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Micro-Credentials: Flexibilisierung und Personalisierung von Curricula

Micro-Credentials als Katalysatoren für Flexibilisierung, Individualisierung & Durchlässigkeit

online, 01.12.25

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Büro für Bolognaprozess & Lehreentwicklung I Lehr- und Lernformate

Ausgangsfrage

Stehen traditionelle Studien (Curricula) und Microcredentials in Konkurrenz?

Oder bieten Microcredentials vielmehr das Potenzial

- ✓ curriculare (formale) Bildung (Studien) zu flexibilisieren?
- ✓ individuelle Lernpfade zu ermöglichen und anzuerkennen (zu validieren) und somit als Brücke zwischen formaler und non-formaler Bildung zu fungieren?

Kernaussage (Positionierung)

Microcredentials sind keine Konkurrenz – sie sind ein Mehrwert!

Sie fungieren als Katalysatoren, die:

- Grenzen zwischen formaler & non-formaler Bildung überwinden, indem sie
  - Lernergebnisse standardisiert und qualitätsgesichert beschreiben und damit Anerkennung & Validierung ermöglichen (qualitätsgesicherte Durchlässigkeit)
- Individuelle (flexible) Lernwege eröffnen, indem sie
  - ein „anerkennbares“ Format darstellen (standardisierte Bechreibungselemente)
  - zeitnah (individuellen) Bildungsbedarf decken

Was sind Microcredentials? (Definition)

Microcredentials sind Nachweise über Lernergebnisse, die eine Lernende bzw. ein Lernender im Rahmen einer weniger umfangreichen Lerneinheit erzielt hat.

Diese Lernergebnisse werden anhand transparenter und eindeutig definierter Kriterien beurteilt. Lernergebnisse, die zum Erhalt von Microcredentials führen, sind so konzipiert, dass sie den Lernenden spezifische Kenntnisse, Fertigkeiten und Kompetenzen vermitteln, die dem gesellschaftlichen, persönlichen, kulturellen oder arbeitsmarktbezogenen Bedarf entsprechen.

Microcredentials sind Eigentum der Lernenden, können als Nachweis zur Verfügung gestellt werden und sind übertragbar. Sie können eigenständig sein oder kombiniert werden, sodass sich daraus umfangreichere Qualifikationen ergeben.

Microcredentials werden durch eine Qualitätssicherung gestützt, die sich an den im jeweiligen Sektor oder Tätigkeitsbereich vereinbarten Standards orientiert.

Council Recommendation

Empfehlungen der nationalen (A) Bologna Follow up Gruppe

Aurora Guidelines

EURIDICE Micro-credential Design Guide

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Council Recommendation

Empfehlungen der nationalen (A) Bologna Follow up Gruppe

Aurora Guidelines

EURIDICE Micro-credential Design Guide

Microcredentials als Brücke zwischen formaler und non-formaler Bildung

Wie könnte die Struktur von Curricula (Studien) aussehen, die Microcredentials als Katalysatoren für Individualisierung und Flexibilisierung nutzen und dabei

- qualitätsgesicherte Durchlässigkeit zwischen Bildungsformaten fördern?
- die Einbindung verschiedener Anbieter und Lernkontexte ermöglichen?

