

The Promises and Challenges of Social Responsibility in Higher Education



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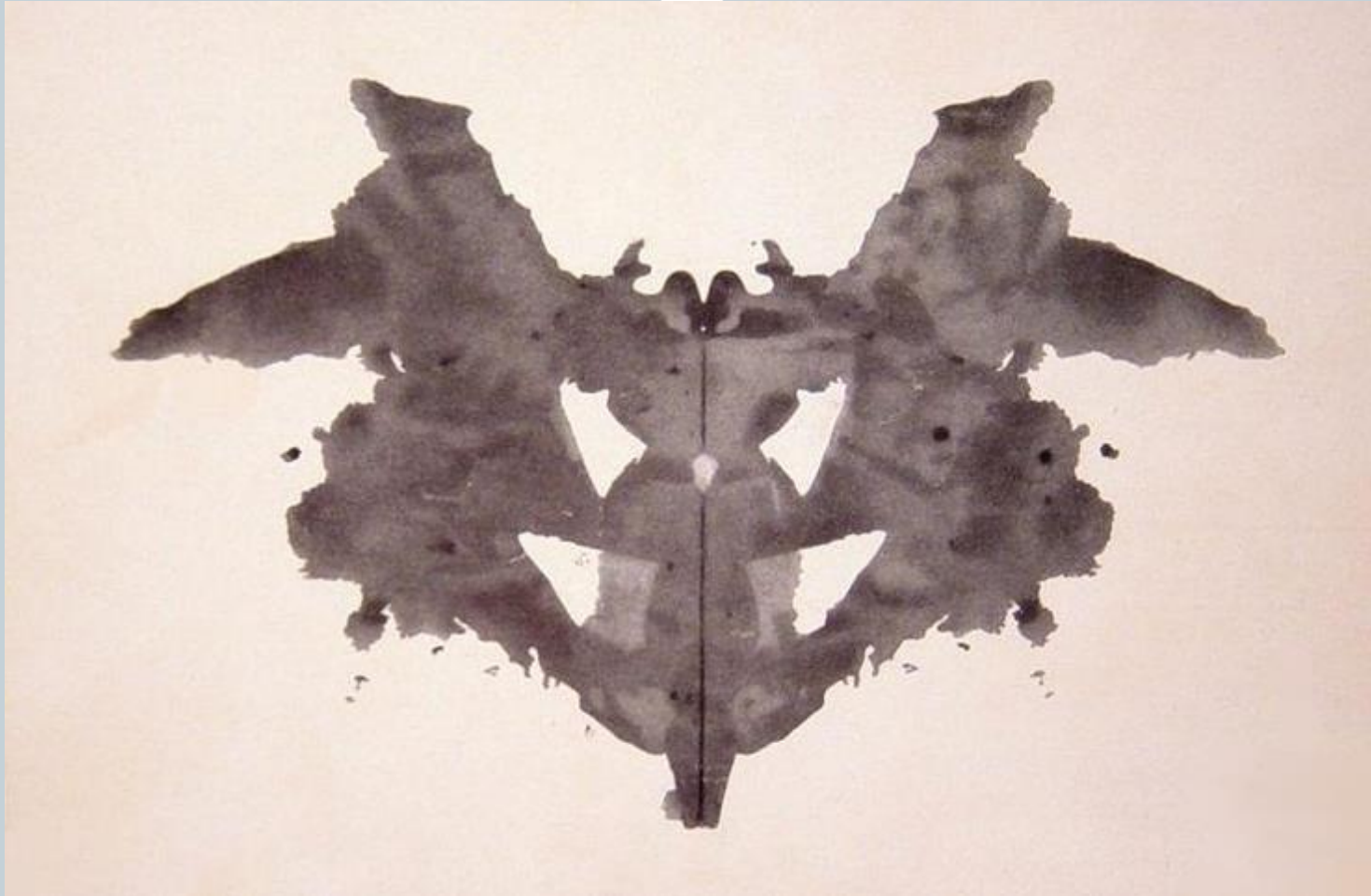
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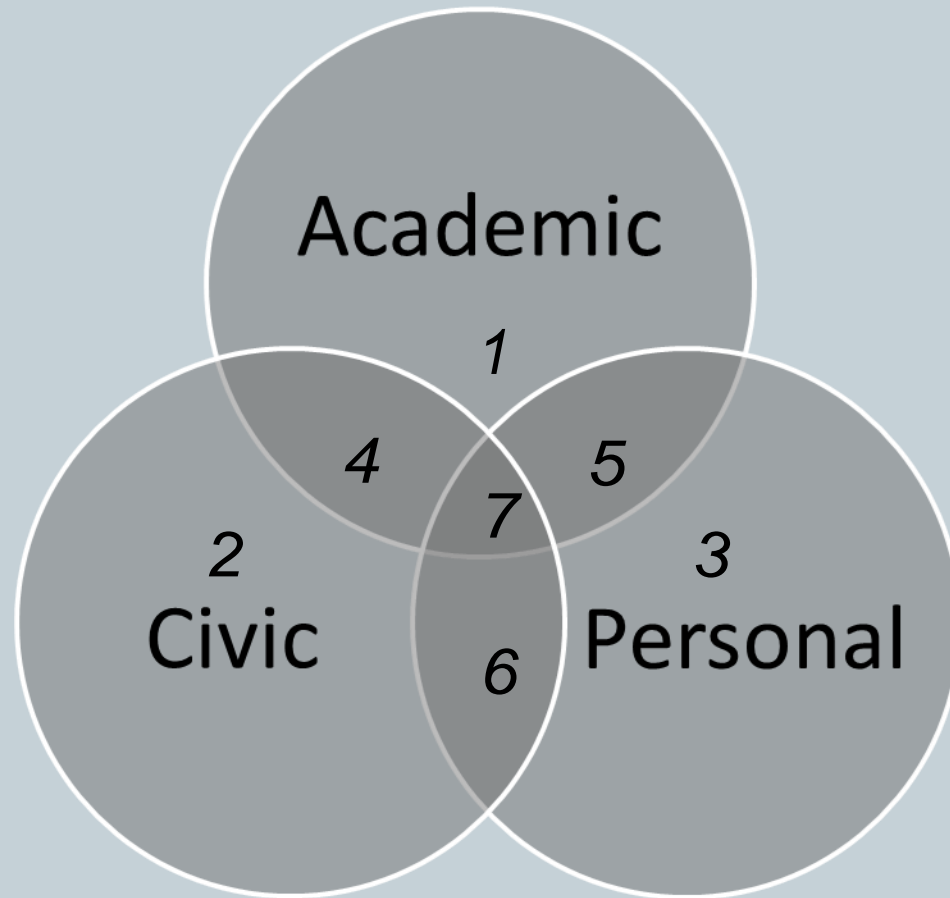
Intention

