Incorporating Critical Reflection Into Online Service Learning

Putting Service Learning Online - Session 3 of 3
May 7, 2020

CSU **The California State University**
CENTER FOR COMMUNITY ENGAGEMENT

Putting Service Learning Online: Series Schedule

Title	Developing a Remote Learning Course (With Experiential and/or Service Learning in Mind)	Enhancing Remote Learning Through Virtual or Place-/Project-Based Service Learning Experiences	Incorporating Critical Reflection into Online Service Learning Courses
Date & Time	April 30, 2020 3 pm Pacific	May 4, 2020 3 pm Pacific	May 7, 2020 3 pm Pacific

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

**Incorporating Critical Reflection
Into Online Service Learning**

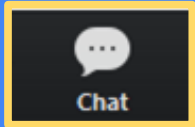| Tania D. Mitchell | Helen L. Chen | Kevin Kelly |
| University of Minnesota | Stanford University | San Francisco State University |

Your turn: #hello

- Using the hashtag #hello, enter your **name** and **campus/organization** in the Chat window

To: Everyone ⌄   More ⌄

Type message here…

What's your perspective?

	YES	NO
I have taught service learning courses	A	B
I have taught online or remote courses (before Spring 2020)	C	D

What do you believe is possible?

A	B	C
Reflection Is Informal and Unstructured	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

Tania D. Mitchell
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)
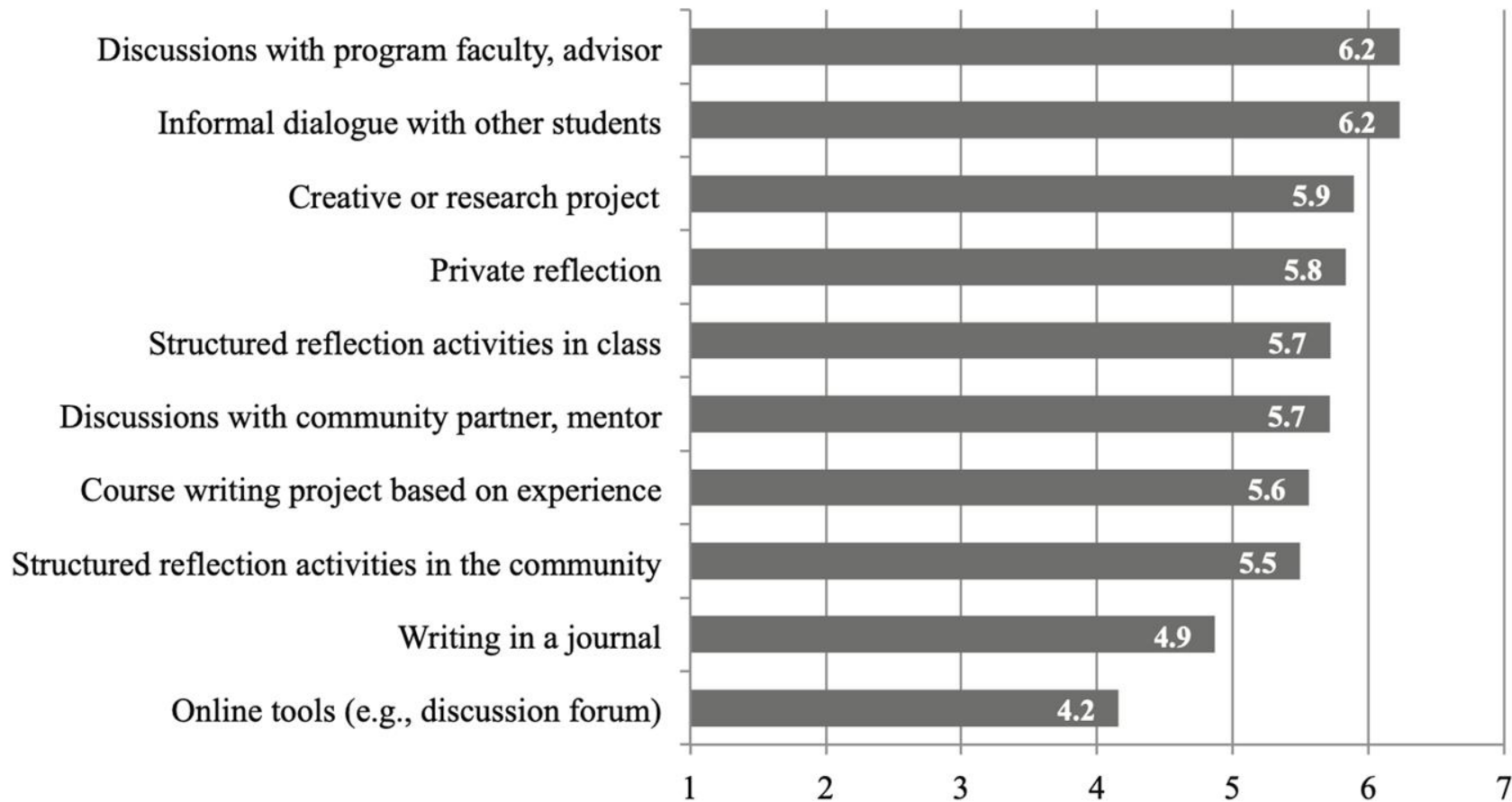
...development of moral reasoning (Boss, 1994)

