



Florida
Campus
Compact

THE TACKLE BOX



"Fishing for How-to-do-it Tools"

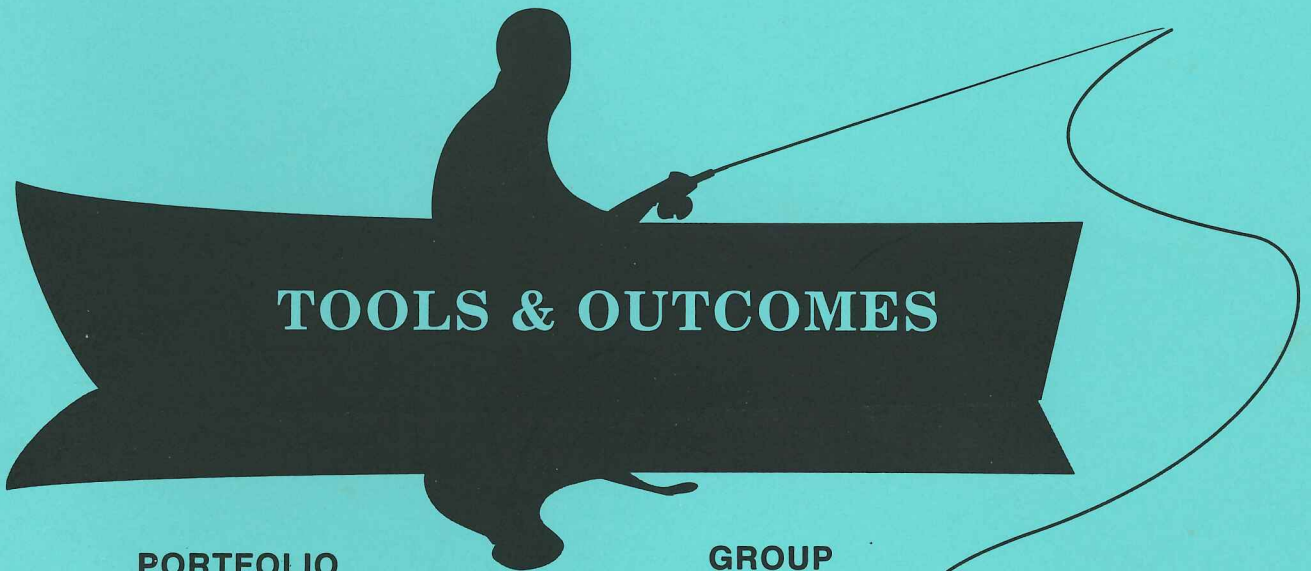
SERVICE-LEARNING TECHNICAL ASSISTANCE PUBLICATION

FLORIDA CAMPUS COMPACT
Volume I, Number 1

BREVARD COMMUNITY COLLEGE
April 1995

REFLECTION

REFLECTION



TOOLS & OUTCOMES

PORTFOLIO

GROUP
DISCUSSION

JOB EXPERIENCE

LIFE SKILLS

SELF ESTEEM

CRITICAL THINKING

HELPING SKILLS

CAREER/MAJOR
CHOICE

PERSONAL DEVELOPMENT

COMMUNITY
IMPROVEMENT

BETTER SOCIETY

CASE STUDY

COMMITMENT TO
CITIZENSHIP

JOURNAL

KNOWLEDGE

QUESTION & ANSWER

ESSAY

EXPERIENTIAL
ROLE PLAYING

DEBRIEFING

HIERARCHY OF QUESTIONS

))

A BRIEF WORD

))

The Florida Campus Compact presents its first Service-Learning tip booklet for effective service-learning programming. Very appropriately, the initial issue contains information and exercises on reflection strategies, key methods to enhance student learning through service and civic participation.

Future Tackle Box issues will include topics such as: beginning programs; funding; the politics of Service-Learning program administration; course assessment; program evaluation; start-up tips and problems; history and theory of service-learning; agency/service site collaboration; recruitment and placement; marketing; office records; and model programs.

If you wish to contribute with your sage commentary, please call or contact the Florida Campus Compact, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922. Phone: (407) 632-1111 ext. 62410, or FAX: (407) 633-4565.

Enjoy and remember to share your knowledge!

Roger Henry

))

NEXT NEXT NEXT

USER FRIENDLY OFFICE FORMS AND TIPS

))

THE TACKLE BOX

"FISHING FOR HOW TO DO IT TOOLS"

