



***Micro-credentialing and Professional
Learning in Higher Education***

A/Prof Maree DinanThompson
Dean LTSE

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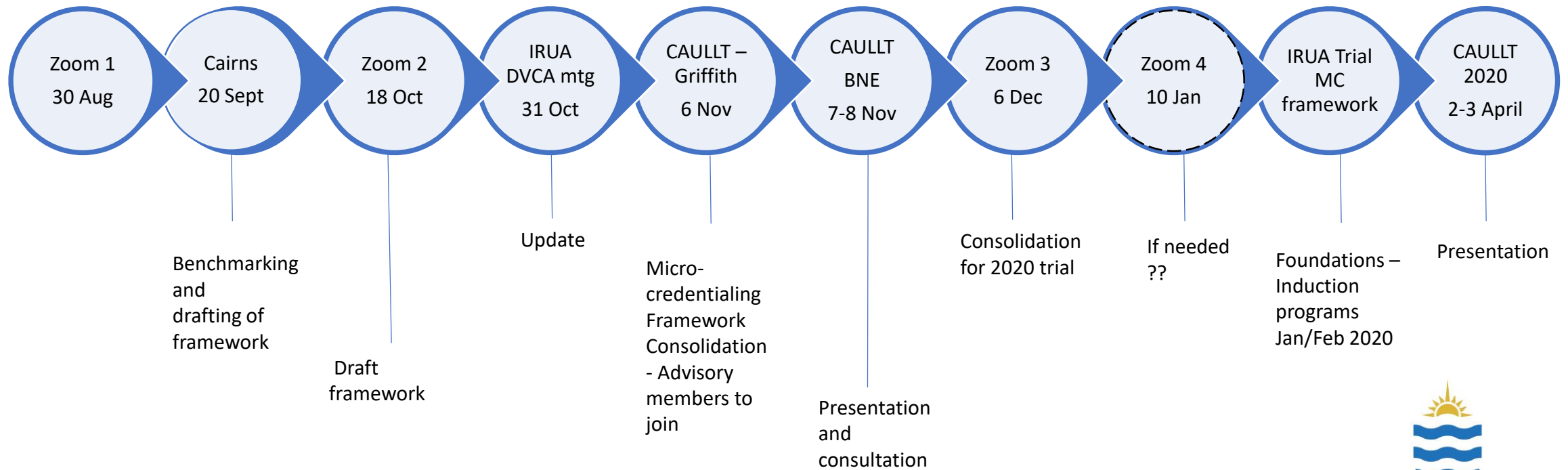
Goals of CAULLT grant

- To create a micro-credential taxonomy/framework for Foundations of Learning and Teaching utilising the CAULLT benchmarking results
- To utilise the IRUA institutions as a pilot study for the taxonomy/framework implementation
- To establish a CAULLT Advisory Committee to monitor the usefulness of the taxonomy across institutions
- To produce a micro-credential taxonomy for Foundations of Learning and Teaching adaptable for Australian and New Zealand institutions

Project Team

- **Lead team:** Maree Dinan-Thompson (JCU), Simon Bedford (WSU), Ruth Bridgstock (Griffith), Amani Bell (IRUA)
- **Members:** Andrea Lynch, Rob Fitzgerald/Bopelo Boitshwarelo (CDU) , Liz Branigan (LaTrobe), Shannon Johnston (Murdoch), Ann Luzeckyj (Flinders), Jude Williams (Griffith), Gina Saliba (WSU)
- **Advisory Team members:** Abby Cathcart (QUT), Barbie Panther (Deakin), Gayle Morris (NZ)
- **Project Administration:** Anita Suleman (JCU)

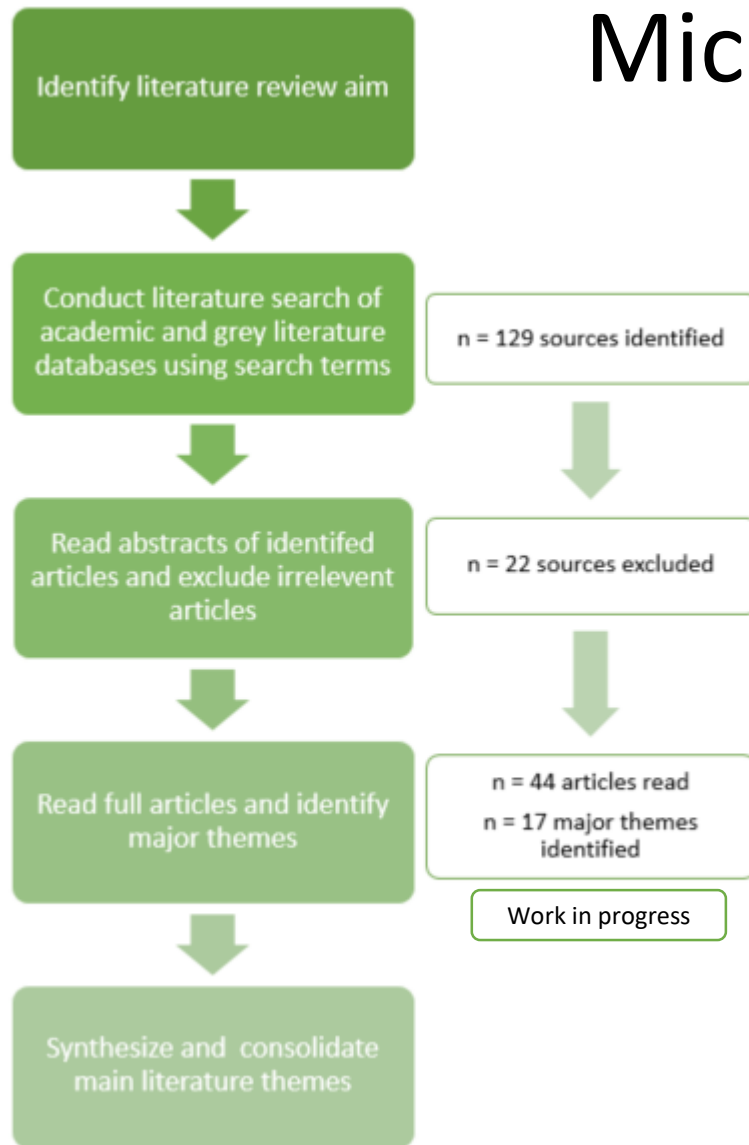
Timelines



Workshop agenda

- Sharing of our activities thus far
- Audit of Foundation LT and some ideas
- Griffith's model for micro-credentialing LT
- Discussion and sharing back

Micro-credentialing Lit Review Themes



- Background
- Micro-credential design
- Frameworks
- Challenges and issues
- Credentialing
- Assessment
- Pedagogy
- Providers and platforms
- Unbundling
- Competency credentials
- RPL
- ePortfolios
- Industry CPD
- MOOCs
- Badges
- Gamification
- Blockchain

What about potential for teaching quality to be added to performance criteria? Impact on professional development?

What themes relevant to our project?

- Nomenclature
- Design – applicability, personalisation and flexibility, unbundling, RPL, blockchain, scaffolding within and across, volume of learning?
 - Sequencing of learning – core/elective, foundation/advanced, breadth/depth
- Validity and portability of credential – issues of consistency
- Assessment – competency or GPA or both
- Pedagogy – chunking, scaffolding? (aggregation), gamification, varied
- Platforms, badges, ePortfolio

CAULLT SURVEY 2019

- Key themes arising from the data:
 - policies, enterprise agreements, probation and promotion;
 - staffing of roles which provide learning and teaching (L&T) professional learning;
 - recognition and celebration;
 - teaching quality; and
 - program provision.

