



ACODE 87 BUSINESS AND NETWORKING MEETING Minutes

Friday 18th November 2022

Join from PC, Mac, Linux, iOS or Android:

<https://aarnet.zoom.us/j/85486906749?pwd=QU1jeEhDeXgxbnZlSGcxRjZaU2haZz09>

Password: 713115

TIME ZONES

7.00 am Western Australia

8.30 am Northern Territory

9.00 QLD

9.30 am South Australia

10.00 NSW, VIC, ACT, TAS,

11.00 pm Fiji

12.00 pm New Zealand

*** PART A: PRELIMINARY BUSINESS**

1.0 Welcome from President – Michael Sankey

The President welcomed members to the Business meeting and thanked members for their participation yesterday in a great workshop. Kudos to Patrick Stoddart (University of Melbourne) and Steve Leichtweis (University of Auckland).

2.0 Acknowledgement of country and land (AU and NZ) from AGM Minutes

ACODE acknowledges the Traditional Owners of Country throughout Australia and their continuing connection to land, waters and community. We pay our respects to their Cultures, Country and Elders past, present and emerging.

Tēnā koutou katoa & Kia ora

3.0 Attendance and apologies

Attendees:

Ratna Selvaratnam – Edith Cowan University

Steve Leichtweis – University of Auckland

Michele Dale – James Cook University

Tim Grace – Australian National University

Nigel Robertson – University of Waikato
Patrick Stoddart – University of Melbourne
Gordon Cunningham – Curtin University
Travis Cox – University of Adelaide
Shane Nuessler – University of Canberra
Bill Searle- Charles Darwin University
Julie Brunner – Curtin University
Lynnae Venaruzzo – Western Sydney University
Liane Joubert – Australian National University
Stephen Marshall – Victoria University Wellington
Luke Boulton – University of Newcastle
Kate Ames – Central Queensland University
Nadine Adams – Central Queensland University
Michael Sankey President ACODE
Karen Halley – ACODE Secretariat

Apologies:

Colleen Ortega - University of Adelaide
Grette Wilkinson -Flinders University
Chris Campbell – Charles Sturt University
Sarah Stein – University of Otago

4.0 Minutes of previous meeting

Moved –...Nigel Robertson..... Seconded –...Stephen Marshall...

Identification of unstarred items for discussion -

5.0 President’s Report – as per AGM Minutes

The President reminded the members of what ACODE is about:

We are an Australasian peak body for universities engaged in Technology Enhanced Learning (TEL) with a mission to

- Enhance Policy and Practice
- Disseminate and share knowledge and expertise
- Support Professional Development and networking opportunities
- Investigate, develop and evaluate new approaches in TEL

- Advise and influence key bodies in higher education
- Promote best practice

In 2022 we held ACODE 86 in March hosted by CDU on AR/MR/VR/XR converting the promise into #anewreality

Our Benchmarking Summit was held online again over an 8 week period from July to September.

Then of course ACODE 87 yesterday.

We have also had the ACODE mentoring program running all year. We releases a series of videos to stimulate conversations in the Mentoring group.

We have released White papers and have had Social Media presence on Twitter and LinkedIn

Our TEL Showcase has been held again with 10 entries, the winner will be announced at the ascilite conference in December.

Our Forums continue to stimulate conversations with 105 different topics this year.

The most popular topics have been

- Moodle User Groups
- Student evaluation tools
- Spark alternatives
- Moodle partners
- Minimum online presence
- Sharing of practice, principals and examples

ACODE has been called on for

- National Micro-credentials Framework working group (DESE)
- Lifelong Learning and Employability working group (DESE)
- The Australia India Institute: Micro-credentials in Australian Universities, cross border opportunities
- Opinion pieces and mentions in the Campus Morning Mail and the Conversation
- Judging of the CAUDIT awards
- Commonwealth of Learning
- THETA 2023

- The President thanked the Executive committee as we welcomed Lynnae Venaruzzo and Kate Ames at the beginning of the year and sadly farewelled Colin Lowe mid year.

What does 2023 have in store.

- ACODE TEL Leadership mentoring program
- ACODE 88 in Feb/March on Cyber Security in TEL
- Trial run of the new Learning Spaces Benchmark
- THETA 2023-Making Waves 19-19 April in Brisbane
- ACODE 89 in July
- ACODE LILI 20-24 August in Mooloolaba
- ACODE 90 in November
- Working Group to refresh the 8 Benchmarks
- More White papers
- More Social media

and this is just the beginning!

6.0 Adoption of items not starred for discussion

MOTION: That all items on the agenda not starred for discussion be noted and where recommendations have been made, that these be adopted as resolutions of the ACODE Business and Networking Meeting.

7.0 Matters arising from previous Business & Networking Meeting – Nil

8.0 ACODE Executive Report – Online

9.0* PART B: ITEMS FOR DISCUSSION

10.0 Report from A87 Workshop Notes – Patrick Stoddart/Steve Leichtweis

ACODE 87 had 105 registered participants and the day was really engaged for all sessions. Perhaps the idea of a co-hosted event made the difference.

