

2017 ASCILITE PRESIDENT'S REPORT

EXECUTIVE SUMMARY

ASCILITE has had a very successful year, one in which we have seen the introduction of two innovative initiatives - the Spring into Excellence Research School and the Technology Enhanced Learning Accreditation Scheme (TELAS). I would like to thank the ASCILITE Executive for all of their efforts and the support they have given me as President this year. This group of dedicated volunteers lead and promote ASCILITE initiatives on behalf of the ASCILITE community. It is a pleasure to work with such a talented and dedicated group of people. I would like to acknowledge the exceptional efforts of the ASCILITE 2016 Conference Team and I am very pleased to report that the ASCILITE 2016 conference in Adelaide produced a surplus of \$38,711. I would like to particularly acknowledge the efforts of the 2016 conference organising committee led by Sandy Barker including Shane Dawson, Cassandra Colvin, Stuart Dinmore, Tracey Johnson, Stuart Deer, Michelle Davy, Diana Quinn, Simon Smith, Allan Christie and Prof Abelardo Pardo. Finally, I would like to thank our ASCILITE members for engaging with and contributing to our vibrant community. Without the support of our members we would not be able to realise the important role we have, leading and advocating for excellence in the use of digital technologies in tertiary learning and teaching.

In the report that follows, I hope you will get a sense of our achievements over the past year. The ASCILITE Executive have led and engaged in numerous initiatives and activities intended to realise the vision, mission and goals of the ASCILITE Strategic Plan 2016-2019. These initiatives and activities seek to envisage and address the progress and anticipated future of digital technologies in tertiary learning and teaching. Through our aspirational endeavours we hope to contribute to the progression of pedagogical practice in the use of educational technologies. Our ASCILITE member benefits and services continue to perform particularly through our SIG communities, Webinars, Community Mentoring Program and Social Media initiatives. Our established annual conference and journal (AJET) are enduring and preeminent— offering outstanding opportunities to share evidence-based practice and research in the sustainable use of educational technologies. The Awards continue to attract strong member participation and we connect locally and globally through CMALT, regional events and partnerships.

Associate Professor Dominique Parrish, ASCILITE President

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SOCIAL MEDIA

Helen Farley, Alan Soong, Allan Christie and Chris Campbell (ASCILITE Executives) maintain ASCILITE's social media platforms with the assistance of the ASCILITE Secretariat.

ASCILITE was active on Facebook, Twitter, LinkedIn and YouTube throughout 2017 with Instagram added to the social media suite early in the year. Postings of news and events are regularly made to Facebook and Twitter. Video recordings of *ASCILITE Live!* Webinars are posted to the ASCILITE website providing members with an archive of past webinars with links to the video recordings. These videos are also indexed on ASCILITE's YouTube channel.

Over the course of the year, the number of 'likes' on ASCILITE's Facebook page rose from 370 in 2016 to 430 in 2017 while the number of followers on Twitter increased to 777 with 94 likes. ASCILITE's LinkedIn account was activated in July 2014 and has consistently grown since that time with 680 connections by the end of 2016 and 902 connections by early November 2017. Additionally, the ASCILITE fortnightly bulletin continues to serve as a critical communication channel for the Society.

Table 1: Social media engagement

SOCIAL MEDIA PLATFORM	2015	2016 (to 1 Oct)	2017 (to 1 Nov)
Facebook "Likes"	263	370	429
LinkedIn connections	512	681	902
Twitter: Following/Followers/Tweets/Likes	318	386/532/258/75	430/777/351/94
YouTube Channel: Videos/Views/Subscribers		26/1078/40	38/1718/59
Instagram: Posts/Followers/Following			31/50/16

TELall BLOG



Chris Campbell (ASCILITE Executive) leads ASCILITE's TELall Blog initiative.

After a competition to name the new ASCILITE blog, the TELall blog commenced at the end of 2016, with the first post from the ASCILITE President Dominique Parrish (University of Wollongong). Since that time the blog has had contributions from 19 academics/professional staff located in Australasia and further afield. Blog posts have been created by authors from a variety of institutions with a total of 14 institutions represented this year.

Highlights of the TELall blog include a three part series on digital literacy by Mark Brown (Dublin City University); several posts on learning analytics including one by Mark Nichols (Open University UK) and another from Danny Liu (University of Sydney); and some thought provoking posts on learning design including a two part series from Eva Dobozy (Curtin University) and Panos Vlachopoulos (Macquarie University) and a post from Matt Bower (Macquarie University). We have also featured posts on topics related to the new ASCILITE SIGs that are being launched at the 2017 conference. These have been authored by Carina Bossu (University of Tasmania) on open education and Julie Willems (RMIT) on the new digital equity and diversity SIG. Overall, it has been a very successful year with blog posts being published approximately every two weeks corresponding with the fortnightly Bulletin that is emailed out to members. Posts have also featured on social media via Twitter and Facebook.

Table 2: 2017 Blog post authors, affiliations and topics

AUTHOR	INSTITUTION	POST HEADING
Dominique Parrish	University of Wollongong	Welcome to the new TELall blog
Helen Farley	University of Southern Queensland	Reflections on the CMP
Naomi Ryan & Susan Hopkins	University of Southern Queensland	Exploring the application of alternative digital platforms
Mark Nichols	The Open University (UK)	Keeping Analytics do-able
Mark Northover	Auckland University of Technology	Why you should CMALT

AUTHOR	INSTITUTION	POST HEADING
Lisa Tee	Curtin University	Are we there yet? Making Curriculum Visible to Students
Belinda Tynan	RMIT University	Community is Important
Helen Farley	University of Southern Queensland	Taking Digital Learning to Prison
Mark Schier	Swinburne University of Technology	ASCILITE - What's in it for me?
Danny Liu	University of Sydney	What do Academics really want from Learning Analytics
Helen Farley	University of Southern Queensland	ASCILITE2017 Here We Come!
Peter Mellow	The University of Melbourne	Considering Indigenous Pedagogy
Sasha Nikolic	University of Wollongong	Mixed Reality in the Classroom
Rob Phillips	Murdoch University	How well has TEL contributed to contemporary tertiary education?
Matt Bower	Macquarie University	Abstracting technology-enhanced learning design principles
Mark Brown	Dublin City University	Digital Literacy - Part 1
Mark Brown	Dublin City University	Digital Literacy - Part 2
Mark Brown	Dublin City University	Digital Literacy - Part 3
Eva Dobozy & Panos Vlachopoulos	Curtin & Macquarie University	Learning Design - Not Just Another Buzzword - Part 1
Eva Dobozy & Panos Vlachopoulos	Curtin & Macquarie University	Learning Design - Not Just Another Buzzword - Part 2
Carina Bossu	University of Tasmania	First Steps in Becoming an Open Practitioner
Julie Willems & Helen Farley	RMIT & University of Southern Queensland	Equity & Diversity

CMALT AUSTRALASIA

In partnership with the UK based Association for Learning Technology (ALT), ASCILITE offers CMALT Australasia, a professional recognition scheme for people working with learning technologies in higher education. ASCILITE Executive member **Mark Northover** (AUT) leads the CMALT Australasia scheme.

