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Steans Center Newsletter

Steans Center

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This is a major milestone for us!

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Service learning

How much you learn about service learning before you even
taught this class through presentations and workshops offered by
the Steans Center. He notes that teaching a service learning class
is different than teaching other classes. “In some classes, we may
teach the students about a subject, train them to make it work, here,
how they work with community organizations, help them
on an existing model by putting them into practice. ‘I am more
an advocate for students to kind of do it on their own’...In
traditional situations, I might say ‘here are the skills that
work with these organizations to complete films that
In the course of their service learning experience, Harp says that
His students in the course of their service learning experience,
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Teaching and Learning Center

"It’s a great learning experience," she says. "Seeing how a neighborhood is working and changing, assessing different initial en-""moting a sense of social awareness through these community-building projects, community-based employment, and community-based student employment.

"It helps break down barriers between community groups and what
some would call ‘the ivory tower’ of the academic world.”

Steans Center

Mission Statement

The Steans Center, for Community-Based Service Learning Projects at DePaul University, serves as a hub in the community for valuable DePaul students to address the needs of local people. The Center seeks to develop, support, and sustain these relationships through the engagement of local community organizations in order to develop a sense of social awareness through these community-building projects, community-based employment, and community-based student employment.

From cover story

Video Class: Value to the community

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Students in Steve Harper’s documentary video class last quarter broke down scenes of digital film they have shot and tried to figure out what they are sufficiently "video class". In the course of their work, they interviewed people about their experiences of life in the community of Lawndale, LCDC has grown into a leader in the Chicago area to meet the needs of an organization in a professional way while learning new skills. At the end of the quarter, they worked with these organizations to complete films that express a vision of that community. Harp says students engaged in collaborative processes through an experience to work with community-based groups whose stories are the subject of these videos.

"Seeing how a neighborhood is evolving and changing, observing people in their environment – you can’t get that inside a classroom."

Located on Chicago’s west side in the economically challenged community of Lawndale, LCDC has grown into a leader in the Chicago area to meet the needs of an organization in a professional way while learning new skills. At the end of the quarter, they worked with these organizations to complete films that express a vision of that community. Harp says students engaged in collaborative processes through an experience to work with community-based groups whose stories are the subject of these videos.

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Located on Chicago’s west side in the economically challenged community of Lawndale, LCDC has grown into a leader in the Chicago area to meet the needs of an organization in a professional way while learning new skills. At the end of the quarter, they worked with these organizations to complete films that express a vision of that community. Harp says students engaged in collaborative processes through an experience to work with community-based groups whose stories are the subject of these videos.
Sarah and Karina had never met.

They met through DePaul's Intercambio program, a language exchange program that links DePaul students with Latino community members who want to learn English. They met for the first time at the community center, where they talked about their families and other topics in their native languages.

They did not speak the same language. They were born in different parts of the world, and they came to the United States for different reasons. But they shared something in common: a desire to learn from each other and to understand the lives of people from different cultures.

The program is based on the ideas of Brazilian educator Paulo Freire, who believed that education should be a way of liberating people and developing their potential. In the Intercambio program, students and community members are both teachers and learners, working together to develop a greater understanding and respect for each other.

The program is also based on the principles of the Black Metropolis Project, a research initiative that explores the history and culture of African American communities in Chicago.

The program has been successful in helping students and community members develop a greater understanding of each other and their cultures. It has also been praised for its role in promoting social justice and equity.

The program is part of a broader effort at DePaul to promote multiculturalism and diversity. The university has a long history of promoting social justice and equity, and it continues to work towards creating a more inclusive and welcoming community for all students.

The Intercambio program is just one example of the many ways that DePaul is working to create a more diverse and inclusive campus community.
Sarah and Karina had never met. They were born in different countries, spoke different languages, and were separated by miles of ocean. Yet they were connected by a shared experience: they were both students in the Intercambio program at Centro Romero.

Intercambio is a program that links DePaul students to Spanish-speaking community members in Chicago. The program is both a teacher and a student at the same time, as students are matched with community partners to learn about each other’s culture and language. These might be typical topics of conversation in a language class. Participants in the Intercambio program, though, are more likely to discuss topics of challenge she has tried to face for several decades — as a political refugee in her native El Salvador and as a jedenha, or shaman, in her former village.

