

2018 ASCILITE PRESIDENT'S REPORT

EXECUTIVE SUMMARY

It has been another very productive and successful year for ASCILITE with many of our member benefits and services being utilised. I would like to thank the ASCILITE Executive for their efforts leading and implementing our member benefits and services and for the support they have given me as President this year. I would like to acknowledge the efforts of the ASCILITE 2017 Conference Organizing Committee and I am very pleased to report that the ASCILITE 2017 conference in Toowoomba resulted in a surplus of \$57,775. The 2017 Conference Organising Committee was led by Professor Helen Partridge and included Kathy Carey, Dr Kate Davis, A/Prof Helen Farley, Hazel Jones, Dr Megan Kek, A/Prof Warren Midgley, Carmel O'Sullivan, A/Prof Petrea Redmond, Adrian Stagg, Dr Eliza Whiteside, Leonie Sherwin, Prof Shelley Kinash, Dr Jasmine Thomas and Madelaine-Marie Judd. 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 in leading and advocating for excellence in the use of digital technologies in tertiary learning and teaching.

In the report that follows, I hope you will get a sense of our achievements over the past year. The ASCILITE Executive have led and engaged in numerous initiatives and activities intended to realise the vision, mission and goals of the ASCILITE Strategic Plan 2018-2021. These initiatives and activities seek to envisage and address the progress and anticipated future of digital technologies in tertiary learning and teaching. Through our aspirational endeavours we hope to contribute to the progression of pedagogical practice in the use of educational technologies.

Our ASCILITE member benefits and services continue to perform, particularly through our 7 SIG communities, 8 Webinars facilitated across the year, our 13 Community Mentoring Program partnerships and 1 Community Mentoring team, our Spring into Excellence Research School, TELAS initiative and Social Media activities. Our established annual conference and journal (AJET) are enduring and preminent – offering outstanding opportunities to share evidence-based practice and research in the sustainable use of educational technologies. The Awards continue to attract strong member participation and we connect locally and globally through CMALT and our regional events and partnerships.

Professor Dominique Parrish, ASCILITE President

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STRATEGIC PLAN 2018 – 2021

In 2018, the ASCILITE Executive undertook a review and refresh of the 2016 – 2019 Strategic Plan. The vision, mission and strategic intent of the previous strategic plan continues to reflect the needs and directions of the society. Minor amendments have been made to reflect member feedback as well as sectoral progress and transformation. The revised plan has been posited to guide activities 2018 – 2021, with the intention of more frequent light touch annual reviews to ensure the relevance of the plan moving forward.

ASCILITE's strategic goals for 2018 – 2021 continue to be underpinned by, and committed to, fostering a strong and engaged community that ensures the sustainability of ASCILITE. We seek to progress pedagogical innovation, evidence-based practice and research in the sustainable use of educational technologies through strategic, international partnerships and on-going communication with our membership and wider community globally.

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 both in Australasia and internationally to deliver digital excellence in tertiary learning and teaching and give effect to ASCILITE's strategic goals and values.

ASCILITE's vision is stated as follows:

To be Australasia's foremost community, leading and advocating for excellence in the use of digital technologies in tertiary learning and teaching.

ASCILITE's mission is stated as follows:

To promote and recognise exemplary innovation, evidence-based practice and research in the sustainable use of educational technologies to progress pedagogical practice.

The revised strategic plan continues 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.

A complete version of the ASCILITE Strategic Plan 2018 – 2021 is available on the ASCILITE website [here](#).

TECHNOLOGY ENHANCED LEARNING ACCREDITATION SCHEME (TELAS)

The aim of the Technology Enhanced Learning Accreditation Scheme (TELAS) is to develop an online learning accreditation scheme that will enable national and international benchmarking of quality in online learning. The initiative is led by **Dominique Parrish** (ASCILITE President) and **Allan Christie** (ASCILITE Treasurer, 2017-2018) with support from a Strategic Advisory Team consisting of Professor **Shirly Alexander**, Professor **Mark Brown**, Professor **Steven Warburton**, Professor **Ron Oliver** and Professor **Alison Littlejohn**.

It is anticipated that the TELAS will provide a mechanism to guide the development, assessment, accreditation and recognition of quality online learning. The TELAS seeks to realise ASCILITE's mission of promoting and recognising exemplary innovation and evidence-based practice in the sustainable use of educational technologies to progress pedagogical practice. Further, the TELAS strives to accomplish several strategic organisational goals including: enhancing ASCILITE's reputation and promoting ASCILITE's relevance across the sector with senior leaders, particularly in the Australasian region.

The TELAS has to date been implemented across three phases. Phase 1 was conducted in 2017, Phase 2 in the first half of 2018 and Phase 3 in the later half of 2018.

Phase 1 focused on the development of a draft TELAS framework, which would guide the assessment of quality in online learning. The development of this framework was managed through an iterative process that commenced with an extensive literature review to identify evidence about what constitutes quality online learning. This review informed the first iteration of the framework which was further refined through a series of consultation workshops held throughout Australia, New Zealand and Singapore with senior academics including PVCs, DVCs, directors and managers of learning and teaching, educational technology specialists and student leaders. Nine workshops in total were delivered with 58 academics, 6 students and 12 technical and education staff.

Phase 2 focused on the rationalisation of the operational details of the TELAS. A National summit was held on 1 May 2018 and attended by 12 senior institutional stakeholders. Key outcomes of the summit were the establishment of a means of measuring performance, identification of a process for facilitating accreditation and ascertaining how sustainability could be built into the implementation of the TELAS initiative.

Phase 3 focused on key stakeholder consultation workshops, again conducted throughout Australia, New Zealand and Singapore with the participation of a range of practitioner stakeholders different to those who participated in the Round 1 workshops. These one-day workshops were attended by

111 participants in total, representing 32 institutions in Australia, 7 institutions in New Zealand and one institution in Singapore (See Table 1).

WORKSHOP LOCATION	NO. OF PARTICIPANTS
Sydney	11
Wollongong	15
Brisbane	10
Melbourne	17
Wellington	13
Auckland	20
Adelaide	9
Canberra	10
Singapore	6
Total Participants	111

Table 1: 2018 TELAS Workshop participation (Phase 3)

The next phase of implementation will commence in early 2019 and will see the development of the web-portal, beta testing of the online system, development and implementation of the peer reviewer training workshops and finalization of the operational details followed by global dissemination.



2018 TELAS Summit participants (Phase 2)

SPRING INTO EXCELLENCE RESEARCH SCHOOL

The Spring into Excellence Research School was introduced and launched in 2017 as an initiative by the current ASCILITE President **Dominique Parrish**. In 2018 the Spring into Excellence Research School was led by Dominique, **Sue Gregory** (ASCILITE Executive), **Chris Campbell** (ASCILITE Executive), **Julie Williams** (ASCILITE Executive), **Michael Henderson** (Monash University) and **Barney Dalgano** (Charles Sturt University). This year participants were welcomed by Dominique to the Research School being held at Griffith University's Southbank campus. The school ran from 17 – 19 October, 2018 with a total of 27 participants from 13 Australian and New Zealand institutions.

ASCILITE members were initially invited to submit Expressions of Interest in July 2018 to attend the Research School, this resulted in 32 applications. Successful applicants were provided details on how to register in August 2018, As the host and sponsoring institution, Griffith University was offered complimentary places as part of their sponsorship agreement. The 3-day school included catering and two nights' accommodation as part of the modest registration fee. ASCILITE members were offered a discount on their registration fees. There was a further reduction in cost for those who did not require accommodation.



Above: Research School participants and facilitators 17 October 2018

The aim of the ASCILITE Spring into Excellence Research School was to:

- Provide support and guidance to participants in developing and progressing Technology Enhanced Learning (TEL) research initiatives including but not limited to:

- Formulating a relevant and effective TEL research project.
- Collecting appropriate TEL research data.
- Identifying what data is most appropriate for TEL research.
- Assist participants to identify and plan a contemporary TEL research project.
- Enable opportunities for participants to link with like-minded collaborators from other universities and potentially to establish viable cross-institutional research collaborations.
- Guide participants in developing a grant application or research plan for a TEL research project. This would include both projects that have already been conceptualized as well as new projects that have not yet been conceived.

