Co-funded by the
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WP5-A10 Multiplier events

REMOTE
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REMOTE: Assessing and evaluating remote learning practices in STEM

Universitat de Girona
ULC barcelona
Politecnico di Torino
Universidade do Minho
AQU CATALUNYA
anvur
A3ES Agência de Avaliação e Acreditação do Ensino Superior

Document Title	WP5-A10 Multiplier events
Project title:	REMOTE: Assessing and evaluating remote learning practices in STEM
Programme:	Erasmus +
Action type	KA220-HED – Cooperation Partnerships In higher education
Project Number:	Grant Agreement N°: 2022-1-ES01-KA220-HED-000085829
Authors and Project partners:	***OID*** ***Organisation*** E10209101 Universitat de Girona (UdG) E10186177 Universitat Internacional de Catalunya (UIC) E10209398 Politecnico di Torino (PoliTo) E10032297 Agencia per a la Qualitat del Sistema Universitari de Catalunya (AQU) E10209514 Universidade Do Minho (UMinho) E10262945 Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca (ANVUR) E10199535 Agencia De Avaliaçao e Acreditaçao Do Ensino Superior (A3ES)
Project duration:	36 months: 01/11/2022 - 31/10/2025
Project website:	https://epsapps.udg.edu/Remote/

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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Forewords

The initial objective of the multiplier event, as defined in the project design, was to organise three sessions—one in each participating country—with a minimum participation of 100 stakeholders. Considering that the most relevant outcome of the project is the Guidelines for Remote Assessment in STEM, it was essential that participants were academic leaders with responsibilities related to the management of remote assessment. In other words, beyond higher education teaching staff, the target group included, in particular, vice-rectors, deans, and similar positions. These are the actors who, following the guidance provided by the EQAAs, hold the authority to implement changes in institutional policies and practices.

To ensure the participation of all relevant stakeholders, the partners agreed in the final coordination meeting that it would be more appropriate to redesign the event as the launch of two webinars. This approach offered three crucial advantages: securing the participation of the best possible experts in the programme; facilitating access for a large number of academic leaders across the three countries; and, importantly, allowing those unable to attend live to view the sessions afterwards. Additionally, organising the webinars in English ensured that dissemination extended beyond the participating countries, as initially planned. For this reason, ENQA (The European Association for Quality Assurance in Higher Education) was involved and disseminated the events at the European level, reaching all EQAAs across Europe. This represents a significant impact of the project.

Accordingly, the two designed webinars were announced in advance by the three participating agencies to the universities within their respective jurisdictions. Further dissemination also took place afterwards, particularly during the presentation of the guidelines to these institutions. It is therefore considered that the planned objective was achieved, as the events reached a total of 490 individuals, primarily academic leaders from European universities.

Additionally, much of the dissemination has continued through the agencies' own communication channels, such as newsletters (for example: https://www.aqu.cat/el-Butlleti/elButlleti-119/Projecte-REMOTE-els-reptes-de-l-avaluacio-en-linia-en-l-educacio-superior in the case of AQU Catalunya) and through the meetings and events that the EQAAs regularly organise (Directors' Committees, Student Committees, etc.). This subsequent dissemination has not been included in the present document.

The present document includes information regarding the two organised webinars, including their full transcripts.

This work has been developed by the partnership of the Erasmus+ co-funded project 'REMOTE: Assessing and evaluating remote learning practices in STEM'

Multiplier event 1: ‘AI and the future of academia. Empowering lecturers and shaping graduates.’

Date: 10 June 2025

Location: Online

Participants: 150 (academic leaders, university lecturers, researchers, and industry representatives)

Summary

As part of the dissemination activities of the REMOTE project, the first of two redesigned multiplier events took the form of an international webinar titled “AI and the Future of Academia: Empowering Lecturers and Shaping Graduates”, organised by the Universitat Internacional de Catalunya (UIC). The session addressed how artificial intelligence is transforming both the role of university lecturers and the profile of graduates required by today's evolving labour market. The webinar combined a presentation of REMOTE project results with two roundtable discussions featuring academic and industry perspectives.

A dynamic debate on how artificial intelligence is transforming the role of university teaching staff and shaping the skills required of graduates for the world of work. The webinar included a short presentation of the results of the REMOTE project, followed by two round tables of 45 minutes each, with the participation of two experts in each.

The webinar brought together a distinguished panel of speakers and experts in the fields of educational technology, quality assurance, and higher education policy. It was designed to encourage reflection on how generative artificial intelligence tools such as ChatGPT are reshaping the traditional boundaries of assessment and learning.

The structure of the webinar consisted of:

Introduction

11:00–11:15 CEST

- Speaker: Dr. Frederic Marimon (UIC)

The event began with an overview of the REMOTE project's key findings, including the evaluation framework for remote assessment in STEM education. Dr. Marimon presented survey data revealing a paradoxical correlation: while the use of generative AI tools by students is increasing, their perception of learning outcomes tends to decrease. This observation framed the subsequent discussions on the impact of AI in higher education.

Round Table 1: AI within the University – Improving the Role of the Teacher

11:15–12:00 CEST

- Moderator: Marta Mas (Dean, Faculty of Economic and Social Sciences, UIC)
- Participants: Ana Freire (Vice-Dean for Social Impact and Academic Innovation, BSM-UPF), Juan Marín (Director of Teaching Transformation, Universitat Politècnica de València)

This session focused on the evolving role of the university lecturer in an AI-mediated educational environment. Panelists discussed the need for institutional support to develop AI literacy among staff, the pedagogical opportunities AI offers for personalised learning, and the risks of over-reliance on automated tools. Emphasis was placed on preserving human-centered education while innovating assessment and teaching practices.

Round Table 2: AI outside the University – Meeting Industry Expectations

12:15–13:00 CEST

- Moderator: Tetiana Klymchuk (Data Scientist and AI Entrepreneur)
- Participants: Laia Garriga Mas (Technology Transfer Manager, EURECAT), Omar Puertas (Partner, CUATRECASAS)

This second roundtable explored the external demands on higher education, especially in terms of graduate employability. Both panelists emphasised that AI is now a transversal competency, expected across disciplines. Universities must not only teach students how to use AI tools, but also cultivate ethical reasoning, adaptability, and critical thinking. The conversation also touched on legal, technological, and economic dimensions of AI use in professional contexts.

Key messages & conclusions

- AI is reshaping academia, requiring changes in both teaching practices and curricular content.
- Institutions must invest in faculty development and digital literacy.
- There is an urgent need to integrate AI transversally across academic programmes.
- Ethical and critical understanding of AI must accompany technical training.
- The REMOTE project provides tools to support evidence-based improvements in assessment practices.

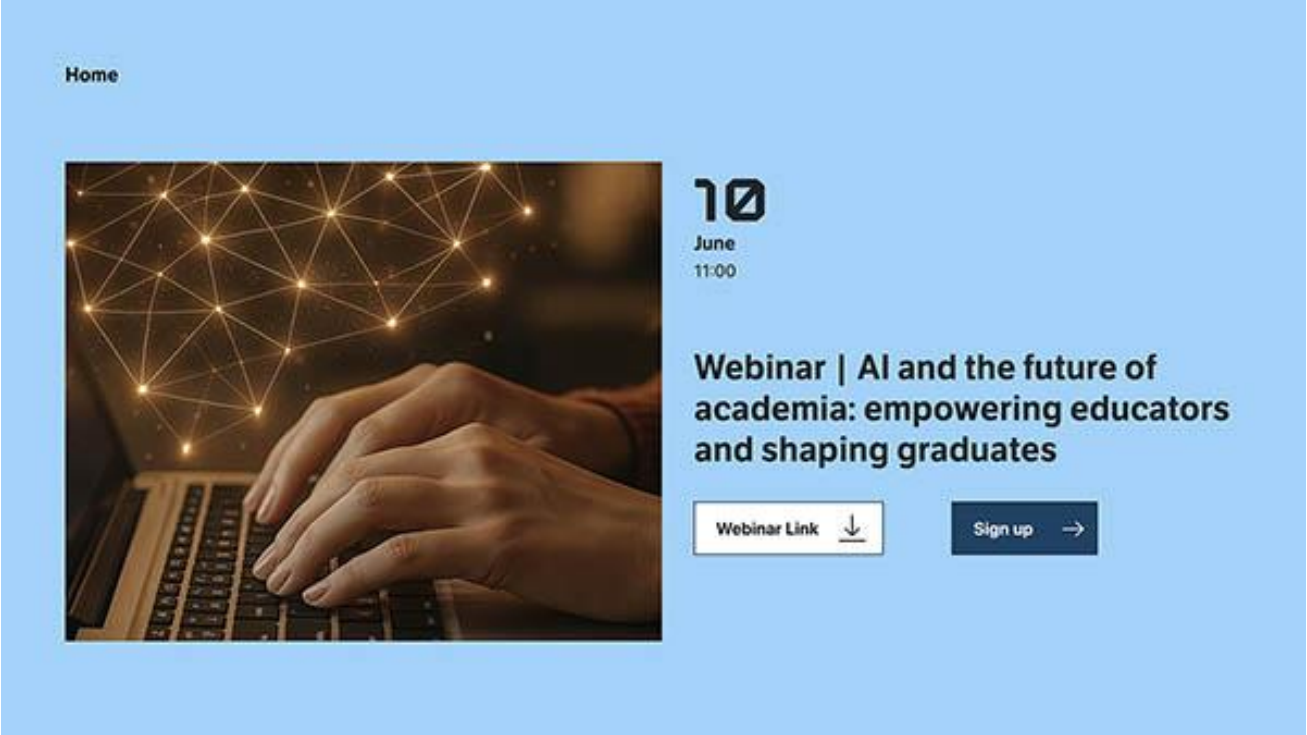
Dissemination & impact

The event reached a broad audience of 150 participants, primarily academic leaders, and received further visibility through dissemination by UIC, AQU Catalunya, and ENQA. The session was conducted in English and remains publicly accessible online, increasing its impact across European institutions.

Recording

The video of the webinar is available to the public through the website of REMOTE project, at the Results page at this link:

https://epsapps.udg.edu/Remote/results/videos/webinars/



Multiplier envent 2: ‘Challenges of online assessment in Higher Education: Experiences and guidelines for improvement’

Date: 30 October 2025

Location: Online

Participants: 351 views (live and asynchronous), including university staff, QA professionals, and students

Organised by: AQU Catalunya, with the collaboration of ENQA and all REMOTE project partners

Summary

The second multiplier event of the REMOTE project was a live online conference entitled “Challenges of Online Assessment in Higher Education: Experiences and Guidelines for Improvement”. The webinar was coordinated by AQU Catalunya and broadcast through a digital format (ButxacaTV) with technical support from Soroll de Fons Comunicació. The session brought together academic experts, student representatives, and quality assurance professionals to explore current practices, evidence, and future directions for online and hybrid assessment in higher education.

The event aimed to share key findings from the REMOTE project, focusing on gaps in remote assessment practices, best practices across Europe, and the presentation of the final REMOTE Guidelines for Online Assessment, developed by the three participating QA agencies (AQU, A3ES, ANVUR). A roundtable discussion brought diverse perspectives from academia, students, and QA

agencies, reflecting on ethics, inclusion, digitalisation, and the evolving role of assessment.

The structure of the webinar consisted of:

Opening session

11:00–11:05 CET

- Speaker: Marilena Maniaci (ENQA Board Member & ANVUR Governing Board Member)

Marilena Maniaci introduced the REMOTE project and outlined the aims of the webinar, situating the topic within ENQA's strategic priorities and referencing past work such as the 2018 Considerations for Quality Assurance of e-Learning Provision.

Presentations: "Online Assessment: From the Evidence to a Guideline"

11:05–11:35 CET

Domenico Augusto Maisano (Politecnico di Torino) presented data from over 700 students and lecturers across four universities, identifying key gaps in remote assessment such as:

- Academic integrity
- Feedback quality
- Student–lecturer interaction

Maria João Manatos (A3ES) presented a benchmark of good practices collected through literature review and partner contributions, highlighting trends in faculty training, institutional flexibility, and the use of hybrid assessment methods.

Marilena Maniaci (ANVUR) introduced the REMOTE Guidelines, a set of 12 quality standards for online and hybrid assessment, grounded in empirical data and European benchmarks. These standards cover institutional policies, tools for STEM disciplines, integrity, inclusion, and continuous improvement. The guidelines build on prior projects such as TESLA and are designed to support both institutions and QA agencies.

Round Table Discussion and Q&A

11:35–11:55 CET

- Moderator: Maria João Manatos (A3ES)
- Participants: Frederic Marimon (UIC), Noèlia Grifó (AQU Catalunya), Marta Correia (student, UMinho & BEST Europe)

The roundtable addressed two main themes:

- Academic integrity and equity in remote assessment: Participants highlighted the importance of combining technical safeguards (e.g., identity verification, ethical AI use) with cultural change and value-based education. Students called for transparency, clear grading rubrics, and institutional support.
- The future of online assessment: Speakers agreed that online assessment will continue to evolve as a complement—rather than a replacement—for traditional methods. Oral exams, hybrid models, and AI-supported learning tools will play a growing role. Institutions must assess not only knowledge but also transversal skills and digital competencies.

Closing remarks

11:55–12:00 CET

• Speaker: Anna Prades (AQU Catalunya),

Anna Prades concluded the webinar by reflecting on the central role of assessment in shaping learning, quoting Ray Clifford's adage "What you test is what you get." She emphasised how the REMOTE guidelines support institutions and agencies in developing inclusive, robust, and future-ready assessment practices.

Key messages & conclusions

• Online assessment is here to stay, but must be aligned with robust standards and ethical principles.

• There is widespread convergence across Europe on key challenges (e.g. integrity, inclusion, feedback).

• Remote learning and assessment require continuous training, digital readiness, and institutional investment.

• Assessment must evolve to capture not just knowledge but also higher-order skills, collaboration, and creativity.

• The REMOTE Guidelines offer a comprehensive, evidence-based framework to support quality assurance in digital education.

Dissemination & impact

The event was livestreamed and recorded, with over 350 views across platforms, extending its impact beyond live participants. It was promoted by AQU Catalunya, ENQA, and other REMOTE partners, and remains accessible online. The discussion and materials contributed to the consolidation of the REMOTE Guidelines for Online Assessment, which are now available to European QA agencies and higher education institutions.

Recording

The video of the webinar is available to the public through the website of REMOTE project, at the Results page at this link:

https://www.youtube.com/watch?v=TMf6W7uVRxE

ANNEXES

Annex 1: Automatic transcription of the Webinar 'AI and the future of academia. Empowering lecturers and shaping graduates.'

Annex 2: Automatic transcription of the Webinar 'Challenges of online assessment in Higher Education: Experiences and guidelines for improvement.'

Annex 1: Automatic transcription of the Webinar ‘AI and the future of academia. Empowering lecturers and shaping graduates.’

In order to facilitate a further use of the contents of the webinar, an automatic transcription has been made as it is presented below. This transcription that complements the 2 hours video, can be useful for researchers and academia to extract expert opinions and knowledge.

