ACODE 73
BUSINESS AND NETWORKING
MEETING AGENDA

8.30 - 12.30 pm, Friday 3rd March 2017

271 Collins Street Melbourne Level 7

Monash College Room 7.42

* PART A: PRELIMINARY BUSINESS

1.0 Welcome from President –Stephen Marshall

2.0 Attendance and apologies
Attendees:

Auckland University of Technology	Mark Northover
Australian Catholic University	Rebecca Goodway
Australian Catholic University	Francis Ramirez
Central Queensland University	Luke Sinclair
Charles Sturt University	Simon Welsh
Griffith University	Sheila McCarthy
Harvest Bible College	Andrew Groza
James Cook University	Danny Munnerley
Monash College	Kulari Lokuge
RMIT	Michael Sankey
RMIT	Marcus de Rijk
University of Adelaide	Travis Cox
University of Auckland	Steve Leichtweis
University of Canberra	Karen Halley
University of Canberra	Shane Nuessler
University of Melbourne	Deb Jones
University of the South Pacific	Dhiraj Bhartu
University of the Sunshine Coast	Ian Wright
University of Sydney	Colin Lowe
University of Tasmania	Gerry Kregor
University of Technology Sydney	Jo McKenzie
University of Waikato	Nigel Robertson
Victoria University Wellington	Stephen Marshall

Apologies:

Charles Sturt University	Philip Uys
University of Canberra	Kim Blackmore
Victoria University	Trish McCluskey
Victoria University	Michael Sturmey
Central Queensland University	Julie Fleming
University of Southern Queensland	Mary-Anne Lambert

3.0 Minutes of previous meeting

Moved – Sheila McCarthy…… Seconded – Gerry Kregor

Identification of unstarred items for discussion

4.0 Adoption of items not starred for discussion

MOTION: That all items on the Agenda not starred for discussion be noted and where recommendations have been made, that these be adopted as resolutions of the ACODE Business and Networking Meeting.

5.0 Matters arising from previous Business & Networking Meeting

Nil

6.0 Executive officer report - Online

7.0 Financial Statements- Profit and loss attached

* PART B: ITEMS FOR DISCUSSION

8.0 ACODE Executive Report –Stephen Marshall

As reported in the Exec minutes Lisa Germany has resigned form Victoria University and has thanked ACODE colleagues for their collegiality and looks forward to reconnecting in the future.

This means that the Learning spaces area that Lisa was working on now needs a champion to continue and we will be looking for a volunteer.

9.0

Reports from A73 Workshop –

Report 1:
ACODE 73 workshop Digital Badges and Credentials follow up notes
A most informative and immersive workshop!
The day started with a large world view of 'badging' - **Doug Belshaw's Open Badges in Higher Education** session introduced the idea of a global badge ecosystem for Higher Ed, with a very helpful discussion on the difference between Open badges - as a 'metadata infused credential' - good explanation of digital badge (as just an image) vs open badge (image with metadata baked into it) and based on specification for the warranting exchange – some mandatory, so even talking at such high and knowledgeable level, Doug was able to present some very practical examples of use of badges and benefits, literally lifting the lid on open

badging and their potential, opportunities for cross-institutional recognition of badges and the importance of specifications standards around competencies and how to assess and map these credentials – particularly important in high stakes credentialing.

Thought this session was a great opener to the day – really helped explain the development and application of open badging initiative, and a longer term 'constellation' view – very accessible presentation and backed up by plenty of working experience and knowledge about what is already happening in this space

Size of credential matters – eg, courses which are multi-institutional (could license it or under CC license) or adapting others badges in your degrees – I like the way he took the learner perspective on the value proposition - wants to wrap this around the learner rather than what's important to the university.

Simon Hann, DeakinDIgital – **Building Degrees through Credentials** - living proof of the 'disruption' you can achieve with top-down support – technically and operationally a very impressive achievement – providing insight into a very real implementation – a highly structured approach, and willing to share in depth information about their tools, processes and outcomes – linking conceptually around dimensions of credentialing to Higher Education and giving institutions some insights into how to get started – very revealing and helpful~ some of us taking very detailed notes to take back to own institution. Exciting to see link from Doug's broader view, to Australian HE context (in practice and evidence based) to real life – eg, programs about to launch on FutureLearn

Deakin presents a **Framework Alignment Model** – based on core employment capabilities = graduate learning outcomes, including discipline specific and professional expertise and professional ethics – all benchmarked.

