

Faculty Service-Learning Reflection Questions and Techniques

1

Course: FR 301 French Language Practice

Instructor: Bendi Schrambach

Here are some of the questions I have proposed to students to help them reflect on our S-L project. Our French 301 students assist in a French class at St. George's School. Since ours is a French course and one of the goals is to help them improve their language abilities, I ask them to respond to the following in French.

Reflections 1 (2-3 pages): due early in the semester – after being introduced to the S-L project but before their first experience at the school.

What were you like when you were in elementary school? Did you like school? Why or why not? What were your favorite subjects? Why? Describe your favorite teacher? What did he or she do to inspire, motivate and teach you? Describe the instructor that you liked the least. What could he or she have done differently that would have made a difference to you as a student?

What are your personal objectives for this S-L experience at St. George's School? Are you excited? nervous? frustrated by the idea of working with young students?

How will you benefit from the experience? How will the students?

Reflections 2 (2-3 pages): due approximately mid-way through their visits to the school

What is the professional benefit to you of assisting in a French classroom? What thing/s are you learning? In what profession/s might you benefit from this/these aptitudes?

What are the social and developmental benefits of assisting in the classroom for you? For the students of St. George's School?

Reflections 3 (2-3 pages): due at the end of the S-L hours

What have you learned from this experience

- with regard to teaching (vocational choice)?
- with regard to French (your strengths and weaknesses)?
- with regard to your personality?

How/did this experience change you?

What would you do differently if you were to redo the experience?

2

Course: SO 475 Sociology Practicum

Instructor: Carol Fullmer

- Whitworth's College Catalog states that at Whitworth "a call to love one's neighbor shape(s) the culture. Whitworth's mind-and-heart educational philosophy is grounded in a commitment to Christ and to the pursuit of rigorous intellectual inquiry in all academic fields. In 25 word or less state your personal spiritual "mission statement". Then use the rest of your journal assignment to discuss how you, at this time in your life, see your mission statement in relation to the work you are choosing to do in the practicum setting.
- First impressions are very important. Describe your first impressions of your agency/placement from the position of a client coming into the setting for the first time. How might it appear to the client? Use all your senses, sight, smell, hearing, perhaps even touch and taste. Is there something that is not definable by a specific sense, but by just a "feeling" or impression on entering the agency? How were you welcomed? How might a client be welcomed? What changes would you envision to improve this first impression?
- Reflect on the activities you performed this week at your practicum. Identify something that you observed or an activity in which you participated. What new skill, knowledge or area of self growth was evident? Was there an area of concern or a question that may have arisen in the practicum setting for which you sought help or would liked to have help?
- Reflect on an issue that stimulated a change in your perspective, enhanced your learning, or provided a new experience that connected with learning from previous class work in your college journey.
- When in my practicum did I feel most (or least) useful this week? How might this affect my personal and professional growth in the future?
- What was the high point of my practicum this week? How might I use this to ensure personal and professional growth in the future?
- What do I fear most about this practicum setting? How can this fear be addressed so that it becomes a strength upon which to build?
- Process recording and reflection: Use the following format: Three column table with the headings "Actions, Thoughts, Feelings. In the Actions column describe a practicum situation either with a client or a colleague. Describe the setting. Who is present. What did the person say? How did you respond? What physical actions or body language on the part of the other person did you observe? What do you suppose your own body language was? In the Thoughts column describe what you were thinking at the time. How did you decide what or what not to say or do? Was it just a feeling or wass there a theoretical basis for your action? In the Feelings column identify your emotion. Finally, write a one paragraph statement of conclusions about what you learned from the assignment.
- You have come to the end of your practicum. Discuss the following: What have you learned about yourself that may have surprised you? How have you changed or grown professionally since you began your work at this practicum? What have you learned about yourself and the people with whom you worked? What are some of the advantages and disadvantages about working at this occupation? How has this particular practicum affected your plans/desires for future employment in human/social service provision?

I also ask the students to do a self-evaluation to use with their practicum instructor for feedback.

- Identify three strengths of which you have become aware during your practicum experience.
- Name three areas that you have identified in which you have potential for growth AND one activity for each that could assist you in making changes to enhance your performance in the work/practicum site.
- Give one example for each of the following from your practicum experience in which you demonstrated: Self-awareness, application of a social work value (from NASW Code of Ethics), professional behavior.

3

Course: KIN 432 Therapeutic Exercise

Instructor: Jolene Fisher

Reflection Essay (One page typed reflection of your experience; along with a completed evaluation form. Some things to reflect on in your paper include: In what ways has this project contributed to your understanding of the course material? Has this experience influenced your ideas about vocation or service after college? Were your goals and objectives met? What did you find most beneficial and least beneficial or difficult about this project? In what ways can I as your instructor have been more helpful? If you could do it over again what are some things you would have done differently? Anything else you want to add?)

