

Transcription of the Zoom chat from the afternoon sessions, 2024 AALL Symposium

Please excuse any incompleteness or inaccuracy in this transcription

Steve Campitelli: Really important that resources aren't dumping grounds - great point!
More is not always more!

Alice Lee: Gagne's 9 events of instructions

Manuel Jantos: It is so great to hear about each of your experiences around resource creation, thank you. I was wondering if you could expand on how you promote and track relevant data related to this. We sometimes face challenges with the visibility of our resources.

Rachel Barber: Similar question about data - as in our institution we are required to report students' access to resources (basically tracked as hits on the resources) but this can limit how we present the resources. How do other institutions manage this?

Joel Russell: Shareware is valuable from the student perspective too because they can continue using and creating their own resources during and post study completion.

Kate Strong: Collaboration across support services is critical so students have one holistic source to tap into learning support, regardless of which uni department ultimately provides that support. This recognises students' needs differ but as they are seeking support, having that spread across different online locations aligned to uni structure no student need is not helpful.

Steve Campitelli: Do you track impact of resources? Not so much quantitative page hits, visits, completions, etc, but what sort of impact resources are having?

Rachel Barber: Good question, this is harder to pin down

Steve Campitelli: Sure is, that's why I asked - I want to know :)

Sue Gollagher: When the materials have been embedded into subjects (through hyperlinks), student grades in those subjects have improved. And again, I know that we can't control all the variables there.

Anna Podorova: Q: Do we all believe that using our own (ALL practitioners') digital literacy capabilities is the best way to go in terms of time and best use of our time and expertise? E.g. experienced learning designers with coding skills may create something we need faster (and it'll look better!) In collaboration, of course - no outsourcing!

Alexandria Garcia: It might look better and be more functional but will the pedagogical aspects be effective. I have found that gradual development works. And tools are becoming easier to use.

Anna Podorova: I meant the ALL/learning design experts' collaboration, of course!
Will edit my post above.

Sue Gollagher: If the ALL practitioners have the skills (and I know many who do) then I think they are best placed to create those materials.

Mark Eggins: I have experienced both types and personally I liked having one central person with high level IT skills nether rest of the team creating content.

Alice Lee: Has anyone seen this? Post AI learning taxonomy...

Mclua: Teaching students to identify discourse moves fundamental to reading comp. Love Swales.

Sue Gollagher: Another Swales fan girl here

Mclua: Absolutely! I used Swales to teach research literacy

Joel Russell: Do we or should we assess insights students incorporate into their own lives? How does this relate to what we evaluate and focus on in our role as ALL practitioners thinking back to Andrew Kelly's presentation at the beginning of the day?

Anna Podorova: Q. Could you please give examples of how gene can be used effectively upon entry point without causing any confusion?

Sue Gallogher: I'd love to see how you collaborated with students around creating exemplars.

Joel Russell: perhaps AI is useful for gaining a whole range of skills, but we may not necessarily want AI used for completing particular assessment tasks.

Joel Russell: Data on what learning processes students are engaging in when using AI resources would be useful.

Rachel Barber: We collect anecdotal feedback from students which definitely supports this

Mark Bassett: We've done UX over the last few years - students tell us consistently to make resources easy to find and relevant (ie discipline specific) <https://doi.org/10/14742/apubs.2024.1081>

Mark Bassett: Usability testing would be good, Joel

Teresa Balfour Brown: is it the pay AI infused version of Grammarly? Thank you for promoting the question Sue

Brendan Hall: We have had some students pulled up by Academic Integrity because Grammarly's AI triggers the AI detection tools.

Teresa Balfour-Brown: I am interested learning more about how Grammarly is being used at Murdoch University as a support resource.

Mark Bassett: <https://doi.org/10.14742/apubs.2024.1081> might be of interest - how we've done UX at AUT

Anna Podorova: Our online resources (LMS and publicly available, e.g. <https://alf-tool.monash.edu>) seem to reduce demand for workshops and one-on-one consults, especially from confident, capable students who just want a bit of self-check/ereassurance.

Sue Gollagher: Yes! I've seen that too!

Joel Russell: Also data on cross interaction between students, and staff groups as learning communities would be useful, along with the outcomes achieved for participants.

Rachel Barber: It would be great to track how a reduces has impacted a student's confidence as a learning, and how that supports their competence (achievement)

Steve Campitelli: It may only be possibly by having students being part of a '7-up' style of tracking study - hard to do tho

Anna Podorova: We get regular feedback from students via surveys and interviews – important insights!

