

MICRO-CREDENTIAL

Development Handbook



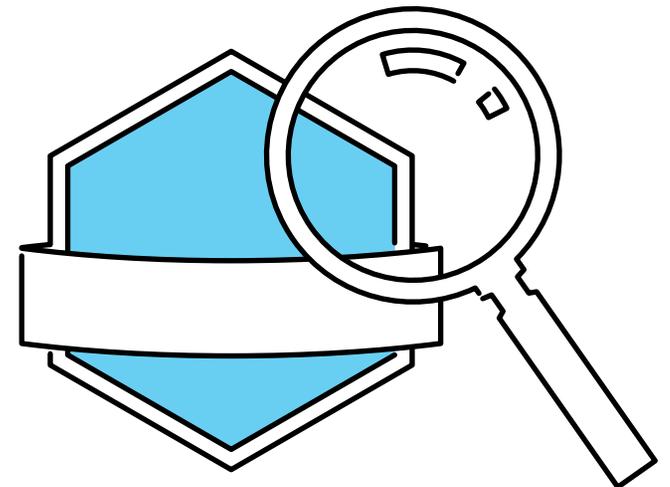
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WHAT ARE MICRO-CREDENTIALS?

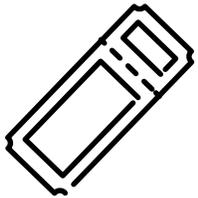
Micro-credentials are certifications of assessed competencies that may be additional, alternate, complementary to, or a component of a formal qualification. They may be earned through a wide variety of short, affordable, on-demand learning experiences that may stand alone or be stacked into credentials.

Microcredentials are often acknowledge with digital badges, which contain detailed, verifiable information about the issuer and the learner, as well as criteria and evidence supporting the badge award. The learner collects these badges and may share them via social media, websites, links and printed certificates.



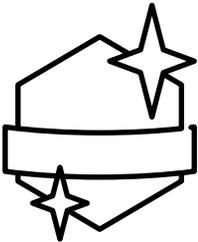
HOW MICRO-CREDENTIALS WORK

The micro-credential learning experience is different than enrolling in a diploma, certificate or degree program, right from the first click.



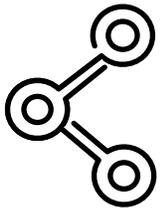
1. ENROLL

Learners self-enroll online and quickly gain access to courses with the opportunity to begin learning in minutes.



2. COMPLETE

Micro-credentials are often delivered online as self-paced learning experiences, but may also be delivered in person. They are typically shorter than most college and university courses.

