Reflection is a key component of a service-learning course. Students who take the time to reflect on service-learning experiences will get more from those experiences. Reflection helps students critically assess and understand what they are seeing and doing.

As students participate in service-learning classes and do the related community work, they should ask themselves these questions: What? So what? Now what? The reflection process begins with a defining and sharing of the "What?" of the student’s experience and follows a continuous cycle toward "So what?" and "Now what?"

**Examples of Reflection Questions**

**What?**
- What happened? What did you observe?
- What issue is being addressed or population is being served?

**So what?**
- Did you learn a new skill or clarify an interest?
- Did you hear, smell, or feel anything that surprised you?
- How is your experience different from what you expected?
- What impacts the way you view the situation/experience? (What lens are you viewing from?)
- What did you learn about the people/community?
- What are some of the pressing needs/issues in the community?
- How does this project address those needs?

**Now what?**
- What seem to be the root causes of the issue addressed?
- What other work is currently happening to address the issue?
- What learning occurred for you in this experience?
- How can you apply this learning?
- What would you like to learn more about , related to this project or issue?
- What follow-up is needed to address any challenges or difficulties?
- What information can you share with your peers or the community?
- If you could do the project again, what would you do differently?

**Ideas for Reflection Assignments**
- Presentations to community organizations
- Journals or written reflection paper
• Multimedia class presentations
• Group discussion
• Case studies
• Theory application paper
• Agency analysis papers
• Mapping
• Ethnographies
• Letters to the editor
• Blog

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FOOTNOTES:
