

ASCILITE 2024

AUSTRALASIAN SOCIETY FOR COMPUTERS IN LEARNING IN TERTIARY EDUCATION

Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies



The University of Melbourne
Australia

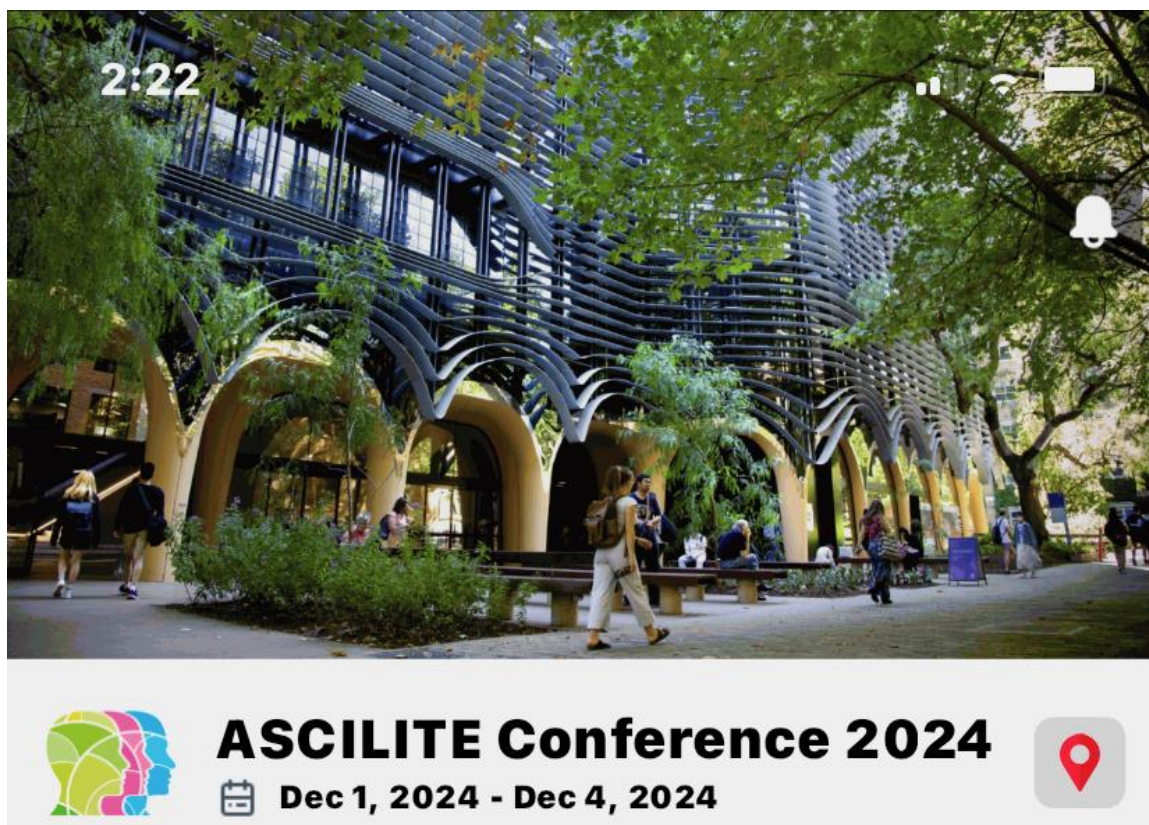
1 – 4 December 2024

41st International Conference on Innovation, Practice and Research in
the Use of Educational Technologies in Tertiary Education



Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

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ASCILITE 2024

Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

41st International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education

Australasian Society for Computers in Learning in Tertiary Education

The University of Melbourne, Australia 1 - 4 December 2024

Editors:

T. Cochrane, V. Narayan, E. Bone, C. Deneen, M. Saligari, K. Tregloan, & R. Vanderburg.

Copyeditors:

Neil Cowie

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Overview

The ASCILITE 2024 Conference is ASCILITE'S 41st 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 Melbourne at the Parkville Campus from 1 to 4 December 2024, in-person and online.

