

**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.

**The 4 “C’s” of Reflection are the 4 basic components of successful service learning reflection activities:**

<p><b>Continuous –</b> Continuous reflection includes reflection before, during, and after the service learning experience</p>	<p><b>Connected-</b> Connected reflection links the service learning experience to the academic/intellectual pursuits of the students</p>
<p><b>Challenging –</b> Challenging reflections push students to think in new ways, develop alternative explanations for experiences and observations, and to question their original perceptions of events and issues</p>	<p><b>Contextualized-</b> Contextualized reflections are appropriate for the setting and format of the moment. For example, reflections that occur in the classroom may be more formal than those that take place at the service site</p>

**Reflection Best Practices:**

- Be clear and consistent with expectations and evaluation criteria
- Design reflection to link the service, the coursework, and 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 such as posters, games, and crafts

***Consider incorporating several types of reflection activities into your course.***

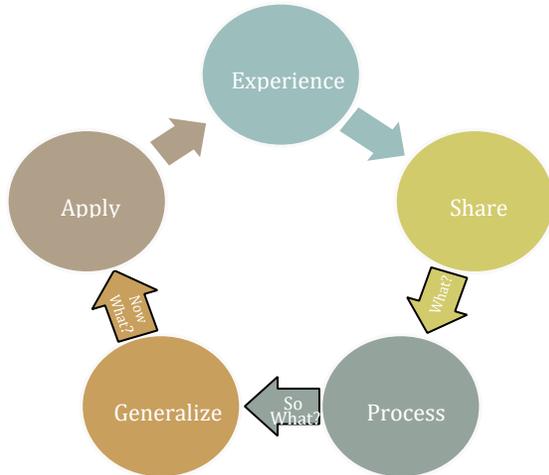
***Choose reflection activities and processes that best fit your course’s goals, style, and content. Reflection is not one-size-fits-all.***

**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.



**Reflection focuses on these parts of the model:**

**What?** describe the experience

**So What?** connect experience to coursework; explore its meaning

**Now What?** explore implications of the experience and the experience's possible results

**Affective-Behavioral-Cognitive (ABC) Model:**

This model shows three different ways how students can relate to and process an experience.

*Affective*  
Express thoughts and emotions about their own experience

"I feel..."

*Behavioral*  
Examine actions and explore reasons behind them

"I responded because..."

*Cognitive*  
Connect experiences to course content and broader theories

"I understand this now..."

**Bradley's Levels of Reflection Model:**

This model shows how student's focus is narrow and egocentric at the beginning of the experience and then becomes deeper and more holistic with time.

