Introducing students to engineering

In an introduction to a subject rarely taught in schools, I’m an Engineer, Get me out of here! gets students engaged with engineering.

The two-week event is run in the same format as I’m a Scientist, with students asking questions, chatting online, in real-time, to engineers and voting for which one they want to win a £500 prize.

Building knowledge of careers

Every student should have the opportunity to have at least one meaningful encounter with an employer every year.

Through I’m an Engineer, students meet engineers in a variety of roles. Over the two weeks, students see the wide range of careers available to them that use the skills they learn in science, technology and maths lessons. Where students begin the fortnight believing engineering is all about spanners and hard hats, they end with the knowledge engineering can be applied to all sorts of futures.

But knowing about the career options available is different to wanting to pursue one of them.

[Before the event] all my students thought engineering was repairing cars. After, they had a much wider concept of what engineering is about.

Teacher
Students seeing engineering as ‘for me’

Typically, students with low science capital\(^2\) are less likely to aspire to STEM-related professions.

*I’m an Engineer* helps develop students’ science capital by making engineers and engineering more personally relatable. When engineers are shown to be ‘normal people’ students can relate to their experiences and start to see engineering as something that ‘someone like me’ could pursue.

\(^1\) A ‘meaningful’ encounter is one in which the student has opportunity to learn what work is like or what it takes to be successful in the workplace (Gatsby Good Career Guidance, 2014)

\(^2\) Science capital is a measure of someone’s science-related resources, attitudes, behaviours and ways of thinking.

Get involved: imanengineer.org.uk