# PRESIDENT'S REPORT, 2011

## Introduction

I am delighted to report that the 2010 ascilite conference in Sydney was a successful collaboration between University of Technology, Sydney; University of Queensland and Charles Sturt University. I would particularly like to thank the 2010 conference organisers: Caroline Steel, Mike Keppell, Dominique Parrish and Simon Housego for the excellent conference and their commitment to the Society.

This will be my final President's report as I will be stepping down from the role of the President at the 2011 AGM. I couldn't think of a better time to step aside as the society is in a sound financial position, the current executive are world-class leaders and the activities of the society provide excellent interactions and a leading-edge community for members. I have been a member of the executive for twelve years (six years as a regular executive member, three years as treasurer and three years as president) so it is probably time to move on to other endeavours and allow other executive members to take ascilite to the next level. I encourage all members to consider standing for an executive role as it provides a valuable service to the society.

The strategic plan is now a central focus for the ascilite executive meetings and for progressing the Society. The ascilite website also provides an area for ascilite members to share information, create networks and find out the latest ascilite news. This report utilizes the strategic plan as a template for communicating the major initiatives of the society during 2010.

ascilite strives to be a sustainable and vibrant society that encourages and supports quality research into, and exemplary use of technologies for learning and teaching in tertiary education throughout Australasia. There are three strategic focus areas:

- Ensure ascilite is a vibrant and sustainable society
- Encourage and support quality research into use of ICTs for teaching and learning
- Promote exemplary use of ICTs in teaching and learning

The remainder of this report will describe our core work and achievements against the objectives that sit under each strategic focus area.

*M. Keppell*

Mike Keppell, ascilite President – November, 2011

# Ensure ascilite is a vibrant and sustainable society

## Develop, enhance and diversify the member base.
- As of 2 November 2011, ascilite had 491 members
- Since the 2010 AGM there have been 100 new memberships
- Since the 2010 AGM 56 members have not renewed their membership
- There have been 15 Individual 3 year membership subscriptions purchased
- As of November 2011, we have two new institutional memberships (University of Southern Queensland and Macquarie University) contributing to a total of 5 institutional memberships.

## Membership Drive – Iain Doherty

ascilite engaged in a membership drive during 2011 with the aim of increasing the ascilite membership figures by 10% each year for the three year period 2011 - 2013. The drive was underpinned by an initial assessment of the Australasian Higher Education sector along with analysis of the wider Asian education sector. On this basis it was decided to concentrate on increasing membership from the Australian and New Zealand Higher Education sectors and in particular from the Universities within these two countries.

The initial process consisted of interrogating the ascilite membership database to generate fundamental information about universities in NZ and Australia. We then identified universities within Australia and New Zealand where ascilite was under represented or lacked any representation. The next stage consisted of identifying educational development units/elearning units within these institutions. We then contacted ascilite representatives in the target institutions and asked them to provide the educational development units/elearning units with membership information.

The process involving the campus representatives is ongoing. Contingent on the response that we obtain from the campus representatives ascilite will look more broadly at opportunities for increasing membership through targeting higher education institutes further afield.

## Membership trends – Kathryn Roberts
An analysis of membership trends for the past three years follows:

| 2009 | | 2010 | | 2011 | |
|---|---|---|---|---|---|
| **Category** | **Members** | **Category** | **Members** | **Category** | **Members** |
| Total Members | 467 | Total Members | 470 | Total Members | 491 |
| Individuals | 379 | Individuals | 386 | Individuals | 399 |
| Students | 13 | Students | 13 | Students | 11 |

| | | | | | |
|---|---|---|---|---|---|
| Institutional Memberships | 50 | Institutional Memberships | 50 | Institutional Memberships[1] | 68 |
| Life Members (total numbers of life members) Before 2009 these were 'ascilite fellows' with life membership | 5 | Life Members (total numbers of life members) | 8 | Life Members Roger Atkinson John Bowden Helen Carter Bill Chia Allan Christie Cathy Gunn Geraldine Lefoe Rob Phillips Rod Sims | 9 |
| Fellows (as of 2009) | 3 | Fellows | 0 | Fellows | 1 |
| Affiliates | 20 | Affiliates | 13 | Affiliates | 3 |
| Campus Reps | 108 | Campus Reps | 101 | Campus Reps | 101 |

