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Different Terms: Civic Learning, Social Responsibility, Democratic Skills, Civic Engagement, Values Education, Citizenship (education), Civic Education, Social Justice

Background: Indiana University Purdue University Indianapolis Center for Service and Learning—co-curricular service for students and staff, service learning, and research and scholarship. IUPUI Research Academy (cancelled this year, usually held in May). IUPUI Series on Service Learning Research → *Research on Student Civic Outcomes in Service Learning: Conceptual Frameworks and Methods*, Hatcher, Bringle, & Hahn (Eds.). (2016). Stylus.

Conceptualizing Student Civic Outcomes: Civic learning is multifaceted, depends on context (e.g., national, historical, political, social, cultural, economic), and has no single established meaning, so it can be adapted to circumstances. Civic domain can include beliefs, knowledge, attitudes, values, skills, behavioral intentions, behaviors set within various disciplinary perspectives (e.g., Political Science, Psychology, Sociology, Philosophy, Religion, Ethics, History, Critical Theories).

Battistoni (2002): Civic Professionalism, Social Responsibility, Social Justice, Connected Knowing: Ethic of Care, Public Leadership, Public Intellectual, Engaged/Public Scholarship

Council of Europe: Values (human dignity, cultural diversity, democracy, social justice); Attitudes (openness to cultural otherness, respect, civic-mindedness, responsibility, self-efficacy, tolerance of ambiguity); Skills (learning, analytical and critical thinking, listening and observing, empathy, flexibility, communication, cooperation, conflict resolution), Knowledge & Critical Understanding (of self, of language and culture, of the world's politics, law, human rights, cultures, religions, history).

Association of American Colleges & Universities (AAC&U) VALUES Rubric: Diversity of Communities & Cultures (including self-awareness and attitude change); Analysis of Knowledge (and connections to academic studies); Civic Identity and Commitment; Civic Communication (to others to produce civic action); Civic Action & Reflection (shows initiative, team leadership, insights); and Civic Contexts/Structures (to work collaborative within communities to achieve civic aims)

AAC&U Framework for Twenty-First-Century Civic Learning and Democratic Engagement (from A Crucible Moment: College Learning and Democracy's Future, 2012, p. 4): Knowledge (w/ democratic principles; historical and sociological movements; one's own civic values; diverse cultures; multiple religious traditions; political systems). Skills (critical inquiry, quantitative reasoning, evaluating evidence, communication, deliberation across differences, collaborative decision making, multiple

languages). *Values* (respect for freedom and human dignity; empathy; open-mindedness; tolerance; justice; equality; ethical integrity; responsibility to a larger good). *Collective Action* (integration of knowledge, skills, & values to inform collaborative action; moral discernment and behavior; navigation of political systems; public problem solves with diverse partners; compromise, civility, & mutual respect).

IUPUI Civic-Minded Graduate: A civic-minded graduate is one who is formally educated and has the capacity and orientation to work with others in a democratic way to improve the community. (a) knowledge of volunteer opportunities; (b) academic knowledge and technical skills; (c) knowledge of contemporary social issues; (d) communication and listening skills; (e) appreciation of and sensitivity to diversity; (f) skills to build consensus; (g) valuing community engagement; (h) self-efficacy; (i) social trustee of knowledge; and (j) intentions to be personally involved in community service.

Identifying Civic Learning Outcomes in Your Work: Learning domains: (a) academic, (b) civic, and (c) personal growth. Civic can stand alone as a learning domain, or it can be in combination with personal and or academic.

“When faculty from different disciplinary communities teach their field wearing a civic lens, both the concept of citizenship and even to the field itself (as taught and learned) are subject to change.” --Huber & Hutchings (2018, p. x)

Designing Service Learning Courses to Enhance Civic Learning Outcomes: Three key components to examine: (a) community-based service activities, (b) academic content, and (c) critical reflection activities. **Types of service:** Direct service, indirect service (e.g., to an NGO), participatory action research, and advocacy. Morton (1995): Individual direct service, joining programs, advocating for social change. “A charitable task probably will not generate insights for social change” (Boyle-Baise, 2002, p. 33). **Academic:** key readings, speakers, observations, role playing, power analysis, collaborative problem-solving activities. **Reflection:** Before, during, and after service; alone, w/ classmates, w/ community partners. **Critical Reflection:** Clayton’s DEAL (Describe, Examine, and Articulate Learning) Model of Critical Reflection.

Assessing Civic Learning Outcomes: Methods (interviews, focus groups, surveys, content analysis of documents, observations, presentations/products, impact, case studies, portfolios, evidence from others). **Indirect evidence** of learning (self-reports of learning, peer evaluations of learning, community partner reports of learning) vs. **direct evidence** (examination, products + rubric, observation + rubric). Heavy reliance on self-report measures, which have problems (e.g., social desirability response set, inaccuracies recalling past behaviors, predicting future behaviors, estimating learning).

DEAL Model of Critical Reflection: Based on academic, civic, and/or personal learning objectives. (1) Describe the experience objectively and in detail; (2) Examine the experience from personal, civic, and/or academic perspectives framed around learning objectives; and (3) Articulate Learning that has resulted. Examination uses Bloom’s taxonomy (knowledge or recall, comprehension, application, analysis, synthesis, evaluation).

1. Knowledge: students identifying relevant knowledge (concepts, theories, research findings, personal attributes, community issues)
2. Comprehension: students demonstrating understanding of knowledge
3. Application: connecting the relevant knowledge to their service experiences
4. Analysis: Examining components by identifying causes and consequences, and by comparing and contrasting components
5. Synthesis: Developing new ways or perspectives, proposing alternative solutions
6. Evaluation: Making judgments about the material, defending recommendations or proposals

Then, Articulate Learning: What did I learn? How did I learn it? Why does it matter/why is it important? In what ways will I use this learning/what goals will I set to improve (my learning, my service activities)?

DEAL Example: Sociocultural Influences

Learning Domain	Civic Learning and Personal Growth (Area 6)
APA Learning Outcome	“Describe problems from another’s point of view with respect to sociocultural factors” (APA, 2013, p. 35)
Course-Specific Learning Objective	Students will identify and critically examine sociocultural origins for a marginalized person at their service site and demonstrate empathy for the individual
DEAL/ Describe (objectively...)	<ul style="list-style-type: none"> • When did this experience take place? Where did it take place? • Who else was there? Who wasn’t there? • What did I do? What did others do? What actions did I/we take? What did I/we communicate? • Who didn’t speak or act? Did I/others laugh, cry, make a face, complain, criticize, argue, etc.?
DEAL/ Examine (Six levels are based on Bloom’s Taxonomy)	<p>Knowledge: What factors do you think are relevant to why this person is in this status? List at least three factors that influence their point of view toward their life and their world. Are there any social factors? Are there any cultural factors? Are there any other types of factors (e.g., interpersonal, economic, social services)?</p> <p>Comprehension: Define in detail and in your own words, each of these factors that you have identified. Which is most important? Why? Are there any other factors that are relevant? If so, identify and define them in your own words.</p> <p>Application: What convinced you that these factors shaped the individual’s point of view? What about the point of view of others? What did you see in this person’s behavior that supports your inference that these factors are important? Are their social factors (e.g., how others treat the person, talk to the person) that support their status? If so, what are they and how are they important? Are their cultural factors? If so, what are they and how are they important? In your experience, why do you think you identified these factors?</p> <p>Analysis: What is the origin of this person’s status? Have you ever felt the same way that this person might feel? How did you feel? What caused your</p>

