Micro-credentials

Developing A Successful Micro-Credential Implementation Strategy for an Organisation

by

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Managing attendees' expectations

- This workshop is not about crafting a strategic business model for your organisation, but rather focusing on good practices in developing and delivering micro-credential courses to your consumers

- Challenges and pitfalls that will be encountered and how to address them preemptively

- The audience comprises representatives from organisations categorized as Higher Education Providers, Industry Employers and Learners

Objectives:

- To get an early insight, share experience and concerns, pose questions in relation to micro-credential course planning and delivery.

- To exchange views on ways to address course articulation challenge with regard to earned micro-credential credits and certificates

- Critical success factors like enabling policies, institutional commitment, HR capacity building, IT infra- and info-structure to drive online delivery, financial support, quality assurance, etc. will be raised for discussion.

Steps towards strategy formulation:

- Assess the current higher education landscape and trending

- Establish a common understanding of what micro-credentials are

- Identify drivers (key stakeholders) to steer micro-credential development and delivery

- Discuss QA standards from development to delivery

- Need for monitoring, review, revision for continuous quality improvement (CQI)

The Push for Micro-credentials today

- Move from recognition of degrees/diplomas to recognition of granular new-skill competence by employers

- Growing call from the workforce for flexible personalised learning courses that are validated and award certificates

- Market demand for modular, stackable and portable shorter-duration (micro) courses that are credits bearing

- Demand for clear rules and pathways for seamless articulation of earned micro-credits into mainstream degree or diploma programs

The enabling environment

- Malaysia Education Blueprint (2015-2025) on:
  - ✔ Enculturation of Lifelong Learning
  - ✔ Delivery of MOOCs
- Malaysian Qualifications Framework (MQF, v2.0) with emphasis on outcome-based learning
- MQA Guidelines for Credit Transfer
- MQA GGP for Micro-credentials (2020)
- OL's Open-Creds Framework for Malaysia

The stage has been set to promote lifelong learning, giving due recognition to concept of "partial qualifications" and experiential "informal learning", favoring development of Micro-credentials.

Latest scenario concerning provision of supporting frameworks and guidelines

GGP: Guidelines to Good Practices for Micro-credentials

OpenCreds: OL's Framework for Micro-credentials

Alignment

GGP ⟷ OpenCreds

The above thus paves the way for course developers to plan, develop and offer Micro-credential courses.

MQA's Definition of Micro-credentials:

"*digital certification* of *assessed* *knowledge*, *skills*, and *competencies* in a specific area or field which can be a *component* of academic programmes or *standalone* courses supporting the professionals, academic and personal development of the learners*"*

Characteristics of Micro-credential Courses

- Modular (shorter duration; bearing lesser or no credits)

- Stackable (modules are inter-operable building blocks that conform to a set format; may lead to a specified certificate)

- Portable (credits so obtained can be transferred; recognition of prior learning)

- Quality (assured; digitally certified; trusted)

- Practical & Fit-for-Purpose (on-demand skills training; granular competence-based learning)
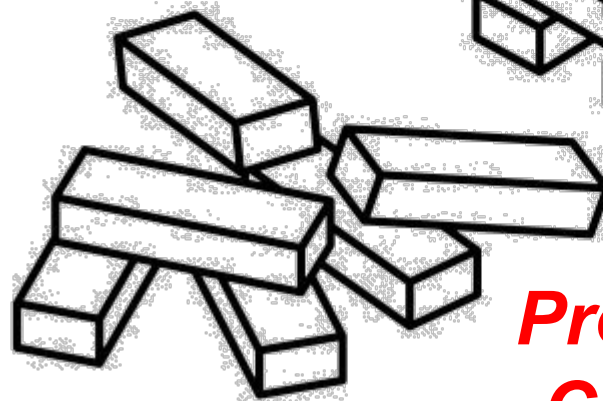
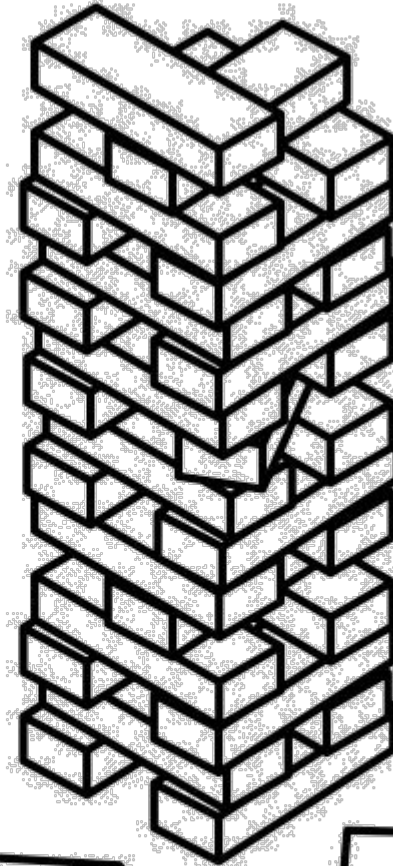- Flexible (learn at any time and place, online courses)

