

2019 ASCILITE PRESIDENT'S REPORT

EXECUTIVE SUMMARY

As I begin what will be my last President's Report, I find myself reflecting not only on the past very productive and successful year that we have had but also on the past 12 years that I have had the privilege of serving on the ASCILITE Executive. Across this timeframe I have contributed to the Executive as the Secretariat, Executive Manager, Treasurer, Vice President, Executive Officer and for the past 4 years as President. I have seen the introduction and maintenance of many of our member benefits and services as well as having the opportunity to lead the instigation of 2 - the Technology Enhanced Learning Accreditation Standards (TELAS) initiative and Research School. I have had the great pleasure of working with enthusiastic and dedicated people including but not limited to the ASCILITE Executive, Conference Organising Committees, AJET editors and Associate Editors and of course many of our members. Over the past 12 years my commitment and conviction in the Vision and Mission of ASCILITE has only strengthened and I look forward to my continued engagement with the Society in the years to come.

As always, I would like to thank the efforts of the ASCILITE Executive for their leadership and implementation of our member benefits and services and for the support they have given me as President this year. I would like to acknowledge our retiring Executive members Alan Soong and Allan Christie and thank them both for their contributions and efforts as members of the Executive. I would also like to particularly highlight the significance of Allan Christie's engagement with ASCILITE and as a serving member of the Executive, which has been continuous and ongoing since 1993. It would be impossible to capture the behind the scenes, tireless work and contribution that Allan has made to ASCILITE but needless to say he will be extremely missed and I am enormously grateful for all he has personally contributed to advance and support ASCILITE. I would like to recognise the efforts of the ASCILITE 2018 Conference Organising Committee and I am very pleased to report that the ASCILITE 2018 conference at Deakin Waterfront Campus resulted in a surplus after GST of \$88,145. The 2018 Conference Organising Committee was led by Professor Beverley Oliver, and included Professor Liz Johnson, Associate Professor Malcolm Campbell, Dr Julie Willems, Ms Siobhan Lenihan, Dr Iain Doherty, Dr Harsh Suri, Associate Professor Damian Blake,

Dr Ian Story, Dr Chie Adachi, Dr Joanna Tai, Dr Leanne Ngo, Dr Lynn Riddell, Associate Professor Marcus O'Donnell, Dr Stuart Palmer, Dr Siva Krishnan, Susie Macfarlane and Ms Jodi Morgan.

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 Special Interest Group (SIG) communities; 20 Webinars facilitated across the year, our Community Mentoring Program partnerships which included 17 mentees and 13 mentors across 3 countries, our Spring into Excellence Research School, the TELAS initiative and Social Media activities. Our established 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. The Awards, Social Media and TELall Blog continue to attract strong member participation and we connect locally and globally through CMALT our strategic events and partnerships.

Professor Dominique Parrish, ASCILITE President

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TECHNOLOGY ENHANCED LEARNING ACCREDITATION STANDARDS (TELAS)

The aim of the Technology Enhanced Learning Accreditation Standards (TELAS) initiative is to develop a suite of quality standards for online learning. It is envisaged that these standards could be used to:

- Raise awareness of good practices transpiring in the integration of technology enhanced learning, across the tertiary sector.
- Assure the quality of online learning transpiring across the tertiary sector.
- Encourage and motivate excellence in the utilisation of digital technologies in tertiary learning and teaching.
- Promote and recognise exemplary innovation and practice in the sustainable use of educational technologies to progress pedagogical practice.
- Externally validate online learning and provide a measure of performance that could be benchmarked and compared broadly across the higher education sector.

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 initiative is led by **Dominique Parrish** (ASCILITE President) and **Allan Christie** (ASCILITE Executive) with support from **Chris Campbell** (ASCILITE Vice-President) and a Strategic Advisory Team consisting of Professor **Shirley Alexander**, Professor **Mark Brown**, Professor **Steven Warburton**, Professor **Ron Oliver** and Professor **Alison Littlejohn**.

The TELAS has to date been implemented across five phases. Phase 1 was conducted in 2017, Phase 2 and Phase 3 in 2018, Phase 4 in 2018/2019 and Phase 5 in 2019.

Phase 1: saw the facilitation of nine (9) workshops facilitated across Australia¹, New Zealand and Singapore with 6 students; 58 academic leaders (e.g. PVCs, Directors of Learning and Teaching, Managers Learning Technologies), tertiary education instructional designers and educational technology specialists; and 12 technical and further education staff participating. These workshops resulted in the production of a

¹ Sydney, Melbourne, Brisbane, Adelaide, Perth, Wollongong with Students and Melbourne with TAFE

draft TELAS accreditation framework, which was posited as the basis for conducting quality assessment of online learning.

Phase 2: was significantly informed by the TELAS Strategic Advisory Group and a National Summit involving key Australasian senior higher education leaders. This Summit, which was held in Melbourne, resulted in the conceptualization of an approach for the accreditation of quality in online learning.

Phase 3: saw the facilitation of nine (9) consultative workshops with Educational Technology practitioners held in Australia², New Zealand (Wellington and Auckland) and Singapore with 109 practitioners in total attending these events. The consultative workshops were a vehicle by which the draft TELAS accreditation framework was further rationalised, measures of performance suitable for each of the criteria in the Accreditation Framework were identified and quality indicators that would inform the assessment of the quality of online learning were ascertained.

Phase 4: constituted a working group of 10 targeted Educational Technology practitioners who met for 6 full-day face to face meetings working collaboratively to finalise the TELAS accreditation framework, quality indicators and associated measures of performance suitable for each of the criteria.

Phase 5: saw the design and development of a website to support the TELAS and the conceptualisation and trialling of a peer reviewer assessment workshop which when implemented will train and accredit assessors to formally evaluate and provide a judgement of the quality of online learning using the TELAS Framework. Additionally, these workshops will ensure TELAS assessors know how to undertake a formal peer review of online learning for the purposes of TELAS accreditation, which includes the construction of a report provided to applicants to guide future quality enhancements to their online learning packages.

The next phase of implementation will commence in 2020 and will see the beta testing of the online system, piloting and implementation of the peer reviewer training workshops and finalization of the operational details followed by global dissemination.

² Sydney, Melbourne, Brisbane, Adelaide, Wollongong, Canberra

SPRING IN2 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 2019 the Research School was led by Professor Sue Gregory (ASCILITE Executive, UNE), Dr Chris Campbell (ASCILITE Executive and Vice President, Griffith University), Dr Thom Cochrane (ASCILITE Executive, AUT), Associate Professor Michael Henderson (Monash), Professor Barney Dalgarno (CSU) and Associate Professor Pep Serow (UNE).

The 2019 Research School, held from 2 – 4 September at the University of New England (UNE), Armidale was introduced by Professor Jonathon Powles (Pro-Vice Chancellor Academic Innovation, UNE). In total, 26 participants from 8 institutions from across Queensland, NSW, Victoria and South Australia as well as from New Zealand participated in this year's Research School. This included 15 participants from UNE who came from a broad range of disciplines.



