

Microcredentialing the Faculty Professional Learning Journey

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Where we started

Faculty development

Workshops in-person for faculty

- Hundreds scheduled per year.
- Majority cancelled for low enrollment.
- Measure was participation rather than any assessment of changes/improvements.

Teaching Excellence Program (TEP) Teacher Training Program

- 2 year mandatory program
- 3 hours per week for Year 1
- 2 hours per week for Year 2
- Cohort based and lock-step for New FT

Contract Faculty (adjunct)

- Access to workshops
- Certificates 14 weeks (42 hours)
- Tuition

Strategic Goals

Leadership

Humber's strategic plan (2018) set the vision to "lead the province in developing programs, credentials and pathways that enhance **student choice, mobility and access** to higher education" (p. 15). We aspire to "empower students by transforming the learning environment to offer **more choices in how, what, when and where they learn**" (p. 15).

New Academic Plan 2023

Three Pillars.

1. **Recognition of prior learning (RPL)** and pathways to new programs.
2. **Personalizing the learning journey** including providing delivery preferences and flexibility.
3. **Empowering teaching and learning** by supporting all faculty.

Faculty role

Driving Change

A key strategy in our plan is **Personalization of the Learning journey**. Students want and need more autonomy in determining their path. **Recognition of Prior learning** is a key to enable this Personalization. Intentional and planned RPL broadens the learners who can **gain admission** to programs, helps educators to be clear about the **required competencies** and establishes **authentic methods to assess those competencies**, regardless of where they were acquired. However, many of our faculty had experienced only traditional delivery and assessment techniques as students.

Our Faculty Development course reinforced this one size fits all model where all new FT faculty enrolled in the same course regardless of their teacher training or experience.

We modelled student-centered teaching, but we were **inflexible**, and we determined the **path for everyone!**

What We Changed

Walking the Talk

The Teaching Excellence Program has been revised to allow more personalization. The first semester is focused on on-boarding to the new FT role, developing community and exploration of Humber's commitments.

Faculty now have **choice** in the second semester to enroll in a 12 hour online asynchronous microcredential. We currently have **6 options**, and more are in development. Successful completion of a final assessment is reflected on a Humber transcript. These 6 courses are also available for all **contract faculty at the college, tuition free**.

- Facilitating Learning
- Curriculum Design and Development
- Teaching and Learning in HyFlex Environments
- Assessments for Learning
- Educational Technology and Accessibility
- Equity and Anti-Oppressive Teaching in Post-Secondary Education

In Year 2, they have the option to complete a learning project or to complete 2 more microcredentials.

Our Next Steps

In Development:

- New Microcredentials
- Indigenous Knowledge Bundles
 - Universal Design for Learning

Under Revision

- Existing Certificates
- Updating and modularization
 - Mapping of Microcredentials
 - Designing/Linking RPL assessments for Microcredentials and modules

Free Standing Modules (~5 hours)

Moving from "Resource pages" to active and designed learning experiences

Designing Your Online Course

- on our website and as a Blackboard Ultra course
- <https://humber.ca/innovativelearning/wp-content/uploads/DYOC/>
 - Designing for Diversity
 - Authentic Assessments
 - Recognition of Prior Learning

Future Goals

Curated, personalized support for contract faculty - e.g., Teaching at Humber for the first time, Teaching Hybrid at Humber

Targeted supports for mid-career FT faculty

Specific supports for competency-based learning and assessment

<https://humber.ca/innovativelearning/>

Let's connect!

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