CAUTHE 2026

36TH ANNUAL CONFERENCE

ADELAIDE 9-12 FEBRUARY





CAUTHE

Council for Australasian Tourism and Hospitality Education

Adelaide University

Teaching and Learning SIG

Building student capability and confidence in an AI-enabled learning landscape

Co-chairs: Anastasia Yeark, Dr Sandra Cherro Osorio, and Dr Rawan Nimri

Keynote speaker: Dr Rebecca Marrone from Adelaide University. Rebecca is a Senior Lecturer in Learning Sciences and Development at the Centre for Change and Complexity in Learning (C3L), drawing on a background in Educational Psychology. Her work explores creativity, well-being and the interplay between human and artificial cognition.

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We respectfully acknowledge the Kaurna, Boandik, and Barngarla First Nations Peoples and their Elders past and present, who are the Traditional Owners of the lands that are home to our campuses across Adelaide and South Australia.

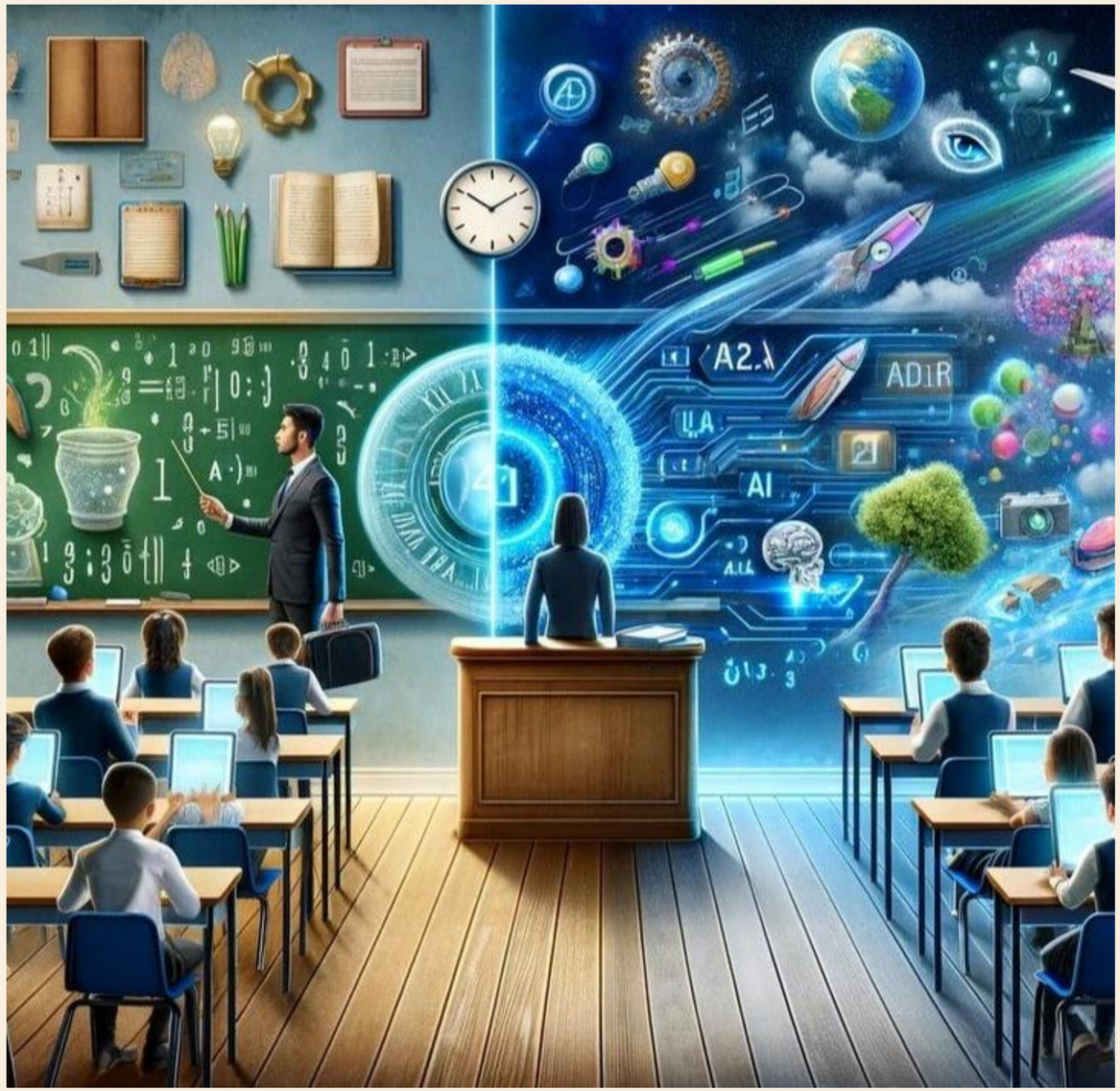
Today’s room

CURIOUS

CAUTIOUS

CONFLICTED

COMPLETELY OVER IT



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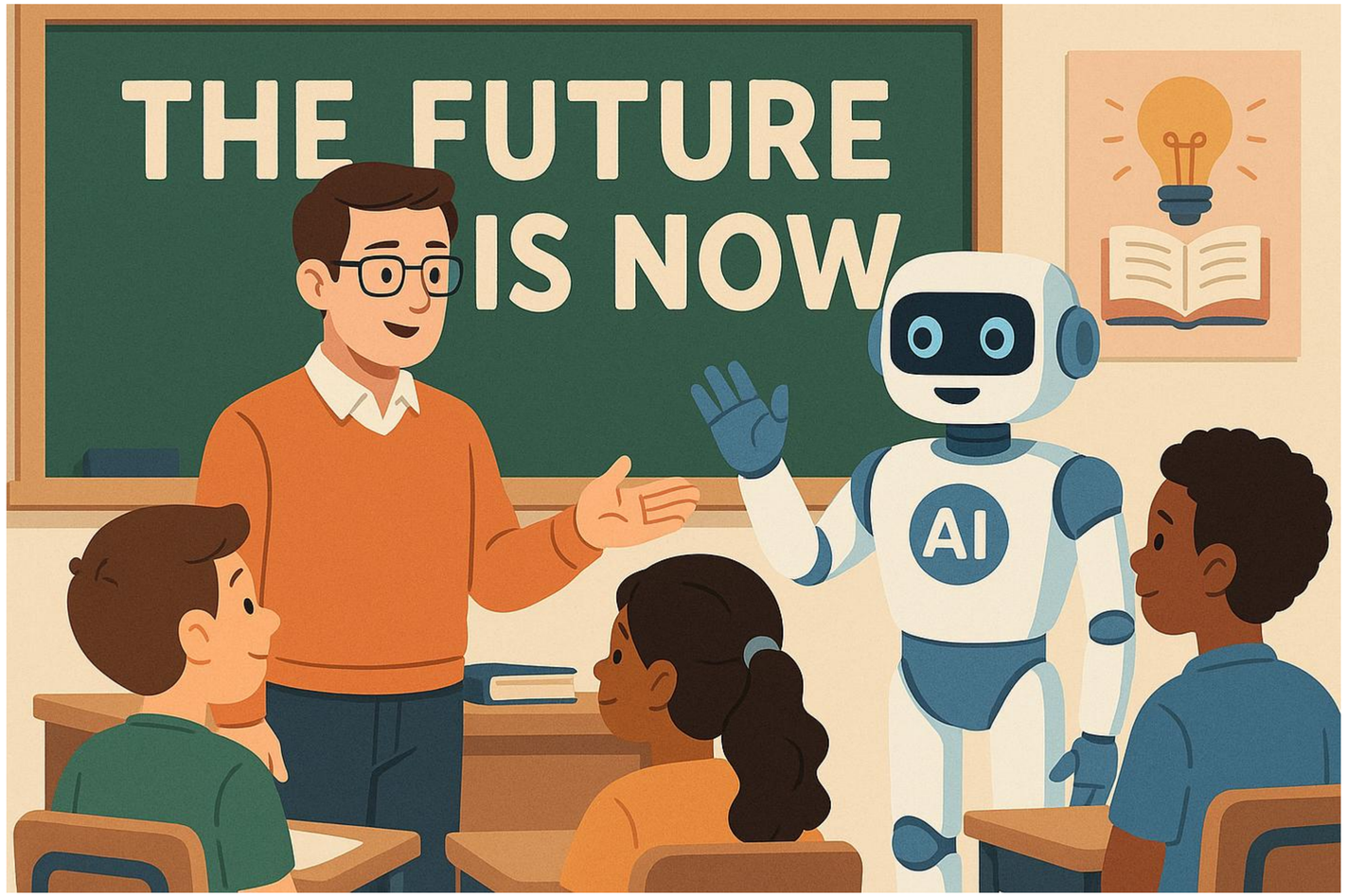
Definitions

- **Artificial intelligence (AI)** refers to machines that imitate some features of human intelligence, such as perception, learning, reasoning, problem-solving, language interaction and creative work (COMEST, 2019)
- **General vs. Narrow AI**

A shared reality

AI is already part of students' learning lives

- Used unevenly
- Used invisibly
- Used without guidance



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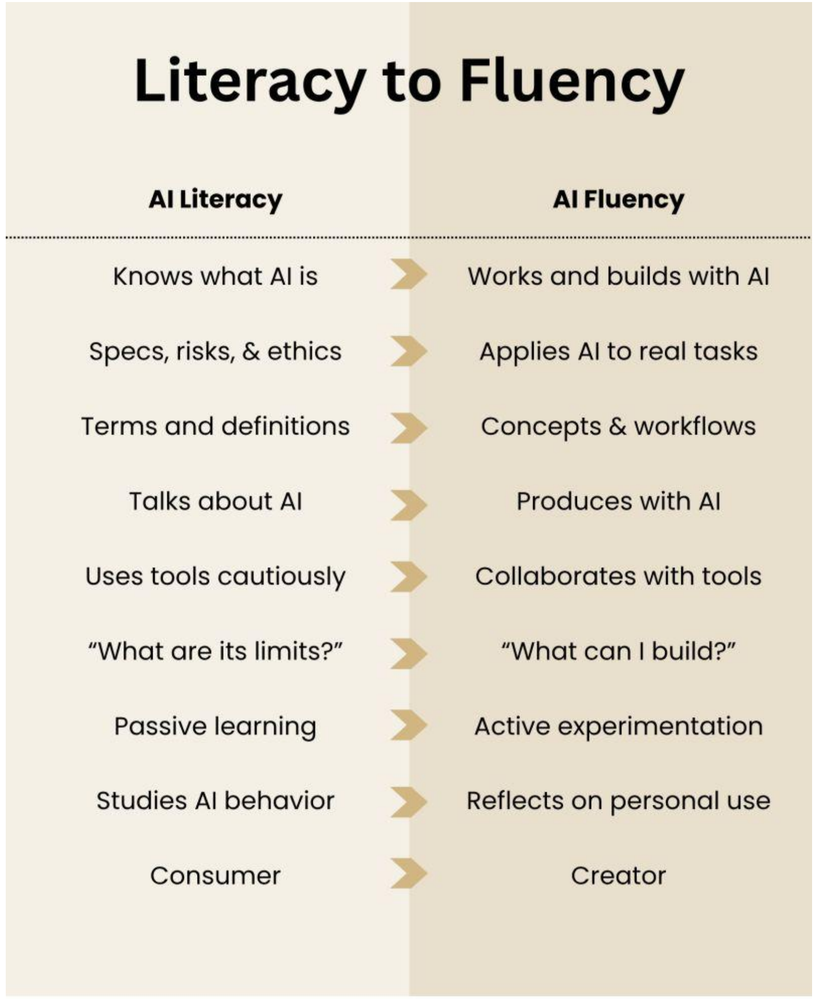
Let’s set expectations

