Curatorship and Education: analysis of a training program and the related microcredential from an internationalization perspective[1]

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Abstract: This article aimed to analyze the skills developed by the graduates of the course "Curatorship and Education: Strategy for Active Practices" and how these are expressed in the microcredential awarded to the graduates. In the context of digital culture, it was necessary to recognize the required skills, to define the practices and models of curation, to describe the scenario of promotion of the training module, and to observe the possibilities of internationalization. In summary, it was found that the participants developed the expected skills and could apply them in a professional environment.

Keywords: Curatorship; Microcredential; Internationalization.

Curadoria e educação: análise de uma formação e da microcredencial relacionada numa perspectiva de internacionalização

Resumo: O presente artigo teve por objetivo analisar as competências desenvolvidas pelos formandos do curso "Curadoria e educação: estratégia para práticas ativas" e como essas se expressam na microcredencial atribuída aos concluintes. No contexto da cultura digital, foi necessário reconhecer as competências necessárias, definir as práticas e modelos de curadoria, descrever o cenário de promoção do módulo formativo e observar as possibilidades de internacionalização. Em síntese, constatou-se que os participantes desenvolveram as competências esperadas, sendo capazes de aplicá-las em ambiente profissional.

Palavras-chave: Curadoria; Microcredencial; Internacionalização.

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Curación y educación: análisis de una formación y de la microcredencial relacionada desde una perspectiva de internacionalización

Resumen: El objetivo de este artículo fue analizar las competencias desarrolladas por los graduados del curso "Curaduría y educación: una estrategia para prácticas activas" y su expresión en las microcredenciales otorgadas. En el contexto de la cultura digital, fue necesario reconocer las competencias requeridas, definir prácticas y modelos curatoriales, describir el escenario en el que se promovió el módulo de formación y analizar las posibilidades de internacionalización. En resumen, se constató que los participantes habían desarrollado las competencias esperadas y eran capaces de aplicarlas en un entorno profesional.

Palabras clave: Curación; Microcredencial; Internacionalización.

1 INTRODUCTION

Technological changes, overproduction, information, and work stimulate the need to be constantly up-to-date and at the same time require the ability to define what is meaningful. In the world we live in, learning is a constant. It is essential to seek education throughout life. On the other hand, the ability to filter out what is important is an essential skill.

In this context, this article aims to analyze the skills developed by graduates of a short-term training course on curatorship and education and the corresponding microcredential awarded to the graduates. In other words, it addresses three issues that surround the demands of an ever-changing world: digital literacy, lifelong learning, and the digital credentials that are necessary to ensure information security, that demonstrate the related skills/competencies, and that can be verified in any country.

Microcredential training courses have been designed with the intention of enabling working adults to develop work skills in various sectors, including education. In this scenario, the Open University (UAb) has joined the short-term training courses with the aim of providing flexible and innovative training spaces, contributing to the processes of internationalization of studies in Europe, and promoting the improvement of the workforce.

Among the courses developed by the University, the microcredential "Curatorship and Education: Strategy for Active Practices" stands out. It will present its main results, stimulated by the following question: how did the Microcredential contribute to the development of digital skills? In particular, will the graduates be able to: read the world critically, distinguish between fake and fact, make sense of what they see, read, or hear, and share their practice in an educational context? Will they be able to understand how to put curation strategies into practice?

To this end, in this experience report, the responses to activities sent, the description of the skills developed (in a self-assessment exercise), and the results of the satisfaction survey were analyzed from a quantitative perspective.

Based on this premise, this text has been divided into sections that go from global to specific definitions. With the aim of understanding: the essential elements for the design of the microcredential, the context of the offer in the

context of the UAb, and the consideration of the main results. The sections were named "Digital Skills: definition and application"; "Curatorship: what really matters"; "Microcredential, internationalization in the context of the Open University"; "Curatorship and Education: a strategy for active practices - report of an Experience"; "Analysis of the results"; and "Final considerations".

