

**australasian council
on open, distance
and e-learning**

annual report **2019**



CONTENTS

- 3 From the President
 - 4 ACODE Workshop Series 2019
 - 8 The 2019 ACODE Learning Technologies
Leadership Institute
 - 14 ACODE Executive
 - 15 Income and Expenditure
-

FROM THE PRESIDENT

As outgoing President of ACODE I wanted to mark the end of another great year for the organisation. 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. I leave confident that organisation will continue to be an important enabler for sector responses to incidences, such as COVID-19 (more recently), as universities rapidly expand the use of technology in their teaching and consider wider changes to the business models we operate.

In 2019 ACODE ran an excellent programme of activities which were very well received by all those involved. This has included our most popular workshop ever, held recently in Wellington to examine the evolution of the Learning Management System through the experience of those universities who have made significant changes. 2019 saw ACODE operate our first “virtual” workshop examining the ways universities can evolve to support future aspirations using the guidance of an international panel of speakers. This experience will inform how ACODE operates events under the current lockdown conditions and was a prescient recognition of the importance of using modern approaches to avoid travel where possible.

We started the year with the futures workshop hosted by the University of Tasmania, and it’s important to recognise that despite current events, the shifts discussed in that workshop continue to have major impact on the sector. ACODE also ran the largest ever cohort of up and coming leaders through the Learning Technologies Learning Institute in Mooloolaba under the wise leadership of Director Michael Sankey and our impressive faculty who generously continue to provide mentorship and wisdom to our colleagues and future leaders. Finally, the virtual reality event co-hosted with Griffith University was a highly popular one, and I look forward to the next one in 2020, albeit in a virtual format.

I want to thank colleagues for their positive and active involvement in making these a success for everyone involved. 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. They have been generous and supportive colleagues and I want to thank them for their work in sustaining this organisation.

I particularly want to thank Michael Sankey for his work both as Director of the LTLI and as Vice-President of ACODE. He has been a major reason for ACODE’s success, and I look forward as a continuing representative to benefiting from his leadership as incoming President. Michael has been a great friend and someone I often draw on for his guidance, experience, and unique humour. His leadership of the sector has been amply apparent and will continue to help the sector and ACODE in challenging times.

I have very much enjoyed my time in the executive, as Vice-President, and as President. I am passionate about the value that ACODE provides to my University and to the Oceanic higher education sector. Financially we remain in good order, able to sustain the programme of work members expect of us. I’m not leaving ACODE and expect to continue to play a role in its success, most importantly as Director of the LTLI in 2021, and as an active participant in the benchmarking activity in 2020.

This has been an exciting year building on the work of previous years and adding useful new initiatives. Even before the COVID-19 pandemic, events in both Australia and New Zealand have reinforced the importance of drawing strength from each other for the future. I look forward to working with you in 2020 as we all help our institutions, colleagues and students get the very best possible experience of technology enhanced learning. Stay safe and look to a brighter future.

Associate Professor Stephen Marshall
ACODE President

AR + VR + MR + XR = #anewreality

Griffith University Nathan Campus Brisbane | 31st Jan - 1st Feb 2019



ACODE WORKSHOP SERIES 2019

The year kicked off with our first combined event, where ACode partnered with another institution (Griffith in this case) to provide a very focused two-day professional development event for members on the use of Augmented Reality (AR), Virtual Reality (VR), Mixed Reality (MR) and eXtreme Reality (XR). The tag line for this event was #anewreality.

This event attracted some 88 attendees from across 20 Australasian Higher Education Institutions. It was also live streamed in 360 degrees through YouTube for others to attend virtually.



Sector Roundtable

Summary

The free-to attend 2-day Symposium provided ACode Member Institutions the opportunity to show, share, experience, and evaluate the plethora of new adaptations in Immersive Learning and Technology Enhanced Learning happening right now on-the-ground. Presentation Quick-fires and experiences showcasing Immersive experiences were provided by Academic Practitioners, L&T Design and Technology Professionals, and Post-Graduate Students from across twenty Institutions.

Included:

The event included activities, such as:

- Sector Round Table, where each institution shared where they were up to in relation to
- CYO & Immersive Studio Tours
- 18 x QuickFire Presentations
- Hands-on Experiences
- TEL Framework workshop



Touring the new 360 immersive studio at Griffith

The event provided the opportunity to employ the newly released for Pilot ACode TEL Framework. Participants from across six (6) ACode Member Institutions were provided an overview of the Framework, and a mini Workshop with the objective of providing a 'quick glance gap analysis' as an example of one of the Framework use-cases.



Delegates working through the TEL Framework together

[Click here](#) for Blogs and more information.

