ASCILITE

SHAPING THE FUTURE OF TERTIARY EDUCATION

President's Report 2026

***Michael Cowling**, ASCILITE President*

EXECUTIVE SUMMARY

2026 has been a year of consolidation and renewal for ASCILITE. We have continued to strengthen our role as a leading voice in technology-enhanced learning across Australasia, while laying the groundwork for a new chapter in how we support our community.

Membership and partners. As of 1 November 2026, ASCILITE had 2,028 members, a reduction from 2025. This is largely the result of fewer valid email addresses among our institutional memberships and the loss of two Diamond institutional members, the University of Melbourne and the University of Sydney. Individual membership grew, from 239 to 298 members. Our institutional partnerships remain the backbone of the Society: 33 institutions currently support ASCILITE as Diamond (13), Gold and Silver (5) and Bronze (15) members. During the year we welcomed several new and returning institutional members, and saw others upgrade their membership. I thank every partner institution for its continued commitment.

Financial position. The Society's financial position is set out in the Financial Position section of this report, and the Executive will present the full financial statements and forecast budget to members at the AGM.

Conference. The 2025 Adelaide conference, our 42nd, welcomed 330 delegates, and 95.75% of survey respondents rated it good or very good. This year's conference at Rydges Southbank Brisbane is hosted directly by the ASCILITE community, delivered by a team of 17 volunteers across four organising teams, and led by our Vice President, **Elaine Huber**. With 416 delegates registered at the time of writing and 272 submissions received, I thank everyone who has given their time to make it happen. Planning for 2027 is well underway, and it is an exciting one: RMIT Vietnam will host in Ho Chi Minh City, taking the conference back to Southeast Asia for the first time since Singapore in 2019.

Scholarship and publishing. ASCILITE Publications has crossed an important milestone: it now hosts more than 20 years of ASCILITE conference proceedings, from 2006 to 2026, and average monthly abstract views have reached 80,000. I also thank the Lead and Associate Editors of AJET for their continued work in sustaining our flagship journal, which maintains its status as the top education journal in Australia and the South Pacific, as well as Australia's number one diamond open access journal overall.

Special Interest Groups. Our seven SIGs have been extraordinarily active this year, and I commend their leaders and members, who now meet quarterly with the Executive. The TELedvisors Network celebrated ten years as a SIG with seven webinars drawing 1,321 registrations. The Mobile Learning SIG held weekly discussions across Australia, New Zealand and Japan, contributed nine papers to this year's conference and has an ARC Linkage application under review. The Open Educational Practice SIG's Coffee Course attracted 504 unique visitors, the Learning Design SIG released the first chapter of an open Learning Design guide featuring 11 case studies, and the Learning Analytics SIG ran an Asia-Pacific Grand Challenge. Transforming Assessment and Business Education also delivered well-attended sector events, including a joint symposium with HERDSA.

Executive Committee elections. This AGM brings several changes. I am delighted to welcome **Simone Poulsen**, elected as Treasurer for a two-year term. As Simone steps straight into the role, **Sandy Barker**, who continues as Public Officer, has kindly agreed to serve as a co-opted member for the next 12 months to support a smooth financial transition. Thank you, Sandy, **Vickel Narayan**, **Lisa Bugden** and **Karine Cosgrove** were re-elected, and I warmly welcome **Leanne Ngo** as a new member of the Executive. Leanne is well known to us as a SIG lead and for her close involvement with the Community Mentoring Program (CMP). **Pennie White** will complete her term at the AGM, and I thank her sincerely for her service, particularly on the CMP and the AJET Management Committee, where she brought a valued perspective as a member who was neither a senior executive nor a lead editor.

Secretariat. I once again sincerely and warmly thank **Roger Brown**, who has continued to serve as ASCILITE Secretariat with outstanding professionalism and dedication. His work underpins the smooth operation of the Society and supports the Executive across every portfolio, and his patience, good humour and deep knowledge of ASCILITE have made him an invaluable colleague to me and to the many members who have relied on him. After the conference, Roger will move into the role of ASCILITE Support Officer, and I am delighted that we can support him to take a more relaxed role in 2027, one that still keeps his experience close to the Society. I am equally delighted to welcome **Lisa Jacka** to the Secretariat role. Although new to the position, Lisa is a seasoned ASCILITE member: a former Executive Committee member, an experienced academic in her own right in the TEL space, and a long-time admin support for TELAS. I look forward to working with her.

Looking ahead. There is plenty to look forward to in the year ahead. The ASCILITE Academy will bring our mentoring programs together, with a streamlined expression-of-interest and matching process for participants. We are expanding our events, and I encourage you to keep an eye out for the new Mid-Year Symposium. The Wavelength podcast is relaunching, with a hosted series planned for 2027. Our TELAS framework has been updated to reflect the impact of AI. ASCILITE's achievements in 2026 reflect the collective efforts of our Executive, our volunteers, our partners and, above all, our members. I look forward to working with you all in the year ahead as we continue to advance excellence in technology-enhanced learning across our region.

***Michael Cowling**, ASCILITE President*

CONTENTS

Executive Summary 2

Financial Position 5

AJET 5

ASCILITE Awards 10

ASCILITE Publications 13

CMALT Australia 14

Community Mentoring Program 15

Conference 2025 16

Conference 2026 18

Conference 2027 19

Contextualising Horizon 19

Membership Trends 21

Podcasts (The rebirth of Wavelength) 24

Secretariat Activities 24

Social Media 25

Special Interest Groups 27

Spring into Excellence Research School 30

Strategic Activities & Partnerships 32

TELall Blog 33

TELAS (Technology Enhanced Learning Accreditation Standards) 33

Webinars 35

Women in Academic Leadership (WiAL) 37

Women in Professional Leadership (WiPL) 39

FINANCIAL POSITION

The ASCILITE financial year reports (July to June) are reconciled each year by the Society's chartered accountants, and these reports are made available to members at the AGM each year. We are continuing to maintain accurate records of our financial operations and taxation obligations through the Xero accounting system as required as an incorporated body. We continue to rely on both the **Secretariat** and **Austi Bookkeeping Services** for their diligence and painstaking work to assist in with our fiscal duties.

The Executive, led by **Sandy Barker** (ASCILITE Treasurer), prepares the annual year reports and maintains a financial 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.

In the financial year 1 July 2025 to 30 June 2026, ASCILITE reported a profit of $9,905 on an income of $257,167. This is a turnaround from the previous financial year of $91,952.

ASCILITE's total net assets at 30 June 2026 were $518,054 up from $508,124 for the previous financial year. Given the overall healthy fiscal position of the Society, it is the intention of the Executive to continue to hold membership subscription fees 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 for discussion at next executive meeting.

The 2025 – 2026 financial statements and the 2027/2028 forecast budget are presented to the membership at the AGM where the forecast budget will be approved by members. Sandy will be handing over governorship of the Treasurer position to **Simone Poulsen** at the 2026 Annual General Meeting.

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 **Linda Corrin** (Deakin University, Australia), **Chris Deneen** (University of South Australia, Australia), **Feifei Han** (Griffith University, Australia), and **Henk Huijser** (Queensland University of Technology).

AJET currently has 15,772 registered readers, which has increased by 22% from 12,943 in 2025. As of 16 November 2026, there have been 858,243 (+31%) abstract views and 985,452 (+62%) full article downloads so far for this calendar year. This is a substantial increase in views and

downloads, particularly in full article downloads and is a positive opportunity for increased engagement with and citation of AJET publications.

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 2026 AJET has been supported by the following outstanding team of Associate Editors:

- **Seyyed Kazem Banihashem**, Maastricht University, The Netherlands
- **Abhinava Barthakur**, Adelaide University, Australia
- **Thomas Chiu**, The Chinese University of Hong Kong, China
- **Gary Kwok Shing Cheng**, The Education University of Hong Kong, China
- **Simon K. S. Cheung**, Hong Kong Metropolitan University, China
- **Thomas Donald Cochrane**, The University of Melbourne, Australia
- **Rita Hai Min Dai**, Shanghai Jiaotong University, China
- **Kashmira Dave**, University of New England, Australia
- **Rachel Fitzgerald**, University of Queensland, Australia
- **Mehmet Kara**, Amasya University, Türkiye
- **Ronan Kelly**, Trinity College, Ireland
- **Jinhee Kim**, Old Dominion University, USA
- **Polly Lai**, University of Western Sydney, Australia
- **Chien-Ching Lee**, Singapore Institute of Technology, Singapore
- **Na Li**, Xi'an Jiaotong-Liverpool University, China
- **Vickel Narayan**, Massey University, New Zealand
- **Susie Macfarlane**, Deakin University, Australia
- **Omid Noroozi**, Wageningen University and Research, The Netherlands
- **Jerry Chih-Yuan Sun**, National Yang Ming Chiao Tung University, Taiwan
- **Yi-Shan Tsai**, Monash University, Australia
- **Patrick Sheng Shiang Tseng**, National Chengchi University, Taiwan
- **Carmen Vallis**, University of Sydney, Australia
- **Tünde Varga-Atkins**, Manchester Metropolitan University, UK
- **Julie Zhuo Wang**, Qingdao University, China
- **Tianchong Wang**, Flinders University, Australia
- **Mihye Won**, Monash University, Australia

For different reasons, **Joke Voogt** and **Rachel Fitzgerald** have decided to step down from the Editorial team in 2026. We sincerely thank both Joke and Rachel for all their dedication to the journal and their hard work.