At this year's School, participants undertook activities that:

- Provided the opportunity to commence development of their own research, including research aims, objectives and research questions that they wanted to explore.
- Examined various TEL research methodologies and methods as well as research terminology used across various types of research designs, particularly related to TEL research.
- Showcased a range of approaches for collecting data and methods that could be used in data collection – qualitative, quantitative or mixed methods as well as how data analysis might transpire once data has been collected.
- Afforded participants the opportunity to identify and refine data collection strategies for their own research and consider some of the common research theories used in TEL research.
- Explored opportunities for research funding including potential funding currently available.
- Considered how their personal academic profiles could be enhanced with strategies presented on how to maximise digital reach through ORCID, Academia and ResearchGate.
- Discussed how to disseminate research findings as well as how to successfully submit and publish journal articles.



Above: Group discussions on day one of the Research School

Throughout the Research School, both participants and facilitators had the opportunity to network over lunch, during breaks and at arranged dinners on both evenings. A total of 22 participants completed the Research School evaluations with 100% of participants either agreed or strongly agreed to inform others about the Research School initiative. 95% of participants indicated they intend to share the knowledge they received during the Research School with others and also put that knowledge into practice.

PRESENTERS AND FACILITATORS

- Professor Barney Dalgarno
- Associate Professor Michael Henderson
- Professor Dominique Parrish
- Associate Professor Sue Gregory
- Dr Chris Campbell
- Dr Julie Willems

We would also like to thank Professor **Michael Sankey**, Deputy Director Learning Transformation, Learning Futures for the welcome he provided to participants on the final day of the Research School and Sheila McCarthy, Manager Emerging Technologies, Learning Futures for taking photos on day one of the school.

Details about the 2019 ASCILITE Spring into Excellence Research School to be hosted by the University of New England at its Parramatta campus, will be made available in mid-2019.

SOCIAL MEDIA

Helen Farley, Alan Soong, Allan Christie and **Julie Willems** (ASCILITE Executives) maintain ASCILITE's social media platforms with the assistance of **Andre Colbert** (ASCILITE Secretariat). Throughout 2018, ASCILITE was active on Facebook, Twitter, LinkedIn, Instagram and YouTube. News and events are regularly posted to Facebook and Twitter while LinkedIn is primarily used for professional connections. Video recordings of *ASCILITE Live!* and SIG webinar video recordings are posted to the ASCILITE website and [YouTube channel](#) providing members with an archive of past webinars.

Over the course of the year, the number of 'likes' on ASCILITE's Facebook page increased by 1716% from 25 to 429 in 2017 and by 106% to 455 in 2018. Additionally, the number of followers on Twitter increased by 126% from 777 (2017) to 979 (2018). Likes on Twitter increased by 111% from 94 (2017) to 104 (2018). ASCILITE's LinkedIn account was activated in July 2014 and has consistently grown since that time to 1011 connections in Oct 2018. Further, the ASCILITE fortnightly bulletin continues to serve as a critical means of communication for the Society.

SOCIAL MEDIA PLATFORM	2016 (1 Oct)	2017 (1 Nov)	2018 (12 Oct)
Facebook likes	370	429	455
LinkedIn connections	681	902	1011
Twitter: Following/ Followers/ Tweets/ Likes	386/532/258/75	430/777/351/94	428/979/397/104
YouTube Channel: Videos/ Views/ Subscribers	26/1078/40	38/1718/59	44/2160/69
Instagram: Posts/ Followers/ Following	31/50/16	31/50/16	39/55/19

Table 2: Social media engagement

TELL ALL BLOG

Chris Campbell (ASCILITE Executive) leads ASCILITE's TELall Blog initiative. In 2018, 13 blogs were posted from 16 academics/professional staff located across 12 institutions. Highlights of these blogs include award winners Colin Warren, Erica Southgate and Shamus Smith posting on their award topics. Overall, it has been another successful year with regular interesting and contemporary blog posts. Blog subscribers are automatically notified of any new posts and this is followed by an introduction to each new blog in the fortnightly Bulletin emailed to members. Links to blog posts are also featured on social media via Twitter and Facebook.

AUTHOR	INSTITUTION	POST HEADING
Dominique Parrish	University of Wollongong	ASCILITE 2017 in Review
Chris Campbell	Griffith University	The TELall Blog 2017 in Review
Michael Sankey	Western Sydney University	Cogitations on ePortfolio in the age of LinkedIn
Helen Farley	University of Southern Queensland	What we take for granted
Tracii Ryan	Monash University	Leveraging Technology to Support Effective Assessment Feedback
Wendy Taleo & TELedvisors SIG Community	Charles Darwin University	Focus on Literacies
Mathew Hillier	Monash University	Exams as we know them are out-dated but what should be their replacement?
Linda Corrin, Sakinah Alhadad, Hazel Jones and Cassandra Colvin (LA-SIG)	University of Melbourne, Griffith University and Charles Sturt University	Where is the field of learning analytics heading?
Mark Schier	Swinburne University of Technology	Perception and Learning
Colin Warren	Deakin University	Using the cARdiac ECG Augmented Reality Application
Hazel Jones	Griffith University	ASCILITE Special Interest Groups through the lens of their members
Erica Southgate and Shamus Smith	University of Newcastle	Reflections on sliding down the rabbit hole of inter/transdisciplinary knowledge production in serious game design
Chris Campbell	Griffith University	ASCILITE SIG events at the 2018 Conference

Table 3: 2018 Blog post details

COMMUNITY MENTORING PROGRAM

Helen Farley (ASCILITE Executive) leads the Community Mentoring Program (CMP) and 2018 was a huge year for the program, attracting very high-quality mentors and mentees. In total there were 17 mentees and 18 mentors from 21 universities and other organisations across three countries. Most mentee/mentor teams met weekly or fortnightly and the foci of the team projects has ranged from specific project development to co-writing conference papers, co-writing journal articles and career mentoring. Participants in the scheme are entitled to a discounted registration fee for the ASCILITE2018 conference and as of 15 October, 6 mentors and mentees had taken up the offer. Mentees and mentors will also be delivering a joint presentation at ASCILITE2018.

MENTORS & MENTEES	FOCUS
Mentor: Associate Professor Paul Gruba, Melbourne University Mentee: Sharon Altena, QUT	Identifying a topic and writing up a research proposal to be considered for PhD program. To write a full paper for inclusion in ASCILITE 2018 and to write a paper for AJET.
Mentor: Dr Michael Cowling, CQU Mentee: Anna Gemmell, ACU	Conduct exploration into application robotics, mixed reality and digital competency in a teaching context.
Mentor: Dr Carina Bossu, UTas (now OU UK) Mentee: Dr Tamara Heck, USQ (now Germany)	Conduct literature review and find suitable funding body for an open science project and to identify research partners for the project (industry and/or research). Target outcome is a summary on 'How could Open science awareness and education look like in Australia?' It will give insights in to the current Open Science landscape in Australia and might be relevant for researchers and research educators.
Mentor: Elaine Huber (UTS) Mentee: Courtney Shalavin (UOW)	Submit a paper for ASCILITE 2018. Generate a publication from last year's conference presentation. Investigate data collection and analysis.
Mentor: Associate Professor Pedro Isaias (UQ) Mentee: Wendy Taleo (CDU)	Primary focus on research methodology with the aim of making a submission to ASCILITE2018.
Mentor: Helen Farley (USQ) Mentees: Katie Freund, (ANU), Carole Hunter (CSU) and David Porter (UOW)	This relationship is a continuation of the 2017 CMP mentorship to develop a series of papers around academic development for journal publication.

