

Workshop on Conceptualizing and Assessing Civic Learning in Service Learning



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“Civic Learning”



Civic Learning → mostly an American term

Others . . .

Social Responsibility

Democratic Skills

Civic Engagement

Values Education

Citizenship (education)

Civic Education

Social Justice

Why Are You Here? Choose One



- 1. I have no idea what “civic learning” is—that’s the reason I’m here!**
- 2. I think civic learning is weak in my service learning course.**
- 3. Civic learning is a learning objective in my service learning course, but I would like to expand/strengthen it.**
- 4. Civic learning is the reason I teach service learning, it is central to my teaching, and I would like to share my experience and expertise.**

Session Overview



Welcome & Introduction

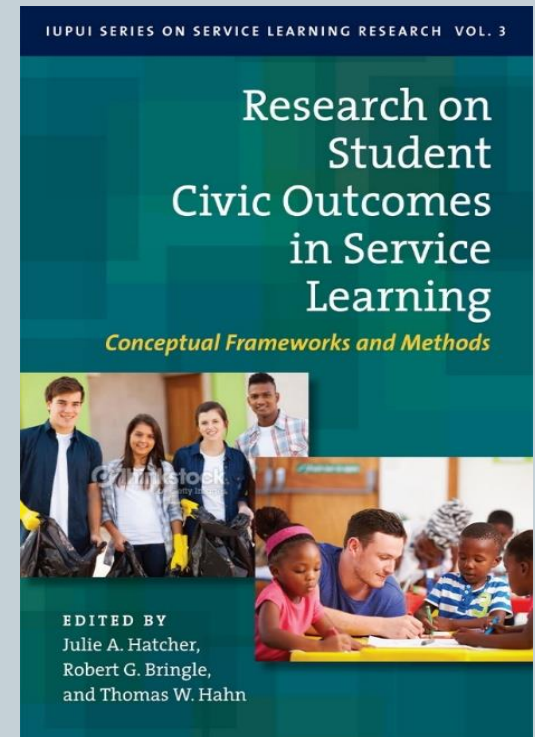
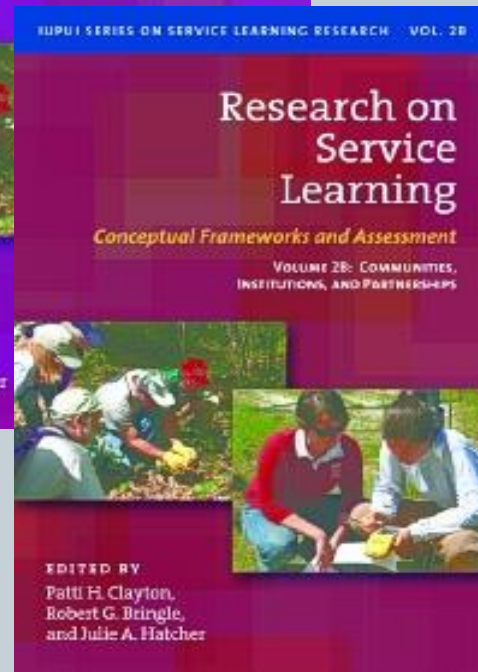
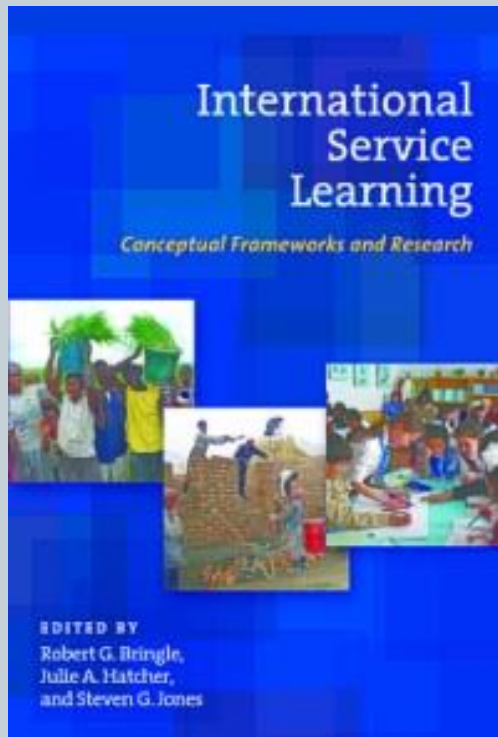
- **Conceptualizing student civic outcomes**
- **Examining civic outcomes in your work**
- **Designing courses for those civic outcomes**
- **Assessing those civic outcomes**
- **Wrap-up & take-aways**

IUPUI Center for Service and Learning



- **Co-Curricular & Staff Engagement**
 - Sam H. Jones Community Service Scholarship Program
 - Voluntary service, Alternative Breaks, listserv
 - Community Work Study
- **Faculty, Academic & Scholarly Engagement**
 - **Service learning courses**
 - Faculty Learning Communities & programs
 - Partnerships across campus
 - **Research and Program Evaluation**
- **IUPUI Research Academy (Cancelled this year, usually in May)**

IUPUI Series on Service Learning Research



IUPUI Series on Service Learning Research

Research on Student Civic Outcomes in Service Learning: Conceptual Frameworks and Methods

Hatcher, Bringle, & Hahn (Eds.). (2016). Stylus.

