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Of course, assessment methodologies have been and will continue to be at the core of teaching, learning, certification of learning. I'm not certain that we'll be very different for STEM than for other disciplines. In my view the main difference is going to be between education leading to a regulated profession and education not leading to a regulated profession. I think this is a more close to reality. The difference, I don't believe there is a difference in the way gender will influence assessment methodologies nor the study typology of course, distance, hybrid or on campus, I think this is going to change. I believe the move towards the learning of competencies rather than just knowledge, this will continue. I believe we now have some good experience, we also know what can be evaluated and what cannot be evaluated very precisely by universities. I'm very scared that universities seem to be forced to evaluate competencies, skills which they should not evaluate in my view.

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It's premature for young students, it is usually more usable for adult students. This being said, I would like to make my main comment is that I'm not more concerned about the evaluation of the future, more based on skills and competencies and more based on distance education than I am about the current evaluation, the traditional system of evaluation. My trust in it is quite limited. I think it has been controversial, it will remain controversial. The security provided by traditional evaluation I think will not be, has not been stronger than what I expect the security provided by the evaluation of new, in the new and future, using new modes. Of course it depends on the kind of teaching and learning. I think problem based learning where groups of teachers from different disciplines meet groups of quite different students with different objectives, different perspectives.

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This offers a totally new scheme for the teaching learning process and that this is what is going to prevail in 20 years time. Different types of problem based, problem based or, well there are, it's not always problem based, it's challenge based, it is objective based, but I think this is the view, this is the way into the future and I will not regret the traditional transcripts where you have discipline for discipline and you have a grade. I was a very good student but I have never thought that I was a good student because I had good grades.

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I believe also that companies will change their way of looking at students, student evaluation. They will be more interested in knowing what students are able to do than in knowing that know, say in Spanish literacy. This is also going to be taken on board by students. They will probably find ways to escape from the traditional punishment related to poor evaluation. There are many different ways, many different paces in the learning process. I do not believe that the process will be worse. I have some questions about it, I mentioned it already. There is likely to be more fraud in the system because the technology will allow it. And when technology allows this, it is going to happen. So we will need at universities persons who try and prevent the fraud. We will also need people who trace the

fraud. It is well known in international education that international students, it is already a serious problem in the recruitment of international students. To trace a falsified transcript is not an easy task and again our traditional universities are not prepared for this. We are more based, we are more in a culture of trust and confidence and it's also easier to trust students or to trust transcripts than to challenge their validity.