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# Intergenerational conversation: Authentic learning through critical reflection of a community engagement learning experience

Amy Davison  
*University of Northern Iowa*

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INTERGENERATIONAL CONVERSATION:  
AUTHENTIC LEARNING THROUGH CRITICAL REFLECTION OF  
A COMMUNITY ENGAGEMENT LEARNING EXPERIENCE

An Abstract of a Dissertation  
Submitted  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

Approved:

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Dr. Kathleen Scholl, Committee Chair

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Dr. Patrick Pease, Interim Dean of the Graduate College

Amy Davison  
University of Northern Iowa  
December 2017

## ABSTRACT

The purpose of this study was to determine the type of reflection students are using in their final reflection stories to see if there was evidence of reflection in relation to authentic learning. Assignments from four Human Relations courses that included a community engagement learning component provided the data for a qualitative content analysis to determine authentic learning through the reflective writing assignments. Levels of reflection outlined in Kember, McKay, Sinclair, and Wong's (2008) four category scheme for coding and assessing the level of reflection was applied to students' written work. The student's final essay written about their intergenerational community engagement experience provided insight regarding student learning outcomes, benefits from community relationships, and ways in which Iowa state standards for teacher preparation in Human Relations were addressed. Findings suggest that the majority of students responded to Community Engagement Learning Assignments without reflection. However, students who are able to write at higher levels of reflection are more likely to show evidence of Authentic Learning.

The study involved 96 undergraduate students during the spring 2016 semester. Who were enrolled in four sections of the Human Relations course from the College of Education at a Midwestern comprehensive university. Each course section included in this study had community engagement learning components, including: guest speakers (someone you should know), reflections from course readings, videos, and seven weekly meetings with elderly seniors from the community (i.e. "senior partner"). A content analysis of the 96 essays was conducted utilizing a computer assisted qualitative data

analysis platform called Dedoose. It was found that students who wrote at the lowest level of reflection, non-reflectors, were not authentic learners. Community Engagement Learning Experiences (CELE) need to provide opportunities for students to have a change in perspective and/or fundamental beliefs in order to become authentic learners. Providing students with definitions and examples of the various levels of reflection and linking the level of reflection to grades may increase the demonstration of students' ability to be critical reflectors. Providing students with multiple opportunities to complete Community Engagement Learning Assignments (CELA) and opportunities to discuss the assignments during class time will allow the instructor to understand the level that students are reflecting. The results of this study have continued to build the body of knowledge of how the type of student reflection relates to students' authentic learning. Instructors must understand the levels of reflection and have knowledge of how to provide opportunities for students to practice reflection with feedback. Instructors need support and opportunities to develop and test a variety of reflection assignments directly connected to community engagement experiences. Instructors need additional preparation time to develop partnerships that are well planned and are meeting the course learning objectives while providing support to meet the diverse needs within the partnership. Empirical studies are important to provide the opportunity for community engagement learning experiences to gain credibility in academia.

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---

Dr. Kathleen Scholl, Chair

---

Dr. Julianne Gassman, Committee Member

---

Anne Marie Gruber, Committee Member

---

Dr. Joe Wilson, Committee Member

Amy Davison  
University of Northern Iowa  
December 2017

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## TABLE OF CONTENTS

LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii
CHAPTER 1 INTRODUCTION.....	1
Learning Theories Related to Community Engagement Learning Experiences .....	5
Significance and Purpose of the Study .....	7
Research Questions.....	9
Delimitations .....	10
Limitations .....	10
Assumptions of Community Engagement .....	11
Definition of Terms .....	11
CHAPTER 2 REVIEW OF LITERATURE .....	13
Community Engagement Learning Experiences .....	13
Reflective Practice .....	19
Journals as a Common Assignment for Critical Reflection .....	31
Community Based Research .....	33
Authentic Learning Theory .....	35
CHAPTER 3 METHODOLOGY.....	39

Research Design .....	39
Community Engagement Learning Assignments .....	42
Research Participants .....	43
Instrumentation .....	44
Procedure and Data Collection .....	44
Course Meetings .....	45
Data Analysis .....	46
Summary .....	46
CHAPTER 4 RESULTS .....	47
Demographics of Participants .....	47
Level of Reflection Identified .....	49
Authentic Learning .....	51
State of Iowa Teaching Standards .....	52
CHAPTER 5 DISCUSSION AND RECOMMENDATIONS .....	59
Discussion of the Findings .....	59
Recommendations for Further Practices .....	64
Recommendations for Further Study .....	66
REFERENCES .....	67
APPENDIX A: COURSE SYLLABUS .....	76

APPENDIX B: IOWA STATE BOARD OF EDUCATION STANDARD  
79.15(2) STATE STANDARD FOR TEACHER PREPARATION IN  
HUMAN RELATIONS ..... 140

APPENDIX C: INTERGENERATIONAL SENIOR PARTNER WEEKLY  
QUESTIONS ..... 142

## LIST OF TABLES

TABLE	PAGE
1 Levels of Reflection Within Written Work.....	3
2 Hierarchical Levels of Reflective Thinking .....	21
3 What Constitutes Evidence of Reflection .....	24
4 Course Meeting Time by Section .....	45
5 Demographics.....	48
6 Level of Reflection in Student Essay and Student Gender .....	49
7 Authentic Learning and Level of Reflection .....	52
8 Level of Student Reflection as it relates to the State Standards of The Course .....	56
9 Level of Reflection by Student Section .....	57
10 Sample Rubric for Reflective Practice.....	61

## LIST OF FIGURES

FIGURE	PAGE
1 DEAL Model of Critical Reflection (Adapted from Ash and Clayton 2007).....	26
2 Kolb's Experiential Learning Cycle (1984).....	27
3 Percent of Students Demonstrating Authentic Learning and their Level of Reflection .....	62

## CHAPTER 1

### INTRODUCTION

In the last decade, colleges and universities have been challenged to design assessments for courses and curriculum content that comprehensively and authentically measure student learning. Universities have been criticized for lacking challenging curriculum, allowing intellectual standards to decrease, focusing more on occupational needs than productive citizenry and lacking interest in student success (Bok, 2006). Those who criticize the purpose of 21<sup>st</sup> century higher education institutions ask publicly whether society is effectively preparing today's college students to reflect and understand the potential impact and importance of community engagement learning experiences (CELE). Are CELE illustrated within student learning outcome measures? Are community engagement learning assignments (CELA) providing opportunities for students to critically reflect? It is important to measure whether the components of reflective assignments illustrate student understanding of learning outcomes gained from CELE. The American Association of Colleges and Universities call for a revamping of the college curriculum to create civic learning opportunities more relevant to the changing world and prepare students for the work of public life and community building (Hatcher, 2011; The National Task Force on Civic Learning and Democratic Engagement, 2012).

Within the last decade, engagement in a community service activity has become a part of the vocabulary within educational institutions (Butin, 2010). Many universities across the country are developing offices of community engagement to facilitate student

participation in CELE throughout their course curriculum. The “scholarship of engagement” provides students with opportunities for personal growth and understanding of how outside the classroom learning experiences link student’s insights with comprehension of course work (Celio, Durlak, & Dymnicki, 2011; Yorio & Ye, 2012). Although there are different components to the experience, course design, civic education, student learning outcomes and impact of personal characteristics, one element of engagement is typically categorized as a form of self-reflection and considered a critical aspect of a student’s learning experience. *Self-reflection* can enhance the learning outcomes of students when they understand the purpose of the reflection, and are given instruction on how to use reflection to connect in-class learning to their community engagement experiences. Furthermore Willis, Peresie, Waldref, and Stockman (2003) learned that over the last decade, “universities across the United States have increasingly recognized that ideologically and financially committed institutional support for community engagement pedagogy is necessary to improve the synergy between a university and its community” (p. 36).

When instructors use reflection as an essential component of CELA instructors can intentionally teach students how to personally and academically reflect on their community experiences (Eyler, 2002; Hatcher, Bringle, & Muthiah, 2004). Kember, McKay, Sinclair, and Wong (2008) describe four levels of reflection that depicts increases in introspection, so students may gain a greater appreciation for the broader social context around an issue directly related to the CELA (see Table 1).

Table 1

*Levels of Reflection within Written Work.*

Level of Reflection	
Habitual Action /Non-Reflection	Procedure followed without significant thought about it. Student respond to academic tasks by providing answers without attempting to reach an understanding of the concept or theory that underpins the topic.
Understanding	Does not imply reflection, retention of the information is for a limited time. Student is not able to provide how theory is related to practical situations or able to describe how concepts relate to personal experiences.
Reflection	Student is able to take concepts and relate them to personal experiences, they are able to apply theory and provide personal insights
Critical Reflection	Student undergoes a transformation of perspective students are able to recognize and change perspectives and are able to incorporate the new thinking into their belief structures

*Source:* Kember et al., (2008), A four-category scheme for coding and assessing the level of reflection in written work: *Assessment & Evaluation in Higher Education*, 33(4), p.373-374

Batchelder and Root (1994) found that reflections were underutilized in CELE. However, Ash, Clayton and Atkinson (2005) reported that when structured reflection questions were utilized, educators reported gains in students' critical-thinking skills and personal growth. Eyler and Giles (1999) and Conrad and Hedin (1990) reported that when reflection is well designed, it promotes significant learning, including problem solving skills, higher order reasoning, integrative thinking, goal clarification, openness to new ideas, the ability to adopt new perspectives, and systematic thinking. The design of reflection assignments is critical to ensure authentic learning for students must



understand components of reflection, and the importance of interweaving CELE with classroom theory as they develop their own understanding of concepts.

Dewey (1910) defines reflection as the “active persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion for which it tends” (p. 6). One goal of critical reflection is when a student demonstrates evidence of change in perspective over a fundamental belief. Students gain the ability to relate key concepts and incorporate personal insights. Schon (1983) defines reflection as a continual interweaving of thinking and doing. Suggesting that “the reflective practitioner is one who reflects on the understandings that have been implicit in one's action, which surfaces, criticizes, restructures and embodies in further action” (p. 128). Through CELA, we can help students understand why what they are learning is important, and understand how CELE can help them develop additional knowledge and skills as they enter their professional careers. Hatton and Smith (1995) define reflection as “deliberate thinking about action with a view to its improvement” (p. 40). During instruction, it is important to provide many opportunities for reflection as well as discussion on the different levels of reflection. Students must understand the expectations for reflective assignments. Rubrics can provide guidance for students and levels of reflection can be translated into grades if needed.

For this research, the Kember et al. (2008) four-category level of reflection scheme was utilized. The levels include (a) habitual action/non-reflection, (b) understanding, (c) reflection, (d) critical reflection. Both Hatton and Smith (1995) and Kember et al. (2008) utilize a four-category scheme. The largest difference is that Hatton and Smith discuss

*reflection in action* and *reflection on action*. For the purpose of this study, Kember et al.'s (2008) four category coding scheme was best suited due to all reflection assignments were written post experience from the student. Kember et al.'s (2008) definitions of each of the four levels of reflection were more succinct and coincided with the ability to delineate if students were engaging in authentic learning.

#### Learning Theories Related to Community Engagement Learning Experiences

Two learning theories commonly associated with the study of community engagement as a student learning method, include “Authentic Learning Theory” and “Theory of Transformational Learning.” It is well discussed that authentic learning creates a positive difference in learners’ success, motivation, attitude and self-directed learning skills (Borthwick, Bennett, Lefoe, & Huber, 2007; Herrington & Kervin, 2007; Gulikers, Basiaens, & Martens, 2005; Horzum & Bektas, 2012, Koçyiğit, & Zembat 2013). Students who learn curriculum content using the authentic learning approach are more likely to become independent learners and gain skills offering solutions to real-world problems. For individuals to develop self-direction and positive motivation for learning, instructors and teachers must have understanding and training in the development of students’ authentic learning skills.

*Authentic Learning* is a multidisciplinary, pedagogical approach that allows learners, under the guidance of their instructors, to explore, discuss and meaningfully construct concepts and relations in the context of real problems and projects, (Donavan, Bransford, & Pellegrino, 1999; Herrington & Herrington, 2006). Authentic Learning Theory outlines four components necessary in authentic learning: (a) activity that involves

current day issues that mimics the work of professionals including a presentation of findings to audiences beyond the classroom; (b) use of open-ended inquiry, thinking skills and metacognition; (c) students engage in discussion and social learning in a community of learners; (d) students direct their own learning in project work. This theory provides one framework to understand the benefits of CELE within the learning process of developing CELA into course curriculum. According to the *Theory of Transformational Learning*, particular types of CELE have the potential to produce change in the learner, providing opportunities for change in student perception. Transformational learning produces a significant impact, or paradigm shift, which affects the learner's subsequent experiences. O'Sullivan, Morrell, and O'Connor (2002) believe that "transformative learning involves experiencing a deep, structural shift in the basic premise of thought, feelings and actions. It is a shift of consciousness that dramatically and permanently alters our ways of being in the world" (p. xvii). Transformational learning illustrates that learning is a process in which students become aware of implied meaning or assumptions when they look and analyze their values and beliefs around their learning experiences. An integrated reflective practice helps to further develop a student's personal understanding of curricular concepts and issues discussed in the classroom. According to Mezirow (1997), the concept of transformative learning refers to a change in one's frame of reference, not merely through what is said by an authority figure, but by one's own interpretation of the experience.

### Significance and Purpose of the Study

Incorporating CELE into curricular assignments has become increasingly popular within higher education. In 1999, the Kellogg Commission proposed a paradigm that intentionally engages the broader civic community in the university outreach process. By making the community that surrounds the university a partner in the outreach process, the institution makes its resources more accessible (i.e., expertise of professors in a subject area, students to participate in CELA, understanding of trends and issues in their particular field). This reaffirms the university's value to its state through a process that is sustainable and ensures the long-term success of both the community and the institution. The Kellogg Commission (1999) reported, "embedded in the engagement ideal is a commitment to sharing and reciprocation" (p. 9). Historically, universities separated themselves from the surrounding community (Scholl & Gulwadi, 2015), considering the community to be a site for data collection. Today leaders in the community should be encouraged to welcome the advice of the university, to see it as a resource that can positively affect economic and community development. Partners must "strike a balance between their respective interests, needs, and strengths, [so that] joint efforts to change communities for the better [can be] sustained" (Vidal et al., 2002, p. 1-4). These partnerships can create win-win relationships to ensure that CELE's are educationally beneficial not only for the students, which in turn create progressive opportunities for the organization or its clients. Wilson (2005) stated

Institutions of higher education wishing to engage in meaningful, significant, and relevant community outreach have no choice but to form strategic alliances and partnerships, acting as a partner and convener of community interests, university

faculty can use their expertise to stimulate productive discussion and action in communities. (p. 23)

Instructors and professors must guide the discussions to get a clear picture of the needs and areas of research interest of the community organizations and how these needs may carve out community engagement learning experiences for students. From those discussion, CELE opportunities that fit professors' curricular needs can be discovered. Faculty can develop positive and productive community engagement partnerships that have educational benefits to students.

The Kellogg Commission (1999) revealed that making engagement an authentic learning experience on our campuses will require broad strategies to identify community needs, catalogue community resources, highlight academic strengths and capacities, and coordinate the work of many individuals and groups, frequently over long periods of time. There are no quick fixes or painless solutions for many of the challenges our states and communities face. (p. 39)

Simons and Cleary (2006) found that CELE promote students' academic learning along with their social and personal development. Students gain a deeper understanding of social institutions and their influence on community members, an appreciation for diverse backgrounds and affiliation preferences for community engagement. Engaged students are more likely to become engaged citizens and take an interest in the communities where they are studying.

*Reflection as an element of community engagement learning assignments.* When students participate in reflection as a part of CELA, it is essential that they understand the purpose and implications of the learning on their professional development. A 2004 study found that the process through which CELE is reflected upon and subsequently evaluated has an impact on the effectiveness of the student experience (Hatcher et al.,

2004). Results revealed that (a) educators need to integrate course content within the community engagement learning experience; (b) reflections need to be structured and regular; and (c) the nature of the reflection needs to be considered. Hatcher et al. (2004) also found that written assignments where students were asked to analyze their experience is a powerful way to help students with reflecting and integrating those experiences later on well after the experience has taken place.

Reflection is a critical aspect of CELE providing students the opportunity to link the experiences with academic instruction and course content, thus increasing the likelihood of authentic learning. Unfortunately, “critical reflections” are underutilized in “authentic learning” CELE (Batchelder & Root, 1994). Therefore, the purpose of this study was to determine the type of reflection students illustrated in their final reflection stories as part of a Human Relations course CELA.

#### Research Questions

1. What level of reflection does a student apply to their community engagement experience? (a) habitual action/non-reflection, (b) understanding (c) reflection, (d) critical reflection
2. Does the level of reflection identified result in evidence of authentic learning?
3. Does the use of structured written reflections affect students understanding of the seven Human Relations Standards as set by the Iowa Board of Education Examiners for professional teacher preparation in human relations?
4. What types and patterns of reflection can be identified and what factors seem important in fostering their development?

### Delimitations

This study is limited to undergraduate university students enrolled in Human Relations 4107 Sections 1, 4, 6, 9 during the spring semester of 2016.

1. Students must have completed their reflection assignments and submitted them online to be graded by the Human Relations instructor.
2. Students must have agreed to participate in the study by reading and signing the informed consent form approved by the Internal Review Board.

