‘Critical Intersections: the 12th Biennial Conference of the Association for Academic Language and Learning, University of Wollongong 25-27th November 2015’
Connect and collaborate with other ALL professionals:

Using social media for informal professional development

A workshop presented by Andrea Rivett & Lesley Cioccarelli at AALL 2015
Typical Teacher Network
AALL is a group for members of the Association for Academic Language and Learning (AALL).

The aim of AALL is to provide a forum for professional development, networking, and information for the association which represents academic language and learning educators working in higher and further education institutions.

http://aall.org.au/
Reactions to setting up the AALL Facebook Group:

- “I am pumped to be part of this group.”
- “I’m really looking forward to connecting with colleagues across Australia and maybe further afield.”
- “Looking forward to it - this is a great idea.”
- “I am thrilled to be connected with this community.”
- “It will be great to engage with you all here (goodness knows I spend enough time on Facebook!).”
- “I am originally from Australia ... I like to keep in touch with what is happening at home so this is ideal!”

35 new members in the first 24 hours.
Reactions to setting up the AALL Facebook Group:

● “Glad to be in the club.”

● “I'll be keeping an eye on this group and also hoping to share when appropriate.”

● “Looking forward to communicating, networking.”

● “I am glad to be part of this online community.”

● “I would appreciate sharing ideas and literature tips within this area.”

● “Great idea!”

● “Great to see a FB site established for AALL.”
Interesting look at writing patterns from different cultures...

MultiBrief: ELL writing skills: Cultural patterns stand out

Jill McKeown thanks so much for this - I'm not an ESL teacher, so this insight is essential help in my teaching academic writing
Have you taught in unusual environments? Lately I've done some teaching to students sitting in couches. In the evening. Can you guess the results?

Mel Smith I used to do a lot of field trips with my Foundation program students in WA and when I taught a masters unit we would often go outside if the weather was nice for our discussion/peer learning part of the session. I find it can be really good for some but for others...very distracting! I guess individual learning styles?

What have you found Tess Snowball?

Teaching outside could be fun Mel Smith but I see your point

Martin Davies I recall a class in Environmental Philosophy, which apparently -- given the title -- had to be taught out 'in the environment'. People had to sit uncomfortably on the grass, getting cramps, and had to pick burrs out of their socks for hours afterwards. Everyone nodded off in the sun and I don't recall learning a thing.
A disturbing trend. Predatory publishing is well known; less well known are the predatory conferences. Worth a listen.

Predatory publishers criticised for 'unethical, unprincipled' tactics

Anne Kiley This is a worrying trend, particularly in countries where meeting PhD candidature completion rules require a set number of publications. The notion of HDR students paying money to junk publications simply to satisfy the requirements is all too plausible.

Anne Kiley Not a paper. They are very persistent!

Tess Snowball Yes I’ve also been hearing about and experiencing this. It also has implications regarding advice we give students around assessing the credibility of sources.
Article in the Australian following on from Lesley's post from The Conversation. Interesting identification of the debates and dilemmas around widening participation and equity.

Lynette Faragher: Thank you very much for this link - ties right in with my research which has a longer term aim the development of curriculum that will assist in engaging those hopeful students who are not exactly prepared for the dominant discourse and expectations of university but who are not necessarily unable nor unwilling to do what is required to succeed in the academy.

First-year uni dropouts: Swinburne, UTAS led spike in 2013

A total of 46,200 students dropped out in their first year of university in 2013 at a cost calculated to be up to $450 million, an analysis by the HES has found.
Hello and welcome Jill McKeown, Martin Davies and Viola Rosario. Please feel free to introduce yourself to the group. Looking forward to collaborating with you all!

Martin Davies
Howdy, I used to be Director of the Centre for Excellence in Learning and Teaching in the Commerce Faculty at the University of New South Wales, Gippsland where I help graduate and undergraduate students with their learning needs. Most relevant to this group, I am the author of the following text (now being translated into Arabic): http://www.amazon.com.au/Study-Skills...dp/B00F3ZBANI

Jill McKeown
Thanks Martin, great resource! Such info sharing will be the value of this fb group. I'm a Learning Adviser at University of Newcastle. UoN has had variable involvement with AALL over the years, which I find an

Study Skills for International Postgraduates (Palgrave Study Skills)
What are your top websites that you would direct faculty ESL students to for academic language support?

Using English for Academic Purposes

Johnny Smith: This is a work in progress that we have been putting together for our students, but it is freely available to anyone: https://www.griffith.edu.au/.../help-yourself-resources

You might also find useful the information about the resources for our tutors: https://www.griffith.edu.au/.../help-yourself.../tutor-info

Help Yourself resources - Griffith University
Groups...

Learning in Higher Education (LiHE)
11,535 members

Higher Education Teaching and Learning
61,669 members

UniJobs - Australia's University Jobs Website
3,084 members

Think: CLASS - Centre for Learning and Academic Skills Support
454 members

Join the group to receive daily or weekly activity updates.

Note: Content in an open group is visible to all LinkedIn visitors and is indexed for search.
Sharing the syllabus with the students

A learner-centered syllabus can take many forms, but often includes shared decision-making, a rationale for course objectives and tips for staying on track.

