

Learner Development SIG Annual General Meeting

Sunday, November 22nd 12:45 AM – 1:30 PM Room 1001-1

1. Purpose

- review, plan and discuss SIG budget, activities and goals
- approve continuing or new officers for different committee positions and shadow positions
- listen to SIG members' concerns, suggestions, criticisms and comments

2. Co-ordination for 2016

Co-coordinators: *Fumiko Murase & Alison Stewart*

2A. 2014-2015 Co-coordinator Report (submitted by Fumiko Murase & Alison Stewart)

Since the JALT2014 Conference in Tsukuba, the LD SIG has continued to provide opportunities for members to meet and discuss, research, publish, and contribute to learner development in their classrooms and beyond. Our role as coordinators has been to support the teams who contribute to the smooth running of the SIG, to open up and maintain communication channels with the teams and the membership generally, and to represent LD SIG members at JALT national executive meetings. We would like to highlight some of the SIG's major achievements of the year:

- stable membership of about 200, supported by sustained personalized communication with SIG members and subscribers (membership team)
- grants awarded to members for conferences, research, and outreach (grants team); * excellent treasury administration (treasury team)
- two regular issues of Learning Learning and one special issue -- Proceedings of LD SIG 20th Anniversary Conference (LL editorial team)
- two book publication projects (LD Working Papers and CLiLD), now available online with one (CLiLD) also available in print (publications team, editors and authors)
- forums at national conferences (JALT2014, PanSIG, and JALTCALL), and an article in JALT2014 Conference Proceedings (programme team)

- planning for a new annual journal – The Learner Development Journal (Learner Development Journal Steering Group)
- JALT Journal Review mentoring scheme, a scheme initiated by JJ Reviews Editor Greg Rouault, in which experienced writers in the SIG work with new writers to publish reviews in the JALT Journal
- a forum on the translation project at JALT2014, and an article in JALT2014 Conference Proceedings; online publication of a collection of essays on 3.11 by children in Rikuzentakata, with a small print edition by a local Tohoku print company financed in part by contributions to be raised at the Creating Community, Learning Together 2 event (see below)
- regular meetings of the Tokyo get-togethers, which culminated in a successful mini-conference “Creating Community: Learning Together” for teachers and their students in December 2014, and the second mini-conference in December 2015 (Tokyo get-together organizing team); regular meetings of Hiroshima get-togethers
- discussions with LD members about (re)starting get-togethers in Kansai and Fukuoka. New get-togethers starting in Kansai this year
- regular bilingual new announcements in The Language Teacher (publicity team)
- regular monthly dialogue column on the LD SIG website by Jim Ronald and Naomi Fujishima
- collaboration with other organizations in JALT: cosponsoring a featured speaker (Alice Chik) with Tokyo Chapter, cosponsoring film screening Tohoku Tomo with Tohoku chapters, supporting THT project in Nepal.

These activities could not have been achieved without the great amount of time and effort voluntarily offered by our hardworking committee members. We would like to thank everyone who has contributed to the SIG activities over the past year.

One of our objectives in the past year has been to re-think the way LD manages its finances. There has been a lot of discussion in the JALT executive meetings about the financial situation of the organization as a whole, leading up to the hike in membership fees in September. At last year’s AGM, it was agreed that we would cut our reserves in order to free up money for grants (conference, research and outreach), and sponsorship of a featured speaker at JALT. We have also maintained a policy of self-financing, raising money from the JALT Development Fund for help in funding printed editions of the two recently completed books, and for putting on the Creating Communities, Learning Together mini-conference at Otsuma Women’s University.

JALT financial difficulty over the past year has meant that, as coordinators, we have covered our own costs in attending some of the national meetings during the year, and have supported JALT's decision to claim a donation from each of the SIGs and Chapters. Now that the fees rise has come into effect and the structure of JALT has changed so that members get a free SIG membership as well as the option to forego membership in a local chapter, how this will affect the SIG over the coming year or two is still uncertain. We believe that the SIG will continue to attract and keep members as long as it continues to be a welcoming and inclusive association that serves the interests and needs of its members.

At the AGM in Shizuoka, we are stepping down after the two-year term as the co-coordinators, and Mayumi Abe and Mathew Porter will take over the role. Mayumi was the lead treasurer in 2014 to 2015, and Mathew has been lead editor of the past three issues of Learning Learning, as well as one of the coordinating editors of the Rikuzentakata translation project. We are confident that we are leaving the coordination of the SIG in excellent hands.

Goals for 2016 (Written by Mathew Porter & Mayumi Abe)

1. Represent the SIG within the larger JALT organization
2. Recruit new volunteers for SIG teams
3. Clarify team roles and strengthen cooperation between teams
4. Create materials/systems for strengthening institutional knowledge (e.g., basic job descriptions/notes about past projects)
5. Support the launch of the LD Journal and clarify the purpose/content of LL

2B. To be approved at AGM:

_____ and _____ as shadows for co-coordination from 2015

3. Treasury

Treasury team: Huw Davies & Satomi Yoshimuta

3A. 2014-2015 Treasury Report (submitted by Huw Davies)

Achievements

Outwardly appearing calm when JALT National decided to take 93,000 yen from our account with little

warning.

