

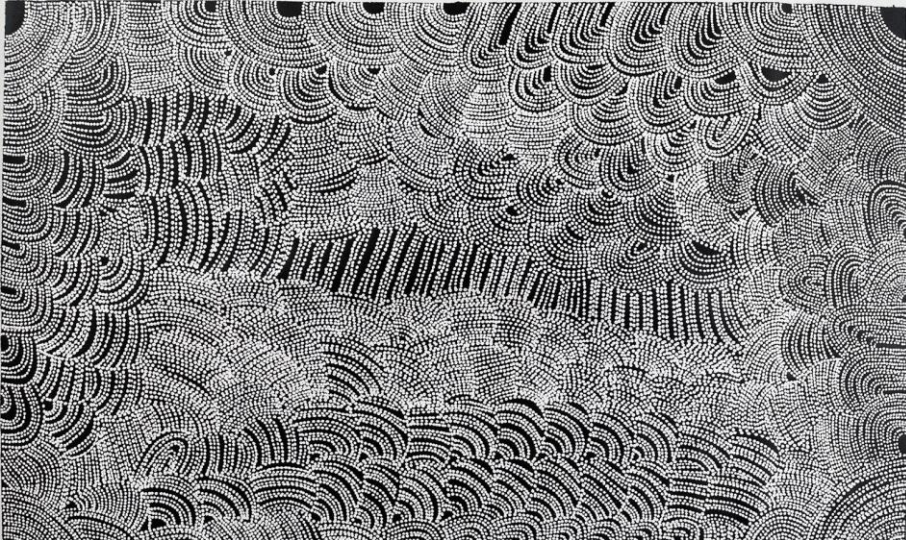
**Towards a Common, Transferable
Australasian Higher Education
Microcredentialing Framework for
Professional Learning in Teaching,
Learning and Leadership.**

(Progress report)

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Acknowledgement of Country



Session Overview

1. Activity
2. Grant overview
3. Project progress
4. Case study about microcredentialing PL
5. Next steps

Acronym cheat sheet

- **Taxonomy for Credentialing Australasian University Educators (TCAUE)**
- **Contemporary Approaches to University Teaching (CAUT) MOOC**
- **Australian Qualifications Framework (AQF)**
- **Foundations of University Learning and Teaching (FULT)**
- **Volume of Learning (VoL)**
- **Professional learning (PL)**
- **Centre of Excellence for Teaching & Learning (CETL)**

Grant team

Jo Chuck (WSU)

Gina Saliba (ACAP)

Simon Bedford (WSU)

Maree Dinan-Thompson (JCU)

Andrea Lynch (JCU)

Shannon Johnston (Murdoch)

Ann Luzeckyj (Flinders)

Gill Cowden (Project Officer, WSU)



Activity

QUESTION 1

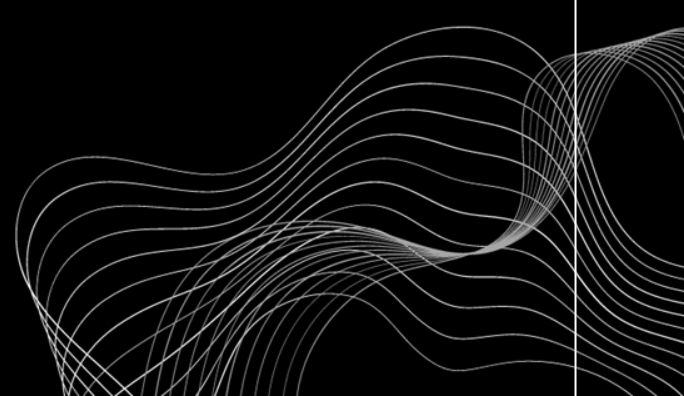
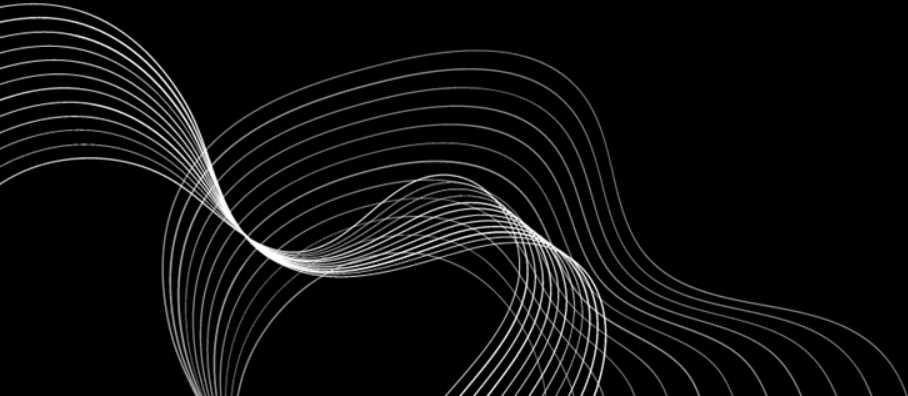
Have you earned badges?



