Designing Assessments for Learning Outcomes

Facilitator:

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Miami Dade College
Learning Outcomes Assessment Team & Center for Community Involvement
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Worksheet A: Opening Reflection

On a scale of 1 – 10, with 1 = strongly disagree and 10 = strongly agree, to what extent do you believe MDC faculty welcome assessment of the MDC learning outcomes?

On a scale of 1 – 10, with 1 = strongly disagree and 10 = strongly agree, to what extent do you believe MDC faculty have a shared understanding of the MDC learning outcomes?

On a scale of 1 – 10, with 1 = strongly disagree and 10 = strongly agree, to what extent do you believe MDC faculty are confident that they can teach toward the MDC learning outcomes?

On a scale of 1 – 10, with 1 = strongly disagree and 10 = strongly agree, to what extent do you believe MDC faculty are assessing the MDC learning outcomes appropriately?

_____________________________________________

What does “create strategies that can be used to fulfill personal, civic, and social responsibilities” mean to you?

To what extent is your understanding shared by the faculty?

What teaching and learning activities are effective in generating this learning outcome? Why?
<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Objective 1</th>
<th>Strategy 1</th>
<th>Evidence / products</th>
<th>Indicators / criteria</th>
<th>Data collection / analysis</th>
<th>Data use</th>
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</thead>
<tbody>
<tr>
<td>Students will demonstrate critical thinking in the integration of academic learning with community experience</td>
<td>Students will compare and contrast course concept X as portrayed in text vs. as it emerges in community settings</td>
<td>Students will read chapter Z while engaged in S-L project and examine similarities and differences in guided written reflection activity</td>
<td>Student journal entry</td>
<td>Critical thinking standards</td>
<td>Team of scorers will apply a 4-level rubric to student journal entries individually and then reach consensus as a team</td>
<td>Scores will be used as basis for assignment grade and reported as averages to S-L Program</td>
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<td>Ambiguities surfaced during scoring will be used to refine reflection prompts</td>
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<td>Data will be used in a SoTL project</td>
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<td>Strategy 2</td>
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<td>Student groups will lead a discussion of the reading in class, making connections to the S-L project</td>
<td>Student comments during discussion session</td>
<td>Critical thinking standards</td>
<td>Instructor and student observation and notes, using same rubric</td>
<td>Instructor’s reflection on the discussion session will be shared with the class to raise quality of subsequent discussion</td>
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<td>Instructor will solicit student evaluation of discussion as well</td>
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<td>Objective 2</td>
<td>Strategy 1</td>
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<td>Students will evaluate the adequacy of theory Y in light of its implementation in the community</td>
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Student Reflection Product: Academic Category (Slightly modified from original student product)

One main attribute we have discussed that a servant-leader should have is foresight, or the ability to anticipate what will happen based on patterns observed from the past through a combination of rational thought and intuition. In “The Servant as Leader,” Robert Greenleaf says that foresight is “the 'lead' that the leader has” and that without it “he is not leading” because events “force his hand.” However, I have learned that although lack of foresight can indeed limit the choices of a leader, his/her “lead” may not be lost entirely as long as there are options for action; lack of foresight need not entirely “force [one’s] hand,” but to avoid the situation in which it does, it is necessary to think creatively about one’s remaining options and not assume that one no longer has any options.

I learned this when we reflected on the challenges we were experiencing with the “Computer Literacy Project” at the assisted living facilities in a group meeting with my instructor. We talked about how we had not had much foresight regarding the computers we had obtained as donations; when we made our project plan at the beginning of the semester, we did not even consider the possibility that the donated equipment might not be in good working order and so had planned only a little time for computer set-up. At this point, we were discouraged that we were having to spend a lot of time trying to fix technological problems at the assisted living facilities when, if we had anticipated the need, we could have arranged for someone with more technical expertise than we have to get the computers in working order before we took them to the sites; had we done that (and one of my group members even knows someone who would have been happy to help us out, so it wouldn’t have been difficult to find such a person), we would have had working computers much more quickly and could have moved on by now to working on sustainability for the computer literacy project. We felt that, at this point, we would not have enough time to accomplish all of the objectives we had at first set forth for the project; in particular, we realized that we may not be able to firmly establish a permanent “home” program to take on the responsibility of the Computer Literacy Project. We felt that we had no choice but to simply give up this objective—that is, we felt that our lack of foresight had indeed taken away our “lead”—since the pressure we were experiencing from time seemed to be forcing our hand and leaving us no options.

However, my instructor asked us if not being able to completely fulfill an objective meant that we could not progress towards it at all. This question helped us to realize that while we may not be able to fully complete everything we wanted to with this project, we still can make significant progress toward several goals; we have not, therefore, completely lost the ability to provide leadership in this project, as our reading of Greenleaf’s discussion of foresight led us to believe. We can establish preliminary contact with possible “home” programs for the project and compile a report of these options. We can locate a source of technological support, whether within the college of engineering or elsewhere, for future participants in the project - as a step toward dealing with the technological problems that we are not going to be able to fix this semester and toward making this part of the project more sustainable. In short, our choice of actions at this point may be limited by our lack of foresight earlier on in the project (we simply do not have the time at this point to get more than one computer at each site installed and working properly, even with the help of my group member’s friend, for example, and we therefore will not be able to hold the 10-person classes that we had planned to have running before the end of the semester); but we still have choices, and we still have options for making progress on this project before our involvement with it ends. Of course, before I can judge my conviction that leadership options are not, in fact, lost by lack of foresight, it will be necessary to undertake some of these actions and ascertain whether or not it really is too late to have an impact on this project; perhaps there is a point in any project in which leadership is lost due to lack of foresight, and it would be interesting to try to determine through this project and others at what stage in a project’s unfolding that point occurs, if in fact it consistently does.
This learning matters because my group and I discovered that we do not agree that lacking foresight causes a leader to “lose [his or her] lead” as Greenleaf states and were able to use this discovery to help us overcome our discouragement and sense of failure. Perhaps our experiences with the consequences of lacking foresight are different from Greenleaf’s ideas of these consequences because we were able to identify this mistake as we were making it. Our overall understanding of the concept of foresight has not only been reinforced by but also revised through the service-learning process of reflection. If we had failed to reflect on our service experiences, we might never have realized we were failing in the area of foresight in connection with our technological problems. Then we would indeed be having our hands forced by events, as we would not have the opportunity that we do now to analyze how we can change our actions to prevent this. Even though our efforts in this service project have been compromised by our lack of foresight, I believe we can utilize other leadership skills to retain our “lead” in this project. We can reassess the highest priority needs of the project, be flexible, and learn to work within the limitations that our lack of foresight has caused. Basically, this learning matters because it has reinforced both to me and to my group members the importance of foresight when trying to achieve goals and also caused us to find alternate ways of working towards those goals when our lack of foresight brings us into situations of limited options.

In light of this learning I will spend some time after our meeting with the facility manager to foresee what situations may come up in the last five weeks of this project, write these ideas down, and share them with my group members. This will be difficult simply because foresight is, in the paradoxical words of Greenleaf, “foresee[ing] the unforeseeable.” Since there are so many challenges and changes that may yet arise in this project, it will be hard to predict them. However, I believe that examining and reflecting on our past experiences with the project will help me to do this. As Greenleaf states, foresight often requires a leader to have a “feel for patterns,” and one important way for me to recognize and sense patterns in the progress of this project is by reflecting on my past experiences and current involvement with this project. Also, I can be thinking of what choices still remain for us as we seek to come as close to completing our objectives for this project as possible, and how we can act upon these choices.
Student Reflection Product: Personal Growth Category (slightly modified from original student product)

I learned that for the past 20 years I have been developing a pattern of inappropriate dependency (LO 1) in that I easily default to depending on other people, relying on them to help me accomplish my objectives even if I do not really know them well enough to trust them. (LO 2) However when I get backed into a corner because of this dependency, I have the capability to handle it because of my resourcefulness, or my ability to find alternate ways to accomplish my objectives when situations are not conducive to meeting those objectives.

