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What is the future of the university?

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Well, this question probably will have a different answer one year before. Because at that moment, after the pandemic, a lot of universities were trying with online assessment. And most of the exams were also online in different institutions. Mine is one of these institutions that move fully online even the assessment, okay? Currently, because of the certain of the artificial intelligence, CAT-GPT and so on, people are saying that we should come back to the old ways to do that as I said at the beginning. And this means that probably the traditional oral written examinations ways to assess. I think that we are deeply wrong, because it's not about using a technique or using a technology for assessment, but it's about the conceptual approach for assessment. And this is what is the most important thing. We can use technology in some ways in order to make assessment much more appropriate, much more meaningful for people who are learning. For instance, we can use virtual reality in STEM in order to develop the capacities and the competencies of people that are learning. We can use and in fact we are already using simulations in order to examine, to assess our students in that way too. But the most important thing is not only the technology we're using, which is the question we are asking ourselves. And usually when we are facing assessment practices, we usually understand assessment as a matter of checking the identity of people who are going to be assessed and this is our main concern. When my personal approach is that assessment is a part of the learning process. Assessment has to be one of the indivisible parts of learning. It's not about checking people, it's about helping them to learn much better. An assessment has to be one of these tools for learning much better. So considering this, we can put apart the things that we can discuss about identity and about plagiarism and these kind of things that sometimes and somehow are, let's say, a kind of administrative questions that can be secured in other ways. But considering assessment as a part of the process of learning, I think that we should include this assessment and also particularly in the STEM disciplines. I don't think that assessment could be very different considering gender. This is my personal consideration. So probably we can say that women and men can learn not exactly the same, but then if we are discussing about gender in assessment, we have to discuss about gender in learning, not only in assessment. So it means that probably they learn in a different way. And then coming back to my previous comment, personalization is one of the most important principles for the future of learning. But when I say personalization, I'm not meaning about what Amazon is doing. If you are interested in a book, they provide you seven other books that people that both your interested book they also want these other six. It's not about being the same, it's not uniformism as Amazon says, it's about really answering a demand of a student in the way that we can provide a better result for for the particular learning. And assessment can be that way. So in this sense, I think that the assessment concepts and approach will need to change. And I say that with a deep knowledge about the fact that this will be very, very difficult the part of the higher education system that is the hardest part to change because I think that teachers probably

feel more secure when they make an examination to a student and or fail with examination so it's not my responsibility, it's theirs. If I don't have a way to say this is what you scored, then I feel not very secure about that. And this is a problem, this is what you scored, then I feel not very secure about that. And this is a problem, this is a problem because we need to change deeply our concept of assessment, the approach of this assessment and considering assessment as an indivisible part of learning.