Leveraging an Entire Institution to Design a Scalable Credentials Strategy

IMS Global Conference
February 12, 2020

https://bit.ly/2OCql7w
Contact Information

Christopher Sheehan
Manager, Digital Portfolio Services, Learning Experiences
University Technology Office
Email: Christopher.Sheehan@asu.edu
Twitter: @arizonasheehan

Dr. Allison Hall
Director of Learning Experience Transformation
University Technology Office
Email: abhall4@asu.edu
Twitter: @AllisonHallAZ

https://bit.ly/2OCql7w
Outline

- Answering the Call
- Recruiting Volunteers
- Building Understanding
- Collecting Data
- Planning for Scale
ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.
Learning Futures Collaboratory

Achieving STUDENT SUCCESS through improving DIGITAL FLUENCY within NEXT-GEN LEARNING ENVIRONMENTS
LEARNING FUTURES COLLABORATORY

Organizational Structure

ASU Community

Members

Leadership

Staff

Provost

EdPlus

Faculty

UTO

Students
Learning Futures Architecture

Imagined Future of Learning

Gather → Curate → Synthesize → Actionize → Operationalize

*Inputs*

*Advisory, Initiative & Workstream Leadership*

*Workstreams*

*Projects*

*Outputs*

*Service Design Process*
How do we engage?

- Grassroots
- Strategic
- Grassroots AND Strategic
Co-curricular Digital Credentials Workstream

- 103 volunteers
- 24 colleges & units
- 5 campus locations
- Faculty, Staff, Students
- Bi-weekly meetings
University Technology Office
Herberger Institute for Design and the Arts
ASU Library
College of Health Solutions
Office of the President
Mary Lou Fulton Teachers College
Edson College of Nursing and Health Innovation
W. P. Carey School of Business
Ira A. Fulton Schools of Engineering
The College of Liberal Arts and Sciences
How comfortable do we feel?

How would you rate your understanding of the following:

- Digital Credentials
- Competency-based Learning
Work Groups

Issuance & Criteria
Evidence & Assessment
Brand & Marketing
Outreach

Weekly Meetings Alternating
Whole Group / Work Group
# Issuance & Criteria
## Goals
- Define the levels of credentials.
- Identify recommendations for who is able to issue credentials at each level of issuance.
- Develop the protocols for issuers to apply for advanced credential status.

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Issuer</th>
<th>Notes</th>
<th>Acad Level</th>
<th>Badge Level</th>
<th>Curriculum based</th>
<th>Crossdisciplinary</th>
<th>Open</th>
<th>Evidence Rqd</th>
<th>Other criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course (Transcribed)</td>
<td>School/Program/Unit/Institute/Student Clubs</td>
<td>Module (that at the school/program level); culminating experience; event attendance; course (transcribed, cpe, non-transcribed)</td>
<td>UGRD</td>
<td>Novice</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Name</td>
</tr>
<tr>
<td>Course (CPE)</td>
<td>ASU</td>
<td>21st Century; may include information and digital literacy, general studies or some new form of general studies/completion of a degree? or a certificate, may digitize the current system if necessary will feed into the new blockchain transcript</td>
<td>GRD</td>
<td>Intermediate</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Course (Non-Transcribed)</td>
<td>Instructors</td>
<td>module for one course, events as part of a pathway; discrete</td>
<td>Non-Credit</td>
<td>Mastery/Proficiency</td>
<td>Content</td>
<td>Endorser(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event attendance</td>
<td>External Partners: Academic Partner; Industry partners</td>
<td>Potential future EdPlus partnerships, Academic Program partnerships, MCC transfer credits (MAPP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culminating Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Milestone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence & Assessment

Goals

➢ Define acceptable methods of credential evidence and assessment.
➢ Identify connections with Issuance & Criteria.
➢ Collaborate with the Creative Fluency & Assessments work stream to identify cross-over.

Senior Capstones * Digital Portfolios * Semester Projects * Videos * Photo collections * Code Samples * Google Doc accessible via a URL
Certificates for participation in events or trainings
Documents meant for the professional world, like Executive Memos, Feasibility Studies, and SWOT analyses.
Evidence of volunteer work or internships
Evidence of computer skills mastery, like infographics, creation of YouTube videos, or PowerPoint/Prezi presentations
Design & Brand Goals

➢ Develop baseline guidelines surrounding the design and branding of credentials.

