Forging New Directions
in Academic Language and Learning
Welcome address to Delegates

Welcome to Adelaide to the Tenth Biannual AALL conference: Forging new directions in academic language and learning. It is wonderful that we have delegates from all states and territories of Australia as well as institutional delegates from New Zealand, Vietnam, Singapore, Indonesia and the United Kingdom. This means that the conference program will prove to be rich and informative for all of us.

This conference is jointly hosted by the three South Australian universities: The University of Adelaide, Flinders University and The University of South Australia, and the conference committee is drawn from each of these institutions.

AALL conferences have established a reputation for being friendly and mutually supportive. The committee encourages you to take every opportunity to network and enjoy yourself.

Helen Johnston and Chad Habel

The AALL Conference 2011 is generously supported by

University of South Australia, Learning and Teaching Unit;
Flinders University Student Learning Centre;
The University of Adelaide, Centre for Learning and Professional Development;
The University of Adelaide, Researcher Education and Development Unit, Adelaide Graduate Centre;
Haigh’s Chocolate; Cambridge University Press; Bookery Education; Continuum; Heinle Cengage Learning.

Conference Chairs
Helen Johnston (University of South Australia) Chad Habel (The University of Adelaide)

Conference Committee
Monica Behrend Cally Guerin Chad Habel Bev Kokkinn
Sandra Egege Julia Miller Michelle Picard Regina Sliuzas

Acknowledgements
Ms Lea McBride, Administrative Assistant RED, AGC, The University of Adelaide
Mrs Sue Brogden, Unit Accountant, University of South Australia
Mr David Kokkinn, Administrative Officer, Learning and Teaching Unit, University of South Australia
Mr Peter Murdoch, Publication and Web Developer, CLPD, The University of Adelaide
Mr Suhaimi Sulong, Visiting scholar at UniSA from Universiti Tun Hussein Om Malaysia (UTHM), Johor, Malaysia
Ms Helen Benzie, Learning Advisor, UniSA for coordination of volunteers
Dr Ben Kooyman, Learning Advisor, UniSA for IT support and advice
Ms Shannon Meng, PhD student, School of Commerce, UniSA, volunteer
Ms Lalitha Velautham, AGC, The University of Adelaide, volunteer
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome address to Delegates</td>
<td>2</td>
</tr>
<tr>
<td>General Information</td>
<td>4</td>
</tr>
<tr>
<td>Venue Floor Plan</td>
<td>6</td>
</tr>
<tr>
<td>Timetables:</td>
<td></td>
</tr>
<tr>
<td>Preconference Workshops</td>
<td>12</td>
</tr>
<tr>
<td>Concurrent Conference Sessions</td>
<td>13</td>
</tr>
<tr>
<td>Keynote</td>
<td>19</td>
</tr>
<tr>
<td>Abstracts:</td>
<td></td>
</tr>
<tr>
<td>Preconference Workshops</td>
<td>20</td>
</tr>
<tr>
<td>Concurrent Conference Sessions</td>
<td>35</td>
</tr>
<tr>
<td>Posters</td>
<td>138</td>
</tr>
<tr>
<td>Delegate List</td>
<td>146</td>
</tr>
</tbody>
</table>
General Information

Hawke Building
The conference is being held at the Hawke Building, City West Campus of the University of South Australia. The venue is located at the western end of North Terrace, Adelaide.

Registration
The registration desk will be located in the Bradley Forum Foyer (level 5). Delegates can register from 8.00am each day.

Conference rooms
The Keynote session will be held in the Allan Scott Auditorium that can be accessed from the ground floor of the Hawke Building and from the Kerry Packer Civic Gallery (level 3). Refer to program for conference rooms.

Food
Morning tea, lunch and afternoon tea will be set up in the Kerry Packer Civic Gallery. On the Thursday evening the gala dinner will be held at the Adelaide Convention Centre. Aroma Coffee near the Hawke is open 6.30am to 5.00pm. There is an outdoor social space behind the George Kingston Building.

Computer facilities
The University of South Australia participates in the eduroam community, so delegates who are also from participating institutions can connect personal laptops to the UniSA wireless network. Type in your username @ followed by your institutional details e.g. a1234567@adelaide.edu.au or jsmith@unisa.edu.au. Check the following URL to see if your institution subscribes wiki.aarnet.edu.au/display/eduroam/For+End+Users
Also, a nearby student computer pool (GK 3-19) with 20 computers has been booked for delegate use. There are walkways from levels 4 and 5 of Rowland Rees.

Transport
A free bus 99C travels around and through the city every 15 minutes. The tram (leaving from in front of City West Campus) provides free transport through the city, stopping at the shopping precinct (Rundle Mall) and Victoria Square (Adelaide Central Market, Gouger Street restaurants). Note that, for a fee, you can continue on this tram to the seaside suburb of Glenelg.
Other public transport information can be obtained from www.adelaidemetro.com.au
Taxi services: Yellow Cab Co 13 22 27, Adelaide Independent Taxis 13 22 11, Suburban Taxis 13 10 08
General Information

Presentation PowerPoints

Most presentations will be available online www.adelaide.edu.au/clpd/aall2011/. Presenters should please email their final PowerPoint for the conference paper to chad.habel@adelaide.edu.au before 5pm, Friday 2nd December. Please use the name(s) of the presenter(s) in the filename, and ensure that all copyrighted materials are removed from the PowerPoint before emailing it to be uploaded.

Contacts

Campus security: City West 8302 0000 or 1800 500 911 (free call)
Emergency services: Ambulance 000, Fire 000, Police 000, Non-urgent Police calls 131 444
Conference contacts: 0414 437 553 (Lea), 0431 955 278 (Monica)
Pharmacy: Midnight Pharmacy, 13 West Terrace, Adelaide 8231 6333
Convenience store: Metro Convenience Store, 159 Hindley Street, Adelaide 8211 6162

Security call points

Security call points can be found as follows
Hawke: H2 Foyer, H2 Alan Scott, H2 near lift, H3 Civic Gallery, H5 outside.

Unisex toilets and easily accessible toilets are as follows
Hawke: H2.02, H2.15, H5.15, H6.06.
Venue Floor Plan

Hawke
Level 2 (Ground Floor)

North Tce

Level 3

Kerry Packer Civic Gallery
Venue Floor Plan

City West Campus
The University of South Australia

Hawke Building (H)

H2.16 Allan Scott Auditorium
Level 3 Kerry Packer Civic Gallery
H5.02 Bradley Forum
H6.09 Hawke 6.09
H6.11 Hawke 6.11
H6.12 Hawke 6.12
Venue Floor Plan

Hawke
Level 5

North Tce

H6.09

H6.11

H6.12

Level 6

H5.02
Bradley Forum

North Tce
Venue Floor Plan

City West Campus
The University of South Australia

Sir George Kingston (GK)
GK3.21 Computer Pool 3.21

Rowland Rees (RR)
RR4.11 Rowland Rees 4.11

Barbara Hanrahan (BH)
BH2.16 Barbara Hanrahan 2.16
## Preconference Workshops: Timetable 23 November 2011

<table>
<thead>
<tr>
<th>Workshop Times</th>
<th>Hawke Bradley Forum</th>
<th>Hawke Room No: H6.09</th>
<th>Hawke Room No: H6.11</th>
<th>Rowland Rees Room No: RR4.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00 - 9.00</td>
<td>Registration: Bradley Forum Foyer, Hawke Level 5</td>
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<tr>
<td>9.00 - 11.00</td>
<td>Alex Barthel</td>
<td>Siri Barrett-Lennard</td>
<td>Bronwyn James</td>
<td>David Rowland &amp; Claire Aitchison</td>
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<td></td>
<td>Integrating academic language and learning in curriculum, policy and practices</td>
<td>Presenting for new members</td>
<td>ALL teaching – reflections on what, how and why</td>
<td>Reviewing for JALL and other scholarly journals</td>
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<tr>
<td>11.00 - 11.30</td>
<td>Tea break: Kerry Packer Civic Gallery, Hawke Level 3</td>
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<tr>
<td>11.30 - 1.30</td>
<td>Alex Barthel</td>
<td>Margaret Cargill – Part I</td>
<td>Chad Habel</td>
<td>Liz Smith &amp; Helen Drury (ALTC awardees)</td>
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<td>Good Practice in academic language development; from principles to standards</td>
<td>Writing research articles for international publication; Skill development for research students of science &amp; technology</td>
<td>Capacity-building for quality research and publication</td>
<td>Applying for Citations and Awards</td>
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<tr>
<td>1.30 - 2.30</td>
<td>Lunch break: Kerry Packer Civic Gallery, Hawke Level 3</td>
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<tr>
<td>2.30 - 4.30</td>
<td>Meeting for AALL Directors and Managers (no cost)</td>
<td>Margaret Cargill – Part II</td>
<td>Ian Green</td>
<td>Meet (some) of the editors of JALL: Individual advice on writing for JALL (no cost)</td>
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<td>Writing research articles for international publication; Skill development for research students of science &amp; technology</td>
<td>Writing research articles for international publication; Skill development for research students of science &amp; technology</td>
<td>Padagogy 101: exploring iDevices in learning &amp; teaching in higher education</td>
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<tr>
<td>4.30</td>
<td>Assemble for Popeye &amp; Pandas (assembly point Kerry Packer Civic Gallery Hawke Level 3)</td>
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<td>4.45</td>
<td>Meeting of AALL Executive, Bradley Forum, Hawke H5.02</td>
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<td></td>
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## Concurrent Conference Sessions: Timetable 24 November 2011 – Day 1

<table>
<thead>
<tr>
<th>Session</th>
<th>Theme</th>
<th>Venue</th>
<th>Room No.</th>
<th>Time</th>
<th>Topic</th>
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</thead>
</table>
|         | A: New approaches | Hawke | H2.16    | 11.00 - 11.25 | Phillips - New approaches to meeting the challenges of student diversity  
                     |       | Allan Scott Auditorium |           |                         | Lee & Goh - Ebony & Ivory: Bridging the gap between industry and academia in assessing communicative competence  
                     |       | Room No: H2.16 |           |                         | Warner & Miller - Feeding forward with feedback at an Australian university  
                     |       |                     |           |                         | Leslie-McCarthy & Tutty - Strategies for getting the most out of ALL websites  
                     |       |                     |           |                         | Chanock & Horton - Strange bedfellows: embedding development of skills into discipline curricula  
                     |       |                     |           |                         | Aitchison & Martins - 'Not waving but drowning': how do we help doctoral writers in crisis?  
|         | B: New partnerships | Hawke | H5.02    | 11.30 - 11.55 | Rowland - Understanding thesis statements: not as easy as you think  
                     |       | Bradley Forum |           |                         | Drury - Roundtable: cafe Conversations to help us negotiate the futures of the ALL profession  
                     |       | Room No: H5.02 |           |                         | Copeman - Balancing act: curriculum-integrated academic skills development in a first year literacy studies unit  
                     |       |                     |           |                         | Kooyman - Web 2.0: implications, responses, responsibilities  
                     |       |                     |           |                         | Miller - Bringing back Boomer: a call to critical arms  
                     |       |                     |           |                         | McKeowen - Writing circles for research students: the positive impact of new partnerships  
|         | C: Successful transitions | Hawke | BH2.16   | 12.00 - 12.25 | Egege & Sliuzas - Those that do and those that don’t: success, self-efficacy and support  
                     |       | Barbara Hanrahan |           |                         | Picard & Velautham - Developing listening independently through online, adaptable, self-access materials  
                     |       | Room No: BH2.16 |           |                         | Kirkwood - Provisioning participatory learning: creating opportunities for student-centred cooperative academic support  
                     |       |                     |           |                         | Beattie - Writing and making in the School of Art  
|         | D: Technology for effective learning | Hawke | H6.12    | 8.00 - 9.00 | Registration & Displays: Bradley Forum Foyer, Hawke Level 5  
                     |       |                     |           |                         | Opening AALL Conference  
                     |       |                     |           |                         | Welcome to country: Rob Taylor; Allan Scott Auditorium, Hawke 2.16  
|         | E: Policy & practice | Hawke | RR4.11   | 9.30 - 10.55 |  
                     |       | Rowland Rees |           |                         | Morning Tea: Kerry Packer Civic Gallery, Level 3  
|         | F: Enhancing research | Hawke | H6.09    | 10.30 - 10.55 |  

## Concurrent Conference Sessions: Timetable 24 November 2011 – Day 1

<table>
<thead>
<tr>
<th>Session</th>
<th>Theme</th>
<th>Venue</th>
<th>Room No.</th>
<th>Time</th>
<th>Speaker(s)</th>
<th>Title/Course</th>
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<tr>
<td>1.4</td>
<td>A: New approaches</td>
<td>Hawke</td>
<td>H2.16</td>
<td>12.30 - 1.25</td>
<td>Lunch</td>
<td>Kerry Packer Civic Gallery, Hawke Level 3</td>
</tr>
<tr>
<td>1.30 - 1.55</td>
<td>B: New partnerships</td>
<td>Hawke</td>
<td>H5.02</td>
<td>Pourshafie &amp; Harvey</td>
<td>Problem-based learning – getting the challenge right</td>
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<tr>
<td>1.55</td>
<td>C: Successful transitions</td>
<td>Barbara Hanrahan</td>
<td>BH2.16</td>
<td>12.30 - 1.25</td>
<td>Lunch</td>
<td>Kerry Packer Civic Gallery, Hawke Level 3</td>
</tr>
<tr>
<td>1.5</td>
<td>D: Technology for effective learning</td>
<td>Hawke</td>
<td>H6.12</td>
<td>Hobson</td>
<td>Successful transitions out of the university; new approaches to partnerships between learning advisors and career centres</td>
<td></td>
</tr>
<tr>
<td>2.00 - 2.25</td>
<td>E: Policy &amp; practice</td>
<td>Rowland Rees</td>
<td>RR4.11</td>
<td>Berry, Collins, Copeman, Harper, Li &amp; Prentice</td>
<td>Counting what counts in individual consultations</td>
<td></td>
</tr>
<tr>
<td>2.25</td>
<td>F: Enhancing research</td>
<td>Hawke</td>
<td>H6.09</td>
<td>Milnes</td>
<td>A teaching partnership approach to academic writing workshops in Indonesia</td>
<td></td>
</tr>
<tr>
<td>2.25</td>
<td>Marmolejo-Ramos, Miller &amp; Habel</td>
<td>University</td>
<td>Room No. BH2.16</td>
<td>1.40 - 1.55</td>
<td>Marmolejo-Ramos, Miller &amp; Habel</td>
<td>The influence of question type on the comprehension of expository texts</td>
</tr>
<tr>
<td>1.55</td>
<td>Derrington, Hayes &amp; Peacock</td>
<td>Room No. H6.12</td>
<td>1.55 - 2.00</td>
<td>Derrington, Hayes &amp; Peacock</td>
<td>Participants in crime: a collaborative approach to solving students’ study and learning mysteries</td>
<td></td>
</tr>
<tr>
<td>2.00 - 2.25</td>
<td>Mckin, Martin, Cominos &amp; Alyousef</td>
<td>Room No. RR4.11</td>
<td>1.55 - 2.00</td>
<td>Mckin, Martin, Cominos &amp; Alyousef</td>
<td>Roundtable: Social semiotics: understanding disciplinary literacies</td>
<td></td>
</tr>
<tr>
<td>2.25</td>
<td>Michael</td>
<td>Hawke</td>
<td>H6.09</td>
<td>Michael</td>
<td>Twitter in the lecture theatre: extraneous or engaging</td>
<td></td>
</tr>
<tr>
<td>2.25</td>
<td>East</td>
<td>Hawke</td>
<td>H6.09</td>
<td>East</td>
<td>Aligning policy and practice: taking educative action to implement academic integrity</td>
<td></td>
</tr>
<tr>
<td>2.25</td>
<td>Wolfgram-Foliaki</td>
<td>Hawke</td>
<td>H6.09</td>
<td>Wolfgram-Foliaki</td>
<td>Maintaining space: a critical feature in the supervision of Pacific Island students</td>
<td></td>
</tr>
<tr>
<td>2.30 - 2.55</td>
<td>Brooman-Jones, Cunningham, Hanna &amp; Wilson</td>
<td>University</td>
<td>Room No. BH2.16</td>
<td>Brooman-Jones, Cunningham, Hanna &amp; Wilson</td>
<td>Embedding academic literacy: a case study in business at UTS</td>
<td></td>
</tr>
<tr>
<td>2.55</td>
<td>Kokkinn &amp; Mahar</td>
<td>Hawke</td>
<td>H6.12</td>
<td>Kokkinn &amp; Mahar</td>
<td>Partnerships for student success: integrated development of academic and information literacies across disciplines</td>
<td></td>
</tr>
<tr>
<td>2.55</td>
<td>Havir &amp; Bond</td>
<td>Room No. RR4.11</td>
<td>2.55 - 3.00</td>
<td>Havir &amp; Bond</td>
<td>StudySmart: an online academic transition website</td>
<td></td>
</tr>
<tr>
<td>3.00 - 3.25</td>
<td>Adiningrum &amp; Kutieleh</td>
<td>Hawke</td>
<td>H6.09</td>
<td>Adiningrum &amp; Kutieleh</td>
<td>How different are we? understanding and managing plagiarism by Indonesian students</td>
<td></td>
</tr>
<tr>
<td>3.25</td>
<td>Rayner</td>
<td>Hawke</td>
<td>H6.09</td>
<td>Rayner</td>
<td>The challenges of bringing together diverse communities through a doctoral students’ resource in the ‘stream’ online learning environment</td>
<td></td>
</tr>
<tr>
<td>3.00 - 3.25</td>
<td>Afternoon Tea</td>
<td>Kerry Packer Civic Gallery, Hawke Level 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**B: New partnerships**

**Hawke**  
Bradley Forum  
Room No: H5.02

- 3.30 - 4.25  
  1) **Clarke**  
  Enhancing successful transition into undergraduate degree programs... within a foundation diploma at USQ  
  2) **Berry**  
  Improving our communicative interactions: a global approach  
  3) **Hewison**  
  Development of an early intervention for a university pathway college

**C: Successful transitions**

**Barbara Hanrahan**  
Room No: BH2.16

- 3.30 - 4.25  
  1) **Porter**  
  Mathematical literacy: a definitive statement on what the mathematics support staff do, how they do it and why they do it the way they do  
  2) **Lindsay**  
  Responding to the results of the adult literacy and numeracy assessment tool

**D: Technology for effective learning**

**Hawke**  
Room No: H6.12

- 3.30 - 4.25  
  1) **Muller**  
  Addressing the English language needs of international nursing students  
  2) **Harris & Ashton**  
  Integrating academic and language skills: a worthwhile investment  
  3) **Taylor & Wannan-Edgar**  
  Profiling numeracy: addressing the needs of students at risk due to inadequate numeracy skills

**E: Policy & practice**

**Rowland Rees**  
Room No: RR4.11

- 3.30 - 4.25  
  1) **Ardington**  
  The honours year: stepping from familiar to unfamiliar  
  2) **Johnson**  
  Cooking up a beautiful project: preparing students for honours the MasterChef way

**F: Enhancing research**

**Hawke**  
Room No: H6.09

- 3.30 - 4.25  
  1) **Muller**  
  Addressing the English language needs of international nursing students  
  2) **Harris & Ashton**  
  Integrating academic and language skills: a worthwhile investment  
  3) **Purser & Mikac**  
  Adding ‘language’ to ‘content’ vs teaching a discipline AS English: Policy and Practice @UOW

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**Session 4.25 - 5.25**  
**AALL AGM:** Allan Scott Auditorium, Hawke 2.16

**6.00 - 6.30**  
Pre-dinner drinks: Adelaide Convention Centre

**6.30 - 10.30**  
Conference Dinner: Adelaide Convention Centre  
Book launch: Moore "Critical thinking and language: the challenge of generic skills and disciplinary discourses".
<table>
<thead>
<tr>
<th>Session</th>
<th>Theme</th>
<th>Venue</th>
<th>Home Institution</th>
<th>Paper Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>New approaches</td>
<td>Hawke</td>
<td>Allan Scott Auditorium</td>
<td>Towards 'cosmopolitan learning?': international students' needs and culturally-aware initiatives in an Australian university</td>
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<td></td>
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<td>Bradley Forum</td>
<td>Room No: H5.02</td>
<td>The idea of transitivity: Relations and collaborations</td>
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<td>2.2</td>
<td>New partnerships</td>
<td>Hawke</td>
<td>Bradley Forum</td>
<td>Beyond transitions: mapping the staged development of academic literacies at university</td>
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<td>Room No: BH2.16</td>
<td>Room No: H2.16</td>
<td>Workshop: E-design for an academic literacy program</td>
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<td>2.3</td>
<td>Successful transitions</td>
<td>Hawke</td>
<td>Allan Scott Auditorium</td>
<td>Facilitating the social and academic learning process: mentoring students in macro and micro learning environments</td>
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<td>Barbara Hanrahan</td>
<td>Room No: BH2.16</td>
<td>Workshop: D1) H6.11. Confidence without competence*</td>
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<td>Room No: H6.12</td>
<td>Room No: RR4.11</td>
<td>Oliver &amp; Kimmings</td>
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<tr>
<td>2.4</td>
<td>Technology for</td>
<td>Hawke</td>
<td>Bradley Forum</td>
<td>Embedding academic literacies to meet global and local learning support requirements. The repurposing, renewal and expansion of the RMIT learning lab</td>
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<tr>
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<td>effective learning</td>
<td>Room No: H6.09</td>
<td>Room No: H6.09</td>
<td>Workshop: Confidence without competence*</td>
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<td>Open forum for showcasing new educational technology</td>
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<td>A writing circle to enhance engagement with the discipline of management</td>
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<td>2.5</td>
<td>Policy &amp; practice</td>
<td>Hawke</td>
<td>Allan Scott Auditorium</td>
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<td>A writing circle to enhance engagement with the discipline of management</td>
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<td>2.6</td>
<td>Enhancing research</td>
<td>Hawke</td>
<td>Allan Scott Auditorium</td>
<td>Embedding academic literacies to meet global and local learning support requirements. The repurposing, renewal and expansion of the RMIT learning lab</td>
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<td>Room No: H6.09</td>
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<td>A writing circle to enhance engagement with the discipline of management</td>
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</tbody>
</table>

