

## **Planning Your Senior Presentation of Learning & Community Impact**

A Senior Presentation of Learning (POL) is an exciting opportunity to showcase not only your service activities, but also your growth, achievements, vision for and contributions in the community, and aspirations. We look forward to hearing how you have made sense of your Bonner journey and what your plans are after graduation. As you prepare for this big event, refer to the following guidelines and don't hesitate to reach out for support.

The following timeline depicts a general flow of your POL-related work. It shows what you are expected to do each month. Keep the following timeline in mind to keep you on track with POL-related preparation.

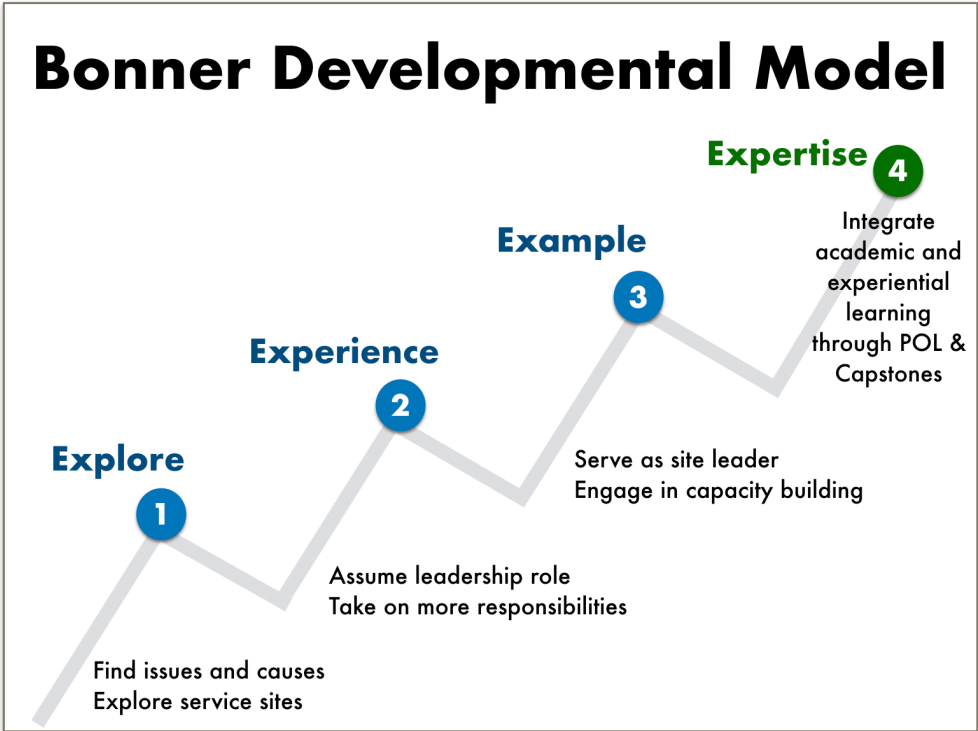
### **Timeline / Important Dates**

<b>Important Dates</b>	<b>Tasks Due</b>	<b>Notes</b>
August	Check Bonner Meetings Calendar & add those dates to your planning calendar.	Email Bonner staff if you can't access the Bonner calendar.
September	Meet with Bonner mentor, service-site supervisor, other team members, and faculty mentor(If applicable) to finalize the service project & Community Learning Agreement (CLA) for the year.	Refer to reflection framework in this handout, respond to reflection questions throughout the program, and save your reflections.
October	Continue working on your project.	Continue attending Bonner meetings and reflecting on your service experiences.
November	Continue working on your project.	Continue attending Bonner meetings and reflecting on your service experiences.
December	Continue working on your project.	Continue attending Bonner meetings and reflecting on your service experiences.
January	1. Continue working on your project. 2. Meet with project team (Bonner mentor, faculty mentor, site supervisor).	Continue attending Bonner meetings and reflecting on your service experiences.
February	1. Attend Senior Retreat. 2. Work on final reflection, and use that to prepare your presentation outline.	Review past reflections and share your insights with peers.