### Limitations

1. The study relied on self-reporting through three reflection assignments. Students may not have completed the reflections honestly knowing that they were going to be graded on the assignment.
2. The number of females enrolled in the course was much higher than the number of males enrolled in this course.
3. There are many potential personal differences of each student as well as many personal differences in the community senior partner.
4. Not all Human Relations course sections provide the reflective assignments; therefore, they cannot be compared to other course sections that do not include similar assignments.
5. The study can only account for the outcomes of those students who completed the reflections and the final partner essay.

### Assumptions of Community Engagement

1. Typical assumptions regarding community engagement will provide students with the opportunity to develop skills and leadership.
2. Community engagement learning experiences do not happen through participation alone but must be linked to a reflective practice.
3. CELE will provide students the opportunity to link curriculum content and personal and professional perspective.

### Definition of Terms

1. Authentic Learning: Learning that focuses on educational activities related to current community problems and issues and also creates environments that involve learning in contexts that are as genuine as possible, providing learners with multiple perspectives, making students more responsible for their learning (Deale, 2007).
2. Community Engagement: Community engagement seeks to better engage the community to achieve long term and sustainable outcomes, professional relationships, discourse, decision making, or implementation (Center for Economic and Community Development, n.d.)
3. Community Engagement Learning Assignment: The course assignments that are designed specifically to encourage levels of reflection that link experience to course content.



4. Community Engagement Learning Experiences: These are activities that involve experiences with an organization outside of the university where students are required to engage with the outside organization for a specified purpose.
5. Critical Reflection: To classify a piece of writing as critical reflection, there should be evidence of a change in perspective over a fundamental belief (Kember et al., 2008).
6. Habitual Action/Non-Reflection: When a student responds to an academic task by providing an answer without attempting to reach an understanding of the concept or theory that underpins the topic (Kember et al., 2008).
7. Reflection: Reflection category goes beyond the understanding category by showing the application of theory. Concepts will be interpreted in relationship to personal experiences (Kember et al., 2008).
8. Transformational Learning: “Learning that induces more far-reaching change in the learner than other kinds of learning, especially learning experiences which shape the learner and produce a significant impact or paradigm shift which affects the learner's subsequent experiences” (Clark, 1993, p. 47).
9. Understanding: Concepts are understood as theory without being related to personal experiences or real-life applications. As such, they have no personal meaning and may not be assimilated into an individual's knowledge structure. Retention of the knowledge can be for a limited period (Kember et al., 2008).

## CHAPTER 2

### REVIEW OF THE LITERATURE

This chapter begins with an overview of the history and definition of community engagement. The literature review will highlight the theoretical and conceptual frameworks that are a foundation for the study. The theoretical roots of community engagement or experiential learning will include contributions from notable educational theorists Dewey, Lewin, Piaget and Kolb. The second section of the literature review presents an overview of reflective practice, assisting the reader in understanding how the use of reflective practice is an integral part of community engagement learning experiences (CELE). The final section is devoted to the authentic learning theory that is the framework for the current study. This theory provides an understanding of the anticipated outcome of students' community engagement learning assignment (CELA).

#### Community Engagement Learning Experience

“Over the last decade universities across the country have increasingly recognized that ideologically and financially committed institutional support for community engagement pedagogy is necessary to improve the synergy between a university and its community” (Willis et al., 2003, p. 36). When teachers understand praxis as a narrative-informed action, they engage knowingly in a complex construct of informational, historical and material conditions (Arnett, 2001). Students that experience aspects of civic and community engagement are able to assess their learning and understand if they are meeting their learning objectives. Researchers agree that nothing is truer about U.S. universities than the fact that “collaborative environments which foster mutual respect

among administrators, teachers, and students are essential to quality education” (Brown, 2003, p. 28). “Community engagement means to engage in your community by offering your support and time” (Brown, 2011, p. 124). CELE needs to involve more than just time and support. They need to provide opportunities for students to link course curriculum and community experiences. To benefit students, instructors can develop CELA tools to assist students in weaving together the course learning objective into their community experiences. Furco and Goss (2001) reviewed the mission statements of a cross-section of more than 300 higher education institutions in the United States and found that 95% of them make overt and intentional references to serving and advancing the public good including reference to producing knowledge that benefits society, preparing students for productive citizenship and exercising influence on behalf of humanity and civilization. O’Hara (2001) writes,

When faculty integrate community engagement into their courses, it accomplishes two objectives for students. First, they have the opportunity to learn the theoretical knowledge they are taught in the classroom, and second they have the opportunity learn about needs of their community and how their individual and collective action can satisfy those needs. (p. 201)

History of community engagement dates back to the development of public universities after the American Revolutionary War. Duderstadt (1990) noted that “universities have been shaped by, drawn their agenda from, and have been responsible to the communities that founded them” (p. 1). Individual state universities would not only provide opportunities and access to higher education but be useful to the state through its research (Brubacher & Rudy, 2002).

The University of Virginia was the first to explicitly identify its mission as providing service to the state and to intentionally implement some level of community engagement in 1819 (Gupton, Sullivan & Johnston-Goodstar, 2014). By 1862 the Morrill Act was developed which gave the rise to public land grant universities. This act created partnerships between universities and the public through three types of commitments; (a) government provided real estate dedicated to higher education, (b) public institutions were created to meet the needs of the people in the region, (c) educational opportunities were broadened to better reach the working class. These areas included engineering, agriculture, and medicine (Duderstadt, 1990). The Morrill Act worked to establish or fund a university of higher education in each state. These land grant campuses supported community engagement by providing degree programs that met the needs of the local communities where the university was situated. The public supported state colleges and universities which emphasized teaching in the areas of agriculture and the mechanic arts (Scholl & Gulwadi, 2015). Higher education institutions reasserted their civic purposes and engagement with the public by implementing initiatives that would enhance their overall direct contributions to America's contemporary society (Furco, 2010). As communities where land grant universities are located change, it is important that the university is a part of the community. Community engagement is one avenue through which the university can collaborate to solve the pressing issues of the day.

In the early part of the 20th century the *Wisconsin Idea* served as a social contract that worked to link the university's teaching, research and service to the community. The contract was the first systematic attempt to institutionalize engagement (Gupton et al.,

2014). In 1990 Ernest Boyer the former president of the Carnegie Foundation suggested that institutions of higher learning needed to identify diverse forms of scholarship that could be linked to solving community issues. Boyer (1996) indicated that engagement is “connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers and to our cities” (p. 19).

Boyer (1996) also affirmed,

university engagement rests on the concept of reciprocity and integration of engagement in the major activities of the professoriate.... Engagement needs to be a component of the scholarship reflecting the idea that university research, teaching and scholarship should provide meaning and be useful to the public through collaborative and engaged problem solving (p. 19).

The commitment should be articulated in the mission of the university to re-establish the link between the university and the community. Over the last decade we have seen a return to these values. Colleges and universities are returning to these mission statements and reaffirming their commitments to collaborative efforts with community organizations to solve social and civic problems. Kezar (2005) declared, “While institutions of higher education were enjoying unprecedented respect and reference for their research and teaching, too few institutions were adequately and actively serving the public good.” In 1999, the Kellogg Commission on the Future of State and Land-grant Universities argued that many of the land-grant institutions’ approach to community engagement did not align with community expectation. In the same 1999 report, the Commission reported, “There is a perception that universities are out of touch and out of date. While society has problems, the institutions have disciplines” (p. 9). Highlighting the disconnection of scholarship and the needs of the communities, “the focus is no longer working toward

solving local issues and concerns but on theory building and basic research” (p. 9). The Kellogg Commission called on higher education to reexamine how they are working to engage the communities they serve. Distance between the university and the communities in which they serve seemed to be allowing the university to focus on commercial and private interests. This created a new type of engagement called *transactional engagement*. Barker (2004) stated that transactional engagement sees the institution as the expert and the community as the novice. The community provides the problems, and the university provides the solutions. Transactional engagement can set up a unidirectional relationship suggesting that the community lacks any expertise, insight and ability to contribute to problem solving. Transactional engagement views the university as peripheral rather than embedded in the community. An alternative to transactional engagement is a social embeddedness approach to engagement (Furco, 2010; Wallerstein & Duran, 2006). When universities are socially embedded in the community, they then can develop collaborations and be seen as an equal member of the community. Andrew Furco (2010) noted, “a new philosophy of community engagement emerged where it not only benefits the local community but is an essential component for the university's survival” (p. 380). Furco also affirmed that his engaged campus model puts the university's tripartite mission of research, teaching, and service within the community. This model puts equal weight on research, teaching and service. Furco's model works to provide the university with a real-world laboratory, the community. In the era of increased transparency and accountability, universities can no longer afford to not work collaboratively with the community to provide opportunities and solutions for

improving it. The Kellogg Commission (Byrne, 2006) spelled out that the engaged institution must:

1. Be organized to respond to the needs to today's students and tomorrow's.
2. Bring research and engagement into the curriculum and offer practical opportunities for students to prepare for the world they will enter.
3. Put its resources, knowledge and expertise to work on problems that face the community it serves.

*Authentic Engagement* ensures a bidirectional relationship between the community and the university where there is a collaboration. Collaboration provides opportunities for conversations with the public, and encourages the needs of the community to drive the university's scholarship and service. This requires that rather than bringing research to the community to seek participation from the community, scholars engage communities in the co-construction of problems, research, and interpretation (Wallerstein & Duran, 2006). As a university, we must ask ourselves why and how we participate in community engagement, ensuring that the work of the university is relevant to the public good. Gupton et al. (2014) stated, as a university we must ask ourselves these questions: Does the teaching produce an engaged citizenry? Does the research reduce or resolve locally relevant social problems? Does the service address the needs of the community? CELE need to ensure that the outcomes of the experience are applicable and useful to the community in which they are embedded. The Kellogg Commission (Byrne, 2006) called on universities to take the lead in creating a true "learning society." This learning values and fosters lifelong learning that is flexible and able to address all student needs.

Abundant evidence shows that both the civic and academic health of any culture is vitally

enriched as scholars and practitioners speak and listen carefully to each other (Boyer, 1996).

### Reflective Practice

Fook, White and Gardner (2006) wrote reflective practice or critical reflection involves (a) a process of examining assumptions embedded in actions or experience, (b) a linking of these assumptions with many different origins, (c) a review and re-evaluation of these according to relevant criteria, (d) and a reworking of concepts and practice based on re-evaluation. Reflection may be utilized in several ways, most importantly learning to develop practice-based theory, learning to connect theory and practice, and improving and changing practice. There are several frameworks and models for reflection in and of learning experiences. Developing a student's capacity to engage in reflective practice has been recognized as an essential goal for learning and transformation in higher education and for preparing students effectively for their professional contexts (Bell, Kelton, McDonough, Mladenovic, & Morrison, 2011; Boud, Keogh & Walker, 2013; Kember et al., 1999; Rogers, 2001; Thorpe 2004). It is widely understood that reflective practices are beneficial. Identifying and assessing reflection is problematic for educators (Hatton & Smith, 1995; Kember et al., 2000; Williams, Sundelin, Foser-Seargent, & Norman, 2000; Wong, Kember, Chung, & Yan, 1995). An area that appears to be severely lacking in the literature is empirical research and/or studies which demonstrate an evidence base supporting the practice of reflection (Hargreaves, 2004; Ixer, 1999; Mamede & Schmidt, 2004). Research studies exploring the use of learning journals suggest that they offer many benefits including providing opportunities for students to explore their learning and



experiences in greater depth, and to make explicit connections between theory and practice (Bain, Ballantyne, Packer & Mills, 1995; Henderson, Napan, & Monteiro, 2004). Learning journals can assist students in exploring their values, beliefs and assumptions (Carson & Fisher, 2006). They can help students stimulate critical thinking (Hettich, 1990) as well as break habitual ways of thinking, enhance the development of reflective judgement, develop problem-solving skills, encourage deep, rather than surface learning and make connections between old and new knowledge (Kerka, 2002; Moon, 2006). Learning journals support students' learning and can help develop their capacity for reflection.

Reflection, reflective thinking, reflective learning and critical reflection are not clearly defined; consensus about the terminology is lacking and the numerous definitions are problematic (Bain et al., 1995; Brown & McCartney, 1998; Fisher, 2003; Hatton & Smith, 1995; Stefani, Clarke, & Littlejohn, 2000, Thorpe, 2004). There is a lack of clarity in the definition of reflection, its antecedent conditions, its processes and its identified outcomes. Ixer (1999, p. 522), wrote, "We do not know enough about reflection or how its intricate and complex cognitive processes enhance learning to be able to assess it fairly." Despite some work that has explored the issues of measuring reflection, a widely-accepted method for identifying assessing reflection does not exist (Boenink, Oderwald, DeJonge, Tilburg, & Small, 2004; Kember et al., 1999, 2000).

#### Coding Scheme for Reflection

Kember et al., (1999), coding scheme involved seven levels of reflection, the model represents the hierarchical levels of reflective thinking seen in Table 2.

Table 2

*Hierarchical Levels for Reflective Thinking*

1. Habitual Action (non-reflective)	Performed automatically with no conscious thought
2. Introspection (non-reflective)	Recognition of awareness of feelings about experience
3. Thoughtful Action (non-reflective)	Existing knowledge used no new meanings learned
4. Content Reflection	New perceptions, ways of thinking, feeling or actions developed
5. Process Reflection	Change in how a person acts and performs their thoughts, feelings
6. Content and Process Reflection	Ability to understand and change the way someone acts, performs their thoughts and feelings (combination of 4&5)
7. Premise Reflection	Change in perspective and awareness of how and why we act the way we do

Source: Kember, et al., (1999) Determining the Level of Reflective Thinking from Students' Written Journals Using a Coding Scheme Based on the Work of Mezirow. *International Journal of Lifelong Education*, v18 n1 p18-30 Jan-Feb 1999

The first level of reflection is called *Habitual Action* (HA). This is “a concept or a skill that has been learned before and with frequent use is able to be performed automatically or with little conscious thought” (Kember et al., 1999, p. 20). Students exhibiting this type of reflection are able to provide basic topic information and explanation.

The second level is *introspection* (I) it “refers to feelings or thoughts about ourselves or feelings toward others. However, it remains at the level of recognition or awareness of these feelings” (Kember et al., 1999, p. 21). Students presenting this type of reflection

are aware of how they feel about a topic but do not show evidence of a change in thought process or feelings about a specific topic or experience.

The third level is *Thoughtful Action* (TA), “a cognitive process when existing knowledge is used without attempting to appraise that knowledge so learning remains within preexisting meanings” (Kember et al., 1999, p. 21). Students participating in thoughtful action reflection are using knowledge they have learned to reflect on a topic or experience without assessing that experience which could create a change in the meaning or knowledge of said topic or experience.

The fourth level is *Content Reflection* (CR); it is “concerned with what students reflect on what we perceive, think, feel or act upon” (Kember et al., 1999, p. 23). When a student performs content reflection, they are reflecting on their own perception of an experience. Relating it to past experiences or knowledge with no insight to how the experience will affect or change the future or their actions in the future.

The fifth level is called *Process Reflection* (PR) which is concerned with the how. “How someone performs the functions of perceiving, thinking, feeling, or acting” (Kember et al., 1999, p. 23). When a student is able to perform process reflection, they are able to think about their perceptions, and differentiate how the experience may have changed the way they think, or feel about a specific topic.

The sixth level of reflection is *Content and Process Reflection* (CPR), when a student is able to combine content and process reflection. Students that are content and process reflectors are able to understand how perceptions, understanding and actions have changed because of an experience and can put into words the change that has occurred.

The final level of the model is called *Premise Reflection* (PREM) this is concerned with a change in perspective. “We become aware of why we perceive, think, feel, or act as we do” (Kember et al., 1999, p. 24). In this final level of reflection, we can see that students are able to understand how and why they have changed the way they think about a topic and how they will change their personal actions based on the new knowledge learned.

The first three coding categories (shaded in Table 2) denote non-reflective actions. Non-reflective action rarely has a lasting effect on a student as they continue on in their educational or professional endeavors. Categories 4-7 represent levels of reflective thinking and level seven is a highest level of reflection. Formulations of levels of reflection usually assume a staged process involved in attaining successive levels of depth, transformation or criticality (Fook et al., 2006). Redmond (2004, p. 9) stated “most approaches to reflection assume at least two levels—a lower type of experimentation level and a higher order level of conceptualization.” Three levels of content, process and premise reflection are differentiated in terms of the focus of reflection. There are three different types of reflectors: non-reflectors, reflectors, and critical reflectors.

#### Reflection in Teacher Education: Towards Definition and Implementation

Hatton and Smith’s (1995) model developed stages of reflective writing. Table 3 indicates the types of reflection. These stages of reflective writing link more directly to critical education perspectives.

Table 3

*What Constitutes Evidence of Reflection*

<b>Type of Reflection</b>	<b>Nature of Reflection</b>	<b>Possible content</b>
<i>Reflection in Action</i> Descriptive Writing	Not reflective at all reports events or literature	Dealing with on the spot professional problems as they arise
Reflection on action Descriptive Reflection	Attempts to provide reasons based on personal judgement or reading of literature	Analyzing one's performance in the professional role giving reasons for action taken.
Reflection on action Dialogic Reflection	Discourse with one's self as exploration of possible reason	Hearing one's own vice exploring alternative ways to solve problems in a professional situation
Reflection on action Critical Reflection	Involving reason giving for the decisions or events which take into account the broader historical, social, and or political contexts.	Thinking about the effects upon others of one's actions taking account of the social, political and or cultural forces.

