

Academic Language and Learning



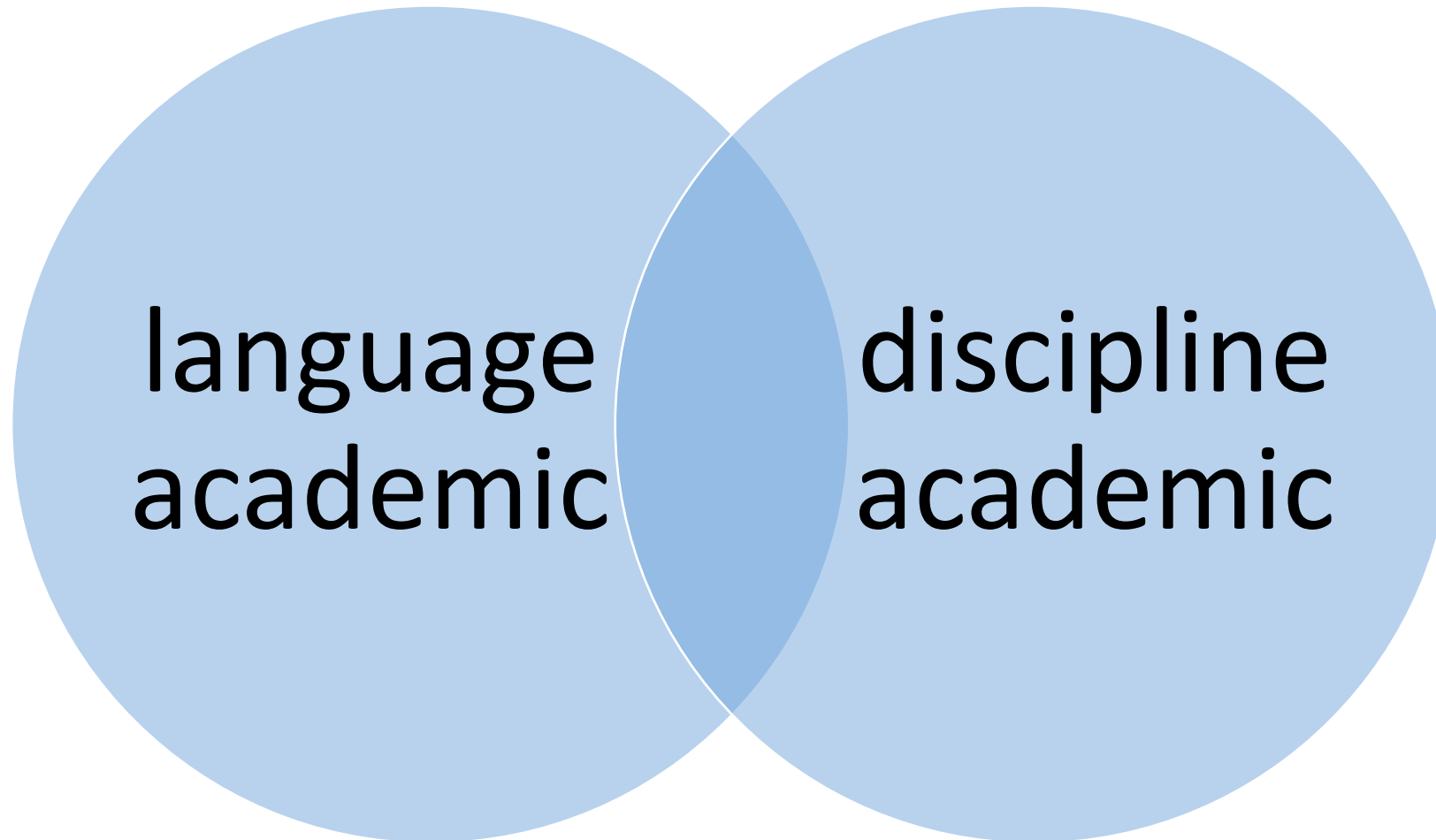
Whole of institution academic language and learning practice: systemic implications