AJET welcomed seven new Associate Editors to the journal in 2026:

- **Seyyed Kazem Banihashem**, Maastricht University, The Netherlands

- **Mehmet Kara**, Amasya University, Türkiye
- **Ronan Kelly**, Trinity College, Ireland
- **Patrick Sheng Shiang Tseng**, National Chengchi University, Taiwan
- **Julie Zhuo Wang**, Qingdao University, China
- **Tianchong Wang**, Flinders University, Australia
- **Mihye Won**, Monash University, Australia

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 oversaw the running of AJET in 2026 and provided feedback on proposed changes and new initiatives of the editorial team. The management committee consists of **Michael Cowling** (ASCILITE President), **Sandy Barker** (ASCILITE Treasurer), **Pennie White** (ASCILITE Executive), **Thom Cochrane** (ASCILITE Executive), the four Lead Editors, and a representative from the previous lead editorial team (**Michael Henderson**).

Special issue

There was no special issue published in 2026. However, a team of Special Issue Editors is currently managing submissions for a 2027 Special Issue on *AI-Assisted Feedback in Tertiary Education*. Led by **Shen Ba** (The Education University of Hong Kong), the team further includes **Lan Yang**, **Zi Yan**, **Chee Kit Looi** (all from The Education University of Hong Kong) and **Dragan Gašević** (University of Hong Kong). There was a strong interest from authors in this special issue with 130 submissions received and the guest editors are currently overseeing the editorial review and peer review processes ready for publication as our second issue in 2027.

AJET developments

An important development for AJET in 2026 was the upgrade of the journal's publication system (OJS) to version 3.5. This is an upgrade that the editorial team have been pursuing for a long time so it is great to be able to take advantage of the new functionality that this version affords including improved dashboard navigation, clearer statistics on the review process, and some new reporting functionality. One significant change is in relation to user management with all new users required to be invited by email to the system (they can no longer simply be added from the back-end) which is designed to comply with the European GDPR requirements related to privacy and consent. In preparation for the system upgrade, the Lead Editors have spent time throughout 2026 improving reporting processes and also conducting a clean-up of the reviewer database to remove inactive reviewers, and update reviewer interests so as to improve the workflow for peer review.

AJET's social media presence continues to attract new followers and the posts to alert readers to the release of new articles, issues, and other announcements (e.g., calls for Associate Editors, etc.) have received good engagement levels. The number of connections for AJET on LinkedIn is now

over 1,500 with over 2,200 followers.

The substantial rise in submissions has once again impacted on the capacity the editorial team have had to implement new developments this year. The reviewer development program has been delayed until 2027, although ethics permission to evaluate the outcomes has been obtained through Adelaide University in preparation. Work has commenced on updates to the peer review form, which includes the creation of five different forms that will be allocated depending on the category of research paper submitted - qualitative, quantitative, mixed, conceptual, or systematic review. The Lead Editors have also made some further incremental changes to templates in the system, calibrated editorial review communications, conducted a review and made improvements to the stages of the copyediting process, reviewed the journal scope and triaging tiers, and commenced work on updating the AJET AI use policy.

One significant change that will be released at the end of 2026 is an update to the AJET Word template for submissions. In addition to some inconsistencies and errors that have been corrected, the new template will include some new sections to provide clearer guidance for authors around scope and formatting requirements. These include clearer instructions around anonymisation of the submission for peer review, a word count field, further and clearer requirements around the AI declaration, and addition of an ethics statement. It is hoped that these changes may result in a slight reduction in the review timeline for submissions that end up going back and forth for authors to update formatting and additional information. The new submission template will be launched in December and discussed in the final editorial of the year.

AJET submission and review statistics

In last year's annual report it was reported that AJET had received an unprecedented number of submissions, and that trend has continued into 2026. This year over 3,000 submissions have been received which is more than a 100% increase. This has substantially increased the workload of the editorial team and has also resulted in a drop in overall acceptance rate to 1%. A combination of the rise in the use of AI and the ongoing pressure for academics to publish their research in Q1 journals are two of the main reasons that the editorial team believe that this increase has occurred. In regular networking conversations with editors of other similar journals, the Lead Editors are hearing of similar trends and participating in discussions around tactics for how to manage the workload, especially in relation to the increasing number of submissions that are outside the scope of the journal or of insufficient quality for publication.

AJET Submission and Review Activities	2023	2024	2025	2026*
Total submissions	695	875	1,296	
Declined at editorial screening (% of total submissions)	576 (83%)	722 (83%)	647 (74%)	
Peer reviewed (% of total submissions)	119 (17%)	153 (17%)	232 (26%)	
Declined at peer review (% of peer reviewed)	82 (69%)	112 (73%)	133 (57%)	
Accepted (% of peer reviewed)	37 (31%)	41 (27%)	20 (9%)	

AJET Submission and Review Activities	2023	2024	2025	2026*
Declined (either at editorial screening or following peer review % of total submissions completed)	658 (95%)	830 (95%)	780 (89%)	
Accepted (% of total submissions)	37 (5%)	45 (5%)	20 (2%)	

Table 1: AJET submission and review statistics based on submissions per year

* To be finalised as of 23 Nov. The figures for 2026 cover the period 1 December 2025 to mid November 2026.

** This includes only the articles that have been through editorial review as at 18 November 2026

*** There are still a number of articles in review, so not all proportions will add up to 100%

AJET Bibliometrics

This year, AJET demonstrated exceptional performance across major journal metrics, maintaining its Q1 status in both JCR and Scimago rankings. Notably, the JCR Impact Factor hit a record high of 6.3 (a 50% increase), accompanied by a 5-year Impact Factor increase to 5.3, which propelled the journal up to 32nd out of 760 in the Education category. In Scimago, the SJR Impact Factor rose significantly to 1.788. Scopus metrics also highlighted substantial growth, with the CiteScore reaching 12.0 and the overall Education category ranking advancing to 72nd out of 1,684 journals. While the Google Scholar H5 index remained steady at 54 and the H5 ranking held position at 16th among Educational Technology journals, the overall trend reflects a strong trajectory of academic impact and visibility across all bibliometric indicators.

AJET Bibliometrics		2022	2023	2024	2025
JCR	JCR Impact Factor	4.1	3.3	4.2	6.3
	JCR 5 year Impact Factor	4.4	3.9	4.6	5.3
	JCR journal ranking in Education category based on 5 year Impact Factor	45/269 Q1	64/760 Q1	45/762 Q1	32/760 Q1
Scimago	SJR Impact Factor	1.104	1.0	1.249	1.788
	SJR ranking in Education	Q1	Q1	Q1	Q1
Google Scholar	H5 index	51	51	54	54
	H5 ranking within Educational Technology category	13/20	14/20	16/20	16/20
Scopus	CiteScore	6.9	7.6	8.8	12.0
	Journal ranking in Education	95/1469	105/1543	82/1620	72/1684
	SNIP	1.728	1.5	1.768	1.73

Table 2: AJET Bibliometrics based on calendar year

Note: 2026 bibliometric data will be available in 2027

ASCILITE AWARDS

ASCILITE currently offers 10 different awards and 3 small grants:

- AJET Distinguished Reviewer Award
- Student Bursaries
- Emerging Scholar Award
- Community Fellow Award
- Innovation Award
- The Allan Christie ASCILITE Innovation Award
- The Anthology Educational Designer of the Year Award, in memory of Allan Christie
- ASCILITE TEL Grants
- ASCILITE/CAULLT Award
- Life Member
- The OES Innovation award*

*New award for 2026

Elaine Huber (ASCILITE Vice President) leads the ASCILITE Awards program. She was assisted in this role by **Michael Cowling** (ASCILITE President), and **Karine Cosgrove** (ASCILITE Executive) and together they undertook the adjudication of all 2026 award nominations.

The awards will be presented at the annual conference, this year during the Gala dinner on 1 December 2026 at Rydges Hotel Southbank Brisbane.

At the 2025 annual conference in Adelaide, the following awards were given:

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 2025 was **Kaitlin Riegel**, University of Auckland, New Zealand.

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 2025, the recipient was:

- **Mazen Abdulwahab Mahyoub Salem Asag**, Islamic University of Technology, Dhaka,

Bangladesh *"My Journey with Education Technologies"*

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.

In 2025, this award went to:

- **Kashmira Dave**, University of New England

ASCILITE Community Fellow Award

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

In 2025, there were two recipients of this award:

- **Penny Wheeler**, University of Technology Sydney
- **Henk Huijser**, Queensland University of Technology

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 2025, there was a joint winner:

- **Alison Wong** and **Stephen Tierney**, University of Sydney, *"Empowering Women to Code: Playful Learning with Karel"*

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 2025 the Allan Christie ASCILITE Innovation Award also went to:

- **Alison Wong** and **Stephen Tierney**, University of Sydney, *"Empowering Women to Code: Playful Learning with Karel"*

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 2024 to 2027. This award is the "**Anthology Educational Designer of the Year Award, in memory of Allan Christie**".

