

Learning Transitions Design Principles for Learning and Employment Records

Learning and Employment Records (LERs) have emerged as a promising opportunity to support learners in accessing and sharing their learning- and skills- data. Learning journeys are rarely continuous; opportunities, challenges, and evolving circumstances can result in both the development of skills and competencies and a change in the way in which individuals demonstrate and get recognized for their skills and competencies (Colley, 2007). This is what we call **learning transitions**. However, systemic barriers and inequities disproportionately impact learners from historically and systematically excluded (HSE) communities, limiting access to supports and resources to enter and persist in the education and workforce ecosystem. To help inform the development of LERs to be of value and use in supporting HSE learners, Digital Promise collaborated with learners experiencing transition to explore how LERs could be leveraged to support learner journeys.

The result of this research is a set of **Learning Transition Design Principles for LERs** created for technology developers and partners. These tools will serve to inform and motivate developers to

- a.) consider educational and career trajectories that may substantially differ from the learners and earners for whom they are typically designing, including the experiences of English learners, immigrants, learners of color, and transitioning military, and
- b.) provide insights on shifts technology developers and partners can make to support a diversity of learners.


As the education and workforce ecosystem increasingly adapts to skills-based hiring approaches, it is critical for emerging technologies like LERs to be designed accessible and equitably, and in ways that center the learner, so they can easily share and access their skills data.

1

Connect people to supports.

LER technologies should be able to, with user consent, be shared with and/or match people to the following:

- people who may support them during a transition,
- mentors and academic/career/transition counselors and services, and
- career and/or professional social networking services.



"I think one of the attractions to that would be that community. That place that I can always go and still talk with people that understand what we're going through."


"Un advisor que tenga empatía y pueda guiar." // An advisor who is empathetic and can guide."

2

Connect people to opportunities.

LER technologies should connect people, with their consent, to the following:

- job, work, and/or career earning opportunities,
- learning, development, and/or education opportunities; and
- money, time, and/or resource opportunities.




"Que ayude a conseguir un mejor trabajo, que me conecte con posibles empleadores basado en mi portfolio." // "Help me get a better job, connect me with potential employers based on my portfolio."

3

Include indicators of skills- and learning add.

LER technologies should include these:

- indicators of learners' social-emotional and/or 21st century skills,
- indicators of learners' skills-add to a role or an organization, and
- information about their learning development and aspirations.



"I think, for me, it seems like there's multiple emphasis on skills translating that aren't technical skills like soft skills that seems to be one that's jumping out. It's being said in different ways."


"Guiado por la investigación de cómo los diferentes grupos culturales aprenden." // "Guided by the research on how different cultural groups learn."

4

Be inclusive of people's identity, movement, and language.

LER technologies should enable people to share, with their consent, these elements:

- intersectional identities and representations,
- migration and immigration documentation and service needs, and
- language translation and/or display option needs.




"Pero siempre he pensado que no hablar como ellos, que no haberme graduado en las universidades de ellos cuando digo "ellos", digo las personas que nacieron aquí, los profesionales igual que yo. Siempre me ha parecido que me coloca en desventaja." // "But I have always thought that not speaking like them, that not having graduated from their universities, when I say "them," I mean the people who were born here, the professionals just like me. It has always seemed to me that it puts me at a disadvantage."

5

Empower people with skills-based practices.

LER technologies should achieve the following:

- enable people to organize their skills data, information, and credentials,
- integrate with a skill-credential translation tool or service; and
- integrate with a skill-credential evaluation tool or service.




"... especially when you're transitioning out of the military, we have captured a lot of things in here where you have to be able to translate the skills that you learned working in the Department of Defense or in the military to the civilian sector."

6

Adopt a comprehensive approach to digital credentialing.

LER technologies should include the following:

- a functionality for the holder to check for credential data accuracy and consent to its inclusion in their LER,
- verifiable and unverifiable digital credentials,
- institution, peer, and self attested digital credentials; and
- a variety of credential types and expressions.




"I do think, in this day and age, just let me have a profile, go in there, and edit it. And as I gain things, I can add things, and then I can review LER ... I've got a binder the size of my desk. And with that stuff digital, it takes me a little while to get that stuff uploaded."

7

Integrate with a variety of tools.

LERs should integrate with the following:

- a skill highlight and/or matching tool or engine,
- a portfolio or resume builder,
- a pathway map or timeline feature, and
- other tools.



"Crear un portafolio adecuado a diferente tipos de posiciones." // "Create a portfolio suitable for different types of positions."

"So having a sense of orientation. It's kind of like your financial planning career path. Yeah. Some direction."