Name	University	Title	Proposal	Time & Location
DAY ONE – SEPTEMBER 10TH				
Kishor Zingre	Northumbria	**Presentation**: "Towards Responsible AI Integration in Built Environment Curricula: Evidence from UK Higher Education"	Artificial Intelligence (AI) is increasingly transforming higher education and professional practice within the built environment (BE) sector. However, limited evidence exists regarding the extent of AI adoption in BE higher education and the challenges and opportunities associated with its implementation. This study investigates the current state of AI adoption in BE education through a comprehensive literature review and primary data collection involving a survey of 32 participants from 23 UK academic institutions and an online workshop involving 19 participants from 13 institutions. The findings reveal that AI adoption remains at an early stage, with only 47% of educators currently integrating AI into teaching and assessment. Key barriers include skills and knowledge gaps, concerns regarding accuracy and academic integrity, limited institutional guidance, and resource constraints. Despite these challenges, educators recognise significant opportunities for AI to enhance creativity, efficiency, digital literacy, and decision-making within BE disciplines. Workshop discussions highlighted the importance of positioning AI as a tool for augmentation rather than replacement, emphasising responsible use, prompt engineering, transparency, and authentic assessment practices. The study concludes that effective AI integration requires a balanced, human-centred approach supported by clear policies, targeted training, ethical frameworks, and equitable access to AI technologies	14:00 Westminster Room
John Posillico	BCU	**Presentation**: "Development of a Holistic Admissions Score for Construction Management Programme Admissions"	Entry requirements are set by higher education institutions (HEIs) to ensure that perspective students have the requisite knowledge for potential success within their course of study. Within CIOB accredited UK construction management programmes, academic qualifications are solely considered as entry requirements which is in direct contrast to the varied skills, attributes and traits required of a construction manager. Hence, this research constitutes the first attempt to develop a 'holistic admissions score' (HAS) within CME programmes.	14:00 Westminster Room

			A mixed philosophical stance together with inductive reasoning is utilised to examine current CME programme entry criteria. Textual analysis of construction management job advert descriptions from leading construction organisations is utilised to formulate a novel HAS for CME programmes. Such knowledge inextricably links academic, interpersonal and leadership within programme entry parameters within CME programmes. Findings reveal that more research is required to address a notable gap within course/programme admission criteria to better prepare them for an enhanced HEI experience and a professional career in the sector. Leading on from these findings, a novel proof-of-concept model is developed to outline a HAS for CME programmes. Moreover, the work underscores the urgency for collaboration with secondary/college education and built environment organisations to optimise future CME practices	
Greg Watts	Manchester Metropolitan	**Presentation**: "How AI is tipping the balance of Built Environment education towards cognitive surrender"	Built Environment students have always walked the tightrope between rote learning and deep learning. Each has a place and each has a benefit in the professional role of many disciplines. Over recent years the use of AI in both industry and Higher Education has increased dramatically, and both are grappling with the increased advantages and disadvantages this brings. Whilst some may argue it has been quietly accepted that AI technology use can supplement, if not replace, rote learning, there is a lack of readiness for AI to replace deep learning. Yet one major disadvantage of increased AI use that is becoming increasingly apparent is the process of cognitive surrender. This is where AI is used for generation of ideas, critical consideration, and final evaluation and decision making, replacing entirely the student analysis process. It negatively impacts future-facing learning, restricts learner centre approaches, and limits the development of key skills that students need to develop in order to become leading industry professionals. This session introduces and discusses these core concepts, real life situations, and potential future implications. Whilst aligning with the first two conference themes in context, all five conference themes are touched upon with the wide ranging ramifications further cognitive surrender.	14:00 Westminster Room

Shahab Kabiri Renani	Reading	**Presentation**: "Beyond the Black Box: How Far Should AI Education Go in the Built Environment?"	Artificial Intelligence (AI) is rapidly influencing professional practice across the built environment through automation, data analysis, generative tools, and decision-support systems. While discussions around the use of AI in education and industry continue to grow, there remains uncertainty around how built environment programmes should respond pedagogically and strategically. This presentation explores a central question: how far should AI education go within built environment curricula? Should students simply learn how to use emerging AI applications, or should they also develop a foundational understanding of the principles, logic, limitations, and ethical implications behind these systems? Equally, to what extent should educators introduce technical concepts without transforming non-computing programmes into computer science courses? The session reflects on the risks of treating AI as a "black box" and argues for a balanced approach to AI literacy that promotes critical engagement rather than blind adoption or resistance. It also considers how curriculum development can support future professional capability while remaining realistic, discipline-relevant, and pedagogically appropriate	14:00 Pall Mall Room
Adelina Skirth	Coventry	**Presentation**: "When the campus closed: longitudinal evidence on belonging, hybrid provision and the future of built environment education"	Built environment education stands at a decision point. Post-pandemic hybrid provision has settled into many programmes by accumulation rather than design, with each individual decision defensible and the cumulative effect rarely examined. At the same time, accrediting bodies are revisiting their physical resources criteria, institutions are reviewing estate strategies under financial pressure, and the professional bodies are signalling expectations about graduate readiness that depend on conditions hybrid models do not fully reproduce. This presentation argues that built environment educators need a sharper, evidence-informed position on what physical campus does for student formation and what it costs to lose. Drawing on a longitudinal institutional dataset spanning seven academic years and over 32,000 respondents per year, it identifies a measurable, recoverable effect of campus access on the dimensions of student experience most relevant to professional formation, and one that hybrid provision does not substitute for.	14:00 Pall Mall Room

			The presentation then sets out three strategic implications: where to draw hybrid limits, how to think about internal equity of space across cognate subjects, and what accreditation frameworks could usefully measure that they currently do not. The aim is to equip delegates to take a stronger position in their own institutional conversations.	
Jane Ballantyne	Roehampton	**Presentation**: "Are we ready for a revolution?"	Built environment graduates enter a world that is interdisciplinary, data-rich and entangled with climate, social and commercial complexity. Yet our programmes remain structured around historic disciplinary silos, reinforced by professional body competencies and cautious employer expectations. Engineering is already asking whether incremental change is enough; new institutions such as NMITE have shown a different model is possible. Is it time for the built environment to ask the same question? This session is aligned with the future-facing learning theme of the conference and is deliberately provocative and offers no finished answers. It asks whether we can revolutionise our education to be genuinely interdisciplinary, producing rounded graduates who think across surveying, construction, architecture and civil engineering, while still honouring rigour and professional standards. I will share honest experience from interdisciplinary design modules taken by every undergraduate at Levels 4, 5 and 6 in a new multidisciplinary school: the design, the friction, the failures and the unexpected wins. My aim is not to present a blueprint but to plant seeds and promote discussion and debate.	14:00 Pall Mall Room
Grazyna Wiejak-Roy	UWE	**Presentation**: "Towards global curricula – the case of land administration"	The need for sound land administration and governance is a necessity for attaining several of the Sustainable Development Goals. This, in turn, creates a need for education and training of suitably qualified professionals. Land administration curriculum designers have at their disposal several guidelines to support them in this endeavour. While having such an array of good quality guidelines is undoubtedly an asset, curriculum developers may experience the paradox of choice, whereby having too many choices leaves one overwhelmed, insecure, and unable to decide. This research reflects on various guidelines and provides recommendations for curriculum developers navigating through this myriad of ideas and approaches. This	15:30 Westminster Room

			research is based on work completed by Commission 2 (Professional Education) of the International Federation of Surveyors that included critical review of selected guidelines, their uptake and experience in informing curriculum development. This work provides useful inputs towards development of curricula that are future-proof: address the variety of learning models (from undergraduate to starter and advanced CPD), promote public trust and professionalism, deal with political tensions, embed technology for delivery of surveying services, promote mobility and attract talent to close the skills gap.	
Lovelin Obi, Mark Shelbourn, Bankole Awuzie	GBS	**Presentation**: "Academic Leadership in the Age of Artificial Intelligence: Advancing Equity, Inclusion, and Social Mobility**"**	Artificial Intelligence (AI) is rapidly becoming part of the higher education landscape, influencing teaching, learning, assessment, student support, and institutional decision-making. While AI offers opportunities to enhance personalised learning, improve student engagement, and support student success, it also raises important questions about digital exclusion, unequal access, algorithmic bias, and the potential for new forms of educational inequality. For institutions committed to widening participation and social mobility, these developments present both opportunities and challenges. As higher education increasingly embraces AI-enabled technologies, the key question becomes how can academic leaders in the Built environment ensure that innovation expands opportunity rather than deepens existing inequalities? This presentation explores the relationship between AI, student success, and social mobility through the lens of academic leadership. Drawing on emerging literature and sector developments, it considers how leaders can balance technological innovation with educational purpose, student support, and equitable outcomes. The presentation will introduce the concept of Inclusive AI Leadership as a way of thinking about the role of leadership in shaping AI-enabled educational environments for institutions serving widening participation students in built environment disciplines. It argues that the impact of AI in higher education will depend not only on technological capability but also on leadership decisions that ensure innovation expands educational opportunity, promote student success and inclusive futures.	15:30 Westminster Room

Jason Challender	LJMU	**Presentation**: "The importance of social value in promoting outstanding projects in the built environment"	As a senior lecturer at LJMU and a Visiting Prof. at the University of Greater Manchester, I have published 11 books on property and surveying aspects in the built environment. My new book to be published this summer is related to achieving social value on construction projects and the benefits this can bring for promoting outstanding projects. My talk will be round this aspect and I will present slides of the many different projects I have procured whilst I was an Executive Estates Director at the University of Salford for 8 years, with a department of 400 staff.	15:30 Westminster Room
Richard Burt	Auburn	**Presentation**: "Developing Student Learning Outcomes for Construction Management Students using Analysis of Entry Level Job descriptions in the United States".	In developing an academic curriculum and accreditation standards, a range of methods for identifying the knowledge and skills of graduates are used. Several approaches rely on the subjective perception of future employers using panels, focus groups, or surveys. However, a more objective method involves the analysis of entry-level job postings. An analysis of entry-level job postings obtained from companies recruiting from large construction management programs in the USA was conducted. Artificial Intelligence was used to develop a ranked list of the 20 most important student learning outcomes (SLOs) that should be taught across a 4-year Construction Management degree program, derived directly from the frequency and dominance of themed responsibilities in the essential-duty dataset contained.	15:30 Pall Mall Room
Louise Brown	Ulster	**Presentation**: "Identification of causes of Maths Anxiety for men and women in applied mathematical subjects and proposed practice-based mediations:	This proposal fits within future facing learning in terms of widening access and as a contribution to the sector's increasing awareness of EDI principles and embedding compassionate pedagogies. This research was developed to address a specific issue across a number of subjects areas within the School of Architecture and the Built Environment. A correlation between failure rates and applied mathematical subjects emerged in the School of Architecture and the Built Environment and this research sought to find suitable mitigations. The approach addresses both maths competence and confidence through a co-ordinated response between academics in discipline specific modules and	15:30 Pall Mall Room

			colleagues in the Student Success Centre in Ulster. The methodology for this paper combines survey results (n=109 students) and findings from a student focus group. The research has 3 clear objectives, it explores some of the causes for maths anxiety both by task through analysis of UK MAS (Hunt et al, 2013). Secondly, it captures students lived experience of maths anxiety through a focus group. Thirdly, it presents and evaluates the effectiveness of growth mindset interventions that were tested to address maths anxiety and proposes alternative practice to mediate maths anxiety in tertiary education to be tested in future research. Statistically significant differences are reported between maths anxiety experiences between men and women for evaluation tasks.	
Priti Lodhia, James Ritson	University of the Built Environment	**Presentation**: "Informing Inclusive Design Through Neurodivergent Perspectives and Lived Experience"	This session shares learning from a Community of Practice session held with academics and learning designers from the University of the Built Environment that explored how the lived experience of neurodivergent staff can inform more inclusive teaching practice. The presentation outlines the purpose, structure and facilitation of the Community of Practice, alongside key insights that emerged from collaborative reflection. During the Community of Practice, staff examined routine academic activities—such as reading and writing tasks and exploring how an academic support plan may be limited in supporting individual needs. The session aimed to identify hidden barriers that may disadvantage students. By positioning lived experience as professional expertise, the process supported proactive inclusive design, particularly in relation to task clarity, cognitive load, and the accessibility of learning activities, rather than reactive individual adjustments. The conference session will be presented by the leader of the Community of Practice and one of the panel of participants to reflect on what this work revealed about planning for inclusivity. This session aligns with the conference theme Professionalism, Ethics & Behaviours by demonstrating how lived experience and Communities of Practice can strengthen inclusion in education and training.	15:30 Pall Mall Room

DAY TWO – SEPTEMBER 11TH				
Ehsan Asnaashari, Andrew Knight	Nottingham Trent University	**Workshop**: "Is Your Assessment Vulnerable to Generative AI? The Resilience Advisor Reports"	This workshop introduces the Assessment Resilience Advisor project, an AI-powered chatbot designed to evaluate the vulnerability of assessment briefs to Generative AI. The tool generates an overall vulnerability score for assessment briefs and detailed ratings for individual tasks, alongside recommendations for redesigning assessments to prioritise human cognition, critical thinking, and discipline-specific judgement. The workshop demonstrates how the tool can support module leaders, course teams, and departmental leadership by providing a strategic overview of vulnerability across modules and programmes. This enables evidence-informed decision-making, targeted enhancement, and periodic review aligned with sector expectations and quality assurance requirements. Participants will develop a practical understanding of how the chatbot operates, including the underpinning framework, scoring logic, and analysis process. The session will also explore evaluated examples of assessment briefs and encourage critical discussion around the credibility, limitations, and implications of AI-generated evaluations for academic leadership and assessment design. The workshop contributes to scholarship by generating data-driven insights into recurring patterns of Gen-AI vulnerability across assessment portfolios, moving beyond anecdotal concerns. By emphasising redesign strategies that require complex reasoning, ethical judgement, contextual interpretation, and evidence-based decision making, the session supports the development of more authentic, resilient, and future-focused assessments in the Gen-AI era.	10:00 Lecture Hall
Paul Vasantharaj	Huddersfield	**Presentation**: "Innovative Pedagogy for Teaching Collaborative Work in Built Environment"	Collaborative work is essential in the planning, development, design, construction & maintenance of facilities in the Built Environment. Professionals from various disciplines such as architecture, construction, quantity surveying, and architectural technology work collaboratively for successful delivery of such projects. Providing opportunities for the students to develop skills that are necessary for collaboration is an essential element of a course curriculum. Digital tools including BIM platforms are beneficial in facilitating effective learning.	10:00 Pall Mall Room

			Experiences from a Level 5 module 'Collaborative Project - Built Environment' will be presented. The students from three different Built Environment courses (Construction Project Management, Quantity Surveying and Architectural Technology) form multi-disciplinary teams to work collaboratively on a live project. The case project is repurposing an existing space to a film screening hall. The students of various disciplines played their role in developing design brief, planning and cost management proposals. A blend of teaching-learning activities such as lectures, tutorials, studio, site visits, and group presentations is utilised. Students are encouraged to use digital platforms such as Autodesk Construction Cloud to demonstrate effective collaboration to complement the traditional techniques.	
Catherine Collopy, Onur Dursun	LJMU	**Presentation**: "Strengthening Authentic APC Readiness through Q&A-Based Assessment in Quantity Surveying Degree Apprenticeships"	Aligned with the conference themes of Digital Futures & AI, Skills, Talent & Apprenticeships, and Professionalism, Ethics & Behaviours, this session examines how assessment can protect authenticity while strengthening APC/EPA readiness in surveying Degree Apprenticeships. The problem is twofold: Large Language AI tools challenge the reliability of written coursework as evidence of individual ownership, while apprenticeship providers must also support stronger preparation for RICS APC / End Point Assessment, including the ability to evidence competence and respond to professional questioning. The session presents 6329BEUG Work Based Project III, where an APC-aligned portfolio combines Summary of Experience writing, an APC-style case study, an individual Q&A interview, and OTJT/development planning. The aim is to show how assessment design can move students beyond producing written outputs towards demonstrating professional judgement, reflective ownership and assessor-facing communication. Methodologically, the session is presented as a small-scale evaluative case study of one final-year Quantity Surveying Degree Apprenticeship cohort. Evidence is drawn from the assessment design, staff reflections and a post-interview student survey completed by 19 of 32 students. Findings indicate strong student endorsement of the Q&A format. All respondents agreed that it supported APC/EPA preparation, encouraged authenticity and ownership, and helped translate written evidence into professional dialogue.	10:00 Pall Mall Room

Whitney Bevan	RGU	**Presentation**: "Community Building within Higher Education: Grassroot Career Support Mechanisms"	Current challenges within the Construction Industry surround a shortage of labour, where there is lack of attraction to careers within the sector (CITB, 2023, gender diversity as fewer females than males enter the industry, as well as concerns of retention of the construction workforce. These issues are connected to a lack of understanding and exposure to the construction sector, little knowledge of the available roles and carers within the industry, along with a shortage of role models. Previous research highlights the need for interaction to occur between the current construction workforce and those external to the industry. This can be achieved through mentorship, real-life stories, demonstrating different pathways into the sector, as well as career visibility (CITB, 2022). This research looks at community building events and their impact for career support for the Built Environment. Results emphasise the value of networking in an informal environment, where an open forum can be achieved, as well as support to building relationships between industry, the community and students. Community events further highlighted the development and value of mentor – mentee relationships, both for students and current industry. Theme - skills, talents and apprenticeships: This research looks at how to attract workforce to the industry through community and industry events within the university. It further shows how these events can support current students and connect them to industry to support future careers (the type of environment that is supportive), as well as benefits of industry expanding their network.	10:00 Pall Mall Room
Abdullahi Saka, **Kudirat Ayinla**, **Opeoluwa Akinradeo**	University of Westminster, Loughborough, Free State SA	**Workshop**: "Embedding Responsible AI in Built Environment Education: Bridging Gap between Professional Practice and Curriculum"	Artificial intelligence is rapidly being embraced across built environment practice, yet curriculum development is struggling to keep pace. Many educators remain caught in a binary debate, whether to permit or prohibit student use of AI, while the profession has moved decisively beyond it. Standards such as the RICS Professional Standard on the Responsible Use of AI in Surveying Practice now require firms to demonstrate ethical, transparent, and accountable AI use as a baseline expectation. However, these standards are directed at professional practice, not education. No framework exists to guide built environment educators on how to prepare students,	11:20 Lecture Hall

			the professionals of tomorrow, to meet these expectations from day one of their careers. This workshop addresses that gap. The Built Environment Responsible AI Competency Framework (BRIEF) v1.0, a seven-dimension, 68-KSB framework developed by AI4QS via a multi-stage methodology, will be presented. The results of a hermeneutic interpretation of the RICS Standard's implications for curriculum design, pedagogy, and assessment will also be shared, providing actionable guidelines for educators. A structured mapping activity then invites delegates to audit their own programme against the framework and guidelines, surfacing gaps and immediate curriculum actions	
Ilir Nase	University of Manchester	**Workshop**: "Discounted cashflow assignments in property valuation: (how) can we make them AI proof?"	The proposed workshop session builds upon the Property Valuation PGT module that I teach at the University of Manchester. This is a core module in our MSc Real Estate programmes and is assessed via a combination of group and individual work. The latter is based on preparing a Red Book-compliant valuation report for a commercial property which is on the market just before or on assignment brief release date. The students then are asked to assess the investment worth of this property via DCF and provide their findings in a report with screengrabs of their excel templates for both calculations and formulae. For the proposed workshop I intend to provide a summary of last year's assignment and a demonstration of trying to complete the assignment using one (or more) available AI platforms. Then the session will accommodate a discussion (20-30 min.) regarding identified issues or any other ones coming from the participants. The questions of the discussion will centre around our role as educators and assessors aiming to devote the last 5-10 minutes to our 'way forward' / ideas for 'AI proofing' assignments.	11:20 Pall Mall Room
Olayinka Omoboye, **Afolabi Dania**	University of Westminster	**Workshop**: "The Psychology of Preference: Helping HE Educators Reframe Student Engagement, Assessment Authenticity and Professional Identity in Post-GenAI Construction Education"	This workshop introduces the Psychology of Preference (PoP), an educator-facing pedagogical framework for helping construction and built environment educators make student thinking, judgement, values, professional voice and identity formation more visible in the post-GenAI era. The proposal responds directly to the Digital Futures & AI theme by addressing the challenge that generative AI can produce polished outputs while obscuring the learner's own reasoning. Rather than focusing on	13:00 Lecture Hall

			detection, PoP supports teaching and assessment activities where students must explain, interpret, connect and evidence their thinking. The session also aligns with Future-Facing Learning by offering a reflective, dialogic and learner-centred approach that educators can adapt in seminars, apprenticeships, assessment checkpoints, presentations, site visit reflections and professional identity activities. It contributes to Skills, Talent & Apprenticeships by supporting employability, communication, judgement and confidence in professional decision-making. It further addresses Professionalism, Ethics & Behaviours by foregrounding ethical practice, professional conduct, inclusion and responsible use of AI. Participants will experience PoP as learners before applying the framework	
Ann Vanner	Healing Buildings	**Workshop**: "Beyond Policy: Creating Practical Support Pathways for Equity, Wellbeing and Retention in the Built Environment - When Someone Needs Help, What Happens Next? Practical Support Pathways for Equity and Retention in the Built Environment"	This interactive workshop explores how educators, employers, mentors and professional bodies can work together to create practical support pathways that improve equity, wellbeing and retention across the built environment sector. Whilst considerable attention has been given to widening participation and attracting diverse talent, less focus has been placed on the support available when learners, apprentices and employees encounter barriers after entering the profession. Drawing on examples from professional practice, participants will explore where current systems succeed, where gaps exist, and how more effective support pathways can be developed. Using facilitated discussion, practical exercises and of course post it notes, attendees will examine the journey from challenge to support, considering the roles of mentoring, line management, professional institutions, workplace policies and external guidance such as ACAS. The workshop will conclude with a discussion on whether current support structures adequately meet the needs of learners and professionals within the built environment. Participants will help identify key gaps, opportunities and priorities, contributing to an ongoing sector conversation around wellbeing, inclusion and retention.	13:00 Pall Mall Room

			The session aligns strongly with the themes of Professionalism, Ethics & Behaviours and Skills, Talent & Apprenticeships, whilst also supporting Future-Facing Learning through collaborative approaches that strengthen success throughout education and employment.	
Cathy Higgs, Amanda Milambo, Priti Lodhia, Aravindi Samarakkody	University of the Built Environment	**Workshop**: "Digital Futures in Assessment: Utilising Diagnostic Computer-Marked Assessment to Support Student Learning"	This session disseminates findings from an internally funded Small Teaching Action Research (STAR) project focused on innovation in teaching, assessment, and digital learning. The project particularly explored the development of a diagnostic marking tool to assess students' understanding of unit rate calculations, a fundamental competency within Quantity Surveying education and professional practice. The tool was designed to automate aspects of academic judgement while generating rich diagnostic feedback for students. Initial piloting with markers examined the feasibility, accuracy, and educational value of the approach. The longer-term aim was to develop the tool into a Computer-Marked Assessment (CMA), enabling students to engage in self-directed learning while increasing marking efficiency, enhancing the student experience, and supporting student success. The session will reflect on lessons learned during the development and pilot phases, including opportunities and challenges associated with digital assessment and feedback. The session will conclude with an interactive discussion (in focus group style), enabling participants to share experiences and explore future directions for digital assessment. The proposal directly aligns with the Digital Futures & AI theme through its use of technology-enhanced assessment and automated feedback, and with Future-Facing Learning through its focus on learner-centred, scalable, and data-informed approaches to developing professional competencies	13:45 Lecture Hall
Amna Salman	Auburn	**Workshop**: "Teaching Sustainability in AEC Education Through Study Abroad and Experiential Learning**"**	Construction educators face growing pressure to prepare graduates who can address complex sustainability challenges in an increasingly global built environment. However, sustainability concepts are often taught through traditional classroom-based approaches that may limit students' ability to connect theory with real-world practice.	13:45 Pall Mall Room

			This interactive workshop explores study abroad as a learner-centred educational strategy that enables students to engage directly with sustainability practices, construction innovations, and diverse cultural perspectives beyond the classroom. Drawing on evidence from international construction study abroad programs, the session demonstrates how experiential learning, reflective practice, project-based activities, and global engagement can deepen students' understanding of sustainable construction and urban development. Participants will examine how site visits, field observations, comparative international case studies, and structured reflection activities foster critical thinking, sustainability literacy, and transformative learning. A central component of the workshop is an interactive pedagogy-design exercise. Participants will first independently design their ideal approach for teaching sustainability to construction students. They will then collaborate in small groups to compare ideas, evaluate high-impact educational practices, and co-create a future-focused sustainability learning framework. Through facilitated discussion, participants will identify instructional strategies that maximize student engagement, learning outcomes, and real-world application. Aligned with the Future-Facing Learning theme, the workshop provides practical strategies for integrating experiential and globally focused sustainability learning into construction and built environment curricula.	