



| DAY 1 – Wednesday 1 November 2017 | | | | | |
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| 8.30am | Registration Opens | | | | |
| 10.00 - 11.00am | Conference Opening Welcome to Country, Wathaurong Community Member Professor Beverly Oliver, Deputy Vice-Chancellor (Education), Deakin University | | | | |
| 11.00 - 12.00pm | Keynote Speaker Ursula Wingate, Senior Lecturer Language Education, Kings College London | | | | |
| 12.00 - 1.00pm | LUNCH | | | | |
| 1.00 - 3.00pm | CONCURRENT SESSIONS | | | | |
| | Changing Identities in ALL <i>On campus & online</i> | ALL for diversity and inclusivity | Digitalising ALL practices | Partnerships in Action | Research and Evaluation |
| 1.00 - 1.30pm | Academic Language and Learning (ALL) in Australia: origins, purposes, and destinations <i>Carolyn Malkin, Victoria University</i> <i>Kate Chanock, La Trobe University</i> | From the Student's Perspective: a multiple case study of Non-English Speaking Background (NESB) Students moving from an English for Academic Purposes (EAP) bridging program into mainstream university study and the relevance for their academic success. <i>Jackie Tagg</i> | 'Ask a Question': Student use and misuse of online academic skills support <i>Sally Ashton-Hay & Andrew Ross, Southern Cross University</i> | A partnership approach for assisting students through a 'one-stop-shop' <i>Kanchana Jayasuriya, Dana Kuljanin, Tom Petsinis & Rudi Van Staden, Victoria University</i> | A Potential Diagnostic Tool to Identify HDR Students Requiring Writing Support <i>Adele Thomas, Macquarie University</i> |
| 1.30 - 2.00pm | All identity: minimum professional requirements, training and pedagogy for academic skills advisors <i>Simon Evans, Sally Ashton Hay, Southern Cross University</i> <i>Ariana Henderson, University of Melbourne</i> | Addressing the needs of culturally and linguistically diverse students: a case study of African students <i>Tina Fleming, Edith Cowan University</i> | Developing self-regulated curricula through scaffolded academic skills and literacies through a digital learning environment still on maybe list – not yet in program <i>Sasikala Nallaya & Lorien Delaney, University of South Australia</i> | Building partnerships within the curriculum <i>Juanita Custance, Victoria University</i> | Academic writing support for eal PhD candidates: what works and the way forward <i>Lai Ping Florence Ma, Macquarie University</i> |
| 2.00 - 2.30pm | The otherness of writing in the engineering curriculum: a practice architectures perspective <i>Rosalie Goldsmith, University of Technology Sydney</i> <i>Keith Willey, University of Sydney</i> | Building cultural and linguistic bridges: reflections on a program designed to support students from refugee backgrounds and their transitions into enabling/ higher education <i>Sally Baker, Evonne Irwin & Simone Nance, The University of Newcastle</i> | Blended Learning or 'Blanded' Learning? Reflections from a teaching and learning perspective <i>John Hamilton, Victoria University</i> | Creating a community of practice: negotiating the development of discipline based language and learning resources with faculty <i>Helen Drury, University of Sydney</i> | One size does not fit all. How do we cater for all research students? <i>Vittoria Grossi, Terrie Fraser, Steven Grivas & Laura Dickinson, Deakin University</i> |

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| 2.30 - 3.00pm | Caught between traditions? Three framings for ALL practice and the neoliberal university <i>Tao Bak, Victoria University</i> | Developing Academic Literacy from an Indigenous perspective <i>Roslyn Rowen, Charles Darwin University</i> | Challenges and opportunities in collecting and providing student writing samples online <i>Julius Parker, Australian Catholic University</i> | Engaging and Learning through Co-Construction <i>Jackie Hammill, Victoria University</i> | Evaluating Blended Learning Initiatives: An Institution-wide Approach <i>Anselm Paul, Victoria University</i> |
| 3.00 – 3.30pm | AFTERNOON TEA | | | | |
| 3.30 – 5.00pm | CONCURRENT SESSIONS | | | | |
| | Changing Identities in ALL | ALL for diversity and inclusivity | Digitalising ALL practices | Partnerships in action | Research and Evaluation <i>On campus & online</i> |
