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EXECUTIVE SUMMARY

While Australia and New Zealand in particular have tried to minimise the impacts of COVID-19, and there was some success for the first part of the year, once Delta arrived this has been difficult for many of us with various state lockdowns, working from home, remote learning for students and various rules changes around what everyone can and cannot do. While many are not able to attend this year's ASCILITE conference in person there are a small number who are able to attend and I'm sure they will have a fantastic time and appreciate the on-campus networking and facilities. Last year's online conference was an ASCILITE first, and I would like to thank Professor **Sue Gregory** and Professor **Steve Warburton** as well as the conference organising committee from the University of New England for organising and hosting a fantastic online conference. Although we could not be there in person the ASCILITE community attended online, and an excellent conference was had by all. I would like to thank everyone who participated in the conference, either through conference submissions, or attendance at the conference. This year will no doubt be no different with many attending online due to the various border closures or university rules around conference travel.

This annual report is very satisfying to see, as there are several new initiatives and services as well as some fantastic benefits established this year. New initiatives for this year include the Women in Academic Leadership which, through a two-year program aims to provide mentoring for women academics at levels C and D (or equivalent). With 26 participants in total and nine mentoring groups this program has by all accounts been successful in its first year. Another new initiative is the ASCILITE Publications which has been established to provide a platform to publish the conference proceedings and other associated publications. We have been actively ensuring our Memorandum Of Understanding s(MOUs) have been up to date and this year began working with EduGrowth, an innovation hub aimed of connecting educational providers, industry participants and EdTech entrepreneurs. An MOU was also signed with FLANZ to allow collaboration of overlapping interests and projects.

We have looked at the number of portfolios the ASCILITE Executive were undertaking and realised the number had doubled to 20 over the past few years. As such this year we have changed the constitution to add one additional Executive member which will ensure we have enough people on the Executive to effectively manage each of these portfolios.

This year A/Professor **Elaine Huber** and I have been working hard to operationalise the Technology Enhanced Accreditation Standards (TELAS) initiative. Three two-hour introductory workshops and one full day certified peer review training have been conducted to date with more scheduled for early 2022. It is fabulous to see the adoption and use of the Standards and we look forward to continuing this initiative next year.

Membership is going very strong with the introduction of a new institutional membership initiative, which was initially conceptualised by the past ASCILITE President, Professor **Dominique Parrish**. For the first time membership is sitting at over 1000 and is expected to reach 1100 members in the next few weeks. We also welcomed a new life member to the society with Professor **Sue Gregory** receiving life membership.

The D2L & ASCILITE Research Grants that began in 2020 have been well received with two people receiving them in 2020 for projects conducted in 2021 and another two being

announced at this year's conference for projects next year. We look forward to a continuing to work with D2L next year through continued sponsorship of the Research Grants.

With the change in Lead Editors for AJET I would like to thank A/Professor **Linda Corrin**, Professor **Gwo-Jen Hwang**, A/Professor **Jason Lodge** and A/Professor **Kate Thompson** for their work on the journal and with the editorial team. They have continued to build the reputation of AJET and have streamlined processes involved with the journal. Thank you to all of our fabulous SIG leaders and those who have assisted with the many ASCILITE portfolios. I would also like to take this opportunity to thank the entire ASCILITE community for your continued commitment and support and I look forward to working with you throughout the next year to continue to grow the Society in 2022.

Dr Chris Campbell, ASCILITE President

TELAS (TECHNOLOGY ENHANCED LEARNING ACCREDITATION STANDARDS)

ASCILITE has now launched a set of internationally benchmarked accreditation standards, criteria and performance measures in the form of its TELAS Framework. This Framework is the basis for assessing, assuring, accrediting and recognising the quality of online learning in tertiary education.

TELAS is currently led by Dr **Chris Campbell** (ASCILITE President) and A/Professor **Elaine Huber** (ASCILITE Executive) with support from Dr **Tran Le Nghi Tran** (Griffith University) and Mr **Andre Colbert** (ASCILITE Secretariat) after the initial framework was developed by Professor Dominque Parrish (Ex-ASCILITE President), and Mr Allen Christie (Ex-ASCILITE Executive).

The official launch plans for TELAS were significantly delayed due to COVID 19 restrictions that continued in late 2021. As a result, the TELAS Reviewer Certification workshops originally planned as face-to-face full day sessions had to be modified and redeveloped. Instead, TELAS was launched in the form of a two-hour online information session for those interested in gaining an understanding of the framework and the peer review process. Three information sessions were then scheduled and conducted between September and November 2021 with a total of 94 participants.

The aims of these sessions were to:

- Raise awareness of good practices in the design of quality online learning, as rationalised in the TELAS Framework.

- Introduce individuals to the affordances for quality online learning design against the TELAS Framework measures.

- Introduce individuals to the TELAS peer review process.

During the sessions, the TELAS team assessed an OER course (that was provided by an ASCILITE member) and looked in detail at some of the standards of the framework. Feedback from participants was positive in the initial session and this was used to make minor adjustments to the subsequent sessions.

The TELAS Reviewer Certification workshop was then re-configured to comprise two half day online sessions instead of using the original full day face-to-face format.

The first of these workshops was conducted on 28 – 29 October with 23 participants. Another 27 have registered for a second workshop scheduled for January 2022. During the workshop, we looked at each of the standards in detail and discussed the process of conducting a combined review and delivering the final assessment. We also covered the process for becoming a TELAS Certified Reviewer.

The aim of the workshops is to:

- Raise awareness of good practices in the design of quality online learning, as rationalised in the TELAS Framework.

- Introduce individuals to the affordances for quality online learning design, against the TELAS Framework measures.

- Moderate the assessment of online learning design against the TELAS Framework measures and develop a consistent understanding of how this assessment could be measured so that reliable benchmarking and comparison of performance could be broadly applied.

- Encourage recognition of exemplary practice in the design of quality online learning.

- Develop knowledge and skills in the use of resources and infrastructure that is required to support the formal course accreditation process.

- Create a network of champions to promote and progress this initiative.

Further workshops will be scheduled for 2022 and plans are underway to form a TELAS Steering Committee, with Professor Dominique Parrish (Macquarie) chairing.

SPRING INTO EXCELLENCE RESEARCH SCHOOL

The Spring into Excellence Research School was introduced and launched in 2017 as an initiative of then ASCILITE President, Professor **Dominique Parrish**.

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

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

  – Formulating a relevant and effective TEL research project.

  – Collecting appropriate TEL research data.

- Identifying what data is most appropriate for TEL research.

- Assist participants to identify and plan a contemporary TEL research project.

- Enable opportunities for participants to link with like-minded collaborators from other universities and potentially to establish viable cross-institutional research collaborations.

- Guide participants in developing a grant application or research plan for a TEL research project. This would include both projects that have already been conceptualised as well as new projects that have not yet been conceived.

In 2020, the Research School was postponed due to COVID-19. Although the Research School portfolio leads, consisting of Professor **Michael Henderson** (Monash), Dr **Chris Campbell** (Griffith), Professor **Sue Gregory** (UNE) and Professor **Petrea Redmond** (USQ) began planning the event for this year, the arrival of the Delta strain of COVID-19 in 2021 meant that the school once again needed to be postponed. The Research School is now planned for May 2022 and it is hoped to be face-to-face (and/or hybrid) at Monash University.

SOCIAL MEDIA

Executive members Dr **Sandy Barker** (Twitter), Dr **David Porter** (Facebook) and Dr **Kwong Nui Sim** (LinkedIn) maintain ASCILITE's social media channels with the assistance of Mr **Andre Colbert** (ASCILITE Secretariat).

Throughout 2021, ASCILITE continued to be active on Facebook**,** Twitter, LinkedIn, and YouTube. News and events are posted regularly to Facebook and Twitter while LinkedIn is primarily used for Professional connections. In 2021, it was sought to be more systematic with posting across the platforms and it is felt this has been achieved throughout the year.

Over the course of the year, the number of 'likes' on ASCILITE's Facebook page increased slightly from 499 (2020) to 528 (2021), while LinkedIn connections increased from 1,088 (2020) to 1,373 (2021). Linkedin now has an average of 250 views per post and the Profile is viewed on average 100 views per week. The number of Twitter followers increased from 1,574 (2020) to 1,908 (2021).

