

Experiential Learning Workshop Series Handouts

Travus Burton, Oakland University

November 2016

Presented at the Center for Excellence in Teaching and Learning at OU

Steps to Entering and Exiting the Community Respectfully

Aubrey MacFarlane (2000)

Step 1: Learn about the community and organization you will be working with

Part of this information will be gained when building a relationship with the community organization. There are also various other resources to learn about a community.

1. Research in newspapers, magazines, and books about the community and the organization you will be working in.
2. Discuss community issues and information with professors or staff members who have been active in the community that you will be working with.
3. Ask the community organization for references from which to gain information about the organization and other community issues.

The following are questions to look into about the community:

1. What are the structures in place that impact the community members and local nonprofit organizations?
2. What are some of the issues that the community has dealt with in the past?
3. What are some of the current issues that the community is facing?
4. What is the general socio-economic status of most community members?
5. What is the racial composition of the community?
6. What is the religious composition of the community?
7. What is the common household of the community (two-parent, single parent, how many children)?
8. Are there different sectors of the community that represent different characteristics (ex.: an area of mostly Latinos, Christians, young adults, etc.)?
9. What housing options are there in the community?
10. What are the health care options in the community?
11. What is the transportation system like in the community?
12. What is the job market like in the community?
13. What social services are offered in the community?
14. What types of businesses are housed in the community?
15. Is the local government structure supportive of the community?

Step 2: Establish and maintain a relationship with the community organization

The most important part of relationship building is to maintain open lines of communication between the community partner liaison and the community service coordinator.

Learning about the organization – questions to ask before going to an organization.

1. What services does the organization perform?
2. What community or individual issues do these services address? Are there other community issues that are indirectly addressed through the organization?
3. How and why was the organization started?
4. How is the organization funded?
5. How does the organization evaluate the work that they do and the impact on the community?
6. What structures in the community impact the organization? City council, police department, other organizations, corporations?
7. What is the organizational structure of the organization?

Setting up the expectations for the volunteers and the community partner – questions to discuss with community partners.

1. What type of volunteer work will we be doing? How does this work directly or indirectly benefit the organization and the community?
2. Discuss:
 - The dates and times that the volunteer work will occur
 - The amount of time that the volunteer work will continue (a semester, a year excluding student holidays)
 - Any supplies that the volunteers will need to bring
 - Who the volunteers will report to and ask questions to
 - What information the volunteers should have before going to the organization
 - How the volunteers should dress
3. What are some things the students will learn from the organization?
4. What would the organization like from the students during their volunteer time and upon culmination of the community service project (e.g., final product, documentation of volunteer experiences, etc.)?

Following through with work and expectations – topics to revisit on a regular basis with community partners.

1. Are we meeting your expectations with the community service that we are performing?
2. Is our community service benefiting the organization and the community?
3. If the volunteers could handle more work: Are there any additional activities that would benefit the organization?
4. If the volunteers are overworked or not capable of reaching the end goals explain this, and the reason why, to the community partner liaison.

Step 3: Perform work necessary to the organization and the community

Through discussion with the community partner liaison, allow the organization to determine the work that is to be done.

Step 4: Create a safe space to reflect about service work and the need for community service in general

There are many resources for reflection which provide ideas on how to conduct reflection in a way that will challenge volunteers to think critically. The topics include the general need for community service, integrate community service and social justice issues, and allow a space to discuss the actual work performed and the impact on the community and the organization.

Step 5: Enter and exit the community appropriately

Determining expectations with an organization will greatly facilitate the process of entering and exiting the community appropriately.

When entering the community it is important to:

- Be educated about the organization and the community
- Have clear expectations developed with the community partner
- Be open minded and aware of the impact of entering a community that is not your own

When exiting a community it is important to:

- Not make promises that you cannot keep. Do not agree to write a letter or to continue going to the organization unless you are 100% sure that you can make this commitment.
- Remind your community partner liaison and the community members that you have been working with are in advance when you will be done with your work.

- Share with the community partner and the community members what you have learned and how much you have appreciated the experience.
- Perform an evaluation to determine the effectiveness of the work that you did for the organization.
- Perform an evaluation to determine what the volunteers learned from the experience.

WORKSHEET 1 Establishing Academic Learning Objectives

A. Course-Specific Academic Learning

Learning objectives under this goal category include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below, reflect on how service in the community might strengthen one or more of them or enable new ones, and then jot these revised and/or additional objectives in the unnumbered spaces below. (See section C below to stimulate your thinking.)

