Why Reflect?
Reflection is a fundamental component of service-learning courses. Meaningful reflection activities allow students opportunities to process their experiences, connect the service activity to academic coursework, and critically discuss their service experience. There are numerous ways to incorporate meaningful and critical reflection to match the needs and design of individual service-learning courses and activities.

4 C’s of Reflection are the 4 basic components of successful service-learning reflection activities:

- **Continuous**: reflection occurs at all stages
- **Connected**: service is linked to theoretical and broader concepts
- **Contextualized**: reflection corresponds to learning objectives
- **Challenging**: students question perceptions and explore new ideas

Reflection Best Practices:
- be clear and consistent with expectations and evaluation criteria
- design reflection to link the service, the coursework & broader concepts together
- emphasize reflection on learning gained from the experience, not the service activity itself
- allow students to evaluate and challenge their personal values, perspectives and preconceptions
- allow for feedback from instructors and partners

Techniques for Reflection:
- presentations
- group discussions
- regular writing assignments with or without questions or prompts
- journaling
- formal reports
- artistic activities: posters, games, crafts

Choose reflection activities and processes that best fit your course’s goals, style, and content. Reflection is not one-size-fits-all.

For more reflection resources and activities go to Campus Compact’s Structuring the Reflection Process webpage or check out UI’s Service-Learning Center’s Resources page.
**Reflection Models:** These three models explain reflection processes. These models can help faculty and students better understand how reflection occurs and help guide the timing and design of reflection activities.

**Experiential Learning Cycle:** This model illustrates the continuous nature of reflection at different stages.

**Affective-Behavioral- Cognitive (ABC) Model:** This model shows 3 different ways how students can relate to and process an experience.

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<tr>
<th>Affective</th>
<th>Behavioral</th>
<th>Cognative</th>
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<td>express thoughts and emotions about own experience</td>
<td>examine actions and explore reasons behind them</td>
<td>connect experiences to course content and broader theories</td>
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“I feel…” “I responded because…” “I understand this now…”

**Bradley’s Levels of Reflection Model:** This model shows how students’ focus is narrow and egocentric at the beginning of the experience and then becomes deeper and more holistic with time.

- **Level 1**
  - egocentric and focused on individual experience

- **Level 2**
  - consider perspectives outside of personal one

- **Level 3**
  - consider a variety of perspectives and make broader connections

**References and Further Resources:**