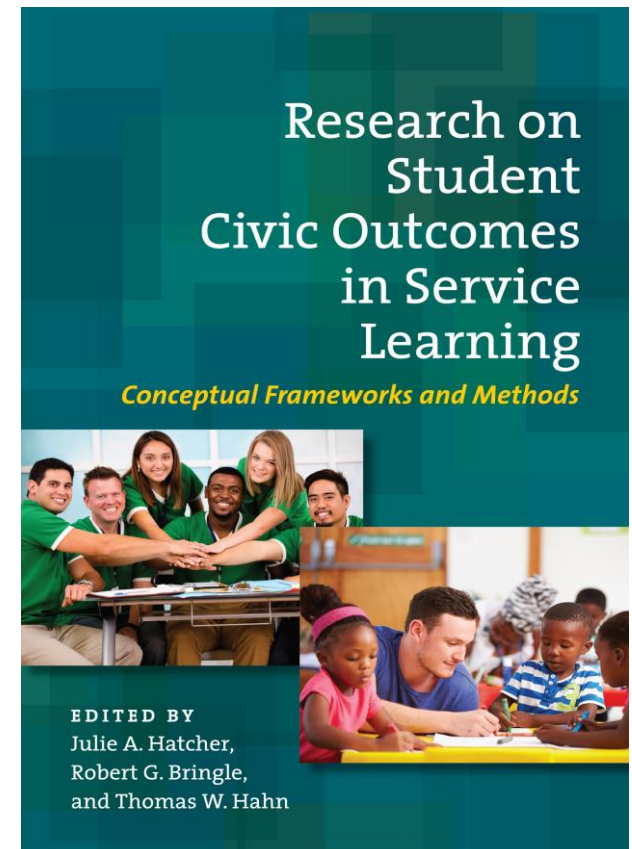


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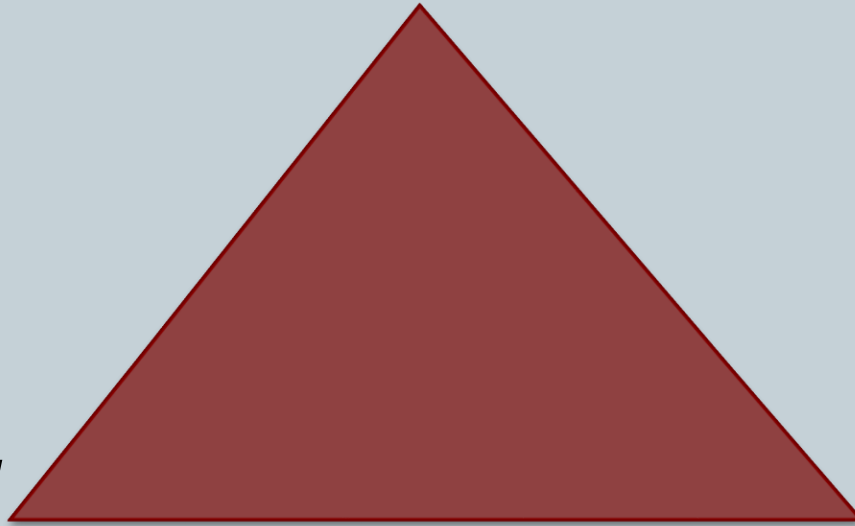
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Integrated Design: A Foundation for Research



***Learning
Goals***



***Teaching
& Learning
Strategies***

***Assessment
Strategies***

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Why do we need more than a vocational education? In part, because we live more than a vocational life: we live a larger civic life and we have to be educated for it.

- D. Mathews

2009 UNESCO World Conference on Higher Education



Higher education institutions should increase their interdisciplinary focus and promote critical thinking and **active citizenship**. This would contribute to sustainable development, peace, wellbeing and the realization of human right. . . [Higher education] must not only give solid skills for the present and the future world but must also contribute to the education of **ethical citizens** committed to the construction of peace, the defense of human rights and the **values of democracy**.

Bringle & Clayton (2012)



- **Civic learning is a multifaceted category of learning that resists--perhaps fruitfully--universal definition.**
- **Also shaped by the political, social, economic, environmental, and historical contexts of a nation or region as well as by the intermingling of cultural forces.**
- **This diversity points to a strength of service learning in that it does not insist on any particular definition of civic and can be designed to address any of a range of context- or discipline-specific conceptualizations.**

Worksheet



- **What student civic outcomes are clearly articulated for your SL course/program?**
- **What student civic outcomes do you think occur?**

Civic Domains



- Beliefs
- Knowledge
- Attitudes
- Values
- Skills
- Behavioral Intentions
- Behaviors
- Political Science
- Sociology
- Psychology
- Philosophy
- Religion
- Ethics
- History
- Critical Theories

What is Good Citizenship?



