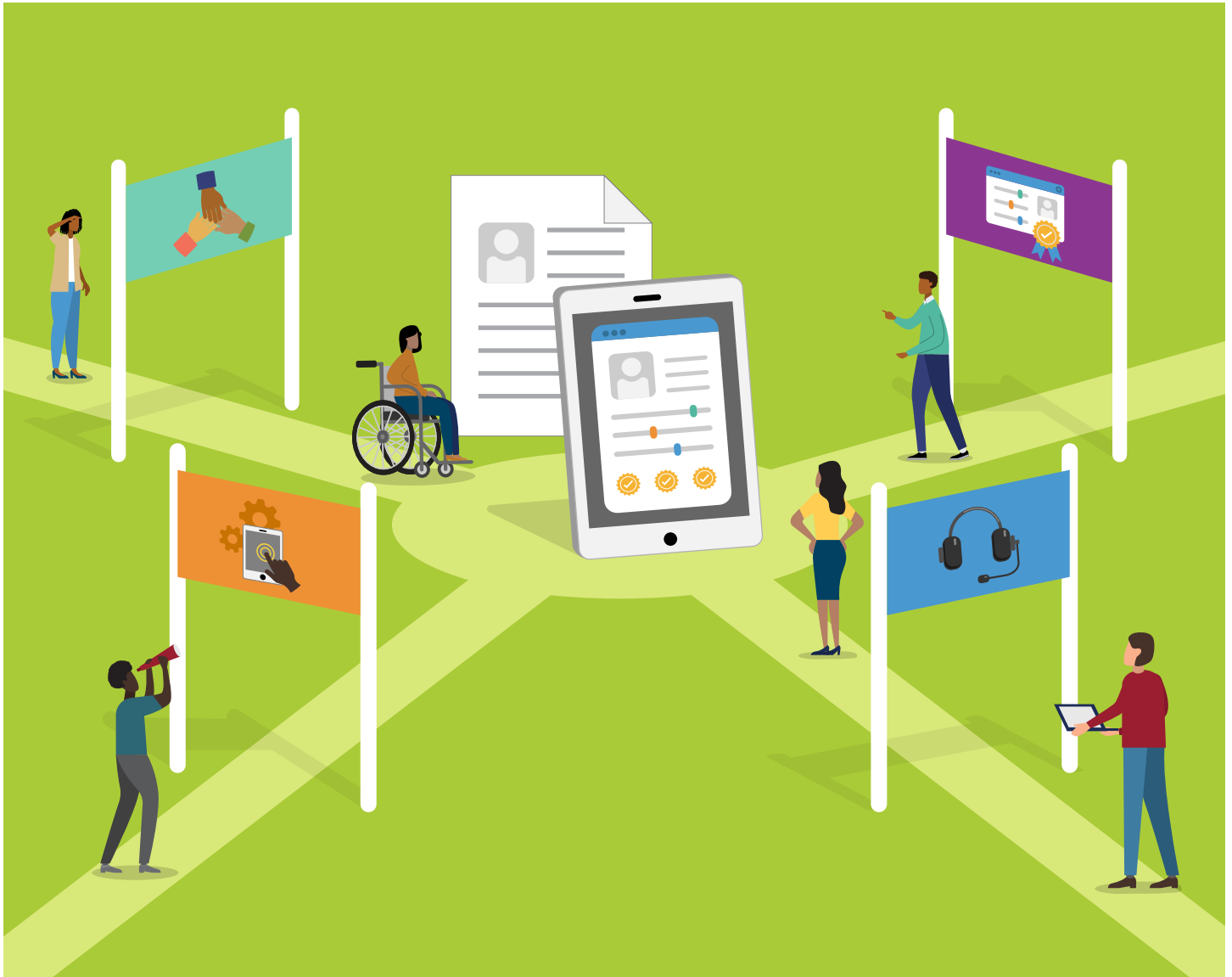


Onboarding and Education Design Principles for Learning and Employment Records

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Acknowledgments

Digital Promise owes our deepest gratitude to our collaborators on this project, beginning with the many learners and workers who inspire our work and are at the center of this report. We are honored by their willingness to share their stories and experiences and reflect on how learning and employment record (LER) technology onboarding might be created to benefit them. Throughout this report, we will refer to these individuals as workers/learners or participants.

