

# Responsible Citizenship Learning Goals Workshop

Ideas for curriculum and co-curriculum experiences that help EIU students learn about and act as responsible citizens?

March 24, 2014

# Responsible Citizenship Team & Workshop Itinerary

- ▶ Introduction & Overview of Goal and Objectives
  - Debra A. Reid, Diversity [Chair (dareid@eiu.edu)]
  - Karla Sanders & Anita Segó, Ethical Reasoning & Professional Standards
  - Melinda Mueller, Civics
  - Carrie Johnson & Rachel Fisher, Adult Learning, Integrative Learning, Co-Curricular & Service Learning
- ▶ Break Out Sessions to discuss
  - specific learning objectives within general education & major/minor & programs
  - sequential expression/vertical design of curriculum
  - assessment

# Liberal Arts Education

## AACU's Liberal Education and America's Promise (LEAP)

### Personal and Social Responsibility, Including

Civic knowledge and engagement—local and global

Intercultural knowledge and competence

Ethical reasoning and action

Foundations and skills for lifelong learning

### Integrative and Applied Learning, Including

Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

### Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring

### Intellectual and Practical Skills, Including

Inquiry and analysis

Critical and creative thinking

Written and oral communication

Quantitative literacy

Information literacy

Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

# Employer Expectations

2010 Hart Research survey EMPLOYERS said were their top priorities for increased emphasis (sorted by EIU Learning Goal)

## Writing/Reading and Speaking/Listening

Effective oral/written communication: 89%

Locate/organize/evaluate information: 68%

## Critical Thinking

Critical thinking/analytical reasoning: 81%

Analyze/solve complex problems: 75%

Ability to innovate and be creative: 70%

## Quantitative Reasoning

Understand and work with numbers/statistics: 63%

## Responsible Citizenship

Connect choices and actions to ethical decisions: 75%

Concepts/developments in science/technology: 70%

Understand global context of situations/decisions: 67%

Global issues' implications for future: 65%

Understand role of U. S. in the world: 57%

Knowledge of cultural diversity in US/world: 57%

Civic knowledge, community engagement: 52%

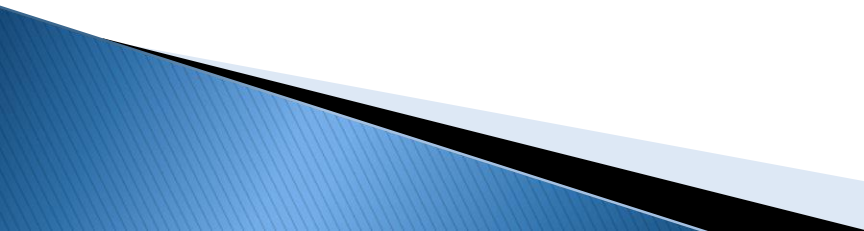
## (Integrative Learning/case-based instruction)

