Designing Next-Generation Skills Assessments:
A Multi-Stakeholder, Iterative Approach
EXECUTIVE SUMMARY

Education Design Lab’s XCredit initiative seeks to validate and credential skills gained through work and life experience. Along with our partners and the Skills Validation Network, we are prototyping a scalable, interoperable set of validation tools and methods, to empower STARs (those Skilled Through Alternate Routes) with valuable labor market currency along with agency, mobility, and visibility in a rapidly changing skills-based economy.

Over the past two years, our team of 13 designers, analysts, and SMEs has developed a library of 118 next-generation skills assessments aligned to the Lab’s 21st century skills framework. Throughout this time, the assessment development process itself has gone through an iterative design process as our team experimented, learning what worked, discarding what didn’t, and seeking continuous improvement.

Designing Next-Generation Skills Assessments: A Multi-Stakeholder, Iterative Approach highlights both the people and the process behind the XCredit assessments. It is a testament to a phenomenal group of contributors and the two years they’ve spent learning and iterating together. It provides both an overview and an in-depth account of the XCredit team’s assessment development process, while also providing insights for anyone designing cross-functionally, remotely, or asynchronously.

— Dr. Tara Laughlin, XCredit Project Lead

This publication is for:

**Designers.**
This publication contains insights for those developing assessments, those engaged in iterative or human-centered design, and anyone designing cross-functionally, remotely, or asynchronously.

**Employers.**
This publication contains insights for employers interested in skills validation and skills-based hiring and those considering how they might leverage XCredit.

**Skills Champions.**
This publication unpacks a critical component of the future skills-based economy, and is for those who believe in and are pushing for this shift.
Overall: It is both the **people** and the **process** that enable success in iterative, multi-stakeholder design. It takes a team of dedicated, collaborative people to bring even the best processes to life.

1. Designers must capture a **variety of lived experiences and perspectives** in the tools and methods used to truly elevate the value of lived experience through skills validation. This includes understanding and incorporating the perspectives of the **target population**.

2. **Strong relationships** enable vulnerability, which enhances the quality of feedback provided in iterative design.

3. **Align team expertise** to feedback loops throughout the process to best leverage everyone’s strengths.

4. Rubric criteria representing **demonstrable behaviors** are foundational to effective skills validation.

5. **Intentionality and clarity** about handoffs and which activities can be conducted asynchronously are needed when engaging multiple stakeholders in development.
Hello!

Over the past two years, Education Design Lab's XCredit team has developed **118 next-generation skills assessments**.

In this publication, we'll share our approach and what we've learned.

You'll have the opportunity to choose your own adventure.

- **Just want the facts?** We've got you covered.

- **Feel like settling in for a story?** We've got that too.

You can use the 'home' and 'contents' menus at the top or the arrows to the right and left to navigate around.
CONTENTS

What’s “XCredit”? →
The “Finished” Product →
The Team →
The Stakeholders →
The Core 3-Stage Process →

Part 1: The Process in Action
Stage 1: Ideate →
Stage 2: Develop →
Stage 3: Test →

Part 2: The Process in Action

Part 1:
The Process

What's “XCredit”? →
The “Finished” Product →
The Team →
The Stakeholders →
The Core 3-Stage Process →

Part 2:
The Process in Action

Stage 1: Ideate →
Stage 2: Develop →
Stage 3: Test →

Part 1:
The Process

What's “XCredit”? →
The “Finished” Product →
The Team →
The Stakeholders →
The Core 3-Stage Process →

Part 2:
The Process in Action

Stage 1: Ideate →
Stage 2: Develop →
Stage 3: Test →

Part 1:
The Process

What's “XCredit”? →
The “Finished” Product →
The Team →
The Stakeholders →
The Core 3-Stage Process →

Part 2:
The Process in Action

Stage 1: Ideate →
Stage 2: Develop →
Stage 3: Test →

Part 1:
The Process

What's “XCredit”? →
The “Finished” Product →
The Team →
The Stakeholders →
The Core 3-Stage Process →

Part 2:
The Process in Action

Stage 1: Ideate →
Stage 2: Develop →
Stage 3: Test →

Part 1:
The Process

What's “XCredit”? →
The “Finished” Product →
The Team →
The Stakeholders →
The Core 3-Stage Process →

