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EXECUTIVE SUMMARY

When I began as ASCILITE President in December last year I expected ASCILITE to continue moving forward in areas such as TEL - with the SIGs, TELall blog, Research School and TELAS initiatives leading the way. Little did we know that the world would change. The ASCILITE Executive were fortunate to have their face-to-face meeting in February, just after the news that Chinese students were having difficulties in getting into Australia due to the COVID-19, and with closed borders this looked set to continue. However, things were set to change for everyone when in March we all went into lockdown in various ways with states and countries emerging at different times while some even went into lockdown for a second time. With Zoom and Microsoft Teams meetings becoming the new normal, the pivot to rapid remote online teaching was taxing for some and a very steep learning curve for others. Our members were in the prime position to support colleagues and others alike, and as such, the support provided by the ASCILITE membership was second to none. Through the ASCILITE SIGs, webinars, TELall blog and other initiatives, we have been at the forefront of supporting online learning and teaching endeavours this year. Our expertise has shone through, and ASCILITE's members have been a leading light in this space.

I would like to acknowledge the efforts of the ASCILITE 2019 Conference Organising Committee. I am very pleased to report that the 2019 conference held in Singapore resulted in a surplus of $35,000. The 2019 Conference Organising Committee was chaired by Professor **Cheah Horn Mun** and co-chaired by Associate Professor **Rebekah Lim Wei Ying**, and the sub-committee chairs included **Ms Chan Kah Mun**, Associate Professor **Chui Yoon Ping**, **Dr Renee Tan, Mr Lee Chye Seng, Mr David Toh, Ms Rebekah Lim Shi Yun, Ms Katherine Lin, Ms Choong Fong Ling**, and **Ms Stephanie Tiu**.

I would also like to thank our ASCILITE members who were able to attend the conference and engaged with the community while in Singapore. For those unable to make it last year, I hope you plan on attending the first ASCILITE Virtual Conference to be hosted by the University of New England this year.

In this report, I hope you get an understanding of all of our achievements this year. The ASCILITE Executive have led and engaged in many initiatives that seek to address and progress the future of digital technologies in tertiary learning and teaching environments.

Our member benefits and services continue to grow. We now have 8 SIG communities who have been very active this year, 10 teams and 21 participants in the Community

Mentoring Program, 25 posts from the TELall blog (with 11 being COVID-19 related), 16 Webinar events (with 4 being COVID-19 related), and the TELAS initiative. Social media activities have increased this year thanks to the team doing a wonderful job across various platforms. Unfortunately, we were not able to conduct the Spring into Excellence Research school this year due to COVID-19, but we are hoping to have this high-quality event again in the future. The journal (AJET) continues to grow stronger, and although the three senior editors will be finishing at the end of the year, they will continue to be involved in the ASCILITE community. Thank you to Associate Professor **Eva Heinrich**, Professor **Michael Henderson** (who will continue to mentor the new senior editors), and Associate Professor **Petrea Redmond** (who will move onto the ASCILITE Executive this December). ASCILITE has benefited from your high-quality leadership during your term.

The awards attracted strong member participation this year and we continue to connect both locally and globally through CMALT.

Recently we also announced our new D2L & ASCILITE Research Grants with the first recipients to be announced at December's virtual conference.

I would like to take this opportunity to thank the entire ASCILITE community for your continued commitment and support and I look forward to another year of growth for the Society in 2021.

Dr Chris Campbell, ASCILITE President

TECHNOLOGY ENHANCED LEARNING ACCREDITATION STANDARDS (TELAS)

The Technology Enhanced Learning Accreditation Standards (TELAS) are a set of internationally benchmarked standards designed to assess the quality of online learning, particularly in relation to the tertiary sector. They provide institutions with the means to assess and evaluate the affordances of their online learning environments and thereby guide quality enhancements.

The standards and performance criteria articulated in the TELAS framework have been conceptualised through a rigorous and extensive research and consultation process over a period of several years with the participation of a wide range of key stakeholders and practitioners from the tertiary education sector.

This process has involved tertiary sector and relevant industry leaders, professionals, academics and students from Australia, New Zealand, the UK, USA, EU and Singapore. A TELAS Strategic Advisory Group was also established to guide and oversee the development and implementation processes.

The TELAS framework, as a resource, aims to:

- Present standards to guide the design of quality online learning environments.

- Provide a tool to assess and assure the quality of online learning environments.

- Provide a measure of performance for assessing online learning environments that can be externally validated, benchmarked and compared broadly across the global tertiary education sector.

Professor **Dominique Parrish** (ASCILITE Past-President) and Dr **Chris Campbell** (ASCILITE President) are supported by Mr **Andre Colbert** (ASCILITE Secretariat) on this initiative, and they continue to meet regularly to further develop the initiative. In 2020, the TELAS app was created and developed through to user testing. A TELAS website was also finalised, and the assessor training was developed. The advertising campaign is currently being developed for implementation in the future.

SPRING INTO EXCELLENCE RESEARCH SCHOOL

The Spring into Excellence Research School was introduced and launched in 2017 as an initiative by then ASCILITE President Dominique Parrish.

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.

In 2020, the Research School was postponed due to COVID-19. Although the Executive Committee discussed many different scenarios for conducting the event, it was finally decided that the main value, face-to-face collaboration, would not be present if a virtual format were adopted. Therefore, the committee made the difficult decision to delay the school for 12 months, and we look forward to running the school again in 2021.

SOCIAL MEDIA

Executive members Dr **Sandy Barker** (Twitter), Dr **David Porter** (Facebook) and Dr **Kwong Nui Sim** (LinkedIn) maintain ASCILITE's social media channels with the assistance of Mr **Andre Colbert** (ASCILITE Secretariat).

Throughout 2020, ASCILITE continued to be active on Facebook**,** Twitter, LinkedIn, Instagram and YouTube. News and events are posted regularly to Facebook and Twitter while LinkedIn is primarily used for professional connections.

Over the course of the year, the number of 'likes' on ASCILITE's Facebook page increased slightly from 470 (2019) to 499 (2020), while LinkedIn connections increased to 1,088 over

the course of the year. Twitter activity increased in 2020, particularly in the number of followers, up from 1,250 (2019) to 1,560 (2020).

The number of views on ASCILITE's YouTube channel increased from 2,519 (2019) to 3,220 (2020) with an additional 15 videos added to the channel. Videos from *ASCILITE Live!* webinars and SIGs are made available on this channel while several other SIGs such as the TA-SIG and TELedvisors SIG have their own channels.

Instagram activity remained more or less the same between 2019 and 2020, mainly due to changes on the Executive Committee that saw a reduced level of attention given to the platform.

While the ASCILITE fortnightly bulletin continues to serve as the primary 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 ASCILITE. These channels also provide a means to promote ASCILITE's regional and international activities.

It is anticipated that activity on several social media platforms may increase now that a community calendar with auto-generated notifications of new community events has been introduced via ASCILITE's website.