MENTORS & MENTEES	FOCUS
<p>Mentor: Julie Willems (Monash University)</p> <p>Mentee: Meredith Hinze (Melbourne University)</p>	<p>Continuing efforts from the 2017 CMP of building presentation and formal writing skills with a broader participation in the ASCILITE community. The 2018 goal was to submit a digital poster to ASCILIE2018. The poster examines an innovative approach to professional development for lecturers working in a blended environment. Its focus is on inspiration and application.</p>
<p>Mentors: Dr Mark Schier (Swinburne University) and Dr Colin Simpson (ANU)</p> <p>Mentee: Dr Olga Kozar (Macquarie University)</p>	<p>A brief literature review on the topic of groupwork and groupwork assessment. Benchmarking current 'groupwork' practices at a sample of different tertiary institutions. Connecting with academic and professional staff who have interest/expertise in groupwork. Identifying existing resources within sector.</p>
<p>Mentor: Professor Shelley Kinash (USQ)</p> <p>Mentee: Kate Mitchell (La Trobe University)</p>	<p>Aim is to write a journal paper based on her empirical master's thesis research for submission to AJET or another relevant journal.</p>
<p>Mentors: Alan Soong (National University of Singapore) and Andrew Chambers (UNSW)</p> <p>Mentee: Tanya Rose (Macquarie University)</p>	<p>Project is around the development of resources and training for new and existing learning spaces. Learning spaces here involves primarily physical spaces, but includes the integration of technology into those spaces. Conversation and advice around stakeholder engagement in the project is how to initiate engagement and maintain a degree of momentum.</p>
<p>Mentors: Professor Michael Sankey (Griffith University) and Trish Donald (UNE)</p> <p>Mentee: Dr Sandeep Kaur Sandhu (Monash University)</p>	<p>Identify key features of flipped classroom vs traditional teaching methods – pros and cons; Identify issues specific to university teaching settings in North India; develop a model for flipped classroom use in North India; develop a framework to help them apply this model; write a short paper for ASCILITE 2018; test the framework on both teachers and students by developing a checklist or series of checklists that help them apply the framework; analyse the process and feedback; adapt the model and framework if necessary; write a fuller academic paper for AJET.</p>
<p>Mentor: Sue Gregory (UNE)</p> <p>Mentee: Kashmira Dave (WSU)</p>	<p>Undertake a literature review on the learning design basis and with the intention of submitting a concise paper for ASCILITE2018, titled: "Are we designing for curiosity or compliance?" Explore academics' views about whether they design for curiosity or compliance and why. (This would involve systematic research with ethics approval and semi-structured interviews with academics). Write research outcome for journal.</p>

MENTORS & MENTEES	FOCUS
Mentor: Chris Campbell (Griffith University) Mentee: Joanne Parker (CSU)	Learn how to incorporate research into learning and teaching in an academic career, to develop a research plan to leverage the innovative teaching strategies developed over recent years.
Mentors: Oriel Kelly, New Zealand Tertiary College and Claire Donald, University of Auckland Mentees: Tadashi Iwami and Stephanie Merkens (both IPU NZ Tertiary Institute)	Main focus is to develop guidance on building and improving the digital literacy of mentees and fellow lecturers at IPU NZ. The second focus is guidance on building a proposal for a long-term institutional framework for e-learning. Within the scope of the main focus there are three aspects to the development of the guidance: (1) building e-learning capabilities at the tertiary level; (2) dos and don'ts of blended and online learning; and (3) how to customise e-learning tools for specific teaching disciplines (our own and colleagues).

Table 4: 2018 Community Mentoring Program Participants & Project Focus

WEBINARS

The *ASCILITE Live!* Webinar initiative is led by **Alan Soong**, (ASCILITE Executive) who organised and moderated three *ASCILITE Live!* Webinars in 2018 while ASCILITE SIG leaders organized and moderated an additional four SIG sessions. **Helen Farley** (ASCILITE Executive) moderated a Community Mentoring Program session early in the year. Total webinar attendance in 2018 was on a par with 2017 although attendance was spread across 8 sessions in 2018 vs 5 sessions in 2017.

- 8 sessions with 107 attendees (2018)
- 5 sessions with 102 attendees (2017)
- 7 sessions with 87 attendees (2016)
- 6 sessions with 132 attendees (2015)

It should be noted that attendance numbers are actually higher than the number reported for each session (See Table 5) as individual logins often see groups of individuals participating from a shared a single device and thus are counted as a single login. In one instance, 8 individuals shared one connection.

ASCILITE SIGS continued the trend of conducting their own SIG webinars outside of the *ASCILITE Live!* Webinars. This year saw the Digital Equity SIG conduct one webinar while the Learning Analytics SIG conducted 3 webinars. In addition, the TEledvisors SIG conducted monthly webinars

commencing in March 2018 and the Transforming Assessment SIG continued to conduct regular webinars this year with 7 sessions of their own and two joint sessions, one with *Assessment in Higher Education* (AHE) and the other with the *e-Assessment Association (UK)*. Further details of SIG webinars and activities are available in the Special Interest Groups section of this report.

As in 2017, one highly successful fika session was conducted in 2018 on the relevance of the LMS. In fika sessions, there is no formal presenter since the session is structured more along the lines of an open discussion. Table 5 below shows each webinar topic, presenters and the number of attendees.

WEBINAR TOPIC	PRESENTER(S)	ATTENDANCE
ASCILITE Live! Webinar: Community Mentoring Programme Information Session	A/Prof Helen Farley (University of Queensland)	6
Digital Equity SIG Webinar: Welcome & 'Blue Sky' Planning webinar	Dr Julie Willems (Monash University)	7
ASCILITE Live! Webinar: Whither the LMS...Is the LMS still fit for purpose? (Fika session)	Dr Julie Willems (Monash University)	14
LA-SIG Webinar: Learning analytics and learning design: promoting a conversation among equals	Associate Professor Cathy Gunn and Dr Claire Donald (University of Auckland)	23
LA-SIG Next Webinar: Data Storytelling and Learning Analytics in Physical Spaces	Dr Roberto Martinez-Maldonado (University of Technology, Sydney)	22
ASCILITE Live! Webinar: Using the caARDiac app for engagement and understanding	Colin Warren (Deakin University)	10
LA-SIG Webinar: A snapshot of Current Learning Analytics Research presented by PhD students	Jen Stokes (University of South Australia), Yuanyuan Hu (University of Auckland), Jo-Anne Clark (Griffith University) and David Fulcher (University of Wollongong).	19
ASCILITE Live! Webinar: Trans/interdisciplinary approaches to Serious Games Development	Erica Southgate (University of Newcastle)	6
Total Attendance		107

Table 5: 2018 ASCILITE webinar engagement

ASCILITE AWARDS

Associate Professor **Sue Gregory** (ASCILITE Executive) leads the ASCILITE Awards program. She is assisted in this role by **Dominique Parrish** (ASCILITE President) and **Allan Christie** (ASCILITE Treasurer) together this group also constitute the ASCILITE Awards Selection Panel.

ASCILITE now offers six different awards:

- Life Member Award
- Innovation Award
- Student Bursaries
- AJET Distinguished Reviewer Award
- Community Fellow Award
- Emerging Scholar Award

The AJET Distinguished Reviewer and Student Bursaries awards were introduced in 2017 while the Community Fellow and Emerging Scholar Awards were introduced in 2018. The Community Fellow Award has replaced the ASCILITE Fellow Award.

LIFE MEMBER AWARD

Professor **Barney Dalgarno** received the prestigious Life Member Award in 2017 for his significant service and sustained contribution to the Society over a period of many years; having joined ASCILITE in 1996, some 22 years ago. Throughout his tenure as a member, he has missed attending only one ASCILITE conference. From 2006 to 2008, Barney was a member of the ASCILITE Executive and from December 2012 to 2016 he was a Lead Editor of the Australasian Journal of Educational Technology (AJET).

Barney has been at Charles Sturt University since 1998, lecturing in the Faculties of IT and Education. His research contributions over the years have focused on three broad areas; the relationship between learning technology and learning theory; learning in poly-synchronous learning environments, including 3D virtual environments; and university teacher and student attitudes towards and use of learning technologies.

Barney has obtained numerous grants and consultancies for research into learning and teaching including 5 OLT and ARC grants. He has authored over 70 refereed publications and also received recognition for teaching in the Education and Information Technology disciplines including ALTC Citations in 2007 and 2011 and a 2013 ASCILITE Fellow Award for outstanding contributions in the exemplary use of and research into technologies for teaching and learning in tertiary education.



Above: Barney Dalgarno receiving his Life Member Award from Dominique Parrish (ASCILITE President)

AJET DISTINGUISHED REVIEWER AWARD

The AJET (Australasian Journal of Educational Technology) Distinguished Reviewer Award is awarded in recognition of outstanding work as an AJET reviewer. In 2017, the inaugural winner of the award was: Professor **Kian-Sam Hong**, who is retired from the Faculty of Cognitive Science and Human Development, Universiti Malaysia Sarawak. In 2017, Prof Kian-Sam Hong completed 15 reviews with an average rating of 5.0 (out of 5) and an average completion time of 18.6 days. Over the years he has completed 49 expert reviews for AJET. Professor Hong is a strong statistician and prolific scholar. His reviews are always detailed and constructive. His recommendations are well considered and balanced. He has a very critical eye when reviewing and provides an in-depth and coherent review with constructive comments on how the paper can be made clearer and/or strengthened.