The number of views on ASCILITE's YouTube channel increased from 3,220 (2020) to 4,305 (2021) with an additional 23 videos added to the channel. Videos from *ASCILITE Live!* webinars and SIGs are made available on this channel while several SIGs such as the TA-SIG and TELedvisors SIG have their own channels.

While the ASCILITE fortnightly bulletin continues to serve as the primary means of communication for ASCILITE members, Twitter, Linkedin and Facebook are proving to be an important channel for members and non-members both in Australasia and abroad.

Instagram was not used in 2021.

The ASCILITE website is also a prominent resource for information and news and is updated regularly. For example, the member bulletin is posted to "Latest News" several days after ASCILITE member receive the bulletin via email and ASCILITE's Twitter feed is displayed in near real-time on the ASCILITE website home page. In addition, the website home page features an open access Events Calendar that SIG leaders and others access to post their activities and news.

SOCIAL MEDIA PLATFORM	2019 (24 Oct)	2020 (17 Nov)	2021 (17 Nov)
Facebook likes/followers	470 / -	499/ -	528/557
LinkedIn connections	996	1,088	1,373
Twitter: Following/Followers	491/1,250	513/1,574	505/1,908
YouTube Channel: Videos/ Views/ Subscribers	48/2,519/76	64/3,220/95	87/4,305/120
Events Calendar posts	--	44	48

Table 1: Social media engagement

TELALL BLOG

Dr **Sandy Barker** (ASCILITE Executive) leads ASCILITE's blog initiative with the assistance of Dr **Kwong Nui** Sim (ASCILITE Executive) and Dr **Chris Campbell** (ASCILITE President). As of 11 November, a total of 17 blog posts were published in 2021, slightly down from 25 in 2020. The 17 posts came from 22 academics/professional staff located across 20 institutions located across Australia, New Zealand, Asia, Africa, United Kingdom and Europe.

Highlights of the blog posts this year were the number of submissions received from around the world with topics focussing on moving forward through the current pandemic to introducing new initiatives such as the ASCILITE Women in Leadership program.

Blog subscribers are automatically notified of any new posts and this is followed by an introduction to each new blog in the fortnightly Bulletin emailed to members. Links to blog posts are also featured on social media via Twitter, LinkedIn and Facebook. Overall, it has been another successful year with a wide variety of interesting and contemporary

blog posts. As of November 2021, TELall had 83 subscribers down from 120 due to the transfer of the subscriber database from Google's Feedburner service to Subscriber2 and the elimination of a significant number of obsolete email addresses. Google is planning to discontinue its Feedburner service. The following table lists the 2021 posts with the post heading, author name and affiliation.

AUTHORS	INSTITUTION	POST HEADING
Dr Eamon Costello	Dublin City University	The paywalls are down. We come in peace
Dr Murat Sumer	Uşak University	Online learning is not just synchronous learning. Why?
Mark Schier	University of New England	Multisensory learning
Ishaq Al-Naabi	Nizwa College of Technology	Driving through bumpy roads
Audrea Warner	University of Auckland	To use live clients or not to use live clients? Insights from educators, students and live clients on the benefits and disadvantages
Kwong Nui Sui and Michael Cowling	AUT and CQU	When the internet knows all, is the humble testamur valuable?
Phuong Vu Nguyen	Vietnam National University - Ho Chi Minh City	Online teaching and assessment activities at University of Economics and Law
Thomas Chiu	Chinese University of Hong Kong, Hong Kong SAR	Is artificial intelligence a solution to the challenges of the pandemic?
Dr Joanna Joseph Jeyaraj	University Putra Malaysia	Critical pedagogy in emergency remote teaching: An open letter to Paulo Freire
Dr Tanya Evans	Uni of Auckland	Educational technology in a mathematics department – a tale of a non-change agent
Stephen Bright	University of Waikato	Trialling a satellite conference: FLANZ 2021
Yeong Foong May, Lee Zheng Wei and Lee Seow Chong	NUS Singapore	Leveraging on technological affordances for emergency remote teaching – experience with a large-class undergraduate module
Michael Cowling and Kwong Nui Sui	CQU and AUT	CMP: Moving Forward from 2020 Experiences
Simon Knight, Anissa Moeini, Alison Clark-Wilson, Rita Prestigiacomo	UTS, UCL, USyd	How do educators and educational technologists think about data as evidence to support their work?
Petrea Redmond	USQ	Women in Academic Leadership initiative
Hatice Cilsalar Sagnak	Yozgat Bozok University	How to integrate technology in higher education: Clues from a faculty technology mentoring programme
Joyce Koh, Kwong Nui Sim	University of Otago, AUT	Mapping the digital literacies for succeeding in higher hducation

Table 2: 2021 TELall blog posts

COMMUNITY MENTORING PROGRAM

A/Professor. **Michael A. Cowling** and Dr **Kwong Nui Sim** led the Community Mentoring Program this year for the second consecutive year, with larger numbers than 2020, and a total of 13 partnerships: 11 with an individual mentor/mentee relationship and 2 with a collaborative mentoring partnership. This represents a total of 25 participants in the program in 2021 (as compared to 21 participants in 2020).

Most partnerships met regularly during the program, and the coordinators once again organised an initial meeting with MS Teams, as well as a mid-stream check-in and the "2nd wind" meeting approximately a month before the conference to encourage the generation of deliverables and to debrief the program. Several mentee/mentor networking sessions were also organised, including a debate between two teams of three made up of former and current mentees. A Teams site for asynchronous collaboration was created. Ultimately, two mentees dropped out of the program, but the other 11 teams produced a range of outputs, including blog posts and conference papers.

Reports so far indicate several academic deliverables from the program, as well as other impact deliverables such as a TELall blog post and posts on other Public Scholarship forums. A/Professor Cowling & Dr Sim are going to present a Pecha Kucha on CMP at the ASCILITE 2021 conference and are planning a journal article for 2022 on the changes made to the CMP program in response to the pandemic over the last two years. Mentees and mentors will also present at a special CMP presentation at the ASCILITE 2021 conference, including reports on the program, success stories and a short panel discussion.

Next year represents the 19th year of the Community Mentoring Program, and a decade since the collaborative part of the program was introduced (in 2011), so the team plans to use 2022 as an opportunity to further the networking and connection aspects of the program. Mentee and mentor teams have expressed interest in a meta-mentor component to the program, so this will be considered by the team for 2022.

A list of the mentors/mentees from 2021 is provided below.

Mentee	Mentor
Nhung Nguyen *Auckland University of Technology*	Camille Dickson-Deane *University of Technology Sydney*
Robert Vanderburg *CQ University*	Camille Dickson-Deane *University of Technology Sydney*
Megan Duffy *Queensland University of Technology*	David Porter *University of Wollongong*

Michelle Riggs *Australian Institute of Business*	Kashmira Dave *Charles Darwin University*
Asli Mccarthy *La Trobe University*	Kate Michell *University of Melbourne*
Jack Sage *James Cook University*	Michael Sankey *Charles Darwin University*
Grace Yu Qi *Massey University*	Nona Press *Queensland University of Technology*
Peter Hanami *Monash University*	Oriel Kelly *University of Auckland*
Kirsten Black *RMIT*	Pedro Isaias *UNSW*
Amanda Bellaby *Queensland University of Technology*	Puvaneswari P Arumugam *Deakin University*
Sarah Midford *La Trobe University*	Richard Lai *La Trobe University*
Alison Casey *University of Notre Dame*	Tom Worthington *Australian National University*
Bruce Herbert *Victoria University*	James Birt & Ashfaque Chowdhury *Bond University & CQ University*

Table 3: 2021 Community Mentoring Program Participants

WEBINARS

The *ASCILITE Live!* webinar series is led by Dr **David Porter** (ASCILITE Executive). This year's series continued the society's efforts to emphasise innovators and exemplars and to promote the excellent work happening within the ASCILITE community and AJET. Additionally, this year's webinars featured collaborations with Turnitin, the Australian Collaborative Education Network (ACEN) and EduGrowth, with whom ASCILITE also established a strategic partnership.

All of ASCILITE's webinar series are available on ASCILITE's [YouTube channel](#).

