



UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

UL PRACTICUM



2016

Student Resource Pack



WELCOME



Welcome to the Practicum at the University of Limerick. We are pleased that you have chosen to undertake this module with us and hope that you find your time at the University of Limerick exciting and enriching both intellectually and socially.

The Civic Engagement Office is committed to facilitating students' personal and professional development within a supportive, respectful and flexible environment. We strive to demonstrate the qualities of openness, balance, rigorous scholarship, research and respect for diversity and creativity. We believe that successful completion of this practicum is a foundation on which you can build many other skills and knowledge appropriate to your future career opportunities. We do hope you will find the module both stimulating and enjoyable.

The purpose of this handbook is to provide you with information about the Practicum and to direct you to other sources of information about undertaking this module at the University of Limerick. Further information about the Practicum can be found on www.ul.ie/engage.

This handbook should be read in conjunction with the Mature Student Handbook, which is available online at: www.ul.ie/admissions and the Student Handbook - Student Academic Administration, which is available online at www.ul.ie/studentacademicadmin/. These resources contain important information, which will support your endeavours as a student on the programme and hopefully enable you to make better use of the opportunities offered to you during your time with the University.

OVERVIEW



What is the UL Practicum?

The UL Practicum provides curriculum based accredited learning that deploys academic expertise in response to identified community needs, in the context of applied community projects, designed and implemented by collaborative teams comprising UL Staff, Community Partners and Students.

Who is it for?

Communities and Academics work together with students on collaborative projects. Undergraduate and Postgraduate students are eligible to participate, subject to approval by Programme Course Director and/or Home institution.

Why do it?

The UL Practicum enables UL Staff and students and Communities to come together as partners to: address identified community needs; transform learning and develop UL graduate attributes; and to carry out best practice community oriented research.

BR4104 UL PRACTICUM SPRING 6 ECTS

Practical Politics for Civic Engagement

ECTS Weighting: 6 ECTS

Practicum Partners: President of Ireland Ethics Initiative, Yes Equality Ireland Limerick Campaign, Department of Politics and Public Administration.

Academic Contact: Maura Adshead, Room F1027. **Email:** Maura.Adshead@ul.ie

Practicum hours: In line with all ECTS modules, you should expect to spend up to 10 hours per week, divided between contact time and private study/ field work.

Practicum Student Placements on this project: 20

Module Outline

The UL Practicum comprises two distinct but related parts relating to: the Academic project brief provided by your Academic module leader; and the Community project brief, provided by ULEngage. This course outline gives details of both (see below).

Introduction

The UL Practicum enables students to engage in faculty-designed bespoke research projects and civic engagement in collaboration with external community partners. Drawing upon the practical experiences gained in the community projects engaged in by staff at the department of politics and public administration and other like-minded initiatives in other departments and faculties, the UL Practicum is conceived of as mechanism by which staff and students across all of the university (ie in cross-disciplinary teams and projects) may: engage with practical problems; build the core values of the institution; communicate the relevance of university research; and transform learning.

Aims and Objectives

This module will provide students with practical experience, generic skills development (such as applied research work, team work, problem-solving and project work) as well as the experience of being part of a multi- or inter- disciplinary team. It will enable them to apply the disciplinary knowledge that they have learnt to multi-faceted real-world problems. Students will: take part in problem identification and ideation; develop a deeper understanding of academic issues areas and problems in consultation with external stakeholders; work towards solutions in collaboration; implement identified changes and evaluate outcomes. A reflective practice will underpin the student experience throughout.

Learning outcomes

- Develop the capacity to apply curriculum-based knowledge in a real-world setting.
- Develop competence to work effectively as a member of a multi-disciplinary team in collaboration with external community stake-holders
- Develop project work and problem solving skills
- Develop competence in conveying ideas clearly and effectively to a range of different stake-holders in different organizational and/or community or cultural settings contexts.
- Explore issues of social responsibility, ethical practice and in sustainable community contexts.

- Develop the capacity to see new opportunities to address commonly identified issues/ problems within the community
- Recognize the capacity of those outside their own area of expertise to deliver their own professional and/or experiential expertise into collaborative project work.

Course Structure

The programme comprises four key parts: the academic curriculum; student-centred development of UL attributes; community placement/fieldwork; and evaluation.

The academic curriculum is designed by the academic staff member leading your project. In contrast to an introductory or survey course, this curriculum typically takes a single topic and offers a ‘deep learning’ experience, using out of the classroom problem-based and experiential learning to add new insights to established academic arguments and issues. Much of this learning is self-directed, under the supervision of your academic project leader, but enabling you to control the direction of your academic studies in consultation with UL staff.

UL Graduate Attributes – *knowledgeable, proactive, creative, responsible, collaborative, articulate*

In addition to the academic content of your programme, the UL Practicum offers an opportunity for students to learn a variety of important transferable skills in a supported environment. UL Practicum Project planning includes an opportunity for students, as well as communities, to identify the expertise and skills that they wish to develop. The UL Practicum offers students a personalized learning experience that, as far as is possible, enables students to develop areas of competence that they identify as gaps in their own experience.

The community placement

One to one supervision of the project work is carried out by the responsible academic for your project. The involvement of your Practicum Partners is contingent on the parameters of each individual Practicum Project and negotiated during the first part of the programme in the general project set up. You may be required to sign a community learning partnership agreement, detailing the responsibilities of the academic department, of the community hosts, and agreed guidelines for your participation in the programme.

Project Evaluation

All UL Practicum Projects include a mandatory evaluation of the project by all partners to the collaboration.

ASSESSMENT

There will be two assessments points to this module, one concerning the academic content of the Practicum Project and the other providing a space for reflective learning about the process of the UL Practicum. Each elements are comprises 50% of your final grade.

Practicum Assessment

The empirical work for this project will offer students an opportunity to engage first hand with many of the issues facing contemporary Ireland and will introduce students to different ways of communicating with people about the issues that matter to them.

- Applied research skills in practical contexts including:
- community forums and meetings
- Focus groups and interview work
- Election issues research
- Citizen engagement strategies and facilitation techniques
- Political education,
- collaborative project design and implementation.

You will also be required to carry out a number of practical tasks associated with these projects. Additionally, All UL Practicum Projects include a mandatory *ex-ante* evaluation of the project by all partners to the collaboration.

1. Complete a reflective journal
2. Complete a short student case study documenting your practicum experience
3. Contribute to group facilitation, data harvesting and /or transcription
4. Participate in and complete project evaluation.

Academic Assessment

Using your assigned literature review, outline what you think are the key issues regarding citizen participation, engagement and voter turnout? To what extent were these reflected or exemplified in your empirical work?

