**BACKGROUND**

*I'm an Engineer* is an X Factor-style competition for engineers, where students are the judges. Engineers and students talk online on this website. Engineer and students break down barriers, have fun and learn. But only the students get to vote. In March 2012 there were 6 zones based on common themes within engineering that engineers from all disciplines could take part in - Energy Zone, Health Zone, High Performance Zone, Measurement Zone, Transport Zone and the Water Zone. The event ran for two weeks.

**PROJECT AIMS/OBJECTIVES**

- To produce a high quality online event including teacher packs.
- To run 5 zones – each zone consists of 5 engineers and 20 classes, equating to 25 engineers, 100 classes and 2,000 students.
- To evaluate the project throughout, to measure if aims and objectives are being met.
- To disseminate the findings of the project, promote the project and seek funding for running beyond 2012.

**ENGAGEMENT OUTPUTS**

- 30 engineers
- 49 schools
- 72 classes
- 779 students asked question
- *I’m an Engineer* website

**EVALUATION QUESTIONS**

1. Do the engineers view their participation as a positive experience?
2. Have they / do they think they have improved their communication skills?
3. Has the event changed students’ perceptions of engineering?

**Intended outcomes for engineers:**

- The engineers find the event enjoyable, interesting, informative, interactive and well organised.
- Awareness: learn that young people are interested in their work, that they want to engage with engineers, and that online methods are available that are useful and efficient.
- Attitudes: Public Engagement is enjoyable, worthwhile and useful to them as engineers. To feel that online engagement is as useful and enjoyable as offline methods.
- Skills: improved communication skills particularly, but not solely, in terms of online and young people.

**Intended outcomes for students:**

- The students find the event enjoyable, interesting, informative, interactive and well organised.
- Awareness: learn about the wide range of opportunities in engineering, and that engineering is a suitable career for them. Learn about the social impact of engineering.
- Attitudes: realise that engineers are human.

**Intended outcomes for teachers:**

The teachers find the event enjoyable, interesting, informative, interactive and well organised.

Awareness: alternative ways of involving engineers in school. Learn that students can be trusted to debate and question responsibly.

Attitudes: Introduce engineering into lessons.

**EVALUATION TECHNIQUES USED**

- Pre and post event online surveys for engineers, teachers and students
- Sampled telephone interviews with three engineers, each from a different zone, including one zone winner and two engineers eliminated earlier in the process. Three teachers were interviewed: one Science teacher, one Maths teacher and one D&T teacher.
- Class visits to two schools
- Analysis of basic web statistics on site usage
- Attendance analysis, a comparison between schools and teachers who register but don’t take part, and those who actively participate.
- School & engineer analysis to check have a broad representative range of schools and engineers.

**THE EVALUATOR’S KEY FINDINGS/RECOMMENDATIONS**

- Ran 6 zones each with 5 engineers. 267 students engaged per zone lower than predicted due to high drop out.
- 87% of engineers thought the experience was positive and felt their communication skills had improved.
- Teachers, engineers and students thought that *I’m an Engineer* changed students’ perceptions of engineers and engineering.

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*Evaluation Case Study created by The University of Manchester*