Alice Lee: How do you do this Anna? At my institution we are discouraged from contacting students directly too much.

Sue Gollagher: @Anna Podorova we find it hard to get students to engage in surveys and interviews. They seem to be suffering from feedback fatigue.

Steve Campitelli: @Sue Gollagher I suspect it's a broader fatigue with being over-communicated with by the university Sue - someone once said it's like drinking from the firehouse

Teresa Balfour Brown: Yes, I'm also interested in how you organise interviews with students. Are these f2f or online? How often? How many students usually? Sorry lots of questions.

Anna Podorova: Free - we try to send our invites sparingly. You get the richest data in the interviews, but you need to be careful. In the latest round of the survey about the LANTITE prep program, 15 students volunteered to be interviewed and 13 responded when we contacted them! I've been very busy lately :-)

Alice Lee: LANTITE is a different matter than generic resources and high stakes for students for career.

Sue Gollagher: Great ideas. Teaching students basic genre analysis skills equips them to unpack and create text throughout their study and professional life.

Anna Podorova: This is a good article about collaborations between language experts, staff and students <https://journal.aall.org.au/index.php/jall/article/view/425>

Amor Andal: After the pandemic, we see more need for explicit skills instruction of these skills in our learning support centre.

Anna Podorova: Q. Who read/marked the weekly writing tasks?

Steve Campitelli: Foundation skills are absolutely needed - you can't assume either domestic or international students have them.

Lily Klasson: Awesome feedback :)

Mclua: Yes, increase the reading focus!

Alice Lee: [shared infographic: A post-AI learning taxonomy]

Manuel Jantos: Thank you for sharing this Alice. I haven't seen, it, but it looks handy

Alice Lee: This website y Dr Philippa Hardman explains each of the steps of this new take on Blooms. <https://drphilippahardman.substack.com/p/a-post-ai-leaning-taxonomy>

Michelle Sowe: Thanks Alice. I wonder what you think about the critiques of hierarchical taxonomies such as Bloom's Peter Ellerton and colleagues (convincingly, in my view) point to research suggesting this kind of model has been discredited. Here's a relevant article: 'Teaching critical thinking and why it matters: A transdisciplinary pedagogy for teaching critical thinking' <https://doi.org/10.35542/osf.io/wq5g4>

Alice Lee: Sure, I guess I take Blooms as a way to think about various skills needed for critical thinking, not necessarily that they develop in a linear way. Different skills are needed in different learning processes as well (see Gagne's 5 types of learning). Thanks for the article. I will have a look at it.

Alice Lee: To add on to my post, I guess my personal interest is learning in general, not just learning of academic language skills.

Mark Eggins: I think totally discrediting Bloom's taxonomy would be a mistake, just saying learning is not linear is just as absolute as saying that it is. Typically in an area you need to start with the fundamentals and work from there. That is the way most uni courses are structured. Is that wrong? I'm sure they could be improved but that doesn't mean for at least some students learning can be linear and some skills may be more important than others. I'm not a huge advocate of Bloom's but I think it can still be useful in the 'toolbox'.

Michelle Sowe: I think we need to distinguish between skill and content here (as intertwined as we know there are). Of course there are conceptual technical and factual foundations in any discipline, but the questions is whether critical thinking skills are stepwise or progressive in the same way.

Tao Bak: Very interesting Ha, it does seem that the past experience of academics not wanting to work with us has shifted in more recent years.

Steve Campitelli: We've seen a big shift at UniMelb as a younger perhaps more dynamic crop of academics have been coming through. Especially post-Covid.

Steve Johnson: How important is integrating content and language in embedding work? What can we learn from CLIL, CBI and EMI?

Barbara: Thank you! That was great. I enjoyed what you said about meaning-making and socialisation. Fantastic.

Teresa Balfour Brown: Fantastic presentation. Thank you.

Hollie West: Great presentation

Jc138359: Ha, thank you so much for this informative and pedagogically aligned to sound and effective practices presentation. Close to my own philosophical standpoints and life-long practices. Visibility, flexibility, and relationship-building are essential components to be able to input into the university-wide cohorts.

Justin Park: Great presentation Ha!

Anna Podorova: I thought it was about AI literacy development

Meredith MacAulay: Great presentation! I appreciate the examples and overall learnings.

Steve Campitelli: Within an active embedding context taken at UniMelb, what is the place of broader Foundational (US College style) programs?

