

which is a fundamental theoretical precept of constructivism (Vygotsky, 1978; 1986). Pre-reflection statements can be written down on index cards or slips of scratch paper so they can be circulated. In this way, participants see other perceptions and conceptualizations of the topic that might validate, challenge, or enhance their own initial understanding. Students quickly and efficiently see there is more than one way to view the topic. This initial thought also serves as a baseline that can be revisited at the end of a discussion or even an entire course to determine to what extent new insight or knowledge has been gained. The process is straightforward.

For example, when conducting professional development workshops on service-learning with faculty, I will often begin by asking them to write down their initial understanding of what service-learning is. They read the circulated written descriptions prior to the discussion. At the end, participants are asked to revisit or reconsider their initial thoughts to ascertain if they have a more comprehensive understanding of the concept. Invariably, nearly 100% of the participants acknowledge growth in their conceptual frameworks. In this way, the pre-reflection activity is a reflection technique that is incorporated before and after an experience, whether it is a service-learning assignment or a traditional didactic teaching format. Pre-reflection can be used during the first class session of an entire course and revisited at the end of the course. I collect those initial thoughts, save them, and then redistribute them to the students so they can reflect on and respond to what has transpired over time. It can also be used at the beginning of each class session to activate the reflection process for that topic and reviewed when the session concludes. Application in both contexts serves as a useful and simple way to

return to the learning objectives of the course or class session to assess to what extent they goals have been met.

What? So What? Now What?

This method was an integral part of students' reflection in the Campus Outreach Opportunity League (COOL). Its elegant simplicity has influenced not only my teaching but much of my scholarship. This is attested by the fact this simple rubric is the fundamental core of the triadic framework of deeper education presented throughout this book. This method has also found its way into my workshops such as one on academic culture of higher education hosted by Campus Compact for new directors of service centers. Key concepts such as the retention/promotion/tenure review (RPT) process is the "what" followed by a reflective discussion on the ramifications for faculty engaged in service-learning as the "so what" and how this will influence the way center directors convey service-learning and support faculty during the "now what" process. Using these 3 questions can be overt. A key concept or definition from a class can be presented on a worksheet, white board, or Powerpoint presentation in a box or column to be introduced and discussed. The importance or significance of this is then explored in a variety of contexts. This could simply be in hypothetical application and practice, or as viewed during the service-learning experience. Finally, students and instructor can consider future application based on this new insight and understanding.

One colleague of mine in Social Work began using this method in a very overt manner by drawing 3 columns on the board with each component at the top of each column. The "what?" might be poverty and the "so what?" examined how poverty impacted the family in various ways such as health. The "now what?" was consideration

of the role of social workers in direct service as well as influencing policy. The first two steps of this method could easily be the focus of in-class discussions with the “now what?” used in out-of-class assignments. I have even combined this technique with others such as a method known as Graffiti.

Graffiti

Graffiti involves students writing a brief response to a reflection topic or term on a piece of poster paper(s) posted on the walls of the classroom. Multiple and related topics, situations, or terms can be posted. Students can be asked to respond individually or in dyads or small groups. As they rotate around the paper posted throughout the room, students often read others' responses that were recorded prior to their written response which may include a reaction or comments to what they have read. Graffiti is both public and somewhat anonymous reflection responses. After an allotted period of time to read and respond to each poster paper, the class can be reconvened to discuss what has been recorded. This method can also be used in on-line threaded discussions.

Graffiti lends itself well to having students compare and contrast a topic or experiences. One sheet might have students consider and record advantages to a given topic or approach while another sheet of paper is for disadvantages. In this way, students can see the various arguments and complexities to an issue. For example, students may be asked to reflect on the pros and cons of NAFTA in an economics course, strengths and weaknesses of hydrogen power in an environmental science class, or the merits and drawbacks of a given policy in a political science class.

This method can also be used to generate provocative reflection and discussion by having students respond from various contexts or positions. For example, students may be assigned a given role such as an executive to an oil company to respond to various forms of alternative energy. In a sociology class, students might be asked to take the identity of a given group such as having white males respond to topics, terms, or policies as if they were a single mother of color. In this way, graffiti creates a cognitive dissonance that moves students to another context to foster a sense of empathy or "otherness." As alluded to above, I have combined the "What? So What? Now What?" with Graffiti by listing each of those questions on a single sheet of poster paper. Students can individually or in groups respond in writing to be discussed later in class.

Take A Stand / Get Off the Fence

This method can be modified into two formats. Take a Stand is easier to conduct as students merely stand up when asked to respond to a question. Get Off the Fence requires more space as all the participants stand and then step forward in response. Regardless of the format, participants are actively engaged in dialogue in which the instructor essentially asks the question and then steps back to facilitate participants teaching each other. The wonder of this approach is facilitating a discussion in which participants must literally take a stand and support their position. The instructor or facilitator asks one of the individuals standing to explain his or her position. Then, the instructor calls on one of the sitting participants to respond to what they heard. Inevitably, each "side" hears and agrees with some merit of the other argument. As a result, there is civil discourse, often resulting in participants adjusting or even changing their position. Not all responses are so "cut and dry" as there are often degrees of

agreement and disagreement. This can be accommodated by creating a Likert-type continuum of responses by indicating one wall of the room represents “strongly agree” and the opposite wall is “strongly disagree.” Students then “place” themselves along the continuum.

