Civic Learning Worksheet

What student civic outcomes are clearly articulated for your service learning course/program?

What student civic outcomes do you think occur?

What is civic about or related to your course content or your discipline?

Write down any of the civic learning outcomes that flow from your course or discipline, either from the lists provided or from your own experience/knowledge.

<u>Stimulating ways to think about civic outcomes in your teaching</u>

<u>Disciplinary Perspectives:</u>

Musil: Civic learning within your discipline/profession.

    What does it mean to be a civic-minded major in your field/professional?

Which of these civic capabilities does your disciplinary domain especially embrace?

Or put another way, which are associated as outcomes for your disciplinary domain?

How might the learning capabilities that your disciplinary domain is deeply committed to suggest ways to frame a set of civic inquiries and actions that embed such civic learning easily for all students within your discipline?

What are some big civic issues that are common to your disciplinary domain, course, setting, region, or nation that lend themselves to civic inquiry or civic actions?

- **What various civic angles on the issues do you raise or can you raise in your course?**

- **What responses/outcomes do you expect from students?**

- **What additional issues might acquire greater prominence within your domain if civic inquiry were given priority?**

Write down any of the civic learning outcomes that flow from your course or discipline, either from the lists provided or from your own experience/knowledge.

-
-
-
-

How difficult was it to identify civic learning outcomes and "civic lines of inquiry" for your course/program?

•	**Were you surprised by how many surfaced in your own courses? What makes them feel "natural"?**

•	**How might some of these be a stretch for your disciplinary domain to enhance civic perspectives?**

General Issues Related to Civic

Tough questions about community, society, democratic processes, and diversity:

Who is the community? Who is represented? Who is not represented? Where is there a sense of unity? Where is it lacking?

Who has rights? Who has privilege? Who has voice? Where is justice lacking? Who lacks opportunities?

Where do differences exist? Who is excluded? Who is invisible? What types of inequality matter? Who has power?

How can change occur? For persons? For systems? For neighborhoods? For society?

Course Design

What *specific* aspects of your course are designed (or can be added) to generate student civic learning outcomes and which ones could you add or augment?

- Types of service activities

- Academic content & Activities

    o Critical reading?

    o Speaker?

    o Observation?

    o Role Playing

    o Power Analysis

- o Collaborative problem-solving? With whom?

- Critical reflection activities for civic learning

    - o Before

    - o During

    - o After

    - o With whom?

        - Alone

        - With students

        - With community members

What <u>changes</u> would you like to make, in your course design to enhance civic learning outcomes?

How does (or can) your course/program, as a system (i.e., service, reflection, academic content, community partnerships) work to produce or enhance civic learning outcomes that are important and central to your service learning?

Assessing Civic Outcomes

Types of Evidence: interview, focus groups, questionnaires, surveys, content analysis of reflections and other documents, secondary analysis of exiting data, observations presentations, products, impact on community, cases studies, student portfolios, courses portfolios, exit interviews, evidence from others (e.g., community partners).

Types of evidence: Indirect (self-report), and direct evidence (authentic, independently evaluated)

What types of evidence do you have or could you get that would increase your confidence and that of a friendly critic that those civic outcomes had been achieved?

- **Indirect Evidence:**

- **Direct Evidence:**

What changes would you like to make, if any, in your assessment strategies?

Assessment → Research

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?