Membership – Country trends for the past three years:

| 2009 | | 2010 | | 2011 | |
|---|---|---|---|---|---|
| **Country** | **Members** | **Country** | **Members** | **Country** | **Members** |
| Australia | 325 | Australia | 317 | Australia | 375 |
| New Zealand | 101 | New Zealand | 106 | New Zealand | 84 |
| United Kingdom | 12 | United Kingdom | 13 | United Kingdom | 4 |
| Singapore | 5 | Singapore | 12 | Singapore | 11 |
| Hong Kong | 5 | Hong Kong | 5 | Hong Kong | 4 |
| USA | 5 | USA | 4 | USA | 3 |
| South Africa | 1 | South Africa | 1 | Chile | 1 |

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[1] Institutional members: Queensland University of Technology, up to 10 members, Massey University and Macquarie 11 to 20 members, Manukau Institute of Technology, up to 20 members. Another institution is in the process of finalising their new membership.

| 2009 | | 2010 | | 2011 | |
|---|---|---|---|---|---|
| **Country** | **Members** | **Country** | **Members** | **Country** | **Members** |
| Kenya | 1 | Kenya | 1 | Belgium | 1 |
| Malaysia | 4 | Malaysia | 3 | Malaysia | 3 |
| Oman | 2 | Oman | 1 | Oman | 1 |
| Greece | 1 | Greece, Turkey | 1 each | Italy | 1 |
| Canada | 2 | Canada | 3 | Canada | 2 |
| Switzerland | 1 | Switzerland | 1 | Nigeria | 1 |
| | | Italy, Germany | 1 each | | |

## Explore potential strategic alliances with complementary organisations – Mike Keppell

ascilite has been progressively strengthening collaborations with our sister organisation Association for Learning Technology (ALT) in the United Kingdom most recently through an exploration of their CMALT Scheme (see report on professional accreditation of learning technologists below). In New Zealand, ascilite executive members Philippa Gerbic & Oriel Kelly are part of a representative group of tertiary educators/societies that provide advice for the development of a National elearning policy and initiatives. They are also members of the New Zealand Tertiary eLearning Reference Group (TELRG). Executive members Philippa Gerbic and Oriel Kelly represent ascilite on this expert group that provides advice on tertiary eLearning and assists with the development of New Zealand's future tertiary eLearning priorities.

Ascilite has also strengthened its MOU with ACODE by collaborating on a proposal for the National Network Initiative (NNI). ACODE and ascilite have been successful in obtaining $200,000 over two years from the ALTC to establish the National Networking Initiative (NNI). The reason for the project is that both ACODE and ascilite were concerned with the Australian Government's decision to close the Australian Learning and Teaching Council (ALTC). Other kindred higher education organizations agreed and accepted the invitation to participate in the project as partners. Professor Mike Keppell and Associate Professor Gordon Suddaby are the Project Leaders and will establish an Advisory Group made up of representatives of ACODE, ascilite, HERDSA, CADAD, ODLAA together with AARNet, NetSpot and DEEWR to guide the direction of the NNI. The overarching vision for the National Networking Initiative (NNI) is to facilitate a sustainable collaborative network between higher education professional associations with the intent of fostering best practice in Australian higher education learning and teaching. The aim of the NNI is to develop a comprehensive network for promoting, disseminating and enhancing the outcomes of Australian Learning and Teaching Council (ALTC) funded projects in order to continue within the higher education community the critical roles of facilitating the sharing of best practice; promoting collaboration and collegiality; engaging academic staff in the scholarship of learning

and teaching; and fostering, encouraging and supporting further collaborative initiatives. There are four goals for the NNI. The first goal is to create a network of higher education organizations to progress the promotion, dissemination, and enhancement of 'best practice' in higher education learning and teaching. The second goal is to develop a sustainable network of higher education organizations that is able to champion the scholarship of learning and teaching beyond the current project funding. The third goal is to facilitate the sharing of higher education 'best practice', and the fourth goal is to foster and encourage research into higher education. The project will be widely communicated throughout the higher education sector in Australia.

