

CENTER FOR INTERNSHIP AND COMMUNITY ENGAGEMENT

**SERVICE-LEARNING WORKSHOP
REFLECTIONS**

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1. Introductions
2. Reflection in Service-Learning: what is it and why do it?
3. Aligning reflection with course goals and activities
4. Learning strategies and types of reflection
5. Assessment and Rubrics
6. Resources and building a service-learning practitioner community

OUTLINE

REFLECTION IN SERVICE-LEARNING WHAT IS IT AND WHY DO IT?

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

“Harvesting academic and/or civic learning from a community service experience requires purposeful and intentional efforts. This harvesting process is often referred to as “reflection” in the service-learning literature (MJCSL Course Design Handbook)

Reflection is the “intentional consideration of an experience in light of particular objectives.” (Hatcher and Bringle, 1997)

WHY REFLECTION IN SERVICE-LEARNING?

- An exercise that gives students time and space to examine, process, and integrate aspects of their service-learning **experience**.
- An adaptable learning tool given the **diverse kinds of learning** (academic; civic; personal; practical, etc.) characteristic of service-learning classes.
- An effective way to process and integrate **different learning materials** (classroom texts; community work; interpersonal interactions, etc.)
- An instrument for **fostering** intellectual, emotional, and civic **growth** through exploring cultural connections and differences, power relations, moral obligations, and civic responsibility.

BEST PRACTICES - 4 C'S FRAMEWORK (Eyler, Giles And Schmiede, 1996)

I. CONTINUOUS REFLECTION

- is integrated before, throughout, and after the service experience.
- Continual feedback helps students improve their critical thinking and analytical skills, consider new perspectives, and scaffold the reflective process.

2. CONNECTED REFLECTION

- relates directly to the curriculum and/or the service experience, ensuring that students' reflections stay on topic and serve the course goals.
- Reflections are neither supplementary to nor separate from the lesson plan but integrated into the course learning program.
- Reflection activities work best when they are designed well, planned in advance, implemented thoughtfully, and have a specific outcome in mind (i.e. leadership, team building, improved critical thinking, problem-solving, etc.).

“We found that the number of reflections exerted much greater effects than service hours on students' ratings of course outcome achievement.” (Painter and Howell, 2020)

BEST PRACTICES - 4 C'S FRAMEWORK (Eyler, Giles And Schmiede, 1996)

3. CONTEXTUALIZED REFLECTION

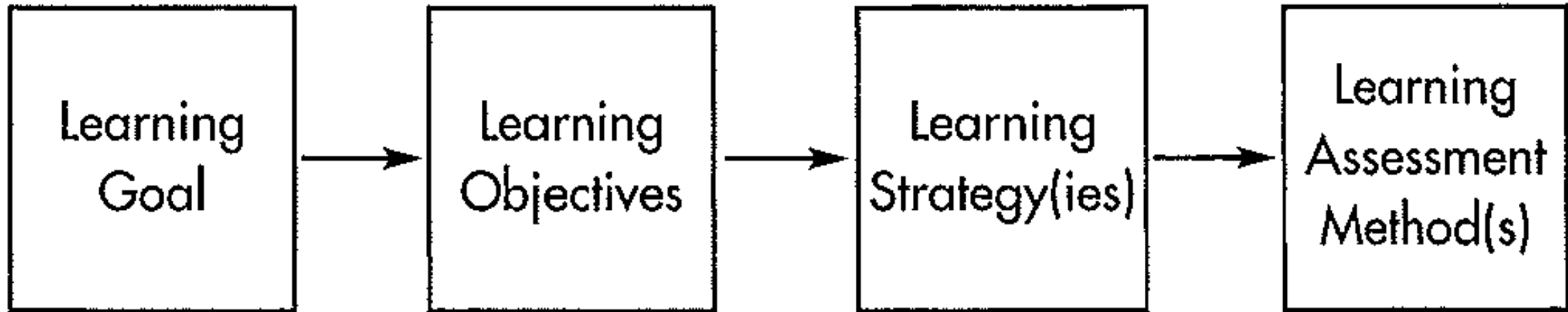
- encourages engagement by emphasizing the community or curricular context that most relates to the student.
- Without contextualized reflection, there is danger of service learning being a self-indulgent or exploitative practice that benefits students at the expense of communities.
- Contextualized reflection may actively involve the community in reflection design, completion, and feedback. Working with your partners to create reflections helps promote more accurate understanding of partner communities, topics, and the ethical and political stakes involved.

