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EXECUTIVE SUMMARY

It is with some sadness I write this, my last Executive Summary, as the President for ASCILITE. Four years ago, I became the President in what turned out to be a very different world to now. Having led the Society through the pandemic and into this year I am happy to report the society now has over 2200 members, mostly due to the growth of the institutional membership initiative.

Over the years I have particularly enjoyed working on and leading many portfolios include the Spring into Excellence Research School, contributing to the Contextualising Horizon project, growing our relationship with various other professional bodies across the sector and of course working on the TELAS initiative. I also initiated the Women in Academic Leadership program. A highly successful program with great outcomes, now in its third year, and co-convening with three other Executives. Once the President of ASCILITE serves their second two-year term it is time for a new President to be elected and I welcome A/Prof **Michael Cowling** (CQU) as the new President and A/Prof **Elaine Huber** (USyd) as the incoming Vice President. While I will miss the Executive meetings and conversations of like minded people, I wish Michael and Elaine all the best moving forward.

After a very successful conference in Sydney in December 2022, we look forward to this year's conference in Christchurch, New Zealand. Leading the 2023 Conference Organising Committee are Professor **Cheryl Brown**, and Associate Professor **Kathryn MacCallum** from the University of Canterbury. Along with their team they have worked hard this year to deliver a stellar conference, both in person and hybrid. I really look forward to attending and once again networking with the community that ASCILITE is known for.

This year the Executive welcomed one new elected member, Dr **Robert Vanderburg** (CQU), who hit the ground running and has been involved in several portfolios. The Executive have all worked very hard this year in the many portfolios and for that I thank everyone. I would also like to thank the AJET Lead Editors, A/Prof **Linda Corrin** (Deakin), A/Prof **Jason Lodge** (UQ) and A/Prof **Kate Thompson** (QUT) for their leadership and continued commitment with the journal and of course Professor **Michael Henderson** (Monash) for continuing to contribute to this space.

Finally, I would like to thank Mr **Roger Brown** who became the ASCILITE Secretariat in January this year. He has taken on the mammoth task of improving and modernising the many processes of the Society as well as the improvement of the account keeping and our move onto yet another MS Teams tenancy. I would like to thank you for taking over the Secretariat position and actively engaging with the Executive and community. I hope you enjoy reading this year's President's Report and the interesting work being done across the society.

A/Prof Chris Campbell, ASCILITE President

TELAS (TECHNOLOGY ENHANCED LEARNING ACCREDITATION STANDARDS)

The ASCILITE TELAS framework is a set of internationally benchmarked accreditation standards, criteria, and performance measures. This framework is the basis for assessing, assuring, accrediting, and recognising the quality of online learning in tertiary education.

TELAS is currently led by Associate Professor **Chris Campbell** (ASCILITE President) and Associate Professor **Elaine Huber** (ASCILITE Executive) with support from Dr **Lisa Jacka** (ex-ASCILITE Executive) and Dr **Tran Le Nghi Tran**. This year they have conducted one face to face TELAS Reviewer Certification workshop at the University of Sydney with seven participants and two Reviewer Certification workshops have been conducted online. The online workshop spans two half days to be the same time length as the one day face to face workshop. The July online workshop had 32 participants while another online workshop is being conducted in November with current registrations sitting at seven. During the workshop participants assessed an online course (that was provided by Macquarie University) and discussed in detail, the standards of the framework.

After the workshops, participants had the opportunity to complete two assessment tasks to become a TELAS Certified Reviewer. To date there have been 19 who have completed both assessment tasks to become a TELAS Certified Reviewer. There are currently a further 36 people with assessments in progress. We look forward to continuing to grow this area of TELAS next year.

All participants for the full day workshops now receive a digital badge for attending and participating. Likewise, the TELAS Certified Reviewers also receive a digital badge. These have been created through the Learning Vault platform as part of the ASCILITE/Learning Vault MOU.



TELAS full day reviewer trainin...

Issued by ASCILITE



TELAS Certified Reviewer

Issued by ASCILITE

The TELAS Reviewer Certification workshop plan for 2024 will be advertised through the bulletin early in the new year. Further details about the aims of the workshop and process of becoming a certified reviewer can be found on the website.

This year a TELAS Advisory Committee met once in April, with Professor **Dominique Parrish** (Torrens) chairing. Other members of this group include Professor **Liz Johnson** (Deakin), Professor **Gregor Kennedy** (Melbourne), Professor **Steve Warburton** (Newcastle), Professor **Michael Sankey** (CDU), A/Prof **Chris Campbell** (ASCILITE President, TELAS portfolio co-lead), A/Prof **Elaine Huber** (ASCILITE Executive, TELAS portfolio co-lead), and A/Prof **Mark Schier** (ASCILITE Treasurer).

Unfortunately, the original coding in the TELAS app had some initial errors and this year the TELAS app continued to be refined. Throughout the year, bugs in the app were identified and then fixed by the web developer. While this is a source of frustration it is hoped the continued refinement will be beneficial long term.

In quarter 2, 2023 we launched the TELAS accreditation with an introductory price of \$695 (ex GST). While we are still working on an advertising campaign, setting this fee allowed us to then move into discussion with various tertiary providers on accreditation.

This year we launched Institutional TELAS (see [website](#) for details) and we are piloting the first implementation with the University of New England. This will begin in November 2023 with the first tranche of units reviewed by our team of certified reviewers and will continue through 2024. We have also been contacted by several tertiary institutions who are considering the merits of engaging with Institutional TELAS. Each offering is calculated on a case by case basis according to the number of learning packages, the contextual changes required and the model of train the

trainer selected by the institution.

Other TELAS activity this year includes engaging with Standards Australia. A/Prof **Chris Campbell** (ASCILITE President) is representing ASCILITE on the IT-019 Information and Documentation, Information Technology Committee who meet several times a year. A body of work will now be conducted with a view to creating a recognised standard for TELAS. This work will continue into 2024.

CONTEXTUALISING HORIZON

A/Prof **Chris Campbell** (ASCILITE President), Dr **David Bruce Porter** (Independent Contractor), Ms **Danielle Logan-Fleming** (Griffith University) and Dr **Hazel Jones** (ASCILITE Executive) currently lead ASCILITE's Contextualising Horizon Initiative. The initiative completed its second iteration. The research team hosted five workshop sessions to identify the 2022-2023 STEEP (social, technological, economic, environmental, and political trends) and the technology and practice trends. Launched in November 2021, Contextualising Horizon aims to identify the trends impacting the Australasian higher education sector and the educational technologies and practices likely to be of importance in the near future.

Contextualising Horizon highlights since the last annual report include:

- Presentation and proceedings publication for the 2023 Society for Information Technology in Teacher Education
- The Conversation article (Indonesian edition) published in both Bahasa Indonesia and English titled Research: seven priorities for higher education in Indonesia post-pandemic - 2673 views as at 9th November with 1539 views for the Indonesian version and then 1136 for the English version.
- Completion of the workshop series through which ASCILITE members and affiliates and identified the 2022-2023 trends.
- Identification of Social, Technological, Environmental, Economic, and Political (STEEP) trends likely to impact higher education sector in the 12-18 months immediately following the workshops.
- Nomination of the final 2022-2023 technology trends and practices:
 - Hybrid and Flexible Learning: The design of learning enabled by pedagogical methods and educational technologies and media through which interaction is facilitated in a variety of ways simultaneously.

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- Artificial Intelligence Literacy: The evolving understanding of the possibilities, effective use, impacts, and ethics of artificial intelligence.
 - Mental Health and Wellbeing: The continued focus the mental health of both staff and learners.
 - Evolution of Mobile Learning: Mobile devices as more than devices upon which content is delivered to tools for the purposes of content creation and employability skills.
 - Integration of Indigenous Knowledges: Integration of indigenous knowledges and perspectives into the broader curriculum.
 - Publication of the 2022-2023 Contextualising Horizon Report.
 - A session previewing the 2023-2024 call for participation at the 2023 ASCILITE Conference

Contributions to the Contextualising Horizon report include many of the SIG leaders and members as well as with broad representation from the ASCILITE community and affiliated individuals and organisations. Contextualising Horizon will continue for 2023--2024.

Publications include:

Logan-Fleming, D., Campbell, C., Porter, D. B., Jones, H. (2023). *Riset: tujuh prioritas pendidikan tinggi di Indonesia pascapandemi* 8th September, The Conversation Indonesia, <https://theconversation.com/riset-tujuh-prioritas-pendidikan-tinggi-di-indonesia-pascapandemi-212894>

Logan-Fleming, D., Campbell, C., Porter, D. B., Jones, H. (2023). *Research: seven priorities for higher education in Indonesia post-pandemic*. 5th September, The Conversation Indonesia, <https://theconversation.com/research-seven-priorities-for-higher-education-in-indonesia-post-pandemic-199145>

Porter, D. B., Campbell, C., Logan-Fleming, D. & Jones, H. (2023). Educational technology and practice trends: An Australasian community perspective to Contextualizing Horizon. In Elizabeth Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 935-942). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).

Campbell, C., Porter, D. B., Logan-Fleming, D., Jones, H. (Eds.). (2022). *Scanning the Ed Tech Horizon: The 2021-2022 Contextualising Horizon Report*. ASCILITE.

<https://ascilite.org/get-involved/contextualising-horizon/>

Porter, D. B., Logan-Fleming, D., Campbell, C., & Jones, H. (2022). Contextualising Horizon: Connecting community to envision Australasia's future educational technologies and practices. In S. Wilson, N. Arthars, D. Wardak, P. Yeoman, E. Kalman, & D.Y.T. Liu (Eds.), *Reconnecting relationships through technology. Proceedings of the 39th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education, ASCILITE 2022 in Sydney*: e22122. <https://doi.org/10.14742/apubs.2022.122>

SPRING INTO EXCELLENCE RESEARCH SCHOOL

The Spring into Excellence Research School was introduced and launched in 2017 as an initiative by the previous ASCILITE President, Professor **Dominique Parrish**. This year the 5th ASCILITE Spring into Excellence Research School was hosted by Charles Sturt University's Division of Learning and Teaching at the Canberra campus in Barton, very close to parliament house from the 23rd to 26th October.

This year the Spring into Excellence Research School was led by Professor **Sue Gregory** (ASCILITE Executive, UNE), Associate Professor **Chris Campbell** (ASCILITE Executive President, Charles Sturt), Professor **Petrea Redmond** (ASCILITE Executive, UniSQ), Professor **Michael Henderson** (Monash), Professor **Sarah O'Shea** (Charles Sturt) and Professor **Barney Dalgarno** (Canberra). In total, 26 participants from 12 institutions from across the ACT, Queensland, NSW, and Victoria participated in the Research School.

ASCILITE members were initially invited to submit Expressions of Interest in July 2023 to attend the Research School. The host and sponsoring university, Charles Sturt University was offered a total of 10 complimentary places. ASCILITE members were offered a discount on the enrolment fee over non-members who while paying extra received 12 months membership to ASCILITE.



Research School participants in a yarning circle at Charles Sturt University, in Canberra.

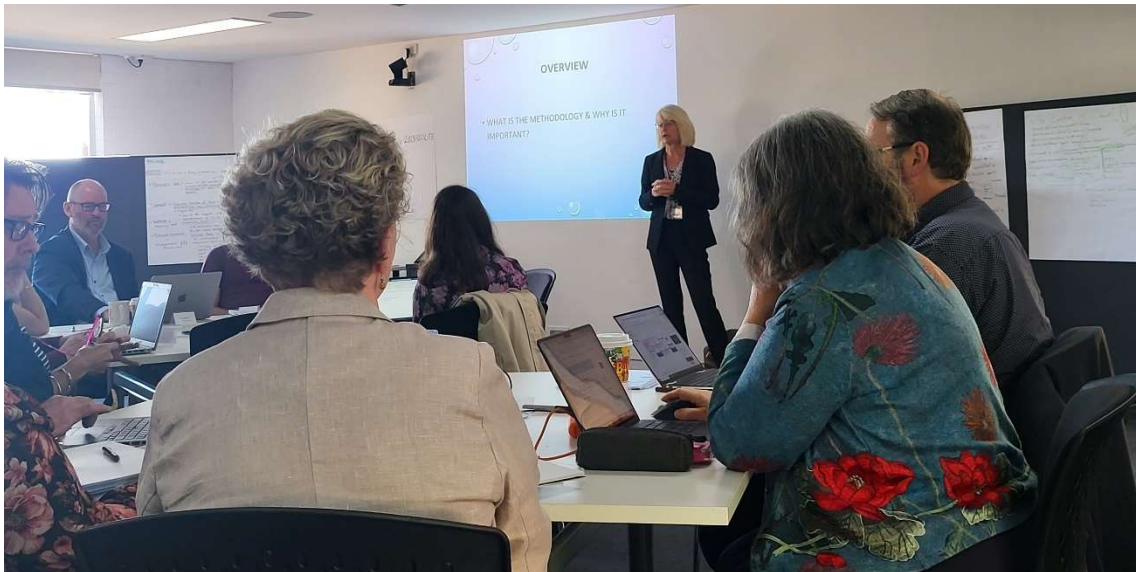
The aim of the ASCILITE Spring into Excellence Research School was to:

- 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.

-
- Develop participants' capacity to prepare manuscripts for journals and review manuscripts.

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.
- Ethical considerations and completing an ethics application were also discussed.
- Discussed and completed a "Shut up and Write" session, which included strategies for writing.
- Discussed how to disseminate research findings as well as how to successfully submit and publish journal articles.
- Constructively unpacked how to deal with reviews.



Sarah O'Shea presenting Methodologies Day 2.

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

From the 26 participants this year, 24 completed the Research School evaluation with participants agreeing the Research School activities were useful in helping them to formulate a relevant TEL research project 4.17 (out of 5). They felt that the order and organisation of the activities were appropriate with a mean of 4.38 and the Research School was successfully facilitated with a mean of 4.58. Participants felt they had adequate opportunities to contribute (4.46) and indicated that they would tell others about the Research School initiative (4.46). Participants will share their new knowledge with others (4.54) and will put it into practice (4.46). The facilities were also conducive to the productivity and purpose of the Research School (4.38).

One participant commented:

It was an excellent event with many opportunities to network with colleagues from other institutions. It was great to be able to run ideas past senior researchers, and I am very grateful for their wisdom and excellent sessions. I gained many useful insights, with the last day being especially helpful. I also wanted to thank Chris and the wider ASCILITE team for excellent structure and of course, the food!

Another commented:

The agenda structures frame around the journey of becoming a researcher. It is definitely a great insight for a professional staff that thinking to be a

researcher/academic.

This feedback was on LinkedIn (used with permission):

I would like to express my sincere appreciation for the #ASCILITE2023 Research School facilitators. This event was nothing short of exceptional, and I am both honored and excited to have been a part of it.

The opportunity to engage with such distinguished and accomplished professors (Prof. Chris Campbell, Prof. Sue Gregory, Prof. Michael Henderson, Prof. Sarah O' Shea, Prof. Petrea Redmond, Prof. Barney Dalgarno) was truly inspiring. Their expertise and insights have added immeasurable value to my knowledge and understanding of the subjects we explored during the research school. I found each session to be not only informative but also deeply engaging, leaving me with a sense of enthusiasm and motivation to apply the newfound knowledge in my academic and professional journey.

The ASCILITE Research School provided a platform for meaningful interactions and knowledge sharing that I will carry with me into the future. It was indeed an invaluable experience, and I'm deeply grateful for my supervisors, Prof. Sally Male and Dr. Eduardo Oliveira, for their support and motivation, which afforded me the opportunity to learn from these experts. Thank you for making this an unforgettable and enriching experience.



Discussing research projects Day 1.

Presenters and Facilitators

Facilitators:

The research school was facilitated by senior researchers and leaders including:

- **A/Prof Chris Campbell**
ASCILITE President; Sub-Dean (Learning Technology), Division of Learning and Teaching, Charles Sturt University
- **Prof Sue Gregory**
ASCILITE Exec and Life member, Head of School, School of Education, University of New England
- **Prof Michael Henderson**
ASCILITE Life member, Professor of Digital Futures and Director of Educational Design and Innovation (HEDI), Monash University
- **Prof Sarah O'Shea**
Dean, Graduate Research, Charles Sturt University
- **Prof Petrea Redmond**
ASCILITE Exec member, Professor of Digital Pedagogies University of Southern Queensland
- **Prof Barney Dalgarno**
ASCILITE Life member, Executive Dean Faculty of Education, University of Canberra

We are already planning the next Research School which will be conducted in the spring of 2024.



Panel session on project grants.

SOCIAL MEDIA

ASCILITE’s social media channels are maintained by Executive members Dr **Sandy Barker** (Twitter (X)/Facebook/Instagram) and Dr **Kwong Nui Sim** (LinkedIn) with the assistance of the ASCILITE Secretariat. ASCILITE has continued to be active on Facebook, Twitter (X), Instagram, LinkedIn, and YouTube during 2023. News and events are posted regularly to Facebook and Twitter (X) while LinkedIn is primarily used for professional connections.

Over the year we have seen increases in engagement through all channels which is very exciting. The number of subscribers to ASCILITE’s YouTube channel increased from significantly with an additional 14 videos added to the channel. Videos from *ASCILITE Live!* webinars and SIGs are made available on this channel while several SIGs such as the TA-SIG and TEledvisors SIG have their own channels.

While the ASCILITE fortnightly bulletin continues to serve as the primary means of communication for ASCILITE members, Twitter, LinkedIn and Facebook continue to be important channels for members and non-members both in Australasia and abroad.

The ASCILITE website is also a prominent resource for information and news and is updated regularly. For example, the member bulletin is posted to “Latest News” several days after ASCILITE member receive the bulletin via email and ASCILITE’s Twitter feed is displayed in near real-time on the ASCILITE website home page. In addition, the website home page features an open access Events Calendar that SIG leaders and others access to post their activities and news.

SOCIAL MEDIA PLATFORM	2021 (17 Nov)	2022 (19 Nov)	2023 (2 Nov)
Facebook likes/followers	528/557	552/586	553/604
LinkedIn connections	1,373	1,500	1,600
Twitter: Following/Followers	505/1,908	490/2,209	468/2,282
YouTube Channel: Videos/ Views/ Subscribers	87/4,305/120	101/5,210/171	119/6,981/212
Instagram: Posts/ Followers/ Following	N/A	134/77/20	140/87/20
Events Calendar posts	48	53	25

Table 1: Social media engagement

TEALL BLOG

During 2023 the TELall blog has been managed by Dr **Sandy Barker** (ASCILITE Executive) with the assistance of Dr **Kwong Nui Sim** (ASCILITE Executive) and A/Prof **Chris Campbell** (ASCILITE President). As of 20 November 2023, a total of 14 blog posts have been published which is comparable with 2022. The posts came from 28 academics/professional staff located across 15 institutions located across Australia, New Zealand, and the United Kingdom.

Highlights of the blog posts this year were the number of submissions received from around the world with topics focussing on ASCILITE initiatives such as the Community Mentoring Program (CMP), changes to our practices since the pandemic, a review of TEL events and some teasers for upcoming keynote talks at the 2023 conference.

We continue to automatically notify our blog subscribers 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. In the coming months we will be focussing on targeting blog posts from presenters at the 2023 ASCILITE conference.

As of November 2023, TELall had 133 subscribers.

The following table lists the 2023 posts with the post heading, author name and affiliation.

AUTHORS	INSTITUTION	POST HEADING
Michael Cowling Kwong Nui Sim Robert Vanderburg	ASCILITE Executive	Twenty Years on, the ASCILITE CMP has built a strong community
Chelsea Rapp	NZ Game Developers Association	ASCILITE23 series: Getting to know our keynotes – Chelsea Rapp
Andrew Cram, Lynne Harris, Corina Raduescu, Elaine Huber, Sandris Zeivots, Andrew Brodzeli, Sue Wright and Amanda White	The University of Sydney, University of Technology Sydney	Quality Online Assessments in Business Schools: Challenges and ways forward

David White	ALT	ASCILITE23 series: Getting to know our keynotes – David White
Alana Blackburn and Carol Johnson	University of New England University of Melbourne"	A Model for Formative Video Feedback in Music Performance Instruction
Eseta Tualaulelei and Seyum Getenet	University of Southern Queensland	Are the technologies you're using really engaging students online?
James Tsatsaronis	LaTrobe University	Fostering student belonging and connection through recorded audio feedback
Rebecca Ng Sharon Altena Meredith Hinze"	UOW QUT Uni Melb	A conversation starter on Professional standards for Learning Designers
Kelly Linden Neil van der Ploeg Noelia Roman Sarah Teakel	Charles Sturt University	Retention @ Charles Sturt: Building a Retention Culture
Sue Gregory	University of New England	Second Life: A glimpse into virtual worlds, but not quite the Metaverse
Sue Gregory	University of New England	The Metaverse: Unravelling the hype and the future of virtual worlds
Sue Gregory (ed) - ChatGPT and ASCILITE Exec	University of New England	WHO WROTE THIS?
Tim Fawn	Monash Education Academy	Entangled pedagogy: why does it matter to educational design?
Keith Heggart	UTS	From mentoring to community: reflections on CMP 2022

Table 2: 2023 TELall blog posts

COMMUNITY MENTORING PROGRAM

A/Prof **Kwong Nui Sim** (ASCILITE Executive), Dr **Robert Vanderburg** (ASCILITE Executive) and Dr **Hazel Jones** (ASCILITE Executive) led the Community Mentoring Program and the new Women in Professional Leadership (WiPL) Program this year. As Robert was new onto the Executive he was able to bring a refreshing vibe to this portfolio. The WiPL Program was a new initiative aimed at providing opportunities for women in professional roles at HEW 7 or above to receive mentoring and support in developing relevant leadership skills and confidence to support them to further their careers. Mentees were often in roles such as learning design, educational technology and similar. Mentors in this program were drawn from staff in professional roles at HEW 8 and above as well as industry partners/consultants

with sustained experience in these types of roles. This initiative was well-received resulting in a larger number of participants in 2023 than 2022, and a total of 72: 3 pairs with an individual mentor/mentee relationship and 17 teams with a collaborative mentoring partnership.

A list of the mentors/mentees from 2023 is provided below.