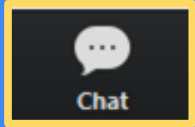...the clarification of civic values (Jones & Hill, 2003)

...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	Score
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

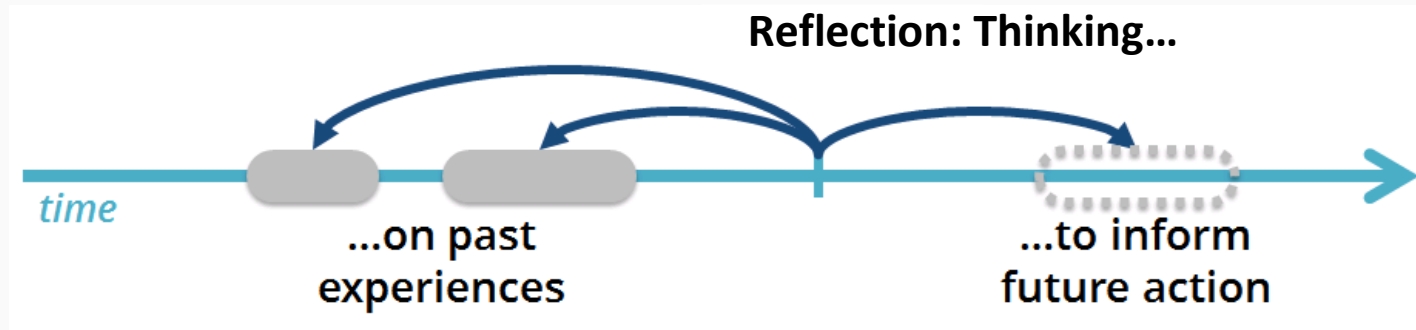*Note:* Scale: 1 = Not at all helpful; 7 = Extremely Helpful

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?

Helen L. Chen

Stanford University

What do we mean by reflection?

Reflection: Thinking...

time

...on past
experiences

...to inform
future action

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?

BUSINESS

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

Covid-19 Is Scrambling the Job Market for Recent Grads. Here's How Colleges Are Trying to Respond.

