



DAY 1 – Wednesday 1 November 2017					
8.30am	REGISTRATION OPENS <i>Level 2 Gallery</i>				
	CONFERENCE OPENING AND KEYNOTE SPEAKER <i>Costa Theatre</i>				
10.00 - 11.00am	Conference Opening Welcome to Country, Wathaurong Community Member Professor Beverly Oliver, Deputy Vice-Chancellor (Education), Deakin University				
11.00 - 12.00pm	Keynote Speaker Ursula Wingate, Senior Lecturer Language Education, Kings College London				
12.00 - 1.00pm	LUNCH <i>Level 2 Gallery</i>				
1.00 - 3.00pm	CONCURRENT SESSIONS				
	Changing Identities in ALL <i>On campus & online</i>	ALL for diversity and inclusivity	Digitalising ALL practices	Partnerships in Action	Research and Evaluation
	<i>D2.194</i>	<i>D2.193</i>	<i>D2.331</i>	<i>D2.204</i>	<i>D2.205</i>
1.00 - 1.30pm	Academic Language and Learning (ALL) in Australia: origins, purposes, and destinations <i>Carolyn Malkin, Victoria University Kate Chanock, La Trobe University</i>	From the Student's Perspective: a multiple case study of Non-English Speaking Background (NESB) Students moving from an English for Academic Purposes (EAP) bridging program into mainstream university study and the relevance for their academic success. <i>Jackie Tagg, University of Otago</i>	'Ask a Question': Student use and misuse of online academic skills support <i>Sally Ashton-Hay Southern Cross University, Zihan Yin University of New England & Andrew Ross, Southern Cross University,</i>	A partnership approach for assisting students through a 'one-stop-shop' <i>Kanchana Jayasuriya, Dana Kuljanin, Tom Petsinis & Rudi Van Staden, Victoria University</i>	A Potential Diagnostic Tool to Identify HDR Students Requiring Writing Support <i>Adele Thomas, Macquarie University</i>
1.30 - 2.00pm	All identity: minimum professional requirements, training and pedagogy for academic skills advisors <i>Simon Evans, RMIT, Sally Ashton Hay, Southern Cross University Ariana Henderson, University of Melbourne</i>	Addressing the needs of culturally and linguistically diverse students: a case study of African students <i>Tina Fleming, Edith Cowan University</i>	Developing self-regulated curricula through scaffolded academic skills and literacies through a digital learning environment <i>Sasikala Nallaya & Lorien Delaney, University of South Australia</i>	Building partnerships within the curriculum <i>Juanita Custance, Victoria University</i>	Academic writing support for EAL PhD candidates: what works and the way forward <i>Lai Ping Florence Ma, Macquarie University</i>

2.00 - 2.30pm	The otherness of writing in the engineering curriculum: a practice architectures perspective <i>Rosalie Goldsmith, University of Technology Sydney</i> <i>Keith Willey, University of Sydney</i>	Building cultural and linguistic bridges: reflections on a program designed to support students from refugee backgrounds and their transitions into enabling/ higher education <i>Sally Baker, Evonne Irwin & Simone Nance, The University of Newcastle</i>	Blended Learning or 'Blanded' Learning? Reflections from a teaching and learning perspective <i>John Hamilton, Victoria University</i>	Creating a community of practice: negotiating the development of discipline based language and learning resources with faculty <i>Helen Drury, University of Sydney</i>	One size does not fit all. How do we cater for all research students? <i>Vittoria Grossi, Terrie Fraser, Steven Grivas & Laura Dickinson, Deakin University</i>
2.30 - 3.00pm	Caught between traditions? Three framings for ALL practice and the neoliberal university <i>Tao Bak, Victoria University</i>		Challenges and opportunities in collecting and providing student writing samples online <i>Julius Parker, Australian Catholic University</i>	Engaging and Learning through Co-Construction <i>Jackie Hammill, Victoria University</i>	
