



Rethinking learning in the new digital age

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The digital revolution

- We are in the middle of the greatest digital revolution in human history
- More than 40% of the world's population has access to the internet
- Digital technologies have boosted growth, expanded opportunities, and improved service delivery
- Industries around the world are subjected to this revolution and should seek to grasp the benefits

Social Age of learning

- In this information age, Knowledge resources and expertise are as crucial to success as other economic resources
- This is starting a new Social Age for learning (Stodd, 2014), where personal and professional developments are being reimaged



Social Age of learning

- Foresight studies offer a new vision of future learning that promotes
 - personalisation
 - collaboration and
 - informalisation
- This promotes a lifelong and lifewide learning shaped by exponentially growing digital networked infrastructure
- This requires learners to see the world in a connected way

Connectivism

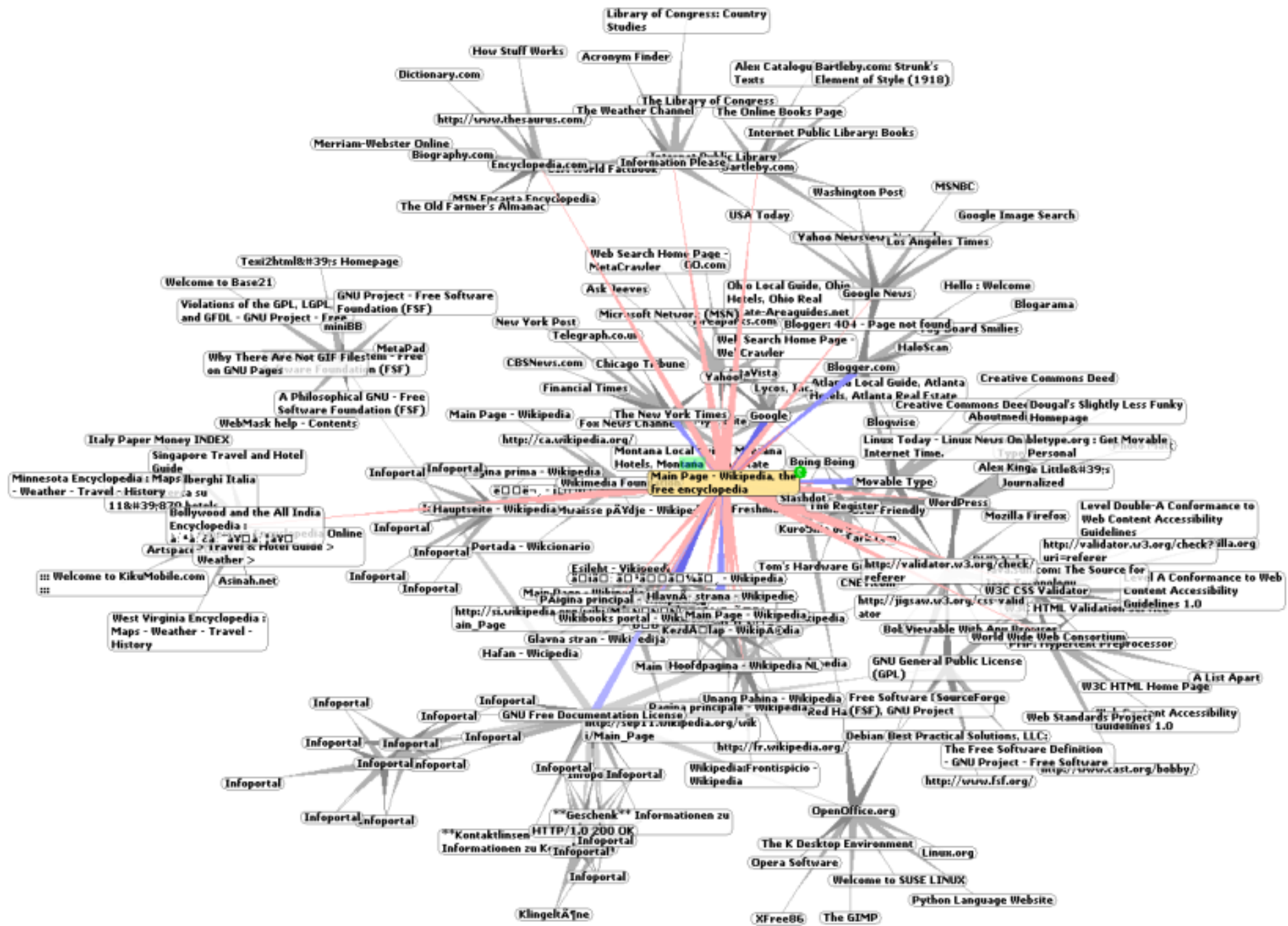
- Here learning is driven through forming connections between sources of information and other components in the environment to create useful information patterns
- This is mainly useful in rapidly changing environments such as disaster situations

Connectivism

- A combination of principles explored
 - Chaos theory
 - Network theory
 - Complexity theory and
 - Self-organising theory
- Connectivism is about understanding the patterns and self-organising through finding the connections within networks to learn something new

Connectivism

- knowledge is distributed across the networks
- Learning is no longer an internal, individualistic activity
- Works through understanding the decisions which are based on rapidly changing information
 - nature of the collaboration also needs to be altered according to these changes



Disaster management context

- Disaster management has become a multi-faceted subject area in the recent years
- Complexity is due to its multidisciplinary nature, multi-institutional involvement and inclusion of all the basic management functions
- Knowledge continues to grow and evolve however, 'important' or 'valid' knowledge has become different from prior knowledge

Connectivism approach to DM?