The theme of this year's conference Navigating the Terrain: Emerging frontiers in learning spaces, pedagogies, and technologies focuses upon the human value of technology enhanced learning in the emerging world of AI.

Foreword

With almost 500 registered attendees at the time of writing ASCILITE2024 is about to set new records for the Society. The Theme of the conference is "Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies" and our three keynotes are focusing upon (1) Educational-Design Research, (2) Heutagogy or Self-Determined Learning and (3) How students are using AI – all very relevant as we reflect on the last 41 years of ASCILITE and Technology Enhanced Learning and gaze into the future of TEL in Higher Education as well.

As a not-for-profit Society [ASCILITE](#) now has many portfolios that serve the society and the wider higher education community. For example the [TELAS](#) accreditation framework is well under way and we are publishing the past 29 available years conference proceedings in our new fully open access publication platform [ASCILITE Publications](#) (APUBS with DOIs via Crossref and soon to be indexed in EBSCOHOST), and of course [AJET](#) is our leading Q1 open access journal.

Institutional memberships have driven the growth of the Society and the host institution for 2024 The University of Melbourne is an unlimited ASCILITE member with 260+ registered ASCILITE members in 2024 - one of the largest institutional members of the Society in Australasia with around 2500 current total members across Australasia.

The theme for the Conference Dinner at the Melbourne Museum is 'Camping' - 'Camp ASCILITE' – however like 'A Night at The Museum' watch out for the Dinosaurs! It's been over 20 years since UoM has hosted an ASCILITE Conference, so we are excited to be hosting 2024 and the culmination of 18 months of planning and work by the conference organising committee consisting of Thomas Cochrane as chair, Andrew Buntine co-chair, Jo McIlroy and the Melbourne Professional Education Team, with a supporting cast across UoM and beyond.

Welcome!

Associate Professor Thomas Cochrane
University of Melbourne

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Statistics for 2024

Some statistics from the 2024 and 2023 conference submissions:

Top 10	Country	2024	2023
1	Australia	74%	60.85%
2	New Zealand	6.7%	31.48%
3	China	2.8%	0.26%
4	Singapore	1.7%	0.53%
5	Zambia	1.1%	
6	Germany	0.56%	0.26%
7	Canada	0.56%	0.53%
8	India	0.56%	
9	Vietnam	0.56%	
10	Other	10.7%	

Top 10

	Organization		
1	University of Melbourne	13.4%	6.08%
2	University of Sydney	7.3%	3.70%
3	Monash University	6.7%	4.50%
4	UNSW	6.2%	
5	Deakin	5.6%	
6	Curtin	3.9%	
7	RMIT	3.4%	
8	CQU	2.8%	
9	University of Auckland	2.2%	9%
10	UNE	2.2%	6.1%

2024 Submission stats:

230 Submissions with 176 submissions accepted (76%), of which 59% = papers
103 papers, including 30 Full Papers and 73 Concise Papers. Highest growth in submission types = Posters with 43
Posters, 41 PechaKuchas, 12 Panels/Symposia, 6 preconference Workshops.

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Celebrating 41 years

We are looking forward to welcoming you for the annual ASCILITE conference dinner hosted at the **Melbourne Museum** on **Tuesday, December the 3rd** from **6.30 pm to 11:30 pm**.

Get ready for an unforgettable night at our CAMP-themed conference dinner under the stars at Melbourne Museum!

Indulge in delicious food, great company, and a touch of adventure as we bring the outdoors to life with a playful camping twist. Whether you're a glam camper or an outdoor enthusiast, expect surprises, laughter, and lasting memories.

