

ANNA:

You said that universities seem to evaluate skills that they should not be evaluating. I was going to ask you what is that you think that they should not be evaluating?

GUY HAUG:

Yeah, if I use the word skill, universities are now forced to evaluate a large spectrum of skills, competencies, etc. And I think some of them are not easily evaluated and some of them should not be evaluated in young students. For example, leadership.

How can the university evaluate the future leadership of a student, a young male or a young female at the age of 20? I think the reality is that we cannot, we are not, and I think we should not, because we are likely to block a number of students on the basis of wrong evaluation of their capacities. Many students, I was one of them, develop their capacities only when they are in a position to actually do things. I mentioned leadership, but it's not the only one. So this is what I mean Anna.

ANNA:

Yeah, okay, thanks a lot. But team working for instance, oral communication, written communication; I imagine this would fall into what universities must assess, right?

GUY HAUG:

Yes, oral communication, yes, although they are likely to change tremendously. I know when they were to talk in public they were shy etc. And two years later they got accustomed to it and they overcame this. So to put in the transcript of the student, this student is not able to communicate already efficiently. I do not believe that the kind of teamwork we have at universities which is specific, except in certain ways of learning. Problem-based learning may provide a better observation terrain. But how can we observe teamwork when most of the teaching at universities remains very traditional, discipline-based and evaluation is individual? I'm very much for group evaluation for group work and that's going to be challenging.

ANNA:

Thanks a lot. I think this is very interesting because it challenges what we have been trying for years, to convince universities that they should do something about transferable skills, about soft skills.

GUY HAUG:

Yeah, I agree with this. I agree with this. and for professional life, they need more than just knowledge, but give them opportunities to apply their knowledge. Many more concrete exercises, many more practical training, many more passantias, many more projects, concrete projects, many more problem-based learning. Yes, this is what they need, but they need not to be assessed on the wrong basis for their leadership capacity or even for most of the others. This is what I mean. that universities should not fulfill their mission if they believe that they should only transfer knowledge. The transfer of knowledge is going to happen outside of universities to a very significant extent. This does not mean that

universities should put in place a system where they do something which you are not in a real position to do. It's not just that universities should do this because it's one other faith than universities. We have had many faiths at universities. And universities are always pushed into this. It's not a faith, but the way it has been presented, the way it has been regulated, the way it has been imposed on the university, on teacher communities, is wrong.