Source: Hatton, N., and Smith, D. (1995) Reflection in Teacher Education: Towards Definition and Implementation *Teaching and*

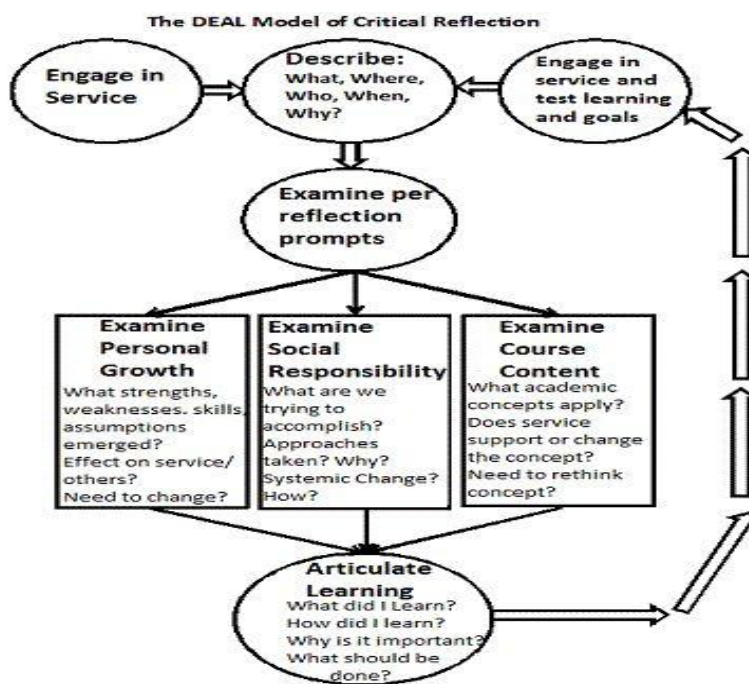
They also have four levels of reflective practice. Descriptive writing, Descriptive reflection, Dialogic reflection and Critical reflection. Reflection on action takes place at some considerable time after the teaching decision and events being reflected on. Thus when using Hatton and Smith's (1995) model, most researchers focus on the latter three types of reflection.

DEAL Model for Critical Reflection

The DEAL model for critical reflection describes a reflection framework that pushes students toward personal growth, civic engagement, critical thinking, and interpretations

of complex issues. Praxis, in, of, and about activity theory, community based research and civic and community-based research along with civic and community engagement, and lastly service learning is of increased interest to scholars (Brown, 2011; Ash & Clayton, 2007). Ash and Clayton (2007), point out that when structuring reflection mechanisms, they must include these three general phases: (a) description (objectively) of an experience, (b) analysis in accordance with relevant categories of learning, (c) articulation of learning outcomes. “When engaged in academic analysis, students examine their experiences in light of specific course concepts, exploring similarities and differences between theory and practice” (Ash & Clayton, 2007, p. 140). Because educators vary so widely in their approaches to the teaching-learning process, a qualitative method is especially appropriate since it allows a researcher to consider such variations from an appropriate scholarly perspective. Figure 1 represents the DEAL model of critical reflection adapted by Ash and Clayton (2007). The DEAL model engages students to describe the experience—the who, what, when, where and why. Students examine the experience in one of three ways: (a) through a personal growth lens where they examine how they have grown as a person through the community engagement experience. (b) through a lens of civic engagement, students understand why civic engagement is important and how it can help them relate course topics to their professional lives as well as understand the processes of such engagement, (c) through the academic lens where students are able to articulate how the academic theories apply to their experiences. Reflection allows the student to display what they have learned

through experiences and return to community engagement to implement and articulate what they have learned.



*Figure 1.* DEAL Model of Critical Reflection (Adapted from Ash & Clayton 2007)

Daniels and Gutierrez (2009) write that “activity theory is a practice-based theory that is grounded in practice both theoretically and concretely” (p. 303). Activity theory offers an analysis of student skill development within practical social activities. Activities organize our lives and develop our skills, personalities, and consciousness. Activities also transform our social conditions, resolve contradictions, generate new cultural artifacts and increase new forms of life and the self. In the same article, Daniels and Gutierrez (2009) showed that “through their activities people constantly change and

create new objects, the new objects are often not intentional products of a single activity, but unintended consequences of multiple activities” (p. 303).

### Kolb’s Experiential Learning Cycle

Kolb (1984) defined experiential learning as a “holistic integrative perspective on learning that combines experience, cognition and behavior” (p. 21). Kolb further elaborated that experiential learning is “a continuous process grounded in experience” (p. 41). Kolb’s Experiential Learning Theory (ELT) comprises a four-stage learning cycle, or spiral, that includes *Concrete Experience* (CE), *Reflective Observation* (RO), *Abstract Conceptualization* (AC) and *Active Experimentation* (AE). Learning in this cycle can be entered at any point, but typically these stages are followed through in the sequence shown below (Figure 2). Learners will often repeat the cycle throughout the learning process.



Figure 2. Kolb’s Experiential Learning Cycle (1984).



In Kolb's learning cycle, students will go through four different stages. "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).

*Stage 1: Concrete Experience.* In this stage students learn from specific experiences and relating to people. During this stage learners are sensitive to others' feelings. Welch (1995) noted that practical hands-on activities offered in courses are one method of motivating students. Meiners, Schiller and Orchard (2004) reported from their research that their students learned more when they were actively and physically participating in learning experiences, rather than passively observing or reading about the activities.

Akella (2010) expanded on the four stages of Kolb's Experiential Learning theory.

...indicating that the Concrete Experience (CE) stage is usually the basis of the learning process. At this stage, the learner actively experiences an activity and lessons are learned through "adaptability and open mindedness rather than a systematic approach to the situation or problem." (p. 102)

*Stage 2: Reflective Observation.* During this stage, the students reflect back on their experiences in the previous stage and articulate what learning processes they went through, how and what they have learned, and observing and examining their experiences from all perspectives. Based on this Reflective Observation stage, another key aspect of learning can be included in an education course is that of reflection (Dewey, 1933; Kolb, 1984).

Reflection can be a vital part of learning, problem solving and creativity in the professions (Schon, 1995). In reflection, the learner internally analyses their experiences

and then makes their own personal meaning and understanding about these experiences (Liddell, Hubbard & Werner, 2000).

*Stage 3: Abstract Conceptualization.* Moving from experience and reflection, Abstract Conceptualization (AC) asks the learner to use their practice, observations and reflections to create a theory or model to conceptualize what they have learned. At this stage, the learners use “logic and ideas as opposed to feelings to understand the situations and problems” (Akella, 2010, p. 102).

*Stage 4: Active Experimentation.* Active Experimentation (AE), allows the learners to test the theory or model that they have developed in the previous stage and to put them into practice and/or plan for a forthcoming experience, as well as ‘make predictions about reality and then act on them’ (Akella, 2010, p. 102).

#### Kember et al. (2008) Four Category Coding Scheme for Reflection

Descriptions of the four categories are as follows: *Habitual action or non-reflective:* occurs when a student responds to an academic task by providing an answer without attempting to reach an understanding of the concept or theory and shows a surface approach to learning. *Understanding:* concepts are understood as theory without being related to personal or real-life experiences. Retention of knowledge can therefore be for a limited amount of time. *Reflection:* when a student is able to take a concept, and recognize how it relates to their personal experiences and then go beyond understanding to applying the theory. *Critical reflection:* a student would go through a transformation of perspective and requires a student to recognize and change presumptions. Students must show a change in perspective over a crucial belief (Kember et. al., 2008). Kember

et al. (2000) showed that reflection leads to new perspectives and perspective transformation is likely to take some time between initial observations and final conclusions. Kember et al., (2008), have further refined the process. They stated that if course goals are to promote reflection, a significant part of the assessment needs to be assessing the ability to think reflectively, make reflective judgements or reflect on practice. Thus, the need for teachers to determine if students are indeed reflecting and to decide what level they are reflecting.

In 2000, Kember et al. developed a model to measure levels of reflective thinking. From the questionnaire, a four-category scheme was developed to determine the levels of written work, using the same four categories as the questionnaire. From the scheme, the authors agreed that the level of reflection should be performed at the whole-paper level. Attempting to assess levels of reflection of sections within the paper or story would not be “fruitful”. Judgement on the overall paper would then be considering all at that level of reflection (Kember et al., 2008).

Eyler and Giles (1999), showed that university students engaged in community service-learning have been found to demonstrate greater complexities of understanding than a non-community service-learning comparison group: When combined with reflection, they were able to effectively analyze more complex problems. Teachers who engage in reflection have the potential to improve the sustainability of changed structures and systems within schools. Research suggests that repeated exposure to reflection without some assistance of reflection prompts does not guarantee that beginning teachers will go on to develop critical or higher levels of reflective thinking (Bean & Stevens,

2002). In order for students to participate in higher order reflection, they need to have prompts to ensure that they are analyzing their experiences. The New South Wales Institute of teachers (NSWIT) helped develop criteria for pre-service teacher reflection. This included using three standards: (a) demonstrating knowledge of learning, (b) communicating effectively, (c) continually improving professional knowledge and practice. Mezirow (1991) commented that reflection enables us to correct distortions in our beliefs and errors in problem solving... Critical reflection involves a critique of presuppositions on which our beliefs have been built. Boud et al. (2013) testified that “reflection is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation” (p. 3). Reflection includes making inferences, generalizations, analogies, discriminations and evaluations, along with feeling, remembering, and solving problems. Dewey (1933) said “reflection is assessing the grounds of one's beliefs” (p. 9). When we reflect, we participate in the process of rationally examining the assumptions of which we have been justifying our convictions. As researchers, we need to understand what reflective action is and how it affects our decision making. Reflective action is a thoughtful process where student reflection on their CELE can help to change student presuppositions.

#### Journals as a Common Assignment for Critical Reflection

Journaling is the primary method of reflection for student assignments. Research studies exploring the use of learning journals suggest that they offer many benefits including providing opportunities for students to explore their learning and experiences in

greater depth, and to make explicit connections between theory and practice (Bain et al., 1995; Henderson et al., 2004). Learning journals can assist students in exploring their values, beliefs and assumptions (Carson & Fischer, 2006). They can help students stimulate critical thinking (Hettich, 1990) as well as break habitual ways of thinking, enhance the development of reflective judgement, develop problem-solving skills, encourage deep, rather than surface learning and make connections between old and new knowledge (Kerka, 2002; Moon, 2006). Learning journals support students' learning and can help develop their capacity for reflection. Journal writing can be a form of reflection that facilitates the learning process (Hatcher & Bringle, 1997; Liddell et al., 2000), and can increase students' knowledge, academic skills and the ability to solve problems (Conrad & Hedin, 1990).

For students to understand the reason and purpose for journaling they must understand their instructor's expectations for journaling. As such, faculty need to be sure to frame each community engagement experience. The student's need to understand all aspects of the process before they are expected to begin writing (Fisher 2003; Thorpe, 2004). First, the instructor needs to have clarity of expectations so that students understand the purpose of the community engagement experience. Student's need to understand how the instructor is using community engagement to enhance learning. To facilitate learning from the experience, instructors need to support student understanding, help students develop critical thinking, encourage metacognition, encourage ownership of learning or enhance problem solving skills (Moon, 2006).

### Community Based Research

Community-based research is defined as the pedagogy of applying course-based qualitative research through a proactive collaboration among students and members of the community (Strand, Marullo, Cutforth, Stoecker, & Donohue, 2003). These experiences should provide mutually beneficial for both the student to gain hands on practical experience in putting theoretical knowledge into practice. Through engagement the community program or organization will also gain knowledge, or build capacity.

Stringer (1999) suggested that there are five basic criteria for community-based research: “(a) brings academic researchers into collaboration with residents and leaders to produce knowledge, (b) engages all involved in the co-learning process, (c) takes a systemic perspective, (d) builds community groups’ capacity to conduct needed changes; challenges the existing canons of disciplinary research and pedagogical practice, and (e) balances research and action.” (p. 5)

Many researchers combine community based research with activity theory, understanding that the activity of research will provide practical activities for skill development. Daniels and Gutierrez (2009) have a number of articles devoted to learning and expanding research of activity theory, and define “activity theory... as a practice-based theory that is grounded in practice both theoretically and concretely” (p. 1). For scholars, activity theory offers an analysis of development within practical social activities.

Activities organize our lives, in activities, humans develop their skills, personalities, and consciousness. Through activities, we also transform our social conditions, resolve contradictions, generate new cultural artifacts, and create new forms of life and the self (Daniels & Gutierrez, 2009, p. 1).

Activity theory today attracts more interest globally than ever before; activity theory is practice-based and is historical and future-oriented. Daniels and Gutierrez (2009) argued that there are methodological issues that distinguish an activity theory approach from traditional approaches to research:

Activity theory involves the researcher throughout the course of the development, stagnation, or regression of the activities under scrutiny, as well as in the activities of the research subjects. The deep involvement in everyday human life is a crucial resource of activity theory (p. 3).

Adler (1942) stated that the function of theory is to describe and explain facts and the function of practice is to decide what to do about them. When we engaged in theory-informed action, one engages the world in which one lives through the theories learned in the classroom. Daniels and Gutierrez (2009) agreed that activity theory relies on establishing a praxis bridge between theory and practice. Magolda (1999) emphasized in her article “Powerful Partnership: A Shared Responsibility for Learning” that the narrative of self-authorship is impossible unless students are able to connect learning with their lived experiences; self-authorship requires making meaning of one’s own experience. As activity theory drives application, students engage the richness of the community-based research through their field of study-research methods. Community based research is a process of hard work on both sides of the table, and an effective way to engage faculty, community partners and students in and out of the classroom. Creating a course based on the goals and objectives of activity theory and community-based research as well as synthesizing and applying these theories to new situations, has the potential to enhance learning” (Brown, 2011, p. 126).

### Authentic Learning Theory

Authentic learning is defined as learning that focuses on educational activities related to current community problems and issues and also creates environments that involve learning in contexts that are as genuine as possible, providing learners with multiple perspectives, making students more responsible for their learning. Herrington and colleagues (Herrington & Oliver, 2000; Herrington & Herrington, 2006; Herrington & Kervin, 2007; Herrington, Reeves, & Oliver, 2006) established a list of characteristics to describe authentic learning as:

- Having real-world significance
- Being ill-defined
- Requiring learners to define tasks and sub tasks needed to complete the activity
- Providing complex tasks to be investigated over a sustained period of time.
- Enabling learners with the opportunity to examine the task from different perspectives using a variety of resources.
- Allowing the opportunity to collaborate
- Providing the opportunity to reflect
- Integrating and applying different subject areas, including concepts that are beyond domain-specific outcomes.
- Being seamlessly integrated with assessment
- Creating polished products valuable in their own right.



- Allowing for competing solutions and diversity of outcomes.

Within the scholarship of teaching, one typically adopts a student-centered approach to learning. Specifically, for student-centered learning, authentic learning is facilitated by networking, establishing a sense of realism, and focusing upon action-based problem solving (Yeoman, 2012). Sartre (1956) stated

We must help students develop as thinkers and give them a chance to apply their inherent skills and talents to problems both within and beyond the classroom. Often, we ignore the importance of what our students bring with them into the classroom, that is what they already know. Instead we seek to finish the chapter, to teach the next skill to test that they have 'learned the material'. As teachers, we fail to make the connections clear to them that what they study has a purpose and importance in the 'real world' of work life. (p. 70)

Later Sartre (1956) declared that the failure of CELE is that teachers are not supported to provide authentic, student centered experiences that have an element of risk and still meet the purpose of the course content. The concept of authenticity is also associated with Brunner's (1990) constructivist theory where students produce knowledge and make sense from the interaction of and understanding with others. The role then of the teacher becomes that of facilitator and provider of structure and framework in which to learn. The teacher wears the hats of supporter, director, provider of guidelines and dialogue for learning. Students build their own learning negotiating and solving problems. As teachers and professors begin to engage students in authentic learning, they themselves have to understand a new way of teaching. Instructors must learn how to facilitate the reflective learning process and discover how to guide students down the path of negotiation as students bring their own knowledge and experiences from both inside and outside of the classroom.

Laird's (1985) *facilitation theory* shows how learning will occur when the educator acts as a facilitator engaging with students to guide and direct learning. In this theory, the teacher facilitated the development of student's learning, guiding, setting direction, and providing feedback. Students are tasked with taking responsibility for their own learning, working with others and encouraging negotiation of programs and decision to achieve the outcome. Cross's (1981) *adult learning theory* discusses the importance of how adult learners are stimulated in environments of self-learning where they show that the value of social capital through social networks where partnerships, interaction, knowledge, sharing, group learning and exposure to real problems stimulate conducive learning environments for adult learners to engage with others in problem based learning. For many this type of teaching can be a difficult one. Facilitating interactive learning can be challenging and instructors must have a great balance of both academic and practical knowledge to guide discussion and group learning. Kessels and Poell (2004) also point out that adult learners do not want to be taught, but rather engaged in a process of learning where their experience can be used in a reflexive and action-research manner. Authentic learning involves learning that focuses on educational activities related to current community problems and issues. It also creates environments that involve learning in contexts that are as genuine as possible, providing learners with multiple perspectives, making students more responsible for their learning (Deale, 2007). Knowledge becomes relevant not only to the environment in which it was acquired, but also to the students' future studies and employment (Herrington & Oliver, 2000).

If higher education institutions want to provide quality community engagement learning experiences, they must provide support and education to professors and students on how to be successful in the classroom to meet curriculum expectations. It is the intent of the researcher to show that through student reflection on CELE with appropriate scaffolding and reflective practice, students will show outcomes of authentic learning.

