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Well, and thinking again in the future, but as a database using the present and the past, once again the recent past, it was crucial as we know the online and remote assessment methodologies to assure that we would even, during a hard period of pandemic, we would assure delivering, sharing knowledge and teaching our students. So it was the most example how it affected so positively the educational system. And even now, if we look at most, at least from what we are aware, most of the universities came back in a full or almost full in-person classes. And it was interesting to notice even in the STEM courses that we know that have a very strong part of the hands-on laboratories, so a very practical way that we could find what was possible at the time, but we already had some good simulators, some good ways to replace the in-person, even the physical part on the hands-on and on-site to work on.

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Even in this situation, we could accomplish the objective. Of course, in all situations, we needed once again, in thinking what I mentioned, just in one of the other questions, we needed to adapt. It was a possible part at that time. What I think was one of the points, and I think it is currently also, and it will be in 20 years again, the major concern was the assessment tool that we use, the proper one assessing students in the distance learning, the remote teaching and learning environments. So it was more, I would say, in the quality of what we were sharing as methodologies for teaching and learning, and the quality of the assessment.

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And that was a concern at that time. And I think we will keep this concern in every time we are trying and exploring new ways of teaching and learning and the assessment. Specifying this in the online remote assessment methodologies, I would say considering gender or inclusion in the broader sense, I would say it is positive. It is positive, taking what I mentioned already before, in the accessibility. So we have now means to have different and probably in some cases niches of learners of students that do several constraints, economical constraints, time constraints, that is a reality, and also geographical constraints that couldn't attend classes, but probably if we offer a proper hybrid or only in the evaluation period to be in person, we for sure can have more inclusion in the sense, more diversity of profiles of students that we have now.

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And this accessibility provides also flexibility that I think online and remote methodologies, assessment, teaching and learning help us. So when we are talking about inclusion, this is one of the positive examples of inclusion, this accessibility and flexibility to different profiles of students, which is stands and I do believe it's one of the missions of our universities, of our society, beyond the universities as organizations. The other thing that, but it's also linked to privacy of data, the compliance of the regulation that we all know.

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I think it could be, and can be an interesting good effect when we have the online, the

remote assessment methodologies, because we can, for example, anonymizing informational personal data, we can probably erase or make it more difficult that gender bias that can exist when we are talking about about on-site evaluation, for example. I would say that it could be probably a good way to decrease this potential gender bias. But I think one of the very good positive aspects of the online remote assessment methodology is for sure, always assuring that we are updating if we are doing the best assessment and assess the right competencies expected, the right expected learning outcomes, of course, it's a very important and positive aspect of the online accessibility, flexibility, and the inclusion part, particularizing in the gender.

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Another aspect that I think it's for experience that we are experiencing this for some years that started with the pandemic when we needed all of us to translate all the projects and classes to the online. And talking when we were, I was mentioning about the interdisciplinarity needs to the collaborative environment between students, team-based work between students, but also between teachers. It is also important to address teachers need to collaborate even more and in a more effective way. So we all need to learn in the end at the university. And what we faced in using online and remote assessment was a very good experience talking about interdisciplinarity, different learning contexts, if we want to make more, more personalized learning for students to respect their pace, their capacities in their process of learning, and the international aspect, I think it's so important to provide to students in universities and experience an international experience.

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Even when it's virtual, it's also a very good aspect. If we remember, not all of us could go to Erasmus because we didn't have time or money and now we can provide international... of course it's totally different. The human skills, the contact, it's different. But to provide this for so many students that don't have this opportunity. We are addressing inclusion. Once again, we are providing experiences that we couldn't provide before the pandemic in the sense that we didn't use so much. We had the coil, the collaborative online learning in international environment, but it's different. and added value to have the capacity to teach and students to learn and to assess the learning process of students in a totally international environment. So I think it will for sure affect in the most positive way, particularly in the STEM as well. But I think in a broader sense, and these questions are so important, because if we think about the higher education system and how it was, and still is, some of the institutions so traditional, the disruption already happened when we opened to the possibility of more innovative teaching and learning methodologies.

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Switching from the teacher center to so many different approaches that we are using now. We now need to deepening how to translate the theory of this innovative classes into hands-on with students, and personalized to respect each student's pace.