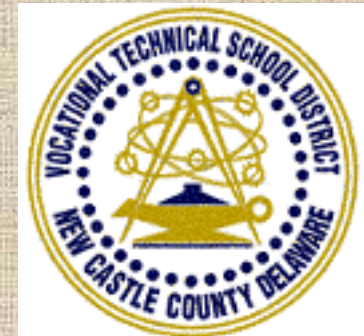


# Journaling and How Students Learn



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# The Importance of Journaling in the Classroom



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# What is “journaling”?

- **What we will consider today**
  - Why should we bother?
  - What does it look like?
  - When would you use it effectively?
  - How will we grade it?
- **Who uses journaling?**
- **Elements of journaling**
  - Writing
  - Thinking
  - Informal assignment
  - Prompt assessment
  - Organized format

# Intellectual Development

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QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

[http://www.ltscotland.org.uk/cpdscotland/images/blooms\\_taxonomy\\_tcm4-392604.jpg](http://www.ltscotland.org.uk/cpdscotland/images/blooms_taxonomy_tcm4-392604.jpg)

# How Students Learn



1. Engaging students' alternative conceptions
2. Students need deep foundation of factual knowledge, conceptual framework, organized knowledge
3. Metacognitive approach

# Alternative Conceptions

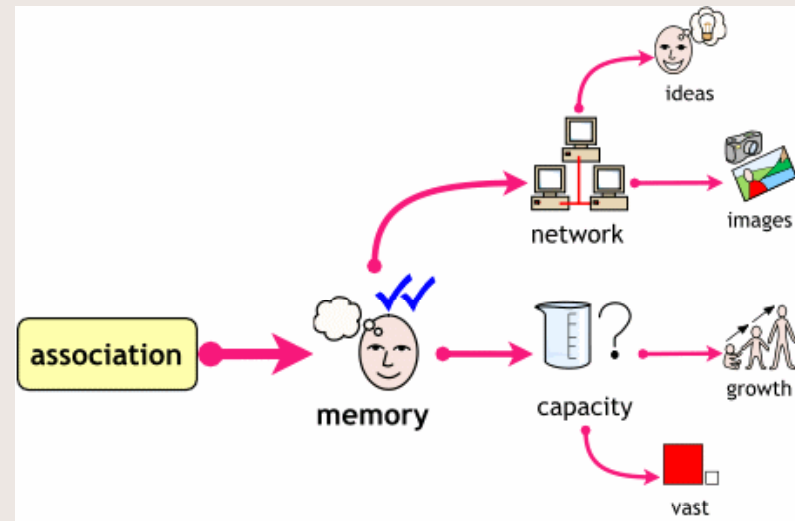
- Open-ended questions to promote free-thinking
- Opportunities to portray information graphically
- Create a non-threatening atmosphere





# Conceptual Framework

- ✓ Drawing and writing about something we have just experienced fixes it into long-term memory
- ✓ Stimulates relational thought
- ✓ Archived for future



# Metacognition



Self-monitoring can help students:

1. Take control of their learning
2. Define their learning goals
3. Monitor their progress

Helping students become metacognitive is closely tied to self-assessment





# Journal Prompt Example

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In an article by Louie et al. describing the uses and benefits of self-study research, the authors purport that one aim of [journaling] is “to provoke, challenge, and illuminate rather than confirm and settle” ideas.

Respond to this ideology using the questions below.

1. Describe a method (aside from journaling) that you use to challenge students.
2. Do you think that journaling is an effective way to challenge students? Why or why not?
3. As a teacher, how would journaling be a useful tool to implement some of your classroom goals?



# Group Activity

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1. Read the first part of the handout article written by Peter Elbow (from the beginning until the end of the sub-topic “journal writing”).
2. Use this as a basis to discuss the advantages and disadvantages of journaling with your group.
3. Make a list of 5 advantages, 5 disadvantages.
4. Be prepared to share your top responses with the whole group.

# Discussion

*“In a lecture or discussion, there are often only one or two minds at work in the room; when I ask students to write most minds are at work.” -Peter Elbow*

What are some advantages/disadvantages to journaling?





# Benefits of Journaling

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Journaling can help students:

1. Enhance visual literacy, fluency in the discipline and writing skills
2. Use graphical and metaphorical expression informally
3. Present ideas without public scrutiny and possible criticism
4. Process and organize information after it is covered in class
5. Self-assessment
6. Discover which topics are difficult to learn or need more review

# Feedback: Using a Rubric

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- ✓ focus on the main goals of the journal exercise.
- ✓ Less time to communicate your goals to the student
- ✓ Helps the teacher to be efficient and consistent
- ✓ Students can self-evaluate their work against the rubric

## Time Management Strategies

- Only grade a few
- Symbols
- Peer review





# Feedback: Using a Rubric

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- Rubric on Effective Writing
  - ✓ Completed? (5 points)
  - ✓ Following directions? (5 points)
  - ✓ Grammar/Spelling? (5 points)
  - ✓ Thoughtfulness? (10 points)
- Your ideas...

# Journaling Benefits Teachers

## Journaling can help teachers:

1. Assess prior knowledge and alternative conceptions
2. Formative assessment for instructional adaptation
3. Reflective practice
4. Classroom as a research opportunity

## Points to Consider

- Why are students journaling?
- How often?
- How will they be assessed?
- Rubric?







# Good Luck Journaling!

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## References

- Elbow, P. (1994) *Writing for Learning -- Not Just for Demonstrating Learning*. University of Massachusetts, Amherst, 1-4.
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