

2020



EU-OBP
open badges platform

TOOLKIT

GOOD PRACTICE EXAMPLES
OF OPEN BADGES IN ADULT
EDUCATION



Erasmus+



EU-OBP
open badges platform

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1. INTRODUCTION TO THE TOOLKIT

Toolkit EU-OBP is a collection of good practice ideas on implementation of Open Badges in organizations at different levels.

Each participating partner therefore performed a desk research to get an overview of good practices which already exist. Under those we counted: organizations that are already issuing open badges in EU area, individual websites with digital badges support and individuals that are using open badges system as part of their curricula or in lifelong learning educational activities.

Toolkit EU-OBP is offering overview of usefulness and advantages of open badges encouraging involvement of new organizations. We want to equip adult education organizations and educators with extensive reading and interactive material (interactive PDF online publication) on good practices of previous successful implementations of open badges recognition system.

We used a common template for collecting data, which offers a uniform and accurate overview of the information obtained.

During the desk research we were able to collect the good examples of open badge use in Scotland, Romania, Bulgaria, The Netherlands, Italy, Slovenia, UK, Cyprus, Latvia, Poland, Spain, France, Sweden, Germany, Austria, Portugal, Lithuania, and Belgium.

TEMPLATE FOR GOOD PRACTICE EXAMPLES on implementation of Open Badges in organizations at different level				
TITLE: ORGANISATION: CONTACT PERSON: COUNTRY:				
ELEMENTS OF GOOD PRACTICE (tick if covered)	OPEN BADGES CRITERIA (please tick maximum TWO criteria per practice)			
<input type="checkbox"/> Impact local level <input type="checkbox"/> Impact national level <input type="checkbox"/> Impact EU level <input type="checkbox"/> National visibility <input type="checkbox"/> International visibility <input type="checkbox"/> Transferability <input type="checkbox"/> Quality assurance <input type="checkbox"/> Innovative practice <input type="checkbox"/> Non-payable (open source) <input type="checkbox"/> Recognition	CRITERIA 1 Competency based <input type="checkbox"/> Formal educational program <input type="checkbox"/> Lifelong learning <input type="checkbox"/> Soft skills raising <input type="checkbox"/> Key competences <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Individual learning <input type="checkbox"/> Youth <input type="checkbox"/> Counselling and guidance <input type="checkbox"/> Validation and recognition <input type="checkbox"/> Public sharing (exploitation)	CRITERIA 2 Learning platforms and digital tools <input type="checkbox"/> Organizational guidelines for implementation <input type="checkbox"/> Assigned resources (staff) <input type="checkbox"/> Open source platform <input type="checkbox"/> Protection of information <input type="checkbox"/> Recognition of learning outcomes <input type="checkbox"/> Networking with local organizations, NGO's, Employment Centres <input type="checkbox"/> Public engagement (informal and lifelong learning) <input type="checkbox"/> Innovative digital tools <input type="checkbox"/> Vision of organization supporting OB	CRITERIA 3 Analytics and assessment <input type="checkbox"/> Evaluation practice <input type="checkbox"/> Methodologies for recognition <input type="checkbox"/> Capture the learning path and history <input type="checkbox"/> Policies assuring quality implementation <input type="checkbox"/> Transferable procedures <input type="checkbox"/> Certification methodology <input type="checkbox"/> Public (formal) implementation	CRITERIA 4 e-Portfolio (or Backpack) <input type="checkbox"/> Open, transparent and useful recognition <input type="checkbox"/> Comprehensive teacher-user communication <input type="checkbox"/> Signalling achievement <input type="checkbox"/> Diversity of users and skills <input type="checkbox"/> Branding for increasing awareness <input type="checkbox"/> Support for specific needs of users

SHORT DESCRIPTION

In which field of open badges (OB) criteria is the practice and why? How would you explain the OB-practice and its relevance in 1000 characters? Why is the OB-practice needed now?

ORGANISATION IMPLEMENTING THE PRACTICE (and department if applicable)

Where does the practice come from? Who had the idea? Why did the idea evolve? Since when does the practice exist? Which resources does the practice have (human resources, budget, material, project...)?

TARGET GROUP

Who is the OB-practice targeted at? (target groups)

METHODS OF IMPLEMENTATION

Which activities for implementation does the OB-practice involve?

IMPACT OF THE PRACTICE

Give details about the impact of the practice: app. numbers of attendees, negative or positive efficacy, number of available badges or describe the impact at large (social, economic, educational etc.). You can draw information about the impact from evaluation results, if there are any. (Please state, if the OB practice is evaluated or not).

LESSONS LEARNED – OTHER DETAILS

Give insight into how the practice is seen inside the organization or give details about other lessons learned.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Please attach existing document (or more) that explain the practice (e.g. presentation, working paper, video, report, etc.).

Please attach interactive elements, such as badge image, photos, videos, logos, etc.

WEB LINK:

REFERENCES:

2. HOW TO USE THE TOOLKIT

In Toolkit you will find examples of practices from the field of digital badges, applied in different areas such as education, lifelong learning, social media, trainings, evaluations, and others.

Practices are tagged according to 4 different criteria and could be accessed through hyperlinks. Chosen criteria was organized and listed in a way so you can easily find those that would best suit your organizational or educational needs. For example, if you are interested in using badges in recognition process, you may click on the link at the beginning of the Toolkit that will lead you to the badges connected with recognition. The same goes for all other criteria.

Each practice represents a good example of digital badges usability in different organizations and can give good ideas about implementation in your own organization, maybe in the same form, maybe as an example of how to adapt it according to your specific needs.

