EDED12448 *Service Learning - Contexts and Communities*

Term 3 - 2021

Profile information current as at 20/04/2024 12:31 pm

All details in this unit profile for EDED12448 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Service Learning challenges you to reflect on and understand the principles of equity and social justice that underpin contemporary social policy through active participation in a sustained period of service to communities characterised by diversity and disadvantage. The unit uses inquiry-based instruction methods and experiential learning to promote your understanding of the concept of "hidden curriculum" and the social, economic and environmental injustices and personal biases that affect your own teaching practice and implementation of the curriculum in diverse classroom settings. You will engage in action research to investigate, identify and collaborate in partnership with community organisations that have the potential for promoting understanding of the social realities of communities, families and students in primary school settings. You will actively participate in service appropriate to your level of skill development. and reflect on your experiences; your own previous understandings of teaching and learning; and your preconceived notions about students from diverse socioeconomic and cultural backgrounds. Through personal critique and evaluation of the service learning experience, pre-service teachers are equipped with strategies for involving parents and communities in the educative process and are positioned to acknowledge, appreciate and respond to the "funds of knowledge" and diverse characteristics that students bring to educational settings.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 3 - 2021

- Mixed Mode

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 50%
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Practical and Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Email

Feedback
Provide explicit feedback on assessment items.

Recommendation
Provide additional support for the writing of explicit feedback.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Use relevant standards, codes of conduct and/or codes of ethics to reflect on professional roles and responsibilities in relation to principles of equity and social justice
2. Conduct self-assessment to identify professional attributes, dispositions, skills and strategies for responding to communities and taking informed social action
3. Propose a viable plan for community engagement with the aim of developing knowledge and understanding of the strengths and needs of social contexts experienced by diverse groups and families
4. Critically reflect on a sustained period of organised service to draw implications for professional practice
5. Evaluate the impact of service on personal and professional learning and the development of skills for successful participation in communities and contexts characterised by diversity and disadvantage.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:
1.1 Physical, social and intellectual development and characteristics of students
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
6.1 Identify and plan professional learning needs
6.2 Engage in professional learning and improve practice
6.4 Apply professional learning and improve student learning
7.1 Meet professional ethics and responsibilities
7.4 Engage with professional teaching networks and broader communities

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•		
2 - Professional Practice Placement - 0%				•	
3 - Practical and Written Assessment - 50%	•			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving					
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•				
5 - Team Work					
6 - Information Technology Competence	•				
7 - Cross Cultural Competence	•	•	•	•	•
8 - Ethical practice	•			•	•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•		•	•		•				
2 - Professional Practice Placement - 0%	•				•		•	•		
3 - Practical and Written Assessment - 50%	•		•				•	•		

Textbooks and Resources

Textbooks

EDED12448

Prescribed

Service Learning Handbook
(2011)
Authors: Diana Whitton & Catherine Walbank
Pearson Australia
Frenchs Forest , NSW , Australia
ISBN: 9781442548824
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Kathryn Murray Unit Coordinator
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Schedule

Week 1: Topic 1A (Service Learning) and Topic 1B (How can Service Learning contribute to your professional development?) - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1A: ***Service Learning: What is it?*** • Defining service learning • Elements of service learning • Value of service learning: "reciprocity" • "Good quality" service learning **Topic 1B:** ***How can Service Learning contribute to your professional development?*** • Concepts underpinning professional service and service learning • Linking service learning to the Australian Professional Standards for Teachers • Knowing your community	**Set Text:** Whitton, D., & Walbank, C. (2011). *Service Learning Handbook.*Frenchs Forest, NSW: Pearson Education Australia. **Read set text:** Introduction and Chapter 1 **Other readings:** Service Learning Australia (2009). *Designing good quality service learning.* Accessed at www.servicelearning.org.au Wilson, K. (2010). *Implementing a national service-learning program.* Melbourne: Learn and serve Australia.	Start researching your local community and community organisations to determine possible places/opportunities where you might undertake your Service Learning placement (20hrs of community service). It is important to make an EARLY start on securing your placement. Start today! Make initial contact with organisations of interest to determine the likelihood of them hosting your Service Learning placement.