## CHAPTER 3

### METHODOLOGY

#### Research Design

This study focused on identifying the level of reflection that students utilize in their CELA as it relates to their community engagement. To determine the evidence of how students are reflecting within four sections of Human Relations, Reflections of Learning and Leading, a content analysis was conducted on student reflection stories written as a culmination of student conversations with their senior community partner. The final reflection story assisted the researcher in identifying if engagement experiences provided students opportunity to link their academic instruction and engagement outcomes. For this study, the Kember et al. (2008) protocol was used to assess the level of reflection in students' written work. The written work was treated as a whole and the judgement reflected the highest level of reflection observed. For this study, student stories were read and given one judgement regarding the level of reflection. Kember et al. (2008) commented:

It is unlikely that all pieces of work will fit neatly into one of the four categories as with any qualitative categorization intermediate cases are inevitable. Levels of reflection can be translated into grades if necessary A=Critical Reflection, B= Reflection, C= Understanding, and D= Non-reflective-habitual action. Pluses and minuses can be used to cater for intermediate cases (Kember et al., 2008, p. 375-376).

The researcher looked at the overall comments—types and patterns of reflection which provided information about student learning outcomes. Reflections offer enhancement to professional growth as well as enable students to gain knowledge and

understanding of what they learned, why it is important and how they will use what they learned when they are teachers.

The university uses seven standards set forth by the state of Iowa Department of Education chapter 79.15(3) for professional teacher preparation in human relations. These standards were used to develop course objectives and rubrics for required coursework in teacher education programs. This research focused on four sections of the Human Relations course required for teacher education students in the College of Education. The State of Iowa requires that all teachers have professional preparation in human relations. This is required for a state of Iowa teaching license. Students enrolled in the Human Relations course were required to meet the seven state standards set by the Iowa State Licensure Board. “These concepts provide the background in understanding the uniqueness of each Iowa student” (State of Iowa Chapter 79 15 (3) State standards; see Appendix B.). Students in sections 1, 4, 6, and 9 participated in the scholarship of engagement in three areas:

1. Meeting, networking, and reflecting on speakers from the community, each whom focused on topics related to the seven standards. Students also reflected on required readings and videos. (see Appendix A)
2. Seven intergenerational experiences that connect seniors in the Cedar Valley community with undergraduate teacher education students. Students were given three questions to discuss with their senior community partner each week and reflect upon their discussion. (see Appendix C)

3. Final “Story of Lessons Learned”. These were the final reflection stories that each of the university seniors wrote about their community senior and were the artifact that the researcher used to measure the level of student reflection.

This research emphasized themes in reflection assignments to evaluate if community engagement in Human Relations courses contributed to the reflective understanding of the intent of the seven standards set forth by the State of Iowa standards for professional teacher preparation in human relations. The semester long required course utilized experts in the community to speak with students weekly regarding topics delineated in the standards. Each week students performed five reflection assignments. These reflections are related to course readings, guest speakers, community engagement and a reflective summary of each week. Each student was required to participate in community engagement experiences. The community engagement experience consisted of seven weeks of sharing stories and promoting understanding across generations through conversations. Each student was partnered with a senior aged 65+ from the community. Each week the partners discussed three different questions. After the conversation, the students reflected on the answers in notes highlighting three important questions: What did I learn? Why is it important? How can I use what I learned as a teacher? (see Appendix C). Partners developed insights as they got to know each other and the lives of both the college senior and the community seniors were enriched. Teacher education students developed new insights regarding the values, experiences and the history of another generation. These relationships have opened the students to develop generativity

affirming their senior partner and understanding importance of the legacy they will leave behind.

### Community Engagement Learning Assignments

This research is qualitative in nature. Content analysis is a qualitative approach “to provide systematic coding and categorizing textual information to discover the trends, patterns of words used, their frequency, their relationships and the structures, contexts and discourses of communication.” (Grbich, 2013, p. 190)

This study focused on four sections of a required Human Relations course for pre-service education students and each student’s final reflection essay about their intergenerational senior partner from the local community. The intergenerational partnership in the Human Relations course provided students with the opportunity for linkage to the course content in their community engagement experiences. Each student met with their senior partner from the local community for a minimum of one hour per week for seven weeks. After the sessions students were asked to reflect on what they learned, why it was important and how they would use the information as they became professionals. Students were also required to reflect on in-class assignments, readings and speakers. Each week students completed six reflection assignments and a goal sheet intended to provide the student a summary of what they had learned from their reflection assignments. A final reflection was a story written about the senior partner. This story was reviewed three times, twice by fellow students and once by retired professors. Each time students were given written and verbal comments, to check for depth of understanding, and to look for linkages between course content and community

experiences. (See Appendix A for course syllabus and assignments.) Using the community engagement assignments from the Human Relations course, the four levels of the reflection process outlined by Kember et al. (2008) was used to understand student reflective learning within a community engagement assignment.

The researcher used content analysis of student final reflection essays as a means to gather information on the level of reflection used by undergraduate students in Human Relations courses. The researcher looked for themes and repeated patterns of the reflection process. Students used structured reflection for two of the reflection pieces. Structured reflection was used for each guest speaker and for each weekly meeting with their senior partner. Students were asked to reflect on What did I learn? Why is it important? How will I use this in the future? The final reflection piece was a summative essay about their senior partner. Included in the essay was to be insights they learned regarding the seven state standards, about themselves, discussion on why are conversations important, and to reflect on how the conversations they had with their senior partner changed student perceptions.

#### Research Participants

One hundred seven undergraduate students attending Human Relations course sections 1, 4, 6, and 9 at a comprehensive midwestern university were invited to participate. The authentic learning experience was affiliated with the Human Relations course in which students learned about the importance of building community and working with the community as teachers. Students completed weekly assignments over



the course of the semester and consented to the researcher utilizing their information. Ninety-six students' out of 107 students agreed and completed the informed consent.

### Instrumentation

The instrument utilized for data collection was the final reflection piece written by each individual student. Each reflection essay was a culmination of the community engagement experience and conversations with their community senior partner.

### Procedure and Collecting Data

The procedures for this study were as follows:

1. The data was collected through the instructor of the Human Relations course sections 1, 4, 6, and 9 as a final assignment in the course. After final grades had been submitted, the instructor released the final reflections from students who consented to participate in the study.
2. The researcher utilized Dedoose to input data from the reflection assignments.

Three areas of coding occurred

1. The level of reflection the student used in their final reflective essay.
2. Each essay was coded to highlight which, if any, of the seven Iowa Teacher Preparation professional standards for Human Relations that the students identified in their final essay.
3. Evidence of authentic learning, students showed evidence of blending concepts and theories to their community engagement experience.

### Course Meetings

Each section of the course met at a different time during the week. Table 4 outlines the days and times that each section met during the course of the semester.

Table 4

*Course Meeting Time by Section*

Section	Day(s) of the Week	Time of meeting
1	Tuesday and Thursday	9:30- 10:45
4	Tuesday and Thursday	11:00- 12:15
6	Tuesday and Thursday	2:00 – 3:15
9	Wednesday	2:00-4:30

The Human Relations class works to develop awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups to foster respect for human diversity. Student emphasis is on self-awareness in human relations issues and how this awareness can be translated into positive relationships with others and integrated into one's professional responsibilities. The course met for three hours per week for one semester. Each student had an outside of class requirement to meet with their senior partner one time a week for seven weeks one hour each time. Each week they had three questions to ask their partner that related to the standards of Human Relations (see Appendix C).

### Data Analysis

Each reflection essay was coded, and a number was given to each essay. Each essay was allocated one code based on the level of reflection, according to the recommendation of Kember et al. (2008). A second code was given to each essay based on the standard(s) that were identified in each final essay. A third code was used to identify if the student demonstrated authentic learning. This was based on definition of authentic learning as a pedagogical approach that allows learners under the guidance of their instructors to explore, discuss, and meaningfully construct concepts and relationships in the context of real problems and projects (Donavan, et al., 1999; Herrington & Herrington, 2006). Demographic codes were allocated to each essay based on gender, year in school and major.

### Summary

The researcher looked at the usefulness of the coding scheme and identified the type of reflection most widely used in student essays. Documenting that when properly supported, reflection is a useful learning tool for students. Student comments regarding Human Relations being their favorite course and the ability to apply knowledge learned in the classroom to community collaborations will assist them as they develop curriculum in their classrooms while they begin their teaching careers.

## CHAPTER 4

### RESULTS

This research was used to investigate the type of reflection students in Human Relations were using and the nature of the reflection. This chapter will show the analysis of the levels of reflection, if student reflection level resulted in authentic learning, and if students successfully incorporated the seven state standards for teacher education into their final reflection essay.

#### Demographics of Participants

Eighty-three percent of the students in the study were females and 17% were males. Table 5 outlines the number of students in each grade level as well as major, and second or third major if applicable. Ninety-one of the students were seniors, four juniors and one student was working toward a post baccalaureate degree in teaching. Participating students held a variety of majors: 49 elementary education, 9 communication disorders, 8 early childhood education, 6 music education, 5 physical education, 5 humanities arts and science teaching, 3 social behavioral science and 11 other individual degree plans. In addition, 64 students declared second majors such as: 11 literacy education, 10 mid-level education, 8 instructional strategy, 6 k-8 math, 5 health education, 4 instrumental, 2 English, and 15 students declared other majors not listed above. There were 14 students with a third major: Five literacy education, two with k-8 math, and seven students with other majors not listed above.

Table 5

*Demographics*

<b>Gender N= 96</b>	<b>Class Standing N=96</b>	<b>Class Section N=96</b>	<b>Major 1 N= 96</b>	<b>Major 2 N=64</b>	<b>Major 3 N=14</b>
<u>80 (83%) females</u>	91 Seniors	<u>Section 1 n =21</u>	Elementary Ed = 49	<u>Literacy Ed = 11</u>	Literacy Ed N= 5
<u>16 (17%) Males</u>	4 Juniors	<u>Section 4 n =22</u>	Communication Disorder =9	<u>Mid-Level Ed = 10</u>	K- 8 Math N= 2
	1 post Bacc.	<u>Section 6 n = 28</u>	Early childhood Education =8	<u>Instruct. Strategy = 8</u>	Other N = 7
		<u>Section 9 n =25</u>	Music Education = 6	<u>K-8 Math = 6</u>	
			Physical Education = 5	<u>Health Ed= 5</u>	
			Humanities Arts and Science Teaching = 5	<u>Instrumental = 4</u>	
			Social Behavioral Science Teaching = 3	<u>Elementary Ed = 3</u>	
			Other = 11	<u>English = 2</u>	
				<u>Coaching = 1</u>	
				<u>Psychology =1</u>	
				<u>Other = 13</u>	

### Level of Reflection Identified

Kember et al.'s (2008) four levels of reflection were utilized to identify the level of reflection undergraduates in Human Relations course applied to their final reflection story. The final story helped the researcher to discover if students showed increases in the level of introspection and a greater appreciation for the broader social context around an issue directly related to their service learning assignment. Table 6 will delineate the numbers of students in each level of reflection along with student gender.

Table 6

#### *Level of Reflection in Student Essay and Student Gender*

Level of Reflection	Number of Students	Gender
Critical Reflection	N= 13	8 females 5 males
Reflection	N= 31	28 females 3 males
Understanding	N= 37	31 females 6 males
Habitual action Non-reflection	N= 15	13 females 2 males

Each level of reflection shows the transition that occurred between students who were non-reflective in their writing versus those who exhibited critical reflection

#### Habitual Action or Non-Reflection

The final stories of 17 students exhibited habitual action or non-reflection. Meaning that students followed the guidelines of writing a story about their partner but did not

show that student put significant thought into it. These students responded to the writing assignment only by providing an answer without attempting to reach an understanding of the concepts or theories discussed in class.

### Understanding

Thirty-seven students showed understanding. Students were able to show understanding of the topic; however, they were *not* able to relate what they learned from their partner into their final reflection essay.

### Reflection

Thirty-one students demonstrated reflection. These students were able to take concepts learned and relate them to personal experiences in the final reflection story about their senior partner. In reflection, students applied theory to their stories and showed personal insights gained.

### Critical Reflection

Thirteen students were able to recognize and show a transformation of perspective. These students incorporated the new thinking into their belief structures. The following student writing excerpts show a transformation of student perspective gained from the CELA.

*“Dixie, my senior partner, is teaching me to accept, embrace, and find joy in where I am in life and the changes that may come in it. These changes will not be easy to embrace, but once I do, I will find gratitude and gratefulness for the things I do have and where I am in life.”*

Another student wrote:

*“Integrating Eddie’s stories and experiences into my life will help me develop into a better person. I never imagined a class assignment having such an incredible impact on my life. But now I realize by taking just a few moments from my week, both Eddie’s life and my life have been changed for the better. We listen, we laugh, we smile, and we share stories from our lives and how we’ve both grown from life experiences.”*

### Authentic Learning

Students who exhibit authentic learning are able to apply theory and classroom content to their working world experiences. Students have the ability to examine tasks or assignments from different perspectives, collaborate with others and integrate their learning over a sustained period of time. Authentic learning allows students to become more responsible for their learning. As shown in Table 7 below, the researcher found that of the 96 students in the study, 31 students demonstrated authentic learning. Thirteen of the students revealed critical reflection and authentic learning. Fifteen of the student's exhibited reflection and authentic learning, three of the student's showed understanding and authentic learning. None of the student's that were habitual or non-reflection displayed authentic learning.



Table 7

*Authentic Learning and Level of Reflection*

Authentic learning and Level of Reflection	# of Students n=31
Critical Reflection	13
Reflection	15
Understanding	3
Habitual/ Non-Reflection	0

State of Iowa Teaching Standards

The State of Iowa teaching license requires that all teachers have professional preparation in Human Relations. The Human Relations course provides essential concepts that support the belief and expectation that each student can and will succeed. These concepts provide the background in understanding the uniqueness of each Iowa student. The state of Iowa teacher licensure board has further defined that the following seven standards for Human Relations be addressed:

1. Recognize the history, values, lifestyles, and contributions in local, national, and global communities.
2. Identify and compensate for dehumanizing biases in instructional materials and curricula.

3. Recognize individual, institutional dehumanizing biases/discrimination and their impact on interpersonal relations, motivation, achievement, and expectations for future empowerment and success.
4. Apply knowledge of Human Relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for each student.
5. Advocate for equity in personal and professional settings.
6. Acknowledge human diversity and the rights of each individual.
7. Apply knowledge of federal and state civil rights legislation to professional practice.

During the 16-week semester, the following course topics were also incorporated into discussions, with the student's:

1. Ageism
2. American Immigrant Issues
3. English Language Learners
4. Bias and Stereotyping
5. Discrimination, the Dynamics of Power, and Oppression
6. Race and Ethnicity
7. Gender & Sexual Orientation
8. Religious Diversity
9. Poverty
10. Exceptionality
11. Bullying and the effects on learning

12. Multicultural teaching
13. American Black, American Indian, Latino
14. Community building
15. Issues that may have an impact on learning: divorce, death, dysfunctional family systems, etc.

Topic discussions happened in numerous ways. Students listened to guest speakers, read required course materials, watched videos and had weekly in-class discussions on the above topics. Students were required to do six different reflections every two weeks. Students are required to reflect on how course readings enhanced their understanding of the course materials and standards. The first set of reflections were on required readings or required movies. A second set of reflections were about gratitude. *Gratitude* is a book written by Len Froyen, which is used to facilitate student understanding that “we all stand inside a story. Stories become the grist for conversation and often highlight life-altering transformations in thinking, believing, and acting” (Froyen, 2013, p. 9). These assignments are used to better understand the importance of the stories that the senior partners share with the students and understand how their stories assist students in understanding their past and how the experiences of the self and learning from others will develop their skills to become better teachers in the future. The third reflections were on weekly “Somebody you should know” speakers. Students were asked to reflect on the speaker's topic: What did I learn? Why is it important? How will I use this information when I am a teacher?

The fourth reflection was on the senior partner weekly visit. Each week students were given three questions to discuss with their senior partner which related to the standard that they were studying. For example,

Standard one: *Be aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society.* Topic for the week was age, ancestry, elderly & community building. Questions students asked their partner; are found in Appendix C. Students used these questions to reflect on the standard and used the information to help them as they wrote their final reflection story.

The fifth reflection was over the book *Style Toward Clarity and Grace* (Williams, & Colomb, 1990). In this book the author provides a text and a workbook to enhance written work. The weekly reflections help students to absorb and practice what they are learning. In his preface to the 289-page book, Williams urges the reader to "go slowly" as it's "not an amiable essay to read in a sitting or two.... Do the exercises, edit someone else's writing, then some of your own written a few weeks ago, then something you wrote that day"(p. ii).

The sixth and final reflection topic that students complete is on the book *Focused: Your Future Starts Now* (Kiesau, 2015). The purpose of *Focused* is to lead students through a self-discovery process that will help them be more focused and confident, personally and professionally through their 20s and beyond. The exercises throughout the book challenge readers to think about and articulate what important concepts mean to them. Students are then asked to reflect on chapters in the book for course assignments. Table 8 shows the level of student reflection and the utilization of the Iowa Board of

Education Examiners standards for Human Relations course in the final reflection essay.

Standards one, five and six were discussed the most in student essays. (Standard 1: Recognize the history, values, lifestyles, and contributions in local, national, and global communities. Standard 5: Advocate for equity in personal and professional settings. Standard 6: Acknowledge human diversity and the rights of each individual.)

Table 8

*Level of Student Reflection as it Relates to the State Standard for the Course.*

<b>Standard one and level of reflection</b>	<b>Number of students N = 34</b>	<b>Standard five and level of reflection</b>	<b>Number of students N = 15</b>	<b>Standard six and level of reflection</b>	<b>Number of Students N = 48</b>
Critical Reflection	3	Critical Reflection	2	Critical Reflection	7
Reflection	14	Reflection	3	Reflection	18
Understanding	11	Understanding	8	Understanding	19
Habitual action Non-reflection	6	Habitual action Non-reflection	2	Habitual action Non-reflection	4

As stated earlier, each section of the course met at a different time during the week.

Table 9 highlights the level of reflection by course section and the number of students in each level of reflection.

Table 9

*Level of Reflection by Student Section.*

<b>Section</b>	<b>Level of reflection</b>	<b># of student's</b>
1	Critical Reflection	5
1	Reflection	8
1	Understanding	7
1	Habitual non-reflection	1
4	Critical Reflection	5
4	Reflection	13
4	Understanding	8
4	Habitual non-reflection	1
6	Critical Reflection	0
6	Reflection	7
6	Understanding	11
6	Habitual/ non-reflection	5
9	Critical Reflection	3
9	Reflection	3
9	Understanding	11
9	Habitual/non-reflection	8

As shown in the results, most of the students in the Human Relations course reflected at the understanding level, followed by the reflection level. The least number of students were able to reflect on the critical reflection level. However, every student that wrote at

the critical reflection level also showed authentic learning. None of the students that were habitual/non- reflection writers showed evidence of authentic learning. Each section of the course showed differences in numbers of students with critical reflectors. However, section 6 of the course had zero students who were critical reflectors.

## CHAPTER 5

### DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to investigate the type of reflection that students used in their written work to identify the nature of reflection and its association with authentic learning. More specifically, a content analysis was conducted on the culminating reflection essay of college and university students participating in the undergraduate human relations course. The study focused on the students' final reflection essay, a story written about their senior partner after numerous interviews by the student with the senior partner. These essays provided information regarding student learning outcomes. Such reflections offer enhancements to personal growth as well as enable one to gain knowledge and understanding of the importance of building relationships with the community and how it will impact on future educational and professional endeavors. Chapter 5 offers a comprehensive discussion regarding the findings of research questions in this study and a presentation of the investigator's recommendations for future development and studies. As such, there are two major sections: the first section offers the author's interpretation of the findings and the second section offers recommendations for future study and practice.

#### Discussion of the Findings

A discussion of the research questions are presented in this section, with researchers' conclusions and ideas for future research and recommendations for practice.



### Students' application of reflection to their community engagement experience

The results from the study showed that understanding and reflection are the most common levels of reflection. While there were students who were able to critically reflect, it would seem that the majority of the students did not have a clear understanding of the concept of reflection and the different levels. For some students attaching a grade to an explanation of different levels would have helped them to understand the expectations for critical reflection. Kember et al. (2008) developed a protocol to provide guidance to teachers assessing the level of reflection in written work. When using reflection as a part of curriculum, it is vitally important that instructors are familiar with the categories and descriptors of reflection and develop some criteria for assessing the level of reflection in each piece of writing. Kember et al.'s (2008) grading scheme is listed below.

- A = Critical Reflection – reflection stories showed evidence of a change in perspective over a fundamental belief.
- B = Reflection – Students are able to apply the theories and interpreted in relationship to personal experiences.
- C = Understanding – Students illustrate understanding of course concepts as theory but are not relating them to personal, real-life application.
- D = Habitual Action Non-reflective – no attempt to reach an understanding of the concepts or theories and or incorporate the standards into their final reflection piece.
  - Pluses and minuses can be used to grade intermediate cases

For students to be successful in reflection, they must have knowledge and understanding of the different levels of reflection. There needs to be criteria developed and included for students to understand what is needed to reach each level of reflection. The researcher has developed a sample rubric for the course (see Table 10).

Table 10

*Sample Rubric for Reflective Practice*

Criteria	Letter Grade A Critical Reflection (54-60 points)	Letter Grade B Reflection (48-53 points)	Letter Grade C Understanding (1-47 points)	Letter Grade D Habitual action/non-reflection (0 points)
<b>Level of Reflection</b>  (25% of TTL Points)  ___/15	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies. Viewpoints and interpretations are unsupported or supported with flawed arguments.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies. Viewpoints and interpretations are missing, inappropriate, and/or unsupported.
<b>Standard Components</b>  (25% of TTL Points)  ___/15	Response includes reference to a minimum of five of the seven teacher education standards. The final reflection blends standards into experience with senior partner	Response reference to three/four of the seven teacher education standards and blends standards into experience with their senior partner required.	Response has less than two references of the standards for teacher education. missing some components and/or does not fully blend standards with senior partner experience	Response excludes essential teacher education standards. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Structure</b>  (25% of TTL Points)  ___/15	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>Evidence and Practice</b>  (25% of TTL Points)  ___/15	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Table 10 is an example of a rubric which uses letter grades to aid students in understanding the guidelines and components expected for each level of reflection. Students in the Human Relations course studied were given many opportunities to practice reflection. However, there were no guidelines or instruction on the different levels of reflection. Students did not have clearly defined rubrics, which could have assisted the students in knowing what components were needed for critical reflection to take place.

Levels of reflection as evidence of authentic learning.

It was identified that students in three different levels of reflection were able to demonstrate authentic learning. However, it was also shown that students who were habitual action or non-reflectors did not demonstrate authentic learning. Figure 3 will show the percent of students who were authentic learners and the different levels of reflection.

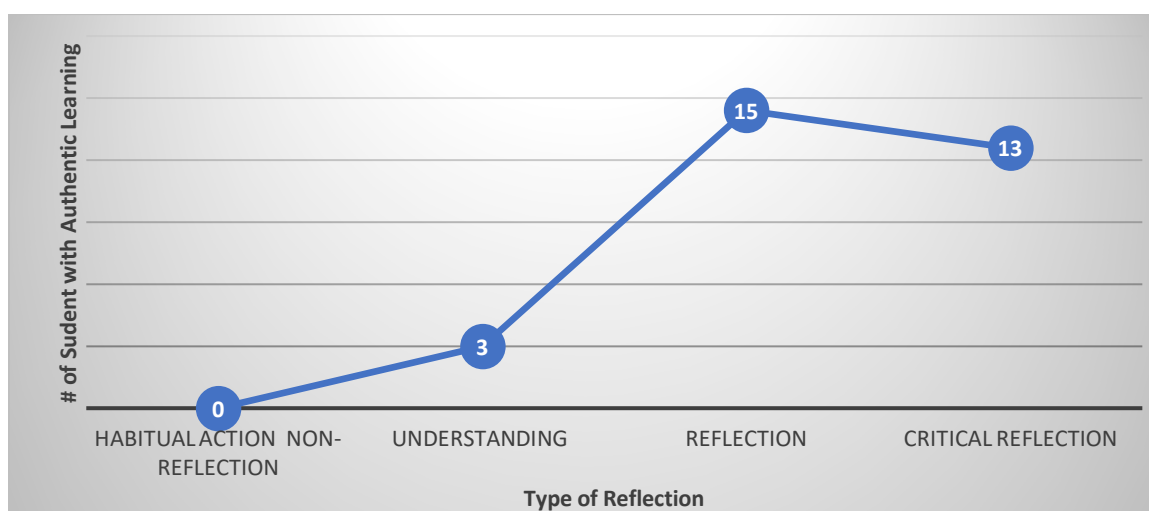


Figure 3. Number of students demonstrating authentic learning and the level of reflection

Combining Kember et al. (2000) and Deale's (2007) research, this study shows that there is evidence that when a student is able to critically reflect, they indeed are participating in authentic learning. Not only does critical reflection lead a student to change their beliefs and develop new beliefs, it leads the writer to gain new perspectives. This change in perspective allows students to apply classroom theory to successfully engage in the application of the theory to community problems and issues. Final reflection stories from students in the top three levels of reflection demonstrated how the CELE had brought out a change in student perspective, and fundamental beliefs. The CELE changed how these soon to be teachers would react and work with the students in their classrooms.

#### Structured reflection and student understanding of course content

The aim of the standards is to help educators understand the importance of learning the background and understanding the uniqueness of each Iowa student. Students in the course were unsuccessful in reflecting on the majority of the standards. When developing a multifaceted criterion for reflection the Deal model adapted from Ash and Clayton (2007) may provide more benefits to students. The model provides more prompting to the student in what to include in the examination of their learning. Students would be prompted to think about how they have grown personally from the engagement experience, how the engagement has changed their perspective and lastly prompts to include how the engagement blends classroom theory to learning. In the case of this research, students were asked to tell a story about their senior partner and were not given the guidelines or prompts to include all seven of the standards. Students chose a topic that

they had discussed with or learned from their senior partner. Students in the Human Relations course successfully incorporated three standards into their final reflection stories (See Table 8). Students in the course were not specifically asked to include the standards into the final essay. As stated earlier, it will be very important to students to understand the criterion and expectations of what the instructor is looking for students to include in their final essay. Based on the nature of the relationship, personalities and depth of conversations with senior partners, students did not have a change in perspective in each of the seven standard areas. Students had the opportunity to gain new understanding about their senior partner and develop new perspectives that will impact the relationships that they develop with future students.

#### Factors important for fostering reflection

Educators need to be very clear at the beginning of any course that is using reflection. Students need to have a clear understanding of the difference in the types or levels of reflection. When students understand how their reflective practice can assist in the application of theory to practice, they will understand the importance of this type of learning. Providing opportunities for scaffold learning and occasions to practice reflection and understand the different reflection levels and provide examples of the type of writing that illustrates the student's thinking process of the CELE.

#### Recommendations for Further Practices

The following recommendations are a result of the finding of the study.

### Recommendations for Improving Student Reflection

Providing students with definitions and examples of the various levels of reflection and linking the level of reflection to grades may increase the demonstration of students' ability to be critical reflectors. Instructors should provide students with multiple types of CELA and opportunities to complete CELA. In class discussion will help students to reflect on the experiences, complete assignments and help the instructor to understand the level that students are reflecting.

### Recommendations for Improving Reflective Instruction

Instructors must understand the levels of reflection and have knowledge of how to provide opportunities for students to practice reflection with feedback. Instructors need support and opportunities to develop and test a variety of reflection assignments directly connected to community engagement experiences. Instructors need additional preparation time to develop partnerships that are well planned and are meeting the course learning objectives while providing support to meet the diverse needs within the partner organizations. The human relations class should endeavor to increase students' awareness of the benefits of reflection. Incorporating coursework assignments that provide opportunities for students to practice and gain feedback on their reflection is critical for students to understand each level of reflection. This reflective practice gives students opportunities to understand the level of reflection and to incorporate community engagement experience in relationship with theories learned in the classroom and firsthand experiences. Human relations courses should continue to provide students with guest speakers from the community who are engaging and challenge the students to think

from a unique perspective. Each speaker provided an opportunity for learners to challenge their thinking and develop relationships outside of the university.

#### Recommendations for Further Study

The results of the content analysis indicated that the subjects participating in the study had positive attitudes and perceptions of their human relations community engagement experience. The results suggest that there are significant outcomes and differences. The following recommendations may be considered for future human relations course development and study:

1. Continue to use Kember et al.'s (2008) four levels of reflection and apply it to other Community Engagement Learning Experiences.
2. Research, test, and develop diverse Community Engagement Learning Activities.
3. Continue to further define and analyze reflective thinking, reflective learning and critical reflection.
4. Research the relationship between the number of sections taught by one instructor each day, the day of the week and the time of day and the ability of the student to develop higher order reflective practice.

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APPENDIX A  
COURSE SYLLABUS

## **SYLLABUS**

Teaching 4170/5170 (280:170g) Human Relations Awareness and Application - 3 hours

### **University Catalog Course Description**

Development of awareness of various subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for human diversity. Emphasis on self-awareness in human relations issues and how this awareness can be translated into positive relationships with others is stressed. (Offered Fall, Spring, and Summer)

### **Rationale/Purpose of the Course**

Place in the program: The Human Relations course at UNI is intended for pre-service teacher education students. Teachers need Human Relations for the Iowa certification for teaching at the elementary, secondary or administration levels.

### **Meaning to the Student**

Students leave Human Relations with an understanding of bias, stereotyping, discrimination and oppression as it related to the educational environment. Through building a professional learning community, students develop a greater appreciation for the learning needs of students from diverse backgrounds. Bridging theory o practice they gain skills and strategies in multicultural education, which optimize the learning opportunities and achievement of all students.

### **Assumptions**

Students may or may not know the basic essentials of lesson planning, management, and assessment skills as they relate to the classroom. They may or may not have participated in diverse field experiences and may or may not have had exposure to multicultural education in previous classes. The course is designed for adult learners and is not a methods course. It is assumed that students will adapt what they learn to their own teaching grade levels and content areas.

### **Purposes**

1. To explore relationships between practice and theory by providing a forum for discussing school practices and sharing common problems
2. To insure integration of multicultural and gender-fair (MCGF) education within the teaching experience. Achieving the stated outcomes is, in reality a life-long process; therefore, the focus will often reflect current local issues to make the learning more practical and reality based. Each student brings to this course his/her own set of

experiences and perceptions. As adult learners, each student is responsible for his her own growth and learning. The learning environment will be hopefully structured in such a way that students will be challenged and expected to expand their current knowledge and human experience and continue the process of becoming truly reflective, perceptive, sensitive and active educators.

## STATE OF IOWA CHAPTER 79.15 (3)

## STATE STANDARDS

The State of Iowa requires that all teachers have professional preparation in human relations. This is required for an Iowa teaching license. The human relations essential concepts support the belief and expectation that *each student can and will succeed*. The concepts provide the background in understanding the uniqueness of each Iowa student. The State Licensure Board has further defined that the following six standards for *human relations* be addressed.

- 1) Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.**
- 2) Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination that such biases have on interpersonal relations.**
- 3) Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.**
- 4) Recognize human diversity and the rights of each individual.**
- 5) Relate effectively to other individuals and various subgroups other than one's own.**
- 6) Have an awareness of federal and state civil rights legislation as it impacts students.**

**Course Topics**

1 Ageism 2 American Immigrant Issues 3 English Language Learners 4 Bias & Stereotyping 5. Discrimination, the Dynamics of Power, Oppression 6 Race, Ethnicity 7 Gender & Sexual Orientation 8 Religious Diversity 9 Poverty 10 Exceptionality 11 Bullying and the effects on Learning 12 Multicultural teaching 13 American Black, American Indian, Latino 14. Community building 15 Issues that may have an impact on learning: divorce, death, dysfunctional family systems, etc.

Changes implemented in 2015: 79.15(2) Each teacher candidate received dedicated coursework related to the study of human relations, cultural competency and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281-79.2 (256). The unit shall provide evidence that teacher candidate develops the ability to meet the needs of all learners including;

1. Students from diverse ethnic, racial and socioeconomic backgrounds.
2. Students with disabilities.
3. Students who are gifted and talented.
4. English Language Learners
5. Students at Risk for not succeeding in school.

Evidence will show that candidates demonstrate, through performance-based measures, the attainment of the knowledge, skills and dispositions necessary to meet the needs of each group of learners defined in this rule.

**79.15(2)**

Each teacher candidate receives dedicated coursework related to the study of human relations and cultural competency and diverse learners such that they are prepared to work with students from diverse groups. (see rule 281-79.2(256) for definition of diverse groups)

The unit shall provide evidence that teacher candidate develop the ability to meet the needs of all learners including:

1. Students from diverse ethnic, racial and socioeconomic backgrounds.
2. Students with disabilities.
3. Students who are gifted and talented.
4. English Language Learners
5. Students at Risk for not succeeding in school.