STUDENT BURSARY AWARD

The Student Bursary Award was established in 2017 with up to three bursaries available to full-time PhD/EdD or equivalent students in the amount of \$1,000 each. The \$1,000 bursary is an opportunity for winning students to attend the ASCILITE conference and obtain a one year student membership of ASCILITE. Award submissions comprise a 3 – 5 minute video that demonstrates how well the applicant made use of educational technologies communicating effectively through the technology.

In 2017, there were three award winners, listed below and their winning submissions are available for viewing on the ASCILITE website: <http://ascilite.org/awards/student-bursary-award-winners/>

- **Malcolm Burt**, Queensland University of Technology, "Less VR in Education is Better"
- **Tran Le Nghi Tran**, University of Queensland, "Educational Technologies & Me"
- **Paul Wiseman**, University of Melbourne, "Fluctuations in Task Level Engagement"



Top to bottom: Malcolm Burt, Tran Le Nghi and Paul Wiseman, each being presented with their Student Bursaries by Allan Christie, ASCILITE Treasurer.

INNOVATION AWARD

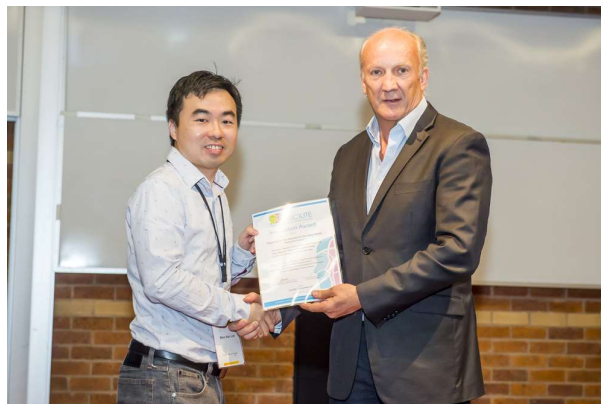
The ASCILITE Innovation Award celebrates work undertaken by an individual or team of people in support of the exemplary and research informed use of technologies for teaching and learning in tertiary education. Innovation is defined as a new idea, device or process, something original that “breaks into” teaching and learning in the tertiary sector.

In 2017, there were three outstanding winners:

- **Colin Warren**, Deakin University; Project Team: Peter Bright, Sarah Burgess, Karen D’Souza, "*cARdiac ECG Augmented Reality App*"
- **Prasad Iyer**, Singapore Institute of Technology; Project Team: Cheow Wean Sin, Lim Kok Hwa, "*Chem Quest - An Adaptive Pre-Freshman Online Chemistry Course*"
- **Erica Southgate and Shamus P. Smith**, University of Newcastle, "*The literacy apps project: Serious games and information apps to improve adult literacy*"



Peter Bright (L) and Colin Warren (Centre) being presented with their Innovation Award by Allan Christie, ASCILITE Treasurer.



Wee Han Lim receiving his Innovation Award by Allan Christie, ASCILITE Treasurer.

SPECIAL INTEREST GROUPS

The ASCILITE Special Interest Group (SIG) initiative, which was established in 2014, is led by **Chris Campbell** (ASCILITE Executive). In 2018 the number of SIGs expanded from 5 to 7 with the establishment of the Digital Equity SIG and the Open Educational Practice SIG.

The aim of the SIG initiative is to give ASCILITE members the opportunity to lead and generate community activities related to their areas of interest. ASCILITE supports SIGs by providing each with a supported website presence and list management services, an annual SIG budget to support their targeted SIG activities, the promotion of SIG events to ASCILITE members and an invitation to present at the ASCILITE conference. All ASCILITE SIGs are currently open to ASCILITE members and non-members at no charge and the breakdown of members to non-members may be viewed in Table 6 below. SIG leaders must be members of ASCILITE.

SIG	ASCILITE MEMBERS 2017	TOTAL MEMBERS 2017	ASCILITE MEMBERS 2018	TOTAL MEMBERS 2018
Learning Analytic SIG	50%	95	46%	106
Learning Design SIG	60%	160	51%	199
TELedvisors SIG	76%	123	28%	260
Transforming Assessment SIG	Unavailable	2,215	Unavailable	2,554
Mobile Learning SIG	50%	45	44%	61
Digital Equity SIG	NA	NA	59%	28
Open Educational Practice SIG	NA	NA	58%	12

Table 6: SIG Membership showing percentage of ASCILITE members

In late 2017, ASCILITE undertook its first SIG Survey to gauge the relevance of the ASCILITE SIGs at that time. Full details of the survey results were made available to all SIG Leaders and to ASCILITE members in 2018. Key findings of the survey included:

- A total of 87 survey responses were received with 26 respondents indicating that they were members of multiple SIGs (16 members of 2 SIGs and 10 members of 3 SIGs).
- For the TELedvisors SIG the most important need identified by members was to be part of a community whilst for all other SIGs the main purpose was keeping up to date with new advances in the field.
- Webinars were considered the most valuable activity with 35 respondents commenting on the benefit of these, with discussions also mentioned positively by 16 respondents.

- There were five negative comments regarding lack of awareness of what is being offered. This suggestion perhaps pointing to an opportunity to promote the SIGS more widely through additional avenues to those currently in use.

The activities of each ASCILITE SIG in 2018 and their preliminary plans for 2019 are presented below.

TELEDVISORS SIG

The TELEDvisors SIG was established in November 2016 and is led by **Colin Simpson** (Swinburne University of Technology), **Kate Mitchell** (La Trobe University) and **Chie Adachi** (Deakin University). The TELEDvisors SIG has grown rapidly, having doubled its membership in just one year.

In 2018, the SIG had 260 members from 65 institutions (up from 117 across 43 institutions in 2017) across Australia, New Zealand and Dubai, the SIG undertook the following activities:

- Monthly webinars since March ~15-20 people per webinar.
- Commenced issuing digital badges for webinar presenters.
- Launched "The Edvisor" blog.
- Four face to face TELEDvisors meet-ups (2 Brisbane, 1 Melbourne and 1 Adelaide).
- ASCILITE2018 conference lunchtime meetup scheduled.
- Active discussion forum that shares resources, experiences and practices (via the Moodle site and Twitter with #TELEDvisors).
- 145 posts on the discussion forum.
- 660 views of webinar recordings on YouTube.

TRANSFORMING ASSESSMENT SIG

The ASCILITE Transforming Assessment SIG is led by Dr **Mathew Hillier** (Monash University) and Professor **Geoffrey Crisp** (University of New South Wales). Membership of the SIG has seen a net increase to 2,554 people from 76 countries/regions and 756 separate organisations. (Numbers are based on those electing to receive the *Transforming Assessment Update* email newsletter and have active email addresses).

Activities covered under the SIG from Nov 2017 to Oct 2018 include:

- The Transforming Assessment monthly webinar series with 7 sessions conducted over the period. This included:

- Two joint webinars with 'Assessment in Higher Education' (AHE) 2018 day conference in the UK. This comprised a post-event online panel discussion session with three presenters.
- One joint webinar with e-Assessment Association (UK) showcasing selected e-Assessment Awards (UK) winners from 2018. Presentations given by three awardees.
- One joint webinar with Advance HE/HEA UK focusing on broader aspects of assessment in HE (to run in Nov 2018).
- The 'TA local' concept continued at Monash in 2018. This involved embedding the webinar series into a professional development module within the Monash Continuing Education Excellence Development program (CEED) program. The module ran for 10 months (Feb to Nov) with participants engaging with 2 webinars from the year's series. Participants then wrote up an 'innovation adoption plan' for ideas they had conceptualised in sessions.
- An e-Exams Symposium is scheduled for 24 Nov 2018 in Melbourne. The timing was deliberate in order to enable ASCILITE conference attendees easy access to both events. This event is organised by Mathew and will be chaired by Geoff. While this is funded from an AU Gov DET grant, the topic of e-Exams is closely related to the SIG theme of e-Assessment.

The Transforming Assessment website continues to serve as the main portal for SIG activities.

TA-SIG WEBINAR STATISTICS	OCT 2016 – NOV 2017	NOV 2017 - OCT 2018
Sessions Completed	11	7
RSVPs to sessions	1051	709
Attendance at sessions	350	139
Average RSVP per session	96	101
Average Attendance per session	32	20
Percentage of attendance to RSVP	33%	20%
YouTube views (first month following publication)	716	518

Table 7: TA-SIG Webinar statistics.

The continued strong demand and success of the current Transforming Assessment webinar series is evidenced by sustained membership numbers and steady attendance rates which have demonstrated the continuing need for a forum in the tertiary community to share issues around e-assessment and the more recent shift to covering wider assessment issues in higher education more generally – although e-assessment remains the SIG's primary theme. The ASCILITE community and its facilities remain an ideal mechanism by which to foster this discussion and contribute to the dissemination of knowledge sharing on e-assessment.

