Experiential Learning
Workshop Series Handouts
Travus Burton, Oakland University
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Presented at the Center for Excellence in Teaching and Learning at OU
Steps to Entering and Exiting the Community Respectfully
Aubrey MacPaclan (2000)

Step 1: Learn about the community and organization you will be working with.
Part of this information will be gained when building a relationship with the community organization. There are also various other resources to learn about a community.

1. Research in newspapers, magazines, and books about the community and the organization you will be working in.
2. Discuss community issues and information with professors or staff members who have been active in the community that you will be working with.
3. Ask the community organization for references from which to gain information about the organization and other community issues.

The following are questions to look into about the community:

1. What are the structures in place that impact the community members and local nonprofit organizations?
2. What are some of the issues that the community has dealt with in the past?
3. What are some of the current issues that the community is facing?
4. What is the general socio-economic status of most community members?
5. What is the racial composition of the community?
6. What is the religious composition of the community?
7. What is the common household of the community (two-parent, single parent, how many children)?
8. Are there different sectors of the community that represent different characteristics (ex.: an area of mostly Latinos, Christians, young adults, etc.)?
9. What housing options are there in the community?
10. What are the health care options in the community?
11. What is the transportation system like in the community?
12. What is the job market like in the community?
13. What social services are offered in the community?
14. What types of businesses are housed in the community?
15. Is the local government structure supportive of the community?
Step 2: Establish and maintain a relationship with the community organization

The most important part of relationship building is to maintain open lines of communication between the community partner liaison and the community service coordinator.

Learning about the organization – questions to ask before going to an organization.

1. What services does the organization perform?
2. What community or individual issues do these services address? Are there other community issues that are indirectly addressed through the organization?
3. How and why was the organization started?
4. How is the organization funded?
5. How does the organization evaluate the work that they do and the impact on the community?
6. What structures in the community impact the organization? City council, police department, other organizations, corporations?
7. What is the organizational structure of the organization?

Setting up the expectations for the volunteers and the community partner – questions to discuss with community partners.

1. What type of volunteer work will we be doing? How does this work directly or indirectly benefit the organization and the community?
2. Discuss:
   - The dates and times that the volunteer work will occur
   - The amount of time that the volunteer work will continue (a semester, a year excluding student holidays)
   - Any supplies that the volunteers will need to bring
   - Who the volunteers will report to and ask questions to
   - What information the volunteers should have before going to the organization
   - How the volunteers should dress
3. What are some things the students will learn from the organization?
4. What would the organization like from the students during their volunteer time and upon culmination of the community service project (e.g., final product, documentation of volunteer experiences, etc.)?
Following through with work and expectations – topics to revisit on a regular basis with community partners.

1. Are we meeting your expectations with the community service that we are performing?
2. Is our community service benefiting the organization and the community?
3. If the volunteers could handle more work: Are there any additional activities that would benefit the organization?
4. If the volunteers are overworked or not capable of reaching the end goals explain this, and the reason why, to the community partner liaison.

Step 3: Perform work necessary to the organization and the community

Through discussion with the community partner liaison, allow the organization to determine the work that is to be done.

Step 4: Create a safe space to reflect about service work and the need for community service in general

There are many resources for reflection which provide ideas on how to conduct reflection in a way that will challenge volunteers to think critically. The topics include the general need for community service, integrate community service and social justice issues, and allow a space to discuss the actual work performed and the impact on the community and the organization.

Step 5: Enter and exit the community appropriately

Determining expectations with an organization will greatly facilitate the process of entering and exiting the community appropriately.

When entering the community it is important to:

- Be educated about the organization and the community
- Have clear expectations developed with the community partner
- Be open minded and aware of the impact of entering a community that is not your own

When exiting a community it is important to:

- Not make promises that you cannot keep. Do not agree to write a letter or to continue going to the organization unless you are 100% sure that you can make this commitment.
- Remind your community partner liaison and the community members that you have been working with are in advance when you will be done with your work.
• Share with the community partner and the community members what you have learned and how much you have appreciated the experience.

• Perform an evaluation to determine the effectiveness of the work that you did for the organization.