Master Curriculum

Disciplinary Modules

total of
30 ECTS credits

Disciplinary Modules

total of
30 ECTS credits

Complementary Subject Area

total
30 ECTS

Masters's Thesis incl. defence

al of
S credits

Window of Opportunity

total of
30 ECTS credits

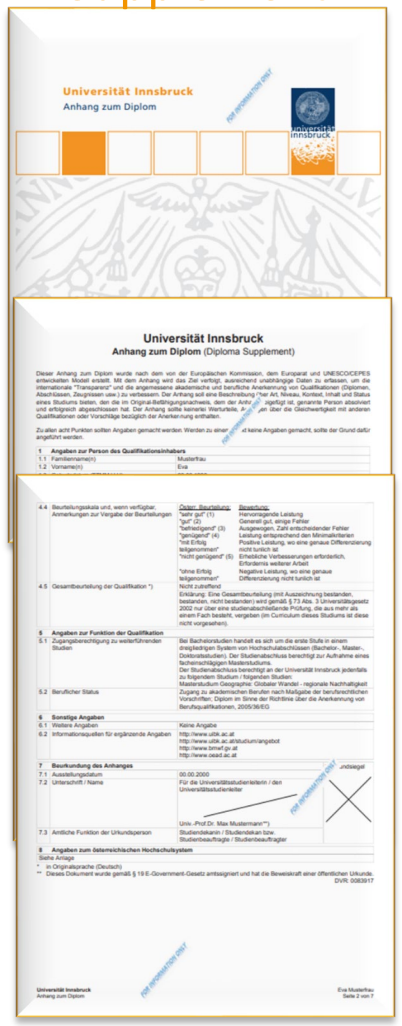
1st Semester

2nd Semester

ester

4th Semester

Diploma Supplement



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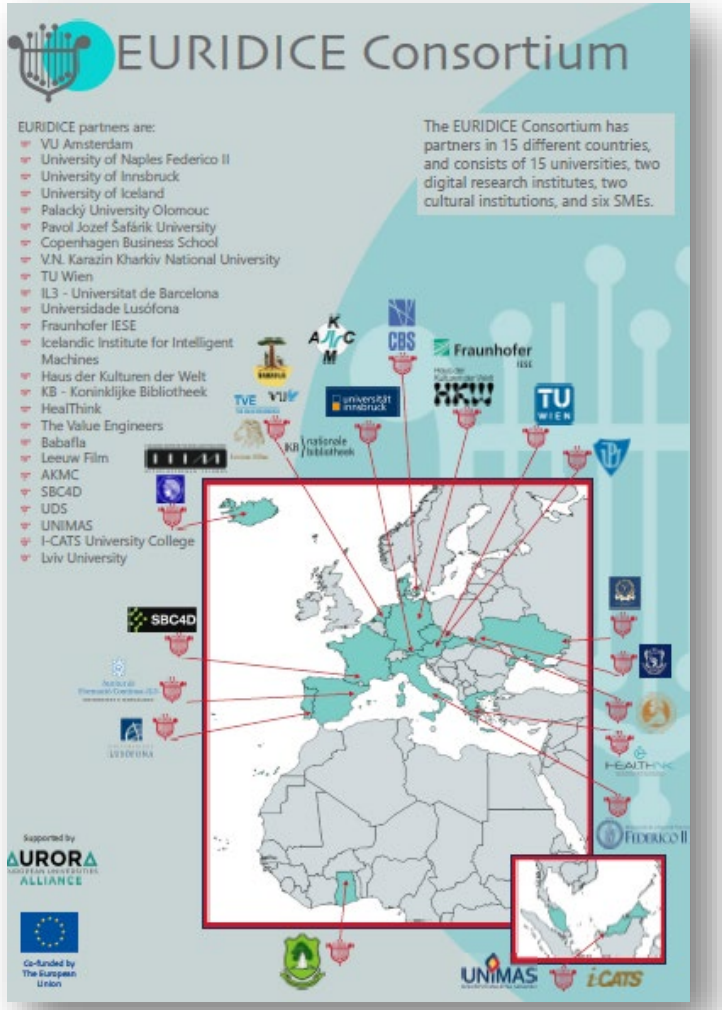

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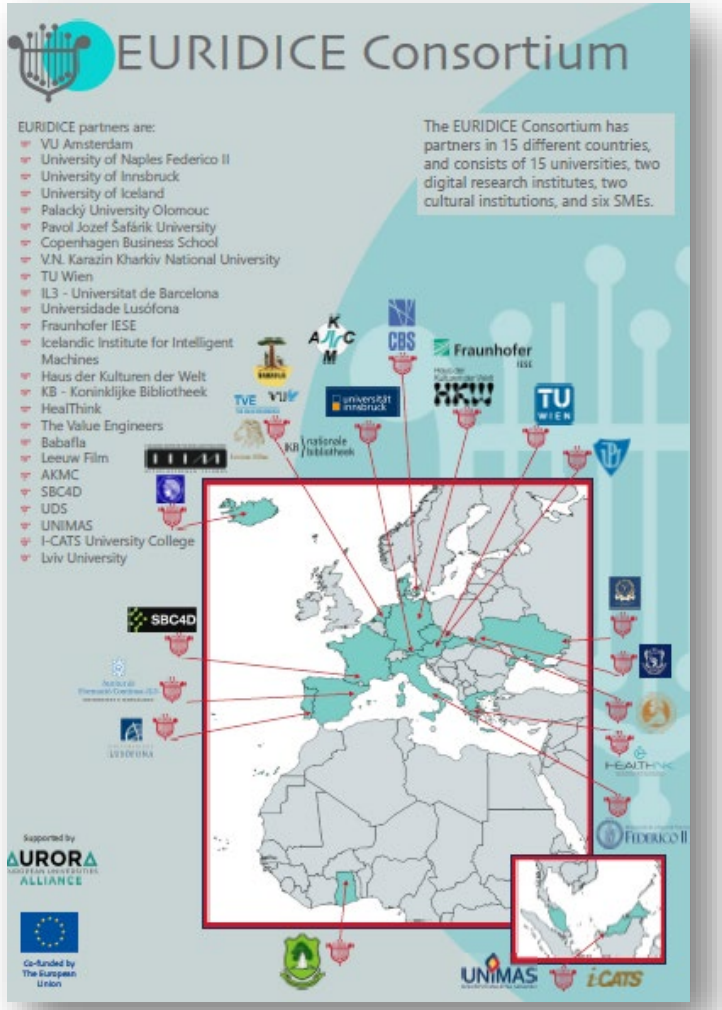

Master Curriculum

1st Semester	2nd Semester
Disciplinary Modules total of 30 ECTS credits	Disciplinary Modules total of 30 ECTS credits
3rd Semester	**4th Semester**
Disciplinary Modules total of 30 ECTS credits	Masters's Thesis incl. defence total of 30 ECTS credits

„Container-Modul“

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EURIDICE Micro-Credential implementation process

To ensure alignment with the EURIDICE educational framework and with the DIGISOC overall programme, all EURIDICE Micro-Credentials are subject to a review process involving the EURIDICE Micro-Credential Review and Certification Board (MC-Board). For Level 1 EURIDICE Micro-Credentials the MC-Board can also be used as a review-board supporting quality assurance (see page 6).

For Level 2 EURIDICE Micro-Credentials both the MC-Board and the Deans of Studies of the DIGISOC joint study programme are involved. The MC-Board provides a recommendation to the Dean of Studies based on an assessment of the following criteria in line with the Principles of the Lisbon Recognition Convention (LRC[2]):

- Quality and level of learning outcomes, as referenced to the EURIDICE educational goals
- Alignment with and contribution to the DIGISOC qualification profile
- No significant difference from the learning outcomes defined within the DIGISOC curriculum
- Appropriateness of workload and credit allocation (ECTS credit equivalence)
- Assurance that participation does not negatively affect academic progress or performance

Based on this recommendation, the Deans of Studies take the final decision regarding the formal recognition (Validation) of the respective Level 2 micro-credential within the DIGISOC programme.

This procedure ensures that the learning outcomes of EURIDICE Level 2 micro-credentials demonstrate a verifiable NON substantial difference from those of the DIGISOC curriculum, thereby safeguarding the integrity, transparency, and complementary value of the programme within the broader European Higher Education framework.