2017 did not see the anticipated interest or completions for CMALT accreditation, although the ASCILITE team has conducted several webinars and online communities to support candidates and those expressing interest in the scheme. There are however some key developments to note:

- ALT is developing and about to pilot the provision of a two-tier system for CMALT accreditation – early career, and a senior/leadership category. ALT has planned several webinars prior to the ASCILITE 2017 conference to further explore this concept of differing pathways to CMALT.
- There is talk of developing closer articulation between CMALT accreditation and the HEA Fellowship scheme, allowing for portfolio content submitted for one scheme to be cross-referenced with the other scheme. We are yet to see the details of these proposals.
- Dr Thom Cochrane (AUT) Local CMALT promotion and support communities are being further developed by on request from a couple of institutions in New Zealand. We await further outcomes from these communities of interest.

The first two bullet points above will be of interest to the ASCILITE CMALT community as the potential added value for the scheme is further developed.

Table 3: CMALT Australasia Registrations & Completions

REGISTRATION TYPE	2011 - 2016	2017	Total
Registered	41*	4	45
Submitted	18	0	18
Passed/Referred	13/3	2	15
Renewed	0	2	2

**Since 2011*

SPRING INTO EXCELLENCE RESEARCH SCHOOL

The Spring into Excellence Research School was introduced in 2017 and led by **Dominique Parrish** (ASCILITE President), **Sue Gregory** (ASCILITE Vice President), **Helen Farley** and **Chris Campbell** (ASCILITE Executive). The inaugural ASCILITE Spring into Excellence Research School was launched by Associate Professor **Dominique Parrish** (ASCILITE President) at the University of Wollongong and ran from 26 – 28 September 2017. In total, 26 participants from 10 institutions participated in the school.

ASCILITE members were initially invited to submit Expressions of interest in June 2017 to attend the Research School, which resulted in 27 applications. Successful applicants were provided details on how to register in July 2017. As the host institution, the University of Wollongong was offered 10 complimentary places. The 3-day school included lunches, morning and afternoon teas and 2 nights accommodation as part of the modest registration fee. ASCILITE members were offered a significant discount on the enrolment fee over non-members. There was also a further reduction in cost for those who did not require accommodation.

Inaugural Research School participants 28 Sept 2017



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

- Provide support and guidance to participants in developing and progressing Technology Enhanced Learning (TEL) research initiatives including but not limited to:
 - Formulating a relevant and effective TEL research project.
 - Collecting appropriate TEL research data.
 - Identifying what data is most appropriate for TEL research.
- Assist participants to identify and plan a contemporary TEL research project.
- Enable opportunities for participants to link with like-minded collaborators from other universities and potentially to establish viable cross-institutional research collaborations.
- Guide participants in developing a grant application or research plan for a TEL research project. This would include both projects that have already been conceptualized as well as new projects that have not yet been conceived.

At the inaugural school, participants undertook the following activities:

- Participants were given the opportunity to commence development of their own research, including research aims, objectives and research questions that they wanted to explore.
- Explored various TEL research methodologies and methods as well as research terminology used across various types of research designs, particularly related to TEL research.
- Discovered a range of approaches for collecting data and methods that could be used in data collection – qualitative, quantitative or mixed methods as well as how data analysis might transpire once data has been collected. Participants then had the opportunity to identify and refine data collection strategies for their own research and think about some of the common research theories that are used in TEL research.
- Presented with suggestions and opportunities for research funding including potential funding currently available. Participants were encouraged to seek institutional and internal grants before moving to the external national/international funding opportunities.
- Considered how their personal academic profiles could be enhanced with strategies presented on how to maximise digital reach through ORCID, Academia and ResearchGate.
- Discussed how to disseminate research findings. Participants were also given insights on how to write successfully so that their article would have a strong chance of being published. Requirements for outstanding papers through the comparative lens of three very diverse articles were discussed and participants were introduced to ideal publications to aim for with explanations of why these publications were optimal offered.

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

PRESENTERS AND FACILITATORS

- Mr Jade Kennedy
- Professor Barney Dalgarno
- Associate Professor Rob Philips
- Associate Professor Sue Gregory
- Mr Kenton Bell
- Professor Margaret Lloyd
- Associate Professor Dominique Parrish
- Dr Chris Campbell

The next school, which will be hosted by Griffith University, will be held in 2018. The initial announcement will consist of an invitation to submit EOIs and EOI outcome notifications will be sent to successful applicants shortly after the closing date.

TECHNOLOGY ENHANCED LEARNING ACCREDITATION SCHEME (TELAS)

ASCILITE embarked upon a very aspirational endeavour in 2017 – to develop an Australasian online learning accreditation scheme that will enable national and international benchmarking of online learning. Led by **Dominique Parrish** (ASCILITE President) and **Allan Christie** (ASCILITE Treasurer) the intention is for the TELAS (Technology Enhanced Learning Accreditation Scheme) to provide a mechanism that will guide the development, assessment and evaluation of quality online learning. The TELAS seeks to realise ASCILITE's Mission of promoting and recognising exemplary innovation and evidence-based practice in the sustainable use of educational technologies to progress pedagogical practice. Further, the TELAS strives to accomplish several strategic organisational goals including: enhancing ASCILITE's reputation and promoting ASCILITE's relevance across the sector and with senior leaders, particularly in the Australasian region.

The TELAS will be implemented across three phases. Phase One will result in the production of a TELAS accreditation framework, which will be the basis of the instrument used to conduct the quality assessment of online learning. Phase 1 of the TELAS is nearing completion having been implemented from April to November 2017. The development of the TELAS framework has been managed through an iterative process that commenced with an extensive literature review to identify evidence about what constitutes quality online learning. This review informed the first iteration of the framework. Workshops have subsequently been facilitated to refine and develop the framework. These workshops have been held across Australia, as well as in New Zealand and in Singapore with senior academics (PVCs and DVCs), directors and managers of learning and teaching, educational technology specialists and student leaders. Nine workshops in total have

been delivered with 58 academics, 6 students and 12 technical and further education staff participating.

Wellington TELAS workshop



Phase 2, which will commence in early 2018 will focus on the rationalisation of the operational details of the TELAS. This will predominantly be achieved at a 2-day summit that will be held with identified strategic and senior tertiary education leaders from across Australasia. Operational details to be finalised include how the TELAS Framework will be used in the accreditation process; the report that will be generated to communicate findings back to key stakeholders, how the different accreditation levels, e.g. Gold, Silver, Bronze, will be determined; the design of the training that assessors will be required to complete to be qualified to undertake the TELAS evaluation; and the specifications for the website and the digital badges that will be awarded to signify the accreditation level that the online learning has achieved.

The TELAS Framework has been conceptualized with 4 standards posited as the pillars of online learning design and critical enablers for online learning quality. These standards have been purposely developed to align with the Australian QILT standards that report on teaching and learning performance. Within each of the TELAS standards a set of criteria has been rationalized.

