



# Critical Service Learning Course Design: Developing explicit **critical civic literacy** Learning Outcomes

2<sup>nd</sup> Annual European Conference on Service Learning  
in Higher Education

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California State University, Monterey Bay (CSUMB)

# AGENDA

- 9.00 - 9.30     Introductions  
Clarifying critical SL learning outcomes
- 9.30 – 10.00     Small group work
- 10.00 – 10.30     Presentations of “revised courses”  
Discussion



# Workshop Guiding Assumptions

- **Pluralism** is a good thing
- **Democracy** is a good thing
- Enhancing **participation in civic life** is a good thing
- **POWER** is an integral component of all of the above and needs to be discussed
- Working to **address current social and economic inequities and marginalization** is a complex, difficult, but critically important thing...

...for higher education!

# Workshop Guiding Practices

- Active participation is not only encouraged, but is necessary.
- I am NOT the only expert in the room; we all have knowledge to contribute; and,
- We are all learners.
- Successful grafting requires a strong, healthy trunk and root system --**that is your knowledge!**



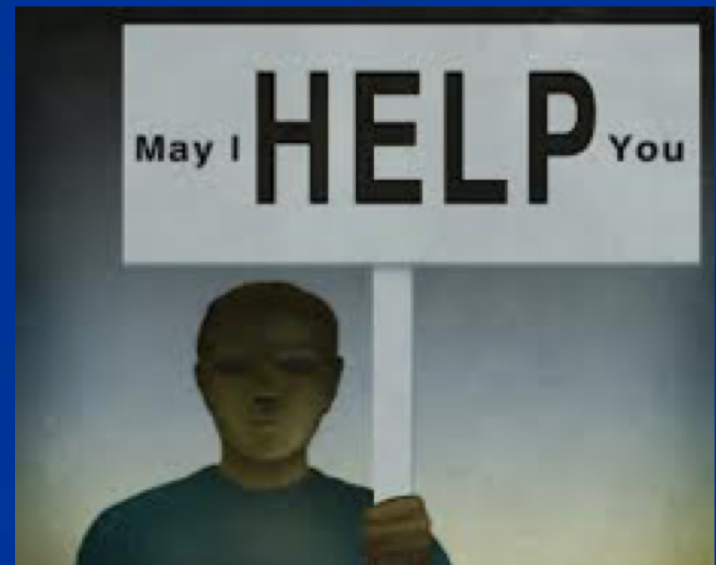
# Introductions

1. Name and role at your university
2. Field or discipline
3. Experience with service learning
4. 1 significant social challenge



# Service Learning = ???

- Learning **through** service
  - service learning as pedagogy
  - a more engaging way to teach the knowledge of the discipline
- Learning **about** service
  - Service as “content”; the learning goal
  - Engaging with deep questions of justice, diversity, equity, social & civic responsibility
- ***Service is highly contested...***



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# Service Learning = ???



# Pedagogification

“I define *pedagogification* as the cultural reworking of an epistemologically transformative educational practice into **a teaching method**, stripping the initiative of its transformative content while emphasizing its utility as **a tool for mastering the traditional knowledge-base.**”

- Pollack, 2015. “Critical Civic Literacy as an Essential Component of the Undergraduate Curriculum.” p.168

# Civic Learning is Marginalized

“All too often, **service-learning is indistinguishable from internships or clinical placements: their chief aim is disciplinary learning or improved clinical practice.** Democratic outcomes –encouraging students to understand and question the social and political factors that cause social problems and to challenge and change them – at best remain hoped-for by-products”

(Saltmarsh & Hartley, 2013, p. 290)



