

ASCILITE'S FIRST

VIRTUAL CONFERENCE

37th International Conference on innovation,
practice & research in the use of educational
technologies in tertiary education

SPONSORS

Blackboard

echo³⁶⁰

turnitin



FeedbackFruits



ASCILITE 2020

Australasian Society for Computers in Learning in Tertiary
Education, Armidale University of New England Virtual
Conference 30 November – 1 December 2020

Conference Proceedings

ASCILITE'S FIRST VIRTUAL CONFERENCE

37th International Conference of Innovation, Practice and
Research in the Use of Educational Technologies in
Tertiary Education

Editors: Sue Gregory, Steve Warburton, Mitchell Parkes



ASCILITE 2020

ASCILITE's First Virtual Conference



ASCILITE 2020 – ASCILITE'S FIRST VIRTUAL CONFERENCE

The ASCILITE 2020 Conference is ASCILITE's 37th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education. This year's conference was hosted by the University of New England, Armidale, virtually due to COVID-19, on 30 November to 1 December 2020.

Armidale is a city in the Northern Tablelands of NSW, Australia, with a population of around 25,000. It is approximately halfway between Sydney and Brisbane at the junction of the inland New England Highway and Waterfall Way to the coast. Armidale traditional owners are Anaiwan people with any Gumbaynggirr people settled in Armidale since colonisation.

Life in Armidale is peaceful, enjoyable and affordable. Set in the heart of the New England Tableland region of NSW, our primary campus is close to some of Australia's most stunning national parks with spectacular waterfalls and wildlife habitats. Attendees at ASCILITE 2021 will get to experience Armidale first hand.

ASCILITE 2020 themes:

1. **Transforming Assessment:** online examinations, innovations and transitioning to digital assessment, tools and techniques;
2. **Learning Analytics, Big Data and AI (Artificial Intelligence):** contemporary issues, intelligent tutoring systems, bringing analytics meaningfully to scale, ethics, future directions;
3. **Learning Design:** theory, methodologies and approaches, design for online, designing at scale; design patterns, hybrid learning, safety and privacy;
4. **Continuing Professional Learning:** frameworks, policy and practice, micro-credentialing, emerging themes;
5. **Next Generation Learning Environments:** mashups, virtual worlds; adaptive learning, personal learning environments, learning ecosystems;
6. **Student Success and Progression:** challenges of online learning, dealing with diversity, student advising models, the student journey in changing world;

Conference Organisation Committee

The University of New England ASCILITE 2020 Conference Organising Committee, led by Professors Sue Gregory and Steven Warburton, include Greg Dorian, Associate Professor Mitchell Parkes, Kathryn Tucknott, Alicia Zikan, Robyn Halloran, Mr Brent Gregory, Belinda Moore, Lee-Anne McKinnon, Liz Sozou, Julie Mills and Stephanie Toole.

Review Process

All Full and Concise papers submitted for the conference underwent a double-blind peer review process. A third blind peer review was conducted if opinions between the two reviewers was divided. This process allowed papers to be ranked and selected for inclusion in the conference. A further review was conducted by the ASCILITE 2020 Program Committee for papers just above and below the anticipated cut line.

A total of 89 submissions were received for the 2020 conference all of which were blind peer reviewed. The EasyChair Conference Management System was used for the submission and review process. An interesting and scholarly range of papers were received across the full range of conference themes. The 2020 ASCILITE Conference Organising Committee were more lenient on papers this year due to COVID-19. However, the overall quality of papers submitted were exceptional

Table 1: Summary of paper submissions and acceptances ASCILITE 2020

Type of Paper	Number Accepted*	Rejected
Pecha Kuchas	32	2
Concise papers	34	2
Full papers	16	3

- Acceptance rate 92%

Table 2: Submissions of papers by Country ASCILITE 2020

Country	Authors	Submitted	Accepted	Acceptance rate
Australia	166	57.63	53.96	0.94
Canada	2	1.33	1.00	0.75
Chile	1	0.33	0.33	1.00
Denmark	1	1.00	1.00	1.00
Germany	2	1.00	1.00	1.00
Hong Kong	6	1.50	1.50	1.00
India	1	1.00	0.00	0.00
Ireland	1	1.00	1.00	1.00
Japan	4	1.88	1.88	1.00
Netherlands	1	0.17	0.17	1.00
New Zealand	16	6.33	6.33	1.00

