

Developing Quality Service-Learning Courses through Intentional Design of Reflection and Partnerships

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Tennessee State University
January 22, 2010

Opening Reflection

Establishing the Context to Guide SL Instructional Design

- **Who are my students? What experience / skills / knowledge / abilities / interests / etc. do they bring to this work? What do they not bring?**

- **Who am I? What experience / skills / knowledge / abilities / interests / etc. do I bring to this work? What do I not bring?**

- **Who are my community partners in this work? What experience / skills / knowledge / abilities / interests / etc. do they bring to this work? What do they not bring?**

- **What are the public purposes of my discipline? What social / civic issues are related to my course content?**

- What are the objectives underlying this work? For learning? For service? Who is to have a voice in determining objectives?

- What would “success” mean in this effort to integrate service-learning into this course?

- What challenges / obstacles / constraints do we face in integrating service-learning into this course successfully?

- What is needed in terms of capacity building among all participants in order for this effort to succeed, in light of all of the above? What resources might we draw on?

Session Agenda

Overview of Service-Learning, including Design Continuum

Designing Reflection in SL: Key Ideas

- 1) Reclaiming Reflection
- 2) Reflection Strategies
- 3) Design Tool: Bloom's Taxonomy
- 4) Reflection Mechanisms / DEAL Model
- 5) Formative & Summative Assessment / Critical Thinking

Designing Partnerships in SL: Key Ideas

- 1) Typology of Partnerships
- 2) Relationships vs. Partnerships
- 3) SOFAR Model
- 4) Assessing Capacity to Partner
- 5) Counter-normative "Co-" roles

Defining Service-Learning

Since Robert Sigmon's seminal article "Service-learning: Three Principles" (1979) helped to establish and formalize the pedagogy, individuals, as well as programs and institutions, have created numerous definitions for "service-learning." Although specific understandings vary, as the field has grown and matured, the range of definitions has begun to converge on several core characteristics of service-learning. A few oft-cited definitions include:

Service-learning is a "course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility."

~ Bringle, R., Hatcher, J., & McIntosh, R. *Analyzing Morton's Typology of Service Paradigms and Integrity*. *Michigan Journal of Community Service Learning*, Fall 2006, Vol 13, No. 1.

Service-learning is a "method under which students... learn and develop through active participation in thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with... an institution of higher education...and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students... and includes structured time for the students...to reflect on the service experience."

~ *National and Community Service Trust Act of 1993*.

"Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey's: the interaction of knowledge and skills with experience is key to learning... Learning starts with a problem and continues with the application of increasingly complex ideas and increasingly sophisticated skills to increasingly complicated problems."

~ Thomas Ehrlich, in: *Barbara Jacoby and Associates. Service-Learning in Higher Education: Concepts and Practices*. San Francisco, CA: Jossey-Bass, 1996.

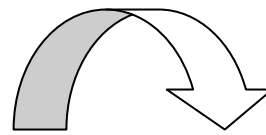
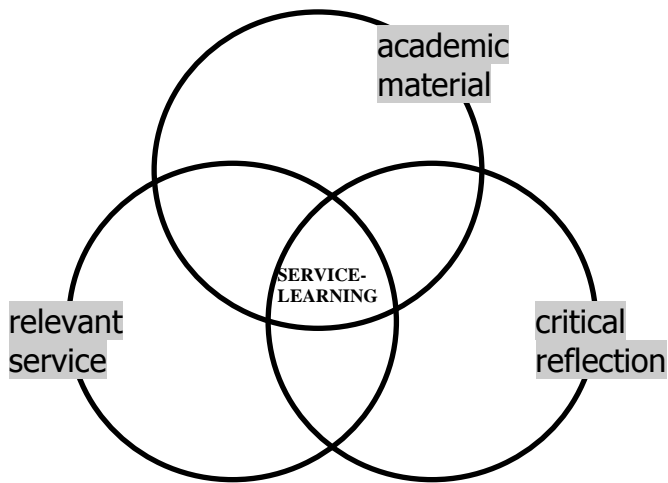
Consensus on the essential elements of the pedagogy:

- integration of learning goals and service goals
- academic learning goals supplemented with at least civic learning goals and maybe other categories of learning as well (e.g., personal growth, professional development, multi-cultural learning, ethical inquiry)
- organized, structured process
- reciprocal (or, mutually-transformative) collaboration among students, faculty/staff, community members, and institution that fulfills shared objectives and builds capacity among all partners
- structured reflection
- duration and intensity sufficient to produce meaningful learning and service outcomes

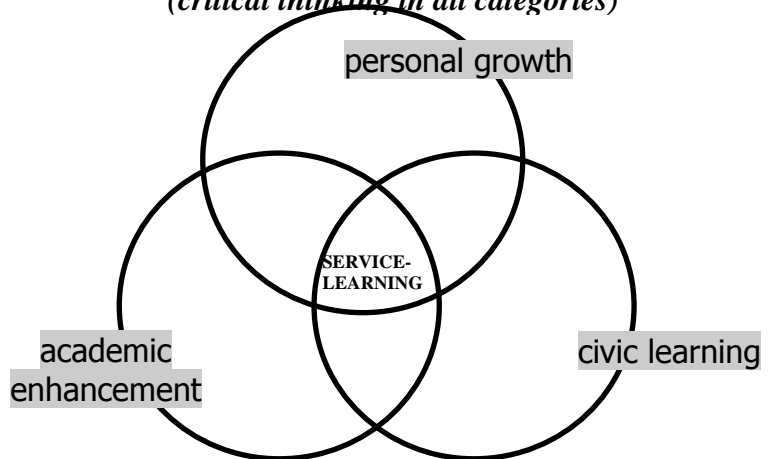
Conceptualizing Service-Learning as Pedagogy

Service-learning (S-L) is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth, and civic learning. Students render meaningful service in community settings that present them with experiences related to academic material. Through guided reflection, students—individually and in groups—examine their experiences critically and articulate specific learning outcomes, thus enhancing the quality of their learning and of their service. Students, faculty, and community members all serve as co-educators, co-learners, co-servers, and co-generators of knowledge.

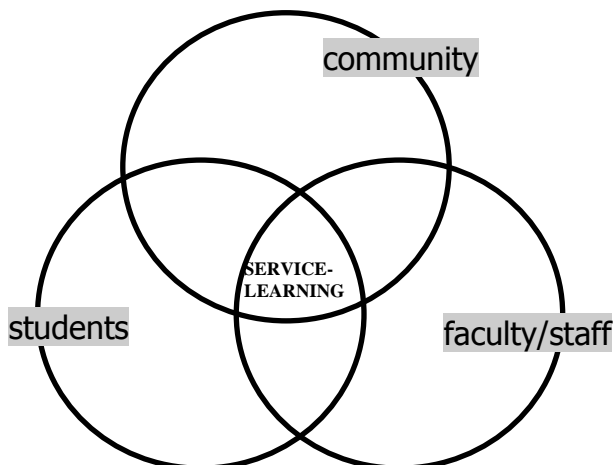
Components of S-L



Learning Goal Categories of S-L (critical thinking in all categories)



Partners in S-L



Examples of S-L Implementation along a Continuum of Intensity-Levels

Example #1: Students ...

