

**Transcript for Micro-Credential Toolkit Story Spotlight: Design
BCcampus event hosted February 8, 2024
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Facilitator: Zoë MacLeod**

ROSS MCKERLICH:

Good afternoon everyone. Welcome. We're glad you're here. Welcome to this webinar. It actually will be recorded and all the resources shared. Just so you know that all the good stuff that's going to be happening in the next hour, you'll be able to access it again. And that's great.

I just wanted to start off in a good way. BCcampus has offices in Vancouver and Victoria. For thousands of years, Tsleil-Waututh, Squamish, and the Esquimalt Nation and the Songhees Nation of the Lekwungen Peoples have walked gently on the unceded territories where we live, work, and play. As both individuals and an organization, we continue to learn and have relationships as we actively respond to the Truth and Reconciliation Commission in action. I just wanted to also mention that I am joining you from the Sylix Okanagan Nation. I live in Kelowna, British Columbia, and I'm very thankful for the land that we have up here, and it's on their land, so thank you. All right. The next one.

Okay. I just also wanted to thank the Ministry as well. In this case, the *Micro-credential Toolkit* would not be possible without the leadership, support, and funding from the Ministry of Post-Secondary Education and Future Skills. Thank you for the leadership in this area, and that's to the Ministry. In terms of why we're having this particular webinar today, it's focused on the Micro-credential Toolkit. This spotlighting different aspects of the Toolkit, different sections. This allows us to dig deeper into different sections of the Toolkit and learn more. In this case, we've reached out to some folks that have contributed stories to the Toolkit, which is actually a really nice thing about the Toolkit. There are lots of stories from the B.C. post-secondary sector. It's based on the stories but some are a repeat of the content. Thanks very much. Go ahead.

Today we're focusing on design and designing micro-credentials. It captures different chapters, such as design considerations, educational pathways, and other ones as well. Our facilitator today is Zoë MacLeod from Royal Roads University. Zoë is an associate vice president of Professional and Continuing Studies at Royal Roads. And Royal Roads is a leader in micro-credentials, They were one of the early ones to get started. Also leaders in the area of design, in my opinion. Because it is different than designing other programs and courses. We're really fortunate to have Zoë here. Zoë leads a team at Royal Roads to make it all happen. I just wanted to thank Zoë for being here today, and we'll get going. Thanks again. By the way, Zoë will be sharing the resources actually with the link to the recording afterwards. Thanks very much. Over to you, Zoë.

ZOË MACLEOD:

Thanks very much, Ross. Hi, everyone. Thanks for making time to join today's presentation. As Ross mentioned, my name is Zoë McLeod. I'm the ABP for Professional and Continuing Studies

at Royal Roads University. I'm delighted to be here representing Royal Roads and sharing our experiences from the *B.C. Micro-credential Toolkit* and our micro-credential development work. I'd also like to acknowledge that Royal Roads rests upon the traditional lands of the Lekwungen speaking peoples, the Songhees and Esquimalt Nations. I've been fortunate to spend almost 23 years learning and working on these beautiful lands. And I hope you too have the opportunity to come and visit and experience this incredible place. As Ross mentioned, I've been invited to share my experience with designing micro-credentials and how we are reshaping education and professional development in the era of competency-based learning. Many of you will also be doing this work. Apologies in advance if much of this is a repeat for you and I'm also not an instructional designer. I'll be talking about the approach to design. If you want to delve into fine details about instructional design, please go talk with the people on your campus or the people who do this work for a living. I'll be stopping along the way to engage us in conversation and questions, maybe about the challenges and opportunities that you're experiencing if you are engaged in this work too.

We're going to spend a little bit of time just talking about some definitions quickly because this may be new for some of you. Why micro-credentials? The role of competency frameworks, aligning some learning outcomes and assessment strategies. A little bit of a case study on our Climate Adaptation fundamentals micro-credential design experience, some laddering and pathways, replication and next steps.

