International Consortium of Academic Language and Learning Developers (ICALLD)

Biennial Online Symposium Agenda

February 14th-16th 2018

Introduction

The Third ICALLD webinar hosted by Charles Darwin University in the Northern Territory of Australia will run from the 14th to the 16th of February 2018. This webinar will be an opportunity to present and share practices and experiences with colleagues situated in both hemispheres.

The higher education space is ever changing and so too the roles of academic literacy specialists, this webinar is a space where like-minded professionals can share their experiences, learn from each other, and find inspiration for new ways of improving our practice in relation to the following themes:

Diversity: ALL practitioners are no longer only assisting students in all their diversity, often they are supporting academic staff, coordinating peer learning and developing new programs. This stream allows practitioners to share the changes in their practices, students and roles.

Digitalisation: Many universities are looking to reduce spending, while trying to meet increasing demand for academic support. This has led to the use of various online learning management systems (LMS) and the outsourcing of ALL services to provide 24/7 fully online support. This stream explores how digital technologies are being used to help students while cutting costs.

Dependency: Finding a balance in the provision of academic literacy support services which ensure learners are being enabled rather than a "quick fix" being applied, is challenging for ALL practitioners. This stream invites presentations on how to foster a positive learning and teaching relationship staff and students using ALL services, key pedagogical insights and innovations in delivery of services.

Connection Software and Hardware Requirements for Blackboard Ultra

The ICALLD online symposium will use the Blackboard Ultra platform, a web-based application to present each of the webinars. The information below will help you connect and participate on your chosen device.

Using a computer or laptop to participate

Participants and presenters will require a computer with:

✓ **A current version of a web browser**

Chrome

https://www.google.com/chrome/browser/desktop/index.html

Firefox

https://www.mozilla.org/enUS/firefox/new/

✓ **Speakers or headphones**

Presenters will require a microphone. A webcam is recommended, but is optional

To connect to the symposium simply click on the following link:

https://au.bbcollab.com/guest/78b76f842ec4495f9548fc40d21784af

1. **Using a mobile device or tablet**

Participants also have the option of participating using their mobile device:

Use these steps to download and install the Blackboard app.

