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Digital Badges: A Tool for Embedded Library Instruction

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REFLECTIVE READ

Digital Badges

A Tool for Embedded Library Instruction

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Today's Agenda

- Background & Theory
- Learning Outcomes & Creating the Curriculum
- Implementing & Launching Badges
 - Community Nutrition
 - Social Gerontology
- Lessons Learned & Looking Forward
- Questions



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Background & Theory

A badge is a **visual representation** of a skill, achievement, or knowledge gained.



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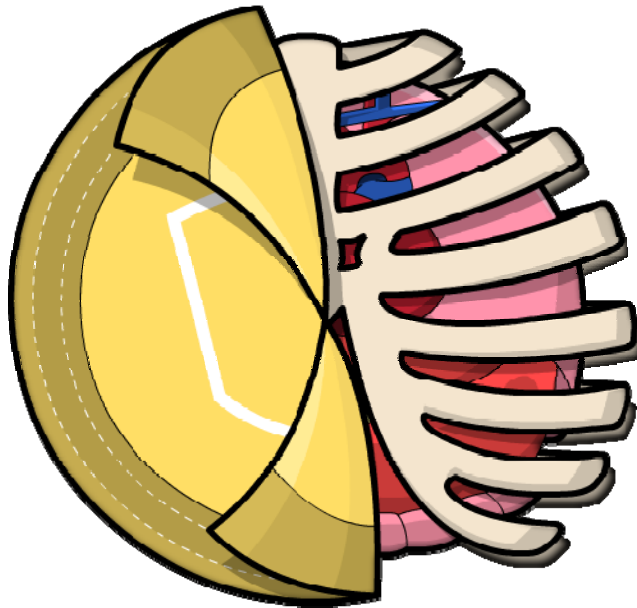
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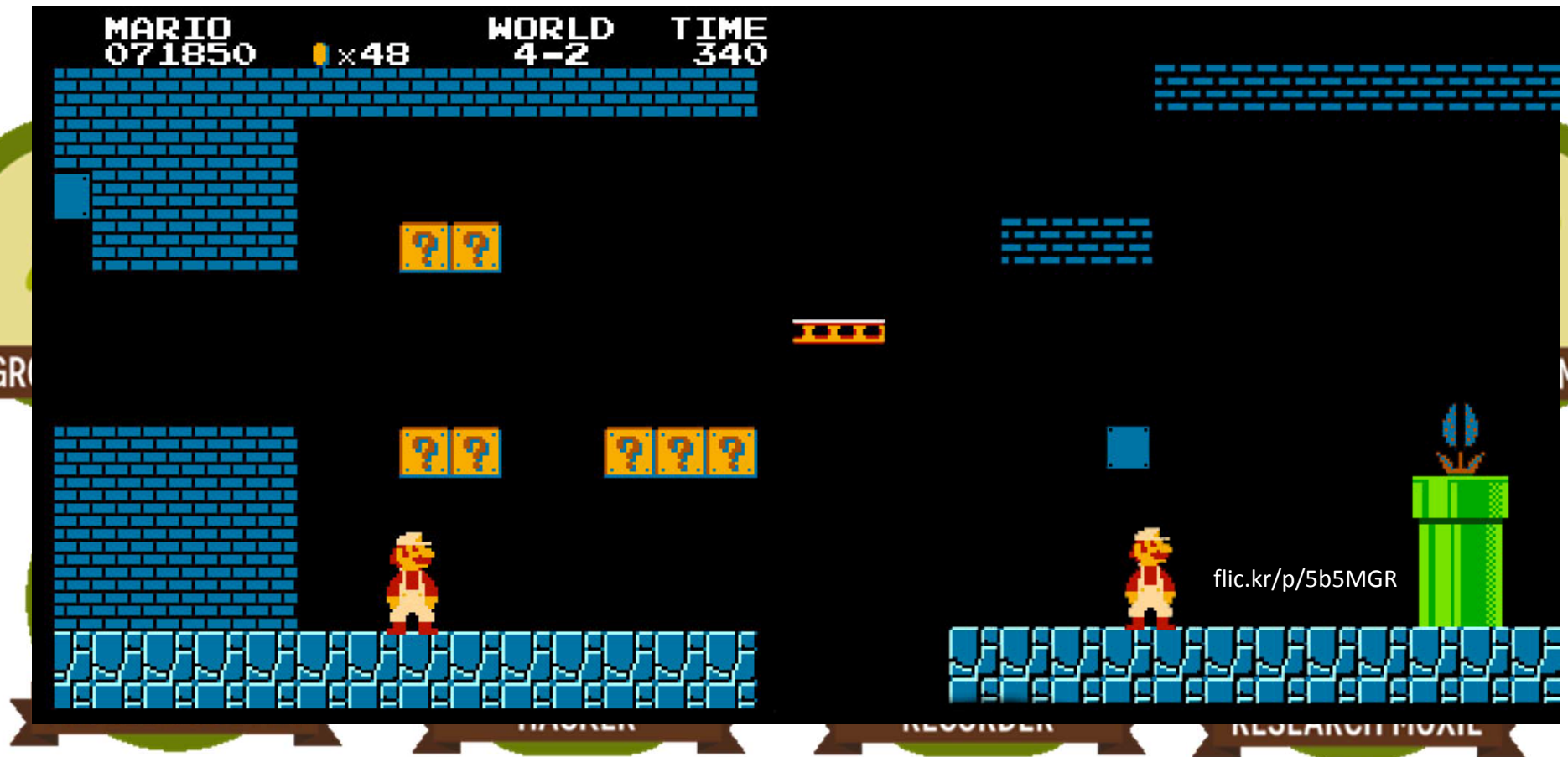
Background & Theory