• Perform an evaluation to determine what the volunteers learned from the experience.
WORKSHEET 1 Establishing Academic Learning Objectives

A. Course-Specific Academic Learning
Learning objectives under this goal category include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below, reflect on how service in the community might strengthen one or more of them or enable new ones, and then jot these revised and/or additional objectives in the unnumbered spaces below. (See section C below to stimulate your thinking.)

Current Academic Learning Objectives

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

Revised Academic Learning Objectives

____________________________________________

B. Generic Academic Learning
Learning objectives under this goal category include knowledge and skills that are learned in and are instrumental for all college courses. Which ones of these (or similar ones) are important in your service-learning course? (Some of these may have been identified in the list above.)

1. Critical thinking skills
2. Problem-solving skills

3. ____________________________________________

4. ____________________________________________

C. Learning How to Learn
Learning objectives under this goal category include knowledge and skills that build learning capacity. Which ones of these (or similar ones) are important in your service-learning course?

1. Learning to become an active learner
2. Learning to be an independent learner
3. Learning how to extract meaning from experience
4. Learning how to apply academic knowledge in the real world
5. Learning how to integrate theory and experience
6. Learning across disciplines

7. ____________________________________________

8. ____________________________________________
D. Community Learning

Learning objectives under this goal category include knowledge and skills that can only be learned in the community. Which ones of these (or similar ones) are important in your service-learning course?

1. Learning about a particular community or population in the community
2. Learning about a particular social issue (e.g., homelessness)
3. Learning about the provision of social services in a particular community
4. Learning about a particular agency or grass-root effort

5. 

6. 

E. Inter- and Intra-Personal Learning

Learning objectives under this goal category are critical to the development of the whole learner and are valued in a broad liberal arts education. Which ones of these (or similar ones) are important to include as learning objectives for your service-learning course?

1. Learning how to work collaboratively with others
2. Learning about other groups and cultures (diversity)
3. Exploring personal values, ethics, and ideology
4. Learning about self
5. Strengthening personal skills (e.g. listening, assertiveness, etc.)
6. Developing a sense of appreciation, awe, and/or wonder

7. 

8. 

Once you have concluded this worksheet you are in a position to know whether student involvement in community service can enhance academic learning in ways that you deem important for your course. If it can, then the next step is to identify methods to realize and assess students’ academic learning.

If it cannot, then it is appropriate to question the advisability of service-learning for this course. Perhaps another course that either you or a colleague teach would be a better fit for service-learning.

If service-learning is a good fit with your course, please proceed to the next page.
For Service-Learning Staff and Faculty

DO provide campus- and community-based organization orientations to familiarize students with policies, procedures and risks involved in the specific service activities they will be providing and with the populations they serve. (See Orientation Checklist)

DO offer a service learning course syllabus that presents students with the goals and objectives of the course, requirements or actions to be taken by the student, potential obstacles, available resources and the means by which student performance will be assessed.

DO discuss Learning Plans with students so they fully understand their responsibilities, learning objectives and service objectives, and are informed of the risks associated with their service learning placements. Students should sign the Learning Plan, and have their site supervisor(s) and faculty member review and sign it as well.

DO build a working relationship with your risk manager and contracts and procurement officer.

DO be aware that special insurance policies for professional coverage are available for specific students and programs (i.e. nursing, social work).

DO conduct site reviews before, during and after a service-learning course is offered.

DO understand that faculty members can be individually named in lawsuits and should play an active role in ensuring safe and positive service-learning experiences for their students.

DO know that faculty members will be indemnified and protected by the university in the case of a lawsuit, so long as the faculty member was acting within the scope of his or her work.

DO offer alternative placements and/or opportunities for students in service-learning courses to avoid potential risks. DO meet the special safety needs of any student.

DO provide students with information so they know at all times whom to contact if they are in trouble or are having problems.

DO provide students adequate opportunities to voice concerns regarding their service learning experiences throughout the service learning course.

DO be aware that there are state and federal regulations regarding fingerprinting and background checks for those students whose service-learning placements are in organizations that works with children, the elderly, or persons with disabilities.

