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LANTITE: A driver for innovative literacy and numeracy practices

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Since 2014, the Australian Catholic University (ACU) Academic Skills Unit (ASU) has been creating a suite of academic literacy and numeracy resources, which all students can access via the university online learning management system (Moodle). This space utilises digital resources including asynchronous video tutorials (created with Adobe Captivate and uploaded to the ASU YouTube channel) and interactive quizzes to extend students' learning experiences. In early 2016, the Faculty of Education and Arts requested ASU to create materials to support those students preparing for the Literacy and Numeracy Test for Initial Teacher Education (LANTITE). This was a priority initiative and as ACU has campuses across 3 states, a national response was required. Accordingly, the ASU team developed a suite of self-access literacy and numeracy resources, often in collaboration with academic staff. This resource development process utilised skills and pedagogical approaches that have informed the ASU's development of its generic online resources. The involvement in LANTITE has included ongoing reviews and development of additional LANTITE materials, which, in turn, has led to further innovative ALL practices, such as the provision of online workshops via Adobe Connect. This experience resulted in yet other new approaches to service delivery across the ASU, such as providing online individual consultations and a program of online workshops. Whilst innovation has delivered exciting and positive opportunities for student engagement, it has not come without some challenges. Mastering these technological and service delivery challenges, while continuing to meet the evolving needs of students and the University, has become an ongoing learning and development process for ASU.

Key Words: academic skills, literacy, numeracy, online learning, digital resources.

1. Introduction

Universities in Australia have responded to the rise in student numbers and increased participation from non-traditional cohorts by adopting learning technologies as core to their teaching and learning (Lyons, Hannon, & Macken, 2014; Russell, Malfroy, Gosper, & McKenzie, 2014; Salmon, 2014). There is recognition that in the 21st century, digital and mobile technologies are increasingly used by students to engage, learn, and reflect in the digital space (Miller, 2015; Russell et al., 2014). However, there is also concern about whether effective pedagogical practices are driving the implementation of these technologies, particularly in academic units (Ling & Fraser, 2014;

Salmon, 2014), or whether technology is driving the teaching and learning. This is then the context in which the Australian Catholic University (ACU) operates.

The Academic Skills Unit (ASU) is one of the student support services in the Office of Student Success (OSS), within ACU's portfolio of Students, Learning and Teaching (ACU, 2017). The ASU's role is to develop students' skills and strategies, enabling them to successfully engage in their studies as independent and reflective learners. This paper explores how the ASU's ALL practice culture has changed in the past three to four years with its adaptation of the learning technologies available and supported at ACU. The initial impetus for this change to working in digital spaces was the ACU context itself and how the institutional priorities necessitated a change in practice. This initiated and motivated a re-conceptualising of the ASU's ALL practices into online modules within the ACU Learning Management System (LMS). As module development progressed, in late 2015, the ASU was requested by the Faculty of Education and Arts (FEA) to provide a support program for education students preparing to undertake the Literacy and Numeracy Test for Initial Education Students (LANTITE) (Australian Council of Educational Research [ACER], 2017a). The ASU responded by developing a suite of resources and services in both literacy and numeracy to support education students, which were later to include online workshops. These innovations aligned with the ASU's other developments in ALL practices, which came to include providing online consultations and developing and delivering online generic workshops in both literacy and numeracy. There have been a number of enabling factors and resulting benefits of the digitalising of the ASU's ALL practices, but nonetheless moving forward is not without its challenges. There has been, throughout this change in the ASU practice culture, an awareness of the limitations and constraints that have impacted on the design of the Unit's digital ALL practices.

2. Background ACU context

ACU is a national university that has undergone rapid growth since 2010, with student numbers increasing 64% (ACU, 2016). The 2016 course headcount totalled 33,629 students (24,402.6 EFTSL) (ACU, 2016). ACU Students come from over 95 countries and are situated on campuses in Brisbane, Ballarat, Canberra, Melbourne, North Sydney, Strathfield as well as online (ACU, 2016). Within the University's Strategic Plan 2015-2020 (ACU, 2017), the ASU, as a student support service, is identified as a key factor in student engagement and satisfaction. There are currently 21 Academic Skills Advisors (equivalent to 18.6 full time staff) who support students across all campuses.

