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ASCILITE'S FIRST VIRTUAL CONFERENCE

37th International Conference on innovation, practice & research in the use of educational technologies in tertiary education

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une University of New England

ASCILITE 2020

Australasian Society for Computers in Learning in Tertiary Education, Armidale University of New England Virtual Conference 30 November – 1 December 2020

Conference Proceedings

ASCILITE'S FIRST VIRTUAL CONFERENCE

37th International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education

Editors: Sue Gregory, Steve Warburton, Mitchell Parkes

ASCILITE 2020

ASCILTE's First Virtual Conference

ASCILITE 2020 – ASCILITE'S FIRST VIRTUAL CONFERENCE

The ASCILITE 2020 Conference is ASCILITE's 37th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education. This year's conference was hosted by the University of New England, Armidale, virtually due to COVID-19, on 30 November to 1 December 2020.

Armidale is a city in the Northern Tablelands of NSW, Australia, with a population of around 25,000. It is approximately halfway between Sydney and Brisbane at the junction of the inland New England Highway and Waterfall Way to the coast. Armidale traditional owners are Anaiwan people with any Gumbaynggirr people settled in Armidale since colonisation.

Life in Armidale is peaceful, enjoyable and affordable. Set in the heart of the New England Tableland region of NSW, our primary campus is close to some of Australia's most stunning national parks with spectacular waterfalls and wildlife habitats. Attendees at ASCILITE 2021 will get to experience Armidale first hand.

ASCILITE 2020 themes:

1. **Transforming Assessment**: online examinations, innovations and transitioning to digital assessment, tools and techniques;
2. **Learning Analytics, Big Data and AI (Artificial Intelligence)**: contemporary issues, intelligent tutoring systems, bringing analytics meaningfully to scale, ethics, future directions;
3. **Learning Design**: theory, methodologies and approaches, design for online, designing at scale; design patterns, hybrid learning, safety and privacy;
4. **Continuing Professional Learning**: frameworks, policy and practice, micro-credentialing, emerging themes;
5. **Next Generation Learning Environments**: mashups, virtual worlds; adaptive learning, personal learning environments, learning ecosystems;
6. **Student Success and Progression**: challenges of online learning, dealing with diversity, student advising models, the student journey in changing world;

Conference Organisation Committee

The University of New England ASCILITE 2020 Conference Organising Committee, led by Professors Sue Gregory and Steven Warburton, include Greg Dorian, Associate Professor Mitchell Parkes, Kathryn Tucknott, Alicia Zikan, Robyn Halloran, Mr Brent Gregory, Belinda Moore, Lee-Anne McKinnon, Liz Sozou, Julie Mills and Stephanie Toole.

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Review Process

All Full and Concise papers submitted for the conference underwent a double-blind peer review process. A third blind peer review was conducted if opinions between the two reviewers was divided. This process allowed papers to be ranked and selected for inclusion in the conference. A further review was conducted by the ASCILITE 2020 Program Committee for papers just above and below the anticipated cut line.

A total of 89 submissions were received for the 2020 conference all of which were blind peer reviewed. The EasyChair Conference Management System was used for the submission and review process. An interesting and scholarly range of papers were received across the full range of conference themes. The 2020 ASCILITE Conference Organising Committee were more lenient on papers this year due to COVID-19. However, the overall quality of papers submitted were exceptional

Table 1: Summary of paper submissions and acceptances ASCILITE 2020

Type of Paper	Number Accepted*	Rejected
Pecha Kuchas	32	2
Concise papers	34	2
Full papers	16	3

- Acceptance rate 92%

Table 2: Submissions of papers by Country ASCILITE 2020

Country	Authors	Submitted	Accepted	Acceptance rate
Australia	166	57.63	53.96	0.94
Canada	2	1.33	1.00	0.75
Chile	1	0.33	0.33	1.00
Denmark	1	1.00	1.00	1.00
Germany	2	1.00	1.00	1.00
Hong Kong	6	1.50	1.50	1.00
India	1	1.00	0.00	0.00
Ireland	1	1.00	1.00	1.00
Japan	4	1.88	1.88	1.00
Netherlands	1	0.17	0.17	1.00
New Zealand	16	6.33	6.33	1.00

Country	Authors	Submitted	Accepted	Acceptance rate
Singapore	13	11.50	9.50	0.83
South Africa	3	1.42	1.42	1.00
United Kingdom	5	1.92	1.92	1.00
United States	2	1.00	1.00	1.00

The ASCILITE 2020 Conference Committee acknowledge and thank the ASCILITE Executive for their guidance and support ensuring that this conference was a success. In particular, we thank the ASCILITE President, Dr Chris Campbell, Treasurer Dr Mark Shier, ASCILITE Secretariat Mr Andre Colbert and our Executive member liaison, Professor Sue Gregory.