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About Digital Promise

Digital Promise is a global nonprofit working to expand opportunity for each learner. We work with educators, researchers, technology leaders, and communities to design, investigate, and scale up innovations that empower learners, especially those who've been historically and systematically excluded.

Our mission is to shape the future of learning and advance equitable education systems by bringing together solutions across research, practice, and technology.

Guided by our North Star Goals, we work to create big opportunities and tackle big challenges in education. Closing the Digital Learning Gap and unlocking the power of technology has long been a priority—but it's not all we do:

- Our research seeks to generate knowledge that empowers learning across the lifespan, centering equity in our work and focusing on how digital technologies can enable Powerful Learning.
- Our national networks connect forward-thinking educators, researchers, students, and others to identify and address shared priorities and challenges.
- Our programs empower educators and communities with resources and support to move ideas about learning and equity from aspirational concepts to tried-and-true practices.

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Executive Summary

Beginning in 2021, Digital Promise set out to co-design guidance for Learning and Employment Record (LER) technologies to consider, and design for, the inclusive perspectives of learners who have been historically and systematically excluded (HSE) from education and workforce systems. This initial research project produced the LER ecosystem's first [Inclusive Design Principles](#). Since then, Digital Promise has engaged in two subsequent co-design efforts focused on the learner journey and how to support learners through the [transitions](#) they face throughout their lives, and onboarding and education for LERs. The following report represents the third study in our series where we examine the challenges and opportunities learners face when onboarding to an LER technology.

As the shift to skills-based hiring and advancement accelerates, it is essential for technologies like LERs to present a clear, user-friendly, and accessible onboarding experience. With generous support from Walton, Digital Promise collaborated with HSE adult learners and workers, including those experiencing poverty and multilingual learners, to establish a set of onboarding design principles to ensure that LERs are designed in ways that engage a diversity of users. Through live group workshops with HSE adult learners and workers, learners navigated logging into and setting up an account in a new LER technology and communicated their experience through storyboards. The results of those workshops helped inform the following five onboarding design principles:

1. Use Inclusive Language and Design
2. Make Value Propositions Clear
3. Ensure Data Integration Accuracy
4. Offer Technology and Content Support
5. Conduct Ongoing User Testing for Continuous Improvement

The report that follows outlines ways that LER technology vendors may adjust their products to more clearly articulate a learner's value proposition and be responsive to the needs of a diversity of learners who may engage with their product.

Introduction

Today the education and workforce ecosystem is becoming increasingly digitized, raising concerns about exacerbating the digital divide ([Goger et al., 2022](#)). For instance, finding learning and employment opportunities, navigating healthcare, and connecting to friends and family requires successful navigation and adoption of technology. The entire process requires digital literacy skills and connectivity ([Goger et al., 2022](#)). However, while technology solutions may promise greater economic advancement opportunities, recent statistics published by the U.S. Department of Education indicate adults that identify as Black, Hispanic, and/or an immigrant require additional support to develop the digital literacy skills needed to onboard and adopt technologies due to exclusionary design and development processes ([Mamedova et al., 2018](#)).

Innovations like learning and employment records (LERs) promise to mitigate socioeconomic disparities for historically and systematically excluded (HSE)¹ learners and workers. LERs can strengthen an individual's work experiences and background by storing verifiable data on their skills and achievements to share with future education and workforce opportunities ([Cacicio et al., 2022](#)). However, for LERs to create greater equity in the education and workforce ecosystem, HSE learners and workers need to find value in and successfully navigate the process of signing up for the technology. Therefore, inclusive user-centered design methods for LER technology development are necessary to ensure the products are [attracting and retaining HSE users](#) ([Goger et al., 2022](#)).

Digital Promise has contributed to research efforts over the last several years to ensure that the design and development of LERs centers equity, access, and inclusion. As a result of these research engagements, a set of [inclusive design principles](#) and user profiles and principles focused on centering [learners experiencing transitions](#) for equitable and inclusive LER design and development have been produced. The Brookings Institution has reported a continued [lack of major investment](#) in incorporating user input in the design of emerging technologies, risking adoption from users due to untested assumptions informing the technology's development and design. To truly fulfill the promise of creating a more equitable education and workforce ecosystem, LER technology vendors must center the needs and abilities of HSE communities for the onboarding and adoption of LER technologies ([Goger et al., 2022](#)).

