

annual report **2017**

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FROM THE PRESIDENT

ACODE had another productive year in 2017 with three workshops, the THETA conference, and the Learning Technologies Learning Institute. As well, we supported colleagues in the United Kingdom with their workshop applying the ACODE benchmarks to their local context. Under the leadership of Professor Michael Sankey the benchmarks continue to achieve significant impact both in Australasia and globally, with ACODE's leadership recognized both through this collaboration in the UK and in the work we do closer to home with Government agencies such as TEQSA. Other collaborations locally enable the successful biannual THETA conference sharing practice with colleagues in the Library and IT areas. Our global relationships are also apparent in our signing a Memorandum of Understanding with the International Council of Distance Education (ICDE) following the ICDE President's Summit held in November 2016 at Cronulla Beach, Sydney. Local partnerships with Pearson saw us able to continue the ACODE Pearson Awards, with the University of Sydney winning in 2017 for their excellent Student Relationship Management System.

ACODE workshops continue to provide a forum for in-depth engagement with the ongoing impact of technology on higher education. March's ACODE 73 workshop at the very well-appointed Monash College campus in Melbourne was very popular, focusing on the important challenges and opportunities of Digital Badges and Credentials. ACODE 74 saw us head north to James Cook University in Cairns to explore Next Generation Learning Technologies, while the third workshop at Newcastle on Digital Assessment and Contract Cheating was undertaken in collaboration with colleagues from the recently renamed Council of Australasian University Leaders in Learning and Teaching (CAULLT, formerly CADAD). ACODE greatly appreciates these universities for their support of the workshops and particularly thanks the convenors, Kulari Lokuge, Danny Munnerley and Carol Miles, for their hard work in organising these events for the members.

The other major event of the year was the biannual Learning Technologies Leadership Institute (LTLI), led ably in 2017 again by ACODE Vice-President Michael Sankey with support from Susan Brosnan and Karen Halley. A major contribution to the success of this development event is the excellence of the Faculty who work to support attendees developing their leadership skills and knowledge. This event has sparked the development of the ACODE mentoring scheme which is expected to build another important contribution to the membership by supporting the development of new leaders in technology enhanced learning.

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. 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. I particularly want to thank Professor Michael Sankey for his ongoing work on the benchmarks and the Learning Technologies Leadership Institute. These are substantial activities of the organisation which he has led collegially and delivered excellent outcomes for the membership. The work of the rest of the executive members, Nigel Robertson (ACODE Treasurer), Philip Uys, Sheila McCarthy and Deb Jones is also very important to the success of ACODE and I want to thank them for their 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.

This has been an exciting year with some great developments 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 2018 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 2017

Each year ACODE runs a series of workshops and related activities on key topics relevant to higher education. These workshops provide a forum to explore implementation issues associated with Technology Enhanced Learning and to offer institutions opportunities to explore and review institutional resources, practices and policies. The substantial benefit gained from sharing these experiences can save time and money in development time at your own institution.

These workshops are rotated around the membership in Australia, New Zealand and the South Pacific so that each university have an opportunity to send extra staff for professional development at a workshop.

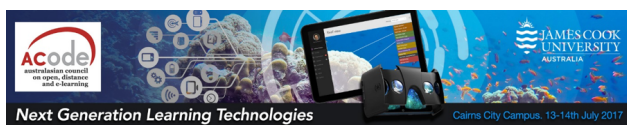


Digital badges are virtual awards given to a person for recognition of skills or competencies gained. The use of badges can help engage students in their learning, connect a series or progression of learning experiences, illuminate pathways to learners, and more clearly demonstrate achievements to external audiences.

The day's presentations were excellent, attended by 46 Attendees from 24 Institutions who were helped to explore a number of important ideas about digital badges and micro-credentialing systems. Doug Belshaw's use of the London Underground map was particularly interesting. The London underground

map represents an interconnected network of individual tracks, which meet at major stations. Minor stations are provided as waypoints between the major stations. When moving around London it is perfectly normal to enter one station and move through different stations shifting tracks in order to navigate to a destination. Each traveller has a range of options regarding their route, which can be influenced by stoppages, congestion, time and convenience. Educationally this can be seen as describing a system where the tracks represent flexible learning pathways operated potentially by multiple organizations. The minor stations represent points of formal recognition of success such as certificates, while the major stations represent more substantial qualifications or recognition that can be used as transition points into other learning pathways or as points where the learning journey is used to support an important external activity such as professional accreditation or employment.

