Critical Reflection for Community-Engaged Global Learning

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Target Population: Undergraduate and Graduate Students

Use whenever students work with community on “real-world” issues.

Build collaborative learning experiences that benefit students and the host community.

Used for experiential learning/CBGL

Students doing discussion roundtable, Cuajimoloyas, Oaxaca (3rd week of trip)

Journaling to Foster Critical Reflection

Create prompts that teach students critical reflection using three types of learning.

**Cognitive Learning: (SWBAT*)**
- Link course material to real-world experiences
- Recognize community knowledge and approaches to address local challenges
- Connect community issues to unequal socioeconomic and political structures at local, regional, and international levels.

**Socio-Emotional Learning: (SWBAT*)**
- Explain how their identity is shaped, and how their position in society impacts their understanding of issues, individuals, and groups.
- Examine how unequal power dynamics are “normalized” through social practices
- Develop respect for alternate perspectives, value different norms, beliefs, cultivate empathy

**Behavioral**
- Define “ethically responsible behavior”, how peoples’ actions impact broader society and environment.
- Apply critical thinking to understand and act in ways that will build a better society.

*Student Will Be Able To (SWBAT)

Benefits to Students

- Improves intercultural understanding that values and respects difference.
- Lifelong critical reflection helps keep people open to new knowledge and diverse ways of knowing about the world. Fosters curiosity, innovation, flexibility, and action as a positive response to social challenges.

Benefits and Impacts:

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- Students learning about water rights and environmental causes of migration

- Finishing a “tequio” or community labor request.