An abstract network diagram consisting of numerous nodes (dots) connected by thin lines, forming a complex web. The nodes are in various shades of gray and black. A solid blue vertical bar is positioned on the left side of the image, partially overlapping the network.

# Future of Higher Education: trends, perspectives, and questions

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## INTRODUCTION

The COVID-19 pandemic brought numerous challenges and questions to teachers, students, and employees of various higher education institutions (HEIs) around the world. After more than a year of teaching 100% online, we gained new perspectives to perceive our academic experiences. We could not imagine how quickly paradigms related to higher education would be broken.

During this period, the purpose of the Center for Teaching and Research on Innovation at FGV Sao Paulo Law School ([CEPI](#)) was to help FGV and other institutions adapt to these changes. Faced with the urgent need to understand the reality we live in and discuss what we want to build in the post-COVID scenario, we carried out this research to diagnose trends for the future of higher education and seek examples of initiatives adopted in Brazil and in the world to deal with the challenges of the current context.

The first part of the research consisted of analyzing and identifying nine trends for the future of higher education that represent what we consider “preferable futures” for HEIs. We carried out a bibliographic survey on the subject, seeking to identify the different future trends presented<sup>1</sup>. Based on this analysis, we detected and classified the nine trends addressed in the survey.

Our objective was not to identify the trends most likely to occur in higher education institutions around the world, but the trends capable of inspiring practices and attitudes that we consider positive for the new context that is being established worldwide. Based on the bibliographical survey carried out, we developed our own definitions for each of the trends, elaborated questions to deepen the reflection on each, presented suggestions of good practices for the classroom and shared examples of teaching activities.

We understand that debates about the “future of higher education” often establish that universities need to respond to inevitable changes or create simple future narratives for very complex and variable issues (Bayne & Gallagher, 2020). Although they are trends we consider “preferable”, they are still permeated by challenges and difficulties, especially considering the context and specific characteristics of each higher education institution. Thus, we do not intend to account for the multiplicity of factors involved in each trend. We recognize the complexity covered by each one of them and we believe in the role of HEIs in building scenarios.

After this first moment of analysis of the nine trends, we aimed to identify higher education institutions that represented exemplary cases of implementation of these trends. We searched, in rankings of universities and in the references we worked with, institutions that were different from

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<sup>1</sup> The search for references was carried out with the time frame between the years 2016 and 2021, on the search engines Google Scholar, Ebsco FGV and Scielo, using the keywords “futuro do ensino superior”, “future of higher education”, “ensino superior pós-Covid”, “post-covid higher education”, “ensino híbrido”, “hybrid learning” and “blended learning”.

each other and that presented a variety of initiatives in relation to the trends presented in the research. We selected and analyzed six HEIs, one from each continent of the world, identifying, through their institutional websites, strategies to implement the nine trends.

Finally, we seek to bring a Brazilian perspective on the challenges and practices addressed in the research. We applied a questionnaire to different institutions in partnership with SEMESP, the Secretary of Specialized Modalities of Education of the Ministry of Education, an entity that represents higher education providers in Brazil. The form aimed to identify the vision of Brazilian institutions regarding the future of higher education, especially regarding the relationship between teaching and new technologies, as well as diagnosing the challenges and opportunities imposed by the COVID-19 pandemic.

We also had the opportunity to discuss the trends and preliminary results of the questionnaire with qualified groups of teachers, students, and managers of educational institutions in Brazil<sup>2</sup>. In particular, we developed the workshop “Necessary Transformation: Proposals for Higher Education in an Uncertain Future”, held virtually between October 18 and 21, 2021, with the participation of 20 professors of Law courses<sup>3</sup>, at the undergraduate or graduate levels, from different regions of the country. In this Workshop, it was possible to map initiatives to implement trends in the context of Brazilian educational institutions.

Also within the scope of this research, we carried out a series of teacher training courses based on the construction and dissemination of two instruction guides: (i) the second edition of the “*Guia de Recomendações de Ensino Participativo [Online](#)*” (Online Participatory Teaching Recommendations Guide) (Feferbaum *et al.*, 2021a), to help teachers build synchronous and asynchronous activities in their courses and (ii) the guide “*Ensino emergencial em sala híbrida: Recomendações e pontos de [atenção](#)*” (Emergency teaching in a hybrid classroom: Recommendations and attention points) (Feferbaum *et al.*, 2021b), to support teachers in conducting courses in hybrid classrooms. Based on the questionnaire, the preparation of the guides and on this broad dialogue with different national actors, we point out perspectives and questions about the future of higher education in the Brazilian scenario.

This report, therefore, presents the results of these research steps and is organized into three

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<sup>2</sup> We presented the preliminary research results to professors who are members of the SEMESP Innovation Working Group and participated in the 5<sup>th</sup> Seminar “The Future of Higher Education”, which took place between August 19 and 20, 2021, organized by the same entity.

<sup>3</sup> We would like to thank the contributions of the course participants: Adriana Jacoto Unger; Alex Pessanha Panchaud; Ana Augusta Rodrigues Westin Ebaid; Arthur Emanuel Leal Abreu; Caio Gracco Pinheiro Dias; Claudia Albagli Nogueira Serpa; Elisabete Mariucci Lopes; Fernando da Cruz Urias; Jáder de Figueiredo Correia Neto; Larissa de Alencar Pinheiro Macedo; Lia Carolina Batista Cintra; Marcelo Leandro Pereira Lopes; Maria Lúcia de Freitas Petrucci Ferreira; Paulo Sérgio Figueiredo Perassi; Raquel Moraes de Lima; Raquel von Hohendorff; Rodrigo Fernandes Rebouças; Salete de Oliveira Domingos; Sarah Larryana Souza de Alcântara; and Semirames de Cássia Lopes Leao.



parts, in addition to this introduction and the final considerations. The first part is dedicated to characterizing nine trends for the future of higher education, indicating relevant issues, suggesting practices for the classroom and examples of activities. In the second, we present different initiatives to implement the trends in six international institutions and reflect on how these trends have been taken into account in the Brazilian institutions' scenario.

We believe the results below contribute to deepening the dialogue on the challenges that higher education institutions face in the current context and encourage reflections on different possibilities for change. The trends, initiatives and questions posed here are a relevant starting point for us to build new paths and perspectives towards the future of higher education that we want, encouraging the adoption of new practices and further research on the subject.

## **1. TRENDS FOR THE FUTURE OF HIGHER EDUCATION**

In this chapter, we describe each of the nine trends identified in the survey, highlighting their characteristics, and pointing out questions to be taken into account in intra- and inter-institutional debates. We also recommend practices for the classroom and examples of activities, based on our bibliographical references, the instructional guides prepared and on three teaching experiences promoted within the scope of this research: the discipline of multidisciplinary projects “Legal Dilemmas of the Bionic Person”, offered at FGV Sao Paulo Law School's undergraduate course, in the 1<sup>st</sup> semester of 2021; the discipline “Law and Technology”, offered at FGV Sao Paulo Law School's Professional Master's Degree program, in the 2<sup>nd</sup> half of 2021; and the workshop “Necessary Transformation: Proposals for Higher Education in an Uncertain Future”, mentioned in the introduction.

It is worth mentioning that our objective is not to account for all the factors involved in each trend and the different possibilities for its implementation by HEIs; nor do we assume that all institutions need to incorporate trends in the same way. Our goal is to support dialogue and qualify the decisions to be made by each higher education institution, based on its specific context.

The nine trends analyzed, which are detailed below, are the following: (i) global-local interaction; (ii) leadership focused on social transformation; (iii) democratization of higher education institutions; (iv) lifelong learning; (v) comprehensive and multi, inter and transdisciplinary education; (vi) customization and flexibility for teachers and students; (vii) student protagonism and co-creation in the classroom; (viii) concern for well-being and equity; and (ix) new role of technology.

### **1.1. Global-local interaction**

The first trend is linked to the institution's relations with the world and with surrounding communities, that is, the different dimensions of interaction at international and local levels. This trend involves two dimensions: (i) internationalization, and (ii) integration with the local community.

#### **1.1.1. Internationalization**

The internationalization trend can be understood as a comprehensive process, which goes beyond a fragmented international education (de Wit, 2013). In this regard, it involves an intentional process of “integration of the international, intercultural and global dimensions”<sup>4</sup> to the goals,

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<sup>4</sup> According to Knight (2004), “international” is used in the sense of relationships between nations, cultures, or countries, while “intercultural” is used to address aspects of internationalization “at home”, i.e., relationships between the diversity of cultures that exist within countries, communities, and institutions. Finally, “global” is included to provide a sense of worldwide scope.

functions, and practices of higher education institutions, according to their characteristics and specific interests (Knight, 2012).

In addition to the possibilities of academic mobility between students and professors from different institutions around the world, internationalization involves an increase in cooperation and agreements with HEIs, companies and organizations from different countries (Gallagher & Bayne, 2018). We also observed the creation of international campuses, the expansion of dual accreditation offers between institutions, international research networks, in addition to the movement called internationalization “at home”, which allows students to virtually access courses, libraries and other activities offered by higher education institutions from different parts of the world.

In an environment that favors global competition for students and the emigration of specialized human capital from developing regions to others (“brain drain”), it is important that internationalization processes comply with values and principles such as the promotion of intercultural learning, inter-institutional cooperation based on mutual benefit, solidarity, respect and fair partnership (UNESCO, 2021). More than a market dispute, it is possible to envisage collaboration between institutions, such as the promotion of a multilingual environment – not only focused on English – with incentives for the translation of publications and research into different languages (UNESCO, 2021), in addition to encouraging the strengthening of institutions in the Global South.

### **1.1.2. Integration with the local community**

In addition to the “comprehensive” internationalization movement, there is increasing concern regarding the integration of the university with the local community and the construction of a “university community”, through collaboration initiatives and the establishment of links of trust between professors, students, employees, local bodies and the population close to the institution (Bayne & Gallagher, 2020).

There is an intensification of the relationship between universities and their host cities (Gallagher & Bayne, 2018), including through the strengthening of higher education institutions oriented to local needs and solving concrete problems of citizens, governments, and companies of the region, aiming to promote social transformation (Speight *et al.*, 2020). This movement also includes valuing local knowledge and encouraging learning through social impact projects in partnership with local communities (UNESCO, 2021).

***To think about:***

- How to strengthen the relationship with international institutions and, at the same time, bolster national institutions, dedicating resources, and attention to the national and local communities, thus avoiding “brain drain”?
- How can we implement policies that ensure academic mobility for the different profiles of students and professors?
- How to assess the level of internationalization without focusing on purely quantitative criteria (e.g., ratio between entry and exit of professors, researchers and students, number of international agreements, etc.), but actually taking a qualitative, intercultural, and results-oriented approach?
- Should we promote integration with local communities in a timely manner, through the creation of new courses and projects, and/or in a structural manner, through the incorporation of local issues across the curriculum?
- How to carry out research and projects with local communities to reciprocate their collaboration and openness to the university audience? Will the exchange of experiences with the community have any type of certification or remuneration for participants not formally linked to the institution?

***Classroom suggestions:***

We recommend that professors are clear about whether the content and challenges addressed in their course programs refer to global, regional, national and/or community issues surrounding the HEI. We suggest including the development of a critical look at the solution of complex problems at global, national, regional and/or local levels as an explicit learning objective in the curriculum. Incorporating a greater diversity of contexts in the cases presented, examples mentioned, and references used in the classroom, as well as a regional diversity of professors and of those invited to participate in the course, are strategies that contribute to students being able to understand, identify and navigate through international and local issues.

Regarding teaching methodologies, we suggest carrying out dynamics aimed at promoting dialogue between students, organizations and local and international communities involved with the subject of the course. Some examples of methodologies that can be adopted are project-based learning, in which students could be challenged to build a project that meets the needs of the local community, or problem-based learning, in which they could be instigated to investigate and analyze

complex global issues.

### **Activity example:**

An example of an activity to deepen the dialogue with the local community is the conduction of interviews by students with local actors relevant to the topics discussed in the classroom. In the “Law and Technology” course, we proposed that students carry out interviews, in pairs or individually, with professionals in the field of data governance. The purpose of the interview was to identify challenges and good practices to implement a governance model and was carried out outside the classroom by the course participants. The students organized in a one-page document the main findings of the interviews, relating them to bibliographical references of the course program. These documents were later discussed in the classroom.

Another activity proposed to bring a global perspective to students was the mapping of positive initiatives on a given topic in different locations around the world. In the same course, students, in groups of 4, investigated positive national and international initiatives to face algorithmic discrimination. We created a shared document on Google Slides so that each group could describe the initiatives identified and we could discuss them collectively.

Initiative Name	Title
Insert Representative Image	<excerpt that shows the relevance of the reference>
	Description: <What is the initiative? Description of how it works, its applicability, positive/negative points and its relationship with the different social markers of difference>
	Relevance: <in a few words, write why the reference is important and can serve as inspiration for other positive initiatives>
	Source: <indicate the websites and other sources consulted to fill out the form>
Author: <name of person who completed the card>	

Image 1: Self-made slide. Asynchronous activity carried out in groups to map positive technology initiatives, carried out in the Google Slides program. Source: Prepared by the authors.

## **1.2. Leadership focused on social transformation**

Problems of environmental degradation and social inequality became even more evident by

the pandemic crisis, which gives rise to a more intense movement to train students capable of carrying out positive social transformations and seeking new sustainable institutional policies and practices (EDUCAUSE, 2021). According to a UNESCO expert report (2021), higher education must assume responsibility for promoting the well-being of the earth and contributing to its social and economic development.

A leadership crisis is pointed out in the current context to face social problems, which are increasingly complex and global. In this perspective, there is a need for a new paradigm of leadership, from an individual conception to a collective or systemic conception of leadership, centered on the ability to sustain reflective, collaborative, and creative spaces capable of producing structural and positive changes (Senge *et al.*, 2015). It is worth noting the proposal of incorporation by the HEIs of a “literacy for social transformation”, centered not only on the addition of new skills but also on the development of greater awareness about themselves, others and society as a whole (Scharmer *et al.*, 2020).

Such concerns represent opportunities for institutions to develop new research projects, curricula, and practices, in order to form new generations of socially, economically, and environmentally concerned leaders (EDUCAUSE, 2021), stimulating the development of different competences and interdisciplinary skills (Stanford2025, 2019), considering, in particular, elements of (i) citizenship and (ii) sustainability.

### **1.2.1. Citizenship**

In this context, the role of universities in helping students to fully develop their individual potential and to participate in social and political life at global and local levels is highlighted (UNESCO, 2021). More than just preparation for the job market, it seeks to develop “citizenship with purpose” (Speight *et al.*, 2020: 103).

This conception of citizenship is quite broad, encompassing, for example, notions such as “global citizenship”, where the entire human population is seen as a group to which it has duties, emphasizing common humanity beyond national borders (UNESCO, 2015); and, “digital citizenship”, starting from individual responsibility to understanding how actions in the digital environment affect the collective and involve rights such as “accessing technological tools, deciding which data we want to provide and whether to receive certain advertisements” (Feferbaum, 2021).

### **1.2.2. Sustainability**

In addition to the elements of citizenship, sustainability, in its environmental, financial, and

social axes, emerges as a fundamental indicator to be observed in different institutions of higher education (Bayne & Gallagher, 2020).

Regarding the environmental aspect, teaching institutions are now more concerned with promoting the reduction of their environmental impacts, through reducing carbon emissions, optimizing energy use and encouraging environmental education programs. Regarding the financial aspect, challenges arise, for example, on how to make institutions accessible to the largest number of students, maintaining the quality of teaching, and its ability to manage its costs and invest in innovation. Finally, regarding the social aspect, there is greater concern with well-being, inclusion, and improvement in the quality of life of all those involved in the educational process, whether teachers, students, employees or even the local community.

Therefore, the need to educate for sustainability stands out. For Otto Scharmer (2019), however, the implementation of the UN's 17 Sustainable Development Goals (SDGs) does not require education focused on content, but education that is capable of transforming the lack of political will and developing skills focused on collective action. Such movement would involve forming people and organizations whose purpose is to create collective well-being, who are aware of the transformations that occur in society, capable of dealing with these "rupture processes", and also capable of collaboratively exercising leadership (Abreu, 2013).

***To think about:***

- How to introduce training for collective or systemic leadership, transversally, in the different axes of the institution?
- How can the institution balance its role in promoting positive social transformations with its qualification functions for the job market and academic deepening?
- How to balance professorship freedom and political-ideological diversity of professors with institutional guidance to adopt objectives aimed at social transformation?
- What are the skills and abilities needed to train conscious citizens in the HEI curriculum? What teaching methods and assessment tools should be used to achieve this goal?
- How to promote sustainability (environmental, social, and financial) in a concrete and continuous manner, and not merely punctually and focused on marketing strategies, that is, how to make institutions actually incorporate these principles as internal purpose in the organizational culture?

***Classroom suggestions:***

For the construction of a course program concerned with education for social transformation,

we suggest that students be encouraged to identify how systems of power and privilege relate to the topics addressed in the course; that they have the opportunity to critically examine these systems in their structural, institutional, cultural, and personal dimensions; and, that they can identify possibilities for actions in search of social transformations.

The following specific learning objectives can be included in the course: mastering content on inequalities and power relations; developing critical thinking; acquiring tools to carry out actions with a social impact; developing self-reflection capacity (especially on one's own privileges); and being aware of how markers of inequality affect social dynamics (Hackman, 2005).

However, it is not enough to have learning objectives aimed at transformation and a teaching methodology that reproduces discrimination and authoritarianism in the classroom. We suggest awareness for the learning process to be democratic and participatory, inclusive, and affirming of the agency and capacities of each student to work collaboratively and to create changes (Hackman, 2005: 4). We recommend using active learning methods and being careful with inclusion in the classroom, building a dialogical learning process centered on the protagonism of students (see item 1.7).

#### ***Activity example:***

In the "Necessary Transformation" workshop, we carried out an activity to promote reflection on privileges and inequalities in the academic environment, contributing to education focused on social transformation. As shown in Image 2 below, we prepared a virtual wall, using the Padlet tool, with phrases that reported different experiences in the academic career, covering issues of gender, race, social class, regional origin, among others. Participants were instructed to "like" statements that suited their reality and "dislike" statements that did not, anonymously. After everyone had read the mural, we talked about similarities and differences between the experiences of the group members, seeking to identify relevant initiatives to promote equality in the academic environment.





Image 2: Activity to agree or disagree with the experiences described in the Padlet application. Source: Prepared by the authors.

In the “Law and Technology” course, we carried out another exercise in order to promote reflection on individual responsibility in using technology and the impact of systems of power and privileges, in line with the trend of education towards digital citizenship. Through the Mentimeter app, each student anonymously indicated, on a scale of 1 to 5, whether they felt little or very privileged in relation to different social markers of difference, such as gender, race, and social class. The sum of the answers was portrayed in a spider web graph, which shows the profile of the room in a grouped

manner (see image 3).

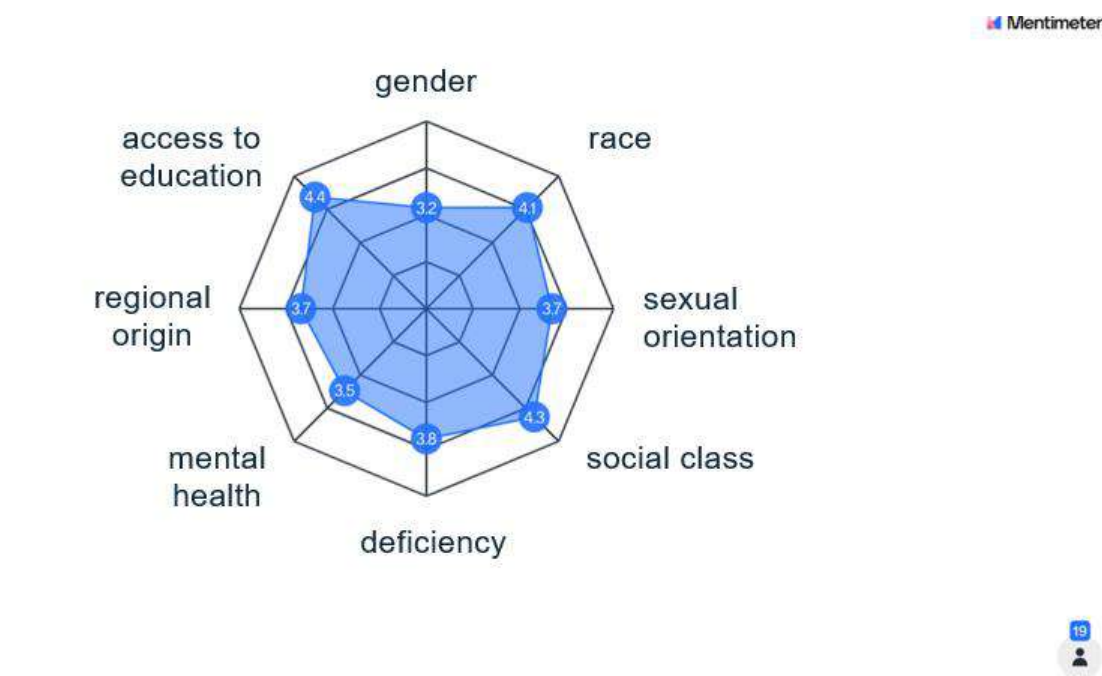


Image 3: Reflection exercise on privileges and inequalities carried out through the Mentimeter app. Source: Prepared by the authors.

### 1.3. Democratization of higher education institutions

Like the word “democratization” itself, the trend highlighted is polysemic and related to different aspects of the organization and management of higher education institutions.

From a first perspective, democratization can be synonymous with expanding access to higher education, via the promotion of public policies (i.e., ProUni<sup>5</sup>, FIES<sup>6</sup>), granting of scholarships, and opening more places and courses (Gomes & Moraes, 2012). Democratization also involves the open and free dissemination of knowledge acquired in HEIs. In turn, from a third perspective, democratization can be seen as the process of democratic management of education, with the participation of education professionals and the community in conducting the political-pedagogical project and in deliberative collegiate bodies (Mendonça, 2001).