The 4 standards are:

1. Overall experience which relates to the overall quality of the online learning experience.
2. Learner support which encompasses elements of supporting students in an online learning environment through orientation activities, learning advice assistance and instructions.

3. The third pillar or standard in the Framework is Learner engagement which includes criteria associated with the learning tasks and activities and how these are designed for effective implementation.
4. Learning resources is the fourth standard in the TELAS Framework with the criteria in this standard associated with the digital objects that compliment and enhance online learning activities and tasks and the final standard is.

Sydney TELAS workshop



Adelaide TELAS workshop



COMMUNITY MENTORING PROGRAM

Helen Farley (ASCILITE Executive) leads the Community Mentoring Program (CMP). It's been a huge year for the ASCILITE Community Mentoring program with the program attracting very high-quality mentors and mentees to this year's program! There were 19 mentees and 16 mentors from 30 universities and other organisations across three countries. Most (73%) mentee/mentor teams have met weekly or fortnightly and the foci of the team projects have included undertaking a project together, writing a conference paper together, writing a journal article together and career mentoring. Participants in the scheme are entitled to a discounted registration fee for the ASCILITE2017 conference and to date, many have taken up this generous offer! Mentees and mentors will be delivering a joint presentation at ASCILITE2017.

Table 4: 2017 Community Mentoring Program Participants & Project Focus

MENTOR(S)	MENTEE(S)	FOCUS
Scott Grant, Monash University	Belma Gaukrodger, Nelson Marlborough Institute of Technology, NZ	Writing up a research proposal to be considered for candidature on a postgraduate programme, to start in 2018. The proposal is to conduct research in the use of 3D multi-user virtual environments for learning and teaching languages.
Peter Bright, Deakin University & Colin Simpson, Australian National University	Chukwudi Ogoh, Australian Catholic University; Colin Hickie, and Joan Sutherland, Open Universities, Australia	Increasing capacity around online education/learning design/learning technology/UX design. Increasing knowledge around project management and finances.
Alan Soong, National University of Singapore	Ian Zucker, University of New South Wales	Enriching knowledge of different and diverse technology-enabled pedagogical approaches with a view to employing skillsets across different faculties and schools.
Chris Campbell, Griffith University	Joanne Parker, Charles Sturt University	Learning how to incorporate research into learning and teaching in an academic career, to develop a research plan to leverage the innovative teaching strategies developed over recent years.
Oriel Kelly, New Zealand Tertiary College	Kate Mitchell Latrobe University & Sue Tucker, Charles Darwin University	Early career research advice and potential collaboration on research/presentation opportunities, opportunities to work on research projects, ability to network. Advice on building research career including conference and publication output, and potential collaboration.

MENTOR(S)	MENTEE(S)	FOCUS
Helen Farley, University of Southern Queensland & Petrea Redmond, University of Southern Queensland	Katie Freund, Australian National University; Carole Hunter, Charles Sturt University; & David Porter, Wollongong University	Skill-building: Specific areas of focus will emerge through our meetings and discussions / Developing context awareness regarding our respective universities, as well as the wider sector / Accessing external funding / Building research capability / Writing academic papers: Building resilience in unstable conditions.
Julie Willems, RMIT	Meredith Hinze, Melbourne University	Increase mentee's confidence in participating in the eLearning and ASCILITE community / Develop mentee's skills in both presenting and experience in formal writing / Increase mentee's effectiveness/ influence to upper management / Increase understanding of connections between educational models / research theories and mentees practical experience / Assist mentee in developing a more strategic focus to her work.
Carina Bossu, University of Tasmania	Michael Cowling, Central Queensland University	To develop a completed competitive grant application for an external body in a specific discipline.
Hazel Jones, University of Southern Queensland	Rebecca Sriven, Edith Cowan University	Discussion and guidance regarding the leadership of a Learning Analytics project. The project objectives include the implementation of LA reports to improve retention and improve teaching and a university policy surrounding the use of student data for learning and teaching purposes.
Kim Flintoff, Curtin University	Trish Donald, University of New England	Develop a workshop around creativity in academia.
Michael Sankey, University of New South Wales	Mark Bailye, Blackboard	Establishing a long-term relationship with an experienced educational/academic developer in the field of Higher Education is key to address 'blind spots', such as: knowing when to employ appropriate technologies to enable and enhance learning experience for students; in Higher Ed. Specifically, we will focus on peer assessment.
Kulari Lokuge, Monash College	Verbica Evans, Australian Catholic University	To build understanding in the areas of Higher Education, Learning Analytics and the process involved in publishing papers / To write a paper on a project / To consider creating a CMALT portfolio.

WEBINARS

In 2017, **Alan Soong**, (ASCILITE Executive) organised and facilitated the *ASCILITE Live!* webinar series and as of 1 November 2017, 102 participants had attend 5 webinars up from 87 participants who attended 7 webinars in 2016.

On 26 October ASCILITE conducted its first Fika session. The word 'fika' is a Swedish word that refers to a coffee break with family, friends or colleagues and implies chatting over a break. In this session, presented by ASCILITE Fellow Dr Carina Bossu, most of the session was devoted to discussion on the topic of Open Educational Practices. Unlike Webinars the Fika session sees all participants engaging in the facilitated discussion of the topic. One of the outcomes of the Fika session is the initiative to form a new ASCILITE SIG on Open Educational Practices.

In addition to the *ASCILITE Live!* Webinar series, the SIGS conducted a wide range of webinars throughout 2017 (refer to the Special Interest Groups section for details).

Table 5: 2017 ASCILITE live! Webinars

WEBINAR TOPIC	PRESENTER(S)	ATTENDANCE
ASCILITE Community Mentoring Programme Information Session	Helen Farley (University of Queensland)	19
The Role of Data in the Provision of Feedback at Scale	Abelardo Pardo (University of Sydney)	35
How to Become an AJET Author or Reviewer	Michael Henderson, (Monash University) and Lee Chwee Beng (Western Sydney University)	16
The SRES: Empowering teachers to collect, analyse, and act on meaningful data to engage students at scale	Dr Danny Liu with Prof Adam Bridgeman, Kevin Samnick and Ruth Weeks (University of Sydney)	25
Open Educational Practices in Australia, particularly the importance of building capacity in teachers	Carina Bossu (UTAS)	7
Total Attendance		102

ASCILITE AWARDS

Sue Gregory (ASCILITE Vice President) is the ASCILITE Executive leading the ASCILITE Awards program. She is assisted in this role by two other Executives; **Dominique Parrish** (ASCILITE President) and **Allan Christie** (ASCILITE Treasurer). ASCILITE offers three different awards: the Innovation Award, Fellow Award, and the prestigious ASCILITE Life Member Award.

