

# BRIERCREST

## Service Learning Log

In lieu of a regular commitment to one organization or service throughout the semester/year we encourage multiple and varied opportunities in order to nurture habits of service and fulfill the requirements of your Briercrest degree program. A minimum of 20 hours of volunteer hours will earn one Service Learning Credit.

Full Name: \_\_\_\_\_ Degree Program: \_\_\_\_\_

Email address: \_\_\_\_\_ Anticipated Graduation Year: \_\_\_\_\_

Please use this form when tracking hours over the course of a semester or for an intensive weeklong time of service. This form should be turned in with your written reflection.

#	Date What day?	Hours How long?	Activity What types of things did you do?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Total hours served: \_\_\_\_\_

Supervisor\* Signature (upon completion): \_\_\_\_\_


*\*With the varied nature of your opportunities, your Supervisor should be aware of your volunteer work and able to confirm that it was completed. Supervisors may not be other college students. Briercrest College and Seminary reserves the right to verify any information presented on this form.*

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## Service Learning Reflection To be submitted with Service Learning Log

Please **type** your reflection and include it with your Service Learning log. Reflections must include your name, email, and an overview of your service opportunities.


Write at least one paragraphs per prompt. You do not need to respond to every question, nor do you need to follow the order given in the prompts.

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□ **The Mirror (self-reflection):** What have you learned about yourself through your experiences? Do you have more/less understanding or empathy than you did before serving? In what ways has your sense of self, your beliefs, your sense of community, your willingness to serve others, and your self-confidence/self-esteem been impacted or altered through this experience? Have your motivations for serving changed? Has this experience challenged any stereotypes or prejudices you have/had? Are there any insights or strong lessons learned? Will this experience change the way you act or think? Did you give enough of yourself, care enough? Were you challenged physically, mentally, emotionally, or spiritually?

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□ **The Microscope (enlarging the view):** Describe your experiences. What would you change about it if you were in charge? What have you learned about the organization/group you served, the people, or the community? Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, or sadness? Do you feel your actions had any impact? What more needs to be done? Does this experience complement or contrast with what you're learning in classes? Has learning through experience taught you more, less, or the same as in class?

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□ **The Binoculars (the big picture):** From your service experience, are you able to identify any underlying or overarching issues that impact the ministry/organization/community? What could be done to change or influence the ministry/organization/community? How will this alter your future behaviours/attitudes/vocation? How is the organization/community you're serving impacted by what is going on in the larger political/social/faith sphere? What does the future hold? What can be done?

*\*Questions borrowed and adapted from Mark Cooper, "Reflection: Getting Learning out of Serving." The Big Dummy's Guide to Service-Learning. 1996, Florida University Center for Leadership and Service.*

*Your reflection will be evaluated according to the rubric below. A score of 3 or 4 is passing. If you do not receive a passing score, you will receive an email with your score and resubmission instructions.*

1	2	3	4
A reflection may be completely missing or only partially completed. The student gives little thought to answering the prompt. Little to no reflection on personal growth and development is included.	Most required prompts are answered. The prompt is discussed in some detail though some important elements seem to be missing. The student analyzes and evaluates the experiences on a surface level. Little to no reflection on personal growth and development is included.	Each required prompt is answered. The student engages with each prompt clearly. The student thoughtfully analyzes and evaluates the experiences on a level that mostly moves beyond the surface, considering different aspects and factors. Some attention is given to how the experience was influential and will shape future practice.	Each required prompt is answered. The student engages with each prompt in a clear and detailed fashion. The student thoughtfully analyzes and evaluates the experiences on a deeper level, considering different aspects and factors. Attention is given to how the experience was influential and will shape future practice.