4. CHALLENGING REFLECTION

- pushes students to address difficult issues and inconsistencies, encouraging complex analysis, critical thought, and synthesis of elements the service-learning experience.
- teaches students “how to think” not “what to think” by encouraging reflexive and recursive engagement with theories, assumptions, and approaches.
- provides space for students to explore and recognize growth even where conclusions may be inadequate and offers opportunities for peer and instructor feedback that encourages students to keep re-evaluating their positions and uncovering preconceptions that lead to inaccuracies

**ALIGNING REFLECTION WITH
COURSE GOALS AND ACTIVITIES**

2. CONNECTING REFLECTIONS TO YOUR COURSE DESCRIPTION AND GOALS



WHAT ARE YOUR COURSE GOALS?

- Mastery of Academic Course Content
- Critical Thinking
- Discipline-based Skills, such as Research Skills
- Vocational Skills
- Personal and Moral Development
- Interpersonal Skills, including Communication, Leadership and Teamwork
- Cultural Awareness and Cross-Cultural Competence
- Civic Learning, Participation, and Social Change

TYPES OF SERVICE-LEARNING - LORI BRIT

TYPE A

Skill-set practice and reflexivity

Possible Reflections:

- exploring processes, methods, and strategies relevant to practicing skills;
- trouble-shooting and problem-solving based on community experience;
- applying theories to practice;
- assessing and addressing community needs;
- tracking personal development and soft skills (communication, empathy, listening confidence, cooperation, time-management, planning, self-direction and self-assessment etc.);
- tracking progress in sequenced skills development and professionalization

TYPE B

Civic Values / Critical Citizenship

Possible Reflections:

- guided and structured reflections providing opportunities to integrate theoretical, ethical, and practical knowledge;
- employing experience in the community to critically consider classroom texts and vice-versa;
- evaluating personal stakes, perspectives, and positionality, and their impact on understanding civic concerns;
- integrating different sources of knowledge to produce a holistic understanding of civic issues;
- integrating theoretical and personal understandings of civic responsibility and (global) citizenship.

TYPE C

Social Justice Activism

Possible Reflections:

- critical reflection integrating course content and community project/activity to develop meaningful and effective strategies for social change;
- guided reflections providing opportunities to critically analyze community needs and community action in the context of broader social and political issues;
- examining one's role in social change, including ones positionality, values, skills, knowledge.

Lori L. Britt (2012) Why We Use Service-Learning: A Report Outlining a Typology of Three Approaches to This Form of Communication Pedagogy, *Communication Education*, 61:1, 80-88, DOI: 10.1080/03634523.2011.632017

CIVIC LEARNING

Foundational Civic Learning [emphasis: listening and understanding]

- aims to move students beyond their own perspective and experience, broadening their understanding of their social, cultural, and political context and their role as citizens and community members.
- utilizes classroom learning, community service, active listening to classmates and community partners, and formal and informal reflection
- develops students' ability to view society from a range of perspectives, and to integrate their particular understanding with the understanding of others.

Critical Civic Learning [emphasis: analyzing, interpreting, and debating]

- involves students in robust discussion of civic issues by exploring the causes of social, economic, political, or environmental conditions.
- considers possible solutions to social and political problems from a multi-perspectival and holistic point of view.
- utilizes class discussion, community partner interaction and reflection to debate questions of personal and interpersonal ethics, justice, and responsibility;

Engaged Civic Learning [emphasis: acting]

- builds on the previous two levels to foster civic action and participation in a well-informed and ethically responsible manner
- builds practical, problem-solving, interpersonal, decision-making and leadership skills.
- Civic action is the ultimate goal of civic learning, including actions that support more sustainable living, a change in vocational or educational focus to further civic engagement, volunteering in the community, democratic participation, or advocacy and social activism.

work
sheet

1. Look at your **course description**. Do you see student reflection fitting in anywhere?
2. Look at your **course learning goals and/or specific learning objectives**. Do these goals suggest any of Brit's service-learning types? Is reflection a suitable instrument for advancing these goals or assessing any of these objectives?
3. Think about the specific **service-learning component** of the course. What will students be doing and why? What are your **civic-learning goals**? Where, specifically, could the service and civic-learning components of the class benefit from student reflection?

