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ASSOCIATION
FOR LEARNING
TECHNOLOGY



Peer-based accreditation for agile professionalisation in Learning Technology

OEB15, 9-10 Dec 2015, Berlin



About ALT

the Association for Learning Technology – alt.ac.uk

- ALT was established in 1993;
- ALT has 1700+ individual and 180+ organisational members;
- ALT works across sectors including Further Education, Higher Education and research;
- ALT has an international community.



Peer-based accreditation

shaping Learning Technology professional practice



Technology

keeping pace
with
innovation
and using it
effectively

Skills

providing
relevant
accreditation
as skills
change

Recognition

enhancing
professional
development
and
leadership

Peer-based accreditation

shaping Learning Technology professional practice



Technology

keeping
pace with
innovation
and using it
effectively

- Technology changes quickly – why try to keep up? Why not outsource it?
- Advantages of working with industry to develop solutions and services
- Sharing between industry and sectors openly to avoid repeating costly development cycles and share resources incl government funding

Peer-based accreditation

shaping Learning Technology professional practice



Skills

providing relevant accreditation as skills change

- Understanding learner expectations and their skills/lack thereof
- Developing skills to make innovation sustainable
- Contributing to international research and collaboration
- Giving staff the skills to work in the open
- Having the skills to navigate regulation, funding, standards

Peer-based accreditation

shaping Learning Technology professional practice



Recognition
enhancing
professional
development
and
leadership

- Learning Technology becomes mainstream for different roles not just specialists
- Provision for professional development for everyone at different levels from digital literacy to strategic implementation
- Supporting innovation and change at scale

What has changed?

What shift makes peer-based accreditation more relevant?



Does the role of education change?



Does what we want to achieve in learning and teaching change?



Does the way we use Learning Technology change?

**Can the power of peers
help us create
empowered professionalism
in Learning Technology?**

Meet CMALT – ALT’s peer-based accreditation scheme



The image shows the cover of the CMALT Prospectus. At the top left, the text 'CMALT Prospectus' is written in green. To the right is the ALT logo, which consists of a green square with a white triangle and the letters 'ALT' inside. Below the title is a photograph of three women looking at a laptop. A green banner across the middle of the photo contains the text: 'Become a Certified Member of ALT and join the growing community of accredited learning technologists'. Below the photo, there are several sections of text: 'What is CMALT?', 'Who is CMALT for?', and a definition of 'Learning technology' and 'learning technologist'.

What is CMALT?
CMALT is a portfolio-based professional accreditation scheme developed by ALT to enable people whose work involves learning technology to:

- have their experience and capabilities certified by peers
- demonstrate that they are taking a committed and serious approach to their professional development

Over the past years CMALT has developed into a community of like-minded individuals from across educational and commercial sectors who are committed to their professional and personal development. ALT's Chief Executive has overall responsibility for the scheme, supported by ALT staff. The CMALT Development Group actively contributes to its activities and development.

Who is CMALT for?
CMALT candidates hold a large range of different roles and the scheme is sufficiently flexible to be relevant and rewarding for individuals and groups from across different educational and commercial sectors.

The current cohort of CMALT candidates includes school teachers, researchers, technical support and teaching staff, administrators, managers, COP specialists, trainers, students, Further Education practitioners, consultants, lecturers and learning technologists from across the UK and a growing number of countries worldwide.

"Learning technology" and "learning technologist"
Learning technology is the broad range of communication, information and related technologies that can be used to support learning, teaching, and assessment. Learning technologists are people who are actively involved in managing, researching, supporting or enabling learning with the use of learning technology. A very wide range of people in industry and in private and public sector education and training have learning technol-

