

BACK TO THE FUTURE

ASCILITE '21

38th International Conference on innovation,
practice & research in the use of educational
technologies in tertiary education



SPONSORS



Blackboard

IntelliBoard

NEO
by CYBER LEARNING

Edulox Credentia
L'AL EQUELLA

Pedestal3D

echo³⁶⁰

D2L
DESIRE2LEARN

ASCILITE 2021

Australasian Society for Computers in Learning in Tertiary
Education, Armidale University of New England Virtual
Conference 28 November – 1 December 2020

Conference Proceedings

BACK TO THE FUTURE

38th International Conference of Innovation, Practice and
Research in the Use of Educational Technologies in
Tertiary Education

Editors: Sue Gregory, Steve Warburton, Mark Schier



ASCILITE 2021

Back to the Future



The ASCILITE 2021 Conference is ASCILITE's 38th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education, hosted by the University of New England, Armidale, physical and virtual due to COVID-19 border restrictions, on 29 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. Physical attendees at ASCILITE 2021 will get to experience Armidale first hand.

Sponsors: Edalex, Pedestal3D, Blackboard, Echo360, FeedbackFruits, IntelliBoard, Cyberlearning, AccountingPod, Open Universities, D2L

Keynote Speaker: Professor Sarah Pearson

ASCILITE 2021 themes:

- Learning Design and Learning Analytics
- Hybrid, Virtual and Place-based Education
- Back to the Future: Post-COVID Landscapes
- Academic Integrity
- Open and Inclusive Practice

Keynote Speaker

Professor Sarah Pearson

Dr Sarah Pearson FTSE, professional Non-Executive Director and Advisor with extensive global executive leadership experience spanning FTSE 100 multinationals, international C-suite roles in the public and private sector, leading brands such as McKinsey & Co and Cadbury, Venture Capital and startups.

Sarah is a leader with global experience and skills in innovation and innovation based economies. Her roles have included Chief Scientist and Chief Innovation Officer at the Commonwealth Department of Foreign Affairs and Trade, Founding CEO of the CBR Innovation Network, PVC Innovation at the University of Newcastle, CEO of ANU Enterprise, management consulting with McKinsey & Co in Sydney, tenured Physics academic at UNE, and global head of Open Innovation at Cadbury plc in Reading UK. Her strategic, research, and innovation skills have also been applied to board positions spanning government, venture capital, tech companies and social impact entities, as well as advisory roles such as previous Foreign Minister Julie's Bishop's International Reference Group. She holds a PhD in Particle Physics from Oxford, is the author on eight international patents, for cancer diagnosis and novel confectionary, and is a Fellow of the Australian Academy of Technology and Engineering.



<https://www.linkedin.com/in/sarahpearsoninnovation/>
<https://twitter.com/InnovationSarah>

Conference Proceedings

Table of Contents

Authors and Paper Title	Page Number
Sue Gregory, Steve Warburton and Mark Schier <i>ASCILITE 2020 Conference Proceedings</i>	
<i>Learning Design and Learning Analytics</i>	
Jo-Anne Clark and David Tuffley <i>Implementing Learning Analytics: The journey to improve teaching and learning at five Australian universities</i>	1–10
Colin Simpson and Jessica Frawley <i>Factors associated with edvisor perceptions of their work being understood and valued are not what they seem</i>	11–21
Michael Sankey and Jack Sage <i>Managing career transitions into post-secondary Learning Designer jobs: An Australasian perspective</i>	22–31
Jorge Reyna, Santosh Khanal, Victoria Baker-Smith and Ellen Cooper <i>A systematic approach to learning design for supervisor training in a specialist medical college</i>	32–36
Dirk Ifenthaler and Jane Yin-Kim Yau <i>Supporting teaching staff through data analytics: A Systematic Review</i>	37–41
Prue Atkins and Katie Sykes <i>Embedding wholistic learning: Designing curated eLearning processes for social work students</i>	47–53
Kelly Linden, Neil Van der Ploeg and Ben Hicks <i>Ghostbusters: Using Learning Analytics and Early Assessment Design to identify and support ghost students</i>	54–59
Ben Hicks, Kelly Linden and Neil van der Ploeg <i>Opportunities to improve learning analytics for student support when using online assessment tools</i>	60–64
<i>Hybrid, Virtual and Place-based Education</i>	
Shahed Kamal, Margaret Bearman, Joanna Tai and Brandi Fox <i>Exploring the social aspects of student collaboration in online learning</i>	65–73
B. L. McGee and Lisa Jacka <i>Virtual reality in Education. Broken promises or new hope?</i>	74–80
Li Chen, Penelope Manwaring, Ghaith Zakaria and Sonia Wilkie <i>Implementing H5P Online Interactive Activities at Scale</i>	81–92
Deborah Scheele, Amita Krautloher, Saeed Shaeri, Marie-Louise Craig and Ruth Crawford <i>The value of a Community of Practice in the subject design process when embedding Interactive Oral Assessments</i>	93–102

