November 22

TIME (ACDT)	SESSION		
9:30am-10am	**Opening and Welcome to Country**		
10am-11am	**KEYNOTE 1: Professor Rowena Harper** *Chair: Andrew Kelly*		
Session 1A 11am-11:30am	Writing an academic literacy subject for an undergraduate program 2022-2023 **Angela Yang and Michelle Voon** *Chair: Adam Gall*	**WORKSHOP** Supporting students to use ChatGPT ethically and effectively in their assignments **Miriam Sullivan, Michael McAuley** *Chair: Grace Chipperfield*	
Session 1B 11:30-12pm	Partnering with Students: Academic Language and Learning x Academic Integrity case study **Morag Burnie and Ariana Henderson** *Chair: Lauren Butterworth*		
12pm-1pm	**LUNCH BREAK**		
Session 2A 1-1:30pm	Inside, yet still outside: models of embedded ALL **Hiromi Teramoto, Claire Simpson-Smith, Jessica Scott, Catherine Irving** *Chair: Anna Podorova*	Engaging Students as Partners in an Academic Integrity Awareness Campaign: From fear to empowerment through student voice **Kirstin Marks, Zorka Simic, Amanda Janssen** *Chair: Sheree Millen*	

Session 2B 1:30pm-2pm	Stepwise embedding of a new program to support EAL students **Nara Tsedendamba, Tom Coverdale, Vahede Nosrati, Caroline Wright-Neville, Wes Howard** *Chair: Anna Podorova*	The Transformative Power of Storytelling in Enabling Program Classrooms: Reflections on Pedagogical Practice and Teacher-Student Relationships **Lauren Butterworth, Edith Hill, Grace Chipperfield** *Chair: Vittoria Grossi*	
Session 2C 2pm-2:30pm	Navigating the Currents of ALL Practice in the 21st Century; Including a Singular Case Study of Successfully Embedding Academic Skills in a First-year Undergraduate Unit, as Witnessed and Reported by an Historian and an Anthropologist **Benjamin Sacks, Mitch Low** *Chair: Anna Podorova*	Evolving the partnership between Language & Learning Advisers and student Writing Mentors **Juanita Custance and Ashlee Gooden** *Chair: Sarahlouise White*	
2:30pm-3pm	**AFTERNOON TEA BREAK**		
Session 3A 3pm-3:30pm	Why do students attend only one session of PASS? **Genevieve Franulovich and Miriam Sullivan** *Chair: Wes Howard*	Students coaching students: what is working in an ADHD context at UQ **Sheree Millen, Kevan Jones** *Chair: Catherine Irving*	Improving Access to English for Academic Purposes: The Development of Asynchronous Online Modules for Post-Pandemic Higher Education **Claire Whitley, Ajmal Khan, Lauren Butterworth** *Chair: Steven Thurlow*

| Session 3B 3:30pm-4pm | No time for PALS: adapting University of Canberra's peer program model to meet evolving student needs.

Kim Cole, Shane Rigby, Emily Pantaleo, Emma Minter

Chair: Susan Gollagher | DDL 2 Judgment Day: on the future of corpus tools in the era of large language models

Adam Gall

Chair: Lauren Butterworth | |

November 23

TIME (ACDT)	SESSION		
10am-11am	**KEYNOTE 2: Professor Michelle Picard** *Chair: Kirstin Marks*		
Session 4A 11am-11:30am	What works (and what doesn't) in Post Entry academic language support: A case study at The University of Sydney **Alexandra Garcia** *Chair: Edith Hill*	**WORKSHOP** Workshopping the academic communication toolkit: what works for ALL? **Anna Podorova** *Chair: Rebekah Clarkson*	Reconciling your research experience with that of the doctoral students you support: a Language and Learning Advisor's autoethnography. **Laura Ficorilli** *Chair: Vittoria Grossi*
Session 4B 11:30am-12pm	Neurodivergent voices in academic skills advising: reflections on a workshop series designed for students with ADHD **Isabel Rossen, UniAccess Team** *Chair: Grace Chipperfield*		Feeling, seeing, and experiencing learning and teaching in the new 'Boola Katijin' building at Murdoch University **Stephen Johnson, Rajeni Rajan, Ann Ranson, Melissa Smith, Sangay Wangchuk** *Chair: Steven Thurlow*

12pm-1pm	**LUNCH BREAK**		
Session 5A 1-1:30pm	Understanding the Individual Consultation in Study Support: students' and Learning Advisers' perspectives. **Tao Bak , Juanita Custance, Terrie Fraser, *Vittoria Grossi, John Hamilton, Elaine Speight-Burton, Linda Thies, Caroline Wright-Neville** *Chair: Edith Hill*	Creative Collisions: The ALL practitioner, creativity and academic writing in the age of AI **Steven Thurlow** *Chair: Grace Chipperfield*	
Session 5B 1:30pm-2pm	"Neither right nor wrong, just different": Applying a framework of best practice in ALL professions to enhance First Nations Voice in the 'third space'. **Sarah Irvine, Kacie Fahey** *Chair: Claire Whitley*	LLMs and the Future of Writing: A Student and Academic Skills Partnership **Wenting Hu, Justin Park, Annie Dai** *Chair: Shane Rigby*	
Session 5C 2pm-2:30pm	Thriving in the third space: A case study for developing academic professionals through "The Scholarship Boost" program **Cristy Bartlett, Wendy Hargreaves** *Chair: Michael Lazarou*	"I am both excited and worried": Students have diverse opinions about ChatGPT **Miriam Sullivan, Katrina Strampel, Andrew Kelly** *Chair: Chantelle Leach*	

November 24

TIME (ACDT)	SESSION		
10am-11am	**KEYNOTE 3: Professor Romy Lawson** *Chair: Michael Lazarou*		
Session 6A 11am-11:30am	Unblurring the lines: showcasing holistic student support at the University of Canberra **Marta Collins, Kim Cole, Shane Rigby** *Chair: Michael Lazarou*	**WORKSHOP** Empowering students to find their voice in their writing: Addressing student anxieties **Rhonda Siu, Mark Eggins, Katia Salem, Emma Grist** *Chair: Bronwyn Dyson*	Transition in context: identifying and responding to the needs of different enabling populations. **Lauren Butterworth, Matthew Norris, Grace Chipperfield, Jane Habner, Kung-Keat Teoh** *Chair: Kirstin Marks*
Session 6B 11:30am-12pm	Who are we as ALL practitioners? A visual exploration of the roles and identities of ALL advisors in Australian Higher Education **Rajesh Krishnamuti** *Chair: Miriam Sullivan*		Enhancing Academic Literacies: A Comparative Study of English Language Proficiencies in Three Enabling/Academic Preparation Programs **Edith Hill, Lauren Butterworth, Ajmal Khan, Claire Whitley, Kung-Keat Teoh** *Chair: Tasmiha Tarafder*
12pm-1pm	**LUNCH BREAK**		
Session 7A 1pm-1:30pm	Student voices in the private online higher education sector **Malini Ramsay-Brijball** *Chair: Shane Rigby*	Embracing AI in Language and Learning Advisory Practice: Augmented Support, Individualised Learning, and Professional Development	

		Sepideh Hozhabrossadat *Chair: Debi Howarth*	
1:30pm-2:30pm	**STUDENT PANEL** *Chair: Kirstin Marks*		
2:30pm-3pm	**AFTERNOON TEA BREAK**		
3pm-3:30pm	**CONFERENCE CLOSE**		

Abstracts

Session 1A

Title: Writing an academic literacy subject for an undergraduate program 2022-2023

Presenters: Angela Yang, Michelle Voon

Academic language and learning practitioners remain core to supporting students and academic staff through resource development and collaborative endeavours. Development of academic literacies and research skills, when 'embedded' within curriculum is likely most helpful to students. Several research studies (Chanock, 2012, p. 14; Hillege et al., 2014; Macnaught et al., 2022; Malone, 2018, p. 108) have found positive co-relations between embedding academic literacy into higher education curriculum and students' academic performance. McWilliams and Allan (2014, p. 14), contended that embedding academic literacy in foundation subjects is especially beneficial to students, as the development of academic literacy is a basis for academic success in higher education While there remain some challenges, Thiel et al. (2014) postulated that when academic units renew curriculum they should consider embedding academic literacies in the syllabus. In addition, O'Neill et al. (2022, p. 50) stipulated that embedding these skills into core subjects of study is helpful for smooth transitioning of international students into higher education. At Torrens University Australia, we have adopted this model of this practice by embedding a gateway, first term academic skills subject in the curriculum of the Bachelor Degree of International Hotel Management course which went live on April 10th, 2023. The purpose of this presentation is to share our experience and the approaches as the writers for this academic skills subject and the collaborative efforts with various stakeholders. The presentation will also include a discussion of challenges we experienced in the writing process, and further steps in the development and evaluation of the subject.

