AALL 2013
Association for Academic Language and Learning
11th biennial conference
New students, new learning: new challenges?

CONFCERENCE PROGRAM AND ABSTRACTS
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A warm welcome to delegates

Welcome to the Eleventh Biennial AALL Conference: New students, new learning: new challenges? We have delegates from all states and territories of Australia as well as from New Zealand, the United Kingdom, Canada, China, Macau, Germany and Sri Lanka. We have a rich and varied conference program that promises to extend our understanding of, and practice in, our field.

This year, we are introducing some new ways to stimulate debate. In addition to the usual paper presentations, there is a Talk Tank on each of the conference days. We hope these will become spaces of inquiry, leading to the development of communities of practice and collaborative research ideas. We have also grouped papers with some commonalities as panel sessions, allowing for a greater exchange of views and possibilities for networking.

The conference dinner has become a conference party to encourage greater mingling. The venue is located in Federation Square, right on the Yarra River and close to many local bars and other nightspots.

The conference sub-themes attracted an imbalance of abstracts, the overwhelming majority being for the Literacies Nexus and Demonstrating Success. In the conference schedule, this has led to some doubling up of sessions for the same theme.

AALL conferences have a reputation for being relaxed and friendly and we have worked hard to ensure the 2013 conference at RMIT University lives up to this. The Conference Committee hope you have a rewarding and enjoyable time.

Acknowledgement of Country

The Wurundjeri people of the Kulin Nation are the traditional custodians of the land on which this organisation stands. We pay our respects to owners and Elders, both past and present.

Conference Committee

Lyn Bond  Alison Brown  Jenny Brasch  Brendan Cooney  
Tom Coverdale  Emi Hirao  Paula Keogh  Judy Maxwell  
Elizabeth McKenzie  Barbara Morgan  Cate O’Dwyer
Acknowledgements

- Conference Academic Working Group -
  We are grateful to ALL staff from other Melbourne universities for reviewing abstracts and acting as a sounding board:
  - Barbara Browne (Swinburne University)
  - Julianne East (La Trobe University)
  - Vittoria Grossi (Deakin University)
  - Leanne McCann (Monash University)
  - Corinna Ridley (Victoria University)
  - Kate Chanock (La Trobe University)
  - Guido Ernst (University of Melbourne)
  - Fiona Henderson (Victoria University)
  - Scott McDonald (formerly Deakin University)
  - Miriam White (Australian Catholic University)

- RMIT 2nd Year Diploma students and staff
  in Visual Merchandising for event styling, artwork and activities at the conference party

- All SLC staff for their involvement in the conference sub-committees and academic working group

- Helen Johnston, Chad Habel, Julia Millar, Monica Behrend, Bev Kokkin, Bronwyn James and David Rowland
  for invaluable guidance along the way

- Communications staff, RMIT Student Services Group

- Bountiful Courtyard Florist

- Haigh’s chocolates.

General information

Registration
The registration desk is located on Level 2 (Ground Floor) of Building 80.

Conference rooms
RMIT University rooms are identified by Building number.Level(Room number (e.g. 80.2.7)

All conference papers, most pre-conference workshops, morning and afternoon teas and lunches are in the Swanston Academic Building (Building 80), Swanston Street. The opening and keynote sessions on both days are on Level 2 (Ground Floor), Room 07 (lecture theatre). Elevators go to all floors, but the escalators only go to Level 7. The elevators and toilets are in the same position on each floor (see the map of Level 2 for locations).

Two of the pre-conference workshop sessions are in Building 8 (on the other side of Swanston Street). The play by Tom Petsinis is also in Building 8, in the Kaleide Theatre (enter from Swanston Street near the Commonwealth Bank).

Meetings
Three meetings have been structured into the timetable:

- AALL Directors and Managers meeting: 2.30 pm – 4.30 pm Wednesday 13 November
  Building 80, Level 11, Room 10

- AALL Executive meeting: 4.45 pm – 6.15 pm Wednesday 13 November
  Building 80, Level 11, Room 10

- AALL Annual General Meeting: 4.50 pm – 5.50 pm Thursday 14 November
  Building 80, Level 2, Room 07 (lecture theatre).
Food
Morning tea, lunch and afternoon tea will be in Building 80, Levels 2 and 3. Outside of these times, there are four cafes in Building 80, two on the ground floor on Swanston Street, one on the ground floor on Stewart Street (at the back of the building) and one on Level 7.

Computer facilities
A room with laptops for general use has been booked for the conference: Building 80, Level 3, Room 11. WiFi will be freely available throughout Building 80.

Transport
You will need a myki card to access all trams, trains and buses. These can be bought from Foodworks on Swanston Street, close to Building 80. The burgundy-coloured City Circle trams in the CBD are free and include a commentary.

The central number for all taxi services is 131 008. Please note that vehicles, including taxis, are prohibited from the section of Swanston Street from A'Beckett to Franklin Streets, which is where Building 80 is located. Taxis for people with disabilities are the only exception to this. The best place for taxi set down and pick up is on the south corner of A'Beckett and Swanston Streets, outside RMIT University Building 37. The street address is 411 Swanston Street.

Conference PowerPoint presentations and non-peer-reviewed papers
If you would like to make your PowerPoint presentations or non-peer-reviewed papers available to the AALL community, please email them to: aall2013@rmit.edu.au by December 6. Please put the name(s) of the presenter(s) in the filename and ensure that all copyrighted material is removed. They will be uploaded to the conference website: www.rmit.edu.au/aall2013.

Toilets
Male and female toilets are located on each floor either side of the lifts.

Secure storage of luggage on Friday
If you need a place to securely store your luggage on the Friday prior to flying out, please report to Building 80, Level 2, Room 6 (small room adjacent to the lecture theatre). Luggage can be collected at any time of the day by reporting to this room with your luggage receipt, but MUST be collected before 5.00 pm.

Evaluation
You will be sent an email with a link to the on-line evaluation form after lunch on the Friday of the conference. Please email back by Wednesday 20 November to be in the running to win one of three $50 vouchers.

Contacts
- RMIT University Security: Business hours – 9925 2051; After hours – 9925 3895; Mobile – 0407 044 467 or 0408 146 063
- Emergency services: Ambulance, Fire, Police: 000
- Conference contacts:
  - Conference mobile – 0455 180 945
  - Brendan Cooney – 0418 131 189
  - Judy Maxwell – 0422 376 316

Need help with something?
You will always find a helper in Building 80, Level 2, Room 6 (adjacent to the lecture theatre). We have a team of roving student helpers in distinctive red T-shirts and black lanyards, or you can ask RMIT Study and Learning Centre staff, who will be wearing pale blue name tags.
Building 80 - Swanston Academic Building
- All conference papers
- Most pre-conference workshops

Building 8
- Two pre-conference workshops
- The play on Day 1 of the conference
New students, new learning: new challenges?

Building 80, Level 2

Building 80, Level 3
New students, new learning: new challenges?

Building 80, Level 8

Building 80, Level 9
Building 80, Level 10

Building 80, Level 11
## Pre-conference workshop program:
**Wednesday 13 November, 2013**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Program</th>
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</thead>
</table>
| 9.00 am – 10.55 am | Building 8, Level 5 (Swanston Library) Seminar Room 2 | Using webinars for live online academic skills training  
Jacquie Delord  
Jamie Sklavos | Building 80, Level 9, Room 6 | ALL: Re-framing the practices that bind us  
Robin McCormack | Building 80, Level 8, Room 10 | Making research skills explicit in the curriculum  
Leanne McCann  
Lyn Torres | Building 80, Level 10, Room 13 | Working upstream: models of engagement with discipline teaching staff  
Kate Chanock  
Jan Counsell  
Robyn Yucel |
| 11.00 am – 11.25 am | Building 8, Level 8, Room 44 | Morning tea | Building 80, Level 9, Room 6 | Peer Learning for Staff: Peer Partnerships for Academic Language and Learning Educators  
Dallas Wingrove  
Angela Clarke  
Andrea Chester | Building 80, Level 8, Room 10 | Do you speak academically?  
Alex Barthel | Building 80, Level 10, Room 13 | Using Academic Integrity to Embed Language & Learning into Curriculum  
Fiona Henderson  
Judy Maxwell |
| 11.30 am – 1.25 pm | Building 80, Level 3, Room 21 | Lunch | Building 80, Level 9, Room 6 | Early warning systems or triggers for student retention and engagement - Do they work?  
Rhonda Leece | Building 80, Level 8, Room 10 | Now you don’t see it, now you do  
Emily Purser | Building 80, Level 11, Room 10 | Meeting for AALL Directors and Managers (No cost)  
Joyce Seitzinger |
| 2.30 pm – 4.25 pm | Building 80, Level 2 Green Registration Desk |  | Building 80, Level 11, Room 10 |  |  |
| 4.45 pm - 6:15 pm | Building 80, Level 2 Green Registration Desk | Evening | Building 80, Level 11, Room 10 |  |  |
| 4:45 | Building 80, Level 2 Green Registration Desk | Assemble at the green registration desk to go for a drink prior to setting off on the tour. | Building 80, Level 11, Room 10 | Meeting of AALL Executive |
## Concurrent Sessions: Day 1 – 14 November

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–9:00</td>
<td></td>
<td>80.2 foyer (Ground Level)</td>
<td>Registration</td>
</tr>
<tr>
<td>9:00–9:30</td>
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<td>80.2.7 (Lecture theatre)</td>
<td>Welcome to country; Conference opening by Professor Gill Palmer, DVC(A)</td>
</tr>
<tr>
<td>9.30–10.20</td>
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<td>80.2.7 (Lecture theatre)</td>
<td>Keynote address: Associate Professor Sophie Arkoudis</td>
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<tr>
<td>10.20–10.30</td>
<td></td>
<td>80.2.7 (Lecture theatre)</td>
<td>Housekeeping</td>
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<tr>
<td>10.30–10.55</td>
<td></td>
<td>80.2 foyer and 80.3 foyer</td>
<td>Morning tea</td>
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</tbody>
</table>

### Session 1.1
11.00–11.25

**80.2.3**
**LN** Williamson
*Generation 1.5: writing at the nexus of English language proficiency and academic literacy*

**80.3.15**
**LN** Barnett-Lennard & Ciuccet
*Using current research to inform contemporary ALL services*

**80.4.19**
**DS** Carmichael & Ross
*Post graduate coursework student transition: how can success of online support be measured?*

**80.8.10**
**LTW** Tuttly, Leslie-McCarthy & Do
*Transition and the mobile space: the ANU Quest app*

**80.9.12**
**PI** Kehrwald, Head & Harper
*Lost in (open learning) space*

### Session 1.2
11.30–11.55

**80.2.3**
**LN** Thies, Rosario, Goldingay, Niperess, Cockwell-Nelson, Gao & Wallis
*Embedded literacies curricula: the challenges of measuring success*

**80.3.15**
**DS** Byrnes, Slatyer & Green
*‘Creative understanding’ and the development and use of ALL resources*

**80.4.19**
**DS** Dellar & Bond
*‘It’s almost like being there’: Using Adobe Presenter to provide contextualised academic literacy advice online*

**80.8.10**
**LTW** Humphreys & Smith
*Transnational ALL provision in TechnoWorld*

**80.9.12**
**PI** Szentes & Tīkaratana
*Critical thinking and employment readiness: The role of semantic waves in preparing students for life after university*

### Session 1.3
12.00–12.25

**80.2.3**
**LN** Custance & Speight-Burton
*Resource development for bridging student literacies*

**80.3.15**
**DS** Graves, Haynes, Harvey & Graves
*Group writing tutorials: Do they improve student writing?*

**80.4.19**
**DS** Cleerehan
*Exploring multi-level evaluation of HDR learning resources: What can we count as success?*

**80.8.10**
**LTW** Dianati
*Peer-learning and Social Network Analysis: an example of Connectivism as pedagogy and as a theory*

**80.9.12**
**PI** Levrail, Bolster & Le Kernec
*Mixed Panel Oral Presentation Assessment: Preparing Electrical & Electronic Engineering Students for Work*

### Lunch
12.30–1.30 pm

**80.2.3**
**PL** Rogers & Dobos
*Assessing academic skills: the benefits of peer review in first year science and engineering units*

12.30–1.30 pm **Lunch** - 80.2 foyer and 80.3 foyer

During the lunch break, there will be a launch of the website: Degrees of proficiency: Building a strategic approach to university students’ English language assessment and development (Dunworth, Drury & Kralik) in 80.2.7 (Lecture Theatre).
<table>
<thead>
<tr>
<th>Session</th>
<th>Panel sessions</th>
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<tbody>
<tr>
<td>1.4</td>
<td>80.2.3 Panel 1 - LN Collaboration at the nexus Benzi, Pryce &amp; Smith Embedding academic literacies: the illusion of putting in what’s not there? McGowan The literacies nexus: including a class of undergraduate students into the academic language of their discipline Vaith, Johnson &amp; Mansfield Collaboration at the nexus: academic literacy development in Education</td>
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<tr>
<td>1.5</td>
<td>80.2.3 LN Pourshafie &amp; Brady Academic advisors as agents of change in collaborations with faculties</td>
</tr>
<tr>
<td>1.35–2.40</td>
<td>80.3.15 Panel 2 - LN Institution-wide strategies Morgan &amp; Keogh Integrating Academic Literacy into Tertiary Teaching: a two-level approach Quantrell Systematic Integrated Learning Adviser Program: a strategic approach to embedding first-year support Smith Towards an institutional approach to the support of academic language, literacy and numeracy</td>
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<tr>
<td>1.4</td>
<td>80.3.15 LN Dymock, Green &amp; Miles Re-framing our ALL practice – the ‘boutique auto-repair’ approach to building capacity for student success</td>
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<tr>
<td>2.45–3.10</td>
<td>80.4.19 Panel 3 - DS Barthel From good practice principles to English standards: what exactly have we integrated?</td>
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<td>3.15–3.45</td>
<td>80.4.19 DS Roberts Student use of mobile devices in lectures: What are they doing?</td>
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<td>3.15–3.45</td>
<td>80.8.12 Panel 4 - LTWface to face versus online learning Burrows Synaesthesia as a model for multisensory learning: The challenge of engaging and inspiring students in a techno-world Firth The ‘aura’ of authenticity in the age of digital lecture theatres Delold Virtually face to face: Webinars answer online students’ need for live academic skills training</td>
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<tr>
<td>3.15–3.45</td>
<td>80.8.10 Panel 5 - PI Pathways from the personal to the academic Baker Transitions and shifting understandings of writing: building rich pictures of how moving from school to university is experienced through exploration of students’ discourses of writing Johnston &amp; Collett Parents, partners and friends collaborating in transition and success Rosario, Thies, Wilshart, Moles, Goldingay, Hosken, Ripperess, Carrington, Owen &amp; Hitch Holding up mirrors: Reflections on academic literacy development across course curricula</td>
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<tr>
<td>2.45–3.10</td>
<td>80.11.10 Panel 6 - PI PASSwrite: a strategic approach to the support of academic language, literacy and numeracy. Power, Armstrong, Dormer &amp; Coady A place for peers in blended course delivery</td>
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<tr>
<td>80.10.17</td>
<td>Panel 7 - LN Grammar and ALL Moodie Should we teach traditional grammar to L2 doctoral students? Johnson Grammar Panic! Mackie Finding grammar in the process: Designing a doctoral writing program</td>
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<td>Session</td>
<td>80.2.3</td>
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<tr>
<td>1.6</td>
<td>3.50–4.15</td>
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<td>4.20–4.45</td>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>4.50–5.50</td>
<td>AALL Annual General Meeting - 80.2.7 (Lecture Theatre)</td>
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<tr>
<td>6.30–9.30</td>
<td>Conference party at Zinc, River Terrace, behind Federation Square (by the Yarra River)</td>
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### Concurrent Sessions: Day 2 – 15 November

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic and Presenters</th>
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</thead>
<tbody>
<tr>
<td>9.00–9.50</td>
<td>Keynote address: Professor James Arvanitakis</td>
<td>80.2.7</td>
</tr>
<tr>
<td>9.50–11.00</td>
<td>Morning tea, including poster session at 10.30 (80.3 foyer)</td>
<td>80.2 foyer and 80.3 foyer</td>
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#### Session 2.1

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic and Presenters</th>
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</thead>
</table>
| 11.05–11.30 | LN Chanock  
Teaching subject literacies through blended learning: reflections on a collaboration between academic learning staff and teachers in the disciplines |
| 11.05–12.00 | 80.2.3  
LN Buckingham & Waxler  
Nanotechnology, Design Solutions, and... Academic Literacy Skills |
| 11.05–12.00 | 80.10.17  
LN Ramsay-Drijball  
Unmaking English Proficiency Development at the Queensland University of Technology International College |
| 11.05–12.00 | 80.4.19  
DS Mort & Rannenberger  
Practising Academic Literacy Online: Reflections on a mini-MOOC |
| 11.05–12.00 | 80.8.10  
PI Clarke  
Deep learning: moving beyond the teaching of applied transferable skills in the learning and teaching of critical thinking |
| 11.05–12.00 | 80.11.10  
DS Cunningham & Brooman-Jones  
Demonstrating Success Through Feedback |
| 11.05–12.00 | 80.3.6  
Talk Tank  
Oral professional communication: addressing diversity |
| 11.05–12.00 | Leaders: Jones, Macdonald & Gross |

#### Session 2.2

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic and Presenters</th>
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</thead>
</table>
| 11.35–12.00 | 80.2.3  
LN Butorac & Rogers  
Model behaviour: Interdisciplinary team-teaching as a framework for developing graduate attributes |
| 11.35–12.00 | 80.10.17  
LN Harvey, Jones & Ridgway  
MASUS Implementation: Successes and Challenges |
| 11.35–12.00 | 80.4.19  
DS Behrend  
'I want to cry': drivers of success in thesis writing by research students with English as an Additional language (EAL) |
| 11.35–12.00 | 80.8.10  
LTW Preston  
Integrating Online Academic Skills into a Preparatory Orientation Program for New Students |
| 11.35–12.00 | 80.11.10  
PI Lum  
Academic Literacy in the new "Macquarie model" PhD pathway: challenges in design and evaluation |
| 11.35–12.00 | 80.11.10  
DS Fenton-Smith & Humphreys  
Developing the ALL Abilities of EAL Postgraduate Coursework Students: Views of ALL Practitioners |

#### Session 2.3

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic and Presenters</th>
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</thead>
</table>
| 12.05–12.30 | 80.2.3  
LN Cater & Holland  
Exploring the Shape and Effectiveness of Co-tutoring at Whitireia, New Zealand: Identifying Key Factors Supporting Student Success |
| 12.05–12.30 | 80.10.17  
LN Almberg & Symons  
Building connections: The importance of relationships across disciplines |
| 12.05–12.30 | 80.4.19  
DS Ma, Scrimmager & Parker  
Student evaluation of academic literacy workshops: What can we learn from it? |
| 12.05–12.30 | 80.8.10  
LTW Wijeyewardene, Patterson & Collins  
Against the odds: Teaching writing in an online environment |
| 12.05–12.30 | 80.9.12  
PI Anderson  
Novices, Peers, Experts: Just who is the HD researcher? |
| 12.05–12.30 | 80.11.10  
DS Humphreys & Fenton-Smith  
Developing the ALL Abilities of EAL Postgraduate Coursework Students: Views of Discipline Academics |

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic and Presenters</th>
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</thead>
</table>
| 12.35–1.35 | Lunch  
- 80.2 foyer and 80.3 foyer |

Key to themes:  
LN = The literacies nexus: English, maths, academic skills  
DS = Demonstrating success  
LTW = Learners in TechnoWorld  
PI = Pathways and intersections  
PL = Peer learning
<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Theme</th>
<th>Presenter(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>1.40–2.05</td>
<td>LN</td>
<td>Havir &amp; O’Dwyer</td>
<td>An academic literacies project: a GUSS and SLC partnership at RMIT University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DS</td>
<td>Webb</td>
<td>Metaphors describing evaluation: how do academic staff members describe their professional approaches to evaluating ALL interventions, resources and relationships?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DS</td>
<td>Yazbeck</td>
<td>“I think I can… I think I can”. Perceptions of success of a group of mature age return to study learners, identified as being ‘at risk’</td>
</tr>
<tr>
<td></td>
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<td>LTW</td>
<td>Kennedy-Clark, Wheeler &amp; Quinn</td>
<td>Using Polling Applications to Develop Academic Literacy in Lectures</td>
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<td></td>
<td></td>
<td>LTW</td>
<td>Ernst</td>
<td>Evaluating ALL e-learning: What characterises effective resources?</td>
</tr>
<tr>
<td>2.5</td>
<td>2.10–2.35</td>
<td>LN</td>
<td>McCormack</td>
<td>Academic Literacy: Towards a renewed rhetorical stylistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LN</td>
<td>Javed &amp; Dooley</td>
<td>Mathematical knowledge for teaching: Supporting education students with their numeracy needs</td>
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<tr>
<td></td>
<td></td>
<td>DS</td>
<td>Coverdale &amp; Chester</td>
<td>Write this down and don’t stop there</td>
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<tr>
<td></td>
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<td>LTW</td>
<td>Miller</td>
<td>Learning to research with Wikipedia: It really does work!</td>
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<tr>
<td></td>
<td></td>
<td>PI</td>
<td>Carr &amp; Hallpike</td>
<td>Diploma pathways in Education: a case of discipline-linked course design</td>
</tr>
<tr>
<td>2.6</td>
<td>2.40–3.05</td>
<td>LTW</td>
<td>Castillo &amp; Jansen</td>
<td>Online social networking facilitates the social construction of learning, but face-to-face engagement remains relevant</td>
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<td>LTW</td>
<td>Cavaleri</td>
<td>Engaging students in the feedback process using one simple (and free!) eTool</td>
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<td>PI</td>
<td>McKenzie</td>
<td>Direct approaches to students in a drop-in environment</td>
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<tr>
<td></td>
<td></td>
<td>DS</td>
<td>Johnson, Johnson &amp; Reeves</td>
<td>Identifying and enhancing student success through a collaborative teaching approach</td>
</tr>
<tr>
<td>3.10–4.00</td>
<td>Reflections and close (including feedback from Talk Tank sessions) - 80.2.7 (Lecture Theatre)</td>
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<tr>
<td>4.05–5.00</td>
<td>Wine and Cheese - 80.7 - on the balcony near the cafe</td>
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</tbody>
</table>

Key to themes: LN = The literacies nexus: English, maths, academic skills; DS = Demonstrating success; LTW = Learners in TechnoWorld; PI = Pathways and intersections; PL = Peer learning
Associate Professor Sophie Arkoudis

S. Arkoudis
University of Melbourne
Email: s.arkoudis@unimelb.edu.au

Sophie Arkoudis is an Associate Professor in higher education and Acting Director of the Centre for the Study in Higher Education at the University of Melbourne. Her research is associated with higher education policy development. Her research program spans English language teaching and learning in higher education, English language assessment, student finances, access and equity, academic workforce and internationalising the curriculum.