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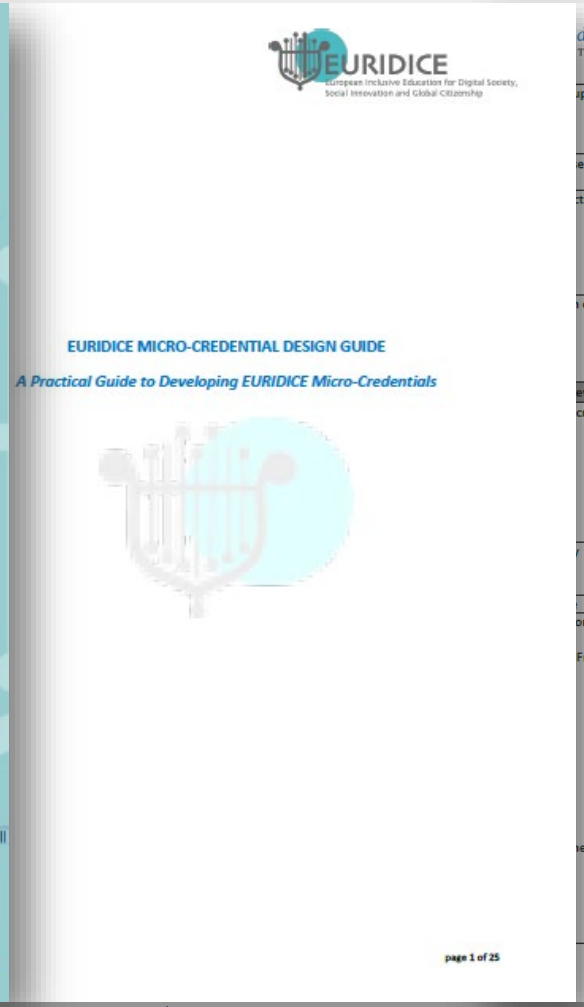
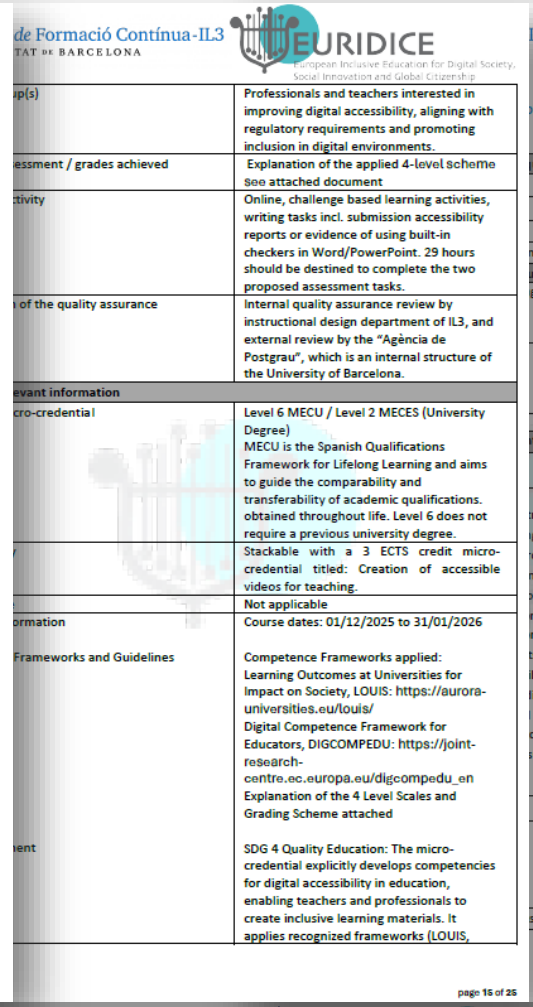
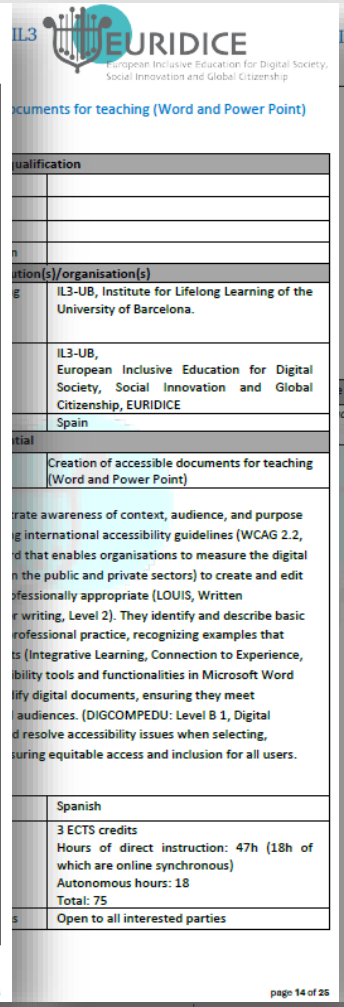
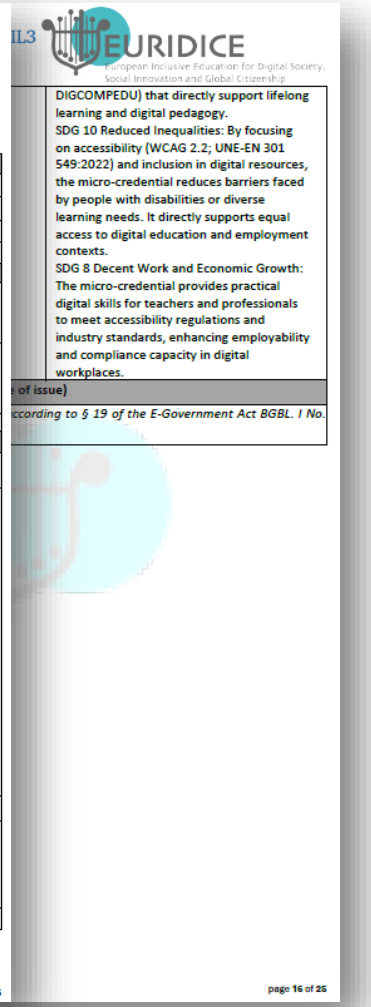




