ACODE 78
BUSINESS AND NETWORKING
MEETING AGENDA

9.00-12.30 pm, Thursday 14th March 2019

University of Tasmania IMAS Building

* PART A: PRELIMINARY BUSINESS

1.0 Welcome from President –Stephen Marshall

The President welcomed first timers to the meeting Nadine Adams -CQU Trev Wood-Monash and Colleen Ortega - Adelaide.

Also welcomed Steve Leichtweis and Dhiraj Bhartu to the Exec. A formal thanks was also given o Nigel Robertson for his term on the Exec as Treasurer.

2.0   Attendance and apologies
Attendees:

Central Queensland University	Nadine Adams
Charles Sturt University	Philip Uys
Curtin University	Gordon Cunningham
Flinders University	Grette Wilkinson
Griffith University	Michael Sankey
Monash University	Trev Wood
RMIT	Marcus de Rijk
Swinburne University	Colin Simpson
University of Adelaide	Travis Cox
University of Adelaide	Colleen Ortega
University of Auckland	Steve Leichtweis
University of Canberra	Karen Halley
University of Canberra	Shane Nuessler
University of Melbourne	Deb Jones
University of Melbourne	Pat Stoddart
University of Newcastle	Luke Boulton
University of New England	Melanie Pittard
University of New England	Aliya Steed
University of Sydney	Sue Atkinson
University of Sydney	Colin Lowe
University of Tasmania	Gerry Kregor
University of the South Pacific	Dhiraj Bhartu
University of Waikato	Nigel Robertson
Victoria University	Michael Sturmey
Victoria University Wellington	Stephen Marshall

Guest	Brian Martin

Apologies:

Auckland University of Technology	Mark Northover
Edith Cowan University	Ratna Selvaratnam

Stephen Marshall- apologies for an early exit today to catch a flight.

3.0 Minutes of previous meeting

Moved – Michael Sankey   Seconded – Marcus de Rijk

4.0 Identification of unstarred items for discussion

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

Nil

7.0 ACODE Executive Report. Executive Officer report is on-line

The President reported that the Executive met on Tuesday afternoon. Financially we are tracking well and we again host the LTLI this year and that is within Budget and looking to make a small profit.

ACODE 79 will be a Virtual meeting with minimum costs perhaps Honorariums to attract good speakers. We have 2 new members on the Exec Steve Leichtweis and Dhiraj Bhartu.

The President's term and Vice Presidents term expire at the end of 2019. Elections this year are important do not miss you chance to nominate and vote.

The ACODE secretariat contract ends in 2021 hence the process will open up to bid for the Secretariat hosting. The Exec is preparing for this.

8.0   Report from A78 Workshop

ACODE 78 Summary Report – Colin Lowe

What can students' digital experiences today teach us about the university of the future?
Helen Beetham

Bio: Education consultant, writer, researcher and commentator working for universities in the UK and overseas, recently completed extensive works with JISC (UK) on student digital capabilities, and with ANZ universities

Highlighted Survey Findings:
1. Students are focused on their digital skills, 74% agreed that digital skills would be important, but only 44% agreed their course prepared them for a digital workplace.

2. Students don't want more use of technology they want better use of technology
   This survey aligns with the US ECAR survey

3. Want to participate live in streamed lectures
4. Teaching quality, don't let teaching use technology to reduce face to face

5. ANZ students significantly more likely to agree with POSITIVE statements about their LMS experience

6. **Very positive response to using polling in lectures**

Student attitudes to digital

- Three in four agreed that they are more independent in their learning when digital technologies are used.
- Digital allows them to fit learning into their life
- Understand and enjoy learning more when digital technologies are used
- Students neutral about whether digital technologies make them feel more connected
- Three in ten agreed less likely to attend class

Conclusion for today

- Students anxious about the future
- We need to think beyond narrow skills to digital mindset attitude resilience
- Critical thinking is a valuable mindset
- Critical attitudes to digital can easily become disenchantment

Vic University block model
Ian Solomonides: Vice President - Learning and Teaching Victoria University

"Revolutions are slow, systems are robust and curriculums are like a suitcase"

VU has moved to a first-year model where students study four blocks sequentially rather than in parallel, eight in a year.