Current Academic Learning Objectives

1. _____
2. _____
3. _____
4. _____

Revised Academic Learning Objectives

B. Generic Academic Learning

Learning objectives under this goal category include knowledge and skills that are learned in and are instrumental for all college courses. Which ones of these (or similar ones) are important in your service-learning course? (Some of these may have been identified in the list above.)

1. Critical thinking skills
2. Problem-solving skills

3. _____
4. _____

C. Learning How to Learn

Learning objectives under this goal category include knowledge and skills that build learning capacity. Which ones of these (or similar ones) are important in your service-learning course?

1. Learning to become an active learner
2. Learning to be an independent learner
3. Learning how to extract meaning from experience
4. Learning how to apply academic knowledge in the real world
5. Learning how to integrate theory and experience
6. Learning across disciplines

7. _____
8. _____

D. Community Learning

Learning objectives under this goal category include knowledge and skills that can only be learned in the community. Which ones of these (or similar ones) are important in your service-learning course?

1. Learning about a particular community or population in the community
2. Learning about a particular social issue (e.g., homelessness)
3. Learning about the provision of social services in a particular community
4. Learning about a particular agency or grass-root effort

5. _____

6. _____

E. Inter- and Intra-Personal Learning

Learning objectives under this goal category are critical to the development of the whole learner and are valued in a broad liberal arts education. Which ones of these (or similar ones) are important to include as learning objectives for your service-learning course?

1. Learning how to work collaboratively with others
2. Learning about other groups and cultures (diversity)
3. Exploring personal values, ethics, and ideology
4. Learning about self
5. Strengthening personal skills (e.g. listening, assertiveness, etc.)
6. Developing a sense of appreciation, awe, and/or wonder

7. _____

8. _____

Once you have concluded this worksheet you are in a position to know whether student involvement in community service can enhance academic learning in ways that you deem important for your course. If it can, then the next step is to identify methods to realize and assess students' academic learning.

If it cannot, then it is appropriate to question the advisability of service-learning for this course. Perhaps another course that either you or a colleague teach would be a better fit for service-learning.

If service-learning is a good fit with your course, please proceed to the next page.

For Service-Learning Staff and Faculty

DO provide campus- and community-based organization orientations to familiarize students with policies, procedures and risks involved in the specific service activities they will be providing and with the populations they serve. (See *Orientation Checklist*)

DO offer a service learning course syllabus that presents students with the goals and objectives of the course, requirements or actions to be taken by the student, potential obstacles, available resources and the means by which student performance will be assessed.

DO discuss *Learning Plans* with students so they fully understand their responsibilities, learning objectives and service objectives, and are informed of the risks associated with their service learning placements. Students should sign the *Learning Plan*, and have their site supervisor(s) and faculty member review and sign it as well.

DO build a working relationship with your risk manager and contracts and procurement officer.

DO be aware that special insurance policies for professional coverage are available for specific students and programs (i.e. nursing, social work).

DO conduct site reviews before, during and after a service-learning course is offered.

DO understand that faculty members can be individually named in lawsuits and should play an active role in ensuring safe and positive service-learning experiences for their students.

DO know that faculty members will be indemnified and protected by the university in the case of a lawsuit, so long as the faculty member was acting within the scope of his or her work.

DO offer alternative placements and/or opportunities for students in service-learning courses to avoid potential risks. **DO** meet the special safety needs of any student.

DO provide students with information so they know at all times whom to contact if they are in trouble or are having problems.

DO provide students adequate opportunities to voice concerns regarding their service learning experiences throughout the service learning course.

DO be aware that there are state and federal regulations regarding fingerprinting and background checks for those students whose service-learning placements are in organizations that works with children, the elderly, or persons with disabilities.

DO know when each student is scheduled to provide service and be able to verify that the student did provide the service at the community-based organization site. This will help to determine who holds liability for student behavior or student injury at any given time.

DO know where emergency contact information for students is kept, and what the procedures are at the university and at the community-based organization site if an emergency occurs. If the community-based organization asks the student for emergency contact information, a copy should be kept at the university for the duration of the service-learning experience.

DON'T assume that students are automatically covered for liability through the university or community-based organization when they enroll in courses and participate in service-learning activities.

DON'T assume that campus and site orientations are consistent; they vary among courses, campuses, departments and community-based organizations.