Title: Supporting students to use ChatGPT ethically and effectively in their assignments

Presenters: Miriam Sullivan, Michael McAuley

Generative AI tools such as DALL-E and ChatGPT are becoming a widespread and inevitable part of life and work, especially as more programs like Microsoft Word and Bing seek to incorporate AI. Universities need to take responsibility for supporting students to use these programs in ways that are ethical, efficient and foster critical, creative and authentic learning applicable to future workplace. At ECU, we have created a range of online resources and a workshop to support students in applying generative AI tools in their study. In this workshop, participants will test several of the activities that we use with our students, and share their own strategies and experiences.

Session 1B

Title: Partnering with Students: Academic Language and Learning x Academic Integrity case study

Presenters: Morag Burnie, Ariana Henderson

The Academic Skills team at the University of Melbourne works with students in various ways, including coordinating a Students as Partners program, collaborating on ad-hoc projects, facilitating peer support programs and conducting focus groups, feedback and research. In response to this expanding range of opportunities to work with students, we have developed a framework for student engagement activity. This allows anyone in our team to evaluate potential opportunities for collaboration and ensure activities focus on authenticity, reciprocity and effectiveness (Healey & Healey, 2019).

A high-stakes example of our partnership with students is the Cornerstones of Good Scholarship Module – a university-wide academic integrity module we co-developed with students in 2020 and launched in 2021. All first-year undergraduates are completing this module as part of their core faculty-specific foundation subjects. On the back of the success of this module, we are again engaging with our Students as Partners throughout 2023 to launch a re-designed graduate coursework equivalent in 2024.

This presentation outlines our approach to authentically and effectively working with students, including the evolution of our framework for student engagement activity, before sharing results, feedback, and reflections from the students we are working with, as well as our insights gained from both academic integrity projects.

We hope to inspire and empower others wishing to partner with students (at any scale) to inform our work as Academic Language and Learning practitioners.

Session 2A

Title: Inside, yet still outside: models of embedded ALL

Presenters: Hiromi Teramoto, Claire Simpson-Smith, Jessica Scott, Catherine Irving

We discuss three models of discipline-embedded ALL teaching in the University of Adelaide Engineering program: a stand-alone core course for international Masters students; a core course for international first year undergraduates, in parallel and in conjunction with the same course for domestic students; and ALL teaching embedded within a core third year undergraduate course for both international and domestic students.

Teaching into these courses, we work within Engineering, but what we teach is seen by students as outside it, and, as linguists, we are in fact outside it. Ultimately, our work is legitimised within the Faculty and for students because it responds to accreditation requirements from Engineers Australia and broader calls from industry.

Through each model, we work with students to develop communication and critical thinking skills applicable to their studies and professional lives. A strength of the discipline-embedded models is the ability to provide scaffolding with feedback in various forms and at multiple times. The models also facilitate the shaping of students' professional identity and employability from a social, linguistic and logical standpoint. Key challenges are obtaining and maintaining visible disciplinary backup; catering for vastly varying student needs; balancing breadth of content with depth of thinking; and devising authentic assessment. Interestingly, collaborating with other University provided ALL support is useful to consolidate our role.

Each model can support ALL learning, but relies on disciplinary backup to legitimise the ALL input and to reinforce to students that ALL skills are a necessary and highly valued component of their future work.

Title: Engaging Students as Partners in an Academic Integrity Awareness Campaign: From fear to empowerment through student voice

Presenters: Kirstin Marks, Zorka Simic, Amanda Janssen

Academic Integrity is an essential component of academic studies and is embedded in policy and processes within all institutions in the Australian Higher Education sector. But what do students really think about Academic Integrity? How do we as ALL practitioners partner with students to unpack critical knowledge gaps and misconceptions about it? And from there how do we create meaningful resources which speak to students and empower them to own the narrative around Academic Integrity? This paper reflects on the processes and outcomes of an Academic Integrity Awareness Campaign at the University of South Australia – an authentic student-led collaboration which aimed to not only raise student awareness about Academic Integrity, but to also shed positive light on this very concept, often regarded by students as punitive, too complicated and something to fear. From the initial concepts to final design, we will highlight how student voice was at the centre of all decisions made throughout the campaign and in the development of the final resources. The result of this project was that students became co-creators of key messaging which has reinvigorated discussions around Academic Integrity between students and staff across the university, and positively impacted our continued work in this area.

Session 2B

Title: Stepwise embedding of a new program to support EAL students

Presenters: Nara Tsedendamba, Tom Coverdale, Vahede Nosrati, Caroline Wright-Neville, Wes Howard

COVID robbed many of our current international students of an immersion in the English language that they might have had onshore, and reduced their exposure to the Australian academic culture. Returning to onshore study in non-traditional attendance modes can slow the process of catching up. To help EAL students develop their language skills and academic literacies, the Academic Skills team at Deakin has, since late 2021, run multiple iterations of a program called Developing Strategies for English Language Learners (DSELL). This online program is informed by content and language integrated learning (CLIL) pedagogy and the 4C conceptual framework for EAL teaching, which emphasises the value of teaching communication, cognition, and culture through target subject content (Coyle, 2007), and on research that shows academic literacies are best taught in a similarly embedded way (AUQA, 2009; Briguglio, 2014). The program comprises online seminars and resources, and individual consultations. Each year, the team has endeavoured to make instruction and resources more discipline-specific: the 2021 pilot was a series of generic workshops and online resources; from 2022, it divided students into Deakin's four broad discipline areas; this year, the program was also adapted and piloted as a partially embedded intervention that taught skills through focusing on the assessment tasks of a Master of Public Health unit. Data on student experiences and use of materials were collected and analysed throughout. This session shares our findings and reflections on implementing the various forms of the program.

Title: The Transformative Power of Storytelling in Enabling Program Classrooms: Reflections on Pedagogical Practice and Teacher-Student Relationships

Presenters: Lauren Butterworth, Edith Hill, Grace Chipperfield

In this paper, we, academic language and learning specialists with disciplinary backgrounds in English and Creative Writing, explore the ways in which our expertise informs and enhances our practice as teachers in enabling programs. Developing a trusting, transparent, and supporting teacher-student connection is crucial in facilitating transformative learning experiences (Kreber, 2004). Drawing on the notion that storytelling techniques can foster engagement and connection, we delve into the transformative potential of narrative inquiry and pedagogies of storytelling. There is a deep history of storytelling and its relationship to the classroom; however, narrative techniques like storytelling, authenticity, and the resulting parasocial relationships are under-researched. Employing storytelling techniques in our classrooms enables students to perceive us as human, creates a safe space for risk-taking, and facilitates the connection between personal experiences and academic material. By doing so, we foster authentic relationships with students and cultivate a sense of connection, community, and belonging, crucial for their transition into higher education environments (Lizzio, 2006; Orón & Blasco, 2018). Through this paper, we aim to unpack our relationship to narrativizing the classroom as enabling and academic language and learning teachers. We reflect on our roles in the classroom, both the ones that we make for ourselves, and the ones that are bestowed and imposed on us by our students and the higher education system we work within.

Session 2C

Title: Navigating the Currents of ALL Practice in the 21st Century; Including a Singular Case Study of Successfully Embedding Academic Skills in a First-year Undergraduate Unit, as Witnessed and Reported by an Historian and an Anthropologist

Presenters: Benjamin Sacks, Mitch Low

This presentation uses a recent case study of successful ALL work to situate our personal and collective practice within the currents of broader social, policy, and technological changes.

In 2023, our team reconfigured the development of academic skills in a core unit in the Bachelor of Commerce. Working collaboratively with key stakeholders, we redeveloped the unit's assessments and devised embedded learning activities and resources to scaffold these assessments. Through this approach, we have embedded foundational skills in students' first year of study (Harris and Ashton 2011) and significantly improved the alignment of the unit's components (Biggs and Tang 2011).

Our approach embodies a broader and now unremarkable shift in the way ALL practitioners provide academic skills support. Yet this narrative conceals numerous tensions and, within them, emergent challenges and opportunities for ALL praxis. Our work as ALL practitioners is rendered more urgent with the Jobs Ready Graduates legislation and its implications for low completion rates. Moreover, our backgrounds in History and Anthropology shaped our work in manifold ways, even as we recognise how little value is placed on our disciplines in the current political climate. Finally, our initial trepidation about Gen-AI informed our assessment design and discussion of academic integrity. However, in time, we came to see Gen-AI as a useful tool for designing lesson plans and creating learning activities. In these ways, we argue, our case study speaks to some of the contested spaces that ALL practitioners must navigate as we adapt in an ever-changing institutional environment.

Title: Evolving the partnership between Language & Learning Advisers and student Writing Mentors

Presenters: Juanita Custance, Ashlee Gooden

Language and Learning Advisers (LLAs) and student Writing Mentors are part of Deakin's Study Support team. Together we support learning development via LLA consultations; Writing Mentor drop-ins; embedded and digital resources; and an extended program of 'academic transition and orientation' presentations.

