



Digital Promise

Accelerating Innovation in Education

2015 Educator & Workforce Micro-credential Summit Attendee Strategic Questions

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Data, Analytics, and Research

- How can we use data-generated videos, lesson plans, etc. to better understand teaching and learning activities?
- How do we maintain privacy for those earning micro-credentials? Who owns the content?
- What sort of data will prove that micro-credentials are successful?
- Is there a way to measure whether micro-credentials impact practice, without making them an accountability tool?
- How do we evaluate and ensure quality?
- How can we best measure/understand the impact of learning outcomes micro-credentials help educators drive?
- Will there be standards that allow employers to search micro-credentials across various issuers?

Communications

- How will recognizers (consumers of micro-credentials) know how to tell which are valuable?
- How are the different ways earners, issuers, and consumers value different micro-credentials made visible?
- How do you, in a clear and simple way, describe the goals of shifting to an micro-credential approach to learning?
- How do we get employers to start accepting badges?
- How do badges fit into and support/complement competency-based education?

- In working with those who are not familiar with micro-credentials, how do we raise awareness of micro-credentials to the level of acceptance of micro-credentials?
- How can micro-credential developers learn from one another to improve their design craft?

Policy

- Will a portfolio of credentials be allowed to replace a degree or certificate?
- How - while protecting micro-credentials as unconnected to evaluation/accountability - do we best cultivate buy-in from SEAs (State Educational Agency), LEAs (Local Educational Agency - aka School districts), and school leaders?
- Can the advent of micro-credentials spur more flexible, streamlined policies for allowing videotaping teaching practice in action? (with students on camera - privacy issue)
- How do we ensure an equal opportunity to earn micro-credentials?
- How can we incorporate micro-credentials into existing frameworks of educator professional development?
- Who determines what counts and how it counts?
- Are districts willing/able to recognize micro-credentials for tenure, salary/steps, promotions, or professional development replacement?
- Can teachers with micro-credentials fuel policy as opposed to policy fueling micro-credentials?

Technical

- How do we avoid creating a tiered system for those who award micro-credentials?
 - Ensure equal footing for both an elite institute and a less-well-known entity
- Do credentials need to have a connection to a secure ID to be used?
- How can the estimation of various third-party players of the relative value of badges be reflected to consumers?
- Interoperability - How do we map micro-credential across the system?
- Scale and sustainability - How do we build the capacity of organizations to build, support, and sustain the staff/stuff needed to have an ongoing program?
- How can the process be streamlined so that teachers can easily get connected to the right badges for them and get credit?
- How do we move quickly and nimbly while delivering quality and effectively incorporating user feedback?
- How can we reduce technical (hardware and how-to) obstacles to competency demonstration (submissions and assessments) as well as platform portability?
- How do we efficiently evaluate all metadata behind a badge?

Incentives

- How do we ensure rigor to ensure recognition?
- How can we be sure that we aren't re-inscribing existing inequities into this new system of evaluation and reward? Who defines the standards?
- How can micro-credentialing foster community?
- Why would a teacher want to do this? Why is this worth their while?
- What is the relationship between recognition and requirement? (With the idea that recognition is superior)
- What incentive is there for a teacher who earns a badge to become an assessor?
- How does one start to incorporate badging into their existing learning programs?
- What will create a culture of micro-credentials as support and recognition as opposed to accountability/punishment?
- What are the unintended consequences of peer reviewed micro-credentials particularly if we award/reward for them?
- How might employers incentivize other employers to accept and incentivize badges?
- How might teachers incorporate out of school time/employer badges in the classroom?

The Micro-credentials

- What is the relationship between the developer (who defines the criteria) and the assessor (who awards micro-credential)?
- Assessors: How do we ensure consistency, quality, validity, rigor, meaning of a micro-credential after initial 50? Is the "pyramid" of assessors trained? if not, might earning of micro-credentials be undermined or lose value?
- Who decides/filters the micro-credential topics offered? Is there a philosophical stand?
- How will we know that a micro-credentials process is rigorous?
- Is there a reason to consider what a "macro" credential looks like?
- How do you isolate specific skills from complex pedagogy (e.g. project-based learning)?
- How can you guarantee fidelity and consistency? Among scorers and endorsers?
- How do you norm across assessors to ensure quality of micro-credentials?
- Do micro-credentials have a "shelf life"? Or are there guidelines for micro-credential creators around maintaining them or updating them?
- What is the right grain size?
- Is it important to have consistency across micro-credential on similar competencies?
- How similar/different are the credentialing programs for students from teachers/adults?
- Will there be a repository of submitted artifacts, students work, projects that students can use?
- Are all micro-credentials equal if/when they are required? i.e. how do you differentiate value in a credit-based world?
- Is content expertise needed to complete and/or assess all micro-credentials?