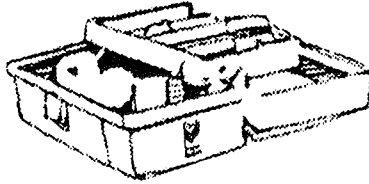
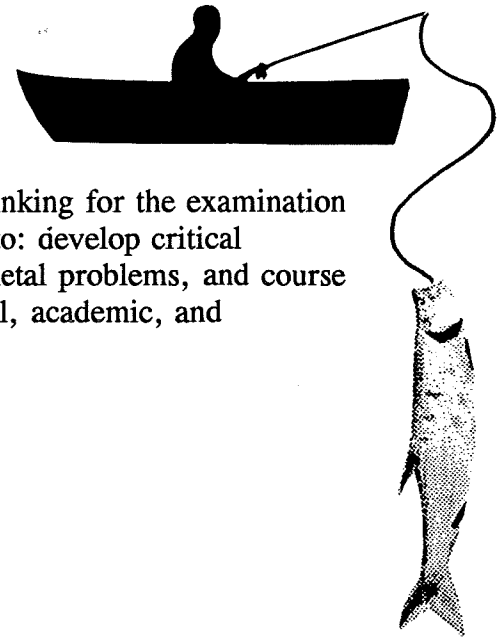


TABLE OF CONTENTS

REFLECTION

	Page
I. CATCH OF THE DAY - Reflection	1
Options for Reflection	2
Questions/Affirmation	3
Possible Learner Outcomes	4
Reflection Chart - Evaluation Learning Outcomes	5
Variables	6
Topics for Analysis	7
II. HOOK - Exercises	8
Charity or Social Justice - Self Awareness Exercise	8
Inner Circle/Outer Circle	9
Hierarchy of Questions for Reflections	10
Conceptual Grid	11
Opening Impressions	12
Pyramid of Reflection	12
Sixteen Candles - Service-Learning Debriefing Exercise	13
Service-Learning Cycle Exercise	14
Faculty Reflection	15
Critical Incident Writing	16
Another Way	16
III. LINE - Journal Writing	17
Double Entry Journal	17
Daily Journal	18
Journal Writing: Debriefing	19
Ideas for Journal Writing	20
IV. SINKER - Resources	21
Selected Resources for Reflection	21
People to Contact	21
V. LURE - Additional Information	22
VI. RELEASE - Outcomes	22

I. CATCH OF THE DAY - Reflection



Reflection engages students in conscious, intentional and critical thinking for the examination of their service experiences. Reflection provides opportunities to: develop critical thinking skills; gain a better understanding of self, service site, societal problems, and course content; strengthen civic literacy and capacity; and examine personal, academic, and occupationally related issues.

Accordingly, there are several basic methods of reflection:

- ◆ Reading
- ◆ Writing
- ◆ Speaking
- ◆ Observation/Product Development
- ◆ Multimedia
- ◆ Activities

Julie Hatcher, Indiana University Purdue University at Indianapolis has delineated the following principles of good practice for reflection within service learning courses:

- ◆ Effective reflection
 - is structured, guided, and purposeful
 - is a regularly occurring activity
 - includes components that can be evaluated based on well defined criteria
 - links service objectives to at least some course objectives by integrating the service experience with course learning
 - includes both private and public reflection
 - fosters civic responsibility

"The list of tools could go on and on, but the goal nearly always remains the same. We reflect to understand where we have been, what we have gained, and where we go from here."

Gerry Ouellette

OPTIONS FOR REFLECTION

SPEAKING:

one-on-one conferences with teacher/leaders
class/group discussion
small group discussion
oral reports to group
discussions with community members or experts on an issue
public speaking on project
teach material to younger students
testimony before policy making bodies

WRITING:

essay, expert paper, research paper, final paper
journal or log - kept daily; weekly or after each service experience
case study, history
special project report
narrative for a video, film or slide show
guide for future volunteers/participants
self-evaluation or evaluation of program
newspaper, magazine and other published articles

MULTIMEDIA:

photo, slide or video essay
paintings, drawings, collages, etc.
dance, music or theatre presentations

ACTIVITIES:

analysis and problem solving
training, information gathering needed to serve
planning future projects
allocation program budget
recruiting peers to serve
recognition and celebration programs
simulation or role playing games
surveys or field based research
conference or workshop presentations
training other students, program leaders

The Generator
Winter, 1990

Importantly, reflection quality is affected significantly by the ability of the facilitator to stimulate meaningful dialogue. According to Harry Silcox, Pennsylvania Institute for Environmental and Community Service-Learning certain phrases and sentences are vital to meaningful reflection:

QUESTIONS THAT PROMPT REFLECTION

- ◆ Can you talk more about that?
- ◆ Why do you think that happens?
- ◆ What evidence do you have about that?
- ◆ What does this remind you of?
- ◆ Do you see a connection between this and _____?
- ◆ How else could you approach that?
- ◆ What do you want to happen?
- ◆ How could you do that?

AFFIRMATION THAT SUPPORTS REFLECTION

- ◆ You can find a way that works for you when you are ready.
- ◆ I like taking like this.
- ◆ You can grow at your own pace.
- ◆ You can experiment and explore. I will help you.
- ◆ You can learn from what doesn't work for you.
- ◆ Your reflections are important.

POSSIBLE LEARNER OUTCOMES (EXCERPTS)

I. PERSONAL GROWTH AND DEVELOPMENT

- ◆ Self-esteem, sense of personal worth and competence
- ◆ Personal power, belief in ability to make a difference
- ◆ Ability to take responsibility, acknowledge consequences of actions

II. INTELLECTUAL DEVELOPMENT AND ACADEMIC LEARNING

- ◆ Subject matter knowledge/skills gained/enhanced through a broader range of experiences and associations
- ◆ Knowledge/understanding of people, of social reality, of how to ^{get things} bet thins done in a democratic society
- ◆ Application of academic knowledge and skills to real problems

III. SOCIAL GROWTH AND DEVELOPMENT

- ◆ concern for the welfare of others, a broader circle of people about whom one feels concern and responsibility
- ◆ Understanding and appreciation of people with diverse background and life situations
- ◆ Ethical and moral development

*Dan Conrad
Hopkins High School, Minnesota*



The following is Dr. Silcox's Reflection Chart for Evaluating Learning Outcomes. As you can see, some methods are more effective than others according to which learner outcomes are desired.

THE REFLECTION CHART FOR EVALUATING LEARNING OUTCOMES

RATING CODE FOR USE IN ACTIVITY	READINGS	WRITINGS		ORAL		
		Journals	Directed Writing Activity	Feelings	Cognitive Student as Expert	Cognitive Reflective Teaching
1. Excellent 2. Good 3. Average 4. Not Applicable in most cases						
Personal Growth	2	1	3	2	2	1
Group Bonding and Trust	1	2	3	1	3	2
Leadership	1	2	2	2	1	1
Citizenship	2	3	2	2	1	3
Directed Learning	1	3	1	3	2	1
Cognitive Learning: Specific Content	2	2	1	3	1	1
Critical Thinking Skills and Problem Solving	2	3	2	3	3	1

Variables Impacting Type of Reflection Used in Service-Learning

◆ TEACHING GOALS/SERVICE LEARNING PHILOSOPHY

- Student Directed Learning
- Experiential Education
- Higher Education and Social Responsibilities
- Civic Education - Civic Literacy

◆ COURSE OBJECTIVES

- Cognitive/Affective Objectives
- Service Objectives
- Learning Objectives

◆ COURSE DESIGN

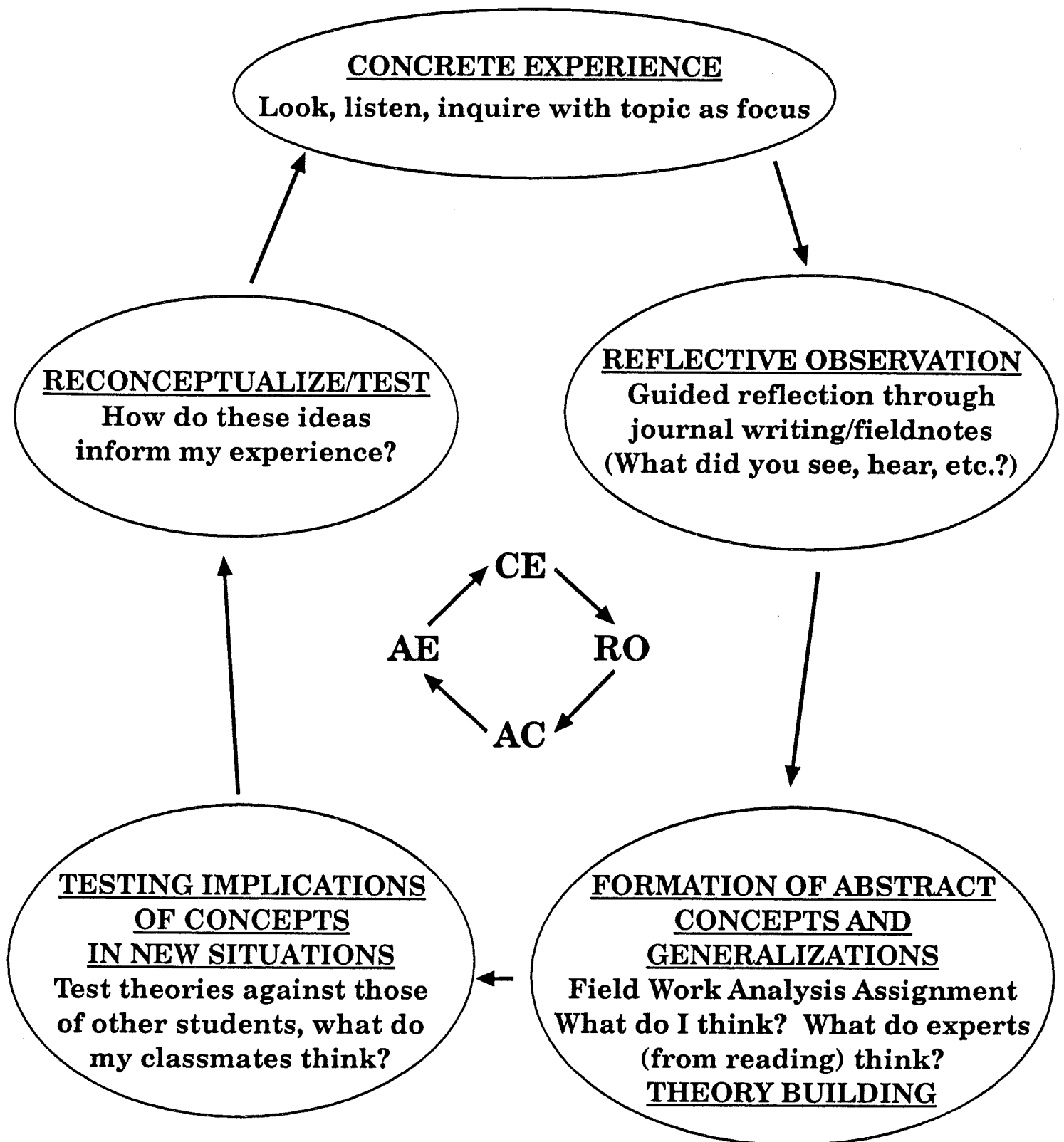
- Required or Optional Service Component
- % of Grade
- Assessment Design

