

EELISA WP5 - micro credentials
Fri, 21 Feb 2025

0:02 - Unidentified Speaker
Hmm.

0:08 - Yang Meier Dong (yanm)
you Good afternoon. Hi, everyone.

1:34 - Unidentified Speaker
Good afternoon. Good afternoon.

2:44 - Asli Can Karaca
Hello everyone. Hello.

3:47 - Sophie GRIVEAU
Good afternoon, everyone.

3:49 - Michael LUGAN
Good afternoon. Good afternoon. Sophie, Fanny, I have the impression that you are frozen.

4:03 - Unidentified Speaker
Can you hear me?

4:07 - Thibaut SKRZYPEK
We can hear you, yes, but you are frozen. My picture is okay. Don't trust my picture. I'm moving, talking, and I'm alive. It's really you. It's really me. Yeah, you can trust me. You can trust on that. Okay.

4:38 - Unidentified Speaker
Okay.

4:38 - Thibaut SKRZYPEK
Thanks for joining. So, just the context. This is a Warp Package 5 ELISA meeting. Warp Package 5 dealing with education framework and education contents. We decided within the Warp Package 5 to organize the work in three working groups and one dealing with micro-financial. Welcome in the first meeting of this working group. So we have some guests today from Warp Package 6. And what package? Eight, nine, nine. What package seven is dealing with what package six and what package seven? I get it. Damn, we are Friday afternoon. What package six is dealing with innovative pedagogy? What package seven is dealing with partnership with external stakeholders? New campaigns, roughly. We thought that it could be quite interesting for those two work packages to join for some of the meetings and have a visibility in the works of this working routine with MicroCredential. Because maybe, maybe, Training offer for micro financial. Could have do something with innovative pedagogy and new ways of teaching. Firstly, secondly, join training offered for life for a micro financial. Related to lifelong learning. Could have some business to do with external stakeholders company and life from learners. This is why. We have a niche to our colleague from more package six, more package seven. And Bom dia, Professor SOARES. So, Alfredo will present himself and we'll try, try on this Friday afternoon to keep us roughly awakened and alive. This is your duty, Alfredo. We're going to have three parts in this meeting. First part,

Alfredo will present himself and share some view on the lifelong learning markets in Europe and microcredential opportunities. He's new too. Secondly, I will need, please, you to challenge and to put your remarks on two documents, one dealing with glossary of microcredential and training offer for microcredential, and one dealing with a framework, what could be the ELISA requirements, the ELISA framework in order to develop joint training offer for ELISA microcredential.

7:53 - Thibaut SKRZYPEK

So does my camera is working? Still not? Damn. Sorry for that. I have a brand new haircut, which is so gorgeous and that you cannot see. So sorry for that. Just imagine.

8:20 - Thibaut SKRZYPEK

Okay. It looks nice on the photo too. Actually, it's more curly and with a nice pink color.

8:33 - Unidentified Speaker

Sorry, I'm struggling.

8:35 - Thibaut SKRZYPEK

So the one who is already on weekend is my computer. Decided to go on weekend. So I'm currently struggling to open the, to share the... Seems to work. Almost.

9:09 - Unidentified Speaker

Almost? Black.

9:13 - Michael LUGAN

and first time it's black on my side.

9:19 - Thibaut SKRZYPEK

For me it's gray. Okay, so this is not a workshop dealing with color. This is just supposed to be a workshop dealing with microcredentials. If and only if my computer Stops to pissing me off.

9:49 - Unidentified Speaker

Yeah. We can see your screen finally.

10:01 - ALVARO RIDRUEJO RODRIGUEZ

Finally.

10:03 - Unidentified Speaker

That's a start.

10:17 - Thibaut SKRZYPEK

Take your time, dear computer, take your time. Usually my computer is much more faster than I. I have to confess that this afternoon. If I may, maybe it's a document that is shared on the Come on platform. Maybe you could share it and It is on the you have the link on the on the invitation but I think now you are you do you have the PowerPoint under your Under your eyes people I can I can

11:19 - DANIEL CHAPARRO OLMO

show it from from here if you want. Oh, please.

11:22 - Thibaut SKRZYPEK

Yeah, please.

11:23 - DANIEL CHAPARRO OLMO

Oh Happy to have lunch. Just say next and I'll pass on to the following slide. This is how it works.

11:43 - Thibaut SKRZYPEK

So easy with you.

11:54 - Thibaut SKRZYPEK

Next. Next. Alfredo. Good afternoon, everyone.

12:00 - Unidentified Speaker

Thank you for the invitation.