Badge Name
Description
Criteria
Issuer
Evidence
Date Issued
Standards
Tags

Open Badge Anatomy - CC BY -
Kyle Bowen

Background & Theory: Games & Motivation



Background & Theory: Competency-based Education



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Background & Theory: Neoliberalism

Are badges a product of
neoliberalism in higher ed?



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School of Community Health Outcomes	Assess individual and community assets and challenges for health	plan effective strategies to promote health at the individual, community, organization, and policy level	Evaluate the effectiveness of strategies to promote health at the individual, community, organization, and policy level	communicate health needs, concerns, risks, and resources to appropriate audiences
ASPH Domains -- section 2 Public health domains (instructor oriented)				
E. Determinants of Health: Students should have an introduction to the socio-economic, behavioral, biological,				
F. Project Implementation: Students should have an introduction to the fundamental concepts and features of project implementation, including planning, assessment, and evaluation	x - 471	x - 471	x - 471	
G. Overview of the Health System: Students should have an introduction to the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries				
H. Health Policy, Law, Ethics, and Economics: Students should have an introduction to basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government				
I. Health Communication: Students should have an introduction to the basic concepts of public health-specific communication				
				x -- 448, 471, 410

science of human health and disease

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Learning Outcomes

	PHE 471 Program Evaluation				
	1.1: Plan assessment process				
	1.2: Access existing information and data related to health	x	x		
	1.3: Collect quantitative and/or qualitative data related to health		x		
	1.4: Examine relationships among behavioral, environmental, and genetic factors that enhance or compromise the process			x	
	1.5: Examine factors that influence the learning process			x	
	1.6: Examine factors that enhance or compromise the process of health education			x	
	1.7: Infer needs for health education based on assessment findings			x	
	2.1: Involve priority populations and other stakeholders in the planning process				x
	2.2: <i>Develop goals and objectives</i>				
	2.3: Select or design strategies and interventions		x		
	2.4: Develop a scope and sequence for the delivery of health education		x		
	2.5: Address factors that affect implementation				
	3.1: Implement a plan of action			x	
	4.1: Develop evaluation plan	x		x	
	4.2: Design instruments to collect evaluation data	x		x	
	4.3: Collect and analyze evaluation data			x	
	4.4: Interpret results of the evaluation			x	
	4.5: Apply findings from the evaluation			x	x
PHE 250 Outcomes					
Define eras in the historical development of public health					
Identify ways that public health emerged from events and everyone's daily life					
Illustrate the interdisciplinary, crosscutting character of public health and the contribution of a range of disciplines and professions to public health					
Understand the role and basic principles of public health					
Explain how public health assesses the health of a population					
Compare individual, community, public, and population health by exploring a variety of health promotion approaches					
Access and utilize online and print health resources to improve the health of communities and populations					
Understand the role of government and public health agencies including community and public health					
Describe the basic organization of health systems and the role of health professionals					
Communicate the definition of public health and the general public health mission					
Apply resume building and online research skills toward finding internship and career opportunities					

