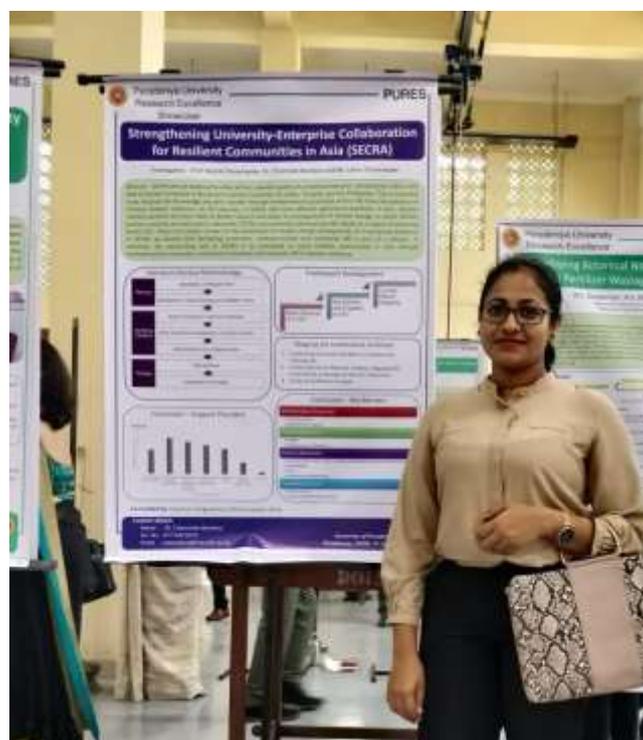


## SECRA UOP Team at PURES 2022 - Organized by University Research Council

The first-ever Peradeniya University Research Excellence Showcase [PURES] was held on 23<sup>rd</sup> March 2022 at the Joint Research and Demonstration Centre for Water Technology, Peradeniya, Sri Lanka. The main purpose of this event was to showcase novel and cutting-edge research and many locally developed solutions for national needs. Besides, in the event, the top-tier researchers of the university were recognized. The World's top 2% scientists identified by Elsevier BV and Stanford University and Tier 4\* researchers based on the transparent research performance scheme initiated by the UGC received awards. Leading researchers of the University, key members of Government organizations, company CEOs, and University research administrators participated in the event.

SECRA team from the University of Peradeniya was given the opportunity to present their research findings from Work Packages 1 and 2 as a poster presentation at this prestigious event. The purpose of this poster was to educate academics, researchers, government and industry partners and students about the project (SECRA)



## Building information modelling (BIM)–enabled construction education: teaching project cash flow concepts. International Journal of Construction Management

Theophilus Olowa, Emyln Witt and Irene Lill Published journal article in International Journal of Construction Management and Introduction of SECRA project and sharing idea was included by Tallinn University of Technology.

(Olowa, T., Witt, E., & Lill, I. (2021). Building information modelling (BIM)–enabled construction education: teaching project cash flow concepts. International Journal of Construction Management, 1-12.)

INTERNATIONAL JOURNAL OF CONSTRUCTION MANAGEMENT  
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### Building information modelling (BIM) – enabled construction education: teaching project cash flow concepts

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#### ABSTRACT

This research explores the practical feasibility and effectiveness of BIM-enabled education in teaching the topic of project cash flows to construction management students. Using a participatory action research methodology, a BIM-enabled cash flow exercise was developed, carried out and refined in a construction investment course to simulate integrated practice. The results of the implementation demonstrate that BIM-enabled education can promote and infuse both BIM collaboration and professional practice experiences within an architecture, engineering, construction, and facilities management (AEC-FM) curriculum. Additionally, the teaching practice and method in this intervention demonstrate the capability to accommodate all levels of knowledge in Bloom's taxonomy which is a standard requirement for educational module design. This study recommends that BIM-enabled education be embraced and explored by faculties in AEC-FM courses to improve teaching and learning of construction management concepts.