12:05 - Alfredo Soeiro

It is a pleasure to work with Elisa and with Thibaut and Sophie and others that are known for some time and I'm glad to share my experience. Now, why am I here? I have about, I think, more than 30 years working in lifelong learning and in CPD for engineers. I'm not going to describe, you can look my CV if you want to know more about it. So this question of micro-credentials, and don't get upset because you probably are a fan of micro-credentials, but for me they are, like many other initiatives in this question of education and training, travesties. It's a travesty. I'm sorry, I say what I think. I've seen so many things throughout these years, the badges, the certificates, the Europass, personal development plans, personal learning passports and everything. This is just something that's why I put this slide. These are my thoughts. So later I will go to the facts that you can check, but this you cannot check. This is what I think. You have to do like the people in Saturday Night Live, hear me now, believe me later. I don't know if you've ever seen that, but this is what I think. Micro-credentials is something that was originated in the academia. The companies professional engineer organizations never thought about it. The Commission of course is very interested in lifelong learning and capacitating the workforce in Europe and in other places but especially in Europe and they support this. They even convinced the European Parliament to adopt the micro-credentials which is not easy but they did it. The companies might and I challenge you to find five companies that use micro-credentials. I don't know. I never heard about companies looking for micro-credentials. They themselves have their own universities, especially the big companies. They have their own universities for teaching and training their own workers. But even they, they don't issue micro-credentials for their workers. And I was very, let's say, surprised. There was a very interesting project about capacitating the workforce in Europe using online. It was promoted by JRC, I don't know, the Joint Research Center, which is the think tank of the European Commission, and ECORIS, which is the consulting company, was the one that carried out. The conclusions are clear. The companies say we don't need certificates. We need competences. We need proof that our workers can do their job better. They are capable of doing whatever it's been assigned to them. But we don't want certificates. The same thing I heard in an Eden workshop by ABBB. I don't know if you know ABBB, the big Swiss company. And they said, we don't even make exams for their own workers in the university, in their academy. Some companies call them academies. We don't even do assessment because we check their performance afterwards and we see if they have learned what they were supposed to. Like I said, this is an evolution of previous

initiatives. I remember, since I'm older, I have many, but I remember being with the guy that created the International Association for Continuing Engineering Education. Some of you probably know. It's very old, from 89, John Klus from the University of Wisconsin. And I remember spending with him one hour or an hour and a half discussing in a brasserie in Brussels about what should we call it, certificates, diplomas, proof of attendance, proof of learning outcomes, etc. We spent intensive discussion what should be the name, but not the content. So this exists for a long time, microcredentials or diploma, certificates, badges. Badges was something that was 10 years ago or eight years ago was fashionable. Even companies started certifying the badges. Their business was you send them the badges and they would say, yeah, this was evaluated, this has this competence, et cetera. So some of them are still online, but they disappear. Most of them disappear. Because now it's micro-credentials. It's a very, like I said, a fashion. Also, this came out of the pandemic, from my point of view, not only the online learning and training, but also this question of the micro-credentials. And the European Commission just took the right and they went off with this idea of having the micro-credentials credentials because in the back of the policy of the European Commission is to qualify the working force and not only the working force also the population in general but they just use it. So this is like a fashion like MOOCs or Open Education Resources. In the end, what is it? Do you talk or do you continue to talk about MOOCs? Nobody talks about it. It was a fashion some years ago. And like I said, let me go to the facts. Next slide, please. Okay. What is the micro-credential? These are the documents that are, not the documents, the main points from the document that was approved by the European Parliament. And if you read it, I think all of us are involved with academia who are either professors or working at universities or higher education. All these sound familiar to you? This is precisely what the professors like in their courses and they use it and they do it. The companies don't do this. I work more than one project. On work-based learning. And their views are different from the academia. Like I said, in this particular project that I've participated, I enjoyed very much. It was run by the problem-based learning chair from UNESCO that is based in Alborg. They were the coordinators, but we had companies. We even have something that is unique in Europe, which is a university that is a cooperative. It's owned by the teachers, by the professors and by the staff. And all of these people were not looking into this. But this is what it is in the document from the European Parliament. So, take a look, close your eyes and see if you can see what you usually do in your courses when you are teaching.

20:46 - Unidentified Speaker

So next slide, please.

