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Digital Badges: A Tool for Embedded Library Instruction

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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
Background & Theory

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

Open Badge Anatomy - CC BY - Kyle Bowen
Background & Theory: Games & Motivation
Background & Theory: Competency-based Education

https://flic.kr/p/53tFV4
Background & Theory: Neoliberalism

Are badges a product of neoliberalism in higher ed?
### School of Community Health Outcomes

#### 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 |
| 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 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 |

<table>
<thead>
<tr>
<th></th>
<th>Evaluate the effectiveness of strategies to promote health at the individual, community, organizational, and policy level</th>
<th>Communicate health needs, concerns, risks, and resources to appropriate audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess individual and community assets and challenges for health</td>
<td>plan effective strategies to promote health at the individual, community, organization, and policy level</td>
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<td>x - 471</td>
<td>x - 448, 471, 410</td>
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<tr>
<td>Learning Outcomes</td>
<td>PHE 471 Program Evaluation</td>
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<tr>
<td></td>
<td>1.1: Plan assessment process</td>
<td>x</td>
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<tr>
<td></td>
<td>1.2: Access existing information and data related to health</td>
<td>x</td>
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<td></td>
<td>1.3: Collect quantitative and/or qualitative data related to health</td>
<td>x</td>
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<td>1.4: Examine relationships among behavioral, environmental, and genetic factors that enhance or compromise the process of health education</td>
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<td>1.5: Examine factors that influence the learning process</td>
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<td></td>
<td>1.6: Examine factors that enhance or compromise the process of health education</td>
<td>x</td>
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<td>1.7: Infer needs for health education based on assessment findings</td>
<td>x</td>
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<tr>
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<td>2.1: Involve priority populations and other stakeholders in the planning process</td>
<td>x</td>
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<td>2.2: Develop goals and objectives</td>
<td>x</td>
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<td>2.3: Select or design strategies and interventions</td>
<td>x</td>
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<tr>
<td></td>
<td>2.4: Develop a scope and sequence for the delivery of health education</td>
<td>x</td>
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<tr>
<td></td>
<td>2.5: Address factors that affect implementation</td>
<td>x</td>
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<tr>
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<td>3.1: Implement a plan of action</td>
<td>x</td>
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<tr>
<td></td>
<td>4.1: Develop evaluation plan</td>
<td>x</td>
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<tr>
<td></td>
<td>4.2: Design instruments to collect evaluation data</td>
<td>x</td>
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<tr>
<td></td>
<td>4.3: Collect and analyze evaluation data</td>
<td>x</td>
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<td>4.4: Interpret results of the evaluation</td>
<td>x</td>
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<td></td>
<td>4.5: Apply findings from the evaluation</td>
<td>x</td>
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</tbody>
</table>

**PHE 250 Outcomes**

- Define eras in the historical development of public health
- Identify ways that public health emerges in events and everyone's daily life
- Illustrate the interdisciplinary, crosscutting character of public health and the contributions of disciplines and professions to its practice
- Understand the role and basic principles of public health
- Explain how public health assesses the intervention to improve the health of a population
- Compare individual, community, public, and environmental health by exploring a variety of health promotion models
- Access and utilize online and print health resources to improve the health of communities and individuals
- Understand the role of government and other public and private agencies including community and public health partnerships
- Describe the basic organization of health services at the local, regional, state, and national levels
- Communicate the definition of public health to health professionals and the general public
- Apply resume building and online research skills toward finding internship and career opportunities
<table>
<thead>
<tr>
<th>Badge</th>
<th>Class</th>
<th>Skill</th>
<th>Library Learning Outcome</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Source Sleuth -</td>
<td>250</td>
<td>Distinguish characteristics of sources produced for different</td>
<td>Analyze &amp; Evaluate</td>
<td>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/In. Challenge 2: Using a worksheet developed for this purpose, students will work in their groups to characterize the sources selected for their blog posts.</td>
</tr>
<tr>
<td>(Professional/Popular/In Between)</td>
<td></td>
<td>audiences (scholarly, popular, professional, corporate, government) in order to select appropriate resources.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Source Sleuth -</td>
<td>327</td>
<td>Find and critically examine sources using criteria such as depth of</td>
<td>Analyze &amp; Evaluate</td>
<td>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.</td>
</tr>
<tr>
<td>(Professional/Popular/In Between)</td>
<td></td>
<td>coverage, quality, language and time-frame in order to select those appropriate to the information</td>
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</table>
Implementing Badges: Community Nutrition

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

http://youtu.be/lhwB4zQD4XA

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.
Implementing Badges: Social Gerontology

- Class presents an overview of current issues in gerontology
  - Theories
  - Social aspects of aging
  - Health and healthcare
  - Long-term care
  - Housing
  - Economics
  - Etc

- 45 students, meets twice a week
- Taught since 2003
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
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
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
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.”

https://flic.kr/p/e6qCmq
Lessons Learned & Looking Forward
Lessons Learned & Looking Forward

“I still don't quite understand the point of badges. We do the assignment and we get badges. It's the same thing as we do the assignment and we get graded for it. The badges doesn't make me want to go extra and beyond. Regardless whether or not the badges are there or not, someone is going to do the assignment if they don't want to fail.”

https://flic.kr/p/fA3qA9
Lessons Learned & Looking Forward

Success

what people think it looks like

what it really looks like

https://flic.kr/p/fA3qA9
Questions
Readings


Pagowsky, N. (n.d.). *Keeping Up With... Digital Badges for Instruction. ACRL Keeping Up With...*