- engage in two Saturday mornings of service as a class
- write a 2 page response paper after each (guided by prompts for connecting experience to course content and for analyzing from personal and civic perspectives)
- draw on their experiences in class discussions

Example #2: Students ...

- engage in 12 hours of service over the course of the semester
- participate in a range of in-class critical reflection activities that integrate experiences with course material
- participate in a class-wide WebCT bulletin board discussion of the service experiences
- write an analytical paper integrating their experiences with course materials
- present a final poster summarizing academic/personal/civic outcomes

Example #3: Students ...

- engage in 20 hours of service over the course of the semester
- participate in a range of in-class critical reflection activities that integrate their experiences with course material
- keep a weekly guided journal for critical reflection over the course of the semester
- participate in a class-wide and site-specific group WebCT bulletin board discussion of their experiences
- write an analytical paper that integrates research into the issues faced by community partner and course materials,
- give a final presentation that demonstrates academic/personal/civic learnings

Example #4: Students ...

- engage in 25 or more hours of high responsibility-level service projects over the course of the semester
- participate in a range of in-class critical reflection activities that integrate their experiences with course material
- keep a weekly guided journal for critical reflection over the course of the semester,
- participate in a class-wide, site-specific, and mixed group WebCT bulletin board discussion of the service experiences
- participate in six 2-hour out-of-class reflection sessions guided by a trained student leader
- write an analytical paper that integrates research into the issues faced by community partner and course materials
- give a final collaborative public presentation that demonstrates academic/personal/civic learnings and that applies those learnings to new situations

Example #5: Students ...

- collaborate with faculty mentors, community members, and other students to design a semester- or summer-long independent study or capstone project or internship, including
 - conducting background research
 - establishing learning objectives
 - developing a curriculum and designing a corresponding strategy for critical reflection
- engage in a semester- or summer long project
- conduct ongoing research related to the project and move through curriculum / readings
- meet regularly with one another and with their faculty and community mentors for project management and evaluation and for critical reflection on their project experiences in light of their learning and service objectives
- produce the product agreed upon with their faculty mentors and community partners
- produce an analytical paper or poster presentation that integrates their research and their curriculum into the issues faced by their community partner
- give a final collaborative public presentation that demonstrates academic/personal/civic learnings and that applies those learnings to new situations

Implications of Continuum for the Design of Reflection and Partnerships?

Designing Critical Reflection in SL: Key Ideas

Reclaiming Reflection

“Reflection”

“Critical reflection”

What is Critical Reflection?

**“Experience is the best teacher – Or is it?”
(Conrad and Hedin)**

“active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends”

Dewey, J. (1910). *How we think*

“a continual interweaving of thinking and doing”

Schön, D. (1983). *The reflective practitioner: How professionals think in action*

to “integrate the understanding gained into one’s experience in order to enable better choices or actions in the future as well as enhance one’s overall effectiveness”

Rogers, R. (2001). Reflection in higher education: A concept analysis.
Innovative Higher Education

