

CENTER FOR INTERNSHIP AND COMMUNITY ENGAGEMENT

**SERVICE-LEARNING WORKSHOP  
REFLECTIONS**

Saul Tobias

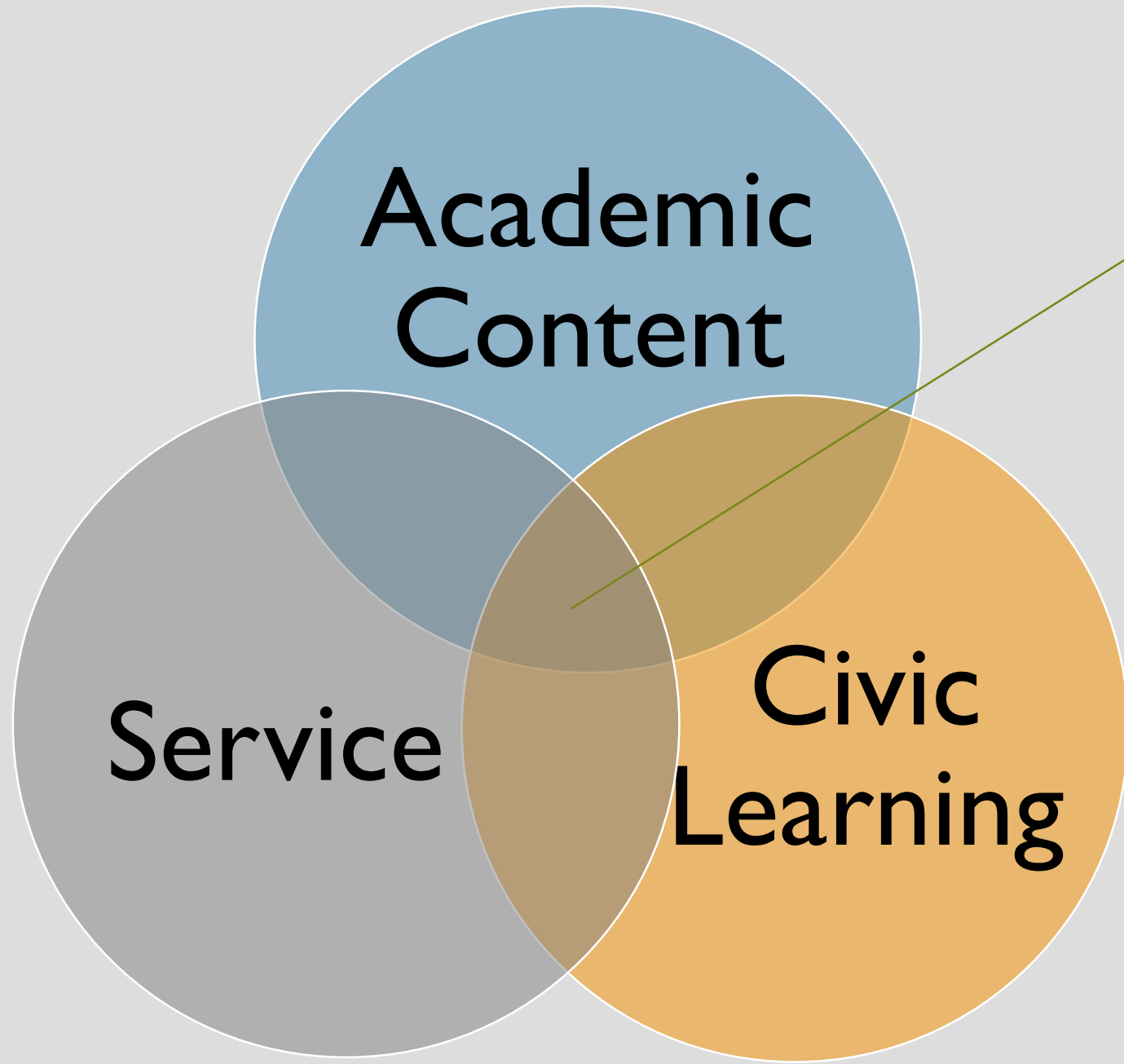
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1. Introductions
2. Aligning Reflection with Course Goals
3. Assessment and Rubrics
4. Best Practices

