PRESIDENT'S REPORT 2016

Executive Summary

I would like to start by thanking the ASCILITE Executive for all of their efforts in yet another extremely busy and productive year. This group of dedicated volunteers lead and promote ASCILITE initiatives on behalf of the ASCILITE community. It is a pleasure to work with such a talented and dedicated group of people. I would like to acknowledge the superlative efforts of the ASCILITE 2015 Conference Team and I am very pleased to report that the ASCILITE 2015 conference in Perth produced a surplus of $86,946. I would like to particularly acknowledge the significant efforts of the 2015 conference organising committee led by Torsten Reiners, with members Brian von Konsky, Vanessa Chang, and David Gibson who were ably supported by Karen Clarke and Tammie Burke. Finally, I would like to thank our ASCILITE members for engaging with and contributing to our vibrant community. Without the support of our members we would not be able to realise the important role we have, leading and advocating for excellence in the use of digital technologies in tertiary learning and teaching.

In my first President's report that follows, I hope you will get a sense of our achievements over the past year. The ASCILITE Executive worked for several months, commencing in February 2016, on formulating a new ASCILITE Strategic Plan 2016-2019. In this plan we have tried to look forward to where we anticipate digital technologies in tertiary learning and teaching might be in future years, and develop goals and objectives that will assist in the progression of pedagogical practice in the use of educational technologies.

Our ASCILITE member benefits and services continue to perform. There has been substantial progress made in our CMALT, SIGS, Webinar and Social Media initiatives throughout 2016. Equally, our more established activities such as our Community Mentoring Program (CMP) and Awards continue to attract strong member participation and of course our annual conference and journal (AJET) are enduring and preeminent – offering outstanding opportunities to share evidence–based practice and research in the sustainable use of educational technologies.

Associate Professor Dominique Parrish, ASCILITE President

TABLE OF CONTENTS

NEW STRATEGIC PLAN (2016 – 2019)

In February 2016, the ASCILITE Executive met to formulate a new Strategic Plan that would reflect contemporary needs and issues in the use of digital technologies for the Society and the tertiary sector. The last Strategic Plan was developed in 2012. This new plan has been designed to reflect the focus and direction of the Society based on the themes of Innovation, Evidence Based Practice and Research. These themes are underpinned by (and committed to) an engaged community that ensures ASCILITE's sustainability into the foreseeable future. The relationship of these themes to a strong community and the Society's sustainability is represented by the following diagram:
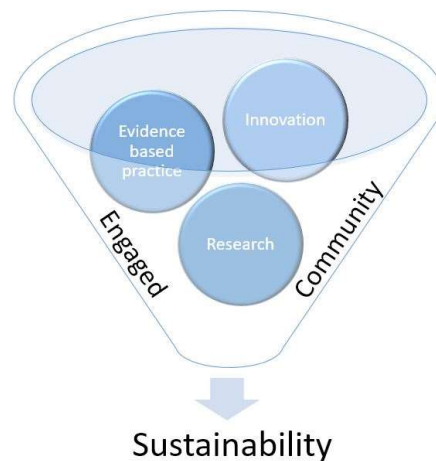
Figure 1: ASCILITE activities, foundational in progressing the sustainable use of educational technologies to progress pedagogical practice

In the context of our revised strategic themes, we acknowledge that innovation encourages and advances creative ideas in pedagogical practice, evidence-based practice provides validation that the innovation works as it was designed and research affords rigorous evidence of the effectiveness of the innovation and evidence-based practice. As a community, we seek to exercise leadership and advocacy in partnership with government, industry, professional bodies, the education sector and other partners in Australasia and internationally, in order to deliver digital excellence in tertiary learning and teaching.

An Operational Plan has emerged from the newly formulated Strategic Plan and this plan has been the basis for Executive activities over the past year.

ASCILITE's Strategic Plan 2016 – 2019 may be viewed in full on the ASCILITE website here.

COMMUNICATIONS & SOCIAL MEDIA

Chris Campbell, Julie Willems and **Helen Farley** (ASCILITE Executives) maintain ASCILITE's social media platforms with the assistance of the ASCILITE Secretariat.

ASCILITE has been active on Facebook**,** Twitter, LinkedIn and YouTube throughout 2016 with regular postings of news and events to Facebook and Twitter. Video recordings of *ASCILITE Live!* webinars are posted to the ASCILITE website providing members with an archive of past webinars with links to the video recordings. The videos are also indexed on ASCILITE's YouTube channel.

Over the course of the year, the number of 'likes' on ASCILITE's Facebook page rose from 264 to 370 while the number of followers on Twitter increased by a further 114 from last year's count. ASCILITE's LinkedIn account was activated in July 2014 and quickly grew to 340. Connections now exceed 680 and in 2017 the Executive will be exploring ways to connect ASCILITE's extended social media contacts, particularly those on LinkedIn. Additionally, the ASCILITE fortnightly bulletin continues to serve as a critical communication channel for the Society.

ASCILITE's social media team already has a number of new initiatives on the drawing board for 2017, beginning with the imminent launch of a new ASCILITE blog.

Table 1: Social media engagement

Platform	2015	2016 (to 1 Oct)
Facebook "Likes"	134 - 263	264 - 370
LinkedIn connections	341 - 512	523 - 681
Twitter: Following/Followers/Tweets/Likes	318	386/532/258/75
YouTube Channel: Videos/Views/Subscribers		26/1078/40

CMALT AUSTRALASIA

In partnership with the UK based Association for Learning Technology (ALT), ASCILITE offers CMALT Australasia, a professional recognition scheme for people working with learning technologies. The scheme is led by ASCILITE Executive members **Janet Buchan** (Lourdes Hill College) and **Mark Northover** (AUT).

