

LOOKING BACK | 報告

Learner Development SIG Forum

Title:

Active learning as a policy for transforming lives

Forum Abstract:

"Tell me and I forget. Teach me and I remember. Involve me and I learn" (Xiang, 818). Presentations in the Learner Development SIG Forum will critically explore what happens to learners when participating in active learning. In addition to considering active approaches in practice, topics will examine active learning in policy, online, through independent research, experience, and as a theoretical concept. Timed rounds of interactive presentations will be followed by reflection for the SIG's newsletter.

Critical responses:

Ian Hurrell – (Forum Presenter; LD SIG Tokyo Get-together Organizer)

Having started a new job last year, I took some time off presenting so that I could devote my time to preparing for my courses. However, after getting used to my new position, I was eager to get back into presenting and the LD forums with their interactive and positive atmosphere seemed the perfect opportunity to get back into the groove. This year, my presentation focused on a principled approach to introducing peer review skills in an upper intermediate writing class. It was great to discuss the new techniques that I had been working on with some familiar faces and meet some new members too. It was interesting not just to present but also to hear about how others approach the challenge of introducing peer review to their students, and I was able to get some useful food for thought to try with my classes in the future.

As always with LD forums, there are always so many interesting presentations to view but so little time to view them! One presentation that I found particularly interesting was the presentation given by Clair Taylor. Clair talked about her experiences using an online

practice called Teletandem. Through this practice, students can connect with students in other countries and co-operate with each other to improve their language abilities in a safe environment that can be monitored by a teacher. It was interesting to hear how one student was able to cooperate with her tandem partner and not only improve her ability to communicate but also to forge a lasting friendship. In my experience, giving students chances to practice their communication skills autonomously outside of class can be a challenge and I thought Teletandem could be an effective solution to this challenge.

I would just like to give a big thanks to Blair Barr and the LD Programme Committee for putting on another great forum, and I look forward to taking part in more forums in the future.

Fang-Ying Yang (Forum Presenter)

My presentation this year focused on proposing a structured out-of-class learning program to support autonomous learning beyond the classroom and exploring learner motivation in such a program. I appreciate the comments and questions from the members in this LD forum. The conversations about the role of motivation in autonomous learning were especially helpful for me to further interpret my findings.

Two of the presentations that I spent most time viewing and discussing were given by Lorna Asami and Dominic Edsall. Lorna shared her experiences of providing more preparation time for active learning activities to help increase motivation and participation. Her findings showed that the added preparation time mitigated learner resistance to active learning. As we discussed in the group, engagement in active learning does not necessarily happen with every learner; appropriate teacher scaffolding thus plays an important role. Dominic presented visualized data about learners' knowledge construction processes in active learning activities through the lens of Legitimation Code Theory (LCT). I find the study interesting because the effects or processes of active learning have mostly been measured by self-report instruments. To triangulate the self-report data, exploring other measures is necessary. LCT offers an alternative approach for researchers to evaluate active language learning.

Clair Taylor (Forum Presenter)

When people in the field of TESOL started jumping on the 'active learning' bandwagon, I was quite disappointed. Why would people reject evidence-based, effective practices, based on decades of sophisticated research on language learning in favor of basing their approach on a buzzword designed to force teaching in other fields to move away from using only lectures to teach? My worry has been that the active learning movement could cause language teachers to move away from activities which can be highly beneficial for language learners, such as watching movies, or reading graded readers, simply because learners appear to be still and silent when engaged in these tasks, even though powerful learning may be happening inside their minds.

However, from listening to my students' stories, I started to realise just how many of their classes consist of mere listening and copying from PowerPoint slides - even some of their English language classes, when taught by people not educated in TESOL. I also noticed, in my visits to junior and senior high schools, that most lessons still consist of students sitting, listening, and copying. Grudgingly, I accepted that the active learning movement might bring some change to this state of affairs, and began to look at it more positively.

The choice of active learning as a theme for the LD SIG forum made me read more widely on active learning and reflect on my own practices. I have found it very exciting in recent years to set up teletandem partners (voluntary language exchange partnerships, using tools such as Skype) for the students at my campus. I have been carrying out narrative research to better understand and share the learners' experiences of managing their own learning, and being in control of the time, place, and content, as well as the nature of the feedback they receive, as they develop a learning partnership with someone from another culture. I realised that this practice meets all of the "active learning" criteria listed by Kamegai and Croker (2017); it is active, interactive, cognitively engaging, emotionally involving, individualized, and independent. These factors lie behind teletandem's power to dramatically change the trajectories of some of the learners who take part.

