

18th ERES Education Seminar – Krakow (Poland) 2022



Panel - Session 3 // Chair: Bob Martens

# Higher Education Issues in Today's World

## *Our Concerns and Expectations*



## **Panelists:**

**Bernhard Funk** - THM University (Germany)

→ Challenges to the framework of real estate education in the years ahead

**Gianluca Mattarocci** – University of Rome Tor Vergata (Italy)

→ Technology, virtual mobility opportunities and inclusion issues

**Michael White** - Nottingham Trent University (United Kingdom)

→ Where do we go from here?

# Higher Education: Our Concerns and Expectations

Interaction  
Radical Innovation  
Open Access  
Expectations  
Change  
Engagement  
Knowledge Economy  
Exchange  
Added Value  
Classroom Setting  
Human Resources  
Evolution



18th ERES Education Seminar – Krakow (Poland)

3rd December 2022 - Panel

Session 3: Higher Education Issues in Today´s World

Our Concerns and Expectations:

*Challenges to the framework of real estate education in the years ahead*

Panelist: Bernhard Funk

THM University (Germany)

Contact: [bernhard.funk@wi.thm.de](mailto:bernhard.funk@wi.thm.de)

# Higher Education: Our Concerns and Expectations

## **Theme 1: Boom or Bust: Impact of Economic Contractions on the Educational Program**

Real Estate Graduates have enjoyed periods of self-fulfilling career opportunities spanning two decades

Careers driven by real estate industry's boom

Mode “Your career is guaranteed“ ..... driven by low-interest rate environment and booming demand for the real estate asset class

Example: Apartments Germany (Multi-family) Price Index: Capital Values (Index Levels – VDP Data)

2003: 77.7

2022: 252,3

Change: + 325%

*Hypothesis: Even a very mediocre real estate manager can make fortunes in periods within this economic framework*

# Higher Education: Our Concerns and Expectations

## **Theme 1: Boom or Bust: Impact of Economic Contractions on the Educational Program**

Up to now job market environment driven by boom:

Scarcity of qualified graduates tailored for the real estate industry

Companies compete for graduates

Possible challenges to real estate programs in the future with economic downturns:

- Contracting job market for graduates
- Self-fulfilling career opportunities diminish
- Companies become more narrow-minded researching the qualifications of graduates
- Flight to quality in light of broader pool of graduates available in the job market

*Task for real estate programs: Prepare graduates for rougher roads in the industry*

# Higher Education: Our Concerns and Expectations

## **Theme 2: BIM-i-fication breaks boundaries of disciplines of real estate programs**

Up to now:

Real estate programs tailored around certain focus, for instance financial, technical, and similar

Example: financial (business faculty), planning (architectural faculty), technical (civil engineering)

Newer real estate programs trying to combine several disciplines

But challenges to weighing up *specialization versus generalization* of course syllabus

Digitalization with Building-Information-Modelling approaches forces to consider data-flow from pre-planning-phase through demolition phase of buildings

*Challenge to real estate programs: Harder to define boundaries of its own discipline, more interactive management of different disciplines needed, extending more and more into the field of information technology*

*Hypothesis: Master of all crafts is not feasible considering the innovation of the syllabus!*

# Higher Education: Our Concerns and Expectations

## **Theme 3: Bricks and Mortar virtualized means properties becoming UNreal**

Up to now:

Real estate is concrete, building site, touchable entities

In the future:

Example: Virtual showings and tours of an apartment building before the construction is finished

Customer takes virtual tour, BUT:

The sight from the apartment's balcony is generated from real world sights taken from video with a drone

The real and the virtual MERGE, but is not evident to the customer what is real and what is UNreal

*Hypothesis: Real estate programs have to cope with the dematerialization of the entity BUILDING, Real estate programs have to deal with the ethical challenges of unclear boundaries between real and UNreal, and gauging the limits of data use in light of ethical behaviour*



# Higher Education: Our Concerns and Expectations



## **Theme 4: Society's and political expectations on real estate industry's contribution drive real estate programs delivery**

Examples:

A) Climate: ESG and decarbonisation pathways force real estate companies to reconsider cost/benefit/return calculus

B) Housing Market: Expectations of society and politicians regarding real estate industries' contribution for solving affordable housing problems stretches financial limits

*Hypothesis:*

*Real estate programs more and more will have to incorporate expectations of society in curriculum*

*This may imply traditional modes of real estate management fail*

*For instance dilemma of incurring costs with NO profit (pls. see examples)*

## Contact



Professor Dr. Bernhard Funk  
THM – Technische Hochschule Mittelhessen  
Germany  
E-Mail: [bernhard.funk@wi.thm.de](mailto:bernhard.funk@wi.thm.de)