Given the diversity of debates covered by the theme, we selected some points that stood out in the research, namely: (i) open educational resources; (ii) inclusion and permanence policies; and (iii) democratic business models.

<sup>5</sup> Instituted by the Brazilian Federal Government in 2005, the University for All Program (ProUni) promotes access to Brazilian private universities for low-income students who have only studied in public schools, or in private schools with a full scholarship.

<sup>6</sup> Instituted in 2001, the Student Financing Fund (FIES) is a program of the Brazilian Ministry of Education that aims to provide funding to low-income students to attend paid higher education courses.

### **1.3.1. Open educational resources**

The pandemic has brought to light the growing importance of educational resources in the digital environment, in a movement to expand the number of organizations that offer these resources, but also the number of people who are interested and enrolled in different free digital courses and education. Making course content, materials, and activities “open” means making them easily accessible to professors, students, and the general public, free of charge or at low cost (ELE & OLC, 2020).

The realization of open educational resources facilitates dialogue between the university community and the population at local and global levels, which is related to the first trend presented in the research. Opting for open materials in the curriculum also facilitates their appropriation by a larger number of students. Considering the high cost of books and teaching materials, socioeconomically disadvantaged students end up not having equitable access to learning resources.

It represents, therefore, a process of dissemination of knowledge built at the university. However, it is important to think about the ways in which these resources will be made available to the public, without this resulting in accumulation of functions or unpaid work on the part of professors and employees, or even that it ends up jeopardizing financial sustainability and copyright protection of the institution.

### **1.3.2. Inclusion and permanence policies**

In addition to the use of open educational resources, the democratization of higher education institutions involves the implementation of inclusion and permanence policies, such as scholarships, cost exemptions, vacancy reservations, housing policies and complementary preparation courses (i.e., foreign languages, writing, oratory). It is not just about ensuring access for all, which at the same time can represent a mass movement and a drop in the quality of teaching and facilities (Altbach, 2013), but also about providing high-quality educational experiences and support services to enable that students prepare equitably for future realities (UNESCO, 2020).

In this regard, aligned with the trend towards well-being and equity (item 1.8 below), institutions come to understand inequality issues as structural and as requestors of continuous policies, taking into account institutional choices and pedagogical guidelines, as well as the social markers of difference, such as race, gender, social class, gender identity, sexual orientation and origin.

### **1.3.3. Democratic business models**

The movement for the democratization of access and permanence is also accompanied by the discussion about the future of business models in education. Concerns arise about the influence of market interests on education systems and on the curriculum of courses, concerns about the quality of teaching and disparity between elite institutions and mass institutions, also associated with the fall in confidence in the importance of university diplomas (Gallagher & Bayne, 2018).

Faced with the existence of different categories of higher education institutions (private for-profit and non-profit, free public, public with a monthly fee, executive education by companies), the need is pointed out for deepening the dialogue and intra- and inter-institutional reflection on the functioning of each model, based on principles of quality and democratization of learning, and with the participation of regulatory organizations.

The boundaries between education and the market have become more tenuous, which demands reflection on the financing methods for each category and how to ensure financial sustainability without promoting job and education precariousness. It is necessary to ensure, for example, the salary appreciation of professors, researchers and employees, the improvement in resources and infrastructure to carry out academic work, the integration between research, teaching and outreach, and the participation of social actors in institutional decisions.

One of the attempts to balance the different interests arises with the encouragement of democratic management in institutions, with the active involvement of professors, students and employees in decision-making, a proposal that deserves to be debated and aligned with the realities of each institution.

***To think about:***

- How to balance the availability of open educational resources with the protection of copyright and the financial sustainability of HEIs?
- Which vulnerable groups should be privileged in inclusion and permanence policies, taking into account the institutions' limited resources?
- How to encourage the democratization of management and greater participation in institutional decision-making without jeopardizing the efficiency and innovation capacity of higher education institutions?
- How to evaluate the specialization movement of HEIs focused more on technical education and labor market needs and less on the development of research and outreach projects?
- How to promote qualified inter- and intra-institutional dialogue on business models, the influence of the market and its impact on the quality of teaching at HEIs?

### ***Classroom suggestions:***

We suggest incorporating as course learning objectives that students develop the ability to communicate and disseminate the knowledge built in the classroom to a wider audience. Students, for example, can be encouraged to carry out works on education in rights that are disseminated on social media or in the institution's digital library. Another possibility is to encourage them to create open face-to-face or even virtual events that address topics covered in the course.

We also recommend, whenever possible, promoting reflection on the role of higher education in the classroom and encouraging student participation in open spaces to discuss the university's direction.

To make the knowledge built within the course more accessible, it is possible for professors to share, free of charge, through social media, institutional websites, digital libraries, among other platforms, both the course program, as well as teaching notes and their own recorded classes. Another possibility is to build and offer long-distance courses and workshops, also free of charge. In this case, it is important for the institution to offer financial incentives so that professors can carry out this type of work on a paid basis.

### ***Activity example:***

In the discipline "Legal dilemmas of the bionic person", through project-based learning, students developed works to contribute to the debates on the regulation of technologies in the health area. One of the results of this discipline was the completion of a policy paper by the students on the regulation of artificial intelligence applied to medical diagnosis in Brazil, whose target audience was legislators and civil society actors.

Seeking to expand the results beyond the classroom environment, some of the materials produced were published and disseminated to the external community, with an event held to share the research results and the positioning found by the students.

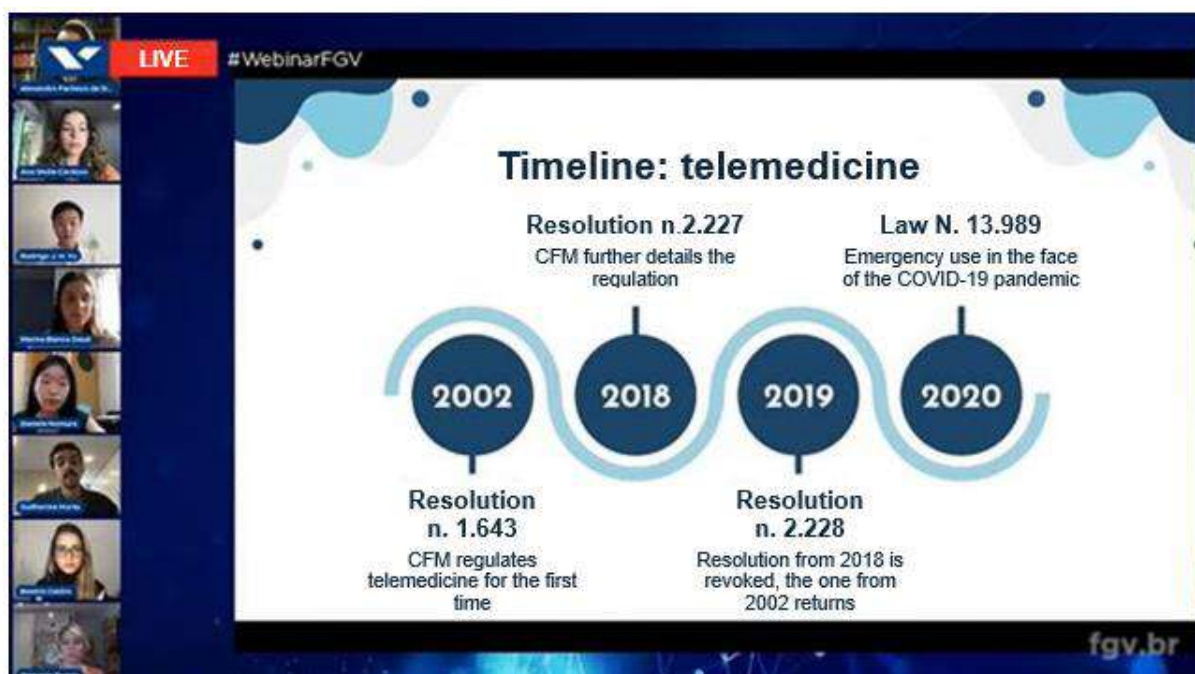


Image 4: Webinar “Possíveis Abordagens Regulatórias da IA Aplicada ao Diagnóstico Médico no Brasil” [Possible Regulatory Approaches for AI Applied to Medical Diagnosis in Brazil]. Source: FGV’s channel on YouTube (FGV Direito SP, 2021)

#### 1.4. Lifelong learning

The trend towards lifelong learning is characterized by continuous education throughout life, with a review of the pace and space of learning to develop the potential and skills of individuals to the maximum at any stage of their professional career (Stanford2025, 2019).

With the complexity and rapid changes in today’s world, the increase in retirement age, and the pressure for greater productivity, there is a more constant need to retrain professionals already in the market and train students capable of “learning to learn”, seeking and acquiring new knowledge continuously and autonomously. According to Bayne and Gallagher (2018), this context requires universities to be able to integrate students of different ages and trajectories, transforming the university environment into a meeting point and exchange of experiences, by offering different types of courses. This scenario also demands that universities be able to offer up-to-date and practical knowledge that keeps up with social changes and the demands of the labor market.

The authors cite as examples the expansion of online education, disaggregated learning data, competency-based programs, peer learning, experiential learning, in addition to specific micro-courses and “stackable degrees”, through which students can continuously seek successive levels of education, stopping or changing their route based on the number of credits studied, obtaining certificates from bachelor’s and master’s degrees, for example.



There is also the continuity of use of the so-called MOOCS (Massive Open Online Courses), which have already been adopted by some institutions and companies for more than a decade, as a way to meet the demands of professional requalification in high-demand areas (ELE & OLC, 2020).

***To think about:***

- How to define the role of the university in lifelong learning? How to differentiate the education spaces of universities and training/education developed by companies for professional qualification?
- Is it possible to integrate people of different ages and professional backgrounds into the same course, or is it necessary to develop specific courses by age groups and professional backgrounds? What teaching strategies can be used to value students' different life experiences and perspectives?
- How to weigh the value of each certification and the role of the different courses offered throughout life?
- How to balance market needs with institutional choices and principles?
- How can the institution ensure that professors are always up to date to deal with new challenges and prepared to train students of different ages and stages of life?

***Classroom suggestions:***

For students to be able to learn continuously throughout their lives, it is relevant to incorporate "learning to learn" as an explicit learning objective in the curriculum (Talbert, 2019). A suggested strategy is to provide opportunities for students to investigate topics of interest and present their own conclusions to each other during the course. In the classroom, we suggest bringing dynamics in which students can develop skills in research, analysis and evaluation of data and information. Another strategy is to value not only the elaboration of good answers, but also of good questions.

One way to promote an attitude of openness towards lifelong learning is to dialogue with people of different ages and with different experiences during the course, who can share how continuous learning was relevant to their professional and personal trajectories. We suggest that the professors themselves show, in their pedagogical choices, the importance of self-updating, renewing the course content with current questions and references.

***Activity example:***

An example of an activity to promote “learning to learn” is to propose students prepare an individual case study on a certain topic. In the “Law and Technology” course, we asked students to carry out a case study on algorithmic discrimination, connecting with the reading suggested for the class. The case study should contain: (i) a brief description of the main features of the case, with an illustrative image; (ii) a justification for choosing the case; (iii) an analysis of the social, economic, and legal consequences of the case; and (iv) solution proposals. In the synchronous meeting after the delivery of this activity, there was space for participants to share highlights and challenges faced in the analysis of the cases.

Another example of activity is the creation of a shared document, in which students can write comments, notes and problematizations about a certain theme of the course, developing their critical reflection and their ability to learn autonomously. In the “Necessary Transformation” workshop, we used the Google Slides program for participants to share reflections on the different future trends analyzed in the survey, as well as initiatives to implement such trends by Brazilian institutions.

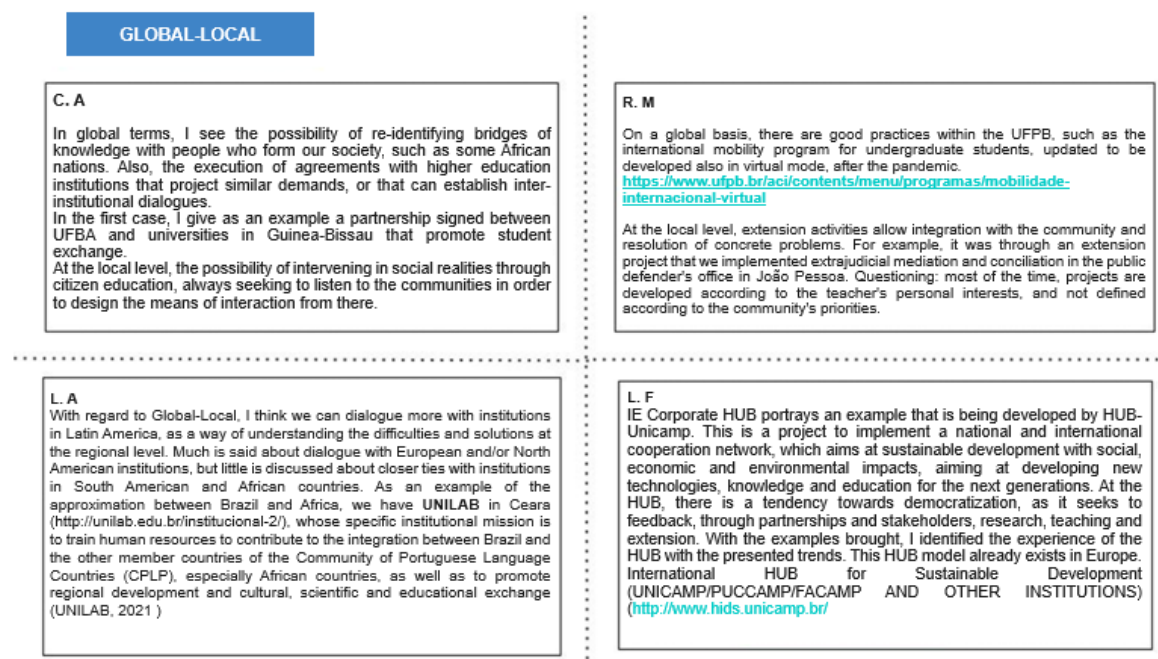


Image 5: Reflection activity on trends and mapping of good practices in the Google Slides program.  
Source: Prepared by the authors.

### 1.5. Comprehensive and multi, inter and transdisciplinary education

The search for comprehensive and multi, inter and transdisciplinary education is related to a fundamental paradigm shift in higher education institutions: the shift from a fragmented disciplinary model to a multi, inter and/or transdisciplinary model, which integrates different forms of knowledge and different dimensions of the human being. This movement involves three main elements: (i) disintegration of disciplinary boundaries; (ii) training that takes into account different dimensions of



subjects; and (iii) valuing different forms of knowledge.

### **1.5.1. Disintegration of disciplinary boundaries**

The fragmented and one-dimensional disciplinary model is no longer sufficient to deal with the complexity of social reality. From the second half of the 20<sup>th</sup> century, several proposals for integration and communication between disciplines emerged, such as multidisciplinary, interdisciplinarity and transdisciplinarity. Faced with the various definitions for these concepts, we briefly highlight multidisciplinary as a proposal to exchange knowledge between disciplines, without deep interaction or coordination. Interdisciplinarity, on the other hand, proposes a more accentuated integration of concepts and methodologies from different disciplines, to achieve greater coverage of knowledge (Sommerman, 2006; Silva, 2006). More than the study of the same theme by different disciplines or the transfer of methods from one discipline to another, transdisciplinarity, in turn, seeks to explore what is between, through and beyond disciplines, proposing a new epistemology to understand social phenomena and a different attitude towards knowledge (Nicolescu, 1999).

The trend towards the disintegration of disciplinary boundaries, therefore, directs us towards new ways of understanding student education and the organization of the curriculum in higher education institutions, whether through the creation of multi, inter or transdisciplinary courses, or through a new concept of curriculum, which is no longer fragmented by specific areas of knowledge.

### **1.5.2. Education that takes into account different dimensions of subjects**

In addition to breaking disciplinary boundaries, this trend seeks to promote formative processes for engagement in the exercise of human development in its different dimensions: social, cognitive, emotional, and “attitudinal” (Sommerman, 2006).

Therefore, institutions must incorporate a comprehensive view of training the subject, taking into account different learning objectives such as: learning to know, learning to do, learning to live together, and learning to be (UNESCO, 1996). By this logic, students would add formal and informal learning experiences, combining their development within educational institutions with their personal and professional life outside the academic environment (Yurtçu & Orhan-Karsak, 2021).

Thus, it is up to HEIs to promote knowledge that is not just the result of the mere transmission of information, but that is related to the students’ overall life experience and their understanding as integral human beings, endowed with multiple experiences, perspectives and skills (Hooks, 2013: 33; Salazar, 2013: 140).

### 1.5.3. Valuing different forms of knowledge

The epistemological paradigm of modern science, based on the ideas of objectivity and rationality, is being questioned and revised by new epistemological proposals. This trend is based on the assumption that a colonial logic supported the epistemic sovereignty of modern science and was responsible for the suppression, devaluation and hierarchization of different models of knowledge.

Recognizing the world's epistemological diversity and the limitations of modern Western thought to understand social phenomena leads us to include different types of knowledge in higher education institutions, which were previously delegitimized or made invisible in traditional academic spaces. In addition to recognizing and valuing popular knowledge, this trend aims to include art, nature, spirituality, the body, imagination, feelings, and personal experiences in learning processes.

The idea is not to deny or go against modern science: it is an expansion of the field of visibility opened by it and not an exclusion or subtraction (Castro-Gómez, 2007). Boaventura de Sousa Santos (2019), for example, proposes the concept of “an ecology of knowledges”, which renounces any general epistemology and the idea of the “neutrality” of science, allowing the interaction of different forms of knowledge and their evaluation based on interactions and concrete interventions that can be made in society and in nature (Gomes & Moraes, 2012).

#### *To think about:*

- Do we need to abolish the construction of the curriculum based on disciplines? How to face the excessive fragmentation of the disciplinary model while providing opportunities for specialization and deepening of knowledge?
- How can higher education institutions support teaching that transcends disciplines and encourage partnerships between professors from different areas?
- What is the university's role in shaping different dimensions of human development (emotional, cognitive, attitudinal...)? How to explicitly incorporate comprehensive education into the HEI curriculum and prepare professors to promote it?
- How to build safe learning spaces for the development of socio-emotional skills, avoiding possible risks, such as childishness, embarrassment, or overexposure of students?
- How can we incorporate other epistemologies into research, teaching and outreach? How to break through the college walls in search of new knowledge without losing rigor and quality in the construction of knowledge?

#### *Classroom suggestions:*

To promote greater interaction between disciplines in a course, we suggest incorporating complex questions into the program's content, which cannot be answered only by a specific area of knowledge. Bringing references from different areas of knowledge for discussion and inviting guests with different specialities to participate in the course is a relevant strategy. Collaborating with professors from other areas to run courses in partnership and encourage dialogue between students from different programs are also suggested initiatives.

A strategy to value different types of knowledge and promote comprehensive education is to bring literature, music, and other artistic manifestations into the classroom, allowing, for example, the exercise of creativity, empathy, and different sensibilities and languages by students. In addition, another possible initiative is to open space for students to talk about their feelings and personal experiences, which pays attention not only to the cognitive dimension of students, but also to emotional, attitudinal, and social dimensions.

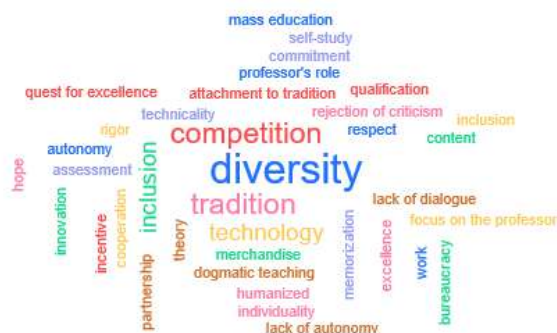
***Activity example:***

In the "Necessary Transformation" workshop, in order to 25mportant25g reflection on the course participants' relationship with themselves and with others, we carried out an activity to identify personal values. Initially, course participants were asked to list ten values relevant to them; in a second round, they were asked to eliminate three less important values among the ten initially chosen; in the third round, they should eliminate three more; and, in the last round, one more value had to be eliminated. By doing so, everyone was left with only three main values. After this activity, we reflected on how was the process of identifying personal values like for each one of them and how they deal with values in their daily lives.

Then, a link was made available to the participants in the Mentimeter app, so that they could write, first, values that they perceived in their HEIs and, later, values that they would like to find in them. The results were jointly discussed and consolidated in a word cloud. Through the dynamics, it was possible to identify values common to the class that provided greater integration and critical reflection on the role of HEIs in Brazil.

## What are the main values that you see in your institutions?

Mentimeter



20

Image 6: Value sharing activity in the Mentimeter app. Source: Prepared by the authors.

## What are the main values you would like to see?

Mentimeter



30

Image 7: Value sharing activity in the Mentimeter app. Source: Prepared by the authors.

Another activity carried out at the workshop sought to bring the participants' feelings into the classroom, valuing not only the cognitive dimension of learning subjects, but also affective aspects. We asked professors to share, through images or written expressions, how they felt about the new trends in higher education identified in the survey. The shared feelings demonstrate a mixture of insecurity and excitement and subsidized discussions between participants and their different realities.



Image 8: Feelings sharing activity via Jamboard app. Source: Prepared by the authors.

## 1.6. Customization and flexibility for professors and students

The trend towards customization and flexibility is defined by the development of learning experiences based on practices that seek to respond to the specific needs of each individual (UNESCO, 2021). From this movement, institutions seek to prepare themselves to enable customization, that is, the adaptation of objectives, methods, environments, resources, learning times and feedback according to each student, allowing even greater flexibility for the choices of the professors.

