ASCILITE'S FIRST VIRTUAL CONFERENCE

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

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ASCILITE
University of New England
ASCILITE 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

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

<table>
<thead>
<tr>
<th>Type of Paper</th>
<th>Number Accepted*</th>
<th>Rejected</th>
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<td>2</td>
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<tr>
<td>Concise papers</td>
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<td>2</td>
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<td>Full papers</td>
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- Acceptance rate 92%

Table 2: Submissions of papers by Country ASCILITE 2020

<table>
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<tr>
<th>Country</th>
<th>Authors</th>
<th>Submitted</th>
<th>Accepted</th>
<th>Acceptance rate</th>
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<tr>
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<td>New Zealand</td>
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</table>
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.

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<tr>
<th>Country</th>
<th>Authors</th>
<th>Submitted</th>
<th>Accepted</th>
<th>Acceptance rate</th>
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<tr>
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<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
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</tbody>
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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 - Victoria University
Tania McDonald - RMIT
Cassandra Colvin - Curtin University
Erkan Er - Postdoctoral researcher
Prue Gonzalez - Charles Sturt University
Larry McNutt - Technological University Dublin
Linda Corrin - Swinburne University of Technology
Darci Taylor - Deakin University
Isabelle Lys - Australian Catholic University
Christopher Dann - University of Southern Queensland
Philip Uys - Senior International Education Consultant
Elaine Huber - Sydney University
David Kwok - Republic Polytechnic
Chad Gladovic - Holmesglen
Vanessa Todd - Learning Adviser
Scott Morton - Whiteriea New Zealand
Popi Sotiriadou - Griffith University
Jorge Reyna - Ranzco, The Royal Australian and New Zealand College of Ophthalmologists
Kashmira Dave - Charles Darwin University
Leanne Cameron - James Cook University
David Jones - Griffith University
Wendy Taleo - Charles Darwin University
Upasana Singh - University of KwaZulu-Natal
Courtney Shalavin - Sydney University
Victoria Rosin - Lincoln University
Chris Campbell - Griffith University
Penny Wheeler - Australian Catholic University
Alan Soong - National University of Singapore
Meredith Hinze - University of Melbourne
Bettina Schwenger - The University of Auckland
Joanna Hare - Duke Kunshan University
Dara Tafazoli - University of Newcastle
Tay En Rong Stephen - Victoria University of Wellington
Sandra Barker - Uni SA
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.
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