AALL 2015 UOW CONFERENCE

25-27 November 2015

CRITICAL INTERSECTIONS: THE 12TH BIENNIAL CONFERENCE OF THE ASSOCIATION FOR ACADEMIC LANGUAGE AND LEARNING

AALL
Association for Academic Language and Learning

UNIVERSITY OF WOLLONGONG
AUSTRALIA

AALL 2015 UOW CONFERENCE PROGRAM

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Day 1	Wednesday 25th November	
9am – 10am	REGISTRATION Tea & Coffee	67.FOYER
9.30am – 10.30am	AALL Executive Meeting	67.107
10.30am – 11.00am	Welcome to country Jodi Edwards	67.107
11.00am – 11.15am	Introduction to Conference	67.107
11.15am – 12.15 pm	Keynote Presentation: Dr Cath Ellis	67.107
12.15 pm – 1.00pm	LUNCH BREAK	67.FOYER
1.00pm – 2.30pm	5 parallel sessions	
2.30pm – 3.30pm	4 workshops/presentations	
3.30pm – 4.00pm	AFTERNOON TEA BREAK	67.FOYER
4.00pm – 5.30pm	5 parallel sessions	
5.30pm onwards	CONFERENCE WELCOME DRINKS & AALL 10th ANNIVERSARY	67.FOYER

Day 2	Thursday 26th November	
8.30am – 9.30am	REGISTRATION	67.FOYER
9.30am – 10.30am	Keynote Presentation: Professor Ron Barnett	67.107
10.30am – 11.00am	MORNING TEA BREAK Poster Session & Launch of Nursing Online Website	67.FOYER
11.00am – 12.30pm	5 parallel sessions	
12.30pm – 1.30pm	LUNCH BREAK	67.FOYER
1.30pm – 3.00pm	5 parallel sessions	
3.00pm – 3.30pm	AFTERNOON TEA BREAK	67.FOYER
3.30pm – 4.30pm	5 parallel sessions	
4.30pm – 5.30pm	AALL AGM Meeting	67.107
6.30pm	CONFERENCE DINNER Harbourfront Restaurant Endeavour Drive, Wollongong Harbour	

Day 3	Friday 27th November	
8.30am – 9.30am	REGISTRATION	67.FOYER
9.30am – 10.30am	5 workshops/ presentations	
10.30am – 11.00am	MORNING TEA BREAK	67.FOYER
11.00am – 12.30pm	4 parallel sessions	
12.30pm – 1.30pm	LUNCH BREAK	67.FOYER
1.30pm – 2.30pm	Keynote Presentation: Dr Kate Bowles	67.107
2.30pm – 3.00pm	INSIGHT Q&A	67.107
3.00pm	End of Conference Official Program	

PARALLEL SESSIONS: WEDNESDAY 25TH NOVEMBER 1.00PM TO 2.30PM

Sessions	FYE &TRANSITION: STUDENT IDENTITY 67.101	DIGITAL LITERACIES: ONLINE DESIGN 67.203	LEARNING & LANGUAGE THEORIES OF LANGUAGE INFORMING THEORIES OF LEARNING 67.208	HDR WRITING & SUPERVISION DOCTORAL WRITING GROUPS 67.102	ASSESSMENT & PROFESSIONAL DEVELOPMENT: ASSESSMENT EVALUATED 67.201
Session 1: 1.00pm-1.30pm	**Catterall, Aitchison & Rolls** Learning shock: how prior orientations to learning may be redundant or even risky in the Australian context	**Drury** Key principles for a successful pedagogy for academic literacy: lessons from the evolution of online programs for Science & Engineering genres	**Johnson** Connecting emerging perspectives on learning and complementary perspectives on language	**Fegan** When shutting up brings us together: some affordances of scholarly writing groups in the neoliberal university	**Trafford** "Healthy" integrated curricula: learning advisers are not ambulance drivers
Session 2: 1.30pm-2.00pm	**Ashton-Hay, Wignell & Evans** The international student transition experience project	**Delord** (Presented by Ellen Cooper) Bachelor Explorer: giving VET students time to explore bachelor study and transition successfully	**Kasakeijan-Ross** Towards a theory of pedagogic interaction: lessons from symbolic interactionism	**Lum & Benson** Helping off-campus HDRs stay on track with writing	**Sato** Evaluation at the crossroad: evaluation as professional development, assessment as an evaluation instrument
Session 3: 2.00pm-2.30pm	**Wardle, Frohman & Lowe** How do we create innovative responses to student diversity? A community outreach approach to promoting student engagement in healthcare contexts	**Goldsmith, Ferguson & Inchbold** Developing students' disciplinary literacy in first year subjects through online personalised modules	**Purser** What do we think language is? … seriously	**Aitchison & Guerin** The rise of doctoral writing groups	**Tran** Assessing academic writing competence: the 4-aspect framework

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WORKSHOPS AND PECHA KUCHA PRESENTATIONS: WEDNESDAY 25TH NOVEMBER 2.30PM-3.30PM

Sessions	WORKSHOP 1 67.101	WORKSHOP 2 67.201	PECHA KUCHA PRESENTATIONS - LEARNING & LANGUAGE 67.102	WORKSHOP 3 67.203
Session 1: 2.30-3.30pm	**Rowland, Aitchison, Channock & Geurin** Journal of Academic Language and Learning (JALL) Editors' report and workshop for reviewers and authors	**Rivett and Cioccarelli** Connect and collaborate with other ALL professionals: using social media for informal professional development	1. Dunn & Nairn Two approaches to developing critical thinking skills, using scenario-based learning **2. Vered** The critical nexus: linking practices in reading, thinking and writing to develop discourse competency in students **3. Tutty & Snowball** Rewriting the rules: a genre approach to curriculum development for academic writing **4. Yoo** Straddling two worlds: how academic literacy can inform discipline specific teaching **5. Jayasuriya** Professional skills development aligned with engineering design **6. Woolf** The application of literacy frameworks for assessment and best practice pedagogies in communication skills training for healthcare professionals	**Ashton-Hay** Guests, gusts and quests: literacy, technology and the 'good language learner'

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PARALLEL SESSIONS: WEDNESDAY 25TH NOVEMBER   4.00 TO 5.30PM

Sessions	FYE &TRANSITION: INNOVATIONS 67.101	DIGITAL LITERACIES: EVALUATION 67.203	LEARNING & LANGUAGE 67.208	HDR WRITING & SUPERVISION INTERNATIONAL HDR STUDENTS 67.102	ASSESSMENT & PROFESSIONAL DEVELOPMENT: ASSESSING & TEACHING 67.201
Session 1: 4.00pm-4.30pm	**Bilbrough** Mentoring on video: a collaboration between student mentors and first year video production students at Victoria University	**Cooper** Designing for interaction and engagement: teaching academic literacy skills using an online synchronous classroom	**Brown** The role of peer mentoring in ALL practice	**Behrend** Divergent discourses and practices for international research scholars	**Janssen & Rowen** Purpose, meaning and alignment: a reflective approach to scaffolding assessment to enhance the student and teacher experience
Session 2: 4.30pm-5.00pm	**Power & Hibbert** Student-facilitated transition success	**Seibert** An attempt at embedding academic support in a blended format for students in a second year literature unit at a Sydney university	**Gunawardena** Peer instruction and intervention in teaching academic literacy practices	**Henderson** Data in, reflections shared. A research and writing future planned	**Keogh** Professional development: teaching and assessing group work
Session 3: 5.00pm-5.30pm	**Kehrwald, Smith, Moulton & Corcoran** Becoming civil engineers: critical pedagogy and embedding academic literacies in the curriculum	**Green, Todd & Westcott** 'Is there an app for STUDY wise?' Exploring student expectations and use of online academic literacy tools	**Koramannil** Looking for the invisible: what does the literature say about the ELP of EALD Indigenous students in Higher Education		**McNally & Kooyman** Drawing the line: what is acceptable and ethical proofreading with low proficiency writers?

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POSTERS: THURSDAY 26TH NOVEMBER MORNING TEA 10.30AM TO 11.00AM

Strand	LOCATION	TITLE	PRESENTERS
	67.FOYER	Launch of UWS Nursing Online Website	Carmichael, Erst & Yeng, Dai Fei
FYE and Transition	67.FOYER	UTS: HELPS Support Model – a sustainable institutional approach	Yeo, Joseph
HDR writing and supervision	67.FOYER	Are we just 'ticking the box'? Perceptions about the effectiveness of two HDR writing interventions	Thomas, Adele