| 3.30– 4.00pm | Changing ALL identities in a disruptive world <i>Tess Snowball, Jodi Tutty & Thuy Do, Australian National University</i> | Indigenous perspectives and the co-curriculum: Towards a decolonizing approach to academic language and learning in higher education <i>Coral Campbell, Charles Darwin University</i> | Creating digital pathways for academic literacy: student-centred elearning at Western Sydney University <i>Anna Wallace, Hermy Llacuna & Daniel Collins, Western Sydney University</i> | Supporting English Language Development: Exploring options for students and staff <i>Vittoria Grossi, Laura Dickinson & Nara Tsedendamba, Deakin University</i> | Knowledge building made clear: aligning academic language learning and content in pre-service teacher education <i>Sarah Dowden-Parker & Roz Rowan, Charles Darwin University</i> |
| 4.00– 4.30pm | Discipline academics as academic language development facilitators: Dream or reality? <i>Anna Podorova, Monash University</i> | International students' access to internships: Using semantic waves to address application requirements <i>Jen McPherson, Laura Ficorilli & Chris Bisland, Macquarie University</i> | Extending the learning potential of the LMS <i>Juanita Custance, Victoria University</i> | Are we on the same page? Collaborating when attitudes on teaching and learning differ <i>Maja Gelov, Deakin University</i> | The proof of the pudding ... analysing student written texts for evidence of a successful literacy intervention <i>Linda Devereux, Kate Wilson & Maya Gunawardena, Australian Defence Force Australia</i> <i>Anne Kiley, University of Canberra</i> |
| 4.30– 5.00pm | Content matters: curriculum development challenges in academic writing programs <i>Andrew Johnson, Monash University</i> | Learning 'how we do it around here': current practices in facilitating students development of cultural competence. <i>Susi Woolf, Charles Darwin University</i> | Going digital: Challenges and opportunities in transforming face to face ALL workshops into online versions <i>Alexandra García, The University Of Sydney</i> | A cross-disciplinary approach to embedding: A pedagogy for developing academic literacies <i>Anna Maldoni, University of Canberra</i> | Survival of the Fittest: Lessons for program evaluation <i>Reva Rmiah, Curtin University</i> |
| 4.30-5.30pm | AALL Executive Meeting | | | | |
| 5.00 – 7.30pm | WELCOME RECEPTION | | | | |

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| | DAY 2 – Thursday 2 November 2017 | | | | |
| 8.30am | Registration Opens | | | | |
| 9.30 – 11.00am | CONCURRENT SESSIONS | | | | |
| | Changing Identities in ALL | ALL for diversity and inclusivity *Room changes during this session will not be permitted | Digitalising ALL practices <i>On campus and Online</i> | Innovations in Peer Learning *Room changes during this session will not be permitted | Workshops *Room changes during this session will not be permitted |
| 9.30 – 10.00am | Changing Students, Changing Expectations <i>Karma Waltonen, UC Davis</i> | In search of clarity: Designing and constructing graceful highways of understanding for readers of International Masters of Engineering theses. <i>Coral Campbell, Charles Darwin University</i> | Improving staff capacity to support student learning in the digital age <i>Rosy Borland & Sonia Wilkie, Victoria University</i> | A Collaborative Learning Space <i>Elizabeth McKenzie, RMIT</i> Opening the flood gates? Using peer learning to facilitate an open access academic literacy “shopfront” <i>Emma Joel, Catherine Chinnery-Doyle, Michael Kilmister & Meg Vertigan, University of Newcastle</i> | Operationalising a whole of institution approach: Working through theory(ies) (JCU) <i>Andrea Lynch & Colleen Kaeshagen, James Cook University</i> |
| 10.00– 10.30am | Embedded but are we wedded? <i>Caroline Wright-Neville, Deakin University</i> | Indigenous Student Support and Academic Language and Learning - A Reality Check <i>Ganesh Koramannil, Charles Darwin University</i> Teacher Awareness: From engaging with diversity to learning for diversity <i>Susan Brooman-Jones, University of Technology Sydney</i> | LANTITE: A Driver for Innovative Literacy and Numeracy Practices <i>Margaret Bardon, Trevor Lanna, Alice Lee, Kate Nolan, Katia Salem & Laurent Seibert, Australian Catholic University</i> | They’re doing it anyway: improving academic mentoring in the residential space <i>Tess Snowball, Vivien Silvey & Jay Woodhams, Australian National University</i> | Transformed, systematic, whole of institution: redefining our role as ALL practitioners - Successes and challenges (JCU) <i>Rachel Barber, Maddie Bornschlegl, Jessica Watt, Lyle Cleeland, Brijesh Kuma & Colleen Kaesehagen, James Cook University</i> Whole of institution academic language and learning practice: systemic implications <i>Susan Hoadley & Kerry Hunter, University of Technology Sydney</i> |