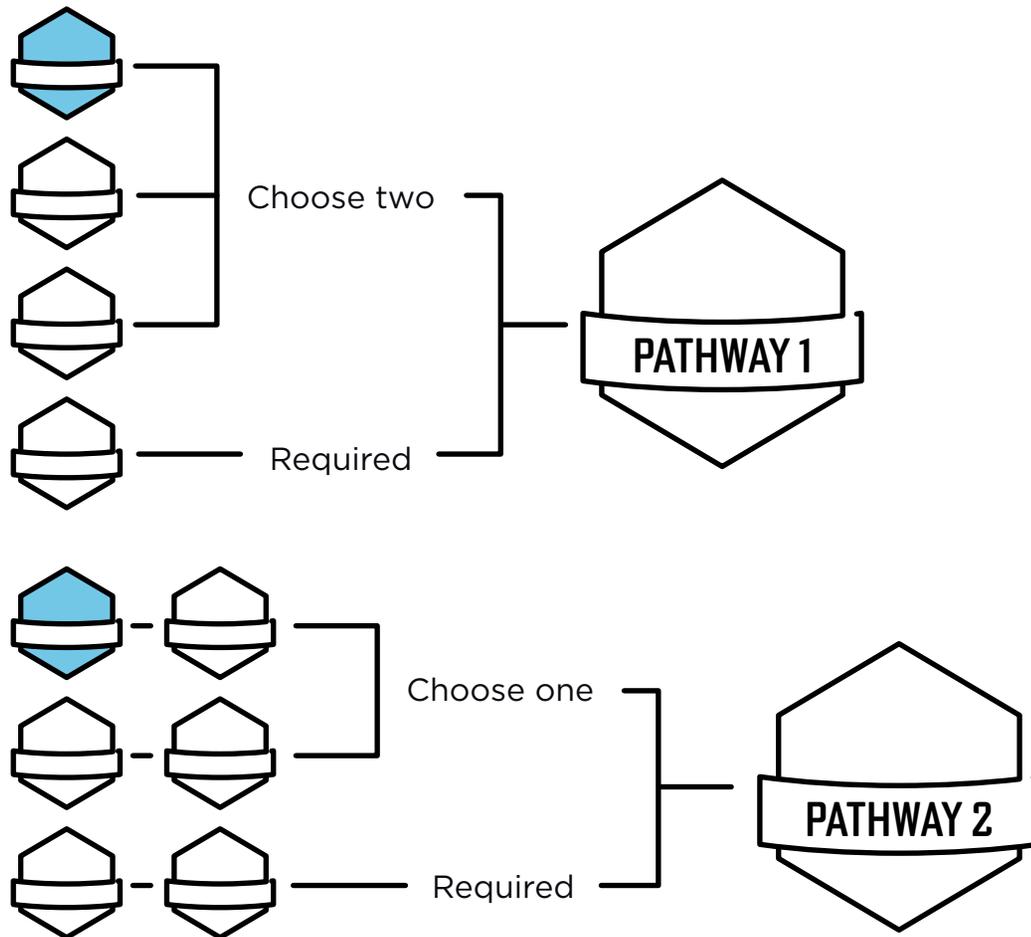


3. SHARE

When criteria have been met, completion of micro-credentials is acknowledged with digital badges that can be immediately shared by learners on resumes, portfolios, and social media.

FLEXIBLE LEARNING PATHWAYS

A comprehensive micro-credential system will provide learners with flexible pathways to credentials. Learners have the freedom to navigate pathways as they choose the learning topics and experiences that fit them best. Micro-credentials may share common elements, providing multiple opportunities for learners through system design.



GUIDING PRINCIPLES FOR MICRO-CREDENTIALS



FLEXIBLE

Learners learn what they want, when they want, at their own pace and an affordable price



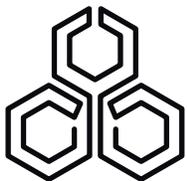
TANGIBLE

Provides learners with tools and strategies that can immediately be transferred to use in professional settings



RELEVANT

Designed in collaboration with industry, well-researched, based on recent innovations and focus on in-demand topics



ENGAGING

Meets learners' needs with interesting and appealing design for learning

THE VALUE OF MICRO-CREDENTIALS

FOR LEARNERS

Immediacy | Enroll, start and complete most courses in only a few hours

Time-sensitive | Only spend time learning what you want to learn

Affordable | Explore new professional and personal interests without committing to an entire program of study

Flexible | Take any combination of individual mini-courses, or pursue completion of a pathway

Share | Display to professional communities and prospective employers

FOR INDUSTRY

Recruit | Identify and select potential employees with initiative and specialized skill sets

Train | Promote high-quality, affordable, flexible learning opportunities for upskilling and reskilling employees

Network | Identify individuals and organizations with common areas of expertise

FOR LETHBRIDGE COLLEGE

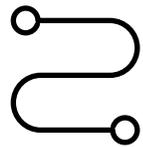
Culture | Cultivate an environment of learning and innovation both within and beyond Lethbridge College

Collaborate | Development & implementation of learning opportunities in alignment with institutional goals

Connect | Respond rapidly to industry demand and build relationships that inform curriculum development

4 STEPS TO HIGH QUALITY MICRO-CREDENTIALS

STEP 1: PLAN



Micro-credentials can provide enhanced learning pathways for students, employees and the community, and may also contribute to marketing and program development. Take some time to consider the purpose and audience for your micro-credentials to plan for success.

STEP 2: DEVELOP

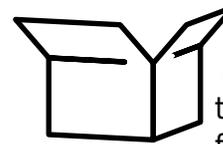
Lethbridge College has developed a variety of resources, processes and templates to help design teams quickly produce high quality resources that align to the purpose and audience of the Micro-credential.

Click to check out these tools:

**CURRICULUM
ALIGNMENT
FRAMEWORK** *guide*

**THE
PROJECT
BLUEPRINT**

STEP 3: DELIVER



Micro-credentials can be designed for a range of facilitation models. Whether the experience is self-directed or highly facilitated, student progress is monitored and feedback collected from your learners during delivery.

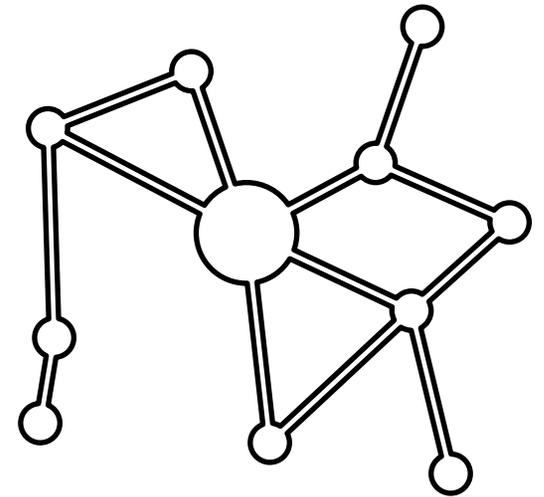
STEP 4: REFLECT AND REVISE

All experiences offered to learners should be periodically reviewed to ensure that the content remains current, they are working properly, and are fulfilling the intended purpose. This is an opportunity to re-examine if further development is warranted or adjustments to the design are required.

