

Also acting for the common good seems to be important for students at both universities. The *Common Good Scale* (Austria: M=5.55; SD=0.83; Hawai'i: M=5.99; SD=0.69) in Figure 3 shows that students have a sense of identifying and belonging to the community. As a student expressed it, “Basically, since we're all part of society, it's our responsibility to contribute to it. So, whether that means giving back, um, and, and just basically just helping out and, and trying to make this society better because we are a part of it and we complete it as a whole” (GD_HI_2, 19–22). They are also aware of other people and of the impact of actions. One student put it like this. “Doing something not just for

a paycheck or something, you're doing something that's actually going to improve lives or at the very least get people thinking more about what they can do for the community at large” (GD_HI_8, 158–161). Students feel committed to fulfill responsibilities associated with their role in society, and they show a sense of civic duty to contribute to solutions, as one student shared, “And as soon as you realize like that humble moment, like, Oh, maybe I don't know everything about this, like that can really spark this chain reaction that then leads to, you know, a more complete view of the world and that understanding of positions and all those things that come along doors towards” (GD_HI_3, 300–303).

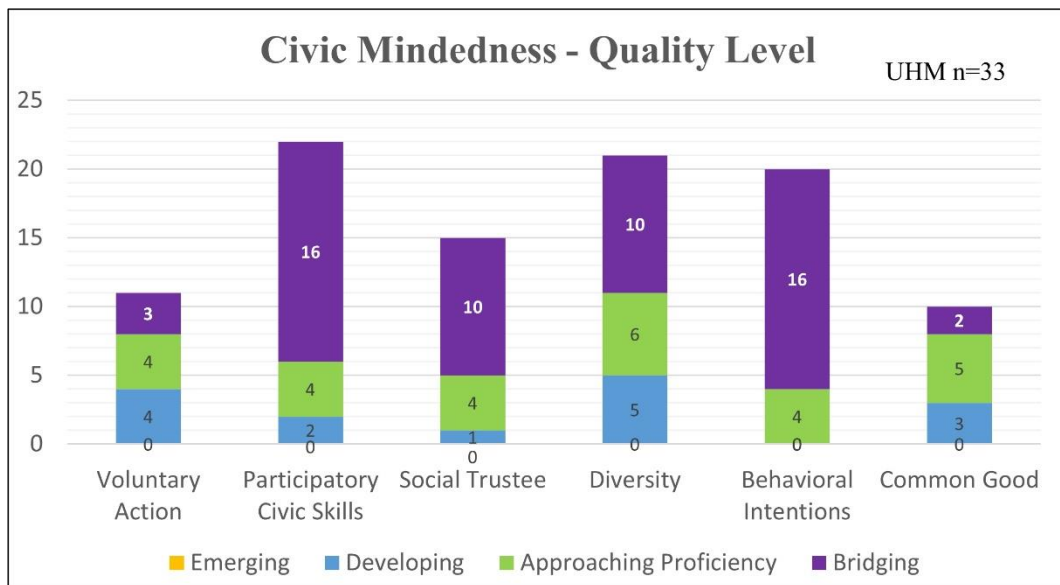


Figure 4. Quality level of civic-mindedness

Results of the data analyses from the focus group discussions are shown in the diagram above (Figure 4) corresponding to the categories used in our rubric. As the analysis of the Austrian transcripts is ongoing, Figure 4 focuses on the Hawai'i sample. The graph confirms that the students' attitudes regarding social responsibility and civic thinking are at a high level. They are not beginners. They predominantly reach the level “approaching proficiency” or they demonstrate how they are ready to and fully capable of “bridging” theory and practice to become part of solutions.

7. Discussion and Conclusion

The joint study introduced in this paper is part of an international cross-cultural project to learn about

engaged pedagogies and their impacts on students' attitudes and values.

The purpose of this joint study is not to compare the two universities and their engaged learning outcomes as the cultural differences and social contexts cannot be compared. Furthermore, students come from different disciplines studying different majors. Rather, it is about highlighting the strengths of these two engaged pedagogies and learning from each other.

Overall, we conclude that engaged pedagogies such as service learning and active-citizenship learning can help ensure inclusive and equitable quality education and promote lifelong learning [1] when students engage in problem-solving in collaboration with their communities. Building on two empirically tested and validated civic-mindedness scales (CMP - Civic-Minded

Professional Scale, [11] and CMGS - Civic-Minded Graduate Scale, [12]) we employ a new subscale “common good” to learn about students’ resulting sense of civic duty and inclination to act for the common good. Through our mixed-methods design we listened to the students to get insight into their experiences and awareness regarding civic-mindedness, their democratic attitudes, and their orientation towards the common good.

We are finding that the high-impact practices of engaged pedagogies such as service learning and active-citizenship learning can play a crucial role for students’ civic-mindedness, and their democratic attitude and values. The students participating in our research reach a high level of quality in the areas of participatory civic skills, being a social trustee for underprivileged people, openness for diversity issues, behavioral intentions, and acting for the common good.

Interestingly, although the survey shows that students have knowledge about volunteer work, in the focus group discussions they do not very often mention involvement or assuming leadership. They are aware of non-profit organizations and are willing to spend time for the benefit of the public, but they do not mention the non-profit sector when talking about their contributions to society. This is an area that needs additional research.

From analyzing student involvement in the projects that allow for focusing on equal opportunities in education, injustices due to social background or migration, equal rights, and civic issues around sustainability, we found evidence that students are interested in political action and social justice. It is important for them to contribute their own competencies to society, and to interact and collaborate with people from different backgrounds. They have a high level of awareness of other people and the impact of their own actions.

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9. Acknowledgements

The empirical work was supported by a Fulbright Scholarship in 2019/2020 for Dr. Ingrid Geier to conduct research at the University of Hawai‘i at Mānoa.