I learned this when I compared the dependency problem that I faced in the Dominican Republic with the situation at the assisted living facility last week when I depended on the Activity Coordinator’s presence and she was not there. When I volunteered at an orphanage in the Dominican Republic I took a large step of independence by going without knowing anyone else and hoping that I could establish a support system once I was down there. When this support did not develop I became very homesick and relied on my parents to arrange a way for me to come home early. I did not try to use my own abilities to survive for the rest of the trip, or even to get me home, but depended on my parents to work out the situation, as has always been our pattern as a family (my parents have always been over-protective and have stepped in and "rescued" my brother and I on many occasions) (LO 4.1). Last week at the assisted living facility I encountered another example of my tendency to be too dependent on others when I counted on the Activity Coordinator to be at the site to introduce my group to the residents and wasted a lot of time waiting around for her rather than going to a “Plan B” quickly. Even though I defaulted into dependency, however, I was able to be resourceful to overcome the problem created by my dependency, by eventually locating someone else who was able to introduce us like I had hoped the Activity Coordinator would do. (LO 3)

This learning matters because now that I am in college, I am at a point in my life when I need to become independent in order to be able to function on my own, and though I am now better able to use my resources to pull myself out of a problem created by dependency, it would be more sustainable if I could prevent myself from defaulting into dependency by bolstering my independence. (LO 6.1) Whereas in the past (in the Dominican Republic) I depended on my parents to “rescue me” from a difficult situation, this time I was able to rescue myself. Granted, my situation at the assisted living facility was much less stressful than being in another country and not knowing anyone, and I was not risking much by depending on myself rather than someone else to find a way to begin my interaction with the residents. However it is important for me to realize through this example of my resourcefulness at the assisted living facility that the reason I default to dependency is not because I cannot handle the problem or situation myself, it’s that my lifelong reliance on my parents as rescuers has led me to believe that I am independent and strong enough to do it. It is this underlying belief that I will need to work on if I am to become a more independent adult. (LO 4.2)

In light of this learning I will set small goals for myself to become more independent. I think that my decision to go to the Dominican Republic by myself was a step of independence that was too large for me to take so I will find ways to push myself towards independence, realizing that it’s a process that begins with small steps. (LO 6.1) For example, in the past I have been dependent on my brother to get gas in my car, but in light of this learning I will resolve to get my own gas. Also, I have been financially dependent on my parents and have come to depend on them to give me money every week to buy necessary items for the week. Because I want to become more independent, I will talk to my mother and work out a system where she gives me a set amount of money for the rest of the semester and I will have to budget it out for myself on a week by week basis. (LO 5.1) I know that there are many other smaller steps I could be taking, so I plan to reflect on this idea of dependence in my journal during Spring Break and try to recognize the areas in my life where I am
dependent so that later on I will not become backed into a corner so easily because of my dependency on someone else; I will establish at least two additional goals by the end of Spring Break, for a total of four to work on the next six months. (LO 6.1) It will be challenging to identify and then act on becoming less dependent in these areas of my life because I feel comfortable knowing that I have a safety net, however since I will not be able to depend on safety nets forever, this process of personal growth will be beneficial to me when those safety nets give out. (LO 5.2) Another more fundamental challenge will be to back away from these safety nets, such as my parents giving my money and my brother getting my gas, while not backing away from the individuals who care enough about me to be safety nets. I do want to back away from my dependence on my parents and brother, for example, but I must be careful not to back away from my parents and brother in the process. I think that by talking to them and explaining my desire to become more independent, I can let them know that I sincerely appreciate their support but at the same time need to learn to rely more upon myself. (LO 6.1) To ensure that I really do make progress in terms of these goals in the next six months, I will put a notebook in my car and record who gets gas each time my car needs to be filled, and I will ask my roommate to ask me on the first of each month where I stand with this and with my mother on the budgeting situation; if I am successful in changing this dependency - rescuer pattern that I have with my parents, then it should show up concretely in these two specific behaviors. (LO 6.3)
Designing Assessment for Learning

Opening:
- Reflection on challenges associated with assessing MDC’s learning outcomes
- Overview of a framework for designing assessment
- Examination of student reflection products in light of the goal of assessing learning

Overview:
- Service-learning pedagogy and application of an instructional design process
- Assessable learning objectives
- Civic learning conceptual frameworks

Integrating reflection and assessment
- Sample S-L learning objectives
- “Reclaiming reflection”
- Overview of the DEAL model for critical reflection, with example
- Rubrics: Critical Thinking and Learning Objectives

Example: Nonprofit Minor (Diversity theme)
Defining Service-Learning

Since Robert Sigmon’s seminal article “Service-learning: Three Principles” (1979) helped to establish and formalize the pedagogy, individuals, as well as programs and institutions, have created numerous definitions for “service-learning.” Although specific understandings vary, as the field has grown and matured, the range of definitions has begun to converge on several core characteristics of service-learning. A few oft-cited definitions include:

Service-learning is a “course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.”


Service-learning is a “method under which students… learn and develop through active participation in thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with… an institution of higher education…and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students… and includes structured time for the students… to reflect on the service experience.”


“Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey’s: the interaction of knowledge and skills with experience is key to learning… Learning starts with a problem and continues with the application of increasingly complex ideas and increasingly sophisticated skills to increasingly complicated problems.”


Consensus on the essential elements of the pedagogy:

- integration of learning goals and service goals
- academic learning goals supplemented with at least civic learning goals and maybe other categories of learning as well (e.g., personal, professional, diversity-related)
- organized, structured process
- reciprocal (or, mutually-transformative) collaboration among students, faculty/staff, community members, and institution that fulfills shared objectives and builds capacity among all partners
- structured reflection
- duration and intensity sufficient to produce meaningful learning and service outcomes
Service-learning (S-L) is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth, and civic learning. Students render meaningful service in community settings that present them with experiences related to academic material. Through guided reflection, students—individually and in groups—examine their experiences critically and articulate specific learning outcomes, thus enhancing the quality of their learning and of their service.

A. Components of S-L

B. Partners in S-L

C. Learning Goals of S-L
An Instructional Design Process

Theme or Competency (when relevant)

Learning Goal(s) or Outcomes

Learning Objective(s) (for each goal or outcome)

Assignments / Activities (for each learning objective)

Reflection Prompts (for the assignments / activities that need them)

Assessment Strategy (for each learning objective)
- Evidence (products) & Indicators (criteria)
- Formative and/or summative
### Instructional Design (an example)

