

# 2013 Spirit of Service-Learning Award

Co-sponsored by the Returned Peace Corps Volunteers of South Florida,  
the Miami-Dade County Teacher of the Year Coalition, and  
the  
Armando Alejandro Memorial Foundation.

**Purpose:** Encourage and celebrate K-12 and college/university educators who integrate service into the curriculum to improve learning, address community needs, and foster civic responsibility and lifelong civic engagement.

## Meet the 2013 winners and finalists!

### **K-12 Award – Co-Winner**

#### **Adrian Delesdernier**

Dr. Edward L. Whigham Elementary  
3rd Grade Science/Social Studies  
Cutler Bay, FL,

In conjunction with a Youth Service America / State Farm Good Neighbor Grant, students in Adrian Delesdernier's Third Grade WAVE (Whigham Aquatic Visionary Explorers) class participated in a *Semester of Service*. The semester kick off began with a tribute to Dr. Martin Luther King Jr. by creating a "wishing tree"

where students posted global wishes for a better world. Students then participated in a school led World Wetlands' Day community clean-up of coastal wetlands followed by weeks investigating pollution and the effects on the environment. To celebrate our earth and share what they learned, students helped organize an Earth Day Environmental Extravaganza for *Global Youth Service Day* where the environment was celebrated by contributions from students in kindergarten through fifth grade.

## **K-12 Award – Co-Winner**

### **Sandra Bryant and Nicole Valiente**

Redland Elementary

4<sup>th</sup> Grade

Homestead, FL

Ms. Bryant and Ms. Valiente's classes of fourth grade students at Redland Elementary School improved their reading, writing, and math, gained lifelong character attributes, and learned about global poverty and hunger by raising money and purchasing a goat for a family via Heifer International. Their path for completing this goal included making and selling nutritious snack bags, tallying donations, illustrating and writing about goats, and reading books such as Give a Goat and The Good Garden. Beatrice's Goat, by Page McBrier, was the foundation for this project. After reading the book aloud and comparing this young girl's needs to theirs, the students decided to help a family such as Beatrice's in Uganda or another poor country. They learned that just one goat can make a huge difference for one family to overcome hunger and poverty, and that the gift of a goat ultimately helps many families because Heifer International asks them to pass on the offspring to another family as a "living loan." After weeks of collecting supplies and tallying their donations on ledger sheets, the students found that not only could they purchase a goat, but even had enough for a flock of chickens – just like the students in Give a Goat. Writing assignments included "What Good is a Goat?" and "How to Care

for a Goat.” Redland Elementary is a Title 1 school that is 80% Hispanic, and the participating students almost all are low-income and often on the receiving end of gifts themselves. However Ms. Bryant and Ms. Valiente ignited a spirit of giving and service in these children that will last a lifetime, and the students adopted Gandhi’s motto “be the change you wish to see in the world.”

## **Higher Education Award –Winner**

### **Deanne Butchey**

Florida International University  
College of Business

Since 2008, Dr. Deanne Butchey has integrated service-learning into her online course required of finance majors at FIU’s College of Business. Over 50 students each spring and fall have been offering workshops and teaching financial literacy skills to high school students, new immigrants and the underserved populations in South Florida at community locations such as the Chapman Partnership for the Homeless and a myriad of community centers, churches, libraries and schools. This initiative has been proven to reinforce the financial knowledge and skills of FIU’s business students while educating underserved populations in an effort to ultimately improve the standard of living of its residents. Embedded as a course requirement, the service-learning project has proven sustainable and has been reproduced every semester for the last four years. Students not only gain foundational knowledge, but also develop analytical and research skills to prepare for today’s job market and be adaptable to future change. The overarching goal is to provide Miami’s indigent population the capacity to save, budget wisely, keep track of finances, be responsible with their own money and use debt wisely while making an appropriate long-term plan to repay debts. Students develop leadership and team-building, critical thinking, written and oral communication skills, enhancing and refining their marketing and project management skills as