Proposals for consideration

1. Universities Australia consults with all Australian universities to **seek consensus** on a national Australian teaching standards framework, which can be used to underpin teaching quality within institutions; **and agree a number of standards which will support an Australian L&T recognition scheme.**
2. Universities Australia (or another organisation or individual on their behalf) investigates and seeks an approach to developing the original proposal by Sally Kift to the DVCA group for a **national Australian L&T recognition scheme which is governed by a national L&T organisation**, with consideration of **funding** required to implement the scheme.
3. Membership of the national L&T organisation **requires all member universities to implement or confirm annual L&T professional learning requirements** for teaching staff.
4. The resulting teaching standards framework **be contextualised for Australia with reference to our Aboriginal and Torres Strait Islander people.** Significant consultation is carried out to achieve this.
5. Those who complete assessed programs which meet the standard(s) **achieve national recognition. All Australian universities will recognise the completion of such a program at another university.**
6. **Universities Australia develops a teaching standards framework which can be met by all universities.**

Audit categories for Foundation LT programs

- Name
- Who?
- Delivery - F2F, online, mixed/multi
- Modularisation – core, core and elective
- AQF
- Hours and/or Credit point
- Graduate Certificate – RPL?
- Policy, probation, promotion
- AHE

Audit – themes – hours - levels

Themes – core LT knowledge/skills

- Learning and teaching in the higher education context
- Courses/subject/unit design and learning outcomes
- Assessment and feedback
- Inclusion – diversity
- Student learning and methods (pedagogies)
- Wellbeing and student support
- Technology enabled/enhanced learning
- Personal/professional values and reflective and scholarly practice
- *Data and evaluation*
- *Indigenous recognition - reconciliation*

Hours

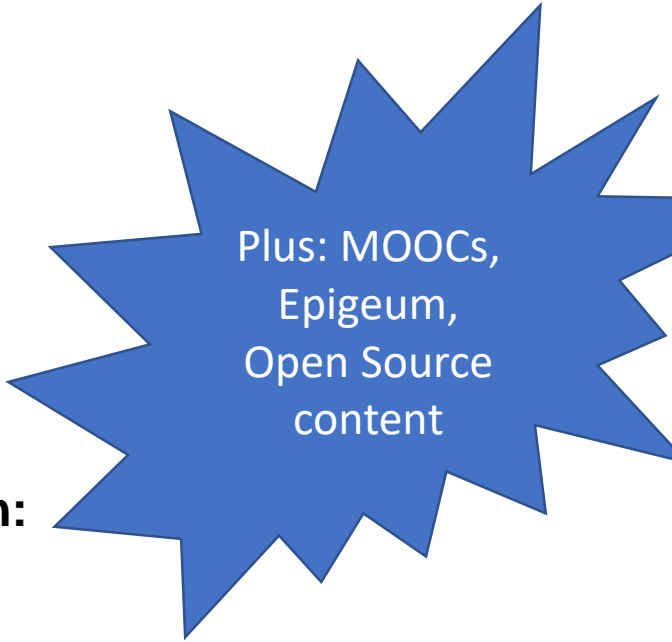
- 8 hours – 30 hours (largely mandated hours)
- 100 – 120 – 150 hours

Varied application/completion:

- Some core tasks e.g. peer review, personal learning portfolio

Levels

- AQF Level 8 influence
- AHE – Associate Fellow and Fellow expectations at Induction/Probation level
- Grad Cert – 3 out of 7 (1 further development for 2020)



Plus: MOOCs,
Epigeum,
Open Source
content

Condense/cluster themes??

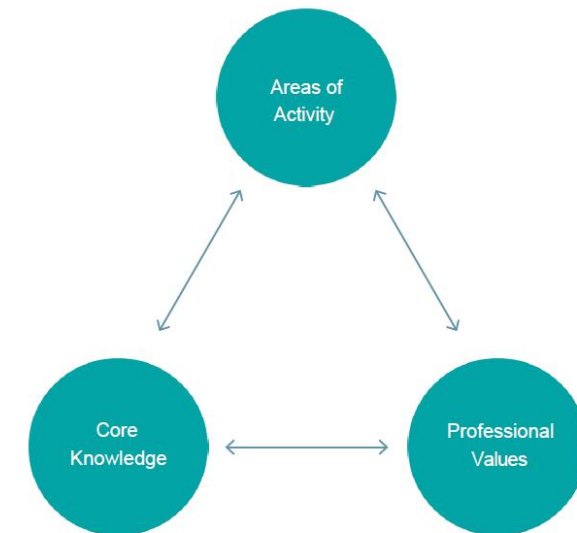
- Environment
- Professional Practice
- Attributes and Capabilities

(Chalmers, 2017)