There is a good synergy between the focus of Transforming Assessment webinars on e-Assessment and the mission of ASCILITE in furthering knowledge around the appropriate use of technology in education. Opportunities also exist for cross promotion given the alignment of missions and memberships of Transforming Assessment and ASCILITE. Monthly webinars will remain the primary focus of the SIG in 2019.

In 2019, webinars are likely to include another joint online conference event with 'Assessment in Higher Education' UK. If confirmed the event will occur in June/July 2019. A repeat of the e-Assessment Awards webinar is also planned.

The webinar series will remain as informal 'come as you please' activities. This has been and continues to be a successful formula for the series largely due to the fact that members can engage with each other in a low stress environment.

LEARNING ANALYTICS SIG

The Learning Analytics SIG is led by **Hazel Jones** (Griffith University), **Sakinah Alhadad** (Griffith University), **Cassandra Colvin** (Charles Sturt University) and **Linda Corrin** (University of Melbourne). The Learning Analytics SIG continued to be active in 2018 with three webinars conducted and one additional session planned before the end of the year. Whilst attendee numbers are down slightly on 2017 figures (see Table 1 below) we are aware that some individual registrations represented coordinated groups that attended synchronously, e.g., in one instance, there were 8 people in one room, logged in as one. The access to recordings, however, are generally up from last year, given similar timeframes from the date of video uploads.

2018 WEBINARS	30 MAY	25 JULY	23 AUGUST
Topic	Learning analytics and learning design: promoting a conversation among equals	Data Storytelling and Learning Analytics in Physical Spaces	A Snapshot of Current Learning Analytics Research: Presentations from PhD candidates
Presenters	Associate Professor Cathy Gunn and Dr Claire Donald, The University of Auckland.	Dr Roberto Martinez-Maldonado (University of Technology Sydney)	Jen Stokes (University of South Australia), Yuan Hu (University of Auckland), Jo-Anne Clark (Griffith University) and David Fulcher (University of Wollongong)
Attendees	23	22	19
Views	35	70	11

Table 8: 2018 LA-SIG webinar engagement

While the SIG had more international presenters last year (2/3 international, one Australian), this year, all our presenters were from Australian and New Zealand institutions. This year, the SIG also actively sought contributions from early career researchers. The July webinar featured an early career researcher from UTS, and the August webinar featured 4 PhD candidates presenting brief overviews of their research. Featuring PhD research in the sector is less prevalent – this was well received by all attendees and we have decided to make this an annual event, providing opportunities for early career researchers to share their research and receive feedback. This year's presenters will also be invited back to report on progress, with one aim being development of an active research community and opportunities for peer support.

LA SIG plans for 2019 include:

- Conducting a series of webinars with international speakers.
- Building collaborations and networking through the Google group mail list or similar format.

LEARNING DESIGN SIG

The Learning Design SIG was established in February 2016 after significant interest was shown at their Learning Design Symposium held at the 2015 ASCILITE conference. The SIG is led by **Eva Dobozy** (Curtin University) and **Leanne Cameron** (Southern Cross University).

In 2018, the SIG undertook the following activities:

- Leanne Cameron participated virtually in two international Learning Design seminars based in Greenwich, UK which included a wide range of Learning Design researchers from around the world. This is the second year that our presence has been requested at this international (European focussed) event;
- The LD SIG participated in the "Get to know the ASCILITE SIGs" Session at ASCILITE 2017 held at the University of Southern Queensland. Additionally, a dedicated SIG meeting was held with a presentation by Special Guest Dr Liz Masterman, Senior Research Officer from the University of Oxford. It was well attended, and future SIG activities were canvassed with a number of proposed projects aired to encourage partnership opportunities.
- The AJET Special Issue entitled, "Learning Design Research: Mapping the terrain" (volume 32, number 2) was published in April. This issue was edited by LD SIG Leaders Eva Dobozy and Leanne Cameron. Seven high quality papers were included and have already experienced a high level of international readership.

There remains considerable interest in the field of Learning Design internationally and nationally. The LD-SIG is fulfilling a need and there is considerable interest in the community to look to the SIG for the facilitation of professional partnerships, events and the development of interdisciplinary collaborative projects. The SIG is hoping to attract some enthusiastic members at the next SIG meeting to assist with future webinars.

Plans for 2019 include:

- Organise a series of webinars (4 - 6) supporting an AJET Special Issue for 2019.
- Hold a pre-conference workshop and/or conference symposium presentation at the 2019 ASCILITE conference.
- Promote the LD SIG through webinars and ASCILITE blog entries.

MOBILE LEARNING SIG

The Mobile Learning SIG is led by Dr **Thom Cochrane** (Auckland University of Technology) and **Vickel Narayan** (Auckland University of Technology). The Mobile Learning SIG provides a solid foundation for supporting the community of mobile learning researchers and practitioners within and beyond the ASCILITE community. The SIG establishes ASCILITE as a key supporting community in this rapidly changing and ubiquitous new technology environment that has become embedded into everyday life and activity but is still under developed and under theorised in education. The ASCILITE ML SIG can make significant contributions in this field of TEL research and practice. The focus of the SIG has been upon the authentic use and research of mlearning, and consequently we have found a niche in exploring the issues around mobile AR and VR, and the emergence of immersive reality as a key affordance of mobile devices.

In 2018, the ML-SIG undertook the following activities:

- Development of a (semi) weekly webinar series via YouTube Live (Google Hangouts), with 31 x 30 min webinars: <https://youtu.be/-pMqLTykXdu> (21) and <https://www.youtube.com/playlist?list=PL2-TasqEeWBvAM65ecuCkc7ZL6jNFk0Y> (10)
- A call for papers for a special issue of Research in Learning Technology Journal, with the SIG coordinators as guest editors, with the theme Mobile Mixed Reality (MMR).
- Encouraging members to contribute to the SOTELNZ research cluster network <https://sotel.nz/blog/>
- A guest editorial and webinar for AJET on SOTEL and ALTMETRICs <https://youtu.be/8NTtL9hOp5M>

The SIG built upon the publication of the special issue of AJET on mobile learning in 2017 with the acceptance of a proposal for a special issue of ALT's Research In Learning technology (RLT) journal on Mobile Mixed Reality. The RLT special issue provides an opportunity to further establish the research expertise of the SIG in this state-of-the-art arena of mobile learning. The accepted papers for the RLT special issue also form the basis of discussion for the MLSIG's Symposium at the ASCILITE 2018 conference. ML-SIG plans for 2019 include:

- Sharing of resources and ideas via social media channels: #ascilitemlsig Twitter, G+, Wordpress.
- Continuing the weekly webinars.

- Editing and contributing to another special journal issue on Mobile Immersive Reality – we aim for this to be an annual key output.
- Contributing to the SOTEL research cluster (Scholarship of Technology Enhanced Learning).
- Contribution to TEL conferences, including ALTC2018 and ASCILITE 2018.

DIGITAL EQUITY SIG

Established in early 2018, the Digital Equity SIG was led by **Julie Willems** (Monash University) and **Helen Farley** (University of Southern Queensland) to explore the full range of interests in equity issues affecting the innovation and practice around the use of educational technologies in Tertiary Education, including access and participation related issues, the building and informing of 'best practice' approaches, and related research. The SIG currently has members from all over Australia and New Zealand.

In 2018 the Digital Equity SIG achieved the following:

- Established the SIG community
- Conducted 9 SIG hour-long webinar meetings over the course of the year in March, April, May, July, August, September, October, November and December.
- Prepared a Symposium for the ASCILITE 2018 Conference entitled "Digital Equity: Not just an 'add on' but business as usual.
- Prepared the gamification for conference delegates at the ASCILITE 2018 Conference to bring equity considerations forefront.
- Developed SIG members' lanyards and charms.
- Prepared activities to celebrate 'World Access to Higher Education Day' at the ASCILITE 2018 Conference (Wednesday 28 November 2018).
- Contributed a post to the ASCILITE TELall Blog,

2019 planning is underway with a week-long SIG Unconference as the initial focus of SIG activities.

OPEN EDUCATION PRACTICE SIG

The OEP-SIG was established in 2018 and is led by **Carina Bossu** (Open University UK) and **Adrian Stagg** (University of Southern Queensland) to engage the sector in discussions around OEP related issues at the individual, institutional and national levels, including the realisation of opportunities and how to overcome potential barriers. It would like to provide practitioners, researchers and advocates a platform for collaboration, support and development at both the individual and institutional levels and create a strong community of practice and representation for OEP in Australasia.

