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Okay, that's the crucial question, I think that the most difficult one, because on the one side it depends on technology, new technologies, new ways to address the issue of assessment. But on the other side, it also depends in the way that the students will be prepared to respond to our assessment methodologies. What I mean is that if we think about new context of learning, new context to gather information. I mentioned chatTBT because it's on a daily basis upon discussion, but to think about new ways to retrieve information from the immediate world with our mobile phones or whatever device that will be developed in the near future. So the question is how to react to be able to ensure students, but also to ensure stakeholders that we are measuring.

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We are measuring accordingly our learning objectives, the results, the outcomes of the students with different approaches, assessment approaches. I mean, that means that I don't think or I'm not quite sure if the difference between gender or different kind of profile of students would affect the assessment methodologies as such. Probably there will be some kind of things that I'm not quite sure if I'm paying attention to. But what is important is if our assessment methodologies are responding to the different ways that technology will evolve in the near future in terms of ensuring the achievement of learning outcomes from the point of view of students, also to ensure society that the students are reaching the learning objectives that are defined in every single program that we are offering in our universities. So of course there should be some different ways to approach, to deal with the achievement of learning outcomes or to be sure that the students have achieved their learning outcomes, depending on the STEM studies or sociology or humanities or whatever.

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There will be obviously different ways, but always related. related and that's something that is very stable since they probably did it since ever in university is regardless technology to be sure that those programs were closely related to technical to the to the to the achievement of technical skills and capabilities from students have already achieved. Again, it's the classical problem if that we have facing right now with the virtual or with distance learning and those technical programs or those programs related to health sciences, for instance, how can we be absolutely sure or society can be sure that the students, the graduates have already achieved the learning outcomes that have been achieved for those students coming from traditional vis-a-vis or traditional universities.

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So it's a matter again of paying attention, being alert that the evolution of technology, that evolution of the technological tools that will support teaching and learning. And of course, assessments have been accordingly followed and having a surveillance coming from the, I don't know, the quality assurance. What is important is to be sure that the assessment methodologies are designed according to the purpose of the different kind of programs in terms of learning outcomes. So I think that's the main difference. From the point of view of the studies typology, we should ensure that we are doing things according to our traditional

ways of evaluating or assessing students, but from the different point of view of the student profiles, that would not make a big difference between one program or the other one.

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around all the other ones.