. Qualitative data from eleven university students with disabilities across Australia, the UK and the US, eight of whom spoke a language other than English at home, were analysed using reflexive thematic analysis. The findings informed an anonymous survey of students at an Australian university actively integrating AI into teaching and learning. Descriptive and inferential statistics examined group differences and associations.

Results

Qualitative analysis showed that AI-enabled multimodal access was a multi-agentive process in which students negotiated access through AI, their capabilities, needs and the demands of learning activities (RQ1). Two themes extended beyond efficiency: choice and voice in language and multimodal representations of information. Survey findings (RQ2) of equity (n = 75) and non-equity (n = 108) showed that regarding temporal access, among AI users who answered the items, equity students rated AI as helping them follow lectures in real time higher than non-equity students (Mdn 3 vs 2; U = 255, p = .054, r = .36) and simultaneously reported more restrained by AI (Mdn 3 vs 2; U = 231, p = .046, r = .38). Choice: Non-equity students were significantly more likely to report non-use (62% vs 36%; $\chi^2(1) = 10.99$, $p < .001$, OR = 0.34), suggesting that AI use may be more discretionary for non-equity students and more access-driven for equity students. Voice: 73% of equity students reported using AI for 'expressing myself in academic English', compared with 39% of non-equity students (Fisher’s exact p = .002).

Discussion/ Conclusion

The study shows that AI-mediated content access for equity students is an agentive, multimodal, embodied process. Students use AI to negotiate both their capacity to access academic content and their agency to determine how they are seen and heard through their engagement with academic content. The findings empirically inform AI-mediated equitable access frameworks in higher education.

Title: With a little help from AI: Enhancing job application preparedness and communication skills

Author: Dr Bruce Mitchell

Faculty: Business and Economics

Abstract

This mixed-methods study examines structured AI integration in professional skill development at a university involving over 300 first-year business students. Using a three-phase approach—familiarisation, assessment, and reflective evaluation, the research systematically incorporates generative AI into job application training, positioning AI as a collaborative learning partner that develops “AI-augmented competencies” combining technological fluency, critical thinking, and authentic communication. The study addresses a critical gap between genuine learning outcomes and task completion. Preliminary findings reveal reduced student anxiety, enhanced outputs through structured pedagogical guidance, and unexpected equity benefits for students facing traditional barriers to career services.

Generative AI's rapid integration into higher education has forced a rethink of how we teach and assess professional communication. For business educators, this is disorienting: the skills we teach, persuasive writing, self-presentation, interview preparation, are exactly what AI now claims to do well. The temptation is to ban these tools or surrender to them; neither serves students. The alternative is designing assessment that treats AI as a pedagogical partner while keeping human learning central. This paper describes one attempt at that alternative: a redesigned assessment in a first-year Management unit where over 300 students complete a job search portfolio using AI. Students plan their communication strategy before using AI, perform under adaptive pressure in an AI-simulated interview, and critically reflect afterwards. This plan–perform–reflect structure keeps students authoring their own strategy and judgment throughout, rather than outsourcing it to the tool.

AI plays two distinct roles here: a collaborative writing tool during planning, and a simulated interlocutor during the interview. This dual role matters because it lets AI support students without doing the thinking for them, it drafts and pressure-tests but doesn't decide. The structure is also tool-agnostic: it scales to large cohorts, needs no custom software, and survives new AI capabilities without redesign, because what's assessed is strategic thinking and adaptability, not platform-specific outputs.

Structured reflection is what makes learning, not just output visible and assessable, addressing integrity concerns without resorting to bans. This also fills a gap in the evidence base: most existing work treats AI as a content generator, with far fewer studies examining it as a dynamic practice partner for adaptive communication skills. Early observations suggest the combination of pre-planning, adaptive pressure, and reflection produces qualitatively different learning than the previous design, a claim that rigorous analysis currently underway will test.

Title: Net Zero Heroes: Developing sustainability competencies through simulation-based learning in business education

Author: Associate Professor Jess Co

Faculty: Business and Economics

Abstract

The educational challenges addressed

Business graduates increasingly require sustainability competencies, yet management education has relied heavily on didactic approaches that limit students' ability to engage with the complexity of real-world sustainability challenges. While frameworks identifying key sustainability competencies exist (Redman & Wiek, 2021), limited empirical evidence demonstrates how these competencies can be effectively developed through pedagogical interventions.

Description of the initiative

A hotel carbon reduction simulation was embedded in a large first-year management unit (MGC1010), where students role-played as managers working to achieve net-zero emissions while balancing operational, financial, and stakeholder considerations. The intervention integrated experiential learning principles with Redman and Wiek's (2021) eight-competency sustainability framework, enabling students to navigate authentic trade-offs within a structured learning environment.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

Pre-post survey data (n = 212) revealed statistically significant improvements across all 25 sustainability competency items ($p < .001$), with effect sizes ranging from $d = 0.22$ to $d = 0.62$. Simulation evaluation ratings significantly predicted competency gains ($R^2 = .49$), and 80.2% of participants reported increased interest in sustainability learning. These findings raise further questions about how simulation design features can be optimised to maximise competency development, and whether gains persist beyond the intervention.

Title: Keeping Human Agency in the AI Learning Loop

Author: Dr Saima Batool

Faculty: Business and Economics

Abstract

The educational challenges addressed
As generative AI becomes embedded in students' learning, a key challenge is ensuring that it supports rather than substitutes human thinking. Students may treat AI as an authoritative expert, outsourcing reasoning rather than critically engaging with its outputs. Differences in self-directed learning may further influence students' capacity to use AI effectively and responsibly.

Description of the initiative
Drawing on observations from teaching Business Analytics, this initiative explores classroom approaches to strengthen human agency through three interconnected areas: fostering self-directed learning; developing students' understanding of AI capabilities, limitations and bias; and evolving teaching practices through purposeful prompting, authentic learning activities and assessment design.

Outcomes/impact of the initiative (including any further questions arising from the initiative)
Using specific cases, I provided practical examples of AI prompts and AI outputs to students and discussed limitations of those AI prompts and AI outputs. I further provided strategies for shifting students from passive AI users towards active, critical thinkers who retain responsibility for judgement and learning. The observations further highlight the potential risks of allowing AI use to students without adequate guidance on how to use AI as a cognitive partner rather than a cognitive replacement.

Title: From user insights to implementation: Designing a more user-centred Teach HQ

Authors: Rowan Peter, Karin Medew, Stephanie Luo, Victoria Radnell and Dr Nawal Chanane

Faculty: Portfolio of the Deputy Vice-Chancellor (Education)

Abstract

Teach HQ is Monash's ecosystem for practical learning and teaching resources. As its content has grown, so has the challenge of helping people quickly find the right information.

The Teach HQ Revamp began by engaging with users to better understand how they use Teach HQ, what they value and where they experience friction. We gained a clearer picture of where the Teach HQ experience could better support users in finding and engaging with content. We also found that people often rely on Google rather than navigating Teach HQ directly, highlighting the importance of considering how people find and enter Teach HQ as part of the overall experience.

This led us to consider how search itself is changing and how people engage with Teach HQ. Google and AI-generated summaries can now extract and present Teach HQ content before someone visits Teach HQ, adding another layer between users and the original guidance.

These insights have informed a more user-centred approach to Teach HQ. Some changes are easily visible, including clearer page structures and content, short "At a glance" summaries, topic landing pages, and new ways to explore guidance based on different stages of teaching. Other changes are less visible but still improve the user experience, including clearer page titles, descriptions and metadata that help people find and understand content, while also helping Google and AI-generated summaries identify and present relevant Teach HQ guidance.

This poster shares how we moved from user insights to practical changes, and how the revamp is helping Teach HQ users more easily find, understand and confidently act on resources in an increasingly AI-mediated information environment.

Title: The Role of Identity Capital in Supporting Human Agency and Employability in an AI-Integrated World

Authors: Shofroul Lailiyah

Faculty: Education

Abstract

Introduction
Artificial intelligence (AI) is increasingly being integrated into workplaces, reshaping the nature of work and creating new challenges for employability and career development. As AI continues to transform how work is organised and performed, attention has shifted from concerns about job replacement towards understanding how individuals can remain adaptable and exercise agency in rapidly changing environments. While existing research has primarily focused on AI literacy, digital skills, and human–AI collaboration, less attention has been given to the personal resources that enable individuals to proactively navigate AI-driven workplace transformation.

Aims/ objectives/ research questions
This study explores the role of identity capital in supporting human agency and employability in an AI-integrated world. It addresses the following research question: What role does identity capital play in supporting human agency in an AI-integrated world?

Methods
This conceptual study synthesises literature on AI, identity capital, employability, and human agency to examine how identity capital may contribute to individuals' capacity to navigate technological change and career uncertainty.

Results
The review suggests that identity capital functions as a dynamic and recursive resource for navigating AI-driven workplace transformation. Across its three dimensions, formation of work identities informs personal investment in employment, which generates experiences, learning and capabilities that can reshape professional identity and inform the development of employability narratives. However, AI-driven identity threats may also destabilise professional identities, making coherent employability narratives more difficult to sustain. Proactive identity crafting, continuous learning, and the articulation of human professional value therefore emerge as important forms of agency in AI-integrated work.

Discussion/ Conclusion
This study contributes to discussions on AI and employability by offering a conceptual understanding of how identity capital may support human agency amid technological change. It highlights that sustaining employability in an AI-integrated world depends not only on developing technical and AI-related competencies, but also on continually negotiating professional identity, investing in relevant capabilities, and communicating evolving professional value. Identity capital therefore provides a basis for individuals to actively navigate, not simply adapt to, changing workplace demands.

Title: Human Agency through VR Immersion: Practical Insights from Classroom VR Implementations

Authors: Ruchi Sembey, Associate Professor Roberto Martinez-Maldonado and Professor John Grundy

Faculty: Information Technology

Abstract

Introduction

As higher education adapts to an AI-integrated world, cultivating human agency requires learning experiences that foreground human judgement, interpersonal interactions and reflective practice. First-person point of view, Virtual Reality (VR) simulations, experienced through head-mounted displays, offer promising opportunities to support human agency through embodied, perspective-taking learning. Drawing on large-scale VR deployment, this study presents practical educator and researcher insights that enable immersive VR learning experiences to preserve and strengthen human agency through educator expertise, contextual sensitivity and guided reflection.

Aims/ objectives/ research questions

This study examines the pedagogical, technological, and organisational practices that shape the design, delivery and orchestration of VR-based learning experiences. It aims to generate practical insights that support sustainable VR integration and the development of learning experiences that foster human agency in technology-rich educational environments.

Methods

In-class VR-based learning experiences were delivered across seven, two-hour sessions for 390 students by a teaching team of 15 educators, focusing on raising awareness and understanding of IT accessibility and inclusive technology design. Analysis of post-hoc interview insights from 13 consenting educators, combined with researcher reflections identified practice-oriented insights on barriers, facilitators, classroom dynamics and lessons learnt for sustainable classroom VR integration.

