

## TYPES OF REFLECTION FOR SERVICE-LEARNING

Following is taken from Bringle, Robert G. and Julie A. Hatcher, "Reflection in Service-Learning: Making Meaning of Experience." Educational Horizons. Summer 1999. 179-185.

Types of Reflection for Service-Learning:

### ☪ Journals

Types of Reflective Journals:

- Key Phrase Journal: students are asked to integrate an identified list of terms and key phrases into their journal entries as they describe and discuss their service activities.
  - Double-entry Journal: Students use a spiral notebook. On the left side of the journal, students describe their service experiences, personal thoughts, and reactions to their service activities. On the right side, they discuss how the first set of entries relates to key concepts, class presentations, and readings.
  - Critical Incident Journal: Students focus on a specific event that occurred at the service site. Students are then asked to respond to prompts designed to explore their thoughts, reactions, future action, and information from the course that might be relevant to the incident.
  - Three Part Journal: Students are asked to respond to three separate issues in each of their journal entries: (a) Describe what happened in the service experience, including what you accomplished, some of the events that puzzled or confused you, interactions you had, decisions you made, and plans you developed. (b) Analyze how the course content relates to the service experience, including key concepts that can be used to understand events and guide future behavior. (c) Apply the course materials and the service experience to you and your personal life, including your goals, values, attitudes, beliefs, and philosophy.
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- ☪ Experiential Research Paper: a formal paper based on the experiential learning theory. Students are asked to identify a particular experience or set of events at a service site and to reflect upon and analyze the experience within a broader context in order to make recommendations for subsequent action.
  - ☪ Ethical Case Study: students are asked to write case studies of an ethical dilemma they confronted at the service site, including a description of the context, the individuals involved, and the controversy or dilemma they observed. Can be written to include course content, as appropriate.
  - ☪ Directed Readings: Students can be asked to write a two-page summary of the reading and its relevance to their service experience.