Many of us know that micro-credentials have gained significant traction in recent years due to their ability to address the evolving needs of learners and industries. They often can, we've got some work to do, but offer a flexible targeted approach to learning, allowing individuals to acquire specific skills and competencies in a shorter time frame compared to traditional degree programs. These bite-sized credentials, if you will, are gaining some traction across various sectors, offering learners the opportunity to upskill, reskill, and stay relevant in today's pretty much dynamic and ever-changing job market. I highlight the B.C. definition here because it's helpful to have a definition to work with when designing programs. It also might feel a bit rudimentary to talk about definitions, but I think it's important to consider when we're thinking about the intended outcomes, both in terms of designing programs but also curriculum design. I think it's important to note that many places across the globe might use varying definitions and constructs. We're not going to touch that today, that's a whole other presentation. But we'll be using this definition for our presentation today as we align our development of micro-credentials.

There's a few reasons why micro-credentials have become significant in recent years. They can certainly be highly adaptable. They can be tailored to meet the evolving needs of industries, allowing learners to acquire the skills that are in demand right now. They also can promote lifelong learning in a world where the pace of change is accelerating. Remember how fast it was, pre-COVID, and now it's just even much faster. Continuous learning is essential for staying competitive and adapting to new challenges and changes. You'll recall from Susan's slides in December, if you watch that presentation, she had a great slide about the new career path

requiring you dipping back into the learning sphere continuously over the trajectory of a career or even lifespan. We're seeing that every moment. I wouldn't believe that I would be learning about AI in my work right now. But guess what I'm learning about AI. They also can offer a pathway to career advancement. Whether you're a recent graduate looking to enter the workforce or a seasoned professional seeking to enhance your skill set, micro-credentials can really provide a tangible way for you to demonstrate your expertise and stand out to employers. They also can help foster inclusivity and accessibility. By breaking down barriers to education, such as time and cost, micro-credentials can empower us and individuals from diverse backgrounds to access high quality learning opportunities. They're representing a paradigm shift in education and offering a more agile, hopefully more agile, more personalized approach to learning and professional development.

They also offer a number of other benefits. Certainly, flexibility learners can acquire specific skills and competencies on their own schedule, allowing them to balance learning with other commitments such as work and family. Maybe there's some targeted learning that's happening directly relevant to your career goals or areas of interest without the need to commit to a full degree program. We're starting to see a lot more stackability showing up in some of this work as well. You can continue to maybe get recognition for those credentials. Certainly providing evidence of skills and competencies, which can be showcased on resumes, on LinkedIn profiles, portfolios, and maybe helping those learners stand out to employers. There's also a bit of a fast track, right? We're going to try to get some specific skills in a shorter time frame. There might also be some benefits for institutions. Perhaps this will help diversify revenue streams. Perhaps it provides enhanced access and inclusivity. These short programs can attract a diverse range of learners, adult learners, working professionals, and under-served communities. There's opportunity for more industry relevance. You're really going to be looking at the job market, the labour market, and fostering stronger partnerships with industry stakeholders, making you more relevant in your organization. Agility and innovation. Maybe institutions need to quickly develop and launch new programs in response to changing industry needs. Technological advancements. This also helps our institutions foster a culture of innovation and agility as well. And then there may be some brand visibility and reputation. If we're offering high quality micro-credentials, our institutions can become leaders in education and workforce development, maybe attracting learners and employers seeking those trusted credentials.

Now that we know a little bit about what and why, we'll talk a little bit about how. As mentioned previously, an essential element of micro-credential is that it is competency based. We'll provide a little context and how we work with competencies at Royal Roads. Royal Roads was established in 1995 as a public university with the mandate of serving working professionals. And essentially by delivering programming in applied and professional fields. Since that time, our curriculum has been developed and delivered using program-wide learning outcomes. We often create those outcomes in consultation with school advisory councils that specifically represent stakeholder groups and industry. Fueled by this rich feedback from peers and faculty, this outcomes-based approach really promotes focused deep learning, transparent connections among real-world situations, coursework, and assessment.

I've had the privilege to work on the development of a number of competency frameworks over my career, including the LEADS Framework. Some of you might be familiar with that if you're in health care. And the organization development network's Global OD Framework. Both of these frameworks, the development of the frameworks required months of dedicated research, involved countless hours of inquiry and analysis. The LEADS Framework in particular has been adopted by numerous health organizations across Canada. And specific programming and even HR and recruitment practices have been aligned and connected to this framework. Many of you will be working with competency frameworks in the work that you do. For years, we have aligned our programming with competencies, either frameworks developed for our specific programs at Royal Roads or with established competency frameworks for professions or professional associations like the International Coaching Federation or the Project Management Institute and many others. They play a crucial role in the development of micro-credentials because they can really define that specific skill set and competency that's required for success in a particular field or profession. Aligning micro-credentials with recognized competency frameworks really helps them to remain relevant and effective in addressing industry needs. They really can serve as a guide for developing learning outcomes and content domains and providing a comprehensive roadmap for curriculum development. Why is that important?