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<tr>
<th>Learning Goal</th>
<th>Learning Objectives (LOs)</th>
<th>Assignments / Activities</th>
<th>Reflection Prompts</th>
<th>Assessment Strategies</th>
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<tbody>
<tr>
<td><strong>Academic Enhancement</strong></td>
<td>I want students to understand and be able to use the 7 principles of effective education</td>
<td>Students will explain the 7 principles of effective education in their own words</td>
<td>Assignment/Activity #1</td>
<td>Assessment Strategy for LO#1</td>
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<td></td>
<td></td>
<td>Read Chickering's “Seven Principles of Effective Undergraduate Education”</td>
<td>Reflection prompts</td>
<td>1. Products&lt;br&gt;Student papers</td>
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<td>Assignment/Activity #2</td>
<td>Reflection prompts</td>
<td>2. Criteria&lt;br&gt;Scale of 1 – 4, with 1 = incomplete and inaccurate explanation and 4 = complete and accurate explanation</td>
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<td>Bring to class a half-page explanation of each of the 7 principles and exchange with a peer for review and revision as needed</td>
<td>Reflection prompts, in your own words, of each of the 7 principles of effective education, so that someone who had not read Chickering could understand them</td>
<td>3. Feedback&lt;br&gt;Peer review followed by faculty review, each using the 1 – 4 scale and posing specific questions that call the student’s attention to areas for improvement</td>
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<td>Assignment/Activity #2</td>
<td>Reflection prompts</td>
<td>4. Grading scheme&lt;br&gt;These papers will not be graded; they will be incorporated into the students’ end-of-semester essays on each principle</td>
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<td><strong>LO #2</strong></td>
<td>Students will apply the 7 principles of effective education to their roles as teachers in the community</td>
<td>Assignment/Activity #1</td>
<td>Reflection prompts</td>
<td>Assessment Strategy for LO#2</td>
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<td>Design and conduct a series of interactions with a “learner” at their partner organization in which they implement the 7 principles</td>
<td>Reflection prompts</td>
<td>1. Products&lt;br&gt;Journal entry</td>
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<td>2. Criteria&lt;br&gt;Critical Thinking Standards Rubric</td>
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<td>Assignment/Activity</td>
<td>Reflection prompts</td>
<td>3. Feedback&lt;br&gt;Collect journal 3 times and provide feedback</td>
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<td>4. Grading scheme&lt;br&gt;The entire journal will count 20% of the students’ final grade for the course. There are 10 entries.</td>
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<td>Assignment/Activity</td>
<td>Reflection prompts</td>
<td>The journal will be graded A/B/C/D/F, with the drafts counting half and the final version counting half.</td>
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<td>Assignment/Activity #2</td>
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<td>Reflection prompts</td>
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<td>Series of three In-class discussions: in pairs, share efforts to implement 2 of the principles and plans to implement 2 more</td>
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<td>Explain to your partner which of the 2 principles you have attempted to implement, how you did so, and with what results</td>
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<td>Considering the 4 examples shared, why do you think you and your partner chose to implement these rather than other principles? Which 2 principles will each of you implement next? Why? Based on your experience to date, what results do you expect?</td>
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<td>Assignment/Activity #3</td>
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<td>Reflection prompts</td>
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<td>Journal entry on the 7 principles, with sub-entries after each session with a “learner”</td>
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<td>In each of your dated sub-entries:</td>
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<td>• Describe your interaction with your learner in detail</td>
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<td>• Which of the 7 principles did you implement in this interaction? Why?</td>
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<td>• How did you prepare yourself and your “learner” for this implementation?</td>
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<td>• To what extent did you achieve the results you expected?</td>
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<td>• In what ways were you most and least successful in implementing this/these principles? Why do you think so?</td>
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<td>• What does your reflection on this implementation suggest that you should do (same or differently) during your next interaction?</td>
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<tr>
<td>LO #3</td>
<td>Students will evaluate their implementation of the 7 principles of effective education with their “learner” population and the relevance of the principles for this population</td>
<td>Assignment/Activity #1</td>
<td><strong>Reflection prompts</strong>&lt;br&gt;Drawing on your reading of Chickering and your own experience as an undergraduate, what are the most salient characteristics of the undergraduate population? In what ways does your “learner” population embody these characteristics? In what ways is this population significantly different? What are the implications of these similarities and differences for your implementation of the principles with this population? Pull out your work plan for the next two weeks. Make note of 2 specific ways you can implement 1 of the principles, taking into account this discussion.</td>
<td><strong>Assessment Strategy for LO#3</strong>&lt;br&gt;1. <strong>Products</strong>&lt;br&gt;End-of-semester essay&lt;br&gt;2. <strong>Criteria</strong>&lt;br&gt;Critical Thinking Standards Rubric&lt;br&gt;3. <strong>Feedback</strong>&lt;br&gt;No feedback will be provided since this assignment is turned in at the end of the semester&lt;br&gt;4. <strong>Grading scheme</strong>&lt;br&gt;Essay will count for 15% of the students’ final grade in the course.</td>
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<td>Assignment/Activity #2</td>
<td><strong>Reflection prompts</strong>&lt;br&gt;On a scale of 1 – 10, how effective were you in implementing each of the principles?&lt;br&gt;In what specific ways, if any, were you effective in implementing each? Give at least one example.&lt;br&gt;In what specific ways, if any, were you ineffective? Give at least one example.</td>
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<td><strong>Assignment/Activity #3</strong></td>
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<td>Write an end-of-semester essay on their attempts to implement each of the 7 principles, concluding the discussion of each with a judgment as to their own effectiveness and concluding the essay in general with a judgment as to the relevance of the principles to their target population</td>
<td><strong>Reflection prompts</strong>&lt;br&gt;Summarize the principle in question.&lt;br&gt;What, specifically, did you do in order to implement the principle?&lt;br&gt;Summarize the results of the assessment instrument for this principle.&lt;br&gt;What are the reasons for your successes and your shortcomings in implementing this principle? Which of these reasons have to do with you and which have to do with the target population?&lt;br&gt;What do you need to change in order to implement it more effectively in the future? What challenges will you face in improving your implementation of this principle in the future? How might you deal with them?&lt;br&gt;What changes, if any, would you make to the principles in order to make them more meaningfully relevant for your “learner” population?</td>
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### Bloom's Classification

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<tr>
<th>Bloom's Classification</th>
<th>Examples of Learning-Related Behaviors</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Identify, define, order</td>
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<tr>
<td>Comprehension</td>
<td>Describe, explain, restate</td>
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<tr>
<td>Application</td>
<td>Apply, solve, choose</td>
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<tr>
<td>Analysis</td>
<td>Analyze, compare, contrast</td>
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<tr>
<td>Synthesis</td>
<td>Synthesize, develop, propose</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate, assess, judge, critique</td>
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### Theme: Academic Enhancement

**Learning Goal:**

I want students to understand and be able to use Chickering and Gamson’s 7 principles for good practice.

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<th>Learning Objectives (LOs)</th>
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<tbody>
<tr>
<td><strong>LO #1</strong></td>
</tr>
<tr>
<td>Students will explain the 7 principles in their own words</td>
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<tr>
<td><strong>LO #2</strong></td>
</tr>
<tr>
<td>Students will apply the 7 principles to their roles as teachers in the community</td>
</tr>
<tr>
<td><strong>LO #3</strong></td>
</tr>
<tr>
<td>Students will evaluate both their implementation of the 7 principles with their “learner” population and the relevance of the principles for this population</td>
</tr>
</tbody>
</table>
## Worksheet B: Goals → Objectives

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Learning Objectives (LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Learning</strong></td>
<td>LO #1</td>
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<td>LO #2</td>
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<table>
<thead>
<tr>
<th>Personal Growth</th>
<th>Learning Objectives (LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO #1</td>
<td></td>
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<tr>
<td>LO #2</td>
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<tr>
<td>LO #3</td>
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</tbody>
</table>
# Application to Select Miami Dade College Learning Outcomes

#5: Demonstrate knowledge of diverse cultures, including global and historical perspectives  
#6: Create strategies that can be used to fulfill personal, civic, and social responsibilities (see Battistoni)  
#7: Demonstrate knowledge of ethical thinking and its application to issues in society

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Learning Objectives (LOs)</th>
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<tbody>
<tr>
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<td></td>
<td>LO #3</td>
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</tbody>
</table>

Conceptual Frameworks from Social Sciences


<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>View of Citizenship</th>
<th>Understanding of Civic Education</th>
<th>Associated Civic Skills</th>
<th>Disciplinary Affinities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberalism</td>
<td>Rights-bearing individual; voter</td>
<td>Learning about governmental institutions, laws, elections</td>
<td>Political knowledge Critical thinking</td>
<td>Political Science Law Policy Studies (e.g., health, education)</td>
</tr>
<tr>
<td>Communitarianism</td>
<td>“Good neighbor” Duty to fulfill the common good</td>
<td>Learning about community values and civic responsibilities</td>
<td>Civic judgment Community building</td>
<td>Philosophy Religious Studies Social work</td>
</tr>
<tr>
<td>Participatory Democracy</td>
<td>Active participant in public life</td>
<td>Learning the processes of democratic participation</td>
<td>Communication skills Collective action Civic imagination</td>
<td>Political Science Education</td>
</tr>
<tr>
<td>Public Work</td>
<td>Co-creator of things of public value</td>
<td>Learning through projects about the skills, practices, habits, and values of working with others on public tasks</td>
<td>Public problem solving Coalition Building</td>
<td>Political Science Public Administration Professional disciplines</td>
</tr>
<tr>
<td>Social Capital</td>
<td>Membership in associations of civil society</td>
<td>Learning about social connections and institutions</td>
<td>Communication skills Organizational analysis</td>
<td>Sociology Not-for-profit management</td>
</tr>
</tbody>
</table>
### Conceptual Frameworks from Other Disciplines


<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>View of Citizenship</th>
<th>Understanding of Civic Education</th>
<th>Associated Civic Skills</th>
<th>Disciplinary Affinities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Professionalism</td>
<td>Professional work with a civic purpose</td>
<td>Learning about the civic traditions and values of the professions</td>
<td>Public problem solving, Civic judgment</td>
<td>Professional disciplines</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Responsibility to larger society</td>
<td>Learning about public problems most closely associated with chosen field of work</td>
<td>Political knowledge (issues), Organizational analysis</td>
<td>Health professions, Business disciplines, Computer Science</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Bringing one's spiritual values to bear on social problems</td>
<td>Learning the principles of social justice and their application to public life</td>
<td>Civic judgment, Collective action</td>
<td>Religious Studies, Philosophy, Faith-based institutions</td>
</tr>
<tr>
<td>Connected Knowing; Ethic of Care</td>
<td>Caring for the future of our public world</td>
<td>Learning about others and their perspectives on the world</td>
<td>Critical thinking, Coalition building</td>
<td>Women's Studies, Psychology, Nursing</td>
</tr>
<tr>
<td>Public Leadership</td>
<td>Citizen as “servant leader”</td>
<td>Learning the arts of collaborative leadership</td>
<td>Community building, Communication</td>
<td>Management, Leadership Studies</td>
</tr>
<tr>
<td>Public Intellectual</td>
<td>Thinkers who contribute to the public discourse</td>
<td>Learning about the traditions of writers and artists who have served as public intellectuals</td>
<td>Civic imagination and creativity</td>
<td>Literature, Visual &amp; performing arts</td>
</tr>
<tr>
<td>Engaged/Public Scholarship</td>
<td>Participatory action researcher</td>
<td>Learning about how scholarly research might contribute to the needs and values of the community</td>
<td>Organizational analysis, Public problem solving</td>
<td>Journalism, Communications, Professional disciplines, Land grant institutions</td>
</tr>
</tbody>
</table>

Center for Excellence in Curricular Engagement, NC State University
What might “civic” mean as a category of learning outcome?