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 2016, there were two outstanding winners and two commendations. The two winning submissions were from:

- Danny Liu (The University of Sydney) and team: Prof Adam Bridgeman, Zinnia Sahukar, Dr Mel Keep, Kevin Samnick, Ruth Weeks, A/Prof Abelardo Pardo, Dr Kathryn Bartimote-Aufflick, A/Prof Charlotte Taylor for "The Student Relationship Engagement System"
- Sasha Nikolic (University of Wollongong) and team: Christian Ritz, Farzad Safaei, Tom Goldfinch, Wanqing Li, Mark J.W. Lee (Charles Sturt University) for "Improving Transnational and Industry-supported Student Engagement Through Immersive Videoconferencing in a 3D Virtual Environment".

Left: Ruth Weeks collects the Innovation Award on behalf of the University of Sydney winning team and Right: Sasha Nikolic collects the Innovation Award on behalf of the University of Wollongong team



The two commendations were awarded to:

- Highly Commended: James Oldfield (Unitec Institute of Technology) and team: Karen Haines, JJ Purton Jones, Lisa Simperingham, Wayne Sebalja, Ken Liu, Sarah Kirk, Linda Keesing-Styles, Simon Nash for "Supporting teachers in new collaborative learning spaces".
- Commended: Lisa Tee (Curtin University) and team: Kate Rodgers for "MyCourseMap – Making curriculum visible through a multidimensional interactive map to engage students in learning outcomes and career relevance".

The ASCILITE community congratulates all of the winners and nominees for their excellent work!

FELLOW AWARD

In early 2016, the ASCILITE Executive revised the Fellow Award criteria to make it more meaningful to the Society and its members. It now includes retrospective and future oriented components. The award recognises the outstanding contributions of individual ASCILITE members in the exemplary use of, and/or research into, technologies for teaching and learning in tertiary education. An ASCILITE Fellow must perform a mutually agreed set of "ASCILITE champion" activities in the year of his or her fellowship. At the end of that year, upon completion of the agreed activities, the Fellow is given a complimentary one-year membership and offered a discounted conference registration. This new format was included in the 2016 Call for Award Nominations. In 2016, the ASCILITE Fellow Award recipient was **Dr Carina Bossu** (UTAS).

Carina Bossu receiving the 2016 ASCILITE Fellow Award



Dr Carina Bossu is currently a Lecturer in Learning and Teaching at the University of Tasmania. Having graduated from her PhD in 2010, Carina's academic career has been largely devoted to advocating and researching open educational practices (OEP) to enhance learning and teaching in higher education. In 2010, she led a two-year research project to investigate the state of play of OEP across the Australian higher education sector and in 2014; Carina led an OLT SEED Grant, to develop an open and free course on Curriculum Design for Open Education.

Currently, Carina is involved in several institutional, national and international collaborations related to OEP, including research projects, consultancies, PhD supervision and mentoring, amongst other activities. Carina's professional leadership in OEP in Australia has been recognised nationally and internationally, through invitations to present and publish about OEP in Australia; as well as invitations to conduct consultancy work. Her OEP advocacy has taken place within her institution and through workshops delivered to other institutions and organisations, such as the University of Southern Queensland, Swinburne University of Technology, ACODE, and ODLAA. Her contributions to quality research in OEP are evident through her publications and presentations, and through institutional and national policy recommendations for OEP adoption.

LIFE MEMBER

An ASCILITE Life Member Award is a prestigious award that recognises the significant service and/or sustained contribution of an ASCILITE member to the Society. Life Member Awards are the highest recognition of achievement made by ASCILITE. This award is made only when an appropriate candidate meets the criteria. This means that the award may not be presented every year. In 2016, there were no Life Memberships awarded.

STUDENT BURSARIES

In 2017, ASCILITE announced a new annual award in the form of Student Bursaries in the amount of \$1,000 each. These bursaries will be open to students in full-time PhD/EdD or equivalent study. Awardees receive a bursary in the form of a complimentary ASCILITE conference registration (student rate) and reimbursement of a one year ASCILITE membership. The remaining funds may be used for up to 3 nights accommodation at the conference or to assist with conference travel.

In 2017, there were three Student Bursaries awarded. These were to:

- Paul Wiseman, University of Melbourne: "Fluctuations in Task Level Engagement"
- Malcolm Burt, Queensland University of Technology: "Less VR in Education Is Better"
- Tran Le Nghi Tran, University of Queensland: "Educational Technologies & Me"

To view the Student's video applications, please visit: <http://ascilite.org/awards/student-bursary-award-winners/>

SPECIAL INTEREST GROUPS

The ASCILITE Special Interest Group (SIG) initiative, which was established in 2014 is led by **Chris Campbell** (ASCILITE Executive). The foundational SIGs were the Transforming Assessment (TA) SIG and the Learning Analytics (LA) SIG. In 2016 two additional SIGs were established: a Learning Design (LD) SIG and a Mobile Learning (ML) SIG. In 2017, the TEL-edvisors SIG was established. As a result, ASCILITE now has five active SIGs with the possibility of several additional SIGs being established in 2018.

The aim of the SIG initiative is to give ASCILITE members the opportunity to lead and generate community activities in the field of their SIG. While ASCILITE SIGs are open to members and non-members, SIG leaders must be members of ASCILITE. ASCILITE supports SIGs by providing each one with a website presence maintained by the ASCILITE Secretariat and an annual SIG budget to support their various activities. ASCILITE SIGs are currently open to ASCILITE members and non-members at no charge and the breakdown of members to non-members may be viewed in Table 6 below.

Table 6: SIG Membership showing percentage of ASCILITE members

	LA-SIG	LD-SIG	TA-SIG	ML-SIG	TELe-SIG
Total members	95	160	2215	45	123
ASCILITE members	50%	60%	Not tracked	50%	76

In October 2017, ASCILITE conducted its first SIG survey to ascertain the relevance of SIGs to their members. Results of the survey will be made available in early 2018.

In October 2017, ASCILITE completed its first SIG Survey to gauge the relevance of ASCILITE SIGs to their members and to identify the needs of members. Full details of the survey results will be made available to SIG Leaders and ASCILITE members in early 2018.

The activities of each ASCILITE SIG in 2017 and their plans for 2018 are presented below.

TELEDVISORS SIG

The TELevisors SIG was established in November 2016 and is led by **Colin Simpson** (ANU), **Kate Mitchell** (La Trobe) and **Chie Adachi** (Deakin).

In 2017, the SIG undertook the following activities:

- Monthly webinars since March with ~15-20 people per webinar;

- 225 views of Webinar recordings on YouTube;
- Monthly webchats since March to discuss SIG direction, relevant issues and projects;
- Virtually connecting from HERDSA;
- TWalk activity Oct 12 – f2f and online synchronous Twitter walk;
- ASCILITE2017 conference lunchtime meet-up;
- Active discussion forum sharing resources, experiences and practices (via the Moodle site and Twitter with #TELedvisors); and
- 62 posts on discussion forum with 435 replies.

In 2018, the TELedvisors SIG will continue to offer a lively and active community hub that fosters communication and collaboration around TELT support practices.