◆ TIME CONSTRAINTS

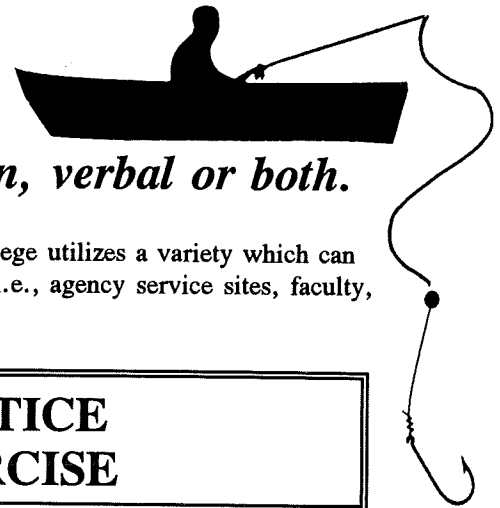
◆ STUDENT DEVELOPMENT

Julie Hatcher

Topics for Analysis Introduced in Class



II. HOOK *A potpourri of... reflection exercises/tools written, verbal or both.*



Many effective reflection and debriefing tools exist. Brevard Community College utilizes a variety which can be applied to workshops, seminars, classes, and with different constituencies, i.e., agency service sites, faculty, administrators, or students.

CHARITY OR SOCIAL JUSTICE A SELF AWARENESS EXERCISE

In order for empowerment to occur, service-learning programs need to move beyond a focus on charity (fundraisers, holiday visits to nursing homes). Programs which focus too heavily on charity can limit students' success at empathizing with the people they are helping. Without needed empathy students might not recognize the members of the client population as valued individuals in larger society. Students may miss the opportunity to learn significantly from others in the community, individual development can be thwarted, empowerment of client and student blocked and ultimately societal justice not attained. (Delve, Community Service as Values Education)

After instructor introduces concept, students can place themselves on a continuum from charity to justice. (In front of class or on chalkboard)

Why are you at this point on continuum? What factors are operant? Do you think you should move toward justice end of continuum? How do you get there? Another effective debriefing method is to have students rate self on (1) to (10) scale.

POINTERS

- ◆ Talk about different philosophies of service
- ◆ Utilize at least at midterm and final time periods for exercise
- ◆ Talk about the legitimacy of being anywhere on the continuum. (Students are everywhere on continuum and that's ok.)
- ◆ Certainly, the important factor is that you are on continuum.
- ◆ Discuss, analyze particular service setting and limits
- ◆ Suggest possible reflective means or service site techniques to facilitate more empowerment, e.g., might become "Colombo" in learning approach, change assignments in same setting, get feedback from supervisor, others about big picture.
- ◆ Discuss, get feedback from students on transition strategies, own beliefs on this important learning paradigm.
- ◆ Service-learning is developmental and occurs in phases.
- ◆ Discuss assumptions and limitations about exercise and service-learning modes (pages 26-27) Community Service as Values Education, Jossey-Bass, Editors Delve, Mintz, Stewart)

Roger Henry
Brevard Community College

INNER CIRCLE/OUTER CIRCLE

An effective means of service-learning reflection is to do a fishbowl feedback technique. Students who are service-learners form the inner circle and talk about their service experiences utilizing directed questioning by faculty/staff member, e.g., hierarchy of questions (Bloom's Taxonomy), learnings/feelings relatedness to course. Students in outer circle are asked to listen intently, especially for what students are saying about learnings, feelings, trends, principles.

Twenty - thirty minutes is enough time. Excellent means to incorporate more reflection into S-L options in regular classes. Both circles can participate. Can serve as tremendous awareness experience and recruitment method for non service-learners.

Another adaptation is for service-learners to give short oral presentations about their experience and then do small group exercise.

Also an effective strategy is to have students write out responses to specific debriefing questions that span the range of Blooms Taxonomy. They then utilize their answers to inform their group or oral presentations.