Master of Professional Practice (IT) – is a combination of credentials and credit points – managed by the faculty, then do PP credentials, then a Deakin Capstone related project. (this is a supervised unit and in-workplace eg teaching or publishing path) (reminded me of Doug's pebbles in a jar – traditional credentials (degree etc then all the filler credentials to fill in all the gaps)

Some interesting insights into the workflows and assessment practices – interview process and self-reflection students need to incorporate

Hierarchical approach to mapping credentials - Professional Practice Credential Model – measuring and warranting skills that have been acquired and demonstrating credentialed requirements

Benchmarked against industry and aligned with academic global standards and mapped back to the AQF

Marisa Exter from Purdue presented a more grass roots level of the approach used to pilot a Competency Based Education CBE in two programs – we could see some challenges in the next level of scaling up, namely around resource intense processes of peer review

Purdue model integrated with ePortfolio, LinkedIn, and Mozilla backpack – open connections for employers
2013 to 2016 – 4 yr timeline of development to piloting
Aligned with Bloom's taxonomy – linear timeline – forces students to comply with the learning and badge acquisition – high-stakes repercussions for students not following timeline (not a lot of flexibility) particularly if they're taking coursework at the same time.

Have 29 competency levels and clustered or groups – eg, ethical reasoning, innovations and creativity, discipline knowledge

Each badge has a challenge – based on complexity level and not necessarily tied with coursework, found students needed scaffolding for the reflective self-assessment (with examples)
Purdue also talking about standardisation

Could see the **common themes** emerging through the day
eg, standardisation, frameworks, benchmarking, and mapping competencies, 21stC skills, connections with industry, assessment, core competencies vs capabilities, identifying these transdisciplinary challenges for the design of the badge, using different competency frameworks to map, reflective component – so students have lot of input to the process – almost a community (industry, academic and learner…)

Then we were put to the **design challenge by Kate Coleman** in the afternoon on a design thinking workshop which was a bit conceptually daunting at first, but excellently facilitated and lots of fun. The main focus was the process of ideation and realisation – the session really drew together the key concepts from high level down to thinking through what the actual model might look like and how to deal with the 'Claim' – didn't know what Kate really meant by this until we'd worked it through ourselves – so the Melbourne team used a real life problem to probe some approaches and more framed thinking, and now feel we have the start of a solution to take back with us.

An excellent day's work with some real touch points to take back with us – thank you Kulari and Monash College!

Report 2:

- Keen to see that Badges are still 'a thing' and getting well used. However, some of the representation as 'badges' is more a visual representation of the modular breakdown of a programme of study. In my view a badge is really an openly accessible and sharable credential, which I don't think is necessarily the case, especially in the Deakin example
- To say you'e using badges you need a pretty picture – most of the examples we were shown had a nice colourful map to show how they linked together

- Really interesting and well-informed presentation from Doug Belshaw. I thought his use of Twitter was great for Q&A, and something the Purdue folks could learn from
- I see a need for some form of standardisation of these sorts of micro-credentials if they are to act as RPL currency. The benefit of sharable credentials comes from being able to cross-credit or aggregate units of study, and before indications can do this they need confidence in what they represent. But every institution is not going to evaluate every badge for this purpose, so there needs to be some accrediting standard (IMS Global??)

Report 3:

The day's presentations were excellent and really helped crystallise in my mind a number of important ideas about digital badges and micro-credentialling systems. Doug Belshaw's use of the London Underground map was particularly interesting to me. It described a view of badges as a tool arising from an educational process rather than a tool for modelling the content of a domain.

The London underground map represents an interconnected network of individual tracks, which meet at major stations. Minor stations are provided as waypoints between the major stations. When moving around London it is perfectly normal to enter one station and move through different stations shifting tracks in order to navigate to a destination. Each traveller has a range of options regarding their route, which can be influenced by stoppages, congestion, time and convenience. Educationally this can be seen as describing a system where the tracks represent flexible learning pathways operated potentially by multiple organizations. The minor stations represent points of formal recognition of success such as certificates, while the major stations represent more substantial qualifications or recognition that can be used as transition points into other learning pathways or as points where the learning journey is used to support an important external activity such as professional accreditation or employment.

