AALL 2019
Book of
Abstracts
Keynote: Transforming academic cultures: Respect and reciprocity in intercultural encounters

11/27/2019, 09:30AM - 10:30AM in 101

Janette Ryan

This presentation will interrogate notions of interculturalism and transculturalism considering issues such as the relationship between culture(s) and language and the situatedness of academic knowledge and expression.

It will use China and the UK as case studies to explore how different cultural academic traditions can be drawn upon for more intercultural, two-way learning based not on Western or Anglophone dominance but more reciprocal and respectful relationships between staff and students, and between universities and their international partners. At the institutional level, it will show how unequal power dynamics in international higher education are persisting in stymying efforts to build more respectful intercultural relationships between Western universities and their international partners, and how these generally breach fundamental principles that Allport argued are necessary for successful intercultural contact. An argument will be made that, at the level of staff and student contact, despite the valourisation of intercultural learning and intercultural communication competencies, academic practice at Anglophone universities tends to be Eurocentric and privileges Western modes of thought and expression as international students are taught to conform to Western rhetorical styles in order to be successful. This has an impact not only on limiting the possibilities for (all) our students but also has negative consequences for the international partners with whom we work.

The different approaches to knowledge and expression in China and Western countries such as the UK and Australia will be explored to demonstrate how for all students, and for staff as well, more transcultural learning can result in more pluralistic knowledge, more diverse ontology and epistemology, and an enrichment of forms of expression, by learning from different global cultural academic knowledge and traditions.

It will present the three dimensions of Knowledge, Areas of Focus and Values contained in the UK Advance HE’s Internationalising Higher Education Framework, specifically in relation to the development of intercultural knowledge and skills. The Framework aims to “Prepare 21st Century graduates to live in and contribute responsibly to a globally interconnected society”.

The presentation will conclude by examining the broader contexts of universities and the changing conditions of international higher education. It will consider the future implications for Anglophone universities and Western academic cultures in a rapidly changing world order and in the midst of a more populist, isolationist and nativist global community.
Using a dialogic approach to develop intercultural competence in university students
11/27/2019, 11:00AM - 11:30AM in 302
Johanna Einfalt

In an increasingly globalised world, there is a call for graduates who are able to communicate across different cultures and successfully interact in diverse contexts. It is less clear, however, how this can be achieved within higher education institutions and literature points to a lack of social interaction between international and domestic students, implying that universities are not maximising the opportunity offered by a diverse presence on campus (Jackson, 2018; Kettle, 2017; Leask, 2013). This workshop is based on an initiative developed in response to this need. It will present data and findings from a internationalisation at home program based on a series of forums, guided by the principles of dialogic learning (Alexander, 2006). These dialogic forums aimed to facilitate discussion around topics related to identity, oral communication and developing intercultural understandings. Evaluation of this program utilised interactional analysis to capture shifts in the development of intercultural competence in participating university students at a regional Australian university.

This workshop presents the case for employing dialogic interaction in the teaching and learning space (Bakhtin, 1981, 1986). It is argued that dialogue can provide a powerful teaching tool capable of stimulating fresh thinking in diverse student cohorts to promote: student voice, intercultural learning and meaningful interaction in students (Dervin, 2016).

Participants will be invited to discuss intercultural competence in relation to their own institutions. The first activity involves completing a intercultural competence questionnaire, developed as part of the initiative, to rate your own personal levels of competence. In this way, Deardorff’s (2006) intercultural competence model will be introduced and discussed. Paired discussion will be facilitated around this questionnaire and the life-long developmental nature of intercultural competence. Participants will watch video footage from different forums to better understand how dialogic principles and pedagogy were enacted in this program. Activities around video footage will include identifying different dialogic moments and observing how these were promoted. The workshop will conclude by: drawing together overall group conclusions to point out noted relevance across different institutions, providing an overview of key findings from the initiative, and as true to dialogic theory, inviting participants to continue with future dialogue.

References:

More than a red pen: the liminal life of a learning advisor
11/27/2019, 11:00AM - 11:45AM in 201
Alison Hillier and Tammy Small

Significant gains in widening participation for Indigenous students have been made in recent years (Gore et al., 2017), however the experience of many students remains sub-optimal (Bodkin-Andrews & Carlson, 2016; Milne, Creedy, & West, 2016). Despite many years of attention on improving educational outcomes for Indigenous students (Gibb, 2003; Gore et al., 2017; Hamilton & Gibb, 2001), attrition rates remain stubbornly high (Milne et al., 2016). The University of Newcastle has a long and proud history of promoting Indigenous education, through both academic programs and cultural support (Maynard, 2015). It also has the highest EFTSL of Indigenous students in Australia (University of Newcastle, 2019a). The primary support service for Indigenous students is the Wollotuka Institute (Wollotuka) (University of Newcastle, 2019b). Wollotuka has a physical presence on all campuses, and is developing a greater online footprint in order to better assist online students. All permanent employees are Indigenous, while non-Indigenous staff may be recruited for short-term or to meet specific skill requirements. This specialised staff is anecdotally reported by students as enhancing their overall university experience, and provides a culturally safe space in which their efforts are encouraged.

A learning advisor has recently been seconded to Wollotuka from the mainstream academic skills unit in order to provide in-house academic language and learning support to these students. This learning advisor, who holds postgraduate qualifications in Indigenous education, is currently the only member of staff who does not have an Indigenous heritage. This has placed her in the unique position of being an outsider in a majority Indigenous unit, while also being an insider in a majority non-Indigenous institution. Occupying this ‘liminal space’ affords the learning advisor the opportunity to experience working with Indigenous students and staff on a daily basis as a member of a team, rather than as an ad hoc interloper. While the activities of the learning advisor remain similar to other learning advisors (Evans, Henderson, & Ashton-Hay, 2019), an additional layer of complexity is evident, deriving from the multi-layered personal and community histories of students (Bodkin-Andrews & Carlson, 2016). This has resulted in the learning advisor incorporating additional pastoral care activities for students. As a result of these new experiences, the learning advisor has begun to develop a model of liminal spaces (Figure 1) in which the learning advisor and students navigate and mediate between majority and minority group membership as part of the university experience.

For the learning advisor, liminality is particularly evident through the additional pastoral care responsibilities which do not generally form part of a learning advisor’s duties. Similarly, liminal space is evident between the support unit and the wider university, and the learning advisor can be seen as one of the ‘bridges’ between the students and their studies. Much of this work is providing useful knowledge on the requirements of academic studies while promoting high expectations for student achievement. The learning advisor intends to develop this model more fully, using auto-ethnography (Curtis & Curtis, 2011; de Vries, 2012) to critically reflect on practice and ultimately create resources for other learning advisors in similar roles.

References:


Learning together: creating inclusive spaces for culturally and linguistically diverse students
11/27/2019, 11:00AM - 12:30PM in 202

Megan McIntosh and Nira Rahman

In recent years the academic discussion around the concept of ‘diversity’ and its influence within higher education has created the need for innovative approaches to teaching and learning using more inclusive pedagogical theories and practices. Scholars and practitioners in higher education demonstrate the value in creating inclusive spaces for culturally and linguistically diverse students, as inclusive classrooms bolster academic success for both international or domestic students (Lawrence, 2005; Otten, 2003).

This 90-minute session explores how concepts of positionality and intersectionality play role in recognizing differences that are imperative for the creation of inclusive and active learning communities. This session will address how acknowledging differences can contribute to better educational experiences through shared understandings and collaboration. While diversity in educational setting can take many forms, this session focuses on the concept of learning communities as spaces rich in identities where such identities can be a means to connect and generate collaboration among students and academic and professional staff to productively work towards classrooms that support overall academic success.

Methodology:

During this interactive session participants will first be invited to engage in an activity to consider their own positionalities and identity intersections. Through engaging in thoughtful reflection about the identities that intersect with that of educator, participants will be encouraged to recognise opportunities and gaps that emerge from simply considering their own overlapping locations in the classroom. Small group discussions will then be facilitated by using reflexive questions on how identities can be visible and important in daily activities for self and others, which are often overlooked.

In the second part of this session, participants will be invited to discuss case studies drawn from student experiences wherein identity intersections may act to create feelings of exclusion in learning environments where the language and culture of the classroom and broader institution is divergent from previous experiences or expectations. This discussion intends to expedite the understanding of how concepts of positionality and intersectionality help create more inclusive learning community in diverse higher education settings.

Learning outcomes:

By the end of this session, participants will be able to:

- Critically interrogate the concept of ‘diversity’ and discuss the nuances of identity as fluid and layered.
- Consider their own positionality and how this impacts their role as an educator.
- Apply reflexive and situated approaches to validate the positionality and identities of all students in their classroom.
- Comprehend how acknowledging differences can contribute to better educational experience through shared understandings and collaboration.
References:


What does “Internationalisation” truly mean and are we preparing our students appropriately?

11/27/2019, 11:00AM - 12:30PM in 301

Joanne Castelli, Paul Kebble and Reva Ramaih

The Higher Education Academy (HEA), UK, proposes that a key aspect of internationalising higher education is “…preparing 21st century graduates to live in and contribute responsibly to a globally interconnected society” (AdvanceHE, 2014). At the home front, there is growing realisation that the internationalisation of Australia’s higher education sector is key to building capacity in her citizens to engage and compete in a global market where the BRIC (Brazil, Russia, India and China) economies are emerging as superpowers. Given that emerging global players are from non-Anglophone countries, the question of language and culture become central to discussions of internationalisation of higher education.

Linguistically, Kachru’s (1990; 1992) model of concentric circles, although limited (Walker, 2010; Pickering, 2006) identifies: a) speakers of English from the inner circle countries where English is spoken as a first language (L1); b) speakers from outer circle countries where English serves as an official second language (ESL); and c) speakers from the expanding circle where English is learnt as a second or other language (EFL). Given that a vast majority of English spoken is between speakers from outer and expanding circles (Crystal, 2003), it is becoming increasingly accepted (Sakai & D’Angelo, 2005) that inner circle standards and norms are no longer assumed as language goals and new approaches are being expressed in the concepts of World English (WE), English as an international Language (EIL) and English as a Lingua Franca (ELF) (Marlina, 2014).

The fundamental implications of WE and EIL are that English language learners need to be aware of, understand, and communicate with people from a range of Englishes who come from diverse cultures. EIL is particularly focused on preparing the English language learning and teaching (ELLT) community to teach with global communication goals in mind. ELF advocates, on the other hand, are seeking to develop a new variety of English that can be taught, learnt and used as a contact language for communication limited predominantly to expanding circles (Jenkins, 2000; Pickering, 2006). Our students need to be aware of how English is used internationally, and how to engage appropriately using English as an International language.

The multiple facets of internationalisation come with implications for the delivery of educational provisions especially in relation to student attainment and progression which is underpinned by curriculum content and design; teaching and learning and assessment methods. A fundamental question raised then is to what extent the Australian higher education curriculum, its design and its enactment (learning, teaching and assessment) reflect the desire of preparing its graduates with the skills and attributes to live and contribute responsibly to a global society, and what are the implications of this issue to ALL practitioners.

The aims of this workshop are to work towards formulating learning and teaching approaches and strategies to encourage engagement with the broader terms of 'Internationalisation' and 'English as an International Language’. Workshop participants will engage in a range of reflective and problem solving and constructive activities.

References:


New Academic Language and Learning (ALL) staff: challenges and opportunities
11/27/2019, 11:45AM - 12:30PM in 201

John Grierson (Grant Recipient) Roundtable Session

Facilitators: Dr Kate Tran

Diversity is at the core of the work that ALL educators engage with daily – students' diverse academic and personal backgrounds, abilities and needs; diversity in ALL practices and pedagogies; diverse roles ALL plays in educational contexts; and diversity in institutional policies governing ALL education. It is thus important for all ALL professionals, particularly the new ones, to be aware of the opportunities this diversity creates and the challenges it brings. The round table session on "New AALL staff - challenges and opportunities" aims to introduce new AALL members to each other and to the profession as well as provide a discussion forum for issues relevant to ALL professionals. Prior to the session, the participants will be given an opportunity to populate a visual storyboard using padlet with their questions or topic prompts. The round table session will use this storyboard to initiate sharing and discussion among new AALL members and invited guest speakers on ALL pedagogies and practices, policy and administration, research, internationalisation of universities, and the role of technology in aiding/hindering provision of ALL support. New ALL professionals will gain valuable take-away lessons and experiences from the round table that can significantly benefit their professions and ultimately their students.
Identifying the needs of domestic non-English speaking background students attending university
11/27/2019, 01:30PM - 02:00PM in 202
Carolyn Henderson-Brooks, Jenny McDougall and Bobby Harreveld

Culturally and Linguistically Diverse (CALD) domestic study students share some language and cultural challenges with international students. There are concerns with their academic literacy and language development (e.g. Briggs & Tang 2011; Murray 2010), and plagiarism (e.g. Murray 2010). Like international students, domestic CALD students are likely to require English language development throughout their studies (Australian Universities Quality Agency 2009). However, domestic CALD students are not easily categorized in the higher education system and their equity classification can vary (Pitman et al 2016), which means they can be overlooked in university administration and academic literacy support. CALD students who seek to gain entry to university via pre-university enabling programs may be considered a particularly vulnerable group, and yet little is known about their experiences.

In order to shed light on this cohort, this pilot study explored factors that impact the CALD students at the beginning of their university journey, including both internal and on-line students. In phase one semi-structured interviews were conducted with 11 CALD students in a pre-university enabling program, and 10 who had transitioned to their degree. In phase two focus interviews with academic staff and some initial participants were conducted. Data were analysed thematically according to academic and personal domains of the student experience, as determinants of success in higher education.

The study found that all students expressed a lack of confidence in their English ability, in academic and personal contexts. Academic writing was a particular concern. A sense of alienation was common, even for internal students, and time was identified as a major challenge, as these students perceived that they needed to spend longer on academic activities than those who have English as their first language. Students identified positive supports including: online video recordings; hard copy study guides; video-conferenced meetings with lecturers; and writing assistance from academic learning services. Lecturer support, in all forms, was a lifeline for most of these students. Overall the study shows the needs of this somewhat hidden group share commonalities with international students. It is important that domestic CALD students are visible so that appropriate support can be provided, beginning at the pre-university stage.

References:


Pitman, T, Trinidad, S, Devlin, M, Harvey, A, Brett, M & McKay, J 2016, Pathways to higher education: the efficacy of enabling and sub-Bachelor pathways for disadvantaged students, National Centre for Student Equity in Higher Education (NCSEHE), Curtin University, Perth, WA.
Intercultural communication skills for the 21st century: soft, desirable or essential?
11/27/2019, 01:30PM - 02:00PM in 302

Briguglio Carmela & Porta Fernando

The term 'soft skills' is often used in the workplace to indicate, amongst other things, so-called transferable skills, or non-discipline specific skills; in other words, skills that can be acquired in a variety of ways and applied to different contexts, irrespective of the particular major area in which a student is specialising (Graduate Careers Australia 2014; Curtin University 2018; University of Melbourne 2018; University of NSW 2018). Often quoted are skills such as ‘working in teams’, ‘problem solving’, ‘communication skills’ and, more specifically, ‘intercultural communication skills.’ This paper will discuss intercultural communication skills needed for tertiary study and the global workplace (ACNielsen 2000; Barghiela-Chiappini & Nickerson 2003; Briguglio 2012; Skrbis 2014). It will examine the understanding of employers, academics and students of 'soft skills', with particular emphasis on intercultural communication competence (Byram 1997).

The paper presents the results of a case study which explored students' understanding of linguistic and cultural issues in the context of their studies for a unit in international management. A survey first established student knowledge and understanding of linguistic and cultural matters, particularly in regard to international business. This was followed by a deliberate intervention, in the form of a workshop on language and cultural issues, to determine whether the experience would have a positive effect on interactions in multinational student teams engaged in a group task (De Vita 2001; Briguglio 2006; Bartel-Radich 2006). The case study results indicate that a structured intervention can have positive effects on the nature of student interactions in the team task and can contribute towards the development of students' intercultural communication competence more broadly. The paper concludes with a discussion of the implications of these findings at the tertiary level, including the leadership role that ALL advisers can play in influencing other academic staff to develop students' intercultural communication skills (Dunworth & Briguglio 2010; Briguglio 2014; Dimitrov et al. 2014).

References:


Learning and leading in literacy development: what can we learn from the UK today?
11/27/2019, 01:30PM - 02:00PM in 301

Karen Orr Vered

Responding to the theme, “Intercultural Learning,” this presentation reports on a program of professional development undertaken in the UK, with the support of a 2019 Endeavour Executive Leadership Award. From mid-September to mid-November 2019, from my base as a visiting scholar at King’s College, London, I will visit a selection of UK universities known for their leading programs in student literacy development. Through observation of teaching and student support provisions, and participation in staff development and training seminars for literacy professionals, I will gain first-hand experience of pedagogical practices. Two areas of special interest are online delivery of literacy development and courses for international students. I will visit with professionals, many of whom are BALEAP Fellows, observe pedagogy, and participate in staff development at Coventry University, Open University, Queen Mary University of London, University of Bristol, and University of Reading. Returning to Australia shortly before AALL 2019 convenes, I will share key findings to further our discussion of pedagogy and practice. As we adopt more curriculum-integrated approaches to language and literacy development, which aspects of genre-based approaches as practiced in the UK, might be useful in Australian HE?

This discussion is informed by the current policy framework in which Australian universities operate with a focus on maintaining and improving student learning opportunities for all students in a context of widening participation. Providing educational access to remote and regional Australians, demand for online learning opportunities also increases as students' waged work encroaches on their availability for scheduled classes. Australia stands third among Anglophone destinations for international students, after the US and UK, and is poised to advance this rank (internationaleducation.gov.au). Student literacy is correlated with both retention and graduate employment outcomes (Higher Education Standards Panel, 2017; National Centre for Student Equity in Higher Education, 2018) and yet, retention, quality assurance, and graduate employment rates are among the most pressing concerns for universities today. Maintaining and improving Australia’s globally competitive standing in HE, continued delivery of high-quality international education and improvement in science education are stated goals in ongoing government strategies including, the National Strategy for International Education 2025, the National Innovation &amp; Science Agenda, and the Framework for Equity in HE. Examining the practices that have proved successful elsewhere and considering to what degree and how they might suit Australian conditions is a timely and useful endeavour.
Sociocultural perspectives of teaching stress the relevance of contextual factors shaping learners' engagement with particular learning pedagogies. The extent to which particular learning pedagogies resonate with different cohorts is partly dependent upon shared existing cultural values and perspectives about what learning is and what roles teachers' and students' play in learning environments.

Given the prominence of active learning pedagogies in the Australian higher education context, it is worth scrutinising what implications there are when active learning travels across cultures. The porous learning space created by the interaction of different cultural values to what learning is can provide insights into how best tailor existing active learning strategies to transcultural settings.

This presentation will discuss a case study that investigates how Chinese-speaking students from an offshore campus engage with and understand peer to peer active learning language pedagogies. The Chinese-speaking students participating in the study experienced an intensive peer-facilitated language program to support their English language development as part of a joint-degree between an Australian and Chinese university.

Drawing on focus groups, the analysis will approach the Chinese-speaking students' experiences and perceptions of active learning and the shared cultural understandings they create from the peer-facilitated active learning experience. The findings highlight the evaluative perceptions the Chinese-speaking students construe as they reflect on their learning experience, and the extent to which these represent challenges from a transcultural perspective.
Academic dishonesty among international students: an honest-to-goodness coping strategy
11/27/2019, 02:00PM - 02:30PM in 202

Lyle Cleeland and Rachel Barber

In this workshop, Learning Advisors from the JCU Learning Centre share how the Learning Centre team understands recent media events and research findings around academic integrity and cheating in Australian universities. We will then share how we have applied a whole of institution approach to support the development of academic integrity at JCU. Attendees will have the opportunity to reflect on what these trends mean for them as practicing academic language and learning (ALL) professionals and to think about ways in which to respond to the issues through practices that support students and staff to build a culture of academic integrity.

In part one, we will share our understanding of the challenge of academic misconduct and make sense of the latest research (Bretag et al., 2018; Harper et al., 2018), trends, media articles and government standards (TEQSA, 2019). We will highlight what we see as the key issues for universities and for students, the perceived ‘problem’ of the clash of different academic cultures, and how learning advisors play a pivotal role in supporting students and staff to build a culture of academic integrity in the university.

Part two elaborates on part one by mapping out how the work of learning advisors can be part of the solution. We believe that learning advisors play a key role in developing academic integrity as an interwoven set of core academic skills that needs to be explicitly taught as part of an internationalised curriculum. We will share our whole of institution approach by mapping our activity to our award-winning multi-layered, tiered model of support (Briguglio & Watson, 2014). For example, our student-oriented activities include online self-access academic integrity modules, generic workshops for students using English as an additional language (EAL), discipline-specific programs and embedded resources that specifically address academic integrity and plagiarism. In addition to our student-facing work, we are developing professional development modules for academic staff and are working at an institutional level to lobby for improved academic integrity policies and procedures that can support our practice as well as student and staff development.