There has been steady progress in CMALT Australasia, with 20 candidates registering in 2015/16. In 2015/16 the growth of CMALT can be seen in the keen interest expressed by several institutions wanting to use the scheme as a professional learning opportunity. There are two CMALT Australasia cohorts underway at Auckland University of Technology (13 candidates) and Edith Cowan University (7). Table 2 gives the breakdown of CMALT Australasia candidates since 2011.

Table 2: CMALT Australasia Registrations & Completions

Registration Type	2015 - 2016	Total
Registered since 2011	28	38
Submitted	8	14
Passed*	4	11

*Candidates who do not pass first time are 'referred' and given the opportunity to re-submit, following extensive feedback on their portfolios.

Several informational webinar sessions were conducted in 2016 through the *ASCILITE Live!* Webinar series in order to better explain the scheme to current and prospective candidates.

A priority in 2017 will be to use targeted support to increase the core number of CMALT Australasia holders by maximising completions, especially amongst our institutional registrants.

We are working closely with ALT to update our processes and joint information as well as identifying how best to support candidates.   ALT is also working with ASCILITE to integrate CMALT with the BOLT programme at Hong Kong Polytechnic. This initiative has the potential to realise high numbers of CMALT registrations and new ASCILITE members.

COMMUNITY MENTORING PROGRAM

Sue Gregory (ASCILITE Vice President) is the ASCILITE Executive who leads the Community Mentoring Program (CMP).

In 2016, the ASCILITE CMP once again offered ASCILITE members "one on one" and "two to many" mentoring options and as a result, nine mentoring partnerships involving nine mentees and nine mentors were established with mentors and mentees from New Zealand and Australia (Table 3). One online synchronous webinar session was held in 2016 for all program participants. A symposium will be held during the 2016 ASCILITE conference at which mentees and mentors will share their projects in a panel discussion about the program.

The program owes its success to the outstanding and ongoing contributions of many ASCILITE volunteer mentors who willingly and generously offer support to their peers. As with previous years, in 2016 discounts for the annual conference registration have been afforded to both mentors (25%) and mentees (50%).

Table 3: 2016 Community Mentoring Program

Mentor	Mentee	Focus
Elaine Huber, University of Technology Sydney	Jo Lines, Edith Cowan University	Develop a CMALT portfolio by formulating a contextual statement, describing, reflecting and providing evidence for operational issues, teaching learning and/or assessment processes, the wider context and communicating and working with others.
Fiona Thurn, University of Western Sydney	Logan Balavijendran, La Trobe University	Explore and develop best practices to facilitate student group presentations in a fully online environment by researching tools/approaches that others have used, implement approaches in subject and gather reflections/data from experience.
Philip Wheeler, University of the Sunshine Coast	Jacquie Delord, Navitas Professional Institute	Increase technical competence and confidence with eLearning software/platforms; develop programming skills related to interactive web spaces; and share ideas and give feedback on each other's projects by learning how to embed SCORM packages in Moodle.

Mentor	Mentee	Focus
Rob Phillips, Murdoch University	Melissa Roughley, International College of Management Sydney (ICMS)	Redesign one subject with the application of flipping the classroom and use a blended approach through education technologies by focusing on one subject, analysing the current issues with the subject, increasing student engagement, redesign the pedagogy and assessment methods and research literature for support means.
Frances Di Lauro, University of Sydney	Miriam Tanti, Australian Catholic University	Establish a greater research track record by publishing an article in a high quality journal on technology in education; submit and abstract to present research at a conference and develop a book proposal.
Helen Farley, University of Southern Queensland	Lisa Jacka, Southern Cross University	Devise a plan to publish articles in high-ranking journals from Lisa's PhD thesis and for Mentor/Mentee to co-write an article for publication or a paper for the 2016 ASCILITE conference and to create a plan to apply for research funding.
Michael Sankey, University of Southern Queensland	Rachel Whitsed, Charles Sturt University	Strengthen Rachel's scholarship in teaching agenda and identify new areas to research, in particular focus on progressing the SkillBox project. A scholarship in teaching plan was to be established and an exploration of the potential to broaden the SkillBox project.
Petrea Redmond, University of Southern Queensland	Lisa Bugden, University of New England	Work together to learn and develop the process of wiring a research paper for publication and build networking opportunities between the two universities. Submit a publication to an academic journal.
Mark Nichols, Open University (UK)	Nicky Meuleman, The Open Polytechnic of New Zealand	Research the experiences of a new educational designer, and customised professional development by reflecting on work encounters and professional development opportunities.

WEBINARS

Alan Soong, together with **Mark Northover** and **Julie Willems** (ASCILITE Executives) organised and facilitated our *ASCILITE Live!* webinar series throughout 2016. As of 20 October 2016, we had 87 participants attend 7 webinars compared to 132 participants (6 webinars) in 2015 and 101 participants (5 webinars) in 2014. Dénes Zarka, instructional designer, Director of the Centre for Learning Innovation and Adult Learning (OIFK), Budapest University of Technology and Economics, presented a webinar on "*Perspectives of the European Learning Designer*" on 26 October 2016. This webinar was the first collaborative activity to arise from the Memorandum of Understanding between EDEN (European Distance & e-Learning Network) and ASCILITE that was signed in June 2016. ASCILITE webinar videos are available on the ASCILITE website and YouTube channel.

