



WEBER STATE UNIVERSITY

Community Involvement Center

Reflections

**“Study without reflection is a waste of time;
Reflection without study is dangerous”**

- Confucius

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INTRODUCTION

Reflection is a critical part of doing service. It allows volunteers to look back on, think critically about and learn from their service experiences.

This journal is provided to help you record your own unique perspective on your journey in your service experience. What you write is up to you. Questions are provided to help you discover, process and evaluate your service experience. Volunteers often discover through reflection they have learned and grown more than they realize. We hope this is true for you.

Designing time to reflect and think critically about a service project or program is essential; it gives meaning to your experience and helps you understand how your efforts impact your community. Reflection also helps you to improve on your existing and future service experiences.

Reflection is not an overly technical process, despite its importance in fostering learning outcomes and new forms of understanding and action. There are however, some common and necessary elements for successful reflection; it needs to be a purposeful and strategic process.

The Four C's:

Continuous, Connected, Challenging, Contextualized
Continuous Reflection must be an ongoing part of service involvement.

Connected Reflection links service to students' intellectual and academic pursuits.

Challenging Reflection is the practice of challenging students to engage issues in a more critical way. This intervention requires teachers or colleagues to intervene posing unfamiliar and even uncomfortable ideas and questions.

Contextualized Reflection occurs when the environment and method of reflection correspond to the topics and experiences in a certain context.

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REFLECTION MODELS

If you are a novice with reflection, the following questions and reflection models may help you get started:

What? So What? Now What?

1. **What?** Describe what happened, what you saw, what you felt, what interactions you had.
2. **So What?** Did you make a difference? Why or why not? To whom? What impact did you have?
3. **Now What?** What needs to be done? What will you do now? Did this change you?

According to Welch (1999) the **ABCs of Reflection** can also be a helpful tool.

- A. **Affect.** This is your feeling and emotion and how we express them. How did you feel serving at your site? Why?
- B. **Behavior.** What you did past, present and future. How did you act or behave at your service site? Why? What will you do the next time you serve?
- C. **Cognitive.** The cognitive connection to class content. What did you recognize in your service experience that connected to course content? How? Why? Explain. Be specific. Provide examples.

Perry and Albright, (1999) developed **Five Stages of the Reflection Process**

1. Remembering and thinking about what was experienced.
2. Relating to current and prior experiences.
3. Representing the experience by actively participating in service-learning.
4. Reaching further into the experience by extending thinking and thinking at higher cognitive levels.
5. Revisiting the experience by looking at the value of the experience and exploring what else can be learned from it.

USING THIS REFLECTION JOURNAL

The reflection questions in this journal are organized into three categories:

- I. Discovering Service
- II. Processing Service
- III. Evaluating Service

The questions in Section I. Discovering Service (pp. 6-8) are designed to help prepare you for the service experience therefore, these questions should be answered at the onset of your service experience.

Section II. Processing Service (pp. 9-13) is designed to help you critically think about your experience during your continued service. You may want to answer a couple of questions after each visit to your service site.

Section III. Evaluating service (pp. 14-20) contains questions to help you evaluate the service experience overall; therefore, many of these questions can be answered at the end of your service experience.





Each section of the journal is labeled in the header of each page.

Community Involvement Center






In addition to providing this reflection journal, the CIC is a resource for recording your service hours. It is important to record your service hours in the CIC because we can provide scholarship opportunities, recognition for excellence in service at graduation, letters for graduate programs and future employers, and more. To receive these benefits, register with the center today.

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How do I register with the Community Involvement Center?

-  Access the registration form at <http://weber.edu/CommunityInvolvement>, the Community Involvement Home page.
-  Click on 'Register' in the student bubble at the bottom of the page.
-  Click on the student registration form.
-  Fill out the registration form **completely and accurately**. You will receive a confirmation page and a confirmation email when your registration is complete.

How do I record my service hours with the Community Involvement Center?

