**What is Service-Learning & Experiential Education at Drake?**

Service-learning is a type of experiential education that combines and pursues both achieving academic learning and meeting a relevant community defined need with intentionally integrating the use of effective ongoing reflection and assessment. Students engaged in service-learning at Drake University will:

+ Take ownership and responsibility for their own learning.
+ Apply knowledge and understanding to a new environment.
+ Reflect on the impact that engagement outside the classroom has on their understanding of a liberal education, academic discipline, or on the importance of societal and personal values.
+ Establish skills, knowledge, or dispositions that will lead them to be engaged citizens.

**Definitions of Service-Learning**

Service-Learning is a type of experiential education. Experiential Education could include practicum experiences, clinical, ethnography, internships, fieldwork, or participatory observation. What makes service-learning different? Service-Learning is different from other forms of experiential education because of its intention approach to benefit the provider and the recipient of services and the equal focus on both the service being provided and the learning that is occurring (Furco, 1996). Service-Learning integrates academic learning with meeting a relevant community defined need. Both the learning objectives and service being provided must maintain an equal importance for service-learning efforts to be successful. Drake University values all voices in the service-learning experience. The instructor, students, and community partner must all have agency in defining their goals for the service-learning experience. Robert Sigman's typology articulates the need and intentionality of creating significant service and meaningful learning opportunities for all involved.
**What is Global Service-Learning at Drake?**

Global Service-Learning (GSL) is the intersection of service-learning, immersion in global contexts, and intercultural education. Alone, each of these areas can produce exceptional global learning experiences. Global Service-Learning intensifies the potential learning by borrowing important elements of each and creating a robust, transformational, and dynamic global experience for faculty, staff, and students.

Global Service-Learning is a form of experiential education that combines academic learning and meeting a relevant community-defined need. Quality service-learning is undertaken intentionally and integrates effective cross-cultural interaction, ongoing reflection, and assessment. Students engaged in Drake Global Service-Learning will:

- Take ownership and responsibility for their own learning.
- Apply knowledge and understanding to a new environment.
- Reflect on the impact that engagement outside the classroom has on their understanding of liberal arts education, academic discipline, global context, and personal values.
- Establish skills, knowledge, or dispositions that will lead them to be engaged global citizens.
- Increase cross-cultural understanding of others.

GSL at Drake includes three different approaches:

**GSL Abroad:** Faculty- or staff-led service-learning experiences to other nations or individual students selecting service-learning study abroad through established third-party providers. Experiences can be short- or long-term in duration.

**GSL at Home:** Greater Des Moines has its own communities that are global with distinct languages, cultures, and ethnicities. Student engagement within these communities linked that is with a service-learning course can increase students’ understanding of the world and varying global issues such as refugee and immigration rights and services.

**GSL in the United States:** Students of international origin enrolled in a service-learning course at Drake or one of Drake’s partner institutions would participate in service-learning in the greater Des Moines area.
What is Reflection in Service-Learning?

"Reflection is the process of stepping back from an experience to ponder, carefully and persistently, its meaning to the self through the development of inferences; learning is the creation of meaning from past or current events that serves as a guide for future behaviour." [Daudelin, M. W. 1996. Learning from experience through reflection. Organizational Dynamics 24(3): 36-48.]

Reflection is an "active, persistent, and careful consideration of any belief or supported form of knowledge in light of the grounds that support it." It involves "turning a subject over in the mind and giving it serious and consecutive considerations." [Dewey, John. 1933. How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process.]

Why is Reflection Valuable and Necessary?

Research shows that reflection is an important process to the experiential learning experience. For experiential learning to be educationally relevant for students, reflection exercises are key components of the learning process. Structured reflection can enable learners to examine and form their beliefs, values, opinions, assumptions, judgments and practices related to an action or experience, gain a deeper understanding of them and construct their own meaning and significance for future actions (Moon, 1999).