| 10.30 – 11.00am | A new undergraduate first year: Blended, flipped and engaging... timetabling is not a problem! <i>Fiona Henderson, Victoria University</i> | The human face of international education: The potential effect of learning anxiety on international students studying at Australian tertiary institutions <i>Richard Hewison, Edith Cowan College</i> | More than ticking boxes: digital learning as a meaningful solution to policy and procedure <i>Vanessa Todd & Tessa Green, Macquarie University</i> | Blurred boundaries: an investigation of the roles of Student Writing Mentors and Language and Learning Advisers <i>Margaret Bardon, Trevor Ianna, Alice Lee, Kate Nolan, Katia Salem & Laurent Seibert, Australian Catholic University</i> | |
| 11.00 – 11.30am | MORNING TEA | | | | |
| 11.30 – 12.30pm | Plenary 21st Century Universities – what role for AALL? Lucy Schultz, Director Cloud Campus, Deakin University Ian Solomonides, Pro Vice-Chancellor, Learning Innovation and Quality, Victoria University | | | | |
| 12.30 – 1.30pm | LUNCH | | | | |
| 1.30 – 2.30pm | Plenary OLT Academic Integrity Project Rowena Harper, President: Association for Academic Language and Learning | | | | |
| 2.30 – 3.00pm | CONCURRENT SESSIONS | | | | |

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| 2.30-3.00pm | Academic integrity sessions | ALL for diversity and inclusivity <i>On campus and Online</i> | Digitalising ALL practices *Room changes during this session will not be permitted | Innovations in Peer Learning | Maths stream |
| | A balancing act: Embedded and generalised approaches to developing online academic integrity resources <i>Vivien Silvey, Thuy Do & Tess Snowball, Australian National University</i> | Learning at the Threshold: WAC Practices for Inclusive Education <i>Melissa Bender, University of California Davis</i> | Do students really want to learn English online? <i>Natalia Sanjuán Bornay, Kung-Keat Teoh & Regina Sliuzas, Flinders University</i> Essay writing support for Art History students: <i>Belinda Bold & Sharyn Meade, RMIT</i> Extending the scope of practice <i>Joanna Lilpop, Australian Catholic University</i> | Student learning assistants: from learning advice to creating community <i>Stephen price, Kathryn Wallace, Elena Verezub & Elena Sinchenko, Swinburne University</i> | Anytime-anyplace – developing online maths support at Australian Catholic University <i>Michael Russo & Kate Nolan, Australian Catholic University</i> |
| 3.00 – 3.30pm | AFTERNOON TEA | | | | |
| 3.30 – 5.30pm | CONCURRENT SESSIONS | | | | |
| | academic integrity sessions *Room changes during this session will not be permitted | ALL for diversity and inclusivity <i>On campus and Online</i> | Digitalising ALL practices | Innovations in Peer Learning | Maths stream |
| 3.30– 4.00pm | Digitalising academic integrity learning resource <i>Sang-Eun Oh, University of Technology Sydney</i> A Path to Non-Plagiarism <i>Dararat Khampusaen, Khon Kaen University</i> | Find your place in LACE: CQUniversity’s Language and Cultural Exchange project for refugees, asylum seekers and recent migrants <i>Ruth O’Neill, CQ University</i> | Quest for Student Success: A Cross-disciplinary Exploration of the Learning and Development Needs of Online Students in a Regional University <i>Douglas Eacersall & Amelia Dowe, University of Southern Queensland</i> | Academic literacies in peer to peer language learning programs: Students' voices in academic language development <i>Lucas Moreira dos Anjos Santos & Rosalind McFarlane, Monash University</i> | Blended learning in mathematics support <i>Ken Ly, Jackie Nicholas & Collin Phillips, The University of Sydney</i> |
| 4.00– 4.30pm | From ‘diagnosis’ to ‘cure’? Exploring a reflective partnership journey to improve university wide knowledge on academic misconduct <i>Amanda Jensen, Charles Darwin University</i> | The Student at Risk Checklist: <i>Belinda Bold, RMIT</i> | Staying alive: Maintaining relevance in the online university <i>Drew Roberts & Lyn Doolan, Deakin University</i> | Online Peer Support Options - What can be done to support online students? <i>Robyn Mortimer and Dawn Jones, Deakin University</i> Success Coaches: Supporting online students <i>Kate Artx & Corinna Ridley, Deakin University</i> | Evaluating the effectiveness of mathematics support <i>Jackie Nicholas, The University of Sydney</i> |
