



มหาวิทยาลัยมหิดล

Micro-credentials workshop

11 February 2022

Faculty of Graduate Studies

Mahidol University



A European approach to micro-credentials

Flexible, inclusive learning opportunities

Micro-credentials certify the learning outcomes of short-term learning experiences, for example a short course or training. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development.



Microcredentials 49 Microcredentials

Our online microcredentials are designed to upskill you for work in rapidly-growing industries, without the time and cost commitment of a full degree. They can be used as an independent certification, and some even offer academic credit to use towards a degree. Each microcredential also includes a formal online assessment.



A micro-credential is the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards.

Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.

Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.



What EU standard elements should it include?

The basis for trust in micro-credentials is transparency. Micro-credentials should be clearly identified as such with elements that make it possible for learners, education and training institutions, quality assurance agencies, and

employers to understand the value and content of micro-credentials and to compare them.

The European approach to micro-credentials suggests a list of critical information elements that any micro-credential should provide:

Mandatory elements

- Identification of the learner
- Title of the micro-credential
- Country/Region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
- Type of assessment
- Form of participation in the learning activity
- Type of quality assurance used to underpin the micro-credential

Optional elements, where relevant

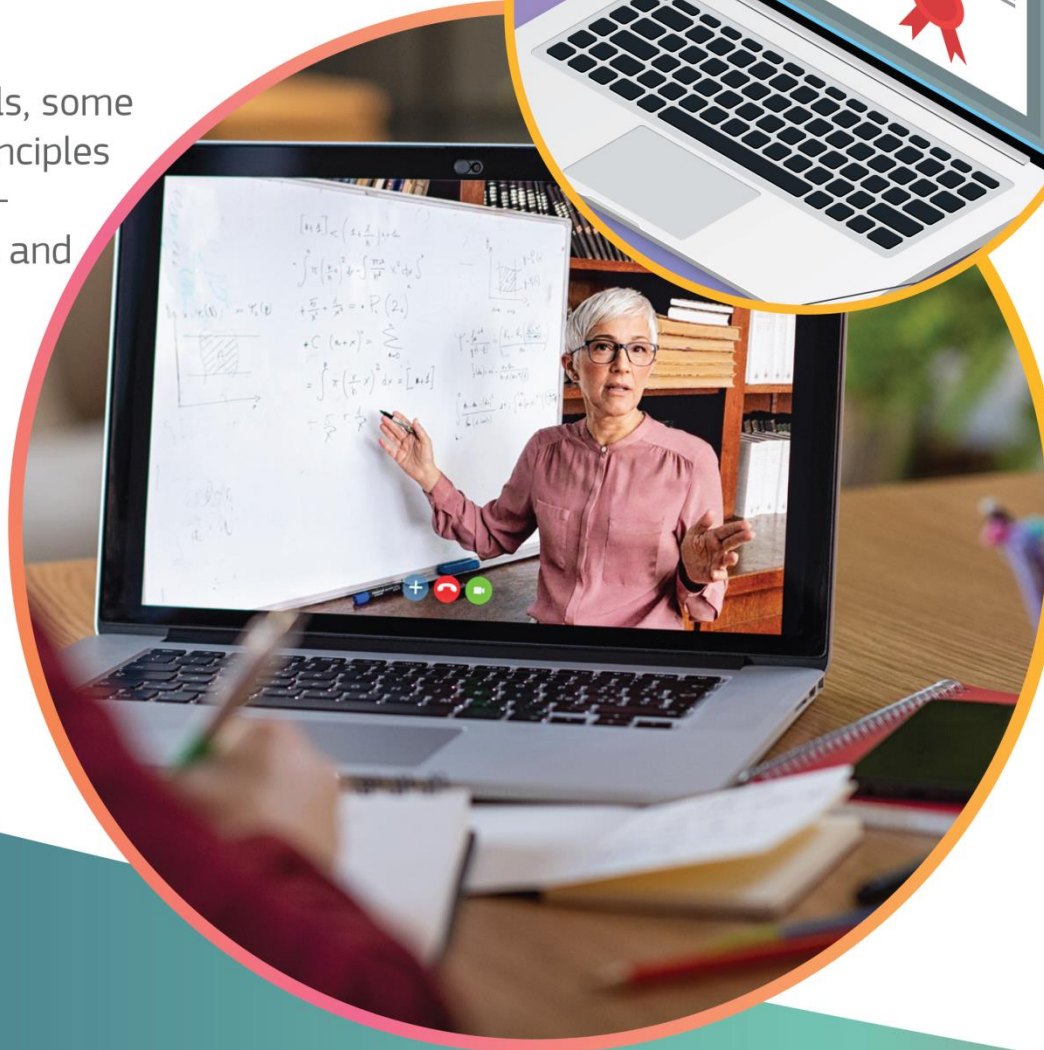
(non-exhaustive list)