Attention

Social Responsibility



Domains of Learning, Growth, & Change



“Civic Learning”



Civic Learning → mostly an American term

Social Responsibility

Democratic Skills

Civic Engagement

Values Education

Citizenship (education)

Ubuntu

Civic Education

Social Justice

2009 UNESCO World Conference on Higher Education



Higher education institutions should increase their interdisciplinary focus and promote critical thinking and **active citizenship**. This would contribute to sustainable development, peace, wellbeing and the realization of human right. . . [Higher education] must not only give solid skills for the present and the future world but must also contribute to the education of **ethical citizens** committed to the construction of peace, the defense of human rights and the **values of democracy**.



“Why do we need more than a vocational education? In part, because we live more than a vocational life: we live a larger civic life and we have to be educated for it”

Mathews, 1995, p. 70

Civic Domains



- **Beliefs**
- **Knowledge**
- **Attitudes**
- **Values**
- **Skills**
- **Behavioral Intentions**
- **Behaviors**
- **Political Science**
- **Sociology**
- **Psychology**
- **Philosophy**
- **Religion**
- **Ethics**
- **History**
- **Critical Theories**

Bringle & Clayton (2012)



- **Civic learning is a multifaceted category of learning that resists--perhaps fruitfully--universal definition.**
- **Also shaped by the political, social, economic, environmental, and historical contexts of a nation or region as well as by the intermingling of cultural forces.**
- **This diversity points to a strength of service learning in that it does not insist on any particular definition of civic and can be designed to address any of a range of context- or discipline-specific conceptualizations.**

Five Phases of Evolution of Service-Learning

- 1. social justice**
- 2. disciplinary learning**
- 3. student-centered learning**
- 4. democratic civic engagement**
- 5. social justice/critical service-learning**

