



'Campus of the future – strategic choices for universities'

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At the beginning of the 21st century many thought that bricks would be replaced by clicks on campus. However, the universities' estate managers had a different story to tell. Indeed, there were more clicks to facilitate, but not to replace the bricks. The virtual campus would emerge, but the traditional campus would stay. And they were right: today, students stand in line to get a silent library study place and unions plead for the rediscovery of a 9-to-5 working day to protect knowledge workers from burn-outs and unhealthy work-life balances.

This is good news for universities that cherished their heritage – like Oxford, Amsterdam and Delft, among many European universities – but there are challenges to improve utilization rates of expensive spaces (offices, lecture halls, laboratories) that are also often vacant. Strategic choices need to be made to preserve the traditional values, to accommodate the network organizations that universities have become and to support the mobile community that needs a home base to return to.

The future state of the campus will be a combination of:

- 'Solid', resembling the traditional campus, representing the fixed structures and (need for) territory on campus
- 'Liquid', facilitating the network campus, representing the multiple connections on campus and more (resource-efficient) shared spaces
- 'Gas', representing the openness of the campus and the flexibility and possibility to work and study anywhere.

International competition, inclusiveness, social engagement, re-embracing heritage and the use of big data about utilization of space (for smart campus tools) are the main trends. Urgencies are the growing scarcity of financial and energy resources as well as the responsibility that universities take for the well-being of their students and staff. Additionally, there are three balances to consider for the future campus: between community and solitude, between online and offline, between buzz and silence.

More information: www.managingtheuniversitycampus.nl



From teacher-centered to a student-centered teaching model: shall we be successful?

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It seems that we are now entering a new era, where following the introduction in the middle school system of methods of teaching that shift the focus of instruction from the teacher to the student, the time has come that they are to make their entrance into the Higher Education systems, as well. To make this possible, there has been a strong tendency in recent years, for a pronounced shift towards the use of inquiry in science class, but combined to the integration of the whole tradition of constructivism, aiming to Conceptual Change.

Although, traditional ways of teaching helped to move humanity forward and built civilizations, student-centered teaching seems to be a necessity for the new meta-constructivist era, since today's young men and women live in a new reality, of New Techs, multimedia, social media, globalization, and so on. It is suggested, therefore, that contemporary students deserve active learning procedures that, most of all, will make them eligible on how to sieve and evaluate the information.

We have all experienced recently a situation where the notion that Portuguese, Italians or Irish, Greeks and Spaniards we are

all PIGS. And we are all experiencing the idea that everything in the world has to be ruled by monetarism: a situation that tends to replace very much the idea of a United Europe that was built upon humanitarian values. We have to wonder about how the ideology of racism and fascism at such large extents overtook in so short time throughout the old continent. All together, I believe that what we call Education has to become Literate, Paedia again. Let us have the illusion that student-centered teaching strategies will help people to learn how to sieve knowledge again. And take back the ability to throw away mental garbage.

Finally, I will try to highlight some of the issues or topics that are relevant to these teaching interventions. Higher education professors apart from being specialists in their field, from now on they need to acquire some other skills: i.e. they must become well familiar with all the pedagogical strategies under discussion. And, secondly, I will try to support the idea that no matter their specialty and field of teaching, they are to be well educated in Epistemology, History and Philosophy of Science, as well.