LEADING TECHNOLOGY ENHANCED LEARNING AND TEACHING

ACode

australasian council on open, distance and e-learning

annual report **2018**

CONTENTS

FROM THE PRESIDENT

2018 has been another productive year for ACODE. I have enjoyed meeting many colleagues at the different events through the year. The organisation has established a tempo of activities that continue to be well-received and to stimulate ongoing work aimed at improving the impact and value of technology in our universities

ACODE offered two workshops and our biennial ACODE Benchmarking Workshop in 2018. Our impact on the sector continues with ACODE contributing to the development of TEQSA standards relating to technology enhanced learning, and internationally engaging with Latin American colleagues at the VI CREAD Andes and VI EDUCA Ecuador Virtual Encounter "Evaluation, certification, and accreditation of higher distance and on line education: America, Africa, Asia, Europe, and Oceania" which took place in Loja, Ecuador from May 29 to June 1, 2018. As ACODE President I was invited to attend this event, at their expense, to share the Australasian experience of quality improvement of online, distance and e-learning. This trip was an excellent opportunity to build ACODE's networks with colleagues from many countries and organizations, including ICDE, the Asia-Pacific Quality Network (APQN), the European Association of Distance Teaching Universities (EADTU) and the African Council for Distance Education (ACDE).

Formal welcome from the Governor of the Province of Loja, Ecuador

The ACODE benchmarks continued their highly successful operation under the leadership of ACODE Vice-President Associate Professor Michael Sankey with the third biannual benchmarking workshop held at Griffith University. This was a great event attended by 26 universities from Australia, New Zealand and the South Pacific.

ACODE President's presentation on the ACODE Benchmarks for Technology Enhanced Learning

ACODE workshops continue to provide a forum for in-depth engagement with the ongoing impact of technology on higher education. April's ACODE 76 workshop in Dunedin at the University of Otago focused on how universities are responding to the need to support student use of mobile devices to engage in their studies. ACODE 77 saw us at Deakin University's impressive Melbourne City Campus engaging with the panel developing online standards for TEQSA. This was an excellent opportunity to support the sector in engaging well in the standards development process and demonstrate the leadership that ACODE offers in this space. ACODE greatly appreciates these universities for their support of the workshops and particularly thanks the convenors, Sarah Stein, Marcus O'Donnell and Michael Sankey, for their hard work in organising these events for the members.

2018 saw the Learning Futures team at Griffith University win the ACODE Innovation in TEL Award with their Explore Learning and Teaching (ExLNT) platform. This award will be offered biennially by ACODE in future.

Two new initiatives for 2018 were the brand new ACODE Learning Spaces Portal and the ACODE Mentoring Scheme. The ACODE Learning Spaces Portal resides under Resources on the ACODE website and has four sections with carefully selected content most relevant to ACODE: Introduction to

International delegates at the VI CREAD Andes and VI EDUCA Ecuador Virtual Encounter

Learning Spaces; Design and Use; Showcase; and Resources. The Portal was jointly developed for ACODE by staff of Charles Sturt University and Macquarie University and our thanks go to those staff and to ACODE Exec member Philip Uys for leading this work.

The Mentoring scheme arose from the last ACODE Learning Technologies Leadership Institute (LTLI) and under the leadership of exec members Philip Uys and Deborah Jones it has started matching sector leaders with upcoming staff at ACODE member institutions seeking mentoring and guidance in developing their careers through TEL leadership skills. We expect this to grow over time as a means of extending the impact of the LTLI and supporting members growing and sustaining their staff capabilities for TEL.

The Executive of ACODE are an excellent team of colleagues who are actively working to ensure ACODE continues to deliver important and effective activities for the member universities. I particularly want to thank outgoing executive members Nigel Robertson (ACODE Treasurer) and Sheila McCarthy for their excellent and generous contribution to the operation of ACODE. The work of the rest of the executive members, Michael Sankey, Philip Uys, and Deb Jones

remain very important to the success of ACODE and I want to thank them for their ongoing service. Our Executive Officer Karen Halley continues to support ACODE, working with members to help them gain the best value from their membership and providing continuity to the organisation across its various activities. We are constantly reviewing and assessing how we can add further value to member universities, and I am always interested in hearing from colleagues across the sector of ways we can continue to improve.

This has been an exciting year building on the work of previous years and adding useful new initiatives. Financially we remain in good order, able to sustain the programme of work members expect of us. I look forward to further growth in 2019 and beyond, and wish all member universities great success in their endeavours within the open, distance and e-learning sphere.