Part 2:
The Process in Action

Stage 1: Ideate →
Stage 2: Develop →
Stage 3: Test →

Part 1:
The Process

What's “XCredit”? →
The “Finished” Product →
The Team →
The Stakeholders →
The Core 3-Stage Process →

Part 2:
The Process in Action

Stage 1: Ideate →
Stage 2: Develop →
Stage 3: Test →

Part 1:
The Process

What's “XCredit”? →
The “Finished” Product →
The Team →
The Stakeholders →
The Core 3-Stage Process →

Part 2:
The Process in Action

Stage 1: Ideate →
Stage 2: Develop →
Stage 3: Test →
THE MODEL
Want just the nuts-and-bolts of the approach? You've come to the right place.

This section will explain the **what, why, and how** of **designing next-generation skills assessments**, leveraging XCredit's multi-stakeholder, iterative assessment development process.
What's "XCredit"?

Between 2021-2023, Education Design Lab's XCredit ("Experience Credit") team developed 118 scalable, next-generation, competency-based, authentic assessments of in-demand, 21st century or "durable" skills.
STARs are talented individuals **Skilled Through Alternative Routes**, rather than a bachelor’s degree.

XCredit’s 118 assessments have been developed to provide **STARs** the opportunity to validate the 21st century skills they’ve gained through work and life experience.

Education Design Lab awards **micro-credentials** to any individuals demonstrating proficiency of the skills through the assessments, thus enabling them to better signal their skills to potential employers.
Instructional Designers on the XCredit team developed these assessments using two no-code authoring tools:

- Muzzy Lane: Author
- Talespin: CoPilot Designer

Journey on to see a sample assessment in each technology!
Sample 1

**Measuring:** "Gather and Assess Relevant Information"

**Using:** The Muzzy Lane Author tool

[+ info on Muzzy Lane]
Sample 2

**Measuring** "Speak with Clarity and Precision"

**Using:** The Talespin CoPilot Designer tool

[+ info on Talespin]
By developing scalable ways to validate existing 21st century skills, the XCredit initiative aims to increase equitable access, opportunity, and income for STARs who have been systematically kept out of opportunity for too long, simply because they do not possess a college degree.

Given XCredit’s focus on elevating the value of lived experience, our team knew it was critical to capture a variety of lived experiences and perspectives in the assessments we developed.

We sought to accomplish this through two primary means:

- Through the diverse* lived experiences* among our design team
- Through the diverse* external stakeholder perspectives gathered and woven into each assessment throughout the development process
The XCredit design team reflects a diversity of skills and expertise as well as a wide variety of identities and lived experiences. We are multi-racial, multi-ethnic, and geographically distributed. We fall all across the continuum of many different identities, including cultures, genders, generations, languages, professional experiences, political ideologies, and more. And beyond these identities, each of us has lived experiences which are unique and valuable, which have shaped us into the designers we are today.

Our design team is made up of:
- Subject Matter Experts (SMEs)
- Narrative Designers
- Instructional Designers
- User Testing Analysts
- Equity + Bias Reviewers
- Graphic Designers
Key stakeholders engaged in the process included:

- Jobseekers
- Hiring Managers
- Technical Experts
- Workforce Development

Additionally, the voices and perspectives of XCredit’s key external stakeholders have been gathered and incorporated throughout the development process.

We’ve leveraged a variety of feedback gathering methods, including:

- Studio co-design sessions
- Interviews
- Surveys
- Informal discussions
- Formal user testing
How did the skills, expertise, lived experiences, and perspectives of this broad and diverse group come together in a replicable process?

**THREE CORE STAGES**

The XCredit assessment development process moved through three core stages, each of which incorporated at least two feedback loops:

- Ideate
- Develop
- Test
Do you love a good story? You've come to the right place.

This section will take you on a narrative journey through the development of a single XCredit assessment, illustrating the multi-stakeholder, iterative process along the way.
To simplify a complex process with many contributors, the story that follows describes the assessment development process through the use of **personas**, each representing a key role played by members of the XCredit team.

