

Reflection Guidelines

Among the questions you ask your students to address, please consider pre- and post-travel self-assessments of attitudes, biases, self-efficacy, and expectations for study, career and life. Students' assessments of how the course, travel, and service impacted them are very valuable. Their "takeaways" in terms of how service-learning affected their experience of the course and subject matter also are valuable. We recommend structured reflection exercises that ask students to link course content with their service experience. Faculty might also consider field notes based on supervisor observations of students; on-site focus group interviews of students; etc.

Some issues you might wish to assess pre- and post-service/travel (*samples taken from international service-learning experience for future teachers*)

- student's ability to understand and apply course content
- student's confidence, stress and coping skills, personal flexibility, self-esteem
- whether service/travel reinforced or challenged student's assumptions of career /degree path
- student's awareness of needs in local community (civic engagement)
- student's awareness of skills needed for professional role (career)
- whether service/travel offered student opportunities to clarify/examine career goals (career)
- student's opportunities to acquire/use strategies to communicate with English learners (cultural competencies)
- student's understanding of challenges and resources in the community where service occurred
- student's interest in careers working with English language learners (career)
- whether service experience included opportunities to teach (career)
- how service experience offered student to use multi-modal strategies to communicate with English learners (cultural competencies)

Sample student reflection questions (*should be adapted for pre- and post-travel reflections to measure gains/differences resulting from service/travel experience*)

How did the service/travel contribute to your experiences and development as a student, professional, or person?

What skills do you think you need to develop further in order to effectively support children and families from diverse language and cultural groups at home or abroad?

How would you rate your awareness of global needs (before /after) your service experience?

How would you rate your enjoyment in working with linguistically, culturally, and ethnically diverse individuals (before /after) your service experience?

Photo Guidelines

File format / camera settings

- MUST be high resolution (generally this means a good digital camera's highest setting)
- Cell phone cameras simply aren't capable of the resolution sufficient for print-quality

photos. Any camera that supports RAW (https://en.wikipedia.org/wiki/Raw_image_format) settings would be great as this format doesn't compress the photos coming through. If the camera has that capability, the odds are that the resolution will be acceptable for print.

- In RAW format, file sizes are HUGE (around 10 MB each). That's good!
- BUT >> be sure your memory (camera's internal plus memory card) is sufficient.
- You'll probably have to download photos often as the memory fills up.
- DO NOT compress or process images when downloading or transferring from camera. This will defeat the purpose of capturing them in RAW format.
- Upload images WITHOUT COMPRESSION to a site like Dropbox for Business that has no capacity limitations. CSUF has a site license that allows all Faculty/Staff to create a Dropbox for Business account with unlimited file capacity. See <http://www.fullerton.edu/it/services/software/dropbox/index.php> for full details on how to create a new account or migrate an existing one.

Composition

POOR

posed, facing the camera, no action, no story, shadows obscure faces



BETTER

candid, figures engaged in the action instead of with the camera, conveys action, depicts engagement/service (but background is cluttered, and figures aren't engaging the viewer)



GOOD

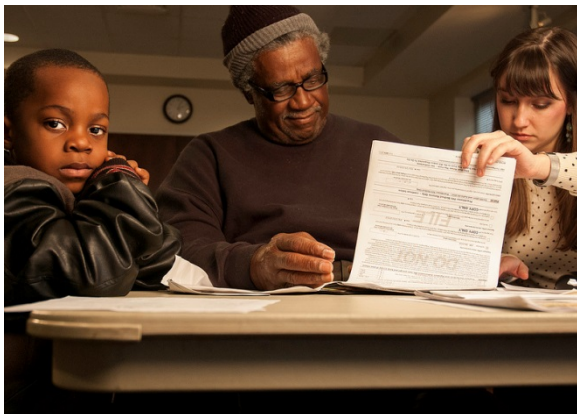
Relative roles of teacher, students, and client are clear; action is clear; background was cropped down to a tightly focused and composed image; strongly lit with no glare; depth of colors is vibrant; angle of shot is effective



VERY GOOD

The next several examples are very good. Notice that most are shot level with the smallest person in the image; the composition of the figures is tight; the action is clear; we are drawn into the frame because we know what's happening.

Left: This is a good example of what we look for: that's because the direct gaze of the child is so engaging, and because the action of the other two figures is so clear. This perfectly illustrates not only the action of the Volunteer Income Tax Assistance program, but the people depicted.



Right: Great, because of the interaction between the subjects. Effective because it's shot from eye level of the child. Lens allows soft focus of non-essential items in the frame, so even though the setting is cluttered, the eye focuses on the 2 people



Capturing someone's direct gaze at the camera while also depicting the action, the relationships, and the story is a real challenge!

Left: This one was tricky to compose. It works because the adult is focused on the child, so that's where we look, too. It's compelling because the child engages the viewer directly. It succeeds because even though they're not looking at one another, their interaction is clear and we know what's happening.



Right: Great eyes and compelling photo, but it tells us more about the boy than the community engagement activity of eye exams. The one on the left is preferable because both volunteer and client are depicted.



More examples of great eyes engaging the viewer, the composition effectively conveying the service story, and depiction of service provider and client. The children's direct gaze at the viewer adds emotion to the story.



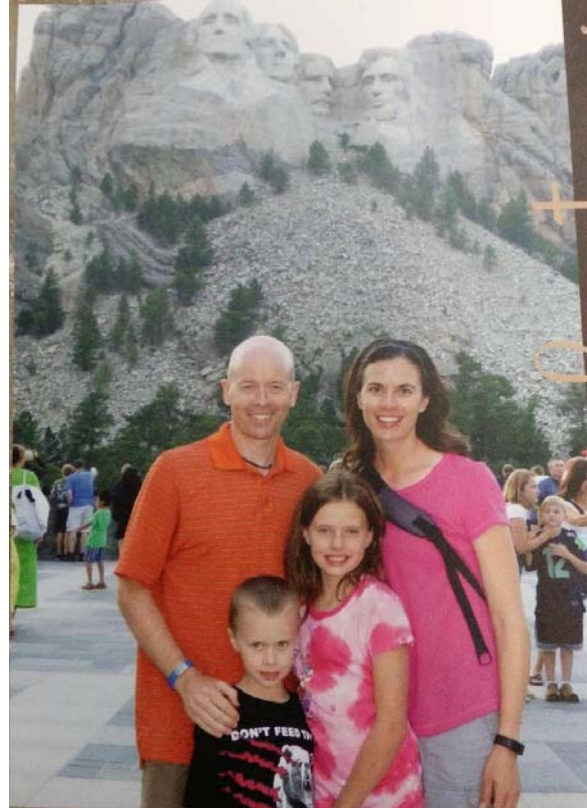
WHAT YOU DIDN'T SEE IN THE VIEWFINDER

Try to be conscious of the whole frame. You never know what is lurking in the background!

The runner's about to have a great moment, but that kid is definitely not!



Number 12 (far right) is having a bad day.



The dreaded "Pole Head." Watch for what's growing out of people's heads in the background. Try not to cut people off at the knees.



Sometimes a wrong background is just right.

Support of faculty mini-grants for study-away service experiences is provided through the Center for Internships & Community Engagement; the CSU Chancellor's Office Call to Service Initiative; and the Student Success Initiative.



Service-learning is considered a High Impact Practice.