4

Courses: MU 157, 257, 357, 457 Private Piano

Instructor: Judith Schoepflin

Keep a journal that includes the following:

1. where and when you played
2. how many semester you have played in this venue
3. name of your partner
4. what music you played
5. what happened while you were there and what you learned
6. what you could have done to improve your session

Now that all of you have participated in this project for at least one semester, in your reflection summary, answer the following:

1. Do you now find it is easier or more difficult to motivate yourself to play in your particular venue?
2. Do you think you would enjoy playing in a different venue?
3. Do you feel your visits have a negative or positive impact on you?
4. Do you think your contact impacts the residents; the playing or the visiting?
5. Has your attitude toward the residents changed at all; has your sympathy for the residents grown or diminished?
6. Can you picture yourself in the resident's place?

Take a notebook with you to the various locations and record some of your impressions while they are still fresh. **Please note**; you may not use the word elderly in your report/reflections. The report/reflection is due the first day of finals week, **May 15. Failure to turn these in will result in lowering your grade by one full letter!**

5

Course: TA 276 Improvisational Acting

Instructor: Rick Hornor

SERVICE LEARNING REFLECTION JOURNAL and FINAL GROUP PROJECT

Service-Learning Objectives:

- To actively participate in thoughtfully organized service experiences that meet actual community needs.
- To integrate your service experience into your academic curriculum and have structured time for you to think, talk, and write about what you did and saw during your service activity.
- To experience opportunities to use newly acquired skills in and knowledge of improvisation in real-life situations in the Spokane community.

Reflection Journal (20 points for each of three entries – 60 points total) – collect all entries in one notebook or folder and turn them in together on each due date. Each entry should be:

1. 1 page in length, typed double-spaced. Please clearly indicate to which "ideas" you are responding.
2. Thoughtful, reflective, genuine and specific responses to what you are learning about yourself as a result of your service learning experience (no dribble!) Your goal is to respond to 4 different "Reflection Ideas" each entry. (So, by completion of third entry you will have responded to 12 of the 18 ideas).
3. Hand in AT THE BEGINNING OF THE CLASS. No journals will be accepted late.
4. Due dates:

Your journal entries can take many different forms. However, a few ingredients are essential:

1. Remember to observe confidentiality and use pseudonyms when referring to clients.
2. You will find the journal less of a chore if you take a few minutes at the end of each day of service to review your learning objectives and reflect upon your experiences of the day.
3. Remember that it is important that you not think of your journal only as a work log in which you itemize and record events, tasks and statistics. Your journal, as a reflective and analytical activity, allows you to grapple with problems and frustrations as well as identify your accomplishments and other positive learning experiences. The journal is your means of regularly charting your growth and development both academically and personally.

Reflection Ideas:

1. How do you feel about participating in this project?
2. Describe what you learned and felt on your service project.
3. Draw a picture, which summarizes your experience, and explain.
4. What was the worst or most difficult thing that happened to you?
5. What was the best thing that happened?
6. Rate yourself from 1 to 10 for your performance. Justify your assessment.
7. How have you benefited from your experience: personally, academically, spiritually, and occupationally.
8. What have you learned about yourself from your service-learning experience?
9. What change would you recommend in how your service site operates? How the service-learning program operates?
10. How does your service experience relate to your academic work or courses?
11. If Whitworth College were to propose a requirement for graduation that all students complete a 20 hour service-learning experience, list the pros and cons for such a proposal both from a student perspective and from a community agency perspective.
12. What do you think is your most valuable/valued contribution?
13. Tell about a person there whom you find interesting/challenging to be with. What does this say about you?
14. Tell about something you learned as a result of a disappointment or even a failure.
15. Think back on a moment when you felt especially happy or satisfied in your placement. What does that tell you about yourself?
16. What kind of person does it take to be successful at the kind of work that the agency does? Could you do this?
17. What are you getting out of your service? What is the community getting out of your service? What do you hope to accomplish by serving?
18. Do you believe your site is effective at accomplishing its goals? Why or why not?

FINAL CREATIVE REFLECTIVE GROUP PROJECT (30 points)

1. This project is a cooperative enterprise including your entire Service-Learning Team
2. Your team will have 20 minutes to present the details of your S-L experience.
3. Your purpose is to answer three questions regarding your S-L experience: What? So What? Now What?

Include objective information (**What?** – name of agency, nature and objectives of service, when and where you served, etc.)