UROP students may substitute their own research project for assessment, provided it has been agreed by prior arrangement with relevant academic supervisors.

Repeat Exam

Students who fail this module will not be eligible for a repeat exam. Students who fail a UL Practicum must repeat an alternative elective module offered by the university, subject to their own course board / home university approval.

UL Practicum Lectures, workshops and meetings

The UL Practicum is not like regular modules. The module will require attendance at some combination of lectures, tutorials, workshops and community meetings. Some of these will be taken jointly with community partners and may occur outside normal student academic scheduled hours. The contact hours for a UL Practicum are comparable to those of a regular academic module with the same ECTS credit weighting. However, the organisation of these hours may vary throughout the module, in accordance with the needs of the project. You may also be required to attend some scheduled lectures as required by your academic module leader. Generic training for students engaged in UL Practicum projects is provided by the ULEngage Unit.

STUDENT PRACTICUM WORKSHOPS

Students will engage with three facilitated workshops over the Semester. Practicum workshop details as well as introductory lectures to this project are listed below. Other meetings will be negotiated with the team as part of the project planning.

WORKSHOP	DATE	TIME	LOCATION
WORKSHOP ONE	27 th January, 2016 [1]	12pm – 2.00pm	EM009
	3 rd February 2016 [2]	12pm-2pm	EM009
	4 th February 2016 [2]	12pm-2pm	C1063
WORKSHOP TWO	10 th February, 2016 [3]	12pm – 2.00pm	EM009
WORKSHOP THREE	2 nd March 2016 [6]	12pm-2pm	EM009

WORKSHOP ONE

The UL Practicum programme brings together all project partners at the beginning of the project in order to foster a collaborative and co-operative partnership, which supports student autonomy and responsibility, enables the setting of realistic expectations for project outputs and outcomes, and provides an opportunity to negotiate the ways in which the project outputs will be delivered and disseminated in academic and non-academic forums and for a. A joint project evaluation at the end of the UL Practicum provides an opportunity for reflection about the lessons that have been learned, and the outputs that have been achieved.

WORKSHOP TWO

This workshop will provide a space to review your progress and share your Practicum experience with other Practicum students. The workshop is centrally concerned with providing strategies to develop opportunities and overcome challenges in the work being undertaken in your Practicum placement. The workshop will address specific issues in community work, such as planning for outcomes, expectations management and communicating with confidence in different community contexts.

- Develop competence to work effectively as a member of a multi-disciplinary team in collaboration with external community stake-holders
- Develop project work and problem solving skills
- Develop competence in conveying ideas clearly and effectively to a range of different stake-holders in different organisational and/or community or cultural settings contexts.

WORKSHOP THREE

This workshop introduces participants to the core principles of 'Engaged Scholarship', in terms of its implementation for community based learning and community oriented research. Partnership working partnership principles, agreements, roles and responsibilities. How community oriented scholarship differs to traditional scholarship; who are your partners and what are their needs; ethical considerations Graduate attribute development. Progress reports.

LIMERICK BE HEARD! PROJECT BRIEF

Mission

To establish Limerick as the place where politics can be conducted differently – in a way that is inclusive, creative, subversive, diverse, respectful and even fun.

Rationale

Higher voter turnout correlates with other positive socio economic indicators and lower voter turnout often correlates with social exclusion. This campaign is designed to contribute positively to personal and community capacity building to develop political understanding and citizen engagement.

Guiding Principles

Organized from the bottom up in a collaborative partnership. The principles agreed are:

We do not advocate for any independent or party political candidacy.

We are inclusive and representative of all who wish to engage with this project

We wish to support diverse engagement from all walks of life, ages, backgrounds etc.

We will be tolerant and respectful of differences of opinions and views.

Objectives

- To establish the architecture of engagement that enables as many people as possible to participate in an inclusive, respectful dialogue, about the things that matter to them.
- To develop Limerick as an innovative example for the rest of the country of doing politics differently.
- To create a model of political engagement where citizens feel confident and comfortable to have their say about what matters to them.
- To provide the identified supports and resources necessary to help implement this model.
- To respond to identified needs of community groups and organizations who wish to strengthen their capacity to make politics responsive and inclusive to ordinary citizens.
- To provide educational experiences for students across the educational spectrum to develop civic responsibility, communication to operate as citizens of the future.
- To provide research outputs associated with project activities.

LIMERICK BE HEARD

PROJECT

LEARNING

RESEARCH

RESOURCES

Location: Limerick wide
Project Leader: Maura Adshead
Contact: Maura.Adshead@ul.ie

WHAT WE'RE DOING

Limerick Be Heard is a community collaboration between Limerick Youth Service, Limerick Comhairle na Nog, the Department of Politics and Public Administration and UL Engage. The project is designed to increase civic engagement and political participation in the context of the Spring 2016 Irish General Election. As part of its contribution to this project, the Department of Politics and Public Administration is administering the Limerick Election Study - a randomized survey of issues and opinions in Limerick City and County. The Department is also offering a number of interactive workshops on the electoral system and voting. Voter turnout after this campaign will be measured against the baseline set in the 2011 General election. Qualitative insights into the impact of the campaign will also be collected. For details about what we measure and how, see the project website at:

WHY ARE WE DOING IT

Higher voter turnout correlates with other positive socio economic indicators and lower voter turnout often correlates with social exclusion. This campaign is designed to contribute positively to personal and community capacity building to develop political understanding and citizen engagement.

WHO WE'RE WORKING WITH

Limerick Youth Service; Limerick Comhairle na Nog, UL Engage and the Journalism Unit, UL.

HOW WELL ARE WE DOING

This initiative is organized from the bottom up in a collaborative partnership, committed to the following principles: we do not advocate for any independent or political party candidate; we are inclusive and representative of all who wish to engage with this project; we wish to support diverse engagement from all walks of life, ages and backgrounds etc; we will be tolerant and respectful of different opinions and views. The project is overseen by an Advisory Board constituting representatives from the range of participating interests. The Advisory Board supports the work of this project by providing feedback, advice and ideas to the project participants. Community Evaluation of the project is designed into the project from start to finish.

LIMERICK BE HEARD

PROJECT

LEARNING

RESEARCH

RESOURCES

Module Code:	BR4104 AHSS SPRING PRACTICUM
Credits:	6 ECTS
Practicum Placements:	20
Faculty:	AHSS
Department:	Politics and Public Administration
Contact:	Maura.Adshead@ul.ie

WHAT WILL YOU DO ON THIS PRACTICUM?

