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So, from my point of view, the STEM studies is different from the rest of studies, since the hallmark of STEM education is its emphasis on the base knowledge. Base knowledge, it's something that you can't move on, it can't be the root specialist in the field without a part of the practical application that also has to be applied. You need to have this kind of base courses and base quality knowledge in order to be a successive in the practical application. So the big changes in the future I see for the professors to be able to transmit this idea to kind of explain to the student the necessity of the quality knowledge instead instead of just provide this platform of studying, but also to facilitate the knowledge of an understanding of the importance of this.

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And so, these online and remote assessment methodologies that brings the responsibility on the quality of knowledge to actually to the students in STEM environment can be a bit dangerous in this sense that we have to translate very carefully the necessity of this carefulness of studying because in our environment it's very much important. different depends on gender, depends on the accessibility, since the main idea, one of the key promises of online learning is actually the accessibility they offer. And for some students, especially in regional cultures where the mobility might be restricted for any reasons, this online assessment can provide a crucial getaway to STEM education, and this could, in time, would reach this gender disparity, which is prevalent in many STEM fields right now.

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Also, these online assessment methodologies can also affect on the bias in the algorithmic assessment, since this will be the prevalent methodologies we will use. It's based on the AI treatment assessment tools. And as we know, all these AI treatment assessment tools, they have the biases. So we need to be aware of it. And we need to be aware that we introduce this bias in our online assessment, and we propagate this bias. For example, gender bias, any kind of inequality, bias that was in historical data, we somehow propagated to our future data, which will be, for example, for favoring these particular groups or vice versa.

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And this is crucial aspect for the fairness and the equity. And we need to reconsider this aspect very much while we apply this online and remote assessment methodologies. So this for me is a key concept that will be different, but it's actually not only for the STEM environment, for the STEM field, I see this necessity of the block of the crowd-based knowledge that has to be applied and correctly propagated to online assessment in order to show that we have the specialists that can furthermore apply this on practical application also with a remote assessment, we can fulfill this part of the practical applications and the hands-on experimentation which is in our STEM field, it's a crucial part to kind of enrich our theoretical knowledge.

Transcribed with Cockatoo