



ACODE 90 BUSINESS AND NETWORKING MEETING Minutes

Friday 17th November 2023 Charles Darwin University
10.00 am AEDT

<https://aarnet.zoom.us/j/88510954328?pwd=K1dsU0dWU01wNlFPUhB1V041U1ZTdz09>

Password: 138091

TIME ZONES

7.00 am Western Australia
8.30 am Northern Territory
9.00 QLD
9.30 am South Australia
10.00 NSW, VIC, ACT, TAS,
11.00 am Fiji
12.00 pm New Zealand

*** PART A: PRELIMINARY BUSINESS**

1.0 Welcome from President and President's Report – Michael Sankey As per AGM Minutes

Michael Sankey gave a comprehensive report of the Activities from ACODE in 2023

The year began with a face to face Exec meeting where we updated the Action and Strategic Plans and planned out ACODE 88.

March – ACODE 88 Run by the Executive

- 241 registrations from 31 institutions
- Embracing AI for learning and support
- Tactics and tools for Academic integrity, so far
- Embracing AI for staff productivity
- Next steps as the ACODE community

The outcome from this workshop was a Whitepaper pulled together by Lynnae, Kate and Steve. Thank you for pulling this together.

Our Mentoring program started and these groups have met regularly in their groups as well as several combined meetings.

April saw some of us in Brisbane for THETA which was great to get back to face to face.

The midyear meeting ACODE 89 had 47 registrations from 16 Institutions and covered Cyber security which although seemed a dull topic gave us a lot of food for thought on Data storage and also included a mini workshop from CAUDIT on spotting dodgy sites and scams.

Then in August we hosted the LTLI in Mooloolaba after a slow start to registrations they soon filled up and we had 45 participants from Australia and New Zealand and 2 vendor participants so not only did the vendors give us sponsorship they also paid for their staff to participate. It was a hectic 4 days with some great results and a great faculty.

Behind the scenes we had a working group who met every week on the development of Benchmark 9 - Learning Spaces which we will have a mini workshop on later today.

Then of course we come to ACODE 90 my last as President. We hope that you enjoyed yesterdays workshop and that our speakers have enlightened you even more to the use of AI.

2.0 Acknowledgement of country and land (AU and NZ)

3.0 Attendance and apologies

Attendees:

Michael Sankey – ACODE President -Charles Darwin University

Karen Halley – ACODE Secretariat

Steve Leichtweis -ACODE Vice President- University of Auckland

Travis Cox -ACODE Executive Member - University of Adelaide

Kate Ames – ACODE Executive Member -Central Queensland University

Sheila McCarthy -ACODE Executive Member – Griffith University

Ratna Selvaratnam - ACODE Executive Member – Edith Cowan University

Lynnae Venaruzzo – ACODE Executive member- Western Sydney University

Liane Joubert – Australian National University

Bill Searle – Charles Darwin University

Nadine Adams – Central Queensland University

Mike Fardon – Murdoch University

Shane Nuessler – University of Canberra
Patrick Stoddart – University of Melbourne
Michelle Dale - James Cook University

APOLOGIES: NIL

4.0 Minutes of previous meeting

Moved –Nadine Adams..... Seconded –Sheila McCarthy

Identification of unstarred items for discussion – and proposal of Hot Topics

5.0 Adoption of items not starred for discussion

MOTION: That all items on the agenda not starred for discussion be noted and where recommendations have been made, that these be adopted as resolutions of the ACODE Business and Networking Meeting.

6.0 Matters arising from previous Business & Networking Meeting

7.0 ACODE Executive Report – Online

8.0 * PART B: ITEMS FOR DISCUSSION

9.0 Report from A90 Workshop Notes – Bill Searle

Creating assessment harmony in the age of AI

Danielle Logan-Fleming. SFHEA. Griffith University (Winner of the Teaching & Learning Excellence category, in the 2023 Australian Financial Review Higher Education Awards)
(83 online)

Assessment is arguably the most important aspect of learning design.

There is great concern around assessment.

AI does not have to mean long term disharmony with assessment.

AI actually brings great opportunity.

Finding harmony in disruption achieves balance.

AI will be a desired skill.

Our challenge is how we teach AI as part of our practice.

What does assessment harmony look like?

What if we removed exams, essays, and online tests?