Include subjective information (**So What?** – feelings, perceptions, frustrations, problems, questions, accomplishments and other positive learning experiences)

Include impact information (**Now What?** – has this experience changed any of your academic or career goals? changed your attitudes towards service in the future? where might you apply newly acquired knowledge/understanding elsewhere in your life? how has your model of the world changed and what does that mean for you life? what have you learned about yourself, about those you served, and about academic skills and content?)

4. You are **encouraged to be creative** in this presentation. **Do not treat this as a lecture.** Use audio and/or video tapes (ALWAYS GET PERMISSION FROM AGENCY/CLIENTS FIRST); photo posters; art projects; poetry; dance; role-play sketches, etc. You may film the entire presentation in advance and we can watch your video rather than watch a “live” presentation.

When, for whatever reason, the Creative Reflective Group Project cannot be done, write a 2-5 page, single-spaced response to the following:

Personally, how has improv and our service-learning project affected you? Consider your response personal, analytical, autobiographical, thoughtful and reflective. You may write in sections (A. B. C. etc.) or as one long narrative. Just be sure you have responded to all of the questions.

A. Explain your purpose for taking the class, other than “to meet a requirement” or “to fill my schedule.”

B. Even if you didn’t have specific goals at the beginning of the course, what goals developed as you got into improv? Build confidence? Improve stage presence? Overcome stage fright? Think more creatively?

C. Being specific, list different structures and/or experiences that challenged you the most. Why were they challenging? How did these challenges relate to your goals? How did you change as a result of succeeding or failing (or feeling like you succeeded or failed) in confronting these challenges?

D. How have improv “rules” or “conventions” changed you? Examples of “rules” = “Say ‘Yes.’” “Make your partner look good.” “Don’t try to be funny.” Review the textbook if you need to.

E. How are you different at the end of the term from who you were at the beginning of the term? Talk about not only the class itself but the service-learning project as well. Consider applications to your personal, social, spiritual, and professional life.

6

Course: PH/TH 221 Ethics

Instructor: Keith Wyma

Journal Goal: Over the semester, each student shall make an attempt to improve in regard to the moral flaw of selfishness. For the journal’s purposes, ‘*selfishness*’ shall be defined as, “*excessive love or concern for the self, characterized by self-absorption, self-seeking at the expense of others, etc.*” Note that selfishness is presumed both to be *bad* (there will be chances to object to that), and to be *distinct from self-interest* (which may have healthy expressions less extreme than selfishness). The journal will track the course of the improvement effort as carried out through a service-learning project to benefit the Spokane community. Journal work will proceed by short installments, turned in every few weeks. The first installment will set forth some pertinent particulars of the problem area—that is, of what role selfishness plays in the student’s life. The second, third and fourth installments will reflect on the service work and the impact (of lack thereof) it has on the student’s outlook and character. The fifth installment will record and reflect on the student’s progress (or lack thereof) towards the goal of reducing selfishness, including considerations both of the proposed program’s effectiveness and of any help/insights gained from theories covered in class.

Ethics Journal Installment 1

Before improvement can begin, the problematic area needs first to be clearly identified and understood. Moreover, diagnosing the problem includes: (1) disclosing what role selfishness plays in your attitudes, choices and actions; and (2) projecting probably obstacles to efforts at improvement. Thus the first journal installments will diagnose the moral problem, using the above considerations. Note that aspect (2) should include investigation into the primary challenge—questions for ethics. That is, regarding the plan of reducing selfishness, ask yourself: Do I see any connection between the morally-improved behavior and what God (if God exists) wants from me? How so? Do I see any connection (or conflict) between my real (or only merely-apparent) self-interest and doing the morally right thing? Do I see any objectively true reason/point behind doing this moral thing, or is it simply behavior that will meet with my professor's—or society's or parents' or peers'—approval? (If you disagree that selfishness is a moral flaw, here is the place to air your argument). Finally, note that the separately handed-out criteria for essays (particularly regarding style, clarity and sufficiency of explanation) will be in use. 2 typed pages; due Sep. 25.

Ethics Journal Installment 2

This installment begins your reflection on the service-learning project; this reflection should be completed after your first visit. First, please briefly describe what you did in your visit. (To allow yourself adequate space for reflection, make sure not to dwell too long on the description of your efforts). Second, reflect on whatever impact your visit had on you. (Direct your questioning this time along these lines: Did you find yourself glad to be there, or resenting the obligation—or some combination of the two? Did you find yourself suffering much conflict between your requirement to volunteer, and your desires to spend your time on pursuits regarding your own interests? What do your answers, here, say about how strong a presence selfishness is in your life? Also, how did the people you were serving react to you—did they seem grateful in your efforts? Did their reaction affect your view of what you were doing? *Should* it matter to you how your help is received, or whether the aid is successful? Lastly on the point, was there anything you did, or anything that happened, that made you feel particularly good to be there and helping?) Third, in a few sentences, explain what connection Aristotle might see between what you're doing and the virtue of justice.

