



ASCILITE

SHAPING THE FUTURE OF TERTIARY EDUCATION

## PRESIDENT'S REPORT

# 2024

A/Prof Michael Cowling, ASCILITE President

26 November 2024



## EXECUTIVE SUMMARY

As the new ASCILITE President for the 2023 to 2025 period, this is my first President's report, and looking over our activities for the past 12 months since I was elected at the 2023 ASCILITE AGM, it would not be hyperbolic to claim that this has been a big year for our society! Our membership numbers hit an all-time high of over 2300 (including a significant set of institutional members from a broad range of institutions) and our partnerships (reflected through our MoUs) also peaked, with over 14 current MoU agreements with TEL stakeholders globally. Financially the society continues to hold a very strong financial position, despite investing heavily in our members this year, and our treasurer and secretariat have done an excellent job ensuring all our finances are up-to-date.

We've also expanded our portfolios and reach, with over 20 portfolios that our executive committee now dutifully manages, including areas such as accreditation, partnerships, social media / communications (including our webinar and blog series), special interest groups, research, and of course our very popular member engagement activities such as the Community Mentoring Program and our Women in Leadership (Academic and Professional) programs. In each of these areas we've enjoyed growth and connection and this report outlines just some of those achievements across a range of different areas.

Beyond our portfolios, our journal also continues to be a source of pride, with the Australasian Journal of Educational Technology (AJET) continuing to be the number 1 Education journal in Australia, with a Q1 rating and a significant impact factor, as outlined in the section on AJET. This is down to our editorial team, led by A/Prof. **Linda Corrin**, A/Prof. **Henk Huijser**, Dr **Feifei Han**, and A/Prof. **Jason Lodge** (until mid-2024). I'd also like to welcome A/Prof. **Chris Deneen** to the lead editorial team, and also acknowledge in relation to the journal the hard work of the numerous associate editors and reviewers, without which the journal would not have its continuing success.

Finishing our year as always is our annual conference, now in its 41st year, and this year hosted in Melbourne Australia for the first time in close to two decades. As I write this summary the conference is only days away and looks to be our biggest conference ever, threatening to top over 500 participants face-to-face and online. In addition, we have

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received for our proceedings more submissions than ever, and these will all now be stored on our new central ASCILITE Publications platform, which now also holds a decade of previous proceedings from our conferences, allowing a single repository for searching publications from ASCILITE conferences. Thank you to the 2024 Conference Organising Committee for all their hard work organizing this.

Also at the conference will be our 2024 Annual General Meeting (AGM), where we will induct our new executive committee for the 2024 / 2025 period. Whilst the President and Vice-President are in the middle of their term, this AGM marks the end of our Treasurers term, and I am saddened to note that Dr **Mark Schier** is retiring at this AGM. Thank you to Mark for his longstanding service to the society, and work as treasurer keeping our finances in order. Simultaneously, welcome to our new treasurer Dr **Sandy Barker**, who steps in from 2024 for a two year term after our elections earlier this year. Congratulations to Sandy on her appointment and I look forward to working with you.

Apart from the senior executive, this year has also seen a further significant change to our executive committee, with four new members coming onboard this year after our election period. Congratulations to Ms **Lisa Budgen**, Ms **Karine Cosgrove**, Dr **Vickel Narayan**, and Dr **Pennie White** for being elected to the committee this year. I've also elected to co-opt A/Prof. **Thomas Cochrane** to the committee for an additional year due to his specific expertise in managing the ASCILITE Publications platform.

At the same time, we say farewell to Professor **Petrea Redmond** and Dr **Robert Vanderburg** who leave our committee at this AGM. Thank you to Petrea and Robert for their contributions to the executive over the last number of years, Petrea for her work on the ASCILITE Publications platform, Spring into Research Excellence School and other initiatives (including her prior longstanding tenure as a Lead Editor of AJET), and Robert for his work with the CMP, SIGs and other membership building activities. We will miss you both and hope you continue to be active members of ASCILITE.

I would also like to thank our ASCILITE members for engaging with and contributing to our vibrant community. Without the support of our members we would not be able to realise the important role we have in leading and advocating for excellence in the use of digital technologies in tertiary learning and teaching.

Finally, I would like to sincerely thank Mr **Roger Brown** who became the ASCILITE Secretariat in January 2023 and has been working hard to improve and modernise our society to great success. It's likely that if members have received communications from the society they have been facilitated in some way by Roger, and he continues to be a cornerstone of the work that we do, focusing on a diverse range of tasks including finance,

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members and managing our executive. Our secretariat is essential to our operation, I would like to thank you for taking over the Secretariat position and actively engaging with the Executive and community so effectively.

In the report that follows, I hope you will get a sense of our achievements over the past year. The ASCILITE Executive have led and engaged in numerous initiatives and activities intended to realise the vision, mission and goals of the ASCILITE Strategic Plan. These initiatives and activities seek to envisage and address the progress and anticipated future of digital technologies in tertiary learning and teaching.

Looking forward, 2025 would appear to be another bumper year for our society, with many new initiatives planned for 2025, including a new Strategic Plan due to be launched at our conference. I very much look forward to working with our 2025 executive team to enact our vision and mission. Through our aspirational endeavors we aim to contribute to the progression of pedagogical practice in the use of educational technologies and continue to value your support as members of ASCILITE in allowing us to do so.

*A/Prof **Michael Cowling**, ASCILITE President*

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# 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 **Dr Chris Campbell** (ASCILITE Life Member) and **Associate Professor Elaine Huber** (ASCILITE Vice President) with support from **Dr Lisa Jacka** (ASCILITE University of Southern Queensland) and **Dr Tran Le Nghi Tran** (University of Queensland). This year they have conducted three TELAS Reviewer Certification workshops with 45 participants.

DATE	LOCATION	PARTICIPANTS
29 Feb-1 Mar	Online	13
12 April	The University of Sydney	11
15-16 April	Online - Central Queensland University	11
1-2 Aug	Online	10

*Table 1: TELAS 2024 Workshop schedule and number of participants*

One further online workshop is planned for November for the University of Auckland which will have approximately 20 participants.

Each online workshop spans two half days and the face-to-face workshop is a full day with catering. During the workshop participants assess an online course (that was provided by Macquarie University) and discuss all of the standards of the framework in detail.

After the workshops, participants had the opportunity to complete two assessment tasks to become a certified TELAS reviewer. We currently have 32 certified reviewers and a

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further 14 reviewers with their 2nd assessment task in progress. The TELAS Reviewer Certification workshop plan for 2025 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 TELAS website which has undergone a refresh this year.

We are working our way through our Institutional TELAS program with UNE, having reviewed 33 units from across the Pilot and Tranche 1. We have now started the 40 units in Tranche 2. We also completed a program of work for Melbourne Genomics who accredited all of their learning packages and received digital badges.

Our other major work this year is New Zealand TELAS. At the ASCILITE conference in Christchurch in December 2023 we began discussions with our New Zealand colleagues about how the TELAS framework aligns with higher education providers in New Zealand. We continued these discussions with a visit to Wellington and Auckland at the end of the May and thank **Graeme Severinsen** for hosting an internal session at the Te Rito Maioha Early Childhood New Zealand office, **Mark Nichols** of Open Polytechnic and **Steve Leichtweis** for hosting a session at The University of Auckland for both AU and AUT staff. Working on the feedback we received we then visited Christchurch in September and gave invited presentations at The Tertiary ICT Conference and Community Day. Thanks to **Leah McKay**, **Alice La Rooy** and **Jonathan Flutey** for hosting us there along with Professor **Cheryl Brown** who organised staff from University of Canterbury to attend a separate workshop.

The framework was well received with over 100 people engaging in the presentations and workshop, including on a Padlet wall. This information has been synthesised and based on this rich feedback, we are working towards a NZ focussed Support Site that will accompany the TELAS framework. We hope to bring contextualised examples of good online practice that showcase the elements of the TELAS framework. We are hosting a webinar on November 19 to kickstart this part of the project and we are planning on giving an update at the 2024 ASCILITE conference.

After successfully creating and launching the TELAS Workshop Attendee and TELAS Certified Reviewer digital badges (through the Learning Vault) this year we have undertaken work to create a digital badge for each standard of our learning package certification. These badges at the bronze, silver, gold, platinum and diamond levels will be earned when a learning package undergoes a double peer review. There is an opportunity to complete improvements for the learning package to be re-assessed and a final badge earned. This badge will be valid for 5 years.

This year the TELAS Advisory Committee met once in March, with Professor Dominique Parrish (Torrens) chairing. Other members of this group include Professor Steve Warburton (UNE), Professor Michael Sankey (CDU), Dr Chris Campbell (ASCILITE Life Member TELAS portfolio co-lead), A/Prof Elaine Huber (ASCILITE Vice-President, TELAS portfolio co-lead), and A/Prof Mark Schier (ASCILITE Treasurer).

## CONTEXTUALISING HORIZON

**Dr Chris Campbell** (UNSW), **Dr David Bruce Porter** (Independent Contractor), **Ms Danielle Logan-Fleming** (Torrens University), **Dr Hazel Jones** (ASCILITE Executive) continued to lead ASCILITE’s Contextualising Horizon Initiative. **Prof Michael Sankey** (Charles Darwin University) joined the research team this year. This year this initiative completed its third iteration. The research team hosted four virtual workshop sessions and a survey to identify the 2024 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:

- A session previewing the 2024 call for participation at the 2023 ASCILITE Conference
- Completion of the workshop series through which ASCILITE members and affiliates identified the 2024 trends.
- Identification of Social, Technological, Environmental, Economic, and Political (STEEP) trends likely to impact the higher education sector in the 12-18 months immediately following the workshops.

SOCIAL	TECHNOLOGICAL	ENVIRONMENTAL	ECONOMIC	POLITICAL
Public perception of higher education	AI literacy	Managing disruption and disruption as the norm	Cost of living and housing	Outcome of the Australian Universities Accord
Health and wellbeing	Cybersecurity	Preparing learners for change	Staff impacts	Material support for First Nations learners



Skills-based focus in curricula	Staff digital skills	Major disaster situations	Student choice	Portability of qualifications
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*Table 2: STEEP trends likely to impact the higher education sector in the 12-18 months*

Nomination of the final 2024 technology trends and practices:

1. Academic integrity and assurance of learning
2. Diversification of topics in AI
3. Enhanced oral assessments and vivas
4. Technology-enhanced work-integrated learning
5. Changing nature of flexible/hybrid delivery

### Publication of the 2024 Contextualising Horizon Report

Contributors to the Contextualising Horizon report include many of the SIG leaders and members as well as broad representation from the ASCILITE community and affiliated individuals and organisations.

Contextualising Horizon will continue in 2025 and the research team will continue to elicit input and support from a wider reach within the Australasian region. Hazel will be stepping down from the research team at the end of 2024 and we hope to recruit colleagues from the Asian and Pacific regions to diversify perspectives.

## 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 6th ASCILITE Spring into Excellence Research School was hosted by the University of Technology Sydney, (UTS), from the 28th to 30th October.

The 2024 Spring into Excellence Research School was led by Professor **Sue Gregory** (ASCILITE Executive and Life Member, UNE), Professor **Petrea Redmond** (ASCILITE Executive, UniSQ), Professor **Dominique Parrish** (ASCILITE Life Member, Torrens University Australia), Professor **Michael Henderson** (ASCILITE Life Member, Monash), Professor **Simon Buckingham Shum** (University of Technology Sydney) and Associate Professor **Sarah Howard** (University of Wollongong). In total, 23 participants from five (5) institutions from across Queensland, NSW, and Victoria participated in the Research

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School.