In 2012, she received an Office for Teaching and Learning National Senior Teaching Fellowship that focuses on developing options and strategies for integrating English language learning outcomes in higher education curricula.

Keynote Thursday 14 November

ALL at the crossroads

The higher education landscape is changing. Within the widening participation agenda of the Australian government, the linguistic and cultural diversity of students undertaking higher education courses has increased, and with this a shift in focus to English language proficiency (ELP) learning outcomes of all students. As a result Australian higher education institutions are developing strategies for monitoring and evaluating the English language learning outcomes of their graduates. Critical to this is the role of Academic Language and Learning Advisors in reconceptualising their work. This raises questions about redefining the role and repositioning the work of ALL. This presentation will propose future directions in this area.

Notes
James Arvanitakis is Professor – Social and Cultural Analysis with the University of Western Sydney and a member of the University's Institute for Culture and Society. He is also the Head of the Academy at UWS. His many publications include Contemporary Society, a sociology textbook on analyzing the contemporary world (Oxford University Press), for which he is currently writing a second edition. Amongst his current research projects is an Australian Research Council funded project, ‘Heterogeneous citizenship in a complex world’, which looks at the changing nature of citizenship and how civics education can be promoted to marginalized and disengaged communities. He is also the 2012 Award Winner of the Office of Learning and Teaching Prime Minister’s University Teacher of the Year Award. A former banker turned human rights activist, he has worked in conflict zones throughout the Pacific and Asia. In 2013, James was appointed the Head of UWS Academy - the new leadership and community engagement initiative of the University.
Q: What connects lecturers and Academic Language and Learning (ALL) advisors?

A: Students

Changing demographics, internationalisation, multiple commitments and a widening participation agenda in the contemporary university have resulted in a radically different student cohort than existed a generation ago. In addition, changing technologies and a radically different learning environment means that this cohort demands and requires different learning and teaching approaches. While a proportion of any university teaching staff continue to deliver both lectures and the broader content via the traditional ‘broadcast’ style in which we were schooled, the greater challenge is to adapt and respond to these rapid changes without compromising academic standards.

In this environment, lecturers and Academic Language and Learning (ALL) advisors must work together if we are serious, firstly, about student outcomes across attendance, retention and academic success rates; and secondly, about the social justice project that is operationalised by the widening participation agenda. The fundamental challenge is to bridge the gaps between lecturer and student; and one clear approach is to build a bridge together with the professionals who are best placed to work with students, academics and the university to support and address those difficulties that arise from the rapid changes outlined above: changing demographics, internationalisation, multiple commitments and a widening participation agenda. It is vital that lecturers do not locate the blame for miscommunication due to mass communication with students: it is not students any more than teachers who control class size or admission thresholds. Rather, lecturers and ALL advisors alike must reflect on our own teaching and learning methods. The question is: how can lecturers and ALL advisors best work together in bridging this divide? After all, our shared goal is ultimately to see students building the skills to become and stay engaged with course content to the extent that they develop the graduate attributes towards which we all must strive.

In this presentation, I will discuss various approaches that lecturers and ALL advisors can employ to work more effectively together in addressing these various communication divides. From story-telling to co-development of curriculum to the use of social media, improved co-operative teaching is a matter of ensuring strong communication and quality pedagogical practices are accompanied by reflective learning and a shared commitment to student attainment.

Notes
9.00 am – 10.55 am

Using webinars for live online academic skills training

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This workshop will address the need to provide improved academic language and learning services to online students. It will address it by demonstrating practical ideas and tips on how to structure content and activities for webinars and how to facilitate successfully using web conferencing software.

Participants are asked to bring along a short topic that they usually run face to face, and will then develop and run mini-webinars based on their topics. Thus participants will have practical experience in ‘converting’ a known topic for online delivery. The session will use Blackboard Collaborate software in conjunction with PowerPoint; however the principles are applicable to other web conferencing/tools. This workshop will be run in a computer lab with a computer for each participant.

Presenters:
Jacquie Delord, Student Learning Support Coordinator,
Melbourne Campus, Australian College of Applied Psychology.

Jacquie is responsible for student learning support at ACAP’s Melbourne campus and coordinates ACAP’s national learning support webinar program. Previously, Jacquie worked at Monash College in bridging programs for international students and also spent five years teaching EAP and working as an IELTS examiner overseas.

Jamie Sklavos, Librarian, Melbourne Campus,
Australian College of Applied Psychology.

In addition to managing ACAP’s library in Melbourne, Jamie has been conducting webinars on topics such as research skills and EndNote for staff and students since 2012. Jamie is also involved in the development of asynchronous online training in library skills. Jamie is currently completing a Master of Information Management at Curtin University and previously worked in the Dorothy Hill Physical Sciences and Engineering library at the University of Queensland.

Notes
This workshop will address the following:
Any radical relocation in socio-institutional space provokes an equally radical re-examination, perhaps even reconstruction of one’s identity and sense of self. This workshop rests on the premise that the dramatic repositioning of ALL from its previous precarious and marginalised status into a central role within the emerging learning curriculum, requires that ALL reflect deeply on its defining practices, values, commitments, ways of knowing, aspirations and so on; in short on its identity in this new institutional context. Otherwise, instead of basking in the glow of ‘being wanted at last’ we may find ourselves drowning (or dissolving) beneath the weight of ever expanding demand and with little power of the terms on which we operate.

This workshop looks to foster a discussion intent on gradually forging a broad consensus about the identity and roles of ALL. Without such a dialogue, ALL may simply continue old habits of responding to institutional transformations with short-term, tactical responses aimed at institutional survival, not longer-term strategic responses. Thus, the question addressed in this paper is: What, in the eyes of the field of ALL, could or should be ‘the place’ of ALL in the new emerging university landscape?

It will address it by:
- Outline of the institutional background (15 mins)
- Presentation of a possible framework for capturing ALL (15 mins)
- Break into groups to discuss, adapt, enrich, re-design, or re-place the framework (40 mins)
- Re-assemble and compare findings/creations of different groups (30 mins)
- Final debrief and evaluation: Where to from here? (15 mins)
This workshop will address how to make skills explicit in coursework curricula using the Research Skill Development (RSD) framework (Willison & O’Regan, 2006). It will be addressed by unpacking, explaining and exploring the RSD through active participation, scaffolded guided group work activities and discussion. The workshop will promote best-practice principles and methods between academics, librarians and learning skills advisers to applying RSD informed approaches for student learning using sustainable grass root strategies. Case studies of collaborative approaches and applications of RSD implementation from Monash University will provide real life examples of important undergraduate skills development.

It will be addressed by:
- unpacking the RSD Facets of Inquiry
- unpacking the RSD Levels of Autonomy
- exploring the RSD framework to identify Research skills
- skills Matching to make skills explicit activity
- demonstrating how the RSD aligns with AQF.

The RSD framework is now a strategic priority that underpins Monash University’s Education Strategy 2011-2015. Monash University library staff are engaging in rich collaborative partnerships with academics to lead the dissemination, adoption and implementation of the RSD framework across Monash University.
Presenters:

Leanne McCann is an innovative and experienced educator with significant program leadership in a range of dual sector educational settings. As Learning Skills Manager, Leanne leads the team of learning skills advisers in the unique model of research and learning in libraries to work in partnership with discipline academics across Australian, Malaysian and South African campuses. Leanne led the Monash University English Language Skills working party to research, map, analyse and report on English Language skills development across the curricula. Leanne has presented and facilitated workshops at both national and international universities to design curricula informed by the RSD. Leanne has been member of two OLT research projects and made significant contributions to higher education as a member of university wide and external fora and working to effect in-curricula skills development, now in the Monash Education Strategic Plan 2011-2015. Recipient of: the Vice Chancellors’ Award for Programs that Enhance Learning, Special Commendation 2011 and Deans Award, Business and Economics, Excellence in Teaching, 2009.

Lyn Torres, Information Research Skills Manager, Monash University is a key implementer and initiated the use of the RSD for the in-curricula development of students’ research skills through library-faculty partnerships. Lyn’s interest is the educative contribution of libraries for enhancing student learning through research skill acquisition. She has collaborated with academic colleagues on two OLT funded RSD projects at Monash since 2009. Lyn has influenced the invigoration of the skills agenda at Monash University by encouraging a collaborative approach between professional and academic staff leading to educational policy endorsement for the RSD. Lyn has presented at educational conferences; successfully co-designed and implemented a new module for the Graduate Certificate of Academic Practice on using the RSD to inform the skills curriculum, and has been invited by universities nationally and internationally to present and facilitate workshops on integrating RSD informed approaches to make student’s research skills explicit in disciplinary content. Recipient of: Excellence in Learning and Teaching (2011), VC Award for Programs that Enhance Learning, Special Commendation (2012).

Notes

New students, new learning: new challenges?
This workshop will address problems and possibilities in collaborating with discipline staff. Many ALL practitioners concur with the emerging consensus in the field of academic literacies, that these are probably best developed within discipline subjects. For us, this means collaborating with discipline lecturers to embed relevant activities and resources in the subject curricula. However, in practice, this is not easy to achieve. Lecturers may be reluctant to make space for “skills” in their teaching program; alternatively, they may make space but avoid engaging with questions of literacies by leaving that role to the ALL staff, who can then be overwhelmed by the additional work.

When there is genuine collaboration, however, it creates opportunities to help more students more effectively.

It will address it by canvassing some models of engagement, and factors that help or hinder their implementation. We will consider the advantages (and feasibility) of different kinds of presence for ALL practitioners – involvement in planning of subjects? Co-teaching? Online participation? Contributing resources? Participants will be asked to pool their ideas and experiences in this area, so that we can all go away with more ideas than we came with.

Presenters:
Associate Professor Kate Chanock has been at La Trobe University for 26 years, working with students and staff in the Faculty of Humanities and Social Sciences. Her interests include development of academic literacies, with a particular focus on the varieties of disciplinary discourses; embedding ALL in discipline subjects; teaching one-to-one; writing circles and learning circles; and ways of studying with a disability. Kate is a founding member of AALL, having convened the conference in 1994 which became a two-yearly, national event, and is one of the editors of the Journal of Academic Language and Learning.

Jan Counsell has taught in secondary schools, TAFE and in the tertiary sector. She began working in the TESOL field and then branched out into academic language and literacy. As well as working in universities in South Australia, NSW, Victoria and Tasmania she has also taught in Thailand, Samoa and Japan. She is currently teaching in the ALL unit at the Bendigo campus of Latrobe University.

Robyn Yucel is an associate lecturer in the Academic Language and Learning Unit in the Faculty of Science, Technology and Engineering at La Trobe University, Melbourne. Her current research interests include assessment in higher education, communities of practice, and the nature of science in undergraduate science degrees.
11.00 am – 12.55 pm

**Embedding English language development into the disciplines**

Carmela Briguglio
Communication Skills Centre, Curtin University
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This workshop will address:

- Strategies for embedding language development across the disciplines
- A model for interdisciplinary collaboration.

It will address this by:

- Presenting ideas and models and facilitating discussion about the following:
- The current tertiary education context and why embedding strategies are appropriate
- A model for academic language and learning support along a continuum
- A model for interdisciplinary collaboration
- A tool for examining units of study to explore possibilities for ‘embedding’
- Focussing on the role of AALL practitioners within a University embedded support framework.

**Presenter:**

Carmela Briguglio has a background in language teaching and applied linguistics, and a special interest in internationalisation of curriculum and intercultural communication. Over the last 20 years Carmela has worked at Curtin University in a number of different roles. She is currently an Associate Professor in the Curtin Business School and Manager of the CBS Communication Skills Centre. In the middle of 2012 Carmela was awarded a National Teaching Fellowship from the Office for Learning and Teaching, specifically to work in the area of embedding English language development and support into the disciplines. In this workshop Carmela will explore the role of ALL advisers and examine ways we can better work with discipline staff to influence successful learning.

**Notes**
11.00 am – 12.55 pm

Peer learning for staff: peer partnerships for academic language and learning educators

Dallas Wingrove
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Peer observation of teaching practice is becoming increasingly common in higher education. The approach has been linked to enhanced teaching confidence and skill development, as well as improved collegial relationships. As such it represents an efficient and effective form of professional development, empowering educators and building supportive networks. This workshop will address the question of how peer observation might be used to support the professional development of ALL staff.

It will address it by describing Peer Partnerships, a program that provides staff with opportunities to reflect on, discuss and improve their teaching. The workshop will provide reflections from ALL staff, who paired with colleagues in the library, on their experiences in the program. The workshop will explore the model of peer partnerships, including the underlying principles and action-research processes as well as the distributed leadership approach used to develop peer partnerships as a sustainable practice. Quantitative and qualitative results supporting the effectiveness of the program will be examined and the challenges of implementation, with particular reference to the ALL domain explored. Workshop participants will have access to a range of resources developed by the Peer Partnership team that can be adapted for implementation at other universities.
New students, new learning: new challenges?

Presenters:

Dallas Wingrove (M Ed (Teaching); Grad Dip Ed, Grad Dip TESOL, BA Arts) is a Senior Research Fellow in the College of Design and Social Context at RMIT University in Melbourne, Australia. She has accumulated almost twenty years’ experience as an educator working across the Secondary, TAFE, Adult Migrant and Higher Education sectors. Dallas is committed to excellence in learning and teaching including through the e delivery of needs based, sustainable professional development. Dallas has worked extensively in education to provide learning and teaching leadership for quality enhancement across diverse disciplines within the university’s three Colleges. She has also led research projects within RMIT to support the university’s research capability. Dallas’s research interests include: peer partnerships, educational leadership, transnational education, change management, linguistics and discourse analysis.

Angela Clarke (M Ed (Teaching); B Ed) is a Senior Research Fellow in the College of Design and Social Context at RMIT University in Melbourne, Australia. She has accumulated almost twenty years’ experience as an educator and is committed to excellence in creativity education. Angela’s background is in drama and theatre education and she has worked extensively in creative arts education to provide learning and teaching leadership amongst academics in creative disciplines. Angela is a singer/songwriter who leads a group of women musicians in the band Luminate Ensemble. Angela’s research interests include: creativity education; embodied cognition; and educational leadership. She is currently undertaking a PhD at Monash University in theatre performance.

Andrea Chester is an Associate Professor at RMIT University. In her current role as Acting Deputy Pro Vice-Chancellor, Learning and Teaching, College of Design and Social Context, Andrea provides learning and teaching leadership for the College, with a focus on teaching quality and innovative curriculum design. Andrea has over 20 years’ experience as an academic, with a track record of research in the field of learning and teaching as well as in her discipline, psychology. In 2012 she led the OLT project Transition In, Transition Out, which developed and evaluated a student mentoring model to simultaneously support first and final year undergraduate students. Together with Dallas Wingrove and Angela Clarke, she has been instrumental in the development of Peer Partnerships, a model of reciprocal, reflective practice to support professional development for academic staff. She is currently leading a grant on e-learning and m-learning for GP registrars. Andrea has won a range of awards for her teaching practice, including, in 2008, an ALTC Citation for her work on e-learning.

Notes
Many students from language backgrounds other than English who come to study in Australia have considerable difficulties in communicating in spoken English. Difficulties exist at many different levels.

The workshop will address

• some oral communication problems faced by university students in Australia, particularly those from differing cultural and language backgrounds.

It will address this in the following way:

• The workshop will present a summary and analysis of the causes of some students’ major oral communication problems.

• Workshop participants will examine a range of formal and informal academic communication situations, including seminar presentations, tutorial participation, casual conversation and ‘administrative negotiations’.

• Options to include spoken communication skills into courses will also be discussed.

• The role of formal tuition in spoken communication and pronunciation correction strategies (at the suprasegmental level) will be analysed.

Presenters

Alex Barthel is currently a higher education consultant in academic language and learning. Previously he was the Director (1992 – 2011) of the former ELSSA Centre, the academic unit which provided academic and professional English language services to students and staff at the University of Technology, Sydney. He was the inaugural President and he is the current Public Officer of the Association for Academic Language & Learning (AALL Inc.). He was a member of the DEEWR/AUQA Steering Committee which developed the English Language Standards For Higher Education (ELSHE), based on the Good Practice Principles (GPP) for English language proficiency for international students in Australian universities. Previously, Alex was Head of the Division of ESOL/Languages in the NSW TAFE Commission, the largest post-secondary educational institution in the southern hemisphere. Alex has extensive experience in adult language education, staff training, professional development and educational management in Europe and Australia where, shortly after his arrival, he taught English to migrants. Alex has received recognition for his achievements through several Teaching and Learning awards from the Australian Government, from the University of Technology Sydney and from the NSW TAFE Commission.

Alex is formally registered as an expert in Academic Language and Learning with the Australian Government Tertiary Education Quality Standards Agency (TEQSA).
His current research areas and consultancy work include:

- the development of English language policy and procedures in the context of English language standards in higher education
- the integration of academic language and learning (ALL) into discipline curriculum, assessment and related professional development
- the conduct of audits/reviews and benchmarking of English language entry requirements and of the provision of academic language and learning support for domestic and international higher education students
- the development, implementation and evaluation of post-enrolment language assessment (PELA) strategies of higher education students
- the assessment of levels staff competence through recruitment procedures and performance reviews
- the presentation of seminars and workshops in the field of academic language and learning
- the assessment and implementation of strategies to improve academic integrity and reduce plagiarism
- the development of cross-cultural communication, particularly spoken language, in academic and professional contexts
- the acquisition of paralinguistic and suprasegmental features by adult second language learners; and
- the development of remedial and preventive pronunciation strategies for adult second language learners, with a particular interest in speakers of Asian languages learning English.

Notes
11.00 am – 12.55 pm

Using academic integrity to embed language & learning into curriculum

Fiona Henderson
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Judy Maxwell
Study and Learning Centre, RMIT University
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Busy lecturers say that they only have time to teach content yet in the next breath they cry “My students can’t write!” or “I keep finding cases of plagiarism!” In some instances the Language and Learning lecturers are wheeled in to give a guest lecture on the most “needy” skill, in some cases optional workshops are created, in some cases students have to find their own way to the Language and Learning resources.

This workshop will address a less risky, more sustained and more sustainable approach of a semester long embedded approach using a theme. The theme we propose is Academic Integrity (AI).

Assuming that lecturers can be convinced by the “Why should I teach Academic Integrity?” argument, the question is often “How should I teach Academic Integrity?” followed by “When should I teach Academic Integrity?” Biggs (2003) argues for “constructive alignment” which is one way of answering the “how” question. Such an alignment could exist between learning objectives, content and assessment tasks. If students are given a learning objective, they can rightfully expect teaching and learning activities that make the objective explicit and meaningful, and then they should undertake an assessment task that checks for understanding and application of the learning objective.

The teaching and learning is not likely to occur through a single activity. For the majority of students learning is incremental; the steps are small, not always evenly spaced, and reinforcement and feedback essential (Shute, 2008).

To answer the “when”, the notion of “teachable moments” according to Havighurst (1952) refers to the best developmental stage for specific learning to take place. More recently it has come to mean the time at which the student has the greatest interest and degree of engagement with a topic (Gladwell, 2002). As a negative, these moments occur when the student sees that the lecturer is applying punishment for broken rules. Ideally, the “need” is seen before the rule is broken (Miller, Shoptaugh & Wooldridge, 2011).

The workshop will address the embedded approach by presenting for discussion three “in-curriculum” schema for a flow of activities that build the understanding and skills of academic integrity throughout a semester. These schema represent three groupings of subjects: those easy to embed AI because integrity is clearly linked to the professional outcome (eg Nursing); those which have a broad discipline link to a profession (eg Management); and the core foundation subjects which are transdisciplinary. Participants will be asked to brainstorm possibilities for collaborating and embedding AI at their universities.
Presenters:
Fiona Henderson is a Senior Lecturer in Academic Language and Learning (ALL) & Coordinator Student Learning Unit (SLU) at Victoria University. She was a co-researcher and author of VU’s AVCC grant Improving Language and Learning Support for Offshore Students in 2005. She received a Carrick Citation in 2007 and a Victoria University College Award in 2011. She was a senior team member in the highly successful ALTC funded Academic Literacy Project, Investigating the efficacy of culturally specific academic literacy and academic honesty resources for Chinese students. She has led VU’s annual Teaching and Learning conference with Chinese partner institutions in China and is currently undertaking collaborative research projects into the Scholarship of Teaching and Learning with the Chinese partner institutions. Her OLT funded Academic Integrity project Working from the Centre: supporting unit/course co-ordinators to implement academic integrity policies, resources and scholarship has a very practical focus.

Judy Maxwell is a Senior Educator in the Study and Learning Centre, RMIT, where her role involves developing the academic literacy of RMIT students. She teaches in discipline-specific workshops and individual appointments. She coordinates Study and Learning Centre provision for postgraduate students and works closely with the School of Graduate Research to deliver On Track workshops with a thesis writing focus. She is a member of the OLT funded Academic Integrity project Working from the Centre: supporting unit/course co-ordinators to implement academic integrity policies, resources and scholarship.

Notes
This workshop will address the use of social media tools for professional learning, collaboration and identity building for educators. It will address this by providing a short presentation on social media and personal learning networks as well as a PLN mapping activity. After this there will be hands-on opportunities through a speed dating format for participants to engage with an expert in exploring social media tools. The tools we will look at are:

- Jing
- Twitter
- Flipboard
- Scoop.It
- Evernote
- Voicethread
- Padlet

Presenter:
Joyce Seitzinger is an education technologist working in higher education, passionate about improving learning experiences through emerging technologies and innovative learning design. Her special interests are digital curation, learning design and networked learning. She’s perhaps best known in the education technology community for developing the Moodle Tool Guide for Teachers. Joyce has worked in e-learning since 1999, currently as Lecturer in Blended Learning at Deakin University in Melbourne, Australia. Prior to that she was eLearning advisor at the Eastern Institute of Technology in New Zealand, leading a team of learning technologists in providing strategic advice, staff development & support, instructional design and course development services. She has a Master in Education Technology from the University of Southern Queensland which was excellent, but which has been surpassed by the abundant learning she has done in the last 5 years on Twitter. You can follow her @catspyjamasnz. Joyce is currently pursuing a PhD, researching digital curation.
2.00 pm – 3.55 pm

Early Warning Systems or Triggers for student retention and engagement - Do they work?

