	DAY 1 – Wednesday 1 November 2017				
8.30am	**REGISTRATION OPENS** *Level 2 Gallery*				
	CONFERENCE OPENING AND KEYNOTE SPEAKER *Costa Theatre*				
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** *Level 2 Gallery*				
1.00 - 3.00pm	**CONCURRENT SESSIONS**				
	Changing Identities in ALL *On campus & online*	**ALL for diversity and inclusivity**	**Digitalising ALL practices**	**Partnerships in Action**	**Research and Evaluation**
	D2.194	*D2.193*	*D2.331*	*D2.204*	*D2.205*
1.00 - 1.30pm	Academic Language and Learning (ALL) in Australia: origins, purposes, and destinations *Carolyn Malkin, Victoria University* *Kate Chanock, La Trobe University*	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. *Jackie Tagg, University of Otago*	'Ask a Question': Student use and misuse of online academic skills support *Sally Ashton-Hay Southern Cross University, Zihan Yin University of New England & Andrew Ross, Southern Cross University,*	A partnership approach for assisting students through a 'one-stop-shop' *Kanchana Jayasuriya, Dana Kuljanin, Tom Petsinis & Rudi Van Staden, Victoria University*	A Potential Diagnostic Tool to Identify HDR Students Requiring Writing Support *Adele Thomas, Macquarie University*
1.30 - 2.00pm	All identity: minimum professional requirements, training and pedagogy for academic skills advisors *Simon Evans, RMIT, Sally Ashton Hay, Southern Cross University* *Ariana Henderson, University of Melbourne*	Addressing the needs of culturally and linguistically diverse students: a case study of African students *Tina Fleming, Edith Cowan University*	Developing self-regulated curricula through scaffolded academic skills and literacies through a digital learning environment *Sasikala Nallaya & Lorien Delaney, University of South Australia*	Building partnerships within the curriculum *Juanita Custance, Victoria University*	Academic writing support for EAL PhD candidates: what works and the way forward *Lai Ping Florence Ma, Macquarie University*

Time					
2.00 - 2.30pm	The otherness of writing in the engineering curriculum: a practice architectures perspective *Rosalie Goldsmith, University of Technology Sydney* *Keith Willey, University of Sydney*	Building cultural and linguistic bridges: reflections on a program designed to support students from refugee backgrounds and their transitions into enabling/ higher education *Sally Baker, Evonne Irwin & Simone Nance, The University of Newcastle*	Blended Learning or 'Blanded' Learning? Reflections from a teaching and learning perspective *John Hamilton, Victoria University*	Creating a community of practice: negotiating the development of discipline based language and learning resources with faculty *Helen Drury, University of Sydney*	One size does not fit all. How do we cater for all research students? *Vittoria Grossi, Terrie Fraser, Steven Grivas & Laura Dickinson, Deakin University*
2.30 - 3.00pm	Caught between traditions? Three framings for ALL practice and the neoliberal university *Tao Bak, Victoria University*		Challenges and opportunities in collecting and providing student writing samples online *Julius Parker, Australian Catholic University*	Engaging and Learning through Co-Construction *Jackie Hammill, Victoria University*	
3.00 – 3.30pm	**AFTERNOON TEA** *Level 2 Gallery*				
	CONCURRENT SESSIONS				
3.30 – 5.00pm	**Changing Identities in ALL**	**ALL for diversity and inclusivity**	**Digitalising ALL practices**	**Partnerships in action**	**Research and Evaluation** *On campus & online*
	D2.193	D2.331	D2.204	D2.205	D2.194
3.30 – 4.00pm	Changing ALL identities in a disruptive world *Tess Snowball, Jodi Tutty & Thuy Do, Australian National University*	Indigenous perspectives and the co-curriculum: Towards a decolonizing approach to academic language and learning in higher education *Arlene Harvey, University of Sydney*	Collaboration and creation of digital pathways for academic literacy: student-centred e-learning at Western Sydney University *Anna Wallace, Hermy Llacuna & Daniel Collins, Western Sydney University*	Supporting English Language Development: Exploring options for students and staff *Vittoria Grossi, Laura Dickinson & Nara Tsedendamba, Deakin University*	Knowledge building made clear: aligning academic language learning and content in pre-service teacher education *Sarah Dowden-Parker & Roz Rowan, Charles Darwin University*
4.00– 4.30pm	Discipline academics as academic language development facilitators: Dream or reality? *Anna Podorova, Monash University*	Learning 'how we do it around here': current practices in facilitating students development of cultural competence. *Susi Woolf, Charles Darwin University*	Extending the learning potential of the LMS *Juanita Custance, Victoria University*	Are we on the same page? Collaborating when attitudes on teaching and learning differ *Maja Gelov, Deakin University*	The proof of the pudding … analysing student written texts for evidence of a successful literacy intervention *Linda Devereux, Kate Wilson & Maya Gunawardena, Australian Defence Force Australia* *Anne Kiley, University of Canberra*
4.30– 5.00pm	Content matters: curriculum development challenges in academic writing programs *Andrew Johnson, Monash University*		Going digital: Challenges and opportunities in transforming face to face ALL workshops into online versions *Alexandra García, The University of Sydney*	A cross-disciplinary approach to embedding: A pedagogy for developing academic literacies *Anna Maldoni, University of Canberra*	Survival of the Fittest: Lessons for program evaluation *Reva Rmiah, Curtin University*
4.30-5.30pm	**AALL Executive Meeting** D2.193				
5.00 – 7.30pm	**WELCOME RECEPTION** *Level 2 Gallery*				