Until three years ago we tended to work in complementary but parallel ways, with ad-hoc contributions by Writing Mentors when opportunities arose, typically in presentation sessions. However, the pandemic-led prioritisation of online services opened a space for greater collaboration resulting in an active, ongoing partnership between Writing Mentors and LLAs in co-designing and co-delivering Study Support presentations. While we believe this involvement has contributed to greater student engagement, the benefits go further than creating a better learning experience in orientation sessions.

LLAs value the input from these 'expert students' who understand LLA work and what students need from Study Support. This understanding extends beyond the Writing Mentors' own experiences and reflects the engagement they have with fellow students from multiple discipline areas across the university. In turn, Writing Mentors gain insight to university work and have authentic opportunities to develop personal and workplace skills aligned with Graduate Learning Outcomes. This partnership works because it is based in meaningful activity that both partners benefit and grow from, with collaborations now being applied to other areas of our work.

In this presentation, we discuss our partnership journey; its impact and challenges; how we sustain our collaboration; and what we hope all students will gain from the work produced.

Session 3A

Title: Why do students attend only one session of PASS?

Presenters: Genevieve Franulovich, Miriam Sullivan

Peer Assisted Study Sessions (PASS) are free, voluntary, weekly group learning programs facilitated by students who have previously successfully completed the unit (Mergelsberg et al., 2021; Paloyoa et al., 2016). PASS is normally run in first-year, core units that have a large cohort or have low retention and success rates. PASS has proven beneficial in enhancing academic outcomes, engagement, retention, wellbeing, self-confidence and group skills (Dawson et al., 2014; Paloyoa et al., 2016). Allen et al. (2021) reported that regular weekly attendance was associated with an increase in grades of up to 10.4%. However, despite these favourable outcomes, attendance rates around the country are low, with some research suggesting the main barriers are timetable clashes and reluctance to work with peers (Mergelsberg et al., 2021). In our research, we interviewed students who have attended a single PASS session but did not return. These student voices provide valuable insight into how we engage students and peer leaders in our practice. In this presentation, we will discuss the implications of our results for designing learning support programs to encourage repeat attendance.

Title: Students coaching students: what is working in an ADHD context at UQ

Presenters: Sheree Millen, Kevan Jones

The themes of student well-being, privileging the student voice and working collaboratively with students as partners all form the basis of UQ's recent attempt to provide support to neurodiverse students.

The UQ Neurodiversity Hub is the result of a recent collaboration between the Diversity, Disability and Inclusion team and Learning Advisers, underpinned by work done by Students as Partners. The aim of the UQ ND Hub is to improve and maintain the well-being of ND students by supporting them to support each other. The key literature suggests that ADHD coaching is currently the most promising avenue for supporting groups of students in a university context. As 1 in 20 Australians has ADHDi, we know that there is not one way to learn. We also know that learners themselves are experts in their own experience of learning. The UQ ADHD Coaching program is an attempt to recognise and utilise that expertise.

This presentation will showcase the components of the ND Hub, with a focus on the design and development of the ADHD Coaching program that is facilitated by Learning Advisers. The key elements of the coaching program are drawn from the work done by neuro-diverse student partners in collaboration with Learning Advisers in 2022.

Title: Improving Access to English for Academic Purposes: The Development of Asynchronous Online Modules for Post-Pandemic Higher Education

Presenters: Claire Whitley, Ajmal Khan, Lauren Butterworth

The increased student demand for flexible and hybrid learning has necessitated widespread innovation in online teaching and learning. Initially approached as "Pandemic Pedagogy" (Dam, 2022, p. 28), 'emergency' frameworks developed during the COVID19 pandemic to facilitate online and hybrid learning are now being reviewed and revised for post-pandemic Higher Education. It is in this context that the English for Academic Purposes (EAP) program was re-developed by The Student Learning Support Service at Flinders University in early 2023. Embedding the development of generic language skills in discipline-specific contexts was prioritised with an aim to cultivate students' understanding of the academic language conventions of their discipline areas (Warner and Picard, 2013; Miller, 2011; Ding and Bruce, 2017). While this was useful for students onshore and on campus, this model relied on a mainstay of emergency "pandemic pedagogy" – the synchronous hybrid lesson.

This study charts the development of a suite of online EAP modules designed to provide students who have limited access to campus the same content as their on-campus counterparts through structured, asynchronous modules. Through analysing the development and implementation of these modules, this conceptual paper outlines the steps taken to offer a more integrated, goal-based EAP program and explores the potential this method holds for increased student engagement (Vahed, 2021) with relevant learning and language support.

Session 3B

Title: No time for PALS: adapting University of Canberra's peer program model to meet evolving student needs.

Presenters: Kim Cole, Shane Rigby, Emily Pantaleo, Emily Minter

This presentation will focus on the significant transformation of our PALS (Peer Assisted Learning Sessions) program over the past three years. The global shift resulting from the COVID-19 pandemic has impacted on university pedagogical practice and led to a transition from a largely face-to-face service to a hybrid model moving beyond exam and content support to meet evolving student needs (Trevisan et al., 2020).

Recognising the changing needs, PALS quickly adjusted to support tasks beyond exams with the program extending support to written assessments and presentations, offering targeted assistance on breaking down tasks, providing clarification, assisting with research, and referencing, practising presentations, and utilising specialised software.

This change also coincided with decreased student engagement in non-compulsory activities across the campus as students experienced increased financial burdens and needed to increase working hours (University of Canberra, 2023). This is an ongoing trend we are observing in the current economic state (University of Canberra, 2023). To tackle this, we adopted a multi-pronged strategy including embarking on new program promotion initiatives, working with academic staff to boost the accessibility and visibility of the PALS timetable by integrating it into the unit teaching timetables, offering evening and weekend sessions and adding a registration system for special sessions.

We will continue to refine our PALS program and in Semester 2, we will be trialling targeted, strategy-focused numeracy sessions to support nursing students pass an accreditation hurdle test.

Through this presentation, we aim to share our journey and commitment to continually adapt our academic support services in response to the dynamic needs of our students.

Title: DDL 2 Judgment Day: on the future of corpus tools in the era of large language models

Presenter: Adam Gall

This short paper takes a practitioner's perspective to explore a continued role for corpus tools and data-driven learning (DDL) given the emergence of large language model (LLM) tools (such as ChatGPT) in academic writing support. I will share my experiences supporting students with corpus tools to posit a distinct pedagogical value for 'clunky' tools. Despite the varied possibilities of LLM-based tools, 'clunkiness' (old-fashioned heaviness or solidity) might yet have its uses for academic advisors and for those students who seek genuine learning.

Corpus tools such as SKELL (Sketch Engine for Language Learning) and COCA (Corpus of Contemporary American English) are notably imperfect and can be much more difficult to use effectively than LLM tools, especially writing 'assistants' which integrate AI into all stages of composition. Yet years of research on the pedagogical value of our (slightly) older corpus tools should not be summarily discarded either. Indeed, corpus tools and DDL tend to emphasise 'process', consistent with the pedagogical priorities of advisors and teachers, whereas LLM tools may prompt hastier leaps to 'product'.

Values such as expediency and efficiency, which LLM-based tools promote, are only sometimes consistent with student learning. Taking a longer view, informed by the history of digital writing instruction, it seems likely that corpus tools and DDL will remain a valuable component of academic writing support.

My paper will interest those considering different models of ALL support in practice, and the issue of student need (articulated vs implicit) alongside values such as learner autonomy and student self-efficacy.

Session 4A

Title: What works (and what doesn't) in Post Entry academic language support: A case study at The University of Sydney

Presenter: Alexandra García

The Good Practice principles for English Language Proficiency state that universities are responsible for providing an early diagnosis of English skills and for the support of these skills to be integrated into the curriculum (Department of Education, Employment and Workplace Relations, 2009). How this is implemented, however, varies greatly from institution to institution. Variables include the cohorts targeted (e.g., international, domestic, or all), the compulsory status of the support offered, the adoption of a 'built-in' or a 'bolt-on' model (Bennett et al., 2000), or whether the support is generic or discipline-specific (Jones et al., 2001). This paper reports on a case-study at The University of Sydney describing the successes and challenges of the implementation of a language screening task and associated support interventions in first year units of study (UoS) called the student communication and needs analysis (SCANA henceforth). The self-marking online screening tool developed by the Language Testing Research Centre at The University of Melbourne (Knoch & Elder, 2013) classifies students into three bands, with band 1 identifying students at risk of academic failure due to insufficient language proficiency. The support program has evolved considerably from its initial pilot in 2021 with seven units of study (UoS) to our current offering of support in 32 UoS in 2023 across all Faculties. Changes in number of support workshops offered, communication channels employed, the involvement of the timetabling unit and the use of multimodal forms of support have had a tangible impact on the levels of student engagement. More importantly, a significant improvement in academic performance (as evidenced by final grade marks and reduction in failure rates) has been observed amongst students who have attended as little as two workshops.