We encourage discussion and interaction throughout the workshop through hands-on mapping activities, to share practice and learn from the experience of others in integrating the development of academic integrity into our work as ALL practitioners.

References:


https://doi.org/10.1080/03075079.2018.1462788


Building intercultural competence: school engagement program for community engagement
11/27/2019, 02:00PM - 02:30PM in 302

Athanassia Iosifidou

In the last five years, international student enrolments have consistently increased in Australia with the largest volume being in higher education (Australian Government, 2018). As the importance of community involvement throughout education becomes more evident, the engagement of international students within their new communities must be incorporated into the experiences provided by education providers. Through this, educational institutions can encourage interaction which builds awareness of Australian culture for international students and breaks down stereotypes of other cultures for Australians; this can then result in attending to students' basic human need for belonging and creating global citizens (Colic-Peisker, 2009). Doing this has also been proven to be responsible for better health and wellbeing outcomes in students (Pretty, Bishop, Fisher, & Sonn, 2007). As tertiary education providers are a major point of contact for students, they must ensure that they offer an engagement program which allows students to attend to their basic human need of belonging to a community. This presentation will draw on research, on why student engagement is important, and data, collected in the form of surveys from international students studying English in Perth, resulting in a convincing case for developing an engagement program in any educational setting. Attendees will be able to replicate the surveys in their institution which would guide the development of their engagement program with social, sporting and community activities. The presentation will end with a sample engagement program ready to implement and ways to evaluate it. It will involve audience participation and feedback on the sample program suggested at the end. The attendees will leave the presentation able to take the first steps in implementing and evaluating an engagement program within their institutions ensuring that all students engage and have ongoing support building intercultural competence.

References:


Debunking myths of English academic writing among undergraduate students in Hong Kong
11/27/2019, 02:00PM - 02:30PM in 201

Hangyan Lu

This paper is based on a research project that explores how students in universities in Hong Kong experience English academic writing. In university studies, whether students can write to meet the requirements of academy to a large extent determines whether they can excel in the university. However, research in the realm of literacy (IvaníÄ¯ et. al., 2009; Lea &amp; Stierer, 2000; Lea &amp; Street, 1998; Lillis, 2001; Lillis, Harrington, Lea, &amp; Mitchell, 2015) has brought to light that when people read and write, they are more than mechanically employing a set of skills to meet certain requirements; simultaneously they are engaging in social practices in a society full of complexities and diversities. Therefore, this research seeks to situate students' academic writing in contexts and asks less judgmental questions about what is going on when students engage in various academic literacies. The objective of this presentation is to examine the ways students make meaning of academic writing so as to debunk the myths they have in their lived experiences of writing assignments.

Data include student texts and their talks about the texts in 6 case studies. Participants are recruited with a purposeful sampling to include students from different years of study and from different academic programs. After an initial interview with each participant about their literacy history, the study traces each student's specific writing tasks at the university for one semester, by asking students to demonstrate and talk about their own texts. A last round of interviews is conducted at the beginning of the following semester to solicit more talks about the possible impact of their previous experience on their future academic writing practices.

Three interconnecting myths are revealed: The purpose of academic writing is to entertain teachers and students, subject teachers look into content while language teachers help improve language, and citations and references are necessary ornaments. Meanwhile, the study highlights the significance of English being a lingua franca in students' lives and the convenience that digitalization offers students in sustaining the myths. While the myths can deny students' access to nuanced pedagogical interventions to develop their academic writing, it is suggested that explicit dialogues on the reasons for academic conventions be introduced in curriculum design.

References:
Developing communicative engineers for the 21st century global workplace
11/27/2019, 02:00PM - 02:30PM in 301

Catriona Taylor, Meeta Chatterjee, Fazal Naghady and Tracy Glover-Chambers

The presentation will showcase a subject that embeds English language development in the form of professional communication; and learning across cultures in a specific subject that prepares international postgraduate students for the Australian workplace. For the two ALL presenters, it provides an opportunity to collaborate on redesigning a core postgraduate subject in the Masters of Engineering course that involves Work Integrated Learning (WIL) and the development of professional practice related capacities. Embedding WIL into the curriculum is a response to the demand related to developing work ready graduates for labour markets that are increasingly global and rapidly changing in the 21st century (Tran and Soejatminah, 2013). The subject is co-taught with the Career Services unit of the university and the engineering faculty. Overall, the subject aims at enabling learning about the engineering profession, building the occupational capacities required to be an effective engineer and developing the knowledge and the language to practice in professional settings.

In practical terms, apart from effectively identifying suitable jobs and applying for them, students are taught how to perform at job interviews in the first session. The session also includes a professional scoping report which requires students to work in groups to research and present on an engineering based topic. Project management, group work, oral, written and digital communication is integral to the subject in the first session. The second session includes ‘real world’ interactions with industry partners who set up a group project and help scaffold professional practice. Lectures on Work Health and Safety, Ethics in Engineering, Engineering standards and so forth delivered by industry partners form the core of the subject.

The subject started as a one session (13 week) 6 credit point subject taught to electrical and telecommunications engineering students. In this iteration, it is a 12 credit point subject and is taught over two sessions (26 weeks) to students from all engineering disciplines. The challenge for us is to help design lectures and tutorials to address the communicative needs of a diverse cohort along with the language aspects of ‘authentic’ workplace tasks. Like in Arkoudis et. al’s study (2009), we find that English Language proficiency continues to be a major hurdle in work-readiness for graduates. To gain greater insights into the student experience of the subject, we have an action research project in place. At the conference we hope to share our reflections and the results of the action research.

References:

Deepening sense of belonging amongst diverse student cohorts: a LAS and Faculty collaboration to improve group-based learning
11/27/2019, 02:30PM - 03:00PM in 302

Maree Keating and Andrew Rixon (Swinburne University)

Our paper compares the 'sense of belonging' reported by students from diverse sub-cohorts in one unit of study before and after a tutor training intervention was implemented in a business school within an Australian university. We discuss how intercultural pedagogies, developed through a tutor training workshop which focused on explicitly naming and valuing culturally diverse student perspectives, impacted on reported sense of belonging and learning amongst sub cohorts of students involved in group-based learning.

Student 'sense of belonging' to class communities is an important predicator of their academic success, satisfaction and retention. For tutors to support student success in group projects they need an understanding of power dynamics that exist between students, and pedagogies to explicitly address these. This paper reports on a collaborative action research project undertaken with ethics approval in 2018 and 2019 by Learning and Academic Skills (LAS) staff together with the academic teaching staff in a large first year unit in the Swinburne Business School. After conducting a preliminary 'sense of belonging' survey with the 300 students enrolled in the unit, our analysis revealed distinct variations between student sub-cohorts in relation to their experiences of group work, feedback from tutors and confidence seeking help from other students. The authors used this data along with feedback from a tutor focus group to design and run a workshop for the unit teaching staff at the start of the following semester. The workshop drew from the student survey data and utilised Bourdieu's conceptual model of the 'habitus' to help tutors analyse power dynamics they observed within the student cohort. Tutors were invited to develop teaching strategies and activities to draw students' attention to different forms of social and cultural 'capital' in the classroom, and to model and explicitly teach inclusive, intercultural skills for group work.

In Europe, collaboration between students with different abilities has been documented as an important strategy for building group affinity and affiliations in Higher Education (Bjornsdottir 2017). Read et al (2003) have also called for initiatives that focus on cultural aspects of identity in developing effective methods and styles of academic teaching and learning. This is crucial to student experiences of group-based learning in Australia and elsewhere, as researchers have argued that 'the discourse of 'belonging' is too often shaped by a narrow student profile (Thomas 2014 p 38).

Bourdieu's theory of 'habitus' is a useful lens through which to consider pedagogies for group work skills within universities. For instance Colvin et al (2013) applied a Boudieusian analysis of students involved in small group work to expose the ways in which students' 'cultural and academic capital' is privileged both through structural elements of the activities and individual student dispositions. They found that such 'capital' includes verbal confidence, understanding of group work processes and English language confidence. Reay et al (2010) also draw on Bourdieu's theory of 'habitus' to discuss the ways in which processes of 'othering' take place within the broader university community, negatively positioning aspects of student identity which do not conform with the dominant university culture. Our research adds to this body of research by utilizing 'habitus' as a way of framing students' struggle for belonging, and building intercultural pedagogies amongst tutors in units with a strong focus on group-work activities.

References:


Intercultural doctoral research: insights from higher degree by research students, supervisors and advisers
11/27/2019, 02:30PM - 03:00PM in 202

Panel: Maggie McAlinden, Diem Hoang, Caroline Barratt-Pugh, Yue Zhao and Jo McFarlane (Edith Cowan University)

Lived experience is a way of knowing based on storying, interpreting, reflecting, and meaning making (Given, 2008). The sharing and exploration of unique individual experiences can provide unique insights that resonate beyond the individual. In this panel, we explore the recent experience of two international doctoral candidates, their two supervisors, and a learning adviser during the proposal-writing phase of candidature.

The intercultural doctoral experience, for everyone involved, is relational and requires trust and respect (Moxham, Dwyer, & Reid-Searl, 2013, Manathunga, 2017). In this panel, we will share insights into how our relationships developed during early candidature and how our languacultures influenced this process. The term languaculture (Risager, 2005) foregrounds the dialectical nature and ever-present interaction between language and culture, which occurs when people from diverse linguistic and cultural backgrounds communicate. This fusing of two separate words language and culture resolves the problem of language as either separable from culture (therefore culture-free) or inseparable (therefore culture-bound); some dimensions of culture are bound to language and others are not.

Reflecting and storytelling are powerful tools. Reflection can help to reveal and critically explore our underlying beliefs and values (Schøn, 1983). Critically reflecting on our experiences and histories can reveal hidden assumptions if we are willing to limit self-affirmation and to reveal the chaos and complexity of our experience.

We hope that by honest exploration of our individual and shared experiences working interculturally, we might help other HDR advisers, students, and supervisors to traverse one of the most intellectually, emotionally and psychologically challenging educational experiences.

References:


Linking adverbials in academic settings: a corpus approach and pedagogy
11/27/2019, 02:30PM - 03:00PM in 201

Zihan Yin (Australian National University)

Cohesive devices play an important role in adding texture, easing comprehension and facilitating coherence (Halliday & Hasan, 1976; McNamara et al., 2010). Second language learners have been found to over/under/misuse them in academic written and spoken language (Granger & Tyson, 1996; Lei, 2012 & Zareva, 2011). Biber et al. (1999) is to date the only corpus-based reference grammar book which covers all three aspects of usage patterns of linking adverbials, i.e., form, meaning and position. But as the book provides a very comprehensive grammar, there is not room for a detailed account of all three aspects of usage patterns of a small grammar category such as linking adverbials. Also, the previous literature does not agree upon the terms used to refer to linking adverbials and the linguistic elements referred to by linking adverbials and other related terms. Based on manual and corpus-based analysis of the Wellington Corpora of Written and Spoken New Zealand English (WWC and WSC), British National Corpus (BNC) and Corpus of Contemporary American English (COCA), this study provides a detailed account of the usage patterns of linking adverbials in academic settings. I first analysed a random sample of 67 texts of a total of over 100,000 words from WWC and WSC, which provided coverage of the target registers of written academic prose and academic lectures. Then, the most frequent linking adverbials identified in written registers were automatically searched in larger corpora, i.e., the whole WWC, BNC and COCA. The intonation unit was adopted as the analysis unit for spoken data and sound files were needed in deciding intonation units. Thus, automatic search for patterns in spoken data in WSC, BNC and COCA was not viable. Significant difference between academic writing and academic lectures was found in all the three aspects of usage patterns of linking adverbials. Such difference could inform EAP and academic literacy syllabus and teaching material design. This paper also suggests that data-driven learning be introduced into the EAP/literacy classroom to teach the form, position and pragmatic meaning of linking adverbials.

References:


Zareva, A (2011). 'And so that was it': linking adverbials in student academic presentations. RELC Journal, 42(1), 5-15.
Navigating intercultural competencies related to migrated professionals from Sri Lanka currently living in Western Australia
11/27/2019, 02:30PM - 03:00PM in 301

Pasan Ganegama (Australian Institute of Management, WA)

The study adopts a qualitative research design than the more dominant quantitative data in studying Western Australian migrant professionals. Substantial research related to this domain has already been developed and promoted to identify the basic elements of intercultural competencies by academic researchers across the globe (Byram, 1997; Chen & Starosta, 1996; Guilherme, 2000; Deardroff, 2006).

This research was carried out on a sample of 15 professional migrants from Sri Lanka using a convenient sampling technique. A structured open-ended questionnaire consisting of two parts were administered. The data was collected as per the Australian Bureau of statics standard guidelines and Office of Multicultural Interests (OMI, 2014) cultural & linguistic data collection standards. Validity and reliability of the structured questionnaire were established. Based on the analysis of data, a typology involving migrant professionals perception was formulated with appropriate labeling of four quadrants namely Skills, Attitudes, Culture and Communication. One way to divide intercultural competencies was to separate skills and distinguish between academic learning and shared beliefs.

People make sense of their world where human actions are based upon the person's interpretation of events, societal meanings, intentions and beliefs (Gill and Johnson, 2010; Denzin and Lincoln, 2005). Accordingly, based on the qualitative findings, patterns emerging in relation to the language and learning of migrated professionals were discussed in detail with recommendations for the enhancement of the communication and cultural awareness of new migrants. In Conclusion the first two attributes – “Skills” & “Attitudes” were high (pertinent to employees perception) and the “Culture” and “Communication” attributes were low. Significantly compared to other nationalities Sri Lankan professionals, irrespective of the ethnicity displayed a strong affection and appreciation to Australia and it’s culture thus integrated seamlessly to the Australian workforce. At last special attention was given to languages and novel reverse mentoring concepts for the newly migrants to have a better standing in career progression and upward mobilization in the future.

References:


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Frenemies and false familiarities: intercultural education when culture goes off the rails
11/27/2019, 03:30PM - 04:00PM in 301

Susan Erdmann and Stephen Dougherty (University of Agder, Norway)

The past three years have been challenging ones for teachers of English abroad, particularly in Europe. Although integrating political and cultural content from English-speaking countries into English curricula has been established practice in European tertiary education since at least the 1980s, the form this cultural content should take has often been contested. Critics have noted that the 'culture' presented to language students has often promoted essentialist views of English-speaking countries, presenting static and unitary representations modeled upon post-Westphalian conceptions of linguistically-delineated nation states. In addition, as Kramsch (1991) has noted, the cultural content integrated into language studies often runs the risk of presenting linguistically-defined cultural areas as mired in the past, quaint, and 'folkloric'. These tendencies are increased through the use of textbooks and other materials with long production times and their own entrenched set of representational practices.

Despite these challenges, there is a broad recognition that cultural content is vital to the additional language classroom. In its 2008 Recommendations to Member States, the European Council reaffirmed the importance of the cultural dimension in language learning, suggesting that linguistic and cultural learning are inseparable. Initially seen as appropriate primarily for migrant children in Europe, cultural education modules are now regarded by the European Council as important both in fostering political climates based upon reciprocal respect, and in increasing plurilingual competences. Sometimes called the 'fifth dimension' in language learning (Damen 1987), cultural instruction provides a context within which students can better understand linguistic features, appreciate the historical development of languages and cultures, appreciate linkages among languages, gain holistic impressions of target-language cultures, and retain motivation for learning.

Global unrest, the election of Donald Trump and the Brexit referendum have, however, complicated the task of conveying comprehensible and timely information about target language cultures to students. World events have revealed gaps and misunderstandings in student perceptions of the cultures of target countries, and made manifest the dangers of relying on static conceptions of cultural and political institutions and formations. The fissures revealed by recent political events have highlighted the existence of 'false familiarities' and inaccurate perceptions about the nature of communities, political processes, and discourse norms in English-speaking countries. This presents both challenges to the teaching of cultural content from English-speaking areas, but also opportunities for introducing students to a more nuanced view of the cultures in the target areas.

The language educator is thus faced with both challenges and opportunities when integrating cultural content into the curriculum. While the frantic tempo of global transformations have made providing timely and coherent explanations of political culture and discourse norms demanding for the instructor, these events have also provided a way to interrogate student assumptions about these cultures as comprehensible units, and to introduce students to the implications of demographic and cultural diversity in complex societies. This paper hopes to suggest that teaching culture in a time of cultural upheaval can ultimately lead to greater understanding both of the foreign country and a more critical evaluation of our own assumptions about political cultures as objects of study.

References:


From English college to postgraduate studies: strategic agency in a "self-learning" environment
11/27/2019, 03:30PM - 04:00PM in 201

Laurel Acton (University of Technology, Sydney)

International students who enter postgraduate studies in Australia via a pathway EAP (English for Academic Purposes) college undergo multiple transitions in a short period of time. Not only do they have to manage challenging content despite linguistic difficulties (L. T. Tran, 2011), but they also need to adjust to different ways of teaching and learning from their L1 educational setting and the EAP college. These pressures on international students can be particularly evident when it comes to first-semester assessment tasks in a postgraduate tertiary course, where the stakes are perceived to be high (Li, Chen & Duanmu, 2010) but their skills still developing.

This paper reports on a study investigating the considerable challenges faced by 18 ex-EAP postgraduate students from a range of subjects during their first semester at an Australian university, as well as their responses to these challenges. Data collected over a six-month period comprise three interviews with each of the 18 students, generating a comprehensive understanding of lived student experiences both in the targeted assignment and more generally in their course.

While there has been some limited research into the value of pathway EAP courses as preparation for university (Dyson, 2014; Floyd, 2015), this study breaks new ground by focusing on the broad range of strategies students utilised in the unfamiliar 'self-learning' environment of the university. Key strategy sources were their EAP preparation course, technology-based resources, institutional support services, peer contacts and above all their own ingenuity. This paper adopts a fluid approach to strategy analysis based on Complexity Theory (Larsen-Freeman, 2017) and Oxford's Strategic Self-Regulation Model (2011, 2017). It will be valuable for EAP college and university educators by highlighting the academic journey undertaken by these students, together with key challenges for potential remediation. More broadly, the paper will contribute to the emerging picture of international students as resourceful agents rather than passive recipients of knowledge (Heng, 2018; T. T. Tran, 2013).

References:


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Incorporating Aboriginal pedagogies into teaching academic literacies: checklist or process? Global or local?

11/27/2019, 03:30PM - 04:00PM in 302

Maja Gelov, Jodie Satour and Caroline Wright-Neville (Deakin University)

Incorporating Aboriginal pedagogies into learning and teaching practices in higher education contexts is pivotal for providing an inclusive, culturally appropriate and productive learning environments for Aboriginal students. Aboriginal knowledge making philosophies can also provide a basis for thinking about ways of teaching academic literacies, as well as disciplinary content to all student cohorts (Nichol, 2011; Nakata et al., 2012; Osbourne & Guenther, 2013).

This session will focus on the collaboration between non-Aboriginal Language and Learning advisers, Aboriginal academic staff, local Aboriginal Elders and Aboriginal community members which aims to articulate a set of Aboriginal pedagogical principles pertinent to the local context in which Deakin University Geelong is situated. In the session, members of the group will share and reflect on their experiences and successes, but also on the complexities of working at the cross-cultural interface. Particular focus will be placed on the implications of competing and conflicting discourses of western ways of doing business and Aboriginal ways of knowing, being and doing, such as, placing value to the process vs product-driven, 'end-game' mentality (Nakata et al., 2012) and the importance of drawing on local Aboriginal community knowledges and protocols vs top-down or global approaches.

References:


Embedding academic skills™ development in subject teaching
11/27/2019, 03:30PM - 05:00PM in 202

Workshop: Mei Li, Xia Cui and Megan McIntosh University of Melbourne

The consistent increase in the number of international students in Australia Higher Education (HE) has significantly changed the demography in the student body. As of January 2019, international students make up 30% of the student body in HE (International Education Group, 2019). At the University of Melbourne within the Faculty of Arts, there are rising concerns among teaching staff about international students’ academic success and breaches of academic integrity. These issues are often attributed to students’ lack of familiarity with the academic expectations in the host country (Divan, Bowman, & Seabourne, 2015; Fenton-Smith & Humphreys, 2017).

Integrating academic skills development in subjects has its teaching and learning benefits, as well as challenges (Moore, Ballantyne, & McIntosh, 2018). For one thing, when set within the subject context, academic skills are more relevant to learners and hence can increase the motivation from both the teaching staff and the learners (McWilliams & Allan, 2014).

In addition, given that international students often find it challenging to reach out for help with generic academic skills (Li, 2014), especially in early years of university, as well as the limited places available for such help, integrating academic skills development in the curriculum can potentially benefit a wider population of students.

There are two major challenges, however, associated with integrated development of academic skills: the effective embedment between academic skills and course content based on clear understanding of both; and effective collaboration between the academic skills expert and the subject instructors (Moore et al., 2018).

In order to support students to develop stronger transferable academic skills in their foundation subjects, while addressing the challenges, the presenters developed an integrated academic success program which has been piloted and implemented in the Faculty of Arts at the University of Melbourne.

