Incorporating Critical Reflection Into Online Service Learning

Putting Service Learning Online - Session 3 of 3
May 7, 2020
## Putting Service Learning Online: Series Schedule

<table>
<thead>
<tr>
<th>Title</th>
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<tr>
<td>Developing a Remote Learning Course (With Experiential and/or Service Learning in Mind)</td>
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Session 3 outcomes

- Help students generate evidence of remote experiential learning
- Facilitate effective strategies to foster reflection, personally & professionally
- Design effective prompts for critical reflection about experiential or service learning
- Describe ways to evaluate service-learning projects through online reflections, peer feedback, and suggestions for improvements or ways to modify activities for online learning in future

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Your turn: #hello

○ Using the hashtag #hello, enter your name and campus/organization in the Chat window.
What’s your perspective?

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have taught service learning courses</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>I have taught online or remote courses (before Spring 2020)</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
What do you believe is possible?

A
Reflection Is Informal and Unstructured

B
Critical Reflection Connects Course Content to Community Project/Activity

C
Critical Reflection Is Fully Integrated in Course Content, Community Project/Activity, and in Collaboration With Community Partner
“We do not learn from experience... we learn from reflecting on experience.”

John Dewey
Reflection in Service Learning supports...

...students in reframing complex problems (Brookfield, 2000)

...development of moral reasoning (Boss, 1994)

...the clarification of civic values (Jones & Hill, 2003)

...shifts in identity (Rhoads, 1997)

...a deeper sense of civic self-efficacy and a greater commitment to act (Astin et al., 2000)
Reported Helpfulness of Program Reflection Activities

- Discussions with program faculty, advisor: 6.2
- Informal dialogue with other students: 6.2
- Creative or research project: 5.9
- Private reflection: 5.8
- Structured reflection activities in class: 5.7
- Discussions with community partner, mentor: 5.7
- Course writing project based on experience: 5.6
- Structured reflection activities in the community: 5.5
- Writing in a journal: 4.9
- Online tools (e.g., discussion forum): 4.2

*Note: Scale: 1 = Not at all helpful; 7 = Extremely Helpful*
Your turn: #critical

In the chat, please share your experiences!

- #combine: How have you asked students to combine action and reflection in class and in the community?
- #SocialJustice: What roles do social justice or social change play in your service learning experiences?
What do we mean by reflection?

Consortium to Promote Reflection in Engineering Education (CPREE), University of Washington
How can *students* generate evidence of remote experiential learning?

Why do they need to?
The Class of 2020 Was Headed Into a Hot Job Market. Then Coronavirus Hit.
Internships evaporate, career fairs are canceled and some college seniors wonder if they should even bother looking for jobs.


Anybody got a job? These college seniors are sure going to need one
High anxiety among both four-year grads and community college students as unemployment skyrockets
Applied and project-based learning experiences, particularly internships or apprentice experiences, give recent college graduates an edge with both employer audiences.

Would be MUCH More Likely to Hire Recent Grad with this Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Business Executives</th>
<th>Hiring Managers</th>
<th>Much/somewhat more likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship/apprenticeship with a company or organization</td>
<td>52%</td>
<td>60%</td>
<td>93% 94%</td>
</tr>
<tr>
<td>Project in community w/people from different backgrounds/cultures</td>
<td>29%</td>
<td>37%</td>
<td>72% 83%</td>
</tr>
<tr>
<td>Multiple courses requiring significant writing assignments</td>
<td>29%</td>
<td>23%</td>
<td>82% 72%</td>
</tr>
<tr>
<td>Research project done collaboratively with peers</td>
<td>28%</td>
<td>33%</td>
<td>81% 81%</td>
</tr>
<tr>
<td>Advanced, comprehensive senior project (thesis, etc.)</td>
<td>28%</td>
<td>28%</td>
<td>80% 76%</td>
</tr>
<tr>
<td>Service learning project with a community organization</td>
<td>24%</td>
<td>32%</td>
<td>71% 78%</td>
</tr>
<tr>
<td>Study abroad program</td>
<td>18%</td>
<td>16%</td>
<td>54% 47%</td>
</tr>
</tbody>
</table>
## Key Attributes Employers Want to See on Students' Resumes