Susan Hoadley and Kerry Hunter

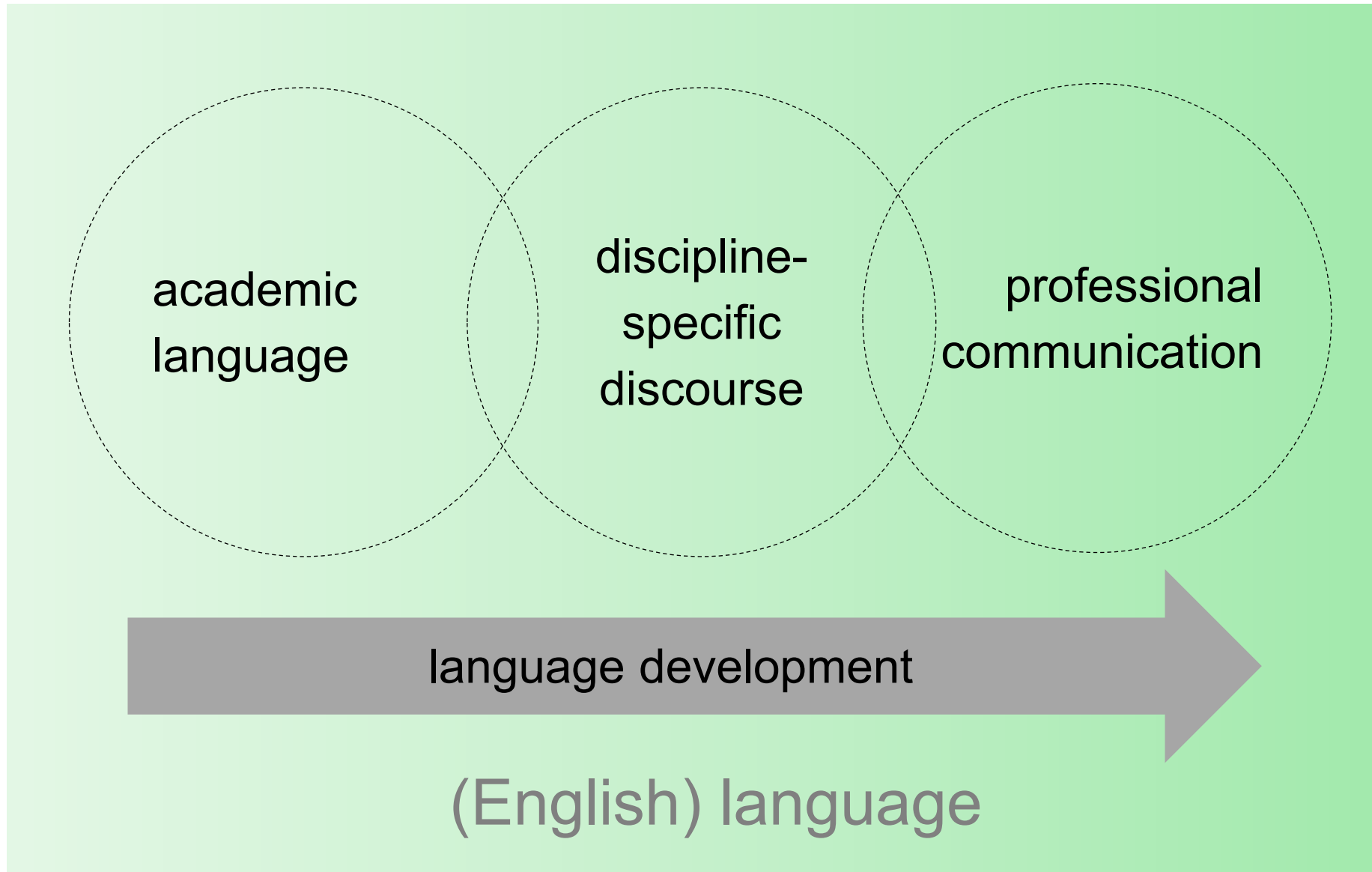
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Introduction

