

Field Journaling



How can field journaling be used to support student-centered learning in nature?



HOW TO TEACH NATURE JOURNALING

CURIOSITY • WONDER • ATTENTION

John Muir Laws and Emilie Lygren

Foreword by Amy Tan



Modeling a Journaling Activity: *To Each Its Own*

from:

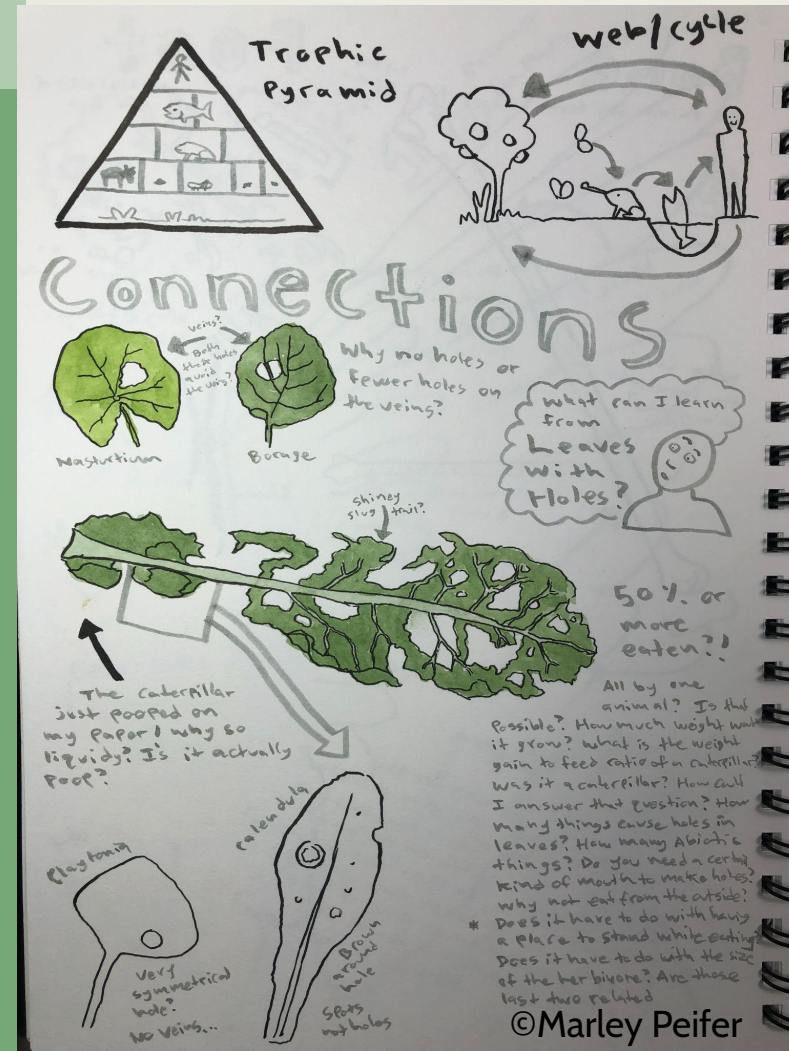
How to Teach Nature Journaling

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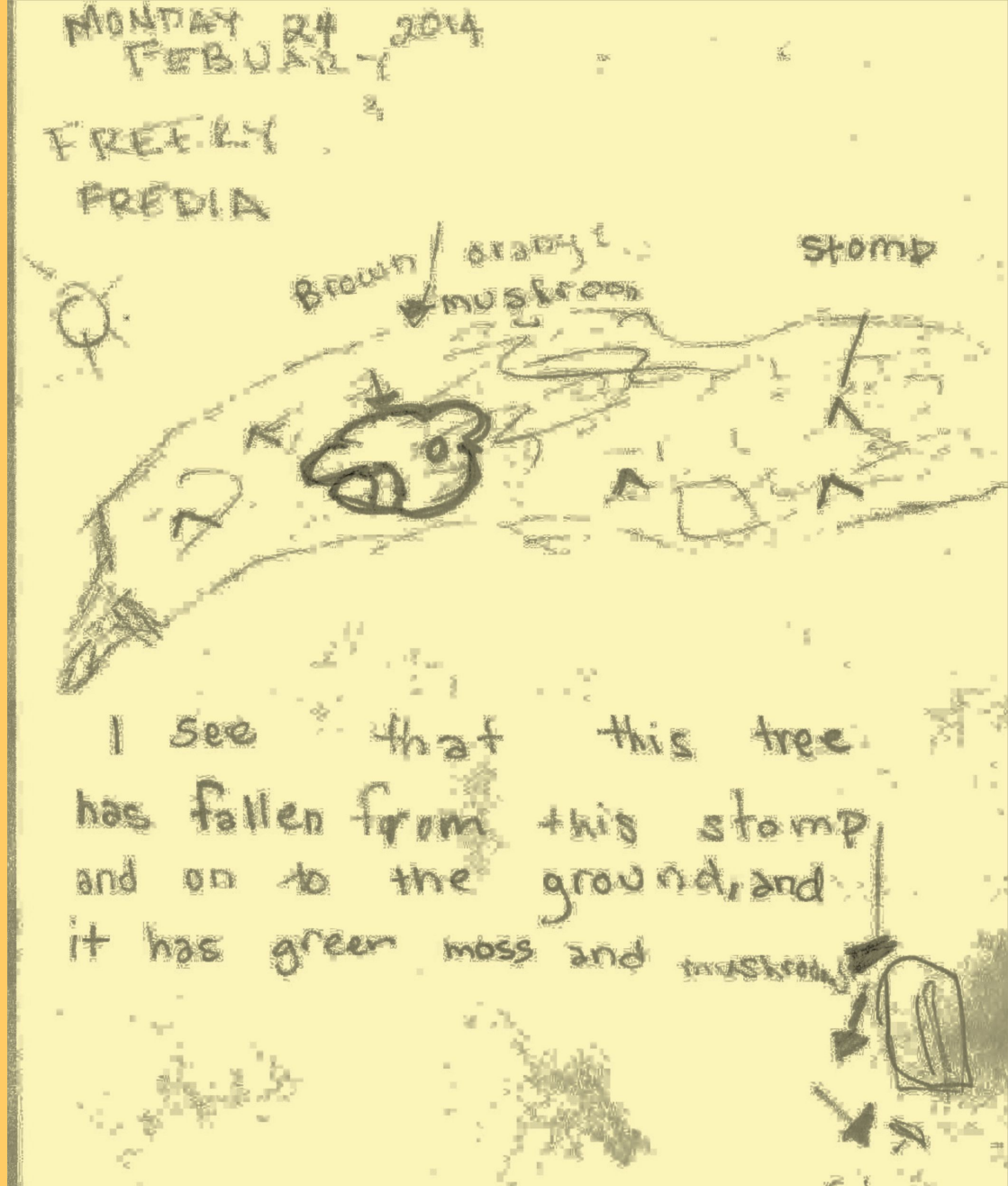


Model Field Journal Pages

- What do you think the goal was for this journal entry?
- What information is the naturalist, scientist, or thinker trying to capture?
- What strategies (e.g., writing, drawing, diagrams, numbers) did the author use to record this information?



Focus on Observation and Thinking



Journal Entry:

Name: Nol Ortiz

Location: On my couch in my veranda in Aptos, CA.

Date: 4/14/17

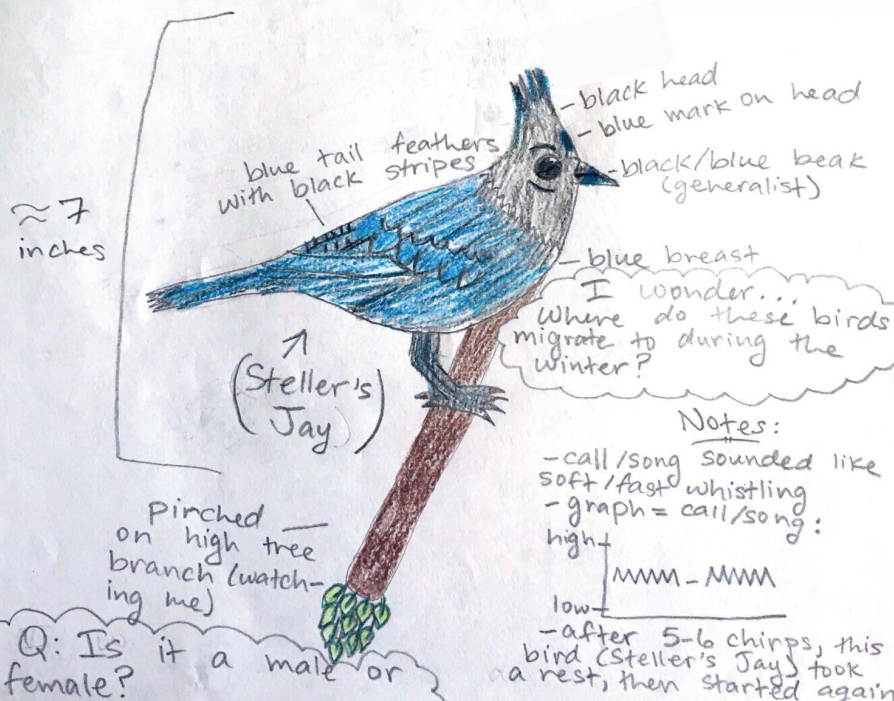
Time: 2:30 pm

Weather: Sunny.

Notes:

- alone, no other birds around
- caught worm
- when it went away → glided through air

Birds' flight pattern:



Use words, pictures, and numbers together to record information.



Modeling a Journaling Activity: *Plant Timeline*

From: *How to Teach Nature Journaling*
By John Muir Laws and Emilie Lygren
Free Download at:
howtoteachnaturejournaling.com



Common concerns instructors have about journaling with learners:

- Journaling won't work for high-energy groups.
- Learners who don't like drawing or writing will “shut down.”
- Journaling won't fit into my lesson or field experience.





Supporting learner engagement:

- Be attentive and responsive to group and individual needs.



Supporting learner engagement:

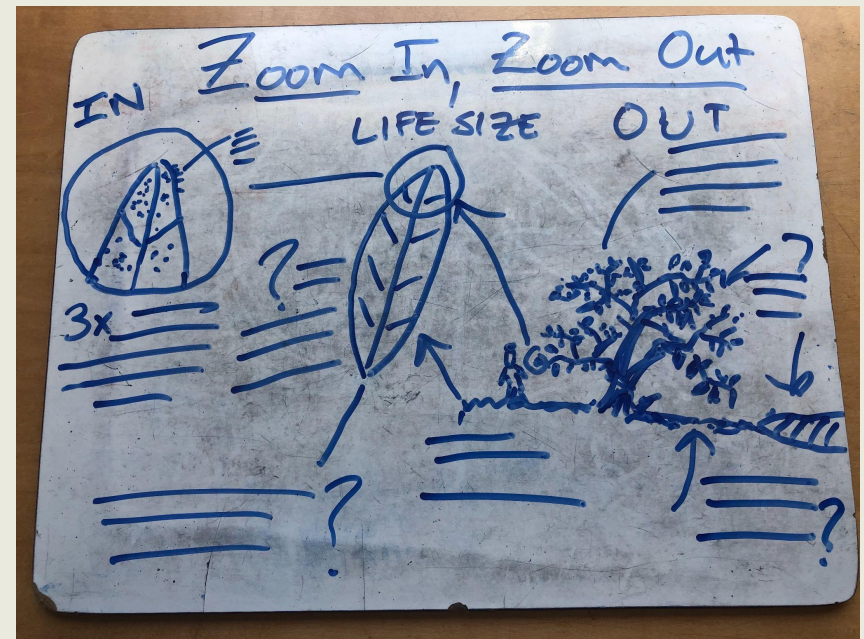
- Be attentive and responsive to group and individual needs.
- Offer structure and scaffolding that guides and supports student learning.

Structure and Scaffolding:

1. a part of nature to focus on (e.g., leaves, insects, flowers, spiderwebs, etc.)