Up until 2014, the ASU's academic language and learning support for students included: face to face (F2F) booked and drop-in consultations, phone consultations, campus workshops covering generic and discipline-specific topics, an email service, a study guide in printed form, and online resources posted on the university website. Given the diversity and geographical spread of ACU campuses, the workshops were often tailored to the specific campuses. The Academic Skills resources housed on the ACU website consisted of PowerPoint slides and downloadable documents covering a range of topics. As has been identified elsewhere (Leslie-McCarthy & Tutty, 2011), the reliance on static learning resources has been a common experience in ALL Centres at Australian universities. However, this type of resource provides limited interactivity for students.

3. Digitalising ALL practices

In 2014/15, ACU redesigned its website, and the ASU's online resources could no longer be located on the student website. Leslie-McCarthy and Tutty (2011) make a compelling argument that digitalising ALL practices requires the platform of a web environment that is flexible and adaptable enough to meet the diversity of ALL purposes. However, at ACU the LMS platform Moodle was implemented for all academic units, and the ASU resources also had to be moved into Moodle. The university named this Moodle site, 'LEO', short for Learning Environment Online.

Along with this change, an increase in student numbers and diversity called for a re-think of ALL practice. It was recognised that students are time-poor and that the digital space provides a level of flexibility and accessibility for delivering support and resources (Stone, 2016; Tait, 2014). In 2014, planning and discussion took place within the ASU to create an Academic Skills resource unit within LEO which would be available to all students and staff.

3.1. ASU LEO module development

Having a national focus and working collaboratively, via Lync (later, Skype for Business), Advisors began producing online modules with a blended learning approach (in topics such as writing, time management and referencing) to complement the F2F student appointments and national workshops that were delivered on each campus, each semester. The ASU instituted a project management approach to the conception, mapping and design of these initial modules for the ASU LEO. This meant a project development team was organised and a timeline of key dates and expected outcomes was created. It was decided that the first module would be Study Smart, a transition module, which would be available for students in Semester 1, 2015 and would complement commencing students' on-campus orientation. Whilst the end resource would be located on LEO, the ASU experience has been that "ALL staff predominantly design, manage and maintain their own sites in-house" (Leslie-McCarthy & Tutty, 2011, A30). There were no additional costs, nor systematic staff development or access to an educational designer outside of the ASU; however, there was access to technical support and advice.

Over a period of two to three years, LEO modules were developed on topics related to writing, reading, referencing, time management, grammar, exam preparation, and maths / numeracy. Within each module, a suite of resources was created, including short Adobe Captivate and YouTube videos (captioned and with transcripts), downloadable information sheets, checklists, and self-accessing and self-paced quizzes for students. Where applicable, modules also contained links to other modules or external web resources. A downloadable and searchable online version of the ACU Study Guide: Skills for success (ASU, 2012) was also placed online.

The ASU LEO provides ready access to information and allows students to check their understanding of the material and skills focussed on in the modules. The ASU LEO became the focus for not only the creation and expansion of modules, but demonstrated the cultural shift in the Unit's service provision. It has become the one location where students can access the range of the ASU services available, from workshop schedules and resources, to booking appointments or utilising the Unit's Ask an Advisor email service. Overall, the ASU LEO enables students to have ongoing engagement with the resources and the services available to them.

4. LANTITE: The driver

The innovations in the digital space of using the functionalities of LEO and Adobe coalesced in a program of support for Education students preparing to sit LANTITE (ACER, 2017a). In order for graduating education students to demonstrate that they have sufficient personal literacy and numeracy skills, it is now required that these students demonstrate that their skill levels in both literacy and numeracy be "equivalent to those of the top 30 per cent of the population" (ACER, 2017b, p. 6). Hence, in December 2015, the ASU was asked by the Faculty of Education and Arts (FEA), to provide a program of support for final year Education students who would be finishing their course requirements in Semester 1, 2016. This initial request was for students in New South Wales (NSW) at ACU's Strathfield campus due to the requirements of the Board of Studies, Teaching and Educational Standards (BOSTES) that students needed to complete the Literacy and Numeracy for Classroom Readiness (LANCR) test in February 2016 prior to their final professional placement (Department of Education and Training [DET], 2016; New South Wales Education Standards Authority, 2016). As it was a matter of some urgency, the ASU staff,

after consulting the Assessment Framework (ACER, 2017b), planned and delivered initial workshops to students on the Strathfield campus and Advisors were available for F2F consultations. Thus began the ASU's ongoing involvement with FEA in providing support for education students intending to undertake the LANTITE (ACER, 2017a).

