ENGAGE, LEARN, CONTRIBUTE AND EMPOWER: CSL

DISCOVER THE IMPACT: SELECTION OF CSL-INTEGRATED COURSES FROM THE PAST

LEARN MORE ABOUT CSL AND CHECK OUT OUR STEER TOOLBOX AT VU.NL

VU VRIJE UNIVERSITEIT AMSTERDAM

Analysis of Governmental Policy

Year: 2021-2022

Degree: Management of Policy Analysis and Entrepreneurship in Health and Life Sciences (master)

Course code: AM_470571; **Course coordinator**: dr. P. Klaassen

Timing: Period 1; **Credits**: 6 EC; **Number of students**: approximately 160

Format of CSL: CSL as core part of the course

CSL theme: A variety of themes a project group can choose from

---

Description of course and CSL activity

The course aims **to train students in providing policy advice for a complex social issue on the basis of interdisciplinary research**. The course consists of a theoretical and a practical component that forms the CSL assignment. The practical component focuses on **addressing a complex social issue for an external community partner** and concerns a variety of topics students can choose from. At the start of the course, students interview their community partner to explicate the question at stake. Based on the research question of the community partner, students write a research proposal for which they use literature and the theoretical knowledge they acquainted during the course, and after that they search for relevant **stakeholders to interview**. Based on their findings, students will write a policy advisory report and defend the proposed recommendations to the community partner.

Assessment is based on contribution to the team, the advisory report and presentation for the external community partner.

CSL project

Community Partner: Knowledge Alliance Loneliness/VoorUit

Community Question: How does the photo exhibition on loneliness contribute to the conversation about loneliness?

Project description: To increase awareness of the problem of loneliness in cities, 5 pictures 'travelled' across Nieuw-West to facilitate conversations about loneliness. A sixth 'empty' picture was added for which the community partner wanted to know how citizens would visualize loneliness themselves. Students conducted interviews with citizens of Nieuw-West to understand their perception of loneliness and to understand the opinion of citizens on the photo exposition. Findings from the interviews showed that personal experiences and taboo have the most influence on their perception of loneliness. For example, people do not want to use the word 'loneliness' itself and feel embarrassed to talk about their own experiences with loneliness. Therefore, students also investigated what could break the taboo of loneliness. Next to these interviews, students gave workshops and presentations to start the conversation about loneliness.

Students went to Amsterdam Nieuw-West to talk with citizens about loneliness and about the photo exhibition.

Feedback on the project

Student: *"I got to learn a lot from this course and the project. I was able to understand the complexities of a real-life problem, and I feel confident that I will be able to address such issues in the future."*

Teacher: *"This was a fruitful experience for me as well - together with students I got to learn of the societal problem, and helped address it through scientific knowledge."*

Community Partner: *"The students did a remarkable job in uncovering how the photo exhibition was successful in contributing to the conversation around loneliness in Amsterdam NW!"*

Public Health in an International Context

Year: 2021-2022

Degree: Pre-master

Course code: AM_470904; **Course coordinator**: dr. B. Mengistu

Timing: Period 4+5; **Credits**: 6 EC; **Number of students**: approximately 40

Format of CSL: CSL as core part of the course

CSL theme: A variety of themes a project group can choose from

Description of course and CSL activity

The course aims **to train students in gaining insight into the scientific and societal development of international public health and global healthcare**. The course consists of a theoretical and a practical component that forms the CSL assignment. The practical component focuses on **connecting and liaising with public health organizations and their beneficiaries/community partners** and concerns a variety of topics students can choose from. At the start of the course, students interview the organization and related community partner to explicate the question at stake. Based on the needs of the organization, students write a report for which they use literature and the theoretical knowledge they acquired during the course, and after that they interview relevant **stakeholders to aid their investigation**. Based on their findings, students will write an advisory report and present the results to the commissioning organizations.

CSL project

Community Partner: Amsterdam City Rights

Community Question: What are the needs of the undocumented migrants residing in Amsterdam?

