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Making Digital Badging Work: Lessons from an Irish HE Context

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Making Digital Badging Work
Lessons from an Irish Higher Education Context

Roisin Donnelly, Colin Lowry, Terry Maguire

9th Annual SMSN Symposium
Edinburgh Napier University
2 June 2017

National Forum for the Enhancement of Teaching and Learning in Higher Education
Dublin
Making Digital Badging Work: Lessons from an Irish HE Context

Abstract
This presentation will discuss a current initiative taking place within the National Forum for the Enhancement of Teaching and Learning in higher education Ireland in the area of integrating digital badging (or micro-credentials) into professional development for all who teach and support learning in Irish Higher Education. Particular attention will be given to explaining how the entire process for digital badging works: from decisions taken on what can be badged, to how it is formally taken to the stage of offering a digital badge to HEIs.

In 2017, the National Forum brought together 15 teams of educators from universities, institutes of technology and private colleges to collaborate on the development of digital badges in specialist areas where they have significant, recognized expertise. This presentation will share the lessons we have learnt during this process about digital badging, including the importance of content, providing choice for participants to evidence their learning and the early consideration of sectoral recognition, providing support for development teams including opportunities for peer review. In addition, the presentation will share what and how the technology supports or directs the process including designing, awarding badges and hosting badge programme content for easy dissemination.

Existing research has shown that teachers who earn micro-credentials do want to earn more of them—97% of post-course survey respondents indicated that they wanted to pursue another micro-credential in the future. In our context, it would be interesting to research how earning these micro-credentials can impact teachers’ PD and practice, as well as identifying necessary levers and existing barriers for scaling the use of digital badging for continued learning opportunities for the Irish HE sector.
Professional Development

A National Approach to Professional Development for those who teach in Higher Education
Consultation and Exploring Existing Provision

Phase 1 2014/15

- Existing Accredited and Non-Accredited CPD reports
- Mapping Professional Development

Conceptual Model for PD

Further Consultation and Development of National PD Framework

Phase 2 2016

- National Guidance on PD for those who teach
- Resource for Planning Personal Development

National PD Framework for all those who teach

Interpret the PD Framework and Develop Professional Recognition Framework

Phase 3 2016/17

- National Framework for Professional Recognition
- Pilots

NPDEG

10 Members
Univ, IoTi and HECA reps
First Meeting 23/11/16

20 National Pilot Groups
Resource development

Digital Badges

Nationally Recognised Badges
Open Access
Resource Packs for Sector

T&L Fund 2016

001- PD for leaders and digital champions
002- PD Discipline Level
003-Alignment and Enhancement

Professional Recognition Framework Autumn 2017
Towards a model of digital badge development

Expressions of Interest: 75
- Wide range of popular and current T&L topics

Badge Development Workshop: 28/2/17 15 selected
- Badge Development Workshop

Support
- A panel of supportive peer reviewers will give feedback on badge content

Technology
- Badge Design & Implementation
- Role of All-Aboard: The graphic design and logo for the digital badges will be provided via the NF

Building Capacity
- Facilitating Institutional workshops
- Badge developers will facilitate a workshop (date TBC) for those who wish to deliver the badge content in their institution

Dec 2016 → Feb 2017 → May 2017
Assessment: OF, FOR, AS Learning
Avoiding Plagiarism
Blended Learning
Campus Sustainability
Career Development
Digital Leadership/Learning Technologies
Disciplinary Badges
Gamification Strategies
Managing ePortfolios
Online Identity
Student Retention
Student Transition (First Yr)
T&L for for Post Doc’s/RFs

Phase 2:
further expressions of interest

Academic Writing
Community Engagement
Developing PD Provision for Irish HE
Intercultural Awareness
Entrepreneurship
Mentoring for Leadership in T&L
Getting Started with Online Teaching
PhD Supervision
Programme Design/Re-design
Programme-focused Assessment
Policy in HE
Reflecting on Teaching
Student Engagement
Teaching Strategies for New Lecturers
Universal Design

Phase 1:
Feb-April 2017

NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION
National Digital Badge System

Badge Package:
• Criteria that must be met to be awarded the badge
• A short video outlining the area of development
• A workshop package that would enable any institution to deliver the PD programme
• Links to useful websites and resources

Each badge represents approximately 25 hours of learner effort

Mentoring in T&L
Lynn Ramsey, Letterkenny IoT and Paul Gormley, NUI Galway
Why Open Badges?

• Visual representation of an achievement or skill
• **Open Badges are evidence-based.**
  Encoded/encrypted containing
  – Who awarded badge
  – Exactly what the holder had to do
  – Examples of their work
• Standards compatible with range of – ePortfolios – LMS/VLE
  – Social (& Professional) networks (eg LinkedIn)
• Increasingly recognised by employers & professional bodies
# Open Badges Thinkerer

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**Badge Details**

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**Image CC BY-SA Kyle Bowen**
Open Badge Infrastructure (OBI)

- Independent and agnostic. Outside of Mozilla infrastructure.
- User consents to accept badges into hub, as well as to send to site for display.
Open Badge Passport

- Capturing badges, storing CVs, linking to publications and allowing re-export to other platforms (e.g. LinkedIn), embedding in websites, etc.
- OBI Compliant
PD Digital Badges – What Next?

- Piloting stage for the badge delivery, and beta versions of the badges
- PD Portal / Delivery Suite (June 2017)
- Delivery of the 15 PD workshops (September 2017)
- Phase 2, anticipated later in 2017