### Personas

<table>
<thead>
<tr>
<th>Role</th>
<th>Persona</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMEs</td>
<td>Isaac</td>
</tr>
<tr>
<td>Narrative Designers</td>
<td>Lenora</td>
</tr>
<tr>
<td>Instructional Designers</td>
<td>Ben</td>
</tr>
<tr>
<td>User Testing Analysts</td>
<td>Imani</td>
</tr>
<tr>
<td>Bias Reviewers</td>
<td>Mateo</td>
</tr>
<tr>
<td>Graphic Designers</td>
<td>Jada</td>
</tr>
</tbody>
</table>

*Tara Laughlin, Nishita Chheda, Casey Andree, Naomi Boyer, Vishal Jain, Sande Chen, Kara Blakey, Sabina Saritska, Matthew Aranda, Sara Lockwood, Reva Dixit, Krysta Parr, Jeff Lewis*
STAGE 1. IDEATE

1A
Align
- SMEs
- Narrative Designers

1B
Outline
- Outline assessment narrative
- SMEs
- Narrative Designers
In this stage:

- **SMEs** unpack rubric criteria.
- **Narrative Designer** meets with the **SMEs** to discuss criteria.
- **Narrative Designer** asks questions, makes sense of what each criteria means and what it might look like in practice, especially at varying levels of proficiency.
Lenora opens her laptop, curious to see what guidance Isaac and the other subject matter experts had left her. She was beginning her narrative design work on a new XCredit assessment, and this always began with gathering and making sense of input from SMEs on the meaning of the new sub-competency. This time, it was Managing Ambiguity.

This included how it might show up in the workplace, and what it might look like across proficiency levels. She's pleased to see that the SMEs left robust feedback in the assessment Miro board. As she works her way through their comments, she summarizes and synthesizes, interprets and ideates, and jots down follow up questions.
Later in the week, Lenora meets with the SMEs. After some greetings, Lenora jumps in with her questions.

The first assessment criteria is ‘identifies and gathers relevant information to inform decision making’. Isaac, I see here that you explained this as ‘collecting suitable data’ and ‘basing informed decisions on this data’. Can you explain what you mean by ‘suitable data’?

Sure. I was considering this to mean both the amount of data gathered and its relevance to the workplace situation.

As he speaks, Lenora adds this detail into the Miro board. After this, she moves on to the other questions on her list, prompting the different SMEs on what they’ve written.

Thirty minutes later, all her questions are addressed. Feeling confident that their thinking is now in alignment, Lenora, Isaac, and the other SMEs say their goodbyes and sign off.
Key Takeaways

- Begin with asynchronous SME input
- Engage SMEs to unpack criteria and provide clarity
- Document SME feedback using a tool that’s easily accessible to all
- Narrative Designers review feedback asynchronously
- Meet to discuss criteria and work through questions in real time, ensuring alignment in understanding
In this stage, the **Narrative Designer**:

- Identifies a few scenarios and relevant characters, factoring in representation of social identities.
- Selects the best option for the given assessment.
- Creates an outline of the key moments within the assessment, tagged with criteria to be measured.
- Meets with 1-2 trusted **SMEs** to discuss and strengthen outline.
The day after her meeting with SMEs, Lenora moves into brainstorming and outlining possible concepts for the assessment.

Her cursor blinks, as she considers multiple possible workplace contexts, and what characters she might include. As she brainstorms, she writes up a few concepts.

Pausing, she reviews the criteria and the SME feedback, and then looks back over what she’s written. She decides the coffee shop scenario will allow the best opportunity to address all the criteria that need to be measured in this assessment.
Lenora next comes up with a high level storyline. Much like a play, she considers her story in a series of acts. What will happen in Act 1? Act 2? Act 3?

As she outlines each act, she identifies key decisions the learner will need to make, along with which criteria will be measured.

Lenora is confident in the concept she’s come up with, though she also knows there are multiple opportunities ahead for other members of the design team to weigh in on these decisions.

---

**Storyline**

The new owner of a chain of coffee shops is seeking the learner’s help, as a long-time employee, to make key decisions, such as how to deal with being busy and short staffed at a location across town.

- **Act 1** -
- **Act 2** -
- **Act 3** -
The next day, Lenora meets with Amelia, the project lead, who is an SME and Narrative Designer herself. Lenora begins the call with an overview of all she’s come up with: the workplace context, learner role, other characters, the three acts, and all decision points tagged with criteria.

