Recognition and Digitization in Canada
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Agenda

- Introductions and Context Setting

- Canada
  - Goal: Creating discussion around recognition and digitization and how to create a new paradigm of trust.

- Digitization Disruption
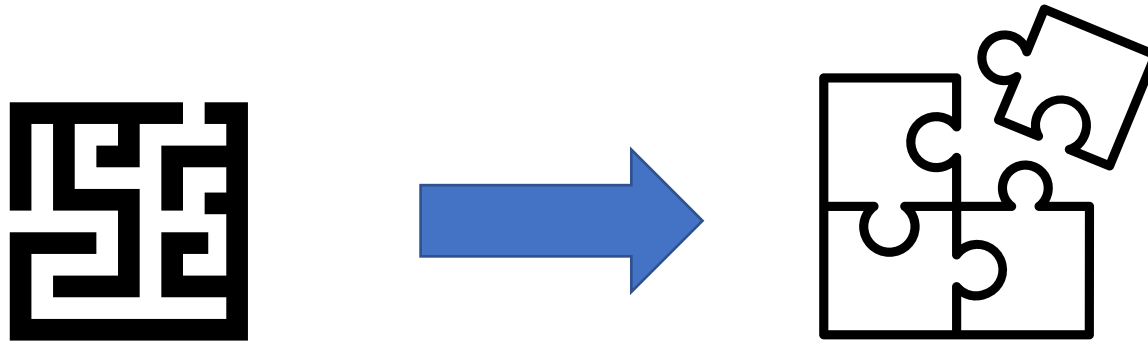
- Where we seem to be heading

- Discussion

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Context Setting

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Interesting Challenge – Setting the Stage

- The story of a blockchain document assessment experience.
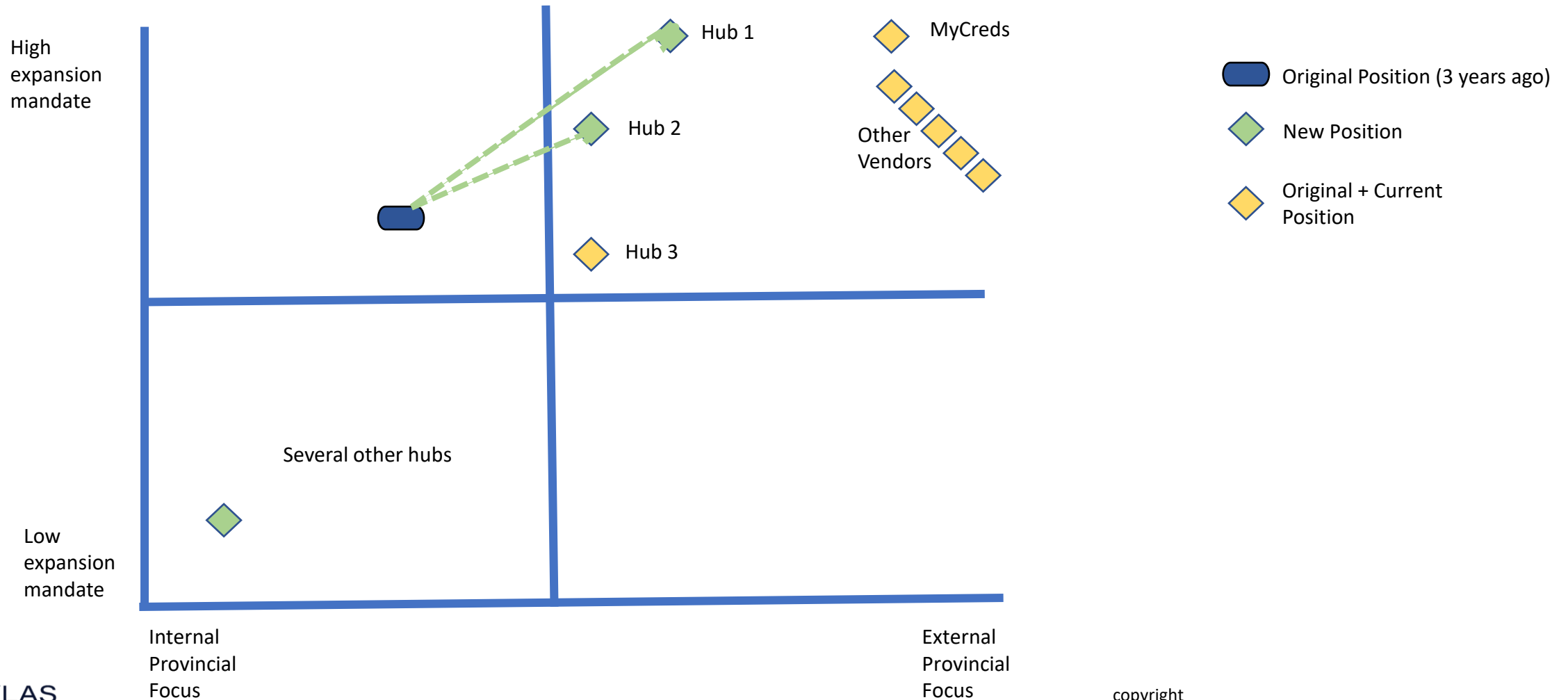
Canada + International Context