Battistoni (2002)

- **Civic Professionalism**
- **Social Responsibility**
- **Social Justice**
- **Connected Knowing: Ethic of Care**
- **Public Leadership**
- **Public Intellectual**
- **Engaged/Public Scholarship**

Council of Europe



COMPETENCES FOR DEMOCRATIC CULTURE

Living together as equals
in culturally diverse
democratic societies



- Values
- Attitudes
- Skills
- Knowledge and Global Understanding

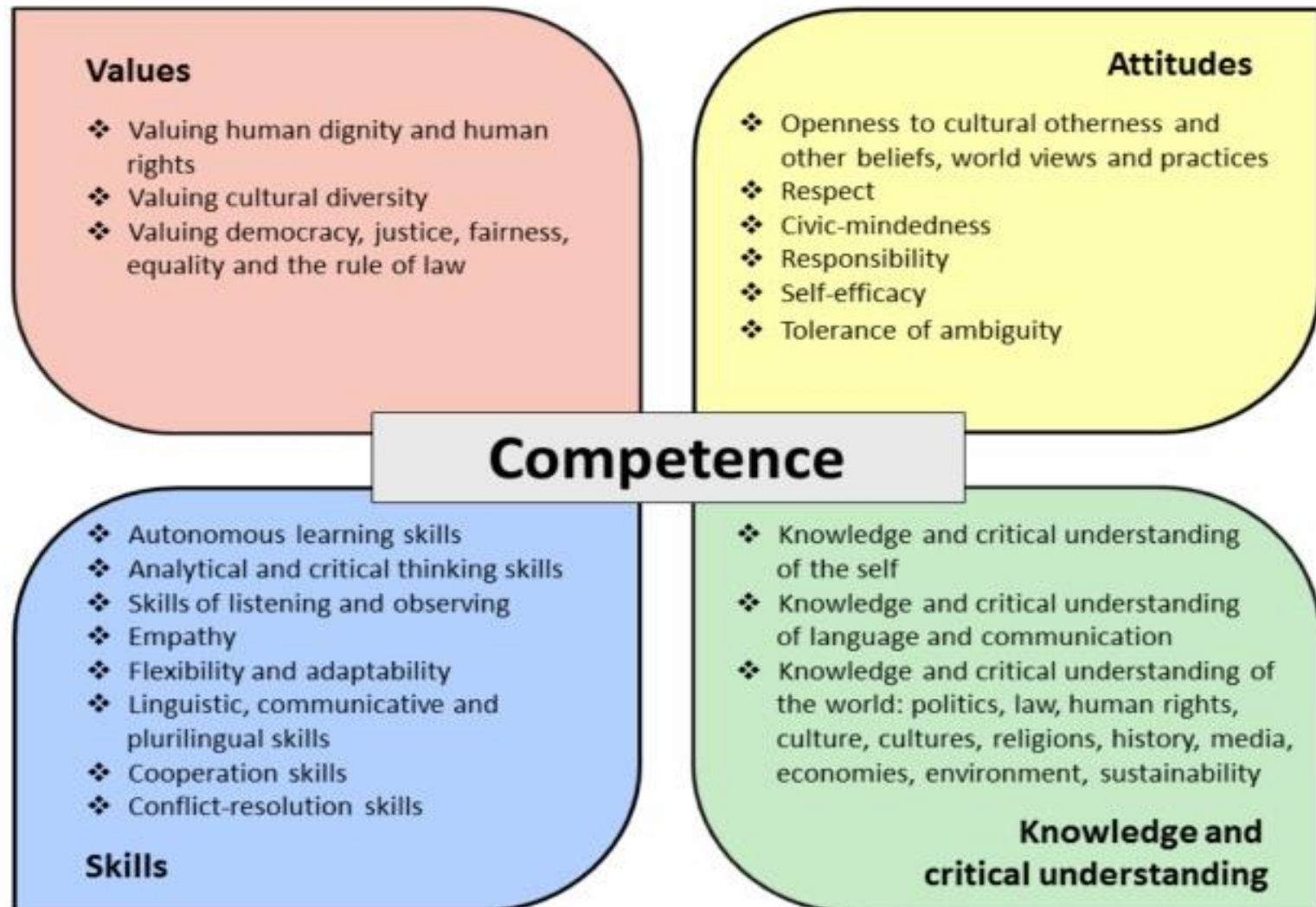


Figure 1 The 20 competences included within the CDC model

Association of American Colleges & Universities 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)**
- **Civic Contexts/Structures (to work collaborative within communities to achieve civic aims)**

AAC&U Framework



- **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).

AAC&U Framework



- **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: What is “Educationally-Meaningful Service?”



Have presented the case that civic identity or civic mindedness is a superordinate civic outcome, encompassing civic knowledge, civic skills, civic attitudes, civic behavioral intentions, and civic behaviors. Thus, civic identity could be an integrative and unifying construct for research and practice focused on civic outcomes.