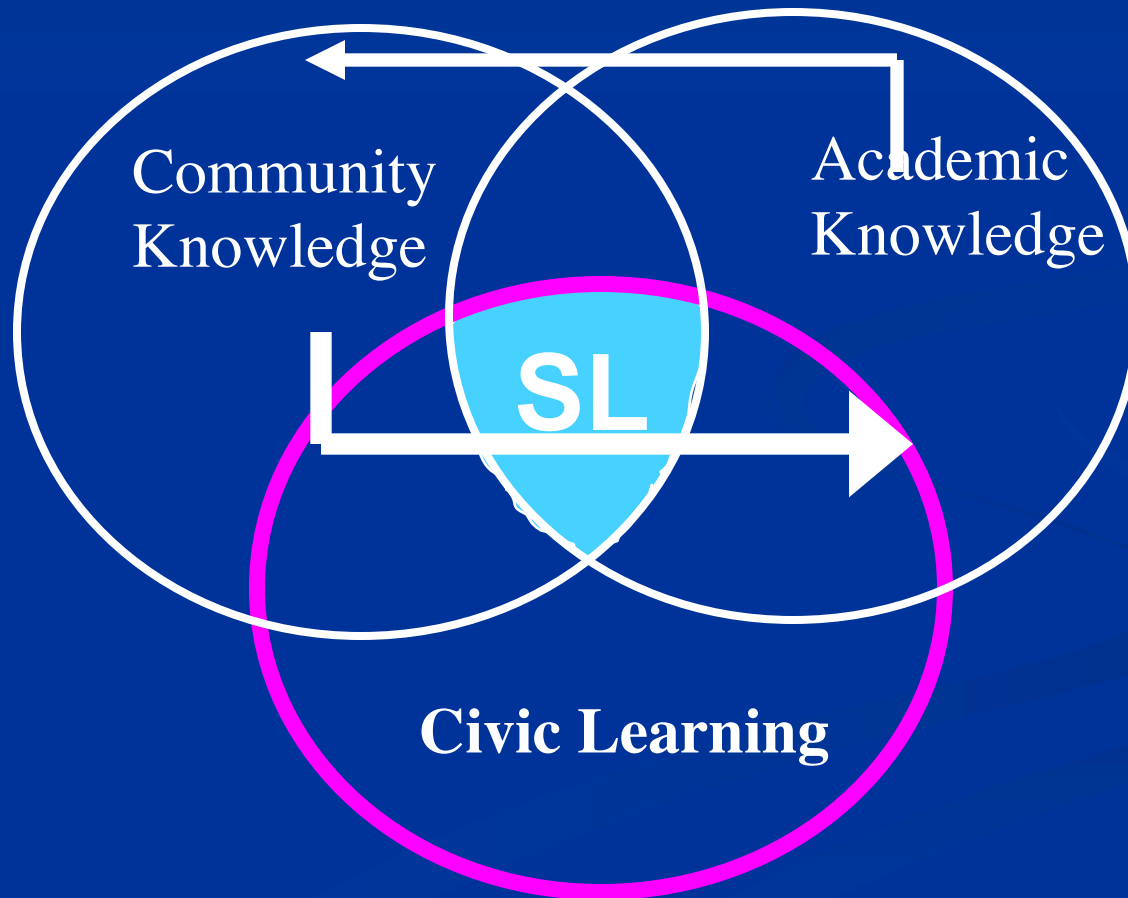
# Critical Service Learning

- Service learning is more than:
  - Community service
  - An internship
  - An applied, community-based project
- Service learning MUST explicitly help students develop multicultural civic skills: **“promote equity, social cohesion and active citizenship.”**
  - Overcome debilitating stereotypes and prejudices
  - Develop a sense of social or civic responsibility
  - Use the knowledge of their discipline/profession to address social inequities

# Traditional (pedagogified) Service Learning

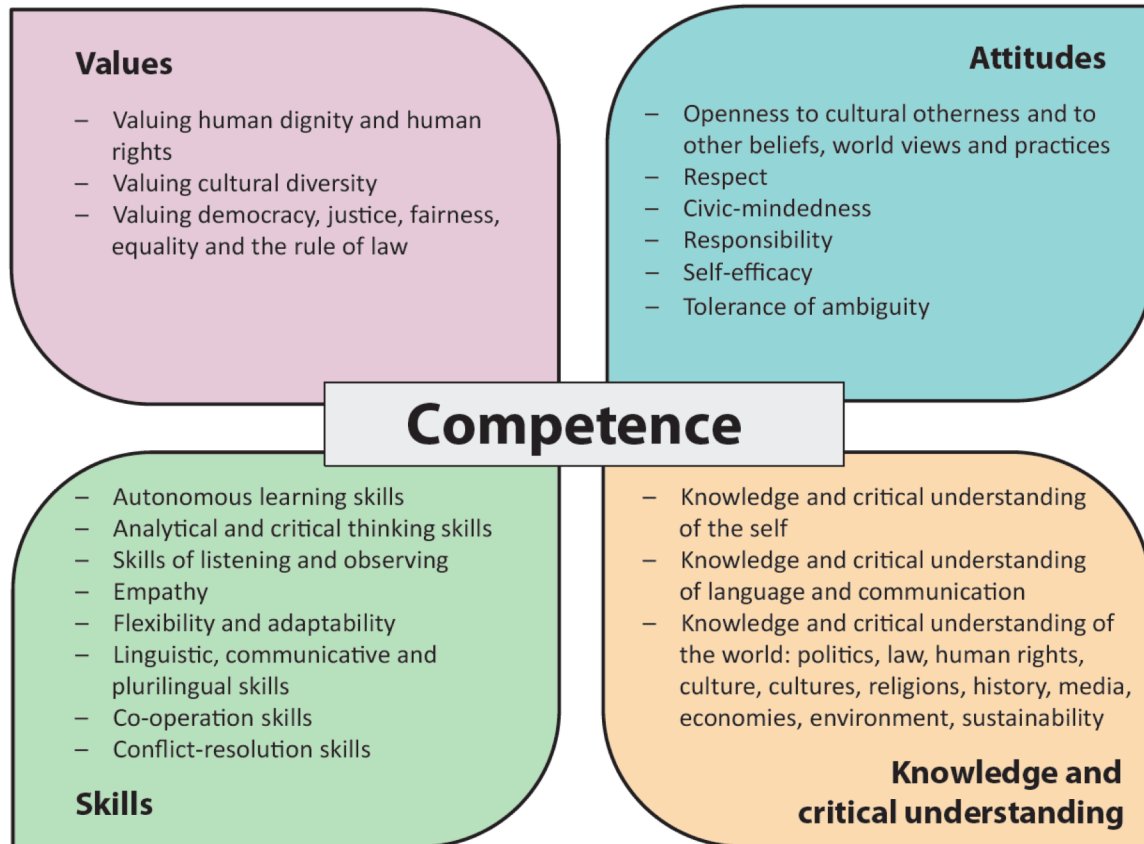


# Critical Service Learning for Social & Civic Responsibility



# What is Civic Learning?

## The 20 competences included in the model



# Learning for Social & Civic Responsibility

One way to integrate diversity and civic learning is to move from the language of service to the language of justice and social responsibility. A second is to link both diversity and civic work to the learning outcomes we want to cultivate in students. ***What do students need to know to function effectively and responsibly in a diverse, stratified world?***

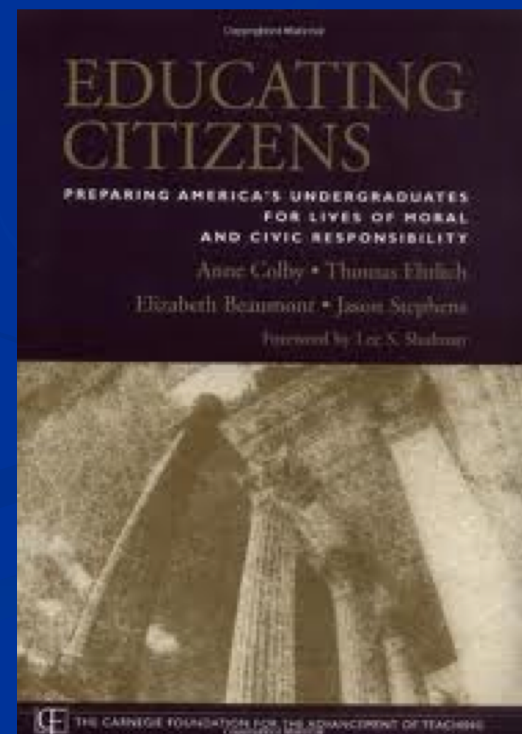
*Caryn McTighe Musil, Vice President, Association of American Colleges and Universities.*

*“Promote equity, social cohesion and active citizenship”  
as professionals. (Council of Europe)*

# CSUMB: “a social justice approach” to civic learning

“...social justice approach...  
contributing to social change and  
public policies that will increase gender  
and racial equality, end discrimination  
of various kinds, and reduce the stark  
income inequalities that characterize  
this country and most of the world.”  
(p. 65)

■ Ehrlich and Colby (2003) *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*



# *“Critical Civic Literacy”*

“Critical civic literacy emphasizes the **role that social power plays in facilitating or inhibiting meaningful participation** by individuals and/or groups in civic or public life. Through critical civic literacy, students **examine issues of power, privilege, oppression, and systemic inequity** in service learning courses to understand the root causes of social inequities.”