Week 2: Topic 2A (Understanding community organisations) and Topic 2B (Developing a Service Learning Plan) - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2A: ***Understanding community organisations*** • Community strengths and needs: planning for your engagement with community organisations • Making contact with community organisations **Topic 2B:** ***Developing a Service Learning plan*** • Putting together a Service Learning plan	**Read set text:** Chapter 2, pg 26 - 46 and the Appendices section **Access the following websites:** http://govolunteer.com.au/ http://www.volunteeringaustralia.org/ http://www.tcls.org.au/01_cms/details.asp?ID=7 Queensland Times: Community Organisations Safe Work Australia's Volunteers Guide	Continue to research your local community and community organisations to determine possible places/opportunities where you might undertake your Service Learning placement. Make initial contact with organisations of interest to determine the likelihood of them hosting your 20 hrs of placement. **If possible, try to finalise and confirm the placement with your organisation of choice.**

Week 3: Topic 3A (Self assessment of personal and professional skills) and Topic 3B (Legislative and organisational responsibilities in planning for Service Learning) - 22 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3A: ***Self assessment of personal and professional skills*** • Self audit • Personal and communication skills for working with external professional bodies and community organisations • Barriers to communication **Topic 3B:** ***Legislative and organisational responsibilities in planning for Service Learning*** • Ethical roles/responsibilities • Equity and social justice • Professional protocols and ethical practice • Planning for your Service Learning experience	**Read set text:** Chapter 2, pg 66 - 68 and Chapter 3, pg 74 - 77 **Access the following website:** Safe Work Australia's Volunteers Guide **Other readings:** Coffey, A., & Lavery, S. (2015). Service learning: A valuable means of preparing pre-service teachers for a teaching practicum. *Australian Journal of Teacher Education, 40*(7), 85-101. Baldwin, S. A., Buchanan, A.M., & Rudisill, M.E. (2007). Why teacher candidates learn about diversity, social justice and themselves from service-learning experiences. *Journal of Teacher Education, 58*(4), 314-327.	Try to finalise and confirm the organisation with which you will undertake your Service Learning placement. As well, your aim should be to finalise the **Confirmation of Service Learning** document with the organisation with which you will complete the Service Learning placement. If you are organised and have the Confirmation of Service Learning document signed off, then you could be in a position to start your Service Learning placement this week. Please include **this Confirmation of Service Learning** document in with your Asessment Task 1 submission (Service Learning Plan). Start work on your Service Learning Plan.

Week 4: Topic 4A (Learning through the Service Learning experience) and Topic 4B (Meeting your goals through the Service Learning experience) - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4A: ***Learning through the Service Learning experience*** • Identifying personal and professional skills that might be developed through the Service Learning experience • "Reciprocity" through Service Learning • Making the links to the Australian Professional Standards for Teachers **Topic 4B:** ***Meeting your goals through the Service Learning experience*** • Setting individual learning goals for the Service Learning experience • Making the links between your "learnings" and your professional practice in the classroom • Active listening • Conflict management	**Read set text:** Chapter 3, pg 91 - 99 and pg 120 - 122	If you are organised and have the Confirmation of Service Learning document signed off, then you could be in a position to start your Service Learning placement this week. Try to get it out of the way as early as you can. Continue to work on the documentation required for your Service Learning plan which is Assessment Task 1. Remember Assessment Task 1 can be completed and submitted PRIOR to you undertaking the 20 hrs of placement. **You just have to know where you will be doing the placement.**

Week 5: Topic 5A (Reflection) and Topic 5B (Reflection on, for and in Service Learning) - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 A: ***Reflection*** • What is reflection? • Benefits of reflection • Barriers to reflection • Reflection models: how to reflect **Topic 5 B:** ***Reflection on, for and in Service Learning*** • Skills developed through Service Learning • Documenting your ongoing reflections for discussion posts • Writing a critical reflection	**Read set text:** Chapter 3, pg 78 - 90 and pg 123 **Read set text:** Chapter 3, pg 78 - 90 and pg 123 **Other readings:** Chambers, D.J., & Lavery, S. (2012). Service learning: A valuable component of pre-service teacher education. *Australian Journal of Teacher Education, 37*(4), 127-137. Refer to the documentation provided to support the Service Learning placement.	Continue to work on your Service Learning plan which is Assessment Task 1. This is due on **FRIDAY DECEMBER 17, 2021,** submitted through the Moodle site by 11:45pm (AEST). If you are organised and have the **Confirmation of Service Learning** document signed off, then you should be in a position to start your Service Learning placement, or continue with it this week. Please ensure that you share the **Checklist for Completion of Service Learning** with your supervisor and ensure that he/she understands what is required of them in terms of signing off by the end of the 20 hrs of Service Learning placement. As you undertake the placement, think about the challenges faced, the new learnings and the ways in which your learning can support your future work in your chosen career. What have you learned personally? What have you learned professionally?