List of Reviewers

The ASCILITE 2020 Conference Organising Committee and Conference Program Committee wish to gratefully acknowledge the efforts of the international body of reviewers for contributions to ASCILITE 2020. Their work in reading and reviewing the 89 submissions was appreciated greatly.

Dirk Ifenthaler	University of Mannheim
Danielle Eden	Sydney University
David Bruce Porter	University of Wollongong
Mark Schier	Swinburne University of Technology
Oriel Kelly	New Zealand Tertiary College, Auckland
Sandeep Kaur Sandhu	Monash University and Torrens University
Kelly Linden	Charles Sturt University
Kwong Nui Sim	Auckland University of Technology
Kirsten Black	Victoria University
Sharon Altena	Queensland University of Technology
Rafi Rashid	National University of Singapore
James Birt	Bond University
Danny Liu	University of Sydney
Petrea Redmond	University of Southern Queensland
Julie Lindsay	University of Southern Queensland
Chan Kah Mun	Singapore University of Social Sciences
Deb Clarke	Southern Cross University
Yeong Foong May	National University of Singapore
Rebecca Ng	ANU
Richard Lander-Clarke	ANU
Yvonne Wisbey	University of Canberra
Vickel Narayan	Sydney University
Robyn Philip	Flinders University

Sonia Wilkie	Victoria University
Tania McDonald	RMIT
Cassandra Colvin	Curtin University
Erkan Er	Postdoctoral researcher
Prue Gonzalez	Charles Sturt University
Larry McNutt	Technological University Dublin
Linda Corrin	Swinburne University of Technology
Darci Taylor	Deakin University
Isabelle Lys	Australian Catholic University
Christopher Dann	University of Southern Queensland
Philip Uys	Senior International Education Consultant
Elaine Huber	Sydney University
David Kwok	Republic Polytechnic
Chad Gladovic	Holmesglen
Vanessa Todd	Learning Adviser
Scott Morton	Whitireia New Zealand
Popi Sotiriadou	Griffith University
Jorge Reyna	Ranzco, The Royal Australian and New Zealand College of Ophthalmologists
Kashmira Dave	Charles Darwin University
Leanne Cameron	James Cook University
David Jones	Griffith University
Wendy Taleo	Charles Darwin University
Upasana Singh	University of Kwazulu-Natal
Courtney Shalavin	Sydney University
Victoria Rosin	Lincoln University
Chris Campbell	Griffith University
Penny Wheeler	Australian Catholic University
Alan Soong	National University of Singapore
Meredith Hinze	University of Melbourne
Bettina Schwenger	The University of Auckland
Joanna Hare	Duke Kunshan University
Dara Tafazoli	University of Newcastle
Tay En Rong Stephen	Victoria University of Wellington
Sandra Barker	Uni SA

Keynote Speaker

Shane Dawson

Professor Shane Dawson is the Executive Dean of Education Futures and Co-Director of the Centre for Change and Complexity in Learning (C3L) at the University of South Australia. Shane's research focuses on the application of learning analytics to inform learning design, educational technologies and overall teaching and learning quality. He has published widely on topics from creative capacity to social network analysis and more recently, on the application of complexity models in learning analytics.

His current research interests relate to complex systems and academic leadership to aid adoption and application of learning analytics at scale. With the support of many talented colleagues, Shane has been involved in the development of numerous open source software including the Online Video Annotations for Learning (OVAL) tool, OnTask (a personalised learner feedback tool), and SNAPP, a social network visualization tool designed for teaching staff to better understand, identify and evaluate student learning, engagement, academic performance and creative capacity.

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