Results

Educators emphasised in-class workflow design, effective facilitation and curriculum-aligned discussion and reflective practices as central to effective VR-supported learning. Researcher insights highlight hidden labour in equipment sourcing and spatial setup, technical troubleshooting and ethical considerations in classroom VR deployments.The findings also present a four-stage VR learning experience design framework: a) VR pre-integration alignment, b) VR integration planning and educator capacity building, c) in-class VR orchestration and d) post-VR reflection.

Discussion/ Conclusion

The examination of *in-the-wild* VR deployments demonstrate how human agency needs to be preserved through educator expertise building, sensitivity to learner needs, classroom constraints and guided reflection - principles that equally underpin responsible AI-integrated learning design.

Acknowledgement: Sembey was supported by a RTP PhD Scholarship Australia and Grundy was supported by ARC Laureate Fellowship, Australia FL190100035 for this research project.

Title: Using Team-Based Leaderboards to Support Engagement Across Health-Science Programs

Author: Dr Brenda Hernandez Salazar

Faculty: Medicine, Nursing and Health Sciences

Abstract

The educational challenges addressed

Active learning sessions are increasingly used across health-science programs, but maintaining consistent participation and preparedness can be challenging across different cohorts and teaching contexts. Team-based Leader board initiative addressed the need to encourage engagement with structured learning activities in anatomy and biochemistry, while also promoting teamwork, inclusion, and a stronger sense of cohort participation.

Description of the initiative

A team-based leaderboard was embedded within the learning management system (Moodle) and applied across multiple courses, including anatomy in a rural postgraduate medical program, first year biochemistry in the undergraduate direct-entry medical program, and first year Biochemistry for Bachelor of Radiography and Medical Imaging cohorts. Students worked in teams, used customisable avatars, and earned weekly points through participation in active learning sessions and related course activities. The initiative was designed as a low-stakes, collaborative gamification strategy to encourage regular participation while maintaining the focus on learning rather than individual competition.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

Preliminary evaluation from the rural postgraduate medical anatomy cohort showed positive student perceptions of the initiative. An anonymous mid-semester survey completed by 65 students showed favourable ratings for overall experience, inclusion, and participation, with mean scores of 3.85/5, 3.85/5, and 3.80/5, respectively. Open-ended feedback highlighted increased motivation, teamwork, and preparedness for teaching sessions. These findings suggest that team-based leaderboards may support engagement and collaborative learning across active learning environments. Ongoing analysis across the direct-entry medical and radiology cohorts will examine how transferable this approach is across disciplines, student groups, and course structures.

Title: Designing for Agency in AI-Integrated Learning: Lessons from Immersive VR-Based Practice

Authors: Dr Tony Mowbray

Faculty: Medicine, Nursing and Health Sciences

Abstract

The educational challenges addressed

As AI becomes increasingly embedded in education, one of the key challenges is ensuring that technology supports rather than replaces the human aspects of learning. While AI can generate information, answer questions, and automate tasks, these capabilities do not necessarily show how students think, make decisions, communicate, or respond to complex situations. The challenge is finding ways to use emerging technologies to capture the processes of learning—not just the final product—and to better understand the uniquely human skills that underpin professional practice.

Description of the initiative

This initiative explores how combining virtual reality (VR) with artificial intelligence (AI) can create more authentic and interactive learning experiences that capture human agency. In AI-enabled VR environments, learners can engage with realistic scenarios and interact with responsive virtual characters that adapt to their decisions, questions, and behaviours. Rather than replacing human thinking, these technologies create opportunities for students to demonstrate how they apply knowledge, communicate, solve problems, navigate uncertainty, and make ethical decisions. The presentation will explore how these immersive environments can provide richer insights into student learning and support more authentic forms of assessment and feedback.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

This highlights a shift in how we think about educational technology—from using AI to produce answers towards using AI and VR to create environments where human intelligence can be observed and developed. By capturing students' decision-making, interactions, and responses within realistic scenarios, VR has the potential to make important aspects of learning visible that are often difficult to assess through traditional approaches. It further raises questions about how we can design assessments that value human agency, how we balance technological innovation with authentic human interaction, and how AI can be used to enhance rather than replace the capabilities that make us effective learners and professionals.

Title: From Exposure to Transformation: How Global APPEs Shape Professional Identity in PharmD Global Pharmacy Scholars

Authors: Zhi Yi Gong, Tina Hung, Angelyn Ling, Chloe Puc, Ho Yin Wu, Sarah Merritt and Caroline Sasser

Faculty: Pharmacy and Pharmaceutical Sciences

Abstract

Introduction
In the United States, final-year pharmacy students engage in a year of experiential education through advanced pharmacy practice experiences (APPEs) prior to graduation and licensure. Students can take elective APPEs, including those located in other countries. Global advanced pharmacy practice experiences (APPEs) expose students to diverse environments, creating opportunities for learning beyond traditional classroom education.

Aims/ objectives/ research questions
This study aims to explore the impact of global experiential learning on pharmacy students' learning and professional identity formation (PIF).

Methods
A retrospective qualitative study was conducted using reflections submitted by fourth-year PharmD students at the University of North Carolina Eshelman School of Pharmacy following completion of a global APPE between 2023 and 2026. Reflections from seven international APPE sites were analysed using content and reflexive thematic analysis in NVivo 15.5.0. Deductive and inductive coding were employed, informed by Mezirow's Transformative Learning Theory and Cruess et al.'s PIF. A constructivist research paradigm and phenomenological orientation was adopted to understand how students made meaning from participation in global APPEs.

Results
120 reflections were analysed. Disorienting experiences emerged as the most coded theme, with students describing exposure to unfamiliar healthcare systems, cultural norms, pharmacist roles and resource-limited practice settings. Reflections demonstrated PIF through changes in how students thought, felt and acted as pharmacists. Considerable overlap between transformative learning and PIF suggested that perspective transformation contributed to student's evolving understanding and engagement with the profession.

Discussion/ Conclusion
Global APPEs fostered a strong foundation for transformative learning by encouraging them to challenge existing assumptions. These experiences broadened student perspectives on healthcare, culture and professional practice, and strengthened their identity as pharmacists. Future research should explore the long-term impact of these experiences and identify strategies to maximize its transformative and professional identity-forming potential.

Title: Approachable or uncanny? Student perspectives on conversational AI for conflict management practice

Authors: Caroline Sasser, Zehraa Al-Ghurairy, Yu Ying Zoe Leong, Serena Lou, Timothy Nguyen and Joanne Yu

Faculty: Pharmacy and Pharmaceutical Sciences

Abstract

Introduction
Conversational artificial intelligence agents (CAIAs), such as ATLAS, use large language models to provide adaptive, real-time dialogue and feedback, creating opportunities for authentic role-play and skills practice in health professions education. Although virtual simulation can help learners apply clinical knowledge, less is known about how CAIAs support transferable skills such as communication and conflict management—competencies that are essential to pharmacy practice but difficult for educators to teach and assess individually at scale.

Aims/ objectives/ research questions
To explore student reflections after using ATLAS, an educator-designed Conversational Artificial-Intelligence Agent (CAIA), in an educational activity to practice conflict management skills.

Methods
The study was conducted using a qualitative approach involving a two-coder, two-cycle inductive thematic and content analysis. 144 written student reflections were collected and analysed following a mandatory ATLAS conflict management simulation activity. All participants were third-year PharmD students enrolled in one US-based school of pharmacy.

Results
The average quality of student reflections according to Tsingos' Framework was 'reflector'. Most students expressed negative emotional reactions during the educational activity, namely "feeling strange", "nervous" and "challenging". However, the overall perception of ATLAS and AI was mixed, with some who were "accepting" of the tool whilst some were "unable to connect with AI". Students recognised the ATLAS feedback as mostly accurate. Students suggested many potential improvements to the ATLAS platform, with 'improve technical issues' and 'prompt further conflict management practice' being the most recommended.

Discussion/ Conclusion
CAIAs, like ATLAS, may be an effective tool to practice conversational skills when refined to align with students' learning needs. Views were mixed towards using AI in education, which may impact its acceptance and ultimately the learning experience for students. Educators planning to incorporate AI-supported simulation should do so thoughtfully to maximize their value. Further research can examine the effectiveness of CAIAs in comparison to peer-based or educator-led learning methods. It may also explore the potential change in perception among younger generations and different year levels.

Title: From career aspirations to future readiness: Preparing Food Science and Agribusiness students for an AI-enabled workforce

Authors: Dr Shahnaz Mansouri and Supriya Dalvi

Faculty: Science

Abstract

The educational challenges addressed

Higher education institutions face the challenge of preparing students for careers that are changing rapidly due to artificial intelligence, automation and other emerging technologies. In dynamic fields such as food science and agribusiness, graduates increasingly need to combine strong disciplinary expertise with digital and AI literacy, data capability, critical thinking, adaptability and other human capabilities. However, there are limited structured opportunities to connect students' early career aspirations and perceptions of future work with evidence from industry about changing workforce requirements. Without understanding both perspectives, educators may find it difficult to identify emerging capability gaps and determine how curriculum and authentic learning experiences can best prepare students for an evolving workforce.

Description of the initiative

This initiative uses an early-semester reflective assessment in FSC5080 (Food Science and Technology in Practice) as a starting point for understanding students' perceptions of their future careers and the changing Food Science workforce. As part of Introduction – Assessment Task 1, postgraduate students respond to questions about their motivations for enrolling in the Master of Food Science and Agribusiness, their dream job and how they believe their future role may change over the next 10 years in response to AI and emerging industry trends. The initiative extends beyond individual student reflection. Student responses are analysed alongside industry host perspectives to identify patterns in capabilities, emerging technologies, task transformation and changing job responsibilities. This enables comparison between student perspectives and industry expectations and provides evidence about potential areas where students may require further development. The findings can inform the design of authentic learning activities, workplace experiences, industry engagement and future curriculum development. In this way, the initiative transforms an early reflective assessment from a standalone learning activity into an evidence base for understanding graduate readiness and future workforce transformation.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The initiative has created an evidence base for examining how postgraduate Food Science students understand their future careers and how these perspectives compare with industry expectations. Preliminary analysis identifies emerging differences between student capabilities and industry-required capabilities, alongside the technologies and workforce changes expected to influence future Food Science roles. The findings provide an opportunity to move beyond assumptions about graduate readiness and use student and industry evidence to explore where learning experiences and curriculum may need to evolve. The initiative also creates a repeatable approach for examining changes in student perceptions and workforce readiness over time. Further questions arising from the initiative include: How do students' perceptions of their future careers and AI-enabled work change as they progress through

authentic learning and industry experiences? Where do the most significant differences exist between students' current capabilities and industry expectations, and how can these findings inform curriculum design?

LIGHTNING TALK SESSION ABSTRACTS

This section features abstracts for short, rapid presentations that introduce new ideas, preliminary findings, or emerging topics of interest.

Title: Finding Their Voice: AI-Supported Career Agency for International Design Students

Author: Wil-kie Tan

Faculty: Art, Design and Architecture

Abstract

The educational challenges addressed

Many international Asian design students face compounding barriers when transitioning into local industry - from limited experience with Australian job application conventions and language challenges, to low self-awareness around cultural fit and a lack of culturally responsive career guidance. Studio units are time-constrained, and generic university career events rarely address these students' specific needs.