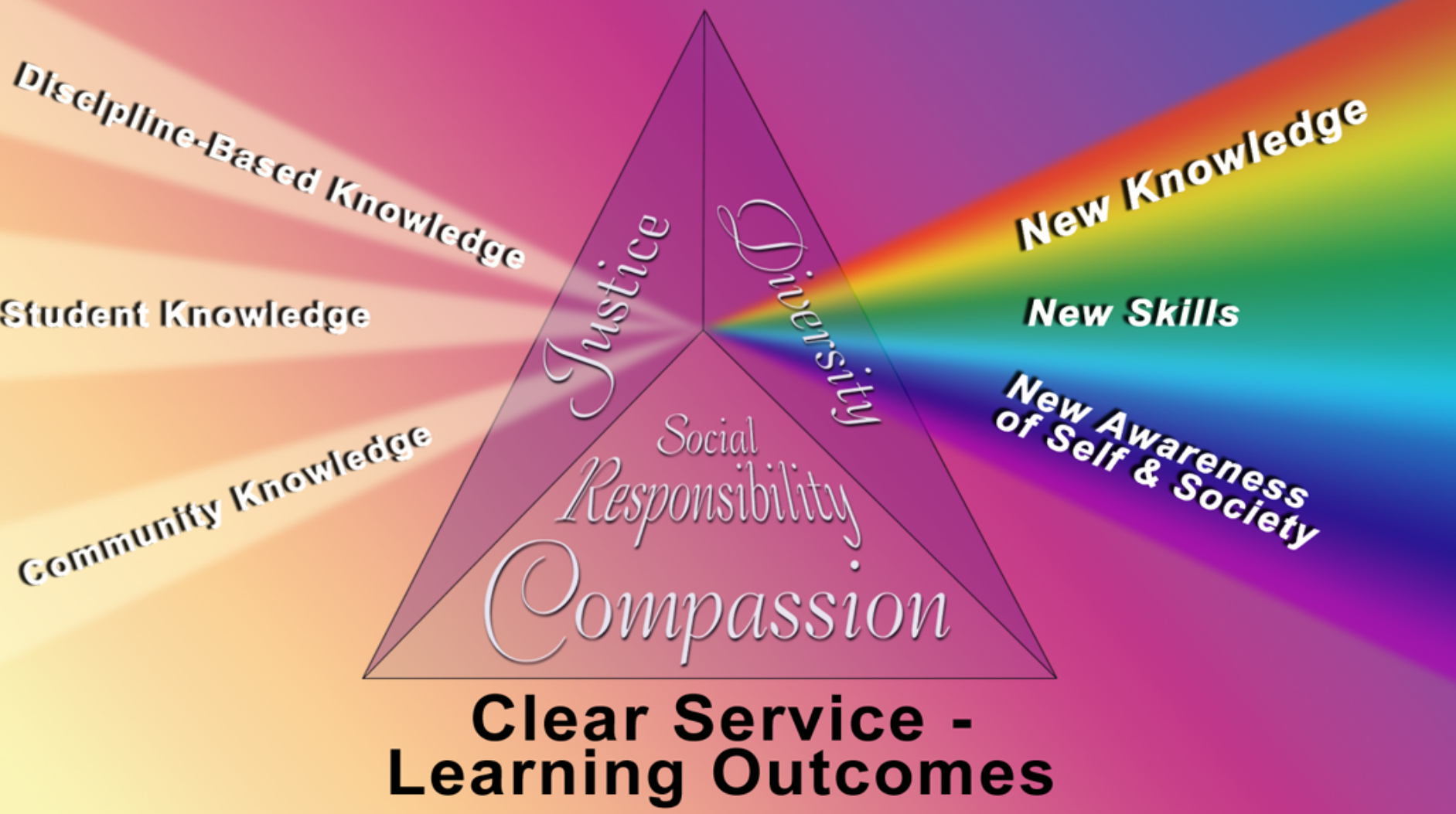
Pollack (2013). “Critical Civic Literacy: Knowledge at the Intersection of Career and Community.” *Journal of General Education*.



# Critical Service Learning: A Basic Definition

- Service learning combines meaningful community service with formal academic learning to: 1) **address complex social challenges**; and 2) enhance students' knowledge, ability and attitudes to **contribute to the public good** and **address underlying root causes of systemic inequities**.
- Two key transformations of service learning:
  1. **HOW** we learn
  2. **WHAT** we learn