The example of the Masters in Professional Practice at Deakin was a powerful example of a university recognising the need to disrupt their own models in order to reach a new group of students. Kate Coleman's workshop on designing badges was highly energising and engaging, it was a real pleasure to enjoy a session that was excellently designed and facilitated. Kulari and her colleagues at Monash College are to be commended for running an excellent day in their very nice premises.



At this workshop 19 Attendees from 16 Institutions looked at some of the biggest challenges, or wicked problems, we face in Higher Education and what solutions will shape the next generation learning environment. We were joined by Alex Freeman from The New Media Consortium who discussed with us some key examples of how institutions, from around the globe are scaling different solutions to some of these bigger challenges. Some of these challenges included how institutions are looking to comprehensively integrate student data from across platforms to provide just-in-time support to these

students. Another example was looking at how some institutions are fostering a culture of facilitating discovery led learning through different combinations of learning technologies. Of increasing importance, we also looked at how we can use technologies to better support our adjunct and sessional teaching staff.

A bit later in the day we looked at different elements of the innovation implementation learning curve and conducted a series of around the table workshops on the different approaches institutions are taking to accommodate this.

The Workshop was hosted by Danny Munnerley from James Cook University at their Cairns City Campus, where we enjoyed working in and around their new learning space.



A look at Digital Assessment and Contract cheating, Implications for academic integrity and how to design authentic assessment. This workshop was hosted by Professor Carol Miles University of Newcastle. This was a particularly well attended event with 21 Attendees from 18 Institutions, as we were also joined by CADAD members on this occasion, in our biannual meet-up.

We began the day with a particularly poignant presentation from A/Prof Tracey Betag from the University of South Australia. Tracey spoke on her recently completed OLT project, investigating contract cheating in the Australian context and the implication of this on academic integrity. This was followed by a session from Carol Miles and Keith Foggett, on designing authentic assessment, particularly focussing on alternatives to using exams. After lunch we were joined by A/Prof Phil Dawson from Deakin University who led us on a fascinating journey around exam hacking and new opportunities for academic integrity facilitated by the online space. We finished the day with a tour of some of the new learning spaces is the new CBD campus of the University of Newcastle.