This session is not:

- A tools demonstration
- A compliance briefing
- A surveillance conversation
- A replacement-for-educators pitch

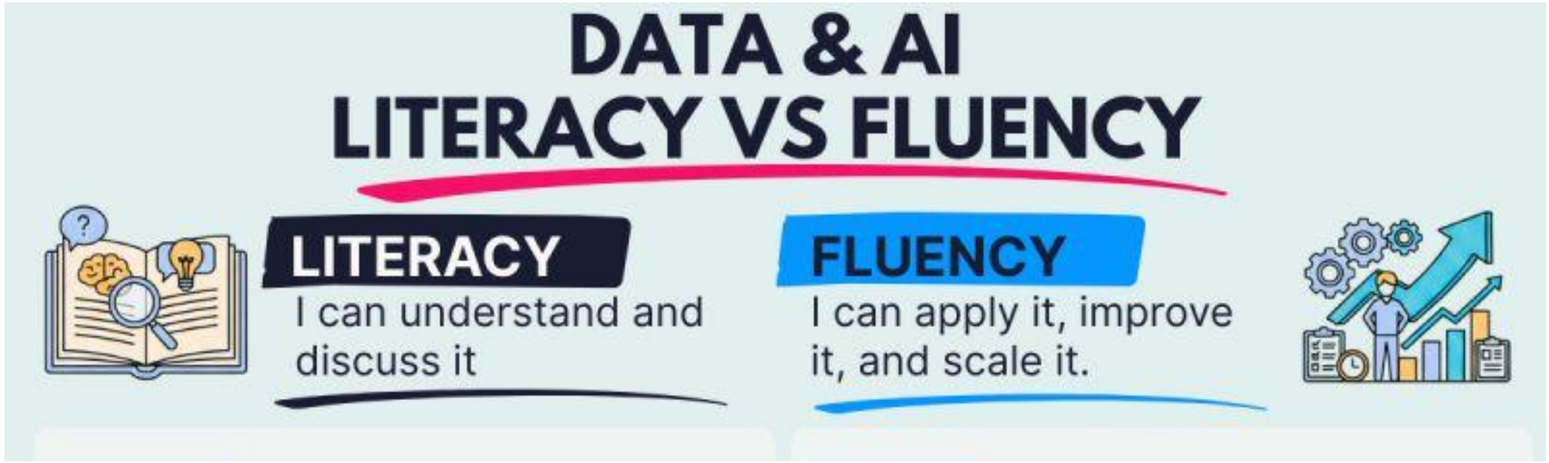
What this session is

- Teaching and learning
- Assessment design
- Student thinking
- Educator judgement



AI literacy vs AI fluency

AI literacy
Understanding *what AI is*, how it works at a basic level, and where it is used.
AI fluency
The ability to *use AI purposefully, critically, and responsibly in context*.



Why the distinction matters

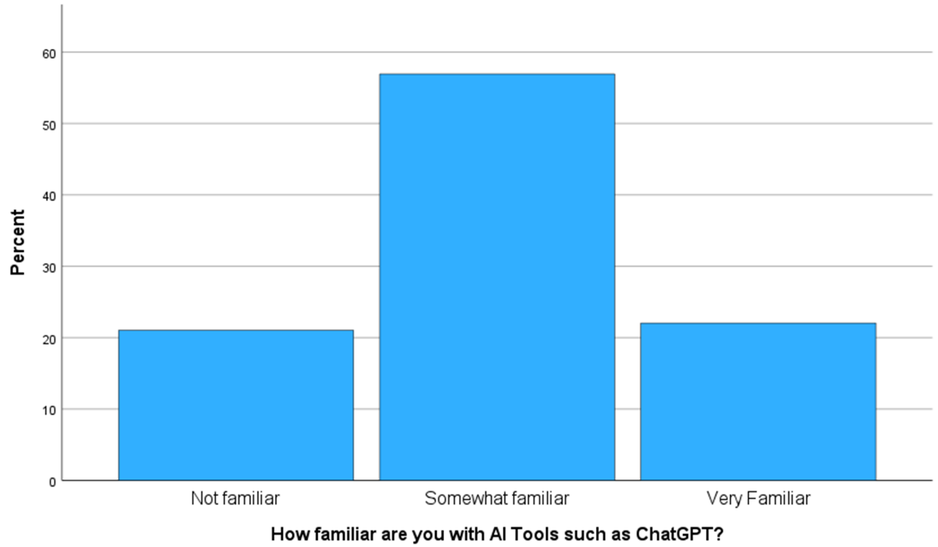
- Students (or staff) may already have uneven AI literacy
- What matters is how well they *exercise judgement*
- Fluency makes thinking visible
- Assessment is where fluency is revealed, not assumed