In 2018, the SIG conducted its inaugural meeting on 5 April 2018 and then held additional open meetings in July, September, October, November and December in order to plan and implement SIG activities.

One of the first activities to be implemented was the development of an OEP-SIG web-presence on ASCILITE and on an OEP dedicated wordpress site to codify the purpose of the SIG as a community-based, awareness-raising and practice-sharing space. SIG members have contributed news items, current practice examples and events which will form the basis of a monthly OER Digest launched during Open Access Week 2018.

Another activity undertaken in 2018 was to connect the SIG with the Creative Commons Australia Chapter and to cross-promote webinars with the Global Open Graduate Network (GO-GN), and develop ties with the OERu. The SIG has also engaged with the UNESCO funded OER World Map and added some of our institutions' OER and OEP project and initiatives, so that they reach a wider audience and have greater impact. This actively profiles Australian practice, whilst building a network among SIG members. SIG members also developed and submitted an abstract for a panel proposal at the 2018 ASCILITE conference that was subsequently accepted.

Some of the proposed activities for 2019 are:

- At least one ASCILITE webinar.
- An ASCILITE conference presentation.
- Continue building the SIG website.
- Continue to conduct monthly meetings with guest speakers.
- OER World map.
- Create opportunities for further collaboration in both practice and research.

STRATEGIC ACTIVITIES & PARTNERSHIPS

Dominique Parrish (ASCILITE President) and **Allan Christie** (ASCILITE Treasurer) are responsible for Strategic Activities and Partnerships. ASCILITE sponsors and/or endorses events and activities that promote research, trends and uses of educational technologies in tertiary education. Sponsored or endorsed events provide opportunities to increase the recognition of ASCILITE and possibly increase membership numbers. In 2018, ASCILITE sponsored and/or endorsed the following events and partnerships:

Scholarship of Technology Enhanced Learning 2018 (SoTEL)

ASCILITE sponsored the Auckland University of Technology's first annual Symposium (SoTEL) held February 2018 by contributing \$500 as an event sponsor. The aim of the Symposium was

to encourage participation, collaboration and sharing of knowledge and skills that enable delegates to build and develop exemplary approaches to the provision of student learning opportunities and learning spaces enhanced by technology. In order to measure how this event might translate into new memberships, SoTEL delegates were offered a 10% discount on ASCILITE membership fees. Unfortunately, no SoTEL attendees took up this offer.

Australian Learning Analytics Summer Institute (ALASI)

The Australian Learning Analytics Summer Institute (ALASI) is the main forum in Australia for exchange of knowledge, innovation, and experiences in the area of Learning Analytics and the collaboration between ASCILITE and ALASI continued again in 2018 with the cross promotion of both events. ALASI is scheduled immediately before (in 2018 on 23 - 24 November) the annual ASCILITE conference and at a geographically close location to the ASCILITE conference (it is in Melbourne in 2018). Cross promotion arrangements involve ALASI offering ASCILITE members discounted registration fees and featuring the ASCILITE conference on the ALASI website. It is anticipated that the cross promotion may influence some ALASI participants to sign up for ASCILITE membership and/or participate in the annual conference. To reciprocate, ASCILITE will once again feature ALASI as a Satellite Event on the ASCILITE conference website and ALASI conference attendees will be eligible for the ASCILITE member rate when attending both events.

IEEE TALE2018 Proposal

IEEE TALE is the IEEE Education Society's flagship Asia-Pacific conference, catering to researchers and practitioners with an interest in engineering and computing education as well as those interested in the innovative use of digital technologies for learning, teaching, and assessment in any discipline. The ASCILITE Executive agreed to a proposal put forward by IEEE TALE to offer reciprocal member rates for attendees planning to attend both the IEEE TALE event and ASCILITE 2018. A pre-requisite to obtaining the member rate is evidence of attendance at the alternate event. The TALE2018 conference will be held 4 – 7 December in Wollongong immediately following the ASCILITE 2018 conference on 25 – 28 November in Geelong.

2nd Annual Digital Campus and Learning Transformation 2018

The 2nd Annual Digital Campus and Learning Transformation 2018, organized by Clariden Global comprised three events; *Blended Learning Innovations, Analytics and AI for Education*, the *Immersive AR/VR For Transformational Learning Experiences* and the *Next Generation Learning Spaces and Digital Campus Design*. ASCILITE members were eligible for a 10% discount on the events in exchange for ASCILITE promoting the event to members. ASCILITE was also featured as a media partner and the ASCILITE logo was included on the conference website and at the event.

EduTech Congress 2018

EduTECH and EduBUILD is promoted as the largest education event in the Southern Hemisphere and APAC region, bringing together over 10,000 educators from across the world. ASCILITE endorsed EduTECH and EduBUILD and promoted the event to ASCILITE members in exchange for 100 free passes to the event. The passes were offered to ASCILITE members on a first come basis.

In addition to sponsoring or endorsing certain events, ASCILITE maintains several strategic partnerships through Memorandums of Understanding (MoUs) with related organizations. These include:

- **Association for Learning Technologies (ALT) UK** - ASCILITE and the UK Association for Learning Technologies (ALT) renewed their Memorandum of Understanding (MOU) in 2017 to re-affirm ASCILITE's longstanding agreement with its UK counterpart, particularly in the area of CMALT Australasia accreditation, which ASCILITE operates under license from ALT. ASCILITE continues to publish ALT's News Digest in the fortnightly ASCILITE bulletin.
- **European Distance and E-Learning Network (EDEN)** - ASCILITE entered into an MoU with EDEN in June 2016 with the aim of engaging in international activities and initiatives of mutual benefit and promoting each other's undertakings such as conferences, workshops and online networking.
- **Irish Learning Technologies Association (ILTA)** - ASCILITE is currently negotiating an MoU with ILTA with the aim of engaging in international activities and initiatives of mutual benefit and promoting each other's undertakings such as conferences.

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 **Petrea Redmond** (University of Southern Queensland, Australia).

AJET currently has 5,253 registered readers, compared to 4,355 in 2017 and 3,637 in 2016. As of the beginning of October there have already been close to 220,000 (adjusted to account for unusually high activity that might have been related to indexing) and 100,000 views of full articles for the year. AJET is clearly an in-demand source of information to our members and the field more broadly.

EDITORIAL TEAM

A huge thanks goes to the current team of Michael, Eva and Petrea for their enormous contributions in the leadership and 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. We also formally thank the Associate Editors for their high-quality editorial work that contributes strongly toward our excellent and highly regarded ASCILITE journal (AJET). The Associate Editors are all highly experienced researchers who shepherd papers through the review process.

In 2018 our dedicated team of Associate Editors included:

- Associate Professor **Shirley Agostinho**, University of Wollongong, Australia
- Dr **Thomas Cochrane**, Auckland University of Technology, New Zealand
- Dr **Linda Corrin**, University of Melbourne, Australia
- Associate Professor **Helen Farley**, Australian Digital Futures Institute, University of Southern Queensland, Australia
- Associate Professor **Paul Andrew Gruba**, University of Melbourne, Australia
- Professor **Judi Harris**, College of William & Mary, USA
- Associate Professor **Jason M Lodge**, University of Queensland, Australia
- Associate Professor **Lina Markauskaite**, The University of Sydney, Australia
- Associate Professor **Stephen Marshall**, Victoria University of Wellington, New Zealand
- Dr **Michael Phillips**, Monash University, Australia

This year we sadly farewell some of our most senior Associate Editors: A/Prof Helen Farley, A/Prof Shirley Agostinho and Chwee Beng Lee. Helen and Shirley have served the journal as Associate Editors since 2013. We also say farewell to Chwee Beng Lee who has been involved as both Lead or Associate Editor since 2015. Their contributions are remarkable and they have each strengthened the journal in so many ways. We are also excited to welcome two new Associate Editors:

- **Matthew Kearney** is an Associate Professor of Education in the School of Education and Deputy Director of the STEM Education Futures Research Centre, in the University of Technology in Sydney.
- **Teresa Foulger** is an Associate Professor of Educational Technologies in the Mary Lou Fulton Teachers College at Arizona State University in the United States.