1. From your device, access the appropriate online store.

   Download on your iPhone® or iPod touch®

   Download on your Android™ device

   Download on your Windows® device

2. If necessary, search for "Blackboard".
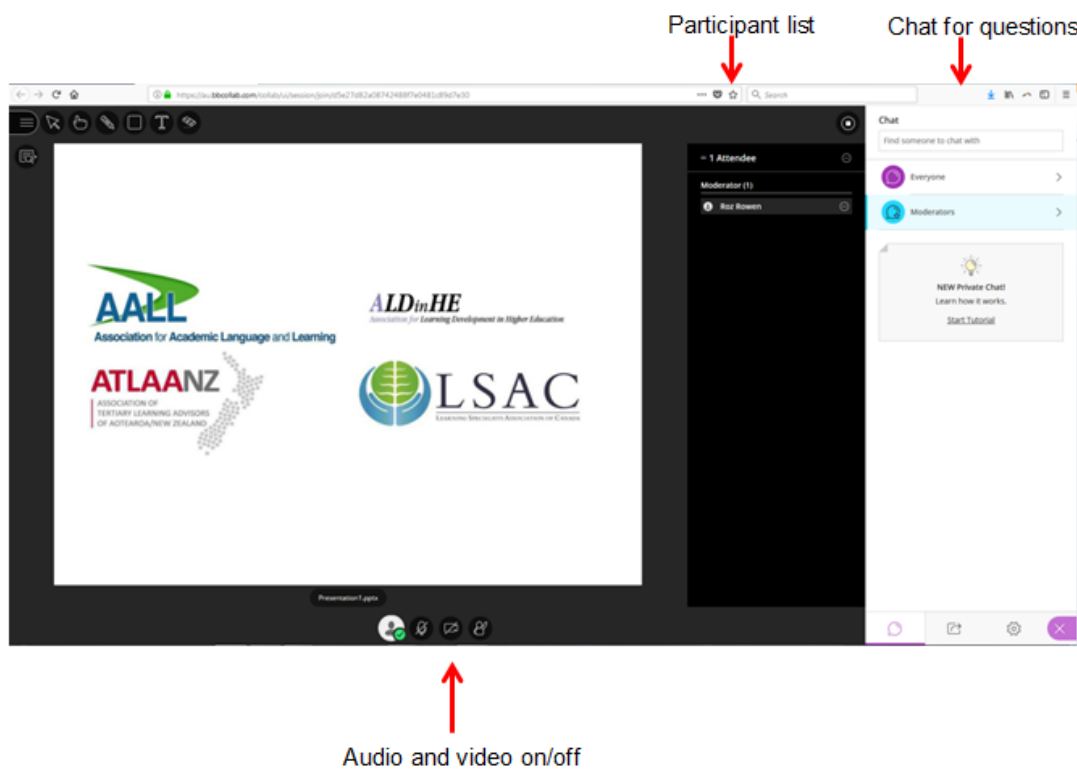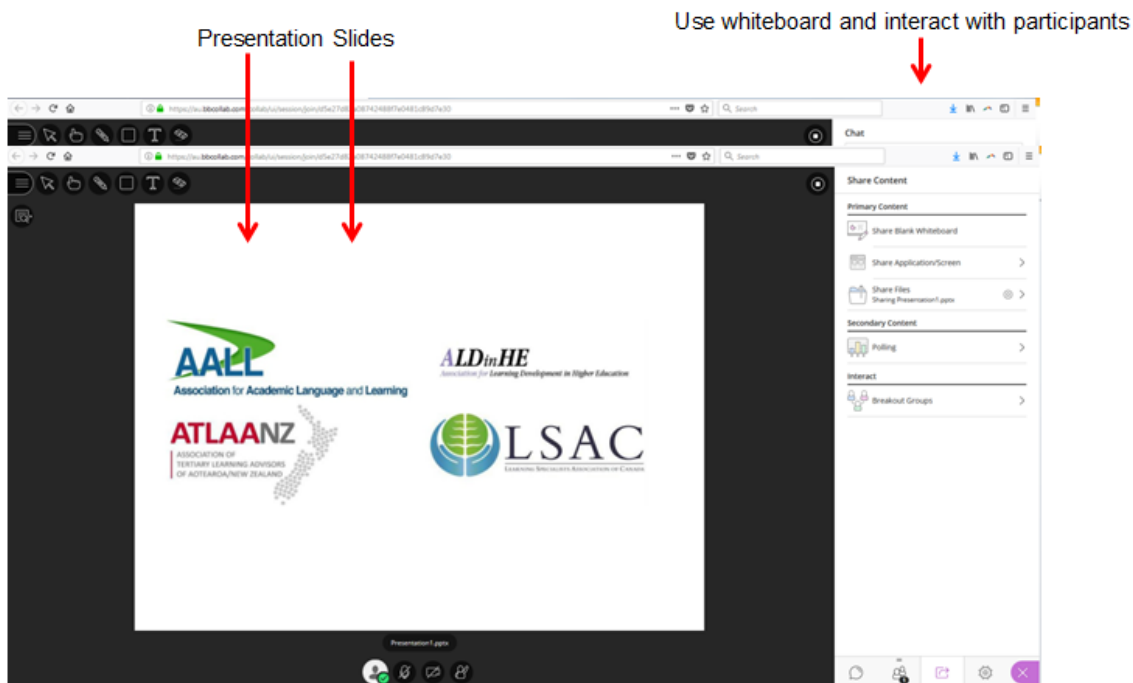3. Install the Blackboard app on your mobile device.

4. As long as you've installed the Blackboard app, the link to the symposium will open on your device. You can log in with your Blackboard credentials (if your institution uses the Blackboard platform) or join as a guest with the link provided.

