



ASSOCIATION FOR
ACADEMIC
LANGUAGE AND
LEARNING

Association for Academic Language and Learning (AALL) Incorporated

State and Territory Reports

20 November 2020

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Australian Capital Territory

Representatives and members

Lesley Cioccarelli, AALL Social Media (Canberra Institute of Technology) and Gail Heinrich (University of Canberra) are ACT AALL representatives. ACT AALL has 21 members across the University of Canberra, the Australian National University, Crawford School of Public Policy, the ANU College of Asia & the Pacific, the Canberra Institute of Technology, the Australian Catholic University Canberra, and UNSW Canberra & ADFA. Reports from these institutions are included in this report.

Thanks to Tess Snowball - Tess Snowball has been the Manager of Academic Skills at ANU until recently, and has served on the AALL Executive for several years as AALL Web Developer. Many thanks Tess for all your many contributions, including overseeing the implementation of a new website for AALL.

University of Canberra

The key issues for UC in 2020 have been those that have occupied the world, adapting to a pandemic. Study Skills led the support services into online delivery as a result of previously trialling an online version of PALS (Peer Assisted Learning Sessions). Utilising the conference software, *Blackboard Collaborate Ultra*, we moved Study Skills drop-in support to an online model, with the peer ASK Advisor service providing both online concierge and online peer support. PALS moved online and all individual consults and workshops, including English for Uni, Orientation sessions and Study Skills for Success moved seamlessly into the online space. Semester 2 2020 brought an additional challenge, hybrid delivery of units (both online and face-to-face) meant that Study Skills support needed to also be hybrid. While delivery of PALS and Study Skills workshops remained completely online due to social distancing requirements, Study Skills Learning Advisors and ASK Advisors moved into a hybrid model of delivery, providing academic support drop-ins both online and face-to-face in the Library. This model will now be refined into business as usual operations for the Study Skills team at UC. In 2020, Study Skills have also led an online student support drop-in, the UC Help Hub, and developed UC's first online Orientation site, the Transition and Orientation Portal.

Australian National University - Academic Skills

In 2020, ANU Academic Skills, like our colleagues across the sector, has had to swiftly adjust to delivering our services online. We conducted our individual appointments via *Zoom* and offered written feedback to students. The transition was relatively smooth, helped by our decision to create a Moodle site as the primary place for students to submit their drafts, and for Learning Advisers and Writing Coaches (PhD trained students) to also offer written feedback via this platform. Our Writing Coaches have been critical to our ability to deliver over 2,000 mostly remote appointments this year. In terms of our group teaching, our embedded coursework and HDR workshops and Orientation sessions in Semester 2 were also delivered online.

To support students struggling with the isolation and challenges of learning remotely this year, we've invested a lot of energy into creating engaging videos on a range of skills and writing genres for our website, and to embed in courses. Student and Staff surveys from our embedding project, for which we received a Teaching Enhancement Grant, confirmed to us the value of working closely with course conveners to develop and embed tailored resources. COVID has meant that our Let's Speak English Conversation groups for students who have English as a second or other language are critical for students looking for opportunities to form social connections, as well as discuss a wide variety of topics that builds their confidence in using English in everyday and in-class environments. Amid these challenges and opportunities, we've had to make an adjustment of another kind: sadly, Tess Snowball left ANU in September after six and a half years with Academic Skills, five as Manager of the unit. Thuy Do has been appointed Acting Manager. Our outlook for 2021 is that we will be shifting to a hybrid model of service delivery: we will continue to offer both our individual appointments and workshops online and seek opportunities for some face-to-face on campus teaching.

Crawford School of Public Policy, ANU College of Asia & the Pacific

At the Crawford School, two academic skills staff have been supporting students in the online environment (as most other AALL units would have been doing). All postgraduate courses went online from March this year and as a result, we have been offering support to students (with many overseas) and staff principally via Zoom, in terms of general academic skills workshops, in-discipline workshops, collaboration with lecturers, and individual consultations. Support for staff has included discussion of interactive learning strategies using Wattle (*Moodle*) and how to improve student engagement. We have also been providing assistance with academic integrity issues which have increased this semester, perhaps due to the lack of student contact with academic staff.

In terms of student enrolments, these have actually increased in the school. This has been in part due to government funding of short courses which has led to significant increases to enrolment into Graduate Certificate courses.

There have been no changes to staffing at Crawford and as far as I am aware, no expected changes to operation of our embedded support of academic skills within the school. Next year will be a similar story in terms of academic skills provision.

Canberra Institute of Technology

Like everywhere else, in March, CIT Student Support academic skills/support quickly moved our academic support sessions online (using *Webex*), but only one-to-one, no group tutorials as we usually offer. Even now we were back on campus, we are still offering choice for students to meet us on campus, online or by phone, and also asynchronously using video feedback in some cases. In the first weeks of lockdown, our staff also played another role across the Institute, offering support to teaching programs in their synchronous online sessions, to guide and support students getting familiar with the platform (also in *Adobe Connect* and *Zoom*) and also in advising on use of the LMS (*Moodle*) to deliver the learning online. Fortunately, we have had no changes to staffing in our area, and nothing anticipated in the near future.

Our Foundation Skills area has been developing online 'master' courses to support language, literacy, numeracy and digital skills in *Moodle*, such as 'Communication Fundamentals' and 'Maths Fundamentals'. Teachers can choose content to embed in their own *Moodle* courses, and get support in contextualising the modules for their subjects/students.

The CIT Library has increased their range of workshops and ad hoc support offered to students this year, which has complemented our services, and freed up some time to focus on academic skills.

Australian Catholic University, Canberra

See Victoria report.

University of NSW Canberra & ADFA

No report received at time of publication.

New South Wales

Representatives and members

Rosemarie Fonseca (Torrens University) and Leighana Thornton, AALL Public Officer (Australian Catholic University) are NSW AALL representatives. Alex Barthel is a Senior Counsel for AALL. NSW AALL has 64 members across Western Sydney University, Asia Pacific International College, University of Wollongong, Macquarie University, Sydney University, Australian Catholic University, the Australian College of Physical Education, the University of Technology Sydney, Torrens University Australia, the University of Notre Dame, the University of Newcastle, Southern Cross University and Charles Sturt University. Reports from the first four of these institutions are below.

Western Sydney University

Linda Parker, Academic Literacies Team

Governance

The AL Team is situated within the Western Sydney University Library in the University's Academic Division. The team is currently part of the Library's Client Services portfolio, which is led by the Associate Librarian Client Services. At this stage, there are three Academic Literacy Advisors, supervised by the Academic Literacies Manager.

Staffing

The AL Team welcomed a new member at the start of 2020, Dr Lisa Worthington, who joined the team as our new Academic Literacy Advisor. The other two Advisors are Dr Claire Urbach and Fiona Webber. The AL Manager is Linda Parker. Currently all four members of our team are on fixed-term contracts with an end date of 31 March 2021.

