

## AIMS & SCOPE

The goal of *The Journal of Learning Design and Leadership (JLDL)* is to provide practical opportunities for graduate students and emerging scholars to apply principles of scholarly writing and peer review while engaging in a rigorous submission, review, revision, and selection process. The *JLDL* also provides this audience with opportunities to serve in various leadership and review-related capacities.

The *JLDL* is an open access, informal peer-reviewed, multimodal publication. It seeks to publish thoughtful, well-researched pre-print or post-print literature reviews that engage contemporary education innovations, issues, and opportunities. These topics are relevant in formal or informal educational environments within P-12, higher education, the workplace, the community, families, and throughout our everyday lives.

We are particularly interested in works that engage topics of learning design, educational technology, globalization, and learner diversity, and the intersection, manifestation, and innovation of these areas. Additionally, this journal publishes pre-print original case studies and educational technology evaluations that are supported by empirical data. These works will be aligned within one of the following categories:

**Foundational Scholarly Works:** Literature Reviews that serve as a foundation of/for an educational concept, innovation, issue, opportunity, or theory, Case Studies, or Technology Evaluations (2,000 to 4,000 words)

**Advanced Scholarly Works:** Literature Reviews that elaborate more deeply to address an educational concept, innovation, issue, opportunity, or theory, Case Studies, or Technology Evaluations, or (5,000 to 8,000 words)

*JLDL* serves as a unique medium as it provides an accessible publication platform for graduate students whose primary role is within professional practice as well as emerging scholars. We aim for the impact and support of the journal to grow as we continue this journey.

*Journal Web site and to link to multi-modal works*  
[ldjournal.web.illinois.edu](http://ldjournal.web.illinois.edu)