Hi everyone

Welcome to our first newsletter for 2010. Thanks to those of you who contributed to it as these contributions are essential to the newsletter’s success.

Congratulations to all those who have received awards since the last edition of the newsletter. As members of the AALL community we all share in and benefit from your achievements, and we hope to hear more good news along these lines.

One of the more exciting announcements in this newsletter is the news that the 2011 AALL conference is currently being planned. Members who have attended AALL conferences will know that it is one of the most collegial, supportive environments for the presentation of all that we do from projects to interventions to research. We can therefore look forward to a good time in Adelaide in November, 2011.

In this edition’s Publications section we have included a list of publications by members since the last newsletter. We would like to build on this section in the next edition, so please notify us of your publications over the next few months for inclusion in the next newsletter.

In the Resources section, check out the exciting new interactive websites designed to support students.

Although we have no feature article in this issue, we would like to make it available to touch on topical issues of interest to AALL members. If you have any ideas about doing a feature article, please contact one of us via email: chad.habel@adelaide.edu.au or jennifer.mcguire@scu.edu.au.

Chad and Jenny

Highlights of this issue

- Information on the 2011 AALL Conference
- ALTC Awards Galore!
- Publications from Colleagues and Useful Resources
- Updates on the Journal, Grants and President’s Report

Inside this issue:

Editors’ Note 1
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Hello everyone. This newsletter provides me with a chance to reflect on what the Association has been able to achieve in the last eight months or so, particularly in relation to the three big picture goals that I identified in the last newsletter. The first area identified was the maintenance and strengthening of the Association’s strong collaborative ethos. The second area was promoting our expertise to the broader university community and the third was how we can demonstrate the impact of the work that we do.

Since January, a number of strategies have been put in place by the AALL executive, ideas have been generated from the AALL membership, and opportunities have arisen that collectively have worked towards these goals. Here is summary of some of the key activities we have been and continue to be engaged with to promote these goals:

**Goals**

- Maintaining and strengthening our collaborative ethos

**Strategies**

- 2nd round of ALL grants called for proposals that focused on collaboration across HE/VE institutions and addressed Government agendas (widening participation, English Language standards etc).

- Annie Bartlett has continued the work she undertook in 2009 updating the Bendigo position statement in consultation with members.

**Outcomes**

- Proposals received and are currently under review.

- The revised statement will soon go out for consultation to the broad AALL community.
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<th>Goals</th>
<th>Strategies</th>
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<td>Develop mechanisms to share ideas, experiences, practices and research</td>
<td>The writing for publication workshop with Rowena Murray was held in late July (an AALL funded project awarded to Heather Jamieson). Proposed segment of the AALL website to be devoted to facilitate visits/ exchanges of staff across institutions as suggested by an AALL member at ACT/NSW meeting in June.</td>
<td>A network of participants and their writing/research topics will soon be circulated. A DVD of the workshop will be made available to the broader AALL community. Bean IT has recently taken over from Kudasai as the AALL website developers. We will be working with Bean IT to implement the proposed website changes.</td>
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<td>Promoting our expertise to the broader HE/FE community</td>
<td>2nd round grants require high profile speakers and key institutional stakeholder involvement allowing for promotion of the value of our work as HE/FE institutions work to meet Government agendas. Proposed update of website to highlight the ways in which AALL members are responding to government agendas (widening participation, standards etc). Alex Barthel was invited by DEEWR to contribute to the conversion of the Good Practice Principles (GPP) into Standards applicable to all students in HE, following on from his 2008/9 work on the GPP.</td>
<td>Proposals received and are currently under review. Currently working on the website revamp. Outcomes to be circulated for consultation in Spring 2010.</td>
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Evaluating the impact of what we do

One of the proposed new sections on the AALL website to focus on ‘evaluation’. This can house the work that has already been done in this area by AALL members.

The Association is as always your Association and we are keen to hear your ideas and comments about the directions, strategies and issues that you think are important. Please contact your State or Territory representative (list is available at http://www.aall.org.au/executive) or me directly (b james@uow.edu.au) to have your say.

Bronwyn James
President

Journal News

Although this news is a bit old, the Journal would like to sincerely thank outgoing editorial team members Jennie Lynch and Valli Rao for their contributions to the journal, and welcome new editorial team members Tim Moore (Swinburne) and Andrew Johnson (Monash) who bring a considerable amount of experience to their positions with the journal.

A number of articles are currently under review or in editing, so JALL expects to have a reasonable number of articles published by the end of the year.

AALL members are reminded of the many benefits of publishing in JALL:

* Fully refereed.
* Potentially quick publication times. As a fully electronic journal, there are no page limits, so articles accepted for publication are published as soon as they have navigated their way through the review and editorial processes, meaning that lengthy publication delays resulting from having to wait until the next available issue are avoided.
* Open access - readership not limited to subscribers.
* High readership by Academic Language and Learning educators.
* Electronic template to take the pain out of getting the formatting of your submission right (see http://www.aall.org.au/journal/).
* Electronic submission saves on paper, and speeds up submission and review process.

Grant News

Two applications are currently under review for the second round of grant applications for this year, so keep your eyes out for the outcomes of those. For further information, please visit http://www.aall.org.au/grants

AALL members are also reminded that $250.00 travel grants to assist attendance at interstate ALL meetings or professional development days/workshops can also be applied for at any time, so it’s worth your while to keep an eye on what interstate colleagues are up to! For information on how to apply, please email d.rowland@uq.edu.au.
Conference News

The South Australian branch of AALL is pleased to announce that the next AALL conference will be held in Adelaide on the 24th—26th of November, 2011.

The conference will be organised by the three South Australian universities: the University of South Australia, the University of Adelaide, and Flinders University.

The venue for the conference will be the Hawke Building at the City West Campus of the University of South Australia. The Hawke Building is a major public education facility and state resource; for more information, please visit: http://www.unisa.edu.au/blueprint/buildings/hawke.asp

Committee members from all three South Australian universities have worked hard on planning the conference. The main themes and sub-themes have already been decided, and keynote speakers as well as pre-conference workshops are currently being discussed.

A call for papers will be sent out to AALL members in November, 2010, so start thinking and discussing with your colleagues what papers, posters or round tables you might like to present.

If you have any ideas, suggestions or comments about the next conference, please contact Helen Johnston: helen.johnston@unisa.edu.au

News from ACT

Comprising ALL educators from UNSW@ADFA, University of Canberra, the Australian National University, the Australian Catholic University, and the Canberra Institute of Technology, we have met twice this year: the first meeting hosted by the Academic Skills and Learning Centre (April), and the second hosted by the Academic Skills Program (UC) in September: http://aall.org.au/forums/announcements-issues-resources/aall-meetings

The ASLC hosted the ACT/NSW ALL PD day on Collaboration in June: David Rose (educational linguist, U. Sydney), gave the keynote, stressing the need for explicit pedagogy to close learners’ ability gaps – a question of social justice. Details: http://aall.org.au/forum. Bronwyn James outlined how local AALL agendas might better link with national HE agendas, and announced a second round of AALL grants to foster collaboration. A key participant desire was that there be AALL website space for ‘donated’ teaching materials (i.e. a ‘Materials Bank’) for ALL to access and curate in accordance with their own contexts. Great idea – less reinvention of the wheel etc…

Our next PD day is 6 September @ the ANU: Research Writing Groups. It is fully subscribed (50 participants) and they come from all over this wide brown land. Contact: Stephen.Milnes@anu.edu.au

