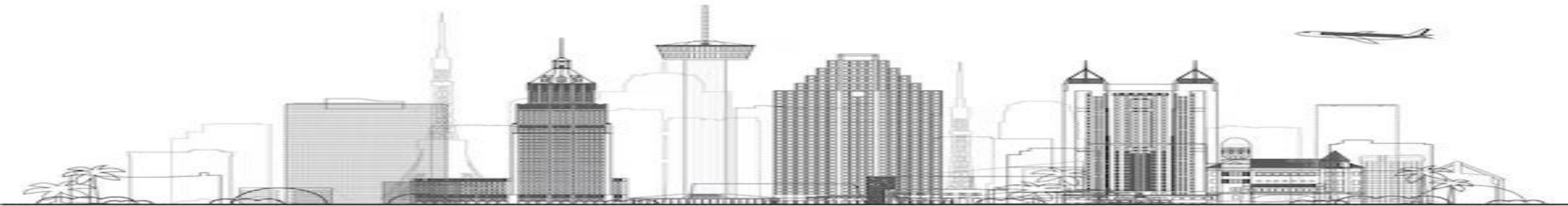




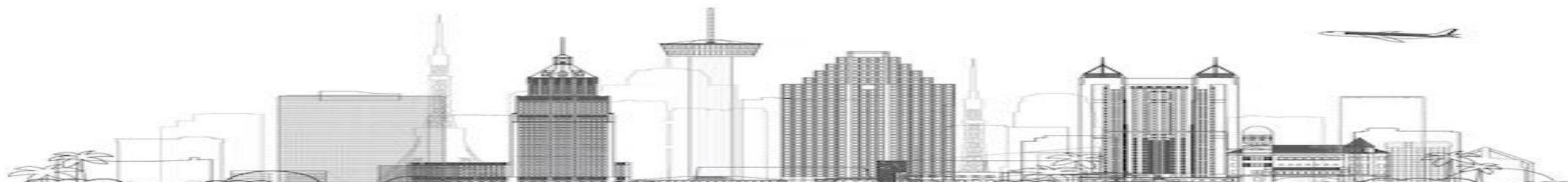
PROJECT TURN THE TITANIC (PTTT) SUSTAINABLE CONSTRUCTION FOR HIGHER EDUCATION FOR THE FUTURE

PROF THEO C HAUPT



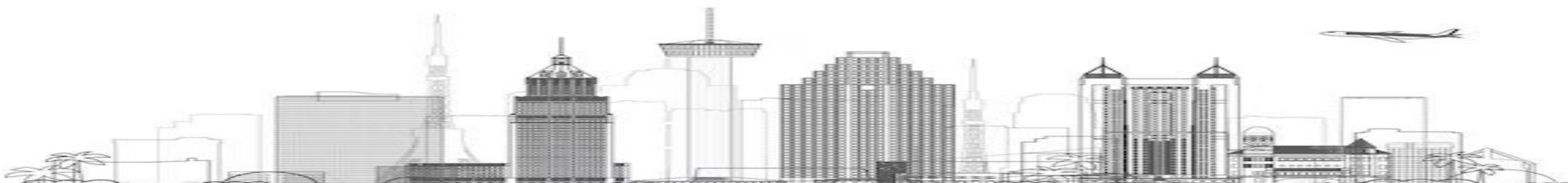
Background

- Current built environment higher education is not adequately responsive to the needs and demands of the nation as expressed in the National Development Plan 2030 (NDP) and its priority to improve the quality of education, skills development, and innovation
- Improve the quality and outcomes of built environment education through active and collaborative engagement with all stakeholders in the built environment higher education space
- Aligned with UN SDG 4 - which requires inclusive and equitable quality education and promotion of lifelong learning opportunities



Background

- The way that the necessary knowledge is organized must be critically examined and reviewed
 - not just what is taught but how it is taught, how it is assessed and how feedback is provided
- Pedagogic practices need to be scrutinized to determine their relevance and appropriateness to support engagement with the various built environment disciplines in a holistic way
- Become more relevant, transformative, and explore the use of alternative innovative instructional strategies to better prepare graduates for the world of work and professional practice which is increasingly technology-driven





NORTHMEAD
EARLY
EDUCATION
CENTRE

8095 7999

educhildcare.com.au

learning for life

"IF A CHILD CANNOT LEARN
THE WAY WE TEACH,
MAYBE WE SHOULD TEACH
THE WAY THEY LEARN"
- IGNACIO ESTRADA



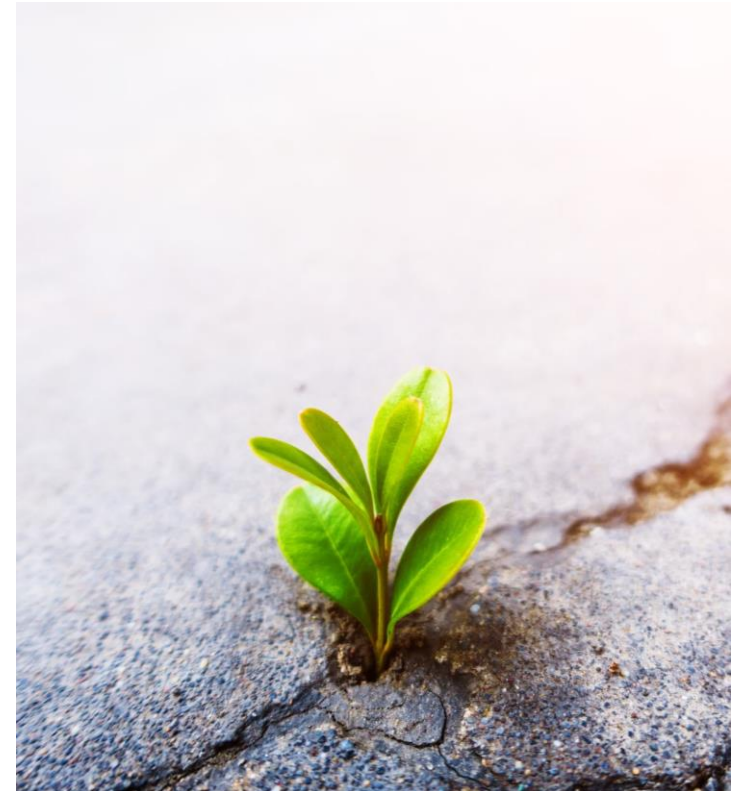
Drivers of PTTT

- Built environment education is not implementing inquiry-based learning
- Approaches to and practices of assessment and evaluation do not adequately evaluate mastery of necessary professional skillsets
- Learning approach responsive to diversity and cultural contexts and backgrounds focused on 'learning by doing' instead of 'learning by remembering'
- Influence of accrediting bodies and Councils on efforts to improve the quality, relevance and outcomes of built environment education
- Profile of instructors mitigates against successful implementation of inquiry-based learning and desired student learning outcomes



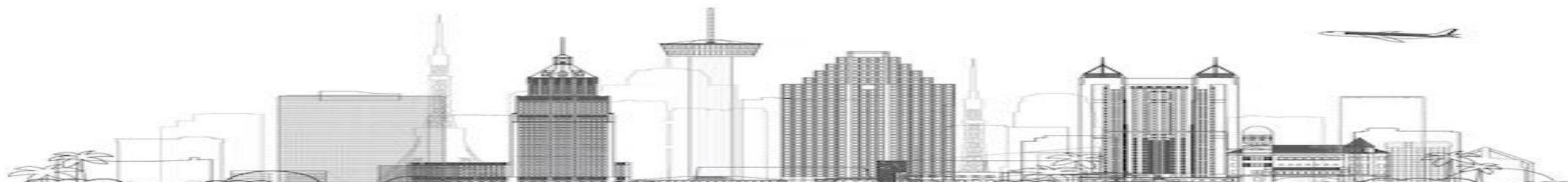
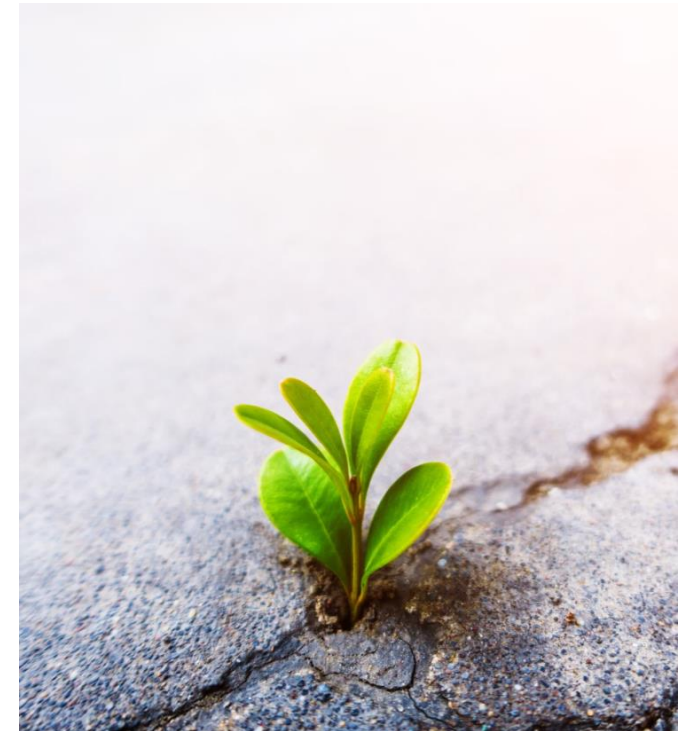
Primary objective

Bring about a step change in built environment curriculums in South Africa by involving all stakeholders in the process as partners in sustainable built environment higher education for the future



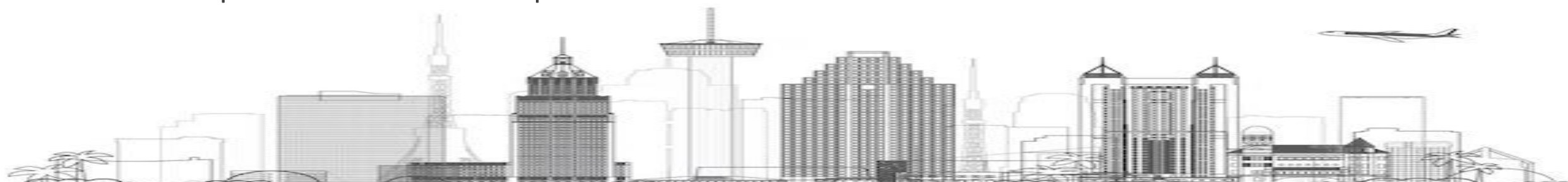
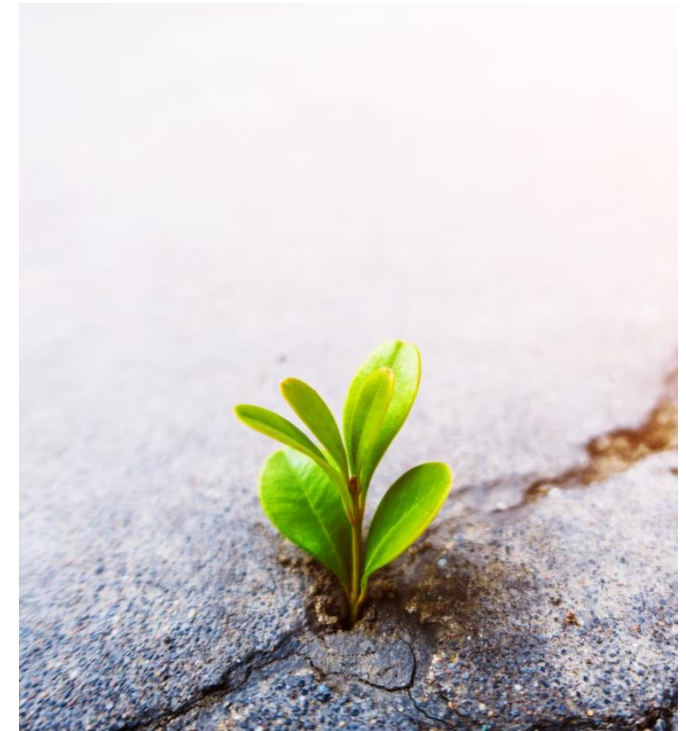
Project plan - 2024

- 9 phases over 3 years (2024-2027)
- Phase 1 - July 2024 - A Construction Education Summit
- Phase 2 - July 2024 - Establish a PBL website
- Phase 3a - July 2024 - A PBL Bootcamp (Facilitators of Learning)
- Phase 3b - July 2024 - A PBL Bootcamp (Students)
- Phase 4 - July 2024 - the ASOCSA Built Environment Conference



Project plan – 2025 +

- Phase 5 - January 2025 - A Construction Education Summit
- Phase 6 - January 2025 - Preparatory Workshop for Facilitators of Learning
- Phase 7 - March 2025 - Exchange Program with International Partners
- Phase 8 - April 2025 - Establish Center of Student-centered Built Environment - NIICHE
- Phase 9 - June/July 2025 - A Multi-disciplinary PBL Implementation Workshop



Project team

South Africa

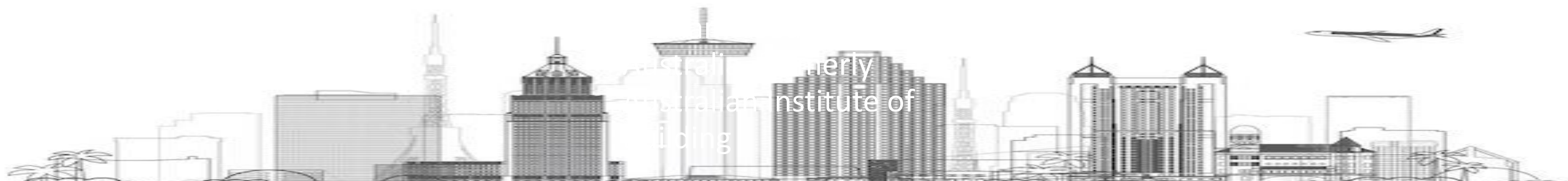
- Professor Theo C Haupt
- Professor Claudia Loggia

International Advisors

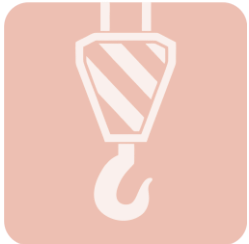
- Professor Lykke Bertel –
Aalborg University,
Denmark
- Professor Seirgei Miller –
Twente University,

South African Advisor

- Professor Anika van
Aswegen



National Institute of Innovative Construction Higher Education (NIICHE)



NIICHE

www.niiche.org.za

National Institute
of **Innovative**
Construction
Higher **Education**



Proposed NIICHE management team



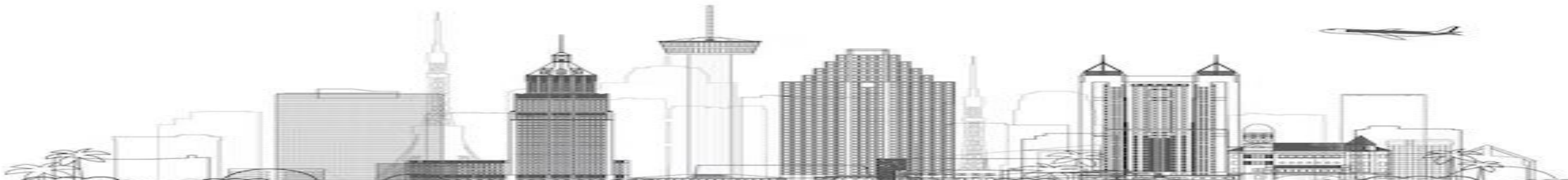
A Governance Management team comprising of at least 3 members drawn from ASOCSA Lifetime Achievement Award recipients and/or experienced red built environment academics



An Advisory Board comprising of at least 9 representatives drawn from international advisors, project funders, built environment professional and/or registration bodies and accrediting bodies



A Student Advisory Board of at least 3 representatives drawn from universities who are implementing PBL



Responsibilities of stakeholders



Industry	<ul style="list-style-type: none">• Financial support• pedagogical support (involvement in teaching and assessment and evaluation of student work)• providing internship programs & monitoring• providing real world construction problems
South African Universities consortium	<ul style="list-style-type: none">• sharing pedagogic practices• testing new methods• promoting exchanges of students• supporting the Curriculum change• supporting the creation of a CoSBEE in SA
International Partners - best practices	<ul style="list-style-type: none">• Pedagogic support• exchange programs for students and instructors• supporting the creation of a CoSBEE in SA• monitoring support



Final words...

- **Without committed financial support PTTT is doomed to hit the proverbial iceberg**
- **The need is great but the return on the investment will be even greater**
- **The entire industry will benefit exponentially**

PROF THEO CHAI

APRIL 8, 2016



