

Factors to Consider in Developing Reflection Activities

There are at least three major factors to consider in developing reflection activities:

Who is Involved

The goals, expectations, needs, hopes, perspectives, skills, capacities, desired outcomes, developmental aspects, and identities of the faculty, students and community partners

The Community Context

The context of the community engagement work, of the community members, of the community based organizations(s)

The Learning Context

The who, what, where, when, how, why of the reflection exercise or assignment

This chart can help faculty members/instructors, students, community partners think through these various factors. For specific examples of reflection activities, see the Public Service Center's Reflection Guide at publicservice.berkeley.edu.

FACTORS	QUESTIONS TO CONSIDER
Who am I?	<ul style="list-style-type: none"> • What are my experiences, skills and comfort level with facilitating reflection exercises? • What do I want to learn from the reflection process? (about students, about the community, about myself?) • How might my values and perspectives shape what I think is important for students to learn or experience in the reflection activity?
What is the community engagement context?	<ul style="list-style-type: none"> • Are students all working with the same community partner or different partners? • What is the nature of the students' work with the community (what are they doing, how much time with the organization)? • Who are they engaged with in the community? What is the nature of their relationships with community members? • What stage are they in with their partnership (beginning, middle, closure)? • What is happening at the site, on campus, in the neighborhood, state, nation, or world that could impact this reflection activity?
Learning outcomes	<ul style="list-style-type: none"> • What course learning goals do I want the reflection activity to support? (i.e. academic, professional, interpersonal, social change) • What do I want students to identify, explore, demonstrate, examine, understand, or articulate through this reflection activity?
Who are the participants of the reflection activity?	<ul style="list-style-type: none"> • What are their individual and collective strengths and challenges? • Where are they developmentally (cognitive, identity, moral development, etc.)? • What are their learning styles? • Who are they as cultural beings (age, class, disability status, ethnicity, gender, language, national identity, race, sexual identity, etc.), and where are they in their identity development? How do their identities relate to the identities of community members? • How do they feel about the community engagement experience? • What kinds of reflection activities do they have the capacity to engage in?
Timing	<ul style="list-style-type: none"> • Would this reflection activity be used before, during, or after engaging in service? • How much time can you devote to the activity? • What is happening just before or after the reflection activity?

Factors to Consider in Developing Reflection Activities (cont.)

Methods	<p>Which method(s) can most effectively accomplish the goals of the activity?</p> <ul style="list-style-type: none"> • Small or Large Group Discussions • Artistic/Creative • Written • Structured/Unstructured • Simulations • Case Studies
Location	<p>Where can this reflection activity take place? What location would best facilitate reflective learning?</p> <ul style="list-style-type: none"> • In the classroom • At the community partner site • In another community or campus location • In the student's home
With whom?	<p>How would this reflection activity best be completed?</p> <ul style="list-style-type: none"> • Alone • In pairs, in small groups • In a large group/full class/full student organization • With peers, community partners, faculty
Assessment strategy	<p>How can the learning demonstrated through this reflection activity inform the overall assessment process?</p> <ul style="list-style-type: none"> • Who will assess the reflection assignment (self, peer, student leader, community partner, faculty, student affairs professional)? • What are the criteria they will use to assess it? • What role does grading play? • How will you provide feedback on the reflection assignment that both supports and challenges the participant?