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# Developing a Network for Non-credit, Non-classroom Credentialing at Virginia Tech

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# Today's Agenda



- The origins of our group
- Where we are
- Where we are going
- Discussion



# Origination

## 2024 Canvas Credentials Statistics

We have been using Canvas Credentials since 2019, and in that time, we have put most of our focus and effort into faculty and staff use cases for professional development. In the five years since we've begun, last year was our biggest year. Here are some overview statistics from badges awarded during the calendar year 2024.

Total # of badge awards	31565
# of faculty/staff badges	21836
# of student badges	6281
# of external badges	3448
unique users	7379
awards/user	4.28

### Top 3 Faculty/Staff Issuers

1. Financial Management, 9638
2. InclusiveVT, 6273
3. TLOS PDN, 1850

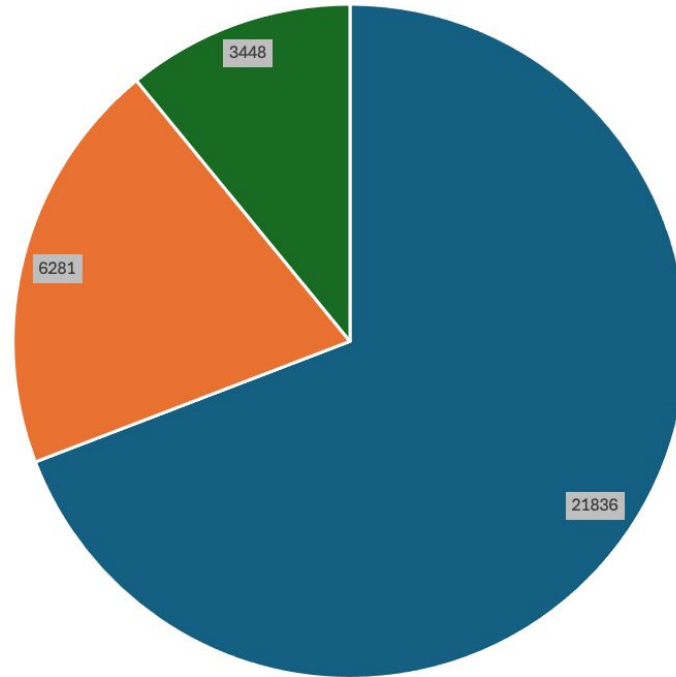
### Top 3 Student Issuers

1. Hume Center, 2524
2. University Libraries, 1317
3. Cranwell International Center, 1008

### Top 3 External Issuers

1. Virginia Cooperative Extension, 1248
2. Virginia Governor's School for Ag, 1206
3. VT Pesticide Program, 450

## User Breakdown



■ # of faculty/staff badges   ■ # of student badges   ■ # of external badges

# Faculty Innovation Grants



The Provost's office, in conjunction with the Professional Development Network, called faculty for participation in communities of practice of 5 emerging learning technologies

- This call intended to find partners to help participate in the exploration of these cutting edge transformative technologies and their best practices in higher education
- The call explored the following technologies: AR/VR/XR, Universal Design for Learning, Digital Credentials, AI/ChatGPT, and Digital Assessment Tools and Strategies
- The call would lead funded projects through 3 phases: 1) Planning Activities, 2) Planning and Development Grants, and 3) Project Implementation

