ACODE 2015
BUSINESS AND NETWORKING
MEETING MINUTES

10.00-1.00pm, Friday 6th November 2015

Room 2.2, Flinders University City Campus - Victoria Square Adelaide

* PART A: PRELIMINARY BUSINESS

1. **Welcome from President – Helen Carter**

2. **Attendance and apologies**

Attendees:

ACODE Secretariat	Karen Halley
Australian Catholic University	Veronica Hendriks
Charles Sturt University	Philip Uys (Executive Member)
Flinders University	Colin Carati
Griffith University	Sheila McCarthy
La Trobe University	Ric Canale
Macquarie University	Helen Carter (President)
RMIT	Garry Allan
University of Melbourne	Deb Jones
University of Newcastle	Luke Boulton
UNSW – Australian Defence College	Katherine Old
University of Queensland	Peter Rutherford
University of the South Pacific	Valentine Hazelman
University of Southern Queensland	Michael Sankey (Executive Member)
University of Sydney	Colin Lowe
University of Tasmania	Gerry Kregor
University of Tasmania	Tobin Millen
University of Waikato	Nigel Robertson (Treasurer)
Victoria University	Lisa Germany (co-opted Executive)
Victoria University Wellington	Stephen Marshall (Vice-President)
Western Sydney University	Carol Russell

Apologies:

RMIT	Zosh Pawlaczek
University of Adelaide	Liz Heathcote
University of Auckland	Cathy Gunn
University of New South Wales	Patrick Stoddart

3. Minutes of previous meeting

Moved – Ric Canale……… Seconded – Michael Sankey

The President handed a framed certificate to Colin Carati and staff and thanked them for organising a successful workshop for ACODE 69

4. Identification of unstarred items for discussion

*Item 14 ACODE 70

5. 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. Matters arising from previous Business & Networking Meeting

Nil

* PART B: ITEMS FOR DISCUSSION

7. ACODE Executive Report – Helen Carter
7.1 Call for 2016 Host for ACODE 71 Workshop and Meeting -

University of Sydney Colin Lowe.. To be confirmed

7.2 Babson Survey Funding

We are still looking to fund this project with OLT being preoccupied. A call to all members for any contacts at TEQSA.

8. LTLI Report – Michael Sankey

The final report from the Learning Technologies Leadership Institute (LTLI) is included in attachment A. In brief, the Institute has been well received and has made a profit for ACODE. The President commended Michael and the team for a great job.

9. Benchmarking 2016 – Michael Sankey

Michael Sankey introduced the Benchmarking Summit for 2016, which will be held at the 27-29 June at the University of Canberra. There will be work to be completed prior to attendance at the Summit and we also intend holding 2 webinars prior to the workshop.

Michael stressed that early involvement in the pre-work means that the maximum is gained from the Summit.

Carol Russell also informed the meeting that she is doing a 4-month project on benchmarking and will be heavily involved in the Summit. She will linterviewing participating institutions shortly.

10.   ICDE Report – Philip Uys

Philip attended the ICDE forumon behalf of ACODE in Sun City South Africa 14-16 October 2015.

Philip attend the high level policy forum meeting as well as representing ACODE at the Regional Stretegy meeting. TheStrategies will be available in late November and ACODE may then look at some parts of the ICDE report.

See attachment :B

11.   ACODE Learning Spaces Project Update -– Lisa Germany

Lisa reported on the blog and again asked if any member has anything to contribute.

Action: Karen to ask Danny Munnerly if he could contribute. Email sent 16/11/2015 and replied directly to Lisa in the same day.

12.   Liaison with other Organisations – All

12.1.   JLAP Working Group Report – Helen Carter

Helen reported that the ACODE and CADAD Executives had met to discuss the outcomes of the JLAP report and had notionally agreed to:

- A regular meeting of the Executives for sharing of information
- Sharing of Minutes (ACODE minutes are already publicly available on our website)
- CADAD are still keen to pursue a joint meeting and ACODE have proposed a Biennial Higher Education Summit rather than a joint meeting which could employ a similar format to ACODE 69.

13.   ePortfolio - Project Proposal – Shane Nuessler

 As Shane was unable to attend the meeting, this item was not discussed.

Action: Karen to circulate the proposal to the Executive for discussion

14.   HOT TOPICS

- *Curriculum/Course management systems and processes -* Ric Canale
Do any reps consider their university has a system and processes that work reasonably well? La   Trobe is reviewing its Course Information Management System and would like to ask: Is there a system someone would recommend? How do you get your academics to keep to deadlines for revisions to subjects/units/courses?

