Personal learning environments (PLE) and Micro-credentials
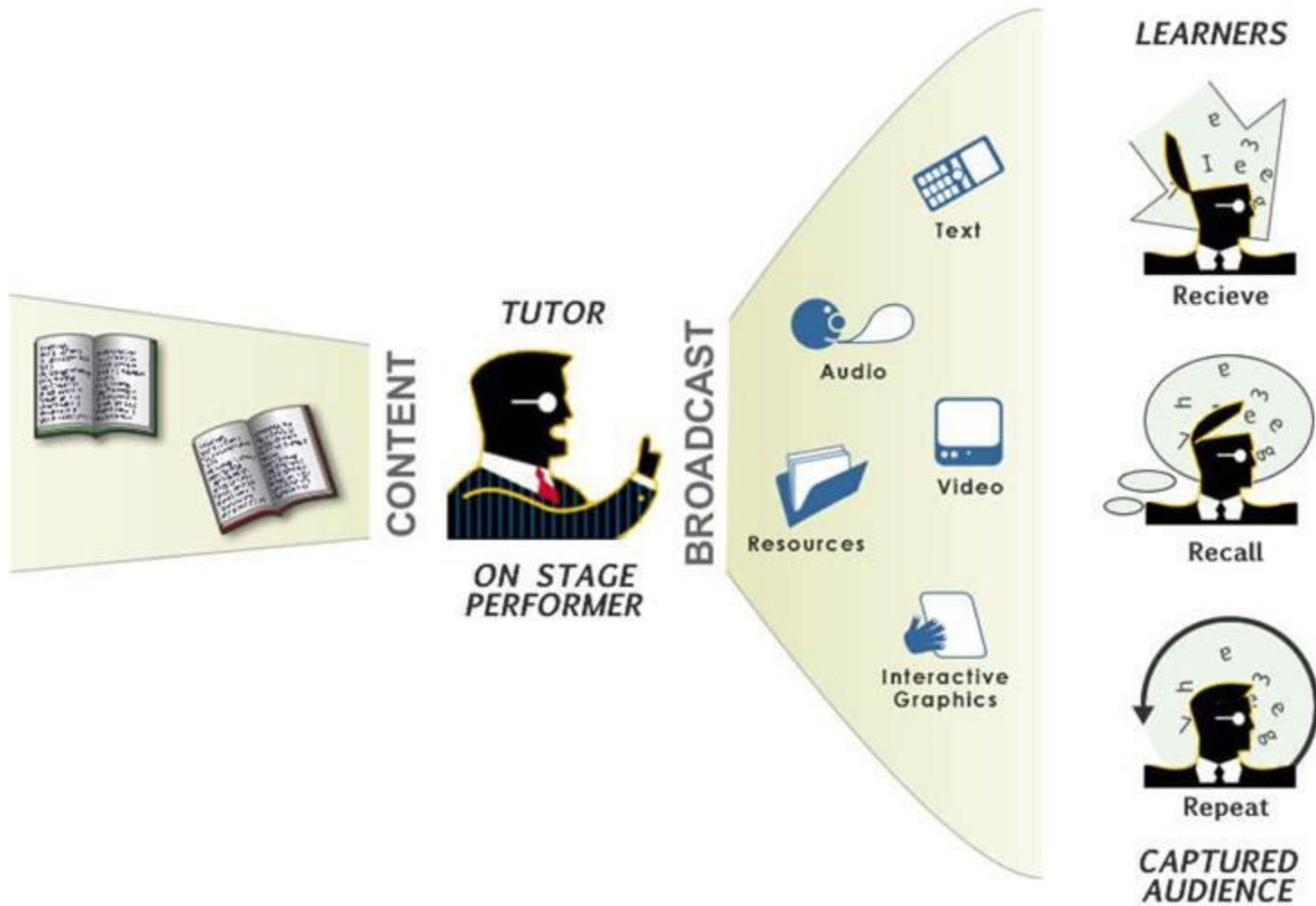
John Clayton
Jun Iwata