Description of the initiative

To address this, AI was integrated across two assignments in the first half of PPR5500 Design Management and Entrepreneurship, with the aim of building final-semester postgraduates' agency in their job search, by helping them present their experiences and works in their own voice.

Acknowledging that employers increasingly use AI to screen candidates, critical engagement with AI is embedded in class, and as a required assessment component. Students, using structured inquiry with LLMs, refine their personal statements and résumés, craft Key Selection Criteria responses, and prepare individualised portfolio case studies aligned to their career intent and style of storytelling. They also learnt to engineer prompts to simulate mock interviews across multiple LLMs, before completing a 30-minute assessed interview via Monash's CareerEdge AI platform in class.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The initiative was well-received, with student reflections indicating greater confidence in using LLMs to help create a stronger personal voice, build their readiness for future job search and interview preparation. By week six, each student has a tailored personal statement, résumé, KSC responses, and portfolio writeup ready for real-world applications within Australia.

However, uneven critical engagement with LLMs, regardless of language background, highlighted the need to build deeper AI literacy and inquiry skills as a priority in future iterations of the unit.

Title: "We don't need ChatGPT. ChatGPT needs us!" - AI and translation in L2 learners of Italian

Author: Dr Angela Viora

Faculty: Arts

Abstract

The educational challenges addressed

The use of AI (ChatGPT) in translation tasks.

Description of the initiative

Context: Advanced-3 Level class in European Languages (Italian Studies). Level C1 - CEFR. The unit focuses on translation studies, framed through the lens of performance studies = 'performing translation'. By then, students have already become familiar with translation techniques such as domestication and foreignisation, as well as considerations on translation such as the type of text, the message, the audience, the tone, the goal, etc.

PRE-CLASS ACTIVITY (ML): Reading and comprehension:

- Students read short essays in Italian of three foundational Italian authors on translation, namely, Italo Calvino, Primo Levi, and Umberto Eco. All three authors give different perspectives on languages L1 and L2 (or L3) and translation. The essays are linguistically and conceptually complex.
- Students answer 10-15 questions on the texts.

IN-CLASS ACTIVITY: Analysis, discussion, collective translation & reflection:

- Collective analysis of and discussion on the three texts and perspectives + Q&A.
- The teacher provides the students with a translation ITA>ENG of the three texts. English is the students' first language (L1). Italian is their second (L2) or third language (L3). The translation has been made by ChatGPT but the students do not know about this. Students have to reflect on the following:
    - Does the translation maintain the tone and register of the original text?
    - Does the translation convey the same message or not?
    - What could be improved/should be edited in the translation? > working in pair/group edit away, and explain your choices.

I have done this activity two times so far, with two different classes (2025 and 2026). Each time something very interesting happened:

- At first, students did not know that the translator was ChatGPT's and assumed that it was mine, the teacher's. They, therefore, would edit very little in the provided translation. The discussion amongst them was little and shallow.
- After a little while, I told the students that ChatGPT translated the texts, not me. As a consequence of this, a huge shift in energy happened:
    - Students started questioning the provided translations deeply and with no fear, and edited a lot of them.

    - Students did so with energy, and thorough shared discussions, applying the knowledge on translation acquired until that moment. They conducted most of the collective discussion, negotiation, and translation in Italian. I intervened little to nothing in this phase.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

- Students took agency in translation and mastering the two languages, L1 and L2, at the same time. Given that the target language was their first language, they were 'the expert'. It was beautiful to see them so galvanised and confident.
- Students ended up creating translations that were much more culturally nuanced and accurate compared to those made by ChatGPT.
- Students experienced and performed first hand the bond between cultures and languages, which is something that we lecturers work on a lot in the way we teach our students, but that, however, is often difficult for students to understand, especially at the lower level of proficiency (Introductory and Intermediate).
- Students eventually claimed that, "We don't need ChatGPT. ChatGPT needs us" 🙂 > ChatGPT has no opinion; ChatGPT lacks intercultural literacy and knowledge of how languages perform in cultures, and vice versa; ChatGPT does not have a 'voice' when writing.
- ChatGPT stopped being the big elephant in the room, or the secret cheating tool, or "the enemy" > it is simply a tool.
- Students gained confidence in their ability to move between languages, in their comprehension and analysis skills, and in the beneficial power of making mistakes; namely, an automatic translator may give you a correct translation the first time, but it might not be accurate and might lack cultural depth and awareness. Students moved from translating as simply copying words into another language, to translating as a craft requiring skills, techniques, and ongoing work. Through the lens of performance studies, I call this process/phenomenon, *inhabiting translation* :)

Title: Perception, Appreciation, Expression: Protecting the Value of Human Writing Against Automated Text Production

Author: Dr Elliott Logan

Faculty: Arts

Abstract

The educational challenges addressed

My talk will focus on the design of an essay task in ATS1304 Introduction to Television Studies. It addressed the challenge of discouraging generative AI use in written assessment tasks while also providing clear, objective evidence of inappropriate or undisclosed generative AI use for marking and integrity purposes.

Description of the initiative

I revised the design of a highly traditional academic essay task by embedding the practice of close reading – or detailed aesthetic analysis – into the task. Students were required to write in response to a moment of their own choosing from one of the television programs screened in the unit. Their essay had to be anchored in a screenshot they had captured and was required to engage in detailed evaluative and interpretive analysis of what could be seen and heard in a range of moments across the episode.

The aim was to set a task that required writing at a fine level of detail about both a material object and a related aesthetic response that an AI model would not have access to, thus requiring human perception, judgement, and expression for the task to be completed at a passable level.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The outcome was highly beneficial. It more deeply embedded the unit's focus on aesthetics in the task while also providing a platform for discussing the value of human perception and judgement in comparison with the operations of an AI model designed to automatically and stochastically produce strings of text.

Student autonomy and ownership increased, although without noticeable impacts on the best work, which was as good as previous iterations.

But my capacity to make evidenced judgements concerning AI use increased substantially with a consequent and regrettable expansion of integrity cases.

The initiative raises question about:

+ The basis for AI-resistance in written assessment tasks: what are the conditions or structures that make a task more AI-resistant?
+ How do we more effectively demonstrate the futility or cost of using AI for tasks where it is fundamentally inappropriate?
+ What balance should we strike between grade outcomes and misconduct allegations when it comes to inappropriate or unauthorised uses of AI that can be demonstrably proven?

Title: Learning with Agency: Surfacing Student AI Use and Human Agency in Business Analytics

Authors: Dr Ari Handayani and Associate Professor Otavio Camargo Bartalotti

Faculty: Business and Economics

Abstract

Introduction

The central question in AI-integrated higher education is not whether students are using AI, but what happens to their learning when they do. In quantitative disciplines like business analytics, AI can produce technically plausible outputs, such as statistical interpretations and model results, without students developing the reasoning behind them. This study introduces proxy competence: the answer can look right before the learning is secure. Because assessment sees the output and not the reasoning, this is a visibility problem even when it is not a misconduct problem.

Aims/ objectives/ research questions

To identify how students in a business analytics unit are using AI tools, whether they are developing a genuine understanding or becoming reliant on AI, and whether AI dependency is patterned across the cohort.

Methods

An anonymous Week 4 Moodle survey asked students about their AI use and included four open-ended questions. Responses were analysed using Framework Analysis, treating each student's responses as a whole to identify patterns and develop a typology of agency orientations.

Results

Drawing on Self-Determination Theory, Bandura's distinction between personal and proxy agency, and Human-Centred AI frameworks, the analysis produced four agency orientations: 28% use AI and could name specific types of sources they checked its output against; 53% reported using AI and checking its output without naming a reference source type; 7% accepted AI output as given; and 7% reported worked without AI. The largest group is the one for which proxy competence is hardest to detect because checking lacks a clear reference point.

Discussion/ Conclusion

Students linked their AI use to gaps in maths and coding preparation, and to summarising notes, suggesting that AI dependency can reflect coping mechanisms rather than simply misconduct. Early feedback can reveal these patterns and guide targeted responses through a typology-based framework and a Try-Ask-Check-Explain-Redo routine.

Title: Teamwork as a Learning Practice Framework (TLPF)

Authors: Caroline Sanz-Veitch, Associate Professor Martijn Van der Kamp and Dr Danielle Ramirez

Faculty: Business and Economics

Abstract

The educational challenges addressed

Teamwork traditionally focuses on organising work and delivering outcomes. As students navigate AI-enabled learning environments and increasingly diverse teams, there is a growing need to reimagine how teamwork is conceptualised, taught and practised. This calls for teamwork to be positioned as a multidimensional learning process that embraces student agency through self-awareness and awareness of others while working toward common goals.

Description of the initiative

A conceptual and diagnostic framework was developed by the Teamwork Learning Circle (TLC), consisting of educators and professional staff across Monash. A series of workshops was conducted to understand how we conceptualise and teach teamwork, identifying limited emphasis on relational and developmental dimensions. The proposed framework is grounded on theory and practice, comprising four interconnected dimensions: intrapersonal, functional, relational and reflexive. These dimensions are surrounded by an enabling environment that represents the broader landscape, encompassing the context in which teamwork is practised in a non-linear form. It also presents five stages of teamwork development from novice to expert.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The framework provides shared language for understanding and teaching teamwork across the university. The initiative has prompted discussions about how higher education can more intentionally provide space for student agency through teamwork practice in AI-integrated learning contexts. Further work will inform resources and use cases that support teamwork practice within professional practice, curriculum and assessment design.

Title: Expanding the Boundaries of Teamwork: AI as a Teammate

Authors: Dr Danielle Ramirez, Caroline Sanz-Veitch and Dr Pat Chen

Faculty: Business and Economics

Abstract

Introduction

The integration of AI into higher education is expanding the boundaries of teamwork. AI may be understood not simply as a tool, but as a teammate. This research explores how teamwork assessments create opportunities for students to develop AI literacy with agency.

Aims/ objectives/ research questions

Research question: How do students develop AI literacy with agency when AI is a teammate?

Methods

Using a mixed-methods approach, pre (n=374) and post surveys (n=54) and interviews (n=7) were conducted with students in engineering, science, information technology, business and project management from July 2025 to August 2026. Students completed project-based teamwork assessments where engagement with AI was encouraged, but not a requirement for all units, enabling teams to determine how they would engage with AI (if at all).

Results

Preliminary findings indicate that students gained confidence engaging with AI for research and ideation and saw improvements in task efficiencies. The teamwork assessment provided a unique context in which AI literacy development is intensified through collaborative learning. However, some students excluded AI altogether due to uncertainty about educators' expectations.

Discussion/ Conclusion

The findings suggest that teamwork assessments provide opportunities for students to demonstrate agency in determining whether, when and how AI contributes as a teammate. In doing so, students are given space to expand the boundaries of teamwork whilst developing their individual and collective AI literacy. This calls for educators to intentionally design teamwork assessments that enable both AI literacy development and student agency.