Above: Research School participants and facilitators 2 September 2019

ASCILITE members were initially invited to submit Expressions of Interest in June 2019 to attend the Research School, which resulted in 36 applications. Successful applicants

were provided details on how to register in July 2019. The host and sponsoring institution, the University of New England was offered 16 complimentary places. The 3-day school included lunch on the Tuesday and Wednesday as well as morning and afternoon teas and two nights' accommodation as part of the modest registration fee. ASCILITE members were offered a discount on the enrolment fee over non-members. There was also a further reduction in cost for those who did not require accommodation.

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 conceptualised as well as new projects that have not yet been conceived.

At this year's School, participants undertook the following activities:

- Participants were given the opportunity to commence development of their own research, including research aims, objectives and research questions that they wanted to explore.
- Explored various TEL research methodologies and methods as well as research terminology used across various types of research designs, particularly related to TEL research.
- Discovered 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. Participants then had the opportunity to identify and refine data collection strategies for their own research and think about some of the common research theories that are used in TEL research.
- Presented with suggestions and opportunities for research funding including potential funding currently available. Participants were encouraged to seek institutional and internal grants before moving to the external national/international funding opportunities.

- 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.

Throughout the Research School, both participants and facilitators had the opportunity to network over lunch, during breaks and at arranged dinners on both evenings.



Above: Group discussions on day one of the 2019 Research School

There was a total of 19 participants who completed the Research School evaluations with participants agreeing the Research School activities were useful in helping them to formulate a relevant TEL research project with a mean of 4.26 (out of 5). They felt that the organisation of the activities was appropriate with a mean of 4.47 and the Research School was successfully facilitated with a mean of 4.53. Participants felt they had an adequate opportunity to contribute (4.63), and also indicated that they would tell others about the Research School initiative (4.58). One participant commented “an excellent, well-run and informative workshop with lots to unpack” while another stated “Michael’s presentation was a highlight for me, thanks!”. One person stated they found the most useful on days one and three “starting the research process, and then the journal/publication and grant writing sections. I loved hearing from Pep Serow – it made the research process real”.

PRESENTERS AND FACILITATORS

- Dr **Chris Campbell**, Lecturer in Learning Innovation in Learning Futures, Griffith University (ASCILITE Executive)
- Professor **Sue Gregory**, Head of School of Education, Faculty of HASSE, University of New England (ASCILITE Executive)

- Professor **Barney Dalgarno**, Deputy PVC Division of Learning and Teaching, Charles Sturt University (ASCILITE Life Member)
- Associate Professor **Michael Henderson**, Educational Technologies, Monash University (Lead Editor AJET)
- Dr **Thom Cochrane**, Academic Advisor and Senior Lecturer in Educational Technology, Auckland University of Technology (ASCILITE Executive and AJET Associate Editor)
- Associate Professor **Pep Serow**, Project Leader of the Nauru Teacher Education Project, Mathematics Education, (School of Education, Faculty of HASSE) University of New England

The 2019 Research School was featured in the Armidale Express newspaper:

<https://tinyurl.com/2019-research-school>

SOCIAL MEDIA

Chris Campbell (ASCILITE Vice President) maintains ASCILITE's social media platforms with the assistance of **Andre Colbert** (ASCILITE Secretariat). Throughout 2019, 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!* (webinars) and many of the 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 slightly from 455 (2018) to 470 (2019) while LinkedIn connections dropped by 15 to 996 over the course of the year. Twitter activity increased in 2019, particularly in the number of followers, up from 979 in 2018 to 1,250 in 2019. The number of views on ASCILITE's YouTube channel increased from 2,160 in 2018 to 2,519 in 2019 with an additional 4 videos added to the channel. Videos from the TA-SIG and TEledvisors SIG sessions are stored on separate SIG channels. Instagram activity declined somewhat in 2019. While the ASCILITE fortnightly bulletin continues to serve as a critical means of communication for the Society, the metrics below indicate a rise in the use of Twitter as an important secondary channel for members and others interested in the activities of ASCILITE.

SOCIAL MEDIA PLATFORM	2017 (1 Nov)	2018 (12 Oct)	2019 (24 Oct)
Facebook likes	429	455	470
LinkedIn connections	902	1011	996
Twitter: Following/Followers	430/777	428/979	491/1,250
YouTube Channel: Videos/ Views/ Subscribers	38/1718/59	44/2160/69	48/2519/76
Instagram: Posts/ Followers/ Following	31/50/16	39/55/19	51/52/19

Table 1: Social media engagement

TELLALL BLOG

Chris Campbell (ASCILITE Executive) leads ASCILITE’s TELall Blog initiative. In 2019, 13 blogs were posted from 17 academics/professional staff located across 13 institutions. Highlights of these blogs include award winner Symone Tyrell posting on her ASCILITE Innovation award topic. 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 and a graphic “facelift” this year provided a more contemporary look and feel for visitors. The redesign also provided visitors with social media and email share buttons on the page of each post.

AUTHOR	INSTITUTION	POST HEADING
Peggy Tan Peiyu	Singapore University of Social Sciences	Shaping the Learning Landscape of Tomorrow
Sue Gregory & Chris Campbell	University of New England	2019 Spring into Excellence Research School
Alan Soong & Chris Campbell	National University of Singapore & Griffith University	ASCILITE 2019 Conference Social Highlights
Chris Campbell	Griffith University	Using an Artificial Intelligent personal assistant: Do they really help?
Simone Tyrell	Deakin University	The Professional Literacy Suite (PLS)
Chris Drew	Swinburne Online University	Thoughts from the Recent Special Issue of AJET on Cognitive Tools
Chris Campbell	Griffith University	Using an Artificial Intelligent personal assistant: Do they really help?
NIDL World Conference Team	Dublin City University	World Conference on Online Learning: Dublin Awaits You!

AUTHOR	INSTITUTION	POST HEADING
Michael Sankey	Griffith University	Putting the pedagogic horse in front of the technology cart
Hazel Jones, Corrin, Colvin (LA-SIG)	Swinburne University of Technology, Griffith University and Charles Sturt University	Are we still at the peak of the hype or sliding down into disillusionment? The current state of Learning Analytics
Carmen Marta-Lazo	University of Zaragoza, Spain	A collaborative digital pedagogy experience in the tMOOC
Wendy Taleo / Henk Huijser	Charles Darwin University & Queensland University of Technology	Virtually Connecting at ASCILITE 2018
Dominique Parrish	Macquarie University	ASCILITE Technology Enhanced Learning Accreditation Scheme

Table 2: 2019 Blog post details

COMMUNITY MENTORING PROGRAM

Professor **Sue Gregory** (ASCILITE Executive) leads the Community Mentoring Program (CMP) and 2019 was a big year for the program, attracting a large number of high-quality mentors and mentees. In total there were 17 mentees and 13 mentors and other organisations across three countries. Most mentee/mentor teams met regularly 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 ASCILITE2019. Mentees and mentors will also be delivering a joint presentation at ASCILITE2019.

