

Participate Webinar  
Unlocking the Value of Digital Credentials for Learners, Higher Ed & Industry

Speakers: Kerri Lemoie, PhD, director, MIT Digital Credentials Consortium & Julie Keane, CLO,  
Participate

Live webinar date: April 15, 2024

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00:00:00.390 --> 00:00:00.860

Did.

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00:00:00.860 --> 00:00:01.989

Julie Keane, PhD: DD

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00:00:04.110 --> 00:00:05.210

Julie Keane, PhD: alright.

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00:00:05.690 --> 00:00:07.440

Julie Keane, PhD: We'll just sit here and wait

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00:00:16.309 --> 00:00:19.650

Julie Keane, PhD: alright for folks coming in. We're gonna start in a minute.

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00:00:20.090 --> 00:00:22.439

Julie Keane, PhD: Give folks just one more sec.

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00:00:28.080 --> 00:00:28.750

Julie Keane, PhD: Hmm.

8

00:00:29.200 --> 00:00:30.850

Julie Keane, PhD: Hi. Carrie, Illinois.

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00:00:32.070 --> 00:00:33.156

Kerri Lemoie, PhD: Hello, Julie!

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00:00:34.980 --> 00:00:36.030

Julie Keane, PhD: And every day

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00:00:37.510 --> 00:00:40.730

Julie Keane, PhD: I guess I could have just come over. We could have done it from your house

12

00:00:42.330 --> 00:00:43.450

Julie Keane, PhD: would have been funny.

13

00:00:46.440 --> 00:00:47.560

Julie Keane, PhD: let me just screw.

14

00:00:52.480 --> 00:00:53.720

Julie Keane, PhD: Hmm, hmm.

15

00:01:00.000 --> 00:01:02.370

Julie Keane, PhD: I like your book. Shells kerry, they look good.

16

00:01:03.320 --> 00:01:04.060

Kerri Lemoie, PhD: Thank you.

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00:01:04.650 --> 00:01:05.970

Kerri Lemoie, PhD: little by little

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00:01:06.601 --> 00:01:09.419

Kerri Lemoie, PhD: progress, a little more books to put up there, but

19

00:01:10.336 --> 00:01:11.409

Kerri Lemoie, PhD: in there.

20

00:01:16.530 --> 00:01:17.190

Julie Keane, PhD: Alright!

21

00:01:18.350 --> 00:01:21.009

Julie Keane, PhD: One more sec. To get started.

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00:01:21.560 --> 00:01:25.009

Julie Keane, PhD: and of course this could be the beginning of many, many conversations.

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00:01:28.580 --> 00:01:35.399

Kerri Lemoie, PhD: Can't really see it in my view. But, Julie, up this way is my little porch sign from porch sign from.

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00:01:35.900 --> 00:01:39.399

Julie Keane, PhD: Oh, I'm bad Summit. Oh, I have mine, too.

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00:01:39.860 --> 00:01:41.050

Julie Keane, PhD: to porch

26

00:01:41.520 --> 00:01:44.340

Julie Keane, PhD: or wasting time is considered time or wasted

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00:01:44.430 --> 00:01:45.245

Julie Keane, PhD: tonight.

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00:01:46.800 --> 00:01:48.400

Julie Keane, PhD: Thank you. To Laura Hellinger.

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00:02:01.930 --> 00:02:03.630

Julie Keane, PhD: Alright!

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00:02:05.990 --> 00:02:08.150

Julie Keane, PhD: Think we can get started?

31

00:02:12.530 --> 00:02:13.620

Julie Keane, PhD: Great.

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00:02:13.850 --> 00:02:28.139

Julie Keane, PhD: alright! Welcome everyone. And we've had a Carrie, Dr. La Moy. We've had a lot of registrants. So for those who may not have been able to make it this morning. We will be sending out this recording, and I will. Repeat that at the end.

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00:02:28.320 --> 00:02:53.289

Julie Keane, PhD: So Hello, everyone. I'm Julie Kane. I'm the chief learning officer here participate, and together with purpose driven organizations such as the one we've been joined with today, we help people learn and work to better together through inclusive and engaging online communities of practice. So I'm very pleased to

welcome everyone to the webinar in our lifelong learning conversation series, and this virtual conversation series offers an informal opportunity.

