



 **DEPAUL UNIVERSITY**

IRWIN W. STEANS CENTER

FOR COMMUNITY-BASED SERVICE LEARNING & COMMUNITY SERVICE STUDIES



Agenda Overview

- The Steans Center and Vincentian Mission: The why is answered
- Community-based Service Learning (CbSL) models and STEAM presented and defined
- Working With Internal and External Constituents:
 - A case study review from the community connector's point of view



Project-based Service Learning and Civic Engagement Partnerships in STEAM: Transformative learning that leaves a legacy

Irwin W. Steans Center for Community-based Service Learning

Miranda Standberry-Wallace
Academic and Community Service Learning
Adjunct Faculty

Heart Work, Passion Driven

DePaul University: Mission Driven – Vincentian Values



Here

We



Do



Community-based Service Learning (CbSL) models and STEAM presented and defined

CbSL Categories

TRANSFORM

COMMUNITY ENGAGEMENT IN CRITICALLY ENGAGED CATHOLIC UNIVERSITIES: MODELS FROM AUSTRALIA AND THE U.S.

FIGURE 3:

CATEGORIES OF SERVICE LEARNING/ COMMUNITY ENGAGEMENT

| DEPAUL | | ACU | |
|--------------------------|--|------------------------------------|---|
| Direct service | Students engage in service that directly benefits a community organization's existing programming (e.g., tutoring, providing health screenings) | Direct community engagement | Students interact with community members through an existing program offered by ACU and/or an external partner organization (e.g., tutoring youth from refugee and migrant backgrounds). |
| Project-based service | Students produce a tangible product by the end of the term (e.g., creating a website, PR plan, assessing organizational recruitment strategies). | Project-based community engagement | Students (individually or in groups) work on a project with a tangible outcome for a community organization (e.g., develop a website for a community organization, develop a strategic plan). |
| Community-based research | Students contribute to a research effort defined and driven by a community partner. | Community-based research | Students conduct or contribute to a research project needed by a community organization. |
| Advocacy and Solidarity | Students support an ongoing campaign to address a critical social, economic, and/or environmental issue in Chicago or internationally. It involves valuing the dignity of all people, respecting them as individuals, in the pursuit of justice, community-building and peace. | Advocacy | Students participate in/support one of ACU's partner organizations with an ongoing campaign to address a social issue. |