PARALLEL SESSIONS: THURSDAY 26TH NOVEMBER 11.00AM TO 12.30PM

Sessions	FYE &TRANSITION: EVALUATIONS 67.101	DIGITAL LITERACIES: 67.102	LEARNING & LANGUAGE 67.203	ASSESSMENT & PROFESSIONAL DEVELOPMENT: ASSESSMENT & CURRICULUM 67.208	NUMERACY & LITERACY 67.201
Session 1: 11.00am-11.30am	Frohman, Lowe & Wardle How do we know the transition programs we design actually work? The Connections for Learning Program evaluation story	Yang, Carmichael & Farrell Creation of online resources: principles and concepts	Ramiah & Butorac What do you mean, it's not working? Challenging common approaches to evaluating ELD interventions in HE		Wilkins The role and positioning of numeracy in Australian universities: does it matter?
Session 2: 11.30am-12.00pm	Sato & Dewi Measuring accountability of a social inclusive transition program: issues and challenges	Dianati & Cavaleri You want me to check your grammar again?' How online grammar checkers can complement our feedback to students	Wright-Neville & Grossi "We'll see how it goes..." Uncertainties in negotiating support between language advisers and academics	Campitelli What difference does it make? Measuring the effect of individual intervention in academic writing	Brady & Winn How an awareness of metaphor can inform academic numeracy teaching and learning.
Session 3: 12.00pm-12.30pm	Hamilton The training wheels of academic essay writing – considered, coordinated and collaborative use of writing models as a stage in the development of commencing HE students as academic essay writers	Cincotta-Segi, Hill & Fegan Mission impossible? Low-key, online, sustainable communication skills diagnostic procedures	Eggins From many to one: one campus' experience of implementing national academic literacy embedding initiatives in health sciences	Morgan & Tait The changing role of academic language and learning educators: from student to staff capacity building	Veitch The intersection of literacy and numeracy in a first year Education transition unit: an ALL perspective

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PARALLEL SESSIONS: THURSDAY 26TH NOVEMBER   1.30PM TO 3.00PM

Sessions	FYE &TRANSITION: INNOVATIONS 67.101	DIGITAL LITERACIES: ACADEMIC INTEGRITY 67.208	LEARNING & LANGUAGE 67.203	HDR WRITING & SUPERVISION: SCAFFOLDING WRITING AND RESEARCH 67.102	ASSESSMENT & PROFESSIONAL DEVELOPMENT: ASSESSING LANGUAGE 67.201
Session 1: 1.30pm-2.00pm	**Leigh & Barratt-See** Peers in Pracs: embedding peer mentoring within the classroom in a first year biology subject	**Silvey, Do & Snowball** Bridge over troubled water: a literacy approach to using Turnitin	**Moses** The interrogating mind: the role of questions in learning and language	**Economou & James** Supporting HDR student writing within the supervision context	**Roberts, Walker & O'Donnell** Learning as assessment: tensions in the co-development of a core first year subject curriculum
Session 2: 2.00pm-2.30pm	**Doolan & Roberts presented by Wright-Neville** Supporting transition in the cloud: current challenges and future possibilities	**Griffiths, Davila & Leigh** AIM for diversity: supporting student transition to university with a flipped and embedded interactive online academic integrity module (AIM)	**Henderson** The complexity of using translations	**Phillips & Yoo** Scaffolding postgraduate learning: developing critical analysis and evaluation skills	**Lydster, Brown & Roberts** Investigating the efficiency of Post Entry Language Assessment (PELA) to assist in the instruction of written communication skills
Session 3: 2.30pm-3.00pm	**Einfalt & Turley** A one stop drop-in shop: a collaborative support model to enhance student skill development and experience		**Baker & Irwin** Core or periphery? What a stocktake of Australian HE can tell us about how language and literacies are positioned in enabling education programs	**Blumenstein & Hardiman** Scaffolding research proposal writing through peer review at the nexus of science writing and generic learning advising	**Thornton** Intertextual practices in academic writing: a study of first-year undergraduate writing from sources