The change was more than the technology, budget was 20% for technology and 80% for transformation staffing
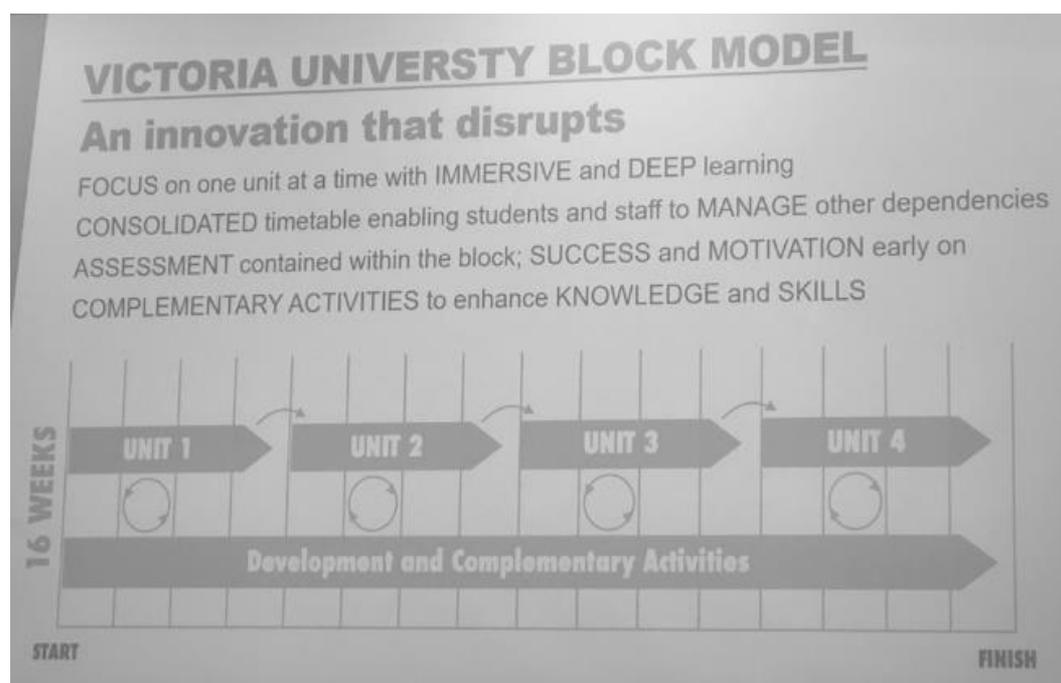

Tries to ensure students don't need to come to campus more than three days a week.

Students know after 4 weeks if they've passed a unit.