- Prerequisites needed to enrol in the learning activity
- Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online or onsite with identity verification)
- Grade achieved
- Integration/stackability options (standalone, independent micro-credential / integrated, stackable towards another credential)
- Further information

How to design and issue micro-credentials?

When designing and issuing micro-credentials, some key principles should be followed. The 10 principles presented below specify the nature of micro-credentials and offer guidance on the design and issuance of high quality micro-credentials.

The 10 principles highlight the key characteristics of the European approach to micro-credentials. They are universal and may be applied in any area or sector.





Quality

Micro-credentials are subject to **internal and external quality assurance** by the system producing them (e.g. the education, training or labour market context in which the micro-credential is developed and delivered). Quality assurance processes must be **fit-for-purpose, be clearly documented, accessible, and meet the needs** of learners and stakeholders.

External quality assurance is based primarily on the **assessment of providers** (rather than individual courses) and the effectiveness of their internal quality assurance procedures.

External quality assurance is conducted in line with:

- **Annex IV of the European qualifications framework Recommendation**, where applicable;
- the **Standards and Guidelines for Quality Assurance in the European Higher Education Area**, where applicable;
- the **European quality assurance reference framework (the EQAVET Framework) in the field of vocational education and training**, where applicable;
- **other quality assurance instruments**, including registries and labels, to build public trust in micro-credentials, where applicable.

Providers should make sure that **internal quality assurance** covers all the following elements:

- the **overall quality of the micro-credential itself**, based on the standards referred to below
- the **quality of the course**, where applicable, leading to the micro-credential
- **learners' feedback** on the learning experience leading to the micro-credential; and
- **peers feedback**, including other providers and stakeholders, on the learning experience leading to the micro-credential



Transparency

Micro-credentials are measurable, comparable and understandable with **clear information on learning outcomes, workload, content, level**, and the **learning offer**, as relevant.

Workload

- Higher education institutions should use the **European Credit Transfer and Accumulation System (ECTS)** and comply with the principles in **Annex V to the EQF Recommendation**, wherever possible, to demonstrate the notional workload needed to achieve the learning outcomes of the micro-credential.
- Providers that do not use the ECTS may use other systems or types of information that can effectively describe learning outcomes and workload, in compliance with the principles in Annex V to the EQF Recommendation.

Qualifications framework/ systems

- Micro-credentials may be **included in national qualifications frameworks/ systems**, where relevant and in line with national priorities and decisions. National qualifications frameworks/ systems are referenced to the European qualifications framework and, for higher education qualifications, self-certified to the qualifications framework of the European Higher Education Area, which can further support the transparency, and trust in, micro-credentials.

Information on the offer of micro-credentials

- Systems for micro-credentials should provide **transparent and clear information**, to underpin guidance systems for learners, in line with national practices and stakeholders needs:
- **Information on providers** of micro-credentials should be published in **registers**, or incorporated into existing registers. Higher-education providers (and other relevant providers) should be included, where possible, in the **Database of External Quality Assurance Results (DEQAR)**, based on quality assurance in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG);
- **Information on learning opportunities** leading to micro-credentials should be accessible and easily exchanged through relevant platforms, including **Europass**.



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Relevance

Micro-credentials should be designed as **distinct, targeted learning achievements**, and learning opportunities leading to them are **updated** as necessary, to meet identified learning needs.

Cooperation between education and training organisations, employers, social partners, other providers, and users of micro-credentials is encouraged to **increase the relevance** of the micro-credentials for the labour market.



4

Valid assessment

Micro-credential learning outcomes are **assessed** against transparent standards.