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00:02:53.290 --> 00:03:00.379

Julie Keane, PhD: So we won't be right harassing people with a lot of slides Carrie and I will be just check chatting today.

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00:03:00.664 --> 00:03:24.015

Julie Keane, PhD: And but before we get started, and Kerry is a long line of range of experts that I get the fortunate a time to talk to. It's one of my favorite things I get to do in my job. But before we get started. I wanna share a few technical notes. Captions are available for the webinar. Let us know. And the QA. Function if they're not working. And our wonderful support team here will help out.

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00:03:24.616 --> 00:03:45.463

Julie Keane, PhD: Please. Submit questions through the QA. Function on zoom and again. Our wonderful friends at Cfs strategies will be monitoring this throughout the session to get as many questions as we can. Of course I could talk to Carrie all day, and I get to a lot. But we're gonna have a short time today, so we will try to keep it on point

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00:03:45.790 --> 00:04:08.119

Julie Keane, PhD: and then we'll share, as I mentioned before a recording of the Webinar so before we get started, and I introduce Dr. Kerry Lemoy. Can you? Can I get an idea of who we have joining us today. So I'm just gonna pop up this quick poll. You should see it. Just take 30 s. Answer it. It will help Kerry and I, you know, direct the conversation potentially. So

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00:04:08.150 --> 00:04:10.930

Julie Keane, PhD: just take another second, and

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00:04:11.610 --> 00:04:17.760

Julie Keane, PhD: this is where I have. I do not have any skill or competency and wait time. Gary, so I'm just gonna try to stop talking.

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00:04:21.200 --> 00:04:22.529

Julie Keane, PhD: Give people a chance.

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00:04:23.440 --> 00:04:25.869

Kerri Lemoie, PhD: I have some silly putty here, too.

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00:04:33.270 --> 00:04:36.430

Julie Keane, PhD: Alright pause out

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00:04:37.060 --> 00:05:01.980

Julie Keane, PhD: alright. So we are joined. We have a like a a good mix today. More on the post secondary, which makes sense. But yeah, looks like we're joined by a diverse range of folks. So I am thrilled to welcome today's featured guest, Carrie Lemoine. I'm gonna let you introduce yourself. Many folks on this call probably know you are

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00:05:01.980 --> 00:05:26.739

Julie Keane, PhD: our director of the digital credential consortium of Mit. And Carrie and I have known each other for many, many years. Many of us lean on Carrie to be. I do call you our explainer in chief. But I think, you've always been able to show me the way of the power of this technology. And I think you really want to help people understand it and understand the applicability of it and not get

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00:05:26.740 --> 00:05:36.900

Julie Keane, PhD: overphased by complexity. And I think that's why we lean on you. So much. So I'm going to hand it over to you to just give a brief introduction of you and your work.

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00:05:38.000 --> 00:05:41.450

Kerri Lemoie, PhD: Sure, Julie, I'm happy to be here. I love chatting with Julie.

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00:05:41.813 --> 00:05:54.250

Kerri Lemoie, PhD: I know this, but she lives about 3 min down the road for me, and I get to see her all the time. It's fabulous to be able to touch base with her about all of this work. We have known each other for for a really long time.

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00:05:54.702 --> 00:06:00.969

Kerri Lemoie, PhD: And I I've been working with open badges since since it first started, since before there was even something called the backpack.

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00:06:01.360 --> 00:06:05.080

Kerri Lemoie, PhD: And that's given me a really a long history on

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00:06:05.120 --> 00:06:07.867

Kerri Lemoie, PhD: on this work, right? And and why?

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00:06:08.540 --> 00:06:18.790

Kerri Lemoie, PhD: Why, I think where we're at right now is is a pretty critical juncture, and where the technology is and what people are trying to do. There was a time. I wasn't sure that open badges would really

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00:06:19.220 --> 00:06:26.400

Kerri Lemoie, PhD: would really get where they are now. And it's amazing to see the the growth and the understanding and the the different applicability.

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00:06:28.280 --> 00:06:42.895

Kerri Lemoie, PhD: so yeah. So what we do at the Dcc, like Julie said, is, try to help people right? We are fortunate to be a consortium of institutions. That are leading the charge on how to use standards like W. 3 C. Verifiable credentials

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00:06:43.220 --> 00:07:00.511

Kerri Lemoie, PhD: to issue learning and employment records, including open badges and we. We get our funding from some of it from our members. They help fund us, and then also through grants. And we help to lead the development on standards. We develop open source software. So there's a large component of technology leadership.

