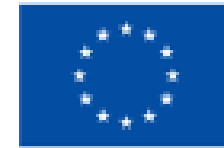


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Micro-credentials and Digital badges

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Academy for
Sustainable Future Educators

MICRO-CREDENTIALS (mikrointyg –mikromeriter, mikrolegitimationer)

- Micro-credential certifies the learning outcomes of short-term learning experiences. (e.g., a short course, or training).
- They offer a flexible, targeted way to help teachers develop the knowledge, skills, and competencies they need for their personal and professional development. (EU)





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1. Meta-badge, 4.Milestone Badges, 9. Micro-badges

- Meta-badge: Educator for Sustainable Future
- Milestone badges:
 1. Sustainable Literacy,
 2. Learning Ecosystem Design,
 3. Enabling Action &
 4. Reflexive Praxis.
- **Micro Badges** (Digital Badges) are electronic certificates that can be used to identify and promote the sustainability competencies of educators.



Swedish EduSTA TEAM

- Please follow below link
- <https://www.gu.se/pedagogik-specialpedagogik/academy-for-sustainable-future-educators-edusta-project>

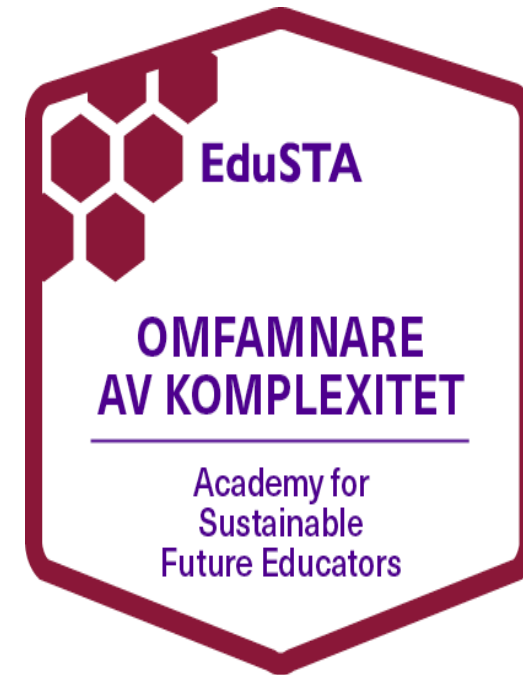


Milestone badge -SUSTAINABILITY LITERACY



3 Micro-Badges

1.1 Knowledgeable Problem solver, 1.2 Critical developer, and 1.3 Complexity embracer



En Kunnig problemformulerare

Förstår bakgrund och syfte med målen för hållbar utveckling (SDGs) och sambandet med utbildning för hållbar utveckling (ESD), i relation till sin egen utbildningskontext.



Micro-badge: 1.1 Knowledgeable Problem Articulator

- **Learning outcomes**

- understands how SDGs and ESD are connected to their educational context(s) and work
- identifies problems or challenges in the implementation of SDGs and ESD in their educational context and work as a teacher
- discusses observations with colleagues or facilitates students' active observation of connections between SDGs and their lives or future professions



Micro-badge -1.1 Knowledgeable Problem Articulator

- **Assessment Criteria**

- understands the main links between Sustainable Development Goals to their educational context(s)
- identifies problems or challenges in the implementation of SDGs and ESD in their educational context and work as a teacher
- constructively discusses observations with colleagues or facilitates students' active observation of connections between SDGs and their lives or future professions.



PILOT: HÅLLBAR UTVECKLING (LYK80G)

(Research, practice-based learning, and transformative learning).

The course requirements and assessment tasks include.

- Participation in lectures, including discussions relating to the course literature as well as group discussions to support ideas as part of the creation of possible teaching activities.

Assessment:

1. Digital presentation of the problems and challenges in relation to ESD and to each student's respective subject/vocation.
2. Peer feedback is provided after each presentation, where students act as critical friends providing feedback on presentations to help with ideas and further development.
3. Each student is to provide a personal written reflection about Education for Sustainability, in relation to their own subject/vocation.

PILOT IMPLEMENTATION

4. Students will be **invited to participate in the Pilot** Sustainability Literacy and will have a choice of either one or all micro-badges as further proof of their skills in Sustainability Literacy.



FRÅGOR TILL DIG

- *Do you think there is a need for Micro-Credentials here in Sweden?*
- Tror du att det finns ett behov av mikrolegitimationer på universitetet i Sverige?
- *What kind of micro-credentials do you think we might need here in Sweden?*
- Vilken typ av mikrolegitimationer anser du att vi kan behöva?



TACK FÖR MIG



References:

- EduSTA Partners (2023) Results of the politico-legislative framework research, T 2.2. workshops and T2.3. inquiry
- Information om Yrkeslärarprogrammet (Formal svenska / engelska) <https://www.gu.se/studera/hitta-utbildning/yrkeslararprogrammet-l1yrl>
- Information about Partners and link to EduSTA Project Website (Visitors welcome) <https://projects.tuni.fi/edusta/>
- Martin, M., & Van der Hijden (2023) Short courses, micro-credentials, and flexible learning pathways: a blueprint for policy development and action: policy paper. UNESCO IIEP <https://unesdoc.unesco.org/ark:/48223/pf0000384326>
- OECD (2021) Micro-credential innovations in higher education: Who, What and Why?
- Stockholm University <https://www.stockholmresilience.org/education.html>
- **Podcast:**
- Hanna Teräs – Micro-Credentials, Academy for Sustainable Future Educators (EduSTA) <https://luusimaki.podbean.com/e/hanna-teras-micro-credentials-edusta-project/>
- Sanna Ruhalhti - Academy for Sustainable Future Educators (EduSTA) <https://luusimaki.podbean.com/>
- Meet Isabella Lövin, former Swedish Deputy Prime Minister and Co-leaders of the Swedish Green Party Miljöpartiet. <https://luusimaki.podbean.com/e/meet-isabella-lovin-former-swedish-deputy-prime-minister-co-leader-swedish-green-party-2016-2021>
- Prof. Bethanie Carney Almroth, a researcher at the Dept. of Biological and Environmental Sciences at the University of Gothenburg and Teacher supporting future teachers in Vocational Education Programme (LYK80G) <https://luusimaki.podbean.com/e/professor-bethanie-carney-almroth-sustainability-and-the-environment/>



3 pillars of sustainability – Wedding CAKE, (17 SDGs)

Stockholm University <https://www.stockholmresilience.org/education.html>

