

Application guidelines for part-time activism recognition

Introduction

The part-time activism recognition is an official document of the University of Twente, which is signed by the Rector. In addition, you will receive a digital recognition, named the Edubadge. [First check whether you are eligible for the part-time activism recognition, or if you might be eligible for the full-time recognition.](#)

Read the document “Procedure application for part-time activism recognition” for more information about the procedure of the activism recognition application.

Below, the mandatory content of the reflection report will be discussed. You can find more information about reflection in general in Attachment 1. The report should be written as a formal document; adjust your text and writing style to this and check your text for spelling and language errors. Furthermore, add line numbers to your report as these can be used for reference by the Activism recognition Committee during the application.

The reflection report

The reflection report consists of three mandatory and one optional components:

The cover page [1 A4]

On the cover page you will state your personal information. This information contains at least:

- Your name
- The association/organisation where you were active and your function(s)
- The start and end date of your activism period
- Average hours per week spent on activism, during the activism period¹
- The date of submission of the report

The board reflection [about 2 A4]

In the Board reflection it is expected that you use **one** concrete Insight, Competency, or Attitude, that you consider to be an important skill, to describe how this has developed during the activism-period over the course of several situations/events. Do not try and handle everything you learned in your year, but focus on this one concrete point.

It is important that you choose a personal development that has developed with multiple situations or over a longer period of time during the activism-period. You are meant to focus on developments of yourself and not of the board/team as a group. Of course, events and situations that concern the group can still be part of the developments described.

1. Insight, Competencies, or Attitude

Describe which insight, competency or attitude has developed throughout the activism-period and why this was important for you and your competencies. Choose

¹ If there is doubt about the number of hours per week, an explanation may be requested.

one insight, competency, or attitude, and focus the complete board reflection on this point.

2. **Situations and Development²**

Briefly describe the situations that have contributed to the development of the mentioned insight, competency, or attitude. In what way have the situations contributed to this? How did you feel during these situations? What stood out in these situations and why? Write about 2 or 3 situations.

3. **Awareness**

Describe how you became aware of your development. Where did you notice a difference between the begin and end situation? Describe what that difference is exactly and why you are (not) content about this.

Explain, if relevant, why you think that the described development eventually is not as big as you thought it would be.

Tip: ask yourself the following, and similar, questions when writing the text; How did I feel? Why did this happen? Where did this feeling come from? Etc.

Reference from a board member [about ½ A4]

A board member should write about halve a page, in which he/she reflects on the development of the board member which applies for the recognition. This can, for example, be done by handling a competency the applying board member had difficulty with in the beginning of his/her board year. Discuss how the board member developed this competency, and how this development was noticed.

[Optional] Reference from an “authority” [about ½ A4]

For this section, you should ask an “authority” within the University of Twente for a reference, again about halve a page is required. This authority should be someone with which you have worked during your board year, and who can therefore refer to your activities and growth during the board year. For the study associations, this person with authority could, for example, be a study advisor, the director of the educational programme, the study coordinator, or someone in a similar function. The reference should at minimum contain:

1. How the board member contributed to the sector of their part-time board (for example education, sports, culture, etc.).
2. How the contribution and cooperation with the board member was received.
3. How and which developments were noticed with the board member during the year.

² Within this document, the word "situation" can include all concrete situations that the applicant could possibly reflect on. For example: events, circumstances, possibly thoughts or feelings, etc. (all not mutually exclusive).





Do's and Don'ts

If you do not have much experience with writing reflections, you often automatically write more of an evaluation than a reflection. This means that you factually describe what happened, without discussing, for example, what the situation did to you personally. This is a mistake that is often made and can stand in the way of good reflection. Stay reflective and answer the questions as they appear in the aforementioned guidelines. Read Appendix 1 for more information about reflection.

The reflection should be personal, so write from your own perspective, and not from your board or as "we". Also describe negative developments, thoughts, or feelings. The report is not intended to convince us of the success of your board year, but to reflect on what you have experienced.



Appendix 1: Background information on reflecting

Aim of a reflection report

Writing this reflection report is an educational experience. For example, it can help you to think systematically about what your strong and less strong qualities are and it also makes you aware of the development that you have gone through in the past period. The activism recognition is both proof that you have been "active," and that you are able to develop yourself through self-reflection. To receive activism recognition, you are therefore expected to write a reflection report on your activism period.

What is reflecting?

Basically, "reflecting" means *looking back on your own experiences, choices, and actions in order to draw conclusions and learn from them*. Activism recognition focuses on reflection based on events and situations that have taken place within your activism. Therefore, the desired outcome of reflection is defined as follows:

A well-executed reflection provides the result of understanding how your own thinking, acting and attitude are related to the development of a situation³.

By looking back, your own experiences, choices, and actions can be interpreted and given meaning, for example by asking questions such as: Why did you use a certain method? What thoughts did you get with this? Why did you make a certain decision? The answers that follow help you to see and clarify patterns and relationships between your behaviour, thoughts and feelings. Having an understanding of these patterns increases your self-knowledge and strengthens your self-awareness. The trick is not to evaluate, where you only describe what happened, but to reflect on the events, partly by repeating the above and below questions.

Reflection principles

In order to write a good reflection, the following three principles must be used. The sample questions are intended to paint a picture of what questions you can ask yourself during your reflection in order to comply with the reflection principles. Although you use them for your report, they do not have to be included literally in your reflection report.

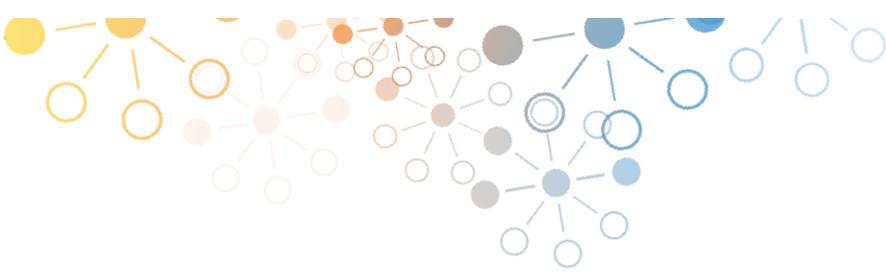
Introspective/Egocentric: You put yourself at the centre of your reflection, and you examine your own thoughts and the feelings you had with the situations described.

Sample questions:

- *How did I feel about this situation, and why?*
- *What choices have I made and why?*
- *How did I feel when I made these choices?*

³ Within this document, the word "situation" can include all concrete situations that the applicant could possibly reflect on. For example: events, circumstances, possibly thoughts or feelings, etc. (all not mutually exclusive).





Analytical/Causal: You break down the process of your personal development. This means that on the basis of the mutual relationships between events, actions, thoughts and feelings you explain how your personal development follows from the situation described.

Sample questions:

- *How did a certain event lead to a certain thought, and that thought to an insight, and then that insight to a certain attitude?*
- *Which choices and actions had the most influence on the outcome of the situation?*

Self-critical: You describe your own role within the situation in an honest and critical way. You do this both when you have failed within the situation and when you have done something exceptional within the situation. The first case usually gives a more interesting reflection.

Sample questions:

- *Which own actions, thoughts or attitudes have (not) positively influenced the situation during the process?*
- *Does your understanding of the situation really communicate how things went?*
- *Did you really have the role in the situation that you thought you had? Or can your experiences be explained differently?*

