

From user to citizen: evaluating online engagement as civic learning



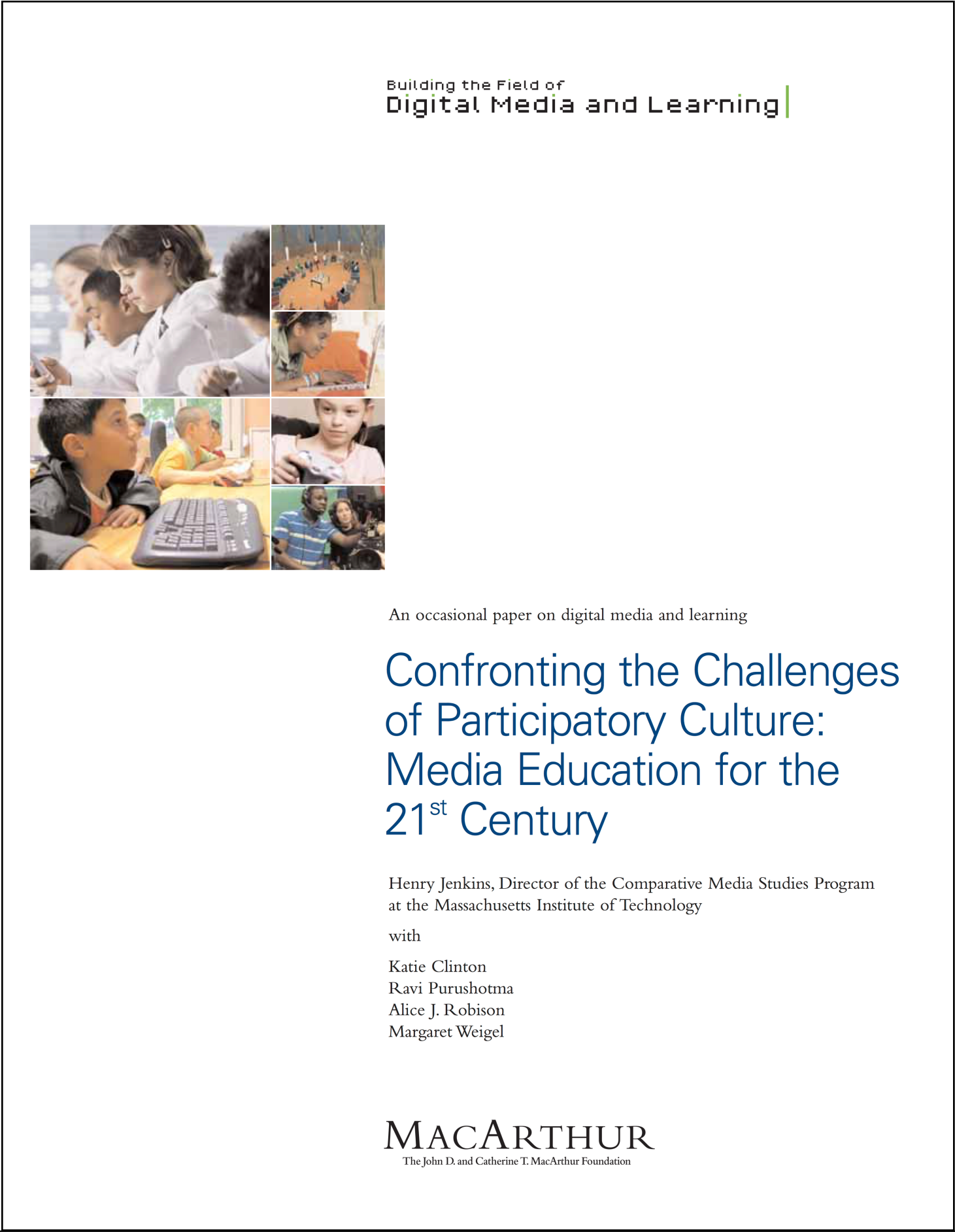
**Is this a
slacktivist
or
actualizing citizen?**



Bennett 2008



How do we address the participation gap?



Jenkins et al. 2006



What kind of citizen?

