



## Learner Development Journal Issue 10: Call for Proposals

**Theme: Teacher and Learner Perspectives on Reflection, Metacognition, and Assessment: Exploring Quality of Learning and Development**

**Deadline: February 23rd 2025**

**Email: [ldj.issue10@gmail.com](mailto:ldj.issue10@gmail.com)**

**Editors: Amber Kay & James Underwood**

We are both language teachers and practitioner researchers who share a common interest in reflection, metacognition, and assessment. For Issue 10 of the *Learner Development Journal* (LDJ10) we hope to collaboratively explore interconnections between these themes and learner development by encouraging inquiries and writing that gather perspectives from practitioners and/or learners themselves.

### OVERVIEW

If you are interested in collaboratively exploring questions like the following, please consider submitting a proposal for LDJ10:

- *How can learners stay motivated to take control of their learning over a period of time?*
- *What changes do learners' perceptions of their responsibilities in self-directed study environments go through over time, and why?*
- *How can assessment practices be designed to promote learner metacognition, and why does this matter in pedagogies for learner autonomy?*
- *How can diverse metacognitive strategies, such as goal-setting and reflection, be integrated into learning activities and curricular guidelines to develop quality of learning and interaction between learners? Why?*
- *What effects do records of learning, such as logbooks, learner diaries, learning journals, and portfolios, have on learner development?*
- *What kind of influences can constructive peer and teacher feedback have on student depth of reflection and metacognition in their language learning and development? Why?*

For LDJ10, we aim to bring together an inclusive group of practitioners (teachers and, where possible, students/learners) to create **an original collection of inquiries and writing that explore how reflection, metacognition, and assessment affect quality of learning and development.**

We warmly encourage contributions from a diverse range of language learning and teaching settings related to Japan and abroad, primary through to tertiary, and/or in other relevant contexts. Contributors should focus on **practitioners' and learners' perspectives**, both individual and collective, generated in practice and explored through inquiry, reflection, and practitioner research.

If you are interested in contributing in **other areas related to reflection, metacognition, assessment, and the quality of learning**, or have any questions before sending in your proposal, please feel free to contact the LDJ10 editing team at [<ldj.issue10@gmail.com>](mailto:ldj.issue10@gmail.com).

We are also hoping that one or two other practitioner researchers will **join us as editors for LDJ10**. If that sounds appealing to you, please let us know by email at [<ldj.issue10@gmail.com>](mailto:ldj.issue10@gmail.com) so that we can discuss such possibilities further.

To see **past and current examples of practitioner research published in the LDJ**, visit the LDJ website: <https://ldjournal.ld-sig.org/issues/> .

## POSSIBLE AREAS OF ACTIVITY AND INQUIRY

Specifically for LDJ10, we hope contributors will be interested in exploring areas such as:

- *Autoethnography or narrative collage of significant impacts that experiences of reflection, metacognition, and assessment have had on teachers' education or teaching*
- *Experiences with particular assessment practices for learner development, like self- or peer-assessment exploratory conversations, survey studies, interviews, profiles, and personal story-sharing*
- *Learners' and teachers' experiences with metacognition and teacher and student roles in promoting reflection, metacognition, and assessment in learning communities*
- *Learners' creative engagement with reflection projects (e.g., keeping a learner diary or learning journal, compiling a portfolio, reviewing a past piece of writing or chapter from the past, colleague interview, and quality of learning reflection research) within the classroom and different social spaces*
- *Innovative and holistic assessment practices that help teachers and/or learners reflect on and understand their development from new whole-person perspectives.*

## DEVELOPING A COMMUNITY OF PRACTICES TOGETHER

Our goal is to make the collaborative process of LDJ10 supportive and inclusive. We hope to create an enjoyable **community of practices for practitioner research and story writing**. We warmly encourage co-constructed inquiries, co-authorship, and joint participation of students/learners in stories and writing.

As a contributor to LDJ10, you will be expected to **collaborate with other contributors at different points in the development of your research, writing, reflections, and practice**. To encourage this, there will be various opportunities to engage in discussions of your practices, respond to others' writing, and take part in online and/or face-to-face conversations & discussions with other LDJ10 contributors, including the editors.

## WRITING WITH A PERSONALIZED/PERSONALISED REFLECTIVE QUALITY

LDJ10 will feature two main types of writing: **STORIES OF PRACTICES & PRACTICE-RELATED REVIEWS**. Both genres invite contributors to experiment with narrative and reflection in personalised/personalized ways.