LANTITE was never envisaged as a New South Wales (NSW) only requirement, and was adopted throughout 2016 and 2017 by other states (ACT Teacher Quality Institute, 2017; Queensland College of Teachers, 2016; Victorian Institute of Teaching, 2015). Hence, a national approach was required to support students preparing for the tests in Australian Capital Territory, Victoria and Queensland as well as NSW. The national approach of working in teams that the ASU utilised in producing its ALL resources on LEO provided a model, which could be adapted to the LANTITE support program. Two working teams were established for Literacy and Numeracy support respectively.

The literacy component of LANTITE has been designed to test both reading processes which are "the skills or cognitive processes that readers deploy to make meaning from texts" (ACER, 2017b, p.14) and the technical skills of writing identified in the assessment framework as "syntax and grammar (including punctuation), spelling, word usage and text organisation" (ACER, 2017b, p.18). Numeracy in LANTITE is defined as "interpreting and communicating important non-technical mathematical information and using such information to solve relevant real world problems …" (ACER, 2017b, p.21). The numeracy processes assessed in the test are in the following content areas: number and algebra; measurement and geometry; and statistics and probability. LANTITE is not an assessment of academic content related to students' courses, but rather it assesses skills and strategies using test items within educational contexts (e.g. school processes and culture) that would not be considered unfamiliar to initial teachers. This focus on generic skills and processes was considered a good fit for the ASU to work with FEA in developing digital as well as F2F resources. In addition, support and direction from the Deputy Dean FEA enabled FEA staff to create the FEA LANTITE support site on LEO specifically for Education students preparing for LANTITE. This site is recommended by the University as a prominent resource to assist students in their preparation for LANTITE.

4.1. Literacy

Due to the limited information and availability of practice tests from ACER, ASU explicitly focused on students' own literacy skills developed and utilised in the course of their study as well as test taking strategies. Students were encouraged to identify and consolidate skills already acquired and deployed and to self-identify areas that required improvement. Resource development followed the team-work model that had been successfully adopted for the ASU LEO. In addition to F2F workshops, video resources were created. These included instructional Adobe Captivates, additional videos featuring students who had undertaken LANTITE, further practice items, and links to other resources were created for FEA and education students.

4.2. Numeracy

Digitalising ALL practices has become more systematic over the last four years; however, numeracy did not have as well developed a presence on the ASU LEO as literacy. Numeracy Advisors, offering an additional service since 2013, were at a nascent stage in 2015/16 in developing digitalised maths and numeracy resources on the ASU LEO. However, LANTITE and the consolidation of the numeracy team created an opportunity for a collaborative response from the ASU and FEA staff.

The initial LANCR test in 2016 established the need for the ASU numeracy team to provide support materials for graduating students from teacher education courses. The focus of this assistance was to be two-fold: revision and consolidation of the content that students were likely to

encounter in the test, and assistance to prepare students for this mode of testing, which was entirely computer-based. Issues of test technique, time management and familiarity with different question types were also to be addressed.

Conversations with academic staff from the FEA ensued as the team researched the intent and implementation of this mandated requirement. These discussions provided clarity around expectation, purpose and the nature of resources that were prepared. According to Moore (2005), staff collaboration in an educational setting is intended to improve student learning; this collaboration between ASU and FEA academics informed the development of numeracy resources. This resulted in the ASU developing workshops, supplementary questions and a set of further practice questions students could complete online.

