

## Guidelines for Developing Reflection

- Critical reflection assignments and outcomes should be tied to the goals of service-learning as specified in the course syllabus.
- Effective reflection activities are GUIDED and ALLOW feedback and assessment.
- Consider the goals of incorporating service-learning into the course and use reflection activities to meet those goals.
- Consider the structure of the class. How does it lend itself to particular reflection activities?
- Create and publicize expectations.
- Consider your skills as an instructor when choosing reflecting activities. What sorts of activities are you competent to evaluate and facilitate?
- Consider learning styles. A variety of reflection activities, rather than a single type, takes into account that different students learn differently.
- Keep it simple. Don't take on more than you can do thoughtfully.
- Think about evaluation and assessment of the reflection methods. Consider soliciting student feedback on what is working well and what needs to be improved.
- Think about evaluation and assessment of students' critical reflection efforts. What constitutes an A, B, C?
- Remember the 4Cs: Continuous, Connected, Challenging, Contextualized
  1. Continuous in time frame - an ongoing part of the learner's education and service involvement, this allows students to formulate new ideas
  2. Connected to the intellectual and academic needs of those involved - This is where the connection between real life experiences and course material are compared and become relevant.
  3. Challenging to assumptions and complacency - Reflection must challenge students and provoke thought in a more critical way.
  4. Contextualized in terms of design and setting - Faculty determine if the reflection is appropriate for the context of the service-learning experience, thus adding to the linkage between thinking about course content and actually applying it.