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| --- |
| * Get students to think critically about what they were learning rather than always accepting the opinions of experts in the field |
| * Encourage students to express their opinions |
| * Guide students to understand the connections between course/program material and current issues and problems in our society |
| * Encourage students to think for themselves- to become more independent thinkers |
| * Encourage students to examine how societal forces affect their lives and the lives of others |
| * Encourage students to be open to diverse opinions |
| * Help students see how they can work to make positive changes in society |
| * Help students consider issues from a variety of perspectives |
| * Encourage students to take action against problems they see in society   Affective Learning Measures |

Selected measures of significance from pre and post test of civic engagement

Engagement Measures

* My attitude about the *content* of this course:
* My attitude about the *behaviors recommended* in this course:
* My attitude about the *instructor* or this course:
* My likelihood of actually attempting to *engage in the behaviors recommended* in this course:
* My likelihood of actually *enrolling in another course of related content*, if I had the choice and my schedule permits:
* The likelihood of my *taking another course with the teacher* of this course, if I have a choice, is:

Communication Skills Measures

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| * Articulate my ideas and beliefs to others |
| * Reach a compromise |
| * Help diverse groups work together |
| * Deal with conflict when it comes up |
| * Make a statement in a public meeting |
| * Talk about social barriers such as race |
| * Gather and analyze information from different sources |
| * Assume the leadership of a group |

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