Over the coming months we will be adding other Associate Editors to the team. The editors also 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, we extend heartfelt thanks to our international team of reviewers who perform an invaluable service to the journal. The AJET management committee, consisting of

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

Following calls for Expressions of Interest for editorial team(s), several strong submissions for special issues were received. After a rigorous review by the AJET Management Committee a number of submissions were selected for publication over 2018 and in early 2019. In early 2018 a special issue *Learning Design Research: Mapping the terrain*, edited by the team of Eva Dobozy (Curtin University) and Leanne Cameron (Southern Cross University) was published. Later in the year we published an issue devoted to *Designing, using and evaluating learning spaces: The generation of actionable knowledge*, edited by the team of Paul Flynn (National University of Ireland Galway), Peter Goodyear (University of Sydney) and Kate Thompson (Griffith University). A further special issue is already scheduled for publication in 2019: *Re-examining cognitive tools: New developments, new perspectives, and new opportunities for educational technology*

research, edited by Christopher Drew (Teesside University, UK) and Mark Lee (Carnegie Mellon University, USA).

AJET SUBMISSION & REVIEW STATISTICS

Submissions of AJET continue to increase rapidly. While the increase in submissions from 2016 to 2017 was 14%, submissions in 2018, compared to the equivalent period in 2017, have increased by 30%. From 2016 to 2017 the rejection rate at screening (prior to sending to review) increased by nearly 10% to 74%. This higher rejection rate at screening is continuing in 2018. Despite rejecting more papers at screening, the increased number of submissions means that about 180 articles submitted to AJET in 2018 have (or will) undergo full review. This number illustrates the workload strain experienced by AJET reviewers and editors. While it is too early for firm numbers, the trend to lower acceptance rates such as 10% in 2017, seems to continue. Table 9 below shows the data available at this point in the year.

AJET Submission and Review Activities	2015	2016	2017*	2018*
Total submissions	427	464	405	526
Declined at editorial screening (% of total submissions)	277 (65%)	298 (64%)	282 (70%)	**375 (73%) **
Peer reviewed (% of total submissions)	150 (35%)	166 (36%)	123 (30%)	**140 (27%) **
Declined at peer review (% of peer reviewed)	82 (55%)	92 (63%)	38 ***	42 ***
Accepted (% of peer reviewed)	68 (45%)	59 (36%)	18 ***	12 ***
Declined (either at editorial screening or following peer review % of total submissions)	359 (84%)	390 (87%)	***	***
Accepted (% of total submissions)	68 (16%)	59 (13%)	***	***
Under review or in editing	0	15	67	97

Table 9: AJET submission and review statistics based on submissions per year

* To the beginning of October; ** Calculation of percentages adjusted for outstanding review decisions or screening decisions; *** Too early to provide figures or percentages

AJET BIBLIOMETRICS

It is pleasing to see that the journal is holding its well-established presence and has again improved its JCR impact factor. However, while we are maintaining a strong profile, there is some recent downward trend in various other bibliometrics. One impact on the journal coverage is the way in which Google Scholar has been indexing articles over the last year. The Editorial

team has been monitoring and already actively implementing strategies to improve the situation, however, bibliometrics has a long effect time.

AJET BIBLIOMETRICS		2014	2015	2016	2017
JCR	JCR Impact Factor	0.65	0.79	0.85	1.39
	JCR 5 year Impact Factor	1.01	1.17	1.46	1.82
	JCR journal ranking in Education category based on 5 year Impact Factor	131/224 Q3	135/231 Q3	151/235 Q3	111/238 Q2
Scimago	SJR Impact Factor	0.981	1.236	0.883	0.721
	SJR ranking in Education	Q1	Q1	Q1	Q1
Google Scholar	H5 index	33	33	31	26
	H5 ranking within Educational Technology category	8/20	9/20	9/20	19/20
Scopus	Impact Factor	1.46	1.96	1.42	1.40
	Journal ranking in Education	131/875 Q1	96/904 Q1	197/934 Q1	226/979 Q1
	SNIP	1.291	1.645	1.099	1.071

Table 10: AJET Bibliometrics based on calendar year

2017 CONFERENCE

The ASCILITE 2017 conference, formally referred to as the *34th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education*

was hosted by the University of Southern Queensland in Toowoomba from 4 – 6 December 2017 with an organising committee led by Prof **Helen Partridge**.

Other members of the organizing committee comprised **Kathy Carey**, Dr **Kate Davis**, A/Prof **Helen Farley**, **Hazel Jones**, Dr **Megan Kek**, A/Prof **Warren Midgley**, **Carmel O'Sullivan**, A/Prof **Petrea Redmond**, **Adrian Stagg**, Dr **Eliza Whiteside**, **Leonie Sherwin**, Prof **Shelley Kinash**, Dr **Jasmine Thomas** and **Madelaine-Marie Judd**.

The theme for ASCILITE 2017 was “*Me. Us. IT*” which reflected on exploring the interrelationships between the individual, community and technology in tertiary education contexts. The theme intended to support exploration of a wide range of topics and to encourage authors to focus on the intersection between people, technology and pedagogy. ASCILITE 2016 was attended by 302 delegates. Conference proceedings were made available to all delegates via the conference website.



2017 ASCILITE conference panel discussion

2018 CONFERENCE

The ASCILITE 2018 Conference will be ASCILITE's *35th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education*. This year's conference is being hosted by Deakin University and will be held at the University's Waterfront Campus, Geelong, between 25 to 28 November 2018.

The theme of ASCILITE 2018 is “Open oceans: Learning without borders” and, with the conference location, the theme is in keeping with water. The conference has nine streams:

1. New ways of moving: Pedagogies and practices
2. Sink or swim: Improving digital literacy and equity
3. Deep Diving: Approaches that Foster Deep Learning
4. The waters in which we swim: Redesigning Learning Spaces
5. Exploring foreign shores: Advancing Cultures of Innovation
6. Checking the gauges: Measuring Learning and Advancing Impact
7. New treasures: Alternative and out-of-the-box thinking
8. Avoiding the rocks: Lessons learnt
9. Avoiding the rocks: Lessons learnt from failures

The Deakin University's ASCILITE 2018 Conference Organising Committee is led by Professor **Beverley Oliver**, and includes Professor **Liz Johnson**, Associate Professor **Malcolm Campbell**, Dr **Julie Willems**, Ms **Siobhan Lenihan** and Ms **Jodi Morgan**. The organising committee also thanks earlier contributions to the conference organisation from Ms **Marika Thomson** and Dr **Craig Anderson**.



Deakin University, located on the Geelong waterfront

The Conference Program sub-committee (encompassing the Social Committee) includes Associate Professor **Malcolm Campbell**, Dr **Iain Doherty**, Dr **Harsh Suri**, Associate Professor **Damian Blake**, Dr **Ian Story**, Dr **Chie Adachi**, Dr **Joanna Tai**, Ms **Jodi Morgan**, Dr **Leanne Ngo**, Dr **Lynn Riddell**, Associate Professor **Marcus O'Donnell**, Dr **Stuart Palmer**, Dr **Siva Krishnan**, **Susie Macfarlane**, and Dr **Julie Willems**. Organisational support for the conference has been provided by Professor **Dominique Parrish** (ASCILITE President), **Allan Christie** (ASCILITE Treasurer) and **Andre Colbert** (ASCILITE Secretariat). As of 8 November, registrations stood at:

- 232 full conference plus 15 student registrations (247)
- 16 one-day registrations
- 17 sponsor/exhibitor registrations

The conference Early Bird rate, which was initially due to end on 12 October was extended by a week to 19 October. A total of 207 submissions were received for the 2018 conference, all of which were blind peer reviewed. A total of 23 non-blind peer reviewed submissions and 13 non-reviewed submissions were accepted. The EasyChair Conference Management System was used for the submission and review process. An interesting and scholarly range of papers were received across the full range of conference themes.

Contribution Types	Submitted	Accepted	Rejected	Converted to poster	Withdrawn
DOUBLE BLIND PEER REVIEW					
Full Paper	66	30	29	5	2
Concise Paper	87	47	35	5	
SINGLE BLIND PEER REVIEW					
Poster	29	32	7		
Panel/Symposia/Debate	14	7	7		
Workshops	11	5	5		1
Total Reviewed	207	121	83		3
NON-PEER REVIEW					
Keynotes	3	3	0		
AJET Session	1	1	0		
ASCILITE mentoring session	1	1	0		
SIG Sessions	7	7	0		
ASCILITE President Session	1	1	0		
TELAS Session	1	1	0		
Innovation Papers	2	2	0		
TOTALS	223	137	83		6

Table 11: Summary of paper submissions and acceptances ASCILITE 2018 (as at 11 October 2018).

