



# Listening to our youth

## Live&Learn

## Students must have a say in their learning

EDUCATION in 2026 is about four things: enhanced technological support in teaching and learning; maturing digital strategies centred on sustaining institutions of higher learning; prioritising adaptable skills; and ensuring education remains relevant, engaging and outcome-driven to benefit the main stakeholders – students.

Student-centric communication is crucial because it shows we care about what students have to say. Young people are optimistic about the future, and we need to hear their views and ideas within campus walls.

Students today are mature and have clearly expressed a desire for equal representation. They strive for access to resources and opportunities for all.

Fairness means giving each person the opportunity to reach their goals. They push for educational equity based on analysis of diverse student needs.

This equitable approach acknowledges that not everyone starts from the same footing. Only through equity can we deliver on the promise of helping every student thrive, regardless of their background or circumstances.

Campuses must ensure equality by incorporating equity-driven student voices when designing experiential learning.

### Fresh perspectives

Education at the tertiary level is entering a reframing process. The new Malaysia Higher Education Blueprint (RPTM) 2026-2035 is a good starting



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point, where the integration of artificial intelligence (AI), personalised learning, empathy-based teaching and boutique campuses are starting to become a reality.

Students can offer invaluable insights into problem-solving and decision-making, particularly on the use of technology and the need for an evolving curriculum that allows them to transition to industry.

They bring fresh perspectives to education delivery and the campus experience. This sense of engagement and agency empowers them to take ownership of their educational journey and participate more actively. Their innovative voices form the basis for educational transformations

aligned with the RPTM.

### Classroom design

The main objective of an educational institution is to provide knowledge and skills across a spectrum of learning levels. Classroom or learning space design is a crucial element of the educational experience, impacting student engagement, comfort and learning outcomes.

Normally, this design is carried out by educators or architects. However, student voices – which include students' interpretations, perspectives and insights on decisions affecting their educational experiences – should also be incorporated if we are to foster environments attuned to

learners' needs and preferences.

Under democratic education principles, students are viewed as active participants rather than passive recipients of knowledge.

By integrating student voices, we can create more inclusive, responsive and effective learning environments, which in turn lead to better academic outcomes and stronger graduates.

### Catalyst for inclusivity

Actively listening to diverse student voices fosters inclusivity in pedagogical practices and democratic university communities, ensuring all students feel valued and heard.

With students seeking technology's role in this process, dig-

ital platforms are pivotal for effective communication.

Digital surveys, blogs and social media are great tools for gathering feedback and ensuring diverse views are collated and analysed as part of the continuous quality improvement process.

These platforms can even be used to mobilise youth for causes they care about and to understand the issues that matter to them.

### Getting AI right

Universities are keeping tabs on the rapid development of AI, and students must be involved in both the adaptation and adoption of AI within institutional ecosystems, as well as in the curation of AI tools for education.

One major area where AI will have a huge impact is in the personalisation of learning, where students could use AI as a personal assistant.

AI is at a proximal development stage in education, so regulating its use must include students' input in developing best practices.

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