Activity

QUESTION 2

Do you see the value in earning
badges?



Aim

- **Build** on earlier CAULLT project
- Provide the **first step** in providing the Australasian sector with a common and transferable set of microcredentials

Grant Overview

- Assess the feasibility of a **transferable microcredentialing scheme** using existing T&L professional learning at institutions.
- **Map PL programs** from five Australia universities benchmarked to CAULLT MOOC LOs, and the NZ microcredentialing policy.
- **Gap-analysis** of institutional PL





What's the value-add to microcredentialing professional learning?

Pathways

Mobility

Transversal

Motivation

Deeper learning

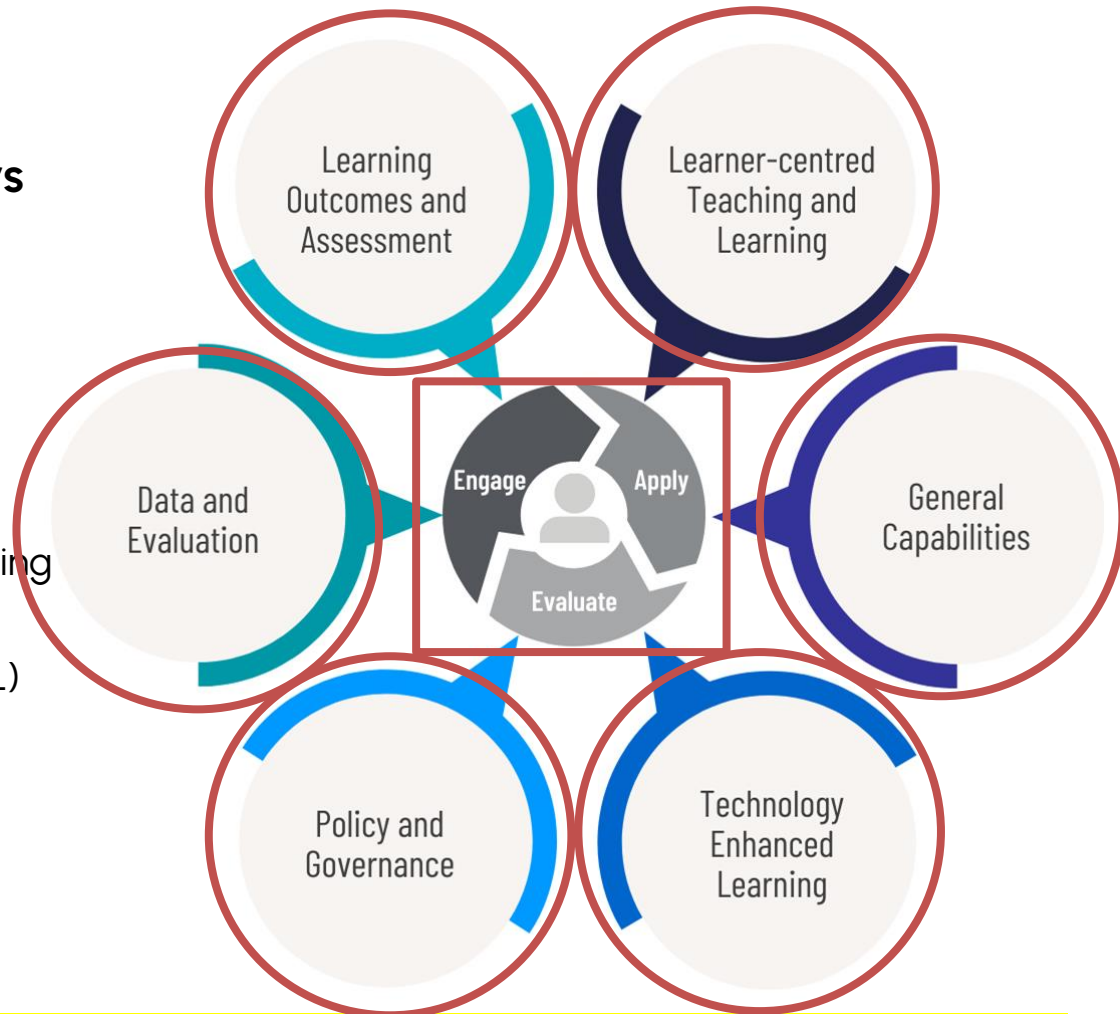
Recognition

<https://er.educause.edu/articles/2016/4/microcredentials-and-educational-technology-a-proposed-ethical-taxonomy>