Don't forget to dress to impress—**CAMP style and watch out for Dinosaurs!**



Conference sub-themes

1. Learning Spaces

What influence does the learning space have upon the sociocultural norms of higher education. How do we navigate remote learning, hybrid, hyflex and face-to-face environments in 2024 and beyond?

2. Pedagogies

What can we learn from examples of success and failure in designing with and implementing old and new pedagogies enabled by technology?

3. Technologies

What is the impact of new and emerging technologies on higher education such as Generative AI and Immersive Reality, and the impact on the environment?

Keynote speakers

Jason Lodge



Jason is Associate Professor of Educational Psychology and Director of the Learning, Instruction, and Technology Lab in the School of Education at The University of Queensland (UQ). With the lab team, Jason explores the cognitive, metacognitive, and emotional aspects of learning, particularly in higher education and with digital technologies, including artificial intelligence (AI). He and his team have a particular interest in self- and co-regulated learning. Recently, Jason has been focused on the evolving role of AI in education. He serves as an expert advisor to the OECD and Australian National Task Force on Artificial Intelligence in Education and led the Assessment Experts Forum in partnership with the Australian Tertiary Education Quality and Standards Agency (TEQSA). The resulting resource, *Assessment Reform for the Age of Artificial Intelligence*, is being used across education sectors in Australia and around the world to rethink assessment in light of the emergence of generative AI.

Susan McKenney



Susan McKenney is professor of teacher professionalization, school development and educational technology. At the University of Twente, she chairs of the Learning, Data-analytics and Technology Department which is home to four sub-units, respectively focused on teacher education; professional learning and development; instructional technology; and cognition and data analytics. Professor McKenney is also Extraordinary Professor of Educational Technology at North-West University, South Africa. Her past international service includes chairing the International Society for Design and Development in Education (ISDDE), serving as editor-in-chief of the society's journal, *Educational Designer*, and as associate editor for the *Journal of the Learning Sciences*. She currently serves on numerous local, national, and international committees and advisory panels, as well as the editorial boards of *Instructional Science*, *Educational Design Research*, *Journal of the Learning Sciences*, *Educational Technology Research & Development*, and *Review of Educational Research*. In addition to tailor-made training programs, she has designed, delivered and/or taught over a dozen courses on the bachelor, master and doctorate levels, most of which were related to (computer supported) curriculum development; educational design (research); technology integration in the curriculum; and/or teacher and school development.

Lisa Marie Blaschke



Dr. Lisa Marie Blaschke is a senior learning consultant, providing learning services in self-determined learning and hyflex and online learning design, development, and project management. Lisa Marie has over 30 years' experience working within international corporate and public education environments, leading and implementing global knowledge management and training solutions, as well as programme and curriculum development and management within the higher education and K-12 segments.

Lisa Marie is the former programme director of the Management of Technology Enhanced Learning (MTEL) master's programme at the Center for Lifelong Learning (C3L) at University of Oldenburg, Germany, where she was responsible for design and delivery of the curriculum and programme. She was also a senior researcher at the Duale Hochschule Baden-Württemberg in Heilbronn and is a former executive committee member and vice-president of EDEN Digital Learning Europe, a Senior EDEN DLE Fellow, and a past Chair of the Board of the EDEN DLE Fellows Council. While an adjunct associate professor at the University of Maryland University College, Lisa Marie received the Stanley J. Drazek Award for Teaching Excellence. She serves on the advisory and editorial boards of numerous online and distance learning journals and her research interests are primarily in the areas of heutagogy (self-determined learning) within online, blended and hyflex learning environments.

Invited speakers

Margaret Bearman



Margaret Bearman is a Research Professor within the Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University.

She is known for her conceptual and empirical studies of higher and health professional education. Current programs of research include: learning to work with artificial intelligence (AI); and feedback cultures in clinical environments.

She was a member of the leadership team that produced the 2023 national guidelines for Australian universities: Assessment reform for the age of artificial intelligence.

Chris Kenyon



Chris Kenyon has been in and out of tertiary education for decades. His first book about working with international students was a best seller. He has lived and worked in a dozen countries, and currently lives in a solar passive home that he and his wife designed, and he built.

Review process

A total of 230 submissions were received for the 2024 conference. With the exception of workshops (which were single-blind reviewed) all other submissions were double-blind peer reviewed by at least two reviewers. ASCILITE Publications was used for the submission and review process. An interesting range of scholarly papers were received across the conference themes.

TREND	2023	2024
Submissions Received	209	230
Submissions Accepted	154	176
Submissions Declined	55	54
Submissions Declined (Desk Reject)	16	26
Submissions Declined (After Review)	39	28
Submissions Published	154	176
Days to First Editorial Decision	16	18
Acceptance Rate	73%	76%
Rejection Rate	27%	24%
Desk Reject Rate	8%	11%
After Review Reject Rate	19%	13%

List of reviewers

The ASCILITE 2024 Conference Organising Committee and Conference Program Committee wish to gratefully acknowledge the efforts of the international body of reviewers for contributions to ASCILITE 2024. Their work in reading and reviewing the 230 submissions was appreciated greatly.

Family Name	Given Name	Affiliation
Abblitt	Stephen	Keypath Education
Addanki	Kranthi	James Cook University
Adlington	Rachael	University of New England
Akhtar	Md Haseen	Indian Institute of Technology Kanpur
Ali	Saher	Torrens University Australia
Altena	Sharon	Queensland University of Technology
Amelia	Rizky	Lambung Mangkurat University
Appathurai	Abi	University of Melbourne
Babai Shishavan	Homa	The University of Melbourne
Balapumi	Rohini	Curtin University
Barker	Sandy	University of South Australia
Bassett	Mark	Auckland University of Technology
Bate	Guy William	University of Auckland Business School
Beattie	Scott	CQU

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Beckmann	Beth	Beth Beckmann & Associates
Bellamy	Craig	Wiley
Beltrame	Sarah	Australian Catholic University
Bilal	Hafiz Ahmad	Higher Education Department
Billingsley	William	University of New England
Bone	Elisa	Swinburne University of Technology
Broadley	Tania	University of Canberra
Bugden	Lisa	University of New England
Canizares Mena	Miguel Alonso	Queensland University of Technology
Casey	Alison	School of Business, University Of Sydney
Chan	Chun Chuen Billy	UNSW SYDNEY
Chanane	Nawal	AUT University
Chen	Hao	Monash University
Chow	Winn Wing-Yiu	The University of Melbourne
Chung	Jen	Deakin University
Co	Mary Jesselyn	Monash University Centre for the Study of Higher Education, the University of Melbourne
Cochrane	Thomas	University of Melbourne
Colless	Courtney	TAFE Queensland
Corrin	Linda	Deakin University
Cowie	Neil	
Crawford	Joseph	University of Tasmania
Dannenberg	David	Lincoln University
Dao	Thi Hong Van	University of Otago
Dave	Kashmira	University of New England
De Mello		
Heredia	Jimena	Monash
De Silva	Dimanthinie	Queensland University of Technology
Dianati	Seb	Charles Darwin University
Doherty	Iain	Deakin University
Duffy	Chris	University of Melbourne
Edgar	Amanda	Deakin Learning Futures, Deakin university
Elliott	Jo	Deakin University
Elliott	Richard	
Elnashar	Magdy	Curtin University
Farley	Helen	University of Canterbury
Fernandes	Pete	RMIT
Fovet	Frederic	Thompson Rivers University
Freund	Katie	ANU
Galvin	Kelly	Swinburne
Gammie	Nicole	
Gander	Tim	academyEX
Garivaldis	Filia	Monash University