“Diverse groups” means one or more groups of individuals possessing certain traits or characteristics, including but not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. DOE 2015

## UNI LEARNING OUTCOMES

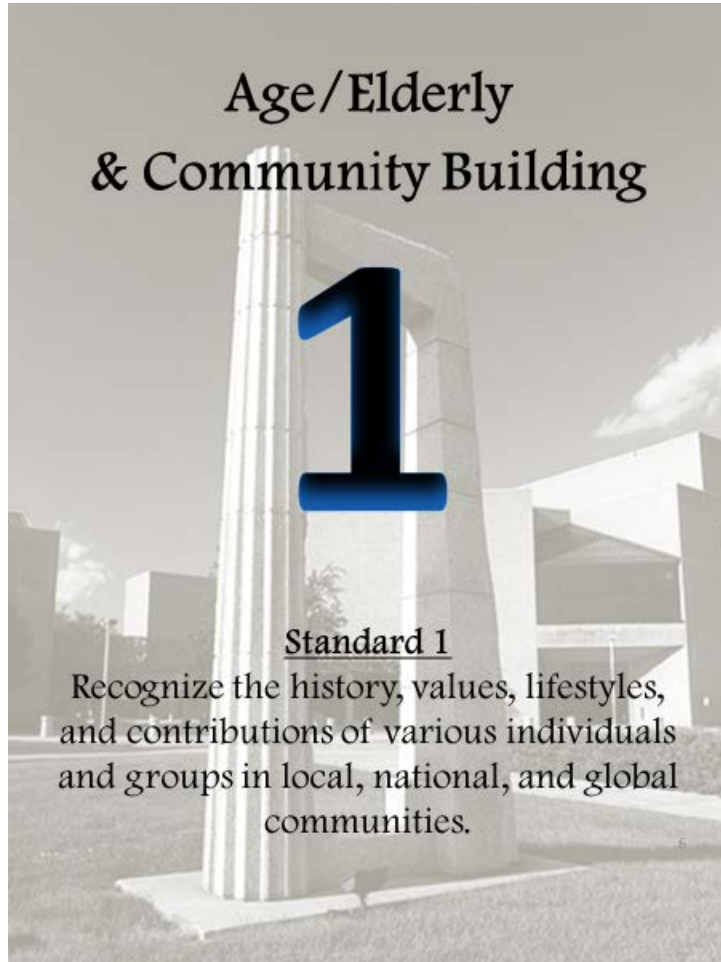
<b><u>Recognize</u></b> the history, values, lifestyles, and contributions in local, national, and global communities. (S: 1)	<b><u>AGE . . . ANCESTRY:</u></b> <b>ELDERLY &amp; COMMUNITY BUILDING</b>
<b><u>2 Identify and compensate</u></b> for dehumanizing biases in instructional materials and curricula. (S: 2, 3)	<b><u>COLOR . . . RACE:</u></b> <b>Bias &amp; Stereotyping/ Race &amp; Ethnicity/ American Black, American Indian, Latino</b>
<b><u>3 Recognize</u></b> individual, institutional dehumanizing biases/discrimination and their impact on interpersonal relations, motivation, achievement, and expectations for future empowerment and success. (S: 2, 5)	<b><u>SEX . . . SEXUAL ORIENTATION . . GENDER IDENTITY . . . PHYSICAL ATTRIBUTES . . . PHYSICAL OR MENTAL ABILITY OR DISABILITY:</u></b> Gender & Sexual Orientation/ Bullying and the effects on Learning
<b><u>4 Apply</u></b> knowledge of human relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for each student. (S: 3, 5)	<b><u>NATIONAL ORIGIN:</u></b> American Immigrants/ Language Learners
<b><u>5 Advocate</u></b> for equity in personal and professional settings. (S: 3, 6)	<b><u>CREED..Religion:</u></b> Religion, Poverty, Exceptionality
<b><u>6 Acknowledge</u></b> human diversity and the rights of each individual. (S:4)	<b><u>MARITAL STATUS</u></b> <b><u>FAMILIAL STATUS:</u></b> Issues that impact learning: divorce, death, dysfunctional family systems,
<b><u>7Apply</u></b> knowledge of federal and state civil rights legislation to practice. (S:6)	<b><u>POLITICAL PARTY PREFERENCE.POLITICAL BELIEF:</u></b> Discrimination, the dynamics of power and oppression

# Age/Elderly & Community Building

# 1

## Standard 1

Recognize the history, values, lifestyles, and contributions of various individuals and groups in local, national, and global communities.





<b>1a</b>	Standard 1 Be aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society.
HR Topic AGE . . . ANCESTRY: ELDERLY & COMMUNITY BUILDING	
<b>Required Reading: Mistakes in Teaching</b>	
SMART NOTES	
1.	_____
	_____
2.	_____
	_____
3.	_____
	_____
4.	_____
	_____
5.	_____
	_____
6.	_____
	_____

1a

SMART POINTS						
Circle One:	1	2	3	4	5	6
Teacher Initials _____						

<b>1b</b>	<b>Standard 1</b> Be aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society.
HR Topic AGE . . . ANCESTRY: ELDERLY & COMMUNITY BUILDING	
<i>Gratitude Reflections</i>	
<p><b>SMART NOTES Reflection Today Chapter 1: Acceptance</b></p> <p>1) someone whose photograph captures an important event in your life                  2) a person who has the status of a hero in your life                  3) a time when you gambled on someone and it paid off                  4) a pet who chose you and became a joyful actor in your story</p> <p>1. _____                  _____</p> <p>2. _____                  _____</p> <p>3. _____                  _____</p>	
<p><b>SMART NOTES Reflection Tomorrow Chapter 2: Hardship</b></p> <p>1) an irreplaceable object broken, stolen, or lost, and sorely missed.                  2) the aftermath of a disturbing event that still troubles you from time-to-time                  3) the loss of someone who became a broken story in your life                  4) a time you felt shortchanged by life</p> <p>4. _____                  _____</p> <p>5. _____                  _____</p> <p>6. _____                  _____</p>	

1b

<p><b>SMART POINTS</b></p> <p>Circle One: 1 2 3 4 5 6</p> <p>Teacher Initials _____</p>
---

<b>1c</b>	Standard 1 Be aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society.
HR Topic AGE . . . ANCESTRY: ELDERLY & COMMUNITY BUILDING	
<b>“Somebody You Should Know”</b>	
SMART NOTES	
1.	_____
	_____
	_____
2.	_____
	_____
	_____
3.	_____
	_____
	_____
4.	_____
	_____
	_____
5.	_____
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	_____
6.	_____
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	_____

9

SMART POINTS
Circle One: 1 2 3 4 5 6
Teacher Initials _____

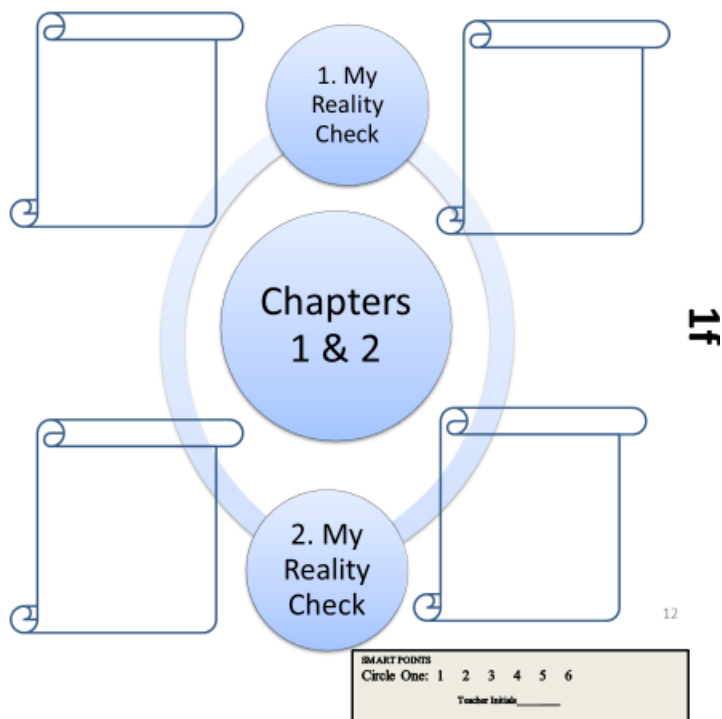
<b>1d</b>	<b>Standard 1</b> Be aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society.
<b>HR Topic</b> AGE . . . ANCESTRY: ELDERLY & COMMUNITY BUILDING	
<b>1 Visit: S.A.G.E. UNiversity</b> Date: _____ Time: _____	
<b>1. What was it like when you went to school?</b> <b>2. Acceptance: What has love taught you about yourself?</b> <b>3. Hardship: How has hardship made you a better person?</b>	
<b>SMART NOTES</b>	
1.	_____ _____ _____
2.	_____ _____ _____
3.	_____ _____ _____

**1d**

<b>SMART POINTS</b>
<b>Circle One:</b> 1 2 3 4 5 6
Teacher Initials _____



<b>1f</b>	<b>Standard 1</b> Be aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society.
HR Topic AGE . . . ANCESTRY: ELDERLY & COMMUNITY BUILDING	
Focused: Your Future Starts Now, Author: Jason Kicsau	



# SMART GOALS 1

Provide statements of learning in Human Relations class. Include the Human Relations Topics, *Gratitude* by Len Frayen, *"Somebody You Should Know"* and *S.A.G.E. UNiversity Experiences*.

**Standard 1.** Recognize the history, values, lifestyles, and contributions of various individuals and groups in local, national, and global communities.

**AWARENESS:** *having knowledge; consciousness*

- 1
- 2
- 3
- 4
- 5

**APPLICATION:** the act of putting to a special use or purpose, the application of common sense to a problem, the special use or purpose to which something is put:

- 1
- 2
- 3
- 4
- 5

**ASSESSMENT:** the act of assessing, the evaluation of a student's achievement on a course

1. What did I learn?

2. Why is this important?

3. How can I use what I learned as a teacher?

How would you rate your satisfaction with the learning of this standard in this course?  
 1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly Satisfied

Circle Score: 0 5 10 15

Evaluator (Teacher Name)

SPECIFIC - MEASURABLE - ATTAINABLE - REALISTIC - TIMELY

SMART Goals 1



Bias & Stereotyping, Race & Ethnicity,  
American Black, American Indian,  
Latino, Multicultural teaching

2

Standard 2

Identify and compensate  
for dehumanizing biases  
in instructional materials and curricula.



<b>2a</b>	<u>Standard 2</u> Identify and compensate for dehumanizing biases in instructional materials and curricula.
<b>HR Topic: COLOR . . .RACE: Bias &amp; Stereotyping/ Race &amp; Ethnicity/ American Black, American Indian, Latino</b>	
<b>REQUIRED MOVIE: <i>Hotel Rwanda</i></b>	
<p style="text-align: center;">SMART NOTES</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> <p>4. _____</p> <p>_____</p> <p>_____</p> <p>5. _____</p> <p>_____</p> <p>_____</p> <p>6. _____</p> <p>_____</p> <p>_____</p>	
<p style="text-align: center;">SMART POINTS</p> <p>Circle One: 1 2 3 4 5 6</p> <p style="text-align: center;">Teacher Initials _____</p>	

**2a**

<b>2b</b>	<b>Standard 2</b> Identify and compensate for dehumanizing biases in instructional materials and curricula.
<b>HR Topic: COLOR . . . RACE: Bias &amp; Stereotyping/ Race &amp; Ethnicity/ American Black, American Indian, Latino</b>	
<i>Gratitude Reflections</i>	
<p><b>SMART NOTES    Reflection Today    Chapter 3: Friendship</b></p> <p>1) a friend's home where you recall being engaged in many adventurous activities                  2) a lifelong friend who has helped you become your best self                  3) a favorite story you like to tell and retell about a friend                  4) a friend that had helped you edit and rewrite your life</p> <p>1. _____                  _____                  _____</p> <p>2. _____                  _____                  _____</p> <p>3. _____                  _____                  _____</p>	
<p><b>SMART NOTES    Reflection Tomorrow    Chapter 4: Work</b></p> <p>1) the values or outlooks you attribute to work itself or to someone with whom you have worked                  2) the pleasure and satisfaction of teaching work skills to someone                  3) a work-related skill you had trouble learning and now value as major achievement                  4) the qualifications you bring to work that have helped you fashion a success story</p> <p>4. _____                  _____                  _____</p> <p>5. _____                  _____                  _____</p> <p>6. _____                  _____                  _____</p>	

**2b**

16

<p><b>SMART POINTS</b></p> <p>Circle One: 1   2   3   4   5   6</p> <p style="text-align: center;">Teacher Initials _____</p>
---

<b>2c</b>	<u>Standard 2</u> Identify and compensate for dehumanizing biases in instructional materials and curricula.
<b>HR Topic: COLOR . . .RACE: Bias &amp; Stereotyping/ Race &amp; Ethnicity/ American Black, American Indian, Latino</b>	
<b>“Somebody You Should Know”</b>	
SMART NOTES	
1.	_____
	_____
2.	_____
	_____
3.	_____
	_____
4.	_____
	_____
5.	_____
	_____
6.	_____

2c

17

SMART POINTS
Circle One: 1 2 3 4 5 6 Teacher Initials _____

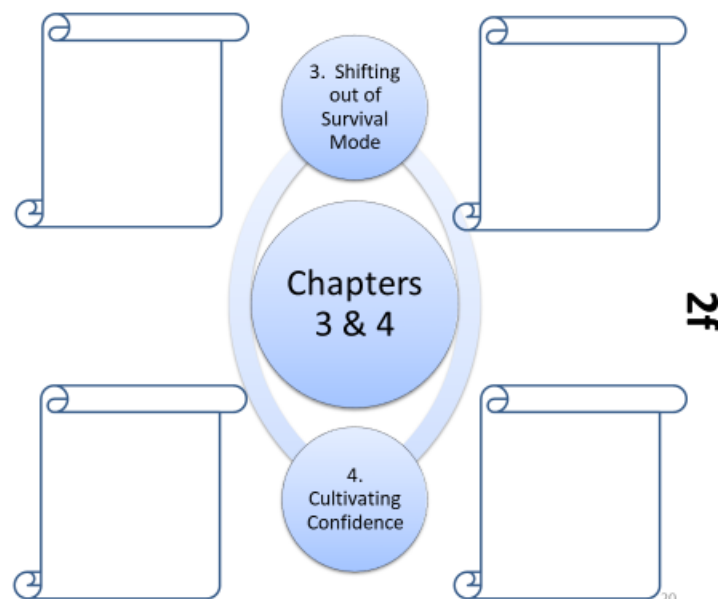
<b>2d</b>	<b>Standard 2</b> Identify and compensate for dehumanizing biases in instructional materials and curricula.
<b>HR Topic: COLOR . . .RACE: Bias &amp; Stereotyping/ Race &amp; Ethnicity/ American Black, American Indian, Latino</b>	
<b>2 Visit: S.A.G.E. UNiversity</b> Date: _____ Time: _____	
<b>1. Where have you lived?</b> <b>2. Friendship: What do you admire about your friend?</b> <b>3. Work: What has work taught you about life?</b>	
<p style="text-align: center;"><b>SMART NOTES</b></p> <p>1. _____ _____ _____</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p>	

**2d**

<b>SMART POINTS</b> Circle One: 1 2 3 4 5 6 Teacher Initials _____
--



<b>2f</b>	<b>Standard 2</b> Identify and compensate for dehumanizing biases in instructional materials and curricula.
<b>HR Topic: COLOR . . .RACE: Bias &amp; Stereotyping/ Race &amp; Ethnicity/ American Black, American Indian, Latino</b>	
<b>Focused: Your Future Starts Now, Author: Jason Kiesau</b>	



SMART POINTS
Circle One: 1 2 3 4 5 6
Teacher Initials _____

# SMART GOALS 2

Provide statements of learning in Human Relations class. Include the Human Relations Topics, *Gratitude* by Len Froyen, "Somebody You Should Know" and S.A.G.E. UNiversity Experiences.

**Standard 2** Identify dehumanizing biases in instructional materials, educational practices, and curricula.

**AWARENESS:** *having knowledge; consciousness*

- 1
- 2
- 3
- 4
- 5

**APPLICATION:** the act of putting to a special use or purpose, the application of common sense to a problem, the special use or purpose to which something is put:

- 1
- 2
- 3
- 4
- 5

**ASSESSMENT:** the act of assessing, the evaluation of a student's achievement on a course

1. What did I learn?

2. Why is this important?

3. How can I use what I learned as a teacher?

How would you rate your satisfaction with the learning of this standard in this course?

1 Highly dissatisfied   2 Dissatisfied   3 Satisfied   4 Highly Satisfied

21

Circle Score: 0 5 10 15

\_\_\_\_\_  
Evaluator (Teacher Name)

SPECIFIC - MEASURABLE - ATTAINABLE - REALISTIC - TIMELY

SMART Goals 2

Gender & Sexual Orientation . . .  
Bullying & the effects on Learning

# 3

Standard 3

Recognize individual or institutional dehumanizing biases/discrimination & their impact on interpersonal relations, motivation, achievement, and expectations for future empowerment and success.



