



HEA Teaching and Learning Conference December 2024

Driving Changes in Teaching and Learning through Policy and Innovation

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Undergraduate Learning Experiences from Engaging in an Interfaculty Cross - Disciplinary Learning Activity - Engineers act as Expert Witness in Moot Court

Name of Institution/Organisation	Aims/Objectives
University of Limerick	<p>Most professional programmes taught at university are delivered using a siloed approach. Medical doctors are educated by and with doctors, engineers with engineers, lawyers with lawyers and so on. In the working world however, these professions ultimately end up interacting be it an engineer working with a doctor to develop a design brief for a new hospital or an engineer advising a lawyer on the merits of their case involving a construction failure. Each profession has its own rigour and its own language. This initiative aims to:</p> <ul style="list-style-type: none"> • Encourage diverse professions to interact as part of their formal education. • Broaden understanding of other professions. • Learn the key terminology of respective professions so effective communication can take place. • Provide a meaningful context for learning the substance and skills of the profession using real case histories. • Develop organisational and collaborative skills. • Develop enthusiasm and motivation for learning.
Who led the initiative?	
Dr Declan Phillips from the School of Engineering & Eoin Quill from the School of Law	
Date and timeframe of the initiative	Rationale and Identified Needs
The case study presented in this document has been running for the past thirteen years. It takes place in the autumn semester and runs over the entire semester.	<p>The rationale stemmed from Declan Phillips' reflections on how his undergraduate education as a structural engineer served him in professional practice. These ponderings convinced him that a change from the traditional didactic approach (adopted in most third level institutions) to a more constructivist or student-centred approach would result in better graduate outcomes. By employing these approaches, graduates would develop the ability to solve open-ended complex challenges by working collaboratively in small groups, supported by 'just in time' content delivery and the requirement to frequently communicate their work in public fora. With these criteria in mind, he assembled the case data from numerous forensic engineering projects from his time working in industry.</p> <p>Moving to the University of Limerick he met a kindred spirit in Eoin Quill. Eoin had just acquired a new moot court and was seeking to use it to maximum effect in his teaching of tort law – out of this, our sustained collaboration was born.</p>
What was the reach of the initiative?	Frameworks, Policies, or Strategies Aligned (internal, local or national)
The collaborative project involves final year civil engineering students and final year construction management students (circa 110 students). These students work with approximately the same number of second year students studying tort law. The initiative reaches 230 students each academic year.	<ul style="list-style-type: none"> • Aligns with the strategic priorities of the National Forum for Teaching and Learning (Our Priorities - National Forum for the Enhancement of Teaching and Learning in Higher Education) in that it promotes the skills required for student success and implements teaching across disciplines. • Progresses Action for Wisdom: Learning, Teaching and Assessment strategy 2022-27 in particular the strategic aim of encouraging sustainable inter-/cross-/ trans-disciplinarity through innovative assessment approaches that develop student skills. • Develops the strategic aim of embedding the University of Limerick's graduate attributes, namely, Articulate, Agile, Courageous, Curious and Responsible people (The UL Graduate Attributes University of Limerick)



Categories	Elements	Topics	Target Groups
			Students
	Innovation in Teaching		Staff
	Professional Development		
		Student Engagement and Partnership	
		Collaborative and Interdisciplinary Approaches	