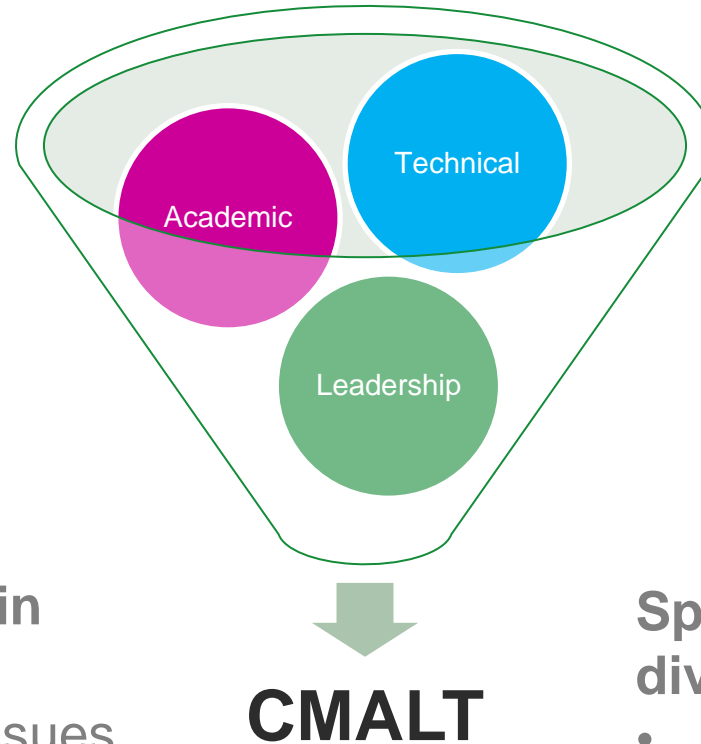
CMALT is a portfolio-based accreditation scheme developed by ALT to enable people whose work involves learning technology to:

- have their experience and capabilities certified by peers;
- demonstrate that they are taking a committed and serious approach to their professional development.

Established nearly 10 years ago the CMALT framework is used across education sectors in the UK and internationally to provide recognition for skills, experience and professional development in Learning Technology.

Professional roles in CMALT

Specialist areas provide flexibility



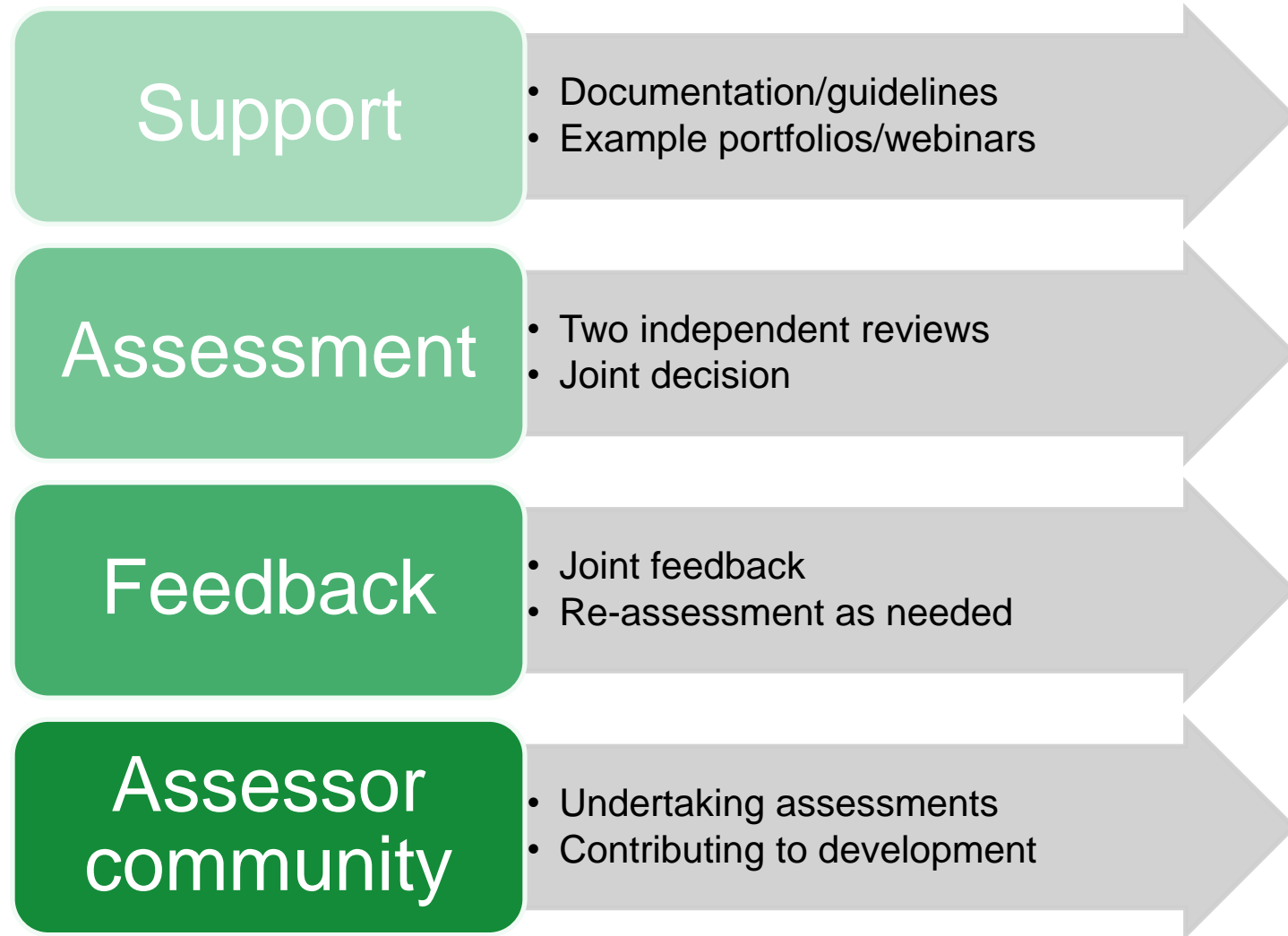
Core areas remain constant:

1. Operational issues
2. Teaching, learning and assessment
3. Wider context
4. Communication

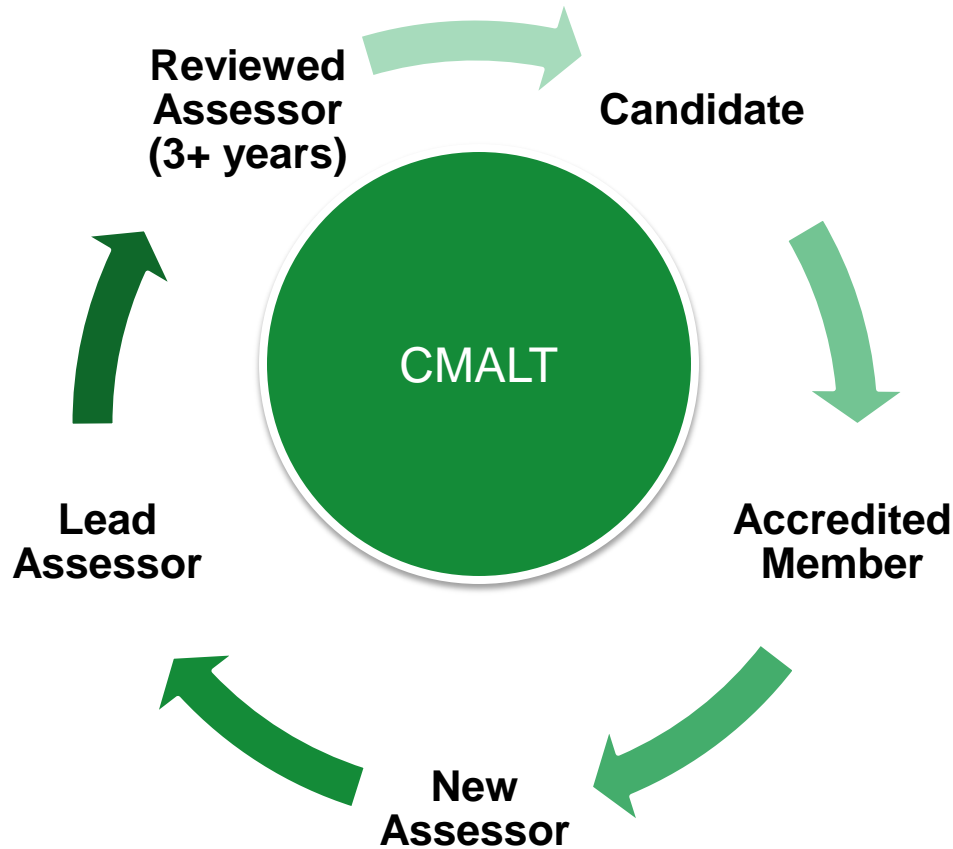
Specialist areas reflect diverse roles:

- Leadership
- Tech development
- Administration
- Research
- Policy

Peer-based CMALT model

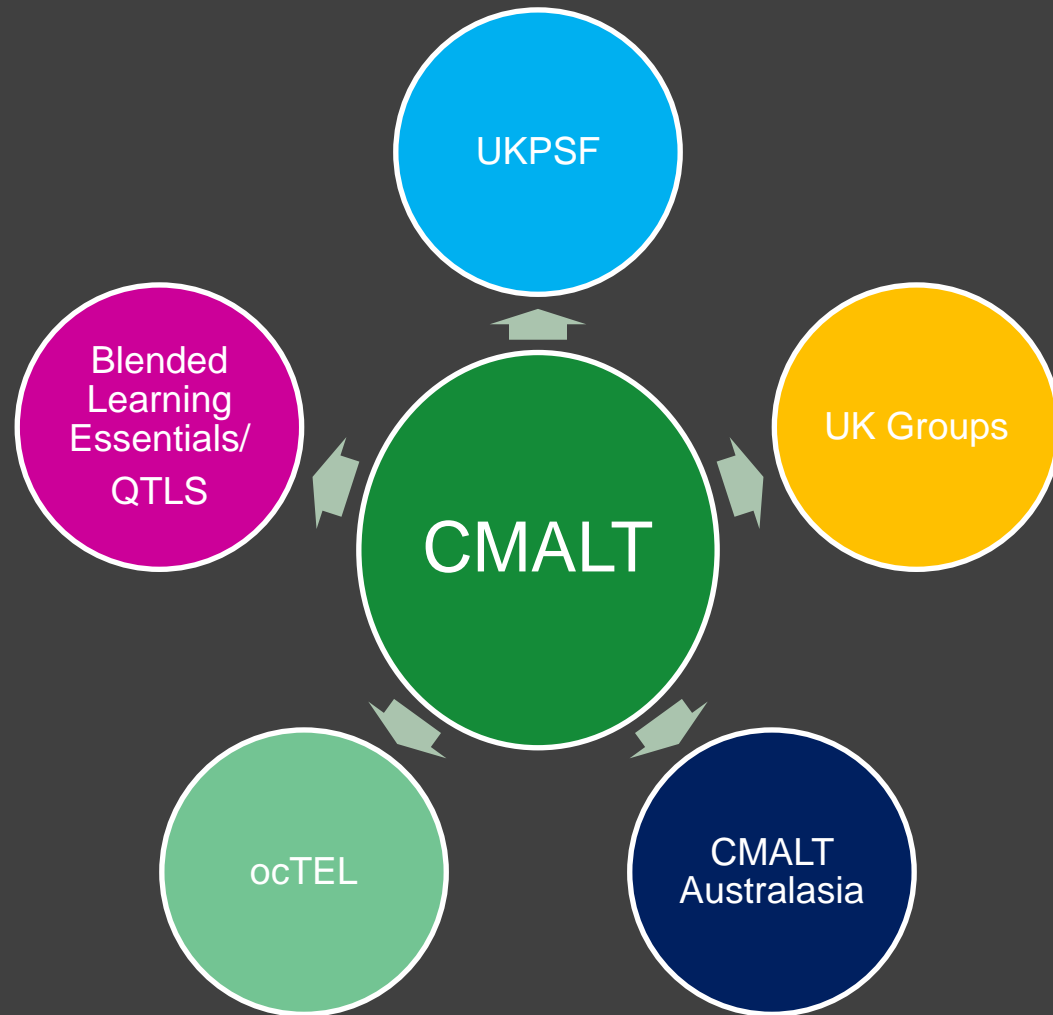


Peer progression in a 3 year cycle



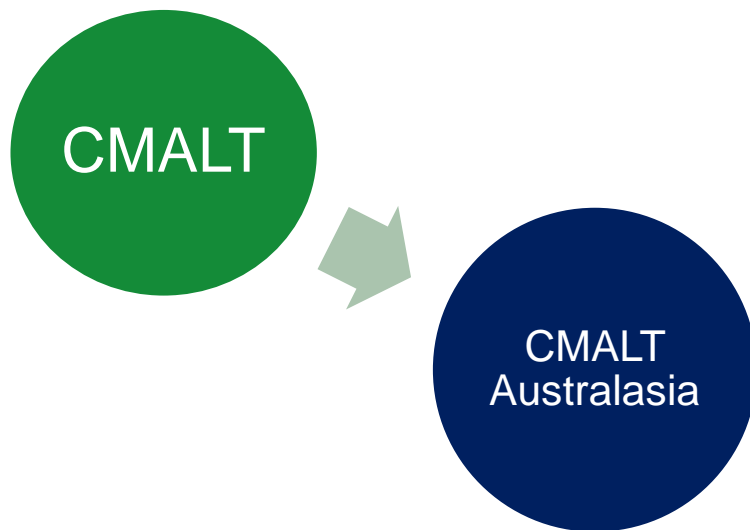
**Balancing diverse contexts
and changes in technology
with consistent values**