Title: Building Belonging and Professional Voice in Large Diverse Workshops

Author: Dr Dhayani Kirubaharan

Faculty: Business and Economics

Abstract

The educational challenges addressed

This initiative addressed belonging, connection and engagement among international students in a large postgraduate accounting capstone unit. Language was the central challenge. Translation tools could support understanding, but communication was also part of the Business School's competency framework and had to be assessed, creating tension between inclusion, fairness and assessment clarity.

Description of the initiative

A balanced approach was used. Translation tools were encouraged in selected teaching sessions, while assessed interactive oral tasks required students to explain their reasoning clearly enough to be fairly assessed. The goal was not perfect English, but professional communication: attempting, responding to follow-up questions, and articulating thinking. Trust was built through a Pygmalion effect, holding high expectations while giving strong support, and reminding students they could contribute despite imperfect English. Team-based learning, repeated practice, staff guidance, casual conversations and mistake-normalising activities helped build confidence. Volunteering and professional development workshops gave students further spaces to practise. Warm, inclusive non-verbal communication also helped reduce anxiety.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

Surveys and reflections showed strong appreciation for these practices, with improved connection and participation. Some students noted this approach would have helped earlier, in first semester, suggesting relevance for first-year transition and belonging support. The session will also share honest lessons, not just successes.

Title: Making Accounting Immersive: A Gamified Learning Experience

Author: Dr Shruti Verma

Faculty: Business and Economics

Abstract

The educational challenges addressed

Accounting concepts can often feel mechanical, complex, and difficult for students to engage with, resulting in declining submission rates and lower assessment performance. To address this challenge, I designed an immersive and gamified Digital Escape Room for Accounting students, reimagining how learners engage with the complex topic of Balance Day Adjustments.

This innovative learning experience transformed a traditional practice-based approach into an interactive, simulated environment where students solve puzzles, complete challenges, and apply accounting principles in real time. The Digital Escape Room was designed to enrich the overall student learning experience by fostering active participation, collaboration, and deeper conceptual understanding in a realistic, time-bound setting.

Beyond improving engagement and enthusiasm for accounting, the activity also develops valuable career-ready capabilities including teamwork, critical thinking, problem-solving, and time management skills.

Description of the initiative

This initiative is an immersive, gamified Digital Escape Room in which students complete mission-based challenges, solve mystery puzzles, uncover secret codes, and respond to audio cues and music while applying accounting principles in real time. Focused on the topic of Balance Day Adjustments, the activity is an interactive learning experience delivered in a time-bound classroom environment with teacher facilitation.

The initiative is delivered through a digital platform featuring puzzles and challenges based on real-world accounting scenarios. Working collaboratively in teams, students apply accounting principles to solve problems within a set time limit in order to successfully “escape” the room. The activity incorporates elements of gamification, rewarding quick thinking and accurate responses while introducing time penalties for incorrect answers, creating a dynamic and engaging learning environment. This fast-paced format encourages teamwork, critical thinking, communication, and decision-making under pressure.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

This initiative is a great example of how technology can be used to enhance education and learning and improve the overall student experience, particularly in large, diverse classrooms where engagement can be challenging.

The initiative promoted a student-centred approach to learning by making accounting more accessible, engaging, and enjoyable. For many students, accounting can feel intimidating or difficult to engage with, especially for those facing language barriers or those who are hesitant to participate in class. This

activity helped to break down those barriers, encouraging all students to become active and enthusiastic learners, leading to improved understanding, critical-thinking skills, and collaboration skills.

The initiative also had a significant positive impact on the College culture by advocating for innovation, collaboration, and a student-centred approach to learning. The digital escape room tool shows that excellence in education can be both rigorous and creative, setting a powerful example for both colleagues and students.
It was recognised through the receipt of the Inspire to Aspire Award at Monash College for its contribution to enhancing student understanding, engagement, participation, while modelling high-quality teaching.
Future exploration includes expanding gamified learning approaches across other accounting topics and disciplines.

Title: From Using AI to Evaluating AI: Cultivating Human Agency through an AI-Assisted Assessment

Authors: Dr Erica Liu, Dr Edward Tello, Dr Xiaoxiao Yu and Associate Professor Meredith Tharapos (RMIT University)

Faculty: Business and Economics

Abstract

Introduction

As Artificial Intelligence (AI) becomes embedded in accounting practice, AI literacy can no longer be viewed simply as a technical skill. Accounting professionals must be able to question, verify, and justify AI-generated outputs before relying on them for decision-making. This study examines an AI-enabled assessment in an Accounting Information Systems unit designed to cultivate human agency through critical evaluation and professional judgement. Microsoft Excel Copilot was selected because it is embedded within spreadsheet software widely used in accounting practice.

Aims/ objectives/ research questions

How does a staged AI-assisted assessment influence accounting students' development of AI literacy and professional judgement skills?

The study examines how students interact with Excel Copilot and how they develop AI literacy by critically evaluating AI-generated outputs, identifying errors, challenging unsupported interpretations, and taking responsibility for their final analyses.

Methods

This study adopts an explanatory mixed-methods design. Students complete a two-stage assessment using Excel Copilot. Quantitative data include assessment artefacts and surveys, while qualitative data comprise reflective videos and follow-up interviews to explore students' learning experiences and development of AI literacy.

Results

The project will be implemented in Semester 2, 2026. The presentation will share the assessment design, evaluation framework, and preliminary findings where available.

Discussion/ Conclusion

This study offers a practical model for cultivating human agency in AI-integrated learning. Rather than simply using AI, students are required to critically evaluate, justify, and refine AI-generated outputs using accounting knowledge and professional judgement. The assessment provides a transferable approach for embedding responsible AI literacy in higher education.

Title: Governing Cognitive Surrender in AI-Mediated Education: Early Warning Signals and a Civilizational Intelligence Framework

Authors: Dr Haemala Thanasegaran, Dr Chithra Latha Ramalingam and Dr Sanoop Mallissery

Faculty: Business and Economics

Abstract

Introduction

Artificial Intelligence (AI) systems designed for convenience, fluency, and preference capture may reshape how cognitive labour is distributed between human learners and automated systems in educational contexts.

Aims/Objectives/ Research Questions

Cognitive surrender is used to describe a reliance-oriented pattern in which friction reduction, production dominance, and automated fluency may encourage learners to substitute AI-generated output for rehearsal, verification, and authorship. Current governance frameworks focusing on short-term risk and compliance debates, give insufficient attention to possible long-term effects on agency, craft, and intellectual resilience.

Methods

A conceptual lens and an exploratory proof-of-concept analysis of large-scale student interactions with Large Language Models (LLMs), using a StudyChat trace dataset comprising 16,851 interactions across two semesters. From this, we operationalize a prototype behavioural Reliance Index (RI) and examine intent distributions, reliance heterogeneity, and early-warning signals.

Results

The results indicate production-dominant interaction patterns and measurable reliance heterogeneity, while also showing that the RI is not an immediate proxy for performance struggle. These patterns are exploratory early-warning indicators that warrant further validation, rather than causal evidence of cognitive decline.

Discussion/Conclusion

We propose Civilizational Intelligence (CI) as a design and institutional framework that integrates technical capability with traditions of stewardship, interconnection, and disciplined practice, translating principles such as agency-by-default, critical friction, provenance, and plurality into educational design and institutional oversight.

Title: AI Use, Learning Agency and Study Readiness in First-Year Economics

Author: Dr Marco Lecci

Faculty: Business and Economics

Abstract

Introduction

First-year students increasingly use AI tools to support their study, but AI use alone tells us little about whether students are developing learning agency. In more independent learning contexts such as higher education, the key issue is whether students can plan, monitor, evaluate and adjust their own learning, rather than using AI to bypass cognitive effort.

Aims/ objectives/ research questions

This presentation asks: How are first-year economics students using AI for study? How confident are they in evaluating AI-generated information? Are students ready to engage with adaptive study behaviours, such as following learning recommendations, responding to feedback and working through misconceptions?

Methods

We will present early survey data from students in a first-year economics unit.

Results

Results will report descriptive patterns in students' AI use, AI evaluation confidence, outsourcing tendency and readiness for AI-guided independent study.

Discussion/ Conclusion

The presentation argues that the educational challenge is not whether students use AI, but whether they use it in ways that strengthen agency, monitoring and learning. Findings will inform how educators introduce adaptive AI-supported study tools and how students can be prepared for productive, effortful engagement.

Title: Authentic assessment design in Work-Integrated Learning: Students as creators of placement preparation resources

Author: Dr Homa Babai Shishavan

Faculty: Education

Abstract

The educational challenges addressed

Preparing students for industry engagement requires more than disciplinary knowledge. Students entering learning design placements must navigate workplace communication, stakeholder relationships, project workflows, and professional interactions, often with limited prior workplace experience. Traditional assessments can assess knowledge about professional practice but may not provide opportunities for students to engage in the kinds of activities undertaken by learning designers in authentic workplace contexts. This creates a challenge for educators seeking to design assessments that both prepare students for placement and support the development of their professional identity and workplace capabilities.

Description of the initiative

This presentation outlines the design of a new assessment for a second-year work-integrated learning unit (EDF2405) in the Bachelor of Learning Design and Technology at Monash University. In this task, the students create a five-minute educational video for newly appointed graduate learning designers on a topic related to professional communication, workplace relationships, project work, or stakeholder engagement. Collectively, these videos form a resource bank that students can access as they prepare for placement.

Drawing on principles of authentic assessment and peer learning, the students create professional learning resources that support both their own learning and that of their peers. By researching, synthesising, and communicating evidence-informed workplace practices, students learn the capabilities they will be expected to demonstrate during placement while contributing to the creation of a shared repository of placement preparation resources for their peers. The task is also intentionally authentic, mirroring a common responsibility of learning designers who develop onboarding, professional learning, and workplace training resources for specific audiences.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The assessment will be implemented for the first time in semester 2, 2026. It is anticipated that the task will increase the authenticity of assessment, encourage deeper engagement with workplace capabilities, and prepare the students for their professional placement experience. Beyond the immediate unit context, the presentation may offer a practical assessment design approach for educators involved in work-integrated learning across the university.

Title: Inspiring Learning Through Observation and Inquiry

Authors: Dr Chandrashekhar Bobade and Professor Neil Cameron

Faculty: Pharmacy and Pharmaceutical Sciences and Engineering

Abstract

First-year graduate students of Health Sciences often enter university with limited exposure to practical healthcare and problem-solving, which can cause them to struggle when connecting theoretical concepts with real-world patient experiences. Developing curiosity, critical observation, inquiry skills, and design thinking is essential to enhance engagement and discipline interest among newly enrolled students.

Description of the Initiative

At the School of Health Sciences and Technology Dr. Vishwanath Karad MIT World Peace University Pune India First-semester students were assigned a simple, observation-based learning task. They were encouraged to observe pharmaceutical products and patient behaviors within their families or local communities to identify healthcare practices they perceived as inappropriate, ineffective, or potentially unsafe. Students then investigated the underlying reasons behind these practices, formulated relevant questions, and proposed feasible solutions. The activity prioritized observation, inquiry, reflection, and evidence-seeking over finding a single "correct" answer. By linking everyday healthcare experiences with classroom learning, the initiative aimed to foster curiosity-driven education and encourage students to think like healthcare professionals and researchers from the very beginning of their program.