	DAY 2 – Thursday 2 November 2017				
8.30am	**REGISTRATION OPENS** *Level 2 Gallery*				
9.30 – 11.00am	**CONCURRENT SESSIONS**				
	Changing Identities in ALL	**ALL for diversity and inclusivity**	**Digitalising ALL practices** *On campus and Online*	**Innovations in Peer Learning**	**Workshop**
	D2.193	*D2.331*	*D2.194*	*D2.204*	*D2.205*
9.30 – 10.00am	Changing Students, Changing Expectations *Karma Waltonen, UC Davis*	Pecha kutcha presentation series **Room changes during this session will not be permitted* In search of clarity: Designing and constructing graceful highways of understanding for readers of International Masters of Engineering theses. *Coral Campbell, Charles Darwin University*	Improving staff capacity to support student learning in the digital age *Rosy Borland & Sonia Wilkie, Victoria University*	**Room changes during this session will not be permitted* A Collaborative Learning Space *Elizabeth McKenzie, RMIT*	**Room changes during this session will not be permitted*
10.00– 10.30am	A new undergraduate first year: Blended, flipped and engaging… timetabling is not a problem! *Fiona Henderson, Victoria University*	Indigenous Student Support and Academic Language and Learning - A Reality Check *Ganesh Koramannil, Charles Darwin University* Teacher Awareness: From engaging with diversity to learning for diversity *Susan Brooman-Jones, University of Technology Sydney* The human face of international education: The potential effect of learning anxiety on international students studying at Australian tertiary institutions *Richard Hewison, Edith Cowan College*	LANTITE: A Driver for Innovative Literacy and Numeracy Practices *Margaret Bardon, Trevor Lanna, Alice Lee, Kate Nolan, Katia Salem & Laurent Seibert, Australian Catholic University*	Opening the flood gates? Using peer learning to facilitate an open access academic literacy "shopfront" *Emma Joel, Catherine Chinnery-Doyle, Michael Kilmister & Meg Vertigan, University of Newcastle* They're doing it anyway: improving academic mentoring in the residential space *Tess Snowball, Vivien Silvey & Jay Woodhams, Australian National University*	Operationalising a whole of institution approach: Working through theory(ies) (JCU) *Andrea Lynch & Colleen Kaeshagen, James Cook University* Transformed, systematic, whole of institution: redefining our role as ALL practitioners - Successes and challenges (JCU) *Rachel Barber, Maddie Bornschlegl, Jessica Watt, Lyle Cleeland, Brijesh Kuma & Colleen Kaesehagen, James Cook University*
10.30 – 11.00am			More than ticking boxes: digital learning as a meaningful solution to policy and procedure *Vanessa Todd & Tessa Green, Macquarie University*	Blurred boundaries: an investigation of the roles of Student Writing Mentors and Language and Learning Advisers *Linda Thies, Anita Gray, Ruth Lee & Maja Gelov, Deakin University*	Whole of institution academic language and learning practice: systemic implications *Susan Hoadley & Kerry Hunter, University of Technology Sydney*
11.00 – 11.30am	**MORNING TEA** *Level 2 Gallery*				