TRANSFORMING ASSESSMENT SIG

The ASCILITE Transforming Assessment SIG is led by **Dr Mathew Hillier** (Monash University) and Professor **Geoffrey Crisp** (University of New South Wales).

Membership of the SIG has seen a net increase to 2,375 people from 73 countries and 717 separate organisations. Numbers are based on those electing to receive the Transforming Assessment Update email newsletter and who have active email addresses.

Activities undertaken in 2017 comprised:

- The 2017 monthly Transforming Assessment Webinar series, which has incorporated 12 sessions over the October 2016 to November 2017 period. This included:
 - Two joint webinars with the 'Assessment in Higher Education' (AHE) 2017 conference in the UK. This comprised a keynote live stream and a post-event online panel discussion session.
 - Two joint webinars with 'Higher Education Academy' (HEA, UK) focusing on broader aspects of assessment in HE.
- The 'TA local' concept continued at Monash in 2017. This involved embedding the webinar series into a professional development module within the Monash Continuing Education Excellence Development (CEED) program, which has run in 2016 and 2017. Each module has run for 1 year with participants engaging in 2 webinars from the series. Participants then write up an 'innovation adoption plan' presenting ideas conceptualised in sessions.
- The Transforming Assessment website has continued to be maintained as the main portal to SIG activities.

Webinar statistics for 2017 may be viewed in Table 7.

Table 7: TA SIG Webinar statistics.

TA-SIG WEBINAR STATISTICS (OCT 2016 – NOV 2017)	
Sessions Completed	11
RSVPs to sessions	1051
Attendance at sessions	350
Average RSVP per session	96
Average Attendance per session	32
Percentage of attendance to RSVPs	33%
YouTube views (first month following publication)	716

In 2018, monthly webinars will remain the primary focus of the SIG and these will include a further joint online conference event with 'Assessment in Higher Education' UK. This event is planned for June/July 2018.

The webinar series will remain a informal 'come as you please' activity. This has been and continues to be a successful formula for the series largely due to the fact that members can engage with each other in a low stress environment.

The 'TA Local' programme in the form of the CEED module at Monash is due to be reviewed in January 2018 but it currently appears that it will continue as another year long CEED module in 2018.

The SIG is open to assisting and advising other institutions that may wish to adopt this model for internal staff engagement with the webinar series.

LEARNING ANALYTICS SIG

The Learning Analytics SIG is led by **Hazel Jones** (USQ), **Sakinah Alhadad** (Griffith), **Cassandra Colvin** (UNISA) and **Linda Corrin** (University of Melbourne). In 2017 the LA-SIG achieved the following:

- Contributing to and leading a national conversation around learning analytics for learning and learning design, and extending the reach of the LA SIG.
- 4 x webinars were presented by world class LA scholars.

- Facilitation of a combined SIG presentation at the 2017 ASCILITE conference, titled Getting to know your SIGS.
- SIG Presentation at the 2017 ASCILITE Conference – Panel discussion: “Are learning Analytics leading us towards a Utopian or Dystopian future, and what can we as practitioners do to influence this?”
- Webinars have had between 40 and 90 registrations with 30 - 40 attendees plus others who access the recordings, i.e. Paul Prinsloo's session - 53 views; Kate Thompson's session - 22 attendees and 21 views and Bart Rienties' session - 37 attendees and 52 views.

The LA-SIG plans for 2018 include:

- 4 – 6 webinars with local and international speakers.
- Build collaborations and networking through the Google group mail list and discussions.
- Adopt a proactive approach and offer opportunities for collaboration through a one day workshop.

The one-day workshop would focus on a major topic with an outcome of a position paper. The event would take an ‘UnConference’ format and a small registration fee will be charged to cover costs. The event could possibly be run in collaboration with the LD-SIG and/or the TELe-SIG.

LEARNING DESIGN SIG

The Learning Design SIG, which was established in February 2016, has been led by **Eva Dobozy** (Curtin University), **Leanne Cameron** (Australian Catholic University), **Panos Vlachopoulos**, **Matt Bower** (Macquarie University), **Grainne Conole**, **Simon Walker** and **Lisette Toetenel** (UK).

The LD-SIG's activities in 2017 consisted of the following:

- Virtual participation in two international Learning Design seminars based in Greenwich, UK, which included a wide range of learning design researchers from around the globe.
- Webinar conducted on 24 October 2017, entitled “Learning Design Research: Continuing the Discourse”
- ASCILITE TELall Blog entitled “*Learning Design – not just another buzzword! (Parts 1 & 2)*”
- The LD SIG participated in the “*Get to know the ASCILITE SIGs*” session at ASCILITE 2017
- AJET Special Issue entitled “*Learning Design Research: Mapping the terrain*” (in progress)

In 2018, the LD-SIG plans include:

- Publish an AJET Special Issue
- Run an ASCILITE pre-conference workshop and/or conference symposium
- Promote the SIG through SIG webinars and blog entries

MOBILE LEARNING SIG

The ASCILITE Mobile Learning SIG is led by **Dr Thom Cochrane** (Auckland University of Technology) with committee members **James Oldfield** (UNITEC), **Kathryn Macallum** (EIT), **David Parsons** (Themindlab), **Helen Farley** (USQ), **Laurent Antonczak** (AUT), **Keith Parry** (UWS), **Mark Pegrum** (UWA) and **Matthew Kearney** (UTS).

In 2017 the ML SIG extended the depth of mobile learning research through the publication of an AJET Special Issue on mobile learning. This special issue is scheduled for publication in December 2017 consisting of 6 articles from the SIG community.

The ML SIG has shared resources and research via the SIG's Blog located at <http://ascilitemlsig.wordpress.com> and its G+ Community. ML-SIG members are encouraged to apply for CMALT accreditation. The SIG also encouraged members to submit relevant research papers to the 2017 THETA, MLearn, and the ASCILITE Conferences and it is scheduled to host a Symposium and mobile VR Workshop at the ASCILITE 2017 conference in Toowoomba.

The ML SIG was also invited to support the design and implementation of a mobile learning cMOOC in 2017 (<http://cmaltcmooc.wordpress.com>), focusing upon supporting CMALT portfolio submission, with facilitation and input from the ML SIG and the international mobile learning community. The ASCILITE Conference Symposium from the ML SIG will provide a forum for the special issue authors to outline their articles and answer in depth questions and discussion around these manuscripts.