Macquarie offered that they have 3 systems for this process all of which are not cohesive. Flinders have similar problems, overcome bysetting up online curriculum outlines which map outlines and in turn maps content. Pam Davies Flinders university is a point of contact for this.
ECU and UniSA are ahead in this field.

Various discussions from the round table regarding happenings in each institute were then discussed but not minuted.

PART C: ITEMS FOR NOTING

15.   Future workshops and meetings

- ACODE 70 Theme: Analytics and Adaptive Learning and Teaching
  Charles Sturt University – Orange Campus, 17-18 March 2016
  Convenor : Philip Uys

  Philip Uys handed out visitor information on Orange and has since asked through the news forum for speakers for ACODE 70. USQ and UTAS have also offered possible speakers

- ACODE 71 Benchmarking Summit
  University of Canberra, 27-29 June 2016
  Convenor : Michael Sankey

Meeting closed 1.10pm

Helen Carter
President, ACODE

Attachment A:

REPORT: **ACODE LEARNING TECHNOLOGIES LEADERSHIP INSTITUTE: 2015**

FROM: **Associate Professor Michael Sankey**

 Director ACODE Learning Technologies Leadership Institute: 2015

TO: **ACODE Executive**

DATE: **September 22, 2015**

Introduction

The ACODE Learning Technologies Leadership Institute was held at the Mantra Mooloolaba Resort on the Sunshine Coast between 17 – 20 August. Forty two participants were registered and attended representing 23 different institutions. The institutions included 17 Australian Universities, two New Zealand Universities, the University of the South Pacific, an Australian private provider, and two educational technology companies. The Institute attracted four sponsors; the Office of Learning and Teaching, ECHO360, Desire 2 Learn (Bright Space) and Pebble Pad. In addition, there were eight full-time faculty and three part-time faculty involved in the event.

As in previous years, the program was based on a 'Making the Case' scenario. Participants were assigned to six teams of seven people and required to 'make the case' as per guidelines and a project brief. Each team was assigned a faculty member on a rotational basis to guide and mentor the development of their cases. The full-time faculty members included, Professors' Geoff Scott, Denise Kirkpatrick, Mike Kepple and Associate Professors' Gordon Suddaby and Michael Sankey. Further Faculty members included Helen Carter, Dr Stephen Marshell and Peter Nicoletatos, who were invited as Faculty members on the basis of their knowledge, experience and expertise in the area of Learning Technologies Leadership. In addition to their mentoring roles, each faculty member gave a presentation to the whole group on a theme relevant to their expertise and linked to the Institute theme.

The program also included presentations by a number of part-time Faculty (invited scholars), all recognised leaders in their respective areas of learning technologies leadership. The invited visitors were; Professors' Shirley Aleaxander, Gregor Kennedy and Belinda Tynan. In addition to the formal presentations we also introduced, for the first time, the ability for vendors within the sector to provide a short session to participants based around a speed dating activity. This allowed six vendors the opportunity to spend 10 minutes with each of the groups making their pitch. The vendors were Desire to Learn, Pebble

Pad, Squiz, Pearsons, Blackboard and Cisco systems. As vendors play an important role ithin the sector, it was deemed important to expose those aspiring leaders with in the sector to the

opportunity to learn how vendors approach the promotion of their products and interact with them.

We were also delighted that the University of the Sunshine Coast provided participants with an opportunity to be exposed to their brand new learning spaces and to experience their new 3D virtualisation environments.

The University of the Sunshine Coast Virtualisation Studio

The formal evaluation demonstrated that participants thoroughly enjoyed the activity and felt that it provided them both value for money and an incredibly useful networking opportunity.

Reflections

Presentations

The quality of the Faculty and visiting presenters for this Institute was particularly strong and provided our participants with a professional development experience second to none. That leaders within the sector would take four days out of their already busy schedule is a testament not only to them but to the high regard in which this institute is held within the sector. Their experience, expertise and advice was invaluable and the engaging and interactive approach of the presenters was superb.