Customization includes opportunities for students to reflect on their own learning and state individual purposes or goals for their personal and professional development. Institutions start to help students in this process, so that they can build their personal and professional identity in a meaningful manner. Such trend can be facilitated through the use of adaptive learning technologies that provide, for example, that students follow personalized paths according to their potentialities and difficulties demonstrated from assessments (ELE & OLC, 2020).

In this sense, the importance of flexibility and multichannel learning arises, adopting face-to-face, online, hybrid activities, in addition to greater freedom of choice for students and professors. This is because the significant use of technological tools makes it possible to combine face-to-face or remote meetings, synchronous or asynchronous activities, faster or slower development of the course path, depending on the student's profile, without the need to carry out all the teaching initiatives in the course in the same space-time, making the courses more adaptable to each reality.

In this regard, we emphasize that the pandemic forced a rapid transition from face-to-face teaching to the virtual environment, which expedited institutions in adopting hybrid models, resulting in new ways to interact and develop courses. For some scholars, these new learning models mixing remote and face-to-face experiences can help institutions to enable greater customization by each student, in addition to minimizing interruptions and ensuring continuity of teaching even in the face

of personal changes or future crises (EDUCAUSE, 2021).

***To think about:***

- How to promote the potential of customization and meet students' individual purposes without devaluing collective aspects of learning, such as team collaboration and contact with topics outside the comfort zone?
- How to meet the individual interests of students without transforming the teaching-learning relationship into a mere consumption relationship, devaluing education, and knowledge as collective goods?
- How can the institution help in students' choices so that said choices are not immature and thoughtless?
- What infrastructures and resources are needed for the institution and the professors to be able to support and include the different learning profiles?
- How to balance the institutional choices with the choices of each student?

***Classroom suggestions:***

To promote greater customization in the course, a suggested strategy is to fill out a form or hold a conversation with students at the beginning of the course to identify different interests and preferred learning methods. Another possible strategy is to diversify the methods and assessments used in the course in order to cover the different needs and profiles of students, considering, for example, that there are people who feel more comfortable in small groups, others in larger groups, people who like learning by doing, others just by listening, among other variations.

We recommend promoting opportunities for students to choose and pursue specific learning objectives according to their interests, such as through individual or small group work. For greater flexibility, we suggest being aware of classroom dynamics and talking frequently with students, considering the possibility of changing course choices based on that dialogue.

***Activity example:***

We recommend carrying out an interactive program presentation activity as an example of something that helps with customization, as it involves collecting students' perceptions, expectations, and fears about the course. Through the Mural platform, we asked each participant of the multidisciplinary project discipline "Legal Dilemmas of the Bionic Person" to write an expectation and a challenge regarding the course on virtual sticky notes. Then, we asked them to place the post-its at

the time of the course they were referring to. Finally, we discussed collectively the group's first impressions regarding the discipline's program.

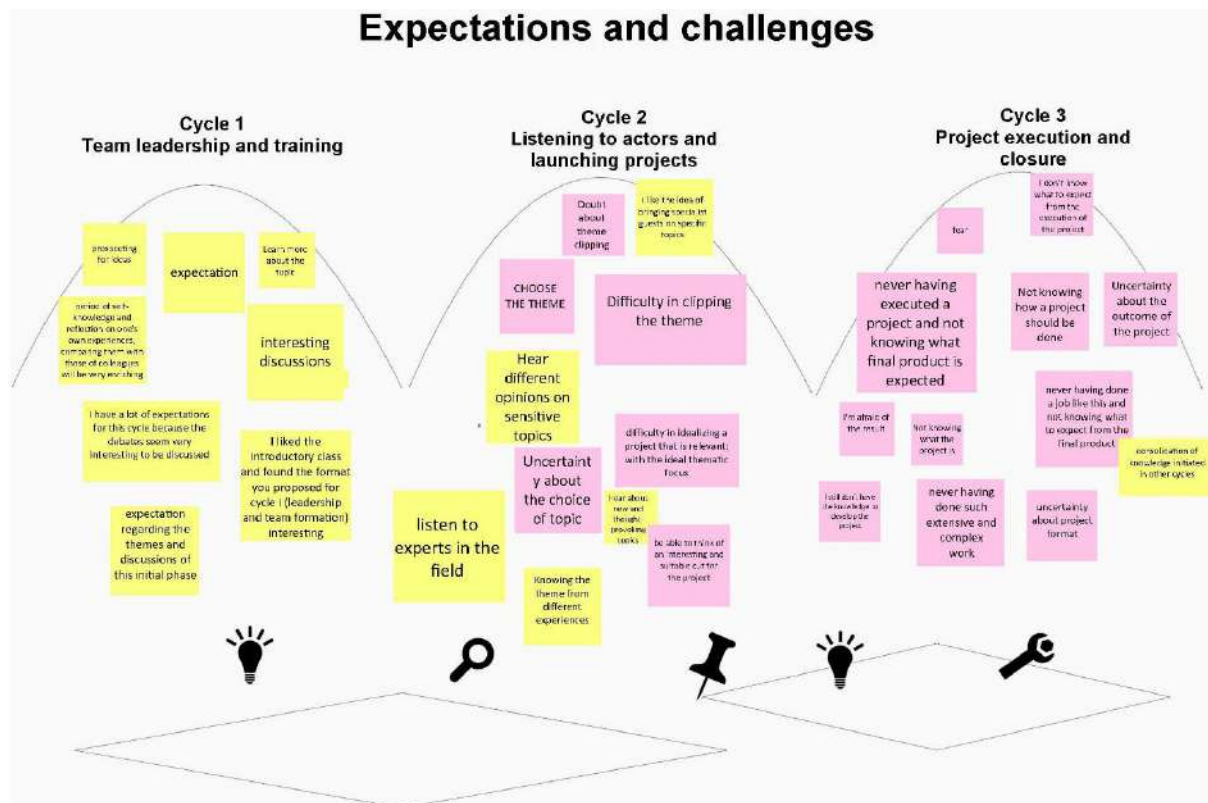
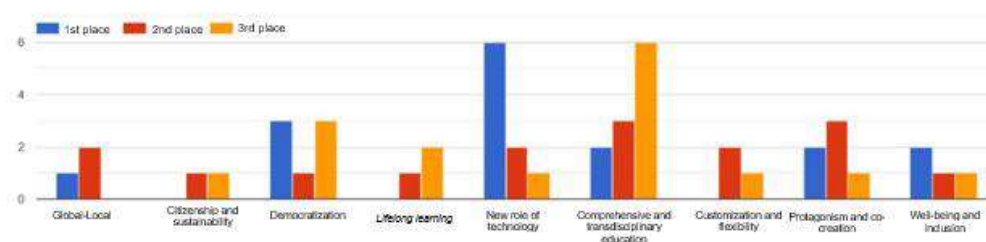


Image 9: Visualization activity of expectations (in yellow) and challenges (in pink) in relation to the course program carried out in the Mural platform. Source: Prepared by the authors.

In addition, in the “Necessary Transformation” workshop, we applied anonymous forms to collect feedback and evaluate participants about the course, using Google Forms. That can be a relevant strategy to build a collaborative environment where everyone feels responsible for learning,

and that is more flexible and adapted to the interests of that group.

Among the trends presented, which do you believe are most important for the Brazilian scenario? (1st, 2nd and 3rd place)



What did you think of the workshop's proposal to co-create scenarios for the future of higher education and analyze trends?

16 answers

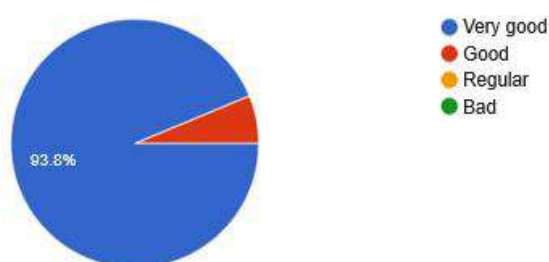


Image 10: Partial results from an anonymous online evaluation form, via Google Forms, so that participants could evaluate the course and provide us with suggestions. Source: Prepared by the authors.

## 1.7. Protagonism of students and co-creation in the classroom

The trend towards protagonism and co-creation is related to a change in the teaching paradigm. It implies moving away from teaching focused on the role of the professor and moving towards student-centered teaching, valuing not only participation, but the protagonism and collaboration of students in the classroom (Feferbaum *et al.*, 2021a).

In this sense, the trend can be better explained from three fronts: (i) emphasis on meaningful learning experiences; (ii) co-creation and experimentation; and (iii) gamification and ludic potential.

### 1.7.1. Emphasis on meaningful learning experiences

This trend proposes that HEIs prioritize the development of meaningful learning experiences, that is, learning that promotes changes in the learner, that continue after the end of the course, and that has the potential to be useful not only for their performance in the labor environment, but for them to live better in the community (Fink, 2013: 7).

Learning, from this perspective, should not be instrumentalized and based only on carrying out tasks, but rather on valuing impactful experiences, which awaken students' creativity and



curiosities (Edinburgh, 2019:14).

Thus, we witness a change in the traditional teaching role, which ceases to operate as a transmitter of content and evaluator of individual performance, assuming the role of facilitator of experiences and the process of collective construction of knowledge (Ghirardi, 2015: 75–76). There is a greater understanding that the protagonism of the classes should be of the students, and not of the professor, however, their performance is essential to guide the students during the process and to define clear learning objectives.

### **1.7.2. Co-creation and experimentation**

This trend seeks to value creativity, collaboration, curiosity, and error in the classroom (Bayne & Gallagher, 2020). In a learning environment focused on performance and with an excess of assessment instruments, there is little opportunity for experimentation and discovery, which is fundamental for qualified training, and it is important to create spaces in which mistakes are seen as learning opportunities, with the professor's support. The ability to collectively create solutions to complex challenges is one of the skills that is increasingly relevant in the current context, and it is interesting that HEIs know how to develop the creative potential of each student.

Institutionally, it involves inviting students to be part of the construction of the political-pedagogical project, the decision on curricula and the organization of the learning experience (Speight *et al.*, 2020: 97). It also includes proposals to involve students as protagonists in the collective learning process, with the development of mentoring, peer learning and self-assessment. In this regard, it is not enough just to group the students and propose that they prepare a solution to a certain problem. It is necessary to consciously provoke the interaction between them and their performance as co-participants in different spheres of the HEI.

### **1.7.3. Gamification and ludic potential**

Gamification is learning that incorporates game elements (points, challenges, phases, rules, etc.) into its process, to promote content and interaction, or even as a form of evaluation (ELE & OLC, 2020). However, before incorporating them into courses, it is interesting to reflect on the balance between stimulating competitiveness that games can give rise to and the search for cooperative games or more free and playful play. This movement is part of a perspective of valuing ludic education, which consists of education that is similar to playing, a free, creative, unpredictable activity, not centered on productivity (Fortuna, 2001: 117).

Designing the course so that it has room for playful and ice-breaking moments is a practice that helps build an environment of greater well-being for students. These activities can coexist and even

help to develop serious academic activity, breaking with the feeling of boredom, tension, and apathy (Hooks, 2013: 16–17). Ludic education also brings significant sociocultural elements and is a motivating tool for learning, socialization, development of cognitive and interpersonal skills and creativity.

***To think about:***

- How to reconcile the emphasis on promoting meaningful learning experiences, without demonizing or excluding evaluation from the education process?
- How can professors maintain their active role in the classroom and in the learning process, without undermining the role of students?
- How to sustain a safe learning environment so that students can develop their ability to experiment, create and deal with mistakes?
- How can we balance the incentive to participate in conferences, competitions, and games, without falling into the logic that the objective is to win and be rewarded at any cost? How to value the process and the lessons learned?
- How to rethink the learning process and experiences based on ludic activities? How to make students take gamified activities seriously and not trivialize the ludic?

***Classroom suggestions:***

For meaningful learning, we suggest identifying and presenting to students how the course's learning objectives can be useful for their lives, considering both personal and professional aspects. We also suggest providing spaces for reflection on the students' own identity, taking into account the role they wish to play in society and the values they consider relevant in their professional career.

Regarding teaching methodologies and the creation of dynamics for the classroom, we suggest focusing on creating learning experiences capable of instigating students' curiosity and creativity. We recommend encouraging not only participation, but the collective construction of knowledge and student protagonism. Encouraging participation means valuing spaces for questions, debates and having different activities carried out by students. Participation can be facilitated by different methods such as simulation, Socratic method, case method, games, among others. The protagonism is to center the focus of the classes on the students. There are opportunities to make choices, develop their own thinking, develop solutions to challenges, and projects. The professor recognizes he does not have all the answers and does not expect students to reproduce his perspectives. Project-based learning, experiential learning and design thinking are some methods that contribute to stimulating experimentation and co-creation in the classroom (Feferbaum *et al.*, 2021a).

### Activity example:

An example of an activity that promotes student protagonism was the final task of the “Law and Technology” course, which consisted of developing risk assessment matrices for new technologies. The task was carried out in groups of 4 to 5 people, structured in three stages. The first consisted of choosing the concrete case for which the matrix would be implemented and the partial delivery of a prototype of the matrix. The second consisted of presenting the proposal to external guests, specialists in new technologies, to receive feedback; and the third, as a final version, delivered one week after the presentation, consisted of the incorporation of the suggestions and appropriate changes.

The choice of the concrete case and matrix format was free, leaving space for the group members to choose the theme based on their interests and previous experiences. The purpose of this activity, which made up 40% of the semester’s grade, was to promote co-creation among participants and experiment with the role of developing and applying, in practice, a risk matrix.



Image 11: Activity to prepare risk matrices. Source: Prepared by the authors.

Regarding the ludic potential, an example of an activity also carried out in the “Law and Technology” course was the use of internet games to provoke reflection on the legal challenges of emerging technologies. [QuickDraw](#) is one of the games used. Developed by Google, players are challenged to draw an object for an artificial intelligence to try to guess, within 20 seconds, which object the drawing refers to. In a class of the course, we asked a student to draw an object on the white Zoom screen for the others to try to guess what it was. Then, we sent the game link to the course participants and asked them to play it on their computers and share the results obtained. After this activity, we discussed how the technology works, the concept of artificial intelligence, possible ethical and legal issues involved and the differences between the human-human and human-machine relationship.

## **1.8. Concern for well-being and equity**

In higher education institutions, we found that teaching models that reproduce social inequalities and disregard the subjectivity of their members were maintained. This generates feelings of loneliness, insecurity, apathy and disincentive to be in the classroom. On the other hand, we identified a growing concern with the transformation of this scenario, based on three main axes: (i) care for well-being; (ii) building learning communities; and (iii) equity throughout the learning process.

### **1.8.1. Care for well-being**

Many studies have documented a significant increase in the severity and number of problems related to mental health among students, professors, and staff of higher education institutions. Characteristics of the contemporary social context, described by Han (2015) as “the society of tiredness”, which leads individuals to a feeling of lack of support in institutional networks, fragmentation of social ties and a personal demand for constant performance, contributing to new forms of psychic suffering. Many colleges are also traditionally guided by a philosophy based on competitiveness and individualism, which can be harmful to the formation of students.

In this regard, certain HEIs become actively concerned with building institutional practices to promote a classroom culture that does not cause any harm to its members and that favors their well-being. Establishing psychological support centers, reducing the importance of ranking systems and individual assessments, making deadlines and tasks more flexible according to individual needs, prioritizing work in groups and providing constructive feedback are some of the practices adopted. The aim is to build a learning environment that is both challenging, to motivate the student to develop, but also supportive, capable of accepting mistakes, disagreements, and differences with respect, without having anyone feeling inferior or humiliated.

### **1.8.2. Building learning communities**

This movement of care for well-being and inclusion involves adopting practices aimed at strengthening ties between HEI members and building a learning community in the classroom. Measures are adopted so that professors and students can get to know each other and envision how they can learn together, that is, how they will establish a “mutual relationship between teacher and students that nurtures the growth of both parties, creating an atmosphere of trust and commitment” (Hooks, 2020: 51). Integration dynamics and sharing personal stories are examples of suggested

practices.

The construction of combinations also appears in the literature as a relevant practice. Starting the class with the idea that we are a community with a common purpose, that there are guidelines for making space open and accessible, and that these guidelines are something we are offering to share, provides the explicit departure of certain values (competition, individualism, self-promotion) and invites others in (collectiveness, cooperation, self-reflection) (Spade, 2012: 190). According to bell hooks (2020: 49), it is important to create a classroom “where wholeness is welcomed” and where students “can name their fears, voice their resistance to thinking, speak out, and they can also fully celebrate the moments where everything clicks and collective learning is taking place”.

### **1.8.3. Equity throughout the learning process**

There are different ways in which norms and hierarchical standards of race, gender, sexuality, and class, among others, are produced and reproduced at all levels and aspects of higher education institutions (Freire, 1969; Coombs, 1990; Williams, 1993; Crenshaw, 1988; Rodriguez, 1999; Spade, 2012; Neder Cerezetti, 2019). There is greater recognition of the need for a conscious and sustained effort to ensure that perspectives and experiences of historically discriminated groups are truly included in curricula. They are often considered completely irrelevant, or are obscured, while the perspectives of dominant groups gain the center of reflections and the status of neutrality and objectivity.

In this view, in addition to framing issues of inequality as structural issues that permeate all contents, and developing critical awareness of their own teaching choices and the dominant voices in the classroom, professors should be aware of the inclusion of different perspectives in the examples and references used in the classroom, in the specialists invited to participate in the course and in the recommended bibliographies (Salazar, 2013: 134). The predominance of male and White figures as authority is understood as detrimental to the achievement of learning objectives. HEIs also seek to implement affirmative action so that historically discriminated groups can occupy prestigious positions in institutions and ensure that male and female students see themselves – and their origins – reflected in the curriculum, feel equally belonging to the academic space and that they know how to dialogue in a diverse and inclusive environment.

#### ***To think about:***

- How to carry out measures of psychological support and inclusion that are not just individual and specific, but structural and continuous, involving the entire academic community, and considering different social markers, such as race, class, gender, and sexual orientation?

- How to keep high expectations of academic performance for everyone without considering the student only as a “subject of performance and productivity”, contributing to the idea of “the society of tiredness”?”
- How to change the individualistic and competitive culture of higher education institutions, given that many organizations in the labor market also have this mentality?
- What strategies are effective to build community in classes with large numbers of students? Can dynamics and processes that favor community building reduce the opportunity to express disagreements and discrepancies, promoting homogenization of students?
- How to prepare male and female professors to be sensitive to the dynamics of discrimination and psychic suffering in the learning processes?

### ***Classroom suggestions:***

To promote well-being and create a learning community in the classroom, we suggest carrying out activities that promote integration among students. Such activities should bring lightness to the learning process, and remove the competitive and individualistic climate, encouraging community among students. Other relevant practices are adopting a welcoming body language, a more empathetic and personal attitude (e.g., looking into the eyes, referring to students by their names, smiling and nodding) and not making judgments or causing embarrassment for mistakes made, valuing contributions of all students. Also, consider establishing agreements collectively so that students are protagonists in the construction of a participatory and inclusive classroom, clarifying the possibility of redoing the agreements at any time during the course.

In addition to framing issues of inequality as structural and being attentive to the inclusion of different perspectives in the references used and debates held during the course, we recommend that the professor make it clear that the content covered in the course is not objective and neutral. We suggest making room for students to question pedagogical choices and be open to accepting mistakes as a professor (Feferbaum *et al.*, 2021a: 20).

### ***Activity example:***

One of the activities we carried out to build a learning community in the “Necessary Transformation” workshop was a previous exercise of integration in the Padlet wall, in which we invited students to introduce themselves, tell a curious fact about themselves, name a song they liked, a favorite dish and a suggestion of activities to do during the pandemic.

The wall link was e-mailed with instructions for completing it before the first meeting of the



course. In addition to leaving their information, students were invited to interact with their colleagues' presentations, leaving likes or comments on the Padlet wall. With the songs suggested by the participants, we prepared a collaborative playlist in the Spotify streaming service provider to increase integration.

From the information shared, participants started the course with ideas about their colleagues, which facilitated interaction and approximation from the first moments they met.

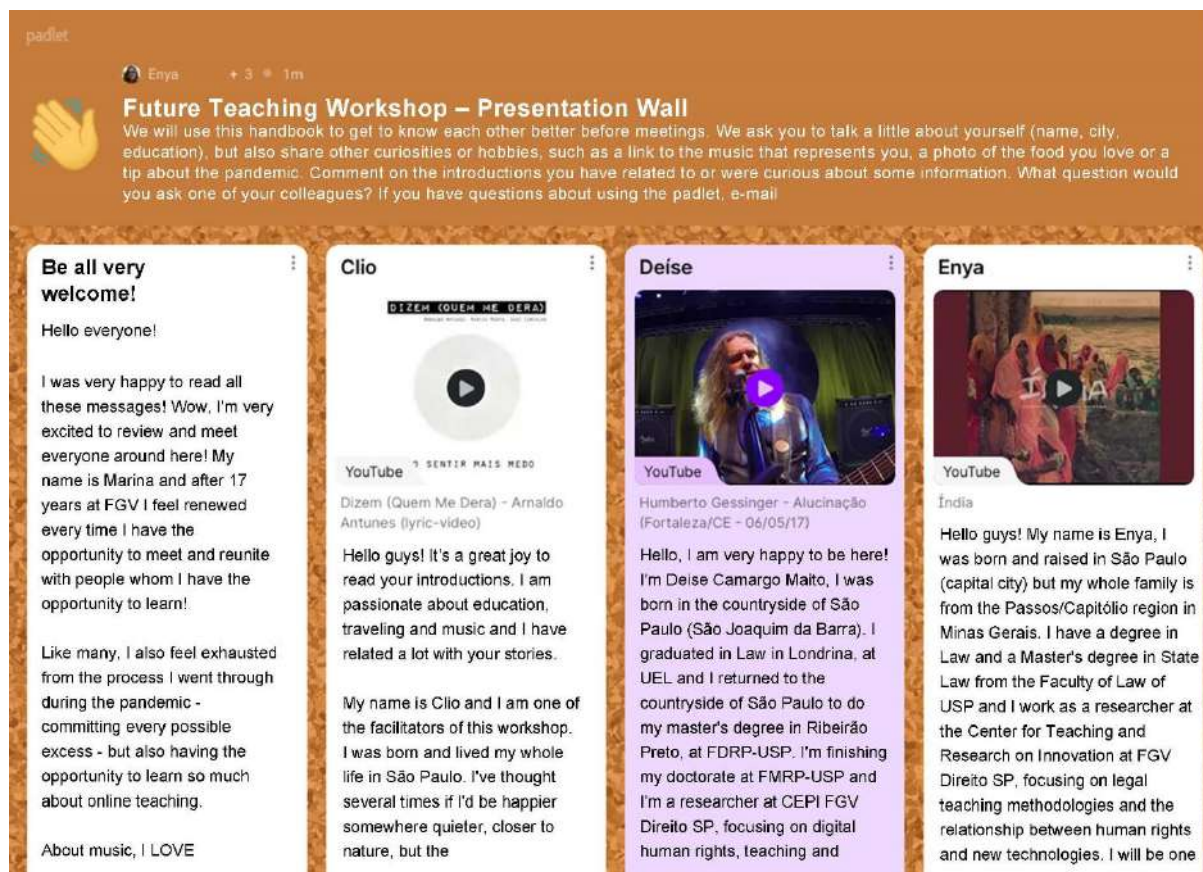


Image 12: Initial integration activity, sharing experiences and interests in the Padlet application. Source: Prepared by the authors.

