SIG MATTERS | インフォメーション

Learner Development SIG Financial Report
September 2019 - January 2020

The last few months are the most active part of the year for the LD-SIG finances with the JALT national conference in November which included the presentation of grant awards followed by CCLT5 in December. Overall, the major expenditure has been on grants leading to an overall slight reduction in the SIGs funds compared with last year. Nevertheless, considering that the core purpose of the SIG is to promote learning, it was unanimously agreed at the AGM to award the same five grants next year, a policy which should still allow the SIG to stay afloat without accessing reserve funds. As last year, CCLT5 brought in some income from teacher participants which partially offset the cost of holding the event. Another source of income was a share of the PanSIG event fees, credited back in September 2019.

Revenues: September, 2019 – January, 2020 /収入：2019年9月～ 2020年1月	
PanSIG2019 Program fee	76,199
CCLT5 conference participant fees	20,000
Total revenue / 収入合計	**96,199**

Expenses: September, 2019 – January, 2020 /支出：2019 年9月～ 2020年1月	
Conference, project and research grants (5x40,000)	200,000
JALT National expenses	19,800
CCLT5 expenses	48,000
LD-SIG Get-together room fees	2,592
Bank fees	739
Total Expenses / 支出合計	

SIG fund balance, January 31, 2020 /SIG資金残高2020年1月31日	
Balance in bank account / 銀行口座残高	121,995
Reserve liabilities / JALT本部預け金	200,000
Cash in hand / 現金	34,612
Balance / 合計	**356,607**

The next few months are typically a quiet time as far as expenditures go, but a further update will be provided in the next issue of *Learning Learning*.

Patrick Kiernan, SIG Treasurer
Email: <kiernan@meiji.ac.jp>

Writing for *Learning Learning*『学習の学習』応募規定

Deadline for Contributions to the Spring issue: August 31st

Contributions / 寄稿

We encourage new writing and new writers and are happy to work with you in developing your writing. We would be delighted to hear from you about your ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy. これまでにない形式のもの、また新しい方々からのご投稿をお待ちしております。内容についてもぜひご相談ください。みなさまのご意見やお考え、ご経験、そして学習者の成長、学習者と教師の自律性に関することなど、ぜひお聞かせください。For more details about formats and lengths (形式と長さ) of writing suitable for *Learning Learning*, please see below. To upload your writing to the editorial team of *Learning Learning*, please use this link.

Formats and lengths / 形式と長さ

Learning Learning is your space for continuing to make the connections that interest you. You are warmly invited and encouraged to contribute to the next issue of *Learning Learning* in either English and/or Japanese. In order to provide access and opportunities for Learner Development SIG members to take part in the SIG's activities, we welcome writing in different formats and lengths about issues connected with learner and teacher development, such as:『学習の学習』は会員の皆様に興味ある繋がりを築きつづけるスペースです。次号の『学習の学習』への日本語（もしくは英語、及び二言語で）の投稿を募集しています。メンバーの皆様にSIGの活動にご参加いただきたく、形式や長さを問わず、学習者および教師の成長に関する以下のような原稿をお待ちしております。

Short articles on issues to do with learner/teacher development and autonomy / 学習者と教師の成長・自律に関する小論

#1: short individual articles (1,200 – 2,500 words)： 小論（単著）(約3,600-7,500字)

#2: short group-written articles (1,200 – 4,000 words)： 小論（共著）(約3,600-12,000字)

Reflective writing about learning for learner/teacher development and autonomy / 学習に関する省察 ― 学習者と教師の成長・自律を目指して

#1: particular puzzles that you and/or your learners have about their learning, practices, development, autonomy, and so on, and inviting other *Learning Learning* readers to respond (1,000 words or more)：ご自身や学習者の悩み（学習、実践、成長、自律など）に関して、LL読者と一緒に考えましょう。(約4,000字)