The workshop will begin with showcasing two models of the program. One was a blended model embedding academic skills resources on the course Learning Management System complemented with three face-to-face sessions co-taught by the academic skills specialists and subject tutors. In the second model, Training the Trainers, the academic skills specialists developed a model and trained subject tutors to run the program themselves. This model suits subjects with large enrolments where numerous tutors facilitate sessions.

In the second part of the workshop participants will have an opportunity to consider how they can integrate academic skills into their own courses. Participants are invited to bring course syllabi (or use samples provided) to devise strategies to integrate academic skills such as group discussions or academic writing into their course activities. Facilitators will provide a list of resources for participants to consider how to integrate the target skills in ways that allow students to both develop academic skills and improve on subject specific competence.

Learning Outcomes:

At the completion of the session participants will be able to:

• Appraise the value of integrating academic skills into course work
• Identify key academic skills aligned with course activities and timelines
• Design curated activities to integrate key academic skills into course content

References:


Intercultural higher education: whose language, whose culture?
11/27/2019, 04:00PM - 04:30PM in 301
Panel: Janette Ryan, Susan Erdmann and Stephen Dougherty
Nurturing academic integrity practices for Indonesian HDR students
11/27/2019, 04:00PM - 04:30PM in 201

Benjamin Kooyman and Thuy Do (Australian National University, Australia)

Today, almost half a million international students are enrolled in Australian higher education institutions (Department of Education and Training, 2019). The growth in international student education has posed significant challenges for students and providers, especially around transitioning successfully into the new academic culture. A key area of transition is Academic Integrity (AI). AI issues encountered by international students locally have been well-documented, receiving significant media exposure (TEQSA, 2015). However, research into these challenges both in Australia and other Western countries has tended to focus on the experiences of Chinese students (e.g. Hu & Lei, 2012). In recent years, the number of Indonesian students undertaking studies at Australian universities has grown, with 12,000 Indonesian students currently enrolled in local higher education institutions (Australian Trade and Investment Commission, 2019). In addition to its pertinence locally, AI has emerged as a particularly relevant academic issue in Indonesia. This concern over AI is evidenced by the Ak.Sa.Ra (Acknowledge. Paraphrase. Integrate) campaign (Siaptura & Santosa, 2016), the publication of a special Indonesia-focused issue of the International Journal of Academic Integrity (BMC Springer, 2019), and other government initiatives to promote AI culture in the Indonesian tertiary sector (ANTARA News, 2019).

This presentation reports on the provision and scaffolding of tailored AI instruction for a small cohort of Indonesian higher degree research (HDR) students on a one-year residency at the Australian National University. The Partnership in Islamic Education Scholarship (PIES) scholars are enrolled in a program of formative workshops to support them through the process of generating English language research from their theses. We outline the students’ perceptions of AI practices before and after workshops on research skills, referencing, and paraphrasing and summarising, and identify whether these perceptions altered due to the workshops. Our data shows that following instruction, a majority of students shifted in their perceptions to show a greater understanding of AI requirements. The Indonesian HDR students clearly understood the need to acknowledge sources by citation and to collect data with integrity. However, confusion persisted around incorporating the literature appropriately and acceptable levels of editorial assistance. These findings highlight the need for further enculturation in these areas. Our findings may be applicable to educators working not only with Indonesian HDR students, but undergraduate Indonesian students and international students more broadly. We argue that tailored AI instruction for visiting researchers and academics is an important means of nurturing AI cross-culturally, sowing seeds for sound AI practice not only locally but in the researchers’ home countries.

References:


‘It was really inspiring for me to be able to help them.’ International students experiences as peer-assisted learning advisers.

11/27/2019, 04:00PM - 04:30PM in 302

Pamela Delly (La Trobe University)

International students are an important driver of HE in Australia and much has been written about their experiences. Programs and curriculum are designed to support these students from both a well-being perspective and an academic perspective (Burdett & Crossman, 2012), and while these are important aspects of the international student experience, so too are extra-curricular activities. The benefits for international students are the potential to develop social networks and learn social skills, values and customs in the host society (Toyokawa & Toyokawa, 2002, p.366). In addition, it has been suggested that for all students there is statistically significant correlations between academic extra-curricular activities and achievement (Finn & Zimmer, 2012, p.109). While the importance of extra-curricular activities is widely accepted, it has been reported that only a small percentage of Australian students participate in enriching experiences in contrast to their USA peers (Coates, 2010), while slightly higher percentages of international students do so (Radloff, 2010, p.25). Examples of enriching experiences include: practicums, learning communities, study groups, and so on (Radloff, 2010, p.25).

This paper will examine the experiences of three international students engaged in an enriching education experience as paid advisers in a peer-assisted learning program. This program has operated at a multi-campus university for approximately 8 years with high-achieving students being recruited as paid peer-learning advisers (PLAs). For the most part the PLAs have been domestic students with few international students applying or being employed. In 2019, three international students were part of a 20-member PLA team on the metropolitan campus. The PLAs work alongside an academic language and learning adviser in a collaborative space providing drop-in academic skills support. The service is available for all enrolled students. The experiences of these PLAs are interesting in light of a number of reports indicating that international students do not work with other students outside of class (Coates, 2010; Radloff, 2010; Edwards, 2010). Furthermore, their experiences are of interest because all PLAs are required to have high level language and academic skills to be eligible for the position.

The study draws on the literature relating to international student experience and the broader literature of student engagement. According to Radloff (2010), while higher education should facilitate the development of employability skills, it should also seek to develop self and civic awareness (p.38). On this basis, the Australasian Survey of Student Engagement (AUSSE) measures relating to key General Development Outcomes for higher education (Coates, 2010) are used as a guiding principle to frame the study. The international PLAs are asked to reflect on their peer-advising experiences reporting on a variety of outcomes that reflect intercultural competence, cross-cultural learning and global citizenship. The data will be collected via written reflections whereby a series of questions will be provided to guide the participants’ responses in areas relating to: personal development; academic development; capacity to understand themselves and people from different ethnic backgrounds; to act ethically; and to be able to contribute to the university community.

References:


International students enrolling in higher education institutions in Australia are a lucrative source of income for universities, with a 13% increase in enrolments from 2018 to 2019 (Australian Government, 2019); however, the fees paid by students have not always translated into productive learning experiences or graduation. Generally, the literature has focused on the deficits of these students, their poor communication skills and difficulty in becoming critical, analytical learners (Scheyvens et al. 2003; Handa and Fallon, 2006; Rodan 2009). We argue that in accepting students into degree programs, educators should consider the cohorts’ previous educational experiences when constructing a course or program to ensure students can improve their communication skills and in doing so, become independent learners. Our paper focuses on Masters by coursework students in a regional university’s Business faculty where nearly all of students were international from Non-Native English Speaking Backgrounds (NNESB). Both the discipline lecturer and the academic language and learning lecturer collaborated in an effort to improve the educational experience and skill development for these students in one subject (course) using an approach that develops English language communication while focusing on organisational behaviour content. By English language we mean â€œproficiency as the ability to organise language to carry out a variety of communication tasks distinguishes the use of 'English language proficiency' from a narrow focus on language as a formal system concerned only with correct use of grammar and sentence structureâ€”(Arkoudis et al., 2009, p. 1). Through a backward design approach (Jozwik et al. 2017), assessment design became a crucial driver. What students had to learn and how they had to learn were equally important. Flipping the classroom and using tutorials to explicitly demonstrate critical thinking, referencing and cross-cultural communication skills through teamwork offered students a positive learning experience that also mirrored workplace experiences they would encounter once they graduated. The discipline lecturer became the facilitator who guided the tutorial activities as students were empowered to take control of their own learning so that the teaching moved from a purely pedagogical teacher-centred approach to a student-centred heutagogical approach where scaffolding the learning and assessments provided students with communication skills to utilise in their other subjects and beyond university to their employment environment.

As management practitioners, students will be obliged to consider multiple instances of organisational behaviour in their workplaces so the ability to reflect on their experiences, motivations, and conflict resolutions will be crucial for them in order to speculate, propose and implement a range of solutions to deal with issues that arise in the business environment. This includes strategic thinking, planning, implementing change and reporting to various regulatory bodies as required. While reflective writing is used substantially in postgraduate assignments, students often fail to see its importance and are often unsure how to develop this type of writing. Loughran (2002, p. 36) argues that â€œreflection is effective when it leads the teacher [or student] to make meaning from the situation in ways that enhance understanding so that she or he comes to see and understand the practice setting from a variety of viewpointsâ€”. We use the student reflections on their learning experience to demonstrate the benefits of learning in the cross-cultural classroom that focuses on communication and find that students value teamwork, patience, understanding and respect in spite of language barriers.
References:


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Exploring Academic Emotions in International Postgraduate Student Engagement
11/27/2019, 04:30PM - 05:00PM in 302

Steve Johnson, Ilan Zagoria, Krista Jordan and Kerry-Lee Jacobsen (Murdoch University)

International student engagement is increasing in strategic importance as the number of overseas students on Australian university campuses continues to rise. Recent scholarship on student engagement has done much to unpack not only the emotional, cognitive and behavioural dimensions of engagement, but also the institutional, social and personal influences and the outcomes in terms of student development (Kahu 2013; Kahu and Nelson 2018). Scholarship on multilingual learners has also shown that the extent to which learners are able to bring or access resources, and develop social identities, can vary greatly according to the contexts they encounter (Douglas Fir Group 2016).

As well as broader understandings of what engagement means and the forces that shape it, there is also increasing recognition of the importance of including the perspectives of international students themselves in efforts to promote international student engagement (Kettle 2017, Ryan 2011).

This paper will report on a range of initiatives that seek to engage postgraduate international students on an Australian university campus - from credit-bearing communication skills elective units, to peer learning programs, to student panels in staff development sessions - and present student perspectives on the relative affordances of these initiatives as spaces to engage and develop their intercultural identities as scholars, leaders and partners in learning.

References:
Translanguaging in academic writing: possibilities and challenges in English-only classrooms
11/27/2019, 04:30PM - 05:00PM in 301

Abu Saleh Mohammad Rafi (University of New England)

English departments in the international context tend to create an artificial monoculture through the English-only instruction to teach English language and literature contents. Under such a policy, the teaching practice does not tap into the multilingual nature of the classroom; hence, it does not cater to students' needs. Since translanguaging has emerged as a promising pedagogical approach in multilingual education, this study utilizes this approach to disrupt the monolingual bias towards the English-only instruction of a writing skill development class in the English department at a Bangladeshi university. Data were collected through classroom observation, pedagogical intervention, a focus group discussion of students, and a semi-structured interview of the focal teacher. The observation data demonstrate a regulated existence of natural translanguaging in the classroom. The focus group and the interview data reveal that the participants acknowledged the benefits of oral translanguaging in enhancing understanding, but translanguaging in academic writing has met with resistance. The findings of this study are significant for academic language and learning practitioners for two specific reasons. Firstly, this study integrates well-defined scaffolding to help practitioners accept translanguaging as a norm to develop students' academic writing in English in multilingual classrooms. It demonstrates how translanguaging can allow teachers to relate and contextualize English content to native experience, promote greater metalinguistic awareness while affirming and supporting bilingualism and bilingual learners in their classrooms. Secondly, this study challenges monolingual ways of looking at academic writing since creating linguistic boundaries in the repertoires of multilingual students is a futile practice. Multilingual students utilize their complex repertoires to make sense of their multilingual world, hence this study scopes integrating translanguaging in writing to provide these students with the opportunity for identity performance in monolingual environments. Since language and identity powerfully are intertwined, identity matters for academic success. The findings of this study have necessary implications on policy and practices for improving learning outcomes, as well as satisfaction and self-esteem of multilingual students in monolingual classroom environments of multilingual countries such as Australia, England, America or South Africa.

References:


Fostering university cultures and communities to focus on student success: stories from two university leaders
11/28/2019, 09:00AM - 10:00AM in 101

Keynote: Angela Hill (Edith Cowan University) and Kylie Readman (Murdoch University)

This keynote explores the ways in which two university leaders have worked to position academic language and learning as pivotal to student success. Both presenters have intentionally chosen to work at universities that celebrate diverse communities of learners. Their work is underscored by a sustained vision for social justice and the belief that education can be transformative for individuals, families and communities, despite the real constraints imposed as a result of the entrenched marketisation of higher education globally.

Acknowledging the deep challenges and complex interplay of a range of factors in creating and sustaining inclusive university communities, the presenters describe three key strategies they deploy. These are intentional leadership, deliberate partnerships, and a consistent focus on inquiry and scholarship. They draw on a range of examples from their work to highlight the positive role academic language and learning practitioners and support services more broadly can play in achieving improved student outcomes.

Finally, the presenters draw on a leadership development framework to encourage participants to position themselves as learning leaders. The framework is premised on activity theory and expansive learning as theoretical tools and makes use of four distinct leadership themes: development, which incorporates identity formation and role legitimation; collaboration, incorporating change readiness and relationship building; the mediating tools that learning leaders use to effect positive outcomes and the role of agency in engineering change, engaging with contradiction and challenging cultural norms.
Can a curriculum-based framework help us to tackle the embedding problem? Multi-modal approaches to embedding academic literacies
11/28/2019, 10:30AM - 11:00AM in 201

Vivien Silvey, Thuy Do and Tess Snowball (Australian National University)

The question of how to sustainably embed academic literacies within courses is a perennial, “wicked problem” (Benzie, Pryce & Smith, 2017). Compounding challenges contribute to the problem. Time pressures on teaching staff, for example, limit capacity for deep collaboration. Further, the persistent view that the development of academic literacies is separate from learning subject material promotes reluctance to use class time for academic literacies workshops. Staff turnover presents another challenge by threatening the longevity of embedded programs. Developing a model of embedding that is flexible enough for the wide variety of teaching and learning contexts remains integral to overcoming these challenges.

In this pursuit, ANU Academic Skills staff have over the past few years developed, reviewed and refined our literacies-based curriculum. We presented our spiral curriculum, which identifies the academic literacies students require to successfully position themselves in their scholarly communities, at the 2015 AALL Conference. In the intervening years, we have developed face to face and online resources to support it, and created an accompanying academic literacies framework. Taking inspiration from Willison et al.’s (2006) Research Development Framework, our academic literacies framework is used as a conversation starter with teaching staff. In this presentation, we report on staff responses to the framework and student responses to the embedded resources from surveys, focus groups and interviews. We review the efficacy of our multi-modal approach to the wicked problem of embedding academic literacies, and share lessons learned from the process of embedding academic literacies across multiple disciplines.

References:


2019 AALL National Conference 27 to 29 November 2019 Fremantle Western Australia

Improving student motivation through one-to-one academic skills sessions
11/28/2019, 10:30AM - 11:00AM in 302

Jillian Schedneck (Australian National University)

Most Australian universities offer some form of academic skills teaching service, the cornerstone of which are one-on-one consultations between a student and a tutor (often called a Learning Adviser, Writing Coach, or Academic Mentor, among other names). The purpose of these sessions is for students to receive individualised feedback on their academic writing. The way students receive and interpret that feedback, along with the ways tutors express their own beliefs about writing (Bruning & Horn, 2000, p. 27), influences and shapes students’ beliefs and motivation around their written tasks. Thus, a considered approach must be taken in order to motivate students to participate within the consultations, revise their drafts and generally work toward becoming better writers. One approach to foster this motivation comes from Mackiewicz and Thompson's model of Motivational Scaffolding. Motivational Scaffolding is a set of rhetorical techniques, applied circumstantially, that demonstrate optimism, concern, and empathy, as well as reinforce student ownership over their writing (2013, p. 50-1).

Overall, the aim of the Motivational Scaffolding approach is to create rapport and solidarity between the student and the tutor, so that the student feels comfortable participating within the session. The more willing the student is to participate within the session, the more the tutor can determine what the student knows and needs to know, and thus deliver a successfully tailored session (Mackiewicz & Thompson, 2013, p.45). Feeling a sense of comfort and rapport has also been shown to encourage students to share their beliefs about themselves as writers, in essence, their level of self-efficacy (Mackiewicz & Thompson, 2013, p. 66), which is a key element of one's motivation to write (Boscolo & Hidi, 2007, p.7). Once this self-belief is shared, tutors can then begin to build students’ self-efficacy by helping them understand that the power and potential to improve their draft is within their control.

This presentation will report on findings from a study conducted with new Writing Coaches at the Australian National University's Academic Skills. The content will focus on the strategies and lessons learned from a training session and ongoing professional practice in using and adapting the Motivational Scaffolding framework. This presentation will analyse the results of this training and ongoing practice, as well as its effects on students who participate in consultations with a Writing Coach. I aim to give attendees a picture of how effective an adaptation of the Motivational Scaffolding framework can be within the context of an Australian university. I will also provide recommendations on how to adapt this technique and skillset to other university academic skills units.

References:
The thesis as HDR learning outcome: what examiners' reports reveal about the diversity of research theses today
11/28/2019, 10:30AM - 11:00AM in 301

Neil Fergusen, Kylie Stevenson and Calvin Wang (Edith Cowan University)

The primary learning outcome upon which higher degree by research (HDR) students are assessed is the research thesis and, in recent times, the types of theses that are being submitted for assessment have changed considerably. For example, Edith Cowan University (ECU) has seen an enormous growth in the number of creative exegeses that are being completed by doctoral candidates undertaking creative practice as research, and also the increasing popularity of the PhD with Publication whereby the thesis is a hybrid of published journal papers and traditional thesis writing. This paper presents current research being undertaken by the Graduate Research School and the Centre for Learning and Teaching at ECU in order to understand the ways that thesis examiners are responding in their examination reports to the breadth of theses genres now being submitted by ECU HDR candidates.

Taking a lead from the critical research into PhD examination by Allyson Holbrook and the team at the University of Newcastle's Centre for Research Training and Impact (see for example Starfield et al., 2015), this research aims to add to the literature by providing a review of examinations that includes these new, varied types of theses. In addition, this research aims to understand the differing disciplinary conventions in thesis examination. Holbrook et al. (2012) argue that understanding what examiners are looking for in doctorates is crucial to the ongoing development and understanding of what constitutes sound doctoral programs (p.997). They also state that the examination process may serve as the crucible in which the [HDR] researcher is being formed (p.998). With this in mind, this research is positioned to understand what examiners of ECU theses are looking for, and to apply these findings to advance research training for HDR students at ECU, thus leading to enhanced HDR learner outcomes.

This paper will provide an overview of the methodology of this project, introduce some of the potential outcomes of the project, and discuss preliminary findings. The project will take a mixed methods approach. The data forming the basis of this research is primarily the comments and recommendations included in external Examiner Reports for theses, as collected and collated by ECU from 2015 to 2018. Examiner reports will be loaded into research software and thematically coded. This data will be integrated with a variety of descriptive factors including de-identified examiner characteristics and candidate demographics, examiner recommended assessment, and final thesis classification. One potential outcome of this research relates to the diversity of theses with a creative exegesis which can make face value comparisons difficult. It is anticipated that this research will contribute to an improved understanding of how examiners assess these types of theses and how, and how, the process differs from the examinations of other types of theses. In addition, some comparisons will allow a preliminary exploration of any difference in learning outcomes. The project outlined in this paper will provide a benchmark for future research as ECU moves to its mandated inclusion of an oral defence component in its examination process.

References

Use of work skill development framework with fourth year Occupational Therapy students

11/28/2019, 10:30AM - 11:00AM in 202

Nastaran Khoshsabk, Annette Peart and Paula Todd (Monash University)

Work Skills Development (WSD) is suggested as a framework for making work skills more explicit for students. The feedback from the lecturers who are involved in placements was that some students found the soft skills necessary for the workplace challenging, such as communicating their clinical work to others, and knowing fitting into the workplace. Students need to understand their place, their role, and how to get the most out of the placement.

A workshop program was developed for a 4th year Occupational Therapy unit in consultation with the academic, which ran at Monash Peninsula campus in 19th March 2019 with 72 students completing the Transition to Practice unit. These students completed shorter clinical placements during their four-year Bachelor course but in the second semester of their final year they participate in the most significant and longest placement (nine weeks). This unit prepares the students for this placement and requires them to successfully complete assessments that will address key learning outcomes, including a learning contract (professional development plan) which helps them examine their capacity to practice with regard to the Australian Occupational Therapy Competency Standards; and identify a range of professional support strategies that can be used to enhance professional practice for the final year fieldwork placement.

WSD framework addresses work-readiness as part of Higher Education teaching and learning agenda, and enables the interpretation and articulation of students' work skills gained through study and participation at University. Transition to Practice unit is specifically structured to prepare the students for the placement by addressing key work skills and attributes which aligned well with the WSD framework. This required mapping a core selection of the Australian Occupational Therapy competency standards highlighted by the lecturer against the WSD facets. The workshop aimed to explore work skills and learner autonomy for the students' placement; develop an appreciation of skills associated with emotional work-readiness; and identify skills gained from previous placements for their learning contract.

