Online support to meet our students' changing needs beyond direct entry programs

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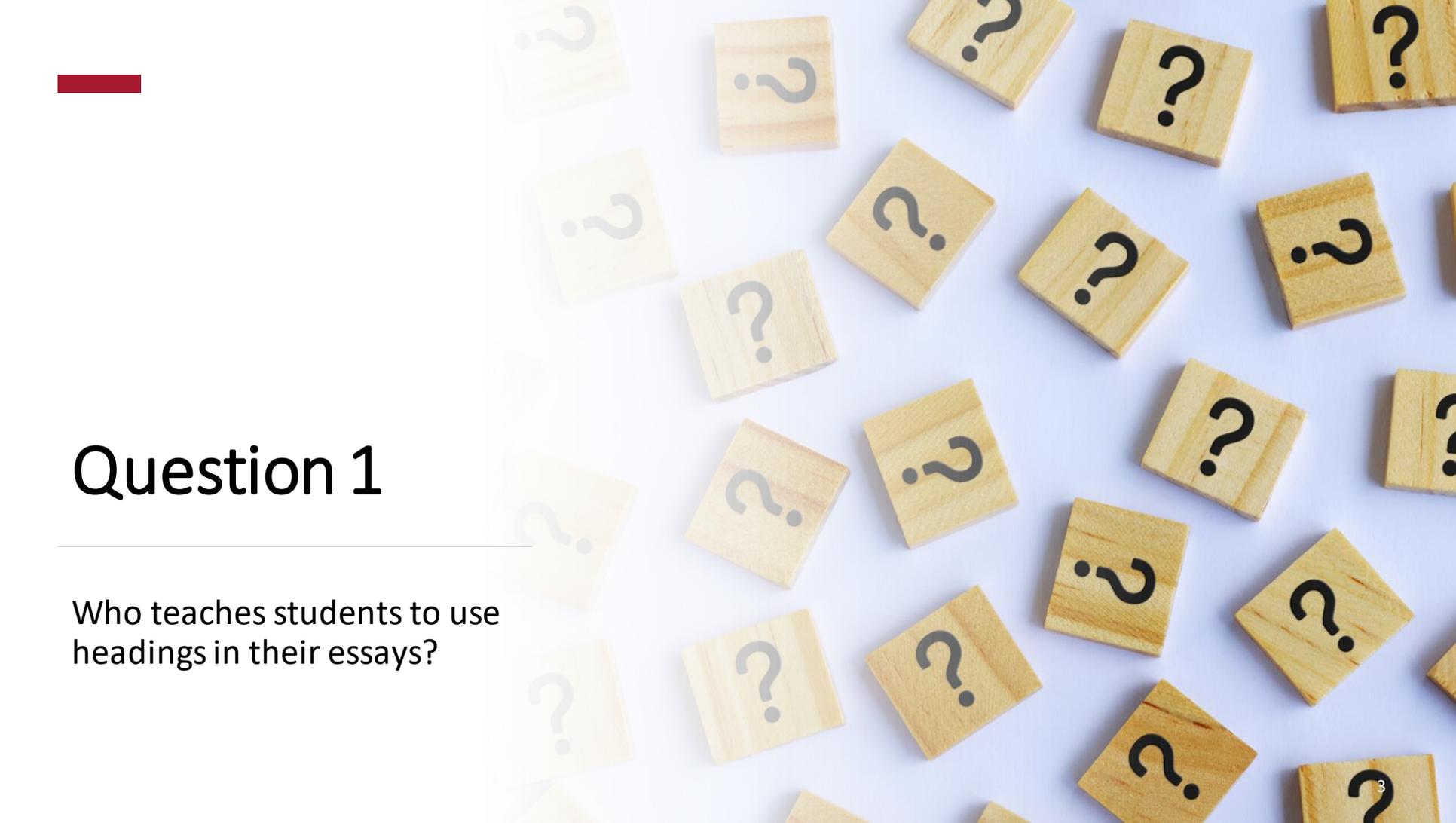
ENGLISH AUSTRALIA
QUALITY | SUPPORT | ASSURANCE

40 YEARS

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Celebrating 40 years of quality and innovation in ELICOS

Today's agenda

1. Warmer
2. Our context
3. The project: part 1
4. The project: part 2
5. Outcomes and next steps
6. Discussion

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Question 1

Who teaches students to use headings in their essays?

Which discipline group is most likely to use headings in their essays?

A. Social Sciences (Business, Economics, Sociology etc.)

B. Life Sciences (Biology, Health, Psychology etc.)

C. Arts and Humanities (History, Literature, Languages etc.)

D. Physical Sciences (Architecture, Engineering, IT etc.)

Compare your ideas with the research.

Discipline group	Essays using headings (%)
Physical science	58%
Social science	41%
Life science	32%
Arts and Humanities	14%

Adapted from: Gardner, S. & Holmes, J. (2011). Can I use headings in my essay? Section headings, Macrostructures and Genre families in the BAWE Corpus of Student Writing. In Charles, M., Hunston, S., & Pecorari, D. (Eds.). *Academic writing: At the interface of corpus and discourse*. pp. 251-271. Bloomsbury Publishing.