By Scott Carlson | APRIL 10, 2020 | ✓ PREMIUM
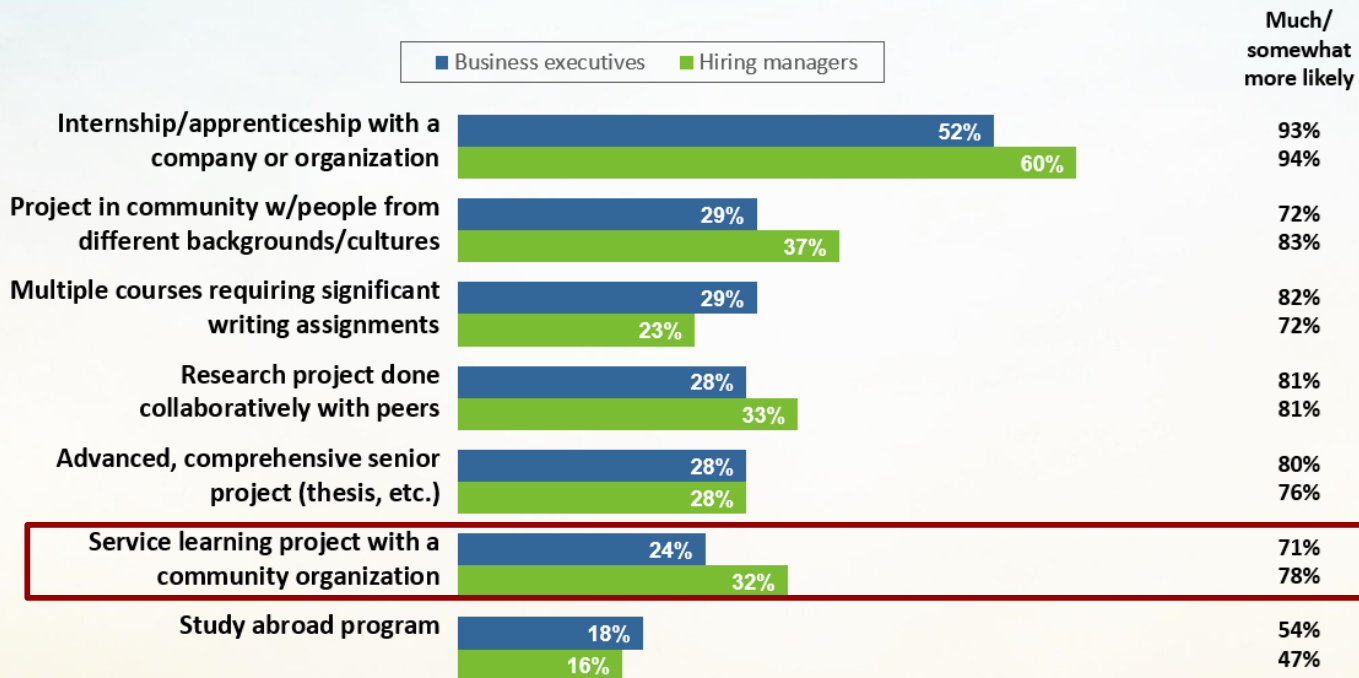
CORONAVIRUS AND EDUCATION

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

by LIZ WILLEN | April 6, 2020

iStockphoto

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

Much/ somewhat more likely

Legend: ■ Business executives ■ Hiring managers

Experience	Business executives	Hiring managers	Much/somewhat more likely
Internship/apprenticeship with a company or organization	52%	60%	93% / 94%
Project in community w/people from different backgrounds/cultures	29%	37%	72% / 83%
Multiple courses requiring significant writing assignments	29%	23%	82% / 72%
Research project done collaboratively with peers	28%	33%	81% / 81%
Advanced, comprehensive senior project (thesis, etc.)	28%	28%	80% / 76%
Service learning project with a community organization	24%	32%	71% / 78%
Study abroad program	18%	16%	54% / 47%

Association of American Colleges and Universities

KEY ATTRIBUTES EMPLOYERS WANT TO SEE ON STUDENTS' RESUMES

January 13, 2020 | **By NACE Staff**

ATTRIBUTE	% OF RESPONDENTS
Problem-solving skills	91.2%
Ability to work in a team	86.3%
Strong work ethic	80.4%
Analytical/quantitative skills	79.4%
Communication skills (written)	77.5%
Leadership	72.5%
Communication skills (verbal)	69.6%
Initiative	69.6%
Detail-oriented	67.6%
Technical skills	65.7%
Flexibility/adaptability	62.7%
Interpersonal skills (relates well to others)	62.7%
Computer skills	54.9%

Organizational ability	47.1%
Strategic planning skills	45.1%
Friendly/outgoing personality	29.4%
Entrepreneurial skills/risk-taker	24.5%
Tactfulness	24.5%
Creativity	23.5%
Fluency in a foreign language	2.9%

