#hello

Using the hashtag, share your **name**, **campus** and **an effective reflection activity you have used** in the chat.

Participant Engagement

Hashtag	Use the #hashtag prompts to share your best practices with attendees using the chat.
Q&A	Submit your questions into Q&A. We will monitor and respond as they come in or hold them for Tania during the Live Q&A.
Recorded	Today's presentation is being recorded. A link to the recording and resources will be shared.

CSU-CEL Taxonomy: Classifying a Student-Centered Approach to Community-Engaged Learning Courses

This taxonomy identifies an implementation spectrum for a student-centered approach to CEL courses. The Chancellor's Office defines service learning as one type of CEL which must include all six essential elements from the CEL taxonomy.

A CEL survey tool based on this taxonomy help with the application of attributes by asking faculty about their teaching and community partnership practices.

Taxonomy Link:
https://drive.google.com/file/d/1YYGOnxzl6zrRWlBO2I5p-tYt6vD7FGDN/view?usp=sharing

Essential Elements	Description	Implementation Spectrum		
Reciprocal Partnerships	Reciprocal partnerships and processes shape the community activities and course design to enhance student understanding of the importance of community learning.	INSTRUCTOR AND COMMUNITY PARTNER COMMUNICATE DIRECTLY OR THROUGH CAMPUS SL/CE OFFICE The communication between instructor and community partner includes course overview (e.g., learning outcomes, syllabus) and the value of the partnership to both community and student learning is shared with students.	INSTRUCTOR AND COMMUNITY PARTNER MEET The instructor and community partner meet virtually or in person to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus), and to identify how the community project can enrich student learning and benefit the organization's mission and work within the community. The value of the partnership to both community and student learning is shared with students.	INSTRUCTOR AND COMMUNITY PARTNER COLLABORATE AS CO-EDUCATORS The instructor and community partner collaborate as co-educators in various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community project can enrich student learning and add to the capacity of the organization in meeting community needs. The value of the partnership to both community and student learning is shared with students.
Student Community Involvement Benefits the Common Good	Student community involvement has a specific benefit to the material, cultural or institutional interests that members of society have in common. This specific benefit to the common good is intentional, planned for, communicated and assessed with community partners in mind. This may include the organizational capacity, student/client growth, social and economic benefits, etc.	BENEFIT TO THE COMMON GOOD IS INTENTIONAL, PLANNED FOR AND IMPLIED Benefit to the common good as an intentional and planned for component of the course is implied but not explicitly stated in course materials (e.g. in syllabus, discussion or materials). Course does not include assessment of benefit to the common good.	BENEFIT TO THE COMMON GOOD IS INTENTIONAL, PLANNED FOR AND EXPLICITLY STATED Benefit to the common good is intentional, planned for and explicitly stated in course materials, and is identified (i.e. organizational capacity, student/ client growth, social and economic benefits, etc.). Course may include assessment of benefit to the common good.	BENEFIT TO THE COMMON GOOD IS CO-IDENTIFIED, PLANNED FOR, COMMUNICATED AND ASSESSED Benefit to the common good is explicitly stated in multiple places and achievable in the context of the course (i.e. organizational capacity, student/client growth, social and economic benefits, etc.). Instructor and community partner have developed tools and systems to collect data and communicate insights on the results of students' involvement.