they work to implement, evaluate, and improve their projects and develop a better understanding of the importance of conducting business in a professional and ethical manner. Students develop a project overview statement that describes the mission, vision, scope and success criteria for their service projects, and a conditions of satisfaction statement that requires them to understand the needs and conditions of their target population. They create flyers, marketing materials and assessment surveys, and they attend the Oral Lab on campus to be assessed on the accuracy of the material they are teaching and their communication skills. The supervisors at each organization complete a detailed evaluation which contributes to the students' grade. The program is very structured and includes goal setting, research, assessment, group work, and on-going reflection assignments that clearly connect the service with course content and the importance of helping others. As students realize how their finance knowledge can impact lives they become even more motivated and many of them go back to their chosen communities even after they complete the class.

## **K-12 – Finalists**

### **Christine Bergman**

Ruth K. Broad Bay Harbor K-8 Center  
Bay Harbor Islands, FL  
7<sup>th</sup> Grade Civics

The Sterling Bobcat program incorporates service-learning into the curriculum. Students research community needs, from those community needs they select an area of interest, and complete a minimum 6-month service project. They keep track of their hours and at the end of the school year reflect on the project and what changes they will make to their project with the hopes of continuing the project the following school year. Each student works within their own limits to create a unique project or to volunteer within an organization. Part of the 7<sup>th</sup> grade Civics curriculum states that students should "evaluate the roles, rights

and responsibilities of US Citizens, and determine active methods of participation in society, government, and the political system”, so instead of just reading about how that is done, the students experience it firsthand by developing their own service project or volunteering for an organization.

## **Christine Todd-Gibson**

Norman S. Edelcup/ Sunny Isles Beach K-8  
Sunny Isles, FL  
7<sup>th</sup> Grade Science

While teaching about concepts in genetics, 7<sup>th</sup> grade science teacher Christine Todd-Gibson, assigned her students to carry out a service-learning project that focused on genetic disorders. Seventh grade students became interested in learning about genetic disorders after learning the role of chromosomes and presenting information on different genetic disorders. After this process, Ms. Todd-Gibson assigned students to carry out service-learning projects by contacting organizations that supported genetic disorders to find out how they could help. Students participated in walk-a-thons, a run, and created pamphlets, power points, and websites which were shared with others at Publix and in their community, in their condominiums, and at their school. They also visited facilities to interact with children with the disorders and one student attached a logo that routed users directly to a donation page.

## **Adrianna Truby and Leopoldo Llinas**

Palmer Trinity School  
Palmetto Bay, FL  
Palmer Trinity School

The Nicaragua Mission Trip is a 12-year on-going commitment by Palmer Trinity School. It is a transformative experience that changes how students view the world and themselves. Students work in thoughtfully organized service programs to build homes

for needy families, assist two rescue homes, and support a local elementary school. Through student volunteer labor and donations of money and materials, we build simple, decent houses alongside our partner families in Nicaragua. Every evening we gather and provide structured time for the students to reflect through discussion and journaling on their experiences during their time in Nicaragua, as the trip broadens students' attitudes and habits by deepening their convictions to community and inspiring lives of service. The service experience has been integrated across the academic disciplines, including a new elective course in the humanities: *Women in Developing Countries*, as well as AP Environmental Science, Oratory and Debate, Spanish, and English. This year, students analyzed the solid waste problem in the community of Chiquilistagua and devised a waste management plan. Students also taught children and adults in the community the health risks of burning trash, which is currently the dominant means of trash disposal in the area, and created "eco-bricks" using garbage and discarded plastic bottles that the residents can use to build small enclosures or barrier walls.

