

How to cite:

Farias-Gaytan, S., Ramirez-Montoya, M.S. and Aguaded, I. 2023. Educational Innovation with Alternative Credentials as a Driver of the Digital Transformation of the University.

### **Questionnaire on the use of alternative credentials**

Silvia Farías-Gaytán. ORCID 0000-0001-5858-5900. Tecnológico de Monterrey. Educational Innovation and Digital Learning. [silvia.farias@tec.mx](mailto:silvia.farias@tec.mx)  
Ignacio Aguaded. ORCID 0000-0002-0229-1118. University of Huelva. Department of Education. [aguaded@uhu.es](mailto:aguaded@uhu.es)  
María-Soledad Ramírez-Montoya. ORCID 0000-0002-1274-706X. EGADE Business School. Tecnológico de Monterrey. [solramirez@tec.mx](mailto:solramirez@tec.mx)

Objective: To learn about higher education institutions' paths when implementing alternative credentials.

Description: The instrument comprises two sections; the first consists of elements about sociodemographic data, and the second refers to the aspects regarding the implementation experience of alternative credentials in the institution.

- I. Sociodemographic data:
  - a. Gender
  - b. Country
  - c. Institution/University/Center/Organization where you are employed
  - d. Discipline of your profile
  - e. Highest level of education

#### II. Instructions

Read each of the items presented carefully and respond by describing your experience regarding them.

*Why? Added value, institutional strategy*

- What are the essential elements to consider when defining an alternative credential?
- What is the purpose of its use in undergraduate studies? Level content, update and/or complement current curricula with elective courses?
- Were they used to open non-existent offerings at the university in specific topics leading to a qualification or professional updating (graduates and/or external)?

- How do you define the content?
- What is the flexibility model that you have defined for alternative credentials?
- Do you have the same courses on Coursera and edX? How do they define which course they offer on one platform or another if they are different?
- How is it organized? Are they separate units, or are they included in each degree/unit?
- How are the protocols formalized to generate a credential? Are there requirements to declare it, forms to fill out, and minimum course hours?
- How are teachers who participate in the production rewarded when it is made and when the alternative credential is executed? Are teachers paid for the construction of asynchronous material? If they are paid, do they do it for the hours of dedication or the resulting hours for the students?
- Is an hourly rate paid or a percentage of the revenue if the courses are sold?
- Do teachers get paid each time the program is taught even though there is no interaction?
- Do you have a calculation of hours worked per teacher for each "asynchronous teaching" hour?
- How are tutors who support implementation rewarded?
- What are the costs involved in creating an alternative credential? What are the most critical points to keep in mind?
- What is the operational and cost structure to produce alternative credentials?
- Do you charge undergraduate students? Are they offered to collaborators and teachers under special conditions?
- What business models have you explored? Which ones are the most effective?

*What? Definition, design*

- What are the defined segments? Are they subjects whose structure better allows delivering specific content or developing skills/competencies? Can they be practical subjects, or are they fundamentally oriented toward theoretical classes? Are they rather instrumental, or can they be exploratory?
- When defining an alternative credential, do you have a defined process to formalize the course?
- When is a development considered to be new compared to an earlier one?
- How do you transition when using parts of another alternative credential? Is it done by modules or by credentials?

- How short can a course/program be under the Tec model so that an alternative credential can be awarded?
- What are the formats used? Are alternative credentials only offered online?
- What methodologies and/or tools are used for the design?
- What are the forms that deliver the content? (Videos, readings, external materials).
- Is your design different from a regular degree course? Do you have specifications in your planning and/or implementation? (Duration, academic hours, learning objectives, methodologies, evaluation, etc.)
- Are the assessments all self-correcting? Do you have evaluations that require someone to review, correct, and apply criteria?
- How do you calculate asynchronous student work hours?
- What is the role of teachers in implementation? Do they answer questions? Do you proofread jobs?
- Is there an academic tutor and a service tutor?
- How much time is required to develop an alternative credential course and offer it?
- What types of tools are used to ensure levels of learning?
- What factors do you consider in quality control?
- By whom and how is the course designed and produced? Is there a department in charge of this?
- Who owns the Intellectual Property? How is it managed?
- Do they have different treatments for external teachers versus contracted ones?
- What protection do you take if a teacher leaves the institution? Do you sign any transfer of rights? Indefinite or for a fixed term?

*How? The evaluation process, assignment*

- How are content evaluations carried out? (Partial evaluations, final evaluation, types of assessment).
- How are competencies assessed in asynchronous courses? What kind of instruments are used?
- How do you ensure standardization in students' experience when taking an alternative credential course?

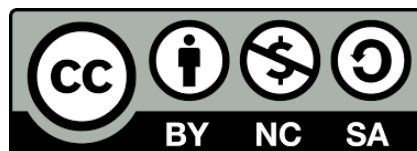
*When? Accreditation, throughout life*

- How do you see the option of delivering the certification without taking the course, that is, accrediting the competency or knowledge?

- Do they have experience integrating an alternative credential course into the undergraduate or graduate curriculum? If so, could an evaluation be defined that certifies the competence and/or ability?
- If the student does not pass, will they be able to take the course in an alternative credential format and then obtain certification if they meet the defined evaluation?

*Where? Recognition and portability*

- What has been Tec's experience with alternative credentials offered through interdisciplinary courses/programs? What possible benefits can be seen in applying this model to this type of program vs. disciplinary programs?
- What things work best? Which market is more receptive?
- How does dissemination occur? Internally, through the platform used (edX, Coursera), or mixed?
- Have you explored third-party certification for your students?
- How is the certification curriculum sheet reflected? Diploma? LinkedIn?
- What are the characteristics of the components of a learning path and its criteria?
- Where can we see all the alternative credentials offered to the different segments?



Questionnaire on the use of alternative credentials by Farias-Gaytan, Silvia, Aguaded, Ignacio & Ramírez-Montoya María-Soledad is shared under a license [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/)