Abstract

This qualitative research study examined the observed and reported experiences of eleventh grade students in a foundations leveled World History class. The particular group of students had below average skills in writing, reading, or comprehension. To help improve students’ skills, daily journals were implemented into the classroom. Though initially designed to help improve writing skills, the journals became important on their own, and became a tool for students to express their knowledge and gain confidence in an environment that was typically filled with failure and limitations.

Methods of data collection included student surveys, observation, student interviews, and students’ written and verbal reflections, and obviously, the student journals themselves. Through analyzing the data, it became apparent that the journals worked as a successful tool in creating a positive learning environment. The journals led to rich discussions, student leadership, and improved comprehension.