Learners hold views of the world and meanings for words that make sense to them.
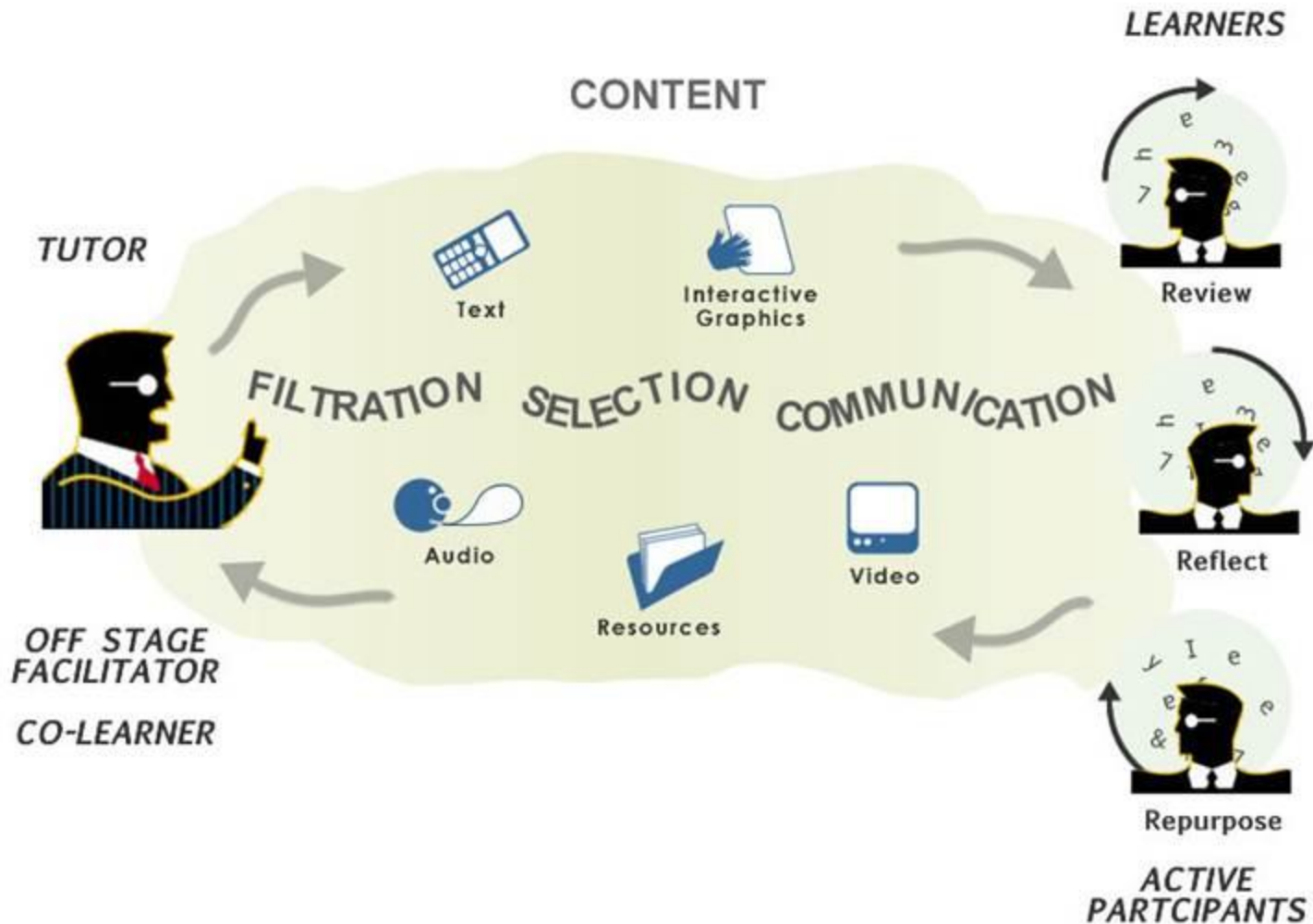
Tutors attempt understand learners conceptions and enclose them in a formal learning environment.

How this "e-frame" is constructed is crucial in improving the quality of learning

Deficit Model

Empowerment Model

1. Fragmentation of Learning

- ROI from formal qualifications is diminishing while costs of earning qualification rise.

- Individuals constantly acquire skills, knowledge and capabilities in both formal and informal settings.

- How can all learning that has occurred be accurately measured, recognised, validated, acknowledged and rewarded?