-  Access the CIC home page at <http://weber.edu/CommunityInvolvement>.
-  Click on 'Record Service Hours' in the student bubble at the bottom of the page.
-  Print the appropriate form to record your hours (individual or group). **See example on page 5.**
-  Fill out the form completely.
-  Make a copy of the time log for your own records and submit the original time log to the CIC, SU 327



Month/Year_____

Log of Service Hours

Name _____ W# _____
Address _____ Phone (____) _____
City _____ State _____ Zip Code _____
Place of Service _____
Address _____ Phone (____) _____
City _____ State _____ Zip Code _____
Name of Site Supervisor _____
Service Title/Position _____
I am: ☐ Student ☐ Faculty ☐ Staff

Are these hours related to a course assignment? ☐ Yes ☐ No

If yes, list Course Name: _____

Number: _____

Instructor: _____

I am: ☐ continuing to serve at this agency.
 ☐ finished with my service at this agency.
 ☐ interested in information about other agencies.

Date	Time In	Time Out	Hours	Description of Activities

Total Hours Completed

I certify that the above named individual worked _____ hours as recorded above.

SUPERVISOR'S SIGNATURE _____ Date _____

Return completed form to: Community Involvement Center, Shepherd Union Bldg, Room 327
or via mail at: 2113 University Circle, Ogden, UT 84408-2113

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1. What does service mean to you?

2. How do you feel about getting involved in this service project?

I. Discovering Service

3. List your interests, hobbies, talents and skills. How might these become assets in your service project?

4. What are some of the problems facing the world today? Does your service connect or address these issues? Explain.

5. What communities/identity groups are you a member of? Can these memberships be assets to you in your service experience? Explain.

6. What are two fears or inner worries you have about your involvement in this service experience? How might you face these fears?

II. Processing Service

1. What is going well in this experience? What factors are contributing to successful outcomes? What evidence do you have of this success?

2. What thing (or things) do you dislike most about this service opportunity? Why? Explain.

3. What obstacles or barriers are you encountering during this experience? What ideas or plans do you have for overcoming them?

4. What compliments have you been given and what do they mean to you? How did you react? What about criticisms and your reactions to them?

II. Processing Service

5. Describe a disappointment or failure you have experienced during this service project. What did you learn from it?

6. Is your service impacting a broader social issue? What? How?

7. Identify three (3) things you have learned related to your academic discipline.

1.

2.

3.

8. How is learning in a service experience different from learning in a classroom? Explain.

II. Processing Service

9. My service experience is like _____.
because _____. Explain.

10. Did you take (or avoid taking) some risks this week? Were there things you wanted to say or do that you didn't say or do?

1. Did the experience suggest future kinds of employment for you? Explain.

2. What did you learn about yourself in this service experience? Did service help you become more aware of your personal strengths and weaknesses? If so, how?

III. Evaluating Service

3. What might the community organization do differently in preparing students to be more productive at their agency?

4. What did you learn about the community or society in general from this experience?

5. Did this community experience leave you with new questions or concerns?

6. How has this service experience contributed to your sense of being an engaged community member and citizen? Explain.

III. Evaluating Service

7. Describe the best thing that happened during your service experience—something someone said or did, something you said or did, a feeling, an insight, a goal accomplished.

8. What was your happiest moment?

9. What other service-learning programs do you want to participate in to help yourself—academically, personally or professionally?

10. Identify the personal accomplishment in your service experience of which you are most proud.

III. Evaluating Service

11. If a time warp placed you back at the first day of this program, what would you do differently the second time around? What would you change in your assignment that would make the experience more valuable to you or to others?

12. Summarize the most important things you will take with you from the service experience.

Do all the good you can,
By all the means you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as you ever can.

- John Wesley

A candle loses nothing of
its light by lighting an-
other candle

- James Keller

And the Grinch, with his Grinch-
feet ice-cold in the snow, stood
puzzling and puzzling "How could
it be so?... And he puzzled three
hours till his puzzler was sore.
Then the Grinch thought of
something he hadn't before.

Dr. Seuss

How the Grinch Stole Christmas!

"Reading (or serving) with-
out reflecting is like eat-
ing without digesting."

- Edmond Burke

“Not everything that
counts can be measured,
Not everything that
can be measured counts,”
- Albert Einstein

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