21C Educators should be promoting

- learning design
- active learning
- collaborate learning/teaching
- tech enhanced learning
- project based instruction
- multi modal
- student engagement
- personalisation
- program level design and assessment
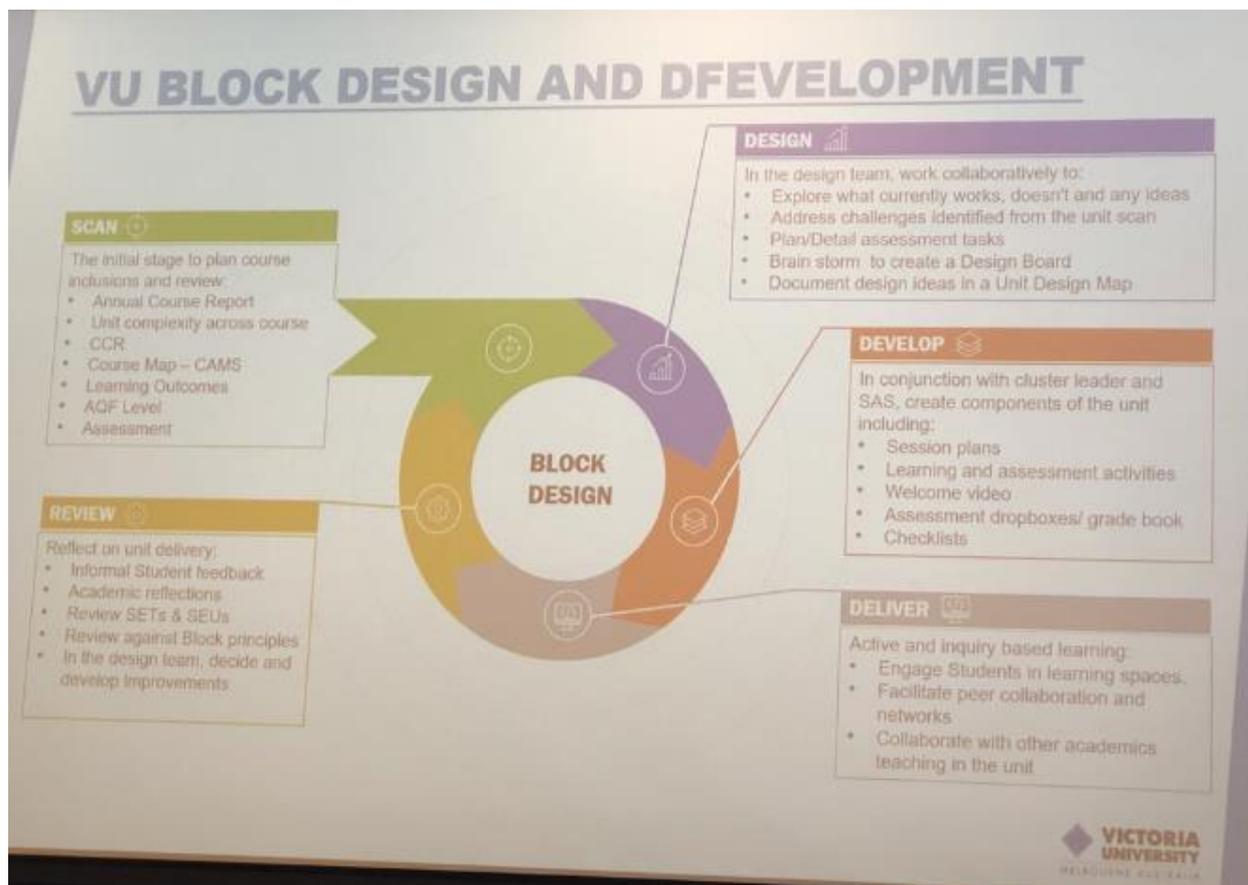
Lessons Learned
- Culture beats process almost always
- If you want to change culture undo lots of processes

Downside of the block model might be for part time students

Very intense on students and staff

This is a more expensive model

Reflection: Perhaps a great model to roll out for first year students who are less likely to have the necessary skills to manage their workload and schedules.

Universities 4.0: Insights into projects reshaping the digital future for higher education
Marcus Bowles: Director and Chair, Institute for Working Futures

1. Future capabilities of work
   We know down task level which types of tasks will change in a 5 to 15 year time frame
   a. 15% of jobs replaced by machines
   b. 16% will require major reskilling to stay in jobs where technology significantly augments certain jobs
   c. 20% will move to a job that doesn't exist today

Within 6 years

2019 to 2025

While job loss is of great concern, the belief that 40% of all jobs will be lost due to automation by 2016, causes anxiety but is substantially inaccurate.

Using the Australian Bureau of Statistics data (6202.0 - Labour Force, Australia, October 2018) there were 12,665,800 employees in the Australian workforce in October 2018. Applying the data from Faethm for the future workforce, we have a much clearer idea of the job loss, job creation, and the skilling task Australia will face. The major debate has to focus on how we will transform the existing workforce capabilities to stay in work and assure the capabilities of all new graduates who can no longer rely on technical skills to access employment in occupations that may no longer exist.

15% of us	16% of us	20% of us
1.9m workers will lose current jobs as machines replace human tasks	Over 2m workers will require major reskilling to stay in their current job as technology significantly augments certain jobs	2.4m workers will move to a job that doesn't exist today as jobs emerge
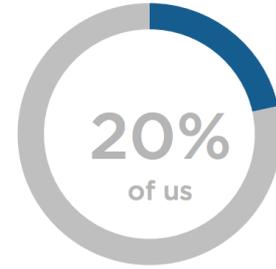
Source: Faethm data using their predictive platform, released 18 December 2018; data modelling employment in all industries, Australia November 2018 to November 2025. Numbers of workers based on ABS (2018) 6202.0 *Labour Force Australia October 2018* reporting total employment of 12,665,800 workers.