**“We had the experience but missed the meaning”
Eliot, T.S (1943) *The Four Quartets***

Critical Reflection

1) Generates

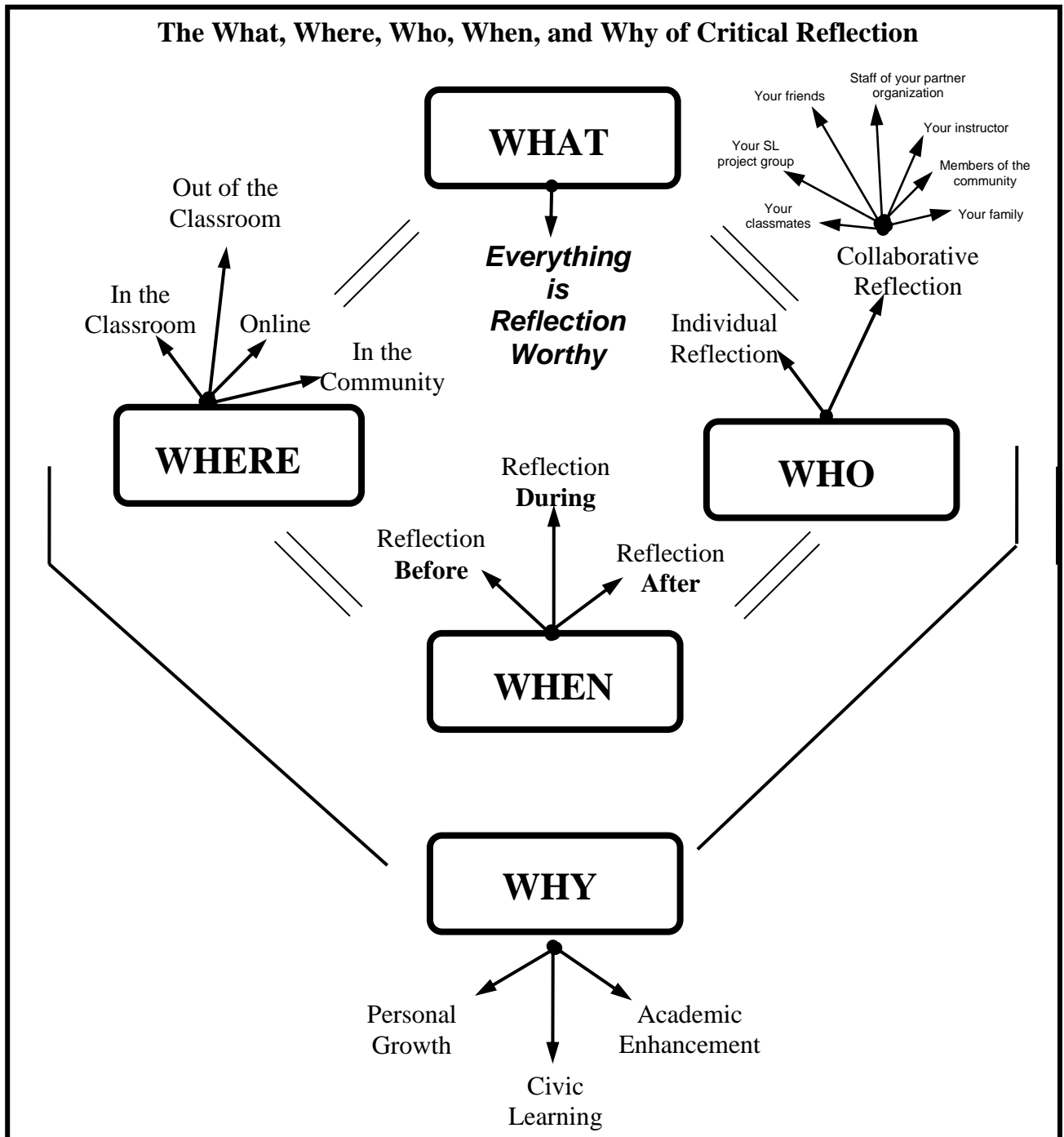
2) Deepens

3) Documents

Learning

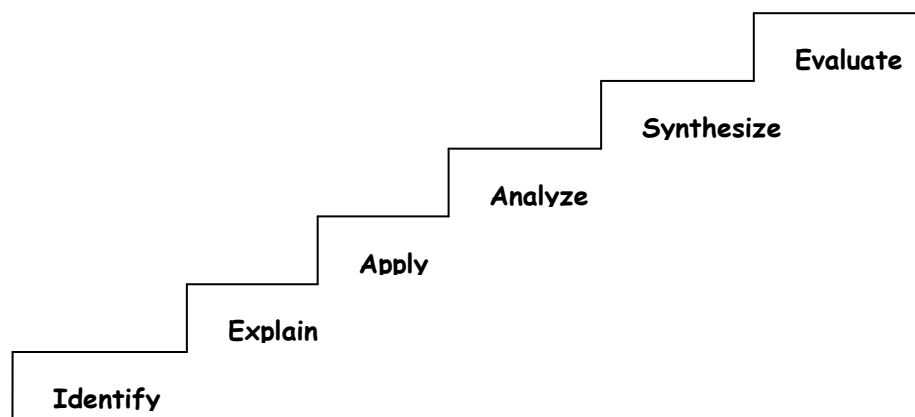
Designing Your Reflection Strategy

- Match with design of learning process and integrate with other assignments / activities
- Combine multiple mechanisms: Written, oral, individual, and collaborative ... let them build
- Use early – middle – late overlay
- Provide scaffolding & guided practice (learning to learn through reflection), in part through feedback
- Create “safe yet critical” spaces for reflection



Design Tool: Bloom's Taxonomy of the Cognitive Domain

Bloom's Classification	Examples of Learning-Related Behaviors
Knowledge	<i>Identify, define, order</i>
Comprehension	<i>Explain, restate</i>
Application	<i>Apply, solve, choose</i>
Analysis	<i>Analyze, compare, contrast</i>
Synthesis	<i>Synthesize, develop, propose</i>
Evaluation	<i>Evaluate, assess, judge, critique</i>



Learning Goal	Learning Objectives (LOs)
<p><i>Category:</i> Academic Enhancement</p> <p><i>Goal:</i> I want students to understand and be able to use Chickering and Gamson's 7 principles for good practice in undergraduate education</p>	<p>LO #1 Students will identify the 7 principles</p>
	<p>LO #2 Students will explain the 7 principles in their own words so that someone not familiar with them could understand them</p>
	<p>LO #3 Students will apply the 7 principles to their roles as teachers of young children or elderly residents in the community, using them to design learning activities</p>
	<p>LO #4 Students will analyze the similarities and differences between the 7 principles as outlined in the text and as experienced with their learner population in the community</p>
	<p>LO #5 Students will propose changes to the 7 principles</p>
	<p>LO #6 Students will evaluate both their implementation of the 7 principles (original and revised) with their learner population and the relevance of the principles for this population</p>

Designing a Reflection Mechanism

- Determine learning goals in advance
- Develop prompts to guide reflection in accordance with the learning goals
- Share with the students elements of sound reasoning and apply them as standards to deepen reflection (don't "miss the meaning")
- Develop a mechanism capturing and expressing key learnings
- Support students in using / acting on their learning, including setting goals

A Continuum of Possibilities (examples in the category of Personal Growth)

Example reflection activity #1:

Reflect on your strengths and weaknesses

Example reflection activity #2:

List and explain 2 of your strengths and 2 of your weaknesses

Example reflection activity #3:

List and explain 2 of your strengths and 2 of your weaknesses. Share with a neighbor. Together, select the strength that, for each of you, is more relevant to / helpful in your role as a teacher

Example reflection activity #4:

According to Parker Palmer, "limitations are the flip side of our gifts ... a particular weakness is the inevitable trade-off of a particular strength." There is nothing "wrong" with us that we need to "fix," he suggests. Rather, we are who we are; sometimes our personal characteristics serve us well (and we think of them as strengths), and sometimes they serve us ill (and we think of them as weaknesses). [Let Your Life Speak, 2000]

Individually and in writing ...

- Identify and explain a personal characteristic that you tend to think of as a weakness in your role as a teacher
- Apply Palmer's discussion: What gift or strength do you think this "weakness" might be the flip side of?

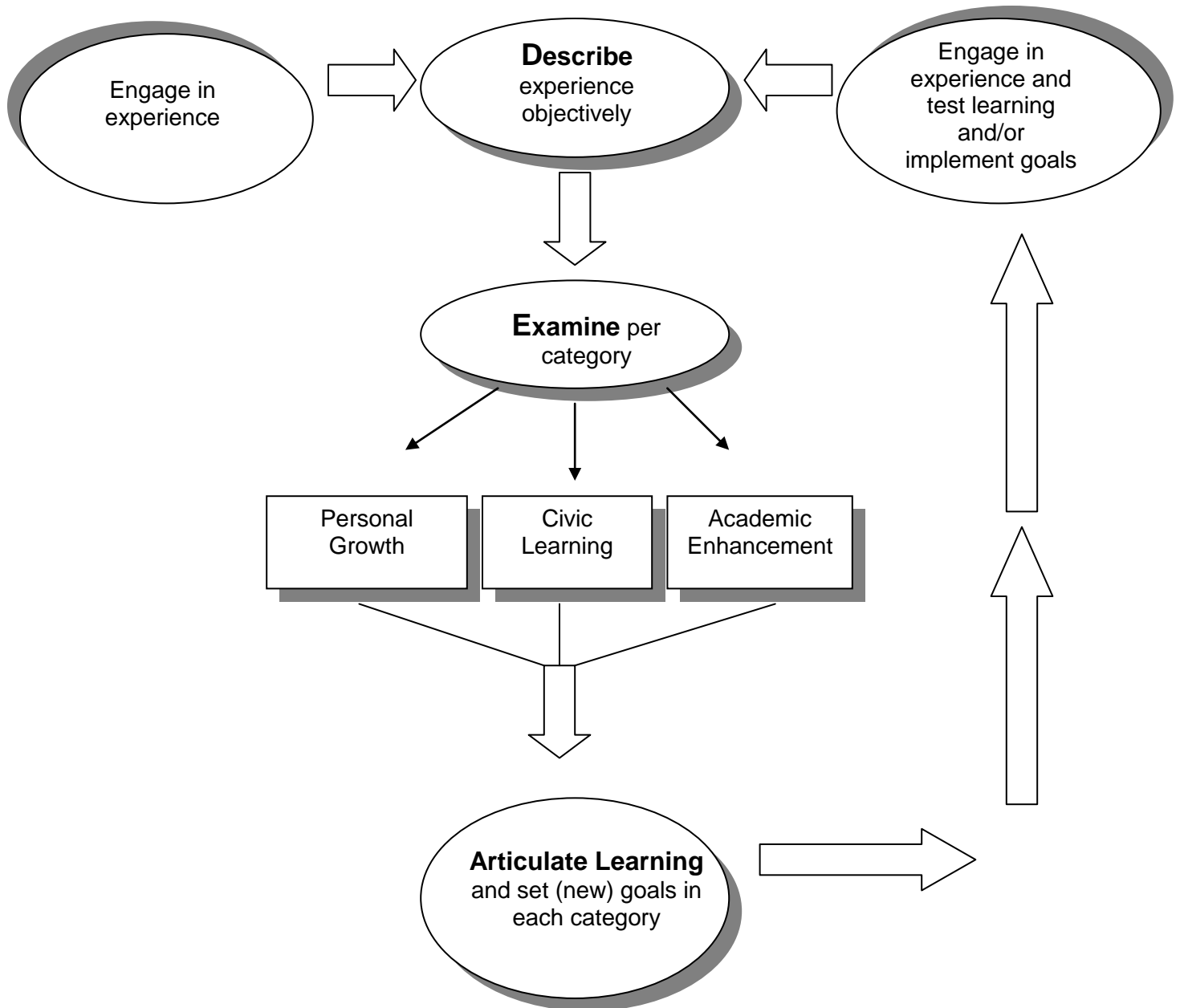
Discuss with a neighbor ...

