VCC

Building a competency framework for ethics in EdTech

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Presentation Purpose

1. Introduce our project & context
2. Gather feedback from you
3. Share our competency development process

Background

Vancouver Community College received funding to develop a micro-credential to "foster the development, implementation and uptake of professional development opportunities for BC post-secondary educators that address contemporary issues in post-secondary teaching and learning in the age of digital technology."

Design Criteria
- Address broad audience of educators
- Current and forward thinking in its topics and approaches
- Address the digital literacy framework
- Connect to Provincial Instructors Diploma Program (PIDP)
- Consider recognition pathways and include a digital credential

Questions...

- How is this different than our current offerings?

- Where did the digital literacy framework come from?

- Who is this for? What do they already know about learning?

- Are we preparing instructors to teach digital literacy? Or equipping them with the skills necessary to teach online?

- Is the Digital Literacy framework aligned with the needs of instructors?

- What is the relationship between digital literacy and digital skills?

- After completing this program, what is it that we want people to be able to **DO?**

Where should we start?

AI Generated Personas

New Post-Secondary Educator

Name: Alex
Age: 30
Education: Master's Degree
Experience: 1-2 years
Goals: Integrate digital tools into the classroom, engage students effectively
Pain Points: Overwhelmed by the variety of digital tools, lack of time for professional development
Motivations: Passion for teaching, desire to innovate
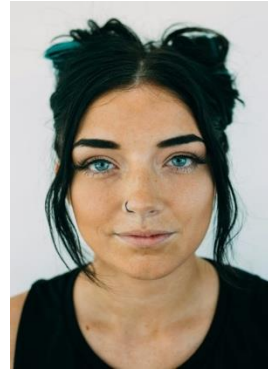
Learning & Design Professional

Name: Morgan
Age: 35
Education: Bachelor's or Master's Degree
Experience: 7-10 years in industry, specializing in learning & design
Goals: Create effective digital learning experiences, stay updated with the latest tools
Pain Points: Keeping up with rapid technological changes, ensuring accessibility and inclusivity
Motivations: Passion for innovative learning solutions, professional growth

Trades Instructor

Name: Samir
Age: 40
Education: Diploma, Red Seal Certificate
Experience: 5-10 years in trades, 2-3 years as an instructor
Goals: Incorporate digital tools into practical training, enhance student engagement
Pain Points: Limited digital literacy, balancing hands-on training with digital tools
Motivations: Improving student outcomes, staying relevant in the field

Industry Trainer

Name: Jordan
Age: 38
Education: Bachelor's Degree
Experience: 10 years in industry, 3 years as a trainer
Goals: Develop comprehensive digital training programs, improve learner outcomes
Pain Points: Adapting industry knowledge to educational contexts, limited access to educational resources
Motivations: Career advancement, passion for training

Mentimeter:

What ethical considerations would be relevant for these instructors?

Full Persona Sample

Morgan – Learning & Development Professional

Morgan's Key Facts
(AI generated)

Age: 35
Education: PIDP, B. Tech

Experience: 7 years in industry, specializing in learning & design

Goals: Create effective digital learning experiences, stay updated with the latest tools

Pain Points: Keeping up with rapid technological changes, ensuring accessibility and inclusivity

Motivation: Passion for innovation learning solutions, professional growth

"Navigating the world of digital tools can be challenging, but each day brings new opportunities to learn and grow. I aim to create meaningful and accessible learning experiences, even as I continue to adapt and improve my own skills."

Morgan's Background & Experience

Morgan lives in Vancouver and works in video game design. They have a B Tech. They started the L&D department within their company because of their phobia of sales. Morgan has completed the PIDP. They now runs a small learning department that includes four others, all of whom have gaming education and experience. Morgan is the only one who has any formal education in teaching or learning design. Their team runs training for new hires and looks after compliance training, including respectful workplace and safety. They also have recently been asked to develop training when new software or processes are implemented or when cross-training is needed.

Morgan is also one of the only Indigenous employees at her company. They are currently the Chair of the Indigenous in Gaming Employee Resource Group, which supports Indigenous awareness and advancement within her company.

Morgan's Motivation

Morgan has been attending online webinars and feels like a lot of gaming elements can be used to build a useful, online and asynchronous training program .

Morgan liked their time in the PIDP and is excited to come back to VCC to learn more about extend her knowledge of teaching with digital tools. They want to learn more about the use of specific ed tech tools and platforms (i.e, storyline) in order to build a new online training program for her company. They sees opportunities to adopt simulations and gamification. Morgan also wonders how the L&D team might leverage AI to keep up-to-date with quickly changing processes and tools.

Name's Challenges & Pain Points

The company's new hire and safety training currently relies heavily on instructional videos and job shadowing.