Associate Professor Stephen Marshall
ACODE President

ACODE WORKSHOP SERIES 2018

ACODE 76: "Turning Strategy into Reality: Student Mobility Infrastructure" DUNEDIN: 5 – 6 APRIL 2018

ACODE 76 Workshop: Turning Strategy into Reality: Student Mobility Infrastructure

Otago University, Dunedin, New Zealand
5-6 April 2018

Convenor: Sarah Stein

The focus of this workshop was on operationalising policy and strategy that targets provision of high quality technologically-supported infrastructure. The drive for students to be 'connected anywhere, anytime' is often founded on genuine interests in supporting and promoting the very best and latest quality learning and study environments in our institutions.

The workshop focussed attention on connecting the big ideas that are often found in policy and strategy documents and aspirations, and how to make sense of them in practical and operational terms. The limitations and possibilities within institutions were discussed and formed the frame for discussion after each of the presentations within the workshop programme. This structure was planned to take ideas a broad strategic level, through matters related to people (staff and student factors), through to working the big ideas into feasible solutions in the face of the realities of systems and people.

The presentations in the workshop provided examples of how unreal expectations about student mobility infrastructure have been moderated, through recognition and acknowledgement of the demands of context, including various issues such as those related to equity, cost, privacy, sustainability, usability and the capacity of the technologies themselves. Student presentations by Irena White (PhD student, Flinders University) and Qian Liu (PhD student, University of Auckland) were very well received and helped

anchor the workshop discussions in authentic student experiences and current research.

Also valuable was a very pragmatic presentation led by Otago Director of IT Services Mike Hart who shared an insider's view of the decision making at senior level regarding system selection and project planning at a strategic and operational level. The final presentation, by Emerson Pratt of Otago, looked at the complex nature of modern learning space design with the intersection of pedagogical, legal and operational concerns as illustrated by the development of a specialist Dental School facility.

ACODE Benchmarking: Higher Education institutions benchmarking their capacity in technology enhanced learning

Griffith University, Southbank Campus
Queensland, Australia
25-27 June 2018

Convenor: Michael Sankey

The 2018 Benchmarking activity was held at Griffith University in Brisbane, at their Southbank Campus between the 25-27 of June. Twenty four (24) member institutions participated in this and the lead-up events, with 46 people attending the three day activity. However, all-up 310 individuals engaged in this activity, from the participating institutions, over the preceding months.

As in previous years some institutions completed all the eight Benchmarks, while others were more selective as to which ones they chose, consistent with the phased approach a number of institutions have adopted. Overall there was a mean of 4 Benchmarks undertaken per institution.

The two most popular Benchmarks were numbers 1 and 5, with 15 institution completing each of these;

- Benchmark 1: Institution-wide policy and governance for technology enhanced learning; and

- Benchmark 5: Staff professional development for the effective use of technology enhanced learning.

This was the third biennial benchmarking activity ACODE have successfully run since 2014 in Australia. Over this time 40 Australasian institutions have participated, along with two other international institutions. In 2017 ACODE also helped facilitate an event in the UK.

The benchmarking instrument itself is still seen to be very relevant for institutions. This is supported by 98% of participants agreeing that there was sufficient scope within the current suite of performance indicators to cover the TEL scenarios at their institutions. As the benchmarks are designed to help institutions critically self-assess their capacity in TEL, it was also pleasing to note that 93% of the participants had agreed that the benchmarks had made me think twice about what we their institutions were doing in relation to TEL. Further, 90% agree that this activity had also provided an opportunity for more in-depth discussion about TEL within their institutions.

Benchmarking Participants 2018

At the more personal level, 98% of participants learned a number of strategies from other institutions that they would like to see implemented at my institution, with 96% finding the whole activity personally very rewarding.

Participants of the 2018 Benchmarking Activity

Although this sound very positive moving forward, there were still elements that were identified that could be improved for the 2020 event. The recommendation stemming from this activity include:

- Increase the number of stakeholders involved within each of the participating institutions

- It appeared that not many institutions had a TEL Framework in place yet, and a working party was established to help develop a tool to do this

- The online tool was again very difficult to use, even more so than on the previous occasion

- Participants would like more visualization of the overall data

- The activity would be helped if participants were able to provide more worked examples

- Some more networking time would also be helpful to allow institutions to tease out some of the issues arising.

As the venue for this activity was so appreciated by all attending it was decided to again hold this event at Griffith university in 2020. We look forward to welcoming both seasoned TEL benchmarker's and newcomers to this event.

Benchmarking Participants 2018

ACODE 77 Workshop: The New Higher Education Standards Environment: challenges for premium online learning.