The University of 2030: Laying the Foundations for Ongoing Success in Open, Distance and E-Learning

March 13 - 14 2019 IMAS, University of Tasmania



UNIVERSITY of TASMANIA

ACODE 78: The University of 2039: Laying the Foundations for Ongoing Success in Open Distance and E-Learning

13-14 March 2019

Convenor: Gerry Kregor

ACODE 78 took place at the Institute for Marine and Antarctic Studies (IMAS) which is a teaching and research institute of the University of Tasmania. IMAS is “dedicated to educating and mentoring the next generation of world leaders in science, technology, and policy”. It was a fitting location for ACODE 78 as we looked at ‘The University of 2030’.

Emerging strategic themes across the Higher Education sector are increasingly referring to ‘the University of 2030’. Organisations such as the OECD, Universities Australia, Ernst & Young, Inside Higher Ed and others have recently produced reports looking ahead 12 years from now and many Australian and International Universities are also starting to build strategies which incorporate ‘next-generation’ planning in this time frame.

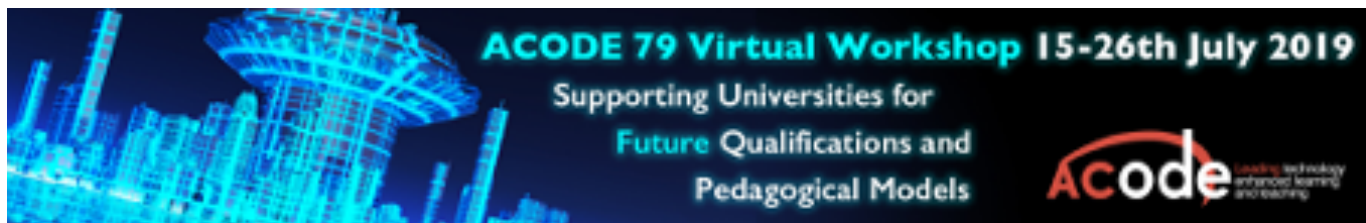
As ACODE representatives of our institutions, we considered the impact of futures planning in our contexts – for example, what will TEL look like in 2030? What planning is happening now at our institutions for learning and teaching and student experience? What will be important for our VCs (and us) to be thinking about now, in terms of teaching and learning.

In this workshop, we took a futures view from the student, staff and institutional outlook and considering how we can lay foundations for ongoing success for each of these dimensions. We explored and built action plans using the ACODE TEL Framework and Benchmarks to develop ideas and actions to prepare for our 2030 projections.

To help stimulate our thinking we heard from Helen Beetham, on What can students’ digital experiences today teach us about the university of the future? Helen is an education consultant, writer, researcher and commentator working for universities in the UK and who recently completed extensive works with JISC (UK) on student digital capabilities, and with ANZ universities.



Professor Ian Solomonides presenting on the VU Block Model



ACODE 79: Supporting Universities for Future Qualifications and Pedagogical Models. A Virtual Experience

**15 July 2pm-3.30pm AEST
Workshop Commencement Webinar**

**19 July 2pm-3pm AEST
Workshop Midpoint Webinar**

**26 July 2pm-3.30pm AEST
Workshop Concluding Webinar**

Convenor: Stephen Marshall

Feasible Utopia: "Feasible utopias are utopias that just might be realised. They are utopian in that they are nowhere to be found, at least in their fully realised form. They are feasible in that there are good reasons for believing that they could be realised. They are not castles-in-the-air but have a degree of feasibility about them, even if—given the weight and power of the contemporary forces besieging the university—they are unlikely to be realised. That they could just be realised imparts hope and energy in the possibly daunting project of bringing them about." (Barnett, 2014, p.17)

What feasible utopia can we see for our universities and our work within them, and how can we positively influence the future trajectory of our work to iterate towards that utopian vision? Nearly 100 ACODE member representatives and colleagues joined in the group's first ever virtual workshop operating in a fully online mode over two weeks in July. Led by a team of ACODE facilitators working with international speakers, we explored how we can work to shape future planning and support for learning and teaching.

Speakers were George Veletsianos Professor at Royal Roads University in Victoria, BC Canada; Richard Vella conjoint professor at the University of Newcastle; Prof Som Naidu, Pro-Vice Chancellor Flexible Learning and Director, Center for Flexible Learning, at the University of the South Pacific; Professor Laura Czerniewicz, Director of the Centre for Innovation in Learning and Teaching (CILT), at the University of Cape Town; Emeritus Professor Beverley Oliver, Deakin University; Professor Mark Brown, Professor of Digital Learning and Director of the National Institute for Digital Learning (NIDL) at Dublin City University (DCU).