1. With **STORIES OF PRACTICES** at **4,000-6,000 words**, we are looking for around 6-10 contributions, *each with a strong personalised/personalized reflective quality*. We encourage contributors to LDJ10 to:
  - *write their stories in personalized/personalised, reflective ways*
  - *include different voices: learner, teacher, colleague, among others*

- *ground their writing in practice-driven concerns and questions that they have about reflection, metacognition, assessment and quality of learning*
- *relate their stories to arguments and debates in the wider field where appropriate, and*
- *write in your preferred variety of English that supports your creative flow. Your editors will honour/honor your distinct written voice.*

2. For **PRACTICE-RELATED REVIEWS**, we would like to include reflective commentaries of around **2,500-3,000 words** that **relate** your review of **one of the following published books to your own local learner development practices and concerns**. Here we hope to get an inspection copy to share with you, and you are welcome to focus on specific chapters/parts in a particular book rather than reviewing the whole publication:

Curry, N., Lyon, P., & Mynard, J. (2023). *Promoting Reflection on Language Learning: Lessons from a University Setting*. Multilingual Matters. <https://doi.org/10.21832/9781800415591>

Everhard, C., & Murphy, L. (2015). *Assessment and Autonomy in Language Learning*. Palgrave Macmillan. <https://doi.org/10.1057/9781137414380>

Firth, J. (2024). *Metacognition and Study Skills: A Guide for Teachers*. Routledge. <https://doi.org/10.4324/9781003386971>

Haukås, Å., Bjørke, C., & Dypedahl, M. (Eds.). (2018). *Metacognition in Language Learning and Teaching* (1st ed.). Routledge. <https://doi.org/10.4324/9781351049146>

Lam, R., & Moorhouse, B. (2022). *Using Digital Portfolios to Develop Students' Writing: A Practical Guide for Language Teachers*. Routledge. <http://doi.org/10.4324/9781003295860>

Lipnevich, A., To, J., & Kiat, K. (2023). *Unpacking Students' Engagement with Feedback: Pedagogy and Partnership in Practice*. Routledge. <http://doi.org/10.4324/9781003312505>

## STAGED DEVELOPMENT OF RESEARCH AND WRITING

Rather than working exclusively towards a full draft from the outset, we feel it is more productive and enriching to **build on, re-work, and extend your stories of practices and practice-related reviews in stages through sharing incomplete drafts, discussing them, and getting peer responses from other contributors**. This will be in addition to **receiving later feedback from LDJ Review Network members, and the LDJ10 editors**. This staged development includes:

1. **NOTIFICATION OF ACCEPTANCE: Sunday 9th March 2025**
2. **FIRST PIECES OF WRITING:** Stories of practices: 1,200-1,500 words; Practice-related reviews: 600-1,000 words; **peer responses (March/April 2025)**
3. **SECOND PIECES OF WRITING (building on, re-working, and extending the first piece):** Stories of practices: 2,500-3,000 words; practice-related reviews: 1,200-1,800 words; **peer responses**. Choice of **blind peer** or **open review** by LDJ Review Network members **(July/August 2025, with review in October/November 2025)**
4. **THIRD PIECES OF WRITING (building on, re-working, and extending the second piece):** Stories of practices: Full drafts of 4,000 to 6,000 words; practice-related reviews: Full drafts of 2,500-3,000 words **(December-February 2026)**
5. **FINALIZATION/FINALISATION OF ALL TEXTS:** Includes abstracts and keywords (English and Japanese or another language), statement of the review process (open or blind peer review – see below), and author bios (English and Japanese or another language) **(March - June 2026)**

6. **PUBLICATION:** LDJ10I will be published online on the Learner Development Journal website, with links sent to contributors (**September/October 2026**).

## CHOICE OF OPEN OR BLIND PEER REVIEW

In keeping with established LDJ practices, contributors have a choice between **blind peer review** and **open peer review** by members of the Review Network and guest reviewers invited for LDJ10. For more details, see <https://ldjournal.ld-sig.org/peer-review-process/>.

## INITIAL INQUIRIES AND PROPOSALS (DEADLINE)

1. If you wish to check anything with us ahead of sending in your proposal, please email the editors at: <[ldj.issue10@gmail.com](mailto:ldj.issue10@gmail.com)>, and we will get back to you as soon as we can.
2. The deadline for all proposals is Sunday February 23rd 2025.
3. For your proposal, please include the following information in a **Word .docx file**:

**Name(s)**

**Institutional affiliation(s) and country of work/residence**

**E-mail address(es)**

**Member of JALT Learner Development SIG? Yes/No**

4. Start with a brief story about yourself and your working (or studying) context(s), and your interest in exploring reflection, metacognition, assessment and the quality of learning through inclusive practitioner research.
5. Indicate which type of writing you plan to do:

For **STORIES OF PRACTICES**, *write around 500-600 words to introduce your ideas and proposed focus. Include also your experiences and/or concerns about writing in a personalised/personalized reflective way.*

For **PRACTICE-RELATED REVIEWS**, *write about 300-400 words, identifying the book you are interested in reviewing and why, and focusing on practices and questions that you plan to relate your review to.*

6. Send **your completed proposal as a Word .docx attachment** to the editors at <[ldj.issue10@gmail.com](mailto:ldj.issue10@gmail.com)> using the tag line **[NAME/S]\_LDJ10\_Proposal**

## CONTACTING US

If you have any questions or concerns along the way, please feel free to email us at <[ldj.issue10@gmail.com](mailto:ldj.issue10@gmail.com)>, and we will get back to you as soon as we can. The Call for Proposals will be officially released in November 2024, on different email discussion lists, Facebook, and other social media platforms, as well as on the LDJ website: <https://ldjournal.ld-sig.org/issues/ldj10-in-progress/>

Looking forward to hearing from you —

Best regards

*Amber Kay and James Underwood*

Tokyo, November 2024