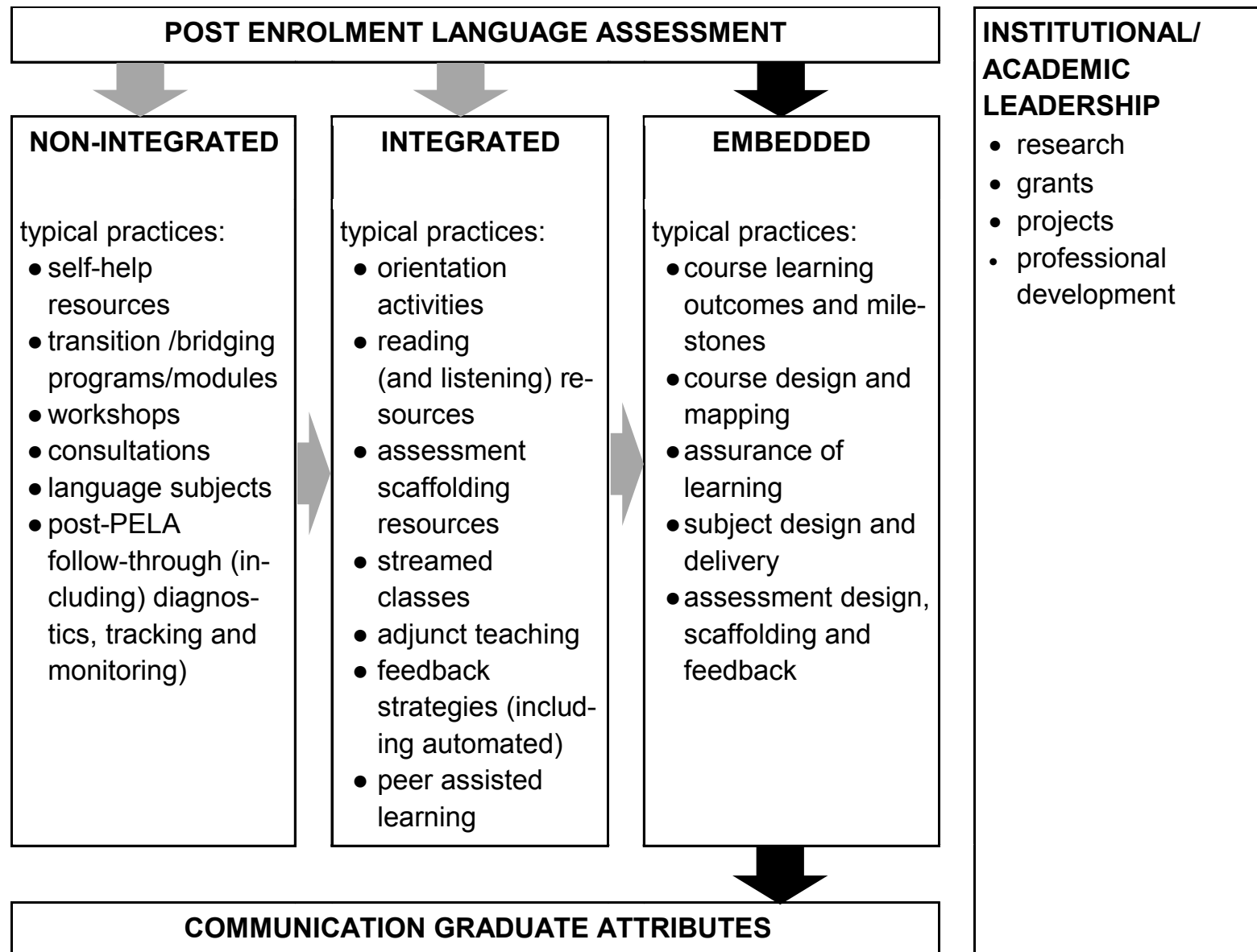
- Background
- Practice model
- Whole of institution definition
- Whole of institution approach
- Systemic mapping
- Agency, actors and power
- ALL identities



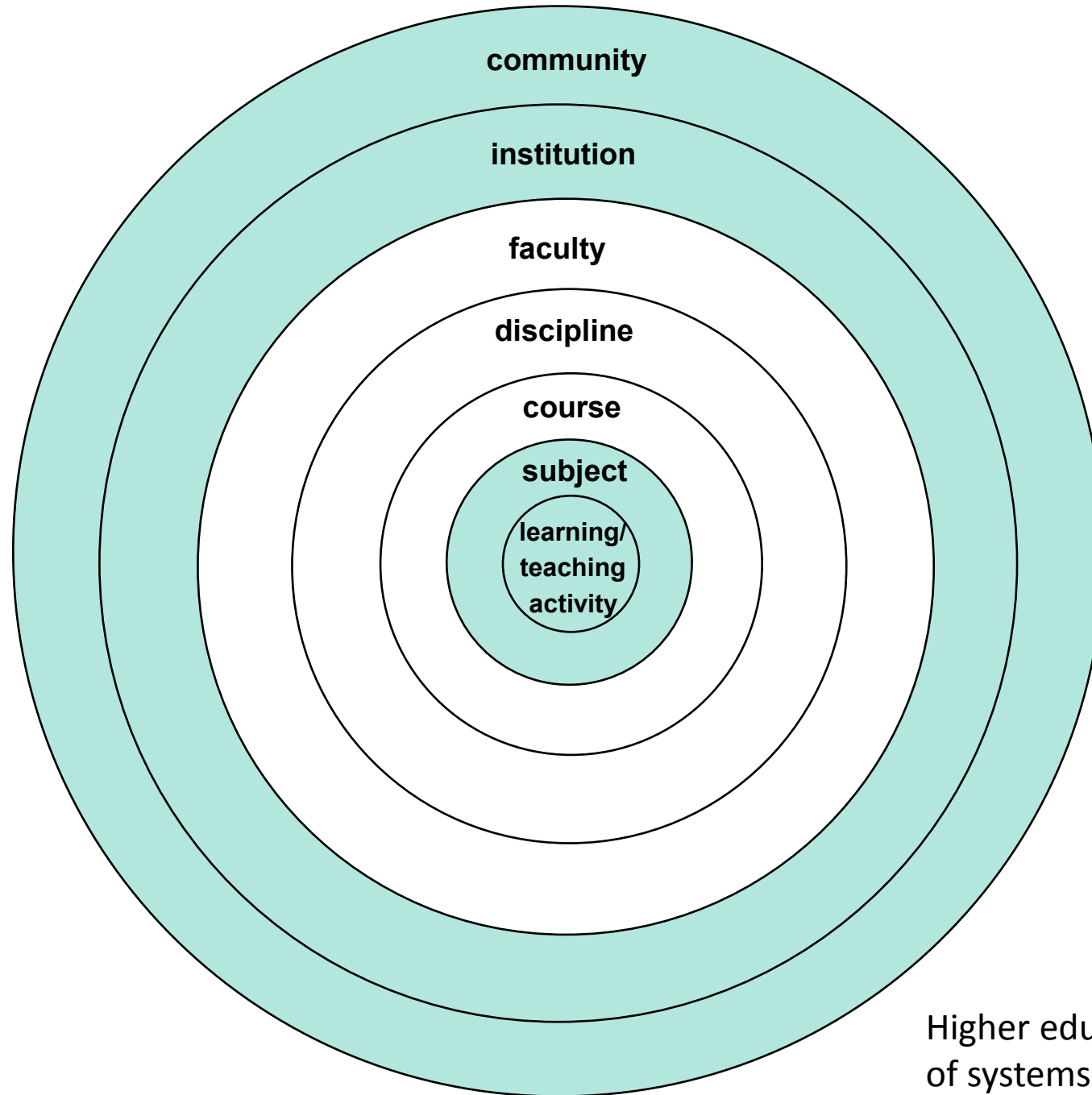
Collaborative model of academic language and learning practice (Jacobs, 2005)