- Who are the learners?
- Are we a community of learners?
- What are the information sources?
- How Connectivism shapes life long learning?

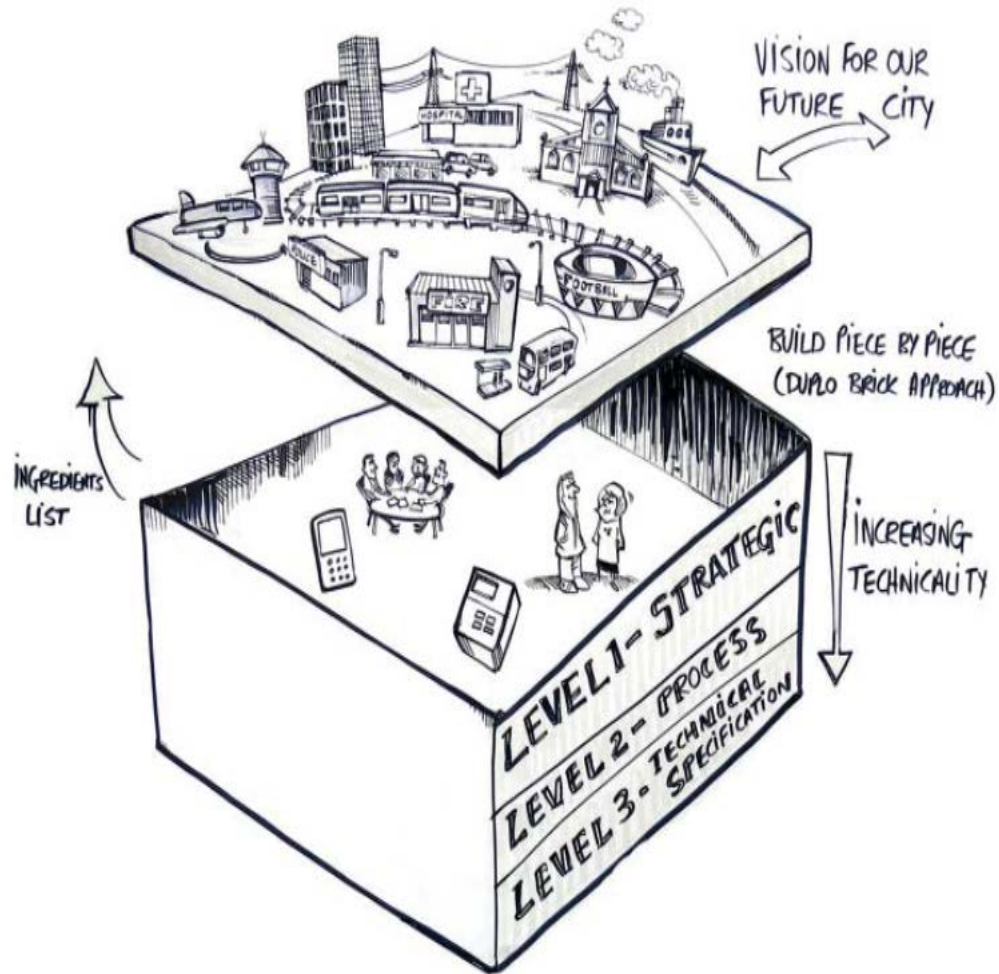
Case study: The UK Built Environment

- Construction industry and the built environment professionals have a vital role in contributing to society's improved resilience
- Resilience should be systematically built in to the whole design, construction and operation process and not simply added on as an afterthought
- Building Information Modelling and management and smart cities provide an avenue to integrate resilience

Smart cities

- 80% of global GDP is generated in cities
- Smart technologies could help address some of the challenges of urbanisation
- This requires system wide deployment. Existing processes will need to change.
- People need to learn the new approaches to digital integration to use and manage this system