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
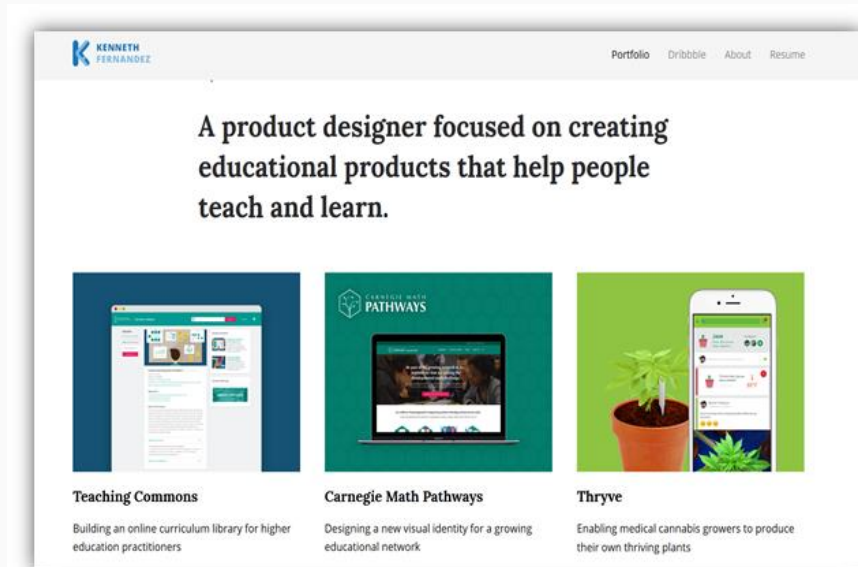

Artifact Examples
- Pictures/Images
- Videos
- Key words
- Projects
- Research papers
- Teaching moments
- Thought leadership
- Key learning experiences
- Social media links
- Blog

agents of integration

individuals who are actively working to perceive the connections they make and convey them effectively to others

Rebecca S. Nowacek, *Agents of Integration: Understanding Transfer as a Rhetorical Act* (2011)
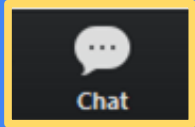
Your turn: #students

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)?

Kevin Kelly

San Francisco State University

Frameworks for reflection prompts

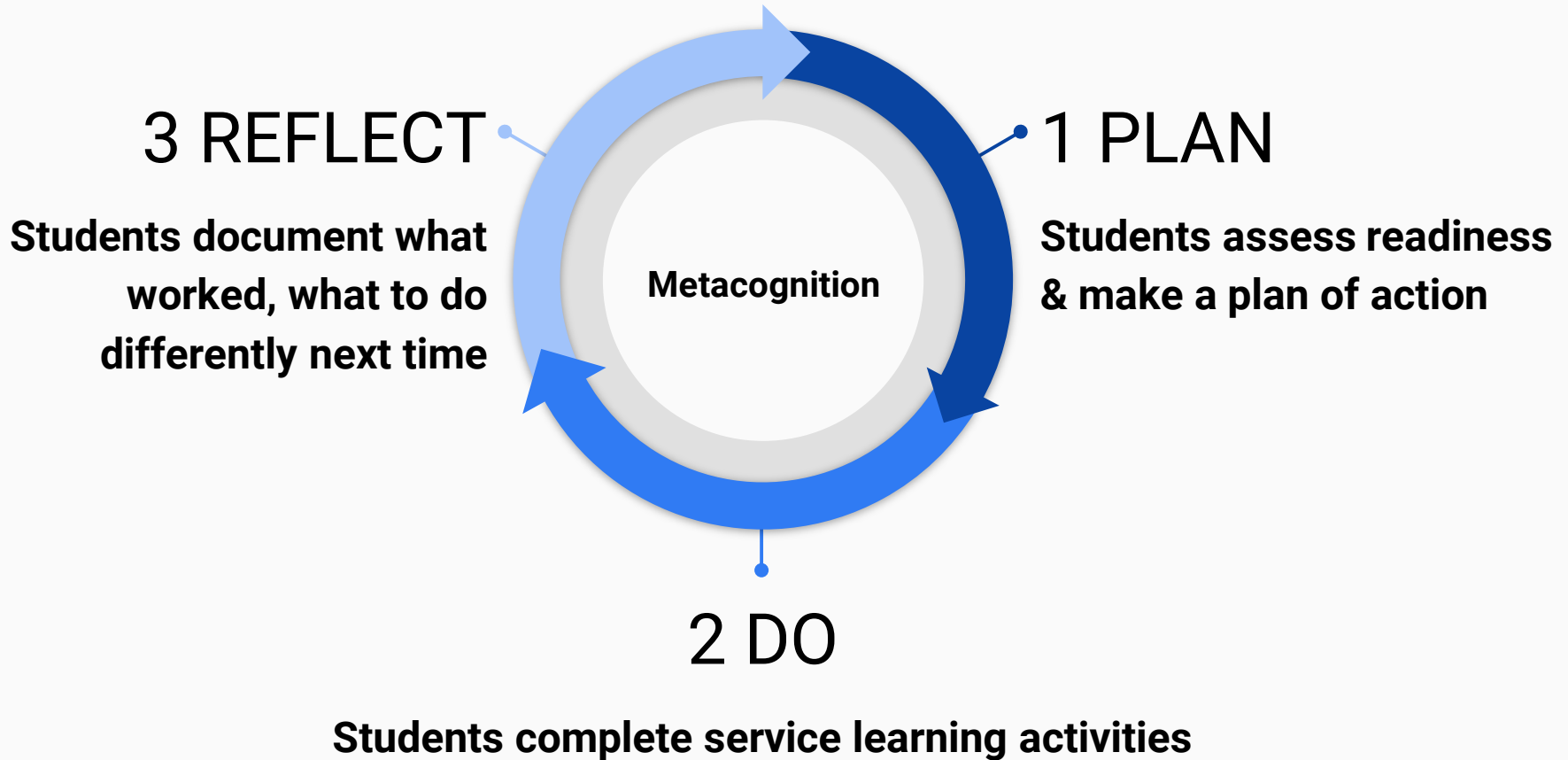- Reflect timeline (CSU Channel Islands - Reflection & Service Learning):
  1) Before, 2) during and 3) toward the end of the experience

