



MONASH
University

HAPS REGIONAL MELBOURNE

ABSTRACT BOOK

An International Education Conference:
*Teaching and learning for the future
of Anatomy & Physiology*



*Think Curiously. Create Boldly.
Reflect Deeply. Connect Globally.*



Monash Conference Centre
Level 7, 30 Collins Street,
Melbourne



**Monday,
17 August 2026**





HAPS REGIONAL • MELBOURNE 2026

Abstract Book

An International Education Conference

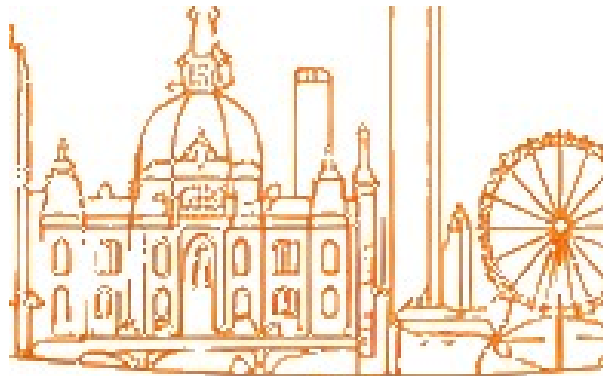
Teaching and learning for the future of Anatomy & Physiology

Think Curiously. Create Boldly. Reflect Deeply. Connect Globally.

Monday, 17 August 2026

Monash Conference Centre

Level 7, 30 Collins Street, Melbourne VIC 3000



ACKNOWLEDGEMENT OF COUNTRY

HAPS Regional Melbourne is held on the lands of the Wurundjeri Woi-wurrung and Bunurong peoples of the Kulin Nation. We acknowledge them as the Traditional Owners and Custodians of the lands and waterways on which we gather, and recognise their continuing connection to Country, culture and community.

As a community of educators and scientists devoted to understanding the human body, we honour the deep and enduring knowledge systems that First Nations peoples have sustained for tens of thousands of years, and the wisdom they offer for how we teach, learn and care for one another.

We pay our respects to their Elders, past and present.

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A MESSAGE OF WELCOME

Welcome to Melbourne

On behalf of the Organising Committee, it is our great pleasure to welcome you to the 2026 Human Anatomy and Physiology Society (HAPS) Regional Conference, proudly hosted by Monash University and the Monash Biomedicine Discovery Institute in Melbourne, Australia.

Whether you're joining us from across Australia, U.S.A, New Zealand, Asia, or further afield, we're delighted you've chosen to be part of this community of educators, researchers, clinicians and students who are passionate about advancing anatomy, physiology and education.

This year's theme, "Think. Create. Reflect. Connect.", captures the essence of great educators. We think critically about our teaching, create meaningful learning experiences, reflect on our practice to continually improve, and connect with colleagues to share ideas, challenge one another, and collectively advance anatomy and physiology education.

We're especially excited to welcome you to Melbourne, a city renowned for its vibrant culture, world-class food and coffee (seriously!), sporting passion, laneways, gardens, and thriving biomedical research and education precincts. We encourage you to take time to experience everything our city has to offer while you're here.

Most importantly, we hope you enjoy reconnecting with old colleagues, meeting new friends, and contributing to the supportive and collaborative spirit that makes the HAPS community so special.

Welcome to Melbourne, welcome to Monash, and welcome to HAPS 2026.

We look forward to sharing this space with you.

The HAPS 2026 Organising Committee

With warm regards,

Chantal Hoppe and Yasith Mathangasinghe

Chairs · HAPS Regional Melbourne Organising Committee

THE CONFERENCE

About the Conference

The 2026 HAPS Regional Conference brings together anatomy, physiology and biomedical science educators from Australia, U.S.A and around the world to share innovative approaches to teaching and learning. Proudly hosted by Monash University, Monash Biomedicine Discovery Institute and the Centre for Human Anatomy Education in Melbourne, the conference provides a unique opportunity for educators, researchers, clinicians and students to exchange ideas, showcase educational innovation, and build lasting collaborations.

The program features internationally recognised keynote speakers, interactive workshops, oral and poster presentations, and numerous networking opportunities, all focused on advancing anatomy, physiology and health professions education.

Conference Theme

“Think Curiously. Create Boldly. Reflect Deeply. Connect Globally.”

This year's theme celebrates the qualities that define outstanding educators: curiosity to explore new ideas, creativity to design engaging learning experiences, reflection to continually improve our practice, and connection to strengthen our community and shape the future of health professions education.

Conference Sub-themes

- **Future-focused and workplace skills** — Preparing graduates for the professions of tomorrow.
- **Diverse perspectives, particularly Indigenous perspectives** — Centring diverse ways of knowing, being and doing.
- **An interconnected world and planetary health** — Exploring the relationship between human health, environmental sustainability and global citizenship.
- **Innovation and technology in anatomy and physiology** — Harnessing emerging technologies and evidence-based practice to enrich teaching and learning.

Why Attend?

Join colleagues from across Australia and overseas to:

- Hear from internationally recognised keynote speakers.
- Participate in engaging workshops and interactive sessions.
- Explore innovative educational research through oral and poster presentations.
- Discover practical ideas to enhance teaching and student learning.
- Build new collaborations and strengthen professional networks across the anatomy, physiology and biomedical science education community.

The conference provides an outstanding opportunity to connect with national and international leaders in health professions education while showcasing the educational excellence and innovation of Monash University, the Department of Anatomy and Developmental Biology, the Department of Physiology, Centre for Human Anatomy Education, and the Monash Biomedicine Discovery Institute on the global stage.

PLENARY SESSIONS

Keynote Speakers

OPENING KEYNOTE · CO-PRESENTED

A brighter future or a dystopian subjugation: How Indigenous ways of knowing, being and doing can shape the human-AI interface.

The story of AI isn't new; it's one that is as old as time itself. When we take a long view, through the lens of Indigenous ways of knowing, being and doing — as the oldest cultures on earth tend to — we see that AI is another tool in the arsenal for wielding power by some and oppressing others. This dialogue will explore how the field of anatomy — the study of the human form — is influenced by these dominant narratives, and how AI can be a tool to further cause harm if not used responsibly and with the relational intelligence needed to ensure it is used for the greater good. We will explore how this 'timeline' isn't a foregone conclusion, and that alternative timelines exist when we centre Indigenous approaches to understanding that are sustained by a deep, relational intelligence cultivated since time immemorial.



Prof. Michelle Lazarus

Monash University, Australia

Michelle is a Professor and the Director of the Centre for Human Anatomy Education and Deputy Director of the Centre for Scholarship in Health Education at Monash University, in Australia. Her work focuses on building a resilient and capable society which can navigate and respond to the uncertainties and complexities ever-present in our natural world. She is an award-winning educator, having received the Australian Universities Teaching Excellence Award, and a multi-book author, having written "The Uncertainty Effect: How to Survive and Thrive through the Unexpected" and "The AI (R)evolution: Valuing Country, Culture and Community in a World of Algorithms", among others.



Dr Pariece Nelligan

Monash University, Australia

Dr Pariece Nelligan is a Gamilaraay woman and the Academic Lead at Monash Medical School. She is also the Co-chair at Barbunnin Beek Aboriginal Gathering Place and is an Associate Editor for the Lowitja journal. Her work involves promoting the power of Indigenous Knowledges and is informed by Critical Indigenous scholarship. She is also a trained dancer so her pedagogical practice centres on processes of creativity and embodiment, and health humanities frameworks.

