

MicroHE Final Conference

Impact of Micro-Credentials on New Learner Paradigms



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June 23, 2020
MicroHE Final Conference at Eden Annual Conference 2020

Agenda

- 11.30 **Microcredentials enable flexible Learning Pathways**
- 11.50 **Curiosity-driven education: the CODE university approach**
- 12.10 Instructions for the workshops
- 12.15 Workshops 1-4
 1. **The changing role of university teachers for learning and assessment**
(Manuel Dolderer, CODE university, Germany)
 2. **The value of digital credentials for assessment and recognition in Higher Education**
(Elena Trepulè, VMU, Lithuania)
 3. **Expectations on the future of microcredentials**
(Matteo Uggeri, Laura Barlassina, FPM, Italy)
 4. **What do students (and employers) really want?**
On Microcredentials, Unbundling of Education
and European Universities
(Jochen Ehrenreich, Raimund Hudak, DHBW, Germany)
- 12.40 **Results sharing and wrap-up**
- 13.00 **End of the session**

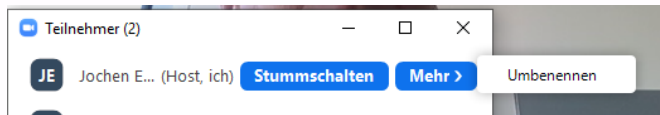
Workshop selection



Please choose your Workshop now!

Rename yourself by adding the number 1, 2, 3 or 4 in front of your name.

Jochen Ehrenreich becomes 4Jochen Ehrenreich



- 1. The changing role of university teachers for learning and assessment**
(Manuel Dolderer, CODE university, Germany)
- 2. The value of digital credentials for assessment and recognition in Higher Education**
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- 3. Expectations on the future of microcredentials**
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Speakers



Jochen Ehrenreich is coordinating the MicroHE project. He is a researcher at DHBW Heilbronn, a university which integrates academic studies and workplace training within the curriculum. Students switch every three months between university and practical training at a partner company.

Raimund Hudak is a senior lecturer and researcher at DHBW Heilbronn. He has more than 15 years of research and consulting experience at leading academic institutions. He holds a MSc in optics engineering and an MBA.

Manuel Dolderer is an economist and edupreneur. He is co-founder and president of CODE, a university of applied sciences with study programs related to digital product development and an innovative learning concept based on curiosity and entrepreneurship.

Elena Trepulè is an associate professor at Vytautas Magnus University and researcher on the topics of technology enhanced learning, microcredentials and learning needs of a contemporary digitally networked society.

Matteo Uggeri is an instructional designer and researcher at Fondazione Politecnico di Milano with a long experience in international projects. He is on the Editorial Board of Bricks, an online magazine for the innovation of teaching and learning in schools.

Laura Barlassina is a Graphic designer and eLearning developer at Fondazione Politecnico di Milano.

MicroHE conference track



14.00 CEST Session D5

MicroHE2 - Technology powering the future of Micro-Credentials

Mitja Jermol, UNESCO Chair in OER and Open Education, Jozef Stefan Institute, Slovenia

Mihajela Crnko, Jozef Stefan Institute, Slovenia

Davor Orlic, Knowledge 4 All Foundation, UK

16.00 CEST Session E5

MicroHE3 - Impacts of Micro-Credentials on Institutional Processes

Ira Sood, Tampere University, Finland

Henri Pirkkalainen, Tampere University, Finland

Mark Brown, Dublin City University, Ireland

George Ubachs, Managing Director at EADTU, Netherlands.

You can follow the MicroHE final conference on the EDEN YouTube channel.

<https://www.youtube.com/user/edendissem>

MicroHE at a Glance



The MicroHE project is investigating the potential of micro-credentials to transform the European Higher Education landscape, from the perspectives of

- Policy
- Technology
- Pedagogy
- Institutional Strategy

December 2017 – November 2020

KA3 – Erasmus+ Support for policy reform



Co-funded by the
Erasmus+ Programme
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Our Partners