Outcomes and Impact of the Initiative

The initiative successfully increased student engagement in practical laboratory sessions while stimulating curiosity, critical thinking, and design-thinking approaches.
Students demonstrated a greater interest in exploring healthcare problems and developing evidence-based solutions. Furthermore, the activity nurtured early researcher attributes by encouraging systematic observation, rigorous questioning, and problem identification and attitude of life long learning. Future studies could examine how sustained, observation-based learning influences research readiness, professional identity formation, and long-term academic performance in multidisciplinary education.

Title: A Healthy Dose of AI: Enhancing BioMedical Engineering Students Design Experience

Author: Kathy Petkoff

Faculty: Engineering

Abstract

The educational challenges addressed

Use of GenAI by academics and authentic assessment

Description of the initiative

Project-Based Learning (PBL) is a cornerstone of engineering design education, positioning students within authentic constraints and stakeholder complexity. However, in Biomedical Engineering, engaging undergraduate students with real clients raises significant ethical concerns around patient privacy, sensitive medical histories, and the cognitive and emotional burden placed on vulnerable populations. Conversely, removing stakeholder interaction altogether risks reducing design projects to artificial exercises that lack human-centred realism.

This study evaluates the integration of Generative AI (GenAI) personas as a co-collaborative tool in a final-year Biomedical Design unit (ENG4105). The teaching team used ChatGPT to construct detailed client personas with realistic professional contexts, technical constraints, and evolving requirements. These AI-generated stakeholders were embedded into the project workflow, enabling students to engage in iterative, inquiry-based requirements gathering and to interrogate assumptions through ongoing “client” dialogue.

To preserve pedagogical integrity, a human-in-the-loop, dual-expert verification process was implemented. All AI-generated responses were reviewed by the teaching team for technical accuracy, discipline-specific relevance, and appropriate professional tone prior to release to students.

Findings suggest that GenAI personas effectively bridge the gap between abstract case studies and ethically constrained real-world client engagement, reducing unverified student assumptions while maintaining authentic design tension. This work highlights GenAI as an active teaching co-collaborator, offering ethically responsible approaches to authentic learning in resource-constrained engineering education contexts.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The initiative improved authenticity in Biomedical Engineering design learning by using GenAI personas as scalable, interactive “clients,” enabling iterative requirements gathering without the ethical risks of involving real patients. Students engaged more deeply in questioning assumptions and refining design decisions, while teaching staff maintained control through human-in-the-loop verification for accuracy and tone.

Title: Balancing Community and Autonomy: Scaffolding Faculty Agency in Pre-Term Assessment Design

Author: Nurkholis Ainunnajib

Faculty: Monash Indonesia

Abstract

The educational challenges addressed

Student evaluation data (SETU) of units taught in Monash Indonesia frequently highlights "assessment clarity" as a key area for improving the student experience. To support independent judgment and learning agency, students benefit from explicit transparency in criteria and rubric alignment. However, designing clear, future-focused guidelines across diverse programs remains an ongoing professional development opportunity.

Description of the initiative

This initiative established a collaborative, multi-stage support framework to enhance curriculum transparency:

Data-Informed Review: Analysing qualitative student feedback to identify common areas where assessment instructions could be clarified.

Peer-Led Collaboration: Hosting a "TeachLab Dialogue" Community of Practice (CoP) where educators praised for their assessment design shared practical strategies and rubrics with peers.

Collegial Support: Offering pre-term "Drop-in Sessions" three weeks before the teaching period to facilitate voluntary peer-review of upcoming assessment briefs.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The units taught by the participants of the initial CoP showed a positive shift in student feedback regarding clarity. In the meantime, attendance at subsequent scheduled drop-in sessions was lower than expected. Rather than treating this as a setback, it offered a valuable insight into academic workloads and the inherent vulnerability of sharing incomplete work.

To better support faculty agency and confidence, the initiative is expanding to include a scalable resource: a custom Gemini "Gem". This private sandbox allows academics to autonomously check their guidelines against clarity benchmarks on their own schedule, reducing the pressure of live review.

Title: Hall-of-Fame Hall-of-Shame: Developing Student Agency Through Peer-Led Cybersecurity Incident Briefing

Author: Associate Professor Amin Sakzad

Faculty: Information Technology

Abstract

Introduction

Hall-of-Fame Hall-of-Shame (HoF HoS) is a peer-learning activity used in FIT1057 Introduction to Cybersecurity in which students analyse real cybersecurity incidents, present them to classmates, respond to questions, reflect on feedback, and create short follow-up videos. In Weeks 2–3, the teaching team benchmarks the activity; in Weeks 4–12, students take increasing ownership. This study examines HoF HoS as a socially interactive learning design that may cultivate student agency, communication, reflection, and peer learning in the age of AI.

Aims/ objectives/ research questions

The study aims to investigate how HoF HoS supports learning through a “social constructivist” lens in the age of AI. It asks how the activity affects (1) presenters’ learning, confidence, and communication skills, (2) audience students’ learning through peer presentations, and (3) students’ sense of participation in a shared learning community.

Methods

Three anonymous surveys were administered (with MUHREC approvals): one weekly LMS, one for student presenters, and one generic end-of-semester for audience students. Surveys include Likert-scale, multiple-choice, and open-ended questions.

Results

Early feedback (from the first survey) suggests HoF HoS was one of the most effective and engaging parts of the unit. Students repeatedly described it as “the best part,” “interesting,” and something they “love learning” from. They said it helped them understand “real life scenarios of cyber incidents,” recognise “different type of cybercrimes,” and make “challenging security concepts… much easier to understand.” Some students also reported that HoF HoS motivated further independent learning, saying they would “do further reading” and “read more cybersecurity hall of fame and hall of shame.”

Discussion/ Conclusion

These findings suggest HoF HoS supports learning by connecting theory to cyber incidents and encouraging reflection and continued curiosity. Through a social constructivist lens, the activity appears to help students learn through shared examples, discussion, and meaning-making with others. HoF HoS therefore shows promise as a practical peer-learning approach for building engagement, conceptual understanding, and student agency in Cybersecurity education in the age of AI.

Title: FeedbackLens: When AI Feedback Finally Reads the Rubric

Authors: Dr Charith Jayasekara, Melvin Saji, James Li, Gangsen Zhou and Dr Lakshitha Kumarapperuma

Faculty: Information Technology

Abstract

The educational challenges addressed

Providing meaningful, timely feedback to large cohorts remains one of higher education's most persistent challenges. Generic AI-generated feedback compounds rather than solves this problem. Responses untethered from rubrics or course materials can mislead students, and for neurodivergent learners who depend on clear, structured guidance, inconsistent feedback is a genuine barrier to progress.

Description of the initiative

This work presents FeedbackLens, a system designed to operationalise a principled model of human-in-the-loop AI feedback at scale. At its core, Retrieval-Augmented Generation grounds responses directly in course-specific materials, including the rubric, assignment brief, and unit resources, via a planning layer that determines what to retrieve before generation begins. Feedback is structured at the criterion level a design choice directly motivated by the feedback clarity needs of neurodivergent learners, who benefit from unambiguous, scaffolded guidance rather than holistic or loosely framed responses. A dedicated educator review interface ensures human judgement remains central before any feedback reaches students, preserving pedagogical trustworthiness at scale.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

We anticipate that grounding feedback in course materials will meaningfully improve alignment with learning objectives compared to generic AI responses, that the review layer will maintain educator agency without prohibitive overhead, and that the criterion-level feedback structure will measurably reduce cognitive load and ambiguity for neurodivergent learners. Planned evaluation will extend the preliminary educator comparison to a broader academic cohort, incorporating an LLM-as-judge metric and a pre-screening layer to improve the academic integrity of the assessment. This work pursues several open research questions: whether planning-based retrieval improves feedback precision and pedagogical alignment over baseline RAG? Whether withholding grade-band information during educator review reduces anchoring bias in human judgment? Whether criterion-level feedback structures produce measurable benefits for neurodivergent learners? And whether human-in-the-loop oversight can be sustained at scale without prohibitive educator overhead?

Title: Human-Centered Education: Using AI to Nurture Critical, Creative, and Capable Lifelong Learners

Authors: Dr Charlotte Pierce and Professor Andrew Cain

Faculty: Information Technology

Abstract

The educational challenges addressed

Critical use of AI and assurance of learning.

Description of the initiative

Helping students use AI effectively is the most pressing challenge in modern education. Used appropriately, AI has the power to act as the next level of Steve Jobs' "bicycle for the mind", empowering students to engage more actively with their learning and increase equality of access to support for all. However, there is significant risk in students using AI inappropriately to "cognitive surrender" from the thinking that is critical to developing new skills and capabilities.

Our goal is to create a scalable, evidence-based, and inclusive model of AI-enabled education that keeps human learning at the centre. By integrating AI into curriculum, pedagogy, and assessment in ways that strengthen rather than weaken student thinking, we are creating students who are critically aware, creatively capable, ethically grounded, and prepared for lifelong learning in an AI-shaped world.

Early versions of our model have been used to support the success of over 200,000 students across four Australian universities and partner campuses in Malaysia, India, and Indonesia. The current version has already been applied to uplift over 4000 students across the Australian, Malaysian, and Indonesian campuses of Monash University in the last year, and we are scaling it across the entire IT curriculum and beyond.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

- One of 3 Australian Nominations for the 2026 UNESCO ICT in Education Prize (https://www.unesco.org/en/prizes/ict-education).
- Increased quality and student satisfaction in FIT units.
- Increased assurance of learning at scale.
- Improved integration of AI skills, including critical engagement.
- Pilot roll-out in BusEco.

Title: When sustainability targets are not enough: Building Student Agency through scenario-based learning

Author: Dr Jigya Khabar, PhD

Faculty: Information Technology

Abstract

The educational challenges addressed

In an AI-integrated world, IT students need more than technical knowledge. They need agency to question, justify, and govern digital decisions. A key teaching challenge is that sustainability (my teaching domain) can be treated as a reporting requirement or carbon metric, rather than a contested organisational judgment. Many postgraduate IT students have limited experience of real governance trade-offs, yet will soon advise on systems affecting public, communities, and institutions.

Description of the initiative

This lightning talk presents Carbon Tunnel Vision, a scenario-based sustainability workshop I independently designed and taught in FIT5237 Responsible Digitalisation. Students worked in university stakeholder roles during a two-year AI transformation scenario. With limited budgets, they selected sustainability strategies, including direct reduction actions, high-integrity credits, and cheaper fast-action credits. Midway through, a mock audit challenged the credibility of some cheap carbon credits, forcing students to recalculate, redesign, and defend their decisions. The activity is grounded in scenario-based teaching and learning from wicked problems, where there is no single correct answer.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The workshop helped students move from viewing sustainability as compliance to seeing it as judgment, governance, and accountability. The discussion raised further questions about how educators can cultivate student agency by asking: who benefits, who is harmed, what is hidden, and how should responsible decisions be made when incentives conflict?