MOZILLA OPEN BADGE INFRASTRUCTURE

Mozilla Wiki: https://wiki.mozilla.org/Badges/Onboarding-Issuer
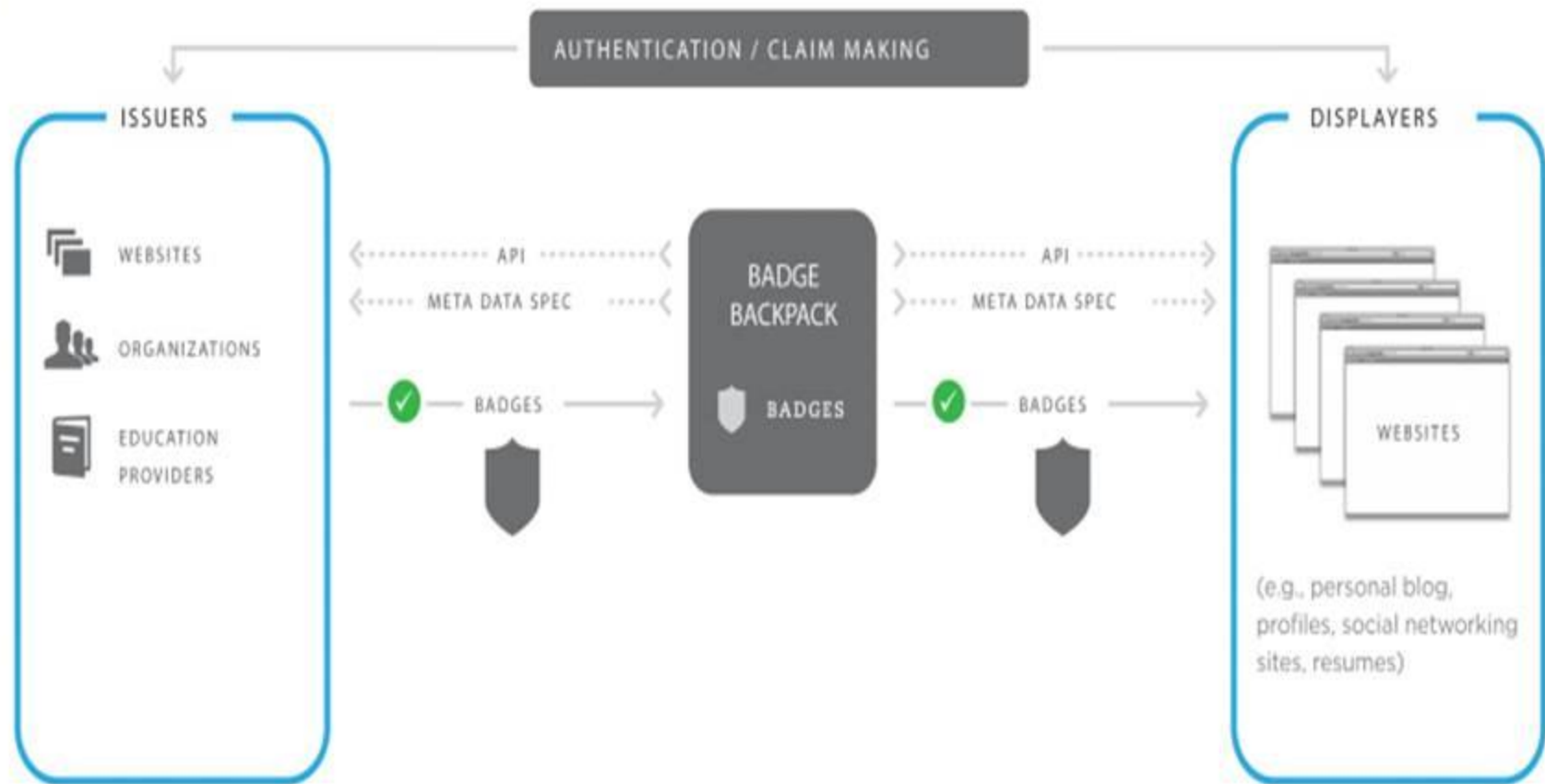
1.1. Micro-Credential / Badge

A *Micro-Credential | Badge* is a **validated indicator** of an accomplishment, skill, quality or interest that is linked to an individual.
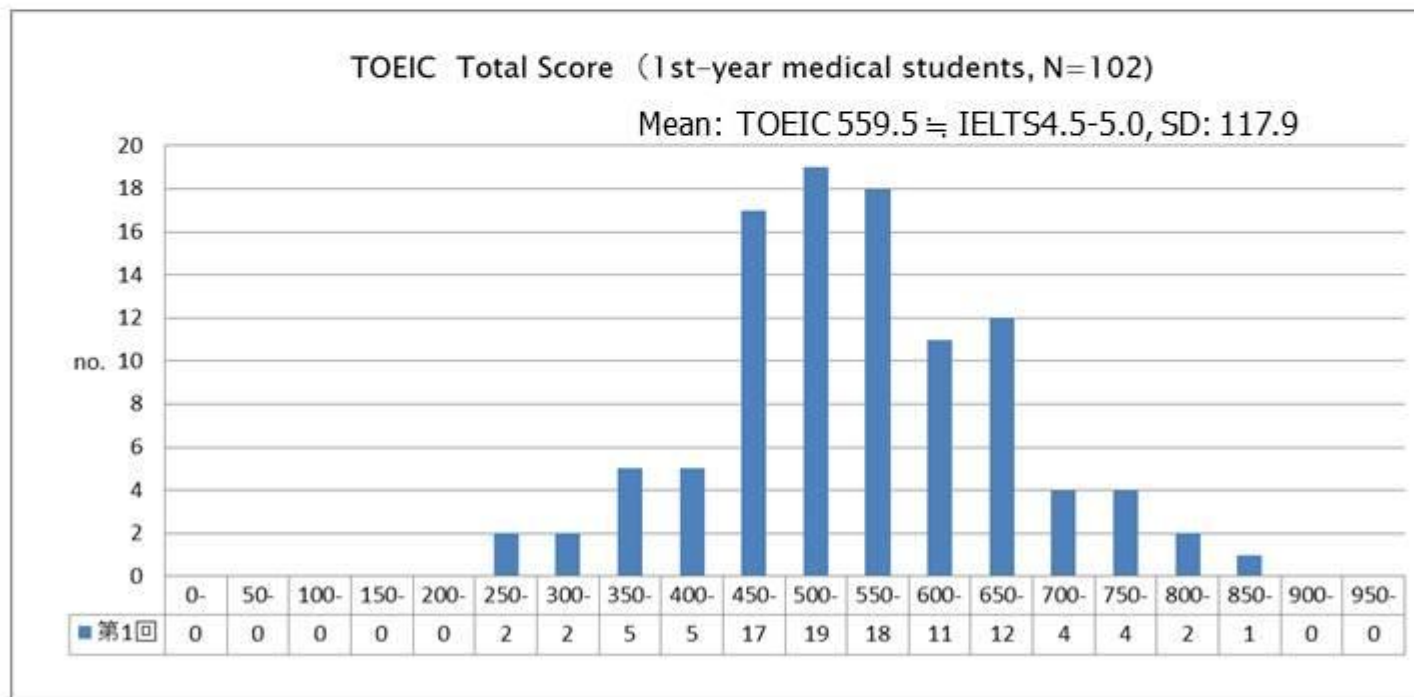
1.2. Ecosystems

- An ecosystem provides the infrastructure for individuals to provide a pictorial display of **their achievements** through the display of a selected collection(s) of Micro-Credentials.

- These collections signal achievement to potential employers, peers, educational organisations, professional and social groups

2. A case in language education in Japan

Challenges language teachers in Japan face:

- Growing need for students to use English in their future professions
- Limited exposure to English (EFL environment)
- Students' different English levels

TOEIC Total Score （1st-year medical students, N=102）

Mean: TOEIC 559.5 ≒ IELTS4.5-5.0, SD: 117.9

	0-	50-	100-	150-	200-	250-	300-	350-	400-	450-	500-	550-	600-	650-	700-	750-	800-	850-	900-	950-
■第1回	0	0	0	0	0	2	2	5	5	17	19	18	11	12	4	4	2	1	0	0

2.1. Moodle Courses for teaching English for Medicine

2.2. Reflection on my courses

- Learners need to constantly review and practice their skills to improve their level of English language.

- This review is only effective if they engage with material at the right level (*news article than research article*)

I need to find new strategies and techniques

(1) that will help learners identify and engage with the suitable level of information and in appropriate level of activities.

(2) that will encourage learners to engage with the review materials identified and participate autonomously in practice activities.