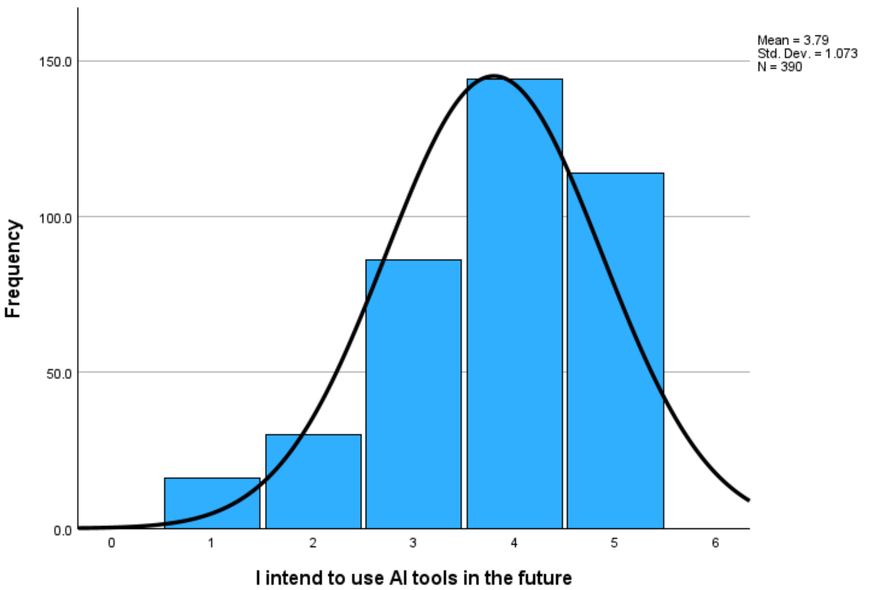
AI literacy is necessary — but AI fluency is the educational goal.

Why AI fluency matters now

The question has changed:

- Will students use AI?
- → How well can they use it?



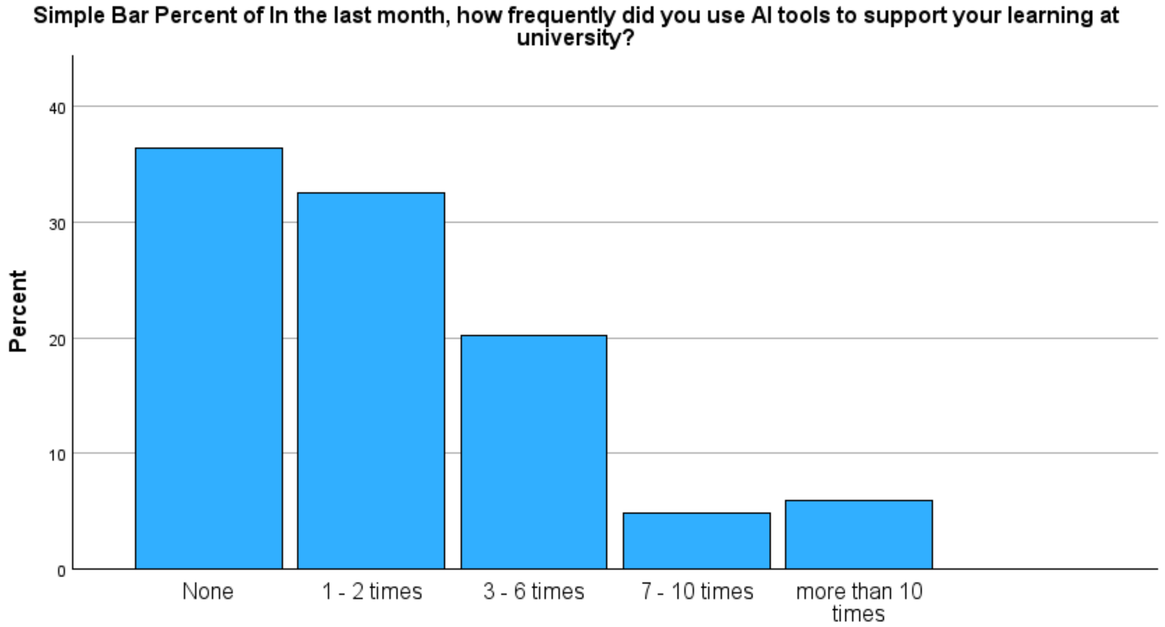


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Mirriahi, N., Marrone, R., Barthakur, A., Gabriel, F., Colton, J., Yeung, T. N., Arthur, P., &Kovanović, V.(2025). The relationship betwee technology acceptance of GenAI. Australasian Journal of Educational Technology, 41(2), 16–33.https://doi.org/10.14742/ajet.10006