As the project developed the ongoing consultation with the academics vested in the implementation in the initial LANCR trial, resolved that a diagnostic quiz that they devised would become a workshop activity. The information collected on completion of the quiz resulted in further skill building materials that are now embedded into various education units of study. As the diagnostic quiz was developed as part of the FEA LANTITE support program, it would be situated along with the other ASU LANTITE numeracy resources on the FEA LANTITE support site on LEO.

4.3. LANTITE: online workshops

In 2016/17, the ASU has further expanded its support for education students preparing for LANTITE, by offering online workshops. Using Adobe Connect, the F2F literacy and numeracy workshops were adapted for the online space. The interactive elements of Adobe were employed allowing students to respond to Advisors and to each other, receive feedback, ask questions and initiate discussion. This synchronous digital space encouraged levels of interactivity and engagement that the students could control from a place of their own choosing. In 2016, the F2F workshop program extended to include most campuses. In late 2016, the first online workshops were offered to students and both these and the F2F workshops continued to be offered throughout 2017. The timetabling of all workshops was to coincide with the periods when students would be registering to sit the LANTITE in the particular testing period.

These online workshops are an example of an ALL practice with a specific focus allowing students "quick access to solutions" Leslie-McCarthy & Tutty, 2011, A28). It may exemplify for students 'just in time' support, but it may sit uneasily with the more developmental approach that underpins the Unit's ALL practice (Leslie-McCarthy & Tutty, 2011). This approach is reflected in the suite of resources available for students self-access on the FEA LANTITE LEO support site and in the support and feedback the ASU has been able to provide on other FEA initiatives to support students. The success of the ASU's involvement has been due to the collaboration between the ASU's colleagues, and the support from the ASU project leader, the ASU manager and the FEA LANTITE Working Group.

5. Online consultations and workshops

5.1. Trialling online consultations

Offering online workshops as part of the LANTITE support program had its origins in the trialling of online individual consultations. The enquiry into a possible provision of online consultations took place in a context where students already had some familiarity with various forms of online learning. In early 2015, online interactions of ACU students consisted of discussion forums, blogs, reflective diaries and collaborative activities. A common aspect of those interactions is their flexibility as to when they can be accessed (Clarke, 2008). Two trial sessions, the first involving Advisors and the second involving both Advisors and students, were conducted in 2015 and 2016. The trials helped determine whether Adobe Connect or Lync/Skype was the more suitable platform. While both platforms were easy to navigate and offered a number of options for teaching

and learning purposes, Adobe Connect best responded to all criteria. It could also easily adapt to other purposes such as the provision of online workshops as had been demonstrated in its use in the LANTITE support program.

5.2. Online consultations as standard service

When online consultations were implemented in March 2017, students had a range of academic support options available. The addition of synchronous and responsive online support to these established services was driven by a need for equity – ACU has a large number of fully-online students – and flexibility to respond to the demands of time-poor students. To some extent, there was a concern to adapt to technological developments to better address potential future changes in tertiary education and to provide students with another option to access academic support (De George-Walker & Keeffe, 2010). The addition of a new service, particularly an online one, meant extending the current practice of the ASU. Close collaboration with the IT and Systems departments and their direct involvement in the decision-making process ensured the service could be effectively implemented and further developed later (De Vries, 2010).

The service was presented to students as an alternative option that they could integrate in their busy schedules and their response was essentially positive. They described the service as 'convenient, helpful, easy, effective and time-saving'. Online consultations so far mirror what already occurs F2F, but there is now a need to investigate the pedagogy of teaching and learning online (Reushle & Mitchell, 2009).

5.3. Online workshops

Developments in LANTITE and online consultations naturally led to the adaptation of F2F national generic workshops onto the online Adobe Connect platform. In the first instance, during the latter part of 2016, existing workshops were transferred into Adobe Connect rooms and simple interactive tools such as polls and chats were used. The guiding rationale behind these decisions was to tread slowly and work with Advisors' existing knowledge of Adobe Connect, and at the same time, introduce some level of interactivity in order to maximise student engagement (Bowers & Kumar, 2015). It is recognised that what works in a F2F workshop may not transfer seamlessly into the online forum; therefore, in the second phase, a team of Advisors is investigating best practice in the delivery of online workshops.