# Phase II Project Goals



**In order to provide the best recommendations, we propose following a three-pronged approach:**

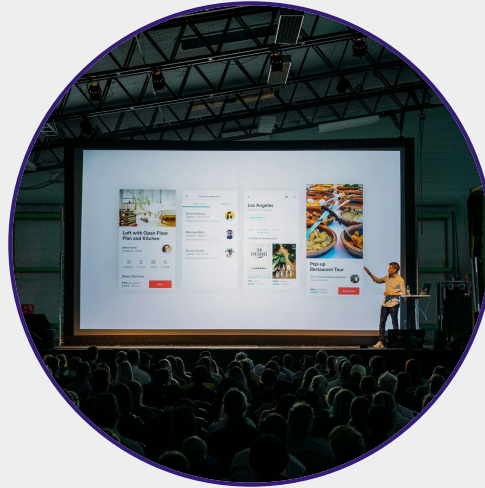
1. Develop a proof of concept by exploring three early-adopter programs with the goal to understand student and faculty perspectives;
2. Explore peer institutions' best practices and common challenges with the goal to understand viable models nationally; and
3. Strengthen the VT community of practice around badging with the goal to broaden support and understanding of the purpose and usefulness of badging in engaging, documenting, and sharing student learning.

# Phase II Project Outcomes



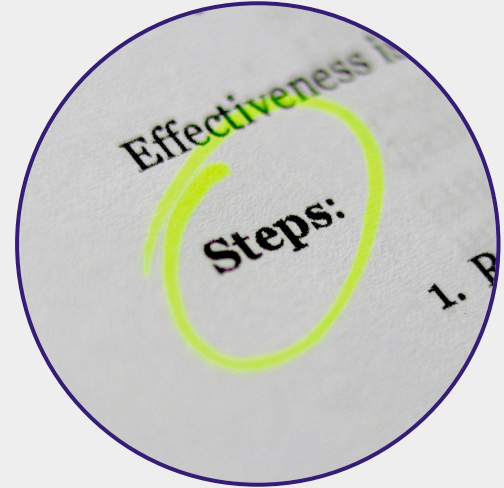
#1

Literature Review



#2

Education via Conference



#3

Draft Guidelines & Recommendations

# Current Status

# Partnerships Developed

Student Success Center

Undergraduate Academic Affairs

GenOne Living Learning Program

Student Affairs

Global Education Office

Career & Professional Development

# Pilot Groups Built from Partnerships

## U Libraries & Office of UR

- Advanced Research Skills Program
- Undergraduate Research Excellence Program

## Global Education Office

- Global Education Partnerships

## Student Success Center

- Student Success Peer Mentoring Training

## Student Affairs

- StrengthsFinder Training

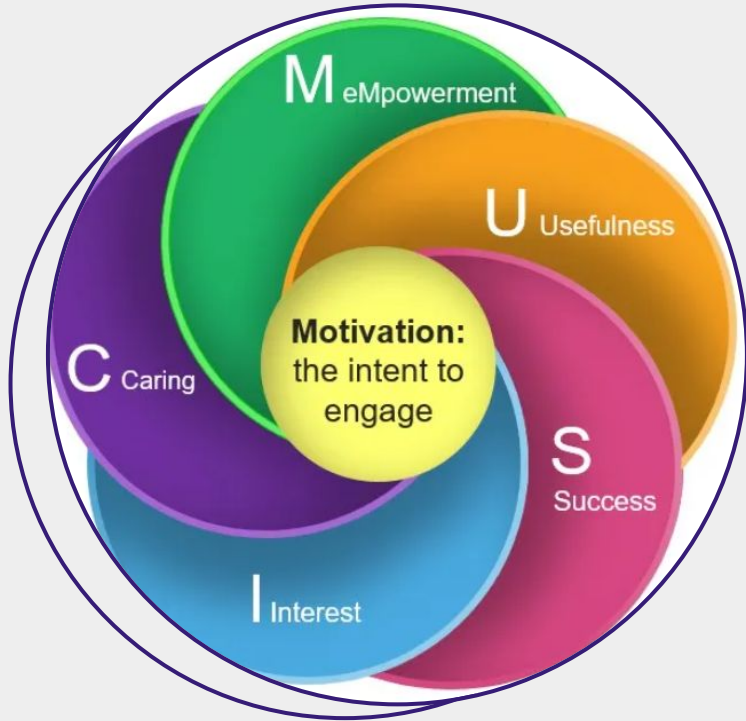
Career & Professional Development  
Office of the Provost (QEP/SCHEV expert)

