




Trinity College Dublin  
Impact Report  
2021/22



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**Yağmur Burhan**  
So proud of being a part of this amazing programme! One of the most fulfilling experiences 🎀



# Executive Summary

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**Becky Long**

Primary and Junior Cycle Coordinator,  
Trinity Access

We are very proud to present our impact report for another cohort of Scholars Ireland! This academic year of 2021-22 has been a wonderful year of transition and return for the programme. Transition in the sense that Trinity Access, with the enduring support of AccessEd, has moved closer towards running Scholars Ireland internally, while our tutors, students, and teachers were once again able to engage in face-to-face learning.

Across a broad and diverse range of subject topics and innovative research, students and tutors alike thrived as they shared unique educational and developmental experiences. Welcoming the entire graduating cohort onto campus in Trinity College Dublin for a celebratory event in our historic Public Theatre, was a particular highlight.

We're already looking forward to the new academic year, and to a new cohort of students!

Yours sincerely,

Becky Long

Primary and Junior Cycle Coordinator, Trinity Access



**Katie Booth**

Managing Director, AccessEd

Welcome to the impact report of cohort 5 of the Scholars Ireland programme! We are delighted to share the impact and results of the programme.

This year has been special for Scholars Ireland for a number of reasons. Firstly, it is the first year returning to in-person delivery post Covid-19. It has been a delight to have PhD tutors back interacting face-to-face with school pupils. Secondly, this is the first year of AccessEd running more of a 'hybrid' programme model with Trinity Access Programmes, with the eventual intention of TAP running the programme entirely in house within Trinity College Dublin. It has been exciting to see the seeds of this successful transition.

We hope you enjoy reading the results, including a staggering **97% of answering participants stating that they are likely to apply to third level education post-programme.**

Yours sincerely,

Katie Booth

Managing Director

# About Us

AccessEd is a charity that exists to increase access to university and higher education for young people from under-served backgrounds around the world.

AccessEd has a global network of partner organisations committed to this mission, sharing with them our expertise, resources and support. AccessEd also works as a capacity building and co-design partner charity collaborating with global education entrepreneurs in South Africa, Botswana, Malaysia, Hong Kong and Ireland.

We are scaling up a university access solution that grew out of the UK education system and started with The Brilliant Club.



## University Access

A university education can be transformative. Graduates have better employment prospects and earning power, better health and wellbeing, and better civic engagement.

Indeed, UNESCO aims that by 2030, all men and women will have equal access to high quality, affordable technical, vocational and tertiary education, including university.

Despite the benefits for individuals and societies, inequalities in university access are pervasive across both the developed and developing world.

We believe that addressing this problem is both an economic imperative and a matter of social justice: all economies strive to maximise the potential of their human capital; and justice demands that any society develops engaged citizens and provides fair access to opportunity.

The Scholars Ireland programme is designed to give students an authentic experience of university. From being taught by PhD Tutors, to studying undergraduate-style topics and going on campus visits, Scholars Ireland aims to break down barriers to university.

53% of 25 to 64 year-olds have not attained a tertiary education (OECD, 2019).

Progression to higher education strongly correlates with the level of affluence in the community where a school is located.

99% of young people progress to higher education in Dublin 6, compared to only 15% in Dublin 17.

The COVID-19 crisis is changing the life of millions of families around the world. Students and their families are learning to operate under a climate of uncertainty and risk-prevention, which can negatively affect students' academic motivation..

– Country Note: Ireland, *OECD, 2020*

# Student Journey

Students across the world are continuing to struggle with the impact that Covid-19 has had on their education. The Scholars Ireland 2021-22 Programme worked towards breaking down barriers to university.

As outlined above, apart from the Launch Event, the entire programme was conducted in-person. This included university-style tutorials that were delivered at schools in under-served communities in the Dublin-area and the Graduation Event at Trinity College Dublin.

The diagram below shows the 'student journey' through the Scholars Ireland programme.

## 3 Final Assignment

The in-person tutorials culminated in students completing a challenging university-style assignment, which was marked by PhD Tutors and moderated by AccessEd. Tutors then gave students feedback regarding their final assignment marks and overall performance throughout the programme during the 7<sup>th</sup> in-person tutorial.



I thought that it was very beneficial to the students as exposure to research, referencing and academic writing structures.

– Teacher, Firhouse Community College

The students enjoyed the topic and were really proud of their achievements.