Onboarding

The [purpose and goal of technology onboarding](#) is to help users understand how to acquire, operate, and receive value from a product. [Intentionally designed onboarding experiences](#) can improve user experience, retention, and [implementation of the product](#). In addition, when designed purposely, onboarding can [decrease the length of time](#) it takes for users to find value and signal to product developers which [value proposition](#) is most important. In contrast, a [poor onboarding experience](#) can foster a faltering long-term user perspective on the product. Some barriers that can contribute to a negative onboarding experience, particularly for HSE learners and workers, may be the limited digital literacy skills required for implementation and adoption. Product developers can work toward mitigating these challenges by developing [low-fidelity prototypes](#) to elicit insights from HSE learners and workers for onboarding design. By centering the needs of HSE communities through co-design, product developers can mitigate inequities in onboarding and adoption by developing guidelines that are inclusive and accessible for HSE learners and workers.

¹ Our work is centered on adult learners and workers who are historically and systematically excluded, including learners and workers who are Black, Brown and Indigenous; those experiencing poverty; multilingual learners; and learners and workers experiencing learning differences.

Design Framework

The goal of this endeavor was to understand the experiences of HSE learners and workers as they progressed through the process of onboarding to a new LER technology and identify recommendations for LER vendors to consider. To accomplish this goal, we sought to host live co-design workshops. In preparation for each session, and to ensure we centered HSE learners' and workers' experiences, we looked to Digital Promise's [Inclusive Innovation](#) process for inspiration and guidance for this project. Our goal was to create a space where each learner and worker who entered the room felt their experiences and feedback were heard, honored, and valued. The stories, experiences, and contexts shared by each participant helped shape the development of design principles for LER onboarding and education. By collaborating together with LER technology vendors and pilot partners and centering the voices of HSE learners and workers, we aim to advance equitable LER design and development.

Design Session Methods and Participants

In early 2023, we reached out to several LER technology vendors and institutions piloting LERs to form partnerships to engage learners and workers in co-design sessions on LER onboarding. We recruited two technology partners, LearnCard and SmartResume, to convene user co-design workshops to explore the onboarding and education experience for LERs in Denver, CO and Little Rock, AR. Recruitment and technology partners were provided a small stipend to conduct outreach to their networks to ensure that roughly 40 learners and workers, representing historically and systematically excluded backgrounds, were able to participate in live, in-person workshops. The goal of 40 learners was set because we anticipated attrition of 25–50% and wanted to ensure sufficient workshop participation. To increase the number of student participants, each session took place on a college campus with ample parking and public transportation availability: the Community College of Denver and the University of Little Rock.

For the session in Denver, 60 participants initially submitted interest forms online and represented experiences ranging from college students to mid-career professionals, with a few within the fields that utilized LERs. Of the 60 participants, 36 answered "No/Not Sure" to having used LERs or a related tool before the session, and 68.3% identified as Black, Indigenous, and/or Person of Color (BIPOC). On the event day, 21 learners were in attendance.

In Little Rock, 36 participants initially expressed interest, including current or recent college graduates and matriculating high school students. Of the 36 participants, 28 answered "No/Not Sure" to having used LERs or a related tool before the session, and 83.3% identified as BIPOC. On the event day, 25 were in attendance.

Within each session, we created a space for each participant to provide feedback by sharing personal experiences and stories via a storyboard (see below). Each session was 2.5 hours long facilitated by two inclusive design experts joined by two representatives from the specific LER technology product. The LER technology representatives shared a five-minute introduction to the tool to help participants understand context and how to access the tool. Participants were invited to spend 15 minutes to create an account and explore the technology tool, identifying features that resonated, were challenging, and could be added to the onboarding process. After onboarding to the tool, participants completed a storyboard to capture their feedback.

[Storyboards communicate a story through writing](#) or drawing. Storytelling through storyboards is an essential element of design sessions, particularly for HSE learners and workers, because it meets them where they are on their journey and with the lived experiences they bring. The contexts and lived experiences of users often need to be prioritized when designing and implementing LERs for equity. Upon completion, each storyboard was displayed on the wall for participants to notice connections before concluding the session in two small breakout conversations on the topics of value proposition and user experiences. To show appreciation for their time, each participant received a \$200 honorarium.

During each workshop, dedicated notetakers transcribed participants' reactions to guided prompts. Those transcripts, along with the storyboards, were reviewed and analyzed to produce the following key findings and design principle recommendations.