Micro-Credentials

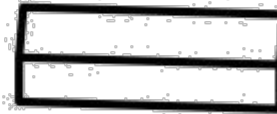*A need to create opportunities for their* **articulation into** *mainstream degree programs*

Jenga Block Game

Typical Formal University Degree Program (appropriately unbundled)

Credit-bearing Micro-credential Certificates from <u>different</u> institutions

Mini Precursor Courses

A MOOC Badge

How many credits should a micro-credential carry?

- Based on Malaysia Qualifications Framework credit system
  1 credit point = 40 notional hours of learning

- According to the European Credit Transfer System (ECTS)
  1 credit point = 25 to 30 hours of study

  (min.10 hours teaching and 15 hours of self-directed study)

- Most micro-credentials with credits are worth:
  - 10-15 UK credits
  - 4-6 ECTS credits
  - 2-3 US credits

Stakeholders in the Micro-credential Ecosystem

MQA Providing Overarching QA Guidance and Oversight

HE Sector ➡️ **Micro-credentials** ⬅️ Learners

Industry Sector ➡️

(Providers)   (Consumers)
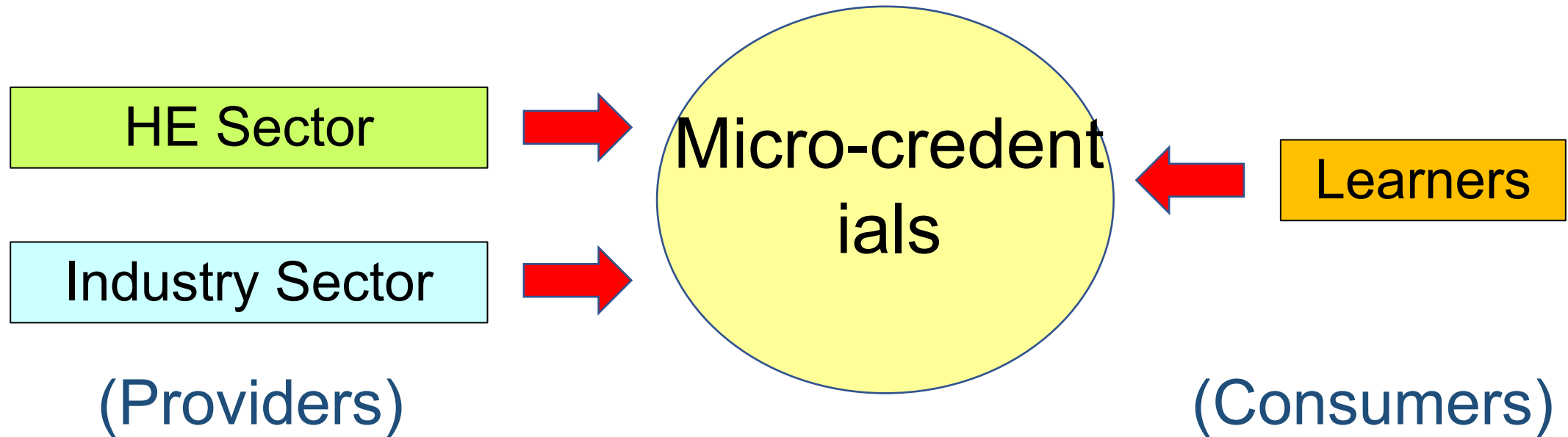
Universities should provide clarity on the micro-Creds they offer to ensure good take-up by Learners and Employers

Learners need quick access to salient information about:
- Contents, study plus articulation pathways, and certificates
- Availability of good learning management support services
- Availability of a secure digital database to store and retrieve digital certificates when necessary

Employers need to know:
- What Micro-credentials are and the qualifications they bring?
- What their values are to their organisations and employees?
- How are they different from conventional HE programs and qualifications?