– Teacher, Drimnagh Castle Secondary School



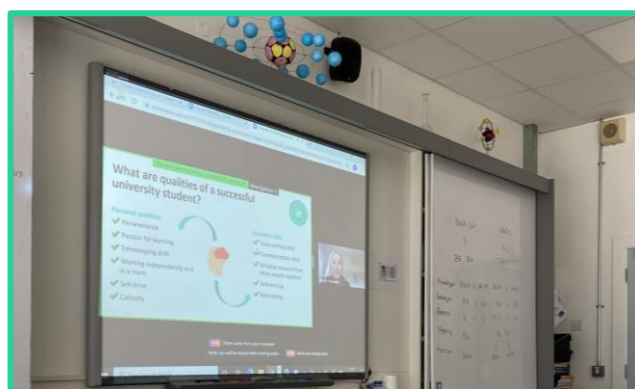
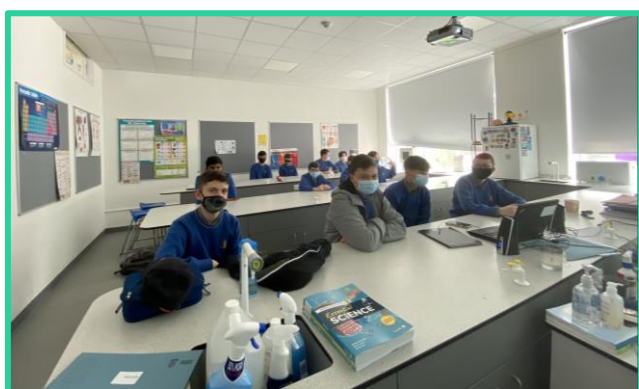
# Online Launch Event

This academic year we made the best of both worlds – online and in-person. While tutorials were delivered in-person, the programme commenced with an online launch event on 19<sup>th</sup> October 2021.



Professor Brendan Tangney, Professor of Computer Science and Statistics at Trinity College Dublin and Academic Champion of Trinity Access 21, delivered a keynote address to welcome the students to the Scholars Ireland programme.

To ensure that the event remained interactive, students were invited into breakout rooms with student ambassadors from Trinity College Dublin that shared their experience of the Scholars Ireland programme.



# On-campus Graduation Event

An on-campus graduation event took place on 22<sup>nd</sup> March 2022 to celebrate students who had completed the programme by attending tutorials and submitting their final assignment.

The graduation event was held in the historic Public Theatre at Trinity College Dublin, where all Trinity students graduate. Students, Tutors and Teachers were invited to share their experience of the Scholars Ireland programme.

Neither the launch event nor graduation event would not have been possible without Trinity College Dublin involvement.

Scholars Ireland is a very helpful and worthwhile programme. Students really got an insight into the work of a college student. The in person graduation was fantastic this year.

*- Teacher, Marian College*



# Researcher Placement

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A total of **21 PhD researchers** from Trinity College Dublin were placed on the Scholars Ireland programme.



**67** Researchers applied to participate in the programme



**7** Tutors from previous years returned to participate in the programme



**21** Tutors were trained and placed to deliver university-style tutorials



**9** nationalities were represented among the PhD Tutors

# Researcher Development

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Every Scholars Ireland Tutor has either completed or is currently studying for a PhD.

We select Tutors who are identified as having the skills and values that we think are essential to deliver excellent academic tutorials, to be involved in the Scholars Ireland programme.

