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Type: **Research-oriented Oral Face-to-face presentation**

Using Padlet to Enhance Relatedness in an Online Advisor Education Program

Saturday 17 May 2025 15:45 (25 minutes)

TITLE

Using Padlet to Enhance Relatedness in an Online Advisor Education Program

RELEVANT SIG

Teacher Development

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

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written reflection
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ABSTRACT

This study examines an online Advisor Education Program designed to enhance educators' ability to foster learner autonomy through reflective dialogue grounded in the principles of Advising in Language Learning (Kato & Mynard, 2016). Originally launched in English for global reach, the program added Japanese in 2023, expanding its audience. It includes three courses, each offering three weeks of live lectures and online discussions on the Padlet platform.

While online platforms broaden educational access, fostering supportive relationships remains a challenge. This research employs the Self-Determination Theory (SDT) framework, particularly the Relationship Motivation Theory, emphasizing relatedness (feeling belonging and significance among others) and autonomy as essential for positive self-development and well-being (Ryan & Deci, 2017).

The study analyzes 267 weekly reflections and over 795 responses from participants on the Padlet platform, collected after nine online live classes in 2024. Using the SDT framework, the research investigates how post-class written interactions deepen the reflection, facilitate diverse learning experiences, and build community among participants.

The findings emphasize the depth of reflective dialogue promoted by Padlet, showcasing its influence on personal and professional growth. This research highlights how structured online environments effectively foster learner autonomy and educator agency.

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