# U of L Digital Transformation Center



8:30 - 9:30 a.m. Plenary Session Commonwealth Grand Ballroom

https://louisville.ed u/digitaltransformation/lea rn



Systemic Approach to Digital Equity and Inclusion



Dr. Sharon Kerrick—Associate Professor U of L – Assistant VP Digital Transformation



University of Louisville https://louisville.edu/digitaltransformation/learn

## Digital Equity is the <u>"what" (goals)</u> and Digital Inclusion is the <u>"how" (activities)</u>

The key principles of digital equity include ensuring equal access to digital technologies, promoting digital literacy and skills development, addressing affordability barriers, and fostering inclusion and participation in the digital ecosystem.

## **Digital Inclusion**

- What are the main components of digital inclusion? This includes five elements:
- 1. Affordable, robust broadband internet service;
- 2. Internet-enabled devices that meet the needs of the user;
- 3. Access to digital literacy training;
- 4. Quality technical support; and.
- Applications and online content designed to enable and encourage self-sufficiency, participation and collaboration.

### **Examples of How...**

Digital Badging/Credentialing, ChatGPT embedded into curriculum And Community TRAININGS at Churches, Recreational Centers, Gathering places

• **free** digital technology resources available for everyone to use, how a change management initiative regarding implementing embedding stackable technology credentials into curricula works, and strategies utilized to encourage faculty, staff, and students at the University of Louisville AND OUR COMMUNITY to move forward in the age of digital transformation and stackable credentials



#### Non-Academic (Non-Credit) Micro-credential

Workforce Skills CPE Employability Skills Industry-driven Competencies Preparation for Digital Economy

#### Academic (For-Credit) Micro-credential

Short-term academic program that has a student learning objective (or learning assessment) attached and has been approved through a department curriculum committee, or faculty senate, as a tuition-based learning program. Competencies learned or mastered outside of traditional learning delivery, such as through classes and/or facultyto-student teaching. should illustrate competencies mastered in other aspects of the UofL experience outside of the classroom and can be associated with industry-related workforce skills. While non-credit credentials do not have academic credits attached, they can be a part of a larger learning path that transitions non-credit to for-credit pathways; connecting non-credit to for-credit through experimental learning.

#### Professional (Continuing Education) Micro-credential

Competencies taught by university bodies such as faculty or support staff. and their intellectual property that upskills a particular program. corporations, for-profit, nonprofit, etc., towards a common goal, mission, or partnership Professional microcredentials have the ability to generate revenue through corporate partnerships. Similar to non-credit, professional micro-credentials do not have an academic credit attached but can be a part of a larger learning path that transitions professional to forcredit pathways, thereby connecting professional to for-credit through continuing education opportunities.



Summer 2022-2023 Digital Transformation Academy (DTA)

\*high school students @ JCPS

\*Automation. Artificial intelligence. Analytics & Business foundations

AND at Better Business Bureau's AND Church Camps

**AND** Businesses

AND...



GAIN WORKFORCE SKILLS THIS SUMMER May - August 2022



WIN a chance for a FREE



## Celebrate TALENT and ACHIEVEMENTS MORE-partner w/ Local Businesses—Build Champions in Community

**"THE ENTERPRISE DESIGN THINKING BADGE WAS A GREAT WAY** TO REINFORCE, REFRAME, AND REIMAGINE HOW I WORK. AS A LEARNING EXPERIENCE DESIGNER FOR A TECH COMPANY, I CAN **IMMEDIATELY APPLY WHAT I HAVE LEARNED AND CARRY THESE** SKILLS WITH ME INTO EVERY MEETING AND PROJECT I WORK ON"

> College of Education and Human Development **Undergraduate Student**

**Program details:** https://express.adobe.com/page/u1wf2ECU9fi Or/

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LIL'S IMPROVING YOUR JUDGMENT FOR BETTER DECISION-MAKING WAS A **GREAT WAY FOR ME TO IMPROVE MY JUDGMENT TOWARDS PEOPLE. I** LEARNED THAT I SHOULD AVOID EMOTIONAL JUDGMENT AS IT DEPENDS ON FEELINGS, AND IT IS NOT REALLY EVALUATING THE PEOPLE WE DEAL WITH. ALWAYS LOOK FOR CPR WHEN TEAM BUILDING: CONSISTENCY, PREDICTABILITY, AND RELIABILITY, THIS FORMULA BUILDS TRUST IN TEAMS. ULTIMATELY, THIS COURSE IMPROVED MY TEAMWORK SKILLS AND ABILITIES.

> School of Medicine **Graduate Student**

**Program details:** https://express.adobe.com/page/u1wf2ECU9f Or/



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Training Name	Date	Time EST
Microsoft PowerPoint Level 100	September 8th	12pm-1pm
Microsoft Planner Level 100	September 13th	12pm-1pm
Microsoft Outlook Level 100	September 21st	12pm-1pm
Microsoft Project for Web Level 100	October 7th	12pm-1pm
Microsoft Viva Insights for Managers and Leaders	October 11th	12pm-1pm
Microsoft Viva Learning Microsoft Viva Learning Employee Experience	October 13th	12pm-1pm
Tasks in Microsoft 365 Level 100	October 27th	12pm-1pm
Microsoft Power Platform Foundations	November 10th	12pm-1pm
Get started with Microsoft Power Virtual Agents	November 17th	12pm-1pm
Approvals in Microsoft Teams	December 8th	12pm-1pm
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## *MEET the people at your TABLE --ASK*

# Digital Equity is the "what" (goals) ar

# Digital Inclusion is the "how"

## U of L Digital Transformation Center Est. 2020