2 DIGITAL SKILLS: DEFINITION AND APPLICATION

Digital skills are fundamental knowledge for the times we live in. They are skills related to technology, information, media and communication, a mix of knowledge to benefit from digital culture. Education is a fertile ground for mobilizing teachers and students to learn and engage in this subject.

Nowadays, it is important to be able to live digital culture with critical thinking, with the ability to explore different online and offline spaces, to be a consumer but also a producer of knowledge, that is, a prosumer (Santaella, 2014). Adding, in agreement with Santos (2019):

> It is not enough to have access to a computer connected to the Internet. In addition to having access to digital media and its infrastructure, it is necessary to experience digital culture with creative and civic authorship. Knowing how to search and process information online, transform information into knowledge, communicate online, and produce texts in various languages and media are fundamental skills for integration and authorship in cyberculture (Santos, 2019, p. 83, translated by us).

To perform curatorship, it is necessary to understand its processes. Based on these principles, the Curatorship and Education Microcredential was proposed. Multimodal, hyperconnected content was systematically designed, in convergence with active learning practices, allowing participants to author their projects and content with creativity and critical thinking. The course design aimed to promote a transformative space for individual, collective, and collaborative production.

Knowing how to curate content is an essential skill of our time. To this end, it was necessary to consider the references for digital teacher skills as study material. Namely, the UNESCO Digital Teacher Skills Framework (2018), the Technological Pedagogical Content Knowledge (TPACK) (Koehler; Cain; Mishra, 2013) and the European Digital Competence Framework for Educators (DigCompEdu) (Lucas; Moreira, 2018). Models developed by different organizations with the

expectation of improving educational processes using digital technologies (Dias-Trindade; Moreira, 2021).

Among them, DigCompEdu stands out, a tool designed to assess teaching skills and provide feedback on how to improve them (Ota; Dias-Trindade, 2021). In the understanding that once educators develop digital skills, they will be able to stimulate the development of their students.

In this direction, this tool has been organized into 6 areas (Chart 1):

Chart 1 - DigCompEdu Areas

Professional skills of educators	Pedagogical skills of educators				Learner skills
Area 1: Professional Engagement ● Institutional communication ● Collaboration ● Professional ● Reflexive practice ● Digital DPC	**Area 2:** Digital Resources ● Selection ● Creation and modification ● Management, protection and share	**Area 3:** Teaching and Learning ● Teaching ● Guidance ● Collaborative learning ● Self-regulated learning	**Area 4:** Assessment ● Assessment strategies ● Evidence analysis ● Feedback and planning	**Area 5:** Learner Empowerment ● Accessibility and Inclusion ● Differentiation and Personalization ● Active involvement	**Area 6:** Promoting students' digital skills ● Information literacy and the media ● Communication and collaboration ● Content creation ● Responsible use ● Troubleshooting

Source: Adapted from DigCompEdu (Lucas; Moreira, 2018).

This instrument was a guide for framing the definition of digital skills and defining aspects relevant to the scope of curatorship in education, especially the ones defined in Area 2 (Chart 2).

Table 2 - Guidelines for the Digital Resources Area

Activity	Skills
Selection	Identify, evaluate and select digital resources for teaching and learning. Consider the specific learning objective, context, pedagogical approach and learner group when selecting digital resources and planning their use.

Creation and modification	Modify and develop existing open-licensed resources and other resources where permitted. Create or co-create new digital educational resources. Take into account the specific learning objective, context, approach pedagogical and the group of learners, when selecting digital resources and planning their use.
Management, protection and share	Organize digital content and make it available to learners, parents and other educators. Effectively protect sensitive digital content. Respect and correctly apply privacy and copyright rules. Understand the use and creation of open licenses and open educational resources, including their appropriate attribution.

Source: Adapted from Lucas and Moreira (2018).