The 2025 The Anthology Educational Designer of the Year Award, in memory of Allan Christie was:

- **Karl McGuirk**, University of Auckland, *"AI, Pedagogy, and Practice: A Strategic Professional Learning Initiative"*

ASCILITE Grants

Three ASCILITE research grants valued at $5,000 each – totalling $15,000, are offered each year as follows – one Early Career Researcher, one General Academic and one Professional Staff Member**.** These grants are offered for an 18-month period. Grants may not be presented every year, and there may be more than one in each category, but with a total of three grants.

In 2025, there were three successful grant recipients:

Early Career Researcher

- **Carmen Vallis**, University of Sydney, "*Face Value: Identity and Avatars in Practice"*

General Academic

- **Chen Zheng**, Curtin University, *"Generative AI (GenAI) and Student Equity in Higher Education: Unpacking"*

Professional Staff Member

- **Mimi Tsai**, Queensland University of Technology, *"From Concern to Design: Exploring Conscientious Objection to Gen AI in Higher Education"*

ASCILITE/CAULLT Leadership Award

This 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 2025, the award went to:

- **Lynn Gribble**, University of New South Wales, *"Sustained innovation and 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.

This award was not given in 2025.

ASCILITE PUBLICATIONS

The ASCILITE Publications team includes **Thomas Cochrane** (EIC), **Michael Cowling** (Chair Editorial Board), and **Vickel Narayan** (Senior Editor).

Since 2022 ASCILITE Publications (ISSN 2653-665X) has been established as a peer-reviewed, fully open access publishing platform dedicated to advancing research and practice in Technology-Enhanced Learning (TEL) in Australasia and internationally. APUBS aims to broaden the evidence base for TEL by supporting both traditional and non-traditional scholarly outputs that document innovation, analyse emerging practices, and strengthen the theoretical, pedagogical, and organisational foundations of technology-supported education. To date the conference proceedings from 2006 to 2026 are published and hosted through APUBS.

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. Following the 2025 transition of APUBS from ASCILITE self-hosting to hosting by OAPA (Open Access Publishing Australasia) an editorial board was established (https://open-publishing.org/publications/index.php/APUB/about/editorialTeam) and an application for SCOPUS indexing was submitted in 2026, but was unsucessful. We encourage ASCILITE members to cite APUBS publications in SCOPUS indexed journal articles to enable successful SCOPUS indexing of APUBS in 2029 when we are permitted to make another application.

APUBS 2026 statistics

Table 3 and Figure 1 summarise some of the impact stats for APUBS for the past 12 months.

Title	Abstract Views	File Views	PDF	Total
Koh et al. Collaborating with AIed for better student-teacher reconnection.	3,565	271	271	3,836
Newell et al. The national student survey of GenerativeAI use among Australian university students: Preliminary findings	1,608	540	540	2,148
Ngo et al. Enhancing student retention through predictive analytics and outreach: A case study in early intervention in online postgraduate studies	1,384	345	345	1,729
Heinrich et al. Fostering connections for professional identity formation: two case studies of Discord discipline-focused communities	296	1,392	1,392	1,688
Jonathan et al. Secure online assessments: Strategies to mitigate generative AI risks in higher education	477	1,049	1,049	1,526

Title	Abstract Views	File Views	PDF	Total
Selvaratnam et al. 2025 Governance of artificial intelligence and data in Australasian tertiary education: A snapshot of policy and practice	887	611	611	1,498
Bryant Undergraduate 2030: Reimagining our higher education landscape for the epistemological and technological youthquakes of Generation Alpha	624	834	834	1,458
Fawns et al. Gen AI and student perspectives of use and ambiguity: A multi-institutional study	835	554	554	1,389
Jaiteh et al. Students' perceptions of using artificial intelligence in tertiary education: A phenomenographic study	851	437	437	1,288
Logan-Fleming et al. Assurance of learning in the age of AI: A sector scan and future-focused call to action	685	584	584	1,269

Table 3: APUBS Top 10 articles 2026

Average monthly abstract views have reached 80,000 in 2026 (Figure 1).

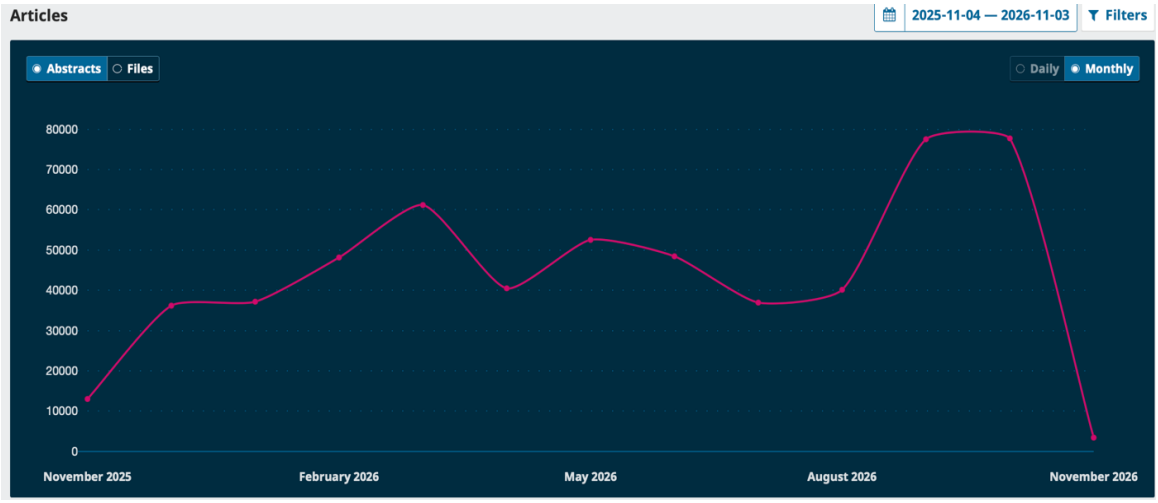

Figure 1: APUBS Abstract Views 2026

CMALT Australia

Thomas Cochrane (ASCILITE Executive) heads up CMALT Australasia (Certified Member of the Association for Learning Technology), which is the accreditation program offered by ALT in the UK. ASCILITE offers members a 50% discount on the cost of CMALT accreditation. However there has been limited uptake by ASCILITE members. CMALT accreditation support has been offered in the form of cMOOCs, Webinars and peer mentoring for ASCILITE members – anyone interested in these or other forms of CMALT accreditation support are welcome to get in touch to explore options for support. As of 2026 there are: 38 SCMALT (Senior CMALT), 191 CMALT, 21 Associate CMALT holders globally with current active membership. https://www.alt.ac.uk/cmalt-accreditation-framework

COMMUNITY MENTORING PROGRAM

ASCILITE Executive members **Pennie White**, **Justine Maldon** and **Lisa Bugden** led the Community Mentoring Program (CMP) in 2026.

Seven mentoring groups participated in the program this year, each pursuing specific goals, including collaborative research projects, HEA Fellowship applications, leadership development and career progression. All groups met regularly throughout the year, with some participants attending and presenting at the 2026 ASCILITE conference.

As in 2025, the CMP offered two streams: the general mentoring stream and the Research Mentorship for Third Space Practitioners, coordinated by **Leanne Ngo** and **Kashmira Dave**.

CMP coordinators had two check-ins with mentoring groups during 2026 to discuss progress and identify needs. Two mentoring groups connected to work on shared goals, demonstrating the valuable community-building and networking opportunities that the CMP facilitates.

With the introduction of the Academy in 2027, work is underway to streamline the mentor-mentee matching process through redevelopment of the expression of interest (EOI) form, better aligning participants with the available programs. We will continue our check-ins throughout the year including exploring opportunities for professional development across the Academy's programs.

The Research Mentorship for Third Space Practitioners stream has also submitted a reflective report from **Kashmira Dave** and **Leanne Ngo.**

> *The **Learning Design SIG Research Mentoring Program for Third Space Professionals** provides mentoring and peer support in a collegial, structured environment. In 2026, the program included monthly informal group meetups shaped around the mentees' needs and questions, alongside five webinars on topics of interest. The two mentees developed a range of skills, including: drafting abstracts, writing concise papers, building a digital presence, publishing in peer-reviewed journals, and presenting at conferences. A highlight was the acceptance of both mentees' concise papers for presentation at the ASCILITE conference in Brisbane. Beyond developing specific research skills, the program created a collegial space in which the mentees could learn directly from mentors who had navigated a similar path and connect with peers beginning their own. Sharing questions, experiences and encouragement helped make research feel more achievable and gave the mentees a stronger sense of momentum to pursue their work. In 2027, we will work to negotiate clearer aims and expectations around the scope and focus of the mentoring.*

2026 Mentoring Groups and Areas of Focus

The following table lists the mentees, mentors and focus areas for the seven CMP mentoring groups in 2026. Thank you to all participants for their commitment and engagement throughout

the year, strengthening the ASCILITE community and fostering professional learning, collaboration and career development.

