



Community Engaged Learning Reflection Tools

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THE FOUR C'S OF CRITICAL REFLECTION

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Continuous- an ongoing process throughout the duration of the project

Connected- linked to coursework and academic outcomes

Challenging- rigorous academic standards, which develop critical thinking skills and reinforce student competencies

Contextual- meaningful for students and supports personal development

Adapted from Eyler, Giles and Schmiede (1996) A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections. Nashville: Vanderbilt UP.

EXAMPLES OF REFLECTION ACTIVITIES

Blog: Students write a blog that reflects on their service learning experience and invites the instructor, classmates, and community partners to provide feedback.

Case Studies: Students read and or discuss case studies to gain information about service learning projects and to learn what to expect when working in the community.

Creative Projects: Students create an art project, or a creative writing project that reflects their service learning experience and how it impacted the community and the student.

Discussions: Students discuss their work with the instructor, classmates, and community partners to assist in the processing of their experience. Discussions can be formal or informal, structured or unstructured and provide opportunities for students to gain feedback during the service learning experience.

Essays/Papers: Students write a final paper that reflects upon their service learning experience in terms of how goals were accomplished, how the community was impacted, and how the student was impacted.

Goal Setting Activities: Students identify personal goals before the start of their service learning experience and reflect throughout the duration of the project on if goals are being met.

Interviews: The instructor interviews students on their service learning experience to give students the opportunity to reflect on the learning that took place.

Journals/Structured Journals: Students document their thoughts, feelings, observations, and activities during the entire duration of their service learning experience. This can be done in free form, or through prompted questions posed by the instructor. Journals can be utilized by individual students to support self-awareness, and or can also be utilized by teams of students, to promote interaction. Journaling can be required on a daily/weekly/monthly basis.

Portfolio: Students organize evidence and materials in a portfolio that reflects their accomplishments and specific learning outcomes during the duration of their service learning experience.

Presentations: Students conceptualize their service learning experience by constructing a presentation that reflects their work in terms of accomplishments and impact on both the community and on the student.

Readings: Students read assigned materials to gain a broader context of service learning. Readings can become the basis of discussions and other reflections.

Video Reflection: Students generate a video documenting their service learning experience in terms of what was accomplished and the impact on both the community and the student.