

Introduction

This file describes how “Civic engagement” as a generic competence can be deconstructed into distinct learning outcomes in a university education setting.

It is one of 16 descriptions in LOUIS (Learning Outcomes in University for Impact on Society); LOUIS is part of the Aurora Competence Framework.

The descriptions are based on the VALUE Rubrics developed by the American Association of Colleges & Universities AAC&U.



Civic engagement is

"working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes".

Civic engagement components:

- Diversity of communities and cultures
- Analysis of knowledge
- Civic identity and commitment
- Civic communication
- Civic action and reflection
- Civic contexts and structure

Civic engagement: Diversity of communities and cultures

Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.



Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.



Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from 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

Civic engagement: Analysis of knowledge

Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.



Begins to connect 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.



Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.



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.

Civic engagement: Civic identity and commitment

Provides little evidence of her/ his experience in civic-engagement activities and does not connect experiences to civic identity.



Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.



Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of 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.

Civic engagement: Civic communication

Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.



Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.



Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.



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

Civic engagement: Civic action and reflection

Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.



Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities



Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.



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.

Civic engagement: Civic contexts and structures

Experiments with civic contexts and structures, tries out a few to see what fits.



Demonstrates experience identifying intentional ways to participate in civic contexts and structures.



Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.



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