Country	Authors	Submitted	Accepted	Acceptance rate
Singapore	13	11.50	9.50	0.83
South Africa	3	1.42	1.42	1.00
United Kingdom	5	1.92	1.92	1.00
United States	2	1.00	1.00	1.00

The ASCILITE 2020 Conference Committee acknowledge and thank the ASCILITE Executive for their guidance and support ensuring that this conference was a success. In particular, we thank the ASCILITE President, Dr Chris Campbell, Treasurer Dr Mark Shier, ASCILITE Secretariat Mr Andre Colbert and our Executive member liaison, Professor Sue Gregory.

List of Reviewers

The ASCILITE 2020 Conference Organising Committee and Conference Program Committee wish to gratefully acknowledge the efforts of the international body of reviewers for contributions to ASCILITE 2020. Their work in reading and reviewing the 89 submissions was appreciated greatly.

Dirk Ifenthaler	University of Mannheim
Danielle Eden	Sydney University
David Bruce Porter	University of Wollongong
Mark Schier	Swinburne University of Technology
Oriel Kelly	New Zealand Tertiary College, Auckland
Sandeep Kaur Sandhu	Monash University and Torrens University
Kelly Linden	Charles Sturt University
Kwong Nui Sim	Auckland University of Technology
Kirsten Black	Victoria University
Sharon Altena	Queensland University of Technology
Rafi Rashid	National University of Singapore
James Birt	Bond University
Danny Liu	University of Sydney
Petrea Redmond	University of Southern Queensland
Julie Lindsay	University of Southern Queensland
Chan Kah Mun	Singapore University of Social Sciences
Deb Clarke	Southern Cross University
Yeong Foong May	National University of Singapore
Rebecca Ng	ANU
Richard Lander-Clarke	ANU
Yvonne Wisbey	University of Canberra
Vickel Narayan	Sydney University
Robyn Philip	Flinders University

Sonia Wilkie
Tania McDonald
Cassandra Colvin
Erkan Er
Prue Gonzalez
Larry McNutt
Linda Corrin
Darci Taylor
Isabelle Lys
Christopher Dann
Philip Uys
Elaine Huber
David Kwok
Chad Gladovic
Vanessa Todd
Scott Morton
Popi Sotiriadou
Jorge Reyna

Kashmira Dave
Leanne Cameron
David Jones
Wendy Taleo
Upasana Singh
Courtney Shalavin
Victoria Rosin
Chris Campbell
Penny Wheeler
Alan Soong
Meredith Hinze
Bettina Schwenger
Joanna Hare
Dara Tafazoli
Tay En Rong Stephen
Sandra Barker

Victoria University
RMIT
Curtin University
Postdoctoral researcher
Charles Sturt University
Technological University Dublin
Swinburne University of Technology
Deakin University
Australian Catholic University
University of Southern Queensland
Senior International Education Consultant
Sydney University
Republic Polytechnic
Holmesglen
Learning Adviser
Whitireia New Zealand
Griffith University
Ranzco, The Royal Australian and New Zealand
College of Ophthalmologists
Charles Darwin University
James Cook University
Griffith University
Charles Darwin University
University of Kwazulu-Natal
Sydney University
Lincoln University
Griffith University
Australian Catholic University
National University of Singapore
University of Melbourne
The University of Auckland
Duke Kunshan University
University of Newcastle
Victoria University of Wellington
Uni SA



ASCILITE 2020

ASCILITE's First Virtual Conference



Keynote Speaker

Shane Dawson

Professor Shane Dawson is the Executive Dean of Education Futures and Co-Director of the Centre for Change and Complexity in Learning (C3L) at the University of South Australia. Shane's research focuses on the application of learning analytics to inform learning design, educational technologies and overall teaching and learning quality. He has published widely on topics from creative capacity to social network analysis and more recently, on the application of complexity models in learning analytics.