# Technology, virtual mobility opportunities and inclusion issues: evidence from the EDUSC project

Gianluca Mattarocci

University of Rome Tor Vergata

# The project

## Partners



Leading  
organization



Universidad  
Carlos III de Madrid



**TOR VERGATA**  
UNIVERSITÀ DEGLI STUDI DI ROMA

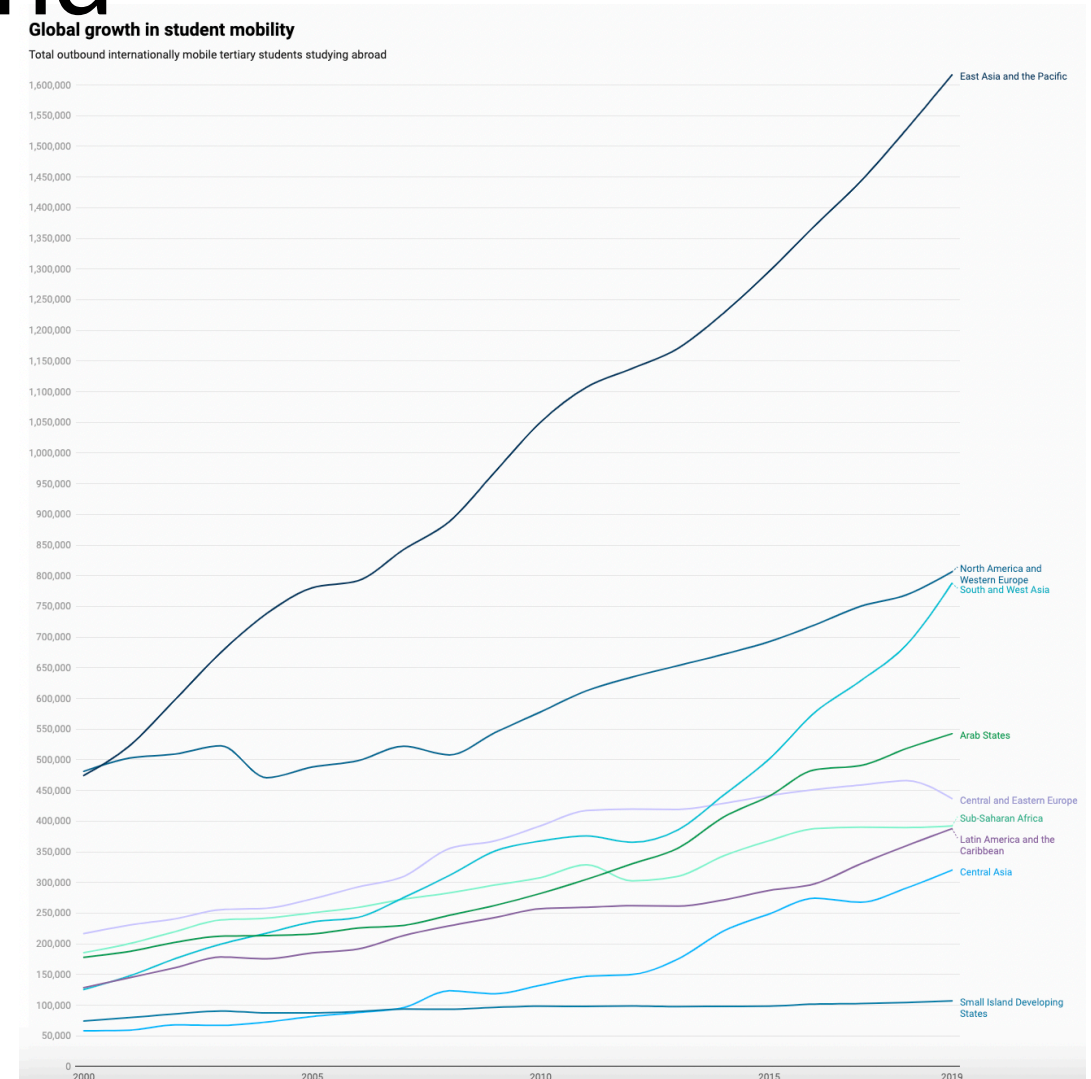
November 1<sup>st</sup>, 2020

October 31<sup>st</sup>, 2022



# International mobility trend

The number of internationally mobile students in higher education has grown dramatically from 0,3 million in 1963, to 2 million in 2000 and up to 6 million in 2019. However, this is just 2.6% of the total world student population.



# Inclusion issues for international mobility

The lower percentage of students in a mobility program is mainly driven by the lack of support for students with fewer opportunities that in 2014-2017 accounted, on average, **only for 11.5% of the total number of participants.**

Students with fewer opportunities includes “(young) people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme”

# Students with fewer opportunities

The main barriers which may prevent people with fewer opportunities from participating more in the programmes as participants are:

Disability

Health  
problems

Education  
training  
system

Cultural  
barriers

Social barriers

Economic  
barriers

Discrimination

Geographical  
barriers

# Virtual mobility solutions

The main barriers which may prevent people with fewer opportunities from participating more in the programmes as participants are different on the basis of the type of virtual mobility

Standard  
virtual mobility

Double, dual or  
joint degree

Blended  
Intensive  
Programs

Collaborative  
international  
Online learning





# Conclusion

The main issue for constructing an inclusive virtual mobility strategy is to identify:

Type of  
program

Length and  
period of the  
program

Target market

# Contacts

Gianluca Mattarocci  
University of Rome Tor Vergata



<https://economia.uniroma2.it/faculty/102/mattarocci-gianluca>



[gianluca.mattarocci@uniroma2.it](mailto:gianluca.mattarocci@uniroma2.it)



<https://www.linkedin.com/in/gianlucamattarocci/>





## Higher Education Issues Today: Concerns and Expectations

Michael White  
Nottingham Trent University

HE continues to be a growing sector as higher valued added generated from human capital investment

Overeducation?

Use of technology – online learning rooms; lecture capture / delivery; engagement; assessment and feedback

Information availability / data access – verification

Employability – Industry-ready graduates – Alumni

Cost and marketization of higher education – students as customers or investors?



## Real Estate Higher Education – concerns and expectations

- Business School v Built Environment Schools
- Growth of PGT, market maturing / Rationalization? Country differences?
- Changing knowledge and skill base
  - Current debates & curriculum design
- Research informed/led teaching
- HE and research user communities
- Relationships with stakeholders