### 1.9. New role of technology

Recent technological advances have caused countless transformations in our way of living, relating, working, and understanding the world. Automation and massive use of data, for example, generate a disruptive movement that has changed the reality of various professions and positions. In addition to this movement that had already been taking place, the central role that technology now had to enable new teaching and learning formats became evident in the context of the pandemic crisis. New and old technological tools were incorporated into the teaching and student reality, demanding an adaptation of how courses are designed and carried out.

Thus, the new role of technology in education is complex and plural, adding different

dimensions, such as: (i) technology as curricular content; (ii) technology as a learning tool; and (iii) humanization and critical reflection on the role of technology.

### **1.9.1. Technology as curriculum content**

The dynamics of market transformation require new skills and abilities from professionals and the need to use and understand technological tools previously not recognized as relevant to their professional qualification (Silva *et al.*, 2018). Such changes generate the search for recognition of technology as a new relevant field of knowledge in the curricula of different courses.

In the case of Law courses, for example, the curricular composition now includes classes on digital law, data protection, algorithmic governance, visual law and legal design, but also activities that provide students with general notions of programming, mastery of technology terms, data management and statistics (Silva, Fabiani & Feferbaum, 2021: 14). The objective is not to transform professionals from other areas into data scientists, but to prepare them so that they are able to understand and interpret data, and have a critical view of social reality, making their studies and professional activities more efficient (Bayne & Gallagher, 2020).

With the formation of increasingly multidisciplinary teams, it is also necessary to continuously build up dialogue between legal professionals and professionals from other areas, including technology (Silva *et al.*, 2018). In order to develop more feasible solutions and to work better in groups, it is important that students have a global understanding of the operation, functions, and possible impacts of certain technological tools.

### **1.9.2. Technology as a learning tool**

In addition to technology as an object of knowledge, an identified trend is a greater concern in the use of technological tools to improve learning processes. The incorporation of activities that involve the use of software, applications and artificial intelligence programs can be important allies to bring students closer to complex topics.

In the pandemic, institutions and professors previously resistant or indifferent to technologies such as videoconferencing, collaborative document platforms and interaction apps, explored these tools and came to consider them essential to their work. There was also an intensification of hybrid teaching modalities, with the integration of online and face-to-face learning and the use of technology to improve traditional face-to-face teaching (WWT, 2020).

From an institutional perspective, there is a trend towards an increased exploration of various online teaching methodologies (Deshmukh, 2021: 137) and recognition that movements towards hybrid learning must persist (ELE & OLC, 2020; EDUCAUSE, 2021). However, it is not enough to just



start using different software, hardware, or applications thoughtlessly. New types of remote learning require a remodeling of teaching formats and a deep understanding of the potentialities and limitations of the virtual environment (Deshmukh, 2021; EDUCAUSE, 2021). Thus, greater reflection is encouraged on what the objectives and justifications to adopt technology are, in order to make the teaching experience meaningful, provide personal and professional development and bring students closer to the subjects to be studied.

### **1.9.3. Humanization and critical reflection on the role of technology**

Faced with advances in artificial intelligence and different technologies to perform multiple tasks, many people question what the role of human beings and the university will be. The man-machine relationship intrigues and still raises several fears, such as the fear of losing a job and being replaced by new forms of automation.

In order to deal with this context of rapid changes and uncertainties about the future, there is a movement towards the development of a critical look at emerging technological tools, because although it promotes advances and amenities, technology is not neutral. Risks such as the amplification of discrimination and social inequalities, the emergence of new mechanisms for the surveillance of individuals and greater fragmentation of social bonds are starting to become increasingly evident from the new technological tools. In HEIs, the use of software and applications can, for example, promote a process of “dehumanization” of the classroom environment or involve the collection and sharing of sensitive data from students, professors, and employees. That requires attention by the institutions to ensure data protection, online well-being, and safety of their academic community.

Institutions and professors start to provoke students to reflect autonomously and to think critically about these processes, being able to identify how our behavior is being shaped by new technologies, seeing both the positive points and the challenges of this man-machine relationship.

***To think about:***

- Faced with a curriculum full of other disciplines, how can technology be added as a necessary field of knowledge? Should we include data science and programming courses in the curriculum?
- What level of depth should legal professionals have in terms of understanding how new technological tools work? Is this understanding really necessary for all legal professionals or just for those who are more involved with issues such as Law and Technology?
- What types of teaching models (virtual, face-to-face, hybrid), platforms and educational resources should an HEI adopt and for what purposes, taking into account financial sustainability, teaching quality and data security of the academic community?
- How to qualify professors to choose the best technology for the learning objectives of each of their courses?
- How can we expand and insert critical and ethical reflection on the social impacts of emerging technologies in each curriculum, in order to develop our students' critical thinking about their functionalities?

***Classroom suggestions:***

To incorporate technological tools to qualify learning, we recommend having clarity of the pedagogical objectives for their use, carrying out good lesson planning and communicating to students the reasons behind the pedagogical choices. We believe in the importance of bringing different tools into the classroom, in order to engage different student profiles and have an element of surprise in class. On the other hand, given the complexity of the virtual environment, and considering the explanation time for using a new application, simplifying activities and the use of technologies is essential. In addition, we always suggest considering a plan B in case there is a problem with the technology and paying attention to ensure that all students can access the tool.

In the online environment, there are factors that do not allow us to read the dynamics of classes and the relationships between students in the same way as we do in face-to-face teaching. However, online does not have to mean impersonal, and it is possible to ensure a safe, humanized learning environment in which everyone feels included. To this end, we encourage the search for technological tools that contribute to collaborative work, to sharing perspectives among students and to generate greater interaction between them (Feferbaum *et al.*, 2021a).

***Activity example:***

In the “Law and Technology” course, an example of an activity to deepen reflection on algorithmic governance was the carrying out, through the Mentimeter app, of a poll to measure the level of agreement of the participants of the course with respect to three controversial statements about the theme. Through the software, it was possible to identify different positions among the course members, which allowed for greater reflection and engagement in the debate.

## Claims about algorithmic governance

Mentimeter

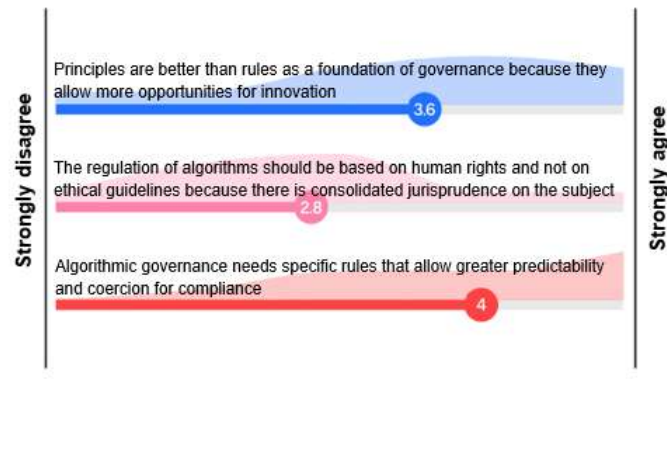


Image 13: Agreement/disagreement exercise with statements about algorithmic governance. Source: Prepared by the authors.

Another activity carried out in the course “Legal Dilemmas of the Bionic Person” was the testing, in groups, of the [application, a chatbot that uses artificial](#) intelligence to become a “virtual friend” of the user. After experimenting with the chatbot, we held a classroom debate about the possibility of new technologies promoting meaningful connections with human beings, critically reflecting on the impact of these emerging technologies on human relationships, and on possible violations of human rights. Such activities can be applied as sensitizing and provocative, enabling participants to test technologies or report their opinion anonymously, providing more subsidies for discussion and deepening in the general group.

## 2. UNIVERSITIES IN THE WORLD AND EXAMPLES OF INITIATIVES

In order to understand how to build the future of higher education that we want, we sought to select and analyze higher education institutions that represented example cases of implementation of trends. To consider different realities around the world, we carried out the survey in search of an institution representative of each continent, so that we could have examples of good practices in different contexts.

To choose the institutions, the first step adopted was to systematize different rankings of universities and verify which institutions were best positioned and mentioned in more than one list. We used rankings<sup>7</sup> geared towards innovation, for teaching and instruction, specific rankings for legal courses, and rankings geared towards sustainable development objectives. Although we understand that the rankings have several limitations in terms of reflecting the quality of the institutions listed, we chose to use them because they are an important comparative parameter at a global level. However, in view of the weaknesses of such a method, we also sought to select institutions that appeared in the bibliographic references analyzed in the research, finally bringing together a set of 40 HEIs<sup>8</sup> from different regions of the world.

Based on the analysis of the institutional websites of each of these 40 HEIs, we chose an institution from each continent that presented a variety of practices related to the nine trends identified in the survey<sup>9</sup>. In this research chapter, we will present a brief profile of the six chosen institutions and examples of initiatives adopted by them that can serve as inspiration for the implementation of the trends.

It is important to highlight that the six institutions chosen are not the only HEIs that have initiatives to implement the nine trends presented in the survey. In addition, they have different

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<sup>7</sup> The rankings used were: [Reuters Ranking](#) of Most Innovative Universities; [The Leading World's Most Innovative Universities](#); [Law thematic ranking by QS top universities](#) in partnership with Elsevier; [Times Higher Education ranking specific to legal education](#); [Education and Training thematic ranking QS Top Universities in partnership with Elsevier](#); and [Times Higher Education Sustainable Development Goals Ranking](#).

<sup>8</sup> The universities analyzed were: Harvard, Stanford, Cornell Tech, Full Sail University, UCLA, Carnegie Mellon University, Institut Mines-Telecom, Imperial College Business School, Bristol University, Staffordshire University, Universidad Los Andes, Universidad Torcuato Di Tella, Nanyang Technological University, KAOSPILLOT, IE University, Minerva School, Bucerius University, Georgetown University, Universidad Autónoma Metropolitana, Pontificia Universidad Católica de Chile, Princess Nourah bint Abdulrahman University, African Leadership University, University of Johannesburg, Maharishi Invincibility Institute, The University of Hong Kong, Duke Kunshan University, University of Sydney, National University of Singapore, Monash University, Ottawa University, Wayfinding Academy, California Polytechnic State University, Singularity University, Escola da Cidade, O.P. Jindal Global University, Shure University, Universidade Alternativa, HAS University of Applied Sciences, Hyper Island, Universidade 42.

<sup>9</sup> To carry out the selection, we classified the 40 HEIs from 0 to 3 for each trend, with 0 indicating that the institution did not respond to the trend and 3, that it did very much. Based on the classification, it was possible to identify the institutions with the highest trend coverage index. From this list, a new analysis of the institutional websites was carried out to verify which trends they met, with the best-scored ones being selected for the study.

profiles, business models and sizes, which impacts the size and purpose of their projects and actions. We emphasize that the identified initiatives do not reflect all the initiatives carried out by these universities. As this research was developed within the scope of FGV Sao Paulo Law School and it would not be possible to analyze practices of all the different units of the chosen HEIs, we prioritized a specific look at the Law schools<sup>10</sup>. On the other hand, even though many initiatives identified and presented in the research are related to the legal area, we believe that they can help in the construction of projects in different areas of knowledge.

To streamline the identification and organization of the material collected, we classified the initiatives based on the nine trends analyzed in the survey. However, many practices presented fit into more than one trend, the choice being made based on what we would like to highlight from the initiative.

Finally, we emphasize that the analysis described here is based on the institutional websites of the universities, between the months of October 2021 and February 2022, reflecting the way that organizations present themselves to the market and to the external public in the analyzed period. Carrying out future research that promotes interviews with professors, managers and students involved in the identified initiatives and who can make empirical observations of these practices, will significantly contribute to the deepening of the information presented in this work.

The chosen institutions, which we will describe below, were Stanford in North America; Universidad de Los Andes (Uniandes) in Latin America; IE University in Europe; African Leadership University in Africa; Monash University in Oceania and National University of Singapore in Asia.

## **2.1. Stanford**

**Stanford** is the university we chose to represent the North American region. It is located in Palo Alto, California, in the United States. It is a private university, founded in 1891, which has approximately 15,000 students and 2,200 professors, and comprises the faculties of Law, Earth Sciences, Engineering, Humanities, Administration, Education and Medicine.

- **Rankings:** Stanford is in 3<sup>rd</sup> place in the Thematic Ranking Education and Training QS top universities in partnership with Elsevier, in 1<sup>st</sup> place in The Leading World's Most Innovative Universities and in 1<sup>st</sup> place in the Reuters Ranking of most innovative universities.
- **Global-Local:**
  - **Internationalization as a rule:** Stanford Law School (SLS) seeks to prepare its students

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<sup>10</sup> We highlight that of the chosen universities, the only one that does not offer a Law course is the representative institution of the African continent, African Leadership University, which has its choice justified in the corresponding item.

to develop ([global competency](#)). In addition to courses, exchange opportunities, clinics and student organizations with an international perspective, the [W. A. Franke Global Law Program](#) stands out, which is composed of four elements: (i) a global quarter, with intensive 10-week training in international law and finance; (ii) a foundation course in global legal practice, focused on skill development and analysis of complex cases; (iii) courses that combine training and study trips of 7 to 10 days abroad; and (iv) greater integration of comparative law and international issues into existing courses in the curriculum.

- **Integration with the local community:** SLS has [programs, research centers and impact projects](#) that promote greater integration of the academic community with the local community. Among the projects, the [Three Strikes Project](#) stands out, which works to defend people serving life sentences for non-violent crimes and contributes to analyzing and implementing reforms in the California state criminal system. SLS also has different [legal clinics](#), where students provide legal services to vulnerable individuals and communities. It is worth mentioning the [Community Law Clinic \(CLC\)](#), which is located off the Stanford campus, in an area close to the low-income neighborhoods on the east side of Palo Alto. Under the supervision of clinic instructors, students represent area residents on housing, disability insurance, and criminal records matters.
- **Social Transformation:** SLS has different initiatives aimed at promoting social transformations. In terms of sustainability, the [Environmental and Natural Resources Law & Policy Program \(ENRLP\)](#) stands out, which involves various activities, such as research, courses and projects focused on the relationship between law, public policies and the environment. One example is the [Environmental Law Clinic](#), a legal clinic where students legally represent non-profit organizations on different environmental issues. Another example is the [Law and Policy Lab](#), where students, under the guidance of professors, advise individuals, government agencies and non-profit organizations on policy in areas such as education, copyright, governance and transparency in emerging economies, policing technologies and environment. SLS also has projects with an international perspective of impact, such as [Legal Education in Afghanistan](#), and the [Guiding Cases Project in China](#), which aim to expand access to and understanding of the legal system in these countries.
- **Democratization:**
  - **Inclusion and Retention Policies:** As per information about Stanford's [admissions](#) process, undergraduate students with annual household incomes below \$75,000.00 are exempt from paying tuition, among other costs, and approximately 80% of all

university students receive some financial aid. At SLS, the [Miles and Nancy Rubin Loan Repayment Assistance Program \(LRAP\)](#) stands out for loaning or canceling student debts so that graduate students can pursue careers in the public sector or in the public interest.

- **Open educational resources:** The institution offers several [free courses](#), in topics such as Medicine and Health, Education, Engineering, Data Science and Arts and Humanities. Courses are available on the [Stanford Online](#) platform, operated by the [Stanford Center for Professional Development](#), which uses [proprietary and third-party platforms](#) such as edX and Coursera. It is also worth highlighting the use of different [social media](#) to disseminate content by SLS centers, projects, programs and clinics, through blogs, podcasts, videos, among others.
- **Lifelong Learning:** Educating students who are able to succeed professionally and continue to learn throughout their careers is a [concern](#) at Stanford. Thus, the [Stanford Distinguished Careers Institute](#) (DCI) stands out. It seeks to support middle-aged professionals to rethink their trajectory, based on three axes: renewing their purpose, building a community, and calibrating their own well-being – physical, emotional, and spiritual. [DCI](#) also seeks to promote intergenerational engagement in academia to help create a new paradigm for the university of the future. It is also worth mentioning [Stanford Continuing Studies](#) and [Stanford Online](#), which offer courses aimed at “lifelong learning” in different areas. Also, the [SLS Executive Education](#) program seeks to bring together professionals from different specialties, combining lectures, debates, work in small groups and learning focused on multidisciplinary, collaboration and the analysis of real problems.
- **Comprehensive and Multi, Inter and Transdisciplinary Education:** The Stanford Law School provides three types of [double degrees](#) in 21 different areas, as a program that integrates [Law, Medicine and Bioscience](#). The SLS curriculum values [interdisciplinarity](#), encouraging students to take courses from other graduations and disciplines in Law with an interdisciplinary approach, based on methodologies based on group work, learning through experience and problem-solving. Many of these courses are taught by professors from the faculty of law with professors from other schools.
- **Customization and Flexibility:** At SLS, there are a wide variety of choices students can make to customize their curriculum including, for example, 11 legal clinic options offered by Mills Legal Clinic and approximately 20 different projects (practicums) offered by the Law and Policy Lab per year. For greater [learning customization](#), classes are small (maximum 30 students), with a student-to-faculty ratio of 4.4 to 1. In order to promote an even more personal connection between students and professors, since 2019, [Discussion Seminars](#) have been

incorporated into the mandatory undergraduate curriculum. In them, small groups of students discuss the social role of the legal profession, its professional identity, and provocative issues of law at a faculty member's home or in a nice space on campus. SLS also has the [Office of Career Services \(OCS\)](#) and the [John and Terry Levin Center for Public Service and Public Interest Law \("Levin Center"\)](#) that support students in finding jobs that interest them in the public and private fields.

- **Protagonism and Co-creation:** An example of how SLS values the protagonism of its students is the format of its legal clinics, composed of [three main elements](#): full-time immersion of students, teaching supervision and emphasis on excellent advocacy. At SLS, students attend clinics during a full-time academic quarter, with no concurrent academic commitments. They are certified by the California Bar Association to practice law under the supervision of their clinical professors, acquiring intensive practical learning, autonomy, and professional responsibility. The clinics offer the possibility of acting in several areas, such as human rights, environmental law, criminal law, defense of religious freedom, among others. Another example, focused on co-creation, is the [Legal Design Lab](#), which involves an interdisciplinary team between SLS and the Design School, and works at the intersection of human-centered design, technology and law to build new legal products and services, realizing partnerships with businesses, nonprofits, and government entities;
- **Well-being and equity:** SLS recognizes that inclusion, equity and diversity [are central](#) to 21<sup>st</sup> century legal education. On its institutional website, it seeks to transparently communicate the measures taken to promote equity, presenting a [list of initiatives per year](#), indicating, for example, the inclusion of disciplines on racial and gender issues in the curriculum, measures aimed at greater teacher diversity and student, training the academic community on issues of discrimination and the implementation of new positions and internal bodies focused on inclusion. Professor and [student award](#) programs focused on inclusion were also implemented. It is worth highlighting the construction of the [Stanford Clearinghouse on Diversity, Equity & Inclusion Research](#), which brings together research and materials related to inclusive pedagogy on a single site for professors and law school students interested in the topic. SLS also provides referral [contacts](#) to report complaints, among other resources for students. It is worth mentioning SLS's [WellnessCast](#), a podcast about mental health and well-being in the legal profession. Within Stanford as a whole, we highlight:
  - The [Stanford Center for Racial Justice \(SCRJ\)](#), a center for racial justice, created in 2020, serving the entire university. The Center works with Stanford researchers and academics and with other partners to develop research on the effects of racism in the country. Focus areas are economic insecurity, including income and wealth disparities,



educational opportunity, and public safety. The Center also seeks to carry out activities on and off campus to democratize knowledge and promote public education on the subject.

- Several initiatives aimed at Native American peoples, such as [Native American Studies Program](#), a training program focused on the study of the history and culture of Native American peoples, the [Stanford American Indian Organization](#), an organization of indigenous students, staff and professors, the [Stanford Native American Cultural Center](#), a cultural center about Native American peoples, and [Stanford's Land Acknowledgment Statement](#), which recognizes that Stanford land belonged to the Muwekma Ohlone people;
- **New role of technology:** At SLS, there is the [Stanford Program in Law, Science & Technology](#), which aims to study the role of technology today and its regulation, promote courses for students on these topics, support the promotion of public policies on science and technology, both nationally and globally, and contribute to the international exchange of knowledge in the field of Law, Science and Technology. Within this program, there are different research centers, student organizations, clinics, courses, projects, and training. We highlight [CodeX](#), a center that researches and develops computational law, in the management of legal documents, legal infrastructure (building systems for the operation of legal systems) and research on the mechanization of legal reasoning.