The section on digital resources identifies the basic stages of curatorship: searching, selecting, presenting in a meaningful and organized way, and sharing. It should be noted, however, that curation is not limited to the selection of resources for teaching and learning but to information and content in general. This is why these distinctions were made in the microcredential under study, demonstrating the care taken to ensure the relevance and validity of the information, for example, in a forum dedicated to the discussion of fake news.

It is important to emphasize that DigCompEdu, as well as other references, propose practices for contemporary education, capable of aggregating pedagogical, technological, and communication knowledge, providing multiple literacies to educators.

It is reiterated that the aforementioned references have guided the definition of the strategies and the design of the activities proposed for the microcredential. Thus, it is believed that the training encouraged the trainees to develop their digital skills, encouraging them to make choices in a critical, organized, and creative way, as will be evident in the analysis of the trainees' self-assessment.

The following section defines what curatorship is, the main models, and its role in education.

3 CURATORSHIP: WHAT REALLY MATTERS?

In the age of digital culture, information comes at us like an avalanche, in excess, overwhelming, and sometimes suffocating. How do we know what really matters? ask Cortella and Dimenstein (2015). How do we deal with this excess? asks Bhaskar (2020). There is an answer to these questions: curatorship.

According to Bhaskar (2020), curatorship is a strategy for overcoming information overload

in the times we live in because it helps to see clearly, reduce things, and contextualize. However, the understanding of curatorship has changed over time and has been part of political, religious, and artistic processes.

Etymologically, curatorship means to care. During the Venetian Republic, curators were civil servants in charge of infrastructure and public games. In the Middle Ages, the curator, a religious position, cared for the spirituality of his flock, combining the pragmatic and the natural (Bhaskar, 2020). In the twentieth century, curatorship occupied art galleries and museums, and those in charge supported the creative process of artists (Obrist, 2010). Today, the act of curation is part of the care of content made available online, appropriating the processes of creativity, selection, connection of ideas, and socialization of learning.

In the educational context, curatorship contributes to the reviewing of methodologies, making them more active and closer to digital culture (Camas; Fofonca; Hardagh, 2020). These practices enable the actions of the teacher-curator. This means, according to Garcia and Czeszak (2019, p. 26, translated by us), being able to "organize, find reliable sources, information repositories, teach students how to conduct research at the appropriate level, and also discuss its implications with pedagogical practices, its other actors and concepts".

Curatorship strategies combine cross-disciplinary knowledge from the fields of communication, information science, and education. It is, therefore, not a linear process, nor is it unique. It is a process under construction in these different fields. So, curating what really matters is not done in any way. It has to be careful, guided, and critical. It requires the ability to discern what is true or false, what is original, what has been replicated countless times, and what is reliable or not. Knowing how to select, analyze, and use information is a gradual process.

Since this is a new topic in the field of knowledge, there is no single model. There is a common basis where the steps are the 3S's: "seek, sense, share" (Jarche, 2012 apud Basani; Magnus, 2020, p. 80, translated by us). However, different steps can be found depending on the reference.

It is important to note that curatorship is not about archiving, it is about analysis and sharing with meaning. Therefore, it finds fertile ground in the educational context, where educators curate content and share it with their students.

Among the existing models, the following stand out (Chart 3):

Chart 3 - Curation process models

Models	Steps
Bhargava (2009)[2]	Aggregation Distillation Elevation Merge Chronology
Taylor (2023)	Clarify Objectives Discover content Review and refine Organize and categorize Presentation Engage and Enrich Develop and deliver
Chagas; Linhares; Mota (2019)	Search Selection Contextualization Sharing
Guallar (2020)	Design Search Select Give meaning To share Assessment
Bassani and Magnus (2021)	Search Select Editorialize Organize To create To share Engage Monitor

Source: Own authorship (2024).

It is noted that in each of the models, despite having different stages, with a greater or lesser degree of detail, the 3S's are maintained at their base. In the case of the Microcredential on this study,

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[2]Within the spectrum of content curation, we cannot fail to mention Bhargava (2009), a marketing specialist who created the Manifesto for the content curator (Manifesto For The Content Curator: The Next Big Social Media Job Of The Future?).

the trainees used the model defined by the scientific coordination, which included the following stages: definition of theme and objectives, search and selection, organization, creation of meaning and sharing, as will be explained in the section "Curatorship and education: strategy for active practices – report of an experience".