At the LD SIG forum, I was excited to find a variety of interpretations of active learning, all subtle and nuanced. Each conversation revealed the care and consideration of the learners which had been invested by the teaching professional. In particular, I was interested in Ian Hurrell's poster on helping his students develop peer-review skills in writing classes. He gave

attention not just to the cognitive challenges of this practice, but also to managing the learners' social and emotional needs. I was also fascinated by Joe Sykes' poster about his work with students as co-researchers who explored their own transformational learning journeys. The co-researchers took a broad understanding of learning, perceived learning as transformation and development of personal identity. This study showed me how active learning can be very introspective, and that learners can explore very deeply. I understood that I may have been guilty of assuming that my learners' conceptions of learning may be rather simple and shallow, when in fact their understanding of what learning is may be complex, and powerful. I realized I have been underestimating the capacity of the learners I work with to reflect, and need now to explore how best to provide them with the tools and space to do so fruitfully.

Overall, the presentations, and the varied and thoughtful conversations I had with other forum participants developed my understanding of active learning and made me much more curious about my students' perceptions of their own learning processes.

Reference

Kamegai, M. & Croker, R. (2017). Defining Active Learning: From the perspective of Japanese high school teachers of English. *Journal of Liberal Arts and Science Asahi University* 42, 65-79. Retrieved from <http://id.nii.ac.jp/1128/00009097/>

Blair Barr (Forum Presenter; Programs Chair)

Although I spent a significant amount of time preparing for this forum, I am actually disappointed to say that responsibilities getting set up meant that I was unable to chat with any of the presenters in the first round of poster presentations. However, I presented in the second round and I was able to chat and share ideas about *active learning* in the reflection period, so I will simply reflect on these points in turn here.

My own presentation focused on how I have learners engage and actively participate in the learning process while using their smartphones. In this presentation, I focused on three particular applications: Quizlet, Kahoot, and the use of Google tools with the add-on Flubaroo. First of all, Quizlet is widely known as a vocabulary learning application, as it is commonly used for learning words with digital flashcards. Although I did talk about using these tools independently and in the interactive game Quizlet Live, I also talked about how I

get users to use it for Q & A, conversation, and discussion. In short, partners use a smartphone to view questions that they can answer, discuss, teach each other, and/or inquire with the teacher before moving on to the next question at their own pace. Second, I showed participants how I use Kahoot for whole class learning and lecturing. In this case, students are required to engage with particular questions by responding on their own smartphones. Then, we can view their responses and deal with correction and teaching as needed. Finally, I talked about how I use Google Forms for online “testing.” I intentionally emphasize testing here, as although it is used for evaluation, students are also encouraged to deal with the feedback and respond to the “test” or homework items multiple times. Thanks to the Google Sheets add-on Flubaroo, I am able to automate feedback to learners, even on some open-ended questions, and then learners can deal with their feedback immediately after submitting their homework while they are still engaged with the contents. They can identify their errors, and then attempt to self-correct before involving the teacher or others. Also, when students return to class, they are expected to work with classmates to resolve any remaining errors. In this way, students get individualized feedback on their own learning process, and students play the role of peer teachers, reinforcing their own learning. At the forum, the people I talked to during the second round showed particular interest in knowing more about online “testing” to give learners feedback.

In the reflection period, I had an excellent opportunity to chat with other participants. I have been particularly concerned about the fact that we are dealing with this concept of active learning as if it were a new thing. In researching the idea for the forum, I kept finding a number of quotes going further and further back into history about what could be defined as active learning. I even think that the whole practice of apprenticeship was a form of active learning. We worked in the field with a professional to gradually develop our own skills in that field through hands-on involvement. I think this actually summarizes how I personally try to get students personally involved in their own language learning. In fact, I often think of the learners as apprentice language teachers. They practice, they evaluate themselves and their peers, and then they are expected to teach, and, if they are having difficulties understanding particular points, they ask me, the teacher, for help. Of course, some students are not used to actively participating in their own learning, and they

require more direct involvement. However, I feel that I can observe and monitor how they are dealing with the learning and interactions from afar before checking in with particular individuals and encouraging them to take charge of their own learning.

In summary, I think that active learning is an old idea that we always need to be reminded of in a teaching field where it is easy to get absorbed with evaluating and grading. I think we always need that reminder that our goal is to teach and prepare learners for dealing with language in the real world. We should find more ways to encourage rather than just evaluate, and we should really make an effort to help learners take care of their own learning development.

What are some key points that you picked up in today's poster presentations?

“Autonomy and active learning go hand in hand.”

- **Dominic Guy Edsall**

“The importance of student choice. It links to the motivation, autonomy, and many were crucial aspects to their development as learners.”