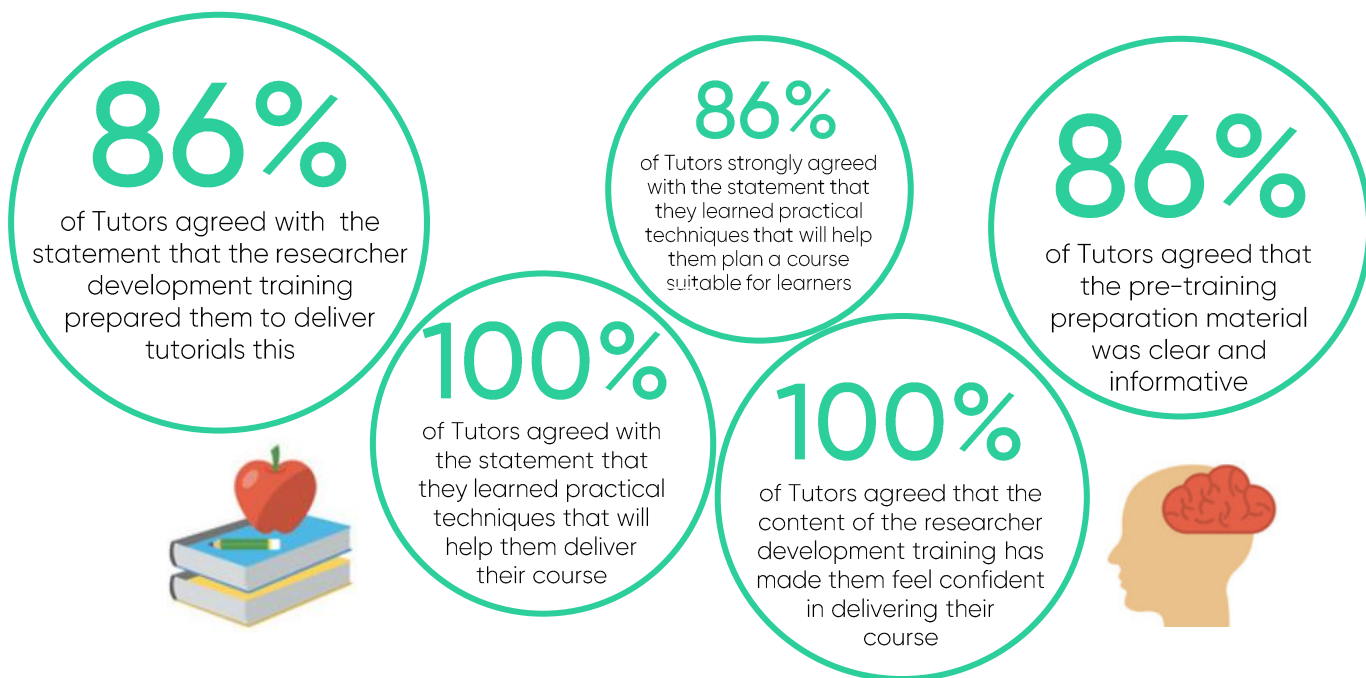
All Tutors completed a 2-day online researcher development training. The training was designed to cater for students' needs, and to make the most of Tutors' unique passion for their field of research and their academic knowledge. It addressed aspects of course design, core pedagogy (e.g. planning and questioning), classroom management, and codes of professional conduct in the school context.



# Researcher Development

## Data Snapshot

The data below offers a snapshot of the tutor post-training questionnaire.



All three trainers were very enthusiastic, friendly and encouraging. They made the training both interesting and enjoyable, and provided opportunities for asking questions and team-building. I really enjoyed the discussion on feedback and scenarios. I also found the returning tutor keynotes particularly useful.

I really enjoyed the backwards planning. It made the prospect of developing an entire coursebook less daunting.

I enjoyed how active the group was. I found the discussions were extremely interactive and well-driven.

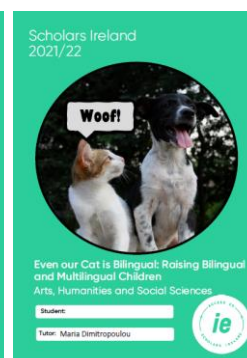


# Research-Based Outcomes

Each course was individually designed by the Tutors and based on their research. Tutors produced a classroom-ready coursebook using a well-tested template which has been carefully designed to ensure students learn effectively and engage with higher-level material.

## Course Titles and Tutors

|                   |                     |   |
|-------------------|---------------------|---|
| Social Sciences   | Angeliki Lima       | Education for everyone: Exploring the right to education  |
|                   | Natalia Duda        | The challenge of medically unexplained illness  |
| Arts & Humanities | Maria Dimitropoulou | Even our cat is bilingual: Raising bilingual and multilingual children                              |
|                   | Hannah Mac Auliffe  | A Game of Thrones: Becoming a king in early medieval Ireland  |
|                   | Yagmur Burhan       | From the shadows of history: Adventure playgrounds and informal architecture                        |
|                   | Judy Bolger         | Birth, death and survival: The Irish workhouse  |
|                   | Tereza Mytakou      | "He's a boss, she is bossy": Exploring gender stereotypes through language, literature, and culture |
|                   | Lorraine McEvoy     | The history of helping humanitarianism: Past and present  |
|                   | Nikki Carter        | "I never said that": Newspapers as historical sources   |
|                   | Rebecca Carr        | Watch and learn: What film teaches us about society   |
|                   | Scotty McQueen      | Disinformation and digital citizenship  |
|                   |                     |   |
| STEM              | Peter Cox           | Climate change and our changing world   |
|                   | Hollie Moore        | Motion sickness on the 44th floor: Do buildings really move?  |
|                   | Jennifer Murphy     | SOS: Using seaweed to save our seas   |
|                   | Luke Gilligan       | Intelligent machines: Problem solving with machine learning   |
|                   | Oisin Joyce         | The impact of sports concussion on brain health   |
|                   | Adrienn Szucs       | Are rare earth elements really rare?  |
|                   | Kenny Yu            | Phonons, heat transfer, and extreme thermal management solutions                                    |
|                   | Amrutha Augustine   | Lessons from nature   |
|                   | Jasmina Gajcin      | Reinforcement learning: How do robots learn   |
|                   | Kevin Mercurio      | Friend or foe: How the human microbiome can support and destroy us                                  |