Billig, Root, and Jesse (2005) reported that the more cognitive challenge within the reflection activities, the more likely students were to engage in and value school, feel more successful, and acquire more civic knowledge and more positive civic dispositions. Root and Billig (2008) found that that teachers with the strongest student civic and academic outcomes had reflection activities that asked students to investigate social problems more deeply, more thoroughly consider potential causes and solutions to social problems, weigh alternatives, resolve conflicts among themselves, consider how to persuade others, and manage complex tasks.
Eyler and Giles (1999) found that reflection activities helped students apply learning to real-life situations and acquire stronger problem-solving skills. Engaging in reflection also was related to increased openness to new ideas, the ability to see issues in a new way, and the ability to analyze issues systematically.

Blyth, Saito, and Berkas (1997) showed that young people who did not engage in reflection within their service-learning projects generally had lower socially responsible attitude scores than those who did. Those youth who engaged in the greatest amount of reflection were the most engaged in school. Waterman (1993) reported that students who engaged in more reflection had stronger self-confidence and social responsibility than those who did not. Eyler, Giles, and Schmiede (1996) found that engagement in critical reflection was associated with a greater likelihood to apply what they learned to understanding and solving social problems. (From “Standards and Indicators for Effective Service-Learning Practice, National Service-Learning Clearinghouse, 2008).

**Reflection Activities**

- Citizenship Ranking
- Concentric Circles
- What? So What? Now What?
- Quotes to Lead Reflection
- Three Minute Speeches
- Impromptu Speeches
- Free Association Brainstorming
- Truth is Stranger Than Fiction
- Values Continuum
- Taking Sides
- Daily Reflection
- Web of Culture
- Observations of Social Injustice
- Journal
- Presentation
- Questions for Reflection
Citizenship Ranking

People define citizenship in many different ways. Represented below are some examples of what some would consider “good citizenship.” Study the list carefully. Place a “1” next to the action that most closely models what you consider citizenship. Place a “2” next to the action that is the second closest, etc. The example that is farthest from your own view of citizenship should be a “14.” Once you’ve completed this, find a partner and discuss your ranking.

___Serving dinner once a week at a homeless shelter
___Joining the armed forces
___Listening to a friend who is troubled
___Leaving your car at home and biking to school every day
___Donating $50 to the Red Cross
___Choosing a career that “makes a difference” after high school
___Writing a letter to a political leader on something you’re passionate about
___Developing a canned food drive to benefit your local pantry
___Serving on a committee at a religious institution (church, synagogue, temple)
___Giving blood
___Tutoring somebody who speaks English as a second language
___Adopting a child
___Voting
___Picking up trash along a highway near your community

Adapted by Janna Hammes in 2013 from Kent Koth and Scott Hamilton, Salem, OR. 1993 (Revised 2003).
Concentric Circles

Divide your group in two, with half of them forming a tight circle in the center of the room. The remaining people then pair up with someone in the circle. The facilitator (you) then pose a question for each pair to answer in a few minutes. Then, either the inner or outer circle is asked to rotate "x" spaces to the right or left. Another question is asked for the new pair to discuss. This activity can go on for as long as desired, giving people the chance to have one on one discussions with many different people in the group. The following are examples of questions the facilitator may ask:

- What social or environmental problem touches you most right now and why?
- What do you like most about teaching/service-learning/biology (etc)?
- What is one thing you've learned so far on this trip that surprised you?
- What is something you've seen in this community that is extremely different from your own community?
- Who did you meet during your service work that touched you deeply?
- Describe a high point/low point in your service work and explain why.
- Discuss an underlying social issue(s) your service work addressed.
- What in your service experience relates to an academic reading you've done for class?
What? So What? Now What?

Ask participants to respond to the following questions in any format you choose:

+ **What?**
  Describe what happened, what you saw, what you felt, the interactions you had. What did you see, hear, touch?

+ **So What?**
  Did you make a difference? Why or why not? What impact did you have?

+ **Now What?**
  What more needs to be done? What will you do now? Did this change you? Where can we go from here?
Quotes to Lead Reflection

Quotes can be a useful way to initiate reflection because there is an ample supply of them, they are often brief yet inspiring, and they can sometimes be interpreted in multiple ways. Facilitators need not limit quotes to those that represent the popular view or the view supported by the group, but can offer a mixture of quotes that represent several viewpoints, or one that has multiple interpretations. Participants should be challenged to consider the other meanings the quotes may have to different individuals. Participants can also be invited to share personal quotes, taken from their own journal entries or their other written work. Facilitators may want to make the reading of quotes a group activity by filling a hat with strips of paper containing different quotes. Each participant draws a strip of paper and reads the quote to him/herself. Participants take turns reading their quote out loud, explaining what they think it means, and discussing how it might pertain to the service project at hand.

Some examples of quotes that could be used:

+ “You cannot change what you refuse to confront.”
+ “I alone cannot change the world, but I can cast a stone across the waters to create many ripples.” (Mother Theresa)
+ “A community that excludes even one member is no community at all.”
+ “All oppression creates a state of war.” (Simone de Beauvoir)
+ “Until justice is blind to color, until education is unaware of race, until opportunity is unconcerned with the color of men’s skins, emancipation will be a proclamation but not a fact.” (Lyndon Johnson)
+ “We ask justice, we ask equality, we ask that all civil and political rights that belong to the citizens of the United States be guaranteed to us and our daughters forever.” (Susan B. Anthony)
+ “A house divided against itself cannot stand.” (Abraham Lincoln)
+ “If the misery of the poor be caused not by the laws of nature, but by our institutions, great is our sin.” (Charles Darwin)
Three Minute Speeches

Three Minute Speeches is an exercise that helps people find their inner motivations for the work they do and learn to express them to others. This exercise is an even more in depth way to build a sense of community and shared vision in service programs, retreats, or trainings.

For this activity, plan for four minutes per person to determine the time frame needed. It is best not to tell people about this exercise too far in advance. This adds somewhat to the drama and risk involved. Sometime between an hour and thirty minutes before Three Minute Speeches folks are told about the exercise and asked to ponder upon a specific question. One very good question is “What is the deep core reason you do the work you do?” Tell students they can tell a story from some part of their lives, about a particular person who influences them greatly, or any other reasons that they are involved in the service field. You may want to craft to other appropriate questions. People should be encouraged to extend themselves and to let others know some of the deeper reasons for their dedication to helping others.

+ Facilitator gives announcement of activity sometime prior to the time to begin.
+ Just before the speeches let people know that there will be a timekeeper who will give them a “one-minute warning” by holding one finger in the air. Speaker can select a timekeeper or there can be one or two volunteer time keepers.
+ The seating should be in rows and there should be one less chair than speakers. Explain that this means that the current speaker cannot sit.
+ Responses can be quite profound. Facilitator should provide appropriate closing.
**Free Association Brainstorming**

This exercise involves both writing and speaking, and allows for both public and private reflection. Students have 10-20 sticky notes or cards and write down all of the feelings they had when they first heard about their service-learning requirement/experience. Next, they write down all of the feelings they had when they had during their first "field encounter." Finally, they write down all of the feelings they are having right now.

Encourage them to write down as many different brainstormed thoughts as possible (one thought/word for each card). Students then distribute their post-it cards across three different sheets of paper posted around the classroom: one sheet with a happy face, one with a sad face, and one with a confused/bewildered face. Students should place their cards on the sheet that matches most closely with their feelings. Then have them stand next to the paper in which they posted most of their feelings. Faculty may ask students the reasons why they are standing where they are and what they expect for the remainder of their service experience.
Truth is Stranger Than Fiction

This exercise has students divided into groups of no more than three. Faculty ask students to write the most unusual, funny, or unique story that happened to them during their service-learning experience and to be prepared to share it with their small group. Have students share their stories in small groups and then come together as a class. Ask representative group members to share some of the stories and what it meant to group members. Open up the discussion to the rest of the class.