OUTLINE

“Reflection is the hyphen in service-learning.”  
(Eyler, 2002)



**REFLECTION**

# ALIGNING REFLECTION WITH COURSE GOALS

# COURSE GOALS



Mastery of Academic Course Content  
Critical Thinking  
Discipline-based Skills, such as Research Skills  
Professional Skills

Civic Learning  
Cultural Awareness and Cross-Cultural  
Competency  
Civic Leadership and Social Change



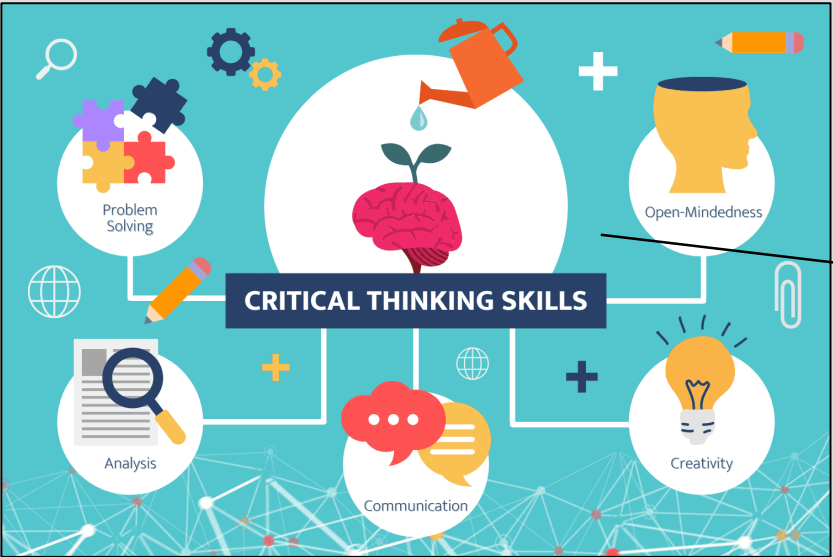
Personal and Interpersonal Development  
Moral Growth and Self-Awareness  
Communication  
Initiative, Resourcefulness, and Teamwork

# LEARNING STRATEGIES



DEVELOPMENT

INTEGRATION

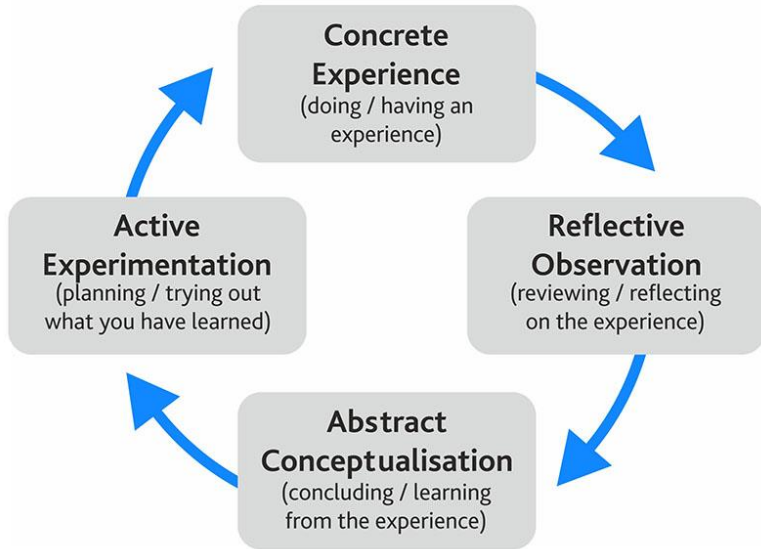


CRITICAL THINKING

# DEVELOPING PROFESSIONAL SKILLS IN CONTEXT

For example

## The Experiential Learning Cycle



Based on Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

## YOUR REFLECTION SHOULD CONTAIN THE FOLLOWING PARTS:

1. Describe a situation in which you applied the professional skills you have developed in this class in the community-service context. **[Concrete Experience]**
2. Now review your experience. What were you trying to achieve? How were the community's needs, views, and input included? What problems arose? What were you thinking and feeling before, during, and after this experience? **[Reflective Observation]**
3. What have you learned from this experience? What factors do I need to consider if I want to improve the outcome? Are there alternative ways of approaching this situation? What information or training do I need to do this better? Who should I now consult for answers or assistance? **[Abstract Conceptualization]**

**Post-reflection: Active experimentation.** Provide feedback that fosters the student's continued reflection and development. Students take their reflection and your feedback back into the community to try out new strategies. Cycle repeats.