## 2.2. Universidad de Los Andes

**Universidad de Los Andes (Uniandes)** is the university chosen to represent Latin America. It is a private university, founded in 1948 in Colombia, located in the capital, Bogota. It comprises a structure of 10 faculties, involving approximately 18,000 students and 1,800 professors.

- **Rankings:** Uniandes is in 51<sup>st</sup> position in the thematic Ranking of Law by QS top universities in partnership with Elsevier.
- **Global-Local**
  - **Internationalization as a rule:** Uniandes has the [Dirección de Internacionalización](#), responsible for supporting the internationalization of the university, and promoting intercultural competencies and exchanges in the national and international context. Among the activities promoted, Uniandes' participation in several [international networks](#) stands out, such as the [Critical Edge Alliance](#), an international alliance of

universities that prioritize student protagonism, critical thinking, interdisciplinarity and social engagement; in addition to the [Pensadores del Mundo](#) project, which seeks to promote “internationalization at home”, financing academic visits to Uniandes by leaders with high international recognition. Specifically in the Faculty of Law, there are several [international agreements](#) for exchange programs and other activities in foreign universities and there is also the [international summer school](#), which offers short courses in Spanish and English, with an interdisciplinary, global and regional approach, with students and professors from all over the world.

- **Integration with the local community:** At Uniandes, [in 2021](#), the [Vicerrectoría de Investigación y Creación](#) made an [official statement](#) to affirm its intention to promote knowledge and co-create impact projects to transform society, seeking to improve internal and external communication, talk with different social actors, think globally and act locally, as well as working on the Sustainable Development Goals. At the faculty of law, there are several [initiatives](#) that seek to promote a social impact in the local community, not only in Bogotá, but also in Latin America. In this sense, it is worth mentioning the projects aimed at researching, debating, supporting and promoting the [rights to migrants](#): the [Centro de Estudios en Migración \(CEM\)](#), the [Clínica Jurídica para Migrantes](#), and the [Semillero de Investigación en Derecho y Migración en Colombia](#).
- **Digital Transformation:** Uniandes positions itself as a sustainable university and has a specific program to promote it: [Sostenibilidad](#) Uniandes. This program is made up of five axes: culture and learning; campus ecosystems; climate changes; campus operation; and well-being and quality of life. The institution prepares [annual sustainability reports](#), presenting progress in relation to these five indicators. In the culture and learning axis, the creation of research, student organizations, courses and events on the subject stand out. Regarding citizenship, it is worth mentioning the [PLUS – Participación y Liderazgo Uniandino Solidario](#) program, the Diversity Center office, designed to monitor and train the leaders of the University’s student initiatives, in addition to offering courses in Social Practice, so that students develop ethical thinking skills and learning through service-based learning.
- **Democratization**
  - **Inclusion and permanence policies:** there are several possibilities for [financial support](#) for undergraduate, graduate, doctoral and continuing education students, such as scholarships, reimbursable or forgivable loans and financial aid, such as food aid, photocopies, materials and transportation, credit for emergency and payment for doctoral students. These funding and aid policies accept donations and partnerships

with companies and other donors. An example is the [Quiero Estudiar](#) program, which allows low-income students to study at Uniandes and benefited 657 students in 2021. In addition, Uniandes participated in a [donation campaign](#) to support students with financial difficulties due to the pandemic. There is also a [center that offers support](#) and advice to scholarship students, both for personal and academic issues. Lastly, there is a [specific grant from the faculty of law](#) for students struggling to cover graduation costs.

- **Open educational resources:** Uniandes offers a variety of open courses as [MOOCs](#). Allied to different platforms (BID-Edx, Coursera and FutureLearn), it seeks to [share institutionally built knowledge](#) and experience with a wide audience and in multiple contexts. Uniandes also carried out a project called [La Tríade](#), a partnership with Tecnológico de Monterrey and the Pontificia Universidad Católica de Chile to share and carry out courses between academic communities through the Coursera platform. At the Faculty of Law, it is worth highlighting the [Galería Sociojurídica](#), which seeks to disseminate work by undergraduate and graduate students, the blog [El rol del Derecho en la pandemia](#), with reflections by the academic community on the transformations resulting from the pandemic, and [Revista Mariposas](#), carried out by students and professors involved in the [área de Mujeres](#) of Uniandes' Legal Office.
- **Lifelong learning:** Uniandes offers several [continuing education](#) programs with a [different certification format](#), through “micro-credentials” (recognizes a specific skill), “macro-credentials” (recognizes a broader competence) and “professional certification” (international standardized certification). There are also (undergraduate and graduate disciplines open to the general public), programs aimed at [children and young people](#), programs aimed at [organizations](#), in addition to [specializations](#) and executive [education programs](#). It is worth mentioning the [presidents of companies project](#), which seeks to generate a space for reflection on themes of the national and international conjuncture and to promote synergy between the public and private sectors and academia.
- **Comprehensive and Multi, Inter and Transdisciplinary Education:** Uniandes' [mission](#) is to provide a comprehensive and interdisciplinary education environment for its students. One of its distinguishing points is the [General Education](#) program, mandatory for all undergraduate students, which aims to train ethical and critical people, focusing on developing skills. To graduate, students need to complete the [program](#), which is made up of: courses from the Uniandino Basic Cycle (CBU), Constitution and Democracy course, university writing course, among other requirements. The [Basic Cycle](#) courses are inter and transdisciplinary in nature and are divided into three areas: (i) Colombia, (ii) Scientific Thought and Cultures, and (iii) Arts

and Humanities. At the Faculty of Law, the [undergraduate curriculum](#) is divided into three cycles: contextualization, legal training, and concentration. In the first cycle, in addition to subjects from the Uniandino Basic Cycle, students take a subject from the Department of Mathematics (statistics or financial accounting). The learning objectives of the course are centered on three main competences: legal investigation, conflict prevention and resolution, and argumentation and communication. It is divided into three cycles: contextualization, legal training, and concentration. In the first cycle, in addition to subjects from the Uniandino Basic Cycle, students take a subject from the Department of Mathematics (statistics or financial accounting). The learning objectives of the course are centered on three main competences: legal investigation, conflict prevention and resolution, and argumentation and communication.

- The Center for Sociolegal Investigations ([CIJUS](#)) develops interdisciplinary research, consultancy and advocacy projects, which are incorporated directly into the learning routines of undergraduate and graduate students. CIJUS has different [Grupos de Investigación](#) and [Semilleros de Investigación](#), such as the Investigation Semillero en Estudios Interdisciplinarios de la Tributación – SEIT and the Investigation Semillero Derecho, Cambio Social y Feminismos en América Latina.
- **Customization and Flexibility:** Uniandes states that [flexibility](#) is a fundamental feature of the HEI. Course curricula usually have a last cycle in which students can choose an area or subject to deepen, according to their professional interests. At the Faculty of Law, the third cycle of the undergraduate curriculum, which comprises the final two semesters, is mostly composed of elective courses. There is also a course-completion research discipline and a professional practice discipline in the Legal Office. The HEI also offers “[academic options](#)”, which allow students to take courses in other areas, such as complementary education with the right to a corresponding certificate, and the “[Double Program](#)”, with undergraduate or graduate degrees in two combined courses.
- **Protagonism and co-creation:** According to the [institutional website](#), at the Faculty of Law, the undergraduate student must be the main agent of his/her formative process, and the methodology must invite him/her to go beyond the understanding of normative texts, being able to solve legal problems of the community. Aiming at developing professional skills with a social perspective, the law course has the [Legal Office](#), a mandatory discipline in the last cycle, which involves providing legal services to vulnerable populations in the following areas: conciliation, labor law, family law, patrimonial, criminal, public and women. In addition, the Office also integrates four legal clinics, described below:
  - [Center for Migration Studies \(CEM\)](#): through the axes of education, advocacy,

and research, it addresses migration, along with migrants, besides thinking about public policies to deal with the issue;

- [Grupo Prisões \(Prisons Group\)](#): acts in favor of respect for human rights and access to justice for the incarcerated population. This work involves advising and legally representing said people, high-impact litigation, training in the defense and exercise of the rights of these citizens and legal advice on public policies;
- [Environmental and Public Health Clinic \(MASP\)](#): aims at developing interdisciplinary space for legal practice and research for students, helping to avoid environmental conflicts, and guaranteeing the rights to health and to a healthy environment;
- [Action Program for Equality and Social Inclusion \(PAIS\)](#): founded in 2007, when the UN convention on people with disabilities had just been approved, it seeks to make it normatively and socially effective;
- **Well-being and Equity:** Uniandes has a [Diversity Center](#), which seeks to implement inclusive practices and strengthen a fair and equitable community at the HEI, offering, for example, counseling and support for the permanence of students in situations of greater vulnerability, such as scholarship holders, people with disabilities, LGBTQIA+ and students who are parents. Uniandes also has services to promote university [well-being](#), such as the [sports center](#), the [cultural center](#), the [professional trajectory center](#), aimed at students in their professional development, and the [support center](#), to help with the challenges of university life. There is also the [Ágora Program](#), which gathers information about well-being and the services offered by the university, and the [Órion Project](#), which shares challenges and concerns among students. Uniandes also has the [MAAD Protocol](#) (Maltreatment, Threats, Harassment, Discrimination, Sexual or Gender Violence), which has existed since 2016 as a policy to prevent and address situations of violence and discrimination. The protocol has already modified codes of conduct to incorporate restorative and formative practices and to allow for intervention in off-campus situations. In addition, it created reporting channels and a committee to protect the integrity and well-being of those affected by situations of violence or discrimination, implemented awareness and sensitization campaigns and promoted spaces for discussion on the subject, such as an [online course](#), available to the Uniandes community. There is also the [Ombudsperson](#), an interdisciplinary team to assist with issues of coexistence at the HEI.
  - In the Faculty of Law, it is worth highlighting the [No es Normal](#), campaign, an initiative by the *Grupo de Derecho y Género de la Facultad de Derecho* to open space for discussion on gender inequality and situations of sexual harassment at the

Universidad de los Andes.

- **New role of technology:** Aiming at qualifying and supporting professors in the use of technological tools and in pedagogical innovation processes, the [Center for Innovation in Technology and Education](#) (Conecta-TE) at Uniandes carries out numerous activities, researches, events, in addition to providing various educational resources. Conecta-TE also created a specific platform to support professors in virtual teaching, with [materials](#) on teaching and online activities, examples of active methodologies, instructional guides, a resource bank, and tutorials. Uniandes has the [Directorate of Information and Technology Services](#), a university department to inform and support the community in the use of technological resources. Among the projects carried out by the department, a [curatorship of software and applications for teaching](#) stands out.
  - At the Faculty of Law, it is worth mentioning the [Grupo de Estudios en Internet, Comercio Electrónico, Telecomunicaciones e Informática](#), which seeks to promote multidisciplinary research and establish a bridge between academia and society to seek reflections and actions on the Internet, the Information Society and converging subjects. Research areas are data protection, disruptive technologies, cybersecurity, consumer, *legaltech* and intellectual property. It should also be noted that the Legal Office created, during the pandemic, the [virtual service](#), including the possibility of carrying out virtual conciliation.

### 2.3. IE University

**IE University** is the university we chose to represent Europe. It is a private higher education institution, founded in 1973, with two campuses: one in Segovia and the other in Madrid. It has about 8,000 students, 500 professors and 5 schools: Administration; Human Sciences and Technology; Law; Architecture and Design; and Public and Global Relations.

- **Rankings:** IE University is ranked 3<sup>rd</sup> in Innovative Teaching Methodologies in the Youth Incorporated Global University Rankings 2021 and 19<sup>th</sup> in the world in the Times Higher Education Global University Employability Ranking 2021<sup>11</sup>.
- **Global-Local**
  - **Internationalization as a rule:** Among the [pillars](#) of IE University is the development of critical thinking in the face of complex global problems and the appreciation of the

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<sup>11</sup> Although it was not present in the first place in the examined rankings, the IE was mentioned in other teaching rankings and in the bibliographic survey carried out (Atienza & Arias, 2020). After analyzing their initiatives, we confirmed their alignment with the identified trends, resulting in their inclusion in this report.

diversity of nationalities, cultures and ideas within the campus, with students and professors from more than 130 countries. To prepare students to face challenges on a global scale and deal with an international environment, most IE courses are fully taught in English and 75% of students are international students. IE offers a [special proficiency course](#) in the first year of the bachelor's degree to support students adapting to study in the English language. IE also has [30 international offices](#) around the world, which offer personalized advice to applicants who wish to study at the institution. It also has the IE University Global Markets, a team of professionals from different nationalities who aim to expand the IE University community globally. In addition to agreements with over [200 universities](#) to carry out exchange programs, IE carries out activities to integrate exchange students into its community, such as the [Amigo Program](#), in which a group of volunteer students show the campus and places in the city during the first month of the exchange students at the institution.

- At the Faculty of Law, they have a [Comparative Law Methodology](#): in all legal disciplines, the main concern is to consistently adopt a comparative perspective, encouraging students to develop an international legal vision. During courses, students explore the similarities and differences of various legal systems in order to gain a broader understanding of the global legal landscape.
- **Integration with the local community:** IE University seeks to maximize its [social impact](#) through different projects and partnerships with organizations from a wide range of sectors. Among the initiatives, the [IEU Labs](#) stand out, spaces in which students develop projects in close collaboration with companies and institutions. There are [three types of "Labs"](#): (i) the Start-Up Lab, which serves as an incubator for the students' own business creation initiatives; (ii) Consulting Labs, in which students carry out research work and strategic analysis for specific actors, guided by laboratory directors and specialists in different areas; and (iii) the Social Impact Lab, which carries out consultancy for NGOs or public institutions, seeking to develop social impact projects. The labs are offered especially to first- and second-year undergraduate students but are open to participation by other members of the IE academic community.
- **Social Transformation:** Regarding education focused on social transformation, it is worth mentioning the [IE Impact](#) program, offered to all IE students and which aims to enable them to become agents of positive social change. The program is structured by training in the areas of Humanities, Technology and Entrepreneurship, and by the [IE Challenge](#), when students

apply what they have learned to help startups advance, expand or scale their impact in achieving one or more of the SDGs. It is also worth highlighting the [IE Sustainability Office](#), which seeks to incorporate sustainability across all levels of the IE, rethinking the curriculum, structure and operational activities on the campus, as well as the organizational culture. There is a [specific platform](#) to communicate actions and goals aimed at sustainability. IE started in 2020 the so-called “[10-year challenge](#)”, aiming at having zero net emissions by 2030. Each year, the Sustainability Office selects a [specific challenge](#) as part of this initiative. IE also has [teaching initiatives, research centers](#) and [student organizations](#) focused on sustainability. Also noteworthy is the [Faces of Change](#) project, to gather stories from members of the academic community who carried out initiatives to implement the Sustainable Development Goals at the university.

- **Democratization**

- **Inclusion and permanence policies:** There are possibilities to [finance the course](#), with scholarship programs for graduation, masters, and executive education, in addition to student loans through agreements with financial institutions. Of note are the various [scholarship possibilities for women](#), such as the IE Women Mentoring Program, which combines a mentoring program with financial aid, The Middle East and Africa Scholarship, which aims to encourage the empowerment of women through education and increase the number of IE applicants from underrepresented communities in the Middle East and Africa, and The Queen Rania Scholarship for Women Business Leaders, aimed at Jordanian women with proven financial need who are interested in pursuing an undergraduate or graduate degree at IE. There are also scholarships that are a way for companies to support students, notably the [Kistefos Young Talented Leaders](#) scholarship, created to remove financial barriers to education for individuals from Norway and Africa, which is part of the Talent Without Borders initiatives of [IE Foundation](#), which awards scholarships to students from over 90 countries every year.
- **Open educational resources:** It is worth mentioning, among the various open educational resources, the [IE Corporate Hub](#) channel, which brings together free content such as lectures, courses and teaching materials, mainly aimed at business, and [Insights](#), a platform to share content on a range of topics such as business, finance, sustainability, humanities, future of education, technology and innovation. Another example is the [MOOCs of IE University](#) on the Coursera platform.

- **Lifelong Learning:** IE Exponential Learning’s [mission](#) is to provide tools for professionals who have a “lifelong learning mindset” and who seek growth at every stage of their career. It offers



several [programs](#) in areas such as leadership, law, project management, data science, among others, with different formats (online, face-to-face, blended) and durations (from less than a week to nine months). They also have the [IE for Life](#) initiative, a set of benefits created for the alumni community with exclusive continuing education, career and networking resources, such as the Alumni Plus [programs](#), exclusive services offered to alumni in the first two years of graduation, or the Talent Taking Care of Talent series of events, a platform where business leaders and IE alumni can share their impactful journey with the community. It is worth highlighting the offer by IE of an open course on the Coursera platform on “[learning to learn](#)”.

- **Comprehensive and Multi, Inter and Transdisciplinary Education:** In addition to offering the possibility of participating in projects and courses in different areas of the program to which the student is linked, such as IE Labs, and multidisciplinary programs, such as IE Impact, HEI offers the possibility of [double degrees](#) and multidisciplinary programs such as the Bachelor of Philosophy, Politics, Law and Economics (PPLE). IE also has the [Advanced Seminar](#) project, short and optional courses, with an interdisciplinary approach, which complement and expand the training of our students in a variety of topics, aimed at all students at the IE University, regardless of their degree or year of study. Finally, courses at IE are geared toward competency development, including interpersonal and leadership skills, and practice-oriented learning. As an example, at the Faculty of Law, the following initiatives stand out:
  - Incorporation in the curriculum of the [L.L.M in Corporate Law](#) a module called [SHELL: Skills for Healthy and Effective Lawyers](#), focusing on holistic training and soft skills development.
  - [IE Ethics & Compliance Club](#), a student-led organization that aims to promote transparency, independence, diversity, and accountability in the corporate and public sectors, as well as to foster discussion in areas involving ethics and compliance. One of its initiatives is the Ethics & Integrity Challenge, which aims to develop competences related to the resolution of ethical dilemmas by students and young professionals and encourage them to produce a dynamic work culture guided by values.
- **Customization and Flexibility:** The “[IE Liquid Learning model](#)”, a teaching model created by IE and adopted by all programs and whose central characteristic is flexibility. The proposal is that students can go through online, offline, synchronous, and asynchronous classes smoothly, according to the structure and proposal of their program. There is investment in infrastructure, tools, and teacher training so that students can connect and collaborate in different environments. Furthermore, the program has customization as one of its [four core principles](#). The Liquid Learning model is data-driven so it can be adapted to the specific needs of students, focusing on constant feedback from professors and peers. The programs offer individual or group coaching by faculty members. There is

a [Talents & Careers](#) team that provides guidance and personalized support for students.

- **Protagonism and Co-creation:** In addition to customization, the other three core principles of “Liquid Learning” are: collaboration, active student participation and hands-on learning. IE believes that as the educational experience goes digital, it is more important to maintain a close relationship between students and professors, having teamwork and group projects as a core experience of its academic programs. In addition, entrepreneurship is a [pillar](#) of the institution, with an Entrepreneurship Center with [several initiatives](#) to foster an environment of innovation and encourage students to create new ideas, projects and businesses. It is worth pointing out, for example, the [IE Venture Lab](#), which aims to accelerate students’ projects, through an intensive course with different actors, the support of mentors and an event to present projects to international investors. At the Faculty of Law, it is also worth mentioning the following projects that value [cocreation and student protagonism](#):
  - The [Law Without Walls](#) Competition, which brings together lawyers and professional leaders with students from different schools of law and business around the world to co-create innovative solutions to problems at the intersection of law, business and technology. The program culminates with a face-to-face event, where teams present their project to a jury.
  - The [LawAhead Hub](#), an open and collaborative system designed to explore the trends, causes and consequences of the profound global transformations that are redefining the provision of legal services, relying on an international network of different actors.
- **Well-being and Equity:** IE has different initiatives aimed at promoting well-being and equity. Among them, we highlight:
  - Projects aimed at gender equality, such as the [IE Women](#) program, which aims to support and promote the presence of women, especially in the areas of business, technology and entrepreneurship; the [Gender Equality Office](#), which seeks to promote equality between women and men and prevent gender-based violence in our IE community; the [IE Women’s Alumni Network](#), created to maintain and build personal and professional connections after graduation; the [IE Women in Business Club](#), a network for interested IE students and alumni interested in advancing gender equality in business; and the [Purple Corner Project](#) a user-friendly space in the library with access to resources on gender equality.
  - [IE OUT](#), which aims to create positive space for the LGBTQIA+ community and IE allies, holding an annual LGBT@Work forum, which seeks to promote networking and discuss best practices to include the LGBTQIA+ community in the job market.
  - [IEU Counseling Services](#), which offers a range of services, such as special

accommodations for students with disabilities, an annual series of workshops and lectures on mental health in college life, and weekly guided meditation and yoga sessions.

- [Center for Health, Well-Being, and Happiness](#), which aims to enable IE University students, staff, and alumni to develop the skills needed to help them to study, live and work at their best through educational programs.
- **New role of technology:** On the use of technological tools to improve learning, we highlight the creation of the [Wow](#) (Window on the World) Room by IE, a classroom that seeks to use artificial intelligence, big data analysis, emotion recognition, among other technologies, to connect people in person and remotely and offer an innovative learning experience. IE also has a [MediaLab](#), with technological resources for students to learn to plan, produce and disseminate multimedia materials. With regard to technology as a learning object, the [pillar](#) of IE is to allow its students to be immersed in a technologically innovative environment, “preparing them to take over a leadership role in the new digitally transformed scenario of the modern world”. At the [Faculty of Law](#), for example, the “legaltech” module is offered in all programs, exposing students to concepts and discussions about the use of technology in legal processes. There are also different projects at the intersection of Law and Technology, such as:
  - [Global Tech Venture Days](#), a global legaltech competition held to support startups with projects that use technology to solve challenges facing legal professionals and legal systems today.
  - [IE Legaltech Innovation Farm](#), a collaborative and interdisciplinary center for legal innovation, where lawyers, researchers, entrepreneurs, and technology experts are invited to experiment with disruptive technologies to find innovative solutions to challenges facing the legal sector, legal education, and legal systems.
  - [Smart Contract Competition](#), a competition created in partnership with Jur and the Lab for New Justice, for students to get hands-on experience developing smart contracts and blockchain technology, as well as developing skills that lawyers will need to succeed in a highly developed technological environment.