Deakin University, City Campus
4-5 October 2018

Convenors: Marcus O'Donnell & Michael Sankey

Deakin University, Docklands Campus, played host to our ACODE 77 meetings on the 4-5 of October, at which we had 44 members participate along with a further 5 visitors. The theme was on the new higher education standards environment: challenges for premium online learning, with a particular focus on the place of quality and innovation in online learning space. This topic was chosen due to the proximity of this meeting to the TEQSA special forum on online standards that was to be held the following month. As such, we were pleased to welcome representatives from TEQSA at this meeting.

After being welcomed by the ACODE President and by Professor Liz Johnson, PVC Teaching & Learning, attendees were treated to a very thought-provoking presentation by Professor Beverly Oliver, the DVC

Education at Deakin. She challenged participants to consider the broader perspectives of a changing student demographic this is being experienced by institutions in the Australian sector, along with the evolving practices and models of alternate credentialing by institutions.

ACODE 77 participants

This was followed by a report back on the recent ACODE Benchmarking Summit that had been held at Griffith University, a couple of months prior to this meeting. This was presented by Professor Michael Sankey, Learning Futures, Griffith University, who then led the next session on Standards for online learning. This looked at the current initiatives being driven


ACODE 77 participants

by ASCILITE & ACODE particularly. Providing the ASCILTE perspective on this was Professor Dominique Parrish, PVC Teaching & Learning, Macquarie University.

Associate Professor Stephen Marshall from Victoria University in Wellington, then gave us a view from the New Zealand sector. This was framed by the perspective of quality being framed within a series of parameters that needed to be fit for purpose, including; standard and norms; model of quality; the degree of utility or impact; value for money, or return on investment. Inherent in this is that transformation is inevitable and that embracing mechanisms to support qualitative change and continuous improvement, rather than on quality assurance are essential. Another way to frame that is, 'quality as sense-making'.

Professor Gregor Kennedy, PVC Teaching and Learning at Melbourne University then challenged participants to ensure that their institutional outcomes aligned with measurable standards and actionable data, particularly in relation to the use of learning analytics in online learning. He gave examples of how some institutions are providing high level summary data to senior Faculty and course coordinators about program and course performance. Importantly, with mechanisms for 'completing the loop'.
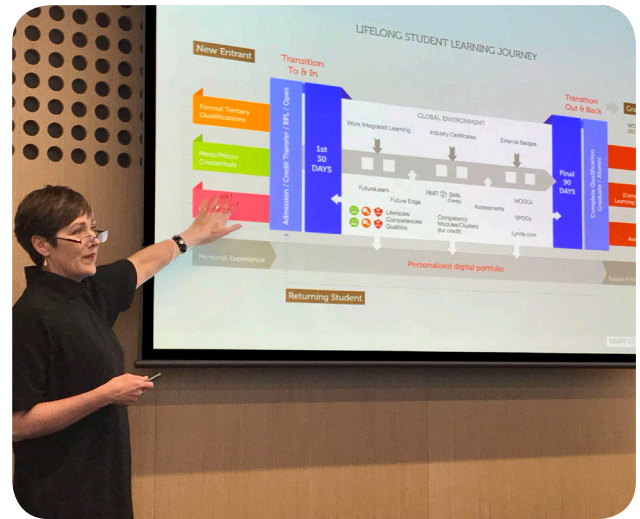
Professor Belinda Tynan presenting at ACODE 77

The last presentation of the day was presented by Professor Belinda Tynan, the DVC Education at RMIT. She presented on new approaches to credentials: new standards for lifelong learning. This was based the RMIT model of building capabilities and skills for the future world of work and on a new quality framework for these awards. Importantly, this award portfolio is based on RMIT's existing framework and processes. Partnering with industry to deliver just-in-time skills for market demand has saw RMIT develop a 1000+ total short course enrolments in first months of offer.

ACODE 2018 EXECUTIVE

The ACODE Executive comprises the President, Vice President, Treasurer, Executive Officer and three Executive Members, each with a two-year term of office beginning from 1 January. No officer serves more than two consecutive terms in the same position and terms are staggered where possible.