“What are your thoughts?” she asks Amelia.

Amelia nods. The two continue talking through the outline, making modifications and adding context where needed. A little while later, they sign off. Lenora has the green light to move into Stage 2, where she’ll take her outline and flesh it out into a full script, with feedback from the team along the way.
Key Takeaways

- Consider multiple contexts, roles, characters
- Choose based on criteria alignment
- Brainstorm assessment narrative in “acts” or “chapters” to give it shape
- Align criteria to “acts”
- Conduct feedback loop to strengthen concept before proceeding to scripting
STAGE 2. DEVELOP

SCRIPT

- Script assessment narrative
  - SMEs
  - Narrative Designers
  - Instructional Designers

BUILD

- Build interactive assessment
  - SMEs
  - Instructional Designers
  - Graphic Designers

2A

Script

+ go to

2B

Build

+ go to
In this stage, Narrative Designer:

- Scripts the assessment to measure understanding of criteria.
- Shares script with SMEs and other Designers for feedback.
- Revises script based on feedback.

+ tools used
Following her discussion with Amelia, Lenora is ready to begin scripting Act 1 of the Manage Ambiguity assessment. She scans the now-familiar script template.

She typically begins each assessment with a series of **Informational nodes***, before moving into the **Dialogue and Decision nodes*** that will make up the bulk of the assessment.

She writes the first Informational node, providing the learner with necessary context:

```
Vignette

"In this assessment, you work as a barista at a local chain of coffee shops named ‘Yours Truly Coffee’. You'll speak with your boss, Issa, and with your co-workers, Talia and Edwin, as you try to navigate moving employees from your location to another location in critical need of help for the day.

You will be assessed on your ability to demonstrate, with at least 75% accuracy, each of the following criteria:

- Identify and gather relevant information to inform decision making.
- Assess the consequences of all potential options.
- Make justifiable decisions, in spite of lacking information.
- Reflect on the challenges presented by decision making in the face of ambiguity.
- Demonstrate flexibility in thinking.

Overall, your goal is to trust the process; manage your own anxiety; and gather information before settling on solutions prematurely."
```
The narrative usually begins with a Dialogue node - another character speaking to the learner, prompting a response.

She writes:

<table>
<thead>
<tr>
<th>Issa</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Location 4 called because 2 of their people called in sick today. They asked if we would be able to send them someone from our team for the day. I’ll need your help deciding who to send over there. Only the 3 of you are working a full shift, so it’ll have to be one of you. Everyone else has either just started or is working partial shifts today.</td>
</tr>
</tbody>
</table>

After a few additional Informational nodes, Lenora decides the learner has what they need and the narrative can begin.

In XCredit’s workplace scenario-based assessments, **criteria are measured through a series of decisions** the learner makes as they move through the storyline.

Lenora looks back at her outline. Act 1 centers on the learner and their supervisor deciding which staff member to send to another location to cover a shift.
Dialogue nodes are typically followed by Decision nodes.

The first decision point will be aligned to Criteria 1: Identify and gather relevant information to inform decision making, as well as Criteria 5: Demonstrate flexibility in thinking.

Lenora drafts three leveled responses, representing three levels of proficiency on the criteria:

### STAGE 2: DEVELOP

**SCRIPT**

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>NODE TYPE</th>
<th>COPY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issa</td>
<td>Dialogue</td>
<td>Location 4 called because 2 of their people called in sick today. They asked if we would be able to send them someone from our team for the day. I’ll need your help deciding who to send over there. Only the 3 of you are working a full shift, so it’ll have to be one of you. Everyone else has either just started or is working partial shifts today.</td>
</tr>
<tr>
<td>Learner</td>
<td>DECISION - 1</td>
<td>I see. Do you know how much experience the current staff at location 4 has? It can help us decide who would be the best fit. I see. Do you know what time they would like us to send them someone? It can buy us some time, considering how last minute this request is. I see. Do you know how many customers they serve per hour? I really wish they could’ve told us yesterday.</td>
</tr>
</tbody>
</table>

Criteria assessed:
1: Identifies and gathers relevant information to inform decision making.
5: Demonstrates flexibility in thinking.
She then looks at the final column, Tailored Dialogue. This is where the other character will **give a tailored response to the learner**, based on the answer they chose.