Reaching beyond the CMALT framework



CMALT in Australasia

working in partnership with ascilite



- Relevance in different contexts
- Added value to broader frameworks
- International reach
- Application in internal provision
- Accreditation for open courses
- Growing the peer community

CMALT in Australasia

changing context, local assessors



Policy

e.g. open
access,
equality

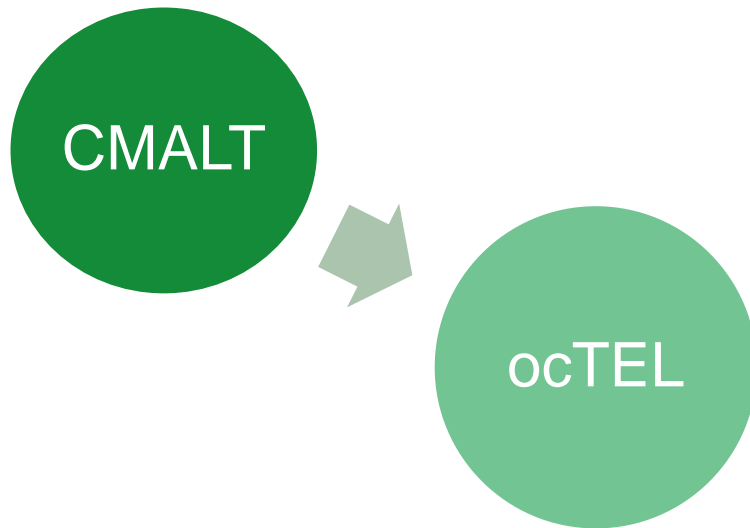
Legislation

e.g. national
standards,
provision

Culture

e.g. staff
and
learners,
institutions

CMALT and ocTEL, the open course in technology enhanced learning



Mapping of the framework to the Open Course in Technology Enhanced Learning, ocTEL - an open course run in 2013 and 2014 with 2000+ registrations in total:

- Weekly posts
- Community group
- Encourage participation through badges
- Provide examples

#ocTEL – open course in Technology Enhanced Learning



- ◇ Hundreds of open badges earned;
- ◇ Designed and run by ALT Members
- ◇ 25%+ of participants from outside of HE



by *Maren
Deepwell*

Leadership in Learning Technology – personal reflection on building a CMALT portfolio

June 11, 2014 in [CMALT Course Information](#)

As someone who has a small role in tutoring on the course and with a CMALT portfolio in the drafting stages, this blog post is about sharing my personal reflections on how one might use experience of leadership and management to help gain CMALT.

If you want to find out more, visit the [CMALT ocTEL group](#) or refer to the [CMALT pages](#) on ALT's website. Answers to most frequently asked questions will probably be covered in the [Guidelines for CMALT Candidates and Assessors](#).

In [previous blog posts](#) in this series, we have covered all sections of the portfolio, including Operational Issues, Learning, teaching and assessment, the wider context and Communication. So this week, I want to reflect on how having experience of leadership in different forms can provide a useful starting point for defining a specialist area, at least one of which every portfolio needs to include.

Leading people

One way to think about this is to concentrate on people. The way in which human beings and technology interact, particularly in learning, teaching and assessment, is complex. Our relationships with people are similarly often mediated by technology and using tools effectively to create productive working or teaching relationships is always a challenge. If I was going to write about leading people, this is where I would start. I would ask, what do I use technology for in this context? How can I give examples of this? Does it work? How could I improve? What are the limitations? Audio snapshots of "Hello, can anyone hear me?" would certainly feature in this section for me.

[App Net](#) (74)

[Google+](#) (208)

[Twitter](#) (2,560)

Who's Online

There are no users currently online

Badges



Course Information

[How you can get involved #altc_beyond ocTEL](#)

Posted on: Jun 26th, 2014

By [Maren Deepwell](#)

[Submit your feedback - and get the final ocTEL badge](#)

Posted on: Jun 24th, 2014

By [Maren Deepwell](#)

[ocTEL 2014: What we built together - thank you!](#)

Posted on: Jun 23rd, 2014

By [Martin Hawkey](#)

<http://octel.alt.ac.uk/2014/category/course-information/cmalt-course-information/>



Scaling up and reaching out:

Greater impact

Less duplication

More efficient

Better for all learners

Power in numbers?

challenges of scaling up peer-based accreditation



Technology

keeping pace
with
innovation is
hard to do

Skills

different
roles can
have very
different
requirements

Recognition

peers need
meaningful
recognition at
all levels

Future of peer-based accreditation

CMALT as a way to:

Empower professionals through peer-led accreditation

Complement training/skills but focus on practice in context

Retain relevance by providing flexibility

Strengthen recognition via internal provision

Support micro accreditation via open courses and open badges

What's next?