CLOSING KEYNOTE**Anatomy Education by Design: Technology, Ethics, and Pedagogy**

Anatomy education is shaped by the technologies through which bodies are encountered, whether is through dissection, atlas illustrations, models, or 3D scanning for digital experiences. The central question we need to confront as educators is to look at the efficacy of these technological interventions and then, in an additional step, how these mediated experiences with the human body shape our perceptions and our relationship with the body. We will examine how purposeful design can make complex anatomy more accessible while preserving an embodied and ethical foundations of our discipline. Examples from different learning environments will illustrate how educational goals, learner differences, cognitive load, spatial reasoning, and context should guide the choice of medium. The presentation will also confront the ethical responsibilities embedded in every educational experience: which media we use, what the origins of these media are, and more broadly what the use of these media can mean for our learners. Donor-based, physical, and digital approaches to anatomy education are complementary. Teaching innovation should be judged not by novelty, but by whether it advances meaningful learning, equitable access, and responsible ways of seeing the body.

**Prof. Claudia Krebs***University of British Columbia, Canada*

Claudia Krebs is a Professor of Teaching in the Faculty of Medicine at the University of British Columbia, Canada. She specialises in anatomy education and biomedical visualisation and is the founder of the Hackspace for Innovation and Visualization in Education (HIVE). Her work integrates extended reality and digital media to make complex anatomical concepts accessible and engaging. She has developed widely used resources, including neuroanatomy.ca, clinicalanatomy.ca and the Body Banter podcast. A Fellow of the American Association for Anatomy, she received the 2025 Henry Gray Distinguished Educator Award.

BEHIND THE CONFERENCE

Organising Committee

CONFERENCE CO-CHAIRS

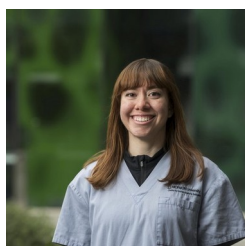


Chantal Hoppe
Co-Chair

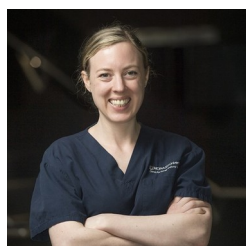


Yasith Mathangasinghe
Co-Chair

COMMITTEE MEMBERS



Brenda Hernandez Salazar



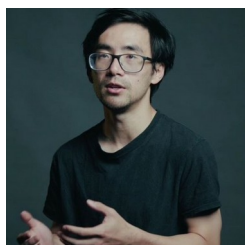
Georgina Stephens



Joanne Caldwell



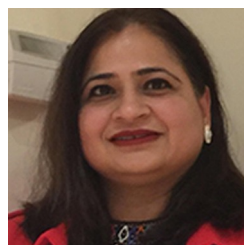
Julia Young



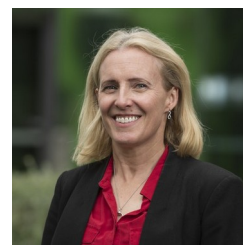
Michael Leung



Simone Carron



Smita Mehta



Sonja McKeown



HAPS REGIONAL MELBOURNE

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MONDAY
17 AUGUST 2026



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DETAILED CONFERENCE PROGRAMME

D **DATE**
Monday, 17 August 2026

V **VENUE**
Monash Conference Centre | Level 7, 30 Collins Street, Melbourne | Auditorium: combined Seminar Rooms 2 and 3 | Boardroom

THEME
Think Curiously. Create Boldly.
Reflect Deeply. Connect Globally.

KEYNOTE SPEAKERS
Prof. Michelle Lazarus - Monash University, Australia
Dr Pariece Nelligan - Monash University, Australia
Prof. Claudia Krebs - University of British Columbia, Canada

TIME	SESSION	LOCATION
8:00 - 8:45	Registration & Coffee	Foyer
8:45 - 9:00	Welcome and Opening Remarks - HAPS & Monash University representatives	Auditorium
9:00 - 9:40	Opening Keynote Prof. Michelle Lazarus and Dr Pariece Nelligan A brighter future or a dystopian subjugation: How Indigenous ways of knowing, being and doing can shape the human-AI interface.	Auditorium
9:40 - 10:10	ADInstruments Sponsored Workshop	Auditorium
10:10 - 10:40	Morning Tea & Networking	Foyer
10:40 - 11:25	Workshop Block 1 - three parallel workshops	Seminar Rooms 1-3
11:25 - 11:30	Transition between workshops	Breakout area
11:30 - 12:15	Workshop Block 2 - three parallel workshops	Boardroom + Rooms 2-3
12:15 - 12:45	Lunch, Networking & Poster Wave A	Dining Area / Foyer
12:45 - 1:15	Lunch, Networking & Poster Wave B	Dining Area / Foyer
1:15 - 1:30	Lunch & Networking	Dining Area / Foyer
1:30 - 2:15	Workshop Block 3 - three parallel workshops	Boardroom + Rooms 2-3
2:15 - 2:20	Transition between workshops	Breakout area
2:20 - 3:05	Workshop Block 4 - three parallel workshops	Seminar Rooms 1-3
3:05 - 3:30	Afternoon Tea	Foyer
3:30 - 4:15	Closing Keynote - Prof. Claudia Krebs Anatomy Education by Design: Technology, Ethics, and Pedagogy	Auditorium
4:15 - 4:30	Conference Closure & Door Prizes	Auditorium



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MORNING WORKSHOP PROGRAMME

SEMINAR ROOM 1 / BOARDROOM

FUNDAMENTAL SCIENCE

SEMINAR ROOM 2

EDUCATION INNOVATION

SEMINAR ROOM 3

COURSE DESIGN

SEMINAR ROOM 1 | INTEGRATED PART 1 | 10:40-11:25

Understanding the Need for Accurate Sampling in an Experimental Setup

Neha Satish Kumar
Monash University, Australia

WORKSHOP 1B | 10:40-11:25

Death of a Scientist: A Physiology Escape Room

Michael Leung
Monash University, Australia

WORKSHOP 1C | 10:40-11:25

Using Progressive Team-Based Concept Mapping to Increase Student Engagement, Belonging and Understanding of Core Concepts in an Introductory AP1 Course

Beth Eischen
Onondaga Community College, USA

10:40-11:25 WORKSHOP BLOCK

TRANSITION

11:30-12:15 WORKSHOP BLOCK

BOARDROOM | INTEGRATED PART 2 | 11:30-12:15

How Sample Preparation Influences Ultrastructure Visualisation and Experimental Design

Ghofran Aqeeli
Monash University, Australia

WORKSHOP 2B | 11:30-12:15

Building Online Educational Escape Rooms: Choosing Between No-Code and GenAI-Assisted Coding Platforms

Ai Xin Chew
Monash University, Australia

WORKSHOP 2C | 11:30-12:15

Designing Better Teamwork: A Scaffolded, Evidence-Informed Approach to Student Collaboration

Kim Catania
Monash University, Australia



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AFTERNOON WORKSHOP PROGRAMME