3.00 – 3.30pm	AFTERNOON TEA <i>Level 2 Gallery</i>				
3.30 – 5.00pm	CONCURRENT SESSIONS				
	Changing Identities in ALL	ALL for diversity and inclusivity	Digitalising ALL practices	Partnerships in action	Research and Evaluation
	<i>D2.193</i>	<i>D2.331</i>	<i>D2.204</i>	<i>D2.205</i>	<i>On campus & online</i> <i>D2.194</i>
3.30 – 4.00pm	Changing ALL identities in a disruptive world <i>Tess Snowball, Jodi Tutty & Thuy Do, Australian National University</i>	Indigenous perspectives and the co-curriculum: Towards a decolonizing approach to academic language and learning in higher education <i>Arlene Harvey, University of Sydney</i>	Collaboration and creation of digital pathways for academic literacy: student-centred e-learning at Western Sydney University <i>Anna Wallace, Hermy Llacuna & Daniel Collins, Western Sydney University</i>	Supporting English Language Development: Exploring options for students and staff <i>Vittoria Grossi, Laura Dickinson & Nara Tsedendamba, Deakin University</i>	Knowledge building made clear: aligning academic language learning and content in pre-service teacher education <i>Sarah Dowden-Parker & Roz Rowan, Charles Darwin University</i>
4.00– 4.30pm	Discipline academics as academic language development facilitators: Dream or reality? <i>Anna Podorova, Monash University</i>	Learning 'how we do it around here': current practices in facilitating students development of cultural competence. <i>Susi Woolf, Charles Darwin University</i>	Extending the learning potential of the LMS <i>Juanita Custance, Victoria University</i>	Are we on the same page? Collaborating when attitudes on teaching and learning differ <i>Maja Gelov, Deakin University</i>	The proof of the pudding ... analysing student written texts for evidence of a successful literacy intervention <i>Linda Devereux, Kate Wilson & Maya Gunawardena, Australian Defence Force Australia</i> <i>Anne Kiley, University of Canberra</i>
4.30 – 5.00pm	Content matters: curriculum development challenges in academic writing programs <i>Andrew Johnson, Monash University</i>		Going digital: Challenges and opportunities in transforming face to face ALL workshops into online versions <i>Alexandra García, The University of Sydney</i>	A cross-disciplinary approach to embedding: A pedagogy for developing academic literacies <i>Anna Maldoni, University of Canberra</i>	Survival of the Fittest: Lessons for program evaluation <i>Reva Ramiah, Curtin University</i>
4.30-5.30pm	AALL Executive Meeting <i>D2.193</i>				
5.00 – 7.30pm	WELCOME RECEPTION <i>Level 2 Gallery</i>				

DAY 2 – Thursday 2 November 2017					
8.30am	REGISTRATION OPENS <i>Level 2 Gallery</i>				
9.30 – 11.00am	CONCURRENT SESSIONS				
	Changing Identities in ALL	ALL for diversity and inclusivity	Digitalising ALL practices <i>On campus and Online</i>	Innovations in Peer Learning	Workshop
	<i>D2.193</i>	<i>D2.331</i>	<i>D2.194</i>	<i>D2.204</i>	<i>D2.205</i>
9.30 – 10.00am	Changing Students, Changing Expectations <i>Karma Waltonen, UC Davis</i>	Pecha kutcha presentation series <i>*Room changes during this session will not be permitted</i>	Improving staff capacity to support student learning in the digital age <i>Rosy Borland & Sonia Wilkie, Victoria University</i>	<i>*Room changes during this session will not be permitted</i> A Collaborative Learning Space <i>Elizabeth McKenzie, RMIT</i>	<i>*Room changes during this session will not be permitted</i>
10.00– 10.30am	A new undergraduate first year: Blended, flipped and engaging... timetabling is not a problem! <i>Fiona Henderson, Victoria University</i>	In search of clarity: Designing and constructing graceful highways of understanding for readers of International Masters of Engineering theses. <i>Coral Campbell, Charles Darwin University</i> Indigenous Student Support and Academic Language and Learning - A Reality Check <i>Ganesh Koramannil, Charles Darwin University</i> Teacher Awareness: From engaging with diversity to learning for diversity <i>Susan Brooman-Jones, University of Technology Sydney</i>	LANTITE: A Driver for Innovative Literacy and Numeracy Practices <i>Margaret Bardon, Trevor Lanna, Alice Lee, Kate Nolan, Katia Salem & Laurent Seibert, Australian Catholic University</i>	Opening the flood gates? Using peer learning to facilitate an open access academic literacy “shopfront” <i>Emma Joel, Catherine Chinnery-Doyle, Michael Kilmister & Meg Vertigan, University of Newcastle</i> They’re doing it anyway: improving academic mentoring in the residential space <i>Tess Snowball, Vivien Silvey & Jay Woodhams, Australian National University</i>	Operationalising a whole of institution approach: Working through theory(ies) (JCU) <i>Andrea Lynch & Colleen Kaeshagen, James Cook University</i> Transformed, systematic, whole of institution: redefining our role as ALL practitioners - Successes and challenges (JCU) <i>Rachel Barber, Maddie Bornschlegl, Jessica Watt, Lyle Cleeland, Brijesh Kuma & Colleen Kaesehagen, James Cook University</i>
10.30 – 11.00am		The human face of international education: The potential effect of learning anxiety on international students studying at Australian tertiary institutions <i>Richard Hewison, Edith Cowan College</i>	More than ticking boxes: digital learning as a meaningful solution to policy and procedure <i>Vanessa Todd & Tessa Green, Macquarie University</i>	Blurred boundaries: an investigation of the roles of Student Writing Mentors and Language and Learning Advisers <i>Linda Thies, Anita Gray, Ruth Lee & Maja Gelov, Deakin University</i>	Whole of institution academic language and learning practice: systemic implications <i>Susan Hoadley & Kerry Hunter, University of Technology Sydney</i>
11.00 – 11.30am	MORNING TEA <i>Level 2 Gallery</i>				

11.30 – 12.30pm	PLENARY SESSION <i>Costa Theatre</i> 21st Century Universities – what role for AALL? Lucy Schultz, Director Cloud Campus, Deakin University Ian Solomonides, Pro Vice-Chancellor, Learning Innovation and Quality, Victoria University				
12.30 – 1.30pm	LUNCH <i>Level 2 Gallery</i>				
1.30 – 2.30pm	PLENARY SESSION <i>Costa Theatre</i> OLT Academic Integrity Project Rowena Harper, University of South Australia President: Association for Academic Language and Learning				
2.30-3.00pm	CONCURRENT SESSIONS				
	Academic integrity themed sessions	ALL for diversity and inclusivity <i>On campus and Online</i>	Digitalising ALL practices	Innovations in Peer Learning	Maths stream
	<i>D2.193</i>	<i>D2.194</i>	<i>D2.331</i>	<i>D2.204</i>	<i>D2.205</i>
	A balancing act: Embedded and generalised approaches to developing online academic integrity resources <i>Vivien Silvey, Thuy Do & Tess Snowball, Australian National University</i>	Learning at the Threshold: WAC Practices for Inclusive Education <i>Melissa Bender, University of California Davis</i>	<i>*Room changes during this session will not be permitted</i> Do students really want to learn English online? <i>Natalia Sanjuán Bornay, Kung-Keat Teoh & Regina Sliuzas, Flinders University</i> Essay writing support for Art History students: <i>Belinda Bold & Sharyn Meade, RMIT</i> Extending the scope of practice <i>Joanna Lilpop, Australian Catholic University</i>	Student learning assistants: from learning advice to creating community <i>Stephen Price, Kathryn Wallace, Elena Verezub & Elena Sinchenko, Swinburne University</i>	Anytime-anyplace – developing online maths support at Australian Catholic University <i>Michael Russo & Kate Nolan, Australian Catholic University</i>