Question 2

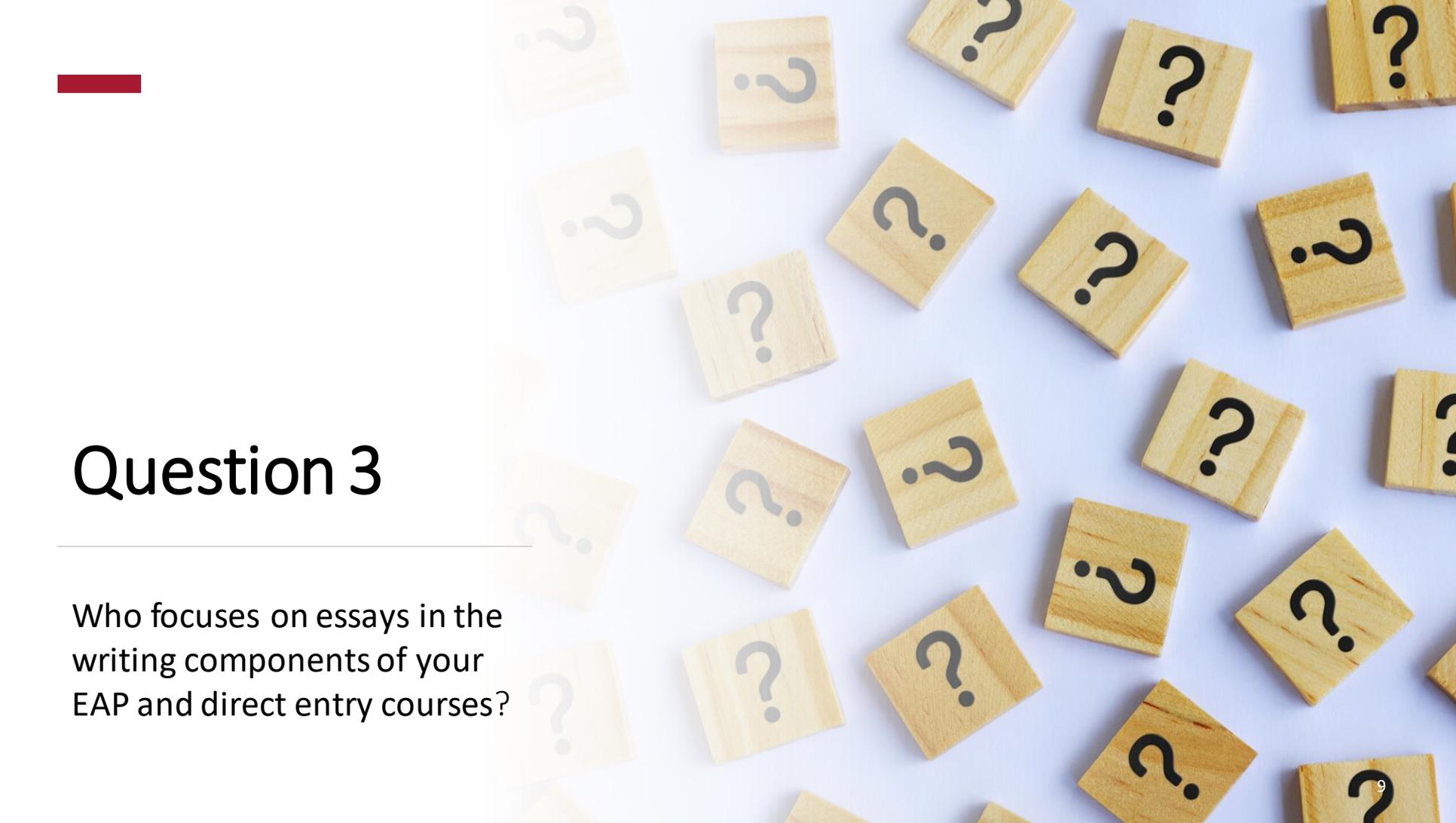Who teaches students to avoid personal pronouns in academic writing?

Which discipline is most likely to use the pronouns *I* or *we* in academic writing?

A.   Applied Linguistics
B.   Philosophy
C.   Engineering
D.   Biology
E.   Physics
F.   Marketing
G.   Sociology

Compare your ideas with the research.

Discipline	I (per 10,000 words)
Applied Linguistics	36.1
Philosophy	35.6
Sociology	12.7
Marketing	1.6
Biology	0.0
Physics	0.0
Electronic engineering	0.0
Mechanical Engineering	0.0

Discipline	we (per 10,000 words)
Physics	39.3
Marketing	31.0
Applied Linguistics	25.4
Biology	24.0
Sociology	15.3
Philosophy	1.4
Electronic engineering	0.4
Mechanical Engineering	0.0