Project description: People often forget that there are many undocumented migrants currently residing in Amsterdam and other parts of the Netherlands. These individuals are usually disenfranchised and marginalized, and have limited access to healthcare and support. Also, there is a lack of awareness among residents in Amsterdam about the existence of these fellow humans who are often residing in the same neighborhoods. Amsterdam city rights is one of the public health projects within Amsterdam that is trying to provide needed help and support to the undocumented migrants residing in Amsterdam. In this project, the students helped discuss and identify the needs of Amsterdam city rights in effectively improving its services to the target populace through interviews with its staffs/service providers as well as the undocumented migrants who are beneficiaries of the services provided by the organization.

Feedback on the project

Teacher: *"I really enjoyed and valued using CSL in my course. I feel CSL is very useful, as it provides students with the opportunity to see how they can engage in research using their knowledge and expertise that they obtain in the classrooms and apply it in real life situations in the community."*

"My students very much appreciated the CSL component in this course - as they got the opportunity to experience working with the community in the field of public health."

Media Use in Organizational Contexts

Year: 2020-2021

Degree: Communication Science (bachelor)

Course code; L_AABACIW113 **Course coordinator**: E.M. Hoey

Timing: Period 5-6; **Credits**: 6 EC

Format of CSL: CSL as core part of the course

CSL theme: A variety of themes a project group can choose from

Description of course and CSL activity

The course aims **to train students in reflecting on organizations' use of different (online) communication modes to fulfill different tasks and to learn to conduct, interpret and analyze ethnographic data collection**. The course consists of a theoretical and a practical component that forms the CSL assignment. The practical component of this course is that students **explore how (online) media are being used within actual organizations and towards stakeholders** (e.g., clients). Students investigate this by making use of ethnographic research methods such as observations and interviews. Different organizations are involved which allows students to choose from varying research topics. Based on their findings, students write a report in which they analyze the online communication modes based on theory and their ethnographic research methods.

Assessment is based on two individual assignments and the report.

CSL project

Community Partner: The World Wildlife Fund (WWF)

Community Question: How did WWF use social media to respond to media allegations regarding the controversial conduct of their eco guards in Congo in the beginning of 2020?

Project description: Students observed the communication approach and image restoration strategies WWF used on social media platforms to deal with the controversies in order to regain stakeholders' trust (trust in the WWF had to be regained due to some past events in the area). Used channels and platforms, and their content were analyzed. Their main finding was that WWF only released very few statements on social media platforms. Consequently, the students decided to use a theoretical framework to explain reasons why WWF chose to respond to the accusation exclusively on their website and why they responded by evading responsibility. Based on their analysis, students concluded that WWF's response was to minimize spread of the message by not posting on their social media platforms.

Governing Global Challenges

Year: 2021-2022

Degree: Political Science (bachelor)

Course code: S_GGC; **Course coordinator**: M. van Schagen

Timing: Period 4-6; **Credits**: 6 EC

Format of CSL: CSL as core part of the course

CSL theme: A variety of themes a project group can choose from

Description of course and CSL activity

The course aims **to train students to analyze societal challenges and to reflect on solutions, analytically as well as normatively, using their theoretical knowledge on political science**. The course consists of a theoretical and a practical component that forms the CSL assignment. The practical component of the course is that students will **analyze an existing policy and design policy recommendations based on interviews/surveys** they conduct, existing literature and the theoretical knowledge of students. Covering three periods, the setting of the course allows students and the community partners to get to know and learn from each other. In 2021-2022, partner organizations from different levels of governance were involved which allowed students to choose from a variety of research topics: unintended governance effects of internal development aid; reviving community cohesiveness; loneliness; and double/multiple citizenship. Based on their findings, students write a policy advisory report and defend the proposed recommendations to the community partner.

CSL project

Community Partner: Municipality of Amsterdam and Knowledge Alliance Loneliness/VoorUit

Community Question: How to combat Loneliness in Amsterdam Nieuw-West?