20:49 - Alfredo Soeiro

Okay, the European Commission in 22 somehow provide some guidance on what are the factors that are supposed to be involved in the micro-credentials, not the mandatory from the European Parliament, but the ones that the European Commission that it's appropriate for micro-credentials. And as you can see, again, it doesn't mention companies or it doesn't mention employers. It doesn't even mention those that are supposed to learn from, except the learner-centered, whatever that is. But it is something that it's a Again, a little bit on the side of academia and probably this guidance was made by experts from academia. I don't know. But I don't see here the company's interests and motivation personally. For instance, there's one thing that it's not here. For those that are involved in lifelong learning and CPD is the famous needs analysis. I'm not an academic, but I'm also an engineer and I work in the profession. It doesn't matter. But in any case, we are very convinced that we know what the others need. We don't ask. We don't make surveys. And you don't see that here, which is

something that amazes me. This is for the engineers, engineers, but they don't ask the engineers, they don't ask the companies. So I don't know. Next slide, please. I'm sorry if I'm being a little bit direct, but this is another fact that I've been working. It's a project I'm involved that it's about. It's called Green Circle, Green Circle, which means try to provide green skills. I don't like the term skills, I prefer competencies, but the jargon, again, the fashion is skills. Skills is one competence. But anyway, green skills for workers in the construction area. So they did a survey of what was happening in these four countries that are part of this project. And as you can see, most of the governments in these four countries don't have somehow the flexibility to use the micro-credentials in their regular system. Germany is probably the one, but in the area of VET, the vocational education and training, but they don't somehow adopt or create pathways for the micro-credentials to enter the system. Some universities here in my country, in Portugal, some universities are really doing it, they are doing it, but nobody cares. The students are, I'm talking about the cases I know, the students are not concerned with that. They want the diplomas, they want the credits, but not the micro-credentials. Anyway, again, to substantiate what I said about the position of the European Union in terms of supporting the micro-credentials, comes with the MOOC initiative, the OpenEDUP, the Rome Declaration, the CEDEFOP, which is very strong, on these microcredentials, but it's on the VAT sector. The microball project, you should take a look to see how it's being implemented. The Aeropass, the e-portfolio was another initiative to try to promote, in a way, the qualification of the workers and of the population. But all this fashion and they disappear in the fog of time. So, next slide please. Okay, so this is what I see. I see our micro-cadence and this is for your project, I guess. Maybe, again, this is my opinion. Now, the previous three facts. Now this is my opinion and I made it in the form of questions. Are the micro-credentials aligned with the work environment? Did you ask anybody? Are they really oriented for the engineers? Do they result from a demand from a consultation from companies or from engineers? They are probably a no to professional engineer organizations and to companies. I mean another European project which is, how is it called? Engineers for Europe, which is coordinated by the Federation of Professional Engineer Organizations in Europe, which was previously FEANI, now it's called Engineers Europe. They don't have it. They don't have microcadences. Engineers Europe doesn't have it. If they are trying also to adopt it. But like I said, the questions are here. Are there clear benefits for learners? Like I said, I've been about more than 30 years. No, 36 years that I've been involved in lifelong learning. One of the things that I've learned throughout, because I've been, it doesn't matter what I've done, but in any case, One of the things I know is that engineers will go after the micro-credentials if they see what they can learn, what would they gain. I studied in the United States and to be honest, all the courses there say what will you gain. In these micro-credentials, you have to be very clear to the possible participants what will they gain? Are they willing to pay? That's one of the indicators I usually use when I see one of these CPD courses. Is anybody going to pay for this? Or it's just an amusement from some professors? You see my point? Okay, don't get upset, but that's what I think. And that's my experience. Another thing, are these micro-credentials fitting the engineering professional competence frameworks of your country, of Europe, of the world, the W Federation of Engineering Organizations has a set of competences. Are these micro-credentials going to give you any participation in one of these competences that the professionals consider that are relevant for engineering? And another thing that it's the more delicate, I was telling that I've attended four online courses with micro-credentials. I didn't look at any video or document and I passed all the four courses. Don't tell me that I'm a genius and I can do the assessments because I know everything. No, it's because the assessment was not proper, okay? So be careful with the assessment and that That brings credibility for the people who issue micro-credentials. You have to be transparent. You have

to say, I did it professionally. I did the right assessment of these competencies, so the micro-credential is worth something. It's a question of quality in the end. It's a question of quality. Next slide. Okay, my question is, if you look at edX, you look at Coursera, blah, blah, do they use micro-credentials? The answer is evident. Are your teachers training to prepare micro-credentials to try to answer the questions I've placed in the previous slide? Are they trained for that? Or we professors know everything, we can do everything, even preparing courses for micro-credentials. Are engineers involved? Again, did you ask the engineers? Do you bring engineers with experience for your courses with micro-credentials? Is there anybody registering courses with micro-credentials anywhere? It's a good business, by the way, the way it's going. There isn't. Maybe ELISA can create a platform to register courses with micro-credentials and micro-credentials from other people. The subjects. Sometimes the idea of the subject of courses in lifelong learning come from the teachers within the academia, not from the outside. So are they coming and Are they actual? I don't know. Again, the question of surveys, and just a question for you to close. Does any of you have a micro-credential? And now it's time for debate. I'm sorry if I've been a little bit straight, but that's why Thibault invited me. He knows me, so I'm sorry.

31:18 - Thibaut SKRZYPEK

Just to be clear, Alfredo, we won't pay you for that.

31:23 - Alfredo Soeiro

I'm not rich. If I was being paid for the speeches I give, I would be rich, but it's not the case. If I lived in the States, probably I would be rich, but not in Europe.

31:38 - Thibaut SKRZYPEK

Even though it was really valuable.

31:41 - Unidentified Speaker

And thank you for shaking us on this afternoon.

31:45 - 1Vida Rolland

Okay. Yes. So actually, I had a question at the beginning and then one other popped up at the end of your presentation. So at the beginning, you said that industry is anyhow not interested in microcredentials. When they hire someone, they will not look if this guy has some microcredentials or not. But I think that you could also say that in more general terms, many cases industry is not interested in your diploma either. They will say just come and do a test with us. We don't care about your diploma. It's just a paper. We don't care. Exactly. But so in that case, should we close the universities? No, because... That's also a provocative question.

32:35 - Alfredo Soeiro

No, it's not related, I guess, with the microcredentials. It's a more in-depth question. But I gave a in 2005 in Vienna for the European distance education network conference and where we were discussing the implications of online and I remember the topic was that universities will probably be with online access to information and training. Universities may be just a guarantee of quality and of a of accreditation and of somehow ensuring that the assessment is made and that people have competences. That's my answer. But basically, my experience of being a teacher at a university for 48 years, it's been a long time, for 48 years is that universities teach students mostly how to think. And to make decisions and to have common sense. As a professor of engineers, that's my positive value about

universities. Let me tell you something. I was at a conference in Bordeaux for the rectors. At those times it was called Conference of European Rectors. Now it's called the Canadian University Association. And a Danish rector was saying that with the MOOCs and the online training, etc., the universities will end. And one of the participants, a rector from another country, from another university said, you are an idiot. The same thing was mentioned when Gutenberg started printing the books. And so we have to be careful because, in a certain way universities are a center of excellence and a certain of, from my point of view, a serious attitude towards life and towards the subjects we are dealing with.

34:53 - Unidentified Speaker

So your second question? Roland?

34:55 - Vida Rolland

Yes, can you hear me?

34:58 - Unidentified Speaker

Yeah, yeah.

34:59 - Vida Rolland

Yeah, so my second question was more general. As I said. So basically, are you questioning the fact of giving micro-credentials? Or we accept that it is still in some way a good thing to give these out, just the question is the quality of how you do it, how you do the education, how you control the quality what kind of teachers you invite them and so on so forth or it's completely irrelevant basically. No, of course not.

35:41 - Alfredo Soeiro

Like I said I've been for many years involved in continuing education and that's what motivates a lot of the participants is to know what they are getting in terms of attending lifelong learning and CPD courses. They want to more competences. They pay for it. The companies pay for it. So we have to somehow respond. Now, the way you show that it can be, like I said, I was discussing with John Klaus. He died already. Very good friend of mine. Is it certificate? It's a diploma. It's a it's a paper that shows that people were there at the course. It's just portfolio, it's like the commission call it learning passport, I don't know, but it's somehow a registration of what is done. Now, if you want to promote micro-credentials, you have to answer those questions, I think, those questions that I placed. And what I've seen from the courses, not in this project, because I don't know what you have been doing, I'm sorry, but I have no I have not seen what you have been doing. But I've seen it in other places. Like the one that I passed, I was approved, I got the micro-credentials. I didn't even look at what was there. I just learned the way to solve the questions and got it. You see my point? It's not serious. So we have to be very serious about these issues if you want micro-credentials to be valued. And cherished by people, we have to be very careful on the way everything is prepared. That was my message, mostly. Not to finish the micro-credentials. I don't know. In five years, there will be a ship in our head, in our brain, that will register all that. For the moment, we need something that shows we've been there, we did something. So, I don't know.

37:51 - Unidentified Speaker

We'll see.