Webinar attendance numbers are tracked for *ASCILITE Live!* sessions, the LA-SIG and the BE-SIG. For those sessions the total number of participants across 10 sessions was a very impressive 596 participants, up from 17/311 in 2020 and 5/144 in 2019. In addition, ASCILITE co-sponsored two sessions with EduGrowth which had an additional 197 participants. Data on SIG webinars is available under their respective sections of this report.

Webinar Topic	Presenter(s)	Participants
ASCILITE Community Mentoring Program Information Session	Michael Cowling & Kwong Nui Sim	30
ASCILITE Women in Leadership Session	Chris Campbell, Sue Gregory, Elaine Huber & Petrea Redmond	11
Rethinking Assessment: Influences and Strategies	Margaret Bearman, Roseanna Bourke, Chris Deneen & Matthew Hillier	33
ASCILITE/Turnitin: Contract Cheating, e-Cheating, Academic Integrity and Ensuring Digital Equity	Chukwudi Ogoh, Cath Ellis & Jasmine Thomas	164
AJET Special Issue: Review and Showcase of Smart Learning Environments	Simon K.S. Cheung, Fu Lee Wang & Lam For Kwok	13
ASCILITE/Turnitin - E-cheating and Assessment Security, Best Practices for Upholding Academic Integrity	Chukwudi Ogoh, Phil Dawson, & Ann Rogerson	202
Scavenger Hunt Game: Chinese Language Camp (Innovation Award Winners)	Grace Qi & Kevan Loke	26
Writing a Great ASCILITE Conference Paper	Elaine Huber & Hazel Jones	34
Innovation Award Winner: Batman: The Online Clinical Classroom	Marla Burrow, Camille Manning, Shelley van der Krogt & Jenny Green	19
Innovation Award Winner: Virtual Learning Experiences Utilizing Digital Technologies	Preet Singh, Neil Ward & Antony Jacob	44
ASCILITE/ACEN Webinar: Online Placements & Projects	Harsh Suri & Friederika Kaider	20
TOTAL		**596**

Table 4: 2021 ASCILITE webinar engagement

ASCILITE AWARDS

Professor **Sue Gregory** (ASCILITE Executive) leads the ASCILITE Awards program. She was assisted in this role by Dr **Chris Campbell** (ASCILITE President) and Dr **Mark Schier** (ASCILITE Treasurer) and together they undertook the adjudication of all 2020 award nominations.

ASCILITE now offers six different awards:

- Emerging Scholar Award
- Community Fellow Award
- Innovation Award
- AJET Distinguished Reviewer Award
- Life Member
- Student Bursaries

No student bursaries or Community Fellow awards were announced in 2020.

EMERGING SCHOLAR AWARD

The Emerging Scholar award nominee must make a noteworthy contribution in the exemplary use or research of technologies for learning and teaching in tertiary education in one of the award categories. They must also have promoted the strategic vision, mission and goals of ASCILITE through those contributions. In 2020, this award went to **Cadey Korson** and **Carolyn Gates** (Massey University).

AJET DISTINGUISHED REVIEWER AWARD

The AJET (Australasian Journal of Educational Technology) Distinguished Reviewer Award is awarded in recognition of outstanding work as an AJET reviewer, and as such the awardee is chosen by the AJET Lead Editors. The recipient of the award in 2020 was Professor **Jorge Luis Bacca** (Fundación Universitaria Konrad Lorenz, Colombia).

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 2020, there were four outstanding winners:

- **Grace Y Qi** and **Kevan Loke** (Massey University) for Scavenger Hunt Game: Chinese Language Camp - student interventions to increase student engagement.

- **Marla S Burrow** (Massey University) for Batman: The Online Clinical Classroom.

- **Preet Singh** (Massey University) for Leveraging technology for virtual learning experiences.

LIFE MEMBER AWARD

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

In 2020, a Life Member award was given to Professor **Sue Gregory** (University of New England) who is currently the longest serving member of the ASCILITE Executive, joining in December 2012 and continuing to serve for 8 consecutive years. Sue served as Vice President from 2015 – 2017 and then again from 2019 to 2021 and led the Community Mentoring Program continuously for 7 years from 2013 to 2019. In addition, she chaired the ASCILITE Awards committee continuously from 2013 to present time and is co-convenor of both the 2020 ASCILITE conference and the 2021 conference. Sue was also instrumental in the establishing the Women in Academic Leadership (WiAL) initiative which commenced in 2021 and she has been on the Research School organising group since its inception.

D2L ASCILITE RESEARCH GRANTS

In late 2020, ASCILITE teamed with D2L to offer research/scholarship grants to ASCILITE members to fund research and/or development of projects in the area of technology enhanced learning and teaching in higher education. $10,000 was made available for projects in 2021 and the same amount is being made available again in 2022. D2L and ASCILITE each provide 50% of the funding amount for the year.

The recipients of the first round of grants in 2021 were:

- Dr **Carol Johnson** (University of Melbourne) and Dr **Alana Blackburn** (University of New England) for *Video feedback in assessment: A protocol for tertiary music teaching.*

- Dr **Kathryn Coleman** (University of Melbourne), **Kate Mitchell** (University of Melbourne), Professor **Patsie Polly** (University of NSW) and Dr **Christine Slade**

(University of Queensland) for *Faculty assessment practices in response to COVID-19: Opportunities for innovative futures*.

It is expected that the 2021 recipients will present in some way at the ASCILITE conference and the final reports are due in March 2022. The 2022 grant recipients will be announced at the 2021 conference.

WOMEN IN ACADEMIC LEADERSHIP

This year ASCILITE launched the inaugural Women in Academic Leadership initiative which aims to provide mentoring opportunities for academics at levels C and D (or equivalent), with mentors from Levels D and E. There were 30 EOIs submitted, and the initiative began in March this year with 9 mentoring groups (of 3 – 4) and 26 participants in total (three playing a dual role of mentor and mentee).

The initiative was born from earlier conversations and led by Dr **Chris Campbell** (ASCILITE President), Professor **Sue Gregory** (ASCILITE Vice-President) with support from Professor **Petrea Redmond** (ASCILITE Executive) and A/Professor **Elaine Huber** (ASCILITE Executive) who has gone on to lead the initiative.

A series of three webinars were conducted this year to expand on the importance of the initiative: one from Professor **Birgit Lock** (La Trobe), another from Professor **Dominique Parrish** (Macquarie) and one from Professor **Maryanne Dever** (ANU).

In the first mentor/mentee group session, participants were invited to share topics they hoped to focus on in their mentoring groups. Topics included:

- Networking
- Career Goals
- Promotion applications
- Leadership
- Work-Life balance

The group also brainstormed topics that mentors and mentees would like to hear more on from leaders in the field:

- Different academic pathways – academic, management, research etc
- Gender-based issues and leading beyond gender
- Managing time and opportunities

- Difference between managing and leading

- Career goals/promotion

- Visibility and storytelling

- Legacy and support of others (making a difference)

The initiative runs in 2-year cycles and data will be collected midway and at the end of the cycle on the progress and outcomes of each mentoring group.

While now in the middle of this first cycle some preliminary data suggests there have been several successes from the group. These include:

- 3 promotions, 2 from Senior Lecturer to Associate Professor and 1 from Associate Professor to Professor
- 1 sabbatical application accepted
- 1 fellowship attained
- 2 grants attained
- An increased number of publications

Themes from the groups include:

- Critical friends/safe spaces to share success and challenges
- Support to survive through the pandemic and isolation
- How to balance time/commitments
- Senior leaders sharing their journeys – valued
- Developing better research plans
- Building networks

SPECIAL INTEREST GROUPS

The ASCILITE Special Interest Group (SIG) initiative, which was established in 2014, is led by Dr **Hazel Jones** (ASCILITE Executive). While previously there have been 8 SIGs, the disestablishment of the Digital Equity SIG means that ASCILITE now has 7 SIGs.

The aim of the SIG initiative is to give ASCILITE members the opportunity to lead and generate community activities related to their areas of interest. ASCILITE supports SIGs by offering each SIG a supported website presence and list management services, financial support for approved activities, the promotion of SIG events to ASCILITE members and an invitation to present at the ASCILITE conference. All ASCILITE SIGs are

currently open to ASCILITE members and non-members at no charge but SIG leaders must be members of ASCILITE.

Membership information from each of the SIGs is shown in the following table.