Language development in higher education [informed by Taylor, Millwater and Nash (2007) and Wood and Solomonides (2008)]



Whole of institution language development approach [informed by Jones, Bonanno and Scouller (2001), Harris (2013) and Harris and Ashton (2011)]



Higher education institution as a system of systems (Biggs, 1993)

community	
associations/committees/boards/ networks	✓
invited speaker/public commentator	✓
research/grants/projects	✓✓
institution	
post enrolment language assessment	✓✓✓
committees/fora/working groups	✓✓
professional development (sessions/resources)	✓✓
research/grants/projects	✓✓
resources for students	✓✓

ALL practice in community and institution systems

	Arts & Social Sciences	Business	Design, Archt. & Building	Eng & IT	Health	Law	Science
faculty							
accreditation support (internal/external)	-	✓✓	-	✓	-	-	✓✓
faculty fora	-	-	-	✓	✓	-	✓
professional development (sessions/resources)	-	✓	-	✓	-	-	✓
research/grants/projects	-	✓	-	✓	-	-	✓
resources for students	✓	✓	-	-	-	-	✓
strategy development	✓	✓	✓	✓	-	-	✓
discipline							
discipline fora	✓	-	-	-	✓✓	-	-
professional development (sessions/resources)	-	✓	-	-	-	✓	✓
resources for students	✓	✓	-	-	-	✓✓	✓
course							
accreditation support (internal/external)	-	-	-	-	-	-	✓
curriculum design/alignment/mapping	-	-	-	✓	✓	-	✓
professional development (sessions/resources)	-	-	-	-	✓✓	-	✓
resources for students	✓	✓	✓	✓	✓✓	-	✓
research/grants/projects	✓	-	-	✓✓	✓✓	-	✓
teaching adjunct	✓✓✓	-	-	✓✓	-	-	✓✓✓
English language development strategies	✓	-	-	-	✓✓✓	-	✓