DO know when each student is scheduled to provide service and be able to verify that the student did provide the service at the community-based organization site. This will help to determine who holds liability for student behavior or student injury at any given time.

DO know where emergency contact information for students is kept, and what the procedures are at the university and at the community-based organization site if an emergency occurs. If the community-based organization asks the student for emergency contact information, a copy should be kept at the university for the duration of the service-learning experience.

DON'T assume that students are automatically covered for liability through the university or community-based organization when they enroll in courses and participate in service-learning activities.

DON'T assume that campus and site orientations are consistent; they vary among courses, campuses, departments and community-based organizations.
# Checklist for Community-Based Organization Visit

<table>
<thead>
<tr>
<th>☐ Arrange an In-Person Site Visit</th>
<th>SLO and faculty</th>
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<tbody>
<tr>
<td>☐ Discuss the service-learning objectives of this placement</td>
<td>SLO and faculty</td>
</tr>
<tr>
<td>☐ Talk about the mission of the community-based organization (CBO) and share the university’s and service learning office’s missions</td>
<td>SLO and faculty</td>
</tr>
<tr>
<td>☐ Discuss the nature of the service-learning placement</td>
<td>Conversation between SLO, faculty member and CBO. Ideally, the executive director as well as anyone who will supervise students should participate in this meeting.</td>
</tr>
<tr>
<td>☐ How many students will be placed?</td>
<td>SLO should obtain all the information it needs in order to provide a comprehensive training/orientation for students.</td>
</tr>
<tr>
<td>☐ How will their schedules be determined?</td>
<td>The CBO may also request that the students go through on-site training, or have specific training prior to their service.</td>
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<tr>
<td>☐ How will their work fit in with their academic objectives? What will students learn that they can apply to their academic discipline(s)?</td>
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<tr>
<td>☐ What role should the SLO play in orientation before students are placed? What orientation does the CBO provide?</td>
<td></td>
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<tr>
<td>☐ Who will supervise students? How can this person be contacted? Is there a back-up supervisor? Who should students call if they will be absent or late?</td>
<td></td>
</tr>
<tr>
<td>☐ Do students need fingerprinting or background checks? Any certification? Who will pay for this?</td>
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<tr>
<td>☐ Logistics</td>
<td></td>
</tr>
<tr>
<td>☐ What will students need to do to check in at the site?</td>
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<tr>
<td>☐ How will students track their hours at the site?</td>
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<tr>
<td>☐ What type of clothing should students wear? (i.e. closed-toed shoes, professional dress, casual dress, etc?)</td>
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</tr>
<tr>
<td>☐ Where should students park? Where are the closest bus and train stops?</td>
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<tr>
<td>☐ What hours of the day can students volunteer?</td>
<td></td>
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<tr>
<td>☐ What training would the CBO like the students to have prior to them being place? Can the SLO provide this? Where? When?</td>
<td></td>
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<tr>
<td>☐ Will the students meet with their site supervisor prior to their first day of service?</td>
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<tr>
<td>☐ Where will the students work? Are they provided with computers or other materials they will need? Will students be asked to bring any materials with them?</td>
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<tr>
<td>☐ Will students be reimbursed for anything? Mileage? Purchases?</td>
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<tr>
<td>☐ Will the students be driving a company car? Verify CBO insurance coverage and obtain a copy for your file.</td>
<td></td>
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<tr>
<td>☐ Will the students be asked to become official volunteers of the CBO? Will they be asked to sign a waiver or fill out any other forms?</td>
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<tr>
<td>☐ Who should the university contact at the CBO in case of an emergency? Who should they recommend the CBO contact at the university?</td>
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</tbody>
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SLO = Service-Learning Officer  
SLD = Service-Learning Director  
CPO = Community Partnerships Coordinator  
CBO = Community-Based Organization
<table>
<thead>
<tr>
<th>Risk Identification</th>
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<tbody>
<tr>
<td>Does the CBO provide a safety orientation?</td>
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<tr>
<td>Will students ever work unsupervised with clients?</td>
</tr>
<tr>
<td>Will the CBO request emergency contact information? How will it be used? If requested, SLO should have a copy. If the CBO is not collecting the information, the university should.</td>
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<tr>
<td>Will the CBO cover liability insurance? Workers' Compensation insurance? Does the CBO have any other types of insurance for volunteers? How will the students be covered?</td>
</tr>
<tr>
<td>Outline the specific risks involved in this placement. Are there any risks inherent to the community?</td>
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<tr>
<td>Discuss how all of this information will be incorporated into the Service Learning Agreement.</td>
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<thead>
<tr>
<th>Tour of Site</th>
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<tbody>
<tr>
<td>CBO should give the university staff and/or faculty member a tour of any facilities or sites in which service-learning students will be working.</td>
</tr>
<tr>
<td>CBO should introduce SLD/CPC to any staff members who will supervise students, or work directly with students.</td>
</tr>
<tr>
<td>SLD/CPC should be looking for any potentially risky situations and CBO should bring any risk factors to the attention of the SLD/CPC.</td>
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<tr>
<th>Evaluations</th>
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<tbody>
<tr>
<td>What evaluations/surveys will be requested? By whom? Filled out by whom?</td>
</tr>
<tr>
<td>At what times throughout the service experience will surveys/evaluations be requested?</td>
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<tr>
<td>How will the information from the surveys be used in the future?</td>
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<thead>
<tr>
<th>Privacy Rights</th>
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</thead>
<tbody>
<tr>
<td>Are students allowed to take pictures or video?</td>
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<tr>
<td>What specific policies apply to the clients served?</td>
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<table>
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<tr>
<th>Preparing All Signed Forms and Agreements</th>
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<tbody>
<tr>
<td>Service Learning Agreements (SLA)</td>
</tr>
<tr>
<td>Should include all aspects of the partnership that were discussed about during the site visit.</td>
</tr>
<tr>
<td>Must be signed by the contracts and procurement office at the university, or another authorized signatory for creating a partnership with the university.</td>
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<tr>
<th>Learning Plan</th>
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<tbody>
<tr>
<td>Because the Learning Plan is referenced in the Service-Learning Agreement, aspects of the students' scope of work and nature of placement should be included here.</td>
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</table>