Listening to the discourse provides an immediate and effective assessment of participants’ understanding of the topic. This serves as an effective assessment and teaching tool for the instructor. For example, when conducting workshops on service-learning, I will illustrate “Take a Stand” as a reflection method by stating, “Students should be required to do service-learning.” Undoubtedly, the response is divided. Through the discourse, I can discern by comments if participants truly understand service-learning as a pedagogy as opposed to being “volunteering” and then clarify. Likewise, after posing two or three example statements in a workshop, I ask participants to describe what they are observing. It is clearly evident that the participants are teaching each other while the instructor is merely facilitating the dialogue.

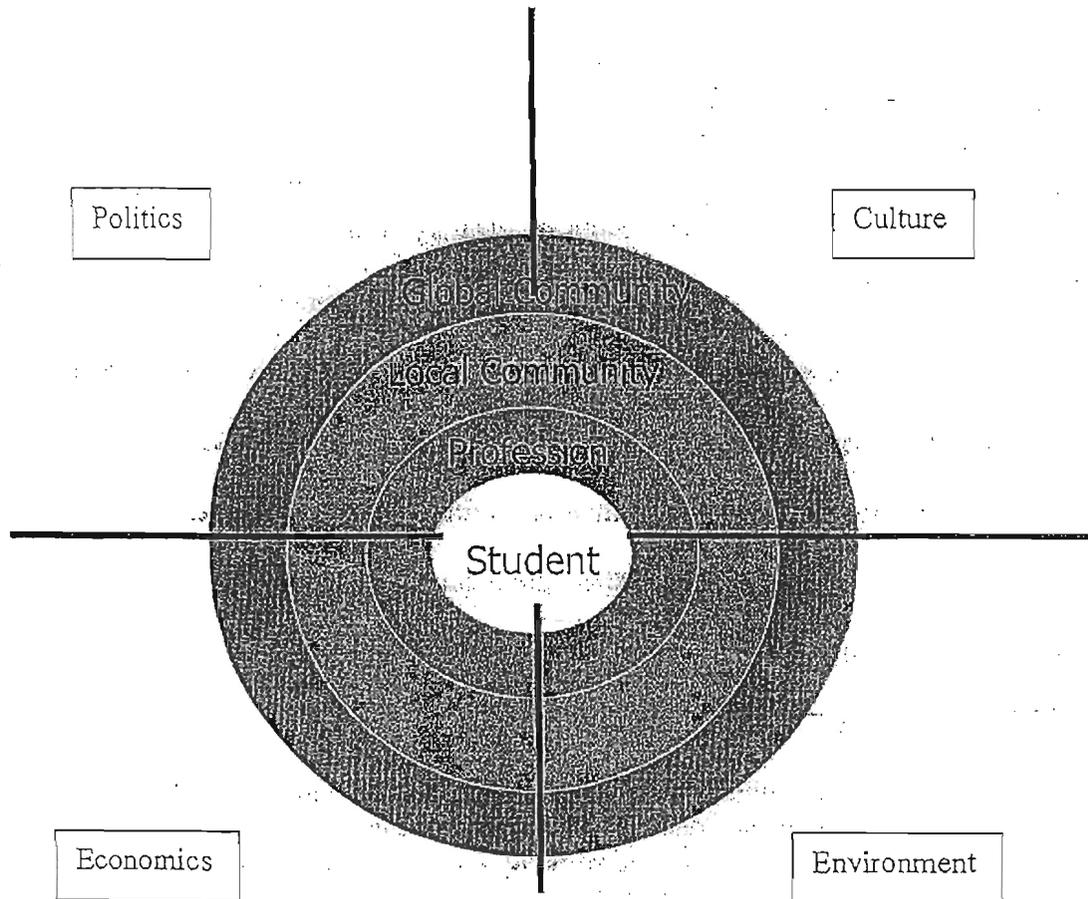
The Target

This reflection method utilizes an integral approach to complex issue, borrowing salient concepts from the work of Ken Wilbur’s book, Theory of Everything (2000) by integrating perspectives from various contexts such as culture, the environment, health, economics, or politics. Using such an approach promotes an interdisciplinary perspective in what otherwise is often a narrow view of phenomena from one given field or discipline. The name of this method merely describes a tool used to frame reflection. At the center of this framework is the student or any individual. From here, concentric rings represent ever expanding settings such as family, neighborhood, city, nation, to the world

at-large. The rings are divided into at least four contexts that might include economics, health, environment, or politics. A topic for reflection can be framed in any given setting or context either by random or deliberate assignment. An instructor can use the target to intentionally select a frame of reference, let students choose for themselves, or employ the random selection process. I have actually tossed a rolled up ball of masking tape toward a projected Powerpoint image of the target depicted below in figure 9.1 to randomly select the frame of reference. For example, I did this in a reflection workshop with faculty from a Department of Communication. The topic was "women's rights" and the context that was randomly selected by tossing the wad of masking tape was a culture at a global perspective. The dialogue that ensued explored the imposition of western cultural values on other cultures, specifically Islamic, and the moral complexities associated with the issue. Participants were able to explore the topic from a different context, and thus, create a broader understanding.