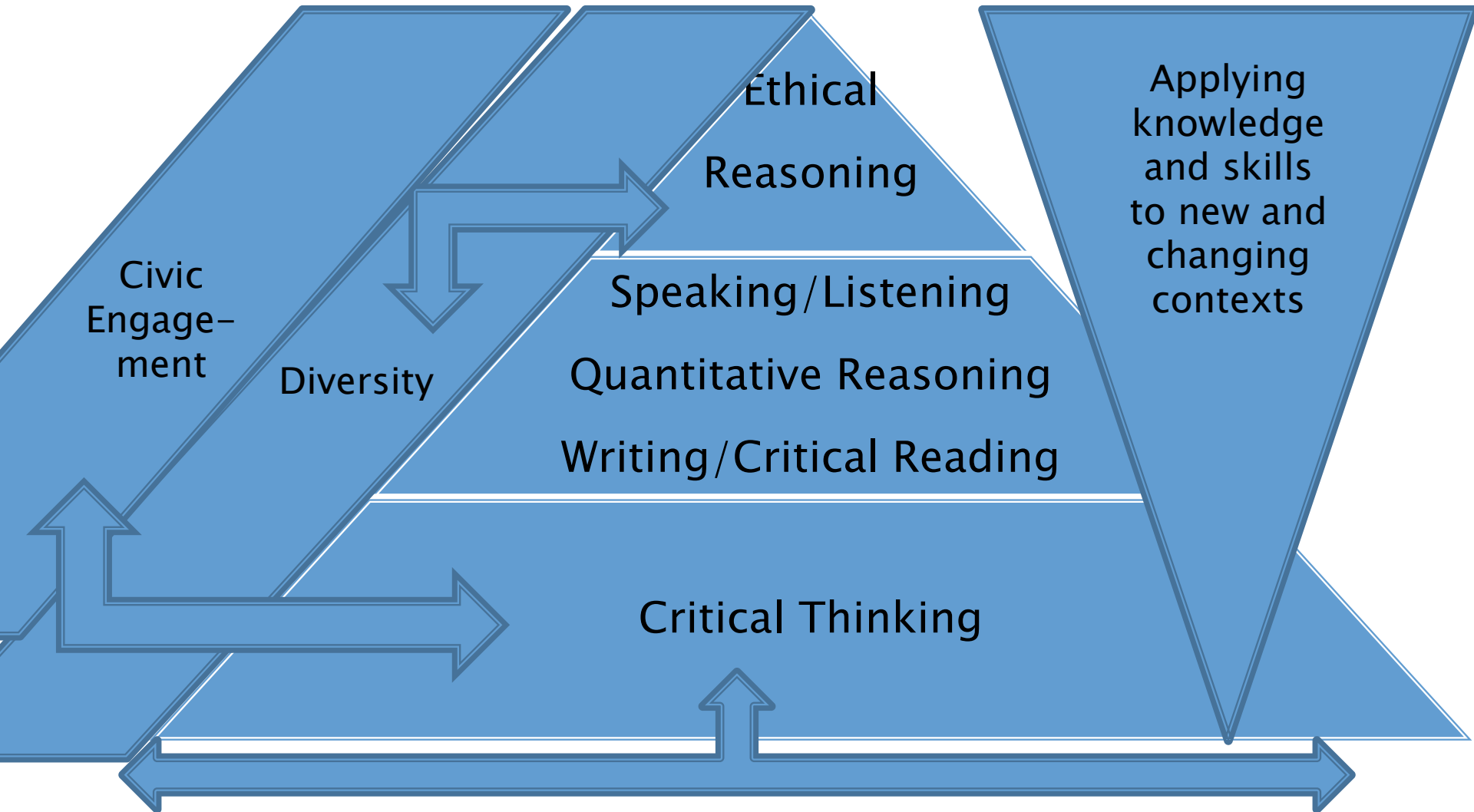
Knowledge/skills applied to real world settings: 79%

Teamwork skills/ability to collaborate: 71%

# Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- ▶ Engaging with diverse ideas, individuals, groups, and cultures.
  - ▶ Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
  - ▶ Participating formally and informally in civic life to better the public good.
  - ▶ Applying knowledge and skills to new and changing contexts within and beyond the classroom.
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Ethical Reasoning

Speaking/Listening

Quantitative Reasoning

Writing/Critical Reading

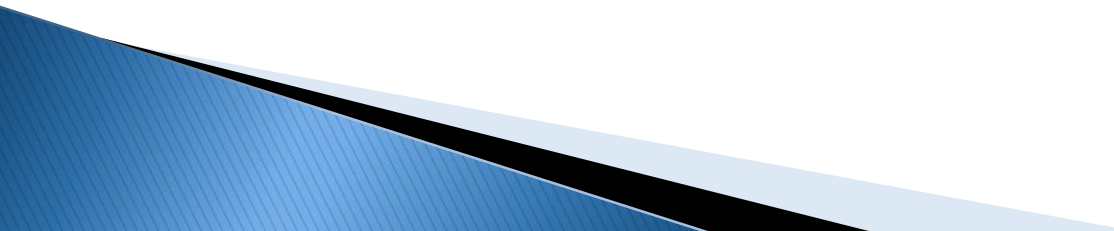
Critical Thinking

Applying knowledge and skills to new and changing contexts

Civic Engagement

Diversity

# Responsible Citizenship Handbook

- ▶ Responsible Citizenship Learning Goal & Rationale
  - ▶ Definitions of Each Objective
  - ▶ Selected Examples: Teaching; Assignments
  - ▶ Classroom & University Assessment
  - ▶ Comprehensive Bibliography
  - ▶ APPENDIX: AAC&U Knowledge & Competence Value Rubrics
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# EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture.

- ▶ Centrality of Knowledge/Content
- ▶ Best practices in balancing K/C of liberal arts & sciences curriculum with purposeful instruction in skills
- ▶ Provide opportunities for EIU students to practice skills within and beyond the classroom (using the unique setting in Charleston–Coles County–rural central Illinois–urban/suburban Illinois–state of Illinois–United States–world)

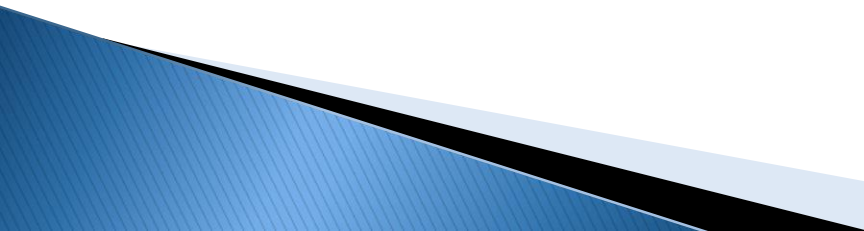


# Engaging with diverse ideas, individuals, groups, and cultures.

- ▶ Cultural diversity course graduation requirement (October 22, 1999): EIU students must complete one “cultural diversity” course as one step toward attaining the knowledge and skills to act as responsible citizens in a diverse world.
- ▶ Cultural diversity definition for purposes of curriculum planning and development (December 6, 2005, rev. 2009). To receive the cultural diversity designation, courses will\*:
  - ▶ 1. Include one or more of the following as their focus or as a means to explore some other topic:
    - a. the study of diverse peoples (including *but not limited to* issues of class, disability/*health status*, ethnicity, gender *and expression*, race, *age*, and sexual orientation) in the U.S. and abroad;
    - b. the history, language, and/or traditions (*including but not limited to* anthropological, artistic, literary, philosophical, political, or sociological) of other countries or cultures;
    - c. the role of cultural sensitivity in making informed and ethical decisions.
  - ▶ 2. Reinforce the importance of attending to a plurality of voices (including those from traditionally underrepresented groups) to better understand human history, culture, and decision making.
  - ▶ 3. Include among their outcomes the goal of enabling students to *respect and interact with*, live, and work with people who are different from them.

\*Italicized words indicate potential revisions (under discussion) that ensure breadth of coverage as the meaning of diversity expands.

# Examples (see RC Workbook)

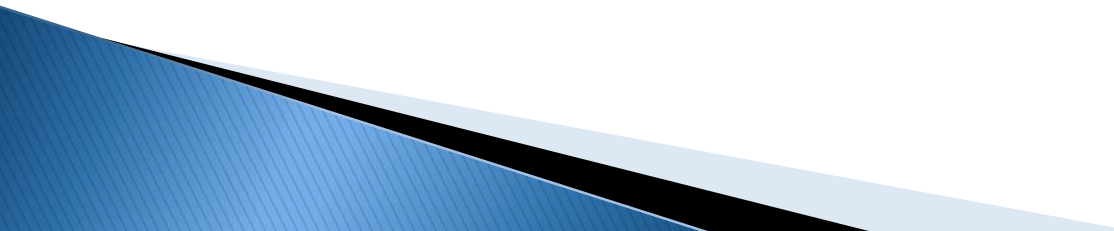
- ▶ Resources: *C3* (NCSS)  
<http://www.socialstudies.org/c3>
  - ▶ Syllabus (clear statement of course goals and objectives aligned with EIU Learning goals)
  - ▶ Assignments (from brief writing activities or discussions to more comprehensive and cumulative assignments such as major course projects or papers)
  - ▶ Assessment
- 

# Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.

## ▶ Ethical Reasoning

- Reasoning about right and wrong human conduct. It requires students to be able to:
  - assess their own ethical values and the social context of problems,
  - recognize ethical issues in a variety of settings,
  - think about how different ethical perspectives might be applied to ethical dilemmas, and
  - consider the ramifications of alternative actions.
- Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.
  - - Ethical Reasoning Value Rubric, Association of American Colleges and Universities

# Examples (see RC Workbook)

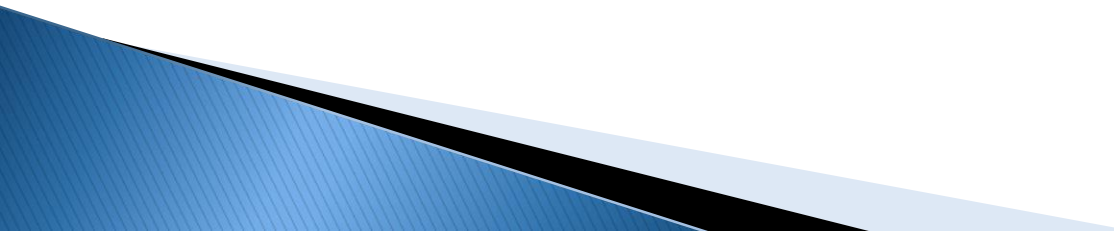
- ▶ Resources: Markula Center for Applied Ethics: <http://www.scu.edu/ethics/>
  - ▶ Syllabus (clear statement of course goals and objectives aligned with EIU Learning goals)
  - ▶ Assignments
  - ▶ Assessment
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# Participating formally and informally in civic life to better the public good.

