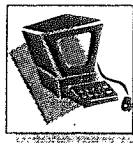


Reflection Activity Matrix



READING



WRITING



DOING



TELLING

PERSONAL
DEVELOPMENT

- ❖ The Role of Service [p.68]

- ❖ Letters Home [p.76]
- ❖ Group Journal [p.77]
- ❖ Personal Journals [p.78]
- ❖ Portfolio [p.82]

- ❖ Student Facilitation [p.102]
- ❖ Artistic Reflection [p.105]

- ❖ Encouraging Informal Discussion [p.128]
- ❖ Mentoring [p.130]
- ❖ Reflective Interview [p.131]

CONNECTING
TEACHERS

- ❖ The Role of Service [p.68]

- ❖ Letters Home [p.76]
- ❖ Group Journal [p.77]

- ❖ Student Facilitation [p.102]
- ❖ Artistic Reflection [p.105]
- ❖ Oral Histories [p.108]

- ❖ Encouraging Informal Discussion [p.128]
- ❖ Mixed Discussion Groups [p.133]
- ❖ Reflecting with the Community [p.135]

CITIZENSHIP
DEVELOPMENT

- ❖ The Role of Service [p.68]

- ❖ Letters Home [p.76]
- ❖ Letters & Memos [p.85]

- ❖ Artistic Reflection [p.105]
- ❖ Oral Histories [p.108]
- ❖ Policy Action [p.110]
- ❖ Health Fairs [p.113]

- ❖ Reflecting with the Community [p.135]

REFRAMING APPLICATION UNDERSTANDING

- ❖ Using Case Studies to Prepare for Service [p.70]

- ❖ Group Journal [p.77]
- ❖ Personal Journals [p.78]
- ❖ Portfolio [p.82]
- ❖ Letters & Memos [p.85]
- ❖ Integrative Papers [p.88]
- ❖ Organizational Analysis [p.91]
- ❖ Critical Questions [p.95]
- ❖ Applying Kolb's Model [p.97]

- ❖ Student Facilitation [p.102]
- ❖ Oral Histories [p.108]
- ❖ Service-Learning Theater [p.114]
- ❖ Using Films & Videos [p.116]
- ❖ Field Data Gathering [p.118]

- ❖ Informal Discussion [p.128]
- ❖ Mixed Discussion Groups [p.133]
- ❖ Mentoring [p.130]
- ❖ "Service is Like..." [p.138]
- ❖ Three Questions [p.139]
- ❖ Large Group Discussion [p.141]
- ❖ Reading Journals Aloud [p.144]
- ❖ Focus Groups for Reflection & Evaluation [p.146]
- ❖ Oral Presentations [p.148]

- ❖ Using Case Studies to Prepare for Service [p.70]

- ❖ Portfolio [p.82]
- ❖ Letters & Memos [p.85]
- ❖ Integrative Papers [p.88]
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- ❖ Policy Action [p.110]
- ❖ Health Fairs [p.113]
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- ❖ Reflective Interviews [p.131]
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- ❖ Point/Counterpoint [p.72]

- ❖ Integrative Papers [p.88]
- ❖ Organizational Analysis [p.91]
- ❖ Critical Questions [p.95]

- ❖ Policy Action [p.110]
- ❖ Tapped into Citizenship — a Simulation [p.119]
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- ❖ Reflective Interviews [p.131]
- ❖ Reflecting with the Community [p.135]
- ❖ Reflecting on Cultural Identity [p.150]

Tell me, and I forget, show me and I remember, involve me, and I understand. – Confucius

According to the “Practitioners Guide to Reflection in Service-Learning,” there are four important principles to keep in mind for effective critical reflection which they call the four C’s of reflection: **Continuous, Connected, Challenging, and Contextualized.**¹

Continuous reflection...ensures that reflection, as well as community involvement, are ongoing components in the learners education. Often short-term experiences can lead to more complex long-term involvement which gives the student extensive material for observation, reflection, and experimentation. (see Kolb’s Experiential Learning Cycle later in this section). Continuous Reflection also means that reflection should be utilized before, during, and after an experience. ²

Connected reflection...is a component that most often occurs in the classroom and specifically in service-learning courses. Many of the students involved in community involvement programs will be in a service-learning course. Connected reflection is essentially the component that links the “service” they are doing at their community organizations with the structured “learning” they are working through in the classroom. Without structured reflection, “students may fail to bridge the gap between the concrete service experience and the abstract issues discussed in class; students may become frustrated and wonder why they are involved in the community as part of their course work.” ³

Challenging reflection...“requires intervention on the part of a teacher or colleague who is prepared to pose questions and propose unfamiliar or even uncomfortable ideas for consideration by the learner.”⁴ It is important in this situation that the students feel they are in a safe and mutually respectful atmosphere where they can freely express their opinions, ideas and thoughts.

Contextualized reflection...ensures that the reflection activities or topics are appropriate and meaningful in relation to the experiences of the students. For example, should the reflection be more formal or informal? Or should it occur in proximity to the community the students will be working with? Does the reflection topic coincide with the considerations and issues that the students have been expressing ? Contextualized reflection takes into consideration all these components, which makes for a more meaningful and educational reflection session.

1 Eyler, Janet & Giles, Dwight (1996) *A Practitioners Guide to Reflection in Service Learning* Nashville: Vanderbilt University, p.17

2 Ibid, p.18

3 Eyler, Janet & Giles, Dwight (1996) *A Practitioners Guide to Reflection in Service Learning* Nashville: Vanderbilt University, p.19

4 ibid, p.19