In addition to academic work on the Irish electoral system and political participation, students on this project will provide practical support to the Department of Politics and Public Administration's support to the Limerick Be Heard! initiative. Practicum students will be assigned responsibilities by the Limerick Be Heard project team. Students will be expected to provide practical supports to the project including: survey questionnaire administration; survey questionnaire data entry and analysis; workshop facilitation; social media and public profiling of the project; or other such tasks as are necessary to complete the project. These may include, for example: the creation of campaign materials, facilitation of workshops, canvassing or other forms of campaign communication; and other such activities as directed by the assigned community representative for this project.

WHY WILL YOU DO THIS WORK?

This module is designed to provide both a theoretical and empirically based understanding of contemporary Irish politics; political engagement and campaign management strategies. Students on this module will gain an in-depth and experiential understanding of how political campaigns work, what makes them succeed and what kinds of difficulties might be encountered along the way. Alongside the academic module content, the Limerick Be Heard! project offers students a unique learning context, designed to provide experiential insights into academic arguments and facilitate students in developing UL Graduate Attributes.

WHO WILL YOU BE WORKING WITH?

The academic project leader for this Practicum is Dr Maura Adshead, Room F1027, Foundation Building. Email: Maura.Adshead@ul.ie. On this project, you will be part of a team comprising 5 academic staff and community representatives from collaborating community organizations and associations (see list of partners for this project). Your academic work will be supervised by the responsible academic assigned to this project. Your practical work will be directed by the project representative assigned to this project. This is a large-scale project, designed to take up to 20 UL Practicum Students.

HOW WILL YOUR WORK BE EVALUATED?

All UL Practicum modules are assessed in two parts, comprising 50% each: Academic Assessment - one end of term paper combining your practical knowledge of this project with the academic perspective on this topic. Practicum Assessment - your personal input into this project will be negotiated with you and the team. Following this plan, you will be assessed on your capacity to deliver on the project tasks for which you have been assigned responsibility.

LIMERICK BE HEARD

PROJECT

LEARNING

RESEARCH

RESOURCES

Project Keywords:

Limerick Election Study; Irish politics; political engagement

Project Leader:

Maura Adshead

Contact:

Maura.Adshead@ul.ie

WHAT IS THE RATIONALE FOR THIS PROJECT?

Limerick Be Heard is a community collaboration between Limerick Youth Service, Limerick Comhairle na Nog, the Department of Politics and Public Administration and UL Engage. The project is designed to increase civic engagement and political participation in the context of the Spring 2016 Irish General Election. The Limerick Election Study will comprise 400 survey questionnaires administered to persons randomly selected from the Limerick City and County electoral register prior to the election and 400 survey questionnaires administered to persons randomly selected from the Limerick City and County electoral register after the election. A much shorter version of the survey will be administered to participants in the community workshops and voter seminars in order to gauge whether or not these interventions have any discernible impact on political engagement and voter intentions.

WHY IS THIS PROJECT NECESSARY?

Research indicates that higher voter turn-out correlates with other positive social capital indicators, which are important indicators for health and well-being. This project is interested in contributing to positive political engagement and education, with a view to combatting citizens' feelings of isolation and exclusion from the political process, and from politics more generally as a form of active civic engagement.

WHO IS COLLABORATING ON THIS PROJECT?

Limerick Be Heard is a community collaboration between Limerick Youth Service, Limerick Comhairle na Nog, the Department of Politics and Public Administration and UL Engage. This initiative is organized from the bottom up in a collaborative partnership, committed to the following principles: we do not advocate for any independent or political party candidate; we are inclusive and representative of all who wish to engage with this project; we wish to support diverse engagement from all walks of life, ages and backgrounds etc; we will be tolerant and respectful of different opinions and views.

HOW IS THIS PROJECT BEING EVALUATED?

The project is overseen by an Advisory Board constituting representatives from the range of participating interests. The Advisory Board supports the work of this project by providing feedback, advice and ideas to the project participants. Community Evaluation of the project is designed into the project from start to finish.

RESEARCH ETHICS APPLICATION FORM

Dáin, Daonnachtaí agus
Eolaíochtaí Sóisialta
Arts, Humanities and
Social Sciences



FOR OFFICE USE ONLY: Application number

A guide to completing this form can be found at www.ul.ie/artsoc/ethics

SECTION ONE: APPLICATION DETAILS

1.1 APPLICANT TYPE:

Faculty/Staff Student

1.2 APPLICATION TYPE:

New application Resubmission

1.3 If this application is a resubmission, please quote reference number: (e.g. 2014_01_01_AHSS)

1.4 PROJECT TITLE:

Limerick Election Study

1.5 FUNDING BODY: (If any)

1.6 NAME OF PRINCIPAL INVESTIGATOR:

Maura Adshead

1.7 OTHER INVESTIGATORS AND AFFILIATIONS:

Rory Costello, PPA
James McBride, PhD student, PPA

1.8 UL EMAIL ADDRESS

Maura.adshead@ul.ie

1.9 DEPARTMENT:

Politics and Public Administration

1.10 ID NUMBER (STUDENTS ONLY)

1.11 PROGRAMME OF STUDY (STUDENTS ONLY)

1.12 SUPERVISOR'S NAME (STUDENTS ONLY)

NOTE: Supervisors are responsible for ensuring their students fill in this form correctly and that all ethical areas have been considered.

1.13 The information in this application form is accurate to the best of my knowledge. I undertake to abide by the ethical principals outlined by UL ethics policy. If this proposal is approved by the AHSS Ethics Committee, I undertake to comply with any conditions required by the Committee. I agree to complete the research contained within this application within one calendar year of approval by the AHSS Ethics Committee. I confirm this application is complete with all required documentation and signatures. I confirm that all appendices have been placed into one single electronic document.

Yes No

PRINCIPAL INVESTIGATOR SIGNATURE

DATE

SUPERVISOR or HEAD OF DEPARTMENT SIGNATURE

DATE

SECTION TWO: DESCRIPTION OF RESEARCH STUDY

2.1 Purpose of research (300 words maximum)


Limerick Let's Be Heard is a community collaboration between Limerick Comhairle Na Nóg, Limerick Youth Services, UL Engage and the Department of Politics and Public Administration. The project is designed to increase civic engagement and political participation in the context of the forthcoming General Election. The project is governed by an Advisory Board comprising representatives from the communities involved (Catherine O'Halloran, Ballynanty Family Resource Centre, Mary McCusker, Limerick and Clare Womens' Traveller Health programme, Conor Ryan, Hatch LK, Robert Hutchinson, Unite the Trade Union, plus staff and volunteers from Limerick Comhairle Na Nóg, the Limerick Youth Service and the Department of Politics and Public Administration, UL). This initiative is organized from the bottom up in a collaborative partnership, which is committed to the following principles:

We do not advocate for any independent or party political candidacy.

