





CampusEngage

Network for the Promotion  
of Civic Engagement  
in Irish Higher Education

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| <p><b>Student learning outcomes:</b></p>        | <p>The general learning objectives for the projects are:</p> <ul style="list-style-type: none"> <li>• Develop engineering skills through a self-directed project.</li> <li>• Develop a sense of commitment to local communities by making a contribution of time and expertise to an individual or community group.</li> <li>• Learn how engineers in-career make contributions to their communities.</li> <li>• Apply knowledge or skills learned in this module (and others) to a real-world context.</li> <li>• Produce a technical engineering report.</li> <li>• Deliver a high quality oral presentation on a particular subject.</li> </ul> <p>Furthermore, students also choose three additional specific learning objectives at the start of the project.</p> <p>The projects allow the students to achieve all of the programme outcomes specified for an accredited engineering degree. Furthermore, students recognise the long-term value of engaging with community partners, understanding their future role in the community as engineers, reinforcing the idea that their work can respond directly to real needs in the community.</p> |
| <p><b>Community outcomes:</b></p>               | <p>Community-Based Building Engineering Projects facilitate community users providing real learning problems for students, and community partners can benefit from the results. Evidence collected from the projects shows that, by creating Service Learning, the students' energy in learning can have a positive impact on the community. Their energy and enthusiasm can be better utilised by setting assignments as real community-based projects. The students get a sense of pride and satisfaction out of the knowledge that their work may be helping communities. The projects can increase the students' sense of ownership of their learning.</p>   |
| <p><b>Further Details &amp; Assessment:</b></p> | <p>Further Details and Assessment: Marks are allocated for the technical context and presentation of a written report and oral presentation. Marks are also allocated for the level of engagement with the student's community partner and for producing a report or outcome that relates directly to a real need in the community. The students must each complete a self-assessment marking sheet at the end of the project, which is marked by a grader (a teaching assistant or lecturer). The criteria in the self-assessment sheet relate to the learning outcomes.</p>  |
| <p><b>Credit weighting:</b></p>                 | <p>5 ECTS</p>  |
| <p><b>Academic Contact:</b></p>                 | <p>Dr. Magdalena Hajdukiewicz <a href="mailto:magdalena.hajdukiewicz@nuigalway.ie">magdalena.hajdukiewicz@nuigalway.ie</a></p> <p>Dr. Jamie Goggins <a href="mailto:jamie.goggins@nuigalway.ie">jamie.goggins@nuigalway.ie</a></p>   |
| <p><b>Additional materials:</b></p>             |  |