Goals for 2016

- To communicate well together, and with other teams.
- To keep the account balance in the black.

Issues

How can the SIG generate more revenue? The draft budget (below) shows another loss.

Do the value of the grants need to be restructured? PanSIG will be in Okinawa, is the current grant large enough?

When we have more information, we would like to discuss with other officers what the changes to JALT membership and SIG membership costs will have on our finances.

Draft SIG budget for 2016 (April 2016 – March 2017)	FY2015 Budget (April 2015- March 2016)	FY2015 Actual (April 2015- 6 November 2015)	FY2016 Budget (April 2016- March 2017)
Expenses			
Table rental for JALT National Conference	-17,000	0*	-17,000
Shipping LD materials to and from JALT National Conference	-10,000	0*	-10,000
Shipping fees for other events	-20,000	-4,876	-20,000
LD web site cost (including domain name registration)	-7,500	0*	-7,500
Donation for Best of JALT 2015	-20,000	-5,000	0
JALT Pan-SIG	-40,000	-40,000	-40,000

conference grant (40,000 yen each)			
JALT CALL conference grant (1 x 40,000 yen)	-40,000	-40,000	-40,000
LD SIG research grant (1 x 25,000 yen)	-25,000	-25,000	-25,000
Outreach grants (2 x 20,000 yen)	-40,000	-40,000	-40,000
National conference grants (2 x 40,000 yen)	-80,000	-80,000	-80,000
December informal conference	0	0 *	0
Co-sponsor a JALT speaker	-125,000	-116,420	0
Get-together room hire	-25,000	-7,776	-25,000
Publishing costs	0	-227,880	0
Other miscellaneous	-20,000	-97,786 [inc. 93,000 to JALT; further 15,000 video at conference later]	-20,000
SUB-TOTAL	-469,500	-684,738	-317,000
Revenues			
Membership x 1500 yen	260,000	249,500	260,000
Book sales	0	76,000	0
Development fund (CLILD publication)	0	225,000	0

December informal conference Creating Community: Learning Together	0	0*	0
Other miscellaneous	0	23,531 [inc. 23,514 from PanSIG]	0
SUB-TOTAL	260,000	574,031*	260,000
TOTAL (Projected revenues – expenses)	-209,500	-110,707	-57,000
Reserve liabilities	200,000	200,000	200,000
GRAND TOTAL	-9,500	48,985	143,000
Balance (483,965 in March 2015: 230 cash + 283,735 in bank account + 200,000 as reserve liabilities)	About 240,000 expected in March 2016 (About 38,250 in bank account + 200,000 as reserve liabilities)	373,450 in November 2015 (2,500 cash + 170,950 in bank account + 200,000 as reserve liabilities)	

3C. For approval by AGM

a) Approve Huw Davies (banking/OEC/email) and Satomi Yoshimuta (grants) as continued SIG Treasurers

b) Approve draft budget for 2016 [see above]

c) Approve _____ and _____ as assistants/shadows from 2016

4. Membership Team Report

Membership team: Brandon Kramer, Ann Flanagan, Stephanie Corwin

4A. 2014-2015 Membership Report (submitted by Brandon Kramer)

Achievements

- *The process of updating and sending out letters went pretty smoothly, I think.
- *We were available for individual communication when necessary.
- *The files were organized in Google Docs for easier access.
- *The membership update procedures were written and updated to make the transitions easier.

Goals for 2016

- *Transition smoothly to the next committee
- *Revise welcome, 2-month renewal, 1-month renewal letters
- *Continue regular mail-outs, list updates, and personal communication when necessary

Issues

What is happening with the National membership database? This was discussed last year but it doesn't seem like anything has changed. Perhaps it will be discussed at the Membership chair meeting on Sunday, however.

4B. For approval by AGM

a) Approve Ann Flanagan (chair) and Stephanie Corwin as continued SIG membership team. Approve Barrie Matte as a new member of the membership team.

b) Approve _____ and _____ as assistants/shadows from 2016

5. Grants

Grants team: Satomi Yoshimuta, Kris Sullivan , Jennie Morgan

5A. 2014-2015 Grants Team Report (submitted by Kris Sullivan)

Achievements

a) Revision of the grants: We revised the explanation of each grant to further improve clarity, added information about the selection criteria, added a Japanese translation for the Outreach Grant explanation, and updated this information on the new SIG homepage. We also revised the deadlines of the grants (particularly changing the subscription and membership grants to a rolling deadline) and changed the criteria of the Outreach Grant to allow those receiving institutional research funds to also apply.

b) Publicity of the grants: We advertised the grants to the SIG membership via the website and mailing list. We contacted other SIGs and Chapters and requested that they also promote the grants to their members so that we could more widely publicize the grants and also attract applicants for the Subscription and Membership grants. The grants were also advertised in the TLT with the aim of reaching non-LD SIG members.

c) Awarding of grants: We communicated with grant applicants and potential applicants via the dedicated email address, and as a team we assessed each application and selected awardees. We contacted awardees regarding the receipt of the grant and the writing-up of their reports for Learning Learning (in coordination with the Treasury and Publication teams) and we provided unsuccessful applicants with feedback and information about other grant opportunities.

