

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
					30	7
Module Title	Service Learning & Civic Engagement					

Service Learning and Civic Engagement

School Responsible:	School of Computing
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Module Overview:

This module is designed to help learners develop their understanding of how their behaviour as graduates and professionals can impact upon the world around them, including how their skills and abilities can and should be used with a sense of responsibility to improve the lives of others. As such, it meets the requirements of a modern liberal education, and is informed by the skills requirements of employers and professional accreditation bodies.

Learners will be required to participate actively and meaningfully in a six month long project, whereby they are immersed in an environment different to their typical environment. The learner must acquire sufficient knowledge and skills during this period to complete a project which meets a specific community need related to the learner's domain of study.

The precise details of the project are defined through negotiation with the module coordinator and a partner organisation, based in a disadvantaged community, a community in a developing country, or some similar environment. The partner organisation will be sourced by the module coordinator, and will typically be a voluntary or non-governmental organisation or charity.

Depending on their domain of study, the student may participate in a variety of activities during this time. Computing students, for example, may spend this time teaching basic computing skills to pupils or teachers. Others may teach English, for example, or use their domain skills for some activity agreed through negotiation with the module coordinator and the partner organisation.

The learner uses the experience to discover and assess a particular need of the partner organisation or community. The need must be related to the learner's domain of study, and will lead to the implementation of a project to address this need before the completion of the module.

The module is divided into four components, which can be completed in series or in parallel, or a combination of both, depending on the nature of the project and partner organisation. Similarly, the time periods allocated to the individual components will vary depending on the nature of the project. Crucially, all decisions relating to the design of the project will be made through negotiation between the learner, the partner organisation and the module coordinator.

The learner's personal development and ongoing reflection on their experience is intended to contribute to the development of their world-view and understanding of their current and future role in society. As such, the learner is required to negotiate a personal development plan and complete reflection tasks which inform and demonstrate their learning.

The key transferable skills of problem solving, written and oral communication, critical and creative thinking, teamwork, negotiation, and civic responsibility and engagement represent the core of this

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module. These skills are identified in numerous reports and investigations as the key skills expected of graduates by employers.

The aims of this module are to:

- Develop the learner's critical thinking, creative thinking and problem solving by presenting them with real problems in the real world.
- Require the learner to communicate effectively and with impact while interfacing with professionals and others.
- Encourage the learner to broaden their world-view and develop their understanding of their current and future role in society and their community.
- Facilitate the learner in developing their understanding of the potential role for the skills acquired from their specific domain of study in disadvantaged communities and societies.
- Develop the learner's organisational abilities and sense of responsibility, as required of all effective professionals.

Encourage personal reflection on the learner's values, motivation and contribution to society.

Learning Outcomes (LO):

On Completion of this module, the learner will be able to

1	Effectively communicate with others, using verbal, written and other means as required.
2	Develop strategies for identifying needs, assessing and defining problems, critically analysing potential solutions, and solving real world problems related to their domain of study.
3	Fully appreciate the importance of good timekeeping and time management, commitment and responsibility, personal presentation and professionalism in the work environment.
4	Work closely with others in a variety of roles and appreciate the value of working with, as well as for, others.
5	Identify and describe the role that their domain of study plays in the world, and how they, as professionals, can help in addressing the problems of disadvantage and exclusion in the modern world.

Indicative Syllabus:

The module is divided into four components, which can be completed in series or in parallel, or a combination of both, depending on the nature of the project and partner organisation. The time

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periods allocated to the individual components will vary depending on the nature of the project. All decisions relating to the design of the project will be made through negotiation between the learner, the partner organisation and the module coordinator.

Prior to the commencement of the project, interested learners must apply to participate in the module. Participants will be selected based on a number of criteria, including their existing commitment to voluntary work and social engagement, if any, their proven reliability and ability, and references. If selected, the learner usually will begin negotiating with the module coordinator regarding how they will meet the learning outcomes of the module. If required, the learner usually will begin fundraising at this point.

Preparation: Starting in semester 2 of the academic year (usually at the end of January or start of February) the learner will formally begin the module. The learner will complete negotiation of the learning contract and personal development plan with the module coordinator and partner organisation, and will commence a period of formal preparation. Preparation may include collection or design of learning and teaching materials, development of websites, accumulation of contacts, continuation of fundraising, organisation of travel, negotiation of services, learning of a language, completion of short courses, search of relevant literature etc.

Immersion: The learner will be based in a disadvantaged community or society for an agreed period of time. The learner will be supervised by members of a support organisation or network, approved by the module coordinator. The learner will carry out the work required of them as agreed in the learning contract. During this period the learner will assess the needs of the community with a view to suggesting a role for their domain of study in that community. As an example, electronic engineering students may assess the need for satellite or mobile devices, computing students may assess the need for improved selection of software in schools or colleges, other learners may assess the need for improved access to learning materials in schools or colleges. The precise details of the needs will not be known until the learner experiences the environment during the immersion component of the module.

Project: The learner will complete a project based on and informed by their experience during the immersion component. The learner may, for example, develop software, compile learning materials, complete documentation or anything else as agreed in their learning contract.

Completion: Coming at the end of the module, the learner may revisit the community to implement their project, or may hand over their project with required documentation to someone else who will continue the work. The learner will complete their submission of learning materials including, for example, reflection on critical incidents which occurred during the module.

Learning and Teaching Methods:

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- Class-based seminars and tutor-led group reflection sessions during the latter two stages.
- Self-directed site-based research and project work.
- Web-based research and literature analysis.

Supervision and feedback from the module coordinator and partner organisation.

Total Teaching Contact Hours

Total Self-Directed Learning Hours

Module Delivery Duration:

This module is normally delivered in the second semester and can extend into the summer.

Assessment

The learner is to participate in a personal development process, beginning with the development of a personal development plan. As part of this, the learner is required to select and employ an appropriate reflection model, to address their personal, academic and societal reflection which demonstrates their learning. This will be supplemented with the submission of a final report, documenting the learner's experience and personal development.

The quality of the project and feedback from the organisation with which they were working will contribute significantly to their assessment.

Specific details on the assessment weighting will be agreed with the learner as part of the negotiation their learning contract.

Assessment Type	Weighting (%)	LO Assessment (No.)
Continuous Assessment	100	1-5

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations

(b) Module Assessment Thresholds

(c) Special Repeat Assessment Arrangements

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Version No:		Amended By	
Commencement Date		Associated Programme Codes	

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Date of Academic Council approval

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