SOCIAL MEDIA PLATFORM	2018 (12 Oct)	2019 (24 Oct)	2020 (17 Nov)
Facebook likes	455	470	499
LinkedIn connections	1,011	996	1,088
Twitter: Following/Followers	428/979	491/1,250	513/1,574
YouTube Channel: Videos/ Views/ Subscribers	44/2,160/69	48/2,519/76	64/3,220/95
Instagram: Posts/ Followers/ Following	39/55/19	51/52/19	53/54/19

Table 1: Social media engagement

TELALL BLOG

Dr **Sandy Barker** (ASCILITE Executive) leads ASCILITE's TELall Blog initiative with the assistance of Dr **Chris Campbell** (ASCILITE President). As of 27 November, a total of 25 blog posts were published in 2020, up from 13 in 2019. The 25 posts came from 45 academics/professional staff located across 22 institutions located in both Australia and New Zealand. 11 of the posts (marked with an asterisk) covered COVID-19 issues.

Highlights of the blog posts this year were two posts from award winners Brent Gregory and Hazel Jones, who each posted on their respective ASCILITE awards.

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. Overall, it has been another successful year with regular interesting and contemporary blog posts. As of November 2020, TELall had 130 subscribers.

AUTHORS	INSTITUTION	POST HEADING
Colin Simpson	Monash University	The TELedvisors Network SIG – a community of practitioners
Cheryl Brown, Ashwini Datt, Dianne Forbes, Dilani Gedera, Maggie Hartnett, Ciara Alfonso and Zahra Mohamed	University of Canterbury, University of Auckland, University of Waikato, Auckland University of Technology, Massey University, University of Canterbury and University of Waikato	Student experiences of online learning in COVID-times*
Hazel Jones	Griffith University	Insights on the adoption of learning analytics: a reflection from a Best Student Paper award winner
Christian Schott	Victoria University	Exploring Virtual Reality-based Situated Experiential Education
Erik Brogt	University of Canterbury	Here we go again: The Christchurch Earthquake versus the COVID-19 disruption to university teaching*
Michael Sankey	Griffith University	Educational Designers: A sure hope and anchor amid a global pandemic*
Brent Gregory	University of New England	On demand assessment supported by progression pipeline
Brandi Fox, Margaret Bearman, Robin Bellingham, Andrea North-Samardzic, Simona Scarparo, Darci Taylor, Matthew Krehl, Edward Thomas and Michael Volkov	Deakin University, Macquarie University	Teaching online, longing for connection
Thom Cochrane	University of Melbourne	Introducing the CMALT cMOOC
Chris Campbell, Kathryn Coleman	Griffith University, University of Melbourne	Connecting the dots: Digital tools for doing educational research on COVID-19 during a pandemic*

Linda Corrin, Michael Henderson, Eva Heinrich, Petrea Redmond	Swinburne University of Technology, Monash University, University of Southern Queensland	Supporting online teaching with research-based evidence from AJET*
Carol Johnson	University of Melbourne	Moving towards adoption of online music pedagogy*
Petrea Redmond, Chris Campbell	University of Southern Queensland, Griffith University	Are you an educator? If so, we need your help: Challenges for educators due to COVID-19*
David Sinfield	Auckland University of Technology	Reconceptualising the Graphic Design Studio: Immersive user-generated mobile devices for thinking outside the box
Petrea Redmond, Alice Brown	University of Southern Queensland	Online Learning and Teaching: Thinking beyond the technology to student engagement*
Dominique Parrish, Chris Campbell, Allan Christie	Macquarie University, Griffith University	ASCILITE Technology Enhanced Learning Accreditation Standards (TELAS) update
Hazel Jones, Linda Corrin, Srecko Joksimovic	Griffith University, Swinburne, University of SA	Are Virtual Conferences the way of the future? – Presenter and participant perspectives from LAK20
Nicki Dabner	University of Canterbury	I 'C' you … communication, community, connectedness and co-construction within the context of tertiary education responses to COVID-19*
Hazel Jones, Wendy Taleo, Henk Huijser, Audrea Warner and David Porter	Griffith University, Charles Darwin University, University of Southern Queensland, University of Auckland, University of Wollongong	Crisis and Technology Enhanced Learning: Responses from the ASCILITE Community*
Linda Corrin, Hazel Jones, Srecko Joksimovic & Cassandra Colvin	Griffith University	Professional learning for learning analytics: what can we learn and adapt in response to current events?
Kwong Nui	Victoria University	When ICT 5.0 meets COVID-19: Are we ready for Flexible Teaching and Learning?*
Sandy Barker	University of SA	Reflecting on the ASCILITE Research School in September 2019
Michael Sankey	Griffith University	Micro-credentialing – a point in time glimpse of the Australasian Sector
Julie Willems	Monash University	Digital equity – a social justice issue for staff too
Julie Willems	Monash University	AJET Special Issue: Digital Equity

Table 2: 2020 TELall blog post details

COMMUNITY MENTORING PROGRAM

A/Prof. **Michael A. Cowling** and Dr **Kwong Nui Sim** (ASCILITE Executives) led the Community Mentoring Program in 2020. The program this year had smaller numbers than 2019 but with a good cohort of mentees and mentors across 10 teams—9 with an individual mentor/mentee relationship and 1 with a collaborative mentoring team. The total number of participants was 21 in 2020. Most teams met regularly during the program, and the coordinators also organised an initial meeting with teams, as a mid-stream check-in, and the "2nd wind" meeting approximately a month before the conference to encourage the generation of deliverables and to debrief the program. Ultimately, two teams dropped out of the program, but the other 8 teams produced a range of outputs, including blog posts and conference papers.

Reports so far indicate several academic deliverables from the program, as well as other impact deliverables such as a TELall blog post and posts on other public scholarship forums. Prof Cowling and Dr Sim also wrote a piece for the Newsroom publication in New Zealand. Mentees and mentors will be presenting at a special CMP presentation at ASCILITE 2020, which will feature reports on their project activity, success stories and a short panel discussion.

A list of the 2020 mentors/mentees and their project focus/outcomes is provided on the next page.

