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benefit the community, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced

personal values and ....

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Outcomes express
the desired
social or civic
Page 35/53

change you aim to make through your programs or initiatives In Typical outcomes can be grouped into six categories or families. You may strive to make change at individuales On group, community and/or systemic Page 36/53

levels. Outcomes may be framed and tracked over short-term, intermediate, and/or long-term timeframes.

Typical Social
and Civic
Outcomes
Animating
Democracy
Connecting
Page 37/53

academic inquiry with community service activities. civic engagement is a reliable pedagogical and epistemological strategy for developing student knowledge and skills while fostering Page 38/53

individual and organizational collaborations to address pressing social, environmental, educational, and economic issues.

#### **Frameworks**

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Research: Vol. 110, No. 6, pp. 604-618.

Influence of teachers and schools on students civic

The first, essential step in assessing students' civic learning or Page 42/53

development is to identify what civic goals, objectives. In and/or outcome (s) you are able to accomplish through your schoolworks department, and curriculum, program, and/or pedagogy.

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Page 45/53

of a renewed call for

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predisposition factors Civic influence studenmes In postsecondary civic learning outcomes. Studies have identifiedks significant demographic differences in outcomes based

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race/ethnicity, gender, and socioeconomic status (Rios-Aguilar & Mars, 2011; Vogelgesang, 2000).

#### Frameworks

Assessing
Students' Social
Responsibility
and Civic
Learning
Page 48/53

The results show that in Chile, Colombia, and Mexico, teacher practices and attitudes relate to the civic out.comes.ual Althoughorks teachers practices and attitudesies On signi?cantly Page 49/53

students' On civic Civic

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