

Now that we know a bit about microcredentials, what is next for BC?

Interested in being a part of our community of practice? Enter you name here	Where should we start?	What support is needed?	What kind of professional development is needed?
Annabree Fairweather	Start with clearly defining micro-credentials. Map out micro-credentials into two categories: 1) non-credit to be standalone courses that achieve targeted skills for direct, immediate employment; 2) for-credit to be integrated into post-secondary institutions as augmented learning. At some point, it will be necessary to pull into a room specific stakeholders who can loosely explore mapping out the kinds of skills and competencies that might align with different industries (and areas of overlap).	Developing micro-credentials requires some strategy so it's not a flash-in-the-pan idea that takes a lot of time and money from everyone. There will be need for developing standards, perhaps a framework of transferability, and dedicated funding for long-term success.	I'm not entirely sure of the question. What kind of professional development is needed to develop and implement micro-credentials? In advanced education institutes, that would be the inclusion of faculty and senates. Or does the question mean what topics of micro-credentials (like, skills and competencies) are needed? I would start with polling the needs of prospective students (much like what SFU's FASS Forward program did).
Louise Dannhauer	Identify the ideal length and format of micro-credentials for optimal consumer buy-in. Identify valid and reliable assessment strategies.	Micro-credential offerings will be very different from one sector or industry to another. I think it would be a huge support to put groups together that have similar goals based on their course offerings. For example - grouping people	A PD opportunity where participants share and present an outline of their micro-credential offering. I think it would be interesting and a great learning opportunity to see the various structures.

		from a PSI's perspective and viewing MC's as an opportunity for professional development with PLAR.	
Suman Prem Kumar	Credit based, stackable, and accepted beyond our province. Recognize certifications from other provinces	There is no bridging between TRB certifications and college instructors, especially to teach ABE/Adult upgrading	PDs could be blended between 2 or more departments
Melissa Antony (mantony@yukonu.ca)	-Develop a framework based on what other Canadian post-secondary institutions are proposing -Pilot	-Collaboration with other post-secondary institutions to inform the process of developing and implementing a framework	-PD based on work industry outlooks, digital literacy and information literacy skills
Francesco Barillaro	- A shared framework across the province - A province-wide community of practice with post-secondary and industry reps where we can discuss development and implementation strategies.	- Support in establishing approval/quality assurance processes (possibly through a shared QA framework) - Support in recognizing micro-creds across institutions (through MyCreds.ca, for example)	PD to help identify audience, market trends, and skills/competencies needed for specific industries (e.g. how to read data from the Work BC website)
Deb Nielsen	Open resources Expand the idea to businesses	A shared depository More information (or widely shared) information on micro-credentials and how they can help businesses	Continued support of BCcampus (which we always have) - they're awesome Marketing materials that could be shared to business groups and associations, such as the Chamber of Commerce, etc.

Dianna Dempsey	Starting with a clear definition of micro-credentials in the post-secondary context would be helpful (there needs to be more of a 'common' language).	Would be wonderful to loop professional associations into the conversation (I know there are a million of them - well not quite). Openly available resources.	I can only speak from a faculty perspective, but PD on what micro-credentials are and how they might fit with or could complement our current offerings (like our traditional diploma/degree programs) would be super helpful. Similar to this course, but maybe more specifically geared to faculty. Same thing could be done with other stakeholder groups.
Claire Sauve	A shared framework that is flexible enough for institutions to meet the needs of their own students and includes clear (and standard?) taxonomy and common language for naming and describing.	Feedback and consultation with employers / industry / sector representatives Strategy that involves both colleges and universities (academic and vocational institutions) Collaborating amongst PSIs	Courses such as this one are very helpful. Representation at conferences and forums. Release time for consultation and development.
Carmen Rodriguez	I recently learned we are going to engage in conversations at Uvic (Education) to offer micro-credentials. I believe a good place to start is to consider what is already out there, and collaborate with other institutions as opposed to compete. The labour market is already competitive enough; we ought to put our strengths together to offer a variety of	Support in all disciplines and areas of work. Micro skills, micro knowledge, and micro managements, for example.	Further literature or courses to advance one's knowledge, and the evolution/development of requirements from all sectors.

	opportunities for learners and employers.		
Brit Paris	I agree with Dianna, we need to start with clear definitions. Then we can move into a framework.	Today's email mentioned employer buy-in, and I would extend that to stakeholder buy-in. Everyone needs to be on board and speaking the same language.	Infographics, quick guides etc. that are accessible to the busy stakeholder.
Danna Buick	I think I will echo the crowd, clear definitions, shared framework, provincial community of practice.	Employer buy in comes up everywhere, feedback and consultation. Clear dissemination path to introduce what they are and their value.	PD to present what they are, where they are in terms of development and value.
Bruce McGarvie	Clearly outline the benefits of MC's, explain their stackability, and how they can build to a recognized credential.	The various advanced education ministry need to develop and launch a promotion campaign so potential students, graduates, industries and businesses across all sectors are aware of the existence of MC's and how they benefit employees and industry.	Marketing. As educators, policy, and curriculum designers it's these arenas where our talents and skills lie. Engaging a marketing and promotional aspect would get this sector created.
Meghan Ginter	Agree on outlining a policy framework that includes things such as non-credit/credit course stackability and what that means in terms of the credentialing outcomes.	Creating a collaborative space to bring different stakeholders to the table. I think it is important to hear the needs and concerns of each stakeholder group so that a	Education for stakeholders who are not aware of micro-credentials ex. Industry, employers, students, post-secondary. Continued open forum

		framework can be built with the needs of each in mind.	opportunities and PD for those working on the frontlines of bringing micro-credentials to life at our institutions. Topics such as labour market trends, what courses are getting high enrolment, what methods of delivery are being well received, etc.
Matthew Smithdeal	Agree with the above comments about having a shared framework that is created in consultation with a diverse range of stakeholders. Developing consistent accountability mechanisms.	Provincial level support would help increase consistency and buy-in. Need support from and to engage in consultation with the communities that are being served by or offered the credentials. The accessibility needs might vary for different communities and a one size fits all approach will likely further marginalize certain populations.	Not sure. I'm thinking about MCs as PD for faculty/staff. Perhaps additional PD would be needed for institutional leaders on how to effectively implement the initiatives and get buy-in from other levels of the institution.
Andrea Davidson	I agree with comments above. It would be helpful to hold consultation circles to get input from a diverse cross-section of the prospective learner population (e.g. neuroatypicals, people with invisible disabilities, newcomers, adult learners, Indigenous students and so	I agree with Deb, that a shared, open access repository for all MCs is need - and the repository has to be run by an objective party i.e. not a particular PSI in BC or Canada but run by a respected, independent non-profit organization like Credential Engine in the US. I think this is crucial to securing	A free, BCcampus beginner course on how to design inclusive course curricula and course materials would be great. Maybe loop in Indigenous Literacy Librarians as well? (e.g. at Kwantlen and SFU)

	many more) regarding the ideal length, content, evaluation and other design, implementation and operational elements of MCs(Thanks Louise!). I think all MCs should be attached to a credit - whether that credit is given by BCCAT or another MC Database repository.	community buy-in across the province and trust in the process.	
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