2. What analyse of job adverts tell us
   a. 63% of all future job profiles are all about soft skills
   b. 12% mindsets
   c. 25% technical skills

3. Universities are really good at explicit knowledge.
   High value to the workforce is tacit, the intuitive stuff, can't be written down, can't be taught but can be learnt and usually only in a context.

4. Universities will get hit hard by students questioning what is the value of this degree? If universities don't change/meet the workplace demands for skills, then others will fill the gap

   .
ACODE 78 Report Shane Nuessler

Helen Beetham

- digital experience survey
  - insight survey –
    - developed over 3 years by JISC.
    - core of the survey are four areas of consideration for students to respond to. AUS/NZ 21 thousand respondents.
    - survey was part of an overall engagement strategy.
    - The process is one of a conversation, for institutions to have better conversations with students about what it's like to study there, and to be involved in responding to the findings in making change and a difference.
    - We are looking for a future where students are involved in creating that future.

- The limits of this approach are: students when they survey them tend to think about what's here and now (how they learn, how their subjects are changing) so they report more Wi-Fi, more online lectures, better parking, crowded computer rooms, dirty keyboards, etc.
  - 74% students agree digital skills are important for the future but only 44% feel their course prepared them for the digital future. 30% were told what ICT skills they would need at the start of their course or had any input into decisions about digital services.
  - Whether they felt they felt prepared for ICT in their course and felt the course prepared them for the future were significant factors in students sense of digital experience.
- Students like the independence of accessing courses on BYOD's and ICT let students fit learning into their life and relied on ICT. 98% of Australian students used their own devices and enjoyed the high degree of independence and flexibility.
- Attendance paradox - if you ask students about lecture capture - they all want it, when they have it, they want higher quality (sound/video) and after that they want live streaming and to take part live in Q&A. They want a distance experience that is equitable with f2f experience. then once they had ahead of time access, live, more engaging, and so they attended less and less as the experience got better. Yet they wanted the physical experience and to belong to the cohort and learning community. SO they were not thinking longer term, about the future learning experience they wanted. What is one thing we could do to make the experience better? Don't put everything online, I think there is enough online. And most students, in response to how much more learning should be online - students said about the same. One student didn't want teachers to end up leaving the classrooms. The paradox is students want a high quality online experience but not everything and they want f2f experience to feel part of the university and learning community.
- Australian students are doing more digital learning than UK students, a very strong finding. AUS students also found the LMS useful and provided flexibility. They were more likely to say they would engage digitally than engage in class and significantly more likely to say...
- Ultimately students don't want more technology - they want it to be used "better" (improve teaching quality). Students like what they have - don't take away the LMS, the readings, to be able to engage when i want to. But there is an anxiety that ICT will go too far - most want the face to face as well, the community and the experience. as educators we know frictionless adoption doesn't work - making things too easy where it's not a challenge and the threshold is too low means students don't have to work for outcomes and perhaps people don't grow as much as when achieving things takes effort. This is potentially another part of having to "turn up". An idea raised by Stephen. (revise based on audio later)
- Think beyond narrow skills to develop a digital mindset and approaches.
- BE critical of the digital toolset - what works for me, what doesn't work for me?
- digital capability projects
- two outcomes:
  - see Developing digital capabilities: Beetham   2018)

- Developing digital capabilities JISC: 2014-18 (now seen as a Human Right, needed for economic engagement, and part of civic engagement.)
  - Beyond current horizons (UK gov 2009) - Futures thinking - what will work look like where we share our thinking with machines, working with robots and AI and deep learning. These are questions humans need to answer rather than technology driving the future. Students need to be involved in driving this future.

Some of the solutions might be:

- discipline-based resources (new methods, sub and inter disciplines)
- digital capabilities agenda - including critical responses
- developing students as engaged citizens of their university.