- Personally Responsible
- Participatory
- Justice-Oriented



Westheimer & Kahne 2004



Participatory Politics

“interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern”

Cohen & Kahne 2013

participatory politics



New Media and Youth Political Action

Cathy J. Cohen
University of Chicago

Joseph Kahne
Mills College

Benjamin Bowyer, *Mills College*
Ellen Middaugh, *Mills College*
Jon Rogowski, *University of Chicago*

June, 2012



Civic Learning

- Knowledge
- Abilities
- Dispositions



Merrifield 2001



Civic Learning: Knowledge

- Help people acquire new knowledge by linking it to their existing knowledge and lived experiences
- Emphasize practicing democracy, not just talking about it
- Emphasize problem solving and being self-aware about your problem solving processes



Merrifield 2001



Civic Learning: Abilities

- Create opportunities to address topics using different examples and from different perspectives to deepen analysis and understanding
- Allow spiral learning to return to topics and go deeper
- Provide scaffolding to novices as they work through tough concepts
- Make it about regularly practicing reflection at all levels from immediate to deeper self-reflection

Merrifield 2001



Civic Learning: Dispositions

- Best undertaken in Communities of Practice, establishing shared norms, values, language, and purpose
- Incorporate diverse cultural expressions and social activities to create a learning community
- Must engage with values



Merrifield 2001



Challenge



Methods

- Longitudinal
- Scaleable Psychometrics
- Ethnographic insights
- Pre- / Post-Test, randomize when possible



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The John D. and Catherine T. MacArthur Foundation Reports on
Digital Media and Learning