Competency frameworks typically reflect current industry standards and practices. They can provide a clear picture of the skills and competencies that learners need to succeed in their chosen field. By aligning the micro-credentials with these frameworks, institutions can ensure that their programs remain up to date and responsive to evolving needs and employers and industries. When they are aligned with these recognized competency frameworks, learners can be confident that they're acquiring skills and competencies that are valued and recognized by industry professionals and employers. This credibility really adds value to the micro-credential and enhances its reputation in the eyes of both the learner, the student, and employers. They also can provide a comprehensive roadmap for curriculum development. Again, those of you who are doing this work, education educator development work. This really helps us in defining clear and measurable learning outcomes and identifying relevant content domains. The competency frameworks help ensure coherence and consistency, but they can also use a common framework as a guide. And the institutions can develop a cohesive suite of micro-credentials that share consistent learning outcomes and align with industry standards and best practices.

When we are aligning micro-credential learning outcomes with competency frameworks, it ensures that the program focuses on developing the specific skills and competencies that are most valued, specifically by employers and industries. This relevance increases the likelihood that learners will be equipped with the knowledge and abilities needed to succeed in their careers. For example, a micro-credential in project management would need to be aligned with the Project Management Institute, or PMI's competency framework. By mapping the learning outcomes of the micro-credential to the competency as outlined by PMI, learners can be confident that they're acquiring the skills and knowledge necessary to excel in a project

management role. Alignment with competency frameworks provides learners with a clear understanding. This clarity can help learners set goals and objectives for their learning journey and provides a tangible measure of their progress and accomplishment. And it also helps us all to better articulate the skills we've acquired, which quite frankly, I think is something that we've not been super great at in higher ed. We often find that students leave a program with amazing skills and amazing competencies, and they haven't been able to figure out how to turn those skills and competencies into actual words. Anyway, we'll talk a little bit more about that as well. Next, please.

At the risk of offending instructional designers across the province, I'm taking a very high-level approach to sharing some design thoughts. And then we'll dive into an actual example of this work at Royal Roads. So I'd say first, it's essential to identify a relevant competency framework that aligns with the objectives and goals of the micro-credential. And they can vary depending on the industry or profession. It's really important to choose one that accurately reflects the skills and competencies needed for success in the field.

We're going to analyze the framework, identify the key competencies that the micro-credential should address. This involves breaking down the framework into specific knowledge areas, skills, and abilities that learners need to develop. With the competencies identified, you then map them to the learning outcomes of the micro-credential. This mapping process ensures that each learning outcome directly corresponds to a specific competency outlined in the framework. It's essentially what we want the learner to be able to do at the end of the program. We really want to be able to identify that learning outcome.

As mentioned previously, none of this is really new to us. However, in the past, many of our professional advancement programs didn't include assessment that evaluated competency. They were mostly engaging workshops where learning happened via experiential learning and practice in the classroom. We didn't assess everything. Sometimes people don't want to be assessed. They simply want to come to a class or lecture or workshop, and learn more about a topic and take it away with them and apply it in their lives and workplaces. However, assessment is a crucial component of micro-credentials. Different assessment formats are going to be used to assess competency-based learning effectively in different ways. There are many ways to assess competency, and these assessments provide valuable insight into learners' abilities to apply their knowledge and skills in real world contexts. In competency-based learning, the assessment process plays a critical role in evaluating the learner's mastery of skills and competencies. And there's all kinds of assessments, many of you are using these in your everyday world. We might see performance assessments, which might be highly effective for practical competencies. You might use simulations or role plays, or presentations, hands-on exercise. We might see portfolio assessments, which could include written assignments, although that seems to be pretty tricky these days. Artifacts, reflections, trying to get a comprehensive picture of learners' competencies, and growth. We might see project based, which would involve learners completing a substantial project that requires them to apply their knowledge and skills to solve a real world problem or address a specific challenge. We might

see case studies, which can help assess learners' ability to apply theoretical concepts to practical situations and make informed decisions. Again, written assessments, they may not directly assess practical skills, but they provide valuable insight into learners' knowledge and comprehension of key concepts. Peer and self-assessments promote self-reflection collaboration, critical thinking skills, and really allow learners to assess their strengths and areas for improvement.