Checklist for Community-Based Organization Visit

<input type="checkbox"/> Arrange an In-Person Site Visit	SLO and faculty
<input type="checkbox"/> Discuss the service-learning objectives of this placement	SLO and faculty
<input type="checkbox"/> Talk about the mission of the community-based organization (CBO) and share the university's and service learning office's missions	SLO and faculty
<input type="checkbox"/> Discuss the nature of the service-learning placement <ul style="list-style-type: none"> <input type="checkbox"/> How many students will be placed? <input type="checkbox"/> How will their schedules be determined? <input type="checkbox"/> How will their work fit in with their academic objectives? What will students learn that they can apply to their academic discipline(s)? <input type="checkbox"/> What role should the SLO play in orientation before students are placed? What orientation does the CBO provide? <input type="checkbox"/> Who will supervise students? How can this person be contacted? Is there a back-up supervisor? Who should students call if they will be absent or late? <input type="checkbox"/> Do students need fingerprinting or background checks? Any certification? Who will pay for this? 	<p>Conversation between SLO, faculty member and CBO. Ideally, the executive director as well as anyone who will supervise students should participate in this meeting.</p>
<input type="checkbox"/> Logistics <ul style="list-style-type: none"> <input type="checkbox"/> What will students need to do to check in at the site? <input type="checkbox"/> How will students track their hours at the site? <input type="checkbox"/> What type of clothing should students wear? (i.e. closed-toed shoes, professional dress, casual dress, etc?) <input type="checkbox"/> Where should students park? Where are the closest bus and train stops? <input type="checkbox"/> What hours of the day can students volunteer? <input type="checkbox"/> What training would the CBO like the students to have prior to them being placed? Can the SLO provide this? Where? When? <input type="checkbox"/> Will the students meet with their site supervisor prior to their first day of service? <input type="checkbox"/> Where will the students work? Are they provided with computers or other materials they will need? Will students be asked to bring any materials with them? <input type="checkbox"/> Will students be reimbursed for anything? Mileage? Purchases? <input type="checkbox"/> Will the students be driving a company car? Verify CBO insurance coverage and obtain a copy for your file. <input type="checkbox"/> Will the students be asked to become official volunteers of the CBO? Will they be asked to sign a waiver or fill out any other forms? <input type="checkbox"/> Who should the university contact at the CBO in case of an emergency? Who should they recommend the CBO contact at the university? 	<p>SLO should obtain all the information it needs in order to provide a comprehensive training/orientation for students.</p> <p>The CBO may also request that the students go through on-site training, or have specific training prior to their service.</p>

SLO = Service-Learning Officer
 SLD = Service-Learning Director
 CPC = Community Partnerships Coordinator
 CBO = Community-Based Organization

<input type="checkbox"/> Risk Identification <ul style="list-style-type: none"> <input type="checkbox"/> Does the CBO provide a safety orientation? <input type="checkbox"/> Will students ever work unsupervised with clients? <input type="checkbox"/> Will the CBO request emergency contact information? How will it be used? If requested, SLO should have a copy. If the CBO is not collecting the information, the university should. <input type="checkbox"/> Will the CBO cover liability insurance? Workers' Compensation insurance? Does the CBO have any other types of insurances for volunteers? How will the students be covered? <input type="checkbox"/> Outline the specific risks involved in this placement. Are there any risks inherent to the community? <input type="checkbox"/> Discuss how all of this information will be incorporated into the <i>Service Learning Agreement</i>. 	<p>Once the nature of the SL placement is clear, the risks of these placements should be specifically taken into consideration.</p> <p>SLO should collect any forms or information the CBO will be giving students, and keep those forms on file at the university.</p>
<input type="checkbox"/> Tour of Site <ul style="list-style-type: none"> <input type="checkbox"/> CBO should give the university staff and/or faculty member a tour of any facilities or sites in which service-learning students will be working. <input type="checkbox"/> CBO should introduce SLD/CPC to any staff members who will supervise students, or work directly with students. <input type="checkbox"/> SLD/CPC should be looking for any potentially risky situations and CBO should bring any risk factors to the attention of the SLD/CPC. 	<p>This is an important step so that the SLO and faculty member can see the situation their students will be working in, and ask any questions that may come up as they see the facilities. The risk manager can give you a list of "things to look for."</p>
<input type="checkbox"/> Evaluations <ul style="list-style-type: none"> <input type="checkbox"/> What evaluations/surveys will be requested? By whom? Filled out by whom? <input type="checkbox"/> At what times throughout the service experience will surveys/evaluations be requested? <input type="checkbox"/> How will the information from the surveys be used in the future? 	<p>SLO and faculty member should explain why they are collecting evaluations, and ask if there are any that the CBO would like to have completed.</p>
<input type="checkbox"/> Privacy Rights <ul style="list-style-type: none"> <input type="checkbox"/> Are students allowed to take pictures or video? <input type="checkbox"/> What specific policies apply to the clients served? 	<p>Faculty should inform CBO of any research or writing that students will be asked to do that may pertain to clients.</p>
<input type="checkbox"/> Preparing All Signed Forms and Agreements	<p>The SLO should format the <i>SLA</i> and have the contracts and procurement officer or other authorized signatory sign off, then discuss the <i>SLA</i> with the CBO. If aspects of the <i>SLA</i> need to be renegotiated, try to include all parties. Renegotiation is always possible. Try to find the best way to allow the placement to occur while also managing as much risk as possible.</p>
<input type="checkbox"/> Service Learning Agreements (SLA) <ul style="list-style-type: none"> <input type="checkbox"/> Should include all aspects of the partnership that were discussed about during the site visit. <input type="checkbox"/> Must be signed by the contracts and procurement office at the university, or another authorized signatory for creating a partnership with the university. 	
<input type="checkbox"/> Learning Plan <ul style="list-style-type: none"> <input type="checkbox"/> Because the <i>Learning Plan</i> is referenced in the <i>Service-Learning Agreement</i>, aspects of the students' scope of work and nature of placement should be included here. 	

