

SERVICE LEARNING & CIVIC ENGAGEMENT

STUDENT LEARNING OUTCOMES (SLOs)



FRAMEWORK

Lauren Resnick (1987b) “She contrasted the nature of learning in school and in the community where this learning will be applied, noting that unlike typical classroom learning, real-world learning tends to be more cooperative or communal than individualistic, involves using tools rather than pure thought, is accomplished by addressing genuine problems in complex settings rather than problems in isolation, and involves specific contextualized rather than abstract or generalized knowledge.” (Resnick, L. “The 1987 Presidential Address: Learning in School and Out.” *Educational Researcher*, 1987b, 16(9), 13-20 in Eyler, J., & Giles, D. E., Jr. *Where’s the learning in service learning?* (1999). San Francisco: Jossey-Bass, p. 9)

“Community experiences that challenge student assumptions coupled with thoughtful reflection may lead to fundamental changes in the way the student views service or society.” (Eyler, J., & Giles, D. E., Jr. *Where’s the learning in service learning?* (1999). San Francisco: Jossey-Bass, p. 17)

OUTCOMES (SLOs)

1. *Diversity of Communities and Cultures*

- Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

2. *Analysis of Knowledge*

- Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.

3. *Civic Identity and Commitment*

- Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

4. *Civic Communication*

- Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action

5. *Civic Action and Reflection*

- Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

6. *Civic Contexts/Structures*

- Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim*.

*1-6 Criterion from AAC&U Civic Engagement VALUE Rubric <http://www.aacu.org/value/rubrics>