We are inclusive and representative of all who wish to engage with this project

We wish to support diverse engagement from all walks of life, ages, backgrounds etc.

We will be tolerant and respectful of differences of opinions and views.

As part of its contribution to Limerick Let's Be Heard, the Department of Politics and Public Administration will administer the Limerick 

2.2 Research methodology. This must detail how you will interact with your research subjects (focus groups/interviews/online surveys etc). (300 words maximum)

The Limerick Election Study will comprise 400 survey questionnaires administered to persons randomly selected from the Limerick City and County electoral register prior to the election and 400 randomized surveys administered to persons randomly selected from the Limerick City and County electoral register after the election. A much shorter version of the survey will be administered to participants in the community workshops and voter seminars in order to gauge whether or not these interventions have any discernible impact on political engagement and voting intentions.

Students from the University of Minnesota Undergraduate Research Opportunities Programme (UROP) have already been recruited to assist in the collection, coding and analysis of the survey data.

University of Limerick students from Irish Government and Politics Module (PO4013) will be afforded the opportunity to participate in the Limerick Let's Be Heard initiative as part of their PBL practical assignments under the direction and supervision of the PO4013 module leader, Diarmuid Scully.

2.3 Sample questions. Sample questions for interviews/focus groups should be included. You may attach a separate document as part of your appendices file if necessary.

Questions will be taken from existing question banks of electoral studies, including examples such as:

How interested are you in information about what's going on in government and politics?

[lickert scale]

The last general election took place in February 2011. Do you remember for sure whether or not you voted in that election?


Yes, voted

No did not vote

Cannot remember

Not eligible

Are you satisfied that the issues of concern to you are being discussed in this general election?

What do you believe are the three most important issues in Limerick that should be considered in the general election? 

SECTION THREE: ETHICAL ISSUES

 Answer 'yes' or 'no' to the following questions.

HUMAN PARTICIPANTS

Does the research proposal involve:

- Working with participants over 65 years of age? Yes No
- Any person under the age of 18? Yes No
- Adult patients? Yes No
- Adults with psychological impairments? Yes No
- Adults with learning difficulties? Yes No
- Adults under the protection/ control/influence of others (e.g. in care/prison)? Yes No
- Relatives of ill people (e.g. parents of sick children) Yes No
- People who may only have a basic knowledge of English? Yes No
- Hospital or GP patients recruited in medical facility? Yes No
- The use of human tissue/ samples? Yes No

SUBJECT MATTER

Does the research proposal involve:

- Sensitive personal issues? (e.g. suicide, bereavement, gender identity, sexuality, fertility, abortion, gambling) Yes No
- Illegal activities, illicit drug taking, substance abuse or the self-reporting of criminal behaviour? Yes No
- Any act that might diminish self-respect or cause shame, embarrassment or regret? Yes No
- Research into politically and/or racially/ethnically and/or commercially sensitive areas? Yes No

RESEARCH PROCEDURES

Does the research proposal involve:

- Use of personal records without consent? Yes No
- Deception of participants? Yes No
- The offer of large inducements to participate? Yes No
- Audio or visual recording without consent? Yes No
- Invasive physical interventions or treatments? Yes No
- Research that might put researchers or participants at risk? Yes No
- Storage of results data for less than 7 years? Yes No

AREAS OTHER THAN HUMAN

Does the research proposal involve:

- Use of animals? Yes No
- Military technology? Yes No
- Hazardous biological materials? Yes No
- Genetic modification? Yes No
- Nuclear reaction? Yes No
- Any field that may bring the University adverse attention? Yes No

If you answered YES to the question above, please specify why:

If you have answered NO to all questions, you do not need to complete Section Four. Please go to Section Five.

If you have answered YES to any question, you must fill in SECTION FOUR.

This Ethics application was passed by the AHSS Ethics Committee, University of Limerick in December 2015

READING LIST

There follows two reading list to give you an academic context for the different dimensions of this project. The first reading list relates to citizen engagement in theory and in practice in Ireland. The second lists relates to the Irish electoral system, political parties and voting behaviour..

(see also articles uploaded on the Sulis site)

Reading Citizen Engagement

Adshead, Maura (2012) 'Referendum result hasn't settled debate on contentious issue', *Irish Examiner*, June 7 2012 available at: <http://www.irishexaminer.com/opinion/kfsngbeygboj/>

Adshead, Maura (2014) 'The Politics of the Constitutional Convention' in, T. Dorgan (Ed.) *Foundation Stone, notes towards a constitution for a 21st century Republic*, Dublin: New Island books, pp.14-41

All NESF publications (opinions, research reports and occasional papers) can be accessed and downloaded free at: NESC.ie

ADSHHEAD, M. & MCINERNEY, C. 2009 'From Exclusion to inclusion? Reflections on the Celtic Tiger', *Social Policy Working Paper* No. 10, Sept. 2009, Brotherhood of St Laurence/ Centre for Public Policy, University of Melbourne, +24pp

BARBER, B. R. 1984. *Strong Democracy: Participatory Politics for a New Age*, Berkeley, University of California Press.

BARRY, B. 2005. *Why Social Justice Matters*, Cambridge, Polity Press.

BENHABIB, S. (ed.) *Democracy and Difference: Contesting the Boundaries of the Political*. New Jersey: Princeton University Press.

BERESFORD, P. & HOBAN, M. 2005. Participation in anti poverty and regeneration work and research: Overcoming barriers and creating opportunities. York: Joseph Rowntree Foundation.

Brandenberg, Heinz (2011) 'What Gives Politics Such a Bad Name?', *Irish Political Studies*, 26/4.

BURTON, P., GOODLAD, R., CROFT, J., ABBOTT, J., HASTINGS, A. & MACDONALD, G. 2004. What Works in Community Involvement in Area-based Initiatives. London: Home Office.

COHEN, J. & ARATO, A. 1994. *Civil Society and Political Theory*, MIT Press.

COHEN, J. & FUNG, A. 2004. Radical Democracy. *Swiss Political Science Review*, 10, 23-34.

CORNWALL, A. & COELHO, V. S. 2004. New Democratic Spaces: The Politics of Institutionalised Participation. *Institute of Development Studies Bulletin* [Online], 35.

CORNWALL, A. 2002. Making spaces, changing places: situating participation in development. Working Paper 170. Sussex: Institute of Development Studies.