This sense of digital badges as a means of supporting reflection, perhaps in conjunction with a portfolio approach, struck me as quite distinct from the conception of badges as records of engagement with learning objects. I had not realised how the sense that badges were just a repackaging of the flawed reusable learning object 'lego' model had affected my sense of them. Another important element to the underground map mataphor is the way that the iconic map presents a view that is framed by the needs of the travellor, not one based on accurate geography. Effective badge systems also need to provide rich visualisations that support learners and other clients of badge systems.

The example of the Masters in Professional Practice at Deakin was interesting and has stimulated a number of ideas for engaging with different programmes at Victoria. I was particularly impressed by the focus on non-consumers and the recognition of the need to disrupt their own model in order to reach a new group of students.

Finally, I found Kate Coleman's workshop on designing badges highly energising and engaging, it was a real pleasure to enjoy a session that was excellently designed and facilitated. I plan to use some of her session structure myself in future workshops as it was so effective.

Kulari and her colleagues at Monash College are to be commended for running an excellent day in their very nice premises (I particularly liked the outdoor garden area with beanbags and an impressive elevated view).
**Report 4:**

The day started out with an excellent presentation from Doug Belshaw (twitter: @dajbelshaw) followed by presentations from Simon Hann (Deakin Digital), Marisa Exter (Purdue University) and capped off with an excellent workshop facilitated by Kate Coleman. There was also an active Twitter backchannel running through the day at #ACODE73.

Participants were encouraged by Doug to participate and disseminate a self-paced, online course about badges to grow awareness and understanding about badging. At the same time that ACODE73 was kicking off, the IMS Global Learning Consortium was in the second day of a summit focused on digital credentials and badges in Orlando, Florida. The IMS Global Learning Consortium now oversees open badges specification and version 2 should be released in the next few months (see GitHub project page for information and the issues list). Doug's 6 examples of open badges use in higher education was very informative.

The days workshop highlighted three other major points for me:

Blockchain technology
The recent introduction of blockcerts by MIT Media Lab and Learning Machine at the 2016 Educause conference in Anaheim has certainly created a lot of excitement and opportunities for Higher Education and digital credentials and badging. Questions from the audience resulted in a useful discussion about the soon to be released
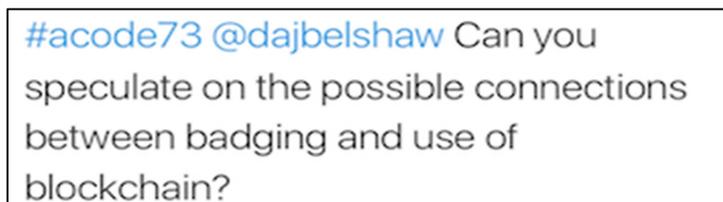
#acode73 @dajbelshaw Can you speculate on the possible connections between badging and use of blockchain?

version 2 of the open badges specification and the share of a second slide stack that folks might find helpful in understanding the technology. The inclusion of this blockcerts with digital credentials and badges is a very positive development.

Mastery as learning discourse
Partly as a reaction to one of the day's presentation but also informed by our own experiences at the University of Auckland with Canvas, I am a bit wary about the 'mastery' discourse that sometimes creeps into discussions around badging. A question on twitter identified the contradiction between the 'surface learning'

Education may be linear but learning isn't.@dajbelshaw 'learning' should be assessed by what you can do, not what time you spent. #ACODE73

associated with content mastery and the meaningful application and interpretation of knowledge connected to modern learning pedagogies like Connectivism. And, there are [constant reminders in the media highlighting the need for students better suited to this day and age](). At Auckland, we are waiting for Instructure to release a more mature quiz engine for its Canvas LMS that should hopefully allow us to integrate digital credentials and badges for more than Canvas' current and limited 'content mastery as learning' approach.

Badges to support transitions
One of the best discussions for me which fine-tuned my thinking about the time and place for badges was around the idea of transitions. Better understanding of students hoping to matriculate to our universities from secondary school and as assisting our graduates to move effectively into employment has the potential to be aided by badges and digital credentials. With particular focus on our graduating students, we might be able to assist their employment opportunities of the badges were more closely linked to our graduate profiles which tend to incorporate the 'soft skills' employers desire. The artwork by Bryan Mathers in Doug's presentation visualised this idea skillfully with the pebbles representing badges amongst the diploma stones.