Project-based CBSL in STAEAM



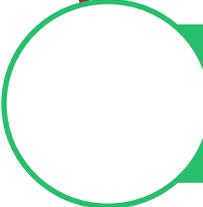
SCIENCE | TECHNOLOGY | ENGINEERING | ARTS | MATHEMATICS

Steans Center: A Quick Overview

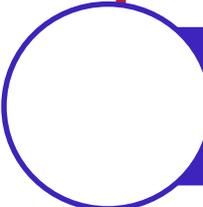
Our Story



Steans Center:
Academic Service Learning, Egan, and ABCD



Academic Service Learning Team



Egan Office of Urban Education and Community
Partnerships



Asset-Based Community Development Institute

Community Focused, Community Driven

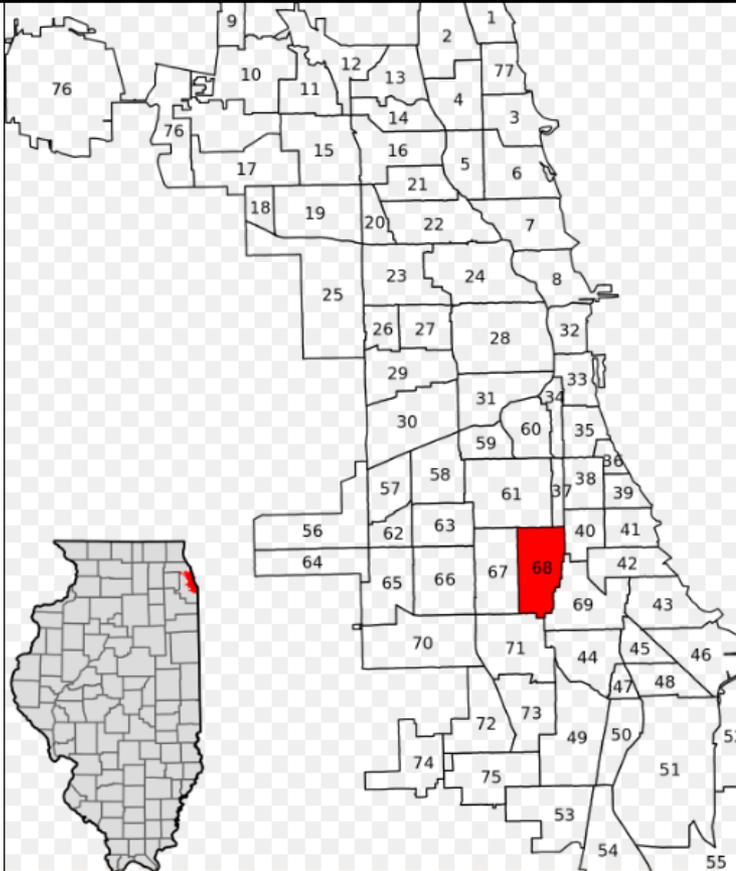


Steans~Egan: ABCD in Action



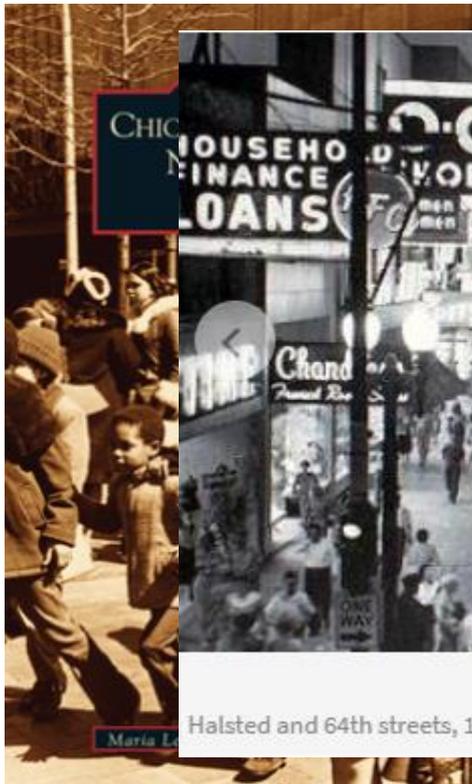
Project-based CbSL:
Community Solution
Tales from Englewood

Englewood Community ~An Illustrated Exercise



- Internet Search: Englewood Chicago, IL + News
 - Take a look at the articles and images yielded from your search
 - What are some of the major themes you notice about this Southside neighborhood?

Englewood Community-What is the Real Story?



Halsted and 64th streets, 1900s



Chicago Landmark: The



South Side Masonic Temple--6400 S. Green St.



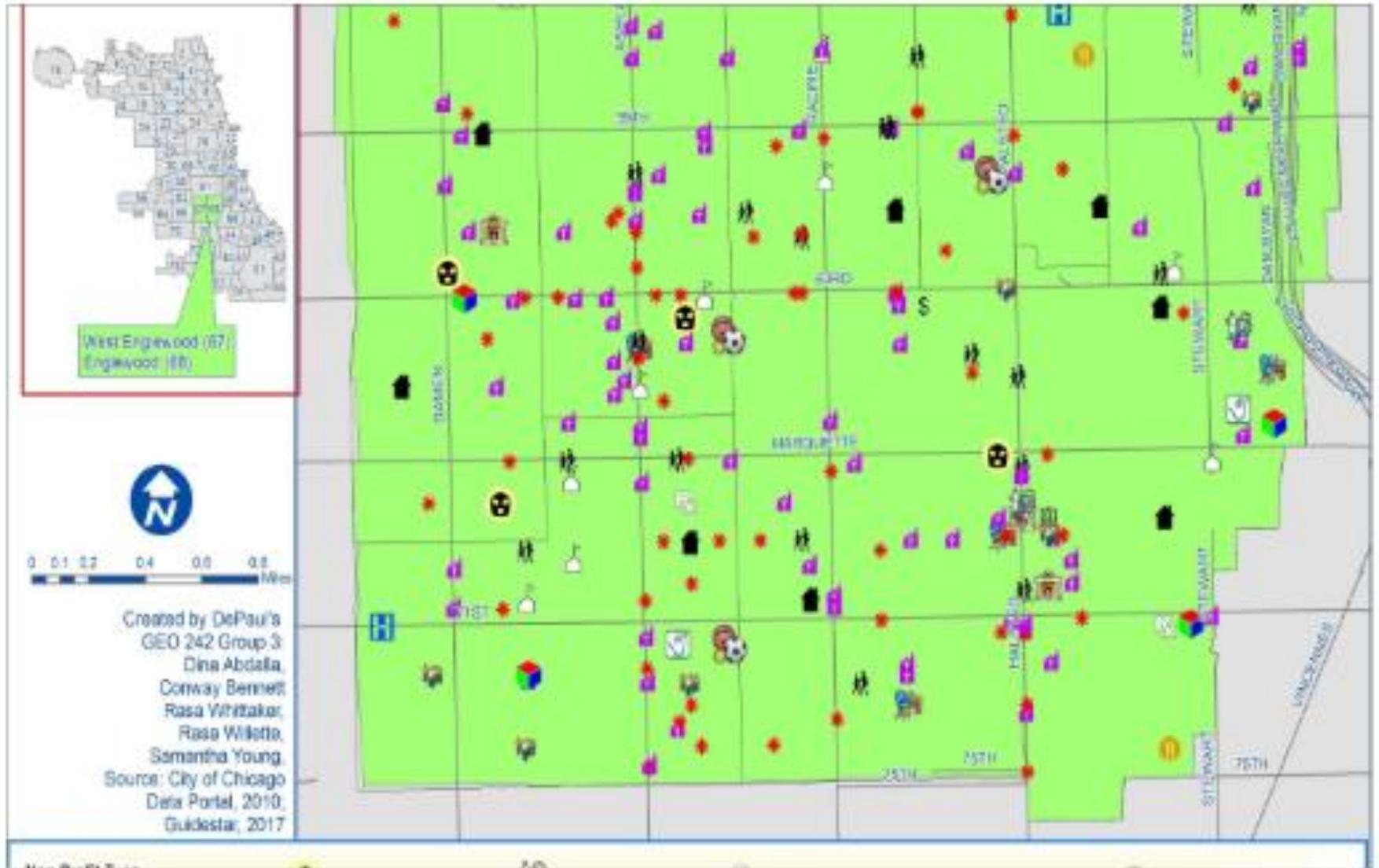
- Rich history of Englewood began in the mid-1800s
- Community Area 68- 7 miles South of the Downtown Chicago Loop Area.