January 13, 2020 | By NACE Staff

<table>
<thead>
<tr>
<th>Attribute</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving skills</td>
<td>91.2%</td>
</tr>
<tr>
<td>Ability to work in a team</td>
<td>86.3%</td>
</tr>
<tr>
<td>Strong work ethic</td>
<td>80.4%</td>
</tr>
<tr>
<td>Analytical/quantitative skills</td>
<td>79.4%</td>
</tr>
<tr>
<td>Communication skills (written)</td>
<td>77.5%</td>
</tr>
<tr>
<td>Leadership</td>
<td>72.5%</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>69.6%</td>
</tr>
<tr>
<td>Initiative</td>
<td>69.6%</td>
</tr>
<tr>
<td>Detail-oriented</td>
<td>67.6%</td>
</tr>
<tr>
<td>Technical skills</td>
<td>65.7%</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>62.7%</td>
</tr>
<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>62.7%</td>
</tr>
<tr>
<td>Computer skills</td>
<td>54.9%</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>47.1%</td>
</tr>
<tr>
<td>Strategic planning skills</td>
<td>45.1%</td>
</tr>
<tr>
<td>Friendly/outgoing personality</td>
<td>29.4%</td>
</tr>
<tr>
<td>Entrepreneurial skills/risk-taker</td>
<td>24.5%</td>
</tr>
<tr>
<td>Tactfulness</td>
<td>24.5%</td>
</tr>
<tr>
<td>Creativity</td>
<td>23.5%</td>
</tr>
<tr>
<td>Fluency in a foreign language</td>
<td>2.9%</td>
</tr>
</tbody>
</table>
ePortfolio (specific version of a personal website)

What does your ePortfolio reveal about you that other profiles and records do not? (e.g., LinkedIn, profiles, resume/CV, transcript)

ePortfolios can:

- ensure a consistent story and **holistic message** across the various components of your online presence
- give you more **control and ownership** to communicate your unique skills, experiences, and story
- provide a richer **context and background**
- help you effectively **differentiate yourself** from other platforms that focus on standardization
Evidence in an ePortfolio

The ePortfolio represents a rhetorical argument with a “thesis” or claim backed up by evidence.

Artifact Examples
- Pictures/Images
- Videos
- Key words
- Projects
- Research papers
- Teaching moments
- Thought leadership
- Key learning experiences
- Social media links
- Blog
agents of integration
individuals who are actively working to perceive the connections they make and convey them effectively to others

In the chat, please share your experiences!

- #document: How are your students documenting and integrating their service learning experiences?
- #share: Where can students practice sharing their service learning experiences with diverse stakeholders through different channels (e.g. employers via LinkedIn, search committees)?
Frameworks for reflection prompts

- Reflect timeline ([CSU Channel Islands - Reflection & Service Learning](#)): 1) Before, 2) during and 3) toward the end of the experience
- Reflection focus ([Indiana University - Reflection Questions](#)): Issue, Client, Self, Course
- Reflection topics ([Gateway Technical College - Service Learning Reflection Toolkit](#)): What? So What? Now What?
- Different levels of reflection ([Oregon Campus Compact - Guide to Reflection](#)): 1) Room to grow, 2) Quality reflection, 3) Mastery in reflection
- Emotion and reflection ([Felten, Gilchrist & Darby, 2006](#))
Reflection as a metacognitive act

Image: CC BY-SA Mic McPhee
Engage students in reflection as part of a cycle

1 PLAN
Students assess readiness & make a plan of action

2 DO
Students complete service learning activities

3 REFLECT
Students document what worked, what to do differently next time

Metacognition
Reflection in a larger context
Reflection in a larger context - details

- Provide feedback & rubrics
- Share encouragement & exemplars
- Use game & UDL elements
- Provide guidelines & grades
- Foster learning improvement
- Cultivate critical thinking
- Require attention to purpose
- Reward peer review
- Make collaboration a priority
- Elevate self evaluation
- Metacognition
- Reflection
- Assessment
- Motivation
- Learning with ePortfolios

28
Digital reflections - Which tool(s) to use?

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<tr>
<th>Who can see it</th>
<th>Where will it live?</th>
</tr>
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<tbody>
<tr>
<td><strong>Individual (Only the student who wrote it and the teacher)</strong></td>
<td><strong>In the LMS</strong></td>
</tr>
<tr>
<td>Assignment tool</td>
<td>Email</td>
</tr>
<tr>
<td><strong>Teams or The Entire Class</strong></td>
<td><strong>Discussion Wiki Group pages</strong></td>
</tr>
<tr>
<td><strong>The Entire World</strong></td>
<td><strong>--</strong></td>
</tr>
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In the chat, please share your #questions and #intentions!

● #framework: What frameworks inform how, when or why you ask students to reflect?
● #tools: What tools have you asked students to use for reflection?
Session 3 wrap-up
In the chat, please share your #questions and #intentions!

- #questions: What do you want to know after today’s session?
- #intentions: What did you see today that you want to try in your course?
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