Key Findings

Onboarding to LER technology typically requires participants to share their email and phone number, cycle through a multi-factor authentication process, and then share learning and employment data through a variety of prompts. We allotted 15–20 minutes to move through the onboarding experience, and roughly half of the participants were able to complete in that time. Variation in the amount of time it took participants to onboard was mainly due to the amount of information they needed to, and chose to, share to set up a profile and technical issues that prevented participants from completing the process. In the onboarding process, participants are prompted to enter information about their education, work experiences, and organizational affiliation (and where applicable information is auto-populated from third party data). They are also advised to complete the initial process before viewing features like job boards.

Encouraging participants to engage with the LERs from a storytelling angle allowed them to have more in-depth conversations about their perceptions on the onboarding experience to LERs. We were able to group participants' storyboard responses on Miro boards for synthesis and analysis (see Appendix A). These are some of the themes that emerged:

- **Connection between hopes to the value of digital credentials:** Each participant began their storyboard by identifying their hopes and aspirations for the future and the ways in which compiling their digital credentials and other learning and employment artifacts in an LER may help them achieve future career goals. For example, participants noted the potential to share skills that have been developed in both within and outside of institutional contexts.
- **Ease of use:** Many participants noted the platforms' ease of use, simplicity, and intuitive nature when onboarding.
- **Recommendations and opportunities for potential careers:** Participants highlighted the value of learning about the potential to increase their chances of accessing and learning about job opportunities, including new careers, during the onboarding process.
- **Understanding the applicant in a full sense:** Participants discussed the opportunity for employers to learn about applicants in a more meaningful and comprehensive way.

Because a seamless onboarding experience is critical to adoption and use, understanding the challenges participants face in real time can help identify opportunities for improvement. Common challenges included these:

- **Unclear Value Proposition:** Participants expressed a concern of how this tool was different from existing platforms like Indeed and LinkedIn. In addition, participants with non-linear journeys were unable to include their experiences during onboarding, giving the impression that it is not meant for individuals with non-linear journeys.
- **Inaccurate and disjointed information:** This was a pervasive theme, particularly for tools that integrated information from participants' postsecondary transcripts during the onboarding process.
- **Obscure verification process:** While participants appreciated that they could add in their skills and experiences while onboarding to the platform, they voiced concerns about the verification process and how potential employers perceived the credentials and assessed applicant profiles.
- **Limited Support:** Although participants completed onboarding with tech glitches during the process, they were hesitant to adopt the tool or give the application numerous attempts independently.

Design Principles

Design principles are guidelines that developers use when creating new products or services². These guidelines are important because they help decide on beneficial elements that most align with the user's needs. We based the following five design principles on the key findings (presented above), which aimed to answer the question: How might we design equitable and inclusive Learning and Employment Records (LERs) onboarding and education for historically and systematically excluded (HSE) learners and workers?

1. Use Inclusive Language and Design
2. Make Value Propositions Clear
3. Ensure Data Integration Accuracy
4. Offer Technology and Content Support
5. Conduct Ongoing User Testing for Continuous Improvement

² <https://digitalpromise.dspacedirect.org/items/ebbea365-cef5-4b4d-9758-ca24426fb21a>

1

Principle 1: Use Inclusive Language and Design



"I don't know if it works for me b/c I just graduated high school. I didn't feel like I could put anything in. I worked at Subway and I didn't feel like I could put that in."

"What about students who have no work experience? How do we help them? What if they've been in a club or volunteered, etc.? Can we change it from "work" experience to just "experience"?"

"I would love to see how it could show more cultural relevancy or identity as part of skills."

"I would love to add my military credentials."

"Feels like the platform is geared towards younger people—will non-traditional students connect?"

"I think the true value lies with targeted universalism in access and ensuring we are getting LERs in every individual's hands for equity and allowing all groups to thrive."

"UX was very youthful. Will I be taken seriously?"

- **LERs should** provide users with opportunities to showcase—and education about the value of inputting—a wide variety of skills and experiences.
- **LERs should** use relatable language and processes for users regardless of their familiarity with technology.
- **LERs should** be accessible and serve users of all ages.
- **LERs should** reduce assumptions about linear career pathways so as not to invalidate the lived experiences of learners and workers.

Being able to share a non-linear learning and employment journey is critical for participants who may not currently be affiliated with a formal education institution or employer. Onboarding prompts that are limited to requests for transcripts and employment history might inadvertently exclude important aspects of one's skills and background. Offering opportunities for participants to share a wide variety of skills and competencies, including the contexts in which they were developed, can help validate the importance of diverse experiences and create a greater sense of belonging for historically and systematically excluded participants.