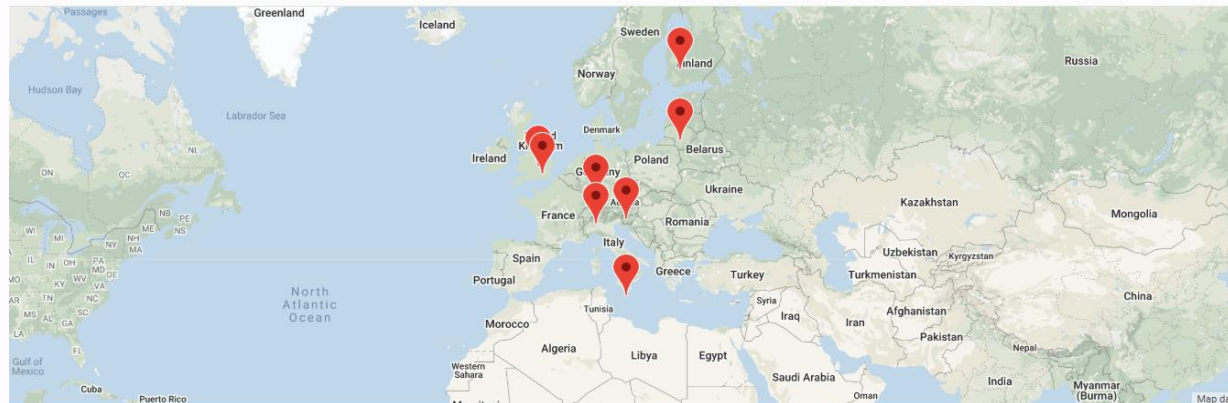
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Components of our Project



Understanding
prevalence



Technology
standards



Technology
demonstrator



Forecasting

Getting the Terminology Right



Understanding prevalence



a **learning credential** is a documented statement made about a **person's learning** (by another person)

a **micro-credential** is a subunit of a credential

a **short-learning programme** leading to a micro-credential typically has a workload between 25 and 300 hours (between 1 and 10 ECTS)

Most HEIs are only beginning to adapt



Understanding prevalence



- Institutions are **lacking practical already existing examples** of Short Learning Programmes and Micro-Credentials
- Institutional chain of command is often missing for SLPs/Micro-Credentials (e.g. **roles are unclear**)
- **Business model is missing** and considerable share of HEIs without plans to develop one
- Flexibility, personalization and recognition are critical when **using SLPs to respond to the demands of the labour market**



MicroHe

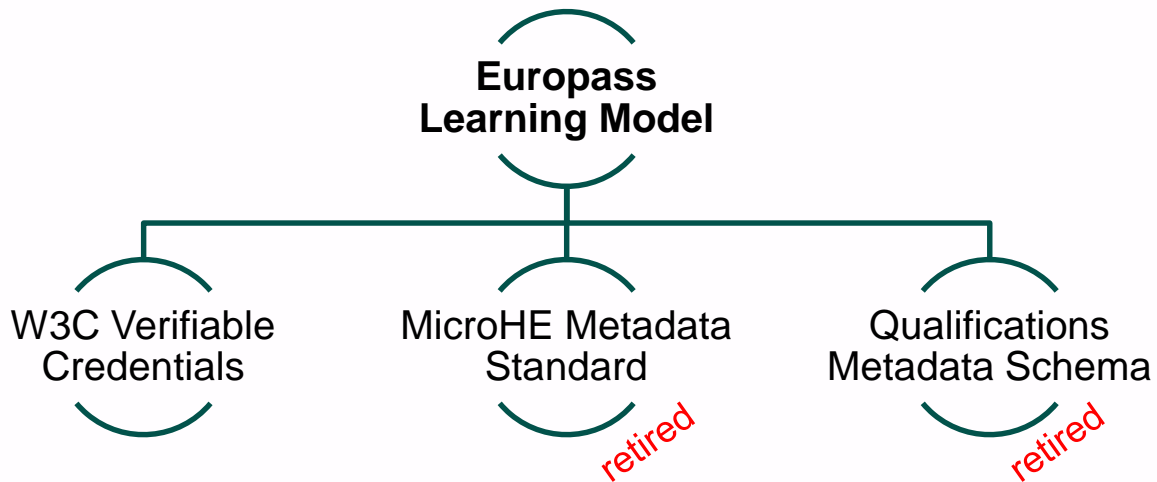


EDCI

European Digital Credentials Infrastructure



Technology
standards



Credentials Clearinghouse



app-staging.credentify.eu/achievements/

Achievements

Achievements
List of all available achievements users can participate.

Search

+ ADD NEW ACHIEVEMENT

ACHIEVEMENT	INSTITUTION(S)	TYPE	DETAILS
Market-oriented Product Development	Duale Hochschule Baden-Württemberg	ENGINEERING PRODUCT DEVELOPMENT PROJECT MANAGEMENT PROTOTYPING DEVELOPMENT	T3WIW9066

Blockchain-secured credentials using ERC-721 non-fungible tokens

Stackability

Credentials Clearinghouse

High Expectations



Forecasting



- Micro-credentials will **decrease skills mismatch and enhance employability** and contribute to better career planning.
- Recognition of micro-credentials can **enhance student motivation**, responsibility and determination, enabling more effective learning.
- The **underlying metadata on skills and competences** contained in micro-credentials enables learners to express learning outcomes.
- Microcredentials **contribute to the well-being of society** by enabling disadvantaged people to participate in society through lifelong learning.
- Microcredentials are **helping student to prepare for jobs that do not exist yet and help in anticipating future needs**.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

European Universities



Forecasting



Developing a micro-credentials strategy both for

- **offering** online or blended short learning programmes to students *and* the wider public
- **recognising** micro-credentials

will be key to a succesful implementation of the **European Universities** idea.