37:53 - Thibaut SKRZYPEK

I wanted to share the fact on the expectation of the market of the companies. It was in December or November. I had the opportunity to exchange with some companies. The answer they provided me, it was quite aligned with what you said. They said to me, they were really paying attention to two things. First, the format, online, adaptable to the schedule of people working in the companies. Second, the institution who is providing the training. They really trust the brands. This is why it's much more Big brands like EPFL or others are much Strong strong advantage on the market and whatever they sell They will find some buyers. Yeah, it's a question of quality like a Perceived quality perceived.

39:02 - Alfredo Soeiro

Well, yeah, I agree with you people. Let me tell you a story again Like since I'm old I have lots of stories. This was a guy that was the director of the CP at the University of Stanford, Andy DiPaolo. And we were in a breakfast in Beijing and he arrived at the breakfast and said, all our courses, this was in 2008 or 2010, I don't remember very well. And he said, all our courses of CPD for engineers is available online for free. Anybody can use them. And everybody was at the table. It was breakfast, so everybody was waking up. They said, what is the business model? Why? And he said, they can attend the courses. They can do whatever they want. But if they want a certificate from Stanford, they have to pay. They have to go, pay, and prove that they have learned. So precisely what Thibault was saying is Stanford would guarantee that those people that made the exam and they paid, according to him, they paid were attending some competences. They were having some competences. So and this was almost 20 years ago.

40:33 - Thibaut SKRZYPEK

It's really interesting because we're going to go into our daily business and completing some excel sheets and some wording. But I wanted to underline something is that it's the opportunity to just remind us why we should do the micro-credential in ELISA and not just because we wrote it in the grant agreement and not just because this is the new fashion word commission. I see three reason for three opportunities for ELISA with Microfinancial. The first one is, like you said, Alfredo, is there is someone ready to pay for that? And it is related to this question of lifelong money markets and the sustainability of the alliance with the ELISA legal entity, with a lot about this on the previous governing board and executive board and so on. We had an exchange thanks to Fanny this morning with Una Europa Alliance, and they started to build some training offer for microfinancial using the local market. Two or three institutions addressing the local markets and with some shared time within the training notion for the European added value. Then we are able to, on some topics, to show that. Second one is we have methodology and we have a tool within ELISA. This tool are the ELISA communities and activities related to communities addressing the SDGs. We developed a methodology with learning outcomes, assessment methods and showing the competencies and the knowledge acquired by students. So we have this kind of methodology that maybe we can we could expand to other subjects like entrepreneurship, soft skills, whatever. The third one is maybe the first public, the first audience of lifelong learners could be the staff, our local, institutional, administrative and technical staff within our institution in order to enhance the competencies related to European project, higher education, scientific equipment management or whatever. But that's another idea. So to work on training offer on micro-credentials for our administrative and technical staff. Okay, so that was the fun part. Now I'm going to have you have a look on some documents that we produced and I tried to put something on written form and much more proper form. Is there any question or remark before we say to Alfredo Soeiro I type one.

44:00 - Unidentified Speaker

Okay. But I have a question about making something more visionary.

44:19 - gorgule

So you Thank you so much for the frank way of expressing the whole decades-long experience that you have with a transnational perspective. My question would be something like, maybe you can provide us a sort of a horizon to understand where we are and how we can proceed.

44:48 - Alfredo Soeiro

Can you hear me?

44:50 - gorgule

Sure, yeah. Move on because you start with saying that the existing situation on the side and then I start thinking about then why do we care about you know pursuing this lifelong learning and in the sense that then how shall we consider the condition of university in relation to this lifelong learning idea but going beyond is approving the learned competencies or skills of the people. So could there be another opportunity or possibility where we start envisioning something more innovative in this sense?

45:33 - Alfredo Soeiro

Well, let me put it this way. I mean, Elise is a big opportunity to create a brand. And if you can make it showing quality and credibility, it will be very useful for engineers and for your project. Now concerning the... I have, again, many stories, but I'm not going to go through there. But I studied in the United States and the CPD there, you can't imagine the business that you have on CPD for engineers in the United States. There is a company in Canada who offered me and my wife two dinners in the best restaurants in the place where we were, etc. But they are very rich, this company. Do you know what they do? They just manage the CPD of the students at the American University, the engineering students. In the United States, Berkeley, MIT, Stanford, they were all there. I mean, they just did the software to manage the participants of CPD for engineers, companies and professionals. Here in Europe, unfortunately, that's not the case. There is a working group in CEFI, maybe you know CEFI. I just sent an email yesterday to the group. There is a group, they are volunteers, they want to promote CPD, but not the institutions. Directors and the administration of most European universities are not promoting CPD like the American Americans do. The Americans consider it a business. You see? So there is future, there is future. In China, another story. In China, people don't know, but it's mandatory for all engineers to have CPD. Why? Well, their governments, since Tiananmen, run by engineers. The political, what is it called, the political bureau or whatever, that eight or nine people that run the country, most of them are engineers. And they make it mandatory for, they have 50,000 centers of continuing engineering education. And they give, they give not micro-credentials, but they give certificates, they give credits to these engineers, otherwise they cannot progress. In their career. So cultures also, how do I say, influence the question we are talking about. In certain cultures, the American, which is very competitive in terms of engineering, they are very, very profit-oriented. Like I said, this company in Canada earns money selling software. To manage the participants, not the courses, the participants. So what I'm saying in certain countries is a law, like China, in Malaysia, they have mandatory CPD for engineers. Here in Europe, only one third of the countries have mandatory CPD for engineers. So when we're talking about this, and Elisa, like I said, going back to your question, can have a future with the micro-credentials and lifelong learning if it becomes a

center of excellence. That's my recommendation. You have to do very good things so people will say, ah, OK, we'll follow. But don't count on rectors. Don't count on governments. You have to do it on your own.

50:02 - gorgule

So it's more like, pardon me, so it's more like rolling from the re-education perspective towards more, let's say investment phase of learning process. So, okay, I see your point of view. Thank you so much.

50:25 - Unidentified Speaker

Sure, Yang.

50:26 - 1Yang Meier Dong (yanm)

Yeah, hello everyone. I have another question. Thank you, Alfredo, very much for this presentation. I can imagine very well how those countries are doing business or not with this kind of certificates. Indeed, China used this very quickly, used the official authority and made it into business for some institutions.

50:52 - Alfredo Soeiro

Let me interrupt you. This World Association of Continuing Engineering Education was founded in Beijing in 1989. Yeah, exactly.

51:02 - Yang Meier Dong (yanm)

And also a Swiss company in China, for example, they want to be the early bird to be there to set up some standard. Then later on, they are the ones who grant the certificate and others need to buy very quickly into a business. Yeah. And aside that, coming back to our topic, I was thinking our micro-credentials actually mainly for our students. I did not think so far actually providing this for the companies. Our students, I still start from our perspective of this international student project or internship and as we talk about the vision, how it should look like in three years, we find out that there are a lot of gaps of the skills from different universities depends on what study program they have. And a lot of the students would lack the soft skill in order to work internationally or in an international team. And just to start with the language, English language or other language, like in Switzerland, Germany, maybe partly speak German. And also, for example, working internationally, cultural skills, project management. So I think for the business school, this is not real, but for engineering school, maybe not all of the students have this kind of training. So actually we come to the, we want to connect with micro-credential with this consideration that our students, in order to do those projects, need to have this kind of skills before. So maybe some schools, have our department have the competence to deliver this kind of skills and online or hybrid so that our student could have a kind of unified skill before they start other project. This is our consideration from our working package, our purpose. So I don't know how do you think of that?

53:16 - Alfredo Soeiro

Well I think that again I've been working in competence framework for engineers not only civil engineers like me but for all engineers and the World Federation of Engineer Organizations also has a competence framework And in these competences, like I said, I don't like to call it skills. I think skills is just a part of the competences. I think that if the programs at the universities follow these frameworks that are professionally and academically accepted, I think the problems you mentioned about lacking skills will probably

decrease. The question is, the academia generally comes from inside to the outside. And people decide, I'm going to teach this. Oh, this is important. This is nice. And generally, the society and the companies and the engineers think a little bit differently. So we have to refer to these competence frameworks that are One of them that it's used in Europe is the EURACE, you have in the United States ABET, and in China and in other Asian countries the APEC Engineer, the Asian Pacific Engineer, etc. So these frameworks are somehow a beacon to prepare these courses and contents. But what happens is that, I don't know if you know, optimization dynamic optimization but if you know dynamic optimization if you want to have a good solution in dynamic optimization you come from the end from the end result and you then you work backwards to find what you have to do and with the engineers programs have been like that they have started from the inside but they don't look at the And the engineering programs should be looking at the results, the set of competencies that the learning outcomes of their disciplines and programs should provide and then work backwards. But as you know, I mean, all of you are involved in education. It's generally the professor that has more power and says, I'm going to teach this. This is this is good. This is excellent. No, it's true. But I think it's really great, excellent.