SLO = Service-Learning Officer
 SLD = Service-Learning Director
 CPC = Community Partnerships Coordinator
 CBO = Community-Based Organization

Orientation Checklist

Orientation Provided Before First Day of Service

Details related to serving at the site:

- ☐ Mission of the Community-Based Organization (CBO).
- ☐ Who does the Community-Based Organization serve?
- ☐ What programs/service does the CBO offer?
- ☐ Specific policies and procedures related to the service placement.
- ☐ Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
- ☐ Discuss CBO volunteer expectations.
- ☐ Provide students with a job description detailing the work they will do (outline scope of work). Explain the types of activities that are "outside" the scope of work.
- ☐ Give the students their site supervisor's contact information.
- ☐ Will the students need to meet with the site supervisor prior to beginning their service?
- ☐ How closely will the student be supervised?
- ☐ Who do the students call if they cannot make their scheduled service or will be late?
- ☐ Discuss appropriate attire when providing service (based on CBO standards).
- ☐ Provide specific training for the position.
- ☐ What will the student learn? What qualities or skills will the students develop?
- ☐ Review confidentiality rules for the site. Are pictures or video allowed?
- ☐ Review the risks associated with this placement. (Risks should directly reflect those listed in the Learning Plan.)
- ☐ Explain what students should do if harassment occurs. Whom do they contact?
- ☐ Talk about service schedule (total number of hours, days and times of the week, etc.). Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
- ☐ Who can the students contact with questions or concerns about their placement (CBO contact and campus contact)?
- ☐ Is there a CBO training or orientation to attend? Where? When? How long?
- ☐ Where do students check in at the site on their first day?
- ☐ How are students' service hours recorded? (For their course and the CBO)
- ☐ Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that each student is responsible for getting to and from the site.
- ☐ Who will be evaluating the students' service? Is there a formal evaluation the CBO will fill out?

On Site Orientation – Must Occur On or Before First Day of Service

Site Specific Information:

- ☐ Tour of site - location of restroom and break room.
- ☐ Where, and with whom, do students check in each time they arrive at the site?
- ☐ Where is the logbook kept (to record service hours)?
- ☐ Review safety rules of the site, location of emergency exits, and emergency procedures.
- ☐ Introduce students to other staff at the agency.
- ☐ Emergency Contact Information: ask students' permission to share with university.
- ☐ Review accident procedures at the site and what to do if a student or client is hurt.

**Are you starting a new student organization
or reactivating an old one?**

If so, the registration process is on-line through

GrizzOrgs
[\(www.oakland.edu/csa\)](http://www.oakland.edu/csa)

A complete registration must include four registered Oakland University students and one on-campus advisor (an OU faculty or staff member).

All registered student organizations will receive campus privileges such as room reservations, access to financial accounts, and eligibility for SAFB funding once the officers attend a mandatory student organization officers training.

Please contact the CSA Office at 248.370.2400 or csa@oakland.edu for further information.