Involvement in the unit comprises a pre-workshop self-assessment (via google form), the workshop itself comprising a number of activities to engage the students with the WSD, completion of a Moodle book to capture in-placement reflections, and post-workshop self-assessment (same google form). The library led the 2.5 hour workshop and monitored the Moodle book and pre-post tests in consultation with the lecturer to determine the efficacy of the WSD framework in practice. This presentation describes the process and provide the quantitative and qualitative data provided by the pre-post testing and student reflections.
A multi-modal approach to embedding academic language and literacies development into a postgraduate faculty-based program for international students
11/28/2019, 11:00AM - 11:30AM in 201

Anna Maldoni (Australian National University)

Although Postgraduate (PG) students make up a significant portion of the current international student body in Australia, research in Academic Language and Learning (ALL) has tended to focus on Undergraduate (UG) study. In this context, a reconsideration of how best to support the specific needs of PG students is required as they make the cultural, linguistic and educational leap from UG to the PG environment, often in courses with which they have no previous knowledge or background.

The development of academic language and literacies is crucial in fostering academic success for all students, but for PG students, the nature of engagement with reading and writing practices becomes more nuanced as students are expected to engage in more advanced levels of 'criticality'. The fact that these processes are context-dependent calls for an epistemological approach to learning as the literacy practices associated with them are fundamentally related to the way knowledge is constructed within specific disciplinary contexts (Lea & Street, 1998). Therefore, how can ALL staff better facilitate student learning in the PG environment so that students move toward an understanding, use and application of advanced modes of critical thinking, and engagement with more reflective practices to meet the rigorous demands of their disciplines?

While it is now considered best practice to embed the development of academic language and literacies within disciplinary contexts, this approach still remains on the periphery (Evans, Henderson & Ashton-Hay, 2019, p. 1), with its implementation haphazard across the sector and rarely lasting beyond a semester or more (Maldoni, 2019). This is in part due to the challenges associated with adopting embedding practices, including the "silos" (Kift & Moody, 2009) which create structural impediments to collaborating with academics in different parts of the university, and the professional distance shaped by misperceptions of our role amongst university staff (Chanock, 2003).

This presentation considers a multi-modal approach to embedding academic language and literacies across the disciplines ranging from the least to most embedded models of learning support and collaboration, which in many ways reflect the shifting trends in the field toward an embedded framework. Based on my work with PG students and academics in the Crawford School of Public Policy at the ANU, I report on my experiences of working toward the implementation of the recommendations emanating from my doctorate - to adopt more systematic approaches to embedding academic language and literacies across institutions, and continue to widen collaborative initiatives. The presentation provides a snapshot of the complexity and challenges associated with adopting a multi-modal approach to support the development of academic language and literacies throughout a two year PG faculty-based program. It highlights that a one-size-fits-all approach does not work and advocates an epistemological approach to learning within different disciplines using an embedded framework. The presentation is aimed at encouraging discussion around what we can do to increase the "embeddedness" process in our own contexts, whether we work in central ALL units, libraries, within faculties themselves or as academic developers.
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Exploring students lived learning experiences in an outside of the classroom environment
11/28/2019, 11:00AM - 11:30AM in 302

Kathryn Wallace, Elena Sinchenko, Elena Verezub and Stephen Price (Swinburne University)

Researchers have identified that effective student learning is attained through delivery methods that focus on student-centered, constructivist, interactive and collaborative active learning that turns students from passive to participatory learners (Barr, 2014; Campbell &amp; Monk, 2015; Crimmins &amp; Midkiff, 2017; Konshita et al., 2017; Lee &amp; Hannafin, 2016). Student-centered learning allows students to acknowledge, embrace and utilise their lived experiences. Lived experience is knowledge gained by a person who is directly participating in an event within which they can use their past experiences as a foundation to build on (Oxford Dictionary, 2016; Rogoff &amp; Callanan, 2018). Lived experiences have been investigated by researchers within the educational context, at different levels of study (Esteban-Guitart &amp; Moll, 2014; Rogoff &amp; Callanan, 2018). For example, Sun et al (2016) conducted a phenomenological study to understand the lived experience within the university environment, focussing on the anxiety level of nursing students before going on to practicums. However, little research has been conducted into lived experiences and their connection with learning in an outside of the classroom environment.

One of the initiatives within the Learning and Academic Skills (LAS) Centre at Swinburne University of Technology is the Drop-in Hub, that provides language, learning and academic skills enrichment opportunities in an on campus, outside of the classroom environment. 487 students participated in the drop-in consultations over the course of the semester; of them, 83 students, or 17%, became regular attendees and came three or more times. The aim of the study was to understand the regular attendees' motivation for continued attendance and put it into the context of lived experience. The research took a mixed method approach using both qualitative and quantitative data from the survey which students were asked to complete.

The survey results gave an insight into the students' lived experience with the Drop-in Hub, with 75% of students indicating that they were intrinsically motivated to participate in the consultations. Although the dominant motivator for attending the Drop-in Hub was to improve their academic results, students also referred to the need for emotional support, such as help to focus, keep and increase their motivation. Students' comments showed that the lived experience affects future learning experiences which is supported by Rogoff and Callanan's (2018) findings. Furthermore, Esteban-Guitart and Moll (2014) note that these lived experiences are an intrinsic part of students' life's trajectory serving to mould their identity and can be used as resources for establishing connections in the future within schools and beyond. In our study, students also referred to the negative effect previous life experiences had had on their ability to study and how personalized academic support in one-on-one sessions allowed them to move past this. This is in line with Sun et al's study (2016) which found that proactively helping students reduced potential anxiety experiences prior to nursing practicums. Overall, the results of the present study showed that outside of the classroom learning created a positive lived experience which, in turn, had a positive effect on their studies, including improved grades, grammar and assessments.

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A Dictionary of Media and Communication (1 ed.) Daniel Chandler and Rod Munday
Published online: 2011Current Online Version:2016 eISBN:978019172797
Navigating the institutional dimension of the early doctoral journey
11/28/2019, 11:00AM - 11:30AM in 301

Morena Botelho de Magalhães (University of Auckland, New Zealand)

Universities and the resources they offer can enrich doctoral candidates' experiences; however, institutions may also limit doctoral trajectories. Paying attention to the early experiences of PhD candidates is useful for investigating the role universities play in supporting or constraining candidates' access to learning opportunities, including language learning opportunities. McAlpine and Amundsen's (2011) framework of identity-trajectory consists of three interconnected yet distinct strands of academic work: intellectual, networking and institutional. As such, the framework helps unravel the complex dynamics of doctoral candidates' experiences as it considers the strands within the fullness of researchers' lives (McAlpine, Amundsen & Jazvac-Martek, 2010). The institutional level of experience warrants particular attention because through opportunities to engage with departmental activities and interact with peers and staff, doctoral candidates can develop networks relevant to their scholarly interests which may, in turn, support their intellectual development and progress.

This paper investigates stories related to the institutional experiences of five English as an additional language (EAL) PhD candidates at the beginning of their doctoral degree at a large New Zealand university. The research draws on data from a larger narrative inquiry study in which the participants were interviewed multiple times during their first doctoral year. The larger study originated from an interest in investigating EAL candidates' language learning experiences and their impact on participation in academic communities. The study participants were required to work on their English literacy skills during the first PhD year and most agreed to participate in the research in exchange for the opportunity to practise English and reflect on their progress. Data analysis incorporated narrative writing as an analytic tool. The content of the interviews was summarised and recreated in story form (Polkinghorne, 1995), and sent to participants for member checking. Once signed off by the participants, the narratives were analysed. The identity-trajectory framework was adopted at that stage, allowing for experiences concerning each of the three strands to be explored. The institutional strand individuals' stories differed significantly indicating that sometimes the institution helped resolve conflicts and at other times its demands exacerbated them. While some participants received assistance when dealing with supervisory issues, for instance, another experienced the competitiveness of the 'academic game' as her progress through the first PhD year was affected by her supervisors' difficult relationships with other department members. The participants' experiences also revealed considerable differences in the resources and support offered across faculties and departments in relation to developing writing and research skills. It is hoped that the paper will contribute to conversations around the university role in supporting early stage doctoral candidates as they live their experiences of becoming academics.

References:


The role of visuals in arguments in discrete mathematics research articles
11/28/2019, 11:00AM - 11:30AM in 202
Heather Graves, Roger Graves and Shahin Moghaddasi Sarabi (University of Alberta, Canada)

This presentation addresses the question of whether students of science disciplines, both graduate and senior undergraduate level, would benefit from explicit instruction on integrating visuals into written arguments in professional academic genres such as research articles. We approach this question from our perspectives as researchers and teachers in applied linguistics, science rhetoric and writing in the disciplines. Genre analysis that aims to help novice and student disciplinary members learn disciplinary argument structures has focused mainly on the verbal language in research articles and followed John Swales’ (1990, 2004) Create a Research Space model (Hyland, 2006; Johns, 2013; Tardy and Swales, 2014). Researchers in science rhetoric have tended to explore the theoretical dimensions of images while mostly ignoring their links with the verbal language surrounding them (Goodwin, 2001; Gross, 2007; Gross and Harmon, 2014). Yet the links between visual and verbal language in a research article are important because of their potential contribution to the communicative purposes of genres and to understanding the extent to which visuals participate in the intellectual project of the discipline.

In this presentation, we use the findings from analysis of the visuals in 30 research articles in discrete mathematics to identify the functions of visuals in the arguments constructed in these articles. Our data suggest that these visuals perform three functions: ontological, evidential, and epistemological. Our findings not only support the existing view that visuals require supporting narratives (Leung, 2007), but they also indicate that visuals can be integral to the arguments in the research articles in this field. We also identified three visual moves (visual equivalents to Swales' verbal Create a Research Space 'moves' in research article introductions). These visual moves were used to communicate aspects of the argument independent of the verbal language or that could not be communicated using verbal or symbolic language. These findings suggest that, in disciplines such as discrete mathematics where visuals are essential, novice writers would benefit from instruction in ways that visuals can support, extend, and elaborate the verbal aspects of their arguments for new knowledge.

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Doctoral writing groups as vehicles for the development of academic writing and personal epistemology: results from a four-year research study
11/28/2019, 11:30AM - 12:00PM in 301

Lynette Pretorius (Monash University)

A key transferable skill at a doctoral level is the ability to write academically (Aitchison & Guerin, 2014; Lam et al., 2019; Pretorius et al., 2019). Students not only need to write their thesis, but are also expected to publish their work in academic journals and books (Aitchison & Guerin, 2014; Lam et al., 2019). However, students are often uncertain of their own writing ability, resulting in significant anxiety (see, for example, Pretorius et al., 2019). In this presentation, findings from a four-year research study that focused on developing doctoral students' academic writing skills within a writing group environment will be presented. Given the applicability of this type of educational innovation across disciplines, the findings from this study have the potential to significantly alter pedagogical practice in doctoral education.

This project started in 2016, when the researcher initiated an experiential learning task in a writing group to teach doctoral students about the publication process. This was accomplished by providing students with the opportunity to work together to produce a literature review for future publication. The researcher acted as a facilitator, guiding the students through the entire publication process (see Cahusac de Caux et al., 2017). Following the completion of the research manuscript, the researcher initiated a second phase of the research project: a qualitative self-study where the doctoral students were co-researchers investigating their own experiences during the experiential learning task (see Lam et al., 2019). This presentation will explore the findings from this qualitative study, demonstrating the benefits of collaborative and experiential learning in doctoral education settings.

Given the benefits they had gained by participating in the creation of these two papers, students decided that they wanted to further explore their own learning experiences to better understand their own and their peers' ways of thinking (i.e. to build personal epistemology). Consequently, they approached the researcher to initiate a third phase of the project: writing an academic book together (currently in press, see Pretorius et al., 2019). In this book, twenty current or recently graduated PhD students reflected on their doctoral journey in order to narrate their most important personal discovery. This presentation will highlight the key narratives of the students in this book, providing a voice to doctoral students to advocate for an improvement to their own doctoral training environment.

References:


Embedding multi-modal academic skills development resources in curriculum for Information Technology postgraduates
11/28/2019, 11:30AM - 12:00PM in 202

Andrew Junor and Bei-En Zou (Monash University)

Recent semesters have seen record numbers of Masters coursework students join Monash University’s Information Technology faculty. A team of librarians and learning skills advisors in the Library has collaborated with the IT faculty to meet the growing need to address academic and research skill gaps in this predominantly international cohort. Particular areas of focus have been clarifying academic and professional expectations, fostering critical thinking and writing, building quality research skills, and familiarising students with academic integrity practices. Until recently, a longstanding program of weekly adjunct workshops has been an effective opt-in model for teaching academic skills (Fenton-Smith & Humphreys, 2015). This paper charts more recent efforts to embed academic skills support directly into the postgraduate IT curriculum in collaboration with academic teaching staff, documenting strategies that have enabled a small team to expand its impact on student learning. This embedded approach aimed to improve outcomes in two key areas: increasing the reach of our skill development programs for IT postgraduates (Maldoni, 2017), and contributing to higher student performance in assessment tasks requiring the targeted skills.

The key challenge of embedding was determining how to support student learning in the targeted skills areas in a curriculum context controlled by academic teaching staff with subject matter expertise. This challenge was met through a gradual process of establishing trust, pedagogical authority and shared goals in distinctive relationships with relevant academics (Macdonald, Schneider, & Kett, 2013). By following this process we embedded reflective writing skills in an IT project management unit, in alignment with learning outcomes and industry trends towards reflective practice (Dybå, Maiden, & Glass, 2014); and contextualised academic integrity skills in a foundational programming unit that uses code-matching software to detect plagiarism (Le et al, 2013). Although collaboration required careful negotiation across lines of expertise, the process benefited from institutional support and existing models for embedding academic skills in the curriculum (Gurney & Grossi, 2019). In targeted units, postgraduate students were provided with multi-modal in-curriculum teaching and online resources (e.g. videos and interactive quizzes), targeting skills required by assessment tasks. To ensure authenticity, the resources were embedded in the postgraduate curriculum using a ‘critical professional skills’ frame, highlighting the professional requirements of critical thinking, research and communication skills at AQF level 9 (Johnson, Veitch, & Dewiyanti, 2015). Learning skills advisors collaborated with academic staff on curriculum and assessment development, and used a train-the-trainer approach to support tutors in building their students’ academic skills. These relationships have enabled subject matter experts and learning skills advisors to exchange pedagogical knowledge across their respective areas of expertise, following an iterative pattern of building trust and a shared sense of educational purpose (Harris & Ashton, 2011; Chanock, 2013). Initial indicators suggest a positive influence on student performance and tutor capacity to teach critical academic skills, and significantly expanded reach of the Library’s skill development programs. This suggests the embedding of multi-modal resources in the postgraduate curriculum, in close collaboration with academic teaching staff, offers an efficient and sustainable model for supporting student learning in a fast-growing cohort.
References:


Meaning making and academic communication skills: a practical guide for staff and students
11/28/2019, 11:30AM - 12:00PM in 201

Anna Podorova and Amanda Eaton (Monash University)

This paper proposes a visual outline of the key academic communication skills elements. The Academic Communication Skills diagram was created to enable academics to identify the specific areas of communication skills they want their students to develop in an accessible way. It aims to address confusion about terminology, providing a common language for the discussion of student needs and referral to the appropriate support resources.

The Academic Communication Skills guide is based on the Academic Language Feedback (ALF) Toolkit work (Podorova, 2016, 2017) which focused on enhancing students' academic language capacity through the use of embedded academic language development approaches. Although the ALF toolkit has contributed to increased awareness among students and teaching staff of their responsibilities with regards to post-entry academic language and literacy development, there is a need to expand the model in order to provide a holistic view of the concept of academic communication skills, while acknowledging perceived divisions between English language use (a problem of international students) and academic literacy skills (relevant to all students).

A clearer picture of academic communication elements will hopefully enable more productive discussions between students, academics and support services in a time when communication skills development is fast becoming not only the domain of adjunct or support services, but an institution wide responsibility.

References:


Understanding learning support needs of international students: A case study
11/28/2019, 11:30AM - 12:00PM in 302

Kate Tran (Asia Pacific International College)

This paper describes a study aimed at understanding the academic support needs of international students at an Australian private College with majority of students coming from the Indian subcontinent. Due to the contextual and institutionally specific nature of the design and delivery of support and the unique characteristics of the student cohorts, the case study approach was selected. The two underlying factors determining international students' perceptions of learning selected for this study were communication and interaction (Ramburuth & Tani 2009). Based on an exploratory qualitative study conducted in an Australian university (Roberts & Dunworth 2012), a survey focusing on student learning practices and their responses to the existing teaching and support provided was thus developed and administered. Findings revealed the needs for improved student learning engagement, specific guidance in students' approach to teamwork, further assistance in communication skills, and out-of-classroom scaffolding academic skill support. This study is the initial phase of the College's project on implementing an innovative academic support aligned to students' expectations and needs, in order to improve students' satisfaction with their international experience.

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A new way of evaluating the value of one-to-one teaching
11/28/2019, 12:00PM - 12:30PM in 302

Tess Snowball and Vivien Silvey (Australian National University)

The one-to-one teaching appointment (1-1) has remained a prominent feature of academic literacy support across the sector (Evans, Henderson & Ashton-Hay, 2019, p.6). Arguably expensive and resource intensive, academic language and learning (ALL) advisers have had to search for various ways to evaluate and communicate the value of 1-1 teaching. Evaluative methods have included examination of the discourse occurring in the 1-1 interaction itself (Wilson et al., 2011). Other studies have focused specifically on student perceptions of the value of the teaching (O’Mahoney et al., 2013), whilst further studies have used mixed methods approach including student evaluations, peer review and self-reflection (Berry et al., 2012; Huijser, Kimmins, & Galligan, 2008; Reid & Gao, 2015). Most of these evaluative processes are seeking to find a direct relationship between the 1-1 and student learning outcomes.

At the academic skills unit at The Australian National University, we considered how we could answer Chanook’s (2007) call to evaluate how the 1-1s work to inform Learning Advisers about their practice and the needs of the student. Learning Adviser notes over an eighteen month period were analysed. A focus group was also conducted to explore more deeply the place the 1-1 had in our service delivery. Using textual analysis a rich picture emerged regarding the supportive and educative nature of the 1-1 interaction. The data showed a remarkable consistency in the way that advisers talked about the teaching and learning, which was consistent with a shared professional practice. The learning environment creates a space for students to develop their persuasive communication tools in a supportive environment and at the same time, informs and enriches the learning adviser’s understanding and knowledge of the needs of the students. For us as a team, this research has helped us to articulate why the 1-1 should continue to play an important role in our service delivery model by helping us to make a connection between our shared professional practice and student learning outcomes.

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IELTS 7 at graduation: curriculum design and interventions to achieve this "big hairy audacious goal"
11/28/2019, 12:00PM - 12:30PM in 201

Rosemarie Fonseka (Crown Institute of Higher Education)

Crown Institute of Higher Education (CIHE) is a private higher education provider. All students are international with English as an Additional Language. Developing students' English to an IELTS band 7 by graduation within a three-year degree has been framed by the Dean of the institute as a "Big Hairy Audacious Goal" (Collins & Porras, 1996). The Language and Learning Advisor is primarily responsible for creating the conditions for English development. Nation (1996) believes that a balanced language curriculum has an equal focus on (1) meaning-focused input, (2) meaning-focused output, (3) language-focused instruction and (4) fluency, but CIHE is not a language school; it is a higher education provider offering degrees in Commerce. This means that a deliberate, systematic, comprehensive and coordinated approach needs to be taken to increase students' levels of English. This presentation will describe two strategies that the Advisor is implementing: a whole-of-institution embedded approach and an intervention process for students who are linguistically at risk.

The Advisor has developed an English Language Development Framework which guides the design of institution-wide activities. This document makes it clear that Course Coordinators have a role to play in the students' language development through unit and course design. This prepares them for professional development workshops and elbow-to-elbow curriculum design with the Advisor. Adopting a Content and Language Integrated Learning (Brinton, Snow & Wesch, 1989) approach allows the disciplinary content of the courses to be used as the vehicle for English development.

At the beginning of the student journey, the reading of meaning-focused input texts such as case studies and assessment task instructions is scaffolded to accommodate the English entry requirement of IELTS 6. Expectations of the language produced in meaning-focused output in the form of assessment tasks such as business reports are standardised across year levels in courses. These expectations are weighted in the marking rubrics across all language-rich units such as "Management Principles", and they increase across the student journey. Language-focused instruction is embedded in the regular classroom activities of designated units. All language features are chosen from those which emerge from the topic material so that students do not experience a significant change in focus from content to language. These resources help students to: (1) notice and use academic vocabulary (Nation 2001; Coxhead 1998), (2) analyse the grammatical structures commonly used in academic writing and (3) practise features of pronunciation which may interfere with comprehensibility (Derwing & Munro 1997). Fluency is developed in assessment tasks and classroom activities.

