# Academic Language and Learning



Whole of institution academic language and learning practice: systemic implications

Susan Hoadley and Kerry Hunter



## Introduction



- Background
- Practice model
- Whole of institution definition
- Whole of institution approach
- Systemic mapping
- Agency, actors and power
- ALL identities

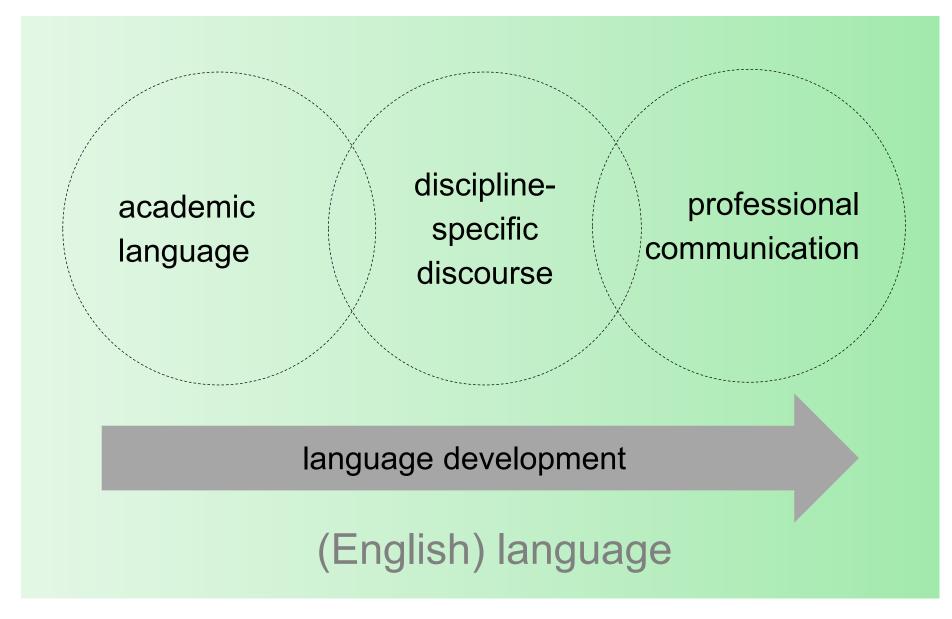




# discipline academic

Collaborative model of academic language and learning practice (Jacobs, 2005)





Language development in higher education [informed by Taylor, Millwater and Nash (2007) and Wood and Solomonides (2008)]

#### POST ENROLMENT LANGUAGE ASSESSMENT



#### **NON-INTEGRATED**

typical practices:

- self-help resources
- transition /bridging programs/modules
- workshops
- consultations
- language subjects
- post-PELA follow-through (including) diagnostics, tracking and monitoring)

#### **INTEGRATED**

typical practices:

- orientation activities
- reading (and listening) resources
- assessment scaffolding resources
- streamed classes
- adjunct teaching
- feedback strategies (including automated)
- peer assisted learning

#### **EMBEDDED**

typical practices:

- course learning outcomes and milestones
- course design and mapping
- assurance of learning
- subject design and delivery
- assessment design, scaffolding and feedback