ONE ON ONE MENTORING TEAMS	PROJECT FOCUS
Mentor: Petrea Redmond, University of Southern Queensland Mentee: Christian Moro, Bond University	(1) Enhance mentees publication in Q1 education publications and; (2) Provide guidance to future research studies and career goals.
Mentor: Elaine Huber, University of Sydney Mentee: Amanda White, University of Technology	Publishing, finance, peer Instruction, learning analytics tech, lecture capture
Mentor: Alan Soong, National University of Singapore Mentee: Hafizah Osman, National University of Singapore	Review current practice in engaging academics to embark on re-designing their courses in an online/ blended learning mode, specifically in the context of continuing education (CET) in university setting.
Mentor: Trish Donald, University of New England Mentee: Lauren Bowman, Department of Education	Develop an appreciation and understanding of children's literature (picture books).

ONE ON ONE MENTORING TEAMS	PROJECT FOCUS
Mentor: Puvaneswari (Puva) P Arumugam, Deakin University Mentee: Nona Press, Queensland University of Technology	Enhance leadership capacity & capability in a digital world & enhance understanding of digital literacies, digital pedagogies & digital transformations.
Mentor: Michael Sankey, Griffith University Mentee: Ratna Selvaratnam, Edith Cowan University	Grow in TEL leadership and experience in the sector.
Mentor: Chris Campbell, Griffith University Mentee: Sandra Beach, University of Queensland	(1) Learn from our shared experiences of teaching and learning and; (2) Collaborate on development of a SoTeL project: learning analytics interventions.
Mentor: Oriel Kelly, New Zealand Tertiary College Mentee: Kavita Kaur, University of Melbourne	(1) Design and evaluate a blended-learning course template using established learning design frameworks and; (2) Use an LMS to deliver a module and assess students' skills competencies.
COLLABORATIVE TEAMS	PROJECT FOCUS
<p>Mentors James Birt, Bond University Michael Cowling, Central Queensland University</p> <p>Mentees Charlotte Clark, University of Melbourne Julie Lindsay, Charles Sturt University Susan Batur, University of Melbourne Darren Brooks, NEAS</p>	<p>(1) Build a peer mentoring group with weekly meetings to address each mentees' goals for L&T practice, and seek feedback and advice from mentors and peers.</p> <p>(2) Action Research project on online learning & TESOL. Analyze data with an L&T focus, present at ASCILITE 2019 and transition work to Journal publications.</p>
<p>Mentor Dominique Parish, Macquarie University</p> <p>Mentees Rebecca Ng, ANU Sharon Altena, Queensland University of Technology Meredith Hinze, University of Melbourne Simone Poulsen, Griffith University</p>	Develop research project, present at ASCILITE, re-purpose project, scope research trajectory.
<p>Mentors Alison Reedy, Charles Darwin University Pedro Isaias, University of Queensland</p> <p>Mentee: Wendy Taleo, Charles Darwin University</p>	Progress research on ed tech, analyze and prepare research project.

Table 3: 2019 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 2019. In addition to the

ASCILITE Live! Series, four of the 7 ASCILITE SIGs conducted a total of 14 specialised sessions in 2019.

Webinar attendance numbers are tracked for ASCILITE Live! and two of the SIGs only. However, for the 5 sessions where attendance was tracked, there were a total of 144 attendees, up from 107 attendees for 8 sessions in 2018. The 2019 increase was largely due to the unusually high number of attendees (74) who participated in the ASCILITE Live! webinar "A multidisciplinary approach to embedding digital literacy in curricula" presented by Deakin University on 29 July.

WEBINAR TOPIC	PRESENTER(S)	SPONSOR
Getting your paper accepted at ASCILITE 2019, 8 July 2019	Rebekah Lim (Singapore University of Social Sciences)	ASCILITE Live!
A multidisciplinary approach to embedding digital literacy in curricula, 29 July 2019	Simone Tyrell, Dr Leanne Ngo and Michael Volkov (Deakin University)	ASCILITE Live!
Open Networked Learning course, 31 Oct 2019	Lars Uhlin works (Mälardalen University, Sweden) and Jörg Pareigis (Karlstad University, Sweden)	ASCILITE Live!
Current Challenges & Future Directions in Learning Analytics, 1 May 2019	Dr Cassandra Colvin (Charles Sturt University)	LA-SIG
Scaling Online Education, 24 Sept 2019	Jay Cohen (Charles Sturt University)	OEP-SIG
Making technology enhancement effective: what works? (Assessment in Higher Education, 17 July 2019	Prof Sally Jordan (Open university UK), Mira Vogel (King's College London) and Maria Rosaria Marsico (University of Exeter)	TA-SIG
A shift from discouraging academic dishonesty to authentic assessment, 7 August 2019	Carol Miles and Keith Foggett (The University of Newcastle)	TA-SIG
Continuous assessment, feedback loops and analytics, 4 September 2019	Ole Eggers Bjælde and Annika Büchert Lindberg (Aarhus University, Denmark)	TA-SIG
Are typed and handwritten exams equivalent? 2 October 2019	Elizabeth (Liz) Masterman and Jill Fresen (University of Oxford, UK)	TA-SIG
The future of TEL, 28 March 2019	Sarah Thorneycroft, Kate Mitchell, Marlene Daicopoulos and Tom Worthington	TELedvisors SIG
What do Learning Technologists do? 2 May 2019	Colin Simpson (Swinburne University), Kym Schutz (University of Adelaide), Joe Hayes (Monash University) and Elaine Huber (University of Sydney)	TELedvisors SIG
Engineering serendipity – Using network visualisations to identify collaboration	Hans Tilstra, Sheryl Maher, Ian Thomas and Kate Mitchell	TELedvisors SIG

WEBINAR TOPIC	PRESENTER(S)	SPONSOR
opportunities, 30 May 2019		
Get Real: AR/VR/MR in Education, 27 June	Matt Bower (Macquarie University)	TELedvisors SIG
The EdTech Shark Tank, 25 July	Khang Vo (ClassCom) and Nathan Sherburn (Monash University)	TELedvisors SIG
TELedvisors Research fireside chat, August 2019	Dr Christine Slade, Brigitte Sloom, Jenny Pesina, Irena White, Sarah Thorneycroft, Peter Westcott and Colin Simpson	TELedvisors SIG
Academic Developers - who are they and what do they do? 26 September 2019	Marina Harvey (UNSW)	TELedvisors SIG

Table 4: 2019 ASCILITE webinar engagement

ASCILITE AWARDS

Professor **Sue Gregory** (ASCILITE Executive) leads the ASCILITE Awards program. She was assisted in this role by **Dominique Parrish** (ASCILITE President) and **Allan Christie** (2018 ASCILITE Treasurer). The 2019 adjudication of award nominations was undertaken by the newly constituted ASCILITE Awards Selection Panel of Sue Gregory, **Chris Campbell** (ASCILITE Vice-President) and **Mark Schier** (ASCILITE Treasurer).

ASCILITE now offers six different awards:

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

EMERGING SCHOLAR AWARD

The Emerging Scholar award was introduced in 2018. To receive the award a nominee must make a noteworthy contribution in the exemplary use or research of technologies for learning and teaching in tertiary education in one of the award categories. They must also have promoted the strategic vision, mission and goals of ASCILITE through those contributions. In 2018, this award went to **Linda Corrin**, University of Melbourne for "Evidence-informed use of Educational Technologies in Higher Education".