Civic engagement can be understood in general terms as how people act as part of larger processes to generate change in the world around them. Relevant issues include:

- how individuals and organizations go about defining and accomplishing objectives,
- how various roles and approaches to change play out in different situations,
- how power and privilege and leadership influence approaches to change,
- the trade-offs involved in creating change within complex systems
- how systems can be influenced by individuals and groups
- the differences between short-term and long-term between sustainable and unsustainable change strategies

The primary goal of civic reflection is for students to take a systemic perspective: to look at underlying causes not only surface symptoms and to explore issues in light of the many interconnections that comprise them. They should begin to examine critically their own roles as agents of change within their communities and decide what roles they want to play as co-creators of their several communities (service-learning project groups, classes, universities, various organizations, their families, their country, the planet as a whole, etc.).

Learning outcomes, expressed as assessable objectives: Students will ….

1. **Identify:**
   - Identify the collective objective(s)
   - AND —
   - Identify the approach that was taken with respect to that objective

2. **Describe:**
   - Describe the objective(s) and the approach (so that someone who was not involved would understand what was being done and why).

3. **Apply:**
   - How does / might this approach positively and/or negatively affect the fulfillment of the objectives?

4. **Analyze:**
   - What alternative approach(es) was available and how would it have affected the fulfillment of the objectives?
   - AND —
   - What are the possible reasons for the approach taken and/or for not taking the alternative?

5. **Synthesize:**
   - What specific improvements can be made in this process of collective action over the short term?
   - AND —
   - What could be involved in moving future action in the direction of systemic, and/or long term change?
Examine Part 1: Questions to ask yourself to surface key ideas by level of community

Level 1 - Your service-learning group
- How well did your group function as a team relative to meeting collective objectives:
  - What approach did you or your group members take to making decisions, determining priorities, implementing a task, communicating with one another (including with respect to goals and processes for achieving them), handling conflict, supporting one another, etc.?

Level 2 - Your group and your partner organization
- How well did you and your community partner(s) function as a partnership relative to meeting collective objectives:
  - What approach did you and your partner(s) take to learning about one another, making decisions, determining priorities, implementing tasks, communicating with one another (e.g., sharing your understanding of goals), handling conflict or tension (e.g., between your responsibilities to them and to those they serve, between their schedule or timeline and yours, between their understanding of issues and yours), etc.?

Level 3 - Your group and those you are serving through the organization
- How well did your group and those you are serving through your community partner function as a partnership relative to meeting collective objectives?
  - What approach did you and those your partner organization serves take to learning about one another, making decisions, determining priorities, implementing tasks, communicating with one another (e.g., sharing your understanding of goals), handling conflict or tension (e.g., between your responsibilities to them and to the organization, between their schedule or timeline and yours, between their understanding of issues and yours), etc.?

Level 4 - The community within the organization with whom you are serving
- How well is the organization functioning internally relative to meeting collective objectives:
  - What approach is it taking to managing its staff, obtaining its funding, fulfilling its mission, handling conflict/tensions within the organization, etc.?

Level 5: The community formed by your partner organization and those it serves
- How well is the organization functioning more generally, in its interactions with those it serves, relative to meeting collective objectives:
  - What approach is it taking to determining the needs and interests and priorities of those served, communicating with them, developing appropriate programming or other activities for (or with) them, assessing its impact on them, etc.; relatedly, what approach is being taken by those the organization serves in taking advantage of the resources it provides, in helping it function more effectively, etc.?

Level 6: The community formed around the issue area you are working within
- How well does the set of people, organizations, and policies that target the issue area you are dealing with function relative to meeting collective objectives:
  - What approach is it taking to fully understanding the issue area, determining needs and interests and priorities associated with the issue, developing appropriate regulations or incentives to shape behaviors related to the issue, assessing its impact on the issue, collaborating across its multiple constituent organizations, communicating within those constituents and with those it impacts, etc.?
## Integrating Reflection and Assessment

### Service-Learning Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objective Level</th>
<th>Personal Growth Learning Objectives</th>
<th>Civic Learning Learning Objectives</th>
<th>Academic Enhancement Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 1: Identify</td>
<td>Identify a personal characteristic of yours that you now understand better.</td>
<td>Identify the collective objectives at stake and the approach you or others took toward meeting them</td>
<td>Identify a specific academic concept that you now understand better.</td>
</tr>
<tr>
<td>LO 2: Describe</td>
<td>Describe the personal characteristic so that someone who does not know you can understand</td>
<td>Describe the objectives and the approach you and/or others took toward meeting them so that someone not involved can understand</td>
<td>Describe the academic concept so that someone not in the course can understand it</td>
</tr>
<tr>
<td>LO 3: Apply</td>
<td>Apply your understanding of this personal characteristic in the context of the experience and (as applicable) to other areas of your life.</td>
<td>Apply your understanding of the approach in the context of the objectives at stake.</td>
<td>Apply your understanding of the academic concept in the context of the experience.</td>
</tr>
<tr>
<td>LO 4: Analyze</td>
<td>Analyze the sources of this personal characteristic</td>
<td>Analyze the approach in light of alternatives</td>
<td>Analyze your initial understanding of the academic concept in light of the experience.</td>
</tr>
<tr>
<td>LO 5: Synthesize</td>
<td>Develop the steps necessary to use, improve upon, or otherwise change this personal characteristic in the short term, in your service-learning activities and (as applicable) in other areas of your life.</td>
<td>Develop the steps necessary to make any needed improvements in the short term.</td>
<td>Develop an enhanced understanding of the academic concept in light of the experience.</td>
</tr>
<tr>
<td>LO 6: Evaluate</td>
<td>Evaluate your strategies for personal growth over the long term.</td>
<td>Evaluate your (their) role as an agent(s) of long-term, sustainable, and/or systemic change.</td>
<td>Evaluate the completeness of your understanding of the concept and of its use in the community</td>
</tr>
</tbody>
</table>

Consider the differences in the level of reasoning demonstrated between A and B below:

**A:** I learned that foresight is an important part of leadership ... when reflecting on my group's failure to anticipate the likelihood that the computers we were to install might not be in good working order.

**B:** One main attribute we have discussed that a servant-leader should have is foresight, or the ability to anticipate what will happen based on patterns observed from the past through a combination of rational thought and intuition. In “The Servant as Leader,” Robert Greenleaf says that foresight is “the 'lead' that the leader has” and that without it “he is not leading” because events “force his hand.” However, *I have learned that* although lack of foresight can indeed limit the choices of a leader, his/her “lead” may not be lost entirely as long as there are options for action; lack of foresight need not entirely “force [one’s] hand,” but to avoid the situation in which it does, it is necessary to think creatively about one’s remaining options and not assume that one no longer has any options.
**Worksheet C: “Reclaiming Reflection”**

| “Reflection” | “Critical reflection” |
What is Critical Reflection?

“Experience is the best teacher – Or is it?”
(Conrad and Hedin)

“active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends”

“a continual interweaving of thinking and doing”

to “integrate the understanding gained into one’s experience in order to enable better choices or actions in the future as well as enhance one’s overall effectiveness”

“We had the experience but missed the meaning”
Eliot, T.S (1943) The Four Quartets

Critical Reflection

1) Generates
2) Deepens
3) Documents Learning
Engage in service

1. **Describe**
   experience objectively:
   - What? Where? Who?
   - When? Why?