ML SIG plans for 2018 include:

- Sharing of resources and ideas via social media channels: #ascilitemlsig Twitter, G+ and through a Wordpress site
- 2 - 4 webinars and 'Hangouts'
- Editing and contributing to an AJET special journal issue on Mobile Mixed Reality
- Contributing to the CMALTcMOOC and encouraging members to submit CMALT eportfolios for accreditation
- Contributing to the SOTEL research cluster (Scholarship of Technology Enhanced Learning) at <http://sotel.nz>
- Contribution to TEL conferences, including ASCILITE 2018

REGIONAL EVENTS & PARTNERSHIPS

Allan Christie (ASCILITE Executive) and **Dominique Parrish** (ASCILITE President) are responsible for Regional Events and Partnerships. ASCILITE sponsors and/or endorses events and activities that promote research, trends and uses of educational technologies in tertiary education. Sponsored regional events also ensure reciprocity for ASCILITE such as in the areas of potential membership recruitment, added member benefits or income generation. In 2017, ASCILITE sponsored and/or endorsed the following events and partnerships:

ASSOCIATION FOR LEARNING TECHNOLOGIES (ALT)

In 2017, ASCILITE and the UK Association for Learning Technologies (ALT) renewed their Memorandum of Understanding (MOU) to re-affirm ASCILITE's longstanding agreement with its UK counterpart, particularly in the area of CMALT Australasia accreditation, which ASCILITE operates under license from ALT. ASCILITE continues to publish ALT's News Digest in the fortnightly ASCILITE bulletin and make it available to ASCILITE members via the website.

SCHOLARSHIP OF TECHNOLOGY ENHANCED LEARNING 2018 (SoTEL)

At its August meeting, the ASCILITE Executive endorsed a sponsorship proposal from Auckland University of Technology which is hosting its first annual Symposium (SoTEL) in February 2018. ASCILITE has contributed \$500 as an event sponsor.

The aim of the Symposium is to encourage participation, collaboration and sharing of knowledge and skills that enable delegates to build and develop exemplary approaches to the provision of student learning opportunities and learning spaces enhanced by technology. In order to measure how this event might translate in to new memberships, SoTEL delegates will be offered a 10% discount on the normal ASCILITE membership fees.

AUSTRALIAN LEARNING ANALYTICS SUMMER INSTITUTE (ALASI)

The Australian Learning Analytics Summer Institute (ALASI) held its one-day conference in conjunction with the ASCILITE 2016 conference on November 27; the day before the ASCILITE conference commenced. ALASI is the main forum in Australia for exchange of knowledge, innovation, and experiences in the area of Learning Analytics and the collaboration between ASCILITE and ALASI continues to be very successful.

BLENDED LEARNING 2017

As it did in 2015, ASCILITE again entered into a media partnership with IQPC Australia and its 6th Annual Blended Learning conference (BL2017). The media agreement comprised ASCILITE publishing several promotional items about the BL2017 in exchange for a complimentary pass to the conference, a 10% delegate discount to ASCILITE members and the display of ASCILITE'S logo as an event partner on the BL2017 website.

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, an AJET Management Committee and an Editorial Board. The Lead Editor team comprises Associate Professors **Michael Henderson** (Monash University, Australia), **Eva Heinrich** (Massey University, New Zealand) and **Petrea Redmond** (University of Southern Queensland, Australia).

AJET currently has 4,355 registered readers, compared to 3637 in 2016. As of the beginning of October there have already been close to 140,000 views of abstracts and 73,000 views of full articles for the year. AJET is clearly an in-demand source of information to our members and the field more broadly.

EDITORIAL TEAM

2017 saw another change in AJET's team of Lead Editors. Chwee Beng Lee stepped back to the role of Associate Editor in the middle of the year as her increased workload at her university no longer allowed her to invest the considerable time required for the Lead editorship. We thank Chwee Beng for her contributions and look forward to her continued involvement as a member of the wider editorial team. We are pleased to report that the Lead Editor vacancy was filled by the appointment of Petrea Redmond. Petrea has served as Associate Editor for several years and is already making strong contributions in her new portfolios. A huge thanks goes to the current team of Michael, Eva and Petrea for their enormous contributions to the operation of the journal. Besides dealing with the day-to-day functions, the Lead Editors invest considerable time and energy into strengthening the quality, processes and activities of the journal.

The journal has also been successful in adding further members to the team of Associate Editors. We welcome Dr Linda Corrin, Prof Judi Harris, and Dr Michael Phillips who joined the team in 2017. With Judi's appointment, we are stretching across the Australasian boundaries – a testament to AJET's international outlook. We formally thank the Associate Editors for their high

quality editorial work that contributes strongly toward our excellent and highly regarded ASCILITE journal (AJET):

- Associate Professor Shirley Agostinho, University of Wollongong, Australia
- Dr Thomas Cochrane, Auckland University of Technology, New Zealand
- Dr Linda Corrin, University of Melbourne, Australia
- Associate Professor Helen Farley, Australian Digital Futures Institute, University of Southern Queensland, Australia
- Associate Professor Paul Andrew Gruba, University of Melbourne, Australia
- Professor Judi Harris, College of William & Mary, USA
- Dr Chwee Beng Lee, University of Western Sydney, Australia
- Dr Jason M Lodge, University of Melbourne, Australia
- Associate Professor Lina Markauskaite, The University of Sydney, Australia
- Dr Stephen Marshall, Victoria University of Wellington, New Zealand
- Dr Michael Phillips, Monash University, Australia

Lastly, the editors would like to thank the AJET copyeditors Antonina Petrolito and Kayleen Wood who have worked closely with the Lead Editors to ensure a high standard of final proofs is maintained. While too many to name individually, we extend heartfelt thanks to our international team of reviewers who perform an invaluable service to the journal. The AJET management committee, consisting of Associate Professor Dominique Parrish (ASCILITE President), Allan Christie (ASCILITE Treasurer) and the three Lead Editors, meet regularly. Associate Professor Michael Henderson also represents the AJET Editorial team on the ASCILITE Executive.

The AJET Editorial Board includes international Educational Technology researchers and leaders who have provided the ASCILITE journal with valuable guidance and support over the last year:

- Sue Bennett, University of Wollongong, Australia
- Chen Chwen Jen, Universiti Malaysia Sarawak, Malaysia
- Grainne Conole, University of Leicester, United Kingdom
- Laura Czerniewicz, University of Cape Town, South Africa
- Barney Dalgarno, Charles Sturt University
- Robert Fitzgerald, University of Canberra, Australia
- Cathy Gunn, University of Auckland, New Zealand
- John Hedberg, Macquarie University, Australia
- Jan Herrington, Murdoch University, Australia
- Gregor Kennedy, Melbourne University, Australia
- Paul Kirschner, Open University of the Netherlands
- Allison Littlejohn, Open University, United Kingdom
- Lori Lockyer, Macquarie University, Australia
- Martin Oliver, University of London, United Kingdom

- Thomas Reeves, University of Georgia, USA
- Neil Selwyn, Monash University, Australia
- Gail Wilson, Southern Cross University, Australia
- Allan H.K. Yuen, The University of Hong Kong, Hong Kong

SPECIAL ISSUES

Following a call for Expressions of Interest for editorial team(s) in 2016, several strong submissions for special issues were received. After rigorous review by the AJET Management Committee three submissions were selected.

The special issue on *TPCK/TPACK Research and Development: Past, Present and Future Directions*, edited by the team of Judith B. Harris (College of William & Mary), Michael Phillips (Monash University), Matthew J. Koehler (Michigan State University) and Joshua M. Rosenberg (Michigan State University) was published in the middle of 2017.