Civic-Mindedness



“a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community”

(Steinberg, Bringle, & Hatcher, 2011)

Civic-Minded Graduate: “North Star”



A civic-minded graduate is one who

- a) is formally educated and**
- b) has the capacity and orientation to work with others**
- c) in a democratic way**
- d) to improve the community.**

(Hatcher, 2011)

Domains of CMG: Civic Knowledge



- **More than purely academic knowledge (dates, places, important civic or political events)**
- **Knowledge of volunteer opportunities (ways to contribute to society and of nonprofit organizations)**
- **Knowledge of contemporary social issues (current events and the complexity of issues in modern society)**

Steinberg, Bringle, & Hatcher (2011)

Domains of CMG: Civic Skills



- ***Communication and Listening*** (ability to communicate with others and listen to divergent points of view)
- ***Diversity*** (understanding the importance of, and the ability to work with others from diverse backgrounds)
- ***Consensus-building*** (ability to work across difference to come to an agreement or solve a problem)

Steinberg, Bringle, & Hatcher (2011)

Domains of CMG: Civic Dispositions



- ***Valuing community engagement***
(understanding the importance of service to others, and being actively involved in the community)
- ***Self-efficacy*** (have the desire to take personal action, with a realistic view that the action will produce the desired result)
- ***Social trustee of knowledge*** (feeling a sense of responsibility and commitment to use the knowledge gained in college to serve others)

Steinberg, Bringle, & Hatcher (2011)

Domains of CMG: Behavioral Intentions



A stated intention to be personally involved in community service in the future

Steinberg, Bringle, & Hatcher (2011)

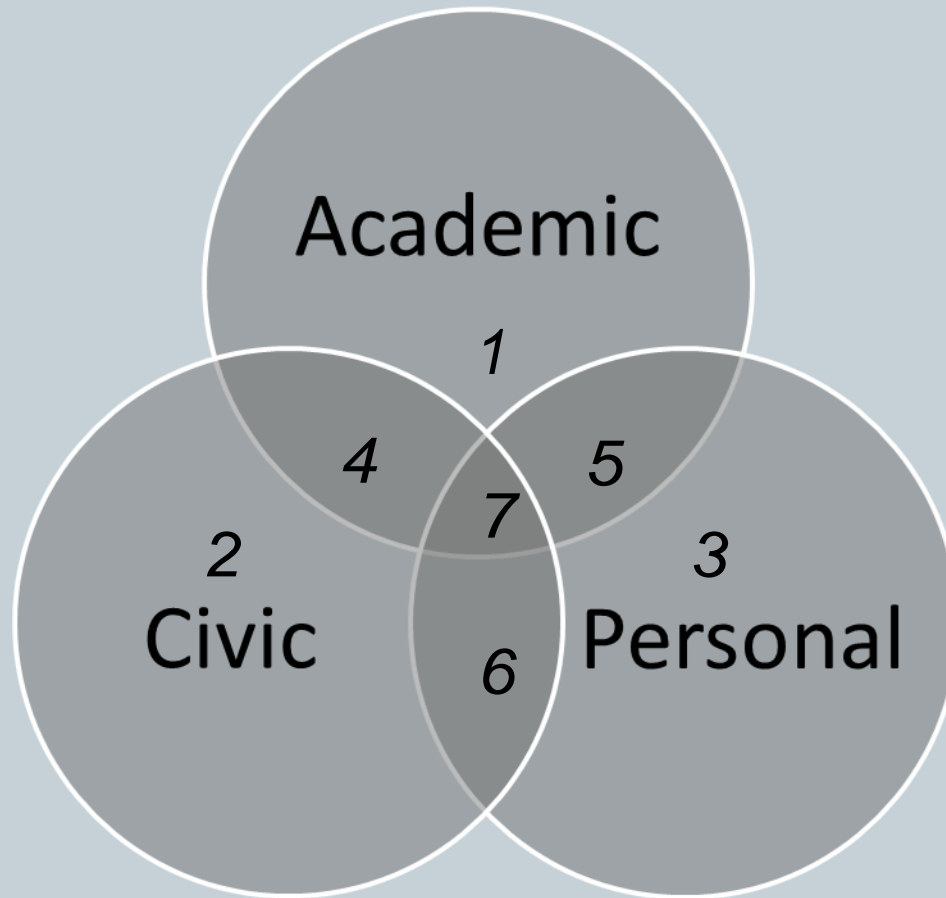
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Domains of Change



Worksheet: What is Being Taught



What is civic about or related to your course content or your discipline? [Write it down]

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

--Huber & Hutchings (2018, p. x)

Worksheet: Musil: Civic Prompts



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?