There were three applicants each for the PanSIG, CALL, International Conference, and Outreach Grants, and two applicants for the Research Grant. The recipients are listed below. Although we made attempts to more widely publicize the subscription and membership grants (which are targeted at non-JALT members and non-LD SIG members respectively) and also introduced a rolling deadline to make it easier for people to apply, there were no applicants for these two grant categories.

- JALT 2015 PanSIG Conference Grant (40,000 yen x1): Nicole Gallagher
- JALT 2015 CALL Conference Grant (40,000 yen x1): Michael Sullivan
- JALT 2015 International Conference Grants (40,000 yen x2): Paul Arenson; Bjorn Fuisting
- LD SIG Research Grant (25,000 yen x1): Hiromi Tsuda
- LD SIG Outreach Grants (20,000 yen x2): Greg Rouault; Alison Stewart

Goals for 2016

In general things seem to be running smoothly, so we aim to continue with our efforts, putting particular emphasis on promotion of the grants. In particular, we hope to receive applications for the subscription/membership grants and will further consider ways to promote these grants in order to realize this goal. We will try to widen the methods we have been using to promote these grants—for example, by sending information about the grants to various graduate school programs or JET associations.

Issues

a) Subscription/Membership Grants: We need to consider why there were no applicants for these grants. Is there actually a need for these grants? Should we continue to offer them? Is there anything we can do to make the grants more attractive to make it more worthwhile for people to apply for them?

These grants target non-JALT and non-SIG members, so advertising is an issue. We feel that members need to be more personally involved in the promotion of these grants, by perhaps personally introducing the grants to colleagues or students (especially graduate students) who are eligible to apply. It seems that one of the main points of these grants is to attract new members to the SIG. If this is indeed their purpose, then doing something to make it more worthwhile for people to apply for the grants, and perhaps for current members to encourage colleagues to apply for the grants, may need to be considered. (Some of our current SIG offers joined the SIG after receiving these grants, so this is something that we should not forget). If the grants don't seem to be leading to an increase in membership, perhaps alternative strategies need to be considered.

It is possible that with the raising of JALT membership fees some people might hesitate to join a second SIG, and this could lead to more interest in at least the membership grants which are open only to current JALT members.

Regardless of whether these grants are continued or not, we suggest that the SIG as a whole needs to continue to think of alternative ways to attract new members, from both within and outside the JALT community.

b) Outreach Grants: With the winding down of the Tohoko and NGO Outreach projects there is a need

to confirm whether the outreach grants need to be continued or not.

5B. For approval by AGM

a) Approve Satomi Yoshimuta, Kris Sullivan , Jennie Morgan as continued SIG Grant team.

b) Approve _____ and _____ as assistants/shadows from 2016

6. Publications

Publications coordinators: James Underwood, Tim Ashwell

Learning Learning team: Mathew Porter, Monika Szirmai, Yoko Sakurai, James Underwood

6A. 2014-2015 Publications Team Report (submitted by Tim Ashwell)

Achievements

1. LD Working Papers: In December 2014 *Learner Development: Different Cases, Different Interests* edited by Andy Barfield and Aiko Minematsu was published online at the following dedicated website: <http://ldworkingpapers.wix.com/ld-working-papers>.

The contributors were: Yukiko Banno, Andy Barfield, Phil Benson, J.D. Brown, Peter Cassidy, Robert Croker, Paul Crook, Nathan Ducker, Adriana Edwards Wurzinger, Chris Fitzgerald, Judith Hanks, Chika Hayashi, Mike Hennessey, Hideo Kojima, Mike Mahon, Aiko Minematsu, Masuko Miyahara, Guy Modica, Martin Mullen, Fumiko Murase, Hugh Nicoll, Mike Nix, Debra Occhi, Mary Jo Pichette, Mark Posselius, Alison Stewart, Joe Tomei, Stacey Vye, Atsushi Yoshinaka, and Zorana Vasiljevic

Eight of the nine chapters are downloadable separately as pdfs. One chapter (Andy's) still needs completing before the book can be printed. Andy offers his apologies to everyone concerned. He hopes to have time to finalise the chapter in the December/January break.

The full bibliographical information is as follows:

Barfield, A., & Minematsu, A. (Eds.). (2014). *Learner Development Working Papers: Different*

Cases, Different Interests. Tokyo: JALT Learner Development SIG. ISBN (online edition) 978-4-901352-44-4.

2. CLiLD: In December 2014 *Collaborative Learning in Learner Development* edited by Tim Ashwell, Masuko Miyahara, Steven Paydon and Alison Stewart was published on Smashwords in pdf and then in epub formats . As of October 17th 2015, there had been 434 full and sample downloads of the book from Smashwords.

