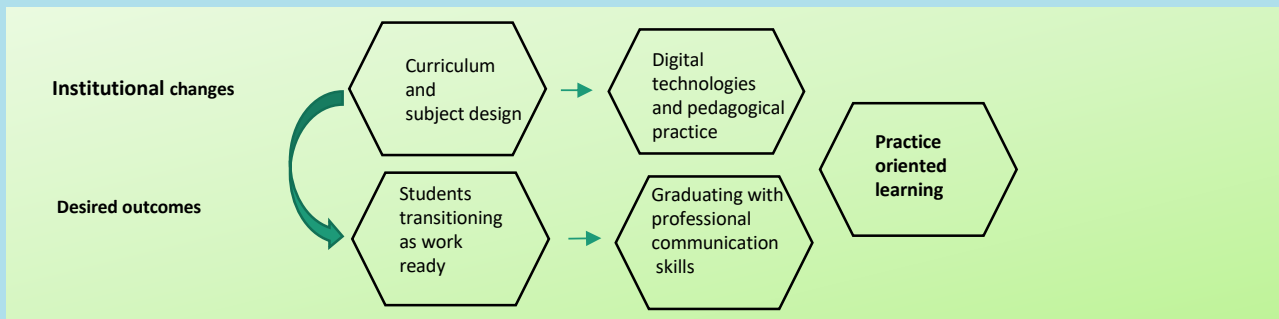


# ALL Identities : Responding to institutional change

## Contexts and roles

Academic Language and Learning (ALL) requires practitioners to move between and operate in multiple different milieus across the university system, this requires adapting to different disciplines, learning and teaching environments, as well as institutional contexts. At the same time, the identities of ALL practitioners have had to evolve, as foreshadowed by Webb (2001), such that practitioners have to adopt and transition between different identities in order to function successfully throughout the system(s).

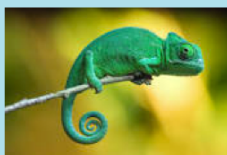
Dr Deborah Nixon and Kerry Hunter University of Technology Sydney



**Academic language and learning advisors** traverse discipline barriers to induct faculty academics into a transdisciplinary approach to embedding new language and literacy practices, without threatening the integrity of established disciplinary practices. This is a 'complimentary to' rather than an 'instead of' model of teaching and learning.

### Catalysts for change

The evolving roles of ALL practitioners as indicated by Webb (2001), means that practitioners have to adapt and transition between different identities in order to function successfully across the university (Hoadley & Hunter 2017 p.1). This chameleon like ability is a key characteristic of the modern tertiary educator and indeed of the wider context of employment in an environment made febrile by the economy, the workplace, the job readiness of graduates, and rapid external technological change.



### Working with change

ALL practice has evolved so that ALL practitioners work more closely with academic developers, information literacy skills developers, IT professionals, media producers, web designers. These role convergences "benefit the co-production of new understandings" (para. 36), yet the roles or identities of ALL practitioners are not constant, nor are the locations they practice in.

### Responding to change

Mediators Integrators Transformers

**Science: developing communication skills in trainee scientists**

- Embedded approach targeting students' scientific writing practices
- Seven online interactive modules and two complimentary workshops that scaffold and make explicit the evidence of scientific

**Design Architecture and Building: work-ready framework**

- Supporting students to develop skills for giving an architectural pitch, giving and receiving feedback on architectural designs
- Supporting writing skills for labelling and annotating architectural drawings and plans

**Mentoring/participation:**

- Designing staff training to mentor Design/ Architecture tutors while using a work ready framework

**Nursing: using work integrated learning to develop professional communication skills**

**Clinically Speaking:** a systematic embedded approach to screening, developing and assessing undergraduate nursing students' spoken English language for clinical placement.

- Nursing educators and clinical supervisors who work in clinical settings receive professional development in assessing language and teaching in workplace settings
- Face to face workshops are complemented with online materials that students can access any time

**Business: inducting students into practice oriented authentic assessment tasks**

- developing visual and oral communication skills through mentoring industry oriented poster design and presentation
- teaching industry style report writing for Capstone research project

**Law: expressing legal reasoning in critical writing**

- Collaborating to embed legal reasoning skills for exiting students
- Demonstrating legal wiring through text analysis

**Engineering and IT: Creating opportunities to practise professional communication skills**

- Facilitating the mapping of communication practices across subjects
- Designing workshops to address gaps
- Mapping development of communication capabilities for portfolios

### References

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**Faculty of Arts and Social Sciences: rethinking assessment**

- collaborating with staff teams to embed communications skills across core subjects to embed literacy skills in a sustainable way