SEMINAR ROOM 1 / BOARDROOM

MODERN DISCIPLINE TEACHING

SEMINAR ROOM 2

EDUCATION INNOVATION

SEMINAR ROOM 3

COURSE DESIGN

BOARDROOM | WORKSHOP 3A | 1:30-2:15

Monash Virtual Physiology Library

Julia Choate
Monash University, Australia

WORKSHOP 3B | 1:30-2:15

Gamification in Teaching: When to Use It, How to Use It, and When Not To

Brenda Hernandez Salazar
Monash University, Australia

WORKSHOP 3C | 1:30-2:15

Interactive Oral Assessments: Scalable and Supportive Approaches

Sonja McKeown
Monash University, Australia

1:30-2:15 WORKSHOP BLOCK

TRANSITION

2:20-3:05 WORKSHOP BLOCK

SEMINAR ROOM 1 | WORKSHOP 4A | 2:20-3:05

Integrating Sex Variations in Teaching

Julia Young
Monash University, Australia

WORKSHOP 4B | 2:20-3:05

Beyond the Blackboard: Browser-Based Tools for Anatomy and Physiology Education

Vandana Nathan
Monash University, Australia

WORKSHOP 4C | 2:20-3:05

Authenticity in Physiology Education

Marwa Abdoul Ghayour
Monash University, Australia



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POSTER PROGRAMME - WAVE A

POSTER WAVE A

12:15 - 12:45 pm

DINING AREA / FOYER

A01 Ben Seyer

Monash University, Australia

Applying the UEDIT Framework in E-Learning for Physical Examination Training

A02 Sonja McKeown

Monash University, Australia

Embedding Planetary Health in Anatomy and Developmental Biology Education

A03 Brenda Hernandez Salazar

Monash University, Australia

Gamified Learning as Diagnostic Assessment: What Escape Room Analytics Reveal About Student Difficulties

A04 Julia Young

Monash University, Australia

Integration of Generative AI in Undergraduate Science Education - The Evolving Student Experience Across Three Consecutive Cohorts

A05 Aiko Suzuki

University of Newcastle, Australia

Can Anatomy Multiple-Choice Questions Be Redesigned to Reduce Artificial Intelligence Success?

A06 Aiko Suzuki

University of Newcastle, Australia

Extending Anatomy Learning Beyond the Laboratory Through Structured Light Scanning

A07 Ai Xin Chew

Monash University, Australia

Genially-Based Escape Room to Consolidate Anatomy Learning After an Intensive Scholarship Programme

A08 Charis Ting

Monash University, Australia

Educational Escape Rooms Enhance Student Engagement in Neuroanatomy Education

A09 Zachary Shieh

Monash University, Australia

Evaluating a Team-Based Leaderboard to Enhance Student Engagement in Anatomy Education



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POSTER PROGRAMME - WAVE B

POSTER WAVE B

12:45 - 1:15 pm

DINING AREA / FOYER

B01 Nguyen Lam Minh Thu (Sally)

Monash University, Australia

A Comparative Analysis of Human Pelvic Anatomy: Sexual Dimorphism and Its Clinical Implications for Obstetric Outcomes

B02 David Dunlop

Monash University, Australia

Integrated Ultrasound Improves Anatomy Learning Outcomes Across Diverse Medical Education Settings: A Multi-Site Mixed-Methods Study

B03 Rohini Chamakura

Monash University, Australia

Factors Underlying the Career Journeys of BSc Physiology and Education Undergraduates: A Focus on Teaching

B04 Anuji Abeysinghe

Monash University, Australia

The Role of Motivation in Help-Seeking

B05 John McCleary

Monash University, Australia

Effects of Upright-to-Supine Transition During Exercise in Younger and Older Subjects on Pulmonary Gas-Exchange Efficiency

B06 Thomas Marriott

Monash University, Australia

Escaping Neurophobia: A Neuroanatomy Escape Room for Improving Knowledge Retention and Learning Experiences of Graduate-Entry Medical Students

B07 Arya Chadha

Monash University, Australia

The Pertussis-Asthma Link: Examination of Bordetella pertussis as a Causal Factor in the Etiology of Asthma and Allergic Sensitization

B08 Hasanya Rajapaksha

Monash University, Australia

Exploring Medical Students' Experiences of Neuroanatomy Learning and Neurophobia: A Reflexive Thematic Analysis

B09 Gyuah Kim

Monash University, Australia

Can Human Cadaveric Donors Effectively Support Ultrasound-Guided Surgical Skills Training? A Mapping Review

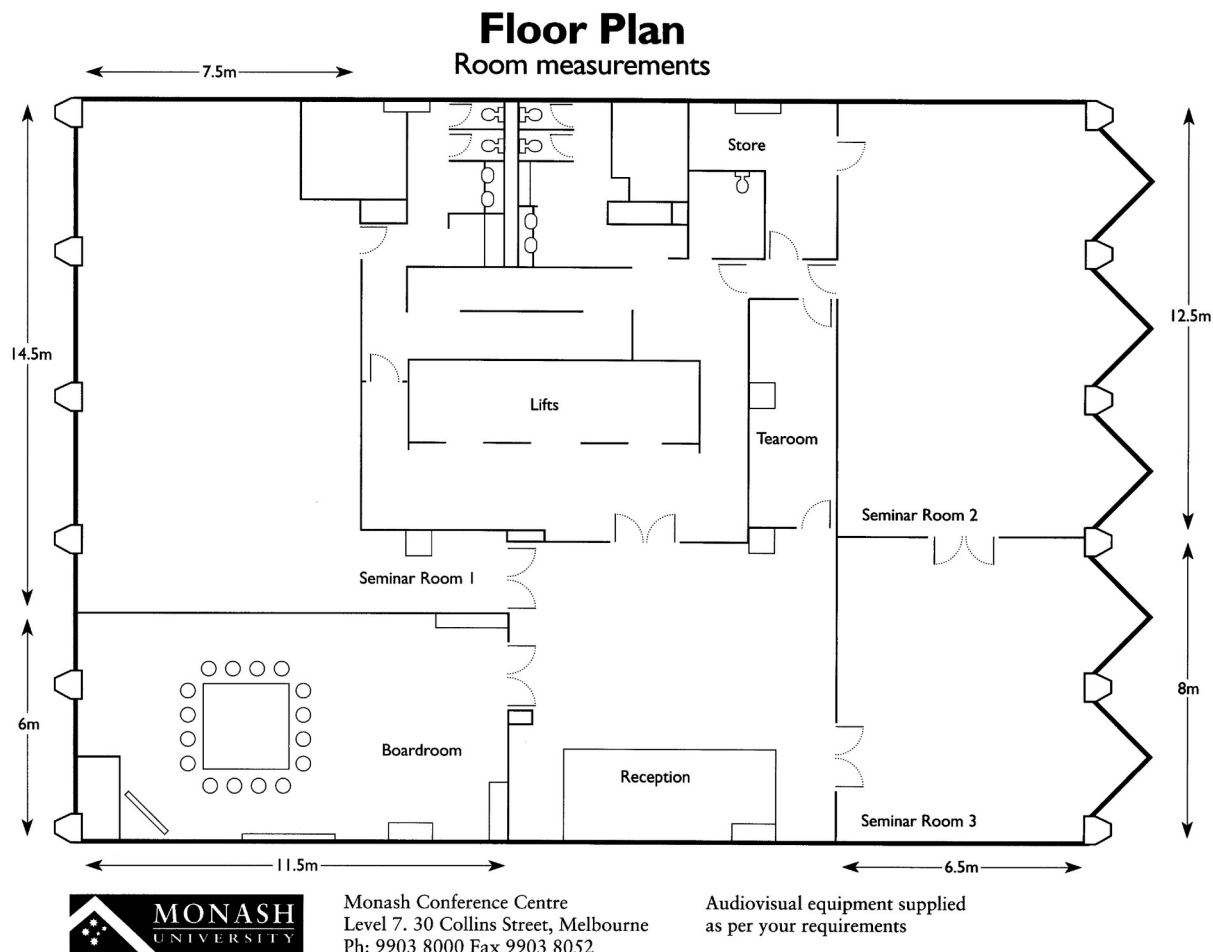
GETTING AROUND

Venue & Floor Plan

Monash Conference Centre

Level 7, 30 Collins Street, Melbourne VIC 3000

The Auditorium is formed by combining Seminar Rooms 2 & 3. Workshops run in Seminar Rooms 1–3; posters, catering and networking are in the Dining Area / Foyer.