COMMUNITY FELLOW AWARD

The Community Fellow Award, which replaced the ASCILITE Fellow Award in 2018, aims to recognise the outstanding contributions of individual ASCILITE members in the

exemplary building of connections in the wider community and in the ASCILITE community. The nature of these contributions must cover one or more specific award categories. In 2018, the Community Fellow Award went to **Michael Cowling** (The CREATE Lab, Central Queensland University).



Above: (Left to right) Sue Gregory (Awards Chair), Michael Cowling (2018 Community Fellow Award recipient) and 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. It was introduced in 2017 and in 2018 the recipient of the award was **Nauman Saeed** (Learning Futures, La Trobe University).



Above: Sue Gregory (Awards Chair) and Dr Nauman Saeed (2018 AJET Distinguished Reviewer award recipient).

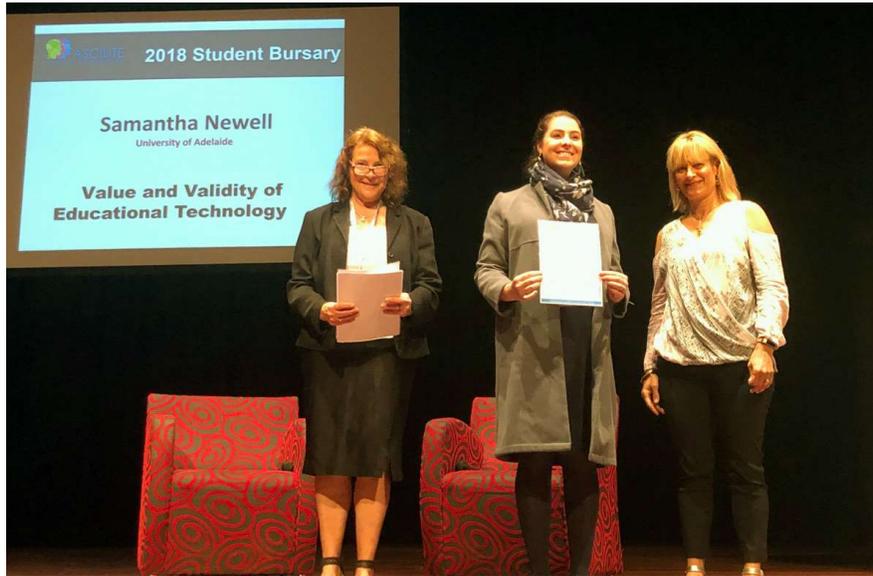
STUDENT BURSARY AWARD

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 by communicating effectively through the technology. Winning submissions are available for viewing on the ASCILITE website: <http://ascilite.org/awards/student-bursary-award-winners/>

In 2018, there were two award winners:

- **Samantha Newell**, University of Adelaide for "Value and Validity of Educational Technology"

- **Sophie Abel**, University of Technology Sydney for "Automated Feedback on Student Writing"



Above: (Left to right) Sue Gregory (Awards Chair), Samantha Newell (2018 Student Bursary award recipient) and Dominique Parrish (ASCILITE President)



Above: (Left to right) Sue Gregory (Awards Chair), Sophie Abel (2018 Student Bursary award recipient) and Dominique Parrish (ASCILITE President)

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 2018, there were three outstanding winners:

- **Simone Tyrell** and team members: Leanne Ngo, Kerrie Bridson, Michael Volkov, Sharon Chua, Ellyse Mitchell, Deakin University for "Professional Literacy Suite"
- **Maggie Hartnett** and **Peter Rawlins**, Massey University for "Professional Inquiry – Researcher Training and Development course"
- **Melissa Fanshawe**, University of Southern Queensland for "Fostering a positive maths mindset for learning through technology-based sense of presence"



Above: (Left to right Sue Gregory (Awards Chair), Ellyse Mitchell, Simone Tyrell, Kerrie Bridson, Sharon Chua and Michael Volkov from the Deakin University project team (2018 Innovation Award recipients)

LIFE MEMBER AWARD

The ASCILITE Life Member award is the society's most prestigious award that recognises the significant service and/or sustained contribution of an ASCILITE member to the Society. It is the highest recognition of achievement made by ASCILITE. The award is only made when an appropriate candidate meets the criteria and therefore may not be presented every year. In 2018, the Life Member award went to **Dominique Parrish**, Macquarie University

Dominique began her involvement in ASCILITE in March 2007 as ASCILITE Project Manager for a Carrick Exchange Project. She attended her first ASCILITE conference in Singapore in Dec 2007. In Feb 2008 she took over the role of ASCILITE Secretariat and three months later initiated the Institutional Membership Scheme which now comprises 19 institutions. At the 2011 AGM, Dominique Parrish was elected to the ASCILITE Executive and voted in as a casual vacancy to fill the role of Treasurer. The following year, at the 2012 AGM, Dominique was elected unopposed as Vice-President and in 2015 she was elected as ASCILITE President. In 2017 she initiated the highly successful *ASCILITE Spring into Excellence Research School* which now runs annually and in 2018 – 2019 she devoted a considerable amount of time to the development of a major new ASCILITE initiative; the *Technology Enhanced Learning Accreditation Scheme (TELAS)*.



Above: (Left to right) Sue Gregory (Awards Chair), Dominique Parrish (2018 Life Member award recipient) and Allan Christie (2018 ASCILITE Treasurer)

SPECIAL INTEREST GROUPS

The ASCILITE Special Interest Group (SIG) initiative, which was established in 2014, is led by **Chris Campbell** (ASCILITE Executive). ASCILITE currently has 7 Special Interest Groups.

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 offering each SIG a supported website presence and list management services,

financial support for approved 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.

Note that ASCILITE membership numbers cited in Table 5 are indicative only since it only reflects ASCILITE membership at the time the person joined the SIG which in the case of several SIGs would have been from 2016 onwards.

SIG	ASCILITE	TOTAL	ASCILITE	TOTAL
	MEMBERS	MEMBERS	MEMBERS	MEMBERS
	2018	2018	2019	2019
Learning Analytic SIG	46	106	52	100
Learning Design SIG	51	199	113	232
TELedvisors SIG	28	260	283	414
Transforming Assessment SIG	Unavailable	2,554	Unavailable	2,661
Mobile Learning SIG	44	61	31	73
Digital Equity SIG	59	28	23	43
Open Educational Practice SIG	58	12	8	44

Table 5: SIG Membership showing percentage of ASCILITE members

The activities of each ASCILITE SIGs in 2019 are presented below.

TELEDVISORS SIG

The TELEDvisors SIG was established in November 2016 and is led by **Colin Simpson** (Monash University), **Wendy Taleo** (Charles Darwin University) and **Kate Mitchell** (Victoria University). The TELEDvisors SIG has continued to grow rapidly since it was launched in 2017. Membership in late 2017 stood at 117 and rose to 260 in late 2018. It now stands at 414 members, thus doubling in numbers each year.