5.4. eLearning pedagogy

The implementation of online consultations and workshops could be described as an addition to the environment for academic skills support. Questions still remain as to how Advisors and students will adapt to the new services to effectively integrate them to their day-to-day practice. Torun (2013) explains that a synchronous environment, such as live online support, can be more effective when in complement with an asynchronous environment, for example, the repository of resources in an institution's LMS. In an environment that is both synchronous and asynchronous, advisors can enter in a dialogue with students where they can help them make sense of their learning and guide them through relevant resources the students can later refer to in their own time (Priest, 2007). However, this approach to support is quite similar to a F2F approach and live online support can simply replicate what happens on-campus (Hedberg, 2006). The selected platform for online consultations and workshops - Adobe Connect - reproduces a number of interactions that can occur F2F namely, learner-content, learner-instructor, and learner-learner (Moore, 1989), but the platform itself adds a learner-interface interaction (Hillman, Willis, & Gunawardena,1994) whose purpose needs to be defined by its users (Hrastinski, Keller, & Carlsson, 2010). Acknowledging a similarity with F2F learning is probably the starting point in a process of inquiry that can involve all users in the reorganisation of the learning experience (Garrison & Kanuka, 2004).

The availability of an online mode of support does not make users instant e-learners or e-teachers (Guri-Rosenblit & Gros, 2011). An ongoing dialogue between all participants will need to clarify how live online services can be thoughtfully integrated to day-to-day practice and take into account developments in learning needs (Garrison & Kanuka, 2004; Thompson & MacDonald, 2005). The dialogic process between all involved may consist of three areas of investigation: how to blend the students' learning experience rather than offer a mere coexistence of F2F and online support (Torrisi-Steele, 2011), how to develop an online literacy that is not limited to technical ability but provides the skills needed by students and Advisors to effectively work in an online learning environment (Guri-Rosenblit & Gros, 2011) and how to promote online participation to ensure an adequate use of the various means of support (Hrastinski, 2009). These enquiries may, in future, help to develop a meaningful learning experience underpinned by a relevant e-pedagogy that can add value to academic study support.

6. Enabling factors

There have been a number of factors that have enabled the ASU to transform its culture of ALL practice from one that was historically campus based, to one that is national in outlook and practice. The first is the support and recognition that ALL practice in the digital space is collaborative (Thies, 2016). It is not up to the individual Advisor on their own campus, but rather is a collaboration across campuses with Advisors contributing capabilities and skills in a process of shared learning (Thies, 2016). Building staff capacity in re-viewing their ALL practice with a national perspective involves building capacity, individually and in teams. The experience of the early LEO module development provided modelling of teamwork, both F2F on individual campuses and virtually. There has been a readiness of Advisors to work together in teams across campuses, acknowledging individual strengths and working in an environment where feedback from 'critical friends' is sought and received.

Institutionally, to enable this change in work practice, there has been ongoing support and direction from the ASU manager and OSS Director; with LANTITE, support from faculty and eLearning staff has been crucial. Practically, in order for teams to work across campuses, technologies, such as Lync, Adobe Connect, SharePoint and Polycom have become the normalised means of communication and exchange of ideas.

Advisor pioneers or early adopters (Lyons et al., 2014) explored and experimented with the technologies that would later be used in digitalising the ASU's ALL practices. These staff then created capacity-building resources by creating guides for all the ASU's staff (e.g. on using Adobe Captivate, YouTube, Qualtrics, Google forms and guides to creating accessible resources). Staff capacity has indeed been built with the majority of staff now feeling confident in working in the online space.

Advisors have used informal contacts with academic and other professional staff in the IT and eLearning areas to supplement their expertise in using and adapting the technology to an ALL context and to fulfil ALL outcomes. Alongside the digitalising of ALL practices, Advisors have continued to work with academic staff in providing ALL support for students in specific units. As the ASU is working within its own digital space, it can determine the structure and functionality of how to deliver ALL practices in this space. The Unit now has a defined digital presence as a result of the expertise that Advisors have developed.