How do we cater for Educators?
(design, deliver, enable, lead):
Professional/technical staff
(e.g. digital media, curriculum services)
Research supervision

Strand
Introduction: Your role in university teaching and learning
Planning and preparing learning activities
Teaching and supporting learning
Assessment and feedback
Addressing barriers to student success
Reviewing your teaching

UTCS - Epigeum



UK PSF

AQF Review

- Volume of learning – hours = 1200hrs/EFTSL (approx. 150hrs per unit/subject)

- AQF definition of micro-credential (p.95)

A microcredential is a certification of assessed learning that is additional, alternative, complementary to or a component part of a formal qualification.

and non-formal learning (p.95)

Refers to learning that takes place through a structured program of learning but does not lead to an officially accredited qualification. (AQF Glossary of Terminology)

CREDENTIAL TYPES AND DEFINITIONS

Achievement credentials recognise achievement of knowledge and are based on a mark, grade or GPA. Credential type is available for credit and not for credit.

Articulated Award credentials recognise achievement of an AQF learning outcome for articulation into an award of the University. Credential type is available for credit only.

Continuing Professional Development (CPD) credentials recognise the learning activities professionals engage in to develop and enhance their abilities. Credential type is available for credit and not for credit.

Open credentials recognise learning outcomes achieved through Griffith MOOCs. Credential type is available for credit and not for credit.

Member credentials recognise membership of a Griffith University student club, college or association for which achievement standards are required for membership. Credential type is available as not for credit only.

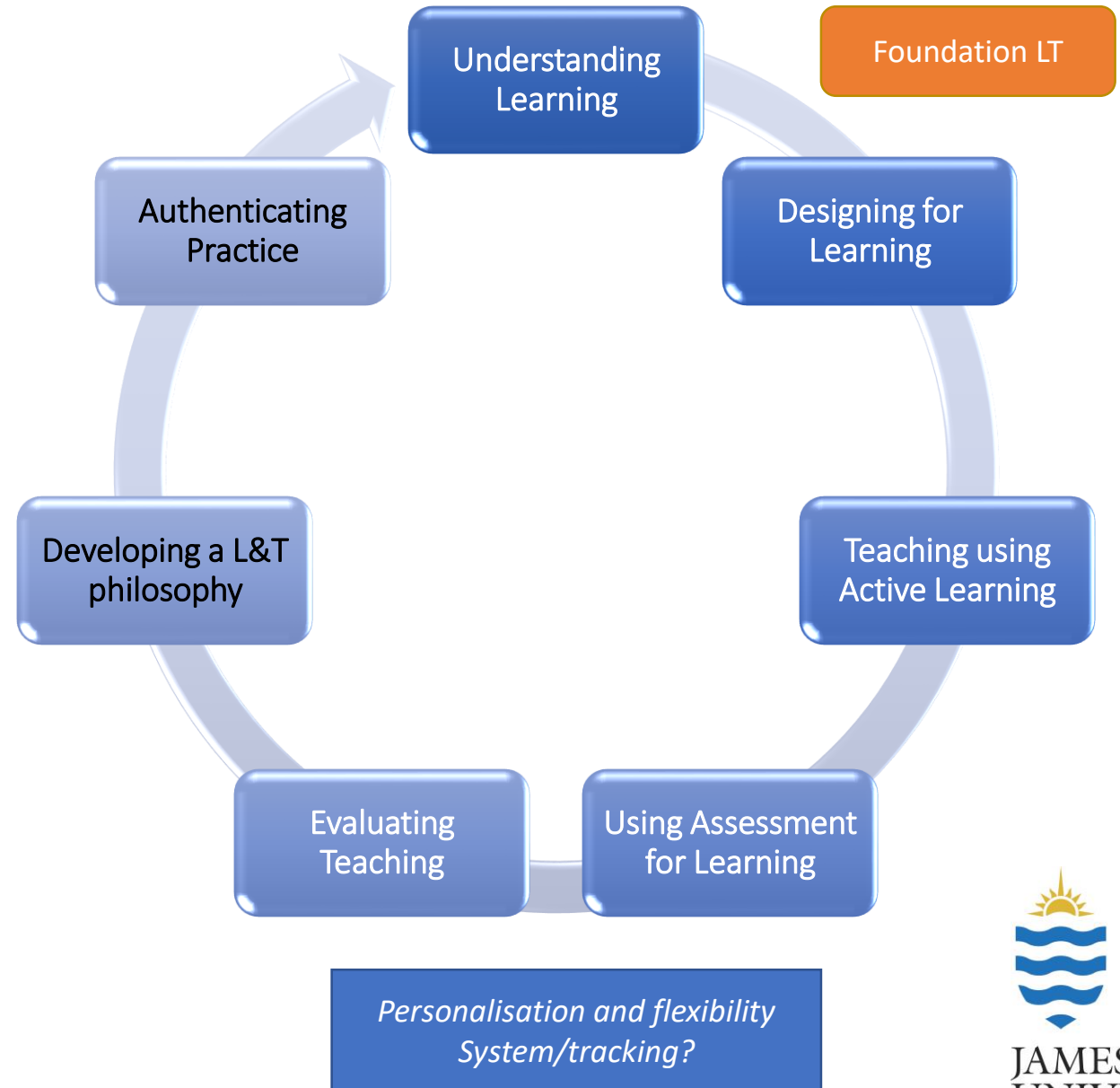
Mission credentials recognise a series of activities (cross-curricular) with the aim of achieving a badge for a mix of skill development and achievement. Credential type is available as not for credit only.

Skill credentials recognise achievement of expertise against a number of criteria and standards. Credential type is available for credit and not for credit.

WIL credentials recognise a series of requirements with which the student complies or has achieved that makes them work ready. Credential type is available for credit and not for credit.

A suite of micro-credentials and badges that align with the Teaching for Learning Program (AFHEA)

project led by Dr Jude Williams




A suite of micro-credentials and badges that align with the *Teaching for Learning Program* (AFHEA)

An alternative professional learning pathway to Griffith's introductory *Teaching for Learning Program*

- accredited by Advance - AFHEA
- aligned to *7031LFC University Teaching for Learning* (Grad Cert)
- each micro-credential can be undertaken independently
- to achieve the badge, participants must submit evidence of learning to demonstrate that they have met the learning outcome/s for the micro-credential (ie each one is assessed).
- the volume of learning for the suite is 150 hours (equivalent to the Teaching for Learning Program and to the 10-credit point course 7031LFC)
- the micro-credentials have a shelf life of five years.
- the micro-credential *Authenticating Practice* is a requirement of Advance HE. It is based on an observation of teaching by an existing Advance HE Fellow.


MICRO-CREDENTIAL & VOLUME OF LEARNING	LEARNING OUTCOME/S AQF LEVEL 8	ASSESSMENT TASK/S EVIDENCE OF LEARNING	CONTENT	ALIGNMENT TO GRIFFITH PROGRAM AND COURSE DESIGN PRINCIPLES AND STANDARDS	ALIGNMENT WITH THE DESCRIPTOR AND DIMENSIONS OF THE UKPSF FOR (AFHEA)
Understanding Learning (Volume of learning = 20 hours)	•Reflect upon current design decisions based on an understanding of basic mechanism of learning	Knowledge based quiz - (pass = 50% or more correct responses)	Understanding the basic mechanism of learning: •Attention •Memory •Collaboration •Motivation Understanding the role of prior knowledge in learning	Principles: Educators as Designers and Leaders of Learning; and Evidence-Informed Practice Standard: Learner-Enabling Design (ES 5.1; ES 5.2)	I, II, III, A4 K1, K2, K3 V1