The SIG actively promotes ASCILITE through branding at the start of all of webinar, on its website and posters and continues to cross promote ASCILITE and ASCILITE SIG events in its discussion forum and Twitter account.

In 2019, the TELEDvisors-SIG undertook the following activities:

- Webinars in March, May (x2), June, July, August, Sept and October

- Brisbane Meetup - ~66 attendees at Griffith University
- Melbourne Meetup with 80 registrations
- THETA meetup Wollongong informal
- 188 forum posts and responses
- 17 blog posts on "The Edvisor blog"
- 434 video views from the 2019 webinar series

For 2020, the SIG plans to continue conducting regular webinars and blogposts and expand on local meetups. It has been facilitating collaborations on projects and research and intends to broaden this and explore additional opportunities for member engagement. The leadership group is also interested in exploring awards, micro-credentials and training.

TRANSFORMING ASSESSMENT SIG

The ASCILITE Transforming Assessment SIG is led by Dr **Mathew Hillier** (University of New South Wales) and Professor **Geoffrey Crisp** (University of Canberra).

The Transforming Assessment website continues to serve as the main portal for SIG activities and regular webinars continue to be the SIG's primary community activity. The continued strong demand and success of the Transforming Assessment webinar series is evidenced by sustained membership numbers and steady attendance rates that have demonstrated the continuing need for a forum in the tertiary community to air and share issues around e-assessment with a more recent shift to covering wider assessment issues in higher education more generally; although e-assessment remains the SIG's primary focus.

In 2019, TA-SIG membership increased from 2,554 in 2018 to 2,661 from 76 countries/regions and 800 separate organisations. (Numbers are based on those electing to receive the Transforming Assessment Update email newsletter and who have active email addresses).

The ASCILITE community and its mission remains an ideal mechanism to foster the SIG's discussions 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.

In 2019, four webinars were conducted in July, August, September and October with one additional session scheduled for 6 November. A total of 632 RSVPs were received in response to these sessions. This included the joint webinar with 'Assessment in Higher Education' (AHE) 2019 conference in the UK in July 2019. The session comprised a post-event online panel discussion session with three presenters.

Two additional events in November 2018 should also be mentioned as it was not possible to report on these events in time for the 2018 President's Report.

- One joint webinar with Advance HE/HEA UK focusing on the broader aspects of assessment in HE (November 2018).
- The eExams Symposium conducted in Melbourne on 24 November 2018. This event was organised by Mathew Hillier and chaired by Geoff Crisp, both SIG leaders and the scheduling of the symposium was planned to enable ASCILITE conference delegates easy access to both events. The event featured nine speakers and 86 participants from Australia, Austria, Finland, New Zealand and Sweden represented 23 universities, two private providers, four professional medical colleges, four state government education departments (Victoria, New South Wales, Tasmania, Western Australia) and the Tertiary Education Quality and Standards Agency (TEQSA). The event was funded from a Federal Government DET grant and the eight symposium sessions were recorded and placed on the Transforming Assessment website.

In 2020, monthly webinars will remain the primary focus of the SIG with the likelihood of another joint online conference event with 'Assessment in Higher Education' UK. If confirmed, the event will occur in June/July 2020. The format of webinars will remain as informal 'come as you please' activities and webinars have been and continue to be a successful formula for the SIG, largely due to the fact that members can engage with each other in a low stress environment.

LEARNING ANALYTICS SIG

Hazel Jones (Griffith University), **Linda Corrin** (Swinburne University), **Cassandra Colvin** (University of Queensland) and **Srecko Joksimovic** (University of South Australia). Srecko presented at the LA-SIG's Tri City event in late 2019 and it was following this event that he expressed interest in joining the leadership team. He was recently recognised as one of the "Rising Stars of Research" by the Australian newspaper and is expected to bring a wealth of knowledge to the SIG.

In 2019, the LA-SIG undertook the following activities:

- A pre-conference workshop "Integrating learning analytics and learning design: Smooth sailing or a rough journey" and a "Get to know your SIG" lunch time session held during the 2018 ASCILITE Conference.
- Webinar on "Current Challenges & Future Directions in Learning Analytics", facilitated by Cass Colvin on 1 May 2019 with 26 attendees and 32 views.
- Tri-City Event on 6 Sept 2019 held simultaneously in Brisbane, Melbourne and Sydney.
- A pre-conference workshop at the 2019 ASCILITE conference.

The Tri-City event attracted 70 attendees across 3 venues, Brisbane, Melbourne and Sydney and featured high quality researchers from across Australia with group discussions and activities at each venue, centred on two dominant and critical conversations in learning analytics in the Australian context. The first conversation was on how we understand and operationalise learning within learning analytics practice and respond to concern that LA can sometimes privilege a limited framing of learning. The second responded to perceptions that LA has perhaps not delivered the impact on learning, teaching and student success outcomes that many in the sector were expecting. But how do we define 'impact'? And how can we 'see' impact? Attendees were a mix of Learning Analytics researchers and practitioners and staff in educational design and similar positions and positive feedback was received from all 3 venues.

In 2020, the SIG aims to continue the event conversations from late 2019 through their Google group and is planning a series of follow-up webinars featuring international speakers and it aims to hold a second multi-city event in 2020. It also plans to continue its webinar series and already has two international speakers lined up for end of 2019 or early 2020. Later in 2020 it will continue the initiative from last year of inviting PhD candidates to present on their research. The SIG is also investigating ways of promoting state networks, as a follow-up from the Tri-City event.

Learning Analytics and its connections to Learning Design will continue to be important topics and considerations in higher education and for the ASCILITE membership and the SIG would like to continue to contribute to capacity building and supporting individuals in these endeavours.

The LA-SIG actively promotes ASCILITE and the benefits of membership at its events and encourages ASCILITE membership and participation in ASCILITE conferences.

MOBILE LEARNING SIG

The Mobile Learning SIG is led by Dr **Thom Cochrane** (Auckland University of Technology) and **Vickel Narayan** (University of Sydney). In 2019 the SIG activities

focused upon online community building and publication of an updated special collection of the Research in Learning Technology Journal for 2019. It also established a Moodle discussion Forum for the community to replace its defunct G+ Community. The SIG hosts a weekly webinar series and switched from Google Hangouts to Zoom and added a YouTube archive playlist after Hangouts closed mid-2019.

With Vickel now at Sydney University we have MLSIG leader representation in both New Zealand and Australia, making it easier to facilitate F2F events in both countries in the future.

In 2019, the ML-SIG undertook the following activities:

- Conducted weekly webinars to promote ePortfolio uptake in the wider community
- 2019 update to the Special Collection of RLT on Mobile Mixed Reality
- 3 x cMOOCs throughout 2019 (2 x CMALT cMOOC and a MOSOMELT)
- ASCILITE Conference contribution as a symposium with various paper presentations

The SIG has 71 members registered in its Moodle Discussion Forum.

There appears to be continued interest from the ASCILITE community to continue the SIG, and there is also the potential to collaborate closer with IAMLearn and the MLearn conference in 2020 and 2021, particularly with the election of David Parsons and Kathryn MacCullum to the IAMLearn executive – both core ML-SIG committee members.

