### Section 4: Application Details

<table>
<thead>
<tr>
<th>Title:</th>
<th>Learning Advisers Collaborating with Faculty: Piloting the Macquarie University Partnership Model for Mapping and embedding academic literacies into the curriculum</th>
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</table>
| Goal/s of the Academic Plan: | 2.1.2 - Produce graduates with generic and discipline-specific workforce capabilities  
  2.2.2 - Identify, recognise and reward quality learning and teaching  
  2.2.3 - Promote a culture of professional learning and the cultivation of teaching practice |
| Outcomes: | To demonstrate Macquarie University’s commitment to aligning its teaching and learning with DEEWR’s Good Practice Principles for English Language Proficiency which are set to become TEQSA standards, and to prepare for MQ’s forthcoming TEQSA audit, this project will:  
  1. Map academic literacies across the Faculty of Arts and the Faculty of Science  
  2. Develop, pilot and evaluate a partnership model for embedding discipline-specific academic literacies within a teaching unit  
  3. Write and disseminate a guide for staff to assist them to embed academic literacies within their teaching unit which includes the partnership model and case studies of exemplary practice |
| Method: | This project will take an initial first step in the larger task of course mapping to identify and improve the ways that English language proficiency will be achieved throughout students’ course of study, by piloting a partnership model for Learning Adviser/Academic staff collaboration for embedding academic literacies in the curriculum.  
  1. Conduct literature review to establish essential components of relevant partnership models in higher education  
  2. Consult with key stakeholders (A/Deans Learning & Teaching; Learning and Teaching Centre)  
  3. Map academic literacies in terms of their alignment with the graduate capabilities  
  4. Draft Macquarie University Partnership Model in alignment with best practice in academic literacies and Macquarie University’s graduate capabilities  
  5. Establish criteria for selection of academic teaching partners in consultation with A/Deans Learning & Teaching in Faculty of Arts and Faculty of Science and invite collaborations with interested academic staff in first year units to work with Faculty Learning Advisers to embed discipline-specific academic literacies in their teaching unit through participation in the pilot partnership  
  6. Present draft Partnership Model and draft academic literacy framework at Learning & Teaching week for feedback and review  
  7. Conduct focus groups and interviews with faculty academic partners and Learning Advisers to evaluate the effectiveness of Partnership Model and write project report and recommendations  
  8. Implement recommendations and finalise a Macquarie University Partnership Model for Embedding Discipline-Specific Academic Literacies with a view to wider implementation  
  9. Design and publish the staff guide to Embedding Discipline-Specific Academic Literacies within your Unit (online and printed copy)  
  10. Seek external opportunities for presentation and publication in key academic literacy journals and jointly with faculty partners to highlight quality learning and teaching at Macquarie University |
| What processes are built into the Project to enable it to be evaluated? | Audio-interviews with participating academic staff and learning advisers will address perceptions about the model and evaluate its efficacy  
  The Project Steering Committee will evaluate results against specification set at critical stages of project plan |
| Human Ethics approval? | No |
| Key Words: | Embedding academic literacies, collaborative partnerships, student writing development, graduate capabilities, TEQSA standards, DEEWR Good Practice Principles for English Language Proficiency |
Learning Advisers Collaborating with Faculty: Piloting the Macquarie University Partnership Model for mapping and embedding academic literacies into the curriculum

Project Outcomes and Rationale

DEEWR’s (2008) Good Practice Principles for English Language Proficiency for International Students (GPPs), which are set to become TEQSA standards, have highlighted key areas of concern in relation to academic literacies practice at Australian universities. In 2012, and in preparedness for MQ’s forthcoming TEQSA audit, Learning Advisers at MQ are tasked with building awareness of best practice approaches to academic literacies, and with partnering with academic staff to embed and integrate discipline-specific academic literacies in the MQ curriculum. This project will adopt a collaborative approach to academic literacies integration that is tailored to the disciplinary context of two units, one located within the Faculty of Arts and the other in the Faculty of Science. The project will assist Learning Advisers and academics to find ways to work effectively together to improve their students’ academic writing development in their disciplinary units and programs and result in a model that can be tailored for use more widely across the University. This will be achieved by:

1. mapping academic literacies in alignment with graduate capabilities for both the Faculty of Arts and the Faculty of Science
2. developing and piloting a Partnership Model for Faculty Learning Advisers and academic staff who will collaborate to embed discipline-specific academic literacies within their teaching units – one in each Faculty. Evaluation and feedback of the pilot will be sought from stakeholders resulting in the development of a Macquarie University Partnership Model for Embedding Discipline-Specific Academic Literacies which can be tailored for wider use in teaching units across campus
3. writing the staff guide to Embedding Discipline-Specific Academic Literacies within your Unit (online and printed copy) which includes the MQ Partnership Model and case studies of exemplary practice and is based on feedback and evaluation.

This project aligns itself with the following tasks of the Academic Operational Plan:

2.1.2 – Produce graduates with generic and discipline specific workforce capabilities

According to Australian Education International (2010), in instances where Australian employers were dissatisfied with graduate employees, the most common concerns were with their English language skills and their written and verbal communication ability. This in turn is often attributed by academic staff to the fact that students arrive at university with literacy skills that are not at the standard they should be. This skill gap is one of the major barriers that teachers face when developing the specified graduate attributes of their students.

This Partnership Model will involve Learning Advisers working with Academic Staff to develop and refine learning activities, assessments tasks, and feedback strategies within their teaching unit in order to improve the generic and discipline-specific capabilities of their students.

2.2.2 – Identify, recognise and reward quality learning and teaching

This project and the partnership model will create additional avenues for internal and external recognition of quality learning and teaching in several ways.

• Academic partners will be featured as exemplar case studies in our published guide to staff, Embedding Discipline-Specific Academic Literacies within your Unit and published on the Learning Skills website
• Opportunity will be given to academic partners to co-present with Learning Advisers at Learning and Teaching Week 2012
• Each partnership will generate data that can be used to evidence quality learning and teaching within their unit
Opportunities to co-write and submit articles for publication and co-present at external conferences

Academic Language and Learning, HERDSA, First Year Experience conferences

2.2.3 Promote a culture of professional learning and the cultivation of teaching practice

The Partnership Model will promote a culture of professional learning and the cultivation of teaching practice by:

- Encouraging increased collaboration across departments and faculties
- Creating opportunities to participate in activities recognized by the Teaching Index, such as writing publications, presenting at conferences, applying for Learning and Teaching awards.
- Promoting awareness among discipline-specific academic literacies, which is seen in the good practice of embedding literacies into the mainstream curriculum and making specific conventions and expectations around writing for the disciplines more overt and explicit for students in their approach to writing tasks, assessments and feedback. This model would allow for more embeddable discipline-specific academic literacies, teaching learning skills in and across programs and modules from an early stage to develop and embed teaching activities.
- Promoting awareness of best practice in the fields of Academic Literacy, which is seen in the Good Practice Principles soon to be adopted by TEQSA as a key component of meeting the threshold of Teaching and Learning Standards.
Value/Need for the Project

In terms of curriculum design and delivery, the 2008 DEEWR-funded project to develop *Good Practice Principles for English Language Proficiency for International Students in Australian Universities* (GPP) makes a clear statement about the connection between students’ English language proficiency and communication skills as important graduate attributes (GPP. 5). Universities must also show a commitment to students’ English language proficiency by making its development explicit within the curriculum structures of their award courses.

The GPPs, set to become TEQSA standards in 2012, recommend that universities do this by integrating the development of English language proficiency with curriculum design, assessment practices and course delivery which can be done through a variety of methods (GPP. 6). In contextualizing this for Macquarie University, there has not yet been a systemic and sustainable approach to mapping academic literacies and developing English language proficiency that has been implemented institutionally.

One of the key challenges in moving towards this best practice approach for Learning Advisers at Macquarie University is how best to negotiate with academic staff their new role in collaborating to embed academic literacies into academic units and programs in faculties. Not surprisingly for many academic staff, this is a significant cultural and pedagogical shift away from the former “fix their writing problems” of the remedial support model they had been previously used to. Learning Advisers aim to carry out their core business by working with academics to make the specific conventions and expectations around writing for the disciplines more explicit for students in their approach to writing task and assessment. This project will take an initial first step in the larger task of mapping academic literacies in the Macquarie University curriculum.