A Co re	B Badge	Badge	Class	Skill	Library Learning Outcome	Assignment
Y	Web Ninja In Evaluator (Website Evaluation)					
Y	Web Ninja In Evaluator (Website Evaluation)	Source Sleuth - (Professional/Popular/In Between)	250	Distinguish characteristics of sources produced for different audiences (scholarly, popular, professional, corporate, government) in order to select appropriate resources.	Analyze & Evaluate	Challenge 1: Working individually (on D2L Discussion), students will watch a video/read something on Popular/Professional/In-between to be followed up by an exercise where they categorize sources as P/P/Ib. Challenge 2: Using a worksheet developed for this purpose, students will work in their groups to characterize the sources selected for their blog posts.
Y	Web Ninja In Evaluator (Website Evaluation)	Source Sleuth - (Professional/Popular/In Between)	327	Find and critically examine sources using criteria such as depth of coverage, quality, language and time-frame in order to select those appropriate to the information	Analyze & Evaluate	Worksheet assignment with prof/pop/in between; – focus on one topic or issue-- students find three articles, one for each category on a specific topic, complete the worksheet on the prof/pop/in between characteristics.
Y	Source Sleuth (Professional/Popular/In Between)					
Y	Source Sleuth (Professional/Popular/In Between)	Source Sleuth - (Professional/Popular/In Between)	454U	Distinguish characteristics of sources produced for different audiences (scholarly, popular, professional, corporate, government) in order to select appropriate resources.	Analyze & Evaluate	Policy paper assignment – students will identify three different articles each from a different category to inform development of a policy for aged drivers and safety; -- Emily presents in class; this is tied to searching badge





Implementing Badges: Community Nutrition

- Course provides students with an overview of community nutrition programs and policies
- Enrollment: 45



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Badges Assignments in Community Nutrition

- Not required
- Support successful completion of course
- Watch videos, read assigned articles, participate in poster peer-review, complete online assignments, complete quizzes



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Portland State UNIVERSITY

PHE-327U-001: COMMUNITY NUTRITION (Fall 2014)

Course Home | Course Content | Activities ▾ | People ▾ | Grades ▾ | Help

Search Topics

Bookmarks

Upcoming Events

Table of Contents 39

Syllabus ✓

Course Calendar ✓

Course Readings 2

Community Nutrition Resource Project 7

Badge Activities 12

Credly Crown ✓

Web Ninja 1

Source Sleuth 3

Keyword Hacker 4

Recorder 4

Silver Pen ✓


Master Info Analyzer

Assignment Submissions

PowerPoint Slides 13


Exam Study Materials 5


Web Ninja ▾





This section contains instructions and activities for the Web Ninja badge. Successful completion of these activities earn you the badge. The due date for these activities is October 6th.


80 % 4 of 5 topics complete


 **Web Ninja Instructions ▾**

 **Applying the CRAAP Test Handout**

 **The CRAAP Test in Action**

 **Critically Analyzing Information Sources Handout ▾**

 **CRAAP Test Quiz**

 Starts Sep 30, 2014 8:00 AM Ends Oct 7, 2014 11:59 PM

YouTube

The C.R.A.P. Test in action: Websites

Portland State University Library

53

10,636

+ Add to  Share  More

Share Embed Email

☐ Start at:

Published on Aug 10, 2012

This 5-minute video demonstrates using the C.R.A.P. test (Currency, Reliability, Authority, and Purpose/Point of view) to evaluate websites on the topic of performance enhancing drugs in sports.



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Social Gerontology: Assignment Redesign

- Over the past decade: challenging assignments “dumbed down”
 - Nursing home selection assignment
 - Article review assignment
 - Replaced by quizzes and interviews
- Badges project as an opportunity to redesign assignments and collaborate with librarian to improve information literacy skills



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Social Gerontology: Example 1

- Website review assignment (Web Ninja Badge)
- Students learn how to critically evaluate information they find on the web
- Assignment: **find a nursing home for a relative**
- Discussion about C.R.A.A.P. test and video; handout on nursing home choice
- Students analyze government website (medicare.gov) and two websites of their own choice; compare three different nursing homes; give recommendations for placement



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Social Gerontology: Example 2

- Policy paper assignment (Source Sleuth Badge)
- Students learn about information for different audiences (scholarly, in-between, popular), as well as search techniques
- Assignment: **develop a policy for older drivers**
- Watch several videos, find & upload citation; Librarian presentation
- Students develop a policy to address the (perceived) dangers of older drivers, supporting their recommendation with articles from the scholarly/in-between/popular literature