- Compare and contrast a teaching-related situation in which the weakness emerged and one in which the flip side strength emerged. Why do you think each emerged as it did and what were the consequences?
- If Palmer is correct regarding the relationship between our strengths and weaknesses, what do you think are the implications for our approach to personal and professional development as teachers?

Individually and in writing ...

- Do you agree with Palmer? Why or why not?

Schematic Overview of the DEAL Model for Critical Reflection



Sample DEAL Prompts

Describe (objectively)

- When did this experience take place?
- Where did it take place?
- Who else was there? Who wasn't there?
- What did I do? What did others do? What actions did I / we take?
- What did I / we say or otherwise communicate?
- Who didn't speak or act?
- Did I / others laugh, cry, make a face, etc.?
- What did I / we hear? See? Smell? Taste? Touch?
- Why did the situation occur?

Examine – Academic Enhancement (Bloom objectives-based)

1. Identify specific academic material related to your SL activities that you now understand better – OR—that you now realize you still need to learn or become proficient in as a result of reflection on that experience.
2. Explain the material so that someone unfamiliar with it could understand it.
3. Apply the material to your SL experience (E.g., when did you see it, or note its absence? How did / could you or someone else use it?)
4. Compare and contrast your initial understanding of the academic concept and your experience of it:
 - In what specific ways are your understanding and the experience the same and in what specific ways are they different?
 - What are the possible reasons for the difference(s) (E.g., bias, assumptions, lack of information on your part or on the part of the author / instructor / community?)

Examine – Civic Learning (goal-based)

- What was I / someone else trying to accomplish? In taking the actions I / they did, was the focus on symptoms of problems or causes of problems? Was the focus (symptom or cause) appropriate to the situation? How might I / they focus more on underlying causes in the future?
- What roles did each person / group / organization involved in the situation play and why? What alternative roles could each have played? Did I / other individuals act unilaterally or collaboratively and why? Should I / they have worked with others in a different way?
- In what ways did differentials in power and privilege emerge in this experience? What are the sources of power and privilege in this situation, and who benefits and is harmed? How might any inappropriate dependencies be eliminated?
- How did leadership emerge in this situation, on my / others part?
- What is in the interest of the common good in this situation? In what ways is the individual good (mine / others) linked to and/or contrary to the common good? What tradeoffs between them are involved? In what way did any other tradeoffs (long-term / short-term; justice / efficiency; etc.) emerge in this situation? Who made the trade-offs? Were the trade-offs made appropriate or inappropriate and why?
- How does this experience help me to better understand my partner organization's vision, mission, and goals? What does it reveal about the relationship between the organization and those it serves? What does it suggest about how this relationship might be improved?

Or, in contexts (such as international SL) in which civic learning is framed explicitly in terms of *global citizenship*, such prompts as:

- What connections (economic, political, environmental, social, cultural, historical) does this experience suggest between local (my home community? the host community?) and global communities?
- What are the points of tension surfaced in this experience between my responsibilities to each of these local communities and to global communities? What trade-offs do I experience between my

responsibility to my home community and to this community? How might these trade-offs impact the choices made at home and vice versa?

- To what extent and in what ways does this experience suggest that I am a “citizen” of my host country while I am there? In what ways should I/do I have voice in this community?
- How do members of this community define concepts such as ‘community,’ ‘leadership,’ ‘power,’ etc.? What are the similarities and differences between their definitions and my own? What role does nationality / ethnicity / culture / history / etc. play in these differences?

Examine – Personal Growth (Goal-based then Objective-based)

I. Surface a personal characteristic

- What assumptions or expectations did I bring to the situation? How did they affect what I did or didn’t think, feel, decide, or do? To what extent did they prove true? If they did not prove true, why was there a discrepancy?
- How did this experience make me feel (positively and/or negatively)? How did I handle my emotional reactions (e.g., what did I do as a result of my feelings)? Should I have felt differently? Why or why not?
- In what ways did I experience difficulties (e.g., interacting with others, accomplishing tasks,) and what personal characteristics contributed to the difficulties (e.g., skills, abilities, perspectives, attitudes, tendencies, knowledge)? In what ways did I succeed or do well in this situation (e.g., interacting with others, accomplishing tasks, handling difficulties) and what personal characteristics helped me to be successful (e.g., skills, abilities, perspectives, attitudes, tendencies, knowledge)?

II. Develop understanding of that personal characteristic (using Bloom explicitly)

1. Identify a personal characteristic that you are beginning to understand better
2. Explain the characteristic (so that someone who does not know you would understand it).
3. Apply: How does / might this characteristic positively and/or negatively affect your interactions with others, your decisions, and/or your actions in your service-learning activities and (as applicable) in other areas of your life?
4. Analyze: What are the possible sources of / reasons for this characteristic? How does your understanding of these sources / reasons help you to better understand what will be involved in using, improving, or changing this characteristic in the future?

Articulate Learning

“I learned that” should...

- Express an important learning, not just a statement of fact
- Provide a clear and correct explanation of the concept(s) in question so that someone not in the experience could understand it.
- Explain your enhanced understanding of the concept(s), as a result of reflection on your experience
- Be expressed in general terms, not just in the context of your experience (so that the learning can be applied more broadly to other experiences)

“I learned this when” should....

- Connect your learning to your specific activities, making clear what happened in the context of that experience so that someone who wasn’t there could understand it.

“This learning matters because” should...

- Consider how the learning has value, both in terms of your project-related activities and in broader terms, such as:
 - Other organizations or issues
 - Other activities you participate in
 - Other personal interests or professional goals.
 - Other courses

“In light of this learning” should...

- Set specific and assessable goals and consider the benefits and challenges involved in fulfilling those goals
- Tie back clearly to the original learning statement.

Formative and Summative Assessment

Critical Thinking

Review the following statements and consider what feedback you'd like to give the authors in order to improve the quality of their reasoning and of their interactions with others.

A: "Everybody knows that smoking is bad, so parents shouldn't smoke when they have children; those parents who do smoke obviously just don't care about their kids."

B: "I was not used to working with so many kids. This made me nervous and I do not like being nervous. This is important to know because I know that in the future I do not want to have a job that requires me to work with children. After I worked with them for a few weeks and got to know them the nervousness wore off and I became comfortable. This was important because it allowed me to be the best role model I could be."

C: "Being effective at improving the lives of a group of disadvantaged people (in this case the academic performance of underprivileged children) includes not only being good at the specific task or activity we are bringing to the community (explaining academic concepts to them), but also making them feel special and loved. This helps to make them more receptive to our efforts. It became clear that the more we got to know the kids and showed them that we actually cared about them, the more willing they were to pay attention to us and their homework. For example, when I first started working with William, he wouldn't even look at me or acknowledge my presence. But every week I brought him little gifts, like candy and stickers, and slowly he began to warm up to me so that now he runs up when I come in and is ready to get to work... This matters because underprivileged children are not getting the attention that they need at home..."