How to develop a *Micro-credential* course that will result in successful student learning?

1. PEOPLE
   - Put Subject Matter Experts in your team
   - Bear in mind the TPACK Framework

2. PROCESS
   - Follow the ADDIE Instructional Design Framework
   (It is important to design for consistency of structure)

3. TOOLS
   - Use an eLearning Authoring Tool that meets your needs
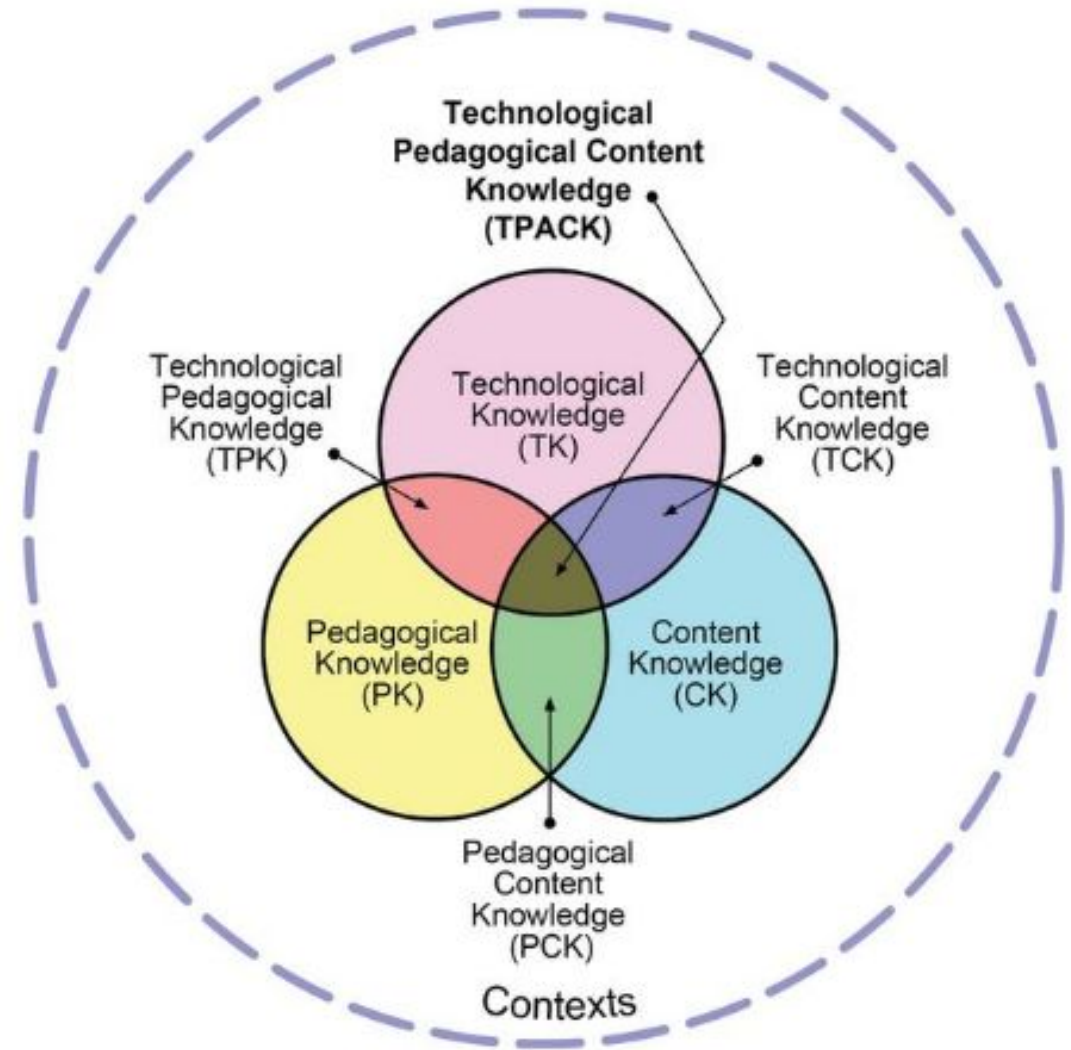
TPACK Framework and its Knowledge Components