AI fluency ≠ tool mastery

- Not about platforms
- Not about prompts
- Not about keeping up

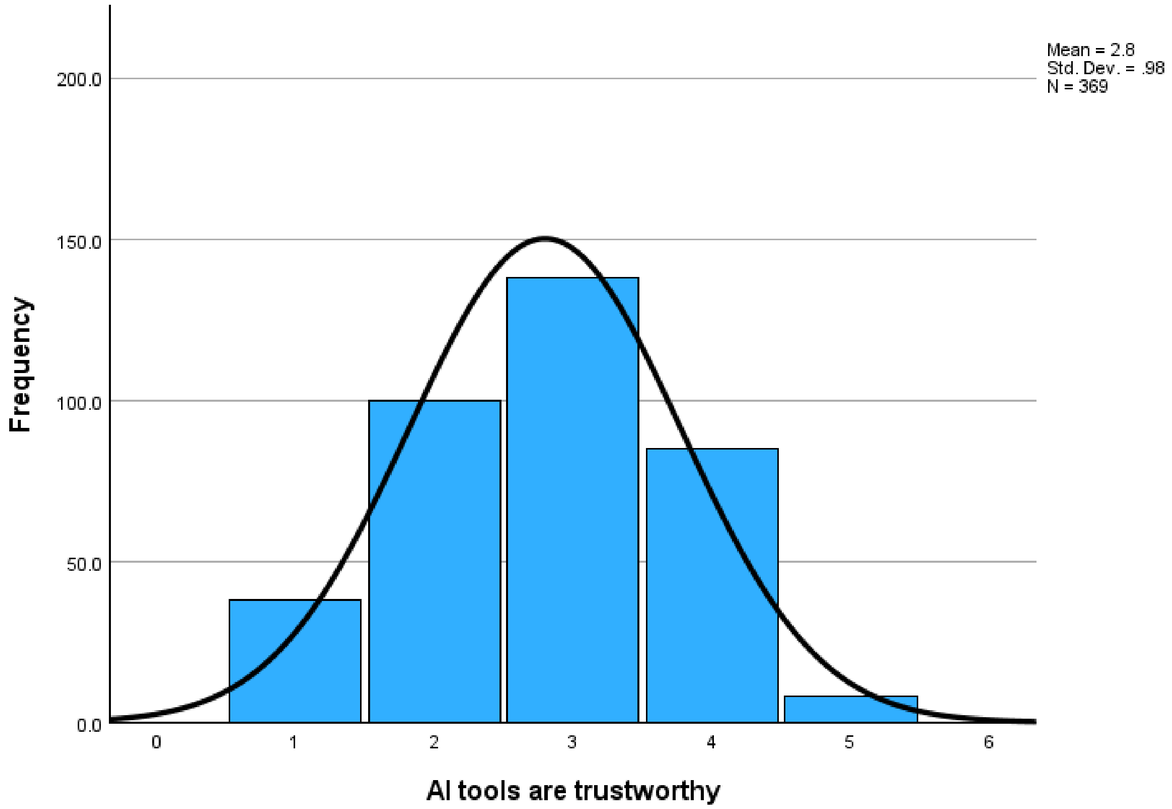


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What AI fluency is

- Judging quality
- Questioning outputs
- Recognising limits
- Knowing when not to use AI

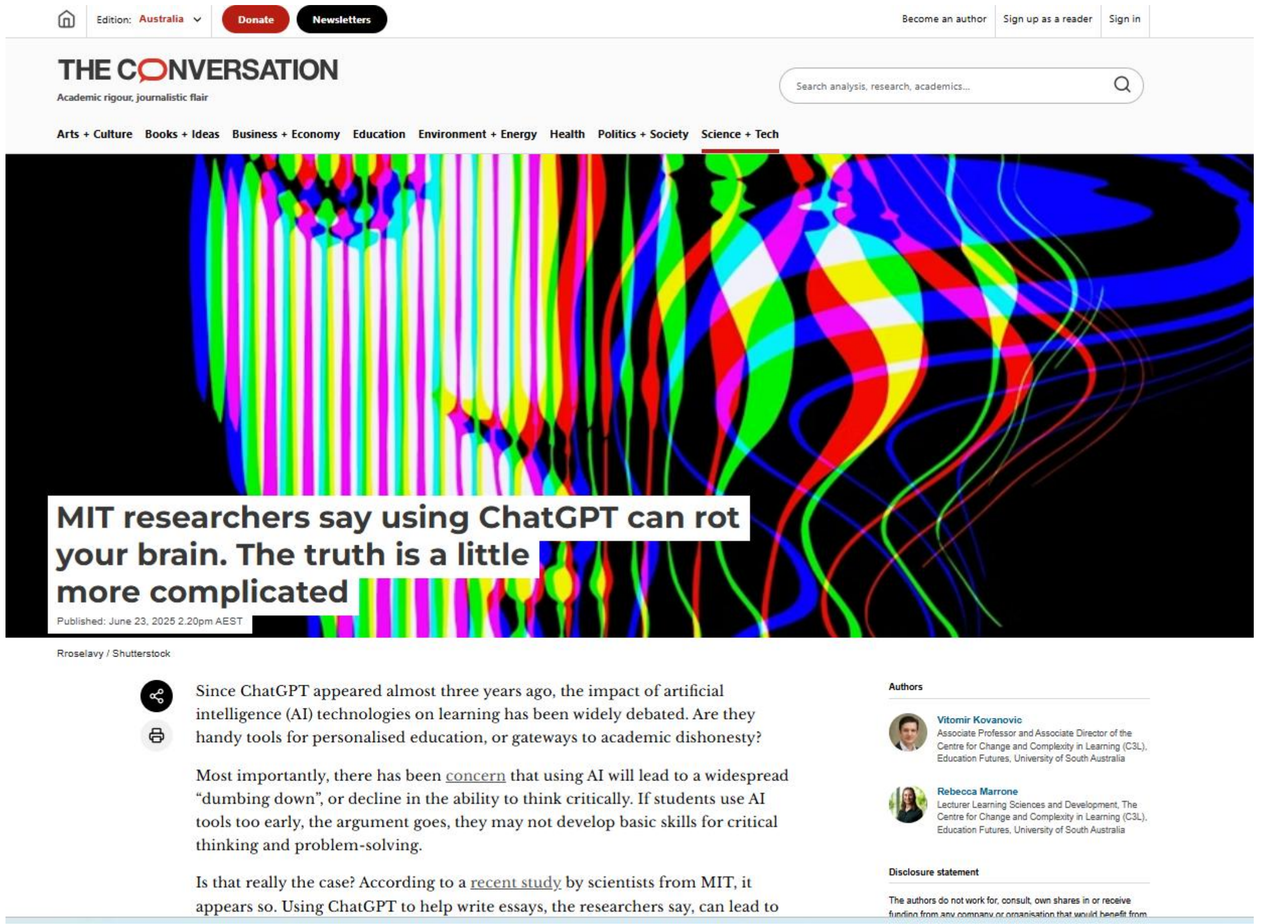


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This isn’t a new agenda

- Critical thinking
- Ethical reasoning
- Disciplinary judgement
- Academic integrity



https://theconversation.com/mit-researchers-say-using-chatgpt-can-rot-your-brain-the-truth-is-a-little-more-complicated-259450

