

TOPkit DIGEST

Bringing TOPkit Digest To You

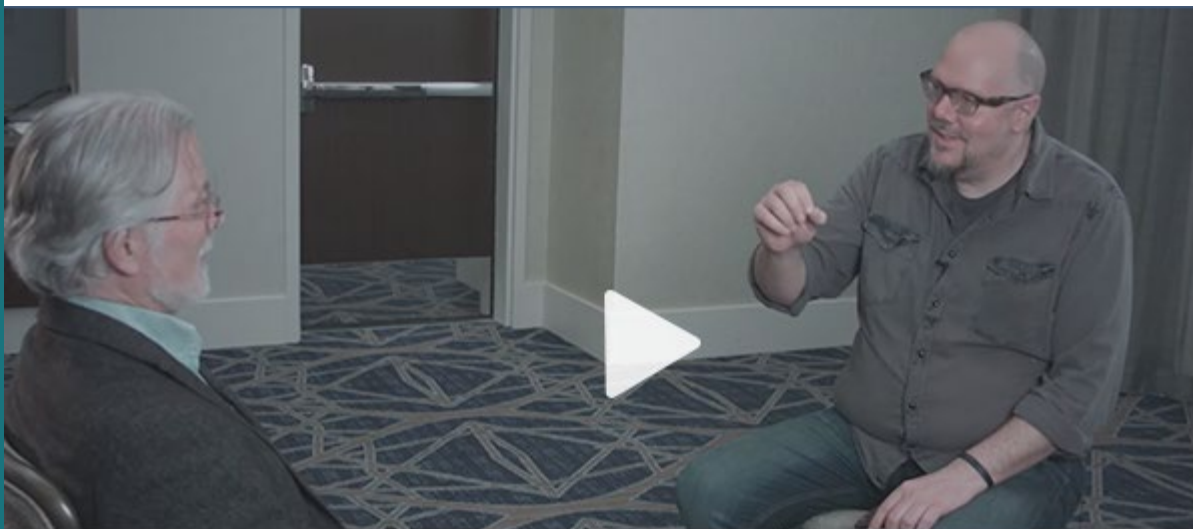
Contents of this Digest:

- Video Tip: Microcredentials and Badges
- Announcements: Register! TOPkit Workshop 2021 and Innovation Summit 2020, TOPkit.org Toolkit Additions
- Top Tips: Creating a Faculty Development Microcredentialing Program
- From the Community: Credentialing as an Incentive
- Top Community Topics

Video Tip

Microcredentials and Badges

Thoughts to Encourage the Creation of Any
Microcredentialing Program



Phil Long
Assoc. Vice Provost for Learning Sciences
The University of Texas at Austin

Gerry Bayne
Multimedia Producer
EDUCAUSE

Philip Long, PhD (LER Community Manager at the T3 Innovation Network at US

Chamber of Commerce Foundation, Senior Scholar, CNDLS, Georgetown University, Special Advisor to the CIO, Arizona State University), describes the value of microcredentials and badges to recognize learning. If you are interested in creating a microcredentialing program, this Educause video is worth a look and listen. You can connect with Dr. Long through [LinkedIn](#) and on Twitter [@RadHertz](#).

MUST-READ ANNOUNCEMENTS

- [Register for the TOPkit Workshop 2021](#) engaging, interactive, live virtual event to occur on Thursday, March 25th and Friday, March 26th.
- [Register to attend the Innovation Summit 2021](#). This will be a live virtual event planned for Tuesday, March 23rd and Wednesday, March 24th.
- Check out the NEW additions to the TOPkit.org toolkit:
 - [Accessibility Considerations When Moving Online](#) by Nancy Swenson and Kathleen Bastedo and
 - [Helping Faculty Discover and Implement Virtual and Remote Labs](#) by Nicole Stahl

Top Tips

Incentivizing Faculty with Badges

Top Tips for Creating a Faculty Development
Microcredentialing Program



Alexandra Pickett, Director, Online Teaching at Open SUNY, shared this overview of State University New York digital badge categories for supporting professional development. This image was adapted from Credly Badge Types.