Key achievements for 2020

1. Putting the student-facing Study Smart service online
2. Restructuring the Study Smart website to a more user-centric approach to navigation
3. Launched three online microlearning modules on Digital Literacy
4. Mandating the Academic Integrity Module, developed by an earlier iteration of the AL team, as a compulsory subject for all commencing students from May 2021. Setting-up and managing the interim 15 Blackboard sites for student completion of this module in 2020 prior to the rollout of the compulsory version.
5. Contributing to teaching and learning through offering webinars on academic integrity, Study Smart services, editing and copyright for HDR students. Along with undergraduate webinars on building an argument, literature reviews, and creating online portfolios.
6. Creating new online modules, including: Being involved in creating a Harvard Referencing module for use in a core science unit; Articulate Rise modules in academic literacy
7. The academic literacy program in the Master of Health Sciences course, which was developed in collaboration with academic staff from that discipline.
8. Developing recommendations for the purchase and trial of Turnitin Authorship in 2021
9. Developing recommendations for academic integrity policy at the University, with particular attention to contract cheating, to update the University's academic integrity policy.

10. Developing an Academic Integrity Module for WSU staff that will be added to the professional development modules suite for new academic staff.

11. Publishing new 3-Minute Guides on the Study Smart website for self-directed learning.

Teaching and learning projects

Research project - Supporting students' development of academic literacy skills through a self-directed flipped learning approach to teaching argument with evidence, based on the Master of Health Science work described above. This is a sub-project of The evaluation of technology-enhanced learning (TEL) at Western Sydney University (#H13152).

Publications, conferences and reports

Report on a research project conducted in the School of Education: Assessment Review within the Primary Program (collaboration with academics in the School, Curriculum Advisor, and School Librarian) by Arianne Reis (School of Health Sciences) and Fiona Webber (AL Advisor).

Any other items to report to the AGM

Dr Claire Urbach participated in the following:

Mentoring small groups of applications for Advance HE Fellowship

Coaching student groups as part of Paddl Games

Coaching a small group of students working on a project for a new student co-created unit We Are the University

Asia Pacific International College

Dr Michelle Cavaleri, Academic Enhancement

Governance

The Learning and Teaching Advisor reports to the Director of Academic Enhancement, who also oversees the Library and Digital Learning teams. The Director reports to the Dean.

Staffing

1 x Director of Academic Enhancement

1 x Learning and Teaching Advisor

A restructure is currently underway whereby the Director will be promoted and will also oversee the Digital Learning Team (3 FTE). The Director's new title is TBC.

Key achievements for 2020

Embedding the Academic Integrity Module in core units and improving the completion rate from 60% to 90%

Leading staff training and support in the transition to online delivery due to the COVID-19 pandemic

Development of the 'Readiness for Online Study Module' to help prepare students who are new to an online environment

A 300% increase in student and staff consultations in 2020 compared to 2019

Teaching and learning projects

Participating in a global benchmarking project on Academic Advising

Participating in a global benchmarking project on Academic Integrity

Recipient of a small research grant for a project on online delivery and service quality, done in collaboration with digital learning specialists and a discipline academic

Presented an in-house Learning and Teaching Forum to all academic staff on Academic Integrity in the Online Environment

Presented an in-house Learning and Teaching Forum to all academic staff on Moderation of Marking

Initiation of a badging project for students, with a focus on badges for academic skills development

Publications, conferences and reports

Paper submitted and accepted to the Journal of Academic Language and Learning titled 'Online academic support during the COVID-19 pandemic: Reflections on unexpected outcomes that challenge assumptions
Invited presentation at UOW College professional development day titled 'Beyond the red pen: Closing the feedback loop using screen-capture video'
Document developed and published on the TEQSA Online Delivery Good Practice hub titled 'Copyright Compliance and Online Delivery

Any other items to report to the AGM

Interview with the Copyright Agency published on their website: 'APIC on Copyright Compliance in a Time of Online Teaching'

Paper submitted to journal (review pending) titled 'Modelling the impact of online learning quality on students' satisfaction, trust, and loyalty'

University of Wollongong

Dr David Hartley, Learning Development

Governance

Learning Development is within the Learning, Teaching & Curriculum unit that sits in the Deputy Vice-Chancellor (Education) portfolio.

Staffing

Catriona Taylor received a Vice-Chancellor award for Outstanding Contribution to Teaching and Learning (OCTAL).

The following academics from our group have retired:

Dr Celeste Rossetto

Dr Meeta Chatterjee

Emily Purser

Dr Joanne Dearlove

Key achievements for 2020

Significant upgrade of the UOW online student resource space.

Macquarie University

Learning Skills Unit (LSU): Dr Robyn Westcott

HDR Learning Skills (HDRLS): Dr Juliet Lum

Macquarie University International College (MUIC): Dr Pamela Humphreys

Governance & staffing

LSU (UG & PG coursework students)

Sits within the PVC (Learning and Teaching), in the DVC-Academic portfolio

5.0FTE (including the Director)

HDRLS

Sits within the Office of HDR Training and Partnerships, in the DVC-Research portfolio.

4 x part time academic staff (Level B; 3xLevel A)

1 x full time academic staff (Level B)

In 2020, one of the Level A staff members (part-time) applied successfully for promotion to Level B.

Casual academic staff member ran regular HDR Stats Consultancy Service

External consultants ran standalone workshops

MUIC (foundation and pathways)

1 FTE to service pathway students and support their staff. This role reports to the Associate Director L&T at MUIC.

Key achievements for 2020

LSU

Teaching 3900 undergraduate and postgraduate coursework students in academic literacy workshops.

Providing 790 peer writing consultations with WriteWISE Leaders.

Delivering embedded academic literacies support to 5160 students in the Faculty of Arts, Faculty of Science and the Macquarie Business School.

Supporting the rapid pivot to online learning by flipping our services from face-to-face to virtual Zoom-based and chat-based delivery over a 24-hour period in March 2020.

Collaborating with partners across campus to provide resources for online learning in relation to: key skills and strategies, positive online behaviour, responding to racism in online environments, taking exams online, and online exams and academic integrity.

HDRLS

All courses, workshops, retreats, research writing groups and 1:1 consultations shifted from face to face to online delivery.

150-300 higher degree research candidates (PhD and Master of Research) attended workshops etc each month.

Developed Mindfulness for Researchers meditation sessions for MQ wellbeing app.

MUIC

Only just been appointed (position was vacant for most of 2020)

Teaching and learning projects

HDRLS

Internal project on proposed MQ Graduate Research Academy (Benchmarking across Australia and NZ, Auditing existing offerings; Stakeholder surveys and interviews)

MUIC

In progress

Any other items to report to the AGM

HDRLS

Collaborated with Western Sydney University in hosting bimonthly Doctoral Writing SIG Community gatherings with doctoral educators internationally. Convened research internship unit for Master of Research for-credit unit.