Developing CMALT

Expanding CMALT for leadership and management in Learning Technology

Mapping CMALT to other competency frameworks e.g. data scientists

Route for Vocational Education and Training via Blended Learning Essentials on FutureLearn



Blended Learning Essentials for Vocational Education and Training

Sign up at FutureLearn.com

futurelearn.com/courses/blended-learning-getting-started

The future belongs to peers

Coming up...

19-20 April 2016
University of Edinburgh, UK



OER16: Open Culture

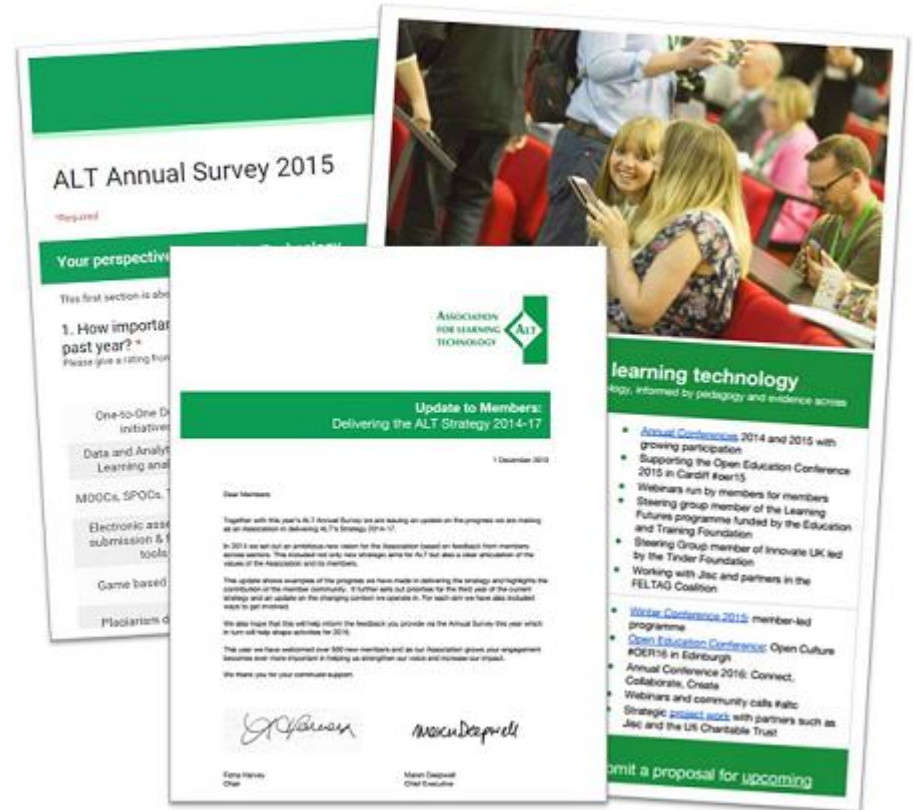
The vision for this conference is to focus on the value proposition of embedding open culture in the context of institutional strategies for learning, teaching and research. The conference will be chaired by Melissa Highton, Director of Learning, Teaching and Web Services at the University of Edinburgh, and Lorna Campbell, OER Liaison at the University of Edinburgh and EDINA Digital Education Manager.

Conference themes:

- The strategic advantage of open and creating a culture of openness.
- The reputational challenges of openwashing.
- Hacking, making and sharing.
- Openness and public engagement.
- Innovative approaches to opening up cultural heritage collections for education.
- Converging and competing cultures of open knowledge, open source, open content, open practice, open data and open access.

#oer16 oer16.oerconf.org

<https://oer16.oerconf.org/>



<http://go.alt.ac.uk/ALT-News2015>





go.alt.ac.uk/join-ALT

go.alt.ac.uk/join-ALT



ALT Online Winter Conference 2015

w/c 7th Dec online sessions scheduled for the 9th/10th Dec

<https://altc.alt.ac.uk/online2015/>

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Association for Learning Technology



www.alt.ac.uk



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