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Well, I am not a woman, let's see if it's interesting, and from this point of view I can only say something about the gender problem as a man. And as far as I know, I can say that the gender problem in Italy, at least in the STM, is almost solved. If I remember myself as a student 40 years ago, I remember that it was quite hard to find a girl as a student in engineering. Instead, now it's normal, we are near the 50%. So from this point of view, the problem is almost solved. Considering the faculty, we can say that the number of professor and female researchers is still not the 50% but it is increasing and we are better and better we are not we are not near the 50% but we are not so far so I can say that the problem is of women in STM is solving, we are better and better. Considering the online remote assessment procedure methodology, they are not affected neither gender according to me, they are neither affected by the gender or by the status.

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We were forced to use them during the pandemic crisis and we can say that the online remote assessment have many pros and cons. Considering the pros we can say that we have great flexibility, we can allow the students to assess their level whenever they want, wherever they want, it is sufficient to have an internet connection. And it was wonderful during the pandemic problem. For example, now when also we are able to assess the level of students from countries that are in war, for example, that have very important problems, and so the online approach is great from this point of view. But there are also some important cons. As I said before, for me, for my courses, it is important that a student is able to answer to an why. And an online assessment procedure sometimes gives some problems to do that.

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I talked with many colleagues before this interview in order to have also some other experience and nobody was satisfied about the online methodologies to assess the level of the students. I mean online, multiple choice test, short or long reports, but nobody was able to, was happy about these results. And it is not only a problem of cheating or academic dishonesty. During the pandemic crisis, many universities used some proctoring software in order to try to find a solution to this problem and they found another problem that was the privacy handling and sometimes it's some legal problem. The problem is that the online method nobody found up to now an online methodology that is able to assess the true preparation of the students and able to give us the same interaction we have in presence. So, frankly speaking, up to now, we are not so, I am not so hot about that.