Title: Workshopping the academic communication toolkit: what works for ALL?

Facilitator: Anna Podorova

In this workshop, participants will receive a concise overview of practical Academic Language and Learning Development (ALLD) third space strategies that facilitate collaboration among students, ALL practitioners and discipline academics to improve students' learning outcomes and first year transition experiences at Australian universities.

Through the utilisation of checklists and templates based on the findings of several research projects that explored the impact of the existing Academic Language, Literacy and Numeracy Development (ALLND) program (see Podorova 2016, 2017, 2019, 2021), this workshop will enable participants to evaluate their own resources and approaches in order to identify features of effective ALL integration into disciplinary studies.

An anticipated outcome of this session is the development of an academic communication toolkit that can be adopted and/or customised by members of the AALL community to support their work.

Title: Reconciling your research experience with that of the doctoral students you support: a Language and Learning Advisor's autoethnography.

Presenter: Vittoria Grossi

Learning Advisors (LAs) are uniquely well-placed to discover what lies behind students' challenges with writing for their thesis. However, the depth of their understanding points to more than simply skills, content knowledge and ability (i.e. cognition). As fundamental elements as they are, they represent one only aspect of this undertaking. The affective domain, candidates' positive or negative attitudes and feelings towards writing is often oversighted (Wellington, 2010). When it does become noticeable is in one-to-one consultations between Language and Learning Advisors and students. It is indeed the case that doctoral students report both pedagogical and psychological impacts and feelings towards writing as a result of individual consultation sessions (Ma, 2019).

Through an autoethnographic approach, this paper discusses the experience of a Language and Learning Advisor with doctoral students across different institutions. The most obvious challenge emerging during consultations is to reconcile one's research approach and experience with that of students, while at the same time, providing professional advice in line with the institutional support services expected. Here, an interactional discursive model is proposed whereby the author argues 'advising' as a Discourse type, during which her action shifts positions, firstly eliciting information from the advisee, then moving between two poles: 1)one more educating in purpose, offering options; 2)the other more directing (or even strongly deterring) particular future actions (Candlin, 2012; Maynard & Lucas, 2013). The desired outcome of the consultation is directly related to a decision to be made by the Advisee whereby they accept the advice' s rationale as valid and to their benefit. This exploratory study yields a set of pedagogical reflections on how to achieve balance and co-construct decision making without compromising students'autonomy and the affective element of the role-relationship.

Session 4B

Title: Neurodivergent voices in academic skills advising: reflections on a workshop series designed for students with ADHD

Presenters: Isabel Rossen, UniAcess Team

Upon entering university, students are expected to quickly transition to self-directed modes of learning where they are required to independently develop, manage and execute long term goals. While challenging for any student, this confluence of factors has been called a "perfect storm" for those living with ADHD – a neuropsychological condition characterised by patterns of inattention, hyperactivity and/or impulsivity. Indeed, research demonstrates a clear impact on the transition, progression, retention, and success of students with ADHD: they are more likely to go on academic probation, withdraw, and graduate with a lower GPA, compared to their neurotypical counterparts.

A core part of Academic Language and Learning practice is to support students to develop self-regulated learning, but this advice has traditionally been developed with neurotypical students in mind. In this paper, I give an overview of an interactive academic skills workshop series designed for students with ADHD, run in collaboration with UWA's Disability Service, Careers Centre and School of Psychology. I draw on ideas raised by students during the workshops, and comments from a formal evaluation survey, to reflect on the unique challenges faced by students with ADHD, some of the strategies used to overcome these challenges, and how we, as academic skills advisers, can best support this cohort. Finally, I will discuss two new initiatives spurred by the workshop series – an online, student-led support group, and ADHD-focussed study skills consultations, proposing a possible model of practice for learning advisers.

Title: Feeling, seeing, and experiencing learning and teaching in the new 'Boola Katijin' building at Murdoch University

Presenters: Stephen Johnson, Rajeni Rajan, Ann Ranson, Melissa Smith, Sangay Wangchuk

Boola Katitjin, which translates to "lots of learning" in Noongar, is a newly built, sustainable building that amplifies the Murdoch experience with new places to learn, study and socialise, while reflecting the University's commitment to both in-person and online learning. With over 60% of the university's classes able to be timetabled in the building in 2023, the Support for Academic Learning team piloted a team-teaching model to deliver communication skills units to undergraduate and postgraduate cohorts.

At the centre of Murdoch University's Perth campus, Boola Katitjin provides a mindful and technology-rich educational experience to learn, connect and belong. Students, staff, and industry alike can meet, work, and engage in the building's 21 large flat-floor format teaching and learning spaces, technology-rich labs, and immersive industry collaboration facilities.

These spaces have been designed to put students at the centre of a social learning environment, enable innovative teaching methods with technology-enhanced features and aesthetic furnishings that encourage active and collaborative learning. Together, we embrace the pedagogical and technology affordances that the new building provides, to deliver memorable and impactful learning experiences for our students.

This paper will explore how understanding ways to effectively use the learning spaces plays a significant role in teaching and learning, enabling both students and educators to construct meaning through their interactions with the content, and with one another, within the environment.

Session 5A

Title: Understanding the Individual Consultation in Study Support: students' and Learning Advisers' perspectives.

*Presenters: Tao Bak, Juanita Custance, Terrie Fraser, *Vittoria Grossi, John Hamilton, Elaine Speight-Burton, Linda Thies, Caroline Wright-Neville*

It can be said that ALL advisory work began with individual consultations (ICs) and is considered a key part of the role but the work remains under researched. Existing research on these micro teaching sessions reveal ICs cover multiple topics, offer opportunities to work alongside students longitudinally where advisers and students negotiate what is done within the boundaries of institutional limits.

We report on an ongoing project examining ICs from students and advisers' perspectives. Transcriptions of open-ended interview questions sought to find out: What motivates students to attend? Do they gain what they expected from the meeting/s? What learning moments are observed or reported and how do students usefully apply learning in other areas of their studies?

Further we asked advisers to discuss their practice and how they perceive the short- and long-term goals of the consultation. What do they perceive students gain from the consultation and what are the challenges they observe? How and when does IC work inform other areas of the ALL's practice?

Working individually or in small teams, the data is currently being analysed employing different methodological approaches that reflect the diverse background and home disciplines of the research team. These approaches are shared collaboratively amongst the project team allowing for reflections and dialogic engagement over time. These analytic methods include thematic analysis, critical discourse analysis, creative analytic practices, first person interior methodology among others, thus widening the scope of interpretation and gaining a richer understanding of the sessions.

Title: 'Creative Collisions: The ALL practitioner, creativity and academic writing in the age of AI'

Presenter: Steven Thurlow

As ALL practitioners, we are often caught in a pincer movement between the prescriptive demands of the institution / discipline and our student writers' wishes to create inspiring and personally meaningful writing. Switching between this good cop / bad cop role, we tend to smooth out the writer's creative output, moulding it into an institutionally acceptable template of what writing should feel and look like. It can an awkward balancing act. Indeed, how human creativity is transformed into academic writing is highly relevant in 2023 as we face the challenge of Artificial Intelligence (AI) jeopardising not only our vital role as writing specialists but the creative act of writing itself.

I focus on the example of sentence length to illustrate these tensions. How writers draft their academic sentences tells us so much about their preconceptions, expectations and the desires they hold for their writing. For example, do they standardise their ideas to fit an acceptable template or do they 'misfit' (Ahmed, 2019) their work into errant – and possibly more creative – structures and styles? If they do traverse this misfitting path, what implications might this have for their work and for those that advise them?

Ultimately, I assert that the ALL practitioner role gifts us with a unique insight into this contested space. As third space professionals (Whitchurch, 2008), we are used to blurring the boundaries and positioning ourselves between worlds; a powerful space in which to exist when dealing with the forces of constraint and creativity in academic writing contexts.

Session 5B

Title: "Neither right nor wrong, just different": Applying a framework of best practice in ALL professions to enhance First Nations Voice in the 'third space'.

Presenters: Sarah Irvine, Kacie Fahey

Anne Haas Dyson (2016) describes the third space as "not a single space inserted between the localised and global culture, but rather an intricate and layered space interwoven with keeping Aboriginal voices close" (p. 50). Student Learning Advisors (SLAs) working in the 'third space' have a unique opportunity to navigate this space from a culturally safe lens that is responsive to First Nations students. The third space has been described in an educational setting as "being together in a good way and opening ourselves up to different ways of knowing and being that are neither right nor wrong, just different" (McLaughlin & Whatman, 2007, p. 6).

Our presentation outlines a framework of best practice for SLAs working with First Nations students, drawing from the 8 Aboriginal Ways of Learning (Yunkaporta, 2009). We will explore how this framework can enhance the academic support provided to First Nations students, while acknowledging their diverse cultural backgrounds, survived experiences, and learning styles. The framework emphasizes the importance of building respectful relationships, fostering cultural safety, and incorporating First Nations perspectives into learning environments.

