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# Digital Badges in Libraries: Skills-Based Instruction, Code-Shifting, and Collaboration

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# Digital Badges in Libraries

Skill-based instruction, Code-Shifting, and Collaboration

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## Agenda

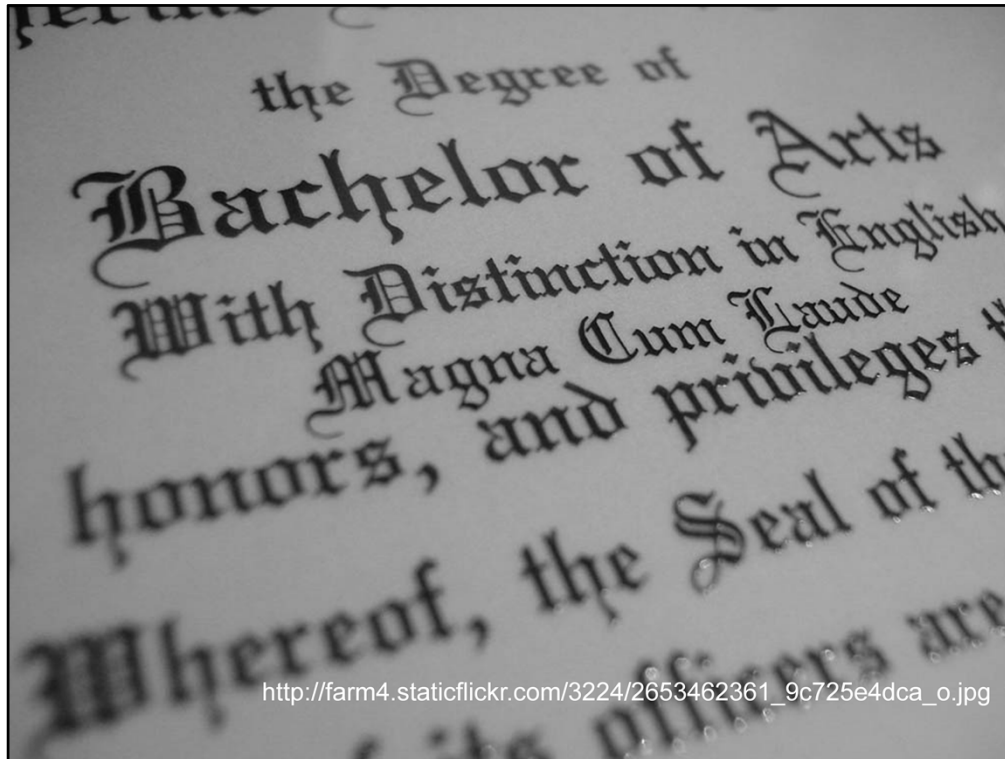
- Badges, what?
- “Code-shifting” and badges – the instructor’s perspective
- Portland State University badges project
- Questions/discussion

There is a workshop session after this one that is more hands on and will be more about making accounts, software and systems, etc. We will not go into that, but will be talking about the what and why, and talking about two specific ways the panel is using or planning to use badges



Let's start off with a classic badge example. When you see that someone is displaying this badge, what does it tell you about them? (someone from the audience shouts: first aid!) That's right, that this person has a set of skills in first aid. They possibly know how to give CPR, tie bandages, etc.

In fact, the idea of digital badges does stem from that age old American tradition of scouting. Badges in scouting, as well as digital badges in higher education, are visual representations of an achievement, skills, or knowledge gained.



In higher ed we seem to be butting up against this problem: what does a college diploma prove or show? What skills does a four-year diploma guarantee a student? While it can communicate to the student and to future employers and the public a certain level of knowledge about a subject, four-year degrees do a bad job of communicating certain acquired skills. Usually these skills aren't attached to a credit hour or even a program of study. Rather, they are the lesser defined skills acquired over the course of time. Might be: writing and editing, leading discussions or projects, and, of course, what we are going to talk about today: information literacy.

More and more students seem (at least a PSU) to want to know what they are learning and want to be able to communicate what skills and knowledge they have gained.

By credentialing achievements at a more granular level, be it with badges or any other acknowledgement, students are more aware of what they are learning and what they will bring with them into wherever they go next. It also is a way that students can be more aware of how their learning fits into the outcomes expressed by an instructor. Nicholas is going to talk more about that part.

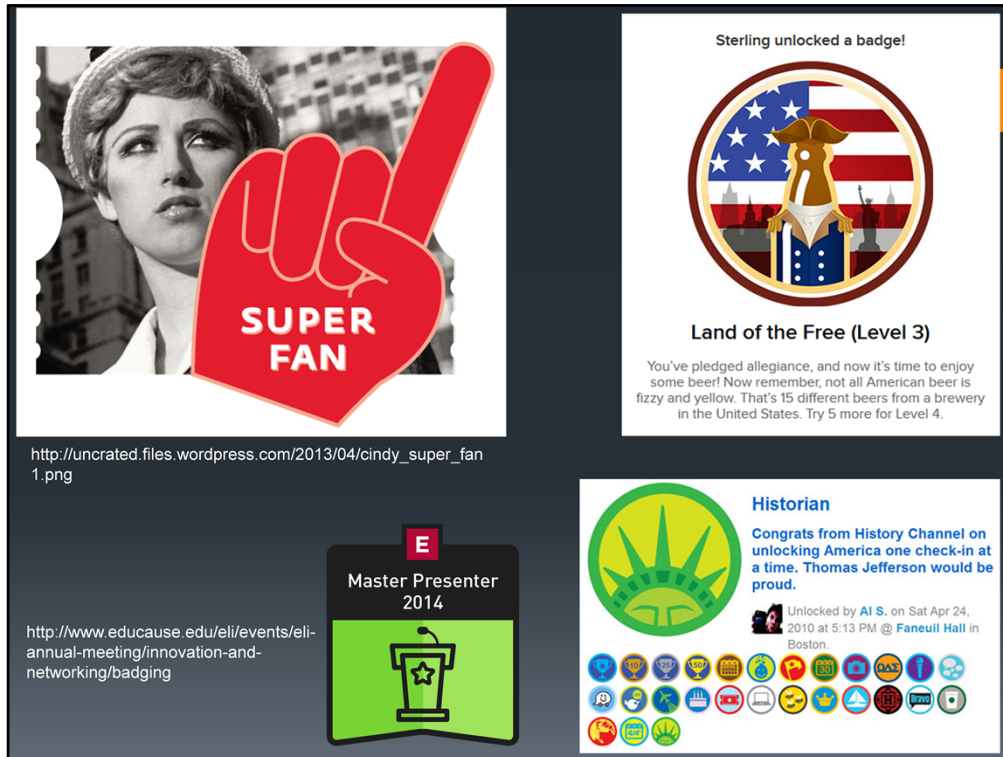
In recent years outcome or competency based education has gained more traction in higher ed. One only need do a basic search on the Chronicle of Higher Education's web site to find a plethora of articles, blog posts, and other artifacts that attest to this phenomenon.



## Why?

- Communicate skills to students and to others
- Fun! (gamification)
- Flexible/Scalable
- Can be directly linked to learning outcomes and assessments
- Anyone an authority
- Certify information literacy skills
- Certify other co-curricular skills
- Make learning more interactive
- Credit for prior learning
- ePortfolios

In addition to the ability for badges to do some of the things outlined on this slide, badges also pose a great opportunity for faculty to better track and assess student achievement. When a student enters a class, an instructor would be able to see what achievements a student has already made, and quickly understand a students' depth of knowledge and skill in information literacy, or any other subject for that matter.



One of the reasons badges have been getting so much attention is that there is an initiative backed by the MacArthur Foundation and the Mozilla Foundation to expand the use of digital badges to improve learning and outcomes for students.

So what are some examples of badge projects?

1. Dallas Museum of Art's membership program uses badges to enhance visitor interaction with exhibits
2. Online social networking sites around a hobby. This example is from Untappd, a beer-focused site
3. Educause uses badges at the ELI Annual Meeting to certify and encourage participation
4. 4Square has partnered with the History Channel to award badges to promote engagement



# Code.

WSU learning goal(s)	At course end, students should be able to	Course topics that address these learning outcomes	Primary evaluation of outcome
<b>WSU#4: Information literacy</b>  Students will use a disciplined and systematic approach to accessing, evaluating, and using information.	Identify, explain, compare, apply, argue, interpret, and evaluate information in a variety of digital forms.  Create multimodal texts using digital methods.	See "Course Schedule" for exact dates.  Information design / architecture  Evaluation  Databases  Search: Terms and concepts	See "Assignments" and "Assessment" above





## Layers of code

- University learning goals
- Departmental learning goals
- Library learning goals
- Accreditors
- Faculty
- Librarians and other faculty





## My student learning outcomes

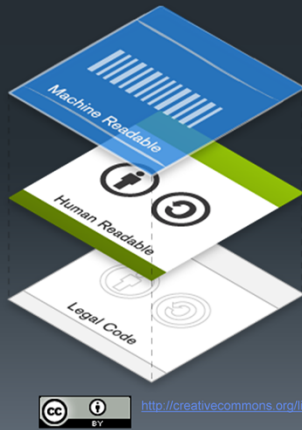
- Were not written with students as the intended audience
- I needed something to help bridge this gap.
- I needed something to help switch codes.

## Digital Badges:

- Graphical representations of an acquired skill



## Inspired by

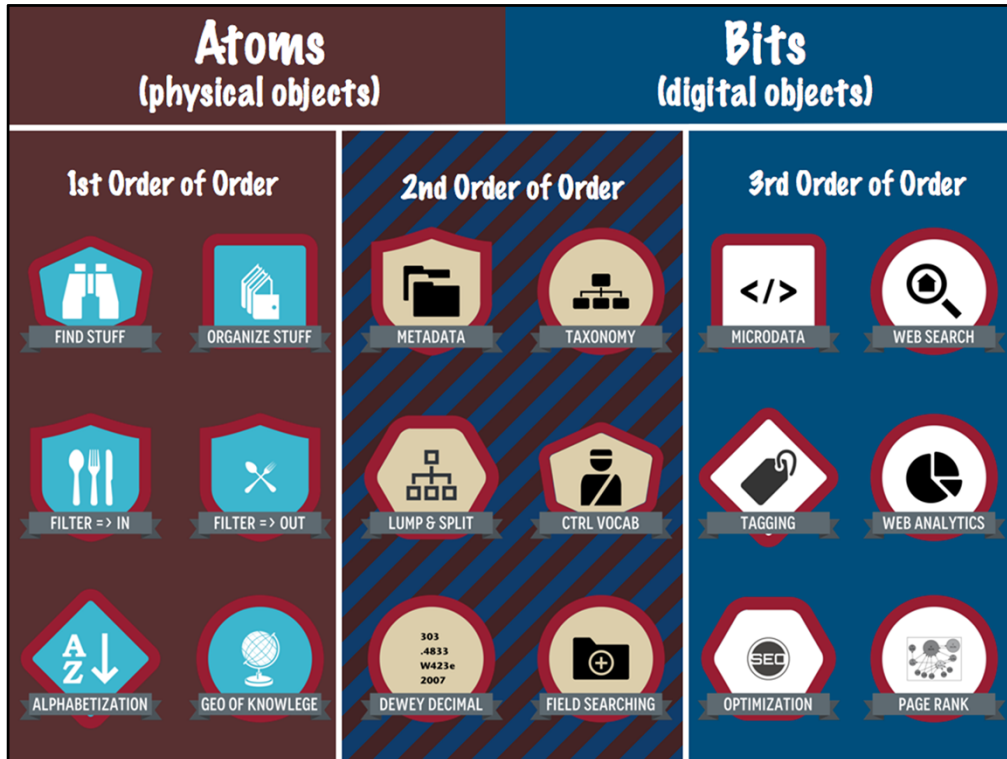


- Creative Commons three layer system of licenses
- The same icon represents very different codes
- Machines, humans, and lawyers each have a layer



## Code. Switch.

WSU learning goal(s)	At course end, students should be able to	Course topics that address these learning outcomes	Primary evaluation of outcome
<b>WSU#4: Information literacy</b>  Students will use a disciplined and systematic approach to accessing, evaluating, and using information.	Identify, explain, compare, apply, argue, interpret, and evaluate information in a variety of digital forms.  Create multimodal texts using digital methods.	See "Course Schedule" for exact dates.  Information design / architecture  Evaluation  Databases  Search: Terms and concepts	See "Assignments" and "Assessment" above



## The PSU Project - Background

“The Provost’s Challenge is accelerating PSU’s transformation by using \$3M in one-time funding from the online fee to support twenty-four faculty and staff-initiated projects.”

<http://www.pdx.edu/oai/provosts-challenge-about>



The Provost put up money, encouraged collaboration, wanted innovation. I saw a need for some cohesiveness in the undergraduate community health curriculum, namely the need to do a curriculum mapping project and looking closely at learning outcomes and had been thinking about badges. It seemed to me like a project that was mostly meaty with learning outcomes and thinking through assignments and syllabi could have a layer of badge gravy over it. I approached collaborators in the school and got support, so I worked with them to draft a proposal. And it was funded.



## Our Team

Team Member	PSU Role/Department	PSU Badges Project Role
 Emily Ford	Assistant Professor, Urban & Public Affairs Librarian	Principal Investigator (aka Massive Brain)
 Dawn Richardson	Assistant Professor, School of Community Health	Instructor, PHE 250: Our Community, Our Health
 Betty Izumi	Assistant Professor, School of Community Health	Instructor, PHE 326 Community Nutrition
 Jost Lottes	Research Associate, Institute of Aging, School of Community Health	Instructor, PHE 454U: Social Gerontology
 Aifang Gordon	Instructional Designer, Research & Compliance, Office of Academic Innovation	Instructional Design and Assessment Consultant

Forgive me- I'm compulsive about repping the team with photos!!

## Our Current Focus

- Aligning community health course outcomes & PSU Library learning outcomes
  - Strategize; Gather & Organize; Analyze & Evaluate; Behave Ethically
- Developing “badge-able” course activities, assignments, & assessment methods
- Distinguishing a core-curriculum from course-specific curricula

[http://farm5.staticflickr.com/4033/4360367353\\_2ebc597c08\\_o.png](http://farm5.staticflickr.com/4033/4360367353_2ebc597c08_o.png)

### BADGES



### MAYORSHIP

You are currently the mayor of 28 places! [nuh?]

- + Alamo (San Antonio, TX)
- + Central Park - Zoo (New York, NY)
- + Cristo Redentor / Corcovado (Rio de Janeiro, RJ)
- + Ed Sullivan Theatre (New York, NY)
- + Grand Canyon Cafe (Flagstaff, Arizona)
- + Griffith Park Carousel (Los Angeles, CA)
- + Griffith Park Observatory (Los Angeles, CA)
- + Guggenheim Museum (New York, NY)
- + Hill Street Cafe (Burbank, CA)
- + J. Edgar Hoover F.B.I Building (Washington, DC)
- + Lincoln Memorial (Washington, DC)
- + Los Angeles School of Gymnastics (Culver City, CA)
- + Metropolitan Museum of Art Balcony Bar (New York City, NY)
- + Mount Rushmore (Keystone, SD)
- + Niagara Falls State Park (Niagara Falls, NY)
- + Playboy mansion (Los Angeles, CA)
- + Santa Monica Pier (Santa Monica, CA)
- + Smithsonian Castle (Washington, DC)
- + Statue of Liberty National Monument (New York, NY)

Will you have already introduced the library learning outcomes?

Should I summarize again if so? Feel free to pop a slide in here if you've already created it.

I know you'll have described the project, but I wanted to give it a shot from the “instructor” side of things...not sure if this does it.

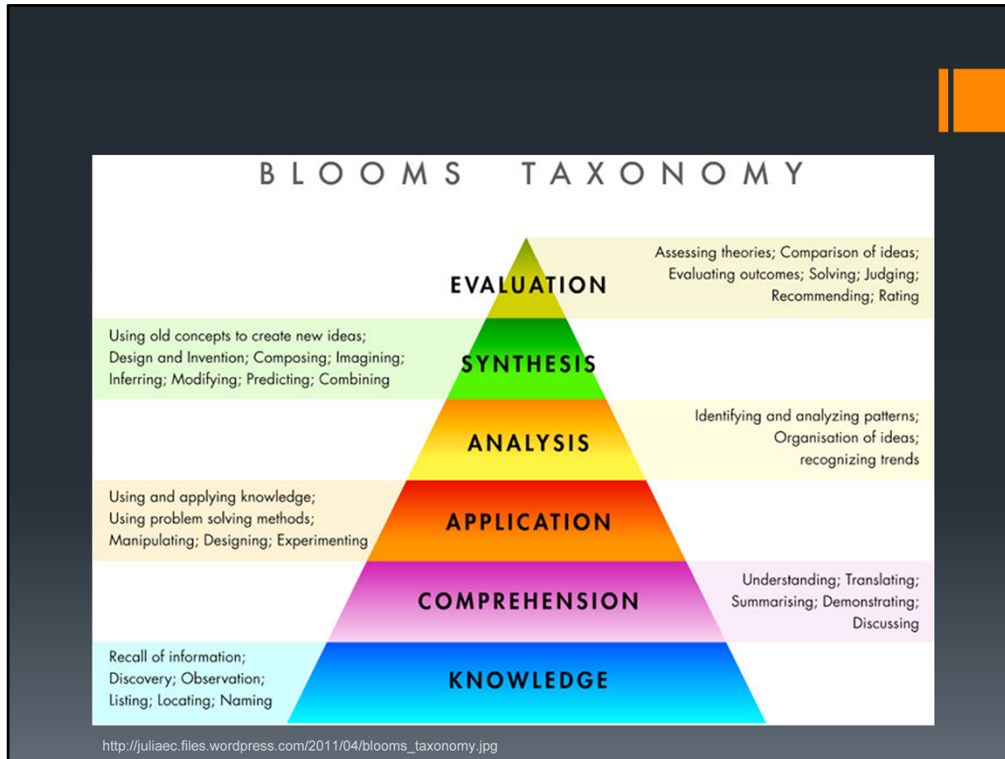
## Our Alignment Process

- Monthly team meetings
  - Determining skill levels across course numbers
  - Mapping curriculum objectives across courses
  - Alignment of course outcomes with library outcomes
- Weekly/bi-weekly meetings with Emily
  - Application of library outcomes within courses
  - Developing assignments reflecting alignment
  - Crafting appropriate assessments & badges



[http://farm6.staticflickr.com/5111/6929223700\\_b056077f2f\\_o.jpg](http://farm6.staticflickr.com/5111/6929223700_b056077f2f_o.jpg)

Just to give a sense of the process we're following. Feel free to edit!



We don't have to use this specific graphic, but I think it's nice a straightforward



## Developing a Core Curriculum

Bloom's Taxonomy	Applied to PSU Badges Project
Knowledge	Defining "bias"
Comprehension	Explaining...
Application	Using/choosing appropriate sources
Analysis	Classifying/contrasting...
Synthesis	Combining...
Evaluation	Comparing/judging...

I ran out of steam here- love your thoughts on expanding!!!



## Developing a Course Curriculum

### Library Learning Outcomes

Strategize

Gather & Organize

Analyze & Evaluate

Behave Ethically

### PHE 250 Learning Outcomes

Define community health

Describe public health functions

Understand public health system

Describe determinants of health

Articulate SDH framework

Explain health equity

Describe health interventions

ID health career opportunities



## Aligning Learning Outcomes

Library Outcomes	Applying to Course Learning Outcomes
Strategize	Develop skills to develop realistic topic, plan for research; determine types of sources needed; develop effective search strategy; ask for help when needed
Gather & Organize	Effectively search info resources; select appropriate resources; modify topic as necessary; seek out diverse perspectives
Analyze & Evaluate	Critically evaluate info sources for relevance, accuracy, quality, timeliness, authority, & context; appraise sufficiency of support
Behave Ethically	Demonstrate ethical behavior through use & creation of information



## Example PHE 250 Assignment: Media Evaluation

Find a public health-related story in the media and prepare a one-page, single spaced brief describing the story, its public health relevance, and its treatment of the social determinants of disease.

PSU Library Outcomes	Applying to PHE 250 Learning Outcomes
Strategize	Distinguish source characteristics for different audiences (scholarly, popular, professional, etc.)
Gather & Organize	Seek resources from diverse perspectives
Analyze & Evaluate	Critically examine sources; Maintain a critical stance
Behave Ethically	Accurately represent content





## Example PHE 250 Assignment: Blog Post

Identify a public health issue/research topic of interest and prepare a blog post presenting the issue and alternate views on the issue (as relevant). Be sure to examine the issue with a social determinants of health lens. Use journal articles or other media found online as sources.

PSU Library Outcomes	Applying to PHE 250 Learning Outcomes
Strategize	Distinguish source characteristics for different audiences (professional, popular, in between.)
Gather & Organize	ID features & content of sources to search those most appropriate to the information needed
Analyze & Evaluate	Recognize the cultural/political context in which a work is created
Behave Ethically	Provide attribution in order to acknowledge sources used

## Next Steps

- Continue developing core curriculum
- Continue developing course-specific curriculum
- Engaging students
- Develop and submit research proposal
  - Examine student & faculty experiences with Badge project
- Develop badges (graphics)
- Launch badges in three classes, Fall 2014
- Assess and examine project success

[http://upload.wikimedia.org/wikipedia/commons/1/1f/HK\\_CWB\\_Hyson\\_Place\\_mall\\_shop\\_Apple\\_Store\\_interior\\_glass\\_stair\\_steps\\_Mar-2013.JPG](http://upload.wikimedia.org/wikipedia/commons/1/1f/HK_CWB_Hyson_Place_mall_shop_Apple_Store_interior_glass_stair_steps_Mar-2013.JPG)





## Questions?





## Relevant Links

- [PSU Library Learning Outcomes \(pdf\)](#)
- [PHE 250: Our Community Our Health Blog](#)