## 2.4. African Leadership University

**African Leadership University (ALU)** is the university chosen to represent the African continent. Its two campuses are located in Rwanda and Mauritius, but the main model of activities is

decentralized, with activities taking place off campuses. Founded in 2013, ALU is part of a network of institutions, the [African Leadership Group](#), and has a group of approximately 2,000 students and alumni. ALU does not offer specific training, but generalist training, focused on solving problems in the African continent.

- **Rankings:** ALU is in the [2<sup>nd</sup> position](#) of universities in Rwanda by EDURank and was elected in 2019 the most innovative company on the African continent, occupying the 39<sup>th</sup> position among the most innovative companies in the world by [FastCompany](#)<sup>12</sup>.
- **Global-Local**
  - **Internationalization as a rule:** The institution has student communities located in more than 19 places in Africa, in addition to 3 in the USA and in the United Kingdom, composing the so-called [Pan-African or International HUB](#), which enables exchanges in other HEIs. For each year of graduation, there is also a provision for a practical [internship](#) of 4 months, which can be done in countries on the African continent or in other regions of the globe;
  - **Integration with the local community:** Upon graduation, students choose missions to follow during their course related to the development of the African continent. According to the institution's website, in addition to bringing concrete improvements to the community, this allows students to think about and create job opportunities for themselves.
- **Social Transformation:** The idea of a [mission](#) to be followed by students during the course is based on citizenship and sustainability, since missions must necessarily be proposed to promote the development of the African continent. They also have the [ALU's School of Wildlife Conservation \(SoWC\)](#), dedicated to training and developing the next generation of African leaders for environmental preservation.
- **Democratization**
  - **Inclusion and permanence policies:** The university is low-cost – [an average of US\\$3,000 per year](#) – and it is possible to apply for aid and scholarships, financed by private entities such as the Mastercard Foundation. It should also be noted that linked to the ALU group there is [ALX](#), a career accelerator for young professionals, which offers courses with a flexible financing model. This business model enables profit-sharing agreements with students, which makes them pay less at the beginning of the

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<sup>12</sup> Although it was not identified in the rankings we analyzed, ALU was identified in the bibliographic survey that supported the research (Stanford University, 2019). After analyzing their initiatives, we confirmed their alignment with the identified trends, resulting in their inclusion in this report.

course, returning money to investors after they find a job (Stanford2025, 2019).

- **Open educational resources:** Although they are not free, at [ALX](#) there are courses that are even cheaper than graduation. This platform has a teaching model focused on leadership development and can be accessed by people across the African continent.
- **Lifelong learning:** Through the [ALX](#) platform, ALU offers the leadership education program, which can be carried out at any time in life. There are even programs aimed at people who work and want to update their careers, focusing on digital transformation, business intelligence and entrepreneurship.
- **Comprehensive and Multi, Inter and Transdisciplinary Education:** The institution's mission is to train students who are agile and focused on solving problems, for this, it prioritizes the development of "[21<sup>st</sup> century skills](#)", such as leadership, entrepreneurial thinking, quantitative reasoning, critical thinking, complex project management and communication. In addition to traditional training<sup>13</sup>, students have the possibility to graduate from interdisciplinary curricula with a diploma in "Global Challenges" or "Entrepreneurial Leadership". The HEI understands that this model enables students to better adapt to the world in which artificial intelligence and automation are on the rise.
- **Customization and Flexibility:** Each student builds their own personalized learning journey. From the identification of a problem they want to solve, each student chooses his own [mission](#) to follow during graduation, takes courses and projects aimed at obtaining the solution of problems, related to the challenges and opportunities posed by the institution. There are 7 big challenges: urbanization, education, infrastructure, health care, climate change, governance, and job creation. There are also 7 major opportunities: agriculture, natural resources, art, culture and design, tourism, women's empowerment, regional integration, and biodiversity conservation, which are themes in which students find their purpose in their course.
- **Protagonism and Co-creation:** The institution uses the "[Innovative Learning Model](#)", based on discovery, individuality, peer learning and facilitation of group learning. Only 10% of students' learning takes place in the classroom, with 20% learned from peers and mentors and the remaining 70% experienced through internships and real projects, which allows students to build a network of professional contacts. Learning is focused on practice, the "learning by doing".
- **Well-Being and Equity:** At ALU, each student has mentors/tutors, from different regions of

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<sup>13</sup> Students in Rwanda can choose from Computer Science, Entrepreneurship, Business, and International Trade, while students in Mauritius can choose from Computing, Social Sciences, Business, and Electrical Engineering (Stanford University, 2019).

Africa and the world, who guide and support the students' projects, and, according to the institution, the tutor/student contact is very close, creating a relationship of trust, and supporting well-being. In early 2020, they launched the [Culture as a Strength Initiative](#), which seeks to realign the shared sense of purpose and values in the academic community, prioritizing the ALU Equity, Diversity, and Inclusion program to promote safe space in the university environment.

- **New role of technology:** Technology is a central element in the HEIs' teaching model, which encourages self-directed learning and the search for innovative tools to solve problems. The institutional position is to hire learning specialists to curate educational experiences in the digital environment, taking advantage of content that is available online on platforms such as Coursera, edX and Udacity (Stanford2025, 2019).
  - On the campuses, to support the development of solutions and missions, there is the [Enterprise Commons](#), which has a computer lab and a manufacturing lab, where students can test and prototype their hardware solutions. According to the HEI, the space aims to encourage the development of enterprises and facilitate collaboration between students.

## 2.5. Monash University

**Monash University** is the university chosen to represent Oceania. It is a public university, focused on research, composed of 10 faculties from different areas and over 70,000 students. It was founded in 1958 and is considered the second oldest university in the state of Victoria, Australia, with its main headquarters in Melbourne.

- **Rankings:** Monash University is ranked 18<sup>th</sup> in the Times Higher Education Sustainable Development Goals Ranking; 12<sup>th</sup> in the Education and Training Thematic Ranking QS top universities in partnership with Elsevier; and 35<sup>th</sup> in the thematic Ranking of Law by QS top universities in partnership with Elsevier.
- **Global-Local**
  - **Internationalization as a rule:** It is an [international university](#), with campuses in Malaysia and Indonesia, a learning center in Italy, joint research academies in India and China and an alliance with the University of Warwick in the United Kingdom for project development addressing the challenges of the 21<sup>st</sup> century. Monash University courses are also taught at other locations, including Monash South Africa. In addition, there are several international study, exchange, internship, and volunteer

opportunities abroad.

- **Integration with the local community:** There are several initiatives, such as:
  - [Legal clinics](#) in the Law school, which allow legal practice in partnership with the Victorian Bar Association, to assist lawyers in *pro bono* cases;
  - [Access Monash Mentoring](#), mentoring program for low-income high school students, which aims to promote their contact with university students and expand access to university;
  - [Monash Gender and Family Violence Prevention Centre](#), with research and education initiatives aimed at preventing family violence, considering cultural and economic factors;
  - [Mapping Social Cohesion](#), organized by The Scanlon Foundation Surveys Report, it has provided in-depth analysis of social cohesion and population issues in Australia since 2017;
  - [The Monash Technology Precinct](#), incubator that connects the university with sectors of government and industry, combining the know-how of the university, research institutions, commercial partners, and industries, in order to generate global and local impact;
- **Social Transformation:** There is a specific institute at the university responsible for sustainable development, the [Monash Sustainable Development Institute](#) which seeks to understand, influence and transform systems to achieve sustainable development in Australia and the region, through research, teaching and impact projects. One of the core areas of the institute is training leaders to implement the Sustainable Development Goals. The institution also promotes [different initiatives](#) aimed at promoting sustainability on its campus, such as “zero waste” programs, with recycling and circular economy, reduction of carbon emissions, shared transport and maintenance of biodiversity on campus, among others. In addition, it has a [volunteer](#) program streamlining the connection between students and partner organizations..
- **Democratization**
  - **Inclusion and permanence policies:** Although all courses have fees, it is possible to obtain government and institutional grants, in addition to discounts, according to socioeconomic status. [Funding, tuition waivers, and scholarships](#) are available for students who are financially challenged, who live in poor areas, who come from schools in remote locations or underrepresented schools, refugees or asylum seekers, people who do not speak English, who have experienced difficult personal circumstances, as well as special conditions for people with disabilities, medical conditions, or advanced age. All Indigenous Australian graduates are guaranteed

scholarships at Monash, with support from the [William Cooper Institute](#), which promotes studies in this area.

- **Open educational resources:** The institution develops free courses, which are [made available at the Future Learn platform](#). In addition, the library offers some “[Open Access](#)” and “[Open Educational Resources](#)” materials, which can be consulted by anyone interested and used by educators in their institutions.
- **Lifelong learning:** There is the [part-time study](#) program that enables [people who are already in the job market or are responsible for the care](#) of others to study. There are also [professional education programs](#), aimed at people who are already in the business or who want to learn one-off skills, providing alumni discounts.
- **Comprehensive and Multi, Inter and Transdisciplinary Education:** In the institution's various courses, the [curriculum is interdisciplinary](#), with methodology focused on practice. Classes and research seek to solve important issues for the world and produce innovative knowledge. There are [volunteer](#) programs in non-governmental organizations or at the university itself, as well as programs for developing [leadership](#) and [related skills](#), offered online or in person. We highlight, in particular, the [Monash Orientation for Higher Objectives](#), an online course for the development of skills and social topics such as sustainability, health and social inclusion; the project for [indigenous leaders](#); in addition to specific programs for law school, such as the [Monash Law Ambassador Program](#) and the [High Academic Achievers' Program](#). The HEI also offers support to learn [Academic English](#) through tutors and workshops.
- **Customization and Flexibility:** The university offers different entry possibilities, adapted to the reality of international and indigenous students. It has undergraduate courses with [generalist or specialist](#) education, with the possibility of double degrees. In addition to the possibilities of elective disciplines, it is possible to [take all courses full-time or part-time](#), and it is possible to change from one modality to the other, provided that you have the approval of the faculty and comply with the maximum period to complete the course.
  - The Law course can be integrated into 12 bachelor's degree options, reducing the study time by two years compared to taking the courses separately. We highlight the combination of Law and Engineering/Technology, a full-time course lasting 6.25 years, which deepens the interaction between the areas, qualifying students in the legal, corporate, and commercial fields.
- **Protagonism and Co-creation:** According to the institution's website, the [learning method](#) is versatile, flexible, and student-centered. The physical space is designed for active methodologies, with the possibility of using a studio, open spaces that can be divided, rest areas for discussions, enlarged screens for group work and large whiteboards for



brainstorming and problem solving. In addition, there are simulated learning environments, such as the [STARLab](#) trading room, in which students take on real roles, such as a trader, risk manager or accountant. Students are also encouraged to participate in [research activities](#) and [mentoring](#) programs among students, alumni and professionals, which places them as co-producers of knowledge. In addition to encouraging entrepreneurship, with the startups center, [The Generator](#) and business acceleration programs developed by students.

- **Well-being and Equity:** Monash has developed a [guide](#) to help organize study and [support](#) online learning. The university also organizes several activities aimed at [health and well-being](#), such as: a peer assistance program (Peer Assisted Study Sessions), led by mentors, to help adapt to academic life; the [Active Bodies Online](#) project, with exercise and mindfulness videos for academic success and stress management; in addition to medical support services and academic counseling. The institution has [diversity and inclusion](#) initiatives for different social markers of difference. As examples, we highlight:
  - Projects for the LGBTQIA+ community, such as [bathrooms for all genders](#) and scholarships ([Monash Queer Leaders Scholarship](#)); for people with disabilities, such as the [GradWISE program](#), with support for employment opportunities; in addition to [workshops and training](#) to combat racism and sexual and gender violence.
  - [Gender equity](#) policies in the selection and development of students and professionals, with the implementation of [mentorships, leadership programs](#) and salary equality.
- **New role of technology:** the HEI already had experience with hybrid learning ([blended-learning](#)), which facilitated adaptation to the new reality of the pandemic. The HEI also has the [Monash Online](#) platform, which offers entirely virtual courses and certifications. The various courses already offer virtual classes. In the legal area the [graduation and master's degree in Digital Law](#), which are in the online modality, stand out. Other examples of initiatives:
  - [HumaniSE Lab \(Human-centric Software Engineering Lab\)](#), an initiative that promotes the inclusion of elements such as age, culture, gender, cognitive capacity, emotions, and personality, in the creation of new software solutions.
  - [Monash Data Futures Institute \(MDFI\)](#), that brings together interdisciplinary knowledge and empowers agents for positive change, through the use of artificial intelligence to improve health, sustainable development, governance, and policy.
  - Legal Clinics related to Law and Technology, such as: [KPMG Legal Technology in Practice Clinic](#), which applies technology to solve real client problems, focusing on commercial law; [Virtual Access to Justice Clinic](#), which looks at how technology can be

used to increase access to justice; [Innovation and Family Law Clinic \(with Lander & Rogers and BotL\)](#), developing knowledge about human-centered legal design and application to family law cases; and the [LawTech clinic with Maddocks and BotL](#), focused on teaching about the interaction between technology and legal service, with prototyping and testing of technology platforms.

## 2.6. National University of Singapore

The National University of Singapore is the university we chose to represent Asia. Founded in 1980, it is the largest university in the country in terms of number of students, with more than 38,000 students. It is a private university, made up of 17 faculties from different areas of knowledge, with several *campuses* across the country, the main one located in Kent Ridge, in an area of approximately 1.5 km<sup>2</sup>.

- **Rankings:** NUS is in 12<sup>th</sup> place in the thematic ranking of Law by QS top universities in partnership with Elsevier and 15<sup>th</sup> in the Times Higher Education Ranking specific to legal education.
- **Global-Local:**
  - **Internationalization as a rule:** In addition to having students from several countries, students can participate in [study programs](#) abroad in 300 institutions located in 50 countries besides carrying out internships in companies around the world. We highlight some specific initiatives:
    - [NUS Law Overseas Internship Stipend](#), a scholarship offered by the law school to carry out unpaid competitive internships abroad, with priority given to low-income students;
    - Overseas Community Involvement Project (OCIP), community projects developed in partnership with organizations in other countries to promote health, education and infrastructure development, such as [Operation Oreon](#), developed in the Philippines and the [Project Aasha](#), in Nepal;
    - [Study Trips for Engagement & EnRichment \(STEER\)](#), program that blends classroom learning with immersive field trips to familiarize students with the diverse socio-cultural and economic environments of developing regions such as India, Myanmar, Thailand.
  - **Integration with the local community:** At the faculty of law there is the [Pro Bono center](#) and the [Legal Education Clinic](#), which are offered as electives. Students help philanthropic institutions and welfare organizations with legal advice through them.

Other notable initiatives:

- [Teach Singapore](#), aimed at engaging the academic community to provide training and mentoring for children and young people from disadvantaged families;
- NUSImpact, a student project by the [Communications & New Media Society](#) to provide digital access through fundraising and laptop donations to students in need;
- [COV-AID](#): students project that aims to simplify the set of rules related to the COVID-19 pandemic.
- **Social Transformation:** it has the [Seeds of Good Program \(SOGP\)](#) that seeks to promote a sense of civic awareness and social responsibility in students, with online classes and materials for the development of significant projects, especially in the areas of child and youth development, active aging, social cohesion, health and well-being and environment and biodiversity. In addition, NUS organizes different teaching, research and campus [infrastructure](#) initiatives aimed at sustainability ([NUS Sustainability](#)), such as: the [Green Laboratory Programme](#), which implements sustainable practices in laboratories; [Asia-Pacific Centre for Environmental Law](#), one of the existing environmental study centers focused on training in environmental law; and a [Green Finances](#) proposal, with donations investing primarily in sustainable development.
- **Democratization:**
  - **Inclusion and permanence policies:** There are [scholarships](#) for undergraduate and graduate students who have excellent results and leadership qualities, which may include housing assistance, equipment purchases and other maintenance expenses. There is also the possibility of [financial aid](#) for low-income students, in partnership with the Ministry of Education and external organizations. For undergraduate and graduate students in general, there is also the possibility to request [funding](#), with payment after completion of the course. During the COVID-19 pandemic, a solidarity fund was created with donations from the academic community for NUS students who were financially affected by the pandemic. The university accepts grants for its [financial sustainability](#), which are managed by the Development Office (DVO).
  - **Open Educational Resources:** The university makes open courses available on platforms such as [Coursera](#), [edX](#), in addition to putting together a list of its own and other organizations' open resource initiatives for [public consultation](#), with tabs for open materials in its [library](#).
- **Lifelong learning:** The HEI has [Advance@NUS](#), a different form of admission for adults to

obtain their first undergraduate degree. There are also several courses aimed at [continuing and executive education](#) for the general public. In law, they develop the [Continuing Legal Education](#) project, with updating events, courses and forums on different legal areas<sup>14</sup> and have complementary certifications granted by the [NUS Law Academy](#), which, in line with the trend of flexibility, allows enrollment in individual postgraduate modules that are “stackable” and can result in postgraduate certificates, postgraduate diplomas and master's degrees.

- **Comprehensive and Multi, Inter and Transdisciplinary Education:** As [special programs](#); Law has graduation combinations with Public Policy, Business Administration, Economics, Life Sciences, for example. It also offers, within the scope of legal clinics, [Arts in Clinical Legal Education \(ARTICLE\)](#), a partnership with the Singapore Museum of Art, the National Gallery and the Tyler Print Institute to provide opportunities for students to engage in clinical legal education in the arts sector. In general, the institution organizes [mOSAic](#), a two-month festival aiming at strengthening relationships and disseminating different cultures and traditions of the local community, teaching games, artistic workshops, among other multidisciplinary knowledge. There is also the [NUS Resilience and Growth \(R&G\) Innovation Challenge](#), a challenge to create interdisciplinary solutions impacting on the population, society, and the world.
- **Customization and Flexibility:** In the law course, [compulsory modules](#) are taught in the first two years. In the third and fourth years there is only one compulsory module. These are completed by elective modules, which may involve Asian Legal Studies, Corporate and Financial Services Law, Intellectual Property and Technology Law, Maritime Law, Research and Skills, among others. NUS also offers the [Design-Your-Own-Module \(DYOM\)](#), an initiative that allows students to pursue self-directed learning opportunities in online classes or in supervised groups, earning curriculum credits outside of existing structured disciplinary studies.
- **Protagonism and Co-creation:** NUS provides practical activities in the curriculum of the Law course, highlighting the following initiatives:
  - [Legal clinics and pro bono](#) where students develop different skills, such as: interviewing and advising clients; representing clients in court; conducting legal research and writing; investigating and analyzing facts; reviewing and drafting contracts; developing negotiation skills;
  - Support for student participation in “[moot](#)” competitions and international competitions;
  - [Student Life Awards](#), annual event to recognize individual leaders, projects, and events of

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<sup>14</sup> Continuing education is mandatory for lawyers in Singapore, being supervised by the [Singapore Institute of Legal Education](#), which validates the courses offered by the institutions.

- student organizations in the areas of Community Engagement, Community Service, Sports, and Competitions (non-sports), stimulating activities that engage the academic community and strengthen student protagonism;
- [Community Engagement Fund \(CEF\)](#) and [University Support for Pursuit of Arts, Culture & Sports \(U-SPARKS\) Funding Grant](#): funds that provide funding for student-led projects and initiatives in the areas of community engagement and promotion of arts, culture, and sport;
  - [Leadership Excellence and Development \(LEAD\)](#): program that aims to train students in socio-emotional skills and leadership skills, through personal development, improvement of interpersonal relationships and group building. It has learning levels that can be developed at the pace of each student.
  - **Well-being and Equity:** Focused on supporting the well-being of students, NUS has a [Support System](#), which offers online or face-to-face support, from professionals or the so-called Peer Student Supporters – students dedicated to helping others. As part of the system, they created [PitStop@YIH](#), a space with relaxing activities, games and support people, so that students can rest or talk about problems in the middle of their routine. The institution also has a [Student Accessibility Unit](#), a center dedicated to supporting the needs of people with disabilities and promoting inclusion and accessibility on campus, and [NUS Enablers](#), a support group for students with disabilities. Other highlights are:
    - [University Health Centre](#), which is the existing service to meet the physical and mental health demands of the university community, and the [Victim Care Unit](#), which promotes coordinated actions to help students affected by sexual violence, through information, referral of the situation, safe planning and support in matters academic activities when necessary, with an awareness campaign and information series [available online](#);
    - [SG Kaki](#) Program that unites international and domestic students to promote integration through games, interactive activities, and exchange of information about Singapore, local culture, and opportunities;
    - Specifically in the Faculty of Law, there is a mentoring program for freshmen ([NUS LAW ORIENTATION](#)), mentoring with former students ([NUS Law Alumni Mentor Programme](#)) and the [Centre for future-ready Graduates@Law](#), created to equip students with skills that allow them to transition into their careers of choice after graduation through mentoring and internship opportunities.
  - **New role of technology:** Within the scope of the law school, [electives](#) are offered on biotechnology law, information technology law, legal data science, fintech law, intellectual property and data protection, at a national and global level. Also noteworthy is the experience

of [TRAIL](#), a research center whose function is to explore the relationship between technology and the various areas of legal investigation. It focuses on researching and supporting the national and international debate on the legal, ethical, political, philosophical and regulatory issues associated with the use and development of information technology (IT), artificial intelligence (AI), data analysis and robotics, collaborating with research centers around the world to promote interdisciplinary research and the development of possible guidelines, standards and solutions to the issues. In addition, they conduct a series of seminars ([Seminars on Law and Technology](#)) and participate in public discussions, such as the reform of the Copyright Act and the Personal Data Protection Act of Singapore. Other notable initiatives:

- [NUS TalentConnect](#), an online platform for law students, alumni, and employers to share and access internships, fellowships, training contracts and other permanent job opportunities;
- [Industry Liaison Office](#), a technology translation and commercialization center, which supports the development of technology prototypes, obtains patents and invests in student start-ups.
- [Assistive Technology Room](#), with technologies, apps and software to support the learning needs of students with disabilities, who can borrow and test the suitability of a device before purchasing it. For purchases of assistive technologies and learning support services, they also have the [Special Education Needs \(SEN\) Fund](#), a specific funding fund.