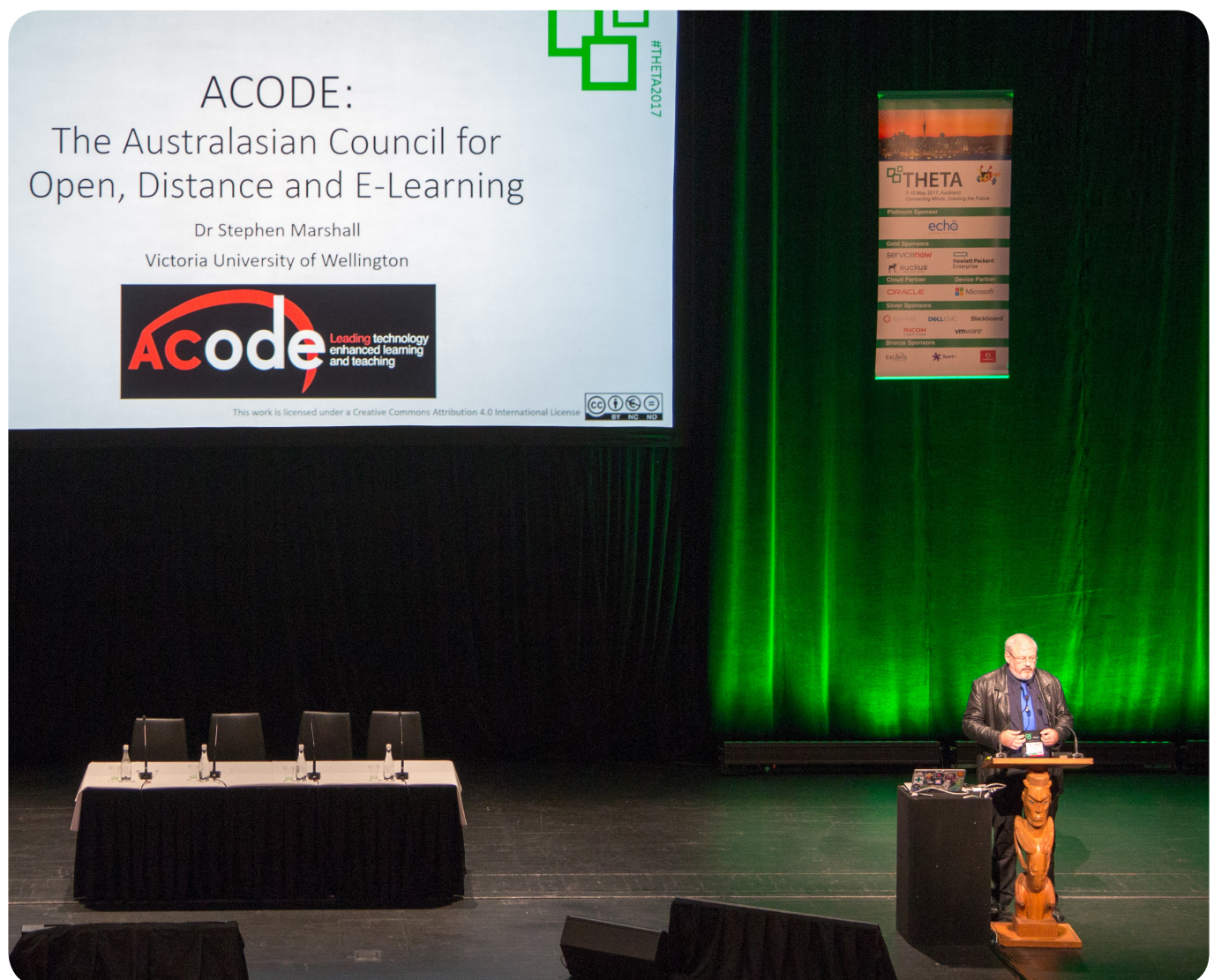
THETA 2017

Connecting Minds, Creating the Future Auckland NZ from 7-10 May 2017

The THETA Conferences, held jointly with colleagues from the Council of Australian University Librarians (CAUL) and Council of Australasian University Directors of Information Technology (CAUDIT) is a biannual event that brings together a diverse community of academics and professionals working to support the evolution of university learning through the effective use of technologies for learning, research and service.

Over 600 attendees attending the event in Auckland, sharing good practice and visiting the extensive array

of vendors who support the conference through the trade booths. ACODE was represented with our booth manned by Karen Halley, ably supported in particular by the executive, notably Deborah Jones. ACODE President Stephen Marshall and Vice-President Michael Sankey were amongst the many speakers, presenting a paper on the ACODE Benchmarks (<https://www.caudit.edu.au/system/files/Media%20library/Resources%20and%20Files/THETA%202017/THETA%202017%20Marshall%20Sankey%20ACODE%20benchmarking.pdf>) with the slides and audio available at https://www.caudit.edu.au/system/files/Media%20library/Resources%20and%20Files/THETA%202017/Mon_1525_Stephen%20Marshall%20THETA%202017%20Audio%20slides.mp4



BENCHMARKING IN THE UK

Following their participation in the 2014 and 2016 ACODE benchmarking workshops, the Open University (UK) decided to lead the introduction of the workshops to the United Kingdom, inviting 22 colleagues from 14 institutions to join them at Milton Keynes to benchmark their e-learning capability. ACODE were represented by President Stephen Marshall, Vice-President Michael Sankey

and the secretariat Karen Halley. Also attending was a representative of the JISC organisation responsible for supporting technology use in the UK HE. Analysis of the resulting assessments suggests that the UK university system has many of the same issues identified by Australasian universities in their benchmarking. Lessons from the UK workshop are being used to plan updates to the ACODE events in future.





Presentation from Shirley Alexander

LEARNING TECHNOLOGIES LEADERSHIP INSTITUTE 2017

The Faculty LTLI 2017



The ACODE Learning Technologies Leadership Institute was held at the Mantra Mooloolaba Resort on the Sunshine Coast between 21 – 24 August. Thirty-nine participants were registered and attended representing 23 different institutions. The institutions included 13 Universities from Australian, three from New Zealand, one from Fiji, one from Sri Lanka, an Australian private provider, and one educational technology company. The Institute attracted three sponsors; Ako Aotearoa, Cengage and Desire 2 Learn. In addition to the Director, there were eight full-time and three part-time faculty engaged for the event.

The full-time faculty members included, Professors' Geoff Scott, Ian Solomonides, Shelley Kinash and Mike Keppell, Associate Professors' Philip Uys, Gordon Suddaby and Michael Sankey, along with Dr Stephen Marshall and Mr Ian Smissen. 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.

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' Birgit Lohmann and Shirley Alexander, as well as Mr Peter Nikolettatos.

In addition to the formal presentations there was also a short presentation from each of the three sponsors, aligned with the theme for the event. Sponsor presentations were first trialed at the 2015 LTLI and modified slightly for this year's event. As vendors play an important role within the sector, it was again deemed important to provide participants with an opportunity to learn how vendors approach the promotion of their products and to learn how to interact with them.



As in previous years, the program was based on a 'Making the Case' scenario. Participants were arranged into six teams of six people (two groups had seven) 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.

Feedback proved by the participants was extremely positive and clearly demonstrates the continued value of this Institute to both the ACODE Membership and to the sector more broadly. Interestingly, each year we see more and more LTLI Alumni making their way into key leadership positions in our universities. Not that

we can take all the credit for that, but many of these people reflect incredibly fondly of their involvement in the LTLI and how this was one of the events that had influenced their leadership trajectory.

The LTLI is an expensive event to operate and we very much appreciate the support of the external sponsors who contribute to its viability. For 2017, these were Desire2Learn, Cengage, and Ako Aotearoa, the New Zealand National Centre for Tertiary Teaching Excellence.



The 2017 LTLI Faculty and Attendees

ACODE PEARSON AWARD FOR INNOVATION IN TECHNOLOGY ENHANCED LEARNING

2017 saw 22 nominations for the ACODE Pearson Award of \$20,000 for innovative practice in the field of Technology Enhanced Learning across the Australasian (Australia, New Zealand, Pacific Islands) Higher Education and Tertiary Sector.

The Award recognises higher education and tertiary educators, teams and staff members who have harnessed the power of technology to significantly enhance an organisation's Technology Enhanced Learning capabilities, and positively impact students' learning outcomes through innovative projects, practice and/or initiatives.

The 2017 winners were the University of Sydney, along with staff members from University of Melbourne and University of New South Wales, who

have received a grant of \$20,000 for their innovative and inspiring Student Relationship Engagement System. The Judging Panel was hugely impressed with this teacher-developed, ground-up initiative, and it's impactful use of data in helping teachers connect with and inspire more students more efficiently.

Honourable mentions also went to:

- University of Sunshine Coast for their Simulation and Visualisation Initiatives
- Western Sydney University for Clara Online
- University of Southern Queensland for their GIS Toolkit

We received an unprecedented number of high quality entries this year. We would like to extend our sincere thanks to every single team that entered for the work they do every day to help students make progress in their lives through learning.



ACODE 2017 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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AUSTRALASIAN COUNCIL ON OPEN EDUCATION AND E-LEARNING INCOME AND EXPENDITURE STATEMENT