The topics covered a full range of factors impacting on Learning Technologies Leadership within Australasia all designed to inform how participants would make their 'case'. The presentations were:

Professor Gregor Kennedy	Taking the lead in learning technologies through thought leadership
Professor Geoff Scott	Making the right choices for your institution
Professor Belinda Tynan	Openness and Leading Change
Professor Shirley Alexander	The Blended Physical Space
Professor Denise Kirkpatrick	Building Staff Capacity for eLearning
Dr Stephen Marshall	Quality, Quality, Quality and benchmarking your practice
Peter Nikoletatos	Looking ahead: Where is technology taking us?
Professor Mike Keppell	Making a career out of this
A/Prof Gordon Suddaby Helen Carter	Presenting your case for change

All the presentations were extremely relevant and focused participants on the 'making the case' scenario. In addition, the trip to the University of the Sunshine Coast provided participants with the opportunity to hear first hand from those involved in the devlopment of a major infrastructure project to create some state of the art learning facilities. Our thanks go to Ian Wright our ACODE rep and Kylie Readman the Director of Cialt for making this visit possible. All the presentations are available on the ACODE LTLI site, under the 'making the case' button.

Faculty Roles

The presentations by the faculty members are integral to the Institute program, but it is the wider overall role of the Faculty members that is critical to the Institute's success. Although each group had a main faculty member working with them (at the beginning and end of the process), they also circulated around the groups providing additional insights. Their role was to act as guides and mentors to the various groups, playing the role of a critical friend, reflecting and challenging the groups ideas and plans, helping their group become a cohesive and collaborative unit, providing support

Gordon Suddaby working with one of the groups during a breakout session.

through the group formation process, and ultimately supporting the development of the Case. The faculty members carried out their roles superbly. They guided the groups through the development processes, focused the groups attention on the importance of ensuring each member contributed to the outcome and ensuring each group didn't lose sight of their goal while retaining ownership of the process and the product.

Engagement

The overall success of the Institute lies with the level to which each participant, as an individual and in their groups, engages with the 'Making the Case' scenario. The realism of the case and its relevance to the participant's academic and professional life is critical to the level of engagement. This year, it was decided that the scenario should be based on a real world (though fictitious) example of the Federal Government wanting to establish a new University campus in the Bacchas Marsh area outside Melbourne. To ensure realism, the scenario was circulated to faculty members prior to the Institute and the faculty members were invited to contribute to the various scenario elements to ensure it was current, reflective of the Australian Higher Education context and credible. The contributions of faculty members to the scenario structure was a significant factor in enhancing participant engagement in the Making the Case deliberations. These contributions provided the nexus between the scenario and the 'real world'. This was important as the Institute participants came from a wide range of roles and a significant number were not in a position to clearly see the big picture in their own organisations. Nonetheless, the scenario meant that the groups had to consider and address in a logical and practical way many of the 'real world' issues that impact on technology and leadership issues in their Institutions.

It was clear from the feedback form the Institutes evaluation tool, observations, feedback from both Faculty, and the overall quality of the presentations, that the LTLI fully engaged all the participants and that it was a very successful, challenging and valuable event. The final 'Survey Monkey' evaluation was comple

ted by 36 of the 42 participants, a 86% return rate, a summarised version of this evaluation is appended to this report. This survey reinforces the very positive feedback provided participants on the final day of the Institute and reinforces the importance contribution this institute can make to both the individuals and, as a consequence, the institutions they represent. This is not to say that the Institute can't be improved. It can, and later in this report I have identified key areas for improvement that I believe should be considered when developing the program for LTLI 2017.

Environment and Support

A major contributor to the success of the Institute is the support given by Susan Brosnan as Executive Officer for the Institute and Karen Halley as the ACODE Executive Officer. Susan's experience and expertise in the planning process and managing the day-to-day organisational details contributing to a successful Institute experience for all was invaluable. Her support for me as the Director was exemplary. She managed all the bookings, set up and managed the registration information, was responsible for the publicity and recruitment, liaised with the venue, faculty, visitors and participants and generally kept me, as Director, fully informed and on track throughout the build-up as well as during the event. Karen's support role was also critical and extremely valuable. She maintained liaison between the ACODE Executive, the President, Susan and myself. She played a major role in a range of organisational details including overseeing the financial process.

I would also like to acknowledge the support and participation of the sponsors; The Office of Learning and Teaching, ECHO360, Desire2Learn, and Pebblepad. We were delighted to have the involvement of these organisations and I believe they have received commensurate benefits from their involvement.

The Mantra at Mooloolaba proved to be an excellent venue for this event, with one slight reservation, the quality and availability of the internet connection. The catering, facilities and logistical support from the resort could not be faulted and the location is excellent. Participants were largely satisfied with their rooms. Although the resort provided good general support we are very thankful to Tim van Drimmelen for again providing excellent technical support. Despite some early reservations in relation to access, overall, Mooloolaba proved to be a reasonably convenient location, relatively easy to get to for most participants and it offers excellent surroundings and easy access to a pleasant environment.

The Program

The 'Making the Case Scenario', as earlier noted, was relevant and realistic. The groups approached their task very seriously and worked extremely hard.