SIG	2020 MEMBERS	2021 MEMBERS
Learning Analytic SIG	156	242
Learning Design SIG	319	309
TELedvisors Network	499	337
Transforming Assessment SIG	4,095	4,752
Mobile Learning SIG	99	111
Open Educational Practice SIG	80	95
Business Education SIG	54	84
Total	**5,302**	**5.930**

Table 5: SIG Membership

Note that ASCILITE membership numbers cited in the table above are indicative only, since SIG members are not required to renew their membership. Hence, it is unknown how many older sign-ups from, for example 2016 – 2017 remain active and while total sign-ups in the LA-SIG is 242, only 98 of these members signed-up from 2018. Similarly, while the total sign-ups for the LD-SIG is 309, the number from 2018 to present is 153. TELedvisor numbers are those reported in MS-Teams and thus are lower than last years reported numbers from the MoodleCloud site.

The activities of each ASCILITE SIG in 2021 are presented below.

TELEDVISORS NETWORK SIG

The TELedvisors SIG was established in November 2016 and is led by **Colin Simpson** (Monash University), **Wendy Taleo** (Charles Darwin University), **Henk Huijser** (Queensland University of Technology) and **Penny Wheeler** (Australian Catholic University). They are supported by committee members **Kate Mitchell** (University of Melbourne), **Kris Nagy** (Monash University) and **Jenny James** (University of Queensland).

The TELedvisors Network continues to be an active community working to advocate for, support and develop the expertise of professional and academic staff alike.

The SIG continued its tradition of hosting monthly webinars from March to October with a final session planned for November. The average attendance at webinars is ~40 with 100+ attendees at the July webinar on HyFlex. ACODE invited the SIG to rerun the HyFlex

webinar at their workshop in November. The SIG also collaborated on webinars with the Learning Design SIG in June and September and as of 30 October, the SIG's webinars had a total of 837 views.

In 2021, the SIG migrated its membership from Moodle to MS-Teams when it reached Moodle's maximum limit of 500 users. Since then, community activity in MS-Teams has continued to grow since the migration and in the last 90 days (at 30 October) there were 49 posts with 102 replies and 165 reactions among 236 active users. The SIG's extensive library of session recordings are made available through its YouTube playlist.

TRANSFORMING ASSESSMENT SIG

The ASCILITE Transforming Assessment SIG is led by Dr **Mathew Hillier** (Macquarie University) and Professor **Geoffrey Crisp** (University of Canberra).

The continued strong demand and success of the Transforming Assessment webinar series evidenced by sustained membership numbers and steady attendance rates has demonstrated the continuing need for a forum in the tertiary community to air and share issues around e-assessment and a more recent shift to covering wider assessment issues in higher education more generally – although e-assessment remains our primary theme.

The ASCILITE community and its facilities remain an ideal mechanism by which to foster this discussion and contribute to the dissemination of knowledge sharing on e-assessment.

From November 2020 to November 2021, the Transforming Assessment monthly webinar series comprised 13 sessions with a total of 2,978 RSVPs. This compares to 5/632 in 2019 and 13/3,445 in 2020.

Four joint webinars with the 'Assessment in Higher Education' (AHE) took place at their conference in 2021 and an MOU is under development to continue joint activities. A joint webinar with the 'eAssessment Association' was also conducted as a panel style session with selected 2021 award nominees for the 2021 international eAssessment Awards.

Membership of the SIG has seen a net increase to 4,752 people as of 1 Nov 2021 up from 2,661 (2019) and 4,095 (2020). Numbers are based on those electing to receive the Transforming Assessment Update e-mail newsletter and who have active email addresses. Member numbers doubled from 2019 to 2020 due to COVID19, with the rate of increase lower in 2021 with 657 new members. This leaves the member database in a healthy state.

Members represent 100 countries/regions and over 1059 separate organisations with the majority of members coming from the higher education sector but there is a significant minority from Vocational and other areas. Most members are from Australia, the UK, the US, New Zealand. However, other members are from a range of countries.

Note that not all those that register to attend a session also elect to receive the newsletter. The total database number is higher, but within the total are 1427 invalid or unsubscribed.

Monthly webinars will remain the primary focus of the SIG in 2022.

LEARNING ANALYTICS SIG

The Learning Analytics SIG is led by Dr **Hazel Jones** (Griffith University), A/Professor **Linda Corrin** (Swinburne University), and Dr **Srecko Joksimovic** (University of South Australia).

Learning analytics continues to be an important driver in shaping tertiary education. With the increased focus on online learning and teaching, especially during the COVID-19 pandemic, it is clear that the field of learning analytics will have a great impact on future practices.

Throughout 2021 the LA-SIG has run a series of events under the banner of "Digging deeper into the ethical use of learning analytics". The program kicked off in March with an online discussion among the LA-SIG community focusing on a white paper about the ethical use of learning analytics in Australian higher education (Corrin et al., 2019). This was followed in April with a webinar involving a panel of experts representing different perspectives on ethical matters for LA, including a manager of learning analytics strategy and research, an industry representative, and a learning analytics specialist at the coalface of systems implementation and reporting.

In September 2021, a workshop was run in conjunction with the Learning Analytics Learning Network (https://learninganalytics.net/laln/) which explored everyday uses of LA and the ethical issues that can arise in relation to these.

Another workshop was conducted in October that built on the outcomes of the LALN workshop to see if consensus can be reached among participants about the ways that ethical issues related to everyday use of LA can be resolved. Finally, a symposium has been organised for the 2021 ASCILITE conference that will finish off this series of discussions by bringing together all the outcomes to date and allowing participants to help translate these findings into guidelines for future practice.

The SIG's MOU with SoLAR continues to be a highlight through which SoLAR promotes SIG events and vice versa.

Building a long-term coordinated series of events under the "Digging Deeper" banner proved to be a successful way of engaging with the SIG's membership and it intends to build on this in 2022 and beyond.

The SIG co-leaders have continued to meet on a weekly basis and have been undertaking an ethics approved research project aligned to the Digging Deeper series and the SIG aims to publish on this next year. This is a first for the SIG.

MOBILE LEARNING SIG

The Mobile Learning SIG is led by A/Professor **Thom Cochrane** (The University of Melbourne) and Dr **Vickel Narayan** (University of Sydney).

In 2021, the ML-SIG undertook the following activities:

- Weekly zoom discussions on various MLearning topics.

- ASCILITE 2021 Conference collaborative concise paper and poster:

    o Narayan, V., Cochrane, T., Aiello, S., Birt, J., Cowie, N., Cowling, M., Deneen, C., Goldacre, P., Alizadeh, M., Sinfield, D., Stretton, T., & Worthington, T. (2021, 29 November - 1 December). Mobile learning and socially constructed blended learning through the lens of Activity Theory.

    o Cochrane, T., Narayan, V., Aiello, S., Birt, J., Cowie, N., Cowling, M., Deneen, C., Goldacre, P., Alizadeh, M., Sinfield, D., Stretton, T., & Worthington, T. (2021, 29 November - 1 December). Post Pandemic Socially Constructed Blended Synchronous Learning: Vignettes from the Mobile Learning SIG.

- Collaborative development of a Campbell Collaboration Systematic Review for publication in 2022: The impact of COVID19 on the adoption of Mobile Learning in Higher Education.

- Collaborative development of a Campbell Collaboration Evidence and Gap Map for publication in 2022: The impact of COVID19 on the adoption of Immersive Reality in Higher Education.

- Submission of an EOI to guest edit a special issue of AJET in 2022: The impact of COVID19 on the adoption of Mobile Learning in Higher Education.

DIGITAL EQUITY SIG

The Digital Equity SIG was established in early 2018 to explore the full range of interests in equity affecting the innovation and practice around the use of educational technologies in Tertiary Education, including access and participation related issues, the building and informing of 'best practice' approaches, and related research.

The Digital Equity SIG did not undertake any activities in 2021. Efforts were made to identify new leaders of the SIG since the current leaders were unable to find time to lead the SIG. Unfortunately, these efforts were unsuccessful and in November 2021, the ASCILITE Executive Committee made the difficult decision to discontinue the Digital Equity SIG.

The importance of Digital Equity has however been recognised and the Executive have resolved that Digital Equity will now be a key focus of the ASCILITE Strategic Plan and will be promoted through all activities. Additionally, every SIG has made a commitment to add a Digital Equity lens to at least one of their activities in 2022.