Each assessment format has its lengths and limitations, and the suitability of each depends on the specific competencies being assessed and the learning objectives of the micro-credential. Applied assessments and case studies are effective strategies for assessing competency learning as they require learners to demonstrate their ability to apply knowledge and skills. Of course, with new tools for all of us learners to use, assessment in the wake of AI is also beginning to change. I'm curious in what ways maybe you are changing your assessments due to the infiltration of genAI these days. Maybe that's a question that we can pause and ask or we can come back later on. Thanks Paula, one more. Thank you.

We take a few minutes here and just share some of our actual experience in doing some of this work. We'll start with a little pre micro-credential history for context. At Royal Roads University, we have an amazing lab called the Resilience by Design Lab led by Dr. Robin Cox. The people working in that lab have been working in the Climate Adaptation space for some time. A number of years ago, they worked to secure some funding from Natural Resources Canada, the B.C. Ministry of Environment and Climate Change Strategy, the B.C. Ministry of Advanced Education, Skills and Training. They created the Adaptation Learning Network. Next through that work,

Through that work, they went on to actually develop the Climate Adaptation Competency Framework. This work included testing the concept and running a pilot with climate-engaged employers to test the Climate Adaptation Competency Framework with working professionals. This all happened in 2021. Essentially, they were looking to gauge its utility for identifying organizational strengths and gaps, identifying upskilling requirements for staff and management, identifying recruitment needs. They also began the work of developing 11 climate-action related courses, open educational resources, with six post-secondary institutions in B.C. We were one of those as well. Then they created a network of climate action working professionals. A lot of work was happening in this space before we got to micro-credential. I paused there just to note that because a lot of work went into the preparation of the work, if that makes sense.

Then came a call for micro-credentials from the Ministry, at which time we thought, hey, here's an opportunity. We submitted a proposal suggesting how we would build a new micro-credential using some existing content and adapting it to fit the Ministry definitions. Each of the climate adaptation courses was created as part of the ALN project, was online, non-credit, and provided about 20 hours of instruction. None of the existing courses were designed with embedded assessment activities. We needed to think about how we were going to do that. We

were going to have to add and validate the competencies developed through learning experience. We examined different ways of assessing the competencies of the competency framework through the micro-credential. For example, we considered whether each of the four courses in the micro-credential needed to have its own assessment or whether the micro-credential as a whole could have an assessment. For this micro-credential, since it was foundational training and the way the courses were going to be offered, we decided the best option was to assess learners in each course. The other thing we considered was the most suitable assessment format. So for this. micro-credential tests were not really suitable. It was more about demonstrating that learners understood and could apply the content. We worked with employers and professional associations to ensure that the assessments were relevant to them and built in applied assessments where learners are asked to use what they learned in the course and applied in their work. For example, they might be developing an action plan for their organization. To carry out this work, we needed to work with subject matter experts, instructional designers, lead academic faculty, experts in the alternative credential space. Some of you who are here today might have names like Robin Vivian, David, Kirk, Eric Calvin, Tanis, Krista, and so many others who might be here with us today. It really does take a village to do this work together. I just wanted to say thank you to all of you for helping us move the needle on this work. For those of you who are also successful in this first round of funding, you will remember that it was a pretty tight timeline to get the program to market as well.

The Climate Adaptation Fundamentals Micro-Credential Program was launched in 2022, with four courses, The Climate Adaptation Fundamentals, Introduction to Transition Leadership, Indigenous Knowledge and Perspectives on Climate Action, and Introduction to Climate Policy. The courses were all mapped to the Climate Adaptation Competency Framework. Since then, we've certainly made a few modifications, making two core courses. And then learners can choose two other courses from a suite of electives so they can specialize their learning to fit their needs.

Like most everything in life, things change, adapt, and evolve. And a revised competency framework has emerged, or is in the process of emerging, and we're now reviewing course content to determine if and how we might best map existing courses to the framework. I share this specifically because this also is part of our design work. In order to be agile, we have to also just be continually paying attention to industry needs, the evolving needs of our employers, the world, what is going on. It feels like it's easy to build some of these things and we always need to be just continuing to learn along the way.

