

## Reflection Journal

OLE.8

### **TIME**

20 minutes, every other day

### **OVERVIEW**

Students take time to reflect on their learning in general, and in the *Community and Diversity* 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*—Express new concepts and understanding in own words and explain their importance.
- 1.2.4 *Extend Understanding*—Reflect on ideas and experiences and ask questions to clarify and extend understanding.
- 2.3.5 *Create Original Texts*—Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems . . .] 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
- word processing

### **SUGGESTED LEARNING RESOURCES**

#### **Software**

- email
- word processing
- web authoring

#### **Internet**

- IMYM Links Database. <[www.edu.gov.mb.ca/k12/tech/imym/resources/links.html](http://www.edu.gov.mb.ca/k12/tech/imym/resources/links.html)>.

#### **Print**

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

**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.
- Students set goals for their learning, based on the content of journal entries, using BLM OLE.8#4: Goal Setting.
- Set up a Reflection Journal hyperlink on the class website, or in students' Electronic Collections/Portfolios, 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 to 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.
- If the online Reflection Journal entries elicit a response, students 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 COMMUNITY AND DIVERSITY**

- Students continue to add to their Reflection Journal throughout the *Community and Diversity* 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, you will make a Reflection Journal entry, using word-processing software.

### **Resources**

- email
- word-processing software

### **Tasks**

- Review your thoughts, learning, and questions to prepare for your group's discussion.
- Share and discuss your ideas and questions with your collaborative group. Work together to answer questions.
- Write in your Reflection Journal using word-processing software.
- Name the file (first name, last initial, and date) and save it in your Reflection Journal folder.

### **Suggestion(s) for Collaboration**

- Decide how to rotate at the learning centre, and share the time appropriately.

### **What to Do with the Results of This Learning Centre**

- Email your journal entry to your teacher for editing. Make the necessary changes.
- Post your Reflection Journal entry in your Electronic Collection or on the class website.

### **Assessment Criteria**

- The Reflection Journal entry is completed and posted in the Electronic Collection or on the class website.

### 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 information and communication technology (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 \_\_\_\_\_

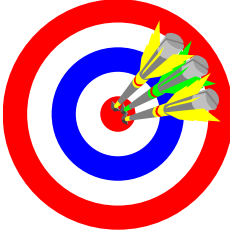
Please think about the work that you completed, and then finish the following sentence frames.

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 \_\_\_\_\_  
\_\_\_\_\_

\* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-92.

### BLM OLE.8#4: Goal Setting\*

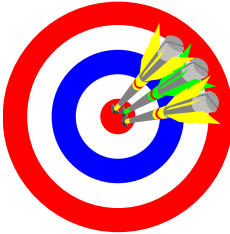
Name \_\_\_\_\_ Date \_\_\_\_\_

	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

\* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-93.