Taxonomy for Credentialing Australasian University Educators (TCAUE)








Six Essential Focus Areas

- Learner-centred learning and teaching
- General capabilities
- Technology-enhanced learning (TEL)
- Learning outcomes and assessment
- Data and evaluation
- Policy and governance



Stacking Micro-credentials to a TCAUE Credential

Focus area: Credential → Micro-credential

Essential focus area	Associate University Educator	Foundation University Educator	Advanced University Educator
General Capabilities			
Learning Outcomes and Assessment			
TEL			



Project Outcomes (so far)

Construction of templates for mapping institutional PL activities

(Associate University Educator)

Aligned with:

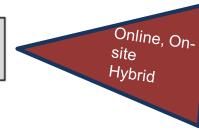
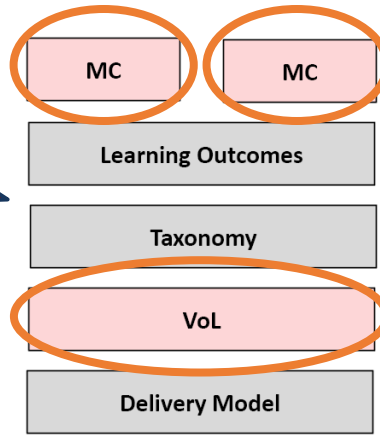
- an Essential Area of Focus from the TCAUE project
- Contemporary Approaches to University Teaching (CAUT) MOOC LOs.

Data for inclusion:

- Mode of delivery
- Learning outcomes
- Content
- VoL
- AQF level
- Assessment/Completion event

Full TCAUE credential (120-150 h);
example: 6 x 15h of learning per
micro-credential with 30h capstone
piece of work

Professional Learning Mapping Template



General Capabilities

Inclusivity, Diversity, Accessibility

Learner-Centred Teaching & Learning

Pedagogy, Teaching Methods

Learning Outcomes & Assessments

Wellbeing, Student Support

Technology Enhanced Learning

Values & Reflective Prac, Sustainable Prac. Academic Life

Data & Evaluation

Policy & Governance

Grad. Attrib., Indigenous Knowledge and Perspectives

Workshops (On-site/Online), Online Modules, Resources

Programs e.g. FULT, Sessional Staff Orientation to T&L, T&L Mentoring, Peer Review/Champions

WSU PROFESSIONAL LEARNING PROGRAM

Templates and Benchmarking

Learning outcomes and design	Allocate+ groups	Shristi (or Nosh?)	Online		M
Constructive alignment		vUWS	Online	3H	M
Constructive curriculum alignment		vUWS	Online	3H	Sessional
Developing self-paced interactives		Rhoda Daniel P	On campus/ Online		M
Enhancing your content using interactives.		Rhoda Daniel P	On campus/ Online		M
Getting Started with Interactive Content		Rhoda Daniel P	On campus/ Online	3H	M
Scaffolding and chunking learning		vUWS	Online	3H	M
Writing learning outcomes		vUWS	Online	3H	M
Assessment design		vUWS	Online	30 mins	M
Assessment & feedback		vUWS	Online	3H	M
Assessment of collaborative learning		vUWS	Online		C
Assessment Policy Workshop		Angie Lynn B Iain Zinni	Online	3H	M
Authentic and practice-based assessment		vUWS	Online	3H	M
Critical analysis		vUWS	Online		M
Design Considerations for Online Exams		None nominated	Online	3H	M
Discursive assessment		vUWS	Online	3H	M
Grade Centre		Shristi	Online		M
Grade Centre - Make the Grade!		Emina	Online		M
Introduction to Numbas online assessments		Don Shearman	Online	3H	M
Objective assessment		vUWS	Online		M
Refresh your MCQs		Lynne B	Online	3H	M
Rethinking assessment design		vUWS	Online		M
Setting up a Test in vUWS		Nosh	Online		M
Turnitin and Attaching Rubrics		Alex (or Nosh?)	Online		M
Using a question set to create knowledge checks		Rhoda Daniel P Emina	On campus/ Online		M