# Transformation #1: HOW we Learn

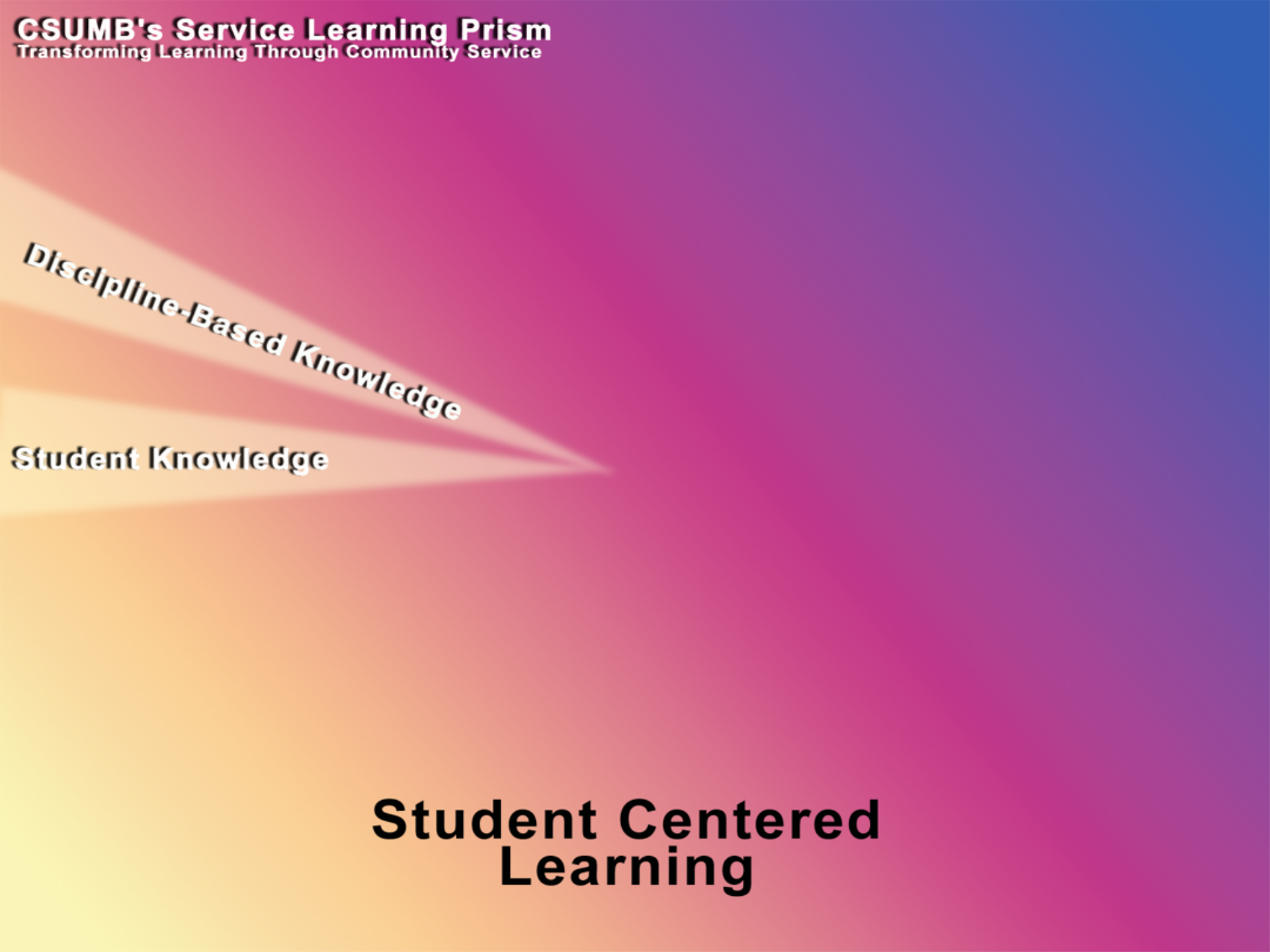
The pedagogy side (experiential learning)

- How is facilitating “experiential learning” different from traditional teaching?