In 2016, an online resource; Webinar Guidelines for Presenters was developed by members of the ASCILITE Executive. This informative resource is essential reading for ASCILITE webinar facilitators and others facilitating educational webinars. Thank you to Blackboard for its generous sponsorship of a complimentary Blackboard Collaborate account, which ASCILITE uses to conduct its high quality webinars.

Table 4: 2016 ASCILITE live! Webinars

2016 Webinar Topic	Presenter(s)	Attendees
Community Mentoring Program Information Session, 12 February 2016	Assoc Prof Sue Gregory, University of New England	8
Digital learning without connectivity: How one project is taking higher education to incarcerated students, 21 March 2016	Assoc Prof Helen Farley, University of Southern Queensland.	19
Introducing the ASCILITE Learning Design SIG, 29 March 2016	Assoc Prof Eva Dobozy, Curtin University & Leanne Cameron, Australian Catholic University	24
Harnessing the power of immediate feedback, 12 May 2016	Brent Gregory, University of New England	4
Improving student learning outcomes, 24 May 2016	Ms Naomi McGrath and Dr Leopold Bayerlein, University of New England	11
CMALT Australasia accreditation, 10 June 2016	Stephen Bright, Waikato University	13
Writing Effective Research Funding Applications, 29 June 2016	Assoc Prof Helen Farley, University of Southern Queensland.	8
Total participants as of October 2016		**87**

ASCILITE AWARDS

Sue Gregory (ASCILITE Vice President) is the ASCILITE Executive who heads the ASCILITE Awards program. She is assisted in this role by two other Executives; **Dominique Parrish** (ASCILITE President) and **Allan Christie** (ASCILITE Treasurer). ASCILITE offers three different awards; the Innovation Award, Fellow Award and the prestigious ASCILITE Life Member award.

LIFE MEMBER AWARD

The ASCILITE Life Member award may or may not be awarded in any given year as it is the Society's most esteemed award category. The Life Member award recognises an ASCILITE member who is making a sustained and significant contribution to the core activities and key directions of ASCILITE and who is demonstrating leadership and playing an integral role in the implementation of ASCILITE activities and strategic objectives; and who also assumes a significant role in ASCILITE governance such as serving on the ASCILITE Executive, AJET Editorial Board or Conference Committee.

In 2015, ASCILITE proudly awarded the ASCILITE Life Membership to **Dr Caroline Steel** for her sustained contribution to ASCILITE over many years, particularly in her roles on the ASCILITE Executive firstly as a committee member from December 2005 to 2008, then as Vice President from 2008 to 2011 and finally as President from late 2011 to 2015. During her time on the Executive she initiated a range of new activities such as the biannual member survey; the webinar series and Special Interest Groups. She was on the organising committee of the annual ASCILITE conference in 2004 in Perth (UWA) and was a co-host and program chair for ASCILITE 2010 in Sydney, while also fulfilling her duties as ASCILITE Vice President.

Figure 2: Allan Christie presenting the 2015 Life Member Award to Dr Caroline Steel (UQ)

INNOVATION AND EXCELLENCE AWARD

In 2015, three applicants received ASCILITE Innovation Awards:

- University of Southern Queensland for "Making the connection: Improving Access to Higher Education for Low Socio-Economic Status Students with ICT Limitations" – Helen Farley (lead), Sharron Dove, Stephen Seymour, Chris Lee, John MacDonald, Anita Ryle, Susan Hopkins, Jared Wright, Kyle Murphy, Jacinta Cox, Louise Patching, Tracey Eastmen
- University of New England, UNE Business School for "Instant Feedback Accounting Practice Set" – Brent Gregory
- University of New England, UNE Business School for "Balancing Life – A Virtual Internship for Accounting Education" – Leo Bayerlein and Naomi McGrath.

Figure 3: Allan Christie presenting the 2015 Innovation Award to Associate Professor Helen Farley (USQ)

FELLOW AWARD

No ASCILITE Fellow award was awarded in 2015. In early 2016, the ASCILITE Executive revised the Fellow Award criteria to make it more meaningful to the Society and its members. It now includes retrospective and future oriented components. The award recognises the outstanding contributions of individual ASCILITE members in the exemplary use of, and/or research into, technologies for teaching and learning in tertiary education. An ASCILITE Fellow must perform a mutually agreed set of "ASCILITE champion" activities in the year of his or her fellowship. At the end of that year, upon completion of the agreed activities, the Fellow is given a complimentary one-year membership and offered a discounted conference registration. This new format was included in the 2016 Call for Award Nominations.

SPECIAL INTEREST GROUPS

The ASCILITE Special Interest Group (SIG) initiative was established in 2014 with the Transforming Assessment (TA) SIG and the Learning Analytics (LA) SIG. In 2016 two additional SIGs were established: a Learning Design (LD) SIG and a Mobile Learning (ML) SIG. As a result, ASCILITE now has four active SIGs. The aim of the SIG initiative is to give ASCILITE members the opportunity to lead and generate community activities in the field of their SIG. While ASCILITE SIGs are open to members and non-members, SIG leaders must be members of ASCILITE. ASCILITE supports SIGs by providing each one with a website presence maintained by the ASCILITE Secretariat and an annual SIG budget to support their various activities. The activities of each SIG and their plans for 2017 are presented below.

