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Okay, I'm not sure if the gender issue will be really important discussing how these online assessment methods will affect the STEM and gender, our main problem is the number of girls we have in our classrooms. So maybe becoming the aligned methodology is more and more often used, maybe this can help having more girls in our classes, but this is something I'm not entirely sure. What I'm pretty sure is that there's an enormous challenge of how to include the online assessment, the online teaching on those 10 disciplines where the experimental facilities are something very important. So when you study anything regarding science, technology, mathematics or whatever, there are parts which we can call more theoretical. You have to study basic physics and mathematics and linear signal theory and things like that.

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This can be done of course online, although this will require another type of online assessment methodologies because as I was saying before, it's not a matter of explaining in a board in your computer all the equations. It's a matter of giving the students the content, suggesting them some really interesting things or videos, and then discussing online or presentially what's happening there, making new problems, et cetera. For instance, there are some very useful platforms on the internet just to solve problems on most of these disciplines, and this really helps a lot of students in learning these theoretical things.

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An entirely different thing is what will happen on the experimental side. Personally, I am pretty skeptical about the use of online methodologies for those disciplines that really requires experimental facilities to learn. I know that there are a lot of platforms that can simulate how a wet lab works, if you work on biology. How a big telescope can operate, how a 3D microscope operates when you're looking through one of these devices.

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But one thing is learning how to operate one of these facilities through a simulator, and another thing is practicing with it. It's something similar, I can imagine, like when you're practicing to become a pilot. Of course, you can do a lot of things through a simulator, but at the end you have to take a plane. So this is something pretty similar for me. If you're studying chemistry, biology, of course medicine, some engineering fields. I cannot imagine how you can learn to manipulate some biological tissues just by simulators.

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So at the end, for me the main challenge for the STEM disciplines is how to do everything online. I'm pretty skeptical and I still believe that at least in the short-mid-term it will be mandatory to go to a laboratory to learn from some of the things you have to do when you're involved in one of these disciplines. As I was saying before, it's pretty difficult to imagine what will happen in many years, because maybe, you know, the immersive technology will be something for commodities, so through glasses you can be physically in a laboratory and then make a lot of things.

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But so far, considering the technology we have today, what we can have in the short term, I think being physically in the laboratory and taking care of the patients and playing with a wet lab and you know with animals, with different biological things. It will be something that will be very difficult to be substituted by a simulator or something like that. Another thing is we think of research. In research probably the numerical simulation will help you a lot to escalate some experiments, but when you are learning you have to do physically some things at least at the beginning and you have to do it experimentally and physically.

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At least this is my opinion right now.