- 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)
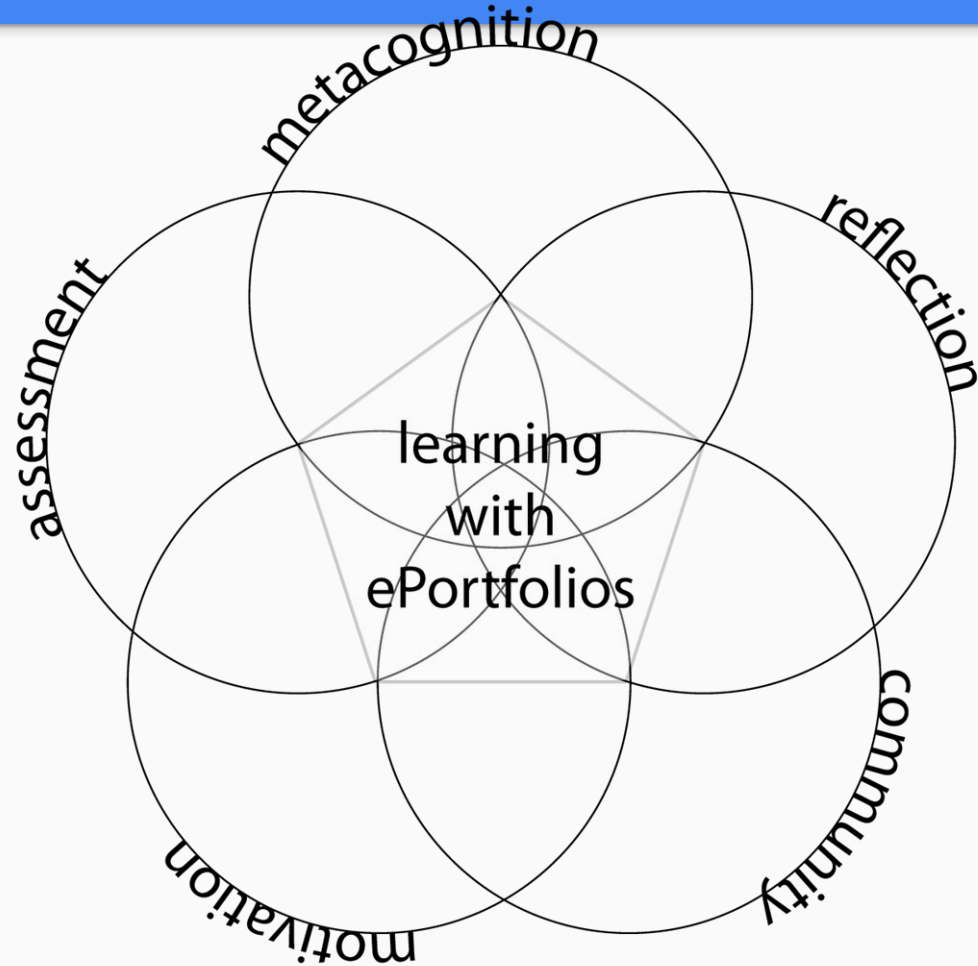
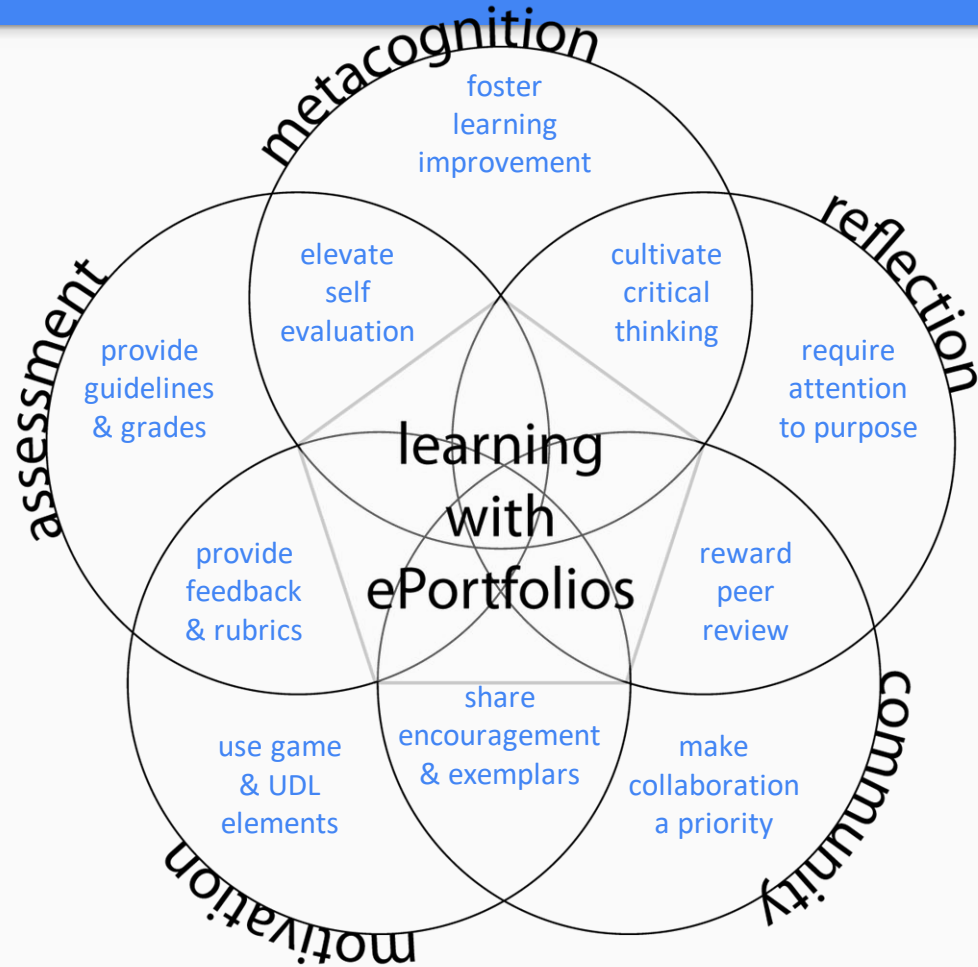Reflection as a metacognitive act