- **Jackson Lee**

“Some self-access centers are anti-autonomy... students perceive learning as transformation, development of personal identity.” - **Clair Taylor**

“Liked the linkage between research and practice.”

- **Joseph Tomei**

“I loved the idea of teletandem. I have been trying to introduce the idea of self-access at my institution and I think this would be a perfect way to get students involved in communication outside of class and intercultural exchange. I would like to learn more about this.” - **Ian Hurrell**

“I learned a very innovative way of visualizing active learning.” - **Fang-Ying Yang**

“Listening to your audience may be better than speaking.” - **Patrick Kiernan**

“Multimodal activity by learners as central to active learning; active learning as an open-ended, non-predictable process that necessarily has unexpected and

surprising outcomes versus official packaging of "active learning" into discrete identifiable CEFR-like "can-do" components." - **Andy Barfield**

- **Patrick Kiernan**

"Thank you for a great forum." - **Andy Barfield**

What are your impressions of Active Learning?

"Active learning is more than just a buzzword and has a lot of potential." - **Dominic Guy Edsall**

"It is useful and beneficial, but requires motivated students and brave teachers to be unconventional." - **Jackson Lee**

"It can be very deep personally and very introspective." - **Clair Taylor**

"A lot of article possibilities that I hope to see in the future." - **Joseph Tomei**

"I think that active learning is particularly integral to developing language skills because language is a skill, much like learning to play an instrument, and how can you play a piano without touching a piano!" - **Ian Hurrell**

"If it is not active then the learning is likely to be minimal." - **Patrick Kiernan**

"Varied; it's a catch-all phrase that needs deconstructing and questioning through students and teachers collaboratively sharing practices and questions together" - **Andy Barfield**

Other comments:

"Awesome session, learned a lot!!" - **Jackson Lee**

"Love being able to respond on google forms!!!"
- **Joseph Tomei**

"I wish I had time to see more posters! A very enjoyable event." - **Ian Hurrell**

"Thank you for the opportunity. I learned a lot from the interactions." - **Fang-Ying Yang**

"There was a lot of rich information and experience in today's posters which I didn't get enough of."



2019

コミュニティの創造:共に学ぶ5
Creating Community
Learning Together 5

Short Reflections on Creating Community: Learning Together 5

Ian Hurrel, Ken Ikeda & James Underwood

Creating Community: Learning Together 5 took place on Sunday, December 15, 2019, at Otsuma Woman's University. Although this conference was the final "Tokyo" Get-together of the year, it was open to all, and it was great to see LDSIG members from Hiroshima and Kyoto as well as those in the Tokyo area. Like previous years, LDSIG members were encouraged to invite their students to present individually or in small groups, and over forty took part. Alongside these student presentations, several teachers also presented, and all together, there were 28 interactive posters presentations/digital displays.

The conference started with an opening plenary where participants were given time to set their goals for the conference and get to know the other participants around them. This was followed by three rounds of poster presentations and digital displays. In between each round small discussion and reflection circles were held for 15 minutes. Through these presentations and the reflection circles that followed both students and teachers could explore the questions or puzzles they had about learner development and its connection to active learning. The conference finished with a plenary session where participants and presenters had a chance to share reflections and questions about creating community and learning together while designing a poster that documented their experiences. The participants were

then invited to formally write up these reflections and we some of them include here.

Reflections from Teachers:

CCLT5 Reflection

Gareth Barnes (Tokai University, Ochanomizu University)

With its theme of learning actively and reflecting on learning experiences of the past year, the CCLT5 conference at Otsuma Women's University in Tokyo was an excellent opportunity for presenting and learning. This was my first CCLT, and my first LD-SIG gathering, and I quickly found myself to be very grateful to be a part of the community. Based loosely around the idea of sharing experiences of Active Learning, the conference had a wide selection of informal presentations based on teachers' ideas and experiences implementing courses with active learning components, and students' experiences of their language courses involving active learning over the past year.

The whole day was structured around and focused on the conference participants: presenters and non-presenters, teachers and students alike. The opening and closing plenaries set the atmosphere for the whole day and this structure worked well to create an inclusive learning atmosphere, which was punctuated throughout the day with short group reflection sessions after the presentation blocks. The group reflection session provided an informal opportunity for discussions about the presentations with the presenters, producing a brainstorming/problem solving style discussion. Because

of this "learning community" focus and the friendly casual atmosphere, the conference provided a rare opportunity to converse, share, and learn with a diverse range of people, all with similar interests and dealing with similar challenges in different ways. For people looking for hands-on professional development, the CCLT5 was an excellent opportunity to participate in a community "think-tank".