p(s)	Professionals and teachers interested in improving digital accessibility, aligning with regulatory requirements and promoting inclusion in digital environments.
essment / grades achieved	Explanation of the applied 4-level scheme see attached document
tivity	Online, challenge based learning activities, writing tasks incl. submission accessibility reports or evidence of using built-in checkers in Word/PowerPoint. 29 hours should be destined to complete the two proposed assessment tasks.
of the quality assurance	Internal quality assurance review by instructional design department of IL3, and external review by the "Agència de Postgrau", which is an internal structure of the University of Barcelona.
evant information	
cro-credential	Level 6 MECU / Level 2 MECES (University Degree) MECU is the Spanish Qualifications Framework for Lifelong Learning and aims to guide the comparability and transferability of academic qualifications. obtained throughout life. Level 6 does not require a previous university degree.
	Stackable with a 3 ECTS credit micro-credential titled: Creation of accessible videos for teaching.
	Not applicable
ormation	Course dates: 01/12/2025 to 31/01/2026
Frameworks and Guidelines	Competence Frameworks applied: Learning Outcomes at Universities for Impact on Society, LOUIS: https://aurora-universities.eu/louis/ Digital Competence Framework for Educators, DIGCOMPEDU: https://joint-research-centre.ec.europa.eu/digcompedu_en Explanation of the 4 Level Scales and Grading Scheme attached
ent	SDG 4 Quality Education: The micro-credential explicitly develops competencies for digital accessibility in education, enabling teachers and professionals to create inclusive learning materials. It applies recognized frameworks (LOUIS,



tion(s)/organisation(s)	
	IL3-UB, Institute for Lifelong Learning of the University of Barcelona.
	IL3-UB, European Inclusive Education for Digital Society, Social Innovation and Global Citizenship, EURIDICE
	Spain
tial	
	Creation of accessible documents for teaching (Word and Power Point)
	Spanish
	3 ECTS credits Hours of direct instruction: 47h (18h of which are online synchronous) Autonomous hours: 18 Total: 75
	Open to all interested parties



	DIGCOMPEDU) that directly support lifelong learning and digital pedagogy. SDG 10 Reduced Inequalities: By focusing on accessibility (WCAG 2.2; UNE-EN 301 549:2022) and inclusion in digital resources, the micro-credential reduces barriers faced by people with disabilities or diverse learning needs. It directly supports equal access to digital education and employment contexts. SDG 8 Decent Work and Economic Growth: The micro-credential provides practical digital skills for teachers and professionals to meet accessibility regulations and industry standards, enhancing employability and compliance capacity in digital workplaces.
of issue)	
	according to § 19 of the E-Government Act BGBL. I No.

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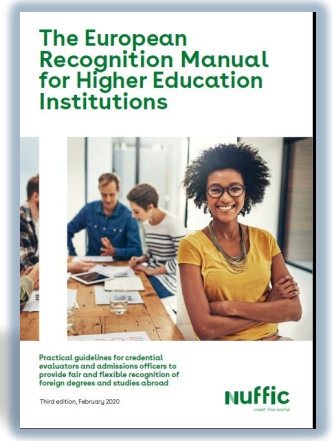
Microcredentials: Anerkennung & Validierung

Basierend auf dem Prinzip des wesentlichen Unterschieds gem. Lisbon Recognition Convention (LRC):

- Qualität
- Niveau
- Qualifikationsprofil
- Lernergebnisse, ECTS Credits
- ..darf den erfolgreichen Studienverlauf nicht beeinträchtigen

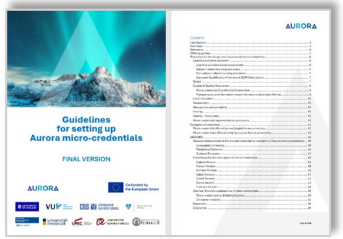


European Recognition Manual for Higher Education Institutions
Lisbon Recognition Convention

….es bedarf studienrechtlicher Rahmenbedingungen, die eine Validierung von Lernergebnissen ermöglichen!

Anwendung im curricularen Hochschulkontext

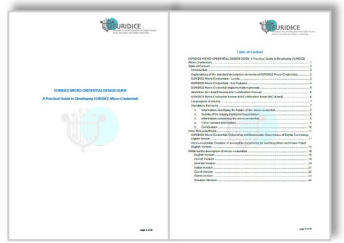
AURORA European Universities Alliance:



- ✓ gemeinsames Angebot
- ✓ „Cross-institutional teaching“
- ✓ (formale) Anerkennung durch Einhaltung gemeinsamer Standards

EURIDICE

DIGISOC | EUROPEAN JOINT MASTER
DIGITAL SOCIETY•SOCIAL INNOVATION•GLOBAL CITIZENSHIP



+ Microcredentials als Katalysatoren für qualitätsgesicherte Durchlässigkeit

Anwendungsbeispiel: Reading Austria in European and Global Context

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The Universität Innsbruck confirms that

dat[redacted]

has successfully completed the micro-credential

Reading Austria in European and Global Context
(10 ECTS credits)

