

Learning Advisor & Lecturer
Collaborations to Embed
Discipline-Specific Literacies Development
in Degree Programmes

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A thesis submitted in fulfilment of the requirements for the degree of Doctor of
Philosophy in Education, The University of Auckland, 2021.

Abstract

The aim of this study was to identify a sustainable collaborative model for programme-level embedded literacies development. This thesis contributes new knowledge on the collaborative processes between learning advisors (LAs), liaison librarians (LLs), and lecturers that are conducive to embedding genre-based assessment-specific literacies development into degree programmes. Using a sequential mixed-methods design, this study was set at a university in Aotearoa New Zealand and comprised two phases. Phase One involved a questionnaire for all lecturing staff about learning, teaching and student literacies development as well as a focus group of LAs on the nature of their roles and student literacies development. Phase Two comprised case studies of LA, LL, and lecturer collaborations on six papers in a Bachelor of Education programme using interviews, a focus group, and thematic analysis of teaching materials and curriculum documents. The main finding of the research is a proposed collaborative model for LAs, LLs, and lecturers: the Programme-wide Collaborative Model of Embedding Literacies Development (the ProCo model). The ProCo model comprises six processes: leading, mapping, co-designing, team-teaching, evaluating, and handing over. In combination, these processes can offer a robust set of procedures for collaboratively designing and teaching literacies materials that are discipline and assessment specific, cumulatively oriented, and relevant to students' future professional contexts. The findings of this research suggest that LAs, LLs, and lecturers face complex tasks in collaborating across departmental and disciplinary boundaries for the identification and articulation of the literacies demands of assessments across whole programmes of study, the design of teaching materials that make such demands visible to students, and the subsequent team-teaching of those materials during timetabled classes. While the proposed ProCo model has emerged from a collaboration on an initial teacher education programme, further research could confirm its applicability to programmes in other disciplines. As a means of further validation, future research could also include evaluation of the model's impact on students' literacies development throughout their time at university and on into their professional contexts.

Acknowledgments

While doing this research, I have been immensely fortunate to have the support of many splendid people in my personal, study and work lives. Expressing gratitude to all of these individuals, as I do here, cannot begin to reflect the depth and breadth of my appreciation.

To my wife, Lily, and my son, Dylan, I thank you for the love and time you have given me, and for making it possible for me to use so much of our family time for this project. I also thank you, Lily, for encouraging me to do this research in the first place.

To my parents, Rose and Dave, I thank you for your weekly encouragement and counsel during the various ups and downs in our lives over the last few years.

To my doctoral supervisors, Professor Judy Parr and Associate Professor Aaron Wilson, I thank you for your expertise, guidance, critique and patience, and I thank you for encouraging me to find my writer's voice during the write up of my research. I would also like to thank Associate Professor Kumar Laxman for his supervision before my research changed direction.

To my colleagues, I thank you for participating in my research, for sharing your expert knowledge bases and experiences with me, and for time with which I was provided: I hope that this thesis can honour all that you have given me. I would like to thank Dr Lucy Macnaught for being an impeccable critical friend and for being a light when the tunnel got particularly dark at one point. Particular mention must also go to the now departed Dr Yaokun Liu, with whom I worked for several years, and who, even in terminal illness, was generous with sage advice: I wish you and your family well.

Table of Contents

Abstract	i
Acknowledgments	ii
Table of Contents	iii
List of Tables	ix
List of Figures.....	x
Chapter 1: Introduction	13
1.1 Background to the Research	13
1.2 Motivation for the Research	19
1.3 Research Aims and Research Questions	21
1.4 Organisation of the Thesis.....	23
Chapter 2: Literature Review. Literacies and Literacies Development	25
2.1 Literacy	26
2.1.1 Literacies and Discourses	27
2.2 Academic Literacy.....	28
2.3 Academic Literacies	30
2.4 Systemic Functional Linguistics	31
2.5 Academic Literacies Development	32
2.5.1 Generic Approaches to Literacies Development (Study Skills).....	33
2.5.2 Embedding Academic Literacies Development into Discipline Content	35
2.5.3 Models of Embedding.....	36
2.5.4 Evidence for the Benefits of Embedding	43
Team-Teaching During Timetabled Classes.....	43
Team-Teaching During Adjunct Classes.....	44
Lecturers/Tutors Teaching During Timetabled/Adjunct Classes.....	46
Learning Advisors Teaching During Adjunct Classes.	48
2.5.6 Genre-Based Approaches to Embedding	51
Chapter Summary.....	54
Chapter 3: Literature Review. Programme-Level Embedding	56
3.1 Transfer, Cumulative Knowledge Building, Mapping Literacies, Graduate Attributes and Professional Standards	56
3.2 Examples of Fully Implemented Programme-Level Embedding	61

3.3 Success Factors in Collaborations Between Learning Advisors and Lecturers.....	63
Chapter Summary.....	66
Chapter 4: Research Methods.....	68
4.1 Research Design	68
4.2 Phase One – Lecturer Questionnaire and Learning Advisor Focus Group	70
4.2.1 Research Context of Phase One	70
4.2.2 Participants in Phase One.....	71
4.2.3 Data Collection in Phase One	71
Questionnaire for Lecturers.	72
Focus Group of Learning Advisors.....	73
Individual Semi-Structured Interview With One Learning Advisor.	74
4.3 Phase Two – Case Studies Involving Lecturers, Learning Advisors and Liaison Librarians	75
4.3.1 Research Context of Phase Two	75
4.3.2 Participants in Phase Two.....	77
4.3.3 Data Collection in Phase Two	78
Semi-Structured Individual Interviews.	79
Thematic Analysis of Documents.	81
Focus Group of LAs.....	82
4.4 Data Analysis	82
4.4.1 Analysis of Quantitative Data From the Questionnaire	82
4.4.2 Analysis of Qualitative Data From the Focus Groups and Interviews	83
4.5 Reliability	87
4.5.1 Inter-Rater Reliability	87
4.5.2 Member Checking	89
4.6 Ethical Considerations	90
Introduction to Results Chapters 5–7	94
Chapter 5: Results. Learning Advisor and Lecturer Perspectives on Academic Literacies	
Development and Embedded Literacies Teaching	96
5.1 Learning Advisor and Lecturer Perspectives on One-to-One Provision	96
5.1.1 Reasons for One-to-One Provision	97
5.1.2 Reasons Against One-to-One Provision.....	98
5.2 Lecturer Perspectives on the Relationship Between Achievement and Academic Literacy	100
5.3 Lecturer Perspectives on Using Their Class Time for Literacies Teaching.....	101

5.4 Lecturer Perspectives on Explicit Instruction, Guided Practice and Self-Paced Exploration	105
5.5 Lecturer Perspectives on the Transferability of Literacies	108
5.6 Learning Advisor Approaches to Embedding	110
5.6.1 Embedding Approach 1: Paper-Level Whole Class Discipline Specific Literacies Teaching	110
5.6.2 Embedding Approach 2: Paper-Level Intensive One-to-One Provision During Class Time and Whole Class General Literacies Teaching	112
5.6.3 Embedding Approach 3: Programme-Level Whole Class Discipline Specific Literacies Teaching and Intensive One-to-One Provision During Class Time	117
5.6.4 Embedding Approach 4: Programme-Level Whole Class Discipline Specific Literacies Teaching	119
5.7 Motivations for Programme-Level Embedding of Literacies Development	121
5.7.1 Motivation for Embedding 1: Helping Students to Accumulate Literacies Knowledge	122
5.7.2 Motivation for Embedding 2: Lecturers Can Discuss Literacies Development Across Papers	124
5.7.3 Motivation for Embedding 3: Transitioning From Responsive Provision to Anticipation of Needs	126
5.7.4 Motivation for Embedding 4: Initiating Embedding Collaborations More Systematically	128
Chapter Summary	131
Chapter 6: Results. Programme-Level Embedding in the Bachelor of Education: Leading, Organising, Mapping and Co-Designing	133
6.1 Leading and Organising a Programme-Level Collaboration	133
6.1.1 The Crucial Role of School Leadership Staff and a Literacies Champion in the Initial Stages	134
6.1.2 Programme-Level Planning Meetings	136
6.1.3 Points of Contact Between Lecturers, Learning Advisors, and Liaison Librarians	137
6.2 Cumulative Literacies Development in the Bachelor of Education	138
6.2.1 Examples of Literacies Teaching Materials Designed to Facilitate Accumulation of Literacies Knowledge in the Bachelor of Education	139
6.3 Mapping Literacies Development in the Bachelor of Education	145
6.4 Including External Professional Standards as Part of Cumulative Design in the Bachelor of Education	151
6.5 Co-Designing Literacies Teaching Materials in the Bachelor of Education	156

6.5.1 Listening to Lecturers: What Lecturers Value in Student Writing and What Students Find Challenging	158
6.5.2 Analysing Student Writing and Checking/Discussing Possible Literacies Focus With Lecturer	160
Learning Advisor Expertise.	162
6.5.3 Asking Other Learning Advisors for Their Experiences, Discussing Initial Ideas, and Checking Related Resources.....	164
6.5.4 Drafting Materials, Getting Lecturer Feedback and Revising.....	165
6.5.5 Finalising and Delivery: Team-Teaching	168
6.5.6 Reviewing Materials After Team-Teaching: Evaluating and Revising	169
Chapter Summary.....	170
Chapter 7: Results. Programme-Level Embedding in the Bachelor of Education: Pedagogy, Team-Teaching and Handover of Literacies Teaching.....	171
7.1 Pedagogic Approach to Literacies Teaching in the Bachelor of Education: The Teaching and Learning Cycle.....	171
7.1.1 Reconciling Ideal Pedagogy With Having Limited Class Time for Literacies Teaching	172
7.1.2 Explicit Instruction: Modelling.....	175
The Benefits of Modelling to Embedded Literacies Teaching.	175
Responding to Critiques of Modelling: Showing Students Multiple Ways to Be Successful.	179
7.1.3 Guided Practice	181
7.2 The Benefits of Team-Teaching.....	184
7.2.1 Team-Teaching Benefit 1: As Learning Advisor Teaches Literacies, Lecturer Can Address Discipline Content.....	185
7.2.2 Team-Teaching Benefit 2: Lecturer Endorses Literacies Content	186
7.2.3 Team-Teaching Benefit 3: Students Shown Dual Assignment Foci – Discipline and Literacies Content.....	187
7.2.4 Team-Teaching Benefit 4: Lecturer Contribution to the Design of Literacies Teaching Materials	188
7.3 Handover of Literacies Teaching From Learning Advisors to Lecturers	191
7.3.1 The Case for Handover: Learning Advisor Perspectives on the Sustainability of Embedded Literacies Teaching.....	192
7.3.2 The Case Against Handover: Lecturer Perspectives on Taking Responsibility for Teaching Literacies	193
7.3.3 A Possible Handover Process.....	195
Chapter Summary.....	197

Chapter 8: Discussion	199
8.1 The ProCo Embedding Model of Literacies Development	200
8.2 Leading	202
8.2.1 The Role of Senior Faculty Staff.....	202
8.2.2 Securing Buy-In From Learning Advisors and Lecturers	204
8.2.3 Ongoing Coordination and Communication.....	206
8.3 Mapping.....	209
8.4 Co-Designing.....	212
8.4.1 Listening to What Lecturers Value	213
8.4.2 Analysing Samples of Previous Student Writing	214
8.4.3 Making Pragmatic Pedagogic Choices	216
8.4.4 Aligning With Graduate Profiles and Professional Standards Towards Cumulative Literacies Development.....	220
8.5 Team-Teaching	223
8.5.1 Lecturer and Learning Advisor/Liaison Librarian Roles in Team-Teaching	224
8.5.2 Lecturer and Learning Advisor/Liaison Librarian Perspectives on the Benefits of Team-Teaching for Students	225
8.6 Evaluating	227
8.6.1 Evaluating Embedded Literacies Provisions at Paper- and Programme-Level	228
8.6.2 Evaluating the Impact of Programme-Level Embedding on Student Learning	229
8.7 Handing Over.....	231
8.7.1 Handover: A Possible Response to Inequitable Programme-Level Provision	232
8.7.2 Lecturer Concerns About Handover	233
Chapter Summary.....	235
Chapter 9: Conclusion	237
9.1 Conclusions.....	237
9.1.1 Optimal Conditions for Embedding.....	237
9.1.2 Programme-Level Embedding	241
9.1.3 Lecturer Perspectives on Literacies Development in Different Disciplines.....	243
9.1.4 Lecturer and Learning Advisor Theories of Learning.....	243
9.2 Limitations of the Research.....	244
9.3 Implications of the Research for Embedded Literacies Development and Teaching Practices	246
9.4 Future Research Directions	250
Appendices	253

Appendix A: Anonymous Online Questionnaire for Lecturers	253
Appendix B: Phase 1 Learning Advisor Focus Group Schedule	260
Appendix C: Phase 1 Learning Advisor Interview Schedule	262
Appendix D: Phase 2 Learning Advisor Interview 1 Schedule	264
Appendix E: Phase 2 Learning Advisor Interview 2 Schedule.....	269
Appendix F: Phase 2 Lecturer Interview 1 Schedule	273
Appendix G: Phase 2 Lecturer Interview 2 Schedule.....	278
Appendix H: Phase 2 Liaison Librarian Interview Schedule.....	282
Appendix I: Phase 2 Learning Advisor Focus Group Schedule	287
Appendix J: Ethics Documents.....	290
Learning Advisor Participant Information Sheet	290
Learning Advisor Consent Form	294
Appendix K: ProCo Embedding Model Guide.....	296
Appendix L: Learning Advisor Models for Embedding Literacies Development	299
LA1 Collaboration Model with Four Choices	299
LA2 Model of Collaboration From Wider Focus to Micro	300
LA3 Embedding and Integrating Mind Map	301
Appendix M: Lecturer Models for Embedding Literacies Development	302
L1 Collaborative Diagram	302
L2 Collaborative Diagram: Tree Metaphor.....	303
References.....	304

List of Tables

Table 1: Cases in Phase Two.....	77
Table 2: Phase Two Participants by Role.....	77
Table 3: Categorisation of One Code, Students Know What Is Expected, After First Iteration of Focused Coding	85
Table 4: Categorisation of One Code, Students Know What Is Expected, After Second Iteration of Focused Coding	86
Table 5: Relationship between Academic Literacy and Assessment Achievement	100
Table 6: When Academic Literacies Teaching Should Occur: Individual Time Choices	102
Table 7: When Academic Literacies Teaching Should Occur: Choice Combinations	102
Table 8: Importance of Three Pedagogic Approaches to Development of Academic Literacies and Teaching/Learning of Discipline Content	106
Table 9: Transferability of Academic Literacies Across Disciplines	108
Table 10: Types of Writing Differ Across Disciplines.....	109
Table 11: Specific Writing Demands of Disciplines Are Challenging for Students	109
Table 12: LA Embedded Teaching Hours in 2018.....	116
Table 13: Time Required for BEd Literacies Mapping Process During 2017	151
Table 14: Professional Learning Standard (Teaching Council of Aotearoa New Zealand, 2018): Relevant to Literacies Development in the BEd	153
Table 15: Three Graduate Attributes From the BEd Graduate Profile (University Website) Connected With the Professional Learning Standard From the Standards for the Teaching Profession	154
Table 16: Lecturer Perspectives on Taking Responsibility for Literacies Teaching.....	194

List of Figures

Figure 1: Approaches to Collaboration in the Faculty Program (Jones et al., 2001, p. 11).....	37
Figure 2: Approaches to Integration and Embedding of Language and Academic Skills Within the Faculty (Harris & Ashton, 2011, p. 81)	40
Figure 3: Teaching and Learning Cycle (Rothery, 1994, as cited in Martin & Rose, 2005, p. 2)	53
Figure 4: Example Semantic Scale: Explaining Mitosis in Semantic Waves (Macnaught et al., 2013, p. 52).....	58
Figure 5: Sequential/Parallel Research Design of This Study	69
Figure 6: Timeline of Phase One Data Collection	72
Figure 7: Research Context of Phase Two	76
Figure 8: Timeline of Phase Two Data Collection.....	79
Figure 9: Example of One Third-Level Category and Sub-Categories in Qualitative Data Analysis.....	89
Figure 10: Lecturer Perspectives on When Academic Literacies Teaching Should Occur	103
Figure 11: Mean Respondent Scores for Importance of Three Pedagogic Approaches to Development of Academic Literacies and Teaching/Learning of Discipline Content	107
Figure 12: Embedding Approach 1: Paper-Level Whole Class Discipline Specific Literacies Teaching	111
Figure 13: Embedding Approach 2: Paper-Level Intensive One-to-One Provision During Class Time and Whole Class General Literacies Teaching	114
Figure 14: Embedding Approach 3: Programme-Level Whole Class Discipline Specific Literacies Teaching and Intensive One-to-One Provision During Class Time.....	118
Figure 15: Embedding Approach 4: Programme-Level Whole Class Discipline Specific Literacies Teaching	120
Figure 16: LA-Designed Slide Showing Key Differences Between Annotated Bibliography Assignment Requirements in Two Papers.....	125
Figure 17: LA-Designed Slide for Connecting Literacies Focus of Current Assessment to Future Assessments.....	140
Figure 18: LA-Designed Slide for Explaining Literacies Focus of Current Assessment by Connecting to Previous Assessment	141
Figure 19: LA-Designed Slide for Asking Students to Recall a Previous Assessment	142
Figure 20: LA-Designed Slide for Pointing out Salient Features of a Previous Assessment..	142

Figure 21: LA-Designed Slide for Connecting Salient Features of Previous Assessment With Current Assessment	143
Figure 22: LA-Designed Slide for Showing Students How to Position Research Findings in a Third-Year Assessment	144
Figure 23: Sticky Notes Showing Literacies Identified During Initial BEd Mapping Session .	146
Figure 24: Trello Screenshot Showing Threads (Categories) of Literacies With Colour Coding	147
Figure 25: Trello Screenshot Showing Two Threads (Categories) of Literacies in the BEd...	148
Figure 26: Trello Screenshot Showing Literacies (and Their Categories) Required in Two BEd Papers.....	149
Figure 27: Steps for Collaborative Resource Design	157
Figure 28: LA-Designed Slide Showing Draft Exemplar Text for Connecting Theory With a Case Study (From Health).....	166
Figure 29: Example of LA-Lecturer Co-Designed Slide Showing Finalised Exemplar Text for Connecting Theory With a Case Study (With Less Focus on Theory From Health).....	167
Figure 30: Example of an LA-Lecturer Co-Designed Model Paragraph to Show Students How to Write a Thematic Summary	176
Figure 31: Example of LA-Lecturer Co-Designed Slide That Models to Students How to Record Relevant Information From a Journal Article	178
Figure 32: LA-Designed Slide Showing One Option for Students to Connect Theory/Literature and Experience in Reflective Writing: Start With Theory/Literature and Then Connect to Experience	180
Figure 33: LA-Designed Slide Showing Another Option for Students to Connect Theory/Literature and Experience in Reflective Writing: Start With Experience and Then Connect to Theory/Literature	181
Figure 34: LA-Designed Slide Showing Possible Answers to Guided Practice Activity for Students to Identify a Theme Across Three Readings.....	183
Figure 35: LA-Designed Slide Showing Students a Diagrammatic Representation of Creating Themes While Reading.....	189
Figure 36: LA-Lecturer Co-Designed Slide Comparing the Creation of Themes With Grouping Products by Type on a Shopping List.....	190
Figure 37: Possible Process for Handover of Literacies Teaching From LAs to Lecturers.....	196
Figure 38: Initial Whole of Programme Processes and Individual Paper Processes of the ProCo Embedding Model.....	201

Figure 39: Centralised Learning and Teaching Unit That Can Connect With School-Based LAs
..... 247

Chapter 1: Introduction

In tertiary education, students have the dual and interrelated challenges of learning within their disciplinary areas while at the same time developing their capabilities to engage with, and communicate in, the discourses of those disciplines (Lea & Street, 1998). The development of students' capabilities to read, write and speak in the complex ways required in tertiary settings would therefore appear to be a priority in curriculum design and delivery. In response, learning advisors (academic literacies specialists) can collaborate with lecturers (discipline content specialists) to embed academic literacies development into curriculum content.

In this research study, my aim was to identify a sustainable collaborative model for embedding literacies into discipline content. In this opening chapter, I provide the background to the research, describe my own motivations for conducting the project, state the aims of the research and the questions I sought to answer, and then outline the organisation of this thesis.

1.1 Background to the Research

In Bachelor degree programmes, curriculum content increases in complexity with each successive year of study, as does the complexity with which students are expected to demonstrate their learning in their assessments. These demands again increase at postgraduate level. The responsibility for teaching and scaffolding student learning of discipline content, and then assessing that learning, is squarely in the hands of faculty: lecturers, supported by academic development staff as required, to design and deliver their curricula. While different disciplines may have varying conceptions of epistemology as well as preferred pedagogic approaches that are informed by particular theories of learning, the lecturer's responsibility for teaching students, or facilitating their learning of, the knowledge of their discipline is uncontroversial. The responsibility for teaching and scaffolding student learning of disciplinary discourses, however, is less well defined.

One common view at universities is that students will osmotically absorb the discourse features of their discipline through participation in their classes as well as through engaging with disciplinary content and completing their assessments (Arkoudis & Harris, 2019; Percy et al., 2001; Skillen et al., 1998; Thies, 2012). From this view, it follows that students will

become conversant with the discourses of their discipline by listening to their lecturers, who are already members of their respective discourse communities, discussing discipline content with teaching staff and other students, reading relevant disciplinary texts, and then producing discipline relevant outputs in their assessments (e.g., by giving some form of presentation, writing an assignment, creating an artefact and discussing it, or producing some other product). In other words, because students will pick things up as they go, there is no need for lecturers to teach discourse features explicitly. This view is rooted in a more traditional model of university education, in which only a select number of students participated. These students would already be familiar with relevant associated discourses, due to previous educational experiences and perhaps also due to their social and cultural contexts (Bourdieu, 1993), for successful participation in further/higher studies. As such, these students could be reasonably expected gradually to master the discourses of their disciplines through the very act of participating in them. However, a traditional view of university such as this is incommensurate with contemporary trends in further/higher education in particular and society more broadly.

In the wake of similar changes in other countries to widen participation in higher education, from the late 1980s onwards, the Aotearoa New Zealand government began introducing policy changes that made tertiary education more accessible to the population (Olssen, 2002), including special admissions that enable institutions to enrol any domestic applicants who are over the age of 20, regardless of their previous educational experience. Also, because Aotearoa New Zealand has a fairly high migrant population, with 27.4% of the population born outside of the country according to the 2018 Census (Stats NZ, 2019), a number of domestic students may not have English as a first language. Furthermore, research indicates a gap between the literacies expectations in secondary schooling and those of tertiary education in Aotearoa New Zealand; specifically, tertiary education requires greater independence, places more emphasis on writing, and immediately requires higher levels of information literacy than schooling appears to have prepared students for (Emerson et al., 2014). Therefore, depending on their existing educational experience, age, and language background, a significant proportion of domestic students do not represent the traditional student who would have attended university in the past.

As well as the domestic student population, international students are also a consideration. From the 1990s onwards, export education began accounting for an increasing proportion of tertiary provision in Aotearoa New Zealand. According to the Ministry of Education (MoE)

(2021b), the number of international students enrolled in tertiary education in New Zealand rapidly increased through the 1990s and into the early 2000s. Following a brief period of decline between 2005 and 2007, from 2008 onwards, the proportion of total tertiary students accounted for by international students rose each year until 2019 when 15.6% of all tertiary students in New Zealand were international students. While this trend has been impacted due to travel restrictions imposed in response to the COVID-19 pandemic, it is perhaps more a question of when, rather than if, international education will resume en masse. Research into international student experiences in Aotearoa New Zealand has reported that these students face challenges with not only English language proficiency, but also academic and educational culture (Johnson, 2008; Li, 2016), such as understanding assignment requirements and lecturer feedback, and, in particular, the features and expectations of academic writing, as well as adjusting to culturally divergent views of academic integrity (Kukatlapalli et al., 2020). As such, domestic and international tertiary students can represent a broad spectrum in terms of age, prior educational achievement, culture, and language background.

In Aotearoa New Zealand, universities are required to follow the *Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* (MoE, 2021a), which clearly state that they must provide students with support and guidance during their study programmes:

- (1) Providers must have practices for supporting learners through their studies, including –
 - (a) enabling learners to prepare and adjust for tertiary study, and
 - (b) maintaining appropriate oversight of learner achievement and engagement; and
 - (c) providing the opportunity for learners to discuss, in confidence, any issues that are affecting their ability to study and providing learners with a response to their issues; and
 - (d) providing learners with advice on pathways for further study and career development, where appropriate. (p.13)

Academic literacy development forms part of students' adjustment to tertiary study (Emerson et al., 2014; Gunn et al., 2011), influences their academic achievement (Hilleage et al., 2014; Hunter & Tse, 2013; Maldoni, 2018), and has relevance to their future professional contexts (Cairns et al., 2018; McMorro, 2018; Thies, 2016). Therefore, institutions in

Aotearoa New Zealand are bound by government policy to implement practices that enable students to develop relevant academic literacies. In addition, it is well argued in the literature on student learning and wellbeing that institutions have an ethical responsibility to care for their students (Burns, 1991) and develop their literacies in ways that are meaningful based on students' backgrounds and existing educational experiences (Manalo et al., 2010; Zipin & Brennan, 2006).

With regard to English language proficiency (ELP), students who have English as an additional language (EAL), whether classified as international or domestic students, are required to demonstrate their ELP in order to enrol at universities in Aotearoa New Zealand. Typically, EAL students need to present an acceptable score from a recognised English language proficiency test, such as the academic version of the International English Language Testing System (IELTS), the Internet-based Test of English as a Foreign Language, or the Pearson Test of English (Auckland University of Technology, n.d.b; Lincoln University, n.d.a; Massey University, 2021b; University of Auckland, n.d.b; University of Canterbury, n.d.a; University of Otago, n.d.a; University of Waikato, n.d.a; Victoria University of Wellington, n.d.a). However, while satisfactory results in such tests demonstrate at least threshold proficiency in academic English (Read, 2015), research has found that they do not provide an accurate prediction of students' ELP in the specific discourses of the disciplines in which they then study (Dyson, 2014; Johnson & Tweedie, 2021; Oliver et al., 2012) and universities should be taking theoretically informed institution-wide approaches to developing students ELP during their studies (see Murray & Hicks, 2016, for an example of such an approach at an Australian university).

Whatever their background, all students must negotiate their ways into the discourses of the disciplines they have chosen to study within if they are to be successful in their assessments. From a New Literacy Studies perspective, disciplinary discourses are not consistent with those in students' personal or professional lives, with each reflecting not only the words that people use, but a whole set of related social norms, actions, and beliefs (Gee, 1996). Genre analysis reveals that expert members of any given discourse are aware of its communicative purposes, in that they can effectively select what to communicate and how they need to communicate it, meaning that the discourse shapes both the content and the style of communication (Swales, 1990). In other words, students have these dual foci for their learning: what to learn, and how to communicate about that to their lecturers. To enable student engagement in these two dimensions of tertiary learning, it is arguable that

lecturers, as expert members of their disciplines, are the right people to teach both (Donahue, 2010; Hunter & Tse, 2013; Jacobs, 2007). However, as noted earlier, the responsibility for teaching and scaffolding student learning of disciplinary discourses is not well defined.

Beyond the bounds of disciplinary teaching, academic literacies development is usually the domain of learning advisors (LAs), who may be employed in centralised units (as part of Student Services, Libraries, or Teaching and Learning departments) or in faculties. The common positioning for LAs in the eight universities in Aotearoa New Zealand is in centralised units that are relatively disconnected from faculty processes. In accordance with outdated, but nevertheless prevailing, institutional views that student literacy levels ought to be supported through remedial provision to a few struggling students (Arkoudis & Harris, 2019; Skillen & Mahony, 1997) to improve student success and retention (Acheson, 2006; Breen & Pretheroe, 2015), the work of LAs historically has involved remedial provision of literacies teaching via one-to-one appointments and workshops on generic academic skills. The assumption of such provisions is that students then transfer what they learn to their specific disciplinary contexts (Lea & Street, 2006), but research suggests that context specificity is crucial to successful knowledge transfer (Hattie & Donoghue, 2016), which indicates that generic literacies teaching, outside of disciplinary discourse, is of limited value.

Over the last two decades, in attempting to meet the literacies needs of all students more comprehensively, rather than just those identified as struggling, LAs have been attempting to shift the focus of their work away from generic provision and instead to teach literacies in discipline-specific, and even assessment-specific, ways. Providing academic literacies development within and through the discourses of specific disciplines is known as embedding (Maldoni, 2018; Wingate, 2019), and embedded literacies can be taught as part of students' timetabled classes or in adjunct sessions. Several approaches to embedded literacies development exist, but all involve some degree of collaboration between LAs and lecturers (Harris & Ashton, 2011; Jones et al., 2001; Maldoni, 2018; Wingate, 2015). At one end of the spectrum: the LA may lead a collaboration in being responsible for designing literacies teaching materials and then teaching them, and the lecturer's role may only involve the provision of information, such as assignment instructions and marking criteria, anecdotal descriptions of what students typically find difficult when engaging with discipline content, and/or samples of previous student writing that indicate valued linguistic features. At the other end of the spectrum, the LA's role may involve only some form of consultancy

advice while the lecturer takes full responsibility for teaching the literacies content.

However, research indicates that lecturers are often reluctant to take on such responsibilities (Jenkins & Wingate, 2015; Murray & Nallaya, 2016; Thies, 2016).

Because literacies development is viewed as relevant only to a minority of students, there tends to be little institutional impetus or strategic direction for embedding (Arkoudis & Harris, 2019). As a result, most embedded literacies development provision is ad hoc in nature, and is often initiated by a lecturer who, having identified a need amongst their cohort, requests input into an individual paper from a literacies specialist. A consequence of this is uneven student access to literacies development at the macro level across faculties and at the micro level within degree programmes. For example, LAs at one institution may work extensively with some Schools, but not at all with others if they do not request input, and within a single programme of study, LAs may teach on some papers, but not on others that have interrelated and demanding literacies requirements. According to the literature on embedding, undergraduate provisions at most institutions tend to focus mainly on first-year papers, creating gaps in students' literacies development in later years (Gunn et al., 2011). The assumptions are that students will osmotically develop their own knowledge of disciplinary discourses as they progress further into their programmes and transfer previously learnt skills to their current tasks. However, research suggests that students do not have such long-term orientations to their own literacies development (Cairns et al., 2018; Thies, 2012), and research has also found that third-year undergraduate students have not developed the critical reading capabilities expected of students at that level (Maldoni, 2017).

To address ad hoc literacies development provisions and uneven student engagement with literacies learning, some attempts have been made to embed literacies development throughout entire programmes of study, but such provisions appear to be difficult to implement. First, perhaps due to the large scale of such initiatives, successful implementations that make it beyond the first year of a degree programme appear to be rare (see Cairns et al., 2018, and O'Brien & Dowling-Hetherington, 2013, for two examples). Second, the number of programmes into which LAs can embed literacies development simultaneously is limited. This is because LA teams are typically quite small, and programme-level embedding only accounts for one strand of their work, which usually also includes one-to-one appointments, generic literacies workshops, and ad hoc requests from lecturers for embedding into individual papers.

Despite the practical constraints mentioned in the previous paragraph, the appeal of programme-level embedding is that literacies development, as with discipline content learning, can be cumulative. Because cumulative knowledge building is a fundamental goal for any pedagogic approach (Maton, 2013), LAs and lecturers can collaborate with each other to design and teach discipline specific literacies content that is relevant to students when they need it (i.e., when working on their assessments). For example, over the three years of a Bachelor degree programme, students can be provided with several opportunities to learn how to, with increasing complexity, engage with academic texts, construct arguments in ways that are relevant to their discipline, critique theories and other abstract concepts, and communicate their knowledge in multiple modes. A further motivation for this careful interweaving of discipline content knowledge and disciplinary discourse knowledge would be for students to develop capabilities that would be of use to them later in their professional careers.

With this vision in mind, the collaborative relationship between lecturer and LA is a crucial one because together they can articulate what knowledge is valued and how that knowledge is communicated in a discipline. From this perspective, the responsibility for teaching and scaffolding student learning of disciplinary discourses could be said to sit somewhere between lecturers and LAs. How they go about this shared responsibility is not well researched, and this has been a key motivation for me to conduct the research reported on this thesis.

1.2 Motivation for the Research

I conducted this research because, as an LA, I wanted to understand what is needed for literacies development to be embedded into discipline content so that it can enable students cumulatively to build their knowledge of how to communicate within their disciplines. This motivation is rooted in more than a decade of professional experience, during which time I have focused on the development of student academic literacies.

My first few years almost exclusively involved adjunct provisions, such as teaching literacies in stand-alone papers and workshops, and creating online resources that were separate from curricular content. Student engagement with these provisions was never particularly strong, and lecturers would anecdotally comment that their third-year students, despite completing such provisions, still struggled with various aspects of assessments, such as how to construct an argument or synthesise literature. Students seemingly viewed the stand-

alone papers and workshops as distractions from what they had really come to learn about. Because the papers and workshops lacked discipline and/or assessment specificity, this would provoke comments such as, “How does relate to what I have to do?” The online resources were also apparently of insufficient relevance to whatever the present tasks were, and/or were hard to find, because student usage was usually low.

I have also spent significant portions of time seeing many individual students about academic literacies issues. While the qualitative change for those individuals may have been impactful for them, and I also derived satisfaction from seeing those students succeed, I was also increasingly dissatisfied to be addressing the same problems over and over again that were often due more to curriculum design than anything related to the students themselves. I was helping individual students to negotiate their way through assessments that had hidden literacies demands or that were too advanced for the level of the paper. In some cases, this appeared to be because students were expected either to know how to meet these demands already or, if not, they were expected to address independently any gaps in their literacies knowledge. In other cases, this mismatch between level of study and literacies demands was accidental in that lecturers, being expert members of their disciplines, were not always conscious of the hidden literacies challenges in the assessments they set, perhaps forgetting that students are outsiders to, or novice members of, the discipline.

In any case, in seeing students individually and teaching literacies out of context, I felt as though I was working too far downstream, and that a better use of my time would be to work with lecturers on clarifying and articulating the literacies demands of their assessments, and then teaching students from that basis. In recent years, more of my work has involved embedding, and this has brought me into collaborations with lecturers in several disciplines to teach whole cohorts about summarising, comparing and contrasting theoretical concepts, connecting theory with personal experience in reflective writing, building an argument, and numerous other elements of reading and writing that are necessary in specific assessments at tertiary level.

As my team collaborated with more lecturers over time, it became clear that there were different ways to do embedding. For example, some LAs taught whole cohorts in lecture-style classes without the lecturer being there while others provided individual attention as part of tutorial groups; some LAs sought examples of student writing to base their teaching on, but others did not use example texts; and some embedded classes were included in

students' timetables, but others were positioned as voluntary, additional options, and many more such configurations. It also became clear that, in relying on lecturer requests to initiate embedded collaborations, we were working on some papers, but not on others, even if they were in the same programme and we could identify literacies issues that were related to those papers. This ad hoc approach, whereby literacies development was provided unevenly in only some Schools at the university, was indicative of the absence of any whole-of-institution approach to literacy development in particular or academic support more broadly at the university.

In addition, my team had no shared sense of how to collaborate with lecturers when designing teaching materials and then teaching them; engagement with the literature on embedding was helpful in getting a broad sense of different possible approaches to embedding, but the processes that LAs and lecturers followed in preparing and teaching were not well defined. Furthermore, as our team was also now embedding literacies into core papers of whole programmes, we were trying to ascertain ideal practices for embedding that enabled cumulative literacies development (i.e., so that students arrived at their third-year assessments with existing relevant knowledge that could be built on incrementally at that point). This was also not well-defined in the literature. As a result, we could see a need for further research into embedding to generate theoretically robust practices for ourselves, and hopefully, for other professionals. My PhD research has been one of several such research projects for our team.

1.3 Research Aims and Research Questions

The overall aim of this study was to investigate the nature of the collaborative relationships between LAs and lecturers as they co-design and team-teach academic literacies teaching materials that are embedded into discipline content. As LAs and lecturers also work in collaboration with liaison librarians (LLs), who are information literacies specialists at the university where the research took place, I also sought to include their perspectives on embedded literacies development. However, as I am not an information literacies specialist and the scope of this research was already considerable, I have focused on academic literacies development.

As the context for the majority of the research was a cross-departmental collaboration between LAs, LLs and lecturers to embed literacies development into multiple papers of a Bachelor degree programme, another aim of the research was the identification of

processes and practices that are integral to programme-level embedding of literacies development. To that end, I intended that a model for programme-level embedding would emerge from the study that future research could then evaluate for its impact on student learning.

The degree programme that is the context for most of this research is a Bachelor of Education that has graduate attributes aligned with professional standards. The programme is a pre-requisite for students who, after graduating, must then demonstrate they meet the Standards for the Teaching Profession in order to be granted teacher registration by the Teaching Council of Aotearoa New Zealand. Therefore, a third aim of this research was to identify how external professional standards and graduate attributes influenced the design of embedded literacies teaching materials.

Because I already had professional experience of embedded collaborations from my perspective as an LA, I also wanted to identify lecturer perspectives on embedding in particular and literacies development in general. Therefore, two further aims of this research were to identify lecturer views on potentially taking responsibility for literacies teaching as part of their roles and to gauge lecturer views from across the disciplines on the importance of literacies development in tertiary education.

I also wanted to gain insight into the theories of learning that lecturers, LAs and LLs brought to their work. As Education experts, I thought it highly likely that the lecturers who might participate in my research would have clearly defined ideas about learning and teaching. At the same time, based on my experience of working with LAs and LLs, I was already aware of some of their theoretical backgrounds. Therefore, I was interested to know how the different theoretical traditions brought together by individual staff, who were also from different disciplines, influenced their collaborations.

As a result, in planning and conducting this research, I sought to answer six questions.

Main research question:

- What are the optimal conditions for learning advisors and lecturers to collaborate effectively on designing and teaching for student academic literacies development that is embedded into discipline content?

Sub questions:

- What is required for learning advisors and lecturers to work collaboratively on shifting embedded academic literacies development from the individual paper level to the programme level?
- What are the impacts of graduate profiles and professional standards on the design of teaching materials for embedded academic literacies development?
- What is the impact of the collaboration between learning advisors and lecturers on lecturer capability to teach academic literacies?
- What are lecturers' perspectives on designing and teaching for student academic literacies development in different disciplines?
- What theories of learning do lecturers and learning advisors have and how do these play out in their work?

1.4 Organisation of the Thesis

This thesis comprises nine chapters. In this chapter, I have outlined the background to the research and stated my motivations for conducting it. I have also stated the aims of the research and the research question. The chapter concludes with this sub-section on the organisation of the thesis.

Chapters Two and Three contain reviews of existing literature on academic literacies and academic literacies development. In Chapter Two, I outline the development of academic literacies as an ideological stance, and I then review literature on approaches to teaching academic literacies, with a focus on the embedding of academic literacies development into discipline content. In Chapter Three, I review literature related to embedding literacies development into programmes of study, including the concepts of learning transfer, cumulative knowledge building, mapping literacies development across curricula, graduate attributes and professional standards. I then review literature on attempts to implement programme-level embedding of literacies development as well as identify factors that are critical to the success of programme-level embedding.

In Chapter Four, I explain and justify the research methods used in this research. I begin by explaining the overall design of the research, providing justification for using a mixed methods design. As the research had two phases, I then describe in detail the context, participants and data collection methods of each phase in turn. I then describe the methods of data analysis I employed, including procedures followed to ensure the reliability of my

analysis. I conclude the chapter by outlining the ethical considerations of this research and how I managed these.

Chapters Five, Six and Seven present the results of the research. Chapter Five focuses on LA and lecturer perspectives on academic literacies teaching and development and the motivations given by participants for programme-level embedding. The other two results chapters address different aspects of programme-level embedding of academic literacies development. In Chapter Six, I present findings related to the organisation of large-scale programme-level embedding and the co-designing of literacies teaching materials between LAs and lecturers. In Chapter Seven, I present findings related to the teaching of embedded academic literacies, including pedagogic choices, team-teaching, and the potential handover of literacies teaching from LAs to lecturers.

In Chapter Eight, in providing a discussion of the research results in relation to existing literature, I propose a model for collaboratively embedding literacies development into programmes of study: the Programme-wide Collaborative Model of Embedding Literacies Development.

In Chapter Nine, the final chapter of the thesis, I present my conclusions, identify the limitations and implications of the study, and suggest future directions for related research.

Chapter 2: Literature Review. Literacies and Literacies Development

This literature review is divided into two chapters. In the first chapter, I present the sociological and linguistic theories that inform the work of learning advisors (LAs), which I then follow with a synthesis of literature from the past three decades on academic literacies development in tertiary education. The next chapter contains a review of the literature on programme-level embedding of academic literacies development.

I sourced the literature from books, peer-reviewed journal articles and conference proceedings, and other academic publications from respected authors in the fields of academic literacies, English for academic purposes, linguistics, higher/tertiary education pedagogy and educational psychology. I drew the sources from a blend of open access (e.g., the Journal of Academic Language and Learning) and subscription-based databases such as Cambridge Core, JSTOR, ProQuest, Sage Journals, Science Direct, and Taylor and Francis Online. In addition to reference mining, I searched using key words such as *academic literacy*, *academic literacies*, *academic discourse*, *genre pedagogy*, *modelling* and others in various combinations. As I gathered and added new texts throughout the process of conducting this doctoral research, I reviewed them for key concepts, methodologies, findings and conclusions. These I recorded in grids on Excel worksheets. As new texts were added, I compared their content with the previously read texts, enabling the emergence of key themes from the literature reviewed.

This chapter is divided into two main sections. The first section begins with a brief definition of literacy and an overview of how it has been reconceptualised as social practice. I then also briefly outline the frameworks of academic literacies and systemic functional linguistics as they are core to the LA work that is reported on in this research. The second section focuses on academic literacies development. I first summarise and critique generic approaches before then focusing on embedded approaches to literacies development. In what is the main section of this chapter, I present various models of embedding, and I also address the different roles and responsibilities that LAs and lecturers may have in collaborating with each other as I synthesise empirical findings about the impact on students of embedding literacies development into discipline curricula. Lastly, as they are of increasing relevance to LA practices, I review the literature on genre-based approaches to embedding.

2.1 Literacy

Until the 1970s, the term *literacy* only included reading and writing, with the teaching of it separate from formal education and directed at adults categorised as illiterate (Lankshear & Knobel, 2006). Lankshear and Knobel (2006, pp. 9–11) provide a clear overview of the historical development in the understanding of what constitutes literacy and why governments began foregrounding it in educational policy, starting in the United States during the 1970s when previously excluded groups began being admitted into higher education (Russell et al., 2009), and during which time Lankshear and Knobel describe three influences, which are summarised below:

1. The work of Paulo Freire, which illustrated that, through the development of their ability to read and write, illiterate adults in Brazil and Chile simultaneously gained critical perspectives on the social and cultural forces that impacted on them and how those forces created inequalities in society;
2. There was concern in the US, and other English speaking countries such as New Zealand, that as their societies were becoming post-industrial, widespread illiteracy meant that people would not be able contribute effectively to the economy;
3. The increasing popularity in social sciences research of sociocultural perspectives, viewing literacy as embedded in social and cultural contexts.

The New Zealand Government's concern with adult literacy is clearly stated in the Adult Literacy Strategy (Ministry of Education [MoE], 2001, p. 4) which emphasises that "high levels of adult literacy are critical for the transformation and modernisation of the New Zealand economy, and the transition to a knowledge society." Literacy here is seen as integral to the prosperity of the nation. Furthermore, for the New Zealand Government, the traditional view of literacy as reading and writing has evolved to encompass also language skills of listening and speaking, as well as critical thinking (MoE, 2001). The term literacy itself has taken on new meanings as it is attached to various issues or disciplines, such as "'oral literacy', 'visual literacy', 'information literacy', 'media literacy', 'science literacy' and even 'emotional literacy'" (Lankshear & Knobel, 2006, p. 20), as well as academic literacy and digital literacy.

Beyond the ability to read and write, each of these different literacies can be seen as "a specific kind of competence, an ability to function with informational tools in the named domain, be it computers, geography, or something else" (Newman, 2002, p. 33). This framing of literacy as a metaphor for competence is seen as problematic by proponents of

the New Literacy Studies (Gee, 1996; Street, 1995) as it ignores the social construction of literacies, limiting any particular literacy to a set of specifiable skills relevant to a particular context.

To understand the ideology and epistemology of literacy or more particularly the plural form, literacies, in light of the concerns expressed above, it is necessary to provide an overview of the social turn in the theorising of literacy and its concern with the social and cultural practices which envelop it.

2.1.1 Literacies and Discourses

The New Literacy Studies emerged during the 1970s and 1980s from the disciplines of anthropology, linguistics and sociology and sought to redefine what literacy is and what it is for (Gee, 1996). To Gee, and other key contributors to this interdisciplinary field (such as Barton, 1994; Street, 1995), literacy is a socially contested term and means different things to different people depending on their social, cultural, political, religious and historical contexts. From this perspective, any unequivocal, one size fits all definition of literacy, such as the MoE's (2001) mentioned above, is not only outdated, but potentially harmful to individuals. Gee (1996) argues:

that the traditional view of literacy as the ability to read and write rips literacy out of its sociocultural contexts and treats it as an asocial cognitive skill with little or nothing to do with human relationships. It cloaks literacy's connections to power, to social identity, and to ideologies, often in the service of privileging certain types of people. (p. 46)

In New Zealand, the Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008) attempt to define the literacy skills useful for adults. The progressions are broken into reading, writing, speaking and listening, with all working towards the shared goal of critical engagement on the part of the individual with each skill. The progressions can provide identifiable goals by which to measure an individual's level of competence. Gee (1996) would argue, however, that there is no such model that would apply to all individuals within a society; his argument against such ideology centres on the notion of Discourses.

Each individual in a society will have their own immediate context, as well as any combination of an immeasurable number of other contexts in which they live. Gee refers to these contexts as Discourses (1996), with a capital 'D', which include, but are not

synonymous with, discourses. The latter is the subject of discourse analysis, which is an approach to examining the use of spoken and written language and how it portrays social and cultural perspectives and identities (Gee, 2011). A Discourse includes not only a discourse, but also a cloud of related social features, such as actions and beliefs, which are tied to the language that an individual uses. Gee (1996, p. 131) provides the following definition of a Discourse:

A Discourse is a socially accepted association among ways of using language, other symbolic expressions, and 'artifacts', of thinking, feeling, believing, valuing, and acting that can be used to identify oneself as a member of a socially meaningful group or 'social network', or to signal (that one is playing) a socially meaningful 'role'.

An individual is part of more than one Discourse. According to Gee (1996), there are two overall categories of Discourse: primary; and secondary. An individual has only one primary Discourse, that of their home/family environment. When it comes to secondary Discourses, though, we are all part of many, such as at work, at school, among friends, among acquaintances, in different countries or even in different regions of our own country, and so on. For Gee (1996), literacy is "mastery of a secondary Discourse" (p. 143). If we take it as read that we all have one primary Discourse, and that a Discourse is an association of various social features (language, values, beliefs, actions...), the exact content of which would depend on each individual, then none of us actually has the same primary Discourse. Furthermore, the ease with which a person can master a secondary Discourse, such as literacies and language features of their discipline, depends on the relationship it has to the primary Discourse. What academic literacy actually is for any particular person, therefore, is not the same as it is for someone else.

Having now briefly outlined the evolution of literacy and how it has been theorised, establishing a social interpretation and definition of literacy, I will now chart the ideological and epistemological development of academic literacy. Key to this development is that literacy is seen as dynamic; just as there are literacies, there are, as a subfield, academic literacies.

2.2 Academic Literacy

In order to introduce a key ideological and epistemological stance in my research, that of academic literacies, it is first necessary to understand how it has emerged as a field of study.

This section begins with a definition of academic literacy, with a distinction made between the terms academic literacy and academic literacies.

In a broad sense, academic literacy can encompass study habits and behaviours, such as time management and goal setting; information literacies, such as using online research databases and evaluating sources (Association of College & Research Libraries, 2015); digital literacies (Hegarty et al., 2010); academic reading strategies, including how to critically engage with a variety of academic texts (Cottrell, 2008; Seligmann, 2012); and academic writing skills, such as writing essays and literature reviews, including the use of structures that are relevant to such text types, using nominalisation, referencing accurately, and appropriate academic vocabulary (MoE, 2010).

I will distinguish at this point between academic literacy and academic literacies because the latter is the stance adopted in the current study. The academic literacies model (defined in the next section) is closely related to the New Literacy Studies perspective in defining literacies in the plural. According to Lea and Street (1998), this approach incorporates two others: *study skills* and *academic socialisation*. To further explain the academic literacies model, I will first outline the study skills and academic socialisation models. These models assume academic literacy to be more or less homogenous across disciplines, which Street (1995) would critique as autonomous models of literacy, whereby students can be suppressed under whatever overarching ideologies are in place. Similarly, Henderson and Hirst (2007) note that:

traditional and generally implicit models of academic literacy are often considered benign and neutral. From this viewpoint, academic literacy is just a set of skills that students must master in order to perform successfully as 'scholar'. In this way, academic literacy is viewed uncritically and its norms and conventions are considered unitary and monolithic. (p. 26)

The study skills approach supposes that academic literacy is a set of skills that are transferable across subjects, with the focus being on surface features such as grammar and spelling (Lea & Street, 1998; Street, 2010; Wingate, 2006). This approach is framed on a deficit model (Lillis & Scott, 2007; Skillen et al., 1998); it is assumed that there is something wrong with students which can be remedied, typically through centralised student support services which are not discipline specific and assume a one size fits all academic literacy. This approach is rooted in behavioural psychology (Lea & Street, 1998).

The academic socialisation perspective takes account of the social contexts in which learning occurs, with the teacher's role being to assist students with interpretation of tasks and orientation to learning (Lea & Street, 1998; Street, 2010). This approach is rooted in social psychology, anthropology and constructivism (Lea & Street, 1998). While favourable compared to the study skills one, as it acknowledges the social and cultural contexts of learning, Lea and Street (1998) critique it by claiming that it views academic culture as homogenous, and that it also does not sufficiently theorise processes of change with regard to institutional practices and power relations between those institutions and students. *Academic literacies* is Lea and Street's (1998) framework for reconceptualising academic literacies as social practices, and is presented in the next section.

2.3 Academic Literacies

The academic literacies approach (Coffin & Donahue, 2012; Henderson & Hirst, 2007; Lea, 2004, 2013; Lea & Street, 1998, 2006; Lillis, 2003; Lillis & Scott, 2007) is closely related to the New Literacy Studies perspective in defining literacies in the plural. From this perspective, academic literacy is not definable in a singular form as it is not the same for individual students and is influenced by their own background, as well as the specific subject they are studying and the institutional context. Lea and Street (2006) state that the academic literacies approach "is concerned with meaning making, identity, power and authority, and foregrounds the institutional nature of what counts as knowledge in any particular academic context" (p. 369).

Defining academic literacy and academic literacies is not an entirely straightforward task, with different writers using the singular and plural forms differently, or even interchangeably. Beyond the static approach of assuming there to be a set of uniform academic conventions for students to learn and be inducted into (a deficit model, which would more appropriately fit with the singular form of academic literacy), an academic literacies approach would also consider and problematise those conventions in the context of who the students are and what they bring with them (Lillis & Scott, 2007; Street, 2010).

While the following two definitions of academic literacy both make use of the singular form they are clearly resonant with the academic literacies approach. Firstly, Warschauer et al. (2004) define academic literacy:

as the reading, writing, speaking, listening and thinking skills, dispositions, and habits of mind that students need for academic success. It includes the ability to

critically read and interpret a wide range of texts, to write competently in scholarly genres, and to engage in and contribute to sophisticated academic discussion. (p. 526)

Here, academic literacies are not only the identifiable skills (e.g., reading and writing) which students need, but they are also embedded in social practices. Encapsulating Gee's (1996) notion of Discourses, academic discourses are viewed here as "sophisticated", implying the power which any academic community exercises in terms of the discourse needed for any individual to enter into and be an active participant in that community.

Secondly, Newman (2002) distinguishes learning from academic achievement. His case studies of four undergraduate students indicated that they saw academic literacies as a sort of game (one that has been created by the system of academia) and, as long as they could learn its moves, they could win that game. From this point of view, being academically literate means knowing the rules of the game of academic achievement and applying those rules to achieve desired assessment outcomes. While acknowledging that this view differs from more traditional views of learning, Newman argues that pedagogy should in fact acknowledge these forms of student engagement and focus on explicit instruction that accounts for the specific contexts of literacies by modelling "how high-achieving students use them" (p. 501). However, it appears necessary to draw on another framework for such pedagogic design to be implemented.

While the definitions presented in the preceding four paragraphs indicate the epistemological and ideological orientations of academic literacies, the literature offers no suggestions as to how they can inform pedagogy. Both Lea (2008) and Lillis (2003) acknowledge that academic literacies appear to be more of an ideological stance than a pedagogic framework in that they effectively critique existing practices in the teaching and understanding of student writing but have not developed their own principles for pedagogic design. While emerging from a different tradition, Systemic Functional Linguistics, which is briefly addressed in the following section, offers a complementary set of pedagogic methods for teaching academic literacies that LAs could draw on in their work.

2.4 Systemic Functional Linguistics

In Systemic Functional Linguistics (SFL), language is seen as a resource for making meaning, rather than as a set of discrete grammatical forms and structural patterns learnt in isolation (Halliday, 1985). Within a particular discipline, each linguistic form and pattern has a

function that a writer can choose to select when communicating with a particular audience. From this perspective, the socio-cultural purposes of any text can be discerned (Webb et al., 1995), and the pedagogy that emerged from this in schools in Australia in the 1980s and 90s meant that “learners excluded by traditional pedagogies and further marginalized by progressive ones could access the powerful forms of discourse they needed to renegotiate their position in society” (Martin, 2011, p. 38). In a tertiary context, if students’ attention is drawn to discourse features that their lecturers (and their broader academic communities) value, they are then in a position to communicate in powerful ways and can even add to and develop the discourses that they are entering if they so choose (Coffin & Donahue, 2012).

Because SFL provides a clear set of analytic criteria that can be applied to any text, it offers an appropriate and robust lens through which to analyse student writing, which can in turn guide choices about what literacies should be taught, as well as how and when (Wingate, 2015). Even though SFL is a linguistic tradition and Academic Literacies is an ethnographic one, they are, nevertheless, complementary because the former is concerned with texts in context and the latter with practices in context (Coffin & Donahue, 2012). The implications for LA practices of both approaches are addressed later in this chapter and in the following chapter.

This section has provided a brief outline of theoretical developments in the fields of literacy, academic literacies and functional linguistics that have relevance to past and current LA practices. The next section reviews the literature on the approaches to the provision of academic literacies teaching in tertiary contexts.

2.5 Academic Literacies Development

This section reviews literature on literacies development practices in tertiary contexts. It begins with a concise overview of current LA practices in literacies development in Aotearoa New Zealand, which are also connected with developments in Australia and the UK. I then briefly address approaches to academic literacies development assumed to be generic, including how they have been critiqued. In the remainder of this section, I focus on embedded approaches to academic literacies development, present empirical findings on the benefits of embedded approaches, and lastly focus on genre-based approaches to embedding.

A review of the websites of the eight Aotearoa New Zealand universities indicates that the modes of academic literacies development provided at each institution are broadly similar,

including: generic workshops (online and face-to-face); one-to-one appointments and drop-in sessions (online and face-to-face); online resources; and collaboration with faculty staff to embed literacies development into discipline content (Auckland University of Technology, n.d.a; Lincoln University, n.d.b; Massey University, 2021a; University of Auckland, n.d.a; University of Canterbury, n.d.b; University of Otago, n.d.b; University of Waikato, n.d.b; Victoria University of Wellington, n.d.b).

Similar to the support in Aotearoa New Zealand, Baik and Greig (2009) state that academic literacy development provided by universities in Australia “can be broadly grouped into three categories:

1. extra-curricular generic language or ‘study skills’ programs provided by central university student services;
2. embedded faculty-based programs and one-off workshops; and
3. credit-bearing English for Academic Purposes courses.” (p. 402)

The literature on the first and second categories is presented below with reference to their implications for teaching and learning in literacies development. The third category is not included because, while such papers are offered, they do not represent a significant proportion of LA work in Aotearoa New Zealand and are instead often taught by faculty lecturers in language programmes for international students before they start university.

2.5.1 Generic Approaches to Literacies Development (Study Skills)

This first of Baik and Greig’s (2009) categories encapsulates the historical origins, and enduring legacy, of academic literacies development in Aotearoa New Zealand. Among other student services such as counselling, what ultimately became learning advice in this country emerged in the 1960s (Brailsford, 2011). The overriding motivations for this provision here and in Australia have been institutional concerns over student success and retention (Acheson, 2006; Breen & Protheroe, 2015; Chanock et al., 2012; Manalo et al., 2010). The focus in these countries and in the UK has been on remedial support for students (Cameron, 2018b; Chanock et al., 2009; Strauss, 2013), offered via centralised units that students engage with outside of their school contexts, and often named Student Learning Centres, Learning Support, or similar. Since their inception, the LAs’ primary mode of delivery has been one-to-one appointments (Breen & Protheroe, 2015; Evans et al., 2019; Reid & Gao, 2015; Stevenson & Kokkinn, 2007; Walkinshaw et al., 2015) and workshops on academic

writing, oral presentations, and academic reading that are available to all students (Baik & Greig, 2009; Reid & Gao, 2015; Wingate, 2006).

The generic focus of much LA work, and its positioning as adjunct to the mainstream tertiary experience, are well critiqued in the literature. One noted limitation is that students are expected to transfer generic concepts/rules about academic literacy, which generic approaches assume to be fairly homogenous, to their specific discipline contexts (Lea & Street, 2006). This transfer may not actually occur to a desirable extent (James, 2009, 2010), or is perhaps only achievable by the most effective of learners (Clanchy & Ballard, 1995). This is because the generic approach results in literacies being separated from discipline content and learning about that content (Chanock et al., 2009; Hyland, 2013; Wingate, 2006). An example would be providing generic workshops on critical thinking (a common offering from Student Learning Centres) that are open to all students. The need to be generic in that case renders the workshop devoid of sufficient discipline content through which to develop the necessary metacognitive strategies needed for thinking critically because “there is not a set of critical thinking skills that can be acquired and deployed regardless of context” (Willingham, 2008, p. 26).

A second limitation to generic provision of literacies development is its remedial nature and students’ resulting perceptions of it. Provisions where students are sent to be fixed imply a deficit model (Skillen et al., 1998) where “the ‘problem’ is seen as located within students rather than with teaching practices, and the ‘solution’ to the problem focuses on student deficits that require remedial intervention from support staff” (Henderson & Hirst, 2007, p. 26). This can have a deleterious effect on student engagement with literacies learning due to shame factors associated with remedial support (Turner, 2004), and assumes that all other students will osmotically learn the more complex literacies required as they proceed through their studies (Percy et al., 2001; Skillen & Mahony, 1997).

The centralised positioning of LAs and their departments also implies that literacies learning is adjunct, or extra, to learning about discipline content. This can have a negative impact on student attendance, with numbers often low at generic workshops (Fenton-Smith & Humphreys, 2015; Harris, 2016). This may be explained by students viewing generic literacies development workshops as irrelevant (Durkin & Main, 2002; Manalo et al., 2010) or of no academic value (Drummond et al., 1998) to them.

Despite the critiques presented above, generic approaches to teaching study skills still continue today (McMorrow, 2018; Minogue et al., 2018; Wingate, 2018). This is evident in the website information about academic literacies development provisions of the eight Aotearoa New Zealand universities cited earlier. Wingate (2018) suggests that this may partially be explained by university leadership staff, if they are to restructure faculty and LA roles to facilitate collaboration, needing clearer evidence of improvements to student learning that embedded approaches (which are defined in the next sub-section) bring. As shown below, there are research findings that indicate the positive outcomes of embedding (Baik & Greig, 2009; Devereux et al., 2018; Hammill, 2007; Kennelly et al., 2010; Maldoni, 2018), but there are also findings that indicate embedding is time consuming (Blake & Pates, 2010; Maldoni, 2017; Stevenson & Kokkinn, 2007; Thies, 2012). Furthermore, some LAs would oppose a shift to embedded provision that is solely directed at whole cohorts because they place high value on the holistic interactions they have with students in the individual consultations which have traditionally accounted for the majority of their work (Breen & Protheroe, 2015; Harris & Ashton, 2011; McMorrow, 2018; Reid & Gao, 2015; Stevenson & Kokkinn, 2007).

It appears, therefore, that LAs need to put forward a strong evidence base for the merits of embedding in tandem with theoretical arguments about how language and literacies are learned in contexts (Humphrey & Economou, 2015; Lea & Street, 1998; Lillis & Scott, 2007; Martin & Rose, 2005) if leadership staff are to mandate such approaches in favour of the more short-term, quick-fix, option of generic and remedial provision of study skills (Gurney & Grossi, 2019; Strauss, 2013; Turner, 2004). In reviewing the literature on embedded approaches, the next section attempts to articulate the breadth of models of embedding that exist, as well as the empirical evidence that supports their implementation.

2.5.2 Embedding Academic Literacies Development into Discipline Content

This section begins with a concise definition of embedded academic literacies development, which represents the second of Baik and Greig's (2009) approaches to literacies teaching outlined earlier. I then present several models for embedding that have developed during the last twenty years before then synthesising findings from research studies that have attempted to generate empirical evidence for the benefits of embedding. I then conclude the section with a review of genre-based approaches to embedding as they are relevant to the embedded approach reported on in my research.

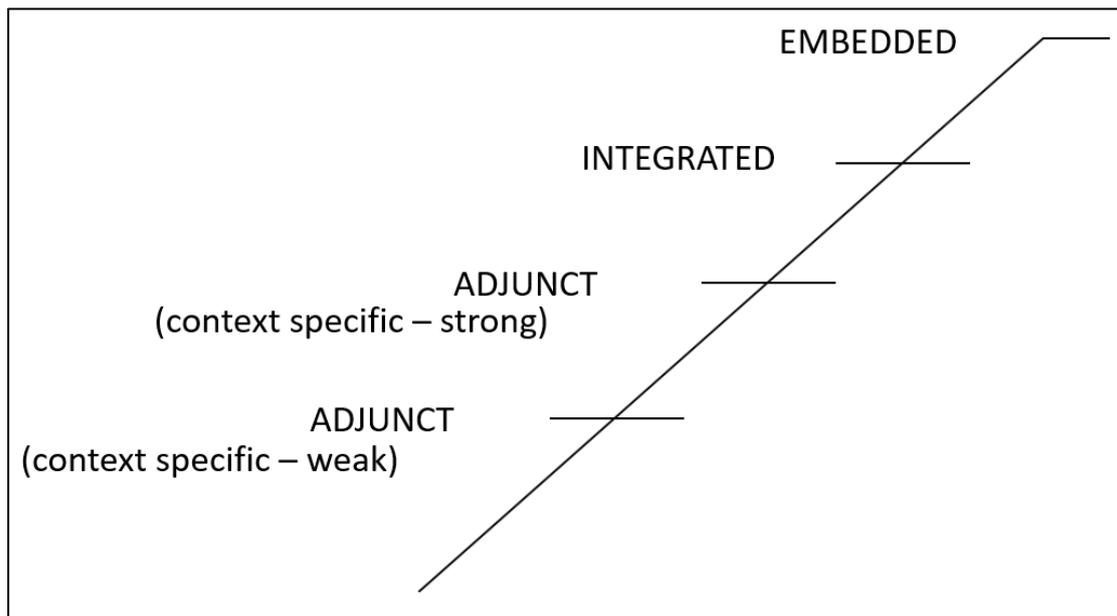
Embedded academic literacies development involves the provision of literacies development within and through the discourses of specific disciplines (Baik & Greig, 2009; Maldoni, 2018; Wingate, 2019). Embedding has emerged as an increasingly dominant strand of LA practice over the past twenty years and represents a shift in ideology from curing the sick, where only students who are struggling are the focus of support, to improving all, where development is provided for the whole cohort (Skillen & Mahony, 1997). This challenges the common view that literacies development is remedial, or only for specific groups of students such as those with English as an additional language (Arkoudis, 2014; Murray & Nallaya, 2016; Wingate, 2019). Instead, embedded approaches conceive of all students, whether English is their first language or not, or whether they are considered traditional learners or not, as potential novices to the discourses of their discipline who can benefit from literacies development (Chanock, 2013, 2017; Jaidev & Chan, 2018; Kokkinn & Mahar, 2011; Murray & Nallaya, 2016; Palmer et al., 2018; Wingate & Tribble, 2012). Additionally, students who may be unlikely to self-refer themselves for literacies development due to shame or loss of face concerns, can still be given the opportunity to engage with literacies learning (Harris & Ashton, 2011).

2.5.3 Models of Embedding

According to the literature on embedding, several models exist, varying with regard to three dimensions: the timing of provision (during timetabled lectures/tutorials or additional classes), the discipline specificity of content to be taught, and the respective roles of LAs and discipline lecturers in the design and delivery of literacies teaching materials. The following section synthesises existing literature on these different models and dimensions.

A helpful visual representation of most of the approaches to embedding is provided by Jones et al. (2001), who, in presenting the various configurations of their embedded work, identified four main categories, with some classified as more embedded than others:

Figure 1: *Approaches to Collaboration in the Faculty Program (Jones et al., 2001, p. 11)*



Regarding the timing of provision, the first two categories, labelled as *adjunct*, include literacies classes that are provided outside of timetabled lectures and tutorials, while in the *integrated* and *embedded* categories, literacies are taught during timetabled classes. Adjunct provision of embedded literacies development, as with generic provision, is criticised in the literature because student attendance is often low (Devereux et al., 2018; Harris & Ashton, 2011; McWilliams & Allan, 2014) and, of those students who do attend, those most at risk of failure are under-represented (Kennelly et al., 2010; Tran, 2013). However, Minogue et al. (2018) found that attendance at their adjunct embedded literacies classes was high due to being provided immediately after compulsory lectures, so timing of adjunct provision may be influential. Nonetheless, as noted in the previous section, because embedded approaches presuppose that all students stand to benefit from literacies development, timetabled lectures and/or tutorials would appear to be the most appropriate times to provide literacies development.

Regarding the discipline specificity of provision, Jones et al.'s categorisation of embedded approaches includes two choices. This is shown in the *adjunct* categories, which include an option for either *weak* or *strong* context specificity. Weak specificity, as exemplified by Jones et al. (2001), might involve provision of a generic workshop on essay writing (re-used from existing materials for workshops open to all students) to a Nursing class who have an essay assignment to do, with minimal adaptation to the specific task and language required. The authors then indicate strong specificity as involving the preparation of new teaching/learning materials that focus directly on the assessment task that students have,

which would also be the case in the *integrated* and *embedded* categories. Strong context specificity is one of the key principles of embedded approaches, with the discipline specificity of literacies robustly argued in the literatures on education, language, literacies and linguistics (Clarence, 2012; Hyland, 2013; Johns & Swales, 2002; Lea & Street, 1998; Lillis & Scott, 2007; Tribble & Wingate, 2013). As such, Jones et al.'s *context specific – weak* category would be a less desirable pedagogic choice because it would require students to see the connections between generic teaching materials and the specific disciplinary content in their papers, and this type of far transfer of knowledge is unlikely if students do not already possess sufficient context specific knowledge (Hattie et al., 1996; Horner, 2013; James, 2009; Perkins & Salomon, 1989). While there may be other reasons for the implementation of a *context specific – weak* approach to embedding, such as situations in which there is insufficient time to prepare teaching materials, the literature is silent on this.

Regarding the respective roles of LAs and discipline lecturers in the design and delivery of literacies teaching materials, Jones et al. (2001) indicate this as being increasingly weighted towards the lecturer in approaches that are more embedded:

The *adjunct context specific – weak* category involves the least amount of collaboration, with the lecturer's role limited to an initial request for some literacies teaching for their cohort to be provided by an LA, some degree of involvement in scheduling additional classes, and perhaps the provision of the paper study guide/assessment task(s)/marking criteria to the LA. The LA then selects the relevant generic teaching materials, perhaps with some minor adaptation, and then teaches the class with or without the presence of the lecturer.

The *adjunct context specific – strong* category includes the same elements, but potentially involves a greater amount of collaboration between the LA and lecturer on the design of the teaching materials because they are specific to the lecturer's paper. The LA is again responsible for teaching.