0:00:00
(Speaker 3)
Okay, so welcome everybody.
0:00:15
(Speaker 25)
Good morning.
0:00:16
(Speaker 3)
So we are starting this webinar. It will last for a couple of hours. Thank you for assisting, particularly, well, I'm grateful to all the participants and to tables that we are organizing. I will share our poem. So this is Ventana. So you should be okay.
0:01:00
(Speaker 24)
I'm sorry.
0:01:01
(Speaker 3)
Well, so this is yeah. As you see, these big letters here in black, so this is the title of this webinar. But I need to tell you that this webinar is composed by two parts. So the main part, it will take, I don't know, one hour and a half or more, is related to how AI and assist us as lecturers. So this is important because lecturers, all of you are lecturers, we have a lot of things to do, a lot of tasks, a lot of responsibilities. It's very demanding, this job as a lecturers.
0:01:46
(Speaker 3)
So we will discuss how AI is assisting us as lecturers. So this is the main part of this seminar. Also in the same way, how it will affect the workplace, wherever our graduate students are going in the next couple of years, whether it is reshaping everything. So we need to also discuss how AI is affecting the way people work in their workplaces. So both things.
0:02:24
(Speaker 3)
And we are devoting roundtable for how is assisting lecturers, Marta Mas will lead this, and after that, Tetiana will lead another roundtable about how the workplace will be in the future. So this is the main topic, right? But as you see in this slide, There are also a little subtitle discussing the results of remote outcomes. And this is what I am going to present in just five minutes, very, very, very quickly. It's also related with this, but so this remote is the name of a project. So can you see now the next slide, right?
0:03:13
(Speaker 3)

So this is the second slide. In this slide, So this is a project, remote, this is the name. And this is about how we are going to assess. I see that there are some problems. I don't know how to, can you see me? I'm going to present again.
0:03:48
(Speaker 3)
So I'm not very good at that. So yeah, it will be easier. So, okay, now I'm going to, yeah. Okay, so, as you know, okay, so this is Tengemarta. So, well, this is the process, because the way we assess, evaluate our students, It changed with the pandemic, of course, five years ago, but even more now with the generative AI. So all of you agree with me.
0:04:26
(Speaker 3)
So we need to do things in other way. When we are providing grades to our students, it's not enough just give me just an NSA. So it doesn't work anymore. So here is these projects to to investigate about that. You see that there are four universities, two in Catalonia, Mesa de Girona and UIC, another one in Italy, another one in in Portugal, and three quality agencies, also from Catalonia, from Italy and from Portugal. So this is a good consortium for evaluating this, how to assess.
0:05:09
(Speaker 3)
Usually there is the link of this project, so after that I will share this PowerPoint and you can look for all the information on this project there. a couple of things, so you see what I was saying. So before pandemic, when you were assessing your students, you say, okay, come here to this room, sit down here, I will provide a piece of paper with a question and take your pen, okay, write down and that's so, but it doesn't work anymore. So we need to know how to investigate how to do this. And the key here is not in the results, let's say in the exam that the student is delivering to you, hand over to you, this is not anymore. So we need to assess all the process, the learning process.
0:06:06
(Speaker 3)
what is also more demanding for us. So, but this is how we are, we think that the things are important. Okay, so in this project, one of the outputs of the project was this scale in order to assess the quality of this assessment, assessing the quality of the assessment of our students. And we, we define it two scales. As you see in the right hand, there is one scale for students and another one for lecturers. And you can see the high overlapping between both scales.
0:06:50
(Speaker 3)
So there are, as you see, five dimensions, some sub -dimensions and the specific items to assess how is this assessment process. under the view of the student and under the view of the lecturer. And you can guess that there are a lot of points that both are coincident, but there are some disagreements. And this is important to see where are these disagreements. So here you can see the punctuation of the lecturers and the students, this is some points of this, so you can see that there are I think 15 items, so some of them, not all of them are there, so you should expect that both and lecturers were punctuating in the same way.
0:07:50
(Speaker 3)
If this is the hypothesis, this point should be in the main diagonal. Do you agree with me? So if the students perceive something important, also lecturers will punctuate very high in this, or the vice versa. So, you see that there is something outside of this diagonal. Okay, so, for instance, the 0 .42, this is about the feedback that the students receive after the exam or evaluation of the assessment. So, for lecturers, this is not important.
0:08:32
(Speaker 3)
and well I agree because the most important for me is just the let's say the teaching process okay and even writing down the or designing the exam and all these methodologies and even correcting this but after that providing that providing the grades or this feedback but for students is very, very, very, very, very important because this is the, when they can, let's put in this way, they can optimize their grade, okay? Just maybe arguing with the professor that, okay, this is some, it's not so bad because this point you need to consider this and that and so on. And maybe in this feedback process, they get something better. Okay, so I don't know, I'm making a joke, but I think that you will agree more or less with me. So that it's important because we can see what is important for us and for our customers. Just to give you some results of this project, I don't know, there is still 3 minutes left starting let's let's say that the best part of the or the main part of this webinar.

0:10:04
(Speaker 3)
I can show you some some results about this is a survey I don't know if you are aware of this survey it started two years ago and we have a second survey is this one this year and so you see that the sample is is huge 16 ,000 students in I don't know how many countries, so in 150 countries. So this is a very massive survey. Related to the use that all the students, how they are using, particularly the chance, if you need. Okay, so this is very... This is available, you see there, so it's published in Medellin, so open for everybody if you want to investigate on that. So, but some words that about the parasensium, so this is very helpful, it's good, it's a tool, okay, well, interesting.
0:11:14
(Speaker 3)
So, we here with our research team, we are just investigating these kinds of models, you see? So this is very complicated. But we can get all the information about these constructs. So maybe the more you use the CGPT, this is at the left side, user frequency. Is it true that the more you use this or students are using this, they are learning more?
0:11:46
(Speaker 3)
So this is the kind of questions of this model. So what, this is the results, but I will tell you what it means. So it means it's a, So this is the kernel or the nucleus of this model. So this is amazing because when I saw the results of this, when I saw this, I was surprised. So after putting all the numbers in the computer, running the software and whatever, I was expecting that this red arrow should be significant and positive. But you see, so this arrow is significant, and zero, or even slightly negative, but zero.
0:12:37
(Speaker 3)
So for me, it was very, very surprising. So the more you use the chat GPT, the less they are learning. So this is, okay, well, there are more things that we can get from here. So what, this is something that we are, okay, learning about this project. Okay. So using the ability to learn, so maybe we can discuss with the participants of these roundtables, but maybe it's possible that using this is increasing the skills that the job market is requiring now.
0:13:19
(Speaker 3)
Okay, so this is in the right side, the skills learning, so maybe it's assisting this, but not the content, but this is something that we can discuss. So, we are just in time. So, we will start now with the second part of this webinar. As I told you, this is the most important part. it splits in these two roundtables. So thank you very much, Marta, because you are sharing the first one, and you can also introduce the participants.
0:13:55
(Speaker 3)
But before that, I really appreciate Anna and Juan, also Laia and Omar for being here. And the same, Tatiana will also introduce the participants. So we will start now with the first roundtable.
0:14:09
(Speaker 1)
So I will, okay.
0:14:12
(Speaker 7)
I give the floor to you, Marta. Thank you very much, Fede, for your introduction of these remote projects.
0:14:23
(Speaker 5)
And we are very happy to...
0:14:26
(Speaker 9)
I am very happy to moderate this roundtable about this interesting topic that all of you that we are working in the university, we are with a big challenge.
0:14:40
(Speaker 5)
So... It's a pleasure to moderate this session with two leading experts of this field. First, I introduce to Anna Freire, Vice Dean for Social Impact and Academic Innovation at UPF Barcelona School of Management in Barcelona, and I introduce also to Juan Marín, Director of the Teaching Transformation Area at the Politecnic University of Valencia.

Thank you very much Anna and Juan to participate in this roundtable. We have a meeting, a short meeting to prepare this roundtable and once really an exciting, a very interesting meeting.
0:15:28
(Speaker 5)
So if only, if this session would be only the 5 % of interest of the preparation meeting, it would be a successful roundtable, of course. Okay, so thank you. The roundtable is focused in the role of the teacher in the lecture and in higher education, how the AI is shaping a change for the role of the lecturer in higher education. We have now four rounds of questions, one related to the teaching part, the second of the research part of a role of lecturer, then from the transfer activity for a lecturer and the final round will be about the managerial task of a lecturer in the university, or how the AI is helping or not. And if we have time, we will proceed with some questions.
0:16:31
(Speaker 6)
So if you have any questions during the roundtable, you can make in the chat.
0:16:37
(Speaker 5)
And at the end, we will try to answer them. OK. So we will start with the first round of questions regarding how the AI is changing the teaching in the sense of the process of the personalization of the learning process from our students, of the feedback of the assessment that Fede is suggesting before that it's an important part from the student point of view, also the social interaction any other aspects. So what do you see that is changing the AI now in the higher education and which challenge we are facing?
0:17:31
(Speaker 2)
So Anna, for example, if you want to start. Yeah, I can start. Thank you very much, Marta, and also Fredrik for the invitation. It's really nice to be here with you today. Quite a lot of people indeed. So to discuss about this topic that I like a lot and part of my job is also to organize a little bit how we are in our institution so I will be happy also to learn from other strategies that you might be following.
0:17:58
(Speaker 2)
It's also a pleasure to talk to Juan that we have sometimes like the same view others complementary views so it's also interesting I think. So Regarding your question, Marta, I think that AI is already changing, so I don't think that we should speak in the future anymore about AI because it's already here. It is changing what we are teaching, how we are teaching, and how we are evaluating as well. So what we are teaching and we know that especially in higher education we are pretty close to the market, we are pretty close to the companies and we should teach our students how they should manage to work with AI or enhance their business with AI in many different sectors, in marketing, in sales, in human resources, in finance, accountability, accounting, in data analytics and so on, so we should definitely teach that in a school, especially for instance in my institution, which is an institution, a business school that teaches masters and postgraduate programs, we have to adapt a lot the sense that most of our programs at the beginning were more like the classical programs into these sectors but without using a lot of disruptive technologies. So in the recent years we have to introduce how to analyze data with Python, for instance, or how to visualize data or do reports with Power BI from Microsoft as well, or even how to even process some data or store some data in the Cloud, not just in our service because we are generating more and more data every time.
0:19:53
(Speaker 2)
um there is some challenge here which is important and is that we need or we needed to introduce uh teachers and lecturers from the computer science and data analytics field for data science as well and this is uh really challenging because it's difficult to bring those people which are working in the ICT market They are well paid. This is a very competitive market. So it's really difficult to attract them to teaching in a higher school education. So this is something that we should do, definitely. Also, because nobody can talk about AI. Not everybody can teach about AI.
0:20:38
(Speaker 2)
So we need specialized people to do this part. Also, we need to develop more open educational resources as well to share among the different institutions. For instance, we are now working on a European project in an Erasmus Plus project with other institutions from Europe in which we develop open education resources about how to use AI in business from a medical perspective. So essentially we have like six different that we work, such as marketing and sales, finance and accounting, leadership, supply chain, and human resources, maybe one more, I cannot

remember now. And we're developing educational resources, simulations, case studies, even data analytics problems and so on, to share with all the community.
0:21:39
(Speaker 2)
They will be totally open in order to help other institutions as well. to introduce these resources in teaching. Not only these resources but also such as studies from companies or even a list of a catalogue of tools that we can use that are based on AI that we can use in different subjects from different fields as well. I can also even share with you the link to the project if you want so you can also take a look we have already some open educational resources there some in case such as the stories and so on this is the AI leader project so I think that we should look for more initiatives like this how can AI into our teaching support being able to teach new content multidisciplinary content even without having maybe sometimes like the enough number of lecturers that come from these fields that have the technical power to do to teach this kind of contents right then how we teach um it is also demanding the use of new tools it's not that we have to teach like in the classical way i remember in the class I was teaching, I was teaching them how to use Python for creating like a very beautiful report with a lot of data and so on. But especially with the arrival of the generative AI, they do not see the need of knowing how to code in Python anymore for computing data or for creating very nice reports.
0:23:32
(Speaker 2)
And one of the students of class told me, why do we need to learn Python? Because now with generative AI, I just write a prompt and I have a very beautiful report, even in Chattopadhyay or co -pilot with Excel. I just download the CSV and I ask these systems to do all the reports for me. So We should also adapt to this, right? Because they won't pay attention anymore if they do not feel the need to learn these tools anymore as well. So this is changing very, very rapidly.
0:24:02
(Speaker 2)
You know, like two years ago, three years ago, we were teaching Python. They were very excited to know this, but now they are not interested anymore because they have access to other tools that just with natural language, they can get the same results, right? And finally, how we evaluate. AI is also changing how we evaluate the students. Especially generative AI is a threat in this regard. I'm seeing more and more contents, reports, even codes developed with generative AI.
0:24:40
(Speaker 2)
So maybe we should not also like use new tools or ask them to do more creative things and so on, but also try, I mean in my case, for instance, if we're to use as well some techniques from the past, let's say, right, so I would you an example. So, for instance, I was teaching in the matter of marketing, I was teaching one subject which is big data analytics and marketing, right? So, I divided them like in, basically we have like two different groups separated into classrooms, two different classrooms with separate schedules as well. and I evaluate them differently. So in one case, I put an exercise, it was basically the same exercise, that was to identify two processes in marketing that could be enhanced with AI in any company that they choose.
0:25:35
(Speaker 2)
So they have to identify two marketing processes and enhance those processes with AI. And it's the same to the other group as well. But for the first group, I let them use whatever tools they needed. So we did an active AI, copilot, whatever, and then do some slides, some presentation with the slides to share with their insights. So the first group in which they could use whatever tool that they wanted, they last like one hour and a half to finish. there was no almost conversation between them so they split like in different parts that I suggested and they say you are in charge of this you're in charge of this you're in charge of this and we put everything in the slides so the classroom was basically in silence right so in this in the in and also in the results more or less they they get the same ideas so they were identified more or less the same processes to be optimized with ai right in the second group i forbid them to um the use of any technology so i removed the laptops and mobile phones and at the beginning they were like complaining like
0:26:55
(Speaker 2)
what are we doing? We are like evaluating like in the 80s. I want my mobile phone with me. I am not sure about the AI tools or whatever. How can we know that? And I told them, just discuss among you, right? Because it was totally different.