For example

## INTEGRATING ACADEMIC AND SERVICE COMPONENTS

For this week's journal entry, consider our course theme of "migration" in relation to your community service. You may refer to a particular incident that brought this topic to light, or you may reflect more generally on the understanding you have gained about this topic through your community service. In completing this reflection, you must refer directly to course materials we have discussed in class and show how these materials help you to reflect on your service-learning experience and vice-versa. For example:

- *What concepts or concerns raised in our readings are relevant to your community service experience?*
- *How does your community service illustrate or help clarify the ideas and arguments encountered in course readings?*
- *Does your community-service experience, or things you've learned from community members, contradict what you've read for this class? What do you think the authors of our course readings miss, or get wrong, about migration?*

For example

## CRITICAL REFLECTION FOR PERSONAL GROWTH AND CIVIC LEARNING

*Now that you are midway through your community service, take a step back and consider your experience through these different lenses. Write a short paragraph (5-10 lines) for each:*

- **Autobiographical lens:** Think about your community service in relation to your own previous experiences and your current reactions and feelings. Consider how your personal story and past may shape your view of your service and may have resulted in certain physical, emotional, or intellectual reactions and responses.
- **Community lens:** Put yourself in the shoes of members of the community where you are working. How do you think they have experienced this period of service-learning? Consider their reactions and feedback and think about how their stories may have led to these reactions.
- **Critical lens:** Now bring these two perspectives together. Where do they align? Where are there contradictions? What about your personal story and background can help you as you move forward with your community service? Where is there room for personal change and growth? In thinking through the community lens, how will you approach the rest of your service-learning?

*(Other possible lenses: theoretical lens; fellow students; other stakeholders)*

Adapted from Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San-Francisco: Jossey-Bass.

1. Look at your **course description**. Do you see student reflection fitting in anywhere?
2. Look at your **academic / professional course learning goals and learning objectives**. How would reflection advance these specific goals?
3. Look at your course's **civic learning and personal development goals and objectives**. How would reflection advance these specific goals?

## ACTIVITY



HOW DOES REFLECTION ALIGN WITH YOUR  
COURSE GOALS?

# EVALUATION AND ASSESSMENT

# PREPARING AN ASSESSMENT RUBRIC

Consider your  
course goals

Align your  
reflection  
assignment with  
one or two specific  
goals

Include assessment  
criteria in your  
instructions

Include a rubric  
that itemizes  
assessment criteria  
and describes  
standards and  
benchmarks