Mentoring team members	Project Focus/Outcome
Mentees: **Manjot Kaur** (Adelaide University); **EE Hui Lim** (Monash University); **Senani Rathnayake** (University of Technology, Sydney). *Mentors:* **Camille Dickson-Deane** (University of Technology, Sydney); **Chen Zheng** (Curtin University).	Sharing practice and career development
Mentees: **Katrina Li** (La Trobe University); **Yuchen Liu** (Monash University). *Mentors:* **Gosia Ludwichowska-Alluigi**, (Adelaide University); **Popi Sotiriadou** (Griffith University).	Collaborative research project/presentation at ASCILITE 2026
Mentees: **Amara Atif** (University of Technology, Sydney); **Malgorzata Korolkiewicz** (Adelaide University). *Mentors:* **Henk Huijser** (Queensland University of Technology); **Richard Lai** (La Trobe University).	HEA Fellowship
Mentee: **Vebica Evans** (University of Melbourne). *Mentor:* **Mimi Tsai** (Queensland University of Technology).	HEA Fellowship
Mentees: **Khamsum Kinley** (Griffith University); **Rowan Peter** (Monash University); **Agustina Salas** (University of New South Wales). *Mentors:* **Mitchell Parkes** (University of New England); **Steven Warburton** (La Trobe University).	Leadership and change management
Mentee: **Bodhi White** (Master Builders Victoria). *Mentor:* **Vebica Evans** (University of Melbourne).	Career development
Mentees: **Myriam Boisseau** (University of New South Wales); **Heather Hotaling** (Risepoint). *Mentors:* **Kashmira Dave** (University of New England); **Leanne Ngo** (La Trobe University).	Conference presentations at ASCILITE 2026

Table 4: 2026 Mentor/Mentees by project focus/outcome

CONFERENCE 2025

The **ASCILITE 2025 Conference**, was held from 30 November to 3 December at the Adelaide Convention Centre, delivered a highly successful event, achieving strong participant satisfaction, healthy attendance, and a positive financial outcome. The conference attracted **330 delegates**, generated **$63,377.50 in sponsorship revenue**, and received overwhelmingly positive feedback, with **95.75% of survey respondents rating the event as good or very good**. The event successfully met its objectives of fostering engagement, showcasing innovation in tertiary education, and creating value for delegates.

Key Results

Attendance and Engagement

- **330 conference registrations** were recorded, including 308 paid registrations and 22 complimentary registrations.
- **77 delegates** participated in pre-conference workshops.
- Attendance remained strong throughout the conference, with daily delegate numbers remaining close to 300 across all three days.
- Social and networking events were well attended, including:
    - Welcome Reception: 222 attendees
    - Poster Session & Drinks: 261 attendees
    - Gala Dinner: 252 attendees

Delegate Satisfaction

- **95.75%** of respondents rated the conference as good or very good overall.
- **85.1%** felt the conference represented good value for money.
- **96.66%** rated the Adelaide Convention Centre as a good or very good venue.
- **88.64%** rated catering as good or very good.

Academic Program Performance

The conference program featured:

- 2 keynote sessions
- 3 invited speaker sessions
- 32 full papers
- 65 concise papers
- 47 Pecha Kucha presentations
- 16 panel sessions
- 6 workshops
- 26 posters

A total of **253 submissions** were received, demonstrating strong engagement from the higher education community. The most popular theme was **AI and Human Synergy**, highlighting continued sector interest in artificial intelligence and educational innovation.

Feedback indicated strong satisfaction with:

- Quality of keynote and invited speakers
- Relevance of presentation topics
- Overall balance of conference themes and content

Financial Performance

The conference achieved a positive financial outcome supported by strong sponsorship and registration performance. Sponsorship revenue totalled **$63,377.50**, exceeding targets and

attracting support from major partners including Adelaide University, D2L, CidiLabs, and Echo360.

Strategic Success Factors

Key factors contributing to the success of ASCILITE 2025 included:

- A future-focused program aligned with emerging trends in AI and higher education.
- High-quality keynote and invited speaker presentations.
- Strong networking and community-building opportunities.
- Effective use of digital assets, including the conference website and mobile app.
- Strong sponsor engagement and exhibition participation.

CONFERENCE 2026

This year's conference is hosted directly by the ASCILITE Community, at Rydges Hotel, Southbank Brisbane. After a call for Expressions of Interest, our volunteers have been busy throughout the year in four organising teams: Programs, Sponsorship, Submissions and Proceedings, Management, and Web. Together with three members of the Executive and the Vice President **Elaine Huber** (Conference Chair), the organising group comprises 17 members in total:

Programs Team

- **Karine Cosgrove** – Program Lead – Griffith University
- **Amanda Edgar** – Deakin University
- **Michelle Pedlow** – The University of Western Australia
- **Simone Poulsen** – Griffith University
- **Hannah Lawrence** – Griffith University (*Student volunteer – event planning)*
- **Sam Muldoon** – Griffith University (*Student volunteer – event planning)*
- **Xin Zhao** – Griffith University (*Student volunteer – event planning)*

Web Team

- **Rebecca Scriven** – Web Lead – Edith Cowan University
- **Roger Brown** – ASCILITE
- **Helen Jamieson** – University of Wollongong
- **Kate Mitchell** – The University of Melbourne

Submissions and Proceedings Management Team

- **Thomas Cochrane** – Lead – The University of Melbourne
- **Polly Lai** – Southern Cross University
- **Phoebe Lake** – Adelaide University
- **Lily Li** – Central Queensland University
- **Oliver Moore** – Central Queensland University
- **Vickel Narayan** – Massey University

- **Trisha Poole** – The University of Southern Queensland
- **Robert Vanderburg** – Central Queensland University

Sponsorship Team

- **Elaine Huber** – Lead – Torrens University
- **Vickel Narayan** – Massey University
- **Karine Cosgrove** – Griffith University

This collaborative model exemplifies ASCILITE's commitment to member engagement and shared leadership, ensuring the 2026 conference continues our strong tradition of innovation and community in technology-enhanced learning.

Registration numbers as of 6 November

- 416 attendees registered
- Welcome Reception – 250
- First Timers Breakfast – 150
- Conference Dinner – 340
- Sunday Workshop Registrations – 129

Submissions

272 submissions with 197 accepted (72%), of which 66% are papers.
45 full papers, 85 concise papers, 24 Pecha Kucha, 8 Symposia/Panel sessions accepted, 4 pre-conference workshops and 35 posters accepted.

Program

The conference program is available from https://open-publishing.org/publications/index.php/APUB/oapaConference/index/ascilite-2026

Early Bird registration closed 14 October and general registrations closed 17 November.

CONFERENCE 2027

Planning is well underway for the 2027 ASCILITE Annual Conference, which will be hosted by RMIT Vietnam in Ho Chi Minh City.

CONTEXTUALISING HORIZON

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. This year the Contextualising Horizon initiative completed its

fifth iteration. **Danielle Logan-Fleming** (Torrens University) and **Simone Poulsen** (Griffith) continued to lead ASCILITE's Contextualising Horizon Initiative with **Rachel Fitzgerald** (UQ), **Keith Heggart** (University of Wollongong) and **Henk Huijser** (Queensland University of Technology) joining the team.

The research team hosted four online workshop sessions and a survey to identify the 2026 STEEP (social, technological, economic, environmental, and political) trends and the educational technology and practice trends. Contributors to the Contextualising Horizon online sessions and report include many of the SIG leaders and members as well as broad representation from the ASCILITE community and affiliated individuals and organisations. Section authors have been listed on the ASCILITE website.

Contextualising Horizon highlights since the last annual report include:

- Completion of the workshop series through which ASCILITE members and affiliates identified the 2026 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.

Category	Trends
Social	Fragmentation of participation pathways and student Belonging
	Capability inequality in AI-normalised learning environments
	Renegotiation of higher education's social licence
Technological	AI as institutional infrastructure in higher education
	Escalating risk in AI-driven digital infrastructure
	Instability in hybrid and post-digital learning models
Economic	Employability as the dominant value signal in higher education
	Participation shifts under lifelong learning financing and affordability pressures
	Efficiency pressures reshaping institutional productivity
Environmental	Operationalising climate resilience in campus infrastructure
	Environmental costs of expanding AI infrastructure
	Student-driven accountability for institutional sustainability
Political	Accelerating reform and regulatory realignment in higher education
	Workforce geopolitics and higher education alignment
	Indigenous sovereignty in higher education systems:
	Knowledge integrity in a post-truth political climate

Table 5: STEEP trends likely to impact the higher education sector in the 12-18 months.

The final 2026 educational technology trends and practices:

1. From AI Literacy to AI Fluency
2. Trust Through Evidence: The Rise of Connected Assurance of learning
3. Sustainability as System Design
4. The New Digital Divide: Capability Over Access
5. Learning Without Boundaries

The 2026 *Contextualising Horizon Report: Navigating Change* was published in November 2026.

Contextualising Horizon will continue in 2027 and the research team will continue to elicit input and support from a wider reach within the Australasian region.