<b>3a</b>	<b>Standard 3</b> Recognize individual or institutional dehumanizing biases/discrimination & their impact on interpersonal relations, motivation, achievement, and expectations for future empowerment and success.			
HR Topic: <b>SEX. . . SEXUAL ORIENTATION . . GENDER IDENTITY. . . PHYSICAL ATTRIBUTES. . . PHYSICAL OR MENTAL ABILITY OR DISABILITY: Gender &amp; Sexual Orientation/ Bullying and the effects on Learning</b>				
<b>Required</b> <b>You Tube . . . You Select . . . You Share</b>				
<p style="text-align: center;">SMART NOTES</p> <p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p>4. _____ _____</p> <p>5. _____ _____</p> <p>6. _____ _____</p>				
<p style="text-align: right;"><b>3a</b></p> <table border="1" style="width: 100%;"><tr><td style="text-align: center;">SMART POINTS</td></tr><tr><td style="text-align: center;">Circle One: 1 2 3 4 5 6</td></tr><tr><td style="text-align: center;">Teacher Initials _____</td></tr></table>		SMART POINTS	Circle One: 1 2 3 4 5 6	Teacher Initials _____
SMART POINTS				
Circle One: 1 2 3 4 5 6				
Teacher Initials _____				

<b>3b</b>	<b>Standard 3</b> Recognize individual or institutional dehumanizing biases/discrimination & their impact on interpersonal relations, motivation, achievement, and expectations for future empowerment and success.
HR Topic: SEX . . . SEXUAL ORIENTATION . . . GENDER IDENTITY . . . PHYSICAL ATTRIBUTES . . . PHYSICAL OR MENTAL ABILITY OR DISABILITY: Gender & Sexual Orientation/ Bullying and the effects on Learning	
<i>Gratitude Reflections</i>	

<b>SMART NOTES</b>	<b>Reflection Today</b>	Chapter 5: Hospitality
1) inviting and welcoming someone into the company of your friends 2) multiplied and refined someone's success by affirming their accomplishments 3) used inquiry to elevate someone's importance 4) appreciated the bonding features of another's similarities and differences		
1. _____		
_____		
2. _____		
_____		
3. _____		
_____		
<b>SMART NOTES</b>	<b>Reflection Tomorrow</b>	Chapter 6: Serendipity
1) you celebrated a surprise 2) dealt with a sudden change in the rhythm of your life 3) welcomed paradox and yielded to its creative possibilities 4) resisted the temptation to nurse the past and control the future		
4. _____		
_____		
5. _____		
_____		
6. _____		
_____		

3b

<b>SMART POINTS</b> Circle One: 1 2 3 4 5 6 Teacher Initials _____
--

<b>3c</b>	<b>Standard 3</b> Recognize individual or institutional dehumanizing biases/discrimination & their impact on interpersonal relations, motivation, achievement, and expectations for future empowerment and success.
HR Topic: <b>SEX. . . SEXUAL ORIENTATION . . GENDER IDENTITY. . . PHYSICAL ATTRIBUTES. . . PHYSICAL OR MENTAL ABILITY OR DISABILITY: Gender &amp; Sexual Orientation/ Bullying and the effects on Learning</b>	
<b>“Somebody You Should Know”</b>	
<b>SMART NOTES</b>	
1.	_____
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2.	_____
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3.	_____
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4.	_____
	_____
5.	_____
	_____
6.	_____
	_____
	_____

**3c**

25

<b>SMART POINTS</b>
Circle One: 1 2 3 4 5 6 Teacher Initials _____

<b>3d</b>	<b>Standard 3</b> Recognize individual or institutional dehumanizing biases/discrimination & their impact on interpersonal relations, motivation, achievement, and expectations for future empowerment and success.
HR Topic: SEX... SEXUAL ORIENTATION... GENDER IDENTITY... PHYSICAL ATTRIBUTES... PHYSICAL OR MENTAL ABILITY OR DISABILITY: Gender & Sexual Orientation/ Bullying and the effects on Learning	
<b>3 Visit: S.A.G.E. UNiversity</b> Date: _____ Time: _____	
<ol style="list-style-type: none"> <li>1. Were you ever "Bullied"?</li> <li>2. Hospitality: What are you doing to make a place for people in your life?</li> <li>3. Serendipity: How have you ventured beyond your comfort zone?</li> </ol>	

<b>SMART NOTES</b>	
1.	
2.	
3.	

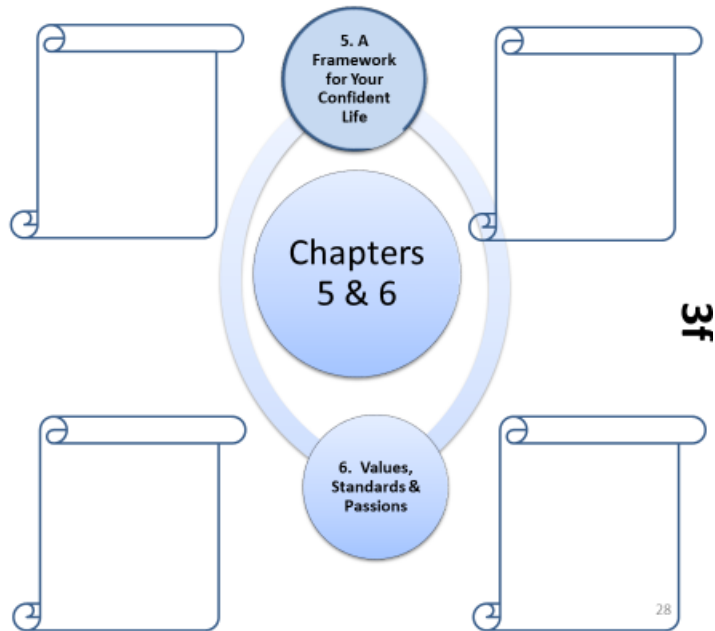
3d

26

<b>SMART POINTS</b> Circle One: 1 2 3 4 5 6 Teacher Initials _____
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<b>3f</b>	<b>Standard 3</b> Recognize individual or institutional dehumanizing biases/discrimination & their impact on interpersonal relations, motivation, achievement, and expectations for future empowerment and success.
HR Topic: SEX. . . SEXUAL ORIENTATION . . GENDER IDENTITY. . . PHYSICAL ATTRIBUTES. . . PHYSICAL OR MENTAL ABILITY OR DISABILITY: Gender & Sexual Orientation/ Bullying and the effects on Learning	
Focused: Your Future Starts Now, Author: Jason Kiesau	



SMART POINTS
Circle One: 1 2 3 4 5 6
Teacher Initials _____

# SMART GOALS 3

Provide statements of learning in Human Relations class. Include the Human Relations Topics, *Gratitude* by Len Froyen, *"Somebody You Should Know"* and *S.A.G.E. UNiversity Experiences*.

**Standard 3. Recognize individual or institutional dehumanizing biases/discrimination and their impact on interpersonal relations, motivation, achievement, and expectations for future empowerment and success.**

**AWARENESS:** *having knowledge; consciousness*

- 1
- 2
- 3
- 4
- 5

**APPLICATION:** the act of putting to a special use or purpose, the application of common sense to a problem, the special use or purpose to which something is put:

- 1
- 2
- 3
- 4
- 5

**ASSESSMENT:** the act of assessing, the evaluation of a student's achievement on a course

1. What did I learn?

2. Why is this important?

3. How can I use what I learned as a teacher?

How would you rate your satisfaction with the learning of this standard in this course?<sup>9</sup>

- 1 Highly dissatisfied
- 2 Dissatisfied
- 3 Satisfied
- 4 Highly Satisfied

Circle Score: 0 5 10 15

\_\_\_\_\_  
Evaluator (Teacher Name)

SPECIFIC - MEASURABLE - ATTAINABLE - REALISTIC - TIMELY

SMART Goals 3

# American Immigrants ... Language Learners

## 4

### Standard 4

Apply knowledge of human relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for each student.



<b>4a</b>	<b>Standard 4</b> Apply knowledge of human relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for each student.
	HR Topic NATIONAL ORIGIN: American Immigrants/ Language Learners
<b>Required Reading:</b> <b>Postville USA</b>	
SMART NOTES	
1.	
2.	
3.	
4.	
5.	
6.	
SMART POINTS Circle One: 1 2 3 4 5 6 Teacher Initials _____	

4a

<b>4b</b>	<b>Standard 4</b> Apply knowledge of human relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for each student.
<b>HR Topic NATIONAL ORIGIN:</b> American Immigrants/ Language Learners	
<i>Gratitude Reflections</i>	

	<b>SMART NOTES Reflection Today Chapter 7: Passion</b>	
	<ol style="list-style-type: none"> <li>1) refusing to abandon a principle and practice for the sake of comfort and convenience</li> <li>2) formed a fervent and insatiable commitment to a common good</li> <li>3) refusing to bend to the tyranny of attachments and acceptability</li> <li>4) restlessness to be all one can be becoming one's calling</li> </ol>	
	1. _____	
	2. _____	
	3. _____	
	<b>SMART NOTES Reflection Tomorrow Chapter 8: Misfortune</b>	
	<ol style="list-style-type: none"> <li>1) helping someone's shattered dream become a blessing in disguise</li> <li>2) reclaim the strength and courage to take</li> <li>3) uplift anew confront and relinquish what is unnecessary and untrue</li> <li>4) use an accidental mishap as a source of energy and enlightenment</li> </ol>	
	4. _____	
	5. _____	
	6. _____	

**4b**

32

<small>SMART POINTS</small> Circle One: 1 2 3 4 5 6 Teacher Initials _____
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<b>4c</b>	<b>Standard 4</b> Apply knowledge of human relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for each student.
	HR Topic NATIONAL ORIGIN: American Immigrants/ Language Learners
	<b>“Somebody You Should Know”</b>

SMART NOTES	
1.	<hr/> <hr/>
2.	<hr/> <hr/>
3.	<hr/> <hr/>
4.	<hr/> <hr/>
5.	<hr/> <hr/>
6.	<hr/> <hr/>

4c

SMART POINTS
Circle One: 1 2 3 4 5 6
Teacher Initials _____

<b>4d</b>	<b>Standard 4</b> Apply knowledge of human relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for each student.
	<b>HR Topic NATIONAL ORIGIN:</b> American Immigrants/ Language Learners
<b>4 Visit: S.A.G.E. UNiversity</b> Date: _____ Time: _____	
1. What is your heritage?	
2. Passion: What do you to welcome individual differences?	
3. Misfortune? How has misfortune shaped you?	
<b>SMART NOTES</b>	
1. _____	
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2. _____	
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3. _____	
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_____	

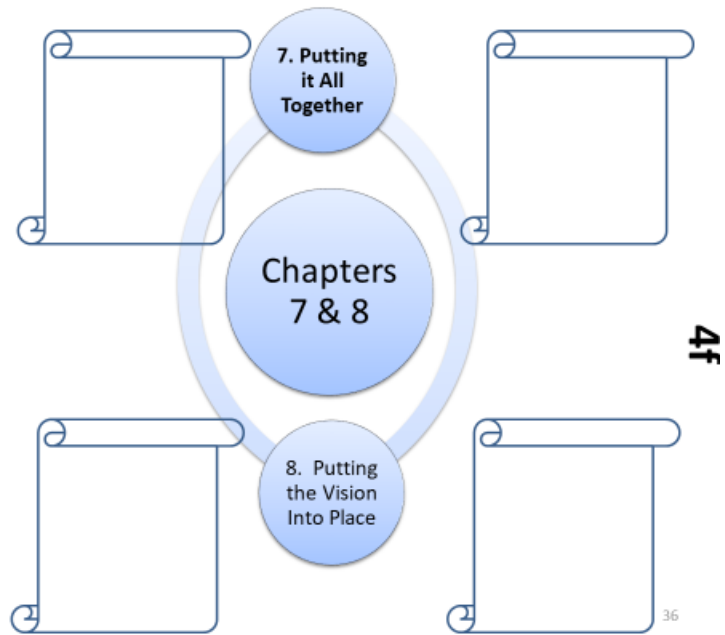
**4d**

34

<b>SMART POINTS</b>
Circle One: 1 2 3 4 5 6
Teacher Initials _____



<b>4f</b>	<b>Standard 4</b> Apply knowledge of human relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for each student.
	<b>HR Topic NATIONAL ORIGIN:</b> American Immigrants/ Language Learners
	<b>Focused: Your Future Starts Now, Author: Jason Kiesau</b>



<b>SMART POINTS</b>
Circle One: 1 2 3 4 5 6
Teacher Initials _____

# SMART GOALS 4

Provide statements of learning in Human Relations class. Include the Human Relations Topics, *Gratitude* by Len Froyen, *"Somebody You Should Know"* and *S.A.G.E. UNiversity Experiences*.

**Standard 4.** Apply knowledge of human relations into attitudes, skills, and techniques which result in favorable, inclusive learning experiences for each student.

**AWARENESS:** *having knowledge; consciousness*

- 1
- 2
- 3
- 4
- 5

**APPLICATION:** the act of putting to a special use or purpose, the application of common sense to a problem, the special use or purpose to which something is put:

- 1
- 2
- 3
- 4
- 5

**ASSESSMENT:** the act of assessing, the evaluation of a student's achievement on a course

1. What did I learn?

2. Why is this important?

3. How can I use what I learned as a teacher?

How would you rate your satisfaction with the learning of this standard in this course?<sup>17</sup>  
 1 Highly dissatisfied 2 Dissatisfied 3 Satisfied 4 Highly Satisfied

Circle Score: 0 5 10 15

\_\_\_\_\_  
 Evaluator (Teacher Name)

SPECIFIC - MEASURABLE - ATTAINABLE - REALISTIC - TIMELY

SMART Goals 4

Religion . . .Poverty. . .  
Exceptionality

5

Standard 5

Advocate for equity in personal and  
professional settings.



<b>5a</b>	<u>Standard 5</u> Advocate for equity in personal and professional settings.
HR Topic CREED . RELIGION: Religion . Poverty . Exceptionality	
<b>Required Reading:</b> <b>A Teacher's Guide to Religion in the Public Schools</b>	
SMART NOTES	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
_____	
SMART POINTS Circle One: 1 2 3 4 5 6 Teacher Initials _____	

5a

<b>5b</b>	<b>Standard 5</b> Advocate for equity in personal and professional settings.
	HR Topic CREED . RELIGION: Religion . Poverty . Exceptionality
<i>Gratitude Reflections</i>	

<p><b>SMART NOTES Reflection Today</b> Chapter 9: Kindness &amp; Consideration</p> <ol style="list-style-type: none"> <li>1) a person you rescued from an unfamiliar place or precarious situation</li> <li>2) liberated from the specter of loneliness</li> <li>3) comforted someone standing near the boundary of despair</li> <li>4) vulnerable to rejection but stepped into the fray</li> </ol> <p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p><b>SMART NOTES Reflection Tomorrow</b> Chapter 10: Weather</p> <ol style="list-style-type: none"> <li>1) the sun's rays anointed your forehead with a healing balm</li> <li>2) absorbed in the mystical remnants of a gorgeous spring day</li> <li>3) took sanctuary under a bank of clouds on a hot and humid day</li> <li>4) pausing to listen to the stillness and silence of the dawn</li> </ol> <p>4. _____ _____</p> <p>5. _____ _____</p> <p>6. _____ _____</p>	<b>5b</b>
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40

<p><b>SMART POINTS</b></p> <p>Circle One: 1 2 3 4 5 6</p> <p>Teacher Initials _____</p>
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<b>5c</b>	<u>Standard 5</u> Advocate for equity in personal and professional settings.
HR Topic CREED . RELIGION: Religion . Poverty. . Exceptionality	
<b>“Somebody You Should Know”</b>	

SMART NOTES	
1.	_____
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6.	_____
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	_____

**5c**

41

<b>SMART POINTS</b>
Circle One: 1 2 3 4 5 6
Teacher Initials _____

<b>5d</b>	<b>Standard 5</b> Advocate for equity in personal and professional settings.
<b>HR Topic CREED . RELIGION: Religion . Poverty. . Exceptionality</b>	
<b>5 Visit: S.A.G.E. UNiversity</b> Date: _____ Time: _____ 1. What is your faith? 2. Kindness/Consideration: How has kindness prompted you to treat others? 3. Weather: How has the weather been a test of patience or pleasure in your life?	
<p style="text-align: center;"><b>SMART NOTES</b></p> <p>1. _____          _____          _____</p> <p>2. _____          _____          _____</p> <p>3. _____          _____          _____</p>	

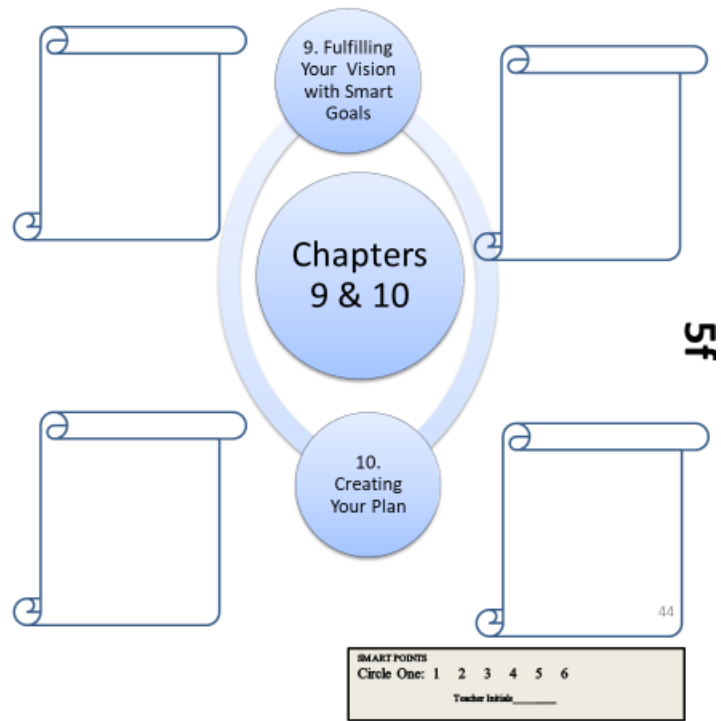
5d

42

<b>SMART POINTS</b> Circle One: 1 2 3 4 5 6 Teacher Initials _____
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<b>5f</b>	<b>Standard 5</b> Advocate for equity in personal and professional settings.
<b>HR Topic CREED . RELIGION: Religion . Poverty. . Exceptionality</b>	
<b>Focused: Your Future Starts Now, Author: Jason Kiesau</b>	



# SMART GOALS 5

Provide statements of learning in Human Relations class. Include the Human Relations Topics, *Gratitude* by Len Froyen, "Somebody You Should Know" and S.A.G.E. University Experiences.

**Standard 5. Advocate for equity in personal and professional settings.**

**AWARENESS:** *having knowledge; consciousness*

- 1
- 2
- 3
- 4
- 5

**APPLICATION:** the act of putting to a special use or purpose, the application of common sense to a problem, the special use or purpose to which something is put:

- 1
- 2
- 3
- 4
- 5

**ASSESSMENT:** the act of assessing, the evaluation of a student's achievement on a course

1. What did I learn?

2. Why is this important?

3. How can I use what I learned as a teacher?

How would you rate your satisfaction with the learning of this standard in this course?