3.00 – 3.30pm	AFTERNOON TEA <i>Level 2 Gallery</i>				
3.30 – 5.30pm	CONCURRENT SESSIONS				
	Academic integrity themed sessions continued	ALL for diversity and inclusivity <i>On campus and Online</i>	Digitalising ALL practices	Innovations in Peer Learning	Maths stream
	<i>D2.193</i>	<i>D2.194</i>	<i>D2.331</i>	<i>D2.204</i>	<i>D2.205</i>

3.30– 4.00pm	<p><i>*Room changes during this session will not be permitted</i></p> <p>Digitalising academic integrity learning resource Sang-Eun Oh, University of Technology Sydney</p>	<p>Find your place in LACE: CQ University’s Language and Cultural Exchange project for refugees, asylum seekers and recent migrants Ruth O’Neill, CQ University</p>	<p>Quest for Student Success: A Cross-disciplinary exploration of the Learning and Development Needs of Online Students in a Regional University Douglas Eacersall & Amelia Dowe, University of Southern Queensland</p>	<p>Academic literacies in peer to peer language learning programs: Students' voices in academic language development Lucas Moreira dos Anjos Santos & Rosalind McFarlane, Monash University</p>	<p>Blended learning in mathematics support Ken Ly, Jackie Nicholas & Collin Phillips, The University of Sydney</p>
4.00– 4.30pm	<p>From ‘diagnosis’ to ‘cure’? Exploring a reflective partnership journey to improve university wide knowledge on academic misconduct Amanda Janssen, Charles Darwin University</p>	<p>The Student at Risk Checklist: Belinda Bold, RMIT</p>	<p>Staying alive: Maintaining relevance in the online university Drew Roberts & Lyn Doolan, Deakin University</p>	<p>Presentation and panel discussion <i>*Room changes during this session will not be permitted</i></p> <p>Online Peer Support Options - What can be done to support online students?</p>	<p>Evaluating the effectiveness of mathematics support Jackie Nicholas, The University of Sydney</p>
4.30 – 5.00pm	<p><i>*Room changes during this session will not be permitted</i></p> <p>‘Empowering the Conversation’: a partnership approach to academic integrity. Gwyn Jones, University of New South Wales</p>	<p>Meeting students’ needs: learning and teaching design targeting student transition Neela Griffiths & Deborah Nixon, University of Technology Sydney</p>	<p>The benefits and challenges of digitalising academic support for online students and students online: a review of technological tools Saib Dianati & Marcia Schubert, Flinders University</p>	<p>Success Coaches: Supporting online students Kate Artz & Corinna Ridley, Deakin University</p>	<p>What ‘counts’ as numeracy preparation in enabling education programs? Results of a national audit Evonne Irwin, Sally Baker & Ben Carter, University of Newcastle</p>
5.00-5.30pm	<p>Exercising professional expertise and nurturing mutual understandings: Exercise & Nutrition academics and ALL staff collaborate to support academic integrity Marie Gaspar, Ron Peek & Gail Fluker, Deakin University</p> <p>Academic integrity and referencing: Whose job is it anyway? Dawn J. Marsh & Jennifer Champion, University of Waikato</p>	<p>Not just ‘another workshop’: intensive study skills programs at UC Gail Heinrich, Catherine Laike, Kimberly Cole & Ellen Lassman, University of Canberra</p>	<p>The hard working learner: third party services and academic language and learning Helen Benzie & Rowena Harper, University of South Australia</p>	<p>The Chinese social media platform WeChat for an online, onshore/offshore peer mentoring program Trudi Aitken, Victoria University</p> <p>The VU Engineering Online Study Space: Examining the limits and benefits of an online student peer mentoring program. Rhys Cooper, Victoria University</p>	<p>Design of a Mental Calculation App for Paramedic Students Andrew Bell, University of the Sunshine Coast Brendan Hall & John Latham, Australian Catholic University</p>
