

Discussion on Micro-Credentials

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Micro-Credentials in Universities in Japan

- The term "micro-credential" is not widely used in universities in Japan at present.
 - Will it be commonly used soon?
 - When we should say, "This is a micro-credential program"?
- Universities are already offering short-term educational programs that meet the main criteria for micro-credentials:
 - Courses, Minors, Certificate Programs, Public Lectures, Workshops, Training, etc.
- Support systems for educational programs include syllabuses, grading, assessment plans, internal quality assurance, faculty development, accreditation, faculty evaluations.

Educational Programs Over 10 Hours

- Nursing Continuing Education Theory (90h)
 - A two-credit course for nurses in charge of education in hospitals, part of the Master's Program in Nursing at the Graduate School of Medical Sciences.
- Tenure Faculty Development Program (70h)
 - An educational program for new faculty at Ehime University.
- Curriculum Coordinator Training Course (approx. 20h)
 - An educational program for university staff.
- Educational Management Promoter Training Course (18h)
 - Seminar for university staff, conducted by private company.

Micro-Credentials in Society

- Is there a demand for micro-credentials in society?
 - Changes in the labor market, promotion of lifelong learning, expansion of access to learning opportunities, corporate needs, decline of the lifetime employment system.
 - Low interest from companies in university grading and diploma supplements, and the non-learning culture among Japanese adults.
- Trust in university micro-credentials compared to private programs, various qualifications, and examinations.

Learning Among Japanese Adults

Q. あなたが自分の成長を目的として行っている勤務先以外での学習や自己啓発活動についてお知らせください。(複数回答/選択肢11項目)

※全体の回答で降順

	東アジア					東南アジア						南アジア	オセアニア	北米	ヨーロッパ				
	日本	中国	韓国	台湾	香港	タイ	フィリピン	インドネシア	マレーシア	シンガポール	ベトナム	インド	オーストラリア	アメリカ	イギリス	ドイツ	フランス	スウェーデン	
全体	(18223)	(1000)	(1002)	(1005)	(1001)	(1002)	(1059)	(1010)	(1002)	(1000)	(1002)	(1002)	(1119)	(1003)	(1010)	(1003)	(1000)	(1001)	(1002)
読書	34.5	23.2	27.5	39.1	26.1	34.9	27.9	43.7	42.2	38.5	32.7	48.5	33.5	35.4	41.0	38.0	36.7	31.0	22.1
研修・セミナー、勉強会等への参加	30.4	11.6	27.4	21.6	26.1	23.7	28.0	50.4	50.1	44.7	33.9	41.9	43.6	25.1	27.2	22.7	27.0	23.3	18.0
資格取得のための学習	22.0	15.9	22.9	27.4	23.3	18.8	22.2	29.4	43.6	25.2	17.9	22.4	30.6	15.7	20.3	14.1	19.6	12.2	13.2
通信教育、eラーニング	21.8	7.1	32.9	9.8	26.8	24.2	30.0	28.1	18.8	26.7	21.7	29.8	30.7	17.5	20.1	20.1	14.9	15.6	15.3
語学学習	20.9	9.9	17.8	25.9	26.5	28.7	26.2	20.9	27.0	23.1	14.7	46.3	25.6	10.8	15.7	13.7	11.6	19.0	12.3
副業・兼業	19.5	8.9	14.7	15.4	20.3	18.6	33.9	31.5	27.1	29.5	13.6	25.4	26.8	14.3	20.6	12.2	12.1	11.4	13.4
NPOやボランティア等の社会活動への参加	17.0	3.4	12.3	8.4	12.4	11.3	18.3	25.1	37.5	21.7	14.2	24.1	31.4	12.0	17.7	15.2	12.3	12.6	14.1
勉強会等の主催・運営	12.8	2.9	18.1	9.6	15.3	10.2	13.7	11.8	13.1	18.9	9.9	19.7	23.4	8.4	11.9	9.2	12.6	11.5	9.5
大学・大学院・専門学校	8.1	1.7	5.9	3.5	7.2	5.3	5.6	13.8	10.8	14.8	7.4	5.5	13.0	8.3	12.5	4.5	11.2	4.9	10.5
その他	2.2	3.8	0.8	2.5	1.3	1.3	1.1	2.6	1.7	2.2	1.5	1.2	1.1	1.9	2.8	3.6	4.5	2.9	3.8
とくに何も行っていない	18.0	52.6	20.6	19.3	14.5	18.8	13.4	5.6	5.4	9.5	20.1	3.6	3.2	28.6	15.7	24.1	21.2	22.6	28.1

※ベースは「全数」、() 内は回答者数 ※得点の高低で色付け (高得点: 赤、低得点: グレー)