Title: Cultivating Student Human Agency in Agentic Software Engineering Education

Author: Mux Wang

Faculty: Information Technology

Abstract

The educational challenges addressed

Generative AI and agentic software engineering tools are rapidly changing professional software development. A key teaching challenge is how to prepare students to work productively with AI while still developing human judgement, technical understanding, teamwork, ethical awareness and accountability. Traditional software engineering curricula often focus on producing artefacts such as requirements, designs and code, but AI-integrated practice requires students to justify decisions, evaluate AI outputs and maintain ownership of the engineering process.

Description of the initiative

FIT5136/ITO5136 Software Engineering has been redesigned from a traditional software engineering model towards an agentic software engineering curriculum. The FIT5136 rebuild was led by Dr Kla Tantithamthavorn. In contrast, the ITO5136 rebuild was led by Dr Kla Tantithamthavorn, Dr Yi-Shan Tsai and Dr Charith Jayasekara, with Mux Wang contributing as education designer. The initiative embeds AI-supported workflows across lectures, applied sessions and assessments, including requirements exploration, agile planning, design critique, implementation support, testing, demonstration preparation and reflective practice. AI is positioned not as a shortcut, but as a professional collaborator that students must direct, question, evaluate and document. Assessment follows the constructively aligned, task-oriented portfolio model described by Cain, Grundy and Woodward (2018): students build staged evidence of their engineering process across the semester, including prompts, design decisions, rejected AI suggestions, revisions and individual contributions to team work, marked against explicit criteria and supported by frequent formative feedback rather than a single end-of-term artefact.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The redesigned curriculum aims to strengthen students' agency in AI-integrated software engineering practice by making human decision-making, evidence of process, teamwork and reflective judgement central to assessment. It also raises important questions about how educators can assess human contribution, support students with varied AI literacy, and maintain academic integrity while encouraging authentic AI-enabled professional practice.

Title: Critical resource selection, AI and Indigenous Data Sovereignty for MBIS students

Authors: Dr Narissa Timbery and Dr Zoe Henderson

Faculty: Information Technology

Abstract

The educational challenges addressed

Verifying sources within the context of our unit, FIT5231 Indigenous Data Sovereignty is multi-layered. Resources can cause harm and are often incorrect. The use of AI in finding resources, translating information and enhancing written assessments is increasing the challenge because students were not recognising that AI does not discriminate at a granular level.

Description of the initiative

Ethical resource selection was introduced through applying the Indigenous Knowledge Attribution Toolkit and AIATSIS Guide to Evaluating and Selecting Education Resources to the assessment structure. These resources give students skills in critically evaluating how Indigenous Knowledges are collected, stored and shared. By understanding resources along a spectrum from less appropriate to more appropriate, students can identify ethical approaches that respect cultural protocols, proper attribution, and why this is critical for studies in Indigenous Data Sovereignty.

Introducing ethical resource selection as an early workshop activity, then a standalone assessment exercise, gave students a tool to use in subsequent assignments. This was reinforced by making the ethical resource selection a core criterion across all marking rubrics.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

Student reflections, choice of resources and citations were more appropriate compared to previous offerings. By encouraging culturally aware responsible AI use in Master of Business Information Systems students, we have a cohort of students with skills to support the design and use of more inclusive and socially responsible information systems. Knowing the source of your information in an AI-integrated world, in our context, means resources are from appropriate cultural knowledge authorities.

Title: Using VR Immersion to Preserve Human Agency in AI-Integrated Learning

Authors: Ruchi Sembey and Dr Sadia Nawaz

Faculty: Information Technology

Abstract

The educational challenges addressed

As AI becomes increasingly integrated in higher education, students risk offloading human capacities such as judgement, creativity and reflection to AI tools. The challenge is to design learning experiences that actively cultivate human agency and strengthen capabilities that AI cannot replicate.

Description of the initiative

This initiative explored how immersive Virtual Reality (VR) experiences can support AI-resilient learning by foregrounding embodiment, empathy and reflective agency. In the IT Professional Practice unit, students engage in a VR-based learning experience that promotes understanding of accessibility and inclusive technology design through embodied perspective-taking. Using head-mounted displays, they experience a first-person perspective of a user with accessibility needs, followed by peer discussions, guided reflection and a whole-class debrief. The activity was intentionally designed to expose students to uncommon human experiences, surface discomfort and prompt critical reflection, while maintaining student autonomy through optional participation.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

First introduced in Semester 1, 2024 as a research study, the initiative has since been implemented over five semesters, reaching over 2,500 students and 80 educators. Students report increased awareness of diverse user needs and a stronger sense of responsibility in technology design. Challenges during VR (e.g. fit, comfort, usability) also become learning moments about the accessibility of digital tools themselves. Educators observe strong engagement, with students connecting their experiences to empathy and real-world design implications. As understanding emerges through immersion (doing and feeling), they describe the activity as ‘AI-immune’. These outcomes raise important questions about scaling immersive experiences responsibly and exploring pedagogies that similarly preserve and strengthen human agency in AI-integrated learning environments.

Acknowledgement: Sembey was supported by a RTP PhD Scholarship Australia, and thanks Prof. John Grundy (ARC Laureate Fellowship, Australia FL190100035) and A/Prof. Roberto Martinez-Maldonado for their guidance on this research project.

Title: Human Skill Development in the Age of AI

Author: Dr Sadia Nawaz

Faculty: Information Technology

Abstract

The educational challenges addressed

The rapid adoption of generative AI has made it increasingly difficult to design learning experiences that promote genuine skill development rather than task completion. In professional practice education, students may also struggle to see the connection between classroom learning and industry expectations, leading to reduced engagement and weaker understanding of professional capabilities. The challenge is to design learning experiences that remain authentic, encourage responsible AI use, and develop the human skills required in contemporary workplaces.

Description of the initiative

This initiative presents a framework for designing authenticity at three complementary levels: authentic journey, authentic practice, and authentic capability development. Within a large undergraduate Professional Practice unit, learning activities were redesigned using student-centred, active-learning approaches. Authentic assessment was embedded through contextualised professional tasks, such as, scaffolded use of generative AI, and assessment aligned with the SFIA framework to make professional capability development explicit. Continuous reflection and iterative improvement, informed by student and teaching team feedback, were used to refine the curriculum over successive offerings.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The initiative has contributed to sustained improvement in student experience, with overall SETU scores increasing from **2.64 to 3.80**. Beyond FIT1049, the initiative has generated a broader program of educational scholarship and dissemination, including an **ACDICT collaboration across six Australian universities**, an **ITiCSE 2026 publication on VR immersion**, an ASCILITE 2026 submission, and ongoing research examining:

i) collaboration analytics,
ii) AI based personas and students' skill development,
iii) students' presentation skills in the age of AI,
iv) peer feedback and reviewer fatigue, and
v) Indigenous perspectives and emerging professional capabilities

The VR accessibility experience has had an outreach to over **150 participants** on the Open Day 2026, while GenAI-supported professional communication practices have been shared through Monash Educational Academy (**MEA**). Together, these outcomes demonstrate impact extending from student experience and capability development to broader educational practice and scholarship.

Title: Enhancing learner engagement with feedback using AI-powered feedback analytics

Authors: Dr Yi-Shan Tsai, Dr Eehui Lim and Dr Sanaz Nikfalazar

Faculty: Information Technology

Abstract

The educational challenges addressed

Students struggle to use feedback to benefit learning.

Description of the initiative

Since 2025, PolyFeed (a feedback analytics system) has been integrated with the learning and teaching activities at the undergraduate and postgraduate Project Management units at the Faculty of IT to enhance the feedback practice. Feedback plays a key role in the project management cycle, and the ability to make critical judgement based on feedback and take appropriate action is crucial to high quality work performance and outputs. For learners, the ability to use feedback for future growth is crucial to continuous improvement in domain-specific knowledge and skills, as well as readiness for the workforce and lifelong learning capability. PolyFeed scaffolds learners in the process of making sense of feedback and acting on it, as well as supports educators to enhance feedback strategies based on the analytics insights about learners' engagement with feedback.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

We observed a significant improvement in SETU since PolyFeed was implemented (rising from 48.54 to 74) and the change of attitudes to feedback among staff and students. We also learnt important lessons including the need to provide teachers and students training and motivation to ensure effective uptake and meaningful use of educational technology. Additionally, we learnt that a cultural change is needed to transform the existing feedback practice towards a two-way and data-informed practice.

Title: MNHS Feedback Literacy Module

Authors: Dr Amir Rouhshad, Dr Marcelo Maghidman, Dr Sharon Yahalom, Associate Professor Catherine Flynn, Associate Professor Sheila Vance and Dr Averil Grieve

Faculty: Medicine, Nursing and Health Sciences

Abstract

The educational challenges addressed

As reported in our education research, postgraduate social work students are motivated to learn from feedback on their assessments, but receive little or no guidance on how to interpret, reflect on, or act on it. Educators also value the availability of dedicated feedback literacy resources to strengthen student agency, equity, and sustained engagement with feedback.

Description of the initiative

We formed a multidisciplinary team and created the MNHS Feedback Literacy module, a self-paced online interactive resource for health professions students. In developing this module, we have creatively and innovatively transformed conceptual knowledge of feedback literacy into a scalable pedagogical product, informed by task-based learning. Users can self-enrol and complete the module in approximately one hour.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

Participants (n= 55) from 10 courses in MNHS rated their perceived knowledge of feedback literacy on a scale of 1 to 10 before and after completing the module. Descriptive statistics showed that the Mean increased from 5.3 to 8.1. Results of a Wilcoxon-Signed rank test confirmed that the increase in knowledge of feedback literacy was statistically significant (n= 55; $Z = - 6.04$; $p < .001$) with an effect size of $r = .575$. Qualitative data analysis demonstrated how the module transformed students' cognitive and emotional engagement with feedback.

Title: Building Better Marking Tools with AI: A Case Study in a Large-Cohort Course

Authors: Dr Brenda Hernandez Salazar and Dr Vandana Nathan

Faculty: Medicine, Nursing and Health Sciences

Abstract

The educational challenges addressed

A large-enrolment anatomy course in Biomedical Sciences, with more than 600 students, created substantial pressure on tutors to work efficiently while still providing clear, consistent, and useful feedback. In large anatomy-based assessments, tutors must not only judge student performance, but also spend time repeatedly drafting comments, applying rubrics consistently, and transferring marks into the required systems.