5.30-6.30pm	COURTYARD CONVERSATIONS				
	The role of third party providers of academic support D2.204		Peer Learning – next steps D2.205		
7 .00pm	CONFERENCE DINNER Waterfront Kitchen Cafe				

DAY 3 – Friday 3 November 2017

8.30am	REGISTRATION OPENS <i>Level 2 Gallery</i>					
9.30 – 11.30am	CONCURRENT SESSIONS					
	Changing Identities in ALL	ALL for diversity and Inclusivity 1	ALL for Diversity and Inclusivity 2	Innovations in Peer Learning	Partnerships in action <i>On campus and Online</i>	AALL Managers meeting
	<i>D2.193</i>	<i>D2.331</i>	<i>D2.204</i>	<i>D2.205</i>	<i>D2.194</i>	<i>D3.211</i>
9.30 – 10.00am	Panel-beater or Co-Supervisor? The Politics and Paradoxes of Academic Language and Learning Lecturers providing support to doctoral students <i>Nira Rahman & Paola Bilbrough, Victoria University</i>	Responding to diverse student needs to create inclusivity: a narrative of academic support in a remote dual-sector university <i>Amanda Jensen, Coral Campbell & Roz Rowen, Charles Darwin University</i>	The Pink Palace experiment: How a writing club assists in the retention of first year Youth Work students <i>Gabriella Pretto, Victoria University</i>	The Deakin Students Helping Students Coordinator Development Program. <i>Dawn Jones & Kate Artz, Deakin University</i>	Flying Start: partnering with students and other stakeholders in doctoral rites of passage <i>Steve Johnson, Julia Hobson & Melinda Nicola, Murdoch University</i>	
10-10.30am	Peer observation: Critical reflection as a catalyst for change <i>Rachel Maissan & Fiona Perry, Navitas</i>	Serving the Solomons: Overcoming structural and cultural factors <i>Stella Link, Australian Catholic University</i>	Transition to tertiary study: using self-assessment to guide teaching <i>Joslyn Tait & Barbara Morgan, RMIT</i>	Those Formative Peers: Improving First Year Academic Writing Through Peer Assessment Groups <i>Lil Hayes, The University of Newcastle</i>	Issues in sustainability: embedding communication development in first year architecture <i>Dorothy Economou, University of Sydney</i>	

<p>10.30-11.00am</p>	<p>The problem with soft skills: exploring a new conceptualisation to a holistic approach <i>Trelawny McKnight, Western Sydney University</i></p>	<p>Sharing language and cultural competence <i>MaryAnn McDonald, University of Technology Sydney</i></p>	<p>Language Matters: Representation of Identity through English <i>Nira Rahman, Victoria University, & Lil Miao, Henan University</i></p>	<p>Pecha kutchu presentation series 10.30 – 11.30 <i>*Room changes during this session will not be permitted</i></p> <p>Expanding the Emergency Department – incorporating Library services into just-in-time peer learning support <i>Gail Heinrich, Rita Dutta, Kimberly Cole & Christine Barnes, University of Canberra</i></p> <p>Harnessing the power of peers to support student learning: three initiatives for EAL students in the Faculty of Health <i>Anna Wardle & Stacey Lowe, Queensland University of Technology</i></p> <p>Love Actually: A Reflection on the Need for Pedagogical Love in Peer Learning Programs <i>Gill Best, Victoria University</i></p> <p>Promoting conference presentation skills for diverse student groups. <i>Jennifer Rowland, Macquarie University</i></p> <p>Supportive collision: Facilitating cross-disciplinary communication among doctoral writers through collaboration <i>Ha Nguyen & Steven Thurlow, The University of Melbourne</i></p> <p>Researchers' Walk at The Victorian College of the Arts <i>Yvette Grant, University of Melbourne</i></p>	<p>Making the invisible visible <i>Averil Martin & Nicholas Charlton, Griffith University</i></p>	