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00:07:01.118 --> 00:07:14.560

Kerri Lemoie, PhD: There's research especially applied research. And also advocacy. Like, we really, we really very much believe in people controlling access to their own data. And we think this is a great use case for that. So? Yeah, we're we're really here to help.

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00:07:15.410 --> 00:07:37.228

Julie Keane, PhD: Okay, that's great. So in terms of helping, I know, depending on who is on this call. And I know we have this conversation a lot just in simple terms. When you're thinking about digital credentials, it can mean different things to different people. I think, understanding the underlying technology and the importance of the open standard, I think sometimes

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00:07:37.580 --> 00:07:52.020

Julie Keane, PhD: can get lost. I know we tend to want to talk about it a lot, and I want to talk to you about? Why? So when you say verifiable digital credentials? What does that mean? And how do you think that I, understanding, has evolved over time.

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00:07:52.690 --> 00:08:01.460

Kerri Lemoie, PhD: Yeah, that that is a super great question. I think there's a lot of confusion in our space about that. So open badges from the very beginning were intended to be verifiable.

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00:08:01.530 --> 00:08:18.079

Kerri Lemoie, PhD: and they were verifiable in a way. That web servers like the platforms that issued the credentials would host them, and then they were verifiable because that data was accessible on that platform. But that was essentially it. Like, so if the data wasn't there, you got a 404. It was no longer verifiable.

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00:08:18.670 --> 00:08:31.250

Kerri Lemoie, PhD: You can really use that for degrees, or licenses or certifications, because when information is hosted on a web server. There's no historical references as to well did this data change who actually issued this?

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00:08:31.800 --> 00:08:38.469

Kerri Lemoie, PhD: So what happened over the years is we started moving towards something called a center called W. 3 C. Verifiable credentials.

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00:08:38.490 --> 00:09:01.680

Kerri Lemoie, PhD: When we talk about verifiable credentials, we are talking about that standard, and we're talking about like the Ver. The capital V. Capital C of verifiable credentials. Right? And this is this standard really enables digitally signed data so that it can be verified that it was signed by the issuer who did, who made the the claim right, and also the data hasn't been tampered with.

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00:09:01.710 --> 00:09:04.739

Kerri Lemoie, PhD: Then there's all sorts of other things that can be verified.

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00:09:04.820 --> 00:09:29.009

Kerri Lemoie, PhD: But by using this standard, what we're saying is, all of this information is valuable. People should be able to get it verified throughout their lifetimes, and not be dependent on some host, right web server, some company that may no longer be in business and or even colleges. I mean, it's sad to hear about all of the colleges going out of business. What happens to all of these badges if they have a an account on a badging platform right.

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00:09:30.020 --> 00:09:31.160

Julie Keane, PhD: That's right. Yeah.

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00:09:31.310 --> 00:09:35.050

Julie Keane, PhD: So I do urge anyone with any further questions.

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00:09:35.380 --> 00:09:37.920

Julie Keane, PhD: pop that into the Q. And A, so

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00:09:38.360 --> 00:10:08.289

Julie Keane, PhD: let's talk about why we have been interested in this for 50 years because we've been pushing this idea of these credentials. Mostly, you know, initially, around making things that may not have been transparent, more transparent. So everyone sort of super powers what is not great about putting them just on a on a transcript, or just through showing a post on LinkedIn that there's th, that there's something there is an affordance of this technology to show all kinds of skills and competencies. So

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00:10:08.310 --> 00:10:19.980

Julie Keane, PhD: can you sort of talk about where you see the transformative potential of digital credentials around making those education and career achievements more accessible. And then I'll ask a follow up question, depending on how

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00:10:20.030 --> 00:10:21.169

Julie Keane, PhD: this goes.

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00:10:21.445 --> 00:10:26.409

Kerri Lemoie, PhD: I feel like I, I feel like there's a game here. But I'm gonna I'm gonna play long.

