Engineering: who for? A challenge and a proposal



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Addressing Global Challenges







Engineering is not in a vacuum

Multidisciplinary

- History
- Indigenous studies
- Anthropology
- Law
- Education
- Asian studies
- Science and Technology studies
- Philosophy

The Global Engineer

Incorporating global skills within UK higher education of engineers

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Two key findings

• (1) a lack of knowledge of global issues amongst teaching staff and (2) concerns that attempts to introduce global issues into the curricula might dilute core engineering content.

Diversity, Rights and Working with Conflict



Social Justice, Values and Ethics

memoria e identidad por verdad y justicia

Porque reivindicar su vida digna y recordarlos a ellos es dignificarnos a nosotros, a su familia, a la sociedad. Porque las razones de su lucha siguen vigentes. Porque sabemos que la impunidad no será eterna. Porque están hoy aquí en cada aula, pasillo y en nuestro patio lleno de historia y de lucha, con nosotros.

Compañeros y compañeras detenidos-desaparecidos y asesinados de la FADU-UBA SIEMPRE PRESENTES!



Sustainable Development



Interdependence and Global Professionalism



What capabilities are needed?

 Develop enquiry skills: including the ability the critique the historical function of engineering and its role in society, to appreciate and critique common ways of thinking, researching and practicing engineering as well as common modes of discourse. (T) Demonstrate sensitivity and inclusivity towards cultural and gender diversity especially in relation to Indigenous knowledge values and culture.

• Develop the ability to critique, analyse the risk and synthesise data related to environmental, legal, ethical, health and safety impacts of engineering.

• Develop an understanding of the environmental, social and economic context in which engineering is practiced.

 Develop an appreciation for sustainability: including the ability to adopt, analyse and critique a project life cycle.

Where do we currently facilitate learning of these concepts?

- EWB Challenge course
- Design courses
- Electives...

What we need

- Case studies of the complexity of engineering practice in a social context
- Cases developed by engineers, researched by a team including engineers and anthropologists, developed into student courses/projects by engineering educators

Examples might include:

Mining and Indigenous communities

Emergency / Disaster prevention / recovery

Waste management

Suggestions

- Collaboration between IEAUST, Engineering companies and Universities in the Perth area
- First centre of its kind in the world (similar centres in the US/Europe are research only and mostly based in social science)
- To be launched during the Year of Humanitarian Engineering, at AaeE (focussed on social justice and inclusivity)

Questions for discussion

- Funding? (Industry, ARC linkage?)
- Location? (University/other?)
- Staffing (admin, volunteers and research assistants)
- Relationship with EWB (feed into project work for students, coursework through their curriculum program)

- Companies might include: Water corp, Western power
- Small group to support this
- Companies resisting airing their dirty laundry
- Working group to develop the proposal
- Different reps
- Relevant to schools, TAFE, Unis whole pathway
- Lottery West community
- Tv companies
- Royalties for regions