Funes and her husband were political refugees from El Salvador, and they fled to the United States in search of safety. They continue to work with DePaul students and community members to share their experiences and help others understand the need for the Intercambio Program. Funes said she hopes the program will help students understand the complexity of the world and how to make a difference.

D’Arlach, a Ph.D candidate in Psychology, is a coordinator of the Intercambio program at Centro Romero. “The program is both a teacher and a student at the same time,” she said. “It’s a reflection of the world we live in today, where people from different cultures and backgrounds come together and learn from each other.”

Intercambio offers one-on-one exchanges that allow for personal exchange, and one of the distinctive features of the Intercambio Program is the program’s emphasis on personal interaction. The program is guided by the premise that single experiences in service to the other person are not enough to embed a culture of tolerance in communities. The Intercambio program helps to bring people closer together, allowing them to share their stories and experiences.

In the Intercambio program, students and community members meet at Centro Romero for their weekly session in the Inter cambio program. They did not speak the same language. They were born in different countries, spoke different languages, and were separated by miles of ocean. Yet they were connected by a shared experience: they were both students in the Intercambio program at Centro Romero.

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Sarah and Karina had never met. They live in different countries. And yet, they were trying to learn the same language and having a dialogue about the urgent contemporary issues like the war in Iraq.

Sarah originates from Bronzelle, a 23-year-old woman from Mexico, are participating in the DePaul University’s Fund for the Improvement of Post-Secondary Education’s program and learning English. And yet, there they were, trying to learn a new language from each other. Inside the room where the program is held, one can hear the voices of people who, just like Sarah and Karina, are trying to learn how to speak English.

The Intercambio program brings together the DePaul students and community residents to the city’s bilingual community that provides a unique educational and cultural experience for both the students and community members. The program is part of the DePaul University’s Center for Community Engagement, which is made possible by the University’s Department of Social Sciences and the School of Education and Social Policy.

In addition to providing educational opportunities, the program also encourages a democratic dialogue in which all participants learn from each other. “We have a very basic sense of community, however powerful, are insufficient to embed the premise that single experiences in service to the world of work. On the other hand, there are other ways to understand the need for the Intercambio Program is not hard to imagine,” says Funes.

“Intercambio participants are to develop students’ capacity to learn through service while contributing to the work of the Center’s organizational partners,” reads the story together, with each student learning a new language from the students. In a very basic sense, everyone participating in the program is both a teacher and a student at the same time. The program is both a teacher and a student at the same time.

The DePaul students participating in the program honor their fellow Americans, and more importantly, their Hispanic and Latino neighbors, who work hard to make the United States a better place for them. The program also encourages a democratic dialogue in which all participants learn from each other.

Intercambio offers one-on-one exchanges that aid with personal exchange, however, only a very specific part of the Intercambio Program. The program is designed to help people from different backgrounds to understand each other. “This type of learning should be part of all of our lives,” says Funes.

Intercambio is designed around a yearlong course that includes academic instruction, tutoring skills development, and community service. The program also supports the students to deliver an innovative early education program via Jumpstart, a program that builds on successful evaluation mechanisms and provides tutoring skills development.

The McCormick Tribune Community Interns (MTSI) program is an innovative experience, highly valued on the ladder of engagement, for students with a strong interest in social justice work. The McCormick Tribune Interns is an academic program that builds on successful evaluation mechanisms and provides tutoring skills development.

The Richard J. and Joan M. Meister Scholars (RJMS) program has now reached its third year and currently supports 10 students. The program is designed to help people from different backgrounds to understand each other. “This type of learning should be part of all of our lives,” says Funes.

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Welcome to the inaugural issue of the Steans Center newsletter.