LER onboarding needs to be accessible to learners regardless of where they are in their journey and without bias and judgment about the order or timeliness of events. It also needs to offer opportunities to elevate skills and competencies developed through community, cultural, and caregiving contexts. In the onboarding process, consider querying learners' goals for creating an LER up front. Then the user experience can be more closely tailored to the individual journey by offering different prompts based on their focus. For example, the information a user is required to add to their LER might differ for someone searching for a full-time, entry-level job versus someone applying for job-training programs.

Principle 2: Make Value Proposition Clear



"When hearing about [LERs] I think about the website which will help me to fill out my information automatically. I actually explored this tool from a similar website. The design ... is easy looking."

"Where is the verification actually happening? Is the goal to validate and make it quicker for everyone who is using the app?"

"How is this tool different from Indeed or LinkedIn?"

"Maybe in the build prompts we can have a "why" section to explain things to people."

"I wasn't sure what to think, but I knew it was related to resumes. Now that I know what it is, I think it's a perfect description."

- **LERs should** help learners understand how they differentiate from existing social networking applications and resume building tools.
- **LERs should** provide insight into how sharing credentials and learning and employment artifacts through LER profiles may support accessing and attaining career opportunities.
- **LERs should** clearly articulate the value proposition for employers and education institutions so learners understand how their data may be used.

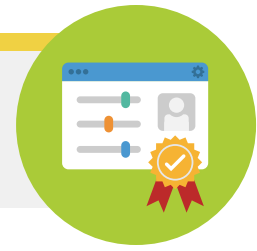
As part of LER product descriptions, a clear articulation of why a learner may want to create an interoperable learner record, in plain language, is critical. Many participants expressed confusion between LERs and LinkedIn, Indeed, and services like TopResume because the purpose of the LER was not immediately clear or communicated in a way that participants understood. Education about LERs could be embedded in the onboarding process itself so participants understand the tradeoffs and rationales for contributing certain types and amounts of information about their experiences. For some participants, the difference between verifiable credentials and self-asserted credentials was particularly confusing. If the purpose of an LER is to present externally validated skills and competencies, then there was skepticism that self-assertions could mislead hiring managers and result in more confusion rather than mitigate bias in hiring.

Once participants completed the onboarding to the LERs, they began to see more value in deepening their engagement. For many, however, the value was overshadowed by the arduous undertaking of numerous prompts. Marking progress was helpful for participants to gauge how many steps they still had ahead of them, but with a hazy understanding of the destination, motivation to completely finish the onboarding process was limited. Those who did persist were pleasantly surprised by the information they received in return—careers they could pursue, open positions they matched with, etc. However, those outcomes were not apparent at the beginning of the journey and could have improved motivation to complete.

Offering not only a clear value proposition for learners but also insights into how employers get value from LERs could help participants understand the reason behind prompts for additional information and data. Both communication in the initial presentation of the LER—in the form of video, static visuals, and plain language text—and insights throughout the onboarding process—in the form of inline tips—could improve participants' understanding and overall experience.

3

Principle 3: Communicate and Create Resource to Ensure Data Integration Accuracy



"Having everything from my transcript made it easier to jump into the tool."

"I graduated in the fall with an associate's degree; I'm still enrolled with a bachelor's degree. But it isn't showing my associate's degree and showed it as a completed bachelor's. I didn't like that I couldn't edit this."

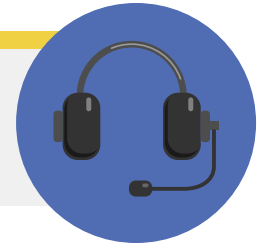
"It is unclear to me how it is getting verified."

"I wasn't able to access some credentials because of not having Canva at my college."

- **LERs should** minimize the lift on users by ensuring information integrated is correct and thorough.
- **LERs should** allow users to make edits and adjustments based on their skills and experiences acquired.
- **LERs should** transparently communicate where they might pull the information for the tool.

