1
0:00:00
It's a very difficult question. I think much more difficult than the first one because students are a part of the world and the world is changing so quickly and so disruptively. So it's a very, very difficult question. So what can I say about this question? I will focus on the near future. I will focus not on the long-term future, but on the near future. So for example, we know, we already know that, that students from nowadays, and I would say for the near future, are aware of the value of learning face-to-face with other people. I think we are relatively comfortable to say that that's probably not gonna change because the trauma that we have lived through in the last few years will stay and we'll keep recalling this for some years that it's not really good just to go online and do it all. The other thing that we are learning right now is that even though students want to have campus experiences, and there are many studies coming out now, they are really also looking for the online delivery of many things. So they are still eager to have, for example, lectures captured and available 24-7. So I would say that in the short future, students will be expecting more flexibility in the modes of delivery and more digitalization in the modes of delivery. I think that's fair to say. I think students will be, for example, less interested in university if we just provide a face-to-face experience. That's something that before the pandemic, maybe people would not really talk about because they thought it would be the only way of doing it. Nowadays, they have found out there's other things that they can do. And so I think that's one important thing. So the expectation to be more flexible in the modes of delivery.

3
0:02:20
The second part of my answer to this question is that we are now dealing with an external

1
0:02:23
pressure, I would say, but also an internal necessity to work with students who are more on the job. So they are adult learners that are working every day. So, what this means is that these new students will probably expect also more flexibility in terms of how the structure of the university academic programs work. So they will probably be looking more for, now it's happening already, micro-modules, more flexible training that they can have like a stackable opportunity. So I do one, I do two, and I do three, and I have one semester of whatever. So I think that's an expectation that adult students already have. And that expectation is very, very important and is being very well explored in some countries, like for example, Ireland. And I think those students will be more and more interested in alternative recognition mechanisms. So I would say that students will be more and more interested in making their voluntary experiences count for ECTS, for example. Or their experience in their work field count as part of an ECTS. I'm not sure. So this idea of recognition of learning I think will change dramatically and that has to do also with the demands and the expectations of students. Why demands? Because somebody will start and then it will be demanded. It will no longer be a demand, an expectation, but more a demand. And I think across Europe, because we have since 2021 directives, for example, for micro-

credentials and for recognition of prior learning. Once this movement starts, it will be unstoppable. And we should start quickly, not to lose the boat. I would like just to finish to say that I don't believe that students are worse or anything because they will be in the future. I think that's a thing that we normally hear from academics that, you know, oh, students years before, they were so much better. I don't think that's really the case, but I do think that there are severe, in Portugal at least, there are severe deficits in pre-university education that probably do not allow students to arrive at university with the same level of curiosity, with the same level of commitment to finding and learning, finding new things and learning, because they are very much trained, and I know that because I also have kids at school, they are very much trained, unfortunately, in other processes, such as exams, memories, and also the problems are not very much. So I would say that there may be a further gap between the expectations of students and the expectations of academics because what works before maybe, maybe is not the thing that is working here in higher education and if higher education wants to continue to be a think tank, an institution that is important for the future, they need to evolve fast and maybe the gap between higher and pre-higher education will increase. So I'm not sure how that's going to be in terms of student expectations. higher and pre-higher education will increase. So I'm not sure how that's going to be in terms of student expectations.

2
0:06:23
you