ASCILITE members were initially invited to submit Expressions of Interest in July 2024 to attend the Research School. The host and sponsoring university was the **University of Technology Sydney**. ASCILITE members were offered a discount on the enrolment fee over non-members who paid extra, receiving 12 months membership to ASCILITE.



*Figure 1: 2024 Research School participants.*



*Figure 2: Research School participants enjoying dinner, day 2*

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

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

- Formulating a relevant and effective TEL research project.
- Collecting appropriate TEL research data.
- Identifying what data is most appropriate for TEL research.
- Assist participants to identify and plan a contemporary TEL research project.
- Enable opportunities for participants to link with like-minded collaborators from other universities and potentially to establish viable cross-institutional research collaborations.
- Guide participants in developing a grant application or research plan for a TEL research project. This would include both projects that have already been conceptualised as well as new projects that have not yet been conceived.
- At this year's School, participants undertook the following activities:
  - Participants were given the opportunity to commence development of their own research, including research aims, objectives and research questions that they wanted to explore.
  - Explored various TEL research methodologies and methods as well as research terminology used across various types of research designs, particularly related to TEL research.
  - Discovered a range of approaches for collecting data and methods that could be used in data collection
  - 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 Ethical considerations 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.

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 23 participants this year, 15 completed the Research School evaluation with 100% participants agreeing or strongly agreeing the Research School activities were useful in helping them to formulate a relevant TEL research project.

ITEM	/5
The Research School activities were useful in helping me formulate a relevant TEL research project.	4.5
The Research School activities were useful in helping me develop a TEL research question.	4.3
It was useful to discuss and reflect on methodologies for my TEL research.	4.3
The Research School activities were useful in helping me rationalise the data I should be collecting for my TEL research project.	4.2
The Research School activities were useful in helping me identify how to analyse the data I collected in my TEL research project.	3.9
The Research School activities helped me better understand how to deal with reviews constructively.	4.7
The Research School activities helped me better understand how to write a successful journal manuscript.	4.3
The order and organisation of the activities were appropriate.	4.6
The Research School was useful in facilitating discussion pertaining to the formulation and planning of TEL research initiatives.	4.6
The Research School was facilitated successfully.	4.9

The contributions of the participants were facilitated effectively.	4.5
There were adequate opportunities for me to contribute.	4.5
The length of the Research School was appropriate.	4.5
The time allocated for activities was suitable.	4
Time was managed effectively.	4.5
I will share the knowledge received during this Research School with others.	4.5
The knowledge I have gained from this Research School I will be able to put into practice.	4.7
I will tell others about the ASCILITE Research School Initiative.	4.5
I received adequate information before the Research School.	3.8
The space/facilities were conducive to productivity and the purpose of the Research School.	4.6

*Table 3: 2024 Research School scoring activities*

One participant commented: *thank you so much for organising this amazing event! I really love the group discussions facilitated by the senior researchers. Other researchers are open and friendly to talk about their research and plans, which is fantastic! I enjoyed this a lot!*

Another commented: *The thing that I appreciated most was how this was a pretty small group, allowing us to spend time talking with and getting feedback from senior researchers. All the facilitators really listened to us and gave us helpful advice personal to our research situations. That was really wonderful.*

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## SOCIAL MEDIA

ASCILITE’s social media channels are maintained by Executive members Dr **Sandy Barker** (Twitter (X)/Facebook/Instagram) and A/Prof. **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 2024. With the anecdotal reports of reduced use of Twitter (X) the team has concentrated more on the use of Facebook, Instagram and LinkedIn in 2024.

The ASCILITE LinkedIn profile has seen a significant increase during the year moving from 1,600 to 2,100 connections. The profile is averaging 22 page and 101 profile views per day, with an average of 11 new connections per month and 180 post impressions per week.

The number of subscribers to ASCILITE’s YouTube channel increased with an additional 16 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, LinkedIn and Facebook continue to be important channels for members and non-members both in Australasia and abroad with Twitter (X) still serving those who have chosen to remain on that application.

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” a few days after ASCILITE member receive the bulletin via email. The ASCILITE’s Twitter feed has been removed from the home page of the ASCILITE website being replaced with a near real-time feed of the APubs publication updates.

SOCIAL MEDIA PLATFORM	2022 (19 Nov)	2023 (2 Nov)	2024 (8 Nov)
Facebook likes/followers	552/586	553/604	581/619
LinkedIn connections	1,500	1,600	2,100

Twitter: Following/Followers	490/2,209	468/2,282	442/2,291
YouTube Channel: Videos/ Views/ Subscribers	101/5,210/171	119/6,981/212	135/9,905/255
Instagram: Posts/ Followers/ Following	134/77/20	140/87/20	145/95/21

Table 4: Social media engagement

## TELALL BLOG

During 2024 the TELall blog has been managed by Dr **Sandy Barker** (ASCILITE Executive) with the assistance of A/Prof. **Kwong Nui Sim** (ASCILITE Executive). As of 8 November 2024, a total of 5 blog posts have been published with another 3-4 to be published over the coming weeks. This is significantly lower than 2023. Highlights of the blog posts this year were submissions received from AJET editors and those who have had new papers published in AJET, as well as some teasers for upcoming keynote presentations at the 2024 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 2024 ASCILITE conference as well as those who have been involved in the ASCILITE Live! Webinars.

As of November 2024, TELall had 147 subscribers.

## COMMUNITY MENTORING PROGRAM

Associate Professor **Kwong Nui Sim** and Dr **Robert Vanderburg** led the Community Mentoring this year. The community has a smaller number of participants in 2024 than 2023, and a total of 20: 4 pairs with an individual mentor/mentee relationship and 4 teams with a collaborative mentoring partnership. 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. A mentee/mentor professional development sessions was also organised by Dr **Camille Dickson-Deane**. As usual, every pair/team produced a range of outputs, including blog posts and conference papers. Mentees and mentors will also present at a special CMP-WiPL presentation at the ASCILITE 2024 conference, including reports on the program, success stories and how they overcome challenges along the way.

A list of the mentors/mentees from 2024 is provided below.

MENTORING TEAM MEMBERS	PROJECT FOCUS/OUTCOME
Mentee: Amita Krautloher, Charles Sturt University Mentor: Kay Hammond, Auckland University of Technology Mentor: Meena Jha, CQU	Dissemination at ASCILITE 2024 An article in a higher education journal Possible start for PhD
Mentee: Trudie Fenwick, Charles Sturt University Mentor: Camille Dickson-Deane, University Technology of Sydney	Dissemination at ASCILITE 2024
Mentee: Amy Dennis, Charles Sturt University Mentor: Penny White, Deakin University Bhavani Sridharan, Australian Catholic University	Internal showcase of work at institutional events
Mentee: James Tsatsaronis, La Trobe University Mentor: James Birt, Bond University	Dissemination at ASCILITE 2024 and Contextualising Horizon Report  3-5 years of research plan
Mentee: Bruna Contro Pretero, The Australian National University Mentor: Keith Heggart, University of Technology Sydney	Dissemination at ASCILITE 2024 Publications of the research
Mentee: Puva P Arumugam, Deakin University Mentor: Michael Sankey, Charles Darwin University	Dissemination at ASCILITE 2024
Mentee: Yan Wei, RMIT Vietnam Mentor: Henk Huijser, Queensland University of Technology Richard Lai, La Trobe University	Dissemination at ASCILITE 2024 Possible publications
Mentee: Justine Maldon, Edith Cowan University Mentor: Amanda White, University Technology of Sydney Kashmir Dave, University of New England	Improvements in digital presence Dissemination at ASCILITE 2024

*Table 5: Mentors & mentees from 2024 by project focus/outcome*



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## WEBINARS

ASCILITE continues to produce valuable content for members with interviews with expert speakers through our ASCILITE Live! webinar series. The webinars were led this year by A/Prof **Kwong Nui Sim**. 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 three very successful webinars with Turnitin. All ASCILITE's webinar series are recorded and available on ASCILITE's YouTube channel and archived on our website. All 8 ASCILITE Live! Webinar sessions recorded a total of over 1000 participants. Sessions are listed below:

- February – An Overview of Community Mentoring Programme
- March – ASCILITE 2023 Award winner's presentation: Thanks for the feedback!
- April – ASCILITE 2023 Innovation Award Winners' Presentation: myBCom
- May – Navigating the AI landscape: Mitigating the risk of generative AI misuse
- June – ASCILITE/TELAS webinar: Mapping the TELAS framework to your institution's technology ecosystems
- July – ASCILITE Live! Webinar: Navigating the ethical terrain of AI and research integrity (in collaboration with Turnitin)
- October – Promoting authentic learning experiences: Redesigning assessments to minimise student misconduct
- November – How (not) to get published in AJET

We look forward to continuing to grow both the webinar and welcome partnerships and suggestions for future hot topics.

## ASCILITE AWARDS

Professor **Sue Gregory** (ASCILITE Executive) leads the ASCILITE Awards program. She was assisted in this role during November 2023 to assess the awards presented at the 2023 conference by Associate Professor **Chris Campbell** (ASCILITE President 2021-2023), Associate Professor **Mark Schier** (ASCILITE Treasurer) and Associate Professor **Michael Cowling** (ASCILITE Vice-President, 2021-2023). Together they adjudicated all awards except in cases (such as the Life Member award) where one member had a conflict of interest and was excused from the judging.

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ASCILITE offers nine different awards:

- Student Bursaries
- AJET Distinguished Reviewer Award
- Innovation Award
- The Allan Christie ASCILITE Innovation Award
- ASCILITE/CAULLT Award
- Emerging Scholar Award
- Community Fellow Award
- The Anthology Educational Designer of the Year Award, in memory of Allan Christie
- 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 2023, there were three recipients for this award:

- **Alice Shihua Yu**, “Use of Instructional videos”, (Monash University).
- **Weerapperuma Arachige Dimanthinie Laleen De Silva**, “The world where we shall dwell – tomorrow”, (Queensland University of Technology)
- **Thu Ha Bui**, “Technology practice as socially situated”, Monash University

### 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 2023.**

### 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 2023 was:

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- **Dr Jason Harron**, Assistant Professor of Instructional Technology, School of Instructional Technology and Innovation, at the Bagwell College of Education, Kennesaw State University (USA).

### 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 2023, this award went to:

- **Lynn Gribble** (UNSW).

### 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 2023, there were two outstanding winners:

- **Lauren Humby, Trisha Poole, Alex Charchar**, (University of Southern Queensland), “Emoji reactions: An innovative solution for garnering immediate student feedback in an online educational context”
- **Tam Nguyen & Christine Mathies**, (UNSW Business School), “myBCom: a gamified student-led platform for professional skill development and holistic assessment”

### The Allan Christie ASCILITE Innovation Award

In recognition of Allan Christie’s contribution to ASCILITE, the “most outstanding” Innovation Award is presented as “The Allan Christie ASCILITE Innovation Award”. In 2023 the Inaugural Allan Christie ASCILITE Innovation Award went to:

- **Tam Nguyen & Christine Mathies**, (UNSW Business School), “myBCom: a gamified student-led platform for professional skill development and holistic assessment”

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## The Anthology Educational Designer Of The Year Award, In Memory Of Allan Christie

In recognition of Allan Christie's lifelong contribution to the sector and ASCILITE in particular, "Blackboard now part of Anthology" Sponsored an Award to the value of \$1,000 from 2023 to 2027. This award is the "Anthology Educational Designer of the Year Award, in memory of Allan Christie". The 2023 The Inaugural Anthology Educational Designer of the Year Award, in memory of Allan Christie was:

- **Lisa Bugden**, (University of New England), "New Early Childhood course design"

## ASCILITE/CAULLT Leadership Award

This new joint award is offered by ASCILITE (Australasian Society for Computers in Learning in Tertiary Education) AND CAULLT (Council of Australasian University Leaders in Learning and Technology). This award goes to an Outstanding Leader in Digital Learning in Higher Education with recognised evidence of an individual's innovative and effective leadership in the broad use of digital technologies to enhance teaching, learning, and overall performance in higher education. In 2023, there were two outstanding winners:

- **Jason Lodge**, University of Queensland "Leadership in Digital Leadership"
- **Laura Gregory**, Queensland University of Technology "Leadership in Digital Leadership"

## Life Member Award

The ASCILITE Life Member award is the Society's most prestigious award that recognises the significant service and/or sustained contribution of an ASCILITE member to the Society. It is the highest recognition of achievement made by ASCILITE. The award is only made when an appropriate candidate meets the criteria and therefore may not be presented every year. In 2023, ASCILITE's 17th and newest Life Member was:

### **Associate Professor Chris Campbell**

- ASCILITE member since 2009 Executive member since 2014
- Vice President 2018
- President - December 2019 to 2023



Assisted with most portfolios including:

- Social Media
- posting to Facebook and Twitter, particularly prior and during the conference.