56:05 - Yang Meier Dong (yanm)

You see that some professor has this idea and this kind of competence to transmit this new idea. And this is kind of resources that we could spread this among ELISA, also to other schools. Wow, look at your race.

56:21 - Thibaut SKRZYPEK

The way of the, why the purpose of the micro-credential.

56:25 - Yang Meier Dong (yanm)

Yeah.

56:26 - Alfredo Soeiro

Look at your race. I mean, the race the set of competences for many programs. Then I've worked in another one, which is the Tuning Academy. You don't know the Tuning Academy? Well, some of you know. But it was the people who created the ECTS system. They are very smart. And they did this competence frameworks for a lot of disciplines, including engineering. And the World Federation of ABAT has the same thing. So you have to work backwards, not from that The idea of the professor or the academic dean that says, I'm going to do this, it's nice, be careful. Look at what people want, especially the companies and the engineers. I'm sorry if I'm saying things that you don't like, but Thibault didn't put any conditions for my intervention. But I think I like what you said.

57:30 - Thibaut SKRZYPEK

At least one. That's enough.

57:33 - Alfredo Soeiro

That's enough from me.

57:36 - Thibaut SKRZYPEK

So really interesting and lively and a lot of ideas and debate. So my agenda is definitely mismatched. That means we have only three minutes, one minute to pass on glossary and we need to pass on the requirements but uh thank you so much because it's a pleasure it's a pleasure people thank you for inviting me see

58:08 - Sophie GRIVEAU

you soon see you soon thank you bye okay but the rest of the group stay here stay here don't leave so that could go if I may Just sorry Thibaud Dong, I will send to you the ELISA engineer profile where you can see that we take the front that is mostly from URACE and from EBET and from ELISA vision and you will see that we have included the transversal skills in this document so it could be maybe interesting for you to have this document if you wish.

58:55 - Thibaut SKRZYPEK

So, okay, two minutes, one minute on the micro-credential glossary. I wrote this after the Istanbul meeting in December. It appeared to me that the way we wrote things in the derivables produced by Webpackage 5 on micro-credential and our cultural background showed us that there are some misunderstandings. So, this is why I try to put on paper a proposal of a glossary. I won't go in detail, just underlining that the micro-credential is the Google recognition, that the content is the training offer or the training unit. Please raise your hand or write in the document or react after the meeting if something upsets you or if you think that we are missing something.

59:55 - Unidentified Speaker

You have only one minute.

59:59 - Thibaut SKRZYPEK

Please react directly on the document or write to me. The second document that I wanted to share with you, it was based on on the production of, I think, Ramon Martinez from UPM, and it was presented to those who had attended the Istanbul meeting in December. It's 15 criteria framework for the micro-credential, and what could be the easier requirements for micro-credential. So, I tried to summarize and to complete what was produced by Graman and Varo and what was discussed in the in the Istanbul December meeting. I currently don't know what I'm sharing. Is it the table that you see?

1:01:23 - Unidentified Speaker

Do you see the extra table?

1:01:33 - Thibaut SKRZYPEK

Not yet. Not yet.

1:01:37 - Unidentified Speaker

There it is, no?

1:01:40 - gorgule

No, not yet.

1:01:42 - Unidentified Speaker

On your screen.

1:01:44 - gorgule

Maybe you can stop share and start share again.

1:01:51 - Thibaut SKRZYPEK

My computer will definitely not have the microcredential for cooperation this afternoon. Definitely Maybe we can follow with the link.

1:02:05 - Vida Rolland

Yeah, I opened the document from the link.

1:02:10 - Unidentified Speaker

Yeah.

1:02:22 - Unidentified Speaker

So we can. Should work now, right? Yeah, yeah, cool. So.

1:02:36 - Thibaut SKRZYPEK

15 item description. Related vision, the framework of cooperation, team structure, principles, flexible pathway, etc, etc. So, describing what should be, what will be a kind of item of training unit for microcredential, and then some like guidelines recommendation. So, we produced this kind of guidelines for the joint degrees, and we try to reproduce it for a joint, ELISA joint micro-credentials. So please have a look on that. And if something pisses you off or if something is missing, Aransa?

1:03:32 - 1MARIAARANZAZU MOTA GOITIA

I just wanted to come back to the work and what we talked about during the meeting in Istanbul. And I wanted to remind the groups that what we talked about is that in that document we introduced all the elements that we need to reflect upon to provide the alliance with the framework. So really we have to, the working group, the idea that was put forward is that we should reflect upon all those elements and really first reflect, then come to an agreement, then write it down. And that would be the basis of the framework that ELISA wants to have for microcredentials. And second, this 15 elements could also be a guideline for the design of microcredentials once we have provided the alliance with our framework. So from my point of view, first we should reflect upon all those principles and really agree of what we want to be, what we want Annalisa micro-credential to be, and then the second step would be the guidelines that would be handed to the academics when designing the decisions that they need to make when designing a micro-credential.