TRANSFORMING ASSESSMENT SIG

The Transforming Assessment SIG is led by **Dr Mathew Hillier**, Monash University and Professor **Geoffrey Crisp**, University of New South Wales. 2016 saw the continued success of the SIG's Transforming Assessment webinar series with 12 sessions conducted, including joint sessions with the Higher Education Academy UK and the Assessment in Higher Education conference. At the time of writing there had been 780 registrations for the sessions run to date in 2016, up from 628 for the full 2015 year. Membership of the SIG has seen a net increase to 2,350 people from 72 countries and 730 separate organisations.

In 2016, the SIG leaders, Prof Crisp and Dr Hillier collaborated with colleagues in Spain to produce a Special Issue on *e-Assessment in the International Journal of Educational Technology in Higher Education*.

Also in 2016, the 'TA Local' programme was initiated by Monash University introducing a Continuing Education Excellence Development (CEED) module for academic staff linked to the webinar series. This represents the first embedding of the webinar series as a formal on-record part of an academic professional development program within an Australian institution. The CEED module is open for a calendar year and has pre-session and post-session planning and reflective activities linked to each participant's choice of webinars. The first edition of the module attracted 39 Monash staff participants.

LEARNING ANALYTICS SIG

The Learning Analytics (LA) SIG is led by **Simon Welsh,** Charles Sturt University. In 2015, the LA SIG launched its *Awards for Excellence in Learning Analytics* with the aim of creating an online library

of case studies in the use of LA across Australasia. In 2015 the award was given to the following recipients:

- Excellence in Learning Analytics Winner: Roberto Martinez-Maldonado for "*Learning Analytics & Interactive Surfaces*", University of Sydney
- Excellence in Learning Analytics Finalist: Danny Liu for "A Personalized & Cross-Institutional Approach to Connect Students with Staff through Customizable Analytics", University of Sydney
- Excellence in Learning Analytics Finalist: Damien Clark for "EASICONNECT", CQ University

Following the success of the inaugural program, the Awards will re-run in 2016, further expanding the range of case studies available through the online LA library and at the ASCILITE Conference.

Figure 4: Grace Lynch (LA-SIG) presenting the 2015 Excellence in Award Analytics to the winner, Roberto Martinez Maldonado (University of Sydney)

For much of 2016, the LA SIG focussed on establishing an Open Analytics Community (OAC). The aim of this community was to support the Australasia-wide collaborative development and adoption of scalable open source LA tools that are directly meaningful and useful for educators and learners. In particular, the OAC will seek to support members to work through and share the challenges of implementing open source LA tools within their institutions. The OAC will be led by **Dr Danny Liu** from the University of Sydney. Danny has been busy laying the groundwork for the OAC by connecting with existing open source analytics projects and refining the concept with key players in the field. The OAC will be a key focus of the SIG in 2017.

LEARNING DESIGN SIG

The Learning Design SIG was established in February 2016 by **Dr Eva Dobozy** (Curtin University, Perth) and **Leanne Cameron** (Australian Catholic University, Sydney), after significant interest was shown at the Learning Design Symposium held at the 2015 ASCILITE conference.

There is considerable interest in the field of Learning Design internationally and nationally. Through its community-building events, the LD-SIG is able to serve as a touch point for Learning Design researchers and practitioners, providing valuable guidance and networking opportunities. The SIG encourages the formation of strong partnerships and the development of interdisciplinary collaborative projects and enables the advancement of best practice research in Learning Design. Moreover, the LD-SIG provides opportunities to mentor graduate students and early career researchers.

In 2016, the LD-SIG grew quickly and now comprises over 135 members involved in Learning Design projects in Australia and internationally. In its first year the LD-SIG made significant progress through the following activities:

•   Established the LD-SIG website.
•   Participated in an international Learning Design seminar based in Greenwich, UK which included a wide range of Learning Design researchers from around the globe.
•   Conducted an *ASCILITE Live!* webinar in late March, 2016 which attracted much attention, including renowned international scholars and students.
•   Planned a full-day ASCILITE 2016 pre-conference workshop entitled "*Design, Develop, Implement: A Team-Based Approach to Learning Design*".
•   Organised an ASCILITE 2016 conference symposium entitled "*Learning Design Research in Action*".
•   Successfully submitted a bid for a 2017 Special Issue of AJET entitled "*Learning Design Research: Mapping the Terrain*".

MOBILE LEARNING SIG

The ASCILITE Mobile Learning SIG is led by **Dr Thom Cochrane** (Auckland University of Technology) and **Vickel Narayan** (Auckland University of Technology). The ML-SIG was established in March 2016 as a result of strong evidence of the need for a mobile learning SIG with a focus on enabling new pedagogies, student-generated content, and Design-Based Research into mobile AR and VR. The 2016 global phenomena around Pokemon Go (mobile AR) and the global emergence of mobile VR as a next generation immersive technology provides a rich justification for the exploration of these key themes and their relevance to higher education. The ASCILITE ML-SIG provides an opportunity for ASCILITE members to address the seeming lack of evidence of the hype and

promise surrounding mobile learning as it matures from the fringe to the mainstream of higher education practice and research, and provide a research informed response to the critique of "What killed the mobile learning dream?" (Traxler, 2016).