A colleague of mine is a professor of English who teaches a service-learning course on the "Literature of Poverty." She has used the target to generate topics and perspectives for written reflection journal topics. Another colleague in Chemical Engineering used this integral approach in planning his course in which students were constructing solar powered hydrogen cells. Prior to the course, the instructor asked for assistance in identifying faculty members from other disciplines to serve as guest speakers. We identified willing and interested colleagues from Communication, Economics, Political Science, and Environmental Studies to make a 90-minute presentation to the class. Pre-professional engineers gained insight into the cost/benefit of their efforts, how to communicate their work in a petroleum-based society, the impact

of their alternative energy on the environment, and how foreign policy is influenced by energy development and needs. The instructor used this information and contexts to have Chemical Engineering students reflect on their work. The result was a deeper understanding of the complex integral issues and inter-related factors that shape the work of engineers.



The ABCs of Reflection

This method was developed out of sheer desperation from the initial frustrating experiences confessed above. The fundamental components and premise came from a scholarly article that was provided to me by the staff of the Bennion Center. Hondagneu-

Sotelo and Raskoff (1994) articulated a theoretical rubric of reflection that resonated with me as it provided an essential structure of WHAT students should reflect on. I took their basic principles and incorporated them into what I called the ABCs of reflection (Welch, 1999) and later evolved into the ABC123 hybrid approach of assessing the depth of students' reflection (Welch & James, 2007).

Students are instructed to include 3 distinct dimensions during their reflection. The letter "A" represents AFFECT, which allows students to consider how they feel before, during, or after their experience. Students reflect on their behaviors for the "B" portion of the rubric. This includes reflecting on their previous behaviors and predicting how they might behave in the future. The third dimension is cognition, represented by the letter "C." Students are instructed to make a concrete connection between what they experienced in their service to classroom content. Student responses could be in oral during class discussions or written in journals or on-line. The response does not have to follow a linear sequence of ABC, but students are required to address all 3 dimensions. The following is actual reflection topic from my service-learning class focusing on factors that place children at risk in school settings.

We have discussed cultural variables and differences in oral communication in class. Your readings include specific examples in chapter 4. Think back to your interactions with the child you are working with in the classroom or a child you have observed. Identify and describe specific examples of the cultural traits in oral communication you have seen [COGNITION]. Now that you have a better understanding and awareness of that communication behavior, how might you respond or engage in an oral communication exchange with someone of that cultural or ethnic group in the future? What was your behavior or interpretation of a similar situation in the past? [BEHAVIOR] How do you think an individual from a different cultural or ethnic group feels when they are orally communicating with a dominant group? How would you feel if the situation was reversed and you were the minority attempting to communicate with others? [AFFECT]

The following is an actual reflection response from a class of mine on civic engagement. Early on in the course, students had to collectively create the evaluation and grading rubric for oral presentations to be made later in the semester. The curricular content of the class happened to be on the process of democratic decision-making. Two approaches from the course text were examined: participatory democracy and the democratic theory of elitism (Rimmerman, 2001). These had been presented, read about, and briefly discussed in class. This student completed her reflection through an audio recording and her response clearly demonstrates an understanding of the two concepts, but at a much deeper and personal level. The transcript below (used with permission) clearly illustrates how she used the ABCs to reflect on and make meaning of her experience in the class deliberation. Her reflection was a stream of consciousness narrative and so she did not explicitly allocate sections to address each of the ABCs. Instead, each of the components of the ABC rubric is very apparent as indicated in parentheses.

We were supposed to take some task that was really easy and define a very basic rubric. Well I was very frustrated with the whole process [AFFE^{CT}]. First we were sitting there discussing and we found what I thought was a good rubric. Right? And all of the sudden one person raises his hand and says I don't like this, it's too much like this or that and we spent at least half an hour trying to figure out something that was really easy. In the end, I think everyone just gave up and said, "You know what, I'm tired of talking about this, let's just do it." But as frustrated it made me feel, I actually understood much more about our government. [COGNITION] What we practiced in our exercise was what we could call an example of participatory democracy. The book says, [quoting from the textbook] it is the idea that embraces active participation by the citizens in the community and workplace decision-making at a local level – it is rooted in the notion that whatever touches all should be judged by all. It requires much more than just voting for competing elitists. Through a process of decision, debate, and compromise, they link their concerns