*the mismatch between students' perceived numeracy skills and their numeracy proficiency.
<table>
<thead>
<tr>
<th>Theme</th>
<th>A: New approaches</th>
<th>B: New partnerships</th>
<th>C: Successful transitions</th>
<th>D: Technology for effective learning</th>
<th>E: Policy &amp; practice</th>
<th>F: Enhancing research</th>
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<tr>
<td>Venue</td>
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<td>Barbara Hanrahan</td>
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<td>Rowland Rees</td>
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<td>Bradley Forum</td>
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<thead>
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<th>Scott &amp; Moses</th>
<th>Gaynor</th>
<th>Frohman &amp; Fenton-Smith</th>
<th>Fraser, Gannon, Kortschak &amp; Tonkin</th>
<th>DeBrot, Witney, Wei, Graham &amp; Cowan</th>
<th>Cargill, Picard &amp; Guerin</th>
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<td>2.5</td>
<td>Can you take it with you? The transfer of academic skills from the generic to the discipline-specific</td>
<td>Valuing the role of language in knowledge creation by expanding the role of language experts in curriculum design</td>
<td>Roundtable: Language and learning support for health sciences; sharing strategies and experiences</td>
<td>Case-based learning: Early identification of ‘at risk’ learners and provision of online support</td>
<td>The perceptions of academic language and learning support among staff and students at a transnational university</td>
<td>Roundtable: Corpus-based approaches for research students: using student-made corpora to promote autonomous learning</td>
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<td>12.00 - 12.25</td>
<td>Is it the thought that counts? Identifying ways of reading and assessing student writing that seek to redress current deficit assessment models</td>
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<td>2.6</td>
<td>Faragher &amp; Young</td>
<td>James &amp; Maxwell</td>
<td>Beaumont</td>
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<td>12.30 - 12.55</td>
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<td>Promoting cross-institutional AALL collegiality, professionalism and research (71)</td>
<td>One to one to thousands: expanding the conversations of the ALL practitioner</td>
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11.00 - 11.55 Morning Tea: Kerry Packer Civic Gallery, Hawke Level 3
Poster Session: Foyer, Hawke Level 6

P1: Coverdale And this will help the rest of the class
P2: Gungardurdoss-Ramjaun Stepping back into education: a project to facilitate the first-year transitional phase of mature-aged students from a low socioeconomic sector
P3: Pendreigh & Cutting Learning to write at a distance: jumping the learning hurdles
P4: Mountain Successful transition: observations on the need for effective interdisciplinary collaboration
P5: Crawford Identifying the diverse learning needs and challenges of students in a university preparation program
P6: McKenzie Implementing change in a social learning space
P7: van der Meer & Johnson Learning styles are valuable: yeah right!
P8: Carmichael & Ross Connecting new postgraduate students online

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<tr>
<td>A: New approaches</td>
<td>Hawke</td>
<td>2.7</td>
<td>2.00 - 2.25</td>
<td>McDougall, Holden, Danaher &amp; Sturgess: Pedagogy of hope: the possibilities for social and personal transformation in a Language and Learning curriculum</td>
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<td>B: New partnerships</td>
<td>Hawke</td>
<td>2.8</td>
<td>2.30 - 2.55</td>
<td>Cunningham, Bennett, Fussell, Brosche &amp; Quaglio: Building a community of practice: teaching science as a second language</td>
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<td>C: Successful transitions</td>
<td>Barbara Hanrahan</td>
<td>2.9</td>
<td>3.00 - 3.25</td>
<td>Walker: Zombie plagiarism: the living death of academic integrity</td>
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<td>D: Technology for effective learning</td>
<td>Hawke</td>
<td>2.10</td>
<td>3.00 - 3.25</td>
<td>Daly, Hanley &amp; Keble: Improving Literacy &amp; Numeracy the JCU way</td>
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<td>E: Policy &amp; practice</td>
<td>Rowland Rees</td>
<td>2.11</td>
<td>3.00 - 3.25</td>
<td>Bartlett-Traftord: TIPS for smoothing transitions to enhance postgraduate learning</td>
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<td>F: Enhancing research</td>
<td>Hawke</td>
<td>2.12</td>
<td>3.00 - 3.25</td>
<td>Tech: Identifying critical success factors in the implementation of ePortfolios in the university</td>
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<td>Paton: The learning advisor as go-between in global intelligence</td>
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1.00 - 1.55 Lunch: Kerry Packer Civic Gallery, Hawke Level 3

3.30 - 4.15 Reflections and Close: Allan Scott Auditorium, Hawke 2.16

4.15 - 5.00 Cheese and Wine: Kerry Packer Civic Gallery, Hawke Level 3
Forging New Directions

Keynote

Professor Marcia Devlin

Biography
Marcia started her academic career as a language and learning adviser in 1991 and became Head of the Language and Learning Unit at RMIT University. She then moved into academic staff development, policy work and research, working at The University of Western Sydney, Swinburne University and the University of Melbourne. Marcia is now inaugural Chair of Higher Education Research at Deakin University. Her research interests and expertise span equity, standards, leadership, interdisciplinarity, teaching and learning, student engagement and learning and higher education policy. Marcia is an active researcher, holding current ARC and ALTC grants. Current and recent international and national work includes sitting on the National Advisory Group of the Australian Survey of Student Engagement and convening the international conference of the Higher Education Research and Development Society of Australasia (HERDSA).

Marcia is frequently invited to deliver national and international keynote addresses, workshops and seminars to provide advice on a range of topics related to policy, practice, quality, and higher education broadly. The author and co-author of a large number of reports, articles and studies, Marcia also writes regularly on higher education issues for newspapers including The Australian, Campus Review and University World News.

Keynote address
Facilitating success for non-traditional students: Possible futures for academic language and learning

M. Devlin
Chair of Higher Education Research, Deakin University, Victoria, Australia
Email marcia.devlin@deakin.edu.au

Australian higher education will soon see a greater number and proportion of non-traditional students within its once hallowed halls. Some of these students will require particular types of support in order to succeed at university. Academic language and learning (ALL) educators have a number of possible futures in this new context. The options for forging new directions are outlined and questions about their attractiveness to members of the ALL profession are posed. This presentation provocatively suggests that some of these futures may be more desirable than others. It argues that the time for decisions that shape the future of the profession has arrived.

Notes
Integrating academic language and learning in curriculum, policy and practices

Presenter Mr Alex Barthel
Room Hawke H5.02
Time 9.00 - 11.00

Workshop Objectives
The objectives of the workshop are to enable participants to:
• discuss the advantages of educational strategies aimed at addressing students’ academic language needs;
• evaluate the advantages/weaknesses of a range of strategic models within their institutional contexts; and
• analyse the resource implications and related policy issues at an institutional level.

Overview
Australian higher education institutions are faced with considerable educational challenges, in particular, with assessing the wide range of students’ levels of English language proficiency early in their course of study and addressing their needs for either remedial English or developmental academic language assistance within their areas of study.

The context of this workshop is a long-term project at a large Australian urban university which is aimed at enhancing all students’ academic and professional communication skills. The university is gradually implementing a systematic approach to ensure that all its students have the necessary communication skills to complete their studies and be prepared for employment. The project is an implementation of the DEEWR ‘Good Practice Principles for English language proficiency for international students in Australian universities’. This workshop focuses on a pan institution Post-Enrolment Language Assessment (PELA) project, which informs the development of all students’ communication skills within their discipline area.

Processes include the design, implementation and grading of language assessment tasks as well as the development and integration of language support within students’ course structure and throughout the length of their studies. Details of the project outcomes to date will be presented and discussed. Pedagogical and policy issues as well as resource implications, which are wide ranging for a project of this size, will also be discussed.

This workshop includes an initial presentation of case studies of a range of models to integrate academic language and learning into the curriculum, followed by group work to discuss and consider the procedural, policy and resource implications of various integration models.
Preconference Workshops: Abstracts

> Presenter

Alex Barthel
MA Applied Linguistics (Caen), B. Education (Caen), DipTEFL (Paris)
Email lexybar@gmail.com

Currently Alex is a higher education consultant in academic language and learning. He is the former Director of the ELSSA Centre, the academic unit which provides academic and professional English services to students and staff at the University of Technology, Sydney. He is the inaugural President of the Association for Academic Language & Learning (AALL Inc.) and a member of the DEEWR/AUQA Steering Committee for English language standards in higher education.

Previously, Alex was Head of the Division of Languages in the NSW TAFE Commission, the largest post-secondary educational institution in the southern hemisphere. Alex has extensive experience in adult language education and educational management in Europe and Australia where, shortly after his arrival, he taught ESL to migrants, in a real hostel which catered for boat people.

Alex has received recognition for his achievements through several Teaching and Learning awards from the Australian Government and from the University of Technology, Sydney.

His current research areas and consultancy work include:
• integration of academic language and learning into discipline curriculum;
• post-enrolment language assessment (PELA) of university students;
• academic integrity;
• cross-cultural communication in academic and professional contexts;
• development of spoken English;
• acquisition of paralinguistic and suprasegmental features by adult second language learners; and
• teaching of remedial and preventive pronunciation skills to adult second language learners, with a particular interest in speakers of Asian languages learning English.

Notes
Presenting for new members

Workshop Objectives
This fun, practical, hands-on workshop aims to help new AALL members feel more confident, comfortable and in control when giving formal presentations.

Overview
Academic language and learning educators are faced with a range of public speaking challenges, from delivering presentations to student groups large and small to presenting to colleagues at work and in conferences. In this workshop, you will learn tips that are easy to apply in any speaking situation. Each participant will give a brief presentation and get feedback from the group.

Presenter
Siri Barrett-Lennard
Vice-President AALL; President UWA Toastmasters Club; English Language and Study Skills Adviser (UWA), Unit Coordinator English Language and Academic Communication 1 & 2 (UWA)
Email siri.barrett-lennard@uwa.edu.au Telephone: +61 8 6488 1820

Siri is an engaging workshop facilitator with an infectious enthusiasm for improving public speaking skills. She is in constant demand to run presentation skills workshops at the University of Western Australia and was a founding member of the UWA Toastmasters Club, of which she is President. Siri has won several individual and team awards at UWA, and is a 2011 recipient of a Citation for Outstanding Contributions to Student Learning through the ALTC Australian Awards for University Teaching.

Notes
Academic Language and Learning Teaching
– reflections on what, how and why

Workshop Objectives
The objectives of the workshop are to enable participants to:
- identify the ways in which we ‘do’ academic language and learning and what drives these particular ways of working (the makeup of student cohorts, contextual enablers and constraints, theoretical framings, history, our own views of who we are professionally and our roles in the university...)
- identify differences and similarities in the ways in which we work in our individual institutional settings
- reflect critically on the ways in which we work/ ‘do’ academic language and learning teaching/practice.

Overview
This workshop is particularly suited to colleagues who are new to the Academic Language and Learning field. We will take one or two common ALL teaching practices: individual consultations and/or integrated or embedded teaching within a discipline subject and identify how participants ‘do’ these practices, what underpins our particular and perhaps different ways of ‘doing’ these practices and if, how and why our ways of ‘doing’ change depending on who our students are. We will also look at the possibility of collaborating in the production of a journal article based on these reflections.


Presenter
Bronwyn James
BA (USyd), Grad Dip Ed (USyd), Grad DipTESOL (UTS), MEd (Deakin)
Lecturer in Learning Development at the University of Wollongong.

She is a co-recipient of an Australian Learning and Teaching citation for collaboratively ‘integrating contextualised academic integrity into curricula’. Much of Bronwyn’s teaching involves integrating academic language and learning into the disciplines.Her research interests and writing include postgraduate research student writing and pedagogy, critical discussions about social inclusion, student and teacher perceptions of graduate qualities within curricula and, academic integrity. Her PhD thesis Silences, Voices, Negotiations: Becoming a postgraduate research writer explores postgraduate research student writing and becoming and works across the field of Systemic Functional Linguistics and post structuralist theories of the subject and of writing.
Reviewing for JALL and other scholarly journals

Presenters  Dr David Rowland & Dr Claire Aitchison
Room        Rowland Rees RR4.11
Time        9.00 - 11.00

Workshop Objectives
The objectives of the workshop are to enable participants to:
• Introduce participants to scholarly journal publication
• Outline common expectations and procedures for scholarly peer review
• Detail JALL practices
• Provide hands-on peer review activities and an opportunity to discuss participants’ prior experiences as a reviewer or reviewee
• Discuss reviewing for JALL and other scholarly journals.

Overview
Expectations for more public accounts of academic research and teaching achievements have fuelled an unprecedented growth in scholarly publications. Parallel with this is the expanded participation of ordinary academics in scholarly peer review of conference papers, journal submissions, funding applications and so on. Despite these changes, the practices, dilemmas and challenges of peer review are all too frequently regarded as ‘secret business’.

This workshop aims to demystify some of this secret business by exploring the particular parameters and processes of our own Journal of Academic Language and Learning (JALL), and through discussion and practical activities. In this workshop we will provide examples and activities for participants to practice and discuss peer feedback generally and within the context of JALL. The workshop leaders, David Rowland, Editor JALL, and Claire Aitchison of JALL’s editorial board, draw on their experiences as editors, reviewers and teachers of peer review.
Preconference Workshops: Abstracts

> 

**Presenters**

**Dr Claire Aitchison**

Claire Aitchison is a senior lecturer (Postgraduate literacies) in the Learning Skills Unit at the University of Western Sydney where she supports writing development for higher degree research students, early career researchers and academics. Claire’s pedagogical approach, grounded in an academic literacies framework, emphasises the learning of writing through iterations of peer review hence her extensive engagement in writing groups and facilitated writing retreats. Claire is regularly invited to talk, run workshops and writing retreats on research writing and writing for publication within UWS and nationally.

Claire’s research interests include pedagogies for doctoral education and doctoral writing particularly writing for publication and thesis writing. Her recent publications include Publishing Pedagogies for the Doctorate and Beyond with Barbara Kamler and Alison Lee (ed. Routledge, 2010); Writing groups for doctoral education in Studies in Higher Education (2009), Writing in, writing out: doctoral writing as peer work in Walker & Thomson’s The Routledge Doctoral Supervisor’s Companion (Aitchison and Lee, 2010) and Working with tensions: Writing for publication during your doctorate (Lee and Aitchison, In Rocco and Hatcher The Handbook of Scholarly writing and publishing, Jossey-Bass, 2011). She is an editor with the Journal of Academic Language and Learning (JALL), the HDR representative on the UWS Academic English Literacies Expert Advisory Group, and was a team leader on a UWS Teaching and Learning grant investigating student and supervisor experiences of doctoral writing (2007/2008), has an ALTC Citation for Outstanding Contribution to Student Learning (2008) and has two awards for her own doctoral research.

**Dr David Rowland**

David has been a learning advisor with the University of Queensland for over 12 years and prior to that lectured mathematics for six years at the Australian Defence Force Academy (UNSW). He currently coordinates the editorial team at the Journal of Academic Language and Learning (JALL) and helped found that journal. David’s educational research interests have focussed mostly on student learning issues in mathematical modelling, though is currently investigating student conceptual difficulties with the idea of a thesis statement in academic essays. Through his work as a learning advisor at UQ, his work as an editor with JALL, and an ongoing interest in publishing and reviewing articles for physics teaching journals, David has developed extensive experience with all aspects of the reviewing process: as an author having to respond to review reports; as a reviewer having to write review reports; as an editor using review reports to make publication decisions and guiding authors on the addressing of review reports; and as a learning advisor providing guidance to research students on how to both understand and effectively respond to reviewer / thesis examiner feedback.

**Notes**
Good Practice in academic language development: from principles to standards

Presenter  Mr Alex Barthel
Room  Bradley Forum, Hawke H5.02
Time  11.30 - 1.30

Workshop Objectives
The objectives of the workshop are to enable participants to:
• discuss good practice models and the impact the Good Practice Principles (GPP) have made on the HE sector;
• consider and evaluate the advantages/weaknesses of a range of strategic models of academic language integration within the context of the AUQA Good Practice Principles; and
• analyse the implications of converting the GPP to English standards for HE at an institutional level.

Overview
In 2009 the Department of Education, Employment and Workplace relations (DEEWR) published a set of 10 Good Practice Principles for English language proficiency for international students in Australian universities (GPP).

This workshop explores the background to the GPPs and participants will discuss some practical academic language implementation strategies which have resulted from the GPP and the related policy/procedural issues faced by higher education providers.

Participants will be encouraged to present case studies related to the GPPs from their own institutions.

The workshop focuses on the conversion of the GPP to standards. For each GPP, participants will explore models of good practice, their advantages/disadvantages and potential implications for resources, policy and procedure development at an institutional level.

Notes
Preconference Workshops: Abstracts

Writing research articles for international publication:
Skill development for research students of science and technology

Presenter Dr Margaret Cargill
Room Hawke H6.09
Time 11.30 - 1.30; 2.30 - 4.30

Workshop Objectives
The objectives of the workshop are to enable participants to:

• become familiar with a validated approach for developing publication skills in science and technology (S&T) research contexts, based on a published text (Cargill & O’Connor, 2009), its companion website (www.writeresearch.com.au), concordancing using a new freeware program (AdTAT, Adelaide Text Analysis Tool), and collaborative work between language specialists and S&T experts;

• consider a range of issues relevant to deciding on generic or discipline-specific training in publication skills;

• discuss a decision-support matrix for analysing needs and options in particular situations where such training is required; and

• evaluate the advantages/weaknesses of the approach/materials for their own institutional contexts.

Overview
In the 21st century ‘publish or perish’ scene, ALL practitioners are increasingly involved in planning and delivering training designed to help graduate students and early-career academics succeed in getting their research published in the peer-reviewed international literature. In this half-day workshop, I will focus on conducting this kind of training for researchers in science and technology fields.

I will introduce the training ‘package’ of book-plus-website (see URL above), which incorporates methods based on genre analysis/genre pedagogy and a strategic approach to meeting the expectations of journal referees/editors. This package has been developed in collaboration with practising scientists and embodies an approach dubbed Collaborative Interdisciplinary Publication Skills Education (CIPSE). I will also introduce the new freeware concordancing software developed at the University of Adelaide (AdTAT, www.adelaide.edu.au/red/adtat/) that can be integrated into the approach to support EAL authors writing for publication purposes.

CIPSE has been implemented and evaluated extensively, both in university contexts in Australia and in universities and research institutes in China; outcomes are summarised in my recent DEd thesis (Cargill, 2011). Implementation contexts have included those where trainees were from relatively cognate disciplines, and also
Preconference Workshops: Abstracts

some where the discipline backgrounds were highly disparate. I will present some conclusions of the thesis work, including the key issues I now take into consideration when designing consultancy-based workshops and courses for different contexts, presented in the form of a decision-support matrix. This will then form the basis of group discussion of the implications arising for curriculum design for publication skill development more broadly. Participants will then work in small groups to analyse the applicability of the approach, or aspects of it, for their own contexts, in terms both of its inherent strengths and weaknesses and of specific contextual issues relevant to its implementation.

References

Presenter
Dr Margaret Cargill
BA (U Sydney), DipEd (U Sydney), MEd (TESOL) (UniSA), DEd (U Adelaide)
Email margaret.cargill@adelaide.edu.au

Margaret currently holds an Adjunct Senior Lectureship in the School of Agriculture, Food & Wine at the University of Adelaide, and runs a training and consultancy business: ‘SciWriting: Communicating science effectively in English’. She is an applied linguist specialising in the development of research communication skills for scientists who use English either as a first or an additional language. She has 20 years’ experience working intensively with international research students and their supervisors, including in the University of Adelaide’s internationally recognised Integrated Bridging Program (1995-2008). Margaret received the University’s Stephen Cole the Elder Prize for Excellence in Teaching in 1997.

Her current research and teaching interests lie in developing, delivering and evaluating appropriate collaborative pedagogies to enable scientists and language specialists together to assist inexperienced authors in getting their research published in the international refereed literature. Recent clients include Honours, Masters and HDR programs in her own School, the University’s Researcher Education and Development unit, the Australian Centre for International Agricultural Research, universities and research institutes of the Chinese Academy of Sciences, the China Academy of Engineering Physics, and the International Rice Research Institute, Philippines, as well as a range of national and international scientific conferences.

Notes
Capacity-building for quality research and publication

Presenter: Dr Chad Habel
Room: Hawke H6.11
Time: 11.30 - 1.30

Workshop Objectives
By the end of this workshop participants should be able to:

- Acknowledge and reflect on relevant previous experience in research and scholarship, and apply this to current expectations and goals
- Articulate and build on professional interests and knowledge
- Develop a research profile which documents some of this prior learning and outlines a current strategy and future goals for research activity
- Identify elements of the research process (including preparing a manuscript for publication) that are particularly unfamiliar, and seek resources and advice on filling these gaps
- Continue to develop collaborative relationships to facilitate further research activity

Overview
One of the defining features of ALL professionals is that we come from diverse backgrounds, including language teaching such as TESOL, TAFE, secondary teaching, university teaching in a broad variety of disciplines, librarianship, or others. Quite often these roles do not provide a very good preparation for work in the scholarship of learning and teaching, yet this is an expectation for many of us. This workshop is designed to build the confidence and capacity of participants to plan and execute research projects and begin developing a research profile in a chosen area of scholarship. It is grounded in a self-efficacy approach, which emphasises the act of developing confidence in a particular domain of activity.

The workshop will begin with some personal narratives from those who have established (or perhaps are still establishing) some research standing in ALL or another area of learning and teaching scholarship. This is designed to demonstrate that it is possible (not to say easy) to enter a brave new world such as educational research, no matter what your background., as well as the fact that scholarship is a process of continual arrival, not an achievement of mastery. Participants will also have the opportunity to reflect on their own backgrounds as well as identify and value those experiences which have been relevant in preparing them for branching out into research activity. Based on this, workshop participants will then begin to develop a research profile which outlines a strategy for not just publication but overall research activity.
Finally, the workshop will explore some of the key elements of the research process, from identifying and building an area of interest or passion to final presentation or publication. Participants will have the opportunity to explore resources and contacts with particular expertise in these areas as part of a strategy for building the capacity for quality research in ALL. Collaborative relationships and networks will be fostered to continue to support research activity. By the end of the workshop, participants should have a clear idea of who to go to and what to do to continue to build themselves into productive researchers.

**Presenter**

Dr Chad Habel  
Email chad.habel@adelaide.edu.au

Chad completed his PhD in English Literature at Flinders University in 2006. His research focused on ancestral narratives and identity in the work of Irish-Australian authors Thomas Keneally and Christopher Koch, which has now been published as a book entitled Ancestral Narratives. He started casual lecturing and tutoring in English and related disciplines in 2001, and has also worked as an Academic Advisor and Foundation Course Coordinator at Flinders’ Student Learning Centre. His current role involves coordinating and teaching in the Student Development Program at the University of Adelaide, and his research interests include teaching and learning in higher education, academic self-efficacy among staff and students, learning technologies, and digital game-based learning. For more information, please visit www.adelaide.edu.au/directory/chad.habel.