MEMBERSHIP TRENDS

As of 1 November 2026, ASCILITE had 2,028 members. This represents a reduction of membership numbers from 2025. The reduction is a result of a lowering of valid email addresses amongst institutional membership and the loss of the University of Melbourne and the University of Sydney both with institutional membership.

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

Members by Category	2022	2023	2024	2025	2026
Individuals	176	228	217	239	298
Institutional Memberships	1,563	1,846	2,081	1,927	1,730

Table 6: ASCILITE membership by category

Individual members by sub-category	2022	2023	2024	2025	2026
Students	9	9	22	29	23
Life Members	11	11	12	14	14
Fellows	1	1	1	0	1
Affiliates	5	4	11	9	9
Retired	2	3	3	7	4
Total Members	**1,767**	**2,211**	**2,347**	**2,166**	**2,028**

Table 7: Individual category members by subcategory

Membership by Country

Membership numbers by country in 2025 were very similar to that of previous years with the majority of members in Australia and New Zealand. ASCILITE's international membership is small with 84% of members from within Australia and less than 5% of ASCILITE's membership based outside of Australia and New Zealand – this has remained largely unchanged for a number of years.

Members by Country	2022	2023	2024	2025	2026
Australia	1,509	1,755	1,959	1,803	1,982

Members by Country	2022	2023	2024	2025	2026
New Zealand	229	263	335	276	278
Singapore/Malaysia	17	13	4	3	4
UK/Ireland	2	2	2	4	3
Japan	1	1	5	2	3
USA / Canada	2	3	4	4	4
Hong Kong	0	1	2	N/A	3
Europe	1	0	0	N/A	
Other/ Not Known	4	2	23	69	73
Total Members	**1,767**	**2,054**	**2,347**	**2,166**	**2,028**

Table 8: ASCILITE Members by Country (Figures correct as of 6 November 2026 – note: the location of some members is absent from the record)

Institutional Memberships

During 2026 the Institutional memberships portfolio was led by **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.

Starting with a POC in May 2026 Airtable (an online service relational database UI service) was trailed for managing ASCILITE membership. The POC was presented at the August executive meeting and approval was given to migrate the entire membership onto Airtable. The benefits of the online service included

- Automatic addition of members to the institutional and individual accounts
- Simplified generation of mailing list for the bulletin (further development should enable the mailing to automatically update from Airtable)
- Access to membership UI for institutional contacts
- Improved form handling
- Integration with Stripe (ASCILITE's online payment service) was straightforward

During the year we welcomed

- ANU as a Bronze member – rejoined after an 18 month pause
- RMIT as a 3 year Diamond member
- Murdoch as a Bronze member
- University of Western Australia upgrading to Silver membership

Unfortunately we lost

- University of Melbourne as a 3 year Diamond member
- University of Sydney as a 3 year Diamond member

Flinders University is in process of upgrading to Gold membership – hopefully to have occurred by the end of 2026.

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.

2026 Diamond

Institution	2022	2023	2024	2025	2026
Adelaide University (formerly UniSA)		80	82	133	141
Auckland University of Technology	10	33	24	29	34
Australian Catholic University	108		120	123	121
Central Queensland University	59	67	84	82	91
Federation University			56	82	85
James Cook University	182	265	266	202	207
La Trobe University	141	112	111	102	103
University of Auckland	157	184	237	200	203
University of New England	103	128	138	143	143
University of Technology Sydney	80	94	107	107	105
University of Wollongong	73	57	56	50	47
RMIT					29
UNSW (formerly just the Business School)		28	40	104	172

2026 Gold/Silver

Institution	2022	2023	2024	2025	2026
Flinders University	10	9	10	10	10
Massey University	17	20	18	17	19
Monash University	21	25	22	23	25
University of Newcastle	10	20	19	20	19
University of Southern Queensland	25	25	25	25	25
University of Western Australia	10	10	10	10	19

2026 Bronze

Institution	2022	2023	2024	2025	2026
Australian National University	8	10	52		6
Charles Darwin University	9	9	10	10	9
Deakin University	10	10	10	10	10
Edith Cowan University	10		10	10	10
Griffith University	9	9	10	9	10
Lincoln University		8	9	8	8
Health Education and Training Institute, NSW		7	7	4	4
Open Polytechnic of New Zealand	10	10	10	10	10
Southern Cross University	10	10	10	9	10

Institution	2022	2023	2024	2025	2026
TAFE Queensland	8	10	10	10	10
Torrens University	10	10	10	10	7
University of Canberra	10	10	9	10	10
University of Notre Dame	7	10	9	9	9

Expired

Institution	2022	2023	2024	2025	2026
Charles Sturt University	156	167			
Didasko	10				
Macquarie University	101	119	125		
TAFE NSW			10		
University of Canterbury	16	27			
University of Melbourne	136	181	250	229	
University of Sydney		96	105	117	
Victoria University	10	10			

Table 9: Institutional Memberships of ASCILITE (as of 1 November 2026)

PODCASTS (THE REBIRTH OF WAVELENGTH)

Wavelength, the ASCILITE podcast, relaunched in mid-2026, and our first episode goes live soon. In 2027, we are also planning a hosted series with two regular hosts and invited guests, connecting members with experts, practitioners, current research and communities across education and technology. We will share details in the ASCILITE bulletin in early 2027.

Members can continue to contribute to Wavelength through the pathways described on the Wavelength podcasts page.

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. **Roger Brown** continued as the Secretariat throughout 2026. However, Roger is ending his term as Secretariat at the November 2026 face-to-face in Brisbane. From December 2026 **Lisa Jacka** will take over the role of secretariat, with Roger providing transition and support as ASCILITE support officer.

Four major activities occurred in 2026:

- Migration of the PHP version on the ASCILITE.org domain. This was a requirement due to the end-of-life of PHP 7 which was deployed across the domain.
- Migration of the ASCILITE.org domain (websites and email services) to a new Panthur host. This was a requirement from Panthur to Improve operational metrics on the hosts.

- Migration of the ASCILITE membership from spreadsheet to an online service (Airtable). See Membership section of the report.
- ASCILITE decided to take responsibility for the Conference registrations and payment. This required the development of a registration form that would be hosted in Wordpress and integrate with Stripe (ASCILITE's online payment service). Over 300 registrations have been captured and payments reconciled.

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

- Liaise with institutional member contacts to ensure that their member lists are up to date.
- 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, and produce financial reports as required by the Treasurer.
- Liaise with the ASCILITE bookkeeper ensuring the reconciliation of financials are up to date and correct.
- Organise agendas, supporting documentation and meetings for the Senior Executive and full Executive, including the preparation of meeting minutes and meeting notes.
- Support each Executive in their respective portfolio activities where required.
- Support SIG leaders with their activities including the promotion of SIG activities to ASCILITE members and the submission of SIG annual reports and the maintenance of their member lists and websites.
- Produce and disseminate ASCILITE fortnightly bulletins and Special Announcements.
- Manage Constitutional requirements in relation to the Annual General Meeting and coordinate the compilation of AGM documentation.
- Organise and manage Executive Committee elections and act as the Returning Officer.
- Work collaboratively with the AJET editorial team in responding to author and reviewer enquiries in relation to any technical issues.
- Update the content of the various wordpress sites and online payment and booking forms.

Social Media

ASCILITE's social media channels are managed by Executive members **Amanda White** and **Sandy Barker** with the assistance of the ASCILITE Secretariat (YouTube and website).

While the ASCILITE fortnightly bulletin continues to serve as the primary means of communication for ASCILITE members, LinkedIn continues to be an important channel for members and non-members. 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.

Social media presence

In 2026, social media content was concentrated on LinkedIn, reflecting the position of LinkedIn as the prime "town square" for ASCILITE's higher education audience. Facebook and Instagram were not used as an engagement channel in 2026. The YouTube channel is primarily for hosting

recordings of webinars and information sessions – these videos are then embedded within the ASCILITE website. There were 1,100 views of posted content within 2026.

Audience growth, content activity and engagement

LinkedIn connections have grown by 9% from 2,240 to 2,446. Engagement is highest around the annual conference and in the lead up to the deadline for the closing date for the conference (June/July and November/December). 365 posts were made in the last 12 months with 78,831 impressions (the number of LinkedIn users who were shown our posts in the their feed via the platform's algorithm) and 2,670 engagements (likes, comments, reposts). Impressions have increased 219% over the last 12 months. The majority of these impressions are by those within our network (68%), however there is a reasonable number outside of the network (32%). This occurs through being shown to indirect connections.

The majority of visitors to the page have a LinkedIn profile connected to Education (40.8%) with the next highest categories being Business Development (11.8%) and Research (7.7%).

Top performing content

The top performing content were posts related to the launch of the 2026 conference theme (3,539 impressions with an impressive 52% to outside the ASCILITE network), call for expressions of interest to the community mentoring program, a post showcasing winners from the 2025 conference awards and the announcement of the call for papers for the 2026 conference.

Other highly performing pieces were especially related to the Special Interest Groups where SIG leads (who are tagged in posts) re-post the content to their networks.