7. Benefits

7.1. Increased student engagement

There has been an increase in the number of students engaging with the ASU's online resources on LEO. This level of engagement has risen from fewer than 30,000 views in Semester 1, 2015 to almost 140,000 views in Semester 1, 2017 (see Figure 1). This may be partially due to the

increased number of resources available and partially due to the increased awareness of the Unit's site, recommended in LANTITE support material. Following the creation of the online workshops as a method for the ASU to interact with students, the Unit's ability to reach students who do not attend campus, or who cannot attend our F2F workshops, has increased.
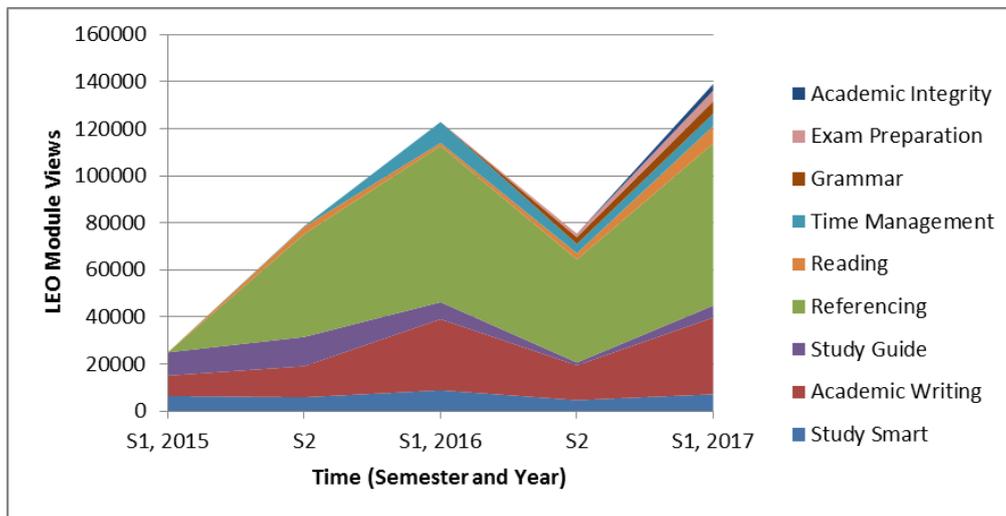
Figure 1. Number of views on the ASU's LEO modules from Semester 1, 2015 to Semester 1, 2017.

7.2. Improved staff skills and confidence in using different technologies

An additional benefit, arising from the development of LANTITE resources, F2F and online workshops, is the Unit's staff skill development in different technologies. After the decision to use the Adobe Connect platform as the tool to provide remote, live tutorial sessions, all staff members involved were required to upskill in this area. This required a different style of teaching to F2F and is a focus of ongoing staff development (Miller, 2015). In addition, the variety of resources created required the ASU's staff to use Adobe Captivate and YouTube to create narrated slideshows and instructional videos, which include closed captions. Integrating these new resources in LEO also required a number of staff to increase their skills in using the features of the platform and HTML. ACU's subscription to the Lynda.com suite of instructional programs allowed staff to upskill in these technologies without significant cost or travel. With the majority of the ASU's staff now able to teach in the virtual space, the opportunity now exists to provide academic literacy and numeracy support to students who are enrolled fully online or who otherwise cannot make it to campus for the Unit's F2F offerings.

7.3. Flexibility in responding to emerging student needs and technologies

In Australia, students are increasingly choosing online options when it comes to their tertiary studies with 22% of students studying either fully online or multi-modal (DET, 2017). This is quite apparent at ACU with the number of students enrolled in ACU's Virtual Campus (fully online learning) increasing from 1,932 in 2012 to 3,452 in 2016 (ACU, 2016). It is projected that this number will reach 4000 by the end of 2017. This means that, more than ever, students are accessing learning from a place and at a time of their choosing. The requirement for students to attend physical lectures and tutorials is reducing, if not disappearing (Johnson, 2015). Students also show preference for the use of digital technologies in teaching and learning (Henderson, Selwyn, & Aston, 2017). The ASU is now responding to the needs and preferences of these students by keeping in mind the reasons behind them. Some of the main benefits students see in using online education resources include: the ability to access resources when and where they need them, accessing the most relevant information while being able to skip the less relevant, time

saving with immediate access, and the ability to review and revise content multiple times (Henderson et al., 2017). As the faculties are increasing their use of online resources and systems in teaching, students are frequently using videos, blogs, online chat and live response software in the classroom. The ASU is aiming to provide students with language, learning and literacy resources using the systems and technologies with which they are familiar and which meet their service preferences.

7.4. Accessibility

In creating its online learning resources, the ASU has attempted to follow best practices for accessibility and to adhere to ACU's principles for Universal Design for Learning (UDL) (ACU, 2015a; ACU, 2015c). This is in line with the university's overarching goals of inclusiveness and equity, and "provid[ing] its students with a distinctive, responsive and relevant learning experience" (ACU, 2015b, Students, Learning and Teaching section). Accessibility practices include using the full capacity of the built-in Moodle accessibility tools, providing alt-text for images and tables, using non-serif fonts, name table headings, ensuring proper colour contrast on screen, providing transcripts and caption for videos, providing both WORD and PDF files for documents, and using correct heading levels. For the design of the online pages, efforts have been made to ensure consistency of layout and formatting, easy and flexible navigation, reduction of cognitive overload that may impair learning and multiple formats of learning resources.

8. Challenges for the future

There is a challenge for all universities, that with increasing reliance on technologies, that it is not the technology that drives ALL practices, but rather appropriate pedagogies (Lyons et al., 2014; Salmon, 2014). The purpose and function of ALL practices needs to be explicitly maintained in a workable and sustainable digital space. This calls for a transformative framework of "continuous improvement" (Stone, 2016, p. 4) and regular reviews of the Unit's ALL practices. The recent innovations to facilitate access to academic support have now set the scene for a reconsideration of and reflection on the ASU's practices. ACU students can now access a range of live and static academic support resources but there needs to be more consideration for improving students' learning experiences. One project currently underway is to restructure the ASU's LEO resources, so that students can more easily locate them when needed. Further, in this restructure, the ASU, through new design considerations, plan to extend the range of learning experiences available to students.

The learning experience itself is will be another focus that will inform future developments (Oliver & Trigwell, 2005) guided by evaluation of students' responses to the ASU's current services and resources. There has been an assumption that it is only in online and F2F contact that students' participation can readily be identified. However, the learning experience is much broader and can happen synchronously and asynchronously in engagement with all services and resources (Hrastinski, 2009). Hence, the challenge for ASU is setting up a broad and comprehensive evaluation of the ASU's resources and services. Collecting feedback from students has hitherto not been a systematic or formal process, as the ASU is not an official participant of the university's survey program and thus has limited access to the student voice. Some data has been collected, but has not been analysed in terms of usability. It is therefore important to ascertain the functionality of the ASU's digital resources (Leslie-McCarthy & Tutty, 2011). Pertinent information to collect includes: at what point in the semester students access the ASU services; how often they use the services; what they specifically find useful / least useful; and what additional resources and services they would like to have. Similarly, further data on students' experience and expectations for online consultations and workshops needs to be collected.

9. Conclusion

For ASU, digitalising its ALL practices has been a process requiring flexibility in adapting to factors initially out of the Unit's control. With the re-development of the ACU student website (now in its second iteration since 2015), ASU needed to reconceive and develop ASU modules in the University's LMS, known as LEO. LEO's functionality provided the platform for ASU to create accessible and self-paced modules for all students across the six ACU campuses. In doing so, ASU consolidated its national focus and teamwork approach. Further, Advisors were encouraged to explore the available technology and adapt them for ALL practices. In this changing environment, ASU continued to refine its digital ALL practices while developing a support program for education students undertaking LANTITE. The expansion of digital practices then resulted in the creation and standardisation of online consultations and workshops for all students.

The transformation of ASU digital practice has been made possible by the skilling up of individual Advisors, the training and support they provided their colleagues, and the advice and guidance from professional staff in the IT and eLearning areas of the university. Because students need to log on to LEO to access their academic units, they are familiar with the use of this online platform to locate and engage in learning materials. However, an ongoing challenge is to formalise a process to collect student feedback and evaluate the nature of student engagement with the ASU resources.

Acknowledgments

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