**Notes**
Applying for citations and awards

**Presenters** Ms Liz Smith and Ms Helen Drury
**Room** Rowland Rees RR4.11
**Time** 11.30 - 1.30

**Workshop Objectives**
The objectives of the workshop are to enable participants to:
- Identify practical approaches to preparing successful applications;
- Analyse features of successful applications;
- Identify or refine a topic or area for submission for an award; and
- Prepare a strategy on how to proceed with their application.

**Overview**
There are a number of awards that Learning advisors are well placed to apply for both within their institutions and outside. In particular, this workshop will focus on applications which address the criteria for a citation award from the former ALTC, now administered within DEEWR. However, the kinds of criteria required are similar to those which form the basis for many awards, both internal and external.

This workshop will outline a practical approach to preparing an application and involve participants in examining successful applications to highlight how these have addressed the required criteria. Although addressing the criteria is of major importance in any application, presenters will highlight those features which they believe went beyond the criteria and made their application stand out.

The focus of the workshop will be for participants to develop their own ideas for an application or refine a draft application and gain feedback from the presenters and their peers. In preparation, participants should bring with them a draft or outline of a topic/theme for an application which they would like to develop further in the workshop.
Presenters


This portfolio has responsibility for learning and language support, careers, bridging and enabling and student transition projects including embedding the first year principles within the curriculum, staff professional development, aspiration building and student retention initiatives such as PASS and the Student Success Team. Since joining CSU 16 years ago she has worked in the areas of online learning, academic skills development, bridging and enabling, educational design and teaching and learning. Liz has a variety of teaching experience to inform her practice including the K-6, special education, TAFE and University settings. Liz is currently responsible for many of CSU’s widening participation initiatives and the use of HEPPP funding in these projects.

Liz has been nationally recognised for her work in supporting the first year experience and student learning and has successfully written award and grant applications for the following:

- ALTC Citation for: Sustained excellence and leadership in the support of students and their learning during their first year of university study (2011)
- ALTC Program Award for First Year Experience (2009)
- ALTC Citation for Outstanding Contribution to Student Learning (First Year Experience (2009)
- CSU Vice Chancellors Award for Programs that Enhance Learning (2008)
- 1999 (CUTSD Grant) for evaluation of technology based learning and teaching initiatives

Liz is also part of the National ALTC Project on Effective Teaching and Support of Students from Low Socio Economic status backgrounds.

Helen Drury (BSc Hons Lond, DipEd Manc, Cert TEFL Aston, MA (Applied Linguistics) Syd) is a senior lecturer and Head of the Learning Centre, Sydney University. She has worked in the area of academic literacy and learning for more than 20 years in Australia, the UK and Indonesia. She has developed and taught generic programs in academic literacy and worked collaboratively across disciplines to integrate academic literacy into subject area curricula. Her most recent teaching innovations have been the development and evaluation of discipline specific online modules for supporting students in writing scientific and engineering reports. She successfully managed an ALTC grant across 9 discipline areas and 2 institutions to create an online site for these modules – the WRiSE site [Write Reports in Science and Engineering]. In 2010, together with other team members, she received an AAEE award for Engineering Education Excellence for programs that enhance learning for the WRiSE project. She has published and presented widely in the areas of scientific and technical writing, genre analysis and online learning of academic literacy. She is joint leader of a current ALTC project, An Online Writing Centre for Undergraduate Engineering Students: a One Stop Shop. In August 2011, Helen received an ALTC citation For a decade of development of innovative online programs to support report writing in science and engineering.
Preconference Workshops: Abstracts

Padagogy 101:
exploring iDevices in learning & teaching in higher education

Presenter  Dr Ian Green
Room     Hawke H6.11
Time     2.30 - 4.30

Workshop Objectives
The objectives of the workshop are to enable participants to:
• develop a familiarity with the basic nature and functionality of iDevices (ie. iPads, iPhones, iPods), and associated digital systems;
• develop a critical understanding of the learning & teaching potential, as well as limitations, of these devices in higher education settings;
• develop key iDevice literacies in content creation, file management and educational program delivery;
• review frameworks for analysing the padagogical applications of the devices.

Overview
This is a hands-on workshop which will be delivered via iDevices. The following topics will be covered, though holistically rather than sequentially, with the focus on workshop participants acquiring a range of different skills as they work towards developing their own educational materials using the devices.

Resetting the frameworks: what iDevices are, and are not, & how they impact on our notions of computing; personal computing devices vs ‘real’ computers; file structure & management; app-centricity, connectedness & the cloud; has the revolution arrived yet?

Basic operations: operating the device; transferring data; manipulating text; manipulating images; browsers and web services;

Advanced iOS literacies: skills for power use of iOS devices in higher ed teaching & learning; advanced file management, synchronisation and web app integration;

Creating multi-media content: strategies for audio and video input, editing & publication; capturing ideas and activity in class or in the field; preparing presentations; working with legacy PowerPoint files;

Working with books & PDFs: the reading experience (traditional and contemporary); book publishing directions; formats and their possibilities; techniques & options for creating your own mobile book/PDF content;
Preconference Workshops: Abstracts

> Collaboration and sharing: moving beyond slideshow presentations to collaborative comment and shared annotations;

New pedagogies or just new technologies? is all this making a real difference, or are we just playing with a few new toys?

Presenters

Ian Green
Email ian.green@adelaide.edu.au

Ian Green has a PhD in Linguistics, based on original field-work on Australian languages, and conducts research which is broadly concerned with the interface of language, culture and cognition. Based in the School of Education at the University of Adelaide, his current research projects focus on researcher development, doctoral education and ubiquitous learning. Ian has previously led e-learning research, development and dissemination initiatives at the University of Tasmania, Batchelor Institute of Tertiary Education (Northern Territory), and as a national e-learning consultant with education.au (now Education Services Australia), with whom he co-authored the influential ‘Emerging Technologies: A Framework for thinking’ report. Ian is a Distinguished Apple Educator, and, in conjunction with Allan Carrington (University of Adelaide), has delivered a series of workshops on iPads in higher education at universities around the country.

Notes
Over the past thirty years, Australian universities have undergone significant institutional and social change (Maton, 2004) to arrive at a corporate business model (Marginson, 1997). These changes also attracted a new student demographic, consisting of mature-age students, students from low socioeconomic (SES) backgrounds and international students. Despite these changes, Australian universities have been reluctant to modify their curricula and teaching practices (Kift, Nelson, & Clarke, 2010; Maton, 2004; Lillis, 2001), largely because they regard these students as deficient in basic literacy and academic skills (Maton, 2004; Lillis, 2001; Lea and Street, 1997). Even though there has been some recognition of the issues through the Good Practice Principles document (DEEWR, 2008a), the Higher Education Review (DEEWR, 2008b) and first year transition programs, change has been inconsistent (Kift, Nelson & Clarke, 2010), inadequate and slow. While first year transition is a good first step, broader change is urgently required across universities. Studies have shown that poor organisation, curriculum development and teacher preparation and practice are often responsible for student failure (Lillis, 2001; Lea & Street, 1997). Using data from a longitudinal study of four Masters students, this paper argues that even successful, high achieving students can be negatively affected by inadequate curricula, poor assessments and teaching practice.

Key Words curriculum development; teacher preparation; academic literacy

Notes
Concurrent Conference Sessions: Abstracts

Day 1  Session 1.1

B. Ebony and Ivory: Bridging the gap between industry and academia in assessing communicative competence

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The Bradley Report’s (2008) significant impact on higher education, not only in Australia but also perhaps elsewhere, raises the issue of preparing students for the real world. Initial feedback from alumni suggested there had not been sufficient preparation for the real world. This paper explores some of the issues in addressing industry needs for soft skills such as communicative competencies in one specific but university wide initiative here at CELC, NUS. Industry feedback perceived our graduates as being communicatively less competent than graduates from overseas universities are. Thus CELC is designing a realistic communicative competency test, based on Celce-Murcia’s (2008) holistic model, that can be administered to all students at any time in their undergraduate education so that remedial action may be taken before graduation. In order to start bridging the gap, we used the results of CELC’s needs analysis survey of 188 employers and employees on what various local industries perceive as being important communication skills. Based on these results, we then refined the survey questions to establish how specific skills are ranked so that the test could more accurately assess the most essential components. Significant results from both surveys then informs our test descriptors as well as our framework. The paper shares the challenges posed in getting industry to help and endorse our efforts to prepare students to fit better into their workplace (Dysthe and Englesen, 2009 and Yu, 2010). It also addresses the impact of the test on our courses.

Key Words communicative competency; workplace communication

Notes
C. Feeding forward with feedback at an Australian university

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International students face transitional challenges in an academic culture which is often substantially different from their previous experiences. One such challenge involves optimising feedback to help foster their academic development. Yet, since feedback itself is not a culturally neutral entity (Nazif et al. 2004-5) students need to explore the inherent values, types and roles of feedback relevant to a particular higher education cultural context. Moreover, the value of feedback in promoting student autonomy is often mistakenly presumed to be self-evident. The current study of 53 postgraduate students in an Introductory Academic Program develops this focus by examining pre-course perceptions and experiences of feedback, and what feedback they expected to receive while at university in Australia. Students’ previous experiences had largely been summative, with an emphasis on error correction, but that they expected to receive more feedback, particularly formative, throughout their courses. They also had concerns about understanding feedback, and about potentially negative remarks, which could be alleviated by verbal comment. A focus group conducted after four months’ study in Australia, however, revealed that students felt that Australian lecturers were too ‘nice’ and insufficiently direct in their comments. Students also commented again on their preference for face-to-face feedback, indicating that their experiences of feedback in Australia helped their development as autonomous learners. Such findings have implications for lecturers engaged in giving feedback to international students, in that they should consider the nature of their comments, their method of delivery and how their feedback feeds forward into the development of student autonomy.

Key Words  feedback; culture; university; autonomy

Notes
D. Strategies for Getting the Most out of ALL Websites

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Over the past decade, ALL Centres have developed websites advertising their services and providing information for students and staff. From sometimes humble beginnings, these websites have become increasingly central to ALL Centres’ core business. The initial justification and purpose in creating the sites was often as an efficient way to disseminate Centre details and provide existing print resources. Over time, as the sites have diversified so have the purposes, including: resource repositories, teaching ‘sites’, administrative functions, and marketing. The assumption being that this progression has enabled Centres to provide a greater range of services in a more timely fashion. As the push to have an ever-larger online presence grows, Centres are spending increasing time, effort and funds on redeveloping and maintaining these websites. The changing nature of the technology, and the different expectations of users, mean that we are thinking about our websites and their potential in new ways. However these new directions also pose significant challenges in terms of technical skills, resources, priorities, and pedagogy.

This study surveyed 51 ALL practitioners from at least 21 universities across Australia about the purposes of their websites, the processes used to develop them, future directions for their sites, and the challenges this may involve. Practitioners aim to develop widely accessible, interactive sites that encourage active learning, however due to challenges in funding, prioritisation, time availability, and expertise, Centres reported frustration in meeting these goals. Based on a review of the educational and IT development literature, this paper argues that a reconsideration of our websites’ audience and purpose and the processes through which we design sites and allocate resources based on priorities may assist ALL Centres in reconsidering and meeting their web design goals.

Key Words  website development and management; online learning sites

Notes
Forging New Directions

Concurrent Conference Sessions: Abstracts

Day 1  Session 1.1

E. Strange bedfellows: embedding development of skills into discipline curricula

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With most universities now committed to developing graduate attributes in their students, there is increasing interest in the approach of embedding this development into the curricula of discipline subjects at first year and beyond. If done well, this would enhance those curricula by substituting metacognition for osmosis – the largely unarticulated guesswork by which students have often struggled to acquire the discourses of their disciplines. It should also show students the relevance of skills they might otherwise view as “extra”, increasing both their motivation and their competence. The challenges of embedding skills into the introduction to a discipline are nonetheless daunting. In a genuine collaboration, the expertise of discipline experts and language experts would be brought into dialogue at every stage of the process, to the benefit of both. Within the structures of time, work, professional hierarchy and institutional politics, however, collaboration may encounter a host of obstacles. This presentation looks at one such effort in a Faculty of Humanities and Social Sciences, drawing out the implications for embedding as a strategy that ought to be pursued, but requires particular conditions for success.

Key Words  graduate attributes; embedding; skills

Notes
Concurrent Conference Sessions: Abstracts

Day 1  Session 1.1

F. ‘Not waving but drowning’: how do we help doctoral writers in crisis?

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The context of this discussion is the changing nature of doctoral study, located as it is, in a highly competitive graduate market which expects students to quickly develop high level writing competencies and to produce numerous (text-based) outputs during their candidature (Aitchison, Kamler, & Lee, 2010; Boud & Lee, 2009). Drawing on empirical research and practitioner reflection, this paper examines cases where students, for whatever reasons, need additional help to support them to complete writing their doctoral thesis. The paper explores the pedagogical and ethical challenges and complexities for writing teachers/ Academic Language and Learning (ALL) lecturers who are called upon to intervene in the final stages of doctoral candidature. Adding to an already difficult situation, ALL lecturers may also have to navigate – or mediate – tense student/supervisor relations where deficit views of the student’s writing have lead to a lack of self-confidence and a reluctance by students to challenge their supervisors’ editing suggestions (Cotterall, 2011). The paper critiques such ‘crisis management pedagogies’ and calls for more ethical, sustainable and responsible approaches to supporting doctoral student writing.

Key Words  doctoral writing; writing support; doctoral education; supervision

Notes
A. Understanding thesis statements: not as easy as easy as you might think!

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One key to making a successful academic transition to university studies is gaining an understanding of key academic terminology. In the context of essay writing, one key piece of terminology is that of the ‘thesis statement’, or of the need to have a thesis, for if a student does not clearly understand what it means to have a thesis, their writing is likely to receive disappointing marks for reasons which will not be entirely clear to that student. While the definition of a thesis statement may seem relatively straightforward and unproblematic for experienced academic writers, experience over several years in large, early first semester workshop groups with first year undergraduates and with international students in an Introductory Academic Program, have revealed that many students have great difficulty identifying which of a selection of sample introductions do or do not include a thesis statement, even after instruction by the workshop instructor. General findings from cognitive science will be used to try to understand why this might be the case and related to student reasons for including and excluding various examples. The relative success of different ways of teaching about thesis statements will also be presented as it has been found that different teaching approaches have led to significantly different rates of subsequent student success. Challenges in conducting research of this type, such as students getting the right answer for the wrong reason, and choosing introductions inconsistent with their chosen definition of a thesis statement, will also be discussed.

Key Words transition; thesis statements; essay writing; academic terminology

Notes
Concurrent Conference Sessions: Abstracts

Day 1 Session 1.2

B. Café conversations to help us negotiate the futures of the ALL profession

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It is now 10 years since the seminal conference at the University of Wollongong where learning advisers/lecturers reflected on their identity and that of the units or centres they found themselves in, as well as the roles and responsibilities associated with their practice. From this beginning, the position statement: Academic language and learning skills advisers/lecturers in Australian universities was developed as well as the Unilearn list. Now we have our AALL professional association and the AALL website and discussion forum and have a voice at national level in the Good Practice Principles. However despite these advances in our profession and recognition of our work, it is important for us to reflect on where we are going both in our own institutional contexts and in national and international fora. At the same time the directions we take or are obliged to take are the result of many drivers and pressures, both internal and external, over which we have little control. This workshop/roundtable will allow participants to share their visions in terms of how they see the future of their profession within their own contexts. I will initiate the discussion by raising some key issues which learning centres and their staff negotiate in responding to government, university, faculty and local demands. Participants will then engage in a World Café type discussion (www.theworldcafe.com) organised around these issues and outcomes will be summarised at the conclusion of the session.

Key Words  learning adviser identity; language and learning centres; external and internal pressures

Notes
C. Balancing act: curriculum-integrated academic skills development in a first-year Literary Studies unit

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This paper reports a recent case study of academic skills integration in a core first-year, first semester literary studies unit at the University of Canberra. An academic from the Academic Skills Centre, but with a background in theatre and film, was invited to be guest convenor for a unit entitled Literary Studies: Performance Works, with a mandate to redesign its curriculum both to better align it as a pathway to upper-level performance-related units, and to better address academic skills needs. The approach taken was to attempt - in lectures, tutorials, online support, and assessment tasks - a relatively seamless integration of content with associated academic skills development, based on the notion that, at least in literary studies, content knowledge is hardly separable from the means to acquire and express it. The paper reflects on the challenges encountered in realising such an approach, and how such an integrated model might be achieved in cases where the unit convenor and academic skills expert are not the same person. C. Web 2.0: implications, responses, responsibilities.

Key Words  curriculum-integrated academic skills; first year; case study

Notes
Various staff and students at Imperial College, London recently advocated for using Wikipedia in academic research (Coughlan 2011). This marked change in attitude towards this oft-derided resource is emblematic of current and potential changes at the coal face of academic research and writing in the Web 2.0 landscape. Web 2.0 fixtures like Wikipedia and social networking sites like Facebook, Twitter et al are re-orientating the way we digest knowledge and communicate information, and this entails potentially significant re-orientation of research and writing practices in the academy. Building on earlier work from the likes of Thompson (2007) and Lim (2009), the aims of this paper are threefold: first, to report the findings of a survey of undergraduate and postgraduate students’ use of Wikipedia and various types of social media outside and within their academic work; second, to briefly chronicle the gradations in academics’ attitudes towards these tools; and finally, to speculate on some of the major implications for the provision of teaching & learning services and the modelling of research practice to acknowledge and incorporate these shifting paradigms.

Key Words  Web 2.0; Wikipedia; social media; research pedagogy

Notes
Concurrent Conference Sessions: Abstracts

Day 1 Session 1.2

E. Bringing back Boomer: a call to critical arms

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All students, whether students of university, school, or life, need opportunities to test and extend their capacities to think, feel, act, and be in the world (Delors, 1996). They need to do so in a range of contexts, with a variety of people, and with different degrees and levels of agency and collaboration. Garth Boomer (1988, pp. 190-191) suggests that if teachers are to escape “the tyranny of a decadent [educational] discourse”, one that relies on age-old teaching habits and mind-numbing pedagogical and institutional routines, they will need to teach against the grain and question the assumptions and lies that dominate the profession. Initially, he suggests, this will require a revolution in ‘explicitness’ and ‘honesty’ – even perversity and courage – as teachers “call education at all levels as it is.” This is about teachers and lecturers working against their own occupational socialisation and former school conditioning, questioning the status quo and its claims to natural order, and involving students in their own school and university lives through rich and empowering pedagogies. Given today’s educational climate, where teachers and students are being increasingly monopolised and stood over by those in positions of power inside and outside the university (and school), Boomer’s call to critical arms and collaborative resistance is equally relevant and equally pressing. This paper uses Garth Boomer’s pedagogical ideas of the late 1980s to reconsider curricular approaches to ‘academic language and learning development’ in the university sector in the twenty-first century.

Key Words Garth Boomer; teaching against the grain; pragmatic radical; academic language and learning development; pedagogy; teacher identity

Notes
National interest in the development of Writing Groups as a pedagogy for HDR students was confirmed at the AALL Colloquium on Writing Groups held at ANU in 2010. Following this event, and paying particular attention to Claire Aitchison’s (2009) work in the field, Learning Development (LD) at the University of Newcastle implemented new strategies for establishing writing circles in 2011. This has coincided with an evolving collaborative approach to creating a quality teaching and learning experience for HDR students at Newcastle. The Office of Graduate Studies (OGS) initiated a symposium to address issues of supervision, and Academic Development (AD) staff further developed a supervision module in the Graduate Certificate in the Principles and Practice of Tertiary Teaching. Learning Development has had significant involvement in both of these contexts. This paper maps the growth of LD’s partnerships with OGS and AD, and, within this framework, the development of writing circles. Finally, the paper offers some reflections on the organisational and pedagogical strategies for writing circles.

**Key Words** writing circles; collaboration; partnerships

**Notes**
A. Those that do and those that don’t: success, self-efficacy and support

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Successful transition to university is often mediated by a student’s motivation, determination and confidence in their capacity to learn (Devonport and Lane 2006). According to Bandura, these factors are part of ‘self-efficacy’, which he defines as ‘people’s beliefs about their capabilities to produce designated levels of performance.’ (Bandura 1994, p. 71) Extensive research has shown that self-efficacy beliefs are a reliable predictor of academic performance (Lane, Lane and Cockerton 2003; Olani 2008). This is because those with high self-efficacy beliefs demonstrate corresponding productive behaviours, such as effective time management and support seeking behaviours (Lane, Lane and Kyprianou 2004; Bandura 1997). Research was conducted at an Australian university to investigate the strength of the link between a student’s self-efficacy rating, their support-seeking practices and their study skills. For the purposes of this study, we focussed our attention on students’ utilisation of the University’s Writing Centre as an example of support-seeking behaviour. A questionnaire was administered to ascertain students’ self-efficacy rating, their study practices and their patterns of use (or not) of the Writing Centre. An additional outcome of the research will be to construct a profile of those who do and those who do not seek support from the Writing Centre. Preliminary findings of the study will be presented and discussed in relation to academic language and learning practice.

Key Words  self-efficacy; transition
C. A pathway into a degree program: forging better links

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While the transition experiences of international students have been widely studied, there has been limited analysis of the learning contexts they encounter in Australian higher education, particularly in postgraduate coursework degrees. As a result little is known about how well prepared students are, as they graduate from pathway programs, which prepare for academic study by providing language and literacy instruction. Because academic language and learning activities in universities often take place outside students’ disciplinary learning experience, like AALL professionals, Pathway teachers face similar challenges in ensuring that student learning is relevant to future study destinations. Both have an ongoing task of attempting to forge closer links with the disciplines. This paper reports on the first phase of a study into the transition experiences of postgraduate coursework international students. Curriculum documents at both a Pathway program and the destination disciplinary program in a Business school are examined to determine how well the pathway program feeds into the degree program. Using Critical Discourse Analysis to locate how each program represents its student audience, the study found authoritarian approaches in the Pathway program, presenting academic study as requiring the application of generic skills. In the disciplinary context, the more complex and ambiguous aspects of academic study are emphasised. Assumptions about the transferability of generic academic skills are questioned in the light of such differences between learning contexts. Approaches which engage students more fully with content relevant to their future studies could produce more relevant pathways to higher education for international students.