Worksheet: Musil: Civic Prompts



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

- **What various civic angles on the issues do you raise in your courses?**
- **What responses/outcomes do you expect from students?**
- **What additional issues might acquire greater prominence within your domain if civic inquiry were given priority?**

Worksheet: Civic Prompts



- **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.**

Worksheet: Musil



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?**

Worksheet: Musil's Tough Questions



- **Who is the community?**
- **Who has rights, privileges, voice? Who doesn't?**
- **Where do differences exist?**
- **How can change occur?**

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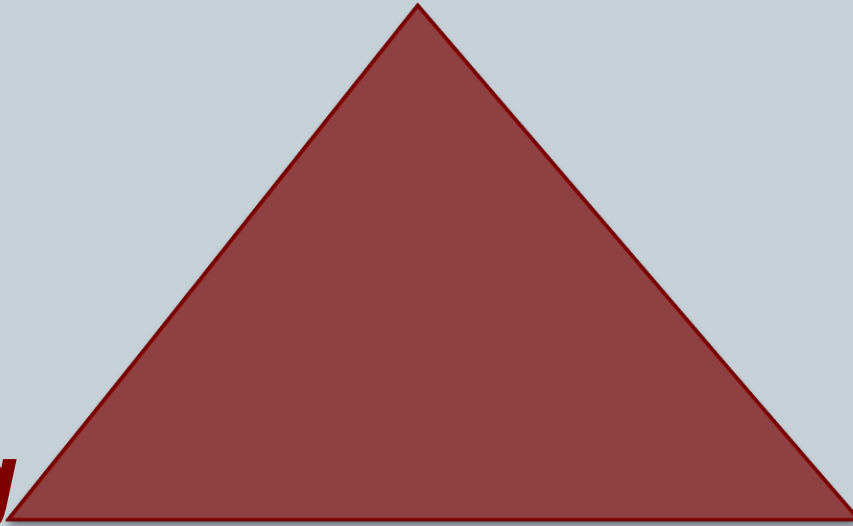
Integrated Design: A Foundation for Research



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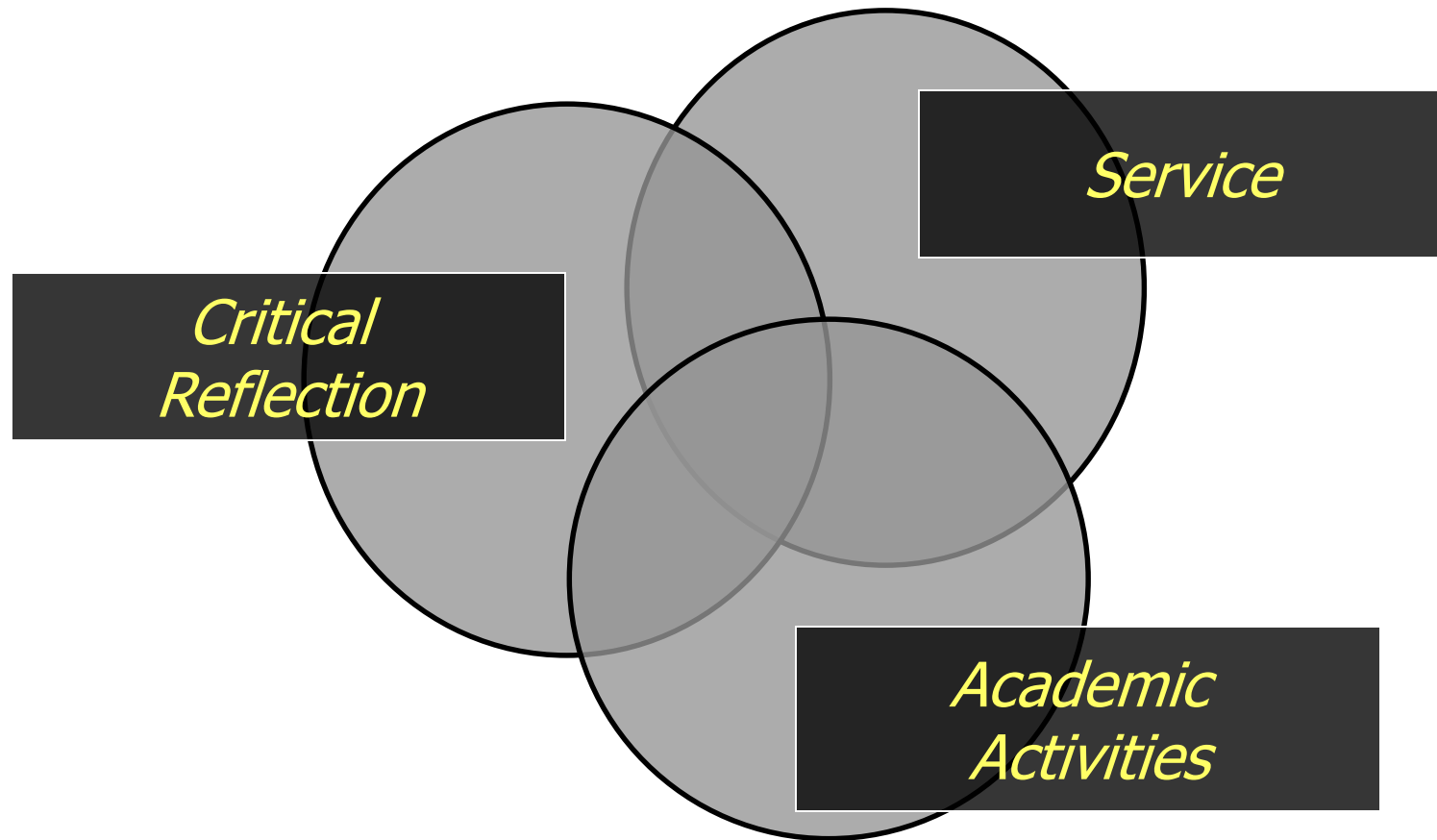


Worksheet



- **What *specific aspects* of your course are designed to generate student civic outcomes?**

Design Domains (Stokamer & Clayton)



Stokamer & Clayton: Design Domains as a SYSTEM

- The domains comprise an overlapping, integrated, and interactive framework, **building upon and playing off of each other** in the design of service learning courses.
- Activities in one domain can also be designed to **compensate for, even put to good use, shortcomings in another.**
- Cultivating civic learning requires intentionally and reflectively **integrating both advance design and emergent possibilities that invariably arise in co-created processes characterized by power sharing.**

Types of Service Activities



Direct Service→ to clients, residents,
other constituencies

Indirect Service→ to agency

Participatory Action Research→
benefits community and students'
learning

Advocacy→ social justice, root causes,
systemic change

Florida Department of Education (2009)

Morton (1995): Types of Service



- **Direct Service to Individuals**
- **Organizing and/or Participating in Programs that Provide Service**
- **Advocating for Systemic change, Social Change, and Social Justice**

Stokamer & Clayton: Service



- **The community service is the conceptual linchpin for civic learning in that action is not just the application or culmination of learning but an integral part of it.**
- **Service is generally designed to immerse learners in settings, processes, and interactions in which the civic concept in question is present and can be critically examined.**



“A charitable task probably will not generate insights for social change” (Boyle-Baise, 2002, p. 33).

Academic Activities: “Texts”



- **24% assign readings focused on civic learning goals [Axlund, Renner, & Cress (2009)]**
- **Selection of texts:**
 - **readings and other “texts” (e.g., films, podcasts, policy briefs, reports, websites) to introduce students to ideas at the heart of any particular civic learning goals while providing background information as context for service**

Stokamer & Clayton, 2017

Academic Activities: In / out of “class”



- **Non-traditional speakers** in the classroom and in **non-traditional settings**, such as in public community spaces and on site at partnering community organizations, can share **perspectives that challenge dominant ideologies**
- **Observation exercises, role playing, and power analysis activities** can engage participants in critical examination of the **ways in which hierarchies are reinforced and challenged**, including in the **classroom** setting itself

Academic Activities: In / out of “class”



- **Collaborative problem-solving activities**, including those designed primarily in support of academic learning, might be framed and reflected upon as instances of co-creation among group members that **reveal asset- and deficit- based orientations to one another**

Reflection Map

(adapted from Eyler, 2002)



	Before	During	After
Alone			
With classmates			
With community			

Critical Reflection



Eyler and Giles' (1999): “We have discovered that the learning in service-learning is in the questions” (p. 207)

→ **intentionally design questions that guide meaning making** through critical reflection in order for learners to achieve and demonstrate learning.

Clayton: Two Meanings of “Critical” in Critical Reflection (Clayton)



- **Critical thinking:** “a cognitive and metacognitive activity that both generates learning ... and builds capacities to think about thinking (which can enhance the quality of reasoning and of how that reasoning manifests in and is informed by action)” (Norris, Siemers, Clayton, Weiss, & Edwards, 2017).
- **Critical theory:** “analyzing commonly held ideas and practices for the extent to which they perpetuate economic inequity, deny compassion, foster a culture of silence and prevent people from realizing a sense of common connectedness” (Brookfield, 2009, p. 298).