Northern Territory

Representatives and members

Roz Rowen, AALL Secretary (Charles Darwin University) and Raelke Grimmer (Charles Darwin University) represent the Northern Territory on the Executive. NT AALL has 6 members, all from Charles Darwin University.

Thanks to Roz Rowen – Roz Rowen has been the AALL Secretary for several years, and is stepping back from this role in 2021. Many thanks Roz for your wonderful contributions in this role.

Charles Darwin University

A restructure is currently underway whereby the current Teaching Focussed Academic Lecturers have been made redundant and the Academic Language and Learning Success Program, PASS and English Language Lecturer positions will be re-hired as HEW 6 and 7 professional staff. The roles are focussed on 1-2-1 drop-in style support. No other updates as the restructure has halted all project and research work of stadd. Information about the School of Academic Language and Learning is at <https://www.cdu.edu.au/academic-language-learning/about-us>.

Queensland

Representatives, members and meetings

Shirley Brown (Bond University) and Sally Ashton-Hay, AALL Vice-President (Southern Cross University) represent Queensland on the AALL Executive. David Rowland is the Editor of JALL. Queensland has seen a slight increase in membership since September, with the number now standing at 33 members from James Cook University, University of Southern Queensland, Bond University, Southern Cross University, Griffith University, the University of Queensland, Queensland University of Technology, JMC Academy and Central Queensland University.

A Zoom meeting was held on October 1st for the Qld chapter. Eleven (11) AALL members attended including Sally and Shirley. Participants were asked to provide an update on challenges and successes within their institutions particularly around COVID.

Topics of discussion - included general themes around restructuring and the subsequent uncertainty as well as sharing how the ALL service was currently being provided in different institutions.

Website and fee reduction - Everyone expressed appreciation for the opportunity to get together, albeit via Zoom, as well as for the reduction in fees. People also commented that the new look website was great.

ALL consults - everyone agreed that one-on-one online meetings with students had been successful.

It was mentioned that there were fewer no-shows with online meetings and that many students appeared to find it more convenient. One member also commented that students appeared to prefer different ways of delivery for different purposes and that 'class teaching' online presented problems in terms of monitoring and guiding student activity since it was hard to 'get around' the class and see what students were doing.

Workshops – mixed responses. Some said their numbers had increased dramatically since putting workshops online. Others expressed a drop in attendance

Technology – a range of different platforms are being used to conduct one-on-one consultations with students and deliver workshops: Teams / Blackboard / Zoom. Some commented on how effectively the new technology had been introduced with successful training. Others commented on poor technology provided by their institution such as poor headsets.

Lectures & teaching – there were differences among institutions as to whether lectures are being provided synchronously or asynchronously. Most institutions are still providing their courses online. **Bond** is offering multi-modal teaching and is also offering both online and in-person face to face consultations at the Academic Skills Centre.

Southern Cross is moving to a 6 x 6 programme: 6 sessions x 6 weeks. This is providing a challenge in terms of producing materials for the new sessions.

At the end of the meeting there was some discussion about Studiosity; how it was perceived in different institutions, what its role was and how people felt about it. Sally mentioned she has co-authored a paper on implementing Studiosity at Southern Cross University (which has just been published) if people are interested:

Wilson, G., McAuley, A., Ashton-Hay, S. & van Eyk, T. (2020). Just when I needed you most: Establishing on-demand learning support in a regional university. *Australasian Journal of Educational Technology (AJET)*, 26(5), 46-57. <https://ajet.org.au/index.php/AJET>

James Cook University

JCU is offering a hybrid model of support for students through the Learning Centre Services and like most ALL settings has had an incredible year of learning and growth.

Trends from 2020

- LC working with more students who requested extensions
- Students report a loss in confidence to complete assessment, subjects & difficulties learning online
- Increase in students enrolled in keypath subjects, carousel subjects seeking support - key challenge of completing set contact hours and assessment demands across a week, with particular emphasis on seeking support for unpacking assessment tasks, academic development of assessment tasks, study skills
- Increased academic staff referrals to the learning centre
- Increase in students referred by Accessibility to LC
- LC staff designed & built Learning Online Website to support students transition to online learning <https://www.jcu.edu.au/students/learning-centre/learning-online>
- Learning Advisors redesigning learning resources as micro learning packages for staff to curate and deploy in LMS subject based sites.

Staff Support

- Numeracy Network (JCUNN), which is an informal cross-institution CoP that gets together every few months for a casual lunch, has been hugely successful in 2020 and will continue to showcase best practice and support staff.

University of Southern Queensland

The Library Services Student Learning and Development Team has been robustly involved in the support of USQ's Academic Plan with significant involvement in matters concerning *academic integrity, School Action Planning for program renewal, the first year experience directives in respect of academic improvement systems and academic intervention, and the Team has drafted a data management strategy to support the collection and use of our data especially as it pertains to quality student study support and to course support.*

Two new, short term funded positions, for Learning Advisor (Indigenous) have been filled.

The use of *Smarthinking* (ST) embedded within first year commencing courses been successful -close to 60 courses and 1500 unique users to date (1,000+ commencing students). USQ is the first university to use the ST assessment feedback rubric as a component of embedding.

The *Assumed Knowledge* project was implemented for Semester 1. It developed and resourced a Moodle StudyDesk which includes diagnostic tests and links to support resources and Learning Advisors.

Congratulations to Dr Aruna Devi, Maths Learning Advisor, who had her PhD conferred mid 2020 (with an excellence award) and to Cristy Bartlett promoted to Academic B.

The Team will commence the HERDSA *Talking About Teaching and Learning* (TATAL) series in December.

The Manager, SLD Team is a participant at working party and curriculum development levels for the Regional Universities Network (RUN) Academic Advising Curriculum Project.

The Team is implementing two studies which will provide greater direction for the use of Smarthinking and for academic support of students facing external crises.

The Learning Advisors from the Student Learning and Development (SLD) Team have been an integral part of the trial of AI processes at USQ and worked closely with the new Academic Integrity Unit. This has included a new role of *academic counselling* by Team members.

The Team has redeveloped an online resource for at risk and conditional academic standing students. It comprises self-test topics in all areas of writing and in mathematics.

The Student Learning and Development (SLD) Team is repurposing components the [Academic Skills Model](#) (Griffith University). USQ has redeveloped the academic literacies, digital literacies, and written purpose-built sets of [academic numeracies](#). The team will also write *feedback literacies*, another new piece of study support work.

SLD Team members and the Manager have been involved in the development of the CALD interim action plan to be implemented in 2021 subject to further input from the DVC(A).

During the COVID 19 initial lockdown the *Peer Assisted Learning Program* and its peer support network was of great comfort and support to students and we are considering ways to transform this space in 2021.

*Prepared by Shirley Brown and Sally Ashton-Hay
AALL Queensland State Representatives*

South Australia

Representatives, members and events

Regina Sliuzas (Torrens University) and Rebekah Clarkson (University of Adelaide) continue as SA AALL representatives. SA has 12 current AALL members across four Universities: The University of Adelaide, Flinders University, The University of South Australia and Torrens University (SA based staff). Reports from each institution is included in this report.