Key Words  transition; pathway programs; international students

Notes
D. Developing listening independently through online, adaptable, self-access materials

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This paper describes an AALL funded project to create on-line self-access listening materials for university students mirroring authentic academic contexts. A wide range of general online listening materials are currently available from North America and the United Kingdom, using language varieties which English as an Additional Language (EAL) students are familiar with through television and film. However, very little material is provided in Australian accents. Materials are also usually simplified or spoken at a slower speed emphasising comprehension-type questions. This is in contrast with the literature demonstrating that the best practice model for listening development involves practice in real-life listening skills (Goh 2002; Vandergrift 2003). Academic listening materials, such as those provided by Australian university websites, conversely emphasise the formal lecture and the development of note-taking skills rather than less structured formats. In this project, listening input is accompanied by a range of activities which utilize both ‘top down’ and ‘bottom up’ listening strategies. The materials emphasize word segmentation skills along with the other cognitive and meta-cognitive skills required to listen effectively in structured and unstructured academic environments (Vandergrift 2007). The website also enables students to create their own listening materials and build listening portfolios. Results from student surveys and focus groups indicate that the student respondents were able to develop their listening skills independently because of the explicit and focussed approach of the website. This material also has the potential to assist ALL practitioners who might find it difficult to teach listening due to its ‘ephemeral’ nature (Vandergrift 2007, p.191).

Key Words online; listening approaches

Notes
E. Provisioning Participatory Learning: creating opportunities for student-centred cooperative academic support

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The idea that learners can and do significantly contribute to each other’s learning is not a new one; indeed, constructivist theorists Piaget and Vygotsky both promoted peer learning (Falchikov, 2001). In recent years, peer learning has been gaining momentum and renewed interest. Locally, van der Meer and Scott (2008) have suggested that a ‘paradigm shift’ in learning support from teacher-centred delivery to ‘peer-learning primacy’ could be an important one for transitioning first-year students. Many educators are also enthusiastic about 21st century social media technologies that facilitate peer-to-peer exchange and the development of co-constructed knowledge (Bostrom, Gupta, & Hill, 2008; Dabbagh & Reo, 2010; Huijsjer, Kimmins, & Evans, 2008; Ladyshewsky & Gardner, 2008). How might it be possible to develop an online learning skills website that departs from the usual teacher-centred approach, accommodates peer learning and harnesses the potential for students to cooperatively engage in mutual academic skills development?

SNAPVU is a Web 2.0-based social learning environment that has been developed by the Student Learning Unit of Victoria University to provide a platform for students to engage in peer learning support. As with most academic skills support sites, use of the site is voluntary. This paper looks at the design of the site, its pedagogical underpinnings, evaluation of its use during the pilot semester, and its redesign in light of student and staff evaluation and feedback. It raises some questions about the readiness of tertiary students and staff to embrace voluntary participatory learning and teaching, and asks what conditions may be necessary for the development of active and cooperative learning communities in tertiary institutions.

Key Words participatory learning; social constructivism; Web 2.0; social learning environment

Notes
Reading images critically is part of the way we see the world. Yet within an academic context, it is often difficult for art students to find the point of entry into thinking about objects, images and experiences, apart from what is already known locally through materials and methods. The struggle with writing often occurs as the student negotiates the conventions of text work (how we write as artists) and identity (who we are as artists, researchers, writers) at once. It is easy to see why students feel writing about thinking through practice is difficult. As ALL advisers, how can we teach practice-led researchers to build their writing skills in relation to their project? One way is via the doctoral writing circle where collaborative practices emphasise writing as an interrogative tool for making. This workshop will examine the role that writing circles can play in the development of the scholarly identity of arts based research. Along the way, it will highlight the differences between a ‘traditional’ thesis and an exegesis. At the same time, its focus is practical: it aims to assist ALL advisors to find new ways of working that integrate student centred studio practice with the social act of writing.

**Key Words** doctoral education; reading images; writing circles

**Notes**
A. Problem-based learning: getting the challenge right

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Effective Problem-based Learning (PBL) facilitation is fundamental to the PBL process yet the shift from a teacher-directed transmission model of instruction to a facilitation model that supports student-centred, self-directed learning is presented in the literature as a challenge for PBL tutors. Perspectives of teacher education students were examined to understand facilitation both from their PBL experience as learners and for their future teacher practice. Thematic analysis of reflective written responses provided by 63 students on PBL facilitation for learning and teaching identified three related but nevertheless distinctive dimensions of facilitation: attitudes, skills and knowledge. Effective facilitators were seen to display attitudes conveying belief in the capacity of learners, and assuming a humble posture of learning by not considering themselves as the font of all knowledge. Ability to create an environment conducive to universal participation and mutual support through scaffolding and group work emerged as paramount skills. Both content and pedagogical knowledge were seen to be essential to releasing the potential of students. Students indicated that PBL offered an effective approach to use in their future practice.

Key Words participatory learning; social constructivism; Web 2.0; social learning environment
B. New partnerships and approaches to the provision of academic language and learning: the Integrated Education Program

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Victoria University has long been a site of cross-faculty collaboration and innovation, as teachers have sought to realise VU’s potential as a dual sector university and fulfil its declared mission to serve the needs and aspirations of low SES, NESB and CALD students in Melbourne’s West. Given the recent shift to full contestability between universities for student places, the Australian government’s targets for enrolment of underrepresented social groups, and the increasing emphasis on literacy and numeracy, educators involved in collaborative efforts to provide scaffolded learning for successful transition from VE to HE now find themselves in a policy environment that is at once challenging and full of opportunity. It is in this context that VU has introduced the Integrated Education Program (IEP) which aims to consolidate and further build on VU’s ongoing cross-sectoral collaborations by developing a number of new diplomas that align with first year bachelor degrees and provide scaffolded pathways into undergraduate programs. This paper reports on the cross-sectoral and cross-faculty collaborative design and delivery of curriculum in one of these new diplomas, the Diploma of Education Studies. It focuses especially on the integration of approaches to scaffolded and contextualised academic language and learning development and discusses the pedagogical underpinnings of a new unit that was designed to realize this aim. The paper further outlines some of the challenges facing the design and implementation of this new diploma; it reflects upon how some of these challenges have been addressed and how the lessons learned may inform future efforts to develop ‘whole-of-institution’ approaches to the provision of scaffolded academic language and learning for successful transition from VE to HE.

Key Words cross-sectoral integration; scaffolded and contextualised academic language and learning development; integrated education program

Notes
C. Successful transitions out of the university: new approaches to partnerships between learning advisors and career centres

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A successful completion of a university degree leads graduates to become both life long and ‘life-wide’ learners in the workplace. Staff who work in the area of academic language and learning support are ideally positioned to assist students in both the process of learning to learn in the academic environment and to apply that learning skill as they transition from the university to seek work in their professional fields. As both the overall numbers of students and the proportion of those who are academically under prepared increases at university ALL staff will need to consider ways to scaffold these students transition both into and out of the institution. This paper discusses one way that this has been achieved at Murdoch University through a collaboration between the Student Learning Centre and the Careers Centre in the successful running of a final year for credit unit From University to Workplace which explicitly teaches students how to be a professional and gives them the opportunity to put that skill into practise. As members of the local and global community, students are introduced to how large and small organizations recruit, select and retain personnel. The unit deals with concepts of self through the transition from a university to a workplace culture and gives students opportunities to assess the relationship between their interests, personality types and work plus assists them to further develop interpersonal and communication skills, concepts and workplace policies and practices, and includes significant input from industry.

Key Words ‘life-wide learning; career

Notes
D. Applied logic, international students and Venn diagrams

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This paper investigates practices for teaching applied logic, especially to international students at the pre-university / transitional level. Such material is often taught only with sentences. This can be challenging, especially for students who are struggling with language or who are visual learners. It is possible to use Venn diagrams to supplement sentence-based teaching. This paper reports the results of a research project which investigated the introduction of Venn diagrams to a Critical Thinking course. Several lines of evidence are presented – student surveys, teacher surveys, and analysis of test performance – all of which support the use of Venn diagrams as a thinking tool, without necessarily making them assessable.

Key Words logic; teaching; practice

Notes
E. Counting what counts in individual consultations: developing and applying a set of evaluation instruments

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This paper reports on a project carried out by the University of Canberra’s Academic Skills Centre to develop, trial and analyse the effectiveness of a set of instruments for evaluating Individual Consultations (ICs). In an era of widening participation and increasing accountability, it is critical that ALL centres can demonstrate the efficacy of ICs in a rigorous and reliable way. Certainly, ‘bums on seats’ demonstrate a continued demand for this service; however, they are not a valid indicator of effectiveness. Pressures for standardised reporting often prompt the use of Course Evaluation Questionnaire approaches, however, such satisfaction scales do not necessarily measure good teaching and are not ideal for the IC context. Examining the effects of an IC on a student’s subsequent work would be useful, but examples of such work are very hard to obtain, and the benefits of a consultation may be obscured by other variables. Add to this the fact that many students require more assistance than can be provided in one session, and it becomes clear that a multi-faceted approach is needed. This project attempts such an approach, building on the framework proposed by Stevenson and Kokkinn (2009) of clarifying purpose, focus, participants and method. Employing instruments such as questionnaires, guided reflections and structured peer reviews, it moves toward the development of a rigorous, 360-degree evaluation process, encompassing not only student perspectives but also those of the academic advisers and their peers.

Key Words  individual consultations; evaluations

Notes
Academics who work in developing or, to use Salager-Meyer’s term, periphery countries (2008) face significant challenges in getting their research published in English international peer-reviewed journals. Of the developing countries in Southeast Asia, Indonesia has a low research output in terms of the number of articles published internationally by its academics (Hien 2010). In 2010, Academic Skills and Learning Centre (ASLC), The Australian National University received a grant from Partnership in Islamic Education Scholarship program, administered by Australia-Indonesia Institute, to design and deliver academic writing workshops to academics who worked at provincial Islamic tertiary institutions. The aim of the workshops was to orient the workshop participants to the discipline-specific writing required to produce a research proposal and to publish an article in English. Two features characterized the teaching of the workshops. First, ASLC worked with a teaching facilitator, an Indonesian academic who, as the recipient of special scholarship funded by the Australia-Indonesia Institute, had studied in Australia for one year. Second, the content was taught bilingually. This paper describes the workshops and reports on some issues with the teaching and the delivery of the content, finding support for the usefulness of a different kind of ‘collaborating-colleague presentation team’ (Cargill & O’Connor 2006, 207). After analysing data from the workshops held at Islamic tertiary institutions in Padang and Solo in 2010, this paper reflects on the effectiveness of teaching interventions in increasing the confidence of Indonesian academics to publish their research in English and in alerting Indonesian academics to practical strategies that can be used in writing a research proposal or a journal article.

Key Words academic writing; teaching facilitator; publication skills; confidence; Indonesian academics

Notes
A. The influence of question type on the comprehension of expository texts

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The successful comprehension of texts is an essential requisite for academic achievement. There are mainly three types of texts that are encountered in academic contexts, i.e., argumentative, narrative, and expository. The present study aims to discover whether Question Formulation (QF) influences the comprehension of expository texts. The comprehension process is understood in terms of a Problem Solving Situation (PSS) in which task context and text features play a core role. In the study, participants were asked to read a short academic text, followed by a small set of open-ended questions about the content. Other questions about the helpfulness of the questions were then asked, and the answers analysed via paper-based ratings. The results provide insight as to what sort of questions are most helpful for text comprehension in educational settings and help to unveil the cognitive processes participants deploy for the comprehension of texts using different question types.

Key Words  text; comprehension; reading; question type

Notes
**Day 1  Session 1.5**

**B. Partners in crime: a collaborative approach to solving students’ study and learning mysteries**

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This paper discusses QUT Library’s Study Solutions - a new Library service introduced as a middle tier of individual learning and study support. Staffed by Academic Skills Advisors (ASAs) and librarians, it complements existing services provided by librarians at Library help desks (tier 1) and specialist services provided by academic skills advisers (tier 3). Study Solutions allows students 25 minute appointments with a Library professional to work together on issues such as task analysis, assignment structure or research and referencing concerns.

This paper focuses on the pilot introduced in Semester 1 2010, including organisational and workforce changes, procedural and administrative issues, change management and, particularly staff development strategies to address librarians’ concerns regarding their confidence and experience with assisting students develop academic literacy. As a professional partnership, Study Solutions enables staff to learn from each other, combine their knowledge and experience and, in doing so, strengthen both professions. In addition to discussing the rationale and providing a brief profile of the service, this paper outlines aspects of the service that distinguishes Study Solutions from other models of one-to-one learning support.

Finally, it reports findings from a staff perception study which investigated staff expectations of their role, their levels of confidence before their involvement and their confidence after the provision of training and mentoring. Perceptions of both ASAs and Librarians regarding the value of blending their professional responsibilities to provide collaborative support for students are discussed, as well their reflections on the professional challenges, benefits and points of satisfaction.

**Key Words** academic skills advisors; collaboration; co-location; information literacy

**Notes**
C. Social semiotics: understanding disciplinary literacies

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The objectives of the presentation are to: introduce the research into discipline specific literacies based on the multidimensional analysis of subject epistemologies and students’ experiences; outline aspects of three studies into discipline specific literacies and discuss applications of the multidimensional approach to research on academic literacies.

In this session we will report on a project in which our research group is analysing discipline specific literacy practices. The project investigates disciplinary knowledge through a multidimensional framework. It comprises analysis of subject specific epistemologies, documentation of the literacy events, texts and modalities which constitute students’ experiences of a subject, and the multimodal analysis of texts based on Systemic Functional Linguistics. Academic learning in the project is conceptualized as a process of socialization into discipline specific practices, which involves students’ development of the semiotic or meaning-making resources for participation in course events, tasks and assignments. We will explain the multidimensional approach with specific examples of documentation and analysis from Jazz Studies, Linguistics and Business Studies. The research suggests the need to contextualise research and teaching on academic literacies within a framework of subject specific epistemology in order to represent the complexity and range of literacy practices and texts which students are expected to manage. The presentation includes: 1) Peter Mickan: Social semiotics: Understanding disciplinary literacies: research theory and methodology 2) Jodie Martin: Writing and all that jazz: literacy in the performing arts 3) Nayia Cominos: Managing the subjective: dialogistic positioning in academic writing 4) Nayia Cominos: Managing the subjective: dialogistic positioning in academic writing 5) Hesham Alyousef: Investigating international postgraduate Business students’ literacy and numeracy practices: a multidimensional exploration.

Key Words  semiotics; disciplinary literacies

Notes
D. Twitter in the lecture theatre: extraneous or engaging

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Emerging technologies and social media are providing educators with numerous tools to potentially increase engagement with students both inside and outside of the classroom. One such technology Twitter is a microblogging service that allows users to post messages that are 140 characters in length. These messages can then be read by people who follow the user. Since its establishment in 2006 Twitter has seen more than 110 million users take up its use. However, are Australian students ready to use it in the university lecture theatre? Can Twitter be used to increase student engagement in large lecture theatres or is it simply extraneous? In answer to these questions, this paper reviews the current literature on Twitter use in the University classroom and explores two case studies at Griffith University. The first case is where students use Twitter in the course ‘Language and Technology’ and blog about their experience. The second case draws on student use in a multi-campus course ‘Language and Communication in Arts and the Social Sciences’. These two cases connect with the literature to draw out implications for practice and recommendations for successful use of twitter in the lecture theatre.

Key Words  technology; Twitter; student engagement; lectures

Notes
Day 1  Session 1.5

E. Aligning policy and practice: taking educative action to implement academic integrity

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The implementation of academic integrity requires a consistent approach which aligns policy and practice and depends on staff and students having a shared understanding of their university’s values and its stance on breaches of academic conduct. In 2009, the case study of one Australian university demonstrated that policy alone will not assure an environment conducive to promoting education, reducing breaches of academic integrity and reducing student fear of unwitting plagiarism. Since then, the policy has moved from an academic misconduct focus to one of communicating the University’s position on academic integrity. Importantly, this university has taken measurable actions to educate students and staff about their responsibilities, and to inform them about the University’s values and rules. In addition, the University’s research and referencing guides now provide students and staff with consistent information about referencing and acknowledgment conventions. This paper reports on these actions and, building on an earlier review (East, 2009), uses an aligned approach to analyse the process of implementing academic integrity at one Australian university.

Key Words  academic integrity; student responsibility; university responsibility; academic misconduct; academic integrity module; policy; practice; plagiarism; acknowledgment; constructive alignment

Notes
F. Maintaining space: a critical feature in the supervision of Pacific Island students

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Private until recently, the supervision of postgraduate research students has increasingly become a site of enquiry. While existing literature has ample evidence and research on the supervision of mainstream postgraduate students, there remains a gap in what we know about cross-cultural supervision. The work of Grant (2009, 2010) and her colleagues (McKinley, Middleton & Irwin, 2007, and Smith, 2007) provide us with some literature on cross cultural supervision of Maori doctoral students in Aotearoa New Zealand (NZ). In the last decade or so NZ universities have seen an increase in the number of Pacific Island postgraduate research students. However, apart from anecdotal evidence and personal narratives, there is no literature to date on the experiences of these students in supervisory relationships. This paper is based on an exploratory study where I theorise that the Pacific concept of space/relational space or va (Kaili, 2005) can be useful for reimagining and reconceptualising how supervisors and Pacific Island postgraduate students relate to one another in a supervisory relationship. Further I propose that va (vaa) or space in this context is visualised as ‘active space’ that connects people to one another rather than an empty space. Both supervisors and students need to share the responsibilities of nurturing their va (space) through the practice of tauhi va or tauhi vaha’a (maintaining the supervisory relationship) thus ensuring continuity of the relationship and a successful outcome.

Key Words postgraduate students; space/relational space/supervision relationship

Notes
A. Embedding Academic Literacy: a case study in Business at UTS: Insearch

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Academic literacy has become an important issue in Australian higher education as the number of international students has grown. To be academically successful, international students, and for that matter domestic students, require a range of academic literacy skills which are most effectively acquired if they are integrated and embedded within specific disciplinary contexts. This paper presents a case study of embedding academic literacy in subjects in a business diploma, where the embedding involves implementing integrated and shared assessment between an academic literacy subject and two discipline subjects. As well as reporting the outcomes and benefits of this approach, the paper proposes that this integration of assessment extends Dudley-Evans’ (2001) levels of collaborative approach to a fourth level, integrated assessment.

Key Words: embedded academic literacy; integrated academic literacy assessment

Notes
B. Partnerships for student success: integrated development of academic and information literacies across disciplines

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Many students commencing study at university are faced with expectations very different from their previous educational experiences, particularly in relation to academic and information literacies. In response to these widely recognised challenges associated with the first year experience, learning Advisers and librarians develop extracurricular activities and resources that support students to understand and meet the expectations. Although the activities are often presented in separate classes by learning Advisers and librarians, academic and information literacies are intrinsically connected and students benefit from understanding the close connection between researching and writing assignments. With this connection in mind, a number of models of learning support have emerged over the last decade bringing together the knowledge and skills of learning Advisers and academic librarians. Most of these integrated learning support models share two elements: firstly, a focus on generic skills development like search strategies and essay writing and secondly, a move to co-locate staff into the same unit like the university library. In contrast, a three-way collaborative model for developing academic and information literacies is possible – one that develops the literacies seamlessly but tailored to specific disciplinary expectations in a range of courses across disciplines; and one that does not require the co-location of learning Advisers and librarians. This paper discusses current models of support in Australia for developing academic and information literacies and details the three-way collaborative model. It argues for integrated support through collaboration that is discipline specific.

Key Words academic literacies; information literacies; model of integrated learning support

Notes
D. StudySmart: an online academic transition website

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StudySmart is an online academic transition website developed to complement the RMIT preparatory summer school workshops. StudySmart aims to respond to the diversity of the RMIT student population by providing students with access to the introductory transition workshop content in a quick, easy and accessible form. The resource includes video clips of first year students giving advice about transition to RMIT and short animated tutorials introducing important features of academic transition. StudySmart is designed to give students a quick introduction to each topic and link them to the RMIT Learning Lab for more in depth preparation. The rationale for the project is informed by literature showing that students are increasingly diverse in background, spend less time at university than previously and have increasing hours in the workforce. Therefore, it appears that there is a greater need for academic preparation resources to be available for this diverse audience by offering accessibility in a variety of forms. The design for this resource is based on current e-learning research and incorporates design principles that enhance learning in a multimedia environment. Some of the features include multi-modality, personalisation, and segmentation. This presentation will briefly describe the development of the website, show extracts from student videos and tutorials and present initial evaluation findings.

StudySmart at RMIT

Key Words academic transition; diversity; e-learning

Notes
E. How different are we? Understanding and managing plagiarism by Indonesian students

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While a sizable body of research on plagiarism has been conducted in institutions of higher education, only an insignificant portion of it has involved international students from non-Western cultures. This is rather surprising given the perception of these students as being the main ‘offenders’. This study has sought to contribute to redressing this imbalance by looking at Indonesian students’ understanding of the notion and the challenges it presents to them. We argue in this study that plagiarism is a culturally-based concept which sometimes disadvantages students from non-Western educational traditions as it is evident in the case of Indonesian students. A series of focus group interviews comprising Indonesian postgraduate students were organised to explore their perception of the issue and to seek their views on how it could be addressed in their country and at Australian universities. Students’ professional backgrounds and gender formed the basis for dividing the sample into five groups. Data analysis yielded both expected and unexpected results. The impact of cultural values and educational backgrounds on whether students engage in plagiaristic behaviours was corroborated by the findings. The influence of religious teachings emerged as a reason preventing students from critiquing ‘accepted knowledge’ and discouraging creative and analytical thinking which, according to students, lead to plagiarism. Students complained about an alarming rate of confusion and insecurity resulting from the inconsistencies in the understanding and implementation of plagiarism by teaching and administrative staff. The implications of the findings for students and Australian universities particularly in designing policies and academic support for students are discussed.