MENTORING TEAM MEMBERS	PROJECT FOCUS/OUTCOME
Mentee: Mary Ishak, Deakin University Mentor: Elisa Bone, University of Melbourne Mentor: Meena Jha, CQU	Concise paper, pecha kucha or other output as appropriate
Mentee: Thu Ha Bui, Deakin University Mentee: Bruna Contro Pretero, ANU Mentor: James Tsatsaronis, La Trobe University Mentor: Robert Vanderburg, CQU Mentor: Keith Heggart, UTS	Present a paper at ASCILITE 2023
Mentee: Juan Munoz Carpio, CQU Mentor: Tracy Douglas, UTAS	Submit an abstract to a conference or a paper to a journal
Mentee: Emily Rutherford, UNSW Mentee: Shen Zhang, AUT Mentor: Hazel Jones, Griffith University Mentor: Ashley Anderson, University of Melbourne	Conference poster (or paper)
Mentee: Michelle Vanderburg, CQU Mentor: Michael Sankey, CDU	Concise paper for ASCILITE 2023 and other possible outputs
Mentee: Somayah Ba Akhlagh, UNE Mentor: Pennie White, Deakin University Mentor: Melissa Fanshawe, USQ	Submission for presentation at ASCILITE 2023
Mentee: Annette Dowd, UTS Mentor: Amanda White, UTS	Develop a roadmap for promotion
Mentee: Matt White, University of Melbourne Mentor: Henk Huijser, QUT Mentor: Kashmira Dave, UNE	Submission for ASCILITE (e.g. poster, concise paper, etc.)
Mentee: Audrea Warner, UoA Mentee: Rita Prestigiacomio, University of Sydney Mentor: Camille Dickson-Deane, UTS	Manuscripts/presentations to conferences or similar outlets

MENTORING TEAM MEMBERS	PROJECT FOCUS/OUTCOME
Mentor: Beatriz Carbajal, University of Sydney	
Mentee: Denise Hodgson, ACU Mentee: April Bjork, Deakin University Mentor: Tom Krcho, VU Mentor: Jasmine Thomas, USQ Mentor: Megan Duffy, QUT	Poster for ASCILITE Conference
Mentee: Alison Leedy, Deakin University Mentee: Beth Price, LaTrobe University Mentor: Christy Collis, AIPC Mentor: Sanja Taslaman, TAFE	Presentation at ASCILITE conference
Mentee: Kranthi Addanki, JCU Mentor: Linda Corrin, Deakin University	Short paper for ASCILITE Conference
Mentee: Rosemarie Fonseca, University of Adelaide Mentee: Mais Fatayer, UTS Mentor: Jaye Mclsaac, Wananga	Presentation at ASCILITE conference
Mentee: Kay Hammond, AUT Mentor: Alison Casey, University of Sydney Mentor: James Birt, Bond	Presentation at ASCILITE conference
Mentee: Sarah Irvine, USQ Mentee: Jessica Best, JCU Mentor: Vebica Evans, University of Melbourne Mentor: Leanne Ngo, LaTrobe University	Collaborative blog post
Mentee: Benedicte Rokvic, University of Sydney Mentee: Meredith Hinze, University of Melbourne Mentee: Scarlett Whitechurch, LaTrobe University Mentor: Oriel Kelly, UoA Mentor: Mim Bennett, VU	Concise paper, Pecha Kucha or poster for Ascilite Conference
Mentee: Sook Jhee Yoon, SEGI Mentee: Nick McIntosh, RMIT Mentor: Rachel Sproken-Smith, University of Otago Mentor: Richard Lai, LaTrobe University	Presentation at the ASCILITE conference
Mentee: Mim Ingvarson, University of Melbourne	Presentation at the ASCILITE conference

MENTORING TEAM MEMBERS	PROJECT FOCUS/OUTCOME
Mentee: Antoinette Gwasira, Swinburne University Mentor: Simone Poulsen, Griffith University Mentor: Anna Stack, UTS	
Mentee: Siew Ching Lee, University of Sydney Mentee: Annabel Orchard, University of Melbourne Mentee: Amelia Di Paolo, UTS Mentor: Wendy Taleo, Monash Mentor: Sarah Thorneycroft, UNE	Self-identified success indicators

Table 3: mentors/mentees from 2023

Most partnerships met regularly during the program, and the coordinators once again organised an initial meeting via Zoom, as well 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. Two mentee/mentor professional development sessions were also organised by inviting an external speaker for each session respectively. Ultimately, two mentees and one mentor dropped out of the program. Reports so far indicate several academic deliverables from the program, as well as other impact deliverables such as a TELall blog post, ASCILITE podcast, accepted submissions at 2023 ASCILITE conference and posts on other Public Scholarship forums.

This year represents the 20th year of the Community Mentoring Program, and a decade since the collaborative part of the program was introduced (in 2011), so the team plans to use 2023 conference as an opportunity to get all the present and past members together for a celebration. There will be a pre-conference social catch up on 3rd December 2023 and a cake cutting ceremony at the CMP-WiPL session during the conference on 5th December 2023. In order to develop a collaborative opportunity among current mentors and mentees, there will be a debate during the CMP-WiPL session. Six volunteered participants will form two teams and debate on the topic “there is no such thing as a bad mentee, just a bad mentor.”

A/Prof **Michael Cowling** (the previous co-coordinator), A/Prof **Kwong Nui** and Dr **Robert Vanderburg** wrote a reflective blog post (TELall blog) on CMP-WiPL and they are going to co-write a journal article on CMP-WiPL on the significance of the CMP-WiPL program in response to the pandemic over the last three years and how CMP-WiPL has now provided the next level of mentoring and mentee development for

professional staff wanting to move to leadership positions (WiPL). Mentees and mentors will also present at a special CMP-WiPL presentation at the ASCILITE 2023 conference, including reports on the program, success stories and how they overcame challenges along the way.

WEBINARS

ASCILITE continues to produce valuable content for members with interviews with expert speakers through our ASCILITE Live! webinar series and our ASCILITE Wavelength podcast series. Both the webinars and the podcasts were led this year by A/Prof **Michael Cowling** (ASCILITE Vice-President), supported by A/Prof **Kwong Nui Sim** and Dr **Hazel Jones** (ASCILITE Executive) and Dr **Sandy Barker** (ASCILITE Executive). This year's series continued the society's efforts to emphasise innovators and exemplars and to promote the excellent work happening within the ASCILITE community and AJET.

We continued to grow our relationships with a cross-section of the education technology community running two very successful webinars with Turnitin, as well as a webinar in collaboration with EduGrowth. All of ASCILITE's webinar series are recorded and available on ASCILITE's YouTube channel and archived on our website. Similarly, podcasts are also available on the ASCILITE website.

Whilst no new podcasts were produced for 2023 due to changes in the portfolio staffing, there were 10 ASCILITE Live! Webinar sessions with over 2000 participants. Individual webinar attendance numbers are tracked for ASCILITE Live! Sessions and tabled below. We look forward to continuing to grow both the webinar and the podcast series and welcome partnerships and suggestions for future hot topics.

MONTH	PRESENTER	WEBINAR TITLE	REGISTRATIONS	ATTENDEES	VIEWS
February	CMP-WiPL	ASCILITE Community Mentoring Program Information Session	21	21	34
March	Turnitin / ASCILITE Members	Perspectives on the Impact of AI in Education	1625	938	80
April	Kelly Linden	Developing a holistic university retention program	30	17	70

MONTH	PRESENTER	WEBINAR TITLE	REGISTRATIONS	ATTENDEES	VIEWS
May	James Tsatsaronis	Recorded audio feedback: bridging the chasm between educator and student in online assessment	15	9	40
June	Sam Newell	Strategies for developing rapport between educators and students in fully online, accelerated learning environments	12	8	93
July	Turnitin / ASCILITE Members	Designing assessment to deter student misconduct and contract cheating	2190	1116	174
August	Andrew Cram	AI Tools and technologies reporting for duty	16	6	98
September	Jason Lodge	Tool or peer? Self-regulated learning with technology	63	32	84
October	Erica Ho	The benefits and considerations of using avatars in Digital Learning Environments	18	11	11
November	EduGrowth/ Dr Martin Bean	Navigating Change in the Future of Work	103	59	48

Table 4: 2023 Webinar engagement

ASCILITE AWARDS

Professor **Sue Gregory** (ASCILITE Executive) leads the ASCILITE Awards program. She was assisted in this role by A/Prof **Chris Campbell** (ASCILITE President), A/Prof **Mark Schier** (ASCILITE Treasurer) and A/Prof **Michael Cowling** (ASCILITE Vice-President) and together they undertook the adjudication of all 2022 award nominations.

ASCILITE offers six different awards:

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

Student Bursaries

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 2022, this award went to **Erica Ho**, *“Using avatars in collaborative learning environments”*, (University of Sydney).

Emerging Scholar Award

The Emerging Scholar award 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.

No Emerging Scholars were awarded in 2022.

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. The recipient of the award in 2022 was **Thomas K.F. Chiu**, The Chinese University of Hong Kong.

ASCILITE Community Fellow Award

The Community Fellow Award is in recognition of outstanding contributions to the exemplary use of, and/or research into, technologies for teaching and learning in tertiary education for and with communities in professional leadership working within the community, and/or encourages and supports exemplary use of technologies within the community and/or innovations in practice in exemplary use of technologies within the community. In 2022, this award went to:

- **Linda Corrin** (Deakin University), and
- **Wendy Taleo** (Monash University).

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 2022, there were three outstanding winners:

- Sathana Dushyanthen, Kayley Lyons, Wendy Chapman, Douglas Pires, Daniel Capurro, Kathleen Gray, Professor Graeme Hart, Meg Perrier, Kit Huckvale, Chris McMaster, Meredith Layton, Mahima Kalla, Kara Burns (University of Melbourne) for *“The Hitchhiker’s guide to Jupyter notebooks: Innovative cross-disciplinary informatics learning for digital health enthusiasts”*.
- Kelly Linden, Neil Van der Ploeg, Sarah Teakel, Noelia Roman, Ben Hicks, (Charles Sturt University) for *“Retention @ Charles Sturt”*.
- Nikki Donald, Nijel Ratonel, Carlos Dominguez Ortega, Kaveh Tabar Heydar, Alisha Albright, Jaki Walker, Russell Ponting, Yan Pothin, (Torrens University) for *“Virtual Design Studio”*.

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.

No Life Members were awarded in 2022.

D2L ASCILITE RESEARCH GRANTS

In 2022, ASCILITE teamed with D2L to offer research/scholarship grants to ASCILITE members to fund research and/or development of projects in the area of technology enhanced learning and teaching in higher education. \$10,000 was made available for projects in 2022. D2L and ASCILITE each provide 50% of the funding amount for the year.

The recipients of the first round of grants in 2022 were:

- **Leanne Ngo**, (La Trobe University), **Kashmira Dave**, (University of New England), **Keith Heggart** (University of Technology Sydney) for *“Exploring the value and impact of digital and online micro credentials of industry learner professionals in Australia”*, and
- **Jason Lodge**, (University of Queensland), **Jaelyn Broadbent**, (Deakin University), **Paula de Barba**, (Monash University) for *“A longitudinal examination of student learning practices with technology”*.

Progress reports from the 2022 recipients are due at the 2023 conference and final reports are due in March 2024.

SPECIAL INTEREST GROUPS

The ASCILITE Special Interest Group (SIG) initiative, which was established in 2014, is led by Dr **Hazel Jones** (ASCILITE Executive), with support from ASCILITE Executive members A/Prof **Michael Cowling** and Dr **Robert Vanderburg**. ASCILITE currently has 7 SIGs, all of which have continued to be active throughout 2023, with each SIG providing a range of activities for their members. All 7 SIGS will continue in 2024. 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, but SIG leaders must be members of ASCILITE. All SIGS have

continued to attract new members during 2023.