(Mishra & Koehler, 2006)

TPK = Using technology to utilize new teaching methods

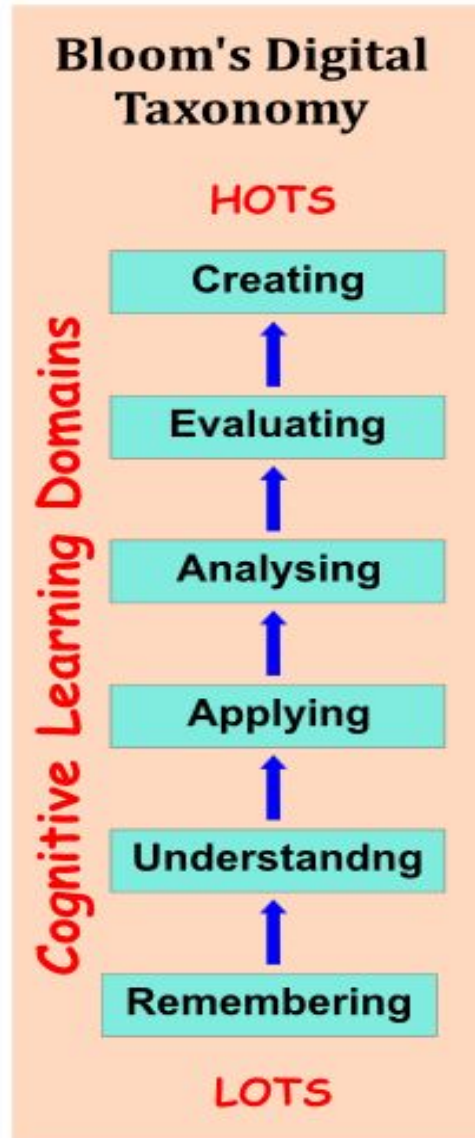**TCK** = Using technology to deliver new content

PCK = Combining pedagogy and content effectively

*TPACK = Technological, Pedagogical, Content Knowledge*

Source: http://tpack.org

Technology Enabled Pedagogy

Critical Thinking Tools

Bloom's Digital Taxonomy

HOTS

Cognitive Learning Domains

- Creating
- Evaluating
- Analysing
- Applying
- Understandng
- Remembering

LOTS

Basecamp

VSDC Video Lator

JAHSHAKA

asana

Snopes.com
Rumor Has It

Wrike

EVERNOTE

Google Sites

edublogs

FactCheck.org
ANNENBERG POLITICAL FACTCHECK

MindMaple

Mind Manager
The Ultimate Organization Tool

magisto
Make a Movie. Tell a Story.