- 1 Highly dissatisfied    2 Dissatisfied    3 Satisfied    4 Highly Satisfied

45

Circle Score: 0 5 10 15

\_\_\_\_\_  
Evaluator (Teacher Name)

SPECIFIC - MEASURABLE - ATTAINABLE - REALISTIC - TIMELY

SMART Goals 5

Issues that impact learning:  
divorce, death, dysfunctional family systems

# 6

Standard 6

Acknowledge human diversity and  
the rights of each individual.



<b>6a</b>	<b>Standard 6</b> Acknowledge human diversity and the rights of each individual.
HR Topic <b>MARITAL STATUS . . FAMILIAL STATUS: Issues that impact learning: divorce, death, dysfunctional family systems</b>	
<b>Required Reading:</b> <b>Financial Happine\$\$</b>	
SMART NOTES	
1.	_____
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SMART POINTS  
Circle One: 1 2 3 4 5 6  
Teacher Initials \_\_\_\_\_

**6a**

<b>6b</b>	<p><b>Standard 6</b> Acknowledge human diversity and the rights of each individual.</p>
<p>HR Topic <b>MARITAL STATUS . . FAMILIAL STATUS: Issues that impact learning: divorce, death, dysfunctional family systems</b></p>	
<p><i>Gratitude Reflections</i></p>	

<b>SMART NOTES</b>	<b>Reflection Today</b>	Chapter 11: Waiting
<p>1) time when you refused to be burdened by what is not getting done                  2) began to shape the future while standing calmly in place                  3) attentive and centered in the present and afraid of nothing                  4) feeling available to the interesting and unexpected</p>		
1. _____		
2. _____		
3. _____		
<b>SMART NOTES</b>	<b>Reflection Tomorrow</b>	Chapter 12: Imagination
<p>1) playfully seeking an answer without the pressure of finding one                  2) artfully using the material supplied by a moment without bending to a particular purpose                  3) daring to express an idea before working it out in your mind                  4) dreams became a passport to novel insights and ingenuity</p>		
4. _____		
5. _____		
6. _____		

**6b**

<p><b>SMART POINTS</b>                  Circle One: 1 2 3 4 5 6                  Teacher Initials _____</p>
---

<b>6c</b>	<b>Standard 6</b> Acknowledge human diversity and the rights of each individual.
HR Topic <b>MARITAL STATUS . . FAMILIAL STATUS: Issues that impact learning: divorce, death, dysfunctional family systems</b>	
<b>“Somebody You Should Know”</b>	
<b>SMART NOTES</b>	
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3.	_____
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4.	_____
	_____
5.	_____
	_____
6.	_____
	_____

6c

49

<b>SMART POINTS</b>
Circle One: 1 2 3 4 5 6
Teacher Initials _____

<b>6d</b>	<b>Standard 6</b> Acknowledge human diversity and the rights of each individual.
HR Topic <b>MARITAL STATUS . . FAMILIAL STATUS: Issues that impact learning: divorce, death, dysfunctional family systems</b>	
<b>6 Visit: S.A.G.E. UNiversity</b> Date: _____ Time: _____	
<b>1. Who is in your "family" ?</b> <b>2. Waiting: When have you used waiting to sidetrack a decision?</b> <b>3. Imagination: What possesses you to avoid being an imitation of someone else?</b>	
<b>SMART NOTES</b>	
1. _____ _____ _____	
2. _____ _____ _____	
3. _____ _____ _____	

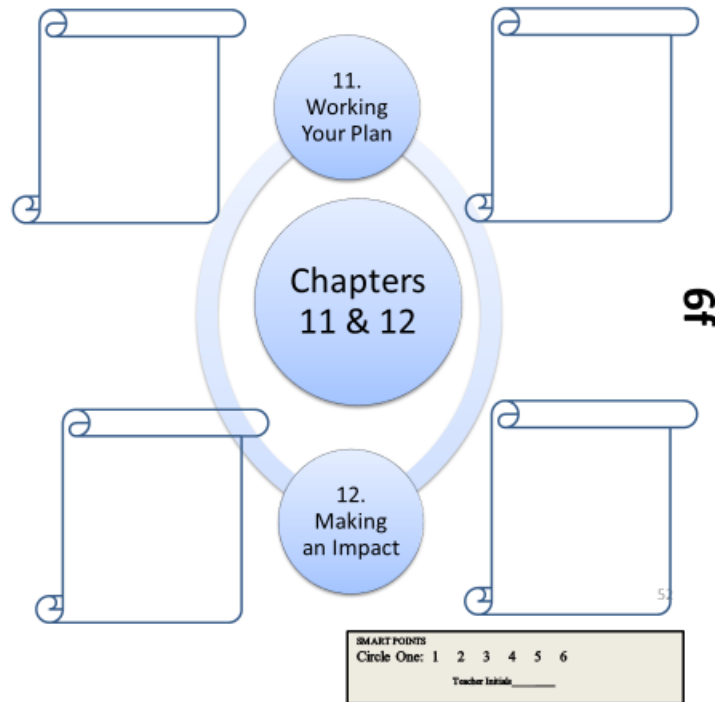
**69**

50

<b>SMART POINTS</b>
Circle One: 1 2 3 4 5 6
Teacher Initials _____



<b>6f</b>	<b>Standard 6</b> Acknowledge human diversity and the rights of each individual.
	HR Topic <b>MARITAL STATUS . . FAMILIAL STATUS: Issues that impact learning: divorce, death, dysfunctional family systems</b>
	<b>Focused: Your Future Starts Now, Author: Jason Kiesau</b>



# SMART GOALS 6

Provide statements of learning in Human Relations class. Include the Human Relations Topics, *Gratitude* by Len Froyen, "Somebody You Should Know" and S.A.G.E. University Experiences.

**Standard 6. Acknowledge human diversity and the rights of each individual.**

**AWARENESS:** *having knowledge; consciousness*

- 1
- 2
- 3
- 4
- 5

**APPLICATION:** the act of putting to a special use or purpose, the application of common sense to a problem, the special use or purpose to which something is put:

- 1
- 2
- 3
- 4
- 5

**ASSESSMENT:** the act of assessing, the evaluation of a student's achievement on a course.

1. What did I learn?

2. Why is this important?

3. How can I use what I learned as a teacher?

How would you rate your satisfaction with the learning of this standard in this course?

- 1 Highly dissatisfied
- 2 Dissatisfied
- 3 Satisfied
- 4 Highly Satisfied

SMART Goals 6

Circle Score: 0 5 10 15

\_\_\_\_\_  
Evaluator (Teacher Name)

SPECIFIC - MEASURABLE - ATTAINABLE - REALISTIC - TIMELY

Discrimination. . .  
the Dynamics of Power & Oppression

**7**

Standard 7

Apply knowledge of federal and  
state civil rights legislation to  
professional practice.



<b>7a</b>	<b>Standard 7</b> Apply knowledge of federal and state civil rights legislation to professional practice.
	HR Topic: POLITICAL PARTY PREFERENCE . . . POLITICAL BELIEF: Discrimination, the Dynamics of Power, & Oppression
	<b>Required Reading:</b> <b><i>Moving Past Your Past</i></b>

SMART NOTES	
1. _____	<b>7a</b>
_____	
2. _____	
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3. _____	
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4. _____	
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6. _____	
_____	

SMART POINTS
Circle One: 1 2 3 4 5 6
Teacher Initials _____

<b>7b</b>	<b>Standard 7</b> Apply knowledge of federal and state civil rights legislation to professional practice.
	HR Topic: POLITICAL PARTY PREFERENCE . . . POLITICAL BELIEF: Discrimination, the Dynamics of Power, & Oppression
	<i>Gratitude Reflections</i>

<b>SMART NOTES</b>	<b>Reflection Today</b>	Chapter 13: Forgiveness
1) a time when forgiving felt like a glorious victory		
2) you refused to let resentment recycle the past		
3) you lifted someone from the chains of rancor and revenge		
4) humility became the doorway to reconciliation		
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		

**7b**

56

<small>SMART POINTS</small> Circle One: 1 2 3 4 5 6 Teacher Initials: _____
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<b>7c</b>	<b>Standard 7</b> Apply knowledge of federal and state civil rights legislation to professional practice.
	HR Topic: POLITICAL PARTY PREFERENCE . . . POLITICAL BELIEF: Discrimination, the Dynamics of Power, & Oppression
<b>“Somebody You Should Know”</b>	
SMART NOTES	
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3.	_____
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4.	_____
	_____
5.	_____
	_____
6.	_____
	_____

**7c**

57

SMART POINTS
Circle One: 1 2 3 4 5 6
Teacher Initials _____

<b>7c</b>	<b>Standard 7</b> Apply knowledge of federal and state civil rights legislation to professional practice.
	HR Topic: POLITICAL PARTY PREFERENCE . . . POLITICAL BELIEF: Discrimination, the Dynamics of Power, & Oppression
<b>“Somebody You Should Know”</b>	
SMART NOTES	
1.	_____
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6.	_____
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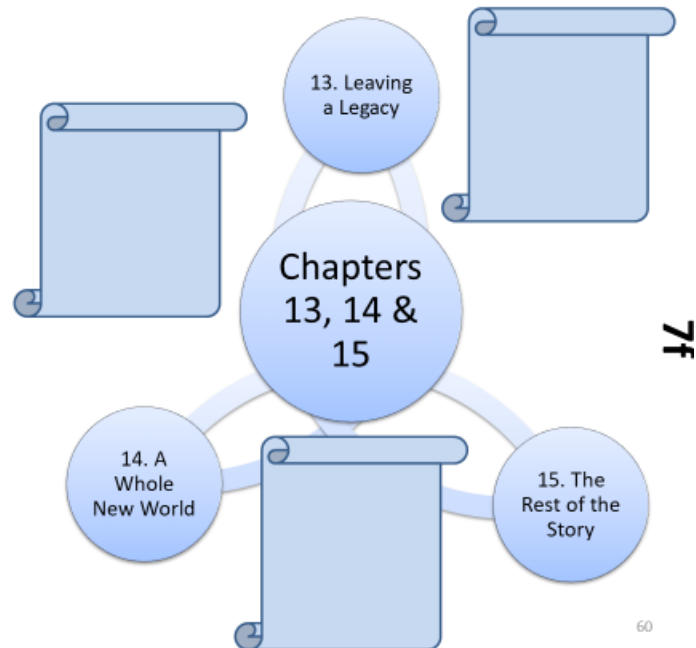
7c

57

SMART POINTS
Circle One: 1 2 3 4 5 6
Teacher Initials _____



<b>7f</b>	<b>Standard 7</b> Apply knowledge of federal and state civil rights legislation to professional practice.
	HR Topic: POLITICAL PARTY PREFERENCE . . . POLITICAL BELIEF: Discrimination, the Dynamics of Power, & Oppression
	Focused: Your Future Starts Now, Author: Jason Kiesau



60

SMART POINTS
Circle One: 1 2 3 4 5 6
Teacher Initials _____

# SMART GOALS 7

Provide statements of learning in Human Relations class. Include the Human Relations Topics, *Gratitude* by Len Froyen, "Somebody You Should Know" and S.A.G.E. University Experiences.

**Standard 7 Apply knowledge of federal and state civil rights legislation to inform professional practice.**

**AWARENESS:** *having knowledge; consciousness*

- 1
- 2
- 3
- 4
- 5

**APPLICATION:** the act of putting to a special use or purpose, the application of common sense to a problem, the special use or purpose to which something is put:

- 1
- 2
- 3
- 4
- 5

**ASSESSMENT:** the act of assessing, the evaluation of a student's achievement on a course.

1. What did I learn?

2. Why is this important?

3. How can I use what I learned as a teacher?

How would you rate your satisfaction with the learning of this standard in this course?

1 Highly dissatisfied   2 Dissatisfied   3 Satisfied   4 Highly Satisfied   61

Circle Score: 0 5 10 15

\_\_\_\_\_  
Evaluator (Teacher Name)

SPECIFIC - MEASURABLE - ATTAINABLE - REALISTIC - TIMELY

SMART Goals 7

Human Relations Final Assessment				
Table Number	Last Name, First Name			
<b>Standard 1</b>	Human Relations Topic	1. What did I learn?	2. Why is this important?	3. How do I use what I learned in my course?
Recognize the history, values, traditions, and contributions to local, national, and global communities.	<u>AGE</u> , <u>ANCESTRY</u> , <u>CULTURE</u> & <u>COMMUNITY BUILDING</u>			
<b>Standard 2</b>	Human Relations Topic	1. What did I learn?	2. Why is this important?	3. How do I use what I learned in my course?
Identify and compare the contributions of individuals, groups, and organizations to the development of the United States and the world.	<u>CIVIL</u> , <u>WOMEN</u> , <u>WORLD DEVELOPMENT</u> , <u>AFRICAN AMERICAN</u> , <u>WOMEN</u> , <u>AMERICAN</u> , <u>INDIAN</u> , <u>WOMEN</u>			
<b>Standard 3</b>	Human Relations Topic	1. What did I learn?	2. Why is this important?	3. How do I use what I learned in my course?
Recognize individual, institutional, and societal contributions to the development of the United States and the world.	<u>AGE</u> , <u>ANCESTRY</u> , <u>CULTURE</u> , <u>COMMUNITY BUILDING</u> , <u>WOMEN</u> , <u>AMERICAN</u> , <u>INDIAN</u> , <u>WOMEN</u> , <u>AFRICAN AMERICAN</u> , <u>WOMEN</u> , <u>AMERICAN</u> , <u>INDIAN</u> , <u>WOMEN</u>			
<b>Standard 4</b>	Human Relations Topic	1. What did I learn?	2. Why is this important?	3. How do I use what I learned in my course?
Apply knowledge of human relations to the workplace, community, and global settings.	<u>CIVIL</u> , <u>WOMEN</u> , <u>WORLD DEVELOPMENT</u> , <u>AFRICAN AMERICAN</u> , <u>WOMEN</u> , <u>AMERICAN</u> , <u>INDIAN</u> , <u>WOMEN</u>			
<b>Standard 5</b>	Human Relations Topic	1. What did I learn?	2. Why is this important?	3. How do I use what I learned in my course?
Apply knowledge of human relations to the workplace, community, and global settings.	<u>CIVIL</u> , <u>WOMEN</u> , <u>WORLD DEVELOPMENT</u> , <u>AFRICAN AMERICAN</u> , <u>WOMEN</u> , <u>AMERICAN</u> , <u>INDIAN</u> , <u>WOMEN</u>			
<b>Standard 6</b>	Human Relations Topic	1. What did I learn?	2. Why is this important?	3. How do I use what I learned in my course?
Apply knowledge of human relations to the workplace, community, and global settings.	<u>CIVIL</u> , <u>WOMEN</u> , <u>WORLD DEVELOPMENT</u> , <u>AFRICAN AMERICAN</u> , <u>WOMEN</u> , <u>AMERICAN</u> , <u>INDIAN</u> , <u>WOMEN</u>			
<b>Standard 7</b>	Human Relations Topic	1. What did I learn?	2. Why is this important?	3. How do I use what I learned in my course?
Apply knowledge of human relations to the workplace, community, and global settings.	<u>CIVIL</u> , <u>WOMEN</u> , <u>WORLD DEVELOPMENT</u> , <u>AFRICAN AMERICAN</u> , <u>WOMEN</u> , <u>AMERICAN</u> , <u>INDIAN</u> , <u>WOMEN</u>			



APPENDIX B

IOWA STATE BOARD OF EDUCATION STANDARD 79.15(2) STATE STANDARD  
FOR TEACHER PREPARATION IN HUMAN RELATIONS

Excerpt: from **Iowa State Board of Education Executive Summary September 18, 2014**

<https://www.educateiowa.gov/sites/files/ed/documents/2014-09-18%20Chapter%2079%20Tab%20F.pdf>

79.15(2) Each teacher candidate receives dedicated coursework related to the study of human relations and cultural competency and diverse learners such that they are prepared to work with students from all diverse groups, (see rule 281—79.2(256) for definition of diverse groups)

The unit shall provide evidence that teacher candidates develop the ability to meet the needs of all learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities.
- c. Students who are gifted and talented.
- d. English language learners.
- e. Students who may be at risk of not succeeding in school.

APPENDIX C

INTERGENERATIONAL SENIOR PARTNER WEEKLY QUESTIONS

## **Intergenerational Senior Partner Questions**

### **Visit One**

*What was it like when you went to school?*

*Acceptance: What has love taught you about yourself?*

*Hardship: How has hardship made you a better person?*

### **Visit Two**

*Where have you lived?*

*Friendship: What do you admire about your friend?*

*Work: What has work taught you about life?*

### **Visit Three**

*Were you ever "Bullied"?*

*Hospitality: What are you doing to make a place for people in your life?*

*Serendipity: Have you ventured beyond your comfort zone?*

### **Visit Four**

*What is your heritage?*

*Passion: How do you welcome individual differences?*

*Misfortune: How has misfortune shaped you?*

**Visit Five**

*What is your faith?*

*Kindness/Consideration: How has kindness prompted you to treat others?*

*Weather: How has weather been a test of patience or pleasure in your life?*

**Visit Six**

*Who is in your "family"?*

*Waiting: When have you use waiting to sidetrack a decision?*

*Imagination: What possesses you to avoid being an imitation of someone else?*

**Visit Seven**

*What is on your "Bucket List"?*

*Forgiveness: What makes forgiveness a tool for understanding the past?*

*Gratitude: Why make gratitude the way you feel and think about yourself?*