In education, through curatorial practice, people assume an active and authorial role in their learning process to:

> (…) involve the development of practices in which the subject, student and/or teacher assume the role of author of their learning path, involving the selection of relevant content, the articulation between the different materials selected, and the production of new artifacts, whether through the creation and/or recombination of existing artifacts (remixing). Furthermore, this process can be carried out individually or collaboratively (Bassani; Magnus, 2020, p. 81, translated by us).

Believing in this premise, the graduates of the "Curatorship and Education Microcredential" were encouraged to engage in active learning with "hands-on" activities. They were challenged to learn about and go through the proposed stages, in addition to promoting practices of authorship and knowledge sharing.

As will be described in the "Analysis of Results" section, the trainees indicated that they were able to put their learning into practice in the workplace. This fact supports the importance of the Microcredential under analysis, as it allowed the participants to take on the role of teacher-curator.

In the following section, the typology of Microcredential training will be conceptualized in the context of a higher education institution, and the contributions to internationalization will be revealed.

4 MICROCREDENTIALS[3], INTERNATIONALIZATION AND THE CONTEXT OF THE OPEN UNIVERSITY

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[3] In Brazil, microcredentials are referred to as microcertifications. They are described as a possibility for innovation in higher education, as they enable modular courses that validate specific knowledge, as an alternative to long-term training (Gracioso, 2024).

According to the Recommendations of the Council of the European Union (CUE, 2022), Microcredentials were created to assist a large number of people who need to update their knowledge, qualifications and skills through lifelong training. As the name suggests, microcredential training courses are short, with a minimum of 26 and a maximum of 260 hours, and can be offered in formal, non-formal and informal institutions.

During the COVID-19 pandemic, this committee noted significant changes in working methods and the difficulty workers had in adapting to unexpected situations. It understood that people of working age needed to be prepared to keep up with possible future changes and market trends. In this scenario, the members of the CUE and the European Union Education Committee met and proposed the creation of flexible, inclusive training actions that were compatible with professional practice.

Microcredentials have been defined as:

> the record of learning outcomes that a learner has achieved after a small amount of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. The learning experiences leading to microcredentials are designed to provide the learner with specific knowledge, skills and competences that respond to social, personal, cultural or labor market needs. Microcredentials are owned by the learner, can be shared and are portable. They can stand alone or be combined into larger credentials. They are underpinned by quality assurance according to standards agreed in the relevant sector or field of activity. (European Commission, 2022, p. 13, translated by us)[4].

In higher education institutions, records are awarded in the form of credits known as the European Credit Transfer and Accumulation System (ECTS)[5]. These credits allow students, through their academic recognition, flexibility and enable legitimate movement between institutions. In this way, they contribute to the internationalization of higher education, ensuring student mobility, in the hope of achieving the European Education Area (EEA) (Campos *et al.*, 2023).

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[4] Free translation of: 'Micro-credential' means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to microcredentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Microcredentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

[5] Each ECTS corresponds to 26 hours of training. Further information can be found at: European Commission (2024).

In summary, microcredentials are understood to focus on the certification of short-term, lifelong training, the development of professional skills, the diversity of spaces (they can be presential, online, or hybrid), in inclusion and transparency, as a way of responding to market demands.

In the Portuguese context, the Open University (UAb), according to Campos et al. (2023), assumes the role of collaborator and ally of the government in achieving the educational goals set by the European Commission. Recognized for its history and experience of almost four decades in the field of distance education, the UAb was considered a privileged institution to provide online and continuing education for working adults.

The institution's Microcredentials are part of the Impulso 2025 Project[6] and were created in partnership with different employers to meet demands and needs in areas considered strategic, namely, digital transition and transformation, sustainability, languages and communication, and distance and digital education. The project started in 2021 and has certified more than 3,000 adults in 21 courses.

