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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | **Community Engagement Reflection** | | |
| **Time Commitment:** 15-30 mins | **Type:** Take-home/project;In-class exercise | **Big Ideas:** Understanding Local History & Context; Reflection |
| **OVERVIEW:**  The Community Engagement Reflection Activity is a series of reflective activities that instructors can use to measure changes in student knowledge before, during, and after a community engagement experience. Reflection related to a service learning or community engagement experience gives students time and space to critically reflect on their experience and understand its relevance to their learning in class.  This tool was contributed by Drs. Carol Thurman and Owen Cantrell. | | | |
| **INSTRUCTIONS:**   1. Ask students to answer the first set of sample questions in a written assignment, an online blog, or a class discussion before beginning a community engagement assignment. Consider your overall goals in utilizing the reflective activity when determining the best mode of student response. 2. Use the second set of sample questions to facilitate a written assignment, online blog, or class discussion during a community engagement assignment. 3. Provide the third set of sample questions in a written assignment, online blog, or class discussion after completing a community engagement assignment. 4. Use the reflections written before, during, and after the community engagement assignment to assess student growth and complexity of knowledge throughout the assignment. The rubric on the final page of this tool may be a useful example or model to draw from. | | | |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT**  The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Reflection, concept maps, rubrics, and other assessment methods are shown to improve student learning. For resources on how to assess your students’ work, please review our Assessment Tools at <http://serve-learn-sustain.gatech.edu/tool-category/assessment>.  **This tool achieve SLOs 2-6, 8. See the end of this tool for further details.** | | | |

**Want Help?**

Carol Thurman is the contact for this tool. You can reach her at carol.thurman@gatech.edu

**Community Engagement Reflection Activity**

Reflection is a central component for successful service learning. If your students are engaging in a service learning activity, project, module, or course, it is useful to have them reflect before, during and after the experience. This scaffolding of reflection allows for transference of knowledge and awareness of student agency and impact on local communities.

This reflective activity may be useful as a short essay, blog, or class discussion/activity. The key element is that students are given space to reflect on their experience and note how the experience has changed or challenged pre-existing beliefs and ideas.

These reflections can be assessed in conjunction with the [SOLO Taxonomy Rubric](http://serve-learn-sustain.gatech.edu/solo-taxonomy) also available in this Toolkit. Depending on the Student Learning Outcomes (SLOs) your course is assessing, you may want to adapt the questions below (and the SOLO Taxonomy Rubric) to fit the needs of your course.

Before Beginning Service Learning Experience

1. What are some personal perceptions that you have about the organization you will be working with?
2. What are some of your perceptions or beliefs about the population you will be serving?
3. What is the identified problem/community need?
4. How is your community partner site addressing that need? Why are you needed?
5. What do you think you will gain from this experience?
6. What are some of your pre-existing attitudes that you think will be helpful in completing this experience?
7. What attitudes do you think this experience will challenge?
8. How do you think this experience will fit into your broader understanding of Georgia Tech? Atlanta?
9. What are some broader social, cultural, and political issues you think this experience will bring up?

During Service Learning Experience

1. How is your service-learning experience related to the readings, discussions, and lectures in class?
2. What issue is being addressed or population is being served?
3. How is your experience different from what you expected?
4. How can we help people to better understand the nature of the circumstances facing the population present during the service experience?
5. What is the relationship of your service to the "real world?"
6. What attitudes has this project challenged thus far?
7. What new skills have you developed or practiced since beginning your service?
8. Which of your attitudes has impacted the way you view the situation/experience?
9. What did you learn about the people/community that was surprising?
10. What information can you share with your peers or the community about your experience thus far?

After Service Learning Experience

1. What have you learned about yourself or your values as a result of this experience?
2. What did you learn about over the course of this experience? How can you apply this learning in the future?
3. What specific skills have you used during this experience??
4. What did you gain from this experience?
5. What were some pre-existing attitudes that were helpful during this experience?
6. What attitudes do you think this experience challenged?
7. How did this experience fit into your broader understanding of Georgia Tech? Atlanta?
8. What were some broader social, cultural, and political issues this experience brought up?

Adapted from Austin Community College, Sample Guided Reflection Questions

<https://sites.google.com/a/austincc.edu/service-learning/sample-guided-reflection-questions>

**Community Engagement Reflective Writing Rubric**

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| **Level** | **Awareness of Purpose of Service (civic engagement)** | **Responsibility to Community (civic engagement)** | **Application of Course Concepts to Service-learning (academics)** | **Impact on Student’s Personal Life (personal growth)** | **Critical thinking (academics) (overall essay)** |
| **Distinguished** | Student is aware of personal role in solution to social issue. | Student embodies personal sense of responsibility to community regarding issues pertinent to service experience and actively participates in the collection effort to solve these issues. | Student uses service experience to evaluate course concepts and efficacy of service | Student uses changes in perspective to inform choices and behaviors in issues pertinent to service as well as other areas in their life. | Student uses evaluation of perspectives, knowledge and opinions gained from course concepts and service experience as foundation for own perspectives and opinions. |
| **Proficient** | Student demonstrates understanding of the complexity of the issue and solutions to it. | Student integrates personal sense of responsibility to community regarding issues pertinent to service experience and expresses a commitment to working towards specific solution(s). | Student demonstrates a clear understanding of the relationship between course concepts and service experience | Student uses changes in perspective to inform choices and behaviors in areas pertinent to service | Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and service experience. |
| **Apprentice** | Student expresses empathy and awareness regarding social issues. | Student expresses insight into community issues pertinent to the service experience and demonstrates awareness of a personal sense of responsibility. | Student expresses some connection between course concepts and service experience. | Student expresses connection between service and self and demonstrates change in attitudes perspectives, beliefs, or understanding of own skills. | Student asks questions and shows awareness of multiple perspectives. Opinions are stated with some analysis and support |
| **Novice** | Student demonstrates limited awareness of purpose of service- learning to address social issues. Does not go beyond description of activities at site. | Student demonstrates a limited attitude of responsibility towards community. | Student does not apply course concepts, or there is a limited, unclear connection of course concepts to service experience. | Student expresses a limited connection between service and self and demonstrates limited or no change in attitudes, perspectives, beliefs or behavior. | Student accepts things at face value, as if all opinions were created equal. Opinions are stated without analysis or support. |

Adapted from De Anza College

<<https://www.deanza.edu/vida/pdf/Rubric.pdf>>

**SLS Student Learning Outcomes**

**Goal: Develop Skills & Knowledge**

1. Identify relationships among ecological, social, and economic systems
2. Describe how actions affect community sustainability
3. Work effectively in different communities
4. Analyze the impact of decisions on community sustainability

**Goal: Connect to Professional Practice**

1. Relate discipline to community sustainability

**Goal: Work in Diverse Contexts**

1. Create and evaluate approaches to addressing community sustainability
2. Communicate with the public about sustainable communities

**Goal: Build Long-Lasting Values and Beliefs**

1. Manifest personal values and beliefs demonstrating responsible community membership