



Master's programme in Family Business Management / FAB

Project N°: 619264-EPP-1-2020-1-KH-EPPKA2-CBHE-

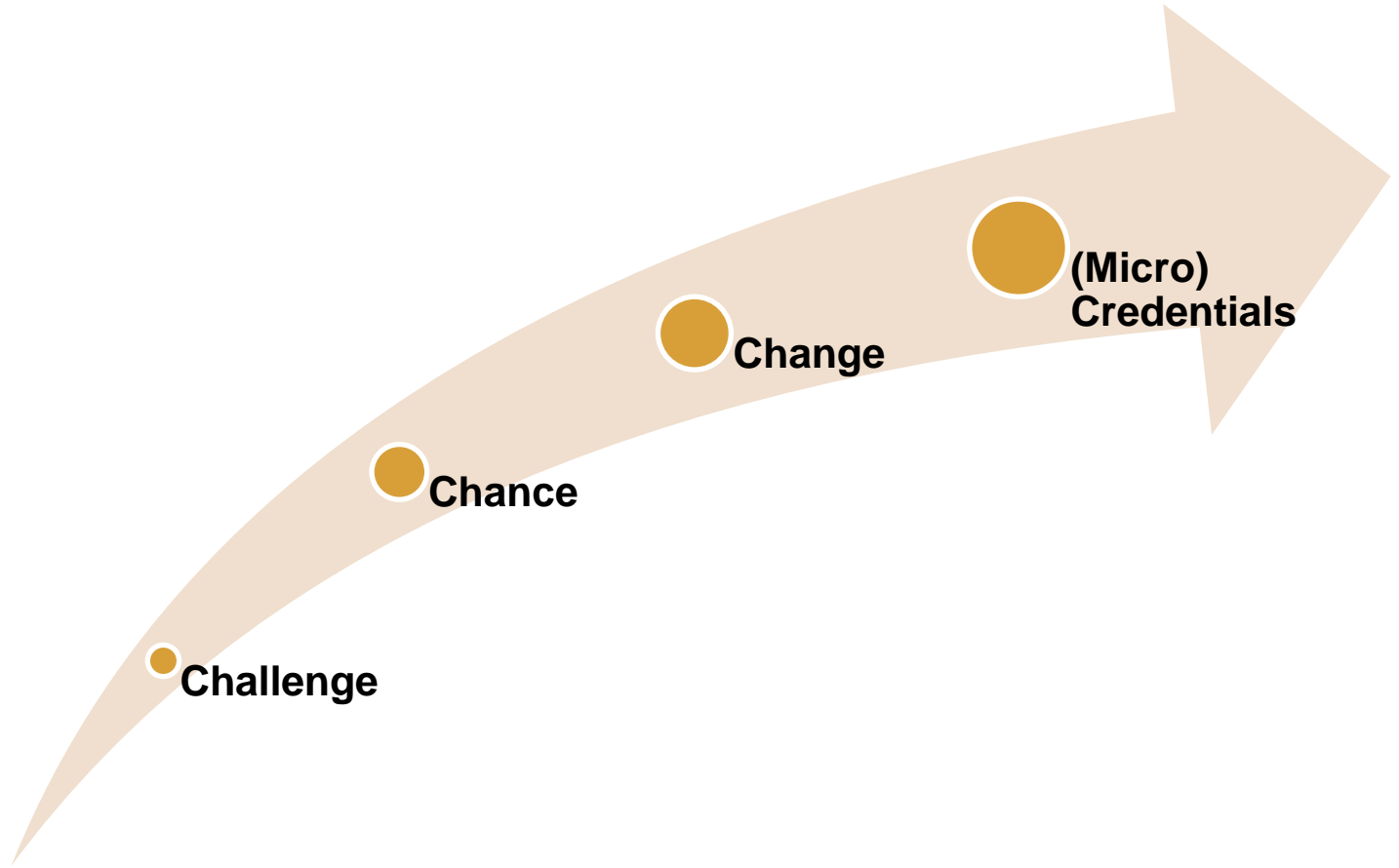
D: 3.2 Capacity building of Asian HEI staff
 'Micro-credentials & MOOCs in HEIs'



Vassiliki Chatzipetrou, Co-Founder & Director
 EU & International Cooperation Department
Chatzipetrou@read-lab.eu