His current research interests relate to complex systems and academic leadership to aid adoption and application of learning analytics at scale. With the support of many talented colleagues, Shane has been involved in the development of numerous open source software including the Online Video Annotations for Learning (OVAL) tool, OnTask (a personalised learner feedback tool), and SNAPP, a social network visualization tool designed for teaching staff to better understand, identify and evaluate student learning, engagement, academic performance and creative capacity.





ASCILITE 2020

ASCILITE's First Virtual Conference



Conference Proceedings

Table of Contents

Authors and Paper Title	Page Number
Darci Taylor and Joanne Elliott <u>Supporting the transition to online teaching through evidence-based professional development</u>	1–6
Gayani Samarawickrema and Olga Gavrilenko <u>Immersive professional learning to foster technology-enabled peer-review</u>	7–11
Mark Schier <u>How do we value academic time?</u>	12–19
Miriam Sullivan and Miela Kolomaznik <u>Strategies for improving use of text-matching software by staff</u>	20–25
Chris Campbell and Simone Poulsen <u>Rapid response to supporting learning and teaching: A whole of university approach</u>	26–35
Dirk Ifenthaler and Jane Yin-Kim Yau <u>Understanding learning analytics indicators for predicting study success</u>	36–41
Leah P. Macfadyen <u>Content analytics for curriculum review: A learning analytics use case for exploration of learner context</u>	42–47
Kelly Linden, Neil Van Der Ploeg, Ben Hicks, Madeline Wright and Prue Gonzalez <u>Peering into the crystal ball of the disengaged: What happens to students that do not submit an early assessment item?</u>	48–53
Neil van der Ploeg, Kelly Linden, Ben Hicks and Prue Gonzalez <u>Widening the net to reduce the debt: Reducing student debt by increasing identification of completely disengaged students</u>	54–59
Eduardo Oliveira, Rianne Conijn, Paula de Barba, Kelly Trezise, Menno Van Zaanen and Gregor Kennedy <u>Writing analytics across essay tasks with different cognitive load demands</u>	60–70
Neil Cowie and Keiko Sakui <u>Making engaging online videos: What can higher education teachers learn from YouTubers?</u>	71–77



ASCILITE 2020

ASCILITE's First Virtual Conference



Grant Ellmers and Chris Moore	78–83
<u><i>Process not product: Negotiating innovative interdisciplinary honours outcomes</i></u>	
Thomas Cochrane, James Birt, Neil Cowie, Chris Deneen, Paul Goldacre, Vickel Narayan, Lisa Ransom, David Sinfield and Tom Worthington	84–89
<u><i>A collaborative design model to support hybrid learning environments during COVID-19</i></u>	
Sarah Thorneycroft	90–94
<u><i>Maybe it's us: Imagining Organisational Learning Design</i></u>	
Pablo Riveros, Mika Tamura and Jin Tanaka	95–100
<u><i>Three arrows models in the developing of new digital learning experiences</i></u>	
Bettina Schwenger	101–105
<u><i>Should we care about what the students do? Challenging how we design for online learning</i></u>	
Steven Warburton and Mark Perry	106–111
<u><i>The Value of Design Patterns in Designing Teaching in Online Settings</i></u>	
Fiona Jones, Abigail Baker, Raymond A'Court and Jo Hardy	112–118
<u><i>Reimagining IL teaching and learning during the COVID-19 pandemic: Research and evidence-based practice skills training redesigned for online delivery.</i></u>	
Elaine Huber, Celina McEwen, Peter Bryant, Matthew Taylor, Natasha Arthars and Henry Boateng	119–124
<u><i>Learning from a rapid transition to emergency remote teaching: Developing a typology of online business education designs</i></u>	
Jessica Shan Mei Yang	125–133
<u><i>Promoting student engagement and preparation in flipped learning's pre-class activities – A systematic review</i></u>	
Carmen Vallis and Courtney Shalavin	134–144
<u><i>Bend me, stretch me: connecting learning design to choice</i></u>	
Amanda Bellaby, Michael Sankey and Louis Albert	145–155
<u><i>Rising to the occasion: Exploring the changing emphasis on educational design during COVID-19</i></u>	
Annora Eyt-Dessus and Leonard Houx	156–167
<u><i>Excellence in design for online business</i></u>	
Michael Cowling and Robert Vanderburg	168–173
<u><i>An interactive virtual reality physics instructional environment based on Vygotskian Educational Theory</i></u>	