The ASCILITE Executive wishes to thank all Digital Equity SIG members for their involvement over the last few years and to **Darren Britten**, **Sarah Lambert** and **Sue Tucker** for attempting to take on the roles of SIG leaders early in the year. Thanks, and acknowledgement is also due to the leadership of A/Professor **Helen Farley** and Dr **Julie Willems** who established the SIG. The Executive is grateful for all of their work in this area over a number of years and the valuable contribution they have made to ASCILITE, including an AJET Special Issue on Digital Equity.

OPEN EDUCATION PRACTICE SIG

The OEP-SIG was established in 2019 and is led by Mr **Adrian Stagg** (University of Southern Queensland), Dr **Carina Bossu** (Open University UK) and Mr **Steven Chang** (La Trobe University) to engage the sector in discussions around OEP related issues at the individual, institutional and national levels, including the realisation of opportunities and how to overcome potential barriers.

In 2021, the OEP-SIG has continued to see a renewed interest in open educational practice, especially as it relates to access to learning resources. Libraries and academic staff have worked to legally digitise resources or seek licences for online resources – both avenues have significant budget implications for higher education and highlighted the inadequacies of proprietary, commercial knowledge sharing models.

Practice-sharing and collaborative problem-solving have become the primary activities in our meetings, with many of our members seeking to implement grants programs, learning and teaching initiatives, open textbook adoption, and policy reform at the institutional level to support OEP. The latter priority area resulted in a secondary group dedicated to Open Policy (facilitated by Steven Chang, La Trobe University). The meetings have become vibrant, practical, and robust sharing spaces for a growing membership. This is supported by a monthly OEP Digest that provides updates in practice and research, as well as highlighting member achievements, webinars and events, and avenues for dissemination of research (such as call for book chapters, conferences, special issues of journals, conferences).

The SIG's distribution list stands at more than ninety staff in Australian higher education, and includes colleagues from Singapore, Malaysia, New Zealand, and the United States.

One of the SIG's greatest achievements in 2021 has been the continue flourishing community and sense of support to which our members actively contribute. There is a strong sense of generosity in sharing practice and helping with individual initiatives. Another great achievement was to host Pru Mitchel in our September meeting. She works for the Australian Council of Educational Research and has been involved in supporting the Universities Australia Learning & Teaching Repository. During her talk, she has asked our SIG members to contribute to her work in developing an Australian OER repository. This is evidence that our SIG has started having some national level impact on open practices.

Given the level of interest in open educational practices, the nascent activities nurtured by the SIG, and more recently the impact we have started to have on national open practice, the continuation of the OEP-SIG is key for this work and impact to continue. The SIG represents open cross-institutional collaboration throughout the year and culminates in key activities, which are a catalyst for further membership, and for ongoing action from our members.

In 2022, the SIG will continue monthly meetings, the publication of the Digest, and involvement in OA Week as in previous years. A renewed focus on research and case-study webinars will be present in 2022, especially as practice across member institutions matures.

LEARNING DESIGN SIG

The Learning Design SIG is led by **Kashmira Dave** (University of New England) and **Leanne Ngo** (Deakin University). In early 2021, a third member of the LD-SIG leadership team had

to step down due to career changes and the ASCILITE Executive thanks **Jamie Fulcher** for her time and dedication to the SIG over an 18 month period.

In 2021, the LD-SIG leadership team met on nine virtual occasions throughout the year to discuss the progress of the SIG and planned activities.

Early 2021 looked to be a good year ahead, but workplace changes and continual COVID-19 lockdowns significantly impacted the SIG and, as a result, two major activities were put on hold. Nonetheless, the SIG managed to conduct three webinars during the year:

- *Learning design for ePortfolios* with Shari Bowker and Dr Kate Coleman, co-hosted with TELedvisors on 24 June.

- *Visual approaches to learning design and curriculum mapping at different scales* with Drs Dewa Wardak and Dr Andrew Cram, Michelle Riggs and Mitchell Osmon, co-hosted with TELedvisors on 30 September.

- *Experiential learning and the Fourth Industrial Revolution* with Dr Anu Khara and Nikki Donald on 19 November.

In October, the SIG leadership met to begin planning for 2022. One of the plans involves the development of a combined monthly LD-SIG and TELedvisors SIG Reading Group. Members of the LD-SIG who had expressed a prior interest in actively contributing to the SIG were contacted about this initiative and the first asynchronous group session has been scheduled for 1 March 2022. Plans have also been put in place to conduct monthly webinars throughout 2022 with topics and possible facilitators already mapped out.

Administration of the SIG is currently managed via MS-Teams and a newly established Twitter account to promote the SIG on social media.

BUSINESS EDUCATION SIG

The Business Education SIG is headed by A/Professor **Harsh Suri** (Deakin University), Mrs **Audrea Warner** (University of Auckland) and Ms **Danielle Logan** (Griffith University) and supported by steering committee members comprising Dr **Brent Gregory** UNE (Retired), Dr **Sandra Barker** (UniSA) and Dr **Amanda White** (UTS).

The BE-SIG has remained committed to its cause, despite the challenges that 2020 has brought. Moving all planned activities online and reaching out to engage new members, the SIG has begun to cement itself in the fabric of ASCILITE and the broader Business Education landscape. It has established core group and a growing membership that promises to continue on an upward trajectory in 2022.

In 2021, the BE-SIG migrated to the new ASCILITE MS-Teams site and continued to engage with the community through its [twitter account](#).

The SIG also continued to maintain its momentum with six webinars, several of which were co-hosted with other ASCILITE SIGs and external organisations. Colleagues contributed to robust discussions in these webinars and others, who were not able to participate, requested access to the recordings. The webinars were all presented by experienced educators from different parts of the world.

These webinars covered the following topics:

- *Leveraging technology to teach large cohorts: Comparing high and low resource investment*, 19 October 2021

- *Online Placements & Projects*, 13 September 2021, jointly hosted with David Porter from ASCILITE and ACEN

- *Students as Partners*, 6 September 2021

- *To use live clients or not to use live clients? Insights from educators, students and live clients*, 27 July 2021

- *Technology Enhanced Responsible Management Education*, 11 May 2021, jointly co-hosted with ANZ PRME Chapter and ABEN Ethics Education SIG

- *Professional accreditation and online assessment*, 29 March 2021

- *Authentic Assessment in Business Education – a panacea for a hybrid teaching world?* Co-hosted with the Transforming Assessment SIG, 17 February 2021

In late 2021, one of the SIG's Steering Committee members, Dr **Amanda White** has also been asked to contribute to the new ASCILITE podcast initiative and has produced three segments related to academic integrity (yet to be published).

The SIG has now begun to cement itself in the fabric of ASCILITE and the broader Business Education landscape. It has an established core group and growing membership that promises to move in an upward trajectory throughout 2022.

STRATEGIC ACTIVITIES & PARTNERSHIPS

Dr **Mark Schier** (ASCILITE Treasurer) is responsible for Strategic Activities and Partnerships. ASCILITE sponsors and/or endorses events and activities that promote research, trends and uses of educational technologies in tertiary education. Sponsored or

endorsed events provide opportunities to increase the recognition of ASCILITE and possibly increase membership numbers.

ASCILITE also has a number of Memorandums of Understanding (MOUs) with strategically aligned organisations and although these MOUs are not legally binding documents, they do define the relationship between the two signatories and the ways in which the two organisations may work together on activities of mutual interest. Currently there are 6 MOUs between ASCILITE and other organisations.

In 2021, ASCILITE formed new strategic relationships with the Flexible Learning Association New Zealand (FLANZ) and EduGrowth by entering into MOUs.

Flexible Learning Association New Zealand (FLANZ)

In 2021, ASCILITE signed an MOU with FLANZ to allow us to collaborate on overlapping interests and projects, promote shared knowledge, resources and services, and engage each other's memberships.

EduGrowth

In 2021, ASCILITE signed an MOU with EduGrowth; an Australian education technology and innovation hub with the aim of connecting educational providers, industry participants and EdTech entrepreneurs for the future. Our common goals include showcases of innovation and thought leadership, promoting shared knowledge and resources, and building a strong partnership.

