



CARLETON CCCE: ACE COHORT

ACE COURSE CIVIC LEARNING REFLECTIONS

PROMPTS BASED ON DEAL MODEL





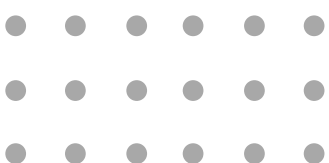

INTEGRATING FORMS OF KNOWLEDGE




- **D:** What connections can you draw between this experience and your lived experience or academic learning? What contradictions do you find between the three?
- **E:** Are there contradictory truths from your different fields of learning that can coexist, and what's the effect of them coexisting? If there's tension between them, what do you think that tension means? What experiences or texts have made you consider your previously held assumptions in a different way?
- **AL:** What's the benefit of considering different forms of knowledge or contradictory ways of thinking alongside each other? What do you gain from this way of thinking that you could bring to your future academic path or to creating a more just future?

Students connect academic learning, community and civic experiences, and other forms of knowledge. They demonstrate an understanding of concepts, issues, or theories in their real-world complexity.



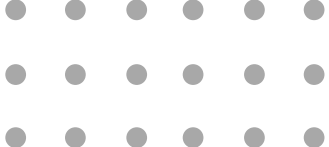



COLLABORATING WITH THOSE WHOSE BACKGROUNDS OR EXPERIENCES ARE DIFFERENT FROM YOUR OWN




- **D:** How did you collaborate with those whose backgrounds or experiences are different from your own? How did those differences show themselves and what were their effects?
- **E:** What did you learn about your own collaboration style from the experience? Are there aspects of your collaboration style you've taken for granted that you're now looking at in a different way?
- **AL:** How can you apply this experience to make future collaborations across difference successful? How could you communicate what you've learned to others to help them collaborate across difference?





LISTENING AND COMMUNICATING ACROSS DIVERGENT POINTS OF VIEW, BUILDING TRUSTING RELATIONSHIPS, CONSENSUS, AND COMMUNITY



- **D:** Which voices were salient? Who had the opportunity to speak and who didn't? When people spoke, did they acknowledge others' points of view, and if so, how? Who had the opportunity to contribute and be heard?
- **E:** What does paying attention to how people speak and listen tell you about how power is held or shared in this space, or in other spaces you inhabit?
- **AL:** What would you take from this experience, positive or negative, to create a space where power is shared equally and all participants feel they have a voice?





CIVIC-MINDED REFLECTION AND SELF-AWARENESS



- **D:** What identities do you carry as you do this work? Consider positionality (eg race, gender, sexuality, socioeconomic background, (dis)ability, and how these intersect), family or social roles, and disciplinary/academic identity.
- **E:** Are there some identities that you're more aware of as you do this work and some that you're less aware of? Why do you think that is? Which of these identities do you share with others and which don't you share, and what's the effect of each in terms of how you communicate or perceive the situation?
- **AL:** How can a more nuanced understanding of your identities and how they interact with those of others help you as you do this work? What do they teach you about your responsibilities, goals, priorities or needs moving forward?

Students demonstrate an awareness of self (how their values, positionality, emerging disciplinary/academic identity inform the way they understand their experience), us (whether and how they relate to the community/issue they're engaging with and how forms of difference/otherness function within and across that community/issue, including systemic and institutional factors), and now (ways they choose to contribute in light of their positionality and plans to further develop as social trustees of knowledge).