DEAL Model Critical Thinking Table

Critical Thinking Standard	Description	Associated questions to ask to check your thinking
Integration	<i>Service experience clearly related to the learning</i>	<ul style="list-style-type: none"> ▪ Have I clearly shown the connection between my experience and my learning?
Clarity	<i>Expands on ideas, express ideas in another way, provides examples or illustrations where appropriate.</i>	<ul style="list-style-type: none"> ▪ Did I give an example? ▪ Is it clear what I mean by this? ▪ Could I elaborate further?
Accuracy	All statements are <i>factually correct</i> and/or <i>supported with evidence</i> .	<ul style="list-style-type: none"> ▪ How do I know this? ▪ Is this true? ▪ How could I check on this or verify it?
Precision	Statements contain <i>specific information</i>	<ul style="list-style-type: none"> ▪ Can I be more specific? ▪ Have I provided sufficient detail?
Relevance	All statements are <i>relevant to the question</i> at hand; all statements connect to the central point.	<ul style="list-style-type: none"> ▪ How does this relate to the issue being discussed? ▪ How does this help us/me deal with the issue being discussed?
Depth	<i>Explains the reasons behind conclusions and anticipates and answers the questions that the reasoning raises and/or acknowledges the complexity of the issue.</i>	<ul style="list-style-type: none"> ▪ Why is this so? ▪ What are some of the complexities here? ▪ What would it take for this to happen? ▪ Would this be easy to do?
Breadth	<i>Considers alternative points of view or how someone else might have interpreted the situation.</i>	<ul style="list-style-type: none"> ▪ Would this look the same from the perspective of....? ▪ Is there another way to interpret what this means?
Logic	The <i>line of reasoning makes sense</i> and follows from the facts and/or what has been said.	<ul style="list-style-type: none"> ▪ Does what I said at the beginning fit with what I concluded at the end? ▪ Do my conclusions match the evidence that I have presented?"
Significance	The conclusions or goals represent a (the) <i>major issue</i> raised by the reflection on experience.	<ul style="list-style-type: none"> ▪ Is this the most important issue to focus on? ▪ Is this most significant problem to consider?
Fairness	<i>Other points of view are represented with integrity (without bias or distortion)</i>	<ul style="list-style-type: none"> ▪ Have I represented this viewpoint in such a way that the person who holds it would agree with my characterization?

Modified source: Paul, R & Elder, L. 2001. The Miniature Guide to Critical Thinking. The Foundation for Critical Thinking. Santa Rosa, CA. www.criticalthinking.org

DEAL Model Critical Thinking Rubric

[Modified source: Paul, R & Elder, L. 2001. The Miniature Guide to Critical Thinking. The Foundation for Critical Thinking. Santa Rosa, CA. www.criticalthinking.org]

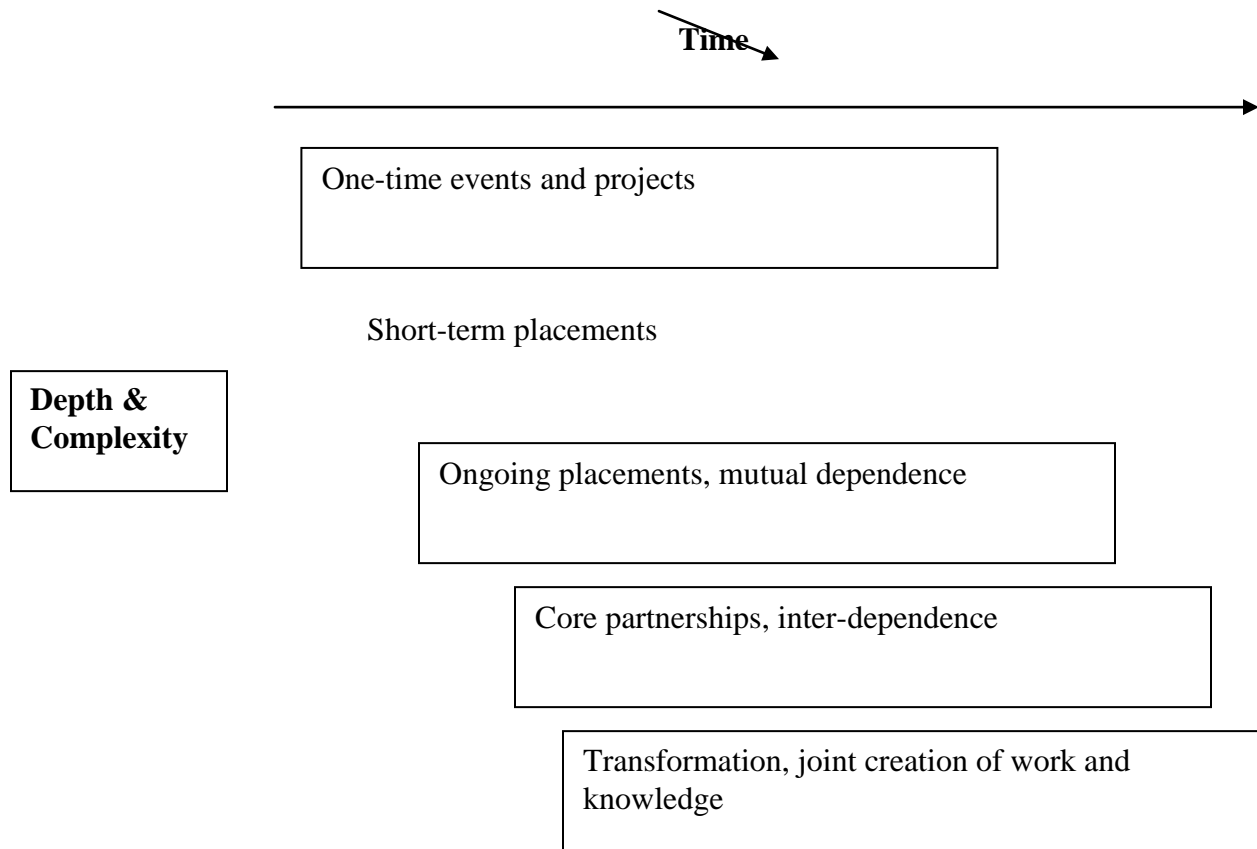
	completely lacking (1)	under-developed (2)	good (3)	excellent (4)
CT Set A				
<i>Integration</i>	Provides no clear connection between the experience and the learning	Provides minimal and/or unclear connection between the experience and the learning	Provides adequate and reasonably clear connection between the experience and the learning	Provides thorough and very clear connection(s) between the experience and the learning
<i>Relevance</i>	Misclassifies the learning and/or inappropriately shifts from one category of learning goal to another; fails to keep the discussion specific to the learning	Discusses learning that is relevant to the category of learning goal, but much of the discussion is not related to the learning	Discusses learning that is relevant to the category of learning goal and keeps the discussion reasonably well focused on the learning	Discusses learning that is relevant to the category of learning goal and keeps the discussion well-focused on the learning
<i>Accuracy</i>	Consistently makes inaccurate statements and/or fails to provide supporting evidence for claims <ul style="list-style-type: none"> • <u>Academic category</u>: Incorrectly identifies, describes, and/or applies academic concept(s) 	Makes several inaccurate statements and/or supports few statements with evidence <ul style="list-style-type: none"> • <u>Academic category</u>: Is not accurate in identifying, describing, and/or applying academic concept(s) 	Usually but not always makes statements that are accurate and well-supported with evidence <ul style="list-style-type: none"> • <u>Academic category</u>: Accurately identifies, describes, and applies appropriate academic concept(s) 	Consistently makes statements that are accurate and well-supported with evidence <ul style="list-style-type: none"> • <u>Academic category</u>: Accurately identifies, describes, and applies appropriate academic concept(s)
<i>Clarity</i>	Consistently fails to provide examples, to illustrate points, to define terms, and/or to express ideas in other ways	Only occasionally provides examples, illustrates points, defines terms, and/or expresses ideas in other ways	Usually but not always provides examples, illustrates points, defines terms, and/or expresses ideas in other ways	Consistently provides examples, illustrates points, defines terms, and/or expresses ideas in other ways
<i>Precision</i>	Consistently fails to provide specific information, descriptions, or data	Only occasionally provides specific information, descriptions, or data	Usually but not always provides specific information, descriptions, or data	Consistently provides specific information, descriptions, or data
<i>Writing</i>	Consistently makes typographical, spelling, and/or grammatical errors	Makes several typographical, spelling, and/or grammatical errors	Makes few typographical, spelling, and/or grammatical errors	Makes very few or no typographical, spelling, and/or grammatical errors
CT Set B				
<i>Depth</i>	Fails to address salient questions that arise from statements being made; consistently over-simplifies when making connections; fails to consider any of the complexities of the issue	Addresses few of the salient questions that arise from statements being made; often over-simplifies when making connections; considers little of the complexity of the issue	Addresses some but not all of the salient questions that arise from statements being made; rarely over-simplifies when making connections; considers some but not all of the full complexity of the issue	Thoroughly addresses salient questions that arise from statements being made; avoids over-simplifying when making connections; considers the full complexity of the issue
<i>Breadth</i>	Ignores or superficially considers alternative points of view and/or interpretations	Gives minimal consideration to alternative points of view and/or interpretations and makes very limited use of them in shaping the learning being articulated	Gives some consideration to alternative points of view and/or interpretations and makes some use of them in shaping the learning being articulated	Gives meaningful consideration to alternative points of view and/or interpretations and makes very good use of them in shaping the learning being articulated
<i>Logic</i>	Draws conclusions and/or sets goals that don't follow at all from the line of reasoning presented	Draws conclusions and/or sets goals that only occasionally follow reasonably well from the line of reasoning presented	Draws conclusions and/or sets goals that usually follow well from the line of reasoning presented	Draws conclusions and/or sets goals that consistently follow very well from the line of reasoning presented
<i>Significance</i>	Draws conclusions and/or sets goals that don't address the most significant issue(s) raised by the experience	Draws conclusions and/or sets goals that only minimally address the significant issue(s) raised by the experience	Draws conclusions and/or sets goals that usually address fairly significant issue(s) raised by the experience	Draws important conclusions and/or sets meaningful goals that substantially address the most significant issue(s) raised by the experience
<i>Fairness</i>	Consistently represents others' perspectives in a biased or distorted way	Occasionally represents others' perspectives in a biased or distorted way	Often but not always represents others' perspectives with integrity	Consistently represents others' perspectives with integrity (without bias or distortion)

