During-engagement Reflection and Final Report Reflection Prompts

During-engagement Reflection Guidelines
Please thoughtfully respond to one (1) of the following prompts of your choice throughout your engaged experience. You may respond using any medium you see fit (whether you prefer writing prose or poetry, speaking, video recording, blog-type writing, etc.). Just be sure to mention which prompt you are responding to in your medium.

Rather than setting a word minimum or maximum, we encourage you to just sit down and take about an hour to do this exercise. “Let it flow,” rather than thinking about it as though it were a research paper. No need to overthink. Focus on providing your fresh, unfiltered storytelling abilities and letting your first personal voice come through as though you were talking to a friend or writing in a journal.

Reflection Due by Friday, July 13 at 7 p.m.

Prompt 1: Ethical Framework

Introduction
When we talk about actions being right and wrong, we are making judgments about personal ethical frameworks without defining them. Ethical frameworks vary from person to person and vary even more between cultures. When entering new communities, individuals are often confronted with these differences in ethical principles, forcing them to be introspective and critical of their own views.

Questions to Consider
- What ethical framework or background are you bringing to this experience? What are your guiding principles, and where do you think they come from?
- Describe an observation or experience in your community that has challenged or reinforced your ethical framework. What relevant ethical principles did you have before the observation or experience and did they change?
- How are your beliefs and ethical principles affecting your actions during this experience?

OR

Prompt 2: Biases
Introduction
It is natural to make predictions about an experience before it comes to pass. Often, those predictions involve people or communities we expect to interact with. Those predictions stem from a series of biases (conscious or subconscious) that inform how we anticipate and then make meaning of experiences.

Questions to Consider
● In light of your experiences to date, analyze each bias you had prior to your travels about the people or communities with which you planned to engage, and describe experiences you have had in the community that verify or disprove your assumptions.
● How might identifying and analyzing these biases shape your continued engagement with communities?

OR

Prompt 3: Single Story

Introduction
Chimamanda Ngozi, a Nigerian novelist and nonfiction writer, has spoken publicly about “the dangers of a single story,” that is, the unintended consequences that can arise when stories about people and cultures are told through the single lens of an outsider. To avoid these unintended consequences — and to more fully and authentically relay the story of people and cultures to which we do not belong — Ngozi encourages those who engage with communities to document experiences “in their words too.”

Questions to Consider
● Describe a time in which you recognized the “danger of a single story.” What were some of the unintended consequences of the single story? Why did those consequences unfold in the ways they had?
● What steps can you take to ensure that the experiences you document more authentically relay the stories of the people and culture with which you are engaging? How will you incorporate perspectives that are “in their words too”?

OR
Prompt 4: Identities

Introduction
We often talk about identities as categories that people fall into. Although we all understand how identity is a highly complex and shifting component of individuals, we rarely look at how our experiences shape how we perceive our own identities.

Questions to Consider
● Consider the eight identities you've previously identified during the cultural pie exercise. Which do you think are central to your experience? How?
● How do you think your identity is affecting your relationship with your community and organization? How is privilege playing a role in this?
● Has your experience altered any of these? Is this due to a change in yourself or in how you understand this identity?

Submit by email to EngagedLeadership@cornell.edu with the file name: [LastName_FirstName]_CR_S18
Final Report Requirements

This document provides several questions that will help you deconstruct your community-engaged experience. Please read through the entire document once before tackling any of the questions. Please also type your responses below each question, but do not erase the questions themselves.

Engaged Cornell recognizes and values the myriad ways students process and express information. Therefore, we welcome reflection responses in written and non-written forms. Please be in touch with Emma Runge via email (ecr68@cornell.edu) if you would prefer to express your reflections using other media (e.g., audio recording, poetry, video performance).

*Please note that Engaged Cornell will leverage any materials you provide as part of the final report to disseminate knowledge throughout the Cornell community and beyond, as well as to students interested in applying for future grants. If you would not like your photographs to be used in promotional materials, let Emma Runge know upon submission of your Final Report materials. *

Final Report Requirements Due Wednesday, August 15, 2018

All final report components should be

1. Submitted via the following online form: https://www.tfaforms.com/4671454

Complete all three (3) final program requirements:

1. Social Media: After your community-engaged experience, you are required to post to social media at least two times.
   ● Post photos with captions to the Engaged Leadership Facebook page
     i. You should LIKE the page first and then be able to post to the timeline directly.
     ii. OR Use #EngagedLeadership and #EngagedCornell on your personal Facebook page (we will search for your tags that way).
     iii. You may also post to Instagram or Twitter
   ● A good post will tell a story about your experience and how it has impacted you personally.
   ● As part of your final report, please submit evidence of all social media posts you've made as part of the Community-Engaged Student Travel Grant. (This evidence can be as simple a screenshot of each social media post.)
2. Photographs: Please submit at least three photographs from your community-engaged experience.
   - Each photograph should be uploaded to a Microsoft Word document with captions of each photograph (individual .jpeg or pdfs will not be accepted).
   - Each photograph should highlight your engaged experience. Submit your most compelling photographs that emphasize collaboration and impact. Pick photos that seem to tell a story all by themselves.
   - The best photographs show people's faces! Faces are better than flowers!
     i. Be sure that you asked permission for the person's photograph.

3. Final Report Reflection: In 1,000 words complete the two-part written reflection based on your community-engaged learning experience. Remember, this is your journey. Feel free to draw from the ideas and insights that you gathered from reflections before and throughout your community-engaged experience.
   
   A. Part 1 - Revisit your Engaged Cornell CESTG Application Proposal (the full proposal can be found here.)
      i. Discuss if/how the goals or outcomes you outlined (community impact, project sustainability) were met during your activity?
      ii. How did your project address the need or interest that was identified with your community partner?
      iii. What did you learn by partaking in this engaged learning experience (self, others, the world)?
      iv. How was it beneficial to your educational and/or career development?
   
   B. Part Two - Intercultural Knowledge and Competence
      I. Introduction
         a. Community-engaged learning provides students the opportunity to develop skills and characteristics that support effective interaction across cultural difference (Association of American Colleges & Universities). One way to reflect upon our intercultural knowledge and competence is through the analysis of critical incidents. A critical incident is an event that causes us to take pause and contemplate. It impacts us in a way that shines light on the deeper questions and insights. It can be a positive or a negative experience that makes us think critically about what happened, challenge our practice and behaviors and provide us with opportunities for learning and considering our own development.
II. Questions for Your Response (Be sure to use the DEAL model in your response.)

i. What critical incident(s) did you experience working with your community partner that have caused you to feel shocked, confused, uncomfortable, angry or upset? First, tell the story of the incident(s) describing what happened in detail. Be sure to tap into your sensory perception; what did you see, hear, feel, etc.?

ii. How did cultural insiders — local people from within the community — react in this situation? Taking into account your understanding of the community’s history and culture, what do the cultural insiders’ actions and reactions tell you about their belief system, cultural rules and biases, and values? Be sure to demonstrate your understanding of the their communications styles, history, politics, economy and/or beliefs and practices.

iii. What does this incident tell you about what you know and still need to know about culture? For this question, you may reflect on culture in broad terms or about the specific culture in which you engaged. How does this insight relate to your desire to make a difference in communities?

iv. How do you plan to use these insights moving forward in your journey toward social change and/or community engagement, both professionally and personally? Be as specific as possible. Tell us about your vision for this world and how intercultural knowledge and skills fit into that vision.