**UNE L&T Symposium 2025 – Presentation Synopsis**

**1. Title of Presentation:**

Supporting Reflective Practice: The Design and Implementation of Generative AI Tutors in Postgraduate Psychology Training

**2. Presenter(s) Name(s) and Affiliation(s):**

*Dr. Cassandra Sundaraja* – School of Psychology, Faculty of Medicine and Health

*Ms. Henri Dohnt* – School of Psychology, Faculty of Medicine and Health

*Dr. Stoo Sepp* – School of Education, Faculty of HASSE

**3. Main Takeaways:**

 Summarise the key points of your presentation in 2 concise sentences (each sentence should be 40 words or less). Focus on highlighting the most important aspects of your work.

***Takeaway 1:*** Socratic Dialogue through Skills Practice Agent for RefleCtions (SPARC) - a custom Cogniti agent can support postgraduate psychology students to deepen their self-awareness and critical evaluation during development of practical skills during role-plays.

***Takeaway 2:*** A custom chat agent can provide a scalable, equitable, and psychologically safe space for facilitating reflective practice, however careful prompt engineering is important to balance targeted feedback with mentoring and supportive language ouputs.

**4. Application in Educational Contexts:**

Clearly outline how your presentation is practically significant in educational contexts, specifically in tertiary education. Address the following areas if applicable:

***Teaching Methods:***[*Specific ways the presentation's content can be incorporated into teaching practices – provide 2 sentences of 40 words or less – if not applicable indicate with NA*.]

 - Using a generative AI chat agent to support student self-reflection can provide Socratic dialogue across domains, supporting students 24/7 – even when a teacher is not available.

 - Teachers should be mindful of the agent’s output, with extensive testing, prompt iteration and specificity to ensure the agent supports teaching and learning goals.

**Assessment:** [*Specific ways the presentation's content can be incorporated into assessment practices – provide 2 sentences of 40 words or less – if not applicable indicate with NA*.]

 - N/A

**Student Engagement:** [*Specific ways the presentation's content can be incorporated into student engagement – provide 2 sentences of 40 words or less – if not applicable indicate with NA*.]

 - N/A

**Curriculum Development:** [Specific ways the presentation's content can be incorporated into Curriculum Development – provide 2 sentences of 40 words or less – if not applicable indicate with NA.]

 - N/A

**5. Valuable Sources and References:**

List 1 or 2 relevant sources, references, or web-links that support your presentation. Include a brief description (20 words or less) for each source.

**Source 1:** Presentation given at the Cogniti Mini-Symposium in 2024
Sundaraja, C. & Dohnt, H. (2024, November 5).*Supporting reflective practice: AI tutoring for postgraduate psychology students.*Presentation at the Cogniti Mini-Symposium, University of Sydney, Australia. <https://youtu.be/HiIEZajETj0>

**Source 2:** Review paper on the use of chatbots in education prior to generative AI release.Wollny, S., Schneider, J., Mitri, D. D., Weidlich, J., Rittberger, M., & Drachsler, H. (2021). Are We There Yet? - A Systematic Literature Review on Chatbots in Education. *Frontiers in Artificial Intelligence*, *4*, 654924. <https://doi.org/10.3389/frai.2021.654924>

**6. Weakness and Area for Future Research:**

Identify one weakness or limitation of your work. Briefly describe how this could be addressed in future research (2 sentences of 40 words or less each)

**Weakness:** This exploratory study had a small sample size, as engagement with SPARC was optional.

**Future Research:** Future research may wish to expand and embed SPARC as part of assessment to increase usage and future explore value-added from a teaching and learning perspective.