

**Transcript for Building a Competency Framework for Ethics in EdTech
ETUG Fall 2024 Workshop: Navigating Ethics and EdTech – November 1, 2024
Presenters: Karen Brooke, Tanya Elias, and Jacquie Harrison**

ANDY SELLWOOD:

Welcome back, everyone. So we're going to get started with our presentation that will be taking us into lunch. So I'd like to welcome Tanya Elias, who is the manager for projects and learning design in the Centre for Teaching Learning and Research at Vancouver Community College, and Jacquie Harrison, who is an instructor in the School of Instructor Education, also at Vancouver Community College. And then, Karen, are you sort of helping out too. Karen Brooke. Also in the School of Instructor Education, Karen's the department head there. So they are going to be talking about Building a Competency Framework for the Ethics in EdTech. So I will hand things over.

KAREN BROOKE:

Hello, everyone. Thanks for the introduction. My name is Karen Brooke, and I am the department head of School of Instructor Education at Vancouver Community College. We teach our most well-known program is the Provincial Instructors Diploma. But today, I'm going to be talking a little bit about a project that we've been working on and part of that project, Building a Competency Framework for Ethics in EdTech. Next, thanks.

So today, we're hoping to first of all, introduce the Digital Literacy Micro-credential Project that we've been working on and tell you, give you a quick overview of the whole thing, the big picture, and get a bit of feedback from you on the micro-credential and specifically our ethics framework. Also to share a bit about the development process that we've been using. Maybe there are elements of that process that you can use or you'll have a chance to see the competencies that we've put together. Maybe some of those will be interesting or useful to you in some way as well.

Next, just as a bit of background, Vancouver Community College received some funding to work on a micro-credential involving digital skills for instructors, and over the last few months, there's been a sector advisory committee with probably some people who are here today who have given us some advice on high-level design and came up with some criteria for what this micro-credential should look like. It should address an audience a broad audience of educators. We'll probably have people from public post-secondary, from private colleges, from industry, from public corporations, should be current and forward thinking and its topic and approaches. It should address the Digital Literacy Framework that the province has been working on for the last few years. It should connect to the program that I just mentioned, the Provincial Instructors Diploma so that people can move seamlessly between those, maybe get credit, maybe stack credentials in some way, and it should result in a digital credential of some sort and have pathways for learning.

Some of the things that we've been struggling with or thinking about over the last few months. How is this different from the offerings that my department currently has? Where did this Digital Literacy Framework come from? What was the purpose for putting it together? Who is this micro-credential for? Do they already know about learning and teaching? This was a big one for us. Are we preparing instructors to teach digital literacy, or are we equipping them with the skills that they will need to be teaching in an online environment? To what extent is the Digital Literacy Framework aligned with the needs of instructors. What's the relationship between digital literacy and digital skills? Most importantly, after completing this program, what do we want people to do? We'll talk a little bit about the process that we've been using as we work through these questions and try to start putting together this program.

The first thing we did was have AI help us generate some personas. On the next slide, you'll be able to see what AI has helped us to generate.

These are some of the people that could typically end up in our program. We had four different people with four different sets of interests and needs. One of the things that we noticed was the ethics of EdTech did not initially emerge as a consideration for our personas. AI didn't really generate that and as we were filling in the details about them, we didn't entirely think about that either. Their interests were mostly around engaging their students, improving learner outcomes, and more of that thing. So I'm going to hand it over to Jacquie now.

JACQUIE HARRISON:

Can you hear me? Yeah. I'm going to put the Mentimeter into the chat. Also, I'm going to share my screen again and we are asking the question. Let me get this up. Okay. Asking, what ethical considerations would be relevant for these instructors? All right. I'll just pause for a few minutes and let you put in your thoughts. So thinking about what do the instructors need in terms of their own digital literacy and digital skills. And what can they be supporting students in doing as well?

KAREN:

Jacquie, I just see a request to put the personas back up on the screen.

JACQUIE:

Okay. I can do that if you want. For this activity, it might not be so important to think about these four instructors specifically. But what can you imagine that instructors in different areas of your institutions would need help with? What are the competencies that they would need? I'll just leave this open for a few more seconds, more responses coming in. Great. More coming in. Okay. Let's see this work. Yeah. The comments around equity and access, use of technology, clarity of policies, digital literacy, and privacy and data securities. Okay. Thanks for that. So I'll turn it over to Tanya now.

TANYA ELIAS:

Thanks, Jacquie. And thanks to everyone who provided input there. Within our internal group, we tried to answer this same question by building out personas for each of the people that you saw in more detail. So this is one example. This is Morgan, whose focus is on using learning tools and software to better meet the needs of her learners and the company that she works for. At the same time, important ethical considerations are embedded in her persona, including accessibility, Indigenous awareness and advancements, the risks of using generative AI, and how to safeguard proprietary information. Moreover, embedded within her desire to shift towards just-in-time training, simulations, and gamification, there are complex questions related to formal and informal learning, datafication, and efficiency. It also appears that her company is looking to her to make recommendations regarding learning practices, tools, and services as they adopt them, which suggests that she has some agency in her decision-making. Next slide.