Faculty should be prepared to prompt students if needed. Students learn valuable writing skills, group communications skills, and have the chance to explore what situations/knowledge affects them. With student permission, faculty can collect stories and “publish” copies for all class members and/or share stories with campus service-learning programs to use for community publications and other future needs.
Values Continuum

Faculty can use this exercise to assist students in clarifying their values and exploring the knowledge base for student opinions. Name each corner of the classroom as follows: Strongly Disagree, Disagree, Agree, and Strongly Agree. Name the middle of the room as Neutral. Instruct students to go to the place in the room for which they most identify after you read certain statements. Faculty can create questions based on classroom content and/or the service experience. For example:

“I believe that individual rights are more important than the rights of the larger community.”

“I believe that service to a community is the responsibility of all citizens.”

“I believe our government has the responsibility to solve world problems.”

Once students have gone to their respective places, allow time for students to discuss with other group members their reasons for standing where they are. Have each group report back their reasons for why they believe what they do, and then allow others to “switch” to a different group if they have changed their minds. Continue discussion, and then repeat the process for as long as time allows.

(From “Reflection Activities,” based on Robert Bringle and Julie Hatcher’s “Reflection in Service Learning: Making Meaning of Experience” (1999) as well as examples from community college faculty around the country, originally adapted by Diane Sloan, Miami-Dade College and Toni Hartsfield, Bellevue Community College.)
**Taking Sides (Similar to Values Continuum)**

Individuals stand in clusters according to the statement with which they concur. The clusters are asked to explain why they chose the answer they did, but no individual is coerced to talk. Remember that there are no right answers. Some warm-up questions might include questions about some current event. Once people are comfortable with this format, you can steer toward questions regarding the service project.

You can modify this activity for limited space and mobility by having students use thumbs-ups or thumbs-down to express their opinions or by having students stand in a line to represent a spectrum of opinion. This activity is useful when students are tired or apathetic during discussion by creating a way for everyone to express some kind of opinion and, therefore, to be involved.

**Daily Reflection**

Each day of service and/or travel, have students prepare one of the following items that exemplifies their day:

- Word
- Sound
- Smell
- Quote
- Picture

Plan to have each student share their response with the group to help open up the reflection discussion. After they share their item, have them explain to their peers why this was the most important or memorable moment from their day.
**Web of Culture**

Participants split into four small groups and start from the word "culture." Then participants say two words that they associate with the word "culture." Those two words are taken further and four more associations are added, all the way until the web has eight words. Then the web goes down from four to two and then to one word. At the end a single word closes the web.

Participants should then discuss how our perception of "culture" led us to another meaning of the same thing. This exercise helps describe the group's understanding of "culture."

After the activity, share dictionary definitions of culture, and assess the participants' emotions and feelings about their definitions vs. dictionary definitions. Examples of questions include:

> ✤ Can culture be defined?
> ✤ How does defining culture help in intercultural communication?
> ✤ Do societies need to share a common understanding of culture?

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Image source: Salto-Youth Cultural Diversity Resource Center

**Observations of Social Injustice**

This activity is intended to help facilitate students' identifying and examining daily observations of social injustice that may later be used to help develop a concrete plan for addressing a particular injustice issue. Students can initially complete these questions independently, followed by a large-group discussion.

- Describe the social injustice you observed.
- What are the consequences for the individual or group facing this injustice?
- What are the consequences for you? (Your feelings, reactions, and responses.)
- What influence does your identity, power, privilege, or oppression have on your reactions?
- Level of the issue for: the individual, the institution, the community, and the public at large?

**Journal**

Students can keep a journal which includes descriptive "field notes" of their observations of the service-learning and/or travel site. Provide them with questions (see "Questions for Reflection" section for ideas) and explain that they must at least minimally answer these questions each day to help them stay on top of their journaling. Frame the questions around what the students are learning in their class that week: utilize the readings, theories, or topics being taught in class, and encourage them to connect their daily observations with these things.
Presentation

During the final week of the course or travel seminar, students can prepare a five to ten minute presentation summarizing their observations. The presentation should include at a minimum:

- A description of the site
- The primary issue or problem being studied or addressed in the course and at the site
- Literature or discussions from the course relating to the issue or problem
- Conclusions