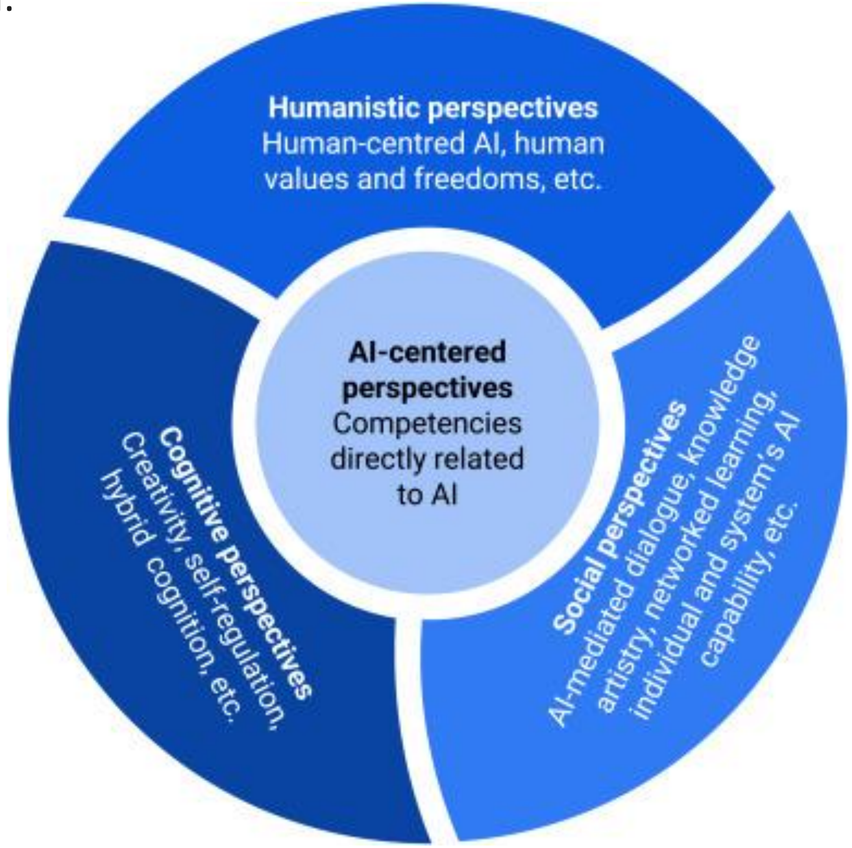
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The educator challenge

It can feel like:

- Everything has changed
- Policies are broken
- Assessment is impossible

Fig. Synthesis of different perspectives towards the capabilities for a world with AI.



Markauskaite, L., Marrone, R., Poquet, O., Knight, S., Martinez-Maldonado, R., Howard, S., ... & Siemens, G. (2022). Rethinking the entwinement between artificial intelligence and human learning: What capabilities do learners need for a world with AI?. *Computers and Education: Artificial Intelligence*, *3*, 100056.

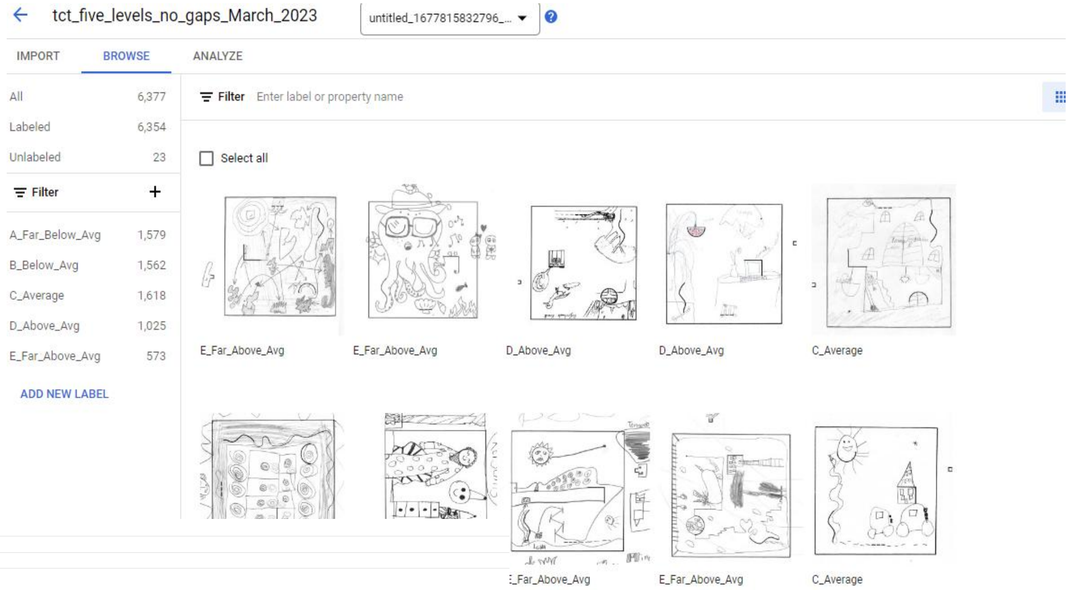
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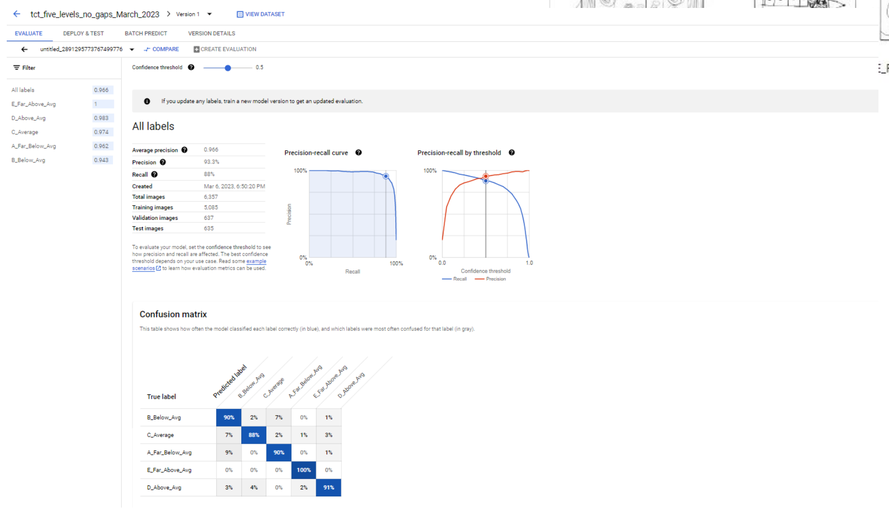
A calmer reframe

- We don’t need new curricula
- We don’t need perfect answers
- **We need strategic adjustments**

Focus where it matters

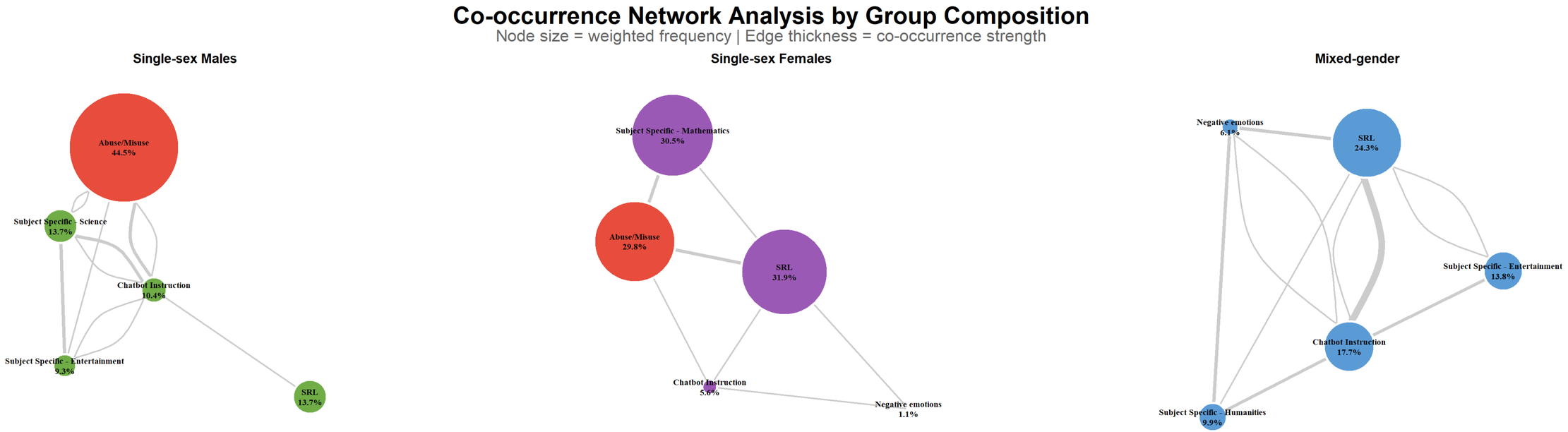
- Where thinking happens
- Where judgement is visible
- Where learning is performed





Small but meaningful shifts

- Tweaks to class design
- Rethinking assessment moments



What we'll do together

- Explore AI fluency
- Examine design shifts
- Discuss assessment
- Redesign one learning moment

What you'll leave with

- One redesigned moment
- One realistic change
- A clearer decision lens

- AI hasn't removed the need for good teaching — it's made it more important

Do not edit
How to change the design



Audience Q&A

The Slido app must be installed on every computer you're presenting from

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Questions?