The contributors were: Tim Ashwell, Dexter Da Silva, Chris Fitzgerald, Chika Hayashi, Ken Ikeda, Hideo Kojima, Ann Mayeda, Masuko Miyahara, Martin Mullen, Steven Paydon, Mathew Porter, Etsuko Shimo, Alison Stewart, and Hiromi Tsuda

The book consists of 12 chapters. The full bibliographical information for this online version is as follows:

Ashwell, T., Miyahara, M., Paydon, S. & Stewart, A. (Eds.). (2014). *Collaborative Learning in Learner Development*. Tokyo: JALT Learner Development SIG. ISBN (online edition) 978-4-901352-45-1

3. Print versions of LD Working Papers and CLiLD: In March we applied for and were awarded a grant worth ¥ 225,000 from the JALT Development Fund to cover half the estimated costs of printing 150 copies of Working Papers and 100 copies of CLiLD. The remaining costs were covered by SIG reserves (¥ 100,000) and a bridging loan of ¥ 125,000 from several SIG members. To date, 100 copies of CLiLD have been printed (at a cost of 227, 624 yen), 36 copies have been sold at ¥ 2,000 each, and complimentary copies have been distributed to the 14 contributors. The ISBN for the print version of CLiLD is: 978-4-901352-46-8
4. Learning Learning: The spring issue of Learning Learning (Volume 22, No.1) edited by Mathew Porter included contributions from Soyhan Egitim, Caroline Kocel-Ross, Hiroshi Nakagawa, Yoko Sakurai, Kazuko Unosawa, and Adrienne Verla together with the regular LL features.

In early October a special issue of Learning Learning (Volume 22, No.2) was published. Edited by Tim Ashwell and Glenn Magee, it consists of the Proceedings of the JALT Learner Development 20th Anniversary Conference held in November 2013. It contains contributions from Sarah Lee, Agnes Patko, Debjani Ray, Maho Sano & Ritsuko Rita, Michael Sullivan, and

Satomi Yoshimuta, Huw Davies & Mayumi Abe.

In mid-November, the autumn issue of Learning Learning (Volume 22, No.3) edited by Mathew Porter included contributions from Alison Stewart, Darren Elliot, Joel Laurier, Michael Sullivan, and Nicole Gallagher together with the regular LL features.

Learning Learning Issues

Written by James Underwood

- Need for co-editors of the issue from 2017: Perhaps the section editors could be encouraged to be whole issue editors? or be able to switch to other sections if they are interested.
- Need for new people as shadows. Currently we do not have any shadows. If any of the committee know anyone interested in joining the team, please could you recommend them. Also if you are an LDSIG member and are interested in joining the team for at least a year (two issues of LL), please get in touch!
- Need for an alternative to the current system of email and dropbox. There have been some issues with dropbox not syncing properly and some communication issues. One proposal would be to move to semi-regular skype meetings with the team / editor(s). There are about 5 months between each issue. At least two or three 1-hour Skype sessions at set times would be great. Perhaps one at the start to talk about the contributions and feedback we will give. Before the meeting we share the contributions, prepare comments which we share in the meeting. The section editors will then pass on the comments about each contribution to the contributor. One Skype to quickly talk about the issue before publication. And maybe one to air any issues that came up after publication. Another proposal would be to use Google Docs for proofreading and editing contributions.

Learning Learning Issues

Written by Mathew Porter

- Better project management (timeline, communication with section editors, resource management) and clear definition of roles.
- Creation of a simple style guide (basics only) to make it easier for the layout editor to move final submissions into layout.
- Re-evaluation of the use of Japanese in the newsletter. There's a need for terminology management regarding translation of SIG business. How much of the issue should be

translated? Also, should we ask for a brief summary in Japanese upon submission of all articles?

- Re-evaluation of the role of the newsletter once the LD Journal gets off the ground. Should contents and number of issues be rethought? Would a quarterly newsletter with more publicity of SIG events better serve our needs? How about switching to a blog formula like the SiSAL (Studies in Self-Access Learning) Journal has done? (see <http://sisaljournal.org/>). This would eliminate the need for new layout editors to have platform-specific software and make it easier to distribute the layout workload.

5. The Learner Development Journal (LDJ): In May, SIG members were invited to respond to an online survey about the proposed LD Journal to discuss its purpose, concept and format. Thirty-seven people answered the survey. Twenty-five indicated that they would be interested in writing on particular themes for the journal and 13 indicated that they would be prepared to act in some kind of editorial role. On October 4th a call was put out for proposals from people who would like to act as co-editors of a themed issue, and bring together a group of contributors with a shared interest in exploring a particular learner development theme together. A full explanation of the rationale for the journal can be found online here: https://docs.google.com/document/d/1LtOOpAqfVXwgxpAja2fLDT2kDFnU3dTVaBdBjgzfv_o/e/dit?usp=sharing

Goals for 2016

To see that the Learner Development Journal gets safely off the ground, including the development of an appropriate website/web presence for the LDJ. This will include identifying co-editors and setting a publication date for the first issue. It looks as though April/May 2017 might be the earliest realistic option.

Issues

1. Roles and responsibilities of officers in Pubs team
 - a) Two years ago, a clearer structure was adopted for *Learning Learning*, allowing more people to be involved as editors of new regular sections, and including a coordinator in addition to a lead editor. More structure should lead to better division of labour in producing the newsletter, but are the roles and responsibilities clear enough yet?
 - b) At present we have two Publications coordinators: one for *Learning Learning* and the other

for other publications. These roles were created at a time when there were two book projects in progress. Do we need two coordinators still, or would one be sufficient?