The activities of the SIG during 2016 included:

- Established an [ML-SIG Blog](#) with a portfolio of member research profiles
- Established a SIG G+ Community
- Setup a SIG Twitter Hashtag #ASCILITEmlsig
- Conducted two SIG webinars
- Successfully submitted a bid for a 2017 Special Issue of AJET with SIG members as the guest editors (Thomas Cochrane, Helen Farley, and Matthew Kearney).
- Two SIG committee members received CMALT accreditation (July 2016)
- Conducted the first SIG member meetup at MLearn Conference in Sydney
- Submitted a symposium for ASCILITE 2016.
- Submitted member papers to MLearn and the MINA Conference

In 2017 the focus of the ML SIG will be continuing to build the SIG community and extend the depth of mobile learning research through the publication of the AJET special issue on mobile learning in September 2017. The SIG aims to hold quarterly webinars, share resources and research via the SIG Blog and G+ Community, and support members applying for CMALT accreditation. The SIG will encourage members to submit relevant research papers to the 2017 MLearn and ASCILITE Conferences, and host a Symposium and mobile VR Workshop at ASCILITE 2017. The SIG also aims to support the design and implementation of a mobile learning cMOOC in 2017, similar to the 2015-2016 MOSOMELT cMOOC (Cochrane & Narayan, 2016), but with wider design and facilitation from the ML SIG and international community.

REGIONAL EVENTS & PARTNERSHIPS

Allan Christie (ASCILITE Executive) and **Dominique Parrish** (ASCILITE President) are responsible for Regional Events and Partnerships. ASCILITE sponsors and/or endorses events and activities that promote research, trends and uses of educational technologies in tertiary education. Sponsored regional events also ensure reciprocity for ASCILITE such as in the areas of potential membership recruitment, added member benefits or income generation.

On 17 June 2016, ASCILITE and [EDEN](#) (European Distance & e-Learning Network) signed a Memorandum of Understanding with the objective of engaging in international activities and initiatives of mutual benefit such as promoting each other's undertakings and supporting each other in facilitating the enhancement of evidence-based research and practice in the use of

educational technologies. EDEN has more than 200 institutional members and over 1200 members in its Network of Academics and Professionals (NAP) across the EU. The organisation assists a wide range of institutions, networks and individuals to become involved in professional information and networking activities through the organisation of acknowledged European conferences, publications and information services. It also takes an active role in a wide range of important EU projects.

The agreement between ASCILITE and EDEN allows both organisations to:

- Post information of interest to each other's websites
- Disseminate information about each other's activities
- Collaborate on advisory boards and judging panels
- Recruit researchers to contribute to EDEN's annual Research Workshop
- Support the development of each other's network of members; and
- Exchange best practices.

ASCILITE looks forward to developing a long and mutually beneficial relationship with EDEN in line with ASCILITE's 2016 – 2019 Strategic Plan, which includes strategic objectives to forge new international partnerships.

As it did in 2015, ASCILITE again entered into an agreement for cross event promotion and endorsement with Blended Learning 2016 (BL2016). This relationship sees ASCILITE as an event partner and our logo is prominently displayed on all BL2016 promotional material and websites.

ASCILITE continues to maintain a longstanding agreement with the Association for Learning Technologies (UK), particularly in the area of CMALT Australasia accreditation, which ASCILITE operates under license from ALT.

AJET

The Australasian Journal of Educational Technology (AJET) is led by a small team of dedicated Lead Editors supported by a team of Associate Editors, an AJET Management Committee and an Editorial Board. The Lead Editor team comprises Associate Professors **Michael Henderson** (Monash University, Australia), **Eva Heinrich** (Massey University, New Zealand) and **Dr Chwee Beng Lee** (University of Western Sydney, Australia). AJET currently has 3637 registered readers, compared to 2928 in 2015. As of the beginning of October there have already been over 100,000 views of abstracts and 95,000 views of full articles for the year (the recent update of back issues might have influenced these numbers). AJET is clearly an in-demand source of information for our members and the field more broadly.

EDITORIAL TEAM

One of the benefits of having a strong team of Lead and Associate Editors is having some editors transition out of their roles and having new editors transition in, these adjustments can be managed with minimal disruption to the work of the journal. 2016 has seen some major changes in the team. Eva replaced Sue Bennett as Lead Editor at the start of 2016 and Chwee Beng took over from Barney Dalgarno in the middle of the year.

A huge thanks goes to the outgoing lead editors Sue and Barney as well as to the current team of Michael, Eva and Chwee Beng for their enormous contributions to the operation of the journal. Besides dealing with the day-to-day functions, the lead editors invest considerable time and energy into strengthening the quality, processes and activities of the journal. It is important to also formally thank the Associate Editors for their high quality editorial work that has in turn contributed toward our excellent and highly regarded ASCILITE journal (AJET):

- Associate Professor Shirley Agostinho, University of Wollongong, Australia
- Dr Thomas Cochrane, Auckland University of Technology, New Zealand
- Associate Professor Helen Farley, Australian Digital Futures Institute, University of Southern Queensland, Australia
- Dr Paul Andrew Gruba, University of Melbourne, Australia
- Dr Chwee Beng Lee, University of Western Sydney, Australia
- Dr Jason M Lodge, University of Melbourne, Australia
- Dr Lina Markauskaite, The University of Sydney, Australia
- Dr Stephen Marshall, Victoria University of Wellington, New Zealand
- Dr Petrea Redmond, University of Southern Queensland, Australia

AJET also welcomes Dr Thomas Cochrane, Dr Paul Andrew Gruba, and Dr Jason M Lodge who joined the team in 2016 (Dr Chwee Beng Lee transitioned into the lead editor role). The editors would also like to thank the AJET copyeditors Antonina Petrolito and Kayleen Wood who have worked closely with the Lead Editors to ensure a high standard of final proofs is maintained.