OLD SCHOOL CREDENTENTIALS   NEW SCHOOL CREDENTENTIALS

10.0 Benchmarking UK 2017 – Michael Sankey

Michael gave an overview of the Benchmarking website and then gave an undertaking that the tool will be ready ASAP. The general consensus form the attendees was that perhaps a small incentive could be given to the developer at USQ that may speed up the process.

At this stage we have 15 registrations

9.0 Liaison with other Organisations

Nil to reort although Karen Halley, Nigel Robertson and Mark Northover continue to work on various committees for THETA.

Please remember to promote THETA in your own institutions!

10.0 Sara Booth Presentation 11-40-12.00

Sara presented the roll out of the Peer Review portal which was launched at Universities Australia Summit in Canberra on 2nd March 2017

http://peerreview.com/pages/1/index.htm

11.0 HOT TOPICS

- (CSU uses CourseEvals - see http://course-evaluation.com) – Simon Welsh

Student Evaluation System	Institution
Explorance Blue	Auckland University of Technology
	University of Auckland
	Australian Catholic University
	University of Waikato
	RMIT
	James Cook University
	University of Adelaide
	University of Melbourne *(transitioning to Blue from CoursEvals)*
	Monash College
Home-grown	University of Sydney
	UTS
	University of Southern Queensland
	University of South Pacific
Moodle feedback plug-in	Harvest Biblical College
	University of Central Queensland
Qualtrics	University of Auckland *(for formative evals only)*
	Griffith University
Blackboard module	University of Sunshine Coast
SurveyDig	VUT
Interface	University of Canberra
Evaluate	University of Tasmania

- Lecture Recordings, who is considering upgrading and to what? Colin Lowe USyd
  - Usyd like ALP and Zeetings
  - VUW looking at Panopto & ALP
  - USC use Panopto no plan to change
  - JCU have gone from a homegrown system to Mediasite
  - Waikato use Panopto no plan to change
  - UTS Extending their contract with ECHO 360 for a further 12 months and looking at Kaltura
  - Monash use ALP & Kaltura
- Threshold Standards – Michael Sankey
  - Michael asked the membership if the Threshold standards should be progressed? Members agreed that they should and that we may be able to use these in a similar fashion to the Benchmarks.
  - Suggestion that they should be placed on the website a layer down from the Benchmarks.
- ACODE TEL Benchmarking 2016 – how are we using the benchmarking outcomes/insights to inform improvements at our institutions and what (if any) enhancements can we make to the next tranche of benchmarking? Simon Welsh
  - ACU reported that they have made changes to governance and strategy changes and these are now standing items on governance agendas.
  - ***ACTION: Michael Sankey will request feedback and then circulate to the membership.***
- Vendors at ACODE how do members feel?.- Stephen Marshall
  - Stephen asked the above question above after Cengage attended the workshop yesterday and given that we have an ongoing arrangement with Catalyst as they host our website and the Pearson TEL awards
  - Members generally were happy to accept vendors to our workshops as the vendor then understands and thus benefits the sector as a whole.
  - Vendors will need to understand that they are not at a workshop to 'spruik' merely observe.
  - A code of conduct for vendors at ACODE to be developed.

PART C: ITEMS FOR NOTING

11.0 Future workshops and meetings
- THETA 7-10 May 2017 Auckland New Zealand
- Benchmarking Summit UK
  Open University 12-14 June 2017
- ACODE 74 James Cook University Cairns 13-14 July 2017
- LTLI – Mooloolaba 20-24th August 2017
- ACODE 75 Joint CADAD -University of Newcastle 2-3 November 2017

Stephen Marshall
President, ACODE

<u>**EXPLANATION**</u>

Note that the Agenda for this Business and Networking Meeting follows that proposed by the Executive in June 2003. Unstarred items on the Agenda will not be discussed, but any recommendations they contain will be covered by a single motion covering all unstarred items.

Any unstarred item may be identified for discussion by request to the President at any time up to item 4 on this agenda.

Please Note: Each member institution has *one* vote only. Members with affiliate status do not have voting rights, however are able to participate in discussion at the discretion of the President.