Student Entertainment

Student Program Board (SPB)
 Student Life Lecture Board (SLLB)

Student Government

Student Activities Funding Board
 Student Congress

Student Newspaper

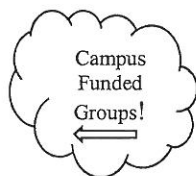
The Oakland Post

Student Radio Station

WXOU 88.3 FM

Student TV Station

Student Video Productions (SVP)



**What does the
Center for Student Activities offer YOU?**

- ✓ Approval to Post Printed Materials on Campus
 - ✓ Banners & Table Tents
- ✓ Campus Programs, Events & Activities
 - ✓ Community Service Opportunities
 - ✓ Commuter Services & Programs
 - ✓ Diversity Programs
 - ✓ **Gender & Sexuality Center**
- ✓ **Leadership and Volunteer Center**
 - ✓ Leadership Development
 - ✓ Stamps & Faxes
- ✓ Service Window (Ticket Window)
- ✓ Student Entertainment (SPB)
- ✓ Student Government (OUSC)
- ✓ Student Newspaper (The Oakland Post)
- ✓ Student Organizations & Greek Organizations
- ✓ Student Radio Station (WXOU 88.3 FM)
 - ✓ **Student Resource Center**
- ✓ Student Video Productions (SVP)

GREEK ORGANIZATIONS

Greek Council

College Panhellenic Council (CPH)

Alpha Delta Pi Sorority
 Alpha Sigma Tau Sorority
 Gamma Phi Beta Sorority
 Phi Sigma Sigma Fraternity
 Sigma Sigma Sigma Sorority

National Pan-Hellenic Council, Inc. (NPHC)

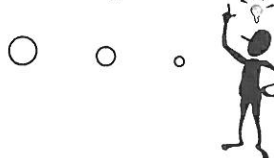
Alpha Kappa Alpha Sorority, Inc.
 Alpha Phi Alpha Fraternity, Inc.
 Delta Sigma Theta Sorority, Inc.
 Kappa Alpha Psi Fraternity, Inc.
 Omega Psi Phi Fraternity, Inc.
 Phi Beta Sigma Fraternity, Inc.
 Sigma Gamma Rho Sorority, Inc.
 Zeta Phi Beta Sorority, Inc.

Interfraternity Council (IFC)

Alpha Sigma Phi Fraternity
 Sigma Alpha Epsilon Fraternity
 Sigma Pi Fraternity
 Tau Kappa Epsilon Fraternity
 Theta Chi Fraternity

Multicultural Greeks

Zeta Sigma Chi Multicultural Sorority, Inc.



**CLUB SPORTS AT THE
CAMPUS RECREATION CENTER**

Ballroom Dance
 Women's Basketball
 Club Sport Advisory Council
 Dagorhir
 Equestrian
 Fencing
 Figure Skating
 Football
 GrizzFit
 Men's DI Ice Hockey
 Men's DIII Ice Hockey
 Judo
 Men's Lacrosse
 Women's Lacrosse
 Men's Rugby
 Women's Rugby
 Running Club
 Men's Soccer
 Women's Soccer
 Softball
 Swim
 Tennis
 Ultimate Frisbee
 Vitality Dance
 Women's Volleyball
 Water Polo
 Winter Guard

Please visit www.oakland.edu/campusrec
for more club sports information.

ACADEMIC

Alpha Lambda Delta
American Chemical Society Student Chapter
American Studies Student Group of Oakland University
Anthropology Club
Arabic Language Club
Aspiring Surgeons
Association for Computing Machinery at OU
Association of Computing Machinery- Women
Chi Sigma Iota - Theta Chapter
Criminal Justice Club
Ethics Bowl
Film Makers Guild at Oakland University
Golden Key International Honor Society
Graduate Student Physical Therapy Association
Honors College Critical and Creative Society
Honors College Student Association
HRD Student Association/Honor Society
La Pittura - Art and Art History Organization
National Art Education Association
Neurology Club
Opera Club
PATCH
Percussion Studio @ OU
Phi Alpha Theta - National History Honor Society
Pi Alpha Alpha - Public Administration Honor Society
Pi Sigma Alpha - Political Science Honor Society
Pre-Dental Society
Pre-Medical Society
Pre-Pharmacy Club
Pre-Physical Therapy Club
Pre-Physician's Assistant Society
Psi Chi - Psychology Student Association
Public Relations and Advertising Club at Oakland University
Sigma Tau Delta - English Honors Society
Social Work Honor Society (Phi Alpha)
Society of Actuarial Science
Society of Scholars at Oakland University
Sociology Club
Spanish Club
Speech Team (Forensics)
Student Michigan Education Association
Student Writers Group at OU
Student-Athlete Advisory Committee
Study Buddies
Tau Sigma National Honor Society
Technology and Leadership Keys
The Ecology Club- Oakland University
The National Chinese Honor Society Oakland Chapter
The Wide Range of Normal
Theatre Technicians of Oakland University
Video Game Making Club
Wellness, Health Promotion and Injury Prevent. Society

