

# Building Regulation Applied Visual Interactive Resources

## Author

Irene Hayden, Galway-Mayo Institute of Technology

## Findings

Survey participants unanimously agreed that AviBRs were effective for online learning. This reflected the following percentages of people who agreed that AviBRs can be effective as e-learning tools:

1. An animated video (89%)
2. An interactive learning object (85%)
3. A gamified learning object (73%)

‘Sometimes a visual representation of the regulation is easier to understand than reading the regulations’; Interactive AviBRs were ‘very effective at bringing theory into practice’; ‘it involves the learner in a more dynamic way’; ‘a National Car Test (NCT) theory test for building regulations’ would be good using AviBRs online; ‘the game-based mechanic might be motivational, especially if linked to a scoring system’.

## Impact

AviBRs can substitute the technical language in some regulations with project-rich, visual case studies and interactive, applied, visual examples. The extremely challenging requirements of building regulation compliance places responsibility on built environment professionals to ensure that peoples’ safety is paramount. One could argue that through this lens, the link between education and practice is neither direct enough nor clear enough. The rigour of scaffolded explicit transparency in building regulation compliant educational practices should be taught exactly as required in practice. It is pertinent as educators that we verbalise, acknowledge and act on our duty of care to our learners to ensure that this is done in a direct, considered, and consistent way, across all disciplines.

## Aim

The aim of this research was to evaluate the design and use of applied visual interactive resources suitable for use in building regulation subjects in higher education built environment programmes. The research question was to investigate whether three examples demonstrating applied visual interactive building regulations (AviBRs) were effective and useful in their design.

## Visuals

Click and drag Charlie to the most suitable non-power operated door to open

Click on the cavity barrier in red.

Disabled Refuges.

Horizontal Cavity Barriers

Score: 0

One could liken the concept of AviBRs to a series of steps or scaffolds which could be used in a staged progression to learn new competencies, transitioning from a place of none or little knowledge of building regulations to one where building compliance requirements for design, contract drawings and building site certification, and compliance sign-off are clearly understood and assessed within the confines and safety of an educational setting.

## References

Hayden, I (2019) An evaluation of the design and use of applied visual interactive resources for teaching building regulations in higher education built environment programmes. Architectural Engineering and Design Management. DOI: [10.1080/17452007.2018.1561413](https://doi.org/10.1080/17452007.2018.1561413)