Section 2 – Activity

Do not edit
How to change the design

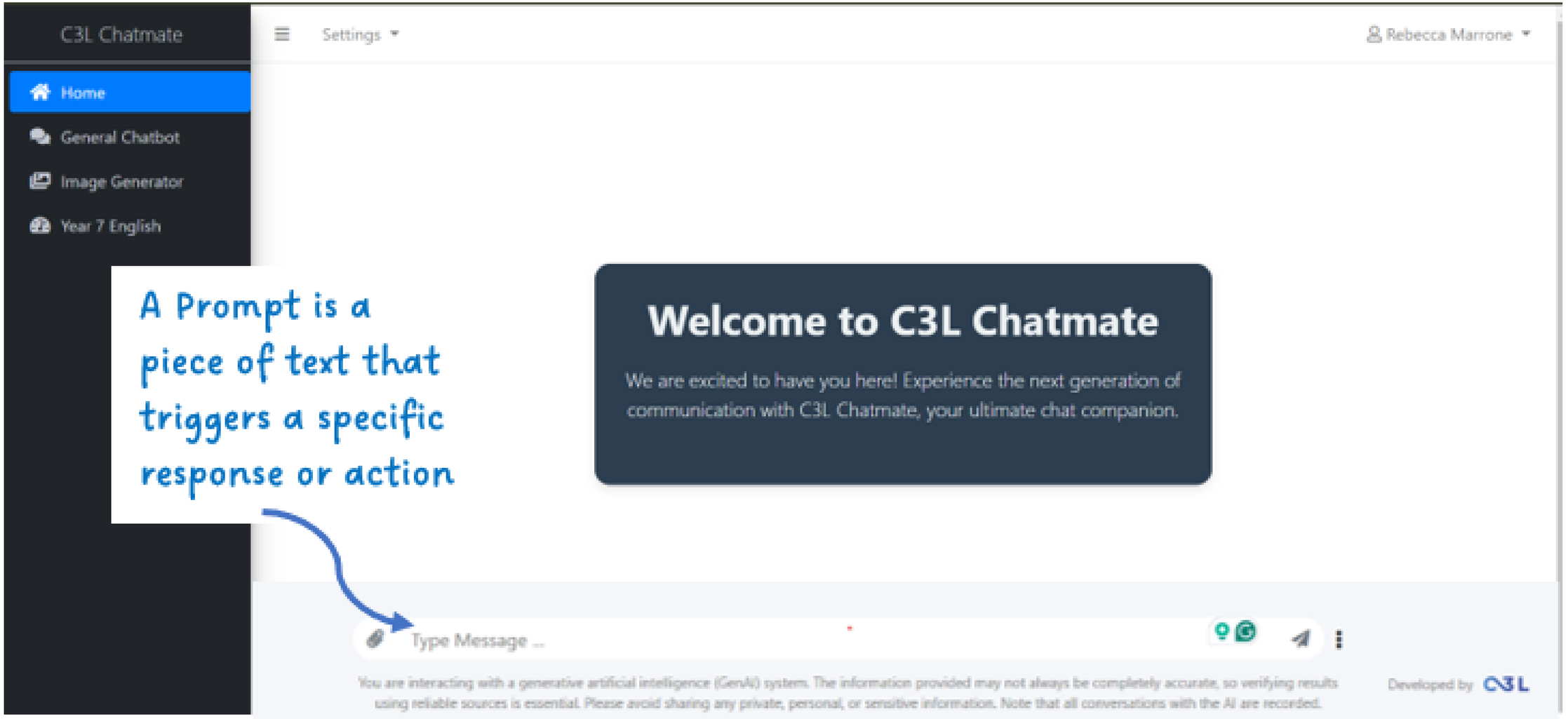


What is your biggest problem at work?

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Prompt Engineering



Prompt Engineering

Persona

Task

Audience

Format

A good structure

Persona
e.g. Act as a .....

Task
e.g. What to do? Include a topic.
Specify quantity/size (word count, number of sentences, number of paragraphs)

Audience
e.g. Who is the target audience?

Format
e.g. Table, bullet point list, HTML, or comma separated list

Reusable Structure

Persona
Act as a **[role relevant to this discipline or task]** with expertise in **[key domain knowledge or standards]**.

Task
Your task is to **[analyse / critique / compare / stress-test / generate options for]** the following **[artefact / idea / decision]**, focusing on **[the type of thinking you want to surface]**.

Audience
Your response should be suitable for **[who will use or judge this work]**, and should reflect the standards and expectations that matter in that context.

Format
Present your response as **[bullets / table / short paragraphs / headings]**
Focus on **[criteria, assumptions, risks, trade-offs, evidence, etc.]**
Do **not [rewrite / decide / optimise / finalise]** the work

An example prompt

- **Persona**
  Act as an experienced **event management consultant** with expertise in **sustainability, logistics, and risk management** in regional contexts.
- **Task**
  Analyse the following draft event concept and **identify key strengths, potential risks, and unrealistic assumptions** that would need to be addressed before the event could be considered viable.
- **Audience**
  Your analysis is intended for an **academic assessor** who is evaluating the *quality of the student's disciplinary reasoning and judgement*, rather than the creativity of the idea alone.
- **Format**
- Use clear bullet points under the headings **Strengths**, **Risks**, and **Questionable Assumptions**
- Do **not** rewrite the event proposal
- Do **not** make final decisions or recommendations
- Where appropriate, pose **clarifying questions** that the student should consider next

Questions to ask about your prompt



Algorithm Design – Construct the prompt and run it

Debug and Iterate

Is everything I need here?

What more do I need to know?

Am I unhappy with the interpretation of my instructions?

Can I give more prompts for a better result?

Could I use the same prompt in the future with different patterns to give me other outcomes?

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Your turn…

Persona
Act as a **[role relevant to this discipline or task]** with expertise in **[key domain knowledge or standards]**.

Task
Your task is to **[analyse / critique / compare / stress-test / generate options for]** the following **[artefact / idea / decision]**, focusing on **[the type of thinking you want to surface]**.

Audience
Your response should be suitable for **[who will use or judge this work]**, and should reflect the standards and expectations that matter in that context.

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Present your response as **[bullets / table / short paragraphs / headings]**
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Do not edit
How to change the design



Audience Q&A

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Questions?

Questions?

Contact – Rebecca.Marrone@adelaide.edu.au

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