Contact the current ACODE executive via secretariat@acode.edu.au.
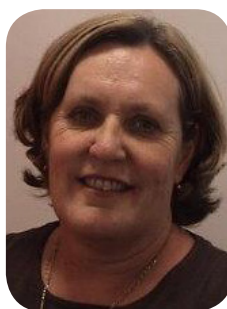
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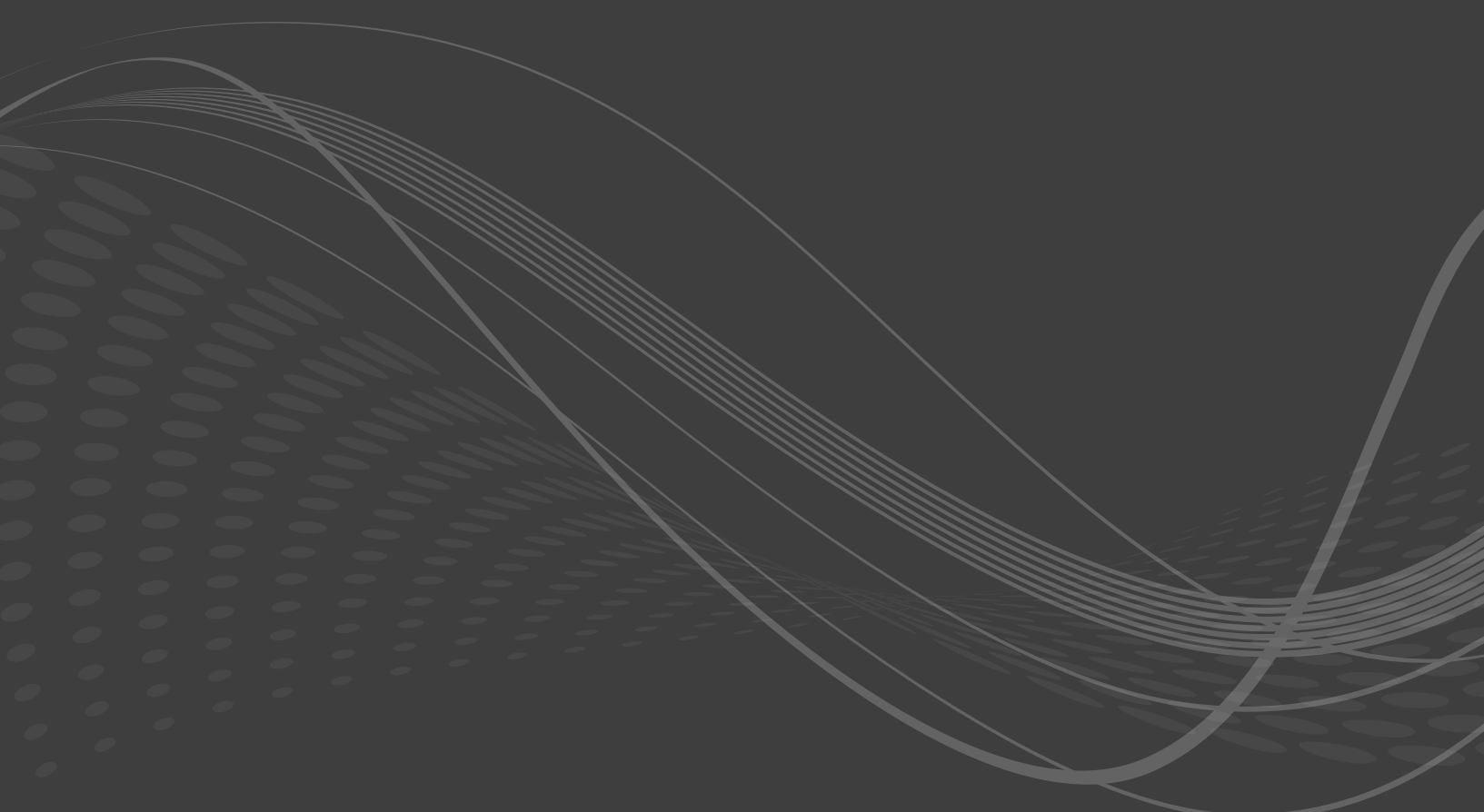Charles Sturt University
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AUSTRALASIAN COUNCIL ON OPEN EDUCATION AND E-LEARNING INCOME AND EXPENDITURE STATEMENT

Year ended 31 December 2018

	2018	2017
	$	$
Cash and Expenses		
Bendigo Bank – Cheque Account	256,739.70	232,189.09
Term Deposit 1	58,282.29	57,049.22
Term Deposit 2	33,216.88	32,513.94
Total	**348,238.87**	**321,752.25**
Trade and Other Receivables		
Trade Debtors	82,446.00	71,574.00
Total	**82,446.00**	**71,574.00**
Property, Plant and Equipment		
Plant and Equipment	12,067.31	12,067.31
Less Accumulated Depreciation	(8,537.00)	(7,175.00)
Total	**3,530.31**	**4,892.31**
Trade and Other Payables		
Provision for GST	(2,362.00)	3,857.00
Total	**(2,362.00)**	**3,857.00**
Retained Earnings		
Retained Earnings at the beginning of the financial year	391,232.84	386,712.95
Net Profit	45,344.34	7,648.61
Total	**436,577.18**	**394,361.56**