Building on these personas and these embedded ethics considerations, we defined a series of competencies aligned with the Digital Literacy Framework. Here are six competencies that we have currently grouped under the ethical theme, all of which are action-oriented and interested in the holistic implications of EdTech, like we saw Emily talking about in our previous session.

For each of these six competencies, we have drafted more detailed proficiency statements at four different levels.

It's important to note that we're still working on finalizing these competencies and how they're organized. But I will put it into the chat. I think I will. Everyone. I'll put into the chat a link to a Google slide that will give you access to those ethical competencies. And I invite you to consider how these competencies align with what we saw earlier in the Mentimeter. So the things we were talking about earlier. And also to share your feedback in the chat. What elements within this document resonate? What did we miss? What questions do you have? I'll give everyone a moment to look at that. Everyone able to access the Google Doc? Excellent. All right. Feel free to take a look and, as things come up, go ahead and put them in the chat, and we can discuss those in just a moment. While you're doing that, we can go to the next slide.

So as you take a look and share your thoughts, I'll quickly walk you through our next steps. First of all, I'd like to thank everyone who's provided feedback through this session. We will review it and look at ways to incorporate it in the work that we're doing as we move forward into our design sprint next week. We'll also be at the BCcampus Digital Literacy Forum later this month. And we're going to be looking for ways to keep the conversations going. So if you have any ideas related to the work that we have underway or you have similar work because I keep hearing about similar work underway. I heard about some more in the sessions today. We'd love to hear from you and to look at how we connect together as we move forward. And then also, as Karen mentioned at the beginning, we hope that some of you might try to experiment with this use of personas and competencies as you advance your work related to ethics and EdTech.

All right. I'm just going to see if we have any comments. Not seeing any comments yet. At this point, if anybody has any comments, thoughts, feel free to just say them out loud or put them in the chat, whatever works best.

ANDY:

We're just wondering if we are able to see the Menti results or I'm not sure if we can share those.

KAREN:

I mean, I have them on my screen, but I don't think I have full control over them. Do you want me to share mine, Jacquie? I will need you to stop sharing your screen and I can start sharing mine. Okay. Let's try again. This is what I can see and it seems like AI has grouped all the responses into a couple of categories. We've got a few on equity and access, privacy and data security, use of technology, clarity of policies, but I can't actually see what the comments themselves are there. But I think it's very cool that Mentimeter did that. Yeah, Jacquie. I don't know if you are able to see the exact comments.

TANYA:

So I think this is a great example of the kinds of challenges and opportunities that we have, especially as we have new emerging technologies. We heard Emily talk about environmental use, and also that we don't know how the tool is going to change from day to day. Thank you AI.

KAREN:

There. There it is. Yeah, I think our team is going to need to go through these and see if we've considered all of them. "Not to overwhelm students, give students an opt out, how to choose tools." Yeah, a specific technology that trades instructors are going to use or any instructors in their own specific area. Good. Yeah.

ANDY: Maybe I missed it, but what's the timeline for the rollout of this new credential?

KAREN:

We're trying to work on a fairly accelerated timeline. We've got two days of design sprints coming up. I don't know if Tanya wants to talk about those at all, but one of them is Monday and one of them is about two weeks after that. And we're hoping to have a good portion of the stuff that needs to go through the curriculum committee. I think we're hoping to have a good portion of that done by the holidays. Yeah.

TANYA:

And then the hope from there is that through January, February, March, we'll go into the actual course development as we start to move things through curriculum committee and then have this launched. I'm not going to put a date on it today. But as soon as possible. All right.

ANDY:

There's a question in the chat from Christina. "I'm very interested to dive deeper into the draft framework. I really appreciate the idea of having multiple proficiency levels. Could you say a little more about how this competency framework is connected to the micro-credential?"

TANYA:

Yeah, so the competency framework really was our first because we didn't know where to start, right? And it was murky. The idea of digital literacy, I think, is very murky. And then we had these personas. The idea of having that competency framework defined is that it helps us then as we move into design. And then the other thing that we heard quite clearly from the external advisory group was this need to meet people where they're at. So in developing the competency framework, the idea is that we can create assignments that people can come in, no matter what level they're at, and they can start to see a path forward, right? So it's a lot about defining, you know, especially when talking about things like ethics and ethics and action. It's having multiple entry points so that people can find... People have a way in, and we have a way to move people through steps. So that's where we're at. And then the micro-credentials, micro-credential or credentials, to be defined will be aligned with the competency framework. "And then will the framework be openly licensed?" I think that's the hope. Certainly that's my hope is that this is something that we can release and that we can use and as a community, as we're building and building all of the great tools, a lot of which we saw today around the Digital Literacy Framework, that this is something that we're building and using together in a way that benefits everyone. That I would assume would be openly licensed.

ANDY:

Great. Any sort of final questions? Do you feel free to throw them in the chat. All right. I'm not seeing anything. So, I mean, maybe we'll wrap up there. So thanks so much, Tanya, Jacquie, and Karen, for presenting. We look forward to finding out how this moves forward and what it will look like. So great.