Code-Switching Learning Outcomes Using Digital Badges: Opening Our Learning Outcomes to Our Learners

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CODE-SWITCHING
LEARNING OUTCOMES
USING DIGITAL BADGES

Created by Nicholas Schiller / @nnschiller
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Instructions for viewing this reveal.js presentation
Link to this Presentation: bit.ly/schiller-liw
In linguistics, "code-switching" means mixing languages or patterns of speech in conversation.

...code-switching is about dialogue that spans cultures. It evokes the conversation we want to have here.

NPR Code Switch Blog FAQ
LEARNING OUTCOME

Performance target that describes the real-world application of learning objectives.

From Char Booth's Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators (glossary)

See also: Outcomes Assessment Model
DIGITAL BADGE

A badge is a symbol or indicator of an accomplishment, skill, competency, or interest. Badges can be used to represent achievements, communicate successes, and set goals.

From Mozilla Open Badges FAQ Note: I'm focusing on the symbol and ignoring the underlying metadata & certification aspects.
THERE IS TENSION BETWEEN LEARNER CENTERED INSTRUCTION & OUTCOMES ASSESSMENT.
LEARNER-CENTERED INSTRUCTION

Student-centered learning; education that focuses on the effectiveness of learning and the student experience rather than the effectiveness of teaching and the instructor experience.

From the glossary in Char Booth's Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators (glossary)
OUTCOMES ASSESSMENT

Formal or informal appraisal or judgment of two- or four-year college programs or students in relation to institutional or public expectations of achievement or development -- often but not always measured against specific objectives

ERIC Thesaurus

Subtext: It's important to note that program (or institutional effectiveness) assessment and student assessment (or assessment of student learning) are very different things. Beware the bait & switch.
ASSESSMENT VOCABULARY IS ABOUT STUDENT LEARNING, BUT STUDENTS ARE NOT THE AUDIENCE.
<table>
<thead>
<tr>
<th>WSU learning goal</th>
<th>At course end, students should be able to:</th>
<th>Course topics addressing outcomes</th>
<th>Primary evaluation of outcome</th>
</tr>
</thead>
</table>
| WSU#4: Information literacy | - Examine the structure and culture of the disciplines, publishing cycles, and information flows control access to information.  
- Demonstrate an understanding of how storage and retrieval systems control what information can be found.  
- Use a variety of advanced techniques, such as Boolean searching, subject descriptor searching, truncation, and proximity, to retrieve information effectively from a variety of electronic information retrieval systems, like subscription databases and the Web.  
- Understand the use of language and vocabulary in information retrieval by exploring thesauri, indexes, concordances, and keyword-matching, as well as demonstrate comprehension of the differences, uses, and strengths of these various ways of using language to retrieve electronic information. | Information design / architecture  
Evaluation  
Databases  
Search: Terms and concepts  
See "Course Schedule" for exact dates. | 3 organization projects  
3 search projects  
Search strategy project  
Final project |
• Book has useful insight into measuring in education
• Better to light a candle than to make grumpy tweets about neoliberalism and Taylorism
PROGRAM ASSESSMENT CAN BE MADE MORE STUDENT CENTERED WITH DIGITAL BADGES.
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<td>Search strategy project</td>
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<td>Search: Terms and concepts</td>
<td>Final project</td>
</tr>
</tbody>
</table>

compare to goal with badges
<table>
<thead>
<tr>
<th>Atoms  (physical objects)</th>
<th>Bits  (digital objects)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Order of Order</strong></td>
<td><strong>2nd Order of Order</strong></td>
</tr>
<tr>
<td>FIND STUFF</td>
<td>METADATA</td>
</tr>
<tr>
<td>ORGANIZE STUFF</td>
<td>TAXONOMY</td>
</tr>
<tr>
<td>FILTER =&gt; IN</td>
<td>LUMP &amp; SPLIT</td>
</tr>
<tr>
<td>FILTER =&gt; OUT</td>
<td>CTRL VOCAB</td>
</tr>
<tr>
<td>ALPHABETIZATION</td>
<td>DEWEY DECIMAL</td>
</tr>
<tr>
<td>GEO OF KNOWLEDGE</td>
<td>FIELD SEARCHING</td>
</tr>
</tbody>
</table>
BADGES MAKE CLEAR AND FRIENDLY LINKS BETWEEN STUDENT WORK AND GOALS AND OUTCOMES.
USE VISUAL DESIGN ELEMENTS TO MAKE CONNECTIONS.

color, shape, icon, contrast, texture, text, size
GOAL

The goal is indicated by the outside shape of the badge.
OUTCOMES

Outcomes are indicated by the interior color of the badge.
COURSE TOPIC

Course topic is indicated by the icon and text of the badge.
Badges can be used as metadata to put assignments in context with the course concepts, learning outcomes and goals.
EXAMPLE: CMDC PROGRAM GOALS & OUTCOMES

Know the basics of information architecture and knowledge management along with ways digital information can be structured for retrieval and archival purposes for different audiences.

Outcomes:

A. Examine the structure and culture of the disciplines, publishing cycles, and information flows control access to information.

B. Demonstrate an understanding of how storage and retrieval systems control what information can be found.

C. Use a variety of advanced techniques, such as Boolean searching, subject(descriptor) searching, truncation, and proximity, to retrieve information effectively from a variety of electronic information retrieval systems, like subscription databases and the Web.

D. Understand the use of language and vocabulary in information retrieval by exploring thesauri, indexes, concordances, and keyword-matching, as well as demonstrate comprehension of the differences, uses, and strengths of these various ways of using language to retrieve electronic information.
EXAMPLE: DTC356 COURSE TOPICS

- CNTRL VOCAB
- TAXONOMY
- FIELD SEARCHING
- OPERATORS

Use my badge images.
Part III: A Search Strategy

After you have completed the essay describing your database, write a 500-word narrative outlining a search strategy. Your narrative should describe how a well-designed search strategy would use the database’s tools and features to efficiently locate the required information.

Your narrative should include:

• A goal: a detailed description of your searcher’s information need.

• Several methods of meeting this goal. These should include the database’s features.
  
  o For example: “Start with a keyword search. Try synonyms and related words. Identify possible results. Find controlled vocabulary terms in the results. Broaden or narrow your search goal as needed. Use ____________ (search tools the database provides) to identify the best results.

• Your narrative should describe how to use the tools you identified in the first part to make an effective and successful search.
BUT WHAT ABOUT...?

- making badges work in one-shot instruction?
- tutorial, guides, screencasts?
- just making institutional effectiveness assessment student-centered in the first place?
- questions? Let's talk.
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- Use the right arrow key to advance to the next slide.
- The ESCAPE key shows the birds-eye view of all slides for quick navigation.
- The S key shows speaker notes and the speaker's view. (fullscreen)
- The B key pauses the presentation.
NESTED SLIDE

- Use the up arrow key to go back up.
Note the navigation arrows in the bottom left corner. You can click to navigate.

Touch-screen users can swipe to navigate.

The left arrow key can take you back.

return to the beginning of the deck