Clayton: DEAL Model of Critical Reflection



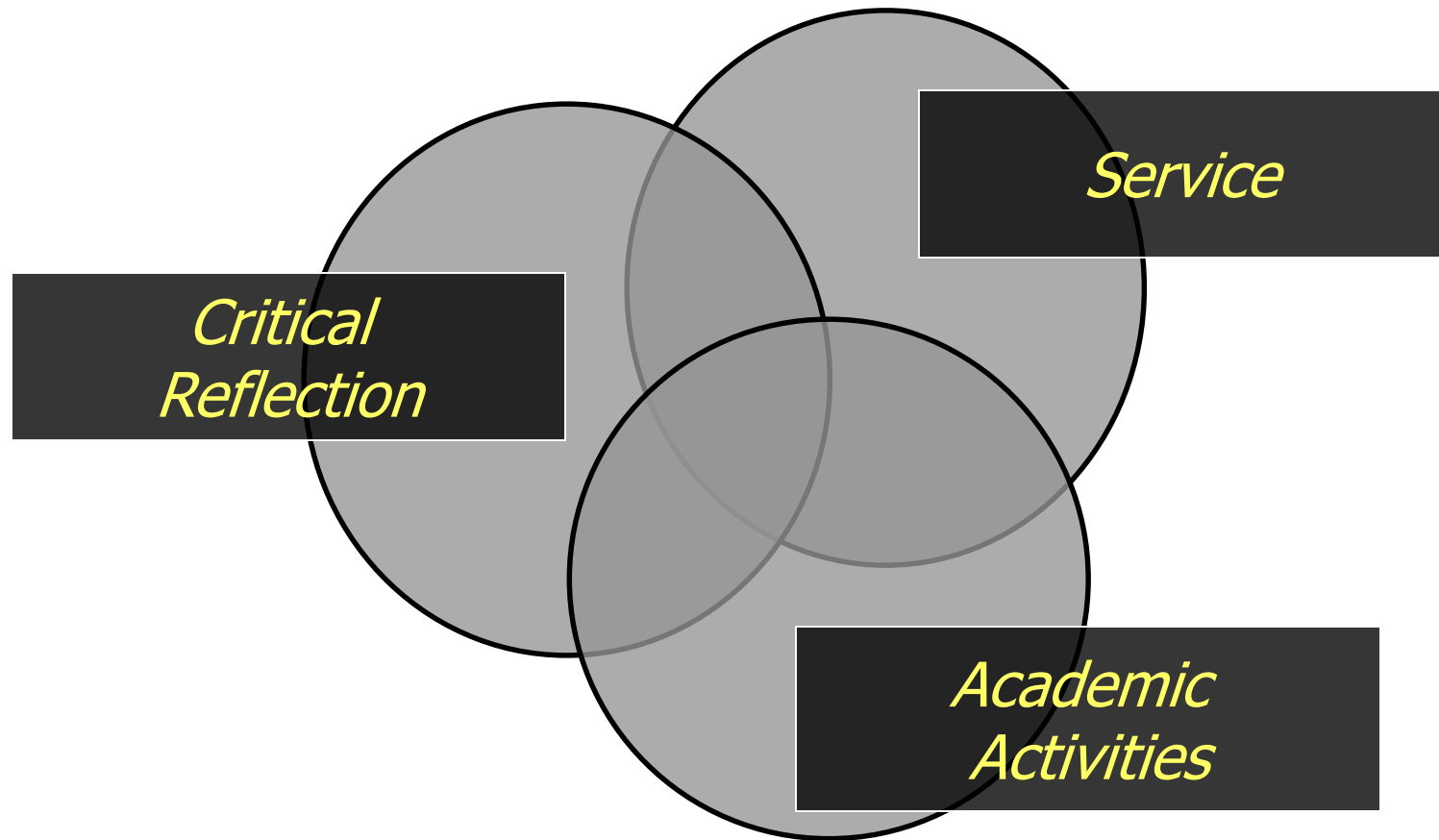
***D*escribe** experience

***E*xamine** experience: look for the presence or absence of the thing we want to learn about, then push push our understanding of it (e.g., per CMG:

- Communication
- Listening
- Consensus building
- Self-efficacy
- Collaborating across difference

***A*rticulate *L*earning**

Stokamer & Clayton: Design Domains as a SYSTEM



Revisit Worksheet



- **What student civic outcomes are clearly articulated for your SL course/program?**
- **What changes would you like to make, if any, in your course's student civic outcomes?**

Worksheet



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?

Session Overview



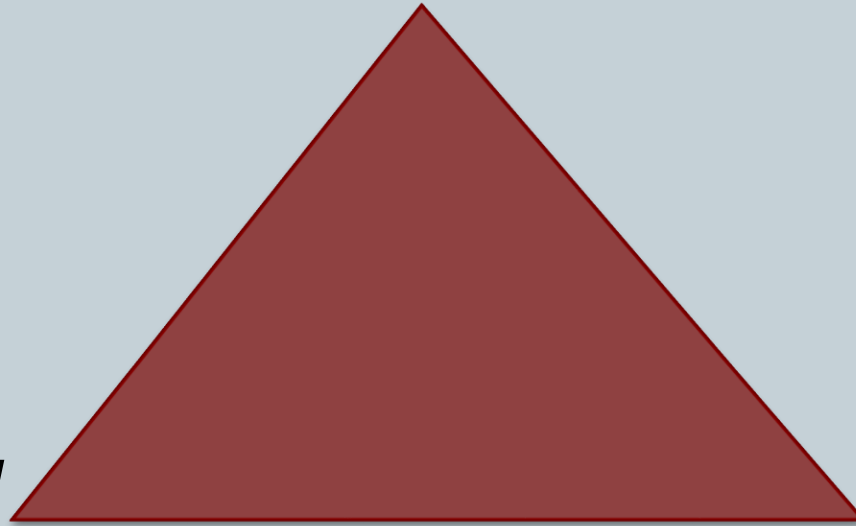
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Integrated Design: A Foundation for Research