Finally, this presentation will also share practical examples of how SLAs can incorporate our framework into their practice to ensure they are providing culturally responsive support. Ultimately, this framework aims to support First Nations students in their agency and decision-making.

Title: LLMs and the Future of Writing: A Student and Academic Skills Partnership

Presenters: Wenting Hu, Justin Park, Annie Dai

As ChatGPT has exploded onto the scene, both students and ALL practitioners have been taken by surprise; both are faced with new and unfamiliar technology, and both are anxious as to what this will mean for assessments and jobs both currently and in the future. This unique situation offers an equally unique opportunity for partnership. Student exploration and experimentation can meet with ALL knowledge to inform each other.

This short paper will present a project developed in collaboration with students to explore prompt-engineering, ChatGPT, and Academic Integrity at the University of Melbourne. The project, "LLMs and the Future of Writing," had its inception in the Students as Partners program and was designed as a collaborative effort between Academic Skills and student partners. The goal of the project was to integrate Academic Skills knowledge of how we learn, with how students were using ChatGPT as a learning tool, all while keeping academic integrity in mind. Students and the ALL staff involved in the project learned about prompt engineering, discussed ways this could be used, and evaluated results in line with learning practices and academic integrity policy. The project aims to provide a resource by students and for students on ChatGPT, while providing Academic Skills with the means to help students evaluate their own learning with these tools.

Session 5C

Title: Thriving in the third space: A case study for developing academic professionals through "The Scholarship Boost" program

Presenters: Cristy Bartlett, Wendy Hargreaves

Like many universities, the University of Southern Queensland recently underwent a structural realignment of academic language and literacies services. Our new model includes a centralised team positioned alongside other student support services, where we provide discipline aligned support within the curriculum and adjacent to curriculum in a largely online environment. During the transition, our reclassification from academic to professional status generated uncertainty in our identity, concern for a loss of scholarly gravitas, and insecurity about continuing research in our field. In addition to concerns about academic loss, the change in classification led to a consideration of what scholarship and evidence-based practice look like in the third space, between, and overlapping with, both academic and professional domains (Whitchurch, 2008). This paper presents a case study of The Scholarship Boost program which was developed to address these concerns.

The Scholarship Boost provides regular and purposeful time and space for team members to explore, experiment and negotiate our scholarly identity within in the third space. Intentional exploration of how academic and professional roles intersect provides potential to inform our practice. In this paper, we will explain the elements of The Scholarship Boost program, how it is delivered and how staff have engaged with the experience. The Scholarship Boost is proving to be a positive tool for individually and collectively re-sculpturing our identity and discovering new potential to operate effectively in the third space.

Title: "I am both excited and worried": Students have diverse opinions about ChatGPT

Presenters: Miriam Sullivan, Katrina Strampel, Andrew Kelly

The rise of ChatGPT and other generative artificial intelligence tools (genAI) has challenged the role of traditional university assessments while creating new opportunities for reducing academic workloads and supporting students (Rasul et al., 2023). However, the student voice has been largely missing from public discussions (Sullivan et al., 2023). We surveyed approximately 1500 students about how they were using genAI at one Australian university in early 2023, including canvassing student thoughts on genAI going forward. Students were using genAI for both academic and non-academic purposes, and many students discussed different ways they used it to support their learning process. Respondents were split on their opinions of genAI. While there were many benefits identified, such as saving time, improving understanding and being prepared for future workplaces; many students were concerned about how genAI would impact learning, ethical conduct and society more generally. Learning Advisers play an important role in ensuring that the student voice is represented in university policy and practice.

Session 6A

Title: Unblurring the lines: showcasing holistic student support at the University of Canberra

Presenters: Marta Collins, Kim Cole, Shane Rigby

Positive mental, physical, and emotional health is critical in a student's journey through Higher Education (Cage et al., 2021). Universities are experiencing more students seeking support, particularly related to mental health (Lipson et al., 2019). It has been noted however, that the lines between students' need for academic support and pastoral care can blur.

The reciprocal network of support at UC to assist students' diverse needs can help to unblur the lines. Referrals are made for students by academic staff, InclusionUC, Wellbeing, the Student Retention Team, and other support staff. Individual consultation referrals target equity-deserving students and Learning Advisors can determine their individual needs which may encompass other support services.

This presentation will provide an overview of the types of institutional support that we have found students need in today's climate. Learning Advisors respect the student and consider the varying needs of the individual, believing these elements are interconnecting. As students' diverse needs are met by UC Learning Advisors and case-management procedures, their opportunity to succeed at university grows.

Title: Empowering students to find their voice in their writing: Addressing student anxieties

Presenters: Rhonda Siu, Mark Eggins, Katia Salem, Emma Grist

ALL practitioners often encounter student writing which simply reproduces other authors' ideas even when marking criteria require students to employ the higher-order skills of synthesis, critical analysis or argumentation. One significant reason is that students may lack the language to apply these skills (Hu, 2017); helping students develop this language is key for ALL practice. However, as the literature on writing emphasises, a less explored reason concerns students' anxieties/insecurities about presenting their own views or critiquing authors whom they perceive as experts (Kamler & Thomson, 2008).

This latter reason is closely related to students' emotional and psychological resistance to developing what Ivanic (1998) calls the "authorial self" in their "writerly identity" - the assertion of their authority as a "credible knower" through expressing a claim/argument (Aitchison et al., 2012, p. 437). This emotional/psychological aspect represents the contested intersection between academic skills and counselling and is less examined compared with skills-based topics (Clughen & Connell, 2015). Nevertheless, ALL practitioners quite regularly encounter students in consultations who express anxiety about their writing ability or even question whether they are competent enough for university (Clughen & Connell, 2015). Practitioners may be better positioned than academics to address this issue as students are often more at ease discussing their writing anxieties with them than faculty members (Arrington et al., 2020). Examining this phenomenon further, this interactive workshop, which draws on participants' sharing of experiences, seeks to explore multiple perspectives of this emotional/psychological dimension of undergraduate student writing within the ALL practice context.

Title: Transition in context: identifying and responding to the needs of different enabling populations.

Presenters: Lauren Butterworth, Matthew Norris, Grace Chipperfield, Jane Habner, Kung-Keat Teoh

Widening the participation of traditionally underrepresented and marginalised students through enabling education has been a key part of Australia's higher education equity agenda since the 1970s (Bradley et al., 2008). Pre-degree enabling and academic preparation programs aim to support students' acquisition of academic literacies and prepare them for university study. However, these programs typically suffer from high attrition rates compared with undergraduate programs (Baker et al., 2022), due to the unique challenges faced by non-traditional students including developing a student identity, cultural transition, and anxiety from previous educational experiences (Stokes, 2021). Transformational and critical pedagogical approaches value students' pre-existing skills, knowledges, and capital, and aims to develop students' sense of belonging to and capability to succeed within the university community. These approaches are therefore vital for enabling educators when aiming to address the challenges of widening participation and increasing student retention through entry pathways.

This presentation examines the perceived demographic, motivational, and behavioural differences between cohorts within four unique enabling programs at Flinders University. Though each of these programs share similarities in their curriculum structure, they each target 'non-traditional' students from distinct social and cultural backgrounds, each with their own (and at times conflicting) set of incoming skills, knowledge, and capabilities. This paper argues, therefore, that developing student identity and fostering cultural transition to an Australian University setting can be better supported through transformative and critical pedagogical approaches that are specific to the social and cultural learning contexts of these distinct equity groups. To do this, we must understand who our students are, what capitals they bring into the classroom, and what unique challenges they face as non-traditional students.

Session 6B

Title: Who are we as ALL practitioners? A visual exploration of the roles and identities of ALL advisors in Australian Higher Education

Presenter: Rajesh Krishnamuti

Academic Language and Learning (ALL) work is a collaborative process and is centred around the need to foster and sustain meaningful relations. ALL advisors occupy a complex *space* within the university, and Celia Whitchurch's (2013) concept of the third space professional offers a useful perspective to understanding the significance of ALL work as well as the identity of the ALL advisor. 12 ALL advisors or third space professionals from different Australian universities were invited to participate in a study to investigate how and what they perceived and understood to be the meaning, purpose, and value of their current and future roles in higher education. The data was collected in two main ways: through a visual research method known as photo-elicitation where participants were invited to submit images which they felt best captured the meaning and significance of their roles, as well as semi-structured interviews where these images were also discussed. This presentation will showcase the images that were collected from the study and present key findings from the two data sets. The findings revealed that ALL advisors generally have a positive perception of their roles and value in higher education. However, while ALL work is generally valued, it is not necessarily understood, and this issue has led to misconceptions about the role of academic advisors. These misconceptions were also caused by the difficulty in defining the ALL advisor role and accounting for its features that often go unnoticed but are critical to the ALL advising process. It is hoped that the results of this exploratory study will contribute to a nuanced understanding and recognition of the complex nature of ALL work within higher education.