In March the ALL Unit at UNSW@ADFA underwent a review conducted by Sue Starfield (The Learning Centre, UNSW Kensington) and Annie Bartlett (ASLC, ANU). The review report was generally commendatory of the Unit’s work and its contribution to UNSW@ADFA, credit for which is largely due to the energy and dedication of Fiona Cotton as the Unit’s founding coordinator. Consequently to the review’s recommendations, a formal proposal has just been announced to relocate the Unit from its present position in the School of Humanities and Social Sciences (HASS) into a new unit under the direction of the Associate Dean (Education), probably to be known as "Learning and Teaching at UNSW@ADFA" ("LTUA"?). This new entity on the campus would include, with the ALL Unit, the Teaching & Learning Fellow and the Flexible Learning team. As recommended by the review, the academic status of the ALL Unit would remain unchanged.
News from ACT (continued)

New initiatives or the development of new student learning material

The Academic Skills Program (UC) is harnessing Moodle to raise students’ awareness of Learning Support. A two-page Smart Study Passport will be added to the Moodle sites of commencing students to draw their attention to an extended orientation program run by the ASP, and the Student Learning Resources page will be advertised so students can self-enrol in order to access a suite of ASP learning resources. The aim is to attract students who would otherwise be unaware that ASP exists, and for the Student Learning Resources site to be publicly available. Rowena.Harper@canberra.edu.au will make it available to AALL!

The ASLC (ANU) is currently in the early stages of scoping and developing Essay Writing Strategies online: a huge amount of learning came from ASLC experiences with the seven-module online Thesis Writing: robust practices which went online in April, and this provides a great starting foundation. Contact: Paul.Preston@anu.edu.au

Grants
The ASLC received an Australia-Indonesia Institute (DFAT) grant to teach two 10-day research and writing workshops in Indonesian Islamic universities (September and November). This has challenged us to think about HE research culture, barriers and facilitators in Indonesia – particularly useful in considering the research cultures, experiences and expectations that Indonesian students bring to Australian universities. Contact: Stephen.Milnes@anu.edu.au

Awards
Ashvin Parameswaran (ASLC) received an ALTC Citation for Outstanding Contribution to Student Learning.

Around ALL the local traps… Annie Bartlett facilitated the transfer of the AALL website from Kudasai to new tech provider Bean.IT. The University of Western Sydney is developing Nursing Online. Contact: D.YANG@uws.edu.au

Finally, University of Sydney will host the next ACT/NSW professional development day on Friday 8 October. The theme is the Good Practice Principles and their implementation. Contact Helen Drury <h.drury@usyd.edu.au>

Projects
The ASP@UC is currently evaluating its Retention Program by conducting interviews with students who were placed on academic probation last semester and subsequently invited to take up an offer of academic support. Student perspectives will be used to improve the student experience by developing better coordination between administrative and support services at UC. A published paper is in the offing.

Annie Bartlett
ACT AALL Representative
Awards

Victoria University wins another Citation For Outstanding Contribution to Student Learning - Dr Gill Best, Dr Darko Hajzler & Ms Lily Wong

“For sustained creative development of a peer mentoring program in first-year accounting that has enriched the educational experience of students as both mentors and mentees.”

Since 2003 the team of Dr Gill Best (Learning Support Services), Dr Darko Hajzler (Counselling Services) and Ms Lily Wong (Subject Coordinator), have developed and implemented a student peer mentoring program that has improved student learning and the student experience in Accounting for Decision Making (ADM). The challenges for ADM and VU as a whole, is its high level of low SES students, its culturally and linguistically diverse student population (the second highest in the country) and where the majority of its students are first in their family to attend post-secondary education. VU operates on 10 campuses across Melbourne. Accounting for Decision Making (ADM) is a compulsory first-year accounting subject for all students enrolled in a Bachelor of Business degree. It is VU’s largest accounting subject with enrolments of approximately 1,000 students each semester. Recent enrolment data shows that most have no accounting background with only 16% of students in ADM being Accounting majors, 84% have little or no interest in studying accounting and anticipate ADM to be a difficult and boring subject, and hence have a significant risk of failing.

