



Call for Papers Learning And Instruction Special Issue on Literacy and Feedback

Learning and Instruction is soliciting submissions for a special issue entitled Literacy and Feedback. Reading and writing are cultural techniques which are not only predictors of academic success but also key for full participation in knowledge societies. Yet it is known that large numbers of students do not obtain adequate literacy skills (Graham & Perin, 2007; Lenkeit et al., 2018; National Reading Panel, 2000) and that reading and writing can be particularly challenging when conducted in a second or a foreign language (Babayiğit, 2015; Silva, 1993; van Gelderen et al., 2007). In view of ongoing migration movements and the growing importance of foreign language learning within Europe, the question of how we can best support literacy development when reading and writing in different languages becomes imperative. Feedback can be considered a lynchpin in fostering learning, and existing evidence suggests that feedback is also critical to support literacy development for diverse language learners at all educational levels, from primary school children to college students (Biber et al., 2011; Soto et al., 2019; Yapp et al., 2021). However, despite a plethora of feedback studies in the general area of education, robust empirical research which investigates the effectiveness of feedback to enhance reading and writing is more limited and often focuses on the first language. An exception is research on the use of corrective feedback (Kang & Han, 2015; Li, 2010; Lim & Renandya, 2020) which has been the subject of considerable debate and conflicting findings. A general challenge is that feedback is often interpreted and operationalised in different ways, which may account for some of the controversies around effectiveness in feedback intervention research. Rather mechanical understandings of feedback formerly prevailed which led to conceptualisations that focused primarily on the information transmitted from teachers to students (see Boud & Molloy, 2013; Kulhavy & Wager, 1993; Mory, 2004). However, more recent approaches conceptualise feedback as processes in which learners have to actively participate in decoding information and constructing meaning to drive their own learning process (Henderson et al., 2019). In order to clarify what differentiates more effective feedback practices from less effective ones, it therefore seems necessary to move beyond a merely teacher-directed approach in feedback research and take into consideration learner agency and learners' perspectives on feedback in relation to learning outcomes (see also Brooks et al., 2021).

By presenting a special issue on Literacy and Feedback, we highlight the role of feedback for developing literacy and call for papers which systematically unravel the feedback mechanisms that foster reading or writing. For literacy and feedback research to advance, we especially call for experimental and quasi-experimental studies which investigate reading or writing development in different languages. Special consideration will be given to contributions which provide evidence on how to adapt feedback to diverse, multilingual learners or which address the dearth of studies comparing the effectiveness of feedback practices when reading or writing in different languages (e.g., first, second, foreign). We also encourage contributions that explore student engagement in the feedback process and include measures of students' perceptions of feedback or studies which investigate the effect of feedback agents other than teachers (e.g., peers or the self).



As an international, multi-disciplinary, peer-refereed journal, Learning and Instruction provides a platform for the publication of the most advanced scientific research in the areas of learning, development, instruction and teaching. This 2023 Open Call for a Special Issue of Learning and Instruction solicits high-quality proposals that will be evaluated in a highly competitive procedure.

The journal ordinarily only welcomes original empirical investigations. We thus seek primarily empirical papers that report on quantitative or mixed-methods studies. They may refer to different age levels (primary school, secondary school, college) and to diverse learning and instructional settings, from laboratory experiments to field studies. However, if relevant, we would also include types of papers that are otherwise not applicable in the journal, for instance a meta-analysis or systematic review in the particular field of the special issue. The major criteria in the review and the selection process concern the significance of the contribution to the area of learning and instruction, and the rigor of the study.

Interested authors are asked to submit a) the manuscript title and an abstract of up to 500 words (excluding references and tables), and b) a short bio of authors (150 words maximum per author) to the Guest Editors. Abstracts will be reviewed, and selected authors will be invited to submit a full manuscript for consideration for inclusion in the special issue.

Manuscript submission information:

- Call for abstracts: October 2022
- Abstracts due to Editors: January 31, 2023
- Invitations to submit full manuscripts: February 28, 2023
- Completed manuscripts submitted: August 31, 2023

Guest editors:

Prof. Dr. Vera Busse
University of Münster
Department of Education
Georgskommende 33
48143 Münster
vbusse@uni-muenster.de

Prof. Dr. Steve Graham
Arizona State University
Mary Lou Fulton Teachers College
P.O. Box 871811
Tempe, Arizona 85287-1811
steve.graham@asu.edu

Prof. Dr. Hilde van Keer
Ghent University
Department of Educational Studies
H. Dunantlaan 2, 9000 Ghent, Belgium
Hilde.VanKeer@UGent.be



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