Description of the initiative

To address this, two AI-assisted digital marking tools were developed for this course using different approaches: an R/Shiny app deployed via Shinyapps, and an HTML-based shareable tool designed to support rubric-based marking, feedback generation, and workflow organisation. A key feature of the project was that feedback was not treated as fully AI-generated text. Rather, the tools themselves were developed with AI assistance, while the rubric logic and much of the feedback language were refined through marker input and human review. This allowed demonstrators to shape the feedback language, preserve warmth and discipline-specific nuance, and focus more of their effort on accurate assessment rather than repetitive administrative tasks.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

Across the image annotation questions, the Shiny-based tool was associated with an average time reduction of 41.8%, equivalent to about 105.5 hours saved in total. The project also highlighted the potential of different digital approaches to support marking workflows and consistency. The Shiny app logged time automatically to a spreadsheet, whereas the HTML tool was designed with local record-keeping and optional CSV export functionality. Overall, the initiative suggests AI-assisted marking tools can improve efficiency, workflow organisation, and consistency while keeping feedback human-guided and adaptable.

Title: Identity, Purpose and Action: Helping Students Find Meaning in Their Learning

Author: Dr Daniel Andrews

Faculty: Medicine, Nursing and Health Sciences

Abstract

The educational challenges addressed

While learning at university, students are often heavily reliant on external drivers, such as grades, future employment, and satisfying the expectations of others. One issue with heavy reliance on external drivers for motivation is it often leads to surface level engagement, making it difficult to sustain long-term effort and engagement. To encourage students to build intrinsic motivation, which assists with engagement in deeper, more meaningful learning, an initiative was created.

The initiative (Making Your Effort Count: Finding what's meaningful to you in your learning) encouraged students to connect their learning to who they wanted to become in a learning context (learner identity). By doing so, students were able to better understand what is truly meaningful to them, which can be used to build their intrinsic motivation in a learning context.

Description of the initiative

In the Making Your Effort Count initiative, students respond to structured prompts, which help them build towards a statement about who they want to be as learners (learner identity). From there the learners used their identity as a pillar which helps them identify what is meaningful to them, and how they can better connect to the learning environment. Once the learners had determined what was meaningful to them, they then created goal directed actions, which allowed them to work towards becoming the learners they want to be.

The power of the activity lies in the opportunity for each learner to connect with what is truly meaningful to them within the learning environment; allowing students to move beyond performance-based learning approaches. In their place they develop intrinsic goals, shaped by their values, interests and identity.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

Student engagement with the initiative was very high, with roughly 90% of the cohort completing the activity. Through the initiative, the majority of the cohort were able to create intrinsic goals to assist them in further developing their intrinsic motivation throughout the semester.

10 student responses were analysed using thematic analysis, which revealed high alignment between the learner identities and the intrinsic goals created by the students. One of the dominant themes identified was the desire to prioritise deeper understanding over memorisation, to build more robust knowledge. Many students also articulated their desire to build their knowledge and skill capacities so that they could make a meaningful impact in the future. Strategies to connect more authentically to others in the learning environment and to learning itself also came through strongly.

These preliminary findings suggest that structured reflection opportunities may help students cultivate intrinsic motivation towards their learning, paving the way for meaningful skill and knowledge development. The impact of the intervention over time remains unknown, pointing towards the need for data collection at multiple time points to better understand the impact of the activity.

Title: Developing scientific communication skills for communication to a non-scientific audience using GAI to model audience responses

Authors: Dr Danielle D'Souza, Professor Stephen Turner and Associate Professor Greg Moseley

Faculty: Medicine, Nursing and Health Sciences

Abstract

The educational challenges addressed

We identified a potential gap in skills development across our major sequence, where few units were explicitly developing effective communication of microbiology concepts to non-scientific audiences and stakeholders, particularly through general and social media, a major component of current scientific enquiry and engagement.

Description of the initiative

We decided to expand an existing scaffolded assessment in a level 3 microbiology unit MIC3022, in which students develop and present a conference-style presentation through a mentored and peer-supported approach. To do this we incorporated an authentic press-release component for the assessment, where students were provided guidelines for a press release based on the materials provided to staff from Monash's Press offices for the preparation of media release and interaction, and examples from the unit coordinator's research groups and other research groups in Monash. The students were then directed to use GAI tools to test the reaction of a non-scientific audience, thereby receiving the breadth of feedback expected following the release of such stories in general and social media, with the purpose of exposing students to the kind of feedback that may be received. Students then assessed and considered the feedback, and how they might tailor their press releases to improve engagement and impact. The original press release, AI-generated feedback, and proposal on how they would change their original press release was assessed in a class presentation.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

This is a new initiative currently being implemented in Sem 2, 2026 and will be completed by the L&T conference. However, the existing assessment has been refined over a number of years to guide and scaffold the development of scientific communication skills with an approach that aligns with the PAAIR approach, and last year was developed into a competency hurdle, whilst removing threshold hurdles on traditional assessments such as theory-based tests/exams. This overall approach improved student academic outcomes and increased student satisfaction from 3.88 in 2024 to 4.6 in 2025.

Title: Sustaining the Self in Psychological Practice: Implications for Teaching and Learning

Author: Dr Lilani Arulkadacham

Faculty: Medicine, Nursing and Health Sciences

Abstract

The educational challenges addressed

Burnout, distress, and compassion fatigue are increasing across the mental health workforce (Jackson, Cleary, Usher, 2025), with these pressures beginning during training. Psychology students are exposed to emotionally demanding content, intensive workloads, and early practice experiences, placing them at elevated risk of distress across all stages of education (Jarrad et al., 2019; Arulkadacham et al., 2021). In response, recent revisions to Australian accreditation standards position self-care as an explicit, assessable professional competency (Australian Psychology Accreditation Council, 2025). However, in practice, self-care remains inconsistently embedded within curriculum and is often addressed peripherally rather than as a core component of professional training.

This presentation addresses this gap by showcasing a programmatic, practice-based approach to embedding self-care within psychology curricula. Drawing on implementation within a large-scale online program, it demonstrates how self care can be integrated through curriculum mapping, scaffolded learning, assessment alignment, and educator modelling, consistent with reflective practice (Mann, Gordon & MacLeod, 2009; Mukhalalati & Taylor, 2019).

Description of the initiative

At the centre of this approach is the Self-Care Toolbox, a digitally embedded, curriculum integrated resource developed at Monash University. The Toolbox provides structured reflective prompts, evidence-informed wellbeing strategies, and self-monitoring tools introduced at key points of student stress. Positioned as a valued learning activity rather than an optional support, it enables students to develop reflective self-regulation in ways that align with expectations of professional psychological practice (Martinez, Connely, Perez, Calero, 2021).

This case example demonstrates how embedding self-care within curriculum, rather than delivering it as an adjunct, can normalise help-seeking, strengthen reflective capacity, and support sustainable engagement without assessing personal wellbeing or pathologising distress. It also offers a transferable model for other programs seeking to align accreditation requirements with meaningful educational practice. The critical role of educators in modelling self-care and creating psychologically safe learning environments is highlighted as central to successful implementation (Owusu-Agyeman & Moroeroe, 2023).

Outcomes/impact of the initiative (including any further questions arising from the initiative)

Embedding self-care in this way represents a shift from compliance to capability. By integrating self-care as a core component of training, psychology programs can better support student success and prepare graduates for ethical, sustainable professional practice, with clear relevance across health disciplines.

Title: The Buzz around ‘Light’: Can virtual conversationalists transform Scenario Based Learning (SBL)?

Author: Kate Garam

Faculty: Medicine, Nursing and Health Sciences

Abstract

Introduction

Our research explores the potential for AI enabled embodied conversational agents (ECAs) to augment scenario-based learning (which we have termed "a-SBL"). We present the initial outputs from an interdisciplinary study with a shared focus on improving the bridge to professional experiences for students in Allied Health (AH) and Human Centred Computing (HCC) through SBL practices.

Our study is grounded in an initial “reconnaissance work” of cross-campus interchanges between the two teaching teams in Bachelor of Occupational Therapy (Honours) (OT) and Masters of Business Information Systems (MBIS). We also conducted a literature review of the history of technological interventions in SBL and emerging studies on the use of ECAs in Higher Education.

This formed the basis for co-design of two specific ECAs via Monash’s ATLAS Platform and subsequent comparative in-class observations of student interactions and staff perceptions on ECAs. Observations of interactions with ECAs in SBL sessions were undertaken in the teaching contexts of OT and MBIS In Semester 1,2026.

Aims/ objectives/ research questions

1. How is SBL being done in different learning contexts and what can we as educators learn from other teaching contexts and practices?
2. What do we need to do for AI enabled ECA’s to be effective technological interventions in SBL teaching practices to best support student engagement?
3. What do students’ interactions with specific ECAs tell us about student learning and skills development as a bridge towards professional environments?

Methods

Our study is based on a set of inter-related theories of interest to the researchers, including socio-technical theory (Mumford and others), practice theory (Nicolini, 2012), the theory of proximal development (Vygotsky, 1978) and professional based models, such as the Model of Human Occupational (Keilhofner and Burke,1980).

Our methods include;

1. A period of “reconnaissance work" (after Armstrong and Nuttall, 2022) as a co-learning period on SBL use at the course curriculum level in OT & MBIS
2. We worked through a co-design process with the ATLAS team to develop two distinct ECA personas and to scaffold feedback related to student interactions of relevance to each teaching context.
3. We adopted an active research approach through observations of two student cohorts in the courses in Semester 1, 2026.
4. We applied a mixed methods approach to explore our data which includes:

a. Observations of student interactions with specifically designed ECA personas via the ATLAS Platform
b. Transcripts from student engagement with the ECAs
c. Written reflections from the MBIS students, and
d. interviews with teaching colleagues leading SBL practice in both cohorts.
e. Outputs from the ATLAS platform, which includes metrics of student engagement and interactions

Results

We ground our output in a set of 'maturity' characteristics we developed through our reconnaissance work to highlight potential limitations at the curriculum level when combining AI tools with SBL activities. We demonstrate the value of high specificity of personas that are related to particular learning objectives for given student learning objectives, feedback outcomes and potential professional outcomes.
For the L&T conference we will focus on our results to highlight
the high levels of engagement with students based on the ATLAS metrics outputs and note both positive and cautious considerations when AI enabled ECAs are freely available for student use
the initial findings from the thematic analysis of student transcripts and staff interviews to indicate areas for further analysis.

Discussion/ Conclusion

Our initial findings demonstrate positive student engagement with ATLAS generated personas and an active engagement with educators on the potential for ATLAS to support insight into specific professional skill development and development for Scenario-Based Learning at scale.

Our explorations have created learning to inform curriculum development and may assist educators seeking to incorporate ECAs into scenario-based learning approaches.
Further work is required to fully examine ethical principles, pedagogical and governance for use of AI enabled tools, such as ECAs, in higher education. In particular, the mindful production and use of AI enabled ECAs, which are representations of people, and as such need to be considered in relation to potential bias, mis-representation, stereotyping.

Title: Moving Beyond the Lab Report: Student Competency and Authenticity in Biochemistry Practicals

Author: Associate Professor Katrina Binger

Faculty: Medicine, Nursing and Health Sciences

Abstract

The educational challenges addressed

Traditional biochemistry lab report assessments have remained structurally unchanged for decades. Because these practicals are "tried and tested," AI can instantly generate the introductions, discussions, and graphs. Consequently, we observed an artificial inflation of grade means, masking true student understanding and compromising academic integrity.