**Discipline-Based Knowledge**

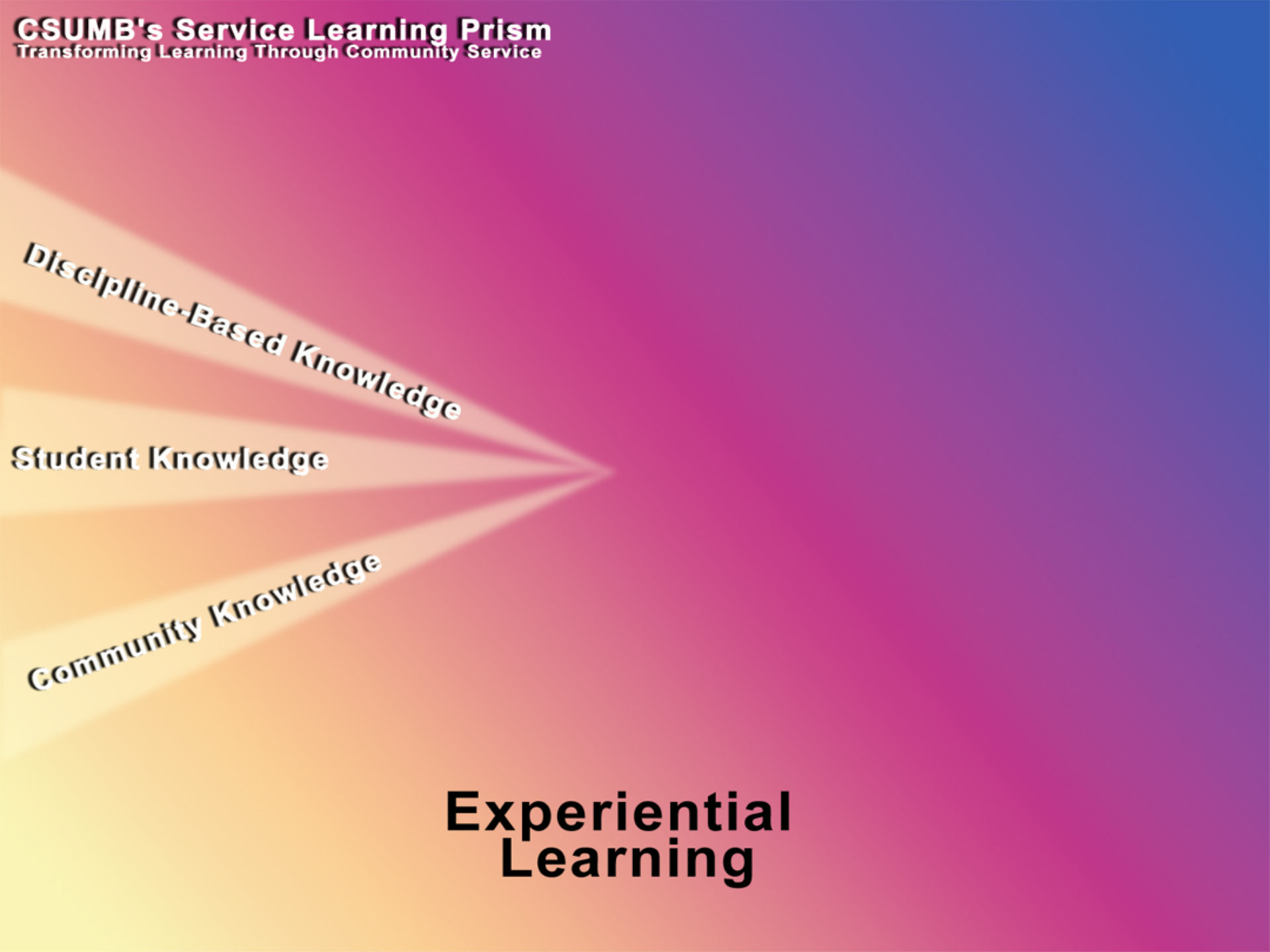
**Traditional Learning**



**Discipline-Based Knowledge**

**Student Knowledge**

**Student Centered  
Learning**



**CSUMB's Service Learning Prism**  
Transforming Learning Through Community Service

Discipline-Based Knowledge

Student Knowledge

Community Knowledge

Experiential  
Learning

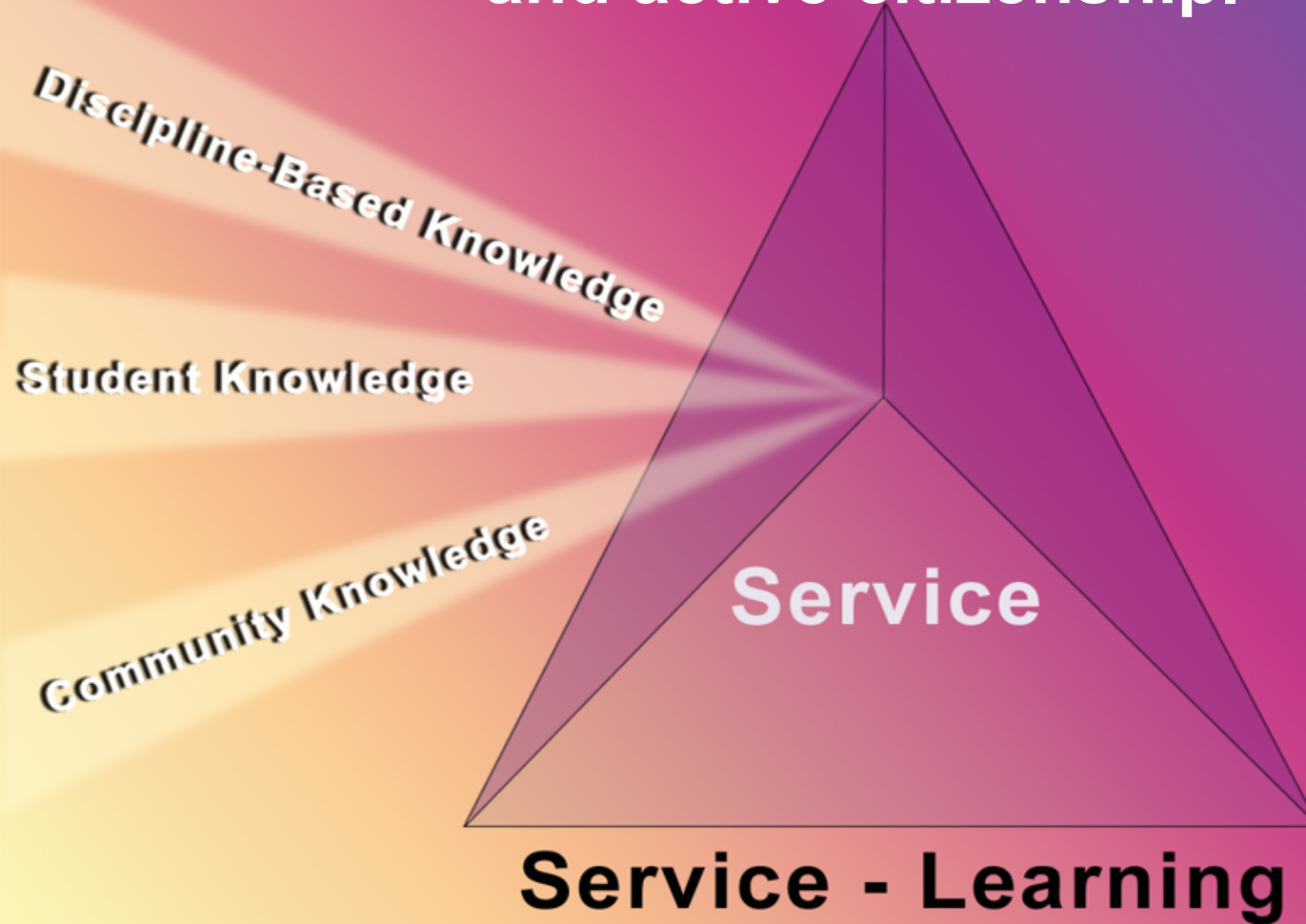


# Transformation #2:

## WHAT we Learn

- What does it mean to explicitly focus on student learning about service and social responsibility?
- What do students need to know and be able to do to address social challenges as future professionals?
  - Knowledge
  - Skills
  - Awareness
  - Attitudes