Remembering Tracey Bretag: The SA AALL membership would like to acknowledge the work and life of Professor Tracey Bretag, who sadly passed away on 7 October 2020. Tracey's contribution to the field of academic integrity was well-renowned and highly-regarded internationally. Tracey was the founding editor of the International Journal for Educational Integrity and editor-in-chief of the Handbook of Academic Integrity (2016). Her passion for her work was evident to all that met her and she will be missed by many.

There were no AALL events held in SA during 2020, however, the communication network re-established in 2019 between at least one individual working in AALL in each university, has continued and developed, as staff have moved and organisational restructures have occurred. We look forward to consolidating this network in 2021.

The University of Adelaide

In 2020, the Writing Centre continued to offer 30-minute 1:1 mentoring appointments to students. While the Centre's aims were also achieved through integrated workshops, lectures and online resources for students and teaching staff, its primary activity remained 1:1 student facing mentoring consultations. Over a seven week period in semester one all mentoring appointments were provided online via zoom, with bookings made through Calendly; during this time mentors provided 867 online consultations to 357 unique students. An additional 15-minute buffer was inserted between each 30-minute appointment; this enabled mentors to provide comprehensive email follow-up to students, offer extended appointments if required and manage technology issues. Students and mentors reported an immensely positive impact on teaching quality and this buffer has been retained in the current hybrid service delivery model of semester two. Staff in the Writing Centre worked more closely with Counselling Services and International Student Support throughout the year to assist students manage the additional stress of Covid-19.

In early 2020 the Writing Centre collaborated with the University's English Language Centre on the English Assist Program, aimed to support commencing international undergraduate and postgraduate coursework students develop the communication skills, intercultural competencies and overall confidence to engage in their remote learning experience. The Writing Centre developed the asynchronous Reading and Writing stream of the Program. The stream consists of four pre-recorded lectures with embedded quizzes and four practice modules providing additional opportunity for students to develop reading comprehension skills and English vocabulary. A dedicated priority booking link was provided for EAL international students to access 1:1 support with TESOL specialists in the Writing Centre.

The Writing Centre is staffed by one full-time Coordinator and a team of 12 writing mentors, four of whom are TESOL specialists. The Coordinator role was reclassified this year and is now titled: Coordinator, Writing Support Programs. A team of volunteer student mentors continue to play an integral role in the Centre's service delivery. The Peer Assisted Study Sessions program supported 140+ courses across 2020, with a strong focus on 1st year HFR courses. 92 PASS Leaders were supervised by one full-time Coordinator, supported by one (shared) full-time administrative officer. Alongside weekly sessions supporting individual courses, Peer Assisted Courtroom Sessions (PACS), a peer learning program designed to support the development of advocacy skills and courtroom etiquette, ran in both semesters. In August, PACS Leaders presented on this program at the National Students as Partners Roundtable. All programs and projects under the Peer Learning Programs/PASS umbrella were delivered online only in Semester One, and through a hybrid service delivery model in Semester Two. The PASS Coordinator role was reclassified/retitled becoming 'Peer Learning Programs Coordinator'. The University's partnership with Studiosity has continued in 2020 with strong student uptake.

The University of Adelaide

Unit: The Writing Centre, *Location:* Hub Central East, Level 3 (Centralised)

Coordinator: Dr Rebekah Clarkson

The University of Adelaide, Room 2015, Horace Lamb, Adelaide SA 5005

Tel: +61 8313 3640 | Mobile: +61 466 935 223

rebekah.clarkson@adelaide.edu.au

<https://www.adelaide.edu.au/writingcentre/>

Number of staff: 1FTE, 12 casual staff (2 FTE)

Staff to student ratio: 1: 8,500

Flinders University

The Student Learning Support Service (SLSS), like everyone in the sector, quickly transitioned to online support and set up preventative measures during the first half of the year due to COVID-19. Further, a new associate director for the unit was recruited in May 2020 as the unit came out of a restructuring process incorporating enabling programs into the team. The outcome of these events drove the SLSS to continue several services and introduce innovative ideas. First, SLSS has as main objective to help students be independent and successful learners and focuses on four pillars: be a caring unit, be integrated with other services and disciplines, be innovative, and be flexible to respond to student's needs. Second, SLSS maintains one-on-one student support through Studiosity as a 24/7 online platform, and consultations with Flinders academic advisors across a range of subjects but primarily academic writing, referencing, and numeracy. These sessions include extended consultations and in the second half of 2020, face-to-face consultations with appropriate social distancing protocols. Second, we have created guided workshops with specific themes that are of concern to students at different times of the semester. These workshops allow for students to share and learn from each other while a advisor guides the session. Workshops also include sessions for orientation, focusing on the first critical steps needed, for example how to unpack assignments and how to manage time. Third, SLSS delivers the Language Support Program (ESLP) which runs for 7 weeks each semester, with a third annual iteration scheduled for delivery during the 2020-2021 summer break (ELSP+) for international students that are staying in Adelaide. The classes are open to all students including undergraduates and postgraduates, and are run by experienced language tutors. The program is delivered through a blended mode, with on campus and online class options and resources available to all students. Fourth, SLSS has been reviewing its Foundation Studies Program, which is a Commonwealth-funded enabling program and has delivered a new program specific for military veterans considering university studies. The Military Academic Pathway Program runs for four weeks introducing the skills and activities at universities to service people transitioning out of the ADF. This program has been nominated for the Veteran Support Program of the Year in the Australian Defence Industry Awards, 2020. Finally, SLSS has partnered with the Academic Internship Program for Doctoral Students at Flinders University to create a paid internship where participants get to be learning advisors while receiving supervision and guidance from the SLSS. These are examples of activities taking place in the SLSS with additional work scoped for a post-COVID world.

Flinders University

Unit: Student Learning Support Service, *Location:* Centralised (Central Library)

Coordinator: Associate Professor Pablo Munguia, Associate Director, SLSS

Student Learning Centre, Flinders University, Tel: +61 08 8201 3870

<http://www.flinders.edu.au/slss/>

Number of staff: 5 FTE continuing senior staff, 13 casual staff.

Staff to student ratio: 1 senior staff to 6,000 students approximately.

The University of South Australia (UniSA)

In 2020, the Learning Adviser team based in the Student Engagement Unit at UniSA have provided learning support to UniSA's 6 campuses (4 metropolitan and 2 regional) and UniSA Online students with a small team of advisers (4.4FTE). The team's core activities of 1:1 student appointments, academic skills workshops, in-course presentations, and transition and orientation workshops have been delivered both in person and online, with a period of solely online delivery from March to July. Since our return to campus in August, the team has continued

to provide both in person and online support, however, overall we have seen the demand for online support grow. The team has continued to update and develop online learning resources housed on our study help site: www.unisa.edu.au/studyhelp, and work with our Orientation staff to deliver fully online modules via our UniSA Ready modules sent to all commencing students to support them through their transition to university studies. The Study Help PALS program, which involves student volunteers trained by Learning Advisers to support peers with general academic skills queries and point them to learning resources across the uni, shifted to online delivery only this year. The team also included a small team of dedicated Maths PALS who provided sessions specifically for nursing students online. Leaders from the program have worked with Learning Adviser staff on projects such as 'The Study Room' podcast (currently recording Season 2), collaboration on video and social media promotional activities, and Leaderships skills development.