Description of the initiative

To restore learner agency and authentic measurement, we redesigned our second-year practical assessments this year around two core elements:

1. **Practical Competency Marks**: Marks were assigned directly to the quality of physical execution (e.g., R^2 values of standard curves, gel resolution). This prioritises technical competency over cosmetic "prettiness" and rewards the student's preparation for class, following instructions, and technical execution.
2. **Visual Communication Elements:** Students created visual representations of their results (e.g., graphical abstracts, flow charts). They were guided to use generative AI if desired, but had to exercise higher-order thinking to critically evaluate and refine the output to match their real-world data and experience.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

This initiative successfully differentiated student understanding, fostered human agency, and streamlined marking to reduce TA workloads. We plan to scale this next year with increased weightings. Moving forward, key questions remain around how to effectively upskill and calibrate TAs for competency-based marking, and how to clearly communicate these new performance expectations to students by co-designing exemplars.

Title: Creating a Community for Nutrition and Dietetics International Students Post-Graduation

Author: Dr Tammie Choi

Faculty: Medicine, Nursing and Health Sciences

Abstract

The educational challenges addressed

Transitioning to the Australian labour market post graduation is difficult for our Nutrition and Dietetics international students due to their lack of Australian residency status / complex post-graduate visa application process, recognised market competitiveness and unfamiliar job application process.

Description of the initiative

As part of the International Students Acculturation Program (ISAP), we invite our international alumni to provide unique culturally appropriate support to our international students. For example, at the Welcome Home alumni event, graduates from past 7 years were invited to come back to Monash for a reunion while sharing their experience with the newer graduates. Through storytelling, mentoring, networking, and peer dialogue, the event created a platform for professional identity formation, strengthening sense of belonging, and sharing strategies to exercise agency in shaping careers. Mentoring relationships were established to continue the support beyond the event. In an era where AI can increasingly provide information, the Welcome Home event offers a culturally tailored forum for human connection, sharing and mentoring through uncertainty for our international students and graduates.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The Welcome Home event provided unique support and reciprocal learning aligned with the Asian value of collectivism. The authentic stories and personal experience shared by our alumni gave the international students hope and practical strategies for transition to practice.

Title: Writing the Rules Together: Piloting the Co-design of AI in Assessment Guidelines at Scale

Authors: Liz Cahir and Dr Kate Carroll

Faculty: Portfolio of the Deputy Vice-Chancellor (Student Experience)

Abstract

The educational challenges addressed

The Monash Innovation Guarantee is a 3-week intensive unit where students work in interdisciplinary teams to design and prototype a purpose-driven solution to a real-world innovation challenge set by one of Monash's Industry partners. Individual and group assessments value the demonstration of agile development, adaptability to feedback and evaluative judgement in the solution and its presentation. The responsible use of AI tools is encouraged, which requires students to very quickly gain a clear understanding of appropriate uses for AI that meet assessment guidelines.

Description of the initiative

Students participated in a structured co-design activity to write the unit's GenAI Use in Assessment Guidelines on Day 2 of the MIG. Working in small groups, students discussed appropriate, inappropriate, and equitable uses of AI in MIG assessments and responses were gathered through live polls. Assisted by AI, staff compiled responses and synthesised students' contributions into potential AI guidelines and students were asynchronously polled on these potential guidelines. Staff then incorporated students' preferences in the final Use of GenAI in Assessment guidelines that applied to all assessments for the unit.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

This initiative promoted students'

- understanding of the risks and benefits of AI use in learning and assessment.
- agency over the role of AI in assessment tasks.
- awareness of the unit's Use of GenAI in Assessment guidelines.

Insights gained into students' experiences and preferences regarding AI, and the challenges of rapid co-design at scale will be used to further refine the co-design process for future iterations of the MIG and maximise initiative impacts.

Title: Taking the community with you: Navigating AI as a faculty

Authors: Associate Professor Djuke Veldhuis and Dr Tomas Zahora

Faculty: Science

Abstract

The educational challenges addressed

Taking the community with you: navigating AI as a faculty

Description of the initiative

AI integration is often handed to educators as a finished, top-down program e.g. the resources are there, off you go, ‘do the training’. In a large, diverse faculty, that framing hides a real disconnect between central policy, classroom practice and students' own varied views and it ignores how differently placed educators are in readiness and capacity. We argue AI integration is a wicked problem best navigated through the community. Drawing on a Faculty of Science Community of Practice (SCoPE), we share what the community can do that policy alone cannot: hold safe space for uncertainty, connect emerging research with pedagogy, feed practitioner insight back into policy and legitimise a layered, different-speeds approach to change. We also make the case for preserving some "analog" practices as forward-looking, evidence-based pedagogy. Our message: real innovation comes from all sides, and human agency is cultivated by taking the community with you, not imposing upon it.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

1. Treat AI integration as a wicked problem, not a rollout.
2. Community is the circuit-breaker i.e. hold space, link policy to practice, allow different speeds.
3. Decide what to preserve, not only what to adopt.

Title: Supporting Food Science and Agribusiness Education in an AI-Enabled Future

Authors: Dr Shahnaz Mansouri, Supriya Dalvi and Professor Bayden Wood

Faculty: Science

Abstract

The educational challenges addressed

The growing integration of Artificial Intelligence (AI) across food and agribusiness is reshaping the future workforce and increasing the importance of capabilities such as food technology, predictive analytics, automated supply chain management and precision agriculture. At the same time, higher education institutions face the challenge of ensuring that Food Science and Agribusiness curricula remain responsive to rapidly changing industry and technological developments. A key educational challenge is understanding how AI-related capabilities can be integrated into existing disciplinary education while maintaining strong foundations in core Food Science and Agribusiness knowledge. This initiative addresses the need to identify emerging industry expectations, digital capability requirements and opportunities for AI integration in future food systems education..

Description of the initiative

This initiative establishes a foundation for future curriculum development at Monash University through the collection and analysis of industry perspectives. The project uses complementary research approaches, including engagement with industry professionals through focus groups and environmental scanning of emerging AI applications, developments and policy directions relevant to the food and agribusiness sectors. These perspectives will be compared with current unit learning outcomes to identify emerging gaps and opportunities. The findings will inform future approaches to integrating relevant and practical AI capabilities into Food Science and Agribusiness education while maintaining strong disciplinary foundations.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

The initiative aims to develop an industry-informed evidence base to support a future roadmap for Food Science and Agribusiness education. By identifying emerging AI applications and capability requirements, the project will help inform how graduates can be better prepared for an evolving and increasingly technology-enabled workforce. The initiative also has the potential to strengthen engagement between Monash University and the food and agribusiness sectors, creating opportunities for industry collaboration, student experiences and future research.

Further questions arising from the initiative include: How can Food Science and Agribusiness education maintain strong disciplinary foundations while responding to rapidly evolving AI capabilities? How can relevant AI knowledge and skills be integrated meaningfully into existing curricula rather than treated as standalone technical content? What support and professional development may educators require to confidently deliver AI-enabled learning experiences? Finally, how might this interdisciplinary approach be adapted for other disciplines experiencing significant technological transformation?

Acknowledgement

This initiative is the preparatory work for directing the 2026 Faculty of Science Ignite program, which has been granted under the project title "AI Applications and Predictions in Food Processing and Shelf Life to develop in the education system."

Title: Midnight Mentors: Student Use of an AI Chatbot for Biology Learning

Author: Dr Thomas Hiscox

Faculty: Science

Abstract

Introduction

The integration of AI-driven chatbots in higher education is increasingly recognised as a means of supporting student learning outside traditional teaching hours. This study examines a student chatbot (Mito) designed for a large undergraduate foundation biology unit, which both answers queries and employs Socratic questioning to guide learning. Student feedback indicates that Mito was perceived as effective, particularly as an accessible, on-demand learning support tool during periods when academic staff were unavailable.

Aims/ objectives/ research questions

To evaluate when and how students engage with a chatbot and its effectiveness as a supplementary learning support tool in a large (1500 student) first-year biology unit.

Methods

User data was collected passively through a voluntary, anonymised survey available through the Mito Chatbot website.

Results

Usage data showed that students predominantly accessed Mito during the evenings, weekends, and immediately prior to assessment deadlines. These peak periods corresponded to times when academic staff were less accessible. Student feedback, obtained from student surveys, suggested the Mito supported revision, clarified concepts, and provided timely assistance, enhancing perceived learning effectiveness.

Discussion/ Conclusion

The findings highlight the Mito's role in addressing temporal gaps in academic support, particularly during high-demand periods such as evenings and pre-assessment phases. Its frequent use at these times suggests that students value immediate, flexible assistance when traditional support structures are unavailable. The Socratic tutoring approach may also contribute to deeper engagement by encouraging active learning rather than passive information retrieval. However, reliance during deadline-driven periods may indicate reactive rather than continuous engagement with learning materials. Future work should explore strategies to promote sustained use throughout the semester, as well as evaluate impacts on measurable learning outcomes and academic performance.

Title: Extending the Intensive Writing Course into 1:1 Consultations: A Triadic Feedback Framework for Scaffolded HDR Thesis Writing and Human Agency

Author: Dr Thu Do

Faculty: Student Academic Success - Portfolio of the Deputy Vice-Chancellor (Student Experience)

Abstract

The educational challenges addressed

Higher Degree by Research (HDR) candidates face a persistent transition gap learning to "write as researchers," struggling with disciplinary genres and high-level expectations (Liardet, 2024; McDowall & Ramos, 2024). These challenges intensify for diverse and international cohorts navigating unfamiliar academic cultures (Aspland et al., 2021). Traditional support structures remain generic and episodic, while supervisors frequently offer abstract feedback (e.g., "this section lacks criticality"). Consequently, students struggle to translate these remarks into structural edits. This barrier is further complicated by an increasing temptation to outsource writing to Generative AI, which risks eroding authentic authorial voice.

Description of the initiative

This lightning talk showcases an initiative extending Monash University's 10-week credit-based Intensive Writing Course (IWC, developed by Student Academic Success) directly into 1:1 learning consultations. This approach operationalises IWC structures by integrating them with Ridgway's (2017) Systemic Functional Linguistics (SFL)-based feedback model. Consultations cycle through the adapted Triadic Feedback Framework of: (1) Modelling (textual deconstruction), (2) Dialogic Feedback (joint construction addressing supervisor feedback), and (3) Independent Drafting (self-regulated goal setting). The learning adviser thus acts as a linguistic bridge between candidate drafts and supervisory expectations.

Outcomes/impact of the initiative (including any further questions arising from the initiative)

Early qualitative evidence from three student case studies indicates enhanced structural clarity, sharper argumentation, and increased milestone readiness. This initiative positions the triadic model as a critical defense of human agency in an AI-embedded landscape. By acquiring an explicit linguistic metalanguage, candidates develop the evaluative judgment and critical reasoning required to navigate GenAI tools ethically, using them for structural scaffolding rather than passive text generation.

Further question arising from the initiative

Scalability: How can Monash University/ institutions systematically embed and scale resource-intensive, triadic consultation frameworks across expansive, diverse HDR cohorts in a rapidly evolving AI landscape?



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