Englewood Community-What is the Real Story?



- Citizens Mobilizing- Quality of Plan and more

GIS Mapping Project with Englewood Community



Project-based CbSL as Curricular Solution

Meet Professor Jessica Pamment: Bio 155



BIO 155 SYLLABUS IS DESIGNED TO MAKE STUDENTS WITH DIFFERENT ACADEMIC BACKGROUNDS WELCOME IN A CLASS THAT IS TYPICALLY FEARED BY NON-MAJORS

Service Learning Project:

High impact practices have been shown to be beneficial to college students, as it encourages active learning and higher student engagement. I use academic service-learning (ASL) as a teaching method in this course by integrating a service learning project into the curriculum. My hope is that as you develop your project, you will not only get to learn the subject matter more thoroughly, but you will also learn to appreciate how what you're learning in the classroom can have an impact on your community. Furthermore, as this course is designed for non-majors, I hope to make all students feel that their different talents and areas of expertise are being valued when developing these projects.



Integration of Service Learning Project into BIO 155 Class (3 hr classes)

Week 1: I have our community member come into the classroom to tell students about their organization. Steans Center member also comes in to make students ponder the Vincentian question "What must be done?" Goal is to make students feel more invested in their projects and more connected to DePaul's mission

Week 2: students sign up for topics they're interested in. Students are put into groups of 3-4 based on their interests.

Weeks 3/4: I provide time at the start or end of class for groups to brainstorm idea. I encourage cross-discipline thinking and help students flesh out their ideas. An outline has to be completed by end of week 4, with clear teaching goals and materials needed for the project.

Week 5: I provide a whole class session dedicated to creating projects. Organized students can get it all done in this one session.

Weeks 6-8: Students work in their own time after class.

Week 9: I meet with students after class to give feedback on project.

Week 10: Presentations

A Vision Realized: BIO 155 visits the Southside

Institutional Campus-“Community”
Partnerships:
Embrace the Double Dutch Syndrome

It won't be perfect.



It won't be perfect.



Institutional Community Connector



Institutional Call to Action: Support Your Community Connectors

- Encourage Involvement
- Build Capacity
- Trust: Support Autonomy
- Gratitude:
 - Innovative Rewards: Formal and Informal

The Legacy: Projects, People, and Progress



STUDENT

FEEDBACK

"I thought this project was a great way to help people use their own education to benefit the community and those who may not be as fortunate. I think it was great to be able to really synthesize information and make it understandable for a wider audience. I love that we were able to take things we learned in this class and share them with others."

"I enjoyed finding creative ways to explain scientific concepts to young kids. By coming up with creative ways to convey information, I learned that this method of learning is not only helpful for kids, but adults, too."

Questions?





DePaul University
Irwin W. Steans Center for Community-based Service Learning

Contact us!

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