Early in the semester, commencing students complete a written and an oral diagnostic task. These tasks are collaboratively designed by the Advisor and a Course Coordinator to connect with a disciplinary topic that has just been studied and are delivered within units. Students who are identified as linguistically at risk negotiate a mentoring plan which offers personalised language feedback and practice. The plan is approved by the Course Coordinator. Students who fail the language criteria in their unit assessment tasks are also offered mentoring sessions.
References:


Oral PhD examinations: both an opportunity and a challenge for new approaches to build HDR students oral communication skills
11/28/2019, 12:00PM - 12:30PM in 301

Kylie Stevenson, Michael Stein and Jo McFarlane (Edith Cowan University)

Oral examinations were introduced as a compulsory element of the doctoral thesis examination process at Edith Cowan University (ECU) in Perth, Western Australia, from January 2018. At the time, ECU began implementing a whole-of-institution communication skills framework in both the undergraduate and postgraduate coursework space, but not yet at the doctorate level. With these factors in mind, ECU’s Higher Degree by Research (HDR) Learning Support team initiated a two-pronged approach to support oral communication skills development for HDR candidates at ECU: an oral examination training program; and an oral skills development scaffold.

In developing this learning support for HDR students, we needed to address the Australian Qualification Framework (2013, p.64) requirement for graduates to have communications skills sufficient to “present cogently a complex investigation of originality or original research for external examination [and] communicate results to peers and the community.” In addition, we paid attention to the ACOLA review of Australia’s research training system which identified communication skills as one of the most highly regarded skills by employers (2016, p.37); public submissions to the review called for HDR graduates to be equipped with “oral communication to diverse audiences” (p.38). Therefore, we authors positioned oral communications skills development as a pathway to meet AQF and ACOLA review guidelines.

This paper will showcase ECU’s oral skills development scaffold for HDR students which consists of five modules: everyday speaking; speaking skills for EAL HDR students; speaking about your research; 3MT-related communicating research; oral skills for PhD examination. These five modules are designed to both build confidence and skills in oral communication. The ECU oral PhD examination training program, which forms the fifth module of this scaffold, is itself a five session program and is also discussed.

This paper explains the opportunity that this change to HDR assessment presented to ECU’s HDR Learning Support team, and how the team responded with a scaffolded approach to build oral communication skills. Additionally in this scaffold, the HDR Learning Support team took into account the need for international student learning due to growing international HDR student numbers at ECU. Arkoudis et al. (2018, p.14) argue that “prior to entry, [HDR] students [should] demonstrate a high level of communication skills using a variety of evidence [and that] students must successfully demonstrate required levels of communication skills at the first significant milestone in their candidature.” This presents both a further challenge and an opportunity for HDR Learning Support. This showcase of ECU’s approach to developing HDR students’ oral communication skills demonstrates steps in meeting all of these challenges.

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Professional language development in first year engineering students: taking the first step towards joining a community of practice
11/28/2019, 12:00PM - 12:30PM in 202

Heather Pate (Curtin University and Edith Cowan University)

In order to effectively join their professional communities of practice, graduates need to be able to communicate with members within it (Lave & Wenger, 1991). This requires students to learn the Discourse of the community (Gee, 1992; Gee, 2015). Various approaches have been suggested as ways to support students in developing language in a university setting. These include genre-based methods (Flowerdew, 2015; Swales, 2004; Parkinson, 2013), authentic learning experiences (Luongo-Orlando, 2003; Wiggins & McTighe, 2005) and project-based learning (Stojcevski, Du, & Benz, 2012). However, little is known about the progression of student language development throughout their program of study as they move towards graduation. What we do know is that learners construct their understanding of discipline knowledge through the language and processes within which they interact (Driver, Asoko, Leach, Mortimer, & Scott, 1994; Kittleson & Southerland, 2004; Lemke, 1990). Students also form an understanding of their own position within the peripheral professional community in learning environments that encourage extended social interaction, such as project-based learning activities (Stojcevski, Du, & Benz, 2012; Vickers, 2007). This paper examines the spoken language of first year engineering students at an Australian university participating in project-based learning through the lens of interactional sociolinguistics. Applying a conversation analysis approach, conversational cues used by students will be identified in order to examine how peer interaction affects the language production of individuals, and their sense of position within the group. Findings may inform future higher education practice in coursework that develops professional communication skills.

References:


Academic transitions of diverse students: what happens in the first term?
11/28/2019, 01:30PM - 02:00PM in 301

Rowena Harper (University of South Australia) and Ursula Wingate (King's College London, England)

Numerous studies have explored the challenges students face in their first year at university. Most rely on quantitative measures of student attainment (e.g. Li et al 2010), surveys or interviews eliciting the student perspective (e.g. Krause, Hartley, James, & McInnis 2005; Phakiti & Li 2011; Jenkins 2014), theoretical arguments proposing different challenges for different groups (e.g. Murray 2010), or analysis of students' written texts to identify instructional needs (e.g. Flowerdew 2002; Tribble & Wingate 2013). Studies tend to identify academic literacy, writing, and English language proficiency (for international and L2 students) as major challenges. However, there is a lack of detailed knowledge of the ways in which students deal with these challenges. Studies that investigate either student performance, student perspectives, or student texts are not capable of providing a holistic understanding of students' learning processes and the factors that influence these.

This study used a longitudinal, ethnographic approach to follow the experiences of 12 students in four courses at two Anglophone universities (one in Australia and one in the UK). The study aimed to identify:

- students' actions and strategies in completing the first written assignment,
- the difficulties experienced by students from different cohorts, and
- the extent to which students seek/find support (and the effectiveness of that).

The following methods were used to develop a detailed picture of the teaching and learning context in each course, and students' interactions with and responses to it:

- analysis of all course documents,
- student action and reaction logs (both free-written and guided),
- student interviews (three during the course),
- course activity data (e.g. forums, assignments, text-match reports, feedback), and
- screen recordings of students preparing and writing their assignments.

This paper reports on the key findings from this research, and discusses the implications for course and assessment design, teaching practice, and academic language and learning practice.

References:


Contextualizing English language support for international students: an integrated approach
11/28/2019, 01:30PM - 02:00PM in 202

Demonstration: Adam Nicol, Meriel Griffiths and Sanna Peden (University of Western Australia)

A challenge for centralised academic support services is to provide contextualized English language development programs that support international students in developing their English language and academic skills. This demonstration will step through the creation of an English Language support program at UWA that takes an integrated approach to language development through focusing on specific language applications as they function in the context of academic tasks. The program takes a systematic approach to developing and applying the language of comparison, process, justification, evaluation, recommendation and reflection to a range of academic applications.
The perspective of students as consumers, which is founded on the framework of neoliberalism, has been pervading higher education institutions. Run under neoliberalist, economic-driven agendas, learning and teaching in higher education sits uncomfortably within the internationalised, profit-driven institution (Phillips, 2018; Rizvi, 2017; Saunders, 2007). This contrasts with a corollary of the Vygotskian social constructivist framework which has been informing education for decades (Vygotsky, 1994, 1987) and which places students, their needs and the learning environment at the centre of learning and teaching. This framework has been utilised by educators to develop students' academic literacies, English language proficiencies and communication skills (Wingate, 2007), and has been upheld as a means of not only providing this critical assistance to students, but also as a way of empowering them to be effective, lifelong learners.

The impact of neoliberalism on student learning does not appear to have been extensively researched, and the number of studies in the field suggest that the neoliberalist concept is influencing programs that provide academic support to students (Phillips, 2018; Saunders, 2007; Apple, 2006). This is despite evidence-based research which shows that student learning is efficacious with suitable support from staff within the institution in terms of specialised support programs, such as pathway programs (Desierto, De Maio, O'Rourke, & Sharp, 2018; Relif, O'Rourke, Crawford, Sharp, Hodges, Shah, & Barnes, 2017; Kuh, 2016, 2007).

Although the social constructivist Vygotskian approach has been utilised by educators to support the development of students' academic skills, this may not be the case for much longer. Reviewing studies on the effects of neoliberalism on students in tertiary institutions, and drawing on the presenters' research and experiences with supporting student learning in WA universities (Desierto et al, 2018; De Maio & Desierto, 2016), it is suggested that despite efforts made by educators to ensure that support for student learning remains informed by humanist educational pedagogy, neoliberalism could very well negatively impact on the capability to effectively support students in their learning in higher education.

References:


Supporting learner identity development: a tailored enabling approach
11/28/2019, 01:30PM - 02:00PM in 302
Patricia Dooey and Jane Grellier (Curtin University)

With increasing diversity among student cohorts entering university, much emphasis has been placed on the need to develop academic literacies in order to improve success (and ultimately, retention) rates in tertiary institutions. Academic Language and Literacy (ALL) specialists and discipline specialists have been making substantial inroads by collaborating to integrate their respective areas, with a view to improving student outcomes, particularly in the critical first year of an undergraduate program.

This paper will present a collaborative approach to academic literacies that is drawn on the work of Mary Lea and Brian Street (1998, 2006) and driven by institutional policy. In order to improve their learning within their respective disciplines, first-year undergraduate students are provided with the opportunity to take an active role in the creation of their academic identities, and at the same time supported as they to develop their general academic skills.

Lea and Street (1998, 2006) have developed an 'academic literacies' approach, which builds on two previous models of academic language development: study skills and academic socialisation. In their academic literacies framework, academic language is seen as contextual, and a product of the authority and discourses of the university and of the academic disciplines. The study skills and academic socialisation models are subsumed within this framework, and seen in the context of the power structures of the university (Lea and Street, 1998). The research of Lea and Street and colleagues (e.g., Haggis, 2006; Wingate & Tribble, 2012) has focussed on the academic literacies approach as a means to enabling students from a range of backgrounds to succeed in and challenge their chosen disciplinary world and future professions. This progression goes beyond the mastering the language processes involved, and requires the students to reflect critically on their own studies and disciplines, while at the same time meeting the demands and expectations of the university.

This initiative (which has been operating at Curtin University for more than five years) involves two programs; a compulsory first-year communications unit and an academic writing intervention program which provides additional support to students identified as being 'at risk'. The paper reports on the results of one first-year cohort comprising students from diverse backgrounds who attended both of these programs in the same semester. The communications unit has been established on academic literacies principles, particularly focusing on developing students' reflexivity within their disciplinary studies. Through a combination of this communications unit and the intervention program, students from diverse demographic, cultural and educational backgrounds have built a strong foundation for the rest of their studies, across a range of disciplines within the Humanities, which includes courses as disparate as Architecture, Construction Management, Fine Art, Photography, Security Studies, Performance Studies, Internet Studies, Library and Information Sciences, Journalism and Professional Writing. Results indicated that the students in the intervention group showed greater improvements in their written assignments than the group as a whole, and performed at a higher standard than would be expected for such at-risk students.

References:


A student-centred approach: the English language support service for international students
11/28/2019, 02:00PM - 02:30PM in 202

Melania Pantelich (Federation University Australia)

International students are accepted into Australian universities based on their IELTS levels, which are seen as an indication of the students' English abilities and a measure of future success. However, the official IELTS guide suggests that students studying "linguistically demanding academic courses" (IELTS, 2014, p. 13) require additional English study upon acceptance into their higher education institution of choice if they achieve an overall IELTS band score of 6.5 or below. In reality, despite fulfilling the required entry standards, many international students struggle to cope with understanding and meeting the demands of their degree. To assist and support international students in their transition to studying in an Australian context, Federation University offers the English Language Support Service (ELSS) to students in their first year of study. Students commencing undergraduate and post-graduate degrees are provided tailored and flexible support, based on the requirements of their degree courses. During the students' first year, weekly classes (online or face-to-face), Assignment Workshops and Study Skills Workshops build students' academic and linguistic skills concurrent with undertaking their coursework. As a result, the support provided is contextualized, timely and appropriate, allowing students to take on new concepts with meaning and immediate application.

This presentation will outline the purpose, development and delivery of ELSS, focusing on how it supports students in understanding assignment requirements, and equips them with the language and study skills necessary to meet academic expectations (referencing, researching, and writing, to name a few) across a range of disciplines. Students entering their second year of study, after attending ELSS sessions, are more confident in their place at university, and have acclimatised to the Australian academic language, culture and landscape to engage confidently with the rest of their degree.

References:

Higher education institutions acknowledge that graduates must exit university with appropriate levels of communication skills. The Higher Education Standards (2017) mandate that universities employ processes that identify students at risk of unsatisfactory progress and provide specific support to assist in their achievement of learning outcomes. To meet this mandate there are a range of practices and approaches used across the higher education sector but these are varied and inconsistent (Arkoudis & Harris, 2017). The subject of this study, Endeavour University, implements a university-wide approach to the development of students' communication skills initially through a diagnostic language assessment (PELA), then through feedback on written communication skills via a standardised feedback sheet with every assessment, and the embedding and integration of communication skills in selected units.

While research strongly promotes embedding language support into the curriculum as best practice in the effective development of students' communication skills, this approach has not been universally adopted and often appears in selected units with 'embedding champions', rather than as part of a whole of institution approach. As a result, there is still a reliance on adjunct and bolt-on language and learning support to provide the support necessary to meet HESF’s mandate that universities take responsibility for assessing student academic language levels and provide support when required. One of the main reasons an integrated or embedded approach is regarded as good practice is that it offers contextualised support, which has been shown to be far more effective than adjunct or general skills workshops. Embedded support also captures all students, including the weaker ones, who often avoid attending voluntary workshops (Arkoudis & Doughney, 2014; Arkoudis & Starfield, 2007; Harris & Ashton, 2011b; Kennelly et al., 2010). With attendance at most Academic Language and Literacy (ALL) support programs usually at the student's discretion, this lack of participation is an issue for many universities (Bright & von Randow, 2008; Harris & Ashton, 2010; Kennelly et al., 2010; Ransom, 2009; Read, 2008; Stratilas, 2011a, 2011b; Stratilas & Yong, 2012). Results of a study by Arkoudis and Starfield (2007) on the use of PELAs and associated learning support showed that in every reported case there was a clear improvement in the grades of students who attended the suggested support programs compared with the students who did not (See also, Bretag, 2007; Elder, Bright, & Bennett, 2007; Read, 2008).

This paper provides insight into the factors that influence student uptake of language support recommended in both the Post-entry Language Assessment (PELA), and the advice from the assessment feedback sheet during their studies. It presents a model which proposes that it is not only dispositional and situational factors which determine student help-seeking and decision-making behaviours, but also the factors that are within the immediate institutional control and actions (Scott, Shah, Grebennikov, & Singh, 2008, p. 4). A study by Long, Ferrier, and Heagney (2006) on institutional strategies to improve retention in Australian universities identified that the customising of general and academic support services specifically to suit a variety of students and disciplines was a strategy that improved retention. By investigating first-year university students' perceptions of current English language support and assessment at Endeavour University, and identifying their needs and preferences, this study aims to inform the provision of language support at the University and thereby increase retention.
References:


Scaffolding academic literacy with undergraduate Social Science students
11/28/2019, 02:00PM - 02:30PM in 302

Tracey Millin and Mark Millin
Leading and navigating change
11/28/2019, 02:00PM - 03:00PM in 201

Panel: Alex Barthel (Higher Education Consultant in Academic Language and Learning), Siri Barrett-Lennard (University of Western Australia), Tess Snowball (Australian National University), Timothy Moore (Swinburne University), Fiona Henderson (Victoria University), Regina Sliuzas (Flinders University), Andrea Lynch (James Cook University), Sally Ashton-Hay (Southern Cross University) and Louise Oxley (University of Tasmania)

Join this panel as we explore how we as academic language and learning (ALL) professionals lead and navigate change in Australian higher education. We discuss three central questions:

(1) How can we navigate instances of institutional change that seem to run counter to the values, understandings and practices that underlie ALL work, and to higher education processes generally?

(2) What leadership role can we reasonably hope to play in these situations?

And

(3) What mechanisms do we have for initiating and leading change individually and collectively?
Learning logical arguments for academic purposes mediated by infographics
11/28/2019, 02:30PM - 03:00PM in 202

Billy Chun Chuen Chan (University of Sydney)

This presentation will report preliminary data from a tertiary education study on a multimodal pedagogy. The purpose was for non-native English speaking students to learn logical argument via infographics. Infographics, multimodal presentations of data that combines texts, diagrams, graphics, and other visual elements (Çakiroğlu, Yildiz, Mazlum, Turan Gântepe, & Aydin, 2017), are used to frame and support the content delivery of Toulmin’s argument structure: claim-data-warrant.

Grounded on sociocultural theory “mediation” (Engeströöm, 2014; Vygotsky, 1978; Wertsch, 1997), the study broadly answers how infographics mediated the learning of Toulmin’s model of argument. In particular, it explores how and what culturally constructed artefacts, and social interactions supported or hindered the learning of the argument structure through infographics.

The presentation will briefly introduce the rationale, and the syllabus of the pedagogy for a ten-week bridging English course. It will further show qualitative data drawn from analyses of verbal and nonverbal actions (Jordan & Henderson, 1995) to highlight how learning of Toulmin’s model was constructed through various emerging patterns of tools- and/or social-mediation before concluding on the feasibility of infographics for learning logical argument for academic purposes.

References:


Putting the horse back before the cart - a toolkit to support key academic literacies development in transitioning HE students
11/28/2019, 02:30PM - 03:00PM in 301

Demonstration: John Hamilton, Vittoria Grossi and Lyn Doolan (Deakin University)

Effective transition into university is recognised as crucial to student success. Conversely, inadequate transition has been identified as a significant risk-factor for student satisfaction and retention. While formal orientation to university is relatively short, transition is a much more open-ended process involving gradual adjustment to a complex and often new learning environment (Kift, Nelson & Clarke, 2010). A reality in the current HE context is that significant numbers of commencing students (at both undergraduate and postgraduate level) are not well prepared in terms of the skills required to effectively complete early assessments (Hamilton, 2018). In addition, there is increasing awareness of the positive impact on student capability, self-confidence and self-efficacy of providing embedded activities and programs to support academic literacy skills acquisition as part of discipline learning (Maldoni, 2019; Tinto, 2017; Wingate, 2015; Zepke, 2013).

This paper reports on a project at one Australian university to address this issue in a practical way. It involves development of a 'toolkit' containing learning activities and teaching ideas that can be used by both discipline teachers and ALL educators to embed key academic literacies learning within curricula, particularly leading up to early written assessments. Learning activities will include teaching and learning prompts, learning tools (e.g. group worksheets, H5P activities) and simple, clear teacher notes to provide guidance on running the activities. The focus will be on active and group learning, for example within seminars or tutorials. Discipline teachers will be encouraged to adapt these resources to their disciplinary and unit contexts, either independently or in consultation with ALL educators. The learning activities will be designed to accommodate both face-to-face and online learning, and in the longer term will address both undergraduate and postgraduate transition.

This presentation will outline the project rationale and development process, and provide examples of toolkit learning activities and teaching ideas; participants will be invited to consider whether development of a similar resource might be useful within their contexts.

References:


Scaffolding academic literacy for EAL students using Reading to Learn pedagogy
11/28/2019, 02:30PM - 03:00PM in 302

Ingrid Wijeyewardene, Huifang Li and Susan Stackhouse (University of New England)

The ability to read and write complex, extended texts is critical for student success in tertiary education. However, it is often the case that students entering tertiary study find it difficult to read and produce texts at the levels that they need to in their disciplines (Rose & Martin, 2012). To address this issue, academic literacy programs often place the focus on writing as this is the main method by which students are assessed. Yet students need to read and interpret texts before demonstrating their understanding in their written assignments (Rose, 2008). The reading to learn (R2L) pedagogy (Rose & Martin, 2012) offers a scaffolded approach to academic literacy by assisting students to develop proficiency in reading, making explicit the linguistic choices and patterns that students can then deploy in the construction of their own texts. This paper provides a preliminary report on a study in which the R2L pedagogy was implemented in a foundational academic literacy unit for commencing international students enrolled in the Bachelor of Business at the University of New England. The study analyses written summaries and evaluations of a reading produced by students prior to the R2L intervention and compares these to written summaries and evaluations of a reading produced after the intervention. The aim of the study is to assess the value and effectiveness of intensive reading and scaffolded academic literacy tasks to enhance academic reading and writing proficiency for tertiary students who have English as an additional language.

References:


Building student feedback literacy and readiness through a strength-based cross professional collaborative approach to feedback practice

11/28/2019, 03:30PM - 04:00PM in 301

Tyler Cawthray, Anbarasu Thangavelu, Debi Howarth and Ron Pauley (University of Southern Queensland)

Student engagement with and understanding of feedback is critical to supporting positive educational outcomes. Yet, to ensure feedback is effective, it is important that students are aware of its central role in tertiary education and how they can effectively engage with it to support their learning and academic progression. Carless and Boud (2018, p. 1315) define student feedback literacy as, “the understandings, capacities and dispositions needed to make sense of information and use it to enhance work of learning strategies”. The key role that feedback plays in supporting a student’s learning, development and academic progression is broadly recognised within the literature (Carless, Salter, Yang, & Lam, 2011; Hattie & Timperley, 2007; Hounsell, 2003). Research from Mulliner and Tucker (2017) suggests that the majority of students do attempt to engage with feedback through reading and trying to apply it. However, this does not mean students have the necessary skills to maximize its benefits. Carless and Boud (2018, p. 1316) identify low levels of feedback literacy among students as one of the primary barriers to effective engagement. Students require support and training to develop the skills that are necessary to become independent self-regulating learners (Blair, 2017; Carless et al. 2011), as they may have had highly varied experiences of feedback prior to their commencement of tertiary study (Robinson, Pope & Holyak, 2011). Adopting a strength based approach to developing student’s feedback literacy, which builds their self-confidence and promotes integration, is an important aspect of their transition to and readiness for the tertiary and professional context (Poulos & Mahony, 2008).

