

# Preparing for your AALL grant submission

---

- Dr. Michael Stein
- Grants and Awards Lead
- October 16, 2024
- [m.stein@ecu.edu.au](mailto:m.stein@ecu.edu.au)





# Details for 2024 AALL grants

- Closing date of November 11<sup>th</sup> 2024 (11:55pm), with relevant details [here](#).
- Increase in grant funding in 2024, up to \$8000 per grant in specific cases, but with up to \$6000 as standard
- Applications assessed in relation to their articulation of and alignment with AALL [goals](#)
- Principal applicants **must** be a current AALL member
- Application form must be completed in full and with relevant details.

# General tips for submission and application

- Identify and demonstrate both the ‘need’ and ‘value’ of your project. Clearly articulate the problem or gap your project aims to address.

*Reflective questions: Why this issue is important? How will your project provide or prompt a response?*

- Provide clear and realistic objectives. Outline specific and measurable goals for your project with particular focus on time, budget and personnel.

*Reflective questions: What do you hope to achieve in this project? How long do you expect this to take? Where will most of your budget be spent? Who will carry out what tasks?*

- Locate your research in relation to existing knowledge and practice. Demonstrate awareness of related projects, approaches, perspectives and techniques.

*Reflective question: How exactly does your project build on, differ from, and/or contribute to existing knowledge and practice?*



# General tips for submission

- Provide an appropriate and detailed budget. Aim to be both detailed and realistic here, with a breakdown of costs and justification for all expenses. Ensure that your budget aligns with your project timeline and scope.

*Reflective questions: Is my budget appropriate and realistic? Have I researched or benchmark related costs that I can use to specify my budget items?*

- Collaboration and involvement with others. Consider working with others, both within your institution and across institutions, to enhance or expand the impact of your project. This could be other professional staff, academic staff, students or other stakeholders. This support of these others could strengthen your submission.

*Reflective questions: Do I know of others working in this space that I could collaborate with to enhance this project? If so, how could I start this process?*



# General tips for submission

- Detail your plan to share and disseminate: Show how you have anticipated you could share the outcomes of your project. In what ways could this contribute to the AALL space? Consider scope beyond just presentations, publications or workshops.

*Reflective questions: What potential outputs could be formed from this project? What specific impact could each of these outputs have?*

- Have a plan for forming and editing your project before submission. Allow time for multiple edits from team members, collaborators and/or stakeholders. Ensure your application is clear, concise and free of errors.

*Reflective questions: How long is needed to create the first draft? Do I need input from others in my team or workplace? Have I included enough detail for each component? Have I followed instructions carefully?*



# Specific areas of focus

- Could you tailor your submission to emerging themes or trends in the AALL space?

Perhaps consider AALL CIS topics as avenues. For example:

- designing discipline specific offerings
- supporting neurodiversity
- the feature and impacts of generative AI
- considering student perspectives
- practices of academic skills advising
- AALL services and their integration
- Creativity and writing
- Pedagogies promoting disciplinary language acquisition
- Ways of making better decisions in Higher Education
- Academic integrity

*Question: What other themes or areas of focus can you identify as emerging in the AALL space that would be well-suited to grant submission?*

# Titles of 2023 HERDSA funded projects



- Students' contextualised storytelling within contemporary assessment practices in higher education.
- Navigating online research experiences through a fun model: An evaluation research project.
- Creating ethical mindedness and ethical imagination in professions education.
- Co-design of online on-country learning and micro-credentials.
- Can and should I do this? Regulating student motivation to improve engagement during transition to higher education.

# Titles of 2024 ALDINHE funded projects to date



- Discovering how students use generative Artificial Intelligence tools for academic writing purposes.
- A toolkit to develop positive approaches to supporting dyslexia in your inclusive practice.
- Exploring and articulating the experience of peer writing in higher education.
- Re-envisioning hackathons: engaging students as partners and change makers in learning development for educational enhancement.
- What's the point of writing essays? Learning development conversations with students in the age of generative AI.
- An exploration of doctoral supervisor/supervisee collaborative inquiries for EDI (Equity, Diversity and Inclusion).
- Promoting equity in education for sustainable development through community-based learning and teaching: A case study of two collaborating universities in East London
- Supporting student learning and development through online portfolios for employability.



# Q & A



- Do you have any queries, suggestions or recommendations based on what we have covered today?
- Feel free to share with the group (using the chat or 'raise your hand') or to email me directly at [m.stein@ecu.edu.au](mailto:m.stein@ecu.edu.au)
- Thank you!