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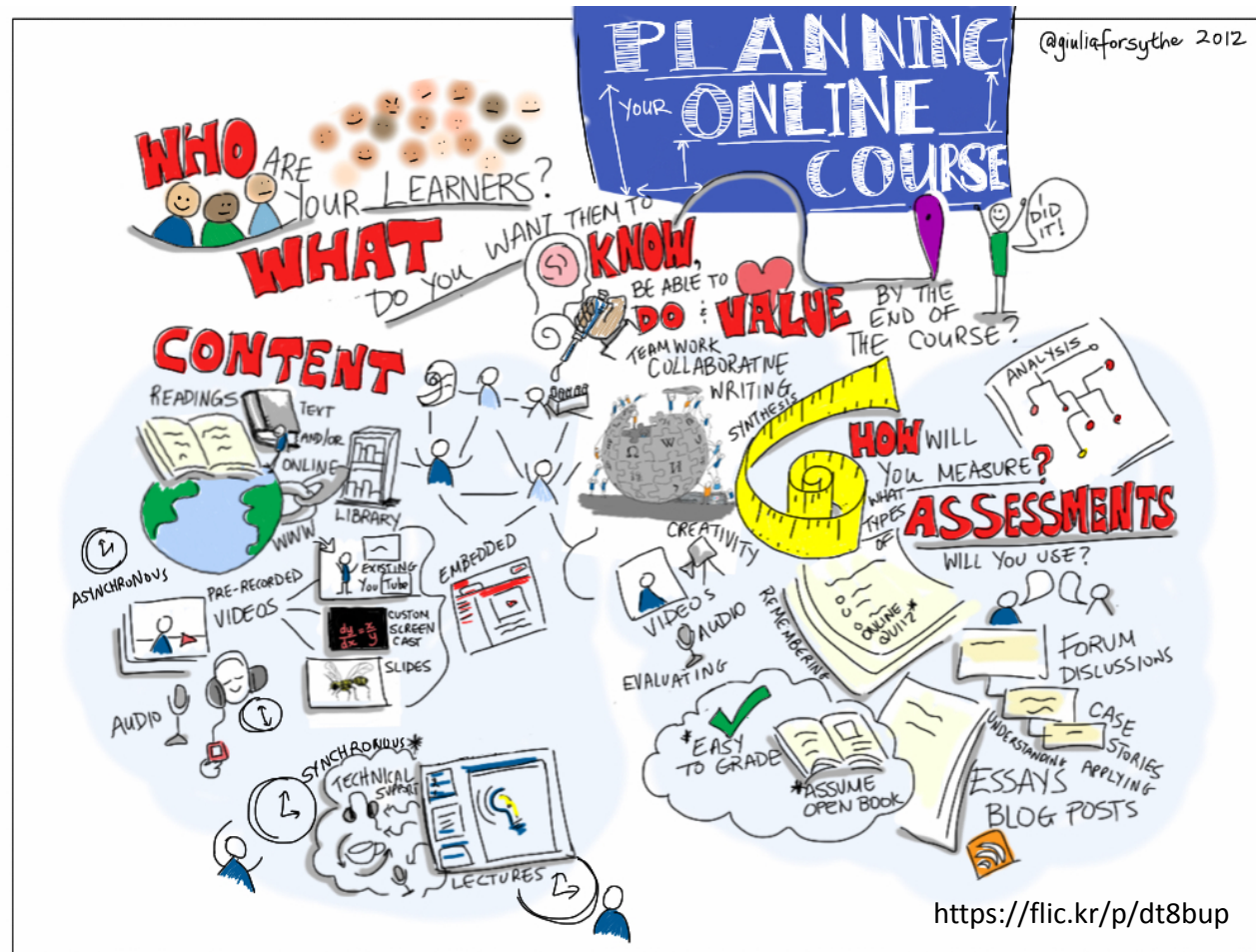
Lessons Learned & Looking Forward

“The badges, although a good idea for recognition were not user-friendly enough to use efficiently in class. The credibly app and online services were very flawed and hard to use.”

