



## **Learning, Serving, Reflecting**

**Dean McGovern**

The University of Montana (United States of America)  
[dean.mcgovern@umontana.edu](mailto:dean.mcgovern@umontana.edu)

Service-learning is a credit bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service in such a way as to gain further understanding of the course content, a broader appreciation for the discipline, and an enhanced sense of civic responsibility (Bringle and Hatcher, 1999). It has become a widely accepted and useful tool for teaching and learning in the college curriculum. A key component of service-learning is the reflective process that integral in the experiential learning process. Kolb (1984) delineates a learning model that includes experience, reflection, conceptualization, and experimentation. The civic reflection exercise has been explicated by Davis and Lynn (2006) can be used in the classroom to encourage students to reach a reflective level of thinking in a safe and effective way. It is a structured practice of facilitated discussions of short, thought provoking readings, poems, songs, or essays, that offer students and faculty members an opportunity to investigate their values, choices, activities, and to respond more creatively to the academic content of their course. This paper explores the efficacy of a specific classroom reflection technique that deepens the service experience, enhances student learning, and fosters more civic activity.