Consider initiating a faculty microcredentialing program with badges in which faculty demonstrate their competencies in online teaching, design, and development based on defined criteria via activity completion or artifact creation en route faculty development pathways. This offers faculty easily documentable, public recognition for accomplishments that results in a portable portfolio of competency-based badges to include in their dossiers for promotion and tenure.

#1 - Describe the criteria for earning the digital credential in demonstrable terms.

Consider what competencies are necessary for faculty to achieve success in design and delivery of online or hybrid courses are demonstrable and applicable. Think beyond Bloom's cognitive domain taxonomy to describe criteria using the psychomotor domain. These can be stackable criteria and should align with your higher education institutions' faculty tenure and promotion standards.

#2 - Explore faculty development topics as competency-based learning opportunities.

Criteria, typically defined by rubrics, can be matched to chunks of potential competencies resulting from participation in faculty development programs or faculty's documentable outside experiences.

#3 - Map criteria to demonstrated competencies to award faculty badges.

Criteria, typically defined by rubrics, can be matched to chunks of potential competencies resulting from participation in faculty development programs or faculty's documentable outside experiences.

#4 - Select an online badging platform. You will need a badge platform to support your badge system development and deployment, like Cred.ly, Badgr, or Open Badges. Typically, badges are displayed and shared on social media via Acclaim.

#5 - Include basic elements to create the actual digital credential. You will need a graphic icon to show the basic achievement information. Embed metadata in the badge that contains detailed criteria, evidence, and keyword tags. Create or adopt a trusted process for issuing the badge.

Amanda E. Major, EdD, PMP, CPLP, Instructional Designer and Project Manager, Center for Distributed Learning, University of Central Florida (Amanda.major@ucf.edu)

From The Community

Credentialing as an Incentive

How to Provide Incentives for Faculty Participation



A strong incentive is the **credentialing itself**. A certificate of acknowledgement that the person is proficient in online teaching can be shared and transferred to other institutions which make it an attractive incentive. Several faculty have shared that having the certificate opens doors to opportunities on campus previously unavailable, and is a positive item to note in annual evaluations. This is an important note to share with faculty interested (or not interested) in training.

Read more about incentivizing faculty to participate in faculty development programs.

[Read More](#)

Aimee deNoyelles, EdD, Senior Instructional Designer, Center for Distributed Learning, University of Central Florida (aimee@ucf.edu)



TOP COMMUNITY TOPICS

- [Evaluating - Checklists & Rubrics](#)
- [TOPkit Workshop Registration](#)
- [Developing - Tools, Techniques, and Strategies: Incentives for Faculty Participation](#)
- [Developing - Sample Course](#)
- [Developing - Content Considerations: Copyright](#)

References for Top Tips:

Downs, L. R. (2017, October 5). *Digital credentials for faculty professional development*. WCET Frontiers. <https://wctefrontiers.org/2017/10/05/digital-credentials-for-faculty-pd/>

Grand Valley State University. (2019, October 28). *FacultyBadges@GVSU*. <https://www.gvsu.edu/facultybadges/>

Hart, M. (2015, January 14). *Badges: A new measure of professional development*. Campus Technology. <https://campustechnology.com/articles/2015/01/14/badges-a-new-measure-of-professional-development.aspx>

Content Coordinator and Contributor

Amanda E. Major, EdD, PMP, CPLP, Instructional Designer and Project Manager,
Center for Distributed Learning, University of Central Florida (Amanda.major@ucf.edu)

Aimee deNoyelles, EdD, Senior Instructional Designer, Center for Distributed Learning,
University of Central Florida (aimee@ucf.edu)

Editors

Bren Bedford, MNM, Web Project Analyst, Center for Distributed Learning, University
of Central Florida

Samantha Richardson, B.A. English, Communications Specialist, Pegasus Innovation
Lab, Center for Distributed Learning, University of Central Florida



Teaching Online Preparation Toolkit

UCF Digital Learning Newsroom

[website](#) | [webversion](#) | [unsubscribe](#) | [update profile](#) | [newsletter archive](#)

You have received this email because you are a member of the TOPkit community.

© 2024 UCF Digital Learning Newsroom, All rights reserved