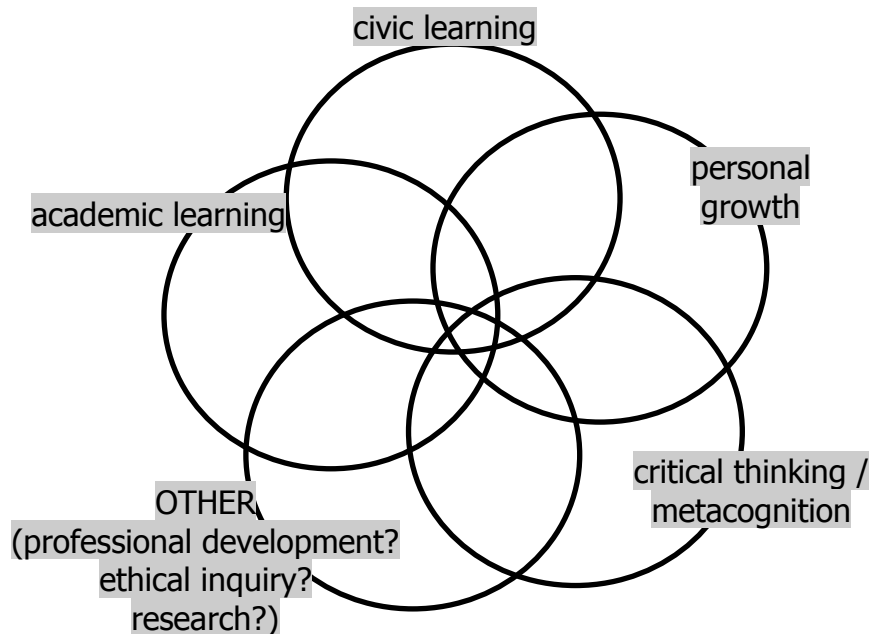


Organizing Thinking about Desired SLCE Learning Outcomes

Conceptual Framework for INTENTIONAL Learning Goal Categories of SLCE



EXCERPTED FROM Bringle & Clayton (in press; synthesized from Clayton, Bringle, & Hatcher, 2013)

- *personal growth* (e.g., self-awareness, self-efficacy, identity development, spirituality, leadership development, moral development; see Brandenberger, 2013 for an overview)
- *intercultural competence* (e.g., respect, curiosity, sociolinguistic awareness, listening, empathy, ethnorelative perspective; see Deardorff & Edwards, 2013 for an overview)
- *civic outcomes* (e.g., communication, collaboration, public problem solving, knowledge of community history and public processes, organizational analysis; see Battistoni, 2013 for an overview)
- *academic learning* (e.g., knowledge and application of concepts and theories, thinking from disciplinary/interdisciplinary perspectives; see Jameson, Clayton, & Ash, 2013 for an overview)
- *cognitive skills* (e.g., critical thinking, intellectual development, metacognition, transfer; see Fitch, Steinke, & Hudson, 2013 for an overview).

UNPACKING LEARNING GOALS

EXAMPLE: Intercultural Competence (Darla Deardorff, 2004)

- Respect (valuing other cultures)
- Openness (to intercultural learning and to people from other cultures)
- Tolerance for ambiguity
- Flexibility (in using appropriate communication styles and behaviors; in intercultural situations)
- Curiosity
- Withholding judgment
- Understanding others' worldviews
- Skills to listen
- Empathy
- Communication skills (appropriate AND effective communication in intercultural settings)

EXAMPLE: Excerpted from Stokamer & Clayton, 2017 (Vol 3, IUPUI Research on Service Learning)

(a) *inclusivity*, which has at its core capacities to think beyond the single perspective of one's own worldview and act accordingly

(b) *criticality*, which has at its core capacities to recognize and challenge enshrined structural inequities that limit social justice

(c) *co-creation*, which has at its core capacities to bring an asset-based orientation to collaboration and to integrate the knowledge, perspectives, and resources of all partners in determining the questions to be addressed, possibilities to be pursued, and strategies for collaborating effectively and with integrity.

Learning Goal	Sample Unpacking into K (knowledge) & S (skills)	Sample Unpacking per Bloom's Taxonomy
<i>Inclusivity</i>	Skills: listen attentively to unfamiliar or contrary perspectives	Analysis: compare and contrast one's own and others' worldviews, what has shaped them, and how they influence particular interactions
<i>Criticality</i>	Knowledge: of historical, political, cultural forces that impede equity	Analysis: determine the causes and consequences of assumptions (e.g., about knowledge, about power) that underlie various cultural and disciplinary canons Evaluation: critically evaluate levels of equity in access to various sources of power in given contexts
<i>Co-creation</i>	Knowledge: of the forces within and around us that nurture and hinder co-creation Skills: giving and receiving constructive critique	Application: provide examples of the presence and absence of asset- and deficit- based orientations in a given encounter Evaluation: critically evaluate the influence of concepts from the discipline (e.g., verbal and nonverbal communication) on co-creative dynamics

EXAMPLES using Bloom's Taxonomy

Students will demonstrate the ability to critique the assumptions and attitudes they bring to ... (Social Work competency)	Students will understand and be able to use (with their own learners) Chickering and Gamson's 7 principles for good practice in undergraduate education
Evaluate the appropriateness of these two assumptions/attitudes in light of their consequences	Evaluate both my implementation of the 7 principles (original and revised) with my learner population (in terms of effectiveness) and the relevance of the principles for this population
Determine alternative assumptions/attitudes that might have different consequences	Propose changes to the 7 principles
Analyze the sources and the consequences of those assumptions/attitudes	Analyze the similarities and differences between the 7 principles as outlined in the text and as experienced with my learner population in the community
Provide examples of the emergence of those assumptions/attitudes in my service-learning activities	Apply the 7 principles to my roles as a teacher of young children or elderly residents in the community, using them to design learning activities OR Provide examples of the presence/absence of the principles in my learning activities
Explain those assumptions/attitudes in my own words so that someone who doesn't know me will understand	Explain the 7 principles in my own words so that someone not familiar with them could understand them
Identify two assumptions/attitudes I bring to ...	Identify the 7 principles

EXAMPLE of unpacking cumulatively / developmentally: IUPUI, CSL, DEAL FLC

Diversity learning

1. Awareness of similarity and difference
2. Tolerance of similarity and difference
3. Appreciation of similarity and difference
4. Understanding the sources and significance of similarity and difference
5. Navigating or managing similarity and difference
6. Capitalizing on or leveraging similarity and difference

EXAMPLE using KSAB: IUPUI Center for Service and Learning: The Civic-Minded Graduate [see, e.g., Steinberg, Hatcher, & Bringle, 2011])

Knowledge:

- *Volunteer opportunities:* understanding of ways to contribute to society, particularly through voluntary service, and including knowledge of nonprofit organizations.
- *Academic knowledge and technical skills:* understanding of how knowledge and skills in at least one discipline are relevant to addressing the issues in society.
- *Contemporary social issues:* understanding of current events and the complexity of issues in modern society locally, nationally, or globally.

Skills:

- *Communication and listening:* ability to communicate (written and oral) with others, as well as listening to divergent points of view.
- *Diversity:* understanding the importance of, and the ability to work with, others from diverse backgrounds; also appreciation of and sensitivity to diversity in a pluralistic society.
- *Consensus building:* ability to work with others, including those with diverse opinions, and work across difference to come to an agreement or solve a problem.

Dispositions / Attitudes:

- *Valuing community engagement:* understanding the importance of serving others, and being actively involved in communities to address social issues.
- *Self-efficacy:* having a desire to take personal action, with a realistic view that the action will produce the desired results.
- *Social trustee of knowledge:* feeling a sense of responsibility and commitment to use the knowledge gained in higher education to serve others.

Behavioral Intentions: A stated intention to be personally involved in community service in the future.

HOW WOULD YOU CATEGORIZE AND UNPACK THESE?

In *Healing the Heart of Democracy*, Parker Palmer (2011) sketches five “habits of the heart that make democracy possible” (excerpted here).

1. *An understanding that we are all in this together.* ... Despite our illusions of individualism ... we humans are a profoundly interconnected species—entwined with one another and with all forms of life, as the global economic and ecological crises reveal in vivid and frightening detail. We must embrace the simple fact that we are dependent on and accountable to one another
2. *An appreciation of the value of “otherness.”* ... we spend most of our lives in “tribes” or lifestyle enclaves ... thinking of the world in terms of “us” and “them” is one of the many limitations of the human mind. The good news is that “us and them” does not need to mean “us versus them.” ... the stranger has much to teach us.
3. *An ability to hold tension in life-giving ways.* Our lives are filled with contradictions—from the gap between our aspirations and our behavior to observations and insights we cannot abide because they run counter to our convictions. If we fail to hold them creatively, these contradictions will shut us down and take us out of the action.
4. *A sense of personal voice and agency.* Insight and energy give rise to new life as we speak and act, expressing our version of truth while checking and correcting it against the truths of others.
5. *A capacity to create community.* Without a community, it is nearly impossible to achieve voice ... Without a community, it is nearly impossible to exercise the “power of one” in a manner that multiplies ... In a mass society like ours, community rarely comes ready-made.