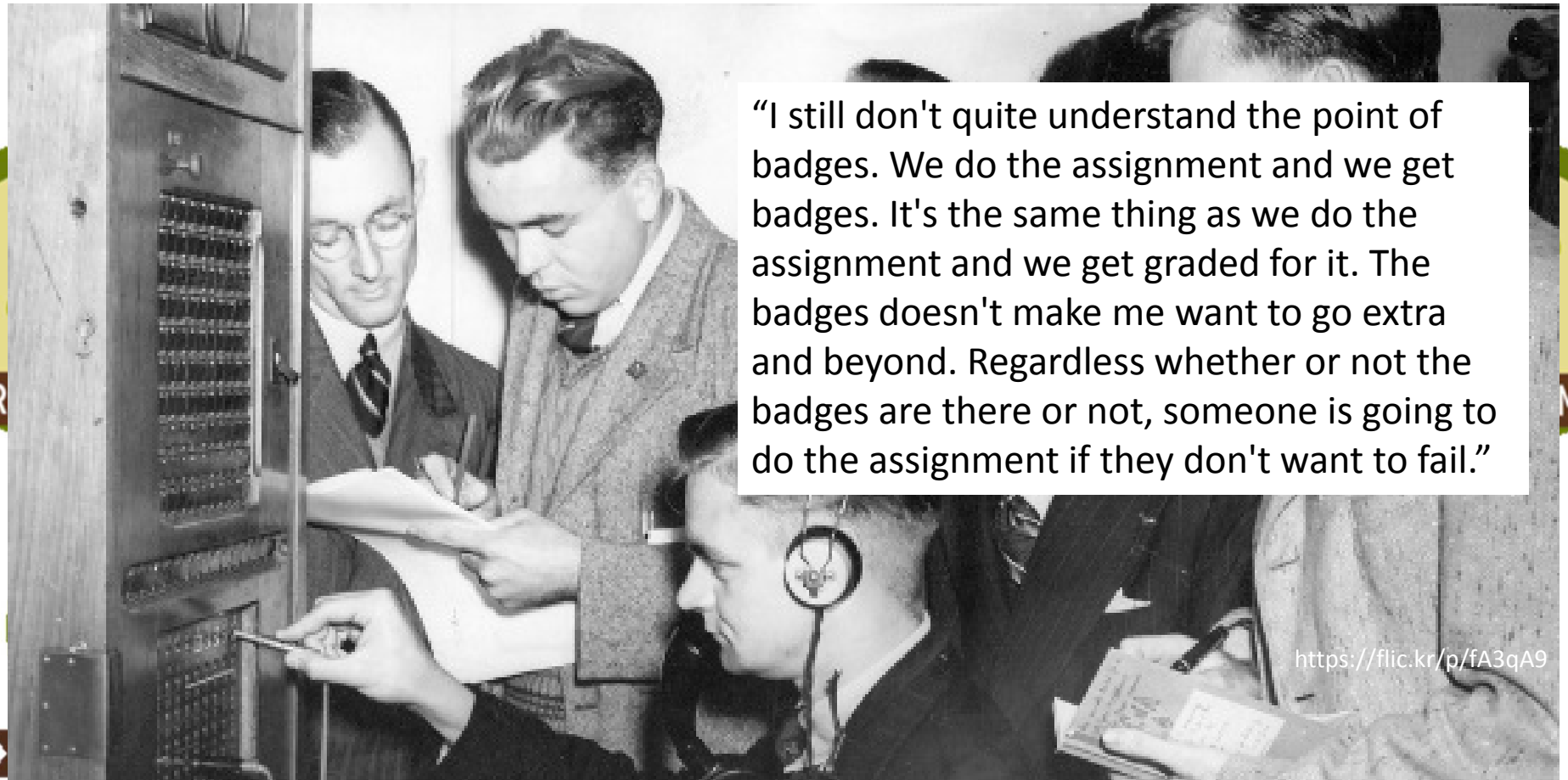
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Lessons Learned & Looking Forward



Lessons Learned & Looking Forward



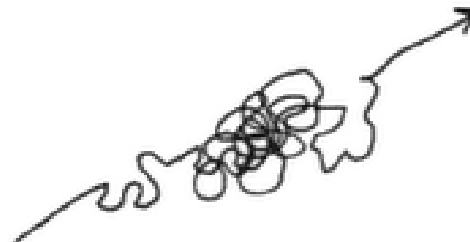
Lessons Learned & Looking Forward

Success



what people think
it looks like

Success



what it really
looks like

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Questions



<http://commons.wikimedia.org/wiki/File%3ADiscussion.png>

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