

Guiding Reflection Questions

Ash, S.L., Clayton, P.H., & Atkinson, M.P. (2005). Integrating reflection and assessment to capture and improve student learning. *Michigan Journal of Community Service Learning*, Spring, 49-60.

1. What did I learn?
2. How, specifically, did I learn it?
3. Why does this learning matter, or why is it significant?
4. In what ways will I use this learning, or what goals shall I set in accordance with what I have learned in order to improve myself, the quality of my learning, or the quality of my future experiences or service?

Three stage model – *describing, analyzing, and articulating learning*.

Article explains in detail their strategy for reflection that integrates learning objectives, critical thinking, reflection, etc.

Cooper, M. (2004). Reflection: getting learning out of serving.
<http://www.fiu.edu/~time4chg/Library/reflect.html>

The Three Levels of Reflection

- **The Mirror (A clear reflection of the Self)**
Who am I? What are my values? What have I learned about myself through this experience? Do I have more/less understanding or empathy than I did before volunteering? In what ways, if any, has your sense of self, your values, your sense of "community," your willingness to serve others, and your self-confidence/self-esteem been impacted or altered through this experience? Have your motivations for volunteering changed? In what ways? How has this experience challenged stereotypes or prejudices you have/had? Any realizations, insights, or especially strong lessons learned or half-glimpsed? Will these experiences change the way you act or think in the future? Have you given enough, opened up enough, cared enough? How have you challenged yourself, your ideals, your philosophies, your concept of life or of the way you live?
- **The Microscope (Makes the small experience large)**
What happened? Describe your experience. What would you change about this situation if you were in charge? What have you learned about this agency, these people, or the community? Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, sadness? Do you feel your actions had any impact? What more needs to be done? Does this experience compliment or contrast with what you're learning in class? How? Has learning through experience taught you more, less, or the same as the class? In what ways?
- **The Binoculars (Makes what appears distant, appear closer)**
From your service experience, are you able to identify any underlying or overarching issues

Kelly Costain
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which influence the problem? What could be done to change the situation? How will this alter your future behaviors/attitudes/and career? How is the issue/agency you're serving impacted by what is going on in the larger political/social sphere? What does the future hold? What can be done?

Bringle, R.G. & Hatcher, J.A. (1999). Reflection in service learning: Making meaning of experience. *Educational Horizons*, 77(4), 179-185.

TYPES OF REFLECTIVE JOURNALS

Key Phrase Journal: Students are asked to integrate an identified list of terms and key phrases into their journal entries as they describe and discuss their community service activities. Students may be asked to underline or highlight the key phrases in order to identify their use.

Double-entry Journal: Students use a spiral notebook. Left side of journal: description of service experiences, personal thoughts, and reactions to service activities. Right side of journal: discussion of how the first set of entries relates to key concepts, class presentations, and readings. Students may be asked to draw arrows indicating the relationships between their personal experiences and the formal course content.

Critical Incident Journal: Focus on a specific event that occurred at the service site. Then respond to prompts designed to explore thoughts, reactions, future action, and information from the course that might be relevant to the incident. For example:

Describe an incident or situation that created a dilemma for you because you did not know how to act or what to say.

Why was it such a confusing event?

How did you, or others around the event, feel about it?

What did you do, or what was the first thing that you considered doing?

List three actions that you might have taken, and evaluate each one.

How does the course material relate to this issue, help you analyze the choices, and suggest a course of action that might be advisable?

Three Part Journal: Students are asked to respond to three separate issues in each of their journal entries: (a) Describe what happened in the service experience, including what you accomplished, some of the events that puzzled or confused you, interactions you had, decisions you made, and plans you developed. (b) Analyze how the course content relates to the service experience, including key concepts that can be used to understand events and guide future behavior. (c) Apply the course materials and the service experience to you and your personal life, including your goals, values, attitudes, beliefs, and philosophy.

Directed Writings: Students are asked to consider how a particular aspect of course content from the readings or class presentations, including theories, concepts, quotes, statistics, and research findings, relate to their service experiences. Students write a journal entry based on key issues encountered at the service site.

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Schmiede, A.E. (1995). Using focus groups in service-learning: Implications for practice and research. *Michigan Journal of Community Service Learning*, 2(1), 63-71.

(from focus groups, but same idea)

1. We are interested in your views about how important issues in our society should be solved. What are some of the issues you have observed or heard about in your community service experiences?
2. How would you describe this issue?
3. What are some things that come to mind when confronted with this issue?
4. What caused this?
5. How would you gather information about this?
6. What are some possible solutions? Can you think of anything else to do?
7. What steps would have to be taken to implement your solution(s)? What are possible barriers to implementation?
8. If you wanted to get personally involved in solving this problem in your community what would you do? What steps would you take?
9. What have you learned from your volunteer service that makes you a more effective participant in the community?
10. Are there some “rules of thumb” or guidelines for community involvement that you think people should know in order to be effective in community action? What skills or knowledge are necessary to be effective?

WEBSITES

1. <http://www.westerntc.edu/servicelearning/pdf/Reflection%20Packet%20for%20s-1%20students.pdf> (guided reflection exercises for service-learning projects)
2. <http://www.floridacompact.org/resources/reflection/SL-ReflectionActivities.pdf> (summary of 24 service-learning reflection activities)
3. <http://service-learning.osu.edu/docs/reflection.pdf> (reflection document: what it is, goals, framework, student learning styles, using reflection effectively, questions that prompt reflection, sample reflection exercises)