10 Tips for Designing Critical Reflection

1. “Everything is reflection-worthy”: Few if any details are too small or insignificant to have meaning, and all experiences—whether designed for learning or serendipitous—as well as readings, observations, events, etc. present opportunities for a wide range of learning.
2. Critical reflection is the part of experiential learning that generates, deepens, and documents learning. When used in this capacity, it needs to be understood not as “touchy-feely,” non-grade-able, private, stream-of-consciousness but rather as a reasoning process that is analytical, integrative, assessable, subject to public critique, and structured/guided.
3. Critical reflection can generate learning outcomes that include knowledge, skills, attitudes/values, and behaviors. If it is to generate assessable learning, critical reflection should be guided in accordance with the desired learning outcomes.
4. Reflection can be guided by a facilitator orally, by a set of written prompts, or by other methods. This guidance should enable the learner to generate learning and then assist them in articulating it coherently and cohesively, in part so as to inform future learning and action.
5. Reflection activities can be written or oral or both, and they can be individual or collaborative or both; perhaps the strongest reflection combines all four possibilities. Reflection can involve physical movement, drawing, audio-visual elements ... the possibilities are limited only by the facilitator’s creativity.
6. Critical reflection can be designed iteratively and therefore build on itself cumulatively. Relatedly, it is helpful to use a pre-mid-post structure that focuses the learner’s attention on changes in his/her assumptions and reasoning processes and on progress toward fulfilling objectives.
7. An overall reflection strategy may integrate multiple reflection mechanisms. A reflection *strategy* answers the questions
 - a. “When do we reflect?” (at what points during the experience or course or project)
 - b. “Why do we reflect?” (toward what learning objectives)
 - c. “Where do we reflect?” (in what settings, geographic or virtual)
 - d. “Who reflects?” (learners alone or together, with facilitators, with other participants)A reflection *mechanism* answers the question: “How do we reflect?” (with what guidance, in what structure)
8. It is useful to begin designing a reflection strategy or mechanism by considering such questions as:
 - a. Who are the learners (what experience, skills, etc. do they bring and not bring)?
 - b. Who is the facilitator, if there is one (what experience, skills, etc. does he/she bring and not bring)?
 - c. What are the objectives?
 - d. What are the constraints?
9. Reflection requires a “safe yet critical” space: the risks associated with meaning making need to be acknowledged and minimized while adhering to high standards of reasoning. While reflection is not about generating one right answer, not all reasoning is equally valid. Reflection can be used to support learners in making reasoned judgments that are well-supported with evidence and that result from consideration of multiple perspective—not merely expressing opinions.
10. Learning through critical reflection is often an unfamiliar (counter-normative) process, which requires intentional capacity-building: many learners need to learn how to learn through critical reflection. Facilitators modeling reflection can be an important part of such capacity-building and can enhance their own learning as well.