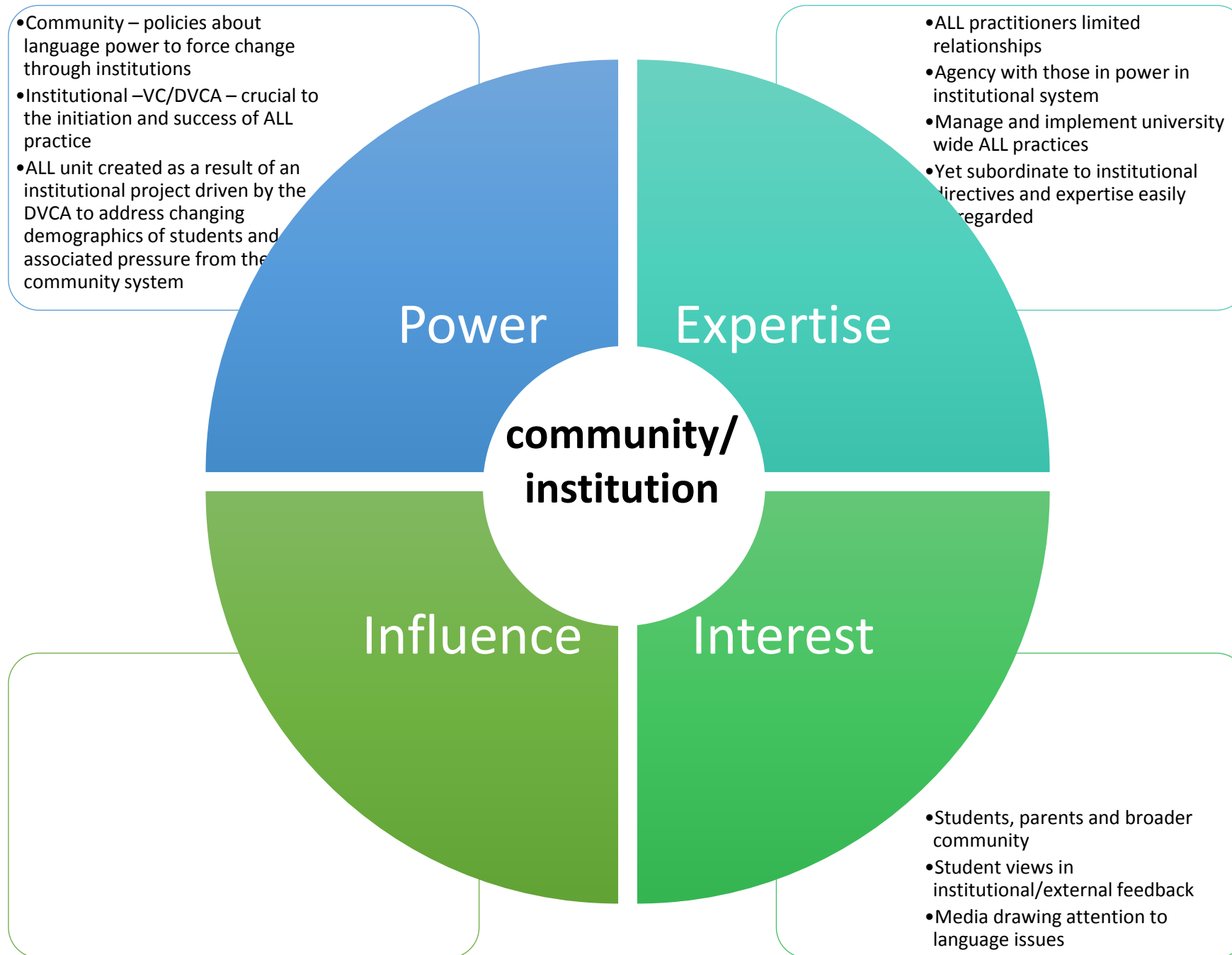
ALL practice in faculty, discipline and course systems

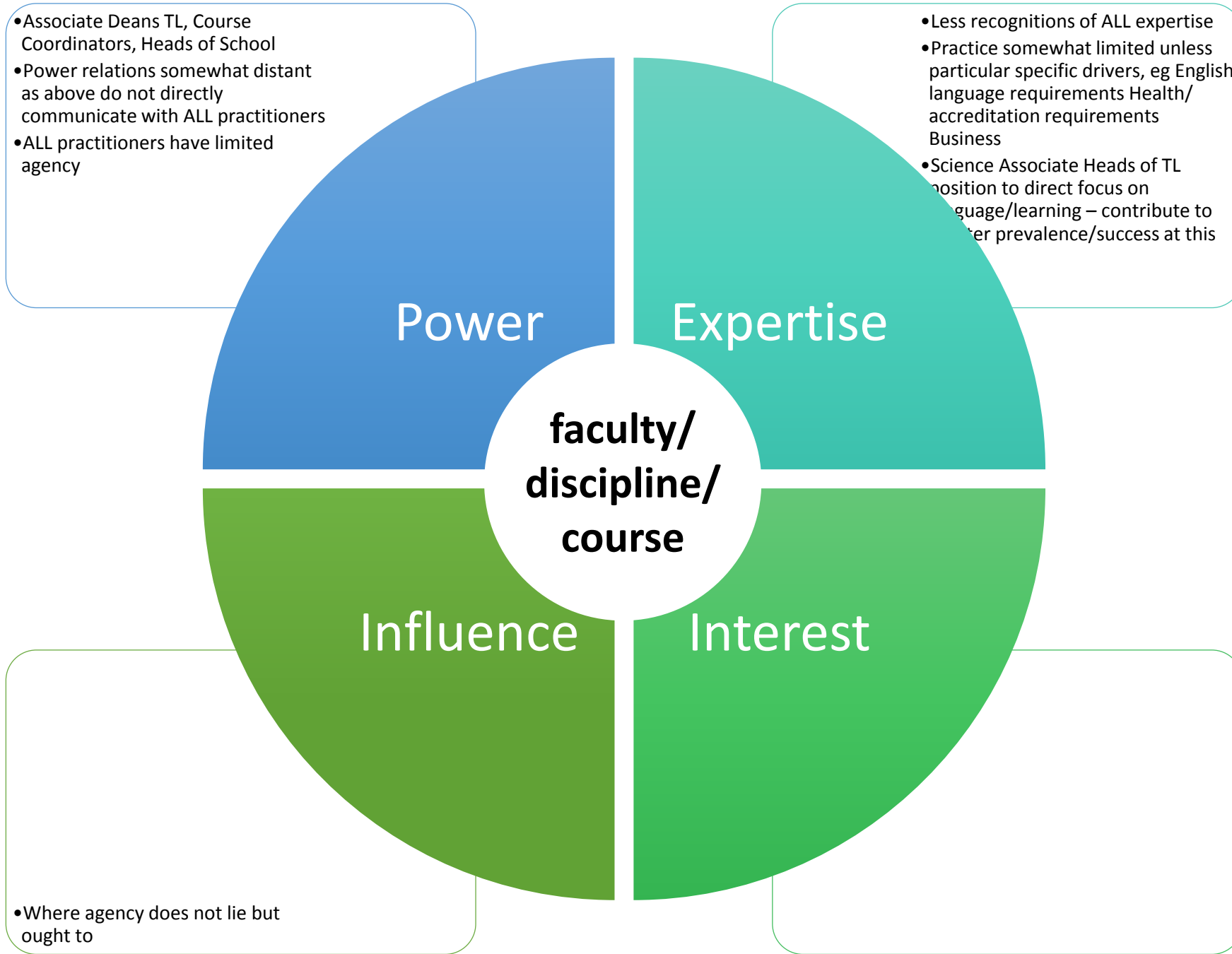
	Arts & Social Sciences	Business	Design, Archit. & Building	Eng & IT	Health	Law	Science
subject							
subject design	-	✓	-	✓✓	✓	✓	✓✓
assessment design/scaffolding (inc feedback)	✓✓	✓✓	-	✓✓	-		✓✓✓
professional development (sessions/resources)	✓	✓✓	-	✓✓	-	✓	✓✓
research/grants/projects	✓	✓	✓✓	✓✓	-	✓	✓✓✓
resources for students	✓✓✓	✓✓✓	-	✓✓✓	✓✓✓	✓	✓✓✓
teaching adjunct	✓✓	✓	-	✓	✓✓✓	✓	✓✓✓
teaching collaborative	✓✓	✓✓	-	✓	✓	✓	✓✓
teaching guest	✓	-	-	✓	✓	✓	✓
learning and teaching activity							
assessment design/scaffolding (inc feedback)	✓✓	✓✓	✓✓	-	-	✓✓	✓✓✓
professional development (sessions/resources)	✓	✓✓	✓✓	✓	-	✓	✓✓
resources for students	✓✓	✓✓	✓✓	✓✓✓	✓	✓	✓✓✓
teaching adjunct	✓	✓	-	-	-	✓	✓✓✓
teaching collaborative	✓	✓✓	✓✓	-	-	✓	✓✓
teaching guest	✓	✓✓	-	-	-	✓	✓