# Introduction to Students

We supported **239 students** from **21 schools** through the Scholars Ireland programme. The programme was operated in conjunction with Dublin-area schools that are linked to TAP.



**239**

Students were selected to complete the Scholars Ireland programme



**21**

schools that are located in under-served communities in the Dublin-area



## Student Targeting

AccessEd aims to increase the number of under-represented young people progressing to higher education. Therefore, for the Scholars Ireland programme we suggest schools select students based on under-representation factors in third-level education.

For our fourth programme year, we asked schools that at least 8 out of every 12 students registered on the programme met one or more of the following criteria:



- Parent(s)/guardian(s) did not themselves go to college;
- Parent(s)/guardian(s) are not in professional occupations;
- Documented disability;
- Minority ethnic group; and
- Looked After Children (in care of the state).



# Impact Data

AccessEd is committed data-driven evaluation. Therefore, students that participated in the Scholars Ireland programme were asked to complete a pre- and post-programme self-evaluation questionnaire.

The questionnaire measured the progress students made as a result of their participation in the programme across the selection of a set of 36 questions intended to measure four competencies that have been shown to support access to university. The competencies are: **university readiness**, **self-efficacy**, **motivation** and **meta-cognition**.



## University Readiness

The knowledge Students have around higher education and how they can access it



## Motivation

The factors that drive Students to behave in a particular way



## Self-Efficacy

The belief that Students can achieve future goals



## Meta-Cognition

The ability to think explicitly about one's own learning

The below data reflects the percentage difference in students answering that they agreed or strongly agreed with the selected statement related to **university readiness** before and after completing the Scholars Ireland programme.

Pre-programme  
assessment

5.05/7

Post-programme  
assessment

5.36/7

Average change

+ 0.31

Percentage  
change

+ 4%

The Programme is an excellent opportunity for students to push themselves out of their comfort zone and try something different. It is a change from day-to-day school and allows the students to learn something new in a different way. Students make new friends are encouraged to discuss, contribute and reflect on their learning.

It is wonderful to see the students gain confidence in themselves and recognise how capable they are. Students are now thinking about progressing to University. The students learn transferable skills which are very valuable in all their subjects. While the programme was hard work and challenging, they felt a great sense of achievement afterwards. The students loved the trip to Trinity.

- Teacher, St Joseph's Secondary School

### Interpretation notes

The competencies are assessed using a standardised self-report questionnaire from the academic literature called 'The Motivated Strategies for Learning Questionnaire'. It is a highly reliable and valid assessment for university readiness, self-efficacy, motivation and meta-cognition.

The numeric shifts on standardized Likert scales for pre- and post-assessments can often be small (e.g. less than 1.0). This is typical for these types of tests, and in many instances small numeric differences are statistically significant suggesting that there is a real difference in performance between the pre- and post-assessments.

# Impact Data

## Continued



### University Readiness

The knowledge students have around higher education and how they can access it

I am capable of studying at a university like Trinity College Dublin

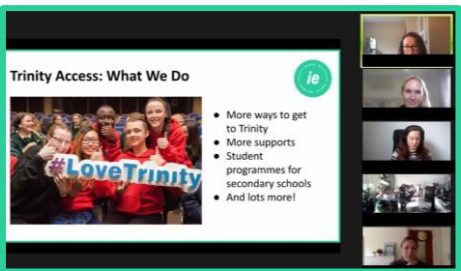
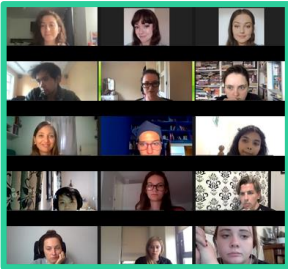
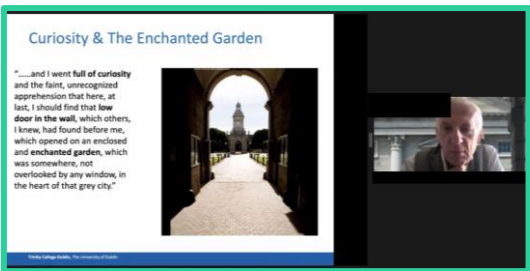
I am likely to apply to university/college.