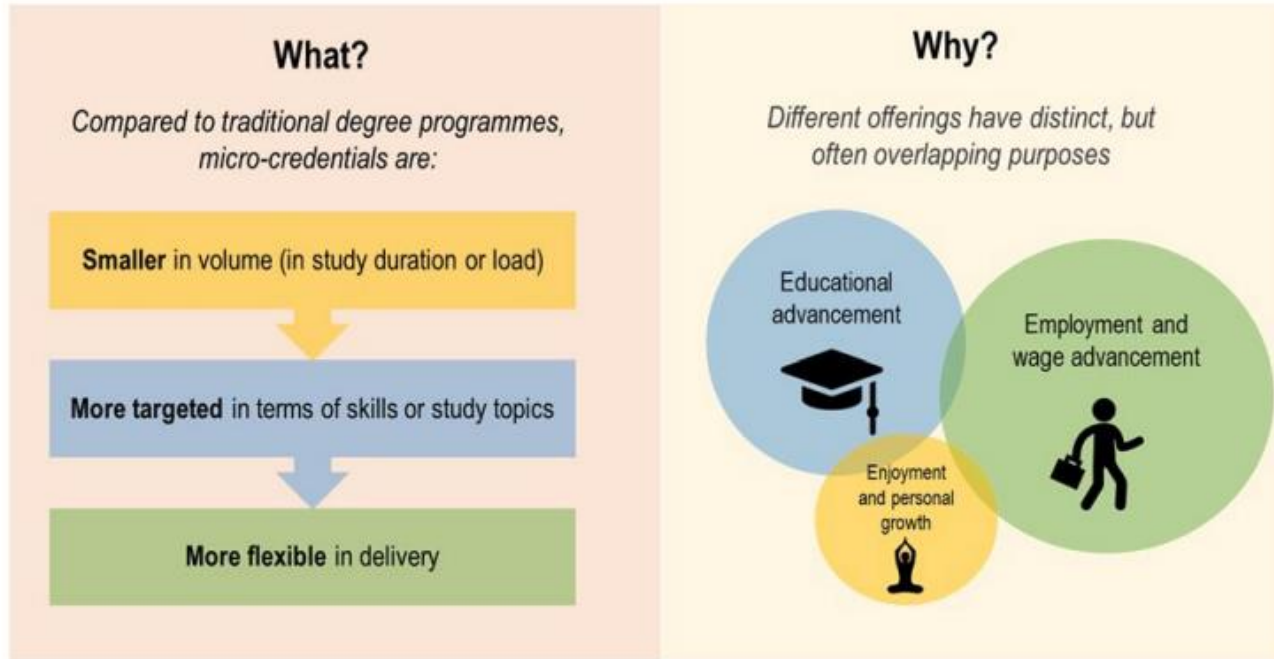
The 4 Cs



Definition/ Key characteristics of Micro-credentials

- Mini-qualifications for demonstration of both soft and hard skills
- Offered in digital format
- Personalized to the end users needs
- Offering recognition of acquired knowledge (based on documentation and/or assessment) and/or competences related to a limited and specific area for the learner
- Credentials can either be combined into wider credentials or they can stand independently

Why Micro-credentials?



Why Micro-credentials?

- Wider **digitalisation** in the fields of learning and studying
- Constant need for an **upgrade** on skills
- Worldwide increased interest in **online learning**
- **Transferability** and **Flexibility** of micro-credentials
- The coronavirus **pandemic** has brought micro-credentials to the limelight

A European approach to Micro-credentials

On [16 June 2022](#) the Council of EU recommended EU member-states to proceed into adopting a common European approach regarding micro-credentials

Specifically, Council recommends that they agree on a common **EU definition, standards** and **key principles** in order to **achieve the use and development of Micro-credentials in a coherent way**

Thus, the recommendation focuses on:

- ❖ Agreement on common standards to be followed by member-states
- ❖ Assistance and guidance to member-states to develop an ecosystem of micro-credentials

The role of micro-credentials in Education

Objectives:

- help **acquiring knowledge** and **competences**
- **foster equal opportunities** by guaranteeing inclusiveness for learners from different social backgrounds
- enhance the **transparency** and **flexibility** of the learning offer for the provider
- **systematize** the recognition of the learning process

Micro-credentials in Higher Education

An increasing number of undergraduate and graduate students seems to be willing to add micro-credentials to their traditional degree

*51% of online students stated that **affordability** is what motivated them to enroll into an online programme.**

→ Thus, many HEIs have added micro-credentials to their traditional learning programmes

* 'Online College Students 2020: Comprehensive Data on Demands and Preferences' Report (2020), Wiley University Services and Aslanian Market Research.

Micro-credentials in Higher Education

Benefits of micro-credentials for HEIs

- Verifying the progress of their graduates and providing them with additional minor certificates, with the recognition of high-prestige Institution
- Adapting to real market needs
- Keeping students on track , thanks to constant recognition of their efforts and the certification received upon completion of a programme

Challenges of Micro-credentials in Higher Education

When discussing the use of Micro-credentials in HEIs, one main issue needs to be overcome

- ❖ Lack of interaction/communication between HEIs even at national level → makes it difficult to agree upon common standards and to ensure a high quality

Massive online open courses (MOOCs) and micro-credentials

A MOOC -massive open online course- can be a great tool for delivering
Micro-credentials

A MOOC can help educators:

- Create their own content from scratch
- Develop educational material based on their students/learners needs
- Track their students'/learners' progress
- Constantly update their content according to emerging needs

Aims And Objectives of a MOOC

- Cover the online training and teaching activities
- Create an accessible platform for the delivery of the educational material
- Offer the training material as OER through open licenses
- Provide a space for intercommunity dialogue and exchange of ideas

Good Practice Examples – Dublin City University

Micro-credentials

DCU FutureLearn

DCU is developing a suite of online, stackable, credit-bearing micro-credentials through the **MC2 initiative** and our **global strategic partnership** with **FutureLearn**.