YouTube

MindNode

PodBean

blender

Audacity
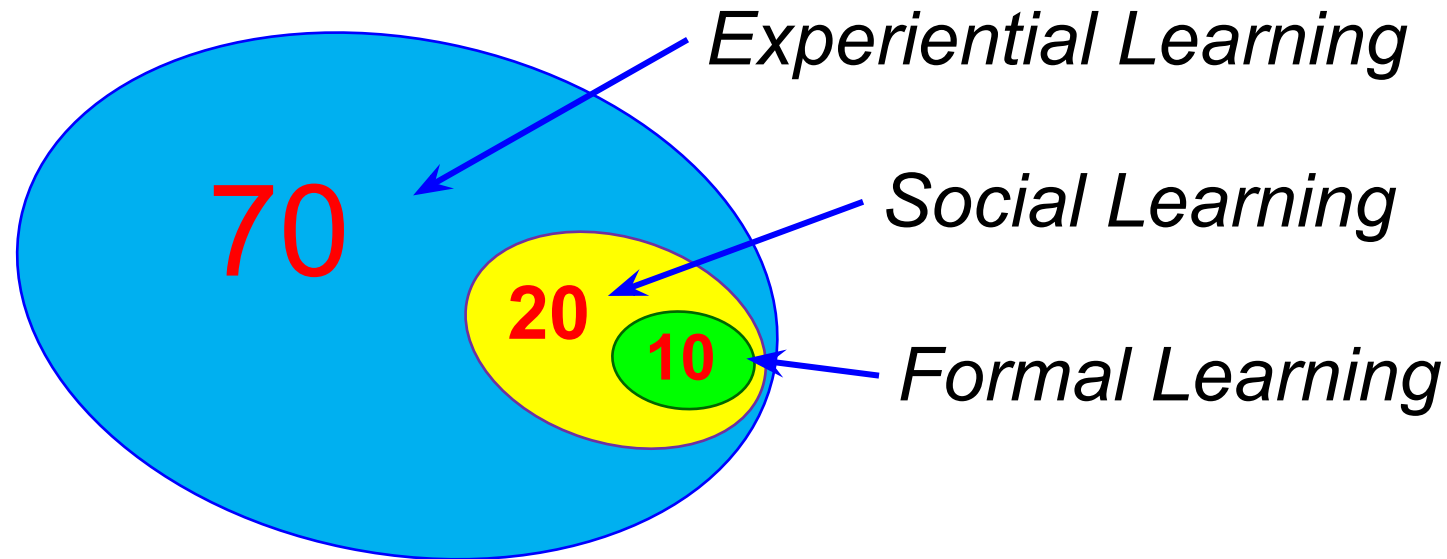
The *ADDIE* Instructional Design (ID) Framework with its five stages of a development process for designing and developing clear educational and training programs.