New hires have provided feedback that the training involves a lot of time sitting and listening and that there is too much information shared that they cannot fully absorb. Both employees and their managers agree that the job shadowing period is too long and fairly "hit and miss"

The company is also growing, so the owner has asked Morgan build a new, online training program that can better meet the new hires needs and reduce their reliance on job shadowing. The owner also asked that Morgan leverage "just-in-time" learning and knowledge solutions that would reduce time in training

Name's Goals & Needs

Morgan needs to:
- Learn technical software skills for learning software
- Leverage simulations and gamification can be used to advance learning
- Leverage AI and other tools to generate learning quickly and keep it up do date
- Explain the risks to IP of using AI (and how to limit them)
- Leverage just-in-time/ micro-learning options to minimize time in training
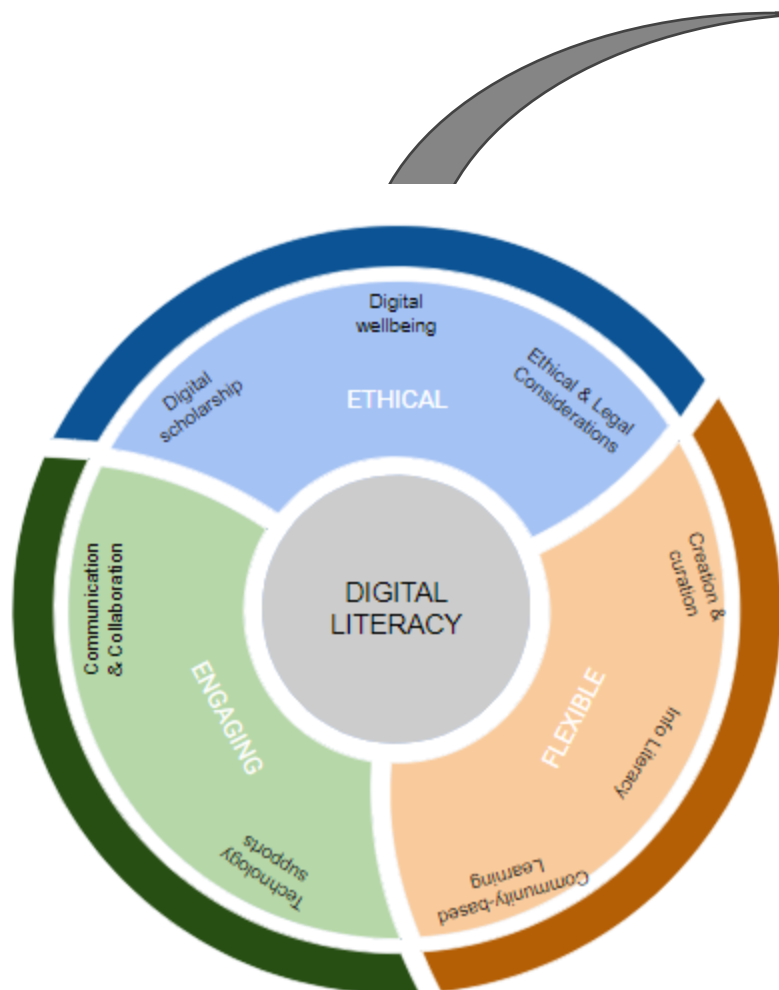- Ensure training meets accessibility guidelines

Competencies of interest & level of expertise

#	Competency
35	Digital content creation
4/11	Digital engagement
17	Digital learning fundamentals
15	Data & analytics
12	Technology Supports
30	Communication & working with others
33	Creativity & innovation

Morgan's Quote

"I want to figure out how we get the right training to the right people at the right time and in the right way"

Competency Development & Framework Alignment

	DIMENSIONs 1, 2 & 3 · **COMPETENCY THEMES, COMPETENCY AREAS & COMPETENCIES**	
ETHICAL	ETHICAL & LEGAL CONSIDERATIONS	1.1 Apply strategies to protect/ support informed sharing of confidential data and information used during digital teaching/learning 1.2 Link Indigenous digital literacies to reconciliation journeys
	DIGITAL SCHOLARSHIP	2.1 Navigate the ambiguity and tensions associated with rapid technological changes and uncertain futures 2.2 Sustain ongoing professional development in digital teaching and learning
	DIGITAL WELLBEING	3.1 Consider holistic decision making when choosing digital practices, tools and services 3.2 Engage in activities that support digital well-being

Proficiency Levels

DIMENSION 2 · **COMPETENCY AREA**
1. ETHICAL & LEGAL CONSIDERATIONS

DIMENSION 3 · **COMPETENCY**
1.1 Apply strategies to protect/ support informed sharing of confidential and personal data and information used within the context of learning

Description…

DIMENSION 4 · PROFICIENCY LEVEL

FOUNDATION	At a basic level, with autonomy and appropriate guidance where needed I can:	• **Act in alignment with** the privacy laws and policies applicable within my organization/context • **Protect** confidential and personal data in alignment with organizational expectations • **Identify supports** and **resources** within my organization to help me and the learners I support answer questions and assist in selecting credible and reliable information, digital content and learning resources
INTERMEDIATE	Independently and according to the needs of the learners I support, I can:	• **Select** and **use** additional digital tools and services from a list of tools/ services approved for use within my organization/ context in ways that protect the personal data and privacy of myself and the learners I support • **Explain** and **justify** to learners how confidential and personal data is gathered/ used by the digital practices, tools and services within the learning that I support
ADVANCED	In complex contexts and according to the needs of the learners I support, I can:	• **Assess** the privacy and data benefits and risks associated with new/emerging digital practices, tools and/or services • **Provide options** that support informed decision-making by other educators/ instructors and / or learners when using new/emerging digital practices, tools and/or services to support learning
SPECIALIZED	At a highly specialized level, I can:	• **Create new solutions** and **resources** that support learners and other educators to make informed decisions regarding the use of confidential data and information

Next Steps:

- ✓ Review your feedback

- ✓ Create a program design during a 2-day sprint – **Starts next week!**

- ✓ Attend the Digital Literacy Forum in November

- ✓ Find ways to keep the conversations going

- ✓ Keep experimenting with personas and competency frameworks to advance meaningful EdTech practice!

Questions

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