11.30 – 12.30pm	**PLENARY SESSION** *Costa Theatre* **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** *Level 2 Gallery*
1.30 – 2.30pm	**PLENARY SESSION** *Costa Theatre* **OLT Academic Integrity Project** Rowena Harper, University of South Australia President: Association for Academic Language and Learning

	CONCURRENT SESSIONS				
	Academic integrity themed sessions	**ALL for diversity and inclusivity** *On campus and Online*	**Digitalising ALL practices**	**Innovations in Peer Learning**	**Maths stream**
	D2.193	*D2.194*	*D2.331*	*D2.204*	*D2.205*
2.30-3.00pm	A balancing act: Embedded and generalised approaches to developing online academic integrity resources *Vivien Silvey, Thuy Do & Tess Snowball, Australian National University*	Learning at the Threshold: WAC Practices for Inclusive Education *Melissa Bender, University of California Davis*	*Room changes during this session will not be permitted* Do students really want to learn English online? *Natalia Sanjuán Bornay, Kung-Keat Teoh & Regina Sliuzas, Flinders University* Essay writing support for Art History students: *Belinda Bold & Sharyn Meade, RMIT* Extending the scope of practice *Joanna Lilpop, Australian Catholic University*	Student learning assistants: from learning advice to creating community *Stephen price, Kathryn Wallace, Elena Verezub & Elena Sinchenko, Swinburne University*	Anytime-anyplace – developing online maths support at Australian Catholic University *Michael Russo & Kate Nolan, Australian Catholic University*

3.00 – 3.30pm	**AFTERNOON TEA** *Level 2 Gallery*

	CONCURRENT SESSIONS				
3.30 – 5.30pm	**Academic integrity themed sessions continued**	**ALL for diversity and inclusivity** *On campus and Online*	**Digitalising ALL practices**	**Innovations in Peer Learning**	**Maths stream**
	D2.193	*D2.194*	*D2.331*	*D2.204*	*D2.205*

Time					
3.30– 4.00pm	*Room changes during this session will not be permitted* Digitalising academic integrity learning resource *Sang-Eun Oh, University of Technology Sydney*	Find your place in LACE: CQ University's Language and Cultural Exchange project for refugees, asylum seekers and recent migrants *Ruth O'Neill, CQ University*	Quest for Student Success: A Cross-disciplinary exploration of the Learning and Development Needs of Online Students in a Regional University *Douglas Eacersall & Amelia Dowe, University of Southern Queensland*	Academic literacies in peer to peer language learning programs: Students' voices in academic language development *Lucas Moreira dos Anjos Santos & Rosalind McFarlane, Monash University*	Blended learning in mathematics support *Ken Ly, Jackie Nicholas & Collin Phillips, The University of Sydney*
4.00– 4.30pm	From 'diagnosis' to 'cure'? Exploring a reflective partnership journey to improve university wide knowledge on academic misconduct *Amanda Janssen, Charles Darwin University*	The Student at Risk Checklist: *Belinda Bold, RMIT*	Staying alive: Maintaining relevance in the online university *Drew Roberts & Lyn Doolan, Deakin University*	Presentation and panel discussion *Room changes during this session will not be permitted* Online Peer Support Options - What can be done to support online students? *Robyn Mortimer and Dawn Jones, Deakin University* Success Coaches: Supporting online students *Kate Artz & Corinna Ridley, Deakin University* The Chinese social media platform WeChat for an online, onshore/offshore peer mentoring program *Trudi Aitken, Victoria University* The VU Engineering Online Study Space: Examining the limits and benefits of an online student peer mentoring program. *Rhys Cooper, Victoria University*	Evaluating the effectiveness of mathematics support *Jackie Nicholas, The University of Sydney*
4.30 – 5.00pm	*Room changes during this session will not be permitted* 'Empowering the Conversation': a partnership approach to academic integrity. *Gwyn Jones, University of New South Whales* Exercising professional expertise and nurturing mutual understandings: Exercise & Nutrition academics and ALL staff collaborate to support academic integrity *Marie Gaspar, Ron Peek & Gail Fluker, Deakin University* Academic integrity and referencing: Whose job is it anyway? *Dawn J. Marsh & Jennifer Campion, University of Waikato*	Meeting students' needs: learning and teaching design targeting student transition *Neela Griffiths & Deborah Nixon, University of Technology Sydney*	The benefits and challenges of digitalising academic support for online students and students online: a review of technological tools *Saib Dianati & Marcia Schubert, Flinders University*		What 'counts' as numeracy preparation in enabling education programs? Results of a national audit *Evonne Irwin, Sally Baker & Ben Carter, University of Newcastle*
5.00-5.30pm		Not just 'another workshop': intensive study skills programs at UC *Gail Heinrich, Catherine Laike, Kimberly Cole & Ellen Lassman, University of Canberra*	The hard working learner: third party services and academic language and learning *Helen Benzie & Rowena Harper, University of South Australia*		Design of a Mental Calculation App for Paramedic Students *Andrew Bell, University of the Sunshine Coast* *Brendan Hall & John Latham, Australian Catholic University*
5.30-6.30pm	**COURTYARD CONVERSATIONS**				
	The role of third party providers of academic support *D2.204*		Peer Learning – next steps *D2.205*		
7 .00pm	**CONFERENCE DINNER** *Waterfront Kitchen Cafe*				

	DAY 3 – Friday 3 November 2017

8.30am	REGISTRATION OPENS *Level 2 Gallery*					
	CONCURRENT SESSIONS					
9.30 – 11.30am	**Changing Identities in ALL**	**ALL for diversity and Inclusivity 1**	**ALL for Diversity and Inclusivity 2**	**Innovations in Peer Learning**	**Partnerships in action** *On campus and Online*	**AALL Managers meeting**
	D2.193	*D2.331*	*D2.204*	*D2.205*	*D2.194*	*D3.211*
9.30 – 10.00am	Panel-beater or Co-Supervisor? The Politics and Paradoxes of Academic Language and Learning Lecturers providing support to doctoral students *Nira Rahman & Paola Bilbrough, Victoria University*	Responding to diverse student needs to create inclusivity: a narrative of academic support in a remote dual-sector university *Amanda Jensen, Coral Campbell & Roz Rowen, Charles Darwin University*	The Pink Palace experiment: How a writing club assists in the retention of first year Youth Work students *Gabriella Pretto, Victoria University*	The Deakin Students Helping Students Coordinator Development Program. *Dawn Jones & Kate Artz, Deakin University*	Flying Start: partnering with students and other stakeholders in doctoral rites of passage *Steve Johnson, Julia Hobson & Melinda Nicola, Murdoch University*	
10-10.30am	Peer observation: Critical reflection as a catalyst for change *Rachel Maissan & Fiona Perry, Navitas*	Serving the Solomons: Overcoming structural and cultural factors *Stella Link, Australian Catholic University*	Transition to tertiary study: using self-assessment to guide teaching *Joslyn Tait & Barbara Morgan, RMIT*	Those Formative Peers: Improving First Year Academic Writing Through Peer Assessment Groups *Lil Hayes, The University of Newcastle*	Issues in sustainability: embedding communication development in first year architecture *Dorothy Economou, University of Sydney*	

| 10.30-11.00am | The problem with soft skills: exploring a new conceptualisation to a holistic approach
Trelawny McKnight, Western Sydney University | Sharing language and cultural competence
MaryAnn McDonald, University of Technology Sydney | Language Matters: Representation of Identity through English
Nira Rahman, Victoria University, & Lil Miao, Henan University | Pecha kutcha presentation series 10.30 – 11.30