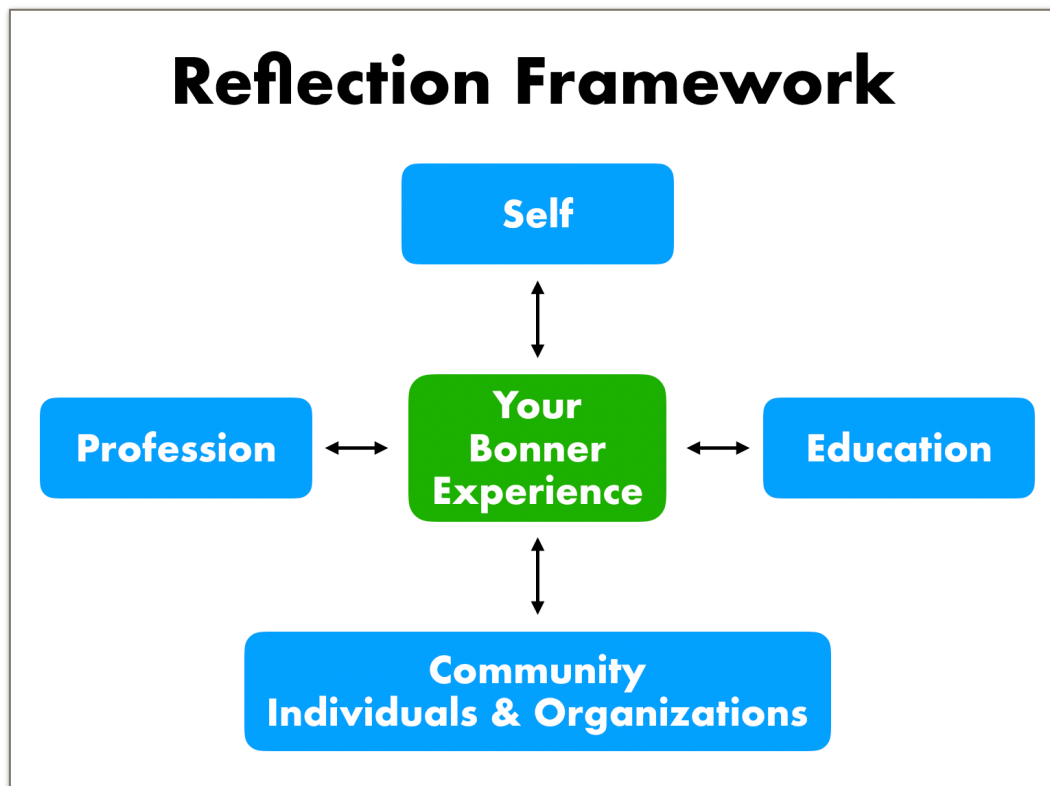
Important Dates	Tasks Due	Notes
March	1. Submit final reflection and presentation outline. 2. Arrange for a meeting with Bonner staff to discuss the outline and get feedback. 3. Finalize your presentation.	<b>Attire:</b> If you need assistance with the attire, contact Bonner staff. <b>Accommodations:</b> If you need any type of accommodations for the event day, contact Bonner staff. <b>Invitations:</b> Check with Bonner staff how many people you could invite, and prioritize accordingly.
April	Arrive early to set-up your presentation (poster, slides, video).	Take a deep breath, celebrate, and enjoy the event.

**Reflection Framework**

Your Senior Presentation of Learning represents both a process and an event for you to reflect on your service experiences and to articulate personal transformations brought about by participation in the Bonner Program. It is an opportunity to revisit the Bonner developmental model, and acknowledge the milestones you have crossed to reach the level of "Expertise."



As you reflect on your developmental journey, you are encouraged to think about the value of reciprocity you experienced while engaging in community service. In other words, you will not only think about what you learned or gained from Bonner service experiences, but also about what you were able to give to your program, your school/campus, and the community. You will notice in the following reflection framework that your Bonner service experience is not a unidirectional process. It is a complex process in which you (identity, goals), your Bonner experience, educational experiences, community context and service experiences, and professional experiences inform one another.



We encourage you to consider the following guiding questions as you reflect on your your Bonner experience. These questions respond to each area of the framework above.

### ***Self and Your Bonner Experience***

- What factors motivated you to join the Bonner Program?
- What did you learn about yourself through Bonner experience? In other words, how have these experiences been instrumental in your evolution as an individual?

- What value did you bring to the program through your presence, efforts and participation?

### ***Your Bonner Experience and Education***

- How did your Bonner experiences (service, meetings, mentorship, capstone, & capacity-building projects) and your academic activities (courses, conferences, internships) inform each other?

### ***Your Bonner Experience and Community***

- What legacy are you leaving in the community through Bonner?
- How did individuals, organizations in the community, and service experiences contribute to your growth (as an individual and a civic-minded professional) or enhance your college experience?

### ***Profession and Your Bonner Experience***

- How did your Bonner experience shape your career vision?
- In what ways could you/will you use your professional background to continue making positive impact in the community?

### ***Other Insights***

- What would you consider most meaningful about your Bonner journey?
- How has Bonner equipped you for life after graduation?
- What would make the program stronger? (constructive feedback)
- What insights or advice do you have for other Bonners?

### **POL: Written Reflection Expectations**

A deep and sincere reflection would exhibit the following qualities:

- The student revisited past experiences (academic, general, and service-related) and explained how those experiences informed his/her/their service choices / approaches.
- The student demonstrated questioning or examination of personal values and beliefs during Bonner journey.
- The student moved beyond reporting or description of service activities, and engaged in an in-depth analysis, drawing connections between service recipients and structural issues.
- The student compared and considered various approaches, before offering suggestions.

- The student proof-read the paper and expressed ideas with minimal grammatical errors.

*Suggested Sources:*

- <https://www.smu.edu/-/media/Site/Law/faculty/teaching-resources/Student-Reflection-Rubric.pdf>
- [http://earlycollegeconference.org/wp-content/uploads/2014/12/Portfolio-Rubric-for-Reflection.PRINT\\_.pdf](http://earlycollegeconference.org/wp-content/uploads/2014/12/Portfolio-Rubric-for-Reflection.PRINT_.pdf)
- <https://student.unsw.edu.au/reflective-writing>

### **POL: Presentation Expectations**

A well-prepared presentation would exhibit the following qualities:

- The student used his/her/their written reflections to prepare the final presentation.
- The student maintained eye contact to engage with the audience.
- The student prepared slides / video content with good choice of words/phrases (slides are not too wordy / not too busy).
- The student maintained optimal speech pace (not too fast not too slow).
- The student focused on key takeaways rather than describing a series of experiences.
- The student kept the audience engaged by choosing compelling examples or stories.
- The student adhered to the time limit, and left room for questions and comments.