ACADEMIC-BUSINESS

American Marketing Association
Beta Alpha Psi
Collegiate DECA
Entrepreneurs in Actions
Financial Management Association
Master of Accounting Student Association
National Association of Black Accountants
OASIS
Society for Applied Investing and Financial Educ.
Society for Human Resource Management
Society of Automotive Analysts OU Chapter

ACADEMIC-EDUCATION

Japanese Language Acquisition and Classical Culture
Kappa Delta Pi International Honor Society
National Science Teachers Association Student Chapter
Sigma Delta Pi- Capitulo Theta Psi, #215
Student Life Lecture Board

ACADEMIC-ENGINEERING

Aerial System Club
American Society of Safety Engineers
Cyber Security Club at OU
Engineering in Medicine & Biology Student Club
Hackathon Hackers
Institute for Electrical and Electronics Engineers
Institute of Industrial and Systems Engineering
League of Engineers and Computer Scientists
Makers at Oakland University
National Society of Black Engineers
Robotics Association at Oakland University
Society of Automotive Engineers
Society of Women Engineers
Tau Beta Pi - Engineering Honor Society

ACADEMIC-HEALTH SCIENCE

Anatomical Society at OU
Biomedical Science Society
Holistic Health Student Organization
Nutrition Society of Oakland University
Organization of Diversity and Health
Pre-Health Commons
Pre-Optometry Club of Oakland University
Public Health Professionals

ACADEMIC-NURSING

Black Student Nurses Association
Michigan Council of Nurse Practitioners
Student Nurses Association of OU

ACADEMIC-PRE-PROFESSIONAL

American Medical Women's Association
Association for Information Systems
Future Pediatricians of America
HealthPro Start Organization
Medical Association of Chaldean Students
Minority Association of Pre-Medical Students
Pre-Law Society at Oakland University
Pre-Veterinary Medicine Association

FAITH-BASED

812 Campus Ministry
AC at Oakland University
Agape University Ministry
Catholic Student Society
CRU
Fellowship of Christian Athletes
Freedom Fighters 6.12
Ignite: Campus Ministry International
International Youth Fellowship
InterVarsity Christian Fellowship
Jewish Student Organization- Hillel
Lighthouse Collective
Loving Dots Chinese Fellowship
Muslim Student Organization
Orthodox Christian Fellowship
The Merge - Gospel Choir
Ukirk
Young Life

HONORARY

Phi Sigma Pi National Honor Fraternity

MEDIA

Society of Professional Journalists at OU

MULTICULTURAL

Albanian American Student Organization
Arab-American Student Association
Asian American Association
Association of Black Students
Chaldean American Student Organization
China Club
French Club
German Club
Hispanic American Leadership Organization
Indian Students Association of OU
International Allies Organization
Italian Club
Japan Club
Korean S(e)oul Club
Lebanese Student Association
Pakistani Student Organization
Persian American Club
Saudi Students Organization
Students for Israel
Ukrainian Student Organization at Oakland University
University
PERFORMING
Actors'n'Techies
Glee Club
Gold Vibrations A Cappella
Intrigue - Hip Hop Dance Team
JazzOU
Oakordz
The Chorale at Oakland University

POLITICAL

American Assoc. of University Women
College Democrats of OU
College Republicans
Model United Nations Club
ONE Campaign at OU
Turning Point U.S.A

UNICEF at Oakland University

Young Americans for Liberty

PROFESSIONAL DEVELOPMENT

Association for Women in Communications OU Chapter
Student Alliance of Health Care Leaders
TEDx at Oakland University
The Association of Non-Profit Professionals
The Premedical Chapter of the American Medical Student Association
Training and Development Professional Society

RECREATIONAL

Barbelles of Oakland University
Board Game Design Club
Chess Club of OU
Grizz Gang
Motor City Juggling Club
Muggle Quidditch League of Oakland University
Pick It Up! The Euchre Club of Oakland University
Recreation Leadership Council

SERVICE

Above and Beyond
Actively Moving Forward at OU
Alpha Phi Omega
Alternative Spring Break
American Red Cross Club
Aspiring Educators Outreach Program
Be the Match at Oakland University
BuildOn
Chinese Students and Scholars Association
Circle K
Fleece & Thank You
Foundation for International Medical Relief of Children
Global Brigades-Medical
Habitat for Humanity
Leaders for Environmental Awareness and Protection
Mission: Kindness at Oakland University
Pre-Medical Volunteer Society of OU
Rebuilding Together Oakland University
Rotaract Club of Oakland University
She's The First-OU Chapter
Social Work Club
Student Organic Farmers
Students for Orphan Relief
Students Promoting Empathy, Action and Knowledge