Academically Relevant Community Involvement	Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.	COMMUNITY PROJECT SUPPLEMENTS COURSE CONTENT The community project/activity is added as a component of the course but not integrated with academic content or assignments. Purposes of the community project not included within syllabus.	COMMUNITY PROJECT IS A COMPONENT OF COURSE CONTENT Community project utilized as a "text" to provide additional insight into student understanding of academic content and enhance student's ability to complete assignments. The syllabus describes the relationship of the community project to learning outcomes.	COMMUNITY PROJECT IS INTEGRATED THROUGHOUT THE COURSE AND EXPERIENCE The instructor integrates the community project and relevant social issue(s) as critical dimensions for student understanding of academic content which significantly enhance student's ability to complete assignments. The syllabus provides a strong rationale for the relationship of the community project to learning outcomes
Explicit Civic Learning Goals	Civic learning goals are articulated and develop students' capacities to understand and address critical social issues.	CIVIC LEARNING GOALS ARE IMPLIED AND FOCUS PRIMARILY ON COURSE CONTENT Emphasis in syllabus is primarily on discipline-based academic content. Civic learning goals and/or relevant social issues may be addressed informally and/or indirectly.	CIVIC LEARNING IS EXPLICITLY STATED AND COMPLEMENTS COURSE CONTENT AND ASSISTS STUDENT UNDERSTANDING Specific civic learning outcomes that complement the discipline-based academic content are explicitly stated (e.g., in syllabus, discussion or materials). The civic learning assists students to understand underlying social issues.	CIVIC LEARNING IS FULLY INTEGRATED IN SYLLABUS, COURSE CONTENT, AND COMMUNITY PROJECT/ACTIVITY All course components highlight the integration of civic learning goals with discipline-based academic content. Students gain knowledge and skills relevant to addressing underlying systemic issues of inequity and injustice.
Reflection Facilitates Learning	Critical reflection activities and assignments integrate classroom and community learning.	INFORMAL AND UNSTRUCTURED REFLECTION Students engage in informal and unstructured reflection about the community project, often at the end of the semester.	CRITICAL REFLECTION CONNECTS COURSE CONTENT TO COURSE PROJECT/ACTIVITY Reflection activities and products critically connect community involvement to academic and civic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.	CRITICAL REFLECTION IS FULLY INTEGRATED IN COURSE CONTENT, COMMUNITY PROJECT/ACTIVITY, AND IN COLLABORATION WITH COMMUNITY PARTNER Instructor and community partner(s) collaborate to build student capacity to critically reflect and develop products that explore the relevance of the experience to academic content and provide ongoing feedback to support student learning. Students use critical thinking to analyze social issues, recognize systems of power, and/or lead to new action.
Integrated Assessment of Student Learning	Student learning assessment addresses both the discipline-based and civic learning goals, and includes learning from community involvement.	STUDENT LEARNING ASSESSMENT FOCUSES PRIMARILY ON COURSE CONTENT Student learning assessment is largely based on the discipline-based content; some credit is given for completion of the community involvement component of the course.	STUDENT LEARNING ASSESSMENT INCLUDES DISCIPLINE LEARNING, CIVIC LEARNING AND SOME COMMUNITY FEEDBACK Student learning assessment articulates varying levels of expectations for both the discipline-based and civic learning aspects of the course. Community partner provides some feedback on individual student performance.	STUDENT LEARNING ASSESSMENT INTEGRATES COMMUNITY PROJECT/ACTIVITY WITH MEANINGFUL COMMUNITY FEEDBACK AND COURSE CONTENT Student learning assessment holistically addresses both discipline-based and civic learning outcomes, and students are expected to demonstrate competency in both aspects of learning in the course. Community partner provides meaningful feedback on relevant aspects of student learning.

revised 4-8-20

Poll

What is your primary purpose for using critical reflection?

#Purpose

What is your primary purpose for using critical reflection?

Use the hashtag #Purpose and share an example.

Dr. Tania Mitchell

Associate Professor, University of Minnesota

"We do not learn from experience... we learn from reflecting on experience."