To join the symposium via the app simply click on the following link on your mobile device:

https://au.bbcollab.com/guest/78b76f842ec4495f9548fc40d21784af

Overview of primary functions of Blackboard Ultra

Presentation Slides

Use whiteboard and interact with participants

Participant list

Chat for questions

Audio and video on/off

Using Blackboard Ultra for Presenters

If you are a presenter at the symposium and have not used Blackboard before, we recommend watching the short (3 min) tutorial on how to use the interface.

https://www.youtube.com/watch?v=KNCI7e0cAF8
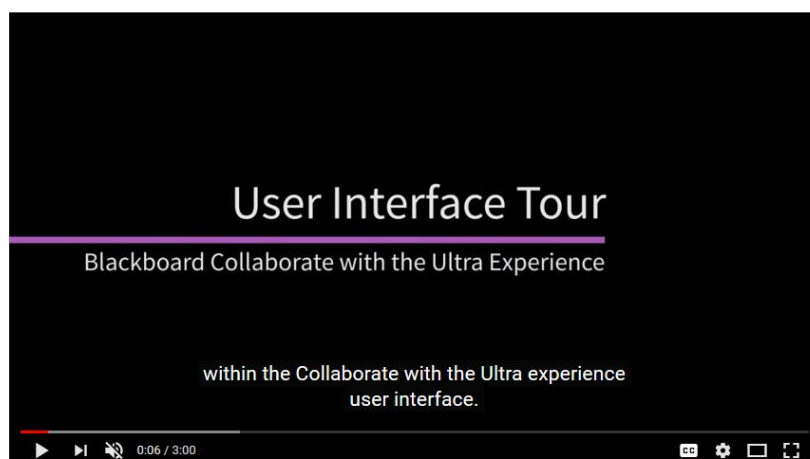
For ease of use, the symposium organiser will have pre-loaded your presentation slides and will monitor the chat function for you should you prefer. A symposium organiser will always be present in the online room to assist in any troubleshooting.

Using Blackboard Ultra for Participants

If you are participating in the symposium and have not used Blackboard before, we recommend watching the short (3 min) tutorial on how to use the interface.

https://www.youtube.com/watch?v=KNCI7e0cAF8

Troubleshooting Resources

Find your way around sessions

If you would like to know more about using Collaborate we recommend the following short tutorials:

[Get to know your way around Collaborate](#)

[More on the tools and icons in Collaborate](#)

Get set up to use your audio and video

While Collaborate will automatically detect your audio and video settings, we do recommend setting up your audio and video 10-15 minutes prior to using them during the symposium.

After you are set up, select the microphone and video camera icons any time during the symposium to turn them on or off.

With your keyboard, press Alt + M to turn your microphone on and off. Press Alt + C to turn your camera on and off.
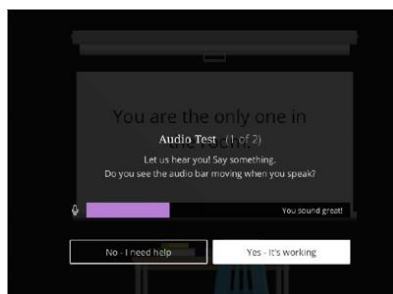
For more information on setting up audio and video we recommend watching the short (3 min) tutorial on how to use audio and video

2018

Symposium

Schedule

Diversity

Multilingual Academic Coaching: Supporting International and Multicultural Students through Peer Facilitated Academic Skills Workshops

Presenters: Christina Page and Lyn Benn, Kwantlen Polytechnic University, British Columbia

Presentation Time: *Time Zones are provided in Coordinated Universal Time (UTC)

CANADA					UK	AUSTRALIA				NZ
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Wednesday 14th February						**Thursday 15th February**				

Abstract:

Learning Centres, as part of their mandate to support student success and development, work alongside other campus services to support International students, as well as domestic students from diverse cultural backgrounds. Peer tutoring and peer academic coaching are an integral part of these support services, contributing to improved learning outcomes for tutees, and the development of presentation and leadership skills for tutors (Mikyong Minsun Kim, 2015; Arco-Tirado, Fernández-Martín, & Fernández-Balboa, 2011). Furthermore, the development of strong social support networks contributes to the success of International students in their transition to host country educational systems (Hendrickson, Rosen, & Aune, 2011). Trained peer tutors and coaches can play a vital role in facilitating this networking by modelling effective learning skills and encouraging new students to engage in campus student life activities.