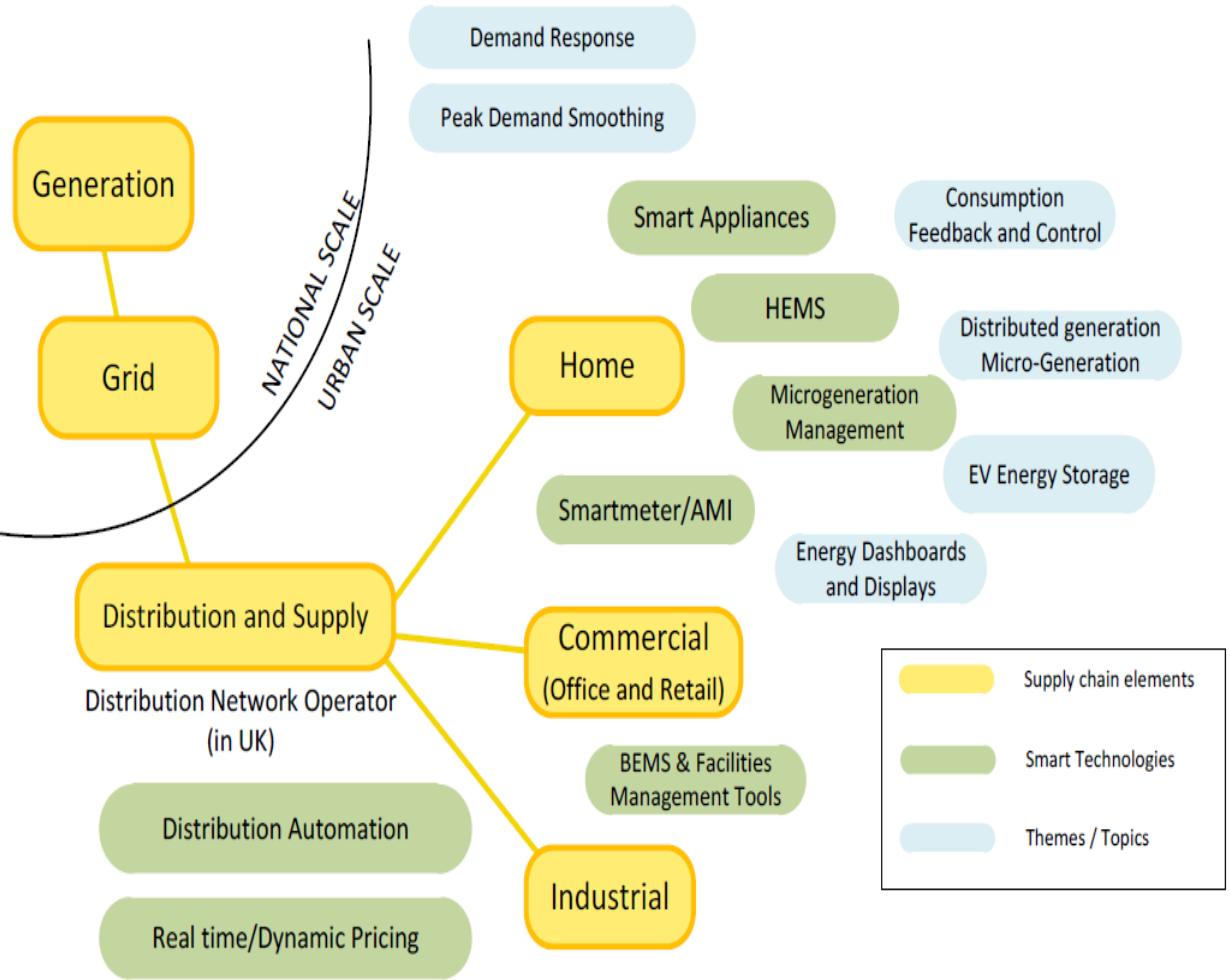
What is a smart city?



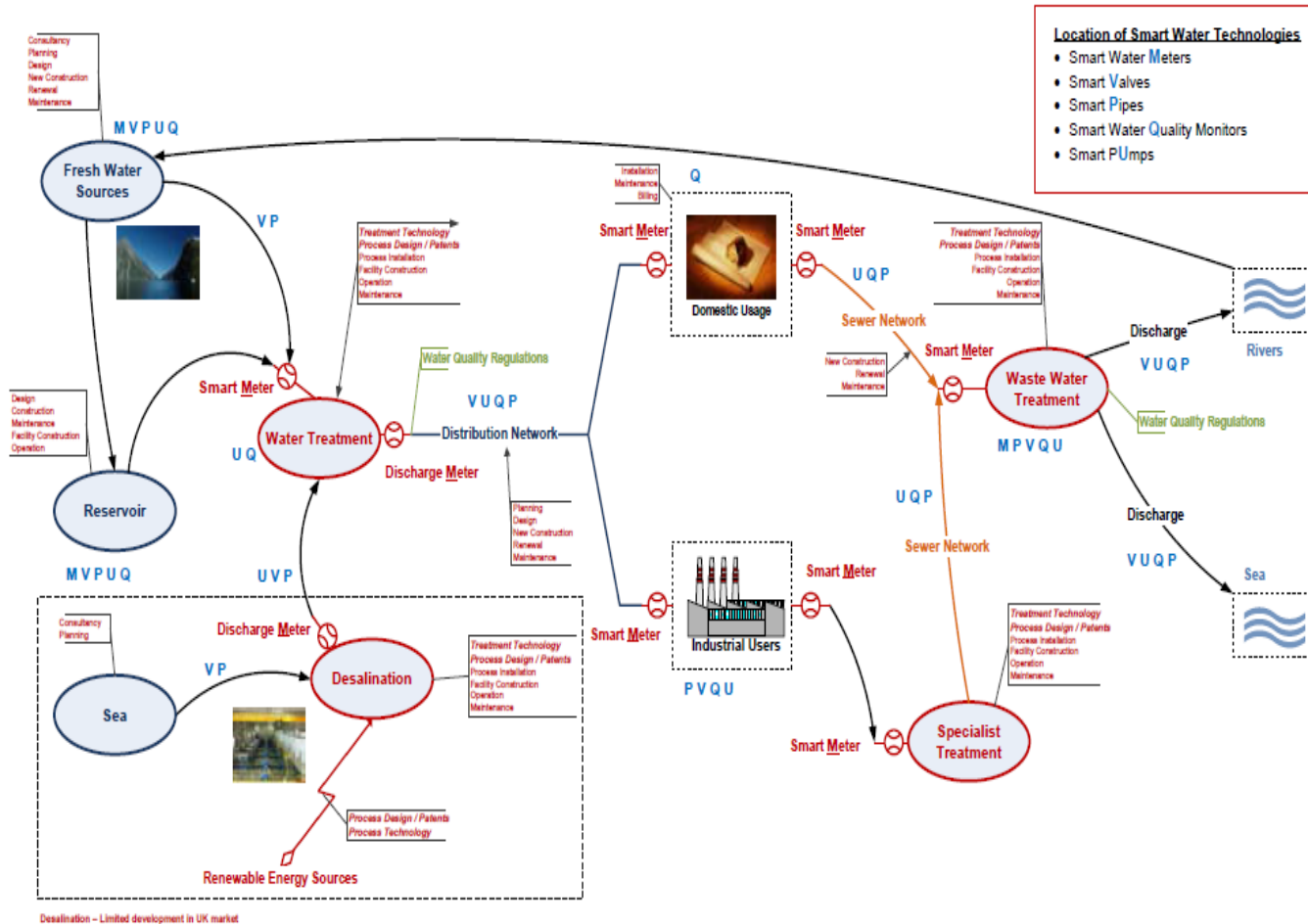
What is a smart city?