While too many to name individually, heartfelt thanks also goes to our international team of reviewers who perform an invaluable service to the journal.

The AJET management committee, consisting of Associate Professor Dominique Parrish (ASCILITE President), Allan Christie (ASCILITE Treasurer) and the three Lead Editors, meet regularly. Associate Professor Michael Henderson also represents the AJET Editorial team on the ASCILITE Executive.

The AJET Editorial Board includes international Educational Technology researchers and leaders who have provided the ASCILITE journal with valuable guidance and support over the last year:

- Sue Bennett, University of Wollongong, Australia
- Chen Chwen Jen, Universiti Malaysia Sarawak, Malaysia
- Grainne Conole, University of Leicester, United Kingdom
- Laura Czerniewicz, University of Cape Town, South Africa
- Barney Dalgarno, Charles Sturt University
- Robert Fitzgerald, University of Canberra, Australia
- Cathy Gunn, University of Auckland, New Zealand
- John Hedberg, Macquarie University, Australia
- Jan Herrington, Murdoch University, Australia
- Gregor Kennedy, Melbourne University, Australia
- Paul Kirschner, Open University of the Netherlands
- Allison Littlejohn, Open University, United Kingdom
- Lori Lockyer, Macquarie University, Australia
- Martin Oliver, University of London, United Kingdom
- Thomas Reeves, University of Georgia, USA
- Neil Selwyn, Monash University, Australia
- Gail Wilson, Southern Cross University, Australia
- Allan H.K. Yuen, The University of Hong Kong, Hong Kong

SPECIAL ISSUES

The 2016 special issue, '*Brain, mind and education: Understanding learning in digital environments*', edited by Jason Lodge (University of Melbourne), Gregor Kennedy (University of Melbourne) and Lori Lockyer (Macquarie University) will be published in late 2016.

Following a call for Expressions of Interest for editorial team(s) for 2017 special issues of AJET, several strong submissions were received. After rigorous review by the AJET Management Committee three submissions were selected. The first focuses on '*Future Directions In TPCK/TPACK Research and Development*' and is edited by the team of Judith B. Harris (College of William & Mary), Michael Phillips (Monash University), Matthew J. Koehler (Michigan State University) and Joshua M. Rosenberg (Michigan State University). The second special issue is provisionally titled '*Augmenting learner-generated contexts via mobile augmented reality and mobile virtual reality*' and features the editorial team of Thomas Cochrane (Auckland University of Technology),

Matthew Kearney (University of Technology Sydney) and Helen Farley (University of Southern Queensland). The third special issue is provisionally titled '*Learning design research: Mapping the terrain*' and is to be edited by Eva Dobozy (Curtin University) and Leanne Cameron (Australian Catholic University). The call for papers for the special issues is posted on the AJET website and publication of the special issues is planned across 2017 and into early 2018.

AJET SUBMISSION AND REVIEW STATISTICS

Submissions for 2016 have tracked well and should surpass the 2014/15 numbers. At the same time a slightly larger percentage of submissions has been deemed of sufficient quality to be passed on for full peer review. Especially for 2016 (and to a degree for 2015 as some review decisions are still outstanding) the numbers presented in Table 5 can be seen as indicative only and will have to be reviewed once more data are available.

Table 5: AJET submission and review statistics based on submissions per year

AJET Submission and Review Activities	2014	2015	2016
Total submissions	434	416	338
Declined at editorial screening (& of total submissions)	334 (77%)	279 (67%)	193 (64%) *
Peer reviewed (% of total submissions)	100 (23%)	137 (33%)	110 (36%) *
Declined at peer review (% of peer reviewed)	56 (56%)	66 (57%) *	39 **
Accepted (% of peer reviewed)	44 (44%)	49 (43%) *	12 **
Declined (either at editorial screening or following peer review % of total submissions)	390 (90%)	357 (86%) *	**
Accepted (% of total submissions)	44 (10%)	59 (14%) *	**
Under review or in editing early Oct 2016	0	22	95

* Calculation of percentages adjusted for outstanding review decisions
** Too early to provide figures or percentages

AJET BIBLIOMETRICS

In order to provide a complete annual picture, bibliometrics for 2015 have been provided and are

compared to the 2014 figures (Table 6). The data for 2016 are not yet available but will be reported in early 2017. While the journal has held its place with the education and educational technology categories, it is pleasing to see the improvement in the impact factor. The views to date are strong and together with the number of yearly views reported earlier underline the position of AJET within the field.

Table 6: AJET Bibliometrics based on calendar year

AJET Bibliometrics	2014	2015
JCR 5 year Impact Factor	1.006	1.171
JCR journal ranking in Education category based on 5 year Impact Factor	131/224	135/231
Google Scholar h5 index	33	31
Google Scholar h5 ranking within Educational Technology category	8/20	9/20
Views to date (early Oct 2016) of articles published during given year	84,718	29,045
Views to date (early Oct 2016) of abstracts published during given year	66,364	27,556

2015 CONFERENCE

The highly successful 2015 conference was hosted by Curtin University in Perth and led by **Karen Clarke, Torsten Reiners, Brian von Konsky, Vanessa Chang, David Gibson** and **Tammie Burke**.