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00:10:28.910 --> 00:10:42.710



Kerri Lemoie, PhD: yeah. So okay, so the digital credentials have a lot of have opportunity to be filled with rich data. And over the years there have been more and more competency frameworks and ways to describe skills and competencies. Alignment to

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00:10:42.996 --> 00:11:09.089

Kerri Lemoie, PhD: you know, job job skills and and so forth. So in a way, it makes it possible for machines to understand. The data that's inside of a credential. And we had always intended that with open badges, right? It was, there was a structure of data, and later on we use link data, which is what we use. Now, leak data, if you're not so familiar with it, consider, like, when you search for recipe on Google, and you want something that say like has vegetarian. But it has cheese.

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00:11:09.150 --> 00:11:25.419

Kerri Lemoie, PhD: right? You want Cheddar cheese in these recipes. I don't know. You get a list of recipes that have that, and that has to do with link data. And that's what we have made possible with the the digital credential space to populate it with with that data. And what we're finding is that

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00:11:25.730 --> 00:11:45.800

Kerri Lemoie, PhD: and and Julie, maybe this is where you're headed. So I'll pause in a second and give you an opportunity. But in in higher ed situations there's all of this online learning. There's a for credit learning, not credit learning micro masters like all these possibilities to learn, not just, you know, using higher education, but other like learning providers

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00:11:45.800 --> 00:11:57.126

Kerri Lemoie, PhD: where this data could be collected throughout your lifetime. We're not just talking like beginning of career, like a lot of people change careers several times. I forget what that statistic is, but maybe like 4 times in a career.

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00:11:57.440 --> 00:12:08.730

Kerri Lemoie, PhD: right? And and it's worth to say that when I was a waitress in my my twenties, some of that is still really usable right now, what I learned in those jobs. So that's something to keep in mind. It's lifelong learning skills

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00:12:08.780 --> 00:12:10.789

Kerri Lemoie, PhD: that can be collected in these credentials.

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00:12:11.230 --> 00:12:24.613

Julie Keane, PhD: And what do you think is the democratization part of this? So where does the equity lie? And I think some conversations we were having. And I'm interested in the sort of role of higher Ed. So now that you're

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00:12:24.940 --> 00:12:45.879

Julie Keane, PhD: sitting in Mit's open learning at the Dcc, there's a lot of talk around skills based hiring, we see states, maybe not requiring terminal degrees. You know. What do you see about this ecosystem? And then for the individual earner and learner. Where does that open up these possibilities of a more inclusive access to

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00:12:46.090 --> 00:12:48.439

Julie Keane, PhD: meaningful work? Meaningful learning

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00:12:48.750 --> 00:12:50.970

Julie Keane, PhD: agency? Yeah.

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00:12:50.970 --> 00:12:51.325

Kerri Lemoie, PhD: Yes.

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00:12:52.130 --> 00:13:04.609

Kerri Lemoie, PhD: This is a really hard question for me to answer, because I I'm not an expert in that space. Necessarily, I'm more of an expert in the in the technology. And what we could create to enable this. And what we're trying to do is to create technology.

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00:13:04.980 --> 00:13:20.529

Kerri Lemoie, PhD: That is in alignment with this type of thinking, so that as these opportunities arise, you know, these, these credentials can be filled with the information that are is needed to represent. You know, the skills and and learning achievements that people, you know, have had over the years.

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00:13:21.522 --> 00:13:35.167

Kerri Lemoie, PhD: I'm not sure about the democratization other than I think. There are more opportunities to learn. And I think there are more opportunities for online platforms, Lms and such to stop start adopting this technology to make this possible for people.

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00:13:35.770 --> 00:13:44.869

Julie Keane, PhD: Great. So our dear friend Kelly Paige asked a great question, and I'm gonna interrupt because I think this is a good time to talk about it. I think

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00:13:45.010 --> 00:13:48.979

Julie Keane, PhD: we have talked a lot around adoption.

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00:13:49.310 --> 00:14:14.160

Julie Keane, PhD: And I'm curious in terms of thinking about the technology. If you are just starting out right. And you're coming into the space. And there's different technology standards, different issuing credential platforms even like participate being at different levels of either issuing verifiable credentials or not, yet so as a organization, or even as a person, if you wanted to sort of get started on this, where

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00:14:14.360 --> 00:14:17.009

Julie Keane, PhD: what might be some recommendation, there.