- Crowley, Niall (2013) 'Lost in austerity: rethinking the community sector', *Community Development Journal*, 48/1: 151-157
- Desmond, Barry (1975) 'The Houses of the Oireachtas – a plea for reform, *Administration*, pp.423-444
- DRYZEK, J. S. 1996. Political inclusion and the dynamics of democratization. *American Political Science Review*, 90, 475-487.
- Farrell D, O'Malley E Suiter J. (2013) 'Deliberative Democracy in Action Irish-Style: The 2011 "We The Citizens Pilot Citizens" Assembly', *Irish Political Studies*
- FRASER, N. 1990. Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy. *Social Text*, 25/26, 56-80.
- FUNG, A. & WRIGHT, O. W. 2001. Deepening Democracy: Innovations in Empowered Participatory Governance. *Politics and Society*, 29, 5-41.
- Gallagher, Michael (2011) 'Parties and Referendums in Ireland 1937-2011', *Irish Political Studies*, 26/4.
- Gallagher, Michael and Michael Marsh (eds)(2011) *How Ireland Voted 2011: The Full Story of Ireland's Earthquake Election*, Basingstoke: Palgrave Macmillan
- Gaynor, N. (2009). 'Deepening democracy within Ireland's social partnership', *Irish Political Studies*, 24/3: 303–19.
- GOVERNMENT OF IRELAND 2000. White Paper on a Framework for Supporting Voluntary Activity and for Developing the Relationship between the State and the Community and Voluntary Sector. In: DEPARTMENT OF SOCIAL AND FAMILY AFFAIRS (ed.). Dublin: Stationary Office.
- GOVERNMENT OF IRELAND 2012. Putting People First - Action Programme for Effective Local Government. In: DEPARTMENT OF THE ENVIRONMENT, C. A. L. G. (ed.). Dublin: Stationary Office.
- Hardiman, Niamh (2010) 'Institutional design and Irish political reform', *Journal of the Statistical and Social Inquiry Society of Ireland*, 39: 53-69
- Harris, C. (2012). Democratic innovations for engaging and empowering citizens, available at: [Http://www.ucc.ie/en/government/DemocraticReport.pdf](http://www.ucc.ie/en/government/DemocraticReport.pdf)
- Harris, C., Carney, G. and Farrell, D. (2013) 'Rule by the people? Alternative perspectives on citizen participation in democratic policy making', *Administration*, 60/3: 201-209 available at: http://ipa.ie/pdf/Admin60_3/RulebythePeople.pdf
- HARVEY, B. 2008. Community Sector Funding. Report commissioned by a consortium of anti poverty networks.
- Hendricks, C. M. (2006) 'Integrating deliberation: Reconciling civil society's dual role in a deliberative democracy', *Political Studies*, 54: 486–508.
- HOUSE, J. D. & MCGRATH, K. 2004. Innovative Governance and Development in the New Ireland: Social Partnership and the Integrated Approach. *Governance: An International Journal of Policy, Administration and Institutions*, 17, 29-57.

- HUGHES, I., CLANCY, P., HARRIS, C. & BEETHAM, D. 2007. *Power to the People: Assessing Democracy in Ireland*, Dublin, TASC.
- JENSEN, M. J. 2006. Concepts and Conceptions of Civil Society. *Journal of Civil Society*, 2, 39-56.
- JONES, E. & GAVENTA, J. 2002. Institute of Development Studies Development Bibliography 19. Concepts of Citizenship: A review. Brighton: Institute of Development Studies.
- KIRBY, P. 2004. Globalisation, the Celtic Tiger and Social Outcomes. *Globalisations*, 1, 205-222.
- Larragy, Joe (2002) 'Through the lens of civil society: a perspective on social partnership in Ireland' in, S. Healy and B. Reynolds (eds) *Social partnership after the Celtic Tiger*, Dublin: CORI
- Larragy, Joe and Bartley, Brendan (2007) 'Transformations in Governance'. In: Brendan Bartley and Rob Kitchin (eds.) *Understanding Contemporary Ireland*, Pluto: London.
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ADDITIONAL RESOURCES

On LINE MODULE SUPPORT

Students will also be supported on a weekly basis through an on-line platform (SULIS). All relevant resources will be available on line

Instructions to access SULIS

What you need to know

Sulis is a set of software tools designed to help lecturers, tutors and students have spaces (web sites) for collaboration, communication, teaching and learning. Note not all lecturers use Sulis, so ask them for more information.

How do I get access to Sulis?

Every student of the campus community who has an active network account has access to Sulis (i.e. if you can log in to the UL network in campus, then you can access Sulis). If your password does not work, email itss@ul.ie for assistance.

Access Sulis at: <http://sulis.ul.ie>. Enter your network **username and password** (not PIN!) and click "login".

How do I access my modules?

You can see your list of your modules in Sulis in the **My Sites** tab. Not all module sites will be available in Sulis. Students are unable to view a module site until it is published, so ask your lecturer(s) for further information.

Student access to module sites in Sulis is controlled by Student Academic Administration (SAA). You need to **register on the related module with SAA** to have access to your module site in Sulis. Student registrations are updated every 24hh in Sulis.

i International students are not registered in modules until week 5. To access module(s) in Sulis, **international students must ask lecturers to add them manually** to Sulis (give them your ID number)

Where can I get help?

Students can ask for help and report any problems to their lecturers and tutors and lab attendants in campus.

Students also see the Contextualised help available in every Sulis page 

Sulis Overview

The screenshot shows the rSmart Sakai CLE interface. At the top, there is a green header with the text "rSmart Sakai CLE" and a user profile "Hello, David J. Lopez" with a "Logout" link. Below the header is a "Quicklinks" menu with items: CHEM 1, ENVIR SCI 214, OCEANIC ZOOLOGY, and OUR CHANGING OCEANS. To the right of the quicklinks are tabs for "My Workspace" and "My Sites".

On the left side, there is a "Tools menu" with categories: "MY COMMUNICATIONS" (Calendar, Announcements), "MY TOOLS" (Resources, Blogger, Portfolios, Matrices, News, Web Content, Search), and "MY SETTINGS" (Profile, Membership, Preferences, Account, Site Setup). A callout box points to this menu: "Tools menu: To access any tool, simply click its name."

The main content area is titled "My Workspace" and contains sections: "Message Of The Day" (with a note: "There are currently no messages at this location."), "My Workspace Information" (with a "Welcome to your personal workspace." message), and a "Calendar" widget showing a calendar for March 2008. A callout box points to the calendar: "Keep track of important events and activities in your calendar."

Another callout box at the top right points to the "Logout" link: "Click here to log out."

My Workspace

My Workspace is your private space in Sulis. You can perform various tasks, including:

- Posting files (e.g. drafts or backup copies of work in progress) in your own private Resources tool
- Viewing an aggregated Schedule and Announcements list for all your sites
- Viewing a list of all sites you belong to in Membership
- Set up your email preferences

Module sites

The names of a few sites are displayed in a "Quicklinks" menu bar near the top of the screen. To access one of these sites, click its quick link. If you belong to more sites than can be displayed in the quick links menu bar, access them by clicking the My Sites tab.