| 4.30 – 5.00pm | | Meeting students’ needs: learning and teaching design targeting student transition <i>Neela Griffiths & Deborah Nixon, University of Technology Sydney</i> | The benefits and challenges of digitalising academic support for online students and students online: a review of technological tools <i>Saib Dianati & Marcia Schubert, Flinders University</i> | | What ‘counts’ as numeracy preparation in enabling education programs? Results of a national audit <i>Evonne Irwin, Sally Baker & Ben Carter, University of Newcastle</i> |

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| 5.00-5.30pm | <p>Empowering the Conversation': a partnership approach to academic integrity. <i>Gwyn Jones, University of New South Wales</i></p> <p>Exercising professional expertise and nurturing mutual understandings: Exercise & Nutrition academics and ALL staff collaborate to support academic integrity <i>Marie Gaspar, Ron Peek & Gail Fluker, Deakin University</i></p> <p>Academic integrity and referencing: Whose job is it anyway? <i>Dawn J. Marsh & Jennifer Campion, University of Waikato</i></p> | <p>Not just 'another workshop': intensive study skills programs at UC <i>Gail Heinrich, Catherine Laike, Kimberly Cole & Ellen Lassman, University of Canberra</i></p> | <p>The hard working learner: third party services and academic language and learning <i>Helen Benzie & Rowena Harper, University of South Australia</i></p> | <p>The Chinese social media platform WeChat for an online, onshore/offshore peer mentoring program <i>Trudi Aitken, Victoria University</i></p> <p>The VU Engineering Online Study Space: Examining the limits and benefits of an online student peer mentoring program. <i>Rhys Cooper, Victoria University</i></p> | <p>Design of a Mental Calculation App for Paramedic Students <i>Andrew Bell, University of the Sunshine Coast</i></p> <p><i>Brendan Hall & John Latham, Australian Catholic University</i></p> |
| 5.30-6.30pm | <p>Courtyard Conversations The role of third party providers of academic support; Peer Learning – next steps</p> | | | | |
| 7 .00pm | <p>CONFERENCE DINNER</p> | | | | |

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| | DAY 3 – Friday 3 November 2017 | | | | | |
| 8.30am | Registration Opens | | | | | |
| 9.30 – 11.30am | CONCURRENT SESSIONS | | | | | |
| | Changing Identities in ALL | ALL for diversity and inclusivity 1 | ALL for Diversity and Inclusivity 2 | Innovations in Peer Learning | Partnerships in action <i>On campus and Online</i> | Managers meeting AALL |
| 9.30 – 10.00am | Panel-beater or Co-Supervisor? The Politics and Paradoxes of Academic Language and Learning Lecturers providing support to doctoral students <i>Nira Rahman & Paola Bilbrough, Victoria University</i> | Responding to diverse student needs to create inclusivity: a narrative of academic support in a remote dual-sector university <i>Amanda Jensen, Coral Campbell & Roz Rowen, Charles Darwin University</i> | The Pink Palace experiment: How a writing club assists in the retention of first year Youth Work students <i>Gabriella Pretto, Victoria University</i> | The Evolution of the Deakin Student Mentor Community of Practice <i>Dawn Jones & Kate Artz, Deakin University</i> | Flying Start: partnering with students and other stakeholders in doctoral rites of passage <i>Steve Johnson, Julia Hobson & Melinda Nicola, Murdoch University</i> | |
| 10-10.30am | Peer observation: Critical reflection as a catalyst for change <i>Rachel Maissan & Fiona Perry, Navitas</i> | Serving the Solomons: Overcoming structural and cultural factors <i>Stella Link, Australian Catholic University</i> | Transition to tertiary study: using self-assessment to guide teaching <i>Joslyn Tait & Barbara Morgan, RMIT</i> | Those Formative Peers: Improving First Year Academic Writing Through Peer Assessment Groups <i>Lil Hayes, The University of Newcastle</i> | Issues in sustainability: embedding communication development in first year architecture <i>Dorothy Economou, University of Sydney</i> | |

