Reflection is a key component of service-learning and its efficacy should be measured not related to social justice and civic responsibility). The CSLCE has worked to understand the reflection circle process that was surveyed but did not have a comparison within the general service-learning population is the ability for students to assist their overall comfort level within their participation. The question speaks to being comfortable both in the community (i.e. social issues, people, location, even transportation) and being comfortable with the service the student is asked to perform. Sometimes will have cause discomfort as students are learning to explore a sense of vulnerability and their relationship to the broader community (Donahue & Mitchell, 2010). The results of this survey shows that students are able to assess where they are on a "comfort continuum" and the reflection circle process allows them a safe space to have these important conversations. This poster shows the benefits of utilizing this method in small group, peer to peer reflection process as the impacts of the learning objectives specified. These objectives get to the heart of service-learning. It is also important to note that students feel very strongly that the Reflection Circle experience was worthwhile (r=4.88). This is process that MSU in a large research university has been able to adopt and one that schools are now exploring in smaller settings such as MSU utilizes graduate assistants and volunteers from the general community who did not. Most classes subscribe to the reflection journal paper without having the immediate feedback of peers and mem main facilitators. This quick to the feed back loop prompts students to think about the connections to the work they are still in the course.

Reflection circle members had a better understanding of their major and their service-learning experience applies to their future goals. It is hypothesized that this is directly related to the connections between the Reflection Circle Student Survey and the annual end of semester service-learning course end of the semester survey distributed to all students engaged in service. The results of the survey shows that students are able to assess where they are on a "comfort continuum" and the reflection circle process allows them a safe space to have these important conversations. This poster shows the benefits of utilizing this method in small group, peer to peer reflection process as the impacts of the learning objectives specified. These objectives get to the heart of service-learning. It is also important to note that students feel very strongly that the Reflection Circle experience was worthwhile (r=4.88). This is process that MSU in a large research university has been able to adopt and one that schools are now exploring in smaller settings such as MSU utilizes graduate assistants and volunteers from the general community who did not. Most classes subscribe to the reflection journal paper without having the immediate feedback of peers and mem main facilitators. This quick to the feed back loop prompts students to think about the connections to the work they are still in the course.

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