SAMPLE QUESTIONS FOR IN-CLASS DEBRIEFING:

1. What were your first impressions of service site?
2. How was setting similar or different from what you expected?
3. How has volunteering changed your perspective?
4. What was most challenging or difficult? What did you learn from the experience?
5. What changes would you recommend in your service site?
6. How have you benefitted overall?
7. How does your service experience relate to your course or classroom work?
8. Summarize you experience in one or two sentences.
9. Two feeling words which exemplify your service experience.

Roger Henry

HIERARCHY OF QUESTIONS FOR REFLECTION

KNOWLEDGE	What were your first impressions of the Center for Service-Learning (CSL)?
COMPREHENSION	How is the CSL similar or different from what you expected?
APPLICATION	How has working with the CSL changed your perspective on your own program or volunteers?
ANALYSIS	What parts of your experience with the CSL have been most challenging to you?
SYNTHESIS	What have you personally learned about yourself or your agency from working with college student volunteers.
EVALUATION	What changes would you recommend in how the service-learning program operates? <i style="text-align: right;">Roger Henry</i>

* For working with agency/organization supervisors of student service-learners

* Adapt for use with students, faculty, administrators

CONCEPTUAL GRID

The service learning experience can often be a richly rewarding process of mirroring our own motivations, overt and hidden. The student is advised to focus on the continuum between the paired opposites in the following:

1. Band-aid-ism... social justice.
2. domination... self-empowerment.
3. co dependency... caring.

You are advised to rate yourself on a 1 to 10 scale in each of the above areas.

This course can also enable us to access our own superficial, or 'deep,' racism, sexism, homophobia, or HIV-phobia.

Glossary

Co dependency: caretaking based on an underlying need to be needed.

Domination: control over others sometimes through weakness and self pity or sense of martyr virtue about community service.

'Deep racism': prejudices that are so latent, and sometimes hidden, that we may not be aware of them.

*Raj Ayyar
Brevard Community College*

"It is with the heart that one can see rightly; what is essential is invisible to the eye."

*St. Exupery
The Little Prince*

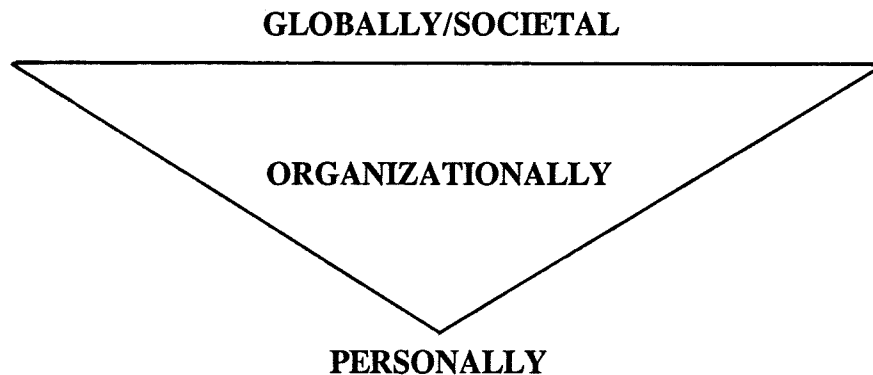
OPENING IMPRESSIONS

A key to learning from experience is to be alert to what is happening around us, to be sensitive to the scene within which we find ourselves. In this assignment you are asked to combine the powers of your senses with the power of your pen to vividly describe the setting in which you are working this semester. Using the space below (or, better, a separate sheet) describe your opening impressions of your site: what you saw, heard, smelled, and felt upon entering the location for the first time. Set the scene as a novelist would for a story. Describe the physical scene (colors, sounds, odors, space); the general atmosphere; how others reacted to you, greeted you; what you did that day (describing one particular situation clearly; and, finally, how you felt about it all.

Dan Conrad
Growing Hope

PYRAMID OF REFLECTION

An informational exercise to enable students to reflect on various critical components of the service-learning experience. Students can concentrate on each level as they progress through their service. experience. Self or directed questioning can be utilized to help students frame their day to day service experience or anchor their written reflective work and oral presentations. Examines the importance of all three levels in analyzing the impacts of service-learning.



Roger Henry



SIXTEEN CANDLES

QUESTIONS/MANY ANSWERS A SERVICE-LEARNING DEBRIEFING EXERCISE

1. Describe what you learned and felt on your service project in two minutes or in two sentences.
2. Two feeling words which exemplify your service-learning experience.
3. Draw a picture which summarizes your experience.
4. What was the worst or most difficult thing that happened to you? (Tell what you learned about the experience.)
5. What was the best thing that happened? (Tell what you learned from that experience.)
6. Rate yourself from 1 to 10 for your performance. Why?
7. How have you benefitted from your service experience: personally; academically; occupationally?
8. What have you learned about yourself from your service-learning experience?
9. What changes would you recommend in how your service site operates? How the service-learning program operates?
10. Name five things that you can do to better society.
11. How does your service experience relate to your academic work or courses?
12. Select a person you admired while doing your service-learning experience? Explain what you found admirable about this person.
13. Because of my service-learning experience, I am ... (Complete this sentence)
14. Compare or contrast your service experience with anything you've previously experienced, read about or imagined.
15. The college is proposing to require all students to do a 20 hour service-learning experience. Please list the pros and cons for this proposal from both a student perspective and a community agency perspective.
16. Add your own questions.

Roger Henry

SERVICE-LEARNING CYCLE EXERCISE

- What do you remember about being in Service projects or working in service-learning? What thoughts/feelings come to mind? What stands out?
- Reflect quietly, jot down your thoughts, please share your experiences with others in the group.
- Now please share with the whole group (list on board or flip chart).
- Distill important generalizations from large group discussion.
- What have been powerful/positive experiences or influences? What were difficult or destructive influences? What seems significant from the discussion.
- What will you do/want to do? How do these ideas inform your experience?

EXPERIENTIAL LEARNING CYCLE

Concrete Experience

Recall Previous Experience or Service Experience

**Planning and
Implementation**

Provide Feedback,
Sharing Ideas,
Plan new S-L Experiences

Observation/Reflection

Discussion, feelings
Learnings, Debriefing,
(Hierarchy)

Generalizing

Develop generalizations about Service Experience
Develop guiding principles (experts or readings)

Roger Henry

FACULTY REFLECTION

Take a few moments to "reflect" on your teaching of college students. In so doing, think about your expectations when you first thought about teaching college students as a career, and the feelings you experienced the first time you stepped into a college classroom. As you recall your experiences with college students, jot down responses to the following questions:

1. How long have you been teaching college students?
2. List three ways in which you believe you have grown, or have become a better person as a result of your experiences as an educator.
3. Identify two bad experiences you have had in the classroom. For each, tell what made it a bad experience, and how you resolved the situation or problem.
4. Have you ever caught a student cheating? How did you deal with the student? What feelings did you experience as you confronted the problem? Did you change your policy on cheating, or any of your instructional techniques as a result of this experience?

*Mary Ann Eastep
Brevard Community College*

CRITICAL INCIDENT WRITING

1. Describe an incident or situation that was a critical problem in at least the sense that it was not immediately obvious to you what to do or say.
2. What's the first thing you thought of to do (or say)?
3. List three (3) other actions you might have taken (or things you might have said).
4. Which of the above seems best to you now? Why is it best?
5. What do you think is the real problem in the situation; why do you think it came up at all?

*Dan Conrad
Hopkins High School, Minnesota*

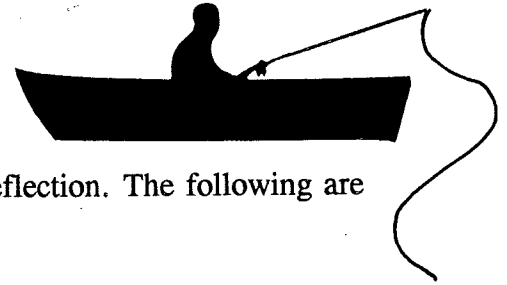
ANOTHER WAY

Complete each of the following instructions by drawing a picture, design or symbol. The art work should be simple. The important thing is that you know what each symbol expresses. All drawings for a given area are discussed before proceeding to the next area.

1. Identify the personal accomplishment that you are proudest of in your volunteer assignment.
2. Identify your greatest failure in your assignment.
3. Identify your happiest moment in your assignment.
4. Identify your saddest moment in your assignment.
5. Identify your angriest moment in your assignment.
6. Identify three opportunities that your assignment offers to you and that you consider important.
7. Identify three ways that your assignment is important to others.
8. What would you change about yourself to make your volunteer experience more valuable to you?
9. What would you change about your assignment that would make the experience more valuable to you and/or others?

From Synergist, Winter 1977

III. LINE - Journal Writing



Journal writing is one of the most frequently used methods of reflection. The following are of the plethora of journaling techniques available.

DOUBLE ENTRY JOURNAL	
THE SERVICE EXPERIENCE	THE CLASSROOM
<p>REFLECTIONS ON:</p> <p>Problems, situations, tasks, feelings:</p>	<p>REFLECTIONS ON:</p> <p>In what ways were situations in your service experience reinforced or illustrated by academic work in the classroom (discussion, lecture, readings?)</p> <p style="text-align: right;"><i>Adapted from K. Patricia Cross NSEE Quarterly, Summer, 1994</i></p>

"I let my guard down and felt that I actually reached out to here. I saw her as a person and not as a patient or a task. More importantly I let her see me as a person. I learned that reaching out to someone involves letting your guard down and letting go of your own fears. This further involves difficulty and wisdom. ...I gave her a hug before I left here. I realize the hug was more for my comfort than hers. ...I have learned that I am vulnerable and my family and friends are vulnerable to disease and death. This is something that I had never truly faced in my life. It is too easy to push any thought of illness and loss of control. ...I am disgusted to say that I was feeling sorry for myself due to all the stress I've been under lately. She has tremendous strength and compassion."