After

82%

After

97%



### Meta-Cognition

The ability to think explicitly about one's own learning

When I study, I try to put important ideas and information into my own words

Before I begin studying, I think about the things I will need to do to learn

After

91%

After

94%

When I study at home, I try to remember what the teacher said in class to help me answer the questions correctly

When I study for a test, I try to remember as many facts as I can

After

91%

After

100%

When I study, I try to connect the things I am reading about with what I already know

I am able to stay focused when the teacher is talking, and I listen carefully to what is being said

After

91%

After

88%

I ask myself questions to make sure I understand the materials I have been studying

When I study, I try to put together the information I learn in class and from books

After

91%

After

85%



# Impact Data

## Continued



### Motivation

The factors that drive students to behave in a particular way

It is important for me to learn what is being taught in my lessons



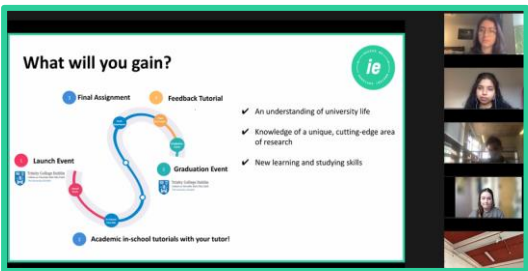
If I do badly on a test, I try to learn from my mistakes for next time



I think what I am learning in my lessons this year is interesting



I often choose topics I will learn something from even if they require more work



### Self-Efficacy

The belief that students can achieve future goals

I expect to do very well in my schoolwork overall



I can understand the ideas taught in my lessons



I think I will receive good grades in my classes this year



I am sure I can do an excellent job on the problems and tasks assigned in my lessons



Compared with other students, I think I'm a good student



Compared with other students in my classes I expect to do well



# Tutor Feedback

## Data Snapshot

The data below offers a snapshot of the tutor post-programme questionnaire.

I learnt how to simplify complex scientific concepts normally taught at an undergraduate level. Breaking up concepts into their fundamental ideas isn't an easy task, so developing the program with this in mind was a huge skill development.

– Kevin Mercurio

I gained a lot from the program in terms of reframing my own research into a way that's digestible for a lay audience. I think this is a really important skill for researchers to develop, particularly in technical science fields that otherwise would be entirely inaccessible.

– Luke Gilligan

100%

of Tutors agreed with the statement that they can identify misconceptions that prohibit students from understanding subject fundamentals



100%

of Tutors agreed with the statement that they can teach students to think critically



89%

of Tutors agreed with the statement that they can help students value learning

78%

of Tutors agreed with the statement that students who participated in their tutorials are more likely to consider higher education having complete the programme

100%

of Tutors agreed with the statement that they can adjust tutorials to a level appropriate for students

89%

of Tutors indicated that they would consider taking part in Scholars Ireland again, while 11% of Tutors were undecided

78%

of Tutors agreed with the statement that they can help students value progression to higher education

89%

of Tutors agreed with the statement that they can deploy a number of different teaching methods to enhance students' learning experience during tutorials



100%

of Tutors agreed with the statement that they saw an improvement in the self-awareness and critical thinking of students over the course of the programme

78%

of Tutors agreed with the statement that they can help students understand what university level learning is like

I learnt to become a reflective tutor, and to be flexible and change my planned course of action to respond to my students' needs. I also learnt to adapt to what my students really needed to learn. For example, how to discuss with each other and express their views on controversial topics, including more burning questions around gender that came up.

– Tereza Mytakou

# Tutor and Teacher Feedback



Tereza Mytakou

Wrapping up [#ScholarsIRL](#) at Marian College today and feeling very emotional. What a journey it has been and what a privilege to have been someone's "favourite class on a Thursday"! Thank you to the amazing lead teacher Laura Killen, [Trinity Access](#) and [AccessEd NGO](#) for making this happen!



