Grading

Grades will be based on

1. Class Participation & Communication Skills. (30%)
2. Service Learning Experience & Critical Reflection Report. (30%)
3. Final Presentation (poster) at the Service Learning Expo (team presentations). (30%)
4. Service Learning Partners’ Evaluations (10%)

The weighting may vary for students who excel at one aspect over the others.

More Details on Grading

1) **Class Participation, Communication Skills & Classroom Support.** Communication style and technique varies depending upon the audience and the role of the speaker. In class you will be expected to take different roles. Besides being a student you will be expected to take the role of a magician presenting a trick and a teacher explaining the mathematics of the trick. In addition, you will be expected to offer helpful critiques to the other students in their varied roles. Note that this last role will eventually be informed by your own service learning experiences as you discover what works and what does not work in the service learning environment.

**Grading will be approximately** 5 points for each presentation of a new trick (new for the class, but you may find something in a book), 5 points for a "decent" associated mathematical explanation, and 5 points for helpful suggestions.
2) *Service Learning Experience & Critical Reflection* There is a required Critical Learning Report due at the end of the semester which covers all your Service Learning experiences. It should follow the DEAL Model for Critical Reflection (see attachment).

1. Objective Description (30%)
2. Examine the Experience (30%)
3. Articulate Learning (40%)

The Critical Learning Report will be updated, submitted and critiqued periodically during the semester so that by the end of the semester the Report should be complete. More specifically, after each Service Learning experience you should immediately write up (while it is fresh in your mind) and submit, at the minimum the Objective Description. This should include the date, service learning partner and your team members.

In class, we will discuss your experiences and hopefully help you Examine the Experience and Articulate the Learning. You may resubmit the report whenever you update the second two sections. The second two sections should "grow" as the semester progresses as you gain new experience and new insight into your experience.

The final report should have a page for each Service Learning Experience with the Objective Description, followed by a cumulative section “Examine the Experience” and then a cumulative section ”Articulate the Learning”.

3) *Expo Poster Presentation* These will be Team Presentations. We will discuss these as a class near the end of the semester. They should ”summarize the highlights” from your Service Learning Report - Don’t try to include everything! 50% for presentation, 50% for contents.

Include the Name of the course, the names of your team members, and the name of your Service Learning Partner.

At the Expo, you should be prepared to present at least one trick or explain one puzzle (different for each team).
DEAL Model for Critical Reflection
[Ash & Clayton, 2009; various]

Engage in experience

Describe experience objectively

Engage in experience and test learning and/or implement goals

Examine per category

Personal Growth

Civic Learning

Academic Enhancement

Articulate Learning (incl setting goals) in each category
Critical Reflection Assignment (structured with DEAL) for Academic Learning (generic)

Describe a SL-related experience (objectively and in some detail)

- When did this experience take place?
- Where did it take place?
- Who else was there? Who wasn’t there?
- What did I do? What did others do? What actions did I / we take?
- What did I / we say or otherwise communicate?
- Who didn’t speak or act?
- Etc.

Examine that experience (academic learning)

- What specific academic material is relevant to this experience? Explain the concept, theory, etc clearly and concisely so that someone unfamiliar with it could understand it
- How did the material emerge in the experience (When did I see it or note its absence? How did or should I or someone else use it?)?
- What academic (e.g., disciplinary, intellectual, professional) skills did I use / should I have used? In what ways did I / others think from the perspective of a particular discipline and with what results?
- In what specific ways are my understanding of the material or skill and the experience the same and in what specific ways are they different? What are the possible reasons for the difference(s) (e.g., bias, assumptions, lack of information on my part or on the part of the author / instructor / community?)

Articulate Learning

“I learned that” ...
- Express an important learning, not just a statement of fact
- Provide a clear and correct explanation of the concept(s) in question so that someone not in the experience could understand it.
- Explain your enhanced understanding of the concept(s), as a result of reflection on the experience
- Be expressed in general terms, not just in the context of the experience (so that the learning can be applied more broadly to other experiences)

“I learned this when” ....
- Connect the learning to specific activities that gave rise to it, making clear what happened in the context of that experience so that someone who wasn’t there could understand it.

“This learning matters because” ...
- Consider how the learning has value, both in terms of this situation and in broader terms, such as other organizations, communities, activities, issues, professional goals, courses, etc.

“In light of this learning” ...
- Set specific and assessable goals; consider the benefits and challenges involved in fulfilling them
- Tie back clearly to the original learning statement.