### Professional accreditation of learning technologists in Australasia – Philip Uys

The CMALT scheme in the UK (http://www.alt.ac.uk/cmalt.html) is being investigated to establish whether ascilite would need its own scheme, a scheme in partnership with the Association for Learning Technology (ALT) in the UK, or simply encourage members to use CMALT. The CMALT scheme is being investigated by eight ascilite members - who are participating in the scheme - in terms of its goals, processes and outcomes. Seven of these ascilite members have been nominated by institutional ascilite members (Manukau Institute of Technology, Massey University and Queensland University of Technology), while all eight of them have been sponsored to participate in the CMALT scheme. The goal in 2011 is to complete the evaluation, and thus the building and submission of the portfolios by the participants by the end of November 2011. The HERDSA fellowship scheme has also been investigated for its potential to function as an accreditation scheme, but it does not have the required focus on educational technology for the accreditation of learning technologists. A certified member scheme for ascilite members will be in place during 2012.

### Attract and retain sponsorship – 2011 Conference

The ascilite society is well supported by some excellent sponsors. The society is indebted to each sponsor for their contribution to the functioning of the society. Annual and conference sponsorship (as of 24 October 2011) total $43,000 and includes the following sponsors:

| Silver: | Bronze: | Supported by: |
|---|---|---|
| Australian Learning & Teaching Council | Education Technology Solutions | Pearson |
| Desire2Learn | Pearson & EQUELLA | PebblePad |
| Echo 360 | | ReMARKS |
| Netspot | | SAS Institute |
| | | University of Tasmania |

## Optimise the financial position and administration of the Society – Philippa Gerbic/Mike Keppell

In the financial year 1 July 2010 to 30 June 2011, ascilite operated with a profit of $6,938 on an income of $102,406. This is in comparison to the previous years result when ascilite had an operating profit of $60,780 on income of $232,702. This difference can be explained by the outstanding profit generated in the 2009 conference. The ascilite 2009 conference utilised an alternative conference organisation model which proved highly profitable for the society. The 2009 conference generated a net profit of $100,036 on income of $181,842. As a result our total net assets (or accumulated funds) at 30 June 2011 were $173,798, up from $166,859 the year before. This is slightly greater than that allowed for in the 2010-2011 budget which projected an operating profit of -$5,790.

The increase in our 2010-2011 income was due to the net surplus of $43,063 from the 2010 Annual Conference at Brighton Le Sands Sydney, jointly hosted by the University of Queensland, University of Technology Sydney and Charles Sturt University. The 2010 conference convenors/conference organising committee included Caroline Steel, Mike Keppell, Dominique Parish and Simon Housego. The conference convenors/conference organising committee should be thanked for their excellent conference. The remainder of our income continues to be mostly derived from membership fees (currently $46,516) and interest of $7,093.

Major core expenditure items in the 2010-2011 financial year included the actual costs of running ascilite including the Secretariat ($61,780), executive meetings ($1,961) and travel expenses for executive meetings ($8,080). The secretariat continues to provide major financial efficiencies for the association, which is monitored by the monthly reports produced for the executive.

Feedback from members through the 2010 member survey has assisted in the rationalisation of organisational expenditure and the operational plan for the next cycle. The accounts have been audited, and the audit documents are available for member viewing. These documents can be accessed from the useful resources section in the ascilite AGM folder in the Community Hub.

## Review of the ascilite Constitution – Philippa Gerbic

The review of the ascilite constitution has been undertaken by Michelina Guarna from Camatta Lempens, Adelaide. Ascilite is incorporated in South Australia (SA) and thereby required a lawyer who was based in SA and specialised in this area. Her review found that our constitution now longer complies with the Associations Incorporations Act, which has clearly changed society requirements over the years since our original constitution was registered. She identified various inadequacies including management and control of funds and any other property, and provision for proxy votes. There is also no provision for an officer of the society who will act as record keeper i.e. the traditional Secretary.

Also, in her view, our constitution has a complex structure and powers that are usually given to an Executive are instead with the AGM which it can delegate. The current act requires that management must be carried out by some kind of management committee (such as our executive) but under our constitution, our legal advisor concludes that management is divided between the AGM and the executive.

She has also identified various anomalies – such as Rule 4(e), Rule 4 (g) where powers are vested in the President and asks what we would do if the President was unwilling or unable to act.  Rule 4(j) gives the President the right to dissolve any sub-committee which may be problematic in some circumstances.