One of the claims of LERs is that they provide learners control over their learning data. In that case, data integrations that populate incorrect or incomplete information without a mechanism for learners to correct the errors breeds frustration. The value of a single, reliable, cumulative, and rich learning record lies in the accuracy of data pulled in from third parties. This transaction has to be reliable for the learner so that they can trust it will also be reliable for future employers pulling their information. If there were a way to report inaccuracies and request an edit, without jeopardizing the integrity of the verification, that would help learners trust the LER onboarding process. Additionally, where integrations might be broken or delayed, providing information about how to troubleshoot, as well as FAQs, can help reassure learners that the experience they are having is common. This can help validate learners in the onboarding process so they do not question the integrity of the tool, or worse yet, the quality of their credentials, and discontinue use altogether.

Principle 4: Offer Technology and Content Support



"If I had a person to talk to, I could figure it out. If I didn't, I [wouldn't] know which questions to ask [a chatbot]."

"I couldn't remember my user ID. It needs to be easier to access my information. Can I prove my identity in another way?"

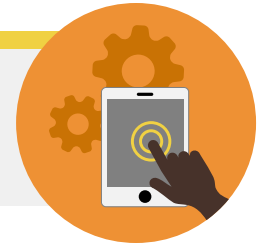
"Verifying my email and phone were really hard."

"Everyone agreed if there isn't an app they probably aren't going to use it. Web browsers don't work as well."

- **LERs should** include live support options for participants to access assistance with their login and onboarding process.
- **LERs should** provide examples and encouragement to participants as they complete steps to create a profile.
- **LERs should** make explicit why different types of data and identification are required and when alternatives are available.

Not all learners onboarding to LERs will have extensive digital or career navigation skills. Participants with savviness in both had different onboarding experiences than those who were less familiar with things like multi-factor authentication, profile development, and digital credentials. Some participants found themselves stuck in the login stage while others stopped because they were leery about which data were required and which were optional to begin to interact with product features. Particularly for learners who may have had extractive and exploitive experiences in the past—including experiences facilitated by technology—explicitly stating how each step ensures safety and security, and why sharing additional personal information may be advantageous, is critical. Extending human support may be particularly effective in cases where participants are developing digital and career navigation skills. A significant portion of participants in each workshop admitted they would have exited the onboarding process had they not had live support in the workshop to persist. For those onboarding in isolation, a coach or even chatbot could help answer questions and clarify confusion.

Principle 5: Conduct Ongoing User Testing for Continuous Improvement



"I need more flexibility in how I display and curate my accomplishments."

"I thought it was kind of elementary. I would maybe keep that format as a resume builder for kids/teens and make the resume builder design for professionals more streamlined."

"I would add more skill suggestions—mine were very limited. I went through each section to see what it offered."

"...I thought they could include more options under industries."

- **LERs should** iteratively solicit feedback from both employers and end users, including individuals who are not affiliated with an institution or have a nonlinear journey.
- **LERs should** share clear and timely updates on changes to the platform to users.
- **LERs should** create an accessible space on the platform for users to share their suggestions at any time.

Collecting user feedback is necessary for attaining buy-in and developing trust across demographics, especially for HSE communities. Intentionally designing an onboarding experience can make apparent both the tool's value proposition immediately and its accessibility for seamless use. For example, participants expressed that the number of options to select skills and industry experiences were limited, sometimes there not being one that represents their journey. Receiving this feedback can allow LER vendors to create and communicate a more robust and accurate library of data for users. Further, receiving feedback from employers allows developers to best understand how hiring managers are assessing applicants that apply through their LERs profiles. This ensures that the tool continues to successfully connect user learning and employment artifacts and credentials to career opportunities and maintain relevance and value to both employers and learners.

In addition, participants expressed having varied experiences with technology. Understanding participants' levels of digital literacies, particularly for HSE learners who are disproportionately impacted by limited access to digital resources and skills training, requires vendors to acquire targeted feedback on the accessibility of the language, design, and technology support, to encourage successful adoption of the tool. Purposely centering user experience through an iterative testing process signals to learners that the technology is of value and values them, fosters an intuitive and easy onboarding experience, and promotes retention.

Conclusion

As LER development has evolved, researchers have recognized the need for deliberate design to address concerns such as privacy, interoperability, portability, verifiability, and agency ([Cardenas-Navia, I. & Jyotishi, S. 2021](#)). Centering the insights and experiences of HSE communities through co-design ensures greater [equity in the use and adoption of LERs](#); however, the work of mitigating perpetuating inequities in the education and workforce ecosystems is ongoing. No LER vendor wants to lose learners and workers along the onboarding journey. Keeping potential users engaged and attracting HSE learners and workers to the technology requires intentional, inclusive design, human support, and a commitment to continuous improvement. As we look to increase access and opportunities to LERs for learners and workers, we must prioritize the onboarding process or risk ever realizing widespread adoption and scale.