To improve student collaboration, communication and confidence, we have developed a highly innovative adaptation of the traditional PASS (Peer Assisted Study Sessions) model. PASS normally has one leader student facilitating a group of students in extra timetabled sessions to engage in structured reflection on their learning within the unit. The modified program has greater levels of support for the mentors, to increase the impact they have on the mentee groups’ learning. (See figure 1). It involves the:

(i) design and implementation of a Senior Mentor Program to help new student mentors learn their role. The three Senior Mentors are part-time employed staff members.

(ii) introduction of weekly briefing on content with the unit lecturer (Lily Wong), and debriefing sessions with the Senior Mentors to increase their understanding of general mentoring practice, and to improve their reflective, analytical, presentation and interpersonal skills.

(iii) design and implementation of an eMentoring program on BlackBoard (the institutional Learning Management System) to extend mentor support of all students including at two campuses where ADM face-to-face mentoring is unavailable.

(iv) use of a collaborative, on-line workspace known as Central Desktop for mentors and the team to communicate and share.

(v) provision of a dedicated room termed ‘MentorSpace’ where mentors and the team can meet, network, and develop friendships, discuss mentoring practice and share ideas.

(vi) provision of two student mentors per group so they can share their growing expertise in mentoring, learn from each other, and develop their confidence.

CONGRATULATIONS TO EVERYONE WHO HAS WON CITATIONS AND AWARDS THIS YEAR!
ALTC Leadership Excellence Program Award

Dr Lisa Cluett, a Learning Skills Advisor and emerging technologies specialist at The University of Western Australia is kicking off a project funded by The Australian Learning and Teaching Council under their Leadership Excellence Program. The project aims to create a community of leaders that use emerging technologies to engage students ‘outside the classroom’. It is specifically aimed at non-academic staff who may work in Libraries, academic skills units, residential colleges, transition programs and other areas of UWA, ECU and Murdoch universities that are interested in the student experience. The leadership model being developed is based on the concept of a ‘virus’ where staff ‘infect’ and motivate each other to learn about new technologies and try them out as part of their programs.

Starting in early 2010, the viral project examines how individuals learn new technologies and ‘pass on’ their enthusiasm and knowledge to create a network or community of like-minded learners. The learning community is scaffolded using mentoring, networking, showcases and group projects. By focusing on how people learn emerging technologies (including social networking sites, photo and video-sharing sites, online communication tools and virtual worlds) we are able to harness both face-to-face and e-networking techniques to grow our community. The project involves staff from The University of Western Australia, Edith Cowan University and Murdoch University yet has implications well beyond the Higher Education sector for how learning communities are established and supported. Interested staff can check out www.altc-viral.groupsite.com for more information, to join the online community and sign up to the e-newletter.
The Gang's All Here... and Growing

The UniSA/Purdue University Grammar Gang has recruited the University of Adelaide as its third institutional partner.

Julia Miller joins the blog from the Centre for Learning and Professional Development from the University of Adelaide. Like the other editorial members – Susanna Carter, Brady Spangenberg, Virginia Hussin and Andrea Duff – Julia is a closet grammophile. She cites her special interests as punctuation and dictionaries, but she is the real article when it comes to all things grammar-related.

Julia has also been invited to contribute to the Editage blog after someone saw her post on the Grammar Gang site:

http://www.blog.editage.com/?q=english-articles-part-1-the

A particularly important development for the Grammar Gang is the recent linkage of the OWL Helpnest which integrates a key aspect of Purdue’s existing services. Purdue’s coveted ‘OWL’ is now an entrenched part of the Grammar Gang, with its ‘Helpnest’ inviting questions about grammar, style and usage from a global audience.

The Grammar Gang is used by lecturers, students and grammar fans for clarification on the finer points of grammar and expression, such as the correct use of plurals; ponderous perplexities, such as why the nomenclature of coffee cup sizes varies from place-to-place; and how to structure writing in an academic assignment.

In its quest for world domination of all things Grammar-at-university-related, the Grammar Gang is in the throes of approaching a fourth tertiary institution in a third country. In reality, though, the blog is really owned by its community of readers who suggest, guide and contribute to the hot-button issues of the English language.

With a groovy new look, a membership of 152 bloggers, more than 117,000 visitors in the last 12 months and a citation in the ‘Best blogs for grammar geeks’, the future of the Grammar Gang looks as bright and sunny as its Leary-esque template. Please visit the Grammar Gang at http://thegrammar-gang.blogspot.com/
SNAP.VU

Victoria University’s School of Learning Support Services has developed an innovative social learning support site called SNAP.VU. SNAP.VU, which stands for "Social Networking for Academic Purposes at VU", is a participatory Web 2.0 site designed to encourage students to support each other in their learning. It has more than a hundred student-created study support videocasts, student and staff blogs, a discussion forum open to all students to post questions and answers, and the ability for students to create online study groups. Logged-in students can rate and comment upon all resources, and they can personalise the platform to suit their needs and study interests. It is at the cutting-edge of student-centredness!

Keith Kirkwood, lecturer in the LSS, creator of SNAP.VU and coordinator of online learning support resources, says that the site provides a combination of static and dynamic resources, informal and formal learning opportunities, and the ability for students to take an active and cooperative role in their learning support.

To visit the site, go to [http://www.snap.vu.edu.au](http://www.snap.vu.edu.au). For more information about SNAP.VU, contact Keith at keith.kirkwood@vu.edu.au.
Roslyn Appleby, ELT, Gender and International Development: Myths of Progress in a Neocolonial World (Critical Language and Literacy Series), Multilingual Matters, 2010.

Summary: For believers in the power of English, language as aid can deliver the promise of a brighter future; but in a neocolonial world of international development, a gulf exists between belief and reality. Rich with echoes of an earlier colonial era, this book draws on the candid narratives of white women teachers, and situates classroom practices within a broad reading of the West and the Rest. What happens when white Western men and women come in to rebuild former colonies in Asia? How do English language lessons translate, or disintegrate, in a radically different world? How is English teaching linked to ideas of progress? This book presents the paradoxes of language aid in the twenty-first century in a way that will challenge your views of English and its power to improve the lives of people in the developing world.

Author Biography: Roslyn Appleby is a Senior Lecturer at the University of Technology, Sydney. She holds a PhD in education, and her scholarly work has been presented and published in the fields of applied linguistics, English language teaching, and international development. Her transdisciplinary research brings together critical language studies, gender and sexuality, spatiality and development. She has extensive experience as a teacher of English language and academic literacy development in higher education.

(From Publisher’s Website: http://www.multilingual-matters.com/display.asp?isbn=9781847693037)
The Association for Academic Language and Learning (AALL) was formed in November 2005, to provide an organisational body for the growing community of professionals around Australia who work with university students to enhance their learning and academic English. Academic Language and Learning staff work with students, both local and international, at every level from first year through postgraduate. They recognise that the challenges of moving through higher education are not remedial, but ones that every student faces: understanding the cultures of enquiry in academic disciplines, and developing control of their discourses. As encapsulated in its mission statement, “AALL is committed to promoting and providing academic language and learning development through policies, practices and research that build, enhance and extend teaching and learning opportunities for all students and staff in tertiary education settings.”

**Member publications**


Miller, J 2010, ‘Coals to Newcastle or glittering gold? Which idioms need to be included in a learner’s dictionary for use in Australia?’, in A Dykstra & T Schoonheim (eds), Proceedings of the XIV Euralex International Congress, Leeuwarden, 6-10 July 2010, Fryske Akademy, Ljouwert.


Velaugham, L and Picard, M 2010, Reshaping HDR supervisor writing advice through unpacking Discourses, Refereed papers from the 33rd HERDSA Annual International Conference, 6 - 9 July, Melbourne, Australia: [CD Rom].