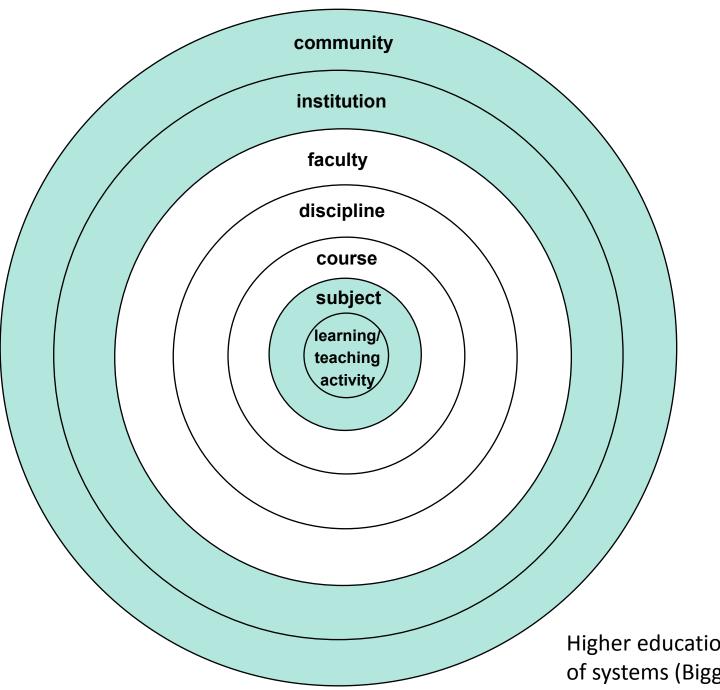
- research
- grants
- projects
- professional development



#### **COMMUNICATION GRADUATE ATTRIBUTES**

Whole of institution language development approach [informed by Jones, Bonanno and Scouller (2001), Harris (2013) and Harris and Ashton (2011)]





Higher education institution as a system of systems (Biggs, 1993)



community	
associations/committees/boards/ networks	✓
invited speaker/public commentator	$\checkmark$
research/grants/projects	$\checkmark\checkmark$
institution	
post enrolment language assessment	<b>V V V</b>
committees/fora/working groups	$\checkmark\checkmark$
professional development (sessions/resources)	$\checkmark\checkmark$
research/grants/projects	$\checkmark\checkmark$
resources for students	$\checkmark\checkmark$

ALL practice in community and institution systems

	Arts & Social Science	Business	Design, Archit. & Building	•	Health	Law	Science
faculty	OCICI ICC.	<u> </u>	Dulluling				
accreditation support (internal/external)	-	<b>√</b> √	-	✓	-	-	<b>√</b> √
faculty fora	_	-	-	$\checkmark$	$\checkmark$	-	$\checkmark$
professional development (sessions/resources)	-	$\checkmark$	-	$\checkmark$	-	-	$\checkmark$
research/grants/projects	_	$\checkmark$	_	$\checkmark$	_	_	$\checkmark$
resources for students	$\checkmark$	$\checkmark$	-	-	-	-	$\checkmark$
strategy development	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	-	-	$\checkmark$
discipline							
discipline fora	✓	-	-	-	<b>√</b> √	-	-
professional development (sessions/resources)	-	$\checkmark$	-	-	-	$\checkmark$	$\checkmark$
resources for students	✓	✓	-	-	-	√√	✓
course							
accreditation support (internal/external)	-	-	-	-	-	-	$\checkmark$
curriculum design/alignment/mapping	-	-	-	$\checkmark$	$\checkmark$	-	$\checkmark$
professional development (sessions/resources)	-	-	-	-	$\checkmark\checkmark$	-	$\checkmark$
resources for students	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark\checkmark$	-	$\checkmark$
research/grants/projects	$\checkmark$	-	-	$\checkmark\checkmark$	$\checkmark\checkmark$	-	$\checkmark$
teaching adjunct	$\checkmark\checkmark\checkmark$	-	-	$\checkmark\checkmark$	-	-	$\checkmark\checkmark\checkmark$
English language development strategies	$\checkmark$	-	-	-	$\checkmark\checkmark\checkmark$	-	$\checkmark$



	Arts &	Business	Design,	Eng &	Health	Law	Science
	Social		Archit. &	ΙŤ			
	Sciences	3	Building				
subject							
subject design	-	✓	-	<b>√</b> √	$\checkmark$	$\checkmark$	<b>√</b> √
assessment design/scaffolding (inc feedback)	$\checkmark\checkmark$	$\checkmark\checkmark$	-	$\checkmark\checkmark$	-		$\checkmark\checkmark\checkmark$
professional development (sessions/resources)	$\checkmark$	$\checkmark\checkmark$	-	$\checkmark\checkmark$	-	$\checkmark$	$\checkmark\checkmark$
research/grants/projects	$\checkmark$	$\checkmark$	$\checkmark\checkmark$	$\checkmark\checkmark$	-	$\checkmark$	$\checkmark\checkmark\checkmark$
resources for students	$\checkmark\checkmark\checkmark$	$\checkmark\checkmark\checkmark$	-	$\checkmark\checkmark\checkmark$	$\checkmark\checkmark\checkmark$	$\checkmark$	$\checkmark\checkmark\checkmark$
teaching adjunct	$\checkmark\checkmark$	$\checkmark$	-	$\checkmark$	$\checkmark\checkmark\checkmark$	$\checkmark$	$\checkmark\checkmark\checkmark$
teaching collaborative	$\checkmark\checkmark$	$\checkmark\checkmark$	-	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark\checkmark$
teaching guest	$\checkmark$	-	-	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
learning and teaching activity							
assessment design/scaffolding (inc feedback)	$\checkmark\checkmark$	<b>√</b> √	<b>√</b> √	-	-	$\checkmark\checkmark$	$\checkmark\checkmark\checkmark$
professional development (sessions/resources)	$\checkmark$	$\checkmark\checkmark$	$\checkmark\checkmark$	$\checkmark$	-	$\checkmark$	$\checkmark\checkmark$
resources for students	$\checkmark\checkmark$	$\checkmark\checkmark$	$\checkmark\checkmark$	$\checkmark\checkmark\checkmark$	$\checkmark$	$\checkmark$	$\checkmark\checkmark\checkmark$
teaching adjunct	$\checkmark$	$\checkmark$	-	-	-	$\checkmark$	$\checkmark\checkmark\checkmark$
teaching collaborative	$\checkmark$	$\checkmark\checkmark$	$\checkmark\checkmark$	-	-	$\checkmark$	$\checkmark\checkmark$
teaching guest	$\checkmark$	$\checkmark\checkmark$	-	-	-	$\checkmark$	$\checkmark$

ALL practice in subject and learning and teaching activity systems



## Factors and parameters contributing to success of ALL practices

- Taxonomy of agency developed by Baldauf and colleagues (Chau & Baldauf, 2011; Zhao, 2011; Zhao & Baldauf 2012)
- Fenton-Smith & Gurney's approach that the complexities inherent in language in education policy (planning) and planning (implementation) can be better understood through the critical lens of agency
- We explore agency and power relations in practice, which are intrinsic to implementation. We understand actors and power (Foucault, 1984) relations are vital in ALL practices and believe the agency taxonomy suited to looking at successful ALL practices within and throughout the system/s we have conceptualised.
- POWER
- EXPERTISE
- INFLUENCE
- INTEREST



- •Community policies about language power to force change through institutions
- •Institutional –VC/DVCA crucial to the initiation and success of ALL practice
- •ALL unit created as a result of an institutional project driven by the DVCA to address changing demographics of students and associated pressure from the community system

- ALL practitioners limited relationships
  - •Agency with those in power in institutional system
  - •Manage and implement university wide ALL practices
  - Yet subordinate to institutional lirectives and expertise easily regarded