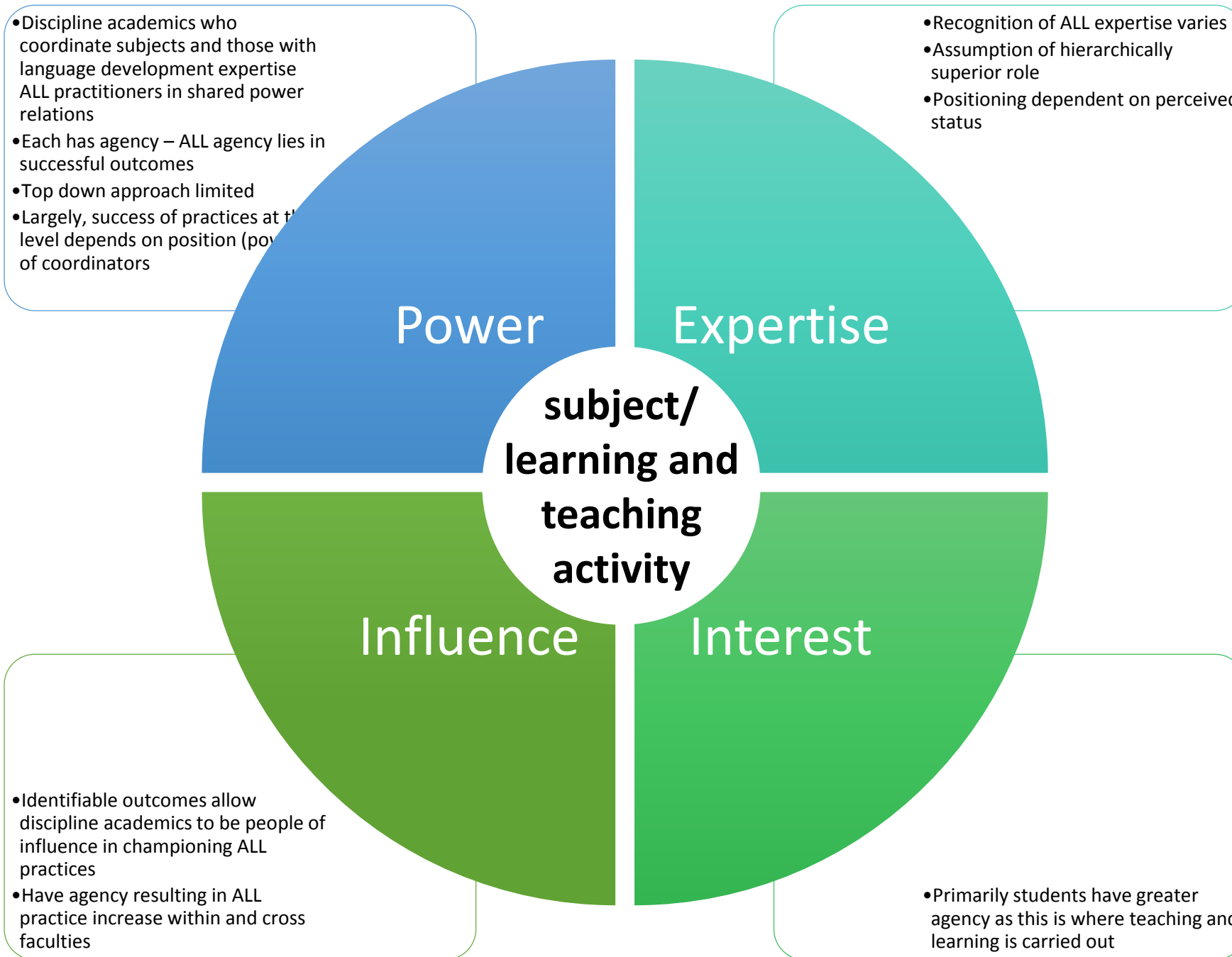
ALL practice in subject and learning and teaching activity systems

Factors and parameters contributing to success of ALL practices

- Taxonomy of agency developed by Baldauf and colleagues (Chau & Baldauf, 2011; Zhao, 2011; Zhao & Baldauf 2012)
- Fenton-Smith & Gurney's approach that the complexities inherent in language in education policy (planning) and planning (implementation) can be better understood through the critical lens of agency
- We explore agency and power relations in practice, which are intrinsic to implementation. We understand actors and power (Foucault, 1984) relations are vital in ALL practices and believe the agency taxonomy suited to looking at successful ALL practices within and throughout the system/s we have conceptualised.
- POWER
- EXPERTISE
- INFLUENCE
- INTEREST







Adopting and transitioning between identities (Webb 2001)

Identity	
Remediators	Supporting minority in elitist system
Mediators	Ameliorating disadvantage in diverse student cohorts
Integrators	Integrating skills with content
Transformers	Learning as reading and writing
Partners	Collaborating with disciplinary academics to transform university teaching and learning
Catalysts	Instigating (systemic) change in teaching and learning practice
Facilitators	Coaching/mentoring professional development in teaching and learning

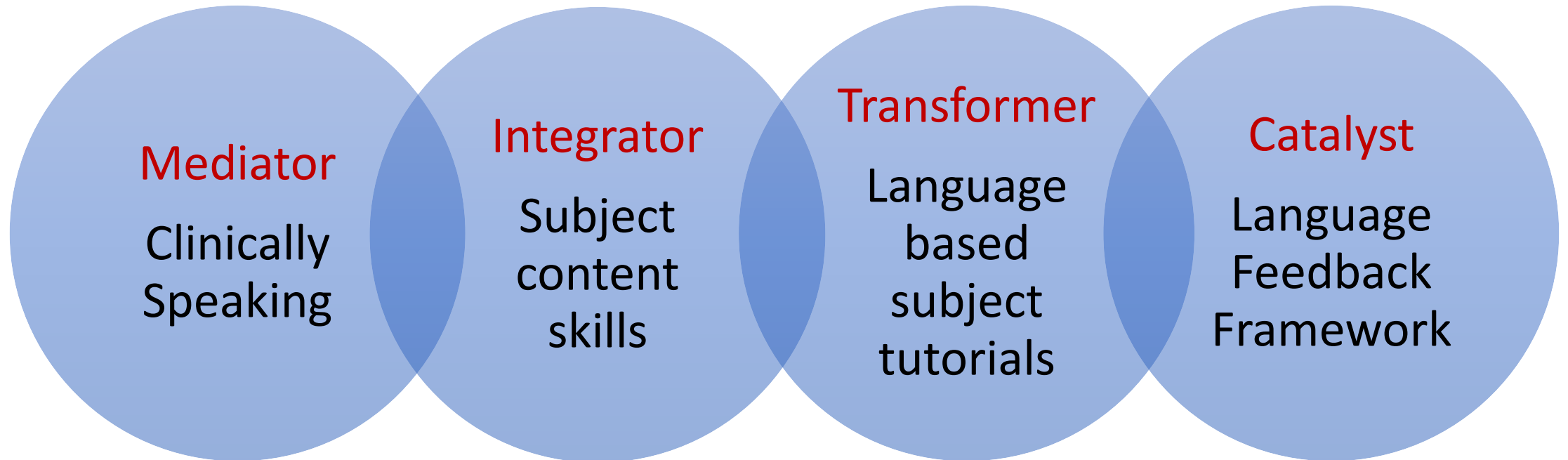
ALL in Faculty of Science

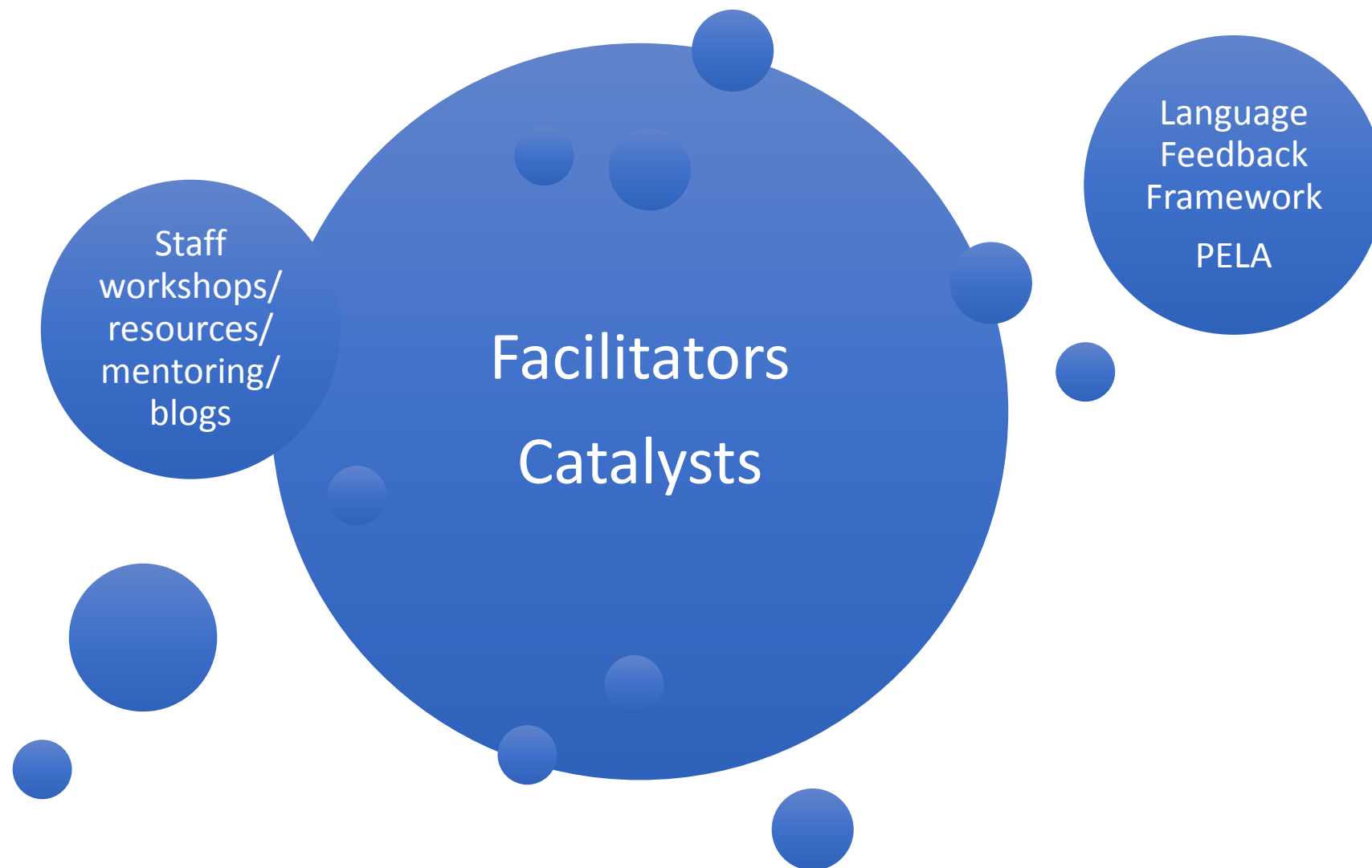


Reading in Science
online interactive
modules aligning with
tutorials across first year

Interactive writing
modules aligning with
tutorials across first and
second year

ALL in Faculty of Health





Conclusion

- Original mandate and model v whole of institution
- Systems and success
- Agency, actors and power
- ALL identities
- Systemic implications