Location

Centrally located, the conference was easy to access, and visitors were greeted with a smile by sign-carrying volunteer students to help with orientating first timers like me. The university is a beautiful modern building - a great setting for a small conference - and participants were made to feel very welcome. Before the conference started, I enjoyed a short walk around the neighbourhood in search of a Mister Donuts for snack sharing with presenters and found myself instead marvelling at the surprising array of German luxury and sports cars. Long story short, I couldn't find the donuts, but luckily there were more than enough snacks provided, and Vincent set a high standard with his chocolate muffins. Snacks in each room are an awesome idea.

Short Reflection on Presentations

It does say a lot about a small conference when there is so much on that you want to see but can't see it all. However due to the format, each presentation naturally led to further questions and discussion, which allowed for a deeper consideration of the ideas presented and how they could be practically implemented.

As a very short summary of the day as I saw it unfold, I was presenting in the same room as Greg Rouault from Hiroshima Shudo University, who was presenting practical ways of grading and monitoring student participation, which included allowing for the students to reflect on the class, their participation in it and their goals, and for providing an opportunity for feedback with the teacher. In the reflections afterwards, we discussed ways to practically measure student development - a good example of presenting an idea and working through the practicalities and how it ties in with our overarching goals of education.

Posheng Vincent Chien from Rikkyo University described using improvisation in classroom discussion, which again, was a very practical and interesting take on group discussions and interviews, tied in with the course grading expectations. Vincent shared his experience in

depth on the topic of structured/controlled improvisation detailing how it works within the goals of a communication course and how to get the best results from it (see <https://voice21.org> for an interesting follow up supplement).

Tim Murphey gave us an insight into how he guides students to consider ideal classmates, had some great examples of action logging and using journals/diaries, and presented ideas on social testing, which was a completely new idea for me (for more information see Tim's recent article "Peaceful social testing in times of increasing individualization and isolation" in *Critical Inquiry in Language Studies*, January 2019). He also shared his take on Hattie's ideas of visible learning (see "Visible Learning for teachers" 2012, and "Visible Learning" 2009).

Andy Barfield provided a trove of resources and student examples on using writing genres in a global issues course and showed how meaningful use of independently researched content can benefit students in so many ways (see <https://sites.google.com/view/learning-about-global-issues/> and <https://sites.google.com/site/studentwritingforenglishc/3-student-writing-across-different-genres> for more information).

I also caught the tail end of Nick Kasperek's presentation on developing questioning and wondering in the classroom using slightly modified Socratic questioning. A couple of the main ideas he described were QFT (Question Formation Technique) and P4C (Philosophy for Children) (for follow up information see <https://philosophyofquestions.com>). Developing critical thinking skills in students is a goal that many teachers are concerned about, and Nick's focus on ideas such as philosophy for children, inquiry as play, and educating for good questioning, is both valuable and useful for active learning courses.

To mention finally, it was a real pleasure to see the students of Komazawa University present on "Active Learning for Linguistics" and to discuss with them the pros and cons of their experience in the course. I also spent some time talking with students from Keisen University with two separate presentations: "Australia Field study", and "What we learned at Keisen University". The opportunity to discuss courses, education, and learning/teaching goals with students is really what made this conference stand out, in my opinion.

Conclusions - Student and Teacher mix

Out of all the positive experiences that came out of the conference, the most notable experience in many ways was the mix of student and teacher participation. An interesting challenge that I was not expecting was presenting and explaining my classroom plans, experiences and research with students in the audience. Getting comments and feedback from students about active learning very much completed the circle of feedback, generating new questions and goals for the next teaching cycle. And discussing this point with other teachers, we seemed to agree that it was the relaxed, inclusive atmosphere set right from the start of the conference that allowed this positive mix of student/teacher collaborative discussion. A big thank you to the organisers for this opportunity.

In final thoughts, when I think of development, one of the first ideas that comes to my mind is Urie Bronfenbrenner's interacting levels of context and his 'proximal processes' (regular activities ever increasing in complexity - for more information, see Bronfenbrenner, 1979; Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 2007; Hoare, 2007; Rosa & Tudge, 2013). From this perspective, CCLT provides a unique and special opportunity to come together and develop together. You might not be able to predict beforehand what the specific outcome of attending the conference will be for you, but if future conferences are anything like CCLT5, you can be sure that something positive will emerge.

- Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge, Massachusetts: Harvard University Press.
- Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-Nurture Reconceptualized in Developmental Perspective: A Bioecological Model. *Psychological Review*, 101(4), 568-586.
- Bronfenbrenner, U., & Morris, P. A. (2007). The Bioecological Model of Human Development. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology* (Vol. 6, pp. 793-828). Hoboken, N. J.: John Wiley & Sons.
- Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's Theory of Human Development: Its Evolution From Ecology to Bioecology. *Journal of Family Theory & Review*, 243-258. doi:10.1111/jftr.12022

CCLT 5 Reflection.

Ian Hurrell,
Rikkyo University

This year was the first time for me to be an organizer of the conference, and it has been a privilege to work with the other organizers, Ken and James, as well as all the other LD SIG members, teachers and students who all helped to make the conference an exciting and successful event. However, one drawback of being an organizer is that I was so busy dealing with the smooth running of the conference, I had very little time to enjoy the variety of excellent presentations given by both teachers and students. Therefore, I would like to take this opportunity to reflect a little on how my feelings towards CCLT have evolved over the years that the conference has been taking place.

One of the most unique elements of CCLT is the conference's focus on student involvement, which is reflected in the large number of student presenters that contribute to the conference. To put this into perspective, the ratio of student presentations to presentations given by teachers this year was more or less 50/50. If I'm being honest, when I first heard the idea of inviting such a large number of student presenters, I had concerns that this might have an adverse impact on the professionalism of the conference. However, after attending CCLT conferences over the years, and particularly being involved with the organization of the conference this year, my feelings on the involvement of student presenters has completely changed. I have come to realize that the contributions of the students, far from taking away from the conference, are integral to creating the vibrant environment that CCLT has become known for, which gives both teachers and students a unique opportunity to learn from each other in a way that I haven't experienced at any other event.

From a teacher's perspective, we have the chance to interact with students and gain a rare glimpse into their feeling and attitudes toward language learning. It also offers the teachers who encourage their students to attend an excellent opportunity to promote learner engagement by giving their students a significant goal to work toward. From a student perspective, they also have a valuable chance to gain insight into the way that teachers are working to help their students improve their language abilities. It also helps students to truly reflect on their learning and makes their project work more meaningful by giving them a real audience to present the results of their efforts to. This was reflected in many of my interactions with the participating students, of which several mentioned that it was a motivating experience to present in front teachers and

students from other institutions. One student also mentioned that they were shocked that their classmate's presentation was much better than the presentation they gave in class. All of these interactions brought home to me the importance of giving students a meaningful goal to aim for in their project work, and this is something I'm going to work toward in my own classes in the future with an aim to having some of my students participate in CCLT next year.

To sum up, through participating in and helping to organize the CCLT conference, I have come to understand and appreciate the conference as a truly valuable event for promoting the core tenets of Learner Development, particularly the power of student involvement, that the LD SIG works so hard to discuss and develop. I look forward to working with other members of the SIG to continue the tradition of CCLT in the future, and I hope that at some point, I too can be in a position to encourage my own students to take part in the conference and enjoy the benefits that this wonderful event has to offer.

My Reflection on CCLT

Kio Iwai,
Rikkyo University

It was my second time presenting at CCLT. This time, I talked about learner beliefs of two Japanese expert EFL learners, Yui and Ryo. Both of them had IELTS overall band scores of 7.0 or above. Focusing on the reasons why they think they have succeeded in learning English, I tried to contrast the two learners' beliefs and ways of thinking on a poster.

Fortunately, the topic seemed to have interested some student audience. One of them showed interest in the learning history of Yui who once lost her confidence when she encountered returnee students, and restored it in her own way. The student gave me feedback saying, "I (also) lost my confidence when I met them (returnee students). I'm going to do practice teaching at junior high school next year. I would like to do activity telling my study history in my class." She must have noticed that sharing the history of her English study could also encourage some students. I am glad if my presentation was able to give her a chance to reflect on her own learning experiences.

Another student told me she was interested in the story of Ryo who used his competitive mindset (being *makezugirai*). *Makezugirai* literally means "dislike for

being defeated", and can be construed as "competitive against others", "competitive against one's own weakness" and "not admitting defeat". While having competitive mindset is generally considered disadvantageous against cooperative mindset, Ryo used it as a motivating force to study harder when he didn't want to be outranked by his returnee classmates in speaking, listening and paper tests. The student got interested in Ryo's study history because she also acknowledges herself as *makezugirai*. I hope this presentation showed her a way to become a better user of English.

Finally, one teacher audience left a comment saying, "I am really interested in how you can get students like these to work together." Although Yui and Ryo were my classmates at graduate school, and not my students, I thought this is an interesting question which I had never thought about. Indeed, we teachers should understand every student has their own way to success just like Yui and Ryo. Presenting at CCLT gave me a chance to think about my own teaching, too.