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Goldacre	Paul	OceanBrowser (OB3) University of Sydney (Save Sight Institute)
Gomez	Gloria	University of Newcastle (Australia)
Goulding	James	UNSW
Gribble	Lynn	Auckland University of Technology
Hammond	Kay	University of Queensland
Hanna	Barbara	Monash University
Hiscox	Thomas	Auckland University of Technology
Hoare	Kathryn	University of Melbourne
Honig	Chris	Torrens University
Hu	Yijun	The University of Sydney
Huber	Elaine	QUT
Huijser	Henk	Curtin University
Ifenthaler	Dirk	University of Canterbury
Jason	Reimer	The University of Melbourne
Jativa	Fernando	Deakin University
Jayawardena	Mahen	Coventry University
Jenkins	Martin	University of Southern Queensland
Jess	Daniel	Open Polytechnic ,Te P?kenga
Jonnavithula	Lalitha	Open polytechnic
Joshi	Renu	La Trobe UNiversity
Joyce-McCoach	Joanne	Queensland University of Technology (QUT)
Juri	M. Zahid	University of Auckland
Kelly	Oriel	Torrens University
Kemanetzis	Elizabeth	Charles Darwin University
Khan	Khalid	Massey University
Khoo	Elaine	Hochschule Niederrhein University of Applied Sciences
Kirberg	Silke	University of New England
Kozlovski	Alina	Yorkville University
Kraglund-Gauthier	Wendy	The University of Queensland
Krishnasamy	Suresh	CQUniversity
Kumar	Reshmi	University of Melbourne
Laurence	Dan	The University of Queensland
Lee	Kat	Nanyang Technological University
Lee	Zheng-Wei	UTS
Lewis	Melinda	University of Newcastle
Lloyd	Clare	RMIT
Lynch	Patrick	Australian Catholic University
Lys	Isabelle	Edith Cowan University
Maldon	Justine	University of Wollongong
Maroulis	Jerry	

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Mccarthy	Aslihan	La Trobe University
McInnes	Richard	University of Adelaide
Md Ali	Asma	International Islamic University Malaysia
Merry	Rosina	Te Rito Maioha ECNZ
Mitchell	Bruce	Monash University
Mitchell	Kate	University of Melbourne
Mulder	Raoul	University of Melbourne
Murray	Duncan	University of South Australia
Naser ud Din	Shazia	University of Melbourne
Ng	Rebecca	University of Wollongong
Ni	Yuwei	The University of Edinburgh
Nyaradi	Anett	Curtin University
O'Shea	Patrick	Appalachian State University
Oldfield	James	Unitec
Oliomogbe	Gloria	Coventry University London
Oliveira	Eduardo	University of Melbourne
Oliver	Richard	Online Education Services
Osborne	Margaret	University of Melbourne
P Arumugam	Puvaneswari	Deakin University
Pang	Alexis	University of Melbourne
Papadakis	Stamatis	University of Crete
Patel	Chintan	Indian Institute of Management
Paul	Anselm	RMIT University
Pechenkina	Ekaterina	Swinburne University of Technology
Pedlow	Michelle	Edith Cowan University
Petraki	ELENI	University of Canberra
Poole	Trisha	University of Southern Queensland
Prakash Balaji	Sundar	Professor
Pretty	Annabel	School of Architecture, Unitec Te P?kenga
Putra	Andi Sudjana	National University of Singapore National Institute of Education, Nanyang Technological University
QUEK	Choon Lang Gwendoline	University of Southern Queensland
Quince	Zachery	University of Southern Queensland
Quinnell	Rosanne	The University of Sydney
Reyna	Jorge	Senior Learning Designer
Roy Choudhury	Ahana	Purdue University
Salama	Rania	Macquarie University
Samadi	Hasti	University of Melbourne
Scholes	Vanessa	Open Polytechnic Te Pukenga
Shaeri	Saeed	CSU Benazir Bhutto Shaeed University, Lyari,
Shaikh	Zaffar Ahmed	Karachi
Shaw	Lauren	James Cook University

