Microcredentials and Digital Badging in Higher Education

Educause Learning Initiative Online Event
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Closing Thoughts

Digital Badges are an increasingly important means to recognize learner’s achievements. Digital extended transcripts will follow.
Strategic Considerations

The components of an open achievements ecosystem require alignment and management:

- Curriculum and competencies
- Verified achievements
- Assessments and evidence
- Links to external frameworks, certifications, registries
Strategic Considerations

Digital, standardized achievement records are valuable assets for the institution and the learner - supporting employment search and learner’s personal achievement records.
Strategic Considerations

This is a time for leadership

– Lay the groundwork for your institutions’ achievement record store (ARS)
– Integrate a certified Open Badges platform
– Align supporting components of competencies, assessments and evidence
Relevant IMS Standards

Alignment
- Competencies and Academic Standards Exchange (CASE) for curriculum

Integration
- Learning Tools Interoperability (LTI)

Assessment
- Question and Test Interoperability (QTI)

Achievement
- Open Badges 2.0
- Extended Transcript as an institution’s Achievement Record Store
Get Involved

It is early in the evolution of digital credentials for education.
As always, pioneers are leading the way.
Your ideas, contributions and leadership are needed to continue this positive momentum.
Get Involved

Plan to attend the
2018 IMS Summit on Digital Credentials
February 27, Arizona State University in Scottsdale, Arizona

For more information about digital credentials and badges, write to openbadgesinfo@imsglobal.org
Resources

Welcome to the ELI Online Event 2017 resource site. Once you’ve registered for this event, you can use the resources below to get the most out of this live, highly interactive, and fast-paced online event, whether you’re attending alone or as an institutional team.

Getting Ready in 3 Easy Steps

Step 1

Review the online agenda and become familiar with the full program.

Step 2

Review ALL of the technical requirements. Participants may also join the event by using the Adobe Connect mobile app (found on iTunes or Google Play). Note: Some features may be limited. Review the Readiness Checklist to make sure you are set to participate.

Step 3

Review the Activity Workbook to participate in all event activities and the companion Resource List that includes websites, research reports, books, and articles related to the topic.

Attending the ELI Online Event as an Institutional Team?

Attending as a member of a campus team or hosting a team event at your institution in coordination with the event program can be tremendously valuable and cost-effective. Team participation can help your institution advance a project or encourage cross-disciplinary collaboration.

- Go to the registration page for information on how to purchase additional logins to support a team event
ELI Online Event 2017
Microcredentials and Digital Badging in Higher Education

Activity Workbook

The activities below are designed to provide you with the opportunity to apply what you are learning through the presentations to your institutional context. Below are three activity tracks from which to choose. Select one track only based on the maturity of your digital credentialing program and follow the directions for that track.

IMPORTANT: Through engaged and verified participation in the activities below, you are eligible to earn a digital badge that recognizes your professional development accomplishment. ACTIVITIES (track 1, 2, OR 3) MUST BE COMPLETED BY 7/17/17 IN ORDER TO QUALIFY FOR THE BADGE. In order to receive the badge, we require your name and email address in the Google forms below. NO team responses, please use one form per individual registrant. NOTE: You must be registered to receive a digital badge. All submissions are confidential.

Track 1: Considerations for Digital Badging Programs
This track is for those who are new to microcredentials and digital badging, but are considering developing and implementing a program in the near future. The steps below are designed to help you conceptualize and begin the process of starting a badging program at your organization.

First, consider the formal and informal learning experiences currently being offered at your institution. These may include courses, experiential learning, internships, field experiences, travel abroad programs, and many others. Next, identify and select one of the experiences you considered in step 1 and sketch out some initial steps you might take to begin planning a microcredentialing or digital badging program. Consider any partnership opportunities with employers or campus partnerships with stakeholders you might include.

SUBMIT RESPONSE: Please respond to the questions below and deposit your answers here (no team submissions please): https://goo.gl/forms/mEktdwQKtbbH4e72

1. List and describe the formal, informal, and situational learning experiences you identified in step 1. (450 words minimum)
2. Describe the learning experience you selected for a microcredentialing or digital badging program in step 2. Don’t forget to list any employers or campus stakeholders you might include. (450 words)

http://tinyurl.com/microactive
1. Go to http://tinyurl.com/microactive
2. Pick one of the 3 tracks
3. Submit your responses by 7/17/17
4. NO team responses for these activities, please use one form per individual registrant.
Digital badges are receiving a growing amount of attention and are beginning to disrupt the norms of what it means to earn credit or be credentialed. Badges allow the sharing of evidence of skills and knowledge acquired through a wide range of life activity, at a granular level, and at a pace that keeps up with individuals who are always learning—even outside the classroom. As such, those not traditionally in the degree-granting realm—such as associations, online communities, and even employers—are now issuing "credit" for achievement they can uniquely recognize. At the same time, higher education institutions are rethinking the type and size of activities worthy of official recognition. From massive open online courses (MOOCs), service learning, faculty development, and campus events to new ways of structuring academic programs and courses or acknowledging granular or discrete skills and competencies these programs explore, there’s much for colleges and universities to consider in the wide open frontier called badging.

**Learning Objectives**

During this ELI course, participants will:

- Explore core concepts that define digital badges, as well as the benefits and use in learning-related contexts
- Understand the underlying technical aspects of digital badges and how they relate to each other and the broader landscape for each learner and issuing organization
- Critically review and analyze examples of the adoption of digital credentials both inside and outside higher education
- Identify and isolate specific programs, courses, or other campus or online activities that would be meaningfully supported and acknowledged with digital badges or credentials
- Consider the benefit of each minted badge or system to the earner, issuer, and observer
Student success has become a high priority and focus for post-secondary education. This EDUCAUSE virtual event will examine effective practices addressing student success and associated technologies including work in the area of integrated planning and advising in student success (iPASS) systems. We will hear from practitioners at institutions who are working with technology-enabled advising, exploring technology architectures and frameworks required, and hear about methods for assessing and benchmarking student success technology practices.

During the **first day** of this event (Sept. 25), participants will be able to

- Understand which technologies are critical to support student success.
- Understand models of cross-departmental collaborations and the role of change management required to advance technology-enabled advising.
- Explore the lessons learned when deploying, adopting, and refining degree planning tool solutions.
- Develop a peer network of those also working to deploy student success technologies.

During the **second day** of this event (Sept. 26), participants will be able to

- Explore the lessons learned when deploying, adopting, and refining risk targeting interventions.
- Explore and consider ways of implementing and effectively using predictive analytics models, along with associated ethical considerations and risks.
- Learn about the transformation of advising practices that must result from effectively utilization of student success technologies.
- Identify the dimensions of an effective student success technologies maturity and benchmark their institution's student success technologies initiative.
- New organizational structure that are emerging in support of student success.
- Develop a peer network of those also working to deploy student success technologies.

**Addressing Student Success: Exploring Technology-Enabled Advising**

**September 25 and 26, 2017**
**Noon–4:00 p.m. ET**

Register today: [https://events.educause.edu/eli/focus-sessions/2017/addressing-student-success-exploring-technology-enabled-advising](https://events.educause.edu/eli/focus-sessions/2017/addressing-student-success-exploring-technology-enabled-advising)
SAVE THE DATE

2018 IMS Global Summit on Digital Credentials and Badges

Tuesday, February 27, 2018
Scottsdale, Arizona
Arizona State University

https://www.imsglobal.org/events