2. Other publications

The SIG holds forums every year at the JALT international and other conferences, and reports of these are often published in Proceedings. In the latest Proceedings of the JALT2014 conference, LD has published two articles based on two separate forums, organized and written up by the Events team and Outreach team respectively. Should the Publications team have a role in coordinating, editing, and/or promoting these?

Changes

Learning Learning editor: Alison Stewart

Layout: Monika Szirmai, James Underwood

Translators: Yoko Sakurai & Michiko Imai (new)

Section editors

Grant Awardees Essays editor: Yoko Sakurai

Members Voices: James Underwood

Creative Writing:

Outreach:

6B. For approval by AGM

a) Approve Tim Ashwell and James Underwood as continued SIG Publications coordinators.

b) Approve Learning Learning team changes as noted in 6a.

c) Approve _____ and _____ as assistants/shadows from 2016

7. Programs

Programmes team: Lee Arnold, Joel Laurier, and Blair Barr

7A. 2014-2015 Program Team Report (submitted by Lee Arnold)

Achievements

Events: PanSIG2015, JALT CALL, JALT2015

1. Teamwork

The team, under Lee's leadership, divided the work of sending out calls for proposals, vetting the abstracts, setting the presentation schedules. There were no last minute rushes to complete things. Communication between the committee members went very well. The directives from the leader were clear so that nobody was left wondering what they had to do.

2. Attendance

Attendance at the first two events was respectable. The participants to the first two events were very enthusiastic and there were no concerns reported. Members appeared to add to their personal and professional networks and overall the events achieved what their themes and goals set out. There were good numbers of presenters at each event. For the PanSIG there were six presenters with five presentations (one joint presentation between two presenters plus four individual presentations) for the LD forum, while CALL was smaller - three individual presenters and presentations for the LD forum there. The international conference will be quite sizeable, however, with 16 presenters across ten presentations (five joint presentations plus five individual), so overall participation and enthusiasm is high.

Challenges

1. Google Drive

At one point, we had too many "Master Lists" going which resulted in us having one presenter not placed on the JALT2015 roster of presenters. The situation was promptly attended to and the presenter was pleased with the outcome.

Recommendations

1. List of duties

Teamwork worked as all the members rallied to the job when it was required. Having a list of things to do, a system of sorts, would make members more accountable and not leave it up to the Programs Committee leader to organize things in the end.

2. Program Management Timeline

Establishing one Google Doc with deadlines and specific duties from the outset of the year will help committee members know what they have to do and when to invest larger amounts of time throughout the year.

3. Promoting Events

Start promoting events well before the conference dates to get potential presenters thinking about how to carry out their research and collect data relevant to the themes of the conferences.

4. Google

When using Google programs to share information (Google Docs, Google Sheets, etc.), ensure that all team members are included through a Gmail account

Goals

Program goals for 2016 Continue to seek out novel themes and platforms by which such themes may be realized, as well as continue to maintain smooth connections and relations with our fellow SIGs, especially those we have partnered with previously, such as CALL. Continue to make our forums and conferences attractive for new membership, as well as bolster existing membership, through our get-togethers in Tokyo and elsewhere, and events.

Issues

One thing we would like to see in programs are some Japanese shadows. We have a well-functioning program team, yet all members are foreign; having 1-2 Japanese shadows would boost outreach, add greater versatility to our events, signal to JTEs and researchers that LD is welcoming of Japanese voices in the literal sense, and expand the space and sense of what learner development issues cover and perhaps open new areas of research that may have been inadvertently overlooked before.

7B. For approval by AGM

a) Approve Lee Arnold, Joel Laurier, and Blair Barr as continued SIG Programs team.

b) Approve _____ and _____ as assistants/shadows from 2016

8. Publicity

Publicity team: Rob Moreau, Kie Yamamoto, and Tomoko Imamura

8A. 2014-2015 Publicity Report (submitted by Rob Moreau)

Achievements

The publicity team has been able to meet all of the requests of the SIG this year. Main projects have included designing the promotional logo for the December one-day conference and maintaining the LD-SIG news items for the TLT publication as required. Please note: the submission policy for the TLT publication changed in July, no longer requiring SIGs to update their blurb bi-monthly.

Goals for 2016

The team wishes to continue providing quality promotional materials, bilingually of course, as requested by the SIG. It is important I feel to continue maintaining the high standard of professional design in our promotional material that we have been producing thus far. I also feel it that would also be a good idea to produce some kind of promotional flier for the SIG to be used at various conferences.

8B. For approval by AGM

a) Approve Rob Moreau, Kie Yamamoto, and Tomoko Imamura as continued SIG Publicity team.

b) Approve _____ and _____ as assistants/shadows from 2016

9. Web Maintenance and Development

Web team: Hugh Nicoll, James Underwood, and Rachel Meilleur

9A. Web Maintenance and Development Team Report (Submitted by Hugh Nicoll)

Achievements

Since last year's conference, I have continued to play the lead role in maintaining the LD-SIG web site, now hosted on the WordPress platform, with the domain name <ld-sig.org>.

I have just renewed our domain name with our current registrar (GoDaddy.com), and my ISP (Dathorn) has just upgraded its servers, so technically we are in pretty good shape.