Our credit-bearing micro-credentials aim to promote greater access to higher education and more flexible pathways for career development and life-long learning. Micro-credentials provide a great way to extend your mind, inspire you to further your education and advance your career opportunities. Importantly, our Micro-credentials are have full status as a DCU award as part of the university's qualification framework.

Current Micro-credentials include:

<https://www.dcu.ie/connected/micro-credentials>

Good Practice Examples – UNIVERSITI TEKNOLOGI MALAYSIA



The screenshot shows the UTM CDex website with a navigation bar and a main content area. The main content area features a central text box and four surrounding image-based categories.

UTM CENTRE FOR ADVANCEMENT IN DIGITAL AND FLEXIBLE LEARNING **CDex**

HOME | ABOUT US | SMU | CMLT | CALI | ACTIVITIES | TIMELINE

MICRO-CREDENTIAL COURSES

The learning of this product is the existing academic courses which is more coordinating with credit transfer and education admission. It include only one HEPs which is the university itself. Another one, the applicable of multiple HEPs.

CAREER DEVELOPMENT COURSES

EXECUTIVE AND PROFESSIONAL DEVELOPMENT COURSES

PROFESSIONAL CERTIFICATION WITH INDUSTRY PARTNER

SOFT SKILLS DEVELOPMENT COURSES

<https://utmcdex.utm.my/micro-credential/#:~:text=Micro%2DCredential%20is%20a%20bite,alone%20or%20existing%20accredited%20program.&text=Workers%20or%20students%20who%20are,to%20reschedule%20their%20busy%20life.>

Further Resources

- European Commission. (2020). A European approach to micro-credentials. https://ec.europa.eu/education/education-in-the-eu/european-education-area/a-european-approach-to-micro-credentials_en.
- McGreal, R., Olcott, D. A strategic reset: micro-credentials for higher education leaders. *Smart Learn. Environ.* **9**, 9 (2022).
<https://doi.org/10.1186/s40561-022-00190-1>
<https://rdcu.be/cQBnr>
- Selvaratnam, R., & Sankey, M. (2020). *Survey of micro-credentialing practice in Australasian universities 2020*, 1- 4.
https://static1.squarespace.com/static/5b99664675f9eea7a3ecee82/t/5f75ca9df9968a437d3ff886/1601555104097/ACODE_MicroCreds_Whitepaper_2020.pdf

Further Resources

- OECD. (2021, September 22). Quality and value of micro-credentials in higher education. OECD Publishing. https://www.oecd-ilibrary.org/education/quality-and-value-of-micro-credentials-inhigher-education_9c4ad26d-en.
- OECD (2021) Educational Policy Perspectives No.39 – Micro-credential innovations in higher education: Who, What and Why? OECD Publishing, <https://www.oecd-ilibrary.org/docserver/f14ef041-en.pdf?expires=1656471266&id=id&accname=guest&checksum=2A54A548869ECA5A263ECA697654806F>

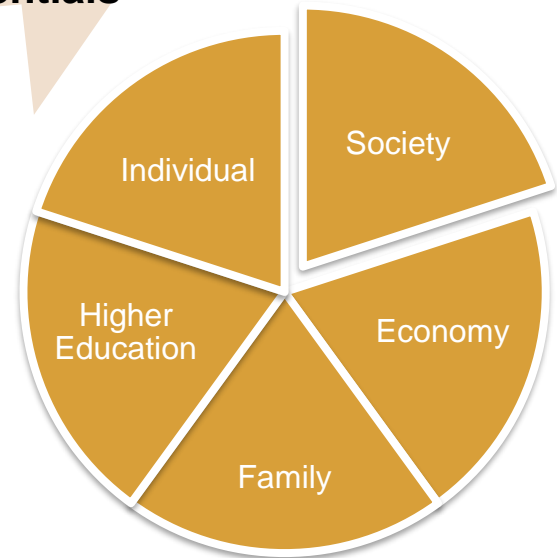
The 4 Cs – Achieving Impact

Challenge

Chance

Change

**(Micro)
Credentials**



Thank you for your attention

Q&A

Vassiliki Chatzipetrou, Co-Founder & Director EU & International Cooperation
Department
Chatzipetrou@read-lab.eu



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