Ian Solomonides on the first year college at VU - transition pedagogy

- 6 lessons in cutting the gordian knot (taking a bold approach to an impregnatable problem)
- thought about going to university in 1979 - Sheffield poly tech to do industrial design. managed 6 months and dropped out - lacked the social and cultural capital. first in family, sister 6 years behind him. What is it like to go to university for the first time? went to university 10 years later when thature was removing grants and did an arts degree. After that took on a PhD and now in senior position at a uni. It has been a transformational journey, which is what it should have been.

- Victoria University's - first year model - first year model focuses on one unit at a time rather than 4 concurrent units - 4 blocks, 4 weeks, per semester completing all assessment before moving onto the next. support from one teacher for one unit, gaining support and skills needed to succeed.
- Revolutions are slow (proposal for internet submitted in 1989 - vague but interesting was the comment on the proposal)
- Systems are robust - they are intricately intertwined and interrelated - and therefore hard to change. They are also robust because they are constrained in that they have to help meet regulation set by government etc.

- VU faced declining indicators across the board of student experience. A voluntary separation was held and 120 staff left the university. opened an opportunity to recruit (80) staff who were passionate about teaching, and now one college sits across the entire 1st year of every faculty and has its own deanery and now 120 staff.

- Some quotes Ian liked: We believe that id the university opens p and embraces

- Ian created a list of things 21st century educators should be promoting:
- learning design
- active learning
- collaborative teaching and learning
- TEL

- assessment for learning
- project based work
- Deliberate designed approach to T&L. based on known impacts to "Learning Gain".
- Certain indicators do not predict how much students learn, others do predict how much students learn.
  - do:
    - student effort and sophistication as learners
    - smaller cohort
    - who does the teaching
    - timely and impactful feedback
    - close contact with teachers
    - collaborative and active learning
    - clear and high expectations.
  - don't
    - research performance
    - reputation
    - selectivity
    - peer ratings of teaching
    - class contact hours
    - student satisfaction (e.g. can be negatively correlated with effort expected)
- Read Chickering and Gamson – Seven Principals of Good Practice
- Current parallel unit in first year model puts students in a position of where to apply their effort to pass, get the rewards, etc.
- lock stepped and industrial model. The transition to unit is difficult and slow.
- Students will decide if they want to stay at Uni within 4-6 weeks.
- Block chain - learning gain… (review recording)
- Focus: in on one unit at a time in an immersive and deep way (on campus for now more than 3 days a week and 3 hours a day - trying to have more evening blocks of time) (11 days in all over 4 weeks) helps students manage other dependencies in their lives. for a student to know they passed a unit in four weeks (and most do) it builds confidence to go on.
- Units are supported by a "raft", an idea they got from QUEST. Focuses on 21st century skills.
- This is a huge change management task.
- Design for the extremes not the majority, you'll end up designing for the majority at the same
- engagement is everything.
- very small learning analytics team. starting to see that if you engage with your materials in whatever format they are on a regular basis you have a 99% chance of passing. "If you engage with your material, you'll pass! who knew!"
- Briggs presage process product model.
- Teaching staff has embraced this and rejuvenated their career at the university. There is some resistance and criticism from staff as the roll out continues but this is an inertia thing. But once they see it working they can't believe it, and find it is less work. Full time educators choose how many blocks they teach so they can fit in research if they need to. No more than two blocks a semester. VU in throws of current EA and block model based on existing EA. One of the secrets to this is taking the timetable apart, taking away the semester

system (can't find a reason to have it apart from census and funding models) and aim for 11 blocks a year with 11 census dates.

- Learnings: marathon not a sprint - revolution is needed to change robust entrenched systems - if you want to change culture, undo lots of processes (Culture beats process they say, but processes are part of culture. try to change one process and the culture will resist, but change enough processes and the culture will become unstable?)

Marcus Bowles from working futures.

- Future of work and how that impacts on the University of the future, and what success stories exist that help us.
- lands on four points. work with corporations on developing future workforce plans.
- 50% time researching and rest of the time teaching and in industry context.
- the forth industrial revolution: the consumption of education will change, and we will be doing it on the run.
- All the below are happening now and universities are not doing it. We need to catch up or not be part of the market.
- future capabilities needed:
- Automation of work.
- We know what sorts of jobs will go and which will stay.
- the most pressing issue facing HE is the value of education.
- 2.4m workers will move to a job that does not yet exist.
- 2m workers will require major reskilling as technology augments existing roles
- 1.9m workers will be replaced with machines
- in 1992 Mark released a paper he was part of saying we need:
- Tech training
- vocational
- higher education
- capability is not competency or skill or knowledge: it is skills/knowledge/cognitive and mindset/soft skills common to professions/personal attributes/behaviours
- Mark has just released a paper - the accountant of the future.
- Professional bodies need to know what the professional of the future looks like - so they have members in the future. The risk is that the HE model WILL NOT deliver them, if we a) don't know what it looks like and therefore b) don't develop them.
- deep reflection is essential in the future workforce
- PWC will no longer require a graduate degree to start their internal training program, because it is found to be a disadvantage.
- what is the value of a degree then? Is the HECS debt worth it? Will a graduate be able to exchange a certification for work?
- 63% of all future work profiles need soft skills - can you work collaboratively, across teams, across jobs etc.
- 25% are technical skills
- 12% are mindsets
- Learning design: we are good at explicit knowledge - you can write it down, transfer it and teach it. When the high value of the future work force is tacit knowledge. It can't be taught, it can be learnt - and usually only in a context.

Employer is looking for attitude, learning drive, empathy, they shape how you deploy reflective thinking, critical thinking on knowledge, skills and practice. Just happens to be the stuff AI cannot replace.

- Bondi labs created VR scenarios with a created environment from a real environment that really exists and train staff on safety there. In the past the company has paid for training where they learn content and then have to do the mentoring an application and context training themselves anyway.
- Marcus says that we need to push VR and AR to provide students with context to develop the TACIT knowledge that EMPLOYERS will be LOOKING FOR in the FUTURE. We need to replicate real workplaces in simulations and VR/AR/MR to create context and authentic environments for students to learn that TACIT knowledge in.
- Blockchain is important for students to carry their records around, trusted, verifiable. Look into Very Skills, a free system based on Blockchain. Griffith accepts skills and quals in this system as evidence for advanced standing, direct entry, etc.
- Look at what cisco is doing with Deakin Credentials. Having experts in a soft skill for example, verify your linked in skills.
- Make sure any future SMS links into blockchain - not an institutional grab and own of data. It belongs to the student and they want to share with the world.
- Upshot - the market has moved. Micro credentials have come in to signal which parts of the degree are relevant and contemporary. There are two types of credentials macro and micro. Micro are a, stand- alone part, of a degree - skill, MOOC, etc. It's all about learning. the problem is there is not one type of micro cred. a credential that proves CAPABILITY is the kind of badge that has the MOST value.
- Cred for completion
- cred for learning
- cred for practice
- We can predict which capabilities form a cluster for different kinds of jobs.
- We should create courses that help students develop capabilities that allow them to move across jobs - job corridors.
- We should have 2000 people through 3 units with a micro cred stack that deals with capability development for the future job market place and import those students and capability development into existing courses. Individuals and employers will attach value to that course and the brand of that university.
- Swinburne online is the most lucrative model in Australia, and the teachers are NOT academics.
- At the end of the day, fundamentally:

- We cannot afford for the HECS debt to scale any higher.
- Uni's need to be part of the solution, not part of the problem.
- Uni's need to work more closely with professions:
- Engineers Australia have been working with Deakin from 2015 on their micro credentials with charters program attached to the Deakin master's degree, this course is TEQSA audited and seen as innovative.
- The biggest problem are traditional auditors and what they look for from courses (what graduates should possess) but boards are changing, and the auditors will need to change in the next two years because of where professions are moving and international requirements.

9.0   ACODE TEL Framework - trialing now

We have 8 institutions trialing the new ACODE TEL Framework with the first meeting set down for the end of March. If any other Institution would like to trial with us please contact the Secretariat.

A formal note of thanks to Sheila McCarthy from Griffith for all the work that she has done on this project.

10.0   ACODE Leadership Mentoring Scheme

The Pilot ACODE Mentoring Scheme has run this year and we have discovered that the length of the program should be shorter perhaps 3-6 months rather than the 12 months.

It is an open scheme and any member may apply. The next scheme will begin after the 2019 LTLI. Alumni are generally users of the Scheme.

Watch the news forum for updates.

11.0   Learning Space Portal

The Learning space Portal under resources on the website here:
https://www.acode.edu.au/course/view.php?id=28&section=1

Please send any links, photos and short stories to the Secretariat.

Steve Leichtweis to share Educause link. (completed and online now)

Gerry Kregor will share some from UTAS

Trev Wood to share some from Monash

12.0   Liaison with other Organizations

The Secretariat reported that she has met with the ne Executive Officer of CAUL Rob O'Connor and has had several conversations with CAUDIT re the THETA Conference.

Like many others from the ACODE Community Karen is on the Experience Committee.

13.0   Changes to the constitution

1. Constitutional Changes – 2 members from same institution to serve out term -Stephen Marshall

Due to unforeseen circumstances of staff movement we have come across an anomaly in the ACODE Constitution.

8.3 Composition -currently reads:
- The Executive shall consist of the following elected Officers: President, Vice President, Treasurer and two other elected members.

Proposed change to read:
- The Executive shall consist of the following elected Officers: President; Vice President; Treasurer, and three other elected members.

8.4 Eligibility – currently reads:
- Officers shall be elected from the institutional nominees and alternates of Institutional Members. The institutional nominee and alternate from the same Institutional Member may not serve on the Executive at the same time. If, during his/her term of office, an Officer no longer satisfies these conditions for holding office, the position shall be declared vacant and the casual vacancy filled for the balance of the term using the procedures specified in clause 8.6.

Change to read:

- Executive members shall be elected from the institutional nominees and alternates of Institutional Members. The institutional nominee and alternate from the same Institutional Member may not serve as Members at the same time. If, during his/her term of office, a Member no longer satisfies these conditions for holding office, the position shall be vacated at the end of their elected term

10.0 Tittle change from: Responsibilities of Officers to Responsibilities of Executive Members

ACTION: *to be circulated to members via the forum to declare a Special General Meeting and for the 30 day consultation period. Time frame to be beginning of May*

14.0   TRIAL of Virtual Workshop ACODE 79

ACODE 79 as a result of the Survey to members last year will be a trial of an online workshop. We envisage that this will be a series of online events that will run over 2 weeks like a CMOOC.
The intention is to have an overarching theme perhaps change and the future following on from yesterday's workshop.
We will have individual topics and class leads on each.
There will be opportunity to increase participation among other colleagues at your institutions and a reduced time in travel and costs to institutions.
We will seek expertise in leadership with collaboration and 360 live streaming.
An example of one session could be Benchmarks and TEL how to improve your institution. Platforms to future proof.

15.0   Badging

We have an example of Badging shared by Steve Leichtweis. We now need an AWS server to house the badging environment.
The certificate will be issued to LTLI Alumni, attendees at Benchmarking events, Leads for workshops, Exec members and Mentors/Mentees.

16.0   AR/VR Workshop at Griffith

This was a community event sponsored by ACODE which was a very successful event attended mainly by practioners sharing experiences.

ACODE will now develop a template and place on the website so that any other institutions can apply to host a similar event at their home institutions.

This will be evaluated by the Exec for approval

17.0   Benchmarking tool update

The Exec have agreed to fund an upgrading of the Benchmark tool.
The Technology Snapshot will be removed from the tool and stand alone
Colin Lowe USYD is happy to help but we need to get some more help.
Any suggestions please contact the Secretariat.

18.0   HOT TOPICS

- Which institutions have learning technology/systems roadmaps (planned for more than one year), and what methodologies have these institutions used to build their learning technology/systems roadmaps?- Philip Uys

CSU are using a CAUDIT informed process which is a 3year process current state-future state creates the road map

Melbourne: have a 2nd process starting, Capabilities modelling.
CIO needed a snapshot of what was happening in L&T, Research, Enterprise Systems. This is driven by the CIO and Enterprise Architects.

