Okay, well, I would say that it's all about flexibility. I think the future is just going to be flexible. Certainly in learning modalities in higher education will need to be flexible, both flexible in how and where students are learning as well as when they're learning. We're going to have to get much better in understanding when learning is actually occurring, being able to measure what students know and what they're able to do as a result of that. We're not all that good about that, and I think we're going to have to get better because of the need for learning to be happening in different places from different kinds of work, looking at both for students and faculty and administrators about the growing popularity of hybrid learning, but there's a lot of variation in that term. So it's not just a combination of face-to-face and online learning, but includes synchronous synchronous and asynchronous modalities learning that's going to happen in and outside of the classroom from higher education institutions but other also from providers that are not academic providers and lots of experiential types of learning going on. So I think we're going to be challenged about the boundaries of a course. We think about a course as a schedule of classes, and that's getting much more permeable. So I also think that what students are learning is going to change. And not just, so it's not just about teaching and assessment methodologies, which I think is worth questioning, but what they're actually learning in the curriculum. So Joseph Aoun, who's the president of Northeastern University. He wrote a book back in 2018 called Robot Proof about higher education and artificial intelligence. And in it he was basically proposing the need, especially for STEM, but in general, to be rethinking the curriculum, what we're actually teaching students in terms of being able to... thinking about the intersection of human intelligence and artificial intelligence and how students need to learn how to manipulate and use artificial intelligence. And so that was five years ago. That was before the pandemic. and chat QPT sort of burst onto the screen here. So I think that that's starting to happen and will continue to happen. And I think maybe in STEM fields more than anywhere else, because the STEM disciplines in the field are integrating technology and artificial intelligence at a very rapid rate. So students are going to have to be taught different things and taught differently. So both of those things are going to happen. And I would say as a field, you know, higher ed gets criticized a lot about being slow to change. And over the last 20 years, I think the pedagogy of teaching and learning for online learning for distance education has slowly improved. It's the work that my organization has done for the last 20 years and I think the pandemic sort of forced us over that last mile of making making sure that our faculty were prepared to develop their courses, design their courses, and teach them online. We've gotten better at it. And I think that that is going to help us as we look to how are we going to work with artificial intelligence and other kinds of technologies because we finally have understood that the technology, it isn't about using the technology to do what we've always done, just faster or more efficiently. It's about learning to use the technology to do things that we couldn't do before. So anyway, I think that the curriculum will change and I think that might be slower, but I think our pedagogy will adapt. I think our pedagogy will adapt.

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