Reflections on CCLT5 2019

Tim Murphey

I got to the CCLT5 (2019) at Otsuma University 30 minutes early on the day of the conference to get my presentation ready and only then did I realize that we were all doing poster presentations! I love improvising and I had a whole white board with magnets that would hold up some papers and I loved writing large notes about the 4 areas that I was covering. I laid out examples of all the things noted on the wall and on the tables below and it was like a 3D Poster presentation with handouts and examples:

Simple Socializing Steps: Ideal Classmates, Action Logging, Class Publications, and Social Testing

One of the most important things we need to remind ourselves (and our students) is that ***we are social beings that react very strongly to civility*** (Porath, 2016). However, great civility was already so profoundly evident in the making of the conference in the attitudes of the participants (university teachers, students, and organizers) and in the small group discussions, I found I was already singing with the choir.

I believe that the 4 activities that I described to many teachers and students allow students to bond and take pride in their work as a collaboratively civil group, a collaborative learning community full of support for each other. The four activities were (1) **Ideal Classmates** (Murphey et al. 2014) in which we ask students to write descriptions of their ideal classmates that would support them in their learning, and then in the following class give them a handout to read of everyone's opinion, but without their names (article link below). (2) **Class Publications** done usually at the end of a semester with everyone's personal research about a central topic of a class (language learning histories, case studies of teaching a songlet, interviews of others asking them "How do people help you have a wonderful day and a good life?" Etc. (3) **Action logging** (Murphey, 1993) in which students evaluate all the activities in class and comment on the class in a notebook so the teacher can see what they like and don't like and thus they can control the teacher more (article link below) and the teacher after reading them knows "where to go to next" (Hattie & Clarke, 2019). The action logs are collected periodically by the teacher to understand the impact on the students and often become resources for future teachers to look back into. (4) **Social Testing** (Murphey 2017) in which students work alone for the first part of a test and give themselves an estimated score, and then in a socially interactive part they can ask anyone they wish for any of the answers (talking-dialogue not copying) and after which give themselves a second score. (Hattie and Clarke 2019 have found through multiple research analyses that self- evaluation and self-grading are one of the most productive ways to increase learning.)

Edward Deci (1995, of Deci and Ryan fame for social determination theory—SDT) writes appropriately about "The Biopsychosocial Approach" in which everything is really connected to everything else. If we are not respected socially, psychologically we may become depressed, which can affect our eating habits that create biological problems from binge eating. As teachers we need to acknowledge that people need healthy relationships to support their autonomy and their biopsychosocial well being.

My 30 minutes of prepping was fast, efficient, creative, and ultimately fun with the help of the organizers and participants. The coffee and snacks

made it even more enjoyable. The reflective sessions in small groups after the sessions were also precious. I definitely will go again next year! Thanks especially to James Underwood, Greg Rouault, and three inquisitive students for fast, calm, and intensively civil and collaborative dialogue. We did it together!

References

- Deci, E. (1995). *Why we do what we do*. Penguin: New York.
- Hattie & Clarke, (2019). *Visible learning feedback*. Routledge; London.
- Murphey, T., Falout, J., Fukuda, T., & Fukada, Y. (2014). Socio-dynamic motivating through **idealizing classmates**. *System*, 45, 242-253. doi: [10.1016/j.system.2014.06.004](https://doi.org/10.1016/j.system.2014.06.004)
- Murphey, T. (1993). Why don't teachers learn what learners learn? Taking the out with action logging. *English Teaching Forum* 31 (1) 6-10. (available at <http://kandaeli.academia.edu/TimMurphey> or https://www.researchgate.net/profile/Tim_Murphey for Books <https://www.amazon.com/-/e/B001HMNLU6>
- Murphey, T. (2017). A 4-page condensed version of Tim Murphey's book chapter "Provoking Potentials: Student Self-Evaluated and Socially-Mediated Testing" available at STANFORD University's eNewsletter by Rick Reis "Tomorrow's Professor" <https://tomprof.stanford.edu/mail/1581># June 30, 2017.
- Porath, C. (2016). *Mastering Civility*. NY: Grand Central Publishing.