The theme of the conference was "*Globally connected, digitally enabled*". The conference, which ran from 30 November to 2 December, was attended by over 270 delegates attending from 11 countries and 77 different universities.   Conference proceedings were made available to all delegates on a USB stick distributed in the conference satchels.

The countries represented at the conference and their delegate numbers were:

Australia 217	Malaysia 1
Canada 1	New Zealand 27
Denmark 4	Singapore 5
Fiji 5	Thailand 1

Finland 2	United Kingdom 4
Japan 1	United States 2

Figure 5: Allan Christie presents the 2015 Innovation Award to Brent Gregory (UNE)

2015 CONFERENCE AWARDS

- Best Full Paper: Deborah West, Henk Huijser, David Heath, Alf Lizzio, Danny Toohey, Carol Miles for "*Higher Education Teachers' Experiences with Learning Analytics in Relation to Student Retention Analytics and Visualisation*".
- Best Concise Paper: Michael A Cowling, James Birt for "*Teaching Theoretical Complex Multi-Step Problems in ICT Networking through 3D Printing and Augmented Reality*"
- Best Poster: Aaron Matthews, Rachna Aggarwal, Siew Leng Lim for "Digitise Your Dreams the Indigenous Way".

2016 CONFERENCE

CONFERENCE ORGANISING COMMITTEE

The ASCILITE 2016 conference is being hosted by University of South Australia with an organising committee led by **Dr Sandra Barker,** with members **Prof Shane Dawson, Dr Cassandra Colvin, Dr Stuart Dinmore, Tracey Johnson, Stuart Deer, Michelle Davy, Diana Quinn and Simon Smith**, and ASCILITE Executive member **Allan Christie.** Outstanding organisational support has been provided by ASCILITE President **Dominique Parrish** and ASCILITE Secretariat **Andre Colbert.** In addition, the

conference organising committee have had excellent support onn the Program sub-committee from **Prof Abelardo Pardo** (University of Sydney).

PAPER SUBMISSIONS

163 papers were submitted for review in the 2016 conference with a combined total of 116 full and concise papers, and 9 Sharing Practice sessions accepted. 147 presentations have been scheduled including posters and workshops. The EasyChair Conference Management System was used for submissions and the review process.   A summary of paper submissions, acceptances and rejections is provided in Table 7.

Table 7: Summary of paper submissions and acceptances

Type	Submitted	Accepted	Rejected
Full	47	33	14
Concise	81	51	30
Poster	26	22	4
Symposium	6	6	0
Innovation	3	3	0
TOTALS	**163**	**115**	**48**

An interesting and scholarly range of papers have been received and are distributed across the conference themes. The variety of presentations should be of great interest to the conference delegates.

SPONSORS

A mix of regular and new sponsors are partnering with us for ASCILITE 2016 (Table 8) with the potential for a further two sponsors pending negotiations that were still underway at the time of printing.

Table 8: 2016 conference sponsors & exhibitors

Sponsor	Type
Echo 360	Silver Sponsor (Barista Lounge)
UniSA	Bronze Sponsor
Instructure	Exhibitor
Desire 2 Learn/ Brightspace	Exhibitor
Blackboard	Exhibitor
Vidversity	Exhibitor
eLearning	Exhibitor
Epigeum	Exhibitor
Talis Australia	Exhibitor

REGISTRATIONS

As of 19 October, registrations for ascilite2016 were 297 with marketing continuing via the ASCILITE bulletin, twitter and other professional networks.

2017 CONFERENCE

The 2017 ASCILITE conference will be hosted by the University of Southern Queensland and ASCILITE is excited to be holding the conference in the beautiful garden city of Toowoomba, only 130km west of Brisbane with direct flights from Melbourne and Sydney.

This exciting event will coincide with USQ's 50/25 celebrations in which USQ celebrates 50 years as an educational institution and 25 years as a university.

The USQ organising committee are planning to make the conference memorable, showcasing the very best of what the university and the region has to offer.

MEMBERSHIP TRENDS

INDIVIDUAL MEMBERSHIP

As of 24 October 2016, ASCILITE had 567 members in total, which is a slight increase over the total of 559 members for the same time in 2015 (Table 9). As with previous years, student numbers remain low.

Table 9: Members by Category

MEMBERS BY CATEGORY	2010	2011	2012	2013	2014	2015	2016
Individuals	386	383	397	335	309	301	246
Institutional Memberships	50	68	90	173	244	221	286
Students	13	11	17	25	14	19	17
Life Members	8	9	10	10	10	11	11
Fellows	4	5	6	7	7	4	4
Affiliates	13	3	3	4	4	3	3
Total Members	**474**	**479**	**523**	**554**	**588**	**559**	**567**

INSTITUTIONAL MEMBERSHIPS

In 2016, ASCILITE had 21 institutional members, which is an increase over the 17 in 2014 and 18 in 2015. Two new institutions joined ASCILITE in 2016; Lincoln University and Auckland University of Technology.

In 2016, the number of individual memberships under the institutional membership scheme rose to 286, a significant increase over the 221 individuals covered by the scheme in 2015 and the 244 individuals in 2014 (Table 10).

The shift from individual memberships to institutional membership, which was first discernible in 2013 continued in 2016 with all institutions renewing their membership.

