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Well, this is also, I think, a very insightful, also complex question. I do think that the experience that we have in organizations, not just universities, but organizations, points out, especially studies that are emerging out of the somehow empirical evidence after, during the pandemic and after the pandemic, is that both learning and assessment have stronger data, stronger evidence, and also stronger effects when it can be done face to face. OK, so both in terms of we're seeing, especially in graduate education, which is the field I know better, we see how people actually went through online learning through a pandemic, and then they can go back to face to face interaction, especially at the graduate level education, you know, the level of preference for face-to-face interaction is higher, which does not mean that online education, you know, cannot have a place, okay?

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I think it does have a place, it has many opportunities, but I think understanding what can work a bit better in different situations, I think, is also very, very important. And the same happens with assessment, okay? There is also still small but growing number of empirical studies around assessment in not just in graduate education, but also in organizations, okay? So how bosses actually assess and give feedback to employees, the, you know, the specific value of the assessment actually goes up dramatically, okay. When it is based upon data that actually reflects previous face-to-face interactions, okay, that's first point. And second point, when this assessment can be done face-to-face, okay, not online, face-to-face, okay, so there is probably an element of trust, an element of feeling, I would say, additional safety when you can have a chat with a person face-to-face, not online.

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So a number of psychological dimensions here I don't want to delve into, but I think that we need to take those dimensions into account. I don't have any doubt that online learning has by itself fantastic opportunities, okay? Think about students who cannot have access to a good education, a good university, in the cities, regions, or they may just follow a program, a degree, okay, online. Think about people who may have universities nearby, but for whatever reasons, mobility, daily commute, whatever reasons, okay? Those things make the whole process a bit more burdensome or complex.

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So I think that online learning is relevant. Just let me also share with you the experience that we have at the ESF Business School as a graduate business school, where most people actually prefer, you know, coming to our campus and interacting face-to-face. We see a value for online learning in preparing for the program, actually preparing for some specific courses, summarizing and wrapping up some content so that people can have it always available or in some specific moments of the programme. So there we use, even if our programmes are actually essentially face-to-face programmes, we use online learning.

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So each university has to define its own model, depending on its own capabilities and also depending on the needs of students. So I think generalising about it is very, but I think it's

very important to, I would say, to keep in mind that there are ways through which people learn, not just about specific themes and subjects, but also people learn about context, going back to the first question, about context, the world we live in. personal assessment of one's capabilities and skills and attitudes, et cetera, that if you can actually help that person face to face, at least the experience we have today is that this is probably going to be deeper and more positive for the person involved than just doing it online, okay?

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So, online is good, can do fantastic service, but we should not underestimate that we are relational beings. And as relational human beings, we need to actually interact with people and we'll learn from people and we'll learn. And this is something that we need to really take into account. So I do think that the world of higher education in the future will be a world where technology will play a very important role, very important. I'm not so convinced that it's just about online learning, online has a role, but think about technology, creating spaces, virtual spaces in the classroom, okay, in a physical classroom, where you actually, all of a sudden, you actually bring in the classroom, not just somebody on video, okay, but you bring in, you know, a dialogue or a discussion or you have people connected around the world about a specific issue, or you bring in real simulations, okay, in the classroom, or you just bring in, you know, a piece of theater, for instance, or a movie, you know, focus for that specific.

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online learning, because online is one dimension of technology. We need to think also about AI and how AI can help us in many ways. And this is very important. And going back to assessment, I think that just I want to share something with you. I think there are a couple of methodologies that have been tested for centuries in the world of higher education that are still valid today, okay? There is a challenge with assessment, student assessment today with online exams or whatever type of methodology for assessment a university can follow. But there are a couple of them that are very important, and both are related with critical thinking. critically about some specific issues. The first has to do with tutorials and tutorials in different formats okay you have an extreme of tutorials which is what Oxford and Cambridge actually do which is very, you know, very demanding in terms of faculty very actually we can use technology for many things, but why don't we try to assess the level of critical thinking by just doing more tutorials, okay, with people, by the way, it's a way to personalize education.

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I think this is this. And then the second point that or the second methodology which has been tested this, this not for many centuries but at least for the past hundred years in different institutions or universities which is the case method. Okay, and the case method is for certain areas where you need to adjust to test the knowledge of specific area, but also the command and the ability to combine different contents, okay, and make a judgment and eventually make a decision. The case method is an incredible tool. And the professor who is actually supervising or facilitating the discussion actually gets a fantastic view of the level

of, first of all, understanding of different students, the level of, or the ability for making good judgments about complex situations, and eventually how people, by supporting their own arguments, actually relate with one another. Okay, so you can actually assess students in a, you know, really comprehensive way.

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And this is a this is a methodology which is, you can be complimented by you know all types of technologies all types of tech based methodologies, but this still works okay so I do think that the, that the role of technology is fantastic and we should use it in the best possible way. But at the same time we should understand that we are not just brains we are you know we're human beings we have a brain we have a heart where people who have emotions relationships which is very important in our society and increasingly important in this complex world. Actually, there are many empirical studies, especially in the U.S. There is a Harvard study that has been running for 80 years now saying that the quality of a good life is directly related with one single factor, one single factor. There are other factors. The most important factor is the quality of personal relationships. So we need to be aware, okay, that higher education institutions have have to facilitate young people the possibility to flourish, to grow, to develop, and to be able to develop those positive relationships.

Transcribed with Cockatoo