We were advised that our current ByLaws are restrictive. Where appropriate, items have been included into the constitution and the rest, such as the provisions for the Conference can be included within ordinary Conference Guidelines (and therefore changed with much greater ease).

In the draft constitution these issues have been addressed and more flexibility has been given for management of the Society's affairs. There are more provisions relating to finances and a new officer bearer has been created called the Executive officer i.e. secretary which will be incorporated into the Vice President's role. This is not to be confused with a role such as the society's executive secretariat. Recognition of the importance of the conference and publications has been made their inclusion into the Objectives. All other matters relating to these can be addressed by policy and guidelines.

## Key secretariat activities

A special mention needs to be made of the work of the secretariat Dominique Parrish who greatly assisted in enhancing the efficiency, effectiveness and financial stability of the society from December 2008 to Aug/Sep 2011. Kathryn Roberts took on the role as secretariat during the busy lead up time to the ascilite 2011 Conference.

The key secretariat activities involve managing the administrative matters of The Australasian Society for Computers in Learning in Tertiary Education (ascilite), under the direction of the Officers of the Society, including but not limited to:

- Membership – enquiries, emails, receiving and processing membership dues and other payments and processing in MYOB, updating member profiles, dissemination of emails to general list, management of request tracker (messages sent to info@ascilite);
- Management and reconciliation of ascilite accounts in MYOB;
- Support for ascilite Executive Committee - coordination and administration for ascilite executive and senior executive online meetings; documentation and distribution of ascilite executive and senior executive meeting agendas, pre-meeting documentation, secretariat reports and minutes; attend executive face to face and online meetings; Community Mentoring Programme administrative support, Awards portfolio administrative support;
- Production and dissemination of ascilite fortnightly bulletin;
- Working collaboratively with Executive to implement strategic and operational plans including activities related to the Community Mentoring Programme, Webinars and CMALT;
- Reconciliation of BAS reporting for periods ending December 2011, March, June and September 2012;
- Management of ascilite budget related activities including preparation of 3-year Budget plan and 2011 Financial reports for members;
- Management of Constitution requirements in regard to Annual General Meeting, auditing of financial records, election of executive members and;
- Annual ascilite conference – liaison and support for  conference convenors.

## 2011 Community Mentoring Program (CMP) and Collaborative Community Mentoring Program (C²MP) – Shirley Reushle

There were **four mentoring partnerships in the Community Mentoring Program (CMP)** facilitated in 2011:

| Mentee | Mentor | Focus |
|---|---|---|
| **Birgit Loch** Swinburne University | **Catherine McLoughlin** Australian Catholic University | **Project Focus:** To improve skills in writing about educational technology research, investigate new areas and publish in peer reviewed publications (with an aim for 2 publications for 2011). |
| **Lisa Germany** Swinburne University | **Philip Uys** Charles Sturt University | **Project Focus:** To develop leadership capabilities through a proposal around an online portal for educational technologies at the mentee's institution. This project will include developing strategies on how to gain buy-in and commitment from relevant stakeholders. |
| **Maria Spies** Australian College of Applied Psychology | **Denise Wood** University of South Australia | **Project Focus:** Engaging the online learner: Student reactions to the use of audio podcasts in off campus courses. |
| **Kashmira Dave** University of Sydney | **Mark Northover** Auckland University of Technology | **Project Focus**: To develop the mentee's skills and experience to prepare for an academic career in higher education following the completion of her PhD study. The focus will be on appropriate interactions with supervisors, preparation for job interviews, and publishing in academic publications. |

In 2011, a pilot Collaborative Community Mentoring Program (C²MP) was introduced to further spread the "reach" of the ascilite Community Mentoring Program by enabling small groups of ascilite members to work collaboratively and creatively on shared learning, teaching and research questions. The Program aimed to match a pair of consulting mentors who have devised a shared project or themed concept with several corresponding mentees who have their own projects that fit within or relate to the proposed theme to form a collaborative peer-group.

There were **two mentoring collaborations in the pilot Collaborative Community Mentoring Program (C²MP)** facilitated in 2011:

| Mentees | Mentors | Focus |
|---------|---------|-------|
| **Collaborative theme**: Dynamic models of elearning: Collaborating to meet changing demands | | |
| **Maxine Mitchell** University of Sunshine Coast<br><br>**Ashwini Datt** University of Auckland<br><br>**Erika Beljaaars-Harris** Edith Cowan University | **Maria Northcote** Avondale College of Higher Education<br><br>**Shirley Reushle** University of Southern Queensland | **Maxine Mitchell - Project Focus: Blended learning framework – maturing and institutionalising technology enhanced learning.** This project aimed to finalise the Blended Learning Statement at USC in preparation for endorsement by University Executive, develop as many of the good practice principles as possible, acknowledging that the list of good practices principles will act as a growing repository of support resources, consider possible gaps in this 'first pass' series of principles to effectively transition staff and students into the blended learning framework and develop an implementation plan.<br><br>**Ashwini Datt and Erika Beljaaars-Harris - Project Focus: Learning Technologies Online: eLearning professional development.** This is a joint project that focuses on reviewing existing materials with the aim to customising them to address the professional development needs of staff in each of the mentees' educational institutions. |
| **Hazel Jones** Australian College of Applied Psychology<br><br>**Simon Smith** University of Adelaide | **Iain Doherty** University of Auckland<br><br>**Rob Phillips** Murdoch University | **Hazel Jones - Project Focus: Successful online discussions: tips and strategies for staff and students.** This project is researching current good practices and strategies that can be implemented to improve students' engagement with content, the educator and each other. Ways to incorporate these practices and ideas into the context of a small private institution are also being investigated.<br><br>**Simon Smith - Project Focus: Engagement Design for Education - An application of services marketing concepts in student engagement with technology-enabled feedback and assessment.** This project seeks to establish whether or not the phenomenon of "differing engagement with content based upon differing delivery media" exists, specifically with respect to assignment feedback, evaluations and assessment. |

In 2011, additional resources have been developed to support the mentoring programs including guideline booklets for both programs. Members of the Collaborative Community Mentoring Program (C²MP) have made good use of a dedicated area in the ascilite hub to share resources, conduct discussions in the forums, and meet regularly using the web conferencing system, Wimba.

A Symposium for both programs will be held in a 90-minute parallel session of the ascilite conference on Tuesday afternoon, 6 December. Mentees and mentors will be given the opportunity to present on their projects, as well as participate in a panel discussion with the audience.

Both mentoring programs owe their success to the outstanding contributions of long standing ascilite members who voluntarily offer to support their peers. This demonstrates the vibrant nature of the ascilite community. In addition, mentees challenge themselves throughout the program to contribute to Higher Education issues.

# Maintain a research standard at the annual conference that is valued by the membership and recognised nationally and internationally

The ascilite executive will be surveying members after the 2011 conference to ascertain whether the conference continues to be relevant to and meeting the needs of members. This survey will also invite members to provide suggestions for enhancing the conference format and programme.

### ascilite 2012 conference – Mark Brown

Massey University was selected to host the 2012 ascilite conference. Next year's conference will be held in Wellington, New Zealand from **Sunday 25th to Wednesday 28th November** (one week earlier than the usual conference dates). The venue will be Te Papa Tongarewa – the national Museum of New Zealand. Mark Brown will be the Convenor of the conference. The Conference Committee is meeting regularly and several potential keynote speakers have already been identified. Conference themes will be announced at the conclusion of the ascilite 2011 conference in Hobart and we hope ascilite members will consider participating in yet another successful New Zealand based conference.

### Maintain AJET as a high quality, international journal that publishes pure and applied research on the use of ICTs in teaching and learning – Caroline Steel

In the first half of 2011, a Terms of Reference (ToR) was developed by the ascilite executive for the review of the ascilite's official journal, the Australasian Journal of Educational Technology (AJET). Input into the ToR was invited and received from members of the AJET Management Committee. The purpose of the review is to provide an evidence-based appraisal of the core elements of AJET and recommendations to ensure the quality and sustainability of the journal as well as for the ongoing maintenance and improvement of the journal. Expressions of interest (EOI) were invited in September 2011 and (Professor Paul Bacsich) was successful in being contracted to undertake the work from late 2011 – 2012. It is anticipated that the outcomes of the review will be communicated to the ascilite membership at the 2012 AGM and implemented throughout 2013.