This presentation describes a project to increase International student engagement with Learning Centres, in particular with Academic Skills Workshops. These workshops endeavour to build basic study skills in a participatory, peer-learning environment. Student surveys conducted before the implementation of the program

indicated that some students would prefer to attend such workshops if they were available in the students' mother tongues (e.g. Mandarin, Arabic). In response, a pilot program, where experienced peer tutors and coaches were trained to develop and facilitate three Academic Skills Workshops, was developed.

Peer tutors participated in a structured program of training each semester, which included training in basic adult learning theory, critical questioning, and study strategies. In the pilot program, they were given additional training in workshop Diversity development, and were supported by Learning Centre faculty to plan and deliver two Academic Skills Workshops in their mother tongues. During orientation events, International Students were informed of the sessions and encouraged to register. However once the international students engaged with this process we found that there were high priorities that students from different cultures needed to address before any learning skills development tool place. Our program aims included developing strong links between International students and peer mentors as well as highlighting the importance of negotiating priorities when it comes to students' transitional needs.

Participants in this session will:

- Identify the benefits of engaging peer tutors/mentors in the facilitation of Academic Skills workshops
- Discuss a model for training experienced peer tutors as workshop facilitators
- Discuss initiatives for connecting International Students with learning support services in culturally relevant ways

Diversity

Integration of the graduate profiles and academic literacy capabilities into the academic curricula: A case study

Presenter: Neda Zdravkovic, Learning Support Services, University of Auckland (n.zdravkovic@auckland.ac.nz)

Presentation Time:

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Wednesday 14th February						**Thursday 15th February**				

Abstract:

Achieving constructive alignment in curriculum and assessment design is one of the key challenges for faculty teaching staff and course coordinators. A primary driver for this alignment is the attainment of specific capabilities defined through graduate profiles, employability-driven needs, disciplinary knowledge and practice. This presentation will engage participants in the process of transforming academic curricula to accommodate students' learning needs and develop transferable capabilities as defined in the newly released Graduate Profile. Based on the undergraduate year 1 case-study at the University of Auckland, we will focus on the application of learning analytics to identify gaps, curriculum analysis and re-design process, pedagogy, theoretical frameworks and evidence of impact. This session will open the discussion on practical as well as challenging experiences in integrating academic literacy capabilities into curriculum and its outcomes.

Diversity

A new undergraduate first year: a home for ALL?

Presenter: Associate Professor Fiona Henderson, Victoria University

Presentation Time:

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Wednesday 14th February						**Thursday 15th February**				

Abstract:

Victoria University's 2016 – 2020 Strategic Plan highlights that we are a university of Opportunity and Success. This has led to a uniquely diverse student cohort compared to other Australian Universities. For example: 52% of VU students come from non-English speaking backgrounds, 57% are above the age of 20 at enrolment and a high percentage are low SES students with ATAR below 70.

The range of data indicate that VU's incoming student cohort is underprepared for tertiary study, that attrition during the first year of study is a major concern and that a significant proportion of VU discontinuations occur at the beginning of a student's first semester.

So, VU has a new approach to curriculum with a sequential rather than parallel delivery of the first-year units of study and a new "Learning Hub" for academic success, employment preparation and leadership development.

The VU "First Year Model" adopts several curriculum organisation and pedagogy principles to explicitly build student transition from the previous educational experience to the current. These include student engagement, involvement and belonging, learning design, active and collaborative learning and teaching, assessment for learning, and a coherent, systemic structure. A pivotal factor being

excellent educators surrounded by knowledgeable, practical technological and pedagogical specialists.

