

# JOURNAL WRITING



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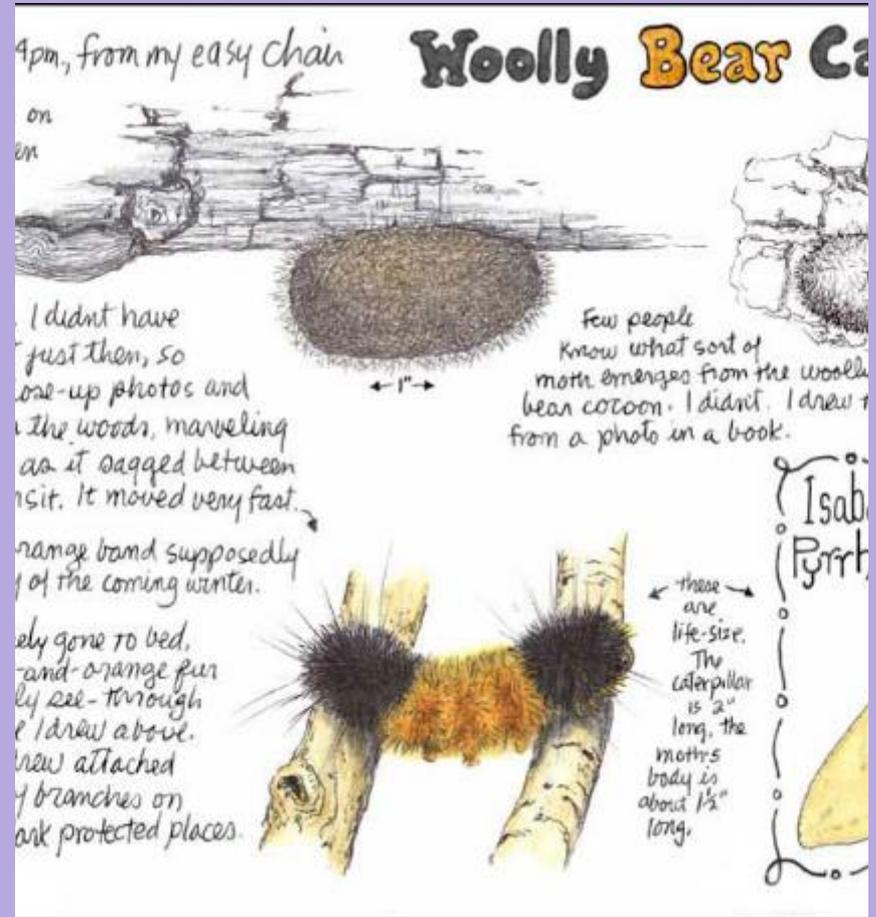
# WORKSHOP GOALS

- Identify the what, when, and how of journaling
- Connect movement activities with different types of journaling
- Be confident/motivated to create, apply, and assess journaling activities in your class
- Share current uses and successes of journaling in your classes

# JOURNALING

“Journals belong at the heart of any writing-across-the-curriculum program. Journals promote introspection on the one hand and vigorous speculation on the other; as such they are valuable to teachers in the hard sciences as to those in the more cushioned humanities.”

— Toby Fulwiler



# INTRODUCTION

- **3-2-1 Bridge**
  - Write 3 words that come to mind when you think of journaling
  - Write 2 questions you have about journaling
  - Write 1 metaphor....  
“Journaling is like....”



# WHO WE ARE & HOW DID WE GET HERE?

- Value of PE
- Our competencies
- Our vision
  - Capacity & confidence building
- Our understanding of students
  - The “change” aka ‘studentpause’





# JOURNALING

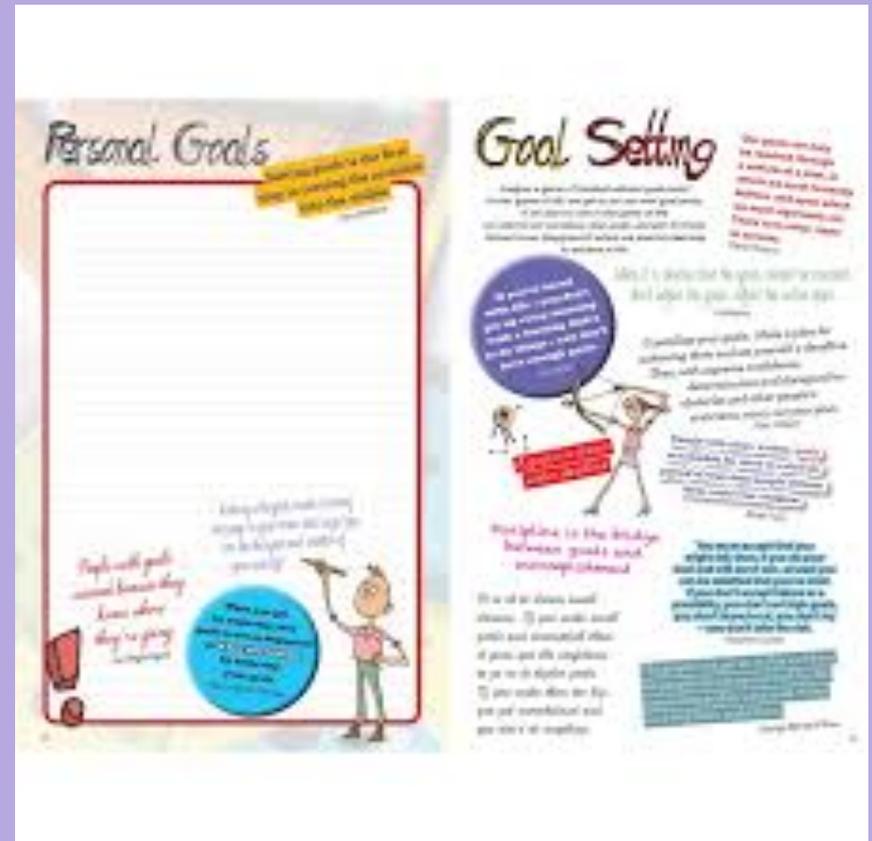
“Journal writing works because every time a person writes an entry, instruction is individualized. The significance of journals as records of thought cannot be under-estimated by teachers who value independent thinking. The journal records the student’s individual travel through the academic world; at the same time it serves well when formal papers or projects need to be written.”

*-Toby Fulwiler, retired writing instructor at  
University of Vermont*

# WHAT IS JOURNALING?

■ No true definition and can be explained in a variety of ways (Walker, 2006):

- “a written record of thoughts, feelings, experiences, and observations”
- “a practice”
- “emotional exploration”
- “free self-expression”
- “putting words to paper”



# JOURNALING 101- THE WHY

## ■ Benefits...

- Enhances reflection
- Practices writing
- Facilitates critical thought
- Expresses feelings
- Identifies successes and challenges
- Identifies self-awareness
- Explains thought processes
- Deepens learning
- Develops new perspectives by returning to previous experiences
- Touches on higher levels of Bloom's taxonomy (apply, analyze, create)

# JOURNALING 101- THE WHY

## ■ PE specific

- Develops metacognitive knowledge, metacognitive strategies, and metacognitive experiences and creates connections to lifelong habits
  - How am I going to use this?
  - Can I use this when I'm 70?
- Examines the affective parts of the lesson
- Outdoor education (Gregg, 2009)
- CEGEP level courses that work on developing autonomy

## ■ Student wellness related...

- Decreases stress
- Provides greater insight on well-being
- Analyzes coping mechanisms
- Gratitude
- Goal Setting



# ACTIVITY #2- YOGA



Breathe

## ■ Pre Yoga

- “Today, I will let go of...”

## ■ Post Yoga

- Reflection questions
- Connect with physical practice
- Self-assess energy

# JOURNALING 101- THE WHY

## ■ Drawbacks to Journaling

- Vulnerability (+ and -)
- Writing what the student thinks the teacher wants to hear
- Difficulty matching to competencies in some disciplines
- Creating a routine for assessment purposes
  - (i.e., sometimes it takes a long time to read when you factor in corrections from other classes)



# JOURNALING 101- WHAT

- Teacher derived prompts
- Class derived prompts
- Pre-assigned vs. spontaneous
- Use of quotations to inspire
- Determine the structure
  - Open ended
  - Specific amount of space

The single most important factor in successful use of journaling is allowing the journal to be a safe space for free expression”

- *Jackson (1987); Pinkstaff (1985)*

# JOURNALING 101- HOW

- Decide on a format
  - Freeform style where focus is on content not punctuation, grammar, spelling
  - Length is determined by time, experience, goals, objectives
  - Use as homework?
  - Decide on paper vs. electronic
    - Kinesthetic connection
    - Ability to edit



# JOURNALING 101- WHEN

- Routine, routine, routine!
- Organize procedures
  - Ensure students have enough time
- Be clear and consistent with how and when to submit the journal and when to pick it up
- Read & Respond

## yoga journal

### instructions:

Your yoga journal is your personal record of your physical and mental growth throughout the semester. It is also a tool to help you keep focused during your yoga practice.

Each week we will take time at the beginning of class to fill our goals, or intentions, for our personal practice. At the end of the class, we will reflect on how focused we were on our goal and take a few moments to connect yoga philosophy with our personal life.

The yoga philosophy question will usually focus on self acceptance, self love, and how we connect with the greater world.

Your yoga journal is for you only! No judgment, no competition, and a place where you can be honest and open with yourself!

### motivation & intention:

At the beginning of each class, you will fill out an intention related to the theme of the class. This will help you remain focused throughout the practice.

At the end of the practice, you will have a few moments to reflect on postures and movements that helped you work towards your focus.

### philosophy & mindfulness:

At the end of each class, you will have a few moments to reflect on how the theme of the class affects your day to day life. The guiding questions will encourage you to think about you!



"We are not going to change the whole world, but we can change ourselves and feel free as birds. We can be serene even in the midst of calamities and, by our serenity, make others more tranquil. Serenity is contagious. If we smile at someone, he or she will smile back. And a smile costs nothing. We should plague everyone with joy.

- Swami Satchidananda, The Yoga Sutras



# ACTIVITY #- YOGA NIDRA



- Describing feelings
- Connecting with the Nidra through a word/quote
- Identifying a personal challenge

# JOURNALING 101- HOW

## ■ Giving Feedback...

- Purpose is to 'nurture' (Walker 2006) the writing progress over time
- Take into account individual personalities
- Using questions helps to guide further journal entries
- Probe for clarification
- Question ???
- Consistent and regular, like a conversation
  - One-on-one dialogue (Holmes, 1997)
- Validate student thoughts (Richie, 2003)
- Avoid criticism or judgment
- Balance between giving too many comments and pointing the student in a new direction (Paterson, 1996)

# JOURNALING 101- HOW

## ■ Assessing Journals

- Journal grade needs to be significant enough that students will put effort into their writing (Walker, 2006)
  - 10-20%
- Teacher decision about what best suits the competencies, course, type of journal
  - Variety of grading methods including rubrics, checklists, self-evaluation
  - Oral and written feedback
  - Grade only a percentage of entries

# JOURNALING 101- HOW

- Share rubric, checklist, criteria, or expectations with students ahead of time:
  - Critical thinking
  - Development of thoughts/ideas
  - Authenticity, individuality
  - Connecting thought with class theory, activities
  - Required components (i.e., picture, quotation)

# SHARE & COMPARE

- Do you use journaling? Why? Why not?
- How could you or do you use journaling in your class?
- What challenges have you met?
- What successes have you experienced?
- What would you like to try?
- Any other thoughts?

# THANK YOU!

Thank you for being  
open to this  
experience and for  
sharing a bit of  
yourself with each of  
us here today!



*I would maintain that*  
**THANKS** *are the*  
highest form of thought;  
*and that*  
**GRATITUDE IS HAPPINESS**  
*doubled by wonder.*

-G.K.Chesterton

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