LEARNING LOGS

Purpose

Individual Learning Logs are critical components of this online class. Essentially, the Learning Log is a reflective journal that chronicles your learning experiences with: (a) the course objectives, (b) assigned readings, (c) individual assignments, and (d) community of fellow learners.

You are the expert on your own learning, and this class should be a kind of journey. The Learning Log is intended to give you an opportunity to reflectively capture that journey. Please feel free to chronicle the problems and failures (e.g. readings you had difficulty with, concepts that didn't make sense, assignments that didn't seem to work for you) as well as the successes.

The Learning Log is the designated place to write your Description, Analysis, and Reflection statements (DARs) for each assignment. This third post is designed to give you a strong draft for when you take your last course, SLM 550 Professional Portfolio. In SLM 550, you'll be selecting artifacts from your previous courses and writing reflection statements. These artifacts will document that you have met the ALA/AASL/CAEP School Librarian Preparation Standards (2019). See the SLM page for examples of previous candidates' professional portfolios. Save all learning logs from all your courses in one spot so that you can easily access them in SLM 550.

Background

For reflections on assignments, we are following the National Board for Professional Teaching Standards (NBPTS) requirement for written commentaries. **There are three parts: description, analysis, and reflection. (DARs)** As a result, when you seek National Board certification, you will be familiar with the format.

By reflecting in this way, you will set the foundation for a routine of consistent professional reflection on growth and needs of your program and your growth and needs as a school librarian.   These reflections will provide the basis and justification for your decisions about your professional development.

Resources

- Exemplar of a Learning Logs .You don't need to write this much, but this example that earned full points should help you.
- National Board for Professional Teaching Standards. **General Portfolio Instructions**. (See Table of Contents, page 25 for explanation of writing the Description, Analysis, and Reflection statements.)
- National Board for Professional Teaching Standards. **Scoring Guide for Candidates.**

Your Task

We will use the Blackboard blog feature for our class Learning Logs. You will see a link to the Learning Logs / blog feature on the main course menu of Blackboard.

1. You are expected to make three strong posts. Make the first post sometime on the first few days of the new module, the second sometime during the first weekend and the third during the last few days of the module.
2. Title the posts beginning with the words: Module 1, Module 2, Module 3, and/or Module 4 and then include a unique subtitle for each post.

3. For the first post, review the module objectives and restate them in your own words. This is a simple strategy to help you focus, stay organized for the next two weeks, and helps make learning "authentic." You may want to revisit your goal(s) in the final post for that module.
4. The second post is an aha moment, a discovery, something important you don't want to forget. Explain what 'big idea,' concept or issue from this module had the greatest impact on your thinking. Why? The aha post should reflect our readings. One paragraph is often long enough.
5. For the third post, reflect on the assignment itself. Review the ALA/AASL/CAEP components and explain how the assignment met the components. Make three headings: Description, Analysis, and Reflection.
    1. **Description**: Identify the assignment and the ALA/AASL/CAEP component that the assignment meets. What were the intended outcomes? If you have trouble stating this succinctly, review the purpose of the assignment.
    2. **Analysis**: What were the essential strengths and weaknesses of your artifact (assignment)? Provide concrete evidence and demonstrate the significance of the evidence. What were unanticipated learning outcomes? Describe the specifics of what you learned and how you did it. What will you do differently next time?
    3. **Reflection**: Involves self-analysis. Connect with your feelings. How do you feel about this artifact? Briefly explain how the artifact demonstrates the ALA/AASL/CAEP standard. What was the most significant thing learned, the obstacles encountered, and what more do you want to learn?
6. The Learning Logs are the place to express how your ideas and opinions have evolved because of our discussions. How has your participation in our discussions impacted you personally? What are you learning from our class members? Reflection improves when you make connections between the readings, assignments, discussions, and class members.

Upon Completion

At the end of each module, your teacher will use this rubric and post your points in the "Grade Center." If you have questions on the points assigned, study the rubric, and figure out what was missing in your posts. Then, you may also ask the teacher for additional feedback.

In Module 4, complete the log by the last Thursday at 11:59 p.m.

LEARNING LOG RUBRIC			
Assignment Value: 6 points per module for total of 24 points or 12% of Total Grade			
Exemplary 21-24 points	**Proficient** 19-20 points	**Developing** 16-18 points	**Unsatisfactory** 0-15 points

	Exemplary 21-24 points	Proficient 19-20 points	Developing 16-18 points	Unsatisfactory 0-15 points
Frequency & Headings	**1.5 Points** 3 entries per module. Entries are evenly spaced throughout the two-week module. Thread titles begin with Module 1,2,3, or 4 and include a subtitle.	**1 Point** 2 entries per module. Titles begin with Module 1,2,3, or 4.	**.5 Points** 1 entry per module. All posts may be made on the same day. Thread titles don't help organize the reflections**.**	**0 Points** Incomplete postings. Thread titles don't help organize the reflections.
Connecting the learning experiences with course objectives, readings, classmate discussions,	**4-4.5 Points** Creates three posts demonstrating: (1) personal learning goals that are authentic and reflect the module's objectives, (2) an	**3.5 Points** Demonstrates 3 exemplary criteria. Entries are often reflective and occasionally	**3 Points** Demonstrates 1-2 exemplary criteria.	**0-2.5 points** May be missing exemplary criteria. May be missing reflection or growth.

| assignments ALA/AASL standards; Reflections and Conclusions | 'aha' moment that powerfully captures the joy of learning, what was learned, demonstrating connections between the readings, discussions, and/or assignments, and (3) third post comprehensively captures the assignment's description, analysis, and reflection (DAR) and will serve as a strong draft for the SLM 550 portfolio course. (4) Entries are characterized by the depth of reflective analysis and demonstrates growth over the module. | demonstrate growth over the module. Clear straightforward prose. | May have some awkward prose. Entries may not be reflective and may not demonstrate growth over the module. | |

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