5

Learning Pathways

Micro-credentials are designed to support **flexible learning pathways**, including the possibility to **stack, validate, and recognise** micro-credentials from across different systems.

Stackability

Micro-credentials are designed to be **modular** so that other micro-credentials may be added to create larger credentials. Decisions to stack or combine credentials **lie with the receiving organisation** (e.g. education and training institutions, employers, etc.) in line with their practices and should support the **goals and needs of the learner**.

Validation of non-formal and informal learning

Obtaining micro-credentials is possible following assessment of learning outcomes, obtained either through a specific course leading to a micro-credential, or on the basis of assessment of learning outcomes resulting from **non-formal and informal learning**.



Recognition

Recognition has a clear **signalling value** of learning outcomes and paves the way for a wider offer of such small learning experiences in a **comparable way across the EU**.

Micro-credentials are recognised for academic or employment purposes based on standard recognition procedures used in recognising foreign qualifications and learning periods abroad, when dealing with micro-credentials issued by formal education providers.



Portability

Micro-credentials are **owned** by the credential-holder (the learner) and may be **stored** and **shared** easily by the credential-holder, including through secure **digital wallets** (e.g Europass), in line with the General Data Protection Regulation. The infrastructure for storing data is based on **open standards** and **data models**, This ensures interoperability and seamless exchange of data, and allows for smooth checks of data authenticity.





8

Learner-centred

Micro-credentials are designed to **meet the needs of the target group of learners**. Learners are involved in the internal and external quality assurance processes and their feedback is taken into account as part of the continuous improvement of the micro-credential.



9

Authentic

Micro-credentials contain sufficient information to **check the identity** of the credential-holder (learner), the **legal identity** of the issuer, and the **date** and **location** of issuance of the micro-credential.



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Information and guidance

Information and advice on micro-credentials should be incorporated in **lifelong learning guidance services** and should reach the **broadest possible learner groups**, in an inclusive way, supporting education, training, and career choices.



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**MAHIDOL
UNIVERSITY**

**Faculty of Graduate Studies, Faculty of Environment and Resource Studies,
Faculty of Social Sciences and Humanities, Institute for Population and
Social Research, Project for The Establishment of
the Institute of Human Rights and Peace Studies, and
Research Institute for Languages and Cultures of Asia**

**Master of Arts Program in
ASEAN Studies for Sustainable Development**



Syllabus

Education for All: ASEAN way towards Education Sustainability Semester 1/2021

1. Course Description

Basic concepts, principles and models of education at the international, especially ASEAN level; Contemporary debates and post development paradigms on global emerging issues and challenges in education and their implications for education system and society; the study of ASEAN education, the related factors influencing “Education for All” in ASEAN countries, the consequences or the products of ASEAN Educational Revolution, the innovation facilitating “Education for All”, processes of regionalization and globalization facilitating or obstructing the development of education in ASEAN

This interdisciplinary course focuses on policies and transformations to sustainability. It helps translate theories of change and innovation into effective educational policies and practices for sustainable development. These skills are urgently required in international development agencies, non-governmental organizations, government ministries and private sector. As our world rapidly progresses, how can we better build a future that is sustainable and socially inclusive?



2. Objectives

1. To demonstrate the complex issues and processes related to the development of ASEAN Education system
2. To increase the understanding and awareness of cooperation among ASEAN countries in promoting education sustainability
3. To develop critical thinking and analytic skill on education in ASEAN
4. To demonstrate knowledge and critical understanding of diversity in education and issues involved in marginalization and sustainability.
4. To synthesize the appropriate education systems for applying in all education setting of ASEAN



6. Class Schedule

Session	Topic	Teaching methods	Lecturer
1 18 Oct 2021 8.00-10.00	Introduction to the course/ “Education For All” in comparative perspective: Asia and Europe	Lecture, Discussion and Debate	Lect. Dr. Sovaritthon
2 18 Oct 2021 10.00-12.00	Education for special needs or disabilities: the product of regionalism	Lecture and Discussion	Lect. Dr. Sovaritthon
3 25 Oct 2021 8.00-10.00	Education systems, policy, learning cultures, and PISA test system in ASEAN cross-cultural context	Lecture and Discussion	Assoc.Prof.Dr. Poschanan