## AJET 2011 – Roger Atkinson

There are two especially notable positive features evident in AJET's operations in 2011. Firstly, there is good news with AJET's Impact Factor, and secondly, AJET's attractiveness to prospective authors continues to increase at a rate which is both satisfying and alarming.

To remind Members about the context, AJET is being projected as the Society's flagship in scholarly publishing, in international reach, and in community service. Beginning with eminence in scholarly publishing, AJET's current Impact Factor, 1.655 (an increase from last year's 1.278), provides one key performance indicator that suggests an improvement in AJET's standing relative to our major international competitor or peer journals. Details are given in AJET Editorial 27(6), which also draws attention to the increasing divergence between Impact Factor rankings, and the now defunct Tiers rankings that were advanced by the Australian Research Council in previous iterations of its ERA process. Ironically, the recent abandonment of Tiers, and consequential denial of opportunities to "review" Tiers ratings, may mean that AJET could be for some years locked into an "underground" perception that it is merely a Tier B journal. Thus, unfortunately, the good news about current Impact Factor data improving AJET's standing is somewhat muted by the Tiers legacy.

AJET's international reach continues on an expansionary path, with increased representation from Taiwan and the beginnings of representation from China being notable features of 2011 operations. AJET is one of the Society's most noteworthy examples of a community service, that is a service that reaches more widely into the world community at large. Specifically, AJET continues to attract a strong input from learning technology research work in the primary and secondary sectors of education. The 'international reach' and 'community service' perspectives are vitally important in pursuing the goal of being one of the world's 'top five' academic journals in educational technology.

AJET continues to record large increases in the numbers of submissions and numbers of articles published per year. The number of articles received increased by 26% from 2009 to 2010, and prospectively a 21% increase from 2010 to 2011. The number of articles published increased 20% from 2009 to 2010, with a prospective increase of about 30% from 2010 to 2011. Similar increases have been recorded by most of AJET's competitors for positions in the 'top five' academic journals in educational technology. From that perspective, the increases are "satisfying", but from the perspective of honorary staffing of AJET, the increases could be regarded as also "alarming".

However, there are a number of negative features apparent AJET's operations in 2011. These include the Tiers legacy, which may for some years into the future discourage Australian authors from submitting to AJET. However, there is a unique opportunity for AJET to consolidate a position as one of the world's 'top five' academic journals in educational technology, but it will require scaling up the size of our editorial team in order to continue matching the coverage, quality and numbers of articles being sustained by AJET's major international peer journals.

### ERA rankings and ascilite – Caroline Steel

In response to Australia's Excellence in Research Assessment exercise in 2010, the ascilite executive worked with representatives from the Australian Association for Research in Education (AARE), The Higher Education Research and Development Society of Australasia (HERDSA) and the Australian Vocational Education and Training Association (AVETRA) to submit a tender for the second phase of the review of ERA2012 in the first quarter of 2011. The announcement from Senator Kim Carr at the end of May signalled the removal of the contentious journal and conference rankings. However, the ascilite executive and the editors of AJET continue to monitor the developments in ERA and research quality measures more generally.

### ascilite biennial member survey – Caroline Steel & Iain Doherty

ascilite will again be conducting their biennial member survey in 2012. We encourage members to take this opportunity to provide feedback on member services, key initiatives and the operations of the Society more generally. Additionally, focus groups and related activities will be conducted to specifically encourage input from 'potential' members from younger generations. A PEST analysis of the higher education environment and previous member surveys indicated that attracting younger members was vital to the long-term continuity of ascilite. Data from the survey and focus groups will inform future strategic and operational planning and as such provides an excellent opportunity for members to influence the future of the Society.

