

GETTING CONNECTED | つながり求めて

2018 Spring Get-together Reports

Hiroshima
Jim Ronald

Last year, our annual Inter-University Scrabble Contest, held in December, was the only time we met as a form of Hiroshima LD get-together. With around a dozen teachers and 35 students, it is a great cooperative venture, managed by Monika Szirmai, with support of various kinds from Katherine Song and other teachers. In preparation for the event, and in one case all year, Scrabble is introduced at a number of universities, and students learn to play and sign up to join the contest. Taking part in these out-of-class then off-campus events is a big step in learner development for many of the students who have been involved, and also for quite a few teachers.

For this year, a proposed goal has been for teachers interested in learner development at each different institution to initiate LD get-togethers at their workplace. This could easily reach a greater number of teachers than the get-togethers held over the past years. The suggestion was met with some interest when it was proposed a few months ago, but there is not much evidence of this taking place yet. For now, Hiroshima JALT chapter meeting presentations that include a focus on learner development or the Extensive Reading SIG conference planned for later this year may be

the closest that we are getting to LD get-togethers.

Kansai
Agnes Patko

This year has not been the most successful terms of the Kansai group so far. Due to personal issues and busy schedules of members, we haven't been able to organise a get-together. This also calls attention to the fact that we urgently need someone who can activate this dormant group. There is potential in this group, which I believe we have proved in the previous years, we just need to be woken up.

Tokyo
Jenny Morgan

In April, Tokyo LD get-togethers made a good start to the 2018 academic year as we welcomed Alison and Ken back from their productive sabbaticals in the UK and US respectively. It was good to catch up with old friends and welcome Ritsuko Yamaguchi as a new member. Alison, Andy and Tim kicked off with an overview of the new *Learner Development Journal* (LDJ) in order to clarify the differences in goals/focus between the *LDJ* and our newsletter, *Learning Learning* (LL). Everyone was invited to do the publications survey: <<https://docs.google.com/forms/d/e/1FAIpQLSd1TiGj00hrK3Gm-KeZVqV9IikVQFPhW1cLsMK6ucq77h4WPA/viewform>> It's exciting to have two platforms/ways that our SIG members can share their

work, from reflections and exploratory research, to finished publishable pieces, benefiting from supportive peer writing and editing processes.

We then had two sharing rounds in pairs/ small groups catching up with members' activities during the winter-and-spring break, before we broke into specific interest groups. We look forward to a year of renewed energy and sharing our learner puzzles, research projects, writing, and conference presentations related to learner development.

Other get-togethers in Tokyo this year are planned for:

- Sunday 24 June
- Sunday 30 September
- Sunday 28 October
- Sunday 16 December.

and we hope you will join us! For more information: <http://ld-sig.org/tokyo-get-togethers/>

LOOKING FORWARD | 今後のイベント

Video Voices at ILA2018

<<https://ila2018.org/video-voices>>
Let us hear YOUR voice!

One of the features we're piloting at ILA 2018 is *Video Voices* -- an opportunity to hear and share the voices of learners, teachers, advisors, and anyone involved in the language learning process.

In keeping with the conference theme, **Whose Autonomy? Voices and Agency in Language Learning**, we're inviting language

learners and practitioners from around the globe to send us a short video (recorded on your smartphone, video camera, or other device) to share with colleagues attending the conference.

What should be on the video?

We want to hear the **voices of learners, teachers, advisors...**any voice from the language learning process. This could mean:

- individuals directly addressing the camera, describing or reflecting on an activity or how they learn
- engaged in an activity/discussion either inside or outside the classroom
- student(s) talking with teacher(s) or advisor(s)

but it could also mean many other things, as long as it involves the **authentic voice of participants**.

Ideally, your video would not exceed 5 minutes.

The video should not be a presentation, but rather show or reflect on an example of learning/teaching/advising practice, whether it's in the classroom, in a self-access centre, or anywhere.

Who?

Anyone - not just conference-goers. In fact, we'd particularly like to hear from you if you're unable to join us in September.

How/when/where will the video be seen?

On computers at the conference, as closed, password-protected YouTube files.

Conference participants would be able to browse through, selecting from (we hope!) a wide range of experiences, reflections and contexts.

We'll also be showcasing the videos prior to plenary and other general sessions.

Filming your short video

- Keep it simple! Record your video clip on a smartphone, tablet, or similar device (or a video camera).
- Record in **landscape mode** (i.e. your device is horizontal, not vertical)
- Don't over prepare or over edit. We think it's good for the participants to be showing as natural a "voice" as possible.
- We think it's best if you limit your video to five minutes. If you have a longer session to show, break it down into five-minute chunks. Of course, shorter videos are welcome!

Uploading your video

- When you've finished shooting your video you can upload it directly from your device, together with a **title** and **short summary** of what the video contains.
- Prepare the following:
 1. your **video** (ideally within 5 minutes)
 2. **title and short descriptive summary** (within 100 words) of

what's on your video. (If you've divided a session into shorter clips, number the title: e.g. Silvan's Reflection 1, Silvan's Reflection 2 etc..)

- The final step is to send the video to Malcolm Swanson, who's our video guru for this project:
 3. Email the video to
ILA_videos@jalt-publications.org
 4. The following site shows **three options for emailing video** files: <https://www.wikihow.com/Email-Large-Video-Files> (by Google Drive in Gmail, OneDrive in Outlook, or iCloud Drive's Mail Drop)
 5. If you're have problems sending your video, contact Malcolm via the above email address and he'll help you get it done.
 6. Don't forget to put your **title** and **summary** (maximum 100 words) in the email!

Personal protection

Please make sure that anyone in your video knows how it will be used:

- Conference participants will be able to see the video **only through a password-protected link** at the conference.
- We have considered making the videos available on a password-protected YouTube site at the conference. **This would only happen if those appearing on videos gave their permission.**

So, wherever you are, whatever your learning context, share your voices with us!

JALT2018 Learner Development SIG Forum

(day, time, and room to be announced later)

We hope to see you at the JALT2018 Learner Development SIG Forum in November:

JALT2018 Learner Development SIG Forum
(day, time, and room to be announced later)

Shizuoka Convention & Arts Center
(Granship) Shizuoka City, Shizuoka
Friday November 23 to Monday November 26
2018

Bringing Learners Together

Keeping with the 2018 JALT International Conference theme of "Diversity and Inclusion," this year's LD SIG Forum on "Bringing Learners Together" will focus on what happens when learners take the opportunity to interact and connect with others both inside and out of the classroom. This year's topics will include learner explorations of diversity, student fieldwork abroad, peer assessment and feedback, social learning spaces, sociocultural approaches to understanding culture, and other challenges and possibilities with learner development. Timed rounds of poster presentations will be followed by a discussion period where participants will be given an opportunity to reflect on the presentations while sharing their own research experiences, puzzles, and narratives about learner growth coming from encounters and interaction with others.

Presenters

Lee Arnold: *Issues, discoveries, and problem-solving in learner-centricity with peer learner assessment*

Tim Ashwell: *Structuring presentations, discussions and record-keeping for greater engagement in learning*

Andy Barfield: *Connecting with others through fieldwork and fieldwriting in Cambodia*

Nicole Gallagher: *Learner explorations of diversity and inclusion prior to study abroad*

Hideo Kojima: *Bringing learners together: A sociocultural approach to UK culture understanding*

Sakae Onoda: *New possibilities and challenges teachers and students are facing in L2 learning*

Jim Ronald: *Social English: Creating social learning spaces within and beyond the classroom*

Javier Salazar & Roxana Sandu: *(Un)learning the "Learning Pyramid": Students' perspectives*