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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Co-curricular Activity Reflection Tool |
| **Discipline:** All | **Type:** Take-home Assignment/Project; In-class Exercise; Discussion | **Time Commitment:** 30-60 mins | **Category:** Assessment |
| **Big Ideas:** [Cognitive Flexibility;](https://serve-learn-sustain.gatech.edu/cognitive-flexibility) [Valuing Community Impact](https://serve-learn-sustain.gatech.edu/valuing-community-impact) |
| **OVERVIEW:**This tool provides instructors with a focused reflective activity that asks students to make connections between their course and a co-curricular activity. Reflection related to co-curricular activities gives students time and space to critically examine the activity and understand its relevance to their learning in class. Some of the reflection questions require adaptation to suit course objectives.This tool was contributed by Jennifer Hirsch and Carol Thurman. |
| **INSTRUCTIONS:** 1. Ask students to participate in an activity that is related to, but not facilitated by, your class (e.g., an SLS event – [see schedule here](http://serve-learn-sustain.gatech.edu/events-and-workshops) - an activity sponsored by a local community group, a campus event, etc.).
2. Distribute the Activity Reflection Assignment included below. Modify it beforehand so it aligns with your class, discipline, or the needs of your students. Have students complete the assignment as homework or as an in-class exercise.
3. Discuss answers in class.
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| **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](http://serve-learn-sustain.gatech.edu/tool-category/assessment). **This tool achieves SLOs 1, 2, 3, and 4. See the end of this tool for further details.**  |

**Want Help?**

Serve-Learn-Sustain is the contact for this tool. You can reach us at serve-learn-sustain@gatech.edu

# Co-Curricular Reflection Tool

## Overview

SLS encourages all faculty teaching SLS Affiliated Courses to incorporate the yearly [SLS Events & Workshops Series](http://serve-learn-sustain.gatech.edu/events-and-workshops) into their syllabi as a formal learning component. Attending co-curricular activities can help students understand how classroom learning applies beyond course contexts. Reflection helps bring the learning back to the class, facilitating connections between co-curricular activities and course content/learning objectives. Reflecting on an SLS activity - or another activity related to sustainability or community engagement that you may ask your students to attend - helps students think about the focused topic of a course within the broader context of – “What is a sustainable community?”[[1]](#footnote-1)

This reflection activity includes six questions. As appropriate to your course objectives, you may ask students to attend the same specified activity, or you may allow them to choose from a variety of SLS, Institute, community, or other activities. In both scenarios, the specifics of the reflection questions can be modified or appended to suit your course. Note that Question #4 *requires* that you tailor it to your course.

## Reflection Objectives

1. Help students reflect on what they learned at a co-curricular activity
2. Help students connect what they learned to what they’re learning in their SLS course
3. Engage students in a written or oral reflection exercise to assess learning and, if desired, grade

## Activity Reflection Assignment

1. Provide the name, sponsoring group (e.g., SLS), date, location, and brief factual description (a few sentences) of the activity or event.
2. **OBSERVE –** Share one thing about the activity that stood out to you/sticks most in your mind (a sight, smell, comment, exercise, interaction, etc.). (1-2 sentences
3. **REFLECT –** Thinking back on the activity, describe a moment (answer 1 of the following): (1 paragraph)
	1. that challenged your beliefs or values about sustainability
	2. that made you feel uncomfortable
	3. when you suddenly realized or understood something new
	4. when you felt excited about something you saw, read, or heard
	5. when you learned something new about yourself

Make sure to explain what, how, why.

1. **INTERPRET -** Describe some specific ways in which the activity helps you think in new ways about one or more of the key course topics listed here. Write on one topic or briefly address two topics: (2-3 paragraphs) [**NOTE TO INSTRUCTORS**: The questions in this section should be tailored to fit your course. Examples from an SLS course have been provided.]
2. Connections among the different dimensions of sustainability (physical, ecological, economical, and social)
3. Stakeholder analysis
4. The relationship between individual choices and collective action
5. Barriers or facilitators of organizations’ efforts to create positive change in a community
6. **DECIDE –** Determine how lessons learned might translate to future action.
	1. What are the implications of this activity for creating sustainable communities? Share one lesson that you are taking away. (1-2 sentences)
	2. Share one action that you might take, now or in the future, based on your interests, training, and activities, to put one of these lessons into action. (1-2 sentences)

Modified from the ORID framework used by ICA Associates, Inc., ["The Art of Focused Conversation."](http://ispimi.org/images/meeting/082212/focused_conversation_ica_associates.pdf)

## Resources for Further Reading

Janet Eyler and Dwight E. Giles, *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass Publications, 1999.

Suzanne D. Mint and Garry W. Hesser, "Principles of Good Practice in Service-Learning." In *Service-Learning in Higher Education: Concepts and Practices,* 26-52*.* San Francisco: Jossey-Bass Publications, 1996.

# SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.

1. [↑](#footnote-ref-1)