AALL

Association for Academic Language and Learning

Welcome to the first AALL newsletter...in a while

Welcome to this first issue of the AALL newsletter for 2016.

It has been four years since the last AALL newsletter, so we have a lot to catch up on. The new Editorial Team plans to bring you a Newsletter each quarter with news and views about AALL work across Australia. But we can only do this with your help. So when we put out the call for contributions, please be sure to let us know about your publications, events, news, awards, grants and/or resources, and please consider writing a short article to share with the AALL community.

We have deliberately kept this first issue brief. In this issue, we have focused on providing you with: information about the 2015 AALL Grant winners and the 2016 AALL Grant closing date; an update on the AALL Executive and AGM news; a review of the online International Symposium through the eyes of a participant; and highlights from the 12th Biennial AALL Conference at UOW.

Saib, Roz and Alisa

Editorial Team

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Cover photo courtesy of the University of Wollongong

AALL Grant Update

Association for Academic Language and Learning

In 2015, the AALL grant applications were competitive with a total of over $26,000 requested. Two AALL grant applications were successful:

One Event grant

Transforming perceptions and practice: Theoretical frameworks informing in-discipline language development
Scheduled for July 15, 2016 at UoW
Awarded to a team from the University of Wollongong, including Alisa Percy, Meeta Chatterjee, Honglin Chen, Emily Purser, Celeste Rossetto, Catriona Taylor, Leonie Watson, and University of Technology Sydney, including Kerry Hunter, Caroline San Miguel, Rosalie Goldsmith, Adam Aitken, Neela Griffiths, and Deborah Nixon.

One Research/resource grant

A national stocktake of numeracy provision in enabling courses in Australian Higher Education
Awarded to Evonne Irwin, Sally Baker and Ben Carter from University of Newcastle. This project contributes toward and complements a previous AALL grant project on AALL provision and support programs in universities across Australia. The first project report is available on the AALL website: http://www.aall.org.au/node/1630

In addition, Dr Caroline Malkin from Deakin University was the recipient of the 2015 John Grierson Grant and David Kasakeijan-Ross from Charles Sturt University was awarded a Travel Grant to present at the 2015 AALL Conference.

The 2016 Round 1 AALL grants close on March 14, 2016. A review committee is ready and looking forward to applications. The AALL executive is particularly encouraging applications for events as this is a non-conference year. Good luck to all!

Sally Ashton-Hay

Vice President AALL

Grants applications closing soon

Deadline March 14th, 2016

- **Research and Resource Development Grant (maximum $4,000)**
- **Event Grant (maximum $4,000)**
- **Travel Grant (maximum $1,000) - this grant is open for application at any time**

Research and Resource Development Grant (maximum $4,000)

Research and Resource Development Grants may be used to fund and/or co-fund institutional or cross-institutional research projects related to the goals of AALL, or for the benefit to AALL members. Download the application form here.

Event Grant (maximum $4,000)

Event Grants may be used to fund professional development workshops which benefit a significant number of AALL members, either directly or indirectly. To apply, download the Event Grant Application form here.

Travel Grant (maximum $1,000) - this grant is open for application at any time

Funding for travel to an interstate AALL event can be applied for at any time using the Travel Grant application here

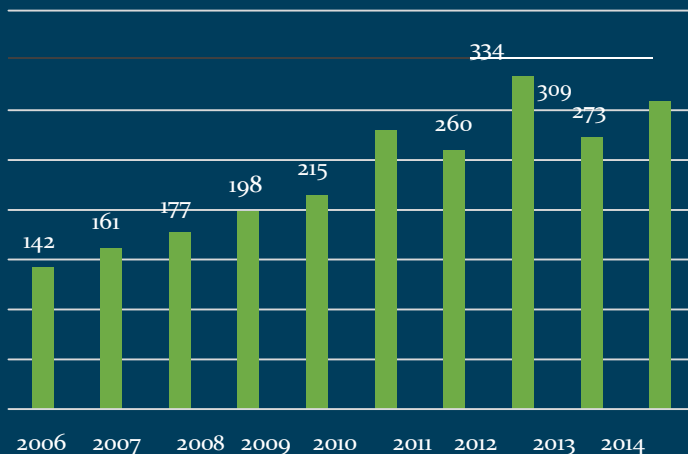# Membership numbers

AALL Memberships as of November 22nd 2015, had 309 financial members. This is an increase from 2014 and AALL's second biggest year to date. Although at least two states/territories did not hold any events this year, membership remains strong.

AALL Members as of Nov 2015

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014
Members	142	161	177	198	215	260	334	309	273

However, local events are vital for maintaining local professional connections and support networks, and welcoming new ALL staff into the AALL community. There will be renewed encouragement of local meetings in 2016, and a reminder of the budget support available.

2016 Budget Update

Membership fees will be increased by $20 p.a. for full-time staff and $10 p.a. for part-time staff. AALL prides itself in providing affordable membership and this is the first increase in membership fees for AALL members in the last 10 years. For a more detailed description of the 2016 Budget, click here.

AALL is introducing a new online system for managing AALL memberships. The new system, provided by Conference Online, allows members to check and update membership details and pay AALL membership fees.

Welcome from the President

2016 has already been an exciting year for AALL, as we participated in the first major initiative of the new International Consortium of Academic Language and Learning Developers – an online symposium entitled *Emerging Local Research and Practice to Support Student Learning*. I saw some of you online with me in the early hours of Friday morning participating in sessions from the UK and Canada. It was a fantastic experience, which generated some great discussion, and I hope you will all make good use of the recordings when they are posted online towards the end of February. With another virtual meeting of the consortium scheduled for next week, and our own AALL grant applications due in early March, we hope to announce more upcoming events and initiatives in the very near future.

Photo courtesy of the AALL

ICALLD A Virtual Success

The International Consortium of Academic Languages and Learning Developers (ICALLD) took place on computers across Australia, New Zealand, Canada and the United Kingdom from the 27th -29th January 2016. The online symposium was a great success and testament of the growing and strong research being conducted in the field of Academic Language and Learning. Seventeen presentation were delivered across the two-day online program. There was a broad range of topics presented.

The online sessions began with presentation on PASS (Peer Assisted Study Sessions). Emma Rowbotham from Victoria University of Wellington shared her findings on the initiate of peer mentoring that advocates core Maori vales within the program and the impact on student outcomes. This was followed by Deborah Laurs from Victoria University of Wellington, who discussed how reflective practice in the PASS program is helping to develop student leaders' and promote graduate attributes.

Other hot topic that featured was a mapping of academic literacy development project at Auckland University of Technology. This project looks at the importance of integrating academic literacy support appropriated for the year level, learning outcomes and across the progression of multi-year courses. This in conjunction with an embedded strategy aims to improve support in a more integrated way.

In the UK, Martin McMorrow at Massey University has undertaken research into how to better facilitating the growing trend in reflective writing assessment within courses. He has identified the challenges faced across disciplines where reflective writing is used and how to best support students in understanding reflective writing in and across disciplines.

All presentations were dynamic and testament to the great work being done across the continents. From a technology and organisational stand point, congratulations must be given to the organising committee and Michael Lisetto-Smith for facilitating the sessions and ensuring all technical glitches were resolved without notice.

Top presentations named at biennial conference

Following the conclusion of presentation at last year's AALL conference at University of Wollongong, participants were given the opportunity to recognise their top presentation that they attended. A top 5 was decided and given the opportunity to present to our international constituents at the ICALLD (International Consortium of Academic Language and Learning al Consortium of Academic Languages and Learning Developers).

If you missed the chance to see these we have provided a summary of their presentations below. If you are still eager for more information, we encourage you to get in touch with the presenters.

Academic language feedback toolkit: collaboration between academic language experts and academics

Anna Podorova, Monash University

The application of a feedback toolkit to mediate professional development and provide staff and student resources. The toolkit acts as a useful strategy and resource for promoting awareness and encourage staff and student to better understand the need to continual post-entry development of academic language and literacy.

Drawing the line: what is acceptable and ethical proofreading with low proficiency writers?

Declan McNally with Ben Kooyman, Australian College of Applied Psychology

There is often a fine line both ethically and pedagogically between the level of editing and proof-reading assistance that should be provided to students by ALL advisors. This study examined samples of student's work alongside staff and student survey to propose a series of guidelines for determining the appropriate level of editing and proofreading assistance.

Intertextual practices in academic writing: a study of first-year undergraduate writing from sources

Leighana Thornton, Australian Catholic University

This research explored the intertextual practices of first year nursing students in developing academic writing skills and the way students use sources to create meaning

We'll see how it goes? Uncertainties in negotiating support between language advisors and academics

Caroline Wright-Neville & Vittoria Grossi, Deakin University

This presentation explored the importance of understanding and facilitating interaction between stakeholders in embedding for post-graduates. It provided insight into how these relationship were negotiated in their research analysis and findings.

Purpose, meaning and alignment: a reflective approach to scaffolding assessment to enhance the student experience and teacher experience

Amanda Janssen and Roz Rowen, Charles Darwin University

This paper explored the development of two framework s to facilitate discussing with academics in understanding assessments and helping them be written clearly, and secondly how to best implement the optimal of academic support for assessment to ensure the task remains challenging but engaging.

UPCOMING EVENTS

Transforming perceptions and practice: theoretical frameworks informing in-discipline language development

July 15, 2016 (all day event)

University of Wollongong

An AALL-funded event hosted by UOW and UTS. If you would like to attend, but need assistance with funding the trip, see the AALL Travel Grant information on p.2

Critical Intersections: 12th Biennial Conference of AALL

In 2015, the University of Wollongong hosted the 12th Biennial Conference for the **Association of Academic Language and Learning**, which attracted over 200 delegates from across Australia.

The conference marked the 10th Anniversary of the Association of Academic Language and Learning and reflected on the emergence of AALL in Australia and the history of its professionalisation.

On the Wednesday evening, the inaugural and current Presidents of AALL, Alex Barthel and Rowena Harper, provided a reflection on the development of our professional association. We also celebrated the significant contribution that our now retired mentor, Associate Professor Kate Chanock, has made to the field.

The conference had 6 streams that examined the critical intersections between:

- Language and learning
- Digital and literacy
- Assessment and professional development
- Transition and FYE
- Literacy and numeracy
- HDR writing and supervision.

The conference showcased:

- 74 paper presentations
- 20 pecha kucha presentations
- 7 workshops
- 2 posters
- 1 roundtable discussion.

The JALL Conference Special Edition (JALL, Vol 10, No.1) showcases 17 papers.

Importantly, the conference attracted three excellent keynote speakers:

Emeritus Professor Ronald Barnett from University College London invited us to glimpse 'the ecological curriculum'.

A/P Cath Ellis from the University of New South Wales spoke about the potential of the role assessment analytics and issues around academic integrity.

Dr Kate Bowles from the University of Wollongong spoke about the future of the curriculum in terms of 'The maze, the network and the shortcut'.

Videos of the keynotes can be accessed here.

SPECIAL REQUEST

The Editorial team are seeking photos of AALL people and spaces to use in the Newsletters. If you have any photos that you would like to share to be part of the Newsletter, please contact Roz Rowen (roz.rowen@cdu.edu.au).

Contact the Editors

If you would like to contribute a feature article, make suggestions, or let us know about events, publications, grants, and so on, please contact us:

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Conference photos courtesy of the University of Wollongong