All groups put in very long hours in developing their presentations. This showed in the quality of the actual group presentations and the supporting executive summaries which can be found on the website. The quality of the presentations was reflected in the difficulty that the Faculty had in deciding on a 'winner'. Each group's presentation was judged against seven criteria and marked out of 100 points;

- Innovation and creativity – 15 points
- Sustainability – 15points
- Team involvement – 15 points
- Overall presentation standard – 15 points

- Cost effectiveness and feasibility 15 points
- Leadership and vision – 15 points
- Quality of the wiki site – 10 points

Unfortunately there had to be a winner, but ultimately the decision was very close with the consensus among Faculty being that all groups performed extremely well.

Participants working in their groups

Deliberations

As has been the case in the preceding Institutes, the workload is extremely high for the participants. There is essentially an information overload from both the Faculty and visitor presentations, of which there were 10. In addition, there are readings provided to support both the making of the case and the presentations. While the high workload is intentional and is designed to ensure that all teams have access to as much relevant information there way be other ways to transmit this material. However, we need to consider making media elements that will provide this same key information that can be viewed, or listened to, prior to attending. In other words we need to practice what we preach in relation to blended delivery. In addition, the feedback from participants suggested that the time allocated to them was a bit too short to do all they had to do. This is consistent with previous years, and some adjustment was made to front-load the speaking, providing more time nearer the end for group work. However, I do not think we can escape the fact that this institute was also shorter than previous iterations and if we want to continue with the current format then we should look to again bring people in on the Sunday evening, rather than the Monday morning. This would relieve quite a bit of the upfront loading of information. In addition there were a number of other practical suggestions put forward in the feedback which I believe should be considered in developing the next iteration of the Institute.

Appendix – Participant Feedback

Observations and recommendations for LTLI 2017

1. The decision was made for the 2015 LTLI to shorten it by half a day. This, on reflection, was a mistake. Bringing participants in on the Sunday afternoon provides and an opportunity for participants to acquaint themselves with the scenario and the relevant literature as well as each other. In addition, I think it would be appropriate to also provide a thorough presentation on the scenario at this time, as well as undertake a get to know you activity. This would enable the groups to plan their approach earlier and give them greater time to address the task.

2. Feedback also suggested a longer lead-in time for the pre-nstitute reading. However, most participants are time poor, so providing some of this material in multiple formats (video, audio) would be desirable. This would need to be accompanied by a strong promotional initiative to encourage participants in this pre-activity.

3.
   There was a number of comments relating to the sage on the stage approach of some presenters and a lack of alignment between what was being presented and 'the case'. However I think some of this could be avoided by spreading the program a bit allowing more time between presentation and providing time for faculty to contextualise the material for the groups.

4.
   There was some concern that the formal presentations took up too much time and there was insufficient 'group time' available for discussion and development of the cases. This was a comment from previous Institutes. Some adjustment can still be made, aligned with Point 3.

5.
   The site visit to the Sunshine Coast University was generally very well received. It got people out and about and provided a meaningful interlude. However, if this is repeated with USC it would be good to provide some additional information as to why you would use such spaces and how this might tie in with the USC vision for learning and teaching and blended delivery.

6.
   There were mixed feelings about the fact that Faculty rotated around the groups. Some thought this was very posative, some felt they wanted more continuity. From the comments it can be seen that the groups felt as though they were repeating themselves each time, having to go over the same ground to acquaint the faculty member to what they were doing. I think it would be good if there are some pre established questions that faculty could take advantage on depending on
   what stage of the case formation the groups are upto. This is something that needs to be considered in planning the next Institute.

7.
   To extend this thought, some consideration could be given to assigning specific roles to Faculty members to enable them to act this persona out as well as mentor in e.g. assign a role such as CIO, CEO, CFO, HR Director, DVC innovation etc to each Faculty member

8.
It seemed the groups focused their final presentations more on the big picture, rather than on

being the sub-

group reporting back on their institutional requirements for TEL (as required). This message needs to be made clearer in the future and will make it more doable for groups.

9.

To help do this there should be the development of clearer directional strategy for the mock university, around which they are working for. In this way they will not need to create this information first and then have to report on it to contextualise their case.

10.

Provide clearer learning outcomes associated with 'the case', not just for the Institute itself. These should be published to the website.

11.

It is important to ensure that the program should remain intensive to encourage effective use of all group members in a division of labour and to give participants experience in working under strict time constraints.