Room changes during this session will not be permitted

Expanding the Emergency Department – incorporating Library services into just-in-time peer learning support
Gail Heinrich, Rita Dutta, Kimberly Cole & Christine Barnes, University of Canberra

Harnessing the power of peers to support student learning: three initiatives for EAL students in the Faculty of Health
Anna Wardle & Stacey Lowe, Queensland University of Technology

Love Actually: A Reflection on the Need for Pedagogical Love in Peer Learning Programs
Gill Best, Victoria University

Promoting conference presentation skills for diverse student groups.
Jennifer Rowland, Macquarie University

Supportive collision: Facilitating cross-disciplinary communication among doctoral writers through collaboration
Ha Nguyen & Steven Thurlow, The University of Melbourne

Researchers' Walk at The Victorian College of the Arts
Yvette Grant, University of Melbourne | Making the invisible visible
Averil Martin & Nicholas Charlton, Griffith University | |

11.00-11.30am	The Rules above the Bed: ALL as Hospitality *Britta Schneider, Dana Chahal & Juana Maria Rodriquez, Victoria University*	The proficiency 'problem' on campus: Supporting NESB students *Jay Woodhams and Vivien Silvey, Australian National University*			Partnering to build employability skills and communicative competence in a Master of Engineering subject *Meeta Padmanabhan & Catriona Taylor, University of Wooloongong*	
11.30-12.30pm	**PLENARY SESSION** *Costa Theatre* **Keynote Speaker** Karen Orr Vered, Associate Professor Screen & Media, Flinders University					
12.30-1.45pm	**LUNCH** *Level 2 Gallery*					
12.45-1.45pm	**AALL Annual General Meeting** *D2.193*					
1.45-3.15pm	**CONCURRENT SESSIONS**					

	Research and evaluation	**ALL for diversity and inclusivity**	**Partnerships in action**	**Innovations in Peer Learning** *On campus and Online*	**Partnerships in action**
	D2.193	*D2.331*	*D2.204*	*D2.194*	*D2.205*
	How Cultural Historical Activity Theory (CHAT) may help to inform ALL *Julia Doyle, Southern Cross University*	Supporting students with dyslexia in higher education *Laura Dickinson, Deakin University*	From Planning to Assessment: Working Collaboratively for Student Success *Nira Rahman & Jackie Hammill, Victoria University*	From anxious to awesome!: co-creating a community of peer writing praxis *Robyn Westcott & Carol Floyd, Macquarie University*	Partnering with supervisors and doctoral students around feedback on doctoral writing *Meeta Chatterjee Padmanabhan, University of Wollongong*
	Difficulties in transitioning from the Confucian to Socratic learning model: implications for academic writing *Niroshani Azariadis, University of Western Australia*	Supporting university students with socially challenging behaviors through professional development for teaching staff. *Sarah Veitch, Karin Strehlow & James Boyd, Murdoch University*	Ready, Set, Go…. An ECU partnership in action to increase retention and better equip first year nursing and midwifery students for university. *Maureen Buckingham, Edith Cowan University*	Let's not 'PASS' the buck: Fostering the PASS-ALL relationship through innovations in pedagogy and practice *Roslyn Rowen, Charles Darwin University*	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) *Ann Majkut & Patricia Hacker, Australian Catholic University*

	The Library, forgotten keepers of student data: providing opportunities for targeted student support through data driven relationships. *Trelawny McKnight, Anna Wallace, Claire Urbach, Fiona Webber, Linda Thornely & Kim Heckenberg, Western Sydney University*	The role of learning advisors and support staff within an increasingly differentiated student community. *Elizabeth Norman & Edwina Newham, Swinburne University*	Students as Partners: The Evolution of the Deakin Student Mentor Community of Practice *Dawn Jones, Deakin University*	Online strategies to recruit and train Student Mentors: opportunities for development and integration with face-to-face strategies *Ana Garcia-Melgar, Victoria University*	
3.15-3.45pm	**PLENARY SESSION** *Costa Theatre* **Conference Close** President of AALL – Rowena Harper Best Paper Winner & Next Conference venue announcement **Fiona Henderson and Corrina Ridley**				