Philip Kennedy

☀️ Very, very proud of our 5th year students who are attending their graduation ceremony today in [@tcddublin](#) for [#ScholarsIRL](#) [@AccessTCD](#) [@Colaistebride](#) 🎓 📄



Oisín C. Joyce • 1st

I promise this isn't a long winded LinkedIn post but getting straight to the point it was very exciting to have completed my third year with the Scholars Ireland Programme at [Coláiste Bride](#) working with [Trinity Access](#) and [AccessEd NGO](#). A huge thank you to my lead teacher Philip Kennedy, [Katie Booth](#) and [Rebecca Long](#) for all their help over the past 3-4 months to bring it to a successful completion with a lot of organisation, planning and support.

Looking forward to the graduation ceremony and another year of teaching to come!

[#education](#) [#accesstoeducation](#) [#neuroscience](#) [#development](#)  
[#stemeducation](#) [#phd](#)

The students were really interesting and engaged. It was a joy to see them experience the enthusiasm for the topics being discussed.

- Luke Gilligan



Kevin Mercurio • 2nd

Super proud of [AccessEd NGO](#) Scholars Ireland 2nd Year students from St. Marks who took part in the Microbiology module. It was a pleasure teaching such intelligent young adults in the [#Dublin](#) community!



I appreciated the opportunity to contribute to the community and to young people, and I was inspired by their potential. I found the training to be very helpful and productive.

- Scotty McQueen



Seán Smith

So proud of these young men - they graduated today! 🎓 📄

Great to see former MPC pupil David too!

[#ScholarsIrl](#) [@moylepark](#) [@\\_AccessEd](#) [@AccessTCD](#) [@tcddublin](#)



Angeliki Lima • 1st

The highlight of the week: the [#ScholarsIRL](#) Graduation! I was over the moon to see the students of James's Street Cbs in [Trinity College Dublin](#) for their graduation from the programme! Thank you for the absolutely amazing experience and your kind words in the thank you card, which I keep close to my heart! I look forward to seeing the wonderful things these students are going to do in the future!



# Teacher Feedback

## Data Snapshot

The data below offers a snapshot of the teacher post-programme questionnaire.

The programme is a brilliant opportunity for our students. They learnt so many skills. Girls who would never put themselves forward for anything or have the confidence to do any extra curricular loved this.

– Teacher, Loreto College

It's a great resilience exercise for the students. The excellent tutor made it doable for them. Don't change the quality of the tutors! :)

– Teacher, St Mark's Community School

Students really enjoyed the whole experience and are looking forward to college life.

– Teacher, Tallaght Community School

The PhD tutor was excellent – a fantastic inspiration to the students and always accommodating.

– Teacher, Moyle Park College



100%

of Teachers agreed with the statement that that pupils are more engaged in their tutorial subject areas having completed the Scholars Ireland programme

80%

of Teachers agreed with the statement that programme was well coordinated TAP

100%

of Teachers agreed with the statement that communications from TAP were informative and clear

100%

of Teachers strongly agreed with the statement that that would be eager to run the Scholars Ireland programme again at their school

100%

of Teachers strongly agreed with the statement that pupils gained an understanding of why and how people study when they are at university

100%

of Teachers agreed with the statement that pupils have enjoyed the Scholars Ireland programme experience

80%

of Teachers strongly agreed with the statement that pupils are more confident about applying to university having completed the Scholars Ireland programme



The PhD tutor was excellent across all aspects of the programme in regard to resources, interaction with the students, engagement with students, and communication with myself.

– Teacher, Ardscoil La Salle

The programme is great. Students love it and it offers something different to them.

– Teacher, Moyle Park College

It's an excellent programme. Students really enjoyed every session and tutor was excellent.

– Teacher, Ardscoil La Salle



# Final Assignment Excerpt

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**Student**

N. James

**Grade and School**

2<sup>nd</sup> Year at St Joseph's  
Secondary School

**Tutor**

Natalia Duda

**Course**

The challenge of  
medically unexplained  
illness

**Subject Stream**

Social Sciences



**Grade**  
**= 1st**

**Discuss the key challenges posed by Medically Unexplained Symptoms, with reference to Fibromyalgia Syndrome AND one other contested illness of your choice.**

Individuals with fibromyalgia, a medically unexplained syndrome are challenged by this. Fibromyalgia causes widespread pain in muscles and soft tissues. This is a long-term condition and is usually diagnosed after pain for 3–6 months. It can occur in children as well as adults. Studies also show that 80–90% of people who are diagnosed with Fibromyalgia are women (Healthline, 2016).