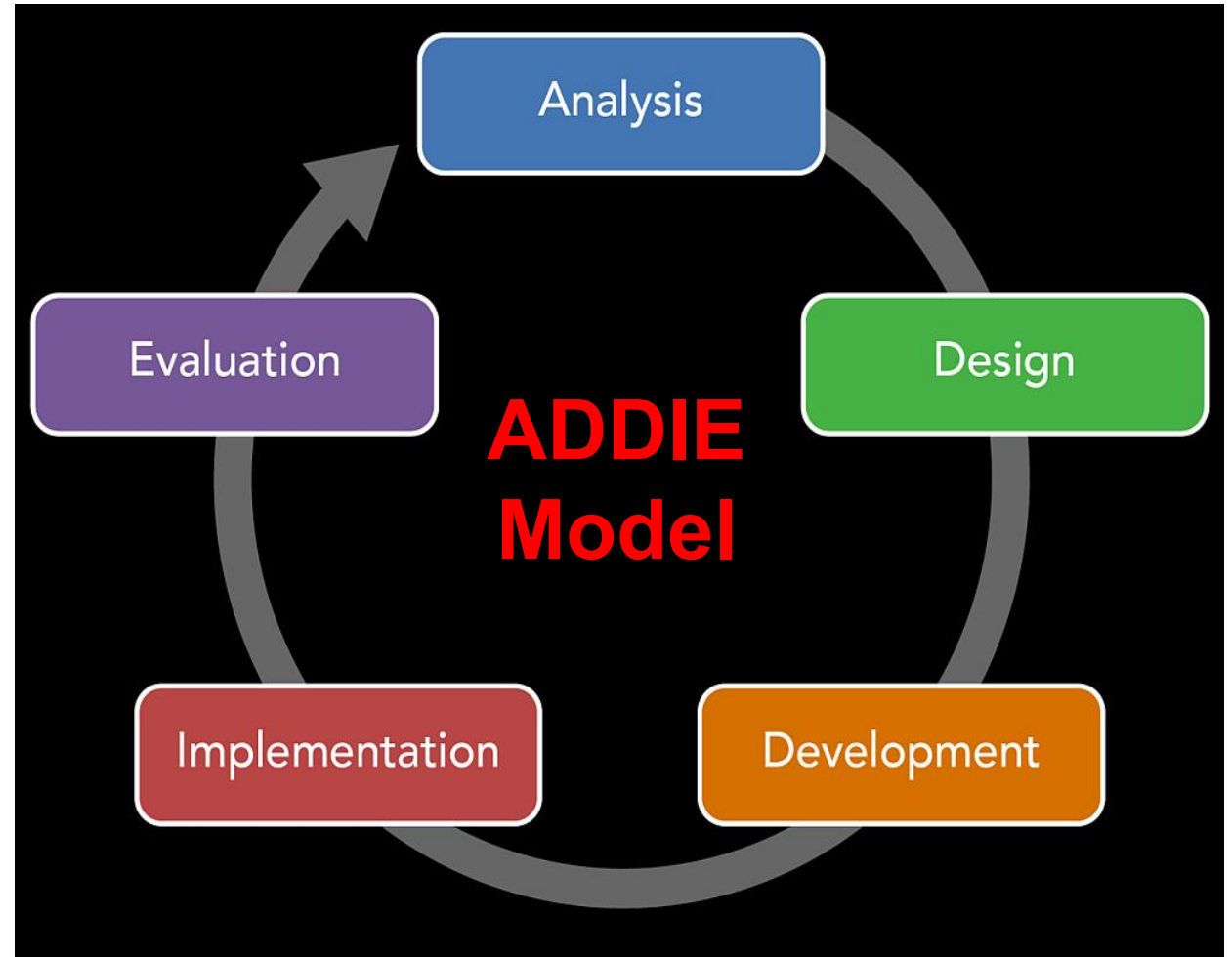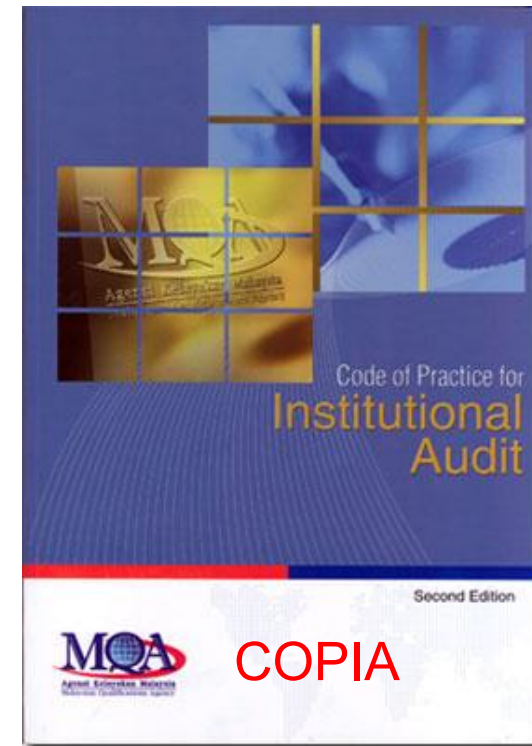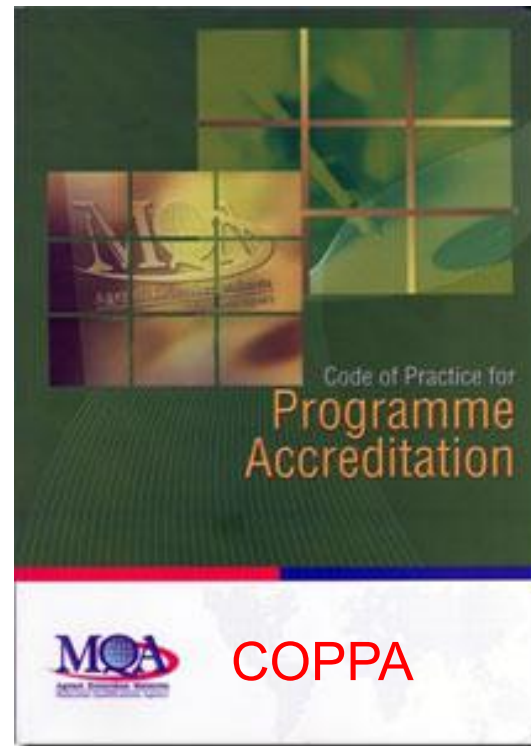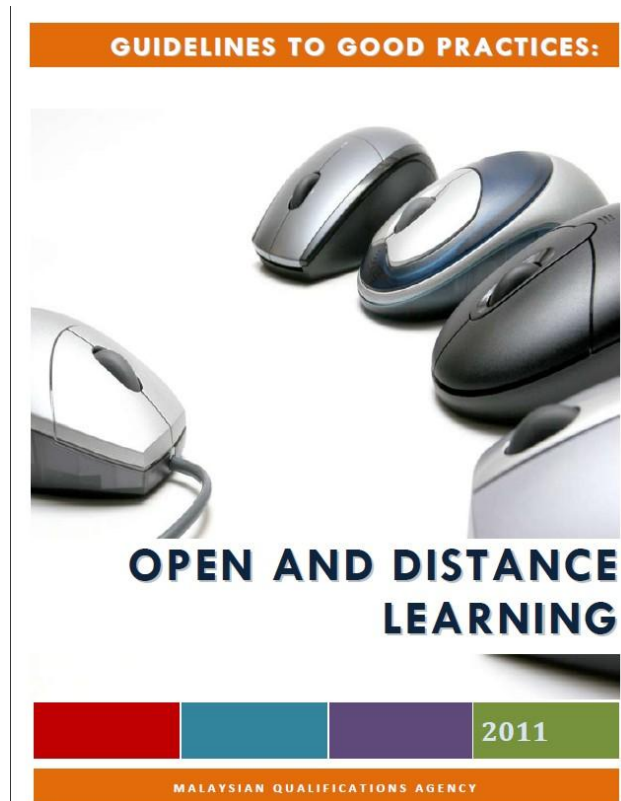
70:20:10 Model for Learning and Development

