

Reflection Journal

OLE.8

TIME

20 minutes, every other day

OVERVIEW

Students take time to reflect on their learning in general, and in the *Inventions, Innovations, and Discoveries* interdisciplinary unit in particular, by writing in their Reflection Journals. On a rotating basis, students are appointed to write and post reflections on the class website.

Note: Start this OLE.8: Reflection Journal early in the school year, as the reflection or metacognition process is an essential part of learning.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.2 *Explain Opinions* — Explain personal viewpoints in clear and meaningful ways and revise previous understanding.
- 1.2.4 *Extend Understanding* — Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.
- 2.3.5 *Create Original Texts* — Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, Readers Theatre...] to communicate and demonstrate understanding of forms and techniques.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- web page authoring
- word processing

SUGGESTED LEARNING RESOURCES

Software

- email
- word processing
- web authoring

Print

- Appendix C: Index of Teaching and Learning Strategies and Tools

BLMs

- BLM OLE.8#1: Reflection Journal Learning Centre

- BLM OLE.8#2: What Have I Learned?
- BLM OLE.8#3: Metacognitive Reflection
- BLM OLE.8#4: Goal Setting

SUGGESTIONS FOR INSTRUCTION

Activating Strategies

- In the first few days of implementing this OLE, take time near the end of each day to review, as a whole class, the learning that happened during that day within the interdisciplinary unit or any other unit of study.
- Provide sentence starters or leads to help students focus on a specific topic or event if needed. BLM OLE.8#3: Metacognitive Reflection provides examples of starters.

Acquiring Strategies

- After a few days, students brainstorm, in collaborative groups, events of interest to them within the interdisciplinary unit or any other unit of study.
- Students record their brainstormed reflections.

Applying Strategies

- Individually, students make an entry in their Reflection Journals. This need not be more than a few sentences each time.
- Students use BLM OLE.8#2: What Have I Learned? to list new skills they acquired using information and communication technologies (ICTs). Each ICT requires a separate BLM. These BLMs are placed in a separate section of the students' Personal OLE Binders set up especially for this purpose.
- Use BLM OLE.8#4: Goal Setting occasionally to help students set goals for their learning, based on the content of journal entries.
- Set up or have a student set up a Reflection Journal hyperlink on the class website (see ICT.11: Make It: Creating an Effective Web Page) to host the journal entries that students post. Include a statement inviting responses and provide an email address.
- Students write a note or email to their parents informing them of their online Reflection Journal and inviting them to visit the class website and give feedback.
- Each student works at a Reflection Journal Learning Centre to post his or her entry on the class website. Students rotate through the learning centre.
- Students whose online Reflection Journal entries elicit a response write a reply.

SUGGESTIONS FOR ASSESSMENT

- Read students' journal entries to note concerns arising or questions that might need to be addressed in class. Confer individually with students when needed, or on a rotating basis.

CONNECTION TO INVENTIONS, INNOVATIONS, AND DISCOVERIES

- Students use their knowledge of posting information on a website during the *Inventions, Innovations, and Discoveries* interdisciplinary unit.

LEARNING CENTRE CONNECTION

- Each student individually makes an entry at the Reflection Journal Learning Centre and posts it on the class website. All students in the class rotate at this learning centre.
- Occasionally, a student-teacher conference becomes an opportunity for a learning centre.

BLM OLE.8#1: Reflection Journal Learning Centre

Overview

At this learning centre, make a Reflection Journal entry, using word processing software.

Software Resources

- email
- word processing
- web authoring

Task

- After brainstorming with peers in a collaborative group or individually, write a few sentences of reflection at the computer, using the word processor.
- Name the file “my first name and last initial” ReflectionJournal.doc and save it in the Reflection Journal folder on the class website.
- Email the word-processed file as an attachment to the teacher for editing. (Text posted on the web must be grammatically correct and error free.)
- The next day, make the editing changes suggested by the teacher.
- Post the Reflection Journal entry on the class website.

Collaborative Goal

- Decide how to rotate at the learning centre.

BLM OLE.8#2: What Have I Learned?

Fill out this self-reflection BLM, keep it updated with new learning, and insert it in the appropriate section of the Personal OLE Binder. When you are ready, write appropriate uses of the chosen ICT skill in the last box below.

Name _____ Date _____

ICT skill I am reflecting upon _____

Skill	I think I'm good at...	I think I need some help with...
<i>Example:</i> Saving a file	Giving a file a meaningful name	Saving a file in the right folder

I think the following ways are good uses of (insert name of ICT skill): _____

-
-
-
-

BLM OLE.8#3: Metacognitive Reflection

Name _____ Date _____

Activity _____

Please think about the work that you completed, and then finish the following sentence frames.

1. I am proud of _____

2. I would like to learn more about _____

3. I wish I had _____

4. Next time I will _____

5. I am puzzled about _____

6. I was interested to learn _____

7. My biggest challenge was _____

8. When I did not understand what I was reading, I _____

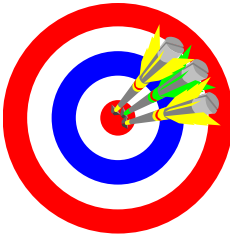
9. When I had difficulty writing my ideas, I _____

10. The most interesting or surprising thing that I learned was _____

Metacognitive Reflection: Reproduced from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training BLM-92).

BLM OLE.8#4: Goal Setting

Name _____ Date _____

	My goal is to _____

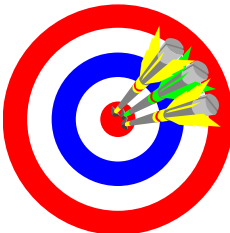
	So I plan to _____

Signatures

_____ Student _____ Parent/Guardian

_____ Teacher _____ Date of Next Goal-Progress Check

Name _____ Date _____

	My goal is to _____

	So I plan to _____

Signatures

_____ Student _____ Parent/Guardian

_____ Teacher _____ Date of Next Goal-Progress Check

Goal Setting: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training BLM-93).