Engage in service and test learning and/or implement goals

2. **Examine**
   experience per reflection prompts by category of learning goal

   - **Personal Growth Category**
     - Sample prompts:
       - Your strengths/ weaknesses/ skills/ assumptions, etc. that emerged?
       - Effect on service / on others?
       - Need to change? How?

   - **Civic Engagement Category**
     - Sample prompts:
       - Trying to accomplish what?
       - Approaches taken? Why?
       - Need to change to more systemic approach? How?

   - **Academic Enhancement Category**
     - Sample prompts:
       - Academic concept that applies?
       - Same/different from experience? Why?
       - Need to rethink concept? How?

3. **Articulate Learning**
   What did I learn?
   How did I learn it?
   Why is it important?
   What will I do because of it?
EXAMPLE Reflection Mechanism per DEAL:

Reflection Session Framework (excerpts)
[originally adapted from Kiser’s Integrative Processing Model]

Assess Progress Since Last Reflection
- What were my goals as articulated at the end of the previous reflection session and/or in my articulated learnings from the previous reflection session? What specific conclusions did I intend to enact or test based on my previous articulated learnings?
- What specific steps did I take in order to attain these goals?
- What obstacles—internal and external—hindered me? What factors made me more effective?
- In what ways did my attempts to attain goals or to enact or test conclusions proceed as expected, based on my earlier understanding, and in what ways was I surprised?
- What do my attempts to enact or test previous conclusions tell me about the validity of those conclusions? In what specific ways is my understanding of those conclusions changing yet again?
- How can I change my behavior or mentality in order to make better progress toward my goals? What specific steps do I need to take in order to continue refining my understanding?

Describe Experience(s) Objectively
Part I: Overview of “big picture” – what have I done since the last reflection session?
Part II: Home in on 2 or 3 key experiences to focus the reflection on - What were the most significant or reflection-worthy experiences?
- Where was I?
- Who else was there?
- When did this experience take place?
- What was said?
- What did I/others do?
- Why were we there? (NOTE: Be careful here. “Why” can be an objective question, as in “we were having this conversation because the Director had scheduled a meeting of the entire group and had invited both me and Mr. Smith” but it can also open the door to interpretation, as in “we were having this conversation because the Director wanted me and Mr. Smith to advise her”)

Examine Experience from a Personal Perspective
- How did this experience make me feel (positively and/or negatively)? How did I handle my emotional reactions? Do I believe I should have felt differently than I did?
- What assumptions or expectations did I bring to the situation (including my assumptions about other persons involved) and how did they affect my actions? To what extent did they prove true? If they did not prove true, why was there a discrepancy?
- How have past experiences influenced the manner in which I acted or responded to this situation? Am I comfortable with the influence past experiences has on me?
- What personal strengths/weaknesses of mine did the situation reveal? In what ways did they affect the situation, positively and negatively? What might I do to build on strengths/overcome weaknesses?
- Why did I, or did I not, experience difficulty working/interacting with other people? What might I do differently next time to minimize such difficulties?
- What personal skills did I draw on in handling this situation? What personal skills would I like to have had in order to have handled it better and how might I develop them?
- How did this situation reveal my own attitudes or biases, toward other people, toward the organization in question, etc.? Do I need to make any changes?
Examine Experience from a Civic Perspective

- What was I / someone else trying to accomplish? In taking the actions I / they did, was the focus on symptoms of problems or causes of problems? Was the focus (symptom or cause) appropriate to the situation? How might I / they focus more on underlying causes in the future?
- What roles did each person / group / organization involved in the situation play and why? What alternative roles could each have played?
- Did I / other individuals act unilaterally or collaboratively and why? Should I / they have worked with others in a different way?
- Did I reinforce or challenge an assumption or social system by the way I acted? How does this experience highlight the relationship between and larger systems?
- How else could I have handled the situation? Identify both the paths of least resistance and the paths of greater resistance. Why did I / others follow the path I / they did?
- What agendas did I and others bring to the situation? Are these agendas appropriate? Are they understandable? Are they shared? How are these agendas related to larger social or cultural issues?
- In what ways did power differentials emerge in this experience? What are the sources of power in this situation and who benefits and is harmed? In what ways might any dependencies be eliminated?
- What privilege did I / others bring to this situation? What are the sources of such privilege? How am I, or others, disempowered by lack of privilege?
- How did leadership emerge in this situation, on my part and/or on the part of others?
- What is in the interest of the common good in this situation? In what ways is the individual good (mine or that of other people) linked to and/or contrary to the common good? What tradeoffs between them are involved?
- In what way did any other tradeoffs (long-term / short-term; justice / efficiency; etc.) emerge in this situation? Were the trade-offs made appropriate or inappropriate and why?
- What changes does this experience suggest are needed: within my group, within the organization, within our society more generally? How can these changes be accomplished: with individual action or collective action / working within the system or challenging the system / etc.?
- How does this experience help me to better understand the organization’s vision, mission, and goals? What does it reveal to me about the relationship between the organization and those it serves? What does it suggest about how this relationship might be improved?

Examine Experience from an Academic Perspective

- What specific elements of our course materials relate to this experience?
- How was I able to apply a skill, perspective, or concept related to our academic material?
- What similarities and differences are there between the perspective on the situation offered by our academic material, and the situation as it in fact unfolded?
- How does this experience enhance my knowledge of a specific reading, theory, or concept? Does it challenge or reinforce my prior understanding?
- Based on analysis of the experience in light of course material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material?
- Instructor’s specific course-related questions.

Articulate Learning

1) What did I learn?
2) How, specifically, did I learn it?
3) Why does this learning matter, why is it important?
4) In what ways will I use this learning, what goals shall I set in accordance with what I have learned in order to improve myself and / or the quality of my learning and / or the quality of my future experiences / service?
Critical Thinking and Higher Order Reasoning

“Everybody knows that smoking is bad, so parents shouldn't smoke when they have children; those parents who do smoke obviously just don't care about their kids.”

“Being effective at improving the lives of a group of disadvantaged people (in this case the academic performance of underprivileged children) includes not only being good at the specific task or activity we are bringing to the community (explaining academic concepts to them), but also making them feel special and loved. This helps to make them more receptive to our efforts. It became clear that the more we got to know the kids and showed them that we actually cared about them, the more willing they were to pay attention to us and their homework. For example, when I first started working with William, he wouldn't even look at me or acknowledge my presence. But every week I brought him little gifts, like candy and stickers, and slowly he began to warm up to me so that now he runs up when I come in and is ready to get to work... This matters because underprivileged children are not getting the attention that they need at home....”
<table>
<thead>
<tr>
<th>Critical Thinking Standard</th>
<th>Description</th>
<th>Associated questions to ask to check your thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration</td>
<td>Service experience clearly related to the learning</td>
<td>- Have I clearly shown the connection between my experience and my learning?</td>
</tr>
</tbody>
</table>
| Clarity                    | Expands on ideas, express ideas in another way, provides examples or illustrations where appropriate. | - Did I give an example?  
- Is it clear what I mean by this?  
- Could I elaborate further? |
| Accuracy                   | All statements are factually correct and/or supported with evidence. | - How do I know this?  
- Is this true?  
- How could I check on this or verify it? |
| Precision                  | Statements contain specific information | - Can I be more specific?  
- Have I provided sufficient detail? |
| Relevance                  | All statements are relevant to the question at hand; all statements connect to the central point. | - How does this relate to the issue being discussed?  
- How does this help us/me deal with the issue being discussed? |
| Depth                      | Explains the reasons behind conclusions and anticipates and answers the questions that the reasoning raises and/or acknowledges the complexity of the issue. | - Why is this so?  
- What are some of the complexities here?  
- What would it take for this to happen?  
- Would this be easy to do? |
| Breadth                    | Considers alternative points of view or how someone else might have interpreted the situation. | - Would this look the same from the perspective of….?  
- Is there another way to interpret what this means? |
| Logic                      | The line of reasoning makes sense and follows from the facts and/or what has been said. | - Does what I said at the beginning fit with what I concluded at the end?  
- Do my conclusions match the evidence that I have presented? |
| Significance                | The conclusions or goals represent a (the) major issue raised by the reflection on experience. | - Is this the most important issue to focus on?  
- Is this most significant problem to consider? |
| Fairness                   | Other points of view are represented with integrity (without bias or distortion) | - Have I represented this viewpoint in such a way that the person who holds it would agree with my characterization? |

