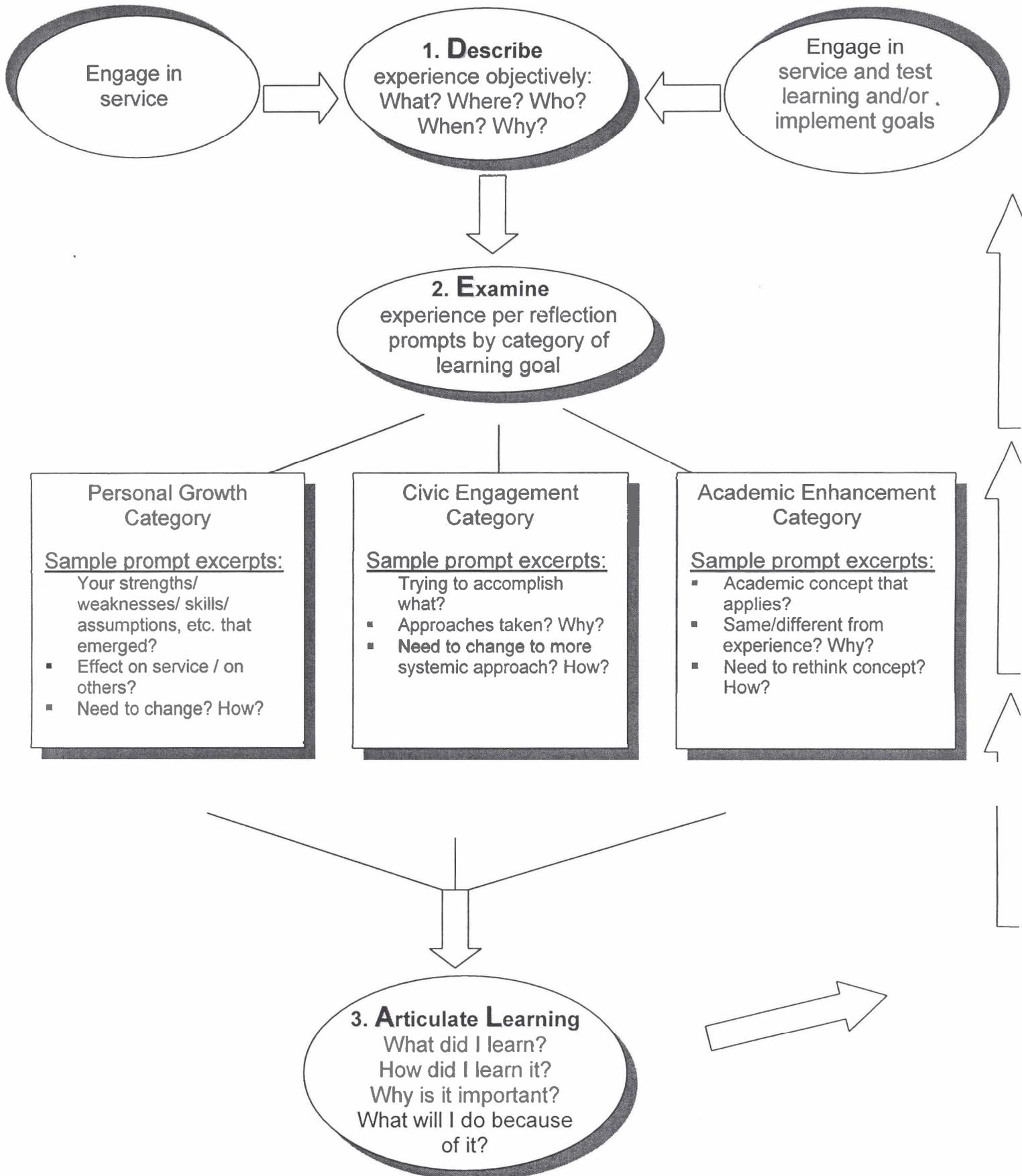


Schematic Overview of the DEAL Model for Critical Reflection



Ash, Clayton, & Moses. Teaching and Learning Through Critical Reflection: An Instructors' Guide. Sterling, VA: Stylus Publishing. Under development, spring 2007.

Ash, S.L. & Clayton, P.H. (2004). **The Articulated Learning: An Approach to Guided Reflection and Assessment.** *Innovative Higher Education*, 29(2). pp. 137-154.

