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I'm a bit struggling with the way the questions are asked. So for the 21st century or in 20 years from now, higher education, first you have to tell me if you're talking about the ideal higher education or the real higher education, because the answer is completely different. If you are talking to me about any of them, I also believe that the real questions that deal not only with methods or technologies, but with design and delivery. So it's a bit difficult for me to answer the questions as they are, but I will frame them in the ideal situation of the future. So in 20 years from now, in the ideal world, I believe that all that is possible to exist as resources, as support, being that machine support, human support for students, for academics academics to improve their teaching must be available through mobile devices. Not so importantly which is the technology itself, but the means in which it is available.

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different tasks, commitments, have little time. So, in the ideal world, the design of higher education will take time out of academics, out of students, and that means that the availability, of course, must be 24-7, because that's when sometimes we are able to do things. And then of course the second important thing is that the technologies are like we are witnessing now with some artificial intelligence tools, the technologies are themselves capable of doing other sorts of work that humans are doing nowadays. So I'm not really much more, I cannot be much more specific about which technologies than this, because I think that it's really the question of framing higher education as of course you need to have technologies to make classes interactive, of course you need to have the ability to actually develop student skills in using many technologies, some existing, some that will still come up.

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But I think that the key difference that will probably need to happen, that we can do, is actually this way of framing university. It's not just bringing people in to use technologies, it's also making university present everywhere. And I think that's the key thing. When you talk about assessments and teaching and learning, well, I think it's obvious that assessments needs to, and will hopefully do this time, become more realistic. So we will not probably need or to have as many assessments of, well, memory of course, but of recalling and synthesis like producing general essays about things, because I think the technology is naturally now, as we are seeing, already able to do that for people.

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We need of course not to give these things up, and there has to be a progressive learning so that we are confident that we can have our students to be critical in the ways they use these technologies. But I think if we are talking about assessments, there are a few critical things. First is that summative assessments will probably be less concentrated on big moments like one test or two tests or one exam. It's possible that we have assessments that count, that are more spread, more maybe tailored to individuals, maybe more personalized, I'm not sure. There are already people talking about adaptive assessments. I'm not sure it's going to go

that way, I'm not sure, but maybe that's a possibility. But there will certainly be, I wish, more spread.

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The other thing is that when we are thinking about assessments, if we are thinking it well, we will be thinking about assessments less and less like a distinct process from teaching and learning. So if you're talking about teaching and learning, you have to think about feedback. And if you talk about feedback, then you're talking about formative assessments or feedback. So a new vision for assessment that embeds assessment into teaching and learning, I think it's very, very important. The other really important issue that we are seeing now, more highlighted now and now, is the equity issue in terms of teaching and learning and particularly in assessments. As the design of the assessment processes and the tools that we have been using to assess students are normally tailored to a very typical student that we believe knows how to write well, that we believe has a certain profile, a typical profile. And of course we are enrolling in higher education students who are more and more diverse. They come from different countries, they come from socio-economic backgrounds which some of them are not so favorable to, you know, reading or understanding or comprehension. And therefore it will be very important that we are able to design the assessment process so that we really can use it to help the development of all students at our own board, not just the typical white, sort of middle class or up higher class students.

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So I think that's a very important thing and it has to do with also teaching and learning, but mostly with assessments, because I think that's where the most of the discriminatory bits exist. Last but not least, there has to be, of course, a system that makes training of academics in teaching, learning and assessment compulsory to a certain level, so that we can at least make sure that there is a minimum set of knowledge that people know that exists and maybe use that exists, and hopefully there will be learning and teaching communities across universities that are actually to share practices and develop teaching, learning, assessments, use of technologies to higher standards because that's the most important thing nowadays. There's so many quick things happening we have to learn together.