If you were here for Susan's presentation on pathways, you'll remember that she mentioned a project where micro-credentials were assessed by TRU. Through that process, the Climate Adaptation Fundamentals Micro-credential was found to be credit eligible. And at Royal Roads, it's actually equivalent to three credit hours. About 99 hours of learner effort in the Master of Arts and Climate Action Leadership. They really can serve as pathways to further education, such as credit programs. Integrating recognition for prior learning allows learners to leverage their micro-credential achievements for academic credit. This can facilitate a seamless pathway

for learners to advance their education and career opportunities. As we've moved through the development of additional micro-credentials at Royal Roads, we've worked with specific programs to create pathways to credit for most of them. Much of that work involved looking at the competencies and learning outcomes from the programs we'd be pathwaying into, and seeing how we could create linkages and find equivalencies, which can allow for a smoother transition. It's a work in progress.

We're still building out and evolving our quality assurance process for micro-credentials. However, we currently use a bit of this following approach when building micro-credentials. This was aligned when we developed the specific Climate Adaptation, Fundamentals Micro-credentials. We really are defining learning outcomes. The learning outcomes need to be specific, measurable, and aligned with the needs of the learners and employers. We're going to develop curriculum that aligns with the learning outcomes and should be designed in a way that provides learners with the knowledge, skills, and competencies they need to achieve the learning outcomes. We're going to develop assessment tools that are aligned with the learning outcomes in the curriculum. And we're trying to measure the learners progress and achievement of the learning outcomes before launching the micro-credential pilot test. We did this and it was really helpful for us. It's not always going to be possible, but it sure would be nice if you can, at least with a small group of learners, allowing you to identify any issues with the curriculum or assessment tools. And then of course, we use that feedback to refine the curriculum as we move forward. We certainly evaluated the effectiveness. We did make adjustments to the curriculum along the way. And it actually helped us realize that it was going to be a lot of work to try to fit four courses into a small time frame. We provide the opportunity for students to do it a little bit differently. Then, of course, continuous improvement, we want to always be thinking about how can we ensure that the courses and the micro-credential remain relevant and effective.

Do we just rinse and repeat? It might seem easy, but each micro-credential might have different and customized needs based on specific sectors. Collaboration with industry partners and other institutions is really essential in the replication process. We've found a structure that mostly works for us, and we're using it as we build out new programs. But each industry partnership is going to provide insights and help you to ensure that the micro-credentials remain relevant for them. It really is vital to have industry-relevant content, a validation of competencies, real-world application that we create pathways to employment. And I think that's really important when we're working with employers as well. It's great to just have a micro-credential that people can take that gives them more skills, but how does it help them advance in their careers? And that we keep learning. Collaboration with industry partners and other institutions fosters this culture of continuous improvement. This really has been a quick summary of some leading practices for designing and implementing micro-credentials. Some tips from our experiences. Don't reinvent the wheel. You'll also recall from Adrian's presentation on collaboration, there is a great opportunity to work across the system together. Maybe there's existing content that could be repurposed and transformed into a micro-credential. Who has a piece of this puzzle already? Maybe faculty at your institution are already

doing things that we don't even know about. That's a guarantee. And then potentially partnering with outside organizations. We are not quite set up in this sector to collaborate effectively, and I think that there's definitely opportunity for us to do a better job of that. I've said 100 times, be relevant to industry. Certainly we can repurpose course content, which we have done, but it also requires a conversation with industry and professional associations.

We need to consider when to assess. Depending on the goals of the micro-credential, it might be appropriate to assess a learner at the end of each course. Or it would be more appropriate and more telling of their abilities if the assessment took place upon completion of the program. It really depends on how you're building and designing the micro-credential. We also need to build in flexibility. The assessments, while rigorous, need to be flexible for adult learners and do not introduce barriers. We're trying to think about ways in which assessment could be optional. Maybe completing the assessment leads to award of the micro-credential or not finishing the assessment results in a letter of completion. Could they change their mind later and have their learning recognized? Are there on-ramps or pathways they can use to have their learning assessed and recognized later, such as through an integrated assessment process. Those are all things we're grappling with and working through as we build them. Again, let's create some pathways. Wouldn't it be nice if students can continue to open up their educational careers, continue on in their learning, and maybe stack some things into a degree later on.

Next slide, there's some issues, maybe some opportunities to work through. We've got lots of stuff happening in our institutions all the time. There's a lot of things that we need to be thinking about. This requires dedicated resources to work on the design development process and policies around new credentials. From a process perspective, let's just say culture shifts may be required. A platform process, we often require integrated systems. Some of our institutions are not set up for that. There's lots to consider when developing badges. Looking at universal design, we're looking at different applications. Security, what's trackable? Do students have a passport? Is there multi-language? Certainly, internal policy structures and legal requirements can be a challenge too. And

Higher-ed is famously cautious about spending and change. Sometimes it's not easy to figure out how to move forward through a funding process. Government funding is appreciated. Thanks to those if you're on the call. But what happens when that's no longer available? We might need to be thinking about business model evolution and changes that are required there. Ultimately, these things just don't build themselves. It takes expertise, it takes champions, it takes money, incentives, time grants, potentially. If you're most faculty and staff and support teams are pretty much beyond capacity now. A lot of the work is really strategic in the sense that we need to be thinking about what are we going to stop doing if we're going to take some of this work on. Relationship. Partnerships take time. We've got some good tensions and polarities here. We need to move fast, but relationships take time. Industry, maybe students aren't quite clear on what micro-credentials are or how to use and recognize them. We're starting to see shifts there. Five years ago we said, nobody really knew what a micro-credential was. A couple of years ago, we said, well, some people know what they are. We're still seeing

who understands what they are. I saw the *Academica* post this morning around students not knowing what they are and why would they take them. But the thing is, we're starting to talk more about them. The more we talk about them and the more we do it, well, the more they'll be interested. Let's see, that's probably enough. Hey, I've said a lot. Again, the changing landscape, everything all at once, all of the time, is a phrase that I've been known to quote recently. Maybe that's enough of me talking. I've talked for a long time.

Maybe we'll open up the floor for questions and discussions. And feel free to ask any questions or share your insights on the topics that you're thinking about. ROSS: Thanks very much, Zoë. Really helpful and applicable information that we can apply. I'm just monitoring the chat. We do have a question from Suzanne. "Will people who take the micro-credentials and want to ladder into a credit program at the partner university have to meet all the institution's admission requirements or could there be special admissions?"

ZOË:

Yeah, that's a great question, Suzanne. Thank you. Yes. Currently, they need to meet admission requirements. The way that it's been working, at least for us at the moment, is a student applies to the program, and then we provide them transfer credit or prior learning assessment recognition into the program. So at the moment, yes, to answer your question, could there be special admissions? I think the answer there is yes as well. But we've got some relationship building to do with our admissions folks and registrar's office, and thinking about how we might do some direct-entry processes.

ROSS:

Thanks. We have some other questions from our participants. I'll also allow just jumping on the mic if you feel comfortable or by chat is also fine. There was a question from Pablo. "Just further clarity on competencies versus learning outcomes." That is also a good question. Just to clarify.

ZOË:

Yeah, sure, I don't know, Pablo, if you have a more specific question, but I certainly can talk a little bit about how we treat competencies. For example, in some of our programs at Royal Roads, and I'll use a graduate certificate in management and leadership, we use a competency framework. A framework that we call the CLICK Competency Framework. The competencies are communication, leadership, innovation, critical thinking, and knowledge and application of the specific topic area. Those are the competencies that we're going to focus on. The learning outcome might be within each of those competency domains. From a communication perspective, what learning outcome do you want... what do you want the student to be able to do with regards to communication by the end of the program? It might be, don't quote me on this. Deliver presentations in an authentic way, right? Something like that. What do you want the student to be able to do at the end? Thanks, Lauren. Well, hey to everyone. How is AI affecting micro-credentials? Judy, what do you think? Oh, you're muted still. Maybe we have to unmute you.

JUDY:

Okay now? Yeah. Thank you. I have so many questions and it's not just micro-credentials, of course, but I'm just really, really curious. And you mentioned it and so I just thought I would be really interested to know what your observations are, what your thoughts are.

