

Professor Carol Gross asked students in her Developmental Science Concepts course (ECE 433) to maintain triple-entry journals to record their responses to the assigned reading. Below is a sample of one student's triple-entry journal for the first reading assignment. Citations are from Science Experiences for the Early Childhood Years: An Integrated Affective Approach, by Jean Harlin and Mary Rivkin.

Quote	How you understand the idea	Surprises/ Responses/ Questions/ Importance
<p>“A positive classroom environment can raise the level of endorphins, the biochemical that induces pleasurable feelings and facilitates memory” (page 6)</p>	<p>Teachers should create an environment that is positive, safe and nurturing—conducive to all learning styles. The teacher should encourage and foster creativity and allow exploration. Children should be able to ask critical questions like “how?” or “why” in their learning.</p>	<p>I agree with this statement. I used this as a quote because it is part of the mission statement of the preschool I currently teach at. The director and educators all agree on the importance of creating a classroom environment that is intellectually stimulating and socially and emotionally conducive to learning.</p>
<p>“Science experiences have special potential for building a sturdy sense of self-efficacy” (page 8)</p>	<p>Science is an important part of the educational curriculum. With repetition, the experiences become more familiar and children build upon their discoveries. Children also enjoy cooking and making things themselves. Science encourages autonomy and satisfies the child's curiosity.</p>	<p>I agree with this quote. In the book, self-efficacy is defined as a feeling of adequacy and effectiveness in dealing with life and is therefore important in learning about success (page 8). Children try things over and over and the learning experiences and opportunities encourage persistence and strengthen their repertoire. For example, in the beginning of the school year the children in my pre-school class (early three-year-olds) did not know how to make play dough. They learned that the ingredients consisted of water, flour, salt, and were able to measure using the measuring cups. However, they preferred not to use the measuring cups and spoons. One little girl said, ‘I think we like to try mixing everything together without the cup and spoons.’ So, we tried making play dough without the instruments and the children laughed and enjoyed asking for more water as the dough became increasingly sticky and more flour as the dough became more liquid. They added oil to make it clump less and salt to make the dough firmer. They realized by touching the dough which ingredient they needed more of.</p>