Key Words plagiarism; Indonesian students

Notes
F. The challenges of bringing together diverse communities through a doctoral students’ resource in the ‘Stream’ on-line learning environment

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A year ago, a working group consisting of doctoral student representatives and staff from the University’s Library, Graduate Research School, Centre for Teaching and Learning and Counselling and Career Service was established to set up an online community site. This was embedded in Massey’s version of ‘Moodle’ and was targeted at the University’s doctoral students. The rationale was the development, maintenance and provision of an online environment for doctoral students, particularly those studying from a distance and in isolation. This site aims to facilitate, through forums, their exchange of research and personal stories. Additionally, it offers users access to a range of relevant resources including workshops, seminars and podcasts, a calendar of upcoming research-related events and news bulletins. Despite the perceived need for such a site, maintaining regular student engagement has proved challenging. The realisation of the particular difficulties associated with creating communities out of a large disparate group of people who have never met and who may have only doctoral study in common has led to a reassessment. Drawing on relevant literature this presentation details this reassessment, highlighting ideas and strategies that have led to much greater student engagement. These include greater staff and student presence and accessibility, and the adoption of a wider range of technologies including the Adobe suite to present regular themes of common interest. These technologies have enabled students to access on campus workshops ‘live’ and to contribute to discussions in real time. Additionally, the provision of mechanisms for academic and support staff to participate through ‘guest speaker’ sessions has encouraged greater involvement from different sectors of the university. This reinforces the original principle on which the working group was founded: to provide a better service for doctoral students by drawing on the strengths of different areas of expertise and working collaboratively to achieve this.

Key Words  moodle; stream; doctoral students; collaboration; diverse communities

Notes
A1. The evolving nature of support: a new horizon

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Academic Language and Learning (ALL) advisers have seen a myriad of support mechanisms develop in recent times as a way of responding to the needs of our local and international student cohorts. Certain forms of learning support have taken precedence over others; however there is no one method which promotes and maintains the progression of academic development at universities. In fact, what becomes evident is the belief that learning development seems to be in its infancy with ad hoc arrangements and reactive workshops ‘filling the gaps’ existing amongst our student body. For academic support to gain significance and be of benefit to students, it needs to permeate discipline-specific courses and provide the underlying foundations upon which course assessments are based. Thus, academic development needs to be reflected in the course objectives and learning outcomes of discipline-specific classes. This article examines why it is important to incorporate academic support as a broader picture and how this holistic approach may benefit all students in discipline-specific classes. It considers the advantages of including Learning Advisers (LA) to the discussion of reviewing course outlines and how the perspective of both the LA and Discipline-Specific Lecturer (DSL) can cultivate the development of academic skills, aligning the course objectives to their prospective assignments in a way that will promote lifelong learning. It suggests that this form of collaboration should be encouraged by ALL advisers as it plays a pivotal role in the direction and advancement of academic development and the quality of education students receive.

Key Words course objectives; learning outcomes; discipline-specific course

Notes
This paper reports on a curriculum initiative that was designed to address the need for international students at Griffith University to access learning services outside of regular coursework. The initiative was motivated by the well-documented low rate of uptake of services across the tertiary sector, and by DEEWR’s Good Practice Principle #3, which stipulates that students take greater responsibility for their learning and that universities inform students of the opportunities available to them. The paper explains how students were set the task of exploring all the learning services available at the university via an assignment embedded within a credit-bearing course: the ‘University Service Reflection Task’. Students had to familiarise themselves with a range of university support services, then select one, attend it at least once, and submit a structured written reflection as part of their assessment. The paper also explains how this task was given discipline-specific validity for students of health sciences by embedding it within a thematic course unit focussed on the concept of ‘self-efficacy’. Data about the initial implementation of the task is discussed.


**Key Words** learner responsibility; learning services; good practice principles; self-efficacy; health sciences

**Notes**
A3. Keeping it Real

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‘Active’ learning is assumed to be a good thing in all educational contexts, though what being ‘active’ really means may not always be clear. This paper argues that it is useful to pay close attention to the specific roles students are asked to undertake in learning situations. A case study of an active learning approach known as ‘triads’ will be used to explore how the explicit focus on roles – and especially those involving speaking, listening and observing – can help to make best use of classroom time for authentic and participation in learning.

Key Words  active learning; engagement; participation; role

Notes
B1. Sitting on the same bench: complementing law learning outcomes

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Academic skills are now an integral element of the Monash University Library's educational program, joining the more established library-taught skill of research. Librarians and learning skills advisers work to present combined classes, and jointly develop programs to deepen the educational experience of students, both through and alongside the curriculum (co-curricula). The Law Library team are fortunate in having a close association with the Monash Faculty of Law, thereby strengthening integration through the provision of shared classes in compulsory law units. Librarians and learning skills advisers have largely complementary skills. Good academic writing is based on solid research, and academic argument and its expression are limited by inadequate research. On request from the Law Faculty, the Law Library team teach into a compulsory first-year unit which aims to improve students' research and writing skills. The learning skills adviser and the librarians planned, prepared and delivered two classes, starting with analysing the question to establish a framework for the research and ending with drafting the legal advice that utilises the research.

Moreover the recent educational drive to extend curricula and develop graduate attribute statements has consolidated the methodological foundation of the educational programs. In response to the 2011 curriculum review carried out by the Monash Law Faculty, the Law Library team drew on the draft Threshold Learning Outcomes for Law (Kift, Israel and Field, 2010) combining these with the Research Skill Development Framework (J. Willison and K. O'Regan, 2006) to map the classes currently offered and suggest further directions.

Key Words skills; law; legal research; academic writing; academic argument

Notes
B2. Introducing architectural students to their new world

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Over the last two decades or so, ALL professionals have broadened their range of teaching activities to embrace a whole-of-cohort approach to academic literacy which contextualises, scaffolds and embeds students’ academic literacy learning within their discipline. Initiatives to embed academic literacy often involve collaboration with faculty teaching staff. At the instigation of the 1st year co-ordinator of Architectural Studies at UNSW, a teaching collaboration was commenced with the Learning Centre in February, 2008. The objective was the socialisation of commencing students into the language and practices of the profession. Enabling Skills and Research Practice (ESRP) aimed to introduce students to a broad set of enabling skills and knowledge that supported both the learning and practice of architecture and related disciplines. As an induction course in the first semester of the undergraduate program, ESRP also provided an opportunity to identify students who required further academic support. A second initiative, the development of a first year, second semester elective course Built Environment Literacy commenced in 2009. The objective was the consolidation of student competence in communication expected at a university and professional level. Potential students were identified based on 1st semester assessment performance and were invited to enrol. Built Environment Literacy is taught by the Learning Advisor with tutorial support provided by a senior architectural student. Innovative features of both continuing courses include curriculum design and assessment tasks which are intentionally integrated with other concurrent, core courses. Both courses enable students to reflect critically on their own built environment academic work by engaging with differing sources of information for understanding, interpretation and judgement.

Key Words embedded academic literacy; professional collaboration; innovation; student learning

Notes
B3. Collaborative efforts work!
Reflections on a two-year relationship between Faculty of Health and International Student Services Language and Learning Unit

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Recently, Language and Learning Units have reported on a variety of initiatives featuring collaborative approaches within specific faculty contexts. Underlying these projects are a number of push factors including: the First Year in Higher Education principles of the third generation of transition pedagogy (Kift, Nelson, & Clarke, 2011), the Good Practice Principles (GPP) and AUQA auditing criteria (AUQA, 2009; Harper, Prentice, & Wilson, 2011; Murray, 2010). Among ALL practitioners there is consensus that content-specific and collaborative approaches towards curriculum development and student support are the basic ingredients to successful practice (Green, Hammer, & Stephens, 2005; Thies et al., 2009). However, applying theory in practice can be strongly enhanced by available support mechanisms and affected by practical constraints. This paper is a personal reflection on a two-year collaborative initiative between the International Student Services Language and Learning Unit and the Faculty of Health at QUT from the viewpoint of the coordinating LLA. It identifies the factors that have contributed to a successful collaboration and addresses the tensions she experienced as she journeyed through the project including: an exploration of role within the faculty, student access, types of support and evaluation.

Key Words   LLA faculty collaboration; reflection

Notes
C1. Enhancing successful transition into undergraduate degree programs through the embedding of critical thinking skills development within a foundation diploma program at USQ

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The USQ has in place a number of broad discipline-specific foundation diploma programs principally targeting students who miss out on direct entry into undergraduate awards through failing to meet entry standards. The foundation diplomas are specifically designed to articulate into the second year of Bachelor programs and hence carry with them the dual challenges of both providing a student experience equivalent to a first year of a Bachelor program and providing enabling elements that position the student for successful transition into the second year of an award. This is achieved through combining first year foundation courses offered by the faculties with specially designed diploma courses offered by USQ’s Open Access College which have embedded within them what are referred to as ‘transition elements’. Transition elements provide for the development of a range of core undergraduate skills including academic communication and literacy, IT and study skills, and critical thinking and analysis. The attainment of critical thinking skills is seen as an important basis for securing effective transition as it both positions students to successfully undertake the full range of academic tasks expected in undergraduate study and also orients students to the academic culture and the academic way of thinking. These are particularly important considerations for ‘first in family’, educationally disadvantaged and other groups of students who are over-represented for low SES. This paper considers how critical thinking skills development can be effectively embedded as a transition element into a foundation diploma program.

Key Words  critical thinking; foundation diploma; transition elements; educationally disadvantaged groups

Notes
Day 1 Session 1.7

C2. Improving our communicative interactions: a global approach

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This paper argues that it is necessary to take a broader view of what comprises communication skills and the participants, and that no longer is the distinction between ‘regular’ communication and inter- or cross-cultural communication as relevant, but instead communication is global at the local level influenced by ‘different perspectives and ways of knowing’ (Pennycook, 2010). This means that participants may be from different cultures and language backgrounds which influence interactions in particular ways.

This paper draws on communication techniques developed originally for non-native speakers of English which are based on both cognitive phonology and a communicative model of pronunciation as proposed by Fraser (2001, 2007), as well as the experience of an ALL adviser researching and conducting pronunciation workshops. It is argued that these techniques are also useful for native speakers to improve communicative effectiveness. This attempts to address the balance in our responsibility in ensuring effective communication, rather than one group being singled out, and better positions us as global citizens within the internationalisation approach of universities.

Communication skills are highly valued, and are a key graduate attribute, but we need to broaden our understanding of what they involve and how they can be demonstrated. The paper presents a practical approach to developing these skills which takes into consideration the communication needs of the individual, interpersonal issues, and attitudes about accents. ALL practitioners are well placed to implement the techniques given our various and unique interactions with students, faculty academics and general staff.

Key Words communication; communicative effectiveness; non-native speakers; global; techniques

Notes
C3. Development of an ‘early intervention’ process for a university pathway college

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The majority of students at Perth Institute of Business & Technology (PIBT)*, a university pathway college, come from overseas. The college teaches pre-university and first-year equivalent courses in business, information technology, communications, engineering, and health science. The college also has an ELICOS centre offering academic language and study skills preparatory courses. Whilst students on admission meet the formal academic and linguistic entry standards of the college, PIBT continues to monitor student progress throughout their course. To provide an enhanced, holistic view of student performance, PIBT has developed an early intervention process which aims to provide a formal, standardised and objective assessment of academic performance as early as is feasible in a given semester, with particular emphasis on students who are at risk of failure. On analysis of the results from this process, appropriate intervention strategies ranging from academic to welfare counselling are implemented. The intention is to provide proactive, rather than remedial, support for students who may be having problems across their enrolled units. Students identified by this process are contacted and the support options available to them are reinforced. PIBT’s early intervention process is providing data to identify more precisely factors which affect student performance. Discussion will focus on current research conducted at the college to refine the process into a comprehensive, evidence-based mechanism for the provision of timely academic support more closely tailored to student need.

*PIBT is part of the University Pathways Division (UPD) of Navitas (www.navitas.com)

Key Words  early intervention; academic performance; academic support; student welfare; university pathway

Notes
D1. Mathematical Literacy: a definitive statement on what the mathematics support staff at RMIT do, how they do it and why they do it the way they do it

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In 2010 a decision was made to unify the two diverse arms of learning support at RMIT, ‘mathematics’ and ‘language and study skills’ under a single banner ‘academic literacy’. RMIT is a dual sector university with an inclusive enrolment policy and proactive equity programs and mathematics support is available to any student at RMIT from TAFE apprenticeship programs to postgraduate level. So the mathematical literacy issues that must be addressed are particularly diverse and complex involving in about equal parts supporting those who may lack assumed knowledge and facilitating excellence in high achievers. This paper evolved from a need perceived by the mathematics staff to make explicit to their ‘language and study skills’ colleagues the nature of their work, to identify commonalities and to justify the ways in which our work needs to be different.

Key Words mathematics; literacy

Notes
Day 1  Session 1.7

D2. Responding to the Results of the Adult Literacy and Numeracy Assessment Tool

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The Literacy and Numeracy for Adults Assessment Tool has been designed to help Educators identify the strengths and weaknesses of Learners’ literacy and numeracy skills. The Tool can be used to provide formative information that is used to guide teaching and learning. It can also be used to measure learning in a summative way.

This presentation reports some results from the literacy and numeracy assessments undertaken at the beginning of certificate level programmes and presents some methods we have used to respond to these results. I will be discussing the various challenges and issues we have experienced in our attempts to embed literacy and numeracy and our experience to date with using the National Assessment Tool. The presentation will finish with some ‘Gains’ reports from the Tool and what these reports might mean for us in terms of funding and future directions.

*PIBT is part of the University Pathways Division (UPD) of Navitas (www.navitas.com)

Key Words  Adult Literacy and Numeracy Assessment Tool
D3. Profiling numeracy: Addressing the needs of students at risk academically due to inadequate numeracy skills

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Perhaps due to the specialised nature of numeracy, far fewer resources are allocated to supporting students with weaknesses in these quantitative skills than are invested in language and literacy programs. However, for a significant percentage of the average undergraduate cohort, numeracy is an area of increasing concern - especially amongst students traditionally identified as at risk: NESB (migrant background and refugee) students, students with a history of interrupted schooling, and students from low SES households.

This research considers numeracy issues within a university undergraduate cohort. It investigates the extent to which low numeracy is a concern, and determines the areas most in need of scaffolded support. The general assumption in most subjects where numerical/quantitative competency is required is that students will have at least the equivalent of Victorian Essential Learning Standard (VELS) 6 Mathematics (equivalent to year 9-10 Mathematics) – and many students are accepted in to subjects that require this degree of competency, but have no maths pre-requisites. This results in a significant number of students whose numeracy skills fall substantially short of the level needed being identified as academically at risk. Hence the range of support provision required is substantial. We chronicle the development of a ‘Numeracy Tool-Kit’ targeted at students whose competency in mathematics and associated quantitative applications is below VELS 5 (equivalent to below year 7-8 standard Mathematics), and identify how the tool-kit can be used in supporting these students in achieving the numerical competency required for undergraduate success.

Key Words numeracy; NESB Students; low SES students; interrupted schooling; migrants; refugees; At Risk Students; Mathematics VELS

Notes

Concurrent Conference Sessions: Abstracts
E1. Addressing the English language needs of international nursing students

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This paper addresses the English language needs of the international nursing student, and outlines the factors requiring the most immediate attention. A strategic direction that could be taken for the implementation of an English language intervention will be suggested. The paper will begin by reviewing the research on the language needs of international nursing students, followed by an investigation of the academic demands on the international cohort, especially considering the students’ lack of time for extra study. Drawing from the research, a focus on specialised vocabulary (aural and written) is suggested as a preparatory strategy for students. This is because vocabulary learning is a core language activity that is key to the reception of knowledge, and essential to the preparation of the student for engagement in the classroom and the clinical placement setting. The paper provides further evidence that validates a focus on vocabulary, referring to how vocabulary breadth is a better predictor of academic success than IELTS (yet problematises any simple applications of this finding, both in terms of the important role of the IELTS test and the complicated processes underpinning vocabulary acquisition). Finally, some key recommendations are given at the end of the paper.

Key Words: international students; ESL; EAL; ESP; English language; nursing English; clinical English; medical terminology; vocabulary

Notes
A growing body of research into the provision of learning support suggests that good practice is exemplified by the integration of academic and language skills into specifically targeted core discipline units. There are many reasons offered: that contextualised support picks up weaker students who commonly fail to self-select for voluntary workshops; that students favour contextualised workshops over general workshops, often perceiving the latter to have little relevance to them; that the number of EAL students in universities has increased markedly over the past decade; and that in some units the delivery of contextualised support serves to 'up-skill' academic staff. A fundamental and oft-repeated criticism is that this approach is too resource intensive. The authors of this paper argue that integrated learning support makes good use of limited resources for all stakeholders; discipline academics, learning advisors and students. The paper explores the experiences of these stakeholders in a core Management unit of the MBA at Edith Cowan University in Western Australia, over a period of 3 semesters. It outlines the time commitment involved in this embedding project both in terms of team meetings for the discipline staff and learning advisor, and class time allocated to skills development. It also evaluates the benefits for all parties via student feedback and interviews with members of the embedding team. The paper stresses the importance of effective communication and team work within the embedding team. The authors conclude that the time and effort involved in this type of project are justified by the reach and quality of the contextualised learning which is offered.

Key Words  English language proficiency; embedded learning support; EAL students
Concurrent Conference Sessions: Abstracts

Day 1 Session 1.7

E3. Adding ‘language’ to ‘content’ versus teaching a discipline AS English: policy and practice at UOW

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This presentation is concerned with how the collaborative practice of ALL educators is informing the development of institutional policies on e-education and English language proficiency. Of specific interest in the educational research and development we report on here is how educational technology can be used to more effectively address the language development needs of international students. As teachers of preparatory subjects in a Masters level coursework program, we have found the role of e-learning and online social networking to be critical in achieving greater equity of educational opportunity for those who begin their studies ‘linguistically disadvantaged’. Supported by a sophisticated suite of web-based resources, and framed by a theoretically informed learning design, the capacity of such students to engage in the educational experiences of the university is found to be far greater than they are often given credit for. We draw attention to a range of strategies and resources that teachers and learners of academic disciplines can make use of, as part and parcel of their daily experience of mainstream subjects, to support, enhance and extend classroom interaction and develop students’ language repertoire. We note also, that in the 12 months leading up to an AUQA audit, and in evaluation of vendors competing for a lucrative contract for the university’s new learning management system, the institution has recognised what its ALL educators do, what they might need in order to do it most effectively, and the value of a collaborative model for the design & delivery of disciplinary subjects.

Key Words: language education; policy; e-learning & Teaching; curriculum development; graduate qualities

Notes
F1. The Honours thesis proposal: stepping from the familiar to the unfamiliar

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Transitions are notoriously difficult to manage. To date, focus on transition in the tertiary sector has targeted entry level. Other significant points include transition to Honours and Postgraduate levels of study. Such transitions typically involve adjustment, from a more directed teaching and learning situation to one that requires more autonomy with its associated responsibilities.

This presentation emphasises the unique role of the Learning Centre at the University of Sydney in collaboration with the School of Geosciences in facilitating a successful transition from undergraduate to Honours level. This presentation explores the Honours Thesis Proposal as a key genre of written discourse in the research process. At this stage of scholarship this genre has received little academic attention. Research at the University of Sydney shows that while there is substantial trans-disciplinary concurrence regarding criteria for successful proposals, there is little uniformity of approach in the teaching of this genre.

It is argued that this genre is particularly challenging for learners as it marks a bridge between content-driven study and independent, though guided, research. It marks entry into the scholarly disciplinary community. Research questions focus on the dynamic hybrid nature of the proposal genre. The corpus for this study comprises: 7 Honours research proposals from Geosciences. Other qualitative data for analysis and discussion include questionnaires distributed during workshops dedicated to the preparation of this genre. The presentation addresses inconsistencies and challenges and concludes with some suggestions for effective, responsible intervention to scaffold a smooth transition towards the development of a disciplinary identity.

Key Words research proposal; challenge; dynamic hybrid

Notes
Managing successful transitions from undergraduate study to research degrees is a priority in Australian universities as part of a renewed ‘research’ agenda and funding models focused on HDR completions (DIISR, 2010). Honours degrees are widely seen as a key transition program toward research degrees (Kiley, Moyes, & Clayton, 2009; Paxton, 2011; Zeegers & Barron, 2009) but the honours year itself can present a demanding transition from one mode of higher education to another, with all the attending issues of acquiring a disciplinary discourse and mastering new ‘research genres’ (Johns, 1997; Paxton, 2011; Swales, 2004).

This paper explores the particular nature of the academic literacy and discourse issues faced in transition into honours and beyond. Its focus is a preparation seminar run in 2010 for prospective honours students in Humanities disciplines at Monash. The seminar drew on the reality television program MasterChef for a format and to give a ‘flavour’ to the event, but also because the underlying approach to pedagogy of the MasterChef program is both worthwhile and challenging. As Carroll (2010) has suggested, the program raises vital questions about current approaches and attitudes to advanced learning in the university. The paper will include discussions of theoretical and practical models informing education in and for research degrees, such as ‘community of practice’ (Wenger, 1998) genre (Swales, 2004) and situated learning (Gee, 2004) with a view to exploring the potential of situated learning, in particular, as an approach to successful transition and learning at any level of higher education.

**Key Words** Honours; transition; research degrees; situated learning; MasterChef

**Notes**
Many students in the Faculty of Law and Management at La Trobe University in Victoria are ‘international’ students; that is, they come to study at a ‘western’ style university from countries where English is not the first language. This growing demographic of students is causing much concern amongst teaching staff untrained in recognising, and adapting to, culturally diverse student needs. The students, too, face challenges of language difficulties and exposure to a different culture of teaching and learning. While issues of accommodation, transport and enculturation into Australian daily life are addressed, little is offered to international students in terms of learning the academic cultural norms of a western-style Australian university. Drawing on Rizvi’s notion of ‘Cosmopolitan Learning’ (2009), this paper applies a combined diversity-social justice lens to describe an initiative aiming to address this omission: a series of Academic Cultural Awareness and Preparation workshops recently implemented as part of a larger programme to prepare all students beginning their first year at this university with the necessary basic academic skills. The first part of the paper outlines the background to the issue, and the specific context in which the initiative developed. A description of the workshop series follows, explaining the processes and rationale for the choice of content. The paper then draws on reflective journal entries and observations to report on the implementation, participation and impact of the workshops, and finally offers possible curricular and pedagogical implications for higher education provision and for educators working in culturally diverse higher education settings.

**Key Words**  international students; academic culture; university

**Notes**
The idea of transitivity is a well established one in linguistics, but given particular elaboration within the framework of Halliday’s grammar (Halliday, 1985). In simple terms, transitivity refers to the function of key semantic elements and relations in a clause – which types of entities (or participants) are present, and what types of relations adhere between them (processes). On a broader and more abstract level, transitivity is concerned with the way that any discourse seeks to construe and construct ‘reality’ – or what Halliday calls the expression of ‘goings on’ in the world. In academic language and learning work, the idea of transitivity has been used to good practical effect in a number of domains – the analysis of expert text (Coffin 2003); student writing (Taylor, 1986) and student speech (Woodward-Kron 2007); and the structure of assignment tasks (Moore 2007). In this paper we look at what is arguably a new use of transitivity – as the intellectual basis for a collaboration between a language and learning academic, and a discipline-based academic (sociology) in the embedding of students’ academic literacy development within a program. We consider two dimensions of the collaboration: i) how transitivity was used to analyse and deconstruct learning and assessment processes on a unit of study; ii) how it was used, reflectively, to explore the evolving relationship between those of us involved in the collaboration.