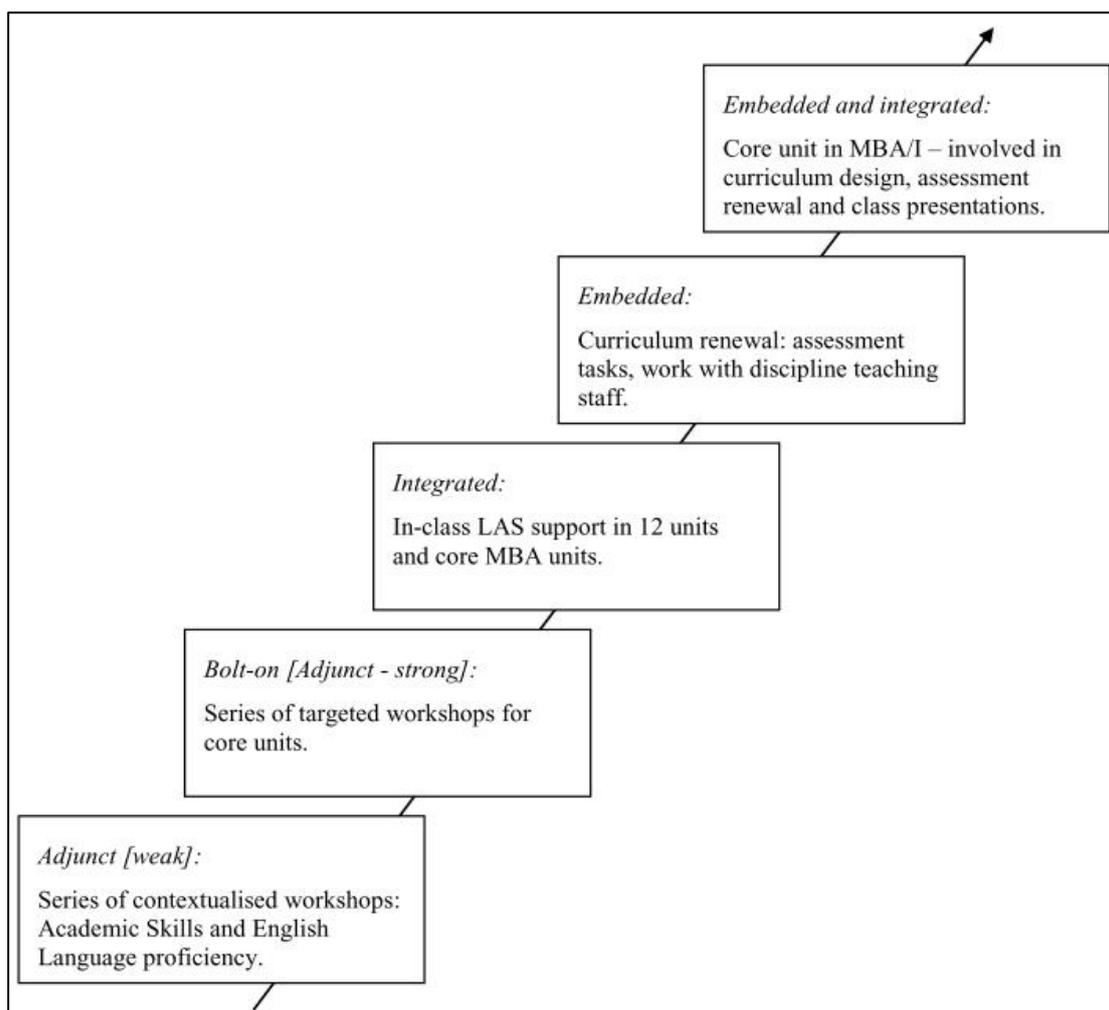
The *integrated* category is different in that the LA's teaching occurs as part of timetabled classes. The potential for collaboration on the design of the teaching materials is the same as that in the *adjunct context specific – strong* category. Although the authors do not elaborate on the extent to which collaborative teaching occurs, they do indicate that the lecturer is often also present when the LA is teaching.

The *embedded* category involves the greatest amount of collaboration between LA and lecturer in the preparation and design phases, with the lecturer then taking sole responsibility for teaching.

The lecturer's role in the design and delivery of literacies teaching materials is greatest in the *integrated* and *embedded* categories, and, according to the literature, this degree of lecturer involvement is optimal for two key reasons. Firstly, the LA is able to understand clearly the literacies demands of the assessments in the lecturer's paper as they design the teaching materials because they can ask the lecturer specifically how they expect students to show what they have learned (Blake & Pates, 2010; Clarence, 2012; Harris & Ashton, 2011; Jaidev & Chan, 2018; Mort & Drury, 2012; Thies et al., 2014). This is in stark contrast to the more adjunct categories, in which the LA may not have sufficient/any interactions with the lecturer about the literacies requirements in a paper; Murray and Nallaya (2016) found such situations "proved somewhat difficult in light of the fact that language tutors did not have the relevant disciplinary expertise and did not know what academic staff involved in the programme expected their students to demonstrate" (p. 1305). Secondly, because lecturers are experts in their disciplines, they may be best placed to know about and teach writing in those disciplines (Donahue, 2010; Haggis, 2006; Hunter & Tse, 2013; Jacobs, 2007; Northedge, 2003). While some lecturers may only have tacit knowledge of their disciplinary discourses (Bury & Sheese, 2016; Elton, 2010; Moon et al., 2018; Sumsion & Goodfellow, 2004), the value of collaborating with an LA would then be in the articulation of the lecturers' expectations of how their students were supposed to write their assignments (Blake & Pates, 2010; Jacobs, 2007; Wingate et al., 2011). Whatever the respective responsibilities between LAs and lecturers are in a given model of embedding, the literature suggests that this dimension, and not timing or discipline specificity, is the one that varies most.

In addition to the four categories of embedding outlined by Jones et al. (2001), other models provide clearer delineation of LA and lecturer classroom roles. As shown in Figure 2, Harris and Ashton (2011) add a fifth *embedded and integrated* category to Jones et al.'s categorisation of embedded approaches:

Figure 2: *Approaches to Integration and Embedding of Language and Academic Skills Within the Faculty (Harris & Ashton, 2011, p. 81)*



The *embedded and integrated* category involves collaboration on curriculum development, including literacies teaching materials, but also some degree of in-class collaboration between the LA and lecturer. This is in line with Jones et al.'s embedded category, but there is a difference regarding what occurs in the classroom. While Jones et al.'s integrated category involves the lecturer being present while the LA is teaching, Harris & Ashton's embedded and integrated category involves "the lecturer taking an active role" (2011, p. 80). Although the authors do not expand on what this active role entails, a potential approach can be found in another model of embedding discussed below.

Building on Harris and Ashton's model, Kennelly et al.'s (2010) *Unit Specific Model* of embedded academic literacies adds a focus on team-teaching. This model involves the close collaboration of LAs and lecturers on preparation, design and teaching in papers (units), whereby the LA is a consistent part of the faculty teaching team over the semester. Maldoni,

who was part of the team that created the Unit Specific Model and has subsequently developed it into the *Unit Support Program* (Maldoni, 2017, 2018; Maldoni & Lear, 2016), provides clear description and justification for this model's focus on team-teaching. Drawing on Dudley-Evans' (2001) model of collaboration, the LA and lecturer are distinguished respectively during classes as the literacies expert and the content expert; accordingly, the LA might model to students how to analyse their assessment task, and the lecturer can then clarify expectations about which theories (from the paper) the students should apply, or both teaching staff may take shorter turns as they dialogically explain elements of assessment tasks from their respective disciplinary perspectives (Maldoni, 2017). With reference to Briguglio's (2014) notion of inter-disciplinary collaborations occurring in a *third space* different from those of the respective individuals involved, Maldoni (2017) argues that it is this convergence of expertise in the classroom that enables staff from different disciplines "to construct new understandings that would most likely be unachievable in their own individual 'space'" (p. 106), and that team-teaching is central to embedding.

Studies in the collaborative teaching of academic literacies and English for Academic Purposes indicate positive outcomes for students. As the LA focuses on examples of writing, the lecturer is able contemporaneously to clarify their expectations of how students should write in their assessments (Devereux et al., 2018; Huang, 2017; Jaidev & Chan, 2018; Purser et al., 2008) and act as an advisor on discipline content points that emerge while the LA is leading the class (Dudley-Evans, 2001; Dudley-Evans & St John, 1998; Johns & Dudley Evans, 1980). The LA also performs the role of an intermediary between the students and lecturer regarding the literacies requirements of an assessment (Dudley-Evans, 2001; Dudley-Evans & St John, 1998; Jacobs, 2010). With these in-class dynamics, and the collaborative preparation and evaluation that occur around them, Maldoni and Lear (2016) are emphatic in their claim that "models that share the commonality of academic literacy and discipline staff working seamlessly together both in and out the classroom demonstrate best practice for developing academic language and literacy" (p. 3).

However, not all practitioners and researchers place such high value on team-teaching in models for embedding. In critiquing a focus on team-teaching, Wingate (2015) argues that the most effective form of embedding involves its complete integration into teaching and assessment (similar to the integrated category in Jones et al.'s categorisation of embedded approaches), with LAs ideally being fully assigned to specific disciplines and still retaining responsibility for classroom delivery because of their specialist focus in helping students

develop communicative competence in their disciplinary discourses, especially in tutorials that would involve practical activities around texts. Wingate also argues that the concomitant reduction in the need for generic literacies provision would offset the cost of having to increase the number of LAs required to deliver on such a model. A different view is offered by Blake & Pates (2010), who see the ultimate goal of collaboration as being the handover of literacies teaching from the LA to the lecturer. This, they argue, can be achieved through a scaffolded approach that unfolds over three or four iterations of a paper, where the leadership of literacies teaching gradually shifts to the lecturer, and the LA assumes a consultancy, or background, role that involves materials development and some guest lecturing (continued LA presence in some capacity would be an attempt to reduce barriers to students voluntarily seeking literacies development from centralised units).

However, the handover of literacies teaching as a process remains under-researched, and concerns regarding its long-term viability and impact on student learning are expressed in the literature. Firstly, in reflecting on the durability of each of their four categories of embedding, Jones et al. (2001) observe that their longest lasting collaborations are in the *adjunct context specific – strong* and the *integrated* categories (both of which involve the LA teaching literacies content), while the fully *embedded* collaborations (where handover occurs and the lecturer assumes responsibility for teaching) are “dependent on one or two extremely committed subject teachers, and when they move on, their successors are often not as committed” (p. 13).

In addition to such logistical challenge, Wingate (2015) maintains that the ongoing involvement of the LA, even in contexts where the collaboration is well-established, “seems to be indispensable” (p. 161). She argues that this is because literacy experts are best placed to guide lecturers with where and how to embed literacies development into their curricula and to also ensure the consistent and constructively-aligned use of the appropriate meta-language across teaching teams when talking with their students about the literacies requirements in their assessments (Wingate, 2015). This expertise-driven concern is a perhaps more challenging one to address because it relies on lecturers actively engaging in professional development, as well as careful consideration of their perspectives on adding literacies teaching to their pedagogic practices.

As this section indicates, varied compositions of embedding exist, with key dimensions being timing (whether literacies teaching occurs as part of, or additional to, timetabled lectures/tutorials), discipline specificity (from reuse of generic teaching materials to newly

created ones that are specific to students' actual assessments), and the roles and responsibilities of LAs and lecturers. The common assumption of all, though, is that literacies are best learned in disciplinary contexts. The next section presents findings from research projects that have sought to confirm this assumption.

2.5.4 Evidence for the Benefits of Embedding

Although conclusively proving the impact on student learning of academic literacies interventions, as with most innovations and practices, is difficult (Acheson, 2006; Devereux et al., 2018; Dunworth & Biguglio, 2010), this section presents findings from research studies that have attempted to evidence the effectiveness of embedded approaches to literacies development in tertiary contexts. The sources of evidence are academic results, student perspectives and discourse analysis of student writing. Mixed methods approaches that report on academic results and student perspectives are the most common ($n=7$), followed by studies that only report on one ($n=5$) or the other ($n=5$) of these, studies that employed discourse analysis and report on student perspectives ($n=2$), and finally, one study that only employed discourse analysis. The considerable majority of empirical research into embedding appears to have been conducted in Australia, with twelve studies included in this review, and then four each from New Zealand and the United Kingdom, and one from South Africa. With regard to the length of the studies, fourteen were conducted over the course of a single semester, six were conducted over periods ranging from one to two years, and one took place over three years. Therefore, methodology appears not to be a strength in much of the existing research into embedding, which may in part be explained by LA work having an almost complete focus on student-facing activities, with often only limited opportunity or support to conduct research into practice.

As they most closely resemble the collaborations reported on in the current research, I will first address the studies that investigated team-teaching during timetabled lectures/tutorials and team-teaching during adjunct classes or papers. These are followed by cases where lecturers/tutors taught during timetabled classes or adjunct classes and, lastly, LAs (or other language specialists) teaching during adjunct classes.

Team-Teaching During Timetabled Classes. Two studies included team-teaching of academic literacies during timetabled lectures/tutorials. Harris and Ashton (2011) embedded concept mapping, reading strategies and paragraph development into two

iterations of a postgraduate Business paper. In their end of semester evaluations, 98% of the 2009 cohort strongly agreed that the academic literacies content had been useful, and 93% of the 2010 cohort strongly agreed. Following several team-taught lectures and tutorials to a cohort of 90 undergraduate Business students, Devereux et al. (2018) conducted discourse analysis on the writing of nine of the cohort using the paper's assessment criteria that pertained to literacies. All nine demonstrated that they understood essay structure, used a range of sources, and employed an appropriate mix of simple and complex sentences. However, most struggled to apply relevant theory to the case they were required to write about. The authors suggest that this could have been because the assessment question itself underplayed the role of theory. Devereux et al. (2018) also suggest their method of employing discourse analysis as a measure of the impact of academic literacies interventions could offer future researchers a means of triangulation with the more common data sources of academic results and student perspectives.

In all, one study that reports on student evaluations, and another study that reports on nine samples of student writing do not represent a significant base of empirical evidence for team-teaching embedded literacies during timetabled classes. However, as noted later in this review, securing timetabled teaching hours for embedded literacies teaching can prove challenging, which may explain the paucity of examples of it in the literature. The following paragraphs that synthesise research findings of studies that included team-teaching in adjunct classes provide a clearer sense of impact, which can be taken as indicative of the potential benefits of team-teaching in timetabled classes.

Team-Teaching During Adjunct Classes. Six studies included team-teaching during adjunct classes. Of those, four reported on the impact of these classes on academic results. Over the course of six semesters, Kennelly et al. (2010) tracked the average final marks in a first-year undergraduate Business paper for students who regularly attended adjunct academic literacies classes ($n=121$) and those who were invited but did not attend regularly ($n=134$). The regularly attending students on average scored 7% higher than the non-regular attendees, and also reported that they valued the practical explanations of theories and application of critical analysis to those theories provided during the tutorials.

Over a single semester, Maldoni (2018) team taught with Business lecturers in three undergraduate papers at year one, year two and year three, to a total of 905 students.

Comparing pass rates showed that, in the year one paper, 91% of students who regularly attended the adjunct classes passed, compared with 77.1% of those who did not attend regularly; in the year two paper, 100% of regular attendees and 91.9% of non-regular attendees passed; and in year three, the respective pass rates were 80% and 63.1%.

Hillege et al. (2014) compared the mean essay marks of 747 first-year undergraduate Nursing students who had all previously completed a post-entry language assessment (PELA). The PELA results had been grouped into three levels, with the lowest scoring students (Level Three) advised to attend adjunct classes, the middle scoring students (Level Two) rated as borderline with regard to their potential need for literacies development, and the highest scorers (Level One) being considered proficient. With a maximum possible mark of 40, the mean essay mark was 21.25 for the Level Three students who attended the adjunct classes, 17.5 for the Level Three students who did not attend, 21.55 for the Level Two students, and 22.09 for the Level Ones. The authors also note that the mean marks for the Level Three students who attended the adjunct classes and those of the Level Two and Level One students (who only attended the timetabled classes) were not significantly different, concluding that the adjunct classes appeared to have had a positive impact on the Level Three students' writing such that they scored similarly with students who had been graded as more proficient in the PELA.

Hirst et al. (2004) organised adjunct literacies classes (for a first-year Education paper) that were intended to increase the success and retention of students from "low socio-economic, rural, isolated and Indigenous backgrounds, as well as language backgrounds other than English" (p. 67) (in particular, students from these backgrounds were invited to attend, but the classes were still open to the whole cohort). For an essay assessment, 88% of students who attended the adjunct classes passed compared with 45% of those who were invited but did not attend. The authors also indicate that some degree of transfer appeared to occur, with 85% of the students who attended the adjunct classes passing another essay assessment in a concurrent paper compared with 61% of those who did not attend; however, the authors do not comment on moderating variables, such as the possibility that students who attended possibly having greater motivation to succeed than others.

Of the other two studies that included team-teaching in adjunct classes, one only captured student perspectives, and the other utilised discourse analysis of student writing coupled with student perspectives. Minogue et al.'s (2018) semester-long study of a collaboration with lecturers in a Criminology and Sociology pre-degree programme led to students

reporting increased confidence for university study as a result of skills practised during the adjunct classes. Tribble and Wingate (2013) also collected student perspectives; however, focusing on genre-based approaches to literacies teaching with different cohorts of postgraduate students in Applied Linguistics ($n=59$) and Pharmacy ($n=53$), they also conducted discourse analysis of student texts. The students were asked to bring introduction paragraphs from current writing they were doing, and during a *joint construction* (Rothery, 1994, as cited in Martin & Rose, 2005) activity, where students are guided through writing practice of some form, the students were asked to make amendments to their writing based on an annotated model introduction they had been shown during the *deconstruction* phase of the class. Throughout the process, the relevant lecturer was also on hand to advise students on disciplinary content related questions that arose from the activity. In describing the amendments made to one student's introduction, the authors report that the original version was deleted and replaced with a more detailed one that indicated a "newly acquired understanding of the moves required in Introductions" (Tribble & Wingate, 2013, p. 317). Ninety-nine of the students also completed a post-class questionnaire, with 96 reporting that the classes would be useful or very useful when writing their next assignments, and 98 reporting that they found the annotations on the sample texts useful or very useful.

In summary, of the eight studies reviewed in the preceding three paragraphs that included team-teaching and claimed impacts on student learning: three reported on academic results and student perspectives (Hillege et al., 2014; Hirst et al., 2004; Kennelly et al., 2010); one reported on academic results only (Maldoni, 2018); two reported on student perspectives only (Harris & Ashton, 2011; Minogue et al., 2018); one reported on discourse analysis of student texts and student perspectives (Tribble & Wingate, 2013); and one reported on discourse analysis of student writing only (Devereux et al., 2018). This represents a mixed bag of evidence for the impact on student learning of the team-teaching of embedded academic literacies because the studies represent different research designs. As noted in the third paragraph of this section by Devereux et al., perhaps studies that triangulate findings using these three methods can better illuminate the advantages of this model of embedding for student outcomes.

Lecturers/Tutors Teaching During Timetabled/Adjunct Classes. Six studies included contexts where lecturers/tutors taught literacies. Four involved LAs, or other literacy/language experts, training faculty staff to teach literacies (Chanock et al., 2012;

Hunter & Tse, 2013; Mostert & Townsend, 2016; Thies, 2012). This posed challenges for some tutors, who indicated the need for more professional development (Thies, 2012), especially if many of them were casually employed and LAs hastily had to train them (Chanock et al., 2012). Conversely, when a more systematic and gradual process of training and practice was in place, as with the lecturer in Mostert & Townsend (2016), the lecturer was able to accumulate confidence and experience with teaching literacies over a semester. However, this collaboration was only between two staff, and an involved and ongoing process such as this would perhaps be harder to implement on the larger scales reported on by Chanock et al. (2012) and Thies (2012). The other two studies (Hocking & Fieldhouse, 2011; Wingate et al., 2011) involved lecturers who were themselves literacies and/or language specialists, which would have negated the need for training.

Three of these studies in which lecturers/tutors took sole responsibility for teaching literacies reported on academic results and student perspectives (Chanock et al., 2012; Hunter & Tse, 2013; Thies, 2012). All three found improved results following their interventions: Chanock et al., in comparing the academic results of the entire first-year undergraduate Arts cohort in 2011 with results from the previous year, found increases in the percentages of students achieving A or B grades and reductions in those achieving C or D grades, all of which were improvements on the comparisons between results in 2009 and 2010; Hunter & Tse, in comparing students' ($n=309$) average marks for two assignments in one Economics paper in 2009, with their intervention occurring between the assessments, found an increase of 9.02 marks, whereas in the 2007 and 2008, prior to their intervention, average marks had decreased by 6.68 and 3.02, respectively; and Thies compared the results of two key assessments in the first year of an undergraduate Health programme over two years (in total, 2,844 students), with the interventions being developed further each year, and found that the average mark in the first assessment improved by 0.2% and by 1.52% in the second.

Two of these studies agreed on the importance of being explicit with students about the function and use of literacies content, enabling those students to then see the content as relevant to them (Hunter & Tse, 2013; Thies, 2012). Hunter & Tse's (2013) students ascribed most value to one class that explicitly taught the reasoning behind the use of discourse features to structure texts because the students could then identify those features in the texts they were reading. Also, Thies (2012) reflected on students' mixed responses to a questionnaire that asked them to rate the relevance of literacies classes to their studies,

concluding that curriculum materials and instruction both needed to be more explicit about how literacies content was connected with curriculum content. Thies (2012) saw this as necessary if students were to engage in metacognition when reflecting on their learning.

This need for explicitness regarding the function and use of literacies was also evident in the student perspectives recorded in the other two studies that included lecturers/tutors being responsible for teaching literacies. Hocking and Fieldhouse (2011), reflecting on their implementation of a genre-based approach that involved modelling discourse features to their approximately 90 pre-degree Arts students in an Arts Theory paper, found that many students wanted their other theoretical papers to use a similar approach that made the rhetorical construction of texts visible. And, Wingate et al. (2011) also modelled discourse features to their first-year undergraduate Applied Linguistics students. When they asked students about their methods of instruction, they found that students were most in agreement about the use of exemplar texts to show them what was expected in their written assessments, with 43 out of 49 students rating it as useful or very useful. These lecturers' refined pedagogic uses of modelling as part of a genre-based approach to literacies instruction can be attributed to almost all of them already being knowledgeable about literacies and languages, and how they can be learned.

One of these studies also reported on discourse analysis of student writing. Wingate et al. (2011) analysed a sample of the cohort's writing before and after their intervention for use of discourse features that were taught during the paper. Academic results showed that 24% of the whole cohort had improved their grade by at least 10%, 15% had not improved (they scored low in both assessments), and 23% scored well in both assessments. The writing of both the students who had improved by 10% and those who had achieved consistently well indicated that they had responded carefully to feedback that all students were provided with on their first pieces of writing.

Learning Advisors Teaching During Adjunct Classes. Six studies included contexts in which LAs taught in adjunct classes without a lecturer also present. Five of these studies reported positive impacts on academic results. Baik and Greig (2009), who embedded English language development into a first-year undergraduate Architecture paper that had 186 students, found that the students with high attendance at the adjunct classes achieved an average mark in the paper of 63.8%, while the average mark for students who did not

attend was 60.8%. Durkin and Main (2002) observed an 8.9% increase in the mean scores of two assessments among first-year undergraduate Design, Engineering and Computing students who attended adjunct embedded literacies classes ($n=15$), with no discernible pattern among students who did not attend ($n=30$). Dunworth & Briguglio (2010) found that the assessment scores for all but one of 284 first-year undergraduate Business students who had attended adjunct English language classes improved between an initial diagnostic assessment and the final assessment of the paper, with the one student who did not improve achieving the same score on both. Hammill (2007) recorded that the resit rate for a first-year undergraduate Health paper decreased from 30% to 0.6% once they had introduced adjunct embedded literacies classes to the cohort of 180 students. And, Manalo et al. (2010), who gathered 17 case studies and descriptions of Aotearoa New Zealand learning support programmes that claimed positive impacts on student success and/or retention, reported on one case study that compared pass rates of approximately 3,000 Health students. Of students who had attended adjunct embedded literacies classes ($n=330$), 92% passed their papers; of students who attended some combination of generic and/or adjunct embedded literacies classes ($n=597$), 89% passed, while 83% of the remaining 2,697 passed. In all, the results in these studies suggest that embedding has some impact on student achievement, but, as the authors indicate themselves, it is hard to prove conclusively a causal relationship.

Two of the above studies also reported on student perspectives, and one further study, Frohman (2012) (78 Health students, some undergraduate and some postgraduate), reported on student perspectives only. All three concluded that students valued the specificity and relevance to their papers of the embedded classes (Baik & Greig, 2009; Durkin & Main, 2002; Frohman, 2012), while the student mentors who participated in Durkin and Main's study said that students would likely only be motivated to engage with literacies learning after their first assignments, and that, for the same reason, the literacies content should be part of the timetabled classes in papers instead of adjunct. These concerns are similar to those expressed elsewhere that generic and adjunct provisions (unless made compulsory) tend to yield low student attendance (Drummond et al., 1998; Fenton-Smith & Humphreys, 2015; Harris, 2016; Manalo et al., 2010).

This section has analysed twenty studies of embedded academic literacies teaching from 2002 that have claimed benefits of such approaches to student learning. In drawing together these findings, whether they focus on team-teaching in timetabled classes or individual LAs

teaching in adjunct classes or variations in between, it is apparent that empirical evidence for embedding is thin. However, at this point, I refer to Hattie et al.'s (1996) meta-analysis of 51 earlier studies that had investigated the impact of learning skills interventions on student learning. These studies pre-date the increased focus on embedding over the past two decades. Hattie et al. conclude that the best outcomes occurred in teaching contexts where literacies (termed 'strategies' by the researchers) were taught "metacognitively, with appropriate motivational and contextual support" (p. 129).

Firstly, in critiquing generic approaches to literacies development (at that point, the norm), Hattie et al. (1996) stated that literacies development "ought to take place in the teaching of content rather than in a counselling or remedial center as a general or all-purpose package of portable skills" (p. 130). This is an obvious maxim of all the studies I have reviewed. Hattie et al. also recommended that the teaching of any literacies content should be accompanied by the development of student understanding about when and why they would apply it (i.e., metacognitive awareness). This is consistent with nine of the studies reviewed in this section (Devereux et al., 2018; Hirst et al., 2004; Hocking & Fieldhouse, 2011; Hunter & Tse, 2013; Kennelly et al., 2010; Maldoni, 2018; Thies, 2012; Tribble & Wingate, 2013; Wingate et al., 2011). The third key finding concerned the degree to which literacies are the overt focus of teaching, with the authors concluding that "directly addressing study skills did not seem particularly fruitful. The desired effect of study skills training – enhanced performance – is better achieved by addressing performance directly" (p. 130). That is, literacies teaching should give prominence to assignment specific applications and outcomes, and modelling through the use of example texts is one method for doing so that was implemented in twelve of the studies reviewed here (Chanock et al., 2012; Devereux et al., 2018; Durkin & Main, 2002; Hammill, 2007; Hirst et al., 2004; Hocking & Fieldhouse, 2011; Hunter & Tse, 2013; Kennelly et al., 2010; Maldoni, 2018; Thies, 2012; Tribble & Wingate, 2013; Wingate et al., 2011).

It appears, therefore, that recent research, as well as that conducted in previous decades, is consistent on these three criteria of discipline specificity, metacognition and assessment focus. The next section on genre-based approaches to academic literacies instruction, addresses all three of these.

2.5.6 Genre-Based Approaches to Embedding

This section presents a brief overview of genre-based pedagogy and its application to embedded academic literacies teaching. Specifically, I address the use of discipline-relevant example texts in modelling to students the expectations that their lecturers have of them in their engagement with reading and writing in their study programmes.

Genre analysis, and the social and goal-oriented conceptualisations of communication that have emerged from it in traditions such as Systemic Functional Linguistics (SFL) (Halliday, 1985; Martin & Rose, 2005) and English for Specific Purposes (ESP) (Swales, 1990) in recent decades, have strong applicability to pedagogies that are focused on teaching students language in context, and therefore can provide robust teaching practices in models for embedding academic literacies into curriculum content. According to Swales (1990):

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. (p. 58)

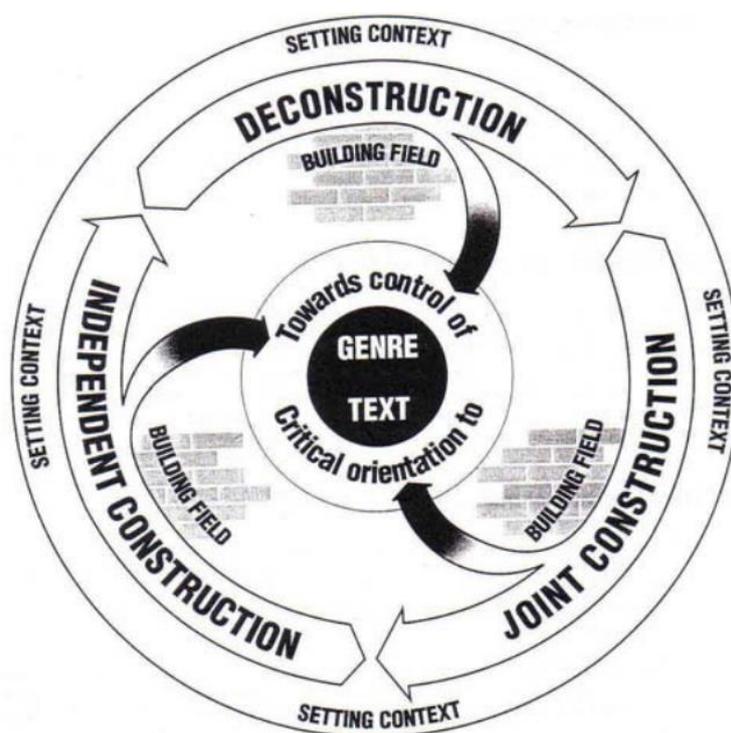
In the tertiary teaching and learning context, communicative events would include classroom interactions and assessments, and, from a student perspective, lecturers are the most prominent expert members of their discourse communities, and they can therefore be seen as responsible for their students' entry to, participation in, and potential transformation of those discourses (Coffin & Donahue, 2012; Donahue, 2010; Gee, 1996; Lea & Street, 1998). As the discourses of academia are mostly discipline specific (Lea & Street, 1998, 2006; Lillis & Scott, 2007), pedagogies that are informed by genre analysis can make the language needed to access and express knowledge in the different disciplines explicit. Disciplines each value their own forms of argumentation, and each has its own particular text types that would determine the written assessments students would be expected to produce (Devereux et al., 2018), such as annotated bibliographies in education, and laboratory reports in engineering. Assessment type classifications such as these are informed by corpus linguistics; for example, Gardner and Nesi's (2013) classification of thirteen genre families (e.g., case study, critique, essay, and proposal) based on the British Academic Written English corpus of 2,858 pieces of undergraduate and postgraduate coursework student writing. As a result, robust theoretical and empirical foundations can be said to exist for genre-based pedagogies.

In the embedded academic literacies literature, genre-based approaches are gaining in prevalence. In the review conducted for this thesis, I observed 31 publications between 2002 and 2019 in which the authors report on teaching practices that include showing students discipline-specific texts and drawing their attention to discourse features. It would appear that these embedded teaching practices are most common in Australia, with 19 publications referring to the use of example texts for teaching purposes (Chanock et al., 2012; Curnow & Liddicoat, 2008; Devereux et al., 2018; Devereux & Wilson, 2008; Fenton-Smith et al., 2017; Hirst et al., 2004; Humphrey & Macnaught, 2011; Hunter & Tse, 2013; Kennelly et al., 2010; Maldoni, 2017, 2018; McGowan, 2018; Mort & Drury, 2012; Murray & Nallaya, 2016; Purser et al., 2008; Thies, 2012, 2016; Veitch et al., 2016; Yong & Ashman, 2019). These practices appear to be growing in popularity in the UK, but clearly are less widely adopted than in Australia, with six of seven publications being authored or co-authored by Wingate (Durkin & Main, 2002; Tribble & Wingate, 2013; Wingate, 2006, 2012, 2015, 2018; Wingate et al., 2011). In Aotearoa New Zealand, three publications make clear reference to the use of example texts in teaching embedded academic literacies (Hammill, 2007; Hocking & Fieldhouse, 2011; Wette, 2015). And finally, one publication from the Netherlands (Kuiper et al., 2017) and one from Taiwan (Huang, 2017) describe this practice. I have not included reference to *Writing Across the Curriculum* (Russell et al, 2009) in the USA because this is typically carried out in contexts that are separate from mainstream course delivery.

As Wingate (2015, 2018) notes, accounts of embedded literacies practices do not often include clear descriptions of pedagogic steps and sequences. Of the publications listed in the previous paragraph, the authors of some are overt in their selection of genre-based pedagogies, while others appear not to have selected one, or do not state one as they are perhaps focused on other matters. As they provide accounts of classroom practices and/or explain their genre approach, it is possible to discern that two publications indicate that they are informed by ESP (Huang, 2017; Wette, 2015), and six by Sydney School/SFL (Humphrey & Macnaught, 2011; Kuiper et al., 2017; Tribble & Wingate, 2013; Wingate, 2012, 2015, 2018). The latter approach, as it offers a clear pedagogic framework, is briefly outlined below.

The Sydney School approach to genre pedagogy is implemented in the classroom via the Teaching and Learning Cycle (TLC) (Rothery, 1994, as cited in Martin & Rose, 2005). Initially developed for school settings, the TLC was adapted for use in tertiary education by Feez (1998, as cited in Feez, 1999) as a framework for English as a Second Language syllabus design. Figure 3 depicts the TLC :

Figure 3: *Teaching and Learning Cycle* (Rothery, 1994, as cited in Martin & Rose, 2005, p. 2)



The three main stages of the TLC are shown in Figure 3. *Deconstruction* involves the use of example texts with annotations that model, name and draw attention to relevant discourse features (Feez, 1999; Hyland, 2008). As Humphrey & Macnaught (2011) recommend, this stage should ideally involve the use of more than one example text: the initial model can be shown and explained by the teacher; while additional models can then be used in activities for students to analyse/deconstruct (Wingate, 2015). *Joint construction*, or *guided practice*, involves the teacher scaffolding students towards writing a new text, or rewriting an existing one, to use the discourse features modelled in the first stage. This stage can be channelled through the teacher, who mediates student suggestions and records them on a whiteboard/screen for all students to see (Humphrey & Macnaught, 2011; Martin & Rose, 2005), or it can be facilitated by the teacher, with students jointly constructing texts in pairs (Hyland, 2008; Wingate, 2015). *Independent construction* involves the teacher stepping away (Martin & Rose, 2005) for students to then write on their own successfully (Macnaught et al., 2013). This may well involve the students working on their assessments in their own time (Kuiper et al., 2017; Wingate, 2015).

While the pedagogic sequence of the TLC described here offers LAs a solid framework from which to teach embedded academic literacies, it is necessary to acknowledge two concerns. Firstly, the modelling practices of the deconstruction stage have been critiqued as too

prescriptive by some (Cope & Kalantzis, 1993; Kress, 2003), with the assumption being that students are expected to reproduce exactly what they are shown without any opportunity to be creative. However, this would not be the case if more than one model is shown (Humphrey & Macnaught, 2011), and/or if the joint construction stage is also included because students will be engaged in creating a different model (Macnaught et al., 2013). Furthermore, regarding students' opportunities for creativity in writing at university, a literacies as social practices view would hold that "any challenge to knowledge making, writing and assessment practices has to be premised on a strong understanding of how knowledge is built, and why and how it is valued in particular ways" (Coffin & Donahue, 2012, p. 72), and, although focusing on school learning, Hattie & Yates' (2014) synthesis of more than 900 meta-analyses of learning interventions found that direct/explicit instruction yielded considerably higher effects on student achievement than more facilitative, guide-on-the-side approaches.

The second concern is the time needed to progress through a complete teaching and learning cycle, which is hard to secure during timetabled classes because lecturers may be reluctant to relinquish time that would otherwise be spent on discipline content (Bailey, 2010; Chanock, 2013; Jaidev & Chan, 2018). Humphrey and Macnaught (2011) note that this time pressure could at least partially account for the dearth of research into teacher-led joint construction in tertiary contexts. This is also indicated in the small number of studies that report on peer-peer joint construction in the embedded literacies literature, with all of those that I have found investigating adjunct classes (Kuiper et al., 2017; Tribble & Wingate, 2013; Wingate 2015, 2018).

In acknowledgement of the concerns noted in the previous two paragraphs, the types of modelling that are done during the deconstruction stage of the TLC perhaps offer LAs an opportunity to teach efficiently whole cohorts of students with limited use of timetabled lectures/tutorials. Such pragmatic and efficient use of class time is one of the key features of programme-level embedding of academic literacies, whereby LAs agree with faculty to embed literacies progressively through whole study programmes. The related literature on this level of embedding is synthesised in the next chapter.

Chapter Summary

In synthesising research findings and commentary from the fields of academic literacies, linguistics and education, this chapter has charted the evolution of LA practices for academic

literacies development in tertiary education. Reflecting the social turn in the ideological and epistemological conceptualisations of literacies as social practices, the literature on academic literacies instruction shows a growing focus for LAs engaging in interdisciplinary collaborations with faculty lecturers to embed literacies development into curricula for all students using genre-based approaches, although institutional perspectives that view literacies as being supported through remedial provision to specific cohorts appear still to be the norm. While collaborations between literacies specialists and discipline specialists occur with assorted degrees of balance between their respective roles, there appears to be broad agreement that lecturer involvement in the design of literacies teaching materials is optimal for ensuring discipline specificity, and therefore, relevance to students' immediate learning tasks. Also, contexts that involve team teaching between LAs and lecturers, or lecturers/tutors teaching on their own, appear to offer students a meaningful integration of discipline and literacies content. The vast majority of embedding initiatives occur in the context of individual papers.

The literature reviewed in this chapter has also revealed two significant gaps in the current knowledge on academic literacies pedagogy. First, academic literacies research and scholarship has focused on positioning academic literacies as an ideological stance but has not clearly articulated a pedagogy that LAs and other teaching staff can implement. My research seeks to address this by identifying optimal conditions for LAs and lecturers to collaborate on teaching embedded literacies development. Second, processes that enable the responsibility for teaching literacies content to be handed over from LAs to lecturers are under-researched, and my research aims to identify the impact of collaboration between LAs and lecturers on lecturer capability to teach academic literacies.

The next chapter synthesises literature that indicates why paper-level embedding is not optimal by showing that literacies, as with any knowledge area, are developed cumulatively over time. The chapter also reviews literature on programme-level embedding and factors that are critical to successful inter-disciplinary curriculum development collaborations that aim to embed literacies sequentially and progressively through study programmes.

Chapter 3: Literature Review. Programme-Level Embedding

While the majority of embedded academic literacies initiatives reported in the literature focus on collaborations between learning advisors (LAs) and lecturers on individual papers, strong theoretical arguments exist for literacies development to be sequentially and progressively embedded throughout entire study programmes. This chapter begins by briefly reviewing literature on learning transfer, cumulative knowledge building, curriculum mapping, graduate attributes and professional standards as they all pertain to embedded academic literacies development. I next present two examples of programme-level embedding that have been fully implemented, before then briefly addressing barriers to the adoption of such large-scale initiatives reported in the literature. The chapter concludes by reviewing factors that influence the potential for programme-wide embedding to be successful.

The reasons for programme-wide embedding of literacies development that is structured and sequential, as opposed to more fragmented or one-off approaches, are similar to the reasons for having structured and sequential programmes of study in general. According to Hattie and Yates (2014), one of several principles that are fundamental to learning and mastery in any domain of knowledge is that it requires “substantial investments of time, energy, structured tuition, and personal effort” (xiii). With regard to skills development in particular, Hattie’s (2015) synthesis of over 1,200 meta-analyses of studies that investigated influences on student achievement found that the spaced practising of skills over time had a systematically high impact. As students are expected to engage in increasingly abstract ways with reading materials and write using different text types and more complex discourse features as they advance at university, the need for ongoing scaffolding of reading and writing throughout programmes appears plain (Devereux & Wilson, 2008). Therefore, it appears that literacies learning is cumulative, and that students ought to then be provided with multiple opportunities to engage with and practise specific literacies.

3.1 Transfer, Cumulative Knowledge Building, Mapping Literacies, Graduate Attributes and Professional Standards

Analysis of learning outcomes, assessment tasks, marking criteria and samples of student writing across a study programme can enable the creation of a literacies map that can form the basis for a cumulative implementation of embedded literacies development that is

aligned with graduate attributes and professional standards. This section reviews literature on learning transfer and cumulative knowledge building because they are fundamental to programme design as they offer practical suggestions for the scaffolding of language and literacies that are valued in specific contexts throughout programmes of study. I then briefly summarise the concepts of semantic gravity and semantic density from the sociological framework of Legitimation Code Theory as they can inform the design of literacies teaching materials that build students' literacies knowledge cumulatively. Lastly, I provide an overview of research into curriculum mapping, with a particular focus on mapping literacies across curricula that have clearly defined graduate attributes, which are themselves overtly connected with professional standards.

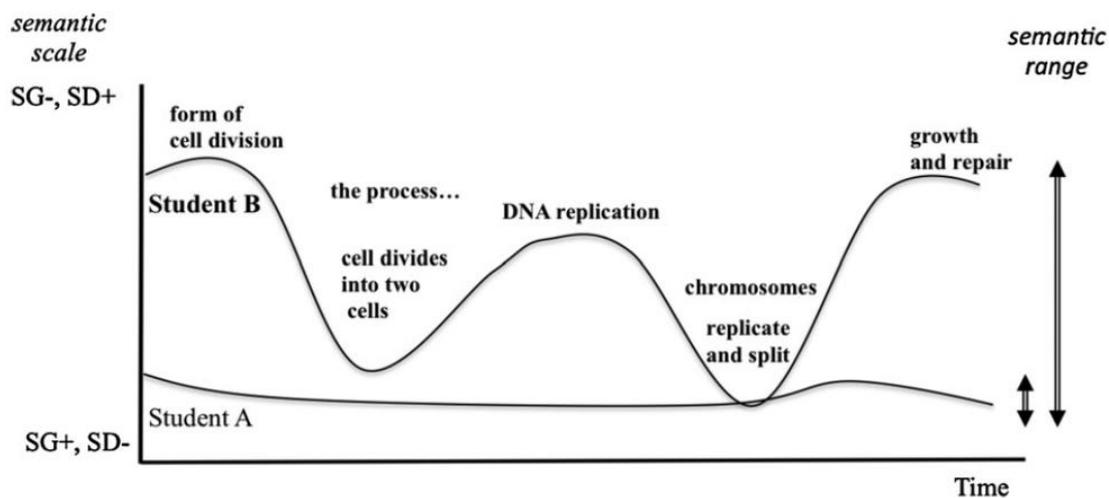
A goal (and assumption) of academic literacies provisions, whether generic or embedded, is that students will transfer what they learn to other papers and assessments (Blake & Pates, 2010; Murray & Nallaya, 2016). However, lecturers report that students do not necessarily see long-term benefits to developing such skills when shown them in their first year (Maldoni & Lear, 2016), which is a view supported by LAs who observe that students may not regard literacies as relevant to them beyond their immediate tasks (Cairns et al., 2018; Thies, 2012). A programme-level approach to embedding, whereby students' attention can be drawn periodically to discipline-specific literacies that are applicable in increasingly complex and/or interrelated ways the further through their degrees they progress, may go some way to enabling transfer, which Marton (2006) defines as "relations between what people learn and can do in different situations" (p. 510). From this perspective, literacies can be seen as transferable in so far as elements of them may apply in different contexts, but that for transfer to be successful (e.g., students appropriately adapting a discourse feature learnt in one assessment type for use in a different writing task), the teaching of those literacies must occur within specific contexts (Clanchy & Ballard, 1995; Fenton-Smith & Humphreys, 2015; Haggis, 2006; Perkins & Salomon, 1989; Willingham, 2008). Support for this view can be found in one of Hattie & Donoghue's findings from their (2016) synthesis of 228 meta-analyses of models of learning, "in that a key in teaching for transfer involves understanding the patterns, similarities and differences in the transfer before applying the strategies to new task [*sic*]" (p. 8).

Regarding the sequential and progressive development of academic literacies, genre analysis of discipline texts, informed by systemic functional linguistics (SFL), combined with the notions of semantic gravity and semantic density from the sociological framework for

Legitimation Code Theory (LCT) (Maton, 2013, 2014) can provide LAs with a practical method for contributing to the design of curricula that cumulatively build students' knowledge of language (and literacies). Semantic gravity is concerned with the extent to which meaning is grounded in context; the greater the semantic gravity, the more that meaning relies on context (Maton, 2013). For example, terms such as growth and repair in biology could be said to have weak semantic gravity because they could apply in many contexts (Macnaught et al., 2013), such as cells, leaves, entire eco-systems, and so on. Semantic density is concerned with the extent to which meaning is condensed; the greater the semantic density, the more meanings are condensed within the subject/discipline of interest (Maton, 2013). Again, referring to the terms growth and repair in biology, both could be said to have strong semantic density because they are processes that involve numerous elements and steps (Macnaught et al., 2013). Therefore, in this discipline area, growth might have weak semantic gravity (can apply to many contexts) and high semantic density (it is a complex process).

In their research into the classroom discourses of a teacher and their students in a Year 11 Biology class in Australia, Macnaught et al. (2013) were able to chart the written discourses of two students as they explained a process of cell division as part of a practice exam. This is shown on a semantic scale that oscillates over time in Figure 4:

Figure 4: *Example Semantic Scale: Explaining Mitosis in Semantic Waves (Macnaught et al., 2013, p. 52)*



As reported by Macnaught et al., student B's explanation (which received a high mark) appears as a wave, indicating that their writing shifted from weaker semantic gravity and stronger semantic density in the beginning as they introduced a "form of cell division" to

stronger semantic gravity and weaker semantic density as they then explained the process in detail: “the cell divides into two cells.” They then shift to weaker semantic gravity and stronger semantic density in naming the process of “DNA replication” before then repeating this pattern which finishes with “growth and repair.” In contrast, Student A’s answer (which received a lower mark) consistently exhibits strong semantic gravity and weak semantic density, as shown by the relatively shallow/flat movement on the chart, indicating that this student used fewer of the abstract technical terms of their discipline.

Proponents of LCT argue that, when applied to specific disciplinary discourses, the linguistic analysis briefly described above can help to reveal what meanings and knowledge are valued in those disciplines (Humphrey & Economou, 2015; Macnaught et al., 2013; Walton & Rusznyak, 2020). Collaboration between staff who are able to apply such linguistic tools (which could include LAs who have the requisite training) and discipline lecturers at various stages of programme curricula could establish cumulative embedded literacies “development by enabling the recontextualization of knowledge through time and space” (Maton, 2013, p. 20). A recent example of discipline lecturers applying LCT to their curriculum is a study by Walton and Rusznyak (2020). The authors, both lecturers in initial teacher education, propose that LCT offers them the appropriate conceptual tools for linking coursework papers that provide knowledge *for* inclusive teaching (weak semantic gravity, strong semantic density) with practicum experiences that provide knowledge *of* teaching (strong semantic gravity, weak semantic density) as elements of their teaching and the curriculum itself. For lecturers to assess students’ beginning and evolving capacities to shift between and connect meanings that have strong/weak semantic gravity/density, Walton and Rusznyak suggest lesson plans and reflective journals as appropriate types of writing. Furthermore, Macnaught (2020), writing from an LA and linguistic perspective, provides detailed analysis of the specific application of semantic gravity to the teaching of reflective writing in a first-year paper within the same Bachelor of Education programme at my institution that is the context of this research. A key conclusion that Macnaught draws is that the teaching materials enabled students to connect the expectations on them to write using academic style with the expectations on them to write about their personal experiences, which she achieved by providing specific examples of language that the students could use to connect these two areas. If examples of such valuable language can be identified at the different curriculum levels of a degree, they can help enable literacies development that is cumulative; Macnaught (forthcoming) will present findings on the cumulative development

of reflective writing with reference to a second-year paper in the same degree programme in which literacies teaching was again informed by LCT.

As tertiary institutions have responded to industry/professional expectations of graduate employees by creating profiles of graduate attributes (Clanchy & Ballard, 1995; Kift, 2002; Percy et al., 2001), generic skills in areas such as communication, teamwork and problem solving have been mapped across curricula to identify where and to what extent each is developed (Ang et al., 2014; Kift, 2002; Sumsion & Goodfellow, 2004). Similarly, numerous authors report on mapping of embedded academic literacies as an integral element to their collaborations (Arkoudis & Harris, 2019; Cairns et al., 2018; Curnow & Liddicoat, 2008; Devereux & Wilson, 2008; McMorrow, 2018; Maldoni, 2017, 2018; Murray & Nallaya, 2016; Percy et al., 2001; Sloan & Porter, 2009; Thies, 2012, 2016; Thies et al., 2014).

Some of these collaborations to embed literacies have been in disciplines that also have clearly defined professional standards that wash back into the graduate profiles of degree programmes, such as in Initial Teacher Education (ITE) (Devereux & Wilson, 2008; Thies, 2016; Veitch et al., 2016), Nursing (McMorrow, 2018), and Law (Cairns et al., 2018). The collaborations reported on in this research occur in the context of an ITE degree, and the curriculum is influenced by the *Standards for the Teaching Profession* (Teaching Council of Aotearoa New Zealand, 2018), with expectations of teachers including that they engage with research as part of their practice. Hinting at the complexity of connecting literacies development between university and professional contexts, one of Thies' participants, in her (2016) research with staff working to scaffold literacies development throughout an ITE programme in Australia, reported it was "still emergent...mapping those particular skills to very explicit connections into... graduate outcomes of the particular academic program...and then connecting them into national regulatory curricula frameworks and then to graduate teacher professional standards" (p. 8). A relevant goal of collaborations in programme contexts that do have defined standards of professional practice would therefore appear to be the connection of literacies developed during tertiary study with relevant professional activities in the workplace. A focus on the respective discourse features that achieve related communicative goals in both professional and academic contexts (Northedge, 2003), as part of teaching in a discipline, may enable students to communicate effectively in both contexts (Curnow & Liddicoat, 2008).

In summary, programme-level approaches to embedded literacies development have the potential to enable cumulative knowledge building through successful transfer of literacies

when they are mapped and then taught in specific contexts. While LCT and SFL are not standard frameworks in LA practices in Aotearoa New Zealand, the LA team at the university that was the context of my study are engaged in an ongoing development of their practices to harness elements of both. An example of this is the programme-level collaboration with the School of Education to embed academic literacies into the Bachelor of Education that is the context of this research. The Results and Discussion sections indicate how both theories have been applied in the context of a programme that also has prescriptive requirements for curriculum content set by professional standards.

3.2 Examples of Fully Implemented Programme-Level Embedding

The review of the literature conducted for this thesis indicates that programme-level embedding of academic literacies development is a rarity. This section briefly summarises two examples of programme-level embedding that have been implemented in practice, and also presents barriers to embedding on this scale that some authors mention.

While examples exist of LAs/literacy specialists beginning the process of programme-level embedding by engaging with faculty staff and mapping literacies across the curriculum (Murray & Nallaya, 2016; Percy, 2001), and some authors advocate for embedding on this scale (Arkoudis & Harris, 2019; Curnow & Liddicoat, 2008; Maldoni, 2018; Thies, 2012), reports on the longer-term implementation of programme-level initiatives are rare. Two examples are Cairns et al. (2018) in the UK, and O'Brien and Dowling-Hetherington (2013) in Ireland. Over a four-year period, Cairns et al. (2018) embedded a non-credit bearing sequence of compulsory adjunct classes throughout nine Law programmes. The classes were designed collaboratively between disciplinary and specialist staff and focused on a mixture of academic literacies and employability skills. Only approximately one third of students surveyed perceived it as useful, one third did not know, and one third did not see its value. A particular criticism among students was that the adjunct skills classes were their only ones, even including their main discipline content lectures/tutorials, for which attendance was compulsory. And, O'Brien and Dowling-Hetherington (2013) embedded two first-year credit bearing skills papers, followed by adjunct classes in the later years, of a four-year part-time Bachelor of Business programme. Classes were designed and taught by LAs, with one of the first-year papers covering foundational literacies, and the other focusing on academic writing. The classes in later years focused on specific writing demands at each subsequent level of the degree programme. The authors did not provide any evaluative evidence for the

benefits/impacts of their work. As such, there would appear to be a need for research that examines the impact of programme-level embedding on student literacies development.

As the above embedding projects are both examples of adjunct provision of literacies teaching by LAs (called learning developers in the former, and learning support officers in the latter) who taught their content without team-teaching with lecturers, neither is closely reflective of the programme-level embedding that is the subject of my research. However, as they represent a positive engagement with student literacies development at the programme level between staff across disciplinary and departmental boundaries, they are included here. It would also appear that programme-wide embedding of academic literacies that involves team-teaching during timetabled classes, as is the case with the programme-level embedding reported on this research, has not been achieved at other institutions; or, if it has, this has not been reported on in the literature.

Some possible barriers to the adoption of programme-level embedding include institutional assumptions that remedial provision of literacies support is the correct approach, lecturer assumptions that students will osmotically develop literacies during their programmes, and the need for investment of resources. Arkoudis and Harris (2019), in proposing their *Distributed Expertise Model* in Australia suggest that universities are still working from a remedial/support perspective, which results in tensions amongst staff regarding their respective roles and responsibilities for student learning. Such absence of institutional leadership for viewing literacies as being *developed*, rather than *supported*, renders literacies and literacies development as more or less invisible in pedagogy at tertiary level (Arkoudis & Harris, 2019; Bury & Sheese, 2016; Hirst et al., 2004; Jacobs, 2007; Lillis & Scott, 2007), with a corollary assumption being that students will develop literacies themselves through osmosis as they complete the increasingly complex assessments in their study programmes (Arkoudis & Harris, 2019; Percy et al., 2001; Skillen et al., 1998; Thies, 2012). Furthermore, shifting at least some of the responsibility for literacies teaching from LAs to lecturers (whether in team-teaching contexts or adjunct ones where only LAs teach, lecturers would have to be involved in the design and evaluation stages) requires institutional investment in establishing and maintaining new practices that may involve specialist literacies staff formally connecting with disciplinary lecturers (Arkoudis & Harris, 2019) or even realigning literacies specialists away from centralised units and into faculties (Murray & Hicks, 2016). In either case, as funding levels could never accommodate employing a vast number of LAs to teach across all programmes, professional development for lecturers

to be able to include some academic literacies content as part of their teaching (Harper & Orr Vered, 2017; Harris, 2016; Maldoni, 2017; Mostert & Townsend, 2016; Murray & Nallaya, 2016; Star & Hammer, 2008; Thies, 2016) would appear to be a requirement for cost-effective provision.

In combination, the barriers to programme-level embedding addressed in the previous paragraph pose a significant obstruction to its adoption, and they perhaps explain why so few examples of large-scale embedding exist. Nonetheless, as the research into learning transfer and cumulative knowledge building presented earlier in this section powerfully attests, a programme view of literacies development ought to be a pedagogically robust one. The findings of this research provide LA and lecturer endorsement for this view, as well as clear delineation of the steps that these staff can follow in their collaborations with each other. The final section of this literature review addresses such steps, along with other elements that are necessary for successful collaboration between literacies specialists and discipline experts.

3.3 Success Factors in Collaborations Between Learning Advisors and Lecturers

This section briefly reviews literature on collaborative curriculum design/development, with a specific focus on LA and lecturer collaborations to embed academic literacies development. Using Burrell et al.'s (2015) critical success factors for collaborative curriculum design, I present seven elements and characteristics of effective LA and lecturer collaborations to embed literacies development at the programme level.

Burrell et al. (2015), in their analysis of five case studies of collaborative curriculum design, concluded that there were seven critical success factors in creating teams of staff from different disciplines and specialisations:

1. Strong leadership
2. Buy-in from all involved
3. Clear expectations
4. Regular communication between team members and teams
5. A project management approach
6. Clear definitions of roles and responsibilities
7. Appropriate priorities and timeframes

The first and second factors indicate the importance of having some combination of top-down and bottom-up approaches to curriculum design/development. Burrell et al. (2015) qualify strong leadership as applicable to both the specific teams of lecturers and specialist staff who co-create and teach materials and to senior faculty leadership. Several studies emphasise the crucial role of senior faculty leadership (i.e., Deans, Heads of School, and others) in supporting and promoting the embedding of literacies development (Harper & Orr Vered, 2017; Kokkinn & Mahar, 2011; McWilliams & Allan, 2014; Percy et al., 2001; Sloan & Porter, 2009), especially in response to staffing changes and other factors that may negatively impact on the establishment and continuation of effective collaborations (Frohman, 2012; Murray & Nallaya, 2016; Pourshafie & Brady, 2013; Thies, 2012). Some studies also highlight the important role of a faculty champion, who is not necessarily part of the senior leadership team, but who is, nevertheless, a faculty member with influence who promotes embedded literacies development amongst their colleagues (Cairns et al., 2018; Frohman, 2012; Jaidev & Chan, 2018; O'Brien & Dowling-Hetherington, 2013; Pourshafie & Brady, 2013; Strauss, 2013). On a related note, several authors also identify the significance of ensuring the inclusion of bottom-up approaches in tandem with the top-down influences (Harper & Orr Vered, 2017; Harris & Ashton, 2011; Kokkinn & Mahar, 2011; McWilliams & Allan, 2014; Zappa-Hollman, 2018). This inclusivity of faculty staff at the front line of teaching appears to be crucial in securing what Burrell et al. refer to as 'buy in' from lecturers as they develop their pedagogic practices (Maldoni, 2017; Murray & Nallaya, 2016; Pourshafie & Brady, 2013; Thies, 2012, 2016; Thies et al., 2014).

The fourth and fifth of Burrell et al.'s (2015) critical success factors, regular communication and a project management approach are inter-linked (the third factor, clear expectations, as it pertains to roles, responsibilities, use of resources, priorities and time frames, is addressed in the next paragraph). The literature on embedded literacies collaborations is clear on the importance of regular communication between LA and lecturer in order to clarify the lecturer's expectations of their students' writing and to co-design teaching materials (Blake & Pates, 2010; Harris & Ashton, 2011; Huang, 2017; Kokkinn & Mahar, 2011; Maldoni & Lear, 2016; Stewart & Perry, 2005; Thies, 2016), evaluate materials and reflect on pedagogic choices (Maldoni & Lear, 2016; Stewart & Perry, 2005; Thies, 2016), and to build relationships between those staff (Harris & Ashton, 2011). Furthermore, in contexts that involve multiple collaborations on different papers, a project management approach, in which at least one person has oversight of the whole initiative, appears to be an essential ingredient. This helps ensure regular communication between LAs if more than one is

working on the project (Mort & Drury, 2012), and helps coordinate and disseminate the specific contributions of staff from different departments (Frohman, 2012; O'Brien & Dowling-Hetherington, 2013; Thies, 2016).

The last two of Burrell et al.'s (2015) critical successful factors, clearly defined roles and responsibilities, and appropriate priorities and timeframes, should be agreed on at the outset of a collaboration to help ensure that expectations of the respective team members are reasonable and realistic. With regard to materials design, the respective roles and balance of who does what can vary considerably: some collaborations involve the LA taking total/almost total responsibility for materials creation (Chanock et al., 2012; Howard & Schneider, 2013; Hunter & Tse, 2013; McGowan, 2018; Mostert & Townsend, 2016; Purser et al., 2008; Thies, 2012, 2016; Tribble & Wingate, 2013; Wingate, 2015); and, other collaborations involve joint development of teaching materials (Blake & Pates, 2010; Cairns et al., 2018; Clarence, 2012; Hirst et al., 2004; Jacobs, 2010; Kokkinn & Mahar, 2011; Maldoni, 2017, 2018; Maldoni & Lear, 2016; Stewart & Perry, 2005). Whether the collaboration on materials design is close or not, a key responsibility for lecturers in genre-based approaches to embedding is the ethical sourcing of past samples of student writing that the LA can then analyse and use as the basis for what is to be modelled to current students (Blake & Pates, 2010; Devereux et al., 2018; Huang, 2017; McWilliams & Allan, 2014; Thies, 2016; Tribble & Wingate, 2013; Wingate, 2015, 2018).

With regard to teaching, LAs and lecturers can team-teach, or either one can take sole responsibility for it (see 2.5.4 Evidence for the Benefits of Embedding). In collaborative contexts where one of the expectations is that lecturers will assume at least partial responsibility for teaching literacies, careful planning and scaffolding are required of LAs for them to address potential barriers. These barriers may include some lecturers not seeing literacies teaching as their role (Harris & Ashton, 2011; Hunter & Tse, 2013; Moon et al., 2018; Murray & Nallaya, 2016; Star & Hammer, 2008; Strauss et al., 2011), some who may not have sufficient language/literacies knowledge (Bailey, 2010; Chanock, 2013; Donahue, 2010; Harris & Ashton, 2011; Jaidev & Chan, 2018; Wingate, 2018), and some who lack confidence (Bailey, 2010; Mostert & Townsend, 2016). A further lecturer concern is that literacies teaching would negatively impact on the time available for discipline content teaching (Bailey, 2010; Chanock, 2013; Jaidev & Chan, 2018; Murray & Nallaya, 2016; Thies, 2016; Wingate, 2006; Wingate et al., 2011).

Some of the decision making about roles and responsibilities is influenced by resourcing and associated prioritisation of staffing as LAs are usually only in small teams (Frohman, 2012), with a further crucial consideration being that project timelines need to be sufficiently flexible to absorb unforeseen delays, such as professional development needs of either party (Mort & Drury, 2012). However, with regard to resourcing and timeframes (the seventh of Burrell et al.'s critical success factors), other than the academic semester timeframe within which all staff work, the literature on embedding is mute on matters such as the actual amounts of time needed for LAs and lecturers to work individually and with each other during the lifecycle of a collaboration. As a result, implementation of any best practices reported in the literature would need careful thought to allow for variability of existing capabilities and work practices.

In summary, programme-wide collaborations to embed literacies are perhaps likelier to succeed with strong leadership, buy-in from team members, regular communication, effective project management, clear understandings of roles and responsibilities, and appropriate priorities and timelines. In combination, all seven factors can enable a shared vision among staff involved; however, as is suggested by the rarity of programme-level embedding initiatives that have been fully implemented in practice and systematically evaluated, perhaps these factors do not combine often.

Chapter Summary

This chapter has presented theoretical arguments from the fields of educational psychology, sociology, linguistics, and curriculum design for embedded academic literacies development that is implemented at the programme level. As research suggests, literacies are no different from other knowledge areas in that context, explicit instruction and appropriate sequencing all play interconnected roles if existing knowledge is to be transferred successfully to new contexts and built on further. Also, research into collaborative curriculum design that focuses on embedding academic literacies into discipline content indicates that several factors are crucial to the success of such collaborations. Institutional perspectives that continue to mandate remedial provision of literacies support, as well as the investment needed to implement programme-wide collaborations between literacies specialists and discipline specialists, appear to hinder their widespread use.

The literature reviewed in this chapter has revealed two significant gaps in current knowledge on programme-wide embedding. First, programme-wide embedded initiatives

that have been fully implemented are rarely reported on in the literature because of the barriers summarised in the previous paragraph. Second, the examples of fully implemented programme-level embedding initiatives that are presented in the literature do not include any discussion of their theoretical or pedagogical approaches. Therefore, these initiatives are not replicable by others interested in programme-wide provision. My research seeks to clearly articulate what is required for LAs and lecturers to shift embedded academic literacies development from the individual paper level to the programme level.

The two programme-level embedding initiatives reported on in this chapter differ from the one that is the context of my research because they both position literacies development in adjunct classes that are separate from and/or additional to discipline content classes in their respective study programmes. The initiative reported on this research positions literacies teaching as part of the timetabled classes in core papers, with the teaching materials being carefully co-designed and acutely focused on the literacies students will need in their immediate tasks, and the delivery focused on team-teaching. I contend that these features distinguish this approach from others that have been implemented elsewhere. The Results and Discussion chapters present and explore LA and lecturer perspectives on how their collaborations progressed and the impact they thought these distinguishing features were having on their students.

Chapter 4: Research Methods

In this chapter, I outline and justify the research methods and overall research design used in my study. I begin by explaining the selection of a mixed methods approach to answer my research questions, and I provide an outline of both the initial research design and the one that was ultimately implemented. In the following two sections, I discuss the two distinct phases of the study. For each phase, I identify the research context and participants, and then identify and justify the use of the various data collection methods. In the last three sections of the chapter, I discuss the data analysis procedures and measures of reliability employed, and outline the study's ethical considerations.

4.1 Research Design

This research used a mixed methods design, with an emphasis on qualitative methods. According to Johnson et al. (2007):

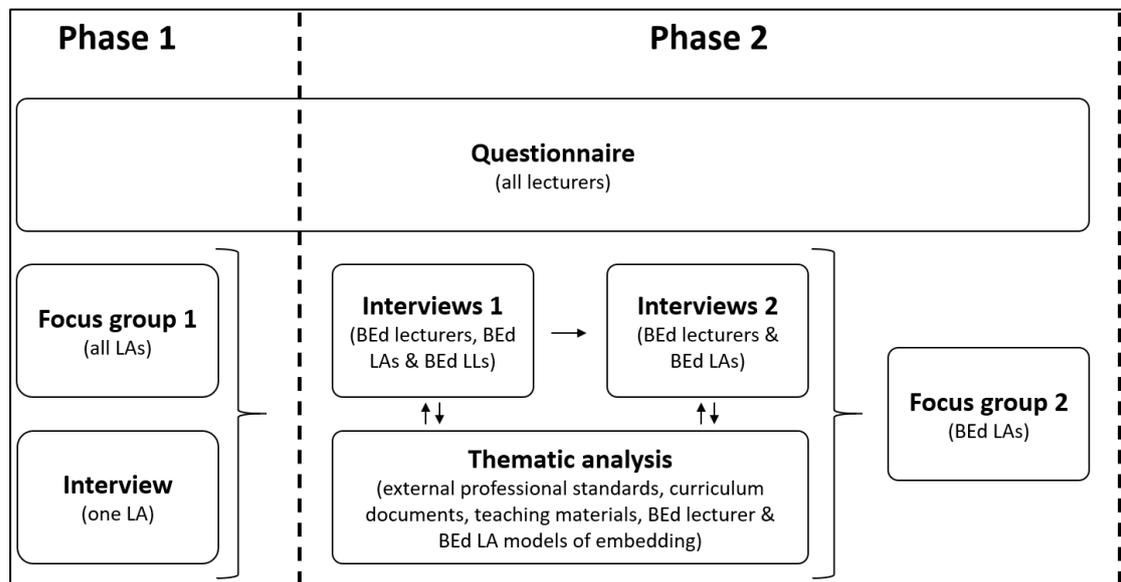
Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. (p. 123)

The primary reason for selecting a mixed methods approach was because one data source would have been insufficient to answer my research questions (Creswell & Plano Clark, 2011). The main aim of the research was to obtain a detailed understanding of learning advisor (LA) and lecturer practices in the context of their collaborations to embed literacies development into discipline content, but I also wanted to identify perspectives on literacies development held by lecturers across the disciplines. While qualitative methods are useful in attempting to understand the emic perspectives of individuals involved in complex phenomena as they engage in dynamic processes, quantitative methods are useful for discovering what a large number of people think about something in a relatively convenient manner (Johnson & Onwuegbuzie, 2004). Therefore, I settled on a mixed methods design because I was seeking a rich rendering of the collaborative processes between a small number of staff as they worked across disciplinary and departmental boundaries on the integration of student literacies development with discipline content learning throughout a

degree programme while, at the same, I was seeking the perspectives of a large number of staff on key elements and aspects of tertiary student literacies development.

According to Morse’s (1991) notations for mixed methods research, my study had a quan + qual → QUAL design. This design was both sequential and parallel (Thierbach et al., 2020), comprising two phases. As shown in Figure 5, Phase One involved a focus group, an individual interview which was arranged after the focus group for one participant who had not wanted to participate initially but then changed their mind, and a questionnaire which was kept open through both phases. Phase Two involved individual interviews, thematic analysis of documents relevant to the research context, another focus group, and the questionnaire. Findings from the Phase One focus group and individual interview, which was open to the small number of LAs at my institution, were compared and then used in deciding specific foci to be explored in depth during Phase Two. Phase Two took the form of multiple case studies of lecturer, LA and liaison librarian (LL) collaborations to embed literacies development into papers within a Bachelor of Education (BEd) programme. The combination of findings from both phases was intended to result in the proposal of a model for collaboratively embedding literacies development into study programmes.

Figure 5: *Sequential/Parallel Research Design of This Study*



In the following two sections, I provide detailed discussion of the measures employed during each phase of the study.

4.2 Phase One – Lecturer Questionnaire and Learning Advisor Focus Group

The overall objective of Phase One was to identify themes that could be explored in greater depth during the case studies in Phase Two. In discussion with my supervisors, I selected two measures: a questionnaire that would be available to all faculty academic staff at the university where I carried out the study, and a focus group that was open to all LAs at the same institution. Once data collection was under way, I also added a single individual interview for an LA who had not participated in the focus group. I discuss the design and implementation of these methods in the following sub-sections.

4.2.1 Research Context of Phase One

This research took place at one of the eight universities in Aotearoa New Zealand, where I work as an LA. At the time of data collection in 2018, the university had approximately 29,000 students and 938 lecturers employed in five faculties. The LA team are part of the Library, and a significant part of their work involves collaborating with lecturers to embed academic literacies development into curriculum content.

At the time of data collection, the university did not have a strategy or framework for literacies development to be included as a standard element in curriculum design. Therefore, a number of approaches to literacies development were in simultaneous operation across the faculties, with a common practice being referral to central teams, such as the LAs, for individual students who had been identified as needing additional support in order to complete their assessments successfully. LAs provided a mixture of adjunct generic workshops (on broad topics such as academic writing, reading, presenting, and referencing) that students attended voluntarily, one-to-one literacies teaching when referred by lecturers, and embedded literacies teaching in collaboration with lecturers as part of students' timetabled classes. Embedded teaching was not systematically implemented across the faculties or programmes, with new collaborations typically initiated by individual lecturers who had identified student needs in their papers (called courses overseas).

Given that lecturers were continuing to identify student needs, not just at the individual level but across entire cohorts, the LA team were attempting to focus on strategies that would have the greatest impact on student learning with the small number of staff they had. These strategies included the creation of online resources that were relevant to students' assessments and could be accessed when students needed them (typically, while working on assessments), and attempts to teach literacies cumulatively by embedding literacies

development into selected papers in each level of degree programmes. In the context of such changes, the LA team had a number of views on ideal practices, and it occurred to me, and others in the team, that a shared sense of direction would benefit us all as we attempted to meet our objectives. At the same time, it also seemed beneficial to understand lecturer perspectives on their students' literacies development as well as what they perceived an LA to be.

4.2.2 Participants in Phase One

There were two groups of participants in Phase One: lecturers and LAs. Fifty-seven lecturers from four of the five faculties at the university responded to the questionnaire. There were eight LA participants in Phase One, seven of whom participated in the focus group, and one in an additionally organised individual interview.

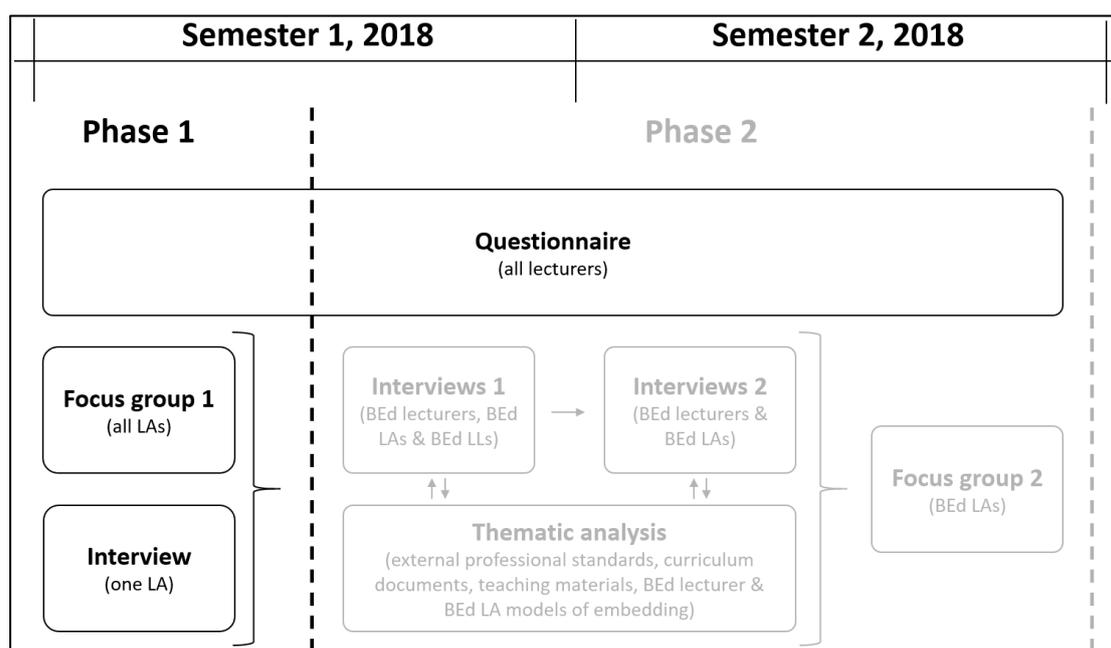
I wanted to include as many lecturers as possible in the questionnaire to gauge how literacies development is viewed across the disciplines. Specifically, I hoped to ascertain what lecturers thought about the role of LAs in learning and teaching, the significance of literacies development to student outcomes, the extent to which literacies development should be taught as part of the core curriculum (embedding), and pedagogy more broadly.

I wanted to include as many of my colleagues as possible in the LA focus group because a key objective of my research was to investigate LA practices. At the university where the research took place, LAs are a team of academic staff who are positioned centrally as part of the Library and are accessible to all staff and students from all five faculties. At the time of data collection, the team comprised 8.8 full-time equivalent LAs, including me. Of the LAs who were invited to participate in the focus group, seven of them (LA1, LA2, LA3, LA4, LA5, LA6 & LA7) agreed to do so. After the focus group, one more LA (LA8) expressed interest in participating, so I arranged an additional individual interview for them.

4.2.3 Data Collection in Phase One

As shown in Figure 6, Phase One data collection extended over both semesters in 2018. Per my original research design, Phase One would have ended prior to the commencement of Phase Two; however, due to the unsatisfactory response rate to the lecturer questionnaire, I decided to extend its availability to the end of Semester Two. The LA focus group and individual interview were completed prior to the start of Phase Two as planned.

Figure 6: Timeline of Phase One Data Collection



In the following three sub-sections, I discuss my use of the following measures:

- a questionnaire for lecturers
- a focus group of LAs
- an individual semi-structured interview with one LA.

Questionnaire for Lecturers. I chose to use a questionnaire because I wanted to quickly ascertain, from as many lecturers as possible, their perspectives on literacies development and the role of LAs. A questionnaire offered me a means to gather data without having to be physically present (Cohen et al., 2007) and could have potentially also yielded a lot of responses in a small amount of time (Menter et al., 2011). As my intentions were to invite all lecturers at my institution ($n=938$ as of 3 September, 2018) to participate, this method seemed an appropriate choice.

Through a combination of 22 single choice, multiple choice and rating scale items (see Appendix A), the aim of the questionnaire was to understand lecturer perspectives, from across the disciplines, on:

- learning and teaching at tertiary level
- designing and teaching for student literacies learning

- the roles of LAs in supporting student literacies learning.

Lecturers were asked to indicate the faculty and school with which they were primarily affiliated because one research aim was to explore the extent to which disciplinary background influences lecturer decisions about teaching for student academic literacies learning.

The questionnaire, which was accessible online via Qualtrics, was available to all potential participants ($n=938$) between December 2017 and October 2018. Despite numerous attempts to promote the questionnaire via the institution's various internal communications channels (staff intranet, university-wide newsletter, faculty/school newsletters, and intra-departmental emails), only 57 attempts were made to complete it, meaning that the response rate was 6%. This was significantly lower than the hoped-for 39.6%, which was equal to the mean response rate found by Cook et al. in their meta-analysis of 68 online surveys (2000, as cited in Ary et al., 2010). The majority of the questionnaire items ($n=20$) yielded an average of 55.15 responses. Seventy-five respondents provided demographic details at the start of the survey about which faculty and school they worked in, but 18 respondents then did not respond to any of the other items. Therefore, I excluded these 18 respondents from the data analysis. Also, as only 38 responses were given to Item Two, this item was excluded from the analysis.

Focus Group of Learning Advisors. A focus group was used during Phase One to capture some of the complexity of the LA role in student literacies development, and the diversity of perspectives among LAs about the teaching practices that they see as ideal for facilitating literacies development, with a particular focus on collaborations with lecturers to embed literacies development into curriculum content. A focus group offered a means to collect several individuals' perspectives on shared issues, with the interaction between those individuals potentially yielding data that could reveal consensus or disagreement on those issues (Creswell, 2012). At the time of data collection, the LA team were focusing increasingly on collaboration with lecturers to embed academic literacies learning into discipline content, with teaching occurring as part of students' timetabled classes, and the creation of multi-modal learning resources that students could easily access while working on their assessments. Concurrently, the team was also reducing its provision of adjunct generic literacies workshops and one-to-one appointments. A focus group offered a means of gauging the degree to which there was consensus among the group by capturing the interactions between those present as they made comparisons among their respective

points of view (Morgan & Krueger, 1993). One of my doctoral supervisors took notes at the focus group. I thought this would be helpful for two reasons. First, as a neophyte researcher, I was concerned that I would find it hard to balance being present and facilitating a discussion amongst eight people (including me) with taking notes that might take my attention away from the essence of what was being discussed. Second, because of my existing familiarity with the participants, I was aware that there were diverse/conflicting views on the topics that would be discussed, some of which were closer to my own views, and some of which were different. I thought that not having to take notes would enable me to listen more fully and more openly to all of those views, but especially those that I may not previously have had opportunities to explore so fully.

The focus group discussion comprised 13 items (see Appendix B), lasted for approximately 2.5 hours, and was audio-recorded. The topics were:

- learning and teaching at tertiary level
- effective LA practices for supporting student learning
- collaborating with lecturers on designing and teaching for subject embedded academic literacies learning.

I asked LAs to work individually or with others on creating models for effective collaboration with lecturers, with a view to designing and teaching for subject embedded academic literacies learning. For those LAs who also participated in Phase Two, I asked them to explain the salient features of their models during the second round of interviews so that I could build a clearer understanding of their views on ideal collaborative practices. Along with models that lecturers had suggested during their Phase Two individual interviews, all of these were discussed at the final LA focus group (see Appendices L & M).

Individual Semi-Structured Interview With One Learning Advisor. Subsequent to the focus group, one LA (LA8) indicated to me that, although they had not given their consent to participate in the focus group, they had then changed their mind and now wished to participate. I therefore secured ethics approval (see 4.6 Ethical Considerations for further detail) to add one semi-structured individual interview to Phase One that used the same questions as the focus group. I then included LA8's perspectives in the data analysis. As semi-structured interviews formed a core mode of data collection during Phase Two, I provide an explanation of why I selected this method in the next section.

4.3 Phase Two – Case Studies Involving Lecturers, Learning Advisors and Liaison Librarians

The methodology for Phase Two took the form of multiple case studies of collaborations between lecturers, LAs, and LLs to embed literacies development into curriculum content as part of a cross-departmental agreement between the School of Education and the university's Library. I chose a case study design for Phase Two for several reasons. Firstly, case studies provide the opportunity to develop a deeper understanding of the way individuals operate in their contexts (Berg, 2007). Because few studies have reported on the implementation of programme-level embedding of literacies development, and with none of them articulating their pedagogic approach or theories of language/linguistics, case studies offered a lens through which to take a detailed view of the work of lecturers, LAs and LLs as they collaborated.

Secondly, case studies are useful for answering questions about how something happens (Yin, 2009). As the main objective of my research was to identify the optimal conditions for lecturers and literacies specialists to collaborate on embedding literacies development into the curriculum, the combined case study methods of interviews, focus groups and thematic analysis of documents enabled me to render accurately the participants' experiences and perspectives on how they went about this task.

Lastly, case studies can enable a researcher to study phenomena longitudinally (Farquhar, 2012). The main focus of the research was on capturing the practices and processes that staff employed as part of a programme-level collaboration to embed literacies development. These I was able to identify and explore during the multiple opportunities I had for engaging with the participants over the two semesters. Therefore, the timeframe of the data collection stage of the research allowed me to revisit and verify emerging themes because I was able to interact with most of the participants two or three times.

4.3.1 Research Context of Phase Two

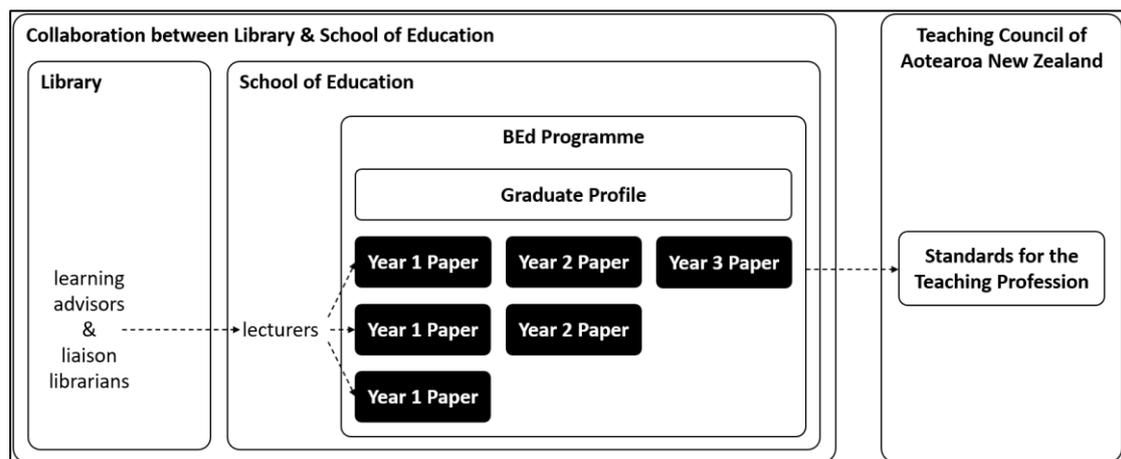
The collective case was a cross-departmental collaboration at an Aotearoa New Zealand university between the Library and the School of Education to embed literacies development into a three-year Bachelor of Education (BEd) programme. I selected the specific research setting of Phase Two for two reasons. At the time of the research in 2018, there was already an established collaborative relationship between the School of Education and the Library (my department) to embed literacies development into individual papers in several of the School's programmes. Also, a programme-wide project between the Library and the School

of Education to embed literacies development into all three years of a Bachelor programme was the only one of its kind at the university. Therefore, the BEd collaboration provided an opportunity to document lecturer/LA/LL practices and processes that could enable cumulative development (Maton, 2013) of literacies knowledge, thereby achieving a fundamental goal of literacies teaching in educational settings: successful transfer of relevant knowledge from one context to another (Marton, 2006) in order for students to be successful in their assessments.

Programmes such as the BEd are pre-requisites for professional registration, which is granted by an organisation external to initial teacher education providers. During and after completion of their degrees, graduates are required to build a portfolio of evidence to demonstrate how they meet the *Standards for the Teaching Profession* (Teaching Council of Aotearoa New Zealand, 2018), which are set by the Teaching of Council of Aotearoa New Zealand. At the institution where I conducted this research, the BEd's graduate profile is directly connected to the Standards, with relevant graduate attributes then specified in each BEd paper.

Each individual case was one BEd paper, including lecturers, LAs and LLs who collaborated in varying configurations on designing literacies teaching materials that focused on the literacies requirements of assessments, and then in most cases teaching those materials to students studying those papers. The research context is visually represented in Figure 7:

Figure 7: Research Context of Phase Two



As shown in Figure 7, cases were drawn from six BEd papers on which LAs collaborated with lecturers to embed academic literacies development during 2017 ($n=1$) and 2018 ($n=5$). The six cases are summarised in Table 1:

Table 1: *Cases in Phase Two*

Case	BEd Year	Lecturer	LA
1	1	L1, L3	LA1
2	1	-	LA2
3	1	-	LA3, LA2
4	2	L2	LA1
5	2	L2	LA1
6	3	L1	LA1

As shown in Table 1, LA1 was the LA most involved in collaborating with lecturers on the BEd, which enabled me to include four papers, including at least one from each year of the BEd.

4.3.2 Participants in Phase Two

There were eight participants in Phase Two, who came from three groups: three lecturers in the School of Education, three LAs, and two LLs:

Table 2: *Phase Two Participants by Role*

School of Education	Library – Learning Advisors	Library – Liaison Librarians
L1	LA1	LL1
L2	LA2	LL2
L3	LA3	

The key reasons for including lecturers in Phase Two were: to ascertain disciplinary teaching staff perspectives on literacies teaching and their students' literacies development; and to understand the lecturer experience of collaborating with LAs/LLs. Therefore, after securing the approval of the Deputy Head of School and BEd programme leadership, I invited five lecturers to participate, with three providing their consent.

All three of the LAs who participated in Phase Two had also participated in the Phase One focus group. They were invited to participate in Phase Two because they were all involved to varying extents in the BEd programme-level collaboration. Because I was also a member of the same team, one of my supervisors (who was not employed at the same institution)

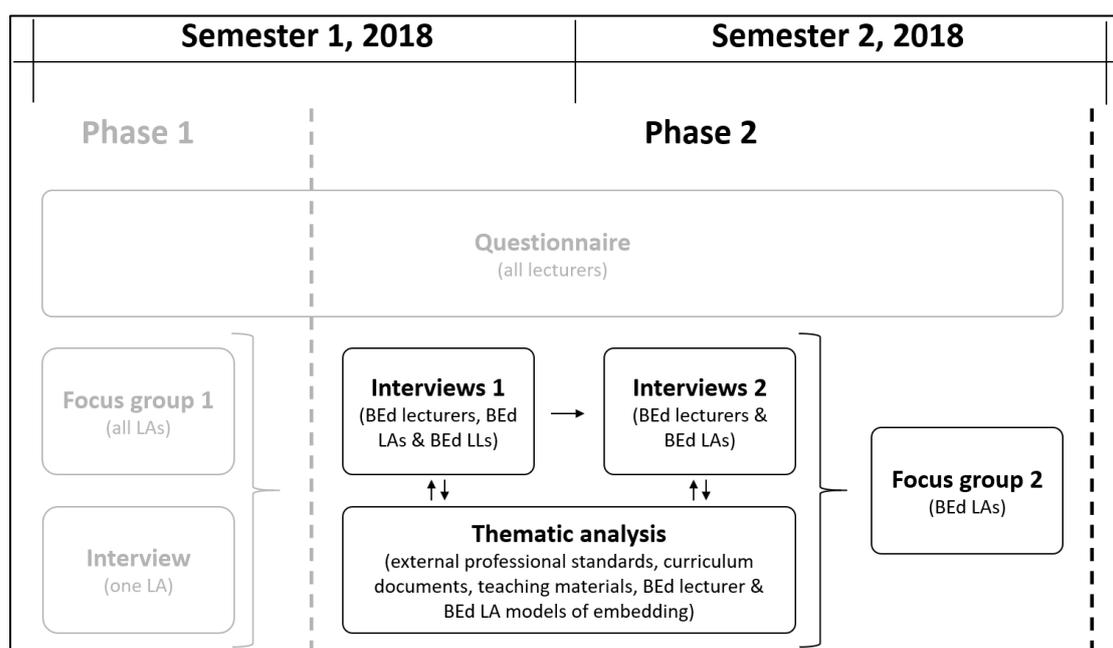
made the initial approach to the three LAs In order to minimise any perceived sense of coercion, with all three providing their consent.

At the university where the research took place, each LL is specifically assigned to a School or discipline for which they are responsible for teaching information literacies. The LA and LL teams were beginning increasingly to collaborate with each other at that time (due to a recent organisational realignment), and because information literacies interface with academic literacies when people interact with texts, I then also wished to ascertain LL perspectives on information literacies development and embedding.

4.3.3 Data Collection in Phase Two

The main measures in Phase Two were individual interviews and a focus group. As shown in Figure 8, Phase Two data collection extended over both semesters in 2018. So I could review the Phase Two interview schedules to check the relevance of the questions I had planned to ask, following the Phase One focus group and individual interview, I listened to the audio recordings of both events and read over the notes that one of my supervisors had taken at the Phase One focus group and that I had taken during the Phase One interview. This also provided an opportunity to identify more specific questions that followed up and built on what I had found during Phase One. Thematic analysis of various documents (see below) that were pertinent to the BEd programme and the collaborative work of lecturers and LAs continued throughout Phase Two. Data collection culminated in a second focus group for just the LAs who participated in the case studies.

Figure 8: Timeline of Phase Two Data Collection



In the next three sub-sections, I discuss my use of the following measures:

- semi-structured individual interviews with lecturers, LAs and LLs
- a focus group of LAs
- thematic analysis of documents:
 - the Teaching Council of Aotearoa New Zealand's *Standards for the Teaching Profession*
 - documents related to the BEEd, including the *Graduate Profile for the Bachelor of Education*, and curriculum documents such as study guides and assessment information
 - embedded literacies teaching materials that LAs co-designed with lecturers
 - models for embedding that lecturers and LAs created during the research.

Semi-Structured Individual Interviews. I chose to include interviews as one of my data collection methods because I was seeking a rich description of lecturer, LA and LL perspectives on their collaborative work with each other to embed literacies development into curriculum content, as well as their approaches to teaching. To ascertain individuals'

own views on these subjects, free from any potential impacts of social dynamics (other than the interview setting itself), a one-to-one confidential setting and sufficient time for in-depth discussion was selected as the most appropriate method. I selected a semi-structured format with an interview schedule of open-ended questions with the intention of being non-judgemental to “encourage unanticipated statements and stories to emerge” (Charmaz, 2006, p. 26). Participants were at liberty to digress from the questions asked, and I actively encouraged them to do so, as this could give some indication of underlying themes with respect to what they felt to be important (Bryman, 2004). Likewise, I also asked questions which were not in the schedule to follow up on interesting themes that were apparent in the participants’ utterances (Bryman, 2004).

Interviews were scheduled for one hour, and in some cases lasted longer if the participants were happy to continue. I interviewed the lecturers and LAs twice, with the exception of L1, whom I also interviewed for a third time to clarify the model they had drawn during their second interview (this took just over eight minutes). I interviewed the LLs once only because they were less involved than the other participants in the collaborations to embed literacies development into BEd papers at that time. All of the interviews were audio recorded and then transcribed.

The first round of interviews ($n=8$) was conducted during Semester 1, 2018. The interviews focused on the participants’ views on teaching and learning, literacies development, and their experiences of collaborations with other staff on embedding literacies development into curriculum content. The second round of interviews ($n=7$) was conducted during Semester 2, 2018. These interviews focused on the participants’ experiences of co-designing and team-teaching embedded literacies in specific papers (to aid the discussion, I would bring copies of the teaching materials for us to refer to), as well as offering participants chances to revisit anything that had been discussed at their first interviews. For the LAs, I brought printed copies of the models for embedding that they had drawn during the Phase One focus group. LAs explained their models to me while I asked questions to explore their perspectives and clarify details. For the lecturers, I asked them to draw models for embedding to better understand their perspectives on collaboration with LAs; two of the lecturers drew a model, which we discussed, while the other preferred to verbally discuss collaboration from their perspective. With the lecturers’ consent, I shared digital versions of their models with the three LAs as part of the focus group at the end of Phase Two. I only interviewed the LLs once because the second round of interviews mainly focused on the

design of teaching materials that involved modelling and guided practice of academic literacy content, not information literacy content. The first round of interviews, as per the research design, were sufficient to gather LL perspectives on information literacy development, which was not the focus of the study.

Thematic Analysis of Documents. Literacies teaching materials are a significant tangible outcome of lecturer-LA collaborations. These teaching materials are also directly connected with other documents, such as assessment instructions and study guides, which are in turn linked to other documents, such as graduate profiles and external professional standards. Thematic analysis of documents related to the BEd collaboration commenced before the Phase Two interviews, continued throughout the remainder of Phase Two data collection, and ended during the main data analysis phase after all of the interviews and focus groups, along with the Phase One questionnaire for lecturers, were complete.

I started by reading through the *Standards for the Teaching Profession* and the *Graduate Profile for the Bachelor of Education* to identify points of connection between the two documents that were relevant to student literacies development. Before interviews, I would read the study guide (which would reference the BEd graduate profile) and assessment information for relevant papers, along with any literacies teaching materials that LAs had co-designed with lecturers. This was so I could focus on any specific matters related to each paper should the discussion call for it. After interviews, and on into the main data analysis stage of the research, I would refer again to the relevant literacies teaching materials to verify what had been spoken about them during the discussions.

I also read through the models for embedding that the LAs had created during the Phase One focus group. For each of the hand-drawn models created by the three LAs who participated in Phase Two, I prepared an exact copy as a digital version that was easier to read. For each of these LAs' second interviews, I brought a printed copy of their own model, which we then discussed in depth, agreeing on any modifications to be made. I updated each model based on what was discussed at the respective interviews. These updated versions, along with models that two of the lecturers had drawn during their individual interviews and some co-design processes that LA1 had shared during their second interview, I shared with the three LAs prior to the final focus group (which included LA1, LA2 and LA3). The three LAs discussed all of these documents as part of that focus group. My reason for including these models in the shared discussion of the focus group was to give each LA an insight into how their peers (both LAs and lecturers) viewed the collaborative processes of

embedding. My intention then was for the three LAs to reach some degree of consensus on the matter during the focus group (and, also for the future success of the team).

Focus Group of LAs. The final data source was a second focus group. This included only the three LAs who had participated in the case studies, with about half of the time allocated to reflecting on the work where literacies had been embedded since the most recent interviews, and the remainder focused on discussing the various models for embedding that had been suggested by participants earlier in the study. Prior to the event, I emailed copies of all the models to the three LAs. To maximise use of the two-hour focus group, as preparation, I asked the LAs to look at each model, and note similarities and differences between them, as well as any specific observations they would like to share during the focus group.

I chose this method for its potential to draw together the perspectives of the three LAs, while also sharing with them some of the lecturers' perspectives on collaboration. One of the aims of engaging in the discussion about the various models was that it could provide me with further data to inform a model for programme-level embedded literacies development that I could propose in my thesis; a model that acknowledged the perspectives of LAs and lecturers. A further aim was for the LAs present to discuss and negotiate preferred practices for designing and teaching literacies teaching materials that they could immediately carry forward into their work. For example, the steps for collaborative resource design that LA1 had shared with me during one interview were discussed with the other two LAs, both of whom followed similar steps, and the three LAs were therefore able to agree on what was at that time, a relatively new practice for the team.

4.4 Data Analysis

4.4.1 Analysis of Quantitative Data From the Questionnaire

I exported the questionnaire data from Qualtrics and imported it into Excel for analysis. For the questionnaire, I calculated frequencies, means, modes, and standard deviations. Using tables and graphs, I looked for patterns within the quantitative data. I also attempted to discern any tentative links between the questionnaire findings and the qualitative data from Phase One and Phase Two by comparing frequency and mean scores with themes from the interviews and focus groups.

For the 16 items that used a rating scale of 0-100, I calculated means and standard deviations. Comparisons of mean scores for some items indicated mixed lecturer perspectives about literacies development. For example, Item 11 asked lecturers to indicate their level of agreement/disagreement that “academic literacies are general and transferable across disciplines”, and Item 12 asked them to consider whether “the types of writing that students do in the subject I teach are different from the types of writing in other disciplines”. Although the statements were contradictory (i.e., academic literacies are general vs. academic literacies are specific to subjects), twenty-two of the fifty-five respondents scored both items positively. I also conducted paired samples t-tests to ascertain whether the mean scores for items that explored related topics were significantly different. For example, although the mean scores for Items 11 and 12 were both positive, they were significantly different, with transferability scoring significantly higher than specificity.

For multiple-choice items, I assigned each choice a numeric value. This enabled the generation of descriptive statistics, namely frequency measures, for each item (Denscombe, 2014). For example, one of the items asked lecturers about when they thought academic literacies teaching should occur, and they could choose as many of three options as they wanted. In this case, the numeric values enabled me to generate frequency data for each option and each combination of options if participants made multiple selections.

4.4.2 Analysis of Qualitative Data From the Focus Groups and Interviews

For the qualitative data, I employed constructivist grounded theory methods of data analysis for two reasons. First, grounded theory is suitable for studying phenomena about which there is little existing knowledge (Bryant & Charmaz, 2007), with the researcher developing theories/models from the data that can be investigated further with future research (Strauss & Corbin, 1998). As a phenomenon, programme-level embedded literacies development does not have strong existing models, and one of the aims of my study was to articulate one. Second, in conducting systematic analysis to investigate lecturers’ and LA’s beliefs and knowledge about programme-level embedded literacies development, I found that the well-established analytic techniques of grounded theory (Charmaz, 2006; Glaser & Strauss, 1967; Strauss & Corbin, 1998) provided me with practical tools with which to carry out the analysis.

During the data collection stage, I listened to the audio recordings of each interview and the first focus group, and wrote informal analytic notes, or memos, on points that appeared to have the greatest salience to my research questions. According to Charmaz (2006), “writing successive memos throughout the research process keeps you involved in the analysis and helps you to increase the level of abstraction of your ideas” (p. 72). After data collection was complete and all audio recordings transcribed, I then moved iteratively between three levels of coding, starting with initial coding, then focused coding and, thirdly, axial coding (Charmaz, 2006) depending on gaps that appeared in the data and new codes that emerged over time. I used constant comparative methods (Glaser & Strauss, 1967) at each step in the analysis, which involved comparing data within the same interview/focus group transcript as well as data from earlier and later events (Charmaz, 2006), and the literacies teaching materials, curriculum documents, and participant-generated models for embedding that were part of the data.

For initial coding, I created an Excel workbook for each of my research questions. Each column represented a participant’s respective data collection events; so, for example, because LA1 participated in two focus groups and two interviews, I created four columns in each spreadsheet. I read through interview/focus group transcripts for any passages that related to each question, copying and pasting relevant passages into cells in the relevant Excel workbook.

Once this initial process was completed, I began coding phrases and sentences in the Excel workbook, using the Comments function to record each code. Charmaz (2006) affirms that, while line-by-line coding may seem somewhat arbitrary, it opens up the possibility for ideas and themes to emerge from the data that mere reading alone could potentially overlook. I recorded each new code on a second sheet within each Excel workbook so that I had a list of all codes in one place. Such detailed attention yielded over 800 codes that were grounded in the data.

I then began focused coding to move the analysis towards the creation of categories. “Focused coding means using the most significant and/or frequent earlier codes to sift through large amounts of data. Focused coding requires decisions about which initial codes make the most analytic sense to categorize your data incisively and completely” (Charmaz, 2006, p. 57). Six broad groupings gradually emerged as I read more of the transcripts. These groupings were:

- handover of literacies teaching (blue)
- modelling (purple)
- research (light green)
- staff (red)
- students (orange)
- teaching and learning (dark green).

Each of these groupings had a specific colour, which I then applied to all of the transcript excerpts to start getting a visual representation of which groupings were more prevalent. For each of the research questions, I sorted the respective codes into categories and sub-categories within the six broad groupings. An example of this first iteration of focused coding is shown in Table 3. Under *modelling*, the code *students know what is expected* could be categorised under *modelling multiple ways to be successful*, which was categorised under *modelling how to be successful*.

Table 3: *Categorisation of One Code, Students Know What Is Expected, After First Iteration of Focused Coding*

Category Level			
1	2	3	4
modelling	modelling how to be successful	modelling multiple ways to be successful	students know what is expected

It was at this point that I decided to import all of the raw data into NVivo 12, which led to a second iteration of focused coding. This was so I could get a clear measurement of which codes and categories were more frequent. According to Charmaz (2006), while engaging with focused coding, it may still be necessary to return the first iteration of the focused codes as they are compared with data, and then refined. During the second iteration of focused coding, I refined some of the existing categories as it became clearer where points of overlap existed between the initial six groupings. For example, *modelling* was refined to *modelling through the use of exemplar texts* after analysing the relevant transcript excerpts again because the initial code was not specific enough about the methods that my participants used for modelling. It also became clear that *teaching & learning* was too broad as a category because my study was examining teaching and learning practices specific to

embedded literacies development. Therefore, *teaching & learning* was refined to *design & delivery of literacies teaching & learning*.

During the second iteration of focused coding, I was also engaging in axial coding, which Strauss and Corbin (1998) describe as “the process of relating categories to their subcategories, termed ‘axial’ because coding occurs around the axis of a category, linking categories at the level of properties and dimensions” (p. 123). For example, as shown in Table 4, I re-categorised *modelling through the use of exemplar texts* as a sub-category of *design & delivery of literacies teaching & learning* because modelling was used by participants as a pedagogic approach. It also became clear that *students know what is expected* could be more accurately categorised under *modelling through the use of exemplar texts*, rather than as a subcategory of *modelling multiple ways to be successful* because it was to modelling in general that participants attributed students knowing what was expected of them, rather than the number of models shown.

Table 4: *Categorisation of One Code, Students Know What Is Expected, After Second Iteration of Focused Coding*

Category					
Level					
1	2	3	4	5	6
design & delivery of literacies teaching & learning	design principles & processes	teaching & learning cycle	explicit instruction	modelling through the use of exemplar texts	modelling multiple ways to be successful students know what is expected

Through further iterations of focused and axial coding, it became clear some of the categories were similar to, or sub-categories of, other categories. For example, the codes under one of the initial six groupings, *time*, were all simply dimensions of other codes under *design & delivery of literacies teaching & learning*. Therefore, all of these were either collapsed into other existing codes or became child nodes of existing codes. This process resulted in a reduction in the overall number of codes to 736.

It was at this stage that I felt sufficiently confident with the categorisation of the qualitative data, and so I began selecting categories that were relevant to my research questions and identifying themes that were relevant to write up in the results chapters of my thesis. An example of a theme that emerged from this iterative process centred around the provision of one-to-one literacies teaching by LAs for students. Although I had not originally intended to ask each participant directly for their views on one-to-one provision, it arose frequently in the data. Nineteen codes across five of the 19 level three categories referred to one-to-one provision, accounting for 72 references in total. All of the lecturers, all of the LAs, and one of the LLs expressed views or shared their experiences on this matter, with a variety of perspectives represented amongst them. I was able to identify some apparently distinct viewpoints that appeared to be related to this theme, with some participants referring to issues of equity and others referring to ideal practices. The next sub-section addresses the processes I undertook to assess the reliability of my analysis.

4.5 Reliability

To assess the reliability of my qualitative data analysis, I used two methods: inter-rater reliability and member checking.

4.5.1 Inter-Rater Reliability

Using my codebook from NVivo, one of my doctoral supervisors independently coded data for two of the 19 level three categories that contained at least ten references: *cumulative design* and *teaching and learning cycle*. I selected these categories because they represented two themes that were key to my proposed model for programme-level embedded literacies development, and because each category was complex, containing five levels of sub-categories/codes.

To check the reliability of my ratings, I provided my supervisor with:

- the coding trees for each of the two categories (for example, *cumulative design* is shown in Figure 9)
- a Word document containing all of the references (passages from focus group/interview transcripts) to *cumulative design*, with a space for the second rater to record their codes

- a Word document containing all of the references (passages from focus group/interview transcripts) to *teaching and learning cycle*, with a space for the second rater to record their codes
- copies of all interview/focus group transcripts ($n=16$) from the Phase Two case studies

The second rater recorded codes by hand, and they could also read through the relevant complete transcripts if they felt the need to check for more context. I then created an Excel workbook to record and compare both mine and the second rater's coding for each reference.

For cumulative design, mine and the second rater's code selections were exactly the same for 37 of the 76 references. Also, because of the fine differences between parent and child sub-categories, we allowed for differences within two levels, within a sub-category, to be considered agreement. For example, as shown in Figure 9, a sub-category of *cumulative design* was *embedding literacies in different curriculum levels*, which itself had five sub-categories. One of those sub-categories was *drawing students' attention to cumulative knowledge building*, which had two sub-categories, one of which was *students given multiple opportunities to engage with specific content*. I coded "I think there's a thing about students where they get carried away with the content – they actually forget about technique unless they're really constantly reminded" (L3) as *students given multiple opportunities to engage with specific content*, and the second rater coded the same reference at a higher level: *embedding literacies in different curriculum levels*.

Figure 9: Example of One Third-Level Category and Sub-Categories in Qualitative Data Analysis

Name	Files	Reference
cumulative design	16	76
embedding literacies in different curriculum levels	16	73
drawing students' attention to cumulative knowledge building	11	25
students given multiple opportunities to engage with specific content	10	19
example - critical reflection	7	11
example - reading across genres	1	1
example outcome - writing a literature review by third year UG, or PG	1	1
briefly, at time of need	3	3
relevance of literacies focus to future professional context	11	16
foundational learning before learning more complex content	6	12
mapping literacies demands of assignments across programme	9	11
relevance of literacies focus to current, previous & future assessments	2	2

Therefore, allowing for a difference within two levels, within a sub-category, to be considered agreement:

- for *cumulative design*, there was an 84% level of agreement
- for *teaching and learning cycle*, there was a 96% level of agreement.

4.5.2 Member Checking

Member checking can help ensure that a researcher's renderings of events are accurate (Creswell, 2012). Therefore, during data analysis and the write up of the results, I asked each of the case study participants ($n=8$) to check whether interpretations I had made of what they had said during focus groups/interviews were accurate in relation to whatever meanings they had intended to communicate. I emailed each participant a Word document containing a table that included up to six excerpts from their transcripts. The excerpts addressed themes that were most pertinent to the emerging findings, and these are presented within the Results chapters. Each excerpt was accompanied by an interpretation I had made, check boxes for the participant to indicate whether they agreed or disagreed that my interpretation was accurate, and a space in which they could add any comments they wished to make. Participants could then return the Word document to me. As part of the email, I invited participants to contact me if they wished to discuss any of my interpretations.

All eight of the participants responded to my requests for member checking. Of the 35 interpretations I asked them to check, all were agreed as being accurate.

4.6 Ethical Considerations

Ethical approval for this research was secured prior to the commencement of data collection. As a student of one university and an employee of another university where the research was carried out, I was granted ethical approval by two ethics committees. My dual role as a student of the University of Auckland and staff member at the university where the research was conducted was stated clearly in the participant information sheets.

I applied for ethical approval for each phase of the research separately. For Phase One, the University of Auckland Human Participants Ethics Committee (UAHPEC)'s approval number was 0197999; and the approval number from the university where the research was carried out was 17/360. For Phase Two, the UAHPEC's approval number was 020422; and the approval number from the university where the research was carried out was 18/18.

Participation was voluntary. Potential participants were given information about the research and had opportunities to ask questions about it before deciding to accept the invitation to participate. As I was working as an LA at the institution where data collection took place, some of the participants in my research project were peers of mine working in the same team. To minimise any potential for perceived coercion on my part, I did not make a direct approach to my LA colleagues about the project. Instead, the initial approach came from one of my PhD supervisors, who works at a different institution. Having already gained approval from Library leadership staff to invite LAs to participate, which included their assurances that an LA's decision about whether to participate in the research would have no impact on their employment status, my supervisor emailed the LAs with a participant information sheet. For the LLs, I sought their manager's approval and the same assurances about employment status. I then emailed the LLs with participant information sheets. The LAs and LLs who were invited were then at liberty to contact me in relation to the project as they saw fit.

For the lecturers who participated in the case studies, I made the initial approach to School of Education leadership staff. Having gained their approval and assurances that a lecturer's decision about whether to participate would have no impact on their employment status, I emailed the lecturers with a participant information sheet. The lecturers were then at liberty to contact me in relation to the project as they saw fit. For the online questionnaire,

information about my project was shared through official internal communication channels at my university, with the same hyperlink to access the survey given to all potential lecturer participants.

Participant confidentiality and anonymity varied depending on the data collection methods. Upon reading the thesis, it could be possible for anyone familiar with the participants to recognise a quote from one of them, even though all quoted data have been de-identified. This was made clear in the participant information sheet.

The anonymity of the lecturers who responded to the online questionnaire was guaranteed. The lecturers' IP addresses were not stored, and no identifying information was requested in the questionnaire. As stated in the participant information sheet attached to the front page of the questionnaire, completion of the questionnaire indicated consent to participate. The lecturers and LAs who participated in the Phase Two case studies only attended individual interviews with me and all references to them in the thesis have been deidentified. Therefore, the confidentiality of the three lecturers who participated in the case studies was guaranteed.

For the LAs who participated, confidentiality was of paramount importance, but anonymity was not possible. Because the LAs participated in focus groups, they were not able to remain anonymous, and their contributions could only remain confidential to those in attendance at the focus groups, who included LAs, me as the facilitator, and one of my PhD supervisors as a note-taker (the latter only attended the first focus group). This was made clear in the participant information sheet, and my supervisor, in their capacity as note-taker at the first focus group, signed a confidentiality agreement.

Participants were free to withdraw from the project at any time without giving a reason. Participants were also free to withdraw any data traceable to them up to the end of the data collection period, which was at the end of 2018. The only exception to this was the data from the focus groups because of the shared nature of those meetings. This was stated in the participant information sheets.

As I was a student at one university and conducting the research at another university (my employer), there could have been a potential conflict of interest for me between those two institutions. However, the research did not seek to challenge or criticise existing practices at the university where I am employed. Rather, the research sought to document and theorise

work practices that were, according to previous research, potentially to be considered among best practices in the field.

Another potential conflict of interest resided in the fact that I was researching my own colleagues, both in the LA team and in the School of Education. As such, I had to ensure that data analysis comprised only data collected during the approved timeframe and using the approved instruments. Also, during some of the individual interviews, the participant I was interviewing at that time would ask what some of major themes had been in interviews I had already conducted. In order to not influence the content of those interviews, I would only discuss those points during the closing stages after we had already completed the interview schedule, and I did not identify who had made those points.

During focus groups with the LAs, I also had to be conscious of my own biases with regard to theoretical perspectives on academic literacy and pedagogy as well as my existing knowledge about what my colleagues' perspectives were prior to starting data collection. When I came to analyse the data, I set aside my experiences of, and conversations with, my participants that occurred prior to data collection, as well as those that occurred after data collection but prior to completion of the analysis and write up. The semi-structured nature of the focus groups and individual interviews meant that I had a blueprint to follow each time. This meant that each participant had opportunities to speak about the same topics. It also meant that I could ask probe questions that were relevant to each interview. For example, I would make statements such as: "Tell me more about why you think X is important." These moments were genuinely enjoyable because it is rare during our day-to-day work to have the time to explore ideological, epistemological and pedagogical questions with my colleagues.

After data collection commenced, I added three participants to the study after securing ethical approval to do so. I added LA8 to Phase One of the research after the Phase One LA focus group had taken place. This LA had not previously accepted the invitation to participate in Phase One of the research that all of the LAs were provided with. Subsequent to the focus group, LA8 informed me that they wished to participate, so I arranged an individual interview that included the same questions as the focus group. As the focus group had already taken place, and the LAs who had participated had done so in the knowledge that their contributions would remain confidential to those at the focus group, I did not share with LA8 any specific details of what was discussed at the focus group. On reflection, it would have been preferable for LA8 to have participated in the focus group because their

contributions would likely have enriched the discussion, but I am pleased to have been able to include their perspectives in some way at least.

The other two participants who I added to the study after data collection had commenced were the LLs. At the time that data collection took place, the LA team had recently been realigned from another university department to become part of the Library. As the early stages of the research started, it became clear that the LA team was beginning to forge constructive working relationships with the LL team when working on embedded literacy projects. Prior to the LA team's realignment, no such working relationships existed, and the two teams operated independently of each other. Therefore, I sought ethical approval to add two LLs that worked with the School of Education to Phase Two of the research. A condition of approval was that I seek the permission of the three LAs and three lecturers who had already begun participation in Phase Two, all of whom agreed to this change.

Introduction to Results Chapters 5–7

The findings of this study are organised into three chapters.

Chapter Five provides context to the programme-level collaboration that was the main setting for this study by articulating how learning advisors (LAs) and lecturers varied in their conceptions of how literacies developed and could be taught, as well as their place in learning and teaching. These variations included the extent to which LAs and lecturers believed that one-to-one literacies teaching could and ought to be provided, the use of timetabled class time and different pedagogic approaches for literacies teaching, and the extent to which literacies were transferable across disciplines. Further variation in LA practices was also evident in the four different approaches to embedding literacies teaching in curriculum content that I identified from my analysis of the data, including two paper-level and two programme-level variants. The chapter also presents four motivations that participants gave for programme-level embedding, which included teaching literacies cumulatively, increasing communication amongst lecturers about literacies development across papers, anticipating student needs, and enhancing processes for initiating collaborations between lecturers and LAs/liaison librarians (LLs).

Chapters Six and Seven build on Chapter Five by focusing on the case studies of LA and lecturer collaborations to embed literacies development into a Bachelor of Education (BEd) programme. In Chapter Six, I present findings related to leading and organising large-scale programme-level collaborations and the co-designing of literacies teaching materials between LAs, LLs, and lecturers. This included the role of School leadership and other key staff in the initial stages of setting up and then maintaining the BEd collaboration, the process of mapping literacies development across the programme, the inclusion of external professional standards in the design of literacies teaching materials, and the processes for LAs/LLs and lecturers to design those materials collaboratively.

In Chapter Seven, I present findings related to the teaching of embedded academic literacies within the BEd collaboration. These include the LAs' use of explicit instruction, in the form of modelling assignment-specific reading and writing features, and guided practice activities. I also present LA perspectives on how they employed these pedagogic methods in limited amounts of time within timetabled classes. My analysis of the data also enabled me to identify four benefits related to team-teaching that LAs, LLs and, lecturers articulated.

Finally, I present LA and lecturer perspectives on the possibility for LAs to hand over the responsibility for literacies teaching to lecturers.

Chapter 5: Results. Learning Advisor and Lecturer Perspectives on Academic Literacies Development and Embedded Literacies Teaching

This chapter presents results that provide context to the programme-level collaboration that was the focus of this study, and for which I present key findings in Chapters Six and Seven. I begin this chapter by presenting learning advisor (LA) and lecturer views on one-to-one literacies teaching because it was a contentious matter that had implications for the provision of embedded literacies teaching to whole cohorts, with a focus on one-to-one provision likely to preclude any form of systematic embedding of literacies development. In the second, third, fourth and fifth sections of the chapter, I present lecturer perspectives on: the relationship between academic literacy and assessment achievement; the use of timetabled class time for literacies teaching; the importance of three pedagogic approaches to successful learning of discipline content and for academic literacies development; and the transferability of literacies across disciplines. These lecturer perspectives are in some cases contradictory, which indicates the complex task LAs and liaison librarians (LLs) have in attempting to embed literacies development in papers and programmes. In the sixth section of this chapter, I present the key features of four approaches to embedding literacies development that were in simultaneous operation at the time of data collection with reference to LA perspectives on each approach. Two of the approaches focused on paper-level embedding, which was the most common form of embedding, and two other approaches focused on programme-level embedding. I end the chapter by presenting four motivations for programme-level embedding that I identified in focused discussion with LAs, LLs, and lecturers.

5.1 Learning Advisor and Lecturer Perspectives on One-to-One Provision

The question of whether provision of one-to-one appointments with students ought to form a significant portion of literacies development work was a major preoccupation for both LAs and lecturers.

5.1.1 Reasons for One-to-One Provision

According to my participants, there were three main reasons for one-to-one provision of literacies teaching. One reason concerned benefits to student learning, and two others related to LA-lecturer relationships.

Regarding student learning, LAs and lecturers stated that one-to-one provision was beneficial. Several of the LAs' descriptions indicated a perception that one-to-one interactions were effective for co-constructing or scaffolding students' literacies knowledge as well as their understanding of their assessment tasks, with one stating that "you become a partner with the student" (LA7). The most common reason the lecturer participants in the case studies gave in support of one-to-one provision was that it allowed for responses to individual student needs. Lecturers placed value on being able to refer students to specific people for literacies development. If students first met an LA/LL at an embedded class, the lecturer could then later easily refer students towards relevant help by naming that LA/LL. The lecturers also thought that one-to-one appointments offered students, who may have anxieties related to gaps in their literacies knowledge, a more comfortable forum to engage in further learning than whole-class settings. Lecturers also emphasised the importance of one-to-ones for remedial support with assignment resubmissions.

In addition to positive outcomes for students, LAs also thought that one-to-one provision was beneficial for LA-lecturer relationships. First, the identification of literacies needs in one-to-one interactions between LAs and students could lead to collaboration with lecturers. Those LAs who expressed this view thought that one-to-one provision of literacies development could facilitate contact with lecturers. Interactions with individual students doing the same paper sometimes indicated to an LA issues with assessment requirements that could be addressed through embedded literacies teaching. As one LA explained, one-to-one interactions enabled LAs to "see the challenges that students have,... and be able to then collaborate more reflectively with lecturers" (LA2). Contacting the lecturer could result in a collaboration to embed literacies teaching in an individual paper. In addition, LAs discussed how lecturer expectations of one-to-one provision influenced LA practices. They thought that one-to-one provision could create a positive perception of LAs amongst lecturers through an increased lecturer sense that students had access to relevant support. From this perspective, one-to-ones should be provided to create a positive perception of LAs amongst lecturers because lecturers valued the availability of individual support for students.

5.1.2 Reasons Against One-to-One Provision

While LAs and lecturers identified the potential benefits of one-to-one provision, there were also views expressed by other LAs who approached the topic from a system, or big picture, perspective. This perspective stemmed from a motivation to facilitate literacies development for as much of the student cohort as possible. Some LAs were also of a view that one-to-one provision was inequitable for students, and one of the lecturers was conscious that the staff-student ratio in tertiary education made one-to-one interaction impracticable.

In considering the scalability issues of a small team of staff being available on an individual basis to potentially all students enrolled at the university, the LA team did not have a shared understanding of what their role in student literacies development should be at the time of the study. Some LAs spoke in support of shifting the team's focus to embedded teaching of whole cohorts and multi-modal resource creation, while others preferred to maintain a focus on one-to-one provision. For LAs who advocated a focus on embedded teaching and multi-modal resource creation, these modes had the potential for higher ongoing equity of student access to literacies development when compared with one-to-one provision. The team had recently placed stronger emphasis on embedded teaching to whole cohorts, and they were in the process of ceasing one-to-one appointments with students prior to assignment submission. This change in practice was supported by some of the LAs, as exemplified by one who thought that the team's "previous model benefitted a few individuals who managed to find their way to us, often highly motivated to seek support... our approach now has the potential to everybody to have equal access" (LA4).

However, there was disagreement amongst the LAs about whether their time should be spent on embedded teaching/multi-modal resource creation or intensive one-to-one provision. Some LAs saw one-to-one provision as an integral element of LA work. One argument for this was that focusing on embedded teaching did not result in higher equity of access to literacies development because LAs could not teach in all papers across the university. From this perspective, because neither approach could achieve equity of access, a change in practice away from one-to-one provision was not sufficiently justifiable. Other LAs, however, had a different response to this question about equity of access to literacies development. For these LAs, the sustainability of LAs continuing to teach embedded literacies in the same papers year after year raised the question of whether there were ways

to increase lecturers' roles in literacies teaching to their own cohorts (see 7.3 Handover of Literacies Teaching).

Furthermore, some LAs thought that one-to-one provision could form one part of embedded collaborations with lecturers. While LAs noted that embedded teaching to whole cohorts and multi-modal resource creation was focused on anticipation of student literacies needs, there still appeared to be a requirement to respond to student needs as they arose. For students who have already been exposed to literacies teaching as part of their cohort (teaching intended to anticipate needs) but who have struggled to meet the literacies demands of an assessment, needs may be more individual. LAs and lecturers thought that these needs could be responded to through one-to-one or small-group provision.

LAs were not alone in struggling with one-to-one provision. In contrasting how they would have approached similar issues with school students, one of the lecturers who participated in the case studies expanded on the challenge lecturers had with responding to students' individual needs. The lecturer pointed out that it is impracticable for lecturers to interact with individual students when they are in large cohorts. For this lecturer, the reality of there being one lecturer to hundreds of students means that students are expected to have agency regarding their literacies development, which is a problem if students do not engage with the lecturer's feedback. This echoes LA concerns about one-to-one provision being an overly intensive and unbalanced use of a small team's resources. At the time of the study, the LA team comprised 8.8 full-time equivalent LAs and 1.5 full-time equivalent teaching assistants, who were available to potentially all of the approximately 29,000 students at their university. Therefore, individual interaction with students was a challenging issue for both LAs and lecturers.

In presenting LA and lecturer views on one-to-one provision in this section, I have attempted to convey the influence it has on what these staff understand the role of an LA to be and also the influence it has on how these staff view literacies development. The LAs held divergent views on their roles in student literacies development. Some of the team were advocating a micro approach in focusing on one-to-one provision, while others preferred a more systematic approach aimed at reaching a higher number of students. Both perspectives, though, acknowledged that lecturers valued the availability of individual support for their students.

5.2 Lecturer Perspectives on the Relationship Between Achievement and Academic Literacy

This section presents results related to lecturer perspectives on the relationship between student achievement in assessments and student academic literacy level. Lecturers were quite consistent on their views that academic literacy positively influenced student achievement.

Questionnaire Item Nine asked lecturers to rate the strength of the relationship between student achievement in assessments and their level of academic literacy.

Q9: High levels of achievement in assessment tasks strongly relates to a high level of academic literacy.

Using a slider, lecturers were able to select any value from 0-100.

Table 5: *Relationship between Academic Literacy and Assessment Achievement*

Response no.	Mean	Standard deviation
56	79.6	16.1

The lecturers who responded were generally very confident that achievement and academic literacy were positively related. This was clearly something that the three lecturers who participated in the case studies agreed with. According to these lecturers, literacies are a strong influence on student academic achievement and student retention. One lecturer thought that “students drop out, taking aside personal issues and the time and the dramas of their lives,... because they can’t... see a way to do their assessments, not that they haven’t got the intellect to do it” (L1). The lecturer described literacies development as “breaking the code” of university and thought this was especially the case for “Equity students”, saying that “that’s the biggest thing, identifying that there is a code, and then breaking that code is what’s then successful. And, once they’ve got that, they’re away” (L1). And, another lecturer thought that because students had to “be very specific about what they’re going to discuss and how they’re going to discuss it, how they’re going to interface the literature and reference it correctly”, a student’s level of academic literacy had a high impact on their success in assignments.

In addition to positive impact on student achievement in assessments, one of the lecturers also pointed out the longer-term relevance of literacies development to students in their

future professional contexts. The lecturer gave an example of how teachers are required to engage with research as part of their practice. The literacies teaching materials that they had co-designed with an LA for identifying themes in literature showed the students “a skill that they can then be utilising in their professional career” (L2).

Considering the lecturer perspectives in the case studies and the responses provided to Item Nine of the questionnaire, the significance of academic literacies to student achievement appears to be uncontroversial among these lecturers. However, how and to what extent literacies development should be included in student learning were seemingly more open to interpretation given the findings on what lecturers thought about when academic literacies teaching should occur, the role of explicit instruction in literacies development, and the transferability of literacies across disciplines reported in the next three sections.

5.3 Lecturer Perspectives on Using Their Class Time for Literacies Teaching

This section presents results related to lecturer perspectives on whether it is optimal to teach academic literacies as part of timetabled classes or workshops separate from their papers (adjunct classes). Lecturers who responded to the questionnaire indicated a preference for workshops separate from their papers, but the lecturers who participated in the case studies were supportive of using lecture time because they observed positive impacts on student achievement and increased student engagement with literacies learning.

Questionnaire Item Three asked lecturers about their preferences for when academic literacies teaching should be provided:

Q3: When should academic literacies teaching occur?

- *During workshops that are separate from my paper. (0)*
- *During tutorials within my paper. (1)*
- *During lectures within my paper. (1)*

Lecturers were able to select as many options as they wished. During analysis of the data, each response was assigned a numeric value (as shown above in parentheses after each choice), so each individual’s total score for this item would be between zero (none of their class time used for academic literacies) and two (time in both tutorials and lectures could be made available, as well time outside of their classes).

Table 6: *When Academic Literacies Teaching Should Occur: Individual Time Choices*

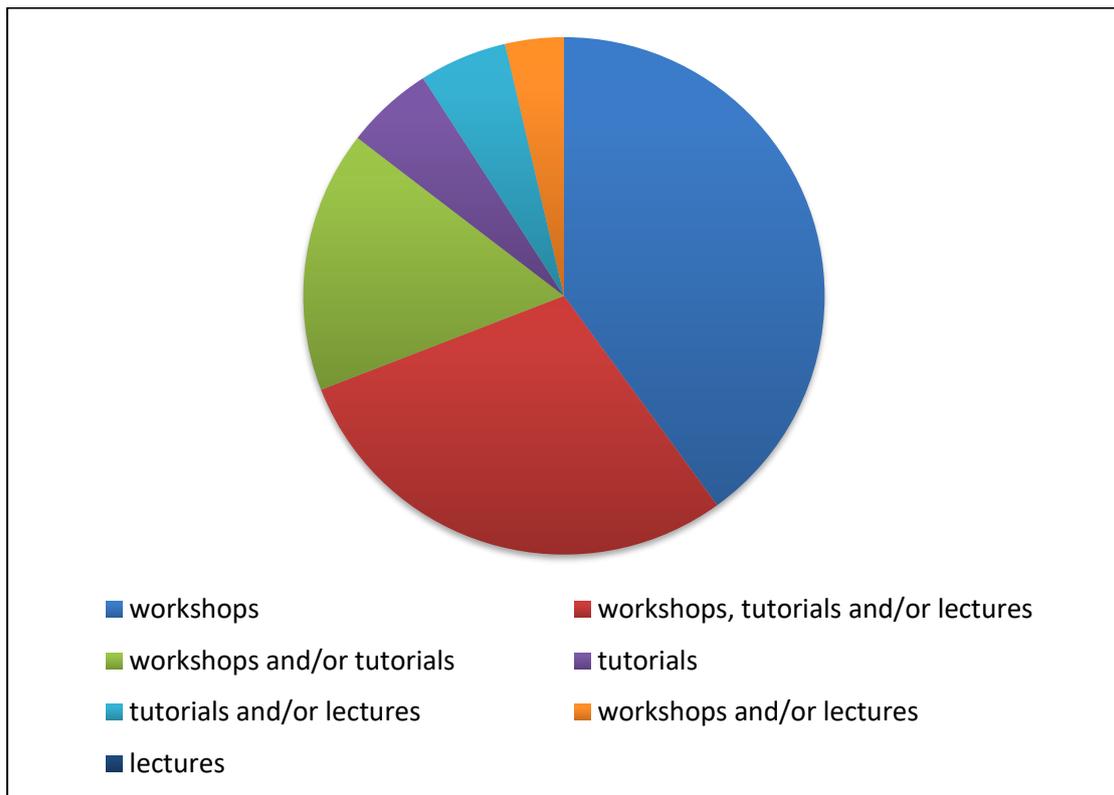
	Choice count	Response number
workshops separate from my paper	49	55
tutorials within my paper	31	
lectures within my paper	21	

Although workshops separate from papers was the single most popular lecturer choice for when academic literacies teaching should occur, it appears that some lecturers were prepared to allocate class time to literacies teaching. However, when the combinations of choices are examined, the time most lecturers preferred was still workshops separate from their paper, which accounted for 40% of all choices when comparing all the different possible combinations:

Table 7: *When Academic Literacies Teaching Should Occur: Choice Combinations*

When	Choice count
workshops	22
workshops, tutorials and/or lectures	16
workshops and/or tutorials	9
tutorials	3
tutorials and/or lectures	3
workshops and/or lectures	2
lectures	0

Figure 10: *Lecturer Perspectives on When Academic Literacies Teaching Should Occur*



Given that the second most popular combination of choices was for any/all of the three times, it appears that there may be considerable variation amongst lecturers on this point. This suggests that LAs face a challenge in promoting embedded literacies development as an ideal approach to faculties.

These results among the wider lecturing staff were at odds with the views expressed by the lecturers in the case studies, all of whom were supportive of using their lecture time for literacies development. The case study lecturers provided two main reasons for approving of the use of their lecture time for this purpose: positive impact on student achievement, and increased student engagement with literacies learning when compared with adjunct provisions.

Instead of viewing the teaching of literacies content during lecture time as an imposition or intrusion on their discipline content teaching time, the case study lecturers saw it as a valuable use of their class time. One of the lecturers had observed a considerable improvement in student achievement since literacies development had been embedded in their papers. In one of the first-year papers (Case 1), the lecturer reported that there had been no resubmissions needed for the second assessment, compared with approximately a quarter of the class having to resubmit in previous years. This lecturer thought that literacies

content was of equal, if not more, importance to students than discipline content was, stating that other lecturers were “very precious” about their class time, whereas this lecturer thought that prioritising the use of lecture time for academic literacies teaching “does save time, and certainly makes for a better outcome for the students, and for us” (L1). Lecturers also observed that the inclusion of literacies teaching during class time, because it involves explicit instruction and guided practice, shows students how to be successful in their assessments. One lecturer stated that “I saw great value, and I think the students did, as well, of actually spending that time in class to practise what exactly you’ve actually just done” (L2). In a fifty-minute class, the LA spent approximately half the time facilitating practice activities that scaffolded students towards beginning their assessments. I asked this lecturer whether they would be amenable to a reduction in the use of their class time by an LA focusing only on explicit instruction. The lecturer placed more value on the practice time: “there was half an hour, or twenty minutes, of actually them doing what you’ve just talked about. Which I still think is part of your fifty minutes...And, that’s setting them up to be successful. Like, there’s greater investment in that” (L2).

Lecturers also noted that teaching embedded literacies during timetabled classes had a positive impact on student engagement with literacies learning. First, in addressing the pragmatic consideration of timing, one lecturer observed that if literacies are included in lecture time, students *can* engage in learning about them; whereas, if they are provided outside of lecture time, students do *not* engage. Therefore, if it is part of the lecture, more students can engage with literacies content, as long as they can also perceive it as being relevant to them (i.e., it is discipline specific and of obvious use to their current academic work). As one lecturer stated: “It’s the embeddedness that makes the difference, and it being relevant to students” (L1). Second, another lecturer highlighted the importance of having both the LA and the lecturer team-teaching to students recognising the connection between literacies-related teaching points and discipline content. This lecturer saw the literacies content provided by LAs as a crucial element of their paper: If the lecturer’s role was to teach students to look beyond the surface of situations and engage with more abstract notions and concepts in order to better understand and explain those situations (what the lecturer called “the why” and “the what” [L3]), the LA’s role was to show students how to do that. This could happen during lectures, with the dual-presence of both staff able to make the relevance of the literacies content clear. In the emphatic words of one lecturer, if these two elements of timing and relevance of literacies teaching are not appropriately addressed, “we’re pushing shit uphill” (L1).

In summary, the lecturers who participated in the case studies all valued the use of timetabled class time for literacies development because the content was relevant and showed students how they could approach their assignments. For them, having a specialist staff member teach the literacies content during lecture time alongside the discipline content meant that students were more likely to recognise literacies content as being important to engage with.

5.4 Lecturer Perspectives on Explicit Instruction, Guided Practice and Self-Paced Exploration

This section presents lecturer perspectives on the importance of three pedagogic approaches to learning in their own disciplines and for academic literacies development. Findings suggest that lecturers viewed two of the approaches, guided practice and self-paced exploration, as being of similar importance to successful learning in their disciplines and for academic literacies development. The other approach, explicit instruction, lecturers viewed as being more important for learning in their own disciplines than it was for academic literacies development.

Six items in the questionnaire asked lecturers to rate, on a scale of 0-100, the importance of three pedagogic approaches (explicit instruction, guided practice, and self-paced exploration) for:

1. students developing a deep understanding of the academic literacies they need for their assignments
2. successful teaching and learning in their disciplines.

The mean lecturer scores for the six questions are shown in Table 8 in three pairs, with each pedagogic approach accounting for one pair. Lecturers appeared to view self-paced exploration as being most important for both academic literacies development and teaching/learning of discipline content, followed by guided practice, and then explicit instruction.

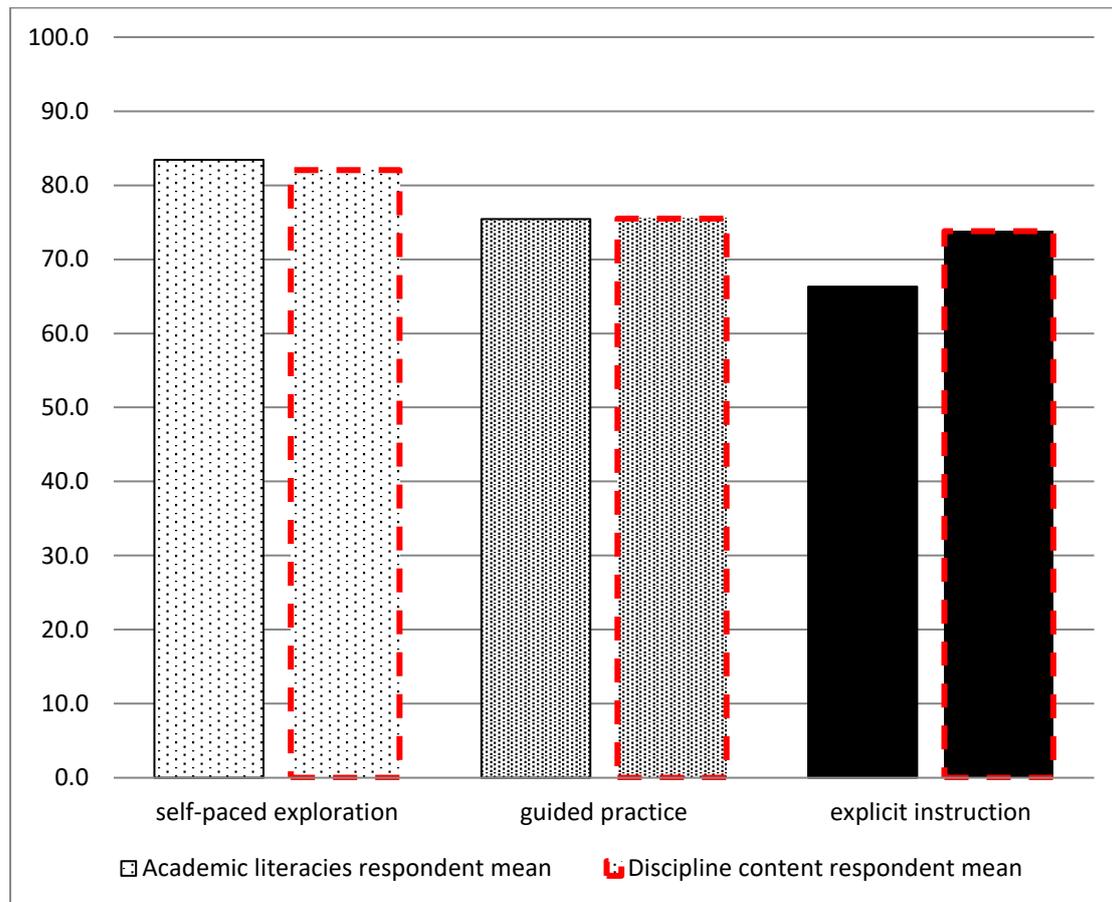
Table 8: Importance of Three Pedagogic Approaches to Development of Academic Literacies and Teaching/Learning of Discipline Content

	Importance of					
	self-paced exploration to		guided practice to		explicit instruction to	
	student	successful	student	successful	student	successful
	academic	teaching &	academic	teaching	academic	teaching
	literacies	learning of	literacies	& learning	literacies	& learning
	development	discipline	development	of	development	of
		content		discipline		discipline
				content		content
Respondent	83.4	82.1	75.4	75.5	66.3	73.8
mean score						
Standard	25.5	22.1	21.4	19.1	16.8	16.1
deviation						
Response	54	54	55	55	55	55
no.						

Note. The maximum score was 100

The mean scores for the importance of self-paced exploration to literacies development and discipline teaching and learning were not significantly different, which was also the case with guided practice. However, as shown in Figure 11, there was a significant difference between the lecturers' scores for explicit instruction, with them scoring it as less important to literacies development than it was for discipline content teaching and learning:

Figure 11: Mean Respondent Scores for Importance of Three Pedagogic Approaches to Development of Academic Literacies and Teaching/Learning of Discipline Content



Paired-samples t-tests showed a significant difference in the mean scores for the importance of explicit instruction to student academic literacies development ($M=66.3$, $SD=16.8$) and its importance to teaching and learning of subject content ($M=73.8$, $SD=16.1$), $t(-2.02)= 54$, $p = 0.049$. This indicates that lecturers viewed explicit instruction as more important for teaching discipline content than for teaching academic literacies.

A possible reason for lecturers giving less importance to explicit instruction about academic literacy development is that they saw discipline content teaching as a more appropriate use of paper teaching time, while academic literacies development would preferably occur outside of their lectures. This is consistent with the lecturers' responses to Questionnaire Item Three, which asked them to indicate when academic literacies teaching should occur (see 5.3 Lecturer Perspectives on Using Their Class Time for Literacies Teaching). The overall preference was for it to occur in workshops outside of class time, with tutorial time a second choice, and lecture time the least selected. This could suggest a view that discipline content

merits being taught explicitly as part of class time, while academic literacies development is better engaged with through self-directed learning outside of class time.

Such a view is at odds with the LAs' pedagogic focus on explicit instruction through the use of modelling practices, which was driven by the strong motivation to show students what was expected of them in doing their assignments, as well as more pragmatic decisions about how best to use the limited class time they had with students. It is a view that is also at variance with that of the lecturers in the case studies, who saw the inclusion of explicit literacies teaching in their lectures as crucial to their students' learning (see The Benefits of Modelling to Embedded Literacies Teaching in 7.1.2).

5.5 Lecturer Perspectives on the Transferability of Literacies

This section presents results related to lecturer perspectives on the extent to which academic literacies are transferable across disciplines. Findings indicate that lecturers hold contradictory views, with literacies seen as transferable, but writing in particular seen as discipline specific.

Questionnaire Items 11 and 12 asked lecturers to consider whether academic literacies are transferable across disciplines, and whether there were types of writing that students were required to do that were specific to their discipline. The results suggest that while there was a sense that literacies have some degree of discipline specificity, they still are transferable across disciplines.

Q11: Academic literacies are general and transferable across disciplines.

Using a slider, lecturers were able to select any value from 0-100.

Table 9: *Transferability of Academic Literacies Across Disciplines*

Response no.	Mean	Standard deviation
55	75.2	20.3

Q12: The types of writing that students do in the subject I teach are different from the types of writing in other disciplines.

Using a slider, lecturers were able to select any value from 0-100.

Table 10: Types of Writing Differ Across Disciplines

Response no.	Mean	Standard deviation
55	59.6	26.9

A paired-samples t-test showed a significant difference in the scores for transferability of literacies (M=75.2, SD=20.3) and discipline specificity of writing (M=59.6, SD=26.9), $t(-3.03) = 54$, $p = 0.004$. This suggests that a strong view of literacies as being transferable is likely to be related to a comparatively weaker view of writing being discipline specific. However, as the mean scores for transferability and specificity were both positive, some lecturers appear to hold contradictory views. This may suggest that some lecturers have gaps in their knowledge of literacies development, or it could be that they see some literacies as transferable, and others as more specific. These contradictions were further suggested by the lecturers' views on the extent to which students were challenged in writing within their discipline, which returned similar results to the views on whether writing was discipline specific:

Q13: The specific writing demands of the subject I teach are a significant challenge for my students.

Using a slider, lecturers were able to select any value from 0-100.

Table 11: Specific Writing Demands of Disciplines Are Challenging for Students

Response no.	Mean	Standard deviation
55	61.2	23.9

A paired-samples t-test showed a significant difference in the scores for transferability of literacies (M=75.2, SD=20.3) and student challenge in meeting discipline specific writing demands (M=61.2, SD=23.9), $t(3.12) = 54$, $p = 0.003$. This suggests similarly contradictory views of literacies as being transferable but that students are also challenged by discipline specific writing demands, which is similar to the relationship between transferability of literacies and the discipline specificity of writing.

These contradictory perspectives may offer some insight into the lecturers' (those who completed the questionnaire) apparent reluctance to use their class time for academic literacies development (i.e., provision of embedded literacies teaching). The comparatively

stronger view of literacies as being transferable versus the also positive but weaker view of the specificity of writing suggests that some lecturers are unconvinced about the value of embedded literacies teaching.