The Dilemma

Students love flexible learning pathways and the new possibilities that MOOCs and micro-credentials bring about. They will take unbundling for granted. Students expect their university to recognize micro-credentials and to open up their sometimes rigid curricula.

How can HEIs strike a balance between flexibility and rigidity and guarantee that an awarded degree meets high academic and professional standards?

Student expectations

In general, students think that SLPs/micro-credentials can offer them, in comparison to traditional 'long' degree learning paths:

- More focused content
- More practical learning experiences
- More updated information
- More personalised learning
- More open access to knowledge
- More flexibility in planning the studies

Open Learning Recognition is not easy

Physical Student Mobility: transfer credits	Virtual Student Mobility: transfer credits
between higher education institutions (HEIs)	from online and other non-traditional short learning programmes which might be offered not only by HEIs, but also by other education and training sectors
from accredited study programmes	which are typically not higher education accredited
with credits described in ECTS	which are often not described in ECTS, instead use alternative systems of credentials
with controlled assessment environments	where identity verification processes and assessments are more complex and challenging than in face-to-face settings
with learning agreement from home HEI	without formal statement from home HEI about the perception of externally acquired learning
with module description that provides information about workload, learning outcome and assessment conditions	which lack transparency regarding academic content and learning methodologies
→ Trust and Transparency	→ Lack of Trust and Transparency

The Idea

Student

wants to

- display
- accumulate
- transfer

credentials/credits using the

Higher Education Institution

needs sufficient information about a credential to make an informed and consistent decision on recognizing open learning as ECTS credits towards a degree programme

Open Education Provider

needs to know which information they should provide and which formal requirements exist regarding workload, learning outcomes, assessment, ID verification, EQF level, etc.

Learning passport

Open Course A
Open Course B
Open Course C



Meta Data Standard

Descriptive	Structural	Administrative
Title	Identifier	Homepage
Alternative label	Reference language	Landing page
Definition	EQF level	Release/publication date
Learning outcome description	NQF Level	Update/modification date
Field	Credit / Token System	Change note
Is partial qualification	Number of Credit Points	History note
Is made up of	ECTS credit points	Additional note
Ways to acquire	Volume of learning	Status
Related occupation	Entry requirement	Replaces
Awarding activity	Expiry period	Replaced by
Awarding method	Accreditation	Owner
Recognition	Supplementary document	Provenance Agent
Mode of Study		Publisher
Assessment_method		
Grade_scheme		



Requirements for Recognition towards a Higher Education Qualification

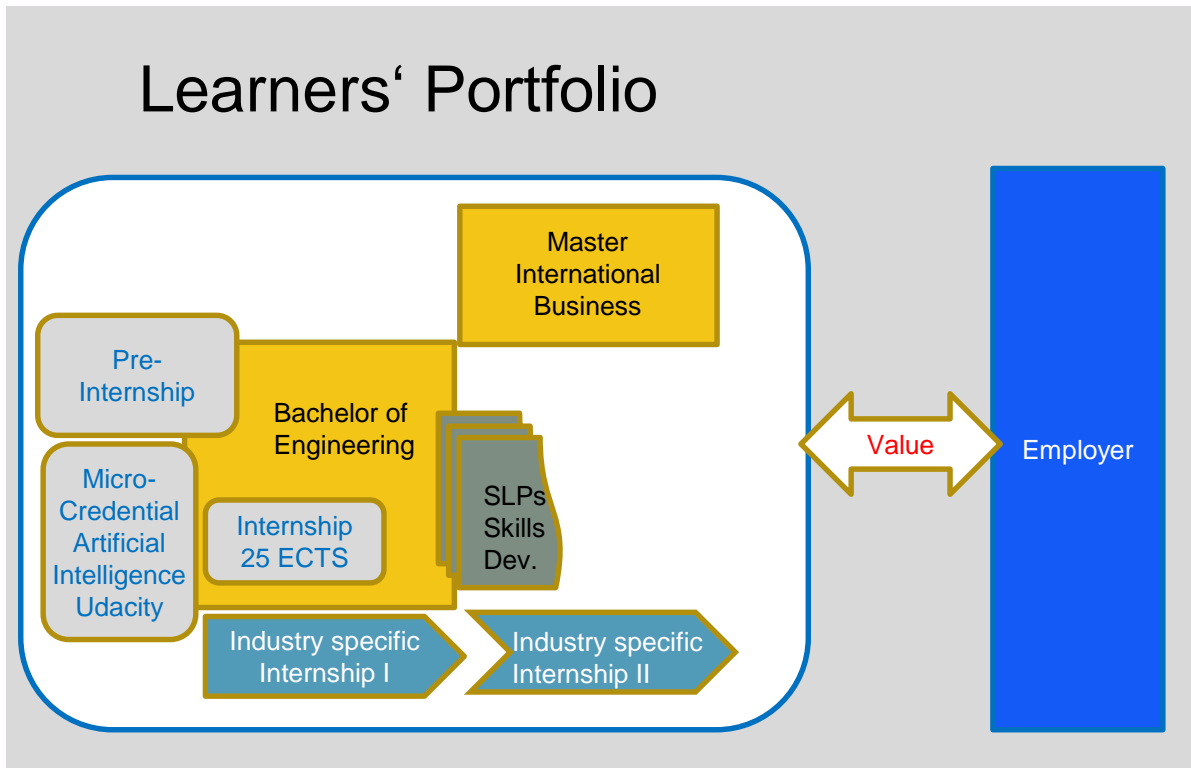
Workload
Learning Outcome
Assessment & ID

