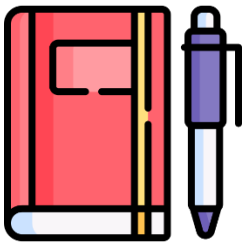
Creation 5 – Micro-Journaling Activities

Name: _____

Instructions: To help you develop a range of techniques for teaching writing you will create an original sample writing activity each week. This week you will focus on techniques related to artistic expression through writing. Read the informative section below then follow instructions to complete the rest of the worksheet.



Information: Journaling is a writing technique in which students express their ideas in a series of entries over time. What separates journaling from other kinds of writing is that it is personal, they are free to express themselves the way they want, and it is a habit or routine that occurs regularly. Journaling can be a useful strategy in the language classroom and it does not have to take a long time. Micro-journaling tasks may range in length from five to 15 minutes and there are a wide range of ways that you can incorporate them in your class. Read the following general tips and examples.

Routine: Journaling works best when you make it a routine rather than a single activity. Dedicate a portion of your class each week and students will become familiar with the practice.	**Purpose**: Clarify the purpose of journaling. Remind students that the idea is not to write perfect texts. Instead, they should express themselves quickly and creatively.
Privacy: Some students may feel insecure about sharing some personal ideas if they think they will be required to share them later. For certain topics, it is a good idea to tell students ahead of time that they will have the option to share or keep their text private even from the teacher.	**Expectations**: Tell students how much time they will have and if necessary, share an example text with students to give them a sense of what they might write and the length.
Environment: Play soft music while students are journaling. Ensure that each student is focused on his or her own writing and not talking or distracted. It also helps if you also write in a journal while your students are working to provide a model of expected behavior.	**After Writing**: Journals entries do not always have to be shared. The purpose was to provide learners with an opportunity to write. It is perfectly ok to tell students to close their journals after the time is up and move on to the next class activity. Of course, there are also many ways that you can have students share after they journal. Below you will find a few.

- **T(W)PS**: Think-Pair-Share (TPS) is a common classroom management technique where students are asked to think silently about a question, then discuss with the classmate next to them, and finally share some ideas with the teacher and the rest of the class. A micro-journaling task could replace the “think” stage. Then they can share what they wrote with a partner and finally the teacher can elicit a few contributions from students to the whole class.

- **Reaction Journaling**: Students can write a brief journal in response to a text they just read, a short video they watched as a class, a story you read to them, a quote, an inspiring image, or anything else that might provoke a response in them.

- **Free Writing Challenge:** Micro-journaling can also be used for writing fluency practice. Challenge students to write for a length of time without stopping. Tell them to keep their pen on paper all the time and keep writing even if they begin to run out of ideas. At the end of the time you can ask students to count how many words or sentences they wrote or set other challenges like having students see who can write the most questions or unique sentences with a particular word.

- **Support Metacognition**: Metacognition is basically thinking about your own learning process. You can design micro-journaling tasks to help students pause and concentrate on their development and learning. Here are some ideas.
    - Write questions they have about a new topic you are about to study.
    - Write what they already know about a new topic.
    - Write what they have learned at the end of the unit.
    - Identify a favorite moment from the lesson and say why they liked it.
    - At the midpoint of the term, have them identify the topics they enjoyed the most or least during the course and why.
    - At the end of the course have them write a reflection on the most important idea they learned.
    - At the beginning of the course have them write a message to their future self at the end of the course. When the course is almost over, have them re-read their letter and reply to their past self saying what they learned in the course.

- **Dialogue Journaling**: Have students write a message to their partner based on a particular prompt. Then when the time is over, have students exchange journals with their partners, read their message, and write a reply. This can also be done between students and teacher.

- **Creative Prompts**: The hardest thing for a writer is thinking of something to write about. By incorporating creative prompts you are more likely to stimulate a response from learners. Think of out of the box prompts or use the power of artificial intelligence to help you. Tools like ChatGPT can be used to generate tons of funny, interesting prompts that you can personalize for your student population.

Check out these sites for additional resources on journaling in the language class.

- https://www.fluentu.com/blog/educator-english/esl-journal-writing/
- https://www.continentalpress.com/blog/take-a-look-at-student-journaling/
- https://www.teachingenglish.org.uk/professional-development/teachers/understanding-learners/articles/class-journals

Instructions: Now it's your turn to create an original Micro-Journaling Task. Complete the required information in the section below. Please note, you can use published materials for inspiration but be sure that the sample activity you submit is 100% your own work. No plagiarism will be accepted.

Title: Micro-Journaling Activities

Description: 75-100 word description of the strategy of Micro-Journaling in your own words.

Narrative Frames tasks involve...

Original Example Activity: An original student created example of a Micro-Journaling task. Include everything you would need to give students in order to successfully complete the task including the instructions, prompts, materials, and texts.

Instructions:

Sample Student Response: Write a sample response to your example activity that represents what a student might write.

Instructions:

Analysis & Reaction: 75-100 word personal response to the following questions.

What are the strengths of this activity type for students?	**What are the (potential) challenges of this activity type for students and teachers?**
Micro-Journaling tasks can be a helpful way for students to learn to write because...	*Some of the challenges involved in using Microjournaling tasks are... because...*