Ask Steve Johnson (CAUDIT) for a Snapshot of L& T systems.
Mell Pittard UNE could circulate her LMS Spreadsheet

- Accessibility and Usability in TEL -Michael Sankey. Deferred this topic
- Framing your LMS Review -Mark Northover

USYD: completed a study on expenditure on tech v change v student load
70% of the budget was spent on other staffing (ed Designers) this ensures a successful transformation. A 1hour consultation with each Academic. Cost of $7mill over 2 years which include pilots and evaluation.
Essential that L&T hold the budget and not IT. Cloud based cuts a lot of IT out.

Newcastle: LMS review underway but IT have derailed the project. They need to understand that it is not an IT based project.

VU: 9 month project to reform but not much was an IT component. PMO involvement was negligible in year one but year two more involvement by PMO. PMO are now slowing the project down and costs have escalated. Business Analysts have not been efficient.

Auckland: In 2016 they had a home-grown system and have now moved to Canvas- there was less risk and no Strategic Plan. They looked to DVCA for strategic support. Missed opportunity to replace bad practice.

Griffith: Rue the decision made 18months ago. Their approach was solid in valuations. 4 academic groups were on the process split decision on move or stay.

VUW: asked should you have a review-5years? The LMS is a small cost compared to the integration.

Melbourne: Faculties gathered the reviews which came from a response to faculty request.
L&T don't own the LMS, disability students were disadvantaged and not consulted and a fail in support academic.
Thousands of requirements were sent to vendors for pedagogical requirements.
Similar tensions with PMO involvement

UC: 2014-15 Moodle NETSPOT sold to Blackboard this was the main Catalyst to move.
User experience gather from Faculties. Ed touch points and effective user design, Results from survey of faculties was mapped out in the student journey, The VLE wanted connection with Library searches. Evaluation of connectivity was essential.

Curtin: Stay with what they have, but may look shortly they have done a lot of integration with their current system

Question raised: who owns process: USYD wrote their own process and Education Committee approved it. So L&T own the process and not IT. Student data is secure. Melbourne: Emergent technology process already in place.

- Fitting out Project based Learning Spaces What Technology used- Nigel Robertson

Nigel asked what tech is used in Project Learning spaces- Magic Whiteboard, Aqua panel any cheap alternatives?
Melbourne: Panels rather than paint but clear glass is an even better preference
Canberra: Colored Perspex is cheaper than glass and pin boards for acoustics
Monash: One room with 30 Whiteboard pitched to roof for acoustics
Auckland: 1200 x 2400 whiteboards on the wall

- Micro credentialing / alternative digital credentials- Ratna Selvaratnam not discussed
- TEL in super-labs / innovative science facilities_ Ratna Selvaratnam not discussed
- Handling of Publisher resources/dealing with Publishers and LTI links to external publishers LMS- Gerry Kregor

Gerry-UTAS has a position paper written, Publishers are selling students password, UTAS Library has taken ownership to ensure no double up of licenses.
Curtin: have the same issue are writing a position paper to become policy.

Monash: writing policy have a student policy. Currently no 3rd party dictating assessment, licensing issues over 4 years. No integration with gradebook cuts out publishers

RMIT: 3rd party LTI's impossible in previous LMS. New the Library approach to licensing, now back with L&T. Perusal of how to bring these in without huge costs

Melbourne: VS&P trialing now. VS negotiation to get costs back, more legal issues with Perusal—Patrick to send details

PLEASE SEND THROUGH SUGGESTIONS TO KAREN HALLEY

secretariat@acode.edu.au

PART C: ITEMS FOR NOTING

13.0 Future workshops and meetings

- **ACODE 79 Workshop -** Topic to be advised

An Online Event.

- **ACODE 80 Workshop –** Topic and date to be advised.

Victoria University of Wellington New Zealand

We are seeking 2020 hosts please contact the Secretariat to register your interest in hosting an event.

Meeting Closed 12.00

Stephen Marshall   Michael Sankey
President, ACODE   Vice President ACODE