Project description: Four groups all chose a different approach to address the community question. One group did a comparative case study to compare approaches to the problem of loneliness in The Hague, Rotterdam and Amsterdam. They conducted interviews with alderman that were responsible for policy on loneliness in the municipality of The Hague and Rotterdam to find the best initiatives that the municipality of Amsterdam can adopt and implement. Based on the findings in The Hague and Rotterdam, recommendations for the Municipality of Amsterdam included allocating long-term funds for the problem; creating a local network (as has been done in Rotterdam for elderly) for which money and power should be allocated to the city district council; and policy on loneliness should be a priority in the agenda setting as this was not always the case in the other cities.

Media Use in Organizational Contexts

Year: 2020-2021

Degree: Communication Science (bachelor)

Course code; L_AABACIW113 **Course coordinator**: E.M. Hoey

Timing: Period 5-6; **Credits**: 6 EC

Format of CSL: CSL as core part of the course

CSL theme: A variety of themes a project group can choose from

Description of course and CSL activity

The course aims **to train students in reflecting on organizations' use of different (online) communication modes to fulfill different tasks and to learn to conduct, interpret and analyze ethnographic data collection**. The course consists of a theoretical and a practical component that forms the CSL assignment. The practical component of this course is that students **explore how (online) media are being used within actual organizations and towards stakeholders** (e.g., clients). Students investigate this by making use of ethnographic research methods such as observations and interviews. Different organizations are involved which allows students to choose from varying research topics. Based on their findings, students write a policy advisory report that contains tangible and simple recommendations for the community partners that provide low-threshold opportunities to improve both their internal and external communication.

Assessment is based on two individual assignments and the advisory report.

CSL project

Community Partner: Taste Before You Waste and Food Council MRA

Community Question: How can we improve both the internal and external communication of our organization?

Project description: Students assessed the media use and communication of both organizations to answer the community question. Students conducted interviews with organization employees to gather information about their internal communication. Moreover, they analyzed the online media use for communication towards the organization's stakeholders. Used channels and platforms, and their content were analyzed based on aspects such as goal and function of platform usage; the way various stakeholders are informed and involved; and the way the organizations respond to stakeholders. Based on these analyses, students provided recommendations towards the organizations to improve internal communication such as how the organizations could use the various channels platforms in an effective way and how to interact with their stakeholders.

17 PARTNERSHIPS FOR THE GOALS

Religion and Sustainable Development

Year: 2020-2021

Degree: Religious Dimensions of Global Challenges (minor)

Course code: G_BATRSAL038; **Course coordinator**: dr. J.J. Hasselaar

Timing: Period 2; **Credits**: 6 EC

Format of CSL: CSL as core part of the course

CSL theme: A variety of SDGs a project group can choose from

Description of course and CSL activity

The course aims **to acquire students with basic understanding of the multifaceted intersections between religion and SDG-related societal, political and economic issues**. The course consists of a theoretical and a practical component that forms the CSL assignment. The practical component of this course is that students will **analyze interactions between religion, theology and academic disciplines and societal actors to develop a deeper understanding of and better (practical) responses to SDGs**. In 2020-2021 the assignments were developed together with four different societal parties: Kerk in Actie, AnimalWise, Tear Netherlands, and ABN AMRO which allowed students to choose from varying research topics. These societal parties wanted to understand the role of religion in achieving varying SDGs such as sustainability, preservation of animals/nature, reduced inequalities, and peace. Based on their findings, students write an academic paper or report and present their results to the community partner.

CSL project

Community Partner: ABN AMRO Bank

Community Question: Which insights from religious traditions can be used to support us in serving our purposes with regard to a better world?

Project description: ABN AMRO Bank has a specialized department that focuses on non-profit organizations such as charities and religious institutions. This department aims to assist these organizations in developing their (financial) assets in such a way that it generates revenue and contributes to the wishes of a better world. Religious organizations and ABN AMRO share their purpose in that they aim to act in a manner that promotes a better world for future generations. Now, ABN AMRO would like to know what they can learn from religious organizations to help them reach their purposes. Students performed a literature study into the history of ABN AMRO Bank and how their purpose came to be, and the views of various religious organizations on sustainable development. The students described how these views relate to the purpose of ABN AMRO and provided recommendations for ABN AMRO to learn from these views.

ABN·AMRO Bank

Management of Sustainable Innovation

Year: 2021-2022

Degree: Sustainability (minor)

Course code: E_DBI_MANSI; **Course coordinator**: dr. A. J. Porter

Timing: Period 2; **Credits**: 6 EC

Format of CSL: CSL as core part of the course

CSL theme: Food and Sustainability

Description of course and CSL activity

The course aims **to bridge theory and practice by applying theoretical insights to conceive new approaches to business that promote sustainable innovations**. The course consists of a theoretical and a practical component that forms the CSL assignment. Students apply theories on shared value, digital innovation, and stakeholder collaboration to examine contemporary cases and learn how to organize for sustainable innovation. The practical component of this course is that students **choose a single case study for which they conduct interviews and a literature search to answer the research question of the community partner**. In 2021-2022, four parties were involved: Green Business Club Zuidas, Startup in Residence, Sustainability Alliance, and van Amsterdamse Bodem which allows students to choose from varying research topics. Based on their findings, students write a policy advisory report in which they also defend their policy recommendations.

Assessment is based on a written exam, the advisory report, and evaluation of contribution to the course and group.

CSL project

Community Partner: Van Amsterdamse Bodem

Community Question: How can the motivation of sustainable food-related initiatives to share their knowledge be enhanced by participating in an online community engagement platform?

Project description: Van Amsterdamse Bodem struggles with increasing motivation of knowledge sharing of the connected food related initiatives. In this way, students aimed to contribute to the development of the platform as a central hub for Amsterdam. Students provided concrete recommendations to the community partner by analyzing existing theories on knowledge sharing and by conducting six semi-structured interviews with initiatives that joined the platform. Recommendations included that Van Amsterdamse Bodem should be clearer on its purpose and target audience on the website; that it should be easier for initiatives to participate on the platform; and Van Amsterdamse Bodem should play a more active role in building a community of food-related initiatives for which they should assign one community builder.

Feedback on the project

Teacher: *"The CSL element has been very important in supporting the course objectives of helping students understand and apply the theories of sustainable value creation and innovation in practice, and how to engage in effective co-creation practices for a more sustainable future."*

Therapy in Theory and Practice

Year: 2020-2021

Degree: Psychology (master)

Course code: **Course coordinator**: J. Fehribach

Timing: Period 1; **Credits**: 6 EC

**Format of CSL**: CSL as core part of the course

CSL theme: Loneliness

CSL project

Community Partner: Knowledge Alliance Loneliness/VoorUit

Community Question: What is the best way for new volunteers to approach and communicate with lonely residents?

Project description: Students carried out a literature search to help VoorUit with understanding how to best approach lonely residents. Based on their search, students made a training guide for volunteers on how to deal with people that experience loneliness. VoorUit aimed to use this information for educating new volunteers, therefore, the end products were a presentation and a report with practical tips. Practical tips focused on how to talk about loneliness; what questions to ask; and how to lower the societal stigma by using the SHARE approach. The main findings were the need for having an indirect approach, making it clear that the volunteer is not there to solve the problem; and the importance of involving health experts in complex situations. Next to the training manual, students also made a PowerPoint presentation that can be presented to volunteers or anyone else who is interested.
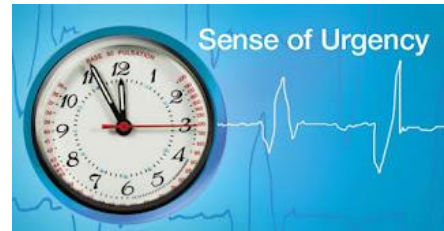
Analysis of Governmental Policy

Year: 2019-2020

Degree: Management of Policy Analysis and Entrepreneurship in

Health and Life Sciences (master)

Course code: AM_470571; **Course coordinator**: dr. P. Klaassen

Timing: Period 1; **Credits**: 6 EC; **Number of students**: approximately 160

Format of CSL: CSL as core part of the course

CSL theme: a variety of themes a project group can choose from

Description of course and CSL activity

The course aims to train students in providing policy advice for a complex social issue on the basis of interdisciplinary research. The course consists of a theoretical and a practical component. The practical part of the course forms the CSL assignment. Project groups write a **policy advisory report for an external community partner**. The projects focus on addressing complex social issues and concern a variety of topics. At the start of the course, students interview a community partner to explicate the question at stake. Based on the research question of the community partner, students first write a research proposal and after that they search for relevant stakeholders with different views to interview. At the end of the course, the students write **an advisory report and give a presentation to the community partner** in which they highlight the main results and defend the **proposed recommendations**. Assessment is based on teamwork, the advisory report and presentation.

CSL project

Community Partner: Sense of Urgency

Community Question: How do residents in the area of De Pijp Amsterdam envisage the sustainability and future-proofing of their living, both from the technological and social perspective? What barriers are there in a collaborative approach to sustainable climate control (heating, but possibly also cooling)?

Project description: One of the major challenges in energy transition is the replacement of gas-based heating by alternatives. Making this transition is, however, challenging and costly to do by yourself. Many of the alternatives require large, collective installations, which can only be achieved through alignment between different house owners, and between house owners and local government. Additionally, a large number of people in the Pijp rent their house from (social) housing cooperatives. The costs can potentially be reduced substantially when infrastructure (such as piping) is laid for multiple buildings at a time and collective buy-in allows for the adoption of larger scale solutions. Therefore, this project focused on understanding how to foster a sustainably heated (warm) neighborhood that is closely related to a cohesive (warm) neighborhood in which neighbors know each other and collaborate in the energy transition.

Internships with a CSL component

Internship: Science Business and Innovation

Author: P. Misdorp

Faculty: Faculty of Science

Level: Bachelor

Coordinator: S. Renooij, F.Willems

Partners: Gemeente Amsterdam Zuid

Time: 2020

Product: Poster, Report

Goal

This study examined how residential complexes in Buitenveldert, Amsterdam can become more sustainable. It has a focus on the residents of the neighbourhood that do not possess the knowledge of techniques for making the complexes sustainable. The research question goes as followed: In what way can existing residential complexes in the neighbourhood Buitenveldert become more sustainable in regards with energy saving and energy generation looking at the 3 representatives model complexes.

Method

A literature study followed by an empirical study with interviews, questionnaire and policy revision was conducted.

Conclusion

The conclusion was that the best way for complexes to become sustainable was to implement a quick-win measure in combination with a cavity wall isolation and a replacement of old glass. Addtionally, the best option for generating energy is to install solar panels in combination with a green roof.

Internship: Science Business and Innovation

Author: T. Kuiper

Faculty: Faculty of Science

Level: Bachelor

Coördinator: Dr. K.D. Augustijn

Partners: Gemeente Amsterdam stadsdeel Zuid, Vondeldorp

Time: 2020

Goal

This study examined the best method on how residential buildings in Vondeldorp, Amsterdam can become more sustainable. The buildings are built in between 1900 and 1925 and therefore have historic features which makes becoming sustainable more complex. The research question: In what way can houses in the neighbourhood Vondeldorp, built in the beginning of the 20th century, become more sustainable in the area of energy?

Method

Analysis of the current situation followed by a literature study was conducted. After feedback of the residents, internal interviews for potential energy saving technologies were held and additional interviews with companies who have worked with old buildings. Selection of the best measurements and a market comparison with prices and residential opinions were made. Measurements were compared according to 4 factors; technological, ecological, financial and law/-policy regulations whereafter they were fitted into political and social climate to see which measurement was the best.

Conclusion

The first step for more sustainable houses in Vondeldorp is improving the isolation. Especially isolation of roof, windows and floor. Isolation will result into a thermic shield. With isolation there needs to be taken into account the problems with moisture and the construction of the building. Organic materials like cork or lysine have a preference. There are various forms of isolation, it is advised to isolate from the outside and use Triple or HR++ windows. With historic glass or stained glass, the best option is to use front or rear windows. Additionally, various other measurements with less priority were mentioned.