The following sections will present the Microcredential "Curatorship and education: strategy for active practices", housed in the area of Distance and digital education, and its main results.

4.1 Curatorship and Education: Strategy for Active Practices – Report of an Experience

The Microcredential "Curatorship and education: strategy for active practices" was designed based on the Virtual Pedagogical Model (Mendes *et al*., 2018) and prioritized its three fundamental dimensions: 1) **Distance education -** a virtual learning platform and its various resources (Forum, Glossary, Work, Test, Workshops) were used, and space-time flexibility was promoted through asynchronous activities and communication between trainers and trainees; 2) **Online education** - Web 2.0 resources were used, which allow for the development of collective and collaborative activities, such as: *Padlet* (for virtual mural proposals), *Genial.ly* (for creating interactive presentations), *Mentimeter* (for diagnostic and satisfaction activities), *WordWall* (for non-evaluative tests), *Canva* (for creating infographics and course guides), *Wakelet* (for creating curated collections); 3) **Open**

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6 See information at: Impulso 2025 – Free PRR courses – Open University Portal – PRR (uab.pt). Accessed on: Jun. 19, 2024.

education – preference for articles, guides and learning objects with an open license. In fact, the Creative Commons license was assigned to all teaching devices created specifically for the Microcredential.

The training here being discussed included theoretical and practical aspects, as well as included in its teaching methodology the perspective of learning by doing, that is, learning by doing practically. From this perspective, it was proposed that, topic by topic, the trainees develop each of the curation phases.

Thus, the course with a workload of 52 hours (2 ECTS) was organized into 5 Topics, namely: **Topic 0** – Module Orientation and Presentation (held during the first week, with the intention of digitally including trainees who were not familiar with the Moodle platform); **Topic 1** – Digital skills and curation: initial steps; **Topic 2** – Research, Analysis and Filtering of Information and Educational Resources; **Topic 3** – Digital tools: organization, sharing and creation of meaning; **Topic 4** – Curation: active methodologies and evaluation. The Microcredential structure allowed trainees to learn about the dimensions of a curation process and, topic by topic, build their consolidated project in a lesson plan, evaluated by a colleague.

It is important to emphasize that topics 1 to 4 were each carried out in two weeks and followed the following structure: the first week included diagnostic activities (check-in), exploration of theoretical content (which could be watching videos, reading guides and manuals, exploring interactive presentations) and an activity related to this content (which could be a test, a forum, organizing a collection or a lesson plan); while the second week included the elaboration of each phase of the curation project, that is, a moment in which the trainees had the opportunity to put theory into practice (they had to define a theme and objectives, research and analyze the information, create meaning for the curated content) and, finally, a question about the trainees' satisfaction with each topic (check-out).

Through the proposed learning path, trainees were expected to develop the following skills: critically analyze information and select information from a credible source; develop a curation project with the theme, research, selection, organization, and distribution; develop a proposal for curation practice to be applied in an educational context; explore digital tools for creating curation projects; dialog and collaborate in a group with ideas, concepts, and examples.

The following section presents the results of some of the activities, the trainees' perceptions of

the skills developed during the training module, and the verification that they were achieved.

5 ANALYSIS OF RESULTS

In its first edition, the Microcredential "Curatorship and Education", offered by the Open University (Portugal), took place between February and April 2024, during 9 weeks. 99 trainees were enrolled, divided into 4 groups, accompanied by two trainers[7]. In the end, 66 participants were certified, a rate of 67%, a very positive index for distance training.

For data analysis, the responses from the following activities were considered: "**Presentation Wall**" (Topic 0) – a space for the trainees to present themselves, where they were invited to share a photograph, a description of their professional activities, their main interests and their social network contacts, made available on *Padlet*; "**My collection**" (Topic 3) – a space for sharing the collections created on *Wakelet*, with the information and content researched and analysed in Topics 1 and 2; "**Creating meaning and content**" (Topic 3) – an activity aimed at creating educational content from the curated material; "**Self-assessment**" (Topic 4) – the trainees were expected to reflect on their behavior and skills developed during the module; and finally, "**Satisfaction survey**" (Topic 4) – a form for assessing the Microcredential.