ACODE 80 14-15th November 2019 Change and Evolution of Learning Systems Victoria University of Wellington, Wellington, New Zealand

ACODE 80: Change and Evolution of Learning Systems

14-15th November 2019

Convenor: Stephen Marshall

The Learning Management System (LMS), or Virtual Learning Environment (VLE), is widely regarded as a key element of the modern university learning infrastructure. Over the last twenty years the LMS has evolved into the powerful and highly complex systems offered by major vendors including Blackboard, Canvas, Moodle and Desire2Learn, while other learning systems initially designed with specific roles have themselves evolved to take on LMS-like features.



Dr Steven Leichtweis from Auckland University presenting

ACODE member institutions agreed to share a series of detailed case studies drawn from Australasian universities of change projects in various stages of their life cycle. The presenters shared the process of visioning, defining, implementing and evaluating large scale learning system change as experienced directly by the universities involved. The presenters, universities and LMSs were: Michael Sturmey, Victoria University, D2L Brightspace; Michael Sankey, Griffith University, Blackboard and Office 365; Colleen Ortega, Adelaide University, Canvas; Colin Lowe, University of Sydney, Canvas; Patrick Stoddart, Melbourne University, Canvas; Steven Leichtweis, Auckland University, Canvas; Maree Dinan-Thompson, James Cook University, Blackboard Ultra (via Zoom); Bill Searle, Charles Darwin University, Blackboard Ultra (via Zoom).

This was an amazing opportunity to gain a detailed insight from people directly involved in leading LMS change projects in their universities and the resulting workshop was the largest ever workshop run by ACODE by attendance. A great way for workshop facilitator and outgoing President Associate Professor Stephen Marshall to mark the end of his tenure. The workshop dinner and tour of the Weta Workshop provided attendees with an insight into the technologies of film making with one of host Victoria University of Wellington's partners and employer of many Victoria graduates.

Finally, in closing this event, it was important that we acknowledged the fantastic contribution Associate Professor Stephen Marshall has made to ACODE as our President for the four years between January 2016 to December 2019. Stephen also served many terms on the Executive prior to his presidency. Without a doubt Stephen left ACODE in a very strong state and helped lift our profile in the higher education sector.



Incoming President Professor Michael Sankey presents A/Professor Stephen Marshall with a token of gratitude for his service as President



THE 2019 ACODE LEARNING TECHNOLOGIES LEADERSHIP INSTITUTE

Report to the ACODE Executive

Professor Michael Sankey, Director ACODE LTLI
September 2019

About the event

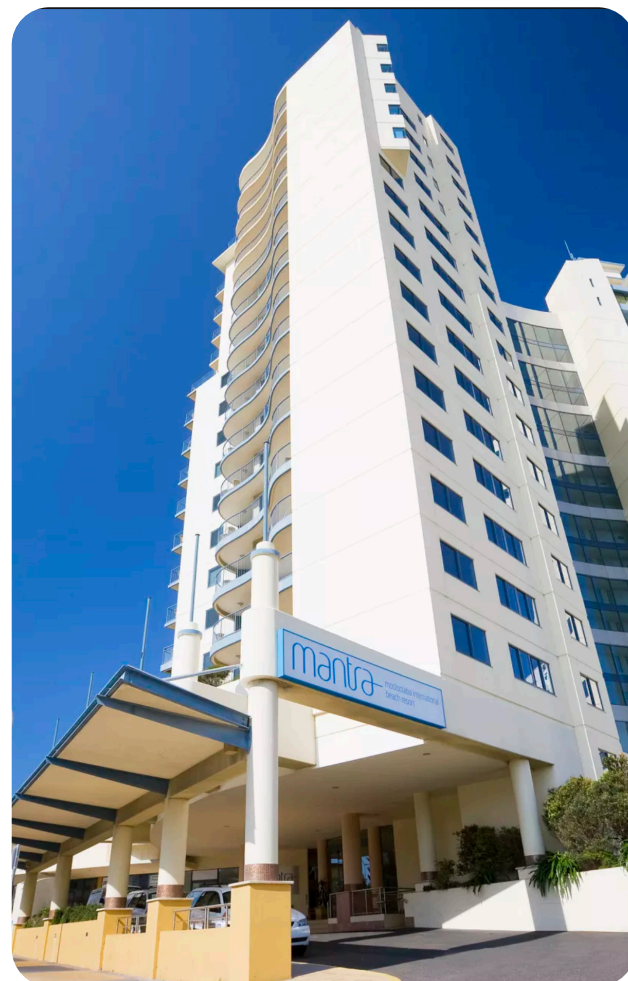
The 2019 ACODE Learning Technologies Leadership Institute (LTLI) was held at the Mantra Mooloolaba Resort on the Sunshine Coast between 18 - 22 August. This is the third time we have used this venue and it continues to offer us everything we need, in beautiful surroundings. A record 49 participants were registered and attended, representing 23 higher education institutions and two vendors.