Designing Partnerships in Service-Learning: Key Ideas

[Jacoby, B. & Associates. (2003). *Building Partnerships for Service-Learning*. Jossey-Bass. p. 27]



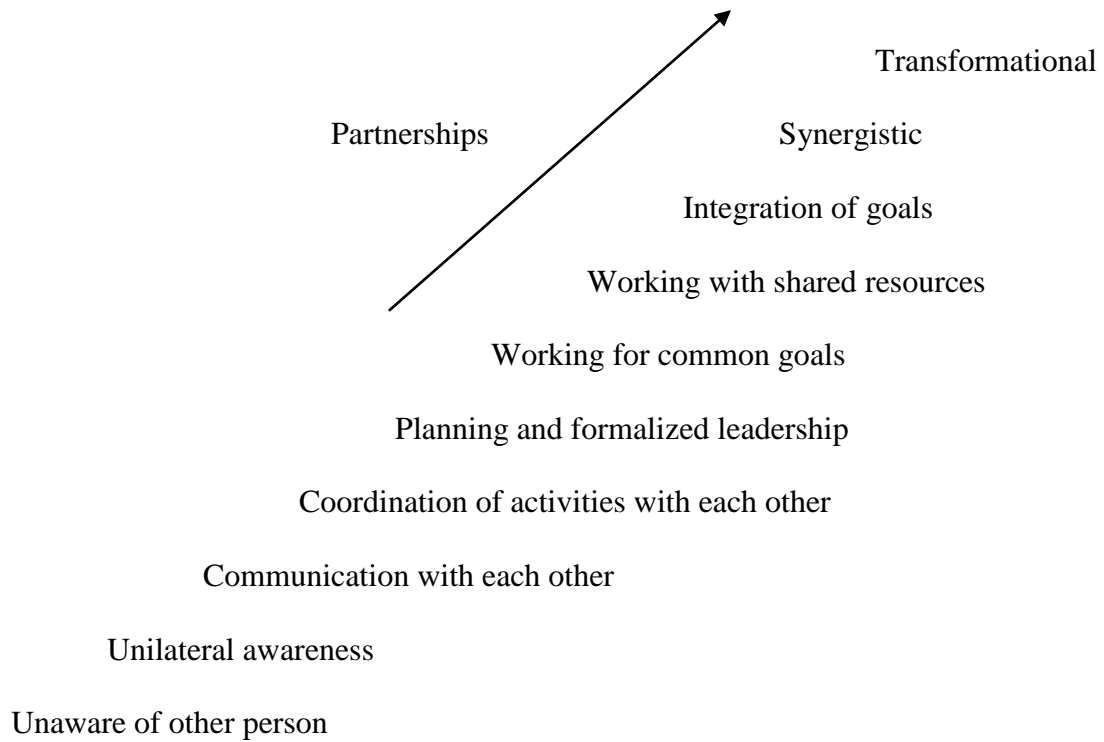
“Relationship”

“Partnership”



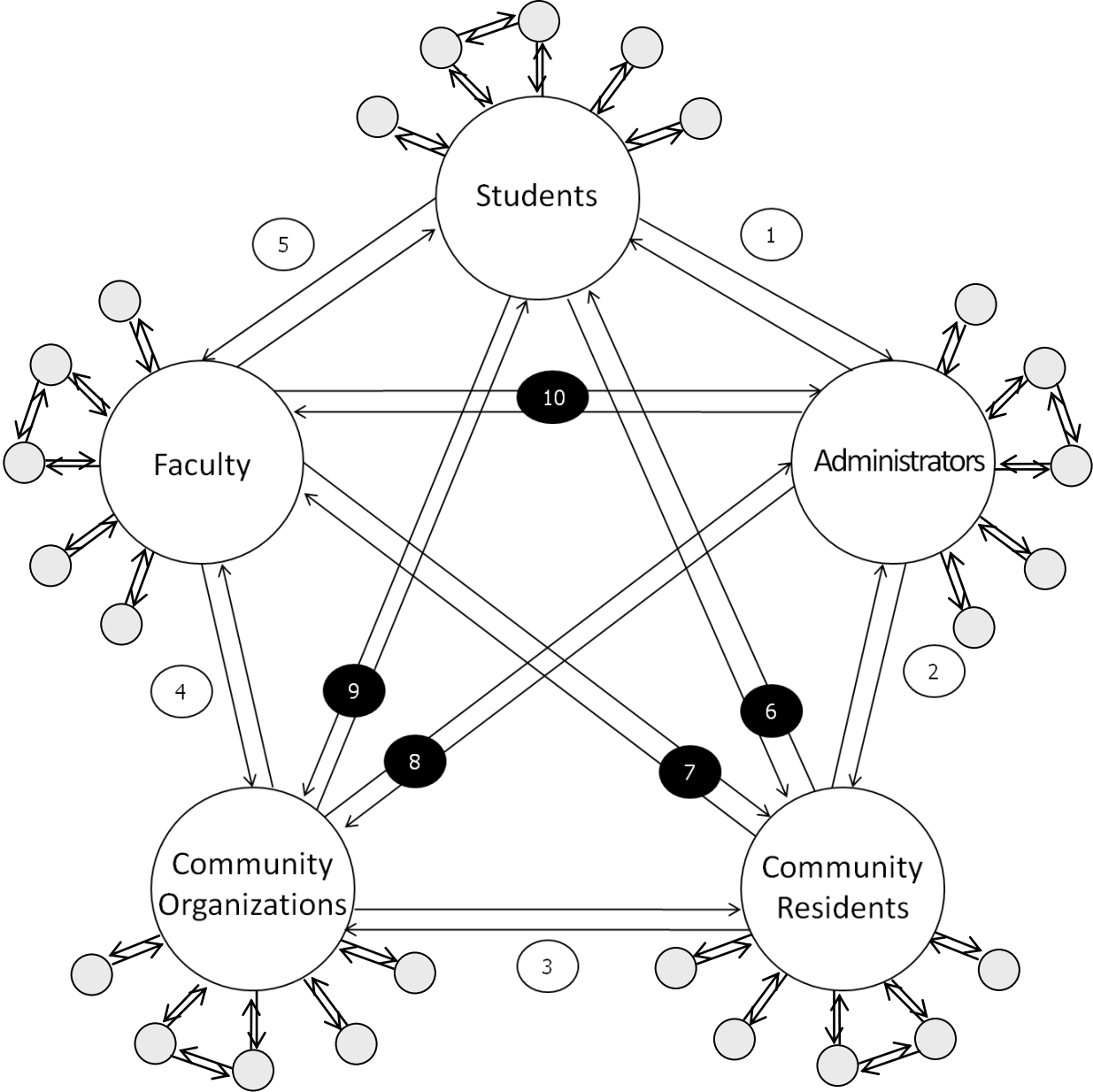
Continuum of Relationship Possibilities

[Bringle, Clayton, & Price, 2009]



SOFAR: Relationships Among Five Constituencies in SL & CE

[Bringle, Clayton, & Price, 2009; Clayton, Bringle, Senor, Huq, & Morrison, 2010]



Assessing Capacity to Partner

What assets, resources, knowledge, experience, skills, etc. does each constituent bring to your SL efforts?

S:

O:

F:

A:

R:

What constraints does each bring to your SL efforts?

S:

O:

F:

A:

R:

Assessing Capacity to Partner (cont.)

List criteria of interest in assessing capacity in the left column. Rate each constituent's capacity by putting an X in the appropriate ranking column—1 for low capacity, 4 for high capacity.

Note that the partnership process allows stakeholders to compensate for one another's relative capacities.

Criteria	Constituent	1 (Low)	2	3	4 (High)	n/a
Transportation	S					
	O					
	F					
	A					
	R					
S-L Experience	S					
	O					
	F					
	A					
	R					
???	S					
	O					
	F					
	A					
	R					
???	S					
	O					
	F					
	A					
	R					
???	S					
	O					
	F					
	A					
	R					

What unfamiliar roles and responsibilities are associated with each partner, positioned as a “co-educator, co-learner, and co-generator of knowledge”?

	Co-educator	Co-learner	Co-generator of knowledge
S			
O or R			
F			

Capacity Building Possibilities?

Selected Publications

Clayton, P.H., Hatcher, J.A., & Bringle, R.G. (Eds). *Research on Service Learning: Conceptual Frameworks and Assessment*. Vol 2, IUPUI Series on Service Learning Research. Sterling, VA: Stylus Publishing. Under development.

Ash, S.L. & Clayton, P.H. (2009). *Learning Through Critical Reflection: A Tutorial for Students in Service-Learning*. Raleigh, NC. Accompanying *Instructor Version*.

Ash, S., Jameson, J., & Clayton, P. Research on the Academic Learning of Students in Service-Learning. In P. Clayton, J. Hatcher, & R. Bringle (Eds.), *Research on Service Learning: Conceptual Frameworks and Assessment*. Vol. 2, IUPUI Series on Service Learning Research. Sterling, VA: Stylus Publishing. Under development.

Whitney, B.C. & Clayton, P.H. Research on the Role of Reflection in International Service Learning. In Bringle, R.G., Hatcher, J.A. and Jones, S.G. (Eds.). *International Service-Learning: Conceptual Frameworks and Research*. Sterling, VA: Stylus Publishing. In press.

ABSTRACT: Designing effective reflection is one of the key ingredients in harnessing the capacity of domestic and international service learning to generate significant learning and service outcomes. Both the process and the products of reflection provide rich grounds for investigating the relationship between the nature of the ISL experience and the outcomes achieved and for examining the ISL experience in-depth so as to better understand its dynamics. Many practitioners find the reflection component of service-learning challenging to implement, however, and the difficulties may well be enhanced when service-learning is undertaken in an international context. This chapter will discuss the meaning and role of critical reflection in service-learning, explore issues of effective design, and consider the implications of an international context. With this foundation, the chapter provides recommendations for constructing research to study both outcomes and the role of reflection in reaching them.

Clayton, P., Bringle, R., Senior, B., Huq, J., & Morrison, M. (2010). *Differentiating and Assessing Relationships in Service-Learning and Civic Engagement: Exploitative, Transactional, or Transformational*. *Michigan Journal of Community Service Learning*, 16 (2). Forthcoming.

ABSTRACT: As a defining aspect of service-learning in particular and civic engagement more generally, relationships can exist between faculty members, students, community organizations, community members, and administrators of campus programs. The purpose of this research was to develop procedures to measure several aspects of these relationships in order to understand them better and to suggest processes and practices that might improve their quality. This pilot project collected information from faculty members about their relationships with community partners using the newly-developed Transformational Relationship Evaluation Scale (TRES). Results indicate that transactional and transformational qualities of relationships can be differentiated and they are related to other characteristics of the relationships (e.g., closeness). Implications for future research and improving practice are presented.

Clayton, P.H. and Ash, S.L. (2009). *Generating, Deepening, and Documenting Learning: The Power of Critical Reflection for Applied Learning*. *Journal of Applied Learning in Higher Education*, 1(1).

ABSTRACT: Applied learning pedagogies—including service-learning, internships/practica, study abroad, and undergraduate research—have in common both the potential for significant student learning and the challenges of facilitating and assessing that learning, often in non-traditional ways that involve experiential strategies outside the classroom as well as individualized outcomes. Critical reflection oriented toward well-articulated learning outcomes is key to generating, deepening, and documenting student learning in applied learning. This article will consider the meaning of critical reflection and principles of good practice for designing it effectively and will present a research-grounded, flexible model for integrating critical reflection and assessment.

Bringle, R., Clayton, P., & Price, M. (2009). Partnerships in Service Learning and Civic Engagement. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 1(1).

ABSTRACT: Developing campus-community partnerships is a core element of well-designed and effective civic engagement, including service learning and participatory action research. A structural model, SOFAR, is presented that differentiates campus into administrators, faculty, and students, and that differentiates community into organizational staff and residents (or clients, consumers, advocates). Partnerships are presented as being a subset of relationships between persons. The quality of these dyadic relationships is analyzed in terms of the degree to which the interactions possess closeness, equity, and integrity, and the degree to which the outcomes of those interactions are exploitive, transactional, or transformational. Implications are then offered for how this analysis can improve practice and research.

Ash, S.L., Clayton, P.H., & Atkinson, M. (2005). Integrating Reflection and Assessment to Capture and Improve Student Learning. *Michigan Journal for Community Service-Learning*, 11(2). pp. 49-59.

ABSTRACT: Intentionally linking the assessment of the student learning outcomes of service-learning with its reflective component allows each to inform and reinforce the other. This paper traces the evolution of a strategy that uses reflection products as data sources to assess and improve both individual student learning and program-wide approaches to reflection. Two tools were developed in response to an earlier, unsatisfactory, assessment of students' work. Students and instructors then used these tools to guide the process of reflective writing in two courses. Associated rubrics evaluated the quality of thinking demonstrated in the written products. Results suggest that these tools can improve students' higher order reasoning abilities and critical thinking skills relative to academic enhancement, civic engagement, and personal growth, and as a result, can improve the overall quality of their thinking and learning. However, this assessment has also surfaced the need for further improvement, particularly with respect to academic learning outcomes.

Clayton, P.H., Ash, S.L., Bullard, L.G., Bullock, B.P., Moses, M.G., Moore, A.C., O'Steen, W.L., Stallings, S.P., & Usry, R.H. (2005). Adapting a core service-learning model for wide-ranging implementation: An institutional case study. *Creative College Teaching*. Vol 2, Spring. pp. 10-26.

ABSTRACT: Service-learning is a highly adaptable pedagogy, well-suited to fulfill a variety of objectives with a range of student populations across the spectrum of disciplines. This article shares the experience of a large institution's Service-Learning Program that has developed a core model for service-learning and that supports instructors across campus in customizing it for their own unique implementation. The core model consists of a baseline definition, a standard approach to curricular design, and a simple but well-structured reflection process. Discussion of this core model is followed by the presentation of seven examples of courses that have been reworked accordingly with a service-learning component, from the small-scale module to the semester-long project to the entirely project-based course. The experiences of students and faculty across this spectrum of approaches reveal some of the benefits and the challenges associated with adaptation of a core model in implementing service-learning across the disciplines.

Clayton, P.H. & Ash, S.L. (2004). Shifts in perspective: Capitalizing on the counter-normative nature of service-learning. *Michigan Journal of Community Service-Learning*, 11(1). pp. 59-70.

ABSTRACT: Service-learning is a unique pedagogy, and its very differences from traditional teaching and learning strategies make it both appealing and challenging to implement. Students and faculty alike are the products of traditional learning environments and often find service-learning unfamiliar and, as a consequence, experience dissonance, discomfort, and uncertainty. Confronting the difficulties students and faculty at our institution have faced in adjusting to these differences has helped us to realize the importance of making "shifts in perspective" in how we understand and enact teaching and learning and service. This article shares our emerging understanding of these "shifts" and of how we can support students and faculty in undertaking them effectively. The central conclusion is that reflecting on the differences between service-learning and more traditional pedagogies and on ways to make the associated shifts in perspective and practice can help practitioners to implement service-learning successfully and to more fully tap its power to nurture the capacity for self-directed learning.

Ash, S.L. & Clayton, P.H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, 29(2). pp. 137-154.

NOTES