Stealth Assessment

Measuring and Supporting Learning
in Video Games

Valerie Shute and Matthew Ventura



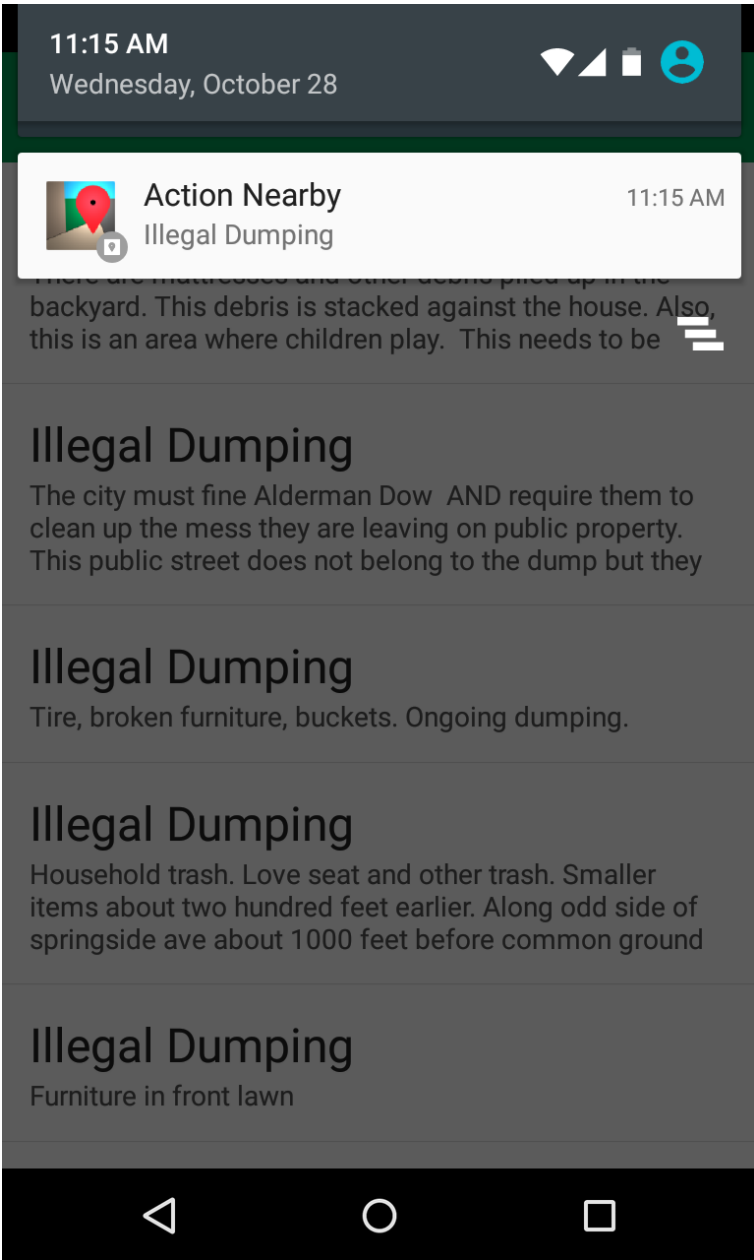
MacArthur
Foundation

John D. and Catherine T. MacArthur Foundation

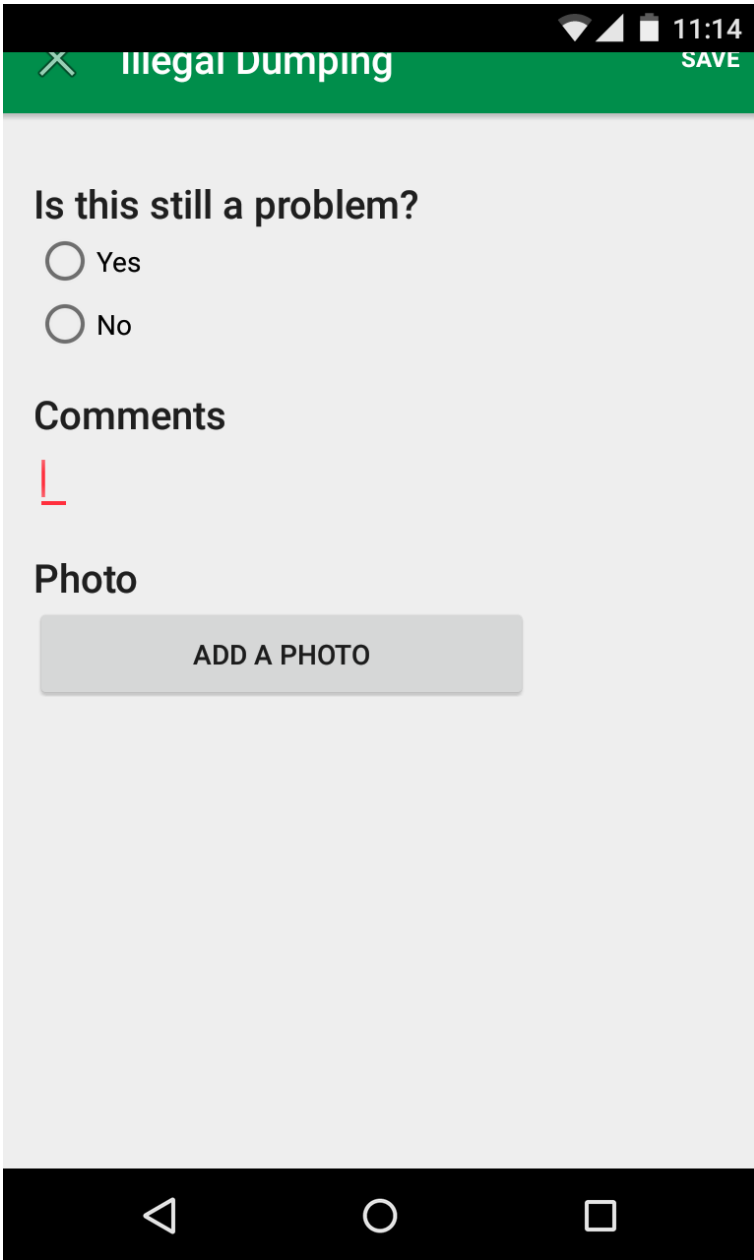
www.macfound.org



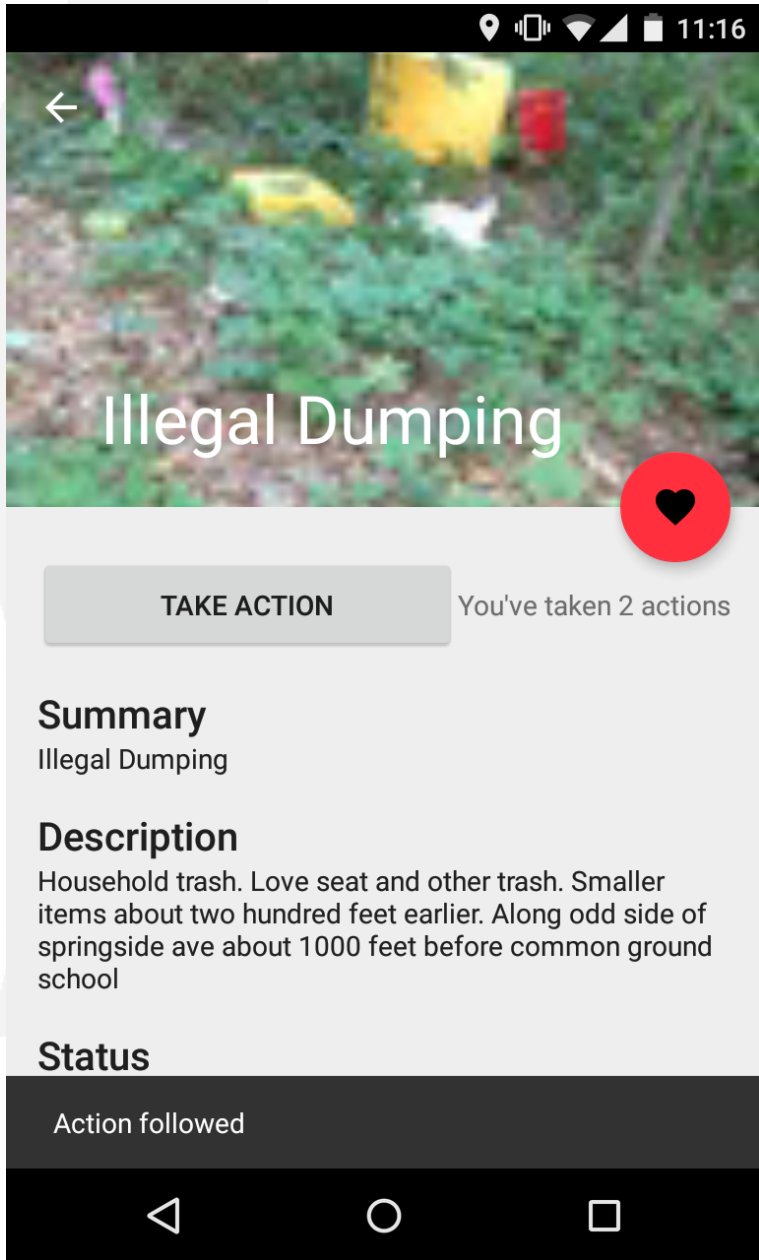
Action Path



notification



action



following

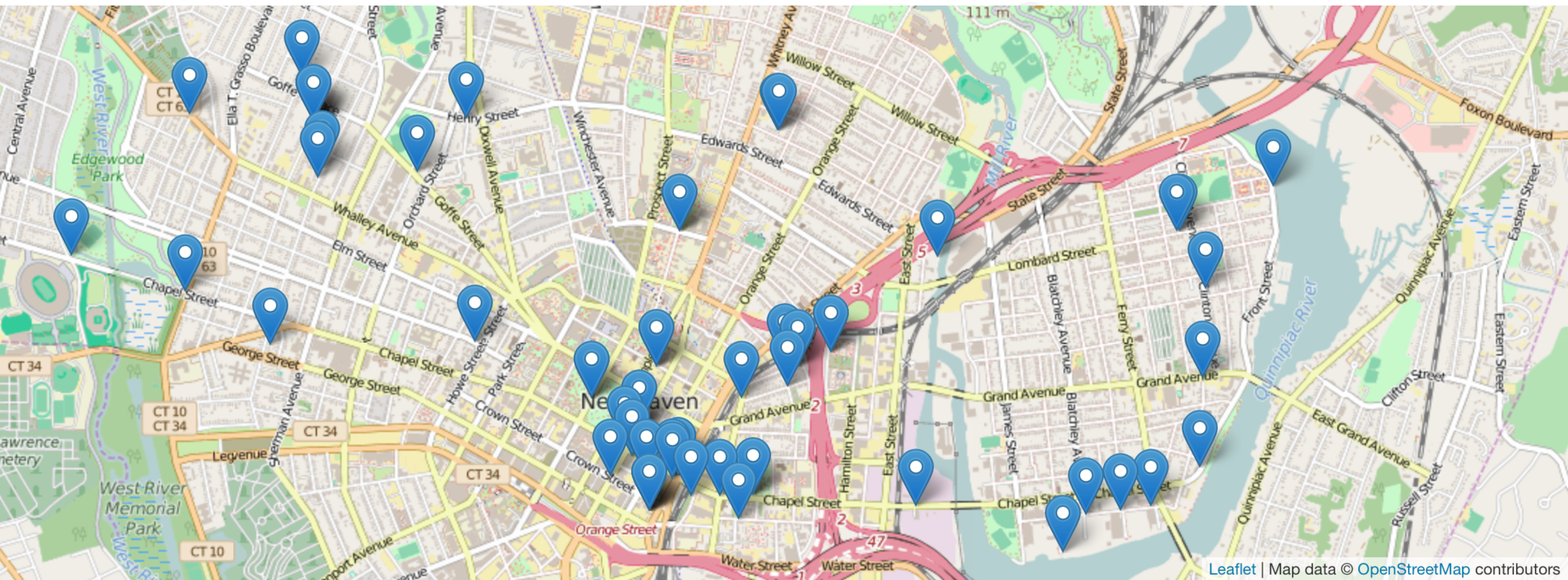


Action Path: Goals

- Increase quantity & quality of engagement
- Increase knowledge of the city
- Increase sense of efficacy



Action Path: New Haven Deployment, Nov 2015



Action Path: New Haven Deployment, Nov 2015

How did using Action Path make you feel?

Connected

Did it change how you viewed the city?

12/14 - YES



Action Path: New Haven Deployment, Nov 2015

Did it change how you viewed the city?

"Fundamentally... There are zones—pockets of problems and personalities."

"Surprised at how much had been reported and was still open... It opened my eyes to what was going on... Although, I don't see how my comment matters."

"Someone else caring about this issue makes you care about it."



how exactly are our users evolving