1:05:20 - Thibaut SKRZYPEK

Beyond this first table, this first exercise of providing requirements and framework, you think you need a much more comprehensive and detailed guide?

1:05:34 - MARIAARANZAZU MOTA GOITIA

I think that decisions must, we take, we must take decisions on each and one of those points. Of those 15 points we must make a decision. That for me would be the first step. I think it shouldn't take long. I think that maybe in a couple of sessions if we agree to work individually we could come to to the group with the decision of the year of our institution and really agree on all that and just after that with the same element we could have these guidelines for academics. So that is my vision that we took Alvaro, Ramon and myself to Istanbul.

1:06:26 - Thibaut SKRZYPEK

Yeah I'm quite okay with this with this battle.

1:06:30 - Unidentified Speaker
Yeah.

1:06:31 - ALVARO RIDRUEJO RODRIGUEZ

Yeah, this was just too bad. I can't just words. It was a proposal, more or less detailed, but we would like you to be fully familiarized with all these points so that we can all agree that we are working on the same direction. I just.

1:06:49 - Thibaut SKRZYPEK

That was my my point. Okay, uh. To be clear, the table that you see is directly inspired by the work you did and we worked on in Istanbul. There is a consistency in just rephrasing, trying to be more summarized. But I'm pleased for those who were in Istanbul and UPM's colleague to be quite comfortable with what I wrote. I fully agree with Aransa that next meeting of this working group, we should a knowledge, those 15 elements, in order to go further for the frameworks and tools for initiators that would like to launch, to create a joint training unit for ElisaMechManager. That would be my suggestion for the next meeting in the agenda. Another idea that we could explore in next meeting is beside the framework, how to produce the content, how to initiate the content. And we were talking during this week, Warp Package 5 with Warp Package 1, in order to have, we have this tool of joint call for activities in communities, and maybe we can be inspired by the activities of the ELISA communities and the joint call to have a call of interest of a joint call for a joint training education offer. This question of if there is a market for a lifelong learning offer at the ELISA scale. And also an exercise, an opportunity is that ELISA staff representatives asked for specific training for them and to create a joint training offer for audience who is looking for could be interesting. So this is my proposal for our next meeting. First, acknowledge this table and then think of tools to initiate joint training uh units okay uh any question or action before going on weekend or vacation or still working any name thank you people can you elaborate a little bit

1:09:29 - 1gorgule

more about the joint training offers so when you're saying that so maybe I misunderstood so in which or in which extent do we consider the joint training?

1:09:46 - Thibaut SKRZYPEK

The idea could be to initiate a joint training provided by several institutions of ELISA, targeting ELISA staff, administrative or technical.

1:09:58 - gorgule

OK, because we have been discussing internally in the Work Packet 6 and we have the opportunity to discuss discussed in the bilateral meeting with WorkPacket 6 Coordination and Eriza Dino Studies two weeks ago. In the pilot cases for joint pedagogical support programme, the training of the trainers, there arised the issue of maybe awarding the participants who are in fact the professors or trainers, whether we can issue for them so I think it would be good to extend the discussion by let's say considering the opportunity in a certain moment whether we can able to provide the awarding of micro credentials for the professors or maybe early career teachers who are attending these sort of trainings but this is also an internal discussion in our work package at the same time so maybe on the following weeks after we discuss in here so we can able to accommodate you also in our internal meetings so there we can provide a sort or establish a dialogue between the work packages at the same time because it's also under the umbrella of joint education offers yeah yeah definitely identifying some some what could be some pilots yes of joint training

offers for Elisabeth for potential whatever the audience whatever the content but identifying some some pilots so exactly then I would have the opportunity to have a quick look to the excel table which is excellent thank you so much and very insightful but then maybe there we might consider updating the initial row about educational vision maybe there we can also if we would like on the long run, accommodate these sort of inquiries in that part of the envision frame. So I just want to give this feedback from what we have been discussing internally in the work package.

1:12:22 - Thibaut SKRZYPEK

Thank you. Fantastic. Okay. I hope you appreciated the speech from Alfredo. Cool. Well, have a nice Friday afternoon and a nice weekend.

1:12:48 - Alfredo Soeiro

See you soon.

1:12:53 - Unidentified Speaker

Weekends