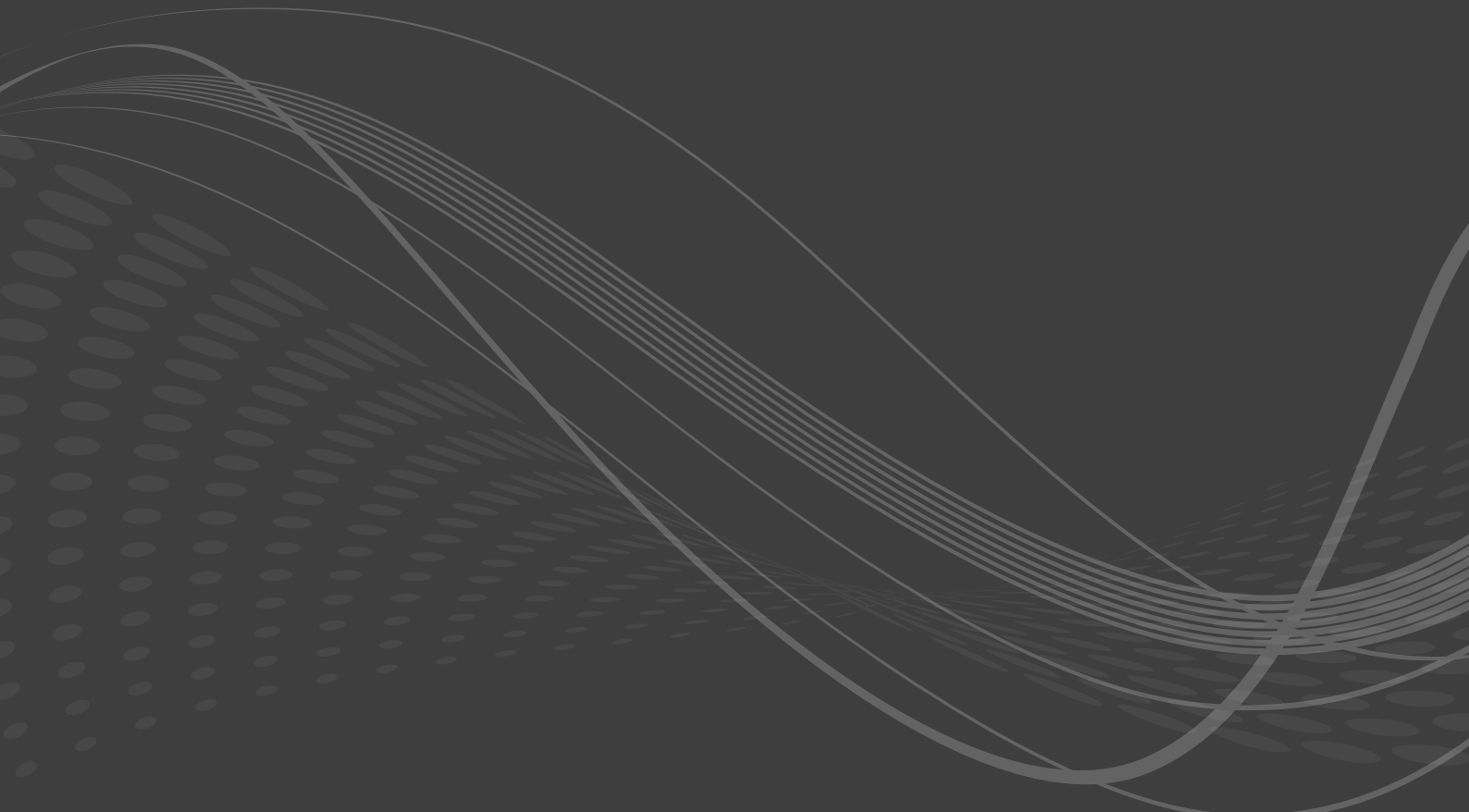
Year ended 31 December 2016

	2017	2016
	\$	\$
Revenue		
Learning Technologies Leadership Institute	79,185.36	25,300.00
ACODE Membership fees	169,553.14	179,029.25
Interest		
Bendigo Bank	2,608.61	3,026.49
	251,347.11	207,355.74
Expenditure		
Advertising	1,394.00	6,940.78
Auditors – Audit & Review of financial reports	3,500.00	3,500.00
Bad Debts Written off	8,374.00	4,550.00
Bank Charges	419.95	110.39
Computer Expenses	3,820.72	539.08
Conference fees	19,428.54	29,192.00
Depreciation	2,496.00	1,939.00
Honorariums & Gifts in Lieu of payment	16,436.89	1,649.46
Insurance	2,036.36	2,036.36
Printing Postage and Stationery	3,572.97	1,757.71
Service Fees Executive officer	92,936.60	76,832.23
Travelling Expenses	67,856.56	11,630.39
Website Maintenance	-	-
	243,698.50	140,677.89
Profit before income tax	7,648.61	66,677.85

AUSTRALASIAN COUNCIL ON OPEN EDUCATION AND E-LEARNING BALANCE SHEET

As at 31 December 2017

	2017	2016
	\$	\$
Equity		
Retained Profits	394,361.56	386,712.95
Total Equity	394,361.56	386,712.95
Represented By:		
Current Assets		
Bendigo Bank-Cheque Account	232,189.09	243,950.53
Bendigo Term Deposit 149314007	57,049.22	55,754.73
Bendigo Term Deposit 152589495	32,513.94	31,763.69
Trade Debtors	71,574.00	48,640.00
	393,326.25	385,670.95
Non-Current Assets		
Plant and Equipment	12,067.31	5,721.00
Less Accumulated Depreciation	7,175.00	4,679.00
	4,892.31	1,042.00
Total Assets	398,218.56	386,712.95
Current Liabilities		
Provision for GST	3,857.00	-
Total Liabilities	3,857.00-	-
Net Assets	394,361.56	386,712.95



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