

November 22

| TIME (ACDT) | SESSION | | |
|----------------------------|--|---|--|
| 9:30am-10am | Opening and Welcome to Country | | |
| 10am-11am | KEYNOTE 1: Professor Rowena Harper <i>Chair: Andrew Kelly</i> | | |
| Session 1A 11am-11:30am | Writing an academic literacy subject for an undergraduate program 2022-2023 Angela Yang and Michelle Voon <i>Chair: Adam Gall</i> | WORKSHOP Supporting students to use ChatGPT ethically and effectively in their assignments Miriam Sullivan, Michael McAuley | |
| Session 1B 11:30-12pm | Partnering with Students: Academic Language and Learning x Academic Integrity case study Morag Burnie and Ariana Henderson <i>Chair: Lauren Butterworth</i> | <i>Chair: Grace Chipperfield</i> | |
| 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 <i>Chair: Anna Podorova</i> | Engaging Students as Partners in an Academic Integrity Awareness Campaign: From fear to empowerment through student voice Kirstin Marks, Zorka Simic, Amanda Janssen <i>Chair: Sheree Millen</i> | |

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| <p>Session 2B 1:30pm-2pm</p> | <p>Stepwise embedding of a new program to support EAL students</p> <p>Nara Tsedendamba, Tom Coverdale, Vahede Nosrati, Caroline Wright-Neville, Wes Howard</p> <p><i>Chair: Anna Podorova</i></p> | <p>The Transformative Power of Storytelling in Enabling Program Classrooms: Reflections on Pedagogical Practice and Teacher-Student Relationships</p> <p>Lauren Butterworth, Edith Hill, Grace Chipperfield</p> <p><i>Chair: Vittoria Grossi</i></p> | |
| <p>Session 2C 2pm-2:30pm</p> | <p>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</p> <p>Benjamin Sacks, Mitch Low</p> <p><i>Chair: Anna Podorova</i></p> | <p>Evolving the partnership between Language & Learning Advisers and student Writing Mentors</p> <p>Juanita Custance and Ashlee Gooden</p> <p><i>Chair: Sarah Louise White</i></p> | |
| <p>2:30pm-3pm</p> | <p>AFTERNOON TEA BREAK</p> | | |
| <p>Session 3A 3pm-3:30pm</p> | <p>Why do students attend only one session of PASS?</p> <p>Genevieve Franulovich and Miriam Sullivan</p> <p><i>Chair: Wes Howard</i></p> | <p>Students coaching students: what is working in an ADHD context at UQ</p> <p>Sheree Millen, Kevan Jones</p> <p><i>Chair: Catherine Irving</i></p> | <p>Improving Access to English for Academic Purposes: The Development of Asynchronous Online Modules for Post-Pandemic Higher Education</p> <p>Claire Whitley, Ajmal Khan, Lauren Butterworth</p> <p><i>Chair: Steven Thurlow</i></p> |

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| <p>Session 3B 3:30pm-4pm</p> | <p>No time for PALS: adapting University of Canberra's peer program model to meet evolving student needs.</p> <p>Kim Cole, Shane Rigby, Emily Pantaleo, Emma Minter</p> <p><i>Chair: Susan Gollagher</i></p> | <p>DDL 2 Judgment Day: on the future of corpus tools in the era of large language models</p> <p>Adam Gall</p> <p><i>Chair: Lauren Butterworth</i></p> | |
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November 23

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

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

November 24

| TIME (ACDT) | SESSION | | |
|----------------------------|---|--|---|
| 10am-11am | KEYNOTE 3: Professor Romy Lawson <i>Chair: Michael Lazarou</i> | | |
| Session 6A 11am-11:30am | Unblurring the lines: showcasing holistic student support at the University of Canberra Marta Collins, Kim Cole, Shane Rigby <i>Chair: Michael Lazarou</i> | WORKSHOP Empowering students to find their voice in their writing: Addressing student anxieties Rhonda Siu, Mark Eggins, Katia Salem, Emma Grist <i>Chair: Bronwyn Dyson</i> | Transition in context: identifying and responding to the needs of different enabling populations. Lauren Butterworth, Matthew Norris, Grace Chipperfield, Jane Habner, Kung-Keat Teoh <i>Chair: Kirstin Marks</i> |
| 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 <i>Chair: Miriam Sullivan</i> | | 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 <i>Chair: Tasmihā Tarafder</i> |
| 12pm-1pm | LUNCH BREAK | | |
| Session 7A 1pm-1:30pm | Student voices in the private online higher education sector Malini Ramsay-Brijball <i>Chair: Shane Rigby</i> | Embracing AI in Language and Learning Advisory Practice: Augmented Support, Individualised Learning, and Professional Development | |

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| | | <p>Sepideh Hozhabrossadat</p> <p><i>Chair: Debi Howarth</i></p> | |
| 1:30pm-2:30pm | <p>STUDENT PANEL</p> <p><i>Chair: Kirstin Marks</i></p> | | |
| 2:30pm-3pm | <p>AFTERNOON TEA BREAK</p> | | |
| 3pm-3:30pm | <p>CONFERENCE CLOSE</p> | | |

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.

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 overseas. 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

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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 overseas. 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

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Team members: Stephen Johnson, Rajeni Rajan, Ann Ranson, Melissa Smith, Sangay Wangchuk, Phillip Arena

Elaine Speight-Burton

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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.

Hiroshi Teramoto

Dr Hiroshi 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

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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.

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