➢ Develop brand guidelines surrounding ASU level credentials.

➢ Collaborate with the ASU Marketing Hub to create design template for endorsed logos.
Outreach Goals

➢ Identify ways to educate all stakeholders (ie. students, faculty, public) in the definition, purpose, usage of credentials.

➢ Develop training materials to support the credentialing initiative.

➢ Manage the marketing and PR plan of the initiative.
Digital Credential Overview

Issue Credentials with Badgr
Open Badges are the global standard for verifiable digital credentials. Digital Credentials empower people to take their learning achievements with them, wherever they go, bridging traditional data silos to build a rich picture of their lifelong learning journey.

Visualize Learning with Badgr Pathways
When combined with Badgr Pathways, badges become keys that can unlock new learning opportunities and signify milestones on a student's lifelong learning journey. Pathways provide stackable, easy-to-understand visual maps that help learners understand where they are and what to do next.
Let's get started!

The pages in this section will guide you through the basics of using Badgr such as adding Badgr to a Canvas Course, and awarding credentials. Once you learn these few things, you will be well on your way to becoming a Badgr master!!

Step 1: Enable Badgr in Canvas
The first step in the process is to make sure Badgr is enabled in your Canvas Course. In most courses, it is enabled by default but you still may have to un-hide the “Badges” menu item.

Step 2: Add Completion Requirements to Modules
After adding the course modules, we can now add completion requirements. Adding completion requirements to a module defines the steps necessary to complete the module.

Step 3: Create an Issuer in Canvas
Issuers profiles are the profiles used to create, assign, and award credentials. Issuers can be used across multiple courses, each with different course objectives.

Step 4: Create a Badge in Canvas
Earn Credentials with Badgr

Arizona State University integrates Badgr into Canvas, allowing you to earn verifiable digital credentials. Digital Credentials empower people to take their learning achievements with them, wherever they go, bridging traditional data silos to build a rich picture of their lifelong learning journey.
Pilots
Launched in 2020

- 43 courses
- 6 units
- Students, Faculty, Staff
- Co-curricular
- Cross-disciplinary
21st Century Skills
University Technology Office
Target Audience: Student Workers

- TEAMWORK
- PROBLEM SOLVER
- COMMUNICATION
- CRITICAL THINKING
- PROFESSIONAL
- LEADER
- GLOBAL FLUENCY
Hello, My name is Michael Li!!

I am currently working towards a Bachelor of Science (Computer Science) Degree at Arizona State University. I will be graduating in 2020. Some of my interests include artificial intelligence, digital graphics, drawing, and painting!
Communication

Communication is often one of the hardest parts of being a student worker. The necessity of quality communication has led me to the realization that I need to constantly improve my communication skills. Working to better articulate my thoughts and ideas in both written and oral forms is the goal. Being able to express my ideas to others clearly and concisely often helps to make my job easier by getting straight to the important points in a way that my audience can easily comprehend. Often times I am given projects with very broad goals, and one of my jobs is to ensure that the project’s progress is clearly delivered to the client, tailored to their individual needs. These progress reports must be organized, clear and consistent.
Communication

Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Verified
Last verified by Badgr on Jan 30, 2020

Re-verify Badge
Co-Curricular Modules
ASU Library Digital Credentials

ASU Library is launching a new digital credentials service that will enable faculty to integrate credentials into Canvas.

Faculty Instructions

Self-Enroll Links for the Library's Digital Credentials

APA Citation Style
The APA Citation Style credential is available through this link: https://canvas.asu.edu/enroll/NDXBHC

Background Research
The Background Research credential is available through this link: https://canvas.asu.edu/enroll/7Y974A

Citing Your Sources
The Citing Your Sources credential is available through this link: https://canvas.asu.edu/enroll/PMPX7M
Introduction to ASU Library

Introduction to library locations, collections, resources and services for students on and off campus. Discover how to access the Library from MyASU, the Library Homepage or your very own downloadable tool bar!

Citing Your Sources

Learn about the importance of citing sources, different citation styles and resources such as library guides to assist in citing sources correctly.

Topic Identification & Selection

Describes the brainstorming process for identifying and selecting a research topic. Learn about the process of analyzing a topic to narrow or broaden it and defining it based on a variety of components that make it relevant to the assignment. Identify factors in selecting sources that match topic with assignment requirements.

