

UNEX Developing Written Skills



Title: Learning Journals

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Keywords: *to be used after in search function on the website* #writing skills, # expression creativity, creative writing

Duration: 5 minutes

Description:

Writing a diary will not only be good for the student but will also help him/her understand the importance of writing. Choose a notebook to use as a journal. At the end of each work session, students write down their impressions of the day (5 minutes).

You should keep a daily work diary with a similar structure to this one (it is completed in the last five minutes of class). You can explain your learning and discoveries, your feelings, your successes, the challenges to be met... This is a diary! And you need to reflect a little to evaluate yourself. You can make individual and team evaluations.

You can answer questions such as:

"What am I learning? "Am I getting what I've been given? Or "Will I be able to finish it? Do I have to try harder? Do I keep my plan or change it? What are the next steps, what do I do, who can help me? "I have seen new aspects that make me think of another way to approach it", "Am I good of time?" "What am I going to do? What have I learned from it?" "What is my degree of involvement with the task? why?"

Objectives:

1. It encourage students' desire to write, enhance their creativity and improve their linguistic competence, which in turn develops social, emotional and cognitive skills, as well as serving as a basis for the child's learning

2. To deepen the mastery of writing, spelling, grammar, lexical structures and basic skills (writing, reading, listening), so that students are competent in creating their own texts
3. Exercise writing different types of texts using the appropriate form for each type of text.
4. The learning journals help our students to
 - Get to know themselves with respect to their own person and their way of dealing with tasks. To become aware of their learning and work processes.
 - To improve their self-concept. To self-regulate their learning. To celebrate what they have learned.
 - To discover their own learning styles, their weaknesses and their strengths.
 - To be aware of how they manage their time, their effort, their satisfaction, their capacity for concentration or perseverance.
 - To anticipate and enable strategies for future learning processes, improving efficiency at work.

In a global way, fundamental competences and attitudes are promoted such as learning to learn, autonomy, personal initiative and decision making, interpersonal relationships, collaborative and team work

Activity(ies) (Stages):

The initial intention in commissioning these reflective journals would be for students to be aware of how they work and learn in class, how they think, what they feel when they are learning, what they have left after completing a task or activity.

In order for students to get into the habit of writing in this learning diary, it is recommended that they start with the template of possible questions to be answered until they acquire the ability to do so without the template.

Possible questions

"What am I learning? "Am I getting what I've been given? Or "Will I be able to finish it? Do I have to try harder? Do I keep my plan or change it? What are the next steps, what do I do, who can help me? "I have seen new aspects that make me think of another way to approach it", "Am I good of time?" "What am I going to do? What have I learned from it?" "What is my degree of involvement with the task? why?"

Tips for trainers

Learning journals improve over time, and as we propose them to our students, we can also improve our own reflection and the guidelines we provide them with.

Motivate students. *Be convinced and excited. Make them see the usefulness of this task for their learning. If necessary, give the diary an important weight in the evaluation / grading.*

Provide models of good reflective practice. *Show students examples of journals made by other students.*

Guide learners, *orient them to the aspects of their work, organisation or feelings they have had that they can consciously look at.*

Encourage regularity. *Schedule a specific time for students to do part of the reflection with us present. Teach them to persevere. Encourages students to be rigorous and methodical. Promotes that they express themselves correctly and without spelling mistakes and that their documents have an attractive presentation.*

The teacher can adapt this activity to the digital and cooperative environment. The teacher can create a collaborative document in Google Docs, shared by all team members and the teacher. At the end of each work session, the students write down their impressions of the day (5 minutes)

List of resources, materials etc.

The material for this activity is very simple; each student will only need a notebook as a diary.

In the case that the teacher adapts this activity to the digital and cooperative environment. the teacher can create a collaborative document in Google Docs, shared by all team members and the teacher. Students will use their computers or tablets to write

Evaluation/Feedback

Evaluation from teachers

How would you evaluate the results of this activity? *Answer here...*

Do you consider this activity as motivating students to work on their writing? *Answer here...*

Do you consider this activity appropriate for students to develop the skills needed to improve their writing? *Answer here...*