Adjustments to social media strategy in 2026

An attempt was made to use images in as many posts as possible over the last 12 months to align with LinkedIn's platform algorithm preferencing content with an image. A new content template was made in Canva for posts.

The leads will also examine the possibility of using the new Collaborator feature on LinkedIn to boost engagement.

With the ASCILITE Wavelength podcast re-launching in a new format in 2027, templates for audio visual content are also being explored to drive greater engagement with the LinkedIn profile as well as the website and podcast platforms.

SPECIAL INTEREST GROUPS

Overview

The ASCILITE Special Interest Groups (SIG) portfolio continued to partner and support seven member-SIGs in 2026: Australasian Open Educational Practice (OEP), Learning Analytics (LA), Learning Design (LD), Mobile Learning, TELedvisors Network, Transforming Assessment (TA), and Business Education. Collectively, these SIGs provide opportunities for members to connect, collaborate, co-construct and share practice across a diverse range of areas in tertiary education and educational technology.

Led by **Vickel Narayan** and **Karine Cosgrove**, the portfolio focused during 2026 on strengthening relationships between the ASCILITE Executive Committee and SIG leaders, improving collaboration, communication and strategic alignment, and supporting SIGs to sustain activities that provide value and provide a voice to members.

SIG Review and Enhancement

A key focus in 2026 was building a stronger partnership and more collaborative working relationship between the ASCILITE Executive Committee and SIG leaders. Quarterly SIG lead meetings were introduced to create regular opportunities for communication, collective discussion and identification of shared priorities and vision.

Quarterly meetings provided a forum to discuss opportunities to improve the visibility of ASCILITE strategic priorities and decision-making, identify how SIGs can support organisational goals, identify how SIG portfolio leads can support and grow SIG activities, and explore ways to strengthen member engagement. They also enabled SIG leaders to raise operational matters, share emerging priorities and learn from the approaches of other SIGs.

SIG leaders contributed to collaborative discussions about updating the SIG policy and procedures document. The review focuses on ensuring that guidance is current, practical and clear, while recognising the different community structures and needs, activity levels and leadership arrangements across the SIG portfolio.

Collaborative discussions with SIG leaders surfaced the need for further review of the SIG policy and procedures to ensure they remain current, practical and responsive to the diverse ways SIGs operate. This is an ongoing area of work that will be further explored collaboratively with SIG leaders in 2027.

Discussions were held about improving SIG access to available funding. This included establishing a clearer process for submitting budget proposals, providing greater transparency about eligible expenditure and decision-making, and improving processes for distributing unused funds across the SIG portfolio.

Review and enhancement discussions also considered ways to strengthen SIG visibility, participation and member engagement. This included developing collateral to support SIG members seeking institutional membership support and exploring broader outreach opportunities, including greater promotion of SIGs at the annual conference. This work is ongoing and needs further SIG involvement due to the diversity of the tasks and activities the SIGs engage in.

2026 SIG Activities and Achievements

The individual reports demonstrate varied models of SIG activity, including symposiums, community meetings, webinars, research mentoring, open resource development, advocacy, publishing and international engagement. The following summary highlights the main activities, achievements and future directions reported by SIGs.

SIG	2026 activities and achievements	Reach and evidence of engagement	2027 direction
Australasian Open Educational Practice	Monthly community meetings; Open Access Week Coffee Course; OEP Digest; website redesign; advocacy and international engagement.	Monthly meetings averaged 30 participants. The Coffee Course attracted 504 unique visitors and 47 comments. The website recorded 4,952 views from 2,524 visitors, and five OpenEd26 scholarships were secured.	Renewal requested. Plans include Mid-Year Symposium participation, workshops and community events, and exploration of a larger research project.
Business Education	ASCILITE Technology Enhanced Learning blog post, “What’s Next for Business Education?”; a featured session on the Castlereagh Statement; the ANZHK Assessment Webinar, “Innovation in Teaching & Learning: Designing Authentic, Hybrid, and Scalable Assessments”; and sector engagement on AI and academic appeals.	The ANZHK Assessment Webinar attracted 100 attendees and extended via citation and by a One News (New Zealand) interview on AI and academic appeals.	Renewal requested. Relaunch in March 2027 and deliver approximately eight online sessions at 4–6 week intervals, including teaching show-and-tell sessions, themed discussions, an asynchronous resource bank, peer collaboration opportunities and an optional conference meetup.
Learning Analytics	LA-SIG Grand Challenge, “Finding the learning in the data”; analysis of learning data from LLM-based pedagogical chatbots, including the FLoRA platform and other institutional platforms; and presentation of project findings at the 2026 ASCILITE LA-SIG workshop, “The Data Hitchhiker’s Guide to learning galaxies”.	The Grand Challenge involved academics from different areas across the Asia-Pacific region. SIG leaders met fortnightly with participating academics. No participant totals were reported.	Renewal requested. Plans include refreshing the website, determining the 2027 events program, inviting two new SIG leaders as two current leaders step away, and discussing sustained support for a biennial event and discussion with exec on the use of SIG funding.

SIG	2026 activities and achievements	Reach and evidence of engagement	2027 direction
Learning Design	Five research webinars; research mentoring; and co-creation of an open Learning Design guide. Chapter 1, "Learning Design Frameworks and principles", was released.	Webinars averaged 30 attendees. The first chapter included 11 case studies contributed by participants from Australia, New Zealand, and the United States.	Renewal requested. Continue research mentoring and webinars, and launch and complete Chapter 2 of the OER initiative.
Mobile Learning	Weekly Zoom discussions; participation in the HERIP Symposium 2026 on AI in Higher Education; publication on designing XR learning scenarios with generative AI; initial analysis of a systematic review on mobile learning and learner agency; preparation of an industry report on immersive reality; collaboration on an ARC Linkage application; and nine accepted ASCILITE 2026 conference contributions.	Weekly Zoom discussions spanning institutions in Australia, New Zealand and Japan. Outputs included one journal article, a registered systematic review with initial analysis completed, one collaborative industry report, an ARC Linkage application under review, and nine accepted ASCILITE 2026 contributions.	Renewal requested. Continue weekly discussions and selected open webinars with international guests; focus on the intersection of AI and XR, spatial computing and wearable devices; and collaborate on establishing an ASCILITE Virtual SoTEL Symposium in 2027.
TELedvisors Network	Seven reported webinars from March to September; newsletter and social media communications; publications; and conference-linked activities. The Network celebrated ten years as a SIG.	The seven webinars attracted 1,321 registrations and their recordings received 907 views. The Network reported 594 members, 696 newsletter subscribers and 320 YouTube subscribers.	Renewal requested. Continue regular webinars, ASCILITE Conference events and related community activities.
Transforming Assessment	A joint online symposium with the HERDSA Assessment Quality SIG was planned for 11 November 2026.	The planned symposium received 105 registrations when the report was submitted.	Renewal request incomplete. Co-lead or deputy of SIG to be appointed.

Table 10: SIG activities

Looking Ahead

In 2027, the portfolio will continue to strengthen collaboration between the ASCILITE Executive Committee and SIG leaders to help the SIGs develop and grow to serve their members and their needs. Priorities include finalising the revised SIG policy and procedures, implementing the new budget pathways, continuing quarterly SIG lead meetings, developing a concise annual reporting template, and creating reusable collateral to support institutional membership requests and SIG outreach. In essence, to support, work and develop processes for the SIGs to help them grow.

The portfolio will also seek to identify minimum infrastructure requirements for communications, registration, webinars and digital platforms, and encourage collaboration between SIGs and other ASCILITE portfolios where interests align. These priorities are intended to provide clearer and more consistent portfolio support while preserving the flexible, member-led character of each SIG.

SPRING INTO EXCELLENCE RESEARCH SCHOOL

The Spring into Excellence Research School was introduced and launched in 2017 as an initiative by previous ASCILITE President, **Dominique Parrish**. This year the ASCILITE Spring into Excellence Research School was hosted by RMIT University in Melbourne City from the 7 to 9 September 2026.

This year the Spring into Excellence Research School was led by **Michael Cowling** (ASCILITE President, RMIT), **Michael Henderson** (ASCILITE Life Member, Monash), **Eva Heinrich** (former AJET Lead Editor, RMIT), and **Linda Corrin** (AJET Lead Editor, Deakin) with significant admin support from **Elaine Huber** (ASCILITE Vice President). In total, 14 participants from 9 institutions from across Queensland, NSW, Victoria and even New Zealand participated in the Research School.

For this year, ASCILITE sought to reduce costs for the school significantly and members were initially invited to register from July 2025 to attend the Research School for a cost of $300. The host and sponsoring university, RMIT University, provided a complimentary venue, and experts were chosen who were local to Melbourne, meaning only catering had to be covered through attendee registrations. This ultimately allowed us to offer a discount of 50% for final attendees ($150) and still cover the cost of the school for ASCILITE to ensure we were cost neutral overall.



Facilitators and attendees at the 2026 Spring into Excellence Research School.

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.