SOCIAL

Book Club at Oakland University
British at Heart Club at Oakland University
Cosplay Club
Creative Writing Club at Oakland University
D.A.N.C.E.R.S.
Fund A Foundation
Gaming Guild
League of Legends Club
Lifting Our Very Existence, Naturally
Meadow Brook Ball Committee
Motors Club of Oakland University
Nifty Knitting at Oakland University
Phi Mu Alpha Sinfonia-Michigan Beta Colony #901
Philosophy Club of Oakland University
Student Veterans of Oakland University
SOCIAL AWARENESS
Active Minds at OU
Alliance for Exceptional Education
Amplifying Autism Awareness
Animal Awareness Society
Cancer Awareness Society
Feminists at OU
Gay Straight Alliance
LGBT Media Club
Love Your Melon Campus Crew
Outdoor Adventure Club
Religious Studies Club
Students for Justice in Palestine
Students for Life
Students Towards Understanding Disabilities
United We Coexist

OAKLAND UNIVERSITY
Center for Student Activities and
Leadership Development
2016-2017

**STUDENT & GREEK
ORGANIZATIONS**

October 2016

Typical Academic Writing vs. Reflective Writing

While you probably have done a fair amount of writing in your high school and/or college career, reflective writing may be quite different from what you are used to, resulting in another type of “shift in perspective and practice” (recall from Chapter 1 that these “shifts” are required for and fostered by unfamiliar learning experiences). Students usually find that the entire process of critical reflection on experience requires them to approach writing differently in at least two important ways.

- First, you have to “shift” your thinking about writing:



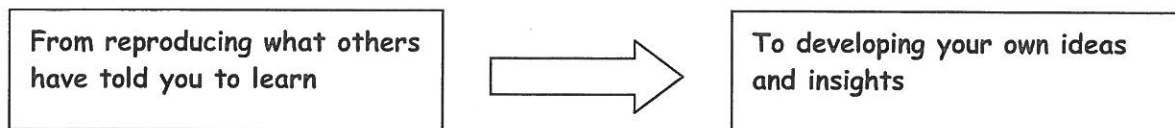
The critical reflection that you will be doing in association with this tutorial may have begun in a variety of ways. However, because you are using this tutorial, the ultimate learning will be expressed in written form.

Therefore, it is also important to remember that:

This is writing *for* learning, rather than writing after learning has taken place.

In other words, it is through the *process* of reflective writing itself that you develop insights and ideas, make connections, see differences, etc. To make that reflection “critical reflection,” you likely will have to take your writing through several stages and perhaps *multiple drafts* as you consider *carefully* the conclusions that you are drawing, especially since the more you think about something the more you may realize that you need to change your conclusions.

- Second, you have to “shift” your thinking about what learning itself is:



Therefore, you will be responsible for determining the most important personal, civic, and academic learnings that *you* are achieving. While your instructor may at times direct you to reflect on a particular course concept, for example, at other times you may be free to select which one is most relevant to you.

In either case, it will be you who determines and then demonstrates the specific nature of your learning based on your reflection on the experience(s) that you had related to that concept.