	<p>feelings? What did you do? How does this person cope? How did you cope? How does your analysis of these circumstances for that person and yourself make you feel about the individual you identified and the feelings each of you experience? What are the similarities and differences between that person's position and your experience?</p> <p>Synthesis: Who defines this person in this status and who does not? Why? What might be done to help this individual with the circumstances? How might the person's status be elevated to others? What can <u>you</u> do to help this individual? What might you do to help others in a similar situation? How would you construct a publicity campaign or a group meeting to lessen the effects of this type of marginalization and stigmatization?</p> <p>Evaluation: What is your opinion of this individual? Based on what you have seen at the service site, what additional interpretations do you have of this person and the circumstances? How do you feel about your view of this person compared to how others' view this person? What do you think and feel about the social and cultural factors that resulted in this person's status? Are they valid? Are they justified? Should they change? Why or why not? What social programs might be developed to help with these issues you have surfaced? Would it work? Why or why not?</p>
DEAL/ Articulate Learning	<p>As a result of completing this reflection . . .</p> <ul style="list-style-type: none"> • I learned that . . . • I learned this when . . . • This learning matters because . . . • In light of this learning, in the future I will . . .

Assessing Civic-Minded Graduate:

(a) a CMG Scale, which is comprised of 30 self-report items; (b) CMG Narrative prompt, which produces a written narrative that is scored with a rubric; and (c) a CMG Interview protocol, which is scored with a rubric.

Research on Civic Learning: How might you design a study to demonstrate why those civic learning outcomes were achieved and/or the conditions under which they are and are not achieved?

IUPUI's Open Source ScholarWorks Site

CMG <http://scholarworks.iupui.edu/handle/1805/2667>

North Star Article: <http://hdl.handle.net/1805/2667>

CSL Website: <http://csl.iupui.edu/assessment/onlinetools.cfm>

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Selected Civic Learning and Democratic Engagement Frameworks and Tools

Compiles by Mary Price and Morgan Studer, IUPUI Center for Service and Learning

The purpose of this resource is to provide a set of frameworks, rubrics and tools that can be helpful in designing and assessing courses that integrate civic learning and democratic engagement. This list is illustrative not exhaustive.

1. Civic-Minded Graduate Rubric 2.0– IUPUI Type: Conceptual Framework - Tool - Rubric Description: This model outlines distinct dimensions of civic-mindedness and provides a rubric to assess civic learning and development. The CMG includes six domains of civic-mindedness (e.g. sense of civic identity, working with others, etc.). Learn more: <https://csl.iupui.edu/teaching-research/tools-instruments/graduate/index.html>

For more Information, look at this article: <https://quod.lib.umich.edu/m/mjcs/3239521.0018.102/1/--civic-mindedgraduate-a-north-star?view=image>

2. Civic Learning and Democratic Engagement Framework – AAC&U Type: Conceptual Framework Description: This framework is aimed at specifying knowledge, skills, values and collective action that higher education, and civic learning and democratic engagement should flourish in students in order to develop responsible citizenship. Learn more: <https://www.aacu.org/resources/civic-learning/institutional-goals>

For more information, look at this opinion regarding the importance of equity-minded civic learning in relation to the Charlottesville event: <https://www.insidehighered.com/views/2017/09/25/light-charlottesville-colleges-must-teachcivic-learning-essay>

3. Civic Engagement VALUE Rubric Type: Rubric Description: The rubric was developed to explicate the civic learning outcomes and criteria for their evaluation. The outcomes attribute to diversity of communities and cultures, analysis of knowledge, civic identity and commitment, civic communication, civic action and reflection, and civic contexts/structures. The rubric can be used for institutional level to evaluate student learning. Learn more: <https://www.aacu.org/sites/default/files/files/VALUE/CivicEngagementSample.pdf>

4. Personal and Social Responsibility Inventory (PSRI) Type: Web-Based Assessment Instrument Purpose: The PSRI is to assess dimensions of personal and social responsibility on campus climate. This survey can be helpful for improvement initiatives and institutional assessment. Learn more: <http://www.psri.hs.iastate.edu/>