Workshop/learning module name	Reference across sector	Target staff group	Delivery mode	Duration/ workshop hours	Workshop level (Assoc, Foundic, Adv Educator)	Overall aim/ focus	Content	Learning outcomes	Active participation exercises	Completion activity
Alternative online assessment options	High	M	Online (Zoom)	1 hour		Discusses key challenges and strategies related to the implementation of alternative to assessment. Provides opportunities to obtain practical advice from academics who have already made the transition.	Translating to online assessment; Alternative assessment options; Alternative rubric construction; Online essay assessment; High-stakes online assessment; Use state online assessment; Strategies to reduce content's weighting; Communicating assessment changes to students.	1. Identify online assessment options appropriate to the unit of study; 2. Identify marking rubrics as appropriate to online assessment; 3. Appropriately design, manage, and assess online assessment; 4. Appropriately manage and assess online assessment; 5. Develop rubrics between and across units; 6. Discuss how to improve students' work; 7. Clearly communicate assessment changes to students.	Short (15-minute) reflex exercise	Not included
Assessment and feedback	High	C	Online (Zoom)	0.5 hours		Short introductory module focusing on the practicalities of teaching practice.	Core assessment principles in teaching; Guidelines for effective feedback.	1. Identify some relevant principles for promoting students with feedback to enhance their learning; 2. Reflect on role in assessing students' work; 3. Discuss how to improve students' work; 4. Review students' learning.	Short (15-minute) reflex exercise	Not included
Assessment of collaborative learning	High	M	Online (Zoom)	3 hours		To explore assessment techniques that scaffold and encourage collaborative learning.	Core assessment principles in teaching; Guidelines for effective feedback.	1. Identify some relevant principles for promoting students with feedback to enhance their learning; 2. Reflect on role in assessing students' work; 3. Discuss how to improve students' work; 4. Review students' learning.	Short (15-minute) reflex exercise	Not included
Assessment policy workshop	High	C	Online (Zoom)	1 hour		This workshop was designed as follows: Schools invited to choose two of the six topics to discuss in the first 15 minutes of the workshop.	Core assessment principles in teaching; Guidelines for effective feedback.	1. Identify some relevant principles for promoting students with feedback to enhance their learning; 2. Reflect on role in assessing students' work; 3. Discuss how to improve students' work; 4. Review students' learning.	Short (15-minute) reflex exercise	Not included

	Assessment (Week 7 of 11)													
	Content					Learning outcome focus								
	The assessment process													
Content design	Assessment to drive student learning	Assessment moderation	Unit outline policies and procedures	Communicating with students	Grading student performance	Marking rubrics	Guides and schemas	Assessing groupwork	Academic integrity	Analysis of results	Feedback	Your role in assessment, and QA in assessment, marking, and student results	Find your institution's Academic Integrity policy and procedures	Managing Academic Integrity and plagiarism.
WSU PL workshops														
Alternative online assessment options	X				X	X	X			X		X		X
Assessment & feedback	X	X			X		X	X			X	X		
Assessment of collaborative learning	X	X										X		

Case Study: The WSU Experience

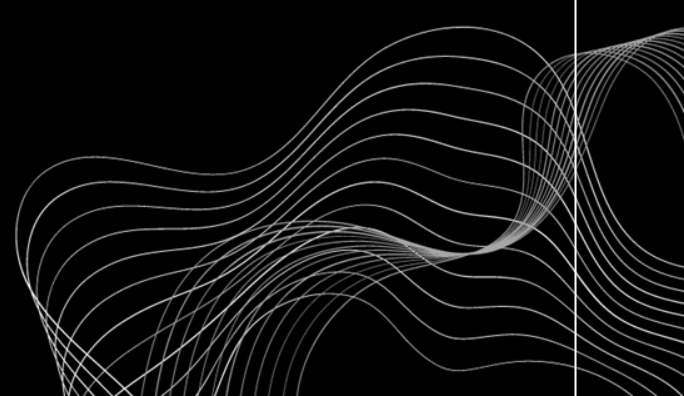
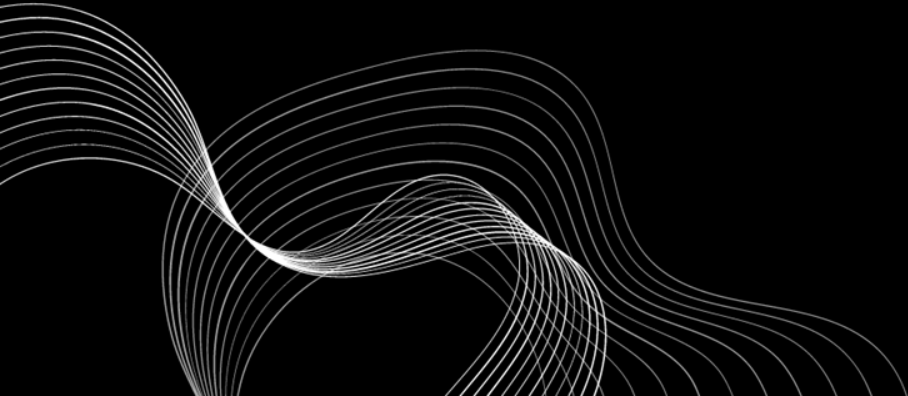
- PL intentionally designed around content and LOs but not VoL or delivery mode.
- ~ 2 microcreds (min of 50 h VoL (approx 50-60 h VoL 0.3 subject).
- Single MC under the DESE Framework for the purpose of this project.
- Identified a possible PL gap e.g., policies and governance: integrated into our PL and not stand alone.
(May mean not rebuilding PL to cover this, but the aggregation of LOs across activities to complete this requirement)
- The integrated LOs needed to be evaluated (completion event/ assessment task) for micro-credentialing.

LOs and Assessment	
Assess & Feedback	3 h
Assess Policy Workshop	3 h
Intro to Academic Integrity	1 h
Embed AI to Support Students	1 h
Writing LOs	3 h
Micro-capstone Project:	4 h
	15 h

Activity

QUESTION 3

Do you see the value in
credentialing professional
learning at your institution?





Case Study

@Western-Micro-cred



WESTERN ENGAGE
EMPOWERMENT THROUGH PROFESSIONAL LEARNING

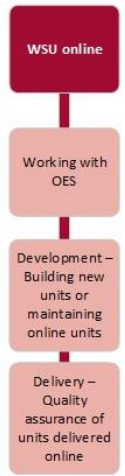
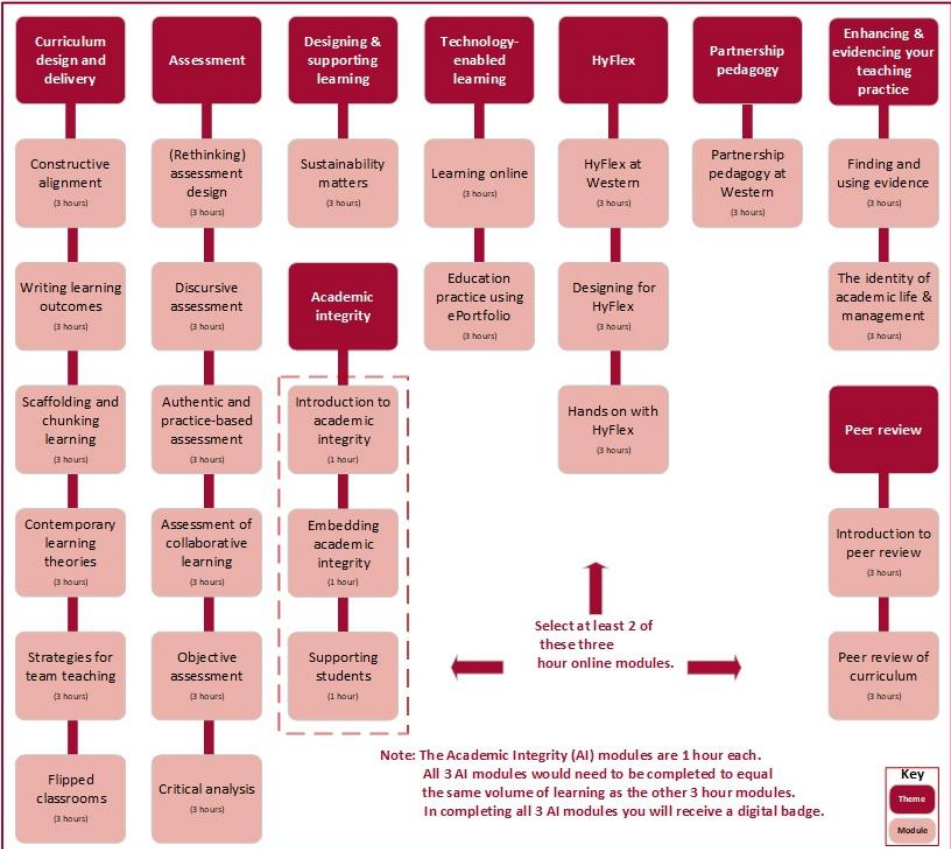
Western PL Modules

