Learner Development Beyond the Classroom: Framing the Project

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The *Learner Development Journal 6:*
# Learner Development Beyond the Classroom

- Why we chose the theme, what it means to our practices

- Previewing the issue, how it fits with the literature

- Our working process as editors

- The theme and our context

Reasoning behind the theme

The editorial team: Who we are, our context and experiences

Subthemes we were interested in:

- Learner autonomy
- Lifelong learning (learning *after* the classroom)
- Learning settings / learning environments
- Learner narratives
- Relationship between teaching and learning beyond the classroom
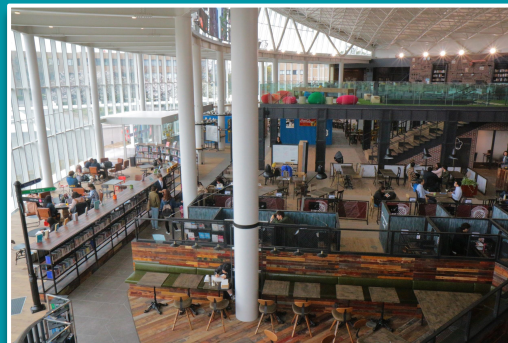
Benson & Reinders (2011): Dimensions of LBC

Location: Where/When does learning take place?

Formality: How much is the learning controlled by institutions or connected to earning qualifications?

Pedagogy: How much is instruction involved? Self-instructed? Naturalistic?

Locus of control: Who makes decisions about learning? The learner? Others?

Blue group

Yellow group

Orange group

Themes and response communities

Blue	Yellow	Orange
Focus on learners' experiences of Learning Beyond the Classroom	Teachers' roles and instructional interventions for learning beyond the classroom	**Practice-based book reviews:** Putting the literature into practice
Location? Formality? Pedagogy? Control?	Location? Formality? Pedagogy? Control?	Location? Formality? Pedagogy? Control?

Themes and response communities

Blue

Ambinintsoa, et al. (2022)*. Learning Beyond the Classroom in an EFL Malagasy Setting - Two Student Teachers' Experiences

Flanagan (2022). Building a Critical Reflective Practice with Language Learners.

Hayasaki (2022). Beyond the Classroom, Beyond the Track: The Role of English in the Transformation of Career Perspectives in Three Females in Rural Japan

Yellow

Clark (2022).* Use of Digital Extensive Listening journals to Promote Autonomous Learning in the Time of COVID-19

Hayashi (2022). Case Study on Collaborative Online International Learning between Finnish and Japanese University Students

Rowberry (2022). Agency in and Beyond the Classroom: Learners' Selection of Resources for Self-Directed Language Learning

Orange

Practice-based book reviews: Putting the literature into practice

- Tsukamoto (2022): Review of chapters in *Autonomy in Language Learning: Getting Learners Actively Involved* and reflection on own practice.

- Yamane (2022): A recent graduate reflects on their university learning experience through a chapter review

Reinders & Benson (2017) research agenda for LBC

Suggest avenues for research along three strands:

Settings
- How LBC connects with the classroom, rather than excluding it
- How do learners connect opportunities for LBC in their own environments with their classroom learning?

Processes (How does LBC take place?)
- Experience of LBC
- Strategies in LBC
- Technology-enhanced learning

Teachers' role / support for LBC
- Teachers' beliefs about LBC
- "in-classroom" LBC
- Preparing learners for LBC

Reinders & Benson's (2017) strands:

Settings → Flanagan, Hayasaki, Clark, Rowberry,
- How LBC connects with the classroom, rather than excluding it
- How do learners connect opportunities for LBC in their own environments with their classroom learning?

Processes (How does LBC take place?)
- Experience of LBC → Ambinintsoa et al., Hayasaki, Yamane
- Strategies in LBC → Ambinintsoa et al., Flanagan, Clark, Rowberry
- Technology-enhanced learning → Hayashi

Teachers' role / support for LBC
- Teachers' beliefs about LBC → Tsukamoto
- "in-classroom" LBC → (Clark, Rowberry, Hayashi, Tsukamoto)
- Preparing learners for LBC → Flanagan, Hayasaki, Clark, Rowberry, Hayashi

Publication timeline and working process

Jan–Feb 2021: Proposals for papers accepted

Mar 2021: Within communities, sharing and commenting on proposals and Zoom meetings

May 2021: First partial piece of writing

May–June 2021: Commenting on writing and meeting within communities

Sep 2021: Working draft submitted

Fall 2021: open/blind reviews from LDJ Review Network members

Feb 2022: Revised full drafts

Spring 2022: Feedback from editorial team, LD Journal steering group; selection of key contributors

