

## **ODL, classical teaching: How can we assess digital resources?**

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Since six years yet, the general discourse regarding the assessment of on-line learning resources is claiming that the learning technology standards set up by international organisations is all we need [4 and 6]. Besides the fear that comes from the globalisation of these standards (how will they impact the way we teach), it becomes clear now that they have only effects on the tools used to manage formation. These standards do not only take into account the management of learning contents (LCMS) but also the management of the formation (LMS). They have then an impact on the management tools used daily in our universities and their departments (admission, managing courses, managing classrooms...). Will this management softwares or tools be compliant with these standards?

On the other hand, there are new european standards in Higher Education: LMD, ECTS. Will they be integrated in the so-called international learning technology standards, when they already are at work in our usual management tools and will be required in all learning resources created by a university, in classical formation as well as in ODL?

These two questions show that these standards are not yet completely usable.

From some years now, we can see Quality Assurance entering in universities, through the evaluation of teaching, of research and of management [1 and 7]. These assessment methods and processes will be applied both in classical formation and in ODL. We can guess so.

But this is not enough to take into account all what makes learning resources different from classical way of teaching: efficacy, efficiency, scientific quality are assessed in both cases.

We eventually claim that the more specific characteristics of learning resources are the quality of the media used, and of the interactions they proposed.

So, our proposal is to take into account in the learning resources evaluation process, the quality control of:

- the ergonomics of the support tools used (LMS, forums, exercisers),
- the media of the learning contents, but also from all documents pertaining to the formation (e.g. admission forms)

These evaluation must be made knowing the targeted public and the learning objectives.

In a near future, we hope that methods or processes of evaluation will allow us to assess the level of learning that occurred during the formation [2, 3 and 5]. This will complete the processes we are beginning to use, in such a way that we could talk of **learning** technologies for real.

### **References**

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