### Power Expertise

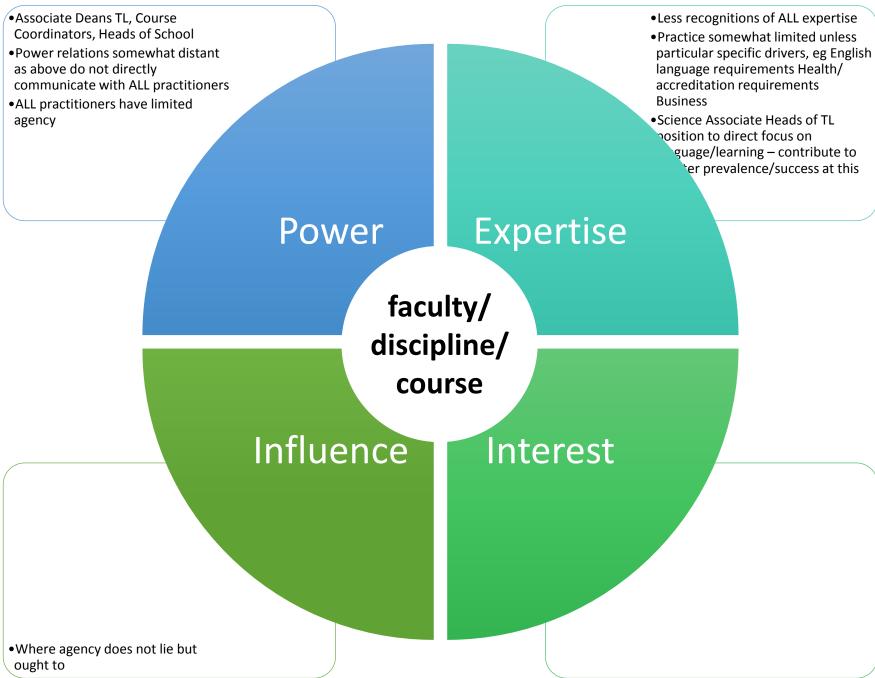
community/ institution

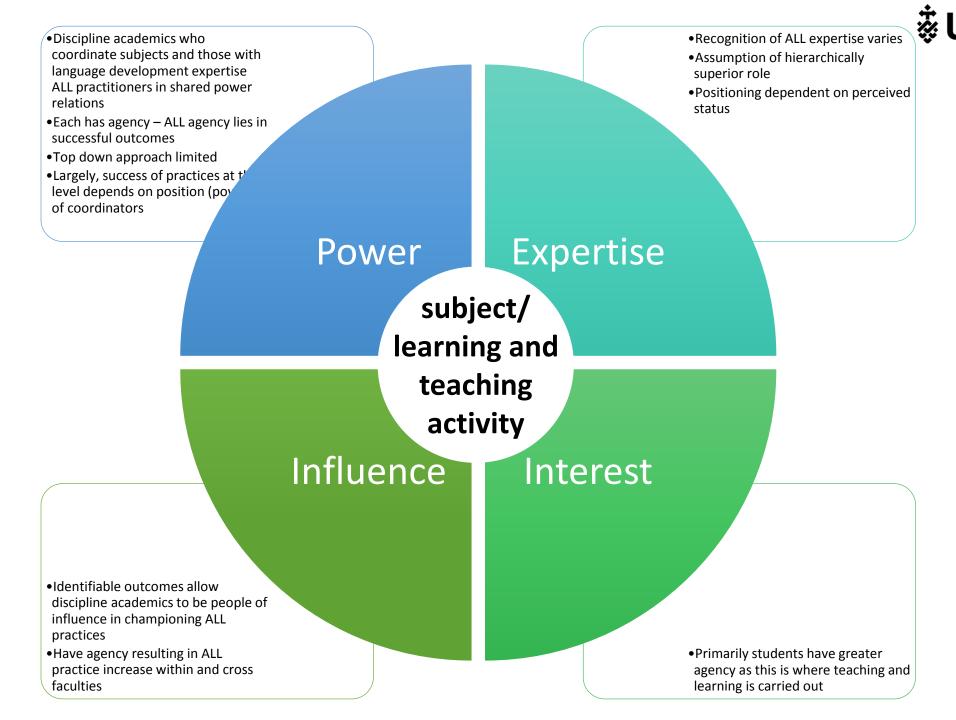
Influence

Interest

- •Students, parents and broader community
- •Student views in institutional/external feedback
- Media drawing attention to language issues