On behalf of the Universitätsstudienleiterin

Univ.-Prof. Dr. Janette Walde
Innsbruck, 17. March 2025

Universität Innsbruck

	Angaben zur Person	
1.1	Familienname(n)	[redacted]
1.2	Vorname(n)	[redacted]

University of Innsbruck

1	**Information identifying the holder of the qualification**	
1.1	Family name(s)	[redacted]
1.2	Given name(s)	[redacted]
1.3	Date of Birth (YYYYMMDD)	[redacted]
1.4	Other information suitable for identification	[redacted]
2	**Information identifying the issuing institution(s)/organisation(s)**	
2.1	Name and status of the organization issuing the micro-credential and is responsible for quality assurance	Universität Innsbruck
2.2	Name(s) and status of administering the micro-credential	Universität Innsbruck Aurora European Universities Alliance
2.3	Country/countries, region(s) of issuing	Austria
3	**Information identifying the micro-credential**	
3.1	Title of the micro-credential	Reading Austria in European and Global Context
3.2	**Learning outcomes** (competence profile) Graduates of the micro-credential "Reading Austria in European and Global Context" are familiar with processes of Europeanisation and European integration with a special focus on Austria. They are able to explain interdisciplinary theoretical concepts and have empirical knowledge on the subject areas of Austrian history, politics, art, culture and society as well as their European and global entanglement. They are able to critically analyse Eurocentric power relations using a rational understanding and apply theories from the Humanities and Social Sciences to case studies. Graduates of the micro-credential "Reading Austria in European and Global Context" are able to explain issues in the context of intercultural worldview frameworks and from different perspectives. They have knowledge of interdisciplinary theoretical perspectives on coloniality and decolonisation, migration, hybridisation, contact zones, cultural transfer and diversity in the Austrian, European and global context and can apply these in the analysis of empirical material. They can further apply selected methods from the Humanities and Social Sciences, handle constructivist concepts of culture and critically discuss sources. They have knowledge of cultural diversity and are able to name various Austrian and European institutions and how they deal with cultural plurality.	
3.3	Language(s) of instruction	English
3.4	Workload required to achieve the learning outcomes	10

3.3	Unterrichtssprache(n)	Englisch
3.4	Arbeitsaufwand, der zur Erreichung der Lernergebnisse notwendig ist in (nach Möglichkeit in ECTS-AP)	10
3.5	Erforderliche Voraussetzungen /	Aufrechte Zulassung zu einem

3.5	Required prerequisites / entry qualifications	Admission to a study degree program on Bachelor level at Universität Innsbruck or equivalent
3.6	Target group(s)	Bachelor students of all disciplines incl. international students and students from universities of the Aurora European Universities Alliance
3.7	Type of assessment / grades achieved	Course examination (see academic record)
3.8	Form of participation in the learning activity	Lecture with exercise: „Perspectives on Europe in a Global Context" (5 ECTS-AP) Lecture with exercise: „Reading Austria in Europe and the World" (5 ECTS-AP)
3.9	Description of the quality assurance	Internal quality assurance within the meaning of § 14 UG (University Act)
4	**Other relevant information**	
4.1	Level of micro-credential	The two courses of the micro-credentials come from studies with the EQF Level 6 (Bachelor)
4.2	Stackability	*Not applicable*
4.3.	Expiry date	*Not applicable*
4.3	Further information	www.uibk.ac.at
5	**Certification (official digital signature, date of issue)**	
5.1	*The document should be officially signed according to § 19 of the E-Government Act BGBL I No. 10/2004 as amended.*	

universität innsbruck	Signatory	serialNumber=649258771444,CN=Universitaet Innsbruck,O=Universitaet Innsbruck,C=AT
	Date/Time-UTC	2025-03-19T17:07:10+01:00
	Issuer-Certificate	CN=a-sign-corporate-07,OU=a-sign-corporate-07,O=A-Trust Ges. f. Sicherheitssysteme im elektr. Datenverkehr GmbH,C=AT
	Serial-No.	220404914
Verification	Information about the electronic signature of the signed document in digital form can be found at https://www.signaturpruefung.gv.at For information on verifying the printout of electronic signed documents, please visit: https://www.uibk.ac.at/impressum/	
Note	This document was signed with an official signature. According to § 20 E-Government-Act a printout of this document has the probative value of an official document.	

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https://www.uibk.ac.at/en/international/aurora/aurora-european-universities-alliance/micro-credentials/

1	**Information identifying the holder of the qualification**	
1.1	Family name(s)	Mustermann
1.2	Given name(s)	Anna
1.3	Date of Birth (YYYYMMDD)	1900-01-30
1.4	Other information suitable for identification	000000000
2	**Information identifying the issuing institution(s)/organisation(s)**	
2.1	Name and status of the organization issuing the micro-credential and responsible for quality assurance	Universität Innsbruck, Public university
2.2	Name(s) and status of administering the micro-credential	Universität Innsbruck, Aurora, European Universities Alliance
2.3	Country/countries, region(s) of issuing	Austria
3	**Information identifying the micro-credential**	
3.1	Title of the micro-credential	Reading Austria in European and Global Context
3.2	Learning outcomes	
3.3	Language(s) of instruction	English
3.4	Workload required to achieve the learning outcomes (if possible in ECTS credits)	10 ECTS credits
3.5	Required prerequisites / entry qualifications	
3.6	Target group(s)	
3.7	Type of assessment / grades achieved	Course examination, see transcript
3.8	Form of participation in the learning activity	
3.9	Description of the quality assurance	See § 14 UG (University Act)

Graduates of the micro-credential "Reading Austria in European and Global Context" are familiar with processes of Europeanisation and European integration with a special focus on Austria. They are able to explain interdisciplinary theoretical concepts and have empirical knowledge on the subject areas of Austrian history, politics, art, culture and society as well as their European and global entanglement. They are able to critically analyse Eurocentric power relations using a rational understanding and apply theories from the Humanities and Social Sciences to case studies.
Graduates of the micro-credential "Reading Austria in European and Global Context" are able to explain issues in the context of intercultural worldview frameworks and from different perspectives. They have knowledge of interdisciplinary theoretical perspectives on coloniality and decolonisation, migration, hybridisation, contact zones, cultural transfer and diversity in the Austrian, European and global context and can apply these in the analysis of empirical material.
They can further apply selected methods from the Humanities and Social Sciences, handle constructivist concepts of culture and critically discuss sources. They have knowledge of cultural diversity and are able to name various Austrian and European institutions and how they deal with cultural plurality.

