

## **BLM 2 – Learning Journal**

One way to improve your learning is to think about and reflect on what you are learning. This learning journal is going to be written evidence of what you are learning about. The purpose of this journal is to help you respond thoughtfully to learning experiences in and out of the classroom. These learning experiences will include small-group and large-group discussions, readings, listening to people speak, and field trips.

Writing about what you are learning is not just recording “we learned about \_\_\_\_ today.” You need to share as much as you can about what you have learned, and how you learned it. You can explain what your understanding was before the learning experience, whether or not your understanding has shifted, and if so, how. You can also use this opportunity to write about what is challenging for you in your learning.

In some cases, this learning journal will be the only evidence to assess your learning, so it needs to be as thoughtful and as complete as possible. Make as many connections as possible between what you are learning and your own experiences, values, and ideas.

Some sentence starters to use could be

- I found this class/experience interesting because \_\_\_\_\_.
- This makes me question/think about \_\_\_\_\_ because \_\_\_\_\_.
- Some questions that this raises for me are \_\_\_\_\_.
- \_\_\_\_\_ has helped me understand that \_\_\_\_\_.
- I can now see the link between \_\_\_\_\_ and \_\_\_\_\_.

### **Assessment**

The assessment of your learning journal will be based on two things: the number of entries, and the quality of entries. A good entry is one that thoughtfully responds to the assigned prompt or question and shows thoughtful reflection on your learning. Each entry will be marked out of 4 marks. You will not be graded on spelling or grammar, but you are expected to write as well as you can. There is no length requirement, but the entries should be long enough to adequately develop your ideas.

### Criteria for Assessing Learning Journal Entries

4	<ul style="list-style-type: none"><li>• response fully relates to the day's activity, experience, or question</li><li>• response is fully developed and shows evidence of trying to expand understanding of the experience or reading</li><li>• response fully links experience or reading to previous learning</li><li>• response shows insight, and contains fully developed relevant details or examples</li></ul>
3	<ul style="list-style-type: none"><li>• response fully relates to the day's activity, experience, or question</li><li>• response is fully developed and shows evidence of understanding of the experience or reading</li><li>• response links activity, experience, or reading to previous learning</li><li>• response contains relevant details or examples</li></ul>
2	<ul style="list-style-type: none"><li>• response minimally relates to the day's activity, experience, or question</li><li>• response shows some evidence of understanding or thinking about the activity, reading or experience, but the development of response is minimal</li><li>• response tries to link activity, experience, or reading to previous learning</li><li>• response contains few details or examples</li></ul>
1	<ul style="list-style-type: none"><li>• minimal response that does not relate to the day's activity, experience, or question</li></ul>