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- e.g., of postings: Annual Report 2015: “Over the course of the year, the number of ‘likes’ on ASCILITE’s Facebook page rose from 133 to 221 while the number of followers on Twitter rose from 143 to 318. ASCILITE’s LinkedIn account was activated in July 2014 and quickly grew to 340. Connections now exceed 500”.
  - She continued in this portfolio for until becoming President
  - Live webinars – 6 webinars in 2015
  - CMP as a mentor.
  - Hosting Executive at face-to-face meetings (whilst working at both UQ and Griffith – Southbank and Gold Coast)
  - Assisting and leading the SIGs from inception for several years. Starting several new SIGs including the TELedvisors SIG, OEP and Business Education SIG.
  - TELAS portfolio since 2019 - ensuring a systematic peer review training process.
  - Initiating the TELall blog (2016) and leading for several years.
  - Chris still contributes to this blog about once a year.
  - Involved in the organisation of the Spring into Research Excellence School since its inception in 2017 including hosting this twice (2018 and 2023).

Since becoming President:

- Led the Society during the COVID-19 pandemic, including continuing be in a healthy financial situation, despite decline in income due to an online only conference and small in person conference with online - these were well received with the organisation despite border closures.
- Membership increasing due to completing the work around institutional unlimited memberships.
- 2019 - 521 individual members and 306 institutional members.
- End 2022 - 176 individual members and 1,563 institutional members.
- Creation and development of Institutional TELAS and continuing to grow this portfolio.
- Creation of the Advisory Board
- Creation of a budget each year
- Initiating and driving the ASCILITE D2L grants for a number of years.
- AJET management committee, including assisting to select the current AJET editors
- Awards selection panel each year, as President.

- Improving processes, including implementing the Teams tenancy, and then moving it to the current one.
- Initiating and driving the Contextualising Horizon project
- completing our second report for this year which involves quite a few in the community.
- Initiating the Women in Academic Leadership
- On the portfolio for the past few years.
- Been a mentee and mentor.
- Initiated the Women in Professional Leadership program
- Initiated several new awards:
  - D2L Research Grant
  - Allan Christie ASCILITE Innovation Award
  - Anthology Educational Designer of the Year Award, in memory of Allan Christie
  - ASCILITE/CAULLT Award for Outstanding Leadership in Digital Learning in Higher Education)
- Chris also ensured the ASCILITE budget was achievable and up to date.

## SPECIAL INTEREST GROUPS

ASCILITE currently has seven special interest groups (SIGs) focused on a range of functional and discipline interests, and led by our dedicated members. Details of each SIG and its leadership team is provided below:

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	Srecko Joksimovic (UniSA)	
Learning Design	Kashmira Dave (UNE)	Leanne Ngo (Latrobe)	Keith Heggart (UTS)	Kate Mitchell (UNE)
Mobile Learning	Thomas Cochrane (Melbourne)	Vickel Narayan (Massey)		
Open Ed Practice	Adrian Stagg	Steven Chang	Ash Barber	Jennifer

	(UniSQ)	(Latrobe)	(UniSA)	Hurley (RMIT)
TEledvisors	Colin Simpson (Usyd)	Wendy Taleo (Monash)	Penny Wheeler (ACU)	
Transforming Assessment	Matthew Hillier (Macquarie)	Geoffrey Crisp (Canberra)		

Table 6: 2024 SIG leadership

## Business Education SIG

### SIG Webinars

During 2024 the Business SIG leaders and committee members presented four webinars:

- February - Talking about what matters!
- April - Empowering reflective assignment in business: Navigating the AI frontier
- June - How is business education and assessment adapting to reflect real-world use of GenAI
- September - Empowering Business educators for career advancement

### Contextualising Horizon Project Contributions

As the representative on the Contextualising Horizon Project, Dani has actively contributed to its success through extensive leadership and editorial involvement. Additional BE SIG involvement includes:

1. Co-Authoring: Audrea co-authored two sections of the report, while Lynn co-authored another section, and Sandy, Amanda and other SIG members co authored and/or contributed further insights.
2. Collaborative Efforts: Participated in multiple horizon scanning sessions, dedicating significant time and effort to advancing the project's objectives.

### Broader Representation and Advocacy

As co-leaders and committee members of the Business Education Special Interest Group (BE SIG), we consistently represent and advocate for innovative practices including:

- Promoting SIG membership on the TELall blog: <https://blog.ascilite.org/are-you-connected-why-active-membership-of-special-interest-groups-sigs-and-communities-of-practice-cops-matter/>

- 
- Thought Leadership: Promoting BE SIG initiatives and the application of best practices in quality assurance and industry-aligned authentic assessment during various professional engagements, strengthening awareness and adoption across the sector.

This representation underscores our collective contributions and demonstrates our ongoing commitment to excellence and innovation in educational practices.

## Learning Design SIG

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

- Pioneering Partnerships: Integrating Indigenous Insights and Digital Critical Learning in Australian Higher Education Part 1 and 2
- Using open wikis for teaching and learning
- Bridging the Divide: Insights from Corporate Learning Design for Higher Education

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 1200 members which is 500 more than 2023.

This year, LD SIG leaders spent more time planning for tangible collaborated outcomes for the SIG members. The planning included following:

1. Designing Together: Co-Creating a Collaborative Learning Design Guide for Third Space Professionals
2. ASCILITE Learning Design SIG Research Mentorship Program for Third Space

Both of these initiatives are designed to support third space professionals and providing them opportunity to strengthen their research skills and providing opportunity to publish/write. Designing these initiatives and working towards implementation of these initiative is the most significant work LD SIG did this year. Both programs will be launched during the Third Space Symposium and in SID meeting during ascilite 2024.

This year we had two webinars in collaboration with other SIGs which is highlight for our webinar series.

## Learning Analytics SIG

Continuing our practice of running a themed series throughout the year, this year's webinar/workshop series was titled *How Learning Analytics can be used to understand*



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*motivation*. The topic choice was based on the interest and uptake (189 views) of the 2023 webinar **What motivates students to learn?** by Paula de Barba (Monash Online) and the recent perception that student motivation is declining, and with-it student engagement levels are also trending downward.

### **Webinars**

- **27 March:** What is the context for learning analytics and motivation?
- **30 May:** What is the relationship between motivation and behaviour change
- **22 August:** How do we apply motivational theories to improve student engagement?
- The planned November and December Webinars will not occur however we will look at ways to share these topics with SIG members in the New Year.

The SIG's most significant achievement in 2024 was assisting with ALASI 2024 at Deakin University. The SIG members assisted SoLAR in revamping the submission process and emphasis on publication of conference abstracts into a companion proceedings to increase visibility of scholarly activity in LA practice.

The 2024 **Wrap-up Workshop** will take place at the ASCILITE 2024 conference.

### Mobile Learning SIG

In 2024, the ML-SIG undertook the following:

- Hosted a Weekly Zoom Discussion
- Co-Hosted the six SoTEL Symposium 2024 Trendsetter Webinars:
  - SoTEL (EDU-SHIFT) Symposium 2024 REIMAGINED!
- Revised and submitted a registered collaborative Systematic Review Protocol
  - 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. (2024). Mobile Learning and Learner Agency in Higher Education during the COVID19 pandemic: A systematic review. *Campbell Systematic Reviews*, [Protocol] Review number: ECG21022 in review.
- Published a collaborative Journal article for the IJAD Special Issue on "Nurturing a networked academic community: #ASCILITEMLSIG mobile learning special interest group". Narayan, V., Cochrane, T., Stretton, T., Chanane, N., Alizadeh, M., Birt, J., Bone, E., Cowie, N., Deneen, C., Hinze, M., Sinfield, D., Worthington, T., Goldacre, P., & Vanderburg, R. (2024). A model for nurturing a networked academic

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community: #ASCILITEMLSIG mobile learning special interest group. *International Journal for Academic Development*, 29(2), 185-200.  
<https://doi.org/10.1080/1360144X.2024.2349930>

- Collaborated on a 2024 ARC Linkage application (unsuccessful)
- ASCILITE Conference contributions:
  - 2024 Proceedings Section Editors and Reviewers: Cochrane, T., Narayan, V., Bone, E., Deneen, C., Saligari, M., Tregloan, K., & Vanderburg, R. (2024, December 1-4). Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies. Proceedings ASCILITE 2024. ASCILITE 2024, University of Melbourne, Victoria, Australia.
  - Birt, J., Cochrane, T., Bone, E., Alizadeh, M., Goldacre, P., Narayan, V., Stretton, T., Vanderburg, R., & Worthington, T. (2024). (Re)defining Mobile Learning in the Post COVID-19 and GenAI Era. In T. Cochrane, V. Narayan, E. Bone, C. Deneen, M. Saligari, K. Tregloan, & R. Vanderburg (Eds.), *ASCILITE 2024: Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies* (pp. In production). ASCILITE. <https://doi.org/10.14742/apubs.2024.1336>
  - Cochrane, T., Galvin, K., Glasser, S., Osborne, M., Buskes, G., & Rajagopal, V. (2024). Exploring Design-Based Research as a framework for addressing pedagogical problems faced by higher education: A panel discussion. In T. Cochrane, V. Narayan, E. Bone, C. Deneen, M. Saligari, K. Tregloan, & R. Vanderburg (Eds.), *ASCILITE 2024: Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies* (pp. In production). ASCILITE. <https://doi.org/10.14742/apubs.2024.1335>
  - Cochrane, T., Aiello, S., Marriott, P., Mak, V., Vawser, T., Sweeney, R., Linegar, D., Allan, T., Mizuik, J., Sevigny, C., & Molloy, E. (2024). Enhancing Clinical Education Training with Immersive Reality (XR). In T. Cochrane, V. Narayan, E. Bone, C. Deneen, M. Saligari, K. Tregloan, & R. Vanderburg (Eds.), *ASCILITE 2024: Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies* (pp. In production). ASCILITE. <https://doi.org/10.14742/apubs.2024.1317>
  - Several concise papers submitted by members for 2024
  - 5 members of the SIG formed part of the ASCILITE 2024 Conference Organising Committee

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## Open Education Practice SIG

The OEP SIG remains active through community-building activities that have attracted a highly engaged and growing membership across a variety of programs. The specialist groups within the OEP SIG that share practice and co-create resources have continued to be successful. The structural change to a model of 4 Co-Convenors (for Community Engagement, Webinars, Digest and Research) that was established in 2023 has allowed individual Co-Convenors to focus on developing offerings based on members' interests and feedback.

Our key achievements and priority areas in 2024 are discussed in more detail below.