Mentoring Team Members	Project Focus/Outcome
Mentee: Amanda Bellaby, QUT Mentor: Michael Sankey, Griffith	Full Paper in the ASCILITE 2020 Conference. ASCILITE TELall Blogpost. Presentations to ASCILITE TELedvisors SIG (Oct) and the ACODE 82 Workshop (Nov).
Mentee: Amelia Dowe, UTAS Mentor: David Porter, UOW	ASCILITE Presentation: TEL and a range of student support roles. Presentation to the Education Developers Network at UOW. Upcoming presentation at UTAS Library about online learning and assessment. 2021 blog article.
Mentee: Ashley Anderson, UoM Mentor: Puva Arumugam, Deakin	Three steps of filtering our data collection; reviewed the process and have decided to do data collection again (not being satisfied with the way we filtered the data set). Aim to complete the paper by 2021 and continue working on more papers together.
Mentee: Carmen Vallis, USYD Mentor: Petrea Redmond, USQ	Invaluable experience and scholarly contribution to Learning Design and Educational Technology community.
Mentee: Ger Post, UoM Mentor: James Birt, Bond	Did a preliminary test of Rocket League at Bond University for the course Game Thinking (Students found the exercise challenging due to remote delivery but the outcomes were very positive for both the innovation, engagement and reflective practice).
Mentee: Mais Fatayer, UTS Mentor: Camille Dickson-Deane, UTS	New opportunities to engage in the scholarship. Enrolled in Reviewer training program through Pablons. Got assigned as a reviewer for JAID. Presented on the bridge between practice and scholarship - How it can be achieved? Encouraging others with similar backgrounds to share and collaborate.
Mentee: Marissa Carlos, UoM Mentor: Pedro Isaias, UNSW	A valuable experience for the mentee and the mentor as the interactions provided insights and support that they would not have been privy to without the mentorship.
Mentee: Nicole Field, Tennis Australia Mentor: Mat Tinker, UoM	To be revised.
Mentee: Jillian Morphet, AMES Australia Mentor: Foong May, National Uni Singapore	Good to have a frank discussion on what would work. Early communication when things do not work out as planned.
Mentee: Kalie Carmichael, UofC Mentors: Oriel Kelly, NZ Tertiary College and Alison Reedy, CDU	A co-authored reflective paper for the ASCILITE 2020 Online Conference on Institutional Approaches to emergency responses to COVID-19. An ongoing mutually, beneficial relationship.

Table 3: 2020 Community Mentoring Program Participants & Project Focus

WEBINARS

The *ASCILITE Live!* webinar series is led by Dr **David Porter**, (ASCILITE Executive). This year's series aimed to focus on ASCILITE's innovators and exemplars, promote the excellent work occurring within the organisation and present international perspectives and issues in technology-enhanced learning. The series continues to broaden the awareness and reach of ASCILITE, and we anticipate this increased awareness will continue through 2021. One of the highlights of this year's webinars was having 4 ASCILITE award winners make presentations.

All of ASCILITE's webinar series are available on our YouTube channel.

Webinar attendance numbers are tracked for *ASCILITE Live! s*essions, the LA-SIG and the BE-SIG. For those sessions the total number of participants across 17 sessions was an impressive 311 participants, up from 5/144 (2019) and 8/107 (2018). Data for the TELedvisors SIG and the TA-SIG webinars is available under their respective sections in this report. Four webinars presented this year were COVID related (marked with an asterisk).

Webinar Topic	Presenter(s) & Affiliation	Sponsor	Participants
ASCILITE's CMP explained	Michael Cowling, CQU) and Kwong Nui Sim (VU)	ASCILITE	6
Using modern technology to enhance in-class learning	Christian Moro (Bond) and 2019 ASCILITE Innovation Award winner	ASCILITE	23
Issues with learning analytics and predictive models	Co-hosted with UniSA and presented by Christopher Brooks (University of Michigan)	LA-SIG	6
Using simulations as a learning alternative	Audrea Warne (University of Auckland) and Sandy Barker (UniSA)	BE-SIG	18
23 things for research: An international collaboration	Kwong Nui Sim (VU), Mike Rose (University of Surrey UK), Kim Brown and Sarah Stein (University of Otago)	ASCILITE	8
Weathering the storm: Higher education, crisis, & technology-enhances learning*	Nicola Dabner (University of Canterbury), Goh Moh Heng (BCM Institution Singapore) and Susan McCahan (University of Toronto)	ASCILITE	33
Crisis and technology-enhanced learning: Responses from the ASCILITE community*	Hazel Jones (Griffith), Audrea Warner (University of Auckland), Wendy Taleo (CDU) and Henk Huijser (QUT)	ASCILITE	21
iLearn Insights – An application to facilitate data-driven student interventions	Shamim Joarder (Macquarie) and 2019 ASCILITE Innovation Award winner	ASCILITE	23

Webinar Topic	Presenter(s) & Affiliation	Sponsor	Participants
Creating presence in online learning for practice-based classes	Carol Johnson (University of Melbourne) and 2019 ASCILITE Innovation Award winner	ASCILITE	48
Creating trust and learning community relationships in online learning*	Petrea Redmond (USQ)	ASCILITE	19
The impact of COVID 19 on the use of learning analytics in HE*	Panel discussion	LA-SIG	27
Work integrated learning WIL	Assoc Prof Harsh Suri (Deakin), Ms Frederika Kaider (Deakin) and Dr Sandra Barker (UniSA)	BE-SIG	15?
Listen to your edvisors!	Colin Simpson (Monash) and 2019 ASCILITE Community Award winner	ASCILITE	50
Design principles for human centered learning analytics	Prof Yannis Dimitriadis (University of Valladolid, Spain)	LA-SIG	43
On-demand exams	Brent Gregory (UNE)	BE-SIG	45
Making your conference presentations more accessible	Sue Tucker (CDU) and Darren Britten (La Trobe)	ASCILITE	16
AJET Special Issue Webinar: Partnerships and unbundling the traditional university	AJET Special Issue Editors: Henk Huijser (QUT), Gilly Salmon (Education Alchemists Ltd. (UK) and Rachel Fitzgerald (UQ)	ASCILITE	31

Table 4: 2020 ASCILITE webinar engagement

ASCILITE AWARDS

Professor **Sue Gregory** (ASCILITE Executive) leads the ASCILITE Awards program. She was assisted in this role by Dr **Chris Campbell** (ASCILITE President) and Dr **Mark Schier** (ASCILITE Treasurer) and together they undertook the 2020 adjudication of all award nominations.

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 2019, this award went to Dr **Kwong Nui Sim** (Victoria University of Wellington) and Dr **Carol Johnson** (The University of Melbourne).

Above: (Left to Right) Sue Gregory (Awards Chair), Kwong Nui Sim (2019 Emerging Scholar award winner) and Chris Campbell (ASCILITE President)

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 within ASCILITE and in the wider community. The nature of these contributions must cover one or more specific award categories. In 2019, the Community Fellow Award went to Mr **Colin Simpson** (Monash University) for his exemplary efforts in growing the TELedvisors SIG community.

Above: (Left to right) Sue Gregory (Awards Chair) with Colin Simpson (2019 Community Fellow Award recipient) and Chris Campbell (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 2019 Dr **Rachael Adlington** (University of New England) received the award.

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 3 – 5 minute videos that demonstrate how well the applicant made use of educational technologies by communicating effectively through the technology.

In 2019, no student bursaries were awarded.

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 2019, there were three outstanding winners:

- Mr **Shamim Joarder** (Macquarie University) for "iLearn Insights; creating an application to facilitate data driven student interventions to increase student engagement".

- Mr **Brent Gregory** and Ms **Lisa Harris** (University of New England) for "On-demand assessment supported by progression pipeline learning environment".

- Dr **Christian Moro** (Bond University) for "The development of physiology and anatomy digital learning modules that enhance student learning, engagement and participation in health sciences and medicine".