2. a goal or focus for the observations (e.g., comparison, mapping, behavioral observation, etc.)

3. strategies for recording information (e.g., ideas for page layout; suggestions for integrating words, pictures, and numbers; ideas for using labels and arrows to connect information on the page, etc.)





Modeling different journaling activities:

Comparison; Zoom in, Zoom Out; Mapping; and Field Guide

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Debriefing the Prompts

In your groups, briefly summarize the prompt you did and some interesting things you learned as a result of answering it. Then, discuss one or more of the questions below:

- When and why might an instructor choose to use this prompt with learners?
- When might it be useful for learners to build this type of understanding during a field experience?
- Are there any lessons you already teach that could be supported by one or more of these prompts?



Supporting learner engagement:

- Be attentive and responsive to group and individual needs.
- Provide structure and scaffolding that guides and supports student learning.
- Connect journaling activities and phenomena with learning goals.





Supporting learner engagement:

- Be attentive and responsive to group and individual needs.
- Provide structure and scaffolding that guides and supports student learning.
- Connect journaling activities and phenomena with learning goals.
- Give appropriate, supportive feedback.





Offering feedback on learners' journals

- Avoid the tendency to comment on how pretty the drawings are.
- Comment on observations and the strategies used to record them.
- Be nonjudgmental.
- Circulate and support learners who are struggling.



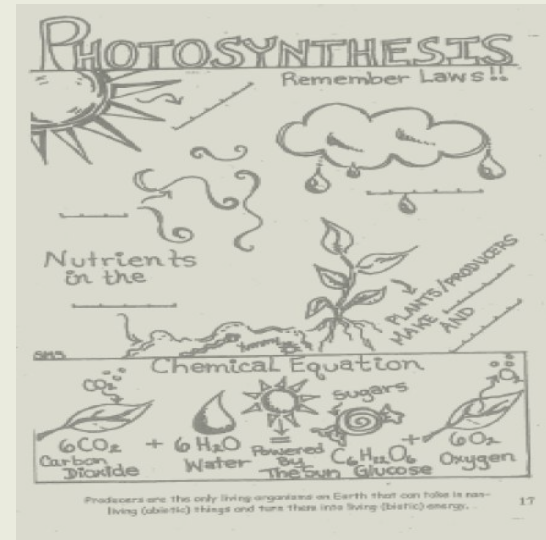
Supporting learner engagement:

- Be attentive and responsive to group and individual needs.
- Provide structure and scaffolding that guides and supports student learning.
- Connect journaling activities and phenomena with learning goals.
- Give appropriate, supportive feedback.
- Offer learners the materials that support meaningful journaling experiences.



Field instructors who use journals frequently with learners recommend:

- more blank space to write and draw like in an authentic field journal.
- more pages that can be used for multiple activities.
- fewer pages that remain unused or don't require engaging with nature, such as word searches and fill-in-the-blank diagrams.





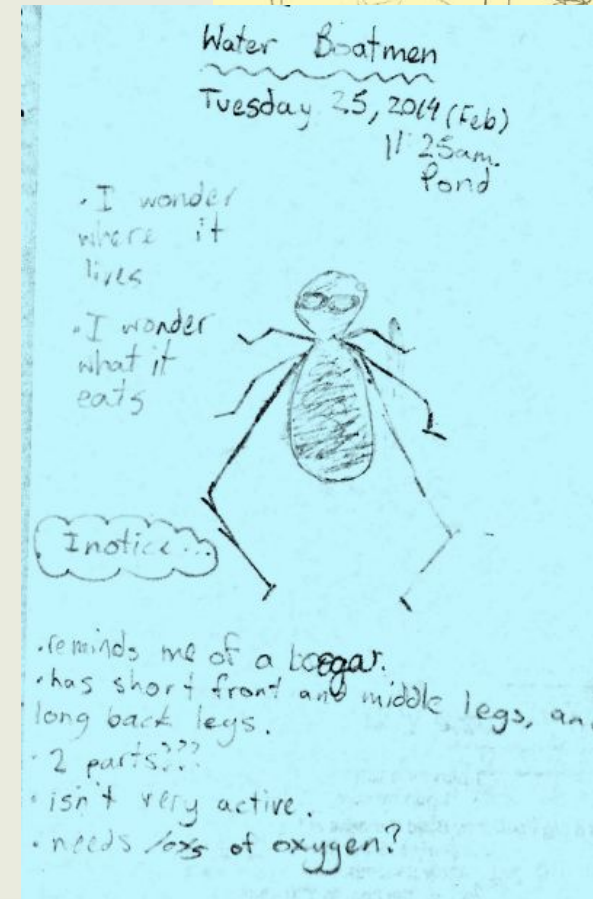
Supporting learner engagement:

- Be attentive and responsive to group and individual needs.
- Provide structure and scaffolding that guides and supports student learning.
- Match scaffolding with learning goals.
- Give appropriate, supportive feedback.
- Offer learners the materials that support meaningful journaling experiences.



The Benefits of Field Journaling

- Engaging in science practices.
- Making careful observation and connecting with the natural world.
- Creating science text and opportunities to share experiences and perspectives.
- Supporting language acquisition.
- Supporting conceptual understanding and the learning process.
- Recording memories.

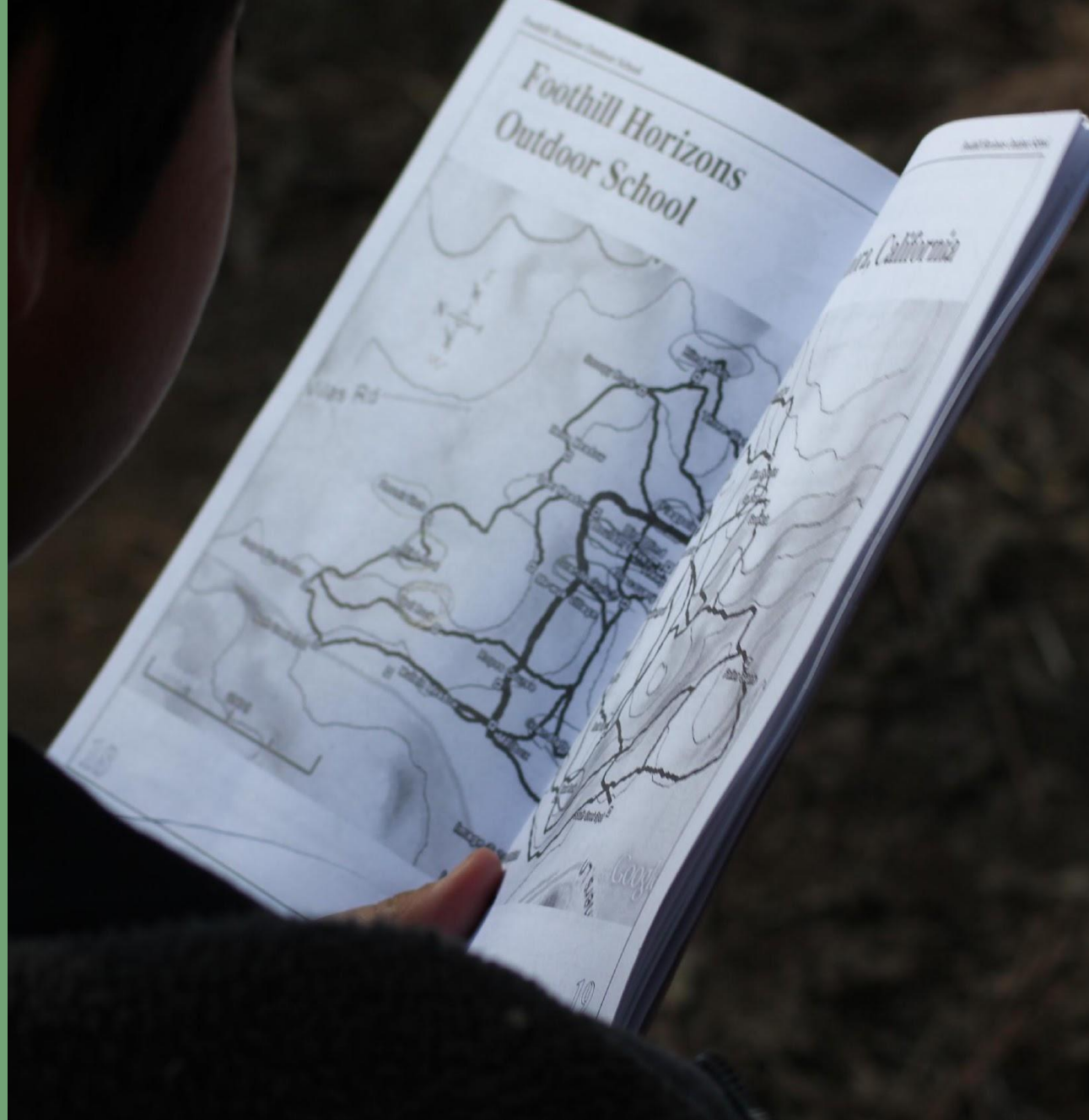


Reflection