### **Key achievements**

Amongst the OEP SIG's achievements for 2024, the most notable is the consolidation of the SIG as a brand within the ASCILITE, as evidenced by the following:

- 1) the production of the OEP SIG logo that was introduced at the OEGlobal Conference and is intended as a recognisable badge for the SIG's web presence, outputs and activities;
- 2) the development of the [Open Education Down Under: Australasian Case Studies](#) open book; a co-created book involving several OEP SIG members as editors and authors, which was launched at the OE Global Conference in November 2024.

### **Monthly Meetings**

In 2024, community engagement has produced growth in membership, which is reflected in SIG meeting attendance increasing to an average of 25-30 participants per month. The core strength of the community has been the participatory co-creation of the SIG's core values of equity, collaboration and fellowship. Examples of our member-led discourse were the May and October 2024 meetings which discussed, respectively, peer review of open textbooks, and the significance of our institutions' respective OEP web presence with regard to promoting OEP. The latter discussion highlighted the importance of our member institutions clearly articulating our OEP ambitions to our communities. The agenda for each meeting remains an open document shared by all members of the community for notetaking and practice dissemination. Of note are members' institutional updates that provide information about OEP initiatives, new open texts, and new research across the sector.

### **Webinar Program**

In 2024 the webinar program changed format to offer a mix of live online sessions, and

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recorded sessions. Indicative of interest in the live webinars, the June 2024 webinar titled Student-Generated OER: Tapping into Cognitive Surplus to Support Open Pedagogy, attracted 47 attendees. Attendees come from diverse background including academics, learning designers and academic librarians. Regarding recorded sessions, the OEP SIG Youtube webinar channel has 51 subscribers.

Webinars typically instigate lively discussions and often result in continuing connections amongst attendees, evidencing the continuing efficacy of the webinar program as meeting the memberships' interests. 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. The SIG webinar Co-Convenor has established a relationship with the ASCILITE Learning Design SIG, with ongoing plans to co-present webinars to both ASCILITE communities. Interest in community support, discussion, and practice-sharing has continued since the advent of the Publishing Collective. The SIG webinar program has also garnered interest from other groups, such as the Australian Law Librarians' Association, who want to co-present webinars.

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. These letters are designed to be used by presenters in annual performance reviews to demonstrate practice impact, value, and reach.

### **OEP Digest (Australasian Edition)**

The Digest Team has continued to meet a monthly publication schedule. The Digest is now fully published via the WordPress platform, giving users the capacity to subscribe to the Digest, and receive alerts when new editions are published.

<b>MONTH</b>	<b>VIEWS</b>
February	159
March	221
April	179
May	450
June	125

July	134
August	149
September	154
October	145
November	37 (published for 2 weeks at time of reporting)
December	TBA
<b>Total</b>	<b>1378</b>

*Table 7: OEP issues and views*

Based on the WordPress site statistics, Table 7 above provides the number of views for each issue. There is also 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 233 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 2024, the Co-Convenor Research 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 has been the establishment of the Research CoP and an agenda of monthly meetings for 2024 and 2025. Research goals for 2025 include at least one co-authored output from the SIG, such as a journal article, followed by an evaluation of the process.

### **National and International impact**

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. An ongoing significant presence of the SIG has been in 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. The SIG continues to collaborate with, and be recognised by, the Australasian and international OEP communities. During 2024, this has manifested in many ways, including:

- 
- the SIG as a key stakeholder in the CAUL OER Professional Development activities, and OER Publishing Collective projects. Attendees at both fora are directed by CAUL to our website, which has also raised awareness of ASCILITE.
  - 2 SIG Co-Convenors were approached by CAUL to facilitate the OER Professional Development program, and the remaining 2 Co-Convenors and several other SIG members presented their practice as invited speakers in the program.
  - A SIG co-convenor co-chaired the OEGlobal Conference in Brisbane in November 2024 to great success, with this being the first time the conference has been held in Australia. SIG members comprised a strong presence at the Conference, both as presenters and attendees.

## 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**

- March – Finding Professional Development – 66 registered, 104 video views
- May 2 – Respectful learning designer – 92 registered, 184 video views
- May 30 – Day in the life – 53 registered, 132 video views
- June – Future disruptions - 109 registered, 82 video views
- July – Get into research – 59 registered, 117 video views
- August – GenAI Learning agents - 393 registered, 337 video views
- September – Changes & Institutional initiatives – 125 registered, 132 video views

### **Meetups**

- University of Sydney: TEledvisors Networking Breakfast July 25 – 20 attendees
- FLANZ conference, University of Auckland: Aug 27 – 7 attendees
- SE Queensland meetup, QUT: Nov 14
- Third Space Symposium Online Slowposium: Nov 15-30 – 54 presentations, 176 registrations
- Third Space Symposium In-Person Symposium: Dec 1 – 23 presentations, 20 registrations

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## Transforming Assessment SIG

Webinars are our primary community activity. Webinar activity over the 10<sup>th</sup> year of the SIG is shown below (Webinar series 15, since inception 2010).

### Webinar series 2024 figures

8	Sessions Completed (155 since inception)
1696	RSVPs to sessions (17685 since inception)

SEASON (FEB-NOV)	2019	2020	2021	2022	2023	2024
Session count	5	14	11	9	8	8
RSVPs count	545	4280	2181	1609	1547	1696
RSVPs Min	95	70	111	63	30	35
RSVPs Max	175	693	532	284	376	335
RSVPs Avg	109	306	198	179	193	212

*Table 8: Webinar numbers in comparison to previous years*

Numbers have levelled off in since 2021 through 2024 after the rapid boost experienced during the pandemic but are still above that of 2019.

### Joint activities held with peer organisations

Two joint webinars with the 'Assessment in Higher Education' (AHE) in connection with their conference in 2024.

A joint webinar with the 'eAssessment Association' that provided a panel style session with selected 2024 award nominees for the 2024 international eAssessment Awards.

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## Membership

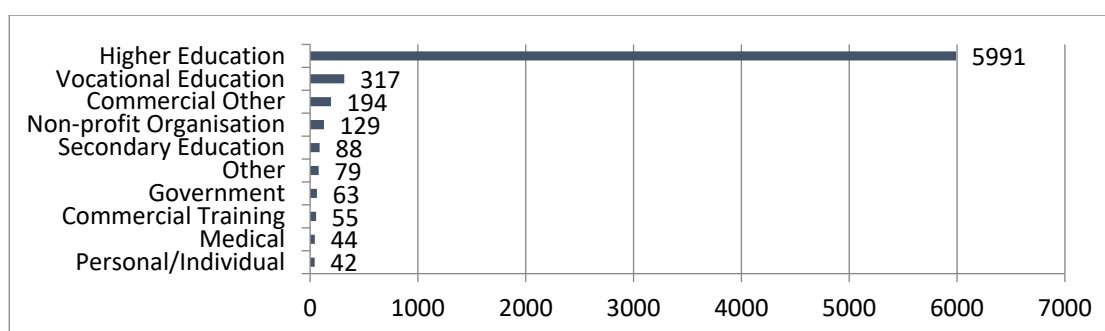
Note that not all those that register an account or to attend a session also elect to receive the email newsletter updates. As of each reporting date the annual member figures are shown in the table 9 below.

CLASSIFICATION	2020	2021	2022	2023	2024
People in database	6270	7500	8064	8863	9561
Newsletter members (opt in) who have current, active accounts.	4095	4752	4852	5171	5372

*Table 9: Annual membership of TA-SIG*

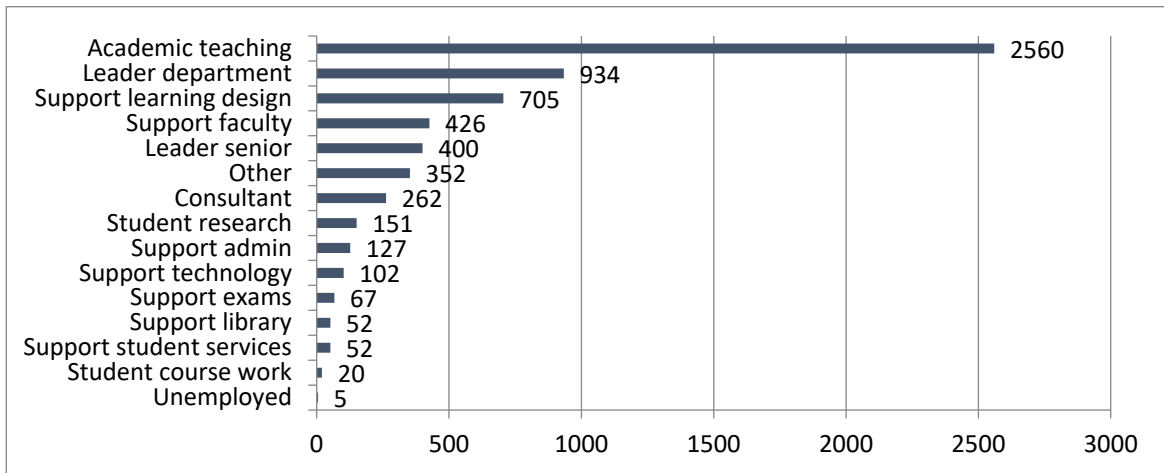
As of the reporting date, members come from 92 countries/regions and 1363 separate organisations.

The majority of members come from the higher education sector but there is a significant minority from Vocational Education and other areas (see charts below/next page).

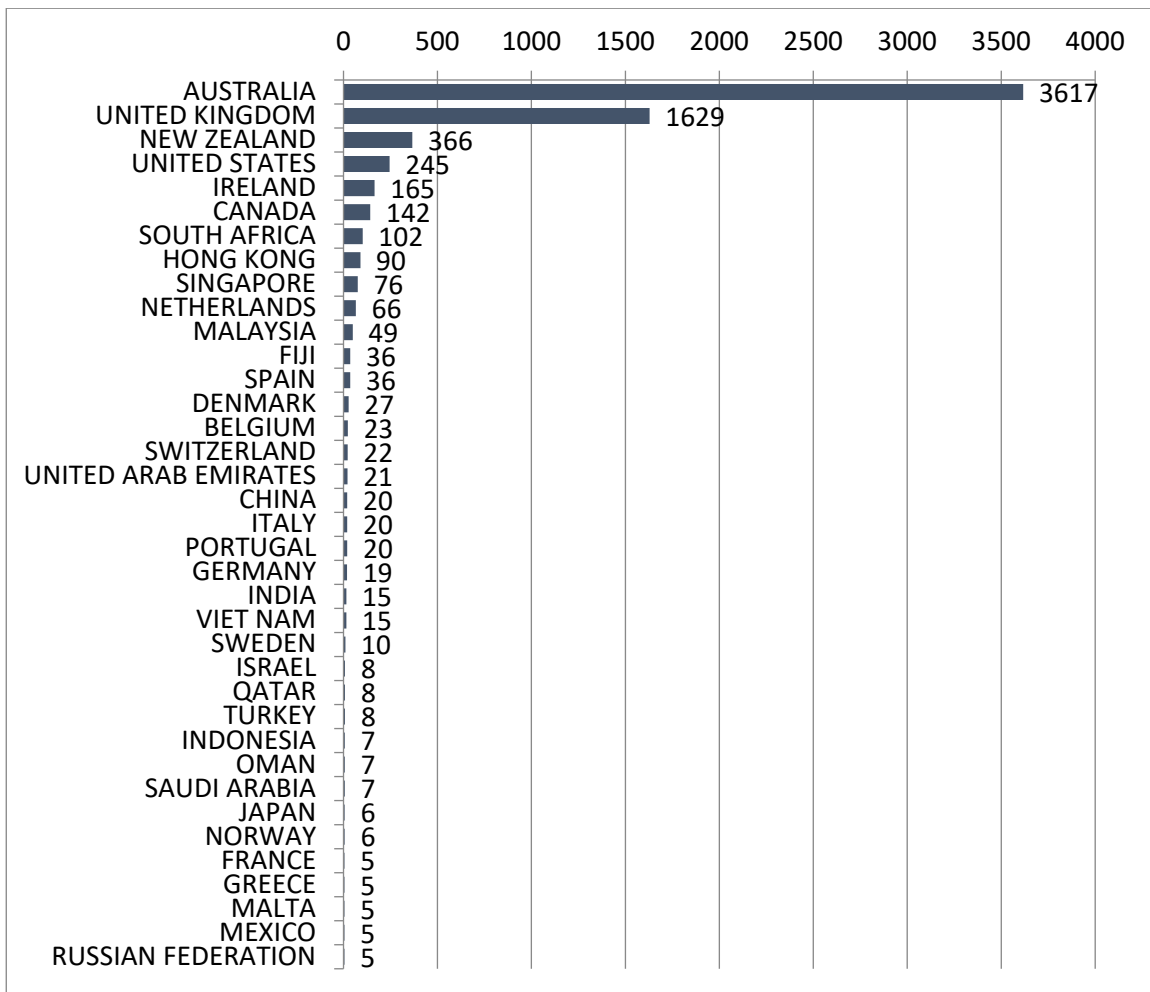


Self identified job classifications include educators, leaders and learning support/professional staff.