After the web team – James (Underwood), our silent collaborator, Billy Hassett, and me – completed the migration from the static web site to the WordPress platform in the autumn of 2014, we have an open (i.e. GUI-editable) site that will allow the SIG coordinators or other officer teams to upload content, add or edit pages, etc. This has allowed, for example -- and most successfully in the case of our 2015 Talking Points column editors, Naomi Fujishima and Jim Ronald, to manage their own posts. We had hoped to develop an editing-in-teams approach to web publishing more completely, but that remains an achievable goal to strive for. James has done a bit of Learning Learning (LL) uploading work, but the majority of the re-writing, updating of content, and managing the web site has stayed in my hands.

The biggest needs to be addressed in the next year or two include: (1) how to create a more successfully inclusive work flow, so that content editing and maintenance responsibilities can be separated; (2) to accommodate James's need to step down; and, (3) to plan for a transition in a year or two, should I need/want to pass on the administrative role(s) to someone.

Financial Notes:

I currently pay \$27/month for my ISP account. Calculating LD's portion of the web administration costs at one third of that makes our rough bill for web services \$9/mo. With the exchange rate shifts of the last year, that comes to an annual bill of approximately ¥13,000, plus the costs of our domain name registrations, ld-sig.org (3 years) and ld-sig.net (insurance against domain name poaching), at ¥6,553.

Goals for 2016

The biggest needs to be addressed in the next year or two include: (1) how to create a more successfully inclusive work flow, so that content editing and maintenance responsibilities can be separated; (2) to accommodate James's need to step down; and, (3) to plan for a transition in a year or two, should I need/want to pass on the administrative role(s) to someone.

Issues

Please see the financial notes and "issues for the coming year or two" sections in my first post

9B. For approval by AGM

a) Approve Hugh Nicoll, James Underwood, and Rachel Meilleur as continued SIG Web team.

b) Approve Nicole Gallagher & Hugh Nicoll as 2016 Talking Points column editors.

c) Approve _____ and _____ as assistants/shadows from 2016

10. Outreach

Outreach team: Colin Rundle & Caroline Kocel-Ross

Translation Project: Mathew Porter & Sayuri Hasegawa

10A. 2014-2015 NGO Outreach Report (Submitted by Colin Rundle)

Activities and Participation

In 2015, Student Ambassador coordinators (Colin Rundle and Caroline Kocel-Ross) sent out an email (in English) to LD-SIG members in May, inviting teachers and students to participate, along with a link to the LD-SIG Outreach webpages where teachers could download posters in Japanese and English for display in their classrooms and campuses. An innovation this year was to invite students who already had experience with NGOs to participate in the Ambassador program by presenting about their NGO at the December Mini Conference. Several teachers who had previously participated with their students in previous years responded to the email showing interest, but unfortunately none of their students participated this year. Three other teachers responded, but their enquiries did not result in any students joining the program.

Examining the number of participants shows that in the year 2015, as in 2014, interest in the Student Ambassador program is weak (See Figure 1). The number of students who we were able to place with an NGO fell dramatically from nine students in 2013, to two students in 2014. Similarly, the number of students who participated in our Mini-Conference fell even more from 11 students representing three NGOs to two students representing one NGO in 2014. In 2015, three students found volunteer opportunities with two NGOs. For the 2015 Mini-Conference, four students are planning to represent two NGOs.

Year	University	NGO	Student No. (Volunteer)	Student No. (Conference)
2013	Soka	SVA	3	5
	Soka	FTCJ	3	3
	Toyama	Japan Tent	2	2
	Tokai	FTCJ	1	1
2014	Gakushuin	FTCJ	2	1
2015	Soka	FTCJ	3	0
	Soka	Sage Japan*	3	3**
	Soka	NGO Fest	1	1**
Total			18	16

Figure 1.

*These students were already involved with this NGO for their senior Zemi class in Education. Thus, they joined the ambassador program's new entry option.

** These students have committed to present at the conference, which is still one month away.

Evaluation

These are disappointing numbers, especially as we hoped to increase participation after the first year. It is noteworthy that out of the 18 students who have volunteered with an NGO through the ambassador program, 17 were introduced by teachers who are office bearers of the LD-SIG, 13 of which were introduced by Colin, an Outreach Program coordinator. This suggests that there is little grass-roots interest in the program among LD members. Furthermore, problems that were identified in the first year, such as the costs incurred by students to volunteer and to attend a conference, have not been addressed; there are no SIG funds for this program, so it is up to students to fund themselves, or for teachers to find university funds. Thirdly, only one email was sent to the members in May to promote the ambassador program. Follow up emails to remind members could increase participation. Finally, the Student Ambassador Program coordinators are not well placed to recruit students from their own institutions, as Colin mostly teaches English for Engineering, and Caroline teaches high school, where demands of the curriculum allow little opportunity and no credit for experiential learning. For example, as in 2014, this year Colin was unable to recruit any students from the 20 classes he teaches each year. This tended to reduce the time that coordinators otherwise would have spent promoting and developing the program.