SPONSORS

A mix of regular and new sponsors are partnering with ASCILITE for the 2018 conference. ASCILITE values the support of its sponsors who help to ensure the financial viability of the annual conference and ASCILITE as a society.

SPONSOR	TYPE
Open Universities Australia	Platinum
D2L Australia	Gold
Cengage Australia	Gold
Echo360	Barista Bar Sponsor

SPONSOR	TYPE
Mediasite	Exhibitor and name badge and lanyard sponsor
Canvas	Exhibitor
EDALEX	Exhibitor
Oxford University Press	Exhibitor
Moodle	Exhibitor
Blackboard	Exhibitor

Table 12: 2018 conference sponsors & exhibitors

2019 CONFERENCE

ASCILITE's 2019 Conference will be held at the Singapore University of Social Sciences (SUSS) in Singapore. This will be ASCILITE's second conference in Singapore following the successful hosting of the 2007 conference by the Centre for Educational Development at Nanyang Technology University. SUSS champions lifelong learning and offers degrees primarily in the domain of social sciences and applied learning and its conference organizing committee is excited to be hosting another ASCILITE conference in Singapore.

CMALT AUSTRALASIA

In partnership with the UK based Association for Learning Technology (ALT), ASCILITE offers CMALT (Certified Member of the Association for Learning Technologies) Australasia, a professional recognition scheme for people working with learning technologies in higher education. ASCILITE Executive member **Mark Northover** (AUT) leads the CMALT Australasia scheme.

CMALT activity continued in 2018 albeit at a reduced level. In September, Dr **Thom Cochrane** (Auckland University of Technology) conducted a 7-week CMALT cMOOC to support candidates undertaking CMALT. The CMALT cMOOC is a new model of PD in the form of a network of communities of practice within a cMOOC, supported by an ecology of resources, where sustained collaborative engagement with innovative teaching practice is recognised via CMALT accreditation.

The ALT (UK) website maintains a list of [current CMALT holders](#), including those certified under CMALT Australasia. This listing currently reports 12 members certified under CMALT Australasia. In all, 45 individuals registered for CMALT Australasia between 2011 – 2017 but the completion and renewal rates have remained low. For example, in 2017 only 2 members renewed their certification.

MEMBERSHIP TRENDS

INDIVIDUAL MEMBERSHIP

As of 31 October 2018, ASCILITE had 519 members, a decrease of 59 members from the 578 members at this time last year or a drop of almost 10% in overall membership numbers. As can be seen in Table 13, the decrease is mostly in the individual membership category compared to institutional membership numbers which actually rose from 254 (2017) to 284 (2018).

Since 2016, ASCILITE membership numbers have been boosted by conference delegates who elect to join ASCILITE as part of their conference registration. In 2016, 87 delegates joined ASCILITE through the conference while in 2017 this number dropped to 41. As of 15 October 2018, the number stands at 15 delegates. Interestingly, of the 87 delegates who joined ASCILITE at the 2016 conference, only 12 remain ASCILITE members today while 35 of the 41 delegates who joined at the 2017 conference are still members.

MEMBERS BY CATEGORY	2011	2012	2013	2014	2015	2016	2017	2018
Individuals	383	397	335	309	301	246	282	201
Institutional Memberships	68	90	173	244	221	286	254	284
Students	11	17	25	14	19	17	23	17
Life Members	9	10	10	10	11	11	11	12
Fellows	5	6	7	7	4	4	5	2
Affiliates	3	3	4	4	3	3	3	3
Total Members	479	523	554	588	559	567	578	519

Table 13: Members by Category

INSTITUTIONAL MEMBERSHIPS

In 2018, the number of Institutional members grew by one; from 18 institutions in 2017 to 19 in 2018. Although the number of institutions peaked in 2016 at 21 institutions, it remains steady. The number of individuals covered by these institutional memberships dropped from 286 in 2016 to 245 in 2017 and then rose again in 2018 to 284 (Table 14).

INSTITUTION	2014	2015	2016	2017	2018
Charles Darwin University	10	10	10	10	9
University of Southern Queensland	20	20	10	10	10
Massey University	19	18	17	16	15
University of Wollongong	30	30	62	62	66

INSTITUTION	2014	2015	2016	2017	2018
Deakin University	10	7	10	10	20
Open Polytechnic of New Zealand	10	6	10	9	8
UTS Insearch	10	10	10	10	10
Monash University	9	4	17	20	22
University of New England	20	20	20	19	17
Otago Polytechnic New Zealand	28	9	7	9	8
University of Notre Dame	10	10	10	10	10
La Trobe University	10	9	9	10	9
University of Western Australia		10	10	10	10
Macquarie University	20	0	8	10	7
Lincoln University			10	10	10
Auckland University of Technology			8	10	10
CQUniversity					15
Flinders University					8
University of Melbourne					20
Total Members	244	221	286	245	284

Table 14: Institutional Memberships of ASCILITE

MEMBERSHIP BY COUNTRY

Membership by country saw a slight decrease in Australian and New Zealand members, which reflects the overall decrease in membership this year from 578 (2017) to 508 (2018). Less than 4% of ASCILITE's membership is based outside of Australia and New Zealand.

MEMBERS BY COUNTRY	2013	2014	2015	2016	2017	2018
Australia	418	427	426	434	447	422
New Zealand	101	117	102	102	99	78
Fiji	0	0	10	10	0	0
Singapore	6	6	7	5	13	6
UK / Ireland	6	9	5	8	5	4
Japan	2	2	3	1	1	1
USA / Canada	5	6	2	2	0	3
Hong Kong	1	4	2	2	1	1
Europe	7	9	2	0	1	2
Other	8	8	2	3	2	2

MEMBERS BY COUNTRY	2013	2014	2015	2016	2017	2018
Total Members	554	588	561	567	578	519

Table 15: ASCILITE Members by Country

FINANCIAL POSITION

ASCILITE continues to maintain financial 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 financial year report 1 July 2017 to 30 June 2018, ASCILITE achieved a surplus of \$31,352 on an income of \$137,749; a healthy result given the increased investment made throughout the year in additional member services and activities (detailed elsewhere in the President's Report) to support the mission of the Society.

Expenditure is increasing on key value drivers for the Society's membership; namely AJET, the Spring into Excellence Research School and the Technology Enhanced Learning Accreditation Scheme (TELAS) while at the same time administrative overheads (Secretariat and Executive meeting costs) have reduced by 22% compared with the previous financial year.

ASCILITE's total net assets at 30 June 2018 were \$450,961 up from \$419,609 for the previous financial year. Given the healthy fiscal position of the Society, it is the intention of the Executive to continue to hold membership subscription fees and conference fees at relatively low levels to encourage broad participation in the activities of the Society.

The 2017 – 2018 financial statements and the 2019 forecast budget are presented to the membership at the AGM where the forecast budget is approved by members.

SECRETARIAT ACTIVITIES

The work of the ASCILITE Secretariat is overseen by the Executive Officer and the current Secretariat, **Andre Colbert** has held the position of Secretariat since May 2012.

In 2018, Secretariat duties in the area of IT services continued to increase due to the growing online presence of the Society. These duties encompass both network administration and webmaster activities. Network administration tasks cover areas such as domain name management, site disk quota management, email account management, site backups, server-side anti-virus and anti-spam protection, security certificate validation, website configuration changes and more.

Secretariat webmaster duties also increased in order to meet the society's growing level of website activity across multiple websites (ASCILITE, TELall Blog, conferences and AJET) and social media platforms (Linkedin, Twitter, Facebook and YouTube). Each platform requires a coordinated approach to updating such as on the ASCILITE home page where there is a live Twitter feed, an events calendar and a "what's happening" section. Regular archiving of content such as bulletin and webinars is also required.

Apart from IT duties, the Secretariat undertook the following activities throughout the year and these activities continue to define the Secretariat's core responsibilities:

- Liaise with institutional member contacts to ensure that their member lists are up to date.
- Manage and monitor ASCILITE's membership database including email bounces and renewal notifications.
- Manage and reconcile the ASCILITE financial accounts in MYOB, submit quarterly BAS statements and produce monthly financial reports for 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.
- Support SIG leaders with their activities including the promotion of SIG activities to ASCILITE members and the submission of SIG annual reports.
- Produce and disseminate ASCILITE fortnightly bulletins and Special Announcements.
- Manage Constitutional requirements in relation to the Annual General Meeting and coordinate the compilation of AGM documentation.

- 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 any technical issues.