70

20

10

Experiential Learning

Social Learning

Formal Learning

The numbers provide a contextual indication of the required response of each component of learning.

Compliance with Formal Standards

Rules and standards imposed by MQA
for judging quality and excellence

GUIDELINES TO GOOD PRACTICES:

OPEN AND DISTANCE LEARNING

2011

MALAYSIAN QUALIFICATIONS AGENCY

Code of Practice for Programme Accreditation

COPPA

Code of Practice for Institutional Audit

Second Edition

COPIA

How do I begin?

Step 1. Do the necessary ground work
- State the training <u>goals</u>, set learning <u>objectives</u> and state the expected <u>learning outcomes</u>
- Identify your <u>targeted</u> students or trainees
- Decide on a Learning Management System platform
- Pick an <u>eLearning authoring tool</u> that meets your needs

Step 2. Obtain feedback from relevant Captains of Industry and Stakeholders

It's time to roll up our sleeves!

Step 3. Create course outline, syllabus and a clear blueprint

Step 4. Put the contents together

Step 6. Decide on multimedia support and tools

Step 7. Specify the course assessments methods

Step 8. Publish the course

Step 9. Deliver the course

Step 10. Evaluate the course learning outcomes, its delivery and accomplishment by students (do course revision?)

Remember ….

Stripped of all the fancy bells and whistles, a Micro-credential is just like any other course!
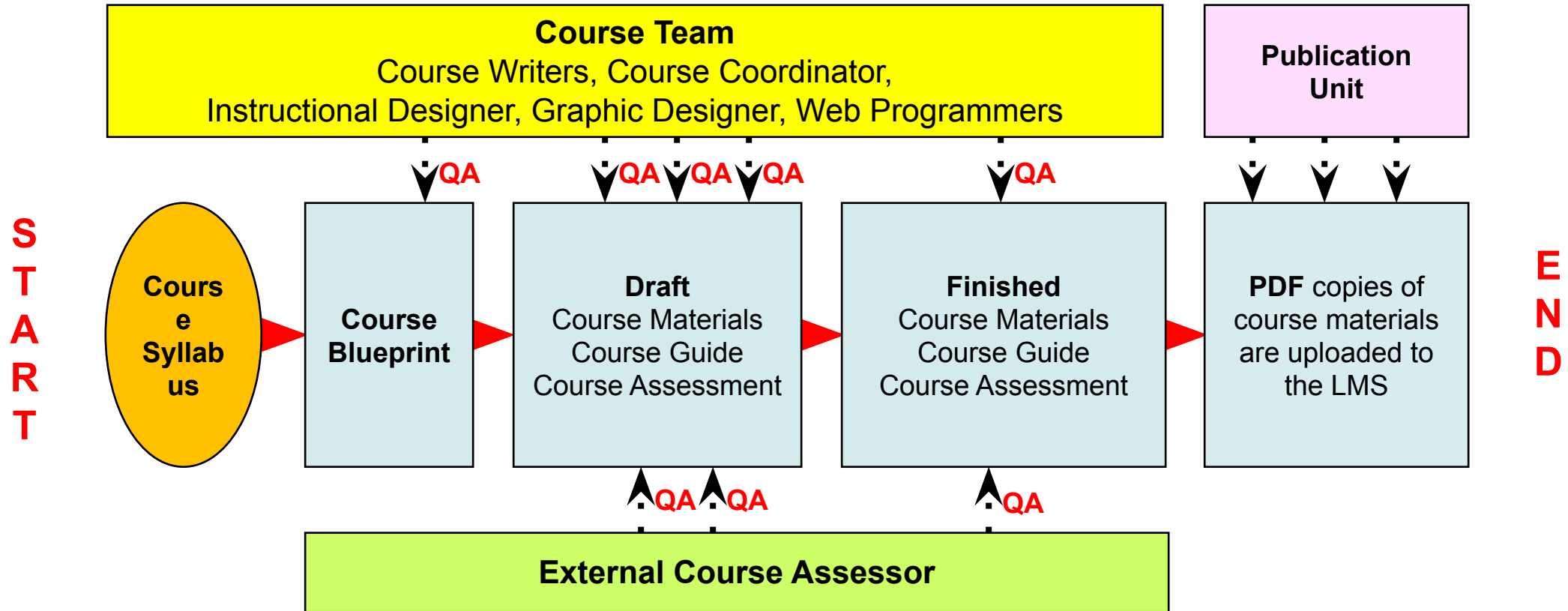
A well developed course has to provide:
- *Engaging* contents
- *Engaging* learner support service

"Engagement" is the name of the game!

Quality Matters!

Proof of rigour in developing pedagogically sound course modules of consistent structure

Course Team
Course Writers, Course Coordinator,
Instructional Designer, Graphic Designer, Web Programmers

Publication Unit

QA QA QA QA QA

START

Course Syllabus

Course Blueprint

Draft
Course Materials
Course Guide
Course Assessment

Finished
Course Materials
Course Guide
Course Assessment

PDF copies of course materials are uploaded to the LMS

END

QA QA QA

External Course Assessor

eLearning Authoring Tools

- Desktop-based versus Cloud-based
- Proprietary versus Open Source

Examples

Proprietary

- Adobe Captivate
- Articulate Storeyline
- Elucidat
- iSpring Suite
- Producer

Open Source
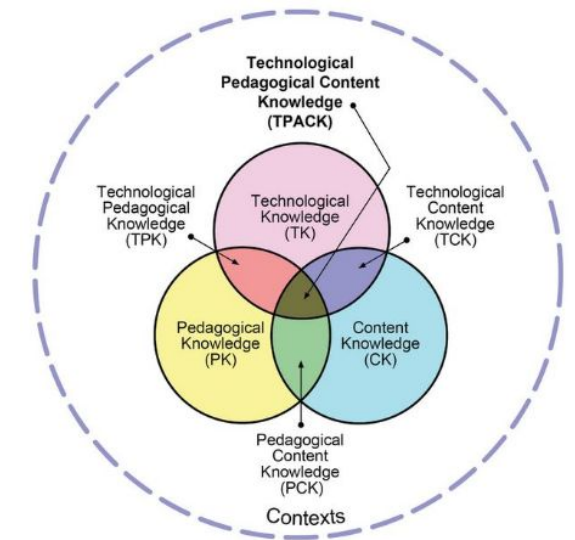
- Adapt
- EdApp
- CourseLab
- GloMaker 3.0
- IsEazy

OpenLearning offers a platform for authoring tool service too.

Workshop on how to produce a **Screencast**

Gearing up for Now and Post-Pandemic times ahead!

Source: http://tpack.org

To remain relevant during such times, e-Teachers need training too!

What can you do as a team member assigned to develop and deliver micro-credential courses?

- Clear understanding of what defines a micro-credential course

- Apply best practices in developing engaging micro-credential contents that meet QA stipulations of accreditation bodies

- Identify suitable eLearning authoring tools and learning management system (LMS) platform for your application

- Visualize the pathways for the earned micro-credits to be articulated into your mainstream degree programs

- Seek wider recognition for your courses by collaborating with professional bodies in the industry (for *future employability of your graduates*)

The need to convince your Boss (organisation)

- How micro-credential courses can be incorporated into your organisation's HRD programme to <u>gain competitive edge</u>?
  - ✔ To upskill and reskill employees to improve work performance at the workplace
  - ✔ In the case of HEPs, how to ensure graduate employability

- A need for a micro-credential policy to drive the downstream course development and implementation processes.

- Adequate allocation in the annual budget to cover course development, implementation and review costs.

Critical Success Factors

- Institutional commitment

- Senior management support

- Enabling in-house policies to drive downstream activities

- Mainstreaming of faculty capacity building

- Production of quality assured and pedagogically sound contents

- Provision of learning management support and services for online learning

- Seeking out strategic partners for smart collaboration

Thank you for your attention & participation