

Thesis Abstract

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Thesis Title Inxignia: How to Co-design a Network Where Learners Are Mobile with a Sense of Community — Practices in Higher Education in Southeast Asia and Japan —			
Thesis Summary In today's world, learning spaces are no longer viewed as confined containers. They become a set of opportunities within open geography, including varied learning spaces and the paths in between. Learning mobility means the mobility of learners among different learning spaces within an open geography. School on the Internet Asia (SOI Asia), an inter-university network in Japan and Southeast Asia, can also be compared to a large network containing different learning spaces. SOI Asia encourages learners to fully utilize those learning spaces to acquire knowledge, skills, and mindsets that formal education may not cover and to engage deeply in the network. To achieve this, this research proposes a community-based support scheme called Inxignia. It aims to promote learners' ownership, envisioning and building their own learning pathways within the network, including different learning spaces, and enhance the engagement of other community members who support learners in building their learning pathways. These changes create an environment where learners are mobile with a stronger sense of community within the network, fostering active contributors. Inxignia consists of three activities defined based on the Landscape of Practice (LoP) framework: Engaging with Communities of Practice in SOI Asia, reflecting on experiences and envisioning future learning and careers while incorporating different learning opportunities in SOI Asia, and coordinating with SOI Asia community members to achieve the desired learning pathways while harmonizing the needs of learners and other community members. A micro-credentialing e-portfolio platform supports enhancing each activity. This research is action research, and the author conducted two action cycles to create and implement the scheme. Its effects were evaluated using online surveys, interviews, and observations. The implementation results showed that the scheme fostered the learners' ownership in envisioning and building their learning pathways utilizing different learning opportunities in SOI Asia and enhanced the engagement of other community members in supporting them. The researcher observed these changes led to further learning mobility. At the same time, the actions improved learners' sense of community. These results indicated that the actions created an environment in SOI Asia where learners are mobile with a stronger sense of community. This change contributes to the development of active contributors within SOI Asia.			