



Creating European standards for open education and open  
learning resources – EU-StORe  
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01- A2 – Research paper –  
P6- LUMSA- Italy



# EU-StORe

## Research paper

**Research on quality criteria in didactics and pedagogy**

Partner 6- – Libera Università Maria Ss. Assunta LUMSA University- Italy

**Project Title:** European Standard for Open Education and Open Learning Resources

**Project Acronym:** EU-StORe

**Title of the task:** Research on existing criteria in didactics and pedagogy

**Activity Code:** O1-A2

**Partner:** *P6 Libera Università Maria Ss. Assunta (Italy)*

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use which may be made of the information contained therein.”

## 1. Quality in education

The quest for quality in education is a long-standing debate. It firstly appeared in the second half of the XIX century in the United States, when the community of the state of Massachusetts, and its responsible for the education system Mr Horace Mann, felt the need to know whether the school system was effective and accountable or not (Vertecchi et al. 2010). The idea of quality has always been linked to that of evaluation and assessment, and in-fact its development coincides with the birth of testing and Educational Measurement. Probably, the most relevant evidence of this ongoing debate is the strength that, at a global level, have the international comparative surveys of the learning achievements carried out by the OECD (Organisation for the Economic Cooperation and Development) and the IEA (International Association for the Evaluation of the Educational Achievement).

However, quality in itself is a highly questionable concept that, when it comes to education needs to be built together with teachers, students, parents, administrators and more in general stakeholders. It is strictly linked both to the general aims of the educational activities, and to its specific learning goals. Nevertheless, it is also connected by the means through which the learning activities are developed, the educational setting and the role played by teachers, educators, or facilitators.

More in general, it is possible to say that posing the problem of quality is an unavoidable step for every educator that conceives and designs her/his activity intentionally, with respect to specific goals. Paraphrasing John Dewey, we can assert that experience without reflection is useless, and this is particularly true in education, where the possibility to reflect on the results obtained and on the processes carried out (teacher-student interaction, learning processes, didactics etc.), represents too often a neglected step in the instructional design activity.

## 2. Setting criteria for effective pedagogy

Didactical criteria can many and generally depend on the instructional design model followed. In the most popular instructional design linear model, for instance, the ADDIE model (Analyse, Design, Develop, Implement, Evaluate), the quality assurance is the final step of the process, whereas in the constructivist R2D2 model (Recursive, Reflective, Design, Development) every decision is reconsidered by the members of the learners community.

Some elements are the base for a quality assurance process in the field of education, i.e.:

- Analysis of learners' needs and motivational disposition
- Clearly stated learning outcomes (or learning goals)
- Assessment activities (at different stages of the learning path: initial, intermediate and final)
- Multimedia approaches to learning (i.e., according to the definition by Richard E. Mayer (et al. 2003), the use of text and images to convey contents)
- prompts for creating meaningful learning, according to David P. Ausubel perspective (1990), i.e. link the new ideas and concepts to the learner's previous knowledge.



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Several initiatives were already carried out in the field of e-learning and distance education in order to set up standards. The need for this can be entitled to the fact that these materials quite often are designed to work independently from an institutional framework or with the direct, face-to-face aid of a teacher. One for all, it can be worth mentioning here the ECBCheck Criteria ([www.ecb-check.org](http://www.ecb-check.org)) for standard setting in the e-learning provision field.

#### References

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