Adapted from: Hyland, K. (2003). Self-citation and self-reference: Credibility and promotion in academic publication. *Journal of the American Society for Information Science and Technology*, 54(3), 251–259. https://doi.org/10.1002/asi.10204
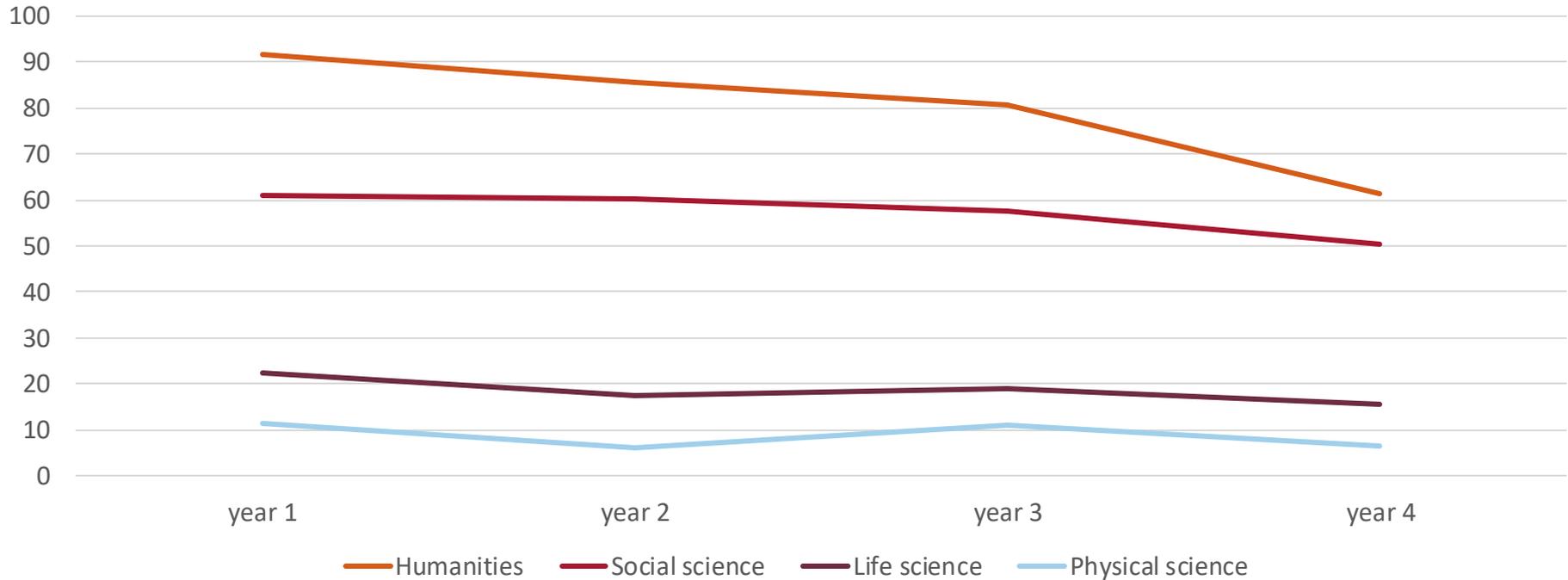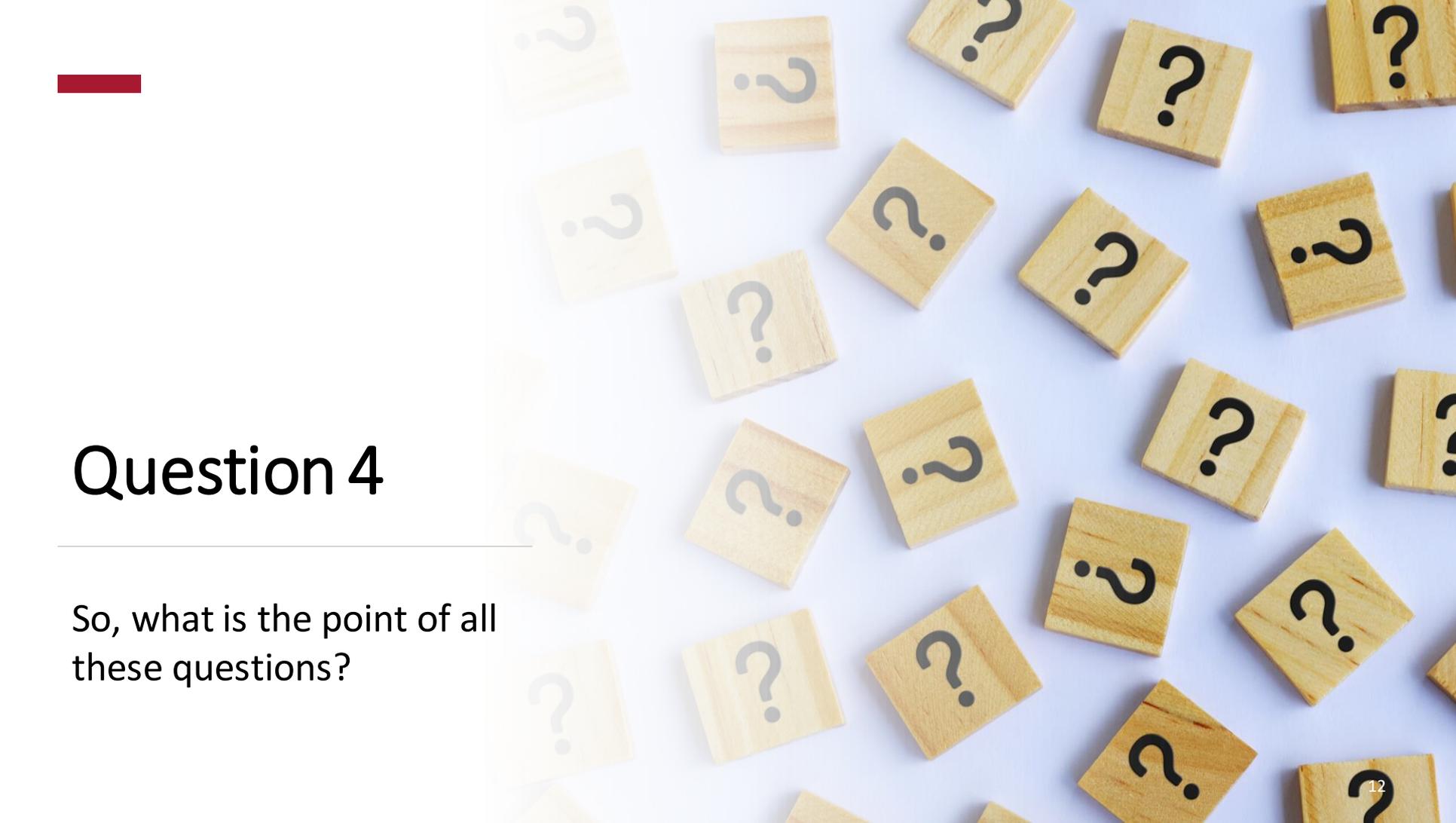
Question 3

Who focuses on essays in the writing components of your EAP and direct entry courses?

Thirteen genre **families**

1. Case Study
2. Critique
3. Design Specification
4. Empathy Writing
5. Essay
6. Exercise

7. Explanation
8. Literature Survey
9. Methodology Recount
10. Narrative Recount
11. Problem Question
12. Proposal
13. Research Report

Nesi, H., Gardner, S., Chapelle, C., & Hunston, S. (2012). Families of genres of assessed writing. In *Genres across the Disciplines: Student Writing in Higher Education* (Cambridge Applied Linguistics, pp. 21-56). Cambridge: Cambridge University Press. doi:10.1017/9781009030199.003

What percentage of written assessments are essays?

Legend: Humanities — Social science — Life science — Physical science

Adapted from: Nesi, H., Gardner, S., Chapelle, C., & Hunston, S. (2012). Appendices. In *Genres across the Disciplines: Student Writing in Higher Education* (Cambridge Applied Linguistics, pp. 267-288). Cambridge: Cambridge University Press. doi:10.1017/9781009030199.010

Question 4

So, what is the point of all these questions?

The point is…

It's not possible for EAP or direct entry programs to prepare students for the wide range of genres and disciplinary variations they may encounter at university.

So, what can happen when students transition to university?