Evaluation and Dissemination

The results of each stage of the project will be evaluated by Project Steering Committee against specifications set and at the end of 2013, the Committee will evaluate the total project and make recommendations about its ongoing application and expansion into other faculties. The draft Partnership Model will be presented at 2012 Learning and Teaching Week for feedback from academic staff. A research assistant will conduct focus groups and interviews with faculty academic partners and Learning advisers to evaluate the effectiveness of the partnership model. The recommendations from this evaluation will inform the Final Partnership Model and the MQ Academic Literacies Framework. Learning Advisers will seek to present the Partnership Model at the 2012 ATLAANZ Conference - Sharing ideas and good practices to enhance the learning opportunities of tertiary students.

An online and printed staff guide to *Embedding Discipline-Specific Academic Literacies within your Unit* will be published. Learning Skills will seek external opportunities for presentation and publication in key academic literacy journals and jointly with faculty partners to highlight quality learning and teaching at Macquarie University.
# Project Management and Budget

A Steering Committee has been established consisting of Tessa Green - Manager, Learning Skills (Project Leader); Lisa Scrimmager – Learning Adviser for Faculty of Science; Joshua Dymock – Learning Adviser for Faculty of Arts; Cathy Rytmeister – Lecturer, (LTC - Higher Education Development & Faculty of Science); Vanessa Warren – (LTC - Educational Developer (LTC & Faculty of Arts ). This Committee will follow the structured timeline below for project deliverables:

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<tr>
<th>Key project preparation</th>
<th>Key responsibilities</th>
<th>Timeline 2012</th>
<th>Budget</th>
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| • Conduct literature review  
• Preparation work for evaluation interviews  
• Attendance at L&T week to collect feedback & report | Research Assistant with Learning Advisers | July-Sep | $936.39 (20 hours Level 5.1 @ 39.51/hr + oncosts) |
| Consult with key stakeholders | Learning Skills Manager (Project Leader),  
Learning Advisers - Arts and Science Faculties | July | LSU (in kind) |
| • Draft partnership model and academic literacy framework  
• Map academic literacies and align with graduate capabilities  
• Establish criteria for selection of academic teaching partners  
• Invite collaborations with interested staff | Learning Advisers - Arts and Science Faculties,  
LTC Educational Developer - Arts Faculty, LTC Academic Developer Faculty of Science | July – Aug | LSU (in kind)  
LTC (in kind) |
| Present draft partnership model and draft academic literacy framework at L&T week | Learning Advisers - Arts and Science Faculties | Sep | LSU (in kind) |
| Pilot the partnership | Learning Advisers - Arts and Science Faculties, with academic staff | Sep-Nov | $3500 - ($1750 each for 35 hrs @ approx. $50/hr for marking/teaching/research relief for each academic staff partner) |
| Presentation at: 2012 ATLAANZ Conference Waikato, NZ (Sharing ideas and good practices to enhance the learning opportunities of tertiary students) | Learning Skills | Nov 21-23 | $1500 (contribution to conf. registration / attendance) & LSU (in kind) |

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<th>Key project stages</th>
<th>Timeline 2013</th>
<th>Budget</th>
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<tr>
<td>Conduct focus groups and interviews to evaluate project/data analysis/write results &amp; assist report writing</td>
<td>Research assistant, Project Steering Committee</td>
<td>Jan-Mar</td>
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<tr>
<td>Implement recommendations and finalise the partnership model. Write and publish a report on LS website</td>
<td>Learning Advisers - Arts and Science Faculties</td>
<td>April-May</td>
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| Write a staff guide and then:  
• Design and publish an online staff guide  
• Publish a hardcopy staff guide | Learning Advisers - Arts and Science Learning Advisers, Faculties, Web/Graphic Designer  
Printery | June-July Aug Sep | LSU (in kind)  
$1263.21 (for typesetting and graphic design - 20 hours Level 7.1 @$53.31 + oncosts)  
$956.53 for 200 copies, 10 page colour booklet (MQ Printery) |
| Seek external opportunities for external presentation and publication | Learning Advisers - Arts and Science Faculties, Learning Skills Manager | Sep – Dec | LSU (in kind) |

**Total = $9970.84**
References


