

DESCRIPTION OF JOURNAL TYPES¹

1. **Key Phrase Journal-** Students are asked to integrate an identified list of terms and key phrases into their journal entries as they describe and discuss their community service activities. Students may be asked to underline or highlight the key phrases in order to identify their use.

2. **Double-Entry Journal-** Students are asked to use a spiral notebook. On the left side of the journal students describe their service experiences, personal thoughts, and reactions to their service activities. On the right side of the journal, they discuss how the first set of entries relates to key concepts, class presentations, and readings. Students may be asked to draw arrows indicating the relationships between personal experiences and the formal course content.

3. **Critical Incident Journal-** Students focus on a specific event that occurred at the service site. Students are then asked to respond to prompts designed to explore their thoughts, reactions, future action and information from the course that might be relevant to the incidents. For example, “Describe an incident or situation that created a dilemma for you because you did not know how to act or what to say. Why was it such a confusing event? How did you or others around the even, feel about it? What did you do, or what was the first thing that you considered doing? List three actions that you might have taken, and evaluate each one. How does the course material relate to this issue, help you analyze the choices, and suggest a course of action that might be advisable?”

4. **Three-Part Journal-** Students are asked to respond to three separate issues in each of their journal entries: 1) Describe what happened in the service experience, including what you accomplished, some of the events that puzzled or confused you, interaction you had, decisions you made, and the plans you developed. 2) Analyze how the course content relates to the service experience, including key concepts that can be used to understand events and guide future behavior. 3) Apply the course materials and service experience to you and your personal life, including your goals, values, attitudes, beliefs and philosophy.

5. **Team Journal-** Students take turns recording shared and individual experiences, reactions and observations, and respond to each others entries. This promotes interaction between team members on project related issues and to introduce students to different perspectives on the project.

6. **Electronic Journal-** Web-based modes of communication, such as class home pages, chat rooms, on-line survey forms, e-mail, class listserves, or structured discussions to submit reflective journal entries. Having students set up personal blogs for reflection journals may be what they need to effectively reflect on their service experience.

7. **Dialogue Journal-** Two individuals (two students, student and teacher, etc.) both comment and respond to each other about an experience or specific questions about an experience at a

¹ Steven Jones, . *Introduction to Service-Learning Toolkit*. Second Ed. Providence RI: Campus Compact, 2003. Print.

service site. This allows students who learn by communicating with others to reflect in a way that matches their learning style.

8. **Writer's Journal-** Students create traditional journal entries reflecting on experience from the service site. The journal is then translated from entries into a poem, piece of fiction or nonfiction or anything else creative.

9. **Cluster Journal-** Have people shout out words or phrases that describe the day. Ask each person to take 2 min. to write five or six words in random spaces on their journaling page. Give a short talk about the interconnectedness of everything, the web of life, Quantum Physics, etc. and ask them to do a free write focusing on those five or six items and how they are related.

10. **Dialogue Journal-** A good journal type for developing observation and communication skills. Ask participants before the service to pay special attention to conversations they hear throughout the day including light conversations between staff and volunteers, volunteers and sponsors or stakeholders, etc. Ask them to pay special attention to mannerisms, and the tone of the conversation. Later, have the participants pick a dialogue and duplicate as closely as possible how it went in their journal. This is a journal type that gets better with time, as their observation and retention skills improve and is especially useful for communication or writing courses.

11. **Different Perspectives-** This journal type is excellent for developing empathy skills. Ask participants to recall a specific occurrence from service experience that involved some degree of conflict. Ask them to assume the viewpoint opposite that which they actually held during this conflict (or the viewpoint they were the least empathetic with) and write a description of the conflict from this perspective. This can include what happened, their role in it, what they want, what they envision as the ideal solution. Good debrief questions are, "How did it feel to do this writing, how were you able to get in their shoes or how was it difficult, what is one thing you realized through this writing."

12. **The Fly on the Wall-** Ask students to take a couple moments to reflect on the service experience (where they've been, what they've done, whom they've worked with, tools they've used). Then ask them to pretend they were a "fly on the wall" observing but not participating in the scene, and write a short descriptive passage based on their observations. The journal can also be from the framework of any animal or plant or person that was near the service project site.