

Faculty Service Reflection Guide

“Tell me and I will forget, show me and I will remember, involve me and I will understand.” ~ Chinese Proverb

What is Reflection?

Reflection is a core component of service-learning. Service-learning practitioners and researchers alike have concluded that the most effective service-learning experiences are those that provide “structured opportunities” for learners to critically reflect upon their service experience.

This model which is based off the works of John Dewey, Jean Piaget, and Kurt Lewin, depicts a continuous learning cycle where the learner is constantly developing and applying new knowledge. An easy way to understand this learning theory is by practicing in regard to: **do** (participation in service project), **see** (observations during service), **know** (analyze experience and view it through a critical lens), and **be** (Use experience to better understand course concepts).

Do: Participation in service project → **See:** Observations during service → **Know:** Analyze experience and view it through a critical lens → **Be:** Use experience to better understand course concepts (management and leadership)

Steps of Reflection

Preflection – Preparing Students for Service & Reflection Before Experience:

Help students gain and practice disciplinary knowledge. The class session before the project, a brief writing assignment or the bus ride to the site on the day of the service is a great opportunity to host a preflection exercise.

Reflection During Experience- Making Sense Of It All

Process original ideas and knowledge. A great opportunity would be to check in with students (or groups of students) during the activity and ask questions that push them to think critically about their work.

Reflection After Experience- Understanding the Next Step

Service should always be connected back to disciplinary material. Please see Page 2 of this document for guidance on this step.

3 Levels of Reflection: Examples for Guided Questions:

The Mirror (A clear reflection of the Self for the student)

- What do you wish to accomplish during your service experience?
- What have you learned about yourself through this experience?
- Do you have more/less understanding or empathy for others than you did before this experience?
- What skills do you think you will need? What do you think you will learn?
- How has this experience challenged stereotypes or prejudices you have/had?
- Will these experiences change the way you act or think in the future?
- How have you challenged yourself, your ideals, and your comfort zone through your service experience?

The Microscope (Makes the small experience large)

- Describe your service experience.
- As an individual or group, what have you learned about the non-profit and/or community?
- How are volunteers treated? Are “strangers” welcomed at the service site; why or why not?
- Was there a moment of failure, success, indecision, doubt, humor, etc? How did you or your group respond to this?
- Do you feel your actions had a positive impact on the organization or local community?
- What more needs to be done to address the issue that the organization was working to resolve?
- How does this experience relate to what you are learning in this course?

The Binoculars (Makes what appears distant, appear closer)

- From your service experience, are you able to identify any underlying or overarching challenges or opportunities for the organization?
- What can be done to have positive change for the issue that organization is working to alleviate?
- What aspects of management and leadership did you see? How can the organization improve in these two areas?
- Are there examples from the case studies that relate to the organization?
- Think back to the Hedgehog Concept- What is the organization passionate about? What can they be the best in; what are their strengths? What is their resource engine (hint: ask how they are funded, staffed and supplied)?
- How can you, your group, your class better serve the host organization during service trips? Where you focused and committed during your
- How can this alter your future behaviors/attitudes/and career in both our local and global communities?

Adapted from the Rollins College Office of Community Engagement and Mark Cooper, Coordinator of The VAC at Florida International University