0:27:11
(Speaker 2)
There was like a great interaction between them. They were always talking. They spent half the time of the first group like in 45 minutes they finish the exercise and the presentations were very original because they have like I gave them paper and pens because they didn't even have paper or pens so I gave them paper and pens and they did some draws and they presented like withdrawals other like reading in the white paper and the white board so It was very interactive. Also, new ideas arise, right? Different from the other group in which more or less all the ideas were dissimilar, right? And again, I asked them about the methodology and they were very happy.
0:27:54
(Speaker 2)
Like, the time slide in this class and also it was very curative. We didn't get bored during the presentation because we do not have to pay attention to the slides. So, every group was presenting differently. And so, sometimes we're evaluating.
0:28:10
(Speaker 7)
we also need to come back maybe some steps back to the past and apply some techniques that do not require technology right also because this is also the way in which sometimes we have decisions in business just speaking to other people and I just put the technology apart so these are basically my my contribution to this question is we need to think about what new content we should teach, how we teach it and how we evaluate it as well.
0:28:45
(Speaker 1)
Thank you Ana for inspiring so far. It's a pleasure to be here. Thanks for the invitation. And I take some notes while Ana was talking. And I don't know if I will be able to make some structure to that. But I tried to talk about three topics or areas.
0:29:07
(Speaker 1)
One is some ideas related to the change movement. The second one is about opportunities for learning. and also the third part is the downside of this process. And in both In the last two parts, opportunities and downsides, probably there are a lot of things that could be applied also for the research part, the next part. So it's taking your mind when we talk about that in the next part. So related to change, and in my opinion, what I can see in my environment is that it should be more change.
0:29:52
(Speaker 1)
that we can see at this moment. I think, of course, there is a lot of people that are doing new things or adapting, but when you see in global, probably there is not so much movement that is to be expected. Of course, there is two sides, as Fede shows at the beginning of the presentation. So it's the student side and the teacher side. And in the student side, there is a lot of movement. I suppose that that movement is generated by the social network or WhatsApp groups or something like that.
0:30:42
(Speaker 1)
That means that probably one to students are moving and the other are copying what these two leaders in the child GPT use for a particular subject or particular problem as spreading to the community. That is my bias or my impression, but it's not a scientific evidence. It's just what I thought that it could be done. And in the teacher side, it's not so much movement. I don't know if people realize that they need to move.
0:31:24
(Speaker 1)
even in assessment. So, of course, there are people that are doing experiments or changing the things, but I think that this is a small size and you don't get traction with all the community. And one of the reasons, in my opinion, is that we have a one -year cycle to change how we assess students, because we have a fixed syllabus or teaching guide that we need to fix it today in May or June of 25 to be used during the whole 25 and 26 years. And we can change anything. So you need to imagine what you can need in four or six or eight months in a world where the changes are moving in weeks. So AI can change things in a week, and you can change your assessment method in one year.
0:32:25
(Speaker 1)

and then start the process. Normally, you are 12 months in behind, even if you realize that you need to make changes. I don't know if you know people. I know several people that they think that the AI couldn't make the exercise in their subjects. It's a problem for the others. But in my case, my problems are not AI easy to answer.
0:32:57
(Speaker 1)
Totally wrong, but they thought that. And still, in my opinion, we have a high degree of the mark related to homework. So in the past, people can cheat each other, but you need to have friends or pay VR to give the response for the problem. But no, you don't need even pay to OpenAI because you can use the free version of Gemini, OpenAI or whatever, and you get the results and you don't need free. So there is no network needed. At least in the past, you need to create your network or friends that you can have for the next stage of life.
0:33:45
(Speaker 1)
No, even this is missing. So maybe this is the downside. I am going moving to downside. But before that, I would like to to tell some or say some of the learning opportunities that I find in this AI. You can use it for, there is a few possibilities for learning opportunities. You can use it as Socratic tutor and ask to the AI that ask question once and again, another question, going deeper in the way you are thinking, critical thinking about any subject or topic, you can use it for exploring different point of views and you never get tired of
0:34:35
(Speaker 1)
See, the AI could stay creating new point of views all the time that you want. And also you can use it for justify one point of view and just the opposite. So it helps you to develop your critical thinking because two total opposite ideas could be perfectly justified and you can say okay that's true oh but the opposite should be true so where is the true then start the process to think something or to learn something that is perfect and and it's something that you can do it whatever you want and and and with very different point of view. You can force very different point of views. And also you can start from nothing and ask to the eye, help me to learn something, whatever you want. And you can configure the way the AI can help you.
0:35:32
(Speaker 1)
It can give you answers or it can give you questions or it can give you a flow, a process to start from the beginning when you don't know, when you know anything, or the AI can ask you some questions and depending on your answers, can decide if you are in the novice or medium level or expert level and adapt how it can help you to learn. So it's perfect for adaptive learning. Wonderful. But on the downside, I found two things. One is that you can use it as a shortcut that prevents learning. So if you get the direct answer without thinking, you learn nothing.
0:36:17
(Speaker 1)
It's very quick, but adds no value to the learning process. And the second one is something that Anna has explained before. It's when you lost the contact with the students. teacher with the students or student with the students. So it's so easy to interact with the platform that you can miss the need to talk with your teacher or talk with your teammates. And when this communication fails, As teachers, we have no possibilities to help the students to develop because you don't know what are their main interests, their main conflicts or time points that they have.
0:37:01
(Speaker 1)
And when they don't talk with the teammates, they couldn't create the social network that could be very helpful for the rest of their life. and also for the life at this moment at the university. Because when you have problems with your very difficult teacher that you have, that is not so, I don't know how to say that, empathetic with you, you couldn't tell to your colleague, oh, what a... You can at least have the social net that helps you to pass these difficult moments. I am figured, it's difficult to me to figure out that I could have this help with the open eye or the AI. So asking, oh, my teacher is, and the open, and the AI say, oh, don't worry, the teachers are, you know, these old people are like dinosaurs.
0:38:06
(Speaker 1)
But this don't help you as much as if you are taking a coffee with a friend in a bar and talking about these things. And this is, I think it's important. I think it's more or less all for this point because in the next part, probably.
0:38:25
(Speaker 5)

the part of managerial questions or research questions, I could introduce a model of value -added activities that can help us to decide how we can use the AI. Thank you, Juan. Anna, so we have a clear idea that we have as lecturers to think and to learn how to use the AI in the teaching part, but Also now, moving to the research activity, we have now many new tools for data analysis, data review, and so on. What experience do you have in using these new tools of AI at research part?
0:39:15
(Speaker 23)
Ana, if you want to start.
0:39:21
(Speaker 2)
So you are on mute, Ana. Yes, thank you, Marta. So I think we should differentiate first between generative AI and other branches of AI, right? Because recently we tend to think that generative AI is the only way in which we can use AI, right? And for instance, using AI for research many, many years. I mean, my research is based on on on artificial intelligence applied in different things, for instance, in health or mental health even, right.
0:39:56
(Speaker 2)
So in my case, it helped me a lot. The use of learning predictive models for classification, for regression, for clustering even, right. So methods that you can develop, you have something against Python, for instance, or even using some more friendly tools as well that you don't need to to know how to go. So this is a very powerful tool if you have like a lot of data and you want to find some patterns among your data or even find some relation between or the effects between some variables and a target variable that you want to analyze so in my case it was like a very very useful in my case but then there is like the other part which is generative ai that many people are talking about recently, about how to use it in research. And as you mentioned, Marta, there are a lot of different tools that help you, not just in analytics, but also in how to write a paper, or even in giving you ideas on what kind of experiments you should do, or things like that, right?
0:41:09
(Speaker 2)
And I think that, for instance, we should be very careful, because I remember that once I had the contention of using ChatGPT for doing a t -test analysis on some data, right? So I passed the CSV data to ChatGPT, and I asked, can you do a t -test on these variables, blah, blah. And I did a manual check, basically, to see if it was working properly. and it was tables and all the the results and blah blah blah but just with uh uh the the top uh rows not with the whole thing right so when i detected that i asked the the chat gpt to generate the python code and i used the python code to perform the analysis in my computer with all the data right but maybe other people other researchers Maybe even me in another case is not realize that the analysis was not very well done. So this is really risky when we are talking about research and we are pursuing like reproducible research and so on, right?
0:42:21
(Speaker 2)
It's, I mean, so this is some things I like to, because these are really threats for research, right? Other ways of using it, for instance, for writing, I think this is a clear advantage. So this gives a clear advantage to the ones, as me, we are not native speakers, that finally we can find a way for writing some parts of the paper in a more elegant way. without using this spanglish and so on right so i think this is nice because i mean we were penalized in the past in some articles like the level of english is not very good and so on and this is not fair because english is not even the more language spoken in the world you know but we were penalized sometimes not for the research that we did but for for the language so now finally we have a tool that gives us as an advantage as a native speaker, so I think this is okay. But for the rest of the cases like generating hypotheses or even doing like the literature review that sometimes is not even like well done by this kind of tools, I think we shouldn't do that. We shouldn't use this kind of tools for that because this is something here which is very important which is ethics and I know that the system is not, I mean the system really is forcing us to publish more papers and publish and publish and publishing because we are evaluating as lecturers and researchers we are evaluating based on the number of papers that's something that we should also change at some point right but so it's tempting to use these tools to just publish faster and not
0:44:10
(Speaker 2)
results faster and even give me some ideas doing that and give this literature review and publish a survey and these kind of things, right? But I think that ethics should be also present when we are talking about research and we should do as humans, we should do this research work from the beginning to the end. maybe just fancy in some parts such as rewriting and things like that but what will be the future of research if we as humans get within these

machines when I repeat this sometimes even the machines they are not like reliable right just for data analytics also for doing like literature reviews and this kind of thing so on one side generally AI techniques It's fine. It's perfectly fine. I mean, they are very powerful and a very large amount of data. They can give you new insights on your data.
0:45:07
(Speaker 2)
And this is perfectly fine. Generative AI for replacing the work that research has been done so far, I don't think it's a good idea. maybe for some minor tasks such as translating, I mean, which is not like the core of our research, right? But the other thing is we, the humans, should be the ones that should be developed and create this new content that we are publishing, and this is the way in which we share our knowledge, right? New knowledge, and we create new knowledge.
0:45:41
(Speaker 7)
So this should be just from humans, in my view.
0:45:45
(Speaker 1)
Thank you, Ana, yes. I think that I agree with most of the things that Anna has told, so I'm not going to repeat. I am trying to give a model to apply what Anna is saying. She's showing some examples of use or misuse of AI or recommendation and I share with you the model that I use and this is the way I decide how I use AI in research or in teaching or in managerial or in my life. The first thing I divide the activities in value -added or not value -added activities. So when I identify any non -value -added activities, I assess if it's avoidable or non -avoidable.
0:46:47
(Speaker 1)
So if it's avoidable, nobody has to do it. This is an activity that you don't have to do it. You don't have to do it. AI is not it's not good to do it because you waste energy for nothing. But sometimes you have activities that no add value, but you need to do it. I don't know why, but you need to do it.
0:47:18
(Speaker 1)
You couldn't bypass them. Then I try to use AI. Even if AI is not so much capable because it's totally rubbish, it doesn't matter what you have because it has no sense. It has no any kind of usefulness. So, okay, it doesn't matter. You only need to present something that in format seems to be well, okay, give to delegate to the AI.
0:47:50
(Speaker 1)
And then came the add value activities. If I want to maintain my expertise or stay trained or keep learning for something, I do it by myself. Even if AI is more capable than me, because I want to learn how to do better in this task, or I want to maintain the capability to do this task. If I don't use it, I miss it. So I decide to do it, even if it's an effort to me, because it has some value that I want to retain.
0:48:30
(Speaker 1)
And in the other case, when the task adds value, but I don't need to, in this moment, to practice or exercise it or remember it because I do it several times, per day, or per week, or per year, or I don't need to increase my capabilities in that, I try to delegate to the AI. So if AI is capable of doing it well or better than me, it's going to the AI. But if AI is not so capable, because this adds value, it's something that I do it myself. And more or less, it's the way, the framework I have to decide. I think that works well for me. It's not so difficult to categorize the task or activities in one of these four blocks, and then you have an automatic way to decide.
0:49:30
(Speaker 1)
And as you are, at the beginning, I have to make these decisions one by one, but at the end, you have some, you interiorize the process and just watch the activities and you are acting almost automatically, but it's something that you have to do. because you have learned it in the previous phases. At the beginning you need to decide and make an effort to decide these things but afterwards it runs very very smooth when you are working. And you can apply for any task in research and it's the way I try to teach my PhD students that they have to decide how to use it. There are some things that for me are not relevant and I could delegate to AI, but for my students it's very important to learn some things and the only way to learn it is to invest your time in this. You are not wasting your time, you are investing your time.
0:50:39
(Speaker 5)

If you go so quick, probably you go to nowhere, so it's better to go slow to the place that you want to be in the future if you are creating a career or something like that. Yes, thank you Juan. So following this idea of add value activities from AI, also apply to the knowledge transfer that between university and industry also is very important nowadays.
0:51:10
(Speaker 1)
So how do you think about AI can facilitate this connection from university to industry? Maybe you have a cheaper consultant and then you don't need to go to the academia, but probably in my case, so I feel I'm talking in general of course there are people that are getting very involved with the companies in the in the in the neighborhood and this is not applied for them but most of my colleagues are very disconnected with the companies or their real world and so this is not a treat at all because there is no relationship so you are not threatening that non -existing relationship but for those that try to get involved with the companies Probably when they have problems or when they have doubts or when they have some thing that Oh, I am going to get the phone and talk with Juan or the group, or I'm going to email to these people in the university because maybe they know something about that. Or I am going to contact with LinkedIn and asking them how they are doing because the things that they are posting is related to the concerns that I have at this moment. But now you have another agent in the group.
0:52:48
(Speaker 13)
in the middle so I maybe sometimes it's more quick or okay it's on Sundays I am going to distort to these people and I'm going to chat with GPT and then you miss this it's it's again the problem of conversation or start conversation or connection with people that we talk at the beginning or example that Anna give us with their students that if you have technology probably you don't talk with the other people and if you are away from the technology you need to talk with the people and when you talk with the people you realize that it's very interesting to talk with people and if you don't use it you don't remember that talking with people it's very interesting almost always and the same here with the companies.
0:53:47
(Speaker 2)
Thank you Ana. Yeah I mean there are many things that we can talk about here.
0:53:54
(Speaker 22)
I've seen from my perspective at the UP at Barcelona School of Management that AI is already a bridge between academia and industry.
0:54:05
(Speaker 2)
Why? Because Now we are I mean we train not just students through our open programs but also companies right and we are like receiving a lot of proposals from company to do some training something about AI applied to different sectors right and this is something new I mean even like small companies they want to transform themselves and to adopt these new trends and so on so even from very basic courses in which we just train about what is generative AI, what is AI and so on, and they want to train all their employees about that, to very particular cases in which we use maybe or we suggest a branch of AI that can help to improve some of the processes and so on. Industry is already looking for the help of academia in order to know more about AI and to introduce AI into these processes, right? At the same time, we can feed from industry, especially those who are already implementing AI, to embrace our, to enhance our teaching as well. In the project that I mentioned before, in the AI Leaders Project, we are using SAS as a storage of data. the use of AI in the use of implementing ethical AI in different companies and we are using these cases studies or success stories to show to the students during our classes, right?
0:55:57
(Speaker 2)
is also the enriching like this bridge which is like bi -directional right on one side we are training companies but on other side we are in the knowledge or the experience from companies to train our students and something which is like also like very important that to mention here is because many times we can think that um all the research about ai or most of the research not the reason most of the research about ai come from academia and it's very robust and we can it's trustful and so on. If you read like in the AI in this report from the University of Stamford in the one from this year and they mentioned nearly 90 90 90 percent of notable AI models in 2024 came from industry so most of the AI development development come from industry but And regarding 2023, two years ago, it was like 60%. So it increased in 30 % just in one year, right? Well, academia remains the top source of highly decided research. So the people still trust more academia, but most of the big models are developed in industry, which is, I