(Adapted from "Race, Poverty, and Social Justice: Multidisciplinary Perspectives Through Service Learning.")
Questions for Reflection

1. Describe what you have learned about yourself as a result of your service.
2. What have you learned about your community?
3. What have you contributed to the community site/organization?
4. What values, opinions, beliefs have changed?
5. What was the most important lesson learned because of this service?
6. What impact did you have on the community?
7. What are the best things you discovered about this community?
8. Do you have a different picture of this community than you had before you began your project?
9. Did you learn a new skill or clarify an interest?
10. What follow-up is needed to address any challenges or difficulties?
11. If you could do the project again, what would you do differently?
12. What specific skills did you use at the community site?
13. Describe a person you’ve encountered in the community who made a strong impression on you, positive or negative.
14. Talk about any disappointments or successes of this trip. What did you learn from it?
15. Complete this sentence: Because of my service/service-learning/this experience I am....
16. How will this change the next week, month, or year of my life?
17. How can society be more compassionate/informed/involved regarding this community?
18. What connections do you see between this experience and what you’ve learned in your college courses?
19. How does this course compare to other courses you have taken?
20. What would happen if...?
21. How did your actions in your service-learning experience
22. What new learning emerged as a result of your experience
23. How will your new knowledge, insight, or understanding impact your role as an engaged global citizen? Did you make a commitment to change some aspect of what you are currently doing?
24. What moment in your experience caused the most “distance” from what was happening?
25. What new questions have emerged as a result of your service-learning?
26. What is your definition of (engaged global citizen, urban poverty, multicultural education, intercultural communication, other subject area)? How have you come to this definition over the span of this course?
27. How does this service apply to me personally, professionally, and as a member of a global society?
28. How can we teach multicultural education, social justice (subject area) in the classroom?
29. How can we discuss diversity issues without offending?
30. How do you create respect for multiculturalism in a homogenous environment?
31. How can you make changes in your department/school/workplace? How can you convince others to change?
32. What are characteristics of a great (global citizen, multicultural educator, other subject area)?
33. What is life and dignity of a human person and how can that be accomplished?
34. What are the rights and responsibilities that should be available to all humans? How does (subject area) influence that?
35. What has been your experience surrounding race? How has this changed as a result of this course?
36. What “privileges” do I have, and what am I doing as a person who has that power/privilege?
37. Are some people just “more fortunate” than others? Why or why not?
38. In what way has today’s communication affected (subject area)? What in your readings or class discussions would support this?
39. Is there evidence that public policies ensure there are resources available to enact the programs they promote to enable citizens?
40. Do certain public policies create roadblocks that prevent citizens from thriving and/or having access to resources? What have you learned in your course that does/does not support this?
**Tips for Guiding Reflection**

**Have a plan, but be flexible.** Reflection will be easier and go more smoothly if you have prepared activities or questions in place -- but let the conversation deviate from the plan if needed.

**Silence is okay!** Some students may need time to process their responses to your question. Do not be afraid to let the silence linger while the participants gather their thoughts.

**Separate from the site.** Find a place away from the volunteer site to do your reflection activities. The group may want some privacy so participants can feel comfortable discussing their thoughts without having others overhear.

**Be positive about reflection.** Some people may mistakenly associate reflection being “touchy-feely” -- and it doesn’t have to be! Reflection can be as simple as talking with students about surprised them, what they learned, how an issue impacts the community (abroad and at home).

**However, don’t be afraid of the touchy-feely moments!** Some students may be deeply impacted by the service or the broader issue. Allow them to feel comfortable opening up if they choose.

**Follow-up.** If a student seems particularly frustrated, bothered, or affected by the service and/or reflection, check in with them afterwards and offer to talk through anything one-on-one.

**Be honest.** If you are comfortable, share your own perceptions, feelings, and thoughts about the experience. This may inspire others to speak up as well.

**Keep an open mind, and urge others to do the same.** There may be disagreements or strong opinions among the group. Ensure that everybody’s responses are considered valuable by encouraging participants to listen actively, not interrupt others, and be respectful in their responses.