3 minute modules



Optional Modules

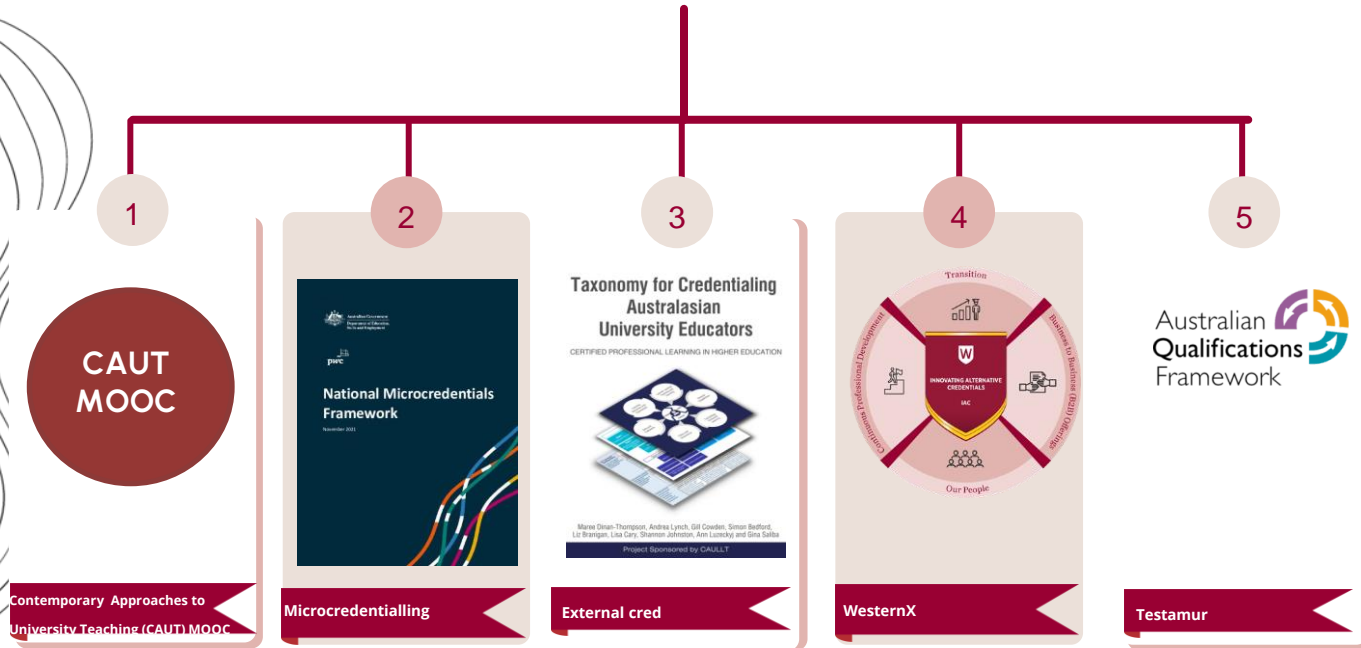
3 hour modules



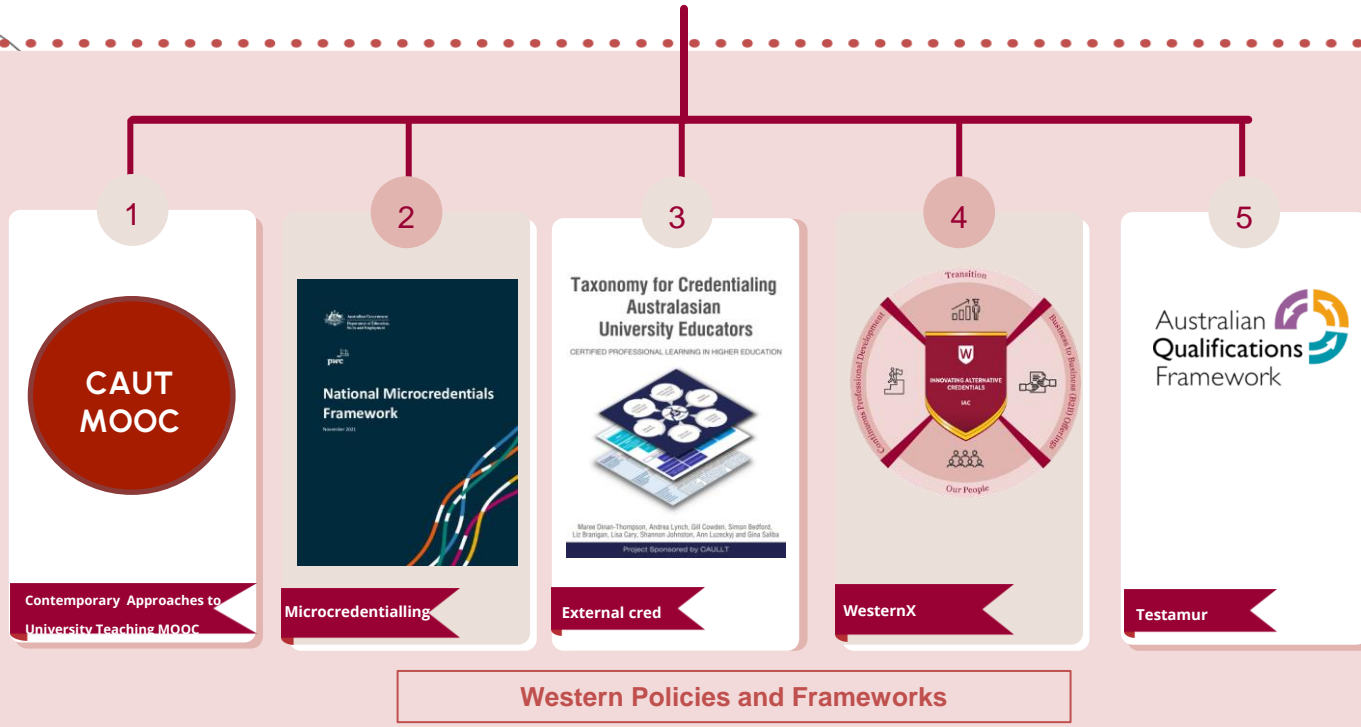
Note: The Academic Integrity (AI) modules are 1 hour each. All 3 AI modules would need to be completed to equal the same volume of learning as the other 3 hour modules. In completing all 3 AI modules you will receive a digital badge.