Whilst acknowledging the value of Kift's (2009) Transition Pedagogy's six principles and Lizzio's (2009) five senses which enhance student success, to be effective these all need to be contextualised and realised with specific student outcomes in mind. They indicate a curriculum designed with the intentional scaffolding and interweaving of content, skills and purposeful application. The philosophy driving VU's new first year is predominately experiential with vertical connections to the later years of study, the discipline, and the personal professional journey; the horizontal connections are the experience of being a first year student at Victoria University. What does this mean for academic language and learning? Excellent educators are now doing it. Building from our student centredness to claiming some of the professional development space is one future.

References

Kift, S 2009, Articulating a transition curriculum to scaffold and to enhance the first year student experience in Australian higher education. Final Report for ALTC Senior Fellowship Program. Retrieved 10 April 2017 from http://learningleadersupport.com/resources/articulating-a-transition-curriculum-to-scaffold-and-to-enhance-the-first-year-student-experience-in-australian-higher-education/

Lizzio, A 2011, The Student Lifecycle: An Integrative Framework for Guiding Practice. Retrieved 10 April 2017 from https://app.griffith.edu.au/assessment-matters/pdfs/student-lifecycle-framework.pdf

Contract Cheating and Assessment Design: Exploring the Connection

Findings from a large-scale survey of students and staff, and the implications for ALL units

Presenter: Dr Rowena Harper, prepared in collaboration with project co-leader **Associate Professor Tracey Bretag**, University of South Australia

Presentation Time:

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Wednesday 14th February						**Thursday 15th February**				

Abstract:

If media reports are to be believed, Australian universities are facing a significant and growing problem of students outsourcing their assessment to third parties, a behaviour commonly referred to as 'contract cheating'. Contract cheating was first defined as 'the submission of work by students for academic credit which the students have paid contractors to write for them'[1]. The definition has since broadened, however, to include any instance where a student arranges for their assessment to be completed by someone else, whether they are an acquaintance or stranger, and whether this is paid or unpaid. Much of the reporting language suggests the problem is on the rise, yet few studies have provided an empirical basis for this assertion. Amid widespread anxiety about the integrity of the entire higher education system – currently experiencing a 'perfect storm' of competition, commercialisation, corruption, cost-cutting, casualization, and credentialism – contract cheating can perhaps be seen as symptomatic of a system under strain. The sharpened focus on contract cheating might then be understood as recognition

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[1] Clarke, R and Lancaster, T (2006). 'Eliminating The Successor To Plagiarism? Identifying The Usage Of Contract Cheating Sites', In *Proceedings Of 2nd Plagiarism: Prevention, Practice and Policy Conference 2006*, Newcastle, UK, June 2006.

that the contemporary higher education environment provides ideal conditions in which contract cheating could proliferate.

Assessment design has been proposed by many as a key strategy for minimising or even 'designing out' contract cheating. In addition to a range of assessment design strategies advocated by academic integrity researchers, authentic and programmatic approaches have more recently been suggested. This session reports the main findings from the largest known study to date on contract cheating, which sought to determine if and how assessment design may be used as part of a broader teaching and learning framework to minimise contract cheating. Funded by the Department of Education and Training, the study conducted a large scale survey of students (n = 15,047) and staff (n = 1,243) at eight universities and four pathway colleges. The surveys explored attitudes toward and experiences with contract cheating, including the individual, contextual and institutional factors that may contribute to this behaviour. In addition, the project analysed data from two universities' longitudinal academic integrity databases, and a large dataset (n = 20,000) of procurement requests posted to multiple cheat sites which show the types of assessment most commonly contracted out.

Findings indicate that while assessment design is likely to play a role in minimising contract cheating, other factors are more salient. Particular cohorts of students – including international and LOTE students – are much more likely to report behaviours classified as 'cheating'. In addition, students who reported cheating were more likely to report negative experiences with three specific features of the teaching and learning environment: opportunities to approach educators for assistance when needed; educators ensure understanding of assessment requirements; educators provide sufficient feedback for learning. This research suggests that supporting more personalised teaching and learning relationships with vulnerable cohorts is central to addressing contract cheating. Moreover, the work of ALL units is directly implicated in this agenda.

The hard working learner: third party services and academic language and learning.

Presenter: *Helen Benzie & Rowena Harper,* *University of South Australia*

Presentation Time:

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Thursday 15th February						**Friday 16th February**				

Abstract:

Digital, third-party educational products are now sprinkled throughout the university student's learning experience. They range dramatically in scale and form, from a simple hyperlink to an online video added to a course site, to vast suites of publisher-owned content which can include a textbook, learning activities, quizzes and supplemental materials that together comprise most (if not all) of the content in a course. An increasing number of these products are designed to support a student's language and literacy development, and may take the form of automated online tools, self-paced modules, publisher content, MOOCs, natural language processing tools, and online platforms for facilitating one-to-one advice. A student may encounter one or more of these products within their courses (integrated into a course site) and/or offered alongside learning resources developed by academic language and learning (ALL) advisers. This paper provides an overview of these products, and aims to position them within the theoretical landscape used to situate language and literacy development.

Drawing on some concepts familiar to ALL practice: study skills, academic socialization, academic literacies (Lea & Street, 1998; Wingate, 2006) and EAP/genre (Hyland, 2007; Wingate & Tribble, 2012) this paper argues that third-party products offer what might best be described as a study skills approach – one

that is limited in its capacity to impact significantly on student learning. We suggest that these limitations are due in part to the kind of learner they imagine: one who is able to navigate, select, and integrate information from a diverse array of sources, and adapt this appropriately to specific academic contexts in order to advance their learning. Whereas ALL practitioners have tended to favour curriculum-integrated approaches in which language development is connected seamlessly with epistemological development in the discipline, we argue that these products are part of an emerging, curated learning environment characterized by genericness, decontextualisation, individuation, and fragmentation. We suggest that a socially-oriented narrative which might provide coherence and meaning to a program of learning is beginning to fade from view, and a new kind of hidden curriculum is emerging: one in which the student is increasingly expected to take responsibility for assessing, designing and managing their own learning journey. We discuss the impact of these products on learning in higher education, and the role ALL can take in mediating and supporting their use.

References

Hyland, K. (2007). Genre pedagogy: language,literacy and L2 writing instruction. Journal of Second Language Writing 16, 148–164.

Lea, M R., & Street, B V. (1998). Student writing in higher education: An academic literacies approach. Studies in Higher Education, 23(2), 157-172.

Wingate, U. (2006). Doing away with 'study skills'. Teaching in Higher Education, 11(4), 457-469.

DIGITALISATION

The RISE Project - Putting Learning Analytics in the service of teaching and learning gains

Presenter: Laraine d'Antin, Solent Learning and Teaching Institute

Presentation Time:

CANADA					UK	AUSTRALIA				NZ
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Wednesday 14th February						**Thursday 15th February**				

Abstract:

This presentation reports on the Rich Information Set for Educators (RISE) project, which has been funded by the HEFCE Catalyst Fund. It aims to enhance student participation in academic activities by innovative use of learner analytics, leading to improvements in student learning, progression, self-reflection and achievement. It involved tutors and students as partners, to generate transparency: everyone understands where this data comes from and how it should be interpreted.

UK HEIs are increasingly looking to Learning Analytics to provide statistical information about student learning behaviours in order to improve the student learning experience. Student 'time-on-task' in engaging with academic tasks contributes to learning and achievement (Chickering and Gamson 1987; Arum and Roksa 2011). However, the 2015 Student Academic Experience Survey showed that 'Students also recognise that their own engagement is crucial to their academic success.'

Applying learning analytics in teaching contexts, shifting responsibility and agency to students, will enable personal action plans to be a catalyst for more effective student learning. The project takes a non-systems approach by focusing on the pedagogic impact of rich data on teachers' practice and students' learning.

In addition to reporting on the project and its progress to date, the session will explore how the students participated in workshops with academics to develop pedagogic strategies to make use of learning analytics, provide a unique student perspective and share the student feedback from these sessions with the audience.

References

Arum, R. and Roksa, J., 2011. Academically adrift: Limited learning on college campuses. University of Chicago Press.

Chickering, A.W. and Gamson, Z.F., 1987. Seven principles for good practice in undergraduate education. AAHE bulletin, 3, p.7.
HEFCE 2013, 2014, 2016 http://www.hefce.ac.uk/

DIGITALISATION

#ICALLDchat Proposal

Presenter: Katharine Stapleford, K.E.Stapleford@leedsbeckett.ac.uk, Leeds Beckett University

Presentation Time:

CANADA					UK	AUSTRALIA				NZ
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Wednesday 14th February						**Thursday 15th February**				

Abstract:

Aligning to the Communities of Practice model (Wenger, 1998), Tweet chats are a popular means of bringing practitioners together to discuss pertinent issues in their practice (see for example, #lthechat; #ukfechat). Tweet chats usually last for one hour and are framed around several key questions which are tweeted over the course of the hour; participants respond to the questions and engage in further discussion and debate. Benefits of Twitter communities such as Tweet chats include collaborative professional learning, reducing isolation and sharing resources and good practice (Carpenter & Krutka, 2014). The questions for the #ICALLDchat will be sourced from the learning development community prior to the session. The session is a wholly practical hands-on experience and will enable those new to Twitter and Tweet chats to get involved in a supportive, facilitated environment.

Please 'attend' this session by logging into your twitter account at 8:30 UTC on Wednesday 7th February and searching for #ICALLDchat*. Join in the chat by tweeting your responses to the questions (Q1, Q2, Q3, etc.) with A1, A2, A3, etc. and #ICALLDchat in your tweet. Like and respond to other participants' tweets.

References

Carpenter, J. P., & Krutka, D. G. (2014). How and Why Educators Use Twitter: A Survey of the Field. Journal of Research on Technology in Education, 46(4), 414–434. https://doi.org/10.1080/15391523.2014.925701

Wenger, E. (1998). Communities of practice: Learning, meaning and identity. Cambridge: Cambridge University Press

Evaluating the effectiveness of a quiz in an educational video

Presenters: Paul Rice and Rob Farmer, The University of North Hampton

paul.rice@northampton.ac.uk, robert.farmer@northampton.ac.uk

Presentation Time:

CANADA					UK	AUSTRALIA				NZ
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Wednesday 14th February						**Thursday 15th February**				

Abstract:

Educational videos are becoming more prevalent within a higher education context and the use of videos is now taken for granted. However the full impact videos have on learning is under researched and not fully known. This study investigates the impact of educational videos, and in particular the effectiveness of quiz questions embedded throughout a video, compared to a video with a quiz at the end, and a video with no quiz. Two groups of students from different modules (n1 = 102, n2 =23) each watched the three different formats of videos and subsequent results of a multiple choice test was recorded and compared. In addition viewing behaviour was recorded and also explored to evaluate if this also impacted upon results. Finally students from one module undertook a questionnaire to identify students' perceptions of the three different formats. Results shown in both modules highlighted that the performance on tests significantly improved after watching the video with embedded quiz questions throughout. Furthermore, results indicated the number of views, and when the student watched the video had no impact on results. Contrary to the test scores, student's quantitative ratings of the three video formats did not identify any differences, for usefulness or quality of learning, between them. However student's qualitative comments showed overwhelming support for quizzes

embedded throughout a video. Hence given the results of this study it is recommended educational videos have quiz questions embedded throughout. Based on these results, implications on professional practice and further research to build upon this study are discussed.

Screencasts: Keeping it short and snappy

Presenters: Karen Margetts, Lucy Macnaught, Mark Bassett, Learning Advisors, AUT University (karen.margetts@aut.ac.nz; lucy.macnaught@aut.ac.nz; mark.bassett@aut.ac.nz)

Presentation Time:

CANADA					UK	AUSTRALIA				NZ
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Thursday 15th February						**Friday 16th February**				

Abstract:

This presentation reports on a pilot project to produce low-tech screencasts to support students' academic literacy development. The project is motivated by wanting to increase the accessibility of resources created by Learning Advisors, and being realistic about students' online behaviour. In this session, we will share the design process and final product related to a screencast on paraphrasing. The session is expected to be relevant to those involved in the creation of multimodal teaching and learning resources, and particularly for Learning Advisors who are designing materials in teams.

DIGITALISATION

Implementation of Inclusive Design principles in the LMS online course environment: A CoI approach at University of Auckland

Presenter: Neda Zdravkovic, Learning Support Services, University of Auckland (n.zdravkovic@auckland.ac.nz)

Presentation Time:

CANADA					UK	AUSTRALIA				NZ
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Thursday 15th February						Friday 16th February				

Abstract:

When "Inclusive Design" is referred to in the higher education context, it is commonly associated with planning and designing learning environments that meet the diverse and variable needs of all students and staff. Nationally, there is currently strong advocacy for New Zealand Government to introduce legislation that would set out minimum access standards for workplaces, institutions and public.

In response to this initiative, the University of Auckland has employed the community of interest (CoI) approach this year to address inclusive design as an opportunity to go beyond just awareness of equity issues and take action in the academic community, making a tangible, achievable difference. The Inclusive Design working group has been formed this year as a grassroots movement of learning designers, learning advisors, learning services librarians, disability learning advisors, professional teaching fellows, ITS and Canvas support team members, with the aim to run a promotional and educational campaign, design and implement Inclusive Design principles into academic course LMS /Canvas environment, curriculum design, as well as staff training and professional development venues (online, workshops, publication/promotion, best and worst practice examples and guides)

This presentation will address the guiding principles and practice of this grassroots working group, the output and staff training resources currently being developed and applied to ensure both ACODE and Inclusive Design standards are addressed in the new course development.

Participants will have the opportunity to gain insight into the CoI collaboration model, the Inclusive Design resources and curriculum development materials they can take away and apply/implement in their instructional practices and work with students and academic staff.

DIGITALISATION

Going digital: Challenges and opportunities in transforming face to face ALL workshops into online versions

Presenter: Alexandra García, The University Of Sydney

Presentation Time:

CANADA					UK	AUSTRALIA				NZ
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Thursday 15th February						Friday 16th February				

Abstract:

While the decision to adapt AL materials to online formats may be mainly motivated by practical reasons such as increased outreach and limited resources, an emerging body of literature suggests that this format may be 'as or more effective than face to face instruction' (Gonzales 2014, p.45). This paper discusses the challenges and opportunities posed by the move to digitalise face to face ALL workshops. Based on the experience of adapting the 'Writing a Literature Review' face-to-face workshop for the Open Learning Environment (OLE henceforth), it explores the practical, technical and pedagogical advantages and limitations of the online format. Informed by best practices in the development of online materials (Blummer & Kristaya 2009), we sought to create an engaging, interactive set of resources that would also allow students the flexibility to select the activities that met their specific needs. In this process, collaboration with partners from different areas of the University, the Library in this case, proved crucial to the effectiveness of the tool, as it integrated the resources formerly available separately, thus allowing students to access more targeted face to face support. Furthermore, the process of digitalisation has the potential to benefit both online and face to face students, as it necessarily leads to curriculum revision ranging from updating of materials to more research-based practices and focus on formerly neglected areas. Regarding the challenges, the paper addresses the issue of the potential lack of AL staff technological skills.

Should staff be trained in the use of software for educational design or should an educational designer be hired for this purpose? If staff is to be trained, then by whom, for how long and at what cost? In our experience, a combination of basic training by experts, self-learning and peer mentoring, in which our established partnerships with other areas of the university played a crucial role, proved successful.

References

Blummer, B.A. & Kritskaya, O. 2009, "Best Practices for Creating an Online Tutorial: A Literature Review", Journal of Web Librarianship, vol. 3, no. 3, pp. 199-216.

Gonzales, B.M. 2014, "Online Tutorials and Effective Information Literacy Instruction for Distance Learners", Journal of Library & Information Services In Distance Learning, vol. 8, no. 1-2, pp. 45-55.