

# Building a Digital Credential Program for Education

K-12 and HED Webinar



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# Questions to Explore

- What are digital badges/credentials and how do they work?
- What is the best application of digital badges/credentials?
- How do I build a badge-based program?
- Where do equity and access fit in?

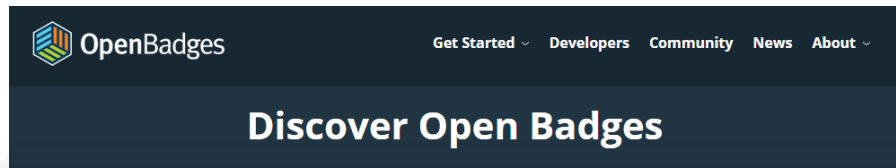
# What are digital badges/credentials?

...and how do they work?

# IMS and the EdTech Innovation Eco-System

- **Interoperability Standards**
  - Distributed Innovation
- **Large-scale Adoption Projects**
  - Strategic Goals
- **Annual Events and Awards**
  - Recognition of Impact on Access, Affordability, and Quality of Education





INITIATIVES ▾ DEVELOPERS ▾ CERTIFIED PRODUCTS ▾ LEARNING IMPACT ▾ LEADERSHIP ▾

 Advancing Digital Credentials and

<https://bit.ly/2CsLQRJ>

### Display

Share your Open Badges as verifiable records of your learning

### Understand

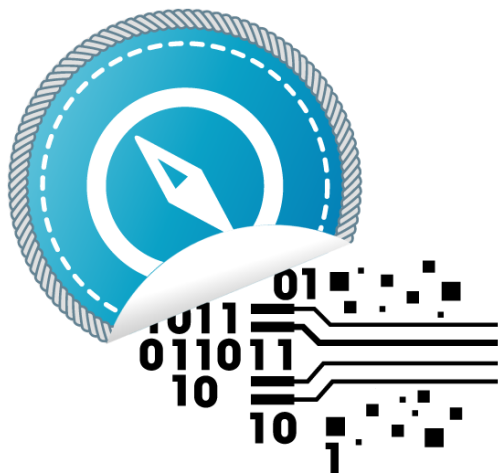
Verify Open Badges and accept them as records of achievement.

<https://bit.ly/37cxD9y>



<https://bit.ly/2CPUSeSE>

# Anatomy of a Badge



EARNER

ISSUER



VERIFIED

DATE ISSUED

DESCRIPTION

CRITERIA

EVIDENCE

ALIGNED OUTCOMES

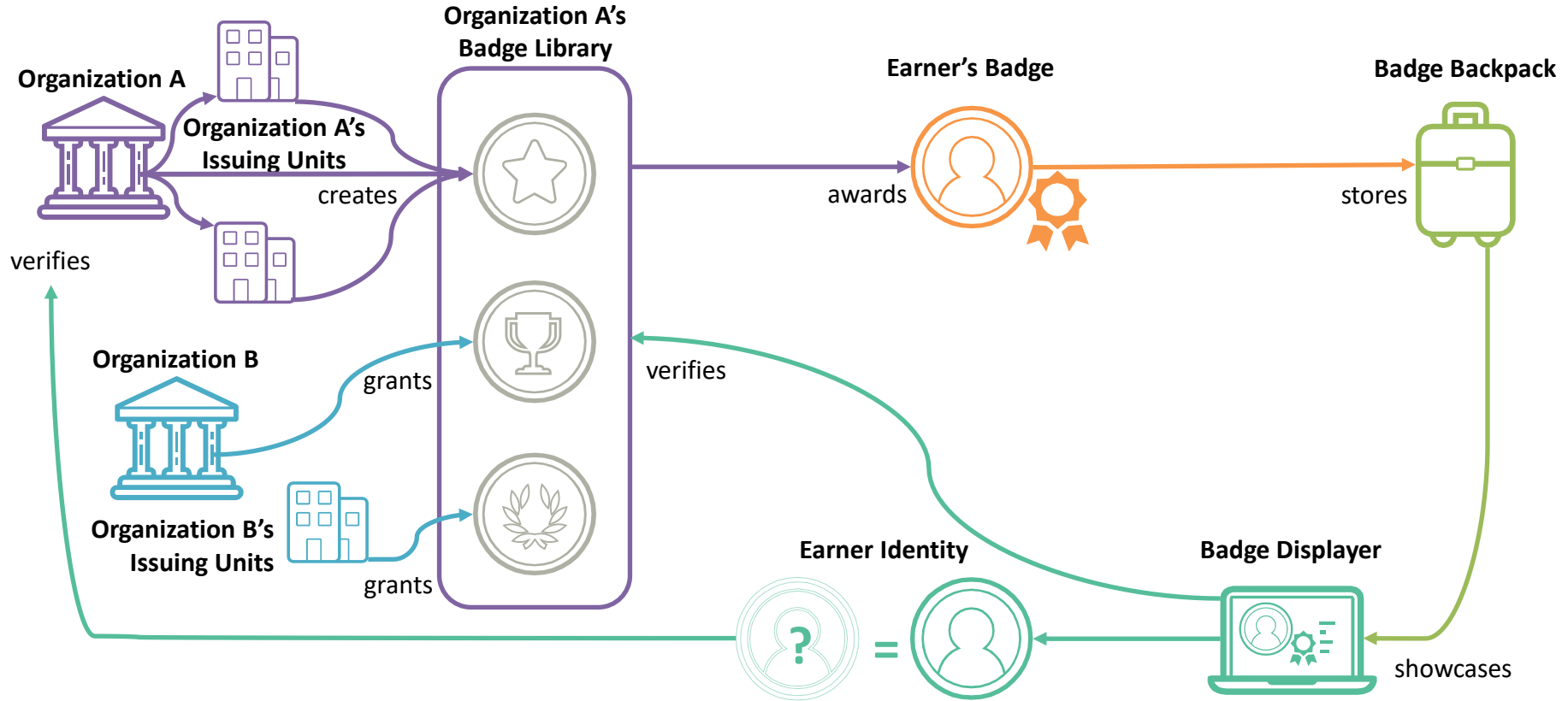
EXPIRATION

REVOCATION STATUS

DIGITAL SIGNATURE



<https://bit.ly/35bXJba>

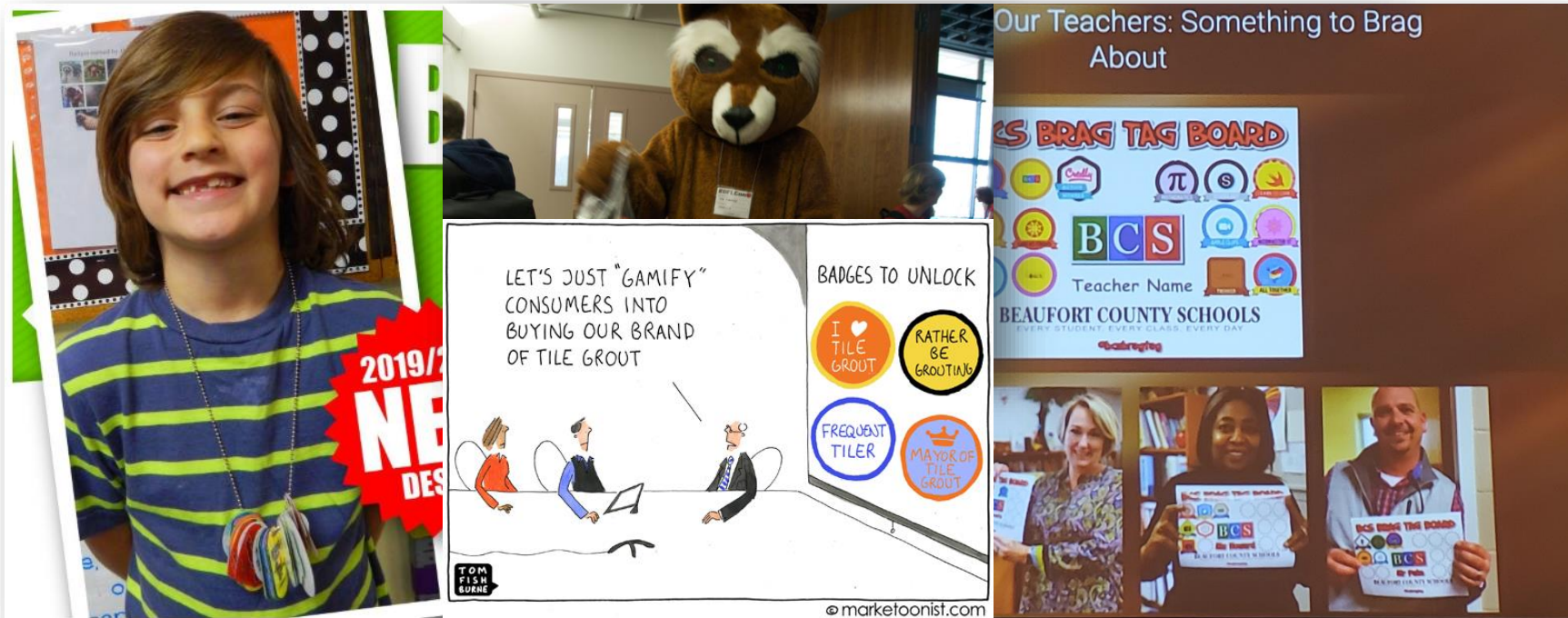


# What are ways to use digital badges







...and what are best practices?



# Appropriate Use of Digital Badges?



# Many Purposes for Digital Badges

Acknowledge or Commemorate	Honor or Award	Verify or Validate	Authorize or License	Endorse or Recognize	Credential or Certify
 <ul style="list-style-type: none"> <li>Competitive Achievement</li> <li>Involvement Effort</li> <li>Progress Encouragement</li> </ul>	 <ul style="list-style-type: none"> <li>Merit-based Statuses</li> <li>Recognition Programs</li> <li>Annual Awards</li> </ul>	 <ul style="list-style-type: none"> <li>Program Completion</li> <li>Checklist Completion</li> <li>Cohort Membership</li> </ul>	 <ul style="list-style-type: none"> <li>Role Authorization</li> <li>Functional Permissions</li> <li>Policy Attestation</li> </ul>	 <ul style="list-style-type: none"> <li>Life-long Learning</li> <li>Academic Course</li> <li>Professional Development</li> </ul>	 <ul style="list-style-type: none"> <li>Educational Credentialing</li> <li>Professional Certification</li> <li>Competency Demonstration</li> </ul>
Participation	Commitment	Engagement	Compliance	Learning	Competency

@bryanMMathers

<https://bit.ly/2RGmZRo>

WHAT'S A  
BADGE  
REALLY  
WORTH?

VALUE



=

ISSUER  
VALUE

+

MEANING  
VALUE

+

ENDORSEMENT  
VALUE

+

JOURNEY  
VALUE

)

×

VIEWER  
PERCEPTION



INSTITUTION



COMPANY



GROUP



INDIVIDUAL



ATTRIBUTE

KNOWLEDGE



ACHIEVEMENT



COMPETENCE



PARTICIPATION



INSTITUTION



COMPANY



GROUP



INDIVIDUAL



PATHWAY



MAPPING



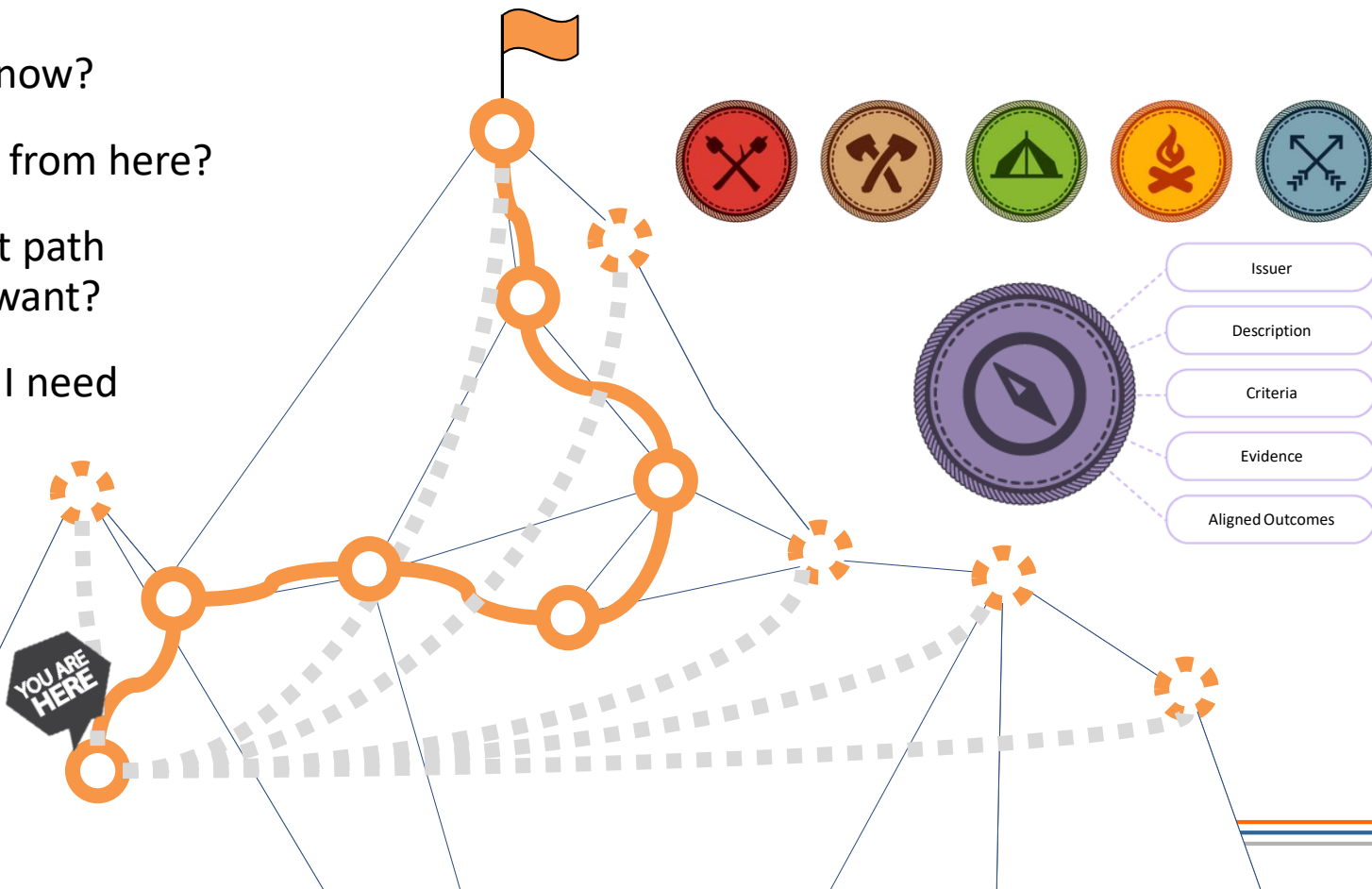
MILESTONE

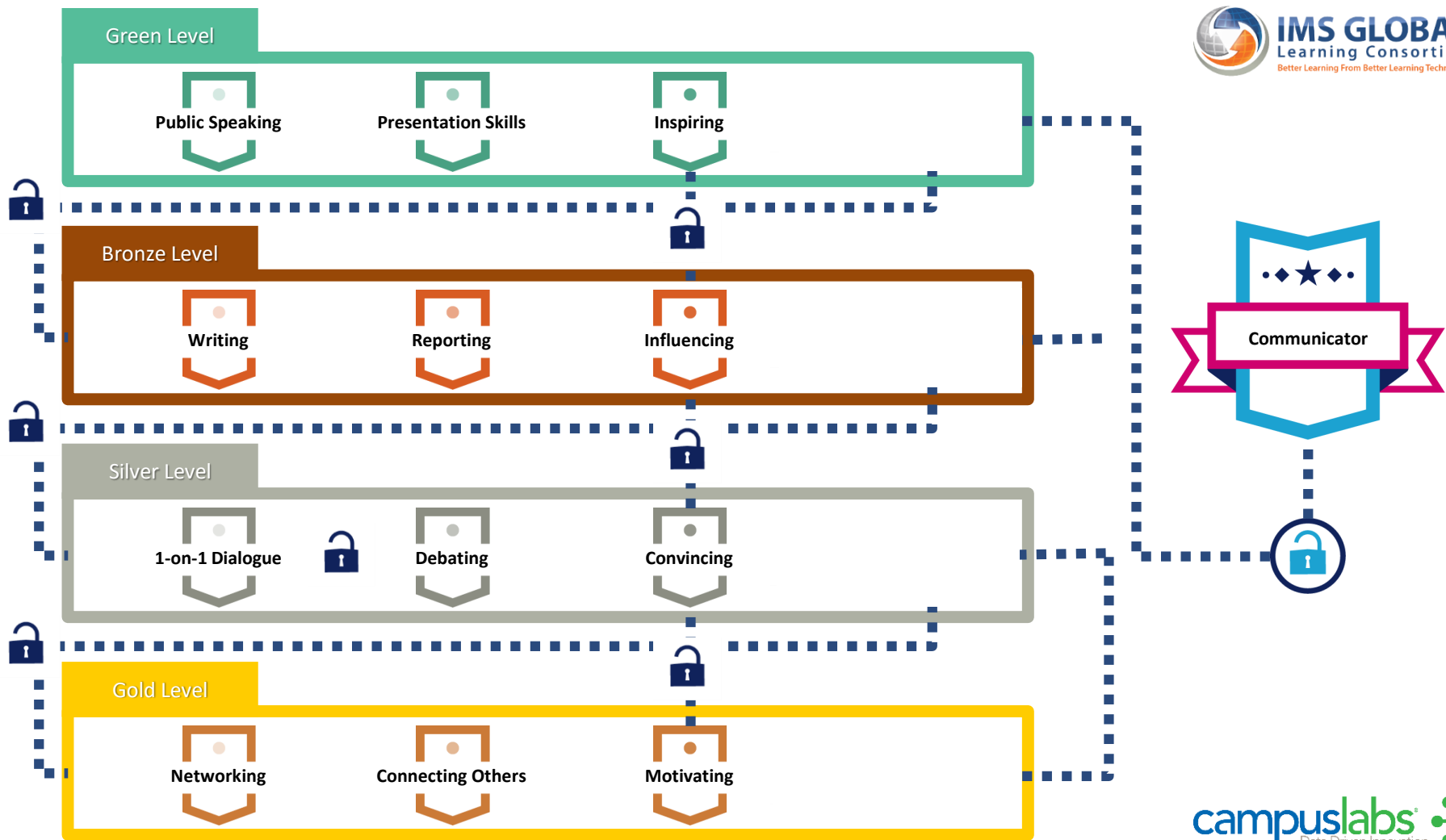


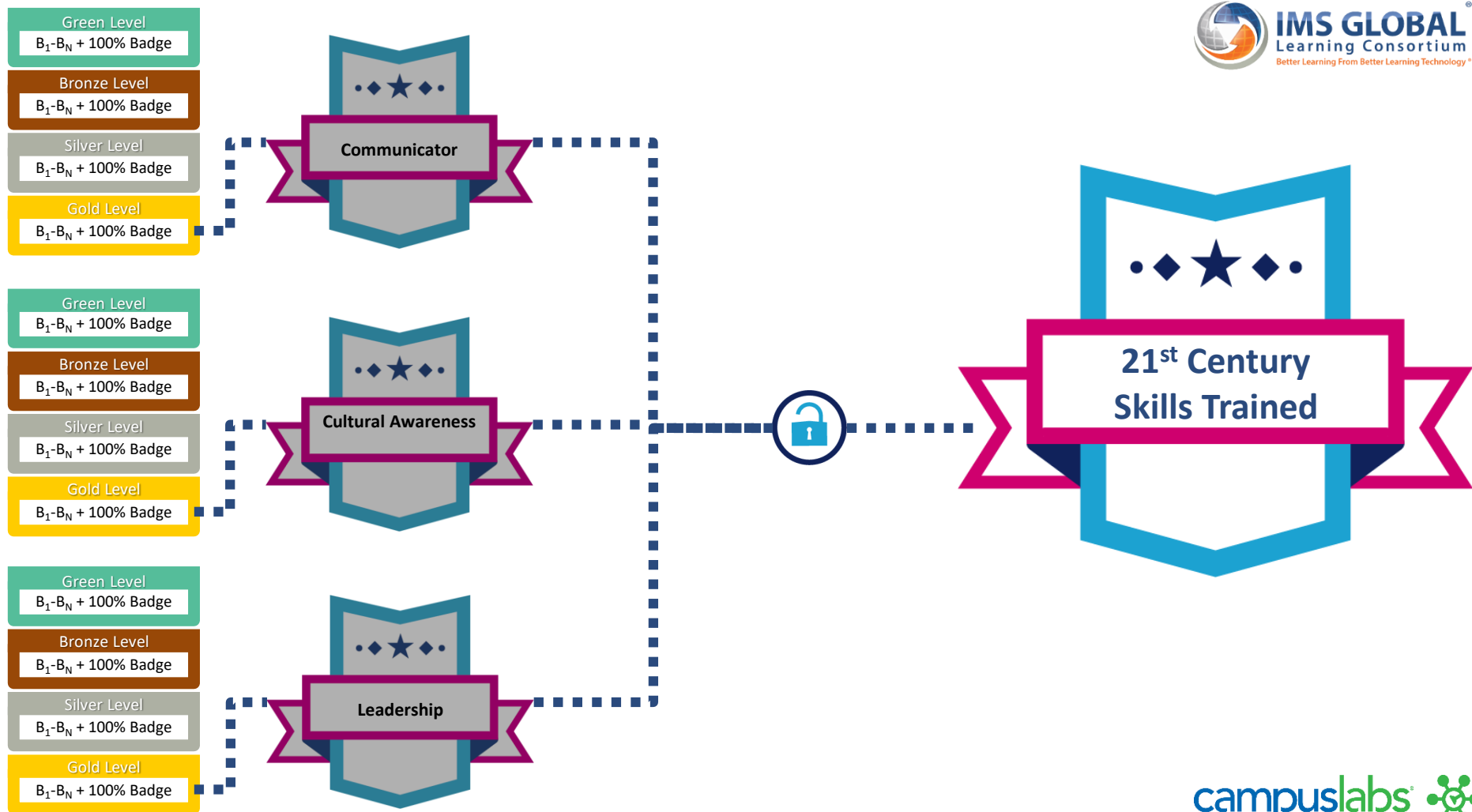
COMPOSITE



- Where am I at now?
- Where can I go from here?
- What's the best path to get where I want?
- What skills will I need on that path?

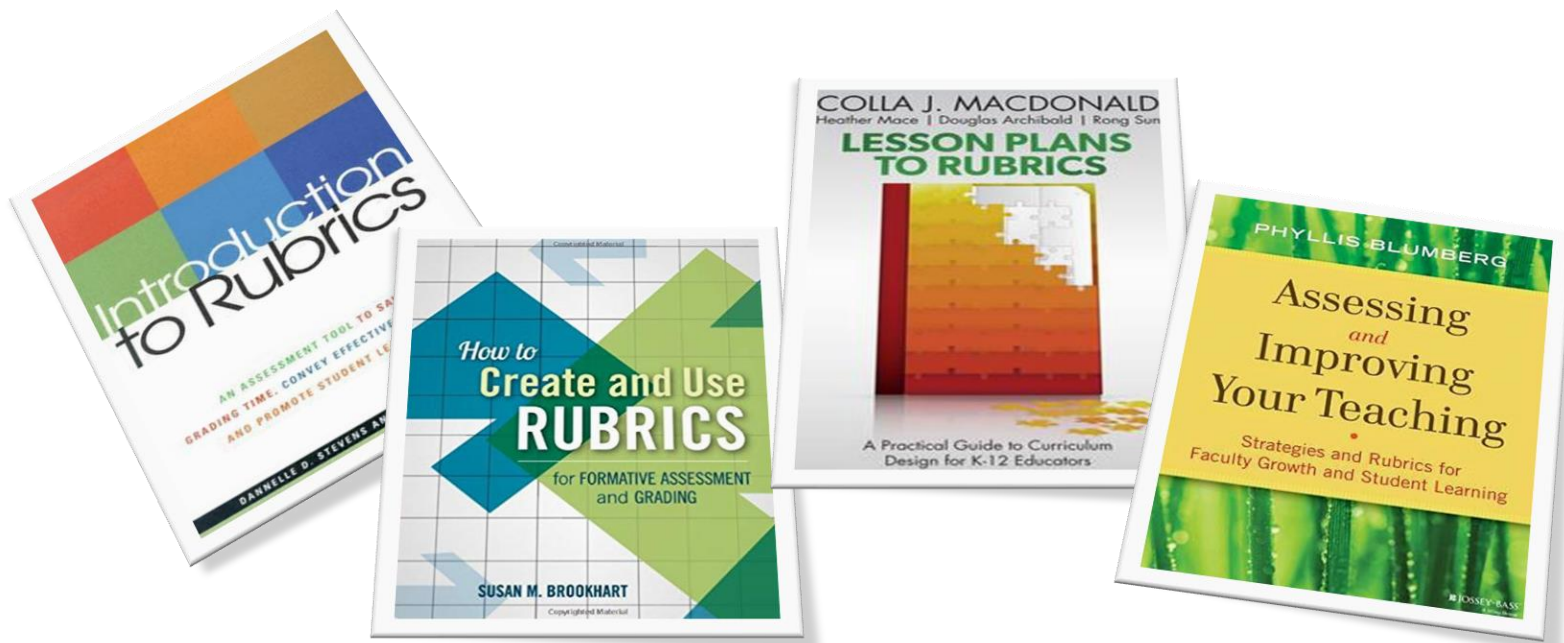








# Best Practice: Competency Rubrics



# Best Practice: Alignments



1	Learner	Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:	+
2	Leader	Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:	+
3	Citizen	Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:	+
4	Collaborator	Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:	+
5	Designer	Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:	+
6	Facilitator	Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:	+
7	Analyst	Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:	+

<https://bit.ly/2CsCfub>



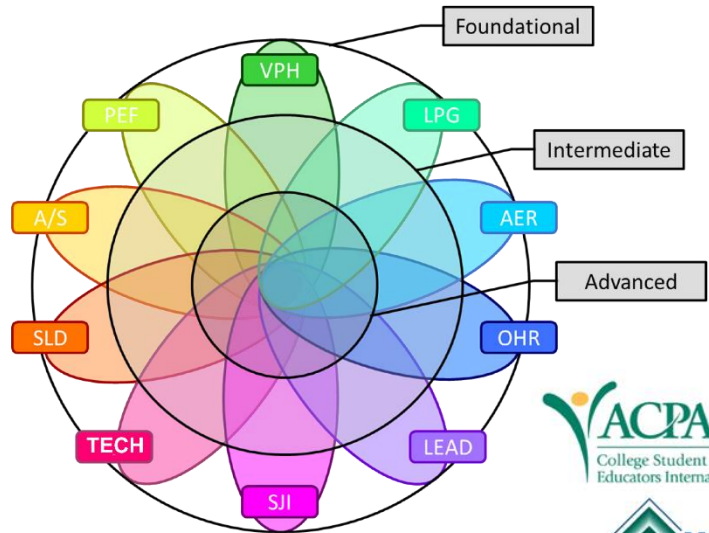
AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

	Thinking and Learning Principles 1-8
	Motivation Principles 9-12
	Social-Emotional Learning Principles 13-15
	Classroom Management Principles 16-17
	Assessment Principles 18-20

<https://bit.ly/2KjKaOX>



# Best Practice: Alignments



<https://bit.ly/2CLbzFf>

<https://bit.ly/2CQWrpD>

# How do I build a badge program?

...with consideration for equity and access?

# How do I build a badge program?



# Build a program, then add badges!



# Program, then Badges

1. Impact
  2. Purpose
  3. Competencies
  4. Program Structure
  5. Assessment Plan
  6. Activities
- 
7. Badging Purpose
  8. Badging Topology
  9. Badging Design
  10. Badging Platform

# Program, then Badges

## 1. Impact

2. Purpose
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- Increased teaching effectiveness
- Improved student outcomes
- Organizational / cultural change
- Institutional brand awareness / reputation
- Greater parent visibility
- Community contribution
- Staff network expansion

# Program, then Badges

1. Impact

**2. Purpose**

3. Competencies

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## Who are you?

- Administration
- Curriculum Development
- Faculty
- Student Guidance and Support

## Driving Goals?

- Staff Development
- Data Collection
- Engagement
- Learning
- Retention

## Audience?

- Personas
- Values
- Objectives
- Digital Literacy
- Etc.

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- **Life** (e.g., interpersonal, integrity, etc.)
- **Curricular** (e.g., critical thinking, communication, etc.)
- **Workplace** (e.g., teamwork, planning, etc.)
- **Industry-wide** (e.g., analysis, customer service, etc.)
- **Industry-specific** (e.g., teaching, etc.)
- **Occupation-specific** (e.g., faculty, director, etc.)
- **Management-specific** (e.g., leadership, change, etc.)



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- When describing the competencies, be mindful that your lens may not be the same as your participants!
- Examples:
  - What's a competency that may differ across the gender spectrum?
  - What's a competency that may differ across cultures?
  - What's a competency that may differ due to power dynamics?

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- **Format** (e.g., workshop, program, placement, etc.)
- **Locus** (e.g., school, community, state, etc.)
- **Duration** (e.g., six weeks, semester, year, etc.)
- **Sequence** (e.g., 101, 201, Jr. vs. Sr. participant, etc.)
- **Incentive** (e.g., certificate, prestige, pay, etc.)

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- **How accessible is your program?**
  - Does it require a fee?
  - Is it hosted in a location that is accessible?
  - Does it require a time commitment someone with a family or job would find difficult to complete?
- **Universal Design** (<https://bit.ly/2qygNkZ>)

# Program, then Badges

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- Learning Outcomes / Competencies
- PDCA, Assessment Cycle/Loop, etc.
- *The purpose of this assessment is to {purpose} by assessing {population} using {method} so that I can {use of results}.*
- Success Criteria

# Program, then Badges

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## 5. Assessment Plan

6. Activities

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- **Socially Just Assessment** (<https://bit.ly/2K3vEuv>)
- **Example Considerations:**
  - What constitutes “learning” and how its demonstrated?
  - Is the language of your learning outcomes appropriate?
  - Are you offering multiple methods of assessment?
  - Is a Balance Wheel more appropriate than Bloom’s?

# Program, then Badges

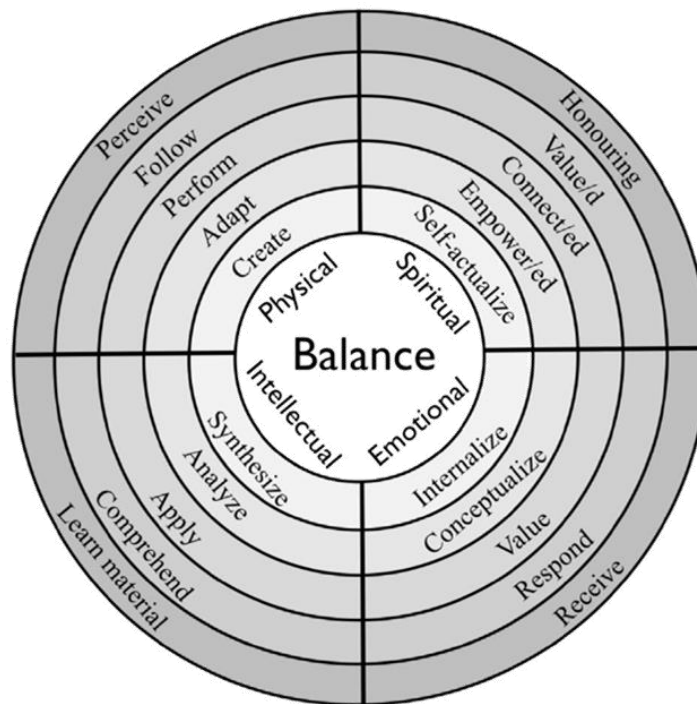
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Marcella LaFever (2016)

***Switching from Bloom to the Medicine Wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education,***

*Intercultural Education*, 27:5, 409-424, DOI:

10.1080/14675986.2016.1240496

<https://bit.ly/2pWbNX1>

# Program, then Badges

**Congratulations, you've designed a program!**

1. Impact
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## **6. Activities**

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**Now let's add badges...**



# Program, then Badges

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- Learning Scaffolding
- Assessment of Competency
- Transparent and Verifiable Credential
- Gamification / Engagement
- Reward / Motivation / Incentivization
- Brand Reach and Awareness
- Recognition / Commemoration

Participation

Commitment

Engagement

Compliance

Learning

Competency

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- **Topology** = interrelation or arrangement of parts
- **Pathways** = grouping and/or sequencing experiences
  - **Prescriptive** = stepping stone order of experiences
    - Tracks = choose from among several linear prescriptive options
    - Collection = emergent order but within prescriptive options
    - Guided Pathways = Tracks or Collections with recommendations
    - Contract = define linear order of experiences up-front
  - **Descriptive** = emergent and serendipitous
    - Constellation = specific set of interconnected items
    - Open Pathways = choose your own adventure

# Program, then Badges

- Issue badges when learner...

Macro

- Completes some **combination of the below**
- Completes **series of required experiences** (i.e., tracks, collections, guided pathways, and contracts)
- Completes **milestones** associated with required experiences (i.e., embarkation, half-way point, capstone, etc.)
- Completes **one individual experience**
- Completes **tasks embedded within experiences** (i.e., assignments/assessments, portfolios/reflections, presentation/demonstration, test/exam, etc.)

Micro

- Demonstrates an **individual skill** within a task or experience

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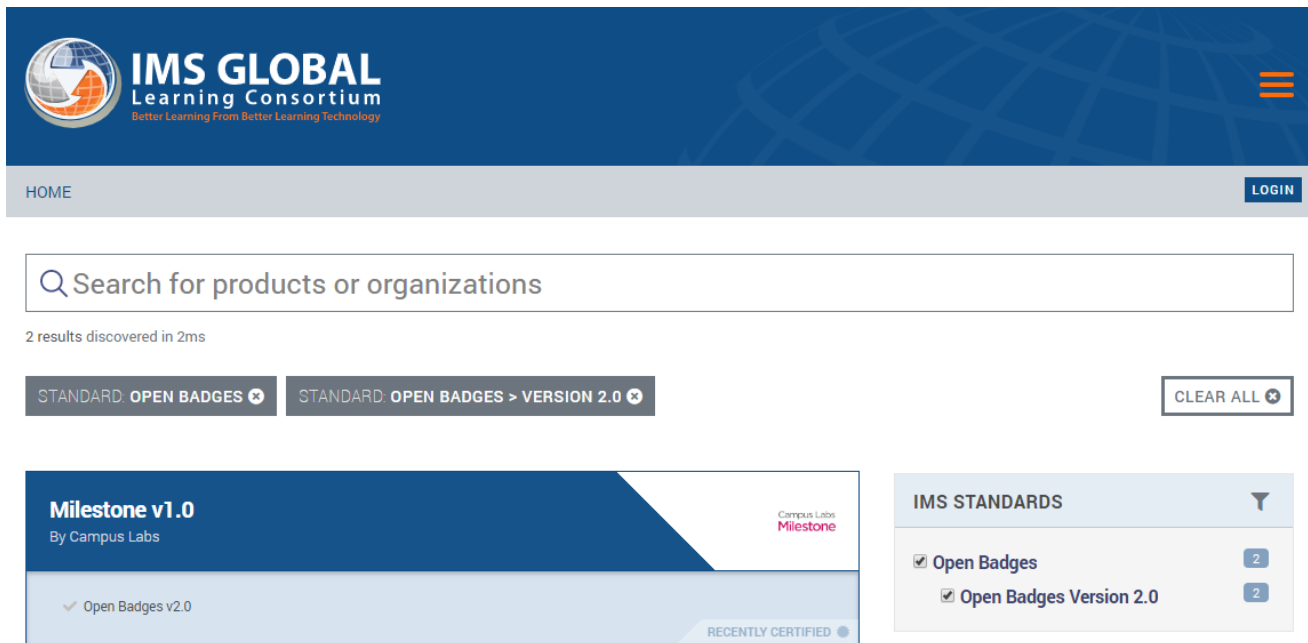
- **Your graphic designers should be part of the program design conversations**
- **The program design should mediate all graphic design decisions**
- **When designing the look/feed of badge, think about:**
  - How it was earned (i.e., what was required)
  - Where the user may put it (this should drive mockups)
  - What was the overall purpose of adding badging to the program design
  - How it ties to your brand (visual style, conventions, voice, etc.)
- **Accessibility – Color Safe** (<https://bit.ly/37eRd51>)

# Program, then Badges

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## 10. Badging Platform



The screenshot shows the IMS GLOBAL Learning Consortium website. The header includes the logo and tagline. A search bar contains the text "Search for products or organizations". Below the search bar, it says "2 results discovered in 2ms". There are two filter buttons: "STANDARD: OPEN BADGES" and "STANDARD: OPEN BADGES > VERSION 2.0". A "CLEAR ALL" button is also present. The main content area displays a card for "Milestone v1.0" by Campus Labs, which is "RECENTLY CERTIFIED". The card also shows a checkmark and "Open Badges v2.0". On the right, a sidebar titled "IMS STANDARDS" lists two items: "Open Badges" with a count of 2, and "Open Badges Version 2.0" with a count of 2.

<https://bit.ly/2ruSZyR>

# Questions?

...and answers!

The year 2020 is written in white, bold, sans-serif font, oriented vertically inside an orange chevron shape pointing to the right.

2020

Atlanta, Georgia | 11-12 February 2020


A dark blue chevron shape pointing to the right, positioned to the left of the event title.

# Digital Credentials Summit

Innovations for Lifelong Learning

[imsglobal.org/dc/summit/2020](https://imsglobal.org/dc/summit/2020)

#IMSsummit | @LearningImpact



# EQUITY AGENCY MASTERY

Defining the **Next Generation** of Student Success

DENVER, COLORADO • **18-21 MAY 2020**

LEARNING **IMPACT**  
Leadership Institute **2020**



# Action Items for Attendees

- **Access IMS Resources**

- [imglobal.org/HED](https://imglobal.org/HED) & [imglobal.org/k12](https://imglobal.org/k12)

- Created by IMS Institutional Members

- **Schedule a Meeting with IMS**

- [info@imglobal.org](mailto:info@imglobal.org)

- **Get Involved - Define the Next Generation of Student Success**

- Learning Impact Leadership Institute 2020; Denver, CO - [imglobal.org/li/2020](https://imglobal.org/li/2020)

- Digital Credential Summit; Atlanta, GA - [imglobal.org/dc/summit/2020](https://imglobal.org/dc/summit/2020)

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