#### KEYWORDS

Building information modelling (BIM); AEC-FM education; project cash flow; construction investment; construction management; engineering education; BIM exercise; problem-based learning

#### Introduction

Innovations and improvements in didactics arising from the digitalisation of the construction industry are being continuously witnessed in Architecture, Engineering, Construction and Facilities Management (AEC-FM) programmes. Building Information Modelling (BIM) is a central feature of this digitalisation, and it presents multiple opportunities for teaching practice improvements. BIM provides a collaborative system of construction that enables the digital representation of physical and functional properties of construction assets with which stakeholders can interact and it ensures comprehensive, organised and readily accessible project data. Much of this data is referenced directly to building objects (walls, beams, columns,

embraces the opportunities of BIM as a learning environment (Witt and Kähkönen 2019; Zamora-Polo et al. 2019). This offers solutions to the perceived mismatch between graduate competencies and their professional roles in industry (Forsythe et al. 2013; Lim et al. 2015), the need to integrate students' learning in the context of real projects (Alshanbari and Issa 2014) and, in doing so, to promote experiential, student-centred learning methods such as problem-based learning, etc. (Becerik-Gerber et al. 2012; Park et al. 2016; Wu and Luo 2018).

Project cash flow as a learning topic for this intervention is based on the experience of the facilitators and its relevance in professional practice as an aspect of project cost management. In learning topic selection, Ahn et al. (2013) suggest that the learn-

## SECRA PH Webinar Series: Insights on Mapping the Collaborative Landscape in Asia for Climate and Disaster Resilience

The SECRA Philippine partner universities held a series of webinars in February and March 2022 to share the results of studies conducted with key stakeholders on UECs. These analyses focus on mapping the collaborative landscape of institutions and enterprises in SECRA partner countries in Asia – Philippines, Sri Lanka, and Thailand.

In this webinar series, resource speakers from the SECRA consortium were invited to share insights generated from the first work package of SECRA on mapping the collaborative landscape of SECRA partner countries. A panel of reactors from various sectors in the Philippines were also invited to provide their thoughts and discuss possible opportunities or recommendations arising from the report of the resource speakers.



## Second Seminar series - University Enterprise Collaborations

The second seminar series for SECRA Work Package 4 (Innovation and Dissemination) hosted by The University of Central Lancashire in partnership with Ateneo de Manila University.

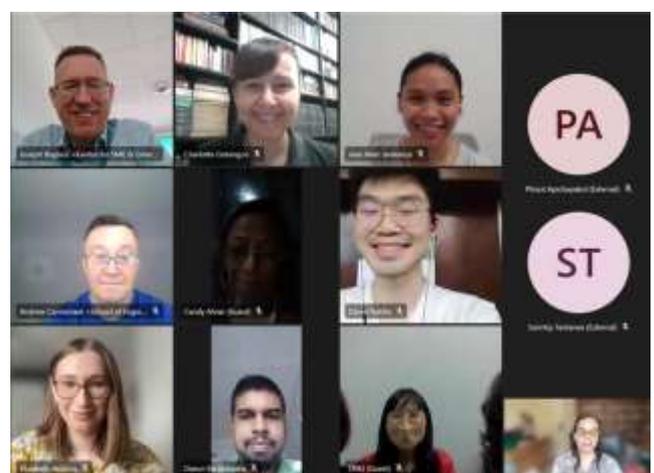
**First Webinar** was held on June 10, 2022 about the Promoting Equity and Diversity in UECs via MS Teams and was covered reasons behind the promoting equity and diversity which is important for University Enterprise Collaboration, especially those in the disaster field. The other webinar organized by University of Central Lancashire was held as follows;

**Webinar 2:** - Developing the Business Mindset in Academic Staff and Students.

**Webinar 3:** - Developing Business Ideas and Creative Thinking.

**Webinar 4:** - University - Enterprise Networking.

The Webinar was covered an introduction to the Propeller service at the University of Central Lancashire (UCLan) and explore how Propeller helps to foster a culture of enterprise and case studies from academics and students who are involved in UECs.





**Photograph:** SECRA PH Webinar Series: Insights on Mapping the Collaborative Landscape in Asia for Climate and Disaster