In 2020 the SIG will be looking the possibility of co-hosting the MLearn 2021 Conference. It is also keen to facilitate F2F SIG workshops in Sydney now that Vickel, one of the SIG leaders is located at the University of Sydney and a SIG workshop in Auckland at the SOTEL Symposium in February is currently under development. Also in 2020, the SIG will continue with its regular discussion postings via its online community channels, including its Moodle Forum, Twitter hashtag and Wordpress site and will be exploring collaboration between the CMALT cMOOC and SOTEL research cluster groups.

The SIG also plan on submitting a proposal for a Special Issue of AJET in 2020.

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.

During 2019, the Digital Equity SIG undertook the following activities:

- Discussions with several SIG members with regards to becoming part of the SIG leadership team for succession planning, to build in SIG sustainability, and share the workload.
- Regular meetings up to mid-2019
- Successful bid for an AJET Special Edition in 2019 to promote the importance of issues in and around digital equity with the SIG leaders as Guest Editors and SIG members as paper blind peer reviewers
- Preparation for a SIG get-together at ASCILITE 2019

In 2020, the SIG plans to make further preparations for a Digital Equity virtual conference which was postponed in July 2019.

OPEN EDUCATION PRACTICE SIG

The OEP-SIG was established in 2019 and is led by **Adrian Stagg** (University of Southern Queensland), **Carina Bossu** (Open University UK) and **Michael Cowling** (Central Queensland University) 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.

The OEP-SIG has been structuring its monthly meetings to be both developmental and informative. Below are the topics presented, by SIG members or guests, during its 2019 meetings.

- April: Reflecting on the GO-GN Workshop, OER19, and OEGlobal 19: Implications for practice. Presented by Johanna Funk and Alison Lockley (CDU).
- May: Open Textbook Publishing in Australia (presentations and panel sessions). Presented by Anne Lennox (RMIT), Roxanne Missingham (ANU), and Adrian Stagg (USQ); facilitated by Michael Cowling (CQU)
- July: Course development by higher education partners of the OERu (research presentation). Presented by Danielle Dubien (PhD student, University of Canterbury, NZ)

- September: *From business school to business-as-usual* (ASCILITE webinar – as part of our yearly commitments with Ascilite). Presented by Jay Cohen (CSU)
- December: OEP SIG lunch and quiz (ASCILITE conference)

The SIG also publishes the *OEP Digest (Australasian Edition)*, and shares content to the OEP Digest created by SPARC (USA). By the end of 2019, the SIG will have published ten issues.

In summary, the SIG achieved the following outcomes in 2019:

- Fifty-seven members on the SIG mailing list, representing Australia, Singapore, and the USA.
- Ten issues of the OEP Digest (Australasian Edition), circulated to all members, disseminated via Twitter, and available at the SIG website. Members contribute to news articles regularly.
- Six additional general meetings for the SIG not focused on webinars, research presentations and conference reports.
- Four webinars, all of which have been added to the SIG Youtube channel, linked from the SIG website and openly licenced.
- One event schedule for the ASCILITE 2019 conference

The SIG has encouraged membership through tacit methods such as reminding members the SIG (and thus the outcomes) are sponsored by ASCILITE; including ASCILITE news, conference details, and calls for papers in our monthly Digest, and meetings; and encouraging attendance at the conference. Furthermore, the value placed on the SIG by members (and their willingness to actively contribute) creates a positive relationship and perception between the value of the SIG and the value of ASCILITE.

The SIG has experienced success in 2019 through the steady increase in membership and the expanding professional network. Many members have expressed a need for an OEP SIG based on their experiences as a 'lone champion' or 'lone practitioner' at their institution; thus they value the connection to other institutions and practitioners, and seek collaboration. Furthermore, the SIG offers the only national platform for OEP in higher education in Australasia, and we are building capacity and capability to begin more advocacy work in the policy space, as well as promoting examples of good practice at the national level.

We believe the SIG answers a current need in Australasian higher education as a focal point for emerging practices and raising awareness, and will be strengthened in the coming years through more participation with our membership. Sponsorship of this group demonstrates ASCILITEs commitment to fostering good practices, and change in higher education.

The SIG will continue with monthly meetings, the publication of the Digest, and plan to disseminate more practical examples of OEP across the network. These activities are no-cost to ASCILITE.

However, there are emerging opportunities for the SIG to partner with other organisations in 2020 that align with our mission. There are plans currently from a number of Victorian universities to hold an 'OEP Summit' in 2020; an online event with some local activities. The SIG has been invited to take part in this event; we are currently awaiting the planning meetings to commence.

The developmental and informative nature of the SIG will continue with In-Focus events, and a membership poll will be held to plan key focus areas for 2020 and source practitioners who can add value to our membership.

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 currently led by **Leanne Cameron** (James Cook University) who had to put LD-SIG activities on hold in 2019 due to competing priorities. ASCILITE will be seeking a replacement LD-SIG leadership team at the 2019 ASCILITE conference.

STRATEGIC ACTIVITIES & PARTNERSHIPS

Dominique Parrish (ASCILITE President) and **Allan Christie** (Executive Member) 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:

ODLAA (Open & Distance Learning Association of Australia)

In late 2019, ASCILITE entered into discussions with ODLAA with the intention of developing a Memorandum of Understanding (MoU) that will see ASCILITE and ACODE collaborate on a range of mutually beneficial activities. Discussions will continue in 2020 to finalize the MoU.

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.

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 7,643 registered readers, compared to 5,253 in 2018 and 4,355 in 2017. As of the beginning of October there have already been close to 325,000 abstract and 100,000 full articles views 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 2019 we have gained several new Associate Editors and are now supported by the following strong team:

- Dr. **Thomas Cochrane**, Auckland University of Technology, New Zealand
- Dr. **Linda Corrin**, University of Melbourne, Australia
- Dr. **Eamon Costello**, National Institute for Digital Learning Dublin City University, Ireland
- Dr. **Christopher E Dann**, University of Southern Queensland, Australia
- Dr. **Teresa S Foulger**, Arizona State University, United States
- Associate Professor **Paul Andrew Gruba**, University of Melbourne, Australia
- Professor **Judi Harris**, College of William & Mary, USA
- Dr **Henk Huijser**, Queensland University of Technology, Australia
- Associate Professor **Matthew Kearney**, STEM Education Futures Research Centre, University of Technology Sydney (UTS), Australia
- Dr **Chien-Ching Lee**, Singapore Institute of Technology, Singapore
- Associate Professor **Jason M Lodge**, University of Melbourne, 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
- Dr. **Kate Thompson**, Griffith University, Australia
- Professor **Joke Voogt**, University of Amsterdam/ Windesheim University of Applied Sciences, Netherlands

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), Dr **Mark Scheir** (ASCILITE Treasurer) and the three Lead Editors, meet regularly. The editorial team extend a heartfelt thanks to **Allan Christie** (ASCILITE Executive) who retired from the Management Committee mid-year.

SPECIAL ISSUES

Following calls for Expressions of Interest for editorial team(s), several strong submissions for special issues were received. After rigorous review by the AJET

Management Committee a number of submissions were selected for publication over 2020 and early 2021.