Several SIGS had changes to their leadership teams during 2023 and the current leaders are:

SIG	LEADER 1	LEADER 2	LEADER 3	LEADER 4
Business Education	Sandy Barker (UniSA)	Audrea Warner (Uni of Auckland)	Danielle Logan-Fleming (Griffith University)	
Learning Analytics	Linda Corrin (Deakin)	Hazel Jones (Griffith)	Srecko Joksimovic (UniSA)	Marion Blumenstein (Uni of Auckland)
Learning Design	Kashmira Dave (UNE)	Leanne Ngo (Latrobe)	Keith Heggart (UTS)	
Mobile Learning	Thomas Cochrane (Melbourne)	Vickel Narayan (Massey)		
Open Ed Practice	Adrian Stagg (UniSQ)	Steven Chang (Latrobe)	Ash Barber (UniSA)	Jennifer Hurley (RMIT)
TELedvisors	Colin Simpson	Kay Harrison (Uni of Auckland)	Henk Huijser (QUT)	Penny Wheeler (ACU)
Transforming Assessment	Matthew Hillier (Macquarie)			

Table 5: 2023 SIG leadership

We thank **Wendy Taleo**, **Harsh Suri** and **Geoffrey Crisp** for their leadership of SIGS and wish them well in their future endeavours.

In 2023 all SIGs were encouraged to facilitate at least one face to face session, to help build community. The highlights of activities of each ASCILITE SIG in 2023 are presented below.

Business Education SIG

While the SIG had plans to run an in person event in 2023, circumstances and scheduling meant that it could not be organised for 2023. However, SIG committee members **Amanda White** and **Lynn Gribble** were joint keynotes at the UniSA

Business Teaching Showcase in July 2023. Members of the leadership team (**Audrea Warner, Sandy Barker, Amanda White** and **Harsh Suri**) were nominated for the ASCILITE Best Full Paper Award at the 2022 conference in Sydney. A later version of this paper was then selected for publication in the Journal of Higher Education Theory and Practice (<https://doi.org/10.33423/jhetp.v23i15.6405>)

SIG committee member **Amanda White** presented to the UNSW Digital and Online Learning Community of Practice on the Pedagogy of Care and caring at scale in October 2023. The SIG has demonstrated that we are able to be sustainable and manage changes in our SIG leadership and continue with engaging our members in a variety of ways. SIG leaders and members also contributed to Contextualising Horizons project. No webinars or sessions were run this year due to changes in convenors and other mitigating issues.

Learning Analytics SIG

Continuing our practice of running a themed series throughout the year, this year's webinar/workshop series was titled *How Learning Science Can Inform Learning Analytics?* which was aligned with the six different constructs developed by the Deans for Impact Group. Each webinar was led by an expert in the specific area and included discussion time. This proved to be a popular topic with strong attendance at all webinars with the recent webinar on what motivates students to learn having 48 attendees. The video of the session went up online at the end of October and received 79 views in 12 days and continues to receive favourable feedback via LinkedIn.

In July we ran a face-to-face workshop in three cities on the theme *How do students solve problems?* Recommendations/comments from the audience will inform a blog on this topic, as well as the LA SIG workshop at ASCILITE Conference in Christchurch, Dec 2023. The face-to-face workshops were not as strongly attended as the webinars, though well-received by participants. Attendance numbers included:

- University of Auckland (10 participants)
- Brisbane (4 participants)
- Deakin, Melbourne (8 participants)

The leadership team were involved with co facilitation and organisation for ALASI2022 and ALASI2023 with SoLAR reps as part of our MOU. Bringing **Marion Blumenstein** on-board has widened our leadership team as we start to look at succession plans, as **Linda Corrin** and **Hazel Jones** have been leads since Dec 2016.

Learning Design SIG

We have continued our program of webinars (hosted on Blackboard/Zoom) each month. These have been well attended and have covered a wide range of topics of interest to our members including:

- August: Gen AI Reporting for Duty (12 participants)
- September: Design Thinking (22 participants)
- October: Digital Escape Rooms (44 participants)

We have also instituted a new feature of the SIG: LDHACK, which are Hackathon style events for LDs where LDs can share practice and learn from each other in a supportive environment. We have run these:

- June (12 attendees) - online
- July (10 attendees) - online
- September (31 attendees) - online
- October (33 attendees) - hybrid

Kate Mitchell has been instrumental in planning and delivering these events. The design and delivery of the various Hackathons in different modalities has been our greatest achievement. We've focused on different topics, such as *Designing for Accessibility* in the online events, and the Hackathon series concluded with a hybrid event which had guest speakers and presentations, and a hands-on workshop for LDs to talk about topics like indigenising the curriculum, planning for scale and so on. We also delivered (as a SIG Leadership Team and with Kate Mitchell's assistance) a workshop on ePortfolio and Programmatic Design at the ePortfolio Forum in Darwin in October (to 43 participants in a hybrid modality).

We have continued to grow our presence in various networks. This involved taking ownership of the Australian Association of Learning Design LinkedIn Group, which now has more than 700 members.

Mobile Learning SIG

In 2023, the ML-SIG undertook the following activities:

- Hosted a Weekly Zoom Discussion
- Co-Hosted the six SoTEL Symposium 2023 Trendsetter Webinars as below.

SoTEL (EDU-SHIFT) Symposium 2023 REIMAGINED!

https://melbourne.figshare.com/projects/SoTEL_Symposium_2023/159764

-
1. Hosted a Webinar with Simovation/Gener8 exploring the BLISS suite.
Cochrane, Thomas; Bone, Elisa; Hinze, Meredith; Birt, James; Narayan, Vickel; Cowie, Neil; et al. (2023). *#ASCILITEMLSIG demo with Simovation and Gener8 BLISSuite*. University of Melbourne. Media. <https://doi.org/10.26188/23950686>
 2. Rebooted a registered collaborative Systematic Review
Cochrane, T., Birt, J., Narayan, V., Aiello, S., Bone, E., Cowie, N., Cowling, M., Deneen, C., Goldacre, P., Alizadeh, M., Sinfield, D., Stretton, T., & Worthington, T. (2022). Mobile Learning and Learner Agency in Higher Education during the COVID19 pandemic: A systematic review. *Campbell Systematic Reviews*, 18(4), Review number: ECG21022 in preparation.
 3. Collaborated on the Australasian Horizon Report 2023 section on the future of Mobile Learning
 4. Submitted a collaborative Journal article for the IJAD Special Issue on “Nurturing a networked academic community: #ASCILITEMLSIG mobile learning special interest group”.
 5. Collaborating on a 2024 ARC Linkage application
 6. ASCILITE Conference contributions:
 - 2023 Proceedings Section Editors and Reviewers
 - Several concise papers submitted by members for 2023
 - ASCILITE 2024 Conference Organising Committee (5 members)

Open Education Practice SIG

The OEP SIG remains active through community-building activities that have attracted an engaged membership across a variety of programs. It has also created off-shoot specialist groups that share practice and co-create resources. The structural change to a model of Co-Convenors assigned to specific activity portfolios has been successful, allowing individual Co-Convenors to focus on building focused offerings for our members, and ensuring member feedback is appropriately collected and acted upon. This year, after consultation and planning with the community, added the Co-Convenor (Research) to the team. The initial community consultation and working meetings have resulted in the identification of priority areas for OEP research in Australasia, collation of relevant literature as a base for all members to access and setting pilot targets for 2024. This, and other programs, are discussed in more detail below.

Monthly Meetings

This year, SIG attendance has averaged 20-25 participants per monthly

meeting. The core strength of the community has been participatory co-creation, and the year opened with a values statement for the community. One of our successful member-led meetings was 'Dreaming Big', that asked participants to engage with constructing a future state of Australasian OEP that can inform priority areas for the SIG. Other foci have included collation and prioritisation of the SIG research agenda and planning for the ASCILITE conference. The agenda for each meeting remains an open document shared by all members of the community for notetaking and practice dissemination. Of note are the institutional updates that provide information about OEP initiatives, new open texts, and new research across the sector.

Webinar Program

Overall, the webinar program has offered seven sessions, averaging 57 attendees per webinar and attracting a total of 400 participants throughout the year. This is a 73% increase in attendance numbers from the same period in 2022. Our September webinar broke the record for all-time attendance, with 95 participants joining. The makeup of these attendees was diverse, ranging from academics to learning designers to academic librarians.

The webinar discussions were highly active and gave rise to several collaborative projects and networks, showing the connectedness of the membership, and continued need for these events. It is clear these topics are of interest to the sector, and the resulting ongoing groups include:

- renewable assignments project in La Trobe School of Education
- informal students as co-creators CoP

Additionally, the webinars are actively promoted through our partnership with the Council of Australian University Librarians (CAUL), and the SIG remains listed as a key stakeholder in the ongoing OER Professional Development Program, and OER Publishing Collective. Interest in community support, discussion, and practice-sharing have sharply increased since the advent of the Publishing Collective.

One key activity arising from the Webinar Program is the annual issue of Appreciation Letters sent to all presenters and facilitators. The letters provide key statistics about attendance and reach, and a short statement about the value of the activity to our membership. Anecdotal evidence has shown these letters are highly valued and have been used in annual performance reviews to demonstrate impact, value, and reach. In some cases, it has justified workload allocation to open education activities.

OEP Digest (Australasian Edn)

The Digest Team has continued to meet a monthly publication schedule. As the Digest has been fully published via the WordPress platform this year, the team restructured the Digest landing page on the site to link users through to the post category “OEP Digest” which automatically displays the collection of monthly Digest posts in reverse chronological order. This has removed the administrative burden of manually updating the original landing page with links to new posts and is beneficial to the community as it is more visually appealing and searchable.

MONTH	VIEWS
February	142
March	185
April	210
May	175
June	192
July	694
August	115
September	143
October	134
November	34 (published for 1 day at time of reporting)
December	TBA
Total	2024

Table 6: OEP issue v views

Additionally, the subscription feature of the WordPress site ensures that all subscribers are automatically notified of a new Digest; again, removing a manual administrative process, whilst providing value for subscribers. Based on the WordPress site statistics and reporting, the following number of views were recorded for each issue, with continuing anecdotal evidence of librarians and learning designers reusing and repurposing the content to support local advocacy and awareness-raising activities. The SIG website also has 178 subscribers to date, providing an efficient method of communicating new events, publications, and

meeting topics with the broader membership. The OEP Digest is read in Australia, New Zealand, Malaysia, Japan, India, Germany, Ireland, Singapore, Papua New Guinea, the Philippines, United States, Canada, and the United Kingdom.

Research Co-Convenor

During 2023, the structure of the Co-Convenor role was further enhanced through the portfolios (Webinar, Digest) by the community request for a Co-Convenor (Research). To date, this Co-Convenor has run interactive planning sessions to gather core literature, identify key areas for action, and worked with the community to prioritise action areas. The main output for 2024 will be a single, co-authored output from the SIG, followed by an evaluation of the processes, and goal-setting for 2025.