Our intention was to give adult education organizations some innovative ideas on usability and usefulness of digital badges and to provide examples on how to use them for many different purposes. While today digital badges are mainly used as micro-credentials delivered by formal authorities (but not exclusively), there is still a huge untapped potential in using badges to support learner-controlled recognition processes as an alternative and/or support to formal or non-formal recognition, validation, and accreditation. This could be particularly valuable in countries with poor or inexistent formal systems of recognition.

Each practice described in this Toolkit can be researched further. There are links provided for each one, and if you find some interesting ones that could give you further ideas on your own specific implementation, you can easily access them with simple click through hyperlinks, added at the bottom of each included practice example.

Partners of EU-OBP project sincerely hope that you may find this Toolkit usable and that you will use it for creation of even more digital badges. As we researched the EU area, we found out there are still many countries that either don't use them at all or not use them in a way they could be used. If this Toolkit gives you new ideas on implementation in your own organization, we would be

very interested in receiving your feedback so we can include new examples on our web platform <http://www.eu-obp.eu/>.

Let's make Europe a place for digital badges - together.

3. GOOD PRACTICE EXAMPLES

3.1. WOMEN POWER CODE – EMPOWERING WOMEN TO GAIN DIGITAL SKILLS

ORGANISATION: CIVIC- SCOTLAND

COUNTRY: SCOTLAND in partnership with Romania, Bulgaria, The Netherlands, Italy, Slovenia, Belgium

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ International visibility ✓ Transferability ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Lifelong learning ✓ Collaborative learning <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Open-source platform ✓ Recognition of learning outcomes <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Signalling achievement

SHORT DESCRIPTION OF THE GOOD PRACTICE

The Woman Power Code project addresses CRITERIA 1 in terms of lifelong learning and collaborative learning, as well as CRITERIA 2, in terms of open-source platform and the use of open badges in recognition of learning outcomes.

The project aimed to enable adult women with poor native digital skills to acquire them so that they could enter the labour market endowed with new professional skills and qualifications. The WPC project engaged the adult women's daughters, who acted as mentors for their mothers, teaching them and therefore diminishing the ICT gender gap. The training was performed through an integrated educational framework, with a new curriculum and an innovative combination of ICT tools and a workshop-based experiential delivery methodology addressing adult women and their young daughters. The online training course, facilitated by Social Learning Motivational functionalities, functioned as a knowledge dissemination platform, enabling collaboration between learners and trainers. A complementary learning tool, The Women Power Code Social Learning Community (SLC) was set up as a complementary learning tool to the online training and integrated into the same cloud-based learning management system as the online training, using Moodle. In order to make the recognition of skills and achievements acquired by learners during the learning process, the participants were awarded open badges through a framework based on the Open Badges Recognition Framework.

ORGANISATION IMPLEMENTING THE PRACTICE

The coordinator of the project is CIVIC, from Scotland. The idea of the project stemmed from the fact that there are few women in the STEM area (science, technology, engineering, and math), which deepens the ICT gender gap in the IT sector. An increase in the number of women who take up a digital career would be beneficial for the digital industry. The project started in 2017 and ended in August 2020.

TARGET GROUP	The target groups are adult women and their young daughters. The open badges they have earned during the training course will be useful both for them, as earners, and for stakeholders, including VET providers, IT companies, Universities, Women Associations etc. from the IT field, as consumers.
METHODS OF IMPLEMENTATION	The platform has courses in the seven languages of the partnership and after completing the course, the participants earn their badges. Only members are allowed to see the courses or the badges. So far there have been issued over 70 badges (10 badges per partner country).
IMPACT OF THE PRACTICE	A number of 10 participants from each partner country have attended the courses and have been given open badges (over 70 in total).
LESSONS LEARNED – OTHER DETAILS	The access to the Women Power Code Social Learning Community is made through the https://academy.womenpowercode.eu/ platform, where users need to register. Once they create a profile, they are automatically registered to the SLC and can start interacting with other users.
MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS	https://www.facebook.com/pg/WOMEN-POWER-CODE-1737258186306036/photos/?ref=page_internal https://www.facebook.com/pg/WOMEN-POWER-CODE-1737258186306036/videos/?ref=page_internal
WEB LINK REFERENCES	https://academy.womenpowercode.eu/ https://womenpowercode.eu/index.php/about

3.2. OPEN BADGES FOR STAFF DEVELOPMENT

ORGANISATION: The City of Glasgow College
CONTACT PERSON: Graeme Brewster – ED&I Manager
COUNTRY: UK

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ International visibility ✓ Transferability ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Key competences ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Public engagement (informal and lifelong learning) ✓ Vision of organization supporting OB

SHORT DESCRIPTION OF THE GOOD PRACTICE

The City of Glasgow College is the first in Scotland to introduce Open Badges as support for their staff development. The initiative started in December 2015 and the Open Badges were awarded for Equality, Diversity & Inclusiveness (ED&I). In this way the development of positive behaviour is supported, and the award of the badges is a sign of recognition for the staff's everyday contribution and commitment to continuously developing both themselves and the students. The values and behaviours recognized through the Open Badges refer to issues related to age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This initiative - Digital badge Award Scheme – encourages staff to develop their understanding of ED&I issues and to promote a positive culture. The badges can be displayed on the person's email signature or social media profiles. By using Open Badges to support the college's values and behaviours, the institution aims to contribute to their shared vision of world class learning in a world class workplace.

ORGANISATION IMPLEMENTING THE PRACTICE

The practice of awarding Open Badges for supporting the awareness and understanding of the behaviours and values started in 2015.

TARGET GROUP

The direct target group consists of the staff of City of Glasgow College and the indirect target group consists of the people (students, parents) that could benefit from the improved behaviour of the staff.

METHODS OF IMPLEMENTATION

The badges can be achieved by completing the ED&I online module (5 sections), providing the person's equalities information, and then pledging to become an active champion of ED&I.

IMPACT OF THE PRACTICE

The feedback received from the college staff proved that there is an increasing number of members of the staff who appreciate the initiative, and they are committing to it, considering that this idea results in people's real benefits, improved corporate performance and enhanced reputation. So far, a number of 377 badges were awarded.

LESSONS LEARNED – OTHER DETAILS

NA

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS



WEB LINK REFERENCES

<https://www.cityofglasgowcollege.ac.uk/news-events/news/city-glasgow-college-celebrates-equality-diversity-inclusiveness>

3.3. OPEN BADGES FOR GRADUATES

ORGANISATION: University of Milan - Bicocca

CONTACT PERSON:

COUNTRY: Italy

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ International visibility ✓ Transferability ✓ Innovative practice ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Formal educational program ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Recognition of learning outcomes ✓ Vision of organization supporting OB <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Signalling achievement

SHORT DESCRIPTION OF THE GOOD PRACTICE

The University of Milan-Bicocca issues Open Badges for traditional/formal degrees to its graduates through a platform called Bestr, an initiative which is the first in Italy and probably in the world. As the management of the University of Milan Bicocca states, the designing, and the issuing of the Open Badges, certifying students' degrees, as well as the International Students Badges "represent the first tangible sign of the policy of international open recognition, to which the Bicocca is committed, with its signature, a first for universities worldwide, of the Bologna Open Recognition Declaration."

The system that manages the Open Badges at Bicocca University is called ESSE3 and it collects information related to grade and date of degree, title and excerpt of the thesis (for the graduates) and details of the period spent abroad (for the students in the International Mobility program). The next step will be to issue numerous other badges for extra-curricular activities, entrepreneurship, and language.

ORGANISATION IMPLEMENTING THE PRACTICE

The idea emerged in 2017, when the degree session of the course of studies for the master's in international economics was held. The following use of the badges in the Italian academic environment was in 2018, when students graduating from Marine Sciences were awarded Open Badges for completing the master's degree Course.

TARGET GROUP

The target group consists of graduates (university and master's courses) as well students involved in the International Mobility Program.

On the platform Bestr, each person who was given a badge has a dedicated page on which there are

METHODS OF IMPLEMENTATION

their names, the date on which they obtained the badge and the description of the badge. Biccocca's students need to use the email at openbadgebicocca@unimib.it in order to register and pick up a badge.

IMPACT OF THE PRACTICE

So far there are 263 types of badges designed for different courses and degrees, out of which 252 were issued to 60.664 people.

LESSONS LEARNED – OTHER DETAILS

There are different benefits of using Open Badges in formal courses: they make the transition to digital degrees, they highlight the value of a degree in a more concise and more readable way so that the information embedded is the most relevant for an employer and, in the case of international students, they sum up all the international experiences the student had during their years in the university degrees.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS



WEB LINK REFERENCES

<https://en.unimib.it/education/open-badge-bicocca>

3.4. DC4JOBS – DIGITAL COMPETENCES FOR JOBS

ORGANISATION: DE – Culture Goes Europe - CGE

CONTACT PERSON: Ammalia Podlaszewska

COUNTRY: Germany in partnership with Romania, Cyprus, Spain, Latvia and The Netherlands

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ International visibility ✓ Transferability ✓ Innovative practice ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Key competences ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Open-source platform ✓ Recognition of learning outcomes <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Evaluation practice ✓ Methodologies for recognition <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Signalling achievement

SHORT DESCRIPTION OF THE GOOD PRACTICE

The aim of the project DC4JOBS was to promote digital literacy through an interactive and dynamic platform, through which young people with fewer opportunities could enhance their digital competences so that they could meet the needs of the labour market. One of the intellectual outputs of the project was the design of an Open Badges eco-system and a short handbook with practical instructions and guidelines for open badges was produced. The Open Badges were used as a validation tool with the aid of which the DC4JOBS skills of young people were assessed, upgraded, and validated. The digital competences for which the Open Badges were awarded were divided into topics by the consortium. The earners could get a badge for each digital competence they have completed successfully. In the end, after the completion of all the 5 competences, the Low-skilled young adults were awarded an additional Open Badge (DC4JOBS Badge). The final intellectual output of the project aimed to design DC4JOBS UPSKILLING PATHWAY PROGRAMME, which is meant to be a handy tool for anyone who wishes to implement the DC4JOBS project course into their own context and a guide on how to replicate the success of DC4JOBS by using the ready resources available for free.

ORGANISATION IMPLEMENTING THE PRACTICE

The DC4JOBS project emerged from the necessity to promote the digital literacy among young people and fight skills mismatches and young unemployment. The project was carried out between 2016 and 2019 and It proposes to introduce a transparent, multi-regulated and multi-assessed process, based on an interactive and dynamic platform to be developed, for young people with fewer opportunities in order to up-grade, up-skill or re-skill their digital competences to meet the needs of labour market and bridge the gap related to skills mismatches between education and training and the world of work.

TARGET GROUP

There was a direct target group, consisting of young people, aged -24, with fewer opportunities (NEETs, young people at risk of marginalization and young people with migrant background). There was also an indirect target group, formed by the labour market, who will benefit from digitally literate young people.

METHODS OF IMPLEMENTATION

The young people involved in the project had to go through 6 Digital Competences Modules on a Moodle platform. The Open Badges were created and made available on this Moodle Platform by the DC4JOS consortium, together with the criteria for earning the badge. The learners (Low-skilled young adults) could claim a badge by presenting evidence that they completed the modules successfully. After the evaluators (who were assigned by the consortium) decided that the learner could get the badge, they contacted the earners, who, afterwards, could push their badge to their Mozilla backpack.

IMPACT OF THE PRACTICE

DC4JOBS Up-Skilling Pathway Programme Guidebook (including recommendations, case studies and tools/resources to be used for the training activities with youths using the DC4JOBS course):

- 7 piloting DC4JOBS Up-Skilling Pathway Programme in the partners' countries
- Over 110 young people, including with fewer opportunities, involved in the piloting activities

LESSONS LEARNED – OTHER DETAILS

The project results increased the prestige of EuroEd Fundatia within the community. Its outputs and activities raised the community's awareness:

- about the role that non-formal learning has in developing and upgrading young people's skills which could help them find jobs. The digital materials created within the project can help young people to actively participate in society.
- about the major role which vocational education and training can play in achieving the Europe 2020

goals, by enabling young adults to improve their ability to adapt to changes in the labour market and society.

The project results consolidated the role of EuroEd Fundatia within the community as an initiator and promoter of innovation and change in education. The project outputs target young people and IT integration into education, thus answering and achieving the Europe 2020 goals. The project outputs will undoubtedly enable young people in the community to improve their digital skills, which will help them find a job.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS



<https://www.facebook.com/dc4jobsproject/>

WEB LINK

<http://dc4jobs.eu/>

3.5. DIGITAL-S – DEVELOPING INNOVATION TO GENERATE IMPACT ON TREINERS AND ADULT LEARNER'S SKILLS IN RURAL AREA

ORGANISATION: Famille Rurales

COUNTRY: France, in partnership with Italy, Romania, Poland and Spain

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ International visibility ✓ Transferability ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Key competences ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Open-source platform ✓ Recognition of learning outcomes <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Signalling achievement

SHORT DESCRIPTION OF THE GOOD PRACTICE

The aim of the project was twofold: one was to train the uninitiated trainers in terms of e-learning and e-teaching skills and the other was to implement e-learning activities and train inhabitants from rural areas so that they could develop their digital skills. Most of the adult learners from rural areas came from disadvantaged backgrounds and had urgent needs to enhance their digital skills so that they could be accomplished citizens and eventually, find a job.

Open badges were used in the process of analysing and assessing participants' skills to solve problems, as well as their ability to think analytically, reflexively, and critically. During the e-course, the digital badges and certificates were designed by the trainers. The adult learners had to complete the e-course in 4 weeks and then they received their badges after the completion of the activities and quizzes. In this way the learners were encouraged to get engaged in positive behaviour and were able to identify their progress in learning. Moreover, the use of badges also stimulated learning and the autonomy of the learners.

ORGANISATION IMPLEMENTING THE PRACTICE

The idea of the project emerged from the fact that we live in a dematerialized world, in which it is mandatory to master the exploitation of a computer and the Internet.

TARGET GROUP

There were two target groups in the project. The first one consisted of uninitiated trainers in terms of digital competences in the field of training and the other, that at which the OB practice was targeted, was formed by adult learners from rural areas (especially those ones with disadvantaged backgrounds), who lacked digital

skills, so that they could have better opportunities to find a job.

METHODS OF IMPLEMENTATION

The project had three intellectual outputs: the first was to form and give the trainers the general knowledge and methods to apprehend digital technology through an ICT guide, the second was the digital initiation training for adult learners and the third, in which open badges were implemented, consisted of Digital skills modules the participants had to study, following of which they were awarded the badges.

IMPACT OF THE PRACTICE

During the e-training there were 252 participants who attended the 4-week course, and 137 badges were delivered.

LESSONS LEARNED – OTHER DETAILS

The use of the open badges in the project enabled the self-assessment of participants' competences. A sum of methods and processes were used to evaluate the attainments of the learners and were seen as a reward or confirmation that a participant has successfully completed a specific activity.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS



WEB LINK REFERENCES

<https://digitalsinruralareas.wordpress.com/intellectual-outputs/>

3.6. OBADE: OPEN BADGES IN ADULT EDUCATION

ORGANISATION: Greta Du Velay and Erasmus+ partners

CONTACT PERSON: Pierre Carrolaggi

COUNTRY: France, Slovenia, Spain, Sweden, Germany

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ International visibility ✓ Transferability ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Soft skills raising ✓ Key competences <p>✓ CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Open-source platform ✓ Recognition of learning outcomes

SHORT DESCRIPTION OF THE GOOD PRACTICE

Project OBADE is in the Criteria 1 and Criteria 2 fields: it is Competency based, covering Key competences and soft skills raising, and it is also offering Learning platform as open source and tools for recognition of learning outcomes.

The project Open Badges for Adult Education wants to promote the use of Mozilla open (digital) badges in adult education organizations. It provides more than 100 badges related to behaviours, attitudes and key competences, including communication in mother tongue, foreign languages, digital skills, numeracy, literacy, sciences and technologies, learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness.

These are available in English, French, German, Slovene, Spanish and Swedish on www.open-badges.eu.

This project also developed three (3) Guides on usability of badges: one addressed to adult education organizations, one addressed to teachers and the third one to adult learners. There are also tutorial videos to show how to create, share and implement open badges in various stages and means, and, finally, there is a catalogue of good practices related to open badges in adult education.

Project explored how organizations and teachers can valorise the key competences of learners as well as the behaviours and skills that are particularly demanded by employers, such as the capacity to adapt, to work in group or to respect deadlines.

Project is in line with the identification, documentation, and validation of non-formal and informal learning as most of these skills and attitudes are developed in various contexts and do not constitute the key components of certificates or diplomas competency frameworks.

ORGANISATION IMPLEMENTING THE PRACTICE

Practice comes from Erasmus+ project and was implemented in 5 European countries: France, Spain, Sweden, Slovenia and Germany.

Project OBADE started in December 2016 and ended in November 2018.

Project developed many resources: guides for organizations and teachers, guide for learners and students, videos and – most importantly – new digital badges available free on the web platform, ready to be used even after project was officially finished.

Web platform is still online and thus available to be used by organizations or individuals, interested in implementation of soft skills and key competences badges.

The project was mainly addressed to adult learners, adult educators and adult education organizations. The consortium was composed by adult education organizations based in FR, SE, DE, SI, ES so those are the primary target groups.

The project will benefit the following target groups:

TARGET GROUP

1. partner organizations and their staff
2. adult education organizations and adult educators
3. adult learners
4. Others interested parties: decision makers in the adult education field, researchers in HR and training, educators' associations, adult education associations, and so on.

Long term benefits consist of availability of developed tools to motivate adult learners to learn and to share their learning with educators and peers.

METHODS OF IMPLEMENTATION

1. Guide addressed to adult education organizations on advantages and use of Open Badges
2. Guide addressed to adult learners on advantages and use of Open Badges
3. Set of Open Badges related to key competences in adult education courses
4. Set of Open Badges related to transversal competences
5. Videos showing the steps for production of Open Badges

IMPACT OF THE PRACTICE

Impact was made possible by making members of target groups to a) know about the project (reach around 9000), b) participate in project activities (350 teachers and 1000 learners) and c) use the results during and after its lifespan (around 100 adult education organizations). Impact was fostered by dissemination, piloting and exploitation activities.

Therefore, partners estimate that approximately 9.000 people and organizations were informed about the project, and 100 adult education organizations, 350 educators and 1.000 adult learners were directly involved in it.

100 digital badges were created, and they have been used by learners of partner organizations. According to project coordinator, some of the digital badges are still in use, but more importantly, OBADE project has a continuation in EU-OBP project that will yield from the previous results and upgrade them with more digital badges.

LESSONS LEARNED – OTHER DETAILS

Badges have great pedagogical potential for organization and for their educators/teachers to:

introduce playfulness in the educational atmosphere, allowing a friendly competition between learners and showing how close they are to accomplishing a goal; provide feedback to the learners regarding their progress; act as milestones on pathways towards learning goals, breaking lessons into smaller assignments; valorise individual's talents, highlighting specific abilities and qualities that may not appear on traditional certificates; validate soft skills, thus providing a more complete picture of an individual; drive learner's engagement and participation in a course; stimulate disadvantaged learners, for whom the traditional education system hasn't worked and a badge provides visible recognition and validation for accomplishments or mastering certain skill; participate in the development of digital skills: badge earner learns how to manage them on their online backpack and include them in an e-portfolio or display them on their online profile or anywhere on web; show learners how to professionalise their use of social networks: by displaying their badges on

Facebook, they will make it look more professional; badges serve as mechanism to show and communicate to a broader audience, what an individual is capable of; learners have the option to keep their achievements private and store badges in a “backpack”, which is basically a private website that act as an e-portfolio; directly, or from the backpack, selected badges can be displayed on social media platforms, included in learning environments and in Europass CV; help learners to take advantage of badges and signal their achievement to their peers and their professional suitability to the employers.

Guides for organizations, educators (teachers) and learners (students):

https://www.open-badges.eu/sites/default/files/attachements/open_badges_-_guide_for_organisations_en.pdf

https://www.open-badges.eu/sites/default/files/attachements/open_badges_-_guide_for_educators_en.pdf

https://www.open-badges.eu/sites/default/files/attachements/open_badges_-_guide_for_learners_en_0.pdf

Collection of good practices:

https://www.open-badges.eu/sites/default/files/attachements/open_badges_-_catalogue_of_practices_en.pdf

Video tutorials for implementation:

<https://www.open-badges.eu/en/tutorials>

Open Badges examples:

https://www.open-badges.eu/sites/default/files/attachements/open-badges_50_badges_for_key_competences.pdf

www.open-badges.eu

Greta du Velay, Folkuniversitetet Lund,
Volkshochschule of Cham, Public University of Ptuj,
Accion laboral (2018): OBADE PROJECT: Open
badges in Adult Education. France, Spain,
Slovenia, Germany, Sweden: OBADE partnership.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

WEB LINK

3.7. SOFTSKILLS4EU

ORGANISATION: Razvojni center Novo mesto (RIC Novo mesto)

CONTACT PERSON: Tina Strnad

COUNTRY: Slovenia & partners from Croatia, Italy, Netherlands, Cyprus

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ International visibility ✓ Transferability ✓ Quality assurance ✓ Innovative practice ✓ Non-payable (open source) ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Soft skills raising ✓ Validation and recognition <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Open, transparent and useful recognition ✓ Support for specific needs of users

SHORT DESCRIPTION OF THE GOOD PRACTICE

Promote your Soft Skills with Open Badges project is designed to provide a comprehensive offer of high-quality non-formal adult education and training in order, not only to gain key skills related to Soft Skills, but also to offer a standardized validation which is in line with already developed Europass tools.

At the first stages of the project, they made a needs analysis among employing organizations, job seekers and career counselling organizations, in order to identify main soft skills needed, which served as the basis for the development of the framework for soft skills competences (organizational, personal, social, co-operative and creative-thinking skills). Next, they collected examples of best practices for each of the selected competences to be developed. They were also used as the basis of the development of the Soft skills curriculum, learning tool syllabuses, teaching materials, e-learning materials and assessment methods. They also developed an Open Badges ecosystem for the SS for job seekers and develop a European passport supporting document (in accordance with a standard established by the language passport as one of the Europass existing tools).

ORGANISATION IMPLEMENTING THE PRACTICE

Practice comes from Erasmus+ project and was implemented in 5 European countries: Slovenia, Croatia, Italy, Cyprus and Netherlands. Project SoftSkill4EU started in October 2018 and ended in September 2020. The idea for the project came when consultants, who work in their organization, faced the challenge how to help jobseekers and employees to retrace their soft skills and how to inspire them to strengthen them in areas, where they are less developed and extremely important for the labour market or personal development.

Project developed many resources: Innovative tools for assessment and strengthening soft skills and its importance for adult education, guidance and lifelong learning; the Framework and the Learning Materials, the Badge System and Soft Skills Passport. Web platform is still online and thus available to be used by organizations or individuals, interested in implementation of soft skills and key competences badges.

TARGET GROUP

Job seekers: like first-job seekers, low-skilled, long-standing unemployed persons and unemployed persons with obstacles.

Low-skilled employees in order to evaluate their competences in the way of looking for a new opportunity in the labour market.

Migrants: a vulnerable group, as they have similar needs as other job seekers, however, they have more specific characteristics, that need to be addressed with specifically adjusted tools and materials, which will be designed in the project.

METHODS OF IMPLEMENTATION

Development of a new innovative e-learning/teaching tools for validation and developing Soft Skills for job seekers in general (and adjusted to the needs and specific characteristic of migrants); OB Ecosystem for Soft Skills for job seekers in general (and adjusted to the needs and specific characteristic of migrants); European Soft Skills passport (following the standard set by the Language passport as one of the Europass tools) within targeted OB. This tool will be supporting document for self-assessment and validation of SS in career guidance centres, national Europass centres, education organizations and other relevant organizations, which are dealing with job seekers: train career counsellors for the use of the e-tool in guidance process for the development of SS and awarding the badges.

The main aim of the project is to identify the key Soft Skills within the competencies defined in the Europass Tool and then develop a standardized reference framework, a validation tool for those competences

IMPACT OF THE PRACTICE

and a supporting document (soft skills passport). This will bring an added value and more credibility to the already widely used Europass and can also be a starting point for a direct improvement of Europass. The result or the impact will be for both, job seekers to credibly show their competencies; for employers/employing organizations simplifying profiling of workplaces or helping to more efficiently distribute already employed people to workplaces; for career counsellors to better and easier recognize the competencies and making counselling work more efficient.

LESSONS LEARNED – OTHER DETAILS

During the project SoftSkills4EU, two surveys were conducted, with the aim to understand and recognise the need for soft skills among job seekers and employers, or human resource departments. Each of the five partners conducted two surveys, including at least 70 participants, with the total of at least 350 respondents for the project. Based on the survey results, the soft skills competence framework were defines as follows.

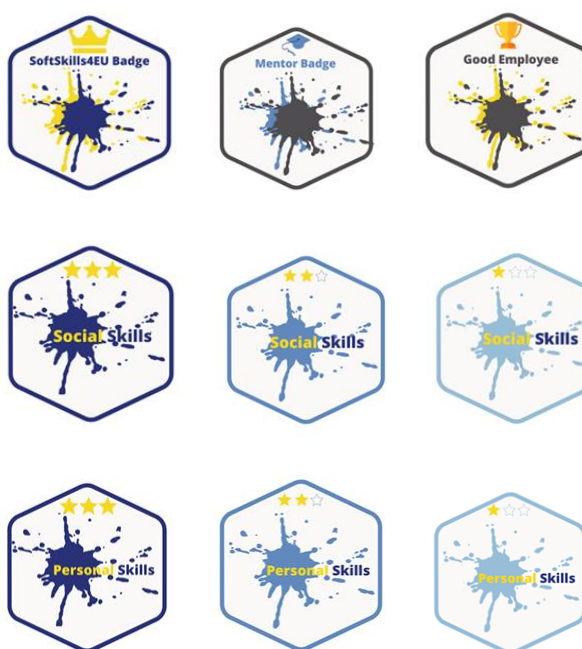
Soft skills identified as important and crucial based on the project survey results are: social skills, personal skills, organisational skills, cooperation skills, and creativity skills. The soft skills framework abbreviation is SPOCC Framework. The framework consists of five modules, which includes five topics, with the description of each topic, aligned with the appropriate level of knowledge, and the learning outcome for each level. Levels are defined as Sufficient (A), Good (B) and Excellent (C). For each module, participants undertake a questionnaire with 50 questions, with the possibility to gain a soft skills badge for the module -scored as Sufficient, Good or Excellent level. If the participants gain five badges for all five modules, they have the possibility to receive the Full Soft Skills Badge -Sufficient, Good or Excellent level.

Soft skills are defined as personal attributes, traits, social cues, and specific communication abilities needed for business success. Soft skills often characterize how a person interacts in his or her relationships with others, specially in the working environment. Unlike hard skills that are learned, soft

skills are similar to emotions or insights that allow people to “read” others. These are much harder to learn, at least in a traditional classroom. They are also much harder to measure and evaluate. Soft skills are sometimes referred to as transferable skills or professional skills. As this term implies, these are skills that are less specialised, less rooted in specific vocations, and more aligned with the general disposition and personality of a candidate.

After the SoftSkills4EU project surveys, conducted in five countries, Slovenia, Italy, The Netherlands, Cyprus and Croatia, few main soft skills modules were deducted and identified: social skills, personal skills, organisational skills, cooperation, and creativity skills. Each of the identified soft skills modules consist of five topics, which were deducted after analysing the survey answers for all included countries. Based on the survey answers, soft skills topics and afterword main modules were identified, brainstormed, and included in the final soft skills framework -SPOCC. The soft skill framework should be useful for future soft skills trainings, guidelines, and possible pre-employment testing.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS





Platform: <https://academy-softskills4.eu/>

Facebook page:

<https://www.facebook.com/SoftSkills4EU/>

WEB LINK
REFERENCES

<https://softskills4.eu/>

RIC Novo Mesto, Business School PAR, Promimpresa srl, Emphasys Research Centre, Dienst Uitvoering Onderwijs (2018). Soft skills for EU. Slovenia, Croatia, Italy, Netherlands, Cyprus: SoftSkills4EU partnership

3.8.UPSKILLEAD - UPSKILLING ADULT EDUCATORS DIGITAL LEAD

ORGANISATION: RIC Novo mesto – Razvojno izobraževalni center Novo mesto CONTACT PERSON: Metod Pavselj
metod.pavselj@ric-nm.si

COUNTRY: Slovenia with partners from Italy, Cyprus, Poland, Bulgaria and another Slovenian partner

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ International visibility ✓ Transferability ✓ Quality assurance ✓ Innovative practice ✓ Non-payable (open source) ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Lifelong learning ✓ Soft skills raising <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Open-source platform ✓ Recognition of learning outcomes <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Evaluation practice ✓ Methodologies for recognition <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Open, transparent and useful recognition

SHORT DESCRIPTION OF THE GOOD PRACTICE

Upskilling adult educators for digital lead is a Strategic Partnerships for Adult Education project within the Programme Erasmus+ (1. 10. 2016 - 30. 09. 2018).

The project aims to provide adult educators/trainers a comprehensive professional development programme for upgrading and up-skilling their digital skills which was offered as an in-house training and pilot-tested as on-line tool. During the implementation of the ICT training Adult Educators' progress has been carefully monitored, whereas at the end validation through the use of the OPEN BADGES system was offered. Endorsement procedures have been taken by the consortium in order for the Adult Educators to have by the end of their training a valid recognition of their new digital skills. Europass and participation certificates were provided, whereas efforts were taken to utilize the mechanisms of EU tools such as ECVET and EQF.

ORGANISATION IMPLEMENTING THE PRACTICE

The idea of the project emerged from the acknowledge that educators across all sectors, but more importantly adult educators and trainers face many challenges as they deal with increasingly complex and diverse learning situations and meet competence demands in a constantly changing work environment with the evolvement of new technologies, a constantly changing labour market with highly technical demands for skills and a challenging socio-economic context.

TARGET GROUP

The direct target group is Adult Educators involved in adult learning who will upgrade their digital skills and use of technology, whereas the indirect target group is adult learners, who will benefit from digitally literate teachers through the provision of high-quality adult learning.

METHODS OF IMPLEMENTATION

Within the project 6 ICT modules were designed based on Adult educator`s needs and supported with e-learning and Open badges, as validation tool.

Based on the research they have developed UPSKILLEAD Digital Competence Framework for 6 digital competences: Staying Safe Online, Using Social Media in Education, Learning Management System (Moodle), Graphic Design, Web Design, Use of Interactive White Board. They developed digital curriculum and training material for adult educators. For recognition, validation and endorsement of the digital skills acquired by Adult Educators, Open Badge System was used. Partnership designed innovative interactive e-learning platform (<http://upskillead-e-learning.eu>) which function as an Open Learning Environment, offering interactivity options through the e-Adult Digital Academy and the e-Data Bank for the continuous digital development of Adult educators.

IMPACT OF THE PRACTICE

Within the project 16 Upskillead mentors were trained during Short-term Joint Staff Training Activity, which supported implementation of in-house and on-line training, evaluation, and pilot validation. Within IO6 (pilot test) together 98 participants. Moreover, the consortium succeeds to obtain support (up to now) of 226 different organizations that support the project and will use project results. Within the project 180 users of project platform gained badges.

LESSONS LEARNED – OTHER DETAILS

The introduction of recognition and validation process through the use of the Open Badges is an added value to the project, as it will enable Adult Educators to have a valid proof of this learning which can be added to their CV, profile or portfolio in addition to the Europass Certificate and the Certificate of Participation. The Open Badges is a motivating procedure which will encourage and provide incentives for Adult Educators to continue their participation. It is linked to the digital skills, as Open Badges are created online through the use of an open-platform, and can be shown on various

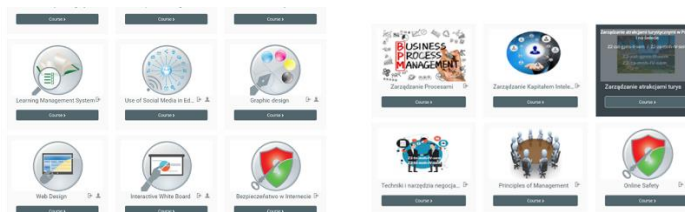
personal pages, such as FB, Twitter, LinkedIn etc. In addition, Adult Educators will be able to use this method for their own teaching for adult learners in order to motivate them to participate in LLL opportunities.

Open Badges provide portable and verifiable information about digital skills and achievements. Adult Educators can unlock opportunities by sharing collections of badges representing desired skill sets in a dynamic, evidence-based way. Open Badges represent legitimate, authenticated achievements, described within badge and linked to the UPSKILLEAD project.

The Upskillead platform is useful, educational, comprehensive and overall great way to start, develop or practice your digital literacy. As it provides five modules of different digital topics it endeavours big spectrum of different learning strategies – some are defined by pictures, some by text – which allows every user to identify himself or herself with the method that is offered. It also provides exercises through which the users knowledge can be assessed. One can effectively and successfully conclude the e-learning and can thus obtain the badge that will serve him or her as a proof of digital competence that he or she obtained.

The achievement of the seventh level of the EQF will enrich his or her personal and professional profile. With the idea to train the trainer by using the e-learning platform is very useful way to provide knowledge that is highly qualified and free. Since our society is fast growing, in particular as regards internet, we are indirectly forced to be digital literate. Upskilled platform means supporting digital literacy, and social development. What is more, the e-learning modules are available in five different languages beside English version which allows everyone even those with language barrier to use it. Hence, it is great opportunity, not only for adult educators but also for other people who want to upgrade their professional digital profile and remain constantly up-to date with technological advancements or even use their profile for promotion, evaluation, new job etc. ensure its sustainability, or who want to gain new digital competences.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS



Project e-learning platform: www.upskilllead-e-learning.eu

WEB LINK

<http://upskilllead.eu/>

3.9. S.R.C.E.

ORGANISATION: University of Zagreb University Computing Centre

CONTACT PERSON(S): Sandra Kučina Softić and Sabina Rako

COUNTRY: Croatia

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Innovative practice ✓ Non-payable (open source) 	<p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Open-source platform ✓ Recognition of learning outcomes <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Open, transparent and useful recognition ✓ Signaling achievement

SHORT DESCRIPTION OF THE GOOD PRACTICE

University Computing Centre University of Zagreb SRCE (www.srce.hr/eng) as the national competence centre for information and communication technologies and the centre for education and support in the area of ICT application have introduced digital badges into its learning activities in 2015. Since then SRCE team has implemented digital badges in every online course, gained valuable experience by participating in European project ReOPEN – Recognition of Open and Valid Learning (<http://reopen.eu>) and preparing online courses and workshops for teachers in order to further empower implementation of open badges at higher education institutions in Croatia. SRCE's course portfolio is broad, consisting of online, blended and f2f courses for teachers, IT professionals, students, and citizens. By implementing digital badges SRCE also promoted the idea of digital badges among all participants.

Digital badges have a wide, but growing application in education, whether it's an educational program, a course, a module or just an activity. Accordingly, their application varies from being used as information, proof of acquired competences (clearly indicating how the learning outcomes are valued) or just as a reward or motivation for further work and learning.

ORGANISATION IMPLEMENTING THE PRACTICE

The E-learning Centre at SRCE (www.srce.hr/elc) implemented badges in its online courses on topic of the Moodle and e-learning technologies in 2015. This courses were aimed for teachers in higher education. The digital badges were awarded as a credentials for completing all the activities in the course. The aim was to enable participants who completed the course to share the evidence of their gained skills and knowledge but also to acquaint teachers with digital badges and possibility to use them in their teaching. Other SRCE's educational services have also implemented digital badges - first by the educational

programmes for IT professionals (Linux academy and edu4IT programme) in 2016, and in 2018, by the online basic IT courses (called Tečajevi SRCA). Those courses are aimed at improving competences of non-teaching staff at HEIs, students and citizens. Today, all SRCE online courses have possibility for participants to earn digital badges. It has become a standard component. Besides these, number of face-to-face courses added the possibility to earn digital badge as well.

TARGET GROUP

Target groups are:

- teachers
- IT professionals
- students
- citizens.

METHODS OF IMPLEMENTATION

In order to successfully implement digital badges institutional support is crucial. SRCE has recognized the importance of digital badges and tries to implement it in a meaningful way. The activities involve:

- technical preparation of learning platform to be able to issue digital badges (Moodle)
- learning about best practices related to issuing digital badges
- rethinking design of online courses and relying on learning outcomes
- finding the most appropriate implementation of digital badges for particular course or programme
- educating participants about benefits of digital badges
- sharing knowledge to teachers on how to implement digital badges in their teaching practice.

In 2019 educational programmes at SRCE attended 7.761 participants. In 55 courses digital badges are implemented. After completion of each course participants are encouraged to give feedback via course survey and the average course grade in 2019 for all SRCE's courses was above 4.6.

IMPACT OF THE PRACTICE

After completing online course on digital badges, teachers had an opportunity to give feedback about their future plan to use digital badges. They accentuated these elements:

- student's motivation to finish course activities
- extracurricular activities: volunteer work, for participation in projects, for work in library
- to award students for excellence in learning
- courses they plan to develop
- for presentation of their skills in CVs and on social networks.

Exact number of teachers that actually implemented digital badges can't be calculated but from our everyday practice we see that "digital badge" as a term is not unknown anymore to vast majority of teachers.

Other participants (IT professionals, students and citizen) can publish their digital badge on social