Once the nature of the SL placement is clear, the risks of these placements should be specifically taken into consideration.

SLO should collect any forms or information the CBO will be giving students, and keep those forms on file at the university.

This is an important step so that the SLO and faculty member can see the situation their students will be working in, and ask any questions that may come up as they see the facilities. The risk manager can give you a list of "things to look for."

SLO and faculty member should explain why they are collecting evaluations, and ask if there are any that the CBO would like to have completed.

Faculty should inform CBO of any research or writing that students will be asked to do that may pertain to clients.

The SLO should format the SLA and have the contracts and procurement officer or other authorized signatory sign off, then discuss the SLA with the CBO. If aspects of the SLA need to be renegotiated, try to include all parties. Renegotiation is always possible. Try to find the best way to allow the placement to occur while also managing as much risk as possible.  

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SLO = Service-Learning Officer  
SLO = Service-Learning Director  
CPO = Community Partnership Coordinator  
CBO = Community-Based Organization
Orientation Checklist

Orientation Provided Before First Day of Service

Details related to serving at the site:

☐ Mission of the Community-Based Organization (CBO).

☐ Who does the Community-Based Organization serve?

☐ What programs/service does the CBO offer?

☐ Specific policies and procedures related to the service placement.

☐ Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?

☐ Discuss CBO volunteer expectations.

☐ Provide students with a job description detailing the work they will do (outline scope of work). Explain the types of activities that are “outside” the scope of work.

☐ Give the students their site supervisor’s contact information.

☐ Will the students need to meet with the site supervisor prior to beginning their service?

☐ How closely will the student be supervised?

☐ Who do the students call if they cannot make their scheduled service or will be late?

☐ Discuss appropriate attire when providing service (based on CBO standards).

☐ Provide specific training for the position.

☐ What will the student learn? What qualities or skills will the students develop?

☐ Review confidentially rules for the site. Are pictures or video allowed?