Table 10: Institutional Memberships

INSTITUTION	2013	2014	2015	2016
Manukau Institute of Technology		10	12	11
Charles Darwin University	10	10	10	10
University of Southern Queensland	11	20	20	10
Massey University	21	19	18	17
Queensland University of Technology	10	10	9	9
University of Wollongong (SMAH / FSS)	20 / 10	20 / 10	20 / 10	62
Deakin University		10	7	10
Open Polytechnic of New Zealand		10	6	10
UTS Insearch		10	10	10
Monash University		9	4	17
Curtin University		10	20	18
University of New England		20	20	20
Otago Polytechnic (NZ)		28	9	7
University of Notre Dame		10	10	10
La Trobe University		10	9	9
Southern Cross University			7	10
University of the South Pacific			10	10
University of Western Australia			10	10
Macquarie University	19	20		8
Lincoln University (New)				10
Auckland University of Technology (New)				8

INSTITUTION	2013	2014	2015	2016
Australian National University	52			
Open Universities Australia	10	8		
Universiti Sains Malaysia	10			
TOTALS	**173**	**244**	**221**	**286**

MEMBERSHIP BY COUNTRY

Membership by country (Table 11) shows relative stability across Australia, New Zealand and other countries although outside of Australia and New Zealand, membership numbers remain low. Fiji numbers comprise a single institutional membership.

Table 11: Members by Country

MEMBERS BY COUNTRY	2013	2014	2015	2016
Australia	418	427	426	434
New Zealand	101	117	102	102
Fiji	0	0	10	10
Singapore	6	6	7	5
UK/Ireland	6	9	5	8
Japan	2	2	3	1
Canada	5	6	2	2
Hong Kong	1	4	2	2
Europe	7	9	2	0
Other	8	8	2	3
Total Members	**554**	**588**	**559**	**567**

FINANCIAL POSITION

ASCILITE continues to maintain fiscal year reports (July to June) that are reconciled each year by the Society's chartered accountants. These reports are made available to members at the AGM each year. In addition to the fiscal year reports, the Executive prepares and maintains a calendar year budget that is also presented to members at the AGM for their approval. This budget indicates the anticipated income and expenditure for the calendar year ahead. The ASCILITE Treasurer has a constitutional obligation to provide both fiscal year reports and a calendar year budget to members.

In the fiscal year report 1 July 2015 to 30 June 2016, ASCILITE ended with a profit of $60,533 on an income of $137,936, while in the previous year ASCILITE made a profit of $46,460 on an income of $132,483. The increase in income across the two financial periods of $5,453 is attributable to a healthy 2015 Conference surplus which totalled $86,946. The 2015 conference committee is to be congratulated for its efforts in achieving this significant surplus for the Society.

Secretariat costs and Executive meeting costs were the two highest categories of expenditure. As noted in previous reports the Secretariat provides vital operational support, with a slight increase of $4,331 in costs this financial year over the previous one. Although Executive meeting costs are similar in amount to previous years, it remains the second highest category of expenditure.

There was a decrease in AJET Journal related expenses this financial year to $8,866 from a high of $18,527 in the previous year due to one-time archiving costs of $4,294 incurred last year that were not applicable this year and to a significant decrease in copy editing fees from $12,105 in the previous year to $7,370 this year.

ASCILITE's total net assets at 30 June 2016 were $393,206 up from $332,673 the financial year ending 30 June 2015. In order to better leverage these cash assets, in August 2016, the ASCILITE Executive decided to transfer $200,000 from low interest bearing deposits to high yield term deposits. The additional interest earned from this decision will be visible in next year's financial statements.

ASCILITE's credit card debt use remains low and any credit card expenses are automatically paid out at the end of each month.

The financial statements and 2017 budget will be presented to the membership at the AGM for approval.

SECRETARIAT ACTIVITIES

The work of the ASCILITE Secretariat is overseen by the Executive Officer (**Sue Gregory**) and the current Secretariat, **Andre Colbert**, has held the position of Secretariat since May 2012. Andre has been instrumental in working behind the scenes to manage ASCILITE's expanding IT infrastructure that includes the ASCILITE website, the AJET website (technical support), conference websites, four SIG sub-sites, webinar and bulletin archives and regular updates across ASCILITE's social media platforms and website, particularly "what's happening" and "latest news".

In 2016, Andre continued to undertake the following activities which define the Secretariat's role:

• Increase the Society's social media presence on Facebook, Twitter, Linkedin and Youtube

• Further develop a consistent conference website template system for use by conference hosts

• Liaise with institutional member contacts to ensure that their member lists are kept up to date

• Manage ASCILITE's online payment system, process membership payments in MYOB and the membership database

• Manage and reconcile the ASCILITE accounts in MYOB and submit quarterly BAS statements to the ATO and monthly financial reports to the Treasurer

• Liaise with the ASCILITE accountant to prepare fiscal year financial reports

• Manage the ASCILITE calendar year budget through monthly updates of ASCILITE's Profit & Loss statements.

• Organise agendas, supporting documentation and meetings for the Senior Executive and full Executive, including the preparation of meeting minutes and meeting notes

• Maintain Executive Action Lists for each quarter to support the implementation of strategic and operational plans.

• Support each Executive in their respective portfolio activities where required

• Produce and disseminate ASCILITE fortnightly bulletins and special announcements

• Manage Constitutional requirements in relation to the Annual General Meeting

• Organise and manage Executive Committee elections and act as the Returning Officer

• Work collaboratively with the AJET editorial team in responding to author and reviewer enquiries in relation to technical issues.