Late last year we published a special issue *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).

In early 2019, we published the special issue *Re-examining cognitive tools in educational technology research*, edited by Christopher Drew (Swinburne Online University) and Mark Lee (Carnegie Mellon University, USA).

A further special issue is scheduled for publication in 2019: *Digital equity*, edited by Julie Willems, Monash University, Helen Farley, University of Southern Queensland, and Chris Campbell, Griffith University.

AJET DEVELOPMENTS

This year there have been a number of significant changes to AJET. In working towards these changes the Lead Editorial consulted with the management committee, Associate Editors, members of the Editorial Board, and the broader Ascilite community at the Ascilite 2018 conference. The most significant change is that the journal has moved to a Creative Commons license. The journal was already open access with the copyright of the article vested in the authors. The Creative Commons license helps simplify the licensing. Other changes to the journal include an upgrade to the OJS software as well as the addition of sections for implications and keywords in the article title page.

AJET SUBMISSION & REVIEW STATISTICS

After a 14% increase in submissions from 2016 to 2017 the increase to 2018 stood at 35%. While the preliminary data for 2019 suggest a further increase in the overall number of submissions the rate of increase seems to have slowed down. While the rejection rate at screening appears to be largely stable, the proportional number of rejections at peer review did increase in 2018, putting the overall acceptance rate for the journal at 8%. The workload for the AJET reviewers and editorial team remains high. Table 6 shows the data available at this point in the year.

AJET Submission and Review Activities	2017*	2018*	2019*
Total submissions	405	526	571
Declined at editorial screening (% of total submissions)	282 (70%) **	375 (73%) **	395 (71%) **
Peer reviewed (% of total submissions)	123 (30%) **	140 (27%) **	166 (29%)
Declined at peer review (% of peer reviewed)	38 ***	42 ***	86***
Accepted (% of peer reviewed)	18 ***	12 ***	12***
Declined (either at editorial screening or following peer review % of total submissions)	***	***	***
Accepted (% of total submissions)	***	***	***
Under screening/review*	67	97	78

Table 6: AJET submission and review statistics based on submissions per year

* To the beginning of October; ** Calculation of percentages adjusted for outstanding review 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 and Scopus impact factors. However, while we are maintaining a strong profile, there is a downward trend in the Google Scholar bibliometrics. When investigating this we discovered an anomaly with how Google Scholar has been indexing articles. The Lead Editorial team has worked intensely with the journal software developers and the problem now appears to be resolved, however, bibliometrics has a long effect time.

AJET BIBLIOMETRICS		2015	2016	2017	2018
JCR	JCR Impact Factor	0.79	0.85	1.39	1.57
	JCR 5 year Impact Factor	1.17	1.46	1.82	1.86
	JCR journal ranking in Education category based on 5 year Impact Factor	135/231 Q3	151/235 Q3	111/238 Q2	110/243 Q2
Scimago	SJR Impact Factor	1.236	0.883	0.721	0.721
	SJR ranking in Education	Q1	Q1	Q1	Q1

Google Scholar	H5 index	33	31	26	28
	H5 ranking within Educational Technology category	9/20	9/20	19/20	20/20
Scopus	Impact Factor	1.96	1.42	1.40	2.13
	Journal ranking in Education	96/904 Q1	197/934 Q1	226/979 Q1	155/1040 Q1
	SNIP	1.645	1.099	1.071	1.092

Table 7: AJET Bibliometrics based on calendar year

2018 CONFERENCE

The ASCILITE 2018 Conference, *ASCILITE's 35th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education* was hosted by Deakin University at their Waterfront Campus, Geelong, between 25 to 28 November 2018. The theme of ASCILITE 2018 was "Open oceans: Learning without borders" and, with the conference location, the theme is in keeping with water. 426 delegates attended the conference (including 38 day delegates) and 34 of the full conference delegates opted to join ASCILITE as part of their conference registration.

Deakin University's ASCILITE 2018 Conference Organising Committee was led by Professor **Beverley Oliver**, and included Professor **Liz Johnson**, Associate Professor **Malcolm Campbell**, Dr **Julie Willems**, Ms **Siobhan Lenihan** and Ms **Jodi Morgan**. The Conference Program sub-committee (encompassing the Social Committee) included 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 was provided by Professor **Dominique Parrish** (ASCILITE President), **Allan Christie** (ASCILITE Executive) and **Andre Colbert** (ASCILITE Secretariat).

2019 CONFERENCE

A total of 208 submissions were received for the 2019 conference and of these 177 were double-blind peer reviewed, 22 were peer reviewed and the remaining 9 were not peer reviewed. From 199 peer reviewed papers submitted, 149 were accepted. Tables 8 - 10 contains further details of this year's submissions.

As in previous years, 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.

Double blind peer review

Double Blind Peer Review	Submitted	Accepted	Rejected	Withdrawn
Full paper	45	35	9	1
Concise paper	75	54	20	1
Poster	25	19	6	0
PechaKucha	32	23	8	1
Sub-total	177	131	43	3

Table 8: Summary of paper submissions and acceptances ASCILITE 2019

Blind peer review

Blind Peer Review	Submitted	Accepted	Rejected	Withdrawn
Panels/ Symposia	5	5	0	0
Debates	2	1	1	0
Experimental Sessions	9	7	1	1
Pre-Conference Workshops	6	5	0	1
Sub-total	22	18	2	2

Table 9: Summary of paper submissions and acceptances ASCILITE 2019

Non peer review

Non-Peer Review	Submitted	Accepted	Rejected	Withdrawn
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AJET Sessions	2	2	0	0
SIG sessions	7	7	0	0
Sub-total	9	9	0	0

Table 10: Summary of paper submissions and acceptances ASCILITE 2019

SPONSORS

A mix of regular and new sponsors are partnering with ASCILITE for the 2019 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
D2L Corporation	Gold
Panopto Asia Pacific Limited	Silver
Instructure Global Ltd Australia Pty Ltd	Silver
AI Media (pending full name)	Silver (pending form)
Echo360	Barista Bar
Blackboard (Australia) Pty Limited	Exhibition Booth
eLumen Pty Ltd	Exhibition Booth
VitalSource Technologies	Refreshment Breaks
LibraryForce Ltd	Delegate Name Badge and Lanyard
ExamSoft	Conference Branded Gift

Table 11: 2019 conference sponsors & exhibitors

2020 CONFERENCE

ASCILITE's 2020 Conference will be held at the University of New England's Armidale campus and there's no doubt that UNE will organize an excellent conference. This will be the first time UNE has hosted an ASCLITE conference.

Armidale's location is central to Sydney and Brisbane with direct flights servicing both cities and is accessible by train from Sydney and car from various locations. It is half way between Sydney and Brisbane (about 500 km each) and 200 km from the Coffs Harbour coast. Armidale is a very picturesque location and offers much in the way of sightseeing. In December, Armidale has the perfect weather for a conference as it is also in the mountains, 1,000 m above sea level. Temperatures range from 10c at night to 25c during the day.