The students

New advanced concepts
New ways of thinking
New ways of learning
New expectations

Conceptual load
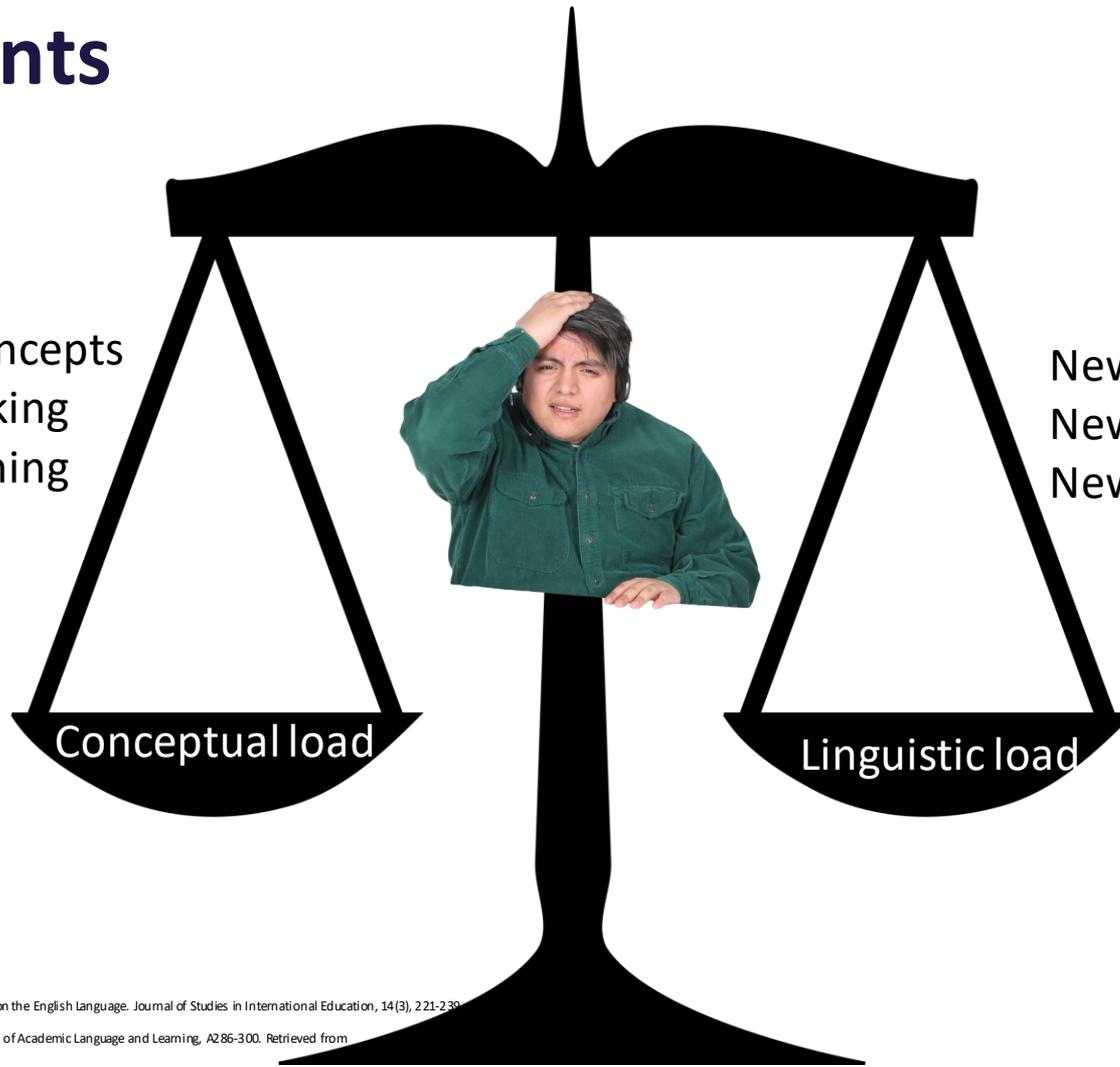
New disciplinary lexis
New written genres
New spoken genres

Linguistic load

Andrade, M. (2010). Increasing Accountability: Faculty Perspectives on the English Language. Journal of Studies in International Education, 14(3), 221-239.
doi:10.1177/1028315308331295
Charlton, N., & Martin, A. (2018). Making the invisible visible. Journal of Academic Language and Learning, A286-300. Retrieved from
https://journal.aall.org.au/index.php/jall/article/view/540

The lecturers

Time pressures: teaching, research, publishing, supervision, committee work...

Procedural - not declarative - knowledge of academic language and communication

Lack of pedagogical training

Lack of assessment literacy training

Beliefs: academic communication development = someone else's responsibility

Inability to articulate expectations and standards

www.PHDcomics.com

Andrade, M. (2010). Increasing Accountability: Faculty Perspectives on the English Language. Journal of Studies in International Education, 14(3), 221-239. doi:10.1177/1028315308331295

Arkoudis, S., & Tran, L. (2010). Writing blah blah blah: lecturers' approaches and challenges in supporting international students. *International Journal of Teaching and Learning in Higher Education*, 22(2), 169-178. Retrieved from http://www.isetl.org.ijtlhe .

ALL educators

The optimal ratio of Learning Advisors to students should be < 1:2500 (Barthel, 2023)

Ashton-Hay, S., Barthel, A., & Muller, A. (2021). *Academic Language Learning centres/units - Australian universities, 2020-2021.* Retrieved from https://www.aall.org.au/resources-publications/

Barthel, A. (2023, April 23). *Universities lack resources in academic language and learning.* Campus Morning Mail. Retrieved April 30, 2023, from https://campusmorningmail.com.au/news/universities-lack-resources-in-academic-language-and-learning/

Today's agenda

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The context: Charles Darwin University

Dual sector university (TAFE + HE)

22,330 students on eight campuses

22% non-English speaking background

International students come from:
- SE Asia and the sub-continent
- A range of previous IELTS or EAP type programs
- Soon: CDU International College prep courses

About CDU. (n.d.). Charles Darwin University. Retrieved April 30, 2023, from https://www.cdu.edu.au/about-cdu

The context: Language and Learning Support

Language and Learning Advisors

- New team in 2021 – *mostly recruited from ELICOS*

- Embedded and generic workshops, online materials, individual consultations with students, PASS

Individual consultations

Most learners we meet are anxious about understanding assessment tasks and standards.