In addition to moving the story forward, one key **purpose of the tailored dialogue** is to give the learner a sense of whether they chose the best option, based on how the other character reacts.

Maya smiles. Writing the tailored dialogue was challenging when she wrote her first few assessments, but she’s gotten the hang of it.

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>NODE TYPE</th>
<th>COPY</th>
<th>TAILORED DIALOGUE/FEEDBACK (towards the learner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issa</td>
<td>Dialogue</td>
<td>Location 4 called because 2 of their people called in sick today. They asked if we would be able to send them someone from our team for the day. I’ll need your help deciding who to send over there. Only the 3 of you are working a full shift, so it’ll have to be one of you. Everyone else has either just started or is working partial shifts today.</td>
<td></td>
</tr>
<tr>
<td>Learner</td>
<td>DECISION - 1</td>
<td>I see. Do you know how much experience the current staff at location 4 has? It can help us decide who would be the best fit.</td>
<td>Great question! I actually don't know. They didn't give me those details.</td>
</tr>
<tr>
<td>Learner</td>
<td>Criteria assessed: 1: Identifies and gathers relevant information to inform decision making. 5: Demonstrates flexibility in thinking.</td>
<td>I see. Do you know what time they would like us to send them someone? It can buy us some time, considering how last minute this request is.</td>
<td>As soon as possible, since they are already working very short-handed*.</td>
</tr>
<tr>
<td>Learner</td>
<td></td>
<td>I see. Do you know how many customers they serve per hour? I really wish they could've told us yesterday.</td>
<td>I'm not sure how the number of customers is relevant to our decision making.</td>
</tr>
<tr>
<td>Issa</td>
<td>Dialogue</td>
<td>All I know is that they called with great urgency* and couldn’t stay long on the line. So, the sooner we can decide, the better.</td>
<td></td>
</tr>
</tbody>
</table>
Lenora continues scripting the assessment over the next several days, using her outline to guide her. When she has a draft complete, she uses the **XCredit Assessment Quality Criteria** tool to review, revise, and strengthen her work.

**XCredit Assessment Quality Criteria**

*Note: This is a living document. It may be updated with agreed-upon criteria as the team grows and learns more.*

**COHERENCE**

- **Pathways:** All possible individual pathways within an assessment make sense
- **Internal Consistency:** Storyline is coherent - details that occur later don’t conflict with details provided earlier
- **Events:** Events in the storyline are presented in the most logical order, creating an effective and realistic story arc
- **Exposition:** Story exposition provides all relevant information needed for the learner to be successful in the assessment
- **Continuity:** All sub-plots (small details referenced casually) are pursued/explained within the story, or if not, they are deleted.
  - **Bad Example:** Tailored response: “Let’s take a look at the feedback.” But then nothing happens with that, and the story moves on to the next DIA node.
  - **Good Example:** Tailored response: “Let’s take a look at the feedback.” Then the story either moves in the direction of examining feedback, or another character suggests “I agree, we should look at the feedback, but let’s do that next week when we’ve got more time. Right now, we need to focus on...” and the story continues in the direction it was moving.

**AUTHENTICITY**

*Note: Examples are content dependent. The bad examples aren’t to indicate this would never happen in the workplace. However, for us to present these bad examples as plausible to the learner, extra world-building would be required for the learner to believe that it’s realistic. For simplicity and efficiency, we need to err on the side of common, easily believable situations.*

- **Scenacity:** Something that actually happens in the workplace, that learners can see happening to them
  - This goes beyond just the initial exposition, but is woven throughout the entire story - do all situations feel authentic?
  - **Bad Example:** You’re a barista at a coffee shop that’s part of a large regional chain. The owner of the chain comes to you to ask if you’ll help her make a purchasing decision for new espresso machines which will be rolled out company-wide. This is not authentic, at least on its face, because it raises a lot of questions in the mind of the learner: Why is the owner coming to this seemingly random barista for help? Is there not a management team that would help make large scale purchasing decisions?
Lenora sends her draft script along to the SMEs and other Narrative and Instructional Designers on the XCredit team, feeling both accomplished and apprehensive of what the others might think.

Over the next 24 hours, a timeline established among the team, they review Lenora's script and leave comments and suggestions to strengthen the assessment.