The diagnosis for Fibromyalgia is conducted by connecting symptoms a patient shows as there are no specific medical tests linked to the diagnosis of Fibromyalgia. A physical examination may also be carried out to ensure that other physical conditions are not responsible for the pain. It is possible to find another condition in addition to fibromyalgia (NHS 2019). Previously, Doctors would use a method of diagnosis that involved pressing 18 specific tender points on a body. 11 of these points needed to test positive to diagnose fibromyalgia. This method of diagnosis had many flaws because Fibromyalgia is not consistent pain and may come and go so if a patient had only 6 tender points one day, they might have 12 the next day. There were also uncertainties about how much pressure a doctor should apply to those points (Mayo clinic 2020).

The biopsychosocial model proposes that many interconnected factors contribute to health and disease. The model recognizes that there is more to health than just the absence of disease. It also identifies possible treatments for fibromyalgia.

Treatment for fibromyalgia usually includes medication and self-care strategies. This is because people with fibromyalgia usually experience a wide range of symptoms that can vary from levels of intensity. As a result, no one treatment is effective for all symptoms.

Individuals can learn to manage their condition by focusing on symptom management factors. This can also improve their general well-being as well. Gatchel & Kishino (2008) say "The pain experience can be viewed from a systematic perspective, so that as the biological condition worsens, psychological and social factors follow, that need also be managed. It emphasises the unique interactions among biological, psychological, and social factors that need to be considered to better understand pain syndromes. Thus, treating the "whole" person is far more important than focusing merely on a disease." Understanding biological, psychological, and social factors in health and illness can help manage and understand symptoms.

# Final Assignment Excerpt

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## The impact of sports concussion on brain health:

### What happens to the brain when a person suffers one or more concussions?

A concussion is a sub-category of a mild traumatic brain injury caused by rapid acceleration and deceleration of the brain inside the skull. This results in a reduction of the available energy within the brain cells in order to re-establish a healthy state.

Some facts about concussions, it comes from the Latin word *concussio* or *concutere* which means to strike together or to shake violently. It's estimated that 1.6 to 3.8 million sports related concussions occur annually in the U.S

Some common myths are, concussions only happen in contact sports, a concussion only happens when you hit your head and if you don't pass out you don't have a concussion.

The inner workings of a concussion neurons must maintain a balance to function properly.

A state of impaired metabolism occurs over the next 7-10 days after injury. This happens at the same time as symptoms resolve. E.g., *"an athlete who has sustained an initial head injury, most often a concussion, sustains a second before the symptoms of the first have resolved"*.

Concussions in children and adolescents 1 in 5 adolescents have experienced a concussion at some point in their lives. The human head develops faster than the body, so heads have grown to nearly 90% of full size by 5 years old. It reaches full size by 10 -16 years old. Children have less neck strength this reduces their ability to recruit muscle to reduce head acceleration. Children are more susceptible to concussions. Children take longer to recover from concussion 53% of children were still symptomatic after 28 days after injury.

Behavioural changes due to concussion, behavioural disturbances like inattention, potentially due to underlying cognitive disruptions, other behaviour difficulties such as anxiety and depression may be secondary adjustment to missing school or missing sport or being in pain, exacerbation of pre-injury characteristics. E.g., an anxious child may be more likely to experience more anxiety due to acute symptoms associated with concussion.

Sex differences in concussion, women take longer to recover than men due to hormone fluctuations and menstrual cycles, women have smaller and weaker necks making it harder to stabilise their head then men which increases the chance of a more severe injury and longer recovery, increased symptom reporting women and girls are more honest at reporting not feeling well.



#### Student

Kacey

#### Grade and School

2<sup>nd</sup> Year at Colaiste  
Bride

#### Tutor

Oisín Joyce

#### Course

The impact of sports  
concussion on brain  
health

#### Subject Stream

STEM



Grade  
= 1st

# Final Assignment Excerpt

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**Student**

S. Fitzharris

**Grade and School**

2<sup>nd</sup> Year at Firhouse  
Community College

**Tutor**

Yagmur Burhan

**Course**

From the shadows of  
history: Adventure  
playgrounds and  
informal architecture

**Subject Stream**

Arts & Humanities



**Grade**  
**= 1st**

## Can professionally trained architects design adventure playgrounds?

There are two kinds of architecture, formal and informal. Formal is the more common of the two, being designed by professional architects without much input from the people who will use the building. Then there's informal architecture, designed by people without architecture degrees who will be using the buildings. The latter can be useful in many ways but is also ignored and pushed to the side throughout history. In this essay I will highlight the importance of informal architecture through the history of playgrounds, specifically adventure playgrounds.