The break out sessions were very well executed with good questions that were actually derived from the presenters but having each breakout room hosted with notetakers that reported back was a win. Congratulations to Patrick and his team for yesterday's efforts.

Perhaps in future we can adopt this for more hybrid events.

11.0 LTLI update – Michael Sankey

After a COVID hiatus the LTLI is again back in 20-24 August 2023.

Registrations are now open with a generous \$1000 discount to the first registration from an institution when registering more than one participant. We would encourage more than 1 registration per institution as it encourages collaboration when returning to the home institution.

The early bird registration will close 31st December 2022.

The faculty are almost confirmed with Geoff Crisp DVC University of Canberra has just agreed to join the faculty.

Being a senior member on the faculty is also an opportunity to hear the thoughts of our leaders of the future.

We will be updating the case study to be in line with the current climate as well as align with the career structure of emerging leaders.

Pebblepad are keen to sponsor again.

12.0 Mentoring report – Steve Leichtweis

The mentoring program this year ran as groups rather than individuals which meant that the mentors also created a network.

They used the videos that were recorded as a conversation starter which then lead to the groups developing their own topics for presentations.

We will again run the mentoring program in 2023 so please watch out for the applications opening.

13.0 Benchmark 9 Learning Spaces update – Michael Sankey/Tim Grace

The working group have been meeting on a regular basis see report below from Tim Grace Australian National University

The below is a draft only

Benchmark 9 – Learning Spaces

Scoping statement

This benchmark describes learning spaces as resources enabling the application of TEL in the context of formally scheduled facilities where the physical environment supports formal and/or informal learning. Learning spaces provide for individual teaching accommodations in the broader context of being maintained, configured and accessible to a wide range of users. Given adequate resourcing, learning spaces include support services which contribute to the

successful delivery of teaching and learning experiences; effectively, learning spaces can be perceived as learning partners in their own right.

Out of Scope

The surface features contributing to the aesthetic ambiance of learning spaces are beyond the realm of this benchmark's scope. Likewise, the wider campus environs (e.g., conference centres and exhibition venues, etc.); domain specific facilities (e.g., libraries, cafes, residences, etc.); and virtual learning spaces (e.g., Facebook Groups, Minecraft simulations, etc.) are also treated as out of scope. This benchmark's defined focus on Learning Spaces (seen as provisioned resources) distinguishes it from broader TEL Services described in Benchmark 4

Good Practice Statement

Learning spaces:

- enable and enhance active, collaborative and authentic educational experiences, both formal and informal;
- are flexible in response to the contemporary requirements of the people who are using them at a point in time;
- are inclusive and accessible and consequently well-equipped with versatile teaching tools and technologies;
- are connected environments that bring together physical and virtual spaces and understanding to motivate thinking and cultivate an exchange of creative ideas;
- are measured, and assessed through use, to inform ongoing institutional learning and ongoing improvements; and
- managed within a sustainable ecology of spaces capable of moving with the organization's evolving needs.

Performance Indicators

1. The range of sizes and configurations of learning spaces are aligned to the institution's learning and teaching strategy
2. Learning spaces are inclusive and accessible with versatile tools and technologies
3. The pedagogical use of learning spaces is readily apparent to students and staff
4. Learning spaces are provisioned to enable pedagogies for physical and virtual learning
 - a. Physical learning spaces have a comprehensive, sufficient and consistent set of technology affordances supporting the range of pedagogies in use
 - b. Virtual learning tools supporting a range of collaborative and interactive learning activities in learning spaces
5. Student initiated access to a range of physical learning spaces is provided to support informal learning
6. Good practice examples and professional development advice are provided on the pedagogically effective use of learning spaces
7. The pedagogical effectiveness of learning spaces is regularly evaluated from student, teacher, and support perspectives
8. Resources are allocated for the ongoing support and maintenance of the learning spaces
9. Systems and processes are in place to generate analytic data on learning spaces for maintenance and continuous improvement

14.0 THETA update – Michael Sankey/Karen Halley

THETA theme making waves is happening in Brisbane 16-19 April 2023.

The committees are progressing well. Sponsorships have been very well received and we are ahead of 2019 projections.

Registrations are open now! Early bird closes soon so if you do have budget lines to be expended this year THETA is a good opportunity to see what is instore in the near future.

15.0 Learning Space Portal

A reminder that the Learning Space Portal. See link below is always looking for new material. If you have a space that you would like to showcase send pictures and a small story to add to the website. <https://www.acode.edu.au/course/view.php?id=62>

16.0 Liaison with other Organisations

CAUDIT- THETA as above and we have also asked CAUDIT to host a workshop on Cyber Security in March 2023. Michael was also on the panel for the CAUDIT awards

Ako Aotearoa – NIL Ako seem to be focusing on Literacy & transition from high school to higher ed.