And looked at alternatives like:

- Info graphics.
- Case studies
- Virtual tours

And complimented that with a prompting conversation to support student learning.

Interactive Orals.

- Efficient and effective form of assessment.
- Enhances student engagement.
- Is personalised and supports academic integrity.
- Interactive orals use conversational prompts.
- Genuine and unscripted
- May be the final assessment piece or the first piece of assessment.
- Could be used as the capstone assessment.

Students view interactive oral positively.

Interactive Orals Padlet

<https://tinyurl.com/IODesign>

<https://tinyurl.com/IO-assessments>

in conclusion:

We don't need to ask students to repeat what they have learned but rather asking them to apply what they learned...

Robust Q&A following the presentation.

Graduate speaking skills have been identified as one of the weakest communication skills by a range of employers and organisations...

Interactive Orals CoP

<https://forms.office.com/r/KZcJcGywWM>

Strategic approaches for integrating AI in education.

Assoc Professor Danny Lui University of Sydney (Educational Innovation Portfolio, University of Sydney) (86 online)

Key issues:

Assessment

- Trustworthiness
- Authenticity
- Access to AI
- Skill with AI
- Getting through to people

Pillars of action:

Governance, Familiarity, Access (and collaboration)

AI roadmap

- 8 guiding principles
- With 7 aspirations

Guidelines for staff for grading with AI

The process of working with AI is more important than the product in assessment...

The two-lane approach.

Lane 1 – Examples of assured 'assessment of learning'

- In-class contemporaneous assessment e.g., skills-based assessments run during tutorials or workshops.
- Viva voces or other interactive oral assessments.
- Live simulation-based assessments
- Supervised on-campus exams and tests, used sparingly, designed to be authentic, and for assuring program rather than unit-level outcomes.

Lane 2 – Examples of human-AI collaboration in 'assessment as learning'

- Students use AI to suggest ideas, summarise resources, and generate outlines/structures for assessments. They provide the AI completions as an appendix to their submission.
- Students use AI-generated responses as part of their research and discovery process.
- Students initiate the process of writing and use AI to help them iterate ideas, expression, opinions, analysis, etc. They document the process and reasoning behind their human-AI collaboration.
- Students design prompts to have AI draft an authentic artefact (e.g., policy briefing, draft advice, pitch deck, marketing copy, impact analysis, etc) and improve upon it. They document the process and reasoning: initial prompt, improvements, sources, critiques.

Assessment weighting is more significant in lane 2 assessment.

Authentic assessment does not AI proof your assessment but motivates student to learn.

More information:

<https://educational-innovation.sydney.edu.au/teaching@sydney/what-to-do-about-assessments-if-we-cant-out-design-or-out-run-ai/>

Preparing Students for AI-enabled life and work futures.

Professor Ruth Bridgstock. ALTF PFHEA. (Director of Employability, Swinburne University) (90 online)

How is AI going to disrupt work in the future and how is it already disrupting?

How do we support and prepare our students for this?

There are many influencing factors in terms of how we are educated.

Snap Poll -

53% of institutions have some PD related to AI from the snap poll.

How do we keep up with and can we keep up with the pace of change in AI?

What is the real threat to the job market?

If GenAI delivers on its promise - jobs could face disruption.

www.willrobotstakemyjob.com

What extent is your institution courses designed to prepare students for AI?

About 1/3 said a little and 2/3 said to some extent.

Why AI? Exploring the benefits, challenges & solutions to AI in Education.

Assoc Professor Michael Cowling, Central Queensland University. (Recipient of the Universities Australia AAUT Award for Teaching Excellence (Physical Sciences) and President-elect for ASCILITE)

70 online

What does it do?

- New developments in Ai
- Focuses on a prompt to do something...

Should we regulate or liberate its use??

Perhaps there needs to be some rules...

Issues for education:

Solutions

- Don't panic...
- K-12 digital pedagogies curriculum
- Can we use AI to help build better assessment?

Help students develop prompts...

- Investigation
- Designing
- Producing
- Evaluation (human)

New Pedagogies that are music to our ears

Professor Michael Sankey Charles Darwin University (ACODE President)

Implications for our traditional pedagogies

Implications for the academy

Support for our academic community

10.0 LTLI update – Stephen Marshall (Director LTLI 2023)

After a significant hiatus resulting from the Pandemic and its wider impact on both the sector and travel generally, the 2023 ACODE Learning Technologies Leadership Institute (LTLI) was once again held at the Mantra Mooloolaba Resort on the Sunshine Coast between 20-24 August. This is the fourth time we have used this venue and it continues to offer us everything we need, in beautiful surroundings. Attendance was very strong with 45 participants attending, representing 23 higher education institutions and two vendors.

The Institute attracted slightly fewer sponsors with PebblePad, Anthology (formerly Blackboard) and ECHO360 continuing their support, while FeedbackFruits replaced Catalyst and Microsoft as the fourth sponsor. Their support is not only greatly appreciated but also as a testament to the growing reputation of this event within the higher education sector professional calendar of

events. Two of these sponsors also joined us at the event and were active participants with a valued perspective.

 <p>Professor Stephen Marshall 2023 ACODE Institute Director</p> <p>“Institutional work” “Quality, Quality, Quality and Benchmarking your Practice”</p>	 <p>Professor Michael Sankey ACODE President</p> <p>“Disruption in TEL the way of the future and the way to go”</p>	 <p>Professor Simon Bedford Pro Vice-Chancellor Learning Futures, Western Sydney University</p> <p>“Building a digital and customer capable workforce in Higher Education”</p>
 <p>Professor Giselle Byrnes Provost, Massey University Te Kunenga ki Pūrehuroa, Aotearoa New Zealand</p> <p>“Making a Career out of this”</p>	 <p>Geoffrey Crisp Deputy Vice Chancellor Academic, University of Canberra</p> <p>“Flipping over the blended and physical space”</p>	 <p>Professor Shelley Kinash Executive Principal - Student Experience, University of New England</p> <p>“Leadership in Universities” “The fishbowl activity and ACODE Mentoring”</p>
 <p>Peter Nikolettatos Industry General Manager - Education, TechnologyOne</p> <p>“Looking ahead: Where is Technology taking us”</p>	 <p>Professor Dominique Parrish Pro Vice-Chancellor Learning and Teaching, Macquarie University</p> <p>“Making the right choices for your Institution”</p>	 <p>Professor Kylie Readman Deputy Vice Chancellor Education, University of Technology Sydney</p> <p>“Covering all your institutional bases and encouraging those who follow”</p>

The 42 participants were divided into seven groups and worked through the Making the Case Scenario as in previous years

12.0 Report from Survey: The ethical use of artificial intelligence and data - Lynnae Venaruzzo and Ratna Selvaratnam – Online White Paper:

[Course: Publications & resources \(acode.edu.au\)](https://acode.edu.au/publications-resources)

13.0 THETA 2025: 24-28 May 2025 – Michael Sankey

THETA 2025 will be in Perth on the dates listed above. The organizing committee is already in full swing and shortly we will call for volunteers to fill rolls in the other committees so please watch out for those and volunteer if you can.

14.0 Learning Space Portal

A reminder that the Learning Space Portal. See link below is always looking for new material. If you have a space that you would like to showcase send pictures and a small story to add to the website. <https://www.acode.edu.au/course/view.php?id=62>

15.0 Liaison with other Organisations

ASCILITE- they are now publishing our white papers for us.

CAUDIT – Ramping up the THETA committees again

TEQSA – Very little

ICDE-News letters only.

16.0 Mini Workshop on Benchmark 9

The remaining group worked through Benchmark 9 and found that there is still a bit of work to update this. Liane Joubert will call the original working group together again and finalise the benchmark. This will be presented at ACODE 91.

- Suggestions sought for future Vodcast series topics
- Suggestions sought for future White Paper topics

PART C: ITEMS FOR NOTING

1.0 19.0 Future workshops and meetings:

ACODE 91 March 2024 – by Western Sydney University March 2024

We are urgently seeking Workshop Hosts please contact secretariat@acode.edu.au

**Michael Sankey
President, ACODE**

EXPLANATION

Note that the Agenda for this Business and Networking Meeting follows that proposed by the Executive in June 2003. Unstarred items on the Agenda will not be discussed, but any recommendations they contain will be covered by a single motion covering all unstarred items.

Any unstarred item may be identified for discussion by request to the President at any time up to item 4 on this agenda.

Please Note: Each member institution has *one* vote only. Members with affiliate status do not have voting rights, however are able to participate in discussion at the discretion of the President.