Informal architecture has always existed. From the first civilizations to modern campsites, there has not always been someone to teach people how to build formally. Especially in developing countries, people have needed to build for themselves with the little materials they have. This kind of architecture is important because it allows people to customize their own architecture to their exact needs. It also rules out no materials since it does not have many rules to follow.

This is where adventure playgrounds come in. They were first proposed by Lady Allen of Hurtwood in 1946, then called "junk playgrounds", as a use for bombsites left from WW2. Not only was it a quick, cheap way to transform the bombed wasteland into something useful, it was also a morale booster. Since the end of the war, the bombsites had become a harsh reminder of the moral and physical dangers of the war. Lady Allen claimed that a bombsite playground, instead of promoting delinquency, would prevent it, and promote creative play. "Juvenile delinquency and the death of young people in road accidents both arise, in part at least, from the inadequate and unimaginative manner in which local authorities try to meet the need for creative play."

Co-design is important when creating any kind of children's space. Communication and involvement of children in design and architecture makes sure that the architecture is useful to them. Since the 1990s, systematic research with children has begun to emerge. This was prompted by awareness about child participation rights.

The core of co-design is generation of ideas. Using both architectural education and local knowledge, it is possible to create better structures for children than if only one professional architect was involved in the designing of the project.

# Appendix:

## List of Schools, Tutors and Courses

| School                             | Tutor               | Field             | Course Title  |
|------------------------------------|---------------------|-------------------|---|
| Ardscoil La Salle                  | Maria Dimitropoulou | Arts & Humanities | Even our cat is bilingual: Raising bilingual and multilingual children                              |
| Assumption Secondary School        | Peter Cox           | STEM              | Climate change and our changing world   |
| Balbriggan Community School        | Hollie Moore        | STEM              | Motion sickness on the 44 <sup>th</sup> floor: Do buildings really move?                            |
| Balinteer Community College        | Hannah Mac Auliffe  | Arts & Humanities | A Game of Thrones: Becoming a king in early medieval Ireland  |
| Blakestown Community College       | Jennifer Murphy     | STEM              | SOS: Using seaweed to save our seas   |
| CBS James's Street                 | Angeliki Lima       | Social Sciences   | Education for everyone: Exploring the right to education  |
| CBS Westland Row                   | Luke Gilligan       | STEM              | Intelligent machines: Problem solving with machine learning   |
| Colaiste Bride                     | Oisin Joyce         | STEM              | The impact of sports concussion on brain health   |
| Drimnagh Castle Secondary School   | Adrienn Szucs       | STEM              | Are rare earth elements really rare?  |
| Firhouse Community College         | Yagmur Burhan       | Arts & Humanities | From the shadows of history: Adventure playgrounds and informal architecture                        |
| Loreto College                     | Judy Bolger         | Arts & Humanities | Birth, death and survival: The Irish workhouse  |
| Marian College                     | Tereza Mytakou      | Arts & Humanities | "He's a boss, she is bossy": Exploring gender stereotypes through language, literature, and culture |
| Mercy Inchicore Secondary School   | Kenny Yu            | STEM              | Phonons, heat transfer, and extreme thermal management solutions                                    |
| Moyle Park College                 | Lorraine McEvoy     | Arts & Humanities | The history of helping humanitarianism: Past and present  |
| Old Bawn Community School          | Amrutha Augustine   | STEM              | Lessons from nature   |
| Old Lady of Mercy Secondary School | Jasmina Gajcin      | STEM              | Reinforcement learning: How do robots learn   |
| Pobalscoil Iosolde (Palmerstown)   | Nikki Carter        | Arts & Humanities | "I never said that': Newspapers as historical sources   |
| St Joseph's Secondary School       | Rebecca Carr        | Arts & Humanities | Watch and learn: What film teaches us about society   |
| St Joseph's Secondary School       | Natalia Duda        | Social Sciences   | The challenge of medically unexplained illness  |
| St Mark's Community School         | Kevin Mercurio      | STEM              | Friend or foe: How the human microbiome can support and destroy us                                  |
| Tallaght Community School          | Scotty McQueen      | Arts & Humanities | Disinformation and digital citizenship  |





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