Carol Johnson and Alana Blackburn <i>Video feedback in tertiary music performance classes</i>	103–110
Robert Vanderburg, Michael Cowling and Joanne Dargusch <i>Pedagogy before Technology: Understanding the confidence of Vocational Educators for integrating Technology Enhanced Learning</i>	111–120
Gregory Jones, Hazel Jones, Claire Beattie and Dom Pensiero <i>Enhancing students' employability skills and experiential learning through integration of Xero software</i>	121–130
Mehrasa Alizadeh and Neil Cowie <i>An exploratory student-centred approach to immersive virtual reality: Reflections and future directions</i>	131–136
Anupam Makhija, Meena Jha, Deborah Richards and Ayse Bilgin <i>Use of gamification to enhance curiosity and engagement through feedback strategies</i>	137–142
Cedomir Gladovic <i>Capability development by educational technology</i>	143–148
Josiah Koh, Michael A Cowling, Meena Jha and Kwong Nui Sim <i>A proposal to measure the impact of automated response systems on meeting student learning outcomes</i>	149–154
Jo Elliott and Chie Adachi <i>Creating presence, currency and connection in digital learning with video blogs</i>	155–160
Birgit Loch, Belinda Thompson, Christopher Bridge, Dell Horey, Brianna Julien and Julia Agolli <i>Building a culture of innovation in learning and teaching technologies through an innovators group</i>	161–165
Vickel Narayan, Thom Cochrane, Neil Cowie, Paul Goldacre, James Birt, David Sinfield, Alizadeh Mehra, Tom Worthington and Stephen Aiello <i>Mobile learning and socially constructed blended learning through the lens of Activity Theory</i>	166–171
Wendy Taleo and Sarah Honeychurch <i>Lines of thought: The emergence of meaning through collaborations and remix</i>	172–176
Nikki Rumpca, Ariella Van Luyn, Adele Nye and Huw Nolan <i>Learning to research in distance mode: Technologies for building higher degree research community online</i>	177–184
Charlene Goh, Kit Yung Tan and Andre Matthias Müller <i>Exploring students' perceptions towards eLearning in an online public health module</i>	185–189
Christine Contessotto, Edwin Lim and Harsh Suri <i>Employability focused technology enhanced hybrid and online accounting capstone experience</i>	190–195
Ping Yu, Siyu Qian, Zhenyu Zhang, Lina Markauskaite, Jun Shen and Ting Song <i>Embedding the development of graduate qualities of international postgraduate IT students in the disciplinary subject</i>	196–201
Punithavathy Palanisamy, Shamini Thilarajah and Zihui Chen <i>Providing equitable education through personalised adaptive learning</i>	202–207
Kelly Linden, Ben Hicks and Neil Van der Ploeg <i>Increasing student grades in large online subjects: Combining tutorial support with technology</i>	208–212
Md Shahadat Hossain Khan and Sue Gregory <i>New way of investigating ICT- enhanced teaching in TAFE Australia: Disciplinary focused</i>	213–218
Daeyoung Kim and Shanton Chang <i>The use of WeChat in higher education: Investigation of Chinese students in Australia</i>	219–229

Back to the Future: Post-COVID Landscapes

Sabina Cerimagic and Dewa Wardak <i>The silver lining of COVID-19 – Improving operational processes</i>	230–235
Shamini Thilarajah and Renuka Nasendran <i>From pandemic to endemic: Examining transitions in blended learning in teacher education</i>	236–240
Peter Bryant, Natasha Arthars, Danielle Eden and Elaine Huber <i>Leveraging the pandemic to build a community of networked, engaged and curious learners – our future leaders</i>	241–245
Nick Andronicos, Terry Barnett, Raphael Roberts, Siew Chong, Lea Labeur, Sinead Henderson and Adrienne Burns <i>Gamified lessons support molecular genetics education of first year biology students during COVID-19 lockdown.</i>	246–256
Abdul Razeed and Thea Werkhoven <i>Design and development of a large Business School core interdisciplinary unit to foster blended learning during the pandemic</i>	257–266
Ganthi Viswanathan and Marnie O'Neill <i>The role of the lecture in post pandemic IHLs: Possibilities and implications from a Singapore case study</i>	267–277
Christopher Bridge, Birgit Loch, Dell Horey, Brianna Julien, Belinda Thompson and Julia Agolli <i>Back to what? What STEM and Health teaching academics learnt from COVID</i>	278–288
Trina Jorre de St Jorre <i>Deakin Launch Network: An employability network that improves engagement, graduate outcomes and wellbeing by connecting and leveraging the expertise of diverse students and alumni</i>	289–298

Academic Integrity

Meena Jha, Simon, Ayse Bilgin, Judy Sheard, Lakmali Herath Jayarathna, Regina Berretta, Sander J.J. Leemans and Trina Myers <i>Adaptability of academic integrity procedures and practices in the COVID-19-accelerated transition to online assessment</i>	299–303
Pranit Anand and Mercedes Hinchcliff <i>Embedding a culture of academic integrity: A two-pronged approach</i>	304–307
Stanislaw Paul Maj <i>Benchmarking educational quality – an independent analysis and alternative approach</i>	308–312
Vivien Challis, Roger Cook and Pranit Anand <i>Priming Numbas for formative assessment in a first-year mathematics unit</i>	313–318
Dewa Wardak <i>Implementing pedagogies of care in online teacher education</i>	319–328

Open and Inclusive Practice

Courtney Shalavin and Elaine Huber <i>Sustainable learning design in large transformational teaching and learning initiatives</i>	329–333
Darren Turnbull, Ritesh Chugh and Jo Luck <i>Creating an inclusive educational environment for vocational learning: A tale of two cities</i>	334–339



ASCILITE 2021

Back to the Future



Rachel Fitzgerald and Henk Huijser <i>Exploring industry-university partnerships in the creation of short courses and micro-credentials</i>	340–344
Elizabeth Beckmann and Lynn Gribble <i>CMALT 2011 and 2021: Personal narratives for professional recognition</i>	345–351
Kate Nixon and Katya Henry <i>The use of a publishing platform to facilitate the adaptation and development of Open Textbooks: A Pilot Report</i>	352–362
William Billingsley <i>On the need for open teaching on the JamStack</i>	363–372