5.6 Learning Advisor Approaches to Embedding

Working together for the purpose of embedding literacies development was a relatively new focus for LAs and LLs at the time of data collection. During the initial LA focus group and later individual interviews with LAs, I identified four different approaches to embedding in simultaneous operation at the time of the study:

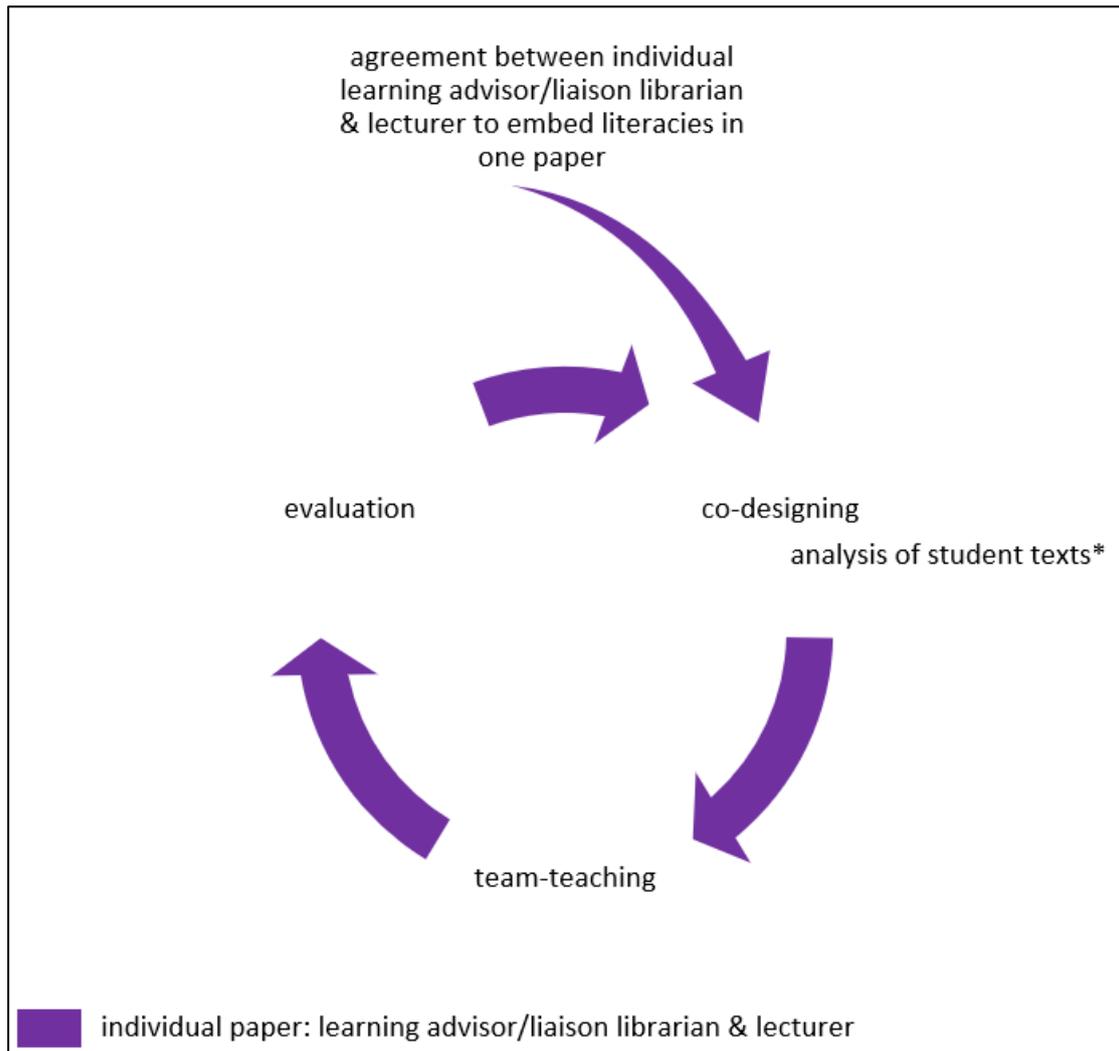
- paper-level embedding: whole class discipline specific literacies teaching
- paper-level embedding: intensive one-to-one provision during class time and whole class general literacies teaching
- programme-level embedding: whole class discipline specific literacies teaching and intensive one-to-one provision during class time
- programme-level embedding: whole class discipline specific literacies teaching.

In the following four sub-sections, I present the key features of each approach and what the perspectives on it were amongst LAs.

5.6.1 Embedding Approach 1: Paper-Level Whole Class Discipline Specific Literacies Teaching

This approach to embedding is focused on individual papers. It typically begins with a lecturer requesting literacies input in their paper because of an identified need amongst their cohort. However, it can also begin if an LA/LL offers input to a lecturer, perhaps through identifying a potential issue with an assessment as a result of meeting with a student. The process usually involves an LA/LL collaborating with a lecturer to design and then teach literacies content as part of students' timetabled classes (or, in some cases, in additional, adjunct, workshops). For LAs in particular, the analysis of student texts (*or relevant alternatives as a second choice) is integral to the process.

Figure 12: *Embedding Approach 1: Paper-Level Whole Class Discipline Specific Literacies Teaching*



At the time of the study, and since then, paper-level embedding of discipline specific literacies delivered via whole class teaching has been the most common approach to embedding. This is usually initiated by lecturers in response to needs among their students, or issues with their paper, that they have identified. The key factor in the success of this approach is that it focuses on showing students *how* lecturers expect their students to demonstrate their understanding of discipline content.

For the LAs, close collaboration with lecturers means that they understand what lecturers value in student writing. The LAs also saw the inclusion of lecturer feedback during the co-design process as crucial to the relevance of teaching materials to students' assessments. Several of the LAs pointed out that the inclusion of lecturer input both early and later in the co-design process adds to the ultimate relevance of the teaching materials because the lecturer is familiar with the assessment criteria and will do the assessing. One LA gave an

example of how they could help lecturers articulate more clearly what their expectations of students were in assessments by asking lecturers questions such as: "OK what do you understand by that word? How do you expect to see that in the writing?" (LA6). This often applies to verb phrases used in assessment tasks, such as *apply*, *discuss*, or *critically analyse*. In addition to these interactions early in the co-design process, LAs also then show lecturers draft versions of teaching materials in order to help ensure the relevance and accuracy of the content. As one LA identified, "the lecturers have ticked off on it cos you've had to talk to them. 'This is the way that we're approaching this paragraph. What do you think?'. 'Oh, there should be duh duh duh duh'" (LA7). Including what the lecturers value, as well as their feedback on draft materials, supports the LA in creating materials that will show students how to be successful.

A pragmatic reason for paper-level embedding continuing to be the most common approach to embedding is that it requires less advanced organisation, and fewer people, than a programme-level collaboration. In reflecting on the differences between larger-scale programme-level embedding and individual paper-level embedding, one LA pointed out that programme-level embedding required "that you meet with everyone and you map out literacies across papers, and so it's labour intensive and not as easy as just emailing one lecturer and providing some academic literacy in one paper" (LA2). Therefore, from this point of view, it is easier to focus on paper-level embedding because it is less "labour intensive" (LA2) than programme-level embedding.

However, for some LAs, programme-level embedding enabled a focus on anticipation of literacies needs. They argued that a well sequenced progression of literacies expectations from the beginning to the end of a carefully designed programme would limit the need for lecturers to request help with specific papers. One of the LLs identified this sequencing of literacies content as ideal "because you can write... literacies into evaluations or activities, which are like formative assessments through a paper, a programme – that's the ideal" (LL1). From this perspective, enhanced curriculum design can reduce the need for paper-level embedding.

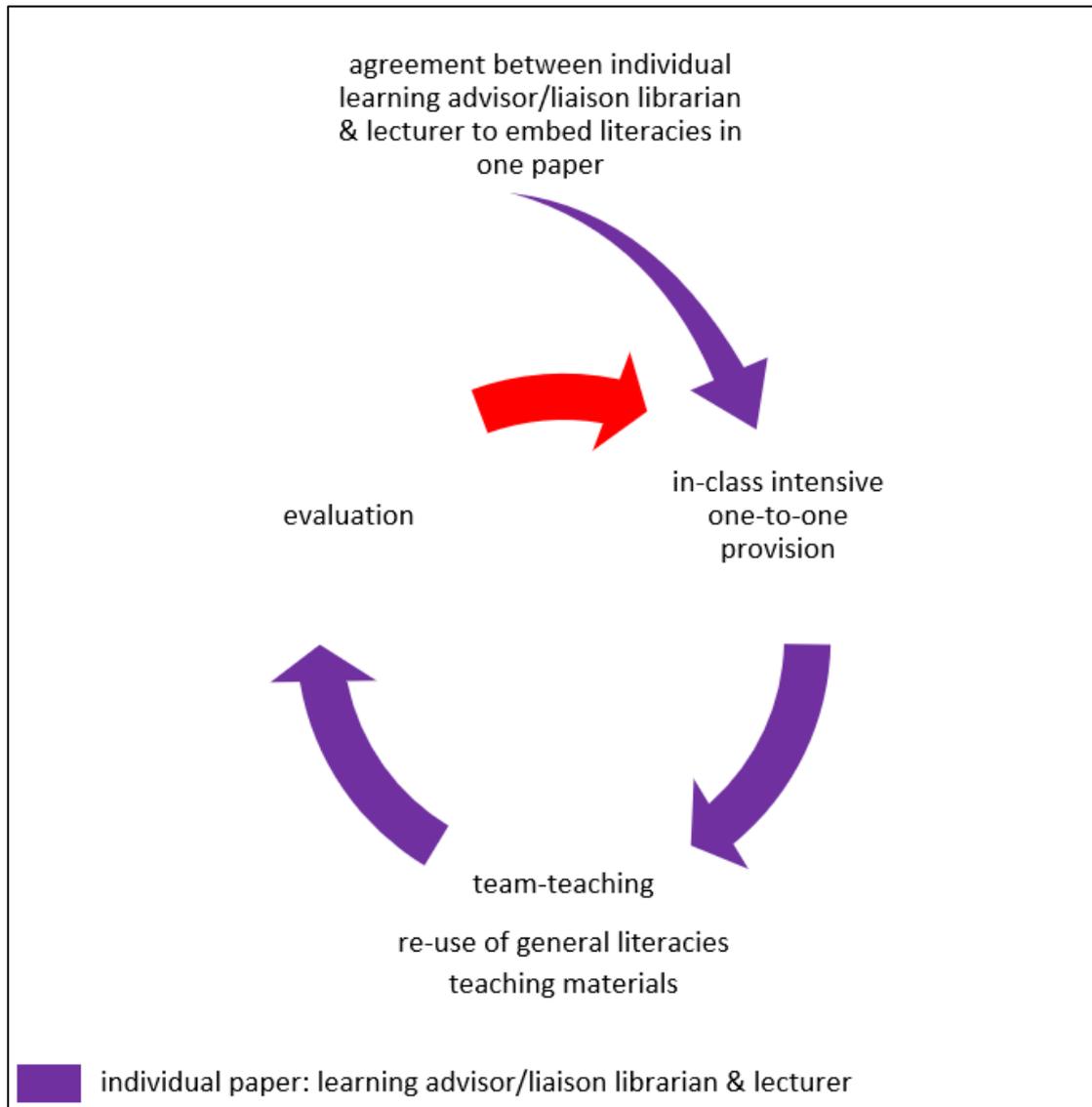
5.6.2 Embedding Approach 2: Paper-Level Intensive One-to-One Provision During Class Time and Whole Class General Literacies Teaching

This paper-level approach to embedding involved a combination of whole class teaching and provision of one-to-one interactions during class time. This approach differed from the one

outlined in the previous sub-section in two key respects: the design of the teaching materials, and a specific sequencing of the one-to-one provision before the whole class delivery.

While the approach outlined in the previous sub-section involved co-designing discipline specific literacies teaching materials based on analysis of relevant texts, with inclusion of lecturer input throughout the process, the approach here involved the re-use of existing literacies teaching materials that taught general characteristics of scientific reports. These materials were originally designed for use in workshops that were open to all students, and while not aimed at any specific discipline, the focus was on the features of reports that followed a scientific method, and text examples were not included. The paper in which the materials were used focused on legal and ethical issues in sport. The one-to-one provision occurred in the lead up to the whole class delivery of the report writing workshop, all of which was timetabled to prepare students for an upcoming assessment.

Figure 13: *Embedding Approach 2: Paper-Level Intensive One-to-One Provision During Class Time and Whole Class General Literacies Teaching*



According to the LA who was responsible for this collaboration, the merit of this approach was that LAs and LLs were able to scaffold students' understandings of how to do their assignments while they are working on them during class. This LA said that the one-to-one provision followed by whole class teaching was an inversion of the previous work in that paper, which had involved an initial delivery of study skills teaching to the whole class followed by one-to-one provision. The LA described the previous sequence as "scrambling to deal with the students" (LA5) as they worked on their assignments. Whereas, the current sequence enabled a process of scaffolding, which the LA referred to as "staircasing" (LA5), as students worked towards their current assignments. This the LA also explained in contrast to drawing students' attention to the long term relevance of a current literacies-related teaching point (i.e., focusing on more immediate, or micro, concerns).

Two of the eight LAs perceived the value of this approach to be that it guides students through the process of an assignment towards the end product. The LA gradually guides students with sentence level meaning making, which is later connected with an assessment type (in that case, a report). As described by one LA, the role of the LAs (there was usually more than one present in each tutorial) during the one-to-one provision involved guiding students while they attempted to write sentences and paragraphs using the content of the paper that they could then include in their assignments. In effect, the LAs appeared to be attempting to co-construct meaning with students, which connects with another LA's view that "you bang it around... you become a partner with the student" (LA7). The LAs also noted the value of collaborating with the lecturer during these one-to-one interactions because the LA provided their knowledge of writing according to the conventions of a report, and the lecturer provided their disciplinary knowledge of the paper content that would be included in that writing.

As a point of contrast with the first embedded approach outlined in this section that focused on whole-class teaching, this is an example of multi-disciplinary collaboration at a micro level, where the two roles spontaneously intersect as a student is constructing a sentence. Due to the use of existing literacies teaching materials that were not specific to the disciplinary context of the class, there would have been no integration of the two disciplines as part of the materials design. Whereas, in the other approach, which involves the co-design of discipline specific teaching materials, the multi-disciplinary collaboration primarily occurs to maximise the relevance of the teaching materials to students. Class time collaborations between LAs and lecturers tend to occur in front of the whole class, and not in individual interactions. As such, the collaborations are at a more macro-level.

The approach of one-to-one provision during class time followed by whole class teaching was controversial among the LA team, with some supporting it and others believing it to be inefficient use of limited staff resources. Some LAs noted that they valued the spontaneity of interacting with students as they worked on their writing, and one LA provided justification for this combination of one-to-one provision with whole class teaching in that paper because the paper was "dense" and "challenging", and not as "user friendly and student friendly as it could be" (LA3). A key reason for the collaboration having begun was that the paper was specific to a discipline (Law) that was different from the discipline of the programme (Sport), and this difference caused a negative impact on students' grades compared with other

papers. Hence, the lecturer’s collaboration with LAs and LLs was intended to bridge the gap for students between the reading, writing and research demands of the two disciplines.

However, some LAs expressed concerns over the amount of time and human resource that was involved. One LA was conscious that the LAs needed to consider “how it is we might extricate, or at least reduce the hours” (LA5). Others identified the time commitment for LAs to work in this way as being problematic, describing it as “so/very resource intensive” (LA4, LA2), stating that it was “an unfair weighting of resource to one paper” (LA4), and commenting that LAs “were going into quite a few tutorials each week for several weeks” (LA2). As shown in Table 12, the accumulated teaching time recorded in the LAs’ reporting of embedded teaching hours for 2018 for that paper was 44 hours, which accounted for 18.4% of the team’s embedded teaching time of 239 hours for the whole year. When factoring in the number of LAs present during the 44 hours (more than one on many occasions) and the LL, the total number of work hours across the two teams would have been greater than 44.

Table 12: *LA Embedded Teaching Hours in 2018*

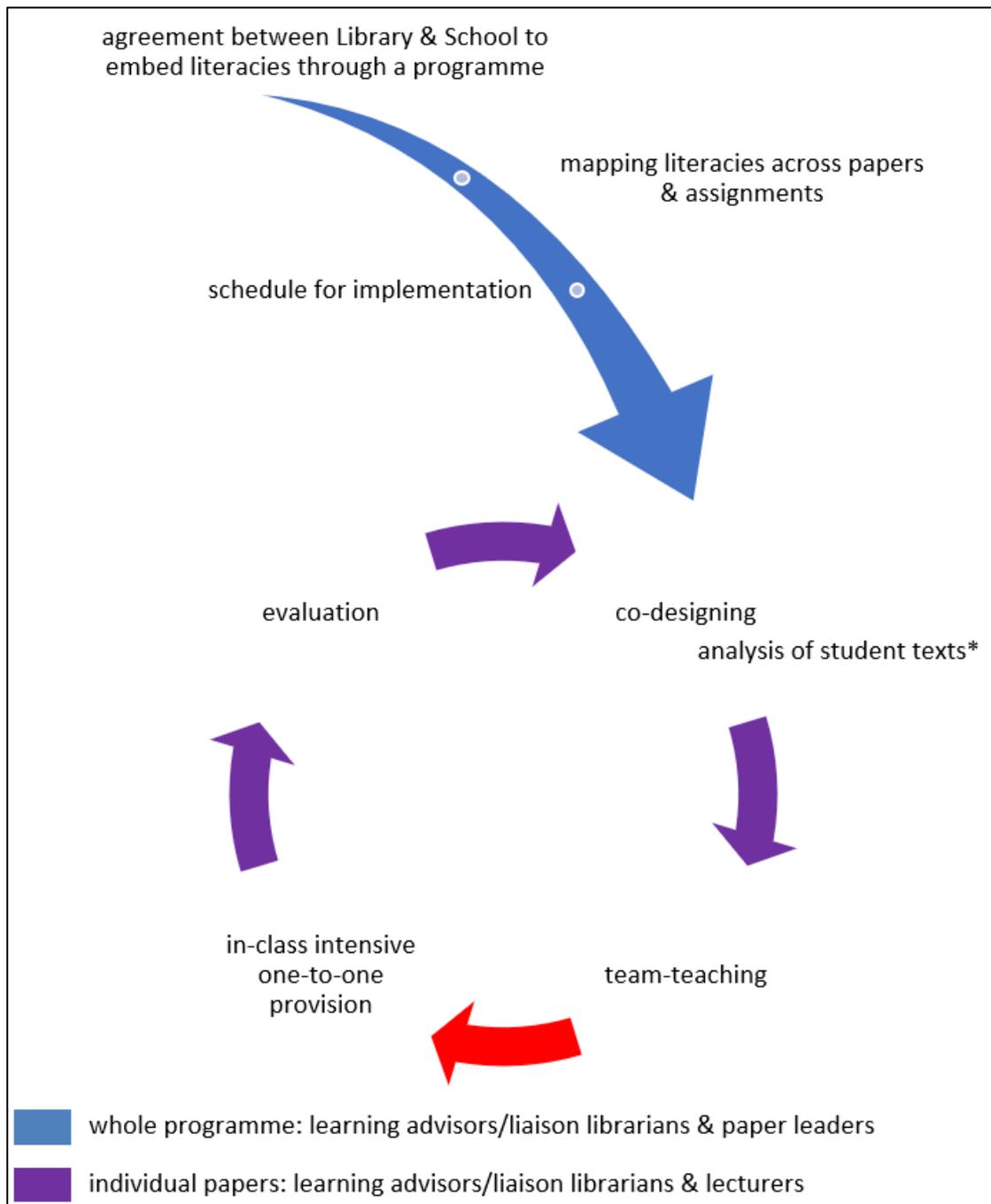
Papers	No.	Hours
Paper with one-to-one & whole class teaching (general literacies)	1	44
Paper with next highest hours	1	10
Programme with whole class teaching (discipline specific) & one-to-one	4	29.25
All other papers	56	155.75
Total	62	239

During 2018, the LAs taught in 62 papers. The use of 44 hours for one paper was anomalous, with the next highest teaching time for one paper being only 10 hours. Even when compared with the other embedding approach that included one-to-one provision, which was delivered across a certificate programme that comprised four papers, the time used was still approximately one third higher. This suggests that the approach taken in this paper of providing intensive one-to-one provision in class accounted for a disproportionate amount of work across the LA team.

5.6.3 Embedding Approach 3: Programme-Level Whole Class Discipline Specific Literacies Teaching and Intensive One-to-One Provision During Class Time

This approach scales up the co-design and team-teaching processes followed in Embedding Approach 1: Paper-level whole class discipline specific literacies teaching. Collaborations between LAs/LLs on individual papers occur in the context of an agreed partnership between departments to embed literacies across a programme. Different from Embedding Approach 1, but similar to Embedding Approach 2, is the inclusion of one-to-one provision as part of class time. Co-designed discipline specific teaching materials would be taught to the whole class in the lead up to assessments (i.e., not every week). The LA and LL would also be present in multiple other classes to provide one-to-one support to students as they worked on their assessments. This sequence of whole-class teaching followed by one-to-one provision is an inversion of the sequence in Embedding Approach 2.

Figure 14: *Embedding Approach 3: Programme-Level Whole Class Discipline Specific Literacies Teaching and Intensive One-to-One Provision During Class Time*



Some LAs found the amount of time required of the team problematic under this approach to embedding. One LA identified that LAs and LLs played a largely supportive role. Although there was some whole class teaching, their role mainly involved individual interactions with students who were starting to work on assessments, which LA2 likened to “babysitting.” The use of this term indicates that LA2, as a trained and experienced teacher, thought that this was an inappropriate use of their time, especially as this was done over many sessions, and

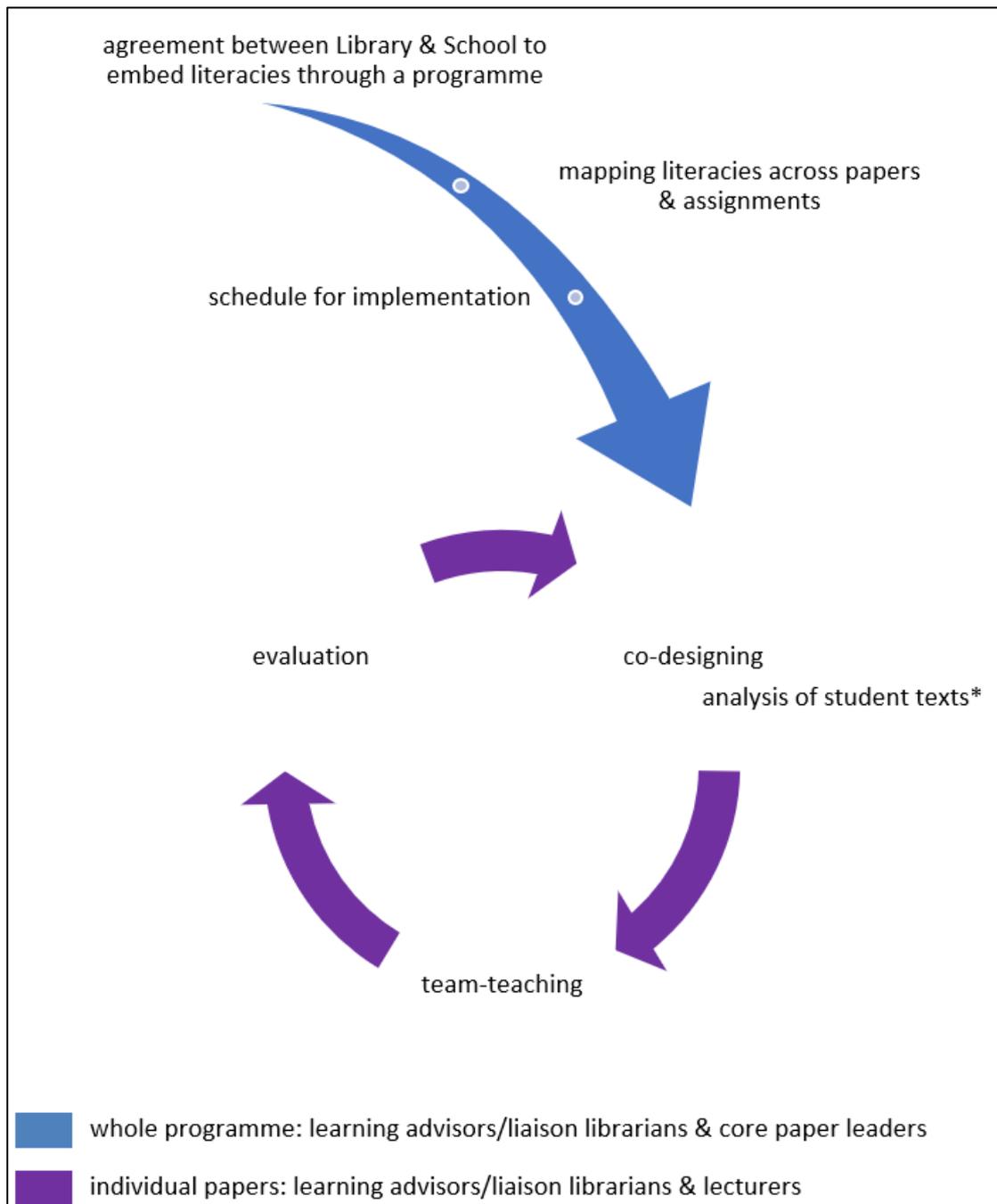
with apparent low student engagement. The LA's perception was that the programme leader (of a programme other than the Bachelor of Education [BEd]) "sees us as there to provide one-on-one, small group, support... And, I would rather be spending my time teaching the whole class academic literacy points than having to be there because the students can't stay focused on their writing."

This LA was not alone in their concerns about the heavy use of LA time for one-to-one provision during embedded classes. Other LAs also thought that a focus on whole-class teaching was a more pragmatic use of limited human resources. Other LAs, however, thought that one-to-one provision enabled learning that was qualitatively different from what might be achieved with whole-class teaching. Some of these perspectives were presented in the previous sub-section on the variant of embedding that placed greater emphasis on one-to-one provision, and which was controversial amongst the LA team.

5.6.4 Embedding Approach 4: Programme-Level Whole Class Discipline Specific Literacies Teaching

This approach is presented in more detail in Chapters Six and Seven because it was the one being used in the BEd.

Figure 15: Embedding Approach 4: Programme-Level Whole Class Discipline Specific Literacies Teaching



This approach scales up the co-design and team-teaching processes followed in Embedding Approach 1: Paper-level whole class discipline specific literacies teaching. Collaborations between LAs/LLs on individual papers occur in the context of an agreed partnership between departments to embed literacies across a programme. In brief, the process begins when a School approaches the Library. At the leadership level, the scope of the collaboration is then negotiated. A core group of LAs/LLs and paper leaders then map literacies development

throughout the programme and a schedule for what will be implemented and when is agreed.

The core group of LAs/LLs and paper leaders is then expanded as collaborations on specific papers begin, with smaller groupings of LAs/LLs on each paper each contributing specific expertise when co-designing teaching materials. Regarding academic literacies development in particular, LAs analyse student texts (*or other relevant discipline texts if student texts are unavailable) for language features, and they use that information to select what to teach when co-designing teaching materials with lecturers. Agreed on teaching materials are then team-taught with lecturers to whole classes, followed by an evaluation, with any necessary adjustments made to the materials. This cycle then repeats within a paper and all of the papers included in the collaboration.

This research does not seek to evaluate the impact on student learning of any of the four approaches to embedding outlined in this section. For that, it would be necessary to accurately measure student performance on assessments (an interesting challenge given that literacies are only an element of assessments, and that the approaches were used in different disciplines at different curriculum levels), ask students to share their experiences of each approach, and to analyse samples of their writing for use of specific discourse features taught by LAs. Rather, the aim of comparing these different approaches is to illuminate the possible uses of limited LA resources. This can help guide choices about systemic provision of literacies development across the university, choices which can be informed by the motivations amongst LAs, LLs, and lecturers for programme-level embedding of literacies development which are presented in the next section.

5.7 Motivations for Programme-Level Embedding of Literacies Development

This study sought to identify what is required for LAs and lecturers to work collaboratively on shifting embedded literacies development from the level of individual papers to the level of programmes. According to the literature on embedded literacies development, such programme-level collaborations are rare, so a clearer understanding of the benefits of programme-level embedding may be required. In attempting to articulate these possible benefits, I identified four key motivations for embedding literacies development at the programme-level through analysis of data from LA, LL, and lecturer perspectives. First, in response to a common issue of students reaching the final year of a degree without the requisite literacies for successfully completing the assignments at that level, programme-

level embedding of literacies can help students accumulate literacies knowledge. Second, lecturers can have more opportunities to discuss literacies development across papers. Third, responses to newly identified literacies needs can be fed back into the overall provision of literacies development across a programme, meaning that student literacies needs can be better anticipated. Fourth, processes for initiating cross-departmental collaborations between LAs/LLs and lecturers can be more systematic than is usually the case in practice.

5.7.1 Motivation for Embedding 1: Helping Students to Accumulate Literacies Knowledge

One motivation amongst LAs and lecturers for embedding literacies development in a number of papers across the years of a study programme was rooted in an assumption that programme design and teaching can facilitate the accumulation of literacies knowledge.

According to the literature, as the complexity of the discipline content increases over the course of a degree programme, so do the literacies demands of engaging with and communicating about that content. However, according to the LAs and lecturers in my study, for this process of literacies accumulation to actually occur, it has to be carefully designed and appropriately brought to students' attention. As the participants pointed out, students were not transferring literacies content from one paper or assignment to another. Two of the lecturers who participated in the case studies shared experiences of students reaching third-year papers and being "freaked out" (L1) or experiencing "anxiety" (L3) about the literacies demands of the assignments. As the students would have already done assignments in previous semesters that involved literacies relevant to the academic level of the papers, an assumption could be that they should then have been able to build on those in meeting the related, but more complex, requirements of the third-year assessment tasks. However, as these lecturers experienced, their students appeared not to have sufficiently retained the content from previous semesters to then apply it to the current task.

In sharing their experiences of students struggling to retain literacies content taught in previous years, the lecturers suggested two possible causes. One lecturer thought that it was due to the different terminology used in naming assessment types. For example, in that lecturer's third-year paper (Case Six), students had been confused by what was expected in a report (the assessment involved students conducting a mini research project within their class and then writing it up). The students had previously done other assessment types that required similar skills, but they were then "freaked out by the term *report*" (L1). In another

paper, after doing an assignment called *annotated bibliography*, the lecturer thought that students saw an annotated bibliography as a product in and of itself, and not as a means to organise their reading for any assignment they might do (which had been the intention of setting that particular assessment type).

Another lecturer thought that it was the varied content and assignment requirements of the different papers that made it difficult for students to retain literacies content. In the BEd, students experienced time gaps between papers that required proficiency with specific literacies knowledge while doing other papers that made different literacies demands. The lecturer thought that, because of these time gaps, students were not then able to easily recall literacies content from previous years. In response to a suggestion from me that literacies teaching materials could make overt references back to content taught in previous papers, the lecturer thought that could be helpful.

This disconnect between assumed and actual accumulation of literacies was something that LAs thought they should be attempting to address. This could be achieved by periodically drawing students' attention to connections between the literacies requirements of previous and current assignments. One LA considered that students may not have the literacies content that they've been taught at different points "in the forefront of their mind." The LA thought that one way of supporting students to retain and build on their literacies knowledge was for LAs and lecturers to make clear connections to what students had been taught in previous papers (see an example of this in 6.2 Cumulative Literacies Development in the Bachelor of Education). The LA also observed that this would probably be something that LAs would need to take the lead on because lecturers were not always in a position to think about literacies needs in other lecturers' papers:

Obviously, a real issue, when you're a lecturer and you're flat out, you're pushed to the max and you're teaching something, you are not always popping up for air to think "What are they doing next year? What have they done in other papers?." And, there's not even conversations around that. (LA1)

Whatever the actual reasons were for students not transferring literacies knowledge across papers, lecturers and LAs observed that students were not progressing in their literacies development as incrementally as may have been assumed/hoped for. Carefully designed embedded literacies teaching materials and direct connections made during class time between literacies content for different but related assessments was considered a possible

solution, and one that was implemented as part of the programme-level collaboration reported in Chapter Seven.

5.7.2 Motivation for Embedding 2: Lecturers Can Discuss Literacies Development Across Papers

A second motivation for programme-level embedding amongst LAs and lecturers was that it could facilitate lecturer-lecturer communication about cumulative literacies development across different papers.

As mentioned in the previous section, the connecting of literacies requirements across papers was a challenge for lecturers, who already had considerable tasks in delivering their respective papers (in amongst the other strands of the lecturer role). One of the LAs observed that there did not appear to be an agreed plan at that time among lecturers in the School of Education for progressively scaffolding undergraduate students' literacies development from their first year through to their third, and then on to postgraduate level. In starting to work towards that, the current programme-level collaboration between the LAs and the School appeared to be facilitating communication between lecturers about cumulative literacies development.

One LA gave an example of how the programme-level work had enabled the identification of inconsistent literacies requirements across the same assessment type. These were in two papers that students did simultaneously during their first year. Students had to write an annotated bibliography in each paper, but their required components and format differed. Therefore, the LA prepared a slide as part of the teaching materials that drew these differences to the attention of the students:

Figure 16: LA-Designed Slide Showing Key Differences Between Annotated Bibliography Assignment Requirements in Two Papers

Summary: similarity & differences

WFS - annotated bibliography 1	Ed in ANZ - annotated bibliography 2
<p>Due March 29</p> <ul style="list-style-type: none"> • Dot points • ++ Specific parts • Reflection included 	<p>Due April 10</p> <ul style="list-style-type: none"> • Full paragraph (300 words) • fewer parts <ul style="list-style-type: none"> > research topic > research context > 2-3 findings > overall position/significance • Reflection NOT included (comes as separate section)

As shown in Figure 16, the paper that was Case 1 (shown as WFS) and the paper that was Case 3 (Ed in ANZ) both had an annotated bibliography as one of the assignment tasks. The former required more elements, including research methodologies used in the study and a reflection on the relevance of research findings to the student' teaching practice, as well as the use of bullet points. The latter had fewer components and needed to be written as a paragraph. With the goal of reducing/avoiding the chance for students to find these inconsistencies confusing, the LA facilitated a conversation between the lecturers of each paper. Using model annotated bibliography entries that were included in the teaching materials for each paper, the LA pointed out the inconsistencies to the lecturers, and then asked them both what they expected students to do in their respective versions. The LA then stepped back so that the lecturers could discuss how they wanted students to show what they expected. This resulted in the two assignments requiring the same components, with the inconsistency of writing in bullet points or a complete paragraph remaining.

This interaction amongst a literacies specialist and discipline content specialists is an example of the potential for programme-level embedding to facilitate communication amongst lecturers about literacies development in their programmes. Lecturers thought that this was an important element to their collaborations with LAs. Two lecturers explained how programme-level embedding of literacies development could facilitate cohesion among lecturers regarding the literacies demands of different papers. One referred to the process

of LAs and lecturers mapping the literacies that were required in the core papers of the BEd at the outset of the programme-level collaboration (see 6.3 Mapping Literacies Development in the Bachelor of Education for an outline of how this was done). This process had enabled lecturers to understand how the literacies requirements in different papers connected. The lecturer stated that they relied on this initial overview when later co-designing the literacies teaching materials in different papers. While reflecting on the impact that curriculum changes had on different papers, another lecturer talked about the need for lecturers to firstly communicate with each other about where literacies were already being taught before then identifying and planning for new priorities with LAs. This shared planning amongst paper leaders, LAs (and LLs) could occur at the start of each year during a programme-level meeting “so that, in my maths class, I can see that in Socio-political, or whatever class they have, they’re getting the APA stuff or the how to structure an essay stuff” (L2).

In summary, case study participants thought that programme-level embedding was, and had further potential for, facilitating meaningful communication amongst lecturers about the literacies demands of a programme. The outcome of such communication would then be a heightened focus on building literacies development through a programme and bringing that to students’ attention.

5.7.3 Motivation for Embedding 3: Transitioning From Responsive Provision to Anticipation of Needs

A third motivation for programme-level embedding amongst lecturers was that it enables a focus on anticipating student needs as opposed to just responding to needs as they arise. The lecturers who participated in the case studies explained that programme-level embedding enabled responses to newly identified literacies needs to inform the anticipation of needs. That is, when a need is identified, it can be responded to in the short-term, and if it appears that this will continue to be problematic for future cohorts, changes can be made to an assessment and/or the literacies teaching materials that relate to that assessment.

One lecturer gave an example of how curriculum development can occur as a result of an LA identifying a common need through one-to-one interactions and then bringing that to a lecturer’s attention. This response to a common issue in one paper can lead to curriculum development (changes to assessment, discipline content and/or literacies content). This echoes LA perspectives on one-to-one interactions with students potentially resulting in

collaborations with lecturers (see Learning Advisor and Lecturer Perspectives on One-to-One Provision in 5.1). The difference here is that the lecturer's example is in the context of a programme-level collaboration, where a relationship between the staff, or their departments, already exists, and so, LA input into curriculum would be expected and/or seen as desirable. However, spontaneous offers of input on an individual basis, with no pre-existing relationship, may or may not be welcomed by lecturers. On the other hand, as identified by this lecturer, a programme-level collaboration provides a scaffold for curriculum development that LAs can use when approaching lecturers:

I think if you're identifying that "A significant number of people are coming, L1, to us because Essay One in this area is not clear to them", then I think that would warrant a conversation about "Well, let's have a look at the assignment. What is it they're struggling with?"... "Is it the way I've written the assignment, or is there something I haven't put into my lectures, or would it be timely that we did a session with the whole class the next time we run the paper?" – those kind of conversations. I would hope that that would occur from any patterns identified. (L1)

Another lecturer gave an example of how responsive provision transitioning to anticipation of needs emerged from lecturers themselves identifying an issue in a second-year BEd paper (Case 5). They observed that students were struggling with sourcing their own texts for an assignment. The lecturers responded by providing some relevant texts that students could use, which also enabled them to show students some ways to connect between different philosophical traditions. The lecturer indicated that this was partially successful, but that they also saw the need for further input. Ultimately, subsequent to data collection for this study, an LA worked with a lecturer on this paper as part of the ongoing BEd collaboration. This led to the creation of teaching materials that were designed with knowledge of what students would specifically find challenging.

Another lecturer stated that LAs ought to have a mandate to collaborate with lecturers on developing papers, for which one driving force would be the anticipation of students' literacies needs based on the demands of new assessments and reading materials. The lecturer observed that LAs did not have a profile amongst School of Education staff at that time, and that they could instead take a more prominent and pro-active role in curriculum design/development. An LA could be positioned as reporting directly to the Head of School about issues they may observe within a programme, and L3 thought that such an "overview of what happens in a School would be really great from someone who's a specialist learning

advisor because I think lecturers grapple with all sorts of other stuff, and it would be really good to have that interface.”

In summary this section highlights the iterative improvements to curriculum that programme-level embedding affords. Two of the lecturers referred to curriculum development at the paper level, and the other considered development of multiple papers, but all of this was in the context of a programme-level collaboration that could facilitate the anticipation of student needs.

5.7.4 Motivation for Embedding 4: Initiating Embedding Collaborations More Systematically

A fourth motivation for programme-level embedding was that it offered a systematic means of initiating collaborations between LAs/LLs and lecturers. During the initial LA focus group and later individual interviews with LAs, LLs, and lecturers, I identified three main approaches to initiating collaborations: a lecturer requests input from LAs/LLs, an LA/LL offers input to a lecturer, or an agreement is made at department level for programme-level embedding.

The most common practice was for individual lecturers to request literacies input from LAs/LLs. According to one of the LLs, after a lecturer initiates contact, the LA/LL can “then meet... with the person, find out... why they want this session and what the aims are, what’s required of the students and the paper” (LL1). One of the LAs observed that this was a positive way of working because “often the lecturers that I work with, they’re usually very engaged, you know, they’ve approached us, they want us to work with them” (LA6). As such, the implication was that LAs/LLs were available on call, meaning that they should maintain a reactive stance and respond to requests as they arrived. In reflecting on how LAs could take a more a pro-active stance than this, one of the lecturers commented that LAs are “in a bit of a tender situation in some regards because you have to be invited into the lectures by the lecturers, and that has to be welcomed from that side, as well” (L2). This suggests that LAs have to maintain a reactive/responsive stance with regard to addressing literacies needs in papers and wait for the invitation of lecturers.

Another, less common, approach involved LAs/LLs spontaneously offering literacies input to lecturers. Two of the LAs and both of the LLs indicated that they sometimes initiated contact with lecturers. This could have been in response to observing common needs while working one-to-one with students or seeing lecturer feedback to students in the learning

management system. Or, it could have been motivated by wanting to seek out new work, and to build new relationships, with faculty staff. These two main routes for initiating cross-departmental collaborations are reliant on either side being pro-active, the development and maintenance of individual relationships, and the availability of space in a team's workflow to add whatever work gets agreed on. Both can be contrasted with larger scale collaborations in which the initial interaction occurs at the department, rather than individual staff, level.

All of the LAs who participated in the case studies identified a need for collaborative work to be initiated in a systematic way because literacies provisions across the university were patchy and sporadic, with some Schools having no collaborations at all. One LA referred to much of the collaborative work with lecturers as being "ad hoc" and "random" (LA3), relying on individual relationships, and spontaneous or incidental events as catalysts. In attempting to make embedded work more systematic, LAs suggested possible processes for agreeing on amounts and timings of collaborative work between the LA team and Schools. One LA described the advanced timetabling work that had been done as part of the programme-level collaboration to embed literacies development into the BEd as being in sharp contrast with the individual lecturer-initiated route of starting a collaboration because it involved planning LA work comfortably ahead of delivery times.

In reflecting on ways to manage the LA team's embedded literacies teaching work in a systematic way, one LA wondered whether Schools could be offered a specific amount resourcing from LAs each semester. Each School could then prioritise which papers/programmes to direct that resourcing into. However, in practice, collaborations started at "multiple entry points" (LA2) via interactions between individuals and at department level. This was in contrast with what this LA thought of as ideal practice: "in an ideal world, it should... start with the School 'Okay, what's our academic literacy embedded framework? How's it going to happen?'. And then, filtering down into the different programmes" (LA2). This initial agreement could then provide a framework for LAs/LLs to collaborate with lecturers on individual papers as part of a programme-level collaboration.

For the LAs and LLs, there was no shared agreement about how collaborations with Faculty should begin. Some LAs observed that they were no longer able to be responsive in offering embedded literacies input to lecturers as an outcome of seeing students one-to-one. The LA team had recently ceased offering one-to-one appointments prior to assignment submission (see 5.1 Learning Advisor and Lecturer Perspectives on One-to-One Provision). Some LAs

expressed concern that they were no longer able to address student needs in this way because of the loss of one impetus for offering literacies input to lecturers.

Also, while LAs acknowledged that a combination of bottom-up individual relationships between LAs and lecturers and top-down shared relationships between departments was necessary, it was the bottom-up ones that some preferred. One LA expressed a preference for paper-level individual interactions with lecturers because they enabled a faster way of addressing issues. Shared or top-down relationships, on the other hand, needed more time due to the number of people and leadership involved. Top-down relationships tended to rely on who was in leadership roles at any given time, with new heads of school, for example, not necessarily placing as much value on literacies development as their predecessors.

According to one LA, “if you are looking at the top down, you actually need something that’s university wide, a university wide policy to support that, otherwise it comes and goes, as it has done over the years, it comes and goes” (LA2).

The LLs also saw the need for a combination of individual and shared relationships, identifying the need for balance between shared and individual relationships, but with the proviso that the shared relationship should ideally be in place already. One LL was conscious of having “to respect the liaisons’ relationships with people, so I don’t want to be like stomping in, but... with some of the subject areas, I just need to kind of double check and make sure that... we know what’s happening” (LL1). This LL’s use of the term “stomping in” implies a concern that the other LLs could have perceived them as interfering in or disruptive to their established individual relationships with lecturers. This suggests at least some degree of tension between individual and shared priorities. The other LL was also firm on the importance of shared relationships being in place between the Library and Schools. This was in the context of discussing LL roles in curriculum design, with the LL stating that individual relationships needed to and could be built once a more top-down agreement between departments had been established.

Such a top-down dynamic as outlined in the previous paragraph is a different view from some of the LAs. As indicated above, these LAs valued the individual interactions with lecturers that could emerge more organically as an outcome of one-to-one appointments with those lecturers’ students. This was compared unfavourably with the more “labour intensive” top-down processes that needed the involvement of more people. Both views are, of course, valid, and both bottom-up and top-down dynamics featured in different

stands of the LA and LLs' work, which is indicative of the complex nature of their cross-departmental collaborations, as well as collaborations within their own teams.

In summary, LAs, LLs and lecturers had differing perspectives on how best to initiate collaborations to embed literacies development. The most common practice was for lecturers to pro-actively request LA/LL input into individual papers, while the reverse dynamic was also reported. The focus of both was on individual relationships between LAs/LLs that could result in relatively swift responsive provision of literacies development in those papers. A more top-down view of initial agreements being made at department-level was also present among the LAs/LLs, with these being seen as conducive to forward planning and facilitative of the subsequent development of cross-departmental individual relationships. This latter view is more actionable if taking a programme-level approach to embedding because the agreement of shared priorities, at least at the outset of a cross-departmental collaboration, is emphasised over individual relationships between LAs/LLs and lecturers. However, maintaining the status quo, keeps the provision of literacies development ad hoc in focusing only on paper-level embedding.

Chapter Summary

In this chapter, I have presented findings that indicate the diversity of perspectives held by LAs and lecturers on academic literacies and the provision of academic literacies development.

One-to-one literacies teaching was a controversial topic. Lecturers and some LAs saw one-to-one provision as essential while other LAs argued for more of a focus on embedded literacies teaching to whole cohorts.

Lecturers generally agreed that academic literacy level and assessment achievement were positively related, but views on the use of timetabled class time for literacies teaching varied amongst lecturers across the university although all those who participated in the case studies of embedded collaborations in the BEd saw the value of using their class time for this purpose. Lecturers who responded to the questionnaire saw explicit instruction as significantly less important to academic literacies development than it was to successful learning in their disciplines; and they also held the contradictory views that literacies were transferable across disciplines, but that writing was discipline specific.

For LAs, embedding of literacies development was being approached in four different ways, with the key differences relating to the inclusion of one-to-one literacies teaching and whether embedding was done at paper or programme level. LA, LL and lecturer perspectives suggested there were four key motivations for programme-level embedding of literacies development. It can permit a focus on the accumulation of literacies knowledge as part of student learning, provide opportunities for lecturers to discuss literacies development across papers, enable responses to student literacies needs to inform curriculum design/development that can then anticipate those needs, and offer a systematic means of initiating collaborations between LAs/LLs and lecturers. These findings complement those in the next two chapters on the organisation, design and teaching processes of programme-level collaborations by providing some of the rationale for embedding literacies development on this scale.

Chapter 6: Results. Programme-Level Embedding in the Bachelor of Education: Leading, Organising, Mapping and Co-Designing

In reporting on Phase Two of my study in this and the following chapter, I focus on the learning advisor (LA) and liaison librarian (LL) collaboration with the School of Education to embed literacies development in the Bachelor of Education (BEd) programme. The purpose of examining this collaboration is to articulate practices and processes that are integral to the establishment and ongoing implementation of programme-level embedding.

Motivations for programme-level embedding, such as more systematic initiation of embedding collaborations and the enablement of cumulative literacies development covered in the previous chapter, are discussed in the specific context of the BEd collaboration. I first present LA, LL, and lecturer perspectives on the practices and processes of leading and organising the BEd programme-level collaboration. I then present LA and lecturer views on how the design and delivery of literacies teaching materials in a programme-level context could enable cumulative literacies development. I then outline a procedure that LAs and lecturers followed to map literacies development across the BEd, and then report findings on how external professional standards also informed the LAs' and lecturers' design work and teaching. Lastly, I present LA, LL and lecturer perspectives on the process they followed to co-design literacies teaching materials for assessments in each of several papers within the BEd. In the next chapter, I present findings on the pedagogic approach employed by LAs and lecturers as they team-taught the co-designed materials in the BEd, and also present LA and lecturer perspectives on the possibility of lecturers assuming more responsibility for literacies teaching as a result of collaborations with LAs.

6.1 Leading and Organising a Programme-Level Collaboration

A crucial feature of programme-level embedding is the initial and ongoing organisation of work that is done at the leadership level. This section presents LA and lecturer perspectives on the role of senior leadership staff in providing approval and support for literacies development in a programme, periodic programme-level meetings between paper leaders and LAs, and clearly defined points of contact for regular communications.

6.1.1 The Crucial Role of School Leadership Staff and a Literacies Champion in the Initial Stages

Key staff in the School of Education were instrumental in successfully establishing the BEd collaboration. Leadership staff and a literacies champion (L1) provided motivation for lecturing staff to consider the use of timetabled class time for literacies teaching.

As identified in the previous chapter, much of the LAs' and LLs' embedded literacies work was initiated via individual lecturer requests that pertained to single papers. The programme-level collaboration with the School of Education to embed literacies development throughout core papers in the BEd had its origins in one such collaboration between one lecturer, L1, and LA staff on embedding literacies into one paper (Case 1) during 2016. The delivery in that paper comprised eight, fifty-minute sessions:

1. introduction to LA services / making the most of lectures
2. critically engaging with texts
3. assignment writing
4. academic integrity & APA referencing
5. group work
6. responding to written feedback
7. asking critical deep questions
8. open session to respond to specific issues students raised after first assignment

In preparing a new BEd programme to be rolled out from 2017, School of Education leadership and senior lecturing staff, including L1 (who championed embedded literacies and the role LAs could play in that amongst their colleagues, including the School leadership), expressed interest in elevating the collaboration beyond a single paper and embedding literacies development throughout core papers in the BEd.

This approval from school leadership, along with theirs and a literacies champion within the school's ongoing support for a large-scale process that required planning across several semesters, was a crucial component of this programme-level embedding approach. The next step was to promote the project to the BEd lecturing team, so after the initial endorsement

from the Deputy Head of School and other senior teaching staff, the LAs prepared a brief report and gave a presentation on embedding at a School of Education staff meeting. This led to meeting with representative lecturers for the process of mapping the literacies requirements of assessments across the BEd (see 6.3 Mapping Literacies Development in the Bachelor of Education).

Early agreements amongst LAs and School leadership staff about the inclusion of embedded literacies teaching as part of timetabled class time across multiple papers set the expectation that space would be made for literacies teaching during lectures or tutorials. At the second LA focus group, which comprised the three LAs who participated in the Phase Two case studies of the BEd, the LAs discussed the variable extents to which individual lecturers prioritised literacies development in their lecture time, even as part of a programme-level collaboration. In recalling their experience of another programme-level collaboration, one LA stated that some lecturers were “reluctant to free up time in their busy, already crammed, teaching schedule for our sessions...for example, ... we tend to get tacked onto the graveyard shift in the afternoon” (LA3). According to LA1, this variability could be addressed through the initial negotiation around time occurring between School leadership and Library staff. School leadership could then set expectations to their lecturers about how much time should be assigned for literacies development in particular papers: “You will give up between twenty minutes to an hour - your choice. That’s what’s expected.’ And, when it comes down as ‘This is what everyone’s doing’, it means that we’re not fighting to get in.”

This level of advanced planning and involving the School leadership had proven essential to the ongoing implementation of the BEd collaboration during 2018. Due to timetabling changes, lectures had shifted from single campus to dual campus delivery, and weekly class time for each paper had shifted from three hours of on campus teaching to two hours plus one hour of online study. This had impacted directly on the amount of time LAs and LLs were assigned in all papers, with literacies teaching continuing at a reduced level in some papers, not at all in others, and the provision of additional workshops outside of lecture time (i.e., adjunct provision). LA2 identified the continued provision of literacies development within the programme, in the face of such change, as an indication of the strength of the approach. Because the School leadership supported its provision, literacies development did not completely disappear from the timetable, and was also included in additional classes.

However, this more limited and adjunct provision had led to mixed results for students. The additional workshops were poorly attended, and one of the lecturers reported observing a reduction in the quality of students' assessments. Ultimately, discussion between LA1 and representative School of Education staff led to the re-establishment of the use of timetabled class time across core papers for 2019. This meant that literacies teaching would "be timetabled in. So, basically, for the students, it won't appear like an add-on session, it will just be 'Here's another tutorial on that day'" (LA1).

6.1.2 Programme-Level Planning Meetings

Further to the importance of leadership staff overseeing and supporting a programme-level collaboration, LAs and lecturers also identified the importance of programme-level meetings between paper leaders and LAs/LLs. These meetings provided fora for reviewing existing literacies provisions, identifying new priorities, and maintaining the profile of literacies development amongst lecturers.

One of the three LA participants and two of the three lecturers identified the need for regular programme-level planning meetings to review current provisions of literacies development across the various papers. Collaborations between LAs/LLs and lecturers to co-design and team-teach in individual papers should be "bookended by a programme-level meeting where you've got all of the core leaders meeting at the start of semester, and then at the end of semester, to review what's happening" (LA1). For L1 and L2, this was as an opportunity to review the relevance of established core paper provisions, and to also identify other priorities outside of the core papers. These could then be included in the design and teaching processes in following semesters.

In addition, programme-level planning meetings were also seen as necessary for raising and maintaining awareness among lecturers of literacies provision in their programme. L2 said that not all lecturers in a programme would be aware of which papers had already had literacies teaching embedded in them. This echoes LA1's observation (presented in 5.7.2 Motivation for Embedding 2: Lecturers Can Discuss Literacies Development across Papers) that lecturers may not be in a position to see how literacies provision is connected across different papers (i.e., they already had their own papers to focus on, in amongst the other strands of their roles). When also taking into account that lecturers sometimes picked up different papers from year to year (as noted by L2), existing provisions could easily be missed if the lecturing team on a paper were to change. A meeting that included paper

leaders from across a programme meeting with literacies staff could help lecturers to avoid such potential mishaps: “Oh, okay, I need to be mindful that the academic literacies is embedded in this paper. I have to make room, space, for them to be able to interact and learn and teach with our students” (L2).

6.1.3 Points of Contact Between Lecturers, Learning Advisors, and Liaison Librarians

Further to the need for periodic programme-level planning, all of the participants in the case studies agreed on the importance of clearly defined points of contact between a School and literacies staff.

Lecturers valued knowing to whom they should direct communications about literacies, both within their School and to the LA/LL teams. L1 reported that they would direct requests for literacies teaching to specific LAs/LLs because of having established relationships with those individuals. However, in noting that LAs did not have a strong profile amongst lecturers in the School of Education, L3 suggested that LAs could have a closer connection with the School, becoming part of curriculum design and development processes. This would then provide lecturers with an identifiable “academic literacy person... the go to person if... ‘I need to teach my students about this. Where are the resources?’ So, it normalises academic literacy in faculty, rather than seeing us as part of the Library” (LA2).

Both L1 and L2 identified a degree of dysfunction on the School side of the Bachelor of Education collaboration. L1 thought this had contributed to the reduction of the use of timetabled class time for literacies teaching during 2018 (see previous sub-section). L2 thought that too many School staff had been involved in coordination of literacies provision. This had led to lecturing staff not having a shared understanding of what was being provided, which L2 thought could have been avoided by having an individual School staff member take responsibility for coordinating literacies provision.

From the LA side, LA1 had been the main contact point with the School of Education, and for the Year One papers, had had a single point of contact with the School of Education: “I just email them, and they’ll disseminate, and they’ll pass on messages, and it’s been fantastic.” L2 had not been involved in those papers, which suggests that, on the School side of the collaboration, there either needed to have been single point of contact for each year level, or one point of contact for the whole programme.

In any case, this hints at the challenge of giving literacies development prominence in faculties and illuminates the complexity of implementing programme-level embedding across large numbers of staff for whom literacies development may not be top-of-mind.

6.2 Cumulative Literacies Development in the Bachelor of Education

In this section, I present LA and lecturer perspectives on the potential for literacies teaching materials to be designed to enable cumulative development of literacies knowledge.

Included in the findings are examples of how LAs and lecturers attempted to bring cumulative literacies development to students' attention. This suggests that the participants had a shared goal of helping students to gradually accumulate literacies knowledge for them to be successful in the complex assessments towards the end of their degree programmes.

In discussing optimal conditions for student learning, the LAs considered the importance of cumulative design, given that students may or may not have long term learning goals of their own. LA1 and LA3 both said that an optimal student learning experience involved students being aware of the longer-term significance of whatever current content is in focus. For LA1, successful curriculum design involved providing students with a sense that "you're not just learning isolated fragments, reading ten disconnected things... the materials are designed in a way that the knowledge is slowly built cumulatively over time, and that that's actually visible to students." LA3 referred to students as being in the hermeneutic circle, where they "don't really know what's going on", and that the ability to "zoom out and see the big picture" (i.e., how the current focus relates to the whole programme) was an important element to a student's sense of trust in the learning process. Both stated effectively designed curricula could give students multiple opportunities to engage with specific content and so, iteratively, build and deepen their knowledge of that content.

Regarding students' awareness of the long-term significance of any current learning focus, three of the eight LAs noted that students were often more preoccupied with their current assessment tasks. One LA stated that "I'm not always convinced students have a long-term plan in mind. And we talk about a journey, we talk about accumulation... And, the idea of a journey, I think it's something that we apply, having already gone through it" (LA5). This LA thought that an individual's understanding of their own learning as being cumulative may only emerge after the learning process because students were more concerned with working on their assessments. LA7 referred to this as a "just-in-time" orientation to learning,

and, for LA1, this meant that LAs had a responsibility to design teaching materials and to teach students in ways that drew their attention to accumulation.

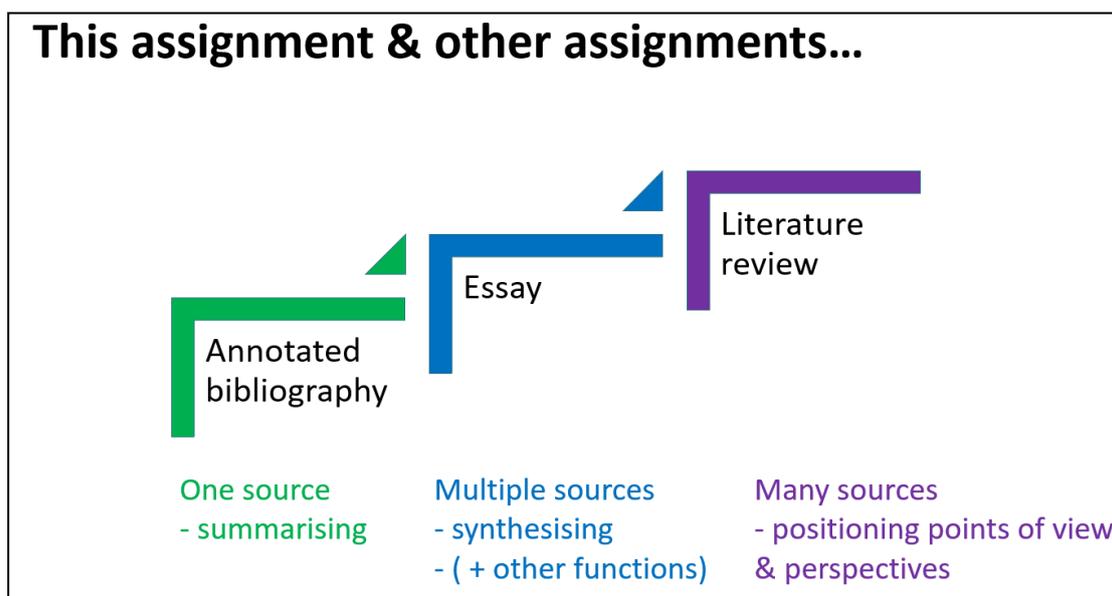
The comments from LA5 and LA7 about students focusing on their current assessments, and not necessarily then reflecting on how the current work connected with the whole programme, resonate with lecturer comments about students not transferring literacies across different assignments and papers (see 5.5 Lecturer Perspectives on the Transferability of Literacies). As noted in that section, lecturers perceived that their students reached third year Bachelor degree papers without the literacies knowledge that would have been needed for assessments in previous years, suggesting that students had had the knowledge at some point but not then retained it. An alternative explanation is that students were unable to transfer what they knew. For L3, students needed to be reminded about literacies content because their focus was on discipline content: “I think there’s a thing about students where they get carried away with the content. They actually forget about technique unless they’re really constantly reminded.” For LAs involved in the BEd collaboration, programme-level embedding made it possible to design literacies content throughout a degree programme, so that earlier content was built on and reinforced by later content, and so that the literacies content was periodically brought to the students’ attention in amongst all of the discipline content. In particular, LA1 thought that literacies teaching materials and classes could include overtly stated and relevant connections to what students would have been taught previously (as well as to what they would engage with in future).

6.2.1 Examples of Literacies Teaching Materials Designed to Facilitate Accumulation of Literacies Knowledge in the Bachelor of Education

In this sub-section, I present excerpts from literacies teaching materials that LAs and lecturers co-designed as part of the BEd collaboration, and which we discussed during interviews. These materials (drawn from Cases One, Four & Six) provide evidence for how LAs and lecturers attempted to draw students’ attention to cumulative literacies development in the first, second and third years of the BEd. The focus of the materials was on the development of reading and writing strategies that enabled students to firstly summarise research findings from individual studies (first year), identify themes across findings from different research studies (second year), and use themes from previous research studies to position one’s own current or future research (third year).

As part of the BEd collaboration, LAs attempted to draw students' attention periodically to literacies knowledge that was helpful for current, previous and future assessments. LA1 wondered how LAs could bring the aspect of "longer wavelengths of time into a student doing just one assignment. So, they're not going to want to listen to a fifty-minute lecture on how it's all connecting, but they just might want to know 'Oh yeah, that that that'." This could be done briefly when a student was working on an assignment, with any salient points of similarity or difference pointed out. Figure 17 shows a slide from the literacies teaching materials that focused on the first assessment in a year-one paper in the Bachelor of Education (Case 1). The assessment had two distinct parts: an annotated bibliography, and a short essay:

Figure 17: LA-Designed Slide for Connecting Literacies Focus of Current Assessment to Future Assessments

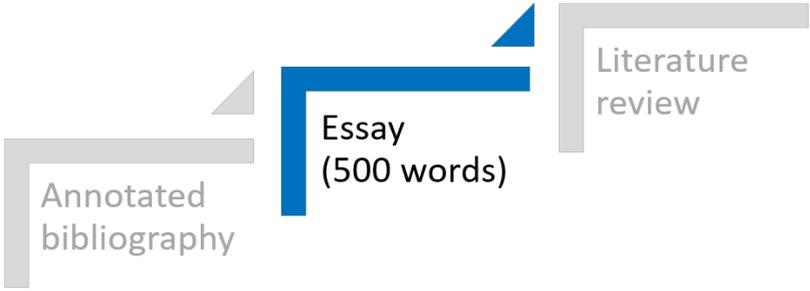


The slide in Figure 17 was shown to students in between modelling how to write an entry in an annotated bibliography (which was likely a new text type for first year undergraduate students) and how to organise an essay (which was likely a text type that the students were already familiar with). The key difference noted was that an annotated bibliography summarised one source, while an essay synthesised multiple sources. Also, as the students would, the following year, begin writing assignments that were similar to literature reviews, literature reviews were also included in order to show how the current task provided some preparation for them.

The following slide from the same class started to show students how they could synthesise the summary content from their annotated bibliography:

Figure 18: LA-Designed Slide for Explaining Literacies Focus of Current Assessment by Connecting to Previous Assessment

Preparing for your mini essay



- Which sources have similar research findings?
- Are there research findings that are slightly different or contradict each other?

The slide in Figure 18 showed the three text types again, but this time, only the essay was emphasised (by greying out the other two text types). The two questions at the bottom of the slide were designed to scaffold a class discussion about how the summaries from the annotated bibliography could be used in writing the essay. Therefore, the connections between the two assessment tasks were brought to the students' attention during the class.

Another example of this process of briefly connecting the literacies focus for a current assignment to previous and/or future assignments, this time in a Year Two paper (Case Four), was provided when L2 recounted their co-design and team-teaching experience with LA1. As shown in Figure 19, the current assignment required students to write a short literature review (referred to as a "mini" literature review), and students were asked to remember the annotated bibliography assignment from their first year.

Figure 19: LA-Designed Slide for Asking Students to Recall a Previous Assessment

Difference to past assignments (from year 1)

Annotated bibliography ↔ mini-literature review
500 words

Quick task:
What can you remember about annotated bibliographies?

To scaffold a discussion about the definition of a theme and the role of themes in literature reviews, students were first asked to recall the annotated bibliographies they had done the year before (two of the assessments required them). As students shared answers, a slide from a Year One paper (Case 1) was shown:

Figure 20: LA-Designed Slide for Pointing out Salient Features of a Previous Assessment

Freeman, C. (2010). Children's neighbourhoods, social centres to 'terra incognita'. *Children's Geographies*, 8(2), 157-176. doi:10.1080/14733281003691418

This article investigates the changing social function of neighbourhoods for children. In particular, it explores the extent to which children have social contact or 'familiarity' with their neighbourhoods and if there are differences that are related to neighbourhood type or other factors. The study was conducted in London and focused on 92 children, aged between 9 and 11. In terms of factors that influence social connectivity, the study found that the proximity to school was a significant factor. Children who live close to their school have a stronger neighbourhood connectivity than children who commute to school. For example, children living close to their school could provide more detailed descriptions of people in their area, including their names. They also identified many more homes of friends in their own neighbourhoods. The study also found that there appeared to be little relationship between the degree of connectivity and the attributes of children, such as gender or ethnicity. A significant finding was the relationship between a child's independence and social connectivity. The interviews with children identified that those with high independence tend to know more people in their area. (Their level of independence was measured in terms of the extent to which they were permitted to visit places in their neighbourhood unaccompanied by an adult.) In their conclusion, the authors argue that children "have the right" (p. 174) to participate in their communities and benefit from daily, independent social interaction with people in their neighbourhoods.

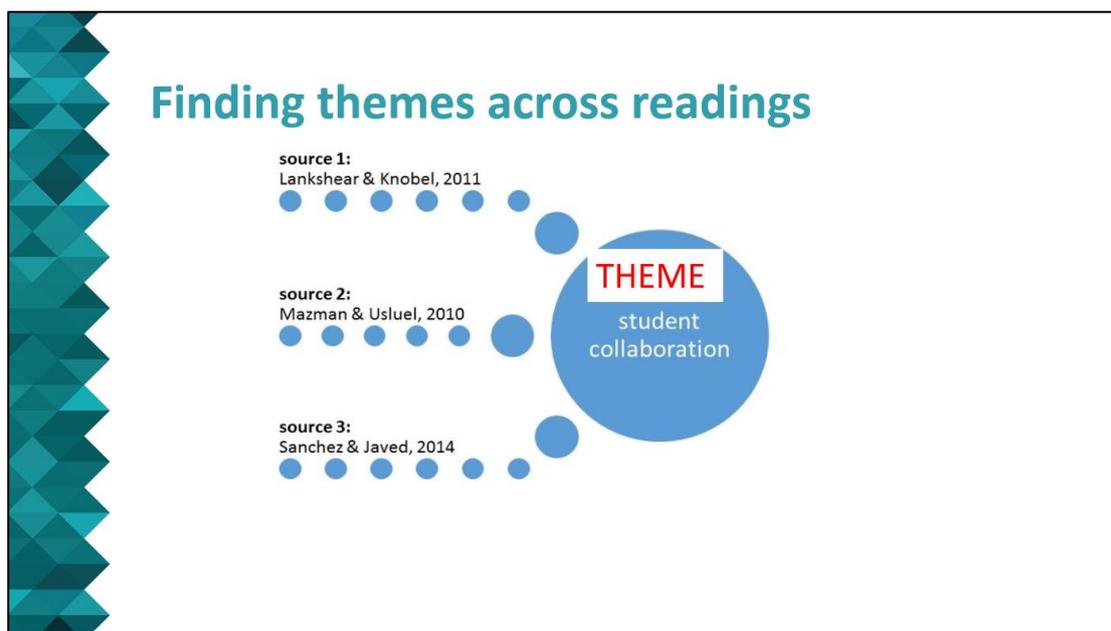
One article only

Findings from one article

As students provided answers, the LA facilitated the discussion to ensure that the following details were included: an entry in an annotated bibliography summarises one source, and a

summary can include research findings. This then led into the next slide that showed students how similar findings across different readings could be grouped together as a theme:

Figure 21: LA-Designed Slide for Connecting Salient Features of Previous Assessment With Current Assessment

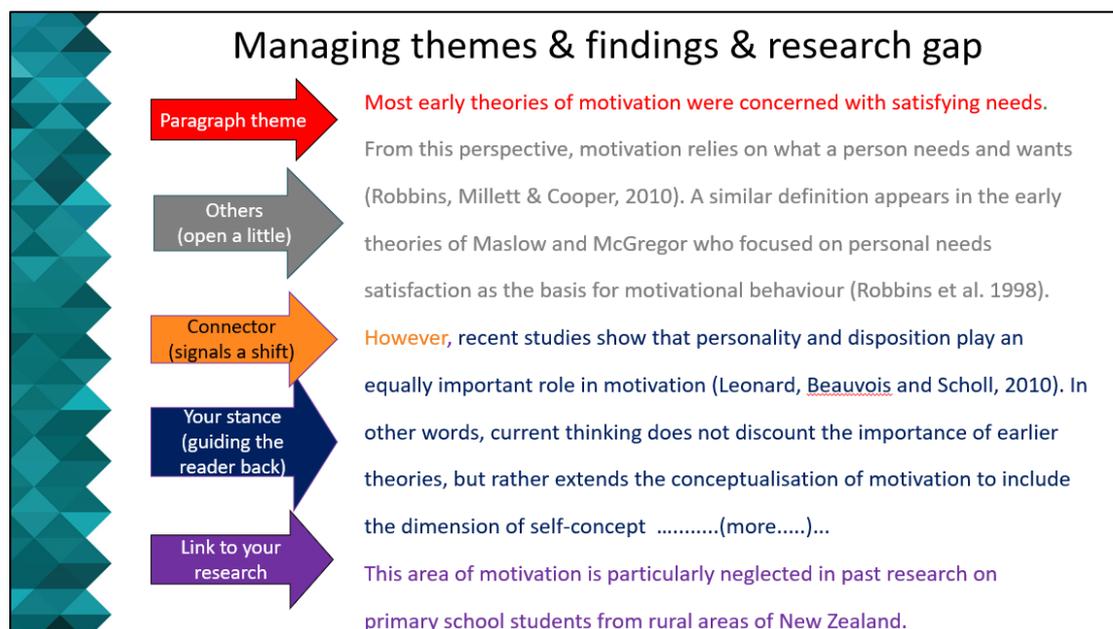


One purpose of connecting back to the annotated bibliography was to affirm to students that they already had a method for summarising research findings which would enable them to complete that step of the current assignment efficiently. Another key reason was to help students understand that, for the current assignment, they could not just write summaries of the different articles (as with the annotated bibliography), but that they needed to focus on the connections between them. L2 noted this as being important because it “very clearly allowed the students to see where those connections were made, and what was similar, and what is not. So, being very clear that an annotated bibliography is not the same as a miniature literature review.”

I did not have access to a slide, similar to those above, that showed connections of previous assignments to third year papers. During the year of data collection for this study, 2018, the collaboration with the School of Education had resulted in literacies being embedded in core papers of the first two years of the Bachelor of Education, with third year core papers scheduled for 2019. To have a third-year paper as part of this study, which would at least provide a sense of what the third-year literacies demands were, I was able to include one paper (Case Six). The paper aimed to provide students who were considering postgraduate

study with preparation for the processes of conducting research into teaching. The slide in Figure 22 shows a model paragraph that was used to show students some of what was expected in a literature review that they were required to write:

Figure 22: LA-Designed Slide for Showing Students How to Position Research Findings in a Third-Year Assessment



The paragraph in Figure 22 was used to show students how they could use themes identified in the literature on their existing research topic to position their own proposed research and identify research gaps that it may fill. Because the students taking this paper in 2018 had not completed their first- and second-year papers as part of the Library’s collaboration with the School of Education to embed literacies throughout the whole programme, there was no slide to connect back to previous assessments.