National and International impact

The SIG continues to collaborate with, and be recognised by, the (inter)national OEP community. During 2023, this has manifested in many ways:

- As mentioned, the SIG is a key stakeholder in the CAUL OER Professional Development, and OER Publishing Collective projects. Attendees at both fora are directed by CAUL to our website, which has also raised awareness of ASCILITE.
- Community members have been approached by CAUL to present their practice at the Professional Development program as Invited Speakers.
- During OA Week, sessions were run collaboratively by community members, and a call for participation made for *Down UndOER*, an open text collating case studies of Australasian practice. This text is forming part of the workshop the OEP SIG will run at the ASCILITE Conference. The book will collect case studies relating to open educational practice (OEP) and open educational resources in Australasian higher education with a goal of advocacy for embedding OEP into the higher education curriculum.
- The OEP SIG was recognised as a critical point of contact with the community by OpenEd23, and we were invited to provide an Australasian presence at the virtual [Open Education Conference](#) in November.

The OEP SIG was invited by the ASCILITE Learning Design SIG to speak about OER at the University of New England's Academic Development Webinar Series. A Co-Convenor from the OEP SIG gave an hour-long presentation with Q&A, covering OER basics, benefits, and applications. This cross-SIG collaboration demonstrates not only the impact of the ASCILITE special interest groups, but also the benefit of meeting each other to learn where synergies exist. Our greatest achievement for

the year has been our collaborations with external bodies, both locally and internationally. A particular highlight is our strong strategic partnership with the Council of Australian University Librarians (CAUL). These relationships have helped grow the OEP SIG membership, network, and impact.

TELedvisors SIG

As described below this year was a busy year for the SIG. We have continued to grow in many ways. Outlined below are some of our main achievements.

Webinars

- AI panel webinar 2nd Feb – 1200 attendees, 2818 views of the recording
- AI and academic integrity webinar 23rd Feb – 78 attendees, 279 views of recording
- Adapting AI for assessment – joint webinar with Transforming assessment -5th April (no stats)
- Recognition programs webinar 25th May – 56 attendees, 96 views of recording
- Ed tech, student equity and third space professional's webinar 29th June – 48 attendees, 91 views
- Enhancing digital equity webinar – 19th July – 43 attendees, 160 views
- Standards (including TELAS) webinar – 31st August – 78 attendees, 1008 views
- UDL in action webinar – 28th September – 46 attendees, 130 views
- LX Lab (UTS): Paving pathways to leadership in learning design 31st October

Meetups

- LX Lab (UTS): Do students really care about the modality of their learning?
- AUT/UoA (NZ) Networking event: 5th July (47 people)
- LX Lab (UTS): Celebrate successes Pecha Kucha 2nd November
- EdTechPosium (Canberra) meetup: Early December (details TBC)

Communications

- Relaunched the Edvisor newsletter on Substack (524 views)
- Four blog posts on The Edvisor blog (1262 views)
- TEdvisors Network is on Twitter/X (1381), Bluesky (36), Threads (41) and LinkedIn (135)

-
- Successful migration to new Teams instance (509 members)
 - Members have added 428 GenAI related resources to our shared Zotero group

Organisationally

Added three valuable members to the convenors team in Kay Harrison, Sharon Altena and Antony Tibbs.

Honourable mention

Battle of the LMS event – ASCILITE conference 2022

Transforming Assessment SIG

Webinars are our primary community activity. Webinar activity over the 9th year of the SIG is shown below (Webinar series 14 since inception 2010).

TA webinar series 2023 figures

8	Sessions Completed (144 since inception)
1547	RSVPs to sessions (15508 since inception)

Comparison to previous years

SEASON (FEB-NOV)	2019	2020	2021	2022	2023
Session count	5	14	11	9	8
RSVPs count	545	4280	2181	1609	1547
RSVPs Min	95	70	111	63	30
RSVPs Max	175	693	532	284	376
RSVPs Avg	109	306	198	179	193

Table 7: TA SIG Webinar activity

Numbers have levelled off in 2022-2023 after the rapid boost experienced during the pandemic but are still above that of 2019.

Joint activities held with peer organisations

Three joint webinars with the 'Assessment in Higher Education' (AHE) in connection with their conference in 2023. A joint webinar with the 'eAssessment Association' that provided a panel style session with selected 2023 award nominees for the 2023 international eAssessment Awards.

Membership

Note that not all those that register an account or to attend a session also elect to receive the email newsletter updates. As of each reporting date the annual member figures are shown in the table below.

CLASSIFICATION	2020	2021	2022	2023
People in database	6270	7500	8064	8863
Newsletter members (opt in) who have current, active accounts.	4095	4752	4852	5171

Table 8: TA SIG opt in figures

As of the reporting date, members come from 91 countries/regions and over 1355 separate organisations. The majority of members come from the higher education sector (5504) with a significant minority from Vocational Education (308).

Self-identified job classifications include educators, leaders and learning support/professional staff, with most being academic teachers (2358) or

departmental leaders (855). Most members are from Australia, the UK, the US and New Zealand. However, a range of other countries have multiple members.

STRATEGIC ACTIVITIES & PARTNERSHIPS

A/Prof **Mark Schier** (ASCILITE Treasurer) leads the Strategic Activities and Partnerships portfolio along with others on the Executive who work with various partners. ASCILITE sponsors and 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 recruit new members as well as provide a opportunities for members and others to engage with experts around a range of topics.

ASCILITE forms partnerships with like-minded organisations to extend its global reach and promote its brand and activities.

Sponsored events. In 2023, ASCILITE sponsored numerous events. These were generally via the Special Interest Groups (SIGs) which have been summarised elsewhere in this President's report.

Strategic Partnerships. In 2023, ASCILITE expanded from 8 MOUs to 11 with other organisations. These are listed here with their year of establishment, with many being renewed over time. To assist with the ease of renewing the MOUs the Society has now gone to an open MOU model. This allows flexibility with activities while keeping the MOU open for an indeterminate amount of time.

Our current MOUs include:

ALT in the UK (2022, initial MOU 2002)

We renewed this MOU in December 2022, which is 20 years after the initial MOU and our longest strategic partnership. This year there was a focus on CMALT with several meetings early in the year.

SoLAR (2020)

The Learning Analytics SIG engages with SoLAR each year and often advertise and assist at the annual SoLAR conference.

D2L (2020)

This MOU involved the funding of research grants for 2020, 2021 and then in 2022.

EduGrowth (2021)

This MOU involves co-hosting at least one webinar each year. The President of the Society also attended and facilitated a session at the annual EdTech Summit in Melbourne in August.

CAULLT (2022)

This year the two societies teamed together to create a leadership in TEL award. This will be awarded at the 2023 ASCILITE conference for the first time.

ACODE (2023)

After a long partnership with ACODE we realised we had not signed an official MOU. This was conducted this year. Every second year at the annual ASCILITE conference the ACODE awards are presented. This was last held in December 2022.

Learning Vault (2023)

This is MOU involves ASCILITE teaming with the Learning Vault, a digital badging platform. This initiative involves ASCILITE providing badges, initially for TELAS and then moving onto the 2023 ASCILITE awards.

EDEN in Europe (2016)

This MOU needs to be revisited in the future. Despite several attempts we have not been able to engage with this MOU.

Other MOUs include:

FLANZ (2021)

HERDSA (2022),

University of Cumbria in the UK (2022)

We periodically check-in with our partners to ensure that our MOUs are functioning well and to see if there are further ways of engaging. More detailed information is available on the strategic partnerships page of our website (<https://ascilite.org/relationships/>).

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, the AJET Management Committee, and Editorial Board. The Lead Editor team comprises Associate Professor **Linda Corrin** (Deakin University), Associate Professor **Jason Lodge** (The University of Queensland) and Associate Professor **Kate Thompson** (Queensland University of Technology). AJET currently has 10,506 registered readers, which has increased by 7.8% from 9,746 in 2022. As of November 2023, there have been 446,680 abstract views and 334,613 full article downloads so far for this year.

EDITORIAL TEAM

We formally thank the Lead and Associate Editors for their contributions and high quality editorial work to continue to enhance our highly regarded ASCILITE journal (AJET). The Associate Editors are all highly experienced researchers who shepherd papers through the review process.

Throughout 2023 we have been supported by the following outstanding team of Associate Editors:

- Dr Thomas Chiu, The Chinese University of Hong Kong
- Dr Simon K. S. Cheung, The Open University of Hong Kong
- Associate Professor Thomas Donald Cochrane, The University of Melbourne, Australia
- Associate Professor Chris Deneen, University of South Australia, Australia
- Dr Rachel Fitzgerald, University of Queensland, Australia
- Associate Professor Teresa S Foulger, Arizona State University, United States
- Dr Feifei Han, Griffith University, Australia
- Dr Henk Huijser, Queensland University of Technology, Australia
- Dr Chien-Ching Lee, Singapore Institute of Technology, Singapore
- Associate Professor Stephen Marshall, Victoria University of Wellington, New Zealand
- Dr Kwong Nui Sim, Auckland University of Technology, New Zealand
- Professor Jerry Chih-Yuan Sun, National Chiao Tung University, Taiwan
- Professor Joke Voogt, University of Amsterdam/ Windesheim University of Applied Sciences, Netherlands

We also thank the following Associate Editor who ended their term with AJET during 2023:

- Associate Professor Matthew Kearney, University of Technology Sydney (UTS),

Australia

We also recognise and 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. We wish Kayleen all the best in her future career after she stepped down from the role in March. 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 A/Prof **Chris Campbell** (ASCILITE President), A/Prof **Mark Schier** (ASCILITE Treasurer), the three Lead Editors, and a representative from the previous lead editorial team (Prof **Michael Henderson**), oversaw the running of AJET in 2023 and provided feedback on proposed changes and new initiatives of the editorial team.

The end of 2023 marks the end of the first three-year term of the AJET Lead Editors. These three years have been a time of learning and growth for this team, marked by many changes, challenges, and improvements to the journal's processes and impact. The opportunity to engage with the educational technology community has been very fruitful and responding to the ever-changing landscape of academic publishing has led to new discussions and networks with wider communities of educational research journal editors. At the same time, it should be acknowledged that the role of a Lead Editor is a substantial commitment both in time and thought. In an environment where the number of journals in the field is continually increasing, it has been important for the journal to maintain its value, reputation, and quality for researchers and practitioners, which has required a strong commitment from the whole AJET editorial team, but especially the Lead Editors.

Acknowledging this considerable commitment, we offer our sincere thanks to Kate Thompson who will be stepping down from her role as Lead Editor at the end of this year. Kate has made many contributions to AJET over the years, and as Lead Editor has played a major role in organising the editorial team activities, maintaining, and improving the copyediting processes of the journal, and communicating an agenda for impact and attribution in educational technology research. We wish Kate all the best in her future endeavours and are grateful for all the hard work she has contributed over all her years associated with AJET.

Throughout 2023, the Lead Editor team has been reviewing the succession plans of all sections of the editorial team, including the Editorial Board, Associate Editors, and Lead Editors. In 2024 we will be reviewing the role and composition of the Editorial Board to ensure their active engagement with the current and future direction of the journal. To align the memberships of all parts of the editorial team, we have introduced three-year terms for each team, including the Associate Editors. We will also be releasing a call for

new Associate Editors in the new year to replace those who have stepped down (or up) in 2023.

Which leads to the new approach that has been implemented in the recruitment of the Lead Editor team going forward. As has been done in the past, we are returning to a staggered approach to the recruitment of Lead Editors to help with handover transitions and we will also increase the team back to four members. However, instead of an open call, we will recruit from expressions of interest from the Associate Editor team. This approach has been taken to give opportunities to people who have already shown a commitment to the journal and the wider educational technology community to step up into this leadership role. In the spirit of the ASCILITE community, we are keen to mentor and grow researchers in the community and provide pathways for development and leadership. As mentioned above, Kate will end her lead editorship at the end of the team's initial three-year term, and Jason Lodge will step down in mid-2024. Linda Corrin will continue for a second three-year term to create some space in the succession timeline so the journal isn't in a perpetual state of Lead Editor turnover (i.e., that there isn't a new Lead Editor every year which will provide a reasonable period of stability to enable the new team to implement their initiatives for the journal). This approach has been approved by the AJET Management Committee and the names of the new Lead Editors will be announced at the ASCILITE conference in Christchurch in December.

SPECIAL ISSUES

In 2023 the special issue "Technology-enabled Support for Undergraduate and Postgraduate Research Supervision", edited by A/Prof Kwong Nui Sim (International College of Management, Sydney), Prof **Maria Northcote** (Avondale University), and Prof **Cher Ping Lim** (The Education University of Hong Kong, China) was published.

In response to the emergence of Generative Artificial Intelligence in 2023, the AJET Lead Editor team also oversaw a special themed issue on "AI in tertiary education: impacts for research and practice". This call helped to attract research on this emerging and significant topic in tertiary education to ensure that AJET maintains its relevance and currency in the field and will be published at the end of the year.

After an open call for special issues, reviewed by the Lead Editors, the 2024 special issue will focus on "Advancements in Technology-Enhanced Assessment in Higher Education". Editors for this issue will be Dr **Daniele Agostini** (University of Trento, Italy), A/Prof **Alexandra Lazareva** (University of Agder, Norway), and **Federica Picasso** (University of Trento, Italy).

AJET DEVELOPMENTS

The editorial team have continued to work on improving processes around submission and publication to bring the journal in line with recent developments in academic publishing. A significant issue for journals this year has been the rapid emergence of Generative Artificial Intelligence (GenAI) tools that researchers can potentially use to assist with the conduct, analysis, and writing of their work. The Lead Editor team met early in the year to develop a set of guidelines for authors and reviewers in relation to GenAI. This has been published on the AJET website as the *“AJET Policy for Use of Artificial Intelligence in Publishing and Reviewing”* and contains three main rules:

1. Generative AI cannot be listed as an author on AJET publications. An author must be able to agree to and be accountable for the aspects of their authorship under the [CRediT taxonomy](#), which an AI cannot do.
2. Authors need to acknowledge the contribution made by Generative AI tools to any aspects of the research published. In the acknowledgement section the authors should outline the specific tasks AI was used to complete, including (but not limited to) research design, data analyses, data visualisation, text creation/editing, etc.).
3. AJET Reviewers do not have permission to use Generative AI to complete any reviews of AJET articles. Sharing articles under review with third party AI providers for this purpose may contravene authors’ intellectual property rights to their work.

This policy was introduced to readers through the first editorial of the year entitled *“Mapping out a research agenda for generative artificial intelligence in tertiary education”* which has had over 2,600 downloads since it was published in May. The Lead Editors continue to monitor advances in AI and engage with others in the academic publishing space to ensure that the policies AJET put in place are appropriate and responsive to the changing environment. The Lead Editors have also been part of a research project (lead by Dr Simon Knight, UTS) involving several editorial teams to investigate ethical implications in educational technology publishing, especially in the response to the emergence of GenAI.

Changes in the social media space have also impacted AJET’s practices in 2023. The increasing issues with X (formally known as Twitter) has resulted in the exodus of many in the academic world moving to other platforms to connect with peers and journals. While AJET’s X followers have continued to increase (the journal now has over 1,300 followers) we are conscious that conversations on X will not continue to have the impact they once did. In response, AJET has established a LinkedIn profile which has a growing number of followers and connections. This was evident through our recent call for the themed issue which received over 2,600 impressions on LinkedIn. The Lead Editor team is also investigating the possibility of establishing a BlueSky account but continue to monitor

where people in the field are setting up their new communities to make sure we have a presence where we will have the biggest impact.

The editorials written by the Lead Editor team have continued to address key topics of relevance that have impact on the educational technology community. For example, the first editorial of this year addressed the concept of Generative AI and not only resulted in a high number of downloads (see above), but also led to Kate Thompson being invited to be on a webinar panel by the International Association of Universities (a partner of UNESCO) entitled "[Who does the thinking? The Role of Generative AI in Higher Education](#)". The second editorial of the year entitled "The importance of a good review(er) for educational technology research" was featured in the Retraction Watch newsletter. Retraction Watch is an international group that not only monitors retractions in academic publishing, but also shares resources that focus on key publishing trends.

Interestingly, an editorial that has continued to be downloaded at a high rate over this year is the 2022 editorial on "The importance of choosing the right keywords for educational technology publications" which has had over 3,500 downloads in total. We have also seen the practice of including authors' contributions to each article become standard in AJET's practices which was promoted through the 2022 editorial "Authorship practices in educational technology research". This would indicate that our editorials on elements of writing and publishing research in educational technology are considered useful to the community.

In 2023 the Lead Editors invited Emeritus Professor **Peter Goodyear** to write an editorial reflecting on his time in and contributions to the field of educational technology research on the event of his recent retirement from the University of Sydney and appointment to Emeritus Professor. The resulting piece was entitled "An education in educational technology" in which he defended the label of "educational technology" and made a case for why it is an important field of research and practice to work in. This has proved to be a very popular piece with over 800 downloads in the first month.

AJET SUBMISSION AND REVIEW STATISTICS

Last year we reported that a new way of tracking data in the OJS system had been implemented which removed duplicates and incomplete records that may have been previously included in the totals, as well as a shift in the reporting range to be able to report a full 12 months' worth of figures in the final editorial of the year. We note these changes again as the 2020 and 2021 data are still reported using the previous process, while the 2022 and 2023 figures factor in the new range and cleaner data. This explains some of the dip that appears to have occurred in submissions between 2021 and 2022.

There has been a rise in the number of submissions in 2023, and this number will rise further when the November submissions are added. However, despite this increase in submissions, the number of articles that have gone through to peer review is fewer than previous years. This can be attributed to the fact that a large number of submissions received this year were out of scope for the journal or had little prospect of impact. Due to the slowdown in this pipeline of articles in review, the number of papers still in review for 2023 is also lower than last year. The lack of quality articles has led to a reduction in the number of articles published in each issue this year, including the special and themed issues. However, submission numbers have increased in the later part of the year, so it is hoped that the pipeline issue will improve in 2024.

AJET Submission and Review Activities	2020	2021	2022	2023*
Total submissions	617	767	618	621*
Declined at editorial screening (% of total submissions)	444 (72%)	597 (78%)	473 (77%)	524 (84%)
Peer reviewed (% of total submissions)	173 (28%)	170 (22%)	145 (23%)	97 (16%)
Declined at peer review (% of peer reviewed)	125 (72%)	106 (62%)	109 (75%)	61 (63%)
Accepted (% of peer reviewed)	48 (18%)	64 (38%)	36 (25%)	20 (21%)
Declined (either at editorial screening or following peer review % of total submissions completed)	589 (92%)	703 (92%)	580 (94%)	585 (94%)
Accepted (% of total submissions)	48 (8%)	64 (8%)	36 (6%)	20 (3%)
Under screening/review late Oct 2022			2	16

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

** The figures for 2023 cover the period 1st December 2022 to the end of October 2023.*

AJET BIBLIOMETRICS

AJET has continued to perform strongly in the various journal ranking scales throughout 2022. The JCR impact factor continued its rise to 4.1 with a five year impact factor of 4.4 which maintains AJET’s Q1 status. AJET’s Google Scholar H5 index rose again from 49 to 51, and AJET retained its 13th place on Google’s top 20 educational technology journal list. A similar rise was seen in the Scopus Citescore moving from 5.9 in 2021 to 6.9 in 2022. The Lead Editors would again like to thank all those associated with the journal who have contributed to the ongoing impact of AJET in the global research community.

AJET Bibliometrics		2020	2021	2022
JCR	JCR Impact Factor	3.067	3.73	4.1
	JCR 5 year Impact Factor	3.507	3.865	4.4
	JCR journal ranking in Education category based on 5 year Impact Factor	77/265 Q2	58/270 Q1	45/269 Q1
Scimago	SJR Impact Factor	1.397	1.249	1.104
	SJR ranking in Education	Q1	Q1	Q1
Google Scholar	H5 index	39	49	51
	H5 ranking within Educational Technology category	15/20	13/20	13/20
Scopus	CiteScore	5.5	5.9	6.9
	Journal ranking in Education	69/1319	92/1406	95/1469
	SNIP	1.950	1.948	1.728

*Table 10: AJET Bibliometrics based on calendar year
Note: 2023 bibliometric data will be available in 2024.*

2022 CONFERENCE

The ASCILITE 2022 Conference was ASCILITE's 39th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education and was hosted by the University of Sydney from 4th to 7th December 2022. The University of Sydney acknowledge and thank the Gadigal people of the Eora Nation who are the Traditional Owners of the Country on which The University of Sydney stands.

The sponsors for the 2022 conference were Inspera, Instructure, Pedestal 3D, Feedback Fruits, Anthology (Blackboard), Cidilabs, Coursera, Edalex, and vidversity. The Keynote Speakers for the conference were **Professor Dominique Parrish** and **Professor Peter Felten**, with **Dr Ella Kahu** as Invited Speaker.

The 2022 Conference Organising Committee was led by **Dr Eszter Kalman** and **A/Prof Danny Liu**. Committee members included Adam Bridgeman, Alix Thoeming, Dewa Wardak, Dominique Briones, Hazel Jones, Jennie Hill, Jessica Frawley, Kathryn Bartimote, Kimberley Baskin, Laura Heron, Marianna Koulias, Natasha Arthars, Pippa Yeoman, Rebecca Denham, Rebecca Goldsworthy, Ruth Weeks, Samantha Clarke, Samantha Poulos, Sareeta Zaid, and Stephanie Wilson.

The ASCILITE 2022 Conference Organising Committee acknowledge and thank the ASCILITE Executive for their guidance and support ensuring that this conference was a success. In particular we thank A/Prof **Chris Campbell** (ASCILITE President), A/Prof **Mark Shier** (ASCILITE Treasurer), Mr **Andre Colbert** and Ms **Michelle Davy** (ASCILITE Secretariat) and our Executive member liaison, Dr **Hazel Jones** (ASCILITE Executive), who was absolutely indispensable.

Conference themes

The conference theme was 'Reconnecting relationships through technology', emphasising the sorely needed reconnection after three years of COVID. Subthemes included reconnecting students with educators, reconnecting students with each other, reconnecting students with purpose, reconnecting people with educational technology, and reconnecting the community with the future campus. An analysis of the most frequently used terms across the full and concise papers included in this year's proceedings provides further insights into the themes explored. A word cloud (Figure 1) reveals a student-centric focus, with the terms 'student' and 'learning' being the most frequently used terms. While the term

PEER REVIEW	ACCEPTED	REJECTED	WITHDRAWN
Posters	31	4	1
Pre-conference workshops	5	0	0
Symposia/Panels	4	1	0
Sub-total	135	30	9

Table 11: Summary of paper submissions and acceptance ASCILITE 2022

*Acceptance rate (78%)

2023 CONFERENCE

The ASCILITE 2023 Conference is ASCILITE's 40th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education and is hosted by the University of Canterbury from 3rd – 6th December 2022.

The 2023 Conference Organising Committee has been led by Associate Professors **Cheryl Brown** and **Kathryn MacCallum** from the Digital Education Futures Lab at the University of Canterbury. They are supported by Dr **Brad Hurren**, **Tina Menzies** and Dr **Te Hurinui Karaka-Clarke** (University of Canterbury), **David Dannenberg** (Lincoln University), **James Oldfield** (Te Pukenga), & Dr **Vickel Narayan** (Massey) & ASCILITE Executive members A/Prof **Thom Cochrane** and Dr **Sandy Barker**,

This hybrid conference provides for both physical and virtual interaction through live streaming, recording and community building. At the time of this report sponsors included:

Silver: Inspera, Instructure, Feedback Fruits, Cidilabs, Pebbelpad

Bronze: UC Online; Ocean Browser, Ako Aotearoa

Barista: Echo360

Pre-Conference Marketing: Tourism NZ

The Keynote Speakers for the conference are **David White** Head of Digital Education and Academic Practice at the University of the Arts London and President of the Association of Learning Technology; **Karaitiana Taiuru** - Māori technology ethicist specialising in Māori rights with AI, Māori Data Sovereignty and Governance and **Chelsea Rapp** Games and Interactive Media Ambassador for the University of

Canterbury's Digital Screen Campus, and the Head of Strategy for CerebralFix Ltd.

The ASCILITE 2023 theme is People, Partnerships and Pedagogies.

1. diverse People: This theme celebrates the diversity of people in learning and teaching and their culture, practice, and knowledge. We encourage submissions that foreground the perspectives of everyone involved in the learning and teaching process in tertiary education

2. deeper Partnerships: Through partnerships we reaffirm our relationships, alliances, collaborations, and connections with each other.

3. digital Pedagogy: In this theme, we draw on the perspective of digital where the dichotomies of 'face-to-face' and 'online', 'natural' and 'artificial', 'human' and 'non-human', 'pedagogical' and 'technological' are viewed as inseparable from each other.

Review Process

All Full and Concise papers submitted for the conference underwent a double-blind peer review process. Metareviews were then performed by the Submissions and Proceedings team (with the support of the conference co-convenors). This process allowed papers to be ranked and selected for inclusion in the conference.

A total of 194 submissions were received for the 2023 conference, all of which were reviewed. Full papers, concise papers, Pecha Kuchas, and posters were double blind peer reviewed. Panel sessions and workshops were single blind peer reviewed. The OJS submissions 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 sub-themes.

The number accepted and offered on the program by 30 Oct 2023 was 155.

FORMAT	ACCEPTED
Full Papers	21
Full Papers (student incl doctoral consortium)	7
Concise papers	68
Concise papers (student)	5
Pecha Kucha	29
Posters	17
Panels and Symposia	8

Table 12: ASCILITE 23023 Accepted presentations by type

At the end of October conference registrations were 212 face-to-face and 103 virtual. Over 50 participants are joining an extensive range of pre-conference workshops and activities offered on Sunday 3rd. These include a Doctoral Consortium, and an invited workshop by Keynote **David White**. The other 6 workshops involve topics such as learning design, learning analytics, assessment and AI, & simulations for collective action as well as a walking tour led by Dr Karaka-Clarke exploring Otautahi's cultural narrative through the lens of Tangata Whenuatanga.

2024 CONFERENCE

The ASCILITE 2024 conference will be hosted by the University of Melbourne. The conference organizing committee comprises A/Prof **Thomas Cochrane**, A/Prof **Kathryn Coleman**, A/Prof **Kate Tregloan**, A/Prof **Gavin Buskes**, Dr **Elisa Bone**, Professor **Elliott Gyger**, **Andrew Buntine**, Dr **Matt Harrison**, **Meredith Hinze**, Dr **Solange Glasser**, Dr **Angelina Fong**, Dr **Julian Harris**, A/Prof **Mark Schier**, Dr **Melissa Saligari**, Dr **Sarah Healy**, and **Vanessa Ho**.

The conference will be held Sunday 1 – 4 December 2024, with workshops and welcome reception to be held on Sunday (1st December). The proposed venues are Arts West with the Conference dinner happening in the Melbourne Museum.

CMALT AUSTRALIA

A/Prof **Thomas Cochrane** (ASCILITE Executive) leads the CMALT Australasia portfolio. This year the 7-week CMALT cMOOC took a break after 5 prior iterations. ALT (UK) is in the process of developing more specific support for CMALT submissions with a delay as Maren Deepwell's 10-year tenure as ALT CEO comes to an end in 2023. As a peer-reviewed system, ASCILITE CMALT holders are recruited to be peer reviewers for portfolios submitted for CMALT accreditation. In 2023 there are: 33 SCMALT, 215 CMALT, 11 Associate CMALT holders with current active membership.

ASCILITE PUBLICATIONS

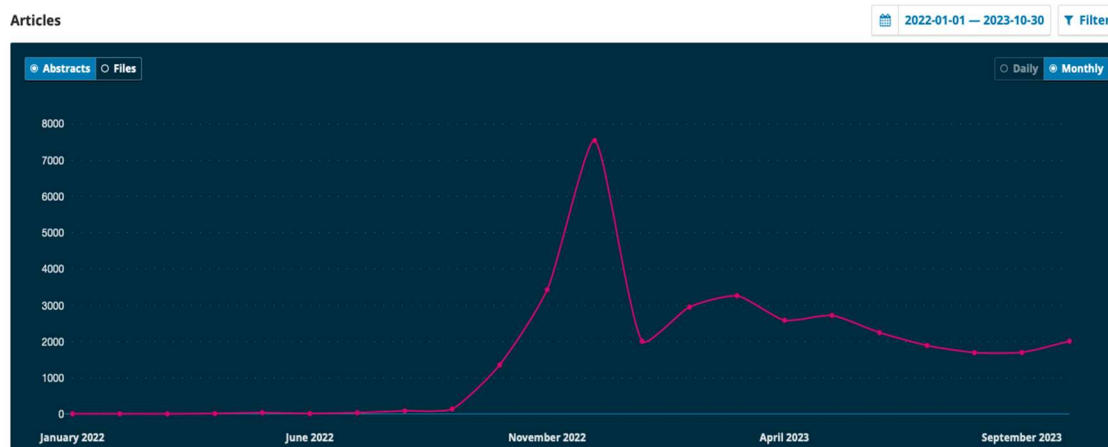
The ASCILITE Publications Exec team includes A/Prof **Thomas Cochrane**, A/Prof **Michael Cowling**, Prof **Petrea Redmond** and Adjunct A/Prof **Mark Schier**. A new initiative from the ASCILITE Exec started in 2021, ASCILITE Publications (<https://publications.ascilite.org/index.php/APUB>) was launched in 2022 providing a platform based upon the Open Journal System (OJS) for publishing the annual ASCILITE Conference proceedings and creating a standardised peer-review system for the 2022 ASCILITE Conference submissions and future ASCILITE Conference proceedings. In 2023 we continue to improve the system with an upgrade planned for 2024. The ASCILITE Publications platform will eventually host the past 27 years of ASCILITE Conference proceedings, with a formal publication ISSN and registered DOIs as well as Altmetrics for individual proceedings papers. ASCILITE Publications also provides an avenue for mentoring ASCILITE members into the peer-reviewed publication process and provide opportunities for special collections of peer-reviewed fully open access traditional and non-traditional publications in the field of Technology Enhanced Learning (TEL) in Australasia and abroad. We aim to provide a scholarly distribution and publication pathway for these alternative forms of best practice and thought to traditional journal articles - increasing the reach and impact of TEL to international contributions and an audience beyond the academy. ASCILITE Publications encourages contributions and involvement from ECRs (including RHD candidates), practitioners and professional staff.

APUBS issues to date include: ASCILITE Conference proceedings 2019 to 2023 (5 Issues published including 252 papers, with 102 papers including 30 Full and 72 Concise for 2023 in process – an increase of 73% from 2022 with 19 Full and 40 Concise papers), and 5 ACODE White Paper Issues (2019-2023, 8 papers) as part of ASCILITE’s MOU with ACODE. Statistics on the ASCILITE2023 proceedings are summarised in Table1. Figure1 and Table2 show the impact stats for APUBS to date.

NAME	2023-07-01 — 2023-10-30
Submissions Received	209
Submissions Accepted	154
Submissions Declined	55
Submissions Declined (Desk Reject)	16
Submissions Declined (After Review)	39
Submissions Published	0

Days to First Editorial Decision	16
Acceptance Rate	73%
Rejection Rate	27%
Desk Reject Rate	8%
After Review Reject Rate	19%

Table 13: APUBS Editorial Activity (July 2023-October 2023)



APUBS Abstract views (January 2022-October 2023)

TITLE	ABSTRACT VIEWS	FILE VIEWS	PDF	HTML	OTHER	TOTAL
Newell et al. 'We've become a little family now': Maximising rapport in an accelerated, fully online learning environment	1985	158	158	0	0	2143
Lim et al. 'Made good connections': Amplifying teacher presence and belonging at scale through learning design and personalised feedback	1720	371	371	0	0	2091
Schultz et al. How are you travelling? Facing retention head-on	1820	76	76	0	0	1896
Venaruzzo et al. Embracing AI for student and staff productivity : An ACODE Whitepaper based on the ACODE 88 Workshop and Roundtables	1105	728	728	0	0	1833
Tubino et al. Developing	426	444	444	0	0	870

TITLE	ABSTRACT VIEWS	FILE VIEWS	PDF	HTML	OTHER	TOTAL
feedback literacy capabilities through an AI automated feedback tool						
Alizadeh et al. Language learning and virtual reality: A scoping review	354	468	468	0	0	822
MacCallum et al. Developing a micro-credential for Learning Designers: A Delphi Study	535	269	269	0	0	804
Colasante et al. Re/Connecting university teachers with digital teaching tools for “jobs to be done”	436	320	320	0	0	756
Cram et al. Online Assessment in Australian University Business Schools: A Snapshot of Usage and Challenges	460	270	270	0	0	730
Osborne et al. ‘It’s not so scary anymore. It’s actually exhilarating’: A proof-of-concept study using virtual reality technology for music performance training under pressure	468	222	222	0	0	690

Table 14: APUBS Top 10 Articles Views

WOMEN IN ACADEMIC LEADERSHIP (WIAL)

This year saw the start of the second cohort of the ASCILITE Women in Academic Leadership two-year initiative which aims to provide mentoring opportunities for academics at levels C and D (or equivalent), with mentors from Levels D and E. The initiative began in March 2021 and first cohort completed in December 2022.

The initiative was again led by the President A/Prof **Chris Campbell** and Executive Members Prof **Sue Gregory**, Prof **Petrea Redmond** and A/Prof **Elaine Huber**.

In this 3rd year of the initiative, we have hosted four webinars, hearing from Professor **Linda Agnew** (Griffith University), **Sarah Pearson** (Technology Industry Leader), Professor **Sue Bennett** (University of Wollongong) and Professor **Margaret Bearman** (Deakin University). Individual mentoring groups have also met across varying timeframes according to their needs.

The 22 participants came from across 16 universities.

Auckland University of Technology (NZ)	University of Auckland (NZ)
Australian Catholic University	University of KwaZulu-Natal (S.Africa)
Charles Sturt University	University of New England
Deakin University	University of New South Wales
Edith Cowan University	University of South Australia
La Trobe University	University of Southern Queensland
Massey University (NZ)	University of Sydney
Torrens University	University of Technology Sydney

Table 15: University involvement for WiAL.

Together, we recorded a range of outputs from the first year of this cohort.

- Promotion to Pro-Vice Chancellor Sessional Academic Experience
- Promotion to Deputy Associate Dean Education (Learner Experience)
- 3 applications for teaching awards
- 3 invitations for keynotes
- 1 academic tenure application
- 2 grant applications
- 1 collaborative manuscript submission
- 2 elected representatives on L&T communities
- 1 supervising first doctoral students
- 1 successful application for treasurer of ACOE position
- 1 successful application to be co-convenor of ACSME conference
- Leadership on an ACOE White paper

Other themes from the groups this year include:

- Promotion preparation and advice
- Critical friends/safe spaces to share success and challenges
- Boosting self-confidence
- Co-authoring an academic paper on mentoring
- How to balance time/commitments
- Senior leaders sharing their journeys – valued

-
- Sharing valuable resources

Ongoing from the first cohort of WiAL was the development of a sub-group of Scholars who have met and written together. The first publication led by A/Prof **Cheryl Brown** (Canterbury), has been published in Post Digital Science and Education:

Brown, C., Huber, E., Bone, E., Gribble, L., Lys, I., Dickson-Deane, C., Yu, P., Markauskaite, L., & Campbell, C. (2023). Academic Women Co-designing Education Futures in a Postdigital World. *Postdigital Science and Education*. <https://doi.org/10.1007/s42438-023-00410-y>

The second publication which is currently under review for the International Journal of Academic Development is being led by Dr **Elisa Bone** (Melbourne).

The WiAL leadership team have organised a pre-conference workshop to be held at Canterbury University on December 3rd and open to both 1st and 2nd cohorts of WiAL. This will be facilitated by Dr Hinemoa Elder, an expert in leadership, a forensic psychiatrist and former television presenter. She is a professor in indigenous research at Te Whare Wānanga o Awanuiārangi, a fellow of the Royal Australian and New Zealand College of Psychiatrists and sits on the Māori Advisory Committee of the Centre for Brain Research.

The leads of the WiAL portfolio are currently conducting an evaluative research study on the program in order to shape the ongoing improvements of WiAL as well as producing a possible publication. Considerations will be given to the small group mentoring set up (vs. 1-1) and additional opportunities for whole group networking and collaborations.

MEMBERSHIP TRENDS

Memberships

As of 6th November 2023, ASCILITE had over 2200 members for the first time. Institutional membership numbers increased again, increasing from 1,563 in 2021 to the current 1,981. Three institutions that had limited membership have moved to Diamond Unlimited memberships and a further two institutions have requested invoices for the upgrade of their membership. However, one institution that held Diamond membership was unable to renew.

The following table shows the breakdown of ASCILITE’s membership across the categories.

MEMBERS BY CATEGORY	2018	2019	2020	2021	2022	2023
Individuals	201	186	213	212	176	231
Institutional Memberships	284	306	600	770	1,563	1981

*Table 16: ASCILITE membership by category
See table below for the breakdown by sub-category.*

MEMBERS BY SUB CATEGORY	2018	2019	2020	2021	2022	2023
Individual	167	157	183	181	148	203
Students	17	11	12	13	9	9
Life Members	12	13	12	12	11	11
Fellows	2	2	2	1	1	1
Affiliates	3	3	4	5	5	4
Retired					2	3
Total Members	519	521	843	1,013	1,767	2,212

Table 17: Individual category members by subcategory

Membership by Country

Membership numbers by country in 2023 were similar to that of 2021 and 2022 with increases mainly in Australia and New Zealand. ASCILITE’s international membership is not well represented with 86% of members from with Australia and only 2% of ASCILITE’s membership based outside of Australia and New Zealand.

MEMBERS BY COUNTRY	2018	2019	2020	2021	2022	2023
Australia	422	433	740	849	1,509	1755
New Zealand	78	70	57	119	229	263
Singapore/Malaysia	6	11	33	28	17	13
UK/Ireland	4	3	3	6	2	2
Japan	1	1	1	2	1	1
USA / Canada	3	0	0	2	2	3

Hong Kong	1	1	1	2	0	1
Europe	2	3	4	2	1	0
Other	2	3	4	3	4	2
Not reported						172
Total Members	519	525	843	1,013	1,767	2212

Table 18: ASCILITE Members by Country (Figures correct as of 6 Nov 2023 – note: the location of some members is absent from the record)

Institutional Memberships

During 2023 the Institutional memberships portfolio was led by Dr **Sandy Barker** (ASCILITE Exec) with A/Prof **Chris Campbell** (ASCILITE President), A/Prof **Eileen Huber** (ASCILITE Exec) and Dr **Hazel Jones** (ASCILITE Exec) and the support of the ASCILITE Secretariat. The team have continued to work on improving the services and benefits for our institutional members. During the year we have welcomed four new member institutions, University of South Australia, University of NSW, Lincoln University and Health Education and Training Institute.

In addition, we welcomed back the University of Western Australia, and a number of institutions upgraded their membership status. Unfortunately, we said goodbye to Didasko as the institution did not renew their membership.

Throughout the year Diamond member institutions have received specialised presentations to members outlining the initiatives available to them as well as participating in TELAS accreditation workshops and the *Spring into Excellence Research School*. Some members have also taken up the benefit of attending pre-conference workshops for free as part of the Diamond membership.

The following table displays a list of ASCILITE's current institutional members and the number of staff at each institution who are members of ASCILITE. For staff at institutions that are Diamond members, staff self-nominate while for institutions in the other categories, a management team nominate staff through an internal selection process.

INSTITUTION	2018	2019	2020	2021	2022	2023
Diamond Members						
Australian Catholic University			112	91	108	112
Central Queensland University	15	17	17	52	59	67
Charles Sturt University				New	156	167
James Cook University				10	182	265
La Trobe University	9	7	84	106	141	112
Macquarie University	7	6	10	10	101	119
University of Canterbury						Upgraded (27)
University of Melbourne	20	19	91	102	136	181
University of Wollongong	66	59	45	75	73	57

INSTITUTION	2018	2019	2020	2021	2022	2023
University of Auckland				48	157	184
University of New England					103	128
University of Sydney					New	96
University of Technology Sydney					80	94
University of South Australia						New (80)
UNSW Business School						New (28)
Gold & Silver Members						
Monash University	22	21	24	22	21	25
University of Southern Queensland					25	25
Massey University	15	15	15	17	17	20
University of Newcastle				New	10	20
TAFE Queensland				18	Bronze	
University of New England	17	18	19	20	Upgraded	
University of Canterbury				17	16	Upgraded
Bronze Members						
Australian National University			10	9	8	10
Auckland University of Technology	10	10	9	9	10	9
Charles Darwin University	9	10	10	9	9	9
Deakin University	20	21	11	11	10	10
Didasko			10	9	10	expired
Edith Cowan University			10	11	10	10
Flinders University	8	6	8	10	10	9
Griffith University			10	10	9	9
Health Education and Training Institute						New (7)
Lincoln University						New (8)
Macquarie University	7	6	10	10	Upgraded	
Open Polytechnic of New Zealand	8	9	9	9	10	10
Southern Cross University		10	9	10	10	10
TAFE Queensland					8	10
Torrens University			10	10	10	10
University of Canberra			10	10	10	10
University of Newcastle				New	10	Upgraded

INSTITUTION	2018	2019	2020	2021	2022	2023
University of Notre Dame	10	10	10	9	7	10
University of Southern Queensland	10	10		10	Upgraded	
University of Sydney				9	Upgraded	
University of Sydney Business School		10	10	17	Incorporated	
University of Western Australia	10	30	29	10	10	10
Victoria University			10	10	10	10
UTS Insearch	10	8	8			
TOTALS	242	262	378	770	1,563	1,981*

Table 19: Institutional Memberships of ASCILITE (as of 1st November)

**Numbers change on a weekly bases and this reporting is correct at time of writing.*

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. This year we have implemented a new accounting system (Xero) to ensure that we accurately record our financial operations and meet our requirements as an incorporated association and our taxation obligations. We are now up to date with this system and wish to note both the **Secretariat** and **Austi Bookkeeping Services** for their diligence and painstaking work to get us into this position.

The Executive, led by A/Prof **Mark Schier** (ASCILITE Treasurer) prepares the fiscal year reports and maintains a calendar year forecast budget that is also presented to members at the AGM for their approval. This budget indicates the anticipated income and expenditure for the year ahead. The ASCILITE Treasurer has a constitutional obligation to provide both fiscal year reports and a yearly budget to members.

Briefly, in the financial year 1 July 2022 to 30 June 2023, ASCILITE reported a surplus of \$111,033 on an income of \$274,598. In 2022 our conference was held as a hybrid event at the University of Sydney and reported a surplus of \$51,989.90 (inc GST). Please note that while the stated surplus looks impressive, there were some expenses that were unavoidably delayed during the upgrade to our new financial system, and these will appear in the next financial year.

ASCILITE's total net assets at 30 June 2023 were \$610,101 up from \$500,068 for the previous financial year. Given the overall healthy fiscal position of the Society, it is the intention of the Executive, once again, 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. We are continually looking at ways to use these funds to engage the ASCILITE community and hope to provide for this in the next year.

The 2022 – 2023 financial statements and the 2024 forecast budget are presented to the membership at the AGM where the forecast budget is approved by members.

SECRETARIAT ACTIVITIES

The focus of the secretariat role is to manage the day-to-day operations of the Society and support the Executive Committee. Mr **Roger Brown** took over the role of ASCILITE Secretariat in January 2023.

The significant activities for the Secretariat in 2023 were:

- The migration of the Teams Tenancy from a “free” version of Teams to a Not-for-Profit (NFP) Licenced version. ASCILITE acceptance as a NFP organisation with Microsoft was finalized in April 2023. ¹
- Upgrade the versions of WordPress for ascilite.org and blog.ascilite.org.
- Catch up on the institutional memberships in arrears.
- Moving the finance and book-keeping from MYOB to Xero online, which was a substantial undertaking. A bookkeeper, **Austi Bookkeeping Services** was engaged to assist with this.
- Reconciling the 2022-2023 financials.

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

- Liaise with institutional member contacts to ensure that their member lists are up to date.

¹ Of the 2200 users listed on the ASCILITE777 tenancy only 745 were active users – the remainder had been added but appeared to have not accepted the invitation to join or had not logged in 12 months. The 745 active users were transferred to the NFP ASCILITE tenancy, however there continues to be a lack to uptake of the invitations to join.

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- Manage and monitor ASCILITE's membership list including email bounces and renewal notifications.
 - Manage and reconcile the ASCILITE financial accounts in ASCILITE's Xero accounting software, submit quarterly Business Activity Statements (BAS) and produce monthly financial reports for the Treasurer.
 - Liaise with the ASCILITE bookkeeper ensuring the reconciliation of financials are up to date and correct.
 - Organise agendas, supporting documentation and meetings for the Senior Executive and full Executive, including the preparation of meeting minutes and meeting notes.
 - 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.
 - Update the content of the various WordPress sites and online payment and booking forms.
 - Install, update and test version of WordPress for TELall Blog, ASCILITE, conference 2023 and 2024.