A second special issue, titled *Exploring Mobile Augmented and Virtual Reality in Higher Education*, features the editorial team of Thomas Cochrane (Auckland University of Technology), and Helen Farley (University of Southern Queensland). Publication of this special issue is scheduled for early December 2017.

The third special issue accepted after the 2016 call is provisionally titled '*Learning design research: Mapping the terrain*' and will be edited by Eva Dobozy (Curtin University) and Leanne Cameron (Australian Catholic University). Publication of this special issue is expected in the first half of 2018.

A new call for special issue proposals for publication in 2018/19 closed in October 2017 with proposals currently being reviewed.

AJET SUBMISSION AND REVIEW STATISTICS

Submissions for 2017 have tracked well and should surpass the 2015/16 numbers. At this stage, it looks like more articles are being declined at editorial screening in 2017 compared to the previous years. As a majority of review decisions are still outstanding for 2017 (as well as some for 2016) the numbers presented in Table 8 can be seen as indicative only and will have to be reviewed once more data are available.

Table 8: AJET submission and review statistics based on submissions per year

AJET Submission and Review Activities	2015	2016	2017*
Total submissions	427	464	405

AJET Submission and Review Activities	2015	2016	2017*
Declined at editorial screening (% of total submissions)	277 (65%)	298 (64%)	282 (70%)
Peer reviewed (% of total submissions)	150 (35%)	166 (36%)	123 (30%)
Declined at peer review (% of peer reviewed)	82 (55%)	92 (63%) **	38 ***
Accepted (% of peer reviewed)	68 (45%)	59 (36%) **	18 ***
Declined (either at editorial screening or following peer review % of total submissions)	359 (84%)	390 (87%) **	***
Accepted (% of total submissions)	68 (16%)	59 (13%) **	***
Under review or in editing early Oct 2017	0	15	67

* To the beginning of October 2017

** Calculation of percentages adjusted for outstanding review decisions

*** Too early to provide figures or percentages

AJET BIBLIOMETRICS

As the data for 2017 are not yet available, bibliometrics for 2016 have been provided and are compared to the 2015 and 2014 figures (Table 9). It is pleasing to see that the journal is holding its well-established presence and has again improved its impact factor.

Table 9: AJET Bibliometrics based on calendar year

AJET Bibliometrics	2014	2015	2016
JCR 5 year Impact Factor	1.006	1.171	1.46
JCR journal ranking in Education category based on 5 year Impact Factor	131/224	135/231	151/235
Google Scholar h5 index	33	31	32
Google Scholar h5 ranking within Educational Technology category	8/20	9/20	9/20

2016 CONFERENCE

The ASCILITE 2016 conference, formally referred to as the *33rd International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education* was hosted by the University of South Australia in Adelaide from 28 - 30 November 2016 with an organising committee led by **Dr Sandra Barker**. Other members of the organizing committee comprised **Prof Shane Dawson, Dr Cassandra Colvin, Dr Stuart Dinmore, Tracey Johnson, Stuart Deer, Michelle Davy, Diana Quinn and Simon Smith**, and ASCILITE Executive member **Allan Christie**. The conference organising committee was supported by a Program sub-committee comprising **Prof Abelardo Pardo** (University of Sydney).

The theme for ASCILITE 2016 was "*Show me the learning*" which focused attention on the demonstration of learning aided by the adoption of technology in the education space. ASCILITE 2016 was attended by over 401 delegates attending from 10 countries, 64 universities and submissions were received from 28 different countries. Conference proceedings were made available to all delegates on a USB stick distributed in the conference satchels.

2016 CONFERENCE AWARDS

- **Best Full Paper:** Kirsty Kitto, Mandy Lupton, Kate Davis and Zak Waters. "*Incorporating student-facing learning analytics into pedagogical practice*".
- **Best Concise Paper:** Hazel Jones. "*Ethical considerations in the use of student data: International perspectives and educators' perceptions*".
- **Best Poster:** James Brunton, Mark Brown, Eamon Costello, Ann Cleary, Lorraine Delaney, Seamus Fox, Jennifer Gilligan, Lisa O'Regan and Jamie Ward for "*Staying the distance: Using digital readiness tools to support effective transitions into higher education for flexible learners*".

Zac Waters, Mandy Lupton & Kirsty Kitto (L to R) receiving the 2016 Best Full Paper Award



2017 CONFERENCE

The ASCILITE 2017 conference is being hosted by the University of Southern Queensland the organising committee led by **Professor Helen Partridge**, includes **Dr Kate Davis**, **Carmel O'Sullivan**, **Adrian Stagg**, **Hazel Jones**, **Professor Shelley Kinash**, **Associate Professor Petrea Redmond**, **Kathy Carey**, **Dr Megan Kek**, **Associate Professor Warren Midgley**, **Dr Eliza Whiteside**, **Leonie Sherwin**, **Madelaine Judd**, and ASCILITE Executive member **Associate Professor Helen Farley**.

Organisational support has been provided by ASCILITE President **Dominique Parrish** and ASCILITE Secretariat **Andre Colbert**. In addition, the conference organising committee have had excellent administrative support from **Colleen Wilson**, **Rae Jones** and **Louise McDonald** and creative service by the USQ Media Design and Development team.

A total of 178 submissions were received for the 2017 conference. 87 blind peer reviewed submissions, 23 non-blind peer reviewed submissions and 13 non-reviewed submissions were accepted. 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. A summary of paper submissions, acceptances and rejections is provided in Table 10. As of mid-November, registrations for ASCILITE 2017 stood at 275 with marketing continuing via the ASCILITE bulletin, twitter and other professional networks.

Table 10: Summary of paper submissions and acceptances

TYPE	SUBMITTED	ACCEPTED	REJECTED
BLIND PEER REVIEW			
Full Paper	39	31	8
Concise Paper	54	33	21
Poster	28	24	4
NON-BLIND PEER REVIEW			
Debate	1	1	0
Lightning talks	18	7	11
Open fishbowls	5	5	1
Experimental sessions	8	4	4
Workshops	6	3	3
Lightning round	4	3	1
Unknown	2	0	2
NON-PEER REVIEW			
AJET Sessions	2	2	0
ASCILITE mentoring session	1	1	0
SIG Sessions	7	7	0
ASCILITE President Session	1	1	0
Innovation	2	2	0
TOTALS	178	124	54

SPONSORS

A mix of regular and new sponsors are partnering with ASCILITE for the 2017 conference (Table 11) with the potential for a further two sponsors pending negotiations that were still underway at

the time of publication. ASCILITE values the support of its sponsors who help to ensure the financial viability of the annual conference.

Table 11: 2017 conference sponsors & exhibitors

SPONSOR	TYPE
Echo 360	Silver Sponsor (Barista Lounge)
Blackboard	Volunteer T-shirts
Lourdes Hill College	Schools Night
Blackboard	Exhibitor
edalex Solutions	Exhibitor
Vidversity	Exhibitor
Smart Sparrow	Exhibitor
Canvas	Exhibitor

2018 CONFERENCE

ASCILITE's 2018 Conference will be held at Deakin University's Waterfront Campus, Geelong, between 25 to 28 November 2018. Less than an hour's drive to the west of Melbourne, Geelong is the second largest city in the state of Victoria, Australia, with excellent transport links to the city. The conference venue is on the seafront, in the heart of Geelong. Originally built as wool stores in 19th century, the campus buildings have been extensively renovated, to create a modern, impressive campus. The conference will be ASCILITE's 35th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education. The tentative theme is *"Open oceans: Learning without borders"*.