**“Promote equity, social cohesion  
and active citizenship.”**



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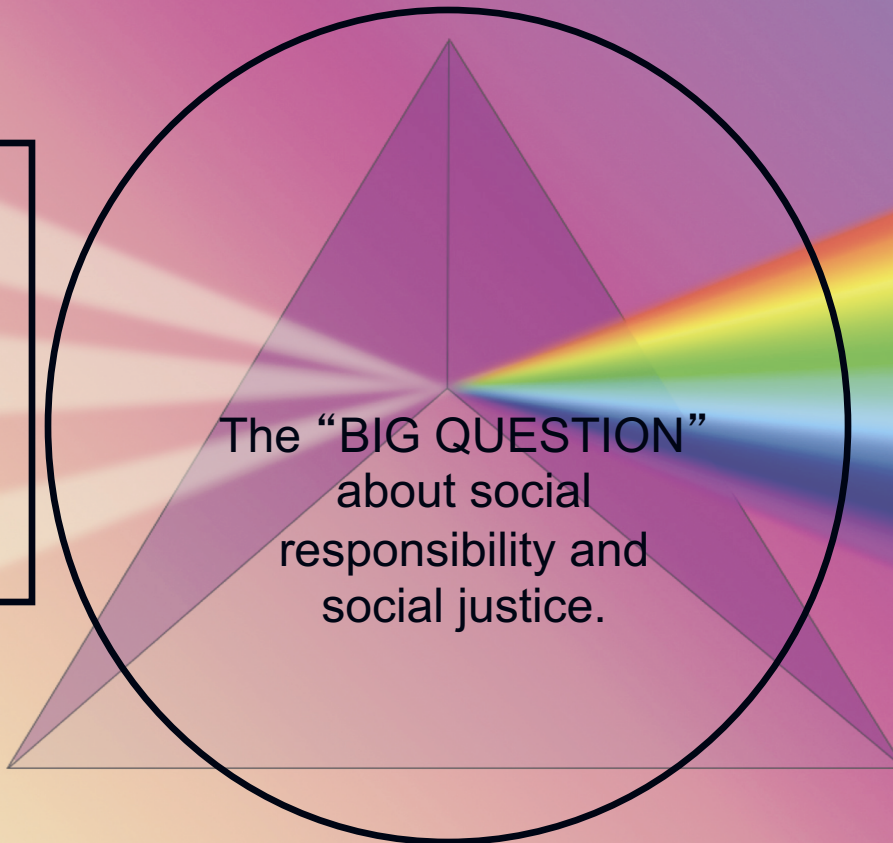
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# It all starts with the “BIG QUESTION”

Academic  
learning  
objectives:

- \*
- \*
- \*



*NEW* civic learning  
outcomes:

- \*
- \*
- \*





# BUS 300S: BUSINESS ETHICS IN ACTION

## THE Big Question: *The Triple Bottom Line*

How can businesses balance the “triple bottom lines” of profit, people and planet? - Equity & Ethics...

## Outcomes:

1. Understand disparities in economic opportunity among different ethnic and cultural groups in the region.
2. Be able to alter historical relationships of power and privilege and broaden economic opportunity in the community or region or world.



# VPA 320S:

## Museum Studies SL

### Meta-question:

- ❑ How can museums give voice to underrepresented populations and perspectives, and facilitate the transformation of social structures to create a more inclusive, interactive discussion of history, society, and culture?

### Learning Outcomes:

- ❑ Understand the economic and social pressures that influence the choices made by museum personnel with regard to the development of collections and exhibits.
- ❑ Articulate various perspectives on how museums “serve” society, including perspectives from both privileged and marginalized social groups.
- ❑ Describe and analyze one’s own and others’ perceptions and ethical frameworks for decision making regarding exhibit choice, design, and the development of interpretive materials.



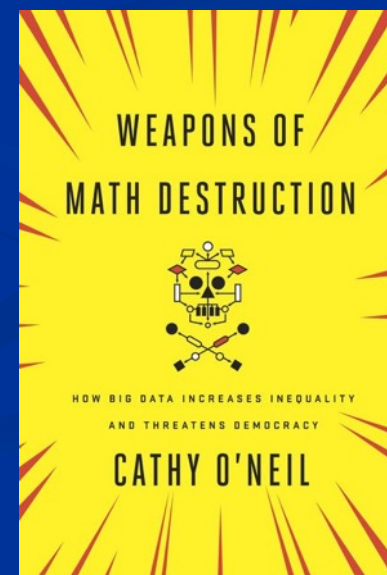
# STAT 362S: Statistics Consultants

## Social Justice Meta-Question

- How can mathematicians and statisticians contribute to furthering social justice and equity through their profession?

## Social Justice Learning Outcomes

- Identify and address the social inequities created by applications of mathematical and statistical methods.
- Apply mathematical and statistical methods to expose and propose solutions to social injustices.
- Understand the hidden economic and equity-related costs of not gaining access to data analysis knowledge and skills.





# Howard (2001):

## 3 Key Criteria of SL Class

1. **Relevant and Meaningful Service with the Community:** Service that is *relevant* to the community and to the content of the academic course, *meaningful* to the community and to the students, and developed and formulated *with* the community.
2. **Enhanced Academic Learning:** Learning that is advanced through an experiential learning activity which either complements or adds to more traditional methods of teaching.
3. **Purposeful Civic Learning:** Learning that contributes to preparing students for community or public involvement in a diverse democratic society, while also preparing students with the knowledge, skills, values, and propensities necessary for such involvement.

# Pollack (2005):

## 8 Components of an SL Class

1. The civic learning “Meta-Question”
2. Specific civic learning outcomes
3. Community service possibilities
4. Service expectations
5. Risk management paperwork
6. Academic frameworks to analyze service experience
7. Integrative assignments
8. Approach to civic learning assessment

# Pollack (2005):

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# Assignment:

## Civic Learning Worksheets

- Form groups of 3 people (similar disciplines?)
- Choose one class to design/transform:
  - A Civic learning “meta-question”
  - Civic learning outcomes
- Report-Out:
  - *NEW* name for the class
  - Meta-Question
  - Learning outcome(s) –knowledge, skills, attitudes, awareness

## WORKSHEET #1: Developing the Civic Learning *Meta-Question*

COURSE TITLE & BRIEF DESCRIPTION

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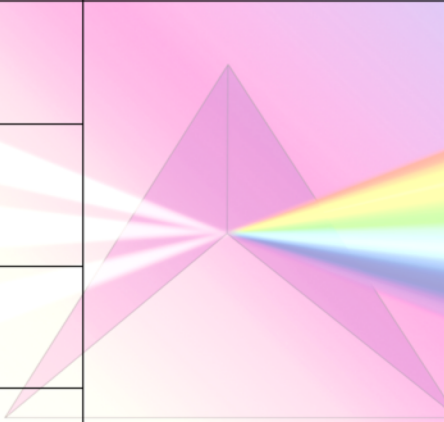
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# CSUMB Framework

## WORKSHEET #2: Developing Discipline-Specific Civic Learning Outcomes

Step 2: Review the learning outcomes through the lens of the *meta-question* (from Worksheet #1).

Discipline-Specific	The Civic Learning META-QUESTION
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Discipline-Specific Learning Outcomes	The Civic Learning META-QUESTION	Discipline-Specific Civic Learning Outcomes
KNOWLEDGE:		
SKILLS:		
VALUES:		
ATTITUDES		Students will be able to critically reflect on the social responsibility of <u>[graduates in your field]</u> to address issues of inequality.