ASCILITE 2020

ASCILITE's First Virtual Conference



Vickel Narayan, Thomas Cochrane, Neil Cowie, James Birt, Meredith Hinze, Paul Goldacre, Chris Deneen, Lisa Ransom, David Sinfield and Tom Worthington <u><i>A mobile ecology of resources for Covid-19 learning</i></u>	174–179
Elise Crawford, Frank Bogna, Aldo Raineri and Ryan L. Kift <u><i>Next generation technology for learning practical skills online</i></u>	180–185
Ghaith Zakaria and Sonia Wilkie <u><i>Applications for virtual reality experiences in tertiary education</i></u>	186–193
Elisa Bone, Richard Greenfield, Gray Williams and Bayden Russell <u><i>Creating a digital learning ecosystem to facilitate authentic place-based learning and international collaboration – a coastal case study</i></u>	194–200
Philip Uys and Mike Douse <u><i>The post-pandemic blended university in the time of digitisation</i></u>	201–207
Pey-Yng Low <u><i>Role of Social Interactions during Digital Game-based Learning in Science Education: A Systematic Review</i></u>	208–218
Jennifer W.M. Lai, Matt Bower, Yvonne Breyer and John De Nobile <u><i>Investigating the characteristics of MOOCs: A case study</i></u>	219–229
William Billingsley <u><i>Revisiting the Intelligent Book: Towards seamless intelligent content and continuously deployed courses</i></u>	230–240
David Kwok <u><i>Predictors of students' perceived learning in off-campus learning environment: Online interactions are not enough</i></u>	241–245
Alison Reedy, Kalie Carmichael and Oriel Kelly <u><i>Emergency responses to teaching, assessment and student support during the COVID-19 pandemic</i></u>	246–251
Scott Morton, Petrea Redmond and Peter Albion <u><i>Dealing with Diversity: Factors discouraging participation of Māori and Pacifica females in ICT education</i></u>	252–262
Iwona Czaplinski, Christine Devine, Martin Sillence, Andrew Fielding, Oliver Gaede and Christoph Schrank <u><i>Active learning in the time of the pandemic: Report from the eye of the storm</i></u>	263–272
Maria Hvid Stenalt <u><i>Investigating links between students' agency experiences in digital educational interactions, participation and academic performance</i></u>	273–281



ASCILITE 2020

ASCILITE's First Virtual Conference



Eseta Tualalelei	282–288
<u><i>The benefits of creating open educational resources as assessment in an online education course</i></u>	
Orna Farrell	289–294
<u><i>(e)Portfolio: A history</i></u>	
Ger Post and James Birt	295–300
<u><i>Assessing esport candidacy for critical thinking education</i></u>	
Vinh Tran, Justin Chu and Jasmine Cheng	301–305
<u><i>Collaborative approach and lessons learnt from transitioning to remotely invigilated online examinations</i></u>	
Elizabeth Ware	306–311
<u><i>Development of a rubric to assess student participation in an online discussion board</i></u>	
Jennifer Lawrence and Kylie Day	312–317
<u><i>Online supervised exams: Entering the 4th year at UNE</i></u>	
Sabina Cerimagic and Priya Khanna	318–321
<u><i>Transforming assessment – Critical reflections around resolving tensions between assessment for learning and of learning</i></u>	
Chris Campbell, Lenka Borer and Sheila McCarthy	322–327
<u><i>Using FeedbackFruits to enhance student learning: Scaling for transformative implementation</i></u>	
Rina Shvartsman and Stephen Abblitt	328–337
<u><i>A spectrum of assessments</i></u>	
Sandra Barker, Harsh Suri, Brent Gregory, Audrea Warner, Amanda White, Vivek Venkiteswaran and Una Lightfoot	338–343
<u><i>Learning from COVID-19 to futureproof assessment in Business Education</i></u>	
Stephen Marshall	344–355
<u><i>Modelling the impact of alternative educational qualifications on the New Zealand higher education system</i></u>	