The Institute also attracted a record number of sponsors (5); PebblePad, Catalyst, Microsoft, Blackboard and ECHO360. 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. Three of these sponsors also joined us at the event, which was much respected by all. Each gave a short presentation closely aligned with the theme for the event.



Dr Scott Snyder, USC

The Faculty were amazing again this year. In addition to the Director, we had eight full-time and one part-time Faculty engaged in the event. This Faculty was the most senior (in role, not age) that the LTLI has enjoyed thus far. We also welcomed Dr Scott Snyder from the University of the Sunshine Coast (USC), accompanied by some of the Learning Spaces staff from the Centre for Support and Advancement of Learning and Teaching (C-SALT), who provided an update on some of their new learning spaces they are building on their new North Morten campus. It should be acknowledged that USC has been a strong supporter of the LTLI on the three occasions we have held this event on the Sunshine Coast, and we are greatly appreciative of their support and engagement.



LTLI Faculty

Faculty members were chosen 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 also gave a presentation aligned to the Institutes' theme.



Professor Denise Kirkpatrick
DVC and Vice-President
(Academic).
Western Sydney University



Professor Ian Solomonides
DVC (Academic and Students).
Victoria University, Melbourne



Professor Shirley Alexander.
DVC and Vice-President
(Education and Students).
University of Technology Sydney



Emeritus Professor Geoff Scott. Higher Education and Sustainability.
University of Western Sydney



Professor Kylie Readman
PVC (Education).
Murdoch University



Professor Dominique Parrish
PVC Learning and Teaching.
Macquarie University



Professor Michael Sankey
2019 ACODE Institute Director
Griffith University



Professor Peter Nikolettatos
Industry Director, Education.
TechnologyOne Corp



A/Professor Stephen Marshall
ACODE President and Director
of Centre for Academic
Development. Victoria
University of Wellington.



A/Professor Philip Uys
Director, Learning Technologies.
Charles Sturt University

The quality of the Faculty and visiting presenters for this Institute was again particularly strong and provided participants with a professional learning experience second to none. That these leaders from within our sector would take five days out of their already busy schedule is a testament not only to their level of commitment they have to feed into and encourage the next generation of leaders, but also to the high regard in which this institute is held within the sector.

Making the Case

As in previous years, the program was based on a 'Making the Case' scenario. Participants were arranged into seven teams of seven people and required to 'make the case' as per a set of guidelines and a project brief. To help them make a start with this, each team was assigned a faculty member, on a rotational basis, to guide and mentor the development of their cases. Each of the Faculty also assumed role pseudonym that replicated various roles within the typical University Senior Executive Group and acted as provocateurs within those roles in each of the groups, when it was their turn. Throughout the course of the event the groups had nine formal group work sessions, but all met outside these times to continue working on their cases.



Supporting this there were eleven presentations provided by the Faculty covering a range of topics relating to both, leadership in the learning technologies area within the Australasian sector, to further inform how the groups would ultimately pitch their 'case'. The appended program provides a list of the presentations and the presenters.

The seven groups approached their task of 'Making the Case' very seriously and worked extremely hard. All groups put in very long hours in developing their presentations. This was demonstrated in the quality of the actual group presentations and the supporting executive summaries which can be found on the 'Making the Case' website. The quality of the presentations was reflected in the difficulty that the Faculty had in deciding on a 'winner'. There is, in situations like this, the need to make some formal judgments around which group had ultimately made the most compelling case. In this case it was 'The Unstoppables' (pictured) who provided this. But, as we have seen in the past, ultimately the decision was very close with the consensus among Faculty was that all the groups had performed extremely well.



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 again decided that the scenario should be based on a real world (though fictitious) example of the Federal Government wanting to establish a new Integrated University (or Campus) and Coordinated Education precinct in the area of Ormeau in the Northern Gold Coast region of Queensland, some 45km south of Brisbane and 35km north of the centre of the Gold Coast.

The contributions of Faculty 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 is 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 and more broadly.

At the end of the day, it is clear from the feedback received through the evaluation instrument (see below), from observations, and from feedback received from Faculty, that the overall quality of the presentations, fully engaged the participants and helped to make it a very successful, challenging and valuable event.