Above: Sue Gregory (Awards Chair) and Chris Campbell (ASCILITE President) with Brent Gregory (2019 Innovation Award winner)

Above: Sue Gregory (Awards Chair) and Chris Campbell (ASCILITE President) with Christian Moro (2019 Innovation Award winner)

Above: Sue Gregory (Awards Chair) and Chris Campbell (ASCILITE President) with Shamim Joarder (2019 Innovation Award winner)

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.

There was no Life Member award in 2019.

SPECIAL INTEREST GROUPS

The ASCILITE Special Interest Group (SIG) initiative, which was established in 2014, is led by Mrs **Hazel Jones** (ASCILITE Executive). ASCILITE currently has 8 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 ratio of members to non-members may be viewed in Table 5 below. SIG leaders must be members of ASCILITE.

In 2020, we welcomed the newly established Business Education SIG, led by A/Prof **Harsh Suri** (Deakin University), Mrs **Audrea Warner** (University of Auckland) and Ms **Danielle Logan** (Griffith University). Two SIGS—Digital Equity and Learning Design—welcomed new leadership teams as noted below and are moving quickly to build the activities and membership. Thanks to all for taking on these important roles.

In late 2019, the bi-annual SIG survey was conducted that covered all SIG's except for the Learning Design SIG due to a lack of any activity that year. Ninety responses were received across the SIGs membership and the responses were analysed and compiled into a report that was distributed to SIG leaders.

The main findings from the survey were:

- Overall responses were positive and most respondents indicated that they would continue as members of the SIGs
- Connecting with others was the most cited reason for participation in the SIGs
- Engagement and shared ownership of the SIGs could use further development
- Respondents' preferred frequency of SIG activity is monthly

- Ninety-one percent (91%) of respondents indicated they most likely or definitely will remain involved in their SIG in the next year, suggesting that they are happy with the activities and running of the SIG
- In general, respondents rated SIG leadership as effective.

An additional SIG initiative was introduced in late 2020 comprising an online catch-up for SIG Leaders in which the leaders discussed synergies between the SIGs and other issues. Representatives from every SIG attended and further catch-ups are planned.

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

Membership information from each of the SIGS is shown in the following table.

SIG	ASCILITE MEMBERS 2019	TOTAL MEMBERS 2019	ASCILITE MEMBERS 2020	TOTAL MEMBERS 2020
Learning Analytic SIG	52	100	60	156
Learning Design SIG	113	232	166	319
TELedvisors SIG	283	414	349	499
Transforming Assessment SIG	Unavailable	2,661	Unavailable	4,095
Mobile Learning SIG	31	73	44	99
Digital Equity SIG	23	43	27	50
Open Educational Practice SIG	8	44	15	47/80
Business Education SIG	n/a	n/a	28	54

Table 5: SIG Membership showing percentage of ASCILITE members

The activities of each ASCILITE SIG in 2020 are presented below.

TELEDVISORS SIG

The TELedvisors SIG was established in November 2016 and is led by Mr **Colin Simpson** (Monash University), Mrs **Wendy Taleo** (Charles Darwin University) and Ms **Kate Mitchell** (University of Melbourne). 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 and then 414 members in 2019. Membership now stands at 499. The membership is

temporarily capped due to member limits in Moodlecloud. However, research is underway to identify a suitable replacement for that platform.

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

In 2020, the SIG continued to conduct monthly webinars comprising 17 presenters and 384 views from 14 videos. The SIG now boasts an extensive library of session recordings on its YouTube playlist.

Below is a summary of the TELedvisors-SIG activities undertaken in 2020:

- 39 Forums created with 117 Interactions

- 9 blog posts on The Edvisor Blog

- PressEdConf Presentation (a wordpress and Education, Pedagogy and Research Conference on Twitter) in March

- *ASCILITE Live!* Webinar - Crisis and Technology Enhanced Learning: Responses from the ASCILITE Community, co-presented with representatives from the Learning Analytics and Business Education SIG in April

- COVID support sessions - Te@ch Support – open drop-in sessions in March/April

- Dual SIG Symposium with HERDSA Academic Developer SIG in September

- *ASCILITE Live!* Webinar - Listen to your Edvisors! in September

- On-going posting of SIG activities to the ASCILITE community calendar

- 2020 ASCILITE Online Conference Workshop/Meetup (pending)

The COVID support sessions while not well attended were well publicised and referred to by Sally Kift and Campus Morning Mail. The SIG also coordinated with colleagues in the USA on supporting the ID-ER network.

The joint HERDSA / ASCILITE SIGS virtual symposium was well attended (up to 80 participants) and a strong example of how to best coordinate efforts across groups and demonstrate online tools and methodologies relevant to good practice online learning through an online conference format. Learnings are being shared through The Edvisor blog post and an October webinar.

For 2021, the SIG aims to continue regular webinars and blogposts. We aim to investigate different forms of local meetups that were popular in 2019.

The SIG continues to explore opportunities for ongoing member engagement. We have been facilitating collaborations on projects and research and intend to broaden this and provide a platform for members to showcase and express their scholarship and technology use. The leadership group is interested in exploring micro-credentials and training. There may be further opportunities to better link to or encourage members to be involved in ASCILITE mentorship program opportunities as a way to further projects, research or build relationships between members including those across professional and academic roles.

TRANSFORMING ASSESSMENT SIG

The ASCILITE Transforming Assessment SIG is led by Dr **Mathew Hillier** (Macquarie University) 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 2020, the Transforming Assessment monthly webinar series resulted in 13 sessions between November 2019 and October 2020 (up from 5 sessions in a comparatively similar period in 2019). This included 3 sessions in March; 3 in April, and one each in May, June, July, August, September and October. Highlights include:

- Several COVID19 special focused sessions including extra 'double bill' sessions (sessions on adjacent days) in March and April.

- One joint webinar with e-Assessment Association for the international e-Assessment Awards in June.

- A joint webinar with 'Assessment in Higher Education' (AHE) 2020 conference in the UK. This comprised a post-event online panel discussion session with three presenters in July.

- A further 'double bill' session is to be held on 18 - 19 November.

Membership of the TA-SIG has seen a net increase to 4,095 people as of 27 October 2020 up from 2,661 in 2019. An almost doubling of member numbers can be largely attributed

to COVID-19. (Numbers are based on those electing to receive the Transforming Assessment email newsletter and who have active email addresses).

The continued strong demand and success of the Transforming Assessment webinar series, evidenced by sustained membership numbers and steady attendance rates, highlights the continuing need for a forum in the tertiary community to air and share issues around e-assessment and a more recent shift to covering wider assessment issues in higher education more generally – although e-assessment remains our primary theme.

The COVID19 pandemic has put a rocket under membership and thus re-enforced the need for this type of online forum.

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.

LEARNING ANALYTICS SIG

Mrs **Hazel Jones** (Griffith University), A/Prof **Linda Corrin** (Swinburne University), Dr **Cassandra Colvin** (Curtin University) and Dr **Srecko Joksimovic** (University of South Australia) lead the Learning Analytics SIG (LA-SIG).

The Learning Analytics SIG undertook a number of activities throughout 2020:

- Issues with Learning Analytics Predictive Models on 2 March 2020. This session was presented by Dr Christopher Brooks (University of Michigan, USA) and was organised in collaboration with the Centre for Change Complexity and Learning, UniSA.