3.1. Challenge (1)

(1) I need to find new strategies and techniques that will help learners identify and engage with the suitable level of information and in appropriate level of activities.
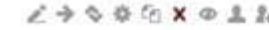
Course outline

- **Course name: Medical Terminology (Level 1)**
- **Targeted students:** first-year (freshmen) medical and nursing students
- **Course objectives:**

  - to help students build up (or review) basic terminology of medicine (prefix, suffix, body parts, symptoms)

- **Course details:** This is a review course for basic medical terminology. This course consists of 10 modules. In each module you learn basic medical terms which are frequently used and are keys to better understanding of up-to-date information about health-related issues, medical conditions, diseases, symptoms and treatments. There are several types of quizzes in each module to check your vocabulary about a specific topic such as the cardiovascular system and the urinary system. You have to take all the short quizzes in each module and pass them. If you have successfully completed the tests, you will be awarded a module 'badge'. When you have received all the module badges in this course and passed the final test, you will be awarded a course 'badge' which means you have successfully completed this basic medical terminology course.
- **Course level:**

  - lower-Intermediate - Intermediate (TOEIC450-650, IELTS 4.5-5.5)

- **Self-reflection:** The following personal competency assessment tool (CAT) enables you to determine your current level of competency in medical terminology. The outcome of your self-assessment can be used to guide which module is suitable for your study.
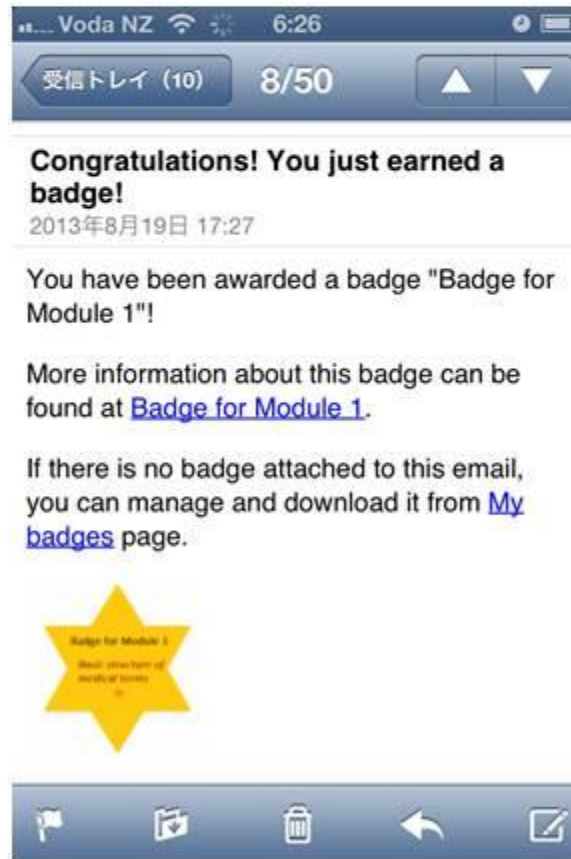
Self-reflection   Self-reflective framework

News forum

3.2. Challenge (2)

(2) I need to find new strategies and techniques that will encourage learners to engage with the review materials identified and participate autonomously in practice activities.

Badge is issued

4. Motivation

Ready to Learn Self-Assessment

Technology Confidence

Attitude to Study	Essential ● Proficient ●
Essential	
I am willing to try new things.	Agree ▼
I am willing to learn in different ways	Agree ▼
Proficient	
I can see the benefits in using technology	Disagree ▼
I have used technologies in my social experiences.	Partially agree ▼

Backpack   mozilla ▼

Example for MEEPLE

Group Guru

Name	Passport by Purdue
URL	https://www.openpassport.org
Organization	Kyle D Bowen
Name	Group Guru
Description	Earn your first badge with Passport as an instructor by creating and populating your groups
Criteria	https://www.openpassport.org/Instructor/BadgeCriteria/100
Evidence	https://www.openpassport.org/UserBadgeEvidence?challengeID=100&userID=1471
Issued	2013-01-25

Unit1: Basics for Health Care Professionals

Watching Task: What a video clip titled "An introduction to Maslow's Hierarchy of needs"

An introduction to Maslow's Hierarchy of needs ◄

▶

📄	Assignment for Unit 1
✓	Short test for Unit 1: Spell Out
✓	Short test for Unit 1: Dictation
✓	Short test for :Unit 1: Matching