MEMBERSHIP TRENDS

INDIVIDUAL MEMBERSHIP

As of 7 November 2017, ASCILITE had 569 members in total, which is a slight increase over the total number of 567 members for the same time in 2016 and the identical number of members in 2015 (Table 12). As with previous years, student numbers continue to remain low.

Table 12: Members by Category

MEMBERS BY CATEGORY	2011	2012	2013	2014	2015	2016	2017
Individuals	383	397	335	309	301	246	282
Institutional Memberships	68	90	173	244	221	286	254
Students	11	17	25	14	19	17	23
Life Members	9	10	10	10	11	11	11
Fellows	5	6	7	7	4	4	5
Affiliates	3	3	4	4	3	3	3
Total Members	479	523	554	588	559	567	578

INSTITUTIONAL MEMBERSHIPS

In 2017, the number of Institutional members dropped from its peak in 2016 of 21 institutions to 17 institutions. As a result, the number of individuals covered by these institutional memberships dropped from 286 in 2016 to 245 as of 7 November 2017 (Table 13), although an additional institution has recently joined the scheme and will boost that number to 265 in December.

Table 13: Institutional Memberships

INSTITUTION	2014	2015	2016	2017
Charles Darwin University	10	10	10	10
University of Southern Queensland	20	20	10	10
Massey University	19	18	17	16
University of Wollongong (SMAH / FSS)	30	30	62	62
Deakin University	10	7	10	10
Open Polytechnic of New Zealand	10	6	10	9
UTS Insearch	10	10	10	10
Monash University	9	4	17	20

INSTITUTION	2014	2015	2016	2017
University of New England	20	20	20	19
Otago Polytechnic New Zealand	28	9	7	9
University of Notre Dame	10	10	10	10
La Trobe University	10	9	9	10
Manukau Institute of Technology	10	12	11	10
University of Western Australia		10	10	10
Lincoln University			10	10
Auckland University of Technology			8	10
Macquarie University	20		8	10
Queensland University of Technology	10	9	9	
Curtin University	10	20	18	
Southern Cross University		7	10	
University of the South Pacific		10	10	
TOTALS	244	221	286	245

MEMBERSHIP BY COUNTRY

Membership by country (Table 14) shows relative stability across Australia, New Zealand and other countries although outside of Australia and New Zealand, membership numbers remain low. There has been a modest increase in memberships from Singapore.

Table 14: Members by Country

MEMBERS BY COUNTRY	2013	2014	2015	2016	2017
Australia	418	427	426	434	447
New Zealand	101	117	102	102	99
Fiji	0	0	10	10	0

MEMBERS BY COUNTRY	2013	2014	2015	2016	2017
Singapore	6	6	7	5	13
UK/Ireland	6	9	5	8	5
Japan	2	2	3	1	1
Canada	5	6	2	2	0
Hong Kong	1	4	2	2	1
Europe	7	9	2	0	1
Other	8	8	2	3	2
Total Members	554	588	561	567	569

FINANCIAL POSITION

ASCILITE continues to maintain financial year reports (July to June) that are reconciled each year by the Society's chartered accountants. These reports are made available to members at the AGM each year. In addition to the fiscal year reports, the Executive prepares and maintains a calendar year budget that is also presented to members at the AGM for their approval. This budget indicates the anticipated income and expenditure for the calendar year ahead. The ASCILITE Treasurer has a constitutional obligation to provide both fiscal year reports and a calendar year budget to members.

In the financial year report 1 July 2016 to 30 June 2017, ASCILITE ended with a profit of \$26,403 on an income of \$114,063, while in the previous year ASCILITE made a profit of \$60,533 on an income of \$137,936. The reduction in both income and profit was expected and planned as the Executive with the support of the membership at the AGM chose to invest in additional services and activities to support the mission of the Society. These services and activities included the Technology Enhanced Learning Accreditation Scheme (TELAS) and the inaugural Spring into Excellence Research School and both will be more significant expense items in the 2017-18 financial year. Additionally, the 2016 conference registration fees were set at a lower price point to achieve a modest surplus and encourage greater participation – both of which were achieved.

Secretariat costs and Executive meeting costs continue to be the two highest categories of expenditure although AJET Journal expenses are increasing with a greater number of papers being reviewed and published.

ASCILITE's total net assets at 30 June 2017 were \$419,609 up from \$393,206 in the previous financial year. It is pleasing to see income from bank interest has increased 65% following the decision in 2016 to move funds from low interest-bearing deposits to high-yield term deposits. ASCILITE's credit card debt use remains low and any credit card expenses are automatically paid out at the end of each month. ASCILITE has also moved to Stripe (www.stripe.com) away from Paypal to reduce transaction costs associated with the receipt of payments. The financial statements and 2017 budget will be presented to the membership at the AGM for approval.

SECRETARIAT ACTIVITIES

The work of the ASCILITE Secretariat is overseen by the Executive Officer (**Sue Gregory**) and the current Secretariat, **Andre Colbert** has held the position of Secretariat since May 2012. In 2017, Secretariat duties in the area of IT services increased due to the growing presence of online activities undertaken by the Society. These duties included network administration, which now includes the hosting of all conference websites, managing hosting disk quotas and domains, monitoring of site backups, anti-virus/malware systems and security certificates, configuring website changes and undertaking regular updates of WordPress and website plugins. Secretariat webmaster duties also increased in order to meet the society's growing activities in social media, blogging and SIG activities; the administration of ASCILITE's webinar service and the archiving of both *ASCILITE Live* and SIG webinars. Regular updates to the ASCILITE home page have also become necessary now that it features a live Twitter feed, an events calendar and "what's happening" all of which must be coordinated to avoid duplicating current news items.

Apart from IT duties, the Secretariat undertook the following activities throughout the year and these activities continue to define the Secretariat's core responsibilities:

- Liaise with institutional member contacts to ensure that their member lists are up to date and their memberships are renewed.
- Manage and monitor ASCILITE's membership database including email bounces and renewal notifications.
- Manage and reconcile the ASCILITE financial accounts in MYOB, submit quarterly BAS statements and produce monthly financial reports for the Treasurer.
- Liaise with the ASCILITE accountant to prepare fiscal year financial reports.
- Manage the ASCILITE calendar year budget through monthly updates of ASCILITE's Profit & Loss statements.
- Organise agendas, supporting documentation and meetings for the Senior Executive and full Executive, including the preparation of meeting minutes and meeting notes.

- Maintain Executive Action Lists for each quarter to support the implementation of strategic and operational plans.
- 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.
- 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.