Week 6: Review and Check in for Assessment Task 1 - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Perspectives of Service Learning. The Zoom session this week will clarify any remaining questions about your Service Learning placement and documentation. Continue on with your 20 hrs of Service Learning placement.	Refer to the documentation provided to support the Service Learning placement. The critical content in this unit has now been covered. Please ensure that you have worked your way through the materials so that you are very aware of the requirements for both the placement and for the two written assessment tasks.	Please ensure that you share the **Checklist for Completion of Service Learning** with your supervisor and ensure that they understand what is required of them in terms of signing off by the end of the 20 hrs of Service Learning placement. **Service Learning Plan** Due: Week 5 Friday (17 Dec 2021) 11:45 pm AEST

Non-Teaching Week: CHRISTMAS PERIOD - 20 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
No Zoom sessions are scheduled for this week.		

Week 6: - 27 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
No Zoom sessions are scheduled for this week. **Continue on with your 20 hrs of Service Learning placement.**	Refer to the documentation provided to support the Service Learning placement.	Please ensure that you share the **Checklist for Completion of Service Learning** with your supervisor and ensure that they understand what is required of them in terms of signing off by the end of the 20 hrs of Service Learning placement. **Remember that this document is submitted with your Task 3 assessment task.**

Week 7 - 03 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic

No Zoom sessions are scheduled for this week. **Continue on with your 20 hrs of Service Learning placement.**	Refer to the documentation provided to support the Service Learning placement. The critical content in this unit has now been covered. Please ensure that you have worked your way through the materials so that you are very aware of the requirements for the placement, the submission of mandatory paperwork which confirms the completion of the placement and the reflection on the placement (Task 3).	Please ensure that you share the **Checklist for Completion of Service Learning** with your supervisor and ensure that they understand what is required of them in terms of signing off by the end of the 20 hrs of Service Learning placement. **Remember that this document is submitted with your Task 3 assessment task.**

Week 8 - 10 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
No Zoom sessions are scheduled for this week. **Continue on with your 20 hrs of Service Learning placement.**	Refer to the documentation provided to support the Service Learning placement.	Please ensure that you share the **Checklist for Completion of Service Learning** with your supervisor and ensure that they understand what is required of them in terms of signing off by the end of the 20 hrs of Service Learning placement.

Week 9 - 17 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
No Zoom sessions are scheduled for this week. **Continue on with your 20 hrs of Service Learning placement.**	Refer to the documentation provided to support the Service Learning placement.	Finalise the completion of the **Checklist for Completion of Service Learning.** Ask your Service Learning supervisor to sign off on the documentation. Remember that this document, Checklist for Completion of Service Learning, confirms that you have undertaken 20hrs of service learning placement which constitutes Assessment Task 2. However the **Checklist for Completion of Service Learning** is **submitted WITH and as PART OF** the documentation required for Assessment Task 3.

Week 10 - 24 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
There will be ONE DROP IN ZOOM session only this week. Check the Moodle homepage for details of Zoom times. Continue on with your 20 hrs of Service Learning placement. Assessment Task 3: Reflection on the placement	Refer to the documentation provided to support the Service Learning placement. Refer to the Guide for Writing a Reflection which is found in the Assessment Block, Assessment Task 3.	Ensure that the **Checklist for Completion of Service Learning** is signed off and included with your Assessment Task 3 submission.

Week 11 - 31 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
There will be ONE DROP IN ZOOM session only this week. Check the Moodle homepage for details. **Topic: *Review of Service Learning placement*** ***Assessment Task 3: Reflection on the placement***	Refer to the documentation provided to support the Service Learning placement. Refer to the Guide for Writing a Reflection which is found in the Assessment Block, Assessment Task 3.	Ensure that the **Checklist for Completion of Service Learning** is signed off and included with your Assessment Task 3 submission. You should have completed your 20 hours of Service Learning placement by the end of this week. This gives you time to prepare your Task 3 submission.