Keywords: transitivity; collaboration; disciplinary-based academics

Notes
While strategies for scaffolding the development of academic literacies have been widely discussed in the ALL literature, the broader question of how academic literacy development might be incrementally staged over the course of a student’s degree has attracted less attention. The centrality of transition as a theme in the literature, and the attendant focus on first year experience, have tended to position academic literacy as a set of precursor skills that students must have – or promptly acquire – to successfully engage in their studies. Such an approach tends to divorce academic literacies from the contexts in which they must be acquired. Nonetheless, many lecturers feel pressure to get their first year students rapidly ‘up to speed’, often seeking curriculum-embedded ALL centre support, even while the diversity of the student cohort is rendering this approach increasingly impractical. All this, together with the complexity of the skills and knowledges bound up in ‘academic literacy’ – with regard to researching, reading, thinking and writing – suggests a need for a strategy that goes beyond first year. While this paper does not dispute the necessity for well-designed transition pedagogy such as Kift’s (2009), it proposes a sequential approach to academic literacy that prioritises and scaffolds crucial first-year skills, then stages students’ subsequent academic literacy development. Willison & O’regan’s (2006) Research Skill Development Framework is adapted to create the Academic Literacy Development Framework in order to provide universities with a mapping tool to aid in conceptualising student progression.

Key Words academic literacy; scaffolding; rubrics
Day 2 Session 2.1

D1. E-design for an academic literacy program

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With an increasing uptake of blended learning at universities, the complexity of learning may place greater cognitive demand on students (Clark, Nguyen & Sweller, 2006; Goodyear & Yang, 2006; Yang, 2010; Yang & Goodyear, in print). Knowledge and understanding of e-design principles are therefore crucial in the production of e-resources so that materials create meaningful learning environments and engage learners.

This presentation will explore the contemporary student focused principles and issues related to the design of academic literacy programs. A particular feature of the presentation will be to examine strategies which integrate interactive components, such as group discussion tasks, podcasts, quizzes, online lecture summaries and group peer review techniques. During the presentation, in order to gain a better understanding of the design process, participants will have the opportunity to construct an online academic literacy program by selecting an appropriate storyboard and associated learning tasks. Participants will have access to materials available from a resources bank.

Key Words e-design; blended learning; learning design process

Notes
D2.1 Confidence without competence:
the mismatch between students’ perceived numeracy skills and their numeracy proficiency

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Confidence without competence: the mismatch of students’ perceived numeracy skills and their numeracy proficiency
Self-assessment is often used as a tool for encouraging students to take responsibility for their learning. It is also frequently associated with improving student confidence in their studies. In university curricula, self-assessment is also used to determine students’ proficiency levels while the development of students’ confidence is identified as a learning outcome.

As part of an equity development grant at La Trobe University, a numeracy support program was introduced to help first-year regional students develop their numeracy skills in preparation for numeracy-based core subjects which required no maths prerequisites but required students to be numerate. As part of the intervention, a numeracy diagnostic tool was administered to students across three faculties. In addition, students completed a survey which asked them to rate both their maths proficiency and their confidence in the area. An analysis of the data showed a significant discrepancy between students’ self-assessment of their maths proficiency and their results in the diagnostic tests. While there was some variance across the faculties, many students overrated their proficiency in relation to their performance in the numeracy test. Students also tended to rate their confidence in maths as being high. The findings raise concerns about the policy and practice of using self-assessment as a tool for the evaluation of student proficiency and the foregrounding of confidence at the expense of competence. The study also raises questions about the provision of numeracy support outside the core curricula.

Key Words  numeracy; self-assessment; confidence

Notes
Day 2  Session 2.1

D2.2 Open forum for showcasing new educational technology

All conference participants who are interested in showcasing new educational technology are requested to give their names to the information desk.

Notes
Adaptation to learning environments is a process that all learners experience. Whether learning environments are face-to-face or online, students engage in a process of perceiving the characteristics of their learning environment (i.e. structure, tasks, social qualities, etc) and making subsequent judgments about their future actions (e.g. how much effort to invest in certain tasks). Successful learning may therefore depend on how well students adapt to their learning environments through a perceptual-action process. Acknowledging the notion that each learner is unique, first-year, first generation, and international students are at risk of experiencing difficulty adapting to the macro and micro university learning environments. The macro-environment refers to out-of-class experiences (e.g. living in a residential college), whereas micro-environments refer to course-specific experiences. Students may also experience adjustment issues associated with micro-environments (e.g. students new to a data-analysis course) due to their ‘novice’ level of conceptual understandings. The Meet-Up program is a support-mechanism that has been previously implemented in courses and programs to help students adapt to the various micro and macro contexts within a university environment. The program is based on a model of social constructivism, collaborative learning and cognitive-apprenticeship, which sees an ‘expert’ student mentor ‘novice’ students with regard to the qualities and characteristics of learning environments. Through mentorship, novice students are provided with ‘insider knowledge’ about learning environments, which enhance the ability to perceive and act to achieve learning goals. Utilizing a cognitive-apprenticeship framework, this paper intends to review the implementation of the Meet-Up program in both macro and micro learning environments. Analysis will be undertaken using a multiple case-study methodology, which will collect data from student leaders or mentors, novice students, and university staff.

Key Words  macro and micro university learning environments; Meet-Up program; cognitive-apprenticeship

Notes
F. Middle Eastern PhD students and others: an exploratory study of student and staff experiences

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Students from the Arab states in the Middle East are attending Australian universities in increasing numbers, and appropriate supervision and support for these groups is a topic of interest for universities in the West generally. While there has been some research into the experience of Muslim students broadly, there has been almost none on students from the Middle East and Gulf nations, especially research students. This study reports on an exploratory study into the learning experience of students from these countries with a view to identifying positive and negative aspects of their experience which might serve to help or hinder successful outcomes. It also aims to gain an understanding of how the students’ supervisors represent their own experiences, and to identify any differing expectations or mismatches. Analysis and comparison of the resulting transcripts of five students and three supervisors revealed confounded expectations in differing ways, but positive attitudes from both groups. This was in spite of the learning curves involved in the transitions, aspects of culture shock, and negotiation of identities required. It is hoped that the work in this area will facilitate understandings to assist research supervisors, language and learning and other academic staff.

Key Words PhD; supervision; Middle East

Notes
Many explanations and illustrations of grammar and punctuation are perceived by students to be dry and uninteresting. This is one of the reasons why some students have a negative stigma towards grammar and punctuation. In order to reduce students’ anxiety and change their perceptions about the relevance and inherent interest of grammar and punctuation, I have used creative and unorthodox teaching techniques related to these areas. These techniques involve alluding to pop culture; employing imaginative, unusual analogies and descriptions of concepts; dressing up in costume; and taking full advantage of the wealth of colourful, amusing and bizarre images and sounds available on the Internet. These presentations have combined the latest PowerPoint technology with a very interactive style of pedagogy and were used as part of an introductory topic for Foundation Course students at Flinders University. The segments were known as Word Wizardry. My paper examines some of the literature surrounding alternative techniques for teaching grammar and punctuation. It also discusses the methods used and data obtained from students in the Word Wizardry sessions. Before the first session, students were given a questionnaire concerning their perceptions of the usefulness and relevance of grammar/punctuation to their academic writing, and their self-efficacy concerning same. After the final session, students were further questioned about whether their perceptions and self-efficacy in relation to grammar and punctuation had changed. The data is analysed and assessed for significance.

Key Words  word wizardry; self-efficacy; grammar; punctuation
Concurrent Conference Sessions: Abstracts

Day 2 Session 2.2

B. Embedding academic literacies to meet global and local learning support requirements. The repurposing, renewal and expansion of the RMIT Learning Lab

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RMIT University’s Learning Lab is an online resource for its student community via targeted links within course shells in Blackboard, and as an open website. Usage of the resource is high, averaging nine million hits per year across 2007-2010. This presentation of a learning and teaching investment funded project showcases the redevelopment and renewal of the Learning Lab from a flat site to one that integrates the interactive capabilities of Web 2.0 technologies in order to cater for the learning needs of a new generation of digital learners. Highlighted is the expansion of the existing functionality and redesign of existing resources to facilitate student to advisor and student to student interactions. It is argued that as academic literacies are developed incrementally, the digital environment is an appropriate and sustainable model for diverse tertiary cohorts. Also proposed is that the repurposed Learning Lab provides a scalable model that can be incorporated at strategic points in the delivery of programs and courses.

Key Words academic literacies; e-learning; web 2 technologies

Notes
Day 2  Session 2.2

C. ALL taking a lead: enabling first year persistence and success

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The first year experience of university places many demands on students who arrive with increasingly disparate socio-economic backgrounds and varying levels of educational preparation. The challenges associated with the transition phase are widely recognised and whole of institution approaches centred on curriculum change and timely support services are increasingly being adopted and reported. Although the move to institution-wide approaches may appear to limit opportunities for Academic Language and Learning (ALL) advisers to influence change, they can play a key role in improving retention and success at the institutional level. This paper briefly discusses some of the challenges that students face in their first year and a number of personal contact models of support that exist across Australia to improve early academic engagement. It further presents the early intervention model adopted at the University of South Australia (UniSA) and developed by ALL advisers for a specific group of students from educationally disadvantaged backgrounds on one campus. The paper argues that ALL advisers need to ensure that they position themselves to influence and effect institutional change through communicating the innovative nature of our work and the difference it makes to the experience of students adapting to university study.

Key Words  first year experience; retention and success; early intervention; innovation; academic language and learning advisers

Notes
The Health Sciences Faculty in a metropolitan university is proposing to set up a Chair in Work Integrated Learning (WIL) in 2012. The reasons given the change include: greater national regulation of graduate standards, rationalisation of clinical and non-clinical Faculty programs, and the desire for more community engagement. WIL, if implemented, would modify and extend the current system of clinical and professional fieldwork, and would have profound implications for clinical education staff, students and academic advisors. This paper explores WIL’s theoretical basis, the reasons for its growth, and the possible challenges, particularly in the Health Sciences area. The various WIL programs offered in other universities are compared with what is proposed in the Faculty, in terms of ‘right to practice’, consistency in work placements, and assessment. The paper investigates how a re-thinking of the traditional practicum might open up opportunities for more integrated learning support and for research. Developments which may enable the Learning Centre to play a greater role include: increased preparation of students for earlier placements in more diverse work settings, the demand for more generic capabilities in health workers, the broader educational possibilities of community service, and unmet need among non-English Background resident students.

**Key Words**  Work Integrated Learning; Health Sciences clinical placements; changes in health care environment

**Notes**
F. A Writing Circle to enhance engagement with the discipline of management

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Transition into any subject discipline is a gradual and often sub-conscious process, students’ stress can be heightened by discipline specific language requirements. Student writing is a problematic area; students present with very diverse writing skills and many fail to recognise areas for improvement in their own writing (Henderson & McWilliams 2008); academic staff are likely to suggest that students seek formal support, which is perceived by students in a negative light. A peer-mediated approach can help students recognise areas for improvement in their own writing (Van der Meer, 2008) and see how the writing process is developmental and incremental over the course of their studies. The idea of a club which is inclusive of all undergraduate year levels and a range of the Management subjects can support student transition regardless of their entry point as well as their engagement with the Management discipline. Participation in the writing club would help with both the knowledge and discipline specific language development. The VU experience (Best 2009, 2010) has shown that from engagement at a discipline level, students build a wider social network which can help students understand the value of and develop their business networking skills. For international students the writing club will allow the development of social networks with local students. This innovative project seeks to adapt existing models of peer mediated learning to meet the needs of Management students.

Key Words peer mediated learning; discipline specific discourse

Notes
A. What do communication skills mean in the Construction discipline?

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Communication has emerged as one of the key threshold learning outcomes in the Australian Learning and Teaching Council (ALTC) – funded project (2010-2011) which established academic standards in a number of disciplines in Australian higher education institutions. However, it is far from clear what is meant by the term ‘communication’ in any of the disciplines, including the Construction discipline.

This study examines the different understandings of communication skills in the Construction discipline that have emerged through thematic and concordance analysis of focus group discussions with the three major stakeholders in the discipline: faculty staff at several Australian universities, industry representatives and students/recent graduates from Building & Construction degree programs. The findings show that each of the stakeholders has a different understanding of what communication encompasses, and that there are clear differences between the various higher education providers as to what communication is and how it can be developed in a degree program. The findings then beg the question: how are such skills to be taught and assessed in the context of the discipline?

Key Words communication skills; academic standards; construction discipline

Notes
Concurrent Conference Sessions: Abstracts

Day 2  Session 2.3

B. Developing new partnerships and approaches for effective teaching and learning of Honours students

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This paper addresses the complexities of designing an honours program for a major university. Developing new partnerships between student learning staff and supervisors from multidisciplinary programs offers both challenges and opportunities. Approaches to delivering a yearlong set of literacy needs for assisting students transitioning between undergraduate coursework and their first major research project coupled with varying assessments and deadlines among the variety of disciplinary requirements within a college produces many hurdles for providing an effective learning and teaching environment. Students need the assistance of the expertise of language and literacy experts, yet must maintain and develop a close relationship with a supervisor while progressing throughout the year to meet the deadlines and requirements of their discipline.

Challenges such as accessing useful models and samples from each discipline while adhering to copyright and professional ethical standards of behaviour (e.g. NEAF), researching the variables of the differences between the disciplines, the individual writers and supervisors, and the demands of the honour’s degree are examined. Especially noted are how to form a new partnership with colleges and schools in order to provide timely and effective literacy needs for the undergraduate student transitioning into a research degree. Since this is the only research degree which receives a mark, the academic writing skills required for thesis writing (Evans & Gruba 2002; Starfield & Paltridge 2007) must be accurate, while nonetheless being dependent on providing useful, timely, and efficient access to information within a strict deadline.

Key Words  new partnerships and approaches; successful transitions; honours students

Notes
C. A new age in higher education or just a little bit of history repeating? Linking the past, present and future of ALL in Australia

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For those relatively new to the field of Academic Language and Learning, the ‘new’ social inclusion agenda may appear as the dawning of a new age in higher education – a revolutionary moment in history where the qualitative transformation of teaching and learning feels imminent. For others, it may feel like ‘a little bit of history repeating’. This paper critically examines the limitations of the agency of ALL in ‘forging new directions’ by considering how the past haunts the present. Using the lens of governmentality (Foucault, 1991; Rose, 1999; Dean, 1999), and the research conducted for a PhD thesis in this field, the paper makes the claim that given that ALL is deeply embedded in the social regulation of conduct in the academy, new directions emerge, not from the wisdom of ALL, but from the constellation of historical circumstance, political reasoning, and social, economic and institutional exigencies that reconfigure the university as an apparatus of government and reconstitute the student as an object of government. This paper provides a framework for making sense of agency and considering future directions through this lens.

Key Words  AALL; governmentality; agency; higher education policy; social inclusion

Notes
The study established the process issues and benefits of embedding Academic Language and Learning (ALL) support for external students in an existing unit at CDU. This was delivered using the Wimba virtual learning environment on the 'Blackboard' e-learning platform. In particular, the study assessed the effects of the embedded ALL program on student outcomes (academic performance) in relation to those of the external students who did not have the intervention, and a control group of internal students. These two groups undertook the same unit without the embedded ALL support. All student participation was voluntary. In order to establish whether the Wimba intervention was efficacious in increasing the academic competencies of students and their consequential success rates, the research team designed and administered two qualitative surveys; one prior to the commencement of the Wimba academic skills sessions, to determine the nature of students understanding of academic expectations of essay writing, and the second after the intervention. The surveys were designed to elicit from the students their feelings of competency in relation to their academic skills. The second survey elicited students’ impression of learning in an e-learning environment, and whether they felt they had benefited academically. Quantitative data assessing how the students performed in their final essay task and in their overall grade for the semester in this unit, provided the research team with a benchmark for academic success. Results of this study will be helpful in informing academic language and learning advisors who teach study skills using an e-learning platform.

Key Words  embedded learning; e-learning platform

Notes
Australian universities have teaching and learning practices and resources which deal with issues around academic honesty, acknowledgment conventions and academic misconduct. It is accepted that academic integrity is an important issue linked to assessment and graduate qualities, but the means and ways this is communicated are not always aligned either within a university or across universities. This indicates a pressing need to share teaching and learning resources and activities which develop understanding of the best ways to provide an educative approach to academic integrity.

In this workshop we will share the initial findings of an ALTC Priority Project, Academic integrity standards: Aligning policy and practice in Australian universities (2010-2012), which has reviewed the policies of thirty nine Australian universities and analysed surveys from six universities of student responses to teaching practices and resources. The project investigates the ways in which academic integrity is defined, who is responsible for it, how it is encouraged or enforced, and where the emphasis falls in policy and/or practice.

In turn, we will be seeking input from AALL lecturers about their teaching and learning activities. This workshop is a great opportunity to share and develop knowledge about the teaching of academic integrity that could contribute to the project’s exemplars of best practice. Ultimately, it is anticipated that the findings from this project will lead to greater understanding of policy and practice across the Australian higher education sector, and will inform the development and communication of consistent standards and shared understandings of academic integrity.

Key Words academic integrity; university policies and practice; exemplars
Research writing groups are proving to be a popular and increasingly necessary part of the work of ALL advisers at RMIT University, given the changing motivation of research candidates towards workplace research rather than as an apprenticeship to an academic position. However, growing numbers of research candidates and the need to keep writing groups to a size that allows collaborative writing support means that emerging groups cannot all be facilitated by the limited number of ALL staff. This raises issues of sustainability. Is it in fact the responsibility of ALL advisers to facilitate these groups? What roles should supervisors and postgraduate candidates themselves take on? To what extent can online resources replace the ALL facilitator or, in fact, any experienced facilitator? This workshop will explore these questions through examination of an action research project undertaken by three ALL facilitators at RMIT University that uses a multipronged approach to address the issue of sustainable research writing circles. The key objective of the paper is to share strategies and perhaps inspire the development of a community of practice around sustainable and dynamic writing groups.

Key Words  Postgraduate; writing groups; sustainable learning; peer learning

Notes
Day 2 Session 2.4

A. English Language Enhancement: the Griffith experiment

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This presentation will offer an overview of the English Language Enhancement Courses (ELEC) program which commenced at Griffith University in 2010. ELECs are credit-bearing courses built into students’ degree programs, designed to develop their academic English language and communication skills relevant to specific disciplines (broadly: business, arts, health, and science). The program is notable because it is mandatory for international students and is part of a top-down, university-wide strategy for addressing English language proficiency issues. This presentation will describe the rationale underpinning the ELEC curriculum, and will explain how the program was implemented, allowing divergence in terms of discipline-specificity whilst maintaining convergence in terms of processes and procedures to ensure that the four courses reflect a centralised but university-wide approach. The presentation will also discuss how the program has developed one year since its inception and the challenges and successes of delivering such a large-scale, complex initiative.

Key Words: English for business/health/science/technology/arts; good practice principles; discipline-specific; communication skills; English language enhancement; international students

Notes
According to Hattie and Timperley (2007), feedback is ‘one of the most powerful influences on learning and achievement’ (p. 81). Giving written feedback on student assignments is accepted as essential practice in university teaching (Muir, Ryan & Drury, 2010). Providing effective feedback, however, presents many challenges, especially when markers are dealing with large student cohorts from diverse language backgrounds. Recently, a team of six lecturers from the Sciences and the Learning Centre at Sydney University won a large internal grant for a project entitled Feedback in the Sciences: what is wanted, what is given and how it can be improved amongst a diverse student population. This paper gives an overview of the project, which included a student questionnaire, student focus groups, marker interviews, marker workshops, post-workshop reports on feedback practice changes, and the creation of an online handbook of guidelines for best practice. The student questionnaire was designed to examine how useful students perceived feedback to be and the types of written feedback they considered important, and the focus groups, to identify the types of feedback students from ESB and NESBs wanted. The marker interviews identified the types of feedback the interviewees were currently using in both individual and group situations, and whether they considered students’ diverse language backgrounds when giving feedback. Initial findings from the questionnaire indicate that the majority of students considered both positive and negative feedback as useful, and that students use written feedback to both reflect on the assessment and feed forward to future assignments.

Key Words  feedback; learning; student diversity; guidelines

Notes
Day 2  Session 2.4

C. Promoting Good Practice Principles: researching a tool for developing the 4 Ls: life-long language learning

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Local and international students in transition from school to university are at risk of producing written assignments that violate the norms of academic writing and, as a result, of being penalised for an offence under a university’s Academic Integrity Policy. Interventions to assist students in developing their skills in academic writing and appropriate uses of citation and referencing conventions are plentiful and imaginative. They include supplementary workshops, one to one consultations and online or paper-based resources in academic language and learning centres; and embedded programs, including courses where language advisers co-teach with subject lecturers within their disciplines. However, valuable as these interventions can be, they are a small step only in the direction outlined in the Good Practice Principles (AUQA 2009). Individual and small group interventions are only accessed by a small minority of students; and co-teaching approaches are resource intensive and unlikely to be supported by cash-strapped Faculties. This paper reports on the first stage of a piece of research into a discipline-embedded genre-based approach (Halliday & Martin 1993; Cope & Kalantzis, 1993, Swales 2004) for developing not only students’ skills and language for academic writing within one Discipline, but also the tools for applying their own genre analysis to texts and contexts in a variety of university disciplines, as well as in future employment contexts. The possibilities for, and barriers to achieving implementation of this approach as a university-wide strategy, supported by policy and resourcing (AUQA 2009 p.4) will be outlined and opened for discussion.