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00:14:18.070 --> 00:14:41.459

Kerri Lemoie, PhD: Yeah, we're hoping that. The platform start picking this up, and we would like to talk to more of them. Dcc has a whole bunch of open source software. It's available for anybody to use, and we can add a link to it later and send it out to you. It's very easy to use. You do need somebody somewhat technical to install it somewhere, but for the vendors out there for those who are already issuing some type of credentials.

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00:14:41.460 --> 00:15:03.160

Kerri Lemoie, PhD: They could also just use the software and plug it into their systems, too. And we are here to help them do that. I mean we are really seeking. Yeah, adoption and use of this this credential standard. So the thing to do is to ask your vendor, Are you? Are you issuing W. 3 C. Verifiable credentials and just specify even capital v. Capital C, and see how they react to that right?

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00:15:03.628 --> 00:15:09.040

Kerri Lemoie, PhD: And and the the reason for this everyone is that not only can these credentialed hold

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00:15:09.140 --> 00:15:34.779

Kerri Lemoie, PhD: enormous amount of rich data which they always could have before. But the biggest difference now is that we're seeking interoperability because governments around the world, including the Us. Are starting to issue credentials using this this standard, too. And so we want all of these credentials to be useful across the web over the years. And it's a little bit like forward thinking now. But it's not that hard to implement. And it's it's worth getting started now on it.

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00:15:35.190 --> 00:16:02.749

Julie Keane, PhD: Right, and we'll definitely be sort of, you know, sending out all of the information about how to reach out to to Carrie and her team around this? So another question. I'm just gonna make this very interactive right now from Jason Gilner at instructure. What do you think will be the tipping point for more employers to see the value behind the credentials. The \$64,000 question which shows my age, maybe 60, with inflation in the 64 million dollar question.

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00:16:04.110 --> 00:16:09.107

Kerri Lemoie, PhD: I you once again, I am not an expert in in that type of adoption. Right?

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00:16:09.530 --> 00:16:33.739

Kerri Lemoie, PhD: typically, what? Why, organizations adopt technologies is they find them useful, and they find them easy to use. And there's some large like influence of like, you know, social influence and and facilitating conditions, and some of it is just a matter of is it gonna save them time and money? Really? Do they find it useful in their own organizations to do this.

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00:16:34.249 --> 00:16:48.490

Kerri Lemoie, PhD: There's a little bit of a wait. And see here, right? We are with, this, technology is like the the newer technology, the verifiable credentials is just starting to get adopted in this space. So it's interesting to to to see. I also think we need more research on this space and more time. With these.

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00:16:48.490 --> 00:17:01.540

Julie Keane, PhD: Oh, my God, if anyone is on this call! I was just at the American Educational Research Association, and I went to a badging. I mean, it's very different. How different aspects of the ecosystem, particularly in education. Technology

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00:17:01.610 --> 00:17:14.080

Julie Keane, PhD: is sort of all over the map at different points, at understanding what credentials are of seeing it adopted a better their institution. I think, Jason, my my thought

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00:17:14.220 --> 00:17:15.670

Julie Keane, PhD: is

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00:17:15.710 --> 00:17:42.169

Julie Keane, PhD: also that the adoption is also at the individual level, and I really do think I participate. We're thinking about that a lot. And I, you know, Kerry, I'd like to you for you to talk a little bit about some of the applied research that you are seeing. I know. You know you've been collaborating with jobs for the future. We've had some involvement in that, and we are seeing individual earners and learners. Once they saw that they could have it in their wallet.

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00:17:42.170 --> 00:17:56.542

Julie Keane, PhD: We've been issuing credentials for almost 12 years, and it was only then they liked it. They liked the learning they did on participate. Maybe they claim that badge. Maybe they shared it on LinkedIn, but it was when we said, Hey, this could live on your digital wallet.

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00:17:56.860 --> 00:18:09.989

Julie Keane, PhD: Light bulbs went off. So for me, the verifiable credentials and digital wallets was an adoption lever at the individual level, and I don't know if you had some thoughts about that in terms of some of the applied research, you are seeing.

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00:18:10.420 --> 00:18:31.901

Kerri Lemoie, PhD: One thing. One thing I'll say now is, keep an eye out on LinkedIn, because Sharon Lou from Jff is releasing a report on a survey. They did about what people think about digital wallets and credentials, and it's great. So I I it should be posted today. I got a nice little preview of it last week, so keep your eye open for it today or tomorrow.