## WORKSHEET #1: Identifying Relevant Applied Learning Outcomes

### COURSE TITLE & BRIEF DESCRIPTION

**BRAINSTORM Relevant Social & Civic Challenges:** What are the most important **social and civic challenges** confronting: YOUR CITY, YOUR COUNTRY, EUROPE, THE WORLD? How do issues of social power, privilege and marginalization contribute to these challenges?

What knowledge, skills, values and attitudes **from your field/discipline** are relevant to addressing these social challenges?

Knowledge	Skills	Values	Attitudes

Circle one outcome from each column that you feel is most central. Transfer these four "discipline-specific applied learning outcomes" to the first column of Worksheet #2.

# Council of Europe Framework

## WORKSHEET #2: Developing Discipline-Specific Civic Learning Outcomes

Step 1: List relevant applied learning outcomes from previous page.

Step 2: Review these learning outcomes through the lens of the **democratic and civic learning outcomes**.

Step 3: Identify the specific **civic learning outcomes**: knowledge, skills, values and attitudes that [graduates in your field] need to acquire to effectively work with diverse communities in addressing issues of inequality.

Discipline-Specific Applied Learning Outcomes	Democratic & Civic Learning	Discipline-Specific Civic Learning Outcomes
KNOWLEDGE:	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Knowledge and critical understanding of self</li> <li>Knowledge and critical understanding of language and communication</li> <li>Knowledge and critical understanding of the world</li> </ul>	
SKILLS:	<b>SKILLS</b> <ul style="list-style-type: none"> <li>Autonomous learning skills</li> <li>Analytical and critical thinking skills</li> <li>Skills of listening and observing</li> <li>Empathy</li> <li>Flexibility and adaptability</li> <li>Linguistic, communicative and plurilingual skills</li> <li>Co-operation skills</li> <li>Conflict-resolution skills</li> </ul>	
VALUES:	<b>VALUES</b> <ul style="list-style-type: none"> <li>Valuing human dignity and human rights</li> <li>Valuing cultural diversity</li> <li>Valuing democracy, justice, fairness, equality and the rule of law</li> </ul>	
ATTITUDES:	<b>ATTITUDES</b> <ul style="list-style-type: none"> <li>Openness to cultural otherness, and to other beliefs, world views and practices</li> <li>Respect</li> <li>Civic-mindedness &amp; Responsibility</li> <li>Self-efficacy</li> <li>Tolerance of ambiguity</li> </ul>	

# *European University of Diversity and Civic Responsibility (EUDCR)*

- Form groups of 3 people (similar or different disciplines)
- Choose one class to design/transform:
  - A Civic learning “meta-question” (if appropriate)
  - Civic learning outcomes
- Report-Out:
  - *NEW* name for the class
  - Meta-Question
  - Learning outcome(s) –knowledge, skills, attitudes, awareness
- **30 minutes**

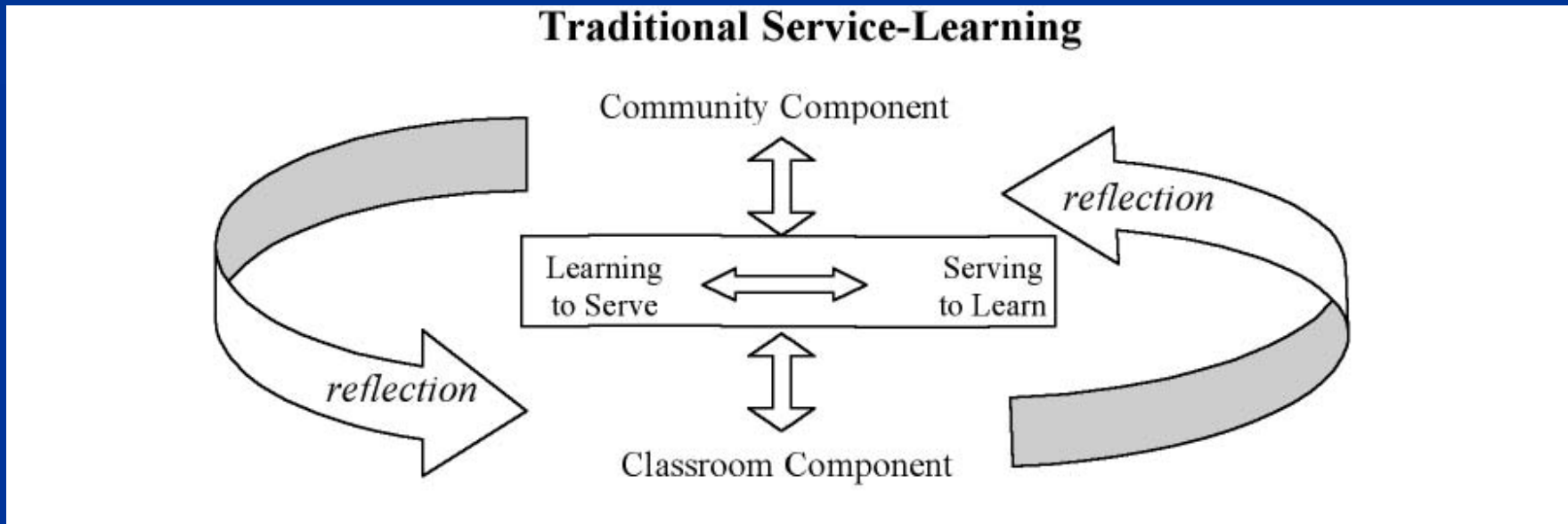
# *University of Diversity and Civic Responsibility (UDCR)*

- SL Class Presentations:
  - New class title or focus
  - Civic learning “big question”
  - Civic learning outcomes
  
- Discussion
  - Benefits of the “civic learning outcomes” approach to SL class design?
  - Challenges of this approach?

