

University of Alberta, Edmonton, Alberta, Canada
Agricultural and Resources Economics (AREC) 173
Plate, Planet and Society
Fall 2019

Syllabus: 3 September 2019

Instructor:

Dr. Brent Swallow, Professor, Department of Resource Economics and Environmental Sociology

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Teaching assistant: Skylar Lipman (lipman@ualberta.ca).

Lectures: Tuesdays and Thursdays, 2:00 – 3:20 pm **SAB 325** (third floor South Academic Building)

Office hours: T Th 11-12 am in 567 GBS, immediately after class, or by appointment, 567 GSB.

Course description:

★ 3 (*fi 6*) (second term, 3-0-0). A cornerstone course that provides an introduction to social perspectives on everything from what we eat for breakfast to how we protect endangered species and agricultural landscapes. Topics covered include current issues around food production and consumption and issues related to sustainability of our natural and social systems. Debates over new technologies (eg. GMOs, nanotechnology), food, environment, diet and health can only be understood in the context of political, economic and personal decisions.

Credit:

AREC 173 counts toward the following:

- Programme Requirement for *BA Environmental Studies* (ALES or Arts) (http://calendar.ualberta.ca/preview_program.php?catoid=6&poid=2537)
- Programme Requirement for *the Human Dimensions of Environmental Management Major of the Environment and Conservation Science* program (http://calendar.ualberta.ca/preview_program.php?catoid=6&poid=2552).
- approved academic course for the *Certificate in Community Engagement and Service-Learning* (<https://www.ualberta.ca/community-service-learning/csl-student-info/certificate-program>).
- core course for the *UofA Certificate in Sustainability* (<http://sustainabilitycert.ualberta.ca/Certificate-Requirements>).
- Approved Program Elective for several academic programs in the faculty of ALES, including Animal Health, Nutrition and Food Science, Environment and Conservation Science, Human Ecology.
- Introductory course for Professional Agrologist in Alberta

Course overview and learning outcomes:

For most people living in cities like Edmonton, it is amazingly easy to take food for granted: plentiful supplies in all shapes and forms abound on supermarket shelves. Food insecurity is mostly hidden from general view, although it is surprisingly prevalent in Edmonton and is even a challenge on the University of Alberta campus. Also hidden are the many negative impacts of unsustainable food production practices. Consumers concerned about the health, safety, sustainability and ethics of food available through the main food system are turning to alternatives – organic, ethnically-produced, fair trade and local. At the same time, fast food restaurant chains are marketing their products as “hormone free,” “steroid free,” “plant-based” or “Canadian made.”

Plate, Planet and Society introduces these issues to students and challenges them to identify and assess the important choices that are made by consumers, producers, corporations and policy makers regarding food. Special attention is given to the economic and ethical values underlying our food choices and the how those values are used to frame popular and policy debates. Plate, Planet and Society provides opportunities for real hands-on experience in the local food system through Community-Services Learning.

Learning outcomes: Students should gain the following abilities:

1. Think critically about the inter-related challenges of our food and agricultural systems, including environmental sustainability, climate change, nutrition, poverty, fairness and agency.
2. Analyze these challenges using key concepts from the economic, behavioral, social and environmental sciences.
3. Synthesize and process information about complex topics into papers and presentations accessible to different types of audiences.

Readings:

This class will draw upon a wide variety of sources and materials. The most important concepts will be covered in the lectures and powerpoint slides. Some required and many recommended readings, and other materials, will be noted on the lecture slides, posted to eclass, or distributed in class.

Evaluation:

Activity	Due Date	% of Total Mark
Individual assignment	Sept 19	5
Flash reflection	Oct 1	5
Interim report	Oct 10	10
Midterm exam	Oct 17	20
Class presentations	Nov 21-28	5
Final report	Dec 3	20
Final exam (cumulative) (9-noon, SAB 325)	Dec 16	35

All assignments and papers should be submitted in class, on or before the due date, at the beginning of the class period. **I will not accept assignments submitted through eclass or by email** (unless you make special arrangements with me). Late assignments may be accepted up to two days late, with your grade reduced by 10% per day for up to two days.

Grading rubrics will be provided for each assignment. Students will be given access to previous mid-term and final exams used in this class. Only approved non-programmable calculators are permitted.