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00:18:32.822 --> 00:19:01.220

Kerri Lemoie, PhD: We've done some applied research in terms of with our with our members. So issuing micro credentials and degrees, and just talking to the students about it and and getting their opinions about it. And you know the biggest question is, what do we do with them? Once we have them right? And I think less so for degrees. And

one of the the studies we're starting soon is what happens when we issue degrees in this format, and then we'll be publishing case studies about that.

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00:19:01.280 --> 00:19:14.744

Kerri Lemoie, PhD: We're also doing some research with credential engine on issuer registries in the coming year, and I think I trusted Learner Network will be participating this as well as groups like in common to talk about. What does it mean to verify issuers?

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00:19:15.180 --> 00:19:26.339

Kerri Lemoie, PhD: And we think that might appeal to a lot of employers, and those who are looking to hire. And so we'll be researching that and publishing that so that folks can figure out you know what our issue or registries?

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00:19:26.648 --> 00:19:28.459

Kerri Lemoie, PhD: And and how can they use them?

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00:19:28.820 --> 00:19:53.299

Julie Keane, PhD: Okay, yeah. And I think there's that always has come up around this issue of trust. And I know we probably don't have the amount of time. So I urge you to go to some of the links that we're sharing around the trusted nature of verifiable credentials which Kerry talked about in the earlier part. But this idea of who's issuing right? So you know, depending on the learning organization. Yes, maybe these are known

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00:19:53.350 --> 00:20:09.263

Julie Keane, PhD: higher Ed, different learning organizations. But I think I think it's gonna be interesting to see this project with credential engine around cause. We constantly get that. Well, how do we know it's a trusted credential, and generally Kerry and I also part of an open community for open recognition, which is.

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00:20:09.570 --> 00:20:33.279

Julie Keane, PhD: how do we have even a Po a point to point recognition of someone else. How do I, even as a person issue, Carrie? You know a a verifiable credential on all that she's taught me. So I think there is some a level of adoption at the individual level which might be more personal learning stories. And being able to use this. You know, use this technology at the individual level.

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00:20:33.643 --> 00:20:54.740

Julie Keane, PhD: So, Carrie, couple of things, Elizabeth Miller, our friend Elizabeth Miller, says, around the open badge? 3. So this is another technology spec, is there just maybe a minute about these different sort of standards? You mentioned? W. 3 C people here? The ob 3. If just like 1 min, just in terms of talking about about that.

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00:20:54.950 --> 00:21:01.142

Kerri Lemoie, PhD: Yes, I'm gonna I'm gonna give you a little bit of a background on what le are where that came from, and le

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00:21:01.771 --> 00:21:24.930

Kerri Lemoie, PhD: for ler learning and employment records came out of some market T. 3 about this specification that described how to take any credential and pack it into A. W. 3 C. Verifiable credential, which was great. Cause you just digitally sign something. But then nobody understood what to do with it. Right like it. Just there was no standardization is really hard to understand the information that was inside of it.

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00:21:24.930 --> 00:21:47.160

Kerri Lemoie, PhD: but it turns out open badges. Very people have known about it for a long time it's been around for almost 15 years. And so what we did was, we wrote a specification for open badges that aligned with the nature of W. 3 C. Verifiable credentials. So open badges. 3. Work in a similar way where they are digitally signed, and there's an issuer. There's a credential subject.

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00:21:47.439 --> 00:21:54.710

Kerri Lemoie, PhD: They can be proven to be like, you know, Tamper evident they can go into Wallace. They can work just like W. 3 C. Verifiable credentials

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00:21:55.280 --> 00:22:18.460

Kerri Lemoie, PhD: and but also contain as much rich metadata about education experiences as they used to, but even more so, because now they're also aligned with the comprehensive learner record standard which, by the way, open by just 3.0, is going live. The the Clr standard is still being worked on. It's a much more complex situation, but they share similar methodologies and and meanings behind them.

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00:22:18.810 --> 00:22:19.460

Julie Keane, PhD: Okay?

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00:22:20.220 --> 00:22:25.119

Julie Keane, PhD: So yeah, any follow up questions there, throw them in the chat. So

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00:22:25.520 --> 00:22:49.530

Julie Keane, PhD: I hope I'm pronouncing name. Right, Zandy, right of to you. So this is around the digital wallet. So let's let's shift for a couple of minutes to digital wallets. Again. You mentioned Sharon Lou, and I think she's she's been a very force multiplier for good in terms of her plug fest. So for those that are not familiar. Jff. Has also supported these plugfest, which have

122

00:22:49.530 --> 00:23:12.186

Julie Keane, PhD: really talked about interoperability both of the verifiable credential and digital wallets. So making sure that participate participated in one right, making sure that we can push our verifiable viable credentials into wallets, and that credentials can go from wallet to to wallet. So talk a little bit about where we are with digital wallets. And in this question, in the chat,

123

00:23:12.530 --> 00:23:19.610

Julie Keane, PhD: if you're trying to get decision makers at your org to see tangibly why and how this works around the digital wallet platforms.

124

00:23:20.234 --> 00:23:39.139

Julie Keane, PhD: So this person at to you is used. A couple have now found them compelling. I think they're still in development. So if you want to speak to that, because I know you have the learner credential wallet that you're supporting at? Am I at the Dcc that you've developed and your team have developed. So just curious some thoughts there about where we're at with wallets.

125

00:23:39.670 --> 00:23:51.891

Kerri Lemoie, PhD: So, yeah, so we did have those plugfest. And that was to really get a bunch of vendors on board to understand what interoperability meant between each of the the aspects, the issuing, the holding, and the sharing and the verifying

126

00:23:52.641 --> 00:24:19.489

Kerri Lemoie, PhD: and there are a whole bunch of wallets out there. So at the Dcc. Though we, we developed the learner credential wallet and also the standard for credentials in the learning space we receive



some funding from the Department of Ed to build that. And we actually have. It's on the in the app store now. It's called the Learner Credential wallet. I think you go to Lcw, dot app. But if we have your email address and you're interested, I could actually send you a demo credential

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00:24:19.490 --> 00:24:28.049

Kerri Lemoie, PhD: that we'll send you an email where you could download the wallet, click on a unique link. And actually, see what what happens when you're in the credential

128

00:24:28.610 --> 00:24:45.079

Kerri Lemoie, PhD: I I think we do have demo videos around. But probably we will post one on the Dcc website later. But it's worth noting. You guys that right now we have these wallets, and it's like early stages where it's like, okay, we have these wallets. Let's get the credentials in the wallet. Somebody shares them from the wallet.

129

00:24:45.080 --> 00:25:10.059

Kerri Lemoie, PhD: Well, what should happen over time is that there's just all sorts of applications that understand these credentials. And while it's kinda just become a a byproduct of how to instead, they become applications like, there's some really interesting work going on building on internship matching tools using our wallet right? So you can build out a lot of stuff with these wallets. It's just that's where we are right now

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00:25:10.470 --> 00:25:20.379

Kerri Lemoie, PhD: in the future. How it should be is that if interoperability is where we get, then anybody should be able to use any application. They have right. It should work like text messages or email.

131

00:25:20.420 --> 00:25:26.400

Kerri Lemoie, PhD: And and that's where we're headed. That's why we really put a huge focus on interoperability. Because that's where we want it to go.

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00:25:26.720 --> 00:25:27.470

Julie Keane, PhD: Right

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00:25:27.580 --> 00:25:41.140

Julie Keane, PhD: and in terms of different developers. I know we

there's collaborators, the Space Learning Economy Foundation, I I mean, I think, are you seeing in the ecosystem sort of this the same sort of understanding and commitment to interoperability.

134

00:25:42.020 --> 00:26:07.709

Kerri Lemoie, PhD: Oh, yeah, absolutely. And and as the grant grants and projects have been going forward, it's been a primary topic of discussion. Right? It's been a requirement of Rfps. Like, I said. You see, the Government Department, Homeland Homeland Security, getting involved as a company called digital bizarre, that has been incredibly active in this space for many years. Participate right? Jf, I mean, there, there's a lot of work happening.

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00:26:07.950 --> 00:26:12.270

Kerri Lemoie, PhD: Once again, once we, I think we get some of the vendors on board. I think we will.

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00:26:12.510 --> 00:26:33.809

Kerri Lemoie, PhD: we'll we'll start achieving mass adoption. So you, it's also worth noting that this standard is used for other things. Like chain supply management. You know, Providence, all sorts of other uses for verifiable credentials, but it's the education space where it's most popular. And we've been pushing this forward for the last, like, you know, 3 or 4 years.

137

00:26:34.450 --> 00:26:58.397

Julie Keane, PhD: Yeah, okay, I have one question, and this is a meaty one around. And I'm not sure, Roxanna, someone else has just returned from Ara. So that was, it's a I I I may carry. We may have to put in a proposal this year. So risk analysis around privacy and security risk of the data sharing with these initiatives, and I think this is a worthy thing to chat about

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00:26:58.730 --> 00:27:24.799

Julie Keane, PhD: in the minute or 2 we have left. It's a critiques of blockchain based id systems. I. The verifiable credential is, can be, but is not necessarily built on blockchains. So I've been following serious critiques of blockchain based id systems that appears, these credentials are tethered to. So again, I think, let's clarify that. If the data are made public with interoperability data, sharing initiatives.

139

00:27:24.800 --> 00:27:35.070

Julie Keane, PhD: Is there a way to of, you know, to sort of solve for

what might be? You know, earners and learners not necessarily being in charge of their data, and how that's shared.

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00:27:35.780 --> 00:27:46.139

Kerri Lemoie, PhD: Right? I mean, these are excellent questions. In in years ago we wrote out this report with American Council of Education and Department of it on using blockchain for these credentials. But we backed away from that

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00:27:46.542 --> 00:28:07.157

Kerri Lemoie, PhD: so at the DCC. We aren't using blockchain for any of this. We are using something called did key. And did key basically means that the individual controls access to their credentials based on their own private public keys, which is an old, old system that's been around, for you know, forever, like almost as long as the Internet has been

142

00:28:07.846 --> 00:28:25.639

Kerri Lemoie, PhD: and the credentials actually are signed by the issuer, using probably also did key, or maybe did web, which is based on Dns, and then when they are assigned and they get into the hands of the the earner or the learner. They have control over it. Who can have access to it? Nobody else does

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00:28:25.990 --> 00:28:49.410

Kerri Lemoie, PhD: unless they have an agreement with the issuer, and and let them know that they can share it elsewhere. Nobody else should have access to that other than the earner and learner. That is, of course, not the same, for like badging platforms now, where everything is on public web pages, and that that's why you can put more personal information in verifiable credentials. Because the the person decides who sees that right, the privacy is controlled.

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00:28:49.660 --> 00:28:53.909

Kerri Lemoie, PhD: I that is a very quick answer to that question, and I'm happy to follow up on it.

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00:28:54.217 --> 00:29:01.150

Kerri Lemoie, PhD: Cause it does mean that blockchain is not involved in this space. It's just that we've sidestepped it for now, for some of these same reasons, I think.

146

00:29:01.510 --> 00:29:14.416

Julie Keane, PhD: Okay, that's great, Roxanne. I hope that's addresses a little bit. And then there was a question. And again, this will probably have to be our last one, because we're gonna get cut off in a minute, which I knew was going to happen. Again. We could.

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00:29:14.680 --> 00:29:15.570

Kerri Lemoie, PhD: And started.

148

00:29:15.570 --> 00:29:38.790

Julie Keane, PhD: I know we can have Dr. Karen. We come back, which we will do, as especially as this gets as the whole ecosystem sort of matures, and we sort of see where this adoption, especially on this employer side, that, I think, is, gonna have to be a secondary conversation. So again, the last thing is around just skills. You know, sort of mapping those, I think, is a really complicated thing.

149

00:29:39.180 --> 00:30:03.839

Julie Keane, PhD: Because I talked to someone recently, where even new careers and green economy, no one has actually agreed on some of the skills and competencies. So that's I think we will have some, maybe some further conversations around that. Alright, I'm looking at the time, Carrie, and of course we didn't have enough, but it was a fantastic to have you here today, and we have taken note of all the questions. And so again, our team here.

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00:30:03.840 --> 00:30:12.329

Julie Keane, PhD: here, we'll be following up with the recording and with more resources. So join us again and thank you, Kerry.

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00:30:12.330 --> 00:30:15.289

Kerri Lemoie, PhD: Thank you for having me. This is fun.

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00:30:16.030 --> 00:30:17.189

Julie Keane, PhD: We will do it again.

153

00:30:17.500 --> 00:30:18.370

Kerri Lemoie, PhD: Okay.