Abstract

This qualitative research study documented the observed and reported experiences of eighth grade students who wrote in mathematics journals. The participants were 25 eighth grade pre-algebra students in an inclusion classroom. Throughout the study, students wrote in journals twice a week while focusing on three skill sets: solving problems multiple ways, explaining math thinking and reasoning, and connecting mathematics to real life.

The study proposes that mathematics journals have a positive effect on student learning. Journaling strengthens the aforementioned three skill sets in students. It can also lead to progress on assessments when students are tested on making connections and explaining math processes.