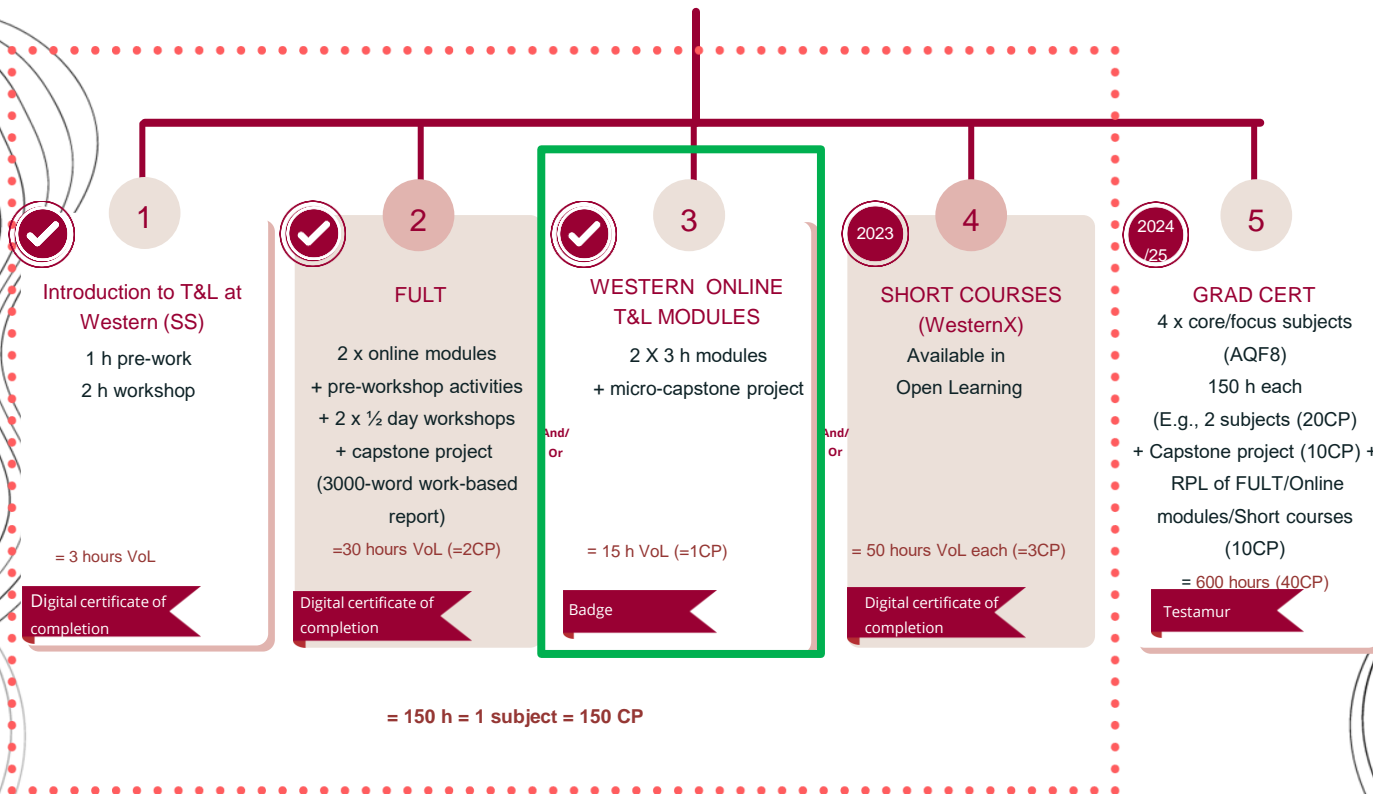
Western MC Model Alignment



Western MC Model Alignment



Western MC Model



Digital Badges - Module Structure and Topics

1	2	3	4	5	6	7
Curriculum Innovation	Assessment for learning	Flipped Classrooms	HyFlex	Peer Review of Educative Practices	Enhancing & Evidencing your teaching	Academic* Integrity
<p>CORE</p> <p>Constructive alignment</p> <p>ELECTIVES</p> <p>Writing learning outcomes</p> <p>Scaffolding & chunking learning</p> <p>Contemporary Learning theories</p> <p>Strategies for team teaching</p> <p>Flipped classrooms</p>	<p>CORE</p> <p>Rethinking assessment design</p> <p>ELECTIVES</p> <p>Discursive assessment</p> <p>Authentic & practice-based assessment</p> <p>Assessment & collaborative learning</p> <p>Objective assessment</p> <p>Critical analysis</p>	<p>CORE</p> <p>Flipped classrooms</p> <p>ELECTIVES</p> <p>Learning online</p> <p>Writing learning outcomes</p> <p>Scaffolding and chunking learning</p> <p>Contemporary learning theories</p>	<p>CORE</p> <p>HyFlex at Western</p> <p>ELECTIVES</p> <p>Designing for HyFlex</p> <p>Hands-on with HyFlex</p>	<p>CORE</p> <p>Introduction to Peer review</p> <p>ELECTIVE</p> <p>Peer review of curriculum</p>	<p>CORE</p> <p>Finding and using evidence</p> <p>ELECTIVE</p> <p>The identity of academic life & management</p>	<p>CORE</p> <p>Introduction to academic integrity</p> <p>Embedding academic integrity</p> <p>Supporting students</p>

Digital Badges – Learning Outcomes

1	2	3	4	5	6	7
Curriculum Innovation	Assessment for Learning	Flipped Classrooms	HyFlex	Peer Review of Educative Practices	Enhancing & Evidencing your teaching	Academic* Integrity
Learning outcomes: <ul style="list-style-type: none">• Describe the role and purpose of your curriculum design underpinned by learning theories.• Apply knowledge of curriculum design to your innovative context• Reflect upon current and renewed curriculum practices.	Learning outcomes: <ul style="list-style-type: none">• Develop an understanding of the fundamental principles of assessment re-design, including best practices for developing alternative assessments.• Evaluate existing assessments and identify areas for enhancement and innovation.• Reflect upon current and re-designed assessment practices.	Learning outcomes: <ul style="list-style-type: none">• Recognise the purpose, approaches and benefits of flipped classrooms.• Describe best practices for creating and delivering effective flipped classroom strategies.• Reflect upon current and renewed curriculum design incorporating flipped classroom practices.	Learning outcomes: <ul style="list-style-type: none">• Recognise the purpose, approaches and benefits of HyFlex design and delivery.• Describe good practices for creating and delivering effective HyFlex strategies.• Reflect upon current and renewed curriculum design incorporating HyFlex practices	Learning outcomes: <ul style="list-style-type: none">• Explain the benefits of collegial peer review to enhance educative practices.• Describe different types of collegial peer review strategies as part of educative practice• Reflect upon collegial peer review practices to evidence and enhance teaching quality.	Learning outcomes: <ul style="list-style-type: none">• Recognise how to engage in personal and academic career progression.• Distinguish between the different levels of evidence required to demonstrate success.• Reflect upon current and renewed approaches to evidencing teaching practices.	Learning outcomes: <ul style="list-style-type: none">• Identify strategies for embedding academic integrity in disciplines and programs.• Develop learning and teaching activities that promote academic integrity.• Reflect upon current and renewed approaches to addressing academic integrity.

Western MC Model

Journey

- 01.** Complete
- CORE Online module (3 h) +
 - ELECTIVE modules (3 h)
 - Quiz 80% threshold
- (Engage)**



02.

- Micro-Capstone Project
- Complete micro-capstone project
- 1000-word report OR
 - 5 min video
 - Spring/ Autumn Submission

(Engage, Apply, and Evaluate)

Case studies
& exemplars

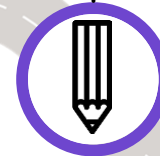


- 03.**
- Assessed by CETL Fellows
- (Peer-reviewed)
- (Assessment)**



Evidencing your practice **05.**

- Awards
 - Advance HE
 - Networks/Socials/LinkedIn/CV
 - Conferences
 - NiTROs
 - Promotions
- (Dissemination)**



04.

- Digital Badge Issued
- Exemplars of engaged teaching transformation and enhanced student learning experiences.
- (Recognition)**



Next steps

- Spotlight on professional learning for assessment and learning outcomes (domain)
- Mapping PL with other institutions involved in our project membership
- Report





Questions?



Questions?

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