☐ Review the risks associated with this placement. (Risks should directly reflect those listed in the Learning Plan.)

☐ Explain what students should do if harassment occurs. Whom do they contact?

☐ Talk about service schedule (total number of hours, days and times of the week, etc.). Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.

☐ Who can the students contact with questions or concerns about their placement (CBO contact and campus contact)?

☐ Is there a CBO training or orientation to attend? Where? When? How long?

☐ Where do students check in at the site on their first day?

☐ How are students’ service hours recorded? (For their course and the CBO)

☐ Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that each student is responsible for getting to and from the site.

☐ Who will be evaluating the students’ service? Is there a formal evaluation the CBO will fill out?
On Site Orientation – Must Occur On or Before First Day of Service

Site Specific Information:

☐ Tour of site - location of restroom and break room.

☐ Where, and with whom, do students check in each time they arrive at the site?

☐ Where is the logbook kept (to record service hours)?

☐ Review safety rules of the site, location of emergency exits, and emergency procedures.

☐ Introduce students to other staff at the agency.

☐ Emergency Contact Information: ask students’ permission to share with university.

☐ Review accident procedures at the site and what to do if a student or client is hurt.
Are you starting a new student organization or reactivating an old one?

If so, the registration process is on-line through

**GrizzOrgs**  
(www.oakland.edu/csa)

A complete registration must include four registered Oakland University students and one on-campus advisor (an OU faculty or staff member).

All registered student organizations will receive campus privileges such as room reservations, access to financial accounts, and eligibility for SAFB funding once the officers attend a mandatory student organization officers training.

Please contact the CSA Office at 248.370.2400 or csa@oakland.edu for further information.

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**Student Entertainment**  
Student Program Board (SPB)  
Student Life Lecture Board (SLLB)

**Student Government**  
Student Activities Funding Board  
Student Congress

**Student Newspaper**  
The Oakland Post

**Student Radio Station**  
WXOU 88.3 FM

**Student TV Station**  
Student Video Productions (SVP)

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What does the Center for Student Activities offer YOU?

- Approval to Post Printed Materials on Campus
- Approval to Set Up Banners & Table Tents
- Approval to Set Up Campus Programs, Events & Activities
- Approval to Set Up Community Service Opportunities
- Approval to Set Up Commuter Services & Programs
- Approval to Set Up Diversity Programs
- Approval to Set Up Gender & Sexuality Center
- Approval to Set Up Leadership and Volunteer Center
  - Approval to Set Up Leadership Development
  - Approval to Set Up Stamps & Faxes
  - Approval to Set Up Service Window (Ticket Window)
  - Approval to Set Up Student Entertainment (SPB)
  - Approval to Set Up Student Government (OUSC)
  - Approval to Set Up Student Newspaper (The Oakland Post)
- Approval to Set Up Student Organizations & Greek Organizations
- Approval to Set Up Student Radio Station (WXOU 88.3 FM)
- Approval to Set Up Student Resource Center
- Approval to Set Up Student Video Productions (SVP)

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**GREEK ORGANIZATIONS**

**Greek Council**

**College Panhellenic Council (CPH)**  
Alpha Delta Pi Sorority  
Alpha Sigma Tau Sorority  
Gamma Phi Beta Sorority  
Phi Sigma Sigma Fraternity  
Sigma Sigma Sigma Sorority

**National Pan-Hellenic Council, Inc. (NPHC)**  
Alpha Kappa Alpha Sorority, Inc.  
Alpha Phi Alpha Fraternity, Inc.  
Delta Sigma Theta Sorority, Inc.  
Kappa Alpha Psi Fraternity, Inc.  
Omega Psi Phi Fraternity, Inc.  
Phi Beta Sigma Fraternity, Inc.  
Sigma Gamma Rho Sorority, Inc.  
Zeta Phi Beta Sorority, Inc.

