IITG Project Outcomes Form - Report Outcomes : Entry # 744

Name of person reporting outcomes

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Email

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IITG Project Title

2018-Cobleskill-Jagendorf-Sobierajski-Displaying Transformation: Global Micro-credentials

Have you applied for, or received additional funds? (choose all that apply):

- Have applied for campus funds to support this project

Access Keywords: Enrollment, Diversity, Capacity, Affordability

The project can promote appreciation for diversity since acquisition of global learning skills will be officially recognized when microcredential badges are awarded. Furthermore, the ability to enhance a student's academic record with acknowledgment of global skill achievement can make SUNY a leader in charting new avenues to internationalizing the curriculum. The outcome of the project could be greater student engagement with learning, better student preparation for careers and ultimately increased enrollment across the SUNY system.

Completion Keywords: Completion, Persistence, Transfer, Retention

While our project currently uses a non-credit model for awarding microcredential badges, with more time to pilot and refine the badging process we could develop the global skill topics into credit-bearing courses that fulfill certain Gen Ed requirements. Not only would students become better global citizens, but they also would progress toward degree completion with this model. In addition, thanks to flexibility regarding the activities in which students participate to earn their microcredentials, persistence toward a degree, retention and completion will all increase.

Success Keywords: Applied Learning, Student Supports, Financial Literacy, Career Success

Our microcredentials project is all about applied learning. Students need to volunteer, intern, study abroad, participate in an international team activity, interact with other cultures physically or virtually and provide artifacts that demonstrate their acquisition of global learning skills. In other words, the project aims to promote career readiness and greater sophistication in international and multicultural environments. Student success in achieving one or more badges will be measured by the artifacts/portfolios submitted to the campus faculty/staff evaluating their work.

Inquiry Keywords: Scholarship, Discovery, Innovation, Mentoring

Once students are awarded a badge for one or more of the global learning skills developed in the project, digital documentation of their achievement will be available to potential employers. As employers are able to examine the outcomes of activities in which students engage to demonstrate their intercultural competence, SUNY will be poised to increase public/private partnerships with companies that are searching for new employees with cross-cultural skills.

Young people today learn in ways that are not bound by classroom walls or dry lectures. Our microcredential global skills project offers a multi-faceted, multi-dimensional, flexible approach to learning that is more in tune with current learning styles. There is more room for discovery, innovation and entrepreneurial leadership.

The design of our project is being presented at the CII Summer Meeting in Burlington, Vermont. It was presented at the CIT conference as well.

Engagement Keywords: START-UP New York, Commercialization, Workforce Development, Alumni/Philanthropic Support, Community Service.

The global skills microcredential project promotes civic engagement, community service and workforce development. As noted above, students can volunteer with communities in other cultures (revitalization projects, health care programs, childcare or retiree programs) or intern in global-oriented enterprises while contributing their academic knowledge. These experiences can lead to innovation, new product ideas and services that have uses beyond the immediate local community.

All members of the IITG steering committee have contributed many hours of time to work on this project. With emails, ZOOM meetings and travel to develop ideas and collaborate on the project details, in-kind services should be valued at at least $10,000.
While additional direct funds have not been provided from any source, SUNY Cobleskill has contracted with Credly to provide a digital badge repository. Therefore, this company may be the one we use for our global skill badges in our piloting phase. Several SUNY campuses have offered to pilot our project as soon as the microcredential global learning badge website is complete and marketing flyers, posters and stickers are ready. We are still finalizing the website and infographics for posters. We wish we had more time to use the few remaining dollars to put the finishing touches on our work.

1st Choice:

Assessment, Understanding, Monitoring Student Progress

Assessment, Understanding, Monitoring Student Progress

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- Competency Based Education (CBE)
- E-Portfolios
- Micro Credentialing (Badging)
- Outcomes Assessment
- Prior Learning Assessment (PLA)

2nd Choice:

Instructional Design

Instructional Design

- Course Design/Development/Re-Design
- Interaction
- Online Education
- Personalized Learning
- Student Engagement

3rd Choice:

Connected Learning Models

Connected Learning Models

- Active Learning
- Collaborative Learning Technologies
- Team-Based Learning
- Virtual Learning Communities

What recommendations would you make to scale-up or share your project more broadly (within an educational sector, or perhaps SUNY-wide)?

We would like SUNY to endorse our global learning skills microcredential project and encourage campuses to work with us on testing and refining the evaluation process for skill achievement. We need support to encourage students to seek badges in Intercultural Communication, Global Awareness and Self in the World and Cross-cultural Teamwork.

If you would like to create a community of practice within the SUNY Learning Commons, please describe "members of your community" who would be most interested in your outcomes. Please be specific (e.g., math faculty, instructional designers, student services, registrars, administrators, accreditation or assessment specialists).

The community of practice should include COIL faculty/staff/campus coordinators, instructional designers, international education directors, registrars and assessment specialists.

Do you intend to create an ongoing "Community of Practice" within the SUNY Learning Commons to continue work and dialog regarding this project?

Yes

Overall, how successful was IITG in meeting your project goals? (You may elaborate on your response in the final question if not addressed elsewhere.)

Very successful

We were given the flexibility to create and implement a continually-evolving project. Funds were sufficient although we wish we had more time to fully execute our plans.

Do you wish your current abstract to be used?

Yes

File One Upload and Brief Description

This is a PowerPoint presentation that explains what global learning microcredentials are and how the acquired skills can be systematically acknowledged by an educational institution through the awarding of badges.

File One

- SUNY-global-learning-badges.pptx

File Two Upload and Brief Description

This infographic on how to earn a global learning skills badge will appear on posters and other advertising materials to attract students and campus personnel to the microcredentialing process and get them to engage.

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File Two

- Infrographic_twosided.pdf

Any additional comments or resources you wish to share?

This is the abstract for the CII Summer Meeting in Burlington, Vermont:

Intercultural competencies are often cited as essential 21st Century skills, yet there are no generally accepted standards or ways to show that students have attained these competences. SUNY's establishment of badges and milestones have created defined skill areas for global learning along with assessment criteria and characteristics that provide evidence of skill attainment. Development of these badges involved community colleges, research universities and comprehensive colleges and universities across the SUNY system in an effort to develop global learning standards system-wide. This session will address the rationale for developing badges for global learning at a system-wide level; the selection of specific intercultural skills to credentialize; development of assessment criteria and characteristics; how skill based global learning badges fit into institutional internationalization strategies; and how to ensure multiple pathways to earning these credentials so that students from every institutional type have the ability to achieve them. Badges and their criteria and characteristics will be presented and discussed. As an additional way of recognizing the development intercultural competencies, the University at Albany confers a Global Distinction Milestone to undergraduate students in recognition of their successful completion of a structured set of integrated, intentional academic experiences that are distinctly global in scope and purpose. These milestones appear on the student's transcript. The rationale for and process of developing this milestone will be discussed. These micro credentials can be scaled across institutions and can be replicated at other institutions and systems.

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