

# **Bim Education in Nigerian Tertiary Institutions: AEC Teachers' Perspective**

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## **Abstract**

Building Information Modeling (BIM) has become a revolutionary technology in the Architecture, Engineering, and Construction (AEC) industry, transforming the way projects are designed, constructed, and managed. However, the incorporation of BIM into tertiary education curricula, especially in Nigerian architecture schools, is still being investigated. This study explores the views of AEC teachers on BIM education in Nigerian universities, shedding light on current practices, challenges, and potential improvements. A structured survey questionnaire was used to gather qualitative data for the study. The analysis focuses on key themes such as the integration of BIM into existing curricula, the sufficiency of resources and training for educators, the barriers to effective BIM education, and the perceived effectiveness of BIM education in preparing students for industry demands. The findings reveal a varied landscape of BIM education across Nigerian architecture schools. Very few of the institutions have fully embraced BIM as an integral part of their programs, while the majority of the respondent institutions still encounter significant challenges in BIM implementation. The top 5 challenges of effective BIM education include the high cost of software/BIM lab setup, inadequate IT infrastructure, and already overloaded curricula of architecture courses amongst others. This paper contributes to the ongoing discussion on BIM education by providing insights into the perspectives of AEC teachers in Nigerian tertiary institutions. It offers recommendations for improving BIM integration in university curricula. By addressing these challenges, Nigerian architecture schools can better equip students with essential BIM skills, ensuring their readiness for the evolving demands of the AEC industry.

**Keywords:** AEC Teachers, Architecture Schools, BIM Education, BIM Skills, Nigeria