ACTIVITY



WHERE DOES REFLECTION BELONG IN
YOUR COURSE?

CICE - REFLECTIONS WORKSHEET

Activity 1: Goals and Objectives (slides 7-12)

	Write down a few key goals and objectives for your class:	How might reflection support these goals?
Course Goals ◦	1.	1.
Course Learning Objectives ◦		
Service-Learning Goals ◦	2.	2.
Civic Learning Goals		
	3.	3.
	4.	4.

**DESIGNING REFLECTIONS WITH
LEARNING STRATEGIES IN MIND**

LEARNING STRATEGIES:

Developing

- Scaffolding knowledge
- Building skills
- Reaching benchmarks
- Sequencing steps in a project
- Marking personal growth

Integrating

- Classroom and community work
- Theory and practice
- Personal, social, and political identities
- Individual and group contributions

Critical

- Testing assumptions, concepts and frameworks against observation and experience
- Evaluating theories
- Solving problems
- Making judgements
- Analyzing power relations, moral obligations, and civic roles

LEARNING STRATEGIES: REFLECTION EXAMPLES

Developing

- Journaling to reflect on cognitive, affective, behavioral and moral growth.
- Keeping a log to reflect on progress towards a project goal (what has worked so far; what hasn't; what adjustments can be made; what are next steps?)

Integrating

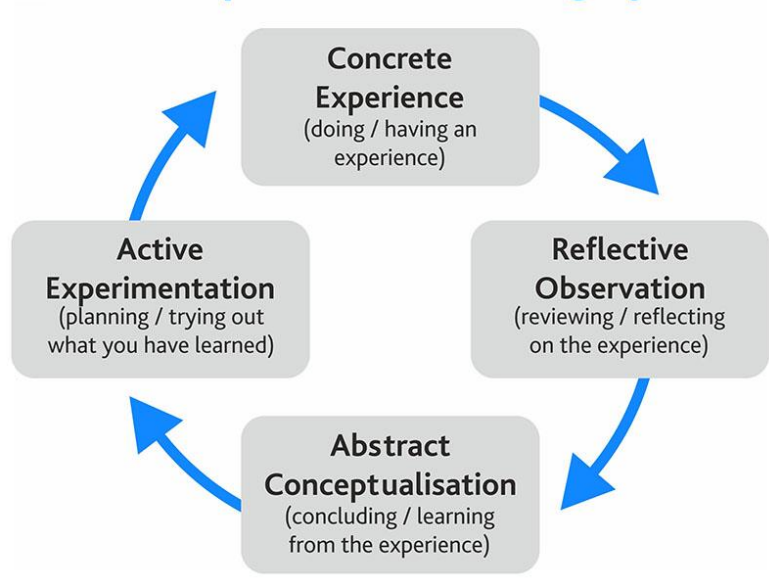
- Group reflection to explore connections between service-experience and classroom learning.
- Peer-reviewed reflections to compare and contextualize personal experience of service-learning activity.

Critical

- Written reflection critically examining an academic claim or theory in relation to service-learning experience.
- Capstone reflection to critically examine service-learning outcomes, civic learning outcomes, or course design.

REFLECTION FOR DEVELOPMENT – VOCATIONAL SKILLS IN CONTEXT

The Experiential Learning Cycle



1. **Concrete Experience:** describe a situation in which you applied the discipline-based skills you have developed in this class in the community-service context.
2. **Reflective Observation:** Why did I choose the approach I did? In what capacity were members of the community involved? What worked? What failed? What was I thinking / feeling at the time?
3. **Abstract Conceptualization:** What could I have done better or differently? How can I improve? What information or training do I need to do this better? What alternative strategies could I try? Who should I consult for answers / advice?
- [4. **Active experimentation:** This stage is practicing the new learning and revised approaches. Students take their reflections and thoughts about improvements back into the community and try out new strategies.]

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

REFLECTION FOR DEVELOPMENT – TRACKING PERSONAL GROWTH

For example

(I) START OF SEMESTER “WHAT???”

- What do I expect to get out of this experience (purpose/goals/ideals)?
- What did I observe during my first visit?
- What is the agency’s mission or goal?
- What part was most challenging?
- What part did you find surprising?
- How was I of service?

REFLECTION FOR DEVELOPMENT - TRACKING PERSONAL GROWTH

(II) MID-SEMESTER – “SO WHAT???”

- What am I learning about others and myself?
- What impact did today’s visit have on me?
- What have I learned from community members? What efforts have I made to listen, learn, or adopt their perspective?
- What did I do that was effective? What did I do that seemed to be ineffective? How could I have done it differently?
- What is the relationship between my community-service “world” and my other “worlds”?
- What has surprised me about the agency, the people I work with, and myself?

REFLECTION FOR DEVELOPMENT –TRACKING PERSONAL GROWTH

(III) END OF SEMESTER “Now What???”

- What stands out as the most significant event or moment of my service-learning?
- Is it important to me to stay involved in the community? Will I continue to be of service here or elsewhere?
- How have my efforts working with this agency contributed to social good or social change? Personal change? My career?
- What changes would I make in this experience if it were repeated?
- What is the most important thing I will take with me about this experience or can apply in my life or work going forward?

Adapted from Rolfe, G., Freshwater, D. and Jasper, M. (2001). Critical reflection in nursing and the helping professions: a user's guide. Basingstoke: Palgrave Macmillan.

For example

REFLECTION FOR ACADEMIC-SERVICE INTEGRATION

Reflections provide the opportunity to integrate what you are experiencing in your service-learning with what you are learning in class. Reflection allows you to think about your experiences, grapple with questions your experience raises, and apply what you have learnt in class to those experiences.

TOPIC: Migration / Gender and Family

- In a well-written reflection, discuss the topic of “migration” or “gender and family” in relation to your service-learning experience. You may want to refer to a particular incident in your service-learning experience that brought this topic to light, or you may reflect more generally on the understanding you have gained about this topic through your service-learning experience. You should refer directly to course materials and show how these materials help you reflect on your service-learning experience. What is important is that the reflection shows evidence of you having thought about this topic, how the texts we have read approach this topic, and how this connects to your service-learning experience.
- Length: approx. 2 pages, double spaced.
- Please remember to submit your reflection in writing at the start of class and post your reflection on your e-portfolio.

For example

CRITICAL REFLECTION

Now that you are midway through your community service, take a step back and consider your experience through these three 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 have shaped 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. In thinking through the community lens, how will you approach the rest of your service-learning?
- **Theoretical lens:** Think about your service-learning experience through the lens of one of the authors we have studied this semester. How do their concepts and arguments apply to your experience? What changes in your understanding of your community-service when you view it through the lens of this author's ideas? Based on your experience and understanding of the community, what do you think the author misses, or gets wrong?

(Other possible lenses: your fellow students; your work colleagues; specific stakeholders in the community)

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



LEARNING STRATEGIES

- Look again at your learning goals and service-learning activity. Which learning strategy (developmental, integrative, or critical) might support these goals?
- How could you use reflection, or a series of reflections, to support this learning strategy in your service-learning class?

ACTIVITY



Activity 2: Learning and Reflection Strategies (slides 14-23)

Learning Strategies	Academic / service-learning / civic-learning goals	How could a reflection assignment / series of assignments in your course be designed or adapted to fit this learning strategy?
Developmental	1.	1.
Integrative		
Critical	2.	2.
	3.	3.

REFLECTION FORMATS

FORMATS

STRUCTURE

- Unstructured
- Semi-structured (prompts, images, quotes, with guidelines defining topics, parameters, or areas of focus)
- Structured (focused prompts with clear steps, questions, and criteria)

PARTICIPANTS

- Individual / Pairs / Group / Class

MEDIA

- Written / Oral / Video / multimedia

EXAMPLES

Unstructured

- Personal Journal (weekly) - Students will write freely about their experience. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience.
- Writing memos – short reflection accompanying project or tasks
- Letter to self (at start and again at end of semester)
- Scrapbook or memory box

Semi-structured

- Free Association or Brainstorming - Give each student 10-20 “post-its” and ask them to write down all the feelings they had when they first heard about their service-learning requirement. Then have them exchange notes and share their thoughts.
- Short, in-class writing with prompt, followed by group or class discussion.
- Dialoguing – students conduct conversations with a classmate about aspects of their service-learning experience, then reflect (separately or together) on what they learned through the conversation.
- Voice-Thread or poster – Students create a photographic or visual presentation tracing their personal development, vocational learning, or key moments in civic learning, with written or audio annotation.
- Reflective interviews - guided interviews with community members or fellow classmates, and accompanying reflection of what was learned.

EXAMPLES

Structured

- Integrative papers that require critical reflection on concepts or topics across “texts” (classroom material and service experience)
- Portfolio – portfolio assembling material and reflections over the course of the semester, including final reflection that addresses specific questions or topics.
- Group Presentations - A good way for students to share their service-learning experience with peers is through a class presentation. Include specific instructions with questions requiring reflection prior to presentation and rubric for assessing reflection in the presentation.
- Group journals and discussion boards.
- Oral histories
- Artistic reflections
- Policy action papers



FORMATS

ACTIVITY



- Look over a few of the reflection ideas you have considered for your class. Now consider:
- How might different structures (unstructured, semi-structured, structured) serve the purpose of this reflection? Describe what the reflection might look like.
- How might using different participants (individual, pairs, groups, class) work for this reflection? Which participant type works better for this reflection?
- How could you redesign this reflection using different kinds of media? What might be the benefits of using one medium over another?

Activity 3: Formats [slides 25-29]

Note down a few possible reflections you have brainstormed for your class:	How might different structures (unstructured, semi-structured, structured) serve the purpose of this reflection? What might the reflection look like?	How might using different participant types (individual, pairs, groups, class) work for this reflection? Which type works better for this reflection and why?	How could you redesign this reflection using different kinds of media? What might be the benefits of using one medium over another?
1.			
2.			
3.			

EVALUATION AND ASSESSMENT

IN 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.
- Include language in rubric that encourages critical exploration and thoughtful discussion, rather than “correct” answers. Provide feedback that encourages students to keep re-evaluating their positions, broadening their perspective, and strengthening their arguments.
- Involve partners in developing reflections and assessment criteria. This can help keep you and your students focused on advancing the organization’s mission, promoting an accurate understanding of the populations served, and generating effective solutions.
- A preliminary ungraded demonstration reflection assignment allows students to become familiar with your expectations and how you use your grading rubric.

See CICE’s *Service Learning Handbook* for ideas and resources

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
- *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

ASSESSMENT – COURSE CONTENT, CRITICAL THINKING AND DISCIPLINE-BASED SKILLS

- Knowledge (What do you know?)
- Comprehension (What do you understand?)
- Application (Can you use the knowledge you have learned?)
- Analysis (Have you given the knowledge meaning and sense beyond the obvious?)
- Synthesis (Have you taken in the knowledge and personalized it?)
- Problem solving (Can you generate effective solutions to practical problems?)
- Evaluation (Have you appraised the value and worth of the project?)

SYNTHESIZING CLASSROOM TEXTS AND SERVICE- LEARNING AS TEXT	RATING CATEGORIES			
	Beginning	Developing	Competent	Accomplished
<p>Connections and Contrasts:</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>Critical Thinking:</p> <p>How has your understanding and approach to topic X 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>

DISCIPLINE-BASED SKILLS Problem Solving (I)	RATING CATEGORIES			
	Beginning	Developing	Competent	Accomplished
<p>Identify Strategies / Propose Solutions/Hypotheses</p> <p>Why did I choose the approach I did? In what capacities were members of the community involved? What contextual factors (ethical, cultural. Etc.) do I need to consider?</p>	<p>Identifies one or more approaches for solving the problem that do not apply within a specific context.</p> <p>Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.</p>	<p>Identifies only a single approach for solving the problem that does apply within a specific context.</p> <p>Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.</p>	<p>Identifies multiple approaches for solving the problem, only some of which apply within a specific context.</p> <p>Proposes one or more solutions/hypotheses that indicates comprehension of the problem.</p> <p>Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.</p>	<p>Identifies multiple approaches for solving the problem that apply within a specific context.</p> <p>Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem.</p> <p>Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p>

DISCIPLINE-BASED SKILLS PROBLEM-SOLVING (II)	RATING CATEGORIES			
	Beginning	Developing	Competent	Accomplished
<p data-bbox="211 345 537 468"> Implement and Evaluate Potential Solutions </p> <p data-bbox="155 568 588 1045"> What could I have done better or differently? How can I improve? What information or training do I need to do this better? What alternative strategies could I try? Who should I consult for answers / advice? </p>	<p data-bbox="616 345 1054 825"> Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. </p> <p data-bbox="616 873 1054 1130"> Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors. </p> <p data-bbox="616 1145 1054 1310"> Implements the solution in a manner that does not directly address the problem statement. </p>	<p data-bbox="1075 345 1513 1045"> Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner. </p>	<p data-bbox="1533 345 1972 873"> Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. </p> <p data-bbox="1533 831 1890 873"> Identify Strategies </p>	<p data-bbox="1992 345 2430 1182"> Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem. </p>

ASSESSMENT – PERSONAL GROWTH

PERSONAL GROWTH	RATING CATEGORIES			
	Beginning	Developing	Competent	Accomplished
Interpersonal Communication	Limited communication in civic contexts, little evidence of ability to listen and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives. Tailors communication strategies with others to establish relationships to further civic action
How has your service-learning experience informed your moral outlook and sense of self? 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.

ASSESSMENT - CIVIC LEARNING

CIVIC UNDERSTANDING	RATING CATEGORIES			
	Beginning	Developing	Competent	Accomplished
Understanding of Civic Issues through engagement with classroom texts	Fails to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
Understanding Community Needs in Context	Does not identify reasons the service may be needed.	Describes the social, cultural, political, or economic issues contributing to the need for service in the community but only provides the community agency perspective	Describes the social, cultural, political, or economic issues contributing to the need for service in the community through a range of perspectives, including the community agency and academic sources	Acknowledges multiple perspectives, stakeholders, and/or competing needs.

CULTURAL DIVERSITY AND SOCIAL ACTIVISM	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.
Leadership and social activism	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective analysis about the aims and accomplishments of one's actions

CIVIC RESPONSIBILITY AND PARTICIPATION	RATING CATEGORIES			
	Beginning	Developing	Competent	Accomplished
<p>Assess your contribution to civic engagement. Why does civic engagement matter? What is your role and responsibility in civic change? What you learned about yourself as a civic member and change agent?</p>	<p>Student demonstrates limited awareness of the importance and purpose of civic engagement and limited awareness of personal responsibility to community.</p> <p>Provides little evidence of experience in civic-engagement activities and does not connect experiences to civic identity.</p>	<p>Expresses awareness of need for civic engagement but does not articulate the purpose or make the connection to own civic responsibility.</p> <p>Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action. Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.</p>	<p>Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.</p> <p>Provides evidence of experience in civic engagement activities and is able to describe the aims and accomplishments of this activity.</p>	<p>Student provides an insightful and clarified sense of own civic responsibility and identity and a realistic assessment of strengths and weaknesses as civic agent.</p> <p>Provides strong evidence of experience in civic engagement activities and demonstrates independent experience and initiative, and ability to work collaboratively in achieving a civic aim</p>

Activity 4: Assessment [slides 31-43]

Describe 1 or 2 reflection assignments for your class	Form of assessment: self / peer / group / class / instructor? Why?	What assessment criteria or points would you include in an assessment rubric for this reflection?

DISCUSSION

- What challenges do you see you in integrating reflection(s) into your service-learning course?
- What help do you need in successfully integrating reflection activities in your course?



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=sliceeval>
- 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

RUBRICS FOR ASSESSING SERVICE-LEARNING REFLECTION ASSIGNMENTS

- 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. <https://www.deanza.edu/vida/documents/lateral%20Rubric%20to%20Assess%20Reflec%20Papers%20final.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
- Service-learning Sample Rubrics, University of Nevada, Los Vegas. https://www.unlv.edu/sites/default/files/page_files/27/ServiceLearning-SampleRubrics.pdf

BUILDING A SERVICE-LEARNING PRACTITIONER COMMUNITY



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- Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San-Francisco: Jossey-Bass.
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- Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Painter, D.L., Howell, C., (2020). “Community Engagement in the Liberal Arts: How Service Hours and Reflections Influence Course Value.” *Journal of Experiential Education*, 43(4).
- Rolfe, G., Freshwater, D. and Jasper, M. (2001). *Critical reflection in nursing and the helping professions: a user’s guide*. Basingstoke: Palgrave Macmillan
- Service-Learning Course Design Workbook, *Michigan Journal of Community Service Learning*, (2001) https://www.fullerton.edu/CICE/_resources/pdfs/faculty/Service-LearningCourseDesign.pdf

THANK YOU!

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