Most publicly available student resources at universities focus on common academic and study skills, rather than feedback literacy, one aspect, only of the institution’s engagement with student readiness. At the University of Southern Queensland, a resource was developed to educate students as to the value of feedback and how they could engage with it through a three step process. It was developed by academic Learning Advisors and through a cross professional collaboration (see Rushton & Lahlafi 2013) between a Lecturer, Learning Advisor and Liaison Librarian. The resource was strategically embedded in a first-year course. This paper explores how collaborative feedback practice underpinned by a strength based approach can positively contribute to student growth, readiness, feedback literacy, learning and development.

References:


Rushton, D., & Lahlafi, A. (2013). The value and impact of cross professional collaborations in developing student information and academic literacy skills at Sheffield Hallam University, UK. Nordic journal of information literacy in higher education, 5(1), 38-43. doi:10.15845/noril.v5i1.178
Is there learning support literacy? Promoting independent learning skills and effective help-seeking behaviours in commencing HE students
11/28/2019, 03:30PM - 04:00PM in 202

John Hamilton (Deakin University)

This paper explores the question of whether there is such a thing as 'learning support literacy', and if so what attitudes, behaviours and skills characterise it. It considers this question in the context of providing language and learning support to Higher Education (HE) students, seeking to identify key student behaviours and capabilities that promote learning and contribute to effective and meaningful consultations between students and Academic Language and Learning (ALL) advisers. In doing this it extends the concept of 'feedback literacy' (Carless & Boud, 2018), the capacity to seek and make effective use of assessment-based feedback on performance, to the wider academic learning support context. This context includes both face-to-face and remote consultations, for example those involving skype, telephone, email or other technology-enabled approaches.

The paper attempts to classify a range of behaviours that might be argued to contribute to learning support literacy, identifying 4 broad areas which impact on student-staff interactions in the academic support context. These are social and cultural capital (Bourdieu, 1986), capacity for evaluative judgement (Boud et al, 2018), interpersonal skills (including cross-cultural pragmatics), and digital literacy. This is by no means claimed as an exhaustive list, however represents a starting point in attempting to identify student attitudes, behaviours and skills that have a positive impact on engagement with academic support services. As part of this process, student behaviours and practices that may potentially have negative impacts are also identified, as well as learning support staff practices that may inadvertently reinforce dependent behaviours in students.

Having explored areas that may either contribute to or impede learning support literacy, the paper goes on to consider how positive attitudes, behaviours and skills can be fostered in commencing HE students. Steps designed to promote independent learning skills and foster effective help-seeking behaviours are proposed, and it is argued that these may empower students to better manage their own learning and learning support needs, not only in the shorter term, but in the context of becoming life-long learners. This is consistent with the concept of 'self-regulated learning' proposed by Panadero (cited in Panadero & Broadbent, 2018).

References:


Writing for success: a post-PELA intervention strategy for at-risk students
11/28/2019, 03:30PM - 04:00PM in 201

Tracy Ware and Andrew Kelly (Edith Cowan University)

Since 2012, Edith Cowan University (ECU) has provided a comprehensive approach to developing the communication skills of over 42,000 ECU students through the implementation of a short diagnostic assessment of student writing, the Post-Entry Language Assessment (PELA). This writing task is undertaken by all commencing coursework students and provides a mechanism for early identification of ‘at-risk’ students who may struggle with the demands of tertiary study. One of the main aims of implementing the PELA is for students to receive specific and individualised feedback on their English language proficiency (ELP) in order to make informed decisions about developing their respective language skills (Dunworth, 2013; Harris, 2013; Knoch & Elder, 2013; Ransom, 2009). Ultimately, the effectiveness of any PELA hinges upon the feedback given to students and how any intervention strategy can directly inform students' future learning. As Knoch and Elder (2013, p. 61) argued, “the success of any PELA initiative will depend on how well students are guided to appropriate follow-up support on campus, whether appropriate courses are available on a continuing basis and can be taken within the limitations of busy course schedules.”

A perennial challenge associated with post-PELA intervention strategies, however, is that the uptake of any learning support offered is often low due to a lack of student self-identification of need and a lack of awareness of the support offered. Even after the PELA became mandatory for all ECU commencing students in 2016, the compulsory completion of online grammar and academic writing modules as the primary intervention strategy had poor uptake and had generally unfavourable feedback from students and staff. In an effort to improve uptake and impact in Semester 1 2019, a contextualized ‘Writing for Success’ workshop replaced these online modules as the primary intervention strategy for PELA 3 students (those identified ‘at-risk’). This paper compares the impact of moving from an online, self-paced grammar intervention strategy to workshop model in which students review their PELA feedback, are made aware of the learning support services provided at ECU, and develop an Individual Learning Plan (ILP). It critically analyses the completion rates of these intervention strategies and explores qualitative feedback gathered from ECU students and staff about the usefulness of each approach. Finally, this paper offers unique insights into how this ECU case study can inform post-PELA intervention strategies at other institutions and the ways in which commencing university students with low English language proficiency can be supported in the early stages of their studies.

References:


Embedding language across the university and through the curriculum: implementing the EEL project
11/28/2019, 03:30PM - 05:00PM in 302

Workshop: Rosalie Goldsmith, Emily Edwards, Neela Griffiths, Caroline Havery, Kerry Hunter, Deborah Nixon and Joseph Yeo (University of Technology Sydney)

This initiative responds to the need for university wide approaches to addressing English language proficiency. The Embedding English Language (EEL) project, designed and implemented by the ALL team at UTS, is designed to provide whole-of-institution contextualised academic language support for students who enter with low levels of English as identified by a post enrolment language assessment. The project has been motivated by: Student and staff feedback; TEQSA requirements; studies which show that EAL students at university require direct instruction in order to improve their grammatical complexity and accuracy (e.g. Knoch et al. 2014); and this university's commitment to producing work-ready graduates. The project has four stages: 1. screening of all commencing students; 2. language development tutorials for those identified as requiring support; 3. milestone tasks to evaluate language development in an assessment task; and 4. a series of further milestone tasks at various points in the degree programs. This workshop will use practice architectures theory (Kemmis et al. 2014) to provide a framework which facilitates participants to identify ways of supporting language development across their institutions by analysing their current conditions and utilising available resources.

Workshop activities

Group brainstorming activities to identify the participants' local conditions and practices to see where the development of language within subjects and within faculties can be enabled and/or supported (butchers paper and post-it notes); presentation of examples of approaches which can be implemented depending on the institutional context; group work (using the distributed expertise model) to map and discuss what resources currently exist or could be shared across programs or institutions to support academic language development in the context of learning technical knowledge (butchers paper and post-it notes); group presentations to the whole workshop based on the mapping and discussions; optional sharing of contact details to build networks which can support whole of institution language development within and across institutions.

Target audience:

Academic language and learning educators, directors of ALL centres, pro-vice chancellors

Outcomes:

Greater awareness of local conditions which constrain or enable whole-of-institution language development; potential development of networks within and across institutions to share resources which enable and support language development.

References:


How can PELA interventions support language development?
11/28/2019, 04:00PM - 04:30PM in 201

Panel: Sarah Veitch (Curtin University), Siri Barrett-Lennard (University of Western Australia), Steve Johnson (Murdoch University), Miriam Sullivan (Curtin University), and Tracy Ware (Edith Cowan University)

Post-entry language assessments (PELA) aim to identify students' needs in terms of English language development (Degrees of Proficiency n.d.). PELAs are often used to identify at-risk students and inform students about language development options (Harper 2013; Read 2015). The majority of Australian universities use PELAs (Dunworth et al. 2014; Harper 2013), often in response to concerns around international students' levels of English language proficiency (Read 2015), although the focus has shifted to include the communication skills of all students (Arkoudis and Doughney 2014; AUQA 2009).

In this context, Harper (2013) notes both the variety of PELAs in operation and the linguistic capacities they aim to assess. As Read (2015) discusses, PELAs may be focused on academic literacies, language competence or language proficiency, and may be generic or discipline-based. In addition, Dunworth et al. (2014) warn of both potential disadvantages and advantages in adopting a PELA. Notably, the PELA and intervention process can both empower and disenfranchise discipline teaching staff in their involvement in students' language development (Harper 2013; Harris 2013). Arguably most important in the consideration of PELAs is the subsequent intervention and its outcomes: â€œdoes the assessment contribute to enhancing the students' academic language ability?â€ (Read 2015, 232). In summarising the Australian experience, Dunworth et al. (2014, 530) suggest an overall need to â€œidentify which approaches, strategies and models of post-entry language assessment and development are the most effective, sustainable, and lead to measurably enhanced use of English in an academic context.â€

With increasing numbers of international students, the implementation of PELAs have become core business for AALL staff in Western Australian universities. These universities differ in whether PELAs are part of an English language policy, are compulsory, are for all students, how they are marked, the nature of the subsequent intervention, the requirement to complete the intervention, and the consequences of non-compliance.

This panel is comprised of AALL staff from four Western Australian universities who are involved in creating, conducting and assessing students' post-entry language levels, and designing subsequent interventions. Panelists will discuss the PELAs they use, the resulting intervention(s), their target student groups and how the interventions are evaluated, leading to an overarching discussion of critical issues in the design of PELA strategies to support language development.

References:


A great proportion of Australian university classrooms have become linguistically diverse in the last two decades due to a growth in international students pursuing Australian higher education (HE) qualifications (DET 2018). Written communication skills of many of these students is often seen as an issue despite the many strategies put in place by HE institutions to support English language development within their student bodies (Arkoudis & Doughney 2014; Arkoudis 2018; DEEWR 2009). Research shows that feedback including corrective feedback is an effective way to address English language development and improve written communication if done well (Ene & Kosobucki 2016). To do this effectively, it is important to a) increase students’ awareness of feedback literacy and how to use feedback for improvement and b) support teaching staff to help students understand and make sense of feedback and utilise such feedback to improve future work (Carless & Boud 2018). Despite a strong consensus among authors that feedback is key to students’ learning and success, effective feedback practices are not satisfactorily executed and utilised across HE sector (Boud & Molloy 2013; Sadler 2010). This study reports on a two-year (2017-2018) collaborative pilot project on effective feedforward/feedback between a team of Language and Learning Advisers and a large Bachelor of Commerce teaching team at an Australian university. The aim was to equip teaching team members with ways to more explicitly describe the language problems encountered in students’ written work and utilise the feedforward nature of feedback to support student improvement. A professional development programme was developed and delivered to the teaching team. Further, resources such as an effective feedforward feedback guide along with a comments bank were developed for use by the teaching staff. Concurrently, resources for students included ways for them to act on feedback they received on their assessment throughout their university studies. The project assisted in developing a comprehensive marking guide, and improved both the consistency of feedback across markers and the quality of feedback to students. As a result, there was an increase in student success, and decrease in fail rates and student queries. However, more guidance is needed to better identify and provide feedback on English language issues in students’ work.
The evolution of a LANTITE preparation program: More than teaching to the test
11/28/2019, 04:00PM - 04:30PM in 202
Kitty Janssen and Anna Podorova (Monash University)

The Literacy and Numeracy Test for Initial Teacher Education (LANTITE) was introduced in 2016 to improve teacher quality by ensuring that initial teacher education students are in the top 30% of the Australian population with respect to their personal literacy and numeracy abilities (Australian Council for Educational Research, 2018). Since then, there has been an abundance of negative commentary in the media, mostly focusing on students' performance and opportunities to re-sit the test (see Birmingham, 2018; Martyn-Jones, 2017; Matchett, 2018; Urban, 2018). It may be considered that articles using dramatic language and bold statements, such as the Daily Mail’s “Revealed: The ridiculously easy test designed to weed out poor student teachers” (Bevege, 2019), could be quite detrimental to those sitting the test and the teaching profession. To date, little attention has been paid to students' lived experiences of the LANTITE and how this negative rhetoric may impact their self-perceptions.

In this study, we focused on students' perceptions of the LANTITE and their preparation approaches with the aim to improving our faculty preparation program. As expected, the findings shaped the program with regards to the literacy and numeracy skill development and test-taking strategies. Upon deeper analysis of the data, however, the importance of discourse around the LANTITE also came to the forefront.

In this presentation, we describe how student feedback re-shaped our program to counter the negativity. By using a strengths-based approach, we aim to re-focus the students on their learning potential, thus we provide them with a positive and empowering experience that incorporates more than pure skill development. Our program offers opportunities for self-diagnosis, independent learning, peer mentoring and reflective practice using publicly available and in-house resources as well as workshops and consultations. As such, we attempt to help students see this test as more than an unnecessary hurdle or an insurmountable barrier, but rather as part of their professional learning as a future teacher.

References:


Keynote: Technology all around: learning and teaching in a digital age
11/29/2019, 08:45AM - 09:45AM in 101

Keynote Speaker: Margaret Bearman

In the modern university, technology mediates many experiences. Indeed, the digital is literally "all around us". How does this affect how students learn and educators teach? This keynote considers what it means to be a university student, teacher, and learning advisor in a digital age. It raises questions about academic and student identities and explores how assessment and feedback processes might offer a means to negotiate the current challenges of a digitally mediated education.
An online learning module for students at risk
11/29/2019, 10:00AM - 10:30AM in 301

Guido Ernst and Logan Balavijendran (University of Melbourne)

At the University of Melbourne, the Student Advise team conducts appointments with students who are classified as being at risk in accordance with the University's Academic Progress Review Policy, 2019 (742 students in 2018). In 2013, a number of key reasons for students at risk of making unsatisfactory progress were identified and since then the Academic Skills team at the University has delivered workshops addressing two of these reasons: Learn to Learn Better (active learning strategies) and Time Management Essentials.

The extended periods over which appointments occur made scheduling of these workshops difficult. Some students were asked to enroll into the workshops with short notice while others had to wait a long time for the next round of delivery. Workshops also usually happened during semester and some students were not able to attend due to clashes with their timetabled classes. Attendance at these workshops traditionally were low.

In addition to the logistical challenges of scheduling workshops at suitable times, providing students who struggled with traditional face-to-face lecture-based pedagogies an alternative learning approach was important. Students who felt academic failure was shameful and embarrassing are less likely to work with others and are more likely to use self-coping strategies (Mortenson 2006). However, there is evidence that information technology and asynchronous learning pedagogies can help engage at-risk students especially if it is interactive and includes input from other students (Twigg 2009, Darling-Hammond et al. 2014). Taking this research into account, Academic Skills in 2017 conceived an online version of Time Management Essentials. The module consists of a combination of interactive learning activities, as well as videos in which students talk about their struggles with managing time, portraying different learner identities. The module is designed to respond to different students' needs and experiences.

This paper investigates the uptake of the online module compared to the face-to-face workshops as well as students' perceptions and reported learning outcomes for both. It suggests answers to the question which type of learning experiences lend themselves to be moved into the digital space to increase sustainability.

References:


Autonomous CARS: using adaptive learning technology and interactive case scenarios to transform an introductory communication and research skills unit
11/29/2019, 10:00AM - 10:30AM in 201

Justine Maldon, Kate McVey, Ferg Roper and Catie Gressier (University of Western Australia)

In 2018, the University Library, Educational Enhancement Unit and STUDYSmarter academic skills centre at the University of Western Australia undertook a collaborative project to redesign a compulsory, online unit for all undergraduate students. Around 5,000 students complete the Communication and Research Skills unit (CARS) annually; however, since its inception in 2010, it has been an ongoing challenge to appeal to students exhibiting a broad range of skill levels, prior knowledge and subject areas whilst developing core skills, and maintaining engagement and value.

To increase student engagement, the unit was transformed by using adaptive learning technology (Articulate Storyline 360 and LMS) and interactive case scenarios that enable personalised learning pathways and customised content based on the student’s decisions (Moore, 2017). This approach gives students the opportunity to apply and practise their communication and research skills in realistic scenarios they are likely to encounter at university. This new approach to the learning design and delivery of the unit draws on best practice learning design principles, including customisable content, feedback and self-assessment pre-test tools (Moore, 2017), which have led to increased levels of engagement amongst students, and to the deeper learning and practical skills development of the communication and research skills required for success at university.

Focus group, survey and user testing feedback gathered from students in the early stages of the project has supported this approach, with students indicating the revised format has made the content and learning experience easier to relate to, and more engaging and intuitive. This paper will describe the steps involved in redesigning the CARS unit to take an interactive, scenario-based approach. We examine student and staff feedback during the review, development and launch stages of the redesign project to demonstrate how it has influenced the use of the adaptive learning technology and the unit’s design and delivery.

References:

Embedding digital literacy: a program approach
11/29/2019, 10:00AM - 10:30AM in 202

Nicholas Charlton, Julie Somers, Senada Ljukovac, Christopher Hart and Caryl Bosman (Griffith University)

A program wide approach to curriculum (Stark, Lowther, Sharp, & Arnold, 1997), assessment (Dijkstra, Van der Vleuten, & Schuwirth, 2010; Van der Vleuten et al., 2012) and developing literacies (Nallaya, Delaney, Savelsberg, & Lancione, 2018; Prensky, 2001) is becoming increasingly important in higher education. This article outlines the application of the Academic Skills Model (ASM) to a Bachelor of Urban and Environmental Planning program at Griffith University in Queensland. The ASM is a framework developed by library staff to identify and support the inclusion of academic, information and digital literacy within academic programs (Charlton & Martin, 2018). Each course within the program was mapped against the ASM, using the course learning outcomes and assessment task descriptions to identify actual or potential inclusion of academic, information and digital literacies. The data collected was recorded in a spreadsheet and then visually represented to provide a clear snapshot of how those skills and literacies were scaffolded throughout the program. The key finding from the program mapping was that the requirement for increasingly advanced digital skills throughout the program was evident within a broad range of assessment types, yet digital literacies were absent or unsupported in the early years of the program. Supporting students’ digital literacy development in higher education has emerged as an increasing concern for education providers (Hack, 2015; Joint Information Systems Committee (JISC), 2014; Martin, 2006). Digital literacy encapsulates the conscious decision, attitude and capability to select and apply digital resources in a range of contexts (Bennett, 2014; JISC, 2014). Furthermore, research commonly expects digital natives (Prensky, 2001), to already be digitally literate, so expectation from academics is that these skills are not required to be taught (Bennett, 2014; Ng, 2012). Consequently individual acquisition of digital skills is ad hoc, and it can be difficult to determine a base-line of student expertise. The implementation of the ASM provides academic language and learning professionals with a clearer visualisation of where students’ literacy support is required and highlights opportunities for academics to include activities that support digital literacy development for students across the program. A program approach to literacies is advocated from this research to ensure phased growth and development of literacies throughout the entire program.

References:


Targeting student readiness through the power of survey
11/29/2019, 10:00AM - 10:30AM in 302

Marta Collins, Christine Barnes, Gail Heinrich and Shane Rigby (University of Canberra)

It is well known in the academic language and learning community that academic skills play a pivotal role in the readiness of students for university life (Jansen & Meer 2012). At the University of Canberra (UC), a Student Readiness Survey (SRS) was designed by Study Skills on behalf the Dean of Students in 2015 to ascertain the self-identified study skills needs of commencing students each semester. This information was utilised to send students tailored emails connecting them to the relevant academic support programs offered by Study Skills as well as to influence program design and delivery. In 2018, after several years of SRS implementation, an analysis of the trends of the SRS data was undertaken. It became apparent that the SRS was a powerful tool for not only informing Study Skills about the academic preparedness of commencing students, but also for informing the broader UC community about its students so evidence-based strategies and programs can be designed to enhance students’ retention and success.

One significant finding that emerged from the comparison of SRS data was that UC has a higher proportion of students commencing in Semester 2 from at-risk cohorts, as identified in a recent study from the Grattan Institute (Norton & Cherastidtham 2018). These at-risk cohorts include students who are older, study part-time, are managing paid work and study commitments or have not entered university with a high ATAR (Australian Tertiary Admission Rank) (Norton & Cherastidtham 2018). As a result of this finding, Study Skills are currently working with other stakeholders to refine the university’s Semester 2 orientation and transition experience to address the specific needs of these at-risk students and build on their readiness for university study.

In addition to identifying any known risk factors which may impact on student success, the SRS also provides information about the backgrounds of our commencing students, their readiness for study, preferred means of academic support, intended hours of study, digital literacy skills, access to computers and internet, as well as hours of paid work. Analysis of this data for each commencing cohort, as well as the comparison with previous cohorts, is providing Study Skills and UC with important insights into our students so we can more effectively meet their individual learning needs on their academic journey.