The choice of these activities is justified because, based on the responses, it was possible to outline the profile of the trainees, map the main themes and the main resources chosen to give meaning, reveal the main skills developed during the Microcredential, and measure the satisfaction of the participants. The data were analyzed quantitatively, categorizing and quantifying the responses.

From the presentation wall, it was found that of the 86 trainees who responded, 58 (71%) were female and 24 (29%) were male. It was also found that 55 (63%) of them were from the education sector (trainers, teachers, e-tutors), confirming the expected target audience for the course[8]. The rest were interested in learning more.

The responses to the "My collection" activity were sent by 63 participants, and it was found that the themes revolved around the following (see Table 1):

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[7] The Open University's Microcredentials have online tutorial support in which an average of 25 trainees per class are expected to be accompanied.

[8] For more information, see the course guide: https://portal.uab.pt/alv/wp-content/uploads/sites/9/2023/12/Microcredencial-em-Curadoria-e-Educacao.pdf. Accessed on: Jun. 21, 2024.

Table 1 - Theme of the curated collections organized by the trainees

Themes	Number of collections
Education (education and technologies, digital inclusion, digital literacy, artificial intelligence applied to education, digital skills, cultural diversity, music education)	23
Environment	4
Document management	3
Technology and digital transformation (artificial intelligence, IOT, Drones)	5
Financial/Accounting	6
Management	2
General Data Protection Regulation (RGDP)	2
Women (Women's Day, Miraculous, Frida Kahlo)	3
Art (stop motion, urban simplex, oil painting)	4
Health	3
Communication and marketing	4
Others	4
Total	63

Source: Own authorship (2024).

The diversity of graduates' professional activities is reflected in the themes chosen for the collections, with a focus on education at 37% of submissions.

Activities prioritized freedom and creativity, encouraging the development of digital skills through the exploration of content, tools and resources. The stage of "creating meaning and content" stood out, where they had to add value and merge content, giving context to the curated material (Guallar, 2020; Bassani; Magnus, 2021; Chagas; Linhares, 2020). In summary, 67 didactic contents were created (see Table 2):

Table 2 - Teaching content created by trainees

Didactic content	Amount of

	content
Presentation (PowerPoint, Canva)	19
Infographic (Various tools)	7
Test (Socrative, Google Forms, Kahoot, Puzzel.org)	16
Collection (Padlet, Jamboard)	4
Mind map (Mindmister, Canva)	14
Guide/article	5
Video	2
Total	67

Source: Own authorship (2024).

There is a preference for presentations, tests and mind maps.

In general, trainees believe they have developed the skills expected from the training. This was verified by sending out 64 self-assessments. One of the questions asked them to describe the skills they believed they had developed during the training module. The answers were categorized according to the stated skills. It was found that the participants achieved what was expected and in some cases exceeded expectations (see Table 3):

Table 3 - Competencies expected by the Curation and Education Microcredential

| Expected skills	Number of mentions
Critically analyze information and select information from a credible source	30
Develop a curation project with theme, research, selection, organization and distribution	19
Develop a practical curation proposal to be applied in an educational context	26
Explore digital tools for creating curation projects	29
Dialogue and collaborate in a group with ideas, concepts and examples	7

Source: Own authorship (2024).

In addition to what was expected, the trainees mentioned having developed critical thinking, self-knowledge, self-learning, creativity, time management and a continuous desire to learn.

The last activity, the Satisfaction Survey, was answered by 60 participants. This instrument revealed aspects [9]about the structure and functioning of the course (12 aspects), quality (14 aspects), trainees' performance (11 aspects) and 3 open questions about the reason for enrolling in the course, positive aspects and recommendations for improvement.

