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

<table>
<thead>
<tr>
<th>Goal</th>
<th>What should students know or understand?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcome</td>
<td>What should students be able to do?</td>
</tr>
<tr>
<td>Objective</td>
<td>How will the student get there?</td>
</tr>
</tbody>
</table>
New goal statement

Students will develop civic knowledge, skills, and dispositions through learning and practice.
The self and civic identity are dynamic

• 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 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 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 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?