- Effective integration of physical, digital and human systems in the built environment to deliver a sustainable, prosperous and inclusive future for its citizens
- Main areas to consider: water, buildings, energy/power, transport and assisted living/people

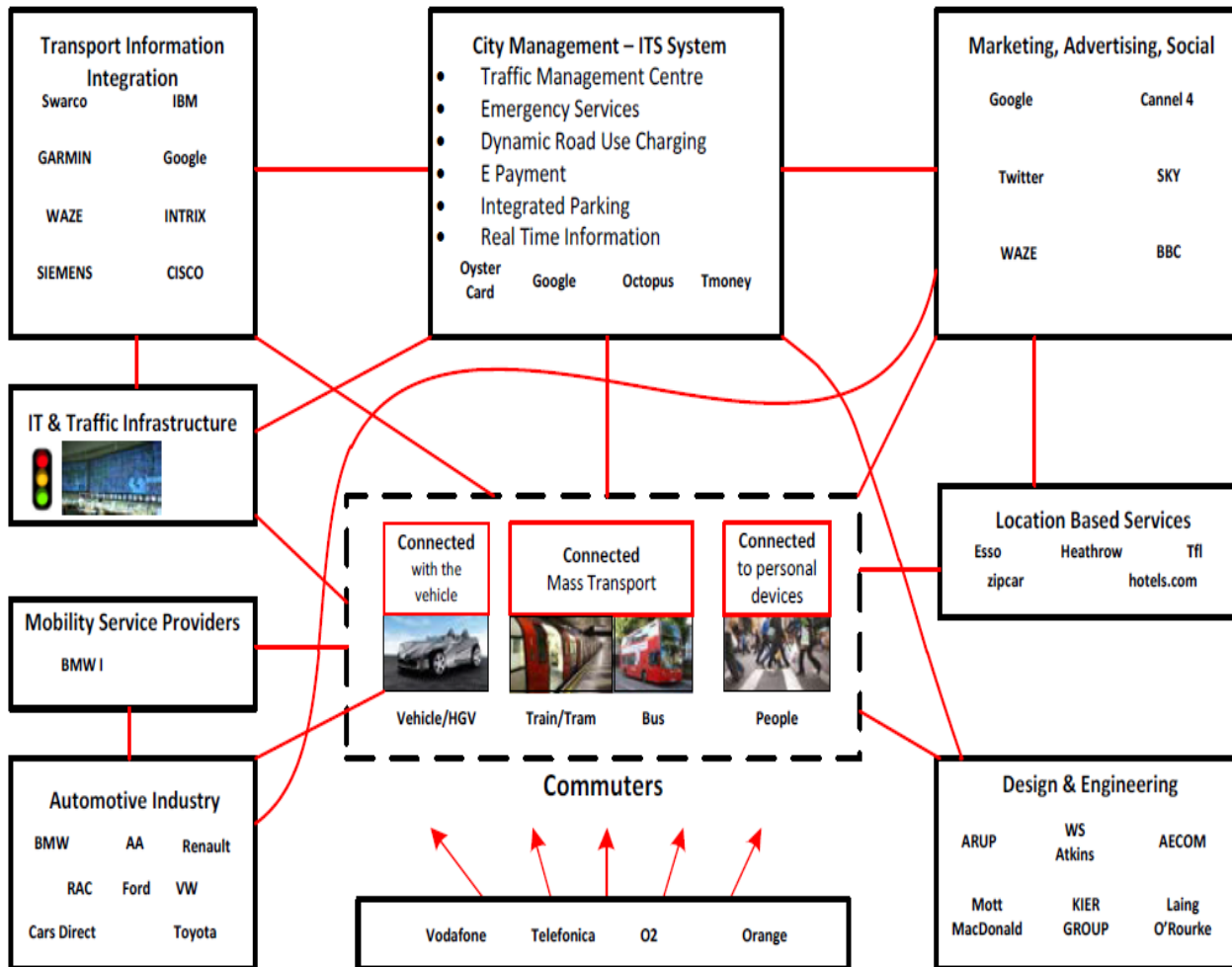
Energy/Power



Water



Transport



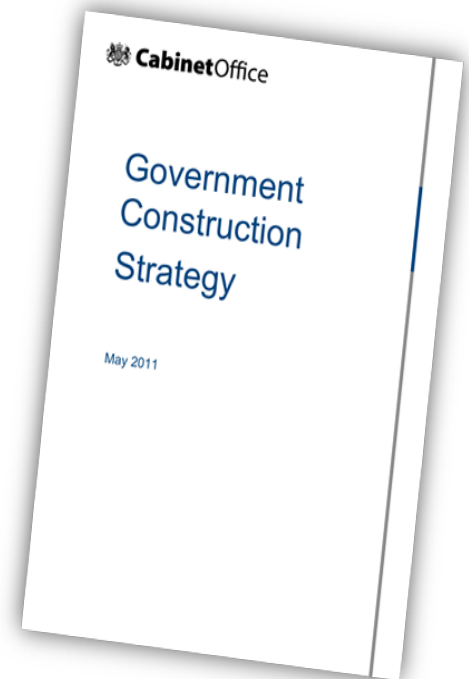
AND BUILDINGS...

Building Information Modelling

- BIM (Building Information Modelling) is one of the key developments in the built environment
- It is about **managing information**

Why BIM (Building Information Modelling)?

- Government Construction Strategy (2011), Section 2.32
 - The UK Government has mandated that all construction companies tendering for government work should have level 2 BIM by 2016 (BSI)



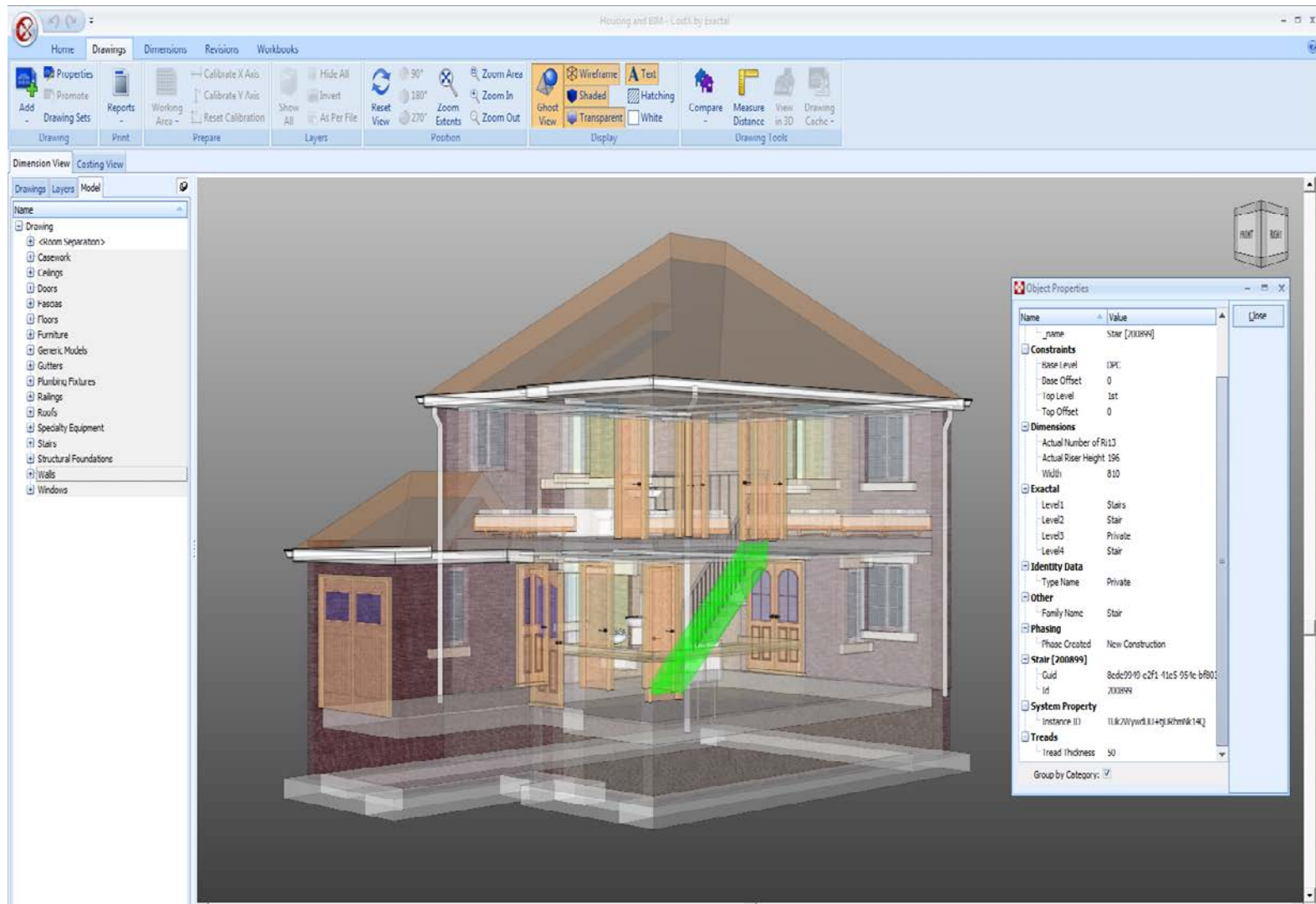
What is BIM?



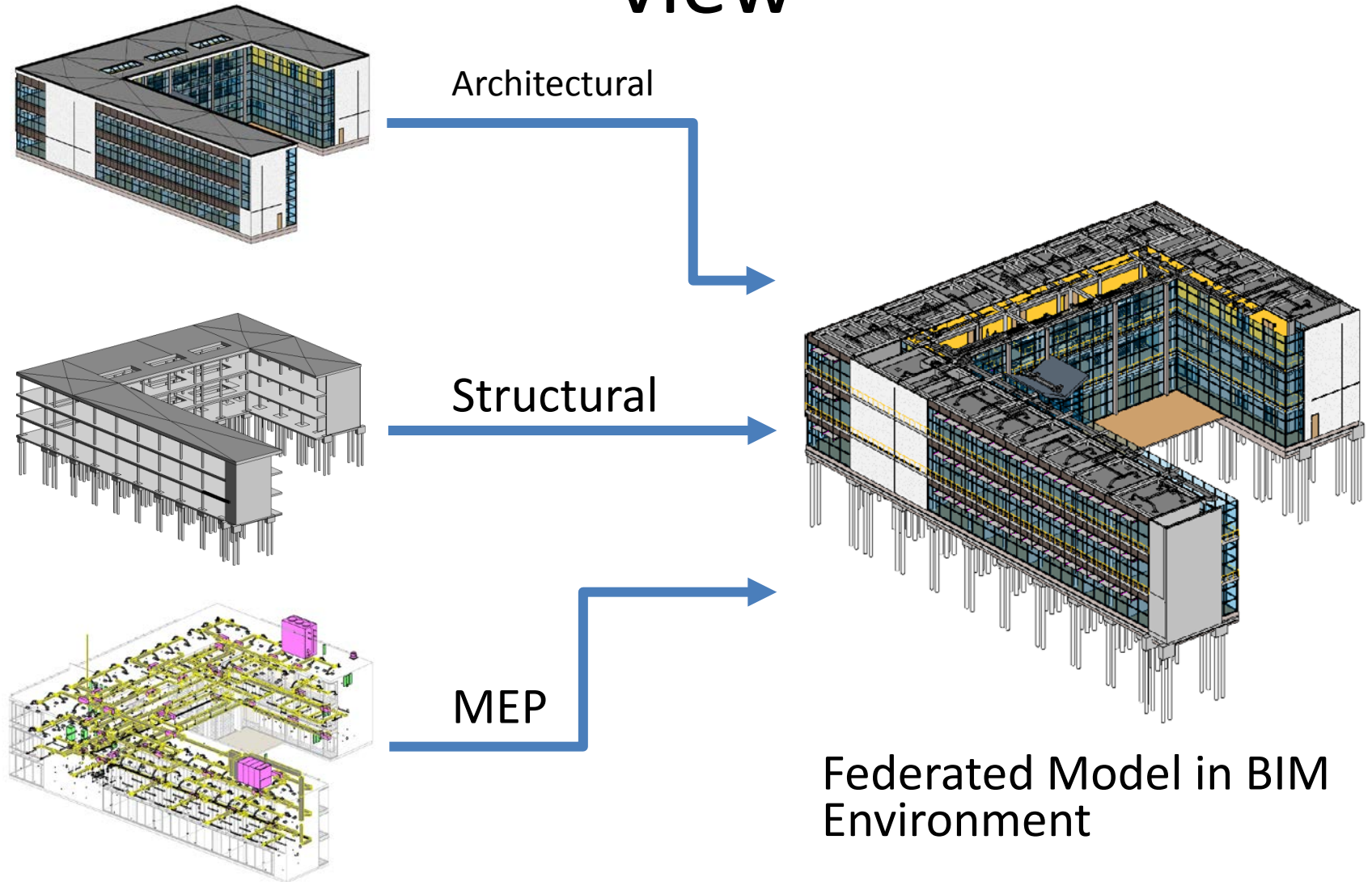
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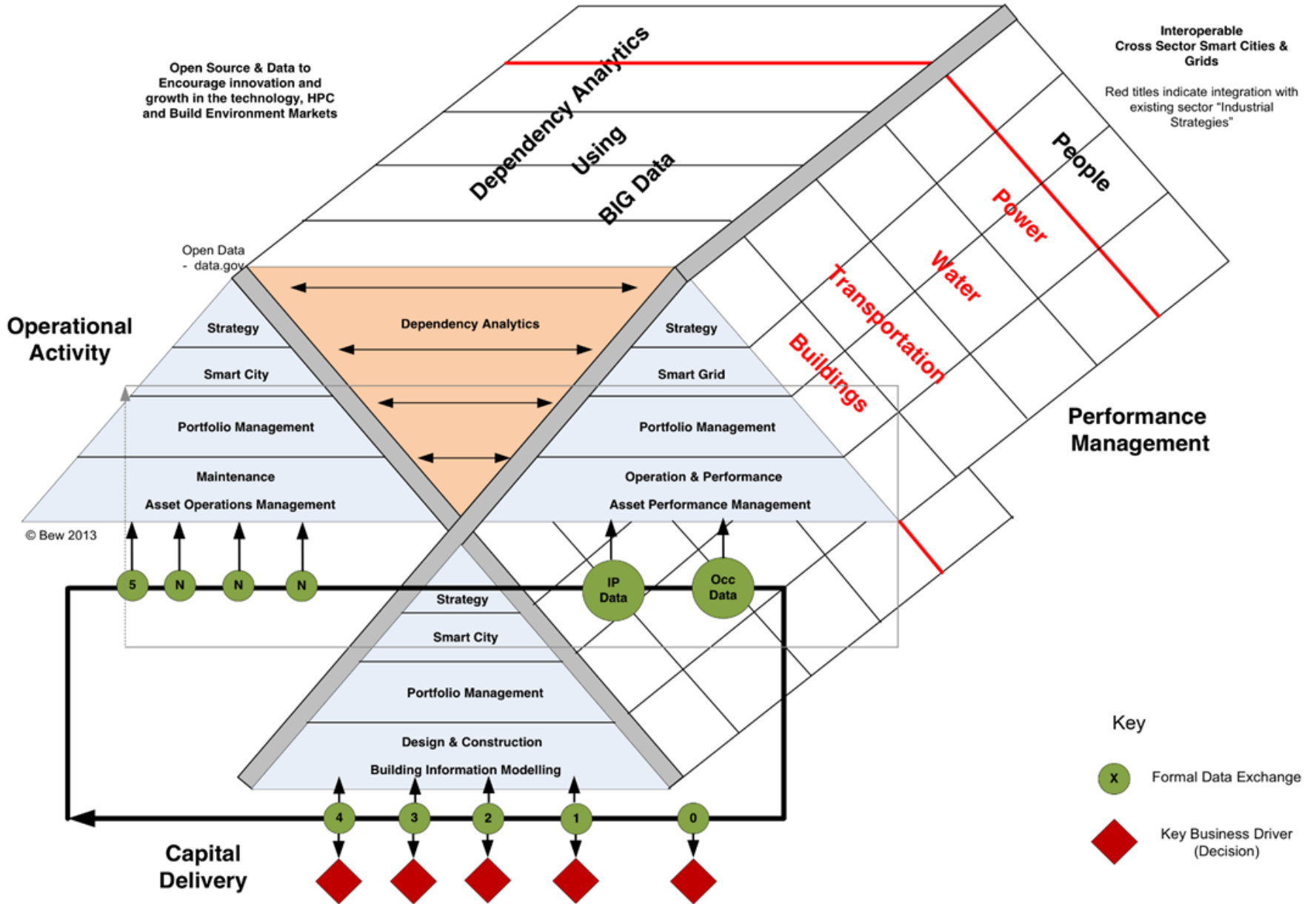


What is BIM?



A BIM federated model: abstract view





Learning in this new digital construction world

- People are different
- Organisations are different
- Tasks are different
- Information requirements are different

- How do we provide a learning environment in this context?

People are different

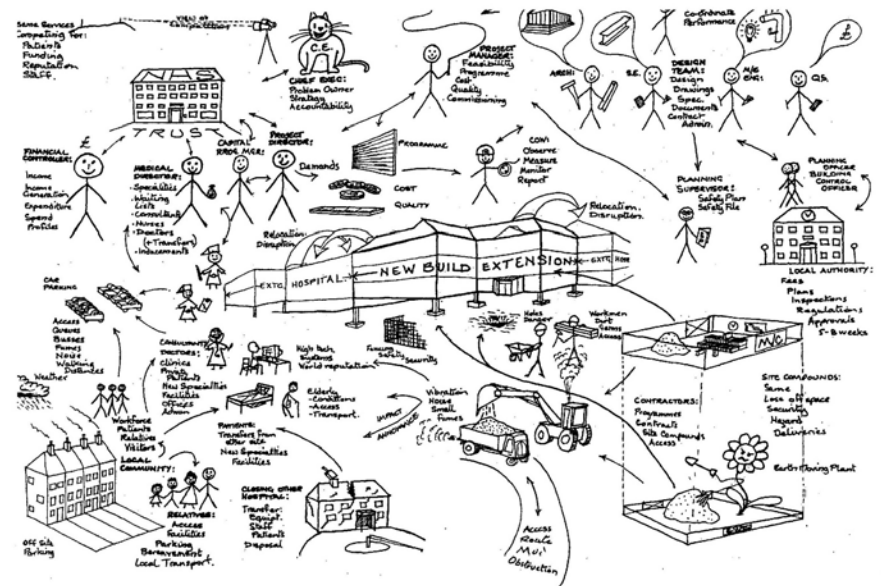
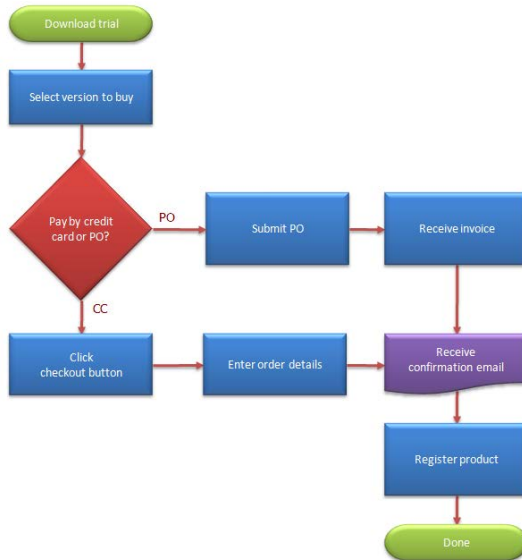
Planning
Procedures
Quantities
Reports

Structuralist



Actions
Sensing
Qualities
Solutions

Adapter



The world of different tasks

Calculative

Have been done before
Have been determined and rationalised
Have been procedurised
Have been quantified
Stable

$$\begin{aligned}\sin(2a) &= 2 \sin(a) \cos(a) \\ \cos(2a) &= \cos^2(a) - \sin^2(a) \\ \cos(2a) &= 2 \cos^2(a) - 1 \\ \cos(2a) &= 1 - 2 \sin^2(a) \\ \tan(2a) &= \frac{2 \tan(a)}{1 - \tan^2(a)}\end{aligned}$$

Structuralist

Adapter



Judgement

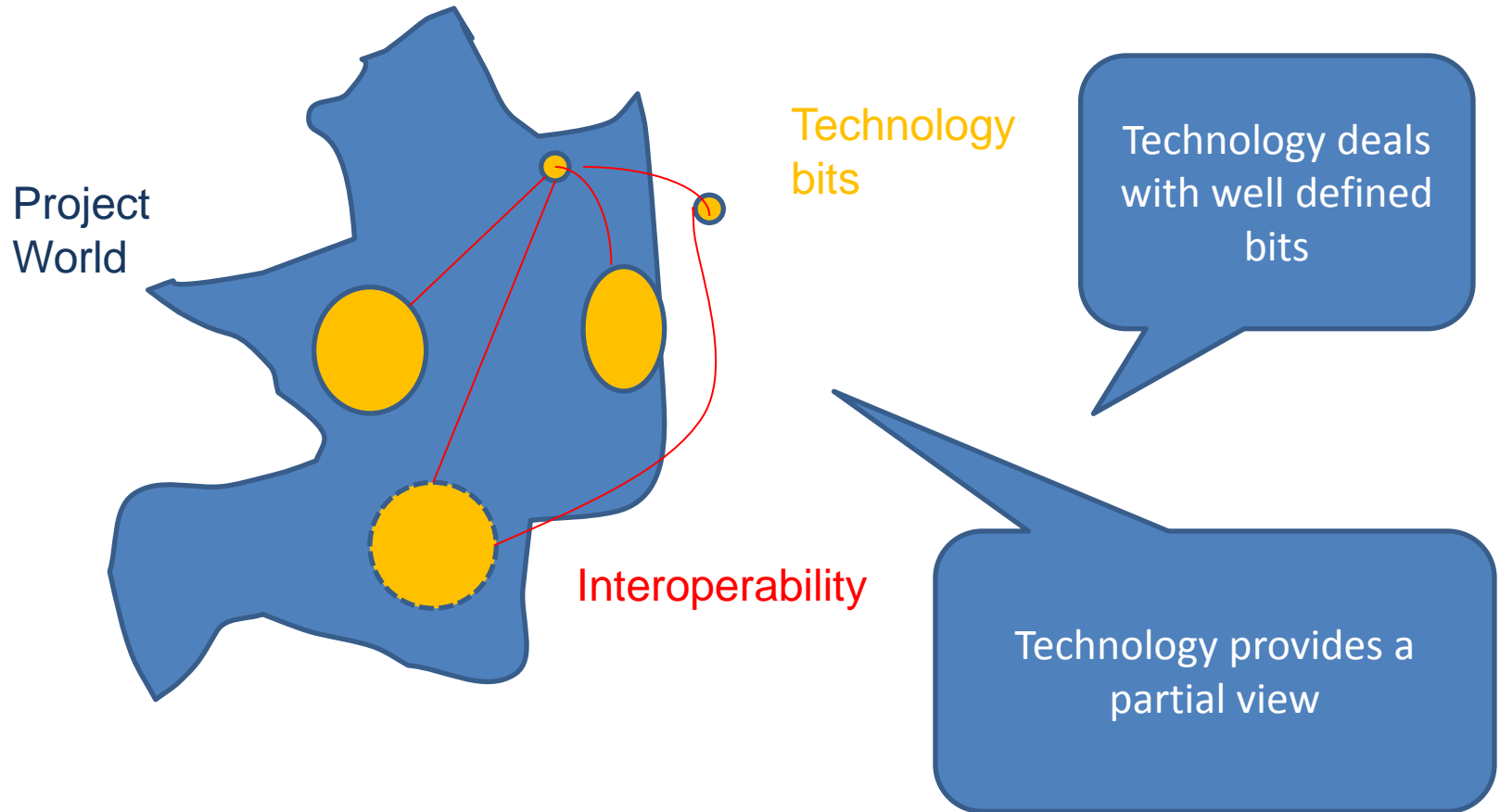
The uniqueness
What doesn't work
Contested
Dynamic
Complex too many variables

Technology can be the wrong tool for some tasks

Find more tasks that can have aspects undertaken by BIM
These aspects become the task



Information view of project world



If you spend all your time managing BIM (technology), you don't manage project

It's Not Information we are after?



It's Not Information we are after?



When do we trust the data?



Digital dividends and analogue complements

- World is changing and starting to accept digital technologies
- Connectivism provides an approach to learning in the digital world
- However we need a much more inclusive approach to promote continuous learning which can recognise the components from both real (analogue world) and digital representations.

Thank you.

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