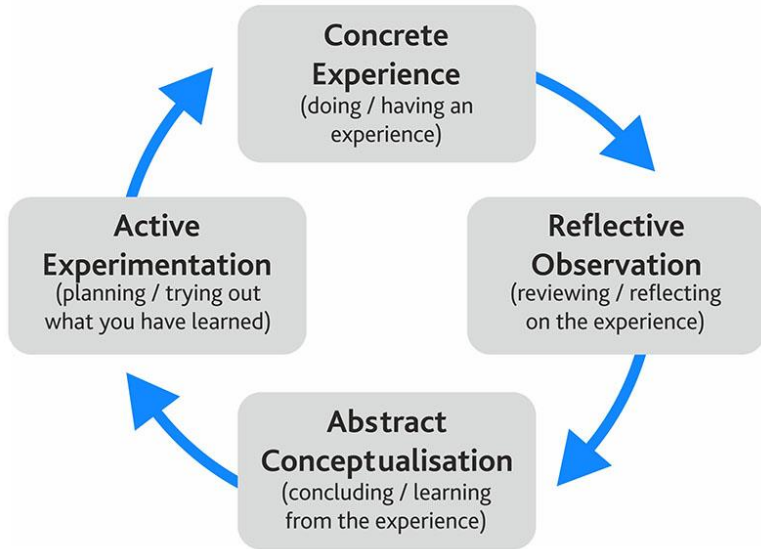
## REFLECTION ASSESSMENT - BEST PRACTICES

- Include language encouraging critical exploration and thoughtful discussion, rather than “correct” answers. Provide feedback that encourages students to keep re-evaluating their positions, broadening their perspectives, and strengthening their arguments.
  - Involve community partners in developing reflections and assessment criteria. This helps you and your students stay focused on advancing the organization’s mission, promoting a collaborative approach and an accurate understanding of the community, and generating effective solutions.
- A few ungraded reflection assignment allows students to become familiar with your expectations and how you use your grading rubric, and to experiment with ideas without being inhibited by grade anxiety.
  - Ungraded peer review of reflections, in writing or discussion, is another good way for students to develop habits of critical self-evaluation, collaborative learning, and openness to other perspectives.

# DEVELOPING PROFESSIONAL SKILLS IN CONTEXT

For example

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Post-reflection: **Active experimentation**. Provide feedback that fosters the student's continued reflection and development. Students take their reflection and your feedback back into the community to try out new strategies. Cycle repeats.

**DEVELOPING  
PROFESSIONAL  
SKILLS IN CONTEXT**

**RATING CATEGORIES**

Beginning

Developing

Competent

Accomplished

**Implement and Evaluate  
Potential Solutions**

What could I have done better or differently? How can I improve? What information or training do I need to do this better? What contextual factors (ethical, cultural, etc.) do I need to consider? What alternative strategies could I try? Who should I consult for answers / advice?

Evaluation of solutions is superficial (for example, contains cursory, surface level explanations of the problem).

Little self-awareness of mistakes, weak execution or blind spots.

Implements a solution in a manner that does not directly address the problem and largely ignores relevant contextual factors.

Evaluation of solutions is brief (for example, explanation of problem lacks depth) but includes some of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, weighs impacts of solution.

Shows some self-awareness of areas needing improvement or growth.

Implements a solution in a manner that somewhat addresses contextual factors of the problem.

Evaluation of solutions is adequate (for example, contains thorough explanation of the problem) and includes a number of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, weighs impacts of solution.

Shows self-awareness of areas needing improvement or growth.

Implements a solution in a manner that adequately addresses contextual factors.

Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation of the problem) and includes most of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, weighs impacts of solution.

Shows self-awareness of areas needing improvement and considers how to do so.

Implements the solution in a manner that thoroughly addresses multiple contextual factors.



For example

## INTEGRATING ACADEMIC AND SERVICE COMPONENTS

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INTEGRATING ACADEMIC AND SERVICE COMPONENTS	RATING CATEGORIES			
	Beginning	Developing	Competent	Accomplished
<p><b>Connections and Contrasts:</b></p> <p>How have the texts we have studied in class shaped your understanding of your service-learning experience, and vice-versa?</p>	<p>Fails to identify relevant connections and contrasts between assigned readings and aspects of service-learning experience.</p>	<p>Able to identify connections between assigned readings and aspects of service-learning experience but does so inaccurately and develops relevant connections and contrasts weakly.</p>	<p>Identifies relevant connections between assigned readings and aspects of service-learning and develops these connections and contrasts with reasonable accuracy and adequate support.</p>	<p>Identifies relevant connections between assigned readings and aspects of service-learning and develops connections and contrasts with impressive accuracy, insight, evidence and examples.</p>
<p><b>Critical Thinking:</b></p> <p>How has your understanding and approach to the topic of migration been challenged and/or changed by what we have read in this course and by your service-learning experience?</p>	<p>Accepts own ideas and observations at face value. Opinions are stated without argument or support. Other positions are treated superficially and alternatives, if stated, are not integrated.</p>	<p>Begins to question personal assumptions. Effort to see and respond from different perspectives but integration of multiple viewpoints remains superficial. Competing ideas are investigated in a limited way and may overstate conflict or dismiss alternative views hastily.</p>	<p>Shows how preexisting assumptions have been challenged by community or classroom sources. Addresses diverse perspectives to qualify analysis. Presentation of other positions is accurate and respectful.</p>	<p>Shows how preexisting assumptions have been challenged by community and classroom sources. Thorough and insightful engagement with other positions. Cogently describes how new syntheses and understandings have emerged by tracing their development, providing examples, analyzing differences, etc.</p>