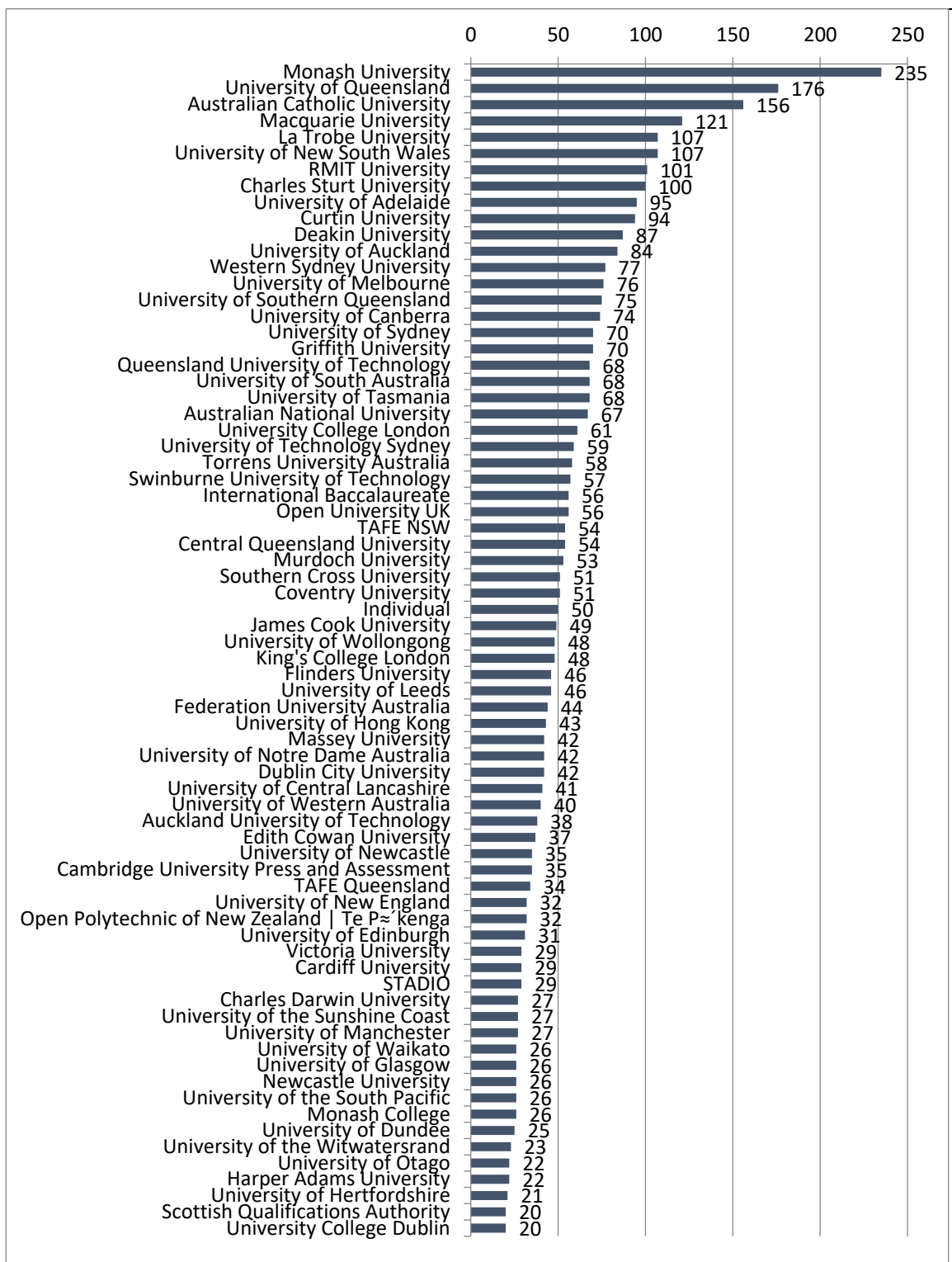




Most members are from Australia, the UK, the US and New Zealand. However, a range of other countries have multiple members. Countries/regions with 5 or more members are shown in the bar chart below.



The organisations with large memberships are Universities, but some TAFE systems also have a reasonable representation. Organisations with 20 or more members are shown below.



## STRATEGIC ACTIVITIES & PARTNERSHIPS

A/Prof **Mark Schier** (ASCILITE Treasurer) leads the Strategic Activities and Partnerships portfolio along with most of the others on the Executive, who each work with various partners congruent with their own portfolios/interests.

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ASCILITE forms partnerships with like-minded organisations to extend its global reach and promote its brand and activities. We also sponsor and endorse 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 providing opportunities for members and others to engage with experts around a range of topics. We welcome your suggestions on possible events for 2025; please email details to [secretariat@ascilite.org](mailto:secretariat@ascilite.org) for discussion at next executive meeting.

**Sponsored events.** In 2024, ASCILITE sponsored several events. These were generally via the Special Interest Groups (SIGs) and have been provided in other sections of the President's report.

**Strategic Partnerships.** In 2024, ASCILITE expanded from 11 MoUs to 14 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:

**ACODE (2023)**

Every second year at the ASCILITE conference, these awards are presented and will be presented at the 2024 conference. Note that the relationship with ACODE existed long before the MoU was signed.

**AECT in the USA (2024)**

A new relationship with an organisation having similar objectives to our own, the Association for Educational Communications in the USA and Technology. We kicked off with an online session and looking forward to further collaborative activities in the future.

**ALT in the UK (2002, renewed in 2022)**

This is our longest strategic partnership, and the focus is on supporting our linked CMALT program. This is a great benefit to our members, and we run workshops to assist ASCILITE members to obtain accreditation.

**CAULLT (2022)**

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The two societies have a joint leadership in TEL award. This was first awarded at the 2023 ASCILITE conference.

### **D2L (2020)**

This MoU involved the funding of research grants for 2020, 2021 and 2022. D2L have been a great sponsor and supporter of our conferences In 2025 we are looking forward to further joint activities.

### **EDEN in Europe (2016)**

This MoU is based on collaborative sharing of practice and research in Ed Tech. We are hoping to revitalise and strengthen the link in 2025.

### **EduGrowth (2021)**

We co-host webinars each year of mutual interest to our members and support each other's conferences and summits, providing opportunities for joint leadership publications.

### **FLANZ (2021, renewed in 2024)**

We share information and activities for members across the year. There are ASCILITE members who are also members of FLANZ, which helps both organisations.

### **HERDSA (2022)**

Together with HERDSA we promote evidence-based research and practice of scholarly learning and teaching activities.

### **Learning Vault (2023)**

We work with the Learning Vault team, to manage digital badges across our organisation. We now have badges for TELAS accreditation and ASCILITE awards.

### **Open Access Publishing Association (2024)**

This is a new MoU which potentially provides mutually beneficial opportunities for both organisations. These could include access to open access educational courses for ASCILITE members and access to Spring into Research School for OAPA members.

### **SoLAR (2020)**

This agreement is largely run through the Learning Analytics SIG including assisting at the annual SoLAR conference, and other opportunities.

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## Turnitin (2024)

Another new relationship established this year. This one provides for hosting of webcasts and seminars on topics of interest.

## The University of Cumbria in the UK (2022)

This relationship links our Transforming Assessment Special Interest Group (TA-SIG) with the UK Assessment in Higher Education Network. The topics of interest are assessment and its changing nature.

We periodically check-in with our partners to ensure that our agreements 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, Australia), Associate Professor **Chris Deneen** (University of South Australia, Australia), Dr **Feifei Han** (Australian Catholic University, Australia), and Associate Professor **Henk Huijser** (Queensland University of Technology).

AJET currently has 11,494 registered readers, which has increased by 9.4% from 109,506 in 2023. As of November 2024, there have been 497,117 (+11%) abstract views and 399,665 (+19%) full article downloads so far for this calendar year.

## Editorial team

ASCILITE formally thanks 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 2024 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
  - Associate Professor **Rachel Fitzgerald**, University of Queensland, Australia
  - Associate Professor **Teresa S. Foulger**, Arizona State University, United States
  - Associate Professor **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 Yang Ming Chiao Tung University, Taiwan
  - Professor **Joke Voogt**, University of Amsterdam/ Windesheim University of Applied Sciences, Netherlands

The editors thank the AJET copyeditor **Antonina Petrolito** who continues to work closely with the Lead Editors to ensure a high standard of final proofs is maintained. While too many to name individually, heartfelt thanks are extended to the international team of reviewers who perform an invaluable service to the journal.

The AJET management committee, consisting of A/Prof **Michael Cowling** (ASCILITE President), Dr **Mark Schier** (ASCILITE Treasurer), the four Lead Editors, and a representative from the previous lead editorial team (Professor **Michael Henderson, ASCILITE Life Member**), oversaw the running of AJET in 2024 and provided feedback on proposed changes and new initiatives of the editorial team.

AJET started 2024 with two new Lead Editors, Dr **Feifei Han** and Associate Professor **Henk Huijser** moving from their roles as Associate Editors into the Lead Editor team. As mentioned in last year's report, in 2023 a new approach to recruiting lead editors was implemented which focuses on providing growth opportunities for those who have already demonstrated a commitment to AJET and ASCILITE through their involvement as Associate Editors. In 2025 this idea will be extended into recruitment of Associate Editors by requiring that applicants be existing active reviewers for the journal.

In the middle of 2024 Associate Professor **Jason Lodge** finished his three and a half year term as Lead Editor with the journal. ASCILITE thanks Jason for the significant contribution he made to AJET over the last eight years, the first four and a half as an Associate Editor, before joining the Lead Editor team at the start of 2021. Over his term as Lead Editor, Jason has triaged thousands of articles, supported Associate Editors and guest editor teams, contributed to the redesign of the editorial team structures, and championed a focus on impact and open science for the journal.

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With Jason's departure AJET welcomed Associate Professor **Chris Deneen** into the Lead Editor team who has been an Associate Editor with the journal over the last two years. Chris is an Enterprise Research Fellow with Education Futures at University of South Australia and an honorary principal research fellow with The University of Melbourne. Chris' work contributes to essential, future-focused understandings of assessment and feedback in higher education. His program of research uses theoretical and empirical modelling to advance our understanding of how technology interacts with assessment and feedback.