CMALT AUSTRALASIA

Thomas Cochrane (ASCILITE Executive) heads up CMALT Australasia. In 2019, the ASCILITE Executive and ALT (UK) endorsed the [CMALT cMOOC](#), a 7 week CMALT cMOOC organized by Thom and which ran twice during the year. A total of 86 participants globally, predominantly from Australia, New Zealand, and the UK participated in the cMOOC.

ALT refreshed CMALT accreditation in September 2019 by introducing three levels of accreditation, providing an associate level accreditation for practitioners and researchers with limited experience of TEL, and a Senior level for those with extensive experience in TEL practice, research, and leadership. The three levels also provide opportunity for progression through the 3 levels as holders gain more experience, and makes a stronger case for the 3-year CMALT portfolio update, and active ALT or ASCILITE membership requirement. Work is also underway to provide a closer mapping between CMALT accreditation and Advance HE Fellowship for academics who are interested in both accreditations and the impact on professional development and practice (Cochrane & Jenkins, 2019a, 2019b, 2019c).

One of the most significant challenges facing the uptake of CMALT accreditation is the lack of awareness of the relevance of CMALT accreditation in comparison to the rapid institutional uptake of Advance HE Fellowships across Australasia.

To address this issue, it may be necessary to approach key stakeholders such as university PVCs in Teaching and Learning in order to increase awareness of the relevance of CMALT accreditation, particularly for ASCILITE members for whom CMALT accreditation is targeted.

CMALT holders passed 500 globally in 2019, with several new holders in Australasia.

Cochrane, Thomas, & Jenkins, Martin. (2019a, 4 September). Mapping professional accreditation pathways in HE: Triangulating the ucisa surveys with a systematic review and analysis [a-037]. Paper presented at the ALT annual conference 2019, University of Edinburgh.

Cochrane, Thomas, & Jenkins, Martin. (2019b). Mapping professional accreditation pathways in higher education: A systematic review. *Campbell Systematic Reviews*, 15(In Preparation).

Cochrane, Thomas, & Jenkins, Martin. (2019c, 4 July). Reimagining professional development for next generation higher education: Mapping professional accreditation pathways. Paper presented at the HERDSA Conference 2019: Next Generation, Higher Education: Challenges, Changes and Opportunities, University of Auckland.

MEMBERSHIP TRENDS

INDIVIDUAL MEMBERSHIP

As of 24 October 2019, ASCILITE had 521 members and while individual membership numbers have progressively dropped since at least 2012, institutional memberships have done the opposite and consistently increased since then. Since 2016, many conference delegates have elected to join ASCILITE as part of their conference registration and this boosted individual memberships.

MEMBERS BY CATEGORY	2012	2013	2014	2015	2016	2017	2018	2019
Individuals	397	335	309	301	246	282	201	186
Institutional Memberships	90	173	244	221	286	254	284	306
Students	17	25	14	19	17	23	17	11
Life Members	10	10	10	11	11	11	12	13
Fellows	6	7	7	4	4	5	2	2
Affiliates	3	4	4	3	3	3	3	3
Total Members	523	554	588	559	567	578	519	521

Table 12: Members by Category

INSTITUTIONAL MEMBERSHIPS

In 2019, the number of Institutional members stood at 20, an increase of one over 2018 and two over 2017 with the addition of the University of Sydney Business School and the return of Southern Cross University. 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 and in 2019 it sits at 306 (Table 13).

INSTITUTION	2015	2016	2017	2018	2019
Auckland University of Technology		8	10	10	10
Central Queensland University				15	17
Charles Darwin University	10	10	10	9	10
Deakin University	7	10	10	20	21
Flinders University				8	6
La Trobe University	9	9	10	9	7
Lincoln University		10	10	10	10
Macquarie University		8	10	7	6
Massey University	18	17	16	15	15
Monash University	4	17	20	22	21
Open Polytechnic of New Zealand	6	10	9	8	9
Southern Cross University	7	10			10
University of Melbourne				20	19
University of New England	20	20	19	17	18
University of Notre Dame	10	10	10	10	10
University of Southern Queensland	20	10	10	10	10
University of Sydney Business School					10
University of Western Australia	10	10	10	10	30
University of Wollongong	30	62	62	66	59
UTS Insearch	10	10	10	10	8
TOTALS	161	231	226	276	306

Table 13: Institutional Memberships of ASCILITE

MEMBERSHIP BY COUNTRY

Membership number by country in 2019 were very similar to that of 2018 with a modest increase in the number of members from Singapore which is hosting the 2019 conference. ASCILITE's international membership is not well represented in continental Europe and the USA/Canada where there are no members. Less than 4% of ASCILITE's membership is based outside of Australia and New Zealand.

MEMBERS BY COUNTRY	2014	2015	2016	2017	2018	2019
Australia	427	426	434	447	422	433
New Zealand	117	102	102	99	78	70
Fiji	0	10	10	0	0	0
Singapore/Malaysia	6	7	5	13	6	11

MEMBERS BY COUNTRY	2014	2015	2016	2017	2018	2019
UK / Ireland	9	5	8	5	4	4
Japan	2	3	1	1	1	1
USA / Canada	6	2	2	0	3	0
Hong Kong/China	4	2	2	1	1	2
Europe	9	2	0	1	2	0
Other	8	2	3	2	2	0
Total Members	588	561	567	578	519	521

Table 14: 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 2018 to 30 June 2019, ASCILITE achieved a surplus of \$46,839 on an income of \$340,752; a healthy result given the continuing increase in investment towards 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 the Spring into Excellence Research School and the Technology Enhanced Learning Accreditation Scheme (TELAS) and administrative overheads (Secretariat and Executive meeting costs) have risen by 12% compared with the previous financial year.

In past years, the institution that hosts the ASCILITE conference manages all income and expenses and remits the net surplus to ASCILITE after reconciling the conference accounts. However, in 2018, Deakin University passed on to ASCILITE the entire conference income of \$317,836 and then invoiced ASCILITE for the total expenses of \$223,608 and these amounts are reflected in ASCILITE's Reconciled Financial Statements. The net surplus for the 2018 conference after GST was \$88,145 which is an extremely healthy result.

ASCILITE's total net assets at 30 June 2018 were \$497,783 up from \$450,961 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 while increasing expenditure in key membership services.

The 2018 – 2019 financial statements and the 2020 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 Vice President and the current Secretariat, **Andre Colbert** has held the position of Secretariat since May 2012.

In 2019, Secretariat duties in the area of I.T. network administration and webmaster services continued to expand in order to meet the ever-growing needs of the Society's online presence. Network administration tasks cover areas such as domain name management, the setup and configuration of conference websites each year, 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. As the Society's webmaster, the Secretariat has also taken on the responsibility of maintaining multiple websites including ASCILITE, the TELall Blog, several of the SIGs, including the posting of all webinar recordings.

Late in 2019, Andre spent considerable time designing the functional specifications for the TELAS software application and then hiring and managing a software developer who is in the process of building the application. The software will allow TELAS peer reviewers to assess online courses for institutions keen to assess course quality.

As in previous years, Secretariat administrative duties continue to demand much of the Secretariat's workload. These activities include:

- 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 and the maintenance of their member lists and websites.
- 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.