Future

The Student Ambassador Program coordinators, Caroline and Colin, are both stepping down. Thus, if the program is to continue, new coordinators will need to stand for the positions at the AGM. Those coordinators should preferably already be involved in teaching social issues, preferably in a program involving students with NGOs. That would make their work introducing other teachers and students to NGOs easier. The new coordinators could also promote the outreach program through more regular emails to the membership. More generally, there should be a discussion about the relevance of the Student Ambassador Program to LD members. At the 2014 AGM there was a view that the program was worthwhile in spite of the weak participation. While it is undoubtedly a worthwhile idea, whether or how it fits in with LD members' needs is a moot point. It should be noted that the Ambassador program was basically an experiment and did not arise from any pressing need.

10B. 2014-2015 Outreach Translation Report (submitted by Mathew Porter)

The forum at JALT2014 (Collaborative Approaches to Outreach) brought together people from Rikuzentakata-shi and project members to discuss the process of working together to translate and present the students' reflections. The event was successful and during the discussion that followed, we talked about another visit to Miyagi in the spring/summer to present a hardcopy of the translation

to the junior high school. Most of the forum participants worked together to write up the forum for the JALT2014 Proceedings.

At the time of the conference, the translated collection was still unfinished. The project managers (Sayuri, Caroline, and I) worked on proofing and revising the Japanese and English texts during the winter break and revising the website by adding the Japanese title to the landing screen, updating the project members' names, and making some changes to the various supporting texts. We discussed adding a "contact us" button and counter on the website and setting up a unique email address for the project. We also proposed a web addresses for the final project-- lookingback3-11.wix.com, which would be linked from various partner websites. The draft website will be moved to this link in part by Friday, November 20, and completed before the mini-conference in December.

We had planned to go live with the site and do a publicity blitz at the end of January, and the publicity team began to draw up a press release for the many media outlets that were suggested. But then we lost touch with Musashi-san, our contact in Rikuzen and this situation continued for months. During that time, we had a rather long discussion about copyright, and it seemed that a consensus had been reached to include information on the About page in English and Japanese explaining that the rights to the works belong to the student authors and that the content may be used without permission for educational purposes under a Creative Commons license (Attribution-NonCommercial-NoDerivs). However, since the collection is the property of the school, we also needed their permission to launch the website. By this time, the launch date had passed and had been moved to coincide with the anniversary of the disaster. Musashi-san reappeared in mid-February in time for the discussion about Creative Commons and encouraged us to speak directly with the school. Sayuri spoke with the vice principal and learned that we'd need to get permission from each student in order to launch the website, and then Musashi-san disappeared again.

This caused some chaos. We discussed launching without any input from the school as long as all the content was scrubbed of identifying details. This suggestion was not taken up. In mid-May, Caroline suggested a visit to Rikuzentakata and a planning meeting was convened on May 24 with Alison, Andy, Caroline, Fumiko, and Ted in attendance. They drew up plans to visit Rikuzentakata on June 12 to meet with Musashi-san and the JHS. I worked (with the help of many) to prepare a draft hardcopy of the collection for the school. Over the previous few months, our contact at the school (Murakami-san) had been transferred and a new vice principal was installed (Chiba-san). Alison, Natsumi (her student), and Caroline had a very productive meeting with Chiba Sensei, Suzuki Sensei (new principal), and

Musashi-san on the 12th and plans were made to craft permission letters, prepare return envelopes, and send them to Musashi-san for distribution to families of the original authors. After delays in receiving the returned permission forms, we finally received permission in mid-October to run 47 reflections on the website (about 50% of the total). The site should be completed during the final week before the conference.

Issues

Sayuri has since stepped down from the team and I'm not prepared to continue working on the project past November. Do we need to maintain a Translation Project team? Will we still promote the launch as we had planned earlier in 2015?

10C. For approval by AGM

a) Approve _____ and _____ as new Outreach Team. In the case of no new volunteers, approve the disbanding of the Outreach Team.

11. Get-Togethers

Tokyo

Tokyo Get-Together team: Andy Barfield, Ken Ikeda, and Agnes Patko

11A. Tokyo Get-Together Team Report (Submitted by Andy Barfield)

Achievements

At this time last year we reported we had had six get-togethers, and that we were looking forward to a final meeting in December 2014 featuring the first Creating Community: Learning Together informal afternoon conference (<http://ld-sig.org/creating-community-learning-together/>). We also noted that the 2014 get-togethers had been collaboratively written up using Google Docs with all participants invited to contribute to the write-up. For more details, please see <http://tokyogettogethers.blogspot.jp/>

While we've continued to do collaborative write-ups this year, there's also been a couple of changes in 2015. First, with Stacey stepping down last December, Agnes joined Andy and Ken as co-coordinator, and, second, we started the 2015 get-togethers in April (rather than January) with the aim of holding five in total over the year and culminating in the second Creating Community: Learning Together informal afternoon conference in December 2015. (Our thanks to Rob Moreau for creating another

eye-catching logo.) The get-togethers this year have had a shared focus on community and community building for part of each session; they also provided a very helpful base for developing ideas for the Learner Development Journal.

