





# Civic Learning & Engagement

Virginia Higher Education in the 21<sup>st</sup> Century



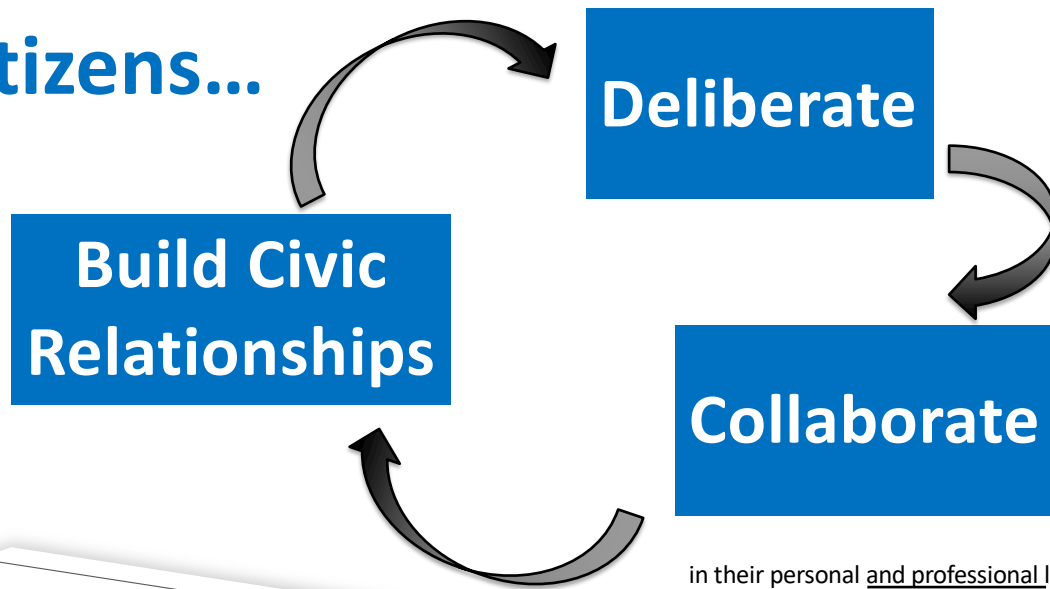
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A citizen asks:

 **What should we do?**   
 



**Good  
Citizens...**



**So...how do we help our students develop the skills and dispositions they need to be good citizens within communities and the workplace?**



## Definitions & Frameworks for Civic Learning & Engagement

**Civic engagement** – an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one's role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern. (SCHEV, 2017)

### A Framework for Twenty-First-Century Civic Learning and Democratic Engagement

Knowledge	Skills	Collective Action
<ul style="list-style-type: none"> <li>Familiarity with key democratic texts and universal democratic principles, and with selected debates—in US and other societies—concerning their applications</li> <li>Historical and sociological understanding of several democratic movements, both US and abroad</li> <li>Understanding one's sources of identity and their influence on civic values, assumptions, and responsibilities to a wider public</li> <li>Knowledge of the diverse cultures, histories, values, and contestations that have shaped US and other world societies</li> <li>Exposure to multiple religious traditions and to alternative views about the relation between religion and government</li> <li>Knowledge of the political systems that frame constitutional democracies and of political levers for influencing change</li> </ul>	<ul style="list-style-type: none"> <li>Critical inquiry, analysis, and reasoning</li> <li>Quantitative reasoning</li> <li>Gathering and evaluating multiple sources of evidence</li> <li>Seeking, engaging, and being informed by multiple perspectives</li> <li>Written, oral, and multi-media communication</li> <li>Deliberation and bridge building across differences</li> <li>Collaborative decision making</li> <li>Ability to communicate in multiple languages</li> </ul>	<ul style="list-style-type: none"> <li>Integration of knowledge, skills, and examined values to inform actions taken in concert with other people</li> <li>Moral discernment and behavior</li> <li>Navigation of political systems and processes, both formal and informal</li> <li>Public problem solving with diverse partners</li> <li>Compromise, civility, and mutual respect</li> </ul>
<b>Values</b> <ul style="list-style-type: none"> <li>Respect for freedom and human dignity</li> <li>Empathy</li> <li>Open-mindedness</li> <li>Tolerance</li> <li>Justice</li> <li>Equality</li> <li>Ethical integrity</li> <li>Responsibility to a larger good</li> </ul>		

Figure 1. A Framework for Twenty-First-Century Civic Learning and Democratic Engagement from *A Crucible Moment: College Learning and Democracy's Future* (2012), p. 4.



## Backwards Course Design

**Learning Outcomes** — e.g., The AAC&U's

### VALUE Rubrics

- |                                                 |                                            |
|-------------------------------------------------|--------------------------------------------|
| 1. Civic Engagement                             | 9. Creative Thinking                       |
| 2. Foundations and Skills for Lifelong Learning | 10. Critical Thinking                      |
| 3. Oral Communication                           | 11. Ethical Reasoning                      |
| 4. Problem Solving                              | 12. Information Literacy                   |
| 5. Quantitative Literacy                        | 13. Inquiry and Analysis                   |
| 6. Reading                                      | 14. Intercultural Knowledge and Competence |
| 7. Teamwork                                     | 15. Written Communication                  |
| 8. Integrative Learning                         |                                            |

**Assessment** – Graded/Ungraded, Self-Assessments, Peer-Assessments, Formative, etc.

**Learning Experiences** – Debates, Readings, Lectures, Service Projects, etc.



**What I want the students to Understand and know and be able to do?**

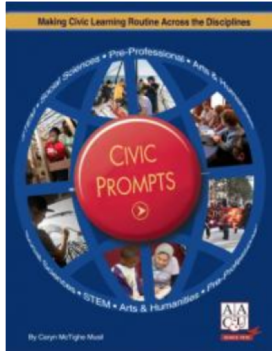
**How do I check they have learned?**

**Which learning activities will lead students to the desired results?**



In case you were wondering, VALUE stands for Valid Assessment of Learning in Undergraduate Education.

## Talking with Departmental Colleagues



Musil, 2015 (AAC&U)

How might you foster conversations about civic learning & engagement with your departmental colleagues?

What learning outcomes from the *21<sup>st</sup> Century Civic Framework* are associated with your discipline? Where and how are these outcomes being taught to students in their degree programs?

What are some of the big questions or issues in your discipline currently that lend themselves to civic inquiry or action?



## Today, students are leading the way.



Greta Thunberg  
Climate Activist



David Hogg  
Gun Control  
Activist



Amika George  
Women's Rights  
Activist



**Collaborating with them in civic learning and engagement will transform both higher education and democratic society.**