## **Higher Education – Finalists**

### **Dr. Miriam Frances Abety**

Miami Dade College  
InterAmerican Campus  
Psychology

Human Growth and Development Students were placed into communities of interest (according to their majors) and given one phase of life, such as prenatal and infancy, childhood, adolescence, young adults, middle adults and the elderly. Next, they were asked to do a literature review (each student had to research three peer-review articles) to become informed about an issue in their selected phase of life. They performed their service-learning in the community with an agency of their choice, related to their research. For example, the toddlerhood/childhood

group chose the topic of bullying, and, based on their literature review, developed an awareness campaign. The elderly group focused on an aspect of freedom which the elderly face because of memory problems, decreasing health and ability to live independently, and they volunteered at an adult living facility. They were also encouraged to conduct awareness campaigns on campus, in local schools, and other community agencies. Students took a holistic and global approach to human development as they not only understood the physical, cognitive, psychological and emotional aspect of each phase of life, they were able to explore the research that has been done regarding a particular issue. They also integrated the Earth Charter principles and sustainable development through the lens of Max Neef's concept of Freedom, and they explored what the community is doing to help ameliorate the issue. Students were provided with specific instructions, guidelines, rubrics, and benchmarks for each aspect of their project. As an end product the students produced short videos that demonstrated the research, the principle of the Earth Charter, the concept of Freedom according to Max Neef, and their service-learning experience.

## **Dr. Michael Alessandri**

University of Miami  
College of Arts and Sciences  
Department of Psychology

In addition to his teaching responsibilities as a Clinical Professor of Psychology, Dr. Alessandri is also the Executive Director of the University of Miami Center for Autism and Related Disabilities. Dr. Alessandri has a deep commitment to service and to ensuring that his students go "beyond the book" and "beyond the campus borders" in his courses. In Psychology of Intellectual and Developmental Disabilities (PSY 441), his undergraduate students are exposed to range of developmental disorders in various instructional formats. They are provided detailed information via class lectures and instructional videos on symptom presentation, causal theories, evidence-based treatment approaches and related services. Throughout the

semester students are also introduced to numerous guest speakers including individuals living with these disorders and/or their family members or treatment providers. But perhaps the most impactful learning experience involves a required experiential learning activity where students are asked to volunteer their time in a local agency serving individuals with developmental disabilities or in an on campus activity that directly exposes them first-hand to people living with developmental disorders. Following this experience, students are asked to reflect on the experience and its impact on them in a final paper.

## **Leandro Alvarez**

Miami Dade College  
North Campus  
Math

Professor Alvarez uses service-learning in his classes and in collaboration with other faculty via peer tutoring to enrich the learning experience of the students. Through service-learning students help each other and learn from one another. In addition, he sees his students grow academically and socially. In peer tutoring students in my higher level classes (Calculus, Pre-Calculus, Trigonometry, Algebra, and Statistics) tutor students in the lower level classes. Also as an advisor of the math club Professor Alvarez's students provide peer tutoring to students that need the help in the area of mathematics and statistics. Students being tutored feel more comfortable when receiving the peer tutoring from someone in their age group, making learning the material easier.

## **Brooke Bovee**

Miami Dade College  
North Campus  
English



Students in Professor Bovee's English Composition II course studied consumerism, specifically as it relates to the food system. They identified several food-related issues affecting the Miami Dade College community including environmental destruction, the plight of local farmers, and obesity and other forms of malnutrition and they identified a local program (Community-Rooted Organic Produce Services, or CROPS) that is working to address those problems. Then, the students used their writing skills, creativity, and knowledge of the food system to create publishable content for the CROPS program's newsletter and blog. In order to prepare for the project, the students studied a variety of texts related to consumer culture, including scholarly articles, videos, poems, and songs. These texts helped students to explore the consequences of consumerism on the environment, workers, and consumers consequences which they would write about in their first formal essay for the course. Toward the end of the unit, the class watched the documentary film *Food, Inc.*, which helped students to further explore those consequences of consumerism as they relate specifically to the food system. Students completed self-reflective homework assignments during the viewing of the film, such as listing and sharing strategies for being a wiser food consumer. The film points out that income is the best predictor of obesity; since 68% of North Campus students are low-income, with 46% living below the poverty level, the students concluded that the North Campus community has a demonstrated need for a better understanding of food-related issues. Students also discussed how the North Campus is located in what can be termed a "food desert," which the affordable organic produce that CROPS provides can help to address. After reading, reflecting, discussing, and writing about the related issues, students were eager and well-prepared to engage in a practical application of their knowledge in service to our community. Examples of student projects include writing a research-based article on one aspect of the food system (food safety, food security, GMOs, buying local, eating organic, etc.), writing a recipe blog, surveying people in the MDC community about their food habits, analyzing the data, and writing a report of the findings, etc.