Scholarly Journals

Introduction to scholarly journals as a resource. Learn about their unique characteristics and how to differentiate them from trade journals and popular magazines.
Design and Arts Corps
Partnering with community to make the world a better place.
Design and Arts Corps Foundations

An initiative of the Herberger Institute for Design and the Arts, the Design and Arts Corps (DAC) builds on the ASU Charter centering access, equity and purpose-driven research while taking “fundamental responsibility for the economic, social, cultural and overall health of the communities” we serve. In partnership with community, we use design, art and culture to consciously advance well-being and strengthen participatory democracy.

Completion Badge

This badge will be automatically awarded when the requirements for this Pathway are met.
Professional Learning Pathways
The Herberger Online Learning team is here to support you in designing and teaching quality online and hybrid courses.

**Earn your Canvas Foundations Credential**

Nothing helps your online or hybrid course run smoother than starting with a solid foundation in the Canvas platform itself. Use the modules below to gain a solid understanding of 6 of the most important components in Canvas. Earn a Digital Credential for each module completed, and the Canvas Foundations credential for completing all six.

- **Syllabus** - Learn to get that syllabus tool out of your way and upload your syllabus document where students can find it.
- **Modules and Files** - Modules give your course materials structure and allow your students to move through the course as you see best.
- **Customization and Pages** - Use custom pages to give your students direct instruction and provide resources for learning.
- **Discussions** - Students benefit from sharing thoughts and interacting with their peers around the course content. But how do you make it valuable and not just busywork?
- **Assignments** - Canvas has lots of tools and settings to help you collect work from your students online, grade it, and give valuable feedback in a timely way.
- **Quizzes** - Check your students' basic understanding of course materials with online quizzes. Learn to manage the options and settings in a way that makes the most sense for your course.
Welcome

Welcome to the Herberger Online Learning (HOL) Course Design Tool. This Canvas course will walk you through the process of designing and building your own online course and give you an opportunity to work with the HOL instructional designers to get some guidance and feedback along the way.

The goals of this tool are for you to:

1. Work through the process of creating an amazing hybrid / online course with the support of the HOL team
2. Use course-building tools provided in the planning and design processes
3. Infuse Quality Matters expectations into your course
4. Develop relationships with other HIDTC online faculty and the HOL team members

How this tool works

In each lesson, you will be guided through part of the course design process. You will be provided resources to help you understand the step, how to complete it, and why it's valuable to your course. You will occasionally have the opportunity to share your ideas with your online colleagues in discussion boards, and submit your work to us for feedback before proceeding on to the next step. This is a self-paced tool that we hope you will use as a resource as you work to develop your course.

If you're getting started for the first time, click the Get Started Now button below and work through the Introduction and Online Teaching and Learning modules. You must work through modules in the order provided to unlock the next item. If you're returning, click the Modules tool to pick up where you left off.

Get Started Now

QM Standards Met In this Lesson

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Learners are introduced to the purpose and structure of the course.
Collecting Data

- Usage Analytics
- Data Collection Consent
- User Surveys
- Focus Groups
Analytics

Courses
Issuers
Credentials Issued
Learners Impacted

Learner Demographics
➢ Undergrad / Graduate / Faculty / Staff / Alumni
➢ Course / Experience / Training
➢ On-campus / Immersion / Online
Issuer / Earner Experience Surveys

➢ What was your experience?
➢ Challenges
➢ Successes
➢ Perceived value
➢ Questions / Suggestions
What’s Next?

White Paper & Summit

Integration with other ASU initiatives:

- Digital Portfolios
- Trusted Learner Network
Questions?

https://www.pexels.com/photo/ask-blackboard-chalk-board-chalkboard-356079/
Resources

Faculty Resources
https://asu.digication.com/badgr-sandbox/home-1-1

Student Resources

The Trusted Learner Network
https://trust.asu.edu/
Contact Information

Christopher Sheehan
Manager, Digital Portfolio Services, Learning Experiences
University Technology Office
Email: Christopher.Sheehan@asu.edu
Twitter: @arizonasheehan

Dr. Allison Hall
Director of Learning Experience Transformation
University Technology Office
Email: abhall4@asu.edu
Twitter: AllisonHallAZ

https://bit.ly/2OCql7w