Figure 3 • Task Prompts for Different Levels in  Steps for Better Thinking

Steps for Better Thinking (Turn Upside-Down)	Task Prompts That Address These Skills
Foundation: Knowledge and Skills (lowest cognitive complexity tasks) <ul style="list-style-type: none"> repeat or paraphrase information from textbooks, notes, etc. reason to single “correct” solution, perform computations, etc. 	<ul style="list-style-type: none"> Calculate _____ Define _____ Define in your own words _____ List the elements of _____ Describe _____ List the pieces of information contained in _____ (specific narrative/paragraph/text). Recite the arguments about _____ (assuming arguments are explicitly provided in textbook, notes, etc.)
Step 1: Identify the Problem, Relevant Information, and Uncertainties (low cognitive complexity tasks) <ul style="list-style-type: none"> identify problem and acknowledge reasons for enduring uncertainty and absence of single “correct” solution identify relevant information and uncertainties embedded in the information (may include “stacking up” relevant reasons and evidence to support some solution or conclusion) 	<ul style="list-style-type: none"> Explain why people disagree about _____ Explain why _____ can't be known with certainty. Identify aspects of _____ in which uncertainty is a major factor. Explain why even an expert about _____ can't predict with certainty what will happen when _____ Create a list of information that might be useful in thinking about _____ Consult experts and explore literature or other resources to: <ul style="list-style-type: none"> Create a list of issues related to _____ Create of list of different points of view related to _____ Identify a range of possible solutions to _____ Sort pieces of information to identify reasons and evidence that support a given solution to _____
Step 2: Explore Interpretations and Connections (moderate cognitive complexity tasks) <ul style="list-style-type: none"> interpret information <ul style="list-style-type: none"> recognize and control for own biases articulate assumptions and reasoning associated with alternative points of view qualitatively interpret evidence from a variety of points of view organize information in meaningful ways to encompass problem complexities 	<ul style="list-style-type: none"> Discuss the strengths and weaknesses of a particular piece of evidence related to _____ Interpret and discuss the quality of evidence related to _____ Interpret and evaluate the quality of the same body of evidence related to _____ from different points of view. Compare and contrast the arguments related to two or more solutions to _____ Identify and discuss the implications of assumptions and preferences related to one or more points of view about _____ Identify and discuss the implications of your own experiences and preferences for how you think about _____ Develop one or more ways to organize information and analyses to help you think more thoroughly about _____
Step 3: Prioritize Alternatives and Communicate Conclusions (high cognitive complexity tasks) <ul style="list-style-type: none"> after thorough analysis, develop and use reasonable guidelines for prioritizing factors to consider and choosing among solution options communicate appropriately for a given audience and setting 	<ul style="list-style-type: none"> Prepare and defend a solution to _____ Identify which issues you weighed more heavily than other issues in arriving at your conclusion about _____ Explain how you prioritized issues in reaching a solution to _____ Describe how the solution to _____ might change, given different priorities on important issues. Explain how you would respond to arguments that support other reasonable solutions to _____ Identify the most important information needs of the audience for communicating your recommendation about _____ Explain how you designed your memo/presentation/_____ to effectively communicate to your audience. Describe how you would communicate differently about _____ in different settings.
Step 4: Integrate, Monitor, and Refine Strategies for Re-addressing the Problem (highest cognitive complexity tasks) <ul style="list-style-type: none"> acknowledge and explain limitations of endorsed solution integrate skills in on-going process for generating and using information to monitor strategies and make reasonable modifications 	<ul style="list-style-type: none"> Describe the limitations of your proposed solution to _____ Explain the implications of limitations to your proposed solution to _____ Describe conditions under which you would reconsider your solution to _____ Explain how conditions might change in the future, resulting in a possible change in the most reasonable solution to _____ Develop strategies for generating new information about _____ Establish a plan for monitoring the performance of your recommended solution to _____ Establish a plan for addressing the problem strategically over time.

©2001, Susan K. Wolcott and Cindy L. Lynch. **Permission is granted to reproduce this information for noncommercial purposes.** Please cite this source: Wolcott, S. K., & Lynch, C. L. (2001). *Task Prompts for Different Levels in Steps for Better Thinking* [On-line]. Available: <http://www.WolcottLynch.com>. Steps for Better Thinking evolved from ideas presented in King and Kitchener's (1994) reflective judgment model of cognitive development and Fischer's (Fischer & Bidell, 1998) dynamic skill theory.

After

Examining both your experience, and your reflections on it, after it is over allows you to see more clearly how well you met your initial objectives and what helped and/or hindered you in doing so; the degree to which you were able to improve on a weakness or take advantage of a strength; and to reconsider academic material in light of the completed experience, looking for additional connections or raising new questions.

Critical Reflection: What it is and what it isn't

When you have heard the word "reflection" in the past, how did you interpret it? What do you think your friends would assume that you were doing if you told them you were "reflecting"? In contrast, what words or phrases do you now associate with the term "critical reflection," having read this section of the tutorial?

"Critical reflection" can be very different from what many people think when they hear the word "reflection." Because of these differences, it's important to be very clear on what we do and do not mean when we talk about and engage in critical reflection in service-learning.

Several years ago, some faculty and students at NC State did a project called "reclaiming reflection" in order to help students, faculty, and staff engaged in critical reflection develop a good understanding of what it involves, without bringing any baggage they may have associated with the term in the past.

Some of what "critical reflection" *is not* and what it *is* that were identified through this project are presented in the table below.

Critical Reflection <i>IS NOT</i>...	Critical Reflection <i>IS</i>...
Touchy-feely	Analytical and rigorous
Just a stream of consciousness, like a diary entry	Carefully guided by standards of critical thinking
About your personal opinions, or thinking that shouldn't be critiqued or evaluated	About your reasoning, which can be evaluated as a demonstration of learning
Introspective only / only done alone	Both individual and collaborative, because thinking can be enhanced when shared with others
Therapy	An opportunity to learn about yourself and how you think, so as to improve your ability to serve, to understand your discipline, and to develop professional skills and aptitudes while growing into the person you want to be
Busy work that is irrelevant to learning	A process designed to generate, deepen, and document learning