This final evaluation was completed by all the participants, and a summarised version of this evaluation is appended to this report. This survey supports the very positive feedback provided by participants on the final day of the Institute and reinforces the important contribution this institute makes to both the individuals involved 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 some areas have been identified for improvement and should be considered when developing the program for LTLI 2021.

Support

A major contributor to the success of the Institute is the support provided by Susan Brosnan, as the Executive Officer for the Institute, working closely with Karen Halley, the ACODE Executive Officer. Susan's experience and expertise in the planning process and managing the day-to-day organisational details is a key contributing factor to the success of the Institute experience. 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 to the event. Karen's support role was also critical and extremely valuable, maintaining the critical liaison between the ACODE Executive, the President, Susan and myself. She also played a major role in a range of organisational details including overseeing the financial process. Again, as in previous years, Susan and I were provided important technical support during the event, by the very capable Tim van Drimmelen, from USQ.

I would again like to acknowledge the support and participation of our sponsors; PebblePad, Blackboard, ECHO 360, Microsoft and Catalyst. 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 again proved to be an excellent venue for this event, it has proved to be a convenient location, relatively easy to get to for most participants it offers excellent surroundings and easy access to extremely pleasant scenery. The catering, facilities and logistical support from the resort, although not perfect, was certainly on par with other conference venues. By all accounts, the participants and Faculty were largely satisfied with their rooms, many of which has recently undergone some refresh.



The full LTLI cohort for 2019

The Directors Perspective

This is now the third time that I have been the Director, I again 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.

This year I introduced a few more fun activities into the program, to open up more creative and social opportunities. One of particular note was the Fish and Chips on the foreshore sponsored by PebblePad (Pictured), this was very much enjoyed by all. We also enjoyed a few competitions each day, designed to get people out into the environment, prior to spending the day hard at work.

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: 2019 was, in my view, a great success and I believe continues to make a significant contribution to the Australasian professional development landscape in technology enhanced learning and teaching.

I would like to thank the ACODE President, Stephen Marshall and the ACODE executive for the opportunity to direct the Institute and for the support and direction that they gave me prior to the event. I was delighted that we had the President present at the Institute as this sends a really good message about ACODEs commitment to the Institute.

The last words should belong to the participants themselves, drawn from the evaluation instrument:

- I was very inspired by the presentations from the Faculty and got a lot of value from them. It has left me feeling inspired to change some of my practices and has given me some really good food for thought. It's a unique opportunity to get that much expertise in one room, and all the faculty members I spoke to were very open to questions and discussing things outside the group work and about leadership in general which was great.
- The very detailed groupwork and the high quality of the Faculty. Very inspirational!
- Takes you to the next level in collaboratively solving T&L problems
- The generosity of spirit from faculty and delegates, learning from the faculty - their stories, and suggestions, ideas, encouragement - truly amazing. And the chance to apply what we are learning - the case.



Conclusion

The ACODE LTLI is in a strong place and the need for this style of event is clearly evidenced by the enthusiasm shown by our member institutions getting behind this event in such a wholehearted way. With a few minor tweaks next time, there is no reason to think that this activity will not continue to go from strength to strength. Though this and the other key events ACODE run in our calendar, such as the mentoring scheme, the benchmarking activity and workshops and the forums, ACODE is providing real value back to the sector. It is hoped that the ACODE Executive in the future will want to continue running this event for as long as the need for professional development focused on leadership in the area of technology enhanced learning is still required by our member institution.

Thank-you to all involved, Participant, Faculty and Sponsors.

ACODE 2019 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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Executive Member 2019-2020
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AUSTRALASIAN COUNCIL ON OPEN EDUCATION AND E-LEARNING INCOME AND EXPENDITURE STATEMENT

Year ended 31 December 2019

	2019	2018
	\$	\$
Cash and Expenses		
Bendigo Bank – Cheque Account	248,948.14	256,739.70
Term Deposit 1	59,468.44	58,282.29
Term Deposit 2	33,909.77	33,216.88
Term Deposit 3	100,000.00	
Total	442,326.35	348,238.87
Trade and Other Receivables (Current)		
Trade Debtors		82,446.00
Total		82,446.00
Property, Plant and Equipment		
Plant and Equipment	12,067.31	12,067.31
Less Accumulated Depreciation	(9,504.00)	(8,537.00)
Total	2,563.31	3,530.31
Trade and Other Payables (Current)		
Provision for GST	(3,139.00)	(2,362.00)
Total	(3,139.00)	(2,362.00)
Retained Earnings		
Retained Earnings at the beginning of the financial year	436,906.99	391,232.84
Net Profit	11,221.67	45,344.34
Total	448,028.66	436,577.18



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