- Hazel Jones represented the LA-SIG in a joint webinar with representatives from the TELedvisors SIG and Business Education SIG titled "Crisis and Technology Enhanced Learning: Responses from the ASCILITE Community" on 2 April 2020.

- The impact of COVID-19 on the use of learning analytics in higher education on 30 July 2020. This session was a panel session involving panelists from University of South Australia, Charles Darwin University, RMIT and the University of Queensland.

- Design principles for human-centered actionable learning analytics on 8 September 2020. This session was presented by Professor Yannis Dimitriadis from the University of Valladolid, Spain.

- TELall blog post: Jones, H., Corrin, L. & Joksimovic, S. (2020, Apr 23). Are virtual conferences the way of the future? – Presenter and participant perspectives from LAK20.

- TELall blog post: Corrin, L., Jones, H., Joksimovic, S. & Colvin, C. (2020, Apr 6). Professional learning for learning analytics: what can we learn and adapt in response to current events?

- Led the initiative to enter into a Memorandum of Understanding between ASCILITE and the Society for Learning Analytics Research (SoLAR) which has already resulted in increased interest and attendance at the 2020 SIG webinars.

- The SIG also held a workshop at the 2019 conference in Singapore titled Professional Development for Learning Analytics: Approaches, Challenges and Opportunities.

In 2021, the SIG expects to make available a new website based on a WordPress site created for the SIG by the ASCILITE Secretariat. The goal is to provide a platform that would enhance our web presence and give us an opportunity for sustained interaction with our members.

In 2021, the SIG will continue with its online webinars, potentially every two months. In addition, it is looking to develop a small suite of Learning Analytics resources for the ASCILITE community around key topics in learning analytics. These could be developed in a variety of formats, e.g. short guides, videos, etc. The SIG also plans to connect with initiatives, such as [TalkHub,](#) that provide spaces for teachers to discuss real-world educational topics with educational researchers. Another multi-city event, similar to what the SIG has run in the past, is also under consideration.

MOBILE LEARNING SIG

The Mobile Learning SIG is led by A/Prof **Thom Cochrane** (The University of Melbourne) and Dr **Vickel Narayan** (University of Sydney).

In 2020, the ML-SIG undertook the following activities:

- A weekly webinar series, which now has 18 archived sessions on [YouTube](#).

- Two ASCILITE conference collaborative Concise Papers ware submitted and accepted;

- Narayan, V., Cochrane, T., Cowie, N., & Birt, J. (2020, 30 November - 1 December). A mobile ecology of resources for Covid-19 learning. ASCILITE 2020: ASCILITE's first virtual conference (UNE)

- Cochrane, T., Birt, J., Cowie, N., Deneen, C., Goldacre, P., Narayan, V., Ransom, L., Sinfield, D., & Worthington, T. (2020, 30 November - 1 December). A collaborative design model to support hybrid learning environments during COVID19. ASCILITE 2020: ASCILITE's first virtual conference (UNE).

Guest editors of special 2020 and 2021 collections for the Research in Learning Technology (RLT) Journal:

- Cochrane, T., Birt, J., & Narayan, V. (2020, 11 May 2020). Editorial for 2019 update to the RLT special collection on mobile mixed reality [Journal]. Research in Learning Technology, 28 (Special Collection).

- Cochrane, T., Aiello, S., Cook, S., Aguayo, C., & Wilkinson, N. (2020). MESH360: A framework for designing MMR enhanced Clinical Simulations [Journal]. Research in Learning Technology, 28 (Mobile Mixed Reality - Themed

- Cochrane, T., Aguayo, C., Aiello, S., & Wilkinson, N. (2020). Enhancing simulation training through immersive reality: MESH360 [Journal]. Research in Learning Technology, 30 (Mobile Mixed Reality - Themed Collection).

In addition, the SIG hosted an internationally recognised researcher/speaker as part of its webinar series on 5 June 2020. This webinar featured Lisa Marie Blaschke, Oldenburg University on "Transitioning to online: Capitalizing on opportunity within chaos – We've made it through the emergency remote teaching phase. What next?"

In 2021, the ML-SIG plans for the following activities:

- Continuation of its weekly webinar series with several international special guests

- Editors of a journal special issue on mobile learning

- ASCILITE 2021 contributions

- Exploring various collaborative research publications on mobile learning

DIGITAL EQUITY SIG

Established in early 2018, explores 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.

2020 saw the transition in SIG leadership. As a result, the SIG did not have its first meeting until late August. The Digital Equity SIG is now led by Dr **Sarah Lambert** (Deakin University), Ms **Sue Tucker** (Charles Darwin University) and Mr **Darren Britten** (La Trobe University). The leadership team has now been meeting every three weeks to plan for the ASCILITE conference and related events.

Although the SIG has commenced activities late in 2020, the SIG conducted an *ASCILITE Live!* webinar in November to support conference presenters in developing a digitally accessible and inclusive presentation. The SIG is now looking to conduct a second *ASCILITE Live!* Webinar reflecting on COVID19 from an equity perspective early in 2021.

OPEN EDUCATION PRACTICE SIG

The OEP-SIG was established in 2019 and is led by Mr **Adrian Stagg** (University of Southern Queensland), Dr **Carina Bossu** (Open University UK) and A/Prof **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.

In 2020, practice-sharing and collaborative problem-solving have become the primary activities in the SIG's monthly meetings with many of its members seeking to implement grants programs, learning and teaching initiatives, open textbook adoption and policy reform at the institutional level to support OEP. The latter priority area resulted in a secondary group dedicated to Open Policy (facilitated by Steven Chang, La Trobe University). The monthly meetings have become vibrant, practical, and robust sharing spaces for a growing membership. This is supported by a monthly [OEP Digest](#)that provides updates in practice and research, as well as highlighting member achievements, webinars and events, and avenues for dissemination of research (such as call for book chapters, conferences, special issues of journals, conferences).

The OEP-SIG's membership stands at eighty staff in Australian higher education, and includes colleagues from Singapore, Malaysia, New Zealand, and the United States.

In 2020, the two main activities were [Open Access Week](#), and [World Access to Higher Education Day](#) (WAHED). The former, held from 19 – 24 October, captured fifty-five events across the sector. The second (WAHED) was held on 17 November 2020. The SIG is collaboratively organising a full-day free and open online event featuring practice-based presentations and an afternoon workshop.

Lastly, the SIG has been instrumental in providing advice to the Council of Australian University Libraries (CAUL) regarding a national consortium licence for the Pressbooks

platform (an internationally recognised platform for the publication, reuse, and distribution of open textbooks). Based on these discussions, CAUL issued a survey to all University Librarians in mid-October as an evidence gathering activity to support a decision on the potential consortium licencing arrangements.

In 2021, the SIG plans to continue with its monthly meetings, the publication of the Digest and involvement in OA Week and WAHED as in previous years. A renewed focus on research and case study webinars is also planned, especially as practice across member institutions matures.

