AALL Symposium 2026: continuing the conversation

Tuesday 1st December

Host: Charles Darwin University, Language and Learning Team

Overview

The AALL Online Symposium 2026 will revisit key conversations from the 2025 face-to-face AALL Conference. These encore presentations raise the question of what has shifted across the sector over the past year and what remains unresolved in Language and Learning practice.

Delivery

Online (AALL Zoom)
https://zoom.us/j/94401506266?pwd=nhgeWK7Z57XvyF8KePzaWhaNI7D297.1

Program Overview

	Session
9:30 ACST **AWST: 8:00 am** **AEST: 10:00 am** **ACDT: 10:30 am** **AEDT: 11:00 am**	## Opening **Introduction:** Belinda Hoult **Acknowledgement of Country:** Haydon Staines **Opening words:** from the AALL vice-president, Michael Stein
9:45 – 10:30 ACST **35 min + 10min Q & A** **AWST: 8:15 am** **AEST: 10:15 am** **ACDT: 10:45 am** **AEDT: 11:15 am** **Chair:** Belinda Hoult **Format:** presentation	## Session 1 Focus: GenAI and ALL practice **Title:** Reconceptualising Academic Literacies in AI-mediated Higher Education Following from CIS #1 and #3 encore presentations, this session explores whether generative artificial intelligence is extending established academic literacies or changing their underlying meanings. Drawing on a scoping review of 69 articles, we present emerging insights into judgement, authorship and situated academic practice. We consider implications for Academic Language and Learning (ALL) consultations, teaching and curriculum partnerships, and outline plans for an evidence-informed teaching guide to support decisions about what to retain, extend or reconsider. **Presenter:** Randall Moreno, Charles Darwin University *Originally from Brazil, **Randall** was a general & academic English teacher, teacher-trainer, and curriculum/assessment developer with IH Australia. At CDU, he has worked as Study Skills Facilitator, Learning Designer, Peer Study Programs Coordinator and Language and Learning Advisor. Working primarily with the Faculty of Arts and Society, Randall currently supports students with academic literacies and academics with pedagogy and AI-enabled assessment redesign.*

10 min break

10:40 – 11:20 ACST

35 min + 10min Q & A

AWST: 9:10 am
AEST: 11:10 am
ACDT: 11:40 am
AEDT: 12:10 pm

Chair:

Randall Moreno

Format:

Workshop

Session 2 Focus: Relational pedagogy, mental health & neurodiversity

Title: Navigating challenging advising sessions: cases in mental health and neurodiversity

With increasing numbers of students registering with Inclusion and Disability Services (IDS), Learning Success Advisors (LSAs) at the University of Sydney sought to strengthen their knowledge of mental health and neurodiversity through collaboration with Student Wellbeing. This case-based workshop shares insights from that partnership and their application to advising practice. Drawing on real-world experiences of ongoing student support, cases will explore challenges including repeated patterns of behaviour, difficulties with memory, perfectionism and rejection of suggested solutions. Participants will discuss similar experiences and potential responses before a Student Wellbeing team member offers interpretations of factors that may influence students' behaviours and strategies for responding. Facilitators will also share actions taken by LSAs and their outcomes. The workshop concludes with an open forum where participants can bring their own challenging advising experiences and receive practical suggestions, encouragement and resources from facilitators and peers to support inclusive and effective student advising practice.

Presenters: Amelia Yarwood & Jenny Parson, The University of Sydney

Amelia *is part of the Learning Hub (Academic Language and Learning) team at USyd. Previously, she worked as a learning advisor in Japan and taught aspiring learning advisors as part of the Research Institute for Learner Autonomy Education's (RILAE) Advisor Educator Program.*

10 min break

11:30 – 12:15 ACST

35 min + 10min Q & A

AWST: 10:00 am
AEST: 12:00 pm
ACDT: 12:30 pm
AEDT: 1:00 pm

Chair:

Belinda Hoult

Format:

presentation

Session 3 Focus: Numeracy

Title: A study method for developing confidence in math

Although most students pass LANTITE on their first or second attempt, some face challenges due to a fear of mathematics. This presentation explores the nature of learning mathematics, identifies the root causes of this fear, and introduces a study method designed to help students overcome it. The proposed method is informed by Bloom's Mastery Learning framework and some principles of Cognitive Behavioural Therapy.

Presenter: Brendan Hall, Australian Catholic University

Brendan *has been an Academic Skills Advisor (Maths) at ACU for ten years. His earlier career spanned science/engineering consulting, and he has qualifications applied physics, education, and a Ph.D. in engineering. Brendan has developed a creative thinking program for ACU students and has collaborated in projects for learning AI.*

15 min break

12:30 - 1:30 ACST

50 min + 10min Q & A

AWST: 11:00 am
AEST: 1:00 pm
ACDT: 1:30 pm
AEDT: 2:00 pm

Chair:

Sue Gollagher

Format:

15 min lightning talks

Session 4 Focus: Academic Collaboration

Title: Embedded, Partnered, Evolving

Lightning talks

1. **Bridging academic gaps: A collaborative approach to communication skills development in Allied Health**

This presentation documents the three-year evolution of our Learning Hub's clinical communication support, from individual consultations with one Learning Success Advisor (LSA) to workshops and digital resources developing the linguistic and socio-pragmatic skills Allied Health students need for simulation assessments and clinical placements. Using a connect–collaborate–create framework, we share our journey and a pathway for developing partnerships between ALL teams, students and teaching-focused academics. Connect demonstrates how LSAs can draw on their experience with students to identify cohort pain points. Collaborate explores how these insights can become opportunities for students and academics to provide discipline-specific context about graduate outcomes, assessments, and the academic and language skills required for success. Create showcases the authentic, multimodal resources developed through these partnerships. Together, these elements demonstrate how effective, inclusive learning experiences can emerge when ALL practitioners, students and academics connect, collaborate and create resources grounded in students' disciplinary and clinical communication needs.

Presenter: Amelia Yarwood, The University of Sydney

2. **Scaffolding Success: What the Data Shows About Discipline-Embedded Language Support**

This presentation showcases Curtin University's SUCCESS English Support Program (ESP), a faculty-embedded initiative co-designed by an Academic Language and Literacy specialist and discipline academics. Grounded in Transition Pedagogy and discipline-specific academic-literacy support, SUCCESS addresses the needs of diverse first-year students across Humanities and Health Sciences. Workshops develop referencing, paraphrasing, source use, text structure and critical evaluation. A mixed-methods evaluation, incorporating student interviews, grade trajectories and pre-/post-writing analysis, identified improvements in English proficiency, confidence, grammar, vocabulary and academic-literacy conventions, while revealing disciplinary differences. Humanities students reported strong alignment between workshops and assessment demands, whereas Health Sciences students identified gaps in referencing and formatting support. Both groups reported reduced anxiety and greater awareness of ongoing literacy development. Delegates will gain a practical framework and adaptable resources for mapping literacy demands against disciplinary needs and using evaluation data to strengthen academic skills, integrity, equity and belonging.

Presenter: Chantelle Leach, Curtin University

Chantelle, *Coordinator of Academic Communication in the Faculty of Humanities at Curtin University, supports students' academic communication skills by collaborating with course coordinators, major leads, and unit coordinators to embed academic skills and competencies. Since 2020 she has focused on*

	embedding language and literacy skills through a whole-of-course curriculum approach. **3. Bridging the gap at UQ: Embedding language support where it matters** What happens when academic language and learning (ALL) support becomes embedded within the curriculum rather than bolted on around it? In 2024, The University of Queensland trialled Embedded Language Support Officers (ELSOs) within faculties to work alongside academics, students and professional staff, supporting the academic success of culturally and linguistically diverse (CALD) students. The pilot quickly developed into a university-wide model. This presentation reflects on the first two years of the initiative, exploring the impact of embedding support within conversations, relationships and curriculum design. We share successes, missteps and lessons learned while examining the possibilities and challenges of embedded support. How do we build trust with academics, balance customisation with scalability, and know when our work is effective? By sharing an evolving example of embedded practice, we aim to provoke conversation about how ALL practitioners can connect, collaborate and create inclusive, engaging and sustainable impact from within the curriculum**.** **Presenters:** Stuart Crosbie & Trisha Hicks, The University of Queensland ***Stuart*** *is an Embedded Language Support Officer at the EAIT faculty at UQ. He has a Cambridge DELTA qualification and has worked in the TESOL space since 2000. Stuart highly values effective communication and relationships as he supports CALD students with their course work and assessment tasks.* ***Tricia*** *is an Embedded Language Support Officer at UQ's School of Business, Economics and Law. She collaborates with faculty leadership and teaching staff to embed language scaffolding into the curriculum. Additionally, Tricia develops targeted digital Assessment Helpers and offers one-on-one staff consultations. Within the classroom, she provides direct language instruction to students and conducts teaching observations.*
1:30 – 2:00 ACST **AWST: 12:00 pm** **AEST: 2:00 pm** **ACDT: 2:30 pm** **AEDT: 3:00 pm**	## Closing session **Guest speaker**: CDU Vice-Chancellor: Professor Fiona Coulson **Closing synthesis:** Belinda Hoult and AALL vice-president, Michael Stein