In summary, the data indicate that the progression of literacies development from year one to year three of a degree is one of the key strengths of embedding at the programme-level. This may address the lecturers’ concerns about their students’ levels of literacy when reaching their third-year assessments. In a programme-level embedded context, such as the BEd, when students arrive at a complex and demanding task at the end of the programme, they will have had multiple opportunities to engage with the literacies that are the building blocks of that task, having also had that progression purposefully drawn to their attention.

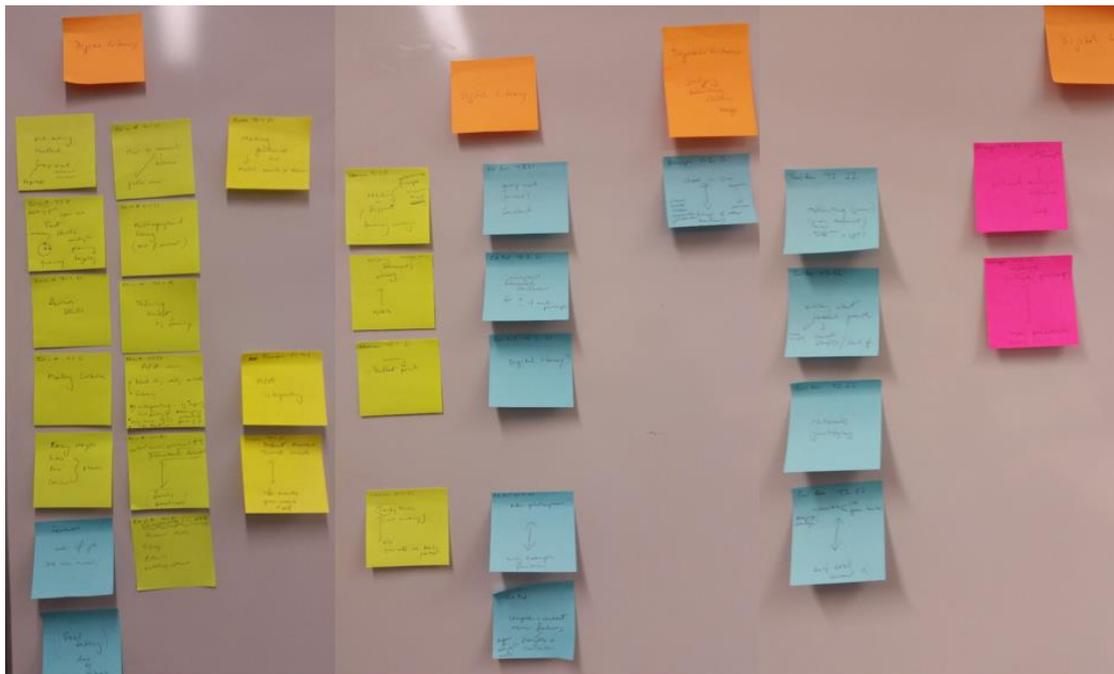
6.3 Mapping Literacies Development in the Bachelor of Education

This section presents the process that the LAs engaged in with School of Education lecturers to map the literacies requirements of assignments in the core papers of the BEd. This process was fundamental to the LAs' approach in programme-level embedding. The mapping process occurred during 2016. Although prior to the data collection period for this study, I begin with a description of it here because it is an integral element of programme-level embedding of literacies development. Both LA1 and I were the LAs who participated in the mapping process.

The initial negotiation between the Library and School leadership had set out an overall schedule for the core paper collaborations (year one papers during 2017, year two in 2018, and year three in 2019). This had also set staffing expectations and approximate class time hours for literacies teaching. With those agreements in place, LA1 and I arranged two sessions with BEd lecturers, during which the literacies requirements of the programme would be discussed and mapped.

The first session involved the LAs and lecturers looking at the assignment tasks and marking criteria for each core paper and discussing what appeared to be the literacies requirements of each. The LAs also asked the lecturers to share their experiences of what students usually found difficult in those assignments, as well as what they were looking for when deciding whether to give student work an A grade. LA1 and I saw this information as crucial to determining what the literacies focus was for each paper because the lecturers would likely have very clear ideas of what constituted success. As lecturers and LAs identified literacies (e.g., *reading support – scope & relevance*, *compare & contrast main features*, and *autobiographical essay*), LAs wrote them on sticky notes, along with a relevant paper title or code, which they then displayed on a white board:

Figure 23: Sticky Notes Showing Literacies Identified During Initial BEd Mapping Session



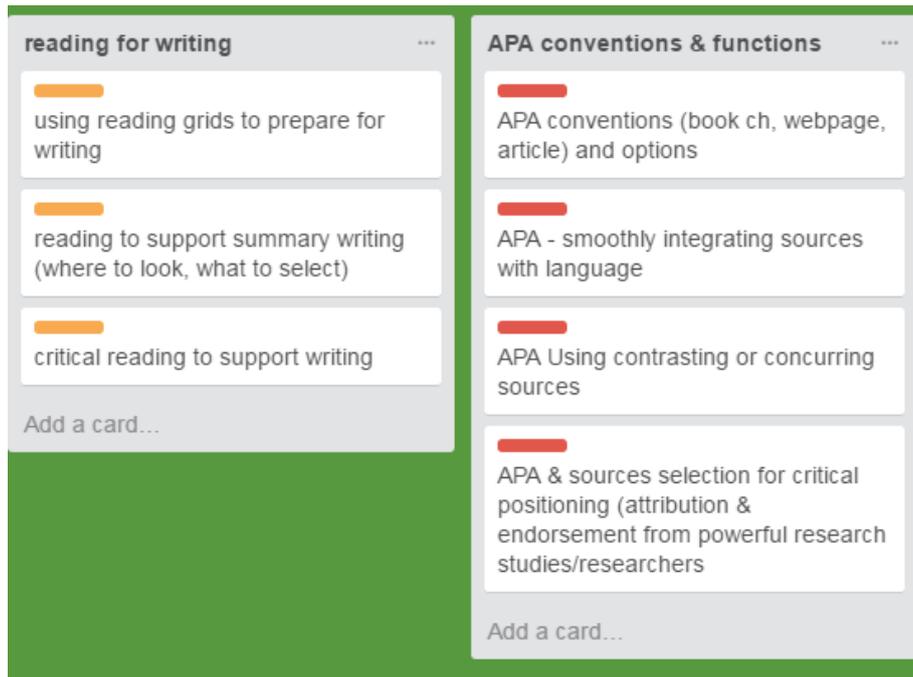
Between the first and second sessions, the LAs transferred the contents of the sticky notes into the collaborative project app, Trello. This gave the LAs an easy way to collaborate on the categorisation and distribution of literacies across the core papers. The literacies identified in the first session could be grouped into six categories, which the LAs created in Trello as *cards* (a function of Trello– cards can be moved and copied under predetermined headings). Each category was assigned a colour, so that all the items in a category could be colour coded. The LAs viewed each category as a *thread* that could be threaded through the core papers:

Figure 24: Trello Screenshot Showing Threads (Categories) of Literacies With Colour Coding



Study (& life) skills included, among others, active lecture participation, working in groups and time management. *Digital literacy* included multi-modal literacies, creating videos, and applications such as e-Portfolios; it also included information literacies such as database searching and evaluating sources. Writing was spread across the two bottom categories: *specific patterns of language use* (e.g., *comparing and contrasting*, and *evaluating strengths and weaknesses*); and *connecting events/experiences to more abstract theoretical constructs*. The latter category included making connections between lived experiences and theory/philosophy, which was a significant theme throughout the programme as students were expected to become reflective practitioners. The other two categories, *reading for writing* and *APA conventions & functions*, are shown as they appeared in Trello:

Figure 25: Trello Screenshot Showing Two Threads (Categories) of Literacies in the BEd



While also reviewing the core paper assignment tasks and marking criteria, the LAs created a Trello list for each of the six semesters of the BEd, adding cards to represent each paper. They then copied literacies cards and positioned them under the relevant papers. Two samples of this are shown in Figure 26:

Figure 26: Trello Screenshot Showing Literacies (and Their Categories) Required in Two BEd Papers



Figure 26 shows the literacies that were identified for two of the core papers, one from year one (delivered in semester one) and the other from year three (semester one). A focus on the *specific patterns of language use* (purple) category indicates the increase in complexity of the writing demands from year one of the programme to year three. The year one expectations were for students to know generic essay structure (something that many students would likely have experienced before starting undergraduate study) and language for bullet points (this was for the annotated bibliography in Case One). By year three, the writing demands were considerably higher, with students by then expected to know language to use for critical analysis, critical reflection, explaining change/lack of change, and defending philosophical approaches.

Some example patterns of language use which could be built on cumulatively that the LAs identified during the mapping process concerned the degrees of abstraction students were expected to engage in when referring to theories in their writing. According to the marking criteria for a selection of assessments at years one, two and three, students were expected to: apply one developmental theory to a case study of a child in year one, compare and contrast two philosophical approaches to education and apply them to a current societal/educational issue in year two, and then critically analyse three sociological discourses in examining the abstract constructs of the child and childhood in year three. LA1 applied principles from the systemic functional linguistics influenced *Onion Model* of textual analysis (Humphrey & Economou, 2015), which can be used to identify patterns of language at the levels of description, analysis, persuasion and critique, with each subsequent level subsuming the previous ones. This enabled LA1 to identify a possible sequence for the language that could be taught to students in each year of the programme as the requirements evolved from the more descriptive (e.g., summarise a theory of development) in year one to more critical (e.g., critique theories through the use of theoretical frameworks) in year three.

During the second session, the LAs used Trello to show the lecturers the draft distribution of literacies across the papers. Literacies could be moved around or added as changes were discussed and agreed on, and notes to cue the LAs for follow up could be made (e.g., “needs further specification” for the critical analysis and critical reflection card shown in Figure 26). The software presented the process in visual form to those at the session, and so enabled efficient decision making. As a result, there was a clear plan by the end of the session of what the literacies foci were for each paper.

L1 was one of the lecturers who participated in the mapping sessions, and they described the completed map of literacies (how they were distributed across the programme) as “quite special and quite stunning.” The collaborative processes of firstly mapping, then co-designing, and finally team-teaching what emerged from that initial map was valued: “We’d done a lot of work working out what were the commonalities in the assignments in the core papers, what were the skills that they needed, we had a plan for three years, and we delivered it together” (L1). Subsequently, L1 had observed an improvement in the standard of student work and a reduction in the number of students having to resubmit assignments.

After the mapping process was complete, the next steps were to plan for when teaching materials could be designed, and to begin allocating time per paper for literacies teaching.

LAs could then be assigned to co-design literacies teaching materials with core paper lecturers. The total time needed for the mapping and initial planning of when materials design and teaching could be done was approximately 3.2 days of work (based on a 7.5 hour working day, and shared between two LAs for the most part), all of which occurred within the same week:

Table 13: *Time Required for BEd Literacies Mapping Process During 2017*

Process Steps	Hours
Mapping Session 1 (LAs & lecturers)	2.5
Drafting literacies distribution (LAs)	11.5
Mapping Session 2 (LAs & lecturers)	2.5
Design & Teaching Plan (LAs)	7.5
Total	24

This process would eventually lead to the delivery of an average of two hours of literacies teaching per paper during lecture time in seven papers across the BEd. This could all be plotted on the progression of literacies development that originated from this initial process. Therefore, the LAs who later co-designed the teaching materials with lecturers had reference details for the literacies-related teaching points that needed to be addressed in each paper, and how those points connected with what had been taught already and/or what was to be taught later. All of this was organised with the specific goal of providing students with a cumulative progression of literacies development from the beginning to the end of their degree.

6.4 Including External Professional Standards as Part of Cumulative Design in the Bachelor of Education

In this section, I present LA and lecturer perspectives on the significance of external professional standards to the design of embedded literacies teaching materials. External professional standards directly influenced the BEd's graduate profile which, in turn, influenced the learning outcomes, assessments and marking criteria of each paper. As a result, these standards were part of the mapping process reported in the previous section as well as elements to the co-design and team-teaching processes reported in subsequent sections of the thesis. LAs and lecturers, in attempting to show the long-term relevance of

literacies content, had explored ways to connect literacies content with students' future professional contexts.

For degree programmes that are focused on specific career paths, professional and/or industry standards can have a direct impact on their curriculum. The BEd is an example of such a programme as it provides initial teacher education in a pre-requisite qualification for graduates to then apply for teacher registration with the Teaching Council of Aotearoa New Zealand. This is a requirement for any early childhood, primary or secondary level teacher to practise teaching in this country.

Fundamental to the teaching profession in Aotearoa New Zealand are the *Standards for the Teaching Profession* (Teaching Council of Aotearoa New Zealand, 2018) that are set by the Teaching Council. These standards in turn inform the School of Education's *Graduate Profile for the Bachelor of Education*. As a result, the study guides for all of the BEd papers specify which *Standards* and *Profile* attributes are relevant to the various learning outcomes of each paper, which in turn inform the assessments. Of particular relevance to the literacies development of students in the BEd are the standards and attributes that relate to teachers being critical inquirers into pedagogy and learning. These are summarised in Tables 14 and 15:

Table 14: *Professional Learning Standard (Teaching Council of Aotearoa New Zealand, 2018): Relevant to Literacies Development in the BEd*

Standard

Professional learning: Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Elaboration of the standard:

- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- Engage in professional learning and adaptively apply this learning in practice.
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.

The Professional Learning Standard sets out that teachers are expected to engage with current research in order to inform their practice, and they are also expected to be reflective practitioners. These expectations connect with three of the 12 graduate attributes of the BEd programme:

Table 15: *Three Graduate Attributes From the BEd Graduate Profile (University Website) Connected With the Professional Learning Standard From the Standards for the Teaching Profession*

A graduate of the Bachelor of Education ([Specialty] Teaching) (Primary and ECE) will be:

-
8. A critical inquirer who uses data to inform practice, and specifically link theory to practice, compare and contrast research with personal experience and knowledge, to ensure that practice is justified and informed by theory and supportive of children’s metacognition (Inquiry, Research and Creativity)
 10. A reflective practitioner with a commitment to continuous professional learning (Personal and professional autonomy)
 11. A researcher who locates, processes, uses and evaluates information from a range of sources by exhibiting a range of information-retrieval, information-processing and presentation skills in locating, processing, organising and presenting information from a variety of sources (Inquiry, Research and Creativity)
-

Regarding the relationship between the *Standards* and the literacies demands of the BEd, lecturers saw both immediate impacts on writing requirements in assessments and longer-term impacts on students’ eventual practice as teachers. Echoing arguments put forward in the literature about the invisibility of literacies in tertiary learning and teaching, L3 saw literacies expectations of the *Standards* as more implicit in the curriculum than the more obviously teaching focused ones, and they found that students were immediately challenged by the literacies demands of their first written assignment. This acted as a somewhat harsh signal of the academic literacies demands of the programme, with L3 observing that “students generally get slammed by the system that they’ve got to start picking up and writing in an academic way, and not downloading all their sources off the net, and starting to become critical about that synthesis.”

All three of the lecturers spoke about the expectation of students in initial teacher education programmes to become reflective practitioners who are informed by relevant research. L2 felt that literacies development was “imperative” because students’ future work as teachers would involve research informed inquiry into their practice. This was because of its long-term relevance to students in their professional careers, “so having LA1 come in, having developed the information from the resources that are linked to the assessment made it really purposeful and meaningful, and lots of good comments came from students around how beneficial that was” (L2). From this statement, it appears that the literacies content

could be shown to be relevant to students by making overt its connection to their future professional work.

As the literacies demands of the BEd programme were to some extent informed by external professional standards, this raised the issue of the relevance of literacies content beyond the parameters of university study. Making clear to students the later professional relevance of academic literacies, which they may assume only apply to their current assessments, was one of the goals for LA1 and L2 in their collaboration (Case Four). LA1 echoed the observations presented earlier in Chapter 5 (see 5.7.1 Motivation for Embedding 1: Helping Students to Accumulate Literacies Knowledge) that students may not be motivated to engage cumulatively with literacies development as they were more focused on short term goals, specifically, their current papers and assignments. However, LA1 thought that LAs should nevertheless be attempting to show students the long-term relevance of engaging with literacies development. LA1 and L2 described their articulation to students of how the literacies required for one of their assessments could be applied to teaching practice. Specifically, students were required to engage with literature to identify common themes as part of a miniature literature review, which was to inform hypothetical pedagogic choices about the design of flexible learning environments. L2 shared with the students an authentic experience they had had in their Primary School teaching practice that had involved the need for them to access relevant research literature in attempting to identify appropriate responses to an issue that a group of students had been experiencing. L2 had affirmed that such inquiry into their practice was expected of teachers by making a reference to the *Standards* during the class, and “we also made sure that it was really clear that ‘You’re not just doing this for an assignment, but, actually, these are skills that will carry on in your career as a teacher’” (L2). According to L2, students reported having been able to see the connections between reading strategies taught during class and how they could apply them to their future professional contexts.

According to all three of the lecturers and one of the three LAs who participated in the case studies, connecting literacies development with future professional relevance was a way of trying to raise students’ motivation to apply effort towards their own literacies development. In reflecting on the possible success or failure of such a strategy, given that students may not have this motivation, LA1 thought that LAs and lecturers should, nevertheless, be trying to communicate the relevance of literacies development to students:

“Whether or not it makes a difference to students, I don’t know. But, it’s an attempt to reinforce relevance and purpose.”

6.5 Co-Designing Literacies Teaching Materials in the Bachelor of Education

Given that the literature on embedded literacies development suggests that close collaboration between LAs and lecturers on the design of literacies teaching materials is rare, this study offered an opportunity to investigate how LAs and lecturers can collaborate on materials design. With regard to the main research question about the conditions necessary for LAs and lecturers to collaborate on the design of literacies teaching materials that are embedded into discipline content, in this section, I present LA and lecturer perspectives on the co-design of literacies teaching materials. I also present examples of teaching materials that were created by LAs and lecturers in the BEd collaboration.

In the BEd programme-level collaboration, co-design began once literacies had been mapped across the programme and a plan for designing and teaching was in place. LAs (and, in some cases, LLs) worked with lecturers on each paper in small groupings, which could comprise one staff member from each team, or an LA may have worked with lecturers (two or three) teaching a paper. The key motivation for close collaboration with lecturers during the design stage was that the teaching materials would ultimately reflect the lecturers’ knowledge of the discipline content, their experience of what students usually found challenging regarding the literacies demands of the assignments, and what they valued when assessing students’ understandings of paper content.

The three LAs who participated in the case studies followed similar steps in co-designing teaching materials with lecturers. This section presents a series of steps for collaborative resource design that LA1 found effective in their own process of co-design. These they shared with me during one of their interviews. I included these steps for discussion at the final focus group of the project, at which the attendees were LA1, LA2, LA3 and myself. We were all in agreement that these steps were an accurate representation of how LAs co-design embedded literacies teaching materials with lecturers.

LA1 initially handwrote the steps. I then created an electronic version in MS Word, which I verified with LA1 to ensure its accuracy to the original version. The steps are presented in Figure 27:

Figure 27: Steps for Collaborative Resource Design

STEPS* for COLLABORATIVE resource design
(learning advisor 1)

PREPARE	Listen	< valued? typically difficult
	Analyse	- past student writing (high & low)
	Suggest/discuss	- possible focus of academic literacies
	Ask/discuss	< LA's past experiences LA's initial ideas
	Check	- existing related resources (LAs & LLs)
CREATE	Draft/revise	- create & get lecturer, LL & LA feedback
	Finalise/deliver	- teach it
	Review	- debrief & tweak

* PREPARE steps are not in a rigid sequence

As shown in Figure 26, the steps occurred in two phases: *prepare* and *create*. The *prepare* phase had five steps that did not necessarily have to occur in a rigid sequence. As will become clear below, the analysis of past student writing (or, the creation of exemplar texts if no student writing samples were available) and the inclusion of lecturer input were fundamental to this phase. The *create* phase had three steps, including teaching, and these could only be done as per the sequence in Figure 26. Each of the steps are presented in the following six sub-sections with reference to LA, LL, and lecturer insights into the literacies teaching materials design process.

Although the text analysis step is specific to LA work, the overall process of co-design presented here could also be followed by LLs.

6.5.1 Listening to Lecturers: What Lecturers Value in Student Writing and What Students Find Challenging

An integral step in co-designing embedded literacies teaching materials involved LAs and/or LLs listening to what lecturers valued when assessing student work and what students typically found challenging, with regard to literacies, in their assessments. This usually occurred after the lecturer had already shared relevant curriculum documents with the LA/LL, including the assessment task and marking criteria, which would provide the LA/LL with a chance to prepare ahead of an initial meeting the lecturer.

All of the case study participants (three LAs, two LLs, and three lecturers) mentioned that the LA/LL would listen to what the lecturer's expectations were for the assessments set in their paper. This involved an LA/LL meeting with a lecturer to establish "why they want this session and what the aims are, what's required of the students and the paper" (LL1). LA1, LA3 and L2 stated the benefits of this were that the teaching materials would more likely be relevant and authentic to students. In explaining the responsibilities of LAs in meetings with lecturers, LA1 stated that one was "to listen to what they value, and then together find an acceptable way to make what's valued visible, ... whether it's a marking rubric, ... whether it's a part of an assignment." This could be achieved through "just informally saying, so 'What's really important? What do you really want?'" (LA1). Lecturers said they appreciated having conversations with LAs about "what are my expectations, what am I thinking" (L1) and what they wanted "students to get out of it in terms of the academic side, as well as the content side" (L2).

Another reason for listening to the lecturers was that they could share their experiences of what students found challenging when doing their assignments. To achieve that, LA1 said that they would ask lecturers a question such as: “Typically, what do students find difficult?” LA1 also added that this information was invaluable because lecturers “are always in tune. They always know.” Therefore, LAs could better understand the students’ assessment tasks by talking with the lecturer, who was closer to the students’ experiences of those tasks than the LAs would ever be.

L1 referred to these collaborations as “a partnership” and L2, instead of only talking about the listening being done by the LA/LL, emphasised “that you listen to each other” as being of high importance. This two-way contribution of relevant knowledge was evident in the *Check/Discuss* step presented in the next sub-section, and it enabled the LA/LL to make an informed selection of literacies content to teach, which could then “lead to a more useful, more productive classroom experience from the students’ perspective” (LA3).

An example of what LAs might listen for in asking lecturers about their expectations for assessments was provided by one LA who had explored a lecturer’s expectations for a literature review in a second-year paper (Case Four). The LA was able to clarify that students only needed to demonstrate prior reading related to the topic of an assignment (i.e., not a literature review per se, but a task that required students to identify themes in the literature). While a typical purpose for conducting a literature review would be to identify a research gap and/or compare one’s own findings with existing knowledge, among others, the lecturers in this case only expected students to show that they had done some reading around the topic for a group assignment. LA1 and the lecturers arrived at a shared understanding, through LA1 “listening and probing” for the lecturers’ expectations, that an appropriate name for this part of the assessment would be a “thematic summary”. Had LA1 not explored what the lecturers actually wanted, and instead taken the term *literature review* at face value, they would have created teaching materials that were of low/no relevance, and that would likely have communicated expectations for critique and synthesis that were too complex for students at that point in their programme (second-year undergraduate).

This careful and deliberate clarification of how lecturers expected students to communicate their learning in their assessments was in contrast to other practices such as LAs/LLs offering lecturers a set of pre-determined content from which to select. LA1 referred to the latter as “imposing a package of offerings” or “a list of pre-prepared teachable things.” At the time of

the study, the LAs sometimes included existing materials from other disciplines as part of their embedded delivery (see 5.6.2 Embedding Approach 2: Paper-Level Intensive One-to-One Provision During Class Time and Whole Class General Literacies Teaching), which would then require students to connect their actual assessment tasks with whatever examples were included in the existing, non-discipline relevant, teaching materials. Because there was little/no design of teaching materials required, this off-the-shelf-approach to selecting what to teach was arguably appropriate in cases when preparation time was short. However, as shown in the example above, where LA1 was able to avoid teaching students irrelevant and overly demanding content about literature reviews, the chances of the content being irrelevant to students were reduced. As such, the collaborative dynamic in the steps for resource design outlined in this section, with a focus on listening to lecturer expectations, could help provide students with literacies content that was of immediate value to them.

6.5.2 Analysing Student Writing and Checking/Discussing Possible Literacies Focus With Lecturer

This section addresses two of the steps for collaborative resource design in combination because the analysis of texts and the subsequent discussion of possible literacies teaching foci with lecturers were so interconnected that to address them in isolation would result in a loss of clarity in presenting findings about them. Regarding the LAs' specialised contribution to the design of literacies teaching materials, an integral element was the analysis of discipline-specific texts to identify relevant language features and patterns that students could use in their assignments to communicate their understandings of discipline content appropriately.

In addition to asking lecturers what they valued when assessing students' writing, LAs could then identify what that involved from a language/linguistic perspective. LA1, LA2 and LA3 all described the analysis of student writing as necessary to the identification and selection of what literacies to teach. Writing samples were sourced by the lecturer, who, with students' permission, shared marked copies of previous assignments with the LA for them to analyse. In cases where no samples of previous student writing were available, or in cases where the assessment was new, LAs could instead analyse other disciplinary texts (such as journal articles, book chapters, and so on), an LA could create a model based on the assignment instructions and relevant disciplinary texts, or an LA and lecturer could collaborate on writing a model.

All of the LAs who participated in the case studies identified having access to samples of past student writing as an ideal element of embedded literacies teaching because lecturers may not be able to articulate clearly how they expected students to write. LA2 explained this as follows: “Some lecturers don’t know what they want in the writing until they actually see it. Or, they can’t verbalise, they can’t say what they want.” LA1 identified this as “a beautiful area for collaboration” between LAs and lecturers because, after analysing some samples of student writing that a lecturer has marked, an LA can ask the lecturer: “This is what you’re giving an A Plus. Here’s a couple of things that are re-occurring that I notice. What do you think about that?”

After analysing some writing samples, the LAs reported that they could then show the lecturer specific instances of where students appeared to have been successful with whatever the lecturer had already identified as being important. LA1 gave an example of a lecturer noting that a common student challenge in writing a discussion was that their students often repeated their findings, rather than connecting them to literature. In that case, the LA identified examples of relevant connections between findings and literature in the samples of past student writing, and they then asked the lecturer to verify whether those examples matched their expectations. According to LA1, lecturers “love that process because they can still say ‘Oh yeah, that’s what they find hard’, or ‘Not that one so much.’” As LA3 noted, in such interactions, a shared understanding of what literacies content to teach is “emerging through discussion and observation.”

In contrast, when regular interaction between LA and lecturer was not possible, the relevance to students of the LA’s teaching materials could be reduced. LA3’s involvement in the BEd collaboration only entailed the series of adjunct workshops that were provided in place of embedded classes during 2018 due to timetabling issues. As these workshops were designed and taught with minimal lecturer involvement, LA3 felt that they were guided just by his/her own previous experience, as opposed to other embedded collaborations, such as those experienced in the BEd by LA1 and LA2, where the LA has regular interactions with the lecturer, as well as “exemplars, and I’m aware of some of the interpretive difficulties, the language difficulties, and the literacies difficulties writ large. So, I go into the materials development from a position of understanding.”

Lecturers also shared their perspectives on how they experienced these discussions about the possible focus of literacies teaching materials, indicating that they valued the LAs’ expertise in identifying the relevant literacies teaching foci in their papers. L1 indicated that

the LAs' knowledge in this area was beyond L1's own, so it expanded on what the lecturers had originally identified. And, L2 emphasised how LA1's analysis of the readings for their paper had contextualised the selection of literacies to teach in the specific reading requirements for the assignment. Therefore, the lecturers generally had a clear sense that LAs brought valuable expertise to the design of literacies teaching materials, with L2 specifying the text analysis element of that, and L1 stating that the LAs had greater expertise with regard to identifying literacies content to teach than they did as a lecturer. For some LAs, this raised the question of whether training and experience with applied linguistics and/or language teaching were essential for LAs in fulfilling the requirements of this type of work.

Learning Advisor Expertise. The LAs' emphasis on the analysis of writing being integral to the design of literacies teaching materials raised the question of what knowledge and experience were relevant for the role. Broadly speaking, the LAs in the case studies used discourse analysis to identify valued language features and patterns to teach. Other LAs also placed emphasis on the importance of having some degree of disciplinary knowledge in order to be effective in their embedded work.

LA1, LA2 and LA3 were all in agreement that knowledge of language and how it functions was fundamental to their practice as LAs. LA1 and LA3 had backgrounds in applied linguistics and language teaching, and LA2 had a background in language teaching (as did two of the other LAs in the team at that time). They all saw their knowledge of language as crucial to their work because: "language is a tool, a set of resources, with which we make meanings" (LA3); and they needed to "analyse" (LA1), and "unpack" (LA2) disciplinary texts in order to identify what to teach students that would help them to fulfil the literacies requirements of their assessments. LA1 and LA3 both had backgrounds in Systemic Functional Linguistics (SFL) (as did LA4, who participated in Phase One of this study). For LA3, in responding to a question about the role of SFL in their work as a teacher, they said it was "absolutely central. I can't imagine doing what I do without that very clear understanding of what language is and how it functions." While indicating that LAs could draw on a variety of frameworks for text analysis, LA1 made the point that LAs needed "some knowledge base with which we analyse student texts... something that is enabling you to identify, describe, and then think about how I'm gonna change those understandings to make them accessible to students." These LAs indicated that they needed to draw on a framework that could help them select

relevant language/literacies content to teach, and then, decide how to teach those features in ways that were appropriate to particular cohorts of students.

Although several of the LAs had backgrounds in applied linguistics and/or language teaching, relying on those knowledge bases in their work, this was not the case for the whole team. The requirements of the LA role had changed over time, shifting from a focus on one-to-one provision and more general/study skills teaching to a focus on discipline- and assignment-specific literacies teaching that was founded upon text analysis. As a result, not all of the LA team had linguistics/language teaching backgrounds, and LA1, LA2 and LA4 identified this variability of expertise as problematic if the team's focus was to be on discipline specific literacies development because that approach requires the analysis of texts. This they contrasted with teaching study skills or providing one-to-ones, which could potentially address broader text features, such as paragraph structure, as well as more common-sense skills, such as time management.

In contrast with an emphasis on language and/or linguistic knowledge, some LAs placed more emphasis on disciplinary knowledge being necessary for them to work with students from specific disciplines. LA8 thought that their knowledge of Health meant that they were well-placed to support the literacies development of students in some Health disciplines and that LA5's legal background was beneficial for them to work with Law students. LA5 indicated that their role was to teach both literacies and discipline content, discussing their interactions with students as being "around particular parts of the content slash assignment." These perspectives were different from those provided by the LAs and lecturers who participated in the case studies, all of whom saw their contributions as more distinct. The case study participants recognised the importance of LAs listening to lecturers' knowledge of disciplinary discourses when co-designing literacies teaching materials (see the previous sub-section) and articulated roles in the classroom that were also distinct when team-teaching (see 7.2 The Benefits of Team-Teaching).

However, two of the LAs in the case studies also indicated that an LA's familiarity with a lecturer's discipline positively influenced their capacity to design literacies teaching materials efficiently. When describing collaborations outside of the BEd, both LAs had experienced challenges with trying to ascertain what the lecturer valued in students' writing. LA1 stated that their unfamiliarity with health law may have contributed to an initial draft model they wrote not aligning with the lecturer's expectations. And, LA2 reported being unclear about how students were expected to refer to Acts of Parliament in sport and

recreation contexts, and had explained this to the lecturer as a reason for needing to see samples of previous student work. Although the extent to which knowledge of a student's discipline is essential in order for an LA to be effective in their embedded work was not explored in depth by my research, the LA perspectives reported in this and the previous paragraph nevertheless suggest that it is a topic worthy of further study.

As the literature on learning advice indicates, LAs in Aotearoa New Zealand have typically come from a variety of disciplinary backgrounds. At the time of data collection in 2018, the LA team in my study were beginning to focus increasingly on discipline-specific literacies development, and they were considering different methods and models for maximising various team members' contributions and attempting to address expertise differentials. Those LAs who currently did not possess the necessary expertise with language were not involved in activities that involved mapping literacies across programmes. As a means for LAs to develop their practice in using text analysis as the basis for their practice, LA1, LA2, LA3 and LA6 all suggested some form of scaffolding which could be implemented as part of a design team approach to teaching materials design. An LA with less current expertise in embedded literacies teaching materials design could join a team of more experienced staff, and through the collaboration with peers, gradually learn more about the design process. This represented a departure from common LA practice, which usually involved working individually on materials design due to heavy workload.

In the context of the programme-level collaboration to embed literacies development into the BEd, the LAs' approach was founded on mapping of the literacies demands of assessments, and then co-designing teaching materials that focused specifically on those demands. As such, the data suggest that the capability to analyse texts, and from that, the capability to select appropriate content and pedagogic methods, were both essential skills for LAs to have.

6.5.3 Asking Other Learning Advisors for Their Experiences, Discussing Initial Ideas, and Checking Related Resources

This sub-section briefly presents two of the design steps in combination because they were both concerned with an LA's interaction with other LAs for input and critique, and any related materials that the LAs had created previously, as they drafted new teaching materials.

LAs drew on the experience and knowledge of other LAs as they prepared embedded literacies teaching materials. One motivation for doing so was that the LA could more swiftly arrive at a relevant literacies focus through discussion with colleagues who had taught related content previously as well as through engagement with the teaching materials the other LA/LAs created. Another reason was that the LA could use the previous experiences of colleagues to guide their choices about new materials when sharing their initial ideas for the current collaboration. “So, how have other LAs dealt with these particular teaching points that are highlighted, just bouncing off a few initial ideas” (LA1). While, from experience of working in the team, I know that the steps here were commonplace amongst the LAs, only LA1 mentioned them during data collection.

This and the previous two sub-sections represent the steps that the LAs followed to prepare for co-designing embedded literacies teaching materials. The next three sub-sections address the actual creation of the materials.

6.5.4 Drafting Materials, Getting Lecturer Feedback and Revising

The first step in the *create* phase usually involved the LA creating a draft of the teaching materials, seeking the lecturer’s feedback, and then making any relevant revisions ahead of then team-teaching the materials with the lecturer.

After the initial discussions with lecturers, text analysis of previous student writing, and checking any existing materials, the LAs identified that their process was then to create a draft version of the teaching materials, which they would then show to lecturers and seek their feedback. The draft materials would then “be responded to in some way, depending on how much the materials match what the lecturer wants. In the cases where it’s a bit different, or more work is needed, we’d need to meet again” (LA1).

An example of the type of changes that an LA might make to teaching materials based on lecturer feedback was provided by LA2. In one of the Year One BEd papers (Case Two), the lecturer requested a change that was related to the discipline content of the paper: the use of theory in an example that modelled how to connect theories of human development with a case study of a child. The slide shown in Figure 28 was part of LA2’s draft materials. The red font was used to show theory/literature, and the green was for the application of theory to the case study. According to LA2, the exemplar had been adapted from existing materials that had been created for use in a different programme in Health. The School of Education lecturer with whom LA2 was collaborating noted that the draft version needed a more

Education focused perspective on the application of the theory. The text in the dark-grey boxes referred to the cephalocaudal pattern of physical development, and this more anatomical element of theory was, therefore, removed from the example.

Figure 28: LA-Designed Slide Showing Draft Exemplar Text for Connecting Theory With a Case Study (From Health)

Activity: What theory/concepts? What examples?

According to Gesell (Crain, 1980), physical growth or development is subjective to two key forces. These are that children are products of their surrounding environment, but more importantly, according to his concept of “maturation”, a child’s development is guided by the action of their genes. In addition, Gesell’s theory has identified that child development occurs in patterns known as proximodistal and cephalocaudal. Proximodistal refers to development starting in the centre of the body, then moving to the extremities (gross motor skills before fine motor skills), and cephalocaudal describes development which begins at the top of the body before progressing to the bottom for example infants learning to use their arms before their legs (Levine & Munsch, 2017). In the case of Ruby, activities such as cutting and pasting show that she has mastered fine motor skills such as using scissors. As well as this, Ruby is also able to manipulate her lego toys although she still struggles with operating the buttons and putting on shoes. Ruby also has difficulty pedalling on her bicycle which demonstrates she is still developing her gross motor skills such as balance and agility. This supports Gesell’s theory of proximodistal development whereas Ruby is able to use her gross motor skills but still has difficulty exercising her fine motor skills.

The slide shown in Figure 29 was the finalised version of the exemplar. An overt paragraph structure was now shown, with four parts colour-coded to make visible to students how they could connect theory with a case study in an organised and systematic manner, and as part of a longer piece of writing. The overall topic of physical development was the same, but there was less focus on different patterns of development. This time, only *proximodistal patterning* was included, while *cephalocaudal* had been removed. LA2, on showing the draft version, had been able to include the School of Education lecturer’s discipline knowledge as part of creating the finished teaching materials. This provides a clear example of the importance of lecturer input into the design of literacies teaching materials.

Figure 29: Example of LA-Lecturer Co-Designed Slide Showing Finalised Exemplar Text for Connecting Theory With a Case Study (With Less Focus on Theory From Health)

Identify topic/focus	Another domain involves a child's physical development. This domain has been theorised in relation to both environmental and biological influences. In particular, Gesell's (1928)
Bring in research	concept of 'maturation' considers how children develop in response to their surrounding environment, but their physical growth or 'maturation' is also guided by the action of their genes (Crain, 1980). More specifically, physical development occurs in several patterns,
Explain and apply	including proximodistal development. This type of patterning refers to development starting in the centre of the body and then moving to the extremities, i.e. the development of gross motor skills before fine motor skills (Levine & Munsch, 2017). In the case of Ruby, proximodistal patterning is particularly evident. For instance, she is able to manipulate her lego toys, but she still struggles with operating the buttons. She is also making progress with pedalling her bicycle, but still struggles to put on her shoes. These examples illustrate how
Reconnect to topic/focus	physical development proceeds from the centre of the body outward, as children of Ruby's age gradually develop more coordination and dexterity.

The lecturers themselves spoke of the value they saw in the LA seeking their feedback on draft teaching materials. L1 said that LA1 had checked that their draft teaching materials were aligned with their expectations, which L1 said enabled them to feel “really, completely comfortable with what we were presenting” when team-teaching with LA1. L3, in referring to the longer-term context of their collaboration with LAs on their paper, said that there had been no changes needed to the materials after their initial collaboration with an LA. The various steps of preparation, teaching and evaluation (in 2017 with me), and then preparation again (in 2018 with LA1) meant that the draft literacies teaching materials created by LA1 in 2018 required no changes.

The LAs' careful process of co-design may have negated the need for adjustments to be made to draft teaching materials once they were shown to lecturers. LA1's experiences of designing teaching materials for two of the first-year papers in the BEd had both involved lecturers approving the draft materials, without the need for adjustment. This could have been because the steps of the *prepare* phase had been sufficiently rigorous. LA1 had listened to what the lecturers' expectations were, had conducted the requisite text analysis, and then discussed the possible focus of the teaching materials with the lecturer before drafting the materials. This could have been the reason that their draft materials aligned with what the lecturers expected. Additionally, both lecturers and LAs indicated their collaborative relationships with each other were usually sufficiently effective that either person could provide constructive criticism or ask questions. This is shown in LA2's interaction with a

lecturer around adjusting references to discipline content (as shown in Figures 27 & 28). “I think if it wasn’t right, ... they might be less direct about it, but they might say ‘Maybe an example’s not necessary’ if it’s an awful example [laugh]” (LA1).

These examples where no, or only minor, changes were needed to draft teaching materials can be contrasted with another collaboration outside of the BEd that LA1 described as having required a greater amount of negotiation around the finalised materials. In this collaboration, which was for embedding literacies teaching into a single Health paper, LA1’s draft materials did not meet the lecturer’s expectations. LA1 explained that the lecturer was concerned that the draft model paragraph “too closely resembled what students would have to write” (i.e., they thought it would be too prescriptive, and/or that it would encourage students to simply copy the model word-for-word). LA1 also suggested that the lecturer’s discipline, with which LA1 was not familiar, could also have been a factor in their model not being what the lecturer wanted. This was less of an issue, perhaps, in collaborations with School of Education lecturers; because LA1 was an experienced teacher of language, their experiences would have had points of complementarity. In the end, LA1 and the lecturer co-constructed a new model paragraph, with each contributing their respective areas of expertise. This experience suggests the importance of allowing sufficient time for materials to be collaboratively designed, especially when LAs have little knowledge of a lecturer’s discipline.

Whether an LA’s draft teaching materials meet a lecturer’s expectations or not, LAs and lecturers both saw this step of the lecturer providing feedback as crucial to the eventual delivery of literacies content that was relevant to students as they worked on their assignments.

6.5.5 Finalising and Delivery: Team-Teaching

Once teaching materials had been finalised, LAs then team-taught them with lecturers. A requirement of this team of LAs when embedding literacies into curriculum content was that lecturers were present and making contributions when the LA was teaching. The motivations for doing this, and the respective roles of the staff involved are presented in detail in the next chapter (see 7.2 The Benefits of Team-Teaching). This section instead continues with one further step for collaborative resource design.

6.5.6 Reviewing Materials After Team-Teaching: Evaluating and Revising

The final step in the *create* phase was to evaluate the co-designed materials after the LA and lecturer had team-taught them.

LAs could ask lecturers for their feedback on the literacies content, and the teaching of it, to inform the design of the materials for the next delivery. LA1 gave an example of this where they perceived that a session had contained too much content. LA1 identified what could be cut, and then discussed that with the lecturer, who agreed. LA6 described a similar process they had engaged in with LA3 to evaluate a current delivery in a paper outside of the BEd and to plan for the next one. As well as including lecturer feedback, LA6 and LA3 also reviewed marked assignments (with the lecturer's permission), and discussed any common issues indicated by the students' writing. However, as LA2 noted, this would likely be a time-consuming process when working with a large cohort.

Regarding the inclusion of student data in the evaluative step of collaborative resource design, the LAs all saw the importance of this evidence for guiding their practice. LA1 recognised the importance of the team evidencing their pedagogic choices by including student feedback. At the time of data collection, the team had adopted modelling as a fundamental method of teaching literacies, and as LA1 noted, this was informed by engagement with research and scholarship about current practices in language teaching, as well as pragmatic decisions about how best to use the limited class time that LAs had with students (see 7.1.1 Reconciling Ideal Pedagogy with Having Limited Class Time for Literacies Teaching). However, both LA1 and LA3 noted that research into modelling and the sequencing of literacies teaching materials was needed if the team were to make confident claims about their approach.

LA2 identified the facilitation of in-class student evaluative feedback and reflection on their learning as integral to their teaching approach. This could be included at the end of a teaching session by "getting some feedback on what was useful, why was it useful, 'What questions do you still have? What do you still need to know?'" (LA2). This information could then be used to inform future delivery. LA3 had similar ideas about sourcing such feedback, with student involvement in planning seen as ideal. This could include students "from the previous semester, ideally, and the current semester, following up, 'What worked? What would you have liked more of? Less of? Done differently?'"

For all of three LAs who participated in the case studies of the BEd collaboration, this last step for collaborative resource design of evaluating teaching materials and their delivery led into the *prepare* phase for the next iteration of a paper. As such, the steps could be cyclical, which would indicate that that they were well suited to be components of the larger process of programme-level embedding.

Chapter Summary

In this chapter, I have presented LA, LL and lecturer perspectives on the practices and processes that were followed in leading and organising the BEd programme-level collaboration and then designing embedded literacies teaching materials. The initial stage of the collaboration involved senior leadership and a literacies champion from the School of Education and key representatives from the LA team agreeing on the scope of the collaboration, which was then followed with a presentation of the project to the BEd lecturing team to seek their buy in. As a key motivation for programme-level embedding is to enable cumulative literacies development, I also presented LA and lecturer views on how this could be implemented in the design and delivery of teaching materials, which themselves were founded on a procedure to map literacies development across the programme. This mapping activity occurred between representative LAs and lecturers, who each contributed their respective language/literacies and discipline knowledge bases, and which led to the identification of literacies that could be taught in each paper. As the BEd programme was directly connected with an external process of professional registration, I also addressed how external professional standards informed the design and delivery of literacies teaching materials.

Lastly, I also presented the process that LAs and lecturers engaged in when collaboratively designing literacies teaching materials for assessments in each of several papers within the programme. This process took the form of several steps over the course of which the materials could be drafted, revised, finalised, taught and evaluated. Two fundamental elements were: the inclusion at regular intervals of lecturer knowledge of assessments, discipline content, and their students, and the analysis of previous student writing. For the LAs and lecturers, these two elements were vital to the identification of relevant literacies content to teach as well as informing decisions about how to teach that content. Findings concerning teaching, with a specific focus on team-teaching between LAs/LLs and lecturers, are presented in the next chapter.

Chapter 7: Results. Programme-Level Embedding in the Bachelor of Education: Pedagogy, Team-Teaching and Handover of Literacies Teaching

Following on from the previous chapter, in which I presented findings from Phase Two of my study on the leadership, organisation, mapping and co-design processes in the collaboration to embed literacies development into the Bachelor of Education (BEd), in this chapter I report findings on the pedagogic approach taken by learning advisors (LAs) and lecturers as they team-taught literacies content during timetabled classes in the BEd. As my study sought to identify the optimal conditions for LAs and lecturers to collaborate on both the co-design and teaching of literacies content, this provided an opportunity to articulate the perspectives of both groups on the benefits of team-teaching that content. In addition, because LA teams are typically small, continued involvement in the same programmes restricts their capacity to work in others. My study enabled me to ask LAs and lecturers who collaborated on the BEd what they thought about the potential for lecturers to assume more responsibility for literacies teaching.

In this chapter, I first present LA and lecturer perspectives on the pedagogic approach drawn on by LAs when teaching embedded literacies content, specifically the modelling and guided practice stages of the Teaching and Learning Cycle. Also included are examples that show how LAs and lecturers implemented these pedagogic methods. I then present LA, liaison librarian (LL), and lecturer perspectives on the benefits of team-teaching, which was a required element in LA and LL embedded literacies practices in the BEd. Lastly, I present LA and lecturer perspectives on the possibility for lecturers to take ultimate responsibility for teaching embedded literacies to their own students as an outcome of collaboration with LAs.

7.1 Pedagogic Approach to Literacies Teaching in the Bachelor of Education: The Teaching and Learning Cycle

In this section, I present findings about the pedagogic approach adopted by LAs teaching literacies content in the BEd. This approach was based on the Teaching and Learning Cycle (TLC) (Rothery, 1994, as cited in Martin & Rose, 2005), with the LAs' teaching materials generally following the middle two steps: explicit instruction through the use of modelling (deconstruction) and guided practice (joint construction).

To clarify one of the constraints on embedding literacies development at the programme level, in the first sub-section, I present LA and lecturer perspectives on their pedagogic decision making given the limited amount of timetabled class time available for literacies teaching. Based on the teaching materials that LAs and lecturers discussed with me at the interviews, I can identify that emphasis was placed on the careful selection of content to teach and how to teach it because the LAs had limited time with any cohort.

In the second and third sub-sections, I present LA and lecturer perspectives on the roles of modelling and guided practice in teaching literacies content. The context for whatever was to be taught was usually an assignment that students would currently be working on or would start working on soon. A common pattern was to model reading strategies and the writing that students would need to do in their assignments (explicit instruction), and to then provide students with opportunities to practice what had been modelled with some input from the LA (guided practice). Because of the limited time LAs would have in embedded teaching contexts, there was typically no opportunity for students to generate written material by themselves and receive feedback (independent construction, which is the third stage of the TLC), apart from writing their actual assignments.

7.1.1 Reconciling Ideal Pedagogy With Having Limited Class Time for Literacies Teaching

LAs usually taught embedded literacies classes that were between thirty and fifty minutes long. In the BEd collaboration, LAs would normally teach two (sometimes three) classes per paper over a semester, with each class focused on a coming assessment, and usually for a maximum total of approximately 90 minutes across each paper. As presented below, this limited class time required the LAs to make choices that did not necessarily align with their views of ideal pedagogy, but the time constraints also helped the LAs to select literacies content that was of the most relevance to students.

All three LAs who participated in the case studies in the BEd noted that the limited time they had in the classroom meant that their pedagogic choices were also limited. The LAs all reported more of a focus on the modelling of writing, which had implications for what else could be taught in the time available. For LA3, who had taught a class on reflective writing as part of one of the first-year BEd papers (Case Three), an ideal approach would have been to take students through the process of doing a reflective writing assignment (from analysing the task, through researching the topic and connecting with one's own experiences, to writing paragraphs). However, given the time constraints, LA3 in the end prioritised

modelling to students how they could connect their experiences with theoretical concepts in their writing, and then used the remaining time to teach assignment process strategies. LA2 also noted that the time constraints impacted on what the LAs taught. Because the focus was often on writing, there was less time to give students time to practice the reading strategies that would support their engagement with discipline content as they prepared to do their writing.

For LA1, these constraints could be seen as a guiding principle for prioritising how best to teach literacies in restricted time frames, saying that LAs “don’t have room to do a huge range of pedagogic practices. We really need to zoom in on helping make visible what students need to do with some contribution to how.” As shown in the next sub-section, this “helping make visible” involved the use of modelling to show students how to meet the literacies expectations of their assignments. Therefore, the LAs were conscious that their pedagogic practices were pragmatic, rather than ideal, with all of them articulating a preference for students to have more time to practice whatever was modelled.

While there were constraints on how much LAs/LLs could teach as part of timetabled classes that were otherwise dedicated to discipline content, a related issue was the extent to which LAs/LLs could select an appropriate number of literacies-related teaching points that could be covered meaningfully in the time available. One of the lecturers in the case studies referred to the potential for experts to be too comprehensive in their selection of what to teach. L3 thought that “in understanding the area, you obviously want to include everything, cos you’re thinking ‘Well, if they can do that, they might want to know about that, and then we could show them this, and then we could...’” L3 also believed that this could have the consequence of then overwhelming students with too much information, stating that “less is more” for first-year students, so a class that contained numerous individual teaching points would probably be inefficient in achieving any desired outcomes. L3’s concern also emphasises the importance of the LAs making careful selections of content to teach during the limited available class time. In discussing more ideal pedagogic practice, L3 stated that “having time for their questions is really important... and, not necessarily at the end, but stopping.” To achieve that degree of interactivity with cohorts of 100 to 150, as was the case in first-year papers in the BEd, within a small window of time, a careful selection of class content was crucial so that students were able to ask questions and, ideally, engage in practice activities while an LA/LL was present to guide them.

LAs and lecturers both expressed concern about less-than-ideal pedagogy as an outcome of time constraints on embedded literacies teaching. An example of this was the loss of student opportunities for guided practice. L2 said that they had valued students being able to practise during class what the LA had just taught them because it was “setting them up to be successful.” LA2 also expressed concern over not providing guided practice activities during class because they saw guided practice as serving the dual purposes of checking students’ levels of understanding and evaluating the effectiveness of the teaching materials. Both of these staff thought that the exclusion of guided practice from a literacies teaching session was an undesirable compromise to their senses of ideal pedagogy.

A similar concern was expressed by another LA, but this was mediated by an awareness that LAs had time constraints that were unavoidable. LA1 thought that ideal literacies teaching practice included the involvement of students by the teacher in identifying and discussing relevant language for communicating meaning and why it was relevant. However, LA1 was also conscious of needing to strike a balance between such practices and the practical parameters of embedded literacies teaching. One suggestion was that lecture time could focus on modelling to students how to be successful, and additional tutorials (or online materials) could be provided during which students could engage in practice activities. LA1 suggested that it would also be advisable for LAs to be flexible regarding pedagogic choices in their collaborations with lecturers while at the same time communicating their expectations about ideal practice.

As indicated in the previous paragraph, one possible approach to having limited class time was to blend it with the provision of discipline specific online resources. All of the LAs and lecturers who participated in the case studies thought this was a potential option if the online component was connected with overtly during the class time component. An LA could narrow the focus of what they taught during class time and then connect students with further related content that would be in a relevant place in the online version of the relevant paper in the university’s learning management system. LA2 thought that offering such an option of a short teaching session, combined with related, discipline specific, online resources close to when students would be beginning their assessments might appeal to lecturers: “they might be more open to that, rather than thinking ‘Oh, it’s going to be an hour, or an hour and a half. I’ve got to get through all this other content.’”

In summary, the BEd programme-level collaboration required careful consideration of what and how much literacies content to teach, as well as how to teach the content. Given the

constraints on time in class, LAs generally had to take a pragmatic view of how to teach literacies content, which did not necessarily align with their own senses of ideal pedagogy. With this context outlined, the following two sub-sections provide detailed accounts of the LAs' use of modelling and guided practice as pedagogic methods as well as theirs and lecturers' perspectives on these methods.

7.1.2 Explicit Instruction: Modelling

In this section, I present LA and lecturer perspectives on the use of modelling for teaching literacies points. For the LAs, the emphasis of modelling was on *showing*, rather than *telling*, students what was expected of them in doing their assignments. This formed a significant component of the LAs' approach to teaching literacies:

... you could spend half your lecture going through "Here are your learning outcomes [spoken like a robot]", or just try to bring a document to life, which might have some value in that students might actually be reading it, and knowing that it's there. But, you're not actually showing students how to do it. You're just another voice that's saying what to do. And, our potential in our role is to show students how. (LA1)

According to the view expressed in the above quote, the LAs were in a position to show, rather than tell, students how to engage with their assignments. In the next two sub-sections, I first present examples of how LAs used modelling in their teaching alongside LA and lecturer perspectives on why this approach was seen as beneficial to student literacies development. I then present LA attempts to respond to critiques that modelling is overly prescriptive.

The Benefits of Modelling to Embedded Literacies Teaching. LAs and lecturers perceived that there were two main benefits to the use of modelling to teach embedded literacies. First, students could know how they were expected to write their assignments, and second, students could be shown how to engage with reading materials for specific purposes. For both writing and reading, students could be shown examples that were of specific discipline relevance to their assessments.

One benefit of using modelling that the LAs identified was that it showed students what their lecturers expected of them in writing their assignments. LA6 explained that this was because "it's relevant to them, ... and they're able to see a visual representation of what the expectation is." LA1 noted that modelling had the potential to reduce anxiety about

assessments, which in turn could have a positive impact on learning in general because students would understand what was expected. This would result in students' "feelings of confusion and not knowing being reduced and having a more enjoyable learning experience because... they've been able to see what's expected, and they've had some teaching towards how to do it."

An example of how LAs used modelling to teach assignment-specific writing features in the BEd is shown in Figure 30. For an assessment in one of the second-year papers (Case Four), LA1 and L2 co-designed a model that showed a possible paragraph structure for a thematic summary that would form part of a short literature review:

Figure 30: Example of an LA-Lecturer Co-Designed Model Paragraph to Show Students How to Write a Thematic Summary

Paragraph structure Thematic summary 1 (180 words)	
General theme	One area in which flexible learning environments have had an impact on teaching and learning concerns changes to teacher and student relationships .
More specific theme	More specifically, a reoccurring theme is learner autonomy , i.e. the extent to which learners control how they engage with curriculum content.
One shared standpoint or common finding	Although terms related to learner autonomy vary, the move towards "student-centered" (Nair, 2014, p. 4) or "personalised learning" (McPhail, 2016, p. 3) is identified as a positive development. At the core of this argument is the belief that allowing students to direct their own study will contribute significantly to maximising their potential. When students have greater autonomy, then teachers and learning spaces tend to be positioned as facilitators of individual learning (Nair, 2014; Chapman, Randell-Moon, Campbell & Drew, 2014).
Contrasting or additional finding	However, as Chapman and colleagues (2014) caution, the lack of structure and direct teacher supervision may "both enable and constrain student autonomy" (p. 42).
Significance	Their findings suggest that successful autonomous learning firstly requires teaching students to manage their own learning within flexible learning environments . They conclude that more research is needed to carefully assess the impact of greater learner autonomy on learning outcomes.

The slide in Figure 30 was the last in a series of six that gradually showed students how they could organise a paragraph that summarised one theme. The slide shows that the paragraph could have five parts, with the LA naming each part according to its function. Colour was used purposefully to differentiate between the parts as the LA introduced each one and gradually built up to the final one. The intention of this deliberate colour matching was to make it visually clear to the students what they should be paying attention to as the LA explained the function of each successive part of the paragraph. As the LA explained the last part, highlighted in dark orange, the students could see how the whole paragraph was organised.

In reflecting on the outcomes for their students of the modelling shown in Figure 30, L2 stated that it had led to a positive impact on their students' writing. L2 reported that students could "see the structure of the paragraphs. And, it was really nice because it was cohesive, it was clear, it was thematically based. And then, they could achieve it, so it was a really good structure, and that came out." When reading their students' assignments, L2 could identify the paragraph structure that the students had been shown during class in some of the assignments, which meant that those students had written thematically. On checking the attendance for the class during which students were shown the model, L2 noted that those who had not attended did not write appropriate responses to the assignment task. Instead of writing about themes across texts, "it was really clear that they didn't write a mini literature review, they did write an annotated bibliography" (i.e., they summarised individual texts, but did not identify themes across them).

In addition to observing that modelling was reported as being beneficial for student writing, LAs also employed modelling for showing students how to engage with reading. The LAs used modelling to make assumed or unclear elements of different reading tasks visible to students. LA1 described an assignment that required second-year students to compare and contrast different educational philosophies (Case 5). They saw that their role involved showing students how to summarise individual philosophical concepts (by identifying their component parts) to then make connections between different ones. They described these steps of being able to write about two different abstract concepts as "not common-sense knowledge" and indicated that LAs were well placed to focus on such academic tasks, which require, or assume, specific skills.

An example of how LAs used modelling to teach reading strategies is shown in Figure 31. L3 recalled that an LA had modelled to students how to identify relevant and important elements of a journal article. The lecturer expressed concern that students often did not know how to engage analytically with texts, perhaps due to their learning experiences at school. Therefore, being shown how to deconstruct a text such as a journal article then enabled students to think "Oh, this is what the author actually set out to do, and these are the ways and steps that they did it." L3 was referring to teaching materials that showed students how to identify relevant information in journal articles that would form the summary parts of an annotated bibliography assignment. A method for collating the relevant information is shown in Figure 31:

Figure 31: Example of LA-Lecturer Co-Designed Slide That Models to Students How to Record Relevant Information From a Journal Article

Example reading grid (for one source)		
Parts	Notes	Page
Full APA reference	Freeman, C. (2010). Children's neighbourhoods, social centres to 'terra incognita'. <i>Children's Geographies</i> , 8(2), 157-176. https://doi:10.1080/14733281003691418	
Research topics/questions	Children & social connectivity with neighborhoods What factors influence social connectivity?	
Research context	Dunedin 92 children (ages 9-11)	p. X
Findings/Results	<ul style="list-style-type: none"> • children who live close to their school ++ neighbourhood connection <ul style="list-style-type: none"> > can describe people in their area & know names > identify ++ homes of friends in neighbourhood. • attributes of children (gender or ethnicity) not a factor. • Strongest factor > child's independence (visiting without adult) <ul style="list-style-type: none"> >> know more people in their area. 	p. XX p. XX p. XX & XX
Overall finding; significance	"have the right" > participate in their communities >> daily, independent social interaction	p. X

In this class, the LA showed students how to extract information that they needed for an assignment from each text that they read. The slide in Figure 31 shows a completed *reading grid*, which is a table for taking notes. The left-hand column listed the parts of an annotated bibliography entry (these were specified in the assignment instructions), and the colours matched examples of complete sentences and paragraphs that students were later shown as examples of how to write one entry. The middle column was where students could write their notes for each part, with the notes later being developed into complete sentences, and the right-hand column was for recording where in the text the notes were from. In other slides, students were shown how to locate the information they needed in a journal article, which they could then record in the reading grid. L3 described this literacies content as “endlessly helpful” because, in their experience, students were not aware of how to deconstruct texts, and that, by being shown how to do it, they would then be able to start thinking about how to do so themselves.

However, all of the LAs who participated in the case studies noted their challenge of communicating the value of modelling as a specific approach to embedded literacies teaching. In recounting an embedded collaboration on a paper that was of a different discipline (Law) from the rest of the programme that it was part of (Sport), LA2 shared their experience of trying to explain the importance of modelling to a lecturer. As with the students in that paper, LA2 was an outsider to the lecturer’s discipline. This meant that, in

addition to being unfamiliar with the Sports content, LA2 did not know the technical language that would be required when writing a legal report in that discipline. The lecturer did not provide an exemplar, and in reflecting on that experience, LA2 said that it had given them a sense of how students experience linguistically demanding assignments: “from a learner’s perspective [a learner studying Sport], okay, you’ve got the Act or whatever it is you’re looking at, but how do you actually write about that in a way that’s acceptable for a Law report?.” LA2 felt that they first needed to see an example of how the lecturer expected students to make connections between legal documents and professional contexts if they were then going to show students how to do that.

In this sub-section, I have presented LA and lecturer support for the use of modelling to show students how they can be successful in their assignments through the use of exemplars of writing and visual representations of how to engage with reading. In the next sub-section, LA perspectives and examples of teaching materials are presented that show how such modelling did not have to be prescriptive.

Responding to Critiques of Modelling: Showing Students Multiple Ways to Be Successful. An important aspect of using modelling to teach writing that some of the LAs identified was that it needed to include variation to show students that there were multiple ways they could be successful. This they expressed in response to critiques in the literature that modelling is too prescriptive as well as lecturer concerns about providing students with answers that they may reproduce exactly in their assignments.

According to two LAs, modelling multiple ways to be successful could achieve two outcomes. First, they thought that showing students multiple models enabled them to identify their own approaches to assignments. For LA6, when “thinking about students, there needs to be multiple ways of approaching something...because then they feel ‘Oh, I can do this’ and ‘I can be creative, and I can take these parts, and then recreate them into my own response.’” From this perspective, if students were shown that there was more than one acceptable way to approach their assignments, they were then in a freer position to take ownership of their own writing than they would be if they were given the impression that there was only way to write. Second, LAs thought that lecturers were more likely to receive assignments from their class that reflected the individual understandings of their students. LA1 noted that if students were only shown one exemplar, however, it could result in the lecturer then receiving a collection of similar assignments that did not necessarily represent their

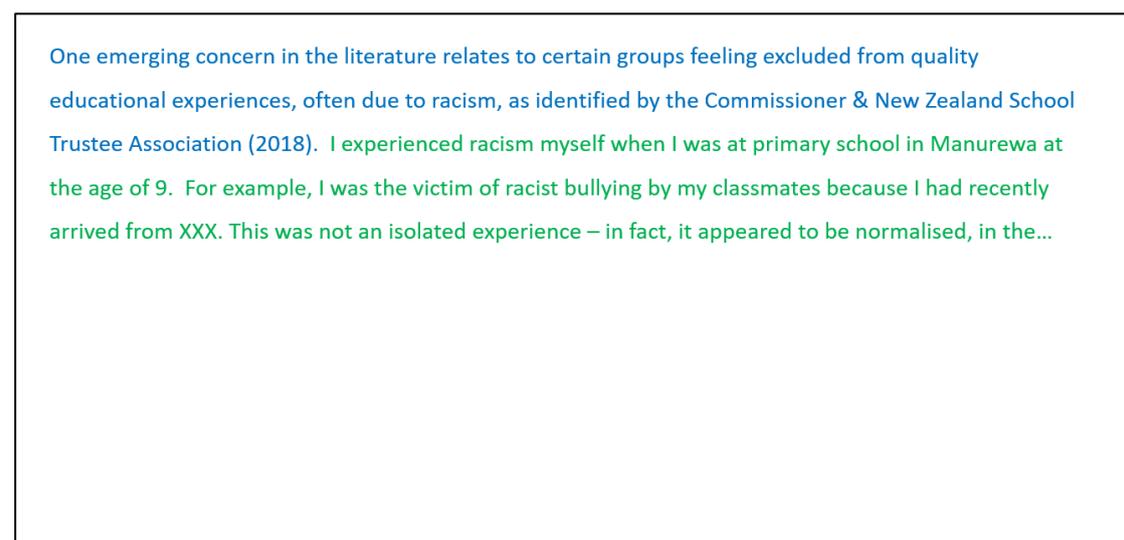
students' own understandings. As LA1 put it "one model, fifty essays that all look the same... ergh."

Furthermore, LAs observed that they could build a collection of exemplars as students found different ways to be successful in their written assignments. In referring to research into reflective writing practices, LA1 noted that distinct patterns of language were often present in the work of students who had been successful: "All the high distinction texts are moving through certain phases to really deeply answer this question, and they're quite consistent and quite predictable, and when students don't do that, they're not doing well" (LA1).

Phases such as these could be modelled to students as elements to include in their writing, and with options for how students could do that. An example of this can be seen in Figures 32 and 33.

Adapting theory that drew on the dimension of semantics in Legitimation Code Theory (Maton, 2013), LA3 designed the two slides below to show students different options for connecting between theory/literature and experience in reflective writing. The slide in Figure 32 contained example wording that modelled how students could connect from theory/literature to experience in their reflective writing. The blue text referenced a report on racism in schools, which the writer then connected with their own experiences of racism at school (green text):

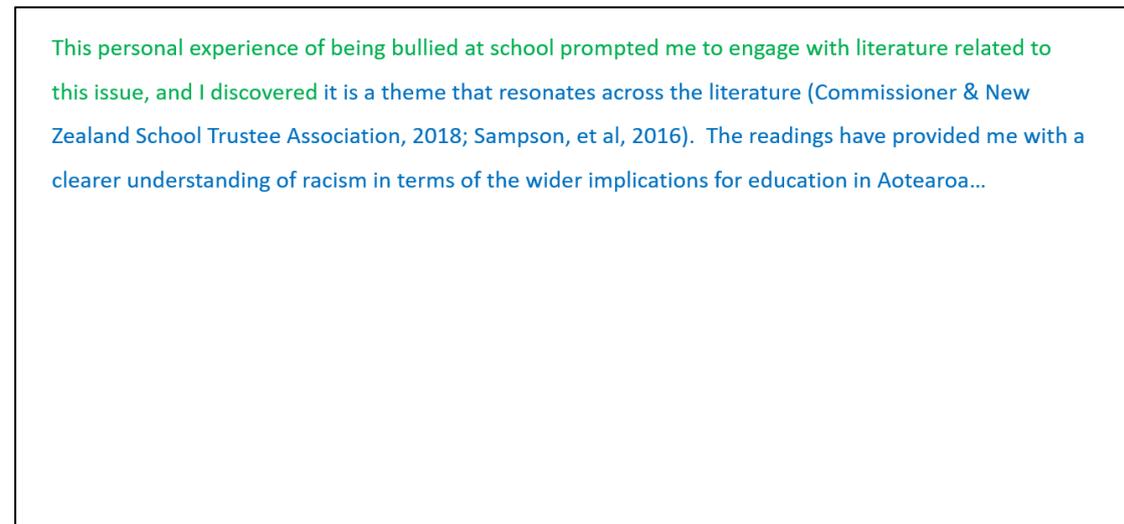
Figure 32: *LA-Designed Slide Showing One Option for Students to Connect Theory/Literature and Experience in Reflective Writing: Start With Theory/Literature and Then Connect to Experience*



The slide in Figure 33 contained example wording that modelled another option for connecting theory/literature and experience. This time, students were shown how to

connect from experience to theory/literature, which was an inverted movement from the one modelled in Figure 32. The green text showed the last sentence of the writer's account of a personal experience, which they then connected with concepts from relevant literature they had read (blue text):

Figure 33: *LA-Designed Slide Showing Another Option for Students to Connect Theory/Literature and Experience in Reflective Writing: Start With Experience and Then Connect to Theory/Literature*



A message of these teaching materials was that there was more than one way for students to connect between their own experiences and abstract ideas such as theories. The examples did not present a required paragraph structure, so the students were in a position to select for themselves how they would like to organise their writing. As LA1 noted, this kind of modelling provided students with key elements that they would need in writing their reflections, but the modelling was not prescriptive because students were in a position to select how to include those elements in their writing.

In this sub-section, I have presented findings that outline how LAs used modelling to teach literacies content explicitly as well as indicate what LAs and lecturers saw the benefits of this method of teaching to be for students. The next sub-section presents findings that outline the how LAs used guided practice activities in their teaching and what LA and lecturer perspectives were on the importance of this method.

7.1.3 Guided Practice

A common element of the LAs' teaching materials was the provision of activities that gave students opportunities to practise whatever the literacies focus was for that class. In this

section, I present LA and lecturer perspectives on the benefits for students of including guided practice activities in embedded literacies teaching materials, including an example of such an activity that enabled students to begin working on an assignment.

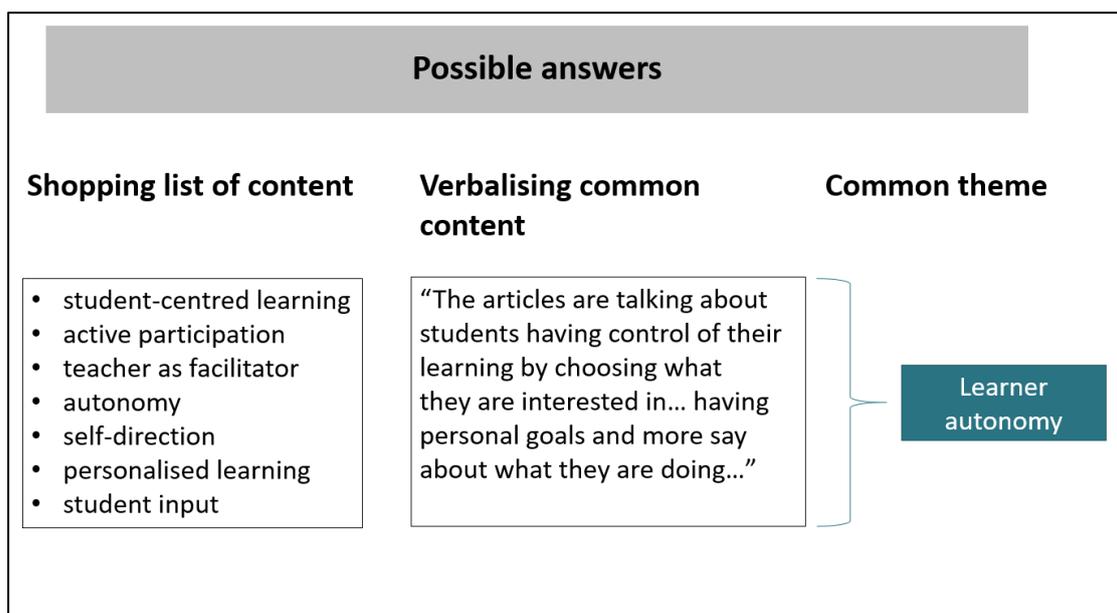
According to two of three LAs and two of the three lecturers who participated in the case studies in the BEd, guided practice facilitated student learning. LA1 and LA2 identified guided practice as integral parts of their approaches to teaching literacies. LA1 defined guided practice as “something before assessment, something where you bring a body knowledge... and you get to test it out, try, experiment, see what your level of understanding is, see the questions that arise.” This gave students opportunities to “experiment” with new knowledge and assess their learning before having to then apply new knowledge to an assignment. Guided practice also enabled students to assess their own understandings through engagement in “some sort of activity where they can manipulate whatever the language was that I was focusing on, or use it, or identify it” (LA2). For LA2, this could then point students to further learning. In addition to these benefits for student learning, LA2 added that LAs could also evaluate the effectiveness of their teaching materials while asking students to reflect on what they had learned during the class. Their responses would provide at least partial indicators of the quality of the materials and/or how successfully an LA had facilitated the class.

The lecturers, L1 and L2, also stated that they valued students engaging in practical activities with LAs during class time. L1 emphasised that “being with a learning advisor, asking questions, sharing about it, trying out things – a lot of those active activities that happen – they make the difference”, adding that this provided students with a better experience than engaging in self-directed study. Also, L2 highlighted the benefits to students’ learning of being able to practice immediately whatever the literacies-related teaching point was, saying that “students can then use immediately what they’ve just been talking about in a practical way because academic literacies are practical... things they need to be doing, and so, giving them that chance... I see as hugely beneficial for their learning.”

Both lecturers also gave examples of students being able to start preparing for their assignments in the classroom context while an LA/LL engaged them in activities that provided initial steps towards an assignment task. L1 referred to LL2 facilitating students’ use of EndNote to begin their bibliography of references for the current paper. And, L2 referred to an activity that enabled students to begin working on a group assignment that involved a miniature literature review (in Case Four). Possible answers for this activity are

shown in Figure 34. Students were asked to read excerpts from three course readings and then, in the groups they would be working in for the duration of the assignment, identify a theme that was common to all of the readings, keeping a note of words that connected with that theme. The students were then asked to think about how they could verbalise the common content that the theme comprised before then talking about it with their group. The aims of the activity were to give students practice in connecting content in texts thematically, which was a necessary element to writing this assignment (three thematic summaries as part of a miniature literature review), as well as engaging students in thinking about how they could communicate a theme to others. The careful sequence of this activity could step students through what would normally be assumed, or hidden, elements in reading for themes.

Figure 34: LA-Designed Slide Showing Possible Answers to Guided Practice Activity for Students to Identify a Theme Across Three Readings



The lecturer in this case valued the opportunity for students to begin engaging in the types of reading they would need to do in completing the literature review component of this assignment. As this was done during class time, students could begin working on their assignments while practising how to do the literature review element of them. For L2, students could collaborate with each other as they practised the type of reading required by the assignment:

This is a group assignment, so the bonus of this is that they actually can start their assignment in their group right then. So, we ask them to have already read all of the

literature before they come to the class... And, some of them do, and some of them don't. But, because they can actually work in their group and kind of stumble through that first one together, then it becomes a really good structure, so that they can independently go away and do it, or, in pairs, go away and do it. (L2)

As shown in this sub-section, as well as the first one in this section on the limited pedagogic choices LAs had in embedded teaching contexts, guided practice was perceived as integral to student literacies development. LAs and lecturers saw it as optimal for students to practise new literacies content before having to apply it in assignments.

In summary, as shown in this section, the lecturers who participated in the case studies valued the LAs/LLs modelling literacies to their students, and then providing them with opportunities for guided practice. These stages of classes were always team-taught between LAs/LLs and lecturers, and the benefits of team-teaching are presented in the next section.

7.2 The Benefits of Team-Teaching

Similar to how LAs collaborated with lecturers on co-designing literacies teaching materials (as reported in Chapter Six), team-teaching was identified as a core element to optimal provision of embedded literacies development. The LAs who participated in this study required lecturers to be present and actively participating when they were teaching. For the lecturers who participated in the case studies, this was an obvious and essential aspect to the provision of literacies development to their students. In the following four sub-sections, I present LA, LL, and lecturer perspectives on the motivations for team-teaching literacies content. The first benefit was that discipline content related to the literacies focus could be addressed immediately. Two further advantages of the lecturer being present related to students recognising the value of literacies content as and how it was intertwined with discipline content: the lecturer could endorse what the LA presented, and the presence of dual specialists (lecturer for discipline content, and LA for literacies) promoted to students that their assignments had dual foci (what they wrote about was connected with how they read and wrote about it). A last benefit of team-teaching identified was that it could facilitate lecturer contribution to the design of literacies teaching materials.

7.2.1 Team-Teaching Benefit 1: As Learning Advisor Teaches Literacies, Lecturer Can Address Discipline Content

For most of the LAs and lecturers who participated in the case studies, the most immediately obvious benefit of a lecturer being present when an LA was teaching embedded literacies was that the lecturer could connect the literacies focus with relevant disciplinary content and respond to student questions about that content.

LA3, L1 and L2 all identified that the LA and lecturer each brought specialist expertise to the classroom. The LA focused on the literacies points that showed students how to do their assignments, and the lecturer focused on discipline content. According to L1, they and LA1 were able elaborate on each other's respective contributions. As L1 pointed out, this was because they had worked together over a period of time (as a result of the programme-level collaboration), which meant that they had already been able to negotiate their in-class dynamic. The outcome was that during class they were "bouncing off each other and expanding each other's ideas."

A related point to LAs and lecturers finding a flexible dynamic in the classroom was the appropriate distribution of responses to student questions that often emerged when LAs were teaching embedded literacies. For the LAs, the lecturer was the most appropriate person to answer student questions about discipline content, which would likely arise in embedded literacies contexts that were focused on specific assignments. In situations where there was not a lecturer present, there would be no such immediate response to discipline content questions. As L2 saw it, this would cause "confusion... in regard to the learning advisor and the lecturer, but also with the students. Because, making sure that the students understand there's a shared common understanding between everyone in the room becomes very important." Instead, team-teaching was in some sense "like a dance, that sometimes the learning advisor's going to be doing the leading, and that sometimes the lecturer's going to be doing the leading" (L2) because each teacher brought their respective specialist knowledge bases.

Therefore, for the participants in the case studies, the lecturer's presence in the classroom during an embedded literacies teaching session that was being delivered by an LA was an obvious requirement. This was because the LAs could identify the lecturers as experts in their discipline, while LAs were less likely to be so. The immediacy of the lecturer filling in, or

facilitating student enquiry into, discipline knowledge gaps was a crucial component to the LA team's approach to teaching embedded literacies in limited windows of time.

7.2.2 Team-Teaching Benefit 2: Lecturer Endorses Literacies Content

A second commonly identified benefit of team-teaching was that a lecturer could endorse to their students whatever an LA/LL was teaching during class time.

LAs and LLs valued this endorsement because they were usually unknown to students, whereas students were more familiar with their lecturers. As they were usually a stranger to the students, LA1 explained that the lecturer's affirmation of the literacies focus validated it to students, as well as extended on it: "when you have the lecturer there who is endorsing, validating, perhaps further specifying something we've said... linking it to what past students have done, but what they really want you to do – it's gold."

LL2, LA2 and L1 all gave examples of lecturer endorsement legitimising to students whatever the literacies focus might be. LL2 stated that they would overtly ask lecturers for it while teaching, at which point a lecturer might say: "Yes, this is really a very good article. What LL2 is talking about: the subject headings, or the ERIC subject headings, or the search strategy, yeah, this is really good." Also, LA2 explained that the combination of lecturer endorsement, and their presence throughout a literacies teaching session, modelled to students that the literacies content was important: "the fact that all the lecturers were there and stayed for the whole session, it gives the students the impression that 'This is important because I'm here.'" For LA2, then, the lecturer's presence legitimised to the students what the LA was teaching. Echoing this perspective, L1 said that lecturers always sought to endorse literacies-related teaching points that were of value by making comments such as "Now, te whanau, you really need to listen up. This bit's really important. This will really help your assignment." L1 also emphasised the significance of demonstrating to students that an established relationship existed between the lecturer and the LA. This could be implied by the lecturer promoting the value of the literacies content to students for their current/future assignments, as well as to contexts beyond university:

I think showing that there's a relationship between the two of us, the lecturer and the learning advisor, adds value to the session. It's not like "Oh, we've got someone to come and talk to you about essays [tut]. Oh well, you need this because you've got an assignment", but it's "Hey, I've got this really fabulous opportunity because this will really work for making your assignment so much better, it'll save you time.

You need to really listen up because these are skills you're going to use right the way through your degree, and later in life." And then, they see that we've got a relationship, that there's a connection. (L1)

This in-class promotion of the literacies content, and of the LA/LL, is in contrast with other LA comments that indicated some lecturers (none of the case study participants in this research) "actually want to switch off" (LA1) or "go off and do some marking or check their emails" (LA3) during embedded literacies teaching sessions.

7.2.3 Team-Teaching Benefit 3: Students Shown Dual Assignment Foci – Discipline and Literacies Content

A third benefit of team-teaching concerned how LAs and lecturers thought that their dual presence in the classroom provided students with a clear indication that their assignments had dual foci: what to read/write about and how to do it.

LAs and lecturers in the case studies thought that the LA's physical presence in the classroom with the lecturer made literacies content, and its importance, more visible to students. L2 suggested that students saw the LA as a visiting specialist, which "from the students' perspective, elevates the importance of it [literacies content] because someone's coming in for it." A corollary point for L2 and L3 was that they felt students were more likely to pay attention to literacies content when taught by an LA "because it's not us" (L2). That is, the lecturers appeared to be concerned that when they were the ones teaching literacies, their students would not engage with literacies learning as well as they might if an LA was teaching. L3 stated that "somehow, when you're a lecturer, and you tell them all that stuff, it doesn't seem to mean the same", and said that students appeared to think that "Oh, the lecturer does this, and says we should do that with academic literacy." L3 thought that this suggested of students that they would merely enact the application of literacies because they had been told to, rather than "incorporating academic literacies themselves."

LA2, L2 and L3 were all in agreement that the dual assignment requirements of discipline and literacies content were more ideally addressed through the dual presence of the lecturer and LA. While LA2 expressed concern that separating the two foci from each other may be a contrivance, "a different face" (or "a fresh face" as L3 described it) addressing literacies content as part of class time "might get them to take it a bit more seriously." For L3, the presence of both teaching staff, one a discipline content specialist and the other a

literacies specialist, implied to students that they had at least two foci in doing their assignments (discipline content & literacies content):

... it's really good for the students to see someone else, a fresh face, and to start looking at their work as a two, or three, layered thing, where they really have to be approaching this assignment not just in terms of ideas and organising their thoughts and criticality and reflections around that, but there's a whole 'nother set of people that are saying "You need to go about this purposefully. And, you need to use your time effectively. And, you're going to get these skills and keep them if you do this properly." And, having someone new say that, I think, is quite powerful. (L3)

The quote above from L3 indicates that they thought similarly to LA2 regarding the dual presence of the LA and the lecturer as provoking students towards seeing their assignments as multi-layered: "You're not only focusing on content. You need to think about how you express that content. It's a different focus from thinking about... the content, and how to write" (LA2).

7.2.4 Team-Teaching Benefit 4: Lecturer Contribution to the Design of Literacies Teaching Materials

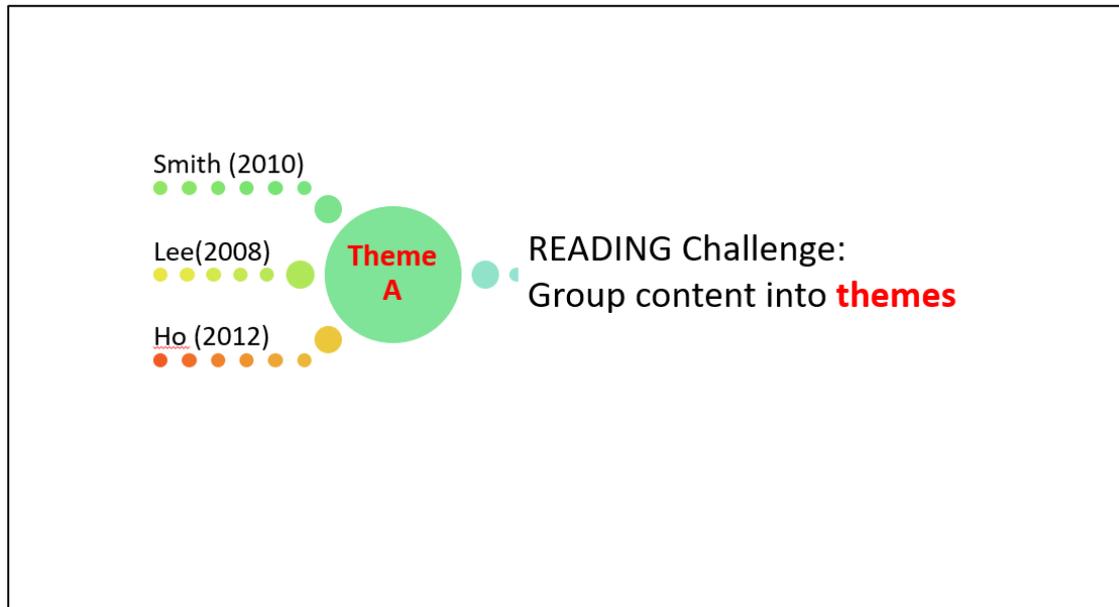
A fourth benefit of team-teaching identified by the case study participants was lecturer contribution to the design of literacies teaching materials.

LA1 and L1 collaborated on a third-year BEd paper (Case Six), with literacies content focused on the reading and writing requirements of a literature review as part of a miniature research project that students would conduct amongst their classmates. LA1 and L1 both recalled how an activity had been added to the teaching materials for a session on reading, and then organising content, for writing a literature review. This had occurred as a direct result of team-teaching. During the first delivery of the session, LA1 was showing students how they needed to organise various findings from across the literature into themes, with an intermediary step being categorisation. During this stage of the class, L1 spontaneously contributed a real-world example of this abstract process. According to LA1, L1 "came up with a bit of an analogy and an activity... the creating themes being a bit like going shopping – that there's lots of different ways to group things."

Figures 35 and 36 show what was added to the materials in preparation for the second iteration of the collaboration the following semester as a result of this in-class collaboration

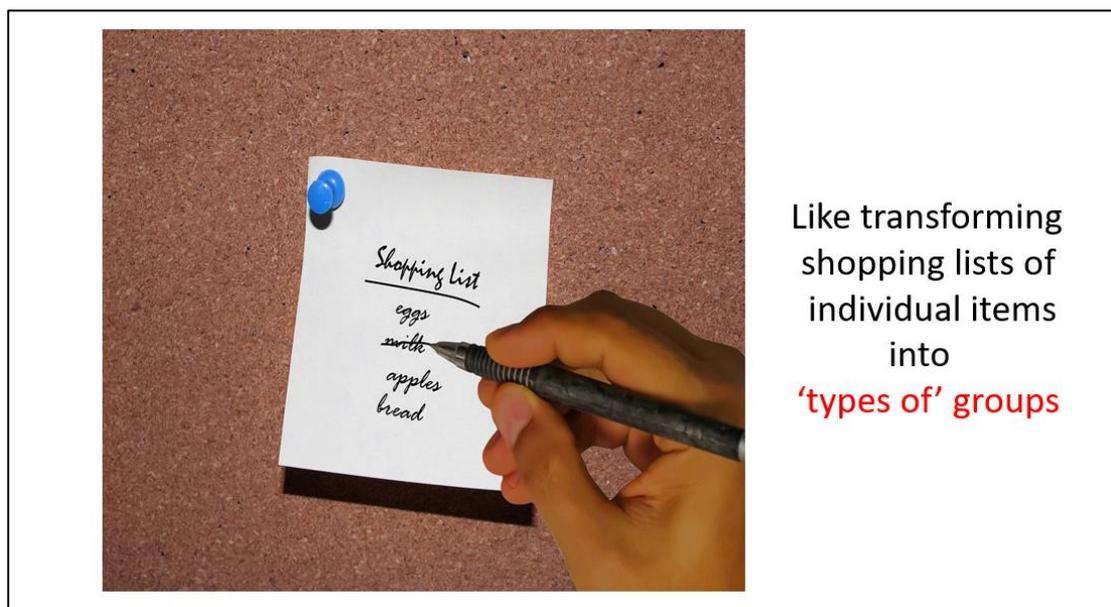
and an evaluative meeting after the first delivery. As shown in Figure 35, LA1 diagrammatically introduced the notion of *grouping content into themes* while reading, indicating that this was a challenging process:

Figure 35: LA-Designed Slide Showing Students a Diagrammatic Representation of Creating Themes While Reading



The slide shown in Figure 36 was added after the first delivery of the teaching materials. During that first delivery, L1 had likened the process of grouping reading content into themes to grouping products on a shopping list according to their type (e.g., dairy products: milk, cheese, etc...). L1's aim in providing an analogous everyday example was to make the abstract notion of categorisation clearer to students. As part of their evaluation step in co-designing the materials, LA1 and L1 agreed to include the analogy to shopping lists as an activity in the next delivery of the teaching materials:

Figure 36: LA-Lecturer Co-Designed Slide Comparing the Creation of Themes With Grouping Products by Type on a Shopping List



Students were then given an activity to group shopping list items into categories and then articulate their categories to each other. This activity was intended to provide students with an easily achievable task that could then be extended on by connecting that everyday activity to the process of grouping content from readings into themes. The following content of the session then started to address how the organisation of themes from the literature would then transfer to the structure of the students' writing when they came to organising and writing their literature reviews.

The lesson content described here, to cue students through analogy to an everyday process towards approaching their reading with the purposeful intention of identifying themes, emerged as a direct result of team-teaching. For L1, this series of interactions in and out of the classroom "really showed the essence of collaboration. We were a team, albeit LA1 was the leader of the team, is probably how I would put it." Elaborating on the dynamics of their collaborative relationship, L1 added that "I never felt inhibited in saying anything, and I would be surprised if LA1 felt inhibited in saying anything... We gelled as a team, which I've actually found with all the learning advisors." In summary, collaboration between an LA and lecturer while team-teaching led to the modification and enhancement of teaching materials.

In this section, I have presented findings that suggest four benefits to team-teaching embedded literacies: discipline content related to the literacies content can be addressed

immediately, the lecturer can endorse what the LA presents, the presence of dual specialists promotes to students that their assignments have dual foci, and lecturers can contribute to the design of literacies teaching materials. As a result of their involvement in various design steps and teaching, these lecturers' roles in their student literacies development were quite prominent, which is in sharp contrast to adjunct contexts where LAs teach embedded literacies alone and have less interaction with lecturers during the design stage. In the next section, I present LA and lecturer perspectives on whether lecturers could take an even fuller role in their students' literacies development by assuming responsibilities for teaching literacies independently of LAs.

7.3 Handover of Literacies Teaching From Learning Advisors to Lecturers

The processes that constituted programme-level embedding of literacies development outlined in the preceding sections of this chapter and in the previous chapter required ongoing time commitment from LAs. Given that this was only one stream of work amongst paper-level embedding, literacies classes open to all students, one-to-one/small group provision, multi-modal resource creation and conducting research, LAs reported that they needed to consider the issue of how much programme-level work it was actually possible to do simultaneously.

The ratio of LAs to programmes across the university was not, and would never be, such that LAs could continue teaching in many of them simultaneously. During 2018, the LA team comprised 8.8 full-time equivalent staff and 1.5 full-time equivalent teaching assistants. The total student cohort that year at their university was approximately 29,000, resulting in a ratio of one LA for every 2,696 students. This ratio is not dissimilar to the average ratio of LAs to students across 42 Australian universities of 1:3,595 (Ashton-Hay et al., 2021). The students at my institution are dispersed among 17 schools, each of which has multiple programmes of study. Therefore, the potential scope for LA work was irreconcilable with the team's actual capacity. In the absence of any whole-of-institution approach to language and literacy development, such as those reported on in Australia by Arkoudis & Harris (2019) and Murray and Hicks (2016), the LAs were exploring possible ways to manage the volume of work and provide equitable student access to literacies development. These included a transition away from their previous focus on one-to-one provision to teaching whole cohorts, the creation of online resources that students could access easily in the university's learning management system, and the potential for lecturers to assume responsibility for teaching literacies in their papers.

In the following three sub-sections, I present LA and lecturer perspectives on the possibility for LAs to train lecturers to teach embedded literacies; a process that the LAs referred to as handover. Firstly, the LAs' concerns about the sustainability of them continuing to teach in the same papers are presented. This is followed by lecturer concerns about handover, and lastly, a possible process for handover.

7.3.1 The Case for Handover: Learning Advisor Perspectives on the Sustainability of Embedded Literacies Teaching

As noted above, the LA team was small in comparison to the size of the student cohort, and this posed them with a dilemma about how to best provide equitable access to literacies development across the university.

The LAs expressed concerns about the sustainability of them continuing to teach embedded literacies in the same papers year after year. LA1, LA2 and LA4 all thought that large scale embedding was not sustainable. In highlighting the scale of the LAs' challenge to be available to potentially all of the university's students, LA1 referred to the need for the team to "create a culture of passing on" when entering into embedded collaborations with Schools while LA4 noted that the LA team could not cover all of the teaching required in large papers with multiple tutorial streams. This was rooted in the concern that the team was small, but that, even with fifty LAs, it would still not be realistic for the team to teach across all of the university's programmes. As LA2 and I discussed, if the blueprint of the three-year roll out of embedding in the BEd were to be followed in other schools, it would not be sustainable if the LAs involved continued to teach the materials created for it.

For some of the LAs, one possible solution to this issue of sustainability would be for LAs to provide literacies teaching materials to lecturers for them to deliver. As LA1 stated, this could be agreed on and negotiated at the start of a programme-level collaboration, so that the School would understand that their staff would be co-designing the teaching materials with LAs and that the lecturers would then ultimately assume responsibility for teaching them. The LAs referred to this as handing over the materials to the lecturers. LA4 gave an example of a paper-level embedded request that they had received for the provision of APA referencing classes to ten tutorial streams in a large paper. As the LA team did not have sufficient staffing availability to teach all of the tutorials in the same week, and because they saw the lecturers as capable of teaching that content, LA4 had suggested the lecturers use the LAs' materials to teach from. This had then been piloted, along with the insertion of

short screencast videos on APA referencing into the online version of the paper in the learning management system.

In considering possible ways to manage the team's limited capacity to provide literacies development in an equitable manner, LA1, LA2 and LA3 suggested that LA work could be prioritised based on student results. If a programme's results were lower than desirable (assuming that literacies were a factor in that), the LA team and school leadership could negotiate the scope of a collaboration and the length of time during which it would be implemented. This could involve the LAs co-designing materials with lecturers, team-teaching, and then handing them over. Alternatively, it could involve a more indirect role, with the LAs only providing some form of consultancy to lecturers. As identified during the final focus group with LA1, LA2 and LA3, this would essentially be a project approach to embedding, where the LAs could work in programmes for specified lengths of time and then move on to work in other programmes. The three LAs were aware that this would have implications for their team's current practices, which did not involve timebound collaborations. Instead, some collaborations would roll over year on year, the LAs' focus was on fragmented embedding at paper level, and collaborations most often started at the request of pro-active lecturers seeking to respond to issues in individual papers.

In summary, handover was not a current common practice for the LA team at the time of data collection and moving to a project approach in which LAs worked with teams of lecturers on numerous papers across a programme would require considerable change for the LAs and the lecturers with whom they often collaborated. Nonetheless, the LAs were aware that programme-level collaborations on the scale of the BEd were not sustainable for them if other programmes were to be collaborated on also.

7.3.2 The Case Against Handover: Lecturer Perspectives on Taking Responsibility for Teaching Literacies

In this sub-section, I present lecturer perspectives on the extent to which they thought they could take responsibility for teaching literacies to the students as part of their existing roles. While lecturers who responded to the questionnaire and the lecturers who participated in the case studies indicated confidence in their ability to teach literacies content themselves after collaborating with an LA, the lecturers in the case studies also articulated their preference for LAs to teach literacies content.

Questionnaire Item Four asked lecturers to select one of three options to indicate their role in teaching literacies content after collaborating with an LA. The distribution of responses ($n=56$) indicates that lecturers generally thought that they would be able to teach literacies content after collaborating with an LA:

Table 16: *Lecturer Perspectives on Taking Responsibility for Literacies Teaching*

Through collaboration between lecturers and learning advisors over a sustained period of time:	Count	Percentage
lecturers should not teach academic literacies content because that is the learning advisor's role	10	18%
lecturers should be able to teach some academic literacies content, WITH a learning advisor also being present	4	7 %
lecturers should be able to teach some academic literacies content, WITHOUT a learning advisor also being present	42	75%

The lecturers who participated in the case studies also said that they would be able to take on the responsibility for teaching literacies in their classes, but when asked for their perspectives on handover, they still thought it more desirable that LAs continue with teaching literacies. L1, L2 and L3 were unanimous in their disapproval of LAs handing over the responsibility for teaching literacies content to them. They all indicated that lecturers could add literacies teaching to their role, but the lecturers saw LAs as the experts in that discipline. L1 was particularly robust in their initial response to my question, going on to explain that they were less well positioned to respond to student questions about literacies foci because the LA had a more nuanced knowledge and could call on multiple ways of explaining content at need:

Bloody hell. Bugger. I mean, yeah – No. And, you could send me your PowerPoint, but I can't answer the questions. Yes, I can competently deliver a PowerPoint, but I haven't got the nuances, I haven't got the expert knowledge to back up if there's questions or finer points that need elaborating or I can see by the blank looks that they don't get it, I haven't got those examples to then swing in with another way of explaining it. (L1)

In line with their perspectives on the effect on students of an LA's presence in team-teaching situations reported in the previous sub-section, L2 and L3 both stated the importance to student engagement of LAs being thought of as visiting specialists. L2 stated that "I wouldn't

have a problem with taking it on... but... I do know and recognise that when we have a special guest in, often times, the students will come and pay attention and engage because it's a special guest." From this viewpoint, LAs had a specialist profile amongst students that provoked greater student engagement than if lecturers were to teach the same content. L3 elaborated on this in saying that they valued the presence of "someone who looks like a real expert, and who really knows their stuff, and is just saying 'Okay, you want to do a good job of this? Well, you have to know the techniques and deeper learning approaches to doing it.'"

Additionally, L3 expressed concern that some lecturers could marginalise literacies content once it had been handed on to them. Instead of teaching literacies during class, such lecturers may instead direct students to engage with literacies content in their own time. L3 thought that this could be motivated by lecturers wanting to maintain as much of their discipline content teaching time as possible due to already perceiving their timetable as pressured. For this reason, L3 thought it preferable for LAs to teach literacies content.

In summary, while the questionnaire data aligned with the case study data to some degree, in that lecturers thought they were capable of teaching literacies content, the finer detail revealed by the lecturers during the interviews indicated a strong preference for LAs to continue teaching that content. As the next sub-section shows, the lecturers could also see a process of handover, during which they would have the opportunity to familiarise themselves with the content, as being successful.

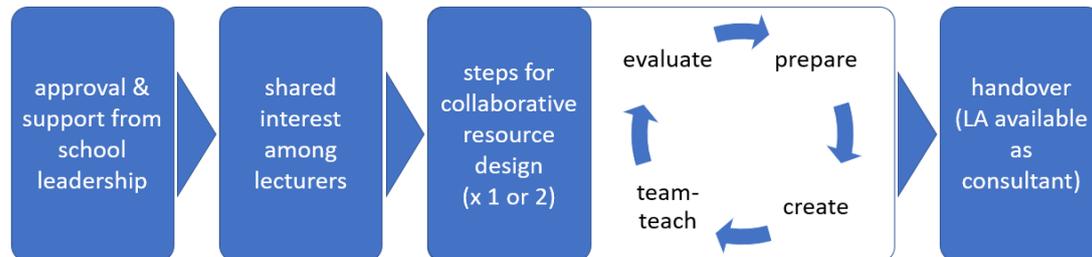
7.3.3 A Possible Handover Process

At the time of data collection for this study, the LA team had not yet outlined for itself how responsibilities for literacies teaching could be handed over from LAs to lecturers. However, given the small size of the LA team, the LAs were concerned with the sustainability of embedded literacies teaching (as shown in 7.3.1 The Case for Handover). My study, therefore, offered an opportunity to articulate LA and lecturer perspectives on what a handover process could involve. These perspectives, as well as a possible process for handover, are outlined in this sub-section.

Although the LAs were conscious of the need to consider such a process, they did not have a clear sense of one at that time. LA3 observed that LAs and LLs should arrive at a shared process amongst themselves in the first instance before then engaging with senior leadership staff in schools. LA1 saw this as essential because the school leadership's approval could then facilitate conversations with lecturers regarding expectations about the

ongoing responsibility for literacies teaching. According to all three of the LAs in the case studies, LAs and lecturers could then collaborate on co-designing and team-teaching in individual papers ahead of an eventual handover to the lecturer of full responsibilities for literacies teaching. As such, handover could take the form of four main steps:

Figure 37: Possible Process for Handover of Literacies Teaching From LAs to Lecturers



In this process, LAs would provide some form of professional development for lecturers. LA1 thought that the steps for collaborative resource design (see 6.5 Co-Designing Literacies Teaching Materials in the Bachelor of Education) could form the framework for this stage of the handover process, during which lecturers would become familiar with the literacies content and how to teach it. Handover could be actioned after one or two years of collaboration between an LA and lecturer (or after one or two cycles of a paper if it ran more than once a year). The LA would be available from then on to “tweak” (LA1) materials in a consultancy capacity, but with the lecturer being responsible for teaching. LA2 and LA3 also thought that a lecturer could begin to assume responsibility for teaching as an outcome of collaboration with an LA, with the LA remaining available should the lecturer invite them back at a later date.

While all three of the lecturers who participated in the case studies indicated disapproval of handover, two of them articulated processes that might enable it. These processes aligned with the steps for collaborative resource design reported in Chapter 6 (see 6.5 Co-Designing Literacies Teaching Materials in the Bachelor of Education). According to L1, the lecturer would need to be part of the preparation/creation of the teaching materials so that they were comfortable with the content prior to teaching it. However, L1 also thought that this amount of work would offset any time saved for LAs by not teaching, and their use of the term “if I had to” indicated that they saw handover as undesirable in comparison with an LA continuing to teach literacies in their paper. According to L2, a lecturer would also need to observe an LA teaching with newly created materials and then debrief with the LA after class. Observation was important so that the lecturer could understand the types of questions that students might ask, as well as how to respond to them. L2 also suggested that

the lecturer and LA would need to meet after team-teaching to “make sure that it’s a consistent message.” The lecturers’ observations that they would need to collaborate with the LA before teaching, team-teach, and then meet after teaching for evaluation broadly cohered with the LAs’ steps for collaborative resource design outlined in Chapter Six.

In summary, the two lecturers’ suggestions as to what they would require in order to take responsibility for teaching literacies content comprised the majority of the steps for collaborative resource design proposed in this study: collaboration on the preparation and creation of teaching materials, team-teaching (which could begin on the first iteration with the lecturer observing the LA and then transition to the lecturer teaching more of the class in subsequent iterations), and evaluation and revisions to the materials after teaching. Therefore, the perspectives here suggest that the steps for collaborative design, implemented over one or two iterations of co-design and team-teaching, could provide a reliable framework for handover. This is because the lecturer would be involved in co-designing and team-teaching the materials with the LA. Furthermore, once handover has occurred, a lecturer can still consult with an LA regarding the content if necessary. In addition to the collaborative design, it would also appear crucial to have the support of leadership staff in implementing such a process with lecturers, although some lecturers may not support it anyway, as shown above. Nonetheless, the unsustainability of a small team of LAs continuing to teach in the same papers year after year was an issue, and handover offered them one practical means of systematically positioning that limited resource.

Chapter Summary

In this chapter, I have presented findings on a pedagogic approach taken by LAs in teaching embedded literacies content, benefits that LAs, LLs and lecturers identify in team-teaching that content, and the possibility for lecturers to then take ultimate responsibility for that teaching. The modelling and guided practice stages of the Teaching and Learning Cycle provided the LAs with practical tools for showing students how they are expected to meet the literacies demands of their assessments by providing discipline specific examples of reading and writing processes involved in various assessment types as well as opportunities to experiment with new reading strategies and language features/patterns before having to then employ them in assessment work. In the context of programme-level embedding, the combination of this pedagogic approach with discourse analysis of discipline texts, such as samples of previous student writing, enabled a pragmatic selection of what literacies content to teach and how to teach it using limited class time.

As with the steps for co-designing literacies teaching materials with lecturers reported in Chapter Six, the LAs also took a collaborative approach to teaching literacies content with the lecturers in the BEd. Team-teaching was seen by both LAs, LLs and lecturers as beneficial to legitimising literacies development to students via the dual presence of literacies and discipline content experts in the classroom, which suggests that team-teaching had unique properties that enabled students to understand the relevance of literacies content to their successful engagement with assessments that could be worthy of further research. The combined processes of co-designing and team-teaching could possibly enable lecturers to take ultimate responsibility for teaching literacies content to their own students. While this study did not capture any data on the implementation of handover processes, through which the lecturer gradually takes the lead in teaching literacies from the LA, the LA and lecturer perspectives reported here suggest that the combined processes of co-design and team-teaching may offer a framework for handover that would be worthy of further research.

This chapter brings to a close the three results chapters in this thesis comprising LA and lecturer perspectives on academic literacies and academic literacies development, the motivations for programme-level embedding of literacies development, the organisation and co-design processes of programme-level embedding, and how embedded literacies can be taught in the context of a programme-level collaboration between discipline content specialists and literacies specialists. In the next chapter, in presenting a model for programme-level embedding that has emerged from this research, I discuss the findings of this study with reference to existing knowledge on literacies development, collaborative curriculum design and pedagogy.

Chapter 8: Discussion

The main aims of this study were to identify processes and practices that enable effective collaboration between learning advisors (LAs), liaison librarians (LLs), and lecturers for embedding literacies development into curriculum content, and the articulation of a model for enabling cumulative literacies development in degree programmes. The collaborations reported on in this study took a genre-based, linguistic approach to designing and teaching for literacies development, with the LAs involved drawing on genre theory (Swales, 1990), Systemic Functional Linguistics (Martin & Rose, 2005), and Legitimation Code Theory (Maton, 2013) in their work. According to literature from Aotearoa New Zealand, Australia, the UK and South Africa, programme-level collaborations to embed literacies development are rare, and the examples that do exist do not suggest any particular linguistic framework or pedagogic approach that others could replicate. Therefore, I believe that the model for programme-level embedding of literacies development that I propose in this chapter offers a unique contribution to the knowledge base on tertiary level literacies teaching.

In this chapter, I discuss a model for the programme-level embedding of literacies development that encompasses various practices and processes reported in the previous three chapters. The Programme-level Collaborative Model of Embedding Literacies Development (hereafter, the ProCo embedding model) is a detailed articulation of the collaborative work of LAs, LLs, and lecturers to embed literacies development into an undergraduate degree programme. While the setting for the collaboration reported in this study was a Bachelor of Education (BEd) programme, I believe the model to be applicable to degree programmes in other disciplines, and the rendering of the model in this thesis can provide a detailed framework for future research.

The ProCo embedding model comprises six processes: leading, mapping, co-designing, team-teaching, evaluating, and handing over. In the proceeding sections, I discuss the six key processes of this model with reference to existing theories and practices reported in the literature on literacies development, applied linguistics and language teaching, and I identify the unique contribution of the ProCo embedding model to knowledge in the field of tertiary literacies teaching. The model represents my synthesis of what the LAs and lecturers shared about their programme-level embedded work during the study. The first five processes were in operation at the time of data collection, while the sixth, which was concerned with the handover of literacies teaching responsibilities from LAs to lecturers, had not yet been

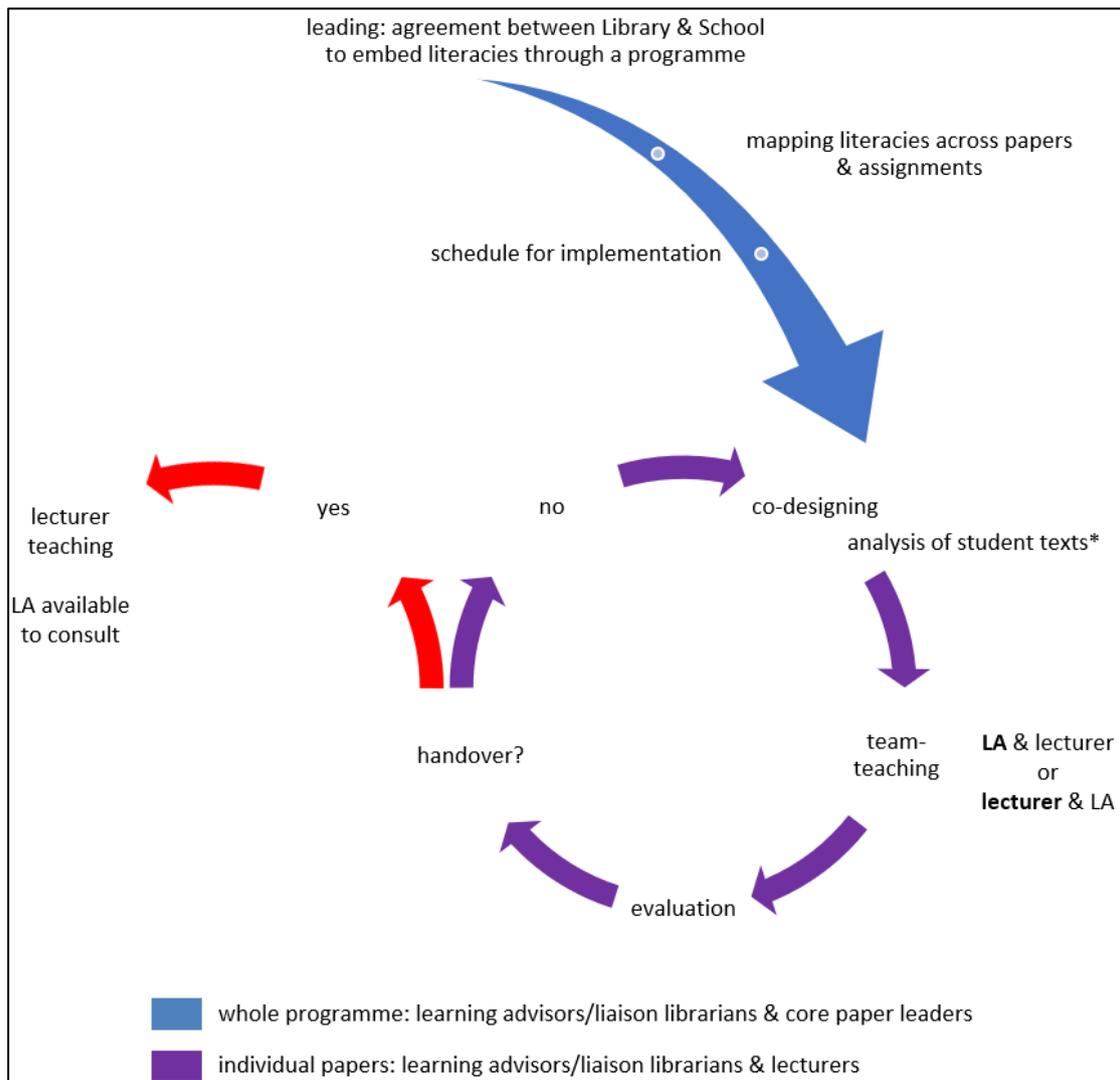
implemented. I contend that this study highlights the optimal combination of processes for embedding literacies development at the programme level. This is because the three processes of LAs and lecturers mapping literacies across the curriculum, co-designing literacies teaching materials, and then team-teaching those materials as parts of a programme-level collaboration were combined in a way that is unique from other embedded approaches reported in the literature. For this reason, I believe that the ProCo embedding model can be distinguished from others because it offers LAs, LLs, and lecturers a robust set of procedures for collaboratively designing and team-teaching literacies materials that are genre-based, assessment-specific, cumulatively oriented and relevant to students' future professional contexts.

The chapter begins with a description of the six key processes of the ProCo embedding model: leading, mapping, co-designing, team-teaching, evaluating, and handing over. In the next six sections, I then discuss my findings about each process with reference to relevant literature. In acknowledgement of how discussion chapters typically are organised, I have elected to use the processes of the ProCo embedding model as the organising principle. This is so the model can be articulated clearly and robustly. Answers to my research questions are provided in the Conclusions chapter with direct connections made to relevant passages in the Results and Discussion chapters.

8.1 The ProCo Embedding Model of Literacies Development

The ProCo embedding model comprises six key processes and is shown in Figure 38:

Figure 38: Initial Whole of Programme Processes and Individual Paper Processes of the ProCo Embedding Model



The first two processes involve representative faculty and LA/LL staff, and the other four occur between small groupings of lecturers and LAs/LLs:

1. leading: agreement between LAs/LLs & School to embed literacies through a programme
2. mapping literacies across papers & assignments and schedule for implementation (representative LAs/LLs & lecturers)
3. co-designing literacies teaching materials – between LAs/LLs & lecturers in each paper
4. team-teaching – between LAs/LLs & lecturers in each paper
5. evaluating – between LAs/LLs & lecturers in each paper
6. handing over of responsibility for teaching literacies from LA to lecturer

For a practical guide to these processes, see Appendix K.

The next six sections discuss the data presented regarding each process with reference to relevant literature. While I refer mainly to lecturer and LA concerns, most of the processes, with the exception of text analysis, can apply equally to LLs.

8.2 Leading

In this section, I firstly discuss the role of senior faculty leadership staff in initiating and maintaining programme-level collaborative embedding of literacies development across departments. I then address the importance of engaging front-line staff on both sides of a collaboration, followed by the need for ongoing coordination and communication at appropriate levels.

8.2.1 The Role of Senior Faculty Staff

In accordance with the first of Burrell et al.'s (2015) critical success factors for collaborative curriculum development, effective leadership is integral to the preliminary stage of programme-level embedding. In the programme-level collaboration reported on in this research, the initial interactions about the scope and goals of embedding were between senior LAs and School of Education staff, the latter included the Deputy Head of School and two senior lecturers, one of whom was also the School's literacies champion (participant L1 in my research). As reported in previous research, high-level mandates from faculty leadership can provide authority and momentum for curriculum development that involves the integration of language and literacies with discipline content (Harper & Orr Vered, 2017; Kokkin & Mahar, 2011; Percy et al., 2001). Securing the approval of the Deputy Head of School to embed literacies development through the three-year Bachelor of Education (BEd) programme was a necessary precursor to then presenting the project to the BEd lecturing staff.

In addition to the initial vertical support provided by the School leadership, in their unofficial capacity as the School's champion for embedded literacies development, some of the leadership was also distributed as L1 promoted collaboration with LAs and LLs to their lecturer colleagues. This is consistent with findings reported in the few studies that discuss programme-level embedded initiatives which have been fully implemented in practice across all years of a programme: Cairns et al. (2018) concluded that the successful adoption by academic departments of large-scale embedding projects relied heavily on staff within

those departments promoting the benefits of embedding to their colleagues; and, O'Brien and Dowling-Hetherington (2013) found that a faculty champion was integral to the ongoing inclusion and prominence of literacies development at the programme level. In the BEd collaboration, the positive promotion of a faculty/school literacies champion was combined with the authority of supportive senior leadership staff. These two roles on the faculty side of the collaboration, along with literacies specialists responsible for coordination from the Library side who may not necessarily hold leadership roles (at the time of data collection, this was LA1, who did not hold a leadership position, and LL1, who did), suggest that distributed leadership (Spillane & Diamond, 2007; van Ameijde et al., 2009) is also beneficial to the initial phase of a programme-level model of collaboration.

An example of the significance of faculty leadership that is sympathetic to the literacies development of students in programme-level collaborations can be seen in the extent to which lecturers dedicate class time to literacies teaching. According to previous research, senior faculty leadership approval of embedded literacies development is essential to securing timetabled class time for literacies teaching (Sloan & Porter, 2009), which suggests that lecturers may be reluctant to use their lectures/tutorials for literacies teaching. The responses to my questionnaire indicated a general preference among lecturers for literacies teaching to occur outside of their lectures, even though they also indicated a recognition of there being a strong relationship between high achievement and high levels of academic literacy. According to a number of other studies, one common reason for lecturer reluctance to use their lectures/tutorials for literacies teaching is the loss of time to teach discipline content (Bailey, 2010; Jaidev & Chan, 2018; Strauss et al., 2011; Thies, 2016), and this was a concern that was anecdotally reported by LAs and lecturers whom I interviewed. It seems that one possible means of motivating lecturers to make some of their class time available is that expectations are set by their leadership, although this may just be resisted in practice if lecturers do not agree (Murray & Nallaya, 2016; Pourshafie & Brady, 2013).

A further reason reported in the literature for lecturer reluctance to devote class time to literacies teaching is the assumption that literacies are transferable across disciplines and/or assignments without the need for discipline specific explicit instruction (Arkoudis, 2014; Lea & Street, 1998; Lillis & Scott, 2007; Turner, 2004; Zhu, 2004). This assumption appears to be held by a significant number of the lecturers who responded to my questionnaire: their agreement with the statement that "literacies are general and transferable across disciplines" was significantly higher than their agreement with the statement that "the types

of writing that students do in the subject I teach are different from the types of writing in other disciplines.” If these assumptions are to be challenged and debunked, LAs and LLs may benefit from having the support of faculty leadership and literacies champions in establishing new collaborations with lecturers that can raise their awareness of student literacies learning needs (Bailey, 2010; Chanock, 2013; Stewart & Perry, 2005) and secure timetabled class time for literacies teaching (Sloan & Porter, 2009).

This sub-section has discussed the role of senior faculty leadership in approving programme-level embedding of literacies development and legitimising it to their lecturers. A closely related crucial element is to then garner the support of those lecturers and the LAs/LLs with whom they will be collaborating. This is discussed in the next sub-section.

8.2.2 Securing Buy-In From Learning Advisors and Lecturers

While top-down dynamics appear to support the initiation and maintenance of programme-level collaborations, their implementation also relies on the approval and acceptance of the lecturers, LAs and LLs responsible for designing and teaching the literacies content. This relates to the second of Burrell et al.’s (2015) critical success factors for collaborative curriculum development: getting buy-in from all of the staff involved. How this relates to LAs and lecturers is discussed in this sub-section.

For the LAs I interviewed who were involved in the BEd collaboration, programme-level embedding necessitated some change to their normal embedding practices. Consistent with LA practices in Aotearoa New Zealand, Australia, South Africa and the UK reviewed in Chapters Two and Three, the embedding work of the LAs who participated in my study mostly occurred in the context of individual papers where collaborations can be initiated by an individual lecturer, LA or LL in response to an identified problem. This responsive type of provision can enable a rapid intervention with the potential for immediate positive impacts on student outcomes (Chanock, 2013, 2017). However, a continued focus on such bottom-up, fragmented embedded provision also does little to dispel the common assumption that literacies teaching is only for supporting struggling students (Henderson & Hirst, 2007; Lillis & Scott, 2007; Skillen et al., 1998), and probably hinders LAs’ attempts to shift their position away from the periphery of learning and teaching (Evans et al., 2019; Malkin & Chanock, 2018; Strauss, 2013). This latter issue was a concern also expressed by several of the LAs and lecturers I interviewed.

At the paper level, the decision-making process about when and where to embed literacies rests with individual lecturers and LAs/LLs. This differs significantly from programme-level embedding where, at least in the beginning, these decisions are taken by a select few staff who have leadership responsibilities, with the focus being on curriculum and the anticipation of needs, rather than responsive provision. As such, for LAs and LLs who already have established relationships across departments, as well as established practices for embedding that have demonstrable immediate benefits, programme-level collaboration may pose a challenge to their sense of autonomy. As shown in studies of LA practices and their professional identities in Aotearoa New Zealand (Cameron, 2018c; Strauss, 2013), LAs value the autonomy they have in selecting learning and teaching solutions and implementing them. This suggests that LAs are no different from all frontline teaching staff in general (Devereux & Wilson, 2008; Pourshafie & Brady, 2013), with lecturers usually responsible for their own pedagogic choices in the papers they teach.

For LA teams attempting to raise lecturer awareness of literacies development in preparation for large scale collaborative projects, Pourshafie and Brady's (2013) report of a failed collaboration with lecturers provides practical advice on what to avoid. They emphasise that their initiative's sole focus on top-down leadership was the catalyst for the dysfunction between their LA team and the faculty lecturers they were supposed to collaborate with. In light of this finding, in addition to securing the approval of senior leadership, early engagement with the lecturers who will participate in any paper-level collaborations that follow from the initial processes of leading and organising the programme-level collaboration is crucial. This could manifest in presentations at School level meetings (Murray & Nallaya, 2016), or some form of professional development, such as the one-day symposium Thies et al. (2014) provided for potential collaborators in a faculty. Also, sharing successful outcomes of previous embedded initiatives at the same institution adds weight to any theoretical arguments put forward (Maldoni, 2017; Murray & Nallaya, 2016). Such aims were also important to the LAs in the collaboration on the BEd, which was why they prepared a brief report on embedding and then presented its key elements to the lecturers involved in the BEd.

As with many large-scale curriculum development projects, such a dual focus on top-down and bottom-up engagement appears to be an important balance to find when establishing cross-disciplinary collaborations to embed literacies development into discipline content. This is consistent with other authors who call for the inclusion of both (Harris & Ashton,

2011; Kokkinn & Mahar, 2011; McWilliams & Allan, 2014; Zappa-Hollman, 2018). As for the LAs in my study, who were at that time working through changes in their roles brought about by the team's new focus on systemic provision of literacies development, including the BEd programme-level collaboration, some of their autonomy had been relinquished. Specifically, they now had fewer opportunities as individuals to initiate rapid paper level embedded interventions in response to needs they had identified in one-to-one consultations with students because of the impact of larger scale projects on the team's human resources. In addition, as shown by the multiplicity of approaches to embedding in use across the LA team, as well as opposing stances on the extent to which one-to-one provision should form a strand of their work (as reported on in Chapter Five), the LAs who participated in my research did not share a common vision for how to best meet the literacies needs of the student cohort. This was problematic because some degree of agreement on long-term vision appears to be a requirement for successful embedded collaborations (Frohman, 2012; Jacobs, 2010; Pourshafie & Brady, 2013; Zappa-Hollman, 2018). However, the long-term benefits to students of appropriately sequenced embedded literacies development were not controversial among the LAs, so the team could at least align on this strand of their work, and such majority consensus should be sufficient to effect change (Biggs & Tang, 2011).

This sub-section has discussed the importance of securing the buy-in of lecturers and LAs when initiating programme-level collaborations in tandem with top-down influences from senior leadership. The final part of this section on leading programme-level collaborations is concerned with the significance of ongoing coordination and communication in maintaining effective and efficient cross-departmental collaboration.

8.2.3 Ongoing Coordination and Communication

Another important role for leadership staff in programme-level collaborations concerns communication amongst team members and teams, which is the fourth of Burrell et al.'s (2015) critical success factors for collaborative curriculum design. In the BEd programme-level collaboration reported on in my study, specific staff on either side of the collaboration were responsible for ongoing coordination of staffing and the dissemination of information to LAs and lecturers. This proved to be essential for maintaining the somewhat limited profile of literacies development among the BEd lecturing team.

Because continued consideration of, and planning for, student literacies development across papers appears to be challenging for lecturers, someone must take responsibility for coordinating literacies provision across a programme. Student literacies development may not have high visibility for lecturers in their day-to-day work because of their existing heavy workloads (Hammill, 2007, Wingate et al., 2011) or because some lecturers do not see it as part of their role at all (Bailey, 2010; Harris & Ashton, 2011). In the programme-level collaboration reported on in my study, there was a growing sense that lecturers in the BEd were communicating more with each other about the literacies demands of the assessments in their respective papers, as was the case when an LA facilitated a discussion between lecturers on two first-year papers that each required students to write an annotated bibliography, but with different expectations regarding content and structure. As a result, lecturers were now negotiating what had been a previously unaddressed incongruity between assessments that students did concurrently (an issue that had been causing confusion amongst students). Therefore, coordination amongst staff members responsible for literacies teaching (O'Brien & Dowling-Hetherington, 2013; Wingate, 2015) appears to be beneficial to ensuring that literacies teaching is connected and cumulative across papers and years.

In the ProCo embedding model, coordination of literacies provisions is shared among lecturers and LAs/LLs. Having clearly identifiable key staff who are responsible for leading their respective team's contribution connects with Burrell et al.'s (2015) fifth critical success factor for collaborative curriculum design: a project management approach. In the programme-level collaboration on the BEd, coordination rested with one of the BEd programme leaders from the School of Education, LA1 (who coordinated with the LAs who taught academic literacies), and LL1 (who coordinated LL2's teaching of information literacies). In line with Frohman's (2012) experiences of coordinating the work of multiple staff over a two-year period, these coordinator roles were crucial to planning timetabling and staffing allocations, promoting the importance of embedded literacies teaching sessions to students, and responding flexibly to emergent issues such as changes to timetables and staffing as well as newly identified literacies needs among the student cohort. Furthermore, as staff who were involved in teaching on the BEd collaboration were based across three campuses, and of course had other responsibilities, regular meetings that included all of them were impractical to schedule at mutually suitable times. Instead, the small group of staff responsible for coordination met and then disseminated relevant information to their respective teams. This is a practice recommended by Mort and Drury (2012) who, as part of

the design process for an online report writing resource, found meetings involving all participating staff from multiple teams, including information technology staff as well as LAs and lecturers, were impossible to organise.

A further element to coordination in the ProCo embedding model is the participation of specialist literacies staff in programme or School level meetings at the beginning and end of a year. Periodic programme-level meetings involving lecturers, LAs, and LLs can contribute to a greater sense of shared ownership for literacies development, helping to avoid Durkin and Main's (2002) concern that it can otherwise be seen as the sole responsibility of one or two staff only. According to my participants, in addition to facilitating reviews of existing provisions and the identification of new priorities, programme-level meetings raise lecturer awareness of literacies development across their programme. This shared sense of cumulative literacies development, of how the literacies students learn in one lecturer's paper connect with earlier and/or previous papers, can identify "gaps in what is known about what each student is expected to develop, what is being taught, and where the appropriate skills instruction can and needs to be integrated" (Percy et al., 2001, p. 12). As noted by one of my lecturer participants, this is also crucial to lecturers who are teaching on papers for the first time because they may have no awareness of any pre-existing embedded literacies provisions. This is consistent with French (2011), who found that lecturers did not know what their colleagues were doing with regard to their students' writing. Programme level meetings can provide the requisite fora for such sharing, along with the identification of ongoing provisions and new priorities.

In discussing the responsibilities of senior Faculty leadership, the importance of securing buy-in from lecturers, LAs and LLs, and the need for ongoing coordination and communication, in this section, I have addressed the key roles of leadership staff in initiating and maintaining collaborative programme-level embedding of literacies development. These roles help raise the profile of literacies development amongst lecturers on a programme. However, as the most common method of initiating embedded literacies collaborations is to respond to identified needs at the individual paper level, a corollary outcome of what may be a more top-down dynamic than what LAs/LLs and lecturers are accustomed to is a reduction in autonomy. This would likely require foregrounding and justification in cases where teams are new to adopting a programme-level approach to embedding literacies development.

8.3 Mapping

Following on from the initial agreements and approvals between senior faculty and literacies staff to embed literacies development through a programme, the next practical step is to map the literacies required of students in their assessments, which then informs choices about what to teach and when to teach it. In the collaboration on the BEd programme reported on in this study, the mapping process identified several strands of literacies as being necessary for students to develop; it also revealed the increasing complexity with which students were expected to engage with new knowledge and communicate their understandings of it. Additionally, the mapping process presented the staff involved with opportunities for shared reflection on the literacies requirements of the curriculum as they negotiated shared labels and definitions for the literacies students would need to develop in order to be successful in their assessments.

A key finding of the mapping process was the observable increase in criticality expected in assessments over the three years and the implications that had for subsequent teaching materials design. This is a tangible example of Devereux and Wilson's call for ongoing scaffolding practices to "permeate in various guises throughout an entire course" (2008, p. 131). As reported in Section 6.3, the LAs applied the *Onion Model* of textual analysis (Humphrey & Economou, 2015) to identify the increasing criticality and abstraction with which students were expected to engage with theories in their assignments from year one to year three of the BEd. Over the course of the three years, students were expected to make connections between increasing numbers of abstract concepts, with the focus being on connecting theory with teaching practice from the outset. This aligns with Walton and Rusznyak's (2020) study that drew on the Legitimation Code Theory dimensions of semantic gravity and semantic density (Maton, 2013), with the authors recommending that "assessment expectations can be designed to enable opportunities that prompt pre-service teachers to make explicit connections between the conceptual learning from university-based coursework, and their pedagogical decision making in the context of the lessons they teach" (p. 34). The reflective writing models shown in Section 7.1.2 that the LAs created for a first-year paper in the BEd are an indicator of how LAs can attempt to show students ways of making these explicit connections between theory and practice. For a detailed account of language patterns that were valued in the assessments that required students to connect theory with experience in year one assessments in the BEd, see Macnaught (2020), and for year two assessments, see Macnaught (forthcoming).

The linguistic focus to the LA team's mapping of academic literacies development across the BEd programme sets the ProCo model apart from others reported in the literature on embedding by providing the LAs with practical tools for specifying what to teach. The two examples of fully implemented programme-level embedding projects by Cairns et al. (2018) and O'Brien and Dowling-Hetherington (2013) that I was able to identify amongst the relatively small number of studies that report on embedding at that scale were both examples of adjunct provision (i.e., additional to timetabled classes) that focused more on the literacies which were relevant at different curriculum levels and less on literacies for specific assessments (which is the focus in the ProCo model). This may go some way to explaining why Cairns et al. make minimal mention of mapping, while O'Brien and Dowling-Hetherington do not mention it at all.

As for studies that address mapping of literacies development in contexts where the programme-level collaboration was still at an early stage, or that were reporting only on embedding across a limited number of papers, the mapping often appears to have been concerned more with generic skills. An exception is Curnow & Liddicoat's (2008) account of integrating academic literacies development with discipline content across two undergraduate Applied Linguistics papers. However, the authors do not state a model or framework that they used when analysing the assessment tasks and required reading materials. Percy et al. (2001) provide a detailed account of how staff from different disciplines collaborated on the mapping process for a Bachelor of Commerce programme; however, the authors do not suggest a literacies/language development framework on which the mapping was based. Such a framework, Harper's (2011) *Academic Literacy Development Framework*, has been included or adapted by other embedded literacies practitioners, such as Maldoni (2017), Moles and Wishart (2016), Thies (2016), and Thies et al. (2014). Harper's framework (2011) provides general descriptors for eight facets of academic literacy, which could prove to be a helpful starting point for LAs to discuss a programme's literacies requirements with lecturers (Thies et al., 2014), whose knowledge of literacies may only be tacit (Jacobs, 2010; Wingate, 2015). However, the framework would have limited applicability to the programme-level collaboration reported on in my research because of its assumption that the explicitness of instruction can decrease as the complexity of literacies increases.

According to Harper's framework, students can develop independently the ability to "apply and synthesise information to fill self-identified gaps or extend knowledge" (2011, p. 1)

within their discipline, provided that they have had some explicit instruction and scaffolding at lower levels of the framework. Given that the preceding level only addresses students filling “recognised knowledge gaps”, the assumption is that students who can do this will transfer that ability to their own research and writing. If students struggle with transfer, the linguistic and sociological frameworks fundamental to the ProCo model of embedding can provide tools that LAs can use to identify and sequence language patterns that can be built on cumulatively (Maton, 2013, 2014), and modelled to students with opportunities for guided practice and then independent construction (Rothery, 1994, as cited in Martin & Rose, 2005). For example, in one of the third-year BEd papers, a collaboration between LA1 and L1 involved students being shown, and given some chances to practice using, language for connecting existing knowledge from literature on a topic with new knowledge (students’ own findings from a mini research project). As some degree of explicit instruction in a specific context appears necessary for transfer of existing literacies to occur (Clanchy & Ballard, 1995; Haggis, 2006; Perkins & Salomon, 1989), no assumption was made that the students would know how to do this in relation to their own research findings after their preceding two years of undergraduate study. Therefore, the mapping process that the LAs engaged in with the BEd lecturers, in tandem with the subsequent assessment-focused co-design of literacies teaching materials, sought to bridge assessment requirements/lecturer expectations and students’ knowledge of literacies by identifying specific language that students could use.

In addition to the design and pedagogic outcomes discussed above, the mapping process engaged in between the LAs and lecturers illuminated two further considerations regarding intra- and inter-disciplinary collaboration. First, only some of the BEd lecturers who could have participated in the two mapping meetings were actually in attendance, which meant that L1 (in the role of the School of Education’s literacies champion) had to fill in some of the gaps. This differentiated our mapping process from those reported on in the literature, whereby senior faculty staff required relevant team members to participate in mapping (Murray & Nallaya, 2016; Percy, 2001), or the mapping was done only by lecturers (Curnow & Liddicoat, 2008). Whether or not compulsory attendance would have benefitted the overall collaboration in the BEd is hard to know for certain, but it was clear to the LAs who facilitated the mapping session that there was a mutual respect from both groups for the specialist knowledge that each participant brought, which is another facet of Burrell et al.’s (2015) critical success factors for collaborative curriculum design.

Second, the mapping process enabled LAs and lecturers to start negotiating a shared language for communicating with each other about literacies development. As observed by Sumsion and Goodfellow (2004) in their mapping of generic skills, including literacy, in a Bachelor of Education programme, lecturers may each bring a number of different philosophical approaches to knowledge, learning, assessment and literacies, which would then influence how they speak about all of these. This was also the case in our experience: the LAs' role in facilitating the mapping sessions was crucial because we were responsible for recording the literacies that the lecturers identified as we discussed each of the assessment tasks and their associated marking criteria. During this discussion, we asked the lecturers whether we had accurately captured what they had articulated, making adjustments as necessary. This is in contrast with LAs imposing their literacies/linguistics discourses on lecturers, and therefore potentially reinforcing differences between the LAs' and lecturers' disciplinary backgrounds by using jargon (Benzie et al., 2017; Clarence, 2012). Instead, the LAs focused more on listening to what the lecturers had to say, and then negotiated shared labels and definitions for the skills/literacies that the lecturers identified.

This section has discussed the implications of applying linguistic frameworks to the process of mapping literacies development across a programme: LAs can purposefully identify valued language features that they can then teach cumulatively over the years of that programme by seeking and listening to lecturers' knowledge of their students and their assessments. It is at this stage that decisions can then be made about the number of papers to collaborate on, the overall literacies foci across all papers, which staff will be involved, how much time is to be allowed for co-design, and a schedule for implementing the individual paper collaborations over a three-year timeframe. It is the co-design of literacies teaching materials between lecturers and LAs that is the focus of the following section.

8.4 Co-Designing

In the programme-level collaboration reported on in this study, small groupings of individual lecturers and LAs/LLs co-designed the literacies teaching materials for each paper after the initial mapping process. The detailed accounts reported in Chapter Six of how LAs and lecturers co-designed teaching materials offer a richer description of the collaborative design process than is usually provided in the literature on embedding. In the following sub-sections, I discuss key elements to that design process which suggest a strength of my participants' approach to programme-level embedding is the creation of literacies teaching materials that are relevant to students' immediate needs as students and their later needs

as professionals. In the ProCo embedding model, four elements are integral to co-design: the LA/LL listening to what lecturers value in student assessment work; the analysis of previous student writing and/or other discipline relevant texts; the pragmatic selection of what to teach and how to teach it in the time available; and alignment with graduate attributes and external professional standards.

8.4.1 Listening to What Lecturers Value

Several of my case study participants (including all of the LAs and two of the three lecturers) indicated that one of the LA/LL's initial tasks is to listen to the lecturer and ascertain what they value in writing in their discipline, which can be discerned from how they expect their students to write and also engage with discipline content.

Listening to the lecturer enables the LA "to explore the discursal and conceptual framework of the subject" (Blake & Pates, 2010, p. 15), to ascertain the goals of writing in the discipline (Clarence, 2012), and to seek clarifications about the disciplinary content itself (Zappa-Hollman, 2018). Conversations between LAs and lecturers about the writing demands of assessments can surface the lecturers' tacit knowledge about academic writing (Blake & Pates, 2010). This can involve discussion that attempts to unpack the types of reading and writing that students need to do in order to complete their assessments successfully (Clarence, 2012; Murray & Nallaya, 2016, O'Brien & Dowling-Hetherington, 2013). As shown in Section 6.5.1, for one LA and lecturer collaboration, this meant that what had originally been labelled in an assignment task as a literature review could be renamed as a thematic summary, and the latter could then be modelled to students and practised. The lecturer can also tell the LA/LL what students typically find challenging in doing their assessments (Clarence, 2012). This was a point raised by some of the LAs and one of the LLs in my research, who said that it helped guide their selection of what to teach.

If LAs focus on listening to lecturers and communicating with them without delving into overly deep uses of literacies or linguistic jargon, lecturers may be more likely to see the value of embedding literacies development into their curricula. Some of the LA-lecturer collaborations reported by Clarence (2012) resulted in some of the lecturers, who had initially thought that students acquired literacies as discrete, transferable skills, coming to see them as being developed from within disciplines after a year of collaborating with an LA. This, Clarence observes, was aided by the LA modulating how she spoke with lecturers about literacies development. Maldoni (2017) observed a similar shift in lecturer perspective away

from viewing literacies learning as supplementary to discipline learning as a result of collaboration. Given that the lecturers in my case studies all saw literacies development as part of their students' disciplinary learning during timetabled classes, but the lecturers who responded to the questionnaire indicated a preference for literacies teaching to occur in classes that were separate from the timetable, this may suggest that positive collaborative experiences of co-designing and team-teaching are positively related to lecturers seeing literacies development as part of learning in their disciplines.

As Thies (2012) concludes, time and processes that enable the formation of shared perspectives and priorities are necessary in bringing about changes to curricula. Therefore, if LAs/LLs can enter into collaborative relationships with lecturers by listening for what they value in the ways described by my participants, some of the conditions for successfully shifting lecturer preferences away from adjunct and generic literacies teaching towards embedded and discipline specific provisions would appear to be in place.

8.4.2 Analysing Samples of Previous Student Writing

In contrast with other models of programme-level embedded literacies development (see Cairns et al., 2018 and O'Brien & Dowling-Hetherington, 2013), the ProCo embedding model provides LAs and lecturers with a clear set of tools that they can employ in identifying assessment-specific reading and writing features to teach in each paper that is part of the collaboration. The model places the analysis of previous student writing as the central element to the identification and selection of what literacies to teach, and this can enable LAs to collaborate more effectively with lecturers than in contexts where LAs do not have access to discipline-specific samples.

In line with Wingate's (2018) observation that the design and pedagogic processes of genre-based embedded literacies development are not well defined, the literature on genre-based approaches to embedding that I reviewed for this research provided almost no detail on the processes through which LAs and lecturers can create models collaboratively to use in teaching assessment-specific literacies. Therefore, I suggest that the LAs' analysis of student writing, discussion of possible literacies focus with the lecturer, drafting of materials, seeking of lecturer feedback on those materials and their subsequent revision, as steps in collaborative resource design reported in Section 6.5 of this thesis, make a relevant contribution to existing knowledge of LA-lecturer collaborative practices.

Having access to highly graded assessments enables LAs to understand clearly how lecturers

expect students to demonstrate their learning; from such exemplars the LA can select features to model (Devereux et al., 2018; Hammill, 2007; Murray & Nallaya; 2016) and teach. If previous student writing samples are unavailable (e.g., if the paper is new), LAs can create writing samples themselves (Macnaught, 2020) or in collaboration with lecturers (Hunter & Tse, 2013; Kuiper et al., 2017; Thies, 2016), with a further option involving the analysis of discipline relevant academic literature to form the basis for models of writing (Fenton-Smith et al., 2017; Hocking & Fieldhouse, 2011; Huang, 2017; McGowan, 2018), or to model reading practices (Chanock et al., 2012; Curnow & Liddicoat, 2008; Kennelly et al., 2010; Maldoni, 2017). As indicated by participants in my case studies, LAs can make a significant contribution to students breaking the code of university study, which is a finding similar to Hirst et al.'s (2004): in the ProCo model, the analysis of discipline-specific texts is the core of that contribution.

In the ProCo model of embedding, LAs involve lecturers in the creation of models of reading and writing that are important and valued in their assessments in two ways. First, LAs create draft materials and then share those with lecturers to verify the LA's selection of what to teach. LA created models of reading or writing are usually based on samples of previous student writing that also include lecturer feedback. The provision of (student approved) access to discipline texts is a fundamental role of the lecturer in a collaboration (Tribble & Wingate, 2013), and lecturer feedback on student writing also forms part of the text analysis of student writing because it can highlight what lecturers value in students' attempts to meet the requirements of the genre (Wingate, 2015). Access to such samples of discipline-specific writing can also assist LAs who work in centralised units like the one reported on in this study because they may not necessarily be familiar with the disciplines into which they are embedding literacies development (Benzie et al., 2017; Clarence, 2012; Wingate, 2018). Positioning LAs in faculties can enable them to become more familiar with disciplinary discourses (Murray & Hicks, 2014). This may have the challenges LA1 and LA2 experienced in understanding lecturer expectations about writing in Health and Sport and Recreation papers respectively (as reported in Chapter Six).

A second way that the ProCo model enables LAs to involve lecturers in the creation of model texts is through lecturer appraisal of the materials. This includes the selection and sequencing of content, choice of in-class activities, and any suggested improvements. As also found by Zappa-Hollman (2018), suggested improvements usually include minor points related to discipline content, rather than the literacies content. This is an example of what

Burrell et al. (2015) identify as a feature of successful cross-disciplinary collaborations because the various staff all bring their own specialist expertise and benefit from the expertise of others.

The lecturers in my case studies all saw their collaborations with LAs as partnerships, valuing the LAs' specialist contributions to their papers. Such a shared sense of equal status and appreciation for respective specialist knowledge bases is important for collaborative relationships to be successful (Jacobs, 2010; Zappa-Hollman, 2018). The LAs and lecturers in my case studies saw the LA specialist contribution as revolving around the identification and articulation of specific and relevant literacies teaching points, the origin of which were the student writing samples that led to focused interactions between the LAs and lecturers. This is consistent with Wingate's (2015) statement that regular consultation with lecturers during the design of literacies teaching and learning materials, along with seeking and integrating their feedback on the draft materials, are elements of principled collaborative design. Wingate also argues that, unless institutional support is provided, lecturer involvement in materials design will likely be lower than what an LA would consider to be ideal.

In addition to seeking lecturer feedback on their draft teaching materials, earlier in the design process, the LA might share with the lecturer the possible focus of the teaching materials based on their initial analysis of previous student writing. I could find no mention of this type of LA-lecturer interaction in the literature, but it can prove helpful with complex assessments that have several parts (e.g., the group assignment in Case Four). This is because the LA can arrive more quickly at an accurate understanding of the lecturer's expectations than if they were to draft the teaching materials, seek lecturer feedback, and then find that their interpretations are wide of the mark. However, this early feedback step, while potentially making the LA's process more efficient, also adds a further requirement on the lecturer to provide time and input. According to several authors, lecturers often cite existing high workload as a reason for not engaging with embedded literacies (Bailey, 2010; Thies, 2016; Wingate, 2012), so this feedback step may not necessarily be considered ideal by all lecturers. However, none of the lecturers in my case studies subscribed to this view.

8.4.3 Making Pragmatic Pedagogic Choices

A further principle to consider in the implementation of the ProCo model of embedding is the need for pragmatic selection of content to teach and pedagogic approaches that are appropriate to the limited class time that is available for embedded literacies teaching.

These selections, which are discussed in this sub-section, are informed by a focus on literacies that are relevant for successful completion of assessments, a careful choice of one or two teaching points for each literacies teaching session, modelling and guided practice of those teaching points, and the inclusion of embedded literacies teaching as part of timetabled classes.

A strength of the collaborative work of the LAs, LLs and lecturers who participated in the case studies during my study is the strong relevance to students of teaching and learning materials that is enabled by a focus on assessment. According to previous research, it is possible to show the relevance of any literacies focus by being explicit with students about how it relates to their assessments (Jaidev & Chan, 2018). Most of my case study participants pointed out the importance of making the relevance of any literacies-related teaching point clear to students, which was in part because they perceived the most obvious concern for students at any particular time to be their current assessments. This is consistent with Cairns et al.'s (2018) finding that "the majority of students' temporal frame is the immediate term" (p. 11) with an implication of this being that the lecturer's role should involve encouraging and inviting students into deeper and fuller levels of engagement with the discipline (Haggis, 2006; Northedge, 2003).

The ProCo model of embedding's focus on the literacy demands of assessments also means that collaborations between LAs/LLs and lecturers have the potential to increase lecturer awareness of student issues. These issues include the implied expectations they set for reading and writing in their discipline (Maldoni & Lear, 2016). This was something that L2 found during discussions with LA1 about the reading demands of their second-year educational philosophies paper (Case Five). Also, the LAs' analyses of previous students' writing, combined with their conversations with lecturers about what to teach, meant that the literacies teaching materials, including in-class guided practice activities, were focused on how students could communicate their learning in their assessments; in other words, discipline content and literacies content learning outcomes can be met in an integrated manner by focusing on specific assessment tasks during literacies teaching sessions (Devereux & Wilson, 2008; Thies, 2012) and by making explicit to students the connections between current literacies-related teaching points and approaching assessment tasks (Thies et al., 2014; Veitch et al., 2016).

As the ProCo model is delivered as part of timetabled classes, the focus on assessment also brings with it the need for careful selection of specific literacies-related teaching points that

are not only relevant to a specific assessment, but also sufficiently low in number that they can be addressed meaningfully in the limited time available (between thirty minutes and one hour of class time per assessment over a semester). As such, LAs and LLs need to resist what appears to be a tendency to include too many teaching points/learning objectives, which L3 identified as an undesirable, although understandable, tendency of people who have specialist knowledge to share. As research indicates, the inclusion of extraneous content can cause cognitive overload as students struggle to retain all of the new information (Mayer & Moreno, 2010). Therefore, LAs/LLs and lecturers need to negotiate achievable and relevant teaching points and activities (Biggs & Tang, 2011) for each embedded literacies session. This is in contrast to adjunct provisions by LAs that may be timetabled each week and in which a large amount of literacies content is taught over a semester (Cairns et al., 2018; Maldoni, 2018; O'Brien & Dowling-Hetherington, 2013). Such provisions also require LLs to have sufficient knowledge of learning and teaching theory that they can agree literacies-related teaching points with lecturers that are relevant to students' current assignments, as opposed to teaching "just-in case" content that is overly comprehensive and not always of immediate relevance to students (Stubbings & Franklin, 2006, p. 6). The prepare phase of the steps for collaborative resource design articulated by LA1, and endorsed by LA2, LA3 and the lecturer participants, with their focus on listening to and integrating lecturer knowledge and experiences, along with the analysis of discipline texts, contributed to the LAs, LLs and lecturers in the case studies having a shared sense that the teaching and learning materials they created were of relevance to students.

In addition to LAs/LLs and lecturers selecting which content to teach, the ProCo model also permits negotiation over how that content can be taught during class time. The LAs' use of the Teaching and Learning Cycle (Rothery, 1994, as cited in Martin & Rose, 2005) meant that they could articulate pedagogic sequences from *deconstruction* (modelling and drawing attention to the use of specific language patterns/features to make meaning) (Feez, 1999; Hyland, 2008) through *joint construction* (guided practice activities where students are scaffolded towards writing a text that connects with the model already shown) (Humphrey & Macnaught, 2011; Martin & Rose, 2005; Wingate, 2015) to *independent construction* (students are now able to work on their own) (Macnaught et al., 2013; Martin & Rose, 2005). As identified by LA1, it was rare for the team to reach the independent construction stage because of the limited amount of class time LAs typically had with student cohorts. This contrasts to the adjunct contexts reported on in the literature (Kuiper et al., 2017; Tribble & Wingate, 2013; Wingate 2015, 2018) where it was possible to engage students in both joint

and independent construction. However, as the literacies teaching in the ProCo model focuses on the use of timetabled class time, the LAs and lecturers have to be pragmatic in their choices about methods of instruction.

The pedagogic approach of the ProCo model emphasises the use of modelling followed by guided practice. Because the LAs and lecturers in the case studies viewed both of these pedagogic methods as crucial to successful embedded literacies teaching, the in-class teaching materials that they co-designed aimed to time the inclusion of both in the lead up to assessments. This deliberate choice of pedagogy is supported by one of Hattie's (2015) findings from a synthesis of 1,200 meta-analyses relating to influences on achievement that "impact on student learning is heightened when... teachers explicitly inform the students about what success look like near the start of a series of lessons" (p. 81). For the lecturers in my study, working with an LA during class time meant that students had opportunities for scaffolding offered by in-class activities which enabled them to see the immediate practical value of the literacies being taught by showing them how they could engage with the reading and writing demands of their current assessments. This is another reason for LAs/LLs to be focused in their selection of teaching points/learning objectives: if only 45 minutes are available, for example, it would be realistic to model and have time to practise perhaps just one teaching point.

Alternatives to the pragmatic choice of teaching points during limited class time could be to increase the amount of timetabled class time assigned to literacies teaching or to decrease the number of pedagogic methods used. First, LAs could attempt to negotiate with lecturers for more of their timetabled class time to be allocated to literacies content. However, that would potentially discourage even further those lecturers who are already uncomfortable with the thought of relinquishing class time currently used for discipline content (Bailey, 2010; Chanock, 2013; Jaidev & Chan, 2018) and who may not see, as did Applied Linguistics lecturers Curnow and Liddicoat (2008), that "the focus on academic literacy did not lessen the focus on discipline-specific content, with the two being closely integrated" (p. 6).

Another alternative discussed by LAs and lecturers in my study could be to focus only on deconstruction (modelling) during the timetabled class, and then provide opportunities for guided practice via online interactive activities and/or adjunct workshops. However, unless students perceive online activities as an integral element of their papers, they are unlikely to complete them (Thies et al., 2014). Also, even if students do access online literacies resources, they are often focused on their current assessment, and so would like to be

shown how they can do it, rather than being “frustrated by... scaffolded quizzes and exercises” (Mort & Drury, 2012, p. 12).

Moreover, student attendance at adjunct literacies classes is usually poor (Devereux et al., 2018; Harris & Ashton, 2011; McWilliams & Allan, 2014), which is, similarly, reported as such in my study. According to the literature on embedding, this is usually so unless the adjunct classes are compulsory (Cairns et al., 2018), or at least appear to be so by being included in students’ timetables (Maldoni, 2017). At the university where my research took place, adjunct literacies classes are not compulsory, and it has been my experience (as well as that of other LAs, the LLs, and lecturers in the case studies) that student attendance at such classes is low. For this reason, as well as the others noted above, a sensible choice in such a context is to focus on pragmatic use of timetabled classes. This means that LAs/LLs and lecturers can affirm to students the interrelatedness of discipline knowledge and disciplinary discourses by team-teaching (Blake & Pates, 2010; Maldoni, 2017, 2018; Maldoni & Lear, 2016), while at the same time reach the highest possible proportion of the student cohort who are all potential novices to the discourses of their discipline (Chanock, 2013, 2017; Jaidev & Chan, 2018; Kokkinn & Mahar, 2011; Murray & Nallaya, 2016; Palmer et al., 2018; Wingate & Tribble, 2012).

8.4.4 Aligning With Graduate Profiles and Professional Standards Towards Cumulative Literacies Development

A strength of the ProCo model of embedding is the consideration of the long-term relevance of literacies content to students. LAs/LLs and lecturers should ideally consider the alignment of their co-designed literacies teaching materials with professional skills and capabilities that are included in a graduate profile, as well as external professional standards.

Some authors suggest that the emergence of graduate profiles around the beginning of the 21st Century has provided greater impetus to tertiary institutions to include explicit instruction of literacies as part of curriculum content (Chanock, 2013; Purser et al., 2008; Sumsion & Goodfellow, 2004). Indeed, a significant motivator for Veitch et al.’s (2016) collaborations with lecturers to embed literacies into two papers in a Bachelor of Education programme was student attainment of both academic and professional capabilities. For the LA who worked the most with Education lecturers at the time of my data collection, the *Standards for the Teaching Profession* (Teaching Council of Aotearoa New Zealand, 2018) offered them a tangible means for showing students the long-term relevance of engaging

with literacies development. Therefore, a possible strength of initial teacher education programmes, such as the BEd that was the context for my research, is that they make explicit the expectations of teachers to be critical inquirers into practice and the broader sociological, political and cultural contexts of their work. These expectations are made prominent to students via the articulation of graduate attributes that are informed directly by professional standards. In other disciplines and programmes, such expectations about the gradual development of critical perspectives on professional practice may only be implicit, with students identifying their task to merely be the display of knowledge in individual assessments (Haggis, 2006), as opposed to having at least some awareness of accumulation across papers.

In the BEd programme in my study, the graduate attributes that are relevant for each paper are included in study guides, and they also inform assessment design. For example, LA1 and L2 connected the academic reading process of identifying and creating themes while reading multiple texts (for a thematic summary that students had to write as part of an assessment) with the professional practice of a teacher researching possible responses to an issue that their students have been having. This practice connects with the *Standards for the Teaching Profession* (Teaching Council of Aotearoa New Zealand, 2018) and the BEd Graduate Profile. According to the *Standards*, teachers are expected to “inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources”, and to “be informed by research and innovations” that are relevant to the profession (p. 18). This standard manifests in the BEd graduate profile as a student using “data to inform practice, specifically link theory to practice, and compare and contrast research with personal experience and knowledge”, and “locating, processing, organising and presenting information from a variety of sources” (University Website). Through LA1 and L2’s collaboration, the co-designed teaching materials that modelled how to read for themes and gave students opportunities to practise doing so during the class were accompanied by authentic examples from the lecturer of when students would need to engage in such reading as part of their teaching practice.

In addition to informing the design of literacies teaching materials for specific assessments, external professional standards and graduate profiles also partially influence the extent to which literacies development can be cumulative. As shown by the reference to the *Standards for the Teaching Profession* in the previous paragraph, reflection is an overt professional practice in teaching. However, as students will not necessarily be familiar with

reflective writing as a genre (Macnaught, 2020; Walton & Rusznyak, 2020), but are nevertheless expected to be reflective practitioners by the time they graduate with their BEd, according to the programme's Graduate Profile, the curriculum should make the features of successful written reflections visible. LA3's teaching materials, which adapt the concept of semantic profiling from Legitimation Code Theory (LCT) (Maton, 2013) in order to model how first-year students can connect theory with experiences from their own lives (see 7.1.2 Explicit Instruction: Modelling), provide an indication that students at that level of study are expected to show that they can use theory to analyse past events or explore them from different points of view.

By their third year, as revealed during the literacies mapping process in 2016 (see 6.3 Mapping Literacies Development in the Bachelor of Education) and in the interviews I conducted with the BEd lecturers, students are expected to reflect critically on their own values and practices while articulating changes to both that they have actioned or experienced as a result of engagement with theory, policy and other literature. While not addressed by my research (at the time of data collection, the BEd programme-level collaboration was being rolled out to second-year papers), a programme-level collaboration has the potential to generate a shared metalanguage for lecturers and students to understand and communicate about the language features that are valued in reflections as they deepen in complexity over the three years of a degree programme that can lead to professional registration. As argued by Macnaught (2020) in an analysis of teaching materials that drew on the LCT dimension of semantics for modelling and practising language for connecting theory with experience in first-year BEd papers (as well as by Monbec et al., 2020, who similarly analysed the reflective writing of first-year Nursing students), such a shared metalanguage can assist students with knowing how they can connect everyday experiences with abstract theoretical concepts.

As a response to the issue that "an ongoing challenge for teacher educators is how to organise a process for knowledge-building that is not merely segmental, but also allows for cumulative learning" (Walton & Rusznyak, 2020, p. 34), LAs can co-design teaching materials with teacher education lecturers that help students see connections amongst assessments, graduate profiles and external professional standards by clearly articulating the components that are necessary for critical reflection. Therefore, programme-level embedding of literacies development, as with the ProCo model, can enable LAs and lecturers collaboratively to map the progression of reflective writing such that teacher education graduates have sound

knowledge of how they will be expected to demonstrate critical reflection when they apply for teacher registration. This progressive preparation towards a professional discourse may also be achievable in other disciplines.

In this section, I have attempted to elaborate on the complexity of creating literacies teaching materials in collaborations between lecturers and LAs/LLs as part of a programme-level model of embedding. A crucial contribution from the lecturer is of course their disciplinary and professional knowledge bases, but they also bring specific expectations of engagement with the discourses of their discipline. Therefore, LAs/LLs need to have expertise with listening to what lecturers value when assessing their students' work. As Chanock et al. (2012) conclude, LAs in particular also require expertise with text analysis in order to negotiate with lecturers about the focus of academic literacies teaching materials that are discipline specific. A further consideration is that LAs/LLs and lecturers have to be pragmatic both in their selection of which content to teach and which pedagogic approaches to take, given the limited time available during timetabled classes for embedded literacies teaching that is assessment specific. In programme contexts that also have clearly defined graduate attributes which are overtly connected with external professional standards, LAs/LLs and lecturers also have the opportunity to consider the long-term of relevance of literacies to students in their future professional careers beyond university study. The next section addresses how lecturers and LAs/LLs can team-teach the materials they have co-designed.

8.5 Team-Teaching

In the ProCo model of embedding, LAs/LLs and lecturers team-teach literacies during timetabled classes, with the LA/LL typically leading the session and the lecturer providing endorsement of the literacies content, clarifications on discipline content and their expectations of how students should write their assessments. In the following two sub-sections, I discuss both LA/LL and lecturer perspectives on their respective roles in the classroom, as well as how the presence of two teaching staff with distinct specialisations can affirm to students that their assessments have dual foci: discipline knowledge to learn, and how that knowledge can be communicated.

8.5.1 Lecturer and Learning Advisor/Liaison Librarian Roles in Team-Teaching

Over the course of multiple semesters, the LAs/LLs and lecturers who participated in the case studies had a clear sense of each other's roles and responsibilities in the classroom. Having such understandings amongst staff is another of Burrell et al.'s (2015) critical success factors for collaborative curriculum design. In typical embedding contexts, the LA/LL is positioned as the literacies expert and the lecturer as the discipline expert (Maldoni, 2017). As described by LAs and lecturers in my study, the LA/LL and lecturer worked in partnership during class time, but with the LA/LL responsible for leading the literacies segment of the lecture/tutorial, and the lecturer able to contribute at any point. Similar to one of the team-teaching partnerships reported by Jacobs (2010), who likened their in-class interactions to a relay, L2 referred to the in-class relationship between the lecturer and the LA/LL as a dance, which either may be leading at different points. A relay and a dance share the characteristics of individuals working together towards a common goal, but both analogies also imply a need for careful preparation. As identified in the previous section on co-design, a strength of the ProCo model of embedding is that LAs/LLs and lecturers communicate regularly about content and pedagogic decisions in the lead up to each literacies teaching session. This is consistent with Zappa-Hollman's (2018) finding that successful collaborative relationships between lecturers and literacies specialists require potentially months of planning.

For the LAs whom I interviewed during the case studies, there was a consistent and distinct balance of roles between them and the lecturers they team-taught with during embedded academic literacies sessions. They saw LAs as having responsibility for making the literacies requirements of assessments visible, while lecturers were responsible for responding to students' discipline content questions that arose and clarifying their expectations regarding the assessment that was in focus. While two of the LAs I spoke with outside of the case studies indicated that they saw their role in embedded teaching as at least partially inclusive of responsibilities for teaching discipline content, those who participated in the case studies identified the lecturers as being responsible for answering discipline content questions. As such, LAs in the case studies had a more delineated view between their roles and those of the lecturers, seeing the lecturer as the advisor on discipline content (Dudley-Evans, 2001; Tribble & Wingate, 2013). This difference in perception of the LA role may partially be explained by considering disciplinary backgrounds: the LAs in the case studies all had backgrounds in applied linguistics and/or language teaching, while the other two LAs did not. The LAs in the case studies all saw a focus on language as central to their work, and this

had implications for what they understood their contribution to students' learning during class time to be: an intermediary between the students and the lecturer regarding the literacies demands of assessments (Dudley-Evans, 2001; Dudley-Evans & St John, 1998; Jacobs, 2010; Kokkin & Mahar, 2011).

As one aim of embedding literacies development is to raise lecturer awareness of its benefits to student learning, successful collaborations between LAs/LLs and lecturers can lead to new collaborations with those lecturers' colleagues. According to Hillege et al. (2014), team-teaching may appeal to both lecturers and literacies specialists "because of the opportunity to build professional capacity by exchanging expertise through the collaborative development of resources and through teaching partnerships" (p. 687). In a team-teaching partnership that continues across multiple semesters, the lecturer and LA/LL are able to negotiate and refine their in-class dynamic when their relationship is "built on trust and mutual respect for each other's expertise" (Devereux et al., 2018, p. 243). For the LAs/LLs whom I interviewed, relationship building with faculty, to promote discipline specific literacies development to lecturers and teach as much of the cohort as possible, is a crucial element to their roles. Successful team-teaching experiences with some lecturers have the potential to influence positively the perceptions that other lecturers hold about the role of literacies specialists in mainstream learning and teaching (Clarence, 2012; Frohman, 2012; Kokkinn & Mahar, 2011), and help to bring LAs (and LLs) in from the periphery of the student experience (Evans et al., 2019; Malkin & Chanock, 2018; Strauss, 2013) and away from narrower perceptions that categorise their work as only remedial (Cameron, 2018b; Chanock et al., 2009; Skillen et al., 1998).

8.5.2 Lecturer and Learning Advisor/Liaison Librarian Perspectives on the Benefits of Team-Teaching for Students

As reported in the results in Chapter Seven, LAs and lecturers who participated in the collaborations to embed literacies development in the BEd thought that team-teaching literacies content was beneficial to student literacies development. In this sub-section, in referring to previous studies of team-teaching, I discuss the benefits of LAs/lecturers collaborating in the classroom as potentially offering a learning experience that is distinct from contexts in which LAs teach embedded literacies without the presence of a lecturer.

According to Devereux et al. (2018), having a discipline specialist and a literacies specialist together providing guidance about what students should write about and how they should

write it “helps to relieve student anxiety about high stakes assessment tasks” (p. 243). Indeed, the LAs’ use of text modelling to show students examples of how they could demonstrate their learning in their assessments usually provoked specific discipline content questions, which is consistent with Devereux et al. (2018), who found that showing text examples gave the lecturers with whom they collaborated the “opportunity to clarify expectations while everyone was together” (p. 243). This collaborative dynamic resulting in improved student engagement with assessment preparation has also been reported in other studies (Jaidev & Chan, 2018; Maldoni, 2018; Purser et al., 2008).

When discussing their team teaching experiences in the BEd, both the lecturers and the LAs/LLs saw the presence of the other as beneficial to the extent to which students viewed literacies-related teaching points as relevant and important. For the lecturers, they felt that the LA/LL, who they would introduce to students as an expert, carries greater authority regarding literacies content than they themselves do. This is consistent with views expressed by lecturers in Clarence’s (2012) study of embedded collaborations, noting “the value an outsider can bring by making some of the opaqueness in the way questions are phrased and tasks are commented on more visible to both them and to the students” (p. 135). Therefore, the lecturers in my research felt that students are more likely to take literacies content seriously when the LA/LL leads the team-teaching of it than if the lecturer teaches it alone. For the LAs/LLs, the lecturer’s presence in the teaching space while the LA/LL is leading the class adds weight to the content they are teaching. In addition to lecturers verbally endorsing literacies-related teaching points by affirming their importance to successful completion of an assessment, the LAs felt that the lecturer’s physical presence, even when they are not speaking, implies to students that the literacies content is important because “their presence signals to students that literacy is an essential part of the discipline” (Tribble & Wingate, 2013, p. 310).

According to the lecturers I interviewed, this dual presence of one teacher who is responsible for discipline content with a second teacher who is responsible for literacies content makes the dual foci of assessments visible to students. The lecturers in my research distinguished team-teaching contexts with LAs, from what might occur if either were teaching alone, as enabling a specific learning experience. This is evocative of Maldoni’s (2017) observation that team-teaching can afford unique understandings for students as the lecturer and literacies specialist collaborate during class, which also echoes the words of one of Stewart and Perry’s (2005) team-teaching partnerships, who found that their students

received “synergistic input from the two teachers collaborating.... by having two teachers, the perspectives are actually getting multiplied by four to eightfold” (p. 11). When one of the BEd lecturers spontaneously exemplified the categorisation of themes in a literature review as organising items into groups on a shopping list while LA1 was teaching (see 7.2.4 Team-Teaching Benefit 4: Lecturer Contribution to the Design of Literacies Teaching Materials), students were given the impression that they have multiple options for engaging with their learning and assessments. This is consistent with one of Jacobs’ (2010) teacher participants who stated that team-taught classes “created a very different kind of environment in the class, that to me made learners understand there are different ways of learning and real learning begins to happen when you engage” (p. 230).

In this section, I have discussed the perspectives of both lecturers and LAs/LLs on their roles in team-teaching contexts, as well as the potential impact of team-teaching on student learning. The latter of these two points would require further research that also evaluates the impact of team-teaching on student achievement. However, for the purposes of my research, team-teaching as part of a programme-level collaboration offered my participants opportunities to connect assessment-specific literacies development with relevant discipline content elegantly as part of students’ timetabled classes. Team-teaching can enable LAs/LLs and lecturers to work in partnership in front of students as they collaboratively deliver the teaching materials that they have collaboratively designed, with the next step then being the evaluation of those materials.

8.6 Evaluating

In the ProCo model of embedding, evaluation occurs at two levels. The first is at the paper-level between individual teaching teams of LAs/LLs and lecturers as they review the literacies provisions in their respective papers. The second involves programme-level meetings between representative staff to review provisions across the papers of a degree programme and raise the profile of literacies development in faculty. In the following two sub-sections, I first discuss how LAs/LLs and lecturers evaluate their collaborations and attempt to maintain a focus on cumulative literacies development. I then suggest three evaluative methods that can be triangulated to provide evidence for the positive impacts of programme-level embedding on student learning.

8.6.1 Evaluating Embedded Literacies Provisions at Paper- and Programme-Level

At the paper level, according to the literature on embedding, good practice includes LAs/LLs and lecturers jointly evaluating literacies teaching materials at the end of each semester (Kokkin & Mahar, 2011; McWilliams & Allan, 2014; Stewart & Perry, 2005). According to LAs I interviewed, the usual practice at the paper level, once a semester was complete, was for LAs/LLs and lecturers to evaluate and review literacies teaching materials, which could include decisions over the amount of literacies content to be covered in future. At the institution that was the context of this study, LAs/LLs are not usually in a strong position to negotiate more timetabled class time than the 60 or 90 minutes they typically teach in each paper over the course of a semester. If the allocated time is insufficient to include all of the possible literacies content that may be relevant to students, the only available option is to reduce the amount of content taught during timetabled classes. This contrasts with the adjunct provisions reported on in much of the literature on embedding where similar issues can “be addressed by either extending the length of the workshops or restricting the content” (Tribble & Wingate, 2013, p. 316). As such, an outcome of using timetabled classes for literacies teaching (in order to reach the maximum number of students in a cohort) is that LAs/LLs have to be pragmatic about how much they can teach. Even if they were to organise additional classes, the usual level of student attendance is too low to justify doing so (Devereux et al., 2018; Harris & Ashton, 2011; McWilliams & Allan, 2014). Therefore, timely evaluation of the literacies provisions embedded into each paper can help ensure that they continue to be relevant and achievable.

At the programme level, periodic meetings involving paper leaders, other relevant senior faculty staff and a representative LA/LL enable provisions across a programme to be reviewed and planned, while also maintaining the profile of literacies development amongst the lecturing team. In the collaboration on the BEd, one LA and one LL usually attend two such meetings each year. The first is focused on planning prior to the commencement of teaching, and the second is focused on evaluation at the end of the year. Such meetings are helpful for ongoing coordination of teaching teams and for the dissemination of action points to the different departments who are represented (Frohman, 2012; O’Brien & Dowling-Hetherington, 2013; Thies, 2016).

In the ProCo model of embedding, programme-level meetings can also help maintain a focus on cumulative literacies development. Two of the lecturers I interviewed specifically identified programme-level meetings as an appropriate forum to review the literacies map

that had been created at the outset of the BEd collaboration. As the mapping of literacies across a programme is often reported as integral to the successful integration of literacies development with discipline content (Arkoudis & Harris, 2019; Devereux & Wilson, 2008; Maldoni, 2018; Murray & Nallaya, 2016; Percy et al., 2001; Thies, 2016), discussion and revision of an already established map at programme-level meetings can help to maintain the profile of literacies development among lecturers in faculty. According to the literatures on literacies development and applied linguistics, literacies development is largely invisible in tertiary education (Arkoudis & Harris, 2019; Hirst et al., 2004; Jacobs, 2007; Lillis & Scott, 2007). As lecturers negotiate the various responsibilities of their roles in teaching, research and academic service, their students' literacies development may not even be a major preoccupation for them in the papers they teach, let alone, as identified by one of my LA participants, how literacies development is connected across the various papers in a programme. Therefore, a strength of programme-level embedding is that it can increase the potential for cumulative literacies development by raising the profile of literacies among lecturers.

8.6.2 Evaluating the Impact of Programme-Level Embedding on Student Learning

With regard to justifying the implementation of programme-level embedding approaches such as the ProCo model to senior leadership staff who have responsibility for budgets, evidence of impact is an obvious requirement. However, at the time of my data collection, the LAs/LLs did not have established mechanisms for evaluating the impact of their embedded teaching on student literacies development or student achievement. Therefore, in line with Devereux et al. (2018), I suggest that the ProCo model integrate the triangulated sources of academic results, student perspectives and discourse analysis of student writing in order to measure the impact of embedded literacies teaching.

The review of literature I conducted for this research yielded no examples of studies that have employed all three methods mentioned above. The combination of academic results and student perspectives is the most common form of evidence from which inferences about the impact of team-taught embedded literacies have been drawn (see Hillege et al., 2014; Hirst et al., 2004; Kennelly et al., 2010). However, while it may be possible to infer a correlation between student perspectives and academic results, such inferences are tenuous because it is difficult to draw a reliable conclusion as to what specific event(s) or experience(s) caused learning to occur, even if students themselves identify certain events as being crucial. Adding the analysis of student writing to identify whether students have

used, for example, a specific language pattern or discourse feature that an LA has taught (see Tribble & Wingate, 2013; and Devereux et al., 2018), may strengthen inferences about the impact of embedded literacies teaching.

While evaluation of the impact of team-taught embedded literacies on student learning and achievement was not within the remit of my study, the three lecturer participants anecdotally shared their observations about that with me during their interviews. They indicated that embedded literacies teaching had positively influenced student assessment performance, with one noting that students who had attended an embedded literacies class on writing thematically were able to do so while those who had not been in attendance that day did not (see The Benefits of Modelling to Embedded Literacies Teaching in Section 7.1.2). Because the LAs who participated in the case studies all have applied linguistics and/or language teaching backgrounds, they possess relevant expertise for analysing student texts for use of the genres and discourse features that they have taught. Such evaluative practice would be consistent with Tribble and Wingate (2013), who observed students using textual moves they had taught as part of introduction paragraphs, and Devereux et al. (2018), who observed students using essay structure, a range of sources, and an appropriate mix of simple and complex sentences according to the models they had been shown. Indeed, such practices would go some way to validating one of my lecturer participant's emphatic view that "the skills from the learning advisors are more important than content, I think. And, if we don't prioritise those embedded in the paper, I think we're pushing shit uphill."

Demonstrable evidence of positive impact on student learning would help inform decision making processes about the continued implementation of the ProCo model in the BEd programme, as well as attempts to promote the model's adoption/adaptation for use in other programmes. If LAs/LLs can triangulate the academic results, student perspectives and discourse analysis of student writing of cohorts from the beginning to the end of their degree programmes (and even, on into their professional careers, such as the BEd graduates' reflective portfolios that are required for teacher registration), they would potentially have a persuasive evidence base on which to make the case for programme-level embedding. Currently, though, evaluation pertains mainly to the design of literacies teaching materials in specific papers and the periodic review of provisions across a programme. A possible outcome of LA/LL and lecturer evaluation of the literacies provisions in a particular paper at the end of a semester is that responsibility for teaching the literacies content shifts

from the LA/LL to the lecturer. I discuss this process of handing over in the following, and last, section of this chapter.

8.7 Handing Over

While not an established practice at the time of data collection for this study, and one that appears to have been barely researched, the handover of responsibility for teaching embedded literacies development from LA/LL to lecturer is a potential outcome of paper-level collaborations. To make equitable use of limited human resources, the ProCo model could be applied on a project basis whereby LAs/LLs collaborate with faculty lecturers for an agreed period of time to map, co-design and team-teach literacies across a programme, with those processes also serving as professional development for the lecturers. At the end of a project, the LAs/LLs would withdraw from the programme, but remain available as consultants should further specialist input be required.

In this section, I discuss LA concerns that their continued involvement in the same programmes year after year has the unintended, but nevertheless undesirable, consequence that literacies development cannot be embedded in other programmes. I then discuss three possible solutions to this issue: LA recruitment; narrowing of LA workstreams to focus more on programme-level embedding; and handing over the responsibilities for teaching embedded literacies to lecturers. Although handover processes were not yet part of the collaboration with School of Education lecturers on the BEd programme, I asked all three of the lecturers who participated in the case studies for their views on handover. These views are discussed in the final paragraphs of this section, and they include concerns over insufficient lecturer expertise to teach literacies effectively, a reduction in pedagogic quality when compared with team-teaching, and a decrease in the profile of literacies amongst faculty staff.

Please note that, for the most part, I focus in this section on LA and lecturer perspectives on the handover of academic literacies teaching materials. With specific regard to the handover of information literacies teaching materials, I did not have sufficient opportunity to ask LLs and lecturers for their insights on this. Therefore, while many of the issues and concerns discussed below may pertain equally to the handover of academic and information literacies teaching, I acknowledge that my findings only address the former.

8.7.1 Handover: A Possible Response to Inequitable Programme-Level Provision

From an LA perspective, the consideration of handover as a desirable outcome of collaboration stems from a concern that access to literacies development is inequitable. At their core, embedded approaches take the view that all students stand to benefit from being scaffolded into their disciplinary discourses (Chanock, 2017; Jaidev & Chan, 2018; Murray & Nallaya, 2016; Palmer et al., 2018; Skillen & Mahony, 1997; Wingate & Tribble, 2012). Programme-level collaborations, as with the BEd, offer LAs/LLs and lecturers a means to distribute literacies development cumulatively throughout each student's progression in their programme. However, several of the LAs I spoke with identified their continued involvement in the same programmes year after year as being unsustainable. Given the LAs' other streams of work, the team would only be able to implement a limited number of simultaneous programme-level embedded collaborations. If each of those collaborations were to be maintained in perpetuity, the team would soon reach capacity and be unable to add any further collaborations with the existing number of staff.

Possible responses to the team reaching full capacity with programme-level collaborations could be to recruit more staff, cease one or more of their other workstreams, or redistribute some of their work to other staff who have been provided with appropriate professional development to do that work (i.e., handover). Increases in staffing levels seem unlikely given the trends reported on in the literature of shrinking resources for learning and/or language development in tertiary institutions (Devereux et al., 2018; Jones et al., 2001; Li, 2020) and restructuring initiatives aimed at increasing efficiencies in delivery with existing staffing (Cameron, 2018b; McMorrow, 2018; Malkin & Chanock, 2018). For the LAs who participated in my research, when data collection took place, their team comprised 8.8 full-time equivalent LAs and 1.5 full-time equivalent teaching assistants. By the time of writing, the teaching assistant roles have been discontinued, and the number of LA staff remains the same. Since the mid-2000s, the team has been included in several restructuring programmes and has overall reduced in size. Given these trends, as well as the impact of the COVID-19 pandemic on tertiary institutions' capacities to hire any staff at all, it would seem unlikely that LA staffing levels are going to increase even slightly, not to mention the number of LAs that would be required to implement programme-wide embedding simultaneously in numerous degree programmes. Because study programmes number in the hundreds at the LAs' institution, even if they were to cease their other workstreams, the number of LAs required to teach across all programmes would be unfeasible.

An alternative to increasing LA staffing levels dramatically, and/or narrowing their streams of work, is to hand over the teaching of embedded literacies to lecturers. The LAs who participated in my case studies were open to exploring whether, after one or two semesters of collaborating with a lecturer, the lecturer could begin leading the team-taught literacies sessions or teach them independently. In such collaborations, the LA can help the lecturer articulate their expectations of student written assessments as the teaching materials are co-designed (Jacobs, 2007; Wingate et al., 2011). Leadership of team-taught literacies sessions can begin with the LA, with the lecturer observing and responding to students' discipline content questions as they arise, and, after one or two cycles of team-teaching, the leadership of the sessions can transfer to the lecturer (Blake & Pates, 2010).

In attempting to prioritise an LA's specific contributions to embedded collaborations with lecturers, it is arguable that the co-design of discipline specific genre-based literacies teaching materials is more crucial than the continued team-teaching of those materials. This is because the lecturer's knowledge of their own disciplinary discourse may only be tacit (Bury & Sheese, 2016; Elton, 2010; Sumsion & Goodfellow, 2004), and the LA can help them to articulate it. Because they saw lecturers as being capable of teaching literacies content, several of the LAs I spoke with during my research considered the co-creation of teaching materials and/or learning resources (such as short screencast videos) that lecturers could use independently of further LA involvement to be a positive outcome of collaboration. This is consistent with views expressed in the literature that lecturers are actually the most appropriate teachers of writing in their disciplines because of their disciplinary expertise (Donahue, 2010; Haggis, 2006; Hunter & Tse, 2013; Jacobs, 2007; Northedge, 2003). From this perspective, assuming an effective collaboration to co-design literacies teaching materials, the LA could leave responsibility for teaching those materials to the lecturer, who would already be teaching their students in timetabled classes anyway, and which would in turn enable the LA to spend more time on embedding in other programmes.

8.7.2 Lecturer Concerns About Handover

In considering the benefits discussed in Section 8.5.2 of LAs/LLs and lecturers team-teaching literacies content, it is also arguable that ongoing LA involvement in embedded literacies teaching, while posing a logistical challenge for LAs, is nevertheless closer to some form of ideal pedagogy. When I asked for their perspectives on the potential handover of literacies teaching to lecturers, all three of the lecturers who participated in the case studies saw themselves as being capable of doing so, but at the same time thought it to be an inferior

approach to team-teaching with an LA. According to the literature, lecturer objections to teaching literacies content may be predicated on the view that it is simply someone else's job (Hunter & Tse, 2013; Moon et al., 2018; Murray & Nallaya, 2016), or their own self-assessment that they have insufficient expertise to teach embedded literacies themselves (Bailey, 2010; Harris & Ashton, 2011; Jenkins & Wingate, 2015), as well as already having a high workload (Murray & Nallaya, 2016; Thies, 2016).

Based on the conversations I had with the BEd lecturers, only the second of those objections, having insufficient expertise, was raised. Such concerns could be addressed with appropriate training for lecturers to teach literacies without the presence of an LA (Harper & Orr Vered, 2017; Harris, 2016; Star & Hammer, 2008). This is supported by one of the findings from my questionnaire that, after a sustained collaboration with an LA, lecturers generally see themselves as capable of teaching literacies content without an LA being present. As part of the ProCo model, lecturer professional development can be actioned while the lecturer and LA/LL cycle through the steps for collaborative resource design, which include team-teaching, a sufficient number of times that the lecturer feels comfortable with teaching the materials independently. Per the possible handover process in the ProCo model, the LA would then remain available to the lecturer on a consultancy basis should an assessment task change (at which point, a new cycle of co-designing and team-teaching could begin), or for other relevant specialist input.

While the processes of co-designing and team-teaching may address possible lecturer professional development needs, the eventual handover of literacies teaching to lecturers cannot address other concerns expressed by the lecturer participants. One such concern is that the presence of a visiting specialist encourages students to see their assessments as having dual foci (*what* to write about and *how* to write about it). This suggests that there is something unique about the in-class interaction between a discipline content specialist (lecturer) and literacies specialist (LA/LL) that benefits student understanding of their assessment task (Maldoni, 2017; Stewart & Perry, 2005). While beyond the scope of this study, further research could explore this question.

Another concern that one of the lecturer participants expressed is that, if left with responsibility for teaching literacies content, some lecturers may not prioritise its inclusion during class time due to already perceiving that they have insufficient time to cover their curriculum. This is a concern also reported on in other research findings (Chanock, 2013; Strauss & et al., 2011; Wingate, 2006). The lecturer felt that this could result in literacies

content, for example, being positioned only as online material for students to engage with in their own time. While this may remove the same opportunities for guided practice that are achievable during class time, students could still engage with the material if the lecturer were to then emphasise its importance and relevance to students as they work on their assessments. Without such motivation from the lecturer, though, the students could view the material as optional or extra, which usually results in poor engagement (Devereux et al., 2018; Harris & Ashton, 2011; McWilliams & Allan, 2014).

In any case, this lecturer's concern hints at the larger issue that literacies development usually has a low profile amongst faculty staff (Lea & Street, 1998; Lillis & Scott, 2007), which often means that even successful embedding at the paper level does not survive changes in lecturers (Jones et al., 2001). However, programme-level embedding, as with the ProCo model, has the advantage of senior faculty leadership staff playing an ongoing role in the coordination of embedded literacies development across a programme (Frohman, 2012; Murray & Nallaya, 2016; Percy et al., 2001; Thies, 2016), which can help ensure continued provision, with or without LAs being involved in teaching. Although the implementation of the BEd programme-level collaboration had not yet reached full implementation at the time of my data collection, and any processes of handover had yet to be outlined, the presence of an LA/LL appeared to be necessary to coordinating the design of new teaching materials and their team's teaching, and for maintaining/updating the programme's map of literacies. This is in line with Wingate's (2015) recommendation that the presence of a literacies specialist seems essential for the appropriate distribution and sequencing of literacies development across the curriculum.

In summary, the notion of handover, along with possible processes for implementing it, was not sufficiently theorised or practised at the time of this research (see Blake & Pates, 2010, for a rare example reported on in the literature). However, programme-level approaches to embedding, because of their large scale, present limited numbers of literacies specialist staff with the conundrum of how to sustain existing successful collaborations with their faculty partners (as with the BEd) while at the same time needing to be accessible to other programmes.

Chapter Summary

In proposing the ProCo model for programme-level embedding of literacies development in this chapter, with reference to literature on academic literacies, English for academic

purposes, linguistics, higher/tertiary education pedagogy and educational psychology, I have articulated six processes that LAs, LLs and lecturers can follow as they collaboratively design and teach for student literacies development in an initial teacher education programme. I have drawn on the data from my participants as well as the research literature to argue that the first five processes of leading, mapping, co-designing, team-teaching, and evaluating all contribute to effective collaborations between teaching staff across departments and disciplines. The sixth process, handing over, while contested, offers a pragmatic solution to the issue of limited numbers of literacies specialist staff who in fact have responsibility for the literacies development of potentially the entire university student cohort.

In contrast to existing models of programme-level embedding, I believe that the ProCo model discussed in this chapter can provide tertiary educators with practical guidance for the implementation of programme-wide literacies development that is genre-based, assessment-specific, cumulatively oriented and relevant to students' future professional contexts. I also contend that the ProCo model has potentially strong applicability to other programmes that directly connect with industry/professional standards as part of their graduate profiles, as well as applicability to other programme designs.

However, as direct evaluation of the ProCo model's influence on student literacies development was not included in the research design for this study, I do not make any claims for its impact on student outcomes. This and other limitations, as well as future directions for research into programme-level embedding, I discuss in the following and final chapter in this thesis.

Chapter 9: Conclusion

In the final chapter of this thesis, I first present the main conclusions I have drawn from this study. These include eight optimal conditions for learning advisors (LAs) and lecturers to collaborate on literacies development that is embedded into discipline content. In addition to these conditions, I then summarise the leading/organising, mapping and handover processes of programme-level embedding. These conditions and processes comprise the Programme-level Collaborative Model of Embedding Literacies Development (ProCo model of embedding), which is this study's contribution to the knowledge base on tertiary literacies development. I then continue the chapter by commenting on two research sub-questions that require more research to provide definitive answers, identifying the limitations of the research before then discussing its implications for literacies teaching practices and, lastly, identifying future directions for related research.

9.1 Conclusions

The overall aim of this research was to identify processes and practices that are conducive to the effective embedding of literacies development into tertiary level curriculum content. In this section, I state the conclusions of the research based on the results presented and discussed in the preceding four chapters. The conclusions are organised according to the research questions I initially set out to answer during the course of the study.

9.1.1 Optimal Conditions for Embedding

The main question that this research sought to answer was:

- What are the optimal conditions for learning advisors and lecturers to collaborate effectively on designing and teaching for student academic literacies development that is embedded into discipline content?

According to the interview, focus group and questionnaire data, as well as the thematic analysis of literacies teaching materials, there are eight optimal conditions for LAs and lecturers to collaborate on embedded literacies development: three of these pertain to both groups of staff; three are more specific to LAs; and two are more specific to lecturers. Most conditions could also equally apply to the work of liaison librarians (LLs) to embed

information literacies, but as they were not a focus of my research, I have not directly addressed how below.

Three conditions that are optimal for both LAs and lecturers when collaborating on embedded literacies development are the co-design of genre-based literacies teaching materials, team-teaching of those materials, and a shared perspective on the provision of one-to-one literacies teaching:

- **Condition One:** LAs and lecturers need to co-design embedded literacies teaching materials.

As shown in Section 6.5 and discussed in Section 8.4, co-designing involves several steps centred around text analysis that can purposefully converge the knowledge bases and expertise of the staff involved: lecturers bring their knowledge of their discipline, their assessments, and their students; and LAs bring their knowledge of literacies development and text genres. This convergence of expertise results in the creation of literacies teaching materials that can show students how to fulfil the literacies requirements of their assessments, or, in other words, the materials can show students possible ways to be successful.

- **Condition Two:** LAs and lecturers need to team-teach embedded literacies teaching materials.

As shown in Section 7.2 and discussed in Section 8.5, having LAs and lecturers team-teach embedded literacies can potentially have a positive influence on the extent to which students see literacies-related teaching points as relevant and important because the dual foci of disciplinary knowledge and how to communicate that knowledge in ways appropriate to the discourse of that discipline are both given prominence. Lecturers think that because their students see LAs as visiting specialists, they will take literacies-related teaching points more seriously than if the lecturer were to address them alone. LAs think that because lecturers affirm their teaching points and make connections to disciplinary content while the LA is teaching, students take literacies-related teaching points more seriously than if the LA were to address them alone. A caveat to this condition, however, is the sustainability of LAs continuing to teach in the same papers year after year due to their limited resources needing to be applied across an institution.

- **Condition Three:** LAs and lecturers need to have a shared perspective on the provision of one-to-one literacies teaching.

As shown in Sections 5.1, 5.6, 5.7.3, 5.7.4 and 6.5.2, the provision of one-to-one literacies teaching by LAs at my institution was a controversial issue. One-to-one provision is a legacy of this LA team (and this is similar in numerous countries), with some LAs adamant that it is at the core of their work and lecturers (understandably) expectant of it as an established provision for their students. However, one-to-one provision is time-consuming and impossible to scale to all students who may benefit from such attention. Teaching embedding literacies development to whole cohorts is an attempt to address this issue of scale, but it does not appear to have satisfied lecturers, who see one-to-one, or at least small group, provision of literacies teaching to students with specific needs as ideal practice. Therefore, at the outset of collaborative relationships, LAs and lecturers would need to negotiate whether and how one-to-one provision is to be organised, or relevant strategic decision making at higher levels would need to be in place already.

Three conditions that are optimal for LAs when collaborating with lecturers on embedded literacies development are knowledge of language in general and text analysis in particular, the capability to select an appropriate number of relevant teaching points based on text analysis, and pedagogic knowledge to design literacies teaching materials that show students possible ways to write their assessments and provide opportunities for practice:

- **Condition Four:** LAs need to have knowledge of language and text analysis.

As shown in Sections 6.5.2 and 7.1.2 and discussed in Section 8.4.2, in a genre-based approach to literacies development, LAs need a knowledge base to be able to analyse disciplinary texts and identify their discourse features. These texts might include samples of previous student writing and existing literature that students are asked to engage with. Being able to identify the valued discourse features of a disciplinary genre is essential for an LA to then have some idea of what needs to be selected for teaching to students. While other theoretical approaches may also be of relevance to embedded literacies development, the LAs who participated in this study adapted elements of Systemic Functional Linguistics (Martin & Rose, 2005) for deconstructing academic texts and Legitimation Code Theory (Maton, 2013) for designing teaching materials that can facilitate cumulative literacies development. The ProCo model, therefore, offers a theory-informed approach to programme-level

embedded literacies development that is unique because authors reporting on other models of programme-level embedding in the literature do not articulate the theoretical frameworks on which their models are based.

- **Condition Five:** LAs need to have the capability to select appropriate teaching points.

As shown in Sections 7.1.1 and 7.1.2 and discussed in Section 8.4.3, based on their analysis of discipline texts, LAs need to then make a selection of literacies points to teach from all of the possible discourse features identified. As a skill that is distinct from text analysis, LAs have to use their knowledge of the assessment task (ideally, also the relationship of that assessment task to previous and future assessment tasks) and lecturer's knowledge of both their disciplinary discourse and their students in order to select and prioritise the most salient teaching points. This selection is also influenced by the amount of time available with students. In contexts where LAs may only teach students once for 30 to 60 minutes (as was the case in this research), the number of teaching points would be restricted compared with other contexts where LAs may teach the same cohort multiple times over a semester. In any context, however, LAs still need to have the capability to select appropriate teaching points.

- **Condition Six:** LAs need pedagogic knowledge to design literacies teaching materials that show students possible ways to do their assessments and provide opportunities for practice.

As shown in Sections 6.5.4, 7.1.2 and 7.1.3 and discussed in Section 8.4.3, LAs need sufficient pedagogic knowledge to design literacies teaching materials that can show students what is expected of them in their assessments and then provide guided practice of whatever has been shown. For the LAs in this research, the first two stages of the Teaching and Learning Cycle (Rothery, 1994, as cited in Martin & Rose, 2005) provided a helpful framework for materials design, starting with modelling and then moving to activities that allowed students to practice what has been modelled. Designing such teaching materials is not an everyday skill and requires specialist training.

Two conditions that are optimal for lecturers when collaborating with LAs on embedded literacies development are a willingness to allocate timetabled class time to literacies

teaching and an openness to the idea that some literacies are not transferable, and so need to be taught in context:

- **Condition Seven:** lecturers need to allocate timetabled class time to enable embedded literacies teaching.

As shown in Sections 5.3, 6.1.1, 7.1.1 and 7.2 and discussed in Section 8.2.1, the optimal time for embedded literacies teaching to occur is during students' timetabled classes. If literacies teaching is included as part of students' mainstream classes, the implication to students is then, hopefully, that it must be important, and that students will therefore see literacies development as relevant to their learning. Also, adjunct provisions appear to be poorly attended (at my institution and, according to the literature, this is also the case elsewhere). Therefore, if a lecturer is unwilling to allocate timetabled class time for literacies teaching, it is unlikely to reach most of their cohort. An alternative could be to make attendance at adjunct classes compulsory, but this would require policy changes, and would conflict with the independence and autonomy that are characteristic of tertiary learning.

- **Condition Eight:** lecturers need to have an awareness that some literacies are not transferable, and so need to be taught in context.

As shown in Sections 5.5, 6.1 and 6.3 and discussed in Section 8.3, for lecturers to see the value of embedded literacies development, they need to be open to thinking of at least some literacies as being context specific, and that, therefore, they are not easily transferable between papers and assessments. On the other hand, if a lecturer sees literacies as being straightforward for students to apply in a variety of contexts, there is no motivation for that lecturer to prioritise their inclusion in the curriculum.

9.1.2 Programme-Level Embedding

The first, second and third sub-questions of this research were:

- What is required for learning advisors and lecturers to work collaboratively on shifting embedded academic literacies development from the individual paper level to the programme level?
- What are the impacts of graduate profiles and professional standards on the design of teaching materials for embedded academic literacies development?

- What is the impact of the collaboration between learning advisors and lecturers on lecturer capability to teach academic literacies?

In response to these questions, in Chapter Eight, I proposed the seven processes that compose the ProCo embedding model. As some of these processes are already addressed by the co-designing and team-teaching conditions of LA-lecturer collaborations to embed literacies presented in the previous sub-section, I only include further considerations specific to programme-level embedding here. I believe that the ProCo embedding model provides a unique contribution to knowledge of how LAs, LLs, and lecturers can collaborate on embedding cumulative literacies development in degree programmes.

Given the scale of programme-level embedded collaborations, initial approval and ongoing support from senior leadership and other key staff in faculties/schools is essential. As the implementation of programme-level collaborations may take more than one year to roll out (depending on the number of papers) and the paper-level collaborations between lecturers and LAs may continue for several semesters, ongoing coordination from key staff is also necessary if the profile of literacies development within the programme is to be maintained across the lecturing team. This also contributes to a continuing orientation, on the part of the lecturing team, towards literacies development being cumulative, which starts with the process of mapping literacies across the programme's curriculum and can be continued with periodic programme-level meetings at which lecturers can connect with each other about the literacies-related matters in their respective papers and identify new areas for collaboration with LAs as required, with the emphasis on anticipation of student needs rather than responding to them.

In programmes that have graduate profiles that are directly connected with external professional standards, LAs and lecturers need to address relevant graduate attributes and professional standards in the design of literacies teaching materials. In programmes such as the initial teacher education one that was the context for the majority of this research, external professional standards influence curriculum design. Therefore, assessments are also reflective of the need for students to meet these standards, which is where LAs can consider the possible relevance of literacies content to students' future professional contexts.

Measurement of the impact of LA-lecturer embedded collaborations on lecturer capability to teach academic literacies ultimately fell outside the scope of my research because handover processes were not implemented during the data collection stage of the study.

However, agreement over who takes responsibility for literacies teaching in the long-term should be negotiated at the outset of programme-level collaborations. From an LA perspective, ongoing teaching in the same programmes year after year is unsustainable due to limited staffing, and also brings the ethical dilemma of deciding which programmes get collaborated on and which do not. From a lecturer perspective, handover of literacies teaching would entail professional development that could be implemented over one or two cycles of co-designing and team-teaching with LAs. However, the lecturers who participated in this research expressed a preference for LAs to continue to team-teach literacies with them because of the LAs' expertise and the possible unique dynamics of team-teaching.

9.1.3 Lecturer Perspectives on Literacies Development in Different Disciplines

The fourth sub-question was:

- What are lecturers' perspectives on designing and teaching for student academic literacies development in different disciplines?

Because of the low response rate to the questionnaire, there were insufficient data from which to draw any conclusions for this question. The low response rate could itself be an indication of lecturer interest in literacies development, but that is purely speculative. The Schools that the LA team mainly worked with appeared to be more positive about the inclusion of literacies development in their curricula, so there may be a need for strategic work to connect with staff in Schools who do not work with LAs. Beyond that, it would be helpful to LA practices if a clearer understanding of how disciplinary background influences lecturer perspectives on literacies development could be attained.

9.1.4 Lecturer and Learning Advisor Theories of Learning

- What theories of learning do lecturers and learning advisors have and how do these play out in their work?

Because of the complexity of the programme-level collaboration that was the context for this research, I did not have sufficient space in the thesis to answer this question in a robust and accurate way. The lecturers in the case studies all appeared to have constructivist or sociological orientations, with some of the LAs following those traditions, but with more of a focus on applied linguistics and/or language acquisition. Apart from Systemic Functional Linguistics and Legitimation Code Theory informing the design of some of the LAs' teaching

materials, I cannot make any robust claims about how these individuals' orientations to specific theories of learning influenced their work.

9.2 Limitations of the Research

One limitation of this research is that there is no measurement of impact on students. My study focused on staff work practices and collaborative relationships, and the case study methodology provided a detailed rendering of these that enabled me to propose a model for LAs/LLs and lecturers to collaborate on programme-level embedded literacies development. According to all three of the lecturers I spoke with, embedding in the ways that the LAs/LLs had been doing had resulted in a positive effect on student achievement in assessments, and both LAs and lecturers shared with me verbal feedback from students who had expressed appreciation for the literacies sessions as part of their timetabled classes. However, beyond these first-hand evaluative perspectives from staff who were involved in the collaborations, and the second-hand perspectives from students, I do not have evidence for the impact of the careful processes of co-designing and team-teaching on students' capabilities to meet the literacies requirements of their assessments. Instead, I believe that the ProCo embedding model I have proposed in this thesis is a satisfactory outcome of the research, and that future research can then seek validation of the model through the inclusion of students as participants and students' writing as data.

A second limitation of this research is that its narrow setting means that the findings are not necessarily generalisable to LAs/LLs and lecturers in other institutions. First, the case studies yielded rich data about LA/LL and lecturer collaborations in the context of the departmental structure of one university, which may or may not be similar to those in other universities. For example, the LAs and LLs at the university where this research took place were part of a centralised Library department that had to connect independently with all five of the university's faculties, but other institutions may position LAs as part of their Learning & Teaching units, as a student service along with other support provisions, or within faculties, or a combination of these. Therefore, the dynamics of how LAs connect with lecturers and LLs may be quite different from those where the research took place. However, as most LA teams do some form of embedded work, my research findings should still be of some relevance whatever the organisational structure they work in. Second, the Bachelor of Education (BEd) programme that was the setting for the majority of this research includes a clear alignment with external professional standards, some of which have implications for the literacies requirements of the curriculum. Therefore, the ProCo model would likely

require little/no adaptation if applied to BEd programmes at other institutions, perhaps more adaptation for programmes that connect directly with external professional standards in other disciplines, and more adaptation for programmes that do not overtly connect with any professional standards.

A third limitation of the research is the relatively weak contribution of the quantitative data collection method to the overall findings of this mixed methods design. The unfortunately low response rate to the questionnaire meant that I could not make strong claims about the perspectives of lecturers from across the disciplines on literacies development. I can only speculate on the reasons for the response rate being so low, but according to Saleh and Bista's (2017) cross-sectional study into the influences on online survey response rates, significant factors include the interest in the topic and email checking habits of the target population, and the professionalism, length, and structure of the survey. Given the low profile of LAs and literacies development at tertiary institutions (Arkoudis & Harris, 2019; Bury & Sheese, 2016; Lillis & Scott, 2007), low interest in the topic of my research is a possibility if the lecturers at my institution do not often consider literacies in their already busy day-to-day work. Also, anecdotally, I can sympathise with other staff at any large organisation who receive numerous emails, direct messages, video calls, etc, each day such that activities that would be considered outside a person's regular duties would be easy to miss or forget about. As for the design of the online survey, I do not think this was a factor. Qualtrics' internal review of its clarity, logic and ease of use was excellent, which was also validated by the three people who piloted it. The length of the survey also appeared not to be a factor: Excluding seven participants who completed the questionnaire over several hours (presumably, during multiple sessions), the average time spent on the questionnaire by those who completed all of the items ($n=49$) was just over six and a half minutes.

While I was not in a position to make strong claims based on the questionnaire data, some of the questionnaire findings showed consistency with those of the lecturers who participated in the case studies (the case study data providing more nuanced detail). Therefore, I included some of the questionnaire data in the results chapters. Furthermore, the questionnaire data affirmed findings from the research reported in the literature that claim literacies are often invisible in tertiary education (Jacobs, 2007; Lillis & Scott, 2007). As literacies development is an integral element of the student experience in tertiary education, future research should explore how its profile can become more prominent

amongst lecturers, although there would appear to be a need for appropriate motivation for lecturers to participate in such research.

9.3 Implications of the Research for Embedded Literacies Development and Teaching Practices

The findings of this research have implications for curriculum design, organisational structures, and the work practices of LAs, LLs, and lecturers.

One implication of programme-level embedding is that it creates conditions for literacies development to be operationalised strategically as part of curriculum design and/or development. As reported by participants in this research and reported in studies by other LAs, embedded work is mainly ad hoc and responsive, relying on the initiative of lecturers to request input into their papers when they identify a problem affecting their students. A book chapter by Allan et al. (forthcoming) will provide a contemporary case study of this form of collaboration, affirming that it continues to facilitate an interface between discipline content and literacies development. While such collaborations are valuable for bringing literacies into mainstream learning and teaching, they are small scale and are often organised in response to identified problems in which remediation is necessary. In contrast, programme-level embedding makes literacies development an overt and core element of curricula, placing the onus on anticipation of literacies needs. The programme-level collaboration reported in this research was part of the development of an existing curriculum, but literacies development could, and perhaps should, be part of the curriculum design processes for new programmes. The ProCo model of embedding offers LAs, LLs, and lecturers a detailed and robust framework for such processes of curriculum design.

As lecturers work with each other and other staff such as learning designers, learning technologists and other curriculum specialists to design new programmes, LAs and LLs also have relevant contributions to make according to the findings of this research. One way of operationalising this is for inter-departmental groupings of specialist staff from a learning & teaching unit, library and/or learning centre (or a department containing all of these) to work on a project basis with faculty staff when designing a new programme. On completion of a curriculum design project, the specialist staff could then move on to the next programme, and so on. Alternatively, as recommended by Wingate (2015), LAs could be employed as academic literacies specialists in schools, and therefore contribute to their respective schools' strategic directions, advising lecturers on assessment design and having

direct connection with Heads of School, in addition to their existing role of teaching literacies. As reported in Australia, cross-departmental coordination of English language provision, academic literacy development and related support services has been mandated fully through the implementation of whole-of-institution approaches (Arkoudis & Harris, 2019; Murray & Hicks, 2014) that are cost-effective as well as theoretically robust. Within such initiatives, school-based LAs could also connect with other LAs via a centralised learning and teaching unit, as shown in Figure 39:

Figure 39: *Centralised Learning and Teaching Unit That Can Connect With School-Based LAs*



Whatever the configuration of staff and departments, a focus on programme-level embedding positions literacies development as a core strand of curriculum design/development. This positioning can contribute to the Tertiary Education Commission of Aotearoa New Zealand’s recent call for institutions to end the disparity between the

completion rates of Māori and Pacific learners (and other groups) and those of other students within the next ten years (Gerritsen, 2021). In 2020, Bachelors degree completion rates were 73% for Māori and 73% for Pacific peoples but 89% for European people and 89% for Asian people (Ministry of Education, 2021c). These gaps are long-standing, and whole-of-institution approaches may well be essential to ending them.

Positioning literacies development as core to programme design and delivery can also help quash remedial connotations of literacies development among staff and students through being normalised as an everyday part of teaching and learning. Indeed, carefully designed curricula that scaffold student literacies development towards increasingly complex capabilities that can be applied to authentic assessments would negate the need for much remedial provision because students would usually know what is expected of them.

An implication for LAs of wanting to focus on programme-level embedding, and for lecturers who support it, is the need to provide evidence of impact on student outcomes. If programme-level embedding, including funding and any possible structural changes at institutions to accommodate it, is to be supported by senior leadership, proving how it can benefit student achievement would be helpful, or perhaps necessary. One option could be Devereux et al.'s (2018) suggestion of triangulating academic results, student evaluations, and discourse analysis of student writing to measure the extent to which embedded literacies teaching positively influences student achievement in assessments. A student's use of specific discourse features taught for an assessment could signal that embedded teaching has helped improve their writing. If the student also scores well on the assessment criteria that these discourse features relate to, and if the student also provides positive evaluative feedback in response to questions specifically related to the literacies teaching elements of the relevant paper as part of standard end of semester evaluations, then a potentially persuasive case for the benefits of embedding could be built. Lecturer evaluative feedback about the impacts of embedded literacies teaching on student assessments would add a fourth source of information. Tracking these sources of information throughout the years of a cohort's time in a programme could then offer robust evidence for the benefits of programme-level embedding. For programmes that connect directly with external professional standards, this tracking could be continued as graduates progress through processes of registration/apprenticeship/further academic study required by their professions.

Programme-level embedding of literacies development also has specific implications for LAs. First, the large scale of programme-level collaborations results in the commitment of work time such that other streams of work would have to be deprioritised. Time is needed for leading the early stages of a collaboration, including the mapping of literacies across a curriculum, and there are ongoing time demands for the coordination of design and teaching work across multiple papers. Time is also needed for working with lecturers on co-designing teaching materials and team-teaching. For LA teams that are not already working in this way, this would represent a considerable shift in practice because there would be less time for one-to-one appointments with students and generic workshops. A reduction in the number of generic workshops would be a natural effect of focusing on embedded teaching because fewer generic workshops would be needed, but a reduction in one-to-one appointment provision would likely be controversial. According to findings in this research, LAs and lecturers place value on the facility for students voluntarily to access one-to-one literacies teaching from LAs, which is a position that stems from the traditional approach to learning advice of individualised support often provided in the form of *assignment preparation*, and sometimes straying into proofreading and editing students' writing. At the time of data collection for this study, the LA team at the institution where this research took place had ceased offering voluntary one-to-one appointments for assignment preparation to enable a greater focus on embedded teaching. One-to-one literacies teaching was still available via lecturer referral; after marking student work and identifying issues, a lecturer could request an appointment for individual (or groups of) students, but the focus for this LA team was on teaching whole cohorts of students the literacies content they needed in their disciplines before having to complete their assessments. In such a case, the focus is proactive, involving anticipating the needs of many students rather than responding to the needs of individuals. LA teams in other institutions need to make similar choices about focus and the best use of limited time if they are going to embed literacies development at the programme level.

A second implication for LAs is that adoption of the ProCo embedding model may trigger a need for professional development in the areas of language, applied linguistics and teaching. The model takes a genre-based approach to literacies development, with the analysis of disciplinary texts at the core of identifying what is to be taught in each new collaboration. Therefore, language knowledge and some form of framework that enables taxonomic classification of disciplinary discourse features are both essential. In addition, LAs then need to combine this language/linguistic knowledge with relevant pedagogic knowledge to make

a relevant selection of what to teach and then design teaching materials that are appropriate to the content to be taught, the time available, and the level of study. For some LAs, this may not require extensive professional development because previous teaching experience is usually a requirement in order to be employed as an LA (Cameron, 2018a) and some LAs may also have language teaching experience in particular (McMorrow, 2018); however, knowledge of discourse analysis would not necessarily be a given, and neither would the creation of new teaching materials if a person's language teaching experience has mainly involved the use of textbooks (which is commonplace practice). And, for LAs who have come from other professional backgrounds, the professional development needs would be considerable.

Lastly, an implication of programme-level embedding for lecturers is that they would need to take a pro-active role in their students' literacies development. This would represent little to no difference for lecturers who already include literacies development in their practice, whether independently or in collaboration with LAs/LLs. However, for lecturers who, for whatever reason, do not prioritise literacies development or consider it at all as part of their everyday work, programme-level embedding would be potentially confronting if they were to perceive it as negatively impacting on space/time within the curriculum and/or adding to their workload. Faculties/Schools who support programme-level embedding would therefore have a responsibility for setting strategic direction, which would ideally involve lecturing staff and LAs/LLs agreeing on a shared set of expectations for how paper-level collaborations would be realised in any programme. Lecturing staff would also need relevant support with workloads to enable the provision of time to co-design literacies teaching materials with LAs/LLs. For those lecturers who remain unconvinced of the value of programme-level embedding, it would again be helpful if LAs could provide evidence of its impact on student achievement, such as the triangulated measurements described earlier in this sub-section. If those measurements showed positive impacts on student achievement from within the same discipline or programme, this could help assuage lecturers' doubts.

9.4 Future Research Directions

For validation of the ProCo model, future research needs to investigate the model's applicability to different programmes and disciplines. The processes for organising programme-level collaborations and co-designing and team-teaching literacies teaching materials identified and explained in this study should be implemented in a variety of programmes (e.g., ones that have similar connections with professional standards as the

programme in this study and programmes that do not, and postgraduate programmes as well as undergraduate ones) and in a variety of disciplines to evaluate its applicability to different epistemological perspectives and the teaching of different discourses.

Future research must measure the ProCo model's impact on student achievement. As outlined in the previous section, academic results, student and lecturer evaluations, and discourse analysis of student writing can be triangulated to gauge the extent to which programme-level embedding results in cumulative literacies development that contributes to student success. This research could also measure the long-term relevance of literacies development to students beyond their initial study programmes by tracking their application, and further development, of literacies knowledge in their professional careers (e.g., when applying for professional registration). Such research could add to knowledge on the place of universities and other tertiary education institutions in society.

Further research could also investigate handover of literacies teaching responsibilities from LAs to lecturers. Subsequent to data collection for this study, a research team, comprising LAs and lecturers at the same institution where my research took place, has been investigating whether co-designing and team-teaching of literacies teaching materials can be implemented in such a way that the materials are sufficiently accessible to current and future lecturers so that lecturers can then teach with those materials independently of LAs. Macnaught et al. (forthcoming) will report findings on LA-lecturer collaborations to co-design and team-teach discourse features used in the critique of blog posts, including the experience of one lecturer taking responsibility for teaching the materials.

Further research also needs to investigate the impact of LA pedagogic choices on student literacies development. As outlined in this research, the LAs have adapted the deconstruction and joint construction stages of the Teaching and Learning Cycle to model literacies-related teaching points and provide students with guided practice during class time that is typically limited to between 30 and 60 minutes with any one cohort. While this choice is theoretically informed, its impact on student learning needs to be measured if any robust claims are to be made about its efficacy.

Lastly, exploration of influences on lecturer views about literacies development can inform the approaches LAs take in advocating for literacies development and perhaps also inform institutional policy and strategic decision making. The small amount of quantitative data generated by the questionnaire in this research hints at considerable variation amongst

lecturers about the relevance and position of literacies development in tertiary education. Being able to find out more about whether this is due to disciplinary traditions, literacies knowledge, or some other factor(s) would help guide future LA work. Based on the experience in this research, alternative methods of data collection that are suited to different Schools, and that seem worthy to lecturers of their investment of time, would perhaps yield more engagement.

Appendices

Appendix A: Anonymous Online Questionnaire for Lecturers

Lecturer details:

1. Faculty and school

1.1. Which school do you mainly work in? (If you work in more than one school, please indicate your main affiliation. Please indicate your secondary affiliation in Question 1.2)

Faculty of Business, Economics and Law

Business School

Law School

Faculty of Culture and Society

School of Education

School of Hospitality and Tourism

School of Language Culture

School of Sciences and Public Policy

Faculty of Design and Creative Technologies

School of Art and Design

School of Communication Studies

School of Engineering, Computer and Mathematical Sciences

Colab: Creative Technologies

Faculty of Health and Environmental Sciences

School of Clinical Sciences

School of Interprofessional Health Studies

School of Public Health and Psychosocial Studies

School of Science

School of Sport and Recreation

Te Ara Poutama: Faculty of Māori and Indigenous Development

1.2. If you work in more than one School, please indicate your secondary affiliation(s):

Faculty of Business, Economics and Law

Business School

Law School

Faculty of Culture and Society

School of Education

School of Hospitality and Tourism

- School of Language Culture
- School of Sciences and Public Policy

✓ Faculty of Design and Creative Technologies

- School of Art and Design
- School of Communication Studies
- School of Engineering, Computer and Mathematical Sciences
- Colab: Creative Technologies

✓ Faculty of Health and Environmental Sciences

- School of Clinical Sciences
- School of Interprofessional Health Studies
- School of Public Health and Psychosocial Studies
- School of Science
- School of Sport and Recreation

- Te Ara Poutama: Faculty of Māori and Indigenous Development

Learning advisors:

2. In your view, what types of work should **NOT** be the responsibility of learning advisors?

- Designing academic literacies learning resources that are available to students online
- Teaching academic literacies workshops that are not subject specific
- Teaching academic literacies workshops that are specific to the subject I teach
- Working with lecturers to design for academic literacies learning that is embedded into subject content
- Advising students on academic literacies in one-to-one / small group consultations
- Proofreading students' written assignments
- Advising staff members on academic literacies in one-to-one / small group consultations

3. When should academic literacies teaching occur?

- During lectures within my paper.
- During tutorials within my paper.
- During workshops that are separate from my paper.