In addition to these new relationships, ASCILITE has MOUs with EDEN (European Distance and eLearning Network) in Europe; the Association for Learning Technologies (ALT) in the UK; SoLAR (Society for Learning Analytics Research) and D2L Australia. Details are as follows:

European Distance and E-Learning Network (EDEN)

ASCILITE entered into an MOU with EDEN in June 2016 with the aim of engaging in international activities and initiatives of mutual benefit and promoting each other's undertakings such as conferences, workshops and online networking.

Association for Learning Technologies UK (ALT)

ASCILITE and the Association for Learning Technologies (ALT) based in the UK renewed their MOU in 2017 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.

Society for Learning Analytics Research (SoLAR)

In 2020, ASCILITE signed an MOU with SoLAR with the intention of collaborating on a range of mutually beneficial activities. The Society for Learning Analytics Research (SoLAR) is an inter-disciplinary network of leading international researchers who are exploring the role and impact of analytics on teaching, learning, training and development.

Desire 2 Learn (D2L)

In 2020, ASCILITE signed an MOU to establish a partnership with D2L and offer research grants in the amount of $5,000 each for cross-institutional teams of ASCILITE members. D2L and ASCILITE each contributing half of the funding up to $10,000 per annum with two grants awarded each year.

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 A/Professor **Linda Corrin** (Swinburne University of Technology, Australia), Professor **Gwo-Jen Hwang** (National Taiwan University of Science and Technology), A/Professor **Jason Lodge** (The University of Queensland, Australia) and A/Professor **Kate Thompson** (Queensland University of Technology, Australia).

AJET currently has 9,199 registered readers, compared to 9,514 in 2020. The decline can be attributed to a clean-up of the database to remove inactive email addresses.

EDITORIAL TEAM

The new lead editor team have hit the ground running and have been working on continuing the high level of impact that the previous AJET lead editors built during their tenure. This work includes a focus on continuing to improve and refine processes while also maintaining the highest level of quality publication as possible. We formally thank the Lead and Associate Editors for their contributions and high-quality editorial work to continue to enhance our highly regarded ASCILITE journal (AJET). The Associate Editors are all highly experienced researchers who shepherd papers through the review process.

In 2021 we have been supported by the following outstanding team of Associate Editors:

- Dr Thomas Chiu, The Chinese University of Hong Kong

- Dr Simon K. S. Cheung, The Open University of Hong Kong

- A/Professor Thomas Donald Cochrane, The University of Melbourne, Australia

- Dr Christopher E Dann, University of Southern Queensland, Australia

- A/Professor Teresa S Foulger, Arizona State University, United States

- Dr Feifei Han, Griffith University, Australia

- Professor Judi Harris, William and Mary School of Education, United States

- Dr Henk Huijser, Queensland University of Technology, Australia

- A/Professor Matthew Kearney, University of Technology Sydney (UTS), Australia

- Dr Chien-Ching Lee, Singapore Institute of Technology, Singapore

- A/Professor Stephen Marshall, Victoria University of Wellington, New Zealand

- A/Professor Michael Phillips, Monash University, Australia

- Dr Kwong Nui Sim, Auckland University of Technology, New Zealand

- Professor Jerry Chih-Yuan Sun, National Chiao Tung University, Taiwan

- Professor Joke Voogt, University of Amsterdam/ Windesheim University of Applied Sciences, Netherlands

- A/Professor Haoran Xie, Lingnan University, Hong Kong

- A/Professor Lanqin Zheng, Beijing Normal University, Beijing, China

- Assistant Professor, Di Zou, The Education University of Hong Kong

The editors also 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. This year we have added **Jen Nichols** to the team of copyeditors. 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 Dr **Chris Campbell** (ASCILITE President), Dr **Mark Schier** (ASCILITE Treasurer), the four Lead Editors and a representative from the previous lead editorial team, meet regularly.

SPECIAL ISSUES

In late 2020 we published the special issue *Learning Analytics: Pathways to Impact*, edited by **Linda Corrin**, Swinburne University of Technology, **Dragan Gasevic**, Monash University, and **Maren Scheffel**, Open University of the Netherlands. Volume 2 for 2021 was a special issue, *Smart Learning Environments*, edited by **Simon K.S. Cheung** (The Open University of Hong Kong), **Fu Lee Wang** (The Open University of Hong Kong) and **Lam For Kwok** (City University of Hong Kong).

After an open call for special issues and a rigorous review by the lead editors the 2022 special issue will focus on the virtual classroom. Editors for this issue will be, Dr. **Filia Garivaldis** (Monash University), Dr. **Stephen McKenzie** (University of Melbourne), Dr. **Danah Henriksen (**Arizona State University, USA) and **Dr. Sylvie Studente** (Regent's University London, UK).

AJET DEVELOPMENTS

2021 saw the new AJET editorial team implement changes associated with systems including the initial review of papers before they are assigned to associate editors.

In 2021 new Associate Editors were selected to joining the AJET editorial team:

- Dr Thomas Chiu, The Chinese University of Hong Kong
- Dr Simon K. S. Cheung, The Open University of Hong Kong
- Dr Feifei Han, Griffith University, Australia
- Dr Kwong Nui Sim, Auckland University of Technology, New Zealand
- Professor Jerry Chih-Yuan Sun, National Chiao Tung University, Taiwan
- A/Professor Lanqin Zheng, Beijing Normal University, Beijing, China
- Assistant Professor, Di Zou, The Education University of Hong Kong

AJET SUBMISSION & REVIEW STATISTICS

As shown in Table 6, in 2021 the number of submissions continues to rise. If the current average continues until the end of the year we would be expecting approx. 782 papers for 2021, which is a 11% increase on 2020. While the proportion of papers declined at editorial screening has increased slightly in comparison to the previous year, the overall acceptance rate for papers in 2021 remains consistent.

AJET Submission and Review Activities	2018	2019	2020	2021*
Total submissions	707	702	703	711
Declined at editorial screening (% of total submissions)	523 (74%)	565 (80%)	496 (71%)	530 (75%)
Peer reviewed (% of total submissions)	184 (26%)	138 (20%)	207 (29%)	171(25%)
Declined at peer review (% of peer reviewed)	129 (71%)	89 (64%)	159 (77%)	121 (71%)
Accepted (% of peer reviewed)	55 (29%)	49 (36%)	48 (23%)	50 (29%)
Declined (either at editorial screening or following peer review % of total submissions)	652 (92%)	653 (93%)	655 (93%)	651 (92%)
Accepted (% of total submissions)	55 (8%)	49 (7%)	48 (7%)	50 (8%)
Under screening/review late Oct 2021	0	0	5	62

* To end of Novemberr 2021

Table 6: AJET submission and review statistics based on submissions per year

AJET BIBLIOMETRICS

It is pleasing to see that the journal has strengthened across all of the key metrics. The growth in 2020 is remarkable and is a testament to the journal leadership in monitoring and adapting to the various indexing services and bibliometric systems as well as maintaining a high quality of journal publication. It is also a result of the hard work of the Associate and Copy Editors and of course, it is a recognition of the growing reputation and relevance of AJET.

AJET Bibliometrics*		2018	2019	2020
JCR	JCR Impact Factor	1.578	1.96	3.067

	JCR 5 year Impact Factor	1.860	2.08	3.507
	JCR journal ranking in Education category based on 5 year Impact Factor	110/243 Q2	95/263 Q2	77/265 Q2
Scimago	SJR Impact Factor	0.721	0.91	1.397
	SJR ranking in Education	Q1	Q1	Q1
Google Scholar	H5 index	28	35	39
	H5 ranking within Educational Technology category	20/20	13/20	15/20
Scopus	CiteScore	2.13	3.5	5.5
	Journal ranking in Education	155/1040 Q1	138/1254 Q1	69/1319 Q1
	SNIP	1.092	1.56	1.950

*2021 data will be available in 2022.

Table 7: AJET Bibliometrics based on calendar year

2020 CONFERENCE

ASCILITE's 37th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education was ASCILITE's first virtual conference and was hosted by the University of New England on 30 November to 1 December 2020.

Due to COVID-19 and the implementation of nationwide travel restrictions, a decision was made early in the year to opt for a virtual conference format. This decision had a measurable impact on all aspects of the conference, including submissions, registrations, and sponsorship. In addition, due to the downsized nature of the conference, it was also decided to allow UNE the opportunity to host ASCILITE 2021.