1978 visits: August, 2022 – August, 2023
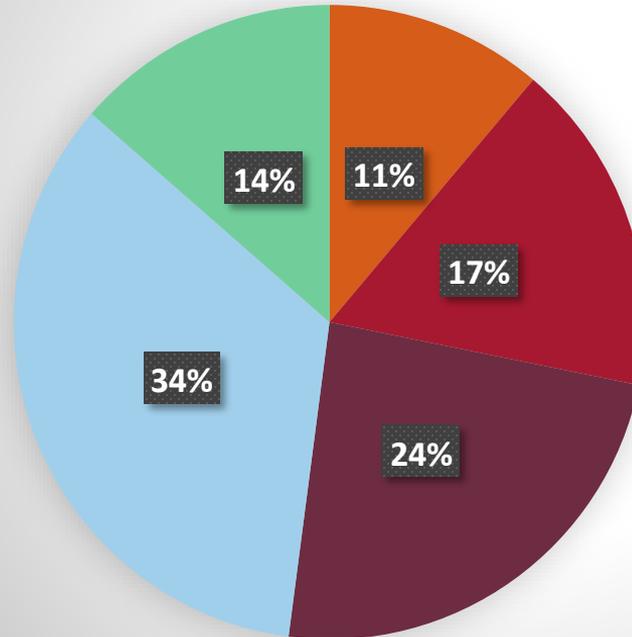
- 11% Language questions
- 17% Genre questions
- 24% Interpreting assignment instructions
- 34% Am I on the right track?
- 14% Other

The issue: Limited staffing

Ratio of Learning Advisors to students 1:4200

Barthel, A. (2023, April 23). *Universities lack resources in academic language and learning*. Campus Morning Mail. Retrieved April 30, 2023, from https://campusmorningmail.com.au/news/universities-lack-resources-in-academic-language-and-learning/

The issue 2: limited resources

Online support materials were very limited in 2021.

Online support

Generic workshops

Embedded discipline-specific workshops
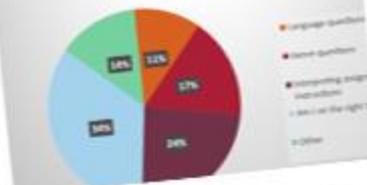
Individual consultations

So, what was our response to these pressures?

Today's agenda

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The project part 1: Online self-access support

Aim:

To create online support materials that are:

- engaging and interactive
- pedagogically sound
- informed by the literature
- available to all students on demand.

The project: content

Existing text-based materials are being substantially rewritten to include interactive tasks and feedback.

New materials are being designed, written and added to fill content gaps.

A framework to ensure consistency in the learning experience: Gagne's nine events of instruction.

1. • Gain attention
2. • Orient the learner (objectives)
3. • Stimulate recall of prior knowledge
4. • Present content knowledge
5. • Provide learner guidance
6. • Elicit practice
7. • Provide feedback
8. • Assess if objectives have been met
9. • Enhance retention and transfer

Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.).

The learning experience

1. • Gain attention
2. • Orient the learner (objectives)
3. • Stimulate recall of prior knowledge
4. • Present content knowledge
5. • Provide learner guidance
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7. • Provide feedback
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Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.).

STUDY SKILLS

Oral presentations

"Speech is power: speech is to persuade, to convert, to compel." Ralph Waldo Emerson

Literature review assignments | Critiques | Reflection | Annotated bibliography | Reports | Essays | **Oral presentations**

Introduction to oral presentations

A process for preparing your presentation

Organisation and transitions

Questions at presentations and lectures

Engaging the audience

Written vs spoken English

Effective visuals – slides and posters

Managing group presentations

Dealing with nerves

Recording presentations

Applying your learning

One of the most common types of assessment at university is presentations. Presentations at university prepare you for life after graduation when your professional communication skills will be invaluable. These materials will help you prepare, design and deliver an informative and audience-friendly presentation.

This page will help you to:

- plan and organise your presentation
- ask and answer questions
- engage your audience
- use good spoken English
- create effective visuals, slides and posters
- manage groups
- manage nervousness
- record presentations.

Before you continue, reflect on your previous public speaking experiences and the feedback you have received. How would you rate your ability in the following skills? Rate your ability from 'good' to 'needs development'.

I know how to organise a presentation.

My understanding is good.

✓ My understanding is average.

You may have strengths and weaknesses in this area. Read the materials in *Organisation and transitions* to fill the gaps in your knowledge.

My understanding needs development.

1/1

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The learning experience

1. • Gain attention
2. • Orient the learner (objectives)
3. • Stimulate recall of prior knowledge
4. • Present content knowledge
5. • Provide learner guidance
6. • Elicit practice
7. • Provide feedback
8. • Assess if objectives have been met
9. • Enhance retention and transfer

Introduction to cohesion

Cohesion is just as important as accurate grammar, vocabulary and punctuation. It makes your written assignments easier to follow and understand.

Cohesion part one.

Watch the video *Cohesion Part One* to learn more about this important element of writing.

Stop and reflect on what you've just learned. Write down three things you want to remember.

Now, check your understanding.

Choose the correct statements to create a summary of Cohesion: Part One.   ✔ Progress: 0/10

Cohesive writing means that the text is easy to read; it flows like a river.

Cohesive writing means that the grammar and punctuation is accurate.

Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.).

The learning experience

1. • Gain attention
2. • Orient the learner (objectives)
3. • Stimulate recall of prior knowledge
4. • Present content knowledge
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6. • Elicit practice
7. • Provide feedback
8. • Assess if objectives have been met
9. • Enhance retention and transfer

Considering your reader: content and format

As with language, you need to consider your reader when you choose content and format for your report. Ask yourself these questions:

- What is my report trying to achieve?
- What does my reader already know?
- What does my reader need to know?
- How can I help my reader?

The answers to these questions will help you make decisions about layout and content to ensure that your key message is accessible and clear.

Consider the needs of the reader in each of the following situations and decide which report element is LEAST useful for them.

Writer: Environmental scientist

Purpose/type of report: a report on the prevalence and implications of disease in local fish farms

Readers: a public servant with no scientific background in the Department of Environment and Natural Resources

What report element is LEAST useful for this reader?

✖ Abstract

This is useful for a reader without scientific knowledge because it simply and clearly explains the overall message.

Graphics and images

Jargon-free language

Detailed research procedure

Conclusions

Recommendations

0/1   👁 Show solution   ↻ Retry   ‹

Over to you

- Read a report draft you are currently writing for one of your units.
- Have you considered the needs of your reader?
- What could you change to help them understand your message?

Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.).

The learning experience

1. • Gain attention
2. • Orient the learner (objectives)
3. • Stimulate recall of prior knowledge
4. • Present content knowledge
5. • Provide learner guidance
6. • Elicit practice
7. • Provide feedback
8. • Assess if objectives have been met
9. • Enhance retention and transfer

Applying your learning

Reflect on what you have learned in this material and consider how you can use it in your own work.

Draft an annotation   +

Useful strategies   +

Next steps   −

Reflect on your learning.

1   Revisit the self-analysis quiz at the top of the page. How would you rate your skills now?

2   Remember that writing is a process and mistakes aren't a bad thing. They are a normal part of learning and can help you to improve.

If you would like more support, visit the Language and Learning Advisors page.

Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.).

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The project part 2: embedded hyperlinks

Thank you to the Learning Advisor team at Flinders University for the inspiration.

Aim:

- To enable seamless, equitable, just-in-time access to digital-first support materials that help students successfully complete assessment tasks.

- To enable collaboration with lecturers who wish to support their students' academic communication skills development.

Chipperfield, G., Butterworth, L., & Munguia, P. (2022). Embedding resources into digital assessment rubrics: Bringing academic support directly to students . *Journal of Academic Language and Learning*, *16*(1), C1-C11. Retrieved from https://journal.aall.org.au/index.php/jall/article/view/773

Embedded hyperlinks to support

A very simple process...

1. Learning Advisor (LA) reviews core units and identifies early assessment tasks requiring academic literacy skills OR lecturer approaches LA for support.
2. LA discusses the benefits of the project with the lecturer.
3. LA reviews assessment instructions and rubric to identify elements that make require scaffolding.
4. LA embeds hyperlinks to our relevant tools and Study Skills materials into assessment documents.
5. Lecturer uploads documents into Blackboard units.

Embedded hyperlinks to support

ENV207-507

Essay: Fire produces winners and losers in northern Australia.

Due date: Monday, Week 9 @5pm

Essays	Marking criteria
Content (60%)	Introduction provides background information that demonstrates the significance of the topic and presents a strong justification for the essay.
	The aims and scope of the essay are clearly stated.
	Discussion presents a detailed information to comprehensively address the assignment task. Arguments are well supported by evidence and examples from the supporting literature.
	Conclusion provides a clear and well-constructed synthesis of the of the main findings on the topic.
Organization & presentation (20%)	Clear overall structure. Topics are arranged in an appropriate and logical sequence.
	Clear topic sentences that identify the subject of the paragraph.
	Appropriate use of heading or sub-headings to identify the topics and sub-topics.
	Clear English expression. Sentences are complete, grammatically accurate and flow together logically.
	Definitions are provided for technical terms.
	General presentation. Essay is well formatted and free of typographical errors, punctuation errors and other problems.
	Essay length is appropriate.
References (20%)	Accurate and consistent use of in-text citations.
	Adequate number of in text citations to support the essay.
	Reference list matches the in-text citations.
	Reference list is properly formatted.

Enter the

dd/mm/yyy
Assignme

Introduction to cohesion

Cohesion is just as important as accurate grammar, vocabulary and punctuation. It makes your written assignments easier to follow and understand.
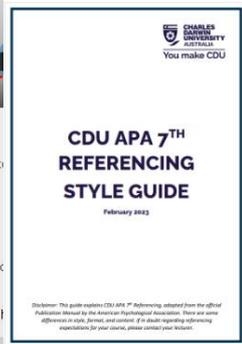
Cohesion part one.

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Library / Subject guides / Referencing Guide / APA
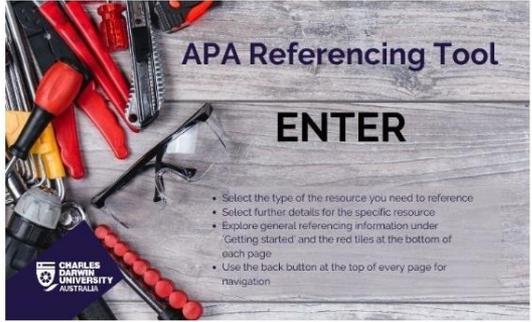
Referencing Guide: APA

| About Referencing | Reference Styles ▾ | Programs ▾ | Images | Plagiarism |

CDU APA Style

CDU APA 7th Referencing Style Guide 2023

APA Referencing Tool

CHARLES DARWIN UNIVERSITY You make CDU

CDU APA 7TH REFERENCING STYLE GUIDE

February 2023

APA REFERENCING TOOL

ENTER

- Select the type of the resource you need to reference
- Select further details for the specific resource
- Explore general referencing information under 'Getting started' and the red tiles at the bottom of each page
- Use the back button at the top of every page for navigation

APA Referencing Tool

CDU APA 7th Referencing Style Guide 2023

Cohesive writing means that the grammar and punctuation is accurate.

https://imps.c
https://www.
https://www.cdu.edu.au/library/language-and-learning-support/study-skills/writing/cohesion

...says----

Advantages

Helps to address common support issues:
- Limited transferral of skills from resource to task
- Decontextualised support

CURRENT OBSTACLE | FUTURE SOLUTION

R — Resource | A — Assessment | R — Resource | A — Assessment

Skill needed | Context of assessment

Chipperfield, G., Butterworth, L., & Munguia, P. (2022). Embedding resources into digital assessment rubrics: Bringing academic support directly to students . *Journal of Academic Language and Learning*, *16*(1), C1-C11. Retrieved from https://journal.aall.org.au/index.php/jall/article/view/773

Advantages

- Support is relevant and easily accessed just when students need it.