# **Eddie Nathaniel Chapman**

Miami Dade College  
Wolfson Campus  
Social Science

Professor Chapman infuses service-learning as a required component in all his classes with a focus on homelessness and food insecurity (Psychology of Personal Effectiveness, Leadership Seminar, Intro to Psychology, Human Relations, Student Life Skills and Student Life Survival Seminar). Students' service experiences are carefully connected to course objectives through regular reflective activities and assignments. For example, in Psychology of Personal Effectiveness one objective is discovering the holistic nature of humankind including the cognitive, emotional, social, spiritual, and physical influences on behavior. Students analyzed their service experience through this lens. Select agencies were invited to make class presentations which served the dual purpose of informing students about the issues and introducing students to the options they had with regards to service sites. Students identified three goals that they wanted to accomplish during their term of service. In one class students were responsible for planning and executing any kind of campus-wide event that informed their peers about the issue of homelessness and food security issues. They decided to host a Hunger Banquet which was 100% student-designed and executed, from research to marketing to presentation facilitating interaction and discussion amongst the numerous attendees. Students are prepared for their SL experience by learning about: 1) the personal benefits of service experience (transcript, resume, networking); 2) the logistics of registration and tracking service; 3) the different agencies at which they may serve and 4) how the experience connects to the course. On-going learning is evidenced through the reflective process throughout the term: online forums, small and large group discussions, journals, etc. Some classes created artifacts: e.g., four classes participated in an advocacy effort to speak-out against homelessness resulting in a video production of a discussion with their peers on the topic of homelessness. The conversations included student's account of their experience at their agencies, personal encounter with the

issue of homelessness, realization that the homeless population includes their peers and employees of Miami Dade College. These same classes also conducted interviews with the general population about homelessness. Students informed others about the issue of homelessness after identifying misconceptions during the interviews.

## **Yanely Cordero and Jessyca Perez**

Miami Dade College

Homestead Campus

Developmental Reading and Psychology

Professors Cordero and Perez collaborated to create *Pages for All Ages*, a literacy program that engages college students as mentors with migrant children in the South Dade community. The students focus on literacy, and help each child write his or her own book, using literacy as a vehicle of self-expression and personal empowerment. Professor Cordero's developmental reading students are expected to gain proficiency in reading skills such as main idea, supporting details, inferences, fact / opinion, and purpose and tone. The teaching of these skills can be challenging, as many students have a difficult time relating to the concepts and lack opportunities to apply such skills to real-life scenarios. Pages For All Ages was in part created to integrate these reading skills within a meaningful and relevant service experience where students are able to directly apply what they learn in the reading course by mentoring migrant children.

MDC students apply components of the academic reading curriculum by guiding their mentee through the entire writing process while creating a book of their own. Professor Perez's Introductory Psychology students explore a wide range of psychological skills and concepts such as identifying Maslow's hierarchy of needs, identifying personal signatures strengths, recognizing and enhancing self-esteem and self-concept, experiencing positive emotions, broadening and building emotional intelligence and soft skills. They then apply these skills during the service-learning project. They learn to work in a cooperative environment and to begin to identify skills they can

develop that will enrich their career and personal lives. Through *Pages For All Ages* students gain the hands-on knowledge of getting along with others, punctuality, accountability, positive affectivity, self-confidence, flexibility, and motivational skills to integrate within their mentoring relationship. As a result of this project, the college students become role-models to the mentees and therefore value the role they play in this project.