Anna Podorova: I ask these questions because we've done a lot of similar work :-). AALL 2021 presentation here <https://figshare.com/s/cadfd0e27ced4545a370>

More of a reflection, than a question: The usefulness of AI, for both students and educators, is pretty clear. It seems that most of the concern is the unethical use of these tools in the academe. I've been reflecting on 3 questions as an educator. (1) How deep have we delved into WHY students are resorting to the unethical use of AI? (2) If unethical use of AI is so prevalent, doesn't that imply a lack of emphasis on the teaching ethics in the academe for the younger generations of learners? And when we do encounter students who do have a rather weak understanding of ethical practices in our respective institutions, do we teach as much as we take disciplinary measures? (3) How have educators been approaching student interaction and feedback sessions that they turn to support of artificial intelligence per in-person consultation with their teachers, professors, learning advisors? (4) How have we strengthened learner agency and resilience among students?

Alice Lee: Tracy Bretag did a lot of work on the causes of academic integrity breaches which echoes what's happening with AI use. This interview may help frame and answer some of your questions. <https://www.tandfonline.com/doi/full/10.1080/00131857.2018.1506726>

Amor Andal: @Alice Lee Thank you! Will have a read.

David Rowland: Anecdotal evidence at UQ suggests some unethical use of AI by students arises because when students run out of time to complete their assignment, they are tempted to use AI as a shortcut to achieve the desired assessment piece.

Michelle Sowe: @David Rowland This point was made strongly in the mandatory academic integrity module I recently completed as part of my Masters program.

Meredith MacAulay: English as a Medium of Instruction

Mclua: Content and Language integrated learning is like CLIL but for higher education

Ha Nguyen:

- What have you learned about embedding academic literacy into the curriculum this year?
- What is a dance you've had this year that you're proud of? If this metaphor doesn't resonate, use your own metaphor or words to describe your experience.
- What would you like to continue doing or change in your approach to embedding next year?

Steve Campitelli: Having children who have gone through CLIL programs, when well executed, they are fantastic

Mark Eggins: Excellent points @Amor Andal, especially on resilience, which I think is still underappreciated in terms of student success. Another related point re AI is there is a lot of emphasis on security with AI but perhaps there needs to be on how teachers work with students, and develop pedagogy and formal and informal assessments throughout their

courses that help students learn such that there may be less need for 'security' as the students have already been 'tested' constantly by class activities (but not always for grades).

Tom Coverdale: I think embedding literacies is CLIL when you're drawing attention to language features? We used Do Coyle's 4C approach to CLIL when embedding a generic language program into units (subjects) at Deakin. Teaching Culture, Cognition and Communication through Content. (e.g. for lit review Culture = why do we cite sources in this academic culture? Cognition = synthesis, evaluation. Communication = lang for synthesis, citations in brackets etc)

Sue Gollagher: Thanks for that explanation, Tom. I didn't feel that I could explain all that so succinctly when Ha asked me to contribute.

Anna Podorova: We've been using the CLIL approach as well - helps to explain our rationale to the discipline lecturers

Christopher Mccaughey: Thank you!

Manuel Jantos: Thank you for a very insightful and interesting presentation Ha

Adam Gall: Thank you, Ha.

Mark Bassett: Thank you for sharing your research, Ha.

H Nguyen: Thanks everyone!

Joel Russell: Chinese Universities also use foundation skills programs as a significant part of initial university studies.

Michael Stein: Thanks everyone

Meredith MacAulay: This was great, Ha. Thank you!

Kate Hall: Thank you Ha - that was really inspiring :)

Huifang Li: Thank you a lot for your presentation!

Zoe Pettifer: Today has been great, thank you!

Michelle Sowe: I have found this whole symposium to be so constructive and thought-provoking. Many thanks to everyone involved!

Mclua: Inspiring presentations!

Anna Podorova: Huge thank you to the organisers!!!!!!

Mark Bassett: Thank you my AALL mates for putting this symposium together

Lily Klasson: Thanks so much, Ha! Loved your presentation

Adam Gall: Yes, thank you organisers

Manuel Jantos: Thank you for organise this too all 5 of the team :)

Lily Klasson: And thank you AALL :)

Joel Russell: Maybe if we learn to step on less toes in life we have a way of assessing our use of student learning in ever day life, Ha.

Shane Rigby: Shout out to Steve, Alex, Susan, Alice and Huifang for their efforts in organising today's symposium

Jenny Mendieta: Thank you to the presenters and organisers for this very interesting symposium.

Josta Heyligers: Thank you Ha for sharing your research and practice.

Anna Podorova: Cairns? I'm coming! What dates do I put in my calendar? (I hope it'll be a hybrid to cater for those who won't be able to travel due to limited funding?)