

Levels of reflection for assessing service-learning assignments

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Student skills	Stage 1 Defining Level	Stage 2 Critical Thinking Level	Stage 3 Metacognitive Level
Learner concept development	Definition of self as learner	Asking for examples and samples	Creating examples and samples to reinforce their ideas/beliefs
Self-awareness of strategies	Definition of <u>course goals</u> Unclear of personal strategies strengths and weaknesses	Identifying strengths and weaknesses in current strategies and methods	Identifying and improving ineffective strategies
Understanding of service-learning	Definition of process of service learning	Identifying issues within the service-learning context	Continuing to work on issues after the service-learning placement has ended
Application of content knowledge	Immediacy issues—what is due right now? Not able to see the big picture or long-term goals. Time confines the reflective process Dependency on grade assignments	Considering new ways of looking at the world around them. Beginning to consider larger issues and greater impact Experimenting with new ways of learning	Can articulate the broader issues, larger context and discuss their role in their world. Sees service as one way to contribute to society. Completing self-directed tasks to improve environment of service-learning placement
Diversity development	Defining diversity—what does it mean in the community?	Investigating new communities and both personal and group attitudes about communities	Self-confidence and comfort in communities different from the students cultural identification
Learning format	Teacher direct instruction and influence	Teacher guided practice-Scaffolding	Explaining the process of student self- thought
Group dynamics	Defining group dynamics What roles do they take? What do they do about conflict? - How do they do negotiations within the group?	Students show evidence of group negotiations and affirmations of individual's experiences in service-learning	Empowered to actively defend independent ideas/thoughts/beliefs

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Levels of Citizenship	Personally responsible citizen—one who acts responsibly in his or her community by volunteering, donating, and obeying laws	Participatory citizen—actively participates in the civic affairs and social life of the community at the local, state, and national level—they recognize the importance of planning and participating in organized efforts to care for those in need or to guide policies.	Justice-oriented citizen—calls explicit attention to matters of injustice and to the importance of pursuing social justice. Seek to improve society by critically analyzing and addressing social issues and injustices to effect systemic change.
Moral development	Students focus on self-interest	Students make choices about moral reasoning based on commitment to specific individuals and relationships	Students morality based on the principles of responsibility and care for all people.
Problem-solving	Students are unclear of problem(s) or solution(s)	Students have identified problem(s) but are unclear of solution(s)	Students are clear on problem(s) and solution(s) and actively engage in solution
Relationship building	Students are placed with community partner and interact with community partner on a regular basis throughout the length of the course	Students identify and build upon relationships within the community organization and with individuals	Students maintain a relationship with the community partner after the service-learning placement has ended
Community awareness	Background knowledge of community issues	Can identify needs, problems, strengths and resources of community partner	Relates community issues with larger social issues and actively brings about change and growth in the community
Decision making	Preactive—planning for decision-making before the placement begins	Interactive—actual decision-making while in process—“on your feet” decisions	Post active—evaluative reflection—making decisions about changes or adaptations after the placement has ended