- EAL and non-traditional students are not singled out as 'remedial' learners.

- A deficit model of academic communication development is avoided.

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Issue: how can we measure impact?

Unique page views

Semester 1, weeks 3-7, 2023

Category	Unique page views
essays	749
reports	305
ABs	417
paraphrasing	294
Lit reviews	546
reflection	318
oral presentations	103
paragraphs	149
academic style	224

■ Unique page views

40
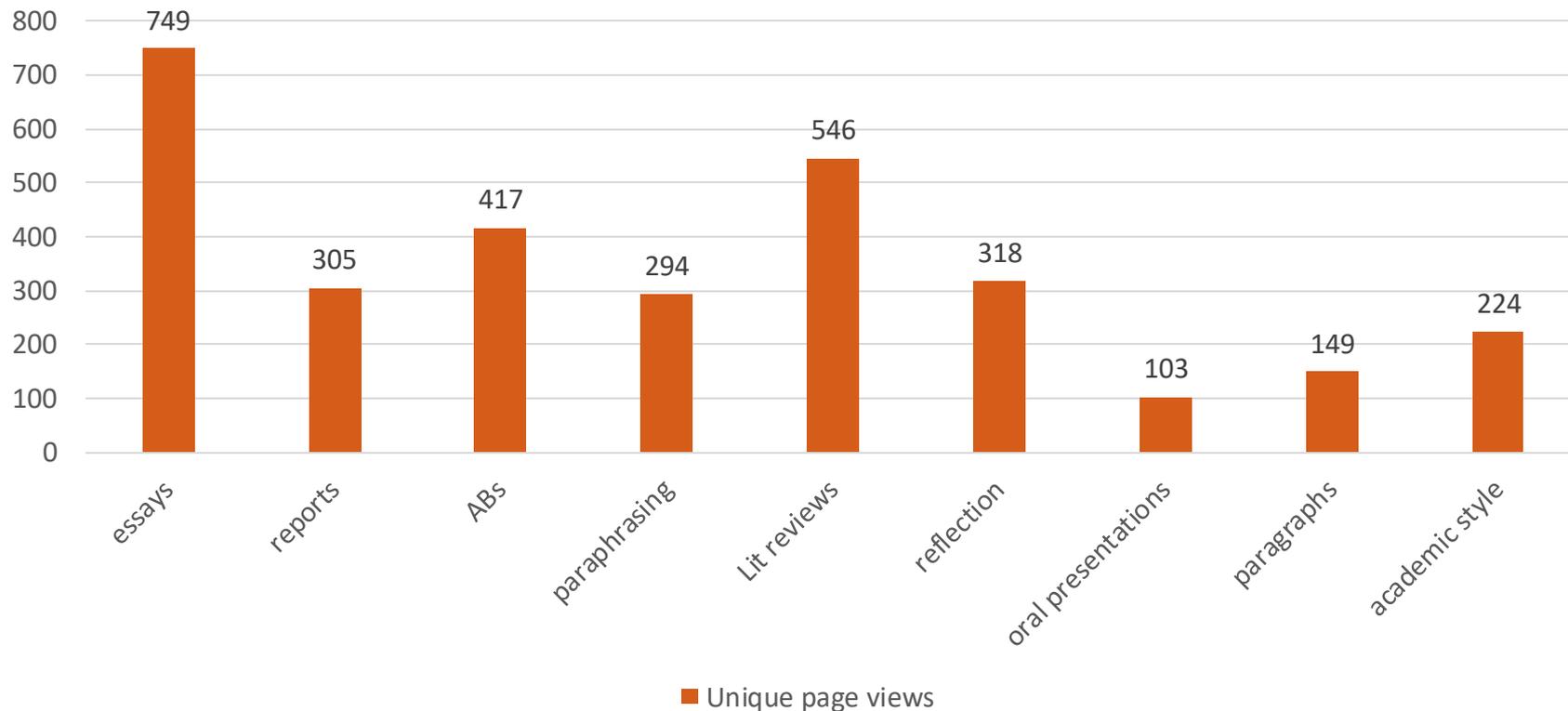
Changes in unique page views

Semester 1, weeks 3-7

	2022	2023	% change
Essays	485	749	54.43%
Reports	239	305	27.61%
Annotated bibliography	214	417	94.85%
Paraphrasing & Synthesising	152	294	93.42%
Literature reviews	239	546	128.45%

Changes in individual consultations?

Reasons for individual consultations	March 2021 – August 2022 # 2094 records	August 2022 – August 2023 # 1978 records
Interpreting assignment task instructions	**35%**	**24%**
Need to know if I'm on the right track with an assignment	**54%**	**34%**
Genre questions	**25%**	**17%**