# DEAL Model Critical Thinking Rubric [August 2007]


<table>
<thead>
<tr>
<th>CT Set</th>
<th>Integration</th>
<th>Relevance</th>
<th>Accuracy</th>
<th>Clarity</th>
<th>Precision</th>
<th>Writing</th>
<th>CT Set B</th>
<th>Depth</th>
<th>Breadth</th>
<th>Logic</th>
<th>Significance</th>
<th>Fairness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>Provides no clear connection between the experience and the learning</td>
<td>Misclassifies the learning and/or inappropriately shifts from one category of learning goal to another; fails to keep the discussion specific to the learning</td>
<td>Consistently makes inaccurate statements and/or fails to provide supporting evidence for claims</td>
<td>Consistently fails to provide examples, to illustrate points, to define terms, and/or to express ideas in other ways</td>
<td>Consistently fails to provide specific information, descriptions, or data</td>
<td>Consistently makes typographical, spelling, and/or grammatical errors</td>
<td>Fails to address salient questions that arise from statements being made; consistently over-simplifies when making connections; fails to consider any of the complexities of the issue</td>
<td>Ignores or superficially considers alternative points of view and/or interpretations</td>
<td>Draws conclusions and/or sets goals that don’t follow at all from the line of reasoning presented</td>
<td>Draws conclusions and/or sets goals that don’t follow at all from the line of reasoning presented</td>
<td>Draws conclusions and/or sets goals that don’t follow at all from the line of reasoning presented</td>
<td>Consistently represents others’ perspectives in a biased or distorted way</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Provides minimal and/or unclear connection between the experience and the learning</td>
<td>Discusses learning that is relevant to the category of learning goal, but much of the discussion is not related to the learning</td>
<td>Makes several inaccurate statements and/or supports few statements with evidence</td>
<td>Only occasionally provides examples, illustrates points, defines terms, and/or expresses ideas in other ways</td>
<td>Only occasionally provides specific information, descriptions, or data</td>
<td>Makes several typographical, spelling, and/or grammatical errors</td>
<td>Fails to address salient questions that arise from statements being made; consistently over-simplifies when making connections; fails to consider any of the complexities of the issue</td>
<td>Gives minimal consideration to alternative points of view and/or interpretations and makes very limited use of them in shaping the learning being articulated</td>
<td>Draws conclusions and/or sets goals that only occasionally follow reasonably well from the line of reasoning presented</td>
<td>Draws conclusions and/or sets goals that only minimally address the significant issue(s) raised by the experience</td>
<td>Occasionally represents others’ perspectives in a biased or distorted way</td>
<td>Consistently represents others’ perspectives in a biased or distorted way</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Provides adequate and reasonably clear connection between the experience and the learning</td>
<td>Discusses learning that is relevant to the category of learning goal and keeps the discussion reasonably well focused on the learning</td>
<td>Usually but not always makes statements that are accurate and well-supported with evidence</td>
<td>Usually but not always provides examples, illustrates points, defines terms, and/or expresses ideas in other ways</td>
<td>Usually but not always provides specific information, descriptions, or data</td>
<td>Makes few typographical, spelling, and/or grammatical errors</td>
<td>Discussed learning that is relevant to the category of learning goal and keeps the discussion well-focused on the learning</td>
<td>Gives some consideration to alternative points of view and/or interpretations and makes some use of them in shaping the learning being articulated</td>
<td>Draws conclusions and/or sets goals that usually follow well from the line of reasoning presented</td>
<td>Draws conclusions and/or sets goals that usually address fairly significant issue(s) raised by the experience</td>
<td>Often but not always represents others’ perspectives with integrity</td>
<td>Consistently represents others’ perspectives with integrity (without bias or distortion)</td>
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<tr>
<td><strong>E</strong></td>
<td>Provides thorough and very clear connection(s) between the experience and the learning</td>
<td>Discusses learning that is relevant to the category of learning goal and keeps the discussion well-focused on the learning</td>
<td>Consistently makes statements that are accurate and well-supported with evidence</td>
<td>Consistently provides examples, illustrates points, defines terms, and/or expresses ideas in other ways</td>
<td>Consistently provides specific information, descriptions, or data</td>
<td>Makes very few or no typographical, spelling, and/or grammatical errors</td>
<td>Discusses learning that is relevant to the category of learning goal and keeps the discussion well-focused on the learning</td>
<td>Consistently provides examples, illustrates points, defines terms, and/or expresses ideas in other ways</td>
<td>Thoroughly addresses salient questions that arise from statements being made; avoids over-simplifying when making connections; considers the full complexity of the issue</td>
<td>Draws important conclusions and/or sets meaningful goals that substantially address the most significant issue(s) raised by the experience</td>
<td>Consistently represents others’ perspectives with integrity (without bias or distortion)</td>
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<tr>
<td>Learning Objective Level</td>
<td>Academic Enhancement Learning Objectives</td>
<td>Associated Guiding Prompts</td>
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<tr>
<td>LO 1: Identify</td>
<td>Identify a specific academic concept.</td>
<td>Identify a specific academic concept related to your service-learning experience that you now understand better as a result of reflection on that experience.</td>
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<tr>
<td>LO 2: Describe</td>
<td>Describe the academic concept.</td>
<td>Explain the academic concept (so that someone not in your class would understand it).</td>
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<tr>
<td>LO 3: Apply</td>
<td>Apply the academic concept in the context of the experience.</td>
<td>How does the academic concept apply to your service-learning experience? (E.g., When did you see it, or note its absence? How did, or could, you or someone else use it?)</td>
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<tr>
<td>LO 4: Analyze</td>
<td>Analyze your initial understanding* of the academic concept in light of the experience.</td>
<td>4.1 Compare and contrast your initial understanding of the academic concept and your experience of it: In what specific ways are your understanding and the experience the same and in what specific ways are they different? — AND — 4.2 What are the possible reasons for the difference(s) (E.g., bias, assumptions, lack of information on your part or on the part of the author / instructor / community)</td>
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<tr>
<td>LO 5: Synthesize</td>
<td>Develop an enhanced understanding of the academic concept in light of the experience.</td>
<td>How do you now understand the concept differently than you did before? In other words, what do you now see in the concept that you had not seen before (complexities, subtleties, new dimensions, etc.)?</td>
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<tr>
<td>LO 6: Evaluate</td>
<td>Evaluate the completeness of your understanding of the concept and of its use in the community.</td>
<td>6.1 How, specifically, might you now explain the concept differently, to express your enhanced understanding of it? — AND — 6.2 What additional questions need to be answered and/or evidence gathered in order to test the appropriateness of this preliminary revision in your understanding of the concept? — AND — 6.3 Based on this enhanced understanding of the concept, how, specifically, might you and/or your service organization need to act differently in the future (or, how might you have acted differently in the past) AND what are the associated benefits and challenges?</td>
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* For example, based on your encounter with it to date in readings, lectures, class discussions, previous courses, etc. Remember that your understanding of an idea is always incomplete – perhaps because it is your first encounter with it, or because it was not presented in its entirety, or because your interpretation or that of the author / instructor is limited. The very nature of ideas is that our understanding of them can always deepen, expand, or change as we continue to read, listen, experience, study, and reflect.
# Civic Learning

## Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objective Level</th>
<th>Civic Engagement Learning Objectives</th>
<th>Associated Guiding Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO 1:</strong> Identify</td>
<td>Identify the collective objectives at stake and the approach you or others took toward meeting them</td>
<td>1.1 Identify the collective objective(s) —AND— 1.2 Identify the approach that was taken with respect to those objectives</td>
</tr>
<tr>
<td><strong>LO 2:</strong> Describe</td>
<td>Describe the objectives and the approach you and / or others took toward meeting them [Note: This might be a deliberate approach or an approach that was not intentional at the time but that you now see as having an effect on the objectives.]</td>
<td>Describe the objectives and the approach (so that someone who was not involved would understand what you / others were trying to do and how you went about it).</td>
</tr>
<tr>
<td><strong>LO 3:</strong> Apply</td>
<td>Apply your understanding of the approach in the context of the objectives at stake.</td>
<td>How does / might the approach positively and/or negatively affect the fulfillment of the objectives?</td>
</tr>
<tr>
<td><strong>LO 4:</strong> Analyze</td>
<td>Analyze the approach in light of alternatives</td>
<td>4.1 What alternative approach(es) was (were) available and how would it (they) affect the fulfillment of the objectives? (E.g., directing action towards a group v. an individual; towards a root cause v. a symptom; towards a long-term v. a short-term solution.) — AND — 4.2 What are the possible reasons for the approach you (they) took and/or for not taking the alternative(s)? (E.g., attitudes, interests, agendas, assumptions, knowledge, resources.)</td>
</tr>
<tr>
<td><strong>LO 5:</strong> Synthesize</td>
<td>Develop the steps necessary to make any needed improvements in the short term.</td>
<td>5.1 In what specific way(s) can you (they) improve on your (their) involvement in processes of collective action in the short term [Note: such improvement might include reconsidering the objectives as well as the approach]? —AND— 5.2 What are the benefits and risks/challenges in doing so?</td>
</tr>
<tr>
<td><strong>LO 6:</strong> Evaluate</td>
<td>Evaluate your (their) role as an agent(s) of long-term, sustainable, and/or systemic change.</td>
<td>6.1 What could be involved in moving future action in the direction of long-term, sustainable, and/or systemic change? (E.g., change that addresses underlying causes and that does not cause inappropriate dependencies.) —AND— 6.2 What challenges or setbacks might be faced in this process and how might they be dealt with? —AND— 6.3 How might progress be assessed or monitored in this process of change agency?</td>
</tr>
</tbody>
</table>
### Personal Growth Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objective Level</th>
<th>Personal Growth Learning Objectives</th>
<th>Associated Guiding Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO 1: Identify</strong></td>
<td>Identify a personal characteristic* of yours.</td>
<td>Identify a personal characteristic that you now understand better as a result of reflection on your service-learning experiences.</td>
</tr>
<tr>
<td><strong>LO 2: Describe</strong></td>
<td>Describe the personal characteristic.</td>
<td>Explain the personal characteristic (so that someone who does not know you would understand it).</td>
</tr>
<tr>
<td><strong>LO 3: Apply</strong></td>
<td>Apply your understanding of this personal characteristic in the context of the experience and (as applicable) to other areas of your life.</td>
<td>How does / might this personal characteristic positively and/or negatively affect your interactions with others, your decisions, and/or your actions in your service-learning activities and (as applicable) in other areas of your life?</td>
</tr>
</tbody>
</table>
| **LO 4: Analyze**       | Analyze the sources of this personal characteristic | 4.1 What are the possible sources of / reasons for this personal characteristic?  
--- AND ---  
4.2 How does your understanding of the sources of this personal characteristic help you to better understand what will be involved in using, improving, or changing it in the future? |
| **LO 5: Synthesize**    | Develop the steps necessary to use, improve upon, or otherwise change this personal characteristic in the short term, in your service-learning activities and (as applicable) in other areas of your life. | 5.1 In what specific way(s) can you use, improve upon, or otherwise change this characteristic, in your service-learning activities and (as applicable) in other areas of your life over the short term?  
--- AND ---  
5.2 What are the potential personal benefits and risks / challenges you might face as you do so? |
| **LO 6: Evaluate**      | Evaluate your strategies for personal growth over the long term. | 6.1 What is a more general and significant way to use this new understanding of yourself in your life over the long term, so that you continue, improve upon, and increasingly become more responsible for your own process of personal growth?  
--- AND ---  
6.1 What challenges or setbacks might you face in this ongoing personal growth process and how might you deal with them?  
--- AND ---  
6.3 How will you assess your progress in this process so that you may make changes to your personal growth strategies as needed? |

* For example, a tendency to make certain types of assumptions, to have certain types of reactions, to interpret others in certain ways; a particular strength or shortcoming (skill, ability, perspective, attitude, knowledge, etc.); a pattern of thought or behavior; a value, belief, or conviction; your sense of identity (in terms of gender, ethnicity, age, socioeconomic status, etc.).
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Objectives (LOs)</th>
<th>Assignments / Activities</th>
<th>Reflection Prompts</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO #1</td>
<td>Assignment/Activity 1A</td>
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<td></td>
<td>Assessment Strategy for LO#1</td>
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<tr>
<td></td>
<td>Assignment/Activity 1B</td>
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<td>Products</td>
</tr>
<tr>
<td>LO #2</td>
<td>Assignment/Activity 2A</td>
<td></td>
<td></td>
<td>Assessment Strategy for LO#2</td>
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<td></td>
<td>Assignment/Activity 2B</td>
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<td>Products</td>
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<p>|                   |                          |                          | Feedback          | Grading scheme       |
|                   |                          |                          |                   |                      |
|                   |                          |                          |                   |                      |</p>
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<thead>
<tr>
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<th>Reflection Prompts</th>
<th>Assessment Strategies</th>
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<tbody>
<tr>
<td>LO #3</td>
<td>Assignment/Activity 2C</td>
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<td>Assignment/Activity 3A</td>
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<td>Assignment/Activity 3B</td>
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<td>Assignment/Activity 3C</td>
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<td>Assignment/Activity 3D</td>
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Assessment Strategy for LO#3

- Products
- Criteria
- Feedback
- Grading scheme
**Instructional Design Example: Nonprofit Minor “Diversity” Theme**

NP minor themes (leadership challenges facing the NP sector):
- Aligning mission, methods, and resources
- Balancing individual interests and the common good
- Earning the public trust
- Capitalizing on opportunities associated with diversity
- Moving beyond charity to systemic change

*Example:* Capitalizing on opportunities associated with diversity

Learning goals for this theme:
- Students will understand the relevance of diversity in the NP sector
- Students will appreciate the difficulty of integrating diverse voices in the NP sector
- Students will explore the approaches various NPs take to capitalizing on diversity

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Teaching and Learning Strategies (assignments, activities, etc.)</th>
<th>Assessment Strategy</th>
</tr>
</thead>
</table>
| Define and explain the concept of the diversity | a) Reading from NP Minor Toolkit  
   b) Class discussion  
   c) DEAL Reflection Framework | **Product:** Articulated Learning  
   **Criteria:** Rubric Levels 1 and 2  
   **Feedback:** Provided by instructor on draft AL  
   **Grading scheme:** 10 points for draft, 15 points for final AL |
| Provide a (n) example(s) from your partner organization that illustrates why diversity is important for the organization and shows the extent to which the organization is diverse. | a) Observations from SL project with a NP organization in the local area recorded in a notebook  
   b) Review of organization’s webpage for information on its constituents, donators, clients, etc.  
   c) DEAL Reflection Framework | **Product:** Articulated Learning  
   **Criteria:** Rubric Level 3  
   **Feedback:** Provided by instructor on draft AL  
   **Grading scheme:** 10 points for draft, 15 points for final AL |
| Analyze strategies an organization uses to capitalize on opportunities associated with diversity | a) Interview with Director of partner NP organization  
   b) Observations from SL project with a NP organization in the local area recorded in a notebook  
   c) DEAL Reflection Framework  
   d) Small group discussion in class, across partner orgs | **Product:** Articulated Learning  
   **Criteria:** Rubric Level 4  
   **Feedback:** Provided by instructor on draft AL  
   **Grading scheme:** 10 points for draft, 15 points for final AL |
DEAL Nonprofit Minor Reflection Framework [Sept 2007]
Nonprofit Leadership and Development Course

Leadership Challenge #4: Capitalizing on opportunities associated with diversity

Step 1: DESCRIBE

A. Objectively describe what you have done and observed in interactions with your community partner since the last reflection session. (Who did it involve? Who was not there? What occurred? What did you do? When did it happen? Where did it take place? Why did it occur this way?)

B. Use course readings to define the concept of diversity and identify the potential opportunities associated with it and explain these concepts in your own words.

C. Based on A and B above, identify possible ways your nonprofit organization might define diversity and the opportunities associated with it.

Step 2: EXAMINE

D. Use Diagram A to discuss the various populations that your nonprofit may need to take into account when capitalizing on opportunities associated with diversity.
   a. Identify the populations included in each context (internally, those served, and in the broader community).
   b. On a scale of 1-10 characterize the amount of overlap between the following contexts. In other words, to what extent does the organization's diversity embody the diversity of the a) local community and b) populations served.
      a) Internal and Local Community  
      b) Internal and Those Served  
      i. Provide evidence that supports your characterization of the degree of overlap between the diversity of the organization and that of the local community and the populations served.

E. Consider how your nonprofit organization capitalizes on opportunities associated with diversity.
   i. What approaches does your organization use to maximize inclusion of perspectives and voices of diverse stakeholders?
   ii. What approaches does your organization use to build capacity to listen to, understand, and collaborate across difference?