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Shukor	Siti Shuhaida	Universiti Pendidikan Sultan Idris
Sim	Kwong Nui	SISTC
Sissons	Helen	Auckland University of Technology
Smith	Kelly Ann	RMIT University
Söbke	Heinrich	Bauhaus-Universität Weimar
Somogyi	Emma	The University of Queensland
Spray	Erika	University of Newcastle
Stein	Rebecca	University of Pennsylvania
Stretton	Todd	Auckland University of Technology
Sun	Angela	University of Sydney
Tan	Lingqi	The University of Sydney
Thong	Chee Ling	UCSI University
Tibbs	Antony	Edith Cowan University
Todd	Vanessa	Macquarie University
Tombleson	Bridget	Curtin University
Tran	Kate	Associate Professor
Tregloan	Kate	The University of Melbourne Greek Ministry of Education and Religious Affairs
Triantafyllou	Serafeim A.	
Tseng	Jimmy	University of Melbourne
Tualaulelei	Eseta	University of Southern Queensland
Tubino	Laura	Deakin University
Turley	Denise	USW.EDU
Vanderburg	Michelle	CQUniversity
Vanderburg	Robert	CQUniversity
Venaruzzo	Lynnae	Western Sydney University
Wheeler	Penny	Australian National University
White	PENNIE	Deakin University
Willems-Jones	Amber	The University of Melbourne
Williams	Karen	University of South Australia
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Zheng	Chen	Curtin University

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- ObservED provides realtime view of student academic progress

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For more information, please visit [Cidilabs](#)

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Our system includes pedagogy solutions such as Feedback and Assessment, Collaboration and Engagement, and Customised Pedagogies.

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Find out more at www.instructure.com/en-au

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Find out more or get in touch by visiting pebblepad.com.

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Pedestal 3D Pty Ltd is an Australian startup. We develop modern browser based software for organisations to unlock the potential of 3D imaging content for use in learning and teaching, outreach and general public consumption. Our core product was developed to meet the needs of modern higher education course delivery. We integrate and embed into Learning Management Systems (LMS) and enable powerful tools to enable rich online object-based learning and location-based learning regardless of whether the mode is traditional, blended or fully online.

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ASCILITE 2024 Conference Proceedings

The proceedings of the 2024 ASCILITE Conference: Navigating the Terrain: Emerging frontiers in learning spaces, pedagogies, and technologies.

T. Cochrane, V. Narayan, E. Bone, C. Deneen, M. Saligari, K. Tregloan, & R. Vanderburg (Eds.), *Navigating the Terrain: Emerging frontiers in learning spaces, pedagogies, and technologies*. Proceedings ASCILITE 2024. Melbourne.

<https://publications.ascilite.org/index.php/APUB/issue/view/25>

ASCILITE 2024 Conference Companion Materials

Reviewed abstracts for posters, workshops, and symposia/panel sessions for the ASCILITE 2024 Conference.

T. Cochrane, V. Narayan, E. Bone, C. Deneen, M. Saligari, K. Tregloan, & R. Vanderburg (Eds.), *Navigating the Terrain: Emerging frontiers in learning spaces, pedagogies, and technologies*. Proceedings ASCILITE 2024. Melbourne.

<https://publications.ascilite.org/index.php/APUB/issue/view/26>

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- Jo McIlroy, University of Melbourne (MPE Team Lead)
- Lana Hood, University of Melbourne
- Gillian Kan, University of Melbourne
- Gabby Parsons, University of Melbourne
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- Sandy Barker, University of South Australia
- Meredith Hinze, University of Melbourne
- Kate Tregloan, University of Melbourne
- Robert Vanderburg, CQU
- Mel Saligari, University of Melbourne
- Elisa Bone, Swinburne University
- Solange Glasser, University of Melbourne
- Vanessa Ho, Dawn Gilmore, Kate Coleman, Sarah Healy, Julian Harris, Gavin Buskes, University of Melbourne