2 typed pages; due *by* Oct. 16

Ethics Journal Installment 3

This installment continues the reflection on the service-learning aspect of your moral-improvement project; it should be completed after your second visit. First, please briefly recount what you did on this visit. (Is it more of the same, or have you done new things? Have you had a chance to get more acquainted with those you serve?? Second, reflect on whatever impact your continuing efforts are having on your own attitudes and actions. (This time, direct your self-questioning along these lines: Now that you have gone a few times, do you find that it's getting easier or harder to get yourself motivated to do it? If you have experienced some motivational change, what do you think lies behind it—has your selfishness been reduced at all by your volunteering, or is the continued, other-directed effort grating worse than before against your selfishness? If you haven't experienced any motivational change, why are the visits having no

impact in this point? Also, do you think you are actually providing meaningful service—i.e. are you truly *servicing* or just “serving time” for this class? Would those you serve be adversely affected in any way if this service-learning project weren’t occurring? Do you think your efforts matter more to you or to them? Have you received any feedback from the service-recipients on this issue? Lastly, now that you, hopefully, have been able to get to know some of the service-recipients a bit, do you find that your sympathies for them are growing [or diminishing—are you becoming more judgmental of them]? Has your attitude towards those you are serving changed at all since you started? How? If your sympathies have increased [or lessened], has that affected your willingness to serve? Do you ever see yourself as possibly being in their place? How does [would] that affect your desire to help?) Third, in a few sentences explain whether Kant would regard your actions as coming from a good will.

2 typed pages; due *by* Nov. 10

Ethics Journal Installment 4

This installment concludes the direct reflection on the service-learning project; it should be completed after your third (or further) service visit. First, please briefly detail your activities since the last writing. (Have you done anything new? Have you made more connection with those you serve?) Second, reflect on whatever impact the project has had on your selfishness. (This time, direct your musings along these lines: Consider this quote from Rabindranath Tagore, “I slept and dreamt that life was pleasure; I woke and saw that life was service; I served and discovered that service was pleasure.” How well does that apply to your experience? Did you begin with a sense [conscious or not] that your life should center on what you enjoy? Has your view changed at all? Do you agree that service to others is essential to life? And did the service become a pleasure for you? If it was not a pleasure—or can’t always be counted on to be one—does that make service any less important to your life? Also, did you find your selfishness was diminished at all by the project? How so [or how not]? Lastly, has your experience encouraged you to continue to engage in some form of community service? If so, in what area? If not, what not?) Third, in a few sentences indicate whether Aquinas would regard your actions as right, and what (or what not).

2 typed pages; due *by* Dec. 1

Ethics Journal Installment 5

For this last section, it’s time to assess what you’ve learned by more broadly connecting your experiences to the theories discussed in class. To do that, ask yourself questions like these: (1) If your selfishness was habitual, did Mill’s claim—that will starts as the child of desire (for happiness), but then comes under the control of habit and continues regardless of further connection to happiness—accurately fit your experience? Did your habit have an original basis in what makes you happy, but then continue on anyway even when it became problematic? (2) Or again, on the habitual front, did you find—as Aristotle claims—that knowledge was not sufficient to change the behavior, but externally enforced re-training was necessary? And after practicing positive change for awhile, did you find the new behavior easier and more appealing? (3) Or with respect to virtue theory—from Aristotle and Aquinas—did you find in changing that

the quality of your life improved, that you had new grounds for self-respect and fulfillment? (4) Looking at the circumstances and contributing factors of your problematic behavior, did you find that Kant was right in that by acting immorally, you were not acting autonomously or rationally? Were you letting non-rational (and therefore involuntary) motivations direct your behavior? (5) Or with Aquinas, did you find that your morally problematic behavior stood in the way of a close relationship with God? In changing did you sense any improvement in this relationship? (6) Or finally, did you find—as Nietzsche asserts—that your actions are driven by a “will to power” and that constructive change required redirecting that will to higher goals of “self-overcoming”? Or did you perceive the moral guidelines directing your change as some kind of “will to non-life” intrusive restriction or impediment to your will to power, to the fulfillment of your own desires? Please note that you need not answer all these questions (indeed you probably will not want to address more than 2 or 3 of them), or even choose from among them if you wish to make other theory connections not listed; the listed questions simply provide you with connection to consider, to provide you with writing materials that you can pick and choose from and organize as you will.

2 typed pages; due Dec. 6