## Promote exemplary use of ICTs in teaching and learning

### Actively encourage and support quality practice in the use of ICTs in teaching and learning in tertiary education

### Webinars – Oriel Kelly

This year ascilite provided a series of five webinars called 'ASCILITE LIVE!'  Two were aimed at assisting researchers to prepare and finalise their papers for the conference, two were on topical technology themes and one was on mentoring. Altogether, 82 people attended the webinars and feedback was very positive. The introduction of the conference targeted webinars was particularly well received. Participants also made suggestions for future webinar topics. The archives are available on the hub and contain very useful information and discussion for your future reference:

Feedback on the webinars

| Webinar | Attendees | Effective | Met expectations | Engaging |
|---|---|---|---|---|
| Through Enterprise | 20 | 88% | 75% | 88% |
| Writing a paper | 23 | 88% | 77% | 77% |
| M learning | 9 | 100% | 75% | 100% |

| Finalising a paper | 15 | 100% | 100% | 75% |
|---|---|---|---|---|
| Collaborative mentoring | 15 | 68% | 100% | 100% |
| Total Attendees | 82 | | | |

Writing a paper for ascilite 2011 webinar presented by Dr Gary Williams and Dr Natalie Brown, University of Tasmania and Dr Shane Dawson, University of British Columbia; (23 attended).

Finalising your paper for ascilite 2011 presented by Dr Gary Williams, University of Tasmania – convener of the ascilite 2011 conference, with guests Dr Natalie Brown, University of Tasmania and Dr Caroline Steel, The University of Queensland (15 attended).

Through Enterprise...to the Future for Learning presented by Professor Gilly Salmon, Professor (Learning Futures) & Executive Director, Australian Digital Futures Institute (20 attended).

Mlearning: Why? What? Where? How? Presented by Thomas Cochrane, AUT university of Technology, New Zealand (9 attended).

Collaborative mentoring presented by Dr Shirley Reushle, Chair of the ascilite Community Mentoring Programme and Collaborative Community Mentoring (15 attended).

## Netspot - applications for $200,000 funding to support elearning innovations for tertiary education sector – Alan Christie

The Innovation Fund is part of NetSpot's commitment to support and develop sustainable innovations for the tertiary education sector. The innovation fund has received support from the tertiary sector with the involvement of key professional bodies in the funding program. These bodies include Australasian Society for Computers in Learning in Tertiary Education (ascilite), Higher Education Research and Development Society of Australasia (HERDSA), Open and Distance Learning Association of Australia (ODLAA), Australasian Council on Open, Distance and E-Learning (ACODE) and Council of Australian Directors of Academic Development (CADAD).

The funding made available by NetSpot, one of the largest official Moodle Partners in the world, will be used to enhance Moodle applications with the aim of sustainability via the Moodle ecosystem. The Innovation Fund is open to institutions in the tertiary education sector based in the Asia Pacific region. The guidelines for funded projects are that it will support cross institution collaboration, be based on an existing innovation and enhance the capabilities of Moodle. Applicants may apply for funding from $10,000 - $50,000.

Further details about the fund and Expressions of Interest are available on the Innovation Fund website at http://www.netspot.com.au/innovationfund.html.

## Enable opportunities for ascilite members to participate in Communities of Practice (COP) and professional development (PD)

### Ascilite Campus Reps 2011 – Liz Greener

In 2011 the Campus Reps were invited to participate in a review of their role within the asciite community. Specifically, consideration was given to how the enthusiasm of these volunteers could be harnessed to promote ascilite as a professional organisation, and to be part of professional development activities in their local area. They were also asked to distribute flyers and encourage their colleagues to consider attending the ascilite conference. Efforts have also been made to utilise the representatives to encourage ascilite membership. Prior to the ascilite 2011 conference an online meeting is planned to discuss changes and activities for 2012, and to promote a special breakfast and other informal gatherings at the conference. One key change is to change the name of the portfolio for 2012 to "ascilite reps".

### Awards – Mark Brown

This year policies and procedures for ascilite awards were reviewed and all relevant documentation was updated. In addition, a new award - Innovation and Excellence Award - was introduced to enhance and complement existing Individual Fellow and Life Member awards. The new Innovation and Excellence Award aims to recognise innovative projects and initiatives undertaken by a team of people in support of the exemplary and research-informed use of technologies for teaching and learning in tertiary education. Selection criteria for all awards were also revised to more closely align with ascilite's mission and strategic objectives. A decision was also made to present awards during the 2011 conference dinner rather than at the welcome and opening cocktail reception. The decision enables more conference delegates to be present when the ascilite awards are presented.

*M. Keppell*

President, ascilite - November 2011