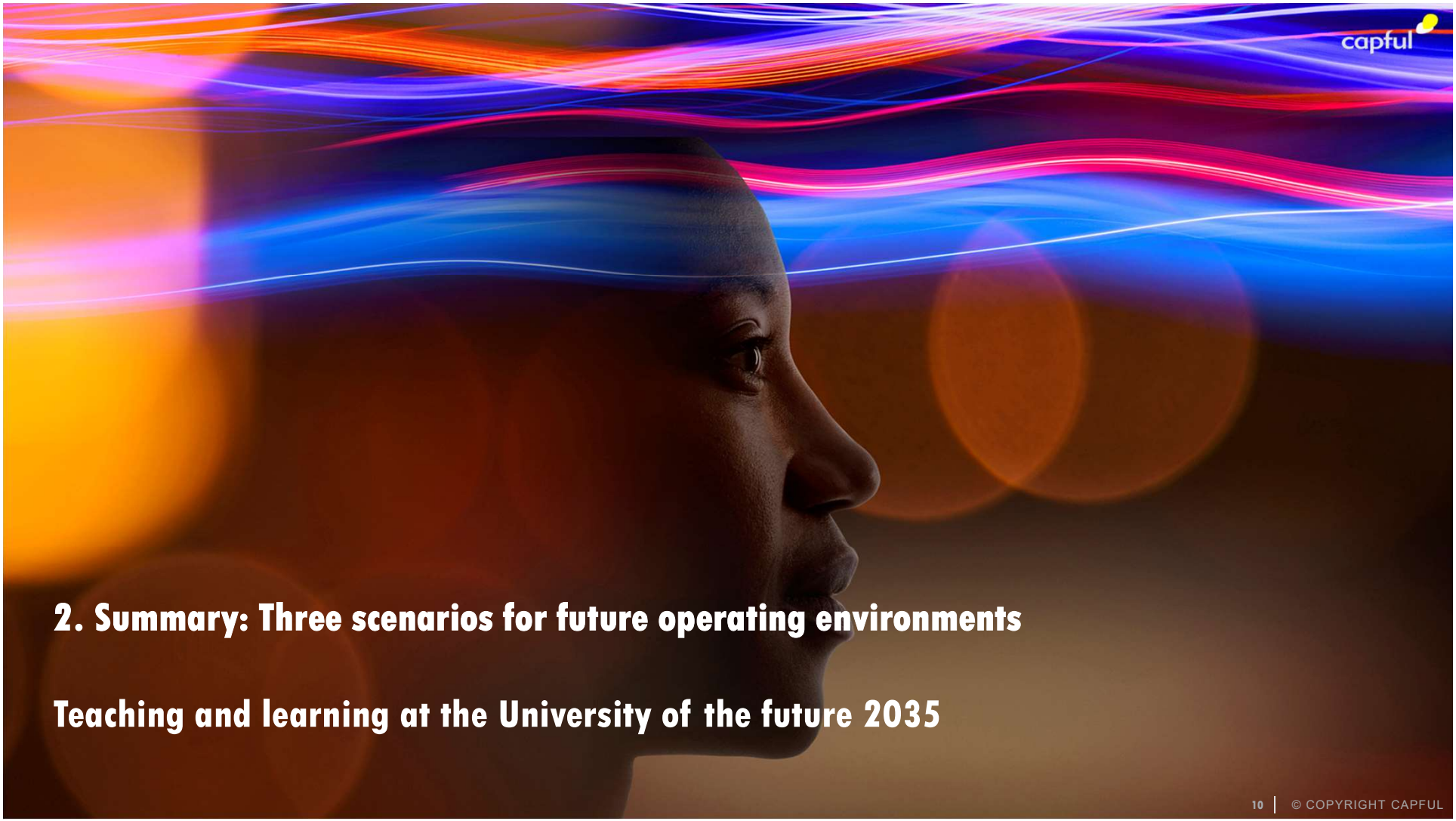

2. Summary: Three scenarios for future operating environments

Teaching and learning at the University of the future 2035

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Three scenarios for future operating environments in 2035

Universities and future worlds

- International competition intensifies, and an ideology of efficiency gains currency. Individuals develop their skills on a career-oriented basis throughout their lives, completing courses offered by companies and universities on their platforms.
- Degrees have lost their relevance. Degree paths are no longer available, which has made it easier to update skills while stepping up pressure on the pace and results of learning.
- The unlimited use of educational technologies has made learning immersive and gamified. Technical solutions free up time from planning, delivering and assessing teaching to allow individual coaching, guidance and supervision. Scholarly work and learning are at risk of becoming more superficial.
- As learners are members of the academic community only for short periods at a time, they no longer identify themselves through their degree titles, but through their current or future employers. Learning modules are increasingly adapted to learners' personal situations and skills needs.
- **Universities act as partners in commercial research, development and innovation, serving employer skills needs.**

- The EU has taken on a leading role in addressing global challenges and guiding the establishment of university learning modules and credentials from above.
- The admission criteria for Finnish universities have expanded to comply with the European policy where, instead of restricting student intake, progress in studies is restricted on the basis of academic performance.
- The academic community has diversified as learners are free to complete studies at EU universities. Universities educate an increasing number of, for instance, climate refugees and update the skills of professionals.
- Support for teaching is targeted, in particular, at learners who will produce publications and acquire research funding at higher degree levels.
- Tough academic competition spurs motivated and determined individuals to embark on international careers in top-level research.
- **EU universities have become research-based solvers of global challenges in a handful of chosen areas of expertise.**

- The total amount of public funding decreases, forcing universities to charge tuition fees and exacerbating educational inequality.
- Social polarisation and disinformation lead to the questioning of science.
- The status of learners is increasingly reminiscent of the role of customers, and requirements for educational quality expand radically. Teachers are measured on the basis of learning outcomes and experiences.
- The use of technical solutions is limited for security reasons, which increases interaction in teaching and underlines the significance of mentoring individual learners, but also imposes a stricter hierarchy between learners and teachers.
- Although increased interaction strengthens inclusivity in the academic community and enhances wellbeing, the growing prevalence of informal networking decreases equality.
- **Universities defend their position as advocates of education, edification, research knowledge and the scientific worldview.**

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