

VISION 2030: A FUTURE OF GLOBAL EDUCATION EDUCATION WITHOUT BOUNDARIES AND WITHOUT WALLS

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SYMPOSIA ON "VISION 2030; A FUTURE OF GLOBAL EDUCATION
GUJARAT TECHNOLOGICAL UNIVERSITY
GUJARAT, INDIA, 24 FEBRUARY 2021

FIRST OF ALL: WHAT HAS THE COVID-19 PANDEMIC TO DO WITH THIS TALK?

- ☞ It is clear that.. this dramatic COVID-19 Pandemic we are in, brought very rough consequences in our patterns of life, namely as result of the need for confinement
- ☞ BUT, as always throughout History - from Human drama and tragedy, opportunities and positive changes are born and flourish
- ☞ **INDEED**, the pandemic has simply accelerated this path of reform, this surge of pedagogical innovation... that vanguard institutions were already developing
 - It would have taken very long to come into practice, were it not for this urgent need of survival...

Towards Education without Walls and without Borders (I)

- ☞ It has always been a major duty of academics to (try to) think ahead.
I take, **not 2030, but Tomorrow...** as an adequate horizon for us to anticipate the dimension and the challenges of the transformations on our way of life that are under progress...
- ☞ **The *Learning Process*** - the main face of the polyhedron of HE, indeed the main subject at stake when we speak of the need for urgent reforms in HE.
- ☞ **The *Digital Transformation of society* brings in the need for a *deep pedagogical innovation attitude***, requiring and calling for institutional vision and investment and for individual participation and commitment
- ☞ **COVID-19 is dramatically making it crystal clear that the Digital Transformation embraces tremendous opportunities for development**

Towards Education without Walls and without Borders (II)

Such transformation requires and includes several interrelated initiatives, namely

- i. strengthening the concept of ***Education without walls and without borders***, by consolidating a new concept of *classroom* and of *lecture*, **indeed a *don't lecture* concept**;
 - ii. promoting a **dual academic offer**, *on-campus* and *online*, making wide use of digital platforms in a framework of continuous education;
- and
- iii. **teaching in an era where information**, valid and invalid, is abundant and within immediate reach.

IMPACT OF THE DIGITAL DISRUPTION IN ACADEMIA THE CHALLENGE OF “DON’T LECTURE” (JM FERREIRA, USN, 2019)

- ☞ What is a ‘lecture’? A moment to promote the opening of students to ‘new’ concepts and ideas in science, technology, arts...
- ☞ What is a classroom? Any **physical or digital space** where we promote the discussion and transfer of knowledge and where (or through which) competences and skills are developed
- ☞ Where is the Classroom? **On Campus; Online**; everywhere
- ☞ New requirements of **competences and skills of professors** in this age of AI -
- ☞ The new academic reality - **Professors without classrooms** and **Classrooms without professor** - to be well understood

IMPACT OF THE DIGITAL DISRUPTION IN ACADEMIA AS I SEE IT... TODAY... (I)

- ☞ **promote a dual academic offer, on-campus and online**, making wide use of digital platforms in a framework of continuous education;
- ☞ **adopt the existing (and those to come) collaborative tools** (e.g. Google Apps and MOOCs), in a process of promoting student emancipation and student centred learning, particularly in terms of self-learning between peers;
- ☞ adopt (and adapt to) existing (and those to come) tools such as the *digital assistants* or the *chatbots*;
- ☞ Adapt (as possible!) the physical space of the Campi to meet the needs of this new learning process.

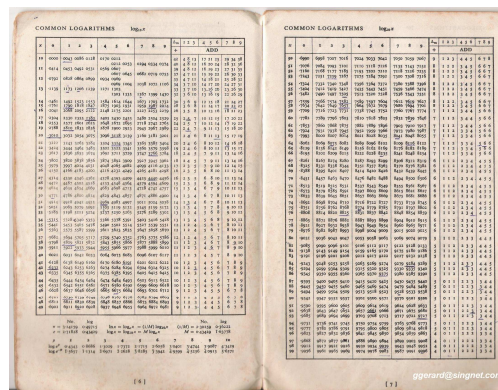
IMPACT OF THE DIGITAL DISRUPTION IN ACADEMIA AS I SEE IT... TODAY... (II)

☞ Irrespective of the degree structure, skills, competences and attitudes, further to those more directly associated to the discipline, that are recognized today as absolutely relevant for the student global education:

- a multidisciplinary sense and vision of the phenomena;
- critical thinking for both academic and social issues;
- a social sense of multiculturalism;
- a vision of sustainability;
- ethical judgement;
- team versus independent work;
- self-study capacity;
- communications ability.

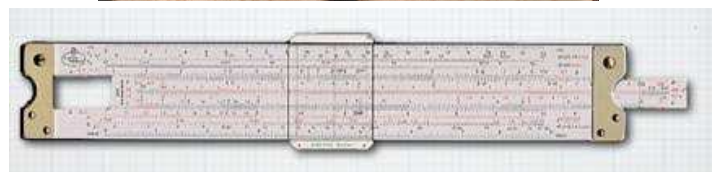
INSTRUMENTS FROM THE DAYS OF THE ‘PALAEOLITHIC’ LOGARITHM TABLES AND SLIDE RULES

☞ These are Logarithm Tables



☞ These are ‘Slide Rules’

**Fundamental instruments for Engineering Design
... till the decade of 1970!!!
1970!!!**



INSTRUMENTS FROM THE DAYS OF THE 'PALAEOLOGIC'
THE 'REVOLUTIONARY' MECHANICAL CALCULATORS FACIT (~1960 -)

☞ What is (was) a FACIT? ... that I used widely in the University in 1969, 1970...,



FROM THE 'PALAEOLOGIC' TILL THE FUTURE... ??? 2050... ???
FICTION? OR, IS IT NOT? !!!



Photograph: Tetra Images, LLC/Alamy Stock Photo, Guardian, 6 September 2019

I LEAVE YOU WITH A SUGGESTION OF
URGENT ACTION REQUIRED

- 👉 Improvement of digital technological means for families
- 👉 Improvement of performance in wireless communications - namely proper territory coverage
- 👉 Digital training of Professors
- 👉 Updating of legal framework
- 👉 Renovation of the Campus architecture, namely buildings, adapting them to the new pedagogical models

That's It!
Many Thanks for your attention!