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Okay, I believe that online learning and online methodologies and assessments have a huge opportunity to be more personalized. So I'm sure we all know somebody that says, I hate mathematics. What do they hate mathematics? Many times this is a history of failing in mathematics when they were a kid, finding a teacher that they didn't like, finding that they were not as fast as their friends and progressively they arrived to a point where they say they hate mathematics or they hate statistics or My feeling is that these people Have not been taught in the way they needed So right now we have classes of 30, 70, 100 students in higher education more students than in primary school. But it's very difficult to do personalized learning. But we do see that there are technologies that do personalize things. For example, if we are thinking of social media, and we can take as an example Instagram, we all know that it has an algorithm that is personalized. So it's showing to you the videos you like, the themes you like, the subjects you like, the topics you like, the people you like. And this is different from your neighbor that is receiving a different type of videos and reels and comments because it has shown to the other end to have different tastes. I think something similar can be developed for education, especially if we're talking about online, in a class it's more difficult. But why not teaching mathematics differently to a person that has dyslexia than to a person that has attention deficit, to a person that is more visual, understands things more visually, to a person that understands things more by listening. So I think there's a huge opportunity here to personalize learning and there are thousands of ways of teaching a STEM. You can teach it in a blackboard, you can teach it with a game, you can teach it with an example, you can teach it with notes, you can teach it by practicing exercises. And probably every student understands the things in a different way. And personalizing in a classroom is more difficult because you have a bunch of students and somehow you have to find a middle point. In online, I believe this is possible and it would be very, very good. And then content could be learned online and then you could go for doubts to the professor or we have to think through how this will be organized. But the potential of teaching based on diversity factors might be gender, might be dysfunctional, it might be places, might be times of the, maybe in the morning you are better learning in one way and in the evening you are more tired and you prefer to listen to a podcast or whatever. I think there's a huge spectrum of opportunities for different learning that doing it online facilitates it. So it's a matter of developing it and using it and thinking how these online same thing on learning and in assessments. You can assess oral conversation or with a test, multiple choice, no multiple choice, developing it, open questions but all this maybe could be personalized. I'm not saying I'm doing a multiple choice for all my students. Well, maybe I'm doing multiple choice, but I can evaluate the same thing with an oral exam, and maybe we can use different assessments for different type of people. Which, of course, I'm saying it and I don't say it's easy, but I think it's possible and technology offers us this opportunity. technology offers us this opportunity.

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