Reflection

Learning and development do not necessarily occur simply as a result of experience. Reflection becomes the link between experience in community and learning.

There are two kinds of reflection when it comes to service-learning: Personal and Critical.

1. Personal Reflection includes an examination of oneself in relation to others, or an examination of one within social groups.

2. Critical Reflection includes a deeper understanding of the historical, sociological, cultural, economic and political contexts of the needs or issues being addressed.

Reflection requires structure when brought into the classroom. Structured reflection allows for students to examine critical issues within a service-learning project, connect the service to the class, find personal relevance in the activity and allows for students to be further connected to issues that may spark long-term academic interest.

Elements of Reflection
- The Four C’s
  - Continuous
    - Reflection throughout the class
  - Connected
    - Reflection is structured and directly related to the learning objectives
  - Challenging
    - Reflection sets high expectations, demands high quality effort and stimulates further learning
  - Contextualized
    - Appropriate activities for the course and the developmental progress of the students

Methods of Reflection:
- Journals
- Personal Narratives
- Presentations
- Directed Writing
- Letters