*Learning
Goals*



*Teaching
& Learning
Strategies*

***Assessment
Strategies***

Worksheet



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

Methods of Collecting Evidence



- Interviews, focus groups
- Questionnaires, surveys
- Content analysis of reflections and other documents
- Secondary analysis of existing data
- Observations (e.g., peers, community partners)
- Presentations
- Products
- Impact (e.g., increase in reading scores)
- Case studies
- Student portfolios
- Course portfolios
- Exit interviews
- Evidence from others (e.g., community partner)

Types of Evidence



- **Indirect (reported)**
 - Self-reports of learning
 - Peer evaluations of learning
 - Community partner reports of learning
- **Direct (demonstrated)**
 - Examination
 - Products + rubric
 - Observation + rubric

Measurement of Civic Outcomes



With the exception of civic knowledge, the vast majority of measures of civic outcomes have been self-report measures.

E.g.,

Civic Literacy Exam, Intercollegiate Studies Institute

--Hemer & Reasons, Torney-Purta et al.

Problems With Self-Report




- **Social desirability response set**
- **Inaccuracies on past behaviors**
- **Inaccuracies on future behaviors**
- **Inaccuracies identifying causes**
- **Inaccuracies in estimating learning**

Kolek, E. A. (2013). Can we count on counting? An analysis of the validity of community engagement survey measures. *International Journal of Research on Service-Learning and Community Engagement*, 1(1), 92-108.

Dunning, D., Heath, C., & Suls, J. M. (2004). Flawed self-assessment: Implications for health, education, and the workplace. *Psychological Science in the Public Interest*, 5, 69-106.

Bowman, N., & Seifert, T. A. (2011). Can college students accurately assess what affects their learning and development? *Journal of College Student Development*, 52, 270-290.

DEAL: A Model For Critical Reflection (Clayton et al.)



1. *D*escribe experience

2. *E*xamine experience, per learning objectives

Personal → Civic → Academic

3. *A*rticulate *L*earning, in each category and across categories

Clayton et al.

Bloom's Taxonomy (see example)



Evaluation: Making judgments about the material, defending recommendations or proposals

Synthesis: Developing new ways or perspectives, proposing alternative solutions

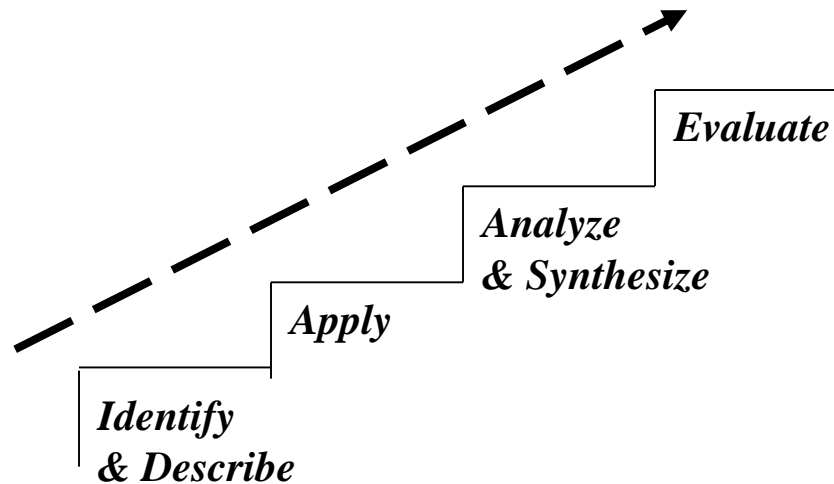
Analysis: Examining components by identifying causes and consequences, and by comparing and contrasting components

Application: Connecting the relevant knowledge to their service experiences

Understanding: students demonstrating understanding of knowledge

Knowledge: Students identifying relevant knowledge

Clayton's Critical Reflection



***Academic
Learning***

Civic Learning

***Personal
Growth***

DEAL Model: Articulated Learning (AL)



- **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)**

DEAL Model: Assessment Tools



- **Critical Thinking Table and Rubric for feedback and summative assessment**
- **Rubrics based on Bloom's Taxonomy – and template for designing same whatever your learning goal is**

Assessment: CMG Scale



- **30-item self-report measuring knowledge, skills, dispositions, and behavioral intentions**
- **Paper, online administration**
- **Adaptable: course, major, or “My education at IUPUI” – *depends on the research question***
- **“My college education has given me the professional knowledge and skills that I need to help address community issues.”**

Assessment: CMG Narrative and Rubric



Prompt: I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.

Assessment: CMG Interview and Rubric



- **Types of community involvement**
- **Motives**
- **Identity**
- **Future involvement**
- **Problem situation**

Worksheet



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?

→ Research questions

Related theory

Method: Design & Measurement

Connections to practice

Relationships

Resources

Location of CMG Tools



✦ 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>

✦ Canvas – Indiana University course management system