Title: Enhancing Academic Literacies: A Comparative Study of English Language Proficiencies in Three Enabling/Academic Preparation Programs

Presenters: Edith Hill, Lauren Butterworth, Ajmal Khan, Claire Whitley, Kung-Keat Teoh

Due to the Australian government's efforts to broaden Higher Education participation in the last several decades, there has been a significant increase in the enrolment of students from diverse and non-traditional backgrounds in universities and, as a result, there is increasing need to identify and address students' English proficiencies (Matthews, Simon, & Kelly, 2016; Murray, 2010). Pre-entry enabling and academic preparation programs aim to enhance the skills and capacities of these students, ensuring their success in higher education (HE). A crucial aspect of improving students' academic literacies is identifying and improving students' English language abilities and comprehension early in their studies (AUQA, 2009, Principle 7). This study utilises a Post-entry English Language Assessment (PELA) to compare the language proficiencies of students across three unique enabling and academic preparation programs at an Australian University. It thus aims to achieve the following objectives: a) identify students' written English skills including language, formatting, voice, and discourse features early in each program; b) adapt curriculum and pedagogical approaches to better address specific student needs; c) develop specialised English for Academic Purposes (EAP) workshops tailored to the requirements of each cohort; and d) support students in their independent learning journey by directing them to specific learning resources and EAP workshops. The findings of this study will help determine if significant differences exist in language proficiencies among the three cohorts, thus necessitating distinct pedagogical approaches within each program. This research aims to inform program design and delivery, enabling targeted interventions that enhance the academic success of students from diverse backgrounds in Australian higher education.

Session 7A

Title: Student voices in the private online higher education sector

Presenter: Malini Ramsay-Brijball

Private higher education (PHE) has indeed become a reality and its presence is ever-increasing not only in Australia but also globally. In their research on this growing sector, Shah and Nair (2013) identify various factors that explain this growth, including a national directive by the Australian Government to increase the access and participation of older students and students from disadvantaged backgrounds in higher education. The private for-profit higher education sector has responded to the widening access agenda and has become a key player in diversifying higher education in Australia. Online PHE providers present a solution for many mature-age students as well as students from disadvantaged backgrounds who seek more flexible higher education study opportunities, enrolment in specialist programs as well as access to the higher education loan scheme, FEE-HELP. Despite these motivations, Stone and O'Shea (2019) report lower retention rates in online study. In view of this position, the provision of academic support for non-traditional students entering the online PHE sector requires careful evaluation. This presentation adopts a case study scenario, sharing details of the students entering one such online PHE, the key challenges students face, an academic coaching framework that guides the provision of academic support of the 'at risk' students and some positive implications of the current approach. While there are numerous strategies in place to privilege the student voice at this institution, some limitations and areas for further scrutiny will also be shared for further discussion.

Title: Embracing AI in Language and Learning Advisory Practice: Augmented Support, Individualised Learning, and Professional Development

Presenter: Sepideh Hozhabr

This paper explores the impact of AI-content generators on the future of language and learning advisors, focusing on three key aspects: augmented support, individualised learning, and professional development. As AI tools become increasingly prevalent, language and learning advisors must adapt their roles to leverage the benefits while addressing ethical considerations. This paper highlights the potential for AI to augment the support provided by advisors, enabling access to vast information resources and enriching the guidance offered to students. Additionally, AI-powered platforms offer opportunities for individualised learning, utilising data analysis to tailor recommendations and interventions based on students' unique needs. However, advisors must navigate the ethical implications surrounding authenticity, plagiarism, and academic integrity in the context of AI-generated content. Lastly, the paper emphasises the importance of continuous professional development for advisors to stay informed about AI advancements, evaluate tool reliability, and effectively integrate AI into their practice. By embracing AI as a complementary tool, language and learning advisors can enhance their support, while maintaining their essential role in providing human insights, critical feedback, and personalised guidance to students.

Presenter biographies

Tao Bak
Authors are Language and Learning Advisers at Academic and Peer Support Services (Office of the Dean of Students, Portfolio of the Deputy Vice-Chancellor, Academic). They work directly with students, within faculties, with peer support services and more while working on multiple other projects.

Cristy Bartlett
Dr Cristy Bartlett is the Manager (Student Learning Advising) at the University of Southern Queensland. She is a Fellow of the Higher Education Academy (FHEA) with over 10 years of tertiary education experience. Her research interests include individual differences, factors that influence student well-being, retention, and success in higher education, and transitioning to university.

Morag Burnie
Morag Burnie and Ariana Henderson have over 30 years of combined teaching experience in academic and English language both in Australia and oversees. They are particularly interested in academic integrity, digital education and the potential for Students as Partners programs to enhance teaching and learning.

Lauren Butterworth
Dr Lauren Butterworth is an Associate Academic Language and Learning Teaching Specialist Academic in Learning and Teaching Innovation at Flinders University. Her interests and scholarship focuses on supporting transformational learning in the transition space and creating innovative digital learning tools and spaces. Her background is in creative writing, specialising in feminist approaches to the Gothic.

Grace Chipperfield
Dr Grace Chipperfield is a Fulbright Scholar and Lecturer in Academic Language and Learning (Teaching Specialist) at Flinders University. She completed her PhD in creative writing in 2020, which took the form of a collection of essays on author David Foster Wallace and his fans. She is an associate editor for The Journal of David Foster Wallace Studies. She has also taught in English and Creative Writing topics for the College of Humanities, Arts & Social Sciences.

Kim Cole
Kim is the PALS Coordinator and a Learning Advisor within Study Skills at the University of Canberra and has been with UC for 8 years. Kim has extensive knowledge and experience in peer programs and as a Learning Advisor both in Australia and overseas.

Marta Collins
Marta is a Senior Learning Advisor at the University of Canberra with over 6 years' experience in the role. She is highly passionate about the student orientation and transition to university and coordinates UC Study Skills' orientation events.

Tom Coverdale
Outside their work on EAL support and orientation programs, the presenters all provide 1:1 support in individual consultations and embedded support in various faculties.

Juanita Custance
Juanita Custance is a Language and Learning Adviser at Deakin University who currently coordinates the Writing Mentor Program.

Mark Eggins
Rhonda Siu, Mark Eggins, Katia Salem and Emma Grist are academic skills advisors in literacy within the Centre of Education and Innovation at the Australian Catholic University.

Kacie Fahey
Kacie Fahey is an Aboriginal woman, of the Kamilaroi nation, who is currently working as a First Nations learning advisor at the University of Southern Queensland. Kacie is passionate about amplifying the voices of marginalized cohorts and closing the gap in educational outcomes for First Nations students.

Laura Ficorilli
Laura Ficorilli is a Language and Learning Advisor at Charles Darwin University, Northern Territory. She obtained her PhD in Applied Linguistics, Discourse Analysis strand, at Macquarie University and has worked in a variety of contexts. One of her current tasks includes supporting HDR students in a range of disciplines. More recently, within the area of Academic Literacy, she is developing an interest in the role of Academic Language and Learning across diverse cohort of students and the social, interactive practices required in her profession by this diversity.

Genevieve Franulovich
Genevieve Franulovich has worked in the peer-to-peer space since 2018. She is an accredited PASS facilitator and is currently the Peer Learning Coordinator in charge of the PASS and Peer Skills Adviser programs at Edith Cowan University.

Terrie Fraser
Authors are Language and Learning Advisers at Academic and Peer Support Services (Office of the Dean of Students, Portfolio of the Deputy Vice-Chancellor, Academic). They work directly with students, within faculties, with peer support services and more while working on multiple other projects.

Adam Gall
Adam Gall is a Learning Success Advisor in the Learning Hub (Academic Language and Learning) team at the University of Sydney. He supports students from across the University to develop their writing and other academic skills.

Alexandra Garcia
Alexandra Garcia is the Learning Hub Lead at the University of Sydney, providing support in the areas of academic language and learning to UG, PG and HDR students. In addition to research in the field of academic literacies, she also investigates language and ideology from the perspective of Systemic Functional Linguistics and Corpus Linguistics.

Ashlee Gooden
Ashlee Gooden is a Senior Writing Mentor, completing a Business/Law degree in Law and Commerce at Deakin University.

Emma Grist

Rhonda Siu, Mark Eggins, Katia Salem and Emma Grist are academic skills advisors in literacy within the Centre of Education and Innovation at the Australian Catholic University.

Vittoria Grossi

Authors are Language and Learning Advisers at Academic and Peer Support Services (Office of the Dean of Students, Portfolio of the Deputy Vice-Chancellor, Academic). They work directly with students, within faculties, with peer support services and more while working on multiple other projects.

Jane Habner

Jane Habner is an Associate Academic Language and Learning (ALL) Teaching Specialist Academic in the Student Learning Support Service and has worked in enabling and transition programs for many years. She is currently coordinating the International Foundation Studies Program within the Flinders University Academy.