Not only “serving to learn” → which is applied learning

But also “learning to serve” → which is civic education

- **Service-learning in the United States has been criticized for perpetuating inequitable social hierarchies, teaching simplistic understandings of solutions to social problems, and failing to equip students with social change skills they need to advance justice (Mitchell, 2008).**

Critical Service-Learning

- “Experiential learning that empowers people to recognize, expose, and eradicate the social injustices that structure their lives within a hegemonic social order” Hayes, 2011
- Tania Mitchel popularized - Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning*, 14(2), 50-65.
- Many articles, books, and critiques (decolonizing, postcritical turns)



A charitable task probably will not generate insights for social change.

Boyle-Baise (2002)

Benjamin Barber



“The language of charity drives a wedge between self-interest and altruism, leading students to believe that service is a matter of sacrificing private interest to moral virtue,

Benjamin Barber



[whereas] the language of citizenship suggests that self-interests are always embedded in communities of action and that in serving neighbors one also serves oneself.”

Duke Critical Service-Learning Conversations Tool: 5 Themes



Reckoning with Systems
Authentic Relationships
Redistribution of Power
Equitable Classrooms & Cognitive
Justice
Social Change Orientations

Access to the tool



Duke University Service Learning >

Faculty Resources >

**Critical Service-Learning Reflection
Tool**



Problem-based learning in the community

Traditional, transactional service-learning

**Critical, democratic, transformational
service-learning**

Service Learning in 3-D



Democratic

Diversity

Dialogue

Democratic Culture



- **Inclusiveness**
- **Participation**
- **Fair and equitable**

Saltmarsh et al.

