

Service-Learning Reflection Prompt

How has your Service-Learning experience changed you?

- What did you learn in your course (and other courses, if applicable) that relates to your service or community site? What did you learn during your service or at your community site that relates to your course?
- What problem(s) did you help solve, enhancing our community? How did you accomplish this?
- How has your experience affected your thinking about the community, its problems, and the solutions to those problems?
- What personal, academic or career goals did you achieve? How has your experience affected your thinking about personal, academic or career goals? How will you serve the community in the future?

The prompt addresses the following general education SLOs:

Aesthetic Engagement: Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

Communication: Ethically compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.

Integrative Learning: Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

Self and Community: Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and global communities.

Thinking/Inquiry: Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

(The prompt also addresses Accreditation Standard II language about students assuming civic responsibilities after college.)

Instructor's notes:

1A. The instructor should specify an audience for the reflection, such as the following: parents or other family members; professor, classmates or members of the discipline or profession; a religious official or faith community; a website or publication editor; a government official or body, such as the governor or legislature; etc.

1B. The instructor may specify a course-appropriate learning artifact in a medium other than a written essay. Depending on the course, artwork, a website, an oral presentation, etc., may be assigned. This artifact should be created through a course-appropriate ("ethical") process.

2. The instructor should specify in his/her syllabi which SLO(s) the Service-Learning project addresses, adapt the first set of sub-questions, and provide specific guidance for student work and reflection. What did you learn about information literacy, quantitative/symbolic reasoning, communication, ethics, diversity, and/or aesthetics?

3. The instructor should also help students make connections between their current Service-Learning experience and other courses/experiences that they may have had. The Integrative Learning SLO and the AA Cornerstone Project are meant to address/assess learning across the curriculum, not just in a particular course.