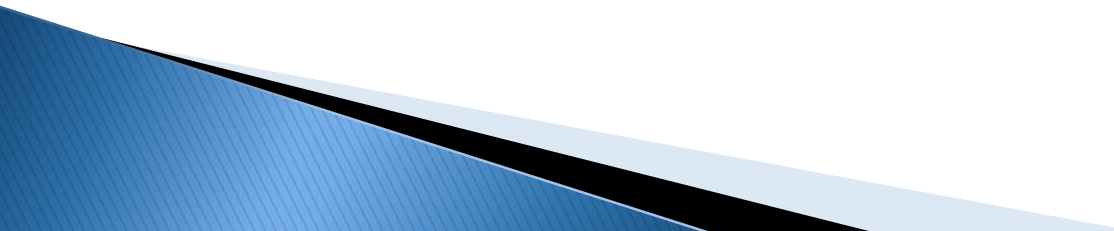
- ▶ Civic engagement refers to an individual's activities, alone, or as part of a group, that focuses on:
  - Actively participating in and seeking to influence the life of the community,
  - Developing informed knowledge about the community,
  - Identifying community needs and working constructively to seek solutions
  - Pursuing goals to benefit the community, and
  - Participating in constructive deliberation among community members about issues, challenges, and solution

▪ (McCartney, 2013; AAC&U, 2012)

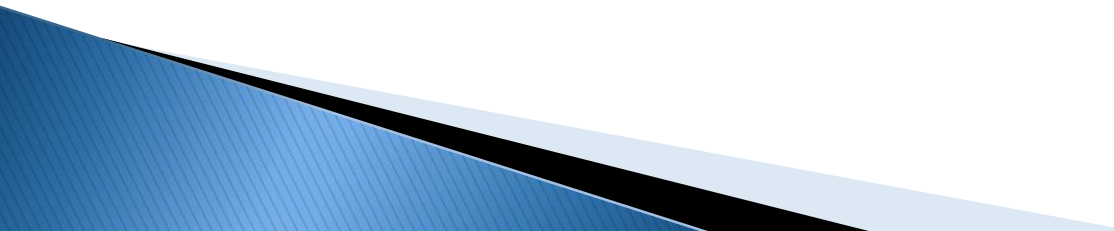
# Examples (see RC Workbook)

- ▶ Syllabus
  - ▶ Assignments
  - ▶ Assessment
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# Applying knowledge and skills to new and changing contexts within and beyond the classroom.

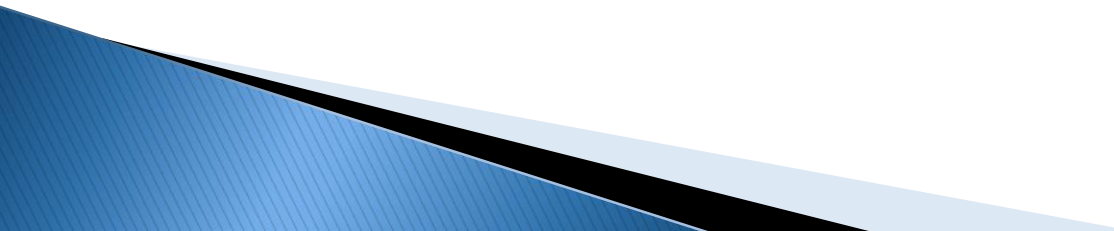
- ▶ Integrative learning
  - ▶ Service learning
  - ▶ Applied learning
  
  - ▶ Co-Curriculum
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# Examples (see RC Workbook)

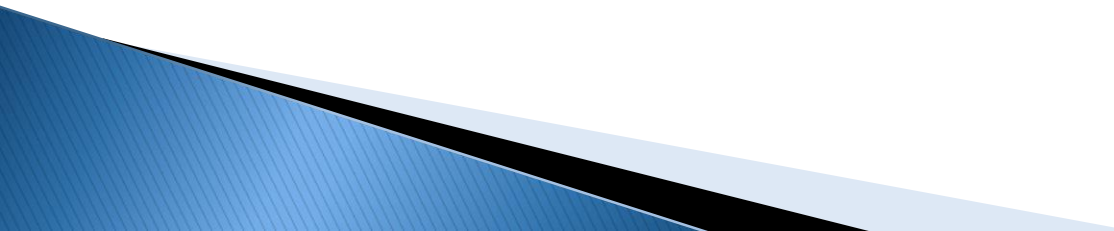
- ▶ Syllabus
  - ▶ Assignments
  - ▶ Assessment
- 



# Break-out Session

- ▶ Diversity
  - ▶ Ethics
  - ▶ Civics
  
  - ▶ How can you incorporate these objectives into your courses? (10–15 minutes)
  - ▶ How can you help students transfer skills outside the classroom? (10–15 minutes)
  - ▶ Report back to whole. . .
  
  - ▶ Assessment
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# Optional or Additional Conversations for the whole

- ▶ Interdisciplinary
  - ▶ General Education
  - ▶ Programmatic
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# For More Information

- ▶ [www.eiu.edu/learninggoals](http://www.eiu.edu/learninggoals)
- ▶ For Responsible Citizenship:
- ▶ <http://www.eiu.edu/learninggoals/Spring%202014%20Workshops.php>