John Dewey

REFLECTION IN SERVICE LEARNING SUPPORTS…
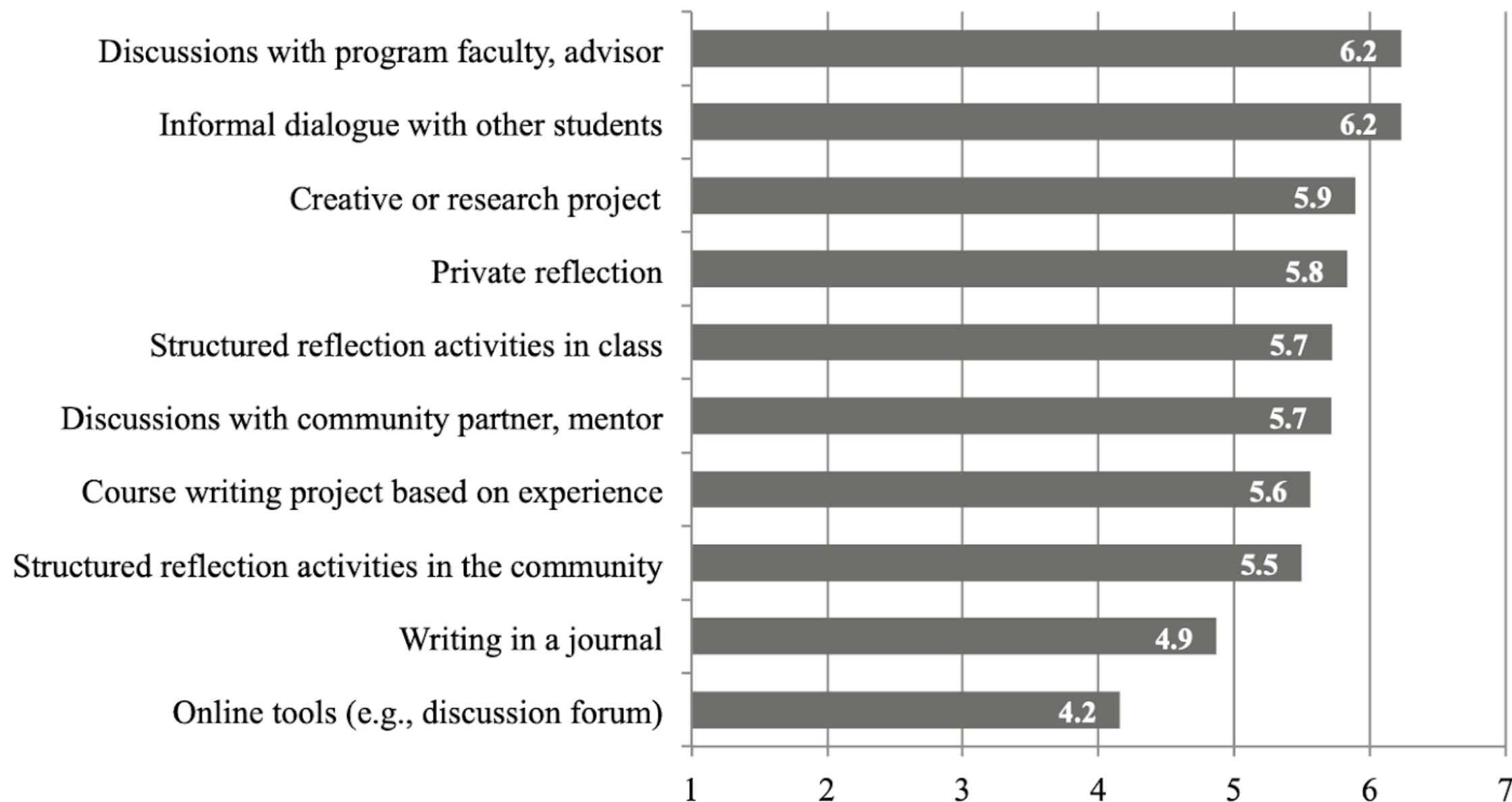
…students in reframing complex problems (Brookfield, 2000)

…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

Activity	Rating
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

[Reflection] fulfills me and continually sort of challenges me, and makes me revisit and think about where I've been and what I'm doing, and then it also allows me to look into the future and envision future possibilities for myself and where I'd like to be.
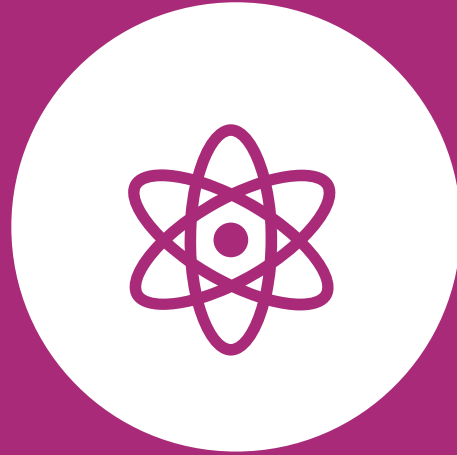
INFORMAL AND UNSTRUCTURED REFLECTION	CRITICAL REFLECTION CONNECTS COURSE CONTENT TO COMMUNITY PROJECT/ACTIVITY	CRITICAL REFLECTION IS FULLY INTEGRATED IN COURSE CONTENT, COMMUNITY PROJECT/ACTIVITY, AND IN COLLABORATION WITH COMMUNITY PARTNER
Students engage in informal and unstructured reflection about the community project, often at the end of the semester.	Reflection activities and products critically connect student community involvement to academic and civic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.	Instructor and community partner(s) collaborate to build student capacity to critically reflect and develop products that explore the relevance of the experience to academic content and provide ongoing feedback to support student learning. Students use critical thinking to analyze social issues, recognize systems of power, and/or lead to new action.

#critical

Using the hashtag, share your examples of **what makes reflection critical**.

what makes reflection critical?

"critical reflection"…generates learning (articulating questions, confronting bias, examining causality, contrasting theory with practice, pointing to systemic issues), deepens learning (challenging simplistic conclusions, inviting alternative perspectives, asking "why" iteratively), and documents learning (producing tangible expressions of new understandings for evaluation).

(Ash & Clayton, 2009, p. 27)

[Critical reflection allows one to] challenge presuppositions, explore alternative perspectives, transform old ways of understanding, and act on new perspectives.

(Mezirow, 1990, p. 6)
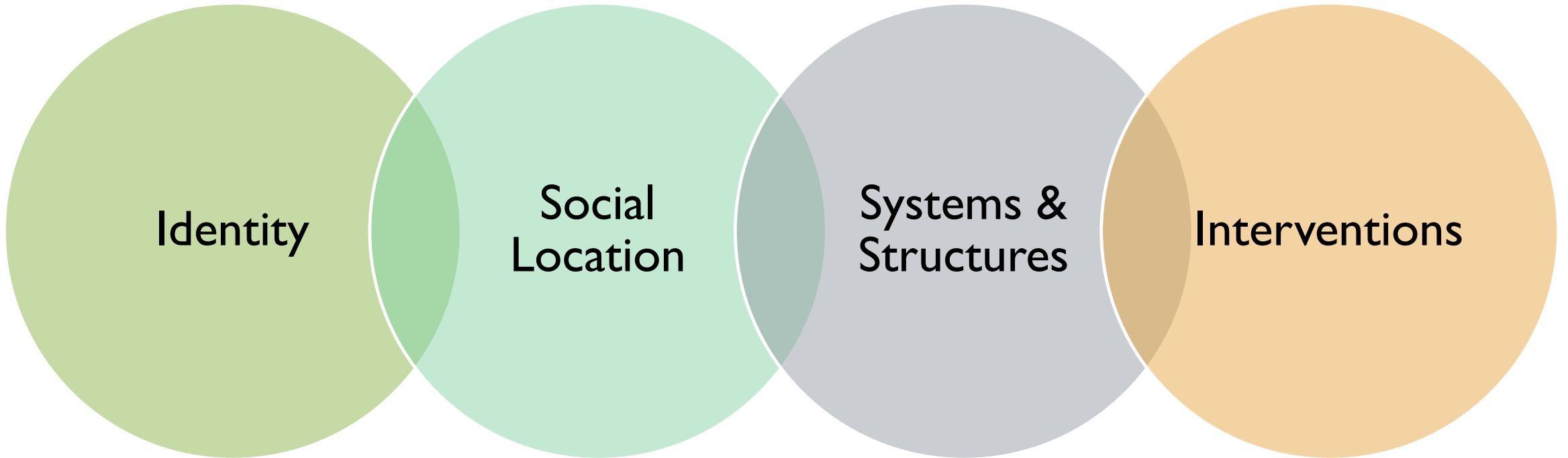
Where?

in class, in community, in virtual space

When?

before, during, or after community work; connected to texts or activities; integrated into larger assignments

How?

individual, peer to peer, with instructors, with community members, in writing, making art, through dialogue

AN EXAMPLE
individual reflection

- What do I know about this community (or this issue)?