Council of Europe



COMPETENCES FOR DEMOCRATIC CULTURE

Living together as equals
in culturally diverse
democratic societies



- Values
- Attitudes
- Skills
- Knowledge and Global Understanding

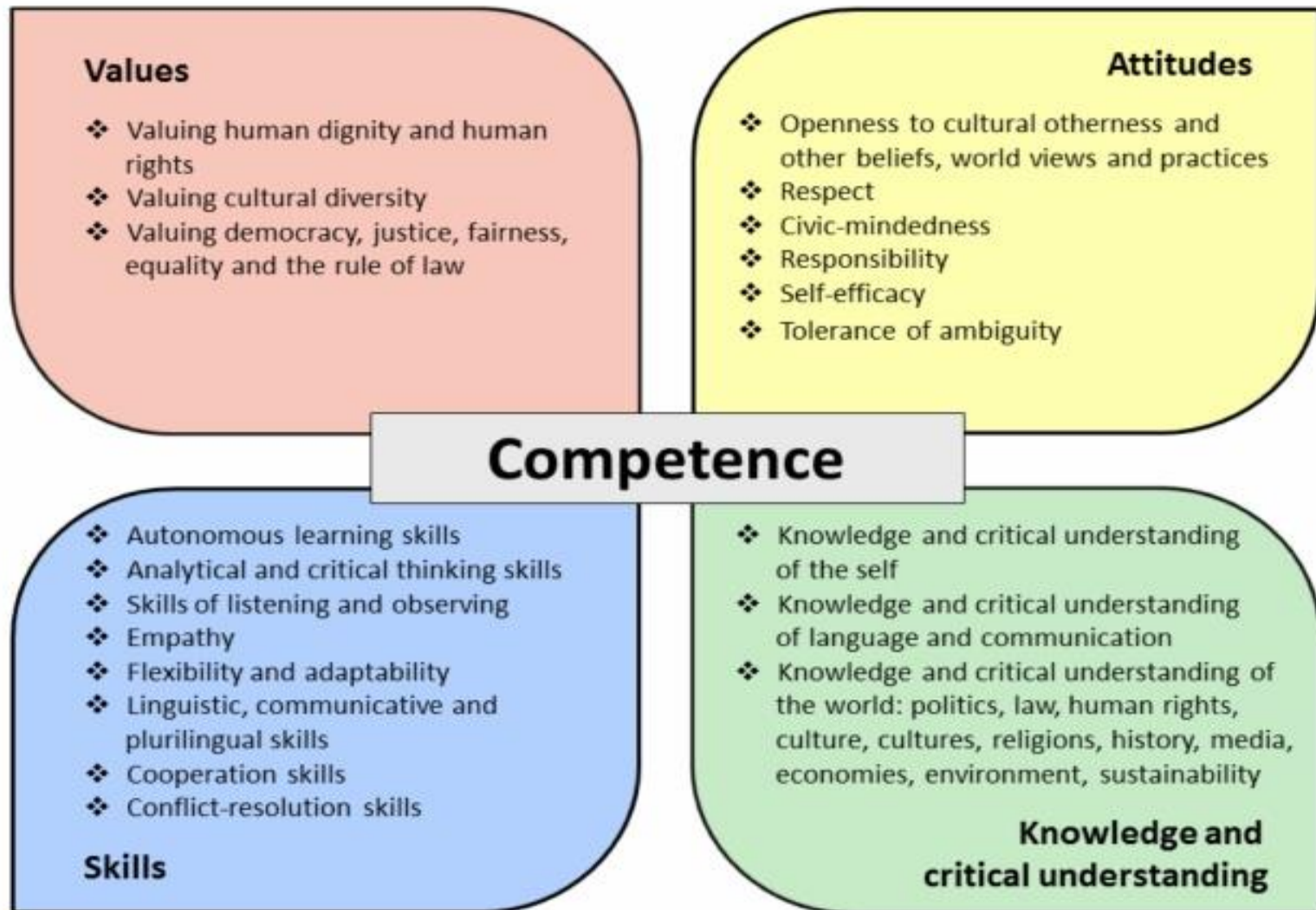
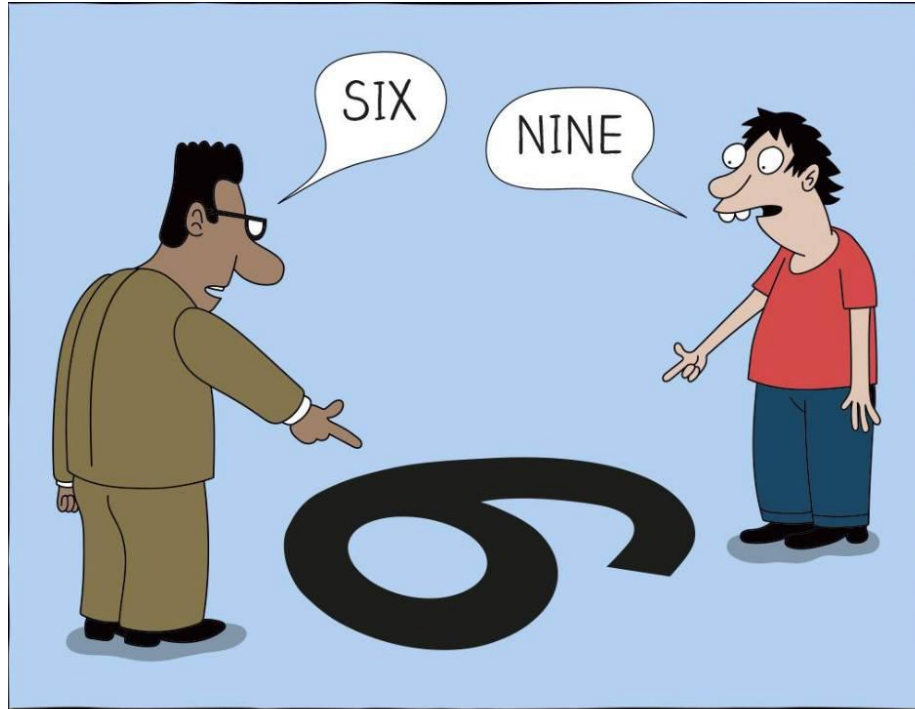


Figure 1 The 20 competencies included within the CDC model



Just because you are right, doesn't mean I am wrong. You just haven't seen life from my side.

Diversity



Our findings with an objective, standardized measure of critical thinking skills support the argument of that exposure to diversity experiences fosters the development of cognitive growth and more complex modes of thought.

(Pascarella, Martin, Hanson, Trolan, Gillig, & Blaich, 2014)

Diversity

(Pascarella, Martin, Hanson, Trolian, Gillig, & Blaich, 2014)

The 4-year effect in our findings persisted even in the presence of controls, not only for important precollege experiences and traits (e.g., precollege critical thinking scores and ACT scores), but also for a wide range of other important college experiences.