My Perspective

As Director, I found the experience challenging, exciting and extremely rewarding. I thoroughly enjoyed the whole process and couldn't have been happier with the input, engagement and collegiality of the Faculty. But most of all, it was the commitment and enthusiasm of the participants that made the event the success it was. They worked extremely hard, were collaborative, fully involved, took the whole exercise very seriously and produced excellent outcomes. It will be important for ACODE to now follow-up with the promotion of an Alumni network with participants from this and previous iterations of the Institute. The ACODE Learning Technologies Leadership Institute: 2015 was, in my view, a great success and I believe embeds the Institute into the Australasian professional development landscape.

Finally

It was clear from the group's feedback session on the last morning that the Institute had been successful. This is reinforced by comments from the groups including; *Got an enormous amount out of the days; Heaps to take back to the Institution; Very rewarding experience which simulated real life experience; Entire experience has been wonderful; Great process; Enjoyed all the speakers; Great rewarding experience; Very real world experience and great program.*

**Appendix – Participant Feedback**

The full LTLI cohort for 201
5

This feedback is reinforced through the 'Survey Monkey' evaluation which is appended to this report.

I would like to thank the ACODE President, Associate Professor Helen Carter and her executive for the opportunity to direct the Institute and for the support and direction that they gave me. I was delighted that we had both the President and Vice-
president present at the Institute as this sends a really good message about ACODEs commitment to the

Institute.

Associate Professor,

Michael Sankey Director LTLI 2015
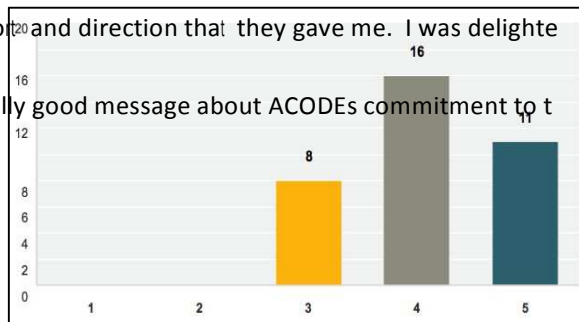
Participant Evaluation

Thirty five (35) of the 42 participants (83%) responded to this survey. The evaluation contained 11 questions and a summary of these data is provided below. The LTLI was certainly deemed as successful by the participants. The results point to some positive adjustments that could be made to future LTLIs if deemed appropriate.

Question 1

Please indicate the rating that best reflects your overall evaluation of the Institute by entering a response, where 5 indicates that this was among the best educational offerings you have experienced and 1 would indicate that this was among the worst.

Summary: For 77% of attendees, the LTLI was seen as either good, or one of the best professional development activities that they had experienced. The remaining 23% still rated it as average. Reasons for this will be seen in the summary of the comments below. No one rated the LTLI poorly.

Question 2

What do you consider the most valuable aspects of the Institute program?

Summary: The key themes (in order) that emerged from the responses were:

- The possibility of networking and collaborating with relevant and interesting people
- The quality of the speakers (Faculty) and their contributions to the groups, and

1
0

- The ability to work 'The Case' through with/as a team and sharing ideas
- The ability to work on a problem based on a real-world scenario

Question 3

What do you consider the least valuable aspects of the Institute program?

Summary: The key themes (in order) that emerged from the responses were:

- Vendor sessions were not necessary as they did not link with making 'the case'
- The timing of the Dinner
- Lack of upfront team building exercise and getting to know other participants
- More of a debrief / feedback on the final presentations
- More contextualising of each of the talks with how they might apply to 'the case'

Question 4

Would you recommend this Institute program to colleagues? Why/Why not?

Of the 33 responses received to this question, 27 (82%) said 'yes' or 'definitely', 2 (6%) were unsure while 4 (12%) said 'probably not'.

The reasons presented for saying 'no' are based on the feelings that the institute was pitched at too lower level for some and that it didn't spend enough time on actual leadership training. No reasons were provided for the 'unsure' feedback.