Summer–Fall 2022? Key contributors write commentary

Sep 2022: Final draft submission

Fall 2022: Proofreading, final checks

By Dec 2022: Publication

3 response communities
Authors around Japan (and overseas)

4 editors
3 in Chiba, 1 in Hokkaido

13 Review Network members
in Japan and overseas

Commentary from 2 contributors
Mayumi Kashiwa, Kanda University of International Studies
- "SALC is mine…" (2021) from RILAE LAb session

Phil Benson, Macquarie University

The project and our context

Self-Access Learning Center (SALC) at Kanda University of International Studies

Reinders & Benson (2017): Classroom not so much <u>the</u> center of learning but one of many: "one node… in an interconnected web of learning opportunities." (p. 14)

- Online technology strengthening the need to rethink the classroom—LBC connection

Our experience

Self-access during the pandemic

- Shift to online resources
- Events & Workshops held on Zoom
- Creation of materials (videos, PDFs, etc.)
- Importance of SALC website

Learner advising during the pandemic

- Advising strategies reevaluated: More need to provide
- Written advising paper → digital
- Increase in flexibility
- Decrease in student engagement

Davies et al. (2020)
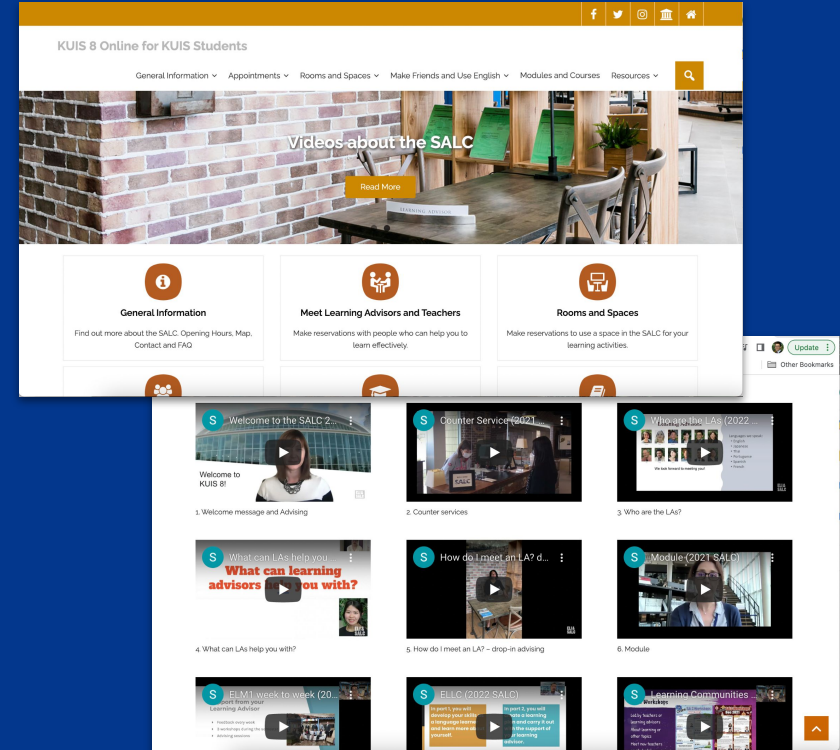
"With- / Post-COVID"

Rethinking our mission
Incorporating strands of:
- Complexity theory
- Self-determination theory
- Social justice
- Multilingualism
- Inclusion and universal design for learning
- Emotion and emotion regulation
- Umwelt
- Linguistic landscapes

(Mynard et al., 2022)

Mission statement from 2022:
The SALC community aims to facilitate prosocial* and lifelong autonomous language learning within a diverse and multilingual learning environment.
We aim to provide supportive and inclusive spaces, resources and facilities for developing ownership of the learning process.
We believe effective language learning is achieved through ongoing reflection and takes variables such as previous experiences, interests, personality, motivations, needs and goals into account and promotes confidence and competence when studying and using an additional language.

*Prosocial behavior is something you choose to do to benefit or help others.

References

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Kashiwa, M. (2021, December 3). "*SALC is mine!*" : *Supporting the development of learner agency and construction of language learning environments beyond the classroom* [presentation]. 7th LAb session: Agency and learner autonomy. https://kuis.kandagaigo.ac.jp/rilae/lab-sessions/lab7/

Mynard, J. Ambinintsoa, D. V., Bennett, P. A., Castro, E., Curry, N., Davies, H., Imamura, Y., Kato, S., Shelton-Strong, S. J., Stevenson, R., Ubukata, H., Watkins, S., Wongsarnpigoon, I., & Yarwood, A. (2022). Reframing self-access: Reviewing the literature and updating a mission statement for a new era. *Studies in Self-Access Learning Journal, 13*(1), 31–59. https://doi.org/10.37237/130103

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