CONSIDERATIONS FOR MICRO-CREDENTIAL DEVELOPMENT

If your organization, team, or program is interested in developing micro-credentials, consider the following questions:

- Who is your target audience?
- Is there an industry partner who is willing to collaborate in micro-credential development?
- Is there evidence of current or projected demand for this micro-credential?
- What is the primary purpose for developing the micro-credential?
- Does a similar micro-credential exist already?
- What is the scope of the project? Is it a single experience or a coordinated bundle of experiences?
- Is the content suited to be broken into smaller content pieces?
- What are the implications of building a micro-credential?
- How might delivery of micro-credentials impact existing credit and non-credit programs?
- What resources are necessary for development, delivery, and maintenance of the micro-credential?



MICRO-CREDENTIAL COURSE FACILITATION

There are a range of facilitation models that may be utilized in a micro-credential. A micro-credential pathway may include a mixture of these facilitation models, with some supervised experiences mixed with fully facilitated experiences.

SUPERVISED

Learners complete course requirements on their own, but a course administrator responds to questions that are not related to the subject matter of the microcredential. Assessments are either automated or do not require feedback.

FULLY FACILITATED

Learners complete course requirements on their own and in collaboration with others. A facilitator monitors progress, applies strategies to motivate and engage learners, facilitates learning activities and provides both formative and summative feedback.

LIGHTLY FACILITATED

Learners complete course requirements on their own, but a facilitator is available to address questions, monitor progress and provide formative and/or summative feedback.

QUALITY LEARNING EXPERIENCES WITH MICRO-CREDENTIALS

Design criteria for high quality micro-credentials mirrors the criteria applied to traditional course and program design. They are approved and developed through an institutionally defined process that governs development from concept to design, implementation and review. Essential design considerations include the following:

Designed to include opportunities for learners to demonstrate and be assessed on competencies.

Based on subject matter that is aligned to industry demand

Designed to be completed in a shorter period of time than typical courses, focusing on one or two competencies or outcomes

Designed from a Curriculum Alignment Framework that aligns outcomes, competencies, learning activities and assessments

Rigour is evident through opportunities for higher-order thinking at the appropriate level of expectation for the given context

Designed to provide flexible pathways for a diverse learner profile, which may include exclusively non-credit as well as non-credit to credit pathways.

Content is free of bias related to age, culture, ethnicity, sexual orientation, gender, or disability

Content demonstrates respect for and acknowledgement of Indigenous Peoples, their territories and their history

Credible and relevant information sources are used to design learning resources, activities, and assessments

Tools and processes are used to ensure consistency in assessment

Designed to meet accessibility standards and in compliance with principles of Universal Design for Learning (UDL)

SYSTEM DESIGN FOR MICRO-CREDENTIALS

Delivery of Micro-credentials differs from other learning experiences in that learners have more autonomy to “choose their own adventure.” Systems that allow learners to navigate Micro-credentials independently require multiple platforms designed to work in conjunction with one another.

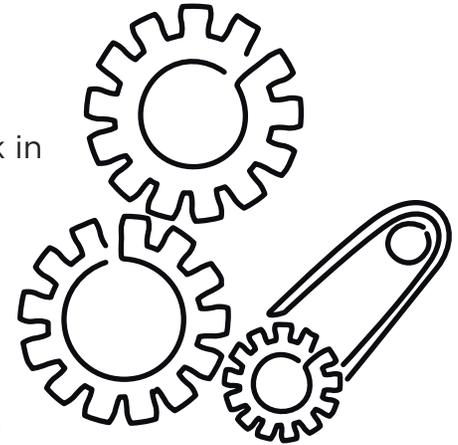
Generally, a Micro-credential system will require a website to communicate availability and context for Micro-credentials as well as an enrolment platform, a learning management system (LMS) to deliver online learning experiences, and a digital badge platform to award digital badges (either manually or automatically) based on completion requirements in the LMS, where learners store and manage their records.

The digital badge platform is compliant with Open Badges 2.0 specifications

Explicitly stated outcomes or competencies, badge criteria, pathway opportunities, course beginning/end dates, badge details, anticipated time commitment required, and information about the facilitator and/or degree of facilitation are communicated on multiple platforms

The use of badges, icons, text, images and naming conventions orients learners across platforms

Orientation to technologies used in the system is included and support is available for learners



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READY TO GET STARTED? CONTACT US!

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