

CBL/CBR Case Study Template for campusengage.ie

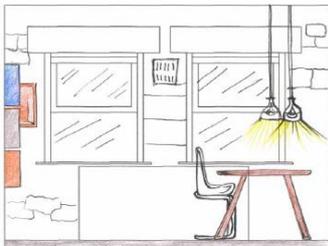
Community-based learning and research are academic approaches that seeks to engage and accredit students, within the curriculum, for working in partnership with civic and civil society organisations (CSOs) to act on local societal challenges.

Education for All

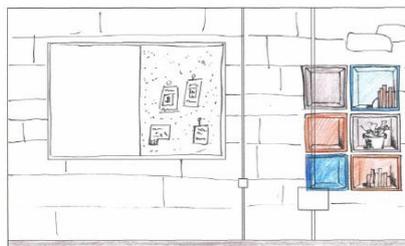
Project Title:	Interior Design proposals for spaces for young people with autism/Aspergers at EVE (Eastern Vocational Enterprises) - a programme within the HSE/Tuiscint
Brief overview of project: (60 max)	As part of the 'Colour & Perception' module on the BA Interior Design, 1 st year students are introduced to the basic principles of visual perception in the context of spatial enclosure. 25% of the module focuses on a 'Students Learning with Communities' project, in order to introduce these skills through a teambuilding brief with a community partner.
Community Partner(s):	Eve Ltd. (Eastern Vocational Enterprises), Emmet Rd., Inchicore, Dublin 8
Faculty:	Dublin School of Creative Arts , DIT
Brief outline on community-based learning/research activity (800 words max)	<p>Week 1 – groups of three/ four students are created and a group leader is elected. Students receive project brief.</p> <p>Week 2 – students go on a site visit to meet partners, have a cultural induction to the work, and photograph and survey.</p> <p>Week 3 – group studio work and informal feedback. Sometimes students go back to meet partners to interview staff and/or participants to inform the designs process further.</p> <p>Week 4 – group informal presentations, which community partner can attend.</p> <p>Week 5 – group studio work.</p> <p>Week 6 – studio work and groups practice presentations for community partner.</p> <p>Week 7 – presentations of final designs to community partner.</p>
Student learning outcomes: please list and detail the various learning outcomes e.g. effective communication, high level cognitive, intercultural, leadership, entrepreneurial agility, analytical and interpersonal skills, (set out in Ireland's National Skills Strategy 2025).	<p>Learning outcomes - Ireland's National Skills Strategy 2025</p> <ul style="list-style-type: none"> • Effective communication skills • High level cognitive activities • Leadership skills • Analytical and interpersonal • Problem solving skills. <p>'Colour & Perception' Module Learning Outcomes</p> <ul style="list-style-type: none"> • Comprehend and apply basic principles of visual perception in the resolution of 3D designs. • Produce, distribute and analyse a spatial appraisal survey. • Comprehend the role of colour and illusion in spatial enclosure.

<p>Community outcomes (Aims and Objectives): 800 word max</p>	<p>Some of the key outcomes noted by the community partners include:</p> <ul style="list-style-type: none"> • 1st year Design students and their lecturer inject new ideas, inspiration & energy into the work of staff and participants in a range of organisations. • The design brief is developed in collaboration with the partners and lecturer and are in a form which is useful to further the goals of organisation. • Consideration given to the social impact of the project. • It also felt a very equal partnership having both groups seeing and experiencing both locations. • It was very exciting and a real novelty as a charity to have such quality advice, design, vision and expertise provided to the services. • Some of the organisations have implemented some of the interior design solutions provided by 1st year students.
<p>Academic contact for further information:</p>	<p>Tracey Dalton, Design Lecturer tracey.dalton@dit.ie</p>
<p>High quality photo/ logo from project:</p>	<p>See below:</p>

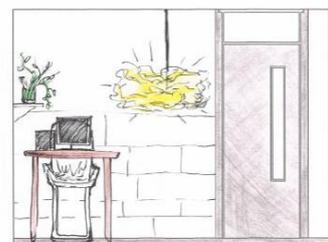




Exterior Wall Elevation
E.V.E. Careers Room Team II



Left Wall Elevation
E.V.E. Careers Room Team II



Back Wall Elevation
E.V.E. Careers Room Team II