Rhonda Leece
Associate Director (Services), University of New England
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This workshop will address the use of an early warning system to identify students who may be at risk of disengagement and attrition, and will explore the way in which wrap around services offer them appropriate support to succeed at their studies.

*This will be addressed by:*

- Presentation of a case study demonstrating one model of system driven support
- Context mapping exercise to assist participants to identify within their own environment sources of structured and unstructured data which form the basis of implementing an early alert system
- Discussion about the role and models of referral and support for student success.

**Presenter:**

Rhonda Leece is the Associate Director (Services) in Student Administration and Services, University of New England. She has 15 years’ experience in the delivery of student services (both administrative and support). Her work has been guided by the basic principle that support services should be innovative, responsive to emerging needs and based on a respect for the diversity of the student population. The use of technology in the delivery of services emerged through the creation of the first Australasian on-line careers fair in 2001 (VCF2001) and has evolved to the current use of Business Intelligence data to inform student service delivery.

Rhonda and her team received a Carrick Citation (ALTC) in 2008 for holistic student support service delivery, an AUQA Best Practice Commendation in 2010, an Australian Learning and Teaching (ALTC) Citation in 2011 for the Early Alert Team, a 2011 ALTC Award for Programs that Enhance Learning and a 2012 Campus Review Highly Commended for an innovative service delivery model.

Her current work and PhD research revolves around harnessing the power of systems to identify students potentially at risk of disengagement and attrition and to deploy first rate personal services to remediate the problems these students face.
2.00 pm – 3.55 pm

Now you don’t see it, now you do

Emily Purser
Learning Development; University of Wollongong
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This workshop will address what it means to be ‘literate’ in multi-modal, digital learning environments. It focuses on the visual dimension of academic communications, the advantages of design in educational practice, and how to enhance presentations with visual design. It intends to be ‘hands on’, so participants are encouraged to bring their Internet-connected laptop, tablet or smart phone.

The topic will be addressed flexibly, aiming to meet participants’ interests. One option to consider is the role and means of visualization in constructing knowledge. Visual representation is a fundamental dimension of knowing many ‘STEM’ disciplines, and students often need help in learning to describe and explain information that’s represented numerically, graphically or diagrammatically.

Even in disciplines where information is not generally presented to students non-linguistically, visualization techniques can be helpful in developing both comprehension and language texts through which learning is assessed. We’ll look at the challenges for students as they learn to describe and explain in language what is presented visually, and some visual techniques for analyzing, summarizing and generating text.

The other option to consider is the advantage of good visual design in our own educational practice: how to visually conceptualise and organize learning experiences, and how to create effective visual elements for teaching. We’ll look at free software available online to collate, curate and create images to jazz up presentations, and some of the digital media I use to create English language learning spaces across the disciplines.

Presentation:
Emily Purser teaches and researches in academic language and learning development at the University of Wollongong. She works across disciplines to integrate English language education into various formal and informal learning environments, and is particularly interested in how digital cultures provide opportunities to promote English language growth within the design of disciplinary learning environments.

Notes
Day 1 Session 1.1

**Generation 1.5: writing at the nexus of English language proficiency and academic literacy**

_F. Williamson_

University of Western Sydney, Student Support Services

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For a number of reasons not always related to best practice, there has been a shift in higher education away from Academic Literacy (AL) and towards English Language Proficiency (ELP), as evidenced in the TEQSA quality assessment terms of reference and uptake of Post Enrolment Language Assessment in institutions across the country. Implicit in this shift in focus is a view that ELP and AL are mutually exclusive. Yet, as academic language and literacy experts, we know that although these two domains may at times be distinguishable, they are always complementary and overlapping. Due to their blending of the characteristics of Language Backgrounds Other than English (LBOTE) international and monolingual domestic students, the student cohort known as Generation 1.5 (Rumbaut & Ima, 1988) provides a clear exemplification of how these two domains overlap.

Generation 1.5 are bilingual students who, by virtue of migrating from a non-English speaking country during childhood are largely products of the local school system (Williamson, 2012). As such, they present a unique opportunity for the examination of the nexus of ELP and AL. The following analysis is based on a large-scale survey of first year university students as well as interview data and linguistic analyses of Generation 1.5 student writing.

This paper argues that a complex interplay of socioeconomic, educational and linguistic factors influence these students’ academic writing, rendering the distinction between ELP and AL an artificial dichotomy that not only obscures the nexus between the two domains but also prevents these students from gaining access to appropriate writing pedagogy.

**Key words:**
academic literacy; English language proficiency; Generation 1.5; academic writing

Notes
Day 1 Session 1.1

Using current research to inform contemporary ALL services

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L. Cluett
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The Association for Academic Language and Learning has come a long way in recent years. As ALL professionals, we have clarified who we are and what we’ve got to offer. Yet popular misperceptions about who our students are and how we should best teach them still exist. We hear, for example, that today’s learners can use ‘sophisticated’ technology but that their attention levels are ‘poor’ and that they can’t write ‘proper’ English. We also hear that centralised, face-to-face ALL services are passé, and that ‘old’ technologies hold little interest for today’s learners. We hear that, as a result, we should decentralise and instead align ourselves with faculties. We should dispense with ‘generic’ English language instruction in favour of embedded, disciplinary-specific teaching of academic literacies.

This teaching should incorporate the latest technologies to regain students’ attention. When we take a critical research approach to the English-technology-academic skills nexus, however, we can see that like all popular myths, these statements are part perception, part reality. While it is true that current evidence supports diverse, novel ways of teaching today’s learners, research conducted at the University of Western Australia also reveals some surprises. This paper presents lessons learned from data on contemporary students’ English language needs and technology capabilities. It suggests evidence-based ways for ALL to go forward, allowing us to reach and teach more students, more effectively.

Key words:
English language; technology capabilities; academic language and learning; generic skills; academic literacies; English-technology-academic skills nexus; contemporary students; teaching methodologies; Australian higher education
Day 1 Session 1.1

**Postgraduate coursework student transition: how can success of online support be measured?**

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In the context of institutional and national concern with TEQSA and ELP there are opportunities for the experience and expertise of ALL staff, and their research, to play an increasingly important role. Much emphasis has been placed on assisting new undergraduate students in their transition to university study, but according to O’Donnell et al. (2009), there has not been sufficient research of transition into postgraduate coursework studies where students may be commencing from non-traditional pathways. For example, those who enter with credit for prior work experience without an undergraduate degree, or who have graduated from another country may not be adequately prepared (Murray and Arkoudis, 2013, p. 8 – 12; Shaw et al., 2007). The development of an interactive online Blackboard site for commencing postgraduate coursework students at the University of Western Sydney (UWS) is providing support in terms of assignment preparation and adjustment to university. The site allows students to engage with podcasts of lectures, interactive modules and each other through the discussion board on the site, to organize study groups, share related course interests and develop friendships (Goodyear, 2005; Prensky, 2001).

However, questions arise such as: how can the success of this site be measured and will the institution be convinced that it is useful? A research project has been undertaken to evaluate the usefulness of the site with evidence from the analysis of questionnaire and interview responses and patterns of usage for the period 2011—13. It is argued that user feedback is a valid measure of success (Perez, 2002; Mort & Drury, 2012).

**Key words:**  
non-traditional post-graduate transition; academic preparation; online support evaluation

**Notes**
Day 1 Session 1.1

**Transition and the mobile space: the ANU Quest app**

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Recognising the importance of transition in the tertiary context, and its relationship to student success, satisfaction and retention, the Academic Skills and Learning Centre (ASLC) has developed a mobile scavenger hunt in the form of the ANU Quest app to assist with transition and orientation to the Australian National University (ANU). Students need to work in teams to devise strategies to approach the game, assisting them to make social connections, while the game itself takes students across campus to discover ANU spaces and university cultures. This presentation explains the choice to utilise the mobile space, the focus on geographical, social and institutional transition, and the decision to use the scavenger hunt format after research into the social and learning utility of games.

Having now facilitated 'Quests' in a number of contexts over the past 18 months, we also outline the key lessons we have learnt including the utility of focusing on specific audiences to create a cohort effect, the importance of who facilitates and markets the Quests, and the need to work collaboratively with multiple stakeholders to ensure a smooth development process and institutional uptake.

Key words: transition; mobile applications; gamification

Notes
The shift in focus by higher education providers to more student-centred approaches to teaching and learning has necessitated a rethinking of learning spaces to better support such approaches. Places of learning have shifted from traditional, physical classroom or lecture spaces to virtual spaces and increasingly to discipline and non-discipline specific learning commons or hubs. In early 2013 the University of South Australia (UniSA) launched a new open learning space (OLS) at its Mawson Lakes campus. The Language, Literacies & Learning (L3) team were tasked with utilising the OLS for the provision of academic language and learning (ALL) support to students. Drawing on institutional data, staff and student feedback and literature on current practice in OLS from other tertiary institutions, this paper reflects critically on the principles and processes which underpinned the conceptualisation of the ALL support role within the OLS.

It reveals a number of tensions between ALL practice, the L3 model and the University’s evolving conceptualization of the OLS: for example, private and personalised support in a public forum, flexibility in service delivery, space ‘ownership’ and identity and purpose of the space. How tensions are addressed has implications not only for the model of ALL service provision at the Mawson Lakes campus, but on a much larger scale in the new Learning Centre scheduled to be opened at the City West campus in early 2014.

Key words: academic literacy; learning spaces; language and learning support
Integrated or embedded discipline-specific approaches are widely entrenched in ALL practice. However, with challenges to resources and sustainability, it has become increasingly clear that collaboration is the key to ensuring that minimum resources are used to maximum effect.

While the focus of collaboration is generally between ALL staff and their discipline-based academic colleagues, there is definitely an emerging space that offers an opportunity for more innovative types of collaboration. Over the last couple of years, The Learning Skills Unit at Macquarie University has developed a strong partnership with the Mentors@Macquarie academic transition program. This has facilitated an ongoing dialogue between Learning Advisers and student Mentors, providing invaluable insight into issues of academic literacy from a student perspective. Indeed the Mentors themselves have sparked the idea of incorporating more of the student perspective into the workshops we offer in our ALL Unit.

This presentation will explore the development of the relationship between the Learning Skills Unit and Mentors@Macquarie, and the various ways in which we’ve been able to enhance each other’s practice; including greater involvement of Learning Advisers in the training and development of Mentors, as well as inviting Mentors to present parts of various Learning Skills workshops and give on-the-ground student perspectives to complement the more theory-based perspective of the Learning Advisers. The challenges and possible future directions of such collaborations will be discussed, along with the benefits of developing a collaborative model quite different from existing models of Peer Assisted Study Sessions (PASS).

Key words: academic literacy; peer mentoring
Day 1

Re-viewing english language proficiency

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A talk tank is a space of inquiry that leads to the development of communities of practice and collaborative ideas for action.

Discussion in this Talk Tank will be structured around these key questions:
• What do we think about how ELP is defined in HE institutions?
• What do we think about how ELP is currently assessed and developed in institutions?
• Can AALL take a position in defining, assessing and developing ELP in universities?
• How do we tell our ALL team’s ‘story’ to discipline staff across the university?

Groups will rotate around the three questions (using the ‘speed dating’ principle).
Day 1 Session 1.2

**Embedded literacies curricula: the challenges of measuring success**

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With the growing focus on widening participation of students from low socio-economic status (LSES) backgrounds, Language and Learning Advisers (LLAs) are involved in a range of university strategies that can support student success. Devlin et al. (2012) argue for an inclusive approach to curriculum and assessment design to support LSES students. The ‘Embedding academic literacies in your course curriculum’ HEPPP funded project at Deakin University takes the view that an academic literacies approach which moves away from a deficit model and envisages the development of academic literacies in terms of disciplinary practices and shifting identities (Lea & Street 1998) is particularly relevant to valuing the voices of LSES students. The project has involved LLAs working with four academic teams on embedding academic literacies, drawing upon a model (Jolly 2001) developed to support the development of graduate attributes: reviewing the constructive alignment of the curriculum, scaffolding assessment tasks through learning activities, and reviewing the effectiveness of assessment and feedback. Measuring the success of the project has presented a number of challenges. Overall the evaluation focuses on the project’s capacity to build a community of practice around inclusive curriculum development to support the development of academic skills and literacies. This presentation will explore the issues in interpreting data on retention and success of students from a LSES background, of students’ perceptions of the development of their own academic success, and of staff perceptions of the impact of the project in the context of a larger curriculum enhancement project across the University.

Key words: academic literacies; LSES students; increasing participation; widening participation; inclusive curriculum design
References:


Notes
Day 1 Session 1.2

‘Creative understanding’ and the development and use of ALL resources

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Academic processes and interactions reveal significant differences between student perspectives and staff and institutional views of ‘successful participation’, the ‘achievement of learning outcomes’, academic writing skills, and the relationship between academic tasks and the situations, institution and ‘community’ structure in which they are embedded. The challenge for the ALL practitioner is to identify these differences of understanding and perception and use them as the basis for successful collaborative practice.

The changing landscape of higher education, not least the growing numbers of CALD students at university, means that the academic environment is characterised, more than ever, by situations and understandings that demand a rethinking and extension of ‘old’ or existing perceptions and representations. Perhaps the most important prerequisite for rethinking and adapting is what Bakhtin calls ‘creative understanding’ – an ongoing expansion and negotiation of understanding, and a reconceptualising of roles and work.

This presentation describes a joint venture between ALL staff in the Learning Skills Unit at Macquarie University and their academic colleagues in the faculty of Linguistics (Interpreting and Translating) which identified staff and student understandings and perspectives of ALL and used these to inform successful ALL practice.

Guided by the assumption that change must be feasible for those in the situation and systemically viable and appropriate, the project:

- identified contradictions in student, staff and institutional perceptions and approaches
- re-assessed understandings and representations
- developed student capabilities, allowing learners to use their own activity to (re)construct understanding and knowledge
- designed staff training and resources to assist students with academic literacy
- embedded agreed learning outcomes in teaching and learning activities and in assessment processes.

Key words:
academic literacy skills; student, staff and institutional perspectives; ALL training and resources; constructive alignment of content; language and learning

Notes
Day 1 Session 1.2

‘It’s almost like being there’:
Using Adobe Presenter to provide contextuaslised academic literacy advice online

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The Nursing Resources website is an online academic skills website developed for students in their transition into the Bachelor of Nursing program at RMIT. It provides key advice on study skills and writing structures contextualised for the assessments undertaken in the first and the second year of the degree program. The website consists of a blend of media including interactive PDFs, text-based webpages and Adobe Presenter voiced PowerPoint. While the benefits of online interactivity over the passive learning modality of text pages are documented, the Adobe Presenter offers an effective medium incorporating voice with visual explication. Adobe Presenter’s value is in enhancing access for students who are time poor and at distance. Academic staff describe ‘what’ to do with regard to assessments, however there is often little explication of the ‘how’.

And while academic skills webpages explicate the how, the application of this to the specific assignment remains a gap that students frequently fail to negotiate. Consequently, the starting point of this conversation was recurring intensively at the Study and Learning Centre in regard to specific assessments. At a time when learning skills units are being encouraged to maximise their reach, the Adobe Presenter format lends itself to this phase of the consultation process extremely well as well as facilitating student independence. This presentation will briefly describe the development of the website, show extracts from the Adobe videos, present evaluation of the usefulness of the resources and provide tips on using Adobe Presenter to create effective learning resources.

Key words:
academic literacy

Notes
Day 1 Session 1.2

Transnational ALL provision in TechnoWorld

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The delivery of Australian courses and qualifications by distance and overseas has grown significantly in recent years. The Transnational Quality Strategy framework and TEQSA’s Quality Assessments for English Language Proficiency both require that courses should be equivalent in standards and outcomes regardless of location of delivery or mode of study (https://aei.gov.au/About-AEI/Offshore-Support/Pages/TransnationalEducation.aspx; http://www.teqsa.gov.au/for-providers/quality-assessments). This context of equivalent outcomes has provided an opportunity for the increased use of Information and Communications Technology (ICT) to close the potential gap between ALL provision offered onshore and offshore.

This session will present Griffith University’s recent endeavour to offer ALL support via its English Higher Education Language Program (EnglishHELP) service to students undertaking a Griffith Bachelor of Business in Hong Kong.

Rather than presenting a blueprint for success, the presenters will discuss the pros and cons of providing ALL consultations to offshore students via a selection of ICTs including Blackboard, Skype, Collaborate, Google Drive and Turnitin. The session will also invite participants to discuss experiences, challenges and successes in this area.

Key words:
English language proficiency; ICT; transnational

Notes
The application of ‘real-life’ or authentic tasks such as professional and case study reports to assess tertiary students’ critical thinking skills has been gaining popularity in recent years, especially in ‘applied’ disciplines such as Social Work and Business. The concepts of ‘critical thinking’, ‘critical analysis’ and ‘critical reflection’ are among the desirable generic and graduate attributes of Australian university graduates and are often defined as intended learning outcomes at Education, Social Work and Business Faculties. While these concepts are often associated with the skill of problem-solving and the preparation of university students for future research-, theory- and evidence-based praxis, they often remain vague and obscure in both higher education assessment practices and teaching pedagogies.

This research draws on Legitimation Code Theory (Maton, 2000; 2007; 2010; in press), a fast-growing approach widely used in educational research and higher education studies (Doherty, 2008; Gale & Wright, 2007; Kilpert & Shay, 2013) to map semantic waves in high achieving undergraduate student texts. Semantic waves in successful student texts are created when writers constantly move from abstract, technicalised knowledge and theoretical frameworks to concrete examples dependent on their context. By making visible the language resources by which skilful writers in Social Work and Business construct semantic waves to demonstrate critical analysis, this research has potential pedagogical implications for academic literacy support programs in higher education aimed at 1) demystifying critical thinking and 2) preparing students for employment in their field of studies.

Key words: academic literacy support; critical thinking; critical analysis; applied disciplines; employment readiness
References:


Notes
Day 1 Session 1.2

Just in time—saves nine: library roving a prescription for disaster or development

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Library roving ‘just in time—just for me’ academic support to students is ‘delivered when and where it can do the most good’ (Rosenberg, 2001, p. 1). At UWS, library roving is an initiative to substantiate the library assistance to students who require more specific support in areas such as academic writing, mathematics, study skills, time management, IT and peer support. The principle behind this move is creation of an active learning environment, learning commons, where students tend to congregate with one purpose in mind; to study. In this paper we focus on library roving at University of Western Sydney (UWS) as a means of providing just-in-time just-for-me academic support to students to look at two essential components of library roving for students: right time and right place.

We draw on literacy and mathematics roving experiences to discuss three different ways library roving relates to ‘problem solving’: problem diagnosed, problem fixed, problem persists, to see possibilities for going beyond the immediate, from particular to general, from specific to generic and from deficit to development. The direction we take is more exploratory, especially in terms of possibilities that emerge due to being in learning commons which is well resourced, innovative and flexible, where learners gather to celebrate learning. We explore the trepidations of trespassing into areas beyond our academic support role. The question we ask is: ‘Is library roving a model for reproduction and dependency or is it a trigger for detecting as well as fixing more widespread, pervasive issues?’

Key words:
library roving; academic writing; mathematics; IT support; peer support; learning commons, literacy

Notes
Day 1 Session 1.3

Resource development for bridging student literacies

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This session will present embedded literacy materials developed as part of an undergraduate Sport and Exercise Science program and discuss how they were used alongside an existing hybrid text to scaffold students in reading academically.

The resources were developed as part of an intensive pre-semester program developed in conjunction with the College of Sport and Exercise Science at VU for second and third year students wanting to improve their academic performance. The hybrid text provided a bridge between students’ everyday multi-modal reading practices (Ware & Warschauer, 2006) and what they perceived as the unfamiliar territory of an academic journal article.

In the course of our work in the discipline we have found that lecturers are increasingly setting academic journal articles as required readings from first year onwards. They are considered to be current, engaged with the big ideas, scholarly and, perhaps most importantly, brief – something that should appeal to students who are time-poor or struggling with readings. Yet, these texts are extremely problematic, particularly as first year readings. The brevity of a journal article belies its density because comprehending these texts requires the sort of cultural, as well as linguistic, knowledge that is situated and develops within disciplines (eg Jacobs, 2005; Munro, 2002; Hallett, 2012; Gee 1990).

These resources, developed for the program’s initial exercises, were then used as reference points throughout the 3 day program for content and academic skills activities around referencing, paraphrasing and genre.

Key words: academic literacies; hybrid texts; reading; embedding

References:
Day 1 Session 1.3

Group writing tutorials: do they improve student writing?

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Several case studies of undergraduate writing in the disciplines suggest that the greatest improvements in student writing occur when students engage in content-specific, peer-group writing collaboration (Beaufort, 2007; Brandt, 2001; Carroll, 2002; Hawthorne, 1998; Light, 2003; Paxton, 2003; Rogers, 2008, Wake, 2010). Light’s (2003) study from Harvard University and Rogers’ (2008) study from Stanford University demonstrate more specifically that proactive, out-of-class peer-group writing has the most impact on student success in university writing. With this research in mind, we supplemented in-class instruction about a specific writing assignment with group (as opposed to one-to-one) writing tutorials that were paired with specific courses in a discipline.

One goal of this research project was to quantitatively assess the impact of group writing tutorials on student success. This project applied rigorous statistical sampling techniques to identify how widespread the gain in student writing may be between students who attend these group tutorials and students who do not.

Baseline characteristics for each group were summarized using the mean, median, and standard deviation. Between-group differences were then compared using Chi-squared and Wilcoxon Rank Sum tests; significant variables were then used to build multivariate models assessing the contribution of each on students final assignment marks.

Among the findings we will report are that the students in one large Nursing class (330 students total; 220 participated in the study; 64 attended group tutorials) who attended group tutorials received higher grades than those who did not attend. They also recorded fewer D of F grades (12.5% vs. 19%) and more C range grades (21% vs. 16%). Students who attended group tutorials recorded proportionately more grades in the 70-85% range (12.95%) than students who did not attend tutorials.

Key words: academic literacy; assessment; peer learning
Day 1 Session 1.3

Exploring multi-level evaluation of HDR learning resources: what can we count as success?