# **Pilot: Purpose**

**The purpose of this work is to gather information about badge use in non-classroom, non-credit programs, so that we can better understand their effectiveness in cocurricular spaces.**

**A survey will be conducted during each badge program to determine student motivation in regard to earning digital badges.**

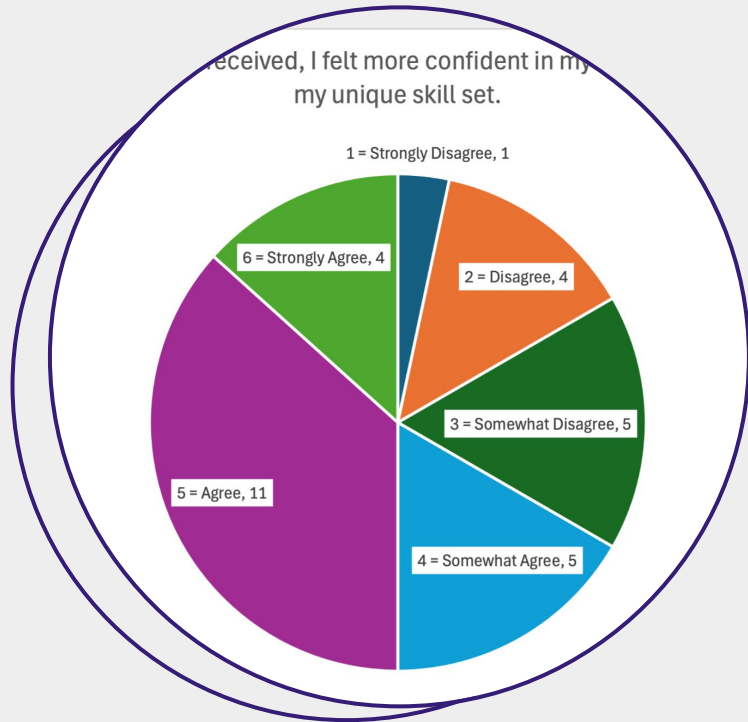
# Pilot: Framework



## The MUSIC Model of Motivation

“The MUSIC Model can be used to: (1) intentionally design instruction to motivate others by creating a positive motivational climate, (2) diagnose problems hindering motivation, and (3) research factors associated with motivating others” (Jones, 2025)

# Pilot: Preliminary Results



- Open Feb 1, 2025 - April 15, 2025
- Graph to left is typical – most respondents are “agreeing,” with fluctuations between Agree and Somewhat Agree
- First badge for 70% of respondents
- We’ll be looking forward to presenting the detailed analysis at a future conference.

# Pilot: Recommendation



## CAREER READINESS

### Competencies for a Career-Ready Workforce

#### Career Readiness Competencies

There are **eight career readiness competencies**, each of which can be demonstrated in a variety of ways.



#### What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

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Professional  
Edge

## Stakeholders

Beyond the members of the pilot group, we are now building a network of stakeholders across the university focused on noncredit, nonclassroom student learning. They will have input into the governance over the VT taxonomy and help to support annual developmental institutes.



**Next Steps**

# Continued Work

## Phase II Report

- As a requirement of the funds, we will be drafting a report detailing our work, research, and recommendations on regards to digital badging in non-classroom spaces. Additionally, we will also be drafting guidelines to help with the institutionalization of this technology on campus.

## Developmental Workshop

- As part of the work of the Professional Development Network, we will also be developing and offering faculty workshops to help those interested develop and integrate badging into their programs on campus.



**Discussion &  
Questions**

# Reference Links

- Slide 1 image: Photo by [CHUTTERSNAAP](#) on [Unsplash](#)
- Slide 4 image: Photo by [Kenny Eliason](#) on [Unsplash](#)
- Slide 5 image: Photo by [engin akyurt](#) on [Unsplash](#)
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- Slide 12 PDF of survey, quote, and image:  
<https://www.themusicmodel.com/wp-content/uploads/2024/10/User-Guide-Oct-2024.pdf>
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**Thanks!**