Level 7 floor plan — Monash Conference Centre

WITH THANKS TO

Sponsors & Exhibitors

HAPS Regional Melbourne 2026 gratefully acknowledges the support of our sponsors and exhibitors.



With the generous support of Monash University, including:

Monash Biomedicine Discovery Institute
Monash University School of Rural Health
Centre for Human Anatomy Education
Department of Physiology

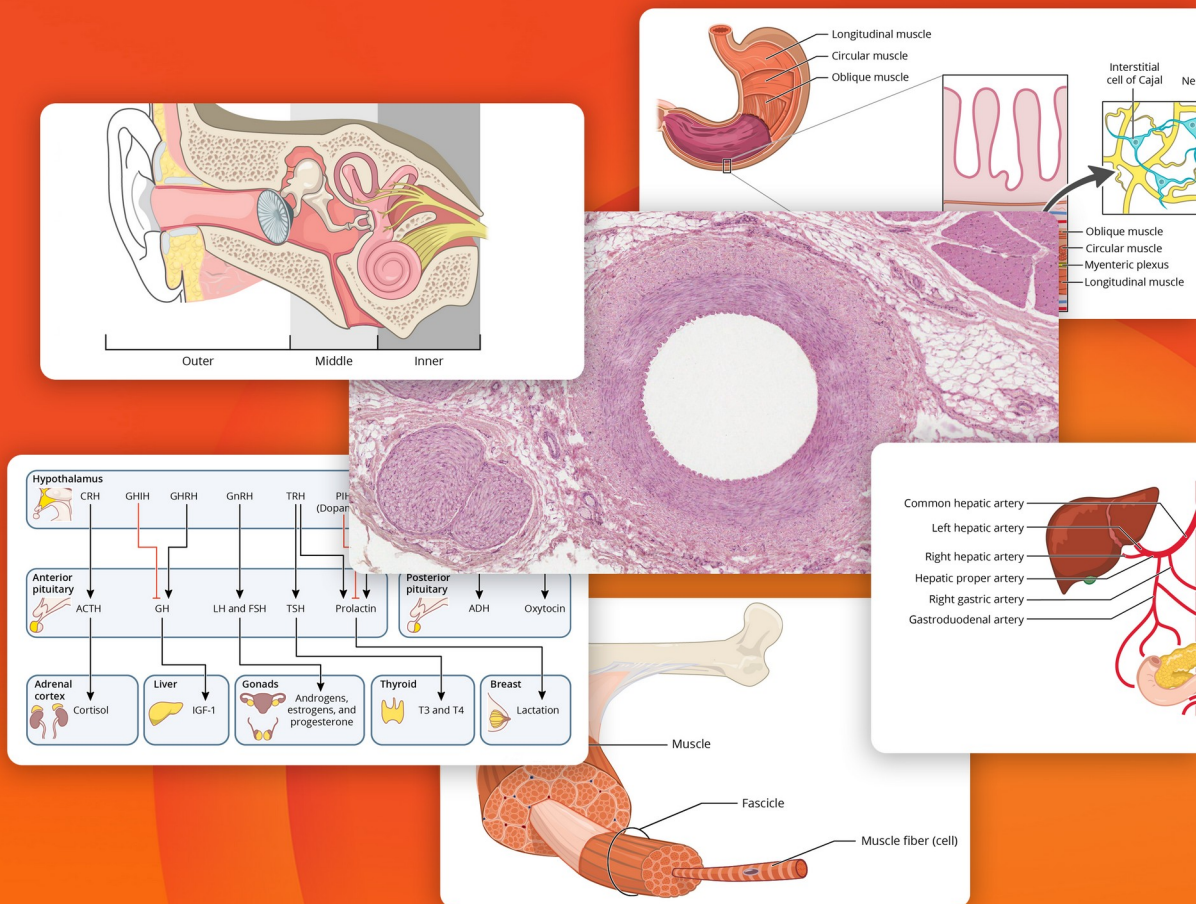
Exhibitor



Sponsored workshop & exhibitor booth · Lt and PowerLab Sensors for anatomy & physiology teaching

FREE Anatomy and Physiology Images

For you to use in your lessons and labs



CHOOSE YOUR IMAGE SET

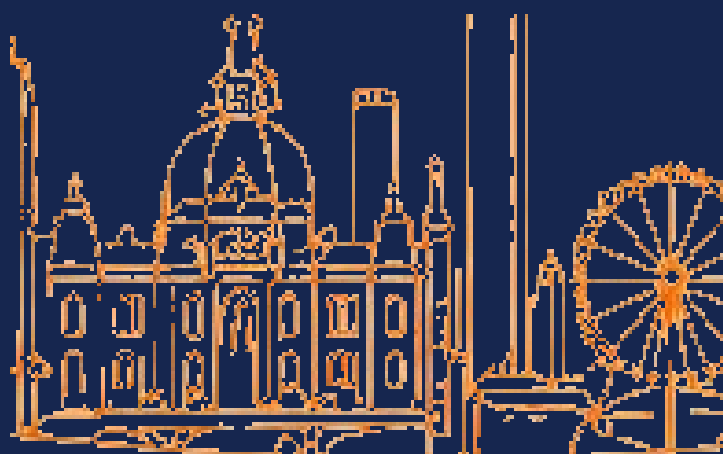
Anatomy Set

Physiology Set

SECTION ONE

Workshop Abstracts

Plenary, sponsored and parallel workshop sessions



◆ INTEGRATED WORKSHOP — SEMINAR ROOM 1 (MORNING)

Workshops 1A and 2A form a single, two-part Integrated Workshop that runs consecutively in Seminar Room 1 across the two morning blocks (10:40 am – 12:15 pm). The two parts are designed to be experienced together, and participants are warmly encouraged to attend both.

ADInstruments Sponsored Workshop 9:40 - 10:10 AM · AUDITORIUM

SW
WORKSHOP

SPONSORED WORKSHOP · 9:40 - 10:10 AM · AUDITORIUM

Bridging Anatomy and Physiology: Creating Interactive Lessons with Lt and PowerLab Sensors

Shokri S¹, Wong R²

¹ Sydney Medical School, The University of Sydney

² ADInstruments

◆ SPONSORED WORKSHOP — ADInstruments

This workshop demonstrates how to develop engaging, curriculum-aligned anatomy and physiology lessons using Lt. Participants will learn to create interactive learning activities, including image labelling, hotspot identification, drag-and-drop exercises, multiple-choice questions, and clinical scenarios with automated feedback. The session will also explore strategies for monitoring student progress and integrating lessons with Canvas. Additionally, participants will see how PowerLab Sensors integrate with Lt to form a unified ecosystem, enabling students to record real-time physiological data and bridge theory with hands-on practice.

Conflict of interest: Professor Saeed Shokri is an independent academic user of ADInstruments products/software including Lt, and received HAPS conference registration support from ADInstruments to present this session. Rebecca Wong is employed by ADInstruments, the sponsor of this workshop.

Workshop Block 1 10:40 - 11:25 AM · SEMINAR ROOMS 1-3

1A
WORKSHOP

ROOM 1 · FUNDAMENTAL SCIENCE · INTEGRATED WORKSHOP (PART 1)

Understanding the Need for Accurate Sampling in an Experimental Setup

Satish Kumar N, Gonsalvez D

Monash University

◆ Part 1 of a two-part Integrated Workshop. Parts 1 and 2 run consecutively in Seminar Room 1 across the morning blocks (10:40 am – 12:15 pm) and are designed to be attended together — joint participation in both parts is encouraged.