For example

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**CRITICAL REFLECTION  
FOR PERSONAL  
GROWTH AND CIVIC  
LEARNING**

**RATING CATEGORIES**

Beginning

Developing

Competent

Accomplished

**Valuation of Social and Cultural Diversity and cross-cultural understanding**

Is indifferent or resistant to what can be learned from diversity of communities and cultures. Expresses attitudes and beliefs as an individual, from a one-sided view.

Exhibits curiosity about what can be learned from diversity of communities and cultures. Has awareness that own attitudes and beliefs are different from those of other cultures and communities.

Reflects on how own attitudes and beliefs are different from those of other cultures and communities and is able to articulate the value of diversity. Provides salient examples.

Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Can articulate the value of cultural diversity and cross-cultural awareness and connects this in insightful ways to own experience.

**How has your service-learning experience informed your social attitudes and sense of self in the community?  
How have your values been challenged?**

Student expresses a limited connection between service and self and demonstrates limited or no change in attitudes, perspectives, beliefs or values. Answers are superficial or "off the shelf"

Student expresses connection between service and self and demonstrates change in attitudes perspectives, beliefs, or values. Provides examples.

Student describes how service changes perspectives, beliefs or values and describes with how this informs self-awareness and choices and behaviors in areas pertinent to service.

Student describes moral growth and self-awareness with insight and nuance. Uses changes in perspective to inform choices and behaviors in issues pertinent to service as well as other areas in their life.

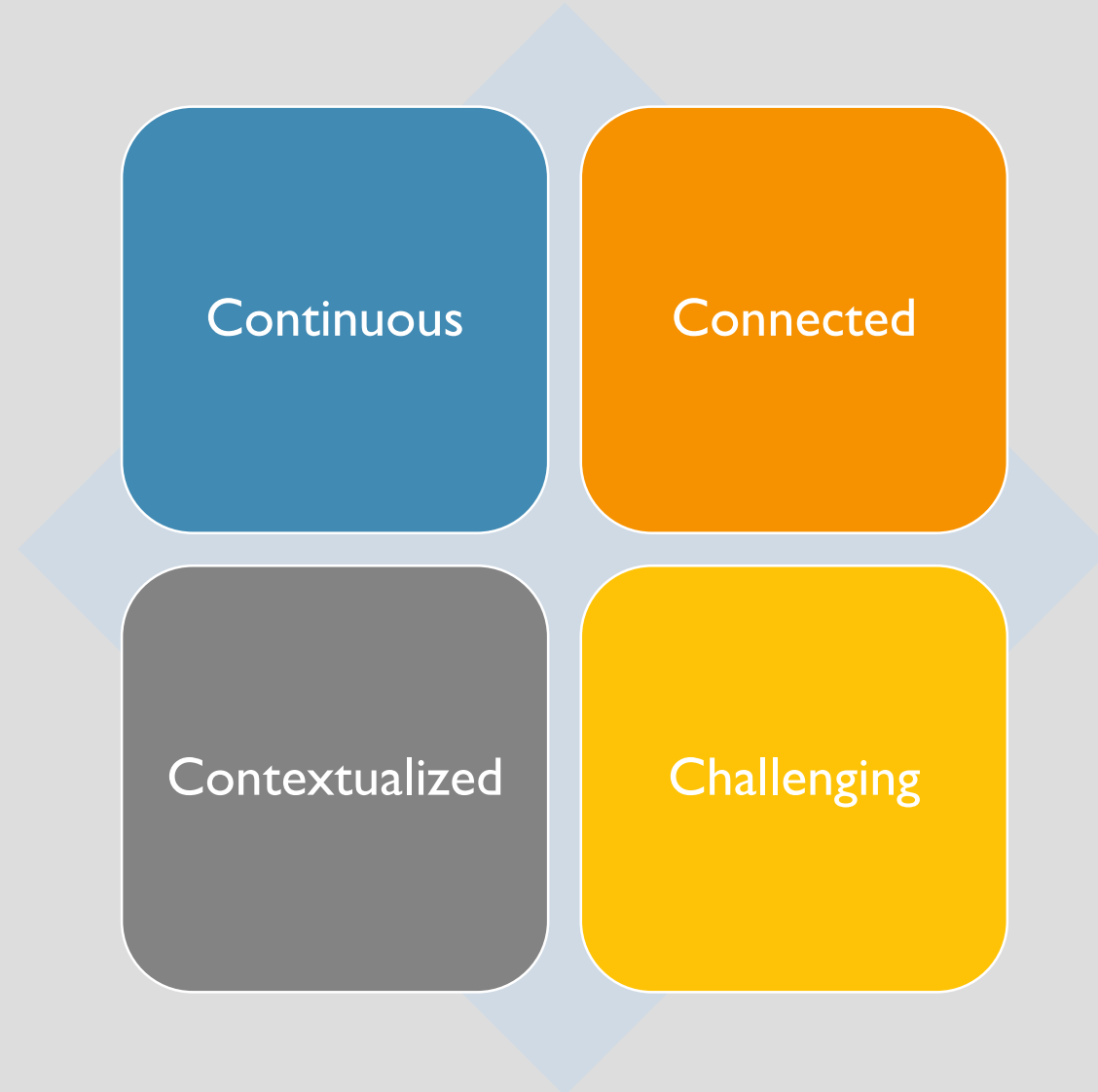
1. Look at your reflection assignment. What **course goals** does it advance?
2. Consider the reflection instructions. Do they contain clear **criteria of assessment** that align with course goals?
3. Look at your assessment rubric. Does it describe **standards and benchmarks** for evaluation?

## ACTIVITY



HOW DOES REFLECTION ASSESSMENT ALIGN  
WITH YOUR COURSE GOALS?

# BEST PRACTICES - 4 C'S FRAMEWORK (EYLER, GILES AND SCHMIEDE, 1996)



# DISCUSSION

- What challenges do you see in integrating reflection(s) into your service-learning course?
- What help do you need in successfully integrating reflection activities in your course?
- What has worked for you that you can share with others?



# BUILDING A SERVICE-LEARNING PRACTITIONER COMMUNITY





## RESOURCES FOR DEVELOPING SERVICE- LEARNING REFLECTION ASSIGNMENTS

- Eyler, J. 2002 “Creating Your Reflection Map.” *New Directions for Higher Education*. 114 (Summer 2001), 35-43.
- Eyler, J., Giles, D., Schmiede, A. A Practitioners Guide to Reflection in Service-Learning. <https://www.umassd.edu/media/umassdartmouth/leduc-center-for-civic-engagement/service-learning-readings/practitioners-guide-to-reflection-in-service-learning.pdf>
- Hatcher, Julie and Bringle, Robert. 1997. *Bridging the Gap between Service and Learning*. University of Nebraska, Omaha. <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1027&context=slceeval>
- Reflection: Theory & Practical Application. <https://www.boisestate.edu/servicelearning/faculty/workshops-events/reflection-prezi/>
- Reflection Toolkit, Northwest Service Academy, Metro Center, Portland, OR. <https://forumea.org/wp-content/uploads/2018/04/ST-Reflection-Toolkit.pdf>
- Seifer SD and Connors K., Eds. *Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education*. Scotts Valley, CA: National Service-Learning Clearinghouse, 2007. <https://www.vanderbilt.edu/oacs/wp-content/uploads/sites/140/faculty-toolkit-for-service-learning.pdf>
- Service-Learning Course Design Workbook, Michigan Journal of Community Service Learning, [https://www.fullerton.edu/CICE/\\_resources/pdfs/faculty/Service-LearningCourseDesign.pdf](https://www.fullerton.edu/CICE/_resources/pdfs/faculty/Service-LearningCourseDesign.pdf)

# RUBRIC EXAMPLES

The following rubrics adapted from:

- AAC&U, *Civic Engagement Value Rubric*, <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-civic-engagement>
- AAC&U, *Civic Problem Solving Rubric*, <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-problem-solving>
- AAC&U *Critical Thinking Value Rubric*, <https://www.k-state.edu/assessment/toolkit/measurement/valuerubrics.html>
- *Bradley's Criteria for Assessing Reflection*, <https://jcu.edu/sites/default/files/2020-07/BradleysGuidelinesforAssessingReflection.pdf>
- *Rubric To Assess Academic Service-learning Reflection Papers*, <https://www.stjohns.edu/sites/default/files/uploads/asl-rubric-grading.doc>
- *Rubric to Assess Service Learning Reflection Papers*, Developed by Hawai'i Campus Compact. [http://www.compact.org/wp-content/uploads/resources/downloads/SL\\_Reflect\\_Form2.pdf](http://www.compact.org/wp-content/uploads/resources/downloads/SL_Reflect_Form2.pdf)
- *Rubric to Assess Service-Learning Reflection papers*.  
<https://www.deanza.edu/vida/documents/lateral%20Rubric%20to%20Assess%20Reflec%20Papers%20final.doc>
- *Reflection: Theory & Practical Application*, <https://www.boisestate.edu/servicelearning/faculty/workshops-events/reflection-prezi/>
- *Service-learning Sample Rubrics*, University of Nevada, Los Vegas,  
[https://www.unlv.edu/sites/default/files/page\\_files/27/ServiceLearning-SampleRubrics.pdf](https://www.unlv.edu/sites/default/files/page_files/27/ServiceLearning-SampleRubrics.pdf)

# A FEW REFLECTION PROMPTS FROM CAMBODIA – STUDY ABROAD



## Reflection I – Buddhist Ethics and Social Engagement

This is your opportunity to reflect on what you have learned about Buddhism as a religion, philosophy, and social ethics through readings, excursions, discussions, and service in the community. What is surprising about Buddhism that you didn't know? What seems familiar in comparison to your own religious or cultural upbringing? What seems different? What ideas do you find most interesting or confusing? Is there anything about Buddhist thought or culture that seems relevant to your own life? What do you think about the idea of engaged Buddhism? How does it differ from other forms of social activism? Do you think it is relevant to solving Cambodia's social and economic problems? Do you think it is relevant outside of Cambodia? What more do you hope to discover about this topic during your time in Cambodia? What you can bring from your learning about Buddhism and engaged Buddhism into your own work, career, or community involvement?

## Reflection 2 – Culture, Development, and Social Justice

This is your opportunity to reflect on what you have learned about social, economic and environmental development in Cambodia through course readings, excursions, discussions, and service-learning. To complete this reflection, you should visit social-engaged organizations or businesses, take notes during your visits, and collect materials from these organizations. What have you learned about the social, economic and environmental challenges facing Cambodia? Have modernization and globalization helped or worsened these problems? Is the tourist industry a help or a hindrance? What have you learned about yourself as you confront these challenges? What is your role as a student, tourist, or Westerner in helping to solve these problems or in making them worse? How can outsiders make a positive contribution without adding to the problem?

## Reflection 3- Service-Learning

This is your opportunity to think about the relation between classroom learning, study abroad, and service in the community. You may want to refer to a particular incident in your service-learning experience that crystalized your thinking about one or two issues covered in this course - such as social justice, globalization, ethical social development, community engagement, cross-cultural understanding, recovery from conflict, etc. - or you may reflect more generally on the understanding you have gained about these issues through your service-learning experience. Consider questions such as: How is service-learning relevant to understanding and addressing these issues? How have readings and excursions enhanced your service-learning experience? How has your service-learning experience enhanced your classroom learning? What particular benefits and challenges have resulted from doing service-learning abroad? What else have you gained from your service-learning experience in terms of skills, personal growth, etc.

THANK YOU!

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