- What do I need to know?

- How do my identities inform my understanding of the community (or issue)?

- What steps will I take to learn what I need in order to be effective in this experience?

AN EXAMPLE

dialogue

- peer to peer
- with instructors
- with agency staff
- with more established volunteers
- with constituent community
- with family

- *What are you learning?*
- *What questions are you asking?*
- *What do you notice about yourself in [this space]?*
- *What does [the place where you're working] do to address [the issue]?*
- *What do you understand about policies, practices, or prior efforts that serve to reify this issue as a concern for the community?*
- *What do you wish was different?*
- *What can (or will) you do to bring about the change?*

assignment integration

Personal approach to teaching and learning

Describe how you, as an educational professional, will manage a productive learning environment to teach for learning within a classroom learning community. Review all 13 chapters of Eggen and Kauchak and apply concepts you see yourself using as an educational professional. Use citations and select information from Chapters 1-13 (at least one citation from each chapter). This paper is an opportunity to tell your instructor what kind of educational professional you are becoming and what educational theories, research, strategies, and models you plan to use in your classroom. **Integrate examples from your community engagement experience that inform your personal approach to teaching and learning and illustrate what your presence in the classroom will look like.** Support your viewpoints on teaching and learning with citations from Michigan Standards, School of Education, Leadership, & Public Service Teacher Dispositions, and your textbook. Describe the development of your teacher dispositions (at least 5 citations). Describe the importance of Michigan Teaching and Learning Standards and the role of assessment in helping you will meet the standards of your profession. Link your observations to Michigan Teaching and Learning Standards for Authentic Instruction (at least five citations).

AN EXAMPLE

artistic

Embrace the challenge.

You may find yourself growing

In ways unforeseen.

Lori Latimer

AN EXAMPLE 'logging' service

Date	Task	Time (hrs)
9/27/18	Reading partner at Bancroft Elementary	1.5
10/4/18	Reading partner at Bancroft Elementary	1.5
10/11/18	Reading partner at Bancroft Elementary	1.5
10/18/18	Reading partner at Bancroft Elementary	1.5
10/25/18	Reading partner at Bancroft Elementary	1.5
11/1/18	Reading partner at Bancroft Elementary	1.5
11/8/18	Reading partner at Bancroft Elementary	1.5

Date	Location	Activity	With	Connection to mission/aim
10/20/16	CDW office	research on legislative wins	Sarah S. Policy Director	Understanding prior legislation helps inform lobby strategies
10/23/16	Women's center	Child care	Abby, Thuy, Lidia, Aria	Creates space and time for domestic worker leaders to participate in advocacy training
11/7/16	My room	Draft social media posts for campaign	Reviewed by Angie T. Comms Director	Builds awareness of the campaign
11/10/16	CDW office	Testimony practice	Maria A.	Supporting Maria in sharing her story with legislators (especially practicing English) to build support for the

Reflection that aspires to be critical must be connected to considerations for how to confront the injustice of a particular society or public sphere within the society. It is a transformative endeavor unembarrassed by the possibility of being seen as political and intentional in its effort to develop emancipatory consciousness. Critical reflection encourages participants to consciously consider their role in the struggle for a better world.

(adapted from Kincheloe & McLaren, 2011, p. 300)

Questions & Answers

#next

Using the hashtag, share **one thing you will incorporate to enhance or improve critical reflection** in community-engaged learning experiences.

The California State University
CENTER FOR COMMUNITY ENGAGEMENT

Stay in touch

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