TEQSA – ACODE has been referenced in several TEQSA articles, but TEQSA are focused on accreditation for non-universities

ICDE –very little apart from their newsletter which is posted to ACODE News.

HOT TOPICS:

- ACODE Support models and scale benchmarking - Stephen Marshall
Stephen presented the data that he has collected so far. He still has many gaps of institutions that have not reported back to him so he will now contact institutions individually
- Lecture Capture Policy- Luke Boulton
Luke was interested in Lecture Capture policies- Do you have them is, is just something that has evolved?
At Newcastle lectures are recorded by default but now they have decided that perhaps that is not such a good idea.
There are different modes of delivery now and recording lectures often captures nothing more than dead air, hence a rethink of the policy.
ANU: have held onto an all-in policy
VUW: The Faculty of Law @VUW want students in lecture theatres and recorded and will not accept anything else.
Newcastle: It the same at Newcastle the Law Faculty seem to see this as a Law thing
MELB: People are flipping into the timetable if the activities are different which is what UMelb want and this handles the blanks in recordings. We have a bridge from Zoom and E360, which is working well in high flex

tutorials. Live streaming is enormous at UMelb. Students want the flexibility of attending or working off campus self-paced.

UMelb has stated that all students should be back on campus for a minimum of 3 hours per week, which does mean a default back to lectures.

During the COVID Lockdowns recordings moved from 1-2 hours to topical 20 min videos but that is now snapping back to lectures the recordings are still 20 minutes.

Newcastle: Teaching activities will create flexibility and lots of academics are timetabling themselves out of lectures which has meant that the larger recordings disappear.

Adelaide: We have done a poll around many institutions and only had 3 replies – all have a series of teaching activities but no one can agree what they are. We know that we need to do better and have fewer in the timetable, but everyone is too busy to really look at this let alone do something about it – this was the general gist from the 3 replies.

Adelaide have also looked at this from an economic perspective as well as from the Learning and Teaching side and realize that one of the problems with the timetable is because we cannot agree on what is a lecture/workshop/seminar. Academics are saying no mine is a workshop therefore it should be recorded- we need to go back to basic principals.

Adelaide have tasked some academics with a full workshop to discuss this and find a solution based on teaching from a pedagogy perspective. The hardest part of this will be shaking academics from the idea that the room design dictates the teaching. The working group of academics has been told to think Blue Sky! Think about what needs to be recorded... could a class be delivered just by a recording then why would we be forcing it to be synchronous geographically located. If you don't think that the same experience can be had then describe why and really trying to put some feet to fire with the goal that we can at least describe teaching activities and from there we can determine what rooms are needed based on the pedagogy and also the technology needed. This will also determine the student experience.

CDU: we have quite a different approach as most of our students are online distance ed. They have no E360, an academic uses their own discretion and will then use Zoom, Teams or Collaborate for recording. CDU does have Kaltura for short sharp topics.

President: So, what are core teaching materials? Within most states in Australia core teaching materials are archived according to State Archive Legislation and are required to be kept by universities for 2 years past the last day of use. This is the case in QLD, NSW and VIC.

ECU: Total retention policy for content is 7 years so relates to same as other states. ECU are planning a new campus in the city and NO capture facilities will be built in. This will create a review of lecture capture policies as well.

The three topics below were not discussed and it has been suggested to the participants to put these on the news forums for discussion

- Security in TEL – Gordon Cunningham
 - Sustainable development goals to 2030 -Julie Brunner
 - Governance of TEL – Shane Nuessler
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- Suggestions sought for future Vodcast series topics
 - Suggestions sought for future White Paper topics- *Modality of Students*

PART C: ITEMS FOR NOTING

17.0 Future workshops and meetings:

ACODE 88 -Cyber Security March 2023 Dates TBA Host required- HOST Required

ACODE 89 June 2023 Host required

ACODE 90 November 2023 ANU?

Benchmark 9 Trial : These are the interested participants

Uni Melb Patrick Stoddart

CQU – Nadine Adams

ANU -Tim Grace

Auckland – Steve Leichtweis

CDU – Bill Searle

VUW – Stephen Marshall

Benchmark Review/refresh interested participants:

ANU

CQU

Uni Melb

Auckland

CDU

VUW

We are urgently seeking Workshop Hosts for 2023. Please contact secretariat@acode.edu.au

Meeting Closed 12.50pm

Michael Sankey
President, ACODE

EXPLANATION

Note that the Agenda for this Business and Networking Meeting follows that proposed by the Executive in June 2003. Unstarred items on the Agenda will not be discussed, but any recommendations they contain will be covered by a single motion covering all unstarred items.

Any unstarred item may be identified for discussion by request to the President at any time up to item 4 on this agenda.

Please Note: Each member institution has one vote only. Members with affiliate status do not have voting rights, however are able to participate in discussion at the discretion of the President