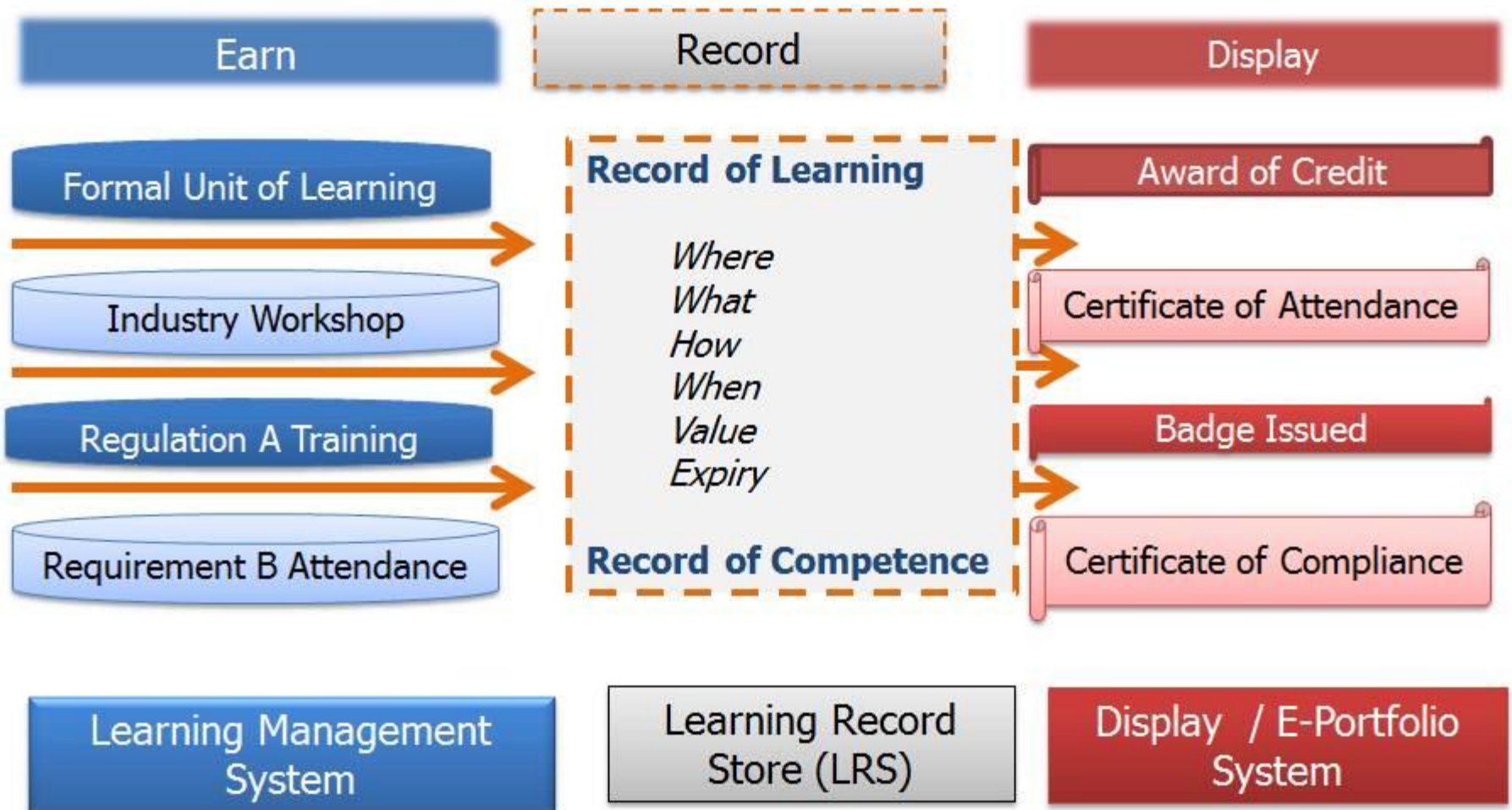| ⭐ Badge for Unit 1	Available to users	○ Complete ALL of: "Quiz - Short test for Unit 1: Spell Out", "Quiz - Short test for Unit 1: Dictation", "Quiz - Short test for :Unit 1: Matching", "Assignment - Assignment for Unit 1"

5. Personal learning environment

http://tincanapi.com/overview/
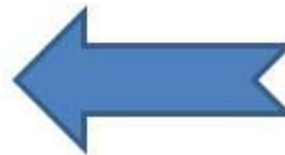
7. ERD model

EXABIS COMPETENCIES

- module configuration
- subjects & topics
- assign Moodle activities
- overview of competencies
- detailed view of competencies
- examples and tasks

EXABIS E-PORTFOLIO

- My Portfolio
- Shared Portfolios
- Export SCORM-File