Canada is about Diversity

- 13 provinces and territories; Local governing legislation
- Different types of institutions – no one approach
- Different types of credentials
- No national education oversight by government – coordinating body: Council of Ministers of Education, Canada (1967); Canadian Information Centre for International Credentials
  - The objectives of the Council are to enable Members to consult and cooperate on matters of common interest in education, which may include early childhood learning and development, elementary and secondary education, postsecondary education, and adult learning and skills development; and to cooperate with other educational organizations to promote the development of education in Canada.
- Important legislative components: Lisbon Recognition Convention, Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials (QAF), institutional and regulatory body policies/legislative frameworks
- Varying capacities for digitization – examples: data architecture models that take snapshots of data in order to enable sharing; direct from institutions by snail mail or email; or provide documents to learners in sealed envelopes

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Constantly Evolving Digital Landscape

High expansion mandate

Hub 1

MyCreds

Hub 2

Other Vendors

Hub 3

Several other hubs

Low expansion mandate

Internal Provincial Focus

External Provincial Focus

Original Position (3 years ago)

New Position

Original + Current Position

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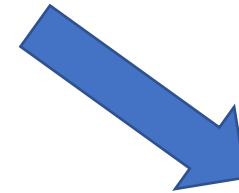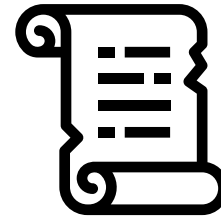copyright J. Duklas Jan 21, 2022

Digitization Disruption

- Struggling to compare digital credentials and documents

- Questioning their source or whether to accept them

- The advent of micro-credentials as a potential credential to inform for admission and transfer

- Digitization impacts on trust, assessment policies and practices

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Document Context - Comparison Challenges

- Digitized documents
  - Look and feel different
  - Come from different sources
  - Come via different channels
  - Contain different information
  - Use new **trust assurances**
- Emerging
  - New credential types (e.g., MCs)
  - New nomenclature and definitional frameworks
  - New forms of fraud
  - Evolving quality assurance frameworks
  - New technology
  - Etc.

Trust erosion?

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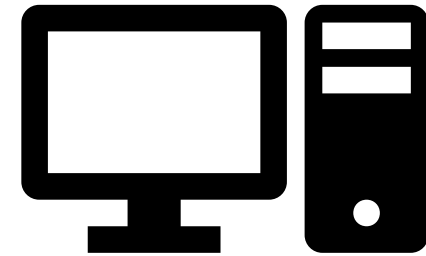
Micro-Credentials – Challenges + Opportunities

Challenges	Opportunities in the Digitized World
Who? Who provided the learning? Is the student who they said they are? Who recognized, accredited, or endorsed the learning experience?	Trust Registries
What? What was the learning received? Formal, informal, non-formal, hybrid? Does it align? Is the purpose aligned? At what level?	Data with more information – learning outcomes; microcredentials
When? How long was the learning experience? How long ago?	Currency, Duration – Questions?
How? What was the curriculum, assessment, learning outcomes achieved, in-class/online, etc. How do we compare it?	Data with more information – an opportunity to access outcomes achieved in a scalable fashion; PLAR and transfer opportunities – supported by Conventions and legislation
Where? Where did the learning occur? In a recognized post-secondary institutions, In-class or online, within an industry setting, etc.?	Trust Registries

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Considering Micro-credentials