- When and for what purpose might you choose to use journaling with learners?
- How might you integrate journaling into activities you are already doing?



What are
some
benefits of
printed
journals ?



What are some issues or challenges with printed journals and how they are used in outdoor science programs?



Examine several journal pages and discuss:

- What do you think is the intent of the page? Is it useful?
- Does it encourage authentic use of field journaling?
- Do you think it would be successful with or useful for most learners?
- Can it be used for multiple activities, or can it only be used with one particular activity?

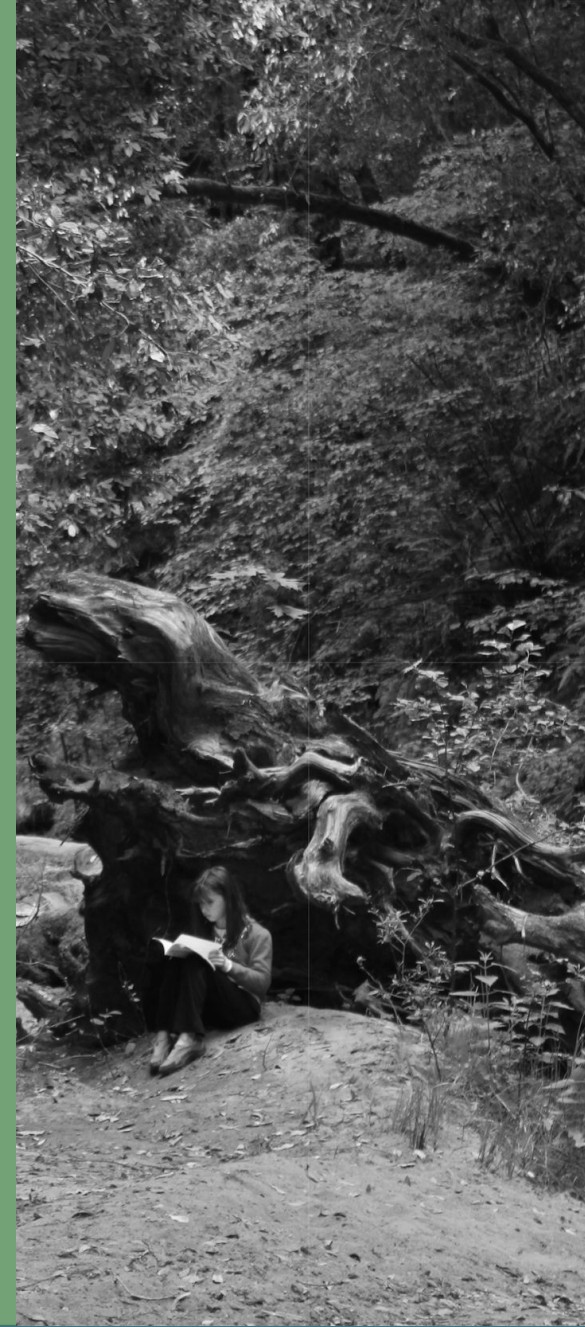


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