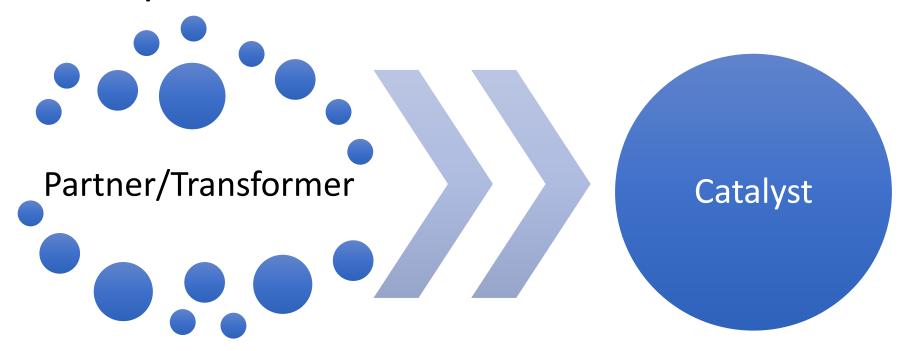


## Adopting and transitioning between identities (Webb 2001)

Identity	
Remediators	Supporting minority in elitist system
Mediators	Ameliorating disadvantage in diverse student cohorts
Integrators	Integrating skills with content
Transformers	Learning as reading and writing
Partners	Collaborating with disciplinary academics to transform university teaching and learning
Catalysts	Instigating (systemic) change in teaching and learning practice
Facilitators	Coaching/mentoring professional development in teaching and learning



## ALL in Faculty of Science



Reading in Science online interactive modules aligning with tutorials across first year

Interactive writing modules aligning with tutorials across first and second year



## ALL in Faculty of Health

Mediator

Clinically Speaking Integrator

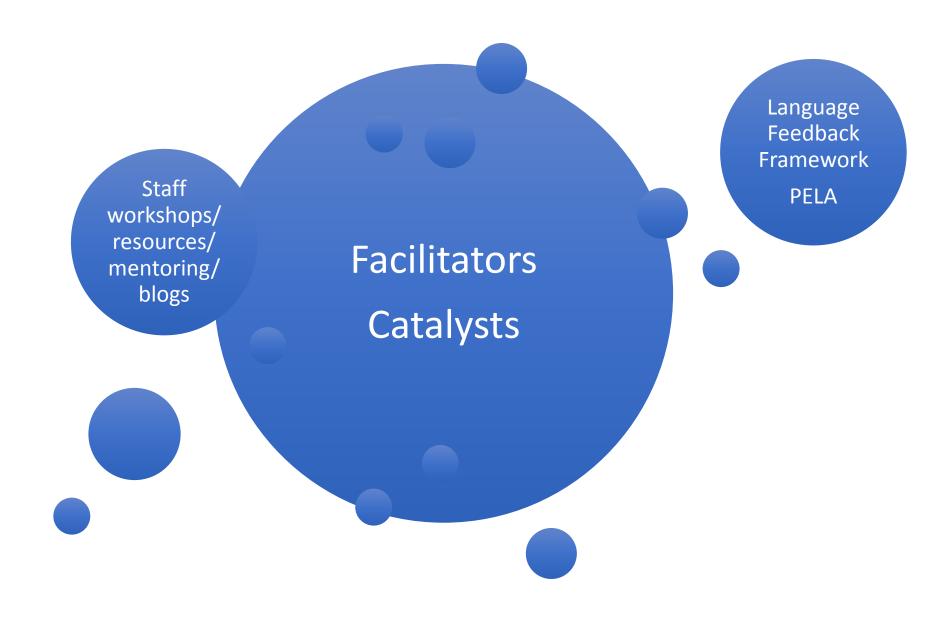
Subject content skills

**Transformer** 

Language based subject tutorials Catalyst

Language Feedback Framework





## Conclusion



- Original mandate and model v whole of institution
- Systems and success
- Agency, actors and power
- ALL identities
- Systemic implications