The next day, Lenora reviews their feedback. She implements many valuable suggestions immediately. She sometimes engages in asynchronous discussion with team members when she needs clarification, or wants to get feedback on a potential revision.

Following this thorough script review, Lenora is satisfied that the script is strong and that the assessment is ready to handoff to Ben, the Instructional Designer who will build the assessment in the assessment platform.

My wondering at this point is how the learner will have any sense of which pathway to choose? Given we haven't learned anything about the other staff members yet, I'm having a hard time thinking through how I'd make my decision, especially since I can't go back and try other pathways... do you have any thoughts on this?
Key Takeaways

- Consistently review assessment criteria while scripting, and solicit feedback on alignment.
- Use tailored feedback to give learners an indication of how well they are performing.
- Agreed upon timelines for each step, such as for leaving and reviewing feedback, are critical to clarify expectations and prevent delays.
- Engage SMEs and other designers in reviewing scripts and providing feedback to catch errors in thinking and strengthen the storyline.
In this stage:

- **Instructional Designer** uses a digital authoring tool to build the assessment, putting in placeholders for visual assets.

- **Narrative** and **Instructional Designers** determine asset needs and pass along to **Graphic Designer**.

- Team of **SMEs** and other **Designers** review the build and provide feedback.

- **Narrative** and **Instructional Designers** iterate based on feedback.
Ding! Ben’s phone indicates a new email has come in. He sees that it’s from Lenora, sending along the latest XCredit assessment script, ready to be built. He’s gotten a mental head start, having already provided feedback on this script.

After breakfast, he gets started. As usual, he begins by reading the script in full, immersing himself in the story and anticipating how it will translate into the technology. He also makes note of several possible ideas for visual imagery to accompany the story, helping bring it to life.

The build moves along smoothly. First, a series of Informational nodes. Then: Dialogue - Decision - Tailored feedback. Dialogue - Decision - Tailored feedback. He adds Lenora's carefully crafted words into the platform.
As he works, he updates his list of visual imagery, ensuring all scenes will have a compelling visual. The XCredit team is working with a Graphic Designer, Jada, to create all the imagery based on the Designers' requests. Her work so far has been outstanding.

A few hours later, Ben is nearly finished. He sends the finalized list of imagery needed along to Jada, then plays through the assessment one more time.

Ben always likes to play through each finished assessment a few times to catch any technical issues or other mistakes. Satisfied, he copies the link to the assessment into an email to the SMEs and other Designers. “Back to you!” he says, clicking send.
Feedback for each build is an all-hands-on-deck affair, a critical opportunity for Quality Assurance. Lenora, the SMEs, Amelia, other Narrative and Instructional Designers, and even close partners are called upon to asynchronously play through the assessment and leave comments, questions, and suggestions. No feedback is too small.

Ben reviews all feedback prior to the synchronous discussion with all reviewers. A few days later, everyone logs into the call and greets one another, catching up on the past few weeks.

The call proceeds, with Ben asking questions of various members of the design team as needed. At times, everyone on the call chimes in to solve a particularly tricky problem. By the end of the call, Ben has the clarity he needs, and he closes with gratitude: “I appreciate all of you! I’ll connect with Lenora, and we’ll get this assessment finalized.”
Key Takeaways

- Clearly defined processes for handoffs are essential. With so many stakeholders and moving parts, clear expectations and defined processes are essential to keep development running smoothly.

- Use feedback loops as a way to leverage different areas of expertise at just the right moments.

- Gather feedback asynchronously, so that all involved have time to process and respond thoughtfully.
In collaboration with Lenora, Ben has finished revising the assessment. The final stage of development is beginning - Testing! Every XCredit assessment goes through extensive user testing and an equity and bias review.

Ben sends the assessment off to Imani, the User Testing Analyst, and Mateo, the Bias Reviewer. Both are contractors supporting the work of XCredit. Each facilitates their own separate process, so they can review the completed assessment at the same time.
STAGE 3. TEST

3A
User Testing

3B
Bias Review

USER TESTING
- Test with target users
  - Jobseekers
  - Employers
  - User Testing Analysts
  - Instructional Designers

BIAS REVIEW
- Review for issues of equity + bias
  - Bias Reviewers
  - Instructional Designers

+ go to
+ go to
In this stage:

- Assessment is passed to **User Testing Analysts**.
- **Analysts** launch and review user tests.
- **Analysts** send back recommendations to **Narrative** and **Instructional Designers** based on user feedback.
- **Designers** iterate based on feedback.

+ **tools used**
Imani uses a digital user testing platform to gather jobseeker and hiring manager perspectives on each XCredit assessment. The platform has a network of contributors who are paid to complete user tests.

After receiving Ben’s email, Imani logs into the platform and creates the required user tests, specifying the demographics of the users needed to complete the tests. She then launches the tests and waits.

Several hours later, she is notified that all of the tests have been completed. When she logs back into the platform, she sees a series of videos waiting for her, one video for each user test. It looks like there were no technical issues during the process.
Over the course of the week, Imani **reviews each video**, watching and listening closely to gather as much information about the users' experiences as possible. In addition to the **specific prompts** users are required to respond to, Imani also pays attention for clues. Things users say often align to particular areas of interest - **engagement**, **user experience**, **value**.

**Sample Prompts**

- **To what extent do you feel the assessment you just completed was rigorous?**
- **To what extent would you value the credential earned from this assessment in the hiring process?**
As Imani views, she tags key moments in the videos, gathers quotes, and captures other observations. When she’s finished, she gathers all her data and begins analysis.

What trends emerged? What modifications might need to be made?

She summarizes and synthesizes, then captures all her findings and recommendations in a spreadsheet, which she shares back with Ben and Lenora.

"It's very authentic. I would say it happens every day, with staffing shortages and everybody having to work together as a team to make the best decisions."

"The best feature is how interactive it is. I like that based off of your answer you'll get a response that comes with that answer. It gives it a very realistic touch."

"Nobody is balding? I guess not *laughs*. The user does not find an avatar that they feel looks like them in the list."
In this stage:

- Assessment is passed to **Bias Reviewer**.
- **Bias Reviewer** analyzes script and build.
- **Bias Reviewer** send back recommendations to mitigate issues of equity and bias to **Narrative** and **Instructional Designers**.
- **Designers** iterate based on feedback.

**+ tools used**
At the same time Imani is performing her analysis, Mateo is also conducting his. He begins with the **Equity and Bias Framework** that he co-created with the XCredit team, based on **recommendations from the literature**.

Each of these areas, such as “Accessibility” and “Language” are further expanded into **specific look-fors**, guiding his work. Mateo **begins by reviewing the script**. Absent any technological functionality or imagery, he wants to first analyze just the language.

He reads fully through the script once, to get a sense of the narrative, then returns to the top for a **slower, more nuanced read**. As he reads, he makes notes and identifies questions. This process repeats a few times until Mateo is certain he's addressed all areas within the framework.
Mateo then reviews the build. Having already analyzed the language, he is now free to focus on other things, such as character representation in the visuals and any questions related to functionality.

As he works, he adds additional comments and questions to his running list. Mateo then gathers all of his notes, comments, and questions, and completes the template Bias Review Analysis document, tagging comments and recommendations to particular areas of the Bias Review Framework.

Once all notes are in, he shares the spreadsheet with Ben and Lenora. At a meeting later in the week, Mateo provides clarification and additional guidance in response to Ben and Lenora's lingering questions. Following this, Ben and Lenora are prepared to take the next steps.
When all revisions have been implemented from both user testing and bias review, when the final ‘i’ has been dotted and ‘t’ crossed in the assessment, all involved have reason to celebrate.

Over the past 4 weeks, this team of 12-15 individuals has come together to create something from nothing, from concept to launch. They’ve collaborated, sharing generously of their time to provide meaningful feedback at different stages of development. They’ve coordinated effectively, passing the baton back and forth and round and round until the final assessment is truly a collective effort.

And together, they’ve created something with true potential to impact the course of people’s lives.
Key Takeaways

- Engage users in the development process, those most like the population you are seeking to serve.
- Review explicitly to mitigate for issues of equity and bias.
- Celebrate a job well done.
Thanks!

This marks the end of your journey. Hopefully, you've found the insights within these pages valuable.

If you have any questions or would like more information about XCredit, please email xcredit@eddesignlab.org.
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