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I don't think that assessment and methodology, remote access to learning, will differ between In fact, I think we will come to a position in which there is a larger equity between men and women in higher education and in STEM in particular. I think universities will be much more dependent on this remote learning, ways of learning, but that will never, I think, should substitute the interpersonal contact because learning is about social connectedness, it's about emotions, it's about being with other people and of course we can do that remotely but we will, I think as human beings and I'm a psychologist as well, so I truly believe that we will always need this physical connectedness with others. So I think universities will be much more hybrid in the future, so we will have instruments at our disposal, different instruments to teach and to learn remotely in several areas, but that will not affect, should not affect this part. In terms of assessment, I think in the future we will be more relying on formative assessments instead of the assessments of learning we currently do. So we're very still very traditional in the way we assess remotely or not remotely.

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So I think that's what we should be thinking about. The assessment will not be so much dependent on whether teaching and learning is remote or not. I think we need to change the way in which we assess. We should assess for learning and as learning much more than of learning as we do nowadays. So I think also when we talk about different forms of assessment as learning and for learning, peers will be a relevant part in assessment as well. So it will be much more common that students evaluate their peers' work because they will collaborate more, they will cooperate more towards the same challenges. So it's not just to remember the content which was taught by the professors, but the things learning. So that will be much more, I believe, common. And that's also a way of learning. So if we need to assess others, we need to know what we are assessing and with quality and we need to know to have the basis. So I'm not very much concerned about the way remote learning will happen. I just need, I just think we, as of today, are still a bit unsure on the weight of remote versus face-to-face teaching and learning, but I think we'll get to a point in which this will come so natural that that will not be a problem. And again, I think studies and typologies. I think in STEM the immersive part, the experiential part, although we can do it online remotely, I don't think, as I was saying before, we will not have this collaborative moments, laboratory immersive moments.

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Another thing I think we will have more in the future in this respect and taking part of this online version of our lives in academia is that we will be more relying, and I was talking about immersive experience, experiential learning, we will be more dependent on, in a good sense, on virtual reality in the future so that remotely we can translate the immersive experience we would have if we would be face to face. So whenever face to face is not possible, we can still enrich the learning experience by means of virtual reality or augmented reality.