Week 12 - 07 Feb 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
There will be ONE ZOOM session only this week for final questions. Check the Moodle homepage for details.		**Critical reflection on, for and in Service Learning** Due: Week 12 Friday (11 Feb 2022) 11:45 pm AEST

Exam Week - 14 Feb 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Service Learning Plan

Assessment Type
Written Assessment

Task Description
Assessment Task 1: Service Learning Plan (approx 2000 - 2500 words)
This assessment task builds deep understanding of the strengths and needs of the local communities in which your professional work might be enacted. The task provides opportunities for you to:

- identify sources of professional knowledge that support your future work;
- engage with external professional bodies and local community groups; and
- support the needs of diverse groups/individuals within your community.

After investigating the needs of your local community, **choose a community based organisation/context** through which you can complete **20 hours of service learning.** Remember that the idea is that you move beyond the normal scope of your professional understandings. If you are a Bachelor of Education student for example, you should look beyond the educational setting for your placement. Source your own placement with the organisation of your choice. Once this is done, you can start documenting a **Service Learning Plan** that shows evidence of your:

- developing knowledge about service learning and its reciprocity value to community and to you as a participant;
- reflection on ethical practices and professional responsibilities for enacting a service learning plan;
- investigation through documented research into the goals and activities of the community organisation/context and the needs of the local community;
- self-assessment of your current personal and professional skills, attributes and dispositions that might support you to meet your goals for the service learning placement; and
- personal competence and accuracy in communicating a clear action plan for service learning.

Use the question guide provided on the Moodle site (See Moodle site Assessment Block, AT1) to guide you through the development and documentation of your Service Learning Plan. Remember that these questions provide a comprehensive overview of the requirements of a Service Learning Plan, and you should take the time to ensure that you respond to all components. However, please do not see these questions as items that must be responded to in sequence. Rather, they present a guide as to the type of issues that you might consider in drawing together your response.
Your completed **Service Learning Plan** must also include a signed copy of your **Confirmation of Service Learning document**. Please refer again to the Assessment Block for further information.
Please note that you may undertake your 20 hrs of service learning placement AFTER you have submitted Assessment Task 1 (Service Learning Plan). The completion of the Service Learning Plan however relies on you having CONFIRMATION of the PLACEMENT with your chosen organisation.
For those undertaking the Bachelor Education course, this assessment task can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers; focus areas 6.1, 6.2, 7.1 and 7.4.
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 5 Friday (17 Dec 2021) 11:45 pm AEST
Online submission is required. Upload the assignment through the Moodle link for Assessment Task 1 in the assessment block.

Return Date to Students

Assessment task 1 will be returned to students in a timely way that facilitates feedback for the completion of Assessment Task 3.

Weighting
50%

Assessment Criteria

- demonstrated knowledge and understanding about service learning and its reciprocity value to community and to the participant;
- documented research into the strengths and needs of the local community and of the chosen community organisation;
- identification of ethical practices and professional responsibilities for enacting a service learning plan, working with a community organisation;
- critical reflection on, and evaluation of, personal skills relevant to goal setting for the service learning placement;
- critical reflection on, and evaluation of, professional skills relevant to goal setting for the service learning placement;
- use of unit readings and materials, policy documents and other authoritative literature sources; and
- personal competence in communicating a clear written action plan for service learning that observes academic conventions and engagement with critical unit content.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Online submission is required. Upload the task through the link on the Moodle site for Assessment Task 1 (See Assessment Block).

Learning Outcomes Assessed

- Use relevant standards, codes of conduct and/or codes of ethics to reflect on professional roles and responsibilities in relation to principles of equity and social justice
- Conduct self-assessment to identify professional attributes, dispositions, skills and strategies for responding to communities and taking informed social action
- Propose a viable plan for community engagement with the aim of developing knowledge and understanding of the strengths and needs of social contexts experienced by diverse groups and families

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Service Learning: 20 hrs engaged service in community

Assessment Type
Professional Practice Placement

Task Description
Assessment Task 2: Service Learning: 20 hrs engaged service
This is a non-graded but **compulsory participation component** of this unit. You MUST COMPLETE 20hrs of service learning in a **community organisation/context of your choice, but must be undertaken out of the education/schooling context if you are enrolled in the Bachelor of Education course.**
This is an opportunity for you to **move beyond and away from your usual work and study context** and to engage with a specific organisation within your local community. The purpose of service learning is to assist you to develop an understanding about the diverse community members whom the organisation serves and supports. **This heightens your awareness about the diverse backgrounds and circumstances of community**; socio-economic, cultural, religious, physical, social and intellectual.
PLEASE NOTE: A *SIGNED* **Checklist for Completion of Service Learning MUST** be submitted as evidence of successful completion of the service learning.
This must be submitted with the documentation that supports the final assessment item, Assessment Task

3, to be eligible to pass this unit. A failure to complete the required 20 hrs of service learning will result in a failed grade overall for the unit.
For those undertaking the Bachelor of Education course, this placement experience can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers; focus areas 6.2 and 7.4.

Assessment Due Date

The service learning placement must be completed within time-frames that support the completion of Assessment Task 3 requirements.

Return Date to Students

There is no feedback on the placement itself. Feedback on the final assessment task will be provided following moderation and prior to the date of certification of grades for the term 3, 2018.

Weighting
Pass/Fail

Assessment Criteria
This component is not formally assessed. Rather, a **Checklist for Completion of Service Learning** is to be submitted as part of Assessment Task 3 as evidence of successful participation in, and completion of, the service learning.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Online submission of the Checklist for Completion of Service Learning is required. Upload this item along with the documentation required for Assessment Task 3 through the link on the Moodle site. Please see the Assessment Block.

Learning Outcomes Assessed

- Critically reflect on a sustained period of organised service to draw implications for professional practice

Graduate Attributes

- Communication
- Team Work
- Cross Cultural Competence
- Ethical practice

3 Critical reflection on, for and in Service Learning

Assessment Type
Practical and Written Assessment

Task Description
Assessment Task 3: Critical reflection on, for and in Service Learning
This individual written assessment task provides an opportunity for critical reflection on, for and in the service learning placement experience; a critical reflection on your service learning experience (approx 2500 words). The focus for your reflection is on the diverse backgrounds and circumstances of those in the community and the ways in which your experience and your learning through that experience, can contribute to your professional future work.
This reflection reviews, evaluates and discusses:

- the achievement of your own set personal and professional learning goals met through the service learning placement; and
- the influences of your service learning experiences on your personal and professional views/values with respect to engaging with and responding to, a range of diverse stakeholders within your professional context.

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.
If you are undertaking the Bachelor Education course, this assessment task can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers; focus areas 1.1, 1.3, 6.2, 6.4 and 7.4.

Assessment Due Date
Week 12 Friday (11 Feb 2022) 11:45 pm AEST

Online submission is required through the link on the Moodle site for Assessment Task 3 in the assessment block.

Return Date to Students

Feedback on the final assessment task will be provided following moderation after certification of grades for the term.

Weighting
50%

Assessment Criteria

- reflection that identifies and discusses the diverse nature of community, stakeholder needs and meaningful community service;
- reflection that evaluates and discusses the ways in which personal and professional views/values have been influenced by engaging with a range of diverse stakeholders;
- reflection that reviews, evaluates and discusses the ways in which personal learning goals have been met through the service learning placement;
- reflection that reviews, evaluates and discusses the ways in which professional learning goals have been met, with particular reference to the application of learning to a professional context;
- use of contemporary research, literature and unit readings and materials to support the reflection; and
- personal literacy competency in communicating ideas accurately, using academic conventions accurately and highlighting the value of the reflective process.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Online submission is required. Upload required documentation through the link on the Moodle site for Assessment Task 3 (See the Assessment Block).

Learning Outcomes Assessed

- Use relevant standards, codes of conduct and/or codes of ethics to reflect on professional roles and responsibilities in relation to principles of equity and social justice
- Critically reflect on a sustained period of organised service to draw implications for professional practice
- Evaluate the impact of service on personal and professional learning and the development of skills for successful participation in communities and contexts characterised by diversity and disadvantage.

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem