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Good afternoon. Thank you for the question. It's interesting and help us making things in a more long term, which is important because what we are doing now, it will help us to define the future and thinking about how do I measure the university of the future in one so recent period we face with the pandemic. I think it was at least for me and I believe in for most of the people in organizations a life changing if we want to grow according to what we face and help. And it helps us. I would like to emphasize two aspects that I think it will explain how and why I imagine the University of the future in 20 years. Besides that, I'm a believer. I will always be not only as a person, but professionally. So two aspects that I consider and learn and remembered and the pandemic helped me to reinforce.

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One was our capacity as human beings and even as a community and organization of how can we adjust quickly or not so quickly, but adjust to unforeseen events and something disruptive as it happened to us. In this capacity of the systems to adapt, it's very important and I think it reinforced, was reinforced with the pandemic. The other aspect was that it remembered how crucial it is to work in a true, effective and efficient community to address a challenge.

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And we have had one of the biggest challenge that we will have in our lives altogether. And thinking about these two aspects, I would say that, and I imagine the university of the future in 20 years, ideally, and considering the trends, but also what I believe that we should follow, is a university that will be mission driven, so towards pursuing global challenges, probably not what we are facing now, but global challenges that cause all the community to work in a collaborative way or in the best way to address it. It's one of the cases. And at that time, in this sense, we provide to students a meaning in the proposal on their academic journey and to have the feeling of a proposal and a meaning to what I'm investing in time and in knowledge.

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I believe it helps us to be better professionals, in this case, as students towards an objective. And being mission-driven as a university, it also offers as an institution, as a lifelong learning. Because if we want to address global challenges in a world that is changing, we need to address, we need to reskill and to upskill our skills, our competencies towards addressing these challenges. The other that is already, so I'm talking about in 20 years, but we already started this journey. The other is to be more inclusive. And it's a necessity. It's already a reality. And technology for sure helped us. And we saw in the pandemic that with introducing distance learning, in some cases, of course, where there were no access to equipment, it's more difficult. But we found that some profiles of learners that weren't able to attend education at higher education systems can be now different profiles attending higher education training information.

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The other, the University of the Future, I believe it will be a learner students' competencies

centre. So not focusing only in acquiring a grade, but our diploma will show our own and tailor curricula and competencies. So we will focus on the knowledge that we acquire, but also on the skills, on the attitudes, on the values that we acquire as persons, but also as learners during the academic path to be a better professional, but mostly a citizen as a full person, because we are fortunately beyond the professional part. But this scenario, it's ideal, of course, and considering that we are already doing, because to define the future, even with these disruptions as we had with the pandemic, we need to look to the present and the past. More things will change in a holistic approach. Universities, I believe, the structural organisation and the structural organisation of part of universities and teachers, because teachers need to be prepared to improve or develop a set of competencies to share this knowledge and these competencies to students. And they are really connected to the technology, to the capacity of data analytics.

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And if we want to share and to promote a mission driven with different disciplines, working together to address the global challenges, also the teachers need to have this expertise in more collaborative environments and how to use different and innovative teaching and and learning strategies and methodologies to share this competencies and knowledge to students. Apologies. To students and quick to adapt this capacity of adapting. So I would say that this university considers these three main more inclusive, mission driven and learners competencies. We are talking about team-based experiential learning to provide this immersive experience to students to go into pursuing towards a mission in global challenges. It is important for students working together in this team-based to have a real-time feedback that also includes a peer and assessment during the course and not only to be evaluated at the end.

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I would say that in a nutshell that that would be very important. And specific, specifying skills, allow me just to say, because now we are talking about information. We are at our highest capacity of information. How important is in this University of the future to help learners and translate the huge amount of information in the relevant knowledge to address these challenges and to pursue their academic journey. And this must be considering promoting critical thinking, ethical thinking to manage the technology we are facing now. And we are talking now artificial intelligence, virtual reality. reality in this technology period that we are living.