ZOË:

I mean, I think it's fascinating how fast we've moved in the AI space. What I would say the biggest challenge around AI, or maybe the biggest opportunity around AI, is how we actually assess people in new and different ways, right? All of you, if you're on campuses, you're probably working with your educational developers, and you've probably got AI principles on who can use AI and ChatGPT. But we're seeing and we know that people are going to use it. So we have to figure out how can we assess learning in new and different ways? We assess that somebody has the ability to demonstrate a competency, right? So for example, if you go back to the communication competency and that you need to do a presentation. Well, maybe AI is helping you develop the presentation. But you have to actually demonstrate. You have to do it yourself, right? And you have to answer the questions live when somebody asks them of you, right? I don't know. I don't know the answers yet, of course, but open to others. If you have thoughts or ideas, feel free to jump in. Maybe you're using AI in different ways in your organization, maybe not. Maybe you're all just really quiet today. ROSS: Vivian offered an explanation about competencies in the chat. "Working in the zone, competencies are informed by the industry and experts in the field. Learning outcomes are more from Bloom, and framing of the competencies, usually at a more granular level." Sorry for the cough. Or the definition of the competencies is knowledge, skills. I've seen attributes, I know you're using abilities, I think they're both interchangeable. The combination of those includes learning outcomes, of course, because that's knowledge, but it also includes six skills and also how people approach things as well. Thanks Ross. Thanks Vivian. Vivian. Is there anything that you wanted to add from the Climate Adaptation Fundamentals? Not to put you on the spot.

VIVIAN: Sorry, I couldn't find my mic.

ZOË: You muted again.

VIVIAN:

You did mention this, I think what part of the complexity was that we dealt with in this field of climate change adaptation is... And I don't think it just applies to climate. I think there's many new forms of work that need to be informed by experts in their field of practice to create competency frameworks in areas that we've never had competency frameworks, because we are in a bold new place in a complex world. So this becomes part of the challenge, competency-based micro-credentials, especially when we're trying to push these opportunities for people to upskill in new zones of practice. And it creates a higher level of effort to make this stuff happen and to actually do the assessment on it.

ZOË:

You're absolutely correct. I mean, it is one of those things we keep hearing right, is how do we prepare students for the jobs of the future when the jobs don't exist right now? Right? How can we be thinking about some of those things? I think that's one of the reasons, for the most part, that much of the work that we're doing is really focused on transferable skills. The technical skills are going to change. We still need access to those. We still need to be able to demonstrate those competencies. But for us, especially, that's in our wheelhouse, that's the place that we've been playing. Lauren? Yeah, The framework developments... the frameworks might not exist. How do we work with faculty and industry? I think that's really key, and I think that's part of the time it takes building relationships with specific professional professions, professional associations, the professional associations are playing in this space already. They've got lots of competency frameworks. There's a lot of competency frameworks out there to work with. It might be though that you really need to identify what are the skills required in the specific profession or job or industry. "GenAI competency is a good example." For sure. "Thoughts on private or proprietary content?" We certainly, you'll know that from the Climate Adaptation Fundamentals perspective, I think the more open we can be, the better. That's sometimes tricky, especially for those shops who are revenue generating shops and that's their livelihood. But I do think that there is opportunity for us to be working together across post-secondaries to figure out how we can share, be more open with curriculum and competencies and just the work that we do. It's a changing space. And I think there's lots of opportunity for us to be more collaborative.

ROSS:

Thanks, I agree. I think there's great potential in Open and I hope to see more growth in that area.

ZOË:

I think the biggest question, and again, it just comes down to time and resources for us. Yes, we'd like to be able to do that. Is it just part of our design principle? Do we just make it a design principle? Maybe I'm not the one who can make the decision at the institution on that, but maybe there's a way.

ROSS:

It's more of a long-term type of scenario. Thank you.

ZOË:

Well, and Lauren, I'd love to see you in the program. Feel free to reach out. Well, that's probably it, Ross.

ROSS:

Great. Well, thank you so much, Zoë, for facilitating. There's been lots of really great applications to the field of designing micro-credentials. You've touched on some areas that are actually really important, such as competency frameworks or reusing some content that you do

already have. You also represented the world of micro-credentials very well, so thank you for doing that.

ZOË: Thanks, my pleasure.

ROSS:

It is a community, we're all learning together. I do encourage more dialogue actually in this area for sure, Thanks very much. Thanks, everyone.