John Hamilton

Authors are Language and Learning Advisers at Academic and Peer Support Services (Office of the Dean of Students, Portfolio of the Deputy Vice-Chancellor, Academic). They work directly with students, within faculties, with peer support services and more while working on multiple other projects.

Wendy Hargreaves

Dr Wendy Hargreaves is a Senior Learning Advisor for law and business at the University of Southern Queensland. She has worked previously as a research assistant and as a music educator in primary, secondary and tertiary institutions. Wendy is lead editor for UniSQ's Open Educational Resource textbook "Academic Success".

Rowena Harper

Professor Harper's experience spans over 20 years of practice, research and professional service in higher education. She has taught in arts and humanities, enabling education and academic language and learning. She has also led services in the areas of learning support, staff development, curriculum innovation, and learning technologies. She is a former President of the Association for Academic Language and Learning (AALL), and co-founder of the International Consortium of Academic Language and Learning Developers (ICALLD). As an active researcher, Professor Harper is perhaps best known for her work in academic integrity, having co-led a Strategic Priority Commissioned Project on contract cheating and published numerous articles in the area. She has also researched in educational development in digital learning environments, and English language and communication development. Most recently she has been contributing to national debates about artificial intelligence in education.

Ariana Henderson

Morag Burnie and Ariana Henderson have over 30 years of combined teaching experience in academic and English language both in Australia and oversees. They are particularly interested in academic integrity, digital education and the potential for Students as Partners programs to enhance teaching and learning.

Edith Hill

Dr Edith Hill is an Associate Lecturer in Learning and Teaching Innovation at Flinders University, South Australia. She teaches in student learning support and enabling programs. Her scholarship of learning and teaching is concerned with online teaching, student engagement and authenticity. Her work has been published in Life Writing.

Wes Howard

Outside their work on EAL support and orientation programs, the presenters all provide 1:1 support in individual consultations and embedded support in various faculties.

Sepideh Hozhabrossadat

Dr. Sepideh Hozhabr hold a PhD in Applied Linguistics from Monash University. She is currently an Academic Skills Facilitator at Torrens University Australia. Her main area of interest is literacy and language development in higher education.

Wenting Hu

I'm a final year Bachelor of Arts student majoring in economics and minoring in psychology with a strong interest in gender studies. I'm also actively involved in student and community services outside the classroom. I'm keen to explore the potential impact of emerging AI technologies, specifically ChatGPT, on academic enrichment and student life.

Sarah Irvine

Sarah Irvine is an experienced learning advisor at the University of Southern Queensland. She is passionate about digital literacy in higher education and also shares a deep interest in working with diverse groups of students. Sarah is an active member of the AALL and the ASCILITE professional community.

Catherine Irving

Dr Hiromi Teramoto, Claire Simpson-Smith, Dr Jessica Scott and Catherine Irving are linguists and lecturers in the Faculty of Science, Engineering and Technology, University of Adelaide. They share a theoretical framework of Systemic Functional Linguistics, and have been developing and teaching into the models and courses discussed for many years.

Amanda Janssen

Kirstin Marks (Manager: Academic Learning Support), Zorka Simic (Learning Adviser) and Amanda Janssen (Academic Developer: Academic Integrity) work at the University of South Australia to support students and staff.

Stephen Johnson

The Support for Academic Learning Team at Murdoch University works across the university to embed assignment support and/or academic skills support tailored to the discipline and cohort needs. This includes a range of digital resources, assignment specific skills workshops, 1:1 learning advisor consults and diagnostic delivery and analysis. Associate Lecturers within the team also coordinate and deliver undergraduate and postgraduate communication skills units TLC101 and TLC501.
Team members: Stephen Johnson, Rajeni Rajan, Ann Ranson, Melissa Smith, Sangay Wangchuk, Phillip Arena

Kevan Jones

Kevan is a University of Queensland Learning Adviser, specialised in tertiary academic skill development. His priority interests are effective study and research communication – particularly public speaking. Kevan has a science background, earning a BSc in Plant Science and PhD in Agricultural Science. His speciality was plant pathology, with his doctoral research on fusarium wilt in bananas. During his PhD, Kevan was a tutor, lab demonstrator and occasional course co-coordinator. Through this, he discovered a true love for teaching. Kevan is a firm believer in the power of higher education to drive a fairer, more informed & equitable society.

Andrew Kelly

Dr Andrew Kelly is the Manager, Learning Support at Edith Cowan University (ECU) and the current Vice-President of the Association for Academic Language and Learning. His research focuses on student support, academic integrity, and the evolving role of generative artificial intelligence in learning and teaching.

Ajmal Khan

Dr. Ajmal Khan is an Academic Language and Learning Teaching Specialist with the Student Learning Support Service. He has over 20 years of experience in teaching academic and general English programs. His research and areas of specialization encompass EAP, ESOL, Discourse Analysis, Sociolinguistics, Indigenous languages loss, maintenance and shift and language planning and policies.

Rajesh Krishnamuti

Rajesh currently teaches Academic English at Monash College, and he was a Learning Advisor at Murdoch University. He has a background in English Language and Literature teaching. His interest in post-structuralist theory and experiences as an academic advisor were the basis for starting a PhD examining the complex position of the academic advisor as a third space professional.

Romy Lawson

Romy Lawson is the Deputy Vice Chancellor (Students) at Flinders University. Her portfolio encompasses Learning and Teaching Innovation; Curriculum Impact; Academic Quality and Enhancement; Student Experience and Management; Marketing and the Office of Indigenous Strategy and Engagement.

Prior to joining Flinders, Romy was Provost at Murdoch University and, before that, Deputy-Vice-Chancellor (Education). Earlier roles include Pro Vice Chancellor Education at Edith Cowan University, and Director of Learning, Teaching & Curriculum at the University of Wollongong. She has been actively involved in teaching and learning development in higher education for over 20 years in both the UK and Australia. Romy led the National OLT Strategic Priority Project on Strategies for Curriculum Mapping and Data Collection for Assurance of Learning, and has been a team member in other ALTC funded projects including: Embedding Professionally Relevant Learning in Business Education; and Facilitating staff and student engagement with graduate attribute development, assessment and standards in Business Faculties.

In 2013 Romy was awarded a National OLT Teaching Fellowship for work on Curriculum Design for Assuring Learning. She has been an associate editor for the HERD Journal, senior editor for

the Journal of University of Teaching and Learning Practice and she has also held executive roles with national associations including HERDSA, CADAD and ALTF.

Mitch Low
Mitch Low is a Lecturer in Academic Capability Development in Curtin University's Faculty of Business and Law. Within the ALL field, his research focuses on blended learning and flipped classroom pedagogy as well as the educational impacts of study abroad programs.

Kirstin Marks
Kirstin Marks (Manager: Academic Learning Support), Zorka Simic (Learning Adviser) and Amanda Janssen (Academic Developer: Academic Integrity) work at the University of South Australia to support students and staff.

Michael McAuley
Michael McAuley is a Learning Adviser in the Centre for Learning and Teaching at Edith Cowan University. He has been an educator for more than 20 years, including ten years in Wuxi, China.

Sheree Millen
Sheree Millen has been a Learning Adviser at UQ since October 2021. She has been involved in helping students to learn since 2000, when she completed her first teaching qualification. Since then, Sheree has worked in various roles in universities and colleges in Australia, New Zealand, the UK, Indonesia, and Japan. Her own educational background is in Arts and Humanities - Applied Linguistics and International Development. Sheree enjoys the role of Learning Adviser because her particular interest is in assisting students to flourish in their studies as well as to achieve their educational goals.

Emma Minter
Emma is currently in her third year of a bachelor's degree in psychology at the University of Canberra. She joined the Peer Assisted Learning team at the start of 2022. Emma also works as an Academic Skills and Knowledge Advisor at the university.

Matthew Norris
Dr Matthew Norris is a lecturer and teaching specialist in Academic Language and Learning at Flinders University in Adelaide. In his role, Matthew supports students with diverse social and cultural concepts to realise self-efficacy in their learning at the tertiary level and provides advice to subject matter experts on curriculum and assessment design.

Vahede Nosrati
Vahede Nosrati is a Language and Learning Adviser at Deakin University. She obtained her PhD in Applied Linguistics (2019, Monash University), and Master's in Education (2015). Her research interests are in Cultural Studies, Learning design, Research skills, as well as Academic Language and Learning.

Emily Pantaleo
Emily is a third-year university student studying for a bachelor's degree in biomedical science at the University of Canberra. She's worked as part of the Study Skills team for two years as a Peer Learning Advisor, Academic Skills and Knowledge Advisor and student tutor.

Justin Park

I am a Learning Strategist in the Academic Skills team with a focus on Technology Enhanced Learning. In my previous position, I was an Academic Skills and Language Advisor at La Trobe University. Prior to that, I worked at the Yale Writing Center while completing a PhD in English Language and Literature.