**Interfraternity Council (IFC)**  
Alpha Sigma Phi Fraternity  
Sigma Alpha Epsilon Fraternity  
Sigma Pi Fraternity  
 Tau Kappa Epsilon Fraternity  
 Theta Chi Fraternity

**Multicultural Greeks**  
Zeta Sigma Chi Multicultural Sorority, Inc.

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**CLUB SPORTS AT THE CAMPUS RECREATION CENTER**

- Ballroom Dance
- Women's Basketball
- Club Sport Advisory Council
- Dagohir
- Equestrian
- Fencing
- Figure Skating
- Football
- GrizzFit
- Men's DI Ice Hockey
- Men's DIII Ice Hockey
- Judo
- Men's Lacrosse
- Women's Lacrosse
- Men's Rugby
- Women's Rugby
- Running Club
- Men's Soccer
- Women's Soccer
- Softball
- Swim
- Tennis
- Ultimate Frisbee
- Vitality Dance
- Women's Volleyball
- Water Polo
- Winter Guard

Please visit www.oakland.edu/campusrec for more club sports information.
OAKLAND UNIVERSITY
Center for Student Activities and Leadership Development
2016-2017
STUDENT & GREEK ORGANIZATIONS

Octobers 2016

POLITICAL
American Assoc. of University Women
College Democrats of OU
College Republicans
Model United Nations Club
ONE Campaign at OU
Turning Point U.S.A
UNICEF at Oakland University
Young Americans for Liberty

PROFESSIONAL DEVELOPMENT
Association for Women in Communications OU
Chapter
Student Alliance of Health Care Leaders
TEDx at Oakland University
The Association of Non-Profit Professionals
The Premedical Chapter of the American Medical Student Association
Training and Development Professional Society

RECREATIONAL
Barbelles of Oakland University
Board Game Design Club
Chess Club of OU
Grizz Gang
Motor City Juggling Club
Muggle Quidditch League of Oakland University
Need It! The Euchre Club of Oakland University
Recreation Leadership Council

SERVICE
Above and Beyond
Active Moving Forward at OU
Alpha Phi Omega
Alternative Spring Break
American Red Cross Club
Aspiring Educators Outreach Program
Be the Match at Oakland University
BuildOn
Chinese Students and Scholars Association
Circle K
Fleece & Thank You
Foundation for International Medical Relief of Children
Global Brigades-Medical
Habitat for Humanity
Leaders for Environmental Awareness and Protection
Mission: Kindness at Oakland University
Pre-Medical Volunteer Society of OU
Rebuilding Together Oakland University
Rotaract Club of Oakland University
She’s The First-OU Chapter
Social Work Club
Student Organic Farmers
Students for Orphan Relief
Students Promoting Empathy, Action and Knowledge

SOCIAL
Book Club at Oakland University
British at Heart Club at Oakland University
Cosplay Club
Creative Writing Club at Oakland University
D.N.C.E.R.S.
Find A Foundation
Gaming Guild
League of Legends Club
Lifting Our Very Existence, Naturally
Meadow Brook Ball Committee
Motors Club of Oakland University
Nifty Knitting at Oakland University
Phila Mu Alpha Sigma—Michigan Beta Colony #901
Philosophy Club of Oakland University
Student Veterans of Oakland University

SOCIAL AWARENESS
Active Minds at OU
Alliance for Exceptional Education
Amplifying Autism Awareness
Animal Awareness Society
Cancer Awareness Society

PreMeds at OU
Gay Straight Alliance
LGBT Media Club
Love Your Melsen Campus Crew
Outdoor Adventure Club
Religious Studies Club
Students for Justice in Palestine
Students for Life
Students Towards Understanding Disabilities
United We Coexist
Typical Academic Writing vs. Reflective Writing

While you probably have done a fair amount of writing in your high school and/or college career, reflective writing may be quite different from what you are used to, resulting in another type of “shift in perspective and practice” (recall from Chapter 1 that these “shifts” are required for and fostered by unfamiliar learning experiences). Students usually find that the entire process of critical reflection on experience requires them to approach writing differently in at least two important ways.

➢ First, you have to “shift” your thinking about writing:

| From an expression of learning that has already occurred | To a vehicle for learning itself |

The critical reflection that you will be doing in association with this tutorial may have begun in a variety of ways. However, because you are using this tutorial, the ultimate learning will be expressed in written form.