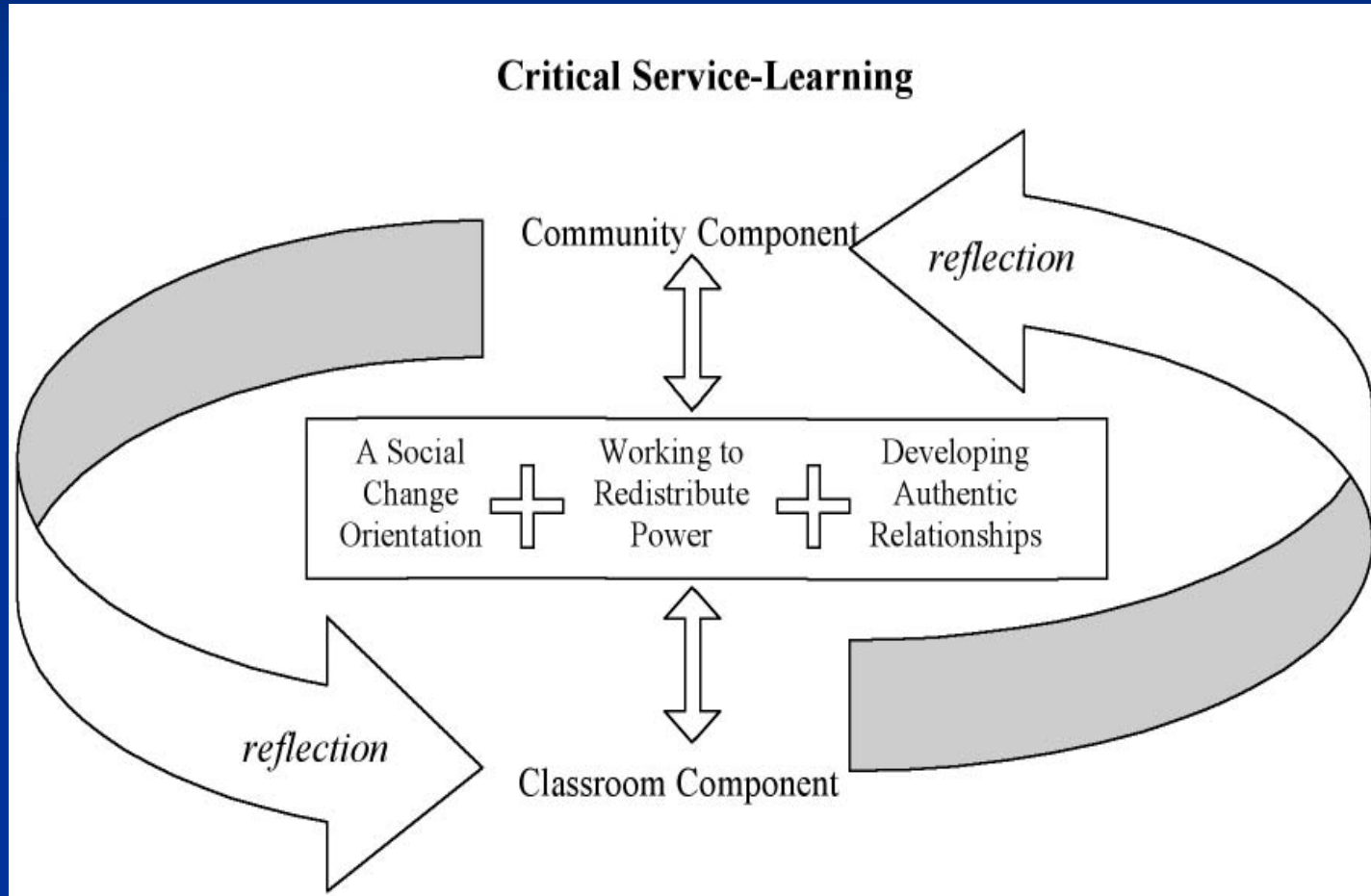


# Traditional vs. Critical Service-Learning

Figure 1.  
*Traditional vs. Critical Service-Learning*



# Critical Service-Learning



# Reflection on: Social Change Orientation

- What struggles and suffering does the community organization you are involved with address?
- What are the root causes (social, economic, political, historical factors) of the struggles and suffering?
- How does the organization you are involved with address immediate needs (struggles and suffering) and the root causes of needs?
- What are the strengths and challenges you've witnessed regarding the human beings and the organization that you are in relationship with?

# Reflection on: Redistribution of Power

- How is power experienced in my service work? Who has power? Who doesn't?
- How does my presence and involvement enhance the capacities and empower the people with whom I am working?
- What have I done to acknowledge the power differential in this service relationship?
- What have I done to redistribute the power differential in this service relationship?
- Has my work and presence reinforced stereotypes of dominance and subservience?

# Reflection on: Authentic Relationships

- How goes the process of building relationships with the human beings you are encountering via your community site? What has been challenging about developing relationships? What are the gifts in developing relationships?
- What are you noticing about your positionality, that is how your race, gender, class, age affects how you view yourself, how you view others, how you view yourself in relationship with others?
- What have the human beings with whom you are in relationship been teaching you about your positionality and power?
- How might this “authentic relationship” come to an end in an “authentic” manner?



# Examining Power in the Service Relationship

“Helping is not a relationship between equals. A helper may see others as weaker than they are, needier than they are, and people often feel that inequality. The danger in helping is that we may inadvertently take away from people more than we could ever give them; we may diminish their self-esteem, their sense of worth, integrity or even wholeness.

“When you help, you see life as weak. When you fix, you see life as broken. When you serve, you see life as whole. Fixing and helping may be the work of the ego, and service the work of the soul.”

-Rachel Naomi Remen, *Helping, Fixing and Serving*.

*“What we don’t talk about  
when we don’t talk about ‘service’?”*

“To talk of service, to really look at it, would require us to **look closely at inequality**. This is a difficult and uncomfortable place to look. Do acts of service move us toward equality? Might some acts of service enshrine and even extend the very gap they mean to bridge? **What don’t we talk about when we don’t talk about service?**”

-Adam Davis (2006)

# Next Steps & New Structures

- How can your university support **service learning for diversity and civic responsibility?**
  - Implications for our departments and disciplines?
  - Implications for our academic programs?
  - Implications for our role as professors and administrators?



# A Unifying Narrative: *Civic-Minded Professionals*

“Achieving that goal will require that **civic learning and democratic engagement be not sidelined but central**. Civic Learning needs to be an integral component of every level of education, from grade school through graduate school, across all fields of study....”

*(A Crucible Moment, p. 23-24)*