Question 5

Institute Format Rate your answers from 1-5 with 5. Highest satisfaction 1. Lowest satisfaction
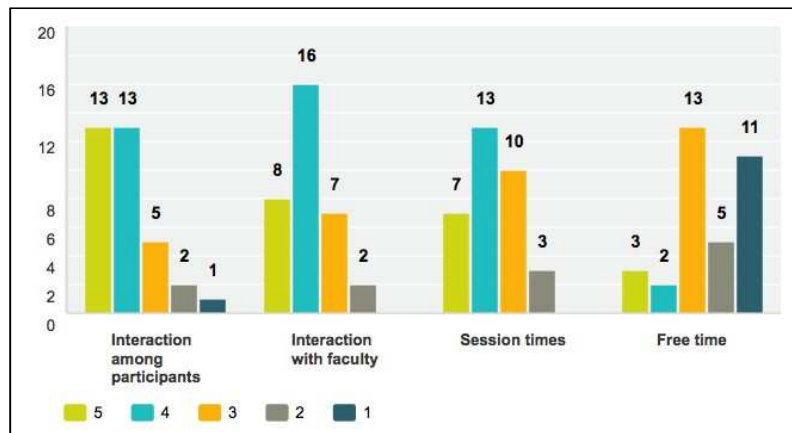
Summary: Consistent with the comments above, 74% of respondents were satisfied or highly satisfied with the interaction they had with other participants, while 73% were satisfied with their interactions with Faculty.

Although still a majority, 61% were satisfied with the length of the session times. Comments reveal that they would have preferred the institute to be a bit longer, and to have all the sessions focus on 'the case'.

When it came to free time it is clear that they did not feel that they had sufficient, with 45% feeling dissatisfied to some degree with this. However 40% stayed reasonably neutral in this regard; neither being satisfied nor dissatisfied, and only 15% indicated that they were satisfied with the amount of free time they had.

Question 6

How would you rate the Making the Case Team ProjectRate from 1-5 5. Highest satisfaction and 1. Lowest satisfaction.
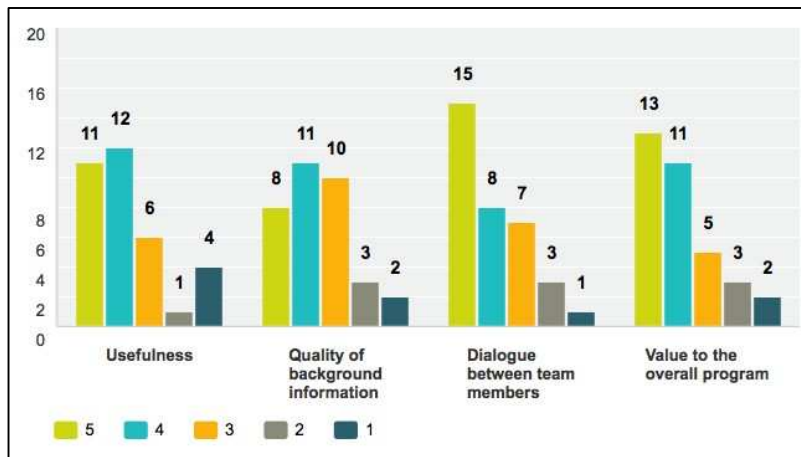
Summary: The following four question relate directly to the making 'the case' scenario. As you will see

from the graphs above there was generally high satisfaction with using this approach. In relation to its

'usefulness', 68% were satisfied or very satisfied, with 14% indicating they were dissatisfied or very dissatisfied and 18% staying neutral.

In relation to the quality of the background information participants received, there was a slight increase in those staying neutral (rising to 30%) with the same 14% being dissatisfied and 56% being satisfied. Consistent with some of the comments received in the open ended questions, further work will need to be done with contextualising this information with the participants

There was general satisfaction with the interactions with the Faculty during the sessions with only 12% indicating disstatisfaction with this aspect. Comments indicate that there was a sense that due to the faculty rotating around the groups, there was a lack of consistency, on the other hand some appreciated the diversity. It is hard to know how to respond to this element, particularly as the vast majority were either satisfied (68%) or neutral (20%) in this regard.

Question 7

Which sessions did you find most beneficial?

1
2

Appendix – Participant Feedback

Summary: Well if there had to be a winner it was Professor Gregor Kennedy by a nose over Peter Ni koletatos, followed closely in third place by 'All'. In other words the we had a pretty good program. A number of participants liked the mix, they liked going to USC, but didn't see the point in the vend or speed
dating session.

Question 8

Which session did you find least beneficial?

**Summary:** The clear looser, by a country mile here, was the vendor speed dating session ☺☺

Question 9

Were there any sessions or topics that should have been given more emphasis in the program?

Summary: The opinions are very diverse here, with no definitive trends. However, if anything is to st and out it would be more attention should be given to helping the groups form their cases and identi fying take–away's from each of the presentations that may be relavent to 'the case'.

