SIG MATTERS | インフォメーション

Learner Development SIG Financial Report September 2021 to March 2022
Patrick Kiernan, SIG Treasurer, **Email:** jalt.ldsig.treasurer@gmail.com

Here in Tokyo, it is beginning to feel more like Spring and hopefully, wherever you are, you are reviving from the winter and looking forward to participating in LD SIG activities over the year ahead. There is very little to report in terms of financial expenditures (or income) over the past six months, as events continued to be either cancelled or held online. As a result, despite the reduced budget for 2021-2022 financial year we have ended up adding to our bank balance overall. Apparently, this is a common pattern across the SIGs and local chapters of JALT while JALT Central Office (JCO) has seen a reduced income from falling membership and income from events such as the JALT national conference which was again an online event this year. This means that while, like other SIGs, the LD-SIG bank balance has increased, JCO's has decreased. To address this imbalance our income from JCO will be cut to approximately a third for 2022-2023. However, this does not mean that we need to scale back on any of our plans for the year ahead, rather we intend to stick to our budget as agreed at the AGM, with a view to making use of our funds rather than accumulating unused funds. Moreover, if anyone has ideas for new events or activities that need funding, please do not hesitate to propose them as there continues to be potential funding available. Let's hope that circumstances continue to improve to enable the SIG and our events to flourish!

Revenues: September 2021 – March 2022 /収入：2021 年 9 月～2022 年 4 月	
None /なし	0
Total revenue / 収入合計	**0**

Expenses: September 2021 – March 2022 /支出：2021 年 9 月～2022 年 4 月	
Events (2x JALT2021participation fee) / イベント（2 x JALT2021 参加費）	10,000
Admin. Expenses /管理費	2,410
Total Expenses / 支出合計	**12,410**

SIG fund balance: March 31, 2022 /SIG 資金残高：2022 年 4 月 31 日	
Balance in bank account / 銀行口座残高	292,630
Reserve liabilities / JALT 本部預け金	200,000
PayPal account/ ペイパルアカウント	25,972
Cash in hand / 現金	7,700
Balance / 合計	**526,202**

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

Deadline for Contributions to the Autumn issue: August 31st 2022

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。

Mini-profiles: Sharing your learner development interests /
ミニプロフィール : 学習者ディベロップメントについての関心の共有
Here SIG members introduce themselves briefly (just 50 to 100 words or more), and write about what interests, puzzles, intrigues them about learner development, and/or about a particular approach or project, or research that they are doing or plan to do, or simply share a short reflection, to do with learner development (about 100 words or more)： …　ここでは、SIG メンバーの学習者ディベロップメント研究に取り組む原動力となる関心や課題とともに短い（200 から 400 字程度）自己紹介をお届けします。特別なアプローチやプロジェクト、現在進行中の研究やその計画、さらには学習者ディベロップメントの取り組みに関する内省など、それぞれの思いや考えが寄せられています（約 200–400 字程度以上）

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）

Member's 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 1,000 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）

Learners' voices / 学習者の声
Learners share stories of their learning, reflections on their practices of learning, or report on a project or research that they are doing or plan to do related to learner development (about 300 to 500 words)：
学習者が自分の学習経験、学習の実践についての考察、または学習者の成長に関連して行っている、もしくは計画しているプロジェクトや研究について報告します。（約 1200–2000 字程度以上）

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@gmail.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@gmail.com>