Day 2: Friday, 26 September 2025: Final Short Program

Hobart	Stream 1	Stream 2
1:00 PM	**Keynote: The Postplagiarism Paradigm: (Re)Conceptualizing Academic Integrity in the Age of Artificial Intelligence** *Professor Sarah Eaton (University of Calgary)*	**Closed for Keynote**
1:40 PM	**1718: Co-Creating AI Policy with Students: Reflective Practice as an Ethical Imperative in Higher Education** *Lester, A. (Arizona State University)*	**1492: Beyond task completion: Guiding students to use ChatGPT for learning, not just quick solutions** *Øby, E. (Kristiania University of Applied Sciences, Norway)*
2:00 PM	**1705: Raising Ethical Awareness of GenAI through Student Reflection** *Pedlow, M. & Maldon, J. (University of Western Australia)*	**1375: Exploring AI Adoption Factors and Innovation Attributes: An Empirical Study in Management Information Systems** *Al-Rahmi, W.M.*
2:20 PM	**1771: Towards a partnership ethics for generative AI in higher education** *Gillette, M., et al. (Gothenburg University, Sweden)*	**1480: A conceptual paper on using AI to enhance quality of doctoral supervision** *Sebopelo, P. (Botswana Open University)*
2:40 PM	**1716: Teaching with AI: Enhancing Critical Thinking and Ethical Awareness in Academic Writing** *Taouis, H. B. (Universidad Politécnica de Madrid)*	**1470: Higher Education Students' ChatGPT Use Behaviour: Structural Equation Modelling of Contributing Factors through a Modified UTAUT2 Model** *Owan, V. J., et al. (University of Calabar, Nigeria)*
3:00 PM	**1850: When AI Takes the Exam Grade Inflation and Assessment Integrity in a Natural Experiment** *BOUROBOU, G. (Institut polytechnique UniLaSalle)*	**1451: AI's Impact on University Teaching and Learning: Student Voices** *Cespedes, A. A. (Nazarbayev University)*
3:20 PM	**1808: "AI Should Help them Learn, Not Learn for Them": University Staff Perspectives on the Role of Generative AI in Education** *Enright, H. et al. (La Trobe University)*	**1497: Artificial Intelligence and Critical Thinking in Education: A Scoping Review of AI-Based Interventions and Their Effectiveness** *Cong-Lem, N. (Dalat University)*
3:40 PM	**1887: Academic Integrity in the AI Age: A Study of AI Policies for Faculty and**	**1911: Walking the Fine Line: A Qualitative Study on the Balance between the Benefits and Ethical Concerns of GenAI in**

	Students in U.S. Higher Education *Qian, J. (Louisiana State University)*	**Higher Education Educators** *Sophi Gaugl*
4:00 PM	**1909: Investigating Students' Perceptions of Ethical Principles in Translation Teaching in the AI-Driven Era** *Nguyen, H. (University of Da Nang)*	**1921: Enhancing Methodological Integrity in Qualitative Data Analysis through AI-Supported Triangulation and Reflexivity Practices: A Multi-case Study with Education undergraduate students** *Etesse, M. & Shimabukuro, A. (Pontificia Universidad Católica del Perú)*
4:20 PM	**1910: Co-designing for Integrity: A Theoretically Informed Approach to Developing Ethical AI Literacy in Higher Education** *Taptamat, N. (The University of Queensland)*	**1912: Embedding Gen-AI into Journalism Assessment: An Ethical Framework** *Ik-Ying, N. & Denby, W. (Swinburne University of Technology)*
4:40 PM	**1719: From Policy to Pedagogy: The Role of Academic Development in Supporting Educators' Ethical Decision-Making About Generative AI** *Bayraktar, B. (George Mason University)*	End Stream 2
5.00 PM	**KEYNOTE: Beyond the Great Reimagining: When AI Becomes Your Learning Partner** *Dr Julie Lindsay (University of Southern Queensland)*	
6.00 PM	**Day 2 Closing Address (All Streams)** *Dr. Cassandra Colvin*	

Keynote Address (All Streams)Beyond the Great Reimagining: When AI Becomes Your Learning Partner
Dr. Julie Lindsay (University of Southern Queensland)