Key Words  academic language; life-long language learning; genre analysis

Notes
D. Enhancing academic writing through online resources: meditating the mediating tool

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The use of information technologies in higher education has led to many effective learning and teaching innovations. However, students’ use of such innovations is often limited as students under utilise opportunities to access resources. Why this is the case and how students actually use online technologies is not well understood. This paper, based on doctoral research, examines sociocultural elements which both enhanced and limited students’ engagement with an online writing resource designed to scaffold assignment writing within a third year computing course for transnational students in Hong Kong. The student research participants lived in Hong Kong while studying an Australian course delivered in English. Data were generated from interviews with students over three action research cycles. Initial findings showed that the resource proved ineffective as a mediator of learning. The resource was redesigned based on reflective communication with the academics’ understanding of the transnational learning context. Subsequent students utilised the resource as a mediating tool and improved assignment outcomes. This enhanced mediation resulted from changes in a complex network of activities, including student involvement in interviews. By discussing their (non-)use of the resource, the students perceived the affordance of the resource and accordingly invested more time in its use for their assignment writing. This sociocultural study highlights the interaction between the design of the resource and students’ use, and the role of metamediation in improving students’ engagement with the online writing resources.

Key Words academic writing; online resources; mediation

Notes
F. What a relief! Reflections on a Public Health Writing (PHeW) Group for doctoral candidates from diverse cultural and disciplinary backgrounds

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Central to the successful completion of a Higher Degree by Research is an ability to communicate one’s research findings to the academic community and public through the thesis and journal publications. The writing skills differ from what is expected at undergraduate level, and many doctoral candidates begin their degrees without those skills firmly in place. Mastering such skills generally requires extensive, prolonged practice, and many postgraduates find that a thesis writing group provides an ideal forum for this.

This paper reports on a self-directed Thesis Writing Group (TWG) in Public Health (the PHeW Group). The members, a diverse multicultural and multidisciplinary group, have been meeting on a regular basis for the majority of their candidatures to critique chapter drafts, to practise conference presentations and respond to journal reviewers’ feedback. The first few sessions were led by an academic developer; then, unlike similar writing groups reported in the literature (e.g. Delyser 2003; Cuthbert & Spark 2008; Aitchison 2009; Ferguson 2009; Lassig et al. 2009), the PHeW Group continued independently. These meetings were perceived by both local and international members as valuable in building their confidence as autonomous researchers and developing their academic writing skills. Participants also reported their relief at overcoming the isolation of doctoral study and the satisfactions of participating in a collaborative research community.

We demonstrate how cultural and disciplinary diversity in the writing group contributed to building a collaborative research community, and argue that such groups provide important preparation for doctoral candidates in today’s academy and research climate.

**Key Words** academic writing skills; cultural diversity; peer learning; Thesis Writing Group

**Notes**
Day 2  Session 2.5

A. Can you take it with you? The transfer of academic skills from the generic to the discipline specific

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It has often been argued that students find it difficult to transfer the academic skills taught in an ALL classroom to their discipline-specific subjects and tasks. This is one reason why embedding academic skills in course subjects has long been considered to be the most effective way of enhancing the language and learning skills of undergraduate students. This study sought to determine how eighty mature-age students, who had completed a first-year, credit-bearing generic subject (called Academic Skills for Tertiary Study) at La Trobe University Bendigo, during 2005, 2006 and 2007 evaluated the transferability of the skills they acquired. The students completed a survey in 2008 that included some quantitative questions based on a five-point Likert-type attitudinal scale and some qualitative questions. The resulting descriptive univariate analysis which included frequency distributions, cross-tabulations and measures of central tendency, did not confirm the findings of previous studies. Indeed, the participants in this study overwhelmingly reported that they were able to transfer the skills acquired in their Academic Skills subject to their various discipline areas. They also found it easy to identify links between the academic skills content of the generic subject and the skills they needed in other subjects. Almost all the participants concluded that the Academic Skills subject had facilitated their transition to university and enhanced their study experience. This study concludes by seeking to identify the characteristics of a generic academic skills subject which might contribute to the students’ perception of the transferability of skills.

Key Words  numeracy; self-assessment; confidence

Notes
B. Valuing the role of language in knowledge creation by expanding the role of language experts in curriculum design

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The specialist knowledge held by professional staff is not fully exploited in curriculum design. Expertise and experience drawing on language and learning support, information literacy, access and equity perspectives is often marginalised and viewed as adjunct to the ‘real’ learning. University wide collaborations will maximise opportunities to harness the contributions of both professional and academic staff to inform curriculum design that more effectively address students’ needs. If students are to be equipped to deal with the complexity and uncertainty (Barnett & Di Napoli, 2008) in world beyond university an integrated approach should be adopted from entry level study to the capstone units which prepare students for graduation (Billett, 2011). While academic staff play the key role in developing disciplinary knowledge, professional staff offer insights and strategies to foster students’ overall capacity to acquire and then share new knowledge.

Collaborative approaches enable pedagogies that facilitate embedded literacy and language development while initiating students into the disciplinary discourses (Woodward Kron 2008, 2009) essential for a deep engagement with learning. Curriculum design which values these language and literacy practices overcomes the ‘generic/disciplinary’ dichotomy evident when language development is divorced from disciplinary knowledge practices. This reintegration is essential as according to Halliday (1985) the use of language determines what constitutes knowledge. If as his notion that ‘linguistics expectations’ are critical to successful learning is correct; then it can be argued that the ‘learning of language’ is intrinsic to the ‘learning of knowledge’.

Key Words  embedded academic literacy; language pedagogy; discourse practices; curriculum design

Notes
C. Language and learning support for health sciences: sharing strategies and experiences

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There has been an increasing amount of collaboration between health science academics, applied linguists, and language and learning advisors at universities across Australia in recent years. This has resulted in a range of curricular and co-curricular innovations, such as tailored workshops, in-course interventions and full-credit language and content courses. This roundtable is an opportunity for practitioners in the field to share strategies that are currently being trailed and to reflect on the success and/or challenges of their collaborations with faculties. To stimulate discussion, the facilitators will briefly introduce two initiatives which have contributed to the development of communication skills and cultural competencies for undergraduate students of health sciences at QUT and Griffith University. They will invite roundtable participants to share their own examples of concrete strategies, projects or learning solutions that have been applied in their contexts. Although the particular focus for these discussions is on collaboration with health and medical disciplines, it is assumed that many of the ideas can be adapted to other faculties.

Key Words collaboration with academics; faculty of health

Notes
D. Case-based Learning: early identification of ‘at risk’ learners and provision of on-line support

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Background: In assessment of performance in Case-Based Learning (CBL), tutors provide six-weekly assessments for students. Staff also use these to identify students ‘at risk’ of poor performance. A number of these students lack competency in Knowledge-Base and Reasoning.

Summary of work: A pilot study assessed whether providing a proforma for developing strategies, with on-line tutor support, would assist these students’ performance. Sixteen ‘at risk’ students were invited for this 12-week support program. Nine opted to use the on-line tutor. Five opted to use the proforma framework alone.

Summary of Results: Twelve students improved their performance; ten of these made gains of 2 or more assessment band levels. Feedback indicated nine changed their preparation methods through using the proforma. One became more active in CBL as a result of the assessment /interview alone. Of the six who used the additional online tutor, four found it too time-consuming; two very helpful.

Conclusions: Interviewing ‘at risk’ students and providing clear strategies made a difference. Using the proforma also helped: students spent more time analyzing their researched information, were better prepared and better able to demonstrate their reasoning. The on-line tutor may only be necessary in the initial phase. Overall, early intervention for students with Knowledge and Reasoning problems assisted improved CBL processes and performance.

Key Words ‘at-risk’ students; CBL; online support

Notes
Day 2 Session 2.5

E1. ‘So, what is it that you do?’ The perceptions of academic language and learning support among staff and students at a transnational university

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The expansion of organisations such as the AALL in Australia and the ALDHE in the UK evidences the growing importance of academic literacy support in higher education. RMIT International University Vietnam is in a unique position in that it is an Australian university in Vietnam delivering equivalent qualifications and learning experiences to its Australian based counterpart. While tuition is in English and the campus is English speaking, its students are mostly Vietnamese speakers. Whereas international students at western universities may seek out language help at that university’s language centre, at RMIT Vietnam many students come to the Learning Skills Unit (LSU), a centrally located academic literacy support unit, for remedial language assistance. Students become aware of the LSU through a variety of channels, including communication with staff and other students, but anecdotal evidence suggests there is still a degree of confusion from both students and staff as to the actual form and function of these services. The purpose of this research is to investigate what students and staff believe is offered by the LSU and also what additional services would most benefit students in their studies. A comparison of survey data and focus groups with staff and students is expected to provide enlightenment as to student and staff expectations of learning support in this transnational education setting and suggest methods of promotion and communication which can enhance understanding of the role of centrally located academic literacy support units such as those belonging to the AALL.

Key Words transnational education; academic literacies; EFL; perceptions of ALL support

Notes
Institutional responses to the provision of Academic Language and Learning (ALL) in a time of increased access to university education have tended to reduce opportunities for individual teaching of students. ALL lecturers are expected to teach larger numbers of commencing students, some of whom have limited academic culture capital, but as the need for ALL has increased so the capacity to meet individual students’ needs has decreased. The development of resources, increased group teaching and embedding skills development into curriculum are offered as alternatives to individual teaching. One of the issues confronting ALL lecturers, who are developing these alternatives as they move away from individual teaching, is the need to be assured that they are actually addressing students’ learning needs. No longer can they receive the input from consultations with individuals which once underpinned the development of resources and workshops. In light of this, rather than providing workshops for presumed student needs, one ALL unit set up the option for students to request workshops. This program of workshops on request used the concept of autonomous learning so that students not only initiated a request for teaching, they determined their expected learning outcomes, organised workshop enrolments and promotion, and negotiated the time and place. Communication resulting from this program and student evaluations indicate its value as an ALL endeavour which both supports student learning and encourages student autonomy.

**Key Words**  autonomous learning; workshops; academic skills; addressing learning

**Notes**
Day 2  Session 2.5

E3. Four floors, one door to success: enhancing the outcomes of international students at QUT business school

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The goal of the Language and Learning Advisers’ (LLA’s) support project within the QUT Business School is the enhancement of the international student learning experience through managed intervention. A pivotal feature of this intervention has been developing strong partnerships between the four LLAs and academics within each school, as well as partnerships with other departments across the university. This paper analyses and reports on these relationships and the different approaches being used by the four LLAs to meet the project objectives. These objectives include unit embedded language and learning enhancement through targeted workshops, individual/group consults, diagnostic assessment and the delivery of an English Language Development Program. The overall objective of the project is that these activities will lead to improved international student learning outcomes and experiences within the QUT Business School. A further outcome is assessing the transferability of the knowledge gained from this faculty specific project to other areas of QUT.

Key Words  international students; embedded language support; Language and Learning Advisers

Notes
Concurrent Conference Sessions: Abstracts

Day 2  Session 2.5

F. Corpus-based approaches for research students: using student-made corpora to promote autonomous learning

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As a potential contribution to clarifying “what a corpus is most good for and what it is less good for” (Swales, 2011, p. 274), we will present a three-part roundtable discussion focussing on the use of corpora made by individual research students, in conjunction with AdTAT (Adelaide Text Analysis Tool), the freeware concordancing software recently developed at the University of Adelaide (www.adelaide.edu.au/red/adtat/). The first part will showcase the use of these tools in conjunction with the plagiarism detection software Turnitin to investigate the differences between acceptable discipline ‘intertextuality’ and instances that are in danger of crossing into plagiarism. The second part will present the use of corpora constructed ‘on-the-spot’ by workshop participants in an EFL context, where the need is for a resource to support language editing/polishing of article manuscripts for international submission, in the absence of ‘native-speaker’ resource persons. These corpora will be compared to Springer Exemplar, the site where Springer journals are available for searching (www.springerexemplar.com). The third part will seek the responses of the audience, in particular in relation to the following questions: To what extent does this kind of corpus use seem likely to promote autonomous learning in terms of accepting responsibility for the outcomes of textual decision-making?; What is needed to encourage uptake of such tools by (research) students, supervising academics and/or AALL professionals?

Key Words corpus linguistics; concordancing; plagiarism; self-directed learning

Notes
A. Is it the thought that counts? Identifying ways of reading and assessing student writing that seek to redress current deficit assessment models

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English language proficiency is important in Australian higher education because of the importance of English language ability in employment outcomes and for international graduates meeting workforce skills shortages. Australian universities increasingly accept that a set of practice principles for English language proficiency in academic studies should be applied to the learning and teaching of all higher education students.

The University of Southern Queensland has many students coming from diverse backgrounds. Student written submissions and oral presentations are the major ways of assessing students’ knowledge about the disciplines being studied. This ties academic success to the ways in which they express themselves in English. If higher education teaching and learning in English has not enabled students from different language and thought traditions / cultures to use English in the disciplines they are studying, melding ideas and demonstrating appropriate mental activity, it is difficult to judge, in academic assessment, if these students grasp the subject discourse and concepts. The research presented in this paper focuses on a critical analysis of first year assessment papers to reveal some of the broad variances in student language used to express their knowledge / thoughts in written assignments. The data reveal significant language strategies and differences that are used to make meaning and that can begin to inform academic teaching and learning needed to develop English language proficiency. The researchers will use Vygotskian thinking to suggest ways of analysing those strategies and aligning them with assessment practices.

Key Words  language proficiency; thought and language; principles and practice; teaching and learning

Notes
B. Promoting ongoing cross institutional AALL collegiality, professionalism and research

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This paper reports on the final outcome of two separately funded AALL projects that have been combined into a single database. The combined database can be used to house information about academic language and learning practices taking place in universities across Australia, the cohorts who are taken into account in these practices, and related research that both informs and is generated from these practices. We report on the processes that were engaged to generate the database fields, provide examples of database entries, and outline the potential of the database to inform research collaborations, the sharing of practice and evaluation across higher education sectors. We place the development of the database within the broader framing of identity work that articulates who we are and what we do. This has been an ongoing theme of AALL work. Over the last decade, for example, AALL has engaged in conferences that address identity issues, developed a professional journal for the publication of research that is largely produced by ALL practitioners, and has redrafted a position statement. Collectively, these activities can be understood as identity work, categorisation work, and also as boundary work. A database gives the appearance of homogeneity, yet we know that our practices are diverse even within a single category label. In the last section of our paper, we articulate some of our diversity as an antidote to the potential to smooth over and erase difference that is inherent in a database view of the world.

Key Words  database; practice; cohorts; research; cross institutional collaborations

Notes
Concurrent Conference Sessions: Abstracts

Day 2  Session 2.6

D. One on one to thousands: expanding the conversations of the ALL practitioner

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Perceptions of Academic Language and Learning (ALL) practitioners being 'pinned to the margins' (Stevenson & Kokkinn, 2007) have been subject to challenges as the field has gained a stronger identity and presence and as options have become increasingly developmental, flexible and embedded. However, long-standing misperceptions of the nature of ALL work have not been easy to overcome, and embedded and integrated options have not always been easy to implement.

This presentation introduces the Electronic Just-in-Time Session, a form of integrated and developmental learning support that has proven effective in the Faculty of Business and Economics of the University of Melbourne. Short conversations are filmed and then linked to the Learning Management System pages of specific subjects. The short films augment subject content and may feature conversations between learning advisors and subject coordinators, lecturers, tutors and library staff. Sessions are ideally suited for highly tailored forms of skills support (e.g., 'Structuring the Organisational Behaviour Team Assignment'). However, sessions can also focus on content (e.g., 'Debits and Credits: Common Challenges') or generic skills (e.g., 'Finding Peer-Reviewed Papers') and can feature a variety of related resources.

The first session received almost 2500 hits in a semester and highly positive student feedback. This presentation will discuss how such success can be attributed to the sessions being typically content-rich, assessment-task specific, user-friendly, flexible, non-didactic, non-remedial, and built on multiple sources of expertise. The presentation will also address challenges associated with the development of Electronic Just-in-Time Sessions.

Key Words  Academic Language and Learning; dialogue; developmental learning; technology

Notes
A. Pedagogy of hope: the possibilities for social and personal transformation in an ALL curriculum

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This paper examines the philosophy underpinning an Academic Language and Learning (ALL) curriculum taught to enabling students at a regional Australian university. At a time when there is increasing interest in widening access to university learning as a means of meeting socio-economic objectives – and a growing scepticism about the value of such moves – this discussion provides valuable insights into an established enabling program and its approach to teaching students academic writing. We argue that the philosophy behind this ALL subject resonates with a pedagogy of hope, where ‘hope’ may be construed as a belief that a different future is possible. Students are provided with opportunities to engage in critical dialogue about the world and themselves, and to share such thoughts in a collective forum. At one level, this means encouraging students to adopt a mode of reasoning that can appreciate the constructed nature of all knowledge forms. At another, the curriculum allows students to reflect on the ways in which their personal values and beliefs have been formed, and possibly even changed as a result of their studies. An analysis of the curriculum, using examples of student responses to illustrate key concepts, highlights a range of potential benefits for the individual, pertaining to both social responsibility and personal transformation. These findings show how the process of academic writing is linked to some of the broader aims of university learning, not all of which can be easily quantified, or justified in economic terms.

Key Words  ALL; critical thinking; enabling; pedagogy; hope; transformation

Notes
B. New academic language and learning staff: challenges and opportunities

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The objectives of the roundtable discussion are to enable participants to:

- Discuss the challenges and opportunities for new academic language and learning (ALL) staff in an open forum
- Reflect on and evaluate various approaches in relation to individual and institutional contexts, and particularly in relation to current initiatives such as the Good Practice Principles (GPP) in higher education
- Develop greater awareness of strategies to overcome challenges with opportunities for more effective practice to facilitate academic language and learning in higher education

New academic language and learning staff face many challenges and opportunities in meeting the teaching and learning needs of diverse students in higher education. The roundtable will provide an open forum to raise awareness and evaluate approaches to such challenges and opportunities in various contexts. Participants will be encouraged to share examples of challenges they face with a partner and then feedback to the group. Open forum feedback will provide prospects for discussion, evaluation and reflection on more effective practice. The aim of the roundtable discussion is to share experience, evaluate strategic approaches and celebrate opportunities for best practice.

The roundtable discussion will begin with a brief introduction of some current initiatives in the field such as Good Practice Principles, with a focus on key questions based on the literature. The introduction will be followed by discussion with a partner or small group, making notes on challenges, opportunities and/or questions about academic language and learning. After a short discussion time, pair feedback will begin the roundtable session. By sharing perspectives and experiences, roundtable participants will gain a broader awareness of challenges across the ALL field, evaluate strategic approaches and discuss possible solutions for challenges. The open forum approach aims to raise awareness of how strategic approaches are being implemented at other institutions and how similar approaches could be adapted to other contexts. By sharing discussion and reflecting on a range of strategic approaches to overcome challenges, the roundtable aims to extend knowledge of potential solutions to challenges and celebrate opportunities for best practice, particularly for new ALL staff in higher education.

Key Words New ALL Staff; Good Practice Principles

Notes
C. I don’t pretend I’m a Kiwi: insights from nursing graduates on language and identities in new cultures

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More than many other qualifications, Bachelor of Nursing degrees require students to develop both written academic English along with the very different genre of spoken English for clinical practice. Assessed clinical practicums are an essential component of the degree programme. Students therefore have to adapt to the different social and linguistic settings of tertiary institution and hospital, become familiar with both communities of practice as they negotiate both academic and professional discourse expectations. The presenters, an ALL advisor and a nursing lecturer, undertook a retrospective interview-based study focussed on the factors and strategies identified by a group of EAL (English as an additional language) nursing graduates as helpful in promoting development of spoken English during their Bachelor of Nursing study and initial employment. Based on the responses of the graduates, this presentation will describe their successful transition through the nursing degree to practice as registered nurses who now form part of the health professional workforce. The graduates reflect on the challenges of developing spoken communication skills, the insights into interaction gained through clinical practice experience and the need to maintain self confidence while inevitable shifts in identity are occurring. The paper will conclude by discussing the place of spoken language in the ALL agenda.

Key Words nursing; English as an Additional Language; clinical practice; spoken language development; identities; community of practice

Notes
D. Grasping the mercury?
Students’ experience of Web 2.0 assessment

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The impact of assessment on student learning has been well established: if not implemented optimally it may not enhance – or could even hinder – meaningful learning. Innovation with Web 2.0 technologies has the potential to transform and modernise assessment by making it more authentic, personalised, engaging or problem-oriented. The prospect of innovative opportunities for assessment, but equally significant challenges, gave rise to a national study in Australia, commencing in 2009. The study aimed to paint a detailed picture of when, why and how academics used the affordances of Web 2.0 technologies for assessment, and to provide a foundation for developing a more widely shared understanding of the parameters of good practice among academics interested in assessing students’ Web 2.0 activities. From a survey of university websites, most universities’ academic policies did not address many aspects of Web 2.0 assessment, such as the ownership, privacy and preservation of student work. Within something of a policy vacuum, then, students endeavour to cope. In a series of focus groups which included students from the 18 case studies in the project, participants raised the issues which were critical for them. The experience seemed to shift the power balance, opening up a critical space for students to identify strengths and weaknesses of the assessment process. Students were keen on activities which were explicitly aligned to the discipline area, but had concerns about ‘airy-fairy’ expectations, ‘false cooperation’ and privacy. Findings may illuminate aspects of the ALL support required.

Key Words  Web 2.0; assessment; student learning
E. Implementing the Good Practice Principles: a Western Australian perspective

S. Barrett-Lennard, K. Dunworth and A. Harris

The Good Practice Principles have provided the higher education sector with a framework for action in the area of academic language and learning; and the imprimatur of DEEWR has ensured that they have been nationally disseminated and are now widely recognised. Yet, while they have been nationally acknowledged as appropriate and desirable, the means by which they might be achieved is by no means certain. Major issues that face institutions chronologically over their students’ academic careers include: 1) How can we know whether students have sufficient English language proficiency to participate effectively in their academic studies? 2) How can we best help them to develop their language use in an academic context? 3) How can we know that they are sufficiently proficient for graduate employment? These key concerns were examined in an AALL-sponsored symposium held in Perth in January 2011. This presentation draws on themes and ideas identified in the symposium, and explores the ways in which these key concerns are being addressed in the West Australian context.

Key Words  Good Practice Principles; Academic Language and Learning, English language proficiency; Australian universities

Notes
F. Becoming research writers: philosophy, principles and practices for doctoral students with English as an Additional Language (EAL)

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The undisputed value of writing groups for doctoral students is increasingly well documented and researched (e.g. Kamler & Thompson 2006; Aitchison, Kamler & Lee 2010). Less well understood are the approaches which empower doctoral students for whom English as an additional language (EAL) as research writers. The purpose of this roundtable panel is to discuss a range of approaches which enable EAL students to engage with both cultural and linguistic dimensions of making meaning in research writing. This discussion will be organised around three key questions, involving a panel of four current EAL research students and two writing group facilitators and the roundtable participants. The questions are:

1. What are dominant assumptions and approaches surrounding research writing and EAL students – such as the need to ‘fix the grammar’?
2. What writing group approaches are effective in enabling EAL students to communicate the meaning of their research?
3. In what ways can writing groups be valuable to EAL research students?

The potential value of such writing groups for EAL research students lies in becoming effective research writers. However, writing groups can also have further life changing ramifications leading to students becoming more confident, articulate and effective as both researchers and individuals. The session aims to challenge the deficit model of EAL doctoral writers and instead articulate philosophies, principles and practices based on ongoing research and theorisation of second language writing, identity and agency.

Key Words doctoral writing; writing groups; English as an Additional Language (EAL); research students

Notes
A. Building a community of practice: teaching science as a second language

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An environment of rapid change forged an unlikely partnership between two lecturers on a small regional campus, one from an Academic Language and Learning Unit and the other from Chemistry/Science. In observing first year students’ struggle to understand and express basic concepts of Chemistry the lecturers realised that it could be helpful to consider Science as a second language. This approach led to a fruitful collaboration that used teaching a second language strategies combined with pragmatic ‘just in time’ delivery to teach first year Chemistry. In this paper we present a case study of this teaching in the critical first weeks of semester one, in which we consider the strategies that were and were not successful and draw conclusions about the elements that are necessary to build a successful community of practice.

Key Words communities of practice; Chemistry; second language; case study

Notes
In the research of VET transition a significant literature focuses on pathway and student academic literacy support (Aird et al. 2010, Willcoxson, 2010). However, there has been less research addressing the lack of support of online experience of VET students studying at Universities (Bliuc et al. 2010; Ellis et al. 2007; Paechter & Maier 2010). This paper highlights a recent project funded by the Australian Learning and Teaching Council (ALTC), examining the first year VET students’ learning experience at University. The lack of IT skills has been identified as a key factor contributing to difficulties in online learning.

The support strategy addressed in this paper reflects student focused design (Goodyear & Yang, 2008; Yang, 2010) for an IT support pilot program which encourages students to take greater control of their learning. By attending the pilot program more than 86% (n=88) of students indicated they have gained confidence in online learning. Further investigation will be the impact on overall student experience and satisfaction when it is embedded in schools’ orientation programs.

**Key Words**  VET transition; online learning; student focused design; online design

**Notes**
C. On consciousness-raising impacts of a genre-based pedagogy for generic structures deployment in EFL students’ academic writing

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This paper examines the impact of a genre-based pedagogy as a consciousness-raising resource on the development of generic features in academic writing of Iranian undergraduate EFL students. This study is conducted with undergraduate students at Tabriz Azad University, Iran. Two genres, i.e. Exposition and Discussion are employed to involve students into this pedagogy. A teaching and learning cycle, which is based on three stages of modelling of text, joint construction of text, and independent construction of text, (Martin & Rose 2007; Feez 1998; Christie 1999; Knapp & Watkins 2005), is employed to facilitate the teaching and learning processes. The key findings of the analysis reveal that the selected samples indicate major reflection of the recruited genres in the post-test writings. That is, the introduction of genre-based pedagogy in this context contributed to generic structure deployment in students’ writing. The contribution appears in diverse execution of generic structures across three stages of Pre-test, Exposition and Discussion essays. While in the Pre-test only some students’ writing comply with Sydney genre school convention, in the Exposition and the Discussion genres nearly all of the students employ these features. In addition, some of the Pre-test samples indicate a kind of rejection of topic and questions, in which they develop their own stories and shift from arguing to offering advice, as an evident deviation from the standard structures in the literature. This is while the kind and the frequency of rejection decrease in the post-test essays. The study suggests that the application of genre-based pedagogy enhances students’ consciousness in appropriate exploitation of generic structures, whereby the majority of the post-test samples indicate appropriate use of these features. The frequency of inconsistencies across three writing stages also suggest that long term exposure to this pedagogy can end in better results.

Key Words  genre-based pedagogy; consciousness-raising; generic structures; EFL academic writers

Notes
D. The Effectiveness of Text-matching Software: using Turnitin\textsuperscript{TM} with Graduate Research Students

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As concerns about plagiarism grow with the rise of international education and online research, educating students to recognize and avoid it has become a priority for academic language and learning staff. This study reports on the introduction of Turnitin\textsuperscript{TM} text-matching software and its effectiveness in improving students’ awareness and avoidance of plagiarism at an English-medium graduate school in Japan. The study compares the final graduation papers submitted for a one-year master’s degree in development economics by students from throughout Asia and Africa. Papers submitted over the previous 5 years by 137 students before the software was introduced were compared with 26 drafts and 26 final papers submitted after its introduction. A survey and interviews were conducted to investigate how students used the software. While the post-introduction draft papers showed similar incidence of inappropriate borrowing and referencing with the 137 final papers, students made remarkable improvements in their final drafts. Avoiding plagiarism was facilitated by students accessing their individual Turnitin\textsuperscript{TM} reports and modifying drafts autonomously, and by the learning adviser referring to the visual text-matching interface to assist students in one-on-one consultations.

Key Words plagiarism; integrity; writing; Japan; internationalisation; technology; practice

Notes
E. The challenges in nurturing and sustaining curriculum innovation: one university’s experience in embedding communications skills in science curricula

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Employers expect universities to provide work ready science graduates who have good communication skills. Conversely, academics complain of the poor oral and written skills of many science students, and the difficulty in providing them with authentic learning experiences and resources to acquire these skills. This is an ongoing challenge for universities everywhere. This paper explores the challenges faced by the one science faculty at an Australian university, in its attempts to embed English language skills (both written and oral) into a science undergraduate course. A curriculum mapping exercise was conducted and a number of different strategies were trialed, some with mixed results. The paper will provide a brief overview of the literature, examine the curriculum mapping template used and analyse the different strategies adopted. There will also be a discussion on the various challenges faced throughout the project, and suggestions are put forward on how to overcome some of them. In particular, we will focus on issues regarding the enlistment of academic staff, who due to a variety of factors often lack the time, training and desire to adapt their courses to accommodate the kinds of curriculum change initiatives advanced in this project.

Key Words communication skills; student intervention; science curricula; staff engagement

Notes
Concurrent Conference Sessions: Abstracts

Day 2 Session 2.9

A. Zombie plagiarism: the living death of academic integrity

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Plagiarism is an illegitimate textual practice that weakens the educational integrity of institutions that have simultaneously been re-animated and made vulnerable by the recent and rapid expansion of online research capacities. The hunger for a solution to the perceived student plagiarism epidemic has resulted in an appetite for quick antidotes, such as plagiarism detection software and increasingly stringent academic integrity policies and procedures. However, the academy’s almost compulsive emphasis on hyper-citation paradoxically seems to cultivate hollowed out citation practices, and often results in technically well-referenced student writing that nevertheless is lifeless and devoid of an animating critical voice. This paper speculates that the term ‘plagiarism’ might fall within Ulrich Beck’s ‘zombie categories’ (2002). Beck had found that concepts like ‘class’, ‘family’ and ‘work’ had decreasing relevance to his students in the 1980s, but were terms that persisted in circulating despite their emptying of meaning, as not yet abandoned husks of institutional categories. Similarly, the current discussion of plagiarism in terms of ‘ethics’ seems to be at odds with our students’ everyday experiences, where copying is intrinsic to popular Web 2.0 culture. While a great deal of the discussion regarding plagiarism is based on an appeal to an ethical code at the heart of the student body, how can we avoid the uneasy righteousness of the plagiarism vigilantes? What is at stake is not so much a tainted ethical code or a malevolent organising principle behind student approaches to their research and writing, but the kind of zombie literacies that are already circulating the academy. So how can we bring the discussion of academic integrity back from the dead?

Key Words plagiarism; academic integrity; death of the academy; zombies

Notes
B. Improving Literacy and Numeracy the JCU way

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In 2008, Literacy and Numeracy (Litnum) working groups were formed on the Cairns and Townsville campuses to address serious literacy and numeracy issues among students at James Cook University (JCU). In May 2010 the JCU Litnum Group received Teaching and Learning Performance funds to address some of these issues. The first phase of the project was to report on what was already being done about Literacy and Numeracy at JCU. As part of the second phase, Learning Advisers have been working with schools to refine existing programs and develop new strategies. These strategies include early literacy and numeracy screening in a number of schools and the embedding of writing and numeracy support in first year courses. The key to the success of the project has been the development of exciting partnerships between Learning Advisers, Library staff and academic staff. Based on these initiatives and recent research, Learning Advisers have developed ‘good practice’ guidelines for schools wishing to improve the literacy and numeracy levels of their students. These guidelines are being used to actively encourage schools to become actively involved in literacy and numeracy initiatives. At the AALL conference we look forward to presenting our ‘good practice’ guidelines, we will report on some of the exciting school-based initiatives that have addressed poor levels of literacy and numeracy at JCU, and will discuss how these align with other efforts within the sector.

Key Words  literacy; numeracy; embedding; screening; partnerships

Notes
Concurrent Conference Sessions: Abstracts

Day 2  Session 2.9

C. TiPS for smoothing transitions to enhance postgraduate learning

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Postgraduate education is important in the globalising knowledge economy. Research-led universities have a strategic focus on masters and PhD research, linked most recently to political agenda concerned with interdisciplinarity and building research capacity and capability. Simultaneously, taught-course postgraduate programmes have burgeoned to meet the requirements of specific professions and vocations.

Until 2011 the Centre for Academic Development: Student Learning at the University of Auckland supported all postgraduates through a single programme. One recommendation from a recent review of Student Learning’s activities was to realign its programmes to reflect significant transitions in students’ journeys into and through university. It was agreed that student transitions related to the course-based and research-focused modes of postgraduate education often exhibit significant differences. Hence, the Transition into Postgraduate Studies (TiPS) programme transpired.

New postgraduates typically experience many challenges in successfully negotiating the expectations of taught-courses. Significant numbers of professionals, in business and nursing for instance, return to part-time evening or block-course study while working full-time. Many have dated, limited, or no academic experience. Even full-time students engage in significant paid employment commitments or internships. On-campus postgraduate students are often employed as teaching assistants – adding a simultaneous academic transition. Many students face challenges with crossing disciplines, coming from overseas, or having English as an Additional Language. This paper reviews the inaugural year of the TiPS programme – its successes, challenges and possible future directions – based on the experiences of students, facilitators and subject academics involved.

Key Words  capability; capacity; postgraduate education; transition

Notes
D. Identifying critical success factors in the implementation of ePortfolios in the university

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Many Australian university teachers have been experimenting with the use of ePortfolio applications as a learning tool for students in recent years. The typical characteristics of an ePortfolio are learner centred approach, formative assessment, and collaborative sharing. These characteristics enable a highly individualised e-learning environment. However, few teachers conduct early assessments to determine if their students, syllabi, and learning environments suit the implementation of ePortfolios. This paper offers a set of critical success factors based on an overview of existing literature on e-learning and m-learning. The CSFs proposed could be used by teachers to determine if the use ePortfolios is appropriate for their class settings. While previous research focused primarily on pedagogical approaches, technology, or aspects of the learning environment, this work-in-progress attempts to adopt a broader perspective, taking into consideration other factors such as social network strategies, usability studies, and factors in human-computer interaction. It is argued that a preliminary assessment of the critical success factors would help the teacher to decide the use of ePortfolios, and minimise the chances of failure or rejection by students. The identification of the critical success factors would lead to a comprehensive implementation model for the implementation of ePortfolios in universities.

Key Words  ePortfolio; e-learning; usability; CSF; usability; HCI

Notes
Concurrent Conference Sessions: Abstracts

Day 2  Session 2.9

E. The Learning Adviser as Go-Between in Global Intelligence

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The development of a global intellectual world necessitated from the outset a role of ‘go-between’, or people who worked at and across the borders of various knowledges to enable a political, epistemological, and linguistic commonality. In the history of science, ‘the go-between possesses the crucial skill of mapping one linguistic universe onto another’ although their function is very much seen as ephemeral by those who see only production and consumption as the basis of human activity (Subrahmanyam, 2009, p.432). This paper considers the learning adviser in Australasian universities in their role as ‘go-between’ with English as the academic lingua franca, particularly in regards to their comparative marginalisation in the tertiary learning and teaching community, which has seen the rise in power and influence of the purveyors of ‘quality’ academic teaching.

Key Words  go-between; learning adviser; lingua franca

Notes
F. ‘Oral Communication: the silent screamer’.  
An oral communication program in partnership with the Australian School of Business for international postgraduate research students

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Oral communication is often overshadowed by an emphasis on written communication. However international post graduate students often voice their frustration about not being able to speak effectively about their research. This frustration has also been voiced by supervisors and academics in faculty. This presentation will report on a two staged oral communication program developed in conjunction with the Australian School of Business to address this concern. This program focuses on the ‘role of the researcher,’ which is a fundamental ‘threshold concept’ (Meyer & Land 2006) to postgraduate success and which has the potential to be transformational at the PhD level. The program consists of two stages; a six week program in Oral communication for new International post graduate students, and then a six week Oral presentation program designed for more advanced PhD candidates. Aimed at exploring the concept of ‘the role of the researcher’, the program engages in oral communication literacies fundamental to empowering each student and develops their specialist voice in the field. The program design encouraged the students to take personal responsibility for their oral learning. This gave them confidence to explore their reflective and critical learning processes and to translate their research interests into words. Learning activities were designed to foster and record both their oral practice and that of others. The use of a newly created communication matrix, a vocabulary learning journal, group performances and filming were central to each course and have proved effective in increasing students’ confidence in ‘talking like a researcher’.

Key Words  oral communications; threshold concepts; international students; empowerment; cross cultural learning; student engagement; reflective learning

Notes
P1. ‘And this will also help the rest of the class’: measuring inclusive teaching practices

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Inclusive teachers use numerous strategies to prevent individuals or groups of students from being marginalised (e.g. students with disabilities or ESL). Many of these strategies might prove beneficial for teaching students in general; others will not. How do we tell which inclusive teaching strategies should be used with the whole class? This session looks at the overlap between inclusive teaching research and the research on ‘high-yield’ teaching strategies. Some strategies frequently recommended by the inclusive teaching literature have a consistently large (or high-yield) effect on student achievement. These include reciprocal teaching, enhancing formative feedback, teaching students to make concept maps and argument maps, and teaching a meta-cognitive approach to study skills. A form of universal design built around high-yield strategies is likely to appeal to teachers’ self-interest, not just their sense of fairness. AALL professionals might make more use of the meta-analytic evidence base when arguing for the embedding of particular academic skills.

Key Words inclusive teaching practices; universal design; high-yield strategies

Notes
Poster: Abstracts

Day 2

P2. Stepping back into education: a project to facilitate the first-year transitional phase of mature-aged students from a low socioeconomic sector

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The Academic Language and Learning Unit of La Trobe University at its Mildura Campus in the North West of Victoria was the recipient of an Equity and Access award to assist students from a low socio-economic sector (SES). Mildura Campus is geographically located in one of these regions and about 60% of its student population is in the mature-age category. Equipping mature-age students with the necessary academic skills which would side by side develop their confidence and lead them to smooth transition became the aims of the project developed as a result of the above-mentioned award, and this in turn led to the design and delivery of a short course, Stepping back into education, for mature students on the point to start their tertiary studies at Mildura Campus. The presentation is a reflection on the importance of addressing transition issues and it shows that targeting students with the appropriate transition solution can lead to best outcome. The short course obtained a quality rating of 4.96 out of a scale of 5 from La Trobe’s Melbourne campus. At the end of the short course, studying at university was found to be less daunting and mature age students experienced a better first-year transitional phase. Started since 2008 at Mildura Campus, the short course has attracted an increasing number of mature-age people from Mildura’s community. It is cited as an example of good practice that is highly beneficial in terms of student learning, transition and retention.

Key Words transition; mature-age students; retention

Notes
Day 2

P3. Learning to write at a distance: jumping the hurdles

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Staff in the Academic Skills Office (ASO) of the University of New England have explored methods for teaching academic writing skills online and implemented programs to improve students’ academic writing mastery. Students’ ability to learn and control the acceptable academic forms and standards required by university assessment is a key factor in their academic success. Approximately 80% of the UNE student cohort is external and have their courses delivered in the online mode. Academic success may thus be reliant on students’ capacity to acquire acceptable academic forms and standards in isolated study situations. The online environment has many tools that can be used to ‘teach’ students academic conventions and the literacy that underpins successful academic writing. Our programs have found that writing skills are best taught in an interactive group environment that utilises genre analysis, guided practice and well-informed feedback to identify writing problems and promote growth in writing mastery. This poster presentation will use student writing exemplars to demonstrate how the tools of the Internet may be used to combine writing resources with interactive group learning strategies and will explain the teaching approaches used to develop distance education students’ academic literacy skills. The design of the program is ‘top-down’ with opportunities for focused learning episodes (mini-lessons) in identified problem areas, self-directed learning through online quizzes and peer interaction. This teaching methodology satisfies students’ needs for knowledge, practise opportunities and individual feedback that is so essential for the isolated student, learning ‘at a distance’.

Key Words technology for effective learning; distance and isolation; academic writing; teaching strategies; peer learning strategies

Notes
Over a number of years, a transition program for Bachelor of Nursing students has gradually evolved at Australian Catholic University (ACU) MacKillop Campus. Where previously the program comprised a series of scattered, generic and independent workshops from faculty and support service staff, the five-week module is now shaped by a series of coordinated, faculty-specific and interrelated workshops. Known as the Nursing Transition Module (NTM), it has become an established component of the School of Nursing’s first year, first semester curriculum at North Sydney. Based on observations throughout the NTM’s evolution, and supported by research into the importance of effective collaboration between parties involved in interdisciplinary projects (Bussell & Mulcahy, 2011; Sargent & Waters, 2004), this poster presentation will outline two factors of collaboration perceived as key to the success of the NTM and to a smoother assimilation for students into academic life. The first is coordination, including faculty-endorsement and management of the program, collaboration in integration of materials into the curriculum, and a multidisciplinary ownership. The second is content, including partnership in the production of assignment-specific, interactive, and diverse materials covering fundamental macro- and micro-skills.

Key Words  transition; collaboration; interdisciplinary; faculty-specific

Notes
Day 2

P5. Learning needs and challenges of students in a university preparation program

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The University Preparation Program (UPP) is a bridging course offered state-wide at the University of Tasmania (UTAS) that aims to prepare students to succeed at university. On the Launceston campus, the UPP cohort is diverse, including students on humanitarian visas, mature-age students, and students with physical and learning disabilities. In 2011, the Launceston students were surveyed in order to ascertain their learning styles, academic needs and challenges. This poster will show some of the preliminary findings.

Key Words preparation program; learning needs

Notes
The Study and Learning Centre (SLC) Drop-in has been evolving as a social learning space since the 1980s. Resources and strategies employed there reflect a developmental approach to language, learning, writing, study skills, maths and physics. Drop-in is open every week day (10.00am - 6.00pm) and no appointment is necessary. Learning advisers work in pairs, moving between students and where possible encouraging small groups to work around a shared task. In 2010, there were 1,600 registrations and 5,000 attendances, yet in a university of around 70,000 students this represents only a small percentage of those likely to need some personalised assistance, presenting a challenge to the centre. While the physical space and visibility are limited, the aim is for students who attend Drop-in to become part of a learning community. Organic development of initiatives in promotion and data collection has occurred over time. This semester eight students were employed to be Student Learning Assistants (SLAs) to work alongside the learning advisers. They extend the sense of community and promote the service as they engage with students beyond the physical space. They bring anecdotes, problems to be solved and a strong representation of the student voice. This poster captures a picture of the dynamic SLC Drop-in service at RMIT University.

Key Words  social learning space; Drop-in; learning support
Day 2

P7. Learning styles are valuable: yeah right!

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Research on the experience of first year tertiary learners is growing. The successful transition from High School to university study is recognized as crucial to students progressing and completing a tertiary qualification (Krause, Hartley, James & McInnis, 2005; Tinto, 2001; Yorke & Longden, 2008). We know that successful students feel engaged in their study and have a sense of belonging to the institution they are enrolled at. In recent years the use of learning styles has been criticized considerably, because there has been no evidence to show that knowing ones learning style makes any difference to marks (Coffield et al, 2004). However, the Index of Learning Styles (ILS) from North Carolina State University (Felder & Soloman, 1994) has been validated in appropriate ways and can be used effectively as an awareness raising tool. The poster relates to a project that used the ILS in a more holistic way to not only raise students’ engagement in and awareness of their learning, but also to create a sense of belonging within their class. Students participated in a workshop where they completed the ILS questionnaire, and then through the use of continuums physically placed themselves in relation to their classmates. They took part in a discussion about each of the four continuums, the value of each other’s place on the continuum and how they could enhance each other’s learning. At the beginning of the following semester students completed a survey to see how the ILS workshop had affected their own learning as well as the learning culture of the whole class. The poster reports on the results of the survey, as well as the intervention as a learning development tool.

Key Words  learning styles; first year experience

Notes
It has been established by O’Donnell et al (2009) that many students require support for the transition into postgraduate studies and that there is little research in this area, particularly regarding online transition support. The development of an interactive online Blackboard site for commencing postgraduate coursework students at the University of Western Sydney (UWS), based on a previous collaboratively constructed face-to-face program, is providing support in terms of assignment preparation and adjustment to university. This qualitative research project raises issues such as: can online preparation programs be as beneficial as face-to-face programs by being available to many more students and providing a space where students can choose the information they need, move through it at their own pace and return to as many times as needed (Moreno and Mayer, 2007; Perez 2002)? The site allows students to engage with podcasts of lectures, interactive modules and each other through the discussion board on the site, which has been used to organize study groups, share related course interests and develop friendships (Goodyear, 2005; Prensky, 2001). The site is well used, for example there have been 5,973 visits from 1 January – 9 September 2011. This research project is being undertaken to evaluate the usefulness of the site for postgraduate students. Evidence will be provided from the analysis of questionnaire and interview responses from 45 students and comments from student feedback will be included on the poster, as well as samples of the content of the site.

Key Words transition; postgraduate students; online support

Notes
Delegate List: as of 4 November October 2011

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Delegate List: as of 4 November October 2011

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Delegate List: as of 4 November October 2011

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Delegate List: as of 4 November October 2011

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<td><a href="mailto:j.reeves@latrobe.edu.au">j.reeves@latrobe.edu.au</a></td>
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Delegate List: as of 4 November October 2011

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Delegate List: as of 4 November October 2011

## Delegate List

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<td>Thornton</td>
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<td>Lyn</td>
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Forging New Directions  153