LEARNING DESIGN SIG

The Learning Design SIG was established in February 2016, and in 2020, it transitioned to a new leadership team comprising **Jamie Fulcher** (Monash University), **Leanne Ngo** (Deakin University) and **Kashmira Dave** (Charles Darwin University).

The new SIG leadership team conducted a survey of its members in 2020 to identify member interests and is now planning for 2021 based on the data received. The SIG will also be involved in contributing to the ASCILITE 2020 Virtual Conference. An important area that the SIG will be exploring in 2021 Learning Design Sprint/Labs, although the structure for these is yet to be decided.

BUSINESS EDUCATION SIG

The Business Education SIG was launched at the ASCILITE 2019 conference in Singapore with 25 attendees. It is headed by A/Prof **Harsh Suri** (Deakin University), Mrs **Audrea Warner** (University of Auckland) and Ms **Danielle Logan** (Griffith University).

Whilst 2020 was a particularly challenging undertaking during the first part of the year due to the demands that the COVID-19 pandemic put on all educators, the BE-SIG's committed and engaged steering committee collaboratively engaged with SIG members and members of other SIGs in several webinars and ASCILITE blogs. Soon after its launch, the SIG also set-up a Microsoft Teams site and a [Twitter account](#) and in the following months delivered three webinars:

- Engaging students in authentic virtual WIL experiences offered via online platforms (11 August 2020).
- Demand Driven Exams (29 September 2020) with an accompanying [blog post](#)
- Using simulations as an alternative

SIG members also contributed to webinars jointly organised by other SIGs, namely:

- ASCILITE Live! Webinar Crisis and Technology Enhanced Learning: Responses from the ASCILITE community on 2 April 2020, organised by the TA-SIG, the BE-SIG and the LA-SIG with an accompanying blog post.

- Authentic online oral assessment; an examination replacement on 30 April 2020, organised by the TA-SIG and delivered by BE-SIG members. This event had 421 participants!

The SIG's plans for 2021 include:

- Continue with organising SIG webinars and blogs once in six weeks.

- Enhance asynchronous sharing of ideas through our MS Teams site.

- Continue with a SIG event at the ASCILITE 2020 conference.

- Continue contributing meaningfully to joint webinars organised by the other SIGs.

Above: Business Education SIG launch at the 2019 ASCILITE conference.

STRATEGIC ACTIVITIES & PARTNERSHIPS

Dr **Mark Schier** (ASCILITE Treasurer) is 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 2020, ASCILITE formed a new strategic relationship with SoLAR (Society for Learning Analytics Research) due to the synergies between the two organisations. We also established a small grants program with sponsorship from D2L. In addition to these new initiatives, ASCILITE has Memorandums of Understanding (MoUs) with the Association for Learning Technologies (ALT) in the UK and EDEN (European Distance and eLearning Network) in Europe.

Association for Learning Technologies UK (ALT)

ASCILITE and the Association for Learning Technologies (ALT) based in the UK renewed their 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.

Society for Learning Analytics Research (SoLAR)

In 2020, ASCILITE signed an MoU with SoLAR with the intention of collaborating on a range of mutually beneficial activities. The Society for Learning Analytics Research (SoLAR) is an inter-disciplinary network of leading international researchers who are exploring the role and impact of analytics on teaching, learning, training and development.

Desire 2 Learn (D2L)

In 2020, ASCILITE signed an MoU to establish a partnership with D2L and offer and award 2 small grants. The 2 grants awarded in 2020 and 2021 are for up to $5,000 each for cross-institutional teams of ASCILITE members. D2L and ASCILITE are each contributing half of the funding.

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 Professor **Michael Henderson** (Monash University, Australia), Associate Professor **Eva Heinrich** (Massey University, New Zealand) and Associate Professor **Petrea Redmond** (University of Southern Queensland, Australia).

AJET currently has 9,514 registered readers, compared to 7,643 in 2019. As of the end of October there have already been about 341,000 abstract and 259,000 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 2020 we have been supported by the following excellent team of Associate Editors:

- Dr Thomas Cochrane, University of Melbourne, Australia

- Associate Professor Linda Corrin, Swinburne University of Technology, Australia

- Dr Eamon Costello, National Institute for Digital Learning Dublin City University, Ireland

- Dr Christopher E Dann, University of Southern Queensland, Australia

- Associate Professor 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, University of Technology Sydney, Australia

- Dr Chien-Ching Lee, Singapore Institute of Technology, Singapore

- Associate Professor Jason M Lodge, Queensland University of technology, Australia

- Associate Professor Lina Markauskaite, The University of Sydney, Australia

- Associate Professor Stephen Marshall, Victoria University of Wellington, New Zealand

- Associate Professor Michael Phillips, Monash University, Australia

- Associate Professor Kate Thompson, Queensland University of Technology, 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 Dr **Chris Campbell** (ASCILITE President), Dr **Mark Schier** (ASCILITE Treasurer) and the three Lead Editors, meet regularly. The editorial team extend a heartfelt thank you to Professor Dominique Parrish who stepped down from the Management Committee at the end of 2019 after providing the journal with valuable advice for many years.

SPECIAL ISSUES

In late 2019 we published the special issue *Digital equity,* edited by Julie Willems (Monash University), Helen Farley (University of Southern Queensland), and Chris Campbell (Griffith University). In October 2020 we published the special issue *Partnerships for scaled online learning and the unbundling of the traditional university*, edited by Henk Huijser (Queensland University of Technology), Rachel Fitzgerald (University of Queensland), and Gilly Salmon (Education Alchemists).

Following a call for expressions of interest, several strong submissions for special issues were received. After rigorous review by the lead editors a selection was made, and the following special issues are scheduled for publication in late 2020 and early 2021:

- Learning Analytics: Pathways to Impact, edited by Linda Corrin, Swinburne University of Technology, Dragan Gasevic, Monash University, and Maren Scheffel, Open University of the Netherlands.

- Smart Learning Environments, edited by Simon K.S. Cheung, The Open University of Hong Kong, Fu Lee Wang, The Open University of Hong Kong, and Lam For Kwok, City University of Hong Kong.

AJET DEVELOPMENTS

2020 saw the AJET team embedding the changes introduced in 2019, i.e. the move to a Creative Commons license, upgrade to OJS3, addition of sections for implications and keywords. Significant work was carried out behind the scenes to prepare for a change in journal leadership. The current lead editors will step back at the end of 2020 as part of a planned transition and the new team will formally take over. There are also changes to the team of associate editors.

We sincerely thank the Associate and Lead Editors who are leaving us in 2020. These dedicated editors have provided a combined 40 years of service to AJET and the ASCILITE community.