Therefore, it is also important to remember that:

This is writing for learning, rather than writing after learning has taken place.

In other words, it is through the process of reflective writing itself that you develop insights and ideas, make connections, see differences, etc. To make that reflection “critical reflection,” you likely will have to take your writing through several stages and perhaps multiple drafts as you consider carefully the conclusions that you are drawing, especially since the more you think about something the more you may realize that you need to change your conclusions.

➢ Second, you have to “shift” your thinking about what learning itself is:

| From reproducing what others have told you to learn | To developing your own ideas and insights |

Therefore, you will be responsible for determining the most important personal, civic, and academic learnings that you are achieving. While your instructor may at times direct you to reflect on a particular course concept, for example, at other times you may be free to select which one is most relevant to you.

In either case, it will be you who determines and then demonstrates the specific nature of your learning based on your reflection on the experience(s) that you had related to that concept.

### Steps for Better Thinking (Turn Upside-Down)

<table>
<thead>
<tr>
<th>Task Prompts That Address These Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calculate.</td>
</tr>
<tr>
<td>• Define.</td>
</tr>
<tr>
<td>• Define in your own words.</td>
</tr>
<tr>
<td>• List the elements of ________________</td>
</tr>
<tr>
<td>• Describe ________________ (assuming arguments are explicitly provided in textbook, notes, etc.)</td>
</tr>
</tbody>
</table>

#### Step 1: Identify the Problem, Relevant Information, and Uncertainties (low cognitive complexity tasks)
- Identify problem and acknowledge reasons for enduring uncertainty and absence of single "correct" solution
- Identify relevant information and uncertainties embedded in the information (may include "stacking up" relevant reasons and evidence to support some solution or conclusion)

<table>
<thead>
<tr>
<th>Task Prompts That Address These Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain why people disagree about ________________</td>
</tr>
<tr>
<td>• Explain why ________________ can't be known with certainty.</td>
</tr>
<tr>
<td>• Identify aspects of ________________ in which uncertainty is a major factor.</td>
</tr>
<tr>
<td>• Explain why even an expert about ________________ can't predict with certainty what will happen when ________________</td>
</tr>
<tr>
<td>• Create a list of information that might be useful in thinking about ________________</td>
</tr>
<tr>
<td>• Consult experts and explore literature or other resources to:</td>
</tr>
<tr>
<td>• Create a list of issues related to ________________</td>
</tr>
<tr>
<td>• Create a list of different points of view related to ________________</td>
</tr>
<tr>
<td>• Identify a range of possible solutions to ________________</td>
</tr>
<tr>
<td>• Sort pieces of information to identify reasons and evidence that support a given solution to ________________</td>
</tr>
</tbody>
</table>

#### Step 2: Explore Interpretations and Connections (moderate cognitive complexity tasks)
- Interpret information
- Recognize and control for own biases
- Articulate assumptions and reasoning associated with alternative points of view
- Qualitatively interpret evidence from a variety of points of view
- Organize information in meaningful ways to encompass problem complexities

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<tr>
<td>• Discuss the strengths and weaknesses of a particular piece of evidence related to ________________</td>
</tr>
<tr>
<td>• Interpret and discuss the quality of evidence related to ________________</td>
</tr>
<tr>
<td>• Interpret and evaluate the quality of the same body of evidence related to ________________ from different points of view.</td>
</tr>
<tr>
<td>• Compare and contrast the arguments related to two or more solutions to ________________</td>
</tr>
<tr>
<td>• Identify and discuss the implications of assumptions and preferences related to one or more points of view about ________________</td>
</tr>
<tr>
<td>• Identify and discuss the implications of your own experiences and preferences for how you think about ________________</td>
</tr>
<tr>
<td>• Develop one or more ways to organize information and analyses to help you think more thoroughly about ________________</td>
</tr>
</tbody>
</table>

#### Step 3: Prioritize Alternatives and Communicate Conclusions (high cognitive complexity tasks)
- After thorough analysis, develop and use reasonable guidelines for prioritizing factors to consider and choosing among solution options
- Communicate appropriately for a given audience and setting