The University of South Australia

Unit: Student Engagement Unit, *Location:* Centralised (Other staff with ALL backgrounds work ad hoc in faculties and other ALL specialists work in Academic Developer roles in the Teaching Innovation Unit (another central unit).

Coordinator: Kirstin Marks, Manager, Learning Advisor

Student Engagement Unit, The University of South Australia, City East Campus (P2-34), Tel: +61 08 8302 1537
kirstin.marks@unisa.edu.au

Number of staff: 5 FTE Learning Advisors

10 Study Help PALS Leaders (student leaders with casual contracts) who assist with our approx. 50 student volunteers (Study Help PALS) who provide information and refer to study resources in drop-in spaces.

Staff to student ratio: 1: 6,500 – 7,000 students across UniSA and UniSA Online.

Torrens University (National Report)

Torrens University is a national organisation, and this is a national report; there are not individual state reports. The Academic Skills Unit at Torrens University Australia (TUA) has continued to grow throughout 2020.

In March 2020 we moved from a campus-based approach to a fully-online national model. Our delivery of contextualised skill development focuses on first trimester common core and/or high fail subjects. Students enrolled in these subjects benefit from proactive, authentic and just-in-time skills' development within their lecture time. This year we formally welcomed information literacy development to the suite of contextualised offerings. The ongoing success and expansion of this model relies on the positive collaboration with faculty teams. The inaugural Academic Skills Online Summit with the theme of 'Linking theory to Practice' was successfully held. This encouraged team members to find out more about an area of interest and/or development that linked directly to the scope of the Academic Skills Facilitator role. The workshop topics included:

- Voice (and in-text referencing)
- Creating FLOW in Academic Skills
- Enhancing integrity in an academic environment
- Numeracy skills' development

A research project titled 'The embedding of academic skills instruction through contextualisation in postgraduate business programs at Torrens University Australia: key stakeholders' perspectives and experiences' is providing great insight and we look forward to sharing our findings.

Tasmania

Representatives and members

Louise Oxley (University of Tasmania) and Amelia Dowe (University of Tasmania) are the TAS AALL representatives on the Executive. There are currently just three Tasmanian AALL members, all of whom are located at the University of Tasmania, the only university in the state.

The University of Tasmania

Current challenges

As all readers of this report will be aware, 2020 has been a particularly challenging year for Academic Language and Learning (ALL) professionals. At UTAS, as elsewhere across the sector, the need to move ALL programs, resources and services online as a result of COVID-19 restrictions has caused or coincided with curriculum renewal (a 50% reduction in degree unit offerings), Divisional and professional staff restructures and a significant reduction in international student numbers. A program of staff-cutting measures is underway across the University.

Currently ALL-related work at UTAS is primarily provided centrally, by the Student Learning Team within the Academic Division. Added to the challenges mentioned above, a review of language and learning support provision at UTAS has recommended 'the mainstream embedding of literacy and learning support across core disciplinary curricula' that does not seem to involve Student Learning, thus making the future of centralised ALL support at UTAS even less certain. While institutional acknowledgement of the need for more comprehensive provision of embedded ALL programs is welcomed, Learning Advisers are concerned that the Colleges currently lack the capacity to implement sound ALL programs in their courses.

ALL support: overview

As noted above, ALL work is principally conducted by the Student Learning team within the Student Retention and Success Portfolio, Academic Division. Student Learning programs involve language and learning support, library and research skills support and peer programs for all in-degree students. With the exception of a peer drop-in advice service, these programs all moved online with the COVID-19 outbreak in March 2020. A short academic transition program, UniStart, is also situated within Student Learning. Like many other Australian universities, UTAS partners with a third-party provider (Studiosity) for the provision of a 24/7 assignment feedback service.

Some Student Learning Advisers and AALL members have also been involved in the development and teaching of an online interdisciplinary unit, Living and Working with Cultural Diversity. Our work in this unit aligns with our interest in equity for English as an Additional Language students in tertiary education, and also allows us to gain first-hand experience of the online learning and teaching environment in this university.

ALL-related programs: details

Programs offered through Student Learning, ie in-degree programs

The Student Learning team provides programs and opportunities to develop academic skills, literacy and English language proficiency for all degree students. See: <http://www.utas.edu.au/students/learning>. In 2020 these included:

Webinars - Both generic and discipline-specific skills webinars are offered throughout the semester. Discipline-specific webinars involve collaboration with discipline academics in particular courses or units. Long-term collaborations include clinical communication for Medicine students, oral counselling skills for Pharmacy students, and essay writing for Economics students. Some generic skills webinars have also been run in collaboration with colleagues in the wider portfolio such as well-being counsellors and disability advisers.

Individual consultations - Students can book one-to-one consultations with a Student Learning Adviser or Librarian to develop any aspect of academic skills they choose, including feedback on writing tasks or theses. Consultations are offered online or by phone or email.

Peer learning programs – (1) The Peer Assisted Study Sessions (PASS) program, which provides peer-led study groups focusing on integrating course content (what to learn) with academic reasoning and study skills (how to learn). PASS sessions for some units are also offered online. (2) Student Learning Drop In, an academic development service provided by student mentors, was suspended in 2020 due to COVID-19 restrictions.

UniStart and UniStart International - Short academic transition programs for new domestic and international students respectively. These programs are designed to help students develop the essential skills required for independent learning and success at University, such as critical thinking, critical reading and academic writing.

The Introductory Academic Program (IAP) -A four-week academic transition and orientation course for new international Australia Awards scholars.

A range of *online academic skills resources* is available to all degree students. These are currently undergoing significant review and re-development.