AJET has also welcomed several new Associate Editors to the journal throughout 2024. Dr Polly Lai from Southern Cross University and Dr Carmen Vallis from the University of Sydney joined the team in March 2024. At the end of 2024, AJET welcomed seven additional Associate Editors including:

- Dr **Nona Press** (Queensland University of Technology, Australia)
- Dr **Vickel Narayan** (Massey University, New Zealand)
- Dr **Abhinava Barthakur** (University of South Australia, Australia)
- Dr **Kashmira Dave** (University of New England, Australia)
- Dr **Yi-Shan Tsai** (Monash University, Australia)
- Associate Professor **Omid Noroozi** (Wageningen University, The Netherlands)
- Associate Professor **Na Li** (Xi'an Jiaotong-Liverpool University, China)

During 2024 the Lead Editors have been working on a new format for the AJET Editorial Board that will be introduced in 2025. The current Editorial Board will be disbanded. The new Editorial Board will take an active role in the review process of AJET by undertaking at least two reviews per year (including rapid reviews when necessary), may contribute to the journal by identifying noteworthy topics for special issues, and may be invited to provide guest editorials and expert commentaries. Editorial Board members will be invited to the role by the AJET Editorial team and serve a term of two years. In addition to the Editorial Board, AJET will create an Expert Advisory Group, the membership of which will be made up of previous AJET Lead Editors who have agreed to act in this role. The purpose of this group is to provide ongoing support, advice, and feedback when called upon by the AJET Lead Editor team.

## Special issue

The special issue in 2024 was around the theme of "Advancements in Technology-Enhanced Assessment in Higher Education" and was guest edited by **Daniele Agostini** (University of Trento, Italy), **Alexandra Lazareva** (University of Agder, Norway), and **Federica Picasso** (University of Trento, Italy). The issue, which was published in November

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2024, contained 10 articles covering topics such as online examinations, the role of generative Artificial Intelligence (AI) in assessment, AI-assisted marking, and analytics to support assessment design and delivery. This special issue has attracted quality research by many well-known researchers in the field, so it is hoped that the impact of these articles will be high.

Due to the focus in 2025 on AJET's 40th anniversary, there will not be a special issue next year. This will enable AJET to focus on publishing the articles that are coming through the increased review pipeline (see below for further details), and to allow space for an exploration of the development of educational technology research over the past 40 years. In the meantime, the AJET Lead Editors will be reviewing resources and support for guest editor teams to ensure the consistency of quality and process when these teams oversee the curation of a special issue.

### AJET developments

2024 has been a year of great change for AJET. The journal has farewelled two Lead Editors and welcomed three new colleagues into the Lead Editor role. The focus has been on reviewing processes with a fresh set of eyes on how AJET can maintain its high standards and impact, as well as being sustainable in an academic environment where the reliance on voluntary contributions has been increasingly challenging. There has been a focus on improving the technology behind the AJET review process with a test of the new OJS system (3.4) which the journal will move to in late 2024. The Lead Editor team has also been updating the processes and templates used for communications with the editorial team and authors.

The editorial team have continued to monitor and respond to the increasing prevalence of generative AI both as a focus of research in educational technology as well as a tool that researchers are increasingly using as part of their practice. In 2023 AJET introduced a policy for the use of AI in publishing and reviewing that called for acknowledgement when AI was used in research and writing processes and that it not be used in the review process. Generative AI should also not be included as an author on AJET articles due to the lack of responsibility that such technology can take for the content it creates.

In 2023 - 2024 the former Lead Editor team (**Kate Thompson, Jason Lodge, and Linda Corrin**) partnered with the editors in chief of the *Journal of Learning Analytics* (JLA) and the *British Journal of Educational Technology* (BJET), under the leadership of Associate Professor Simon Knight (previously of JLA), to investigate the ethics of, particularly in relation to generative AI, educational technology publishing. The result of this collaboration was an article published in *PLOS One* entitled: "Emerging technologies and



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research ethics: Developing editorial policy using a scoping review and reference panel” (<https://doi.org/10.1371/journal.pone.0309715>).

AJET continues to communicate its new issues and publications through social media to ensure impact and to reach the broader educational technology community. In 2023 AJET established a LinkedIn account and the connections and followers of this account has grown substantially throughout 2024 to 462 and 766 respectively. Utilising a more graphical format (see Figure 1 below), engagement with social media posts on LinkedIn has been very healthy throughout 2024 with over 32,000 post impressions in the last year. The most viewed post in 2024 was the announcement of the first editorial of the year on how NOT to get published in AJET (see Figure 1). AJET has continued to post on X (Twitter) throughout 2024, but a decision has recently been made by the Lead Editor team to move away from this platform due to its declining user base. In 2025, AJET will move to Bluesky to engage with an increasing number of academics who are also making this switch.

The impact of the AJET editorials has continued to be high with the first editorial of 2024 (“A step-by-step guide on how NOT to be published in educational technology journals”) attracting over 6,000 file and abstract views since its publication in April. When looking at the top 10 articles viewed on the AJET website since January 2024, three AJET editorials make this top list including the 2022 editorial on choosing the right keywords, the 2023 editorial on mapping out a research agenda for generative AI, and the 2024 editorial on how not to be published as mentioned above. The third editorial of the year, led by Lead Editor **Henk Huijser**, focused on the value of sector-wide collaboration in educational technology research and involved 13 contributors from seven different countries. Also in keeping with the trend started in 2023, the fifth issue contains an invited editorial by Professor **Cecilia Chan** from the University of Hong Kong.



Figure 3: An example of the new look-and-feel of AJET social media posts

## AJET submission and review statistics

The number of submissions received by AJET continues to rise and when the submissions for the rest of November are added to the final figures this will be the highest number of submissions in a year in AJET's history. While this is a good position to be in, the quality and relevance of the submissions has been variable, so the proportion that have gone through to peer review has fallen in 2024. This is an issue that the Lead Editors are keeping a very close eye on in order to increase the articles per issue in 2025. The team also continue to work on reviewing processes to ensure timely responses with the increased submission numbers.

AJET Submission & Review Activities	2021	2022	2023	2024*
Total submissions	767	618	695	732
Declined at editorial screening (% of total submissions)	597 (78%)	473 (77%)	576 (83%)	654 (89%)
Peer reviewed (% of total submissions)	170 (22%)	145 (23%)	119 (17%)	78 (11%)
Declined at peer review (% of peer reviewed)	106 (62%)	108 (74%)	82 (69%)	30 (38%)
Accepted (% of peer reviewed)	64 (38%)	37 (26%)	37 (31%)	23 (29%)
Declined (either at editorial screening or following peer review % of total submissions completed)	703 (92%)	581 (94%)	658 (95%)	684 (93%)
Accepted (% of total submissions)	64 (8%)	37 (6%)	37 (5%)	23 (3%)
Under review mid Nov 2024				25
* The figures for 2024 cover the period 1st December 2023 to mid November 2024.				

Table 10: AJET submission and review statistics based on submissions per year

## AJET Bibliometrics

AJET has maintained its Q1 status in the major journal ranking services, although there has been a slight decline in overall ranking. In the JCR rankings the journal has seen a decrease in both impact factor (4.1 to 3.3) and 5-year impact factor (4.4 to 3.9) but is still ranked as a Q1 journal. JCR has changed the way they count education and educational research journals this year. This means that the total number of journals included in the list has almost doubled. Despite this, AJET has only slipped 19 places to be 64th out of 760 journals. In the Scimago rankings, AJET has decreased to 1.0, but has maintained Q1 ranking in this metric. In terms of Google Scholar’s educational technology journal rankings, AJET has maintained a consistent H5 index of 51, but dropped one place in the educational technology journal rankings to 14th. AJET’s Citescore, a four-year average of citations across all articles in the journal, has increased from 6.9 in 2022 to 7.6 in 2023. However, the Source Normalized Impact per Paper (SNIP) has continued to decline from 1.728 to 1.5. The Lead Editor team is keeping a close eye on the impact statistics, as it is the goal to maintain Q1 status across all ranking services. The delayed release of some issues of the journal over the past two years and the increased competition from other journals publishing many AI-related articles has potentially impacted these ratings. AJET is committed to publishing the best possible research, and strategies such as the social media campaigns and improved communication with authors are designed to increase exposure of AJET articles to the educational technology community to improve the journal’s impact ratings.

AJET Bibliometrics*		2021	2022	2023
JCR	JCR Impact Factor	3.73	4.1	3.3
	JCR 5 year Impact Factor	3.865	4.4	3.9
	JCR journal ranking in Education category based on 5 year Impact Factor	58/270 Q1	45/269 Q1	64/760 Q1
Scimago	SJR Impact Factor	1.249	1.104	1.0
	SJR ranking in Education	Q1	Q1	Q1

Google Scholar	H5 index	49	51	51
	H5 ranking within Educational Technology category	13/20	13/20	14/20
Scopus	CiteScore	5.9	6.9	7.6
	Journal ranking in Education	92/1406	95/1469	105/1543
	SNIP	1.948	1.728	1.5
* Note: 2024 bibliometric data will be available in 2025.				

Table 11: AJET Bibliometrics based on calendar year

## 2023 CONFERENCE

The ASCILITE 2023 conference, was hosted by the University of Canterbury and held at the Te Pae Convention Centre in Ōtautahi Christchurch from 3-6 Dec 2023. The Conference Organising Committee (CoC) comprised **Cheryl Brown & Kathryn MacCallum** (co-Chairs), **Brad Hurren; Te Hurinui Karaka-Clarke; Tina Menzies & Elizabeth Gardiner** (University of Canterbury team) , **Thom Cochrane & Sandra Barker** (ASCILITE), and **James Oldfield** (Te Pūkenga); **Vickel Narayan** (Massey University) & **David Danneberg** (Lincoln University)

The total number of registrations for the 2023 Conference was 448. Of which 132 (29%) were new ASCILITE members. 90% were from Australia or New Zealand (Table 12) with virtual registrations comprising a 35% of participants (Table 13).

REGISTRATION TYPE	NUMBER OF REGISTRATIONS
Face to face	289
Virtual	159

TOTAL	448
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Table 12: Registrations per category

COUNTRY OF PARTICIPANTS	PERCENTAGE OF TOTAL REGISTRATIONS
Australia	60%
New Zealand	30%
Other international	7%
Asia	3%

Table 13: Breakdown by country/ region

## Pre-Conference Workshops

Calls for pre-conference workshops closed before the extended papers submissions. These were assessed by the Conference Organising Committee and advertised at the same time registrations opened. Initially there were 8 workshops on offer but due to a range of circumstances, 3 were cancelled. Workshop groups ranged in size between 7-25 across five workshops with a total of 74 participants. The most sought-after were Improving Assessment in the Era of Artificial Intelligence & Learning Analytics and Learning Design: Mapping the Connection.

WORKSHOPS	NUMBER OF REGISTRATIONS
Sunday workshops	74
Doctoral Consortium	22
TOTAL	96

Table 14: Breakdown by country/ region

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## Conference Program

Three keynotes (one international and two local) provided a range of perspectives related to the themes.

- **David White**, Being effective isn't authentic: Building digital education culture.
- **Karaitiana Taiura**, Empowering Māori and Indigenous Education Through AI
- **Chelsea Rapp**, Levelling Up Education: Harnessing the Power of Video Game Tech

The presentation submission, review and publication process was managed through APUBS – the ASCILITE publication platform. 209 submissions were received across a range of categories with 153 presentations accepted. 25 of these were virtual-only presentations. Others had a mix of face-to-face and virtual presenters.

The accepted submissions were split across the following categories

- 25 Full
- 75 concise papers,
- 28 Pecha Kucha's,
- 17 Posters
- 8 Panels/symposia
- 5 workshops
- 10 ASCILITE SIG / AJET sessions

## Conference success

The evaluation (completed by 27% of attendees) was overall very positive. 67% were extremely satisfied with the conference. 80% of face-to-face attendees indicated the support from the organising team was excellent, and 82% of virtual attendees said it was good to excellent. 95% of face-to-face attendees and 100% of virtual attendees would consider attending an ASCILITE conference in the future.

