

ANU+ Short Reflection Rubric

Participants need to meet at least 4 out of the 5 criteria to receive a pass.

| Criteria | Satisfactory | Unsatisfactory |
|--|--|--|
| Demonstrated reflection on 'self-in-situation' and 'light-bulb' moments | Evidence of particular personal 'light-bulb' moments during volunteering. Reflections on 'self-in-situation'. | Limited or irrelevant evidence of 'self-in-situation', or personal 'light-bulb' moments. |
| Demonstrated ability to connect what you already know with what you are learning | Strong connections and critical reflection made to what you feel you already know to what you are learning through your volunteering. | Critical reflection is lacking, and limited detail provided of prior learning and connection to current volunteering. |
| Demonstrated connection to thoughts and feelings | Clear connection to thoughts and feelings. Insightful reflection on personal moods in response to challenges and adjustments made during the activity. | Limited or irrelevant insights into thoughts and feelings, limited evidence on the effect of personal moods in response to challenges. |
| Demonstrated understanding of how alternative action or change in behaviour patterns affects situations | Clear and relevant reflection on experiments with alternative action or behaviour patterns. | Limited reference made to alternative action and behaviour. |
| Learning goals identified. Specific plans and actions for how learning will be done, and how it will be practiced in the future | Action plan includes how the new learning will be applied and further developed. | Set some general goals, but limited specific detail about how the new learning will be done. Limited reference made to learning gained from the project. Limited reference made to new learning goals. |

Development Outcomes

In the ANU+ program, we focus on seven key skills:

1. *self-awareness*
2. *resilience*
3. *communication*
4. *personal and social responsibility*
5. *inclusion and awareness of diversity*
6. *community and global engagement*
7. *leadership and understanding organisational dynamics*

Through your volunteer experiences with ANU+, you'll have the opportunity to develop and articulate these skills. Added together, they are foundational to being an active, engaged citizen in your future work, community, and society more broadly.

These skills overlap with each other, but we recommend focusing on one skill at a time to reflect on them thoughtfully. Sometimes you might not realise how many different skills you've developed without this process!

The reflection process is key to learning how to apply these skills in your daily life and will help you articulate your skills and experiences to future employers.

Over the course of your ANU+ journey, you'll have the opportunity to focus on at least five of these skills if you're an undergrad, or at least three if you're a postgrad.

How to use this document:

- Before you start volunteering: Identify how you relate to the seven skills. Are there some that you feel comfortable with and others you would like to develop? You can be intentional when choosing your volunteer experience and treat it as an opportunity to practice these skills!
- During and after volunteering: Review your volunteer experience in relation to the skills you have chosen to focus on; investigate how your perspective has changed or been affirmed. Through this reflection process, you will learn more about yourself and the world around you.

Short reflection prompts

Over the course of ANU+, you will answer five of these prompts if you're an undergraduate, or three if you're a postgraduate. You may choose whichever prompts you like, but only one per development outcome.

Each prompt guides you through three steps: describing an experience (a), examining it more closely (b), and articulating what you've learned from it (c). In 200-500 words, respond to all three steps.

1. Self-awareness

- Prompt 1:
 - a) Describe an activity you've discovered through volunteering that makes you feel surprisingly energised.
 - b) What is it about the activity that makes you feel energised? Be as specific as you can. Why do you think this is?
 - c) If you focused on bringing more of this type of activity into your life, what could that look like? How might this influence your approach to life?
- Prompt 2:
 - a) Describe an instance in your volunteering experience where you've felt uncomfortable.
 - b) What can you learn from the feeling of discomfort about yourself, other people, or the broader culture of the organisation you're volunteering with?
 - c) How would you approach a similar situation in the future, drawing on what you learned from this experience?

2. Resilience

- Prompt 3:
 - a) Describe a volunteering experience that pushed you beyond your comfort zone.
 - b) What did it feel like to go out of your comfort zone? Did you feel challenged in a meaningful way, or did it feel like too much? How can you recognize the difference?
 - c) What can you learn from this experience about ways to challenge yourself in the future without getting too overwhelmed?

- Prompt 4:
 - a) Think about a time during your volunteering experiences when a community (whether a small group or a larger social network) faced a difficulty, challenge, or conflict. How did you personally witness or experience this situation?
 - b) How did the community respond to the challenge? In your view, did their response ultimately strengthen or weaken the community, and why?
 - c) What lessons can you take from their response?