A Learner-Centered Syllabus Helps Set the Tone for Learning

A learner-centered syllabus can take many forms, but often includes shared decision-making, a rationale for course objectives and tips for
Sharing the power of formative assessment

A learner-centered perspective provides a rationale for collaborative and flexible feedback.

**Fit bands and formative assessment?**

Watching a colleague achieve her fitness goals using a tracker has caused me to revisit the power of formative assessment as a learning tool.

[Image of a fitness tracker]

**What Fitness Bands Can Teach Us about Classroom Assessment**

Watching a colleague achieve her fitness goals using a tracker has caused me to revisit the power of formative assessment as a learning tool.

[Image of a fitness tracker]

**Madeleine Hills**

Great analogy. There are also different types of fitbits, e.g. the one that gives continuous feedback-as-you-go, and the slightly cheaper version that collects data on the go, allows the subject to develop an awareness of their own progress, with detailed feedback available upon syncing with one's electronic device. Maybe the latter is my preferred model of regular, ongoing formative assessment in our teaching environment, as it possibly encourages more process driven learning (and less teacher talk). I particularly like the analogy with a switched-on, alert assessor/teacher, finger on the learner's pulse (and in need of a regular battery recharge). Show less

[Image of a fitness tracker]
Twitter: handles, hashtags and...

@ is used for names, or handles,
@andrea_rivett    @cioccan
@ATLAANZ          @aldinhe_LH

# is used for
topics       #RefugeesinHE
keywords     #EAP
groups       #AusELT
chats        #LTHEchat
events       #aalluow15

RT is for ReTweet
Twitter: a valuable tool for research and networking in academia

#phdcchat #UGRchat #stuvoice #DigitalLiteracy

The Value of Twitter in Research

#1: learn about new research, publications, conferences
#2: engage in conversations, collaborate
#2: practice communicating complex ideas to a general audience
#3: follow/connect with others doing similar research
#4: get support e.g. #phdcchat #honestUGR
#6: network with potential supervisors/colleagues
#7: share resources and opportunities
How do academics network online? What is the most effective way to network?

#UGRchat #phdchat #academia #HigherEd

Networking online

**Twitter:** livetweeting, tweeting links to papers, tweeting about research and current affairs, following researchers

**LinkedIn:** profile of experience/achievements

**Academia.edu:** follow academics, read papers
Twitter: #aallrmit 2013

Maureen @Maursiemaursie · 15 Nov 2013
If the success of a presenter is judged by the number of loiterers around at the end, then I'd say you rocked @ShellCavaleri #aallrmit

Michelle Cavaleri @ShellCavaleri · 15 Nov 2013
#aallrmit Thanks for the positive feedback on my session! Please email me if you have any questions about using Jing for video feedback

Roger Graves @rogergraves · 28 Nov 2013
How tablets can expand the writing process sbne.ws/r/gFwQ Fits with presentation by Michelle Cavaleri at #aallrmit on video feedback

How tablets can expand the writing process
In this blog post, EdTechTeacher instructor Beth Holland suggests ways tablets can transform the writing process. For instance, students can receive video feedback fr... smartbrief.com
ALL4all @uowld · Nov 9
#aalluow15 aah W'Gong... beautiful one day, perfect beaches at least... what's that? a conf there this month? YES !!

ALL4all @uowld · Nov 8
so what goes on in Wollongong? art, music, eats... o and some random conference in November... #aalluow15
Twitter: a conversation

Lesley @cioccas · Sep 3
Listening to Julia Miller talk about devt. of the fabulous English for Uni website: adelaide.edu.au/english-for-uni... at UNSW Canberra #AusELT

Lesley @cioccas · Sep 3
@English_for_Uni also has a blog where learners can ask & answer questions: english-for-uni.blogspot.com.au #AusELT

English for Uni @english_for_uni · Sep 5
@cioccas Thanks Lesley!

English for Uni retweeted you · Sep 5
Sep 3: @English_for_Uni also has a blog where learners can ask & answer questions: english-for-uni.blogspot.com.au #AusELT
So what is a Tweetchat?

A Tweetchat is a virtual meeting or gathering on Twitter to discuss a common topic. The chat usually lasts one hour and will include questions to stimulate discussion.

http://lthechat.com/
Twitter chats

About #LTHEchat

*We must spend more time talking to each other about teaching* (Palmer, 2007, 148)

#LTHEchat (Learning and Teaching in Higher Education chat) was an idea initially conceived by Chrissi Nerantzi and Sue Beckingham as an opportunity for educators in higher education to discuss learning and teaching. Peter Reed and Dr David Walker were invited to join the steering group.

#HEAchat

Welcome to #HEAchat. Twitter chats are a great way to share ideas, get inspiration and meet new people.

#HEAchat is a regular, open forum for HEA Fellows and non-Fellows to come together and share their experiences of teaching and learning in HE/FE. Each month the chat will
Following others is a beginning. Tweeting each other is progress. Learning together is success.

Inspired by Henry Ford and My PLN.

@VENSPIRED
But I don’t have time for this!