

## About Learning Diaries

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Learning diary is one of the instruments of the reflection of learning. It is useful to use the Graham Gibbs' reflective cycle, for designing the structure of Learning Diary<sup>1</sup>.

Gibbs model encourages the use of critical reflection. For people new to reflective practices, it especially offers a good starting point for converting new learning and knowledge into action and change<sup>2</sup>.

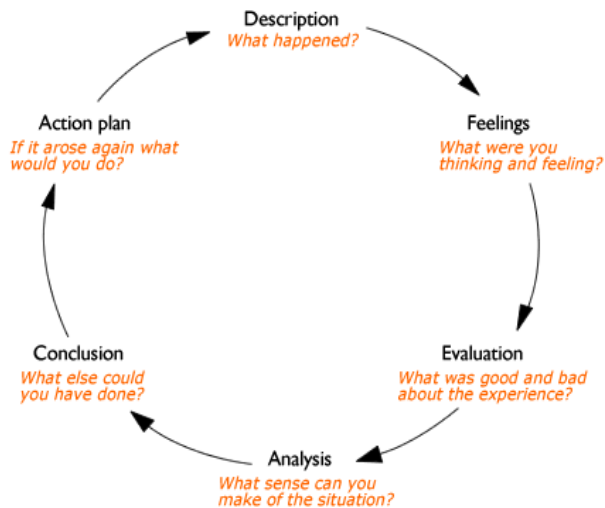


Fig. 1. Gibbs' reflective cycle

### **Description**

What happened? Don't make judgements yet or try to draw conclusions; simply describe.

### **Feelings**

What were your reactions and feelings? Again don't move on to analysing these yet.

### **Evaluation**

What was good or bad about the experience? Make value judgements.

### **Analysis:**

What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on? Were different people's experiences similar or different in important ways?

### **Conclusions: (general)**

What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?

### **Conclusions: (specific)**

What can be concluded about your own specific, unique, personal; situation or way of working?

Gibbs found that "learners often have trouble moving cleanly from one stage to the next." If the Learning Diary is meant to be used by learners themselves, it should be simpler and some steps could be merged, e.g.,

<sup>1</sup> Gibbs G (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford. <https://www.brookes.ac.uk/students/upgrade/study-skills/reflective-writing-gibbs/>

<sup>2</sup> Gibbs – reflective cycle model (1988), <https://resources.eln.io/gibbs-reflective-cycle-model-1988/>

Evaluation and Analysis or Conclusion and Action Plan. The structure depends also on the goal, subject or/and activities. It is not necessary to write headings of the steps. It could be questions or statements.

Further you can find several examples of learning diaries.

Please find instructions for writing Learning Diary in Section “Using IG4L2L” part “Learners” or “Teachers/Trainers”. Advise your learners to use an example as the template for their Learning Diaries.

This is the Template we recommend for using in IG4L2L4:

### Learning Diary Template

<b>Today I have learned:</b>	
<b>My thinking and feeling about this:</b>	
<b>That was good:</b>	<b>That was not so good and I still do not understand:</b>
<b>Those things helped me to learn:</b>	<b>Those things hindered my learning:</b>
<b>I will do the following things to improve my learning:</b> Generally:  Specifically:	

## Learning diary

<https://www.twinkl.co.uk/resource/t-he-500-home-education-daily-learning-journal-writing-template>

Today's date

What I found challenging today

What I learned today

Picture that captures something from today

Ideas and thoughts of the day

What I would like to learn about next

Parent/Adult/Teacher view

Signature

## Learning diary

<http://www.eoicorner.com/learning-diary>

Day	
Name	
Learning topic	
The most difficult aspect dealt during the classes	
The easiest aspect dealt during the classes	
The activity you enjoyed the most	
The anecdote of the day	
The structure of the day	
The word or phrase of the day	
Summary of the sequence of the activities	
Homework	
Observations	

## Learning diary

<http://slideplayer.com/slide/8322737/>

- Each student write personal learning diary of each day
- Confidential, only the guiding teacher reads it
- As short as possible

Contents:

### **Subject matters**

1. List of issues I learnt today (not a “story” about what we were doing)
2. List of issues I didn’t understand
3. List of new aspect, point of views or new issues I could bring to the general discussions
4. Self-evaluation: How did I manage, give 1) your own written evaluation about yourself, and 2) the grade: 5 = excellent; 4 = very good, 3 = good, 2 = satisfactory, 1 = poor, A = approved, F = failed. Concerning all the days together, not for each day.

### **Practical matters**

1. What is disturbing my abilities to learn?
2. Suggestions for organisers what needs to be done?

### **Other remarks**

Send to your own group’s guiding teacher the day before the tutoring discussions by e-mail or by paper.

### Learning diary.

An example provided by our Estonian partners. Project “Learning for Work and Life! One step up!” (N°518500-LLP-1-2011-1-RO-GRUNDTVIG-GMP).

<b>What</b>	Learners make brief notes of what they did during the practical session of the unit.
<b>Why</b>	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
<b>Reaction</b>	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
<b>Learned</b>	<p>Learners make brief notes on all they think they have learned from the activity.</p> <p>This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.</p>
<b>Goal setting</b>	Learners make brief notes of what they will do next in respect with their learning.

## Learning diary

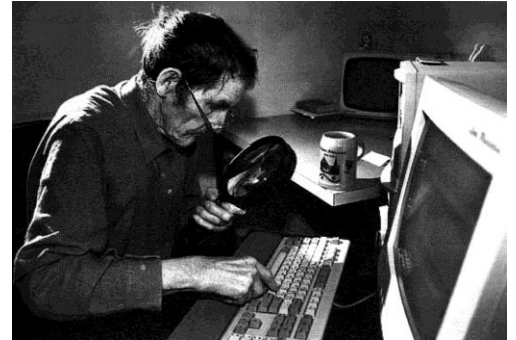
An example provided by our Lithuanian partner. Project “Development of the system of perfection of qualification and re-skilling of pedagogues” (VP1-2.2-ŠMM-02-V-01-006).

Day ----



This day was useful because I understood that:

I also learned:



I think that in the future I will certainly use those important things:

Because: