

## COMPILING, CURATING, AND SHARING OPEN BADGES

The Benefits of Micro-credentials to Learners, Employers, and Institutions: A Badging Case Study from Ball State & Turner Classic Movies

Richard L. Edwards, PhD
Executive Director for Strategic Learning | Ball State University



# THE MASTER OF SUSPENSE:

# 50 YEARS OF HITCHCOK

June – August 2017: TCM & Ball State taught a MOOC utilizing Concentric Sky's Badgr

### THE DETAILS:

- 6 week massive open online course (MOOC)
- 17,000 students signed up (~10,500 active in last week of course)
- Each week was a separate module that issued a badge for completion (score of greater than 70% on the weekly quiz) **6 badges total**
- Badge design was emphasized as part of the instructional design process badges were designed as a "collectible set" of visual objects
- Key goal was to highlight if a badge was missing from the set, so design considered the arc of the **learning journey or pathway**
- Each badge was issued through Badgr approx. 2,870 times and 64% of signed up students participated in some activity in final week of course the badges contributed to making the course highly retentive
- Students in course had an active social media presence (27,000 tweets on #Hitchcock50)
- Earned badges were "tweeted" by the students as literal "badges of honor"
- Students themselves wanted to share, curate, and compile their badges

### A few key observations about the visual design of badges:

Better badge design does not need to be expensive (I spent \$15 dollars on these badges and designed them myself)

Better badge design does not require a graphic designer

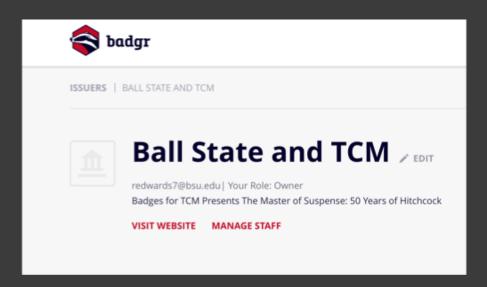
Better badge design can be done in a time-efficient manner

Better badge design should be more about concept and creativity

Better badge design should be about thinking how badges might be telling a digital story for the learner

Better badge design should be about alignment with the curriculum and learning outcomes (a virtual breadcrumb trail, or a bookmark)

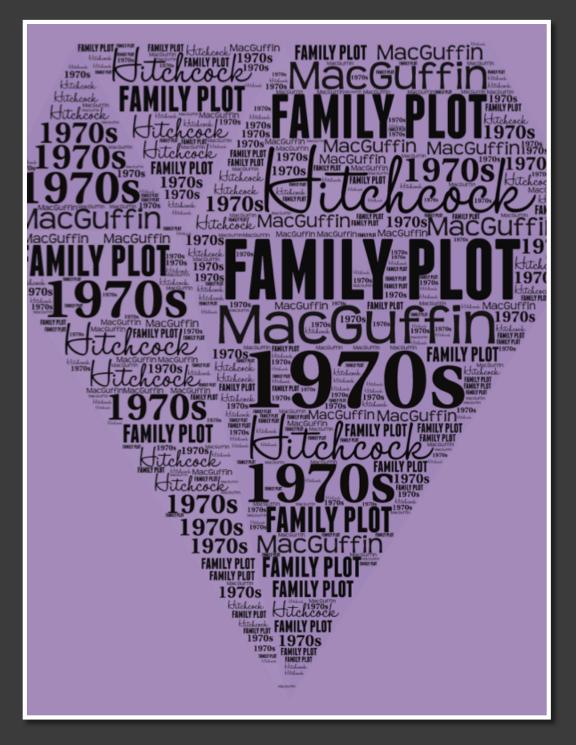
Better badge design should be about considering what the badge represents for the learner as an achievement



### **Badge Classes**

**ADD BADGE CLASS** 

BADGE	CREATED	RECIPIENTS	
Hitchcock50 Badge: Week 1	Jun 30, 2017	3434	AWARD
Hitchcock50 Badge: Week 2	Jul 7, 2017	3012	AWARD
Hitchcock50 Badge: Week 3	Jul 13, 2017	2829	AWARD
Hitchcock50 Badge: Week 4	Jul 21, 2017	2733	AWARD
Hitchcock50 Badge: Week 5	Jul 29, 2017	2627	AWARD
Hitchcock50 Badge: Week 6	Jul 31, 2017	2584	AWARD



## What is Design?

"Design is a plan for arranging elements in such a way as best to accomplish a particular purpose"

—Charles and Ray Eames

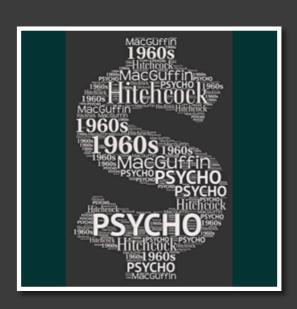
### **Key Questions:**

- Does the visual design of a badge matter to learning outcomes?
- Does visual design matter to the learner?
- Does visual design matter to the instructor?
- Should badge issuers consider visual designs across a series of badges?

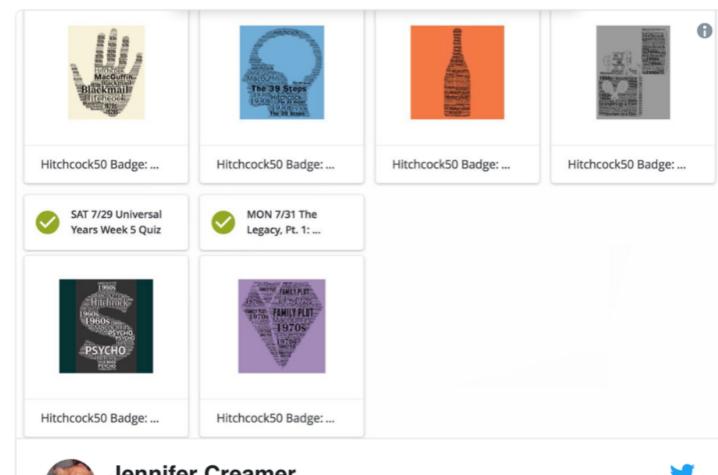
# Badges as a Learning Brand: Visual "MacGuffins" and Tapping into Fandom







Designing badges for Turner Classic Movies MOOCs Key Considerations: Collectible, Shareable, Memorable





### Jennifer Creamer

@jencreamer

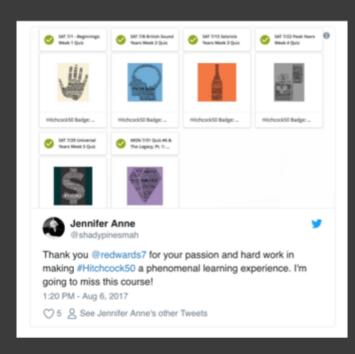
I love my stinking badges. Now I want to gamify my classroom so my students can earn badges for their accomplishments.

#Hitchcock50

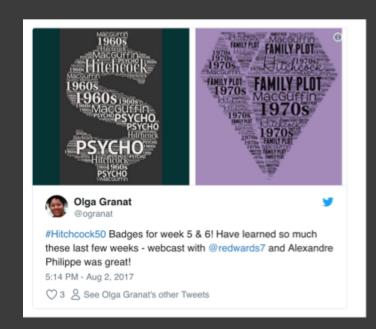
9:57 AM - Aug 1, 2017

11 See Jennifer Creamer's other Tweets

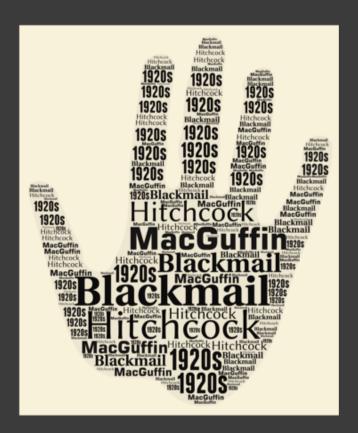












Thank you!

Richard L. Edwards, Ph.D.

Executive Director for Strategic Learning
Ball State University
redwards7@bsu.edu
Twitter: redwards7