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Demonstrating success for ALL programs has long been a challenge. When staff are asked by their university to move part or all of their program online, alarm bells have been heard – often with good reason. Nonetheless, ALL staff have continued to produce high quality online resources produced with federal funding and/or award-winning such as, for example, the University of Wollongong’s Unilearning site or WRiSE, the report writing site developed by University of Sydney and University of New South Wales. At Monash University, a new PhD degree is being put together which requires HDR students, as part of their course, to undertake over 100 hours of training, much of it online.

The author has been asked to develop a Research Communication and Dissemination module for her faculty, in a blended learning format which incorporates a range of research-relevant units spanning the three years of the PhD. The question of whether this can be called ‘training’ raises once more the question of the feasibility of generic skills for research students (Gilbert et al. 2004), as well as the question of how the success of such a module could be evaluated. Kirkpatrick’s (1994) well-known Four-Level Training Evaluation model (Reaction, Behaviour, Learning, Results) is investigated to test its applicability for assessing the success of the module, and the outcomes of a pilot project are discussed in light of the model’s strengths and weaknesses.

Key words:
Kirkpatrick’s Training Evaluation model; Higher Degree by Research; online resources; blended learning
Day 1 Session 1.3

Peer-learning and social network analysis: an example of connectivism as pedagogy and as a theory

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In a globalised cyber-driven world the lines between classroom collaboration and online social interaction are now becoming blurred, as knowledge transcends time, space, and place. The juxtaposition of student communities and technology can be viewed as the development of online cultural artefacts whereby shared commonality, values, beliefs and symbols are transforming a new site of social interaction, cultural hybridisation and interdependence of learners. This places greater agency and power on learners who can choose what, when, how, and especially who they are able to learn it from. However, from a social constructivist vantage point, how can one place value, and thus measure, the shared meanings students construct, create and place on University discussion forums? Social Network Analysis (SNA) and Connectivism theory more generally allows online social relationships to be caught by seeing how individual students (nodes) interact within a given network of students (class) through relationship lines (ties). This paper will explore the notion of how programs such as SNA can capture an artefact of learning through interactive data visualisation technology, to identify influential learners and those potentially 'at risk'. In particular, the Social Networks Adapting Pedagogical Practice (SNAPP) program will be analysed to demonstrate how one program can identify learner isolation and community formation through Connectivism pedagogy. Lastly, this program will be disseminated as an exemplar in reference to other social learning analytics platforms that have been pedagogically neutral in their deployment.

Key words: connectivism; social network analysis; peer-learning

Notes
Day 1 Session 1.3

Mixed panel oral presentation assessment: preparing electrical & electronic engineering students for work

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Oral presentations are an important aspect of the academic lives of students and are used for both developmental and assessment purposes. This paper presents a research project carried out at the University of Nottingham Ningbo China in the Division of Science & Engineering with Electrical and Electronic undergraduate students, focussing on the use of a mixed specialist and non-specialist audience for students’ end of semester oral presentations assessment. The aim of the mixed panel was to help prepare students for life after university by giving them experience of pitching technical material appropriate to the knowledge of the audience, which is something they will have to do working in companies or on projects.

This paper outlines the experience from the perspective of the assessors from different disciplines and what they were looking for in the presentations. It will also review the experience of the students themselves, considering the impact the mixed audience had on their presentation preparation in terms of language, presenting skills and content.

Key words: academic oral presentations; mixed audience; technical
Day 1 Session 1.3

Assessing academic skills: the benefits of peer review in first year science and engineering units

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The value of embedding basic communication skills in discipline specific units has become increasingly recognised by educators at Australian universities. Curtin University has been a leader in developing first year engineering units that integrate the 'hard' skills together with the equally important 'soft' skills such as academic literacy, communication skills, teamwork and critical thinking. The Engineering Foundation Units at Curtin University have aimed to align the assessment criteria for these skills.

By embedding academic literacy and communication skills in an engineering context, these foundation year units have not only successfully addressed the Engineers Australia Attributes – and the Curtin University Graduate Attributes – they have also done so with direct student engagement in the assessment process. The results show that students appear to have become more active learners that are more overtly involved in shaping their teaching and learning experience. Involving students in peer review of these capabilities is proving to be a successful active way to engage students in the evaluation of their learning.

This presentation focuses on the process across two units that integrate two disciplines – Humanities based Communication Skills and Engineering based Design and Processes and Science Communications in first year tertiary education. It examines the benefits of peer feedback and explores how learning can be made increasingly student centred. It further investigates the effects of the integration of alternative assessment practices to enhance the learning experience. The aim of peer review and peer feedback is to empower students to take a more active role in their own learning and in that of their peers as well as develop critical thinking skills that are required for any professional practicing engineer.

Key words:
peer learning; peer review; peer feedback; academic skills; student centred learning; alternative assessment; active learning
Day 1 Session 1.4

Panel 1: Collaboration at the nexus

Facilitator:
Fiona Henderson

Panellists:
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U. McGowan
The University of Adelaide

S. Veitch, S. Johnson, C. Mansfield
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The panellists will explore collaborative activities intended to make literacy more explicit and transparent in learning and assessment in the disciplines, and discuss whether there is a need to reconceptualise the approach to ALL literacies work in the disciplines.

Key words:
academic literacies; embedding; collaboration; adaptive approach; genre analysis; literacy in the mainstream; literacy; teacher education; professional literacy; curriculum

Notes
Day 1 Session 1.4
Panel 1: Collaboration at the nexus

Embedding academic literacies: the illusion of putting in what’s not there?

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Where once Learning Advisers worked almost exclusively with students who brought their assignments for individual assistance, there has been a shift in emphasis towards Learning Advisers working more closely with disciplinary academic staff. One example of this collaborative work is through programs of ‘embedding academic literacies’ in undergraduate courses. While this shift in emphasis may be widely accepted and the ‘embedding of academic literacies’ seen as the ideal model, there is a complexity to such work which often remains hidden. In addition, there are a range of impediments to the process, not the least of which is the need to bridge the separate worlds that disciplinary academics and Learning Advisers occupy in the institution. The challenges involved in the process of collaborating with academic staff, of finding a shared discursive space where conversations can be most productive, are largely overlooked.

Through reflecting on these considerations, this paper raises the crucial question of what is meant by ‘embedding academic literacies’ and what use such a term serves. The assumptions underlying how this concept is understood are examined and the political and pedagogical implications of how it is applied are discussed. Finally, an alternative interpretation of the process is presented which seeks to shift the focus from solving a technical issue to one which requires reconceptualising the overall approach.

Key words: academic literacies; embedding; collaboration; adaptive approach

Notes
This paper describes the collaboration between a mainstream lecturer in a second year undergraduate course, and an ALL adviser or staff developer. The course lecturer’s aim in requesting the collaboration was to initiate an approach to the discipline-specific academic writing skill development. The purpose of the intervention was specifically to provide students with an understanding of the way that academic writing functions, and to alert them to the process of genre analysis as a tool for self-development.

The core elements of the collaboration were that the literacy tutorials formed an integral part of the students’ award course, scheduled during normal tutorial times. The tutorials were taught jointly, and assessed by an essay that was scaffolded over several weeks and that carried a substantial percentage of the overall grade for their course.

The paper describes the preparation, teaching methodology, assessment criteria, level of student engagement and lecturer reflection on the process. Students were asked to re-read academic articles that were relevant to their subject area; and they were shown how to pay explicit attention to the language during their second reading. They were guided in identifying language forms such as nominalised word groups and sentence structures in order to build up a stock of language items that typically occur within, and in fact are characteristic of, their discipline. Importantly the discipline lecturer set a small homework task to follow each session and also provided detailed feedback. The paper concludes with reflections by the discipline lecturer and projections on the changes proposed for a repetition of the approach in the following year.

Key words: academic literacy; genre analysis; literacy in the mainstream
This paper reports on ongoing collaborations at Murdoch University between lecturers at the Centre for University Teaching and Learning (CUTL) and lecturers in the School of Education to support Education students' development of academic literacy. Following the School’s own initiatives and amidst national calls for teachers to demonstrate high levels of literacy, these collaborations are aimed at developing ways of embedding the teaching and assessment of literacy in the curriculum. The collaborations discussed here are based on the strategy of embedding literacy through targeted units—core, compulsory units that mark a step in students’ progress through a program of study. This paper discusses a foundational second year Education unit.

The paper describes a number of collaborative activities intended to make literacy more explicit and transparent in learning and assessment. In particular, the paper describes the issues and dilemmas resulting from these collaborations.

The issues and dilemmas include; determining the academic and professional literacies that Education students need, finding appropriate ways to integrate academic and professional literacy into the curriculum, and determining the weighting allocated to literacy in assessment and ways of embedding literacy rubrics in marking guides. Central to this ongoing collaboration is an engagement with and co-development of understanding about the nature of academic literacy in the context of higher education. The paper concludes by foregrounding of the next iteration of this collaboration.

Key words:
embedding; literacy; teacher education; professional literacy; curriculum
Day 1 Session 1.4

Panel 2: Institution-wide strategies

Facilitator:
Corinna Ridley

Panellists:
B. Morgan, P. Keogh
RMIT University
T. Quantrill
James Cook University
L. Smith
Charles Sturt University

This panel will explore ways in which institutions can and do respond to needs and requirements for academic literacies – these include dual-level collaboration between academic staff and ALL practitioners, a strategic embedded approach designed to optimise outcomes for first-year students, and a comprehensive institutional framework for building and monitoring language, literacy and numeracy skills.

Key words:
academic literacies; professional development; academic staff; tertiary teaching; numeracy and learning skills; discipline-specific; strategic; embedded; systematic support; PELA; policy; exit standards

Notes
Access to information is now timed in nanoseconds while the half-life of that information grows shorter and shorter. Universities are being pressured by industry to produce graduates who can think critically, communicate professionally and work collaboratively. In addition, TEQSA standards require curricula to address the English language needs of students. In this environment, it becomes imperative that academic literacies are taught explicitly as part of curricula within tertiary programs. This could be seen as a paradigm shift within higher education from a focus on discipline knowledge to an emphasis on the nexus between discipline knowledge, academic literacies and language.

The Study and Learning Centre at RMIT has recently developed a two-level approach that aims to facilitate such a shift and address the issues arising from it. The first is the academic literacies integration model; the second is the delivery of a professional development module for incoming academic staff. A discussion and critique of both levels is presented in this paper. It draws on the academic literacies model of Lee and Street (2006), and the work of Gee (2004), Jacobs (2007), and Purser et al (2008) to provide a theoretical frame for the practice.

This paper extends the debate on academic literacies to include a focus on strategies of collaboration between academic staff and ALL practitioners. It aims to develop practice that is sustainable, relevant and achievable, and that looks to possible future directions within the ALL profession.

Key words:
academic literacies; professional development; academic staff; tertiary teaching

Notes
Day 1 Session 1.4  
Panel 2: Institution-wide strategies  

**Systematic Integrated Learning Adviser Program: a strategic approach to embedding first-year support**

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The Systematic Integrated Learning Adviser (SILA) model is an innovative academic support program first implemented at James Cook University in 2012. The program adopts a proactive, collaborative and systematic approach to embed support for the development of discipline-specific academic literacy, numeracy and learning skills in core first-year subjects. SILA staff are deployed into targeted courses where there is a low student retention or success rate, or where there is a highly diverse cohort with a significant proportion of ‘non-traditional’ students. The Learning Advisers work in collaborative partnership with academic staff to formulate agreements that outline a schedule of strategically-timed, discipline-specific activities for skill development. These activities are framed around subject assessment tasks so there is a high degree of contextual relevance for the student, and particularly focus on supporting underprepared and critically underprepared students.

These students are proactively identified through post-enrolment language, numeracy assessments or student profiles, providing an evidence-based approach to the program. Two key factors underpinned the original rationale for this program. Firstly, the widening participation agenda continues to have a tangible impact on both diversity and preparedness for academic study of first year students (Ljungdahl, Maher, Buchanan, Currie & Staveley, 2012). Secondly, a growing body of research indicates that ‘traditional’ forms of learning support are inefficient in reaching those underprepared students who require the most support (Arkoudis & Starfield, 2007). This presentation will provide a case study of a SILA agreement to detail the processes and activities involved in this strategic, embedded approach to learning support, which is designed to optimise outcomes for first-year students.

**Key words:**  
academic literacy; numeracy and learning skills; discipline-specific; strategic; embedded; systematic support
Day 1 Session 1.4
Panel 2: Institution-wide strategies

Towards an institutional approach to the support of academic language, literacy and numeracy

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The combination of amplified accountability and compliance within a massified higher education system combined with increasing diversity of student cohorts and a focus on the needs of low socio-economic status students has produced the 'perfect storm' in many respects for champions of change in the area of student literacy and numeracy development and support.

This paper reports on an ambitious project of change at a large, multi-campus, regional university in Australia. The Building University Study Success (BUSS) Project at Charles Sturt University aims to develop a comprehensive institutional framework for building and monitoring language, literacy and numeracy skills that enables students to perform successfully in their studies and subsequent profession.

The paper reports on outcomes to date, including: research examining student entry characteristics as a predictor of academic success, the piloting of a literacy and numeracy post enrolment language (and numeracy) assessment (PELA) including with students studying via distance education, the development of academic literacy and numeracy exit standards and the development of a University English Language and Numeracy Policy.

These developments are presented in the context of the Good Practice Guidelines in Developing an Institutional Strategy, which were developed as part of the Office of Learning and Teaching funded Degrees of Proficiency Project.

Key words: academic literacy; numeracy; PELA; policy; exit standards
Day 1 Session 1.4

Panel 3: Adapting evaluation strategies for changing practice

Facilitator:
Vittoria Grossi

Panellists:
L. Cluett, S. Barrett-Lennard
The University of Western Australia

A. Harris, J. Ashton
Edith Cowan University

L. Li, P. Copeman, E. Lear, G. Collins, S. Prentice
University of Canberra

Panellists will explore evaluation from perspective of the LAS adviser – a survey that leads to more rigorous evaluation of individual consultations – to the ALL advocate – a strategy to enable ALL advisers to cross the discourse bridge and engage with management – to the ALL Manager - strategic responsibilities to redefine student success and to reframe successful ALL delivery.

Key words:
quality in higher education; academic language and learning; demonstrating success; program evaluation; student learning support; learning advisor; leadership; creative champion; innovative champion; individual consultation; student questionnaire

Notes
A successful ALL program is not what it was ten years ago, for in the last decade the Australian HE landscape has changed almost beyond recognition. Sweeping changes to educational standards, regulations and funding priorities have radically altered the perceptions, policies and programs of our universities. HE students have also changed: what they bring, what they need and what they expect have been transformed. As a result of this evolution, we need to refine best practice methods for evaluating our programs and demonstrating success. It is no longer sufficient to show that our students are satisfied and that our programs are well attended. Rather, we have, in addition, a strategic responsibility to demonstrate that we are supporting the right students, developing their skills for academic success, and enacting university policies, priorities and frameworks through our programs. We need, in other words, to redefine student success and, in turn, to reframe successful ALL delivery. This session critically re-examines the ways success can be defined, measured and demonstrated to ensure quality HE ALL programs.

Key words:
quality in higher education; academic language and learning; demonstrating success; program evaluation; student learning support
Transforming the provision of language and academic skills through a ‘champion-driven leadership process’

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In March this year, TEQSA announced its second quality assessment that will investigate and report on approaches related to students’ English language proficiency. AALL’s work is widely acknowledged in the introduction to this QA yet many ALL professionals continue to feel under-valued in their institution. It is timely to revisit Marcia Devlin’s provocative keynote address at the 2011 AALL conference; an address that could be interpreted as a call to arms for ALL professionals. She advocated employing the style of language used by senior management in universities, in order to make visible the work of academic language and learning advisors. She stressed the importance of fostering productive professional relationships and utilising a range of communication strategies, including publishing. Underpinning her presentation was the call to manage up more strategically and take advantage of widening participation to better position ALL professionals in the mainstream of academic activity.

This paper provides insights into a process that changed the nature of Language and Academic skills provision in a university through managing up. Using research on strategic innovation in organisational management, the authors examine the roles played by a creative learning advisor and her innovation champion. The potential for transformational change when ‘idea generators’ and ‘innovative champions’ work collectively is demonstrated through discussion of real life examples.

Key words:
learning advisor; leadership; creative champion; innovative champion
Day 1 Session 1.4
Panel 3: Adapting evaluation strategies for changing practice

Using student questionnaires to evaluate individual consultations: measuring teaching or enabling learning?

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Student questionnaires are more often used for evaluating teaching for external accountability than as a means of providing constructive feedback for improvement of teaching and learning. This paper presents a follow-up study of a collaborative project conducted at the University of Canberra to develop a 360-degree evaluation process of individual consultations (ICs) (Berry et al, 2012). The present study addresses a limitation of the previous study: insufficient information from the student questionnaire to help advisors reflect on and improve their teaching. It continues the action research cycle by re-examining the design and deployment of the student questionnaire, with the aim of seeking feedback that would encourage reflection on learning by both advisors and students. The study had three phases. Firstly, two sets of data were identified from the previous study: a) the discrepancies between what students expected to achieve and what they actually achieved in ICs; and b) students’ perceptions of teaching quality in ICs.

Secondly, the questionnaire was revised in a way designed to prompt both student and advisor reflection. It elicited feedback on not only what specific learning outcomes were achieved, but also how effectively ICs were conducted. Thirdly, the revised questionnaire was deployed in ICs and the results analysed. Implications of using the student questionnaire with a greater focus on improving teaching practice and student learning outcomes are reviewed and discussed.

Key words: individual consultation; student questionnaire

References:
Day 1 Session 1.4

Panel 4:
Face-to-face versus online learning

Facilitator:
Guido Ernst

Panellists:
F. Burrows
The University of Western Australia

K. Firth
The University of Melbourne

J. Delord
Australian College of Applied Psychology [ACAP]

This panel will explore the interface between 'direct contact' and online learning using concepts such as synaesthesia, the 'aura' of the real lecture theatre, and platforms such as live online webinars.

Key words:
technology; multisensory; inter-sensory; synaesthesia; tertiary education; learning; e-learning; digital; lecture recording; Frankfurt School theory; Walter Benjamin; webinar; video web conferencing; academic skills; transition; online students; face-to-face

Notes
Day 1 Session 1.4
Panel 4: Face-to-face versus online learning

**Synaesthesia as a model for multisensory learning: the challenge of engaging and inspiring students in a techno-world**

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What advantages will face-to-face learning have in the increasingly online and MOOC-dominated future of tertiary education? This paper proposes that a focus on the multisensory and inter-sensory aspects of teaching and learning will be integral to this techno-world. Using my interdisciplinary research into the neurological condition of synaesthesia, I suggest that it is the perceptual and sensory aspects of learning which will continue to ensure that face-to-face teaching remains prominent in tertiary education. Synaesthesia is defined by the OED as ‘the production of a sense impression relating to one sense or part of the body by stimulation of another sense or part of the body.’ While synaesthesia as a condition is not overly common, recent research on the subject has suggested that all humans have a universal synaesthetic capacity which begins at birth, when perception is thought to be synaesthetic in nature.

This has ramifications for development and learning, not only in early childhood but continuing into adolescence and adulthood. Technologies such as touch-screens and sensory substitution devices are highlighting the inter-sensorial nature of our experience. Similarly, the language we use for digital and online navigation is grounded in haptic and kinaesthetic metaphors (visiting a website, surfing the web), which emphasise the centrality of the senses as a mechanism for exploring and knowing. By understanding learning as a sensory and inter-sensory experience, and investigating creative and interactive methods of teaching which cater to this, we will be able to actively engage and inspire students in a technology-driven world.

Key words:
technology; multisensory; inter-sensory; synaesthesia; tertiary education; learning
The ‘aura’ of authenticity in the age of digital lecture theatres

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The growth of online learning environments and the proliferation of video and recording technologies have meant that most students are now able to access many of their lectures as video recordings online. Lectures might seem to be an ideal format for a classroom that straddles the face-to-face and the online teaching space. Recorded lectures are the backbone of some of the most currently disruptive eLearning platforms, such as MOOCs (massive open online courses). However, research by Waycott et al (2010) has suggested most students would prefer to attend lectures in person; and Melbourne University currently advises that accessing lecture capture is not considered equivalent to physical attendance. There are a number of practical reasons for this, but I will suggest that there is also an underlying theoretical reason. In Walter Benjamin’s seminal essay ‘The Work of Art in the Age of Mechanical Reproduction’, he argued that there is an ‘aura’ that we attach to the experience of authenticity and connection when in the presence of the original of any art work, as opposed to a reproduction.

For over 30 years, scholarship has consistently demonstrated that students value many aspects of teaching that go beyond the transfer of knowledge, such as the influence of reputation, charisma, prestige and authenticity. Considering the face-to-face classroom as having Benjamin’s ‘aura’ helps us to identify the ways in which a digitally reproduced, widely accessible lecture theatre may be seen to be less prestigious and authentic, and therefore threatening or undesirable.

Key words:
e-learning; digital; lecture recording; Frankfurt School theory; Walter Benjamin
The Australian College of Applied Psychology [ACAP] has offered live online training in academic skills via webinar since mid-2012. Currently, 26 webinars are offered per term, covering 13 distinct topics for higher education and vocational students. This paper will outline the rationale for introducing the program of webinars, which centres on a significant increase in the proportion of students who choose to study online. The development of the program and statistics over four terms will be presented, and the challenges and lessons learnt from the program to date will also be discussed. Some of these challenges include translating on-campus workshop activities into webinar format, developing technical skills in both facilitators and students, and providing IT support.

This information will be particularly relevant to those interested in exploring live online training in ALL for their own institution. Finally, the results of student and facilitator feedback on the webinars will be presented. One of the key findings from this feedback is that for many online students, face-to-face learning is not passé. In fact, it is the ability to ask questions of a real person and feel a sense of community in a ‘virtually face-to-face’ environment that students most often nominate as the best part of the webinar experience.

Key words: webinar; video web conferencing; academic skills; transition; online students; face-to-face
Day 1 Session 1.4

Panel 5: Intersections between personal and academic understanding

Facilitator:
Monica Behrend

Panellists:
S. Baker
Open University UK

H. Johnston, D. Collett
University of South Australia

V. Rosario, et al.
Deakin University

Panellists will explore first year transition from the perspective of the student experience, through analysis of how students perceive their own writing ‘in transition, interventions that include families and friends in the first year university experience, and projects that foster greater staff understanding of low SES and mature-aged learner needs.

Key words:
students’ writing; discourses of writing; transitions; emotions; assessment; university transition; first year experience; first in family; parents; enculturation; widening participation; academic literacies; TAFE pathways; inclusive curriculum development; LSES students; increasing participation; widening participation; collaborative approaches

Notes
Day 1 Session 1.4  
Panel 5: Intersections between personal and academic understanding  

Transitions and shifting understandings of writing: building rich pictures of how moving from school to university is experienced through exploration of students’ discourses of writing

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In a time of economic constraints and increasing competition for places, negotiating ‘the transition’ from school to university has become crucial for students’ educational success. Writing holds a dominant place in the academy as a mechanism of assessment. Therefore, exploring the writing practices of students as they move from school to university offers a valuable lens into how students negotiate the complex and multiple demands of moving between educational and disciplinary contexts.

This paper will explore what insights an analysis of instantiations of students’ discourses of writing (Ivanič, 2004) can offer to develop a rich picture of how students experience their writing ‘in transition’. The data presented is taken from an ethnographic-style project that followed a group of British students from A-levels (HSC equivalent) to their second year of university study. Ivanič’s framework of discourses of writing offers a useful analytic tool, allowing analysis of the sets of beliefs and assumptions that students draw on when engaging in and talking about writing and can be applied to different kinds of data collected around students’ writing.

Discourses of writing also provide an organising frame for exploring how students’ understandings of writing change as they move between educational and disciplinary contexts. This analysis shows that the ways students understand their writing are not only influenced by various discourses, which can change as students move between school and university, but understandings are individual, situated and context-dependent. The role of emotions, students’ ‘face work’ (Goffman, 1967) and the dominant force of assessment emerge as significant areas for further development.

Key Words: students’ writing; discourses of writing; transitions; emotions; assessment

Notes
When students are the first in their family to enrol at university, enculturation into university life is recognised as an essential element of academic language and learning development. Now, with the widening participation agenda fuelling more flexible entry points to Australian universities, not only is there a much more diverse student population but students can be more reliant for longer on their parents, partners and friends for ongoing support. The capacity of these family members to provide appropriate support may be limited, especially if they have no lived experience of university. This paper argues for an updated view of enculturation in which academic language and learning staff broaden their scope beyond enrolled students to enable other stakeholders in a student’s life to create the conditions necessary to academic success.

This paper outlines a collaborative transition initiative at the University of South Australia driven jointly by an academic language and learning coordinator and counsellor in the Learning and Teaching Unit and involving three diverse services units. The project uses a multi-modal approach to encourage parents, partners and friends to see themselves as active partners in the university experience.

Key Words:
university transition; first year experience; first in family; parents; enculturation; widening participation
Day 1 Session 1.4
Panel 5: Intersections between personal and academic understanding

Holding up mirrors: reflections on academic literacy development across course curricula

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The aim of the HEPPP funded project presented here is to embed support for the development of academic literacies (Lea & Street 1998) by developing inclusive curricula in courses with a high percentage of students from low socioeconomic status (LSES) backgrounds (Devlin et al. 2012). Reflection is central in both the Bachelor of Early Childhood Education (BECE) and the Bachelor of Social Work, and the student profiles in these two courses mirror each other, but the approach taken differs.

Many BECE students enter university through a TAFE pathway, some have low or no school exit scores and may have faced significant educational disadvantage in the past (Whittington et al. 2009). The BECE team responded to the invitation to use the Harper (2011) framework for academic literacy mapping by revising it and making it their own. Similarly, a large proportion of social work students are mature aged and first in their family to attend university with many entering via the TAFE sector (Goldingay et al. 2011). This earlier study found differences between staff and student perceptions of the academic skills needed for success, so resources developed through the project drew on the student voice and student perceptions to invite new students into disciplinary practices. This presentation will illustrate the approaches taken by Language and Learning Advisers (LLAs) working collaboratively with these two academic teams to help academic staff reflect on, scaffold and support the development of the academic literacies relevant to their discipline and provide more relevant feedback (Jolly 2001).

Key words: academic literacies; TAFE pathways; inclusive curriculum development; LSES students; increasing participation; widening participation; collaborative approaches
References:


Notes
Day 1 Session 1.4

Panel 6: PASS variants

Facilitator:
Elizabeth McKenzie

Panellists:
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University of Canberra

F. Williamson, R. Goldsmith
University of Western Sydney, University of Technology, Sydney

C. Power, L. Armstrong, L. Dormer, C. Cody
University of Western Sydney

Panellists will present the initiation of PASS variants to address particular learning needs in their institutions – an academic literacies model, vPASS for online learners, and PASSwrite.

Key words: peer learning; PASS; English language and literacy; blended learning; academic literacies; developing student writing; sustainable practice
Day 1 Session 1.4  
Panel 6: PASS variants

Peer-led language and literacy development: a view of the ALPS

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This paper reports on a project undertaken by the University of Canberras Academic Skills Centre (ASC) to provide peer-assisted language and literacy development for students in response to post-entry English language assessment in foundational first-year undergraduate units. The proven Peer Assisted Study Sessions (PASS) model, which works specifically from unit content to build student learning capacity and skills, has been adapted for our Academic Literacy Peer Sessions (ALPS) to focus on language and literacy development, with unit assessment tasks as the point of departure. This requires workshop leaders with skills not unlike those of academic skills advisors in nurturing student language and literacy within a disciplinary context but without specialist disciplinary knowledge. Our first pilots in only two units were therefore led by ASC advising staff (the authors of this paper) to test the potential adaptability of the PASS approach to specifically language and literacy-oriented content. Once this was established, ALPS leadership was passed to upper-level education students recruited and trained by us.

The paper cross-references feedback and evaluations from student participants, peer leaders, unit convenors and ASC supervisors, together with data about the unit performance of ALPS participants compared to non-participants, to articulate and reflect on the challenges and successes of the ALPS model and suggest ways it might evolve in the future.

Key words: peer learning; PASS; English language and literacy
It is widely acknowledged that many students entering university have lower levels of preparedness and, increasingly, are experiencing difficulties meeting the demands of academic study (TEQSA, 2013). While this observation is not new (Reid, 1998), what is new is the scale of the situation, in part due to the recent movement to a market-driven funding system. We have argued elsewhere that the current model of academic literacy development typical in many higher education institutions (adjunct workshops, one to one consultations and piecemeal embedding) is not only unlikely to adequately address students’ learning needs across a wide spectrum, but is also increasingly unsustainable (Williamson & Goldsmith, 2013). Given this environment, we have brought together a well-established and effective peer-learning model (PASS) with the best practice model of discipline-based academic literacy in order to recalibrate current approaches to the development of student (especially undergraduate) academic literacies.

The result, the OLT-funded pilot PASSwrite, creates peer-facilitated group learning environments in which students engage in critical reading, writing and dialogue around the concepts, language and conventions of their own academic discipline. This paper reports on early findings into the positive impact this initiative is having on student academic writing and the development of ‘educational resilience’ (Topping, 2005) by drawing on data from registrations, attendance, student attitudinal surveys, entry and exit level writing samples and progression rates at both project sites (University of Western Sydney and University of Technology). We also report on the extent to which this initiative is sustainable in the current funding climate.

Key words: peer learning; academic literacies; developing student writing; sustainable practice
The move to blended learning in higher education in Australia raises a number of pedagogical implications. Blended learning is a contested term that spans a continuum between fully online and face-to-face learning (Torrisi-Steele 2011) and adds another challenge to the student experience (Gerbic et al. 2009). Where there is a substantial online component in courses there can often be expectations that students are technologically adept and will be familiar with the tools presented in the online environment, and know how to use these tools for learning (Conrad & Donaldson 2004; Partridge, Ponting & McCay 2011). The extent to which students have gained or developed the appropriate skills for this is questionable. Additionally, one of the perceived benefits of blended learning is access to online materials at times and places that are convenient to the student, however this learning does not need to be exclusively individual.

It is important to recognise that face to face group collaboration can enhance students’ engagement with learning and this is relevant within the blended learning context. Drawing on experiences with the Peer Assisted Study Sessions (PASS) Program and a variant, vPASS (Author 2011 et al.) we suggest that the methodologies that underlie these programs could be adapted to scaffold and enhance students’ online learning experiences. Essentially this is developing communities of practice that would serve to engage rather than alienate students in this relatively new learning regime (Lea 2005; Yukawa, 2010).

Key words: peer learning; blended learning

References:
Day 1 Session 1.4

Panel 7: Grammar and ALL

Facilitator:
Darina Norwood

Panellists:
J. Moodie
Monash University

A. Johnson
Monash University

S. Mackie
Swinburne University of Technology

This panel will present interventions that scaffold grammar inputs in doctoral Engineering and Science research writing processes for EAL students. In contrast, a critique of the ‘moral panic’ about a generation of L1 students who have never been taught grammar will be offered.

Key words:
graham; discipline-specific doctoral writing; engineering research writing; academic literacies; moral panic; cultural values; doctoral writing; process writing; writing groups

Notes
It may seem difficult to justify the teaching of traditional grammar in a doctoral writing program for new L2 research students even though many of these students need to improve the grammatical accuracy of their writing. Surely the focus should be on helping them learn to write, for example, research proposals and literature reviews rather than ‘reduc[ing] writing to matters of surface features and grammatically correct sentences’ (Kamler and Thomson, 2006, p101)? Without explicit teaching, many students will achieve greater accuracy through feedback provided on their writing (Ferris 1999) or perhaps through their reading and independent learning. However, some students will continue to make errors that need to be corrected usually by supervisors, LAS lecturers or proofreaders before their research papers and their theses can be accepted.

To enable such students to become more independent writers, some instruction of traditional grammar has been incorporated into one writing course in a discipline-specific doctoral writing program for engineering students. The course aims to provide students with knowledge of the grammar needed for engineering research writing. It focuses on treatable errors (Ferris 1999, p6) that typically occur in particular contexts, such as with verb tenses in literature reviews and articles in results sections. Individual and then collaborative analysis of authentic unedited student texts is followed by teaching of the targeted grammatical forms. In this paper, I will describe in detail the content of this course, the teaching approach taken and the insights gained from student evaluation.

Key words: grammar; discipline-specific doctoral writing; engineering research writing

References:
Day 1 Session 1.4
Panel 7: Grammar and ALL

Grammar panic!

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In a recent post, ‘The Generation Grammar Forgotten’ (14 Jan, 2013) on The Drum (an ABC news ‘blog’ site) journalist Gemma Sapwell complains that she has been short-changed by a lack of formal education in English grammar through schools and university. No doubt the article is grist for the mill of the ‘back to basics’ movement, apparently gathering momentum in the lead up to the federal election in 2013. The 624 comments posted in response to Sapwells’ article over the following day are also an equally fascinating example of a range of attitudes, preconceptions, prejudices, and fears about literacy among the community.

Setting aside the question of whether Sapwell or her ‘correspondents’ have a point, it is worth exploring the dynamics of the column and the responses to it. It is, I will argue, a prime example of a recurring social pattern described by sociologist Stanley Cohen (1972) as a ‘moral panic’: in short, a heightened concern in response to a perceived threat to traditional values. Given the link between language, culture and social values, it is not surprising that literacy ‘issues’ can excite this visceral response. While much previous research in ALL has dealt with aspects of the ‘problem’ of literacy, the particular cultural forces at work have not been identified in detail. As I will argue in this paper an understanding of the ‘moral panic’ and how it plays out in literacy debates is crucial for ALL in developing pedagogy and positioning ‘language and learning’, institutionally and culturally.

Key words:
academic literacies; grammar; moral panic; cultural values

References:

This presentation reports on the design, implementation and evaluation of a doctoral writing program in a Faculty of Engineering and Industrial Sciences. Problems with an earlier writing group founded on process-writing principles suggested a failure to comprehensively address the needs of our doctoral candidates, most of whom are ‘English as an additional language’ (EAL) researchers engaged in laboratory-based industrial science and engineering projects. A subsequent needs analysis identified scaffolding advanced English grammar as a priority, echoing concerns about process-based writing programs in the literature (summarised in Hyland 1996). This debate raised the possibility that process-based approaches privilege the needs of L1 writers over those of L2 writers, because they encourage writers to leave sentence-level problems until the review and editing stages (under the assumption that a preoccupation with them can detract from the development of higher-order competencies and a deep understanding of the writing process). However EAL writers need time to develop sentence-level language proficiency and the failure of the immersion model to deliver improved grammatical competence has been well documented (e.g., Storch 2009).

A related issue amongst our cohort was a disempowering overreliance on editors. Our program therefore seeks to scaffold acquisition of advanced grammar over the course of doctoral candidacy while retaining the beneficial aspects of process based approaches. Interventions underway involve focus-on-form in science writing workshops, 1:1 tuition or conferencing and an intensive writing group. Early findings point to textual analysis in workshops in concert with 1:1 conferencing around ongoing thesis writing as a promising combination of interventions.

Key words:
grammar; doctoral writing; process writing; writing groups
An examination of the literature indicates that in order to meet the needs of students and enable optimum student learning, collaborative interdisciplinary initiatives that foster collegial trust and encourage joint ownership are essential. In this paper we will reflectively analyse a Flinders University experience that involved collaboratively developing and delivering a program which sought to build commencing students capacity to succeed in a university environment by addressing their academic literacy and professional communication skills. This initiative comprised incorporating a credit-bearing topic that was to be jointly planned and taught by the Student Learning Centre and the English Department, into a range of undergraduate courses at Flinders University. In this paper we will consider what the literature can reveal about collaboration that involves an academic learning unit and other faculties. We will explore the primary attitudes, knowledge and skills required to form successful strategic partnerships that will ultimately lead to student success, and thus retention. The significance of unity of vision will be highlighted, along with the requisite characteristics of mutual respect to create spaces for action, reflection and consultation in order to affect pedagogical transformation.

The reality of what transpired at Flinders University is however, another matter. Through reflectively analysing our flawed experience, we will conclude this paper by offering a range of key suggestions that can be taken from our experience designed to guide other academic learning units and faculties as they embark on collaborative approaches to addressing student learning needs.

Key words: academic literacy; collaboration; student retention
Day 1 Session 1.5

Reframing our ALL practice – the ‘boutique auto repair’ approach to building capacity for student success

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ALL practitioners have for many years been at the forefront of the push to more explicitly address the discipline-specific development of academic literacy within higher education. Yet ALL practitioners are also the ones who are most aware that many discipline academic staff remain not only unconverted but seemingly unconvertible when it comes to ‘taking ownership’ for developing students’ academic literacy and English language proficiency.

How do we convince discipline academic staff that we are not trying to force them to ‘give up’ content space? How do we frame discussions such that conversations don’t get bogged down in blaming the high schools, University management or (even worse) the students themselves for their perceived failings in adequately addressing issues of language and literacy? How do we change mindsets, philosophies and, where necessary, pedagogical practices that have long focused on ‘content’ as ‘their’ area and ‘remediation of English’ as ‘our’ area?

This session will describe how a small ALL unit with limited resources tried to answer these questions, and in doing so established a model for building effective collaborative partnerships. More specifically, it will outline our targeted service model for helping discipline academic staff to develop students’ academic literacy, otherwise affectionately known as our ‘boutique auto repair’ approach. Using some examples of our current partnerships, we will share the lessons we have learned about working in this way and the challenges we have encountered.

Key words:
academic literacy; embedding; English language proficiency; staff professional development

Notes
Day 1 Session 1.5

From good practice principles to English standards: what exactly have we integrated?

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In 2009 the Department of Education, Employment and Workplace Relations (DEEWR) published a set of ten Good Practice Principles for English language proficiency for international students in Australian universities (GPPs). In 2010, these principles were converted to six English Language Standards for Higher Education (ELSHE).

In preparation for audits and accreditation processes imposed by TEQSA, universities explore ways of addressing, through policies and procedures, some of their students’ English language proficiency issues while they are at university and when they graduate.

This paper summarises the background to the GPPs and the ELSHE and it will present some practical academic language implementation strategies which have resulted from the ELSHE. The paper will explore models of good practice, their advantages and disadvantages and potential implications and issues for resources, policy and procedure development faced by higher education providers.

Key words:
English Language standards
Day 1 Session 1.5

Student use of mobile devices in lectures: what are they doing?

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Mobile devices are increasingly used by students in university lectures, which has resulted in controversy and the banning of mobile devices in some lectures. However, although there has been some research into how students use laptop computers in lectures, there has been little investigation into the wider use of mobile devices. This study was designed to investigate which mobile devices students use, what they use them for and the duration of each activity within one hour lectures. Students in six cross faculty core classes (n=74 students total) at Bond University responded to a survey asking them to document and comment on their mobile device use over the previous hour at the end of their lecture. A focus group of students who had not been surveyed was conducted to cross-validate the survey results.

The key results were that 66% of students responding to the survey reported using a mobile device in the lecture, with 45% of this group using a mobile phone and 38%, a laptop. The most common activity, participated in for the longest length of time, was typing notes on a laptop, followed by accessing lecture slides. The vast majority of mobile device usage was on task and related to the lecture.

Key words: mobile devices; laptops; lectures

Notes
Day 1 Session 1.5

‘Like catching smoke’: easing the transition from TAFE to university

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The development of pathways from Technical and Further Education (TAFE) into university courses is part of the effort to broaden access to higher education. From the literature on the difficulties and achievements of students who take these pathways, there is strong evidence that some, at least, need more initial support. The purposes and methods of study are different in each sector, and students often struggle with the transition. In particular, those whose TAFE studies earn them advanced placement into a degree course may be disadvantaged because of missing orientation, social immersion in a cohort and the first semester’s induction into disciplinary cultures of enquiry. In view of this, Academic Language and Learning (ALL) staff at a large, multi-campus university researched the experience of metropolitan and regional students to discover what ALL could do to support them more effectively.

Not all had difficulties, but many did; and their responses to a survey and focus groups pointed to a need for more targeted processes and resources, starting at TAFE and continuing through orientation and the first semester of their degree. This paper presents the students’ perspective on the transition from TAFE to university, and the initiatives with which ALL staff have responded.

Key words:
first year experience; Technical and Further Education; TAFE
Day 1 Session 1.5

**Talkin’ ‘bout teachin’ in 1-1 tutes: developing an informed and informal peer review process**

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Within the academic language and learning (ALL) professional there is no standard approach to the evaluation of teaching practice, as the institutional positioning of the ALL centre and the classification of its staff influence the approach taken (Berry et al. 2012). The teaching practices of ALL practitioners categorised as general or professional staff often falls outside of their institution’s quality assurance and quality enhancement evaluation framework. As a consequence, ALL practitioners keen on evaluating the teaching and the learning that occurs in the closed, private, rich, and risky pedagogical space of the one-to-one tutorial, which forms an integral element of ALL work, have had to go it alone and ‘develop their own evaluation processes’ (Stevenson & Kokkin 2009, 37).

This paper describes the development at Academic Skills and Learning Centre of a collaborative (Gosling 2005) and embedded (Hamilton 2013) peer review process that, informed by the peer review literature, emphasises the importance of ongoing informal conversations to enhance our knowledge and practice as teachers.

Key words:
peer review; quality enhancement; improving teaching practice; one-to-one tutorials

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Day 1 Session 1.5

Adjunct is no junk: demonstrating success in a support class for ESL students in a Bachelor of Environments degree

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An ESL adjunct tutorial has been attached to a core first year subject in the undergraduate program in the Faculty of Architecture, Building & Planning at the University of Melbourne since 2006. Currently, students are placed in this class as a result of their performance in the University's Diagnostic English Language (DELA) test. The adjunct tutorial currently supports the highly conceptual, interdisciplinary-based subject ‘Reshaping Environments’ as part of the University’s Bachelor of Environments degree. The syllabus uses content from the subject as a vehicle to teach academic language and study skills with specific learning activities graded according to the needs of the predominantly Chinese-background learners.

In Semester One, 2013, a thorough evaluation of student perceptions of this program was undertaken in order to measure the value of this class to commencing ESL students. It also sought to investigate how one student cohort viewed adjunct programs such as this in the light of limited faculty incentives to attend, a crowded curriculum and the many other demands facing these students during their first semester at the University of Melbourne. This paper provides a brief institutional background for this class and shares key survey results.

Key words:
academic literacy; academic skills development; program evaluation; evaluation; inter-cultural issues; English for academic purposes; English as a second language; diagnostic English language tests; post-entry language assessment; Bachelor of Environments; environments; The University of Melbourne
Embedding English language development into the disciplines: a model for successful interdisciplinary collaboration

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The issues around English language development during tertiary studies have attracted much attention in recent years in Australia. More recently, the Tertiary Education Quality Standards Agency (TEQSA) has indicated it will look closely at this aspect of higher education and monitor the support structures in Australian universities which promote students' English language development during their tertiary studies. Such language development will not be easily achieved. However, a growing body of research in the field indicates that significant progress can be made if language development is embedded into curriculum delivery. This paper will report on work undertaken in this area as part of a national Office for Learning and Teaching (OLT) Fellowship. First it will examine the findings of several case studies on 'embedding' in one Australian university.

Then it will propose and discuss a model for successful inter-disciplinary collaboration between Academic Language and Learning (ALL) and other discipline specialists that can be used to promote success in embedding English language development into the disciplines.

Key words: academic literacy; interdisciplinary collaboration; language across the curriculum
University literacies: a multi-literacies model

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To succeed at university students need access to 'literacies' specific to universities (i.e. academic literacies) and specific to their chosen disciplines and career paths (i.e. discipline-specific literacies). They also need access to generic literacies more applicable to society at large, for instance, traditional and socio-cultural literacies. In other words, students need access to—a range of literacies to participate in a range of overlapping literacy contexts; in this case, the university system, the subject area, and the world at large. There is no single literacy that can adequately fulfil this task; rather, students need multiple literacies to meaningfully participate in the university context and broader community. If anything, the range of literacies required of a student entering university in the 21st century is increasing with the digital revolution and the migration of teaching resources to online platforms and interactive forums. Students today need both traditional literacies (e.g. reading, writing, and English proficiency) and contemporary literacies (e.g. digital, visual, and critical literacies) to participate actively and fully.

At Flinders University in South Australia we have developed a 'multi-literacies' framework for the tertiary context that explicitly addresses each of these areas. The framework includes four key literacies: (1) institutional, (2) critical, (3) traditional, and (4) academic literacies. Embedded in these literacies are other essential literacies: digital literacies, visual literacies, and social and cultural literacies. These literacies are all considered equally essential to student participation and success in the 21st century university context.

Key words:
multi-literacies; academic literacy; cultural capital
Day 1 Session 1.6

Identifying the features of successful curriculum development for discipline-specific ALL courses

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ALL educators have been active in describing and promoting the various innovative curricula they have co-created and implemented. However, less is known about the complex process of curriculum development that underlies this work. Curriculum development in ALL is unlike that in other academic endeavours, since it involves a complex coordination of actors (e.g. academic advisors, discipline specialists, university executives and administrators), epistemological beliefs, pedagogical approaches, hierarchies of status and power, and political imperatives (e.g. DEEWR policy, university priorities).

To explore this area, the researcher conducted ten semi-structured interviews with ALL curriculum developers working at a range of Australian universities. Answers were sought to two main research questions:

- What factors facilitate successful curriculum development for discipline-specific ALL courses?
- What factors challenge successful curriculum development for discipline-specific ALL courses?

Interviews were transcribed and analysed for common themes. The data paints a complex picture of the curriculum development space, with numerous and varying strategies for success uncovered, as well as cautionary tales about projects that have not been successful. This project was supported by an AALL research grant.

Key words: curriculum development; views of ALL practitioners; discipline-specificity; interview data

Notes
Day 1 Session 1.6

A conceptual design for online doctoral writing groups

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Doctoral writing groups have been shown to provide an ideal context for the development of a number of research skills that include not only writing but also peer learning and review, rhetorical awareness, research collaboration and research project management (Aitchison, 2009; Aitchison & Lee, 2006; Ferguson, 2009; Rose & McClafferty, 2001). Most writing groups are conducted on campus, or at least face to face, which precludes the participation of a considerable number of students, such as those studying part-time or in distance mode. Web-conferencing tools that enable remote synchronous audio-visual communication (eg Skype) offer new ways of running writing groups for off-campus doctoral candidates. In this talk, we present a conceptual framework that displays various options for implementing online doctoral writing groups.

This framework informs our empirical study, which investigates the dynamics of facilitating and participating in such groups, taking into consideration the expectations, attitudes and feedback of participants. The findings will answer questions pertaining to the perceived challenges of establishing and participating in online doctoral writing groups and the role of the facilitator in creating a productive learning environment, and will be of interest to a broad range of academic literacy and learning educators.

Key words: academic literacy; facilitating; doctoral writing groups; web-conferencing; distance students
Day 1 Session 1.6

Identifying students requiring English language support: what role can a PELA play?

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The number of higher education providers implementing a post-entry English Language Assessment (PELA) has increased exponentially in the past six years. This uptake has largely been driven by the ‘Good Practice Principles’, the TEQSA Act 2011 and TEQSA’s Quality Assessment on English Language Proficiency. Anecdotal evidence suggests that at least 50% of Australian universities now offer some form of PELA, but few compel students to complete it. This paper briefly discusses four years of learning that took place in one university, beginning with trialling a range of PELAs through to the endorsement of a short written task in all undergraduate courses.

It addresses potential matters of contention, analyses why the initial university-wide roll-out was problematic and highlights unexpected outcomes from this year’s implementation. It also considers broader issues: why anecdotal evidence is important, the significance of TEQSA’s Quality Assessment on ELP and the need to link PELA outcomes with effective language and academic skills support. The paper puts forward a case for the continued adoption of a PELA and suggests how this can be achieved in a cost-effective and sound pedagogical manner.

Key words: PELA; TEQSA; English language proficiency
Day 1 Session 1.6

Student perceptions of an ALL intervention: embedded writing programs taught by disciplinary academics

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Support for developing writing within a disciplinary context has led to widespread approaches that embed writing in the curriculum. Yet when embedding does take place delivery is often left to writing specialists working collaboratively with the discipline academic. Despite the widely held opinion that it is the tutors’ role as expert speaker of a specialised discourse to give students access to that discourse, programs that embed writing practices into academic content teaching taught by disciplinary academics remain largely under-researched.

This paper explores student perceptions of three different embedded writing programs taught by disciplinary academics who had attended professional development sessions with ALL staff. The development sessions focused on identifying the appropriate structure, style and expression required of a written assignment and developing strategies to make this explicit within the disciplinary context.

The session briefly outlines the three different approaches and presents the results of interviews with and surveys of students who participated in embedded writing programs of different class size, intensity and epistemological content. One of the key issues arising from students’ responses relates to academic identity, in particular whether the disciplinary staff saw themselves as able and willing to deliver the program.

Key words: embedded writing; disciplinary discourse; academic writing
Day 1 Session 1.6/1.7

Hypatia’s Circle – A play

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Biography
Tom Petsinis has published six collections of poetry, most recently My Father’s Tools and Four Quarters, which won the Wesley Michel Wright Poetry Prize. Among his novels The French Mathematician was nominated for both the New South Wales and South Australian Premier’s Award. His play The Drought was short-listed for the Victorian Premier’s Literary Award.

The Australia Council for the Arts has awarded him a Writers’ Fellowship and a Residency at the B.R. Whiting Library in Rome. He was recently a Creative Fellow at the State Library of Victoria and a writer-in-residence in Lavigny, Switzerland.

Forthcoming work includes a collection of poetry Breadth for a Dying Word, a novel Fog, and a play Hypatia’s Circle.

Tom lives in Melbourne and works as a mathematics lecturer at Victoria University.

Synopsis
Hypatia was a female mathematician who lived in Alexandria in the 5th century AD. She was the foremost mathematician of her time and the first women of note to be recorded in the history of the subject. She succeeded her father as head of the neo-Platonic school of philosophy in a turbulent period of history. Christianity had emerged from its infancy and was growing into powerful religion. The Bishop of Alexandria, Cyril, was on a zealous mission to make Christianity the city’s only religion. To this end he succeeded in expelling the Jews and several heretical Christian sects. He then turned his zeal against the influential pagans.

Tensions between the opposing groups came to a head during Lent of 415 AD. A group of fanatical monks, perhaps instigated by Cyril (this is contested by some historians), attacked and killed Hypatia. Cyril was later canonised as Saint Cyril, while Hypatia is now considered one of the martyrs of mathematics.

The play Hypatia’s Circle explores the dichotomy between mathematics and religion, between life based on reason and one based on faith.

The dramatic action is driven by a young monk, Peter, whom Cyril recruits to spy on Hypatia and gather information that might be used against her. But in doing so, Peter falls in love with Hypatia’s young protégé Thalia, who spurns his advances. Seething with resentment, feeling guilty at having betrayed his vow of celibacy, Peter incites a group of monks to murder Hypatia, whom he sees as having corrupted Thalia.

The play features original songs based on mathematical themes. Many of these are sung by the street-performer Zeno. He moves between the feuding factions and provides comic relief from the gathering storm.

Hypatia’s death coincides with the onset of the Dark Ages in Europe, during which mathematics and science lay dormant for almost a thousand years.
Day 1 Session 1.7

Discipline approaches to writing the review of literature

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Academic literacy workshops and online information about writing a literature review can cover a wide range of relevant topics, including writing purpose, structural moves, features of levels of writing from macro to micro, in-text referencing skills and the development of the writer's voice. This paper will focus on an analysis of the key messages put forward by the science, engineering and health disciplines in journal articles to support students in the task of writing a review of literature in their field.

The objective is to note the similarities and differences in approach and to draw out the particular roles that ALL practitioners and discipline-based researchers have to play in unpacking this complex section of a thesis or research paper.

Key words:
literature review; disciplines

Notes
Day 1 Session 1.7

Oral communications: the poor relation in the literacies nexus

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Working at a research-intensive university brings with it the demands that research students are skilled up to ‘pitch’ their research. There is increasing demand for researchers to present to varied audiences both for dissemination of their ideas and for funding. This has seen the development of such events as the 3-minute thesis competition and the 2-minute elevator chat. However, very few of these senior researchers have had any oral literacy support or training in performance. Effective oral presentation takes practice and development but how can this complex and multifaceted skill be developed and supported in the undergraduate years?

This presentation will explore an award winning program that has bridged the learning and research nexus in a meaningful way. PATH3205 Molecular Basis of Disease is a third year course in Pathology for Medical science students (n= 45). The Research Group Presentation engages students in an authentic task that gives them the opportunity to communicate like Pathology researchers. This task focuses on the oral literacies in a collaborative research context.

Embedding academic oral communication skills has had a transformative impact on student learning in the research context. It has improved oral presentation design and performance, enhanced critical engagement and has increased confidence and constructive teamwork. The model explored in this presentation could be applied to other courses which seek to enhance the graduate attribute of oral communication.

Key words: oral communications; community of practice; academic literacy
Day 1 Session 1.7

Ready or not? Evaluating an indicator of pre-entry academic English proficiency at the University of Tasmania

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Since 2009, the University of Tasmania has been running a collaborative project for culturally and linguistically diverse (CALD) applicants, which aims to raise awareness of the requirements of tertiary study and to offer appropriate enrolment and pathway advice to individual applicants. The project includes outreach, interviews and an essay-based indicator of proficiency in academic English.

The presentation focuses on evaluating this indicator and discussing approaches to measuring its success. These include correlating scores on the academic English indicator with results in the first semester of study, and numbers of students taking the enrolment advice or following a suggested pathway. Evaluation from a student perspective is also considered. Students’ perceptions of the indicator process, the way the result is presented, whether the result correlates with their own evaluation of their tertiary readiness and ALL supports they access are surveyed.

The project involves collaboration between different areas of the university, which has resulted in varied and sometimes unexpected outcomes, including closer communication, streamlined referral processes, development of appropriate pathways and a more holistic understanding of the student experience.

It is suggested that the indicator has contributed to a more realistic understanding of university readiness among staff and assisted them in communicating this in order to provide appropriate advice for participating students. Consideration is given to how these outcomes might be demonstrated to stakeholders in a meaningful way.

Key words: pre-entry testing, culturally and linguistically diverse students; tertiary readiness; evaluation; collaboration
Day 1 Session 1.7

Supporting academic literacies in an online environment

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Acquiring competence in academic literacies is complex and is often directed by the orientations and practices valued by a particular discipline area. Often, students who have not been oriented to the academic literacies of their discipline are expected to participate in high levels of academic discourse without appropriate scaffolding or support. Recognising this, the University of South Australia (UniSA) set up a Language, Literacies and Learning (L3) website in 2012. The purpose of this website was to provide academic language and learning resources to support the development of students’ academic literacies in their discipline areas. Although the activity report from the L3 website has indicated that it is popularly used by students, it was agreed pre-implementation that the website would have to be evaluated to ensure that it was performing in the way it was intended to and identify any gaps that would inform its future development. This paper reports on a study that was carried out to evaluate the L3 website.

Two main research questions guided the collection of data, namely, 1) Do the online resources adequately support the development of the students’ academic literacies in their discipline areas, and 2) Do the resources provide students with the scaffolding they require to produce the genres of their discipline. Data was collected through the administration of an online survey and semi-structured interviews conducted on a representative sample of students in UniSA.

Key Words: academic literacy; academic language and learning; online environment
Day 1 Session 1.7

Scholarly soldiers: first year university students negotiating identity

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This paper reports on a study of the first year experience at UNSW Canberra (the Australian Defence Force Academy).

Substantial research has been conducted into the experience of first year students. Recent studies show that students in Australia are increasingly undertaking part-time work; spending less time on campus, but engaging more in study groups; using the internet more to study, but experiencing less contact with their lecturers. Encouragingly, since the 1990s, students’ perceptions of the quality of teaching have improved and students are more likely to feel well-prepared for university study.

UNSW Canberra, which aims to provide a high quality liberal education program for future military officers, provides a different learning environment from other universities in Australia. Undergraduate students are drawn from all over Australia and there are few international or mature-age students.

Unlike most students, undergraduates at UNSW Canberra are paid a substantial salary and are guaranteed employment on graduation. Most live and receive their meals on campus. UNSW Canberra has the highest staff-student ratio in the country (9:1). With on-going military training and supervision, strict uniform regulations and codes of behaviour, students develop a strong sense of professional identity as members of the Defence Forces. But what of their identity as scholars?

This paper discusses the question of academic identity in an institution with a specific professional goal and reflects on the implications for learning advisers and other lecturers.

Key words:
first year experience; professional and academic identity; academic literacy; military training
Day 1 Session 1.7

Effective strategies for language ‘growth’: staff and student insights for designing successful support programs

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Students are expected to develop their language proficiency while at university and universities are responsible for providing adequate resources for them to do so (DEEWR 2009). At the University of South Australia (UniSA), the provision of support for English language development is demonstrated in the English Language Model adopted in 2011. The ways that students make use of this support is influenced by their understandings of effective language learning and a range of preferred strategies. Students are also likely to be influenced by advice from their lecturers. Many ALL interventions related to the English Language Model are based on academic language research and experience with students, but little is documented about the perceptions academic staff hold of effective language learning and strategies that they advise students to adopt. Indeed, the current support programs at UniSA did not include direct consultation of academic staff about the strategies they adopt to further language development in their courses. In order to ensure that the views of all stakeholders were included in the framing of support programs at UniSA, staff perceptions of effective language learning needed to be investigated.

Drawing on an approach by Rochecouste et al. (2010) an investigation was undertaken to examine perceptions of International students and academic staff about effective strategies for language growth – ‘What language to learn? How to learn it?’. The findings were used to review current ALL support at the university to ensure that it meets student and staff expectations about language growth.

Key words:
English language development; independent language growth; perceptions of language learning; strategies

References:

Undergraduate nursing students need to develop a sound repertoire of academic literacy skills in order to engage with both their academic studies and their professional roles. For international students, for example, a graduate requires an IELTS of 7 to become a registered nurse. Nursing educators, however, might find that opportunities to develop their students’ academic language and literacy skills are in competition with the demands of the full curriculum that supports students in achieving Australian Nursing and Midwifery Council (ANMC) competencies. The challenge is particularly marked for students coming directly into the second year of university studies, and otherwise new to the university, whether they are entering from overseas or are domestic students furthering their qualifications.

A case study methodology was used to focus on these nursing students, tracking them through an entry unit where a post-enrolment English language assessment (PELA) was administered, and examining their response to this and their use of language and literacy support strategies in the context of the learning outcomes and assessment for this unit. Data sources for the case study included students’ responses to the PELA task, student survey data, and semi-structured interviews with teaching and professional staff. A partial mapping of the wider curriculum was also employed to inform an examination of the nexus between academic literacy and professional communication for the student nurse.

Key words:
academic literacy; PELA; nursing communication
‘Receptive Text-Production’ and ‘Productive Text-Reception’ – textual work in the academic context of human resource education

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For a few years the German higher education scene referring to the development of students’ abilities concerning academic writing and text production has been a growing field of interest for research. The increasing engagement in this context can be derived from the implementation of the Bologna-Process (Kruse 2007). So far the restructuring of the German higher education system has had effects on different organizational and institutional levels. Referring to writing, the new bachelor and master programs are didactically connected to considerations of what students have to be capable of and in which context they need what kind of writing abilities. In contrast to the many newly organized centers for the development of writing competence focusing on writing across the curriculum, the proposed research project wants to determine the advancement of students’ text competence from a perspective taking writing-in-the-discipline measures into account.

The question marking the starting point of the project is: What is scientific text production and how does it work? From a higher education point of view focusing on didactical theory, this is a question that requests the identification and description of a so-called field of action (Gerholz & Sloane 2011). Thus, the project is dedicated to the macro-didactic planning of the study course ‘Human Resource Education’. It is regarded as a preparatory work for the implementation of micro-didactic interventions aiming at the advancement of students’ text competence.

The poster presentation includes ideas about the underlying methodology, theoretical key frames and tentative results referring to this conceptual basic research project.

Key words:
German Higher Education System; writing in the discipline; human resource education; macro-didactic planning; conceptual research

References

Day 2 Poster session

Making histories: oral accounts of the emergence and development of ALL in Australian higher education

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How might our present understandings of our professional identities, our struggles, our achievements and our capacities for agency be better understood through the memories and accounts of those who championed our emergence? What might oral accounts of the emergence of our field offer beyond what can be gathered from its existing literature? Indeed, why look at the history of a professional field at all? These questions are taken up in this AALL funded project that attempts to develop a dialogue between the past, present and future of ALL in Australia.

This project will begin with the accounts of the ‘first generation’ of ALL practitioners in Australia, specifically those who were present at the 1980 meeting at the ANU where the fracture between the practices and perspectives of the early psychologists in the field were separating off from those who would found the much broader school of academic language and learning (ie. Gordon Taylor, John Clanchy, Brigid Ballard, Carolyn Webb and Hanne Bock). By capturing these accounts, we are interested in recording and presenting their perceptions of key moments, influences and struggles over truth, agency and practice in the academy as a way of adding another rich layer of ALL history to existing accounts (eg. Chanock, 2011a, 2011b; Percy, 2011; Webb, 2001). We suggest that this work raises important questions about how we may continue to make sense of our professional identities in the complex and dynamic field of academic language and learning.

Notes
Day 2 Poster session

UniSA English Language Model: an analysis of compulsory and voluntary ELSAT attempts, and subsequent uptake of language and learning support.

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An increased focus on English Language Proficiency (ELP) in the tertiary sector has instigated much discussion on how post-entry level language proficiency can best be dealt with. In order to address this issue, the University of South Australia (UniSA) has implemented a uni-wide ELP model, which includes the English Language Self-Assessment Tool (ELSAT), an exercise that identifies students for targeted language and learning support. Students are given the option of voluntarily completing the ELSAT if they intend to seek language and learning support. However, despite widespread promotion of the ELSAT, there has been limited uptake across the university. To address this, in 2013 it was decided to trial the embedding of the ELSAT in a core first-year course in one of the schools within the Division of Education, Arts and Social Sciences, with the possibility of extending this embedded model to other courses across the university. The data collected from this project was compared and contrasted with statistics of students who had voluntarily completed the ELSAT. This poster graphically illustrates the project by defining the ELSAT, and presenting data for both categories of completion, including the number of students identified via the ELSAT who were entitled to and accessed language and learning support. As a whole, this poster highlights the significant differences in the data that could have implications for universities considering embedding voluntary or compulsory ELP tests.

Key words:
ELP; PELA; language and learning support

Notes
Day 2 Poster session

Navigating the referencing maze: ‘Roadmap to Referencing’ at UniSA

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University students have access to myriad sources of information and require high levels of information and academic literacies to select, manage and acknowledge sources appropriately. Given new emerging technologies, the way texts are created and formatted can make it difficult to identify types of sources, their format and authority (Kennedy et al. 2009). This compounds student challenges of appropriately applying the conventions of a referencing system.

Most universities teach students the importance of referencing and avoiding plagiarism (Jurowska & Thompson 2012) and provide resources about preferred systems like Harvard. Many resources are print based but current TechnoWorld learners at the University of South Australia expect more creative ‘quick’ online resources. With this expectation in mind, and needing to address fundamental questions that students commonly ask such as ‘what kind of source is this?’ and ‘how do I reference it?’, a team of academic language and learning practitioners collaborated with librarians to develop an innovative electronic resource as a solution.

Taking inspiration from the University of Portsmouth’s online referencing resource (University of Portsmouth 2007) and research on pedagogical design (Peterson 2011), the Roadmap to Referencing was created. The interactive tool guides students to identify types of sources through detailed definitions and annotated models for the Harvard-UniSA referencing style.

This poster presents an overview of the development of the resource with examples of its application. It also presents the findings of an initial evaluation based on data from Google Analytics as well as qualitative surveys of staff and students.

Key words: academic integrity; electronic guide to referencing conventions; Harvard
References


Notes
Prompt feedback in a techno-world to improve academic writing proficiency

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It has been observed that teacher feedback provided through traditional modes on students' writing is ineffective due to a number of limitations. Lack of promptness, limiting feedback to the final drafts, and students' lack of interest in incorporating teacher feedback have been identified as major problems. According to Reid (1994), 'The kinds of comments we traditionally made on the final draft are no longer sufficient and may even be counterproductive'(p.273). To address these issues, the researcher tried out an innovative method of using email along with MS office review facility to provide teacher feedback. Through this intervention it was possible to provide prompt online feedback both on preliminary drafts and the final draft and students were able to access teacher feedback through mobile devices despite geographical restrictions.

This method was tested in relation to students' academic writing, at undergraduate level. In this study, records of students' work were maintained. A comparison was made between the group who made use of this new intervention and another parallel class that did not make use of the email feedback. Both groups were tested on the same writing tasks. Questionnaires were administered to both groups. Continuous observations were also made throughout the intervention.

The system trialled was accessible to the majority of students, since 81% of them had the required skills and facilities for the task. More than 80% showed a preference for feedback via e mail.

A significant majority, i.e. 93%, of the students who received feedback via email improved the final script according to the guidelines given, whereas in the other group that percentage was only 43%.

This study proved that providing prompt feedback in a techno-world is a possible method which could effectively improve students' academic writing proficiency.

Key words: prompt feedback; preliminary drafts; final drafts; academic writing; mobile devices
Day 2 Poster session

Technology tools for academic writing: bridging the first year gaps

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Widening participation in higher education has necessitated the creation of a broad range of strategies to improve the literacy skills and subsequent confidence levels of many students new to the world of university. CQUniversity, a regional Australian university with students from a diverse range of socio-economic, cultural and geographic backgrounds, has more than two thirds of its students studying by distance mode. Typically, distance students can feel quite removed from interactions with their lecturers and fellow students, and lack acknowledgement and reassurance of their accomplishments in academic writing. This paper outlines how some simple but resourceful learner-centred technology tools have been found to have a positive effect on the confidence levels of many students in their attempts to familiarise themselves with the conventions and expectations of academic writing.

Informed by Chickering and Gamson’s (1987) Seven principles for Good Practice in Undergraduate Education, the paper illustrates how advisers in the Academic Learning Centre (ALC) at CQUniversity place a strong emphasis on inclusive practices to build relationships with first year distance students, encouraging them in the acquisition and development of academic literacy skills. Through specific online techniques such as a query line service and an assignment feedback service, the paper demonstrates the importance of relationship building between advisers and distance students, and how personalised support delivered in a timely, proactive way can be confidence building for students, impacting positively on their success and retention and empowering them to improve their academic communication.

Key words:
academic literacy; good practice principles; distance students

Notes
Day 2 Poster session

Consolidating regional pathways into university through ‘fly in, fly out’ ALL provision

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Universities located in regional areas and those with regional campuses play a key role in providing pathways to higher education for rural students. If the campus and community base is small, it can be difficult to provide a full range of student services, but without that support these pathways can prove to be ‘revolving doors’ (Tinto 2008): frustrating both the students and dedicated program staff. In the past, local provision of services was the obvious choice, particularly in the field of academic language and learning where provision consisted of face to face services such as individual student consultations and workshops. Now that academic and learning functions are more diverse, linked to university teaching and learning priorities and often aligned to specific disciplines as well as disseminated across a plurality of online outlets, there is a strong imperative to ensure that regional staff and students have access to both language and learning advisers and the full range of services.

This can mean replacing local but limited provision with a type of ‘fly in, fly out’ service. This poster illustrates some of the complexity associated with establishing a city-based language and learning program at the University of South Australia’s two regional campuses both of which are relatively small and physically joined only by a flight path through Adelaide or a long road trip.

Key words:
university pathways; widening participation; regional students; access and equity; modes of provision; academic language and learning support

Notes
In Australia, as elsewhere, universities are seeking to expand and diversify their student intake, to offer opportunities to people who would not previously have aspired to higher education (Bradley, 2008). At the same time, however, attrition is often unacceptably high; and with courses increasingly being delivered wholly or partially online, it can be difficult to foster the kind of engagement with peers and with the institution that has been shown to support students in persisting with their studies (Coates & Ransom, 2011). In this context, a growing interest in Learning Circles points to a way of keeping students engaged. While Learning Circles are widely used to explore the curriculum of subjects in the disciplines, they can also be a resource for students outside of those curricular structures (Henderson, Noble, and De George-Walker, 2009).

This poster presents some benefits, and some problems, encountered in a project initiated by Academic Language and Learning advisors, facilitating learning circles for students to meet with each other and with staff whose expertise they can draw on to address the questions and concerns that are most pressing for them. Such circles are based on the sharing of knowledge and experience rather than on assumptions of deficit; and they can be offered very economically as no preparation or marking is involved.

Key words: learning circles; peer learning; engagement
Teaching subject literacies through blended learning: reflections on a collaboration between academic learning staff and teachers in the disciplines

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For ALL practitioners helping students to write more effectively for their disciplines, the trend towards online teaching and learning carries both threats and possibilities. It can distance us from our students, but it can also sidestep the inhibitions and inconvenience, and perceptions of irrelevance, that keep many students from consulting us. By collaborating with discipline teachers within their subjects, we can reach many more students and show that what we offer is relevant and appropriate for all of them, rather than remedial. Moreover, this kind of collaboration can bridge the gap between discipline teachers’ knowledge about content and ALL teachers’ knowledge about language and discourse (Elton, 2010), and prevent ALL staff being sidelined, and ALL expertise lost, by ‘doing away with study skills’ (Wingate, 2006). It raises subject teachers’ awareness of their students’ difficulties, and equips them with strategies to address these.

The challenges for ALL staff are to get entrée into discipline subjects; to familiarise ourselves sufficiently with the focus, scope, structure and approach of each subject to which we contribute; and to ensure that this approach complements, rather than replaces, other valuable modes of teaching. This paper discusses these challenges in the context of my involvement with a large first-year, first-semester sociology subject taught across five campuses. Because the work was done in the weeks before teaching began, it proved possible to implement the collaboration at no cost to the Faculty, and no loss of capacity for individual teaching; and it did not entail additional technical training.

Key words: embedding; collaboration; academic literacies; online teaching and learning

Notes
Day 2 Session 2.1

Nanotechnology, design solutions, and ... academic literacy skills

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Are two heads really better than one, when one is technically-minded and the other focused on academic literacy and language skills? How about six or seven heads? Most recent research into how students acquire literacy skills indicates that 'embedding' language practice into subject-specific units and/or courses is the most effective way to teach general academic literacy skills. As many of us have learned through experience, from a unit coordinator or learning adviser point of view, this is easier said than done. The often unspoken truth is that the level of collaboration and time-intensive planning and preparing required for embedding efforts to succeed can be daunting.

This presentation explores the journeys of planning, writing, and teaching two first-year units with a literacy focus at Edith Cowan University in WA: one in Natural Sciences and one in Engineering. Our presentation will compare the process of embedding in these two units across two years from the point of view of Learning Advisers in order to shed light on best practices (and worst pitfalls) for assessment design, marking practices, and use of technology in learning activities.

Another area we consider is the process of collaboration with unit coordinators, learning designers, LMS software experts (MindMeister, PebblePad and Blackboard), sessional tutors, and librarians. Is this an ideal way forward or can too many chefs (learning experts) in the kitchen spoil the stew?

Key words: academic literacy; language; learning advisers; collaboration; natural sciences; engineering

Notes
Day 2 Session 2.1

Unmasking English proficiency development at the Queensland University of Technology International College

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This work-in-progress presentation critically examines English proficiency development at the Queensland University of Technology International College (QUTIC). The College offers English language and academic pathway programs to assist international students to meet the entry requirements for university degree programs. Attention is drawn to English proficiency development in 2 content-based units in particular, namely, Accounting BSD110 and Management BSD115. These units are core units in the Diploma in Business program under the University Entry Program (UEP) banner. The presentation will highlight ways in which ALL staff have worked collaboratively with the teaching staff to address English proficiency development within these units, the impact of these actions on staff and students, feedback from students and staff, as well as areas for further development.

It will be shown that successful English proficiency development is dependent on various factors including willingness and ability of content unit coordinators to embrace embedding and to work collaboratively with language and learning staff, logistical demands as well as the extent of clarity of the university’s policy and practice on English proficiency development, among other factors.

Key words: English proficiency development; embedding; curriculum design and delivery; collaboration
Day 2 Session 2.1

Practising academic literacy online: reflections on a mini-MOOC

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Since late 2011 The Learning Centre at UNSW has been developing a voluntary Moodle workshop titled ‘Writing Skills’. The Moodle course shows how Learning Management System (LMS) features can be used to design learning resources and offers our students academic literacy support by a flexible, independent, self-access mode. Any UNSW student or staff member can enroll in the course. This means that the target audience is very broad. The highest number of participants tends to be post graduate international students, although there is also a consistent, albeit lower, number of undergraduate students, both local and international. The students span a broad range of disciplines. The workshop contains modules which focus on writing skills such as paraphrasing and summarizing, using sources and referencing, and structuring introductions, body and conclusions for essays.

Activities are scaffolded, starting with basic tasks and information and then building towards more complex structures, including language tasks suitable for international students. All activities are self-access, and most provide immediate answers and feedback. Student feedback overall has been favourable. As the number of participants has increased over the past 18 months there has been a corresponding increase in student participation (i.e., posting to forums, completing activities). One advantage to developing learning resources in an LMS is that these can be imported into formal credit bearing courses for use by lecturers, tutors and students. Analysis of student participation and feedback will be presented and implications for curriculum design will be discussed.

Key words:
academic literacy; learning management systems; independent learning; voluntary participation; student engagement.
Critical thinking (CT) is essential for success in undergraduate education. However, the literature is divided on the best strategies for approaching the learning of CT. Much of this comes down to differences in the way that CT is defined and conceptualised. On the one hand, CT can be conceptualised as a collection of skills – such as observing, inferring, assessing statements and critiquing arguments – that are generalised and transferable, and subject to a threshold level of competence in a particular discipline in undergraduate contexts. In a crowded curriculum it can be attractive to approach the learning & teaching of CT based on this conceptualisation – as a purely applied exercise in basic academic skills development. However, there are arguments supporting the view that the conceptualisation of CT in terms of skills is too limited and, hence, approaching it in terms of skills development is too superficial. It is argued that CT is more a set of behaviours and psychological traits that require students to undertake deep learning based on rigorous scholarship; and including the development of a deep knowledge of oneself. Approaching CT from this perspective leads to learning and teaching strategies aimed at supporting a transformative process that better positions the student for lifelong learning.

This paper looks at different strategies for the learning and teaching of CT based on these differing conceptualisations, and assesses them in terms of their effectiveness in supporting the attainment of CT required by undergraduate students and expected of graduates.

Key words:
Critical thinking (CT), ways of learning, skills and behaviours, lifelong learning.
This demonstration of student success through the application of feedback is fundamental for all students, but more so for students entering university through pathways, where academic literacy may pose additional issues.

Feedback has long been a contentious issue, with Boud and Molloy (2012) challenging some of the widely held nostrums around feedback in higher education, while proposing new models of feedback which promote the role of the learner in the feedback process. A key tenet of the Boud and Molloy feedback model is viewing feedback as situated within curriculum design, with ‘nesting’ of tasks providing an opportunity for the feedback loop to be completed. There is general agreement that the most suitable tasks for nesting are those that are fundamental for further study such as academic literacy competencies. This approach to feedback allows for students to show more explicitly that desired academic literacy outcomes have been achieved while also providing enhanced insight to educators.

This paper builds on an existing model of integrated assessment detailing a working model of feedback, incorporating nested tasks, along the lines proposed by Boud and Molloy. The case study highlights the important role that feedback has been given in the design of a curriculum, developed at UTS:Insearch, integrating its discipline-based Economics subject and its Academic Literacy subject within a business diploma program. While feedback was not the original driving force behind the design of the integrated curriculum, feedback benefits have emerged and have provided the catalyst for further changes in the curriculum and assessment design.

Key words: academic literacy; integrated assessment; feedback

Note: This paper builds on the work that was presented at the 2011 Conference of the Association for Academic Language and Learning in Adelaide.
Day 2 Talk Tank

**Oral professional communication: addressing diversity**

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A talk tank is a space of inquiry that leads to the development of communities of practice and collaborative ideas for action.

This Talk Tank explores:

- how a community of practice impacts on the teaching of oral communication
- the need to develop approaches and materials that accept the subjectivity of oral communication
- how communities differ
- what is/isn’t being done to help students navigate different ‘genres’ of oral communication.
In the current higher education context, many universities promise to produce ‘work-ready’ graduates for an increasingly demanding labour market. This has meant that some of the practice-focused skills that previous generations of graduates expected to develop on the job are now framed as graduate attributes that must be developed during university degree courses. For example, the ability to communicate effectively is now considered an important graduate attribute and is a focus of foundation learning outcomes in many undergraduate degree courses. This paper reports on a study being conducted in the School of Engineering at Curtin University where, for the first time, combined content from both Engineering and Professional Communication Skills is being team-taught in tutorials for the first year unit Engineering Foundations: Design and Processes by teams comprising two Engineering specialists and one Communication Skills specialist.

In moving to this kind of delivery, the unit coordinators anticipated that team-teaching from two content areas might provide a more cohesively presented unit, with better alignment of delivery and assessment practices, as well as an opportunity to model the kind of teamwork practices the tutors expect student engineers to undertake in their foundation year units. In addition, it was anticipated that interdisciplinary team-teaching might provide a professional development opportunity for the tutors.

The paper will present findings from the first phase of the project, a qualitative enquiry into the tutors’ lived experience of interdisciplinary team-teaching.

Key words: team-teaching; interactive learning; interdisciplinarity; team behaviours
The MASUS (Measuring the Academic Skills of University Students) diagnostic procedure (Bonanno & Jones, 2007), a type of post-enrolment language assessment (PELA), was developed in the early 1990s at the University of Sydney Learning Centre. The aim was to help faculty teachers diagnose the literacy levels and writing needs of students, typically with a view to implementing discipline-specific unit of study specific learning support for those in need of it (Webb & Bonanno, 1994). The diagnostic has been used to develop different approaches to writing support for a wide range of students in a variety of contexts (Jones et al, 2001; Bonanno, 2002). It has also been the focus of research into the relationship between student writing and academic performance (Holder et al. 1999; Jones et al. 2000; Scouller et al. 2008).

In light of the recent higher education focus on English language proficiency (ELP) and communication standards (see for example, TEQSA, 2013; HESP, 2013), it seems timely to revisit the MASUS and its typical follow-up models for providing literacy support. In this paper, we discuss three models currently offered:

- adjunct workshops (outside of subject schedules)
- integrated support (discipline-specific workshops within subject schedules)
- embedded support (within the curriculum, with academic literacy developed alongside subject content).

The paper examines reasons why all three models continue to be used at the University of Sydney. In particular, we explore the implementation issues at institutional, faculty and unit of study levels.

Key words: academic literacy diagnostic; ELP; academic language development; language assessment; MASUS; PELA
References


Notes
The ultimate demonstration of success for students undertaking higher degrees by research (HDR) is the timely completion of an acceptable thesis. The challenge of writing the thesis can be even more daunting for students with English as an Additional Language (EAL). Nevertheless, this challenge is surmountable if these students engage with specific resources designed to provide required and focused interventions throughout their candidature, such as ‘English for research writing’ workshops. This paper explores the nature and role of such workshops as one contributor to student success in thesis writing. This research draws on: i) workshop evaluations, and ii) interviews with EAL student workshop attendees and their supervisors. Of particular interest are students’ perceptions of class-based interactions which enabled them to reassess their challenges and develop strategies to address them and supervisors’ perceptions on the contribution of these workshops to the students’ success.

Academic literacy challenges relate to writing a discussion, conceptualising the literature review, becoming a confident writer even if the ideas might be ‘wrong’, and generally feeling overwhelmed and confused. Strategies which have led these EAL students to being successful in overcoming their writing challenges include being open to saying ‘I want to cry’, taking risks, finding a writing partner, developing cross-disciplinary peer friendships and changing writing habits. The ‘English for research writing’ workshop spaces not only engage students in the intellectual work of learning about thesis writing but also provide a space for exploring strategies which can lead to the eventual awarding of a doctoral degree.

Key words: thesis completion; research writing; English for research writing; thesis writing; EAL research students

Notes
Day 2 Session 2.2

Integrating online academic skills into a preparatory orientation program for new students

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Transition into university remains a challenging experience for students as they adjust to new social, cultural and academic circumstances. Ironically, while the demand for degrees continues to grow as 'knowledge economy' rhetoric achieves almost 'mythic' status the quality of those degrees is coming under greater scrutiny. While online learning threatens to replace traditional modes of delivery it also offers academics and universities the opportunity to expand their reach, connect with new generations of learners and add multi-dimensional aspects to the learning experience. This paper reports on how one Group of eight university sought to add value to the student experience by developing online academic preparatory modules that were accessible to new students prior to their arrival for Semester One 2013. The three e-modules used a multiple choice format to challenge new students about firstly, being a university student, secondly academic expectations and thirdly why universities take academic integrity so seriously. Feedback on student perceptions of the modules was gathered from an online survey (1064 responses – 20%), focus groups and access statistics from Moodle. We found that integrating online academic skills modules within a centrally coordinated student communication strategy provides opportunities for students to prepare for their university experience, but unless the modules are carefully targeted at students false assumptions about student readiness for this preparation can be made.

Key words:
academic skills; online learning; transition

Notes
Day 2 Session 2.2

Academic literacy in the new ‘Macquarie model’ PhD pathway: challenges in design and evaluation

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In 2013 Macquarie University adopted a new PhD pathway, the two-year Master of Research (MRes), making it the first Australian university to align with European, North American and Asian qualifications. The MRes has been promoted as providing a more intensive research training experience for students before beginning doctoral study than current Honours programs, and is anticipated to yield higher quality doctoral projects, completed within time. A compulsory component of the first year of the MRes program is the centrally-delivered 'Research Communications' unit, in which students are taught the academic literacy conventions of presenting research in various forms with a focus on doctoral thesis writing.

This paper describes the challenges that were faced both in designing the Research Communications unit for such a diverse cohort of students, particularly in managing discipline-specific communication practices and in evaluating its success in terms of equipping students for doctoral writing.

Key words:
academic literacy; research training; doctoral writing; PhD pathway; discipline-specific
Day 2 Session 2.2

Developing the ALL abilities of EAL postgraduate coursework students: views of ALL practitioners

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The success of academic language and learning (ALL) interventions is due in part to ensuring the intervention is based on empirical evidence of ability and need in the local context. Nearly one third of all international students in Australian higher education are enrolled in postgraduate coursework degrees, making up fifty per cent all coursework masters enrolments (AUSSE Research Briefing, 2011). However, there is a dearth of research on the ALL needs and abilities of this cohort. It is not clear, for example, whether and/or how these students differ from their undergraduate counterparts in terms of their sociocultural profile, learning needs and expectations, and/or ALL capacities. Few, if any, Australian universities have developed institution-wide ALL strategies specifically tailored to this cohort.

In 2012 Griffith University commissioned the two presenters to investigate this area with a view to developing such a strategy. This presentation is the first of two at this conference reporting on the results of the study. In this session, data from a survey of over forty ALL practitioners working at universities across Australia is presented. Participants were surveyed about their views on the ALL abilities of students for whom English is an Additional Language (EAL) and who are undertaking postgraduate study by coursework. They were also asked to evaluate the potential effectiveness of a range of support mechanisms for this group.

A follow-up session to this talk will present data on the same issues gleaned from semi-structured interviews with a selection of Griffith’s discipline academics.

Key words: postgraduate coursework; EAL; ALL support mechanisms; ALL practitioners
Day 2 Session 2.3

Exploring the shape and effectiveness of co-tutoring at Whitireia, New Zealand: identifying key factors supporting student success

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Poutama Academic Learning Services has developed a joint teaching model to meet the needs of increasing numbers of students and to maximise the finite resource of academic advice at Whitireia NZ. Co-tutoring is a partnership between a subject tutor and an academic advisor, where both are present during timetabled lectures and academic scaffolding is embedded and contextualised into class content. The intention is to scaffold all students’ academic abilities while engaged with curricula. A study was undertaken to explore the nexus between content delivery and the embedding of academic skills in vocational diploma and degree programmes. This study investigated seventeen participating co-tutoring partnerships through class session recording of quantitative measures and online surveying of both qualitative characteristics of the model and tutor ratings of its value to students.

It was found that students’ academic scholarship abilities improve through joint planning, lesson delivery and spontaneous response to teachable moments, all emanating from a trusting, reflective partnership between the subject tutor and academic advisor. In addition it was found that the overt teaching of learning and academic strategies, embedded into whole class scaffolding, improved students’ academic abilities. The co-tutoring shape and instructional mode (up front, tag team or roving among individuals) and frequency of use changed according to the instructional aim. Ninety seven per cent of tutors rated the value of co-tutoring for students as very good or excellent.

Key words:
co-tutoring; academic scholarship; subject tutor; academic advisor; partnership; embedding; academic strategies; student success

Notes
Day 2 Session 2.3

Building connections: the importance of relationships across disciplines

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Collaboration between experts in language and non-language disciplines is a practical and proven approach for reshaping assessments to ensure students’ academic language development within the discipline context. While embedding language into curriculum is by itself a valuable application, our professional partnership yielded broader positive impacts. This alliance supported professional reflective practice by providing a unique perspective on means to overcome challenges of assessment and feedback, and supporting students to become independent learners. As part of a larger community of professional practice, this cooperative work promotes student success across multiple disciplines and faculties.

Key words:
language development; professional partnerships; reflection

Notes
Day 2 Session 2.3

Student evaluation of academic literacy workshops: what can we learn from it?

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Academic literacy workshops aim to provide additional language support to assist university students to acquire the necessary literacy skills—such as written and oral communication skills, to meet the demands and requirements of their study. However, it is not always clear whether workshop materials prepared by Learning Skills advisers are useful and relevant to student learning needs from student perspectives. In addition, previous experiences at an Australian university suggested that workshop attendance rates tended to decrease as the semester continued and when students became more involved in the preparation and writing of assignments. This paper reports on the range of strategies used to evaluate workshops and how the results obtained from these methods were used to make strategic changes to academic literacy practice. These approaches to evaluation may also assist Academic Language and Learning Skills advisers at other universities to better cater to the learning needs of their students and to prepare more well-received workshops in the future. This presentation should be of great interest to Academic Language and Learning (ALL) educators and English for Academic Purposes (EAP) researchers working at other Australian universities or in other countries.

Key words:
academic literacy; student evaluation

Notes
Against the odds: teaching writing in an online environment

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This paper outlines an approach to teaching academic writing in an online mode. The Pathways Enabling Course at the University of New England was launched in 2008 and has provided us with a cohort of students from educationally disadvantaged backgrounds who often lack the social capital necessary to write successfully in an academic context. These academic literacy units have been developed and taught by ALL staff at UNE. As the Pathways students are external, there is a danger that they will not engage with the unit content and learning environment. The challenge has been to adapt writing pedagogy to the online environment, subject to the constraints of the tools that are available in the learning management system (Moodle). In the five years that this program has been offered, we have developed some key strategies that provide appropriate, scaffolded teaching and learning activities to develop academic writing in the online environment. This involves the innovative use of the available tools to successfully engage students in writing activities.

Our primary teaching tools included Moodle’s database activity, which we integrated with other online activities to generate substantial student engagement, participation and interactivity. We believe our approach offers a valuable opportunity for ALL professionals and students to interact online, producing written work that can be shaped through corrective feedback and redrafting. We present some samples of student work and show how, with appropriate feedback and learning resources, students can develop their proficiency in academic writing to improve their chances of academic success.

Key words: academic writing; online learning; feedback
Day 2 Session 2.3

Novices, peers, experts: just who is the HD researcher?

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In the fields of engineering, computer science, maths and geospatial sciences and applied sciences, HDR candidates are producing research papers in refereed journals well before they write up their theses. At the same time they are reassured that the university considers them to be ‘novice researchers’ and that the key role of a thesis is to verify that the candidate has the necessary skills to conduct quality research in their field of study. This presentation will explore some of the contradictions inherent in the role of HDR candidate through interviews and focus groups with candidates and supervisors. It will ask the question whether the thesis or dissertation in its current form has abiding value as the document that demonstrates ‘ability to conduct original research’.

Key words:
HDR research practice; dissertation objectives; research publication
Day 2 Session 2.3

Developing the ALL abilities of EAL postgraduate coursework students: views of discipline academics

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With the growth in the number of postgraduate students for whom English is an Additional Language (EAL) completing degrees by coursework, Australian universities are recognising that academic language and learning (ALL) strategies are not only a matter for undergraduates. Nearly one third of all international students in Australian higher education are enrolled in postgraduate coursework degrees, making up fifty per cent all coursework masters enrolments (AUSSE Research Briefing, 2011). With these facts in mind, in 2012 Griffith University commissioned the two presenters to investigate the views of discipline academics on the ALL needs and abilities of this student cohort as part of a wider research project on postgraduate English language enhancement. This session presents the findings from nine semi-structured interviews with those academics in relation to their views on the ALL abilities of postgraduate EAL students, and their views on the potential effectiveness of a range of ALL support mechanisms. It follows on from an earlier presentation at this conference on the findings from a survey of ALL practitioners on the same topic, although attendance at the first session is not assumed.

Key words:
postgraduate coursework; EAL; ALL support mechanisms; discipline academics

Notes
An academic literacies project: a GUSS and SLC partnership at RMIT University

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This presentation describes the outcomes of a project designed to build graduate and academic capabilities of first-year social-science students. The project was a partnership between the Study and Learning Centre (SLC) and the School of Global, Urban and Social Studies (GUSS) at RMIT University and it involved developing a model of strategic support to induct first-year students into the academic language, literacies and discourses of the discipline. The model includes customised resource development and collaborative workshops aimed at developing academic capabilities, focussing on those required in an assessment task.

The resulting resource is now embedded in the course Blackboard, the online teaching and learning platform. The session will present the online resource, discuss student evaluation of the initiative, and explore the potential for adaptation of this model to other disciplines.

Key words: academic literacy; graduate capabilities
Day 2 Session 2.4

Metaphors describing evaluation: how do academic staff members describe their professional approaches to evaluating ALL interventions, resources and relationships?

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Foregrounding this paper is the concept that 'metaphors provide perspectives that define how we construe meaning' (Deshler, 1990). We use metaphors to convey abstract ideas which are hard to pin down. Professionals typically employ a variety of metaphors to create meaning and powerful pictures about their professional approaches to their work. Reviewing my professional experiences and research inquiry from working as a Learning Consultant with unit convenors from different professions in a Business and Economics faculty, I will explore how metaphors are used by subject specialists to convey the impact of academic language and learning interventions, resources and relationships in Accounting, Corporate Finance and Human Resources. In this paper, I will describe how metaphors can offer us a glimpse into three different professional communities’ approaches to reflecting on learning and teaching, monitoring and evaluation processes, that in turn, impact on how we frame our own ALL practices.

This can be useful for educators working in embedded academic literacy areas, as a 'beginning of a journey', to discover how metaphors help the ALL Community of Inquiry to understand more fully the concepts of monitoring and evaluation in what are typically viewed in multifaceted ways by stakeholders involved in Higher Education.

Key words: evaluation; metaphors; professional approaches and practice; ALL community of practice

References
Day 2 Session 2.4

‘I think I can…I think I can’. Perceptions of success of a group of mature age return to study learners, identified as being ‘at risk’.

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Intrinsic factors such as motivation (Pajares 2003), self-efficacy (Bandura 1994; Zimmerman 2000), and persistence (Palmer 2012) have been shown to be reliable predictors of academic success. This paper engages with the conference theme ‘demonstrating success’ by looking at the experiences of a cohort of mature-age, returning-to-study, off-campus postgraduate students identified as being ‘at risk’ at an Australian university. A phenomenological approach, consisting of interviews and questionnaires, is used to explore the perception of success among a group of under-achieving adult learners referred to an AALL professional for intervention. The aims of the study are threefold:

a. to describe the experience of success and the barriers to learning of mature age, return to study learners

b. to explore the role of feedback in enhancing learning and success

c. to question whether students believe their interactions with an AALL professional enhanced learning and the likelihood of success.

In so doing, it is also hoped notions of success will be problematized and contradictions between institutional notions of success and non-institutional notions will be highlighted. In particular, the study is interested in the relationship between feedback and enhanced success and hypothesizes a correlation between effective feedback and increases in motivation, self-efficacy, and persistence in overcoming barriers to learning.

The findings have implications for lifelong learning as well as AALL professionals working with ‘at risk’ students in a range of higher education settings.

Key words: adult learners; success; self-efficacy; motivation; persistence; academic language and learning
Day 2 Session 2.4

Using polling applications to develop academic literacy in lectures

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The proliferation of personal devices in recent years has been matched by the rapid growth in research into technology-enhanced learning that supports learning on these devices. One of the benefits of integrating personal devices into higher education contexts for learning is that students do not require skills training in the use of the technology. Personal devices include mobile phones, tablets and laptops. In this study, we investigate how mobile devices can be used to develop academic language and literacy skills in lectures through the use of free to access polling applications. The use of polling software enables a lecturer to pose open-ended and multiple choice questions that students respond to by text message or directly to the website.

Polling systems have been shown to be effective in numerous studies in engaging students in lectures and to support students in learning concepts. Polling applications provide instant feedback both to staff and students which provides a formative assessment of student learning during the lecture period. There is clear evidence to suggest that when polling systems have been introduced into lectures that student satisfaction with the learning experience has increased. What we contend here is that the benefits of the student-centred learning experience can be used to develop academic language and literacy skills in the lecture space. Overall, recent technological advances are making it possible to transform academic language and literacy experiences within lectures.

Key words:
academic literacy; technology-enhanced learning; student centred learning; lecture pedagogy; electronic voting systems
Day 2 Session 2.4

Evaluating ALL e-learning: what characterises effective resources?

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The use of electronic media in education and the production of e-learning resources have seen an exponential growth in recent years. While recently MOOCs have received most of the attention, the development of ICT-enhanced learning environments is expanding in all areas of education, including the ALL sector.

This paper presents the findings of a benchmarking and evaluation exercise of ALL e-learning resources of selected Australian and overseas universities. The study includes a wide variety of resources, from brief videos and voice-over slideshows to complex and interactive multimedia websites. In evaluating the resources, the focus is on the effectiveness and accessibility of the e-learning experience rather than the underlying technology.

However, some consideration will be given to the supporting platforms and tools in order to determine how impactful e-learning products can be produced in a cost-effective way.

Key words: e-learning; technology; resources; evaluation
Day 2 Session 2.4

The JCU Student Mentor Program: underpinning an institution-wide approach to first year transition

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All James Cook University (JCU) first year students, including external students and those attending remote campuses and study centres, now have the opportunity to be linked up with student mentors from their discipline on the first day of their academic journey. The program motivates new students, links them with successful role models and assists them to improve academic performance while promoting a cohesive university culture and learning community. The program recognises that all new students need and have a right to be part of an inclusive academic community and it is designed to encourage confidence in underrepresented groups. These groups may include students with disabilities, Aboriginal and Torres Strait Islanders, students from non-English speaking backgrounds and those from rural and remote communities.

The Student Mentor Program informs and supports all first year transition initiatives at JCU and the innovations that have been developed as a result have been informed by the first year in higher education literature (Kantanis, 2000; Tinto, 2002; Krause, Hartley, James, & McInnis, 2005; O’Shea, 2009) and are consistent with the third generation approach to student learning, engagement and the overall student experience (Kift, Nelson, & Clark, 2010). This paper describes key milestones in the evolution of the program including online training, expanded student support through social media and a learning management system, peer facilitated transition courses, systematic recruitment processes, Indigenous mentoring, and formal recognition for mentor training and participation through the JCU Professional College. In 2013 the program was awarded a JCU Citation for Outstanding Contribution to Student Learning.

Key words: peer support; mentoring; learning community

Notes
Day 2 Session 2.4

Making histories: developing an oral history of ALL in Australia

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How might our present understandings of our professional identities, our struggles, our achievements and our capacities for agency be better understood through the memories and accounts of those who championed our emergence? What might oral accounts of the emergence of our field offer beyond what can be gathered from its existing literature? Indeed, why look at the history of a professional field at all?

This session approaches such questions by reporting on oral accounts of the emergence and evolution of ALL in Australia. As we note some of the insights and lived experiences of those engaged in the formative years of ALL, we invite reflection on how these insights and experiences may augment, refine and even challenge our understandings of our field’s past and present. We argue that by understanding where we’ve been and where we came from, to inform where we are, we might be better able to (re) view where we might go.

The specific project, “Making histories: Oral accounts of the development of Academic Language and Learning in Australian Higher Education” aims to be a dynamic, adaptive and permanent digital work in progress. It is work that we believe will be enriched by the continued engagement of ALL professionals as both researchers and subjects. It is also work that raises important questions about how we may continue to make sense of our professional identities in the complex and dynamic field of academic language and learning. We invite you to join us in this dialogue about the past, present and future of ALL.
Day 2 Session 2.5

**Academic literacy: towards a renewed rhetorical stylistics**

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For over 2000 years, a dominant feature of higher education was intensive training in first grammar and then rhetoric. This training in playing with 'differences that make a difference' to persuasive meaning in speech and writing has been marginalised by the Enlightenment assumption that meaning is a transparent relationship between words and things. Although we now live in post-structuralist times and see through this ideology, we have not yet redeveloped a new robust rhetorical pedagogy of academic writing. The rhetoric of academic discourse is mostly focused on structural macro-elements of academic writing — genre and text structures. However, what we need, if students are to be provided with a more systematic, more intensive academic language and literacy education is a rhetorical stylistics that is much more nuanced, a stylistics that enables students to 'hear' and 'play with' fine variations of grammar and wording within sentences, variations that reference vital background epistemological and conceptual stances, frameworks and assumptions. This paper will sketch a history of attention to linguistic variation; point to some promising affordances, opportunities and lines of flight opened up by the current conjuncture; and then suggest some lines of research and pedagogy that may assist us in developing some more systematic pedagogies, pedagogies that can help students improve their academic writing.

**Key words:** academic literacy; rhetoric; stylistics; pedagogy
Numeracy components of the undergraduate education programs have come under the spotlight in recent times with the implementation of a hurdle test requirement at several Australian Universities (University of Melbourne, 2005; Latrobe University, 2013, Victoria University, 2009). It has also become apparent that many students starting their education degrees need several attempts to pass this hurdle test and additional maths support is required in teaching these students (Stacey, 2005).

At Victoria University (VU) the Student Learning Unit is actively engaged in developing support programs to overcome students' difficulties with numeracy. A variety of strategies are employed some of which reflect similar approaches to those used at VU for teaching literacy: team teaching, student mentoring, additional workshops, drop-in sessions and individual appointments. This presentation will identify the specific maths and numeracy needs of education students in the context of gaining mathematical knowledge for teaching (Ball, 2008).

The presentation will also explore the use of online resources by comparing two popular Australian maths websites highlighting their relevance and usefulness for supporting numeracy and mathematics for undergraduate education students. An example of how students used these online resources and the effect it had on their performance in the subject will be discussed in the session.

Key words:
numeracy; mathematics; education; online
Day 2 Session 2.5

Write this down and don’t stop there

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This session invites you to try a couple of the training activities used in a study which aimed to evaluate the efficacy of note-taking with diagrammatic note review. It was hypothesised that these strategies would enhance students’ motivation, engagement, and deep learning. A total of 73 tertiary students (64 first-year; seven second-year) enrolled in three different courses volunteered for the study. Training in the strategies was offered outside class time in three sessions. An online survey, completed pre-training and at the end of the semester, required students to fill out the Motivated Strategies for Learning Questionnaire (MSLQ) and the Revised Study Processes Questionnaire (R-SPQ). Results supported the value of note-taking accompanied by diagrammatic note review as a useful intervention for improving rehearsal, elaboration, organisation, metacognitive self-regulation, self-efficacy, and deep learning and it is recommended that universities embed training in these strategies into first year curricula.

Key words:
inclusive teaching; note-taking; diagrammatic note review

Notes
Day 2 Session 2.5

Learning to research with Wikipedia. It really does work!

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TechnoWorld can be an uncharted ocean for the academically unwary, or a realm of research resources for the discerning. One resource that most students love but many lecturers hate is Wikipedia. However, since as many as 75% of lecturers and students use this site (Knight & Pryke, 2012, reporting on a case study in the UK), it should be taken seriously as a teaching and learning tool. In the following study, fifteen students in a semester-long university preparation program academic literacies course identified information lacking on a Wikipedia page of their choice and addressed the gaps using sound academic sources. The usefulness of this activity was measured quantitatively and qualitatively. For the quantitative data, students self-assessed their research skills at the beginning and end of semester using a table based on Willison and O’Regan’s (2007) Research Skill Development Framework, indicating how much the Wikipedia activity contributed to their improvement in six research skills: clarifying; finding information; evaluating sources; organising information; analysing and synthesising information; and communicating their ideas. Qualitatively, students communicated their thoughts on the Wikipedia experience in an assessed oral presentation at the end of semester.

Quantitative analysis showed a statistically significant improvement (p=0.001), with an educationally significant effect size of 44%. Qualitative feedback ranged from very positive in relation to self-efficacy, to very negative in relation to technical problems.

Most students in the study became aware of the gaps in information and reliability on many popular websites, and the need for caution when travelling in TechnoWorld.

Key words: research skills; Wikipedia; online

References:

Day 2 Session 2.5

Diploma pathways in education: a case of discipline-linked course design

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Victoria University, as a dual-sector university situated in Melbourne’s West, has sought to strengthen its pathways into HE by combining diploma course delivery with first year undergraduate programs in several discipline areas. Integrated, discipline-linked course design consolidates a tradition of cross-sectoral collaboration between transition course educators and lecturers to provide scaffolded, discipline specific literacies development. This paper reports on the cross-faculty collaborative design and delivery of curriculum in one of these new diplomas, the Diploma of Education Studies.

It focuses especially on the integration of approaches to contextualised academic language and learning development in a practice field and discusses the pedagogical underpinnings of a new unit that was designed to realize this aim. We further outline some of the challenges encountered in the implementation of this practice and we reflect upon how some of these challenges have been addressed.

Key words:
- dual sector pathways
- discipline-linked course design
- education studies
- academic literacies for practice-fields

Notes
From principles to practice: implementing an English language proficiency model at UniSA

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In 2012, the University of South Australia launched its English Language Model: a university-wide strategy aimed at developing the English language proficiency of all students. Though it responded directly to the Australian Universities Quality Agency’s Good Practice Principles for English Language Proficiency for International Students in Australian Universities, the Model required a number of contentious changes to academic language and learning (ALL) practice: a significant restructure of the ALL team; the introduction of a post-entry English language assessment (PELA); the restriction of 1:1 contact with ALL advisers to students scoring below a threshold on the PELA; a corresponding shift in focus of 1:1s to English language, and the incorporation of ‘professional communication’ embedding into the ALL role requirements. Almost two years on from the launch of the model, this paper reports on the UniSA experience so far. Drawing on institutional and ALL team data, student feedback and staff interviews, it traces the development of the model – from where it began to where it is now – and reflects on the extent of its success. It examines some of the tensions that have emerged from the ways it refocuses ALL practice on three facets of language (academic literacies, professional literacies, and general English language proficiency) the conceptualisation of which does not necessarily align with that of the students and staff who seek our advice about their work. It ultimately moves from practice back to principles, derived from insights gained from the UniSA experience.

Key words: English language proficiency; PELA; academic literacies; professional literacies, Good Practice Principles
Day 2 Session 2.5/2.6

Challenges and opportunities
For new ALL staff: Special roundtable from the recipient of the John Grierson grant

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This roundtable presents an opportunity for new AALL staff to meet and make connections with an extended network of colleagues in order to share their insights regarding the challenges and opportunities within AALL. Participants will be able to engage in discussion and raise questions within the context of the five themes presented and how they relate to their current work practice. The facilitation of the roundtable will endeavour to develop on-going networks to maintain a collaborative approach to the challenges and opportunities within AALL.
Academic Language and Learning (ALL) work involves collaborations between ALL lecturers and discipline lecturers. Charged with working alongside discipline lecturers to embed academic language and learning within the curriculum, ALL lecturers are faced with negotiating our place within these shared spaces. We argue that the often unseen agenda in this work is what really determines the success of these collaborations. This includes uncertainties about how much time and information we are given to prepare and teach into the courses, the extent to which our suggestions and comments on the ways content is delivered, or assessments conducted are welcomed or can be accommodated, and the extent to which we are included in the day to day communications and running of the course. In this paper we reflect on three collaborative teaching experiences involving first-year students. While the literature has described in detail different forms that these kinds of collaborative approaches can take, we extend our understanding of these practices by identifying and elaborating what we have found to be key dimensions of ALL lecturers and discipline lecturers working together. Personalities, experiences, and individual philosophies of learning of both discipline and ALL lecturers along with practical considerations come into play and contribute to what sometimes feels like an idiosyncratic and ad hoc approach to our work.

Key Words: academic literacy; academic skills development; embedded learning, team teaching; language and learning, curriculum; collaboration
Managing academic skills development and English language learning and use: the case of Chinese postgraduate coursework students studying in Australia

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The challenges confronting Chinese students studying in Anglophone universities are well documented (e.g. Durkin, 2008; Huang, 2008; Ryan, 2010). Effective communication in English across different language modes and through different text-types is identified as problematic. In response, and in order to support Chinese and other international students in their learning, arguments have been made for the adoption by academics in Anglo-European universities of pedagogies that are culturally inclusive (Jackson, Watty, Yu, & Lowe, 2006), blended (Zhu, 2010), and/or open-ended (Sharma, 2006). Discussion and actions associated with the uses of such pedagogies are directed towards honouring students’ home languages and cultures, and have the aim of benefiting a universal student body.

Whilst such aspirations and actions are no doubt both admirable and honourable, this paper argues that notions of inclusivity and blending may be incommensurable with the disparate pedagogical strategies that exist in China and Australia. It is therefore incumbent on academics in Australia to devise and adopt approaches that make explicit ‘difference’ in terms of disparate educational contexts, the often conflictual learning expectations and the different disciplinary discourses and text types which Chinese students, particularly those involved in postgraduate coursework programs, are required to both negotiate and perform in their studies in Australia.

This paper reports on the early findings of a collaborative project between two Chinese and five Australian universities where qualitative research has been conducted in both countries in order to identify and articulate how approaches which are socially, culturally and educationally responsible might be developed to support Chinese postgraduate coursework students. Findings indicate that factors such as established understandings of university discourses, and compressed timeframes for study necessitate explicit articulation and negotiation of difference as a mechanism to support Chinese students.

Key words: academic literacy; Chinese postgraduate course students
Introduction to Management is a core Business and Economics unit offered at Monash University, Clayton. This unit has high enrolment numbers, introduces students to the basic functions and concepts of management, and guides them through the process of academic writing by sequentially assessing an annotated bibliography and scholarly essay on the same topic. Learning skills advisers and subject librarians from Monash University Library are regarded as part of the teaching team, collaborating with the Chief Examiner (CE), lecturers and tutors to develop programs to assist with academic transition. Brief in-lecture task clarification sessions precede library-held workshops promoted by the teaching team and advertised on the learning management system (LMS). Workshops traditionally attracted 10% of the student cohort, while students overwhelmed the library’s research and learning 15-minute drop-in advisory service close to their assignment due dates. Online discussion within the LMS also transitioned into an assignment query forum, answered mainly by the teaching team. As an alternative to LMS discussion, a new student-centred and student owned social networking forum was introduced by the CE and embraced by students, with interesting effects observed in regards to increased peer learning, increased face-to-face learning, deeper engagement and deeper learning. In today’s techno world, social constructivism is occurring through different formats, but our evidence suggests that face to face learning is not passé. Whilst students might prefer familiar student-centred online social networking environments over an LMS to collaboratively construct their understanding, they still continue to embrace face-to-face dialog to fulfil their learning needs.

Key words: academic literacy; social constructivism; social networking; online learning; face-to-face
Day 2 Session 2.6

Engaging students in the feedforward process using one simple (and free!) eTool

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Recent studies have discussed issues of providing feedback to students in higher education, such as lack of engagement with feedback by students and issues with the quality of feedback received. This study investigates the effect of feedback on the development of undergraduate students’ academic literacy with particular attention to whether or not the use of screen-capture video enhances students’ use of feedback in comparison to conventional written feedback.

The case study involved twelve students from the Australian College of Physical Education (ACPE) each of whom submitted two pieces of writing for formative feedback. One text received written feedback and the other text received screen-capture (video) feedback. Uptake and use of the formative feedback was assessed by an analysis of the corrections students made on their second draft.

A questionnaire was designed to gauge students’ perception of both methods of feedback.

Analysis of the students’ revisions after receiving feedback revealed that 89% of the video comments led students to make a ‘positive change’ in terms of language use and text organisation, compared to 72% of the written comments. The students rated the overall quality of feedback more highly when it was in video form because, in their opinion, it was easier to understand, had more depth and included explanations about why the error occurred and how to correct it. The use of video also appears to resolve many of the common problems noted in feedback in relation to quality and engagement of students.

Key words: academic literacy; feedback; screen-capture video
Day 2 Session 2.6

**Direct approaches to students in a drop-in environment**

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This paper presents an examination of a key learning support facility at RMIT University: the drop-in learning centre. This has been a constant presence at the university’s city campus, surviving review, change of position and positioning, management and management style, and demands for greater reach – with the ongoing question about whether academic learning support can be provided in this way. The model offers students on campus a place to come to ask questions about their learning. Teachers are on duty two at a time, offering maths, science, writing and study skills assistance. They are skilled in assisting students from programs across the university (TAFE, preparation for university through to post graduate), recognising and often predicting the issues students face. However, hours of teaching in drop-in are required before a teacher feels they know the service and can juggle the skills necessary. For new staff, drop-in is like a substantial apprenticeship for working in learning support at the university, providing a significant overview of the university’s programs through its students. It is underpinned by a practice-feedback loop, which often leads to significant leaps of learning. The drop-in centre is a story of learning support teachers believing in the importance of a service that is there to catch the falling student. This paper outlines the strategies used to provide growth and clear analysis and feedback approaches – including the introduction of Student Learning Assistants, student evaluation of the service, and student and teacher profiles, illustrated through models of assistance.

Key words: apprenticeship; leaps of learning

Notes
Identifying and enhancing student success through a collaborative teaching approach

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This paper details the intersection of one first year compulsory undergraduate Education subject at a regional Australian university. We intend to use this opportunity to showcase the ways in which we have collaborated in order to help identify and enhance our students’ skills and knowledge of academic literacies.

The authors began this collaborative approach to facilitate and meet students’ academic success in the 2011 subject iteration ‘Concepts of Communities’: one as subject lecturer and coordinator; one as a tutor (and First Year Experience coordinator); and one as ALLU lecturer. The latter supported students through a programme involving weekly academic literacy classes. Data collected from student interviews and surveys suggest that this assistance provided timely and useful information to scaffold students’ academic needs (Coates & Ransom, 2011).

Formal, dedicated collaboration to support students’ various needs will only strengthen for the 2013 subject iteration. We intend to trial a more formalised structure of identifying student needs and provide follow-up through our teaching. Our experiences lead us to argue that such programmes and practices as ours must be supported institution-wide, rather than be the responsibility of individuals or of an ad hoc nature (Nelson, Kift, & Clarke, 2012).

Identifying and enhancing student success requires collegial collaboration, adaptation of teaching and support, and continued efforts in responding to student needs. This paper engages with the challenges and opportunities, and provides an example of the benefits of ALLU inclusion within the teaching team when viewed through the frame of identifying and enhancing student success.

Key words:
academic literacy; academic success; collaboration; student support.

References

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New students, new learning: new challenges?

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**New students, new learning: new challenges?**

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Additional contacts:
Notes

New students, new learning: new challenges?