Diversity

(Pascarella, Martin, Hanson, Trolian, Gillig, & Blaich, 2014)

Students entering college with relatively low ACT (or equivalent) scores derived substantially greater 4-year critical thinking benefits from engagement in interactional diversity experiences

Dialogue

- **Dialogue across difference is important to civic outcomes (Keen & Keen)**
- **Service is insufficient, collaborative relationships that involve deliberation in the civic realm produce civic learning (Levine)**

F.I.R.E



**Foundation for Individual Rights
and Expression**



Your growth as a human is by the number of uncomfortable conversations you are willing to have.

--Kevin Kelly

Harry Boyte



**Democracy is people who
disagree getting things done.**

De Oliveira (2012)



- **Hegemony: Justifying superiority and supporting domination**
- **Ethnocentrism: Projecting one view . . . as universal**
- **Ahistoricism: Forgetting historical legacies and complicities**
- **Depoliticisation: Disregarding power inequalities and ideological roots of analyses and proposals**

De Oliveira (2012)



- **Salvationism: Framing help as the burden of the fittest**
- **Uncomplicated solutions: Offering easy solutions that do not require systemic change**
- **Paternalism: Seeking affirmation of superiority through the provision of help**

Cress et al.




**Social justice will inevitably
“uncover controversy, generate
conflict, and encompass
complexity.”**

Questions and Discussion



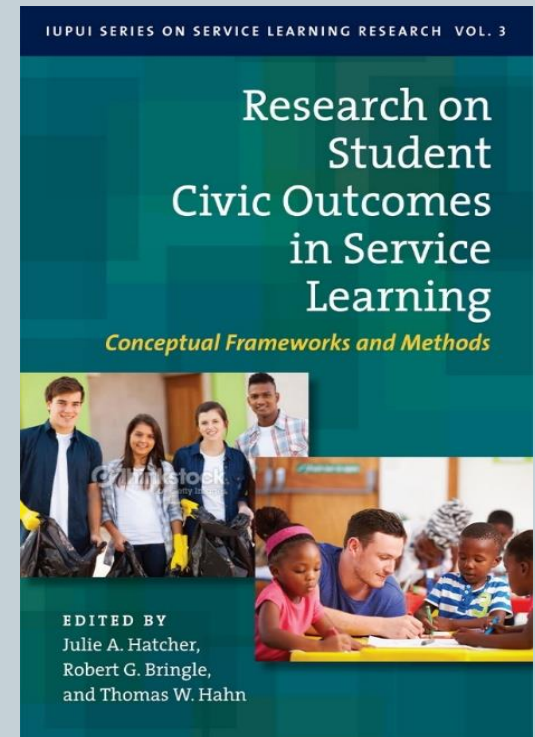
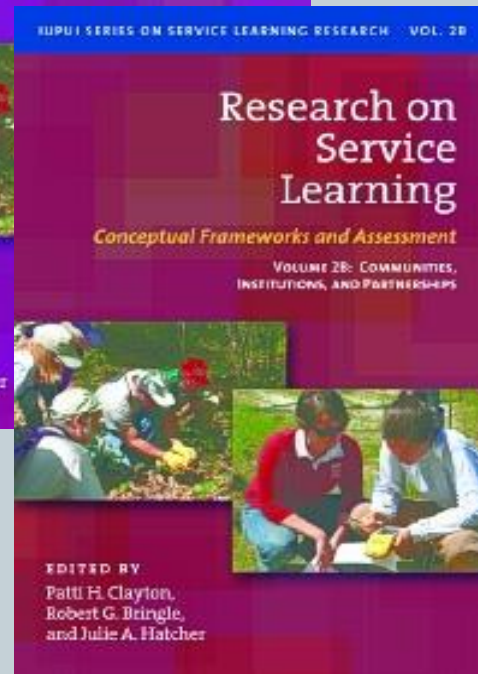
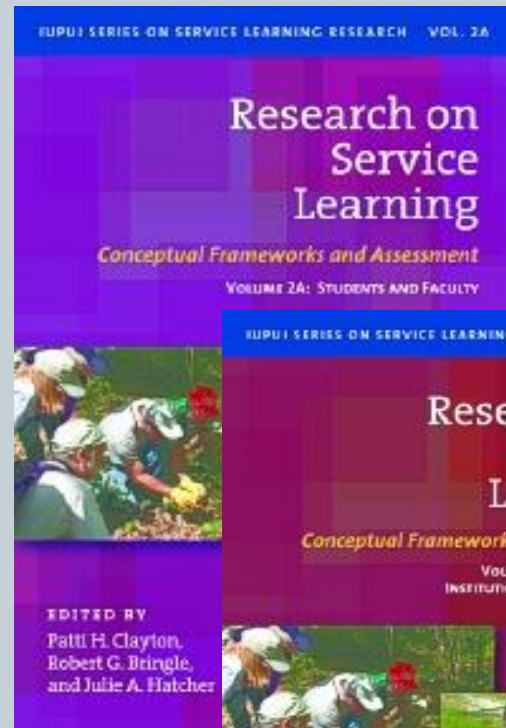
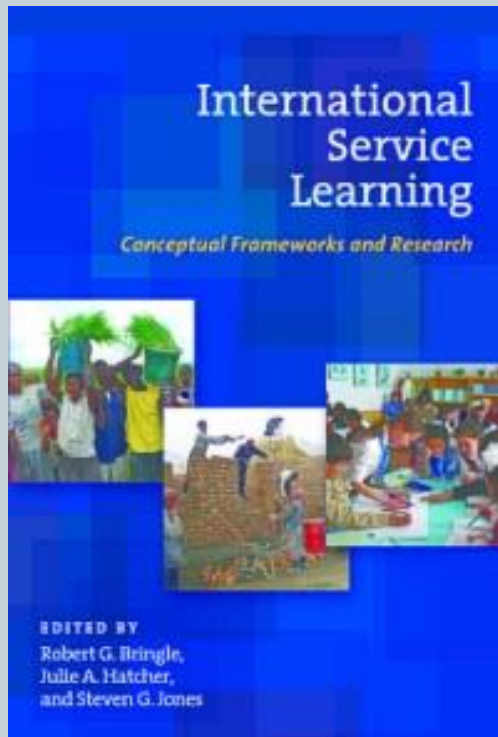
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Design Domains - arenas within which we make design choices for courses