Session	Topic	Teaching methods	Lecturer
4 25 Oct 2021 10.00-12.00	Non-Formal & Informal education in the era of regionalization of ASEAN	Lecture and Discussion	Assoc.Prof.Dr. Poschanan
5 1 Nov 2021 8.00-10.00	The impact of regionalisation on education in ASEAN countries and ASEAN University Network	Lecture, Demonstration, and assignment	Lect. Dr. Sovaritthon
6 1 Nov 2021 10.00-12.00	Technology for Facilitating Education For All in ASEAN countries	Lecture, Discussion, Heuristic and Presentation	Lect. Dr. Sovaritthon
7 8 Nov 2021 8.00-10.00	Post war Education Revolution: Case Study “Cambodia”	Lecture, Discussion, and project	Lect. Dr. Sovaritthon



Session	Topic	Teaching methods	Lecturer
8 8 Nov 2021 10.00-12.00	Education recurrent issues and Education reform in ASEAN	Lecture, Discussion, and project	Assoc.Prof.Dr. Poschanan
9 15 Nov 2021 8.00-10.00	Inequality and Diversity in Education in ASEAN: Reaching the marginalized	Lecture and Discussion	Lect. Dr.Jitsuda
10 15 Nov 2021 10.00-12.00	Higher Education and Entrepreneurial Universities in ASEAN	Lecture and Discussion	Lect. Dr.Jitsuda
11 22 Nov 2021 8.00-10.00	Educational Mobility towards Labor Market in ASEAN Economic community: Trans-ASEAN Education	Lecture, Discussion and Assignment	Lect. Dr.Jitsuda



Session	Topic	Teaching methods	Lecturer
12 22 Nov 2021 10.00-12.00	ASEAN Eco-Schools Development and Sustainability	Lecture and Discussion	Lect. Dr.Jitsuda
13 29 Nov 2021 8.00-10.00	Teacher professional development in ASEAN	Lecture and Discussion	Assoc.Prof.Dr. Poschanan
14 29 Nov 2021 10.00-12.00	Emerging trends and future of Education in ASEAN	Lecture and Workshop	Assoc.Prof.Dr. Poschanan
15 elective	Final Project Presentation	Presentation	All Lecturers



3. Class Activities and Assignments

1. Students will be given an opportunity to exchange relevant ideas in the form of “Discussion” and “Debate”.
2. The project-based learning is included into the course.
3. Students will be given a weekly task, including reading and writing tasks.
4. Both individual and group work are required in this course.



5. Grade Composition

	Weight (%)
1. Class Attendance	10
2. Class Participation	20
3. Weekly Assignment	30
4. Final Project	40
Total	100



Grade Scale

Letter Grade	Range (%)		Letter Grade		
A	□ 90	□ 100	C	□ 70	<75
B+	□ 85	<90	D+	□ 65	<70
B	□ 80	<85	D	□ 60	<65
C+	□ 75	<80	F	□ 0	<60



4. Assessment

1. Class Attendance	10%
1. Class Participation	20%
2. Weekly Assignment	30%
3. Final Project	40%



วิธีการทำจากรายวิชาเป็น Microcredits (ตัวอย่างรายวิชา GRAS584 จำนวน ๒ หน่วยกิต)

๑. เลือกรายวิชาที่ต้องการนำมาทำ Microcredit นำวัตถุประสงค์ของรายวิชามาจัดกลุ่ม เพื่อพิจารณาว่าจะจัดเป็นคอร์สอบรมใดได้บ้าง โดยใน ๑ รายวิชาอาจประกอบไปด้วยหลายคอร์สอบรม แต่ละคอร์สอบรมต้องประกอบด้วย

- วัตถุประสงค์ของการอบรม
- Learning outcome
- เนื้อหาที่จัดการเรียนการสอน (หัวข้อ)
- วิธีการจัดการเรียนการสอน (กลยุทธ์การสอน) / สื่อที่ใช้
- วิธีการวัดและประเมินผล (กลยุทธ์การประเมิน)



การดำเนินการ

- ไม่มีเงื่อนไขด้านระยะเวลา
- ไม่มีเงื่อนไขด้านภาษา
- บริหารจัดการจัดการโดยส่วนงาน
- คุณสมบัติของผู้เรียน