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11.00-11.30am	The Rules above the Bed: ALL as Hospitality <i>Britta Schneider, Dana Chahal & Juana Maria Rodriguez, Victoria University</i>	The proficiency 'problem' on campus: Supporting NESB students <i>Jay Woodhams and Vivien Silvey, Australian National University</i>			Partnering to build employability skills and communicative competence in a Master of Engineering subject <i>Meeta Padmanabhan & Catriona Taylor, University of Wollongong</i>	
11.30-12.30pm	PLENARY SESSION <i>Costa Theatre</i> Keynote Speaker Karen Orr Vered, Associate Professor Screen & Media, Flinders University					
12.30-1.45pm	LUNCH <i>Level 2 Gallery</i>					
12.45-1.45pm	AALL Annual General Meeting <i>D2.193</i>					
1.45-3.15pm	CONCURRENT SESSIONS					
	Research and evaluation	ALL for diversity and inclusivity	Partnerships in action	Innovations in Peer Learning	Partnerships in action	
	<i>D2.193</i>	<i>D2.331</i>	<i>D2.204</i>	<i>On campus and Online</i> <i>D2.194</i>	<i>D2.205</i>	
	How Cultural Historical Activity Theory (CHAT) may help to inform ALL <i>Julia Doyle, Southern Cross University</i>	Supporting students with dyslexia in higher education <i>Laura Dickinson, Deakin University</i>	From Planning to Assessment: Working Collaboratively for Student Success <i>Nira Rahman & Jackie Hammill, Victoria University</i>	From anxious to awesome!: co-creating a community of peer writing praxis <i>Robyn Westcott & Carol Floyd, Macquarie University</i>	Partnering with supervisors and doctoral students around feedback on doctoral writing <i>Meeta Chatterjee Padmanabhan, University of Wollongong</i>	
	Difficulties in transitioning from the Confucian to Socratic learning model: implications for academic writing <i>Niroshani Azariadis, University of Western Australia</i>	Supporting university students with socially challenging behaviors through professional development for teaching staff. <i>Sarah Veitch, Karin Strehlow & James Boyd, Murdoch University</i>	Ready, Set, Go.... An ECU partnership in action to increase retention and better equip first year nursing and midwifery students for university. <i>Maureen Buckingham, Edith Cowan University</i>	Let's not 'PASS' the buck: Fostering the PASS-ALL relationship through innovations in pedagogy and practice <i>Roslyn Rowen, Charles Darwin University</i>	Reflections from a current partnership between Faculty of Education and Arts (FEA) and Academic Skills to support final year Education Students preparing for the national Literacy and Numeracy Test (LANTITE) <i>Ann Majkut & Patricia Hacker, Australian Catholic University</i>	

	<p>The Library, forgotten keepers of student data: providing opportunities for targeted student support through data driven relationships. <i>Trelawny McKnight, Anna Wallace, Claire Urbach, Fiona Webber, Linda Thornely & Kim Heckenberg, Western Sydney University</i></p>	<p>The role of learning advisors and support staff within an increasingly differentiated student community. <i>Elizabeth Norman & Edwina Newham, Swinburne University</i></p>	<p>Students as Partners: The Evolution of the Deakin Student Mentor Community of Practice <i>Dawn Jones, Deakin University</i></p>	<p>Online strategies to recruit and train Student Mentors: opportunities for development and integration with face-to-face strategies <i>Ana Garcia-Melgar, Victoria University</i></p>	
<p>3.15-3.45pm</p>	<p>PLENARY SESSION <i>Costa Theatre</i></p> <p>Conference Close President of AALL – Rowena Harper Best Paper Winner & Next Conference venue announcement Fiona Henderson and Corrina Ridley</p>				