5. Citizenship Continuum – Kahne and Westheimer Type: Typology Purpose: This article outlines three kinds of citizens including personally responsible, participatory and justice oriented citizens and describes how each operates. Illustrative examples provided. Learn more: <http://journals.sagepub.com/doi/abs/10.3102/00028312041002237>

6. Civic and Global Learning Proficiencies Developed by the Degree Qualifications Profile (DQP) –

Lumina Foundation Type: Conceptual Framework and Design Tool Purpose: Reaffirming the commitment to prepare responsible and knowledgeable students, the DQP outlines proficiencies necessary for global and civic interaction and inquiry. Learn more: <http://degreeprofile.org/read-the-dqp/the-degree-qualifications-profile/civic-and-global-learning/>

Document archive: <http://degreeprofile.org/document-archive/> Resource kit: <http://degreeprofile.org/resource-kit/>

7. Active Citizen Continuum – Break Away Type: Model Description: This document, which is developed by the Break Away nonprofit organization, shows a pathway of becoming an active citizen. It includes pre-, on-, and post-break transformations may happen in the process of alternative break. Learn more: <http://alternativebreaks.org/wp-content/uploads/2014/06/Active-Citizen-Continuum-2014.pdf>

Break Away is a nonprofit organization that provides support and tools for quality alternative break engaging students in a direct community service. For more information about the Break Away, look at this link: <http://alternativebreaks.org/>

8. Science Education for New Civic Engagements & Responsibilities (SENCER) Type: Faculty Development Programs – Resources (e.g. Course Models and Assessment Strategies and Tools) Purpose: SENCER attempts to improve student learning in STEM courses by connecting their topics to real world problems and making those courses civically important. Learn more: <http://sencer.net/assessment/>

9. Fair Trade Learning Model and Rubric – Hartman, Morris Paris, & Blache-Cohen Type: Article – Model – Rubric – Ethical Standards Description: Using the principles of Fair Trade Learning (FTL), the authors present a set of ethical standards to guide international volunteer tourism programs in a way to have positive and fair impact on communities and students. It includes core principles, community-centered and student-centered standards. Learn more: http://www.uvm.edu/~mrazza/flpa/Amizade_Fair_Trade_Learning.pdf

10. Promise & Peril in the 21st Century – AASCU Type: Interactive Course Purpose: This is a blended and interactive learning course, which teaches students how to think more critically regarding global challenges and public policy issues. Learn more: <http://www.aascu.org/GlobalChallenges/>

11. 15 Global Challenges Type: Framework Purpose: The 15 Global Challenges is a framework presenting global prospects for humanity and providing their description, a set of views and possible actions to address each and progress assessment. Learn more: <http://www.millennium-project.org/projects/challenges/>

12. Center for Information & Research on Civic Learning and Engagement (CIRCLE) Type: Website – Reports – Tools – Measures Purpose: Targeting marginalized youth, CIRCLE's scholarly research advances practice and policy to enhance civic learning and democratic engagement in youth development. Learn more: <http://civicyouth.org/> Assessment and research tools: <https://civicyouth.org/tools-for-practice/survey-measures-of-civic-engagement/>

13. Assessing Civic Competency and Engagement in Higher Education Type: Article – Frameworks – Assessment – Measures Purpose: The article provides a comprehensive review of definitions, frameworks, and assessments related to civic competency and engagement from around 30 projects, and synthesizing the review information, the article proposes an assessment framework. Learn more: <http://onlinelibrary.wiley.com/doi/10.1002/ets2.12081/full>

14. Deliberative Pedagogy Learning Outcomes (DPLO) Rubric Type: Article – Frameworks – Assessment – Measures Purpose: The article introduces a framework for teaching, learning and assessment of deliberative practice. Learn more: See chapter by Mehlretter et al. (2017) in *Deliberative Pedagogy: Teaching and Learning for Democratic Engagement*, Eds. Shaffer et al.