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| 10.30-11.00am | <p>The problem with soft skills: exploring a new conceptualisation to a holistic approach <i>Trelawn McKnight, Western Sydney University</i></p> | <p>Sharing language and cultural competence <i>MaryAnn McDonald, University of Technology Sydney</i></p> | <p>Inclusive employment and developmental opportunities for students: Benefits, challenges and lessons learnt. <i>Danielle Borlovan, Victoria University</i></p> | <p>Expanding the Emergency Department – incorporating Library services into just-in-time peer learning support <i>Gail Heinrich, Rita Dutta, Kimberly Cole & Christine Barnes, University of Canberra</i></p> <p>Harnessing the power of peers to support student learning: three initiatives for EAL students in the Faculty of Health <i>Anna Wardle & Stacey Lowe, Queensland University of Technology</i></p> <p>Love Actually: A Reflection on the Need for Pedagogical Love in Peer Learning Programs <i>Gill Best, Victoria University</i></p> <p>Promoting conference presentation skills for diverse student groups. <i>Jen Rowland, Macquarie University</i></p> <p>Supportive collision: Facilitating cross-disciplinary communication among doctoral writers through collaboration <i>Ha Nguyen & Steven Thurlow, The University of Melbourne</i></p> <p>Researchers' Walk at The Victorian College of the Arts <i>Yvette Grant, University of Melbourne</i></p> | <p>Making the invisible visible <i>Averil Martin & Nicholas Charlton, Griffith University</i></p> | |
| 11.00-11.30am | <p>The Rules above the Bed: ALL as Hospitality <i>Britta Schneider, Dana Chahal & Juana Maria Rodriquez, Victoria University</i></p> | <p>The proficiency ‘problem’ on campus: Supporting NESB students <i>Jay Woodhams and Vivien Silvey, Australian National University</i></p> | <p>Language Matters: Representation of Identity through English <i>Nira Rahman, Victoria University</i> <i>Lili Miao,</i></p> | | <p>Partnering to build employability skills and communicative competence in a Master of Engineering subject <i>Andrew Kelly & Sarah Fitzpatrick, Kent Institute Australia</i></p> | |

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| 11.30-12.30pm | Keynote Speaker Karen Orr Vered, Associate Professor Screen & Media, Flinders University | | | | |
| 12.30-1.45pm | LUNCH | | | | |
| 12.45-1.45pm | AALL Annual General Meeting | | | | |
| 1.45-3.15pm | CONCURRENT SESSIONS | | | | |
| | Research and evaluation | ALL for diversity and inclusivity | Partnerships in action | Innovations in Peer Learning <i>On campus and Online</i> | Partnerships in action |
| | How Cultural Historical Activity Theory (CHAT) may help to inform ALL <i>Julia Doyle, Southern Cross University</i> | Supporting students with dyslexia in higher education <i>Laura Dickinson, Deakin University</i> | From Planning to Assessment: Working Collaboratively for Student Success <i>Nira Rahman & Jackie Hammill, Victoria University</i> | From anxious to awesome!: co-creating a community of peer writing praxis <i>Robyn Westcott & Carol Floyd, Macquarie University</i> | Partnering with supervisors and doctoral students around feedback on doctoral writing <i>Meeta Chatterjee Padmanabhan, University of Wollongong</i> |
| | Difficulties in transitioning from the Confucian to Socratic learning model: implications for academic writing <i>Niroshani Azariadis, University of Western Australia</i> | Supporting university students with socially challenging behaviors through professional development for teaching staff. <i>Sarah Veitch, Karin Strehlow & James Boyd, Murdoch University</i> | Ready, Set, Go.... An ECU partnership in action to increase retention and better equip first year nursing and midwifery students for university. <i>Maureen Buckingham, Edith Cowan University</i> | Let's not 'PASS' the buck: Fostering the PASS-ALL relationship through innovations in pedagogy and practice <i>Roslyn Rowen, Charles Darwin University</i> | Reflections from a current partnership between Faculty of Education and Arts (FEA) and Academic Skills to support final year Education Students preparing for the national Literacy and Numeracy Test (LANTITE) <i>Ann Majkut & Patricia Hacker, Australian Catholic University</i> |
| | The Library, forgotten keepers of student data: providing opportunities for targeted student support through data driven relationships. <i>Trelawny McKnight, Anna Wallace, Claire Urbach, Fiona Webber, Linda Thornely & Kim Heckenberg, Western Sydney University</i> | The role of learning advisors and support staff within an increasingly differentiated student community. <i>Elizabeth Norman & Edwina Newham, Swinburne University</i> | Students as Partners: The Evolution of the Deakin Student Mentor Community of Practice <i>Dawn Jones, Deakin University</i> | Online strategies to recruit and train Student Mentors: opportunities for development and integration with face-to-face strategies <i>Ana Garcia-Melgar, Victoria University</i> | |
| 3.15-3.45pm | Conference Close President of AALL – Rowena Harper Best Paper Winner & Next Conference venue announcement Susan Young - Dean of Students, Victoria University | | | | |