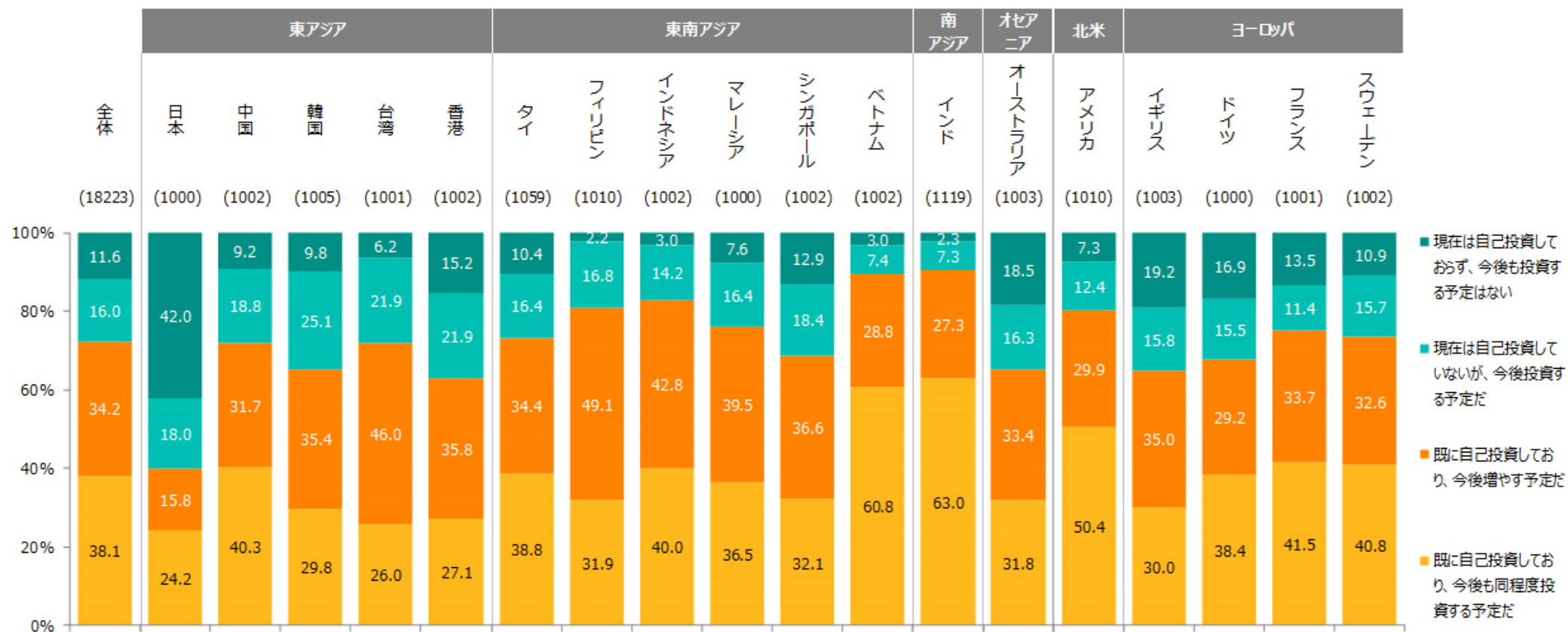
※対象地域

【東アジア】日本 (東京、大阪、愛知)、中国 (北京、上海、広州)、韓国 (ソウル)、台湾 (台北)、香港、【東南アジア】タイ (グレートバンコク)、フィリピン (メトロマニラ)、インドネシア (グレートジャカルタ) マレーシア (クアラルンプール)、シンガポール、ベトナム (ハノイ、ホーチミンシティ) 【南アジア】インド (デリー、ムンバイ)、【オセアニア】オーストラリア (シドニー、メルボルン、キャンベラ) 【北米】アメリカ (ニューヨーク、ワシントン、ロサンゼルス)、【ヨーロッパ】イギリス (ロンドン)、ドイツ (ベルリン、ミュンヘン、ハンブルグ)、フランス (パリ)、スウェーデン (ストックホルム)

パーソル総合研究所 (2022) 「グローバル就業実態・成長意識調査 (2022年)」

Invest in Learning Among Japanese Adults

Q. ご自身の勤務先以外での学習や自己啓発への投資について、あてはまるものをお選びください。（4段階尺度）



パーソル総合研究所（2022）「グローバル就業実態・成長意識調査（2022年）」

Assessment of Learning

- Attendance-based philosophy
 - Emphasizes participation in activities during a certain period.
- Achievement-based philosophy
 - Focuses on whether learning objectives have been met.
- Learning assessment of Micro-credential
 - Either proof of attendance or achievement. Although standard learning time is specified, it generally adopts an achievement-based assessment.
 - However, is it feasible to fail participants, who have diverse backgrounds and have paid the tuition, under the achievement-based approach?

Potential of Private Educational Programs

- Increase in flexible and practical learning opportunities in the private sector post-COVID-19.
 - Online learning does not require physical classrooms or libraries.
 - Once recorded, lectures can be distributed repeatedly.
 - Increase in learning opportunities provided by training companies and publishers.
- Will private micro-credentials develop?
 - Are they competitors or collaborators of universities?
 - Even if they compete, many instructors are university faculty?

University Strategy for Micro-Credentials

■ Purpose

- Promote lifelong learning.
- Provide practical programs demanded by society.
- Guide learners toward degree programs.
- New source of revenue for universities (feasible in Japan?).

■ Target Audience

- Working adults, students, high school students, learners from abroad.

■ Method

- Adhere to international frameworks.
- Strengthen online education.
- Collaborate with corporations and other entities.

Long-Term Prospects

■ Pessimistic Scenario

- Increase in flexible and practical learning opportunities in the private sector.
- Decline in the value of university degrees in society.
- Changes in corporate hiring and training policies.
- Decline of universities protected by accreditation and degree-granting rights.

■ Optimistic Scenario

- Increase in flexible and practical learning opportunities at universities.
- New learners engage with university education.
- Increase in learners aiming for degree programs.
- Universities play important role as centers of lifelong learning.