Sherman Young welcoming Research School attendees

Throughout the Research School, both participants and facilitators had the opportunity to network over lunch, during breaks and at arranged dinners on both evenings. This year's School was also privileged to have a welcome from **Sherman Young**, Deputy Vice Chancellor (Education) for RMIT University, who spoke highly of the RMIT connection to ASCILITE and his own positive experiences with ASCILITE as a representative of Technology Enhanced Learning in Australia. Throughout the Research School, both participants and facilitators had the opportunity to network over lunch, during breaks and at arranged dinners on both evenings.

STRATEGIC ACTIVITIES & PARTNERSHIPS

Michael Cowling (ASCILITE President) and **Sandy Barker** (ASCILITE Treasurer) lead the Strategic Activities and Partnerships portfolio along with others on the Executive who work with various partners.

ASCILITE forms partnerships with like-minded organizations in order to extend its global reach and promote its brand and activities. These relationships are typically formed through Memorandums of Understanding (MOUs) which enable ASCILITE members and members of like-minded associations to:

- Engage in international activities and initiatives of mutual benefit.
- Collaborate on and share pedagogically driven technology-supported learning, teaching initiatives research to promote evidence-based practice.
- Access certain member benefits offered by affiliated organisations, e.g. conference rates.
- Connect with and participate in existing professional networks, foster working relationships across international communities of educational practice.
- Initiate sustainable joint activities with practitioners outside of Australasia to develop and disseminate knowledge, expertise and experience related to the aims of the affiliated organisations.
- Support the development of learning communities around technologies, research and practice.

ASCILITE currently has MOUs with

- ACODE (2023)
- AECT (2024)
- ALT in the UK (2022, original MOU 2002)
- CAULLT (2022)
- D2L (2020)
- EDEN in Europe (2024)
- EduGrowth (2024)
- FLANZ (2024)
- HERDSA (2022)
- Learning Vault (2023)
- Open Access Publishing Association (2024)
- SoLAR (2020)
- Turnitin (2024)
- the University of Cumbria in the UK (2022)

Sponsored Events

ASCILITE President, **Michael Cowling** continued to work with various international institutions on Sponsored Events, such as presenting for AECT representing ASCILITE in June. He also spoke one-on-one with the CEO of ALT, CAULLT and ACODE and was an invitee to the VIP table at the HERDSA

conference dinner in July.

ASCILITE continues to host special webinars in collaboration with industry partners, including three with Turnitin in 2026. Many of these organisations also support ASCILITE through sponsorship and by attending the annual conference. This year we are fortunate to welcome our MoU partners D2L and Turnitin to the conference, along with ACODE, CAULLT and OAPA, who will each present awards at the conference dinner.

TELALL BLOG

During 2026 the TELall blog has been managed by **Sandy Barker** (ASCILITE Executive). As of 10 November 2026, a total of six (6) blog posts has been published which is slightly down from 2025. There are another three posts in review and will be published in the coming weeks. As of November 2026, TELall had 189 subscribers.

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 2026 ASCILITE conference as well as those who have been involved in the ASCILITE Live! Webinars.

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 **Elaine Huber** (ASCILITE Vice President and Torrens University) and **Chris Campbell** (ASCILITE Life Member and UNSW) with support from **Lisa Jacka** (University of Southern Queensland), **Lisa Bugden** (ASCILITE Executive and University of New England) and **Tran Le Nghi Tran** (University of Queensland).

2026 Workshops

We have conducted 3 TELAS Reviewer Certification workshops this year. One in March with 9 participants, one in May for UNSW College with 14 participants and one in September with 11 participants. During the workshop participants assess an online course (that was provided by Macquarie University) and discuss all the standards of the framework in detail, particularly around the meaning of the measures of success for each success indicator.

After the workshops, participants had the opportunity to complete two assessment tasks to

become a certified TELAS reviewer. We currently have 71 certified reviewers.

2026 Projects

This year we completed work on New Zealand TELAS project. Our reviewer support notes on our website have been updated to bring New Zealand contextualised and cultural examples of good online practice to elements of the TELAS Framework. We acknowledge the work of **Merle Hearns** (Auckland University), **Leah McKay** (Otago University) and **Graeme Severinsen** (ECNZ) for their thoughtful work to date as well as **Arapera Herewini-Card** from ECNZ for her early work as the cultural advisor on the project.

A new project we commenced this year was TELAS Indigenous. This project hopes to use a similar model as TELAS New Zealand in working through the framework with an Indigenous lens to recommend examples of good practice to incorporate into the TELAS reviewer support notes. **Chris Campbell** is leading work on this project, with **Lorraine Efeturk** (Torrens University) and **Lloyd Dolan** (Charles Sturt University) providing considered advice and consultation on recommended changes. We thank them both for their work thus far. These changes will be presented in broader consultation to the community in the new year and then finalised on the reviewer support notes website.

This year we also finalised a project on updating the framework considering the impact of AI technologies. The TELAS team did a first pass at the framework in October 2025 and began community consultations at ASCILITE Conference in 2025. We also led online community consultation sessions in February and March 2026. Feedback was consolidated and finalised in April 2026 and changes have now been incorporated in the TELAS Framework.

We have continued our engagement with Standards Australia. **Chris Campbell** (ASCILITE Life Member) represents ASCILITE on the IT-019 Information and Documentation, Information Technology Committee, which meets approximately six times a year. Work is progressing toward establishing TELAS as a recognised standard, a process expected to take around three years to achieve international recognition. As a result of this collaboration, Standards 1 and 2 have been switched, with corresponding updates to the website and documentation completed.

2026 Research and Presentations

In November 2025 **Chris Campbell** and **Lisa Jacka** presented a paper and a workshop at ICDE in Wellington, NZ. The workshop was titled *Using the Technology Enhanced Learning Accreditation Standards (TELAS) framework to benchmark quality online course design*. The paper was: Campbell, C., Huber, E. & Jacka, L. *Evaluating quality online course design: The impact of creating, implementing and using the TELAS framework*.

The TELAS Advisory Committee met once this year on 24 March with **Dominique Parrish** (Torrens) chairing. Other members of this group include **Steve Warburton** (Newcastle), **Michael Sankey** (CDU), **Chris Campbell** (ASCILITE Life Member TELAS portfolio co-lead), **Elaine Huber** (ASCILITE

Vice-President, TELAS portfolio co-lead), **Sandy Barker** (ASCILITE Treasurer) and **Lisa Jacka** (TELAS admin).

2027 Focus

Over the next year, TELAS aims work on improving website resources to include examples of good practice. We also aim to continue to position TELAS workshops as a professional development opportunity and continue to offer workshops to staff in teaching and learning to support this.

WEBINARS

The A*SCILITE Live!* webinar series remained a key mechanism for delivering professional learning and fostering member engagement throughout the year. In 2026 initiatives were led by ASCILITE Executive members **Karine Cosgrove**, **Lisa Bugden**, and **Amanda White**.

The 2026 program maintained the society's strong focus on showcasing innovation, sharing practical exemplars and promoting the outstanding work emerging from the ASCILITE community. The program also adopted a more targeted approach, moving away from a primary focus on featuring all award winners from the previous conference towards webinars shaped by current community interests and priorities.

A particular focus this year was supporting engagement with the ASCILITE 2026 Conference. Sessions and resources provided practical guidance on preparing strong conference submissions, understanding the peer review process and delivering engaging presentations. These webinar recordings also provide a valuable ongoing resource for the ASCILITE community, offering members the opportunity to revisit key insights and supporting future conference applicants and presenters.

At the time of reporting, the 2026 program comprised nine planned webinar sessions; with one session delivered instead as a TELall blog contribution, due to the timing of public holidays, start of the academic year and presenter availability. This alternative provided a flexible way to share practical conference submission guidance with the community.

Sessions with confirmed participation data attracted 1,683 registrations and 685 attendees, representing the minimum recorded engagement for 2026. Registration and attendance figures for some sessions were not available or are still to be confirmed. ASCILITE also strengthened collaboration across the sector through several high-impact webinars, including the continued partnership with Turnitin. The three Turnitin x ASCILITE webinars generated 1,449 registrations and 583 attendees in total.

Coordinated promotion of webinars through ASCILITE's social media channels improved both registration and attendance numbers. This increased the visibility of the series and supported strong engagement with webinars addressing timely sector priorities such as assessment,

academic integrity and generative AI.

The 2026 approach also placed greater emphasis on asking the community what they wanted from the webinar program and actively seeking community members to present. This approach was well received, strengthened community buy-in and broadened the range of topics, perspectives and presenters represented across the series. Expressions of interest also created clearer opportunities for ASCILITE's interest groups and wider membership to propose relevant topics and speakers.

In 2027, ASCILITE will continue to build on this momentum by expanding the webinar and podcast series, strengthening sector partnerships and welcoming suggestions for future themes and guest speakers.

All ASCILITE Live! webinars are recorded and made available through ASCILITE's YouTube channel and website archives.

