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Better 21C Credentials

Evaluating the promise, perils and disruptive potential of digital credentials



What students learn, and why, will be more closely associated with **1** hard and soft skills related **2** (the unknown future of) work.

Providers will be more diverse, and will issue a broader range **3** micro and macro credentials, and those who earn the latter will be those who can afford them.

Curriculum of the future

Where and how students learn will be increasingly in micro bites on micro devices in online and blended modes **4** *learning at my place, my (online) spaces and my pace.*

Teaching-related tasks that can be automated will be.

5

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Why credentials?

- **Providers** warrant that learners have demonstrated learning outcomes at or above the required standard;
- **Recipients** communicate their achievements and seek advancement (credit towards a higher credential, employment or professional standing);
- **Employers** see them as indicators of achievement and predictors of potential future performance.



21C micro credentials

Digital badging technologies mean credentials can be more:

- **Granular:** more than marks and grades, they can pinpoint skills
- **Stackable:** can be added to credential repositories, mapped to qualifications frameworks
- **Evidentiary:** they can point the reader directly to learning evidence created by the learner;
- **Personalised:** more accurately represent each learner's achievements, highlighting where skills or outcomes were achieved above the minimum standard;
- **Machine-readable:** enable rich analytics



Excellent 21C credentials:

1. Outcomes not just marks
2. Rich evidence from authentic assessment
3. Authenticated assessment: identity and contribution
4. Cost benefit: time and money invested versus benefits (credit towards a higher credential, status or career advantage)
5. Sustainable, based on sound business models, value propositions, and compliance



CREDIT: A hypothetical currency used to communicate a learner's progress towards completion of a macro credential.

For learners:

- Credit for prior learning = discount (time/money)
- Credit required = future debt (time/money)

For providers:

- Credit for prior learning = foregone revenue against fixed costs
- Credit required = future revenue
- **Scale** = mass revenue that diminishes fixed costs (and heightens quality assurance challenges).



19 case studies

1. Open access courses
2. Paid access courses
3. Assessment service
4. Initiatives recognising achievement

Appendix B: compare a MOOC with a university subject (unit)



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and in recent news...

- **Arabic** platform Nadrus = 100K students
- **French** (France Université Numérique) = 500K
- **Brazilian** Veduca = 800K




Nanodegree, Nanodegree Plus, and now Nanodegree Lite?

Udacity's Nanodegree Lite costs \$79/month, but it does not include 1:1 support or the 50% money back guarantee

In Feb: Udacity launched [Nanodegree Plus](#) (costs an extra \$100/month and comes with a job guarantee)

Now, **Nanodegree Lite** is set to cost \$79/month, but it does not include the 1:1 parts of the Nanodegree experience, such as detailed code reviews and career coaching; does not guarantee that you will get half your money back if you graduate within 12 months.



Coursera Pilots Mentor-Guided Courses

For \$248 per course, you can work with a professional who will keep you accountable

Learners to pay extra and get mentor support from industry professionals.

Cost \$248 (currently \$149)

Students get 1:1 project feedback, email/forum support, and access to live weekly office hours.

Project-Based Courses Launch on Coursera: Create a business model, infographic, Android app, or comic book in an applied course experience.



Hammers · a month ago

Great, finally they experiment with application based courses like projects and scenarios.

Please do not offer more of this boring pure online lectures.

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ASSURING GRADUATE CAPABILITIES

ABOUT

SPECIFY

ENGAGE

ASSESS

EVIDENCE

CREDENTIAL

ENHANCE

ACHIEVE

YOUTUBE

RESEARCH



preparing
for the new
HE
Standards

Evidencing learning outcomes for employability in disrupted economies

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