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<tr>
<td>• Prepare and defend a solution to ________________</td>
</tr>
<tr>
<td>• Identify which issues you weighed more heavily than other issues in arriving at your conclusion about ________________</td>
</tr>
<tr>
<td>• Explain how you prioritized issues in reaching a solution to ________________</td>
</tr>
<tr>
<td>• Describe how the solution to ________________ might change, given different priorities on important issues.</td>
</tr>
<tr>
<td>• Explain how you would respond to arguments that support other reasonable solutions to ________________</td>
</tr>
<tr>
<td>• Identify the most important information needs of the audience for communicating your recommendation about ________________</td>
</tr>
<tr>
<td>• Explain how you designed your memo/presentation/ ________________ to effectively communicate to your audience.</td>
</tr>
<tr>
<td>• Describe how you would communicate differently about ________________ in different settings.</td>
</tr>
</tbody>
</table>

#### Step 4: Integrate, Monitor, and Refine Strategies for Re-addressing the Problem (highest cognitive complexity tasks)
- Acknowledge and explain limitations of endorsed solution
- Integrate skills in on-going process for generating and using information to monitor strategies and make reasonable modifications

<table>
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<tr>
<td>• Describe the limitations of your proposed solution to ________________</td>
</tr>
<tr>
<td>• Explain the implications of limitations to your proposed solution to ________________</td>
</tr>
<tr>
<td>• Describe conditions under which you would reconsider your solution to ________________</td>
</tr>
<tr>
<td>• Explain how conditions might change in the future, resulting in a possible change in the most reasonable solution to ________________</td>
</tr>
<tr>
<td>• Develop strategies for generating new information about ________________</td>
</tr>
<tr>
<td>• Establish a plan for monitoring the performance of your recommended solution to ________________</td>
</tr>
<tr>
<td>• Establish a plan for addressing the problem strategically over time.</td>
</tr>
</tbody>
</table>

After
Exercing both your experience, and your reflections on it, after it is over allows you to see more clearly how well you met your initial objectives and what helped and/or hindered you in doing so; the degree to which you were able to improve on a weakness or take advantage of a strength; and to reconsider academic material in light of the completed experience, looking for additional connections or raising new questions.

Critical Reflection: What it is and what it isn’t

When you have heard the word “reflection” in the past, how did you interpret it? What do you think your friends would assume that you were doing if you told them you were “reflecting”? In contrast, what words or phrases do you now associate with the term “critical reflection,” having read this section of the tutorial?

“Critical reflection” can be very different from what many people think when they hear the word “reflection.” Because of these differences, it’s important to be very clear on what we do and do not mean when we talk about and engage in critical reflection in service-learning.

Several years ago, some faculty and students at NC State did a project called “reclaiming reflection” in order to help students, faculty, and staff engaged in critical reflection develop a good understanding of what it involves, without bringing any baggage they may have associated with the term in the past.

Some of what “critical reflection” is not and what it is that were identified through this project are presented in the table below.

<table>
<thead>
<tr>
<th>Critical Reflection IS NOT...</th>
<th>Critical Reflection IS...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touchy-feely</td>
<td>Analytical and rigorous</td>
</tr>
<tr>
<td>Just a stream of consciousness, like a diary entry</td>
<td>Carefully guided by standards of critical thinking</td>
</tr>
<tr>
<td>About your personal opinions, or thinking that shouldn’t be critiqued or evaluated</td>
<td>About your reasoning, which can be evaluated as a demonstration of learning</td>
</tr>
<tr>
<td>Introspective only / only done alone</td>
<td>Both individual and collaborative, because thinking can be enhanced when shared with others</td>
</tr>
<tr>
<td>Therapy</td>
<td>An opportunity to learn about yourself and how you think, so as to improve your ability to serve, to understand your discipline, and to develop professional skills and aptitudes while growing into the person you want to be</td>
</tr>
<tr>
<td>Busy work that is irrelevant to learning</td>
<td>A process designed to generate, deepen, and document learning</td>
</tr>
</tbody>
</table>