Ability to act successfully across
disciplines, contexts and systems

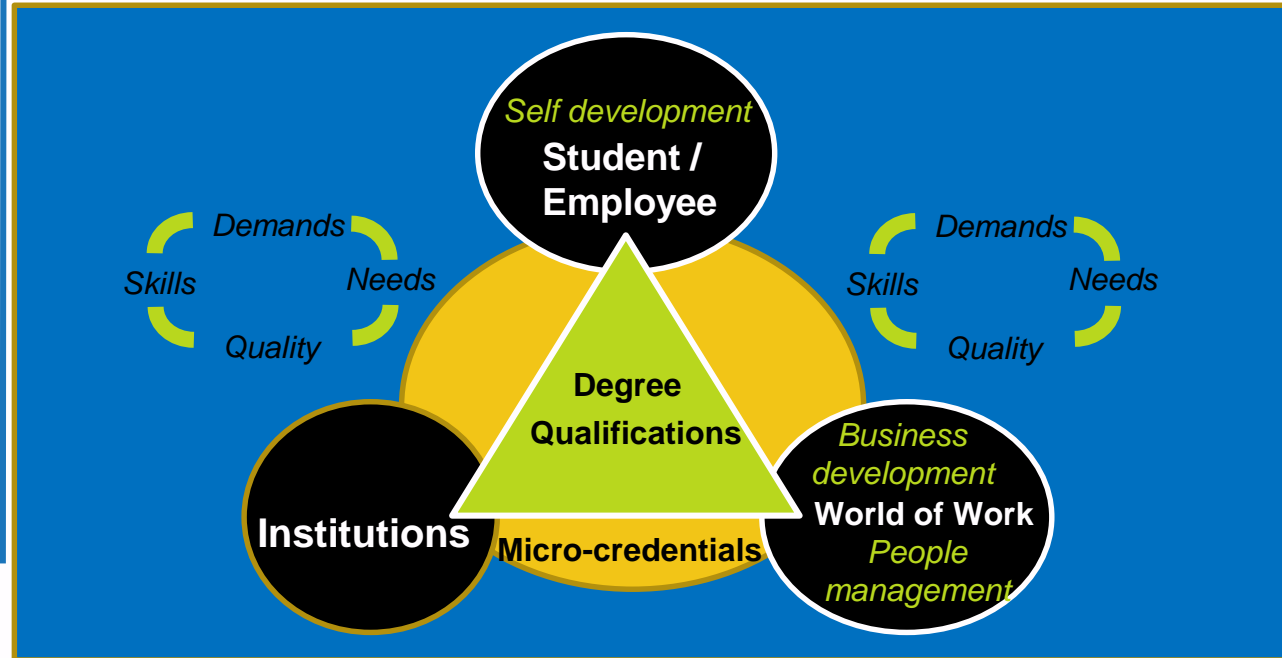
Depth in one knowledge field,
depth in one system

Employer & Student Perspective: The T-Shaped Professional

Generating Value through Micro-Credentialing



Today's Micro-credentials Ecosystem



Micro- Credentials in ESG

“We should consider adding a new section on micro-credentials to the European Standards and Guidelines, just like a new section was added in Paris for joint degrees.

Why not think about half a page on micro-credentials on the basis of the European standards. We need to add a supplement to the micro-credential, which would indicate the learning outcomes, the level, the number of credits, the quality assurance, and the teaching and learning approaches, then we would be fully aligned with the European Higher Education Area. This common standard would facilitate micro-credential adoption.”

Maria Sticchi Damiani, Lead Author of the ECTS
Users Guide

THANK YOU FOR YOUR ATTENTION

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You can download this presentation at:
<https://www.microcredentials.eu>

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Co-funded by the
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