Admission to a study degree program on Bachelor level at Universität Innsbruck or equivalent.

Bachelor students of all disciplines incl. International students and students from universities of the Aurora European Universities Alliance.

WS 24, 800861 Lecture with exercise: “Perspectives on Europe in a Global Context” (5 ECTS credits), online, compulsory attendance, immanent examination charachter, see transcript
WS 24, 800863 Lecture with exercise: “Reading Austria in Europe and the World” (5 ECTS credits), on-site, compulsory attendance, immanent examination charachte, see transcript

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4	Other relevant information	
4.1	Level of micro-credential	
4.2	Stackability	Not applicable
4.3.	Expiry date	Not applicable
4.3	Further information	
5	Certification (official digital signature, date of issue)	
5.1	*The document should be officially signed according to § 19 of the E-Government Act BGBL. I No. 10/2004 as amended.*	

The two courses of the micro-credential come from studies with the EQF Level 6 (Bachelor).

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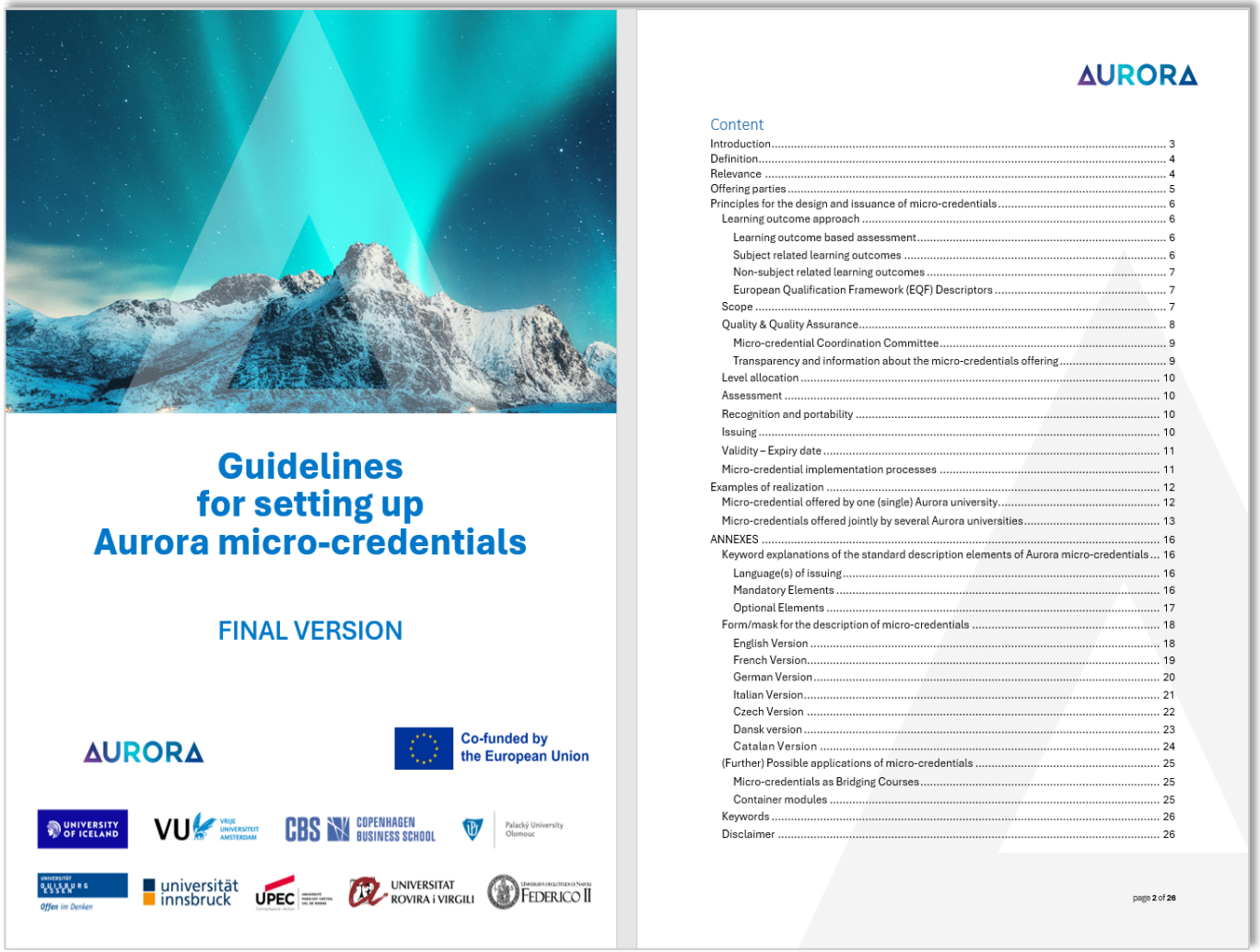
Microcredentials: Anbietende