F. In light of A & B, use Diagram B to help you critique the appropriateness of the current approach(es) to capitalizing on opportunities associated with diversity in light of the evaluative criteria: On a scale of 1 – 10, how effective is the approach? On the same scale, how efficient is it? What is the degree of integrity associated with it? How sustainable is it?

G. Examine approach(es) further:
   - What are the strengths of the current approaches?
   - What are the limitations?
   - What factors, internal or external, appear to support your organization’s attempts to capitalize on opportunities associated with diversity? What factors appear to hinder them?
H. Consider Alternatives

- Brainstorm alternative approaches that could help the organization enhance its ability to capitalize on opportunities associated with diversity.
- What are the benefits of implementing these options?
- What are the costs of implementing these options? (*Consider possible tensions that arise when attempting to integrate multiple perspectives.*)

I. Propose a New Idea

- Based on your understanding of the current situation and alternatives, what do you believe would be an optimal strategy to help your organization capitalize on opportunities associated with diversity?
- Use the evaluative criteria to explain why your idea would improve the current situation.
- How likely is it that your idea could be carried out under the current conditions?
- What would need to change in order to implement this new strategy? What are the costs associated with implementing this change?

J. Recommendations for Implementation

- What do you recommend that the organization do in the *short term* to capitalize on opportunities associated with diversity?
- What do you recommend the organization do for the *long term* to capitalize on opportunities associated with diversity?
- What challenges might you face as a nonprofit leader when attempting to follow through with these recommendations?
- How would you deal with these challenges?

**Step 3: ARTICULATE LEARNING**

*What did you learn?*

*How did you learn it?*

*Why does it matter?*

*What will you do in light of it?*
Leadership Challenge 4: Capitalizing on opportunities associated with diversity

Diagram A: Relevant populations

- Local Community
- Those Served
- Internal
Leadership Challenge 4: Capitalizing on opportunities associated with diversity
Diagram B: Using the evaluative criteria

Approach:

Efficiency:

Effectiveness:

Integrity:

Sustainability:
Leadership Challenge 4: Capitalizing on opportunities associated with diversity [September 2007]

One of the major challenges that nonprofit leaders face is how to capitalize on the diversity within our society, especially in terms of gender, race/ethnicity, education level, socioeconomic status, sexual orientation, religion, age, and ability. The nonprofit sector needs to be proactive in its commitment to serving diverse constituencies and understand that shared assumptions, values, and beliefs vary among different cultures, social groups, and ethnicities. This challenges nonprofit leaders to ensure that their boards, staff, volunteers, and contractors reflect the diversity of the organization’s constituencies and the broader community (Zdenek, 2004). Collaboration across differences can bring opportunity, in the form of multiple voices and perspectives, and difficulties, in the form of conflicts between these perspectives. Another challenge for nonprofit leaders is to nurture people’s capacity for collaboration and facilitate understanding and appreciation of differing perspectives. Strong leadership can help the nonprofit organization reassess its basic assumptions in light of a diverse society and ensure that organizational culture, including methods and policies, embody and capitalize on this diversity.

### LO1: Identify:
Use course readings to define the concept of diversity and opportunities associated with it.  
- Identifies possible definitions of diversity according to readings.
- Identifies possible opportunities associated with diversity according to readings.

### LO2: Describe:
Explain the concept of diversity and the opportunities associated with it in your own words.  
- Explains diversity in own words.
- Explains opportunities associated with diversity in own words.

### LO3: Apply:
Provide a (n) example(s) from your partner organization that illustrates why diversity is important for the organization and shows the extent to which the organization is diverse.  
- Identifies the various populations your partner organization may need to take into account when capitalizing on opportunities associated with diversity.
- Uses a specific example to identify ways in which the nonprofit organization is and or is not diverse.
- Provides an example of how diversity positively and or negatively affects the organization.
- Provides an example that illustrates how the nonprofit attempts to ensure inclusion of diverse perspectives and voices.

### LO4: Analyze:
Analyze the strategies your partner organization uses to capitalize on opportunities associated with diversity in light of the evaluative criteria.  
- Discusses the strengths and limitations of current approaches.
- Discusses the tensions the nonprofit faces when making these choices.
- Considers alternative approaches that would increase the organization’s capacity to incorporate diverse perspectives and discusses the challenges associated with these alternatives in light of the evaluative criteria.

### LO5: Synthesize:
Propose a new idea that your partner organization might use to capitalize on opportunities associated with diversity.  
- Provides a new idea for capitalizing on opportunities associated with diversity.
- Explains why the new idea might lead to increased capacity to capitalize on opportunities associated with diversity.
- Discusses changes that need to occur for the new idea to be implemented.
- Discusses likelihood of new idea being carried out.

### LO6: Evaluate:
Provides BOTH short term AND long term recommendations for capitalizing on opportunities associated with diversity while addressing associated challenges.  
- Provides short-term recommendations for capitalizing on opportunities associated with diversity.
- Provides long-term recommendations for capitalizing on opportunities associated with diversity.
- Discusses challenges faced when implementing these recommendations.
- Provides way to deal with challenges of implementing these recommendations.
Selected NC State Publications


**ABSTRACT:** The value of reflection on experience to enhance learning has been advanced for decades; however, it remains difficult to apply in practice. This paper describes a reflection model that pushes students beyond superficial interpretations of complex issues and facilitates academic mastery, personal growth, civic engagement, critical thinking, and the meaningful demonstration of learning. Although developed in a service-learning program, its general features can support reflection on a range of experiences. It is accessible to both students and instructors, regardless of discipline; and it generates written products that can be used for formative and summative assessment of student learning.


**ABSTRACT:** Intentionally linking the assessment of the student learning outcomes of service-learning with its reflective component allows each to inform and reinforce the other. This paper traces the evolution of a strategy that uses reflection products as data sources to assess and improve both individual student learning and program-wide approaches to reflection. Two tools were developed in response to an earlier, unsatisfactory, assessment of students’ work. Students and instructors then used these tools to guide the process of reflective writing in two courses. Associated rubrics evaluated the quality of thinking demonstrated in the written products. Results suggest that these tools can improve students’ higher order reasoning abilities and critical thinking skills relative to academic enhancement, civic engagement, and personal growth, and as a result, can improve the overall quality of their thinking and learning. However, this assessment has also surfaced the need for further improvement, particularly with respect to academic learning outcomes.


**ABSTRACT:** Service-learning is a unique pedagogy, and its very differences from traditional teaching and learning strategies make it both appealing and challenging to implement. Students and faculty alike are the products of traditional learning environments and often find service-learning unfamiliar and, as a consequence, experience dissonance, discomfort, and uncertainty. Confronting the difficulties students and faculty at our institution have faced in adjusting to these differences has helped us to realize the importance of making “shifts in perspective” in how we understand and enact teaching and learning. This article shares our emerging understanding of these “shifts” and of how we can support students and faculty in undertaking them effectively. The central conclusion is that reflecting on the differences between service-learning and more traditional pedagogies and on ways to make the associated shifts in perspective and practice can help practitioners to implement service-learning successfully and to more fully tap its power to nurture the capacity for self-directed learning.


**ABSTRACT:** Service-learning is a highly adaptable pedagogy, well-suited to fulfill a variety of objectives with a range of student populations across the spectrum of disciplines. This article shares the experience of a large institution’s Service-Learning Program that has developed a core model for service-learning and that supports instructors across campus in customizing it for their own unique implementation. The core model consists of a baseline definition, a standard approach to curricular design, and a simple but well-structured reflection process. Discussion of this core model is followed by the presentation of seven examples of courses that have been reworked accordingly with a service-learning component, from the small-scale module to the semester-long project to the entirely project-based course. The experiences of students and faculty across this spectrum of approaches reveal some of the benefits and the challenges associated with adaptation of a core model in implementing service-learning across the disciplines.


**ABSTRACT:** Reflection is key to learning from experience, including the experience of teaching. We suggest that critical reflection is as important in faculty development as it is in student learning and offer our experience with a service-learning program as a case study of the benefits and challenges of structuring faculty development around reflection. Reflection on our teaching both deepens our understanding of our roles as educators and allows us to model those abilities and perspectives we want our students to develop. Further, collaborating with our students in the reflective process promotes a strong sense of learning community, positioning students and faculty alike as engaged in collaborative inquiry.
Select References Related to Critical Reflection