- Research is available suggesting that over time if not sooner in some contexts, micro-credentials might serve to close assessment gaps
  - At the point of admission
  - For transfer
  - For access to regulatory professions
- Why?
  - Focused on providing assessed and verified evidence of completion of learning outcomes that are specific to purpose
  - Provide a potentially trusted proxy indicator of achieved learning from a quality assured context
  - Usually come in a digitized format providing access to more detailed data about the learning experience which could enhance scalable assessment practice – the advantage of digitization

https://www.groningendeclaration.org/2021/07/14/groningen-declaration-network-position-statement-on-microcredentials/
https://en.unesco.org/news/defining-micro-credentials-opportunities-and-challenges-shaping-educational-landscape
https://dteach.deakin.edu.au/2019/08/02/microcredentials/
https://duklascornerstone.ca/our-work/research/
https://www.collegesinstitutes.ca/policyfocus/micro-credentials/

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Changing Practices

- Resources and Tools
- Communities of Practice
- Collaboration
- Connectivity
- Changing Approaches
- New privacy regulations
- Conversations about removing barriers – legislations, organizations, systems, people
- A renewed focus on trust assurances – chain of custody

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Interesting Initiatives

- Canada's MyCreds | MesCertif – Digitary/Parchment

- Australia/NZ's My eQuals – Digitary/Parchment

- US National Student Clearinghouse

- Europe – EuroPass, Blockchain work, etc.

- Trust Registries – GDN T.R.U.S.T. Hub – Groningen Declaration Network

- Standards Work – PESC/CanPESC, DIACC, Pan-Canadian Trust Framework, W3C, IEEE, blockchain consortiums, work of organizations like MATTR, IMS Global

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International

- DigiRec - directly examined "the relationship between digital student data and the recognition of foreign credentials" (NUFFIC, n.d.). Recommendation sample: "create a broader understanding in the networks about the effects of digitization on their work; offer new policy perspectives, practical recommendations and guidelines; [and] support individual centres and the networks to develop policies" (NUFFIC, 2020); ensuring official verification of document sources and distribution channels, advancing digitization practices, and considering alternate practices given that not all issuers have yet adopted digitization (NUFFIC, 2020, pp. 43-45).

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How to Move Ahead?

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What matters for the Learner?

- Their learning is recognized and understood.
- A learner can obtain their official results from their original institution and securely and efficiently send these results to a third party (e.g., another school, government, an employer) **with trust assured**.
- That the data is in a format that aligns with standards that support interoperability **and that ensures consumable and frictionless verification and assessment by the assessor or other third party (human readable?)**.
- A shared understanding exists of what is happening in the world of digitization; **evidence informs actions and policies**.
- Informed adoption occurs; therefore, regulatory bodies, governments, institutions and other actors need to align new opportunities and **reconsider or bridge their existing technology, policy, and compliance and regulatory contexts to these new realities**.

Next stage: Helping bridge the realities of today to the opportunities of tomorrow.

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Possible Approaches Relevant to Assessment

- Using evidence to inform change

- Adopting shared principles to guide the change process

- Creating a coalition of the willing and informed

- Examining the learner _and assessor_ journey map to understand the human experience in the world of assessment and subsequently how it might or is shifting in the world of digitization

- Considering the conventions and the opportunities to shift legislation and practices towards more of an outcomes focus

- Developing and/or endorsing "trust" registries and "trusted" channels
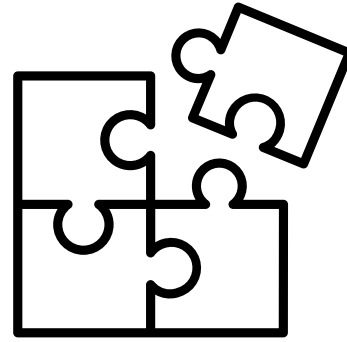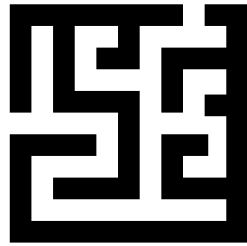
- Others?

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Discussion

Back to the Original Challenge

- The story of a blockchain document assessment experience.

Discussion questions – Recognition + Trust = Working to create a new paradigm

- What opportunities might digitization introduce?

- What challenges?

- What do you think is needed in your context to help your community embrace digitization?

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Thank you!

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