In this analysis, the following questions were considered: "The digital tools will provide me with new pedagogical approaches"; "The activities helped me to achieve the learning objectives"; "I feel that I have achieved the learning objectives proposed in the module"; "I will apply what I have learned in the training module in my professional practice". A high level of satisfaction is observed in all the responses, as shown in the graphs (Graphs 1, 2, 3 and 4), where the two highest levels of satisfaction were considered:

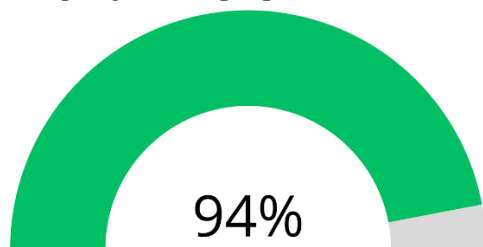**Graph 1** - Digital tools will provide me with new pedagogical approaches

100%
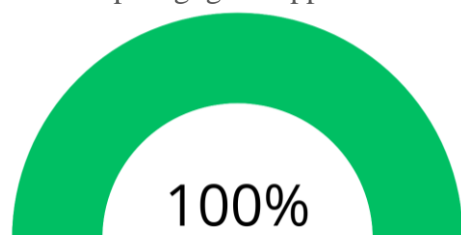
Source: Own authorship (2024).

Graph 2 – The activities helped me to achieve the learning objectives
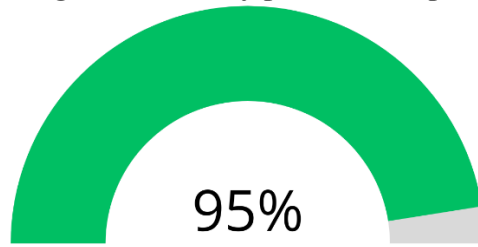
98%
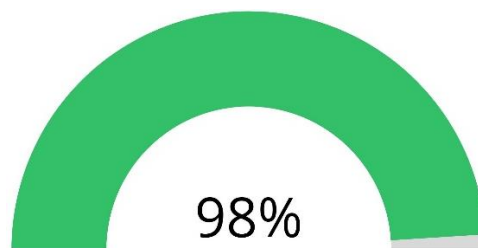
Source: Own authorship (2024).

Graph 3 – I feel that I have achieved the learning objectives proposed in the Module

94%

Source: Own authorship (2024).

Chart 4 – I will apply what I learned in the training module in my professional practice

95%

Source: Own authorship (2024).

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[9]The aspects were verified by 5 options: I totally disagree, I partially disagree, I neither agree nor disagree, I partially agree, I totally agree.

From the results analyzed, it was found that: the trainees developed the expected skills: collaboration between colleagues, exploration of digital tools - especially *Wakelet* -, analysis of information from credible sources, preparation of a curation project in its stages: research, selection, organization and sharing. Furthermore, creativity was observed in the lesson plans and resources created in Topic 3. Therefore, fulfilling the expectations outlined and enabling the trainees to apply the knowledge in practice.

6 FINAL CONSIDERATIONS

It can be seen that the Curatorship and Education Microcredential experience has fulfilled its role of lifelong training. By proposing an active and practical methodology, the trainees claim to have understood the definitions of curatorship and to have been able to apply the knowledge in practice. Some of them even mentioned that they had gone beyond what was expected. In this way, the question proposed for this article is answered.

It is worth reiterating that this training module allowed the participants to actively experience digital culture, enabling them to develop a critical and authorial experience. Through the data analyzed, it is clear that the microcredential was implemented with meaning, in which the trainees felt like protagonists of their learning process.

The satisfaction of the students with the training shows the quality of the distance courses offered by Open University. The institution is always attentive to technological transformations and innovative practices in order to guarantee its audience active, collaborative, and networked educational methodologies. In addition, mobility and internationalization stand out, through certification accredited by ECTS.

It is hoped that it will be possible to hold other editions and research on the impact of training on work practice.

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