3. *Communication*

- Prompt 5:
 - a) Describe a volunteering experience where the communication style differed from what you're accustomed to.
 - b) Do you think there's a cultural or generational reason for the difference? What's gained by communicating their way? What's gained by communicating your way?
 - c) What does this difference teach you about the type of culture you would like to build, and the modes of communication that would support it?
- Prompt 6:
 - a) Think back to a conversation while volunteering where you were getting to know someone or getting new information. Describe how you spoke and listened.
 - b) Were there moments when you built connection through staying present and listening without making assumptions? Were there moments when you blocked connection? Why do you think this happened?
 - c) Based on what you learned from this experience, what would you do next time?

4. *Personal and social responsibility*

- Prompt 7:
 - a) Describe the impact your volunteer work has had on the people or communities you've interacted with.
 - b) What specific actions or approaches in your volunteering organization helped create that impact?

c) How do you feel about the impact you and the organisation are making? Are there aspects you'd like to improve or change, and how would you do it?

- Prompt 8:
 - a) Describe a social issue you care about that your volunteer organisation addresses, and how they address it.
 - b) Think over the strengths you and your communities (friends, family, peers, colleagues) possess. How could you use these strengths to address this issue?
 - c) What's a small, low-intensity way you could address this issue as part of your everyday life?

5. Inclusion and awareness of diversity

- Prompt 9:
 - a) Describe an experience in your volunteer placement that made you reflect on your positionality (how your perspective is informed by your race, gender, sexuality, socioeconomic background, (dis)ability).
 - b) What feelings did this experience bring up? Did it make you think of yourself or others in a different way?
 - c) How might your awareness of your positionality affect how you approach similar situations moving forward?
- Prompt 10:

Note: Identity is a complex construct that encompasses various dimensions, each contributing to an individual's sense of self and their interactions with the world. It includes aspects such as cultural background, ethnicity, gender, sexual orientation, religion, and socioeconomic status. These identities shape individuals' experiences, perspectives, and relationships, influencing how they perceive and interact with others.

- a) Is your volunteer organization designed with particular identities in mind? If so, describe these identities. Do you think it is more welcoming to some people than others?
- b) Why do you think the organisation is set up this way?

c) What would it take to build an organisation or community that's genuinely inclusive of everyone? What would the challenges be?

6. *Community and global engagement*

- Prompt 11:
 - a) Reflecting on your volunteer work, what societal goal are you contributing toward through your volunteer organization?
 - b) Are you helping to promote a positive outcome or address a specific problem?
 - c) What societal structures (e.g. laws, systems) create or perpetuate the need for this goal? Based on what you've seen or learned through volunteering, what changes to these structures might reduce or eliminate the need for this work?
- Prompt 12:
 - a) In your volunteer experience, which forms of knowledge do you notice being most valued (e.g., academic knowledge versus culturally specific knowledge)?
 - b) Why do you think this emphasis exists? From your perspective, what are its advantages and disadvantages?
 - c) What could it take for a volunteer group to recognize and value diverse ways of knowing? If you've experienced this done well during your volunteering, where else could it be applied?

7. *Leadership and understanding organisational dynamics*

- Prompt 13:
 - a) In your volunteer experiences, describe an example of leadership that made you feel empowered and valued.
 - b) What was it specifically about this person's or group's leadership style that made it so effective?
 - c) How could you take on this method to inspire and motivate others? Could there be any drawbacks to this leadership style?
- Prompt 14:

- a) Describe where the institutional knowledge in your volunteer organisation is held. (In a person? Multiple people? A system?) How is it shared or not shared?
- b) From your volunteering experience what kind of hurdles prevent people from accessing institutional knowledge? Is it easier to access for some people than others? Why do you think that is?
- c) What changes would allow everyone to access institutional knowledge equitably?

Need some help getting started?

A useful way to begin your reflection is to frame your sentences around the key ideas in the rubric. Here are some examples you can adapt to your own experience:

- “Before volunteering, I already knew [...]. During my volunteering, I built on this knowledge by learning [...].”
- “My previous ideas were [...]. These were challenged when I learned/experienced [...].”
- “A lightbulb moment for me was when [...] happened, which made me realise [...].”
- “One approach I used was [...]. Later, I tried a different approach [...]. This had a more/less/similar impact because [...].”
- “Based on what I’ve learned about [development outcome], my new learning goal is [...]. To work toward this goal, I plan to [...].”

A note of authenticity

If you've used AI to submit your short reflection, please make sure to rewrite any text generated by AI in your own words. This not only ensures that your reflection is truly personal and authentic, but it also helps you develop your own voice. Remember, the goal is to reflect on your own experiences and insights, so make sure your submission truly represents you!