## Conference Profit

The 2023 conference accounts demonstrated a loss of \$10,197. The short fall was a consequence of several circumstances including:

- Requirements to use the venue's AV resources and vendors.
- Rising AV costs in New Zealand driven by high demand and lack of supply.

- 
- Lack of understanding about requirements from the conference company and venue provider i.e. hybrid not just live streaming out of the venue.
  - Lost income as a consequence of the number of discounted and complimentary registrations.

The final Conference proceedings are available online CC BY T. Cochrane, V. Narayan, C. Brown, K. MacCallum, E. Bone, C. Deneen, R. Vanderburg, & B. Hurren (Eds.) (2023) People, partnerships and pedagogies. Proceedings ASCILITE 2023. Christchurch

## 2024 CONFERENCE

Hosted by the University of Melbourne in the Arts West Building, Parkville, Melbourne.

### **Registration numbers as of 06 November:**

- 405 attendees registered
- In person - 363
- Virtual - 45
- Welcome Reception - 217
- First Timers Breakfast - 106
- Conference Dinner – 250
- Sunday Workshop Registrations – 82

### **Submissions**

- 176 accepted and copyedited in APUBS ready for publication
- Cochrane, T., Narayan, V., Bone, E., Deneen, C., Saligari, M., Tregloan, K., & Vanderburg, R. (2024, December 1-4). Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies. Proceedings ASCILITE 2024. ASCILITE 2024, University of Melbourne, Victoria, Australia.
- <https://publications.ascilite.org/index.php/APUB/index>

### **Program**

- <https://2024conference.ascilite.org/en/#agenda>

Earlybird Registrations closed 11<sup>th</sup> November.

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## 2025 CONFERENCE

The ASCILITE 2025 Conference will be hosted by the University of South Australia. The conference organizing committee comprises convenor Dr **Sandy Barker**, along with COC members (as of November 2024), **Steve Kelly, Rebecca Godwin, Tracey Johnson, Patrick James, Richard McInnes, and Ngoc Nhu (Ruby) Nguyen**.

The Conference will be held from **30<sup>th</sup> November to 3<sup>rd</sup> December 2025** at the **Adelaide Convention Centre**

The main theme of the conference is: ***Future-Focused: Educating in an Era of Continuous Change***

*The theme explores the dynamic landscape of education, emphasising adaptability, innovation, sustainability, and forward-thinking approaches to prepare learners and educators for an ever-evolving digital world.*

The 5 sub-themes are

- Collaborative Futures
- Resilient Learners
- Inclusive Futures
- AI and Human Synergy
- Your Journey

## CMALT AUSTRALIA

A/Prof **Thomas Cochrane** (ASCILITE Executive) heads up CMALT Australasia. This year the University of Melbourne TEL Network hosted two Webinars on CMALT accreditation. ALT (UK) are in the process of developing more specific support for CMALT submissions with a delay as Maren Deepwell's 10-year tenure as ALT CEO came to an end in 2023 and it took several months for the appointment of a successor in 2024. As a peer-reviewed system, ASCILITE CMALT holders are recruited to be peer reviewers for portfolios submitted for CMALT accreditation. CMALT continues to struggle to gain significant uptake in Australasia in comparison to AdvanceHE Fellowship that has much broader awareness beyond the ASCILITE community. In 2024 there are: 33 SCMALT, 215 CMALT, 11 Associate CMALT holders with current active membership.



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# ASCILITE PUBLICATIONS

The ASCILITE Publications Exec team includes A/Prof **Thomas Cochrane**, A/Prof **Michael Cowling**, Prof **Petrea Redmond** and Dr **Robert Vanderburg**.

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 ASCILITE Conference submissions. 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. To date the conference proceedings since 2012 have been published.

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 HDR candidates), practitioners and professional staff. During 2024 we have also published two ACOE Whitepapers as part of our MoU: The ACOE Benchmarks for Technology Enhanced Learning and 2024 Governance of artificial intelligence and data in Australasian higher education. APUBS now has 834 registered users, with 517 Authors and 580 Reviewers.

## APUBS 2024 statistics:

The 2 tables below show the impact stats for APUBS for the past 12 months.

TREND	2023	2024
Submissions Received	209	230
Submissions Accepted	154	176

Submissions Declined	55	54
Submissions Declined (Desk Reject)	16	26
Submissions Declined (After Review)	39	28
Submissions Published	154	176
Days to First Editorial Decision	16	18
Acceptance Rate	73%	81%
Rejection Rate	27%	19%
Desk Reject Rate	8%	8%
After Review Reject Rate	19%	11%

Table 15: APUBS Editorial Activity (July 2023-November 2024)

TITLE	ABSTRACT VIEWS	FILE VIEWS	PDF	HTML	OTHER	TOTAL
<b>Selvaratnam et al.</b> Governance of artificial intelligence and data in Australasian higher education: A snapshot of policy and practice	2020	981	981	0	0	3001
<b>Thong et al.</b> Understanding the impact of ChatGPT in education: Exploratory study	1248	1029	1029	0	0	2277

on students' attitudes, perception and ethics						
<b>MacCallum et al.</b> Identifying the components of foundational Artificial Intelligence (AI) literacy - Early results from a Delphi study	1100	604	604	0	0	1704
<b>Tubino et al.</b> Developing feedback literacy capabilities through an AI automated feedback tool	670	852	852	0	0	1522
<b>Ablitt et al.</b> How to build a learning designer: Co-designing a training program for/with/as novice learning designers	754	732	732	0	0	1486
<b>Oliveira et al.</b> AI-powered peer review process: An approach to enhance computer science students' engagement with code review in industry-based subjects	722	473	473	0	0	1195
<b>Vallis et al.</b> Collaborative sensemaking with generative AI: A muse, amuse, muse	718	432	432	0	0	1150
<b>Creely et al.</b> The implications of generative AI for creative composition in higher education and initial teacher education	480	566	566	0	0	1046
<b>Ryall et al.</b> "A Co-Pilot for Learning Design?": Perspectives from Learning Designers on the Uses, Challenges, and Risks of	587	420	420	0	0	1007

Generative Artificial Intelligence in Higher Education						
<b>Murray et al.</b> Exploring business students' views of the use of generative AI in assignment writing: An examination of generative AI use through students' own ethical perspectives	316	676	676	0	0	992

Table 16: APUBS Top 10 Articles Views last 12 months

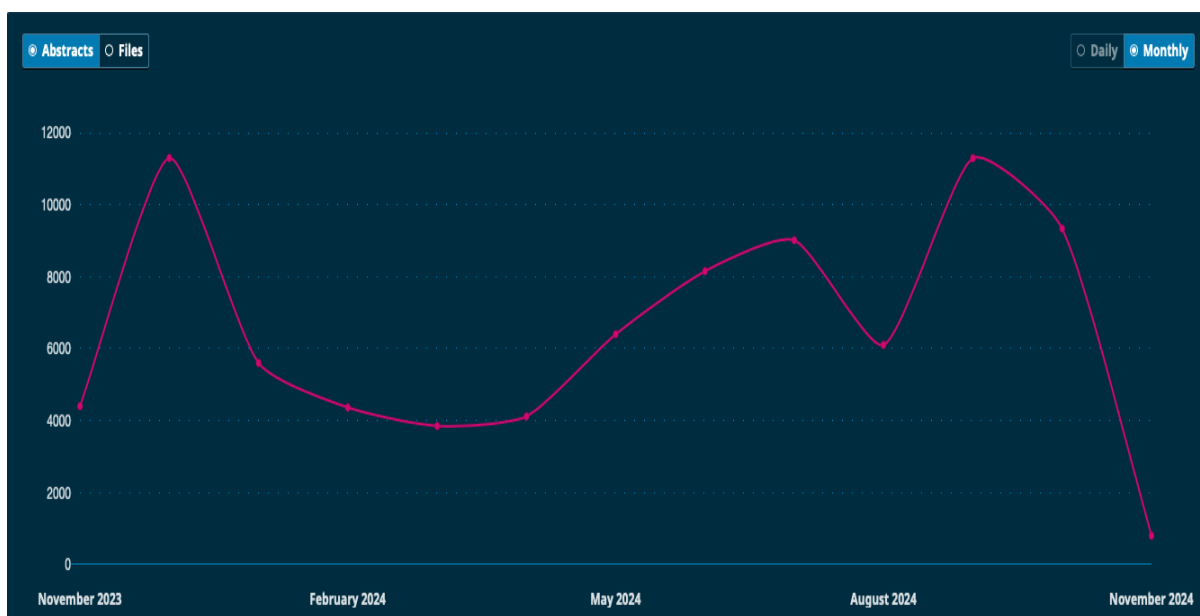


Figure 4: APUBS Abstract Views 2024

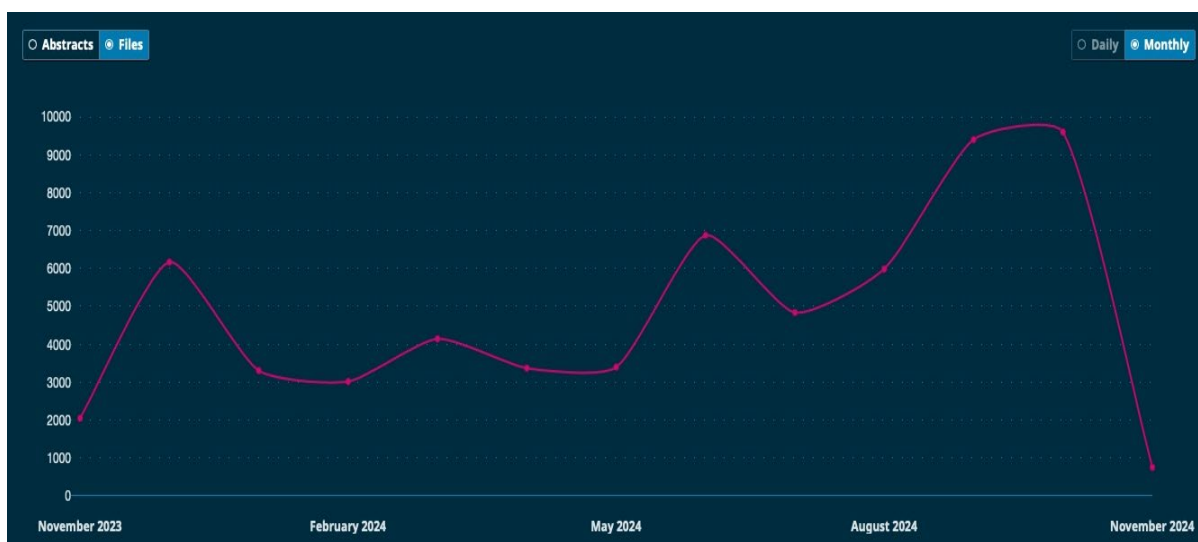


Figure 5: APUBS PDF Views 2024

## WOMEN IN ACADEMIC LEADERSHIP (WIAL)

This year saw the completion for 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. This year the initiative was led by the Executive Members Prof **Petrea Redmond**, A/Prof **Elaine Huber** and Prof **Sue Gregory**.

In this 4th year of the initiative, we started the year with A/Professor Lynn Gribble (ASCILITE community fellow, cohort 1 mentee and cohort 2 mentor) who ran a values leadership workshop in March. We then hosted three further webinars, hearing from Maren Deepwell (ALT ex-president and education consultant) in May, Professor Lori Lockyer (QUT) in July and Professor Christie Collis (AIPC and HERDSA President elect) in October.

The WiAL leadership team have organised a pre-conference workshop to be held at the University of Melbourne on December 1st and open to both 1<sup>st</sup> and 2<sup>nd</sup> cohorts of WiAL along with the mentors of the WiPL. This will be facilitated by **Marion Stanway** and explored models and theories of leadership, stress management, dealing with conflict and organisation culture and change.

The 22 participants (13 mentees and 9 mentors) came from across 15 universities.

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 Tasmania
University of Auckland (NZ)	University of Technology Sydney
University of KwaZulu-Natal (South Africa)	Western Sydney University
University of New England	

*Table 17: University involvement for WiAL*

Most of the mentoring pairs and triads continued to meet across the year and the following is a summary of their outputs:

### **Publications and Academic Contributions**

- ASCILITE 2024 conference paper presentations x 3
- Other conference presentations: (AFAANZ 2024; RMIT Accounting Education Conference 2024; USyd Business School research Symposium)
- Special Issue: 1 abstract accepted
- Journal articles: 4 under review, 3 published
- ACOE White Paper: AI and Data Governance
- ICDE Leadership Summit: Presented and contributed to a Summit report in collaboration with Globethics and UNESCO.
- Keynotes: AI in assessment and student engagement, University of SA; Curtin University - Assessment
- Invited presentation – University of Southern Hong Kong (assessment)

- 
- Invited presentation at SXSW Sydney
  - Invite to speak at Microsoft ANZ Higher Education Summit
  - Invited to be consultant for Commonwealth of Learning which has translated into a research grant for ECU

### **Promotions and new leadership roles**

- Associate Professor x3
- Professor
- Deputy Associate Dean L&T
- Pro Vice Chancellor

### **Other roles**

- Joined the ACSME conference organising committee
- Co-chair American Accounting Assoc Conference on Teaching and Learning in Accounting

### **Awards and Recognition**

- **2023:** UniSA Senior Career Teacher; LTU Vice Chancellor's Care Award; A. Noam Chomsky Global Connections; Society for Research into Higher Education (SRHE) Accolades - awarded for Academic citizenship/services to the Higher Education academic community; ASCILITE Community Fellow; UNSW Sustainable Management Education Award.
- **2024:** Recognition as runner-up at HERDSA poster presentation, La Trobe Business School Research Publication Incentive, and the Comparative and International Education Society's Best Book Award.

Themes from the activities carried out by the mentoring groups this year include:

### **Career Development and Strategic Planning**

- **Managing Workload:** Strategies for balancing responsibilities in executive or semi-executive roles, including decision-making on commitments.
- **Pathway to Professor:** Guidance on developing an international profile and planning for promotion to Professor.
- **Mentorship for SFHEA:** Encouragement and support for applying for Senior Fellow of the Higher Education Academy (SFHEA).

- 
- **HDR Supervision:** Exploration of pathways to gaining higher degree research (HDR) supervision experience.

### **Skill Development and Mentorship**

- **Coaching:** Focused on research, academic career management, and time management.
- **Strategic Career Advice:** Tailored guidance on building academic profiles, navigating institutional challenges, and achieving career aspirations.
- **Leadership Skills:** Development of leadership competencies specific to the higher education sector.
- **Writing for Publications and Funding:** Support in identifying funding opportunities and writing for academic publications.
- **HEA Applications:** Assistance in preparing applications for recognition under the Higher Education Academy framework.
- Collaborative Projects and Goal Setting
- **Goal-Oriented Mentorship:** Monthly goals set to track and celebrate progress, emphasising publication milestones, overcoming obstacles, and measurable impacts.
- **Co-writing:** Collaboration on academic outputs, including a conference paper and a book chapter.
- **Regular Reflection:** Monthly meetings focusing on achievements and planning, with structured discussions on teaching, research, and service elements for impactful career development.

### **Navigating Institutional Changes**

- **Institutional Change Management:** Group discussions on handling organisational changes, including change proposals, course reviews, and potential redundancies affecting teams and units.

## **WOMEN IN PROFESSIONAL LEADERSHIP (WIPL)**

Based on feedback from 2023 participants, the Women in Professional Leadership program (WiPL) has been expanded from 2024 to run over 18 months and to be a stand-alone portfolio, separate from CMP. WiPL has been facilitated by Dr **Hazel Jones**, with support from A/Prof. **Kwong Nui Sim**. The aim of WiPL is to provide opportunities for women in learning design, educational technology and similar 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. Mentors in this program are drawn from staff in professional roles at HEW 8 and above and industry partners/consultants with sustained experience in these types of roles.

In 2024 WiPL has had 2 groups of participants – one with 3 mentees and 2 mentors and one with 4 mentees and 2 mentors, for a total of 11 participants who work at 10 different institutions across Australia and New Zealand. Both groups have held regular meetings and are making strong progress towards their shared outcomes. To support participants an initial, Get to Know You session was held as well as separate meetings for the mentors and mentees, with both groups providing positive feedback. Two workshops, originally planned for the last quarter of 2024 have been postponed until the beginning of 2025 due to lack of availability of presenters, partly due to workloads and commitments at their institutions and some mentors being heavily involved in redundancy/reorganisation meetings at their institutions. These contributing factors are indicative of the state of the sector in Australia at the moment, due mainly to the ramifications from the Australian Accord.

Discussions were held with the leads of the WiAL and CMP portfolios throughout the year to look for ways the three groups can work together and form synergies for participants and ASCILITE Executive.

## MEMBERSHIP TRENDS

As of 28 October 2024, ASCILITE had over 2300 members for the first time. In 2024 institutional membership numbers increased again, increasing from 1955 in 2023 to the current 2081. We gained 2 new member institutions: Federation University, and TAFE NSW. However unfortunately we lost 3 institutions; Charles Sturt University, University of Canterbury, and Victoria University (see the Institutional Memberships section below for additional information about the changes in institutional memberships).

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

MEMBERS BY CATEGORY	2018	2019	2020	2021	2022	2023	2024
Individuals	201	186	213	212	176	228	217
Institutional Memberships	284	306	600	770	1,563	1955	2081

Table 18:ASCILITE membership by category

INDIVIDUAL MEMBERS BY SUB-CATEGORY	2018	2019	2020	2021	2022	2023	2024
Students	17	11	12	13	9	9	22
Life Members	12	13	12	12	11	11	12
Fellows	2	2	2	1	1	1	1
Affiliates	3	3	4	5	5	4	11
Retired					2	3	3
<b>Total Members</b>	<b>519</b>	<b>521</b>	<b>843</b>	<b>1,013</b>	<b>1,767</b>	<b>2,211</b>	<b>2347</b>

Table 19: Individual category members by subcategory

## Membership by Country

Membership numbers by country in 2024 were similar to that of previous years with the majority of members in Australia and New Zealand. ASCILITE’s international membership is not well represented with 84% of members from with Australia and only 2% of ASCILITE’s membership based outside of Australia and New Zealand – this has remained largely unchanged for a number of years.

MEMBERS BY COUNTRY	2018	2019	2020	2021	2022	2023	2024
Australia	422	433	740	849	1,509	1755	1959
New Zealand	78	70	57	119	229	263	335
Singapore/Malaysia	6	11	33	28	17	13	4
UK/Ireland	4	3	3	6	2	2	2
Japan	1	1	1	2	1	1	5
USA / Canada	3	0	0	2	2	3	4
Hong Kong	1	1	1	2	0	1	2

Europe	2	3	4	2	1	0	0
Other/ Not Known	2	3	4	3	4	2	23
<b>Total Members</b>	<b>519</b>	<b>525</b>	<b>843</b>	<b>1,013</b>	<b>1,767</b>	<b>2054</b>	<b>2347</b>

*Table 20: ASCILITE Members by Country (Figures correct as of 28 October 2024 – note: the location of some members is absent from the record)*

## Institutional Memberships

During 2024 the Institutional memberships portfolio was led by Dr **Sandy Barker** (ASCILITE Exec) with 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 2 new member institutions, Federation University (3 year Diamond member), TAFE NSW (Bronze member) and we have welcomed back the Australian Catholic University.

The Australian National University and Auckland University of Technology upgraded membership from Bronze to Diamond in late November 2023.

However, unfortunately this year, we said goodbye to Charles Sturt University and University of Canterbury (both previously Diamond member institutions) and Victoria University (Bronze member institution).

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	2024
<b>Diamond Members</b>							
Auckland University of Technology						Upgraded (24)	24
Australian Catholic University			112	91	108	Expired Then rejoined	120
Australian National University							Upgraded (52)
Central Queensland University	15	17	17	52	59	67	84
Charles Sturt University				New	156	167	Expired
Federation University							New (56)
James Cook University				10	182	265	266
La Trobe University	9	7	84	106	141	112	111
Macquarie University	7	6	10	10	101	119	125
University of Canterbury						Upgraded (27)	Expired
University of Melbourne	20	19	91	102	136	181	250
University of Wollongong	66	59	45	75	73	57	56
University of Auckland				48	157	184	237
University of New England					103	128	138
University of Sydney					New	96	105
University of Technology Sydney					80	94	107
University of South Australia						New (80)	82
UNSW Business School						New (28)	40
<b>Gold &amp; Silver Members</b>							
Monash University	22	21	24	22	21	25	22
University of Southern Queensland					25	25	25
Massey University	15	15	15	17	17	20	18
University of Newcastle						Upgraded (20)	19
TAFE Queensland				18	Bronze		
University of New England	17	18	19	20	Upgraded		
University of Canterbury				17	16	Upgraded	
<b>Bronze Members</b>							
Australian National University			10	9	8	10 Upgraded	
Auckland University of Technology	10	10	9	9	10	9 Upgraded	
Charles Darwin University	9	10	10	9	9	9	10

INSTITUTION	2018	2019	2020	2021	2022	2023	2024
Deakin University	20	21	11	11	10	10	10
Didasko			10	9	10	Expired	
Edith Cowan University			10	11	10	Rejoined	10
Flinders University	8	6	8	10	10	9	10
Griffith University			10	10	9	9	10
Health Education and Training Institute						New (7)	7
Lincoln University						New (8)	9
Macquarie University	7	6	10	10	Upgraded		
Open Polytechnic of New Zealand	8	9	9	9	10	10	10
Southern Cross University		10	9	10	10	10	10
TAFE NSW							New (10)
TAFE Queensland					8	10	10
Torrens University			10	10	10	10	10
University of Canberra			10	10	10	10	9
University of Newcastle				New	10	Upgraded	
University of Notre Dame	10	10	10	9	7	10	9
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	10
Victoria University			10	10	10	10	Expired
UTS Insearch	10	8	8	Expired			
<b>TOTALS</b>	<b>242</b>	<b>262</b>	<b>378</b>	<b>770</b>	<b>1,563</b>	<b>1,846</b>	<b>2,081</b>

Table 21: Institutional Memberships of ASCILITE (as of 28th October 2024)

## 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. We are in our second year of our new Xero accounting

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system that is enabling us to 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 assist in with our fiscal duties.

The Executive, led by A/Prof **Mark Schier** (ASCILITE Treasurer) prepares the annual year reports and maintains a calendar year forecast budget that is 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 2023 to 30 June 2024, ASCILITE reported a deficit of \$20,930 on an income of \$207,924. As we noted in our 2023 report, the surplus from 2023 contained some carryover expenses to this financial year. These expenses account for some of the deficit (including some legacy expenses), but we have invested back into member activities by keeping annual subscriptions low and carrying some conference expenses.

ASCILITE's total net assets at 30 June 2024 were \$590,171 down from \$610,101 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. IF you have ideas for member activities, please email details to [secretariat@ascilite.org](mailto:secretariat@ascilite.org) for discussion at next executive meeting.

The 2023 – 2024 financial statements and the 2025 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's role is to manage the day-to-day operations of the Society and support the Executive Committee. Mr **Roger Brown** continued as the Secretariat throughout 2024.

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

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