This report is the third in a series that Digital Promise has published focused on learner-centered, co-designed research to inform the development of LERs aimed to serve historically and systematically excluded learners and workers. The [Inclusive Design Principles](#) publication presented workers and learners perspectives on access, privacy, and ease of use. The [Learning Transition Design Principles](#) publication focused on the value and usefulness of LERs for those experiencing learning transitions. The final set of design principles shared in this report on onboarding and education seeks to ensure LER vendors consider not only how to design in ways that support inclusion and utility but also lead HSE learners and workers to adopt and use the technology, ultimately resulting in transformative opportunities for economic advancement.

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Appendix A: Miro Boards

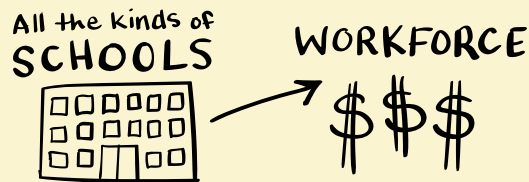
The Hope

What are your hopes for the future?

What do you see as the value of digital credentials and how might they help you achieve your goals?

LERs are helpful for those with DEGREES, however they are crucial for degree validation? (nursing, engineers, etc)

- Not all jobs do degree validations
- how do credentials translate to skills?



I hope to be able to clearly and efficiently articulate my work experience to receive credit for prior learning. which has been denied to me despite have a robust work history in my industry

The value of digital credentials are that you can keep your pockets lighter and you have no risk of dropping your credentials or losing them.

Digital credentials could help better convey the skills I have versus whether I attended a brand rare school or worked at a well-known employer

digital credentials are only valuable if they are recognized and accepted by the organization hiring/ accepting you

upskill 100 million Americans so that they can access economic mobility through employment

I hope it would lead to less confusion with documentation

The value: Privacy, trust, honor individual skills

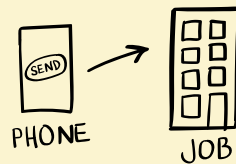
I plan to use it as a way to add my skills, experience and journey without forgetting anything

My hope would be efficiency, it is really annoying to pay for things that are already yours

support young people in being successful after high school

shared language

My concern is about trust. who owns our lifetime information?



more equitable hiring processes

show how i am engaged in my indigenuity and community and that makes me qualified

since young adults use technology so often I think digital credentials could be such a useful tool



The Hope (cont.)

Connect skills and employment

better connection between skills and job requirements

I ♥ digital credentials, thinking of non-traditional learners. This is an equitable way for people to show what they know, what they learned, and connect that learning to workforce and jobs that lead to career advancement

connect learners to resources and services as efficiently as possible, being mindful or inclusivity

LERs enable learners/ employees the ability to find jobs they are qualified for and help identify skill gaps and they use core-lx to gain skills documented in LER

Transferrable

Shortened time period to connect job seekers to employers

They make me own my data more securely and give me the power to share how I want

Future will be easily shared skill acquisition points

records available for me to send to others

portability

Simplicity

A clearer, simpler path from secondary/ post-secondary into the workforce

It is helpful to have all the documentation in one place, that way in the future I can showcase my achievements along my career development through one platform

Simplified access to organization of and sharing credentials

one stop shop for managing credentials, learning, employment

to have everything accessible

simple, authentic

The Supports Along the Way

Did you figure out how to view your LERs?

How is this different or better than LinkedIn?

I found the button

No, I was unable to access any of my personal information

Did not see any way to curate my cards or create a customized view of them to present to a school or employer

Yes, it was easy to navigate the app and view what it had to offer

Yes, but how does this improve outcomes compared to LinkedIn

yes, however have not added any records as I do not currently have them with me

it is a nice smart wallet to add different things that going to pay of in my career journey

yes, but none were added

No

No, this is where I get stuck. I understand the boost part of the app. but didn't get much farther than that.

Yes, it felt very straight forward.

It would be cool to have a quick display of the most relevant info immediately. edu, job, skills

I did not

Yes, I think I got a grasp of it

amicable way to open and navigate learning phases

How do I get help?

Yes, straightforward ux/ui

I don't think so

The Way to Spread the Word

How would you communicate the value of an LER platform to a friend?