This presentation will:

- outline the methods used for conducting the SRS and analysing the data;
- highlight the findings of the SRS itself, as well as the additional information gained from student biographical data used to conduct the survey;
- explain how the findings of the SRS have been used to inform and shape academic support program delivery since its initial implementation;
- highlight the findings of the comparison of SRS data from 2015 – 2018 and consider how this has informed current initiatives to address students’ academic support needs as well as how it may be used in the future to inform UC-wide retention strategies.

References:

Academic language support often involves providing students with formative feedback on draft assignments to scaffold students’ understanding of academic writing and guide students in their revisions. This kind of feedback is, arguably, easiest to provide face-to-face as part of a conversation. However, in many cases, feedback is not a live interaction and is provided asynchronously. While written commentary is the most common method of asynchronous feedback, recorded spoken feedback is becoming a popular alternative or supplement. Studies on recorded spoken feedback have found it increases both the quantity and the quality of feedback, and students have responded very positively (for example, see Anson, 2015; Elola & Oskoz, 2016; Gould & Day, 2013; Harper et al., 2018).

This paper will explore the impact of recorded spoken feedback on students’ engagement with and perceptions of feedback compared to written-only feedback. This paper is based on a study involving 20 first-year undergraduate students who received written feedback and recorded video feedback from an Academic Skills Advisor. Using grounded theory methods, the analysis involved classifying the feedback comments and revisions to measure the effects of each mode on the students’ uptake of feedback. The students were also surveyed and interviewed about their perceptions and preferences to help explain the findings of the feedback analysis.

The analysis revealed that spoken video comments led to significantly more successful revisions compared to written comments, and the difference was even greater for students with low English language proficiency. These findings were attributed to four factors: the spoken nature, the detailed explanations, the personalised feel, and the audio-visual approach. Most student stated they preferred video feedback because, in their opinion, it is easier to understand, feels more personal and includes explanations about why changes are necessary and how to improve their work.

Drawing on this study, this paper will discuss the value of providing spoken recorded feedback to supplement written comments to help students more successfully close the feedback ‘loop’ (Jonsson, 2013; Sadler, 1998). It will be argued that spoken recorded feedback facilitates scaffolding and self-regulation (core concepts of sociocultural learning theory) and the multi-modal format and conversational tone helps reduce the cognitive load for students, which allows for better understanding of the feedback (Mayer, 2009). Finally, the paper will discuss the implications for supporting students with low English language proficiency, who are often ‘at risk’ due to their language skills, and online students, who often feel disconnected from their studies and teachers.

References:


Online by design: an innovative, multi-disciplinary approach to the development of fully online programs
11/29/2019, 11:00AM - 11:30AM in 301

Cominos, Nayia & Parker, Barbara A & Parange, Nayana & Van Sebille, Ysabella (University of South Australia)

In 2016, in response to market forces including a changing higher education funding landscape, evolving student demographics and advances in technology, the University of South Australia undertook the ambitious educational project of creating a fully online platform to teach 12 accredited undergraduate degree programs. Unlike many others in the sector, the University chose to draw on its considerable expertise in educational design to create and manage the process entirely in-house, from concept, design and development, to marketing to delivery. UniSA Online was launched in 2018, and the program offering has been expanded to include new undergraduate and postgraduate degrees, and postgraduate diplomas.

This presentation is a case study of the unique multi-disciplinary course development model used to create and deliver two programs for the Division of Health Sciences: the Bachelor of Health Sciences (Nutrition and Exercise) and the Bachelor of Community Health. New roles were created for the development team, comprising the Associate Dean: Online Education, program directors, content expert course writers, academic developers, language and literacy coordinators, online educational designers, a dedicated audio-visual team, digital librarians, and online course facilitator, totaling over 40 individuals and working to a 12-week development deadline for each course. The systematic approach of the redefined development process not only facilitated fast turn-around, but also ensured sound online pedagogy was embedded into each course right from development, and consistency of the learning experience across courses was reached. Rather than simply putting lectures online, courses were specifically designed for online learning, which was supplemented with a specialized training program for newly created roles such as online course facilitator, to ensure best practice online teaching and learning were employed. We explain the specifics of the process and resources we created, describe the challenges we faced, share student and academic feedback and analytics from the program delivery, and discuss the translatability of this process to other learning platforms.
Realising potential: AALL members' experiences in digital spaces
11/29/2019, 11:00AM - 11:30AM in 302

Anna Podorova (Monash University), Sarah Irvine (Australian College of Applied Psychology), Amanda Janssen (Charles Darwin University), Richard Hewison (Edith Cowan University:Navitas), Michael Kilmister (University of Newcastle), Logan Balavijendran (University of Melbourne), Maggie McAlinden (Edith Cowan University), Alejandra Speziali (Edith Cowan University) and Megan Kek (University of New South Wales)

As higher education institutions prioritise preparing students for 21st century workplaces and careers that emphasise digital literacy, Academic Language and Learning (ALL) practitioners within these contexts are under pressure to possess familiarity and skills in the digital education space. Despite this need, there is a shortage of evidence that identifies the competencies or gaps in the current knowledge of ALL advisors in Australia; there is also a lack of awareness about how to address the gaps in knowledge for technology-enhanced learning and academic support. The authors of this paper are members of a working group established by the Association of Academic Learning and Language (AALL) to investigate the knowledge and gaps in digital literacy in the ALL profession. This paper will report on an earlier study that collected information about how AALL members use technology, and where our strengths and challenges lie as a professional body within the digital and technology educational space.

Digital literacy has been defined as "those capabilities which fit an individual for living, learning and working in a digital society" and looks beyond functional IT skills to describe a richer set of digital behaviours, practices and identities (Beethan & Sharpe, 2014). This definition informs our research aims in the long term. In this presentation, we report findings regarding AALL members' self-evaluation of their digital capabilities and perceptions of the role of digital skills and tools in the ALL profession. As part of the first stage of investigation, the participants completed an anonymous survey, followed by interviews for those who agreed to be part of the second phase of the research.

The project’s long-term aim is to develop research-led strategies and resources that assist academic language and learning skills staff in delivering technology-enhanced academic language, literacy and numeracy support. More immediately, it is hoped that the results of this study will contribute to the much needed knowledge about the complex nature of the ALL practitioners’ preferences, proficiencies and confidence in the digital learning space.

References:


Social media sites, such as UWA Confessions, provide a popular platform for students to seek support and a sense of belonging, share their experiences, and commend or critique their university (Cheung et al., 2011; Barari, 2018). Anonymous posting allows for the exploration of sensitive and taboo topics (Birnholtz et al., 2015), as well as mitigating any risk of loss of face that may derive from sharing fears and insecurities, struggles or dubious humour. Previous work has examined how university student Facebook users can ‘access emotional support by broadcasting requests for advice via status updates to their network’ (Ellison et al cited in Barari, 2018, p. 3). Through a qualitative analysis of the Facebook page Confessions at UWA, we argue that for academic learning advisors, social media platforms complement the traditional mediums of interviews and surveys to provide valuable insights into the student experience. As Barari (2016; see also Cheung et al., 2011; Hayman et al., 2018) observes, confessions pages not only provide a novel data source for university academics and administrators, but as an anonymous platform, they provide a unique window into insights that students are disinclined to share in association with their identities. Given the saturation of direct surveys, student participation is decreasing rendering such alternative sources of information particularly valuable to academic skills and support service providers. Student advisors can tailor their practices or extend their services in response to students' posts, which span: calls for change to university structures and practices; critiques of university policies and services; commentary on specific units and pedagogical practices; the success or failure of ‘ice breakers’ and other classroom activities; procrastination; and exam culture. Additionally, we suggest that much can be gleaned regarding student learning and engagement styles, with the shift toward active and group pedagogical styles evident in patterns of online inter-relations (Cheung et al., 2011). The popularity of such pages demonstrates that for online pedagogical tools more broadly to be effective, a sense of belonging and community is invaluable (Deng & Tevares, 2013). Social media data source is being tapped in the USA already, where confessions pages have 'raised awareness from campus administrators about specific incidents necessitating institutional intervention' (Simon, 2015 cited in Barari, 2016, p. 1).

References:

Barari, S. (2016). Analyzing Latent Topics in Student Confessions Communities on Facebook. Association for the Advancement of Artificial Intelligence


Nothing about us without us: understanding how students value and use feedback on writing
11/29/2019, 11:30AM - 12:00PM in 201

Morag Burnie and Ralph Hampson (University of Melbourne)

It is widely accepted that "feedback is one of the most powerful influences on learning and achievement" (Hattie & Timperley, 2007 p. 81). However, the 2017 National Student Experience Survey reported that only 59% of postgraduate Coursework students believed teacher commentary on work helped them learn, while only 66% responded that their course had developed their writing skills. One explanation is that while students value feedback they often do not understand how to act on it (Nicol & MacFarlane-Dick, 2006; Boud & Molloy, 2013). Compounding this issue is the fact that academic staff are expected to evaluate learning outcomes and provide commentary on both content and writing. An approach to addressing this is a partnership between language and subject experts to analyse features of written academic discourse in the context of their commentary to students. While the effectiveness of this method is well documented (Chanock, et al., 2012; Haggis, 2006; McWilliams & Allan, 2014), student voice is often lacking in these initiatives.

This presentation reports on the impact of a pilot project which aimed to understand students' perceptions of the importance and usefulness of feedback and how it can be used to improve writing skills and confidence. The research was conducted in a Graduate Online subject (Ageing Health and Human Services) focusing on two individual written assignments submitted in week 3 (T1) and week 8 (T2). Links to developmental writing resources were embedded in Turnitin Quickmark comments and used in the marking of both papers. This approach was used as the evidence suggests that providing direct links to 'where next?' feeds forward, offering significant potential for development (Hattie & Timperley, 2007). Changes in students' perceptions of the value of feedback, self-evaluation of writing skills, and confidence were evaluated using two surveys, the first pre-T1 and the second post-T2. Comparisons between the written assessments will report on changes in both individual and cohort grades for the assessment tasks, with a focus on writing. The findings will highlight the potential for this approach to provide valuable data to inform teaching and assessment, while also signalling to students the importance of acting on feedback in their learning process.

References:


Using Excel to demonstrate success
11/29/2019, 11:30AM - 12:00PM in 302

Demonstration: Geoff Coates (University of Western Australia)

As learning advisors, we collect data from students in the form of attendance records, workshops sign-ups, language assessments, etc. In this demonstration we will look at ways Excel can help us to "crunch" these numbers to (a) demonstrate that we are contributing to student success, (b) gain insight into student demographics and needs, and (c) inform our future directions.

In particular will see how tabulations (via Pivot Tables) and graphical representations can "cut through" spreadsheets full of numbers to illuminate key trends and markers of success.
Using assessment submission data to provide timely and contextualised academic support
11/29/2019, 11:30AM - 12:00PM in 202

Seb Dianati (University of Queensland) and Greg Collings (Flinders University)

While it is well accepted that integrating academic skills within curricula is best practice, it is not always accepted, in practice. Such integration involves both contextualisation and appropriate timing. This presents real issues for adjunct academic language and learning centres which are centralised, rather than specifically being a part of a faculty or specific course. To some degree, the issues arising from this disjoint can be minimised by the use of university-wide submission data indicating when students will be required to submit their assessments. The overall objective of this paper was to identify how submission data could be used to improve academic support services (Bakharia et al., 2016). Specifically, it used a mixed methods approach to a) investigate how it could be employed to provide better timed and contextualised workshops and b) how it could be applied to predict the demand on an academic drop-in centre.

References:


What counts as student learning online: Analysis of real time student interactions with learning resources
11/29/2019, 11:30AM - 12:00PM in 301

Helen Drury (University of Sydney)

Most Academic Language and Learning (ALL) Centres now provide part of their support in a flexible way online to meet the varying needs of students from different language and educational backgrounds. Such online resources can be generic or embedded into discipline curricula. Resources can be developed by individuals working alone but many are developed by formal or informal teams who are working broadly within an Educational Design Research (EDR) framework (McKenny and Reeves, 2012). This approach involves the development of learning resources to address a particular student issue or context. It comprises an iterative cycle beginning with the assessment of student needs, the design and development of resources to meet these, followed by implementation and evaluation providing feedback for further design. Evaluation aims to identify whether students have learned from their interactions with the resources and if so what has been learned and how has design facilitated learning. This usually involves a mixed methods approach where both quantitative and qualitative data are collected typically via questionnaire (Garcia, 2018; Mort & Drury, 2012). In the context of discipline-based embedded online resources, quantitative performance data can also be collected and may often, given stakeholder interest and time constraints, be the focus of evaluation (Drury & Muir, 2014).

However, such data although useful, are limited in providing insights into how students actually interact with the design of the learning resources in real time and how this brings about their learning. This paper reports on qualitative data collected when students, in pairs, interacted with learning resources for supporting student writing of the laboratory report genre in physiology. Student dialogue during the interaction was recorded and analysed using a Systemic functional linguistics (SFL) approach to discourse analysis. This analysis was also applied to audio data collected from students who recorded their thoughts and commentary in an adapted think aloud approach while using the resources to write their laboratory report for assessment. This paper reports on the analysis of this data and how it can illuminate the ways in which the design of online resources can both promote learning but also stimulate self-reflection and challenge students to transfer their learning.

References:


Building an online identity
11/29/2019, 12:00PM - 12:30PM in 302

Demonstration: Jackie Raphael (University of Western Australia)

This demonstration will introduce you to branding techniques for your professional persona. It will provide advice ranging from what sites to use to which images work best, and help you develop a strong brand presence online as an academic language and learning advisor. This demonstration brings together evidence-based strategies that I have taught for nine years as a Design lecturer and more recently as an Academic Language and Learning Advisor of UWA research students. While most people in the world now use social media, they do not necessarily do this effectively for career purposes. Discover how to design your online space and develop a brand identity to assist your career. Get tips to help you network during and after conferences, be searchable and contactable for new collaborations, and find an advertising space for your achievements. Applying these tips will help you gain recognition for your work and create future opportunities.
Learning on the job: producing an online HDR writing development resource
11/29/2019, 12:00PM - 12:30PM in 301

Dorothy Economou (University of Sydney)

One of the fastest growing area in academic learning is the production and use of online learning resources. There has, however, been slower growth in understanding how to meet the pedagogic and technological challenges of this new medium. Nor is there sufficient institutional recognition of the time needed to develop expertise in online design and production, and to rethink pedagogic principles and approaches to effectively support online learning.

This paper will report on the challenges faced and lessons learnt in an ongoing online project in the Learning Centre (LC) at the University of Sydney. The aim was to produce a thesis writing tool to help higher degree research students in medically related fields to develop their writing capabilities. The needs analysis interviews of supervisors and HDR students, and early design plans were reported on at a previous AALL conference (Economou and James, 2017). The tool was for students to use as a stand-alone writing development resource, and for supervisors to use as a reference source. As a blended resource, it could facilitate discussions about writing within the supervision process.

This talk will interrogate the progress of this project, considering both obstacles and lessons learned. One pedagogic challenge was how to apply Systemic-Functional Linguistic descriptions of academic discourse and SFL-based pedagogy successfully used in our face-to-face workshops and printed resources. Technological challenges included delayed realizations about the kind of support and amount time needed to develop and use online production skills, as well as to adapt to changing technologies. The latest software to be used is Camtasia to produce videos to sit within the most recent university Learning Management System, Canvas.

Hindsight and experience with other LC online projects (Garcia, 2017) have shown how some of these challenges can be best met. A more team-based, on-the-job training on one or two preliminary videos can be done via: paired collaborations, apprenticing by more experienced staff, workshopping and feedback from all staff, and most critically, by conducting user-experience evaluations. Though too late to apply all these lessons in this project, this paper’s report and interrogation of critical factors may help other online developers in their initial planning and design phases.

References:


"http://dx.doi.org/10.1080/14703297.2017.1375421”

Practice makes perfect: using the SAMR model to innovate assessment design for language proficiency
11/29/2019, 12:00PM - 12:30PM in 201

Gemma Clarke and Bronwyn Mortimer (Curtin College)

Introducing change to assessment design can be a challenge, particularly in the higher education context where the reliance is still, largely, on written tests, final exams and in class group presentations. However, one pathway College in Western Australia, used the Substitution, Augmentation, Modification, Redefinition (SAMR) model (Puente\textsuperscript{u}dura, 2013) to innovate assessment design of group presentations for improved language proficiency. Previously this assessment was designed to be delivered in class, in the final week of the study period. All students were expected to attend the full four-hour class and sit through all their peers’ presentations waiting until the end of class to receive their feedback from the teacher and their peers. Teachers also completed a grading rubric and individual feedback sheet in real time whilst observing the presentations. Qualitative data collected from interviews and end of semester student survey’s indicated that the learning experience was negatively impacted by this assessment design and there was limited evidence provided by student feedback and teacher observation of pre-assessment rehearsal, language practice or peer learning. In the context of the College Learning and Teaching Plan to develop more innovative ways to embed technology into assessment, the SAMR model was used to innovate the design of this assessment with a particular focus on improving student language proficiency. Utilizing the College LMS, Google drive and mobile phone technology, all tools familiar to students and staff, the assessment was completely redefined so that students now film the presentations with a mobile phone, upload a copy of the presentation to their Google drive and post a link to the assignment box in the LMS. Teachers access the presentations via the LMS and view the recorded presentations outside of class and complete the existing marking rubrics. Staff and students were surveyed over two study periods to gather evidence of their experience, their responses revealed increased time engaged in rehearsal, improved language proficiency, increased opportunity for peer to peer feedback, greater ability to engage in self-reflection and provision of more effective teacher feedback because the recording can be stopped and replayed, enabling the provision of more in-depth and personalised feedback.

References:

Puente\textsuperscript{u}dura, R. (2013, May 29). SAMR: Moving from enhancement to transformation [Blog post].
The utilisation of digital tools has become a necessity in the Australian higher education sector. The relentless pace of technological change has put pressure on tertiary institutions to integrate the development of digital literacy skills into the curriculum (Bardon et al., 2018; Miller, 2015; Munn et al., 2016; Nguyen & Bower, 2018). These skills are seen as fundamental to the success of graduates entering the knowledge economy, and universities are expected to deliver work-ready professionals (Coldwell-Neilson, 2017). Yet despite the ubiquity of digital technology, digital literacy remains open to interpretation with respect to its definition (Hallam, Thomas & Beach 2018; McMahon, 2014), development (Charlton & Martin, 2018; Miller, 2015; O’Neill & Pegrum, 2018), and application (Roche, 2017; Weber, Becker, & Hillmert, 2019).

Onto this stage come academic and language learning (ALL) specialists who are often not only responsible for providing digital literacy support to students, but also advising and supporting academic staff at unit, course, school, and even faculty level. Ideally the evaluation of digital technology solutions would follow a systematic and standardised approach backed by substantial institutional support (Coldwell-Neilson, 2017; McIntyre, 2014). However, the responsibility is often left to an individual who lacks time, money and resources but is nevertheless committed to successful student outcomes a’è” a stressful combination. The pace of technological change is such that ALL practitioners may be hard pressed to evaluate potential solutions in terms of their pedagogic effectiveness before their implementation is required (Bardon et al., 2018; Lewin, Cranmer, & McNicol, 2018). Out of necessity the integration of digital solutions can become technology- rather than pedagogy-driven. Technical solutions are dove-tailed into existing practice without time to evaluate objectively their educational effectiveness.

Any tool should be fit for its purpose. This presentation will consider a practical approach to building an ALL knowledge base aimed at sharing the burden of becoming effective, efficient, and proficient exponents of digital literacy. Principal to this aim the development of a community of practice focused on evaluating digital technologies from the perspective of evidence-based pedagogy. The potential for research into these issues will be discussed.

References:


From hate to love: converting resistant staff to use text-matching software
11/29/2019, 01:30PM - 03:00PM in 202

Workshop: Miriam Sullivan (Curtin University) and Miela Kolomaznik (University of Western Australia)

Most universities now have policies mandating the use of text-matching software such as Turnitin. However, we often suspect that staff are not fully complying with the spirit of the policy (Stowe, 2017). This may be due to low digital literacy or fluency (Watty, McKay & Ngo, 2016), misunderstandings about the software (Mphahlele & McKenna, 2019) or a general resistance towards organizational change (Blin & Munro, 2008). How do we enable progress in this environment? This workshop will draw on both the literature (e.g. Morris & Carroll, 2015) and participant experience to develop useful methods for working with skeptical teaching staff to improve digital literacy.

Aims: Develop a consensus approach to supporting staff in using Turnitin effectively.

Outcomes:

1. Present an overview of university policies related to text-matching software, and discuss why they are important.
2. Discuss the gap between policy (academic conduct processes) and practice (support/training for support staff in using software) using data.
3. Develop guidelines for improving staff digital capacities.

Activities:

1. Facilitate group discussion of personal experience with difficult staff interactions while developing digital literacy.
2. Use the Delphi Technique to discuss the ideal process for developing successful support programs for staff.
3. Hands-on role-play to practice successfully developing digital literacy with reluctant staff.