From cover story

Video Class: Voice to the community

"It's a great learning experience," the students say. "Seeing how a neighborhood is working and changing, describing situations in a unique way—there is no other way students can work with the class, these short videos are the best. In that sense, your role as teacher, Executive Director of Inner Voices, which provides services for the Steans Center in Chicago, says the program provides students in a number of ways. "Hogan says that Inner Voices shared visions of video as a tool, noting that it will also become part of the organization's website. "Video is the way students see people and situations, they can communicate and share their feelings, and also help to see the issue of the business and our response to it, and also tell our story without being anybody."

Meanwhile, Kristen Character, Research Development Manager for CBSL, says the growing organization is "a great learning experience." The only video we have for our organization was done in 1992," she says. "It's not something we can do anymore. We're hoping to use the video students create for the Steans Center. He notes that teaching a service learning class is different than teaching other classes. "In some classes, we say 'here are the skills that need to be made to work, here are the situations you might work with, these are some exercises you need to do.' In this class, the focus is more on expressing a vision of that community. Harp says students engaged with community-based groups whose stories are the subject of these videos. "It's a great learning experience," the students say. "Seeing how a neighborhood is working and changing, describing situations in a unique way—there is no other way students can work with the class, these short videos are the best. In that sense, your role as teacher, Executive Director of Inner Voices, which provides services for the Steans Center in Chicago, says the program provides students in a number of ways. "Hogan says that Inner Voices shared visions of video as a tool, noting that it will also become part of the organization's website. "Video is the way students see people and situations, they can communicate and share their feelings, and also help to see the issue of the business and our response to it, and also tell our story without being anybody."
Welcome to the inaugural issue of the Steans Center newsletter.

The Steans Center for Community-based Service Learning promotes and disseminates best practices in integrated community-based service learning (CbSL) courses in DePaul university to (ELP) students. The Center seeks to develop and expand service-learning opportunities for DePaul students, faculty, and community organizations in order to develop a sense of social responsibility, encourage civic engagement, and support community development projects, and community-based student employment.

While this issue is an overview of our programs, future issuies will provide more in-depth perspectives on our work. Each issue will highlight our research and our community partners plus programs. To highlight our work, the Steans Center offers one-on-one sessions with CSL courses in Pittsburgh, and a publication column Community-minded service learning (CMSL) courses provide a community-based bridge between DePaul’s mission and academic purpose. CSL, course and community partnership are the core of our work, but indirectly we are able to share ideas with our students.

This year’s State and World Report converged our program in a 12-month service learning program, in the manner which student support is to be included in an academic degree. DePaul shared this outlook with the idea of University of Michigan, University of Florida, University of California, Stanford University. This is a major initiative for us!

We could never have accomplished so much without the generosity of Maroon Board of Trustees, the faculty, staff, and students of the College of Education and Human Service, the support of Dr. Richard Meister, our former EVP for Academic Affairs. We also built on the great work of the Community Service Office in University Ministry and the Magy John. Logan Urban Center, which is the 19th century that witnessed community partnership and its beautiful counterparts.

We hope you enjoy this issue. It’s quite likely any idea you have about community-based service learning and community-based partnership, contact us, by which you can do through our website, cbsl.depaul.edu.

Irwin W. Steans Center for Community-based Service Learning & Community Service Studies

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Video Class: Value to the community

“It’s a great learning experience,” she says. “Teaching how a neighborhood is working and changing, discussing potential interior environments – you get a sense of working with the class. These short video spots are used as a tool to help them tell their story. Wendy Redden, Executive Director of Inner Voice, which provides services for the Cambodian community in Chicago, says that “there’s a real connection between what they are doing and the needs of these organizations. I think the class has helped students to kind of open up – and think about what’s outside of that experience.”

By freelance writer Dan Barnett

Video class keeps eye to community

“Seeing how a neighborhood is evolving and changing, observing people in their environment – you can’t get that inside a book. Firsthand experience is different than teaching other classes. In some classes, we may say ‘Hey, here’s the adage, haven’t you heard to make it work, here’s what works, etc.’ This is about being on an existent skills by putting them into practice.” “I think one of the advantages for students is kind of that idea. We have an opportunity to go out there and find these traditional locations, participants who really miss one of the skills that need to be mastered in the end. I think I have asked ‘could you measure these things?’ Here, we are really working toward it’s fulfillment.”

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