Reflections on the Conference from Keisen University Students:

Change through CCLT5

Chihiro Moriya, Shiori Kishihara, Hana Oyama, Yukari Sato, Misa Yamashita, and Yume Shibaki

At the very beginning, our team of six members had a lot of problems. We were not confident about our English skills and we were worried about our relationship with each other. Before we went to Otsuma Women's University, we practiced our presentation in class called "How we changed our thinking at the Asian Rural Institute." We wanted to talk about the new things we learned while in leadership training at ARI and how we could see the world at peace. ARI was held in Nasushiobara, Tochigi prefecture. We stayed there from September 1st to September 6th. We met participants from all over the world who had different religions, languages, and customs. We learned how to work together and share the food we raised in our agricultural training. The experience was supposed to be like a small picture of what world peace could look like. However, after the ARI program was finished, while we were trying to get our presentation ready for the CCLT5 conference, our group of six Keisen first-year students sometimes got angry with each other because we had to fit our preparation time in with our studies and our busy schedules and most of all, we didn't really know what we were doing. This part wasn't so peaceful. We wanted to abandon this presentation.

However, we decided to continue to get ready for our presentation and we tried hard to prepare a good presentation and understand each other. Through our hard work, we could get to know each other more and we could gain in confidence. We talked about our presentation many times with each other and we listened to each other's opinions. Each of us explained our own opinion. Sometimes one teammate did not understand the other's opinion. However, we did not abandon to say our opinions until the other teammate understood it. We did not give up, so in the end we were able to finish preparing our presentation.

In our last classes before going to Otsuma Women's University, we worked together on improving our presentation. We found some bad points. We discussed how to fix those bad points. We worked on our

expression, eye contact, and volume of our voices. When we showed our classmates our presentation, they praised us. Finally, we could take part in CCLT5 with confidence in ourselves.

We participated in the CCLT5 conference on December 15th, 2019. At CCLT5, we were able to learn what teachers think because the CCLT5 presenters were not only students but also teachers. Many teachers called out to us while we were there. We had an opportunity to chat with many teachers. When a teacher presented on how to use a smartphone to connect with student's memories, other teachers made comments and gave some feedback and students gave their ideas to teachers. Everyone gave us really interesting ideas. In Japan, many students were waiting for someone to come along and motivate them to take action. This experience was so good for us. Through this experience, we think the most important thing is to try to talk with other people, to have passion to tell your own opinions and to try to understand others. CCLT5 also gave us the chance to say what we think about other people's presentations. Almost all our teammates have trouble saying their opinions. It is because we hesitate to talk in English, do not think deeply and do not have confidence in our opinions. We decided we have to try to speak in English, to think about things around us deeply, and to practice telling our opinions. Participating in the CCLT5 gave us the opportunity to do these things.

We would like to take part in CCLT again and continue to learn how to improve our communication skills, using the knowledge and thinking skills that we learned at CCLT5. Some students are not good at talking with older people even if they have good ideas. We hesitated when CCLT5 started but we want to try again and continue to engage with teachers and other students from now on.

CCLT5 Reflection

Mimi Tanzawa, Maho Seki, Masako Yoshioka

We talked about a program called CENA (Civil Education Network in Asia) at the CCLT5 conference. We wanted to share about our topic because our experience was so special. At the 8th CENA summer school which was held in Okinawa in 2019, we learned along with other students from around Asia, what "state violence" is and we met the local people. This year, many students joined CENA program: from Japan, Keisen University; University of the Sacred Heart and Waseda Hoshien; from

Indonesia, Universitas Islam Indonesia; from Taiwan, Shih Hsin university; from Korea, Sungkonghoe University and Hanshin; from Thailand, Asian Muslim Action Network; from Pakistan, Community World Service Asia. The theme of this year was “Why a state kills people?” In this program, “state” means a country’s government. We discussed problems of each countries. From Japan, we talked about Henoko Base and Fukushima nuclear power plants. Common problems were also connected each government and they ignore local people. Sometimes states hide serious problems for their problems. We called these things “state violence”. Moreover, we joined one of the local protests which is trying to prevent a new U.S. base from being made. These protests are mostly hidden by the media or the state. Almost all Japanese do not know about these types of movements. We think we have a responsibility to tell about these problems that are happening in Okinawa. This CCLT5 conference at the Otsuna Women’s University was a good opportunity for us. If conference participants know about our presentation, they can know what is happening in Japan or other countries regarding state violence. Moreover, if they tell others about this movement that is trying to stop the new U.S. base from being made, more people in Japan can find out about it. Learning about state violence at CENA was an amazing experience for us and made us feel responsible to tell others about what we learned.

Furthermore, we had an opportunity to listen to other presentations. Sometimes, it was a little bit hard to understand but presenters tried to use another word so we could understand their meaning. Listening to other presentations introduced a lot of ideas to us that we had never thought about before. One presentation that we were impressed by was, “Cost performance and quality of face lotion.” A normal face lotion sold for a low cost was compared with a name brand lotion sold for a high cost. The presenters had taken a survey to find out which face lotion a woman would buy. At the same time, they researched whether the buyer would regard the cost performance or name brand as the most important. This presentation was a really interesting topic for us as it was about familiar topics for women. Listening to other presentations taught us a lot.

