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Well, the last question is probably the most difficult to answer as it is a very specific question. If I ask myself how remote assessment methodology can affect learning practice in STEM, I think that probably this kind of methodology can, the remote or online assessment can provide more flexibility. Obviously, it will be possible to make assessment anytime and anywhere. I mean that it is possible to have some sort of continuous learning because there will also be a continuous assessment. There will not be a time for exam and time for study. You can distribute the assessment all along the course. It is not necessary to make assessment just at the end. If we make online assessment, I have seen this is already done in many online courses. Every week you have an assessment of what you train in this week. Every week you use this assessment to be able to pass the level to go to the next step of the course.

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This is, from the point of view of education, is very good because it is the best way to learn is to learn in a progressive and continuous way, all at once just at the time of the exam, at the time of the test. What else I can say that from the negative point of view, provide the chance to have much more feedback and analytics in assessment. I mean that online assessment will make very easy to get a lot of data about the outcome of the assessment. And this, I see this in a negative way because it will force us to provide a standardized, a uniform outcome of the assessment result. I explain, if some, I want to show to my university that after every exam, The mean of the grades are the score.

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The mean score the student gets is always mean, and also standard deviation are more or less the same. If some exam, some test give a different mean score, it is not a good presentation for me teacher. So I will be forced to make sure that having all this data about the result of the test. And this, in my opinion, is not a good thing. About the specific question, about how the gender affects the... the... or the gender is affected by online assessment, I think that there is not a gender effect, but it is instead about students that are shy will feel better with online assessment.

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Students that are more sociable will prefer physical assessment. But this is not depending on the gender. what is different in STEM studies from the rest, I can say that okay STEM is really different because STEM needs hands-on experimental learning and also the assessment is made through perhaps the use of some laboratory device or the application of some special computer software available just in some laboratory. And obviously the remote assessment will make this kind of assessment more difficult because the students cannot use the physical laboratory when they make remote assessments. And so we were forced to change the way we make assessments. For STEM, this will reduce the possibility, the quality of this assessment itself.