4. Through collaboration between lecturers and learning advisors over a sustained period of time: (please choose one)

- lecturers should be able to teach some academic literacies content, without a learning advisor also being present

- lecturers should be able teach some academic literacies content, with a learning advisor also being present
- lecturers should not teach academic literacies content because that is the learning advisor's role

5. In terms of curriculum design, when designing a new programme of study: (choose one)

- the lecturer(s) should design the curriculum first and then collaborate with a learning advisor on identifying and sequencing academic literacies
- the lecturer(s) should collaborate with a learning advisor from the beginning on selecting and sequencing academic literacies in the curriculum
- learning advisors should not be involved in curriculum design at the programme level

6. Within one paper, learning advisors should collaborate with lecturers to design and develop: (choose as many as appropriate)

- teaching materials for academic literacies
- paper learning outcomes
- assignment tasks
- marking criteria
- academic literacy diagnostic tests

7. I feel confident to teach the academic literacies (related to reading and writing) that are needed for success in the papers that I teach.



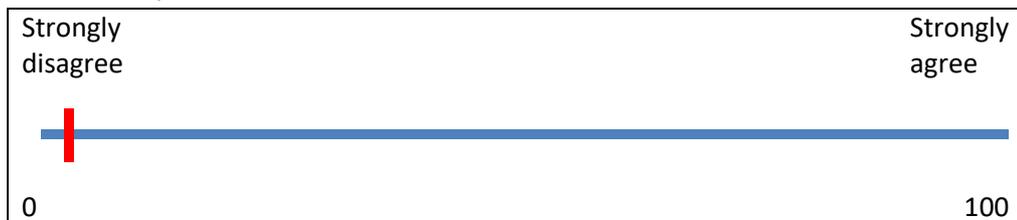
8. I feel confident to teach the information literacy and library skills that are needed for success in the papers that I teach.



Academic literacies and the curriculum (9 items):

Please position the slider in order to indicate to what extent you agree or disagree with the following statements.

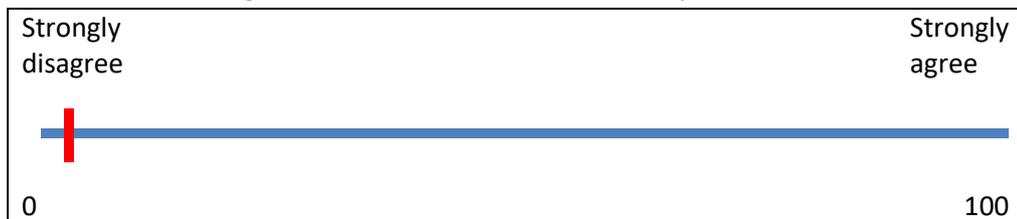
9. High levels of achievement in assessment tasks strongly relates to a high level of academic literacy.



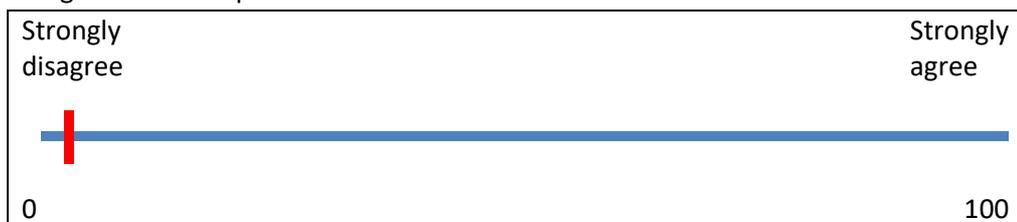
10. I expect students to already have the academic literacies that they need for my subject before they start university.



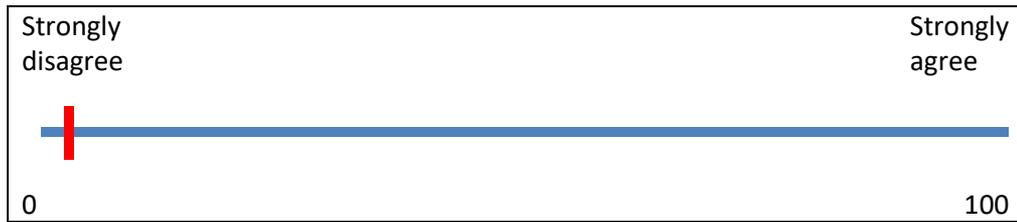
11. Academic literacies are general and transferable across disciplines.



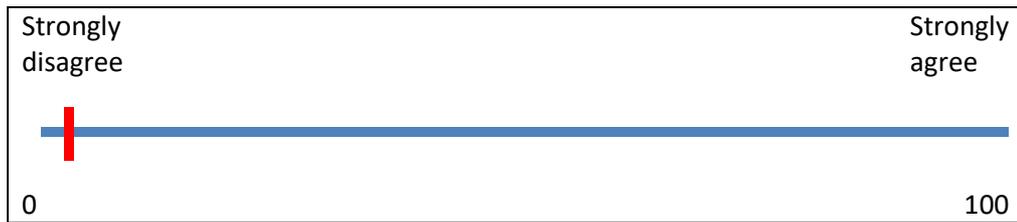
12. The types of writing that students do in the subject I teach are different from the types of writing in other disciplines.



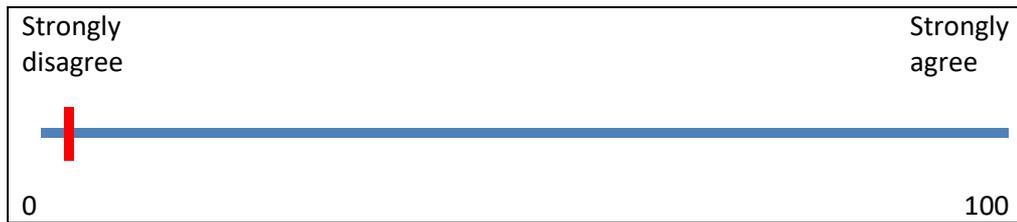
13. The specific writing demands of the subject I teach are a significant challenge for my students.



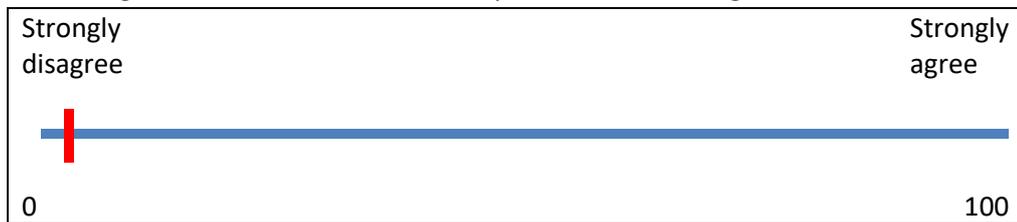
14. It is important to specify in a paper's learning outcomes which academic literacies are required in order for students to attain a high level of achievement in their assignments.



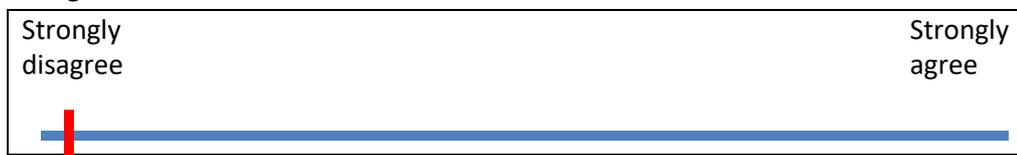
15. It is important to provide students with direct instruction (ie, explicitly teach during classes) in order to develop a deep understanding of the academic literacies they need for their assignments.



16. It is important to provide students with opportunities for guided practice (ie, doing learning activities with an expert providing feedback) in order to develop a deep understanding of the academic literacies they need for their assignments.



17. It is important to provide students with learning resources that they can explore on their own in order to develop a deep understanding of the academic literacies they need for their assignments.



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Lecturer views on learning and teaching (5 items):

Please position the slider in order to indicate to what extent you agree or disagree with the following statements.

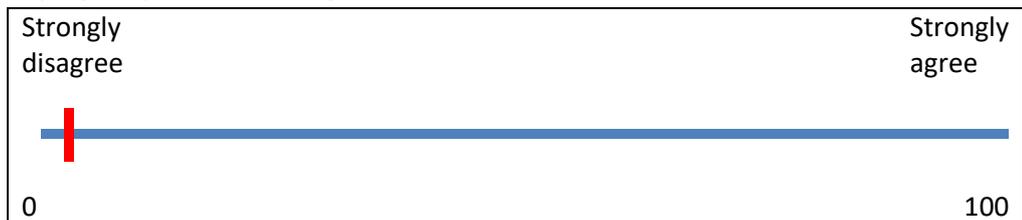
18. In the subjects that I teach, memorising key content is important for developing deep understanding.



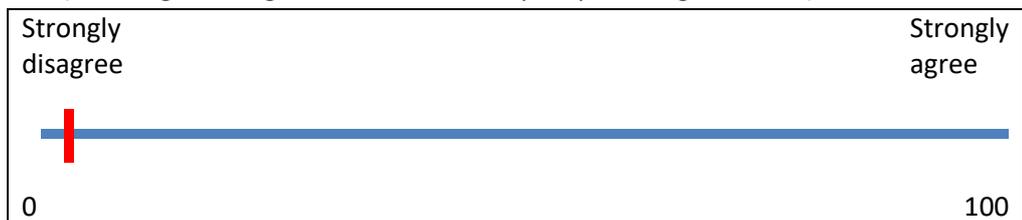
19. In the subjects that I teach, giving students time to explore key content at their own pace is important for developing deep understanding.



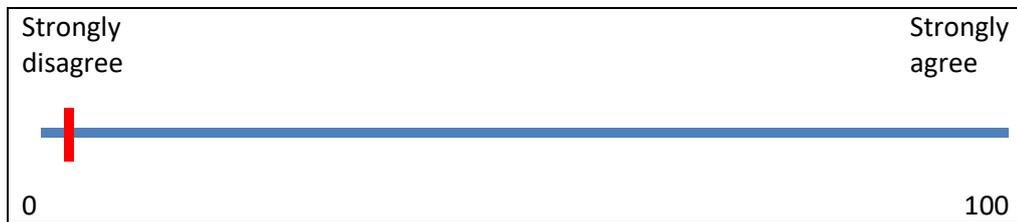
20. In the subjects that I teach, student collaboration (eg, pair/group work) is important for developing deep understanding.



21. Successful teaching and learning in the subjects that I teach requires time for guided practice (ie, doing learning activities with an expert providing feedback).



22. Successful teaching and learning in the subjects that I teach requires the teacher to explicitly explain new content.



Completion page:

Questionnaire complete

Thank you for taking the time to complete this questionnaire. Your responses are greatly appreciated.

Please close your browser to exit the questionnaire.

Appendix B: Phase 1 Learning Advisor Focus Group Schedule

Icebreaker

- If you couldn't be a learning advisor, what job would you want to do instead, and why?

Engagement questions

1. Thinking about adult students, what are three conditions that optimise learning?
2. If there were no limitations, what would be the most effective ways for learning advisors to support student learning?

Exploration questions

3. What are the limitations that make it difficult for learning advisors to support student learning in these ways?
4. Accepting these limitations:
 - a. which of the most effective ways of working should we hold on to?
 - b. and which of the most effective ways of working are we going to lose?
5. What do you think about collaborating with lecturers on embedding academic literacies learning into subject content?
6. Is collaboration with lecturers on embedding the most effective way to design for academic literacies learning?
 - a. If yes - why?
 - b. Is it always the best way?
 - c. If not - what would be better?
7. Let's think about one or two instances of collaboration that you think were effective:
 - a. What were your criteria for deciding that the collaboration was effective?
 - b. What was it about the collaboration that you think made it effective?
8. Let's think about one or two instances of collaboration that you think were ineffective:
 - a. What were your criteria for deciding that the collaboration was ineffective?
 - b. What was it about the collaboration that you think made it ineffective?
9. What do you think about collaborating with lecturers on embedding academic literacies at the programme level?

10. When collaborating with Faculty lecturers, what is the range of possible responsibilities of learning advisors?
11. Assuming an effective collaboration between a lecturer and a learning advisor over a sustained period of time, could some of the learning advisor's responsibilities be handed over to the lecturer?
 - a. Which responsibilities could be handed over?
 - b. What would the lecturer need in order for such a handover to be effective?

All things considered question

12. Based on our discussion today, if we were going to put forward a model for collaboration with lecturers (as a guide for lecturers about how we can work with them), what would that model be?

Final question

Review purpose of research, and then ask:

13. Have we missed anything?

Appendix C: Phase 1 Learning Advisor Interview Schedule

Icebreaker

- If you couldn't be a learning advisor, what job would you want to do instead, and why?

Engagement questions

1. Thinking about adult students, what are three conditions that optimise learning?
2. If there were no limitations, what would be the most effective ways for learning advisors to support student learning?

Exploration questions

3. What are the limitations that make it difficult for learning advisors to support student learning in these ways?
4. Accepting these limitations:
 - a. which of the most effective ways of working should we hold on to?
 - b. and which of the most effective ways of working are we going to lose?
5. What do you think about collaborating with lecturers on embedding academic literacies learning into subject content?
6. Is collaboration with lecturers on embedding the most effective way to design for academic literacies learning?
 - a. If yes - why?
 - b. Is it always the best way?
 - c. If not - what would be better?
7. Let's think about one or two instances of collaboration that you think were effective:
 - a. What were your criteria for deciding that the collaboration was effective?
 - b. What was it about the collaboration that you think made it effective?
8. Let's think about one or two instances of collaboration that you think were ineffective:
 - a. What were your criteria for deciding that the collaboration was ineffective?
 - b. What was it about the collaboration that you think made it ineffective?
9. What do you think about collaborating with lecturers on embedding academic literacies at the programme level?

10. When collaborating with Faculty lecturers, what is the range of possible responsibilities of learning advisors?
11. Assuming an effective collaboration between a lecturer and a learning advisor over a sustained period of time, could some of the learning advisor's responsibilities be handed over to the lecturer?
 - a. Which responsibilities could be handed over?
 - b. What would the lecturer need in order for such a handover to be effective?

All things considered question

12. Based on our discussion today, if we were going to put forward a model for collaboration with lecturers (as a guide for lecturers about how we can work with them), what would that model be?

Final question

Review purpose of research, and then ask:

13. Have we missed anything?

Appendix D: Phase 2 Learning Advisor Interview 1 Schedule

Begin with brief discussion of the nature of the project: to analyse the collaborative processes between learning advisors and lecturers, and the theories of learning that underpin the design and delivery of teaching materials, in order to identify effective practices for embedding academic literacies learning into subject content.

Confirm that the interviewee understands that:

- their participation is voluntary;
- what they share during the interview will be kept confidential between the interviewee and me (the interviewer);
- the interview will take up to 1 hour to complete;
- I will audio record the interview;
- they can request to turn off the recorder at any point and that I will do so if they ask;
- I will transcribe the audio recording; and
- the interviewee will be able to request access to their interview transcript and edit the transcript should they feel it is not accurate.

Topic: Learning theory

1) In your experience as a learning advisor, what are the characteristics of an effective learner?

Probes:

- a) What habits do they have?
- b) What learning strategies do they use?

2) What learning strategies do you like to use yourself?

- a) Do you ever share these with students?
 - i. Which ones?
 - ii. Why?

3) What do you think are the two or three most important conditions for optimal student learning?

Probes:

- a) Out of these conditions, would any of them be more important than the others, do you think?
 - i. If so, how?

- b) In the subjects you are involved with, are there any of these conditions that are more frequently not present?
 - i. Which ones?
 - ii. Why do you think this is?
- c) What do you think hinders student learning?

Topic: Teaching

- 4) What do you think are the characteristics of an effective learning advisor?

Probes:

- a) Out of these characteristics, which ones would you say are the most important to student learning?
 - i. Why?
- b) Please tell me more about 'name of characteristic' and how you see it impacting on student learning.

- 5) Do you think learning is enhanced by group work?

Probes:

- a) If so, why?
- b) If not, why not?

- 6) During class times, to what extent do you think students can be involved in deciding which learning activities to do?

Probes:

- a) If positive, why is that?
 - i. What kind of activities might this include?
 - ii. What would be the benefit of this to student learning?
 - iii. How often?
- b) If negative, why?
 - i. Do you think there could be conditions under which this might be possible sometimes?

- 7) Would you say that you follow a particular approach to teaching?

Probes:

- a) What is involved in your approach to teaching?
 - i. What guides your choices about content?
 - ii. What guides your choices about delivery?
 - iii. What guides your choices about assessment?
- b) How do you like to evaluate your own teaching?

Topic: Academic literacies

- 8) How does a student's level of academic literacy affect their overall academic performance?

Probe:

- a. What are the most important effects?

- 9) In an ideal situation, without any financial limitations, what would be the best ways for learning advisors support students in their academic literacies learning?

Probe:

- a. When should this happen?
b. Who should be involved?
c. Should Learning Advisors be employed by a central unit outside the Faculty, or should they be employed by the relevant School?

- 10) According to research into student academic literacies learning over the last decade, embedding academic literacies learning into subject content is the ideal approach (as opposed to Learning Advisory teams offering support that is not specific to any particular subject). What do you think about embedding of academic literacies learning into subject content?

Probes:

- a. What do you think are the benefits of embedding?
i. For students
ii. For lecturers
iii. For learning advisors
b. What makes embedding difficult?
i. For students
ii. For lecturers
iii. For learning advisors
c. Are there any drawbacks to embedding?
i. If so, what are they?
ii. How could they be addressed?

- 11) In *(insert name of paper)*, which is the paper that you and *(insert name of other learning advisor)* are collaborating with *(insert name of lecturer)* on, what are the academic literacies that students find challenging? *(provide learning advisor with list of academic literacies, such as skim reading, scan reading, summarising, paraphrasing, critiquing ...)*

Probe:

- a) How have you identified these?
- b) Why do you think students find them challenging?

Topic: Lecturer and learning advisor collaborations

12) In the past, when you have collaborated with lecturers on embedding academic literacies learning subject content, what has most influenced how you think about teaching academic literacies?

Probes:

- a. Were these significant to you as a learning advisor?
- b. Significant to the lecturer?
- c. Positives?
- d. Challenges?

13) In *(insert name of paper)*, you and *(insert name of other learning advisor)* are collaborating with *(insert name of lecturer)* on embedding academic literacies learning into the subject content. Tell me about how this is working.

Probes:

- e. How many semesters have the learning advisors been involved in collaborating with the lecturer on the paper?
- f. Has the way you work in that collaboration changed over that time?
 - i. If so, how?
- g. For this semester, what is your, *(insert name of other learning advisor)*'s, and the lecturer's involvement in:
 - i. identifying academic literacies in the paper
 - ii. writing curriculum documents, such as assignment questions and marking criteria
 - iii. designing teaching materials
 - iv. teaching students
 - v. evaluating teaching materials
- h. How have you, *(insert name of other learning advisor)*, and the lecturer organised this?
 - i. Face-to-face
 - ii. Phone
 - iii. Email
 - iv. Other?
- i. How regular has communication been?
 - i. Has this been enough?
- j. What stands out most for you in the collaboration with the lecturer so far this semester?

- i. Why did you choose that/those?

14) In collaborations between lecturers and learning advisors, what do you think the responsibilities of the lecturer and the learning advisor should be?

Probes:

- a. Who should be responsible for these potential parts of a collaboration?: (the lecturer / the learning advisor / both [if both, what is the % split?])
 - i. Curriculum development
 - i. How much (eg, learning outcomes, assignment wording, marking criteria...)
 - ii. Identifying and sequencing of academic literacies to be taught
 - iii. Design of academic literacies teaching materials and learning activities
 - iv. Teaching of academic literacies
 - v. Evaluation of academic literacies teaching materials

15) Over time, do you think that some of the responsibilities of the learning advisor can shift to the lecturer?

Probes:

- a. Which ones?
- b. What would the lecturer need in order for that to happen?

Topic: Participant led content

16) Is there anything else you would like to add with regard to any aspect of this project?

Thanks so much for your time – your input is most valuable. I wish you every success with your work this semester and I look forward to our second interview.

Appendix E: Phase 2 Learning Advisor Interview 2 Schedule

Begin with brief discussion of the nature of the project: to analyse the collaborative processes between learning advisors and lecturers, and the theories of learning that underpin the design and delivery of teaching materials, in order to identify effective practices for embedding academic literacies learning into subject content.

Confirm that the interviewee understands that:

- their participation is voluntary;
- what they share during the interview will be kept confidential between the interviewee and me (the interviewer);
- the interview will take up to 1 hour to complete;
- I will audio record the interview;
- they can request to turn off the recorder at any point and that I will do so if they ask;
- I will transcribe the audio recording; and
- the interviewee will be able to request access to their interview transcript and edit the transcript should they feel it is not accurate.

Topic: Learning theory

- 1) In our first interview, you mentioned the following characteristics of an effective learner: *(insert content from first interview) (show participant printed version)*. Has any of this changed since we last talked about it?

Probes:

- a) If so, what and why?
- 2) Last time, you also mentioned the following as being the most important conditions for optimal student learning: *(insert content from first interview) (show participant printed version)*. Has any of this changed since we last talked about it?

Probes:

- a) If so, what and why?

Topic: Teaching

- 3) You previously said that *(insert content from first interview) (show participant printed version)* were the most important characteristics of an effective learning advisor. Have you got anything you'd like to add to this list, or is there some other change in your thoughts on this you'd like to share?

Probes:

a) If so, what and why?

4) Last time, you said this about your approach to teaching: *(insert content from first interview) (show participant printed version)*. Have you got anything to add to this at the moment?

Probes:

a) If so, what and why?

Topic: Academic literacies

5) With regard to embedding academic literacies learning into subject content, you stated the following as advantages and disadvantages of this approach: *(insert content from first interview) (show participant printed version)*. Have your views changed on this at all following your collaboration with *(insert name of other learning advisor and name of lecturer)* during Semester 1?

Probe:

a) If so, how?

6) Previously, you said that students find these academic literacies challenging in *(insert name of paper): (insert content from first interview) (show participant printed version)*. Have you got anything to add to this list, or change?

Probe:

a) If so, what and why?

Topic: Lecturer and learning advisor collaborations

7) During the collaboration with *(insert name of other learning advisor and name of lecturer)*, has anything changed in how you think about teaching academic literacies?

Probes:

- k. If so, what?
 - i. Were these significant to you as a learning advisor?
 - ii. Significant to the lecturer?
 - iii. Positives?
 - iv. Challenges?
- l. If not, why?

- 8) In *(insert name of paper)*, you and *(insert name of other learning advisor)* are collaborating with *(insert name of lecturer)* on embedding academic literacies learning into the subject content. Tell me about how this worked.

Probes:

- m. What was your, *(insert name of other learning advisor)*'s, and the lecturer's involvement in:
 - i. identifying academic literacies in the paper
 - ii. writing curriculum documents, such as assignment questions and marking criteria
 - iii. designing teaching materials
 - iv. teaching students
 - v. evaluating teaching materials
- n. How did you, *(insert name of other learning advisor)*, and the lecturer organise this?
 - i. Face-to-face
 - ii. Phone
 - iii. Email
 - iv. Other?
- o. How regular was communication?
 - i. Was this enough?
- p. What stands out most for you in the collaboration with the lecturer so far this semester?
 - i. Why did you choose that/those?

- 9) In our first interview, in regard to lecturer and learning advisor responsibilities during collaborations, you stated: *(insert content from first interview) (show participant printed version)*. Has this changed at all for you since then?

Probes:

- b. If so, how?
- c. Who was responsible for these potential parts of the collaboration?: (the lecturer / the learning advisor / both [if both, what is the % split?])
 - i. Curriculum development
 - i. How much (eg, learning outcomes, assignment wording, marking criteria...)
 - ii. Identifying and sequencing of academic literacies to be taught
 - iii. Design of academic literacies teaching materials and learning activities
 - iv. Teaching of academic literacies
 - v. Evaluation of academic literacies teaching materials

- 10) Looking ahead, what refinements do you think should be made to the collaboration?

Probes:

- a) Curriculum development
 - i. How much (eg, learning outcomes, assignment wording, marking criteria...)
- b) Identifying and sequencing of academic literacies to be taught
- c) Design of academic literacies teaching materials and learning activities
- d) Teaching of academic literacies
- e) Evaluation of academic literacies teaching materials

Topic: Emergent themes

One or more items that would relate to issues that emerged during the first semester – these could stem from planning meetings, communications among learning advisors and lecturers, teaching materials design, teaching events, evaluations of teaching materials. These items would still relate to the topics already addressed.

Topic: Participant led content

11) Is there anything else you would like to add with regard to any aspect of this project?

Thanks so much for your time – your input is most valuable. I wish you every success with your work this semester and I look forward to our focus group with the other participating learning advisors, which will be at the end of Semester 2.

Appendix F: Phase 2 Lecturer Interview 1 Schedule

Begin with brief discussion of the nature of the project: to analyse the collaborative processes between lecturers and library staff, and the theories of learning that underpin the design and delivery of teaching materials, in order to identify effective practices for embedding academic literacies learning into subject content.

Confirm that the interviewee understands that:

- their participation is voluntary;
- what they share during the interview will be kept confidential between the interviewee and me (the interviewer);
- the interview will take up to 1 hour to complete;
- I will audio record the interview;
- they can request to turn off the recorder at any point and that I will do so if they ask;
- I will transcribe the audio recording; and
- the interviewee will be able to request access to their interview transcript and edit the transcript should they feel it is not accurate.

Topic: Learning theory

1) In your experience as a lecturer, what are the characteristics of an effective learner?

Probes:

- a) What habits do they have?
- b) Have you noticed any learning strategies that they use?
 - i. If so, tell me about those strategies.

2) What learning strategies do you like to use yourself?

- a) Do you ever share these with students?
 - i. Which ones?
 - ii. Why?

3) What do you think are the two or three most important conditions for optimal student learning?

Probes:

- a) Out of these conditions, would any of them be more important than the others, do you think?
 - i. If so, how or why?

- b) In the subject you teach, are there any of these conditions that are more frequently not present?
 - i. Which ones?
 - ii. Why do you think this is?
- c) What do you think hinders student learning?

Topic: Teaching

- 4) What do you think are the characteristics of an effective lecturer?

Probes:

- a) Out of these characteristics, which ones would you say are the most important to student learning?
 - i. Why?
- b) Please tell me more about 'name of characteristic' and how you see it impacting on student learning.

- 5) Do you think learning is enhanced by group work?

Probes:

- c) If so, why?
- d) If not, why not?

- 6) During class times, to what extent do you think students can be involved in deciding which learning activities to do?

Probes:

- a) If positive, why is that?
 - i. What kind of activities might this include?
 - ii. What would be the benefit of this to student learning?
 - iii. How often?
- b) If negative, why?
 - i. Do you think there could be conditions under which this might be possible sometimes?

- 7) Would you say that you follow a particular approach to teaching?

Probes:

- a) What is it? Describe it briefly to me.
- b) What is involved in your approach to teaching?
 - i. What guides your choices about content?
 - ii. What guides your choices about delivery?

- iii. What guides your choices about assessment?
- c) How do you like to evaluate your own teaching?

Topic: Academic literacies

- 8) How does a student's level of academic literacy affect their overall performance in the subject that you teach?

Probe:

- b. What are the most important effects of their level of academic literacy?

- 9) In an ideal situation, without any financial limitations, what would be the best ways to support students in their academic literacies learning?

Probe:

- d. When should this happen?
- e. Who should be involved?
- f. Should any support staff involved be employed by a central unit outside the Faculty, or should they be employed by the relevant School?

- 10) According to research into student academic literacies learning over the last decade, embedding academic literacies learning into subject content is the ideal approach (as opposed to Learning Advisory teams offering support that is not specific to any particular subject). What do you think about embedding of academic literacies learning into your subject?

Probes:

- d. What do you think are the benefits of embedding?
 - i. For students
 - ii. For lecturers
- e. What makes embedding difficult:
 - i. For studentsd
 - ii. For lecturers?
- f. Are there any drawbacks to embedding?
 - i. If so, what are they?
 - ii. How could they be addressed?

- 11) In your paper, (*insert name of paper*), what are the academic literacies that students find challenging? (*provide lecturer with list of academic literacies, such as skim reading, scan reading, summarising, paraphrasing, critiquing ...*)

Probe:

- a) How have you identified these?
- b) Why do you think students find them challenging?

Topic: Lecturer and learning advisor collaborations

12) In the past, when you have collaborated with learning advisors on embedding academic literacies learning into the papers you teach, what has most influenced how think about teaching academic literacies?

Probes:

- q. Were these significant to you as a lecturer?
- r. Significant to your students?
- s. Positives?
- t. Challenges?

13) In your paper, (*insert name of paper*), you are collaborating with one (or two) Library staff member(s) on embedding academic literacies learning into the subject content. Tell me about how this is working.

Probes:

- a. How many semesters have the learning advisor/liaison librarian/information literacy coordinator been involved in collaborating with you on the paper?
- b. Has the way you work in that collaboration changed over that time?
 - i. If so, how?
- c. For this semester, what is your and the learning advisors' involvement in:
 - i. identifying academic literacies in the paper
 - ii. writing curriculum documents, such as assignment questions and marking criteria
 - iii. designing teaching materials
 - iv. teaching students
 - v. evaluating teaching materials
- d. How have you and the learning advisors organised this?
 - i. Face-to-face
 - ii. Phone
 - iii. Email
 - iv. Other?
- e. How regular has communication been?
 - i. Has this been enough?
- f. What stands out most for you in the collaboration with the learning advisors so far this semester?
 - i. Why did you choose that/those?

14) In collaborations between lecturers and learning advisors, what do you think the responsibilities of the lecturer and the learning advisor should be?

Probes:

- d. Who should be responsible for these potential parts of a collaboration?: (the lecturer / the learning advisor / both [if both, what is the % split?])
 - i. Curriculum development
 - i. How much (eg, learning outcomes, assignment wording, marking criteria...)
 - ii. Identifying and sequencing of academic literacies to be taught
 - iii. Design of academic literacies teaching materials and learning activities
 - iv. Teaching of academic literacies
 - v. Evaluation of academic literacies teaching materials

15) Over time, do you think that some of the responsibilities of the learning advisor can shift to the lecturer?

Probes:

- c. Which ones?
- d. What would the lecturer need in order for that to happen?

Topic: Participant led content

16) Is there anything else you would like to add with regard to any aspect of this project?

Thanks so much for your time – your input is most valuable. I wish you every success with your students this semester and I look forward to seeing you again for our second interview, which will be during the inter-semester break.

Appendix G: Phase 2 Lecturer Interview 2 Schedule

Begin with brief discussion of the nature of the project: to analyse the collaborative processes between learning advisors and lecturers, and the theories of learning that underpin the design and delivery of teaching materials, in order to identify effective practices for embedding academic literacies learning into subject content.

Confirm that the interviewee understands that:

- their participation is voluntary;
- what they share during the interview will be kept confidential between the interviewee and me (the interviewer);
- the interview will take up to 1 hour to complete;
- I will audio record the interview;
- they can request to turn off the recorder at any point and that I will do so if they ask;
- I will transcribe the audio recording; and
- the interviewee will be able to request access to their interview transcript and edit the transcript should they feel it is not accurate.

Topic: Learning theory

- 1) In our first interview, you mentioned the following characteristics of an effective learner: *(insert content from first interview) (show participant printed version)*. Has any of this changed since we last talked about it?

Probes:

- a) If so, what and why?
- 2) Last time, you also mentioned the following as being the most important conditions for optimal student learning: *(insert content from first interview) (show participant printed version)*. Has any of this changed since we last talked about it?

Probes:

- a) If so, what and why?

Topic: Teaching

- 3) You previously said that *(insert content from first interview) (show participant printed version)* were the most important characteristics of an effective lecturer. Have you got anything you'd like to add to this list, or is there some other change in your thoughts on this you'd like to share?

Probes:

a) If so, what and why?

4) Last time, you said this about your approach to teaching: *(insert content from first interview) (show participant printed version)*. Have you got anything to add to this at the moment?

Probes:

a) If so, what and why?

Topic: Academic literacies

5) With regard to embedding academic literacies learning into subject content, you stated the following as advantages and disadvantages of this approach: *(insert content from first interview) (show participant printed version)*. Have your views changed on this at all following your collaboration with *(insert names of learning advisors)* during Semester 1?

Probe:

a) If so, how?

6) Previously, you said that students find these academic literacies challenging in the subject you teach: *(insert content from first interview) (show participant printed version)*. Have you got anything to add to this list, or change?

Probe:

a) If so, what and why?

Topic: Lecturer and learning advisor collaborations

7) During the collaboration with *(insert names of learning advisors)*, has anything changed in how you think about teaching academic literacies?

Probes:

u. If so, what?

i. Were these significant to you as a lecturer?

ii. Significant to your students?

iii. Positives?

iv. Challenges?

v. If not, why?

- 8) In your paper, (*insert name of paper*), you are collaborating with two learning advisors on embedding academic literacies learning into the subject content. Tell me about how this worked.

Probes:

- w. What was your and the learning advisors' involvement in:
 - i. identifying academic literacies in the paper
 - ii. writing curriculum documents, such as assignment questions and marking criteria
 - iii. designing teaching materials
 - iv. teaching students
 - v. evaluating teaching materials
- x. How did you and the learning advisors organise this?
 - i. Face-to-face
 - ii. Phone
 - iii. Email
 - iv. Other?
- y. How regular was communication?
 - i. Was this enough?
- z. What stood out most for you in the collaboration with the lecturer?
 - i. Why did you choose that/those?

- 9) In our first interview, in regard to lecturer and learning advisor responsibilities during collaborations, you stated: (*insert content from first interview*) (*show participant printed version*). Has this changed at all for you since then?

Probes:

- e. If so, how?
- f. Who was responsible for these potential parts of the collaboration?: (the lecturer / the learning advisor / both [if both, what is the % split?])
 - i. Curriculum development
 - i. How much (eg, learning outcomes, assignment wording, marking criteria...)
 - ii. Identifying and sequencing of academic literacies to be taught
 - iii. Design of academic literacies teaching materials and learning activities
 - iv. Teaching of academic literacies
 - v. Evaluation of academic literacies teaching materials

- 10) Looking ahead, what refinements do you think should be made to the collaboration?

Probes:

- f) Curriculum development

- i. How much (eg, learning outcomes, assignment wording, marking criteria...)
- g) Identifying and sequencing of academic literacies to be taught
- h) Design of academic literacies teaching materials and learning activities
- i) Teaching of academic literacies
- j) Evaluation of academic literacies teaching materials

Topic: Emergent themes

One or more items that would relate to issues that emerged – these could stem from planning meetings, communications among learning advisors and lecturers, teaching materials design, teaching events, evaluations of teaching materials. These items would still relate to the topics already addressed.

Topic: Participant led content

11) Is there anything else you would like to add with regard to any aspect of this project?

Thanks so much for your time – your input is most valuable. I wish you every success with your students this semester

Appendix H: Phase 2 Liaison Librarian Interview Schedule

Begin with brief discussion of the nature of the project: to analyse the collaborative processes between Library staff and lecturers, and the theories of learning that underpin the design and delivery of teaching materials, in order to identify effective practices for embedding information literacies and academic literacies learning into subject content.

Confirm that the interviewee understands that:

- their participation is voluntary;
- what they share during the interview will be kept confidential between the interviewee and me (the interviewer);
- the interview will take up to 1 hour to complete;
- I will audio record the interview;
- they can request to turn off the recorder at any point and that I will do so if they ask;
- I will transcribe the audio recording; and
- the interviewee will be able to request access to their interview transcript and edit the transcript should they feel it is not accurate.

Topic: Learning theory

- 1) In your experience, as a liaison librarian, what are the characteristics of an effective learner?

Probes:

- a) What habits do they have?
 - b) What learning strategies do they use?
- 2) What learning strategies do you like to use yourself?
 - a) Do you ever share these with students?
 - i. Which ones?
 - ii. Why?
 - 3) What do you think are the two or three most important conditions for optimal student learning?

Probes:

- a) Out of these conditions, would any of them be more important than the others, do you think?
 - i. If so, how?
- b) In the subjects you are involved with, are there any of these conditions that are more frequently not present?
 - i. Which ones?
 - ii. Why do you think this is?
- c) What do you think hinders student learning?

Topic: Teaching

- 4) What do you think are the characteristics of an effective liaison librarian?

Probes:

- a) Out of these characteristics, which ones would you say are the most important to student learning?
 - i. Why?
- b) Please tell me more about 'name of characteristic' and how you see it impacting on student learning.

5) Do you think learning is enhanced by group work?

Probes:

- e) If so, why?
- f) If not, why not?

6) During class times, to what extent do you think students can be involved in deciding which learning activities to do?

Probes:

- a) If positive, why is that?
 - i. What kind of activities might this include?
 - ii. What would be the benefit of this to student learning?
 - iii. How often?
- b) If negative, why?
 - i. Do you think there could be conditions under which this might be possible sometimes?

7) Would you say that you follow a particular approach to teaching?

Probes:

- a) What is involved in your approach to teaching?
 - i. What guides your choices about content?
 - ii. What guides your choices about delivery?
 - iii. What guides your choices about assessment?
- b) How do you like to evaluate your own teaching?

Topic: Information literacies and academic literacies

17) How does a student's level of information literacy affect their overall academic performance?

Probe:

- c. What are the most important effects?

18) In an ideal situation, without any financial limitations, what would be the best ways for liaison librarians to support students in their learning?

Probe:

- g. When should this happen?

h. Who should be involved?

19) In recent years, embedding literacies learning into subject content has been increasingly viewed as the ideal approach (as opposed to offering support that is not specific to any particular subject). What do you think about embedding of literacies learning into subject content?

Probes:

- g. What do you think are the benefits of embedding?
 - i. For students
 - ii. For lecturers
 - iii. For liaison librarians
- h. What makes embedding difficult?
 - i. For students
 - ii. For lecturers
 - iii. For liaison librarians
- i. Are there any drawbacks to embedding?
 - i. If so, what are they?
 - ii. How could they be addressed?

20) In (*insert name of paper*), which is the paper that you and (*insert name of other learning advisor*) are collaborating with (*insert name of lecturer*) on, what are the literacies that students find challenging?

Probe:

- a) How have you identified these?
- b) Why do you think students find them challenging?

Topic: Collaborations with lecturers

21) In the past, when you have collaborated with lecturers, what has most influenced how you think about teaching information literacies?

Probes:

- aa. Were these significant to you as a liaison librarian?
- bb. Significant to the lecturer?
- cc. Positives?
- dd. Challenges?

22) In (*insert name of paper*), you and (*insert name of other Library staff members*) are collaborating with (*insert name of lecturer*) on embedding literacies learning into the subject content. Tell me about how this is working.

Probes:

- ee. How many semesters have you been involved in collaborating with the lecturer on the paper?
- ff. Has the way you work in that collaboration changed over that time?

- i. If so, how?
- gg. For this semester, what is your, (*insert name of other Library staff members*)'s, and the lecturer's involvement in:
 - i. identifying literacies in the paper
 - ii. analysing curriculum documents, such as assignment questions and marking criteria
 - iii. designing teaching materials
 - iv. teaching students
 - v. evaluating teaching materials
- hh. How have you, (*insert name of other Library staff member*), and the lecturer organised this?
 - i. Face-to-face
 - ii. Phone
 - iii. Email
 - iv. Other?
- ii. How regular has communication been?
 - i. Has this been enough?
- jj. What stands out most for you in the collaboration with the lecturer so far this semester?
 - i. Why did you choose that/those?

23) In collaborations between lecturers and Library staff, what do you think the responsibilities of the lecturer and the liaison librarian/learning advisor should be?

Probes:

- g. Who should be responsible for these potential parts of a collaboration?: (the lecturer / the liaison librarian / the learning advisor / two of these / all of these [if more than one, what is the % spread?])
 - i. Curriculum development
 - i. How much (eg, learning outcomes, assignment wording, marking criteria...)
 - ii. Identifying and sequencing of literacies to be taught
 - iii. Design of literacies teaching materials and learning activities
 - iv. Teaching of literacies
 - v. Evaluation of literacies teaching materials

24) Over time, do you think that some of the responsibilities of the liaison librarian can shift to the lecturer?

Probes:

- e. Which ones?
- f. What would the lecturer need in order for that to happen?

Topic: Participant led content

16) Is there anything else you would like to add with regard to any aspect of this project?

Thanks so much for your time – your input is most valuable. I wish you every success with your work this year.

Appendix I: Phase 2 Learning Advisor Focus Group Schedule

Icebreaker

- Here we are at end of another academic year. What three words would best summarise your work as a learning advisor over the last two semesters?

Engagement questions

14. When we had the focus group last year, and during the interviews we've had this year, some of the key conditions that optimise learning were stated as: [insert content from Phase 1 focus group and learning advisor interviews]. Has anything you've experienced during that time changed or strengthened your thinking about this?
 - a. If so, what?
15. At the last focus group, the most effective ways for learning advisors to support student learning, if there were no limitations, were stated as being: [insert content from Phase 1 focus group]. What do you think about this now?

Exploration questions

16. Last year, the following were stated as limitations that make it difficult for learning advisors to support student learning: [insert content from Phase 1 focus group]. Have any of these changed during the year?
 - a. If yes, what's changed?
 - b. Are things better now?
17. At the last focus group, we discussed the following question: "Is collaboration with lecturers on embedding the most effective way to design for academic literacies learning?" Some key points raised at the time were: [insert content from Phase 1 focus group].
 - a. What do you think about this now?
 - b. Have your views changed since last year?
 - i. If yes, what's changed and why?
18. At last year's focus group, this model for collaboration with lecturers was proposed [display visual representation of model on a projector screen]. Considering your experiences of collaborating with lecturers this year, should we change the model in any way?
 - a. If yes, what should we change and why?
 - b. If you think model should stay the same, what experiences have given you this confidence in the model?

19. Thinking about the collaborations you've been involved in the BEd this year, what has been effective?
 - a. What are your criteria for deciding that the collaboration has been effective?
 - b. What is it about the collaboration that you think has made it effective?

20. And, has there been anything about the collaborations that you think has been ineffective?
 - a. What are your criteria for deciding that the collaboration has been ineffective?
 - b. What is it about the collaboration that you think has made it ineffective?

21. The BEd has provided the Learning Advisors team with the opportunity to map academic literacies learning at the programme level.
 - a. Have there been any positive outcomes of this approach?
 - i. If yes, what?
 - b. Has anything made this approach difficult?
 - i. If yes, what?
 - c. Has the programme level approach been attempted in other programmes?
 - i. If yes, what elements of the collaborative approach in the BEd have been useful in these other programmes?
 - ii. And, have these programmes brought new elements into the collaborative approach that are different from the BEd?
 1. What's been different?
 2. Would any of that be relevant to the BEd?

22. Thinking about how your collaborations in the BEd have progressed over the last year, have any of your responsibilities shifted to the lecturers you've been working with?
 - a. If yes, which responsibilities have shifted?
 - b. What has the lecturer needed in order for these shifts to be effective?

All things considered question

23. What's next for the collaborative work between learning advisors and lecturers?
 - a. New programmes/papers?
 - b. Future research directions?
 - c. Other strands of learning advisor activity apart from / in addition to embedding work?

Final question

Review purpose of research, and then ask:

24. Have we missed anything?

Appendix J: Ethics Documents

Learning Advisor Participant Information Sheet

PARTICIPANT INFORMATION SHEET

– LEARNING ADVISOR

Title: Collaboratively Designing and Teaching for Subject Embedded Academic Literacies Learning

Researchers: Mark Bassett, Professor Judy Parr and Doctor Aaron Wilson

Researcher Introduction

Hello, I am Mark Bassett and I am working as a learning advisor in the Learning Advisors team, which is part of the Library department. I am also a doctoral student at the University of Auckland in the School of Curriculum and Pedagogy.

This Project

The focus of my research is on how learning advisors and lecturers collaboratively design and teach for student academic literacies learning that is embedded into subject content. The reason that I am doing this research is that I hope to make a positive impact on working relationships between learning advisors and lecturers in order to enhance student academic literacy. I hope that the results from this project will contribute to the creation of theory informed practices that effectively guide the collaborative work between learning advisors and lecturers.

Invitation to Participate

Both the University Librarian and the Manager, Learning Support Services have granted me permission to invite you to participate in Phase 2 of my project. As you are involved in collaborating with School of Education lecturers on the Bachelor of Education (BEd) programme, I would like to invite you to participate in case studies of learning advisor and lecturer collaborations on papers in that programme. Lecturers will be invited to participate separately.

Participation is voluntary and you may decline this invitation without giving any reason. Both the University Librarian and the Manager, Learning Support Services have given assurance that your employment status will not be affected should you agree to participate in the research or not.

Project Procedures

This project will involve case studies to be conducted over Semesters 1 and 2, 2018. The case studies will analyse the collaborative processes between learning advisors and School of Education lecturers, and the theories of learning that underpin the design and delivery of teaching materials. Each case will comprise one BEd core paper that lecturers and learning advisors collaborate on, with the papers being drawn from the first and second year of the programme.

If you agree to participate, I will:

- invite you to two individual interviews (one hour each);
- observe relevant BEd meetings among learning advisors and lecturers;
- view copies of communications among participating learning advisors and lecturers about BEd embedded academic literacies;
- access teaching materials and related documents prepared by learning advisors; and
- invite you and the other participating learning advisors to one focus group (two hours).

It is expected that the case studies would require a maximum of four hours outside of your normal work related activities.

Individual Interviews and Focus Group

The interviews and the focus group will investigate learning advisor perspectives on the teaching and learning of academic literacies and will explore each your impressions of the collaborations with lecturers to that point. The interviews and the focus group will be conducted at times that are convenient for you and will take place as follows:

- Round 1 interviews: during Semester 1, 2018
- Round 2 interviews: between Semester 1 and 2, 2018
- Focus group: at the end of Semester 2, 2018

I will offer you the opportunity to annotate a copy of all transcripts of the recordings of your own interviews. Any such edits will be dated and then included in the analysis. You will have two weeks to make any edits and your transcript to me.

Observations of Meetings

Observations will be of meetings among learning advisors and lecturers in order to document the collaborative process between learning advisors and lecturers. I will not assess working efforts or capabilities, or evaluate competence. I will not quote informal

conversations, or any other conversations that are not related to the project focus (ie, I will only quote utterances that pertain to the work of the lecturers and learning advisors.

If a participant does not wish to participate in, or wishes to leave, a meeting that I will observe, they are free to do so without giving any reason. If a participant would prefer that I leave, or not attend, a meeting for any reason, I will act accordingly without question.

I will not audio or video record the meetings.

Copies of communications

I will request you save copies of your email correspondence that is relevant to each case during the project, and then forward that to me. I will only ask you to forward emails between participants in my project, and to exclude any email that includes non-participating staff.

Participants will only be asked to forward me email communications using the staff email system that are pertinent to the collaborative work between learning advisors and lecturers in the BEd. If a participant does not wish to forward me an email communication that pertains to the project focus, they are free to do so without giving any reason.

Rights to Withdraw

If you agree to participate, you can choose to withdraw from the project at any time without giving a reason by informing me in writing. You will not be able to withdraw all data traceable to you because of other focus groups members' data being present in the focus group recordings and the shared nature of the communications and documentation. You will be able to withdraw your individual interview data up to 30/11/2018.

Data Storage, Retention, Destruction and Future Use

I will use the data in my doctoral thesis, conference presentations, journal publications, and other academic publications and presentations. All data will be securely stored on a password protected computer, or in a locked filing cabinet at the University of Auckland, for six years. After that, all electronic data files will be deleted. The links to all data files will then be overwritten using Cipher.exe. All hardcopy data will be shredded. I will email a copy of the results to the University Librarian, the Manager, Learning Support Services, the Head of the School of Education, the Bachelor of Education Programme Leader, and each participant.

Confidentiality and Anonymity

It is not possible to guarantee the anonymity of the participants because the potential participants already know each other and will be working collaboratively. The recordings and transcripts of the individual interviews and the focus group will remain confidential. The contents of the meetings and communications among the learning advisors and BEd lecturers will also remain confidential. Participants' names will not be used in my thesis and other publications. Participants in the focus group will be asked not to identify other participants in the focus group.

Potential Conflicts of Interest

Although I am a member of the Learning Advisors team, I am not in a position of authority over other learning advisors and only seek to document and theorise our work. To minimise the potential for any perceived coercion on my part, my main supervisor has provided information about my project to you.

CONTACT DETAILS AND APPROVAL

If you have any questions, please get in touch with me, my supervisors, or the Head of School. Our contact details are below:

Researcher	Supervisors	Head of School
Mark Bassett mbas028@aucklanduni.ac.nz	Professor Judy Parr jm.parr@auckland.ac.nz 09 923 8998 Doctor Aaron Wilson aj.wilson@auckland.ac.nz 09 373 7999 ext 48574	Associate Professor Helen Hedges School of Curriculum and Pedagogy h.hedges@auckland.ac.nz 09 373 7599 ext 48606

If you are happy to participate in this research project, please sign and date the attached Consent Form and post it in the internal mail to:

Mark Bassett

Learning Lab

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Research Office, Private Bag 92019, Auckland 1142. Telephone 09 373-7599 ext. 83711.

Email: ro-ethics@auckland.ac.nz .

Learning Advisor Consent Form

CONSENT FORM– LEARNING ADVISOR

THIS FORM WILL BE HELD FOR A PERIOD OF SIX YEARS

Title: Collaboratively Designing and Teaching for Subject Embedded Academic Literacies Learning

Researchers: Mark Bassett, Professor Judy Parr and Doctor Aaron Wilson

I have read the Participant Information Sheet, and I have understood the nature of the research and why I have been asked to participate. I have had the opportunity to ask questions and have them answered to my satisfaction.

The University Librarian and the Manager, Learning Support Services, have given assurances that my decision to participate in this research or not will have no effect on my employment status.

I agree to participate in Phase 2 of the research.

I understand that:

My participation is voluntary.

I will participate in two individual interviews. The interview process has been clearly explained to me.

The researcher will observe meetings among myself, other learning advisors, and School of Education lecturers, relevant to the Bachelor of Education (BEd) programme. The observation protocols have been clearly explained to me.

I will save a copy of email communications among myself, other learning advisors, and School of Education lecturers, relevant to the BEd programme. I will then forward these to the researcher.

The researcher will be granted access to teaching materials and related documents prepared by learning advisors that are relevant to the BEd programme. I will participate in one focus group. The focus group process has been clearly explained to me in the Participant Information Sheet.

I am free to withdraw participation in writing at any time without giving a reason.

I will not be able to withdraw all data traceable to me because of other focus groups members' data being present in the focus group recordings and the shared nature of the communications and documentation.

I will be able to withdraw my individual interview data up to 30/11/2018.

It is not possible to guarantee the anonymity of the participants because the potential participants already know each other and will be working collaboratively.

The recordings and transcripts of the individual interviews and the focus group will remain confidential.

Participants in the focus group will be asked not to identify other participants in the focus group.

Participants' names will not be used in the researcher's thesis and other publications.

Data will be used in the researcher's doctoral thesis, conference presentations, journal publications, and other academic publications and presentations. The data will be kept securely for six years in a locked filing cabinet or on a pass-word protected computer at the University of Auckland, after which time all data will be completely destroyed.

I will receive a research report via the contact details I have given below.

Approval and next steps

If you agree to participate, please provide your name, your signature, the date, and your contact details in the spaces below. Please return this form to me in the internal mail:

Mark Bassett

Learning Lab

B-22

If you do not agree to participate, you do not need to do anything further.

Name: _____

Signature: _____

Date: _____

Contact Details:

Appendix K: ProCo Embedding Model Guide

The ProCo embedding model comprises six key processes:

1. **leading:** agreement between Library & School to embed literacies through a programme:
 - initial discussions about the scope of a programme-wide collaboration are between leadership staff from each department, such as:
 - o Managers and/or Team Leaders from the Library teams responsible for academic and information literacies (and other departments in contexts where LAs are not positioned in the Library)
 - o the Head and/or Deputy Head of School
 - o programme leader/s, and senior lecturing staff (who may include an embedded literacies 'Champion')
 - the wider lecturing team then can be consulted and asked for comment ahead of School approval being granted
 - School leadership staff have ongoing responsibility for providing high level support for the continuance of the collaboration, coordination of lecturing staff and timetabling, and regular communication within their own staff and between the departments

2. **mapping** literacies across papers & assignments and schedule for implementation:

- representative LAs and LLs meet with paper leaders and other relevant lecturers to review the literacies demands of papers and assignments across the programme
- the LAs and LLs create a draft literacies map
- they share the draft map with the lecturers, include relevant adjustments, and finalise the map
- a schedule is agreed for the order in which papers will be collaborated on, and design teams can be assigned (at least one lecturer, LA and LL, with an ideal team size of no larger than four or five)

3. **co-designing** literacies teaching materials:

- for each paper, the respective design team works through the steps for collaborative resource design
- initial discussions are to capture the lecturer's literacies expectations of their students, including what they value when assessing as well as their experiences of what students usually find challenging in completing the paper's assignments
- * the LA also asks the lecturer for samples of past student writing that were awarded high marks, which the LA then analyses for discourse features that can be modelled to current students (if no student writing samples are available, the LA can create a new model – the lecturer can co-create the model with the LA or review one that the LA creates)
- the LA and LL create their respective teaching materials, seeking lecturer input:
 - o early on regarding focus/scope
 - o when a draft set of materials are ready
- further rounds of drafting and feedback continue until the design team are in agreement, but the aim should be for no more than two rounds in order to keep the process efficient – this is achievable as long as the LA and LL include the lecturer in the previous steps

4. **team-teaching:**

- the academic literacies content is team-taught between the LA and the lecturer, while information literacies content is team-taught by the LL and the lecturer, as part of either lecture or timetabled tutorial time prior to when students will need to apply the literacies to a current assignment

- the first time the academic literacies materials are taught:
 - o the LA leads the class; and
 - o the lecturer observes how the LA teaches the materials, supports/affirms the content to their students, and can also provide clarifications regarding their expectations for the assignment as well as respond to discipline content questions that emerge during the class
- the second time the academic literacies materials are taught (after an evaluation of the first delivery, and perhaps another cycle of co-designing):
 - o the lecturer can lead the class; and
 - o the LA observes, providing support if required by the lecturer
 - o alternatively, if the lecturer is already confident to teach the materials, they can choose to do so without the LA being present – this would mean that the materials have been ‘handed over’)

5. evaluating:

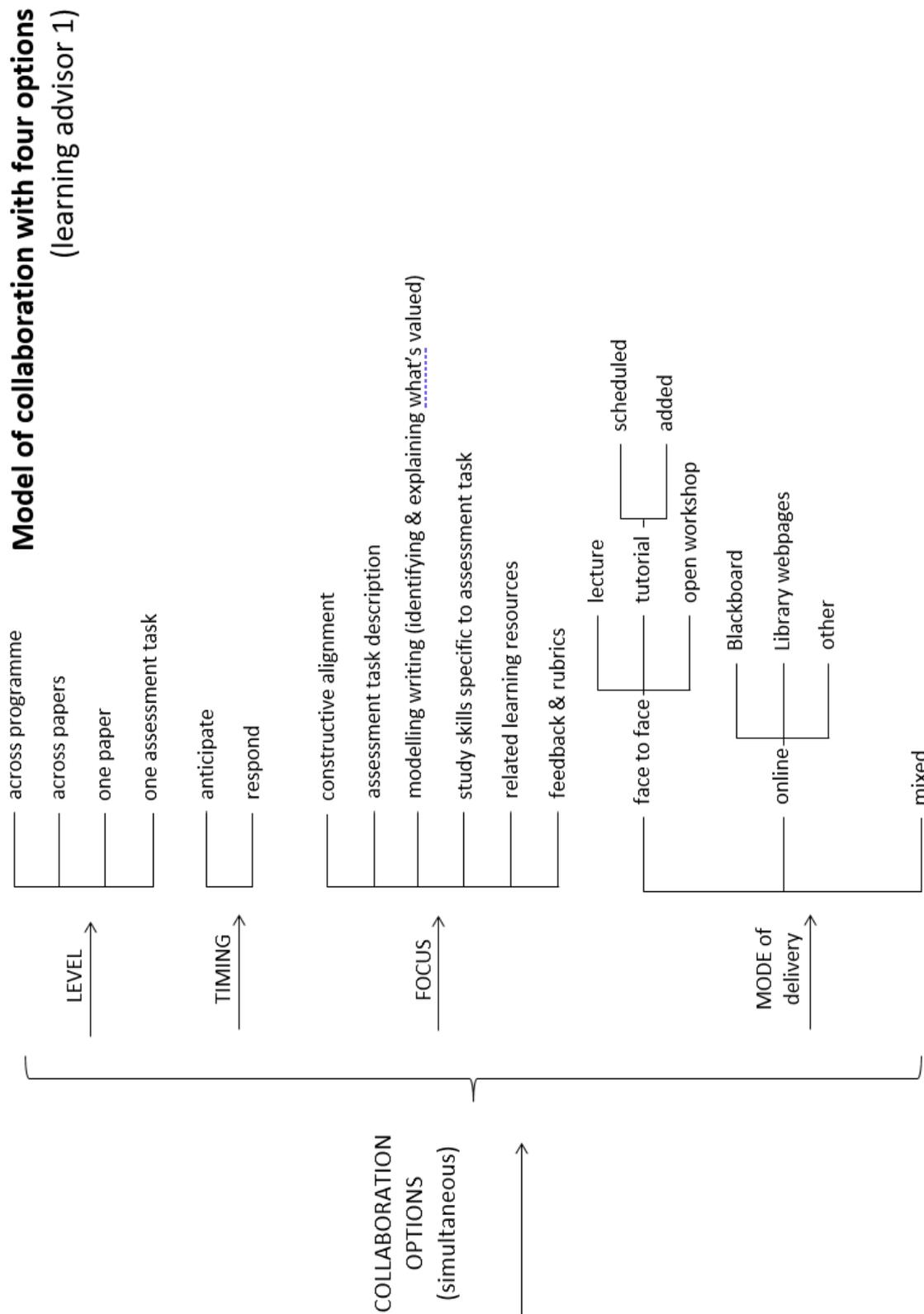
- after the literacies materials are team-taught, the LA/LL and the lecturer evaluate the content and delivery, and agree on any changes to be made prior to the next time the materials are taught

6. handing over:

- after each cycle of co-designing, team-teaching and evaluating, the option to hand the academic literacies teaching materials over to the lecturer is available
- once handover has occurred, the LA is available to the lecturer as a consultant if:
 - o updates to the teaching materials are required, or
 - o if new common needs are identified in future cohorts that would necessitate the co-design of new teaching materials

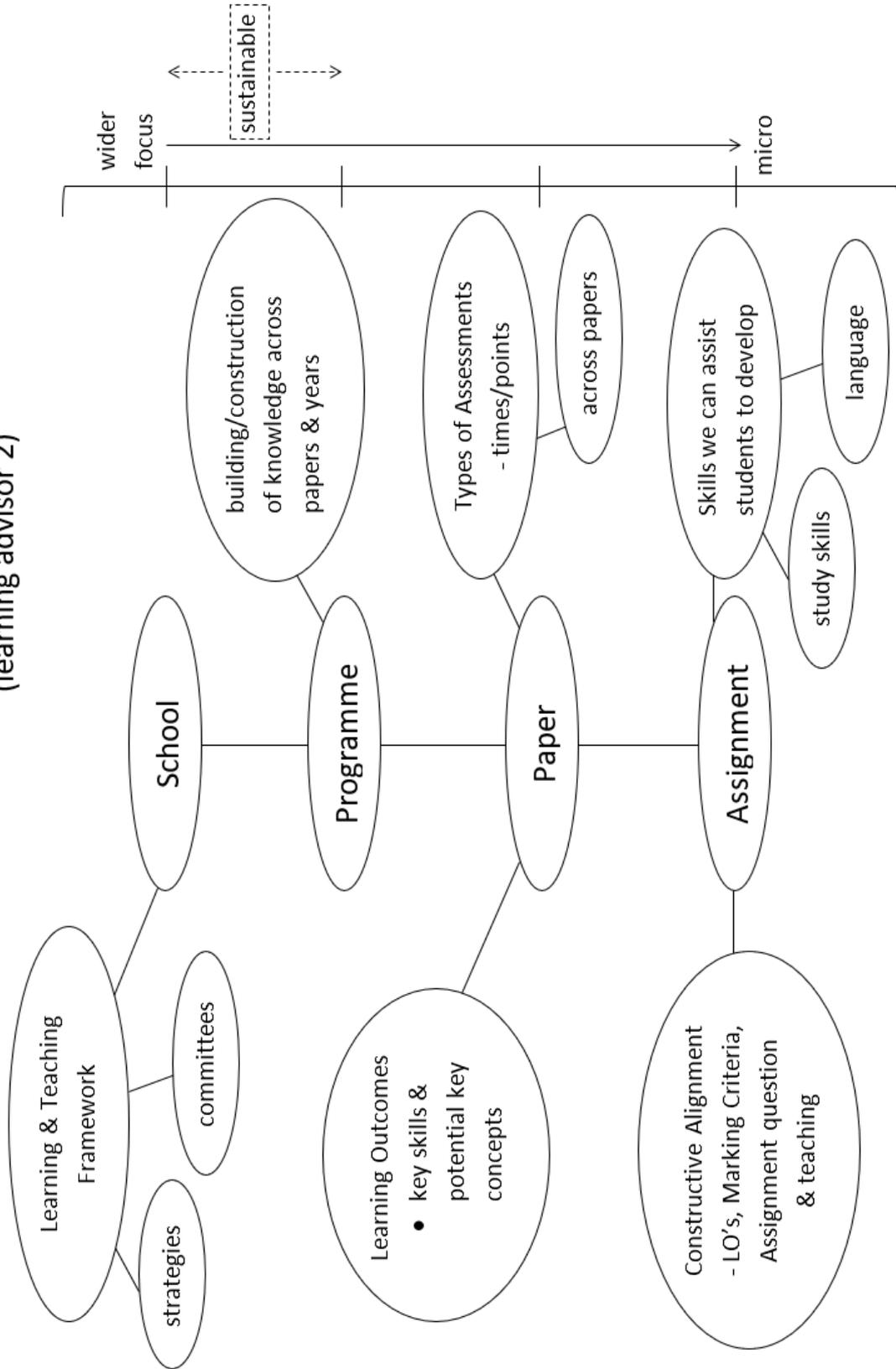
Appendix L: Learning Advisor Models for Embedding Literacies Development

LA1 Collaboration Model with Four Choices



LA2 Model of Collaboration From Wider Focus to Micro

Model of collaboration from wider focus to micro
(learning advisor 2)



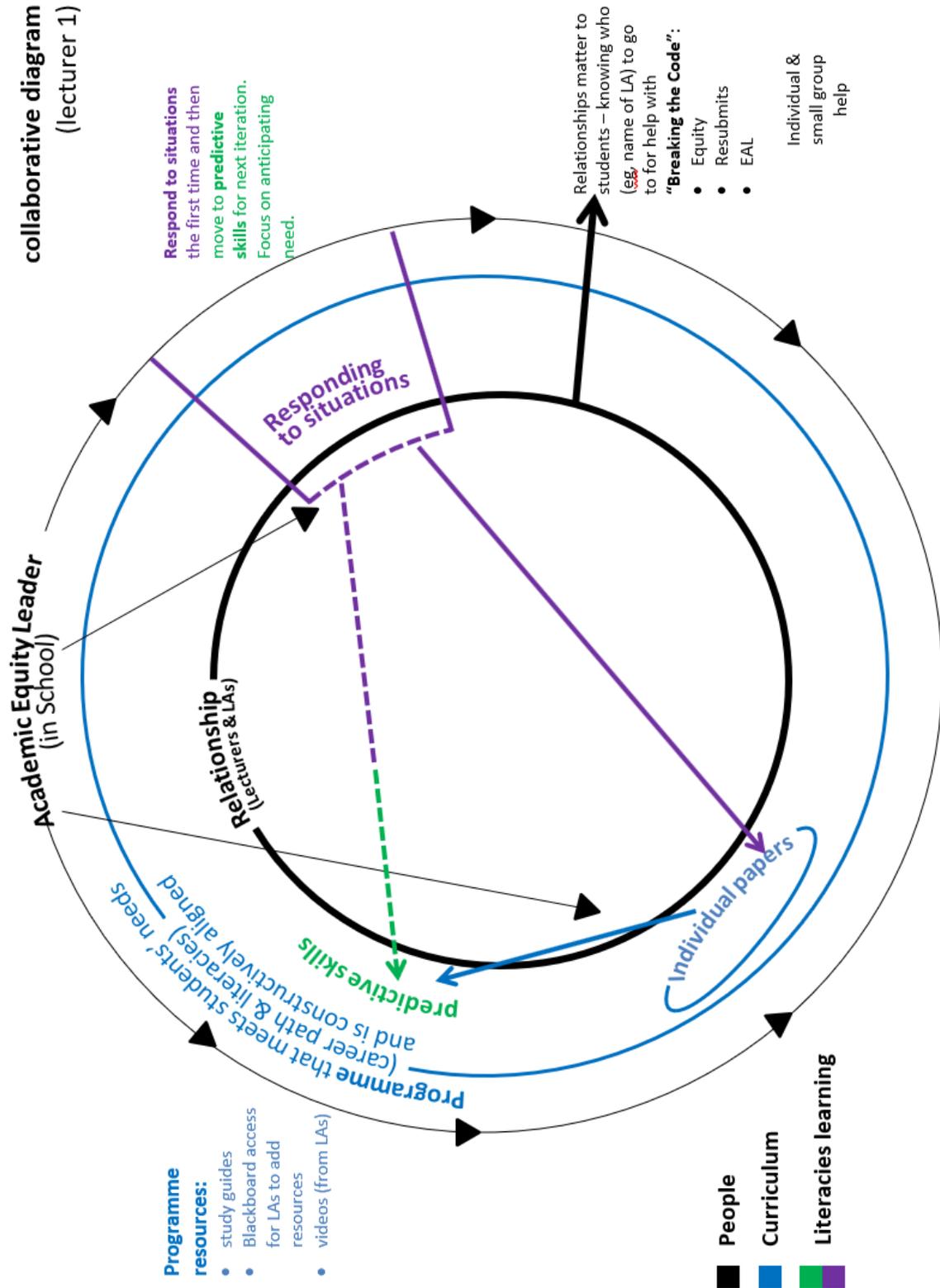
LA3 Embedding and Integrating Mind Map

Embedding and integrating mind map
(learning advisor 3)



Appendix M: Lecturer Models for Embedding Literacies Development

L1 Collaborative Diagram



L2 Collaborative Diagram: Tree Metaphor

Collaborative Diagram - using a tree metaphor (lecturer 2)

Lecturer and learning support relationship goal:

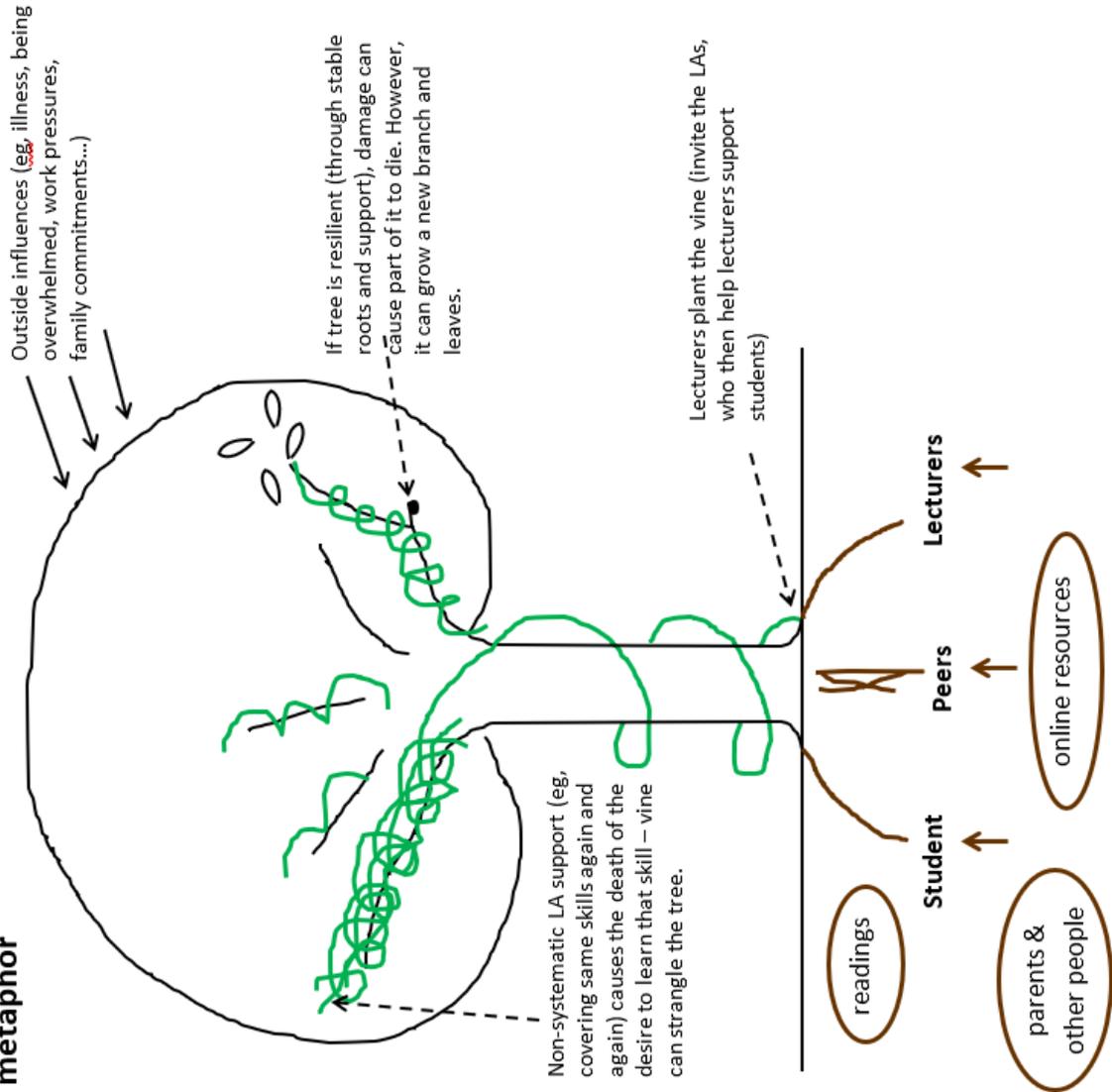
- next learning steps for

Student is the tree:

- growing over time
- branches are skills that contribute to student success
- lecturers, peers, and the student are all roots that feed the tree
- depending on the student, the roots will be different sizes

Learning support is the **vine** that grows round the tree:

- students can choose to strengthen or repair a vine (eg, access online resources)
- eventually, vine naturally dies out (tree is strong already)



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