### 3. PERSPECTIVES AND ISSUES FOR THE BRAZILIAN CONTEXT

Despite there being a global movement towards digitization in teaching and reasonable convergence in the use of digital platforms to qualify learning, the transformations that follow and will continue in HEIs around the world are conditioned to the specificities of each nation. Particularly in the Brazilian case, the regulatory, financial, and social realities are quite peculiar, even compared to their Latin American peers, and should be considered in the debate on the future of higher education in the country.

Therefore, seeking to bring elements specific to the country, in this chapter we will present: (i) examples of initiatives to apply trends at the national level, and (ii) the result of the questionnaire “Uses of technologies for teaching and the future of post-COVID higher education”, applied within the scope of SEMESP, highlighting perspectives of national institutions and questions for the Brazilian context.

#### 3.1. Examples of initiatives in the national context

In order to deepen the dialogue on the future of higher education in the Brazilian context, we held, in October 2021, the workshop “Necessary Transformation: Proposals for Higher Education in an Uncertain Future”, which had the participation of 20 professors of Law courses, from different regions of the country. Aiming at identifying Brazilian initiatives related to trends, activities were carried out for participants to share local examples.

From the analysis of the initiatives mapped by the participants of the workshops, we describe below a brief panorama of practices of different Brazilian institutions. We emphasize that the listed organizations and initiatives are merely exemplary and that it is only an initial approximation to the country's reality, without the intention of exhausting the possibilities of examples of projects and actions carried out.

In the **first trend of global-local interaction**, a cited reference was the University for International Integration of the Afro-Brazilian Lusophony ([Unilab](#)), an institution that emerged with the mission of contributing to the integration between Brazil and the other member countries of the Community of Portuguese Language Countries (CPLP), selecting Brazilian and international students, in particular from African countries, for the purpose of regional development, and cultural scientific and educational exchange.

In addition to this initiative, international partnerships stand out for carrying out exchanges with institutions outside the North American and European axis, such as the cooperation of the Federal University of Bahia ([UFBA](#)) with universities in India and Guinea-Bissau. There is also the possibility of virtual international mobility, developed by the Federal University of Paraíba ([UFPB](#)), in view of the

restrictions imposed by the pandemic.

At the local level, the Federal University of Pará ([UFPA](#)) and the University Center of the State of Pará ([CESUPA](#)) have lines of research in postgraduate studies in law specific to the regional development of the Amazon, encouraging scientific work in the area. It is also worth mentioning teaching and extension initiatives such as the Popular University Legal Advice ([AJUPs](#)), which exist in several law schools in the country and aim at popular education and strategic litigation in human rights, working directly with marginalized populations, promoting support and local community development.

**In the second trend of leadership aimed at social transformation**, focusing on citizenship and sustainability, attention is drawn to the initiative of the State University of Campinas (UNICAMP) and Pontifical Catholic University of Campinas (PUC-Campinas) to create the International HUB for Sustainable Development ([HIDS](#)). The HUB aims to be a “living laboratory” and an international model of a smart and sustainable district, serving as a hub to exchange knowledge and sustainable development experiences.

Another example, aligned with training collective leadership, is [Intent](#), an Integrated Training Program for Entrepreneurial Leadership, aimed at undergraduate students from the business, economics and law schools of FGV in São Paulo. The initiative aims to stimulate entrepreneurial leadership skills, creativity, collaborative spirit, and self-knowledge through activities aimed at experimentation and reflection (Aranha , 2018).

Other initiatives indicated were: the quest for international certification of sustainable practices, to compose the Inter-University Sustainable Development Research Programme ([IUSDRP](#)), of which 11 Brazilian universities are part<sup>15</sup>; the [Pedagogical Project of the Law Course](#) at the Federal University of São Paulo (UNIFESP), which provides for the orientation of the course to expand democracy and strengthen the exercise of citizenship. There are also research and outreach groups, such as [MinAmazônia](#), linked to CESUPA, which discusses Public Policies and Sustainable Development Goals (SDGs) in the Amazon and seeks to propose governance instruments aimed at putting the right to development into effect in the region.

**In the third trend of democratization of higher education institutions**, one of the outstanding initiatives in the field of open educational resources was the Virtual University of the State of São Paulo ([Univesp](#)), an HEI dedicated exclusively to distance education, which uses technology and partnerships with other institutions in order to universalize access to formal education and citizenship education.

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<sup>15</sup> The University of São Paulo (USP), the State University of Campinas (Unicamp), the University of Franca, the Fluminense Federal University (UFF), the University of Brasília (UnB), the Federal University of Paraíba (UFPB), the Federal University of Pernambuco (UFPE), the University of Passo Fundo, the University of Southern Santa Catarina (UNISUL), the State University of Santa Catarina (UDESC), and the Federal University of Pampa are part of the program.



The institution promotes free access content by making video lessons available free of charge on its YouTube channel and broadcasting on TV channels.

With regard to inclusion and permanence policies, initiatives at the USP Law School (FDUSP) stand out, such as: the [Adopt a Student Program](#), which offers permanence scholarships based on socioeconomic criteria; and the [Project to Promote Academic Dedication](#) which offers monthly financial aid, guidance from mentors, biweekly workshops and an English course so that students can fully dedicate themselves to academic activities. It is also worth mentioning the [Project to Include Law by CESA](#) (the Study Center for Law Firms), which aims to increase the participation of Black professionals in the legal market, through training and foreign language courses, mentoring and assistance in purchasing social attire for undergraduate students.

Such initiatives are financed by private agents external to the institutions, allowing contribution by natural and legal persons. It is also interesting to note non-refundable scholarship initiatives and maintenance scholarships offered by the HEIs themselves, such as the [FGV Sao Paulo Law School academic merit scholarship](#), which takes into account the academic performance and socioeconomic conditions of students.

Several initiatives were identified in Brazil in the **fourth trend of lifelong learning** mainly because it is a trend that is foreseen in the Federal Constitution<sup>16</sup> and in the Law of Guidelines and Bases of Education (LDBE)<sup>17</sup>, which establish the “guarantee of the right to education and to lifelong learning” as guiding teaching principles.

In this regard, the University of São Paulo (USP) offers several courses aimed at undergraduates or graduates, many of them free, such as the winter or summer courses offered by its units, such as the [Winter Courses at the Faculty of Philosophy, Languages and Literature, and Human Sciences \(FFLCH\)](#) and [Summer Program](#) of the Faculty of Public Health, which is also related to the trend towards democratization of HEIs. In addition, it has outreach courses in various modalities, such as: [diffusion](#), [improvement](#), [updating](#) and [specialization](#), which can be taken by professionals who wish to learn skills.

Another interesting initiative is projects such as the [Learning in the Community Program](#), which supports extramural teaching activities developed by USP students as part of their professional practice, developing educational activities with the community. There are also projects aimed at the elderly, such as [USP60+](#), which is aimed at people over 60 and offers places in regular subjects, cultural

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<sup>16</sup> Brazilian Federal Constitution, article 206. Teaching will be provided based on the following principles: [...] IX - guarantee of the right to education and lifelong learning (included by Constitutional Amendment No. 108 of 2020).

<sup>17</sup> Law No. 9,394 of 1996, article 3. Teaching will be provided based on the following principles: [...] XIII - guarantee of the right to education and lifelong learning (included by Law No. 13,632 of 2018).

and sports activities, and the [university open to the elderly](#) developed by Grupo Ânima.

**In the fifth trend of integral and multi, inter and transdisciplinary education**, we have as institutional initiatives the interdisciplinary baccalaureate, which are courses with general disciplines in the first years and specialization at the end of graduation. Examples in Brazilian universities can be found at [UFBA](#), [UFABC](#) (at this university all admission courses are in interdisciplinary baccalaureate courses, specialization takes place throughout the courses), [UFRB](#), [UFJF](#), [UFMA](#) and [Unisinos](#), for example.

We also highlight the subject [Multidisciplinary Project](#) offered by FGV Sao Paulo Law School in the mandatory curriculum of 3<sup>rd</sup> year undergraduate students. The course has a workload of 180 semester hours, equivalent to two mandatory disciplines, and uses a teaching methodology based on experience (experiential learning) and projects, seeking as main objectives: to enable students to develop skills necessary for any professional activity and to engage in projects of multidisciplinary nature that require extensive capacity to face problems holistically. Students should be responsible for their own learning, training knowledge and seeking skills both autonomously and independently.

We also have as an example the Popular University of Social Movements ([UPMS](#)), an initiative that emerged at the World Social Forum in Porto Alegre. It is a space for exchange and meeting of social movements, which seeks to articulate diverse knowledge (popular and academic) to strengthen processes of resistance, social emancipation, and production of global and diverse knowledge.

**In the sixth trend of customization and flexibility for professors and students**, we highlight the offering of a [“Certificate of professional complementation”](#) for the graduation in Law at Insper, for students who select elective disciplines from the same track during the course, namely Science of Data, Entrepreneurship, Management and Public Policy, Advanced Mathematics and Internationalization.

There is also the International Triangular Partnership in Higher Education ([PITES](#)) program offered by the USP Faculty of Law in partnership with the French universities Jean Moulin Lyon 3, Lumière Lyon 2 and Jean Monnet de Saint Étienne. The partnership makes it possible for Brazilian undergraduate students to study French law subjects in Brazil or on an exchange program in France and obtain a “licence en droit” diploma with European validity at the end of their graduation.

Finally, with regard to flexibility, especially for distance learning courses, institutions such as [Tiradentes University](#), [Espírito Santenses Integrated Colleges \(Faesa\)](#) and [University of Grande Rio \(Unigranrio\)](#) have already partnered with adaptive platform companies to offer personalized education, advancing in content based on the pace and development of the student.

**In the seventh trend of students' protagonism and co-creation in the classroom**, the work carried out by the [Law Teaching and Learning Laboratory \(LEAD\)](#) of the Faculty of Law of Vitória was highlighted. It aims to rethink legal education collectively, based on the development, application, and

evaluation of participatory teaching strategies, with the participation of students and professors.

Likewise, based on the initiative of students to rethink traditional teaching practices and seek critical and non-discriminatory legal education, there is the USP Law School's Center for [Law, Discrimination and Diversity Center](#) (DDD), which develops training, case studies and projects that encourage student involvement. Based on the project-based learning methodology, the group participates in the preparation and development of the optional subject “Law and Discrimination”, and has also developed research, materials and debates on the roles of professors and students in legal education, such as the “[Letter to the Academic Community: How about Transforming Legal Education?](#)” and the video series “[“DDDialogues with Quilombo Oxê: quotas and belonging”](#)”.

The [political-pedagogical project of USP Law School of Ribeirão Preto](#) also foresees the practice of [laboratories](#), which aim to articulate theory and practice and teaching, research and outreach in optional disciplines in which students need to play a leading role.

**In the eighth trend of concern for well-being and equity, there** were indications of several initiatives aimed at the psychological support of the academic community. Among them, we mention the [Welcome Duty of the PsiU Program](#) – University, Mental Health and Well-Being of the UFBA, focused on listening to specific issues and welcoming members; UNIFESP's [Student Support Centers](#), which are multidisciplinary bodies (social service, education and health) that support students and focus on permanence and integral development of students; and the [Psychopedagogical Support and Service Center \(NAAP\)](#) at Estácio University Center, which provides academic, social and personal psychopedagogical support to students.

There are also proposals aimed at the inclusion and accessibility of people with disabilities, such as the UFPB's [Inclusion and Accessibility Committee \(CIA\)](#), which has working groups to promote architectural, attitudinal, pedagogical and communication accessibility, in addition to offering courses in occupational therapy training and service.

Regarding the promotion of equity, an outstanding example was the [Professor Training Program](#) of Ânima Educação aimed at Black professionals who wish to pursue a career in higher education at the institution. The course addresses didactic issues and at the end the participants are included in a recruitment bank. Another initiative to promote equity was the edition of Ordinance [No. 09/2020](#) by the direction of the USP Law School to promote gender and ethnic diversity in events. When composing the tables of exhibitors, debaters, mediators, and speakers in general, it establishes a minimum of 25% of female participants.

There are also study groups and outreach projects, such as the [Research and Studies Group on Inclusion in Academia](#) (GPEIA), which seeks to investigate the dynamics of inclusion and exclusion that operate in the university environment, with results such as the book “Interações de Gênero nas Salas

de Aula da Faculdade de Direito da USP: Um Currículo Oculto?” [Gender Interactions in the Classrooms of the Faculty of Law at the University of São Paulo: A Hidden Curriculum?], published by the UNESCO Chair on the Right to Education at USP.

**In the ninth trend on the new role of technology**, we highlight the Technology Laboratories (Labtech), elective courses of 90 hours/class, held by FGV Sao Paulo Law School and CEPI for undergraduate students in Law. The objective of Labtech is for students to learn programming language and data science, from the development of technology projects to legal activities, together with partner companies. Examples of products produced within the scope of Labtech by students were software to automate legal documents and a chatbot to explain a legal topic summed up by the Supreme Court of Justice.

There are also initiatives to include the subject in the curriculum, such as, for example, the discipline “[Data Science Applied to Law I and II](#)” in the Law graduation at Insper and the [optional disciplines](#) “Labor Law and New Technologies”, “Legal Challenges for the Regulation of Crypto-Assets – Blockchain and the economy of Digital Tokens”, “Human Rights In Digital Technology” and “Human Rights & Algorithmic Discrimination” offered to undergraduate students at FGV Sao Paulo Law School.

All the initiatives presented above demonstrate that, in addition to international benchmarks, Brazilian HEIs have already incorporated trends that we identified for the future of higher education, even when facing budget limitations and regulatory obstacles. Partnerships between HEIs, companies and civil society, in addition to the search for funding sources for initiatives, show diversified possibilities to implement and expand trends.

We reiterate that the projects described above are just examples indicated by workshop participants, which open the debate to strengthen and create other initiatives, which can be identified and analyzed in further research based on the theoretical framework proposed here.

### **3.2. Survey of perceptions about the use of technology and post-Covid higher education**

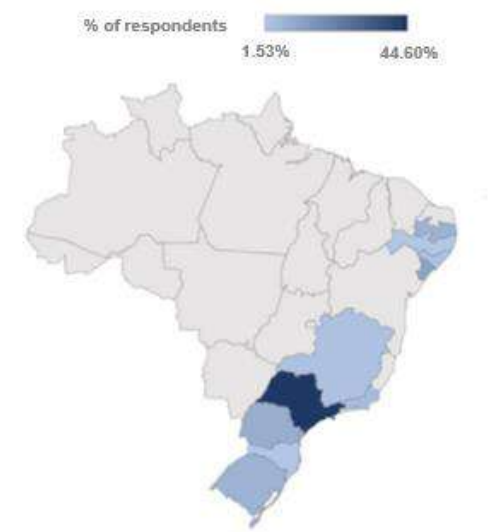
In order to identify perspectives of Brazilian institutions on the post-COVID scenario, especially on the role of new technologies for the future of higher education, we prepared, together with the SEMESP Innovation Group, a form containing nine specific questions (*Appendix A*).

The questionnaire was applied between June 18, 2021, and July 15, 2021, and contributions were obtained from 65 institutions<sup>18</sup> in eleven Brazilian states. The profile of the responding institutions was diverse, involving 23 University Centers, 18 Universities, 23 Colleges and 1 Institution

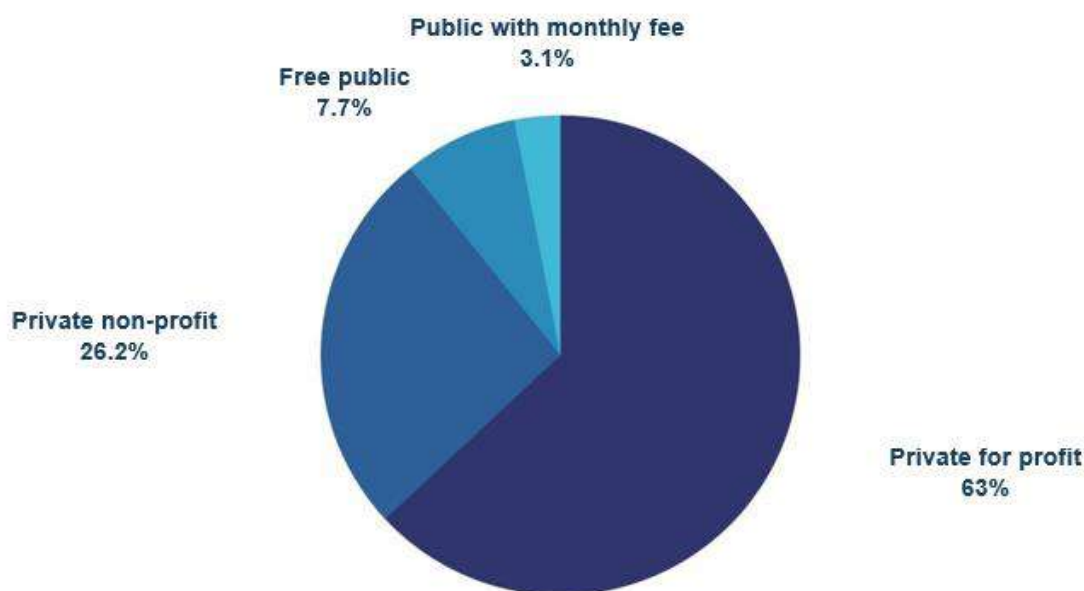
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<sup>18</sup> Distribution of respondents by federal state: São Paulo (29), Sergipe (8), Paraná (6), Paraíba (5), Rio Grande do Sul (5), Pará (3), Rio de Janeiro (3), Alagoas (2), Minas Gerais (2), Pernambuco (1) and Santa Catarina (1).

of Corporate Education, of which 63% are administratively categorized as private for-profit entities, 26.2% private non-profit entities, 7.7% free public and 3.1% public with monthly fee.



Graphic 1: Map of SEMESP questionnaire respondents. Source: Prepared by the authors.



Graphic 2: Administrative category profile of SEMESP questionnaire respondents. Source: Prepared by the authors.

We emphasize that, as it was developed and disseminated in partnership with SEMESP, an entity representing private institution maintainers, reach was greater among this organizational category; thus, not representing the reality of the Brazilian public institutions' profile. However, it is important to consider that according to the last Census of Higher Education (INEP, 2019: 15) it is precisely the private network that concentrates the largest number of enrollments at the undergraduate level, with 75.8% of total enrollments, equivalent to 6,523,678 students.

The first question of the questionnaire presented different trends for the future of higher

education and asked respondents to indicate, from the list, three priorities of their institution. Such trends were extracted from the previous bibliographical analysis and helped in the final writing of the 9 trends indicated in the initial part of this document.

As a result, we highlight the five most indicated trends in order of priority: i) adoption of active methodologies; ii) care with financial sustainability; iii) incentive to interdisciplinarity; iv) implementation of diversity policies (e.g., affirmative actions, disciplines on the subject, teacher training); and v) investment in infrastructure and technological resources.



Graphic 3: Trend priorities indicated in the SEMESP questionnaire. Light blue indicated in 1<sup>st</sup> place, medium blue indicated in 2<sup>nd</sup> place and dark blue indicated in 3<sup>rd</sup> place. Source: Prepared by the authors.

High incidence is highlighted, whether in the first, second or third priority of the “Adoption of Active Methodologies”. This may demonstrate the respondents' interest in education centered on student protagonism, in addition to the potential space for training and the use of technological tools that help in this institutional positioning.

In this context, in order to map the use of technologies by institutions, a group of technological tools for teaching was presented for questions 2 and 3 below<sup>19</sup>. In **question 2**, the institutions indicated which technological initiatives were being used, and, of the total respondents:

- 78.5% used a digital platform of synchronous and/or asynchronous videos produced by the course professors;

<sup>19</sup> List presented: videoconferencing platform for distance learning, hybrid classrooms, recording studios, digital platform for asynchronous videos produced by course professors (e.g., AVAs; YouTube and similar), software for analysis of perception and engagement of students via video, electronic games, software for shared document production, project management software, automated document production software, augmented reality software, and virtual reality software.

- 66.2% used shared document production software;
- 56.9% used hybrid classrooms;
- 33.8% owned recording studios;
- 30.8% used a project management software.

Subsequently, in **question 3**, the institutions indicated which technological initiatives were adopted due to the pandemic, with emphasis on five main ones:

- 64.6% of the institutions started using a digital platform of synchronous and/or asynchronous videos produced by the course professors in the period;
- 55.4% used hybrid classrooms;
- 44.6% now have a shared document production software;
- 27.7% used recording studios;
- 15.4% started using a project management software.

From the analysis of these results, we consider that the adoption of the hybrid classrooms, recording studios and wide use of the digital platform for synchronous and/or asynchronous videos were mainly responses to the pandemic in Brazil. In turn, the adoption of shared document production and project management softwares already existed and was not necessarily a response to the pandemic scenario.

In **question 4**, the level of difficulty in adapting the teaching community of your educational institution to use technologies in teaching during the pandemic was asked, with 1 being (very difficult) and 5 (very easy). Results indicated that:

- 38.5% of the respondents considered the adaptation easy;
- 29.2% considered it reasonable;
- 15.4% considered it very easy;
- 16.9% considered adaptation difficult (13.8%) or very difficult (3.1%).



Graphic 4: Level of difficulty in adapting to the use of technologies during the pandemic in the SEMESP questionnaire. Source: Prepared by the authors.