The Four-Point Grading System will be used; please refer to the University Calendar for further information on its application. Grades reflect judgments of student achievement. **These judgments are based on a combination of absolute achievement and relative performance in a class.** Please refer to section [23.4](#) of the University Calendar for further information on the University's evaluation and grading system.

Grading rubrics will be provided for each assessment item. Students will be given access to previous mid-term and final exams via eclass.

If a student misses a midterm, a new time can be set between the instructor and/or student for the student to write the midterm or, with the discretion of the instructor, the weight of the midterm can be transferred to the final exam.

Instructors can neither give permission to a student to miss the final exam nor grant a request for a deferred final exam. Students are encouraged to check exam schedules prior to making travel or event plans.

Course material

"Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar."

"Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s)."

PowerPoint presentations used in class will be posted to the class website either before or shortly after the scheduled class.

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with my prior written consent or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s)."

Guest lecturers will be invited to enrich the course with their expertise in particular topics. Material covered by the guest lecturers will be examined in the same way as material covered by the instructor.

Community Service Learning (CSL):

Students are given an option of doing a research project or participating in Community Service Learning placement or undertaking an individual research project for a total of 35% of the class grade. Students choosing to do research projects are expected to demonstrate that they have expended at least 20 hours of extra work on their research projects, with the results presented in interim and final reports.

Students choosing community service projects must commit to at least 20 hours to their work with the community partner during the semester, plus extra work to report and reflect on their experiences.

Community Services-Learning is a program of the University of Alberta that provides students with an opportunity to integrate classroom learning with volunteer placements in the Edmonton area. Students with special interests in CSL can earn Community Learning Certificates. (see <http://www.csl.ualberta.ca/>). The CSL portal provides detailed descriptions of each option. Use your CCID to log onto the portal. <https://apps.arts.ualberta.ca/csl/Account/LogOn?ReturnUrl=%2fcsl>

This semester we are fortunate to have 11 opportunities with 9 organizations for CSL Placements:

- University of Alberta Campus Food Bank Society
https://myualberta.ualberta.ca/student_services/_/campus_food_bank_students_union
 - *Investigating post-secondary food insecurity solutions (4)*
- Fruits of Sherbrooke (www.fruitsofsherbrooke.ca)
 - *Project Fruit Stars Kitchen Helpers (10)*
- CJSR FM 88.5 (www.cjsr.com)
 - Plate, Planet and Society Radio Documentary (6)
- Hope Mission (<https://hopemission.com/edmonton/>)
 - Meal Program – Waste Reduction Plan (4)
- Food4Good (www.food4goodri.weebly.com)
 - *Education workshop at the market (6)*
 - *Social media content (3)*
 - *Recipe testing for collective kitchens (2)*
- City of Edmonton Compost S' Cool
https://www.edmonton.ca/city_government/environmental_stewardship/composting.aspx
 - *Can we nudge Edmontonians to compost at home? (4)*
- HIV Edmonton (www.hivedmonton.com)
 - Collective Kitchen (2)
- Learning Centre Literacy Association
 - *Exploring the possibilities for an indoor garden (4)*
- UofA Sustainability Council
 - Sustainability Awareness Week, event organizers (3)

Presentations about these opportunities will be made during some of the first three class periods. Students interested in these opportunities should send an email to me no later than 4 pm on Wednesday September 11th. You should indicate your name, your first, second and third choices, and a short explanation of why you think you would be well suited to each (about 100 words for each choice). As far as possible, I will try to arrange CSL opportunities for all students who indicate strong interest. However, it is possible that projects may not be available for all students indicating interest. I will inform you about your CSL assignment by Friday September 13th. I **strongly** encourage you to complete half or more of your CSL hours by the due date of the interim report. More information about these options is provided through the CSL portal.

Notes: 1. The Campus Food Bank requires volunteers to be available the afternoon of October 26.
2. Project Fruit Stars is available Thursdays or Saturdays, 9am – 1 pm. 3. HIV Edmonton requires police information checks.

Key dates:

Sep 3: First class

Sep 11: Students interested in CSL submit their requests to the instructor

Sep 16: Add / delete deadline, no record

Sep 19: First assignment due

Oct 1: Flash Reflection due
Oct 10: Interim Research Report / Interim CSL Reports due
Oct 17: Mid-term exam
Nov 12-15: Fall reading week – no classes
Nov 21: Class presentations for students doing research projects
Nov 26: Class presentations for CSL students involved with Campus Food Bank Society, Fruits of Sherbrooke, HIV Edmonton, Hope Mission, City of Edmonton Compost
Nov 28: Class presentations for CSL students involved with Food4Good, Sustainability Council and the Learning Centre Literacy Association
Nov 29: Last day to withdraw with grade of W
Dec 3: Final project reports and CSL completion forms due
Dec 5: Last AREC 173 class
Dec 6: Last day of classes
Dec 16: Final Exam (9am-noon, SAB 325)

Academic Integrity & Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students at the University of Alberta are subject to the Code of Student Behaviour, as outlined at: <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>. Please familiarize yourself with it and ensure that you do not participate in any inappropriate behavior as defined by the Code. Key components of the code include the following statements.

30.3.2(1) No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2)c. No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work."

Students should speak with the course instructor about any questions or concerns about the code. Students should be particularly aware of the code as it pertains to internet and library research, use of previous class notes, reclamation plans of former students and interviews or discussions with others.

Assistance and Expectations:

Writing Assistance:

Many students have difficulty writing. Editing each other's work and carefully editing your own work are ways to improve your writing. As this course has a substantial writing component, it is recommended that students utilize the Effective Writing Resources program from the Academic Support Centre (located in SUB 2-400, Tel: 780-492-2682, website: <http://www.uofaweb.ualberta.ca/academicsupport/>).

Peer Support Centre:

The Peer Support Centre (PSC) is a service of the Students' Union. They support students in distress or crisis, no issue too big or too small. They offer support over the phone (HelpLine), or in person (walk in or appointment), in SUB 2-707. Their volunteers are highly trained in the area of crisis intervention, suicide prevention and supportive listening. PSC contacts are: 780-492-4357 (helpline), 780-492-4268 (to book appointment), or www.su.ualberta.psc.

Students with Disabilities or Special Needs:

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 SUB, 780-492-3381.

Course outline, readings and resources:**Module 1: Introduction and motivation**

Objective: Clarify the objectives of the class, review the syllabus, and motivate the class.

- *Introduce Community Services Learning, CSL community partners, and the CSL volunteer opportunities.*
- *Provide an overview of the EAT-Lancet Commission Report on Healthy Diets for Sustainable Food Systems, the Canadian Food Guide, and responses to those reports.*
- *Discuss the distinctions between normative and positive approaches and the ethical challenges of distinguishing the two.*
- *Introduce the concepts of sustainability and wicked problems.*

Module 2: Key concepts from economic and behavioral sciences

Objective: Use examples from the food and agricultural sector to introduce some of the key concepts that help us to analyze and think critically about diet, technology and land use choices made by individuals, corporations and groups.

- *Review standard production economic concepts including efficiency, economies of scale, rationality, profit maximization, public goods, externalities, rent seeking, and future discounting.*
- *Segue from the nutrition component of the EAT-Lancet report to analysis of food consumption, including laws of food demand, triple burden of malnutrition, dietary transition, and importance of search, experience and credence attributes of food. Discuss the challenges of food fraud, food safety, and trust in the food system.*
- *Review alternative models and determinants of individual behavior, including the Theory of Planned Behavior, loss aversion, risk aversion and confirmation bias.*
- *Introduce key moral / ethical concepts that also affect food systems, including fairness, animal welfare, reciprocity, esteem, and duty of rescue.*

- *Discuss intrinsic and extrinsic motivations and their relationship to values, reciprocity, and personal narratives.*
- *Introduce policy framing, values and ethics through the case of raw milk sale in the United States.*

Module 3: Local food contexts -- food security, food geography, and indigenous food cultures

Objectives: Use cases from Alberta and Canadas to analyse food insecurity, the right to food and duty of rescue, the spatial nature of our food systems, the dual trends toward globalization and localization, and the opportunities and challenges that those trends create.

- *Introduce the concept of food insecurity and the causes of food insecurity on campus, in Edmonton and elsewhere in Canada.*
- *Identify and assess the challenges of food deserts / swamps*
- *Evaluate the economic, environmental and ethical case for local versus globalized food -- burden shifting, distancing, defensive localism, the local trap, and life cycle analysis.*
- *Review the concept of culturally appropriate food and indigenous food cultures, with special emphasis on indigenous food cultures in Canada.*

Module 4: Sustainable food production

Objectives: Use the cases of water use and Amazon deforestation to illustrate the challenges of operating within the planetary boundaries and achieving sustainable food production.

- *Evaluate the social choices associated with agricultural intensification, the meat industry, circular economy and agroecology.*
- *Segue from the EAT-Lancet report to planetary boundaries and the relationships with agricultural production. Discuss case studies from Canadian university campuses.*

Module 5: Sustainable Diets

Objectives: Segue from the EAT-Lancet Commission Report into critical analysis and understanding of recent scientific debate about the environmental impacts of our diets.

- *Review methodology and interpretation of life cycle analysis, consider debates about food waste / food loss, as well as ethical and sustainable diets.*

Module 6: Science and technology in agriculture and food systems

Objectives: Analyze the challenges and opportunities for technological advance in agriculture, especially through genetically-modified crops and the use of big data.

- *Review key principles useful for understanding GM regulation, including the substantial equivalence, burden of proof and the precautionary principle, as well as the Cartagena Protocol.*

- *Review key principles useful for understanding big data applications, including precision agriculture, machine learning, artificial intelligence, climate adaptation, and open data.*

Addendum to Syllabus: Instructions and Grading rubrics for major assignments

(The Instructor reserves the right to modify these instructions and rubrics without class consultation. Updates or changes will be announced in class and posted to eclass under the news section.)

Students in AREC 173 have the option of doing Community Service Learning or a Research Paper as a major output of the class. The two activities should involve similar amounts of time. CSL students are expected to spend a minimum of 20 hours on the assignment that they have identified with their CSL partner, plus additional time to plan, record, write up and reflect on their experiences. Some students will decide to devote additional time to the volunteer assignment. Students who opt to do the food debate research paper should thus plan to spend a minimum of 25 – 30 hours on their research projects.

Grade: Total of 40%, 10% for interim report, 5% for presentation, and 25% for final report

Due Dates:

Interim research paper and CSL reports due: Oct 10

Student presentations: Nov 21, 26, 28

Final research paper and CSL reports due: Dec 3

Guidelines for Food Controversy Paper and CSL Report Presentations

Presentation format:

1. Each student has 2.5 minutes to present their work. No questions.
2. You need to use just two powerpoint slides per student – one title slide and one summary slide (No Prezi)
3. All presenting CSL groups / individuals must send their presentations to Dr. Swallow by email, no later than 10 am of the day that they will present.
4. CSL students who are working on the same CSL project should coordinate their presentations with other students working on the same project. E.G. A group of 3 students would thus have 7.5 minutes to present. I will give each member of the group the same grade unless you make alternative arrangements with me at least one week before the date of your presentation.
5. 20% of the grade will be given for the quality of the slides, 40% for the quality of the content, and 40% for the quality of the verbal presentation. Slides should be clear (no smaller than size 24 font), well-designed (eg. good colour contrast) and interesting. We consider posture, audience eye contact, no reading from slides as attributes of a good presentation.

Grade: 5% of total class grade.

Guidelines for the Flash Reflection

The flash reflection is a small task that advances three objectives: 1) ensuring that you make some progress on your CSL assignment or food choice paper early in the semester; 2) providing you with an opportunity for early reflection on that experience; and 3) helping to link CSL and research project experiences with classroom learning.

The flash reflection will consist of two powerpoint slides and will be submitted through eclass. One slide includes your name, the title of your CSL or research project, and a caption of 50 words or less. The second slide is an image (preferably an original photograph) that somehow represents or illustrates your project. Guidelines for ethical photography and use of images will be provided.

Grade: 5% of total class grade.

Food choice paper:

The ‘food choice’ research paper should address an issue that is directly related to the subject matter covered in one or more of the 6 modules of the class. The paper should clarify the private and / or public food choice, review the relevant literature, provide an original analysis of the economic and ethical issues that are involved, state your own position on the issue, and provide a rationale for your position.

Your literature review can start with references discussed in class, but should also include at least 10 new references that you identify yourself.

I strongly suggest that you book an appointment to discuss your ideas with me early in the semester.

The following examples are the types of projects that might be appropriate:

- Should the Canadian government legislate the repaid phase-out of cages in egg production?
- Should all Canadian milk continue to be handled through the supply management system?
- Should the University of Alberta establish a policy to increase the percentage of local foods served on campus?

Structure and grading rubric for the interim report for the food choice paper:

1. Introduction and description of the food choice topic – at least one page
2. Description of the key ethical and economic issues – at least two pages
3. List of key references – at least 6 relevant references

Structure and grading for the final food choice paper:

1. Introduction to the topic – 1-2 pages
2. Literature review – 2-3 pages
3. Analysis of the economic and ethical issues involved -- 4-5 pages
4. Your opinion and rationale – 1-2 pages
5. Conclusion – 1 page
6. List of references – at least 12

The instructor will consider the following to evaluate the content and quality of your writing:

Category	A+ / A / A-	B+ / B	B- / C+	C or less
Introduction	Exceptional introduction that grabs interest of reader and states topic in a way that is exceptionally clear, well-developed and definitive.	Proficient introduction that is interesting and states topic. Topic is clear.	Basic introduction that states topic but lacks interest. Topic is somewhat clear.	Weak or no introduction or topic.
Content of analysis	Exceptionally well researched, contains references to several articles	Information relates to the main topic. Paper is well researched. Paper	Information relates to the main topic, but few details / examples are	Information has little to do with the topic. References are not cited

	that relate to the topic in a logical manner. No redundancy, logical leaps, or circular reasoning.	contains some problems of redundancy, logical leaps, circular reasoning, run-on sentences.	shown. Shows a limited variety of sources. References are not cited correctly. Several writing mistakes.	correctly. Many writing mistakes.
Writing	Writing is exceptionally clear and relevant, with no grammatical or spelling errors. Arguments and insights are presented clearly, coherently and concisely. Ideas are fairly attributed to references, without repetition, long quotations, or run-on sentences.	Writing is clear and relevant, with few grammatical or spelling errors. Arguments are well presented.	Some ideas require clarification and / or are off topic. Many grammatical and / or spelling errors. Paper is challenging to read.	Paper does not meet the criteria for the assignment.

Interim CSL Reports:

1. Description of the CSL placement. This should include the name of the community partner, a brief description of the organization and work of the CSL partner, the objectives of the specific CSL placement, and the output that was agreed (about ½ page for interim report; about one page for final report)
2. Log of time spent on the CSL activities (less than one page, using the following template)

Date	Activity	Hours spent

3. Reflections on the CSL experience (about two pages)

Identify one issue or incident that you encountered through your CSL volunteer work in AREC 173 that strike you as highly relevant to the content of AREC 173. Complete the following table for each incident, maximum of 400 words of your writing for each incident or issue.

4 Rs of reflective learning	
Reporting: Summarize the incident (something that happened) or issue	
Reporting: Explain why this incident or issue was / is relevant, noteworthy, puzzling or troubling.	
Relating: Explain how this incident or issue is connected with your own personal skills, experiences, values and beliefs.	
Relating: Briefly describe another incident or issue that you have encountered that this issue / incident reminds you of.	
Relating: What similarities or differences do you perceive between those two incidents or issues?	
Reasoning: Describe how the incident or issue might be explained differently by someone who took a different perspective on the issue.	
Reasoning: Consider how the incident or issue might be explained through theory or literature that we have considered in AREC 173 this	

semester.	
Reconstructing: What did you learn from this experience?	
Reconstructing: For you, what questions are unanswered from this experience?	
References	

Grading rubric for interim report: 20% on the description of the partner and assignment, 80% for the reflections (see grading rubric below).

Final CSL Reports

Students who are doing CSL as part of AREC 173 should include the following elements of their interim and final reports:

1. Description and reflection on the CSL placement. (about 300-400 words) (10% of grade)
 - Name of the community partner
 - Objectives of the CSL placement
 - What key social problem is your community partner addressing?
 - What are the main activities that your community partner undertakes to address this problem?
 - What ideas that you have about other things that your community partner or someone else could do to address the problem?

2. Log of time spent on the CSL activities (less than one page, using the following template) (50% of grade for time spent)

Date	Activity	Hours spent

2. Critical reflections on the CSL experience (40% of grade)

Identify one new issue or incident (beyond the one discussed in the interim report) that you encountered through your CSL volunteer work in AREC 173 that strike you as highly relevant to the content of AREC 173. These should not be the same as the issue you discussed in your interim report. Complete the following table for each incident, maximum of 600 words of your writing for each incident or issue. (40% of grade)

4 Rs of reflective learning	
Reporting: Summarize the incident (something that happened) or issue	
Reporting: Explain why this incident or issue was / is relevant, noteworthy, puzzling or troubling.	
Relating: Explain how this incident or issue is connected with your own personal skills, experiences, values and beliefs.	
Relating: Briefly describe another incident or issue that you have encountered that this issue / incident reminds you of.	
Relating: What similarities or differences do you perceive between those two incidents or issues?	

Reasoning: Describe how the incident or issue might be explained differently by someone who took a different perspective on the issue.	
Reasoning: Consider how the incident or issue might be explained through theory or literature that we have considered in AREC 173 this semester.	
Reconstructing: What did you learn from this experience?	
Reconstructing: For you, what questions are unanswered from this experience?	
References	

AREC 173 CSL Reflective Learning Grading rubric

Criteria	A+ and A	A-/B+	B/B-	C/C+ / C-	D's/F
Depth of Critical Reflection					
	<p>Your reflections demonstrate outstanding ability to critically reflect on your service learning by:</p> <p>Reporting: Describing highly relevant incidents and issues, with perceptive observations of the situation; explained why these were relevant, noteworthy, puzzling, or troubling.</p> <p>Relating: Making clear, insightful connections between the incidents and issues and your own personal skills, experiences, values and beliefs. Addressed questions such as: Have I seen or encountered this before? Were the circumstances the same/different? In what ways is this challenging?</p> <p>Reasoning: Insightfully considering, from different perspectives, how the incidents and issues could be explained, by referring to own knowledge and experience and relevant theory and literature.</p> <p>Reconstructing: Considering other possible responses to the incidents and issues; describing what has been learned and noting any questions that remain unanswered.</p>	<p>Your reflections demonstrate a high level of ability to critically reflect on your service learning by:</p> <p>Reporting: Describing relevant incidents and issues, with well considered observations of the situation; explaining why these were relevant, noteworthy, puzzling, or troubling.</p> <p>Relating: Making clear and well considered connections between the incidents and issues and your own personal skills, experiences, values and beliefs. Addressing questions such as: Have I seen or encountered this before? Were the circumstances the same/different? Reasoning: Considering, from different perspectives, how the incidents and issues could be explained, by referring to own knowledge and experience and relevant theory and literature.</p> <p>Reconstructing: Describing what has been learned and noting any questions that remain unanswered.</p>	<p>Your reflections provide evidence of your ability to critically reflect on your service learning by:</p> <p>Reporting: Describing relevant incidents and issues in some detail.</p> <p>Relating: Making clear connections between the incidents and issues and your own personal skills, experiences, values and beliefs.</p> <p>Addressing questions such as: Have I seen or encountered this before? Were the circumstances the same/different?</p> <p>Reasoning: Considering how the incidents and issues could be explained, by referring to own knowledge and experience and relevant theory and literature.</p> <p>Reconstructing: Described what has been learned.</p>	<p>Your reflections provide evidence of your ability to reflect on your service learning by:</p> <p>Reporting: Providing some description of relevant incidents and issues.</p> <p>Relating: Making some connections between the incidents and issues and your own personal skills and experiences.</p> <p>Reasoning: Making some attempt to consider how the incidents and issues could be explained, by referring to own knowledge and experience, and theory and literature.</p> <p>Reconstructing: Making some attempt to describe what has been learned.</p>	<p>Your reflections have:</p> <p>Reporting: Not described incidents and issues that are relevant to the service learning experience.</p> <p>Relating: Made no connections between the incidents and issues and your own personal skills and experiences.</p> <p>Reasoning: Made no attempt to consider how the incidents and issues could be explained.</p> <p>Reconstructing: Made no attempt to describe what has been learned.</p>