Quantifying cell populations accurately is central to comprehending changes in neurodegenerative pathologies and experimental interventions. However, a persistent obstacle in this type of assessment is identifying the ideal approach rather than relying on a generic protocol.

Recognising the type of morphometric analysis required for the experiment is imperative, as choosing the correct sampling method ensures high precision, statistical validity and reproducible results.

This session guides participants in designing the optimal sampling procedure tailored to the unique requirements of their experiments. Using a comparative case study of neurodegeneration and lesion recovery seen in Multiple Sclerosis (Cuprizone-mediated demyelination, recovery, and control mice brains), attendees will learn how to build a systematic sampling paradigm customised to their precise experimental conditions.

1B

WORKSHOP

ROOM 2 · EDUCATION INNOVATION**Death of a Scientist****Leung M, Mathangasinghe Y, Carron S, Hoppe C, Choate J***Monash University*

Declining tertiary classroom attendance prompted a study evaluating a flipped-learning, narrative-driven escape room workshop on male reproductive physiology. Attended by 91% of second-year Monash University students, the medieval-themed activity significantly increased motivation and peer collaboration. Surveys revealed a 90% average student engagement rate and substantial post-workshop confidence gains across all topics, particularly among the least prepared students, proving gamification effectively enhances inclusive learning. The proposed murder-mystery workshop will be a concise, curated, hands-on activity demonstrating our techniques.

1C

WORKSHOP

ROOM 3 · COURSE DESIGN**Using Progressive Team-Based Concept Mapping to Increase Student Engagement, Feelings of Belonging and Understanding of Core Concepts in an Introductory AP1 Course****Eischen B***Onondaga Community College, New York, USA*

Concept mapping and cooperative learning are proven methods of active learning that increase student understanding and engagement. In my classroom, I have found success in combining team-based learning with EBIPs, including concept mapping, in a progressive round-robin style circuit. In this workshop, attendees will be guided through a few exercises that progress in stages (think progressive dinner!) that have worked with AP1 curriculum to increase student understanding and engagement through team-based learning and have potential to improve outcomes in an all-day course format.

Workshop Block 2 11:30 AM - 12:15 PM · SEMINAR ROOMS 1-3**2A**

WORKSHOP

ROOM 1 · FUNDAMENTAL SCIENCE · INTEGRATED WORKSHOP (PART 2)**How Sample Preparation Influences White Matter Ultrastructure and Experimental Design****Aqeeli G¹, Gonsalvez D¹, Korneev D²**¹ *Department of Anatomy and Developmental Biology, Monash University*² *Department of Biochemistry and Molecular Biology & Ramaciotti Centre for Cryo-Electron Microscopy, Monash University*

◆ Part 2 of a two-part Integrated Workshop. Parts 1 and 2 run consecutively in Seminar Room 1 across the morning blocks (10:40 am – 12:15 pm) and are designed to be attended together — joint participation in both parts is encouraged.

Sample preparation plays an important role in electron microscopy and can influence how tissue ultrastructure is preserved and interpreted. In this workshop, we will discuss how conventional chemical fixation affects white matter ultrastructure, the types of artifacts it can introduce, and how these may influence data interpretation. Using examples from white matter research, we will also discuss how to compare different preparation methods fairly, control experimental variables, and select appropriate quantitative measurements. The workshop will conclude with an introduction to high-pressure freezing as an alternative preparation method, highlighting its advantages and practical limitations. By the end of the session, participants will have a better understanding of how sample preparation influences EM data

and why careful experimental design is essential for reliable ultrastructural analysis.

2B

WORKSHOP

ROOM 2 · EDUCATION INNOVATION**Building Online Educational Escape Rooms: Choosing Between No-Code and GenAI-Assisted Coding Platforms****Chew AX, Marriott T, Hernandez Salazar B, Mathangasinghe Y***Centre for Human Anatomy Education, Department of Anatomy and Developmental Biology, Monash University*

This workshop provides a pedagogical workflow for designing online educational escape rooms and selecting an appropriate development platform. Participants will compare no-code tools such as Genially with coding-based options such as HTML and Shiny, including how generative AI can support coding workflows. The session will address platform selection, alignment of puzzles with learning objectives, and integration within learning management systems such as Moodle to support accessibility and learner engagement. Participants will explore labelled-image tasks, drag-and-drop activities, clinical vignette puzzles, and structured progression, leaving with a reproducible framework for creating scalable and engaging educational escape rooms.

2C

WORKSHOP

ROOM 3 · COURSE DESIGN**Designing Better Teamwork: A Scaffolded, Evidence-Informed Approach to Student Collaboration****Catania K***Monash University*

Teamwork remains a critical graduate capability, yet students are often underprepared for effective collaboration, resulting in poor communication, unequal contribution, and unprofessional behaviours. This interactive workshop responds to this challenge by introducing a Scaffolded Teamwork Skills Framework designed to actively improve team performance in non-vocational degrees. Participants will work through practical strategies including assessment introduction workshops, collaborative agreements, evidence-based team formation using student demographic data, and proactive support for struggling teams aligned with a Fitness for Practice Framework. Attendees will design actionable pre- and in-class activities they can immediately implement to strengthen teamwork outcomes in their own curricula.

Workshop Block 3 1:30 - 2:15 PM · SEMINAR ROOMS 1-3**3A**

WORKSHOP

ROOM 1 · MODERN DISCIPLINE TEACHING**Monash Virtual Physiology Library****Rajan R, Choate J***Monash University*

Experience how virtual physiology laboratories can transform student learning in this interactive workshop. In teams, participants will complete two short virtual labs, gaining first-hand insight into how immersive, inquiry-based activities can prepare students for face-to-face practical classes, reinforce physiological concepts, and build confidence with experimental techniques. Participants will explore

strategies for integrating virtual laboratories into their own teaching, enhancing student engagement and supporting flexible, inclusive learning. Whether used as preparation, replacement, or revision activities, these virtual labs demonstrate how technology can enrich practical education while maintaining a strong focus on scientific reasoning, data interpretation, and authentic learning experiences.

3B

WORKSHOP

ROOM 2 · EDUCATION INNOVATION**Gamification in Teaching: When to Use It, How to Use It, and When Not To****Hernandez Salazar B***Monash University*

Gamification can support engagement, revision, and applied reasoning in anatomy and physiology education when aligned with learning outcomes rather than used as entertainment. This evidence-informed workshop introduces team-based quiz formats, including category-based revision games and progressive quiz-show challenges, comparing strengths, limitations, accessibility considerations, and appropriate use cases. The approach is grounded in prior peer-reviewed gamification work, including a team-based revision activity where 91% of respondents found it effective and 96% found it engaging. Participants will define a target learning outcome, select a game structure, and use provided templates and question-writing prompts to draft an adaptable teaching activity.

3C

WORKSHOP

ROOM 3 · COURSE DESIGN**Interactive Oral Assessments: Scalable and Supportive Approaches****McKeown S, Samarawickrema N, Akhtar R, Catania K, Mayhew J, Stephens G, Mathangasinghe Y, Hoppe C***Monash University, Melbourne, Australia*

The ability of generative AI tools to produce outputs that would easily pass undergraduate assessments poses challenges for maintaining academic integrity and standards of assessment. Simultaneously, universities need to ensure students are developing transferable skills, including oral communication skills, to prepare them for diverse workplaces. One approach to address both challenges is developing and using oral assessments. We have used these in different contexts and disciplines, in viva voce and conversational assessments. The workshop will help academics to identify and develop strategies to successfully incorporate these while supporting students to develop vital skills in critical thinking and communication.

Workshop Block 4 2:20 - 3:05 PM · SEMINAR ROOMS 1-3**4A**

WORKSHOP

ROOM 1 · MODERN DISCIPLINE TEACHING**Beyond Representation: Embedding Sex, Gender and Biological Variation Across a Curriculum****Young J, Hoppe C, Kitaef N, Akhtar R, Catania K, McKeown S**

Department of Anatomy and Developmental Biology, Monash University, Melbourne, Australia

Developing scientific literacy, critical thinking, and student engagement through inclusive, evidence-based teaching is a growing priority in higher education. This interactive workshop presents a scalable framework for integrating sex, gender, and biological variation concepts across a curriculum, aligning with current NHMRC research guidelines. Working collaboratively, participants will undertake curriculum mapping and active-learning activities to identify opportunities within their own disciplines where sex and gender concepts may be embedded without increasing curriculum load. Participants will leave with practical strategies to implement teaching practice that better reflects contemporary science, promotes ethical awareness, and prepares graduates to critically engage with issues of representation in research, healthcare, and professional practice.

4B

WORKSHOP

ROOM 2 · EDUCATION INNOVATION

Beyond the Blackboard: Browser-Based Tools for Anatomy and Physiology Education

Nathan V

Centre for Human Anatomy Education, Department of Anatomy and Developmental Biology, Monash University

What if meaningful digital innovation required nothing more than a browser? This workshop, facilitated by Vandana Nathan (Assistant Lecturer, Monash University), presents three educator-developed, HTML-based teaching tools — an Eye Movement trainer, the Finite by Design interactive anatomy game, and an adaptive marking tool — designed for rural, under-resourced, and online learning contexts. Each tool embeds deliberate pedagogical principles alongside active learning strategies to maximise student engagement. Participants will explore the design rationale behind each resource and leave with practical frameworks for developing or adapting low-cost digital tools within their own teaching practice.

4C

WORKSHOP

ROOM 3 · COURSE DESIGN

Authenticity in Physiology Education

Abdoul Ghayour M, Caldwell J, Thompson C

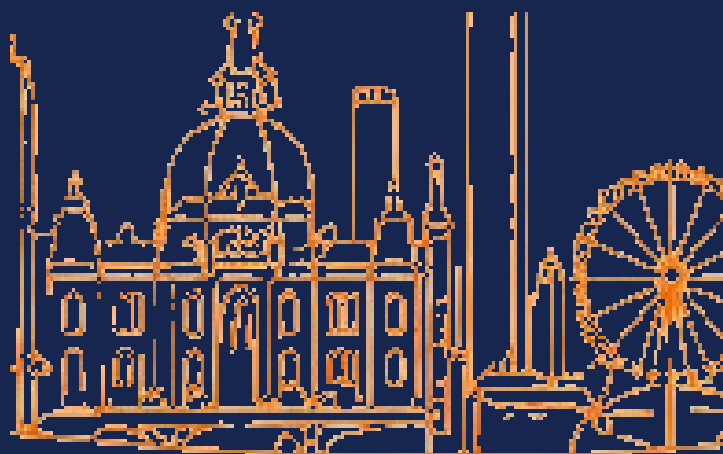
Monash University

In tertiary education, authenticity has become a central focus, particularly as a key feature of assessment design that promotes deeper learning, with educators increasingly encouraged to integrate authentic elements into course design. A consistent, discipline-specific interpretation of authenticity remains lacking in physiology education. This makes it challenging for educators to implement authentic assessment, despite supportive university policies. Drawing on student, educator and industry perspectives, authenticity in physiology education can be framed through four themes: foundational knowledge, transferrable skills, application of knowledge, and problem solving. This workshop will engage participants to explore these themes for embedding meaningful authenticity in STEM curriculum.

SECTION TWO

Poster Abstracts

Wave A and Wave B poster presentations



Poster Wave A 12:15 - 12:45 PM • DINING AREA / FOYER**A01**

POSTER

Applying the UEDIT Framework in E-Learning for Physical Examination Training**Seyer B, Cook H, Kachkouche N, Gonsalvez D, Mathangasinghe Y***Monash University*

Physical examination teaching often separates anatomical reasoning, psychomotor technique, and patient-centred communication, leaving novice learners uncertain about why manoeuvres are performed, how to perform them, and what to say to patients. We developed short UEDIT e-learning modules — Understand, Explain, Demonstrate, Instruct, Test — for preclinical medical students learning vital signs and musculoskeletal examination across Australian and Malaysian contexts. Student feedback indicated that concise anatomy explanations, replayable demonstration videos, patient-friendly phrasing, and brief self-tests supported independent preparation and reduced perceived assessment anxiety. Tutor feedback prompted addition of tutorial recap scripts and UEDIT-mapped practice checklists to align asynchronous learning with face-to-face skills teaching.

A02

POSTER

Embedding Planetary Health in Anatomy and Developmental Biology Education**McKeown S¹, Mohr M¹, Moynihan T¹, Cubillo B², Barbour L¹**¹ *Monash University*² *Charles Darwin University*

Planetary Health encompasses the interactions and interdependence of human health, animal and plant ecosystems, and the natural environment. We co-designed activities with undergraduate students for a third-year, final-semester unit, incorporating the important role of Indigenous world-view perspectives, which align closely with planetary health. Surveys showed significant improvements in student knowledge, attitudes and self-efficacy regarding planetary health. Incorporating knowledge of planetary health and Indigenous world-view perspectives into the discipline of Developmental Biology and other biomedical disciplines exposes students to critical and global challenges that these emerging scientists will need to address.

A03

POSTER

Gamified Learning as Diagnostic Assessment: What Escape Room Analytics Reveal About Student Difficulties**Hernandez Salazar B***Centre for Human Anatomy Education, Monash University*

Educational escape rooms are often evaluated through engagement, but their embedded analytics may also identify learning gaps. This poster positions a hybrid anatomy and physiology escape room not only as an engagement strategy, but as a structured method for capturing student difficulties, identifying conceptual bottlenecks, and informing targeted curriculum improvements. Implemented across three campuses, including rural postgraduate-entry and direct-entry medical programs, teams used physical anatomical models alongside online riddle-based questions completed on one device per team. Analytics captured question type, number of attempts, response accuracy, and time spent per question, allowing comparison of difficult questions and delayed progression points across campuses.

A04

POSTER

Integration of Generative AI in Undergraduate Science Education — The Evolving Student Experience Across Three Consecutive Cohorts**Young J, McKeown S***Monash University*

Generative Artificial Intelligence (GenAI) is rapidly transforming higher education, yet its impact on student learning remains poorly understood. This study analysed reflections from over 250 undergraduate developmental biology students across three cohorts (2024–2026, Monash HREC approved) to investigate perceptions of GenAI use in scientific writing. A mixed-methods approach combined ChatGPT-assisted thematic analysis with manual NVivo validation. Students consistently identified benefits including idea generation and writing support, alongside challenges such as inaccuracies, fabricated references, and shallow content. Notably, the later cohorts demonstrated increased ethical awareness, critical evaluation, and responsibility for fact-checking. These findings suggest that structured reflective activities can foster AI literacy, critical thinking, and ethical engagement, supporting the integration of GenAI as a pedagogical tool in undergraduate science education.

A05

POSTER

Can Anatomy Multiple-Choice Questions Be Redesigned to Reduce Artificial Intelligence Success?**Suzuki A¹, Farrow M¹, Yates Z¹, Cresswell E¹, Dunn A²**¹ *University of Newcastle, Callaghan NSW, Australia*² *NSW Health Hunter New England Local Health District, Newcastle NSW, Australia*

Large language models (LLMs) are increasingly capable of answering anatomy examination questions, raising concerns regarding academic integrity. Three AI models completed a retired first-year musculoskeletal anatomy examination. Questions correctly answered by all models were subsequently modified to increase their reliance on image interpretation and applied anatomical reasoning without changing the concepts being assessed. Modified questions reduced AI performance while maintaining assessment objectives, although effectiveness varied according to question design. These findings demonstrate that relatively simple modifications to anatomy multiple-choice questions may improve assessment resilience against AI-assisted answering while encouraging higher-order reasoning and authentic anatomical understanding.

A06

POSTER

Extending Anatomy Learning Beyond the Laboratory Through Structured Light Scanning**Suzuki A¹, Farrow M¹, Yates Z¹, Cresswell E¹, Dunn A²**¹ *University of Newcastle, Callaghan NSW, Australia*² *NSW Health Hunter New England Local Health District, Newcastle NSW, Australia*

Cadaveric teaching remains central to anatomy education, yet students cannot revisit specimens after practical classes and missed laboratory sessions often have no equivalent substitute. This narrative review explores structured light scanning (SLS) as a means of creating interactive three-dimensional anatomical models that can be embedded within lectures, used to prepare students before laboratories, and revisited for independent study afterwards. By extending access to authentic cadaveric anatomy beyond the laboratory, SLS has the potential to improve spatial understanding, increase learning flexibility, and complement traditional anatomy education.

A07

POSTER

Genially-Based Escape Room to Consolidate Anatomy Learning After an Intensive Scholarship Programme**Chew AX***Centre for Human Anatomy Education, Department of Anatomy and Developmental Biology, Monash University*

Educational escape rooms are increasingly used in anatomy education to promote engagement, retrieval practice, and clinical reasoning. This poster describes an online anatomy escape room developed as an adjunct to help consolidate anatomy learning following an intensive dissection scholarship programme. Using the no-code platform Genially, the activity incorporated labelled-image identification, drag-and-drop tasks, and clinical vignette puzzles within a structured browser-based progression. The project demonstrates how educator-guided, AI-assisted content development can lower technical barriers while supporting scalable, engaging, and pedagogically aligned anatomy revision activities.

A08

POSTER

Educational Escape Rooms Enhance Student Engagement in Neuroanatomy Education**Ting C, Hernandez Salazar B, Mathangasinghe Y***Monash University*

Complexity of neuroanatomy often causes medical students to disengage, underscoring the need for innovative teaching methods. This study explores the use of educational escape room-based activities to enhance neuroanatomy learning. Students navigated a series of timed problem-solving challenges targeting key neuroanatomical concepts. Pre- and post-tests showed significant knowledge improvement among undergraduate and postgraduate cohorts, while participant feedback indicated high levels of engagement and teamwork. Escape rooms thus represent an effective medium in neuroanatomy education that can facilitate engaging learning experiences.

A09

POSTER

Evaluating a Team-Based Leaderboard to Enhance Student Engagement in Anatomy Education**Shieh Z, Hernandez Salazar B***Monash University*

Leaderboards have been used in medical education to increase behavioural engagement. This study evaluated a team-based leaderboard embedded in the learning management system to support engagement in a rural postgraduate medical program. Teams used customisable avatars and earned weekly points. Student experience was evaluated through an anonymous Likert-scale and open-ended survey completed by 65 students during mid-semester. Results showed positive perceptions of overall experience (3.85/5), inclusion (3.85) and participation (3.80), with comments highlighting motivation and teamwork. These findings suggest potential benefits for increased preparedness and engagement during anatomy teaching sessions.

Poster Wave B 12:45 - 1:15 PM · DINING AREA / FOYER

B01

POSTER

A Comparative Analysis of Human Pelvic Anatomy: Sexual Dimorphism and Its Clinical Implications for Obstetric Outcomes

Nguyen Lam Minh Thu (Sally), Ta PA

Monash University

The human pelvis is a vital anatomical structure involved in support, locomotion, and reproduction, with notable differences between males and females due to functional demands. While pelvic sexual dimorphism is widely acknowledged, there is a lack of detailed and comprehensive comparisons of male and female pelvic structures relating to labour in existing literature.

This study aims to address this gap by providing an integrated review of pelvic anatomy, focusing on structural variations and their functional and clinical implications. Key features focus on variations in the pelvic inlet, cavity, and outlet, as well as differences in bone morphology, joint configuration, ligamentous flexibility, and childbirth-relevant features.

B02

POSTER

Integrated Ultrasound Improves Anatomy Learning Outcomes Across Diverse Medical Education Settings: A Multi-Site Mixed-Methods Study

Dunlop D¹, Rogik V¹, Foo M¹, Tantisirivat P¹, Chan S¹, Keshav H¹, Reid C¹, Nathan V¹, Thomas A¹, Higgins A¹, Tay S¹, Mayhew J¹, Massey JS¹, Le N², Chen J², Pamidi N³, Stephens GC¹, Gonsalvez DG^{1,4}, Pereira I⁵, Hernandez Salazar B¹, Mathangasinghe Y¹

1 Centre for Human Anatomy Education, Faculty of Medicine, Nursing and Health Sciences, Monash University, Clayton, Australia

2 Monash Imaging Ultrasound, Monash Health, Clayton, Victoria, Australia

3 Jeffrey Cheah School of Medicine and Health Sciences, Monash University, Malaysia

4 Department of Anatomy and Physiology, Melbourne University, Parkville, Australia

5 Department of Medical Imaging and Radiation Sciences, Faculty of Medicine, Nursing and Health Sciences, Monash University, Clayton, Australia

Ultrasound is increasingly incorporated into anatomy education, yet its effect on objective learning outcomes and knowledge retention remains uncertain. This multi-site mixed-methods study evaluated the feasibility and educational impact of integrated ultrasound teaching across rural, metropolitan and international medical programs [ethics approved: ID#46759]. In a randomised controlled study, ultrasound teaching produced significant short-term gains in correct-answer scores. Longer-term retention was assessed using end-of-semester MCQs in a rural Australian cohort, where ultrasound-taught topics achieved substantially higher adjusted performance than non-ultrasound topics. Students reported enhanced in situ visualisation, spatial understanding and clinical relevance, supporting ultrasound as a feasible, synergistic preclinical learning tool.

B03

POSTER

Factors Underlying the Career Journeys of BSc Physiology and Education Undergraduates: A Focus on Teaching

Chamakura R

Monash University

This project on the 'Career Journeys of Physiology and Education Undergraduates: A focus on teaching' explores the motivations and perspectives that influence Monash BSc Physiology and Education undergraduates to consider teaching as a prospective career option. Previously, graduate outcome data tracked the 2016 Monash University Bachelor of Biomedical Science and Bachelor of Science

(Biomedical/Physiology major) graduates (Monash Ethics 35411) and found that most graduates follow a career in health (43%) or research-related occupations (18%). By utilising the graduate outcomes data, this project will interview undergraduates enrolled in both a single-degree Bachelor of Science (Physiology major) and in a double degree of Bachelor of Science (level 3 Physiology unit completion) with Education (Honours), to focus on their career intentions and motivations to consider teaching as a career option. Information from these surveys and focus-group interview responses will be thematically analysed to help determine what factors influence Education and Physiology undergraduates' career decisions. This research study anticipates alleviating future BSc Physiology and Education undergraduate career uncertainty by refining university curricula through adequate and informative career-guidance workshops and education elective units, improving students' career confidence and graduate employability outcomes upon graduation.

B04

POSTER

The Role of Motivation in Help-Seeking**Abeyasinghe A, Andrews D, Rogers R***Monash University*

Intrinsic motivation and academic help-seeking are positively associated with academic achievement, although their interrelationship is not fully understood. This study examined correlations between motivational profiles and academic help-seeking behaviours in biomedical science students. Findings indicated that psychological need fulfilment (autonomy, competence, relatedness) was higher amongst intrinsically motivated students, particularly for competence and relatedness, while autonomy was comparable across motivation groups. Motivation type was not strongly associated with help-seeking behaviours, although environmental and social barriers to help-seeking were identified. These results suggest that fostering supportive learning environments can enhance both motivation and help-seeking and may ultimately improve academic outcomes.

B05

POSTER

Effects of Upright-to-Supine Transition During Exercise in Younger and Older Subjects on Pulmonary Gas-Exchange Efficiency**McCleary J¹, James MD², Vincent SG², Smyth RM², Wang C-Y³, Stringer W³, Proszasz J³, O'Donnell DE²**¹ *Monash University*² *Respiratory Investigation Unit, Queen's University*³ *Lundquist Institute at Harbor-UCLA*

The contribution of age and sex to pulmonary gas-exchange efficiency during exercise remains incompletely understood. We modelled changes in ventilation-perfusion matching by comparing upright and supine exercise in 30 younger (23±3 yrs) and 25 older (70±9 yrs) participants. Older participants had higher ventilation and physiological dead space at rest and during exercise compared with younger participants ($p < 0.05$). Supine posture reduced ventilation and dead space in older but not younger individuals. There were no independent sex-related differences in gas-exchange. Our study demonstrates impaired pulmonary gas-exchange in healthy older individuals, with a relatively preserved capacity to improve gas-exchange during exercise.

B06

POSTER

Escaping Neurophobia: A Neuroanatomy Escape Room for Improving Knowledge Retention and Learning Experiences of

Graduate-Entry Medical Students

Marriott T¹, Mathangasinghe Y²

¹ Monash University

² Centre for Human Anatomy Education, Monash University

Neurophobia impedes medical education, contributing to student anxiety, reduced motivation and influencing career choices. This research examined how a gamified escape room impacts students' experiences in revising neuroanatomy, and the academic impact of the intervention. The escape room code was developed using artificial intelligence and presented as a website. A hybrid approach was used to deliver the game alongside physical anatomical models to graduate-entry medical students (n=88). Thematic analysis reflected high enjoyment, motivation and perceived educational efficacy. Pretest-posttest analysis demonstrated significantly increased posttest scores (p=0.002). The escape room intervention improved neuroanatomy learning experiences (Ethics approved MUHREC #48515).

B07

POSTER

The Pertussis-Asthma Link: Examination of *Bordetella pertussis* as a Causal Factor in the Etiology of Asthma and Allergic Sensitization

Chadha A

Monash University

Asthma prevalence has risen sharply in high-income countries, yet its aetiological drivers remain incompletely understood. *Bordetella pertussis* secretes pertussis toxin, a potent immune adjuvant that drives Th2 polarization and IgE-mediated sensitization. Narrative synthesis of epidemiological cohort studies, immunological clinical trials, and animal model experiments was performed. National birth cohort data, prospective IgE studies, and murine models converge to support subclinical *B. pertussis* colonization as a significant, under-recognized contributor to asthma and allergic sensitization. Sustained pertussis vaccination coverage may therefore confer protective benefits extending beyond infectious disease prevention to atopic disease reduction.

B08

POSTER

Exploring Medical Students' Experiences of Neuroanatomy Learning and Neurophobia: A Reflexive Thematic Analysis

Rajapaksha H, Mathangasinghe Y, Stephens GC

Monash University, Melbourne, Australia

Neurophobia, the perceived fear of neuroanatomy, remains a persistent challenge in medical education, yet students' lived experiences of learning this discipline are not well understood. This qualitative study explored student experiences through analysis of 20 reflective diaries from Monash University graduate-entry medical students using reflexive thematic analysis. Three themes emerged: emotional experiences, student-sourced learning factors, and educator-sourced influences. Students described early anxiety and self-doubt, which often evolved into curiosity and confidence through active, collaborative, and clinically integrated learning experiences. These findings support the role of emotionally attuned and interactive approaches to neuroanatomy education in fostering engagement, resilience, and reducing neurophobia.

B09

Can Human Cadaveric Donors Effectively Support Ultrasound-

POSTER

Guided Surgical Skills Training? A Mapping Review

Kim G¹, Chima E², Sardar A², Wang S², Soo Jin Lee S², Asgarali R³, Rockarts J², Palombella A², de Sá D², Wilson A⁴, Wainman B², Brewer-Deluce D²

¹ Monash University, Melbourne, Australia

² McMaster University, Hamilton, Canada

³ University of Toronto, Toronto, Canada

⁴ Rush University, Chicago, USA

Ultrasound-guided surgical skills training (UGSST) often relies on live procedures, limiting practice opportunities and increasing learner stress. This mapping review evaluates the educational utility of human cadaveric donors as a realistic, low-risk alternative for postgraduate UGSST. Embase, Emcare, ERIC, Ovid MEDLINE, and Web of Science were searched for studies published before November 2025. After duplicate removal, 2,457 records were screened, 173 full texts reviewed, and 23 studies included. Preliminary themes include simulation suitability, skill acquisition, and learner satisfaction. Findings suggest cadaveric donor-based UGSST may support standardized, hands-on practice while reducing risks associated with live-patient learning.

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Codes: A## / B## = poster number ·1A–4C = workshop (block + room) ·SW = sponsored workshop.

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Upcoming HAPS Events

Continue your HAPS journey after Melbourne. Here are the next opportunities to connect, learn and share with the HAPS community.

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A nine-day online conference in a flipped format: watch recorded keynotes and workshops on your own schedule, then join live Zoom discussions. The programme includes three keynote presentations, an AI panel, flipped workshop sessions, and virtual poster presentations for faculty and students, alongside networking, games and prizes.

More information and registration: <https://www.hapsweb.org/conferences-events/conference-hub/virtual/>

HAPS 41st Annual Conference 2027

26-30 May 2027 · Houston, Texas, USA

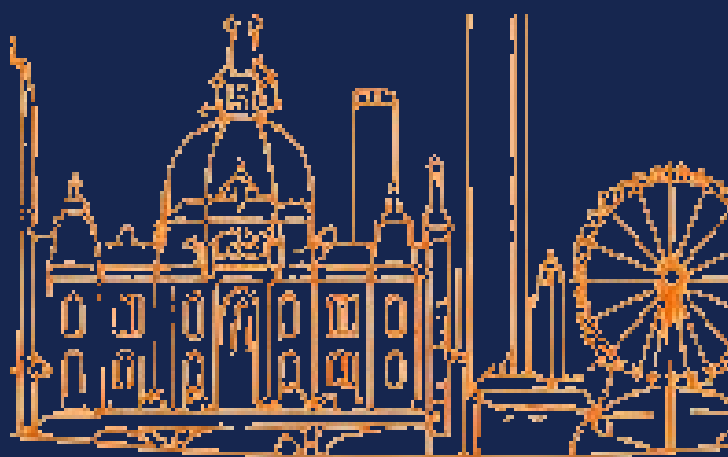
The 41st HAPS Annual Conference runs in two parts: the Update Seminar (26-28 May) at the Marriott Marquis Houston, and Workshops (29-30 May) at the University of Houston. Attendees may register for the full conference or for the Update Seminar or Workshops portion.

More information and registration:

<https://www.hapsweb.org/conferences-events/conference-hub/annuals/>

YOUR THOUGHTS

Notes



Thank you

for being part of HAPS Regional Melbourne 2026

We acknowledge the Traditional Owners and Custodians of the lands on which we meet, and pay our respects to Elders past and present.

Programme and abstract book designed with the assistance of ChatGPT and Claude.