Programs offered in Colleges or Divisions outside Student Learning, ie Pre-degree and Pathway Programs

Programs for domestic students (University College and Riawunna Centre for Aboriginal Education)

The University College, which is located on three campuses, has two enabling programs which provide alternative pathways into the first, second or third year of an Associate Degree or Bachelor degree. See <https://www.utas.edu.au/college/home>. (1) The University Preparation Program (UPP) is a semester-based course that prepares students for undergraduate study. It is aimed at students who are considering undertaking a degree at UTAS, but who need to gain the generic skills necessary to succeed at university. See: <http://www.utas.edu.au/college/study-with-us/university-preparation-program>. (2) The Diploma of University Studies (DUS) provides supported entry to University study. It offers enabling, foundation and introductory units in broad discipline areas of specialisation (Arts, Business, Education, Health, Engineering, ICT and Science). Students completing the DUS have the option of entering Bachelor or Associate Degrees. See: <http://www.utas.edu.au/college/courses/diploma-university-studies>

The Riawunna Centre for Aboriginal Education provides the murina Program, an academic pathway program for Aboriginal and Torres Strait Islander students. See: <https://www.utas.edu.au/riawunna/murina-preparation-pathway>

Programs for international students (English Language Centre) - The *English Language Centre* offers 10-week intensive programs teaching general English and English for Academic Purposes. Limited scholarships are also available at the ELC for Culturally and Linguistically Diverse (CALD) students to attend intensive English short courses. See: <https://www.utas.edu.au/international/english-language-courses>

An external provider, *International Pathway College*, offers pathway programs for international students. These are Foundation Studies, First Year Diplomas and a Pre-Masters pathway for students entering a postgraduate course in Business and Economics. See: <https://www.utas.edu.au/international/international-pathway-college>

AALL activities in Tasmania

Tasmanian AALL activities were once again very quiet this year. Apart from the challenges posed by COVID-19 restrictions, the primary reason for this is that the three AALL members work for the same university and regularly meet in other contexts. Many potential AALL members in the state are TasTESOL members and meet in that context.

Louise Oxley and Amelia Dowe, AALL Tasmanian Representatives, University of Tasmania

Victoria

Representatives, members and events

Elena Verezub (Swinburne University of Technology) and Steve Campitelli (University of Melbourne) are the VIC AALL representatives on the Executive. Kate Chanock is a Senior Counsel for AALL. There are 48 members in Victoria from Deakin University, Federation University, La Trobe University, Monash University, RMIT University, Swinburne University of Technology, the University of Melbourne, Victoria University and Australian Catholic University. State-wide: (1) regular AALL (Vic) Managers/Directors' meetings; and (2) development and implementation of the new initiative, 'Connect. Inspire. Share.', a series of professional development workshops for the AALL members (conducted 4 sessions in 2020).

Deakin University

By Corinna Ridley, Manager, Student Academic and Peer Support Services

In 2020 **all Academic and Peer support services** moved online following the closure of Deakin's campuses in late March. All services were maintained in the online environment and the team were able to draw on prior experience of online delivery and extend this in order to respond quickly and effectively to this requirement. There was a 38% increase in student use of academic and peer support services, although this increase was not evenly distributed across all services, with drop ins being less well used than usual but requests for email and zoom support increasing significantly.

Staffing in Academic Support and Peer Support was reduced with cuts across the Peer support team resulting in the need to review how some peer support programs were offered.

In the **academic support** unit 1:1 consultations were provided on zoom and an in depth research project was launched to unpack both advisor and student experience of learning support consultation practice. **Embedded work** continued in all faculties with a focus on supporting students with the additional challenges of online learning. The team also completely revised the online referencing guide, with input from across the university and from students.

The **Peer support** services unit was able to continue its longstanding PASS program despite a reduction in staffing, by moving the program entirely online. Work also continued on the Success Coach peer support program for online students, with the program rolled out to all commencing online Post graduate students in 2020 The Maths peer support program also moved online and the new online maths resource centre was launched mid year. The peer support team also continued their involvement in the Peers 4 Peers network.

Federation University

By Dr Alice Robinson, Senior Learning Skills Advisor, Centre for Learning, Innovation and Professional Practice

In 2020, the eight (predominantly part-time) Learning Skills Advisors at Federation University provided academic literacy, learning and language support services to staff and students across Federation University's three campuses by phone, online and in face-to-face consultations. As a consequence of the threat of coronavirus and the sudden shift to online learning, demand for our service effectively doubled in terms of the number of individual student appointments we attended. As a result, two casual LSAs were employed to support this increased demand. Learning Skills Advisors were also engaged in a range of curriculum development, research-based and other collaborative activities across the university, therefore enjoying strong working relationships with students and staff alike.

There were several areas of focus for Learning Skills Advisors in 2020 beyond offering academic skill support to students and staff. We ran regular Academic Writing Circles for postgraduate research students; developed our Study Skills Website as a hub for information and resources; redesigned FedReady, our academic skills

preparation course, for the online environment; developed a new Academic Integrity Module for new students; and continued to run embedded academic skills workshops in a range of courses.

La Trobe University

By Anna Bailey, Manager, Learning Support

2020 has seen the second year of operation of La Trobe's 'Learning Hub'. Our programs and services include staff consultations, Peer Learning Advisor (PLA) drop-ins, University-wide academic skills programs, PhD writing programs, English conversation clubs and in-subject (embedded) skills workshops. Online services and resources include Studiosity and La Trobe's in-house Achieve@uni online academic skills resources.

Our service model has been driven by La Trobe's commitment to supporting regional students. With 4 regional and 2 metropolitan campuses, our face-to-face services and programs have traditionally been delivered by staff on every campus. With the transition to Zoom consultations and workshops, we have achieved greater reach and flexibility, delivering all programs and services across all campuses.

Highlights and initiatives have included:

- 3-fold increase in number of workshops and attendance compared with same time last year
- implementation of support for students with disability, in the use of assistive technologies
- building the skills of our Peer Advisor team, using MS Teams for communication and collaboration, together with Zoom to enable shadowing of consultations

As a result of a restructure in August, we have moved under the umbrella of the Library. This will expand opportunities to work in partnership with Library staff, particularly in developing in-curriculum workshops, as well as consolidating our front-facing drop-in and consultation services. Student-facing FTE staffing has remained consistent with previous staffing levels, however under the new structure, all roles have moved from academic (Level A) to professional (HEO7.)

Monash University

By Dr Tomas Zahora, Research and Learning Coordinator, Library FMNHS Team Leader

At Monash University Library (MUL), Learning Skills Advisers (LSAs) partner with Subject Librarians in Faculty based teams to embed skill development in UG and PG curriculum. This model of engagement takes the form of face-to-face and blended learning programs, e-learning modules/resources, and student engagement at the Library's drop-in service, known as the Research and Learning Point. Research and Learning teams are active in Monash Doctoral Programs. The Library's Research and Learning teams also undertake curriculum enhancement in partnership with academics and teaching associates, and participate in University-wide projects, Working Groups, Committees and Subcommittees.

Because MUL research and learning teams have extensive experience in blended and online learning, they have responded to the COVID-19 working-from-home arrangement without disruption. The online-only mode of engaging with students has resulted in enhancement of existing programs and resources for synchronous and asynchronous online engagement, including [virtual drop-ins](#), [Research and Learning Online](#) and targeted workshops. It has also led to new initiatives like university-wide academic and research skills workshops, as well as coaching for vulnerable students.

Highlights of MUL's major achievements in Research & Learning in 2020

- Successful launch of library-wide [virtual drop-ins](#)
- Recognition by Professor Kris Ryan, Pro Vice-Chancellor (Academic), of library research and learning programs as providing exceptional support during the COVID-19 crisis
- 2020 Dean's award for Excellence in Education (Teaching Excellence) for the library MNHS Learning Skills Adviser team.

Publication of *Connecting the Library to the Curriculum* scheduled for 2021.

RMIT University

By Leanne McCann, Associate Director, Learning

Like all universities, RMIT Study Support has undergone a change process.

The ways we work has been changed to ensure that we can report on the work being undertaken and available to all student cohorts. We are required to demonstrate the value, impact and benefits of the Study Support services and to be able to create a service model that ensures the staff are recognised as critical to students' engagement and success in their learning and assessment.

RMIT Study Support has adopted the 'Skills Immersion Model', a proactive partnership program with schools and colleges in our areas of expertise, skills development. In 2021 we will support the VE College in language, literacy and numeracy and have partnered with HE programs to embed a blended learning model, with tailored resources and staff with expertise to build confidence and capability. As part of this program we will have data and analytics to demonstrate our value.

In support of this new service model, we have created 2 new HEW8 positions, with 7 Academic Skills Advisors HEW7 (6.9FTE) English and Writing and 3 HEW7 (2.7FTE) Maths and Science, ongoing roles.

Swinburne University of Technology

By Dr Elena Verezub, Associate Director, Learning and Academic Skills Centre

The LAS Centre at Swinburne University of Technology (swi.nu/las) is a university-wide Centre that provides a suite of developmental activities on language, maths, learning and academic skills to all Swinburne students – local and international, Pathways, Vocational Education, undergraduate and postgraduate. The majority of the activities were transitioned to the online (Zoom, MS Teams, CANVAS) mode of delivery due to the COVID-19. The activities are outlined below.

- Individual consultations: 50 min for in-depth advice and 20-30 min to answer specific questions.
- Faculty-specific 'Study smarter' workshop program (4 topics for each week delivered over the first four weeks of the semester). Academic staff recognised the value of these workshops and in two of the three faculties bonus points (which go towards an assignment mark) were given for participation in these workshops.
- Embedding of academic literacy into the mainstream courses: (1) full scale embedding activities; (2) subject-specific workshops; (3) team teaching; (4) material/resource development and advice on assessment task design. Embedding was conducted in over 60 units across the university each semester.
- Daily conversation class for international students to help them further develop oral communication skills, learn about the Australian culture and make new friends.
- Co-delivery of the 'Strategies for success' program for new and existing local and international students and course work master students, with the aim to 'refresh' learning and academic skills to get ready for a new semester.
- Collaborating with Nawaloka College of Higher Studies, strategically important partnership for Swinburne University; ran professional development sessions for Nawaloka staff.
- Delivery of language, learning and academic skills (including individual consultations, short programs, online resources and preparation for the Three Minute Thesis competition) for HDR students at each of the three faculties.

- New initiatives: the development of the Study Smarter online program (14 modules) and the development of the 'Online Hub for Resources on Embedding'.

The University of Melbourne

By Guido Ernst, Manager, Academic Success

The COVID pandemic presented a major challenge at the start of the year but the Academic Skills team at the University of Melbourne managed to move all services (including booked appointments, drop-in sessions and workshops) online in a very short timeframe while retaining the same service level as 2019.

The move to an online campus was helped by the launch of the new Academic Skills website in February. Through extensive testing with students, the site has much improved search functionality and is central to the alignment of quick reads, videos and interactive online learning modules. Specific resources on online study and exams were added over the first semester.

Another hugely successful initiative was the introduction of a Students as Partners program. A group of student volunteers was selected and trained before the start of Semester 1. The students then worked on a number of projects with staff members in a reciprocal relationship, including co-delivery of workshops and creation of online resources. The program will be further developed next year.

Victoria University

By Danielle Borlovan, Manager, Learning Hubs

The Learning Hubs at Victoria University has, since 2018, built a suite of *Essential Activities* for students to engage with and participate in throughout their studies. Ranging from Academic Writing to Advanced Communication and Presentation Skills, students are guided and supported by a team of Learning Advisors to build, strengthen and enhance their 21st century skillset.

The team currently consists of 14.4 FTE Learning Advisors Writing, Maths and Digital with 3 FTE Coordinators to lead the development and delivery of Essential Activities, tailored workshops for specific cohorts and regular drop-in sessions.

It is anticipated that the current model will be reviewed and undergo change in the coming months, in response to sector wide job losses and a greater focus on digitally supported remote learning.

Australian Catholic University (National Report)

By Miriam White, Coordinator, Campus Team (Melbourne and Ballarat), Academic Skills Unit

Governance and staffing -The Academic Skills Unit at Australian Catholic University (ACU) is located in five different states and territories and supports undergraduate and postgraduate students across seven campuses: Victoria, New South Wales, South Australia, Queensland, and the Australian Capital Territory. ACU takes a national approach, providing a centralised service of academic language, learning and maths support to all enrolled students.

In June 2020, it was announced that the Academic Skills Unit would no longer be part of the Office of Student Success (aligned with other student support services such as Careers Development Service and Counselling and Disability Service) but would report to the Deputy Provost. In August 2020, Patricia Hacker, National Manager of the Academic Skills Unit, formally retired after more than 20 years with the Unit. Leighana Thornton is currently acting in the role.

Key achievements for 2020 - The recent realignment of the Academic Skills Unit's reporting lines has allowed the team to renew focus on embedding learning support within faculties and create opportunities for deepening relationships with areas across the University. The Academic Skills team is currently participating in ongoing

workshops with the Deputy Provost to develop a framework for ASU learning support and strategic priorities for 2021.

Since the onset of COVID-19, the Academic Skills Unit service has been fully online, with strong demand and increased student uptake of all Academic Skills services and resources.

Key initiatives include:

- Support for COVID-19 short courses - Collaboration with Digital Education to deliver workshops and embedded resources for students enrolled in COVID-19 short sources.
- Veterans' Transition Program - Collaboration with Pathways and the Faculty of Theology and Philosophy to design and deliver targeted workshops for the Veterans' Transition Program.
- LANTITE preparation workshops - Extension of workshop topics in S2, 2020 including Numeracy: Statistics and Probability; Measurement and Geometry; Number and Algebra and Literacy: Reading skills; Technical skills of writing.
- 24/7 online study support program - Provision of 24/7 study support to all ACU commencing students 2020 through 3rd party provider, Studiosity. An internal snapshot review of transcripts by the Academic Skills facilitated evaluation of the service and further recommendations. The program will be rolled out to all students in 2021 as part of the Academic Skills Unit's suite of services.
- Teaching and learning projects Blacktown campus - The Academic Skills Unit participated in University wide planning sessions around unit design and learning support for units to be offered on the new Blacktown campus S1, 2021.

Western Australia

Representatives, members and meetings

Siri Barrett-Lennard (AALL President, UWA) and Miriam Sullivan (AALL Treasurer, Curtin) represent WA on the AALL Executive Committee, with Siri stepping into the President's role in May this year. WA-AALL has 27 members across the state's 5 universities: Curtin University, Edith Cowan University, Murdoch University, the University of Notre Dame and the University of Western Australia.