This close-up screenshot shows the top navigation area. The "Quicklinks" menu bar contains: CHEM 1, ENVIR SCI 214, OCEANIC ZOOLOGY, and OUR CHANGING OCEANS. To the right of this menu are the "My Workspace" and "My Sites" tabs. A callout box points to the "My Sites" tab: "To display links to your other sites, click here."

After you click a quick link or a link in My Sites, Sulis displays the site **Home page for your module**. The menu pane (column along the left of the screen) contains links to the set of tools the instructor has chosen to include. You will encounter some of these tools (but not necessarily all of them).

The screenshot shows the home page for the ENVIR SCI 214 module. The page is divided into several sections:

- Left Menu:** Contains categories like COMMUNICATION, COURSE TOOLS, and SITE MANAGEMENT. A callout box points to this menu: "Click in the tool menu to select the tool you want to use."
- Site Information Display:** Shows the site name "ENVIR SCI 214". A callout box points to it: "This is the ENVIR SCI 214 site."
- Recent Announcements:** Lists recent updates like "H.R. Gordon presentation" and "ASSIGNMENT12 now open". A callout box points to this section: "Check the site's most recent announcements."
- Recent Chat Messages:** Shows a message: "Oh, no! A power surge just wiped out my work!". A callout box points to it: "Read the latest chat."
- Calendar:** Displays a calendar for March 2008. A callout box points to it: "View the site calendar."
- Messages & Forums Notifications:** Shows a notification for "1" new message. A callout box points to it: "Click to display a list of your new messages."
- Help:** A small box at the bottom left shows the names of users currently working in the site: "Gavin Andrews-Johnson" and "Anna Phillips". A callout box points to it: "See who is currently working in the site."

Project Press Releases for information

DRAFT LAUNCH PRESS RELEASE

COMMEMORATE 1916 in your workplace with LIMERICK LETS BE HEARD

Photo 1: LYS, Comhairle na Nóg & UL students in costume as local candidates

Photo 2: same young people with Limerick Lets be Heard corryboards with 'We Feel' and message.

Limerick Let's Be Heard is an exciting civic engagement project that is a collaboration between Limerick Youth Service, Limerick Comhairle na nÓg, UL Engage and the Department of Politics and Public Administration in UL.

Building on the success of the 2015 Marriage Equality Referendum, the project aims to increase voter turnout across Limerick City and County and build citizen engagement by starting conversations in workplaces, public spaces, schools and colleges about the up-coming General Election.

Using a 'Mock-Election' as a vehicle for discussing the Limerick General Election candidate's positions on a variety of hot issues, the Limerick Let's Be Heard team deliver entertaining and engaging 30 minute workshops including a mock election and results (and cleverly use the opportunity to explain how proportionate representation actually works).

"through the stimulus of a mock-election, our aim is to start debates in workplaces and households, encouraging people to consider each candidate's positions on topical issues and, ultimately, to take those positions into consideration when making their final decisions on who they will vote for on March 4th." – Dr Maura Adshead, project director and Senior Lecturer in Politics at the University of Limerick.

The fun, interactive workshops are non-party and non-candidate affiliated and do not espouse any political agenda.

"This type of citizen engagement project and this collaboration with Limerick Youth Service and Limerick Comhairle na nOg is a perfect example of the work of the new ULEngage Unit whose mission is to link research work being done on campus directly with the surrounding community in order for that research to have real impact and to provide benefits for both groups." – Bernie Quinlan, (title) UL Engage.

Limerick Let's Be Heard has also produced a Schools Pack, complete with lesson plans and 'how to' sheets, designed to enable teachers to run Mock Elections, without assistance, in their classrooms.

There is still time before the closing date to register your interest in hosting an interactive Limerick Let's Be Heard presentation in your workplace, community or sports group.

Closing dates for enquiries is 5th February, 2016. For further information contact by email ULEngage@ul.ie

Don't forget to check out www.facebook.com/limerickletsbeheard for all the latest news!

ENDS

Limerick Let's Be Heard is a community collaboration designed to increase civic engagement and political participation of the people of Limerick City and County in the run up to the General Election 2016.

The initiative is committed to the following principals:

- it does not advocate for any independent or party political candidate
- it is inclusive and representative of all who wish to engage with the project
- the project aims to support diverse engagement from all walks of life all ages and backgrounds etc.
- the project is tolerant and respectful of differences of opinions and views

Project Director is Dr. Maura Adshead, Senior Lecturer with the Department of Politics and Public Administration at the University of Limerick. Maura is a regular contributor to talk-shows and publications on Irish Political matters. maura.adshead@ul.ie 061 213429.

ULEngage is a new initiative from the University of Limerick designed to integrate civic engagement into the University's core missions in research, teaching and internationalization. UL Engage supports university/community collaborations in all shapes and sizes through a variety of new and existing UL programmes and projects. It serves as the hub for civic engagement activities across campus and works with staff in all four faculties to amplify, incubate and coordinate the various ways that students, faculty and staff can work to make a difference.

DRAFT press release:

UL POLITICS LECTURERS AIM TO MAKE THE ELECTION MORE ACCESSIBLE TO VOTERS

Two UL lecturers actively involved in making the election more accessible to voters are due to take part in national media coverage of the upcoming election.

Dr Maura Adshead and Dr Rory Costello from the Department of Politics & Public Administration are gearing up for regular contributions to RTE's Flagship shows 'Drivetime' (on RTE Radio1) and 'The Week In Politics' (on RTE TV) as part of the networks up-coming General Election 2016 coverage.

Both of the University of Limerick lecturers are experienced media contributors and are also busy conducting research around the general election with the aim of making politics more accessible.

Dr Adshead is engaged in a project in conjunction with Limerick Be Heard, that encourages voters to familiarise themselves with the burning issues of the election and with candidate's positions on those issues.

"The 'Flash-Debate' is a lively, 30 minute workshop that creates a space for participants to think about their own ideals and the extent to which they are reflected in the election campaign. We use a 'mock-election' to demonstrate in an informal and friendly way, how the electoral system works and how you can make your vote work for you."

On contributing to the coverage of the general election, Dr Adshead said

"This is set to be one of the most interesting general election contests in Irish history. The 2011 general election resulted in a tremendous upheaval demonstrating that when people vote they can have real impact. In the intervening 5 years we have seen the political landscape significantly altered, with the increasing significance of independent candidates and the growth of Sinn Fein, as well as new parties on the left and right. It's going to be really exciting to see how that plays out."

Speaking about his Irish Research Council funded voter advice website, Dr Rory Costello explained

"whichcandidate.ie provides you with the information you need to decide who to vote for, without having to plough through election manifestos. All the candidates in every constituency are profiled, and when you give your opinion on the issues you care about we will match you with the candidate who best represents your views."

Dr Costello went on to say

"The plethora of new parties competing in this election gives voters real choice, but will this come at a cost? The outcome of this election is so uncertain that we could be headed for a period of government instability, similar to what we experienced in the early 1980s."

The Department of Politics & Public Administration at UL is regarded as one of the top Politics Departments at an Irish University, and has one of the highest number of citations of works by department members in the country.

The University Concert Hall at UL will also play host to the first televised Leaders Debate in the election campaign, which is expected to be hosted by Claire Byrne and is due to take place 7 – 12 days after the general election has been called.

ENDS 22/01/16

UNIVERSITY OF LIMERICK

LIMERICK BE HEARD is a non-party, non-candidate affiliated project whose mission is to establish Limerick as the place where politics can be conducted differently – in a way that is inclusive, creative, diverse, respectful and fun. It is a collaboration between Limerick Youth Service, Limerick Comhairle na Nóg, UL Engage and the Department of Politics and Public Administration in UL. The #GE16 Flash-Debate is one of a series of events from the project.

WHICHCANDIDATE.IE is a voting advice website that allows voters to compare their own policy views with those of the candidates standing for election. It aims to equip users to make more informed voting decisions. Whichcandidate.ie is not affiliated with any political party or any political candidate. It is run by researchers at the Department of Politics & Public Administration at the University of Limerick. It is supported by funding from the Irish Research Council.

The following resources will be used in conjunction with your Practicum workshops.

UL/Community Partnership Agreement

Department: _____

Module: _____

Limerick Be Heard Partner: _____

Purpose: The Practicum module is a learning experience for students, which will fulfil learning objectives and provide service that meets both the student and community needs. The Limerick Be Heard Project has a facility and willingness to provide experience for students. Both the Limerick Be Heard Project and the Department of Politics and Public Administration believe that the experience for students can be mutually beneficial to both organisations.

The Department will:

1. Provide a staff member who will be responsible for facilitating and evaluating the educational experience. This staff member will also serve as a primary communication link between the community partner.
2. Have written aim and objectives and guidelines for the experience desired.
3. Outline role and responsibilities for Practicum students in this experience, as follows:

The Limerick Be Heard Project will:

- a. Provide orientation to the student to include information about background, structure and overview of the project.
2. Provide a resource person (mentor) who will assist in guiding the student's community learning experience and will participate in assessing students' involvement
3. Have the right (In consultation with the academic module leader) to terminate any student experience where s/he is not participating satisfactorily or safely in the placement.

Signed _____ (Academic Module Leader)

Signed _____ (Limerick Be Heard Representative)

Student / Community Partnership Agreement

As you begin your Practicum, please remember that you will be a representative of the University of Limerick, in the community. As such we ask you to carefully read and abide by the following guidelines, which have been designed to assist you, in having a positive and productive learning experience.

- 1. Be punctual and responsible.** You are participating in an organisation as a reliable, trustworthy and contributing member of the team. Both the administrators and the people whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- 2. Ask for help when in doubt.** You are encouraged to approach your community mentor/academic advisor with questions or problems as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations.
- 3. Call if you anticipate lateness or absence.** Call your community mentor/academic advisor if you are unable to come in or if you anticipate being late. The community depends on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of your commitment; people are counting on you.
- 4. Respect the privacy of people you are working with.** If you are privy to confidential information with regard to persons with whom you are working, i.e. organisational files, personal stories etc. it is vital that you treat this information as privileged and private. You should use pseudonyms in referring to this information in your course assignments.
- 5. Show respect for the agencies with whom you work.** Placement within community programmes is an educational opportunity and a privilege. Remember, not only are you serving the community, but the community is serving you by investing valuable resources in your learning.
- 6. Be appropriate in attitude, manners and appearance.** You are in a real world project and are expected to treat your collaborators and community members with courtesy and kindness. Dress neatly, comfortably, and appropriately.
- 7. Be flexible.** Real life projects and people are not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and in producing positive outcomes for everyone involved.

In addition to the above expectations, as a participant in your community service learning experience, you are also responsible for the following limitations:

NEVER

- Report to your placement under the influence of drugs or alcohol.
- Give or loan money or other personal belongings to a community member.
- Make promises or commitments to a community member that neither you nor the organisation can keep.
- Give a community member or organisational representative a ride in a personal vehicle unless the person is authorised for transport. DO NOT transport a child by yourself.
- Tolerate verbal exchange of a sexual nature or engage in behaviour that might be perceived as sexual with a community member.
- Tolerate verbal exchange or engage in behaviour that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual, orientation, or ethnicity.

Other Safety Issues:

- If you take the bus, be sure to know the route and the bus fare.
- If case of breakdown or transportation problem, carry enough money to get home.
- Familiarise yourself with people, places and things in the area that can be of assistance in times of emergency (e.g. the location of phones, 24 hour shops, garda station etc.).
- Give the phone number of the community mentor/academic supervisor where you'll be engaged, to a roommate, friend, or relative before leaving for your placement site.

I have read and understood these guidelines and I agree to them.

Student name: _____

Signature: _____ **Date:** _____

Received by.

Academic Module Leader: _____

Signature: _____ **Date:** _____

UL Practicum: Learning Diary: Limerick Be Heard

Name

UL semester Week:

Student Id:

Project team:

Event:

E.g. lecture, tutorial, group meeting, field work, site visit, interview etc. Give details of what you did this week in relation to this module.

Participants

E.g. did you mostly work alone this week, did you work with your group, did you meet another group, organization etc Give details of what you did this week in relation to this module.

Comments

E.g. high or low points – what/why, dilemma – what/why, learning - key points, issues, ideas
Give details of what you did this week in relation to this module.

