



Fig. 1. Red, White & Blue Fingerprint

# Classroom to Curbstone:

## Civic Literacy and Civic Action at QCC

All College Forum

April 3, 2018

# Overview

- Why new Civic Literacy SLOs were necessary
- The revision process
- The revised SLOs
- What do we do with the new SLOs?

# History

- Original QCC draft, 2013
- Vision Project added “Preparing Citizens,” 2014
- Massachusetts Civic Learning and Engagement Assessment Framework, 2016
- Conversations with Colleagues, QCC, 2016
- Civic Literacy SLO revision: October-December 2017
  - Cross-functional team

Nancy  
Donohue-  
Berthiaume

Michael Beane

Judith  
D'Angelo

Nichole  
Wheeler

Maureen  
Giacobbe

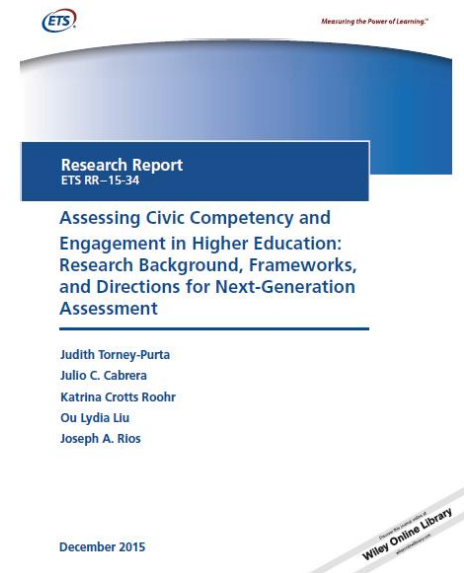
Tiger Swan

Gaelan  
Benway

Amy Beaudry

# Process & Resources

<b>Goal</b>	What should students know or understand?
<b>Student Learning Outcome</b>	What should students be able to do?
<b>Objective</b>	How will the student get there?



New goal statement

**Students will develop civic knowledge, skills, and dispositions through learning and practice.**

# The self and civic identity are dynamic

## Outcome 1

- Outcome statement: Learners build personal voice and agency by examining their own cultural background in the context of civic and democratic principles.
- Examples of learning objectives include the following:
  - Exhibit curiosity about what can be learned about oneself from other individuals and within communities.
  - Recognize distinct individual attitudes and beliefs.
  - Articulate one's own attitudes and beliefs.
  - Acknowledge that communities interpret civic and democratic principles differently.

# Civic learning occurs in the context of learning experiences

## Outcome 2

- Outcome statement: Learners discover civic elements within the context of learning experiences.
- Examples of learning objectives include the following:
  - Connects and extends knowledge from learning experiences to civic life.
  - Connects and extends knowledge from learning experiences to lived experience.
  - Develops ability to work within diverse groups.
  - Employ knowledge from learning experiences to imagine meaningful change in civic life.

# Civic learning, like civic life, is integrative

## Outcome 3

- Outcome statement: Learners reflect upon and connect knowledge from learning experiences to their civic identity and local and global civic life.
- Examples of learning objectives include the following:
  - Reinforce and clarify learning about self as it relates to a sense of civic identity.
  - Relate learning experiences to the impact one could have on individuals and communities.
  - Tailor communication strategies to effectively express, listen, and adapt to others' perspectives.
  - Synthesize civic identity and civic learning to articulate intention to act.



# Civic action and reflection

## Outcome 4

- Outcome statement: When provided the opportunity, learners participate in activities of personal and public concern that are both life enriching and beneficial to the community.
- Examples of learning objectives include the following:
  - Make reasoned judgments about effective modes of civic participation.
  - Take civic action or other engagement.
  - Employ civil discourse in community interactions.
  - Evaluate effectiveness of civic participation.
  - Adapt participation to changes in community contexts and structures.
  - Reflect on benefits of involvement to civic identity, civic learning, and continued engagement.

# Civic Imagination: What do we do with the new SLOs?

- Course/program learning experiences
- Co-curricular learning experiences
- Lifelong learning experiences

Where might these new learning outcomes fit into your work with students?