Thanks: Many thanks to Steve Johnson (Murdoch), Helen Rogers and Nick Pratt (Notre Dame), Justine Maldon, Alejandra Speziali and Michael Stein (ECU), and Paul Kebble (Curtin) for putting your hands up to help on a recently formed WA-AALL events subcommittee. Thanks also to AALL conference convenors Maggie McAlinden and Meriel Griffiths, who have been preparing a JALL conference edition that will be released at the end of November.

Remembering Ann Beveridge: Our heartfelt condolences go to our friends at ECU. Ann Beveridge died on 14 October. In the words of Andrew Kelly, Manager of Learning Support at ECU, "Ann was a valued ECU staff member for 14 years, providing academic skills support to many students from WAAPA, Arts and Humanities, Education and GRS. She also worked closely with academic staff from these Schools to support embedding communication skills in the curriculum. In addition, we knew her as a colleague who was intelligent, kind, and passionately committed to helping her students." Ann is dearly missed.

Meetings: WA-AALL has held two meetings this year: an online catch up on 14 July 2020 where members reflected on the transition to fully online support during the lockdown period in WA and a social catch up on Friday 9 October 2020. WA-AALL subcommittee members have expressed an interest in planning events around online learning and student engagement, developing online resources, PELAs and embedding, and academic integrity in 2021. Summaries of recent discussions across WA-AALL units are below.

Curtin University

Miriam Sullivan, Paul Kebble and Trish Dooey – See more at Academic Communication Development <http://businesslaw.curtin.edu.au/study/student-experience/academic-communication-development/>, the Learning Centre <http://studyskills.curtin.edu.au/> and English Language Support <https://students.curtin.edu.au/study-support/skills/english/>

One of the key strategies for ALL development is the Curtin Success program. Collaborate is used for the online component of this. Key concerns have been making sure students are engaged and encouraging them to speak up, which even in break out groups has been challenging. Many students have reported having difficulty making friends and studying from home. One strategy to help students open up has been to have them write short reflective pieces on their experiences studying online. Uptake of Studiosity has decreased despite students studying online, with some quality issues noted. Students want someone to speak to but have been in survival mode, wanting quick answers but not always knowing who to approach. Academic misconduct has been a big issue, with some students using Chegg to answer questions and do homework. Chegg will give names of students if universities query who has asked for help with particular assignment questions. At Curtin, ALL advisers are moving towards increased postgraduate and HDR support, and increased embedding. Curtin is currently undergoing a restructure, however, where there is a proposal to move faculty-based ALL staff centrally.

Edith Cowan University

Andrew Kelly, Justine Maldon, Tracy Ware, Tina Fleming, Maureen Buckingham and Christine Higginbotham – Learning Support – See more at <https://intranet.ecu.edu.au/learning/centre-for-learning-and-teaching/learning-support/learning-support-staff>

At ECU, a variety of technologies have been used by ALL advisers to support students. Collaborate for workshops and tutorials; Panopto for recorded lectures and workshops; and MS Teams (and to a lesser extent, Zoom) for drop-ins and individual consultations. MS Teams has worked particularly well to enable advisers to meet with students, share screens and share documents. Although video call appointments and online workshops have worked well with the majority of students (including international offshore), some students have poor internet

connection, and/or don't have laptops and struggle to have meaningful support sessions using phones. ECU offers loans for laptops and dongles; however, not all students have accessed these. There have also been some privacy issues with students video-calling from their bedrooms. ECU has moved away from exams to more online alternative assessments using Cadmus and Pebblepad. Some issues with students using Chegg for assignments have also been reported at ECU. Student access to Studiosity was extended to all students as a result of COVID-19 but there was not a lot of change in uptake. Articulate is available for ALL advisers to use, with the key issue in doing so being time. Turnitin has been used for some PELAs with good success, and a new online screening tool is being developed. In terms of peer mentoring, VEEPS (virtual peer support) has been introduced to provide just-in time support with learning technologies for online learning by student peers, which is in addition to the PASS program for peer-assisted learning support. There is a move towards increased school-based embedding of communication skills across the curriculum.

Murdoch University

Steve Johnson – Support for Learning – See more at <https://www.murdoch.edu.au/life-at-murdoch/support-services/student-learning>

At Murdoch, Collaborate and MS Teams have also been used. MS Teams has worked well in that it has enabled the sharing of documents and the ability to record sessions so that students can access written and oral feedback afterwards. Some students have been having difficulty engaging in online learning, with videos created on how to be an engaged online learner as a result. Academic misconduct is an issue, with Chegg problems also noticed at Murdoch. The dependency on technology is highlighting differences between the haves and the have nots. The absence of large number of international students means that there is now more diversity in what ALL advisers do, including enabling programs and assisting with teaching employability skills. There is increased unit embedding of communication skills. The move to expand entry in 2021 means that there is a need to facilitate university-wide PELA processes next year. Murdoch is undergoing a restructure.

The University of Notre Dame

Helen Rogers – Notre Dame Study Centre – See more at <https://www.notredame.edu.au/about/schools/fremantle/study-centre>

Technologies such as Collaborate, Zoom and Articulate 360 have been used at Notre Dame, but there have been some issues with not all students having good internet connections. As far as technology is concerned, ALL advisers have notes that it is not always bells and whistles that count, but how we engage with students and how they engage with us. Small groups are very much required, more time is required, and it is difficult to know how much engagement really goes on behind students' screens, as it can be hard to see their emotions. There is a sense that we need to evaluate how we are teaching online, and that doing so well takes much more time. Staff have started pre-recording lectures and running flipped classrooms, cutting 1 hr sessions into 5-10 minute snippets.

The University of Western Australia

Siri Barrett-Lennard – UWA's Academic Skills Centre, STUDYSmarter – See more at <https://www.uwa.edu.au/students/study-success/studysmarter>

ALL advisers at UWA have used MS Teams for individual consultations and Zoom for workshops, and have found both excellent platforms for online delivery. Zoom, and to some extent Collaborate, have been widely used for teaching across the university, with lectures pre-recorded and available via Blackboard. Issues during lockdown included financial difficulty and unequal access to technology, with areas of Student Life helping to drive an equipment loan program, fund raising and the delivery of basic supplies by peer mentors. Students' ability to manage online studies has also been an issue. ALL advisers created workshops on active online learning and on participating in online discussions, and collaborated with the student guild and other sections of the university on several initiatives to promote student engagement online. ALL members have created a number of resources to assist with online learning and exams, developed a Blackboard Community Organisation called UWA Study Success to provide ongoing support, and are assisting with the review of the online student journey for 2021. Projects are underway to assist students from equity and UWA's expanded pathways next year, including a new staff-student support program called Connect Conversations. UWA is also undergoing a restructure.