- **student learning goals**
- **community change goals**
- **critical reflection**
- **community partnerships**
- **classroom processes and culture**
- **community-engaged activities**
- **course material**
- **assessment**
- **you, the instructor/facilitator**

IUPUI Series on Service Learning Research



IUPUI Series on Service Learning Research

Research on Student Civic Outcomes in Service Learning: Conceptual Frameworks and Methods

Hatcher, Bringle, & Hahn (Eds.). (2016). Stylus.

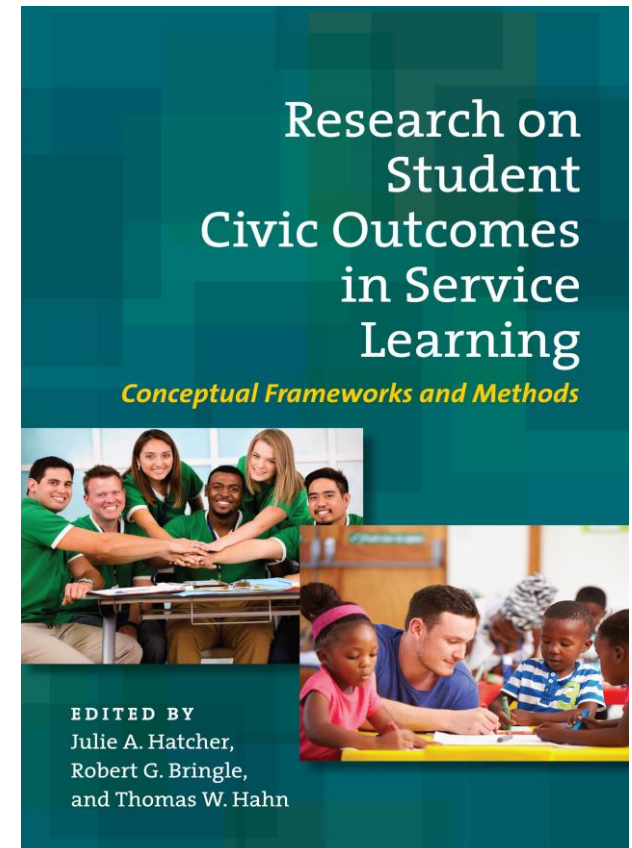


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