Month	Style	Presenter	Webinar Title	Registrations	Attendees
March	Panel	**Kashmira Dave**, **Alison Wong**, **Stephen Tierney**, **Helmy Cook**, **Simone Tyrell**	Inside the Winners' Circle: Insights from the 2025 ASCILITE Award Recipients	36	17
April	TELAll Blog	**Karine Cosgrove**, **Lisa Bugden**, **Amanda White**, **Richard McInnes**	How to write a great conference submission for ASCILITE	n/a	
May	Panel	Turnitin x ASCILITE	Integrity First, Learning Always: Reimagining Assessment with Transparent Writing Processes	602	273
May	Presentation	**Elaine Huber** & **Justine Maldon**	Writing a great ASCILITE paper	n/a	n/a
June	Presentation	**Thomas Cochrane**	The Art of Peer Review	39	18
July	Panel	Turnitin x ASCILITE	Innovation in Teaching & Learning: Designing Authentic, Hybrid, and Scalable Assessments	241	98
August	Panel	Turnitin x ASCILITE	Assurance of Learning in the Age of Generative AI: From Compliance to Continuous Improvement	606	212
Oct	Presentation	**Amanda White**	From Slides to Standout: Delivering Engaging Presentations That Connect	66	27
Oct	Lighting Talks	**Antony Tibbs**, **Paul Oliveri**, **Greg Walsh**	AI hacks in Higher Ed	93	40
Nov	TBC	TBC at time of writing the report			

Table 11: Webinars

WOMEN IN ACADEMIC LEADERSHIP (WIAL)

This year saw the continuation of the third cohort of the ASCILITE Women in Academic Leadership two-year initiative. This program aims to provide mentoring opportunities for academics at levels C and D (or equivalent), with mentors from Levels D and E. This year the initiative was led by the Executive Members **Elaine Huber** and **Amanda White**.

In this 6th year of the initiative, we ran three leadership webinars for our current cohort members and Alumni. **Agnes Bosenquet** (Torrens University), **Cheryl Brown** (University of Canterbury) and **Patsie Polly** (UNSW).

The WiAL leadership team have organised a pre-conference workshop to be held at the conference venue, Rydges South Bank Brisbane on 29 November and open to all cohorts of WiAL along with members of the WiPL program. This will be facilitated by our Keynote Speaker, **Maren Deepwell** and cover the topic of developing digital leadership capabilities.

The current cohort's 15 WiAL participants (10 mentees and 5 mentors) came from across 11 universities.

Participating universities	
Australian Catholic University	University of Canberra
Curtin University	University of New South Wales
Deakin University	University of Queensland
Southern Cross University	University of Sydney
Torrens University	University of Western Australia
University of New England	

Table 12: University involvement for WiAL

Reflections across the five mentoring groups highlighted the value of WiAL in providing a trusted, supportive space for women to discuss their academic careers openly and gain perspectives beyond their own institutions. Regular conversations with mentors and peers strengthened participants' confidence, supported career decisions and helped them recognise and articulate their leadership contributions, particularly as education-focused academics. Participants valued dedicated time for reflection, practical guidance on promotion and opportunities to explore institutional challenges without workplace pressures. Mentors also described reciprocal learning and satisfaction in seeing colleagues develop. Relationships extended into scholarly collaborations and new mentoring activity, suggesting that the program's contribution reaches beyond individual achievements to a continuing network of support and shared opportunity.

The following is a summary of some of the tangible leadership focussed outputs this year:

Publications and Academic Contributions

- Journal and conference publications, with further papers submitted or in development
- Invited keynote presentations and panel contributions
- National and international conference presentations
- Leadership of an international symposium
- Collaborative scholarly contributions on educational leadership and emerging technologies
- Successful research grant applications
- Collaborative grant applications and conference proposals developed through WiAL connections

Promotions and New Leadership Roles

- Promotion to × 1
- Promotion to × 2
- Further promotion applications submitted
- Appointment to a new teaching and research role
- Contributions through senior acting leadership roles

Other Roles

- Invited international scholar-in-residence
- Editorial review board membership
- External reviewer for an international research funding scheme
- Lead assessor for national university teaching awards

Awards and Recognition

- National citation for outstanding contributions to student learning
- Institutional teaching award
- Finalist for a national professional association award

Career Development, Leadership and Strategic Planning Activities

- Leading the implementation and evaluation of new learning spaces
- Supporting institutional BYOD implementation and associated efficiencies
- Leading and expanding an institutional Advance HE Fellowship mentoring program
- Submission of a Principal Fellowship application
- Supporting higher degree research supervision and candidature progression
- Developing research projects on emerging technologies in learning and teaching
- Building collaborations across institutions through grant development and scholarship
- Extending mentoring to colleagues within and beyond participants' institutions

Women in Professional Leadership (WiPL)

Overview

The Women in Professional Leadership (WiPL) program continued to provide valuable leadership development and mentoring opportunities for women working in learning design, educational technology and related professional roles across the higher education sector.

Facilitated by **Karine Cosgrove**, **Lisa Bugden** and **Justine Maldon**, WiPL supports women at HEW Level 7 and above to develop their leadership capabilities, confidence, professional networks and career aspirations through structured mentoring. Mentors are experienced higher education professionals at HEW Level 8 and above, alongside industry partners and consultants with extensive leadership experience.

WiPL operates as an 18-month program, providing sustained opportunities for reflection, mentoring, professional growth, and community building.

Program Review and Enhancement

In early 2026, feedback was sought from members of the 2024-2025 cohort to identify opportunities for improvement and inform future program delivery. Participants highlighted the positive impact of the group mentoring model, particularly the opportunity to learn alongside peers, share experiences, and build supportive professional networks. Based on this feedback, the group mentoring approach was retained for the new 2026-2027 intake, with the program continuing to build on the strengths and lessons learned from previous iterations.

2026-2027 Cohort

The 2026-2027 cohort consists of 15 mentees and seven mentors across four mentoring groups. The mentoring groups foster peer learning, collaborative reflection, and the sharing of leadership experiences in a supportive environment.

Participant Engagement and Development

Throughout 2026, participants engaged in regular mentoring conversations within their groups and were offered a range of professional development workshops and webinars to complement their mentoring experience. These activities provided further opportunities for leadership learning, professional growth, and sector engagement. To support accessibility and accommodate varying schedules, webinars were recorded and made available to cohort members for flexible viewing.

In August, a private Microsoft Teams channel was established to strengthen connections across the cohort. The channel provides a dedicated space for WiPL leads, mentors and mentees to network, share resources, exchange ideas, celebrate achievements and continue conversations

between mentoring sessions.

Discussions with the leads of the Women in Academic Leadership (WiAL) and Community Mentoring Program (CMP) portfolios also explored opportunities for greater collaboration across ASCILITE's mentoring and leadership initiatives. Outcomes include a joint webinar session with WiAL and an upcoming interactive pre-conference workshop.

2026 Program Activities

Month	Format	Presenter(s)	Title	Focus
Feb	Info session webinar	**Karine Cosgrove**, **Lisa Bugden**, **Justine Maldon.**	WiPL Kick-off and Information Session	WiPL Leads introduced the WiPL program and provided an open Q & A session for prospective mentees and mentors.
Aug	Panel	**Tina Barclay**, **Amelia Di Paolo.**	Advancing Your Professional Career: A WiPL Panel with **Tina Barclay** and **Amelia Di Paolo**	Explored practical strategies for career advancement and leadership in professional roles. The panel shared experiences of how they've developed and transferred skills across roles, navigated career advancement, and effectively responded to change.
Sept	Panel	**Elaine Huber**, **Carmen Vallis**, **Caroline Taylor**, **Leanne Ngo.**	Navigating Career Transitions: Crossing the Academic – Professional Divide	Joint WiPL and WiAL panel discussion examined career transitions between academic and professional roles. Panel members shared their reflections on what prompted their career decisions, including the opportunities, challenges and lessons learned, and provided an open Q&A for anyone considering similar transitions.
Nov	Workshop	**Maren Deepwell.**	Digital Capabilities for Hybrid Leaders Workshop	Pre- Conference Workshop reflecting on hybrid leadership practices, exploring strategies to support digital wellbeing, and identifying approaches and resources to help individuals and teams navigate digital productivity.

Table 13: Activities undertaken by WiPL

Mentor Reflection Report Summary

Mentor reflection reports indicate that groups are meeting regularly every three to four weeks. Focus areas include professional identity, AI and governance in higher education, programmatic assessment, career development and transitions, leadership confidence, workplace culture, and cross-institutional learning. Practical outcomes to date include an accepted ASCILITE conference panel, a planned conference poster and blog post, and strengthened professional networks. The mentoring groups are progressing well and operating independently, with no additional support currently required.

Suggestions for future activities include optional one-to-one mentoring opportunities and a guest session exploring the career journey of a Third Space professional. These options will be considered for inclusion in WiPL's 2027 program.

Looking Ahead

WiPL remains an important component of ASCILITE's commitment to supporting the development of women leaders in teaching and learning, learning design, educational technology, and related professional fields across higher education.

As the 2026-2027 cohort progresses, the program will continue to foster leadership capability, professional confidence, mentoring relationships, and cross-institutional networks. Ongoing collaboration with other ASCILITE mentoring and leadership initiatives will further strengthen opportunities for participants to engage with the broader community, share expertise, and contribute to leadership development across the higher education community.