*Shannon Whitten
Student Service-Learner*

DAILY JOURNAL

What I did to achieve or not to achieve objective(s)

EVENTS (CONTENT)	AFFECTIVE (FEELINGS)
<p>My behavior and that of others which was observable, important things that happened, what i did.</p> <p>The things that stood out the most were:</p> <p>What did I learn from today's experience?</p> <p>(a) About myself:</p> <p>(b) About the people I work with:</p> <p>(c) About my program:</p> <p>How does your service work relate to your academic work:</p> <p>Did you meet your daily learning or service objectives?</p> <p>Why?</p>	<p>Underlying feelings, thoughts, subjective reactions, emotions, peak experiences:</p> <p>I felt:</p> <p>The worst emotion I had:</p> <p>The best emotion I had:</p> <p>Three feeling words that best describe my experience (happy, confused, upset, afraid):</p> <p>Your strong points?</p> <p>Your weak points?</p> <p>Rate your level of satisfaction on your project for today:</p> <p>Lowest = 1, Highest = 5</p> <p>Please circle:</p> <p>1 2 3 4 5</p> <p style="text-align: right;"><i>Roger Henry</i></p>

JOURNAL WRITING: DEBRIEFING

I have adapted the following writing assignment of Dr. Thomas MacLennon as the basis for the final journal entry of my advanced expository writing course entitled "Writing as Social Reflection." In this service-learning course, students devote twenty hours of their time to a public-service agency and are assigned to write six journal entries about that work throughout the term. This final entry is aimed at helping students bring together experiences and thoughts about their public-service work.

FINAL PUBLIC-SERVICE JOURNAL ENTRY

Part I:

Look over these questions before doing your public service work and then again *BEFORE YOU BEGIN YOUR ENTRY*.

- (1) Is there anything unique about the *setting* of the public service agency?
- (2) What are the interesting qualities of the *person or people* involved?
- (3) Can you detect a *point-of-view* in the agency?
- (4) What *insights* are reflected in the program (e.g. sense of values, social action, assumptions about social issues and or individuals. call, voluntarism).
- (5) Are there any *themes* evident in what you witness and or hear?
- (6) What kinds of *conflicts* are present and how are these conflicts resolved?
- (7) Can you *compare/contrast* this agency with anything you've experienced, read about, or imagined?

Part II:

Following the extended run of a popular television situation comedy, it is a common practice to provide a special installment that incorporates highlights from previous episodes. Similarly, pro football or baseball reports will characteristically feature highlights from selected games. Assume you have been asked to put together a program based upon your personal highlights in your public service work. Which highlights or special moments from your experience would you select? Don't merely list and summarize the first incidents that come to mind and don't assume that your highlights should be major events since minor details - such as a simple gesture or a scrap of conversation - can be as revealing and significant as "headline news." Obviously, you will have to restrict your focus to a selected number of highlights - perhaps four or five would be sufficient. Use Part I of this handout to help you focus your thinking and selection process. Whichever highlights you choose, be sure to justify and explain the reason(s) for your selection. Finally, arrange your highlights according to some logical plan and, when appropriate, make relevant connections between the highlights you discuss and anything we've discussed in class.

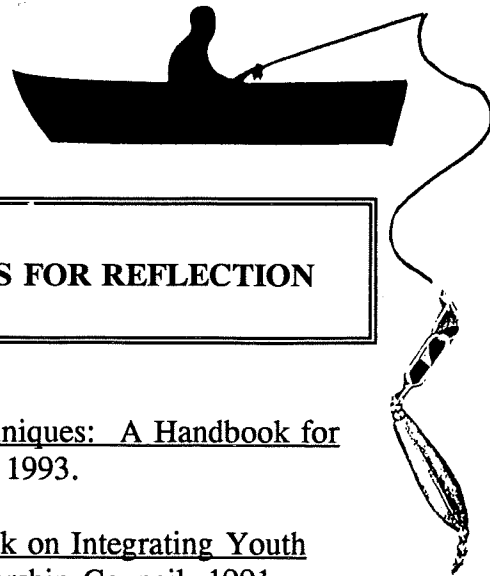
*Dr. Wendy Brandon,
Rollins College*

IDEAS FOR JOURNAL WRITING

CONTENT	WHAT TO WRITE	POTENTIAL EFFECTS(S)
1. Events	What happened, in sequence? How did the event start? How did it end? When, in time, did it start? End? List the people, things, content of the event.	Increased awareness of timing cues you use to know when something begins and ends. Increased skill in describing behavioral sequence in an interaction process.
2. People	Name persons; describe them physically; sex, race, age, height, weight, physical condition. Note the ones who were most important to you. Describe their behavior, verbal and/or nonverbal, which made an impact on you.	Increased observation skills, increased ability to identify what types of persons and/or behaviors evoke a response in you. Increased awareness of what you attend to and do not attend to with other persons.
3. Feelings	What you felt/feel. How your body felt/feels (was there a change in breathing? What nonverbal, physical cues were present at the time the feeling was recognized?) What was the flow of feelings during the day - the highs, the lows, the neutral or quiet times? Who or what was involved with you when the feelings occurred?	Increased awareness of the flow of your emotional responses, recognition of feelings as a constantly changing flux throughout the day. Awareness of body changes as feelings change. Increased attention to physical response to people and processes, awareness of your own nonverbal cues, internal and external (overt behavior).
4. Striking thoughts or "Insights"	Write out the complete thought. If possible, describe what you were doing when the thought occurred. Write down any other associations you make with the thought. Make a full report.	Increased awareness of your own learning; syntheses of your daily life experiences: sensitivity to your own wisdom: potential sources for action in the laboratory or back home.
5. Experiences with ideas	Ideas may come from yourself, other people, or books. Write them down. Briefly (2 or 3 sentences) describe their impact on you.	Increased awareness of the extent to which ideas, language and thought affect you and have impact on your behavior.
6. Experiences with things	Paintings, plays, water, novels, books, trees, flowers, food, and rocks are only a few of the things which may impact you during a day. Note them.	Recognition and appreciation of non-human materials and your sensitivity to them.
7. Dreams/fantasies	Write out the dream completely and accurately, with as much detail as possible.	Knowledge about your own personal symbolic language; a new means of understanding your life experiences from an inner perspective.

*Margaret James-Neill
NTL Institute, 1982*

IV. SINKER - Resources



SUPPLYING YOUR TACKLE BOX - SELECTED RESOURCES FOR REFLECTION

Angelo, Thomas A. and K. Patricia Cross. Classroom Assessment Techniques: A Handbook for College Teachers (2nd Edition), San Francisco: Jossey-Bass publishers, 1993.

Cairn, Rich and James Kielsmeier, (eds.) Growing Hope: A Sourcebook on Integrating Youth Service Into the School Curriculum, Minneapolis: National Youth Leadership Council, 1991.

Henry, Roger. Reportage: Reflections on Learning. Cocoa, FL: Brevard Community College, 1994.

National Center for Service Learning. Service Learning: A Guide for College Students. Washington, D.C.: U.S. Government Printing Office, 1980. (available from NSEE)

Silcox, Harry. A How to Guide to Reflection: Adding Cognitive Learning to Community Service Programs. Philadelphia, PA: Brighton Press, Inc., 1993.

Watters, Ann and Marjorie Ford. Writing for Change: A Community Reader. New York, NY: McGraw-Hill Inc., 1995.

A COUPLE OF PEOPLE TO CONTACT

Julie Hatcher: Office of Service-Learning, Indiana University Purdue University at Indianapolis, (317) 278-2986

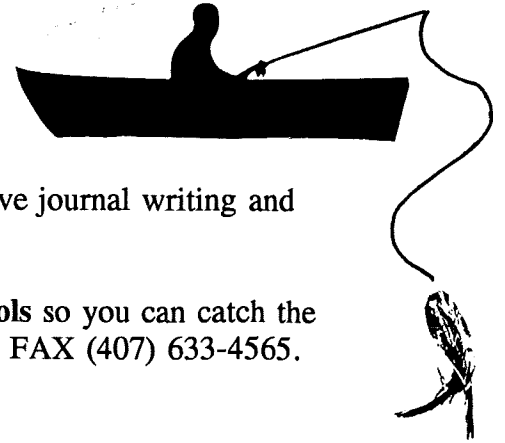
Gerry Ouellette: The Marshall School, Duluth, Minnesota, Regional Coordinator, National Youth Leadership Council, (612) 631-3672

Harry Silcox: Pennsylvania Institute for Environmental and Community Service-Learning, (215) 951-0343

V. LURE - Additional Information

The Florida Campus Compact (FCC) has more examples of effective journal writing and reflection tools. Please contact us for more resources.

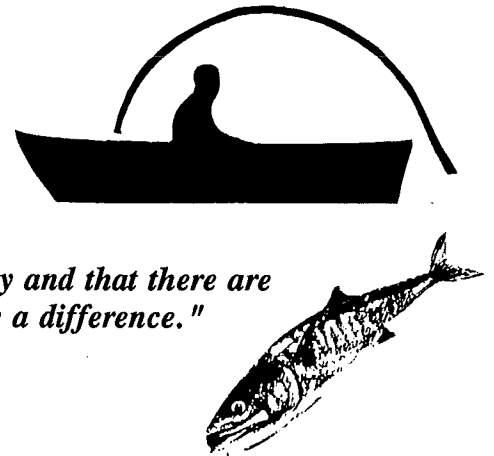
The FCC has information on a number of topics about **Fishing Tools** so you can catch the big one. Our phone number is (407) 632-1111, Extension 6-4317; FAX (407) 633-4565.



VI: RELEASE - Outcomes

"It has helped me open my eyes to the problems in society and that there are people out there that do care and are trying to make a difference."

*Student Service-Learner
Brevard Community College*



"A great deal, given me knowledge about my career field and realizing my true self. I learned a lot about myself. The satisfaction of helping is AWESOME!"

*Student Service-Learner
Brevard Community College*

"Service-learning enabled me to get experience in my own personal life and to get knowledge. The experience helped me develop my occupational skills, understand social cultural differences, and social responsibility."

*Student Service-Learner
Brevard Community College*

