Project Oriented Learning in the Faculty of Engineering at TNG: an example

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Technikon Northern Gauteng implemented Project Oriented Learning (POL) in January 2002. All the first year students in the Faculty of Engineering were introduced to the first project.

The aim of the introduction project was more towards the gaining of skills towards Project Oriented Learning rather than content. The project was:

*Can you supply the community with potable water?*

Student received a “Project manual” in which the project context was well described. In the manual other essential information such as learning objectives, assessment aspects and assessment methods were described. Other supportive material on project work, the structuring and functioning of tutorial groups was provided. Group members were responsible for different tasks in the group. These tasks, such as being the chairperson, were rotated every week. At the end of the project every group had to present its solution.

All the students were grouped at randomly, that means that students from the different Engineering disciplines (six disciplines), had to work together in a group. This illustrates that the solving of real life problems is a multi-disciplinary action. To function on a multi-disciplinary way, communication between the different parties is essential.

At this stage the assessment of the project work is not very easy and still need further development.