The 2020 conference was sponsored by **Blackboard**, **Echo360**, **Turnitin** and **FeedbackFruits.** The keynote speaker for the conference was Professor **Shane Dawson**.

ASCILITE 2020 themes

- Transforming Assessment: online examinations, innovations and transitioning to digital assessment, tools and techniques

- Learning Analytics, Big Data and AI (Artificial Intelligence): contemporary issues, intelligent tutoring systems, bringing analytics meaningfully to scale, ethics, future directions

- Learning Design: theory, methodologies and approaches, design for online, designing at scale; design patterns, hybrid learning, safety and privacy

- Continuing Professional Learning: frameworks, policy and practice, micro-credentialing

- Next Generation Learning Environments: mashups, virtual worlds; adaptive learning, personal learning environments, learning ecosystems

- Student Success and Progression: challenges of online learning, dealing with diversity, student advising models, the student journey in changing world.

Conference Organising Committee

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

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

The 2020 conference was attended by a total 430 online delegates.

Review Process

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

A total of 89 submissions were received and of these 88 were double-blind peer reviewed. From the 88 peer-reviewed papers submitted, 82 were accepted. Tables 8 - 10 contain further details of this year's submissions.

As in previous years, the EasyChair Conference Management System was used for the submission and review process. An interesting and scholarly range of papers were once again received across the full range of conference themes.

Double blind peer review

Double Blind Peer Review	Submitted	Accepted	Rejected
Full papers	19	16	3
Concise papers	36	34	2
PechaKuchas	34	32	2
Sub-total	**89**	**82**	**7**

Table 8: Summary of double-blind peer reviewed paper submissions and acceptances.

Non peer review

Non-Peer Review	Submitted	Accepted	Rejected	Withdrawn
AJET Sessions	2	2	0	0
SIG sessions	8	8	0	0
Sub-total	**10**	**10**	**0**	**0**

Table 9: Summary of non-peer reviewed paper submissions and acceptances.

Country	Authors
Australia	166
Canada	2
Chile	1
Denmark	1
Germany	2
Hong Kong	6
India	1
Ireland	1

Japan	4
Netherlands	1
New Zealand	16
Singapore	13
South Africa	3
United Kingdom	5
United States	2

Table 10: Submissions of papers by country.

2021 CONFERENCE

The ASCILITE 2021 Conference is ASCILITE's 38th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education and is hosted by the University of New England in Armidale from 29 November to 1 December 2021. The conference provides for both physical and virtual attendance due to COVID-19 border restrictions.

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

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

Sponsors for the 2021 conference are **Edalex**, **Pedestal3D**, **Blackboard**, **Echo360**, **FeedbackFruits**, **IntelliBoard**, **Cyberlearning, AccountingPod, Open Universities, and D2L**.

The Keynote Speaker for the conference is Professor **Sarah Pearson**.

ASCILITE 2021 themes

- Learning Design and Learning Analytics

- Hybrid, Virtual and Place-based Education

- Back to the Future: Post-COVID Landscapes

- Academic Integrity

- Open and Inclusive Practice

Conference Organising Committee

The University of New England ASCILITE 2021 Conference Organising Committee, led by Professors **Sue Gregory** and **Steven Warburton** and include **Greg Dorian**, **Steve Grono, Lee-Anne McKinnon**, **Liz Sozou, Carol Elder, Fiona Williams** and Associate Professor **Mark Schier.**

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The ASCILITE 2021 Conference Committee acknowledge and thank the ASCILITE Executive for their guidance and support ensuring that this conference was a success. In particular we thank Dr **Chris Campbell** (ASCILITE President), Associate Professor **Mark Shier** (ASCILITE Treasurer), Mr **Andre Colbert** (ASCILITE Secretariat) and our Executive member liaison, Professor **Sue Gregory**.

Review Process

All Full and Concise papers submitted for the conference underwent a double-blind peer review process. A third blind peer review was conducted if opinions between the two reviewers was divided. This process allowed papers to be ranked and selected for inclusion in the conference. A further review was conducted by the ASCILITE 2021 Program Committee for papers just above and below the anticipated cut line.

A total of 96 submissions were received for the 2021 conference all of which were reviewed and all full and concise papers double blind peer reviewed. The EasyChair Conference Management System was used for the submission and review process. An interesting and scholarly range of papers were received across the full range of conference themes. The overall quality of papers submitted were exceptional.

Type of Paper	Number Accepted
Full papers	19
Concise papers	33
Posters	14
Panel Sessions	5

Workshops	5
Pecha Kucha	19
Total	**95**

Table 11: Summary of paper submissions and acceptances ASCILITE 2021

Country	Authors
Australia	194
Germany	2
Israel	1
Japan	2
New Zealand	14
Singapore	16
Sri Lanka	1
United Kingdom	3
United States	1

Table 12: Submissions of papers by Country ASCILITE 2021

ASCILITE PUBLICATIONS

ASCILITE Publications is a new initiative that will be officially launched at the ASCILITE 2021 conference. The Executive team leading the initiative comprises A/Professor **Thomas Cochrane**, A/Professor **Michael Cowling**, Professor **Petrea Redmond** and Adjunct A/Professor **Mark Schier**.

ASCILITE Publications (https://publications.ascilite.org/index.php/APUB) has been established to provide a platform based upon the Open Journal System (OJS) for publishing the annual ASCILITE Conference proceedings and creating a standardised peer-review system for future ASCILITE Conference submissions.

The ASCILITE Publications platform will eventually host the past 27 years of ASCILITE Conference proceedings, with a formal publication ISSN and registered DOIs for individual proceedings papers. It will also provide an avenue for mentoring ASCILITE members into the peer-reviewed publication process and provide opportunities for special collections of peer-reviewed fully open access traditional and non-traditional publications in the field of Technology Enhanced Learning (TEL) in Australasia and abroad.

The aim is to provide a scholarly distribution and publication pathway for these alternative forms of best practice and thought to traditional journal articles - increasing the reach and impact of TEL to international contributions and an audience beyond the academy. ASCILITE Publications encourages contributions and involvement from ECRs (including RHD candidates), practitioners and professional staff. Media items will be published using Figshare rather than ASCILITE Publications as this is an accepted format for these items, with integration into ORCID and institutional research repositories.

The leadership team is currently uploading the 2019 ASCILITE Conference proceedings papers to form the first issue of ASCILITE Publications in order to gain ISSN recognition and thus enable the registering of DOIs for published papers.

CMALT AUSTRALASIA

A/Professor **Thomas Cochrane** (ASCILITE Executive) heads up CMALT Australasia. This year a four-day intensive CMALT BootCamp (https://telbootcamps.edublogs.org/cmalt/) has been offered as an alternative collaborative support format to the 7-week CMALT cMOOC that has been facilitated for the past 4 years, with participants from Australia, New Zealand, Japan and the UK. The introduction of three levels of CMALT accreditation in 2020 (Associate CMALT, CMALT and Senior CMALT) have seen broader uptake of CMALT with the opportunity for both early career and senior members to gain appropriate accreditation recognition.

To inform the development of ASCILITE's CMALT support a systematic review and book chapter are in the process of publication that explore the impact of professional teaching accreditation teaching practice and learner outcomes. This research also aims to provide a closer mapping between CMALT accreditation and the Advanced HE Fellowship for academics who are interested in both accreditation pathways.

MEMBERSHIP TRENDS

INDIVIDUAL MEMBERSHIP

As of 25 November 2021, ASCILITE had over 1,000 members for the first time, with a total of 1,013. Institutional membership numbers continue to climb, increasing from 600 to 770 this year. This is in part due to the unlimited memberships that universities can purchase for their staff. In addition, once three new institutional members that joined ASCILITE in

October/November 2021 submit their nominated staff lists, ASCILITE's total membership is expected to exceed 1,100 members by year's end.

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

MEMBERS BY CATEGORY	2017	2018	2019	2020	2021
Individuals	282	201	186	213	212
Institutional Memberships	254	284	306	600	770
Students	23	17	11	12	13
Life Members	11	12	13	12	12
Fellows	5	2	2	2	1
Affiliates	3	3	3	4	5
Total Members	**578**	**519**	**521**	**843**	**1,013**

Table 13: Members by Category

MEMBERSHIP BY COUNTRY

Membership numbers by country in 2021 were similar to that of 2020 with increases mainly in Australia and New Zealand. ASCILITE's international membership is not well represented with only 4% of ASCILITE's membership based outside of Australia and New Zealand.

MEMBERS BY COUNTRY	2017	2018	2019	2020	2021
Australia	456	422	433	740	849
New Zealand	99	78	70	57	119
Singapore/Malaysia	13	6	11	33	28
UK/Ireland	5	4	3	3	6
Japan	1	1	1	1	2
USA / Canada	0	3	0	0	2
Hong Kong	1	1	1	1	2
Europe	1	2	3	4	2
Other	2	2	3	4	3
Total Members	**578**	**519**	**525**	**843**	**1,013**

INSTITUTIONAL MEMBERSHIPS

As of late November 2021, the number of institutions that were members of ASCILITE reached 34, showing a comparative increase to that of earlier years, i.e. 25 (2020), 20 (2019), 19 (2018) and 17 (2017). The total number of individuals covered by institutional memberships doubled in one year to 600 in 2020 (up from 306 in 2019) and in 2021 the number rose again to a total of 760 members.

Once the two new institutions that joined ASCILITE in October – November 2021 submit their nominated staff lists, ASCILITE's total membership will exceed 1,100 members by year's end.

This year ASCILITE welcomed 7 new institutional members but lost one institution (UTS Insearch). The new institutional members are:

- Charles Sturt University (Diamond Member)
- University of Auckland (Diamon Member)
- TAFE Queensland (Silver Member)
- University of Canterbury, New Zealand (Silver Member)
- James Cook University (Bronze Member)
- University of Newcastle (Bronze Member)
- University of Sydney (Bronze Member)

The following table displays a list of ASCILITE's current institutional members and the number of staff at each institution who are members of ASCILITE. For staff at institutions that are Diamond members, staff self-nominate while for institutions in the other categories, a management team nominate staff through an internal selection process.

INSTITUTION	2016	2017	2018	2019	2020	2021
Diamond Members						
Australian Catholic University					112	91
Central Queensland University			15	17	17	52
La Trobe University	9	10	9	7	84	106
University of Melbourne			20	19	91	102
University of Wollongong	62	62	66	59	45	75

University of Auckland						48
Charles Sturt University						0*
Gold & Silver Members						
Massey University	17	16	15	15	15	17
Monash University	17	20	22	21	24	22
TAFE Queensland						18
University of New England	20	19	17	18	19	20
University of Canterbury, New Zealand						17
Bronze Members						
Australian National University					10	9
Auckland University of Technology	8	10	10	10	9	9
Charles Darwin University	10	10	9	10	10	9
Deakin University	10	10	20	21	11	11
Didasko					10	9
Edith Cowan University					10	11
Flinders University			8	6	8	10
Griffith University					10	10
James Cook University						10
Macquarie University	8	10	7	6	10	10
Open Polytechnic of New Zealand	10	9	8	9	9	9
Torrens University					10	10
University of Canberra					10	10
University of Newcastle						0*
University of Notre Dame	10	10	10	10	10	9
University of Southern Queensland	10	10	10	10		10
University of Sydney						9
University of Sydney Business School				10	10	17
University of Western Australia	10	10	10	30	29	10
Victoria University					10	10
UTS Insearch	10	10	10	8	8	
Southern Cross University	10			10	9	10
TOTALS	**202**	**206**	**242**	**262**	**378**	**770**

*New member institutions that have yet to submit their nominated staff lists.

2021 MEMBER SURVEY

ASCILITE conducted its 2021 Member Survey from 3 August to 3 September 2021. The survey is conducted every two to three years to obtain feedback from members on the value of the ASCILITE services, initiatives and related activities. The data from the survey is used to inform the society's strategic and operational plans in the years ahead and to ensure that the society remains relevant and of value to its members.

A full Member Survey report is prepared and made available to ASCILITE members a short time after the survey results have been reviewed and the report prepared. The full report contains detailed outcomes, trend data, graphs and recommendations.

In total, the 2021 survey had 260 valid responses (28.29% response rate).

Key findings include the following:

- Overall member satisfaction continues to trend upward.

- The ASCILITE Conference, website, fortnightly Bulletin, *ASCILITE Live!* webinars and AJET are the most accessed services.

- Perceptions of ASCILITE programs and services remain positive.

- The ASCILITE Conference and AJET continue to be regarded as positive sources of high-quality research and practice.

- Members of the Executive and their work needs to be made more visible to the membership.

- New initiatives to onboard and introduce new members to the society need to be developed.

- Given increasing uncertainty among respondents about retaining membership, initiatives targeting member retention also need to be explored.

- Respondents expressed an interest in programs and initiatives to continue to grow their research capabilities and the research capabilities of others.

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 forecast 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 2020 to 30 June 2021, ASCILITE reported a surplus of $15,818 on an income of $118,846; a reasonable result given the conference moving from face to face to online and other COVID-19 affected activities. This resulted in a significant decrease in both the income (16%) and expenditure (37%) for the financial year, providing us with our surplus. As a side note, given the nature of our society we did not receive JobKeeper or other government funding.

Historically we have achieved very good surpluses on our conferences. In 2020 our conference was held online at the University of New England and at the time of our accounts being reconciled the conference income and expenditure were unavailable.

This year saw the first of the D2L/ASCILITE competitive grants scheme awarded to two teams with two $5,000 grants that support scholarly pursuits of our society members. We are grateful for the generous funding from D2L to enable this, which we match dollar for dollar with ASCILITE funds.

ASCILITE's total net assets at 30 June 2021 were $487,940 up from $471,122 for the previous financial year. Given the overall healthy fiscal position of the Society, it is the intention of the Executive, once again, to continue to hold membership subscription fees and conference fees at relatively low levels to encourage broad participation in the activities of the Society while increasing expenditure in key membership services.

The 2020 – 2021 financial statements and the 2022 forecast budget are presented to the membership at the AGM where the forecast budget is approved by members.

SECRETARIAT ACTIVITIES

The current Secretariat, Mr **Andre Colbert,** has held the position of Secretariat since May 2012 with the main focus of the role being to manage the day-to-day operations of the Society and support the Executive Committee.

The scope of the Secretariat workload has expanded significantly over the years and a good example of this is indicated by the doubling of the number of Executive portfolios from 10 in 2016 to 20 in 2021. The Secretariat has the responsibility of supporting each portfolio team. Another marker of the expanded workload of the Secretariat is the

decision by the Executive in 2021 to increase the number of Executive committee members to better cope with the expanded number of portfolios.

Secretariat duties in the area of I.T. network administration and webmaster services that gradually expanded in previous years, stabilised in 2021 but that stabilisation was soon taken-up by TELAS activities. The Secretariat's expanded I.T. workload continues to reflect the ever-growing needs of the Society's online activities with network administration tasks comprising:

- domain name management

- setup and configuration of conference websites each year

- site disk quota management

- email account management

- site backups

- server-side anti-virus and anti-spam protection

- security certificate validation

- website configuration changes

As the Society's de-facto webmaster, Andre has also taken on the responsibility of maintaining and updating multiple websites including ASCILITE, the TELall Blog and TELAS and to a much lesser extent past conference websites and several SIG websites.

In 2021, Andre continued work that commenced in 2019 to project manage the development of the TELAS software app that constitutes the online portal to be used by institutions to assess and accredit their online learning packages. This work involves supervising the software engineer contracted to build the TELAS software, providing him with instructions on required changes and fixes and testing the software. This work expanded to encompass the writing of user guidelines for the app.

In addition, Andre took on the responsibility of designing and building the TELAS website and drafting the content for the website which then gets approved by the Executive.

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

- Liaise with institutional member contacts to ensure that their member lists are up to date and developing customised sign-up invitations and automated confirmations for staff members of ASCILITE's Diamond Members.

- Manage and monitor ASCILITE's membership database including email bounces and renewal notifications.

- Manage and reconcile the ASCILITE financial accounts in ASCILTE's MYOB accounting software, submit quarterly Business Activity Statements (BAS) 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 and the maintenance of their member lists and websites.

- Produce and disseminate ASCILITE fortnightly bulletins and Special Announcements.

- Ensure ASCILITE's social media platforms are up to date.

- 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.