Student evaluations: formal and informal
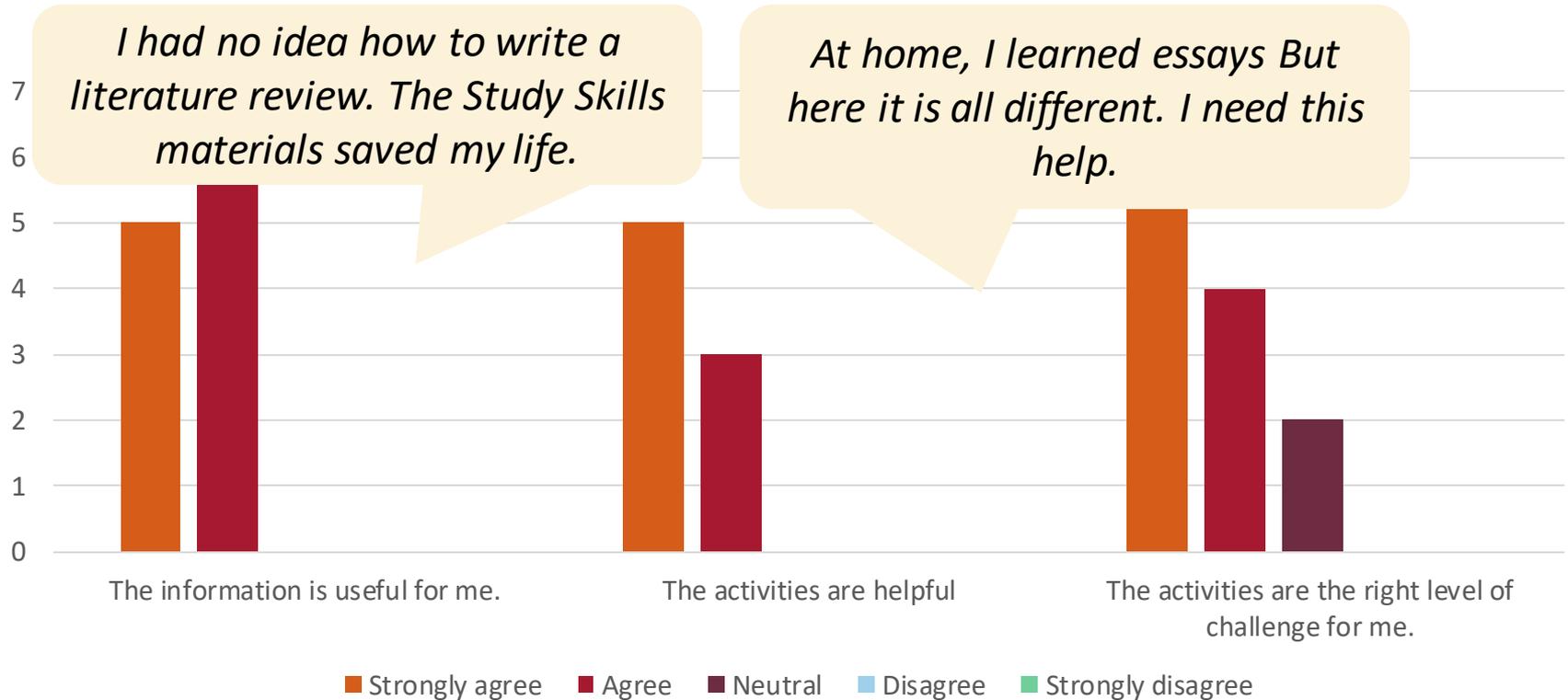
Next steps:

- Continuing to build the study skills pages – adding disciplinary-specific pages

- Exploring embedded hyperlinks into lecturers' online feedback
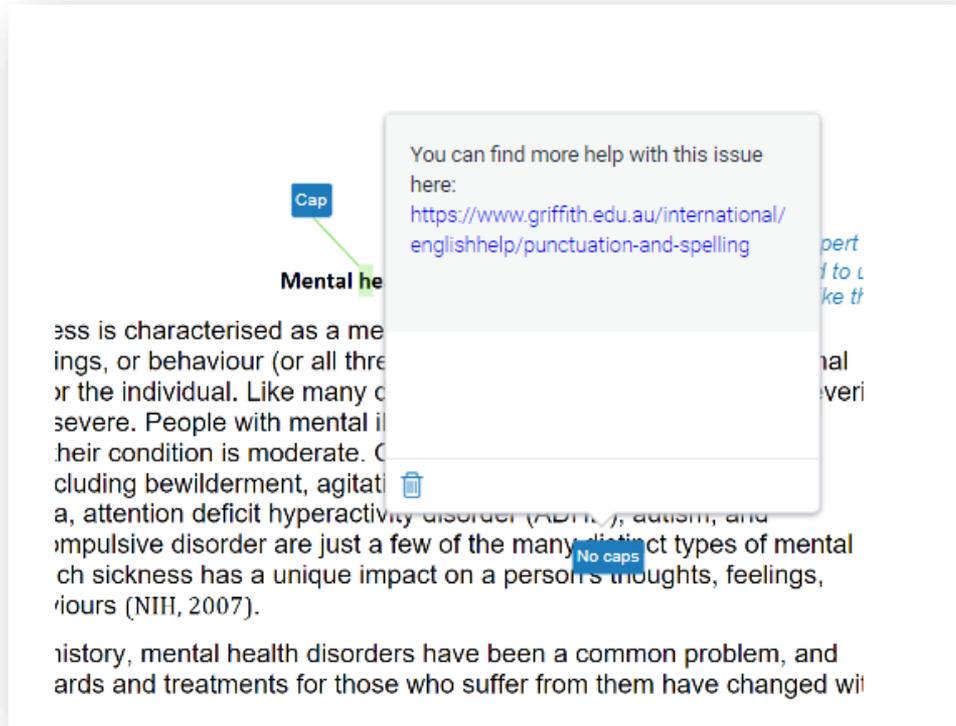
Griffith University example

Challenges

- Convincing lecturers and tutors of the benefits of embedding hyperlinks to support

- Inconsistent quality of rubric and task instructions

- Assessment rubric not measuring language/communication skills

- University policy and decision-making impacting projects

- **Resourcing – small project team**

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Discussion point

University language centres are staffed by highly skilled and knowledgeable educators.

By positioning themselves as academic communication specialists and support providers, educators at university language centres can move out of the periphery of academia (Ding & Bruce, 2017) to confirm their value and expertise to their largest stakeholder, the university.

- How does your language centre currently provide support for students transitioning from your EAP or direct entry programs to their faculties?

- What capacity does your centre have to provide online support through similar projects?

- What are the opportunities and challenges in your context?

Ding, A., & Bruce, I. (2017). *The English for Academic Purposes Practitioner: Operating on the Edge of Academia*. Palgrave Macmillan.

Post-entry English and Academic Language Special Interest Group (PEAL SIG)

Post-entry English and Academic Language Special Interest Group (PEAL SIG)

Aims of the group

- To create a shared forum for the exchange of expertise, experience and resources underpinned by theory and the literature.
- To promote best practice in post-entry English language proficiency (ELP) support and development in Australian destination programs such as higher education, tertiary education, VET and Foundation settings.
- To shape and set professional standards of ongoing ELP development and the provision of resources.
- To facilitate cross-institutional collaborations on projects and research.
- To provide input into English Australia responses to government policy and strategy.
- To provide advice to member institutions/members on solutions, approaches and models in providing post-entry language support and development.

Thank you
susan.gollagher@cdu.edu.au

https://www.cdu.edu.au/library/language-and-learning-support/study-skills