Reflections

E.g. consequences of action, justification, possibly do different – what/how/why

Action points

E.g. for future development, points to work on or maintain and how

Time Log

U.L Practicum Community Assessment (under review)

Student Name:					Student Id. Number:				
U.L PRACTICUM:									
Mark Awarded: %			Date:			Project Assessor/s			
Scale: 5 = excellent, 4 = good, 3 = satisfactory, 2 = poor, 1 = very poor									
	1	2	3	4	5				
Does not relate well with project team						Relates very well with project team			
Very poor rapport with project partners						Excellent rapport with project partners			
Very poor verbal communication skills						Excellent verbal communication skills			
Very poor written communication skills						Excellent written communication skills			
Very poor contribution as a team member						Contributes very well as a team member			
Very poor to work independently						Excellent ability to work independently			
Never demonstrates Initiative/creativity						Demonstrates excellent initiative/creativity			
Never willing to take on new challenges						Always willing to take on new challenges			
Never demonstrates problem solving and decision-making ability						Demonstrates excellent problem solving and decision-making ability			
Demonstrates very poor time keeping and commitment						Demonstrates excellent time keeping and commitment			
Unwilling to take on responsibility						Excellent to take on responsibility			

- **What major personal strengths or characteristics has the student exhibited?**

- **What specific contributions has the student made to your project?**

- **Please add any comments you may have about the student or the Practicum placement.**

Please circle the overall score you award this student.



Student Evaluation of Practicum Placement

In order to assist with the on-going evaluation and development of this module we would sincerely appreciate if you would take a few moments to complete this evaluation form. Thank you for your contribution. It is much appreciated.

Name of Student: _____ **Date:** _____

Please indicate your Practicum placement:

Please indicate whether you agree or disagree with the following statements

(1=agree, 2=agree somewhat, 3=unsure, 4= disagree somewhat, 5=disagree)

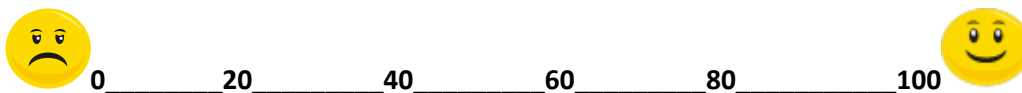
	Agree 1	Agree Somewhat 2	Unsure 3	Disagree Somewhat 4	Disagree 5
1. My practicum experience was meaningful to me					
2. A practicum is a valuable method for learning					
3. The community project afforded opportunities to learn and use skills not previously known					
4. I was well prepared for the practicum project					
5. I received enough support throughout the practicum					
6. I used a variety of skills in during my practicum					
7. I would recommend this practicum to another student					
8. I gained valuable experience from this module					
9. I experienced diverse cultures or ethnic groups					

List three positive aspects about your practicum placement

List three things that could improve this placement

We would appreciate it if you would write a short paragraph on your experience of undertaking a practicum placement. This information will be used for promotional purposes for other students who may wish to undertake a practicum module in the future.

Please rate your overall satisfaction with the module by placing a vertical mark (|) on the scale below (10 being the highest score)



Results (what we plan to achieve)	Results (what we plan to achieve)	Activities (how we will achieve these results)	Responsible (Who will do what)	When?
Student goals	Project goals			
<i>knowledgeable</i>				
<i>proactive</i>				
<i>Creative</i>				
<i>responsible</i>				
<i>collaborative</i>				
<i>articulate</i>				



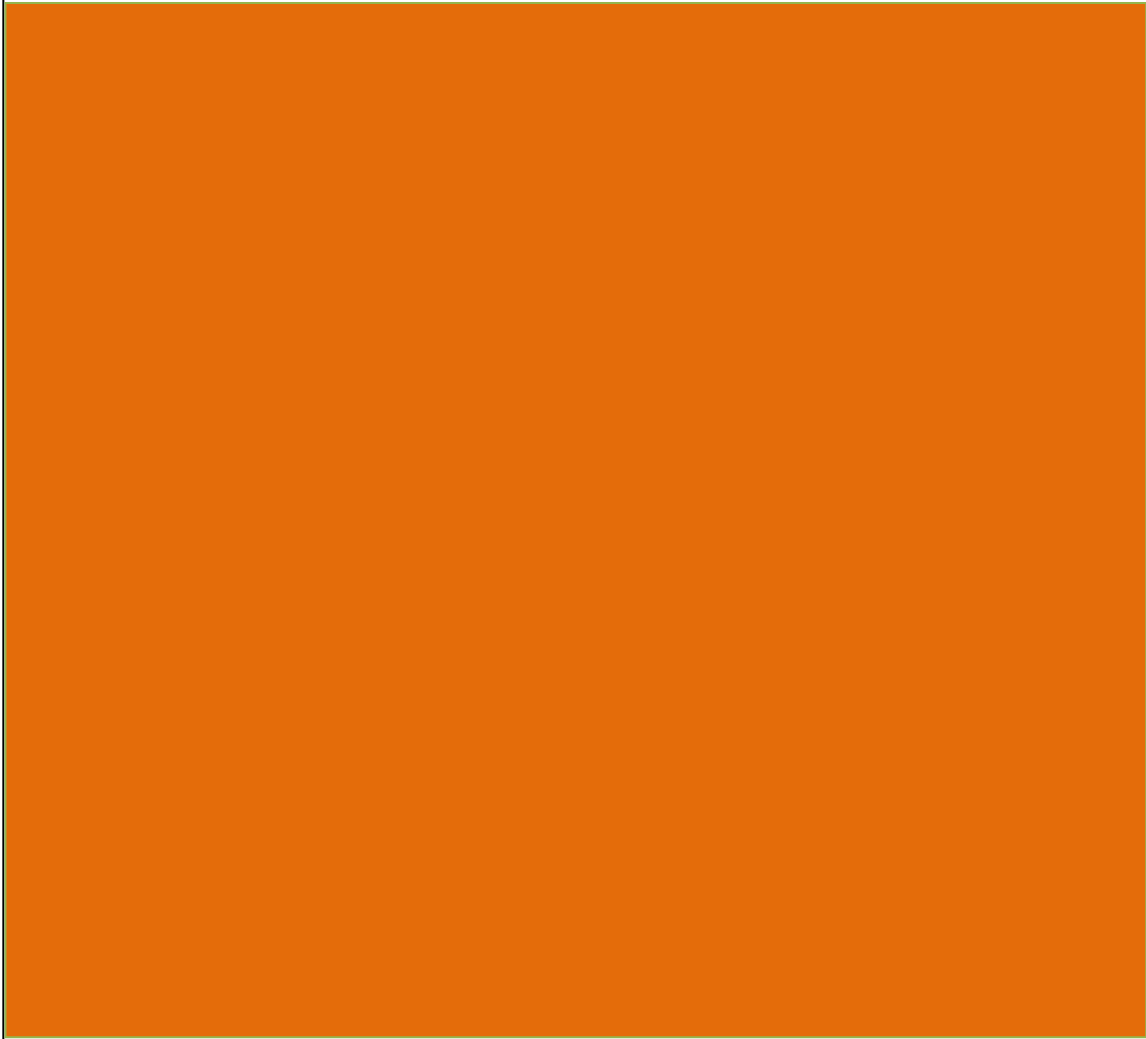
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