Guidelines for setting up Aurora micro-credentials

FINAL VERSION

AURORA

Co-funded by the European Union

AURORA

Content

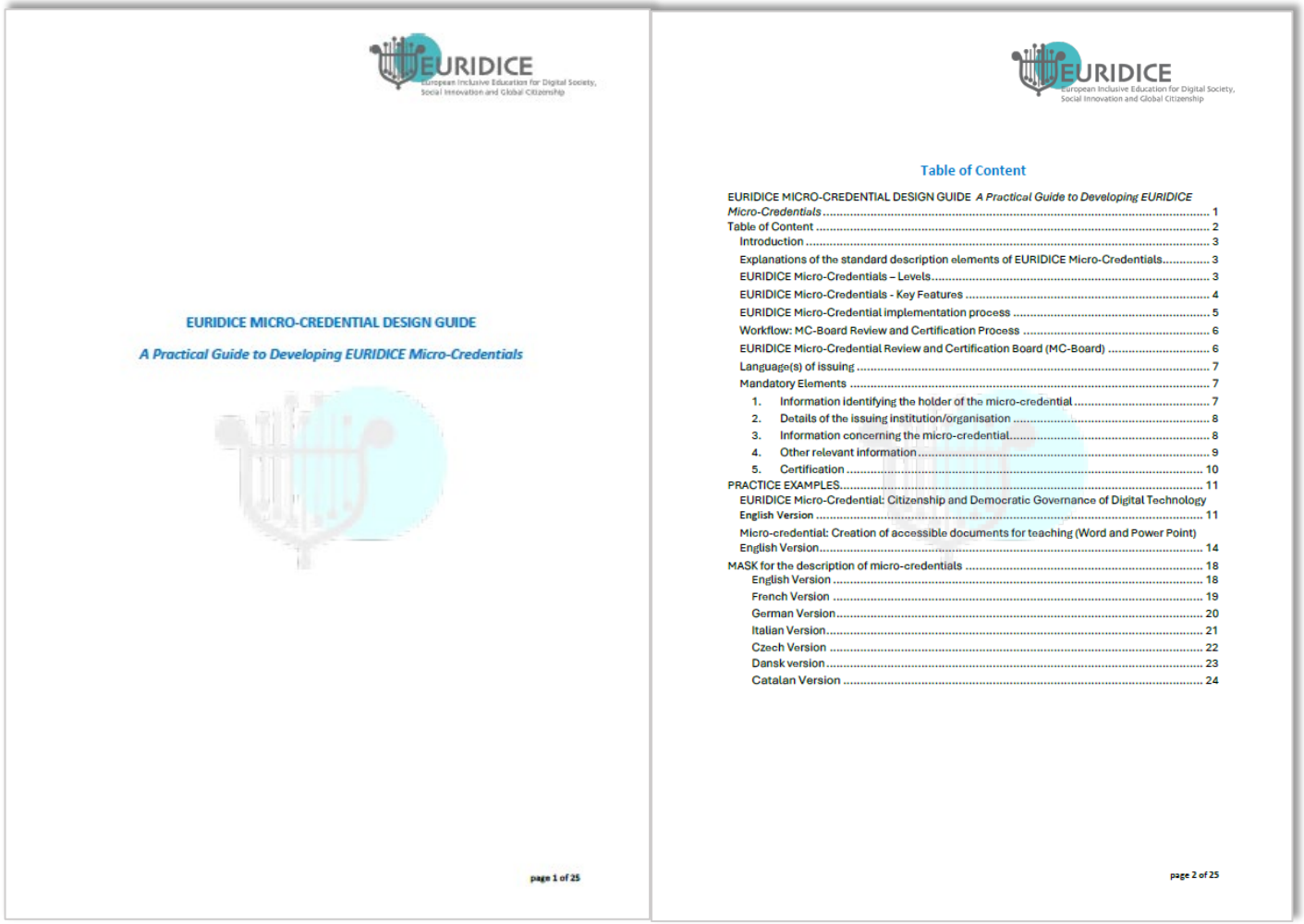
Introduction ... 3
Definition ... 4
Relevance ... 4
Offering parties ... 5
Principles for the design and issuance of micro-credentials ... 6
Learning outcome approach ... 6
Learning outcome based assessment ... 6
Subject related learning outcomes ... 6
Non-subject related learning outcomes ... 7
European Qualification Framework (EQF) Descriptors ... 7
Scope ... 7
Quality & Quality Assurance ... 8
Micro-credential Coordination Committee ... 9
Transparency and information about the micro-credentials offering ... 9
Level allocation ... 10
Assessment ... 10
Recognition and portability ... 10
Issuing ... 10
Validity – Expiry date ... 11
Micro-credential implementation processes ... 11
Examples of realization ... 12
Micro-credential offered by one (single) Aurora university ... 12
Micro-credentials offered jointly by several Aurora universities ... 13
ANNEXES ... 16
Keyword explanations of the standard description elements of Aurora micro-credentials ... 16
Language(s) of issuing ... 16
Mandatory Elements ... 16
Optional Elements ... 17
Form/mask for the description of micro-credentials ... 18
English Version ... 18
French Version ... 19
German Version ... 20
Italian Version ... 21
Czech Version ... 22
Dansk version ... 23
Catalan Version ... 24
(Further) Possible applications of micro-credentials ... 25
Micro-credentials as Bridging Courses ... 25
Container modules ... 25
Keywords ... 26
Disclaimer ... 26

page 2 of 26

4 QUALITY EDUCATION

- Hochschuleinrichtungen (gemeinsam)
- Hochschuleinrichtungen gemeinsam mit Anbietenden aus dem
  - formalen Kontext
  - non-formaler Kontext

Microcredentials: Anbietende



EURIDICE
European Inclusive Education for Digital Society, Social Innovation and Global Citizenship