#2: dialogue with (an)other SIG member(s) (1,000 to 2,000 words)：SIGメンバー同士の対話 (約4,000字-8,000字)

#3: stories of learners becoming autonomous (about 500 to 1,000 words)： 自律・成長する学習者に関する話 (約2,000字-4,000字)

#4: stories of your learning and teaching practices: success and failure (about 500 to 1,000 words)：学習・教育実践の成功談・失敗談 (約2,000字-4,000字)

Members' voices / メンバーの声

#1: a short personal profile of yourself as a learner and teacher and your interest in learner development (about 500 to 1,000 words) ：学習者・教員としての自身のプロフィールと学習者の成長に関する興味 (約2,000字-4,000字)

#2: a story of your ongoing interest in, and engagement with, particular learner development (and/or learner autonomy) issues (about 500 to 1,000 words) ：学習者の成長や学習者の自律に関する興味や取り組み (約2,000字-4,000字）

#3: a short profile of your learner development research interests and how you hope to develop your research (about 500 to 1,00 words) ：学習者の成長に関する研究内容と今後の研究の展望 (約2,000字-4,000字）

#4: a short profile of your working context and the focus on learner development/learner autonomy that a particular institution takes and/or is trying to develop in a particular curriculum (about 500 to 1,000 words)：教育環境の紹介、所属機関やカリキュラムにおける学習者の成長や自律に関する取り組み (約2,000字-4,000字）

Research & reviews / 研究 & レビュー

#1: summaries and accounts of new graduate research (1,200 – 2,500 words) ：大学院での研究内容の要約やその振り返り (約2,400字-5,000字）

#2: proposals for a joint project/joint research (about 500 to 1,000 words)： 協働プロジェクト・リサーチの提案 (約2,000字-4,000字)

#3: reports (of a conference presentation, research project, particular pedagogic practice, and so on, to do with learner development) (about 500 to 1,000 words)： レポート（学習者の成長に関する学会発表、研究プロジェクト、教育実践など）(約2,000-4,000字)

#4: reports of research in progress (about 500 to 1,000 words)： 研究中間報告(約2,000字-4,000字)

#5: book, website, article reviews (about 750 to 1,500 words)：書籍、ウェブサイト、論文の批評(約3,000字-6,000字)

Free space / フリー・スペース

#1: photographs, drawings, and/or other visual materials about learner development, and/or related to learner autonomy：学習者の成長や自律に関する写真、絵、視覚資料

#2: activities and tips for learner development/autonomy (about 500 to 1,000 words) ：学習者の成長・自律を促す活動やヒントの紹介 (約1,000字-2,000字)

#3: some other piece of writing that you would like to contribute and that is related to learner development ：その他の学習者の成長に関する執筆

#4: poems... and much more： 詩、その他。

Learning Learning Editorial Team
<LLeditorialteam@googlegroups.com>

Those working on *Learning Learning* share a commitment to working together in small teams. We aim to learn together about writing, editing, responding, and/or translating, for our shared personal and professional development. Some areas where we would like to encourage SIG members to take part and work together on *Learning Learning* include:

- **Layout and Design**: working on the formatting and preparation of finalised content for online publication
- **Members' Voices** (co-)coordinating: contacting news members of the SIG and working with them to develop their writing in a variety of formats and lengths as a first step to taking part in the SIG's publication activities;
- **Looking Back** (co-)coordinating: working with contributors writing on events related to learner development (conferences, forums, get-togethers, workshops, both face to face and online) for publication in *Learning Learning;*
- **Research and Reviews** (co-)coordinating: encouraging potential contributors to send in summaries and accounts of research, as well as reviews (of books, journal articles, materials, or web resources relating to learner development), and working with them to develop their writing for publication in *Learning Learning*.

    If you are interested in any of these areas of working together (and/or you have other areas of interest) and would like to discuss your interest and ideas, please email the *Learning Learning* editorial team <LLeditorialteam@googlegroups.com>

Many thanks!