mean, it's logical because they have the power, the computational power, they have the data, and they have like the most nice ingredients to develop artificial intelligence. That's why we do not develop artificial intelligence.
0:57:36
(Speaker 2)
right? When we were already talking about AI at that point, right? So, several things to discuss here.
0:57:45
(Speaker 5)
The bridge between industry and academia, which I think is like a symbiosis here, but also like we still be careful on who has the power of developing AI in the future, also because if just some companies are leading the AI development in the world, we might be doing whatever they want us to do, right, because the models would be designed for purposes more than for our own purpose, right, so maybe academia should also invest on that and release some models that's why also this collaboration like the one that we have here among different institutions is very good to for sure we do not have like the power of bigger institution a bigger company but we might join forces from different universities or institutions to also deploy or try to launch also some models or some technologies to work on with AI and control also part of this travel. Thank you Ana, we have to work very close to the industry to follow and to learn from that. We're arriving to the end of the roundtable And we have the final round of questions now, to ask you about this academic model. Also our daily work as a lecturer are changing in to do in some administrative tasks but also to manage our departments, our faculty, our university.
0:59:44
(Speaker 1)
What do you think that AI can also transform our daily work and to manage our universities? Maybe I can start with that. There is a lot of opportunities when you are thinking about processes and how to improve processes using this generative AI technology, because the other AI technologies before generative were used and were proven that were very profitable to increase efficiency in all the process. But the main concern that I have is something that it's not specific for generative AI, it's specific for any kind of automatization. If you, and I came back to the non -added value activities, so if the non -value added activities or these activities consume zero time, then people try to maintain to doing these activities. And probably you say, oh, if they don't waste time, it doesn't matter if the activity is doing, but it creates complexity and it creates problems in the process flow.
1:01:20
(Speaker 1)
So the non -valuable activities should be removed in the process. But when you create some kind of automatization with generative AI or another technologies, they persist in the process and you don't have so much arguments to remove it, because people want to do the things that they do in the past. you need to convince them to change the process. And if you don't have strong arguments, the task or the process couldn't be improved. And this is something that, for me, is a big concern at this moment, that people use generative AI to create nonsense or maintain nonsense activities, because no, it's quite easy to do it, instead of thinking how we can remove this email that is not important and it's not relevant, or this report. No, we have a lot of reports that nobody reads and nobody uses.
1:02:25
(Speaker 1)
Writing those reports takes a lot of time at this moment, but you can use generative AI and then, oh, wow, in just five minutes, I could give this report for this Aneka whatever process. But this takes no sense. It's better to not waste these five minutes. this is one thing and the other thing is okay because we can ask a lot of reports we can ask to the system a lot of things that afterwards we can use the generative AI for process but nobody takes decision with this process that is absurd and this is something that probably if we don't we don't take a lot of careful probably in the future we have a lot of we have the persistence of this activities that should be removed in the process. This is what I think. But you can use it for a lot of things.
1:03:21
(Speaker 7)
You can make the process of interaction with the web pages or databases or whatever quite easy with the generative AI because you can use natural language to fill forms or whatever, for example.
1:03:41
(Speaker 2)
Thank you, Ana. Yeah, very interesting. Yeah, just in order to add more things of what Juan said or different things to what Juan just said. I mean, in a higher education institution, we have like a load of processes that both students, not just teaching but also how we attract those students, how these students do the inscription in our projects, how we do like the tracking of all these students, how we keep in touch with the students after once that they leave the

institution. And I see like a great potential here of many tools that can enhance all these processes. I mean we have seen tools that essentially monitor all our conversation with leads and basically build the CRM and organize the next tasks in order to attract those possible students to our institutions, for instance, right?
1:04:44
(Speaker 2)
Or in order to them based on the background or on their feet into our programs or institutions. So this is already done. I haven't seen so much is what we talk about more, which is personalized education, right? So we have a lot of different algorithms or apps for doing like managerial tasks, but personalized education, we have here like lots, like having all the details the students, like demographic data, performance data, I don't know how they operate into the mood or the campus or the beautiful preference that we have, but are we really doing like personalized education? I haven't seen so much yet.
1:05:31
(Speaker 2)
I mean, it has like a great potential, but I don't think that we're doing correctly yet, right? But we can start with other tasks as well, like I mentioned before. But here we have also some challenges. For instance, if we use like predictive models, not generative AI, like predictive models, for instance, to see like the feet of a student into a program or whatever you have in mind. We have to ensure that these algorithms are not generating, not generating because they do not generate, are not propagating any biases, for instance, right? We are maybe like facilitating the entering our a lot of institutions to some particular students that might be following the patterns of the classical students that we have in the past and things like that.
1:06:25
(Speaker 2)
AI might replicate, right? Or with generative AI as well, sometimes we have like the temptation of using it for analyzing or doing some reports with the students and so on, with the nodes. And at the time that we are using those platforms for analyzing students' data, we are passing all our students' data to these platforms, right? And this is something very critical that we should also have in mind. So I always try to anonymize the data sets before I use some of these platforms or use platforms that warranty that all the data that you put into them, they are not passing to the companies. They are just kept into some environments that belong to other companies.
1:07:11
(Speaker 2)
right? It's a compiler, for instance, to this kind of approach. But maybe we are not aware of the memory that these systems have, but we all can check the memory of our chat GPT, and we can see a profile pass there. I've checked the memory of my chat GPT, is something that you with some clicks the configuration set up and basically it says Ana Freire is a teacher here and he's planning a he planned a trip with her husband to Doha and she's preparing some material for this subject so basically she knows a lot of data about myself So imagine that we put all the data of our students, but this is something under my responsibility. I mean, this is something I don't care, and I put all my data there, and I don't care if it tells you about that, right? It's my responsibility.
1:08:06
(Speaker 2)
But when we are using data from others that this can happen, I mean, we should be responsible about that, especially when we are living in a environment of street regulation, not just the GDPR but also the new AI Act which is the digital intelligence regulation in Europe that applies to all the members. So we have to be careful first with the data protection of the of the students and second also in which how we develop these algorithms to make some decisions over them right because this might be against uh our students and this is something that we should keep in mind so solution training train the people train all the people that somehow touch it eight of our students that are in charge of managing our other students in the in the different institutions in order to raise awareness about the uses of AI, general deep AI, or any different platforms that might take care of not about other students' data, right?
1:09:18
(Speaker 5)
And this is my suggestion on this part. Thank you very much. We have to conclude because we have the second roundtable that is going to start in five minutes. So thank you very much, Anna and Juan, for your valuable insights in these different topics. Thank you also for all of you that you are attending this webinar. And for sure, there is some interesting insights that Juan and Anna are saying.
1:09:51
(Speaker 5)

At the teaching activities, I think that we have to, there are some lights and shadows, and we have to think about how to increase the learning process for our students in this student -centered learning process. But I think the research part is very important, the reliability, these ethical concerns. on all the data protection and the legal aspects and also the importance of the supervision of humans, okay, in all this process. And one also saying is I add value activities from AI. Regarding the transfer, Anna, thank you for the links that you are putting in the chat about the project and everything because it's very important to work very close to the industry and in order to improve our society together, because the industry is increasing a lot. And finally, Ana is saying, and Juan as well, that all the ideas
1:11:00
(Speaker 5)
increasing our processes, increasing the efficiency of our processes as a university, and also taking profit of the training part as a lecturer. So we have a commitment to improve the training to take profit of AI in our job. And Juanis, remember that there is a question that maybe we can answer very quickly by the chat or after the roundtable.
1:11:28
(Speaker 21)
Or Fede, I don't know if we have one minute to answer before starting the next roundtable.
1:11:35
(Speaker 3)
To you, yes. Just we have one minute to start next time.
1:11:40
(Speaker 5)
So I think that's it.
1:11:41
(Speaker 1)
OK. So Juan or Ana, in one minute, if you want to answer this question. And the first one I just ask for writing in the chat is, for me, AI is a tool, it's not a thing made at this moment. I don't know if in the future we can humanize these cobots in another way.
1:12:00
(Speaker 2)
But at this moment, I prefer to think that about a tool that helps us to expand our capabilities, but it's just a tool. And the second one, if, Marti, I try, I need to read it slowly and then try to write something afterwards. But it's basically about how students perceive the use of AI tools that essentially they do not pursue knowledge, but just solving tasks, let's say, right. This is something that this is challenging as well. I mean, Yeah, go ahead.
1:12:41
(Speaker 1)
So, experiments like the one that you mentioned at the beginning, I think that is something good that we can do also to show them how the solution sometimes not just using technology just split the tasks to do them efficiently, and I'm doing my task and then I'm doing my task, but putting everything together and talk, and basically enhance all what they call the soft skills, like critical thinking and all these skills that are very demanding and sometimes we are not training them too much on them, right? And just to put the point that no, you don't need even to write the right prompt. One year ago, probably, but the new models or the new solution that are basically with multi -agents, you can ask them to give the prompt. You give them a sentence and then, help me to improve the prompt. You don't need even think.
1:13:50
(Speaker 2)
You don't need only to answer some questions that the AI is giving you, and then you have a perfect prompt for the, or almost perfect prompt for the task that you have in hand.
1:14:02
(Speaker 7)
So, it's tricky at this moment.
1:14:06
(Speaker 5)
and sometimes we don't hear about the risk of everything of this new way of thinking but think about physicians that sometimes it's a thought training them with the expertise of expert physicians so older physicians they just ask

child GPT how to diagnose or how to do some treatments in health and this is crazy you know especially because this is the discipline in which expertise is one of it's very very powerful right so well A lot of work to do here.
1:14:43
(Speaker 3)
Thank you so much. Thank you very much and the floor is to Fede now. Thank you very much. It has been very inspiring. So it was very, very interesting. I have a lot of questions.
1:14:56
(Speaker 3)
or this. So, well, but thank you. Thank you very much, Anna.
1:15:00
(Speaker 20)
So, we really appreciate your participation, Juan.
1:15:03
(Speaker 3)
Thank you very much. Thank you. Okay. And so, let's go for the second roundtable. So, we're going to start just now, Tatiana. So, thank you, Tatiana, also Marta, for leading this session.
1:15:18
(Speaker 4)
And Tatiana, the floor is yours if you want to start and introduce the next topic.
1:15:24
(Speaker 3)
Thank you very much.
1:15:35
(Speaker 5)
University meeting industry expectations year and week. So some problem with the obviously what's wrong here and I do want while you are close to my office.
1:15:59
(Speaker 15)
So maybe you can have technical problems as usual.
1:16:05
(Speaker 3)
Is it now better?
1:16:07
(Speaker 5)
Yeah. Yeah. Cool. So that's you can start again. Sorry, it's it's super. So Thank you very much once again.
1:16:17
(Speaker 5)
Hello to everyone. It's a pleasure to me to welcome this year to the second round table. AI outside the university meeting industry expectation. My name is Tatiana Klimchuk. I am the professor here in the week of the data science. I have also the PhD in mathematics and the data scientist.
1:16:37
(Speaker 5)
And so I'm very thrilled to be moderating these today's sessions. I think it's crucial. It's very important to really to understand what actually industry expectations are and so I'm also thrilled to bring here two outstanding professionals from very different sectors, both deeply engaged in the real world application of AI and And so we often speak about AI in the academic terms. But so what really happened after the graduation? So how do these concepts translate into the industry, logistic, product development?
1:17:17
(Speaker 5)
So this is what we aim to explore actually today. So let me introduce our panelists of today. So the first panelist is Laia Garigamas. The technology transfer manager. Hi, Leah. Thank you very much for being here.
1:17:36
(Speaker 5)
Leah is a promoter of new business projects and development of collaborative projects. Through her professional career, she always has been involved into value -added technologies and business development in different sectors, from railways, logistics, industrial, healthcare, and insurance, and much more, I guess. You can explain it better than

me. But she also has our five -year experience developing a railway and logistic business development and now she's currently a technology transfer manager in the field of applied artificial intelligence. She also currently holds the position of vice president of innovation for the e -move by railroad cluster.
1:18:23
(Speaker 8)
She has over 20 years of experience.
1:18:26
(Speaker 6)
She identifies funding opportunities at the European, national and regional levels to develop cooperational projects and create consortia with public and private entities across Europe and common objectives.
1:18:38
(Speaker 5)
I hope I said it all correctly. Thank you very much for being here.
1:18:43
(Speaker 6)
Thank you. Let me just apologize. And I can continue with our... Sorry. Yeah, I was only saying that I apologize because in my tick over my video, it says return projects.
1:19:08
(Speaker 5)
It's because I couldn't change my profile. I'm also CEO of RETURN, and I don't know why I came in with RETURN instead of Eurekat.
1:19:21
(Speaker 18)
I am so sorry.
1:19:22
(Speaker 19)
I'm the same person, OK?
1:19:25
(Speaker 2)
We have also a limitation in the BIO. I couldn't put all the stuff.
1:19:29
(Speaker 4)
No, no, no, no, no.
1:19:29
(Speaker 2)
That's right, that's right.
1:19:30
(Speaker 5)
But it's, I don't know, I tried to enter it as Eurekat, but I couldn't at all. So I apologize for that. I'm sorry. So we do remember. Thank you very much for being here. And let me introduce our second panelist, which is Omar Puertes, equity partner at Cuatro Casas, specializing in international arbitration with 20 plus, with more than 20 years of experience, technologies who has led the firm's Gen AI implementation since the early 2023, deploying to more than 1 ,700 users with 92 weekly engagement rate.
1:20:14
(Speaker 5)
This is very important. We do have gen -AI very little time. And so we have to have so many users that really use the gen -AI. I guess it's a success case. We will speak about that later on. And he delivers AI training to in -house lawyers, executives,
1:20:35
(Speaker 5)
and corporate teams across banking, insurance, and industrial sectors. He helps corporates to implement AI solutions, combining deep legal expertise with a technical proficiency in machine learning and digital transformation.
1:20:48
(Speaker 11)

He teaches AI and worked on business school, ESADE, and Universidad Pompeu Fabra, while advises legal tech startups on innovation and implementations.
1:20:58
(Speaker 4)
So welcome, Omar.
1:21:00
(Speaker 5)
Thank you very much for being here. Thank you very much to accept this invitation. Thank you. Thank you very much for having me. So the key questions we'll unpack today, it's very simple by essential. I've already said, how should university adapt to ensure that graduates meet industry needs in AI related fields?
1:21:20
(Speaker 5)
This leads to several crucial discussion points. What AI skill employees truly seek? How wide the gap is between academical training and real -world application? How universities can better prepare professionals, not just technically, but ethically and practically for what goes ahead?
1:21:38
(Speaker 2)
So let's begin. And I would like to start the first question to both of our speakers today. If you could briefly explain how AI is currently being applied into your sector. So please slide your hat. Okay, well, thank you very much for the invitation first. And let's start with this question.
1:22:03
(Speaker 2)
I've been working in several sectors, also applying artificial intelligence in different sectors. And I would say that not all sectors are in the same level of maturity in integrating this artificial intelligence. And also, I would say that The application of artificial intelligence in industry right now. most of, let's say, classic artificial intelligence applied, not generative AI that are like you know, two different worlds, and I would say that the maturity adapting artificial intelligence, the classic artificial intelligence, it is in a very high level. Most of the companies are integrating this kind of models, but we are a little bit behind behind when we try to introduce our generative AI in the industry processes. Okay, so there are first of all there are two worlds in that.
1:23:20
(Speaker 2)
And if we talk about classic AI, applied classic AI, we would say that most of the processes that we are working on are like predictive maintenance. It's one of the fields that we are working a lot. Also, improved quality. of our products, but not like when the product is done. It's that we introduce artificial intelligence in the process of production to have better product at the end. And to see which are the variables that are taking place in that process.
1:24:05
(Speaker 2)
And when one of the variables are getting worse and worse, and we can, you know, work in the process, not when we have the product at the end. Okay. And also, one field that we are working a lot in, I would say, mostly all of the sectors, it's in better productivity.
1:24:32
(Speaker 3)
So we have platforms with several variables, and we do platforms to ensure that all the resources are working in a high level, that all the plant is working in the highest level as possible to improve the efficiency of the whole plant.
1:24:54
(Speaker 5)
Not only one process line, but the whole plant together, with all the resources put inside the platform, and take better decisions when we know what's happening in all the processes, in all the machines that are working, and in all the plants. So these are the three main fields where we are working on. And I would say that in industry, most of the time, so any kind of industry, And the fourth field that we are working on is to improve energy efficiency, the use of the, you know, to improve the efficiency in the use of the energy. That's another field where we use a lot the applied artificial intelligence. So I would say that these are, you know, kind of the fields that we use the artificial intelligence the most.
1:25:58
(Speaker 18)

Thank you.
1:25:58
(Speaker 6)
Thank you very much for us.
1:26:00
(Speaker 2)
Just to just to formulate a bit, what you're saying is actually that so you use the classical machine learning algorithm and classical solutions.
1:26:13
(Speaker 17)
And regarding to the generic API, so still in your in your sector, it's not still the
1:26:20
(Speaker 5)
the use cases or the technology is not ready for its implementation?
1:26:26
(Speaker 16)
No, no, no, no.
1:26:27
(Speaker 5)
The technology is ready, but we are behind instead of, you know, like we use generative AI to let's say, not the industrial operations, the processes like our customer engagement or, you know, more in the customer field, not in the production field, let's say. You know, the generative AI right now, it's used more with our processes that are something to do with the customer, you know, not the logistic process or production processes, you know, but we are starting to use, you know, like the digital twins or what if scenarios where Yes, we use generative AI, but we still have to work a lot in that. That's right.
1:27:38
(Speaker 4)
It's a different level of adoption. There's still a gap in there. Thank you. Thank you. Omar, what can you tell me about the legal sector, which is, I suppose, completely different from that? No, absolutely.
1:27:50
(Speaker 4)
It's completely different. And I would say, because it's so narrow, if you like, then it allows us to go much deeper into the kind of uses that you can develop, right? So, in our case, what we did is back in early 2023, right, we identified, I mean, we're here today because of ChatGPT, right? I mean, before that, you know, we all did machine learning, we started with, you know, IBM Watson back in 2014. And it really didn't work, right.
1:28:33
(Speaker 4)
And we tried all kinds of machine learning solutions, Kira, Luminance, all kinds of things, expert systems. all of that, and nothing really worked to the extent that it changed what we do in legal, right? Of course, we have applied machine learning for many other things, and you have already discussed some of them, but for us, for legal work, for reasoning, really didn't work, right? But CGPT comes along, and indeed, it sort of understands what you're saying, right? At least, at the very least, it's a very good imitation, a good enough imitation. So we tested the machine to try to understand what it does well and what it doesn't do well.
1:29:26
(Speaker 4)
And that kind of allows us to understand it and then narrow down even further use cases. So early on, we understood that the machine had what we call statistical fabrications, that is, hallucinations. So basically made up things, cases, judgments, laws, what have you. Not because the machine is wrong, but because the machine doesn't have enough context or databases, right? So we understood that. And we also understood that it did some other things wrong.
1:30:10
(Speaker 4)
well, like reasoning, if you guide it, like translations. It's really, really a good translation machine, unbelievably good at that. But what is more interesting for us is the reasoning layer, if you like. So what that allows us to do is go deeper, a lot deeper into whatever we're studying. So we are building arguments, right? give me counter -arguments, give me counter -counter -arguments, prepare scenarios for negotiation, for what have you, based on

everything that has happened with this transaction, based on everything the opposite council has come up with, what is likely to happen in the next negotiation round?
1:31:03
(Speaker 4)
What are the best counter -arguments for this, right? How do I prepare for this court? hearing, all those kind of things, right? So that's where we are deploying the machine for. Because of that is, you know, the adoption. If you really teach people to use it well, and we spend a lot of time in -house with this, and I lead a lot of that training, if you allow people to understand how to use it and give specific examples, then we know that the machine makes junior associates up to 43 % better in terms of quality.
1:31:50
(Speaker 4)
It makes senior people up to 17 % better. It makes you 19 % worse if you don't know how to use it. Basically, you waste your time, right? So if you guide your people in the right direction, and you show them how to do that, then it's, I mean, the gains are massive. And they get it, they understand, they love it, and they adopt it.
1:32:18
(Speaker 4)
So last year, we had over 1 million prompts in the firm. So imagine that, right? I mean, basically, everybody using, and it was not only me for the 1 million, right? Perhaps I was half of it. But you get the point, right? I mean, Everybody uses this.
1:32:34
(Speaker 4)
I mean, you ask anybody in the firm, what happens if we take this away from you? Don't even think about it, Omar, right?
1:32:44
(Speaker 2)
It's with us.
1:32:45
(Speaker 5)
This is with us, right? And the only thing they are asking is, when is the machine going to be even more powerful? How can we design even more powerful workflows? That's what is interesting at the moment for the people.
1:33:04
(Speaker 15)
And that's what we need also when we have, and I think we're going to touch upon this later on, when we have new people coming on board, we want them to have this mindset already.
1:33:21
(Speaker 4)
So I'd like to continue with what you said, Omar, and then Laia, I'll ask you the same question, basically. You said that the person would be 90 % worse if you do know how to use the prompting, if you do know how to use this technology. So what do you expect, actually, from the graduate student or from the person who you are hiring? What capabilities do you expect from it to have already or to somehow to learn before entering the job to be able to not be 19 % worse, let's say? Sorry. give you a very specific example on things that the machine, in what we do, doesn't do well.
1:34:08
(Speaker 4)
So recently, here, I do arbitration in the law firm. So in my team, someone, somebody in the team, we had a filing, and we submitted an incredibly long, filing a submission. I mean, I'm ashamed to say, but it was over 1 ,000 pages submission. So I mean, nobody reads that. I'm sure that Chattopadhyay will break down if you ask it to read it, you know? So anyways, so we do that.
1:34:47
(Speaker 4)
And then somebody has this brilliant idea going to our AI, which is an AI for legal, right? It's specialized for legal. And somebody goes and asks, how many times somebody says whatever in this 1 ,326 pages document PDF, right? And if you know anything about Gen AI, you know that fundamentally, the machine is going to have trouble doing this, right? Searching for whatever in a 1326 document PDF, right, for several reasons, stochasticity, Windows context, for temperature, I mean, all kind of machine learning things, whatever it is, right. But so after two hours, they cannot figure it out.

1:35:53
(Speaker 4)
They come to me, Omar, you are the guru of proms. Can you come help us and try to see what are we doing wrong with this? So I go there, I sit down with the team and say, look, the machine is not meant to do this. You know, you are wasting your time. So how do we do this, Omar?
1:36:13
(Speaker 4)
So you do control F, you know, as we have always done. You open the PDF, CTRL F, and you will find what you are looking for.
1:36:26
(Speaker 2)
I mean, just because the machine appears to be able to do something doesn't mean that you have to do it with the machine, right? So it took them 15 minutes to finish that. That's what I'm talking about. They spent literally two hours wasted while they could have done it in 15. That's what I'm saying, right? Yeah, Omar, I'm sorry, Tatiana, because I remember when I started to work in an automotive plant at the beginning of my professional career.
1:37:01
(Speaker 2)
So a few years ago, it was, you know, the to automatize all the automotive production lines was the hype in that moment. So it was, you know, the moment to automatize each process that they had in any line. And I used to work in a company that they were doing the, I don't know how to say it in English, the, you know, to turn on the back lights of the car. It was like a, you know, interrupt, as switch on, switch off. engine and they had round tables where they put the different components and finally they just smash and close the engine. So they were trying to automatize all parts of this process to be faster doing the product but they were three station cars that they couldn't in that moment be faster than a woman.
1:38:24
(Speaker 2)
putting the different elements in the engine. They weren't automating these three parts because the women were faster than the automation. So why automate if you are faster than the machine? So we are in the same place now. What we always say to the different CEOs or the people that is doing the different discussions and why AI or not AI, I always say that strategy is the key. It's the same that is talking Omar.
1:39:08
(Speaker 2)
Strategy is the key. You have to think, why do you want to automatize the process with AI? or whatever else.
1:39:19
(Speaker 14)
And the gap within automatize or not automatize has to be better than the cost or the time or whatever.
1:39:34
(Speaker 5)
But you have to think, why do you want the AI? Or for what you want the AI? And see if you really improve the process and what you pay to improve is less than what you gain improving the process. You know what I mean? So this is the key.
1:39:55
(Speaker 5)
And answering your question, Tatiana, that you were saying, what we expect about the skills that your students have to have before go to the industry, that it's my field, I would say that any profile has to know a bit about artificial intelligence. Everybody, and in every field, Because if I'm thinking about industry, not only the IT people has to know how to adopt artificial intelligence, all the company, all the medium and high positions have to know at least how they can improve their processes in their day by day. It's not only IT thing. It's, you know, all the directors have to know where they can use the artificial intelligence or at least which kind of processes they want to improve. And maybe the artificial intelligence could be a tool to help them improve their processes. But, you know, they have to know a little bit how they have to use this kind of tool.
1:41:30
(Speaker 5)
So I would say right now all the students have to know not only GPI, but also what we can do with artificial intelligence, even classic nor generative AI, both of them.
1:41:53

(Speaker 12)
So as far as I understand, what he was saying is that Not rather than knowing how to make prompts or which tools are existing because they have been changing every day and every hour.
1:42:05
(Speaker 4)
It's more to have the strategical visions of how to define the use cases, which can impact the productivity, the improving the processes and so on. And then the best way to implement these use cases with or without AI. And so then my questions would be, Can you tell probably the biggest gap that you can imagine between what the students really know after the university and what probably, from all these capabilities you expect, what is kind of missing, what the university can bring by definition? Marif, you can go ahead. Sure. I think that we are at a moment where, you know, I would dare to say that lots of universities struggle with this.
1:43:07
(Speaker 4)
Do we embrace AI? Do we give access to students freely, and we promote the use and teach how to use responsibly? Or we sort of avoid this as much as we can until somebody has figured it out. Because I mean, let's not kid ourselves, right? I mean, if we don't teach how to use AI, then probably AI is not going to help much students, right? In the way we want them to learn, right?
1:43:53
(Speaker 4)
Because what we want them is to use AI to learn more and better, not to use it just to get things done. forget the following day, right? So that requires really, again, requires a strategy from universities to think deeply how they want to integrate this into their curriculum, right? And I encourage, and I talked to some of them, I encourage them to develop that strategy if it's not yet in place. And that probably requires Changing the way we test students, it requires a different approach to teaching as well. And what we need when we are hiring those students, what we really need is students who understand how to use AI responsibly and to augment themselves, And we need them to come with this mindset.
1:45:12
(Speaker 4)
And I think this mindset is mostly ingrained at universities. Otherwise, if we don't teach them how to use it, to think critically, because this is everything is about critical thinking here, right? If we don't make them understand, look, the AI is here, it can help you a lot, but it's going to make you as good as you want, right? If we don't teach them that, then probably what is going to happen is it's going to be very difficult for the universities to actually figure it out who are the really good students, who are not so good, then that problem is going to be passed on to the employers, right? And that is going to be, you know, a lot more difficult further and further down the road.
1:46:12
(Speaker 4)
So we need to bring back to university that strategy. I mean, we already have it in place, as I explained before, it is absolutely clear for us. The machine is not here to automate what we do, not at all.
1:46:27
(Speaker 5)
It's here to make us better. And I don't ask my lawyers to use AI to do what they do. I use them to use AI to give me better insights, even better than before. Otherwise, I'm not interested. And I would like that to be further down in the schema of training. I completely agree.
1:46:55
(Speaker 5)
And I also, just continuing what you just said, I just think that artificial intelligence is a wrong name.
1:47:02
(Speaker 6)
It's a name that has been made a long time ago, and it somehow brings us into the fight with human intelligence against the artificial intelligence. While what you're thinking, and what I also share your opinion very much, is that the better name would be augmented. intelligence. It's something which is augmented our capacities, which makes us better, and not fighting with us, never competing with us, because it brings for us, for make us better, not for substitute us. And yeah, sorry, so Laia, go ahead if you want to. Yeah, yeah, yeah, I totally agree.
1:47:51
(Speaker 6)

I would say that we have to keep in mind that the artificial intelligence, it's a tool. It's not the end of something. It's just a tool that gives us the possibility to learn better, to do better approaches, to understand what's happening in our fields. if I put that in an industrial statement, it's exactly the same. The artificial intelligence helps us to understand how our machines are producing better. So it's not that they are doing something for us, it's just, you know, it clarifies something that we know.
1:48:38
(Speaker 6)
You know, A long years ago, they were, you know, to know if the rail, the train was coming. Someone just was escorting with their ears the railroad. After that, they put some, you know, engines to know whether the train was coming. rail or the train was here or there. Now we are capable with some systems to know exactly the position of the train and also now with the artificial intelligence we can preview if we will have a better day with all the trains going around or we will have a crash or we are able to prevent some events so we can do better.
1:49:43
(Speaker 6)
But we have to know how the system works. We have to know which are all the systems that are giving us data.
1:49:57
(Speaker 5)
We have to know how all the engines work. All the engineers that are going to the rail sector have to know how everything works and use the artificial intelligence to improve their decision making, for example. But they have to know what's happening. You know, the artificial intelligence, it's only a tool that helps us to make better decisions. But we have to do, we have to make decisions anyway. So we have to have all the knowledge and use the artificial intelligence to do better decisions.
1:50:45
(Speaker 5)
I'd like to, we have the last probably, briefly, three minutes for the last question, and then probably we would have time for some questions if we had so.
1:50:56
(Speaker 2)
I know that this last question would be one of the most difficult ones, and probably the most wide one, but following what Omar said, and Ulay, you also said that we need to learn how to use AI, and we'll need to learn how to use it responsively. So what does it mean for AI? to use AI responsibly? What ethical concerns or challenges have you encountered in AI adoption? If you can share it briefly. What I can say is that GPI and all these platforms with generative AI, maybe not the ones that are, you know, Omar said, we use a specific legal engine to do our work, and probably it's closed and probably they know how to use it ethically.
1:52:14
(Speaker 2)
But when we use, I don't know, chatGPT or similar, we don't know how the models that are playing in that engine, how they are working, really.
1:52:33
(Speaker 6)
What I would say is that most of the models are made by men with a high -level position, let's say, with a profile that doesn't integrate all the profiles that we have in our society.
1:53:03
(Speaker 13)
and what we do most of the times is we reduce
1:53:10
(Speaker 2)
same social schemes, schemas, that we have in our society. We have to be careful in there because these kind of engines are not, you know, they don't have all the profiles in their models.
1:53:35
(Speaker 4)
They are not inclusive. And, you know, we have to be careful on that when we use this kind of models. Thank you. That's completely true. It could be a beginning, but there are a lot of rhythms in this statement. No, absolutely.
1:54:01
(Speaker 4)

I think from our perspective, all of that being true, absolutely. I think we are concerned with confidentiality. We are concerned with data protection. We are concerned with accuracy. we are concerned with hallucinations, we are concerned with biases, and with fairness in the use of AI, right? So all of that, for sure, takes place.
1:54:32
(Speaker 4)
And those are really, really big challenges, even professional legal AIs, mean, at the end of the day, they all use the same, similar engines, right. And so they are all exposed to these kinds, the same kind of problems. And in terms, of course, of confidentiality, data protection, all of that, we have extra infrastructure, security measures, and all of that is worked out, and technically feasible. And that's right? But then when it comes to biases, we know the machine has the same biases that we do.
1:55:12
(Speaker 4)
And so many times, you know, we think that the machine doesn't have such kind of problem because it's we get the impression is a cold machine that somehow is subjective, right? And that turns out or digest data in a way that is neutral and nothing further from that, right? Because it just reads everything that we have put out there on the internet, right? So it comes out with exactly the same things, right? So when a group of 10 people female CEOs online, they share this, right? They all use ChatGPT for their work as CEOs of different companies, right?
1:56:06
(Speaker 4)
And all of them ask ChatGPT, knowing everything that you know about me, now that we have memory in ChatGPT, draw a picture of who you think I am, right? and Chantipiti came up with 10 pictures of men. 10 pictures of men, right? Because, you know, and then there you have an issue, right? Is it a bias or is just the most probable answer without having more context? Meaning 76 % of CEOs in the world are men.
1:56:50
(Speaker 2)
So is the machine wrong?
1:56:53
(Speaker 5)
If it doesn't know anything else. Is it a bias. So, I mean, we need to think hard about these things. right? Because Gen AI is one of those technologies, is a technology that we use for absolutely everything, right? It's not just for one thing, right?
1:57:11
(Speaker 5)
So we need to think hard about these problems before we reach conclusions, right? Yeah. I completely agree. And I think it's another webinar that can be done on this topic.
1:57:26
(Speaker 4)
I just want to finish our roundtable saying thank you to both of you, saying thank you to all that have been listening to this session, but also to make this picture that you said, speaking about bio, speaking about the context, And here, this was the first working day of the AI, of the cleaning robot that comes to the shopping center and have never seen the fountain inside the shopping center. It just was not in his database. He has never seen that the water can be inside the shopping center. And so he just like, it was not there, the existential crisis.
1:58:08
(Speaker 5)
He just walked directly towards the fountain because he didn't see it before. He didn't know what to do. And he did it well, according to him.
1:58:20
(Speaker 2)
And this is exactly what is happening with the AI.
1:58:27
(Speaker 3)
Clearly, that was a bad training on the company. They didn't do their job. So we could sue them. you know. I just feel myself a bit like this robot that he just went towards something that he didn't know that can and he did his best. So I think that what we are doing here it's actually we need to learn more, we need to be
1:58:54
(Speaker 3)

prepared for what is going on and we need to learn how to live with AI with all these limitations and with the common sense. So this was my intervention and so Fede it's all yours to close this. Okay, thank you.
1:59:12
(Speaker 12)
Thank you very much, Tatiana.
1:59:13
(Speaker 2)
Well, just to close the session, to finish this.
1:59:18
(Speaker 11)
So first, thank you again to all the participants, okay?
1:59:22
(Speaker 10)
To Elia Omar, Anna, Juan, thank you very much.
1:59:26
(Speaker 9)
Particularly to you, Tatiana, to Marta, leading both sessions. So thank you very much.
1:59:33
(Speaker 8)
Well, also all the people who is behind the screen attending this. That's all, so thank you very much and see you all, I don't know when. Thank you very much, bye. Thank you all, bye bye. Bye. Thank you.
1:59:51
Gracias. Adiós. Bye bye.

Automatically transcribed by Cockatoo

Annex 2: Automatic transcription of the Webinar ‘Challenges of online assessment in Higher Education: Experiences and guidelines for improvement.’

In order to facilitate a further use of the contents of the webinar, an automatic transcription has been made as it is presented below. This transcription that complements the 2 hours video, can be useful for researchers and academia to extract expert opinions and knowledge.

0:01:02

(Speaker 4)

Good morning. Welcome to the webinar, Challenges of Online Assessment in Higher Education, Experiences and Guidelines for Improvement. My name is Marilena Magniacci. I'm an Italian professor, member of the Italian QA Agency's governing board, so AMBUR, and also a member of the ENCA board. And I have the pleasure of hosting this webinar on behalf of the partners of the REMOTE project. Thank you very much to the audience for taking the time to watch and hopefully to participate with comments and questions.

0:01:35

(Speaker 4)

And a very special and warm thank you to all the colleagues and participants in the presentation and discussions of the results. As you can see from the program, we will have only more or less one hour available and we will do our best not to overrun the time. And for that, I ask the collaboration of all our speakers to keep the speaking time, so that we have time to answer the audience's questions and comments that you can ask in the chat box. This webinar is integrated in the Remote Project, an Erasmus Plus project started at the beginning of 2023, which is now coming to its end. The project is about assessing and evaluating remote learning practices in STEM areas, has seven partners, higher education institutions and QA agencies from Italy, Portugal and Spain.

0:02:28

(Speaker 4)

The European Association for Quality Assurance in the European Higher Education Area, so ENCA, kindly agreed to support the dissemination of the webinar through its institutional channels and delegated to me as a board member to give a short opening address. ENCA has been engaged with these issues for several years. In 2018, the document Considerations for Quality Assurance of eLearning Provisions was published, which offered guidance to agencies and institutions on how to assure quality in digital and blended education. That publication provided an essential starting point. Yet, as we all know, the landscape of higher education has evolved dramatically since then, and this evolution calls for a renewed reflection on how quality assurance frameworks can remain relevant and supportive in this changing context. Therefore, ENCA is very interested in projects like REMOTE, which help deepen our understanding of what quality means in the digital age.

0:03:35

(Speaker 4)

And now we move to the core of the webinar. First, we will discuss online assessment from evidence to guidelines. Domenico Augusto Maisano, full professor at Politecnico di Torino, will present the results of a consultation to teaching staff and students about remote assessment. Maria Manatos, Research Coordinator of

the Agency for the Assessment and Accreditation of Higher Education in Portugal, ATREX, will share some best practices from higher education institutions and QA agencies. And I myself, as a representative of ANVUR, will present and discuss a set of standards and guidelines for remote assessment, which can be used by institutions and agencies.

0:04:27

(Speaker 4)

At the end, there will be a short space for some questions and answers. So please, Domenico, the floor is yours.

0:04:37

(Speaker 3)

Thank you, Marilena. Good morning, everybody, and thank you for joining this webinar. The activity I'm presenting is part of the remote project and was conducted in the first half of 2024. Next slide, please. Starting from a literature review and interviews with experts and professionals, a questionnaire was developed to investigate the gaps in remote teaching and assessments, where gaps were defined as weaknesses, critical issues or challenging aspects in this area. The questionnaire was distributed to hundreds of students and lecturers across the four European universities participating into the project.

0:05:24

(Speaker 3)

And now I'll briefly describe how the questionnaire was designed and administered, and then summarise the results from both the student and faculty perspective. Next slide, please. First, we identified the five main dimensions of potential gaps in remote education through literature review and expert panels. These dimensions are resource availability and accessibility, technical responsiveness, training, online assessment, and the social dynamics. Each dimension includes three aspects that are potentially problematic.

0:05:58

(Speaker 3)

For example, the online assessment dimension includes adequacy of assessment methods and quality of evaluation feedback, while the social dynamics dimension includes students' sense of community and academic integrity. Each aspect was considered from two perspectives, that of students, which will be denoted by the letter S, and that of lecturers, which will be denoted by the letter L. Each of these aspects was translated into three questionnaire items, both for students and lecturers. This slide exemplifies the items concerning the social dynamics dimension from the students' perspective. As you can see, the items are generally formulated in the form of statements or questions about potential problems, and respondents are asked to express the rating on a seven -point scale, see the last column, where one means no problem and seven indicates a serious problem. Therefore, the higher the rating, the more severe the gaps. Next slide, please.

0:07:12

(Speaker 3)

This other slide exemplifies nine questionnaire items related to the training dimension from the perspective of lecturers. Again, for each aspect, three corresponding items are formulated. Respondents, again, give the rate on a seven -point scale with higher scores indicating more severe gaps. Next slide, please. And let us now focus on the questionnaire administration. We use the online survey platform LIMESURVEY due to its flexibility, reliability and affordable cost.

0:07:46

(Speaker 3)

The data collection took place in February 2024 involving four European universities, Politecnico di Torino, Universitat de Girona, Universitat Internacional de Catalunya and Universitat de Domingo. Each university distributed two versions of the questionnaire, one for students and one for lecturers. We also translated the surveys into each university's local language, Italian, Catalan, Portuguese, so that participants could respond in the language they were more comfortable with. Next slide, please. And we received a pretty large number of respondents, 553 students and 176 faculty members completed the questionnaires across the four universities. And after some data aggregation and elaboration, which I will not present here, we identified a reference indicator for each aspects, which reflects the intensity of the gap.

0:08:45

(Speaker 3)

Students' data and lecturer data were analyzed separately. And details about the analysis and aggregation mechanism can be found in our open access paper accessible by scanning the QR code on the bottom right corner of the slide. So if you want, you can do it right now. Next slide, please. Let us now focus on the results from the student side. The three biggest gaps identified by students were the sense of community in online learning, academic integrity in remote exams, and the adequacy of feedback on assessments.

0:09:23

(Speaker 3)

Probably, remote learning makes it harder to feel connected to the university community. It also seems that ensuring honesty in online exams can be challenging. Finally, it seems that students sometimes do not receive suitable feedback on their preparation. Another interesting finding is that the results are very similar across the four different universities. The person's correlation coefficients between students' responses from each pair of universities are extremely high, as you can see from the table on the right side. And this probably means that regardless of the country, students are facing similar challenges in remote education.

0:10:07

(Speaker 3)

Next slide please. Turning to the lecturer's perspective, the most critical aspects are students -lecturer interaction, quality of education in remote learning and preparation of instructors to conduct remote assessments. There was remarkable agreement amongst lecturers across all universities as shown by the relatively high person correlation coefficients. This again suggests that remote learning gaps are widespread and not attributable to any single local policy or culture. Next slide, please. And finally, we created a map to show similarities and differences between the students and lecturers for each aspect.

0:10:54

(Speaker 3)

In this map, the indicator of gap for lecturers is on the horizontal axis, while that for students is on the vertical axis. Each point in the map represents one of the aspects of interest. As you can see, there are some similarities and differences between the two groups of respondents. For instance, both students and faculty ranked Academica Integrity and Quality of Education among the most critical aspects, C points 5 .3 and 4 .3 in the top right area of the map. On the other hand, the students pointed out potential obstacles in receiving timely and detailed feedback, C point 4 .2 in the top left. area of the map.

0:11:36

(Speaker 3)

But this issue wasn't perceived as a major problem for lecturers. Also, lecturers rated students -teacher interaction as more critical, but this doesn't seem to be a concern for students, C2 .2 in the bottom right area of the map. And to conclude, this result represented a starting point for the further analysis carried out in the later

phases of remote projects. So, thank you all for your kind attention, and now I'll give the floor to Maria João from A3S, which, as we said, is the Portuguese agency. Thank you again.

0:12:17

(Speaker 4)

Thank you very much, Domenico. So, please, Maria, the floor is yours now.

0:12:21

(Speaker 1)

Thank you, Marilena, and good morning, everyone. Let's wait for the slides to be on the screen. OK, so I'll briefly present the benchmark of best practices that we did within the remote project. So as you see on the next slide, our Main aim was to identify and analyze good practices from higher education institutions and from external quality assurance agencies across Europe and globally to support the development of effective, inclusive and trustworthy models of remote assessment. In the next slide, you see that our methodology had two main stages. First, we collected examples of good practices that were shared by our project partners and complemented by a literature review to identify additional

0:13:29

(Speaker 1)

evidence from European higher education institutions and from external quality assurance agencies. Then we benchmark these practices using a structured framework focusing on practice description, on the implementations, stages, stakeholders involved, resources involved, the assessment and impact of those practices, which were the benefits, the challenges, the lessons learned, and then additional information. And these practices were selected based on their impact, innovation, and scalability. So here I'm not presenting all the best practice of course and all the higher education institutions and QA agencies, but as we see on the next slide, we analyzed several best practices in higher education institutions and different themes and topics emerged and the main ones that were identified were faculty development, so structure and incentivized training on digital pedagogy, and also remote assessment increases the engagement and teaching quality. Then flexible policies. For example, there are examples of limited remote teaching quotas supporting innovation while maintaining institutional coherence.

0:15:06

(Speaker 1)

The topic of academic integrity is very important. So digital tools and hybrid methods reinforce fairness and trust. And of course, communication and preparation. So guidelines, mock exams, contingency plans, they help to reduce the anxiety and support students more effectively. So together, this practice show a shared European commitment to quality and innovation in remote assessment.

0:15:39

(Speaker 1)

Now, on the other slide, we see the main trends on external quality assurance agencies. And the main themes are dedicated evaluation criteria, so specific criteria for remote assessment, enhanced evaluation metrics that include, of course, digital infrastructure and learner support, stakeholder co -development, so involving institutions, QA reviewers, academic staff, and all the stakeholders. important stakeholders. Attention to integrity, privacy, and accessibility, again, is a topic that emerges. And then international cooperation with shared standards and terminology, promoting trust, and also comparability across systems. So these developments show that QA agencies are increasingly embedding remote assessment in their review mechanism and expanding the definition of quality to include equity, transparency, inclusion.

0:16:55

(Speaker 1)

And then what we did, and we see that on the next slide, we also cross referenced this practice with quality standards, and these quality standards were developed in the context of the project and they will be presented by Marilena right after, so we will will understand better this. this comparison that we did. So basically, in the slides, you can see the green checkmark showing strong alignment of these practices with the standards for higher education institutions, the purple one showing moderate alignment, and the white dot weak or indirect alignment. And you can see the 12 standards also on the screen. And for higher education institutions, different degrees of alignment with these standards that we have identified.

0:18:01

(Speaker 1)

In the other slide, we see the alignment with the external quality assurance agencies. So you see the standards for external quality assurance agencies in the top, and here you also see strong alignment with some particular issues and then some gaps. So there are different degrees of alignment in the areas such as institutional integration, transparency, training. But gaps remain mainly on the areas of STEM sensitive assessment, formalized appeals procedures, and systematic criteria for remote assessment and for blended formats. So this highlights the importance of continued collaboration between institutions and key waybodies to develop consistent and evidence -based frameworks. So to conclude, we see in the next slide, to summing up all that I said, so higher education institutions

0:19:15

(Speaker 1)

have shown remarkable adaptability, investment in faculty development, flexible policies, and digital infrastructures that supports integrity. And QA agencies in turn are also evolving to integrate e -assessment into their frameworks involving experts with digital competence and ensuring transparent reports. So this, we highlight some recommendations, so incentivize faculty training on digital assessment, Standardized assessment procedures through clear institutional guidelines and contingency planning, addressing privacy concerns with ethical frameworks and transparent data, EU's policies and finally to strengthen the cooperation between external politicians, agencies to try to or at least to promote the harmonization of standards and trust, foster trust in transnational context. Thank you very much. Now, Marilena, the floor is yours again.

0:20:28

(Speaker 4)

Yes, thank you very much Maria also for keeping the time perfectly. I remind the audience that you can start asking questions if you have any and in the meantime let's now give a quick look at the guidelines produced as a final output of the work which has been presented until now. So next slide please. Okay, so now we will talk a little bit about the guidelines for the evaluation of remote assessment. Next, then. Yes, as part of the remote project, the three QA agencies, that is again ACU Catalunya,

0:21:10

(Speaker 4)

ATREX and AMBUR as coordinator, developed guidelines to help both universities and QA agencies ensure robust, fair and transparent practices in remote assessment. Our purpose was fourfold, to strengthen assessment in online and hybrid contexts, to foster continuous improvement with adaptable tools, to ensure equity and fairness, particularly for students with disability or with limited access, and to embed digital assessment sustainably within institutional governance and quality frameworks. The guidelines draw on a remote project's outcome and previous European research, notably the Tesla project, which pioneered digital authentication and e -assessment frameworks. As we have already seen, we also benchmarked national and international experiences and built on our real contexts in Italy, Portugal and Spain, where the pandemic accelerated digital transformation. By

combining pedagogical, technical and evaluative expertise, we aimed at creating a framework that connects earlier initiatives with today's evolving realities and emerging technologies in higher education. Next slide, please.

0:22:26

(Speaker 4)

When analysing online assessment, we identified three main areas. First, verifying knowledge and understanding. Second, evaluating practical skills and competencies, especially in STEM, but not only in STEM, where students must apply knowledge in real or simulated contexts. And third, assessing creativity and innovation, allowing learners to demonstrate critical thinking, problem solving and originality. Across all types, Four learning dimensions remain central. Comprehension, application, critical analysis and creativity.

0:23:04

(Speaker 4)

And to ensure quality, four principles guide all online assessment. Validity, measuring what it claims to measure. Reliability, ensuring consistency and transparency. Flexibility, adapting to different disciplines and learners. Fairness, guaranteeing inclusion, accessibility and gender equity. These are not abstract ideas, they are operational criteria.

0:23:31

(Speaker 4)

Institutions must demonstrate that their digital assessments uphold these values, ensuring both pedagogical rigour and ethical responsibility. Let's now look in the following slide at the main online assessment types. each of which requires specific pedagogical and technological tools. For knowledge and understanding, digital quizzes or automatic tests work well but should be complemented by open questions or oral exams for deeper interpretation. For practical skills, especially in STEM, assessment must be experiential, through simulations, remote labs, coding environments, or collaborative projects mirroring real professional contexts. When assessing creativity, portfolios, design challenges, projects integrate and apply ideas in original.

0:24:36

(Speaker 4)

In summary, There is no one -size -fits -all model. Effective digital assessment goes beyond replicating paper exams online. It promotes competence, autonomy, and authentic problem solving.

0:24:51

(Speaker 14)

Next slide.

0:24:52

(Speaker 4)

Now let's give a look at the standards and guidelines. So our guidelines 12 standards, expanding the eight from the Tesla project to create an evidence -based framework for quality in online and blended assessment. They begin with institutional foundation, clear policies, explicit objectives, and a commitment to integrity and transparency. Next come the operational dimensions, reliable system, adaptable tools, particularly for STEM. People are central, inform students, train staff and opportunities for peer collaboration.

0:25:35

(Speaker 4)

The standards also ensure equitable access, data security and privacy protection. Finally, they highlight constructive feedback and transparent communication with all stakeholders. Together, these 12 standards contribute to making e -assessment ethical, inclusive and fully embedded within institutional quality culture. We

cannot look at all the standards in this short presentation, but now I will give you a couple of examples. So please, next slide. The first example concerns standard 1, institutional policies.

0:26:16

(Speaker 4)

Each standard follows the same structure, a principle, specific indicators, and clear evidence requirements. This combination ensures the framework is both conceptual and operational, explaining what to aim for, how to achieve it, and how to demonstrate it. So, Standard 1 focuses on institutional policies.

0:26:44

(Speaker 1)

Universities should integrate online learning and assessment into their overall mission and governance ensuring alignment with the ethical, legal and pedagogical.

0:26:55

(Speaker 13)

frameworks.

0:26:56

(Speaker 4)

Indicators include staff training on digital ethics, privacy, and cybersecurity. And evidence might include QA policies, accessibility regulations, or review reports on e -assessment systems. The idea is simple. Quality must be not only defined, but also demonstrated through verifiable documentation. A second example, next slide, please. Standard 5 deals with adaptable digital tools for scientific and technical disciplines, such as simulations of virtual labs aligned with learning goals and academic integrity.

0:27:37

(Speaker 4)

Indicators call for accessible, flexible tools and proper staff training. Evidence includes policies on tool selection, evaluations of virtual labs and user feedback. These measures ensure accountability and continuous improvement across disciplines. The other standards follow, as I said, the same scheme. We cannot delve into that. So next slide, please.

0:28:08

(Speaker 4)

Okay, thank you. So the guidelines conclude with recommendations for QA agencies. Agencies should integrate e -assessment into existing QA frameworks, involve reviewers with digital expertise, and ensure transparency in reporting. They are encouraged to promote blended assessment, balancing online flexibility with on -site rigor, especially STEM. And finally, they should define clear criteria for evaluating learning outcomes and appeals procedures, safeguarding accountability. These steps help QA agencies support

0:28:50

(Speaker 4)

digital transformation while maintaining quality, equity and integrity. Finally, some general remarks which are summarized in the next slide. Here are our takeaways. First, experience matters. The feedback from students and teaching staff grounded the guidelines in real educational practice. Second, Our process was a collaborative one, bringing together agencies and universities around shared goals of quality and innovation.

0:29:36

(Speaker 4)

So, inspired by STEM, the framework applies actually to all disciplines. Looking ahead, as AI and data analytics reshape education, continuous reflection and updating of the guidelines will be vital. Innovation must go hand in hand with trust, ensuring fairness, transparency and integrity remain central. Our focus should shift from assessment to enhancement, using evaluation not only to verify quality, but to drive improvement and creativity in learning. Finally, building capacity and inclusion will require ongoing training, dialogue and shared resources. The remote project has started a journey.

0:30:32

(Speaker 4)

Now it's up to the European higher education community to continue it and keep quality in digital education at the centre of our collective agenda. Thank you very much. And now I see that there is a question. Can you please? OK, project. OK. I see the question from Marty Casadesius, who says the study identifies integrity as the main issue among students.

0:31:10

(Speaker 4)

Considering that many of them see no problem in downloading books illegally, I would say also articles illegally, do you think we are doing enough to promote integrity? Domenico, maybe you want to answer the question?

0:31:28

(Speaker 3)

It's a very difficult answer from my side because some kind of philosophical issue. Well, on the one hand, it's not difficult, it's not so easy to find a correct balance. And I talk about my direct experience. On the one hand, I want to make all the possible tools and information available to the students. And sometimes this is barely, let's say, against copyrights or something, something borderline. But on the other hand, we should take a lot of care about what the students do before the exam or during the exam, because sometimes they take advantage of, let's say, some barely legal tools which give them some advantage.

0:32:31

(Speaker 3)

So it's very difficult because the right way is finding the right balance and probably depends on many, many factors which cannot be formalized so easily. So, as you said, it's difficult to find a solution which fits all. Sorry, I know it's not a very exhaustive answer, but this is my opinion.

0:32:58

(Speaker 4)

Thank you very much, Domenico. May I follow up on this saying also that we all have a shared responsibility in moving as much as possible towards open access and open science in all our fields, not only in STEM, and this will be also part of the solution, maybe. Not immediate, but hopefully in the future and in the near future. Thank you very much. If there is no other question for the moment, there will be a lot of space for questions and comments at the end of the webinar. So please, if you have any, do put them in the chat, share it through the chat.

0:33:43

(Speaker 4)

It is now time for our roundtable, which will be moderated by Maria Manatos, to whom I now will leave the floor and she will introduce us the participants of the roundtable who will give us their views of remote assessment in higher education and who will in the end answer a few questions that will be selected from the audience. Maria please, I see that there is already a question but we'll leave it for the end and I give the floor to Maria.

0:34:15

(Speaker 1)

Thank you, Marielena. So welcome to our roundtable. I'll have the pleasure of moderating today's discussion. And we are joined by three speakers. We will bring three complementary on remote assessment and on higher education generally.

0:34:40

(Speaker 1)

So those of the student, the academic, and the quality assurance community. So first, we'll have Frederic Marimont. Lluís is a tenured professor at the International University of Catalonia from the Department of Business Administration. We will have the student Marta Correia. recently completed her bachelor's degree in Industrial Engineering and Management University of Minho in Portugal. She's currently the local responsible of local group Minho and the Vice President of Education of the Board of European Students of Industrial Engineering and Management.

0:35:27

(Speaker 1)

And last but not least, Noelia Castillo is a Senior Advisor in the Quality Assurance Department of ACO Catalonia, the Agency for the Quality of the Higher Education System in Catalonia. And since our time is limited, I invite our three panelists to reflect on two key questions related to our previous discussion today. And the first question, which is directly linked to the question that we had from Marty, which is about fairness and integrity. So, how can we ensure academic integrity and equity online assessments? And how do we make remote assessments to make sure that remote assessment is not only secure but also fair and inclusive. I don't know, we have some problem with the sound here, but I don't know if it's my problem or if everyone is listening well, so let's continue.

0:36:45

(Speaker 1)

now it's better. And I will say that perhaps we can start with Marta, the perspective of the students, and then maybe we can go to Noelia and then Fede. Marta?

0:37:01

(Speaker 5)

Thank you so much, Maria João, for the introduction. Regarding your question, I believe that providing the resources to the students is probably the first step in this whole journey of granting the fairness in online assessments. This is a stick with two arrows, but providing also alternatives for students who live also probably in more remote areas or who don't come from a so comfortable social environment is also something to bear in mind since we know quite well that the financial environment and stability directly impacts the opportunities that come to our students and how they can, in the future, also succeed and take all those opportunities. I have also two more points for this one. The transparency instructions from the instructor's side and clear grading rubrics. I think this can also help when it comes to the part of the assessments.

0:38:10

(Speaker 5)

And lastly, The fact that the institutions provide the tools and support, in a sense, with the softwares, with, for example, the Microsoft environment and so on, these are key tools to ensure the fairness when it comes to student learning. And I think those are the points I would highlight.

0:38:40

(Speaker 1)

Thank you very much, Marta. And you can intervene after we hear Frede and Noelia. Noelia, if you want to...

0:38:52

(Speaker 12)

Yeah, sure.

0:38:54

(Speaker 4)

Okay, so thank you for the question, Maria Joao. Well, I think it's certainly an important issue, since both quality assurance agencies and also universities, we share responsibility in this regard. Universities, they have the primary duty to promote ethical behaviour among students, while discouraging cheating and plagiarism, and of course, ensuring equity. But quality assurance agencies, for our part, we must promote it through our quality assurance processes. So from a quality assurance perspective, academic integrity begins with clear institutional policies and also a culture of responsibility. Institutions should establish mechanisms to prevent and address plagiarism or misconduct, while also encouraging that students fully understand these expectations.

0:39:41

(Speaker 4)

Equally important are systems to verify learner identity and safeguard the credibility of online and blended assessments, issues that have become even more important in the digital era. Over recent years, several agencies and projects have worked to advance in this agenda. In Catalonia, for example, participation initiatives such as the Tesla project helped to advance in this subject. And building on that experience, the remote project now provides an updated framework to strengthen integrity and equity in online assessment, of course. It highlights the responsible use of technologies, including artificial intelligence, and calls for regular reviews of digital assessment tools to ensure they remain ethical, secure, and transparent.

0:40:27

(Speaker 4)

But equity, of course, is the other important pillar you were talking about. So promoting equity in higher education requires a shared commitment and coordinated action between universities and quality assurance agencies. While universities are responsible for implementing equitable practices at institutional level, quality assurance agencies can provide the external framework, guidance, and accountability necessary to ensure that these efforts are systematic, measurable, and sustained. In short, QA agencies can foster a culture of continuous improvement by encouraging institutions to view equity as an option rather than an optional at all. To accelerate benchmarking and dissemination of best practices, we, Quality Assurance Agencies, can incentivise universities to prioritise equity -related goals in their strategic planning. So, working together, both actors can build a culture in which equity is considered a fundamental dimension of educational quality rather than a peripheral concern.

0:41:34

(Speaker 4)

So, just to conclude, Projects like REMOTE I think that are instrumental in translating these principles into practice and we hope they will help universities integrate ethical and equitable approaches into their quality systems because by embedding academic integrity and inclusion into institutional reviews and accreditation processes, quality assurance contributes to a genuine culture of quality across higher education.

0:41:59

(Speaker 8)

Thank you.

0:42:00

(Speaker 1)

Thank you, Noelia, and it's important because we talk a lot about the collaboration that is needed between the different stakeholders, so it's also important to have the quality assurance agencies, but institutions, Fede, it's have a very important role in this matter. What can you tell us about this issue, which I see on the comments that are generating some questions about fairness and integrity?

0:42:32

(Speaker 2)

Thank you, thank you, Maria. And thank you also to Marta and Noelia. You have provided your your own view of this topic, very important topic. I will take a wider approach about that. First, I think that we need to change the things. So we cannot do what we used to do in the past.

0:43:01

(Speaker 2)

Things are changing very, very, very in succession, and we need to do things in a different thing.

0:43:09

(Speaker 11)

So this is important.

0:43:09

(Speaker 2)

So just to note that we need to take some decisions about this topic. Let's hear a little bit about the recent story. So years ago, you remember that we came with the pandemic, everything changed, but suddenly, from Friday to Monday, let's say. So we moved to the online very quickly. Maybe we were not ready for that, but we succeeded somehow. It was the teaching, but at the same time, we need also to change the assessment and go to the online assessment.

0:43:59

(Speaker 2)

It was really very challenging. And a particular topic is this fairness, how to guarantee this. topic. This is very, very important. So for a student, how frustrating it is for a student to get the same mark, I mean, for a good student, for a student who has been preparing the exam and has been working a lot, how frustrating, I say how frustrating to see that maybe some other student gets the same mark. Okay, and he or she has been cheating.

0:44:39

(Speaker 2)

This is really very, very, very frustrating. How to avoid this? Yeah, as Marta say at the beginning, we can provide some technical issues about that for sure. Noelia was also insisting maybe we need to provide another more philosophical tools. I mean, This is promoting this good behavior of the students, just to prepare them to be a good citizen. So this means that they need to be honest and to keep the integrity.

0:45:17

(Speaker 2)

So this is more ambiguous, maybe a little bit naive. I don't know if we can change, we can. But I think that is the best way, the second one. So empowering the people to behave as they need to behave, because in the society, in his workplace, they would need to work in this way. But again, looking back, when AI appeared three years ago, it was even worse, in the sense that We realize that we cannot do the things in the same way. It's not any use to these multiple choice questions, for instance.

0:46:05

(Speaker 2)

because AI is doing this very quickly and very effectively. There's no point also maybe just writing an open question. Chatterpitty answers very well. So we need to go to another way, which is the way. So this is just to conclude. So this is my last point.

0:46:29

(Speaker 2)

to, well, maybe we have two scenarios or two, yeah, two strategies. And between both, there are a lot of them. But the first strategy is just to relay in the assessment process online. The first strategy could be just delay on AI. So lecturers delay on this and use this intensively in, for instance, designing the exam. Maybe after that, also grading.

0:47:01

(Speaker 2)

Providing feedback. We need to take care of our privacy and all these kinds of things on it. So this is from the point of view of the students. So they in the in the exams, they should. Yeah, I say on purpose that the word should or must. use AI, but in a right way.

0:47:23

(Speaker 2)

So this is our challenge, the lecturers' challenge, to make, to show them, to teach them, the students, to use these tools in a good way. And I think that because AI provides, is a good tool just for learning, so maybe in this way, the gap between, let's say, the best students that they know how to use the AI in order to learn better and also just to writing better exams, the gap is increasing because the best students, they took advantage of this. And on the other hand, maybe let's say that the regular students, they do not know how to take full advantage of this. So the first strategy is this one. So using this, relying on the AI is very challenging because we lecturers need to grade the content in itself of the subset, but also how they are using or how competent they are in using these new technologies.

0:48:43

(Speaker 2)

So this is very challenging. So this is the first strategy, and of course, that the second strategy as to assess is going to the old way to do the thing so provide a piece of paper and a pen and that's all and say okay here you are so please complete this this exam in the other way so this is sorry I think that I have been extended so much Thank you, Maria.

0:49:13

(Speaker 1)

No, no, it's okay. I don't know, Marta, if you want to add something or respond to Fede regarding students regarding this question.

0:49:26

(Speaker 5)

Can you summarize in a line what exactly was the challenge proposed to students?

0:49:33

(Speaker 1)

Fede, do you want to highlight one of the strategy regarding the position of the student regarding the use of AI?

0:49:46

(Speaker 2)

Yeah, so this is a very challenging. So there are two to. One thing is during the, let's say, the learning process. Another one is just when you are writing down, sitting in the exam. So this is to be framed.

0:50:09

(Speaker 5)

Exactly. Yeah. This is a very, very valid point. And I think that for that it's important that the student has his values and the ethics in the place that they should be. And we can make the most out of AI in that sense, when it comes to learning and to summarising maybe a lot of information, so that we can take the key points of it. And sometimes in all the information we get, there is too much detail that is not going to be useful later.

0:50:40

(Speaker 5)

And then when it comes to using AI in the moment of the assessment, it might be not the most ethical use, at least in my perspective. So I think From the students' perspective, it is a question of value. And there's not really a solution from the professor's side, I believe, because it's the same thing about cheating in general.

0:51:04

(Speaker 1)

So I really think it's a question of values. Okay. Marta, thank you very much. If I may add, I think that, and we are talking a lot about the standards and guidelines for these matters, and I think it's important that the students and institutions and QA agencies have specific guidelines, so how to kind of behave and how What path should we follow? How students can use AI in which specific conditions? What is permitted here?

0:51:38

(Speaker 1)

So I think the guidelines can also help students and also professors in this matter. And one last question. or reflection, which is about the future. And how do you foresee online assessment? Do you think it will complement or Gradually, it will replace traditional forms of assessment and what that would mean for institutions, for students, for QA agencies. OK, so this is more for the future, so how this can change or not.

0:52:25

(Speaker 10)

Fede, do you want to go first?

0:52:29

(Speaker 9)

Yeah.

0:52:30

(Speaker 2)

OK. Thank you, Maria. I take the advantage of being the first one and I would like to go again in a very wide approach on this assessment. I think that in the university, looking in the future, this is very difficult to make some forecast of how the future will be. how we will evolve and so on. But I think that we need to assess, or first to teach, and after that assessing this, to teach or to influence in our students in three different dimensions.

0:53:27

(Speaker 2)

The first one is the one that we are very Very used because all the universities from the beginning of the universities, I don't know which was the first university centuries ago, but just all in our story. the universities are

providing some specific content related to law, to economics, to medicine, whatever, but something very specific in order to be a good professional when our students go to the marketplace. So this is just But this is just one dimension. And we know very well how to assess people in this dimension. Maybe now we need to complement with the online and so on. But I would stress that there are maybe two other dimensions that we should include.

0:54:24

(Speaker 2)

It's not so evident. So the first one is this. Let's say the vertical dimension on the content specific. But the other one should be we need to provide our students how to manage in this world that is more and more complex. So this is, let's say, in a horizontal dimension. And we do not assess them about that.

0:54:51

(Speaker 2)

And I mean, this world is more and more complex. So I cannot go deep with this. But you realize that there are some politics influencing in this. Yeah, the technology also is erupting and how, in which way. So, new values like sustainability, the globalization, the internationalization. There are some different views, values.

0:55:22

(Speaker 2)

So, this world is more and more and more complex. And we need to show our students to manage in this new environment. So this is another kind of another dimension that I think that we need to go. And the last one is okay, this is more personal for each student, how they are ready to contribute in this world and to give back again to the society, to be, yeah, to provide or to have this purpose in his job or how to contribute So this is another dimension. As I said at the beginning of my intervention, this is a very wide flexion.

0:56:15

(Speaker 2)

I repeat, so I think that there are three dimensions and we are only focused in the first one.

0:56:22

(Speaker 1)

Maybe we should extend and go for the second and even for the third one. So sorry because maybe it's a little bit out of the No, no, it's our reflection about the issue and we are still learning how to manage this in the present and I'm just trying to oversee the future.

0:56:45

(Speaker 5)

Marta, what do you have to tell us about it? Regarding this topic, if it should be a compliment or if it will at some point replace the traditional methods, I think it depends on the goal that we are trying. So what we want to assess with this online assessment depends on what we are evaluating. So if we are evaluating critical thinking, analysis, collaboration, creation, use of tools, softwares and industry stuff that can be viewed by a project, group project, or if we are talking about continuous assessments to encourage progressive learning, I think that these three can be assessed by online assessments, while the traditional ones might be more for highly theoretical foundations and I think for most, for basic learning, for example, when we're talking about the first part of engineering, when we're talking about, for example, about the algebra, about the calculus, these things, for this, the traditional methods might work a bit better, since it's very technical, and online assessment might not have this degree of complexity. And I think also the traditional methods might work a bit also work better when we talk about external accreditation and certification requirements, since we need to really ensure that it is fair and it is accredited by quality assurance, I believe.

0:58:23

(Speaker 1)

And I passed my word on to Noelia, I believe. Thank you, Marta.

0:58:29

(Speaker 4)

And how will the QA community foresee the future in this matter, Noelia? I think I will not give such a wide approach as Hodegei, but I will be speaking a bit more from a quality assurance perspective. So, I think we foresee online assessment as continuing to expand, but as a complement to traditional forms rather than a complete replacement of those traditional forms. And, well, let me explain why. Digital assessment, I think it offers significant benefits like opportunities for flexibility, accessibility, and innovation in evaluating learning outcomes. particularly through adaptive testing and real -time feedback mechanisms.

0:59:19

(Speaker 4)

But we also must take into account their drawbacks, like, for instance, online lab simulations and virtual laboratories often lack real -world complexity, which means they may not be the most effective way to assess the acquisition of hands -on skills and laboratory -related competencies. This is actually noted in the remote project. So for these reasons, we believe that the traditional in -person assessments will likely remain valuable for verifying identity and maintaining academic integrity in certain contexts. And they will also be essential for assessing competencies that require physical demonstration or interaction, as I said, for instance, labs, which this is especially relevant in STEM programs. In addition, I think it is also interesting to note that oral examinations may become increasingly relevant as they are a way of verifying knowledge and the acquisition of skills and competencies.

1:00:28

(Speaker 4)

To us, the future of assessment probably lies in a balanced ecosystem leveraging the scalability and inclusivity of online methods while also preserving the rigor, validity, and trust that is associated with established assessment practices.

1:00:46

(Speaker 8)

So just as a last conclusion, quality assurance frameworks will need to evolve to ensure both modalities meet consistent standards of reliability, fairness, and integrity.

1:00:57

(Speaker 1)

Thank you. Thank you very much, Noelia. And I think we could continue discussing these and other questions regarding remote assessment, but we will end this roundtable. Thank you very much for your thoughtful contributions. And I think that even in this very short discussion, we've seen how important it is to balance flexibility and trust and fairness on remote assessment. And it will continue to evolve.

1:01:25

(Speaker 1)

So thank you very much to our three panelists for sharing their perspectives.

1:01:30

(Speaker 4)

And Marilena, I see we have questions.

1:01:35

(Speaker 5)

Yes, thank you.

1:01:36

(Speaker 4)

Thank you very much. And also, thank you, Maria, for moderating this very, very interesting roundtable. And the interest is clearly demonstrated by the fact that we have many questions. We will probably not be able to answer all of them. But as I promised, we'll start with the first one, which was already in the chat before we started the roundtable. That is a question on fraud detection tools.

1:02:00

(Speaker 4)

Do they really work to assess whether the student has used AI correctly, for instance, in a written project? OK, this is, of course, a very up -to -date question and an excellent question indeed. I think I can try to answer it. Well, fraud detection tools, they can indeed help identify some potential AI -generated or AI -assisted content, but as we all know, they remain imperfect. They may misidentify genuine work. They may miss sophisticated AI use.

1:02:41

(Speaker 4)

By the way, AI would need another project. Actually, it's not in our remote work directly, although it is impossible not to mention AI in this context. So for this reason, I think that fraud detection tools should be viewed as supporting aids, not as proof. And as it has already been hinted to during the wrap table, a balanced approach should combine these tools with human judgment. So we're back to human judgment, dialogue, dialogue with students and clear and Ultimately, finally, it is a question again of academic integrity, of ethics.

1:03:31

(Speaker 4)

So it's a shared commitment to ethics that can truly solve the quality and credibility of assessment. So this is at least my point of view, but as we have seen also the students' voice and the voices during the roundtable, I think that this is all we can do to cope with AI. So then there is a question on support. Support given by institutions. And this is an important point because this is one of the reasons why we think that our guidelines can indeed offer help both to QA agencies and to institutions and to the staff working in institutions. The question says, I'm finding it very difficult to achieve support from my institution.

1:04:27

(Speaker 7)

for digital evaluation considering data protection law, especially since there have been student complaints in the courts.

1:04:37

(Speaker 4)

I don't know who wants to answer.

1:04:39

(Speaker 3)

Maybe, Domenico, do you have experiences concerning, well, how are digital evaluations or digital tools in evaluation seen at your institution, if you can say a couple of words. sorry in the meantime I was answering in the

in the youtube chat to another questions privately because of the lack of time but probably I get your question. So you were talking about the perception of the university about the tools for what?

1:05:25

(Speaker 6)

Repeat the question please, Marilena.

1:05:27

(Speaker 4)

Yes, sure.

1:05:28

(Speaker 3)

It was about the fact that the institution does not support digital assessment because of GDPR prescriptions or data protection prescriptions and that so it becomes difficult to use these tools in some institutions because of a lack of support. I don't know there is but the situation is very heterogeneous so again it's it's in my experience just limiting myself in the national uh in the national territory so I talk about Italy I've seen a lot of differences from university to university so it's it's difficult to to make some general statement about this. We can see that there are some leaders university which are more flexible and they offer better tools than others.

1:06:16

(Speaker 4)

This is maybe quite an obvious diplomatic answer. Yes, diplomatic especially. So, we cannot unfortunately take more questions. I just wanted to mention one comment about one specific experience. So, how to use online assessment? A way could be to give the students the answers to to the questions in advance, of course, not the specific answers to the questions that will be then asked for in the assessment session, but a much bigger set of answers.

1:06:52

(Speaker 4)

It's like in Italy for driving license exams, so that you give a list of questions and then only some of them will be asked for in the real exam. This helps the students, may help the students to prepare themselves on all the questions. and thank you. the goal is that the students study, not that they get low grades, of course. So this can be, for instance, one way to deal with online assessment or a specific form of online assessment. I would say that it is already quite late.

1:07:28

(Speaker 4)

So let's close this Q &A session and let me thank you to all the participants for their contributions and valuable insights. I think that the discussion highlighted both the opportunities and challenges from many points of view, so ethical, technical, content related, practical challenges of remote assessment, reminding us that quality, fairness and integrity remain at the heart of any educational process, so also of remote assessment. So let's continue sharing experiences, monitoring this rapidly evolving field and refining our practices together. To close the webinar now, I give the floor to Ana Prades from APU Catalonia. Thank you very much once again. Please, Ana, the floor is yours.

1:08:25

(Speaker 4)

Thank you, Marilena. Dear colleagues, what an excellent seminar. I'll do my best to wrap up as efficiently as possible. Since I have the privilege of closing this session, let me just take one minute to reflect on the importance

of today's theme. More than 30 years ago, Ray Clifford wrote a paper titled, What you test is what you get. Assessment is key, and when it's remote, it's even more challenging.

1:08:54

(Speaker 4)

Even in an organizational context, it is said that you get what you reward. And as the old saying goes, the proof is in the pudding, right? You can have a beautifully designed team. and learning process, but if the assessment is poorly conceived, students will not really work toward what is being tested, often bypassing the deeper learning activities we hope to promote. And this is one of the reasons of why the remote project and specifically remote guidelines for monitoring and evaluating remote learning activities is so valuable. It was born in the aftermath of the COVID pandemic and now concludes at a time when GNI is profoundly shaping the way we teach and the way we learn.

1:09:40

(Speaker 4)

There could hardly be a more relevant or timely topic. Please allow me to sincerely thank you, our speakers, Marilena Maniachi, Domenico Augusto, Maria Joao Manatos, Frederic Marimon, Noelia Grifo, Marta Correia, for their insightful contributions. And finally, thank you, all of you, for your interest and commitment to this vital theme.

1:10:05

(Speaker 1)

Let us continue working together to enhance and hopefully transform our institutions and the learners they serve.

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