References:


Innovations in feedback: exploring ways to provide feedback that engages students
11/29/2019, 01:30PM - 03:00PM in 201

Workshop: Michelle Cavaleri (Asia Pacific International College, Australia)

We know that feedback is powerful (Hattie & Timperley, 2008) and gives us, as ALL specialists, the opportunity to provide students with a learning experience that is tailor-made to their needs. To be really useful, our feedback needs to be engaging, understandable, and actionable by students in future assessments. However, it also needs to be something that we can do efficiently so it does not become onerous. Key to this notion of providing good quality, yet efficient, feedback is the method or mode of feedback.

The aim of this workshop is to explore different methods of feedback and, as a group, discover which methods might help us communicate our feedback more clearly and constructively. Participants should come ready to share their ideas and experiences around feedback provision and be keen to learn about different feedback methods, their value and the practicalities of how they might be used.

In the first part of this workshop, participants will brainstorm and discuss the advantages and disadvantages of the various modes of feedback they use with students, including conventional methods such as handwritten comments, word processed comments, track changes, feedback sheets, face-to-face feedback and peer feedback, as well as technology-enhanced, multimodal feedback methods, such as audio feedback, video feedback and feedback using apps and software. Then, in small groups, participants will place different feedback methods on an axis to determine learning payoff for students versus efficiency for the feedback provider.

In the second part of the workshop, Michelle will draw on her research and take participants through the process of recording short, individual feedback videos for students using screen-capture software. Each phase will be explained step-by-step including preparing to record, recording the video, saving and sending the video. Michelle will also discuss alternative ways to provide screen-capture feedback, such as creating a general feedback video for a whole class. Then, participants will be invited to discuss or show other innovations in feedback*, particularly in forms that are technology-enhanced or multimodal.

By the end of this workshop, it is anticipated that participants will have gleaned insights into the potential of different feedback methods and have gained confidence to try new feedback methods and approaches. Participants will leave with ideas, apps, technologies and practical strategies to try and AALL contacts who they can turn to for more help.

References:
Podcasting: A digital technology to improve access, learning, and equity
11/29/2019, 01:30PM - 03:00PM in 302

Workshop: Roger Graves and Heather Graves (University of Alberta, Canada)

In this workshop we'll explore how podcast technologies can be used to support the work of language and learning professionals. Podcasting, as a technology, is being adopted more widely each day and provides a way to reach both academic and non-academic audiences (Samson 2017; Foley 2018; Schull 2011). For AALL members, podcasting offers one idea to consider for future directions in their practice because it has shown promise in similar contexts such as librarian professional development (Moorefield-Lang 2017).

“Teaching Writing: Ideas and Strategies” is the podcast I started in 2018 to connect with instructors across my institution in response to their request for learning materials that they could access without attending in-person workshops. In the first nine months I have produced 25 episodes that have resulted in over 10,000 listens and 25,000+ shares by people in 44 countries. The reach of this resource has exceeded all expectations. This has been done by one person, but AALL might consider bringing a committee or group together to jointly produce a podcast.

In the workshop we'll consider what podcast technologies afford us that posting pdf files of handouts and slides do not. What is a podcast? How are they structured? How do you put one together? We'll then invite individuals or small groups to begin the process of producing a podcast by identifying and building familiarity with recording tools, sound editing software, microphones, and podcast hosting sites. We will then examine how to structure or write a podcast using the three-part organization of introduction, body, and a way to end the show. We'll talk about different kinds of shows: lectures, interviews, and Q&amp;A sessions. After some time sketching out the structure for an episode, we'll invite participants to record their episodes using either the microphone I supply or an app on their smartphone. We'll end with a discussion of strategies for building an audience: Twitter, LinkedIn, listserv posts and more.

References:


Ready to study: design and develop an adaptive learning tool for your cohort
11/29/2019, 01:30PM - 03:00PM in 301

Workshop: Logan Balavijendran and Morag Burnie (University of Melbourne)

This workshop will explore the design and development of Ready to Study[1], a personalised online module asking students to reflect on their behaviour in specific learning situations (e.g. note-taking during lectures), consider feedback on their responses and engage with customised resources they receive upon completion. The module aims to help students better understand the expectations of university study, reflect on and evaluate their current skill level in relation to these expectations, and address any study skills gaps (Balavijendran & Burnie, 2018). Aligning student and institutional expectations and supporting preparedness for higher education is a key priority, as these factors strongly influence student success, persistence and attitudes in first year studies (Baik, Naylor & Arkoudis, 2015; Tinto, 1999). However, research indicates that despite provision of comprehensive transition programs many students still lack awareness of the demands of university study (Baik et al., 2015; Ozga & Sukhnandan, 1998; Drew 2001; Haggis & Pouget, 2002; Wingate, 2007), indicating an ongoing existing gap in this transition space and a need for initiatives such as this.

Ready to Study is designed to: (1) be personalised enough to maximise opportunity for students to reflect on and self-regulate learning; (2) gather evidence of student needs through analysis of perceptions and behaviours; and (3) be scalable and sustainable enough to develop and maintain within resourcing constraints. It was developed in SmartSparrow[2] (commercial online learning software), but the design principles and content can be adapted to different tools, platforms and contexts. It was launched in February 2017 and results of student evaluations have been promising, with students (n = 1500) reporting that they were more aware of study skills (47%), found the feedback helpful (54%), and would be able to apply what they had learned in their studies (52%).

In this hands-on workshop, participants will:

- Explore the design principles and content of the Ready to Study Module
- Redesign / adapt the scenarios in the module to suit the needs of their cohort
- Develop modular, personalised learning resources using evidence-based pedagogies
- Evaluate and give peer feedback on resources developed in the workshop

References:


Online pedagogy is an inevitable practice in today's digital learning era. To keep pace with current trends and to develop learning aptitude, educators, language and learning advisers, learning designers, academics and researchers apply different online pedagogies underpinned by various learning theories. A practice-based innovative online pedagogical approach coined recently is Multimodal Model for Online Education (Picciano, 2017). This model is an integrated model of a number of major theories such as behaviourism, cognitivism, social constructivism, and connectivism. At the centre of the model is the community of practice (Wenger, 1991, 1999) as creating a learning community is central to situated learning practices scaffolded by the interactions amongst teachers and students. In the integrated model, seven learning components that encompass the learning community are contents, social/emotional aspects, self-paced/independent study, dialectics/questionings, evaluations/assessments, collaboration, and reflection (Picciano, 2017).

In a team-teaching role at a university, we had the opportunity to experience the application of the multi-modal model in a blended learning situation – a critical reading workshop for post-graduate students from Media and Communications as part of a credit bearing advanced academic skills unit. The objective of the unit was to teach academic skills, which were limited to reading and writing, and yet a multimodal approach was adopted for the unit components. Ninety percent of the students were international and ten percent domestic. The learning objective of the particular workshop was to understand and practise active and critical reading strategies. The learning activities were designed in the flipped class model (O’Flaherty & Phillips, 2015) comprised of pre-, in-, and post-class activities. As the students were from diverse cultural backgrounds, the multi-modal model comprised of learning styles they were already familiar with, and ones they were yet to experience in an Australian higher education context. The examples of both learning styles are respectively cognitive and social constructivist styles. In our speaker’s corner presentation, we will show, in detail, how the integrated multi-modal model was applied in the learning and teaching of advanced critical reading.

References:


Rising to the challenge: using Articulate Rise to enable student readiness and digital access in high capacity, mature age students
11/29/2019, 03:30PM - 03:45PM in 302

Demonstration: Emma Caukill and Lee Holloway (Queensland University of Technology)

With the increase of online, multi modal learning and accessibility to tertiary study, more mature aged students are enrolling into Graduate Certificates in Business and Digital MBA programs. These courses attract high capacity learners who are often middle level managers, or business owners who choose to study online to further advance their career. However, university data indicates that as many as half of these learners have either had a significant gap from tertiary study, or have not completed any tertiary education, which poses the question of digital equity. Consequently, these learners may feel anxious and overwhelmed about their readiness for university study (Horvath, Stirling, Bevacqua, Coldrey, Buultjens, P., Buultjens, M. & Larsen, 2019). Furthermore, for many high capacity mature aged learners, their professional identity does not usually necessitate help seeking behaviour resulting in perceived feelings of academic incompetence, and for academic support staff, this necessitates a sensitive approach to meeting the students’ learning needs (Roddy, Amiet, Chung, Holt, Shaw & McKenzie, 2017). These challenges, together with demanding full-time workloads and family commitments, makes them a vulnerable cohort for attrition (Nelson, Quinn, Marrington & Clarke, 2011).

To mitigate these challenges, we developed online learning modules using Articulate Rise to introduce or ease learners back into university study and enable student readiness. Taking a strategic pedagogical approach, two weeks before the course begins, learners were able to familiarise themselves with information and strategies about easing into university study. It also serves as a ‘taster’ of what they might expect in the face to face orientation session. Following the ‘live’orientation, another online resource was then released that contained all the information (and more) from the orientation session. This was then substantiated by further modules specific to the communication genres required in their units. One to one support was also made available, either online or face to face for, students who required extra support (either self-identified or referred). Preliminary data and feedback suggests that this combined approach of digital learning and face to face support has significantly reduced attrition, and increased learner confidence and self-directed, independent learning.

The purpose of this demonstration is to share these online modules and critically discuss them in the context of emerging digital pedagogies and explore questions such as: To what extent can online modules truly assist with academic readiness? How might a strategic release of online modules, combined with face to face support, be beneficial for student readiness and engagement among high capacity mature age learners? How far does working as a Learning Advisor within a third space (Whitchurch, 2010) enable digital accessibility and student readiness, as opposed to academics administering the same resources? This session argues that while digital learning can increase academic readiness, especially for high capacity mature age learners, more research needs to be conducted to determine how far digital learning can complement face to face academic skills advice (Sogunro, 2015). This demonstration will be particularly valuable for learning advisors, learning designers and academics who take a multi modal approach in their practice.

References:


Whitchurch, C. (2010). Optimising the Potential of Third Space Professionals in Higher Education. Zeitschrift für Hochschulentwicklung ZFHE Jg.5 / Nr.4
Using podcasts to enhance students' engagement and wellbeing

11/29/2019, 03:30PM - 03:45PM in 201

Demonstration: Xia Cui (University of Melbourne)

The presenter in this demonstration will share with the audience a university students' podcast, Life in Oz, and explain how it could be an effective platform to enhance students' engagement with the University life, as well as with one another.

This particular podcast project was proposed initially recognizing the current situation common across all Australian Universities that, as students are becoming more diverse than in the past and class sizes are also increasing, their experience in this complex 'mass' education system can also become de-personalizing and isolating for some. In addition, having to juggle financial obligations at the same time also means that many are spending less time on campus than in the past and don't always get to participate in the social activities available to them. All these factors contribute to the phenomenon that many students, international students in particular, feel disconnected and isolated, and often complete their courses without making any friends among their university cohort (Baik et al., 2015).

Podcast as a tool to create a sense of connectivity and belonging among the students is becoming increasingly recognized at universities both in Australia and overseas. For example, Monash University produces a podcast series, Your journey to Monash ("https://www.monash.edu/students/international/podcasts"), for international students to provide information that will assist them with their adjustment to the new living and learning environment. At the University of Melbourne, Starting Somewhere is a podcast series to help students navigate internships ("https://careers.unimelb.edu.au/students/jobs-and-opportunities/internships-work-experience-and-mentoring/starting-somewhere"). Overseas, Mansfield University produced an admission podcast which follows four students through their first year and address issues that students really want to know recruitment retention in higher education.

Recognizing the increasing popularity of podcasts, as well as the fact that a students' voice podcast where they can tell their stories and share their views does not exist at the moment at the University of Melbourne, the Life in Oz podcast initiative was proposed the Arts Teaching Innovation team at the Faculty of Arts at the University of Melbourne.

The aim of the Life in Oz podcast series is to provide students of diverse backgrounds a platform where they share their experiences on and off campus, and let their voice be heard by those who are involved in their life, as well as potentially by a wider population. It also serves as a platform where matters that they are interested in are explored and discussed from multiple perspectives.

The podcast has proven to be a success so far and has been producing episodes on a wide range of topics on a weekly basis. A students' podcast team has also been formed and its members have taken up various roles in the production, including the interviewer, host, storyteller, the audio editor and etc. The episodes have been well received by both students and staff at the University and now a sister series is being planned for the teaching staff the goal of which is to share audio teaching and learning resources among the students.

In this demonstration, the presenter will share with the audience the procedure of setting up a podcast, assembling the production team, selecting the various formats considered effective for
each audio production, as well as determining the strategies proven to be useful to promote the podcast on campus to attract audience.

References:


'More than it says on the tin': online mindfulness, writing and community for geographically dispersed postgraduate researchers
11/29/2019, 03:30PM - 03:45PM in 202

Demonstration: Cassily Charles and Joyce Voerman (Charles Sturt University)

Wellbeing for postgraduate researchers has been receiving increased attention in light of concerning levels of poor mental health for this group (Levecque et al., 2017). This paper discusses an initiative for a group who face the additional challenge of being off-campus. Many Australian off-campus doctoral students perceive a lack of support available to them (Naylor, Chakravarti & Baik, 2018). Off-campus students make up more than half of the cohort at CSU, so to extend to them the many benefits of writing groups for doctoral candidates (Aitchison & Guerin, 2015), a successful program of online writing groups has been established since 2012. In these established writing groups, the explicit purpose is to get (better) writing done â€“ so that creating community and support (while always intended) is doing 'more than it says on the tin'. In contrast, some recent similar programs for doctoral researchers are more explicit about their aim to simultaneously support writing, peer community and mental health (e.g. Write Smarter: Feel Better, Harrington (2018)). Bringing clearer intentionality to these purposes has the advantage of focusing on the underpinning principles and evidence. A strong and growing evidence-base has been established for the effectiveness of mindfulness practices for reducing stress and improving mental health (Fjorback et al., 2011), and colleagues at CSU have recently created and evaluated an online four-week mindfulness course, demonstrating benefits for (primarily undergraduate) students (Simmons & Redman, 2018). Bringing mindfulness and writing together for American postgraduate researchers in a face-to-face setting, Zamin (2018) has found strong self-reported benefits for both writing productivity and aspects of mental health, as well as benefits of community-building.

Extending this model, for online delivery for Australian postgraduate researchers, this presentation reports on the pilot of a Mindful Writing group offered to postgraduate researchers at CSU, co-facilitated by an experienced mindfulness therapy practitioner and an academic literacies developer.

References:


Harrington, K 2018, 'Harness the power of groups to beat the 'PhD blues'', Nature, vol. 559, pp. 143-144, doi: 10.1038/d41586-018-05589-w


Zamin, N 2018, Mindful writers, sustainable writing: Implementing mindfulness intervention to support the writing practices of advanced academic writers engaged in high stakes writing projects, Doctoral dissertation, Indiana University of Pennsylvania
The good, the bad and the interesting: Integrating third-party providers into the work of ALL at James Cook University
11/29/2019, 03:45PM - 04:00PM in 302

Speaker's Corner: Rachel Barber (James Cook University)

Supporting students transitioning into university has always been a key responsibility of academic language and learning (ALL) professionals. However, the changing demands for ALL support in the contemporary tertiary environment has required a shift in practice. Over the last eight years, the award-winning JCU Learning Centre has redefined the role of JCU Learning Advisors by taking a whole of institution approach and pursuing intersecting layers of activity that build staff capacity and develop confident, agentic learners (Lynch, 2016; Briguglio, 2014; Briguglio & Watson, 2014; Baik and Greig, 2009; Arkoudis, 2014; Tinto, 2009; Hattie 2015). As part of this suite of activities, JCU has engaged the services of a third-party provider, Studiosity, to provide after-hours, online tutorial support to all students. By implementing Studiosity, JCU’s aim was to broaden our digital offerings, offer a service that is available after-hours and is capable of taking up greater student loads in peak periods, and to provide alternative support services for students unable to access on-campus programs. Consequently, Learning Advisors have had greater capacity to focus on other key areas, such as in the development of discipline-based language and learning support that is embedded into curriculum (Briguglio & Watson, 2014; Briguglio, 2014).

In this session, attendees will learn how Studiosity has been integrated into the JCU Learning Centre suite of services and view the most current data on student engagement with the service. Following this, findings will be presented from a qualitative study conducted by JCU in 2018, which aimed to evaluate the impact of the diversification of ALL services on the practices of ALL professionals. This study was funded by an AALL Commissioned Research Grant and involved JCU Learning Advisors and academic staff, who participated in semi-structured interviews and focus groups. They were asked a series of questions relating to their experience and perceptions of ALL practice at JCU, including their views on the benefits and challenges of using third-party providers such as Studiosity. While the Studiosity usage data indicates that students have clearly been engaging with the service, the study revealed that reservations remain about Studiosity’s effectiveness and usefulness, and feedback about the service from both students and staff has been mixed. The data highlights the need to carefully plan the integration of such a service and offers insights into how ALL practitioners can best guide students to use the service to its best advantage while avoiding the pitfalls.

References:


Tinto, V. (2009, February). Taking Retention Seriously: Rethinking the First Year of University. Keynote address at ALTC FYE Curriculum Design Symposium, Queensland University of Technology, Brisbane, Australia.
Using technology to develop communicative competence for diverse student cohorts at ACAP
11/29/2019, 03:45PM - 04:00PM in 202

Demonstration: Fiona Perry and Sarah Irvine (Australian College of Applied Psychology)

As ALL advisors at ACAP, we are responding to our diverse needs of students by developing video resources to assist in our feedback process. Our student demographic consists of students from a wide variety of language and literacy backgrounds, including domestic students with low literacy and students who have English as an additional language (EAL). This presents us with challenges such as students misunderstanding assessment tasks and educators having difficulty in clarifying meaning from student writing. Therefore, these needs should be addressed by developing new tools to help build communicative competence. Consequently, we are addressing these challenges by developing targeted video resources.

After reviewing digital resources in the literature, strengths identified include; self-access, the importance of one-on-one sessions, value of explicit language feedback and comment banks, use of videos, identification of problematic language structures and importance of discipline specific examples (Podorova, 2016; Harper, 2013; Harris, 2013). However, there were key issues that could impact student uptake of resources. Firstly, Podorova (2016) and Murray and Hicks (2014) both faced challenges in using the PELA (Post-entry language assessment) to manage access to resources. This included issues with test fatigue, Moodle log-ins and PELA requirements becoming a barrier for students identified as needing support. Podorova (2016) also reported that many staff suggested shortening the length of time to complete the resources to improve engagement. Finally, both Harper (2013) and Murray and Hicks (2014) reported on models where language feedback was given to students after the assessment was due, which reduces the value of the feedback for students. As a result, the models would need adaptations to suit the ACAP student population, as resources often relied on an understanding of grammatical meta-language, were time-consuming and were generalist in approach as opposed to being discipline specific.

Therefore, in developing our resources, we came up with the following guiding principles. Firstly, all resources must be easy to access with no testing or logins. Secondly, resources need to be delivered at the point of need, easy to access and not too time-consuming. Finally, resources need to be meaningful to all students with functional titles; contain minimal metalanguage, take a communicative approach, and be discipline specific. These principles underpin our key resources which are; interactive videos, a comment bank, language guides and tools to support educators.

This demonstration will present our interactive videos that we have created using Powtoon and H5P technology. This demonstration aims to inspire AALL staff about how to use video technology in their feedback to enhance communication skills. It will not focus on how to navigate the technology; but rather on how such technologies can be mobilised to enhance the feedback process and develop student’s communicative competence.

References:


Where generic meets discipline-specific: using an online resource to support students' development of academic reading strategies
11/29/2019, 03:45PM - 04:00PM in 301

Demonstration: Arlene Harvey, Alex Garcia, Bronwyn James, Eszter Szenes, George Ridgway, Dorothy Economou and Peter O'Carroll (University of Sydney)

This presentation demonstrates a resource that uses Smart Sparrow, an interactive and adaptive learning technology, to deliver academic language and learning support to undergraduate students in both online and classroom settings. The resource includes both content and activities designed to support students' development of academic reading strategies and to scaffold their learning such that they are able to tackle a variety of assignment tasks. The content alerts students to the processes of skimming and scanning academic texts and also draws upon a genre-based pedagogy to introduce students to the generic staging of academic journal articles in their disciplinary contexts. In developing the resource, Learning Centre staff collaborated with the coordinators of specific units of study to identify readings from their units (that were usually, but not always, required or recommended) which could act as both exemplars and the basis for activities. Learning Centre staff identified the most suitable readings amongst these for academic language and learning development purposes and analysed the generic structure of these selected journal/s to illustrate this structure to students in easily understandable terms. The journal articles chosen for analysis were those most typical of the types of readings within the discipline area and which demonstrated, where possible, the broadest range of stages within the generic structure. As we adapted the resource to new units of study across disciplines, it was interesting to note those aspects of the text structure that were more generic and those that were more discipline specific. While the resource was initially designed to support undergraduate Nursing students based in Singapore, it was subsequently adapted for use in such diverse units of study as European Studies, Public Health, Social Work and Architecture. The resource has been used both in an adjunct approach but also by the subject teacher in classroom-based activities. Feedback from teachers and students to date has been very positive.