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In terms of gender, I believe there is no significant difference in learning STEM disciplines. I think my perception is not a matter of the leaning process, it can be different depending on the gender, but is the access to the leaning parts. There is still a number of students of different genders that is unbalanced. If we look at different courses and we still have different numbers. If we look at technology and STEM materials rather than if we look at humanities or other kind of path or learning path. And in my opinion, this is due mainly to the process in which, I mean, the learning process in the very young age. So I think that if we want to keep off any gender inequalities, we should act at the very beginning of the school pathway. So if we have to go back to primary school or even before, in order to avoid that there is gender imbalance.

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But once they arrive into the university, I don't really think that there are differences in the learning path. So there is no difference related to the use of technologies or related to the tools that we use. On the other side, I think, yes, that STEM material with respect to other disciplines disciplines like social sciences or humanities are different in terms of learning a part in a way in which we can develop and use new technologies for teaching and assessing the knowledge. This is because in STEM material in my opinion there is a clear and wide distinction between say the abilities, the disciplinary abilities and the calculation abilities or whatever that are going to become less and less important on one side, on the other side is more powerful tools are available, thinking for example to artificial intelligence or other advancements. As we are these are going to become more and more important, it is crucial that our students develop the ability to use these kind of tools in a consistent and say profitable way. This requires a certain level of critical thinking requires still an important knowledge of the theory behind but is going to change in some way the kind of, say, the delivery path in the way that I think in the future some activities will say that the more, say, the parts more related to calculation of two things in which we can be substituted, we as humans can be substituted by advanced tools in computer engineering, there is going to be a change in the world that is going to affect also the way in which students need to learn and the learning path of the students.