MICRO-CREDENTIAL & VOLUME OF LEARNING	LEARNING OUTCOME/S AQF LEVEL 8	ASSESSMENT TASK/S EVIDENCE OF LEARNING	CONTENT	ALIGNMENT TO GRIFFITH PROGRAM AND COURSE DESIGN PRINCIPLES AND STANDARDS	ALIGNMENT WITH THE DESCRIPTOR AND DIMENSIONS OF THE UKPSF FOR (AFHEA)
Designing for Learning Volume of learning = 30 hours	<ul style="list-style-type: none"> Design a learning and teaching session that is aligned to course learning outcomes Design a learning and teaching session incorporating active learning 	Learning and teaching session plan (unlimited word count) Rationale of session plan (500 words)	Using the ACAD Framework for design Influencing learning through teaching session design Teaching in the Virtual Learning Environment (TiVLE)	Principles: Educators as Designers and Leaders of Learning; and Evidence-Informed Practice Standard: Partnership-Based Learning <i>(FS 1.2)</i> Standard: Engaging and Empowering Pedagogies <i>(FS 2.1; ES 2.1; ES 2.2)</i> Standard: Scholarly-Inspired Curriculum <i>(FS 3.1)</i> Standard: Locally and Globally Connected <i>(FS 4.1; FS 4.2)</i> Standard: Learner-Enabling Design <i>(FS 5.1; FS 5.3)</i> Standard: Digitally-enabled Learning <i>(FS 6.1; ES 6.1)</i>	I, II, III, IV, V, VI A1, A3, A4 K1, K2, K3, K4, K5 V1, V2, V3  JAMES COOK UNIVERSITY AUSTRALIA

The TiVLE Micro-credential

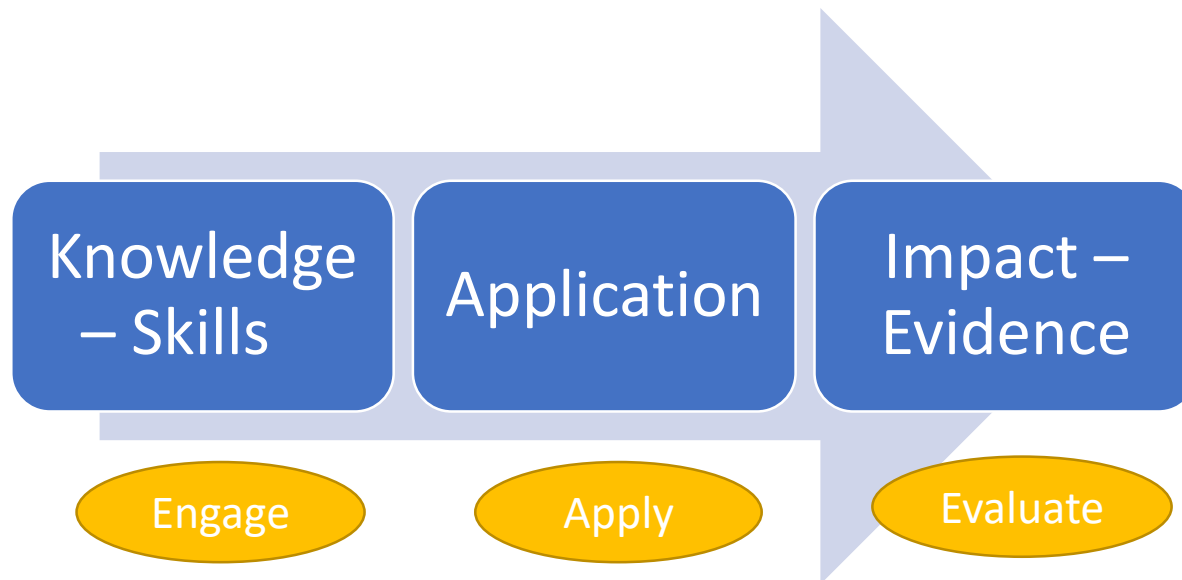
- Is classed as a 'Non-Award' Badge
- Currently it does not articulate (gain credit) to any other Award
- There are multiple instances of a Badge, linked to the context.
- Current suite may be extended as new Pedagogies (eg. Immersive Learning) and VLE technologies/tools are added to the PL suite

Active Learning	Authentic Learning	Collaborative Learning	Example Badge
PebblePad	Microsoft Teams	Collaborate Ultra	
Microsoft Teams	Collaborate Ultra	Microsoft Sway	
Echo 360 ALP	PebblePad	Ultra Discussions	
H5P	VoiceThread	Microsoft Teams	
<i>+ other technologies in the VLE</i>	<i>+ other technologies in the VLE</i>	<i>+ other technologies in the VLE</i>	

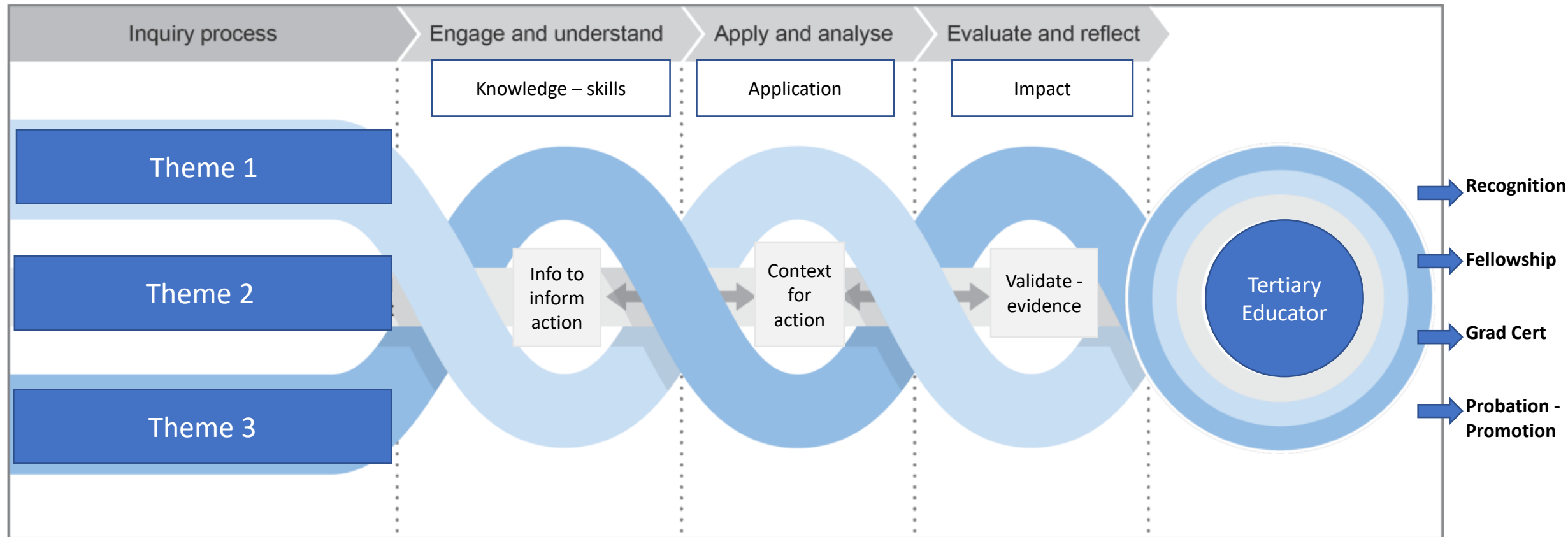
***Share your institutional position about
micro-credential modelling in Foundations LT***

Framework – taxonomy – *current thoughts*

- Framework - a basic structure underlying a system, concept, or text. A frame or structure composed of parts fitted and joined together.
- Taxonomy - a classification into ordered categories



Possible taxonomy- AQF 8 task – potential and/or actual



For discussion

- What is the value?
 - *One subject/unit/course (AQF) = 150hrs*
 - How do we measure equivalence across institutions?
- How could an AQF8 aligned generic assessment task be useful?
 - *AQF8 knowledge/skills/application task to evidence core LT*
 - What could this look like?
- How could we use credentials to support and recognise sessional staff?
 - What could this look like?

For discussion

- What is the possible articulation between recognition – formal qualification? AHE fellowship scheme and Grad Cert – AQF8
 - Examples:
 - AHE Fellow and Senior Fellow to Grad Cert TT/H Ed/Academic Practice and HERDSA/OLT fellow?
 - Consistency? Portability?
 - OLT citation – waiver?
 - Teacher education qualifications – RPL? Exemption?
 - Epigeum
- How will cost influence the adoption and use of credentials?
 - *Currently there are differential cost structures e.g. waivers for institutional staff; sale of modules to third/outside parties*
 - What are ways around cost?

Thanks for your contribution

Please email deanltse@jcu.edu.au if you have any further information to help us!