By reducing the number of get-togethers we hoped that more people would attend more regularly from one get-together to the next. As far as participation is concerned, this year 16 people took part in the April and May get-togethers, 15 in June, and 12 in October, so participation has remained more or less the same as last year (average: 15). In the first four get-togethers of 2015 28 different people took part or sent their regrets, with 27 people attending at least one get-together: Agnes Patko, Aiko Chamberlain, Alena Zhuro, Alison Stewart, Andy Barfield, Billy Hassett, Blair Barr, Colin Rundle, Debjani Ray, Fumiko Kurosawa, Fumiko Murase, Huw Davies, Ian Hurrell, James Underwood, Jenny Morgan, Joel Laurier, Ken Ikeda, Kevin Ryan, Lee Arnold, Mayumi Abe, Osolya Szatzker, Rob Werner, Shinobu Nakamura, Stephanie Corwin, Terry Yearley, Tim Ashwell, and Yuri Shima (with regrets from Kie Yamamoto and Stacey Vye). Overall, then, there has been continuity in terms of numbers, with several participants joining the get-togethers for the first time (Akiko Chamberlain, Alena Zhuro, Osolya Szatzker, Shinobu Nakamura and Yuri Shima).

Last year 26 teachers and 28 students participated as presenters in the end-of-year informal conference in December. For the 2015 Creating Community: Learning Together event, by the end of October we should have received 30 proposals, involving 16 students and 20 teachers as presenters (the exact number may change with final adjustments being made in November). (November 18 update: There are now 37 presentations, with 26 students and 26 teachers taking part.)

Goals for 2016

- (i) hold the get-togethers at a new site in central Tokyo
- (ii) hold the first get-together of 2016 in February to focus our learner development interests and research possibilities ahead of the 2016 academic year
- (iii) develop clear thematic areas of focus for individual and small-group exploration to support the launching of the Learner Development Journal

Team changes

For co-ordination in 2016, Agnes would like to take a more active role in the team. She has spent

this year familiarising herself with the new role and learning from Andy and Ken. She believes that from 2016 she can add more to the get-togethers in terms of both ideas and action.

Ken has continued to be as on-site liaison between Otsuma Women's University and the SIG with the use of facilities and equipment. The get-togethers have been held with ample time (thanks to the generosity of the university staff). Likewise, the CC:LL hosting experience from mid-summer up to the December event in 2014 was a new and daunting task for him, but he is very grateful to the university staff for being flexible and accommodating with their time, language helps, resources and arrangements.

Andy would like to step back from co-coordinating the Tokyo get-togethers by the middle of 2016, so he hopes that other people will step forward as shadow co-coordinators for the get-togethers in 2016.

Ken will also be going on research leave in April 2017, so at least one other person will need to step forward in 2016. We would therefore be very grateful if other people could step up and join the coordination team for 2016. If you're interested, please feel free to contact us: Agnes <patkoagi888 AT MARK gmail.com>, Andy <barfield.andy AT MARK gmail.com>, Ken <kodanuki AT MARK gmail.com>. Many thanks in advance!

Issues

(i) continuity of thematic focus over different get-togethers for 2016 - If there is an issue that we have been concerned with this year, it is the overlap in participation from one get-together to another. This has been around 33% (or a core of six people). Our sense is that there has been perhaps less continuity in group discussions of specific themes from one get-together to another this year, so this would be a useful issue for discussion and reflection among get-together participants as we look towards 2016.

(ii) a new site for get-togethers from February 2016 (Alison checking on the possibilities here)

(iii) Creating Community: Learning Together 3 in December 2016

Hiroshima

Hiroshima Get-Together team: Jim Ronald & Ariel Sorensen

11B. Tokyo Get-Together Team Report (Submitted by Jim Ronald)

Achievements

After a break of a few months, the Hiroshima LD get-togethers started again in May of this year, and we've been meeting almost every month since then. Each time we meet, we discuss one chapter of Thomas Farrell's Reflective Language Teaching: From Research to Practice. Although this book is not directly concerned with learner development or autonomy, it does help us to keep asking what we are doing in the classroom, where we're going, and what our goals for our students are. Our group also serves as a good sounding board for research ideas, classroom practices, and even plans for textbooks. For better or worse (both, in fact) the get-togethers tend to attract the same people we see in our monthly Hiroshima JALT meetings; as an "alternative" teachers' group it would be even better if we could appeal to a wider range of teachers.

Goals for 2016

To continue focusing on learner and teacher development - recognizing that these are not minority interests for language teachers, and that we have a duty to reach out to the wider language teaching community.

Kansai

Kansai Get-Together team: Chris Fitzgerald

11C. Kansai Get-Together Team Report (Submitted by Chris Fitzgerald)

Achievements

We have collated information about members' interest in holding Kansai region get-togethers and have arranged a first get-together in Kyoto in November.

Goals for 2016

To have Kansai get-togethers grow and strengthen interest in the SIG in this region.

11D. For approval by AGM

a) Approve Andy Barfield, Ken Ikeda, and Agnes Patko (Tokyo); Jim Ronald & Ariel Sorensen (Hiroshima); and Chris Fitzgerald (Osaka) as continued Get-Together coordinators.

b) Approve _____ and _____ as assistants/shadows for _____ from 2016

12. Members-at-large

Current Members-at-Large: Bill Mboutsiadis, Dexter Da Silva, Jackie Suginaga, Martha Robinson, Gretchen Clark, Mike Nix, Matt Coomber, Stacey Vye

12B. For approval by AGM

a) Approve the following as Members-at-Large for 2015-2016: Fumiko Murase