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PARALLEL SESSIONS: THURSDAY 26TH NOVEMBER 3.30PM TO 4.30PM

Sessions	FYE &TRANSITION: STUDENT IDENTITY 67.101	LEARNING & LANGUAGE 67.208	ASSESSMENT & PROFESSIONAL DEVELOPMENT: ASSESSING TOOLS AND TECHNOLOGY 67.203	FYE & TRANSITION: INNOVATIONS 67.201	PECHA KUCHA PRESENTATIONS 67.102
Session 1: 3.30pm-4.00pm	**Ambrose, Bonne, Hickey & Muller** Impact of digital learning on regional mature-age female students with children at home	**Harper & Vered** What can WAC contribute to Australian discussions about ALL?	**Henderson-Brooks** Grademark: friend or foe of academic literacy?	**Johnston & Kooyman** Over[seas]reaching: reconceptualising locally developed ALL materials for global delivery and contexts	**1. Oh & Yeo** Developing a mobile-based interactive resource to foster best practices in academic integrity **2. Ma & Floyd** Using online exemplars as a critical intersection: moving from generic to discipline-specific writing at the university **3. Boreland** Dumpsters or galleries? How careful curation of learning support materials can lead to a better student experience in the first year
Session 2: 4.00pm-4.30pm	**Kutieleh & Egege** Adapting Western pedagogies to accommodate international students	**Daddow & Schneider** Integrating literacy dimensions with disciplinary learning: generating 'different conversations' and learning for teachers and students	**Podorova** Academic language feedback toolkit: making progress with post-entry language skills development	**Gray & Burrows** Sock puppet pedagogy: a creative approach to teaching academic threshold concepts	**1. Taib** Blast off to blended learning: enabling student transitions via the Mastering Academic and Research Skills (MARS) Moodle site **2. King** MOOCs4Development: research into open online learning in Timor-Leste **3. Thurlow** Learning and unlearnings: reflections on a higher degree by research writing after six months

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WORKSHOPS AND PRESENTATIONS: FRIDAY 27TH NOVEMBER 9.30AM -10.30AM

Sessions	WORKSHOP 1 67.102	WORKSHOP 2 67.203	WORKSHOP 3 67.201	WORKSHOP 4 67.208	ROUND TABLE DISCUSSION 67.101
Session 1: 9.30am -10.30am	Walker, Guerin, Laming, Aitchison, James & Chatterjee Supervisors have an enormous hunger for anything to do with writing	McMahon-Coleman Marked as different: "don't diss my ability – just grade it"	Cioccarelli, Cooper, Fuller, Verezub & Watterson Critical Intersections in ALL in VET	Byrne Smart-Start Writing Process (for long or complex documents)	Carolyn Malkin, John Grierson Grant recipient for 2015 Roundtable discussion for new ALL Staff

PARALLEL SESSIONS: FRIDAY 27TH NOVEMBER 11.00AM TO 12.30PM

Sessions	FYE &TRANSITION: NON-TRADITIONAL COHORTS 67.101	ASSESSMENT & PROFESSIONAL DEVELOPMENT: ASSESSMENT IN THE DISCIPLINES 67.203	NUMERACY & LITERACY 67.201	PECHA KUCHA PRESENTATIONS 67.102
Session 1: 11.00am-11.30am	Delly "Your brain just freaks out!" VET articulants' transition experiences, and Bourdieu's Habitus and Field	Handa Embedding academic literacy in health science: critical interactions or clash of disciplines	Dellar Lost in the flow rate: deciphering medication questions by extracting and unpacking the physical concepts	1. Priestley Issues in LD: some linguistic perspectives 2. Copeman & Randell Stopping a bad APLL spoiling the communications barrel: student responsibility-taking for Academic and Professional Language and Literacy development in a common first-year unit
Session 2: 11.30am-12.00pm	Lowe, Frohman & Wardle The paradox of supporting at risk CALD students: how successful strategies work for the majority while others struggle to meet learning expectations	Goldsmith "It's not my job to teach writing": activity theory analysis of writing practices in the engineering curriculum	Russo & Bayley A diagnostic program of intervention for numeracy support in Nursing	1. Miller, Berniz, Sliuzas & Brady English: 'currency' or 'crippling device'? NESB students take the plunge to succeed 2. Dooey & Alexander Professional language acceleration as a means to improve WIL performance in a business course 3. Boreland Failing quantitative literacy. But who is failing? Students or universities?
Session 3: 12.00pm-12.30pm	Bunney Facilitating the transition to postgraduate studies: applying the lessons from the First Year Experience	Harvey, Russell-Mundine & Hoving Modelling interdisciplinary collaboration to build cultural competence: an academic literacies approach	Lee An application and evaluation of an interpersonal meaning driven pedagogy in a staff development program for EAP teachers	1. Jansen & Kalejs Uniting three key stakeholders in skill development in a Monash doctoral program 2. Randell, Barnes, Heinrich, Baldock & Smith Learning support at the University of Canberra: the case for change and a case study of change 3. Handa Non-Western international students in English-speaking universities: lost in the critical interaction between language and learning, knowing and telling – and (im)possibilities of academic English!