The small portion indicating difficulties in adapting to the virtual environment raises questions about how the incorporation of technology use in institutions was carried out. The adaptation to the virtual classroom may have occurred with the simple transposition of lectures, without reflecting and changing methods and tools to qualify learning in the virtual environment. On the other hand, it is possible that for some HEIs the change was facilitated by already using technological tools, already having virtual teaching experiences or by having made a significant investment in teacher preparation and technical support for the new reality. From the scope of the question, however, it was not possible to identify these specificities involved in the process of adapting the face-to-face class to the virtual one in Brazilian HEIs.

Still on this subject, question 5 asked about the position of the higher education institution in relation to professor training on the use of teaching technologies. Most respondents, on the one hand, stated that the institution invested in training during the pandemic period, with 66.2% doing it solidly and recurrently, and 23.1% on a one-off basis at the beginning of the pandemic. On the other hand, 9.2% stated there was only incentive to seek external training, while 1.5% stated there was no institutional position regarding professor training.





Graphic 5: Institutional positioning in teacher training in the SEMESP questionnaire. Source: Prepared by the authors.

In this regard, it is noteworthy that only 50% of respondents identified themselves as professors, with the other respondents being members of academic coordination, direction, administrative management, or representation of sponsors. Such information can interfere with the perspective on the ease of adaptation and on support in relation to professor training. Considering the different perspectives of the respondents, it is necessary to consider how much the answers reflect the reality of investments, whether in specific or continuous training. It is also worth reflecting on what type of training was carried out: whether more linked to the new bureaucracies in the virtual environment, the use of tools and applications for teaching, the facilitation of learning in the virtual environment, among others, which may be more or less significant for each professor depending on their challenges and the characteristics of their HEI.

Moreover, when speaking of the Brazilian context, it is important to consider the heterogeneity between educational institutions, the types of courses - more theoretical or practical - and the profile of professors and students in the country. While in some HEIs there was institutional support for professors, with help for equipment and training for the new virtual reality, in many others there was just an overload of work and lack of technological resources, with no support for students or professors to adapt (CARNEIRO *et al.*, 2020). Therefore, it is not possible to generalize the ease of adaptation and institutional support for everyone.

In question 6 of the form, in line with the verification of the trend towards the new role of technology and the use of hybrid elements in teaching, we asked what the respondents' evaluation was about the use of hybrid classrooms, considering the infrastructure of the classrooms in which part of the students stay face-to-face with the professor and another part follows the class remotely by videoconference. It was highlighted that 30.8% of respondents did not use hybrid classrooms. In turn,

among those who used it, most considered the strategy good (41.5%) or very good (7.7%). They evaluated that the infrastructure made it possible for the student to choose the best format for their learning and allowed them to achieve all the learning objectives expected by the institution, in addition to bringing advantages such as streamlining internationalization. Of the rest, 16.9% considered the use reasonable, as it allowed the continuity of teaching in the context of the pandemic but did not see any advantages in adopting the post-COVID hybrid classroom. 3.1% considered the technology bad, not seeing enough benefits for using the hybrid room.

In the open comments, most of the positive comments about the use of classrooms drew attention, with elements such as “it is a trend”, “the future of teaching”, “here to stay”, “innovative technology”, allied to other points such as the possibility of flexibility to the student and contribution to keep young people in higher education. In turn, most of the comments made pointed to the challenges and limitations of using this technology, such as the high financial and technological investment with no guarantee of continuity of use, the difficulty of monitoring virtual and face-to-face groups simultaneously, with the risk of learning losses for both. In addition, from the teaching perspective, the need for specific training and the risk of increasing the workload were highlighted.

Based on listening to and experiencing hybrid experiences, as well as reading the literature in the area, we believe that the future trend related to new technologies is less focused on the use of hybrid classrooms and fully virtual courses and more on hybrid learning. The latter is understood as a process of integrating online and face-to-face learning, by identifying which learning objectives are better met in the face-to-face environment and which are better met in the virtual environment (WWT, 2020). This is because the hybrid classroom represents a need for investment in infrastructure and teacher training, with not so clear advantages for the quality of teaching and a great challenge to streamline and manage spaces.

In addition, the virtual environment, despite having potential for learning, also has limitations in terms of building community, networking, co-creation and promoting well-being. As a counterpoint to the current dynamics of fragmentation of social relations and the idea that there is no room for subjectivity in the university environment, the face-to-face classroom is configured as a privileged place for the recognition of professors and students in their entirety and for the construction of a teaching object that is collective, dialogical, and relational. In this regard, we also identified a trend in post-COVID higher education, especially among HEIs of great international prestige, the search for greater appreciation of the physical and simultaneous presence of students within the classroom and the campus as a whole.

On the other hand, in **question 7**, when asked about the HEI's position in relation to distance learning in the post-COVID context, in a question that allowed the selection of more than one answer, 49.2% of respondents indicated that it will expand the offers of hybrid courses, 33.8% that it will

expand the offers of virtual courses, while 29.2% intend to return to face-to-face teaching as it was before the pandemic. In addition, 24.6% declared an interest in maintaining the use of Hybrid Rooms as their main pedagogical strategy and 21.5% intend to continue using the videoconference platform for Distance Learning as their main pedagogical strategy. From the answers, one can conclude that the responding institutions have strong interest in the expansion of distance courses and in hybrid modalities.

Faced with this prospect of expanding the use of distance learning methods or in hybrid formats, it is important to highlight that according to the Higher Education Census, even before the pandemic, 63.2% of higher education vacancies were already offered in the distance learning modality (INEP, 2019). In 2019, for the first time in history, the number of private network entrants in Distance Learning courses (50.7%) surpassed the number of students who started on-campus graduation (49.3%), which demonstrates a trend in adopting technologies for virtual teaching.

Before any institutional mobilization in this regard, however, it is important to reflect on the role of these technologies and hybrid modalities in the learning process. We need to question how teaching is being transported and translated into the virtual environment and into hybrid classrooms, whether it is possible to maintain the quality, protagonism and well-being of students and professors, as well as consider the regulatory and social challenges that permeate the various courses.

In the case of legal courses, for example, there is a historic dispute between some institutions, the Ministry of Education, INEP and the OAB regarding the possibility of undergraduate courses in the distance modality, a barrier that seems to be becoming more permeable after the pandemic with recent approval of course proposals, which requires greater attention and impact studies (SALIBA, 2021).

In this regard, it is necessary to consider valuing the virtual and the risk of precarious teaching and distancing from the trends identified in the survey. In order to minimize possible negative effects, it is important to adopt measures to humanize the virtual environment. That happens by promoting more interactive activities, encouraging student protagonism, seeking a diversity of methods and assessments that encompass the plurality of learning methods and promote comprehensive education, considering socio-emotional skills and not the simple memorization of contents.

In addition, investment in infrastructure and support for teachers, considering the high level of overload and low pay that characterizes the profession in the country, is a point of attention. It is important to value teaching work both in the face-to-face and virtual environments, with their own challenges.

In **question 8**, when asked about what it would take to succeed in structuring post-pandemic courses, the main highlight of the essay responses was the need for professor training, training, followed by improvements in infrastructure, including the adoption of new software, hardware, IT

infrastructure and better pedagogical management.

## From the perspective of your HEI, what will it take to succeed in structuring post-pandemic courses?

Mentimeter



Image 14: Word cloud with the terms mentioned in the comments about successful structuring of post-pandemic courses built on the Mentimeter app. Source: Prepared by the authors.

As in the first question, there are indications of interest in professor training and the adoption of active methodologies, and it is worth questioning whether, despite being much cited, such initiatives are being priorities for institutions and professors. In this regard, it is relevant to consider the aspect of continuity of such learning. It is not enough to implement one-off workshops or the occasional participation of professors; programs are needed to stimulate development and constant updating, with the due financial return for at dedication.

Finally, in **question 9**, when asked to indicate which technology the HEI would like to use in the near future, there was greater mention of augmented reality, virtual reality and simulation software, implementation of hybrid learning models or flipped learning, use of studio for recording classes and implementing acoustic insulation in the classrooms to improve sound quality, in addition to artificial intelligence for learning diagnosis. Other initiatives mentioned were the use of Poly Studio USB (compact audio/video unit), virtual games, digital whiteboards, and digitizing tables.

However, before any investment in the identified technological tools, it is important that there is a joint analysis of the learning objectives, the pedagogical choices for the course and possible practical applications by the academic community, considering that these are tools that can work well for certain contexts, but be underused or unnecessary in others.

Furthermore, more than simply acquiring technologies, it is important for organizations to be prepared to train their students to integrate new technological tools. Resolution No. 5, of 2018, by the Ministry of Education, which updated the National Curriculum Guidelines for the Undergraduate

Course in Law, reinforces this understanding by deepening the requirement to master technologies for understanding and applying the Law and understanding the impacts of technology in the legal area (Brazil, 2018).

Furthermore, the survey “The future of legal professions: are you ready?” (Silva *et al.*, 2018) indicates that with the introduction of new technologies in the legal field, it becomes even more relevant for future professionals to develop skills that go beyond the application of legal content. The research points to the importance of incorporating behavioral skills into the curriculum, such as collaboration, creativity, communication, and empathy, with the capacity for qualified interpersonal treatment of partners and clients (Lima & Zappelini, 2020).

Therefore, from the analysis of these different perspectives of Brazilian HEIs on technology and the future of post-COVID higher education, we emphasize that, in addition to technological modernization in a critical and reflected manner, there is eminent need to change the expository teaching paradigm, be it face-to-face or virtual. It is necessary to incorporate professor training to adopt active methodologies and for the development of attitudinal skills, as well as for greater humanization of the classroom and collaboration between professors and students.

## **FINAL COMMENTS**

This research pointed out relevant questions about the role of higher education institutions in the post-COVID scenario, about their positioning both locally and globally, and about the relationship and performance of professors, students, and employees of organizations. In the current context of rapid transformations and increasingly complex challenges, the research aimed to diagnose trends for the future of higher education and seek examples of initiatives adopted in the world and in Brazil to deal with current challenges. Such initiatives reflect an appreciative look at what we identify as space for innovation and opportunity based on the rupture we are experiencing with COVID-19.

In the first part of this report, we describe the nine trends for the future of higher education. First, we highlight the global-local interaction, focusing on internationalization and integration with the local community, followed by the importance of incorporating learning objectives aimed at social transformation, based on the development of collective leadership skills, citizenship, and concern for environmental, financial, and social sustainability. We also approach the perspective of democratization of higher education institutions, through the expansion of the use of open educational resources, implementation of inclusion and permanence policies, and adoption of democratic business models.

Focusing on the different learning methods and building knowledge, we highlight the trend towards lifelong learning, comprehensive and multi, inter and transdisciplinary education, through the

disintegration of disciplinary boundaries, the incorporation of different dimensions of subjects in education and valuing different forms of knowledge. We also analyzed the movement in favor of customization and flexibility for professors and students and the protagonism of students, emphasizing significant learning experiences, co-creation, experimentation, and appreciation of the potential of the ludic, seeking to meet both individual needs and prioritize the equity and the understanding of education as a collective good.

In a context of deepening social inequalities and mental health issues, we highlight the trend of concern for equity and the well-being of the academic community, which become a priority. Finally, we highlight the trend towards a new role for technology, either as curricular content or as a learning tool, showing that in addition to appropriating new technologies, professor and student training is important for critical reflection on the impacts of technological advances. Thus, we witness the change of “where” and “when” to learn, and it is also important to reflect on “what” we want our students to learn in this current context of constant transformations.

For each of the trends, we present suggestions and general strategies to incorporate them into the classroom. There are also specific examples of activities carried out in our courses, which can be adapted to the context, the teaching profile, the learning objectives, and the pedagogical choices of the different institutions.

In the second part of the report, based on the analysis of different innovation and teaching rankings and the bibliographic survey carried out, we present the profile of six different HEIs – Stanford University (North America), Universidad de Los Andes (South America), IE University (Europe), African Leadership University (Africa), Monash University (Oceania) and National University of Singapore (Asia) – and their initiatives related to the implementation of the listed trends.

It was possible to identify that each institution, with its own characteristics, was already able to develop several initiatives related to the trends presented in the research. The initiatives vary in terms of the level of financial investment, the need to change infrastructure or the degree of complexity of the policy, demonstrating a wide range of possibilities to inspire other organizations to observe in practice what HEIs have offered.

In this regard, seeking to bring the experiences closer to the national context, in the third part of the report we present examples of initiatives to apply trends at the national level that were indicated during the debates held in the workshop “Necessary Transformation: Proposals for Higher Education in an Uncertain Future”. The initiatives mentioned involve teaching, research and outreach activities in different regions of the country, in addition to internal HEI management policies, which help to envision ways to consolidate trends in the Brazilian reality. Faced with the increase in global competition for students and the difficulties of financial sustainability, the initiatives instigate Brazilian

institutions towards new possibilities for cooperation, promotion of interculturality and appreciation of different knowledge and skills.

Finally, the results of the questionnaire “Uses of technologies for teaching and the future of post-COVID higher education”, applied within the scope of SEMESP partner institutions, that is, mostly in private HEIs, demonstrated that the pandemic promoted greater appropriation of technological tools and strategies for online teaching. There was an increase in interest in hybrid or virtual courses and what we once knew as distance learning in the Brazilian context was put in check. In addition, the questionnaire pointed to a greater need for professor training and the adoption of active methodologies in different courses.

In this scenario, great care is needed so that university courses are not made precarious by the use of technology. Examples are the excessive number of students in the virtual classroom and teaching activities limited to lectures or recorded classes. The trends for the future of higher education highlighted in this research demonstrate that the incorporation of virtual or hybrid teaching modalities should promote, and not harm, the protagonism of students, the well-being of the community, the strengthening of social ties and opportunities for collaboration, and learning beyond the classroom.

In conclusion, we believe that our research has demonstrated the valuable opportunity we have to rethink higher education and the pillars that currently support it. It is our responsibility, as professors, managers, and coordinators, to observe and evaluate the potentialities and limitations of the HEIs in the incorporation of the trends presented, taking into account the specific contexts and the different political-pedagogical proposals of the institutions. We cannot ignore the urgency of deepening debates, research and reflections on the issues raised.

Faced with the complexity of our social reality, the institutions need to look at themselves, reassessing the decision structures, the diversity of the governing, teaching and student bodies, the technological and physical infrastructure, and, above all, the human relationships that are created within that context.

The construction of new paradigms for higher education, however, should not be seen as a particular challenge for each institution, nor as a task exclusively for professors. We know the future will increasingly depend on how universities manage to provide significant learning spaces for all the people who live in them. Also, it will depend on how they manage to carry out horizontal and qualified interactions with other institutions, actors, groups, and local and global organizations.

We hope that the sharing of experiences and perspectives that begins with this report can be a relevant starting point for greater transparency and dialogue between institutions and to expand networks of collective construction on the future that lies ahead.

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## **APPENDIX - Questionnaire “Uses of technologies for teaching and the future of post-COVID higher education”**

### **CEPI FGV Direito SP**

#### **Questionnaire: Use of Technologies for Teaching**

NOTE: This research was prepared by the Center for Teaching and Research on Innovation of the São Paulo Law School of the Getúlio Vargas Foundation (CEPI FGV Direito SP) to prepare a report on “Uses of technologies for teaching and the future of postgraduate higher education after COVID”. We intend to understand how higher education institutions are dealing with the use of technology and the challenges posed by the COVID-19 pandemic to identify common difficulties and opportunities. Responses to this form are anonymous and name/email identification is not required. We do not want to collect personal data or market information, but we intend to compare responses from different institutions to have a broader view of the current scenario of teaching with Technology. For this reason, you should expect:

1. The answers on this form will only be used to prepare the report on “Uses of Technologies for Teaching and the future of post-COVID higher education”. The data will be presented in a summary form (not identified). By submitting this form, you will be aware of the use of your data below for this purpose;
2. We will share the results with other schools;
3. As we conduct this survey through Google Forms, Google may collect certain personal data from those who respond to this survey. To better understand how Google conducts privacy and personal data protection issues, the interested party can access the Google Privacy Policy through the following link: <https://policies.google.com/privacy?hl=pt-BR>.

#### **SECTION 1 - GENERAL DATA**

1. HEI name:
2. What state is the institution in?
3. What is the type of institution in relation to the academic organization?
  - a. College
  - b. University
  - c. University Center
  - d. Other
4. What is the administrative category?

- a. Private for profit
  - b. Private non-profit
  - c. Free public
  - d. Public with monthly fee
5. Your answers correspond to the perceptions of which teaching area? (Ex. Agricultural Sciences; Biological Sciences; Health Sciences; Exact and Earth Sciences; Engineering; Human Sciences; Applied Social Sciences; Linguistics, Literature and Arts)
6. Your answers correspond to perceptions of which position in the institution?
- a. Maintainer
  - b. Direction
  - c. Dean's Office or similar
  - d. Academic coordination of a set of courses
  - e. Academic coordination of a single course
  - f. Professor
  - g. Administrative management
  - h. Other
7. If you would like to receive more information about the survey results, leave your contact email:

## SECTION 2 - SPECIFIC ISSUES

1. **[Multiple Choice Question]** Studies indicate different trends for the future of higher education. Considering the reality of your HEI, indicate the three priorities of your institution (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place) among those listed below:
- a. Implementation of diversity policies (e.g., affirmative actions, disciplines on the subject, professor training)
  - b. Cooperation networks (e.g., disciplines in partnership with other institutions, single marketplace)
  - c. Reducing physical locations and increasing online classes
  - d. Care for financial sustainability
  - e. Care for environmental sustainability
  - f. Adoption of active methodologies
  - g. Internationalization
  - h. Investment in infrastructure and technological resources
  - i. Digital literacy (e.g., data science training, “digital citizenship”)
  - j. Incentive to interdisciplinarity

k. Mental health care

2. **[Multiple Choice Question - allow more than one choice]** Choose which of the technological initiatives mentioned below are being used by your educational institution:

- a. Video conference platform for distance learning;
- b. Hybrid classrooms (part of the students in the classroom with the professor and part of the students following the class remotely via videoconference);
- c. Recording studio (professor is in a law school room and all students follow the class remotely);
- d. Digital platform of asynchronous videos produced by the course professors (e.g., AVAs, YouTube and similar);
- e. Video student perception and engagement analysis software (retina mapping and student face detection during classes);
- f. Electronic games;
- g. Shared document production software (e.g., google docs);
- h. Project management software;
- i. Automated document production software (e.g., expert systems for contracts);
- j. Augmented reality software;
- k. Virtual reality software;
- l. Other (specify).

3. **[Multiple Choice Question - allow more than one choice]** Choose which of the technological initiatives mentioned below were adopted by your educational institution due to the pandemic:

- a. Video conference platform for distance learning;
- b. Hybrid classrooms (part of the students in the classroom with the professor and part of the students following the class remotely via videoconference);
- c. Recording studio (professor is in a law school room and all students follow the class remotely);
- d. Digital platform of asynchronous videos produced by the course professors (e.g., AVAs, YouTube and similar);
- e. Video student perception and engagement analysis software (retina mapping and student face detection during classes);
- f. Electronic games;
- g. Shared document production software (e.g., google docs);



- h.** Project management software;
- i.** Automated document production software (e.g., expert systems for contracts);
- j.** Augmented reality software;
- k.** Virtual reality software;
- l.** Other (specify).

**4. [Multiple Choice Question]** Choose from the alternatives below the level of difficulty of adapting the teaching community of your educational institution to use technologies in teaching during the pandemic was asked, with 1 being (very difficult) and 5 (very easy).

- 1. Very difficult – negative reception from the community and resistance to use by professors;
- 2. Difficult – reception with distrust and punctual adoption by professors;
- 3. Reasonable – reception without emphatic reactions and adoption within the given period;
- 4. Easy – positive reception from the community and gradual adoption by professors; and
- 5. Very easy – full reception and praise from the community and rapid adoption by professors.

**5. [Multiple Choice Question]** What was the position of your institution regarding professor training for the use of teaching technologies:

- a.** There was no institutional positioning;
- b.** The institution encouraged the search for external training;
- c.** The institution invested in specific training at the beginning of the pandemic;
- d.** The institution invested in solid and recurrent training during the pandemic period.

**6. [Multiple Choice Question]** Which sentence below best represents how your institution evaluates the use of hybrid classrooms (part of students in the classroom with the professor and part of students following the class remotely by videoconference)?:

- a.** Very good – the hybrid classrooms made it possible to achieve all the learning objectives expected by the institution, in addition to bringing advantages such as facilitating internationalization;
- b.** Good – the hybrid classrooms are a good strategy as they allow students to choose the best format for their learning;
- c.** Reasonable – the hybrid classrooms allowed for the continuity of teaching in the context of the pandemic, but the institution does not see any advantages in adopting the post-Covid hybrid classroom;
- d.** Bad – the institution does not see sufficient benefits for the use of the hybrid classrooms, considering the greater difficulty of the professor in designing course

programs and in the implementation of active methodologies. Virtual rooms or videoconferencing platforms are better alternatives;

- e. My institution does not use hybrid classrooms.

Leave your comment about hybrid classrooms:

7. **[Multiple Choice Question - allow more than one choice]** Choose from the alternatives below, what is your institution's main position regarding distance learning in the post-COVID context?

- a. We will keep using the videoconferencing platform for distance learning as the main pedagogical strategy of our courses;
- b. We will keep using hybrid classrooms as the main pedagogical strategy of our courses;
- c. We will keep using the virtual classroom (the professor is in a room at the law school and all students follow the class remotely) as the main pedagogical strategy of our courses;
- d. We will expand the offer of virtual courses;
- e. We will expand the offer of hybrid courses;
- f. We will return to face-to-face teaching as it was before the pandemic;
- g. Other (write in comments).

Leave your comment:

8. **[Open Question]** From your institution's perspective, what will it take to succeed in structuring post-pandemic courses? (i.e., infrastructure, software, hardware, professor training, etc.)

Leave your comment:

9. **[Open Question]** What kind of innovative technology would your HEI use in the near future?

Leave your comment: