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Well, 20 minutes is a lot of time. If you think where we were 20 years ago and where we are now, I think it's really daunting to imagine how our education will be and some of the specific aspects. At the same time, I always tend to look at higher education as a history of continuity and change. So, in many ways, higher education institutions are still there after many, many years, in some cases after many centuries, because they kept a focus on some specific missions that differentiate this institution from other institutions that existed and disappeared. But also we know that higher education institutions have survived for so many years because they have adapted. So it's always very difficult, I think, when we're thinking ahead, what will be kept from what is essential from higher education and which dimensions will adapt. I think that, and the other dimension I will just add, that I tend to be a little bit sceptical about this idea that we are on the verge of a huge transformation of higher education.

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Maybe with age we tend to be more sceptical about this because we've been already in other occasions that said well now now is it you know now the transformation will be tremendous and after a few years you realize that the changes haven't been so dramatic and that aspect or that dynamic hasn't transformed so much. So I think that in many ways what is the core mission of university and I would broaden to say higher education institutions will be very much the same. Otherwise I think higher education would face a significant challenge because then it will lose its identity. integrate more dimensions of flexibility and I think that one of the impacts of technology will be to make not only our modes of teaching and learning and assessment but also our curriculum, the way we organize subjects more flexible but probably and maybe I will sound a bit conservative, I think it will stay in many dimensions recognizable as it is now.