



SUMMIT ON LANGUAGE USED IN THE CREDENTIALING SPACE: BIG CONCEPTS, MANY TERMS, MULTIPLE PERSPECTIVES, DIFFERENT VOICES

March 16, 2022, 1:00-2:30 pm (EST)

1:00 SETTING THE STAGE

Many concepts and terms in the learn-and-work ecosystem are new to the field and have no established definitions. Many are trending terms and concepts, not well understood. Others are used in different ways, depending on stakeholder perspectives and contexts. Through facilitated discussion, we will hear multiple perspectives on three key concept and terminology areas, as well as issues and tensions arising from different context and uses of these concepts and terms. A closing will summarize key communication challenges and next steps.

- Julie Uranis, University Professional and Continuing Education Association (UPCEA)
- Holly Zanville, Credential As You Go

1:10 CREDENTIALS AND PATHWAYS

Terms like badges, micro-credentials, micro-pathways, short-term credentials, incremental credentials, certificates, licenses, certifications, degrees, noncredit-to-credit bridges are confusing and used in different ways. What are the key credential and pathway terms? Who defines the terms? Where and how they are being used?

- Amelia Parnell, NASPA (Moderator)
- Karen Elzey, Workcred
- Deb Everhart, Credential Engine
- Paul Gaston, Higher Education Consultant
- Cynthia Proctor, SUNY System

1:30 EQUITY, INCLUSION, FAIRNESS

What do we mean by equity, inclusion, and fairness and how can they guide our work? We all want equitable credentials that have on- and off-ramps that include everyone, creating a system that is fair to everyone. What does that mean? We will explore the implications of these terms and factors that make credentials more equitable and inclusive.

- Audeliz (Audi) Matias, SUNY Empire State College (Moderator)
- Christine Barrow, Education Strategy Group
- Wendi Copeland, Goodwill Industries International
- Dhanfu Elston, Complete College America
- Tina Gridiron, ACT's Center for Equity in Learning

1:50 COMPETENCIES, SKILLS, LEARNING OUTCOMES

What do these terms mean and how do we use them? Increasingly, some are used interchangeably. That causes confusion across different stakeholders, especially students, employers, credential providers, accreditors, policymakers, and educational researchers. We will explore the nuances behind these terms and contextual implications.

- Melissa Goldberg, Corporation for a Skilled Workforce (Moderator)
- Naomi Boyer, Education Design Lab
- Sarah DeMark, Western Governors University
- Amber Garrison Duncan, Competency-Based Education Network
- Nan Travers, SUNY Empire State College

2:10 DISCUSSION AND CLOSING THOUGHTS: WHAT ARE WE HEARING? WHAT ARE KEY CONCEPTS? WHAT IS NEXT?

- Larry Good
- Nan Travers
- Julie Uranis
- Holly Zanville

DOCUMENTS FOR REGISTRANTS

- Working Draft: *Definitions and Use of Key Terms in Incremental Credentialing (Credential As You Go)*
- *Brief on questions and themes from Credentials: Understand the problems. Identify the opportunities. Create the solutions by authors Paul Gaston and Michelle Van Roy*
- Brief on *The Credential Transparency Description Language (CTDL)*. The CTDL provides a common set of terms that define the “rules of the road” for how credentials, credentialing organizations, quality assurance bodies, and competencies are described in the Credential Registry. It can be used as a dictionary of credential data that people, organizations, and software can refer to in order to structure information. When credential information is published to the Credential Registry, the CTDL links each data point (e.g. competency), making it possible to compare that credential’s data across all other credentials in the Registry. (Credential Engine)
- *The Emergence of Alternative Credentials*, OECD Education Working Paper No. 216 by Shizuka Kato (OECD), Victoria Galán-Muros (Global Institute on Innovation Districts) and Thomas Weko (OECD)