Question 10

How would you rate the organisation of the event? 5. Being highest satisfaction and 1. being the lowe st
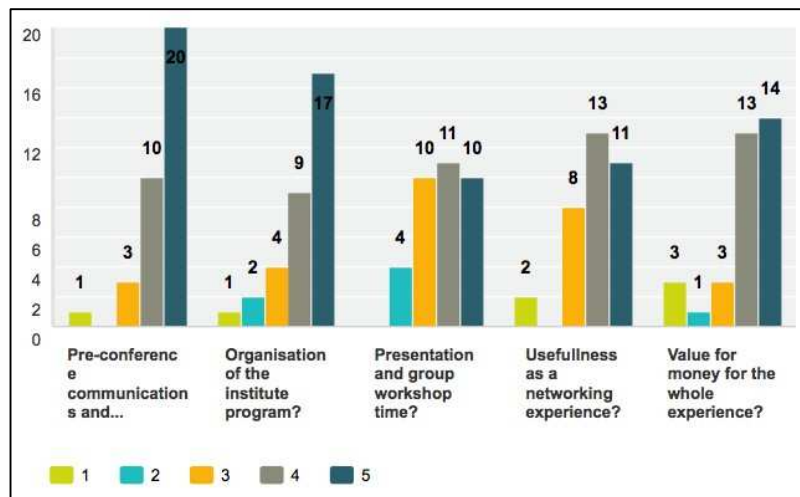

Summary: The organisation of the event itself and the preconference communication seem all to be highly satisfactory. Less so for group work times, with a clear indication that more time for group wo rk would be appreciated. This may be achieved by lengthening the Institute and streamlining the pro gram somewhat. The value of the networking experience was important to participants and this is bo rn out in the open–

ended comments as well. Generally the vast majority of participants also believed that the Institute offered good value for money.

Question 11

Please indicate the rating that reflects your opinion of the facilities. 5. Being highest satisfaction 1. being the lowest.
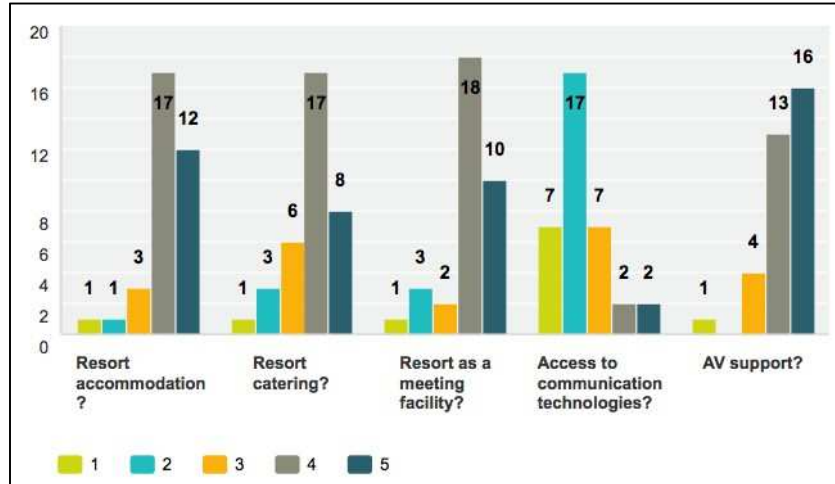
Summary: The Mantra at Mooloolaba ended up being a very good venue 85% of respondents were either satisfied of very satisfied with the accommodation, the meeting facility and the AV support. A part from a bit of a hiccup on the first lunchtime the catering arrangements worked pretty well for the majority (73%) of the respondents. Comments within the open ended questions also reflected this, it was mentioned on a few occasions that not eating in the vinue all the time was a good thing, it got people out of the Mantra and into the outside world for a bit.

Clearly seen in these results was the main bugbear of respondents, the very poor wireless connectivity in the Mantra. This caused quite a few participants problems in accessing resources from the site and many had to default to using their private accounts. This is something we would not like to see happen in future events.
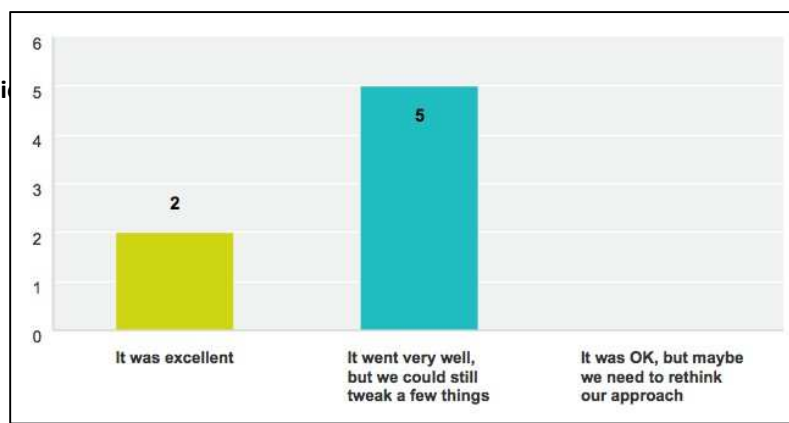
Faculty Evaluation

Seven of the eight Faculty (87.5%) the survey was sent to responded to this survey. The following provides a thematic summary of their responses.

Question 1

On reflection how do you think this years LTLI went

Appendix – Participant feedback

This is very encouraging feedback and if I have the privelage of running the 2017 Institute we will look to

put some minor tweeking in place, based on the above report.

Question 2

What would you suggest we should include next time?

Summary: Three faculty members mentioned having some form of get-to-know-you or team building event the evening prior. A few more reality checks along the way tying back into 'the case', 'sector trends' and 'leadership', and having the dinner at the end of the first full day.

Question 3

What do you think we should leave out next time?

Summary: If we are going to have a site visit in the future we need to be more explicit as to how this links back to the case. Similarly the session about 'Making a career out of this' could be revised to focus more on 'the case'. Also the Vendor session was not seen as particularly useful.

Question 4

Do you think we should go back to starting the meeting on the Sunday afternoon rather than on the Monday morning? In other words, was the length of time (less than 4 full days) to short, compared to previous times?

Summary: Faculty generally agreed that startingon the Sunday would be preferable for all concerned and would allow for an Ice Breaker activity and ultimatly more time for groupwork. It was also suggested that the dinner be held on the Monday night.

Question 5

Is there anything else you would like to add?

1
5

Appendix – Participant Feedback
Summary: General praise was given for the event and for the organisation of it.

Report on Representing ACODE at the High Level Policy Forum, Pretoria, 17 October 2015

Assoc Professor Philip Uys

Following the ICDE Conference in Sun City, South Africa, I attended the High Level Policy Forum in Pretoria on behalf of ACODE. The Forum was organized by the International Council for Open and Distance Education (ICDE) in partnership with UNESCO, Commonwealth of Learning (COL), Open Education Consortium (OEC) and hosted by the University of South Africa (UNISA).

The goal of the Forum was to identify a series of strategic initiatives and actions aimed at addressing on a regional basis key challenges to help meet the sustainable development goals recently adopted by the United Nations in Paris in September 2015. The Forum was very productive and was attended by 130 mostly vice-chancellors and presidents of tertiary institutions as well as by leaders of associations.

There were plenary presentations but the bulk of the work was done in regional groups that created preliminary regional action plans about ODeL. I was in the Asia 2 and Oceania regional group with representatives from China, Japan, Indonesia, Korea, Vietnam, New Zealand and Australia.

The preliminary regional action plans will be formalised and released by end of November 2015.

I emphasised that the our region needs to focus ODeL to
- Include vocational careers and the TAFEs and Polytechnics;
- Advance OERs (not just MOOCS);
- Develop and consider workable business models for OERs; and
- Consider the possibilities of the unbundling/disaggregation of educational services.

This High Level Policy Forum was unanimous in pointing to the issues of equity in terms of access to and success in higher education, the skills gap and the need for investments in life-long learning. Delegates at the High Level Policy Forum agreed that policies aimed at enabling access to online learning, support for learner mobility and the strengthening of transnational qualifications agreements were essential components of a 21st century higher education strategy.

The Forum also pointed to the need to:

- Strengthen quality assurance processes and practices in higher education

- Make available affordable broadband infrastructure to more people throughout the developing and developed world

- Implement policies and supports for learners often unable to access higher education so as to ensure their ready access and success in higher education

- Implement policies and practices which support the widespread access and use of licensed educational resources (OERs)

- Treat online learning equally with face-to-face learning

- Invest in professional development for faculty and those engaged in supporting learners

- Strengthen collaboration between universities and between universities and employers so as to narrow the skills gap and ensure the relevance and value of a university education

- Engage and involve students in the planning and development of higher education.

The Forum themes above and the regional action plans could be used by the ACODE Executive with a view to
   a. promote and to take specific actions in our region; and
   b. to provide feedback to ICDE on regional priorities and its implementation of ODeL.

I would like to thank ACODE for making a financial contribution towards me attending this Forum.

The news release from the High Level Policy Forum is available at
https://gallery.mailchimp.com/2c137fb8d5b2c00e44c649471/files/News_release_from_ICDE_UNESCO_COL_OEC_and_UNISA_High_Level_Policy_Forum_Pretoria_South_Africa.pdf