



Association for Academic Language and Learning

Collaboration, Reflection and Renewal

The continuing quest to embed English language development and academic literacy and numeracy in higher education curriculum and teaching practice.

## Symposium on Embedding Language Development, Academic Literacy and Numeracy in Higher Education Curriculum and Teaching Practice

Location	B117
9.00	Welcoming Address: Professor Suzi Vaughan (Deputy Vice-Chancellor Learning and Teaching QUT) who will outline QUT's Support For Learning Framework- a whole-of-university collaborative approach to embedding language and learning within curriculum, course design and teaching practice.
9.30	Keynote: Associate Professor Kate Chanock Collaboration, Reflection and Renewal- the ongoing quest to integrate development of academic language and literacies into discipline subjects.
10.05	Workshop: participants will share ideas and experiences to discover: <ul style="list-style-type: none"><li>• what opportunities do I have to collaborate and how could I make more?</li><li>• what might collaboration look like in my own context?</li><li>• what resources do I have that can be adapted for this purpose?</li><li>• how can I deal with challenges in collaboration?</li></ul>
11.00	Morning Tea

**Concurrent 4 x 20 minute presentations + 10 minute discussions**

<b>Theme</b>	<b>University- wide policies and approaches</b>	<b>Models of engagement for classroom practice</b>	<b>Building academic staff capacities</b>	<b>Team teaching- challenges and opportunities</b>
<b>Location</b>	<b>B117</b>	<b>B122</b>	<b>M303</b>	<b>M306</b>
<b>11.30</b>	<p>Mainstreaming academic literacies and numeracy through the collaborative renewal of curriculum, pedagogy and assessment</p> <p>Andrea Lynch James Cook University</p>	<p>The SCRIPT Program - A multi-disciplinary collaboration to enhance the oral communication of first- and second-year pharmacy students</p> <p>Jacqueline Bond and Ian Mathieson University of Qld</p>	<p>Enhancing Staff Capabilities to Embed and Assess Communication Skills Across the Curriculum.</p> <p>Steve Johnson and Sarah Veitch Murdoch University</p>	<p>A tale of two modalities: interdisciplinary issues in embedded and adjunct models of academic language and literacy support at La Trobe University</p> <p>Kathryn Hill, Angela Cincotta-Segi, Suzanne Fegan La Trobe University</p>
<b>12.00</b>	<p>An institutional approach to embedding academic literacy and numeracy within the curriculum</p> <p>Liz Smith Charles Sturt University</p>	<p>Collaborating to scaffold and embed academic and digital literacies in two management units</p> <p>Viola Rosario, Linda C Thies, Wendy Webber, Andrew Creed, Christine Oughtred, Sharon Chua, Dorothy Rooney, Danielle Hitch Deakin University</p>	<p>The journey of academics when working with students who enter tertiary studies with low levels of academic literacies</p> <p>Kathie Ardzejewska, Michelle Gorzanelli, Will Campbell Australian College of Physical Education</p>	<p>Embedding English language and academic literacies: What can we learn from team-teaching?</p> <p>Juanita Custance Victoria University</p>
<b>12.30</b>	<p>Embedding English communication skills across the curriculum...models and challenges.</p> <p>Tami Castillo, Leanne McCann Monash University</p>	<p>Collaboration and working in partnership to explicitly embed strategies for English language development in three Health science units.</p> <p>Donna Cook, Ann Majkut, Natalie Gamble, Erin Conway, Alison Peeler, Matthew Sweeney Australian Catholic University</p>	<p>Widening the circle: Assessment cycles and the embedding of academic literacies.</p> <p>Glenda Ballantyne, Karen Hughes, Yvonne Joyce, Tim Moore Swinburne University</p>	<p>Integrating employability skills in curriculum design and tertiary teaching: The role of ALL practitioners.</p> <p>Paula Keogh and Barbara Morgan RMIT University</p>

1.00	LUNCH at 'The Cube' P Block Poster Sessions			
Theme	University- wide policies and approaches	Models of engagement for classroom practice	Building academic staff capacities	Team teaching- challenges and opportunities
Location	B117	B122	M303	M306
2.00	<p>Achieving Success: A Holistic Approach to Academic English Language at the University of Southern Queensland (USQ)</p> <p>Geoffrey Parkes, Sue Bishop, Ann Dashwood, Lindy Kimmins, Eric Kong, Jill Lawrence. University of Southern Queensland</p>	<p>'Exploring Threshold Concepts in academic writing within environmental sciences: Interrogating student obstacles and stumbling blocks to writing within the discipline.'</p> <p>Julienne Holt, Kathryn Taffs Southern Cross University</p>	<p>From the margins to the mainstream: making ELP everyone's business</p> <p>Anne Harris Edith Cowan University, WA</p>	<p>How a 'bolt-on' academic skills course was turned into a fully embedded foundational unit: Three critical aspects and two noteworthy outcomes</p> <p>Michelle Cavaleri and Maureen Rocha Australian College of Physical Education</p>
2.30	<p>Embedding at the pointy end of the faculty concerns: curriculum renewal</p> <p>Arelene Harvey, Bronwyn James, Eszter Szenes, Minkang Kim, Marie Stevenson The University of Sydney</p>	<p>Partnerships for success: A collaborative support model to enhance the first year student experience</p> <p>Johanna Einfalt, Janet Turley University of the Sunshine Coast</p>	<p>Exploring a new way to integrate research and learning skills into the academic curriculum.</p> <p>Anne Taib, Peter Wagstaff, Andrew Dixon Monash University</p>	<p>"Are we on the right track?" Improving the provision of online writing support for first year university students.</p> <p>Alison Jaquet and Nerilee Hall QUT</p>
3.00	<p>From Markers to Mentors: Reflections on the expansion of English language proficiency development across all disciplines.</p> <p>Audrey J. Geste Edith Cowan University</p>	<p>Collaborating for student success: A holistic approach to curriculum design at James Cook University.</p> <p>Kate Sheppard James Cook University</p>	<p>Building critical thinking and reflection capabilities from the first assessment</p> <p>Cate O'Dwyer RMIT</p>	<p>A pragmatic approach to enhance writer-reader interaction in HDR student writing</p> <p>Maya Gunawardena, Neda Akbari UNSW, Canberra</p>
3.30 4.00	<p>Update on AALL Conference 2015 CLOSE</p>			

