

# Service-Learning 101

## Reflection

# How do you do Service-Learning?

1. Roles
2. Relevance
3. Reciprocity
4. Reflection
5. Risk Management
6. Reporting



6 R's

# Reflection (Students)

“Reflection encourages students to think deeply:

- What did I learn?
- How am I different after this experience?
- How would I do this differently next time around?

It is evident that reflection represents the most important value added component of service and engaged learning.”

(Workman and Berry, 2010)

# Reflection (Instructors)

Service-Learning instructors should ask themselves the following questions related to student reflection:

- Is reflection about the service-learning experience built into the course?
- Does the reflection clearly link the service to the course content and objectives?
- Is the reflection structured in terms of description, expectations, and criteria for assessing the activity?
- Does the reflection include opportunities for students to explore, clarify, and alter their values?

# What?

- What do I expect to get out of this experience?
- What did I observe during my visit?
- What is the mission or goal of the agency?
- How was I of service?
- What roles am I taking on?
- What about myself did I share with others?
- What did others share with me?
- What does it feel like to change my roles?

# So What?

- What am I learning about others and myself?
- What impact did today's visit have on me?
- What did I do that was effective?
- Why was it effective?
- What is the relationship between my community service world and my other worlds?
- What has surprised me about this experience?

# Now What?

- Is it important to me to stay involved in the community?
- How will my efforts working with this partner contribute to social change?
- How will my efforts working with this partner contribute to my career?
- What changes would I make in this experience if it were repeated?
- Will I continue to be of service?