FLEXIBLE LEARNING IN A DIGITAL AGE
Towards a micro-credential framework

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To help Commonwealth governments and institutions use technologies to improve and expand access to education and training
COL in the Caribbean
learning for sustainable development
THE PLAN

• Digital Age Contexts
• Flexible Learning
• Micro-credential Framework
Digital Age Contexts
## Internet Access per 100 population

<table>
<thead>
<tr>
<th>Country</th>
<th>Access (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad and Tobago</td>
<td>71%</td>
</tr>
<tr>
<td>Saint Vincent and the Grenadines</td>
<td>56%</td>
</tr>
<tr>
<td>Saint Lucia</td>
<td>53%</td>
</tr>
<tr>
<td>Saint Kitts and Nevis</td>
<td>81%</td>
</tr>
<tr>
<td>Jamaica</td>
<td>68%</td>
</tr>
<tr>
<td>Guyana</td>
<td>37%</td>
</tr>
<tr>
<td>Grenada</td>
<td>57%</td>
</tr>
<tr>
<td>Dominica</td>
<td>70%</td>
</tr>
<tr>
<td>Belize</td>
<td>51%</td>
</tr>
<tr>
<td>Barbados</td>
<td>82%</td>
</tr>
<tr>
<td>Bahamas</td>
<td>87%</td>
</tr>
<tr>
<td>Antigua and Barbuda</td>
<td>73%</td>
</tr>
</tbody>
</table>

## Mobile Subscription per 100 population

<table>
<thead>
<tr>
<th>Country</th>
<th>Mobile Subscription per 100 population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad and Tobago</td>
<td>131</td>
</tr>
<tr>
<td>Saint Vincent and the Grenadines</td>
<td>110</td>
</tr>
<tr>
<td>Saint Lucia</td>
<td>96</td>
</tr>
<tr>
<td>Saint Kitts and Nevis</td>
<td>119</td>
</tr>
<tr>
<td>Jamaica</td>
<td>103</td>
</tr>
<tr>
<td>Guyana</td>
<td>107</td>
</tr>
<tr>
<td>Grenada</td>
<td>80</td>
</tr>
<tr>
<td>Dominica</td>
<td>82</td>
</tr>
<tr>
<td>Belize</td>
<td>67</td>
</tr>
<tr>
<td>Barbados</td>
<td>113</td>
</tr>
<tr>
<td>Bahamas</td>
<td>115</td>
</tr>
<tr>
<td>Antigua and Barbuda</td>
<td>199</td>
</tr>
</tbody>
</table>

An Investment in Education Can Fuel the Caribbean’s Growth

Lilia Burunciuc

Education is a strong pillar for the qualitative growth and improvement of human capital. In the Caribbean, which is home to 11 million young people between the ages of 15 to 29, investing in education is not just good for youth, it is good for the nations. It can help countries build more resilient, productive and peaceful societies.
COVID-19 and its impact
MOOC for Teachers

Using Open Educational Resources for Online Learning: An Introduction

https://www.mooc4dev.org/Teaching4C2
ICT in Education

Antigua and Barbuda

Belize

Saint Lucia
Commonwealth Digital Education Leadership Training in Action (C-DELTA)

Read More

MODULE 1: DEVELOPING DIGITAL IDENTITIES

MODULE 2: MOBILISING RESOURCES

MODULE 3: ENGAGING WITH NETWORKS
Key Trends

• High Internet and mobile penetration creating new opportunities for online/blended learning
• Increased use and acceptance of online learning during Covid-19
• Availability of open and free courses for teacher training on digital fluency (e.g., C-DELTA)
• Need for skilling and re-skilling the youths
• Policy development for ICT in education needed to build resilience of education systems
Key Challenges

- Internet connectivity at schools
- Internet access beyond administration in schools
- Connectivity at home
- Cost of Internet access
- Teacher training
Flexible Learning
A definition

*FL expands choice on what, when, where and how people learn.*

- Australian Flexible Learning Framework
Flexible Learning in Practice

- Synchronous learning not the only option (Anytime, anywhere)
- Duration of learning hours insignificant (outcomes-oriented curriculum)
- Options to mix work-place based learning (internships)
- Experiential learning opportunities (Recognition of Prior Learning)
Evolution of flexibility: J Taylor


<table>
<thead>
<tr>
<th>Models of Distance Education</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time</td>
</tr>
<tr>
<td>Gen 1: Correspondence model (print)</td>
<td>Yes</td>
</tr>
<tr>
<td>Gen 2: Multimedia model (print, audio, video, computer-based)</td>
<td>Yes</td>
</tr>
<tr>
<td>Gen 3: Tele-learning model (broadcast TV/Radio, interactive TV/Videoconferencing)</td>
<td>No</td>
</tr>
<tr>
<td>Gen 4: Flexible learning model (Interactive multimedia online, Internet-based courses, computer mediated communications)</td>
<td>Yes</td>
</tr>
<tr>
<td>Gen 5: Intelligent flexible learning model (Gen 4 plus, automated response system, automated portal access)</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Convergence of Technology

- Face-to-Face Courses
- Blended Courses
- Distance/Online Courses

Open and Distance Learning

ICT integration in teaching and learning

- MOOC
- Mobile learning
TEL as Backbone of Blended Strategy

- Access
- Equity and Inclusion
- Training both students and teachers
- Appropriate mix for online and face-to-face
- Build student-student and student-teacher interaction
- Mix asynchronous and synchronous activities
Need to focus more on continuous assessment than final year-end examination. Rethink weight of internal/continuous assessment and Final/External examination.
Micro-credentials Framework
Companies move to drop college degree requirements for new hires, focus on skills

A new study shows employers are ending college degree requirements for many job openings, focusing instead on skills, experience, and personality traits. The sea change opens up tech jobs to a more diverse pool of candidates.

By Lucas Mearian
Senior Reporter, Computerworld | AUG 16, 2022 3:04 AM PDT
Job-Ready Skills Training

• Learn job-ready skills with Google

Receive professional training designed by Google.
Signaling Theory

• Which school?
• What subject?
• How is the academic record?
Understanding Micro-credentials

• A proposed definition:
• is a record of focused learning achievement verifying what the learner knows, understands or can do;
• includes assessment based on clearly defined standards and is awarded by a trusted provider;
• has stand-alone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning; and
• meets the standards required by relevant quality assurance.
Australia

- Duration of at least one hour and less than an AQF award qualification
- Outcome-based.
- Responsive to industry-need.
- Tailored to support lifelong learning.
- Transparent and accessible.
Canada

- No limit to duration (in British Columbia, it is recommended below 288 hours)
- Relevant
- Accredited
- Standardized
- Assessed
- Flexible
- Stackable
New Zealand

- NZQF micro-credential equivalency register
- 5-40 credit courses/training (where 1 credit is 10 hours of student learning time)
- Focus on
  - skills related to new technology
  - updating existing competencies to maintain currency
  - skill gaps
  - continuing professional development.
- Industry oriented
Designing Micro-credentials

- Aligned to national/regional qualifications framework
- Competency-based
- Industry-oriented
- Bite-sized
- Assessed (including assessment of prior-learning)
- Modality neutral
- Stackable
- Quality assured
- Provider

Source: http://hdl.handle.net/11599/3279
Micro-credential for Flexible Learning

Develop Caribbean micro-credential framework

Build capacity to develop micro-credential

Create a federated registry of micro-credentials

Learners

QA micro-courses

Providers

Creating a Flexible Learning Environment for Caribbean Countries
Thank you