Image: CC BY-SA Mic McPhee

Engage students in reflection as part of a cycle

3 REFLECT

Students document what worked, what to do differently next time

1 PLAN

Students assess readiness & make a plan of action

Metacognition

2 DO

Students complete service learning activities

Digital reflections - Which tool(s) to use?

Who can see it?   Where will it live?

|	In the LMS	Outside the LMS
Individual (Only the student who wrote it and the teacher)	Assignment tool	Email File share sites (Dropbox)
Teams or The Entire Class	Discussion Wiki Group pages	Online gallery (Flickr) Class portfolio (Pathbrite) Video reflections (FlipGrid) Collaborative work ● Docs (Google docs) ● Prezos (VoiceThread)
The Entire World	--	
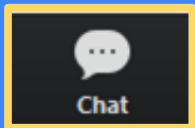
Your turn: #reflection

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
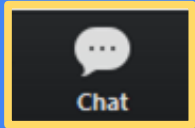
Your turn: #questions & #intentions

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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Thank you

- Judy Botelho, CSU CCE
- Brianna Wagner, CSU CCE
- Nina Roberts, SF State

- Leticia Márquez-Magaña, SF State
- Annie White, CSU Channel Islands
- Mike Willard, Cal State LA

- Del Bharath, CSUDH
- Steven Brownson, CSUDH & LA
- Paul Fornelli, CSUDH

- Tania Mitchell, U of MN
- Helen L. Chen, Stanford U

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