The three of us are glad that we participated in this CCLT5 conference once again. Last year, as first-year university students at Keisen University, we talked about our school’s Asian Rural Institute (ARI) program, where we learned about servant leadership. We feel that we are getting the hang of making presentations. Also, we

could tell the audience what we wanted to say this year better than last year. The topic we focused on this year about state violence and what we learned at CENA was so difficult to explain. However, the audience listened to our presentation and they asked questions. We were very happy. Moreover, after our presentation, many students and teachers showed interest in the CENA program and said that they would also like to join it.

We thank you for putting together the CCLT5 conference. We could share our experiences with each other and we learned a lot of things from other presentations. We would like to join this conference again.

Reflection about My Presentation and Sharing Ideas

Maya Yamada

My presentation topic was the effects of pressure for learning. In my opinion, motivation has two kinds of pressure, intrinsic and extrinsic. Intrinsic pressure comes from ourselves such as self-expectation and our dreams. On the other hand, extrinsic pressure comes from other people or the situation such as punishment, guilt and comparison with others. When we are motivated towards some actions, we need to keep both pressures in balance. This is an important point of motivation. In addition, pressure is effective for changing from extrinsic to intrinsic, because most of our motivation is from extrinsic motivation, however it is hard to keep by ourselves. For that reason, we need to change from extrinsic motivation to intrinsic motivation. In conclusion, when we are motivated toward some actions, we have to balance these pressures change motivation from extrinsic to intrinsic for keeping our motivation.

Reflection from participant

I received some ideas from participants. We discussed three topics. First, extrinsic pressure comes from several situations, therefore we can suppose that it has different problems and effects who brings the pressure such as in the school, from parents or from teacher. For example, pressure from parents tends to affect children in the long term. Besides, it forms a child’s self-efficacy strongly. I need to inquire into each situation closely. Second, what should we do, if students have negative feelings for learning? Some participants search for the resilience which helps their motivation to restore by

feedback. Feedback has two kinds in the school, from teacher to students and from students to teacher. I was interested in feedback from students to teachers.

Finally, how can we change motivation from extrinsic to intrinsic? I do not know what should we do for them, however human needs (competence, autonomy and relatedness) which is from self-determination theory is useful for changing motivation. In my experience, I did not like going to piano lessons in the beginning, however negative feelings disappeared halfway. This is because I could fulfill human needs. I could do it well step by step and I could make friends. And also, I determined which song I would like to play. These reasons changed my feeling for piano lessons. In addition, I thought that balance of pressures can change the motivation to intrinsic motivation. For example, students should set their own goal and think how you can do it within the range that can be realized in the first. And then, they will be able to get confidence by steady performance. Besides, teachers make students understand that teachers expect a level slightly higher than students' ability as a kind of extrinsic pressure.

CCLT5 Conference Reflection:

Reflections on my presentation about my field study in Australia

Natsuho Takasaki

I was so nervous to do this CCLT5 presentation in English at Otsuma Women's University because it was my first time participating in this conference. I couldn't imagine what it would be like and I didn't have confidence in my English ability. However, other university students and teachers listened to me and the other members in my group talk about Australia. In our last summer vacation, we took a trip to Australia to learn about the Aboriginal people, the indigenous people of Australia. Our field study was based on four themes which were diversity, reconciliation, spirituality, and resilience. We also learned about things such as the Aboriginal culture, the relationships of Aboriginal and Australian people, and the reality of Aboriginal life. These were the things my group and I talked about in our presentation at CCLT5.

Following our talk, the audience asked us questions about our presentation. One of the questions was about the relationship between Mt. Fuji and the Japanese people because of the deep relationship between Uluru, also known as Ayers Rock, and the Aboriginal people.

This question is something I had never thought about before. It made me want to study more to compare Japan and Australia. From this presentation at CCLT5 I could get new perspectives on our experience.

Also, the other university students' presentations were interesting. I especially enjoyed the presentation on MR's peace by Mitsuki Sakurai from Otsuma Women's University. I had never thought about refugees before. This problem is very serious in the world. Most Japanese think that this problem about refugees is another country's problem. I know that Japan does not accept almost all refugees. However, I realize that it is necessary to think about the world's problems because we do not know when this problem could happen in Japan. It could happen to any one of us. It is just now that it isn't happening. This presentation was a good occasion for me to think about our attitude towards world problems. This CCLT5 conference is so valuable as it caused me to change my way of thinking.