ABSTRACT: The value of reflection on experience to enhance learning has been advanced for decades; however, it remains difficult to apply in practice. This paper describes a reflection model that pushes students beyond superficial interpretations of complex issues and facilitates academic mastery, personal growth, civic engagement, critical thinking, and the meaningful demonstration of learning. Although developed in a service-learning program, its general features can support reflection on a range of experiences. It is accessible to both students and instructors, regardless of discipline; and it generates written products that can be used for formative and summative assessment of student learning.

Ash, S.L., Clayton, P.H., & Atkinson, M. (2005). **Integrating Reflection and Assessment to Capture and Improve Student Learning.** *Michigan Journal for Community Service-Learning*, 11(2). pp. 49-59.

ABSTRACT: Intentionally linking the assessment of the student learning outcomes of service-learning with its reflective component allows each to inform and reinforce the other. This paper traces the evolution of a strategy that uses reflection products as data sources to assess and improve both individual student learning and program-wide approaches to reflection. Two tools were developed in response to an earlier, unsatisfactory, assessment of students' work. Students and instructors then used these tools to guide the process of reflective writing in two courses. Associated rubrics evaluated the quality of thinking demonstrated in the written products. Results suggest that these tools can improve students' higher order reasoning abilities and critical thinking skills relative to academic enhancement, civic engagement, and personal growth, and as a result, can improve the overall quality of their thinking and learning. However, this assessment has also surfaced the need for further improvement, particularly with respect to academic learning outcomes.

Clayton, P.H. & Ash, S.L. (2004). **Shifts in perspective: Capitalizing on the counter-normative nature of service-learning.** *Michigan Journal of Community Service-Learning*, 11(1). pp. 59-70.

ABSTRACT: Service-learning is a unique pedagogy, and its very differences from traditional teaching and learning strategies make it both appealing and challenging to implement. Students and faculty alike are the products of traditional learning environments and often find service-learning unfamiliar and, as a consequence, experience dissonance, discomfort, and uncertainty. Confronting the difficulties students and faculty at our institution have faced in adjusting to these differences has helped us to realize the importance of making "shifts in perspective" in how we understand and enact teaching and learning and service. This article shares our emerging understanding of these "shifts" and of how we can support students and faculty in undertaking them effectively. The central conclusion is that reflecting on the differences between service-learning and more traditional pedagogies and on ways to make the associated shifts in perspective and practice can help practitioners to implement service-learning successfully and to more fully tap its power to nurture the capacity for self-directed learning.

Clayton, P.H., Ash, S.L., Bullard, L.G., Bullock, B.P., Day, M.G., Moore, A.C., O'Steen, W.L., Stallings, S.P., & Usry, R.H. (2005). **Adapting a core service-learning model for wide-ranging implementation: An institutional case study.** *Creative College Teaching*. Vol 2, Spring. pp. 10-26.

ABSTRACT: Service-learning is a highly adaptable pedagogy, well-suited to fulfill a variety of objectives with a range of student populations across the spectrum of disciplines. This article shares the experience of a large institution's Service-Learning Program that has developed a core model for service-learning and that supports instructors across campus in customizing it for their own unique implementation. The core model consists of a baseline definition, a standard approach to curricular design, and a simple but well-structured reflection process. Discussion of this core model is followed by the presentation of seven examples of courses that have been reworked accordingly with a service-learning component, from the small-scale module to the semester-long project to the entirely project-based course. The experiences of students and faculty across this spectrum of approaches reveal some of the benefits and the challenges associated with adaptation of a core model in implementing service-learning across the disciplines.

Clayton, P.H. & Ash, S.L. (2005). **Reflection as a key component in faculty development.** *On the Horizon*, 13(3).

ABSTRACT: Reflection is key to learning from experience, including the experience of teaching. We suggest that critical reflection is as important in faculty development as it is in student learning and offer our experience with a service-learning program as a case study of the benefits and challenges of structuring faculty development around reflection. Reflection on our teaching both deepens our understanding of our roles as educators and allows us to model those abilities and perspectives we want our students to develop. Further, collaborating with our students in the reflective process promotes a strong sense of learning community, positioning students and faculty alike as engaged in collaborative inquiry.

Under development: Student tutorial *Learning Through Critical Reflection* and instructors' guide *Teaching and Learning through Critical Reflection*. Stylus Publishing.