Leaving the AJET editorial team:

- Dr Eamon Costello, Associate Editor (from 2018)

- Associate Professor Paul Andrew Gruba, Associate Editor (from 2016)

- Associate Professor Eva Heinrich, Lead Editor (from 2015, Associate Editor from 2013)

- Professor Michael Henderson, Lead Editor (from 2014, Associate Editor from 2012)

- Associate Professor Lina Markauskaite, Associate Editor (from 2012)

- Associate Professor Petrea Redmond, Lead Editor (from 2017, Associate Editor from 2015)

Changing Roles from Associate to Lead Editor:

- Associate Professor **Linda Corrin**

- Associate Professor **Jason M Lodge**

- Associate Professor **Kate Thompson**

Joining the AJET editorial team are Professor **Gwo-Jen Hwang**, Lead Editor, National Taiwan University of Science and Technology, Taiwan and Associate Professor **Haoran Xie**, Associate Editor, Lingnan University, Hong Kong.

AJET SUBMISSION & REVIEW STATISTICS

After substantial increases our submission numbers have stabilised in 2019. Our acceptance rate has dropped further to 7% in 2019. The preliminary numbers for 2020 show that AJET continues to attract a high number of submissions. In 2020 we introduced a modified screening procedure that seeks to clarify details with authors under the same submission number instead of asking for resubmission in cases where only minor issues preventing a submission from proceeding to full review. Without this change the number of submissions would show an additional 85 submissions. Our screening rate for 2020 is comparable to 2018. While 2019 saw a higher rejection at screening, a higher percentage of reviewed articles were accepted. We need to continue to observe these figures to strike the right balance between workload for our reviewers and feedback provided to our authors.

AJET Submission and Review Activities	2017	2018	2019	2020*
Total submissions	523	707	702	586
Declined at editorial screening (% of total submissions)	386 (74%)	523 (74%)	606 (86%)	398 (71%)**
Peer reviewed (% of total submissions)	137 (26%)	184 (26%)	96 (14%)	166 (29%)**
Declined at peer review (% of peer reviewed)	84 (61%)	129 (71%)	48 (51%)	***
Accepted (% of peer reviewed)	53 (39%)	55 (29%)	46 (49%)	28
Declined (either at editorial screening or following peer review % of total submissions)	470 (90%)	652 (92%)	654 (93%)	***
Accepted (% of total submissions)	53 (10%)	55 (8%)	46 (7%)	***
Under screening/review late Oct 2020	0	0	2	90

* To end of October 2020 ** Calculation of percentages adjusted for outstanding review or screening decisions *** Too early to provide figures or percentages

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

AJET BIBLIOMETRICS

It is pleasing to see that the journal has strengthened across all of the key metrics. The growth in 2019 is remarkable and is a testament to the journal leadership in monitoring and adapting to the various indexing services and bibliometric systems as well as maintaining a high quality of journal publication. It is also a result of the hard work of the Associate and Copy Editors and of course, it is a recognition of the growing reputation and relevance of AJET.

AJET Bibliometrics* *2020 data will be available in 2021		2017	2018	2019
JCR	JCR Impact Factor	1.39	1.578	1.96
	JCR 5 year Impact Factor	1.82	1.860	2.08
	JCR journal ranking in Education category based on 5 year Impact Factor	111/238 Q2	110/243 Q2	95/263 Q2
Scimago	SJR Impact Factor	0.721	0.721	0.91
	SJR ranking in Education	Q1	Q1	Q1
Google Scholar	H5 index	26	28	35
	H5 ranking within Educational Technology category	19/20	20/20	13/20
Scopus	CiteScore	1.40	2.13	3.5
	Journal ranking in Education	226/979 Q1	155/1040 Q1	138/1254 Q1
	SNIP	1.071	1.092	1.56

Table 7: AJET Bibliometrics based on calendar year

2019 CONFERENCE

The ASCILITE 2019 Conference, ASCILITE's *36th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education* was hosted by the Singapore University of Social Sciences in Singapore (SUSS) from 2 - 5

December 2019 with the theme "Personalised Learning. Diverse Goals. One Heart" which brought together the focus on the learner's needs in the use of technology and sound pedagogical practices and recognises the diverse motivation behind each learner in the design of curriculum and the common goal in contributing to the betterment of the global Society. Singapore, being the place for people of different ethnicity, culture and religion to pursue their passion and dreams, personifies the idea of "Diverse Goals" but "One Heart".

The Guest-of-Honour for the conference was Mr Heng Chee How, Deputy Secretary-General, National Trades Union Congress, Senior Minister of State, Ministry of Defence, Singapore.

286 delegates registered for ASCILITE 2019 with a 95% attendance rate. Attendees were largely from Australasia (69.48%) and Singapore (26.84%), with the remaining 3.68% from Denmark, Malaysia, Germany, India, Ireland, Netherlands and Sweden.

The ASCILITE 2019 Conference Organising Committee was chaired by Professor **Cheah Horn Mun**, co-chaired by Associate Professor **Rebekah Lim Wei Ying**, and the Sub-Committee chairs included **Ms Chan Kah Mun**, Associate Professor **Chui Yoon Ping**, **Dr Renee Tan, Mr Lee Chye Seng, Mr David Toh, Ms Rebekah Lim Shi Yun, Ms Katherine Lin, Ms Choong Fong Ling**, and **Ms Stephanie Tiu**.

Organisational support for the conference was provided by Professor **Dominique Parrish** (ASCILITE President), Dr **Chris Campbell** (ASCILITE Vice-President) and Mr **Andre Colbert** (ASCILITE Secretariat).

2020 CONFERENCE

ASCILITE's first virtual conference is being hosted by the University of New England. Due to COVID-19 and the implementation of nationwide travel restrictions, a decision was made early in the year to opt for a virtual conference format. This decision has had a measurable impact on all aspects of the conference, including submissions, registrations and sponsorship. In addition, it was also decided to allow UNE the opportunity to host ASCILITE 2021, which is expected to be a face-to-face conference once again.

This year, a total of 89 submissions were received for the 2020 conference and of these 88 were double-blind peer reviewed. From the 88 peer-reviewed papers submitted, 82 were accepted. Tables 8 - 10 contain 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
Full papers	19	16	3
Concise papers	36	34	2
PechaKuchas	34	32	2
Sub-total	**89**	**82**	**7**

Table 8: Summary of paper submissions and acceptances ASCILITE 2020

Non peer review

Non-Peer Review	Submitted	Accepted	Rejected	Withdrawn
AJET Sessions	2	2	0	0
SIG sessions	8	8	0	0
Sub-total	**10**	**10**	**0**	**0**

Table 9: Summary of paper submissions and acceptances ASCILITE 2020

SPONSORS

A mix of regular and new sponsors are partnering with ASCILITE for the 2020 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
Echo360	Gold
Blackboard (Australia) Pty Limited	Gold
Turnitin	Workshop

Table 10: 2020 conference sponsors

2021 CONFERENCE

ASCILITE's 2021 conference is expected to be held at the University of New England's Armidale campus. UNE is fortunate to have hosted the 2020 virtual conference, which means much of the planning for 2020 will carry through to 2021, thus allowing the conference organising committee to focus on further enhancements to an already great 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 10˚C at night to 25˚C during the day.

CMALT AUSTRALASIA

A/Prof **Thomas Cochrane** (ASCILITE Executive) heads up CMALT Australasia. This year Melbourne CSHE as well as the ASCILITE Exec and ALT (UK) endorsed the [CMALT cMOOC](#). The 7-week CMALT cMOOC was run 14 September to 30 October with 40 participants globally; predominantly from Australia, New Zealand and the UK. Three levels of CMALT accreditation were offered in 2020, the Associate CMALT, CMALT and Senior CMALT.

Introducing three levels of accreditation provides more accessibility to gain CMALT accreditation through 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 making a stronger case for the 3-year CMALT portfolio update, and active ALT or ASCILITE membership requirement. Continued work is also being undertaken 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, 2021; Cochrane et al., 2020).

This year we also introduced the use of Wordpress P2 as an alternative [discussion forum](#) for the CMALT cMOOC.

MEMBERSHIP TRENDS

INDIVIDUAL MEMBERSHIP

As of 25 November 2020, ASCILITE had 843 members, which represents an astonishing increase of 61% over this time last year and is due in large part to new unlimited institutional memberships from Australian Catholic University, The University of Melbourne and La Trobe University. This number will shortly be further increased with the inclusion of at least 82 conference delegates who have chosen to join ASCILITE as part of their conference registration. Institutional membership numbers continue to climb at the expense of individual memberships, doubling from 306 in 2019 to 600 in 2020.

The following table shows the breakdown of ASCILITE's membership across some of the more important categories.

MEMBERS BY CATEGORY	2016	2017	2018	2019	2020
Individuals	246	282	201	186	213
Institutional Memberships	286	254	284	306	600
Students	17	23	17	11	12
Life Members	11	11	12	13	12
Fellows	4	5	2	2	2
Affiliates	3	3	3	3	4
Total Members	**567**	**578**	**519**	**521**	**843**

Table 11: Members by Category

MEMBERSHIP BY COUNTRY

Membership numbers by country in 2020 were similar to that of 2019 with the exception of the Singapore/Malaysia category, which shows an increase due to the number of conference delegates in Singapore joining ASCILITE. ASCILITE's international membership is not well represented with only 6% of ASCILITE's membership based outside of Australia and New Zealand.

MEMBERS BY COUNTRY	2016	2017	2018	2019	2020
Australia	434	456	422	433	740
New Zealand	102	99	78	70	57
Singapore/Malaysia	5	13	6	11	34
UK/Ireland	8	5	4	3	3
Japan	1	1	1	1	1
USA / Canada	2	0	3	0	0
Hong Kong	2	1	1	1	1
Europe	0	1	2	3	4
Other	13	2	2	3	3
Total Members	**567**	**578**	**519**	**525**	**843**

Table 13: ASCILITE Members by Country

INSTITUTIONAL MEMBERSHIPS

As of late November 2020, the number of institutions who were members of ASCILITE stood at 25 compared to 20 in 2019, 19 in 2018 and 17 in 2017. The total number of individuals covered by institutional memberships doubled in one year to 600 (2020) up from 306 (2019), 284 (2018) and 245 (2017).

This year we welcomed 7 new institutional members and lost two institutions (Lincoln and USQ). The new institutional members are:

- Australian National University (unlimited membership)
- Australian Catholic University (unlimited membership)
- Edith Cowan University (10 members)
- Torrens University (10 members)
- Griffith University (10 members)
- University of Canberra (10 members)
- Didasko (10 members)

Didasko is ASCILITE's first corporate institutional member.

In 2020, ASCILITE introduced a revised institutional membership program with additional benefits available to institutional members depending on their category of membership, i.e.

- Bronze (10 members)
- Silver (20 members)
- Gold (25 members)
- Diamond (unlimited number of staff)

In addition to the basic benefits available to staff under an institutional membership (discounted membership fees and access to individual member services), the additional benefits introduced include complimentary TELAS and CMALT workshops, complimentary pre-conference workshop registrations and a chance to host the Spring into Excellence Research School.

The following table displays a list of ASCILITE's current institutional members and the number of staff in each quota. Numbers above 25 indicate the unlimited membership category.

INSTITUTION	2015	2016	2017	2018	2019	2020
Auckland University of Technology		8	10	10	10	9
Australian Catholic University						112
Australian National University						10
Central Queensland University				15	17	17
Charles Darwin University	10	10	10	9	10	10
Deakin University	7	10	10	20	21	11
Didasko						10
Edith Cowan University						10
Flinders University				8	6	8
Griffith University						10
La Trobe University	9	9	10	9	7	84
Lincoln University		10	10	10	10	
Macquarie University		8	10	7	6	10
Massey University	18	17	16	15	15	15
Monash University	4	17	20	22	21	24
Open Polytechnic of New Zealand	6	10	9	8	9	9
Southern Cross University	7	10			10	9
Torrens University						10
University of Canberra						10
University of Melbourne				20	19	91
University of New England	20	20	19	17	18	19
University of Notre Dame	10	10	10	10	10	10
University of Southern Queensland	20	10	10	10	10	
University of Sydney Business School					10	10
University of Western Australia	10	10	10	10	30	29
University of Wollongong	30	62	62	66	59	45
UTS Insearch	10	10	10	10	8	8
Victoria University						10
TOTALS	**161**	**231**	**226**	**276**	**306**	**600**

Table 12: Institutional Memberships of ASCILITE

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 2019 to 30 June 2020, ASCILITE reported a deficit of $25,661 on an income of $141,150; a reasonable 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. This is the first loss that the Society has incurred since the 2012 - 2013 financial year and further details on the reasons for this are provided below.

Expenditure is increasing on some key value drivers for the Society's membership; namely the Technology Enhanced Learning Accreditation Standards (TELAS). This is largely a result of a significant proportion of the work budgeted for the previous financial year did not occur until this financial year. The other significant increase was that of our journal AJET, which needed increased funding for a major hosting software upgrade.

Historically we have achieved very good surpluses on our conferences. In 2019 our conference was held in Singapore and the surplus was significantly reduced to around $30,000. This is a combination of cost of living and conference expenses in Singapore, the hosting institution's requirement to pay SGD$53,278 in campus rent and also ASCILITE's commitment to keep conference registration costs at a similar level to 2018.

ASCILITE's total net assets at 30 June 2020 were $472,122 down from $497,783 for the previous financial year. Given the overall 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 2019 – 2020 financial statements and the 2021 forecast budget are presented to the membership at the AGM where the forecast budget is approved by members.

SECRETARIAT ACTIVITIES

The current Secretariat, Mr **Andre Colbert,** has held the position of Secretariat since May 2012 with the main focus of the role being to manage the day to day operations of the Society and support the Executive Committee.

In 2020, 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. This included network administration tasks in the areas of 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, TELAS, past conference websites and several SIG websites.

In 2020, Andre continued work that commenced in 2019 to develop the TELAS initiative, mainly supervising the software engineer contracted to build the TELAS software, testing the software and writing both the TELAS website content and app user guidelines.

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 ASCILTE's MYOB accounting software, submit quarterly Business Activity Statements (BAS) 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.

- Ensure ASCILITE's social media platforms are up to date.

- 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.