EURIDICE MICRO-CREDENTIAL DESIGN GUIDE

A Practical Guide to Developing EURIDICE Micro-Credentials

page 1 of 25

EURIDICE
European Inclusive Education for Digital Society, Social Innovation and Global Citizenship

Table of Content

EURIDICE MICRO-CREDENTIAL DESIGN GUIDE *A Practical Guide to Developing EURIDICE Micro-Credentials* ... 1
Table of Content ... 2
Introduction ... 3
Explanations of the standard description elements of EURIDICE Micro-Credentials ... 3
EURIDICE Micro-Credentials – Levels ... 3
EURIDICE Micro-Credentials - Key Features ... 4
EURIDICE Micro-Credential implementation process ... 5
Workflow: MC-Board Review and Certification Process ... 6
EURIDICE Micro-Credential Review and Certification Board (MC-Board) ... 6
Language(s) of issuing ... 7
Mandatory Elements ... 7
1. Information identifying the holder of the micro-credential ... 7
2. Details of the issuing institution/organisation ... 8
3. Information concerning the micro-credential ... 8
4. Other relevant information ... 9
5. Certification ... 10
PRACTICE EXAMPLES ... 11
EURIDICE Micro-Credential: Citizenship and Democratic Governance of Digital Technology English Version ... 11
Micro-credential: Creation of accessible documents for teaching (Word and Power Point) English Version ... 14
MASK for the description of micro-credentials ... 18
English Version ... 18
French Version ... 19
German Version ... 20
Italian Version ... 21
Czech Version ... 22
Dansk version ... 23
Catalan Version ... 24

page 2 of 25

4 QUALITY EDUCATION

- Hochschuleinrichtungen (gemeinsam)
- Hochschuleinrichtungen gemeinsam mit Anbietenden aus dem
  - formalen Kontext
  - non-formaler Kontext
- Anbieter aus dem non-formalen Kontext

Hinweis: Anbietende, die nicht berechtigt sind ECTS Credits zu vergeben, können den Arbeitsaufwand in Echtstunden“ angeben.

Qualitäts- und Anerkennungsrahmen

Microcredentials sind eingebettet in:

- Nationale/institutionelle Akkreditierungsschemata, studienrechtliche Rahmenbestimmungen (QS Systeme)
- European Standards and Guidelines (ESG)
- Empfehlungen des Europäischen Rates
- Nationale und institutionelle Empfehlungen
- Anerkennung gemäß LRC (Prinzip des wesentlichen Unterschieds)

…Microcredentials überzeugen durch vertrauenswürdige, transparente Lernergebnisse, die unter Anwendung der LRC Prinzipien anerkannt/validiert werden können.

Microcredentials: Umfang & “Stapelbarkeit”

Council Recommendation on a European approach to micro-credentials for lifelong learning and employability

Empfehlungen für den Umfang

Nationale Bologna Follow-up Gruppe (A)

- **3 - 15 ECTS-AnrechnungsPunkte (AP)**

Aurora Guidelines

- **3 - 10 ECTS Credits**

Ermöglichung von Microcredentials als Teil von “Mobilitätsfenstern“

- ✓ Inter- und Transdisziplinarität
- ✓ transversale (inkl. interkulturelle) Kompetenzen

Einbindung aktueller Forschung ins Studium (Curriculum)

- ✓ Individuelle, flexible Lernpfade

„Stapelbarkeit“

Microcredentials sind modularisiert und

- eigenständig (z.B. Reading Austria in European and Global Context”,
- integrierbar (z.B. DIGISOC)
- stapelbar

„Stapelbar“ bedeutet die Möglichkeit, Microcredentials so zu kombinieren und/oder aufeinander aufzubauen, dass sich ein Kompetenz- bzw. Qualifikationsprofil ergibt.

Die Ermöglichung (inkl. Validierung/Anerkennung) der „Stapelbarkeit“ liegt in der Zuständigkeit der Institution, die das Gestapelte für etwas anerkennt.

…für welches Qualifikationsprofil stapeln?

Microcredentials als Motor für Individualisierung

Microcredentials sind modular & stapelbar, sie können:

- eigenständig stehen
- in Programme integriert werden (Mobilitätsfenster)
- zu größeren Qualifikationen **(!)** kombiniert werden
- interdisziplinäre Lernwege ermöglichen

…durch Microcredentials können individualisierte Lernpfade entstehen, ohne die Kohärenz formaler Programme zu gefährden!

Nutzen von Microcredentials

Lernende profitieren durch:

- Individuelle Schwerpunktsetzungen (Digitalisierung, Nachhaltigkeit, etc.)
- Internationale & interdisziplinäre Perspektiven/Kompetenzen
- Dokumentierte, valide und portable Lernergebnisse

Hochschulen profitieren durch:

- Innovation & Flexibilisierung ohne Qualitätsverlust (IaH, IoC)
- (Internationale) Kooperationen
- Möglichkeit, zeitnah (auf Anforderungen) mit passgenauen Angeboten zu reagieren

Fazit

Microcredentials können als Werkzeug zur Flexibilisierung und Individualisierung von Curricula eingesetzt werden.

Sie:

- stehen nicht in Konkurrenz zu traditionellen Abschlüssen,
- bieten standardisierte („anerkennbare“) Beschreibungen von Lernangeboten,
- überwinden Grenzen zwischen Bildungsformaten,
- tragen zur qualitätsgesicherten Validierung/Anerkennung von Lernergebnissen bei.

…Microcredentials fungieren als Katalysatoren, nicht als Gegenspieler!

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Micro-Credentials: Flexibilisierung und Personalisierung von Curricula

Danke für Ihre Aufmerksamkeit!

Micro-Credentials als Katalysatoren für Flexibilisierung, Individualisierung & Durchlässigkeit

online, 01.12.25

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