

Well, talking about the future is always very difficult because if you talk about the future in 1,000 years, nobody will be able to check if you are right or not. If you are talking about the future in 20 years, it is more dangerous because you wish always to extrapolate what you are feeling now with the future. But nobody knows what happened in 20 years. And for example, we had recently a bad experience with a black zone, a black zone event with the pandemic that completely transformed our job as professor. So if we remember the methodology of teaching in the last century, we can think always to the same events. I mean, for example, a professor in a room talking to the people and for the ACTM people, students, we always had some laboratories with the students and researchers doing something clever. If you are talking about humanities, we always think to wonderful libraries, dusty and wonderful libraries, with people, students, researchers, reading books with very thick glasses. But the problem was that for centuries, we always thought to professors as a sort of wizard talking to their pupils. But now something happened in the last decade, I mean in the last century, in the 90s of the last century, when informatics started to be more and more important. Informatics and the internet, because this implied a sort of strong digitization of the knowledge became more and more democratic. I mean, the first revolution we had this revolution with Gutenberg when we were able to print our books and with informatics this approach became more democratic. I mean, with a strong transformation of all the activities, of the production and distribution books. The scientific journal business model, for example, now we have almost all of us are able to read papers on online books, online journals, where we have, for example, open access approach, diamond, gold, the pin, et cetera. And also for teaching, we had some strong experience. For example, in Italy we had the Nettuno experience, the impressive Nettuno experience, when in the 90s of the last century, we started recording on analogic devices. We started recording lessons and courses. Also in the last 20 years, we had this slow development, but we had this black zone event with the pandemic. If before the pandemic event, it was a sort of weird proposal to organize a meeting like this one, we are everybody in our own office and we are talking to each other. Now it is normal. And for us, it was a sort of big transformation. We were all forced to have the strong technological, mental, and psychological jump. So now we are in the post-pandemic years. And after the lockdown, where we were forced to do everything online. After the first month of the pandemic, a pandemic year moment where we were forced to do in with a blended approach. Now we are in the post pandemic years where we are using the devices and approaches we were forced to use during the pandemic problem. For example, this meeting. And I think that it will be impossible to be back to the old approach, but also I think that it will be impossible to transform all the universities as a sort of online website giving courses, because I think that the in-presence learning and teaching experience is irreplaceable. So according to me in the next future, I mean in the next few years, I don't know if 20 frankly speaking because maybe it is too much, but I think that the blended approach will be the winner one and I think that in-presence and remote activities, teaching and learning activities will be the winner approach. In addition, we have just in these few weeks, I can say, virtual reality. Virtual reality is more and more important. But I

think that we must think that the professor do not like to use the material produced by someone else. So the virtual reality will be a real winner, pedagogical approach only if some software that will be able to be used by everyone will be available. So I am optimistic from this point of view because I remember the development, for example, of the 3D software could be possible for us to produce virtual reality material. Considering the assessment methodology, we can say that we had a very bad experience with the online assessment procedure. Nobody was happy about that. Personally, I think that I don't want the student to remember by heart any question. I prefer that the student is able to answer the simple question, why? Why an event, why a mechanism? And I think that the oral exam in presence is the most important one. Finally, for considered learning technologies, we must think that students still have books, but I have a very young daughter and I can follow her reading, studying, she is 18 years old and books are important but also tablets, mobiles, also iPhones, so maybe we could teach to our young students, especially young students, how important it is to distinguish between real-liveable contents and fake ones. On the web you can find that mermaids are real, so we must think that it's important that they will be able to learn what is true, what is fake. learn what is true, what is fake.

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