

Example 'theory of change' poster

Drivers for change	Enablers/resources	Processes/activities	Intended outcomes for funded project period	Longer-term aspirations	Anticipated impact
<p>1) Increasing legislation on sustainability which needs to be addressed in the curriculum</p> <p>2) Students often do not engage with social issues in their learning in engineering disciplines -social issues not currently addressed in teaching</p> <p>3) Employers find graduates ill-equipped for interdisciplinary teamwork</p>	<p>4) Project team collaborate to design interdisciplinary learning experience for students that is relevant to practice in construction design disciplines - assessed group design project - introductory programme including site visit</p> <p>5) Project team collaborate to develop sustainability learning resources in MOLE comprising a real life case study of development site -images and maps -perceptions of different stakeholders</p> <p>6) Support required from educational technology specialists for development of the MOLE resources (videos, image database, and their embedding in MOLE)</p> <p>7) Electronic resources need to be accessible and usable by students</p> <p>8) Copyright needed for reproduction and inclusion of appropriate material</p> <p>9) Access to development site is required</p> <p>10) Additional resources required -space for interdisciplinary activity -cash for site visit & visiting speakers</p>	<p>11) Teaching team integrate resources into interdisciplinary programme and relevant sustainability modules in participating departments - prior to interaction programme integration approach unique to each department</p> <p>12) Teaching team motivate and facilitate student engagement with introductory interdisciplinary programme, multidisciplinary team project work and learning resources</p> <p>13) Students engage in discipline specific learning activity, interdisciplinary programme and group work -student groups prepare a poster & presentation - contribution of poster & presentation to assessment & overall degree mark may be different for each department</p> <p>14) Students use developed MOLE resources to support their learning -presentation engaging -helps group project work</p> <p>15) Project team disseminate their experience of their engagement in the project</p>	<p>16) Students have a positive experience of the L&T approach -engaged them -enabled them to contribute to full potential -perceived meaningful to future practice</p> <p>17) Students achieve intended educational outcomes:- -awareness of sustainable development issues - ability to think more holistically about a design problem - skills in designing for sustainability -knowledge and awareness of different perspectives (inc. stakeholders) and contributions of different disciplines - awareness of issues of multidisciplinary team-working</p> <p>18) Good practice and transferable knowledge is developed in participating departments -use of e-learning resource -team approach to teaching -new and more active approaches to L&T - introduction of sustainability concepts into the curriculum - interdisciplinary approaches to sustainable development</p>	<p>19) Other departments also adopt resources and become involved in interdisciplinary L&T approach</p>	<p>20) Graduates in construction design disciplines have improved range of employability skills</p> <p>21) Innovative approaches to teaching and learning adopted elsewhere in departmental curricula</p> <p>22) A collaborative learning community is fostered across construction design disciplines</p>