## **Jenny Danixia Cuevas, J.D.**

Miami Dade College  
Law Center/Paralegal Studies

Professor created the Pathways to College Project in 2007 and has made it a permanent part of her work. The project established a mentoring program for MDC students to mentor middle school children who attend the ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School located in the Wynwood section of Miami about the importance of education. The mentors created an educational curriculum which they deliver weekly to the middle school mentees regarding the importance of education. Mentees are taught the pathway to success in high school and are educated about different career options. The college experience is emphasized in the Pathways to College program so that mentees understand the pathway to college. Since its inception, The Pathways to College program has provided invaluable information to almost one thousand middle school children and has transformed both the lives of the mentors and mentees alike. The program is an integral part of the curriculum in all of the law classes taught by Professor Cuevas including the Introductory Paralegal course, Business Law I and Business Law II. Students are required to read, analyze and reflect upon several mentoring articles. Many of the articles focus on the

importance of mentoring for law students. Students also write a paper about their experience incorporating the information they read in the articles and answering specific questions related to their course.

## **John Frazier**

Miami Dade College  
Kendall Campus  
Art and Philosophy

The arts are under attack. Professor Frazier is committed to helping his art students understand the current difficult financial, public policy, educational, and aesthetic sensibilities affecting the creation and promotion of the arts. He uses service-learning to inspire his students to not just be good artists who are aware of their communities – he wants them to be **artists** undefined artistic activists undefined using the arts to inspire others and change the world. Unfortunately, when society needs to balance a budget, we often do it by defunding the arts. And yet, every successful company in the world employs artists undefined graphic designers, advertisers, interior decorators, writers, visual artists undefined to make them successful. Navigating this dichotomy as we cut public funding in the arts while still expecting artists to go into debt for an artistic education and then do pro bono artistic work is the challenge with which our students will be forced to grapple. Art students in service-learning opportunities explore these challenges first hand by working with non-profit agencies. Throughout their time, students network, complete a needs analysis of the organization, and create an artwork to support the agency's mission (e.g., design a website, create artistic promotional materials, educate children on artistic techniques, renovate organization's spaces, etc.). Most students speak of their experience with great appreciation, often calling it their most rewarding academic pursuit and one by which they learned to truly apply class concepts to the world. Service-Learning reflects Professor Frazier's deepest beliefs about each of our responsibility to our fellow humankind and to make the world a better place to live.

"People who tell you that you can't change the world have never tried." Service-learning students are expected to reflect and contribute to class discussions about current artistic issues based on their unique service learning experiences – the diversity of their experiences creates ample opportunity for rich dialogue. As students near the end of their service-learning hours, they complete a needs assessment for the organization, which offers them further insight into how non-profit arts organizations operate.

## **Cecile Houry**

Florida International University  
Robert Stempel College of Public Health & Social Work

"Engaged Research in the Community Through Honors" (ENRICH) is a one year-long service-learning and research course that addresses some of the social, cultural, economic, political, environmental, educational, and health problems that the South Florida and its residents face. Using Community-Based Research (CBR) literature and methods, 10 to 15 students conduct research on community issues and, based on their majors and interests, select one. They then identify university faculty members or administrators, city officials, non-profit leaders, or corporate agents who help them develop and implement creative solutions. In the last two years, students have developed service-learning projects focusing on the city's imaging and branding, infant mortality rate, services for domestically abused women, information on breast cancer prevention, energy saving, obesity and nutrition, and reading. Students present their work during the annual Honors College's "Advanced Research and Creativity in Honors' Conference" via posters and a panel presentation.

## **Dr. Louis HERNs Marcelin**

University of Miami  
College of Arts and Sciences  
Department of Anthropology and School of Medicine

## Department of Epidemiology

Through college courses that provide students with opportunities for community engagement and service in the United States and Haiti such as: *Mapping Diversity and Inequality in the Global City; Youth, Violence and Globalization; and the Anthropology of Disaster and Recovery* undergraduate and graduate students link theory to praxis, thereby connecting classroom learning to the real world. Through partnerships with organizations based in local neighborhoods throughout Miami and in Haiti, students have conducted research and engaged in service-learning projects in the United States and abroad that deal with themes such as: voter registration in marginalized communities; youth violence; and post-disaster recovery. Through the University of Miami and these organizations students have the institutional support they need to engage in meaningful service during and after coursework has ended. Students learn: 1) that civic engagement is the responsibility of all citizens in a democratic society; 2) in this globalized world our understanding of the term "community" must be expanded to reflect our broader human interconnectedness and interdependency; and consequently 3) global learning is integral to higher education because our actions/inaction have global implications.

### **Dr. Marie Guerda Nicolas**

University of Miami

School of Education and Human Development

Department of Educational and Psychological Studies

Professor Guerda Nicolas' projects are community based lead by CRECER that is composed of graduate students who seek to address social justice issues through academic research and intervention programs. One example is the Kulula Mentoring and Tutoring Program, an evidence-based program for enhancing the ethnic identity and socialization skills of Black youth. Kulula, a Swahili word meaning to "excel" or "achieve," is a culturally enriched mentoring and tutoring program for elementary

students in the Greater Miami-Dade area. Overall, Kulula seeks to increase self-efficacy, leadership skills, and community involvement, improve decision-making, coping, and problem-solving, increase connection to school and academic performance, and increase awareness of and pride in participants' African heritage. The program utilizes elements of best practice models in mentoring, leadership development, personal health and wellness, and community engagement to connect University of Miami students to the surrounding community by providing weekly, on-going support to children in the community.

## **Robin Parker**

Nova Southeastern University  
Abraham S. Fischler School of Education

INSYNC With Autism – A Harmonious Experience for Individuals with Autism, features musical groups with genres varying from the Percussion Ensemble of the Symphony of the Americas to rock bands from the School of Rock. The concerts are presented free of charge to individuals with autism and their families through funding by UM-NSU Center For Autism and Related Disabilities (CARD) and The Rotary Club Of Weston. INSYNC With Autism aspires to improve the quality of life for families affected by autism by providing them with a safe, fun community experience. The performances bring those touched by autism together in a musical experience where participation is welcomed and full expression is celebrated. The concerts are specifically tailored to be “autism friendly” and help to enrich the lives of those with autism through the power of music. Student volunteers from the Interact Club at Western High School and Cypress Bay High School participate in every concert to gain community experience in interacting with families and children and adults with autism to get up, dance, and move to the music. They also assist with set up, clean up, and fundraising. This helps these future leaders learn about the power of music and the impact they can have by giving of their time to their community and specifically to families of children with special needs.



Students are prepared through pre-conference trainings and receive information on: the rationale behind the concerts, strengths and weaknesses of people with autism spectrum disorder, a family perspective, a community perspective, inclusion, and a list of 'do's & don'ts'. Students are given an opportunity to ask questions, discuss concerns, and help problem solve any potential issues.

## **Carola Pedreschi**

Miami Dade College  
North Campus  
Social Science

Professor Pedreschi has integrated service-learning into her psychology courses for the last eight years as a mandatory component in the curriculum. Service-Learning projects address students' personal, educational, and career needs, and also meet course competencies and Miami Dade College's Learning Outcomes. Students serve non-profit organizations that included early childhood and elementary education, before and after school, at-risk youth, developmental disabilities, criminal justice, communicative diseases, community education and improvement, and senior citizen programs. Professor Pedreschi has developed a three step process with graded outcomes: preparation, reaction essay and oral presentations. Students serve a minimum of ten hours, complete a reaction essay and give an oral presentation in class. Students develop critical thinking skills, emotional intelligence, cultural and ethnic competency, computer literacy, understanding of civic engagement and civic duty, understanding of our communities' social and psychological needs, and how non-government institutions currently meet these needs. Students were asked to demonstrate that they had made connections between course curriculum, MDC Learning Outcomes, and service, by including concepts, their definitions, and examples of applications of these concepts on the reaction essay and oral presentation. As a result of completion of the Service-Learning Project, students had demonstrated a deeper understanding of the psychosocial needs

of the community, the causes and the role that they played in meetings some of these needs. My students frequently challenge themselves by serving a population that is different, they become more socially skilled, develop additional social constructs, and career skills.

## **Rosa Polanco-Paula**

Miami Dade College  
Kendall Campus  
Nutrition

Professor Polanco-Paula uses service-learning in her Essentials of Human Nutrition course. Because the student population is varied, so are the projects that the students complete and the agencies they visit. For instance, the nursing students often complete their experiences in hospitals where they complete tasks as simple as transporting wheelchair bound patients to assisting in feeding. Often they act as translators when nurses give discharge or medication instructions. Dietetic majors assist diet technicians in collecting diet information from patients, translating diet instructions, and analyzing diets, in both hospitals and nursing/rehab homes. Students participate in schools and help science teachers present the dietary guidelines and the new food guide "My Plate;" some have created posters and brochures on nutritional campaigns such as "Five a Day," National Nutrition Month and "Go Red for Women." One student participated at a preschool teaching five-year olds about sources of vitamin C, creating a lesson plan, a pre-test and a post-test. Because he was a music major, he changed the words of the song, "La Bamba" to "Fruits and Vitamin C." This immediately excited the students about learning. They painted fruits, sources of vitamin C, cut them to body size, wore them and sang and danced to his nutritional version of "La Bamba."

## **Sherri Sinkoff**

Miami Dade College  
Hialeah Campus

## Speech Communication

Professor Sinkoff has integrated service-learning into her speech communication courses for the last eight years. Her students have completed many projects including: students teach chapters from their text book in connection with a theme which is researched such as "living in the world of the blind." In this project students went to organizations and interviewed and worked with the blind and visually impaired and created a presentation for MDC's disabilities services department. Students research issues with financial aid and attend MDC recruitment trips to high schools to teach and motivate high school students to fill out their paper work and apply for college, while others research the Dream Act and make presentations to middle school students who were studying immigration. During Holocaust Awareness Month students research how children in the camps were treated and how some were able to survive and then made presentations to other students to raise awareness and share what they learned. Professor Sinkoff's students also mentor new language learners in speech, grammar, writing, and reading.

## **Ileana Porges-West**

Miami Dade College  
Hialeah Campus  
English for Academic Purposes

Combining civic engagement with learning English enables recent immigrants to embrace the democratic traditions of our country and to become agents of change as they achieve the American Dream. Moreover, incorporating service learning in EAP (English for Academic Purposes) courses addresses the language learning needs as well as the challenges students face as adult learners to become global citizens. Experiential learning and service to others exposes students to content rich activities that are meaningful. Learning the language through service learning is motivating and enables EAP students to speak authentic English

with non EAP students, iCED staff and agency facilitators; develop critical thinking skills and reflectivity on the problems of our community as well as solutions. Everyone involved has an opportunity to gain interpersonal and global communicative experience while enhancing cross cultural awareness. Many of Professor Porges-West's former EAP students who participated in a S-L activity continue to be change agents by choosing subsequent college courses with S-L components, and by joining the Y.E.S (YES for Environmental Sustainability) club to mentor EAP students and support their educational, personal and civic obligations. Students are often in several of her classes so a new theme is developed each semester. These are some of the recent learning projects: Hunger/Homelessness, Healthy Eating Campaign and Preserving our Bioregion. The potential for embracing servicing learning in EAP classes is an innovative pedagogy that needs to be implemented on a wider basis. The service learning projects utilized are connected to the curriculum and students' reflections demonstrate a deeper understanding of the academic content. These activities strive to foster a lifelong commitment to civic engagement and to develop personal and professional skills. Professor Porges-West is a recipient of the Florida Campus Compact STEM Fellow Grant (2013), the Hialeah Campus Civic Engagement Faculty Award (2012) and Faculty of the Year Award for Creating Social Awareness (2013).