**Misunderstood Quality Concept**

The research confirms that “declarative and procedural knowledge is not the same, nor do they enable the same kind of performance”. In my courses, I am trying at the beginning to understand who the students are, as many expect *declarative knowledge* while others do not know very well what they want to learn in the quality course. Quality as a concept has evolved due to our increased level of reasoning, making decisions, and participate in problem-solving activities. These are outcomes of the *procedural knowledge* that can onlymanifest in a quality environment*.*

A picture containing tall trees



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Based on the experience gained this semester teaching the same topic to 3 different classes, most students were looking for *declarative knowledge*. Knowing that many students, when asked to give examples about the concept of quality, will provide examples of standards used by different industries, I started each of my lesson with images that were taken from the environment, and then lead with questions to describe how do they feel when they look at the pictures or videos presented. The discussions around the images introduced, brought up some stories that students shared.

I always explain during online discussions, how quality impacts each aspect of our lives and how important then it becomes to understand our own emotions and feelings when we associate them with different events.

Misunderstanding *quality concept* is the result of lacking the understanding of the processes that each of us experience. One main component in developing *procedural knowledge* in education is teamwork. The level of engagement, learning how to reason, make decisions that lead to problem-solving are part of the *quality* *concept* in an open education system.

A picture containing outdoor, light, road, green

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