Michelle Picard

Michelle Picard currently serves as Pro-Vice Chancellor Learning and Teaching Innovation at Flinders University. Michelle Picard has been working in the fields of Higher Education and Academic Language and Learning since 1989. She has taught at every level from Primary and Adult Basic Education and Training to Researcher Education programs to PhD and post-doctoral fellows. Her university work has spanned enabling/Foundation programs, ELICOS, academic language and learning and lecturing and supervising within Schools of Education, Arts and Social Sciences.

Michelle has lived and worked in Australia, South Africa, the United Arab Emirates, and The Sultanate of Oman and regularly taught programs in Singapore.

Her fields of expertise include all levels of academic literacy development including academic integrity, TESOL, higher education, online and blended learning and English for Academic Purposes and supervises in the fields of Education, Applied Linguistics and Media.

Michelle has held various leadership positions prior to joining Flinders including Associate Dean of the Faculty of the Professions and Director, Researcher Education at the University of Adelaide, Director of Studies at two ELICOS centres and numerous coordinator positions. She served as Deputy Director within the English Language and Foundation Studies Centre at the University of Newcastle from July 2016 to July 2019. She then worked as Dean of Teaching and Learning in the College/Faculty of Arts, Business, Law and Social Sciences at Murdoch University from July 2019 to October 2022 as well as Acting Executive Dean from March to October 2022. Michelle was an active AALL member from 2006 to 2016.

Anna Podorova

Anna Podorova works in the Faculty of Education, Monash University. She has extensive language teaching experience in various Australian and overseas contexts. Her research focuses on teaching English as an international language, the LANTITE, post-entry English language proficiency development and digital practices in tertiary settings.

Rajeni Rajan

The Support for Academic Learning Team at Murdoch University works across the university to embed assignment support and/or academic skills support tailored to the discipline and cohort needs. This includes a range of digital resources, assignment specific skills workshops, 1:1 learning advisor consults and diagnostic delivery and analysis. Associate Lecturers within the team also coordinate and deliver undergraduate and postgraduate communication skills units TLC101 and TLC501.
Team members: Stephen Johnson, Rajeni Rajan, Ann Ranson, Melissa Smith, Sangay Wangchuk, Phillip Arena

Malini Ramsay-Brijball

Malini has 33 years of experience across both the public and private higher education sectors across two continents. She has worked with students in face-to-face as well as online settings and with diverse student cohorts. She currently leads academic support at the Australian Institute of Professional Counsellors, a private-for-profit online higher education provider.

Ann Ranson

The Support for Academic Learning Team at Murdoch University works across the university to embed assignment support and/or academic skills support tailored to the discipline and cohort needs. This includes a range of digital resources, assignment specific skills workshops, 1:1 learning advisor consults and diagnostic delivery and analysis. Associate Lecturers within the team also coordinate and deliver undergraduate and postgraduate communication skills units TLC101 and TLC501.
Team members: Stephen Johnson, Rajeni Rajan, Ann Ranson, Melissa Smith, Sangay Wangchuk, Phillip Arena

Shane Rigby

Shane has been a Learning Coordinator with the University of Canberra for 8 years. Shane has a range of experience in peer programs and numeracy support in higher education and has more recently been focusing on data science.

Isabel Rossen

Dr Isabel Rossen is a learning skills adviser at the University of Western Australia.

Benjamin Sacks

Benjamin Sacks is a Lecturer in Academic Capability Development in Curtin University's Faculty of Business and Law. Within the ALL field, his research focuses on how students create and maintain online communities, as well as how staff can develop programs that can improve retention and success among commencing students.

Katia Salem

Rhonda Siu, Mark Eggins, Katia Salem and Emma Grist are academic skills advisors in literacy within the Centre of Education and Innovation at the Australian Catholic University.

Jessica Scott

Dr Hiromi Teramoto, Claire Simpson-Smith, Dr Jessica Scott and Catherine Irving are linguists and lecturers in the Faculty of Science, Engineering and Technology, University of Adelaide. They share a theoretical framework of Systemic Functional Linguistics, and have been developing and teaching into the models and courses discussed for many years.

Zorka Simic

Kirstin Marks (Manager: Academic Learning Support), Zorka Simic (Learning Adviser) and Amanda Janssen (Academic Developer: Academic Integrity) work at the University of South Australia to support students and staff.

Claire Simpson-Smith

Dr Hiromi Teramoto, Claire Simpson-Smith, Dr Jessica Scott and Catherine Irving are linguists and lecturers in the Faculty of Science, Engineering and Technology, University of Adelaide.

They share a theoretical framework of Systemic Functional Linguistics, and have been developing and teaching into the models and courses discussed for many years.

Rhonda Siu
Rhonda Siu is a staff member of the Academic Skills Unit within the Centre of Education and Innovation at the Australian Catholic University.

Melissa Smith
The Support for Academic Learning Team at Murdoch University works across the university to embed assignment support and/or academic skills support tailored to the discipline and cohort needs. This includes a range of digital resources, assignment specific skills workshops, 1:1 learning advisor consults and diagnostic delivery and analysis. Associate Lecturers within the team also coordinate and deliver undergraduate and postgraduate communication skills units TLC101 and TLC501.
Team members: Stephen Johnson, Rajeni Rajan, Ann Ranson, Melissa Smith, Sangay Wangchuk, Phillip Arena

Elaine Speight-Burton
Authors are Language and Learning Advisers at Academic and Peer Support Services (Office of the Dean of Students, Portfolio of the Deputy Vice-Chancellor, Academic). They work directly with students, within faculties, with peer support services and more while working on multiple other projects.

Katrina Strampel
Associate Professor Katrina Strampel, Director for the Centre for Learning and Teaching at ECU, has been supporting and engaging in the Scholarship of Teaching and Learning for twenty years. Her focus is on curriculum, assessment, and teaching practices that positively impact student learning outcomes and sharing those with the wider HE sector to support systematically improving university learning and teaching practices.

Miriam Sullivan
Dr Miriam Sullivan is Team Leader, Learning Advisers at ECU. Her research uses both qualitative and quantitative methods to explore how we can improve education and outreach programs at universities.

Kung-Keat Teoh
Dr Kung-Keat Teoh is a senior teaching specialist in Flinders University's Student Learning Support Service. He has previously worked in e-learning, academic orientation, generative AI and higher education, academic integrity, ecommerce, human computer interaction and augmented reality and published papers in areas of e-portfolio and development of multimedia resources.

Hiromi Teramoto
Dr Hiromi Teramoto, Claire Simpson-Smith, Dr Jessica Scott and Catherine Irving are linguists and lecturers in the Faculty of Science, Engineering and Technology, University of Adelaide. They share a theoretical framework of Systemic Functional Linguistics, and have been developing and teaching into the models and courses discussed for many years.

Linda Thies

Authors are Language and Learning Advisers at Academic and Peer Support Services (Office of the Dean of Students, Portfolio of the Deputy Vice-Chancellor, Academic). They work directly with students, within faculties, with peer support services and more while working on multiple other projects.

Steven Thurlow

Steven Thurlow has taught academic and doctoral writing since 1999. He is currently completing an interdisciplinary PhD in Applied Linguistics and Education at The University of Melbourne on how creativity could become a powerful force for evolution in doctoral writing and indeed, for higher education.

Nara Tsedendamba

Outside their work on EAL support and orientation programs, the presenters all provide 1:1 support in individual consultations and embedded support in various faculties.

Michelle Voon

Michelle holds a Bachelor's degree in linguistics and a Master of Education degree. She has been teaching academic literacy for a number of years. Currently, she is an academic language and learning practitioner at Torrens University Australia, and her interest lies in designing high quality engaging academic skills learning resources that engage students.

Sangay Wangchuk

The Support for Academic Learning Team at Murdoch University works across the university to embed assignment support and/or academic skills support tailored to the discipline and cohort needs. This includes a range of digital resources, assignment specific skills workshops, 1:1 learning advisor consults and diagnostic delivery and analysis. Associate Lecturers within the team also coordinate and deliver undergraduate and postgraduate communication skills units TLC101 and TLC501.
Team members: Stephen Johnson, Rajeni Rajan, Ann Ranson, Melissa Smith, Sangay Wangchuk, Phillip Arena

Claire Whitley

Claire Whitley is an Associate Academic Language and Learning Teaching Specialist in Flinders University's Learning and Teaching Innovation team. Her scholarship of teaching and learning is currently focused on increasing online accessibility for international and EAL/ESL students.

Caroline Wright-Neville

Authors are Language and Learning Advisers at Academic and Peer Support Services (Office of the Dean of Students, Portfolio of the Deputy Vice-Chancellor, Academic). They work directly with students, within faculties, with peer support services and more while working on multiple other projects.

Angela Yang

Angela Yang holds a Bachelor of Arts and a Masters of Education (TESOL), she is currently an academic language and learning practitioner at Torrens University Australia. Angela's main focus and passion is to support students by designing and delivering engaging academic literacies resources and workshops.