Microcredentials for Student Mobility & Data Portability

SESSION MODERATOR

Monterey Sims
University of Phoenix
Session Introduction

This esteemed panel of experts from diverse backgrounds will be giving a quick intro to the work they are currently doing in this space then we will jump right into some panel topics and audience Q&A.
Cambridge Public Schools

Eric Levy
Background

- Database Administrator for K-12 Public School District
  - Oversee all data integrations
  - Manage state reporting utilizing SIF
  - Support district departments looking to improve post-graduation student outcomes

- N.A. Technical Board Member for SIF
  - Two years directly working on new and updated specifications
Exploring how micro-credentials can help students

- Tracking of skills earned in technical arts programs, co-ops, and internships
  - Students would have concrete evidence of their skills
    - Demonstrate specialities
    - Provide students a leg up among peers
    - Support existing industry certifications
  - Allows differentiation between similar programs
    - Could allow for better placement based on individual preferences and aptitudes

- Traditional course micro-credentials
  - Evidence-based results
    - Another tool for evaluations
    - Allows research to determine which skills provide the best outcomes
Iowa Dept. of Education

Jay Pennington
IDOE - Modernization and Interoperability

- Building a statewide clearinghouse and data collection for industry recognized credentials
- Work Based learning opportunities
- Iowa eTranscript Gateway
  - Leveraging and extending A4L Unity standard
  - Diploma seals
  - Standardized Transcript
  - Core GPA
  - RAI
  - Automate and facilitated college review and acceptance
- Future extension of any credential/microcredential
Infrastructure
Parchment

Bert van der Geest
Background

- Consultant in K-12 and Post-Secondary education sectors in British Columbia
  - Project lead for province-wide system implementation for K-12 SIS
  - Strategic planning for business transition and implementation for a province-wide employment program
  - Project Manager for various Post-Secondary implementations on the provincial XML exchange hub
  - Project Director for the Ministry of Education StudentTranscripts Service enabling provincial K-12 XML transcripts through the XML exchange hub

- Director, Digitary by Parchment - Canada
  - Leading the rollout of MyCreds | MesCertif national network in Canada in partnership with the Association of Registrars of the Universities and Colleges of Canada (ARUCC)
  - Established proposed data structures for micro-credentials as part of the Virtual Skills Passport pilot project to deliver micro-credentials as W3C Verifiable Credentials
Why do we need data exchange standards for Micro-Credentials?

- Micro-Credential use is expanding rapidly in both the private sector and the post-secondary sector
- Learners and employers (verifiers) need to understand and interpret the certification
- Verifiers need to trust in the issuing organization and in the methods for credential exchange
- Increased learner mobility both nationally and internationally
- Learner control and self-sovereignty over their credentials
Proposed vision for a Micro-credential framework

What if learners could share their micro-credentials and recipients could consume the secure and trusted credential information together with the relevant contextual information as data?

Competencies:
- Competency 1
- Competency 2
- Competency 3
- ...

Learning Outcomes:
- Learning Outcome 1
- Learning Outcome 2
- Learning Outcome 3
- ...

Industry Partner endorsement

Skills Achieved:
- Skill 1
- Skill 2
- Skill 3
- ...

Delivery and Assessment:
- Hours/Credits
- Instruction
- Delivery methods
- Assessment
University of Phoenix

Hillary Halpern
Background

- University of Phoenix - Higher Education
  - 16 years with experience in both the student support and administration
    - Academic Program Portfolio Management
      - University Program Lifecycle (UPL) - Unique to UOPX; process to build and maintain academic programs to ensure high quality education
      - Alignment to external standards/regulations to occupational codes, jobs, data and skills
    - Designed/maintain the “skill-mapping” infrastructure; ensuring employer sought skills are appropriately aligned to academic programs and courses
      - Support Badge/Micro-credential development and process to build and maintain badge portfolio

“Thinking always ahead, thinking always of trying to do more, brings a state of mind in which nothing is impossible.” – Henry Ford
Program Inputs

- NCES: Classification of Instructional Program (CIP)
- BLS: Standard Occupational Codes (SOC)
- O*Net: Standard Occupational Codes (expanded) with Job Titles
- Lightcast: Employer Job Posting Analytics and Skills
- Faculty: Subject Matter Experts/Faculty Councils/Faculty surveys (Standard and Rapid Assessment)
- Industry: SME’s/Industry Advisory Councils/Lightcast Data
UOPX - Badge with Microcredentials Details

Crisis Support Badge

Course Outcomes (CSLOs) that are aligned to assessments

- The learner is able to support individuals and families in crisis situations through identifying and providing culturally relevant resources, assessing needs of those affected by a crisis or traumatic situation and developing safety plans for those in need. The learner is able to provide this support following the ethical guidelines of the profession and as an advocate and steward of the profession.

Skills
- Additional skills from aligned assessments
- What students created when completing assessments
- If CSLO is aligned to external accreditation

Validation = evidence (assessments)

Earning Criteria
- Completed CCNH/515A-Legal, Ethical, and Professional Issues in Counseling
- Completed CCNH/558 - Crisis Intervention and Trauma

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- 2.P.1 - Professional Counseling Orientation and Ethical Practice
- 2.P.5 - Counseling and Helping Relationships
- Council for Accreditation of Counseling and Related Education (CACREP)
- 2.P.7 - Assessment and Testing

© Access 4 Learning (A4L) Community and PESC
Questions on our minds

How do you define Microcredential vs a traditional Credential?

What is the job to be done….how do we see the future with Microcredentials?

What is the value to the learner?

Is there a standard? Should there be a standard?

Audience Q&A
Thank you very much.