- **แนวทางที่ ๑** รายวิชานั้น ๆ เมื่อแยกเป็น microcredits แล้ว หลักสูตรเป็นผู้รับผิดชอบดำเนินการทุก microcredit บุคคลทั่วไปที่ผ่านการเข้าร่วม microcredit ย่อยครบถ้วนแล้ว เมื่อผ่านการคัดเลือกเข้ามาเป็น นศ. ของมหาวิทยาลัยมหิดล หลักสูตรต้องแจ้งมายังบัณฑิตวิทยาลัยว่า นศ. ได้ผ่านการเรียน Microcredits ในรายวิชานั้น ๆ ครบถ้วน และต้องการขอใช้ผล โดยมีขั้นตอนในการดำเนินการดังนี้
 - นศ. ต้องลงทะเบียนเรียนรายวิชานี้
 - จ่ายค่าธรรมเนียมร้อยละ ๒๐ (GR: 10, MU: 10)
 - หลักสูตรแจ้งผลการประเมิน
 - ทราบสคริปแสดงรหัสวิชา ชื่อวิชา จำนวนหน่วยกิต และเกรดตามที่หลักสูตรแจ้ง โดยมีหมายเหตุว่ารายวิชานี้มาจาก Microcredit



- **แนวทางที่ ๒** รายวิชานั้น ๆ เมื่อแยกเป็น microcredits แล้ว ดำเนินการร่วมกันระหว่างหน่วยงานภายนอก กับหลักสูตรเจ้าของรายวิชา กรณีนี้ต้องมีระบบจัดเก็บข้อมูลรายละเอียดการดำเนินงาน (สอนอะไรบ้าง สอนอย่างไร ประเมินอย่างไร) โดยผ่านความเห็นชอบจากหลักสูตรเจ้าของรายวิชา โดย กรณีนี้ต้องมีระบบจัดเก็บข้อมูลรายละเอียดการดำเนินงาน (สอนอะไรบ้าง สอนอย่างไร ประเมินอย่างไร) โดยผ่านความเห็นชอบจากหลักสูตรเจ้าของรายวิชา โดย
 - นศ. ต้องลงทะเบียนเรียนรายวิชานี้
 - จ่ายค่าธรรมเนียมร้อยละ ๒๐ (GR: 10, MU: 10)
 - หลักสูตรแจ้งผลการประเมิน
 - ทราบสคริปแสดงรหัสวิชา ชื่อวิชา จำนวนหน่วยกิต และเกรดตามที่หลักสูตรแจ้ง โดยมีหมายเหตุว่ารายวิชานี้มาจาก Microcredit



- **แนวทางที่ ๓** เป็น microcredits ที่ดำเนินการโดยสถาบันอื่น เช่น มช. และไม่มีการจัดการเรียนการสอนโดยหลักสูตร (ไม่มีความร่วมมือ)
 - หลักสูตรต้องขอเทียบผลการเรียนรู้
 - ~~จ่ายค่าธรรมเนียมร้อยละ ๒๐ (GR: 10, MU: 10) หน่วยกิต ๑๐๐%~~
 - หลักสูตรแจ้งผลการประเมิน
 - ทราบสคริปแสดงรหัสวิชา ชื่อวิชา จำนวนหน่วยกิต และเกรดตามที่หลักสูตรแจ้ง โดยมีหมายเหตุว่ารายวิชานี้มาจาก Microcredit



- **แนวทางที่ ๔** กรณีรายวิชานั้น ๆ มีการจัด Microcredits ไม่ครบทุก Learning outcomes ของรายวิชา
 - นศ. ต้องลงทะเบียนเรียนรายวิชานี้
 - จ่ายเงินค่าหน่วยกิต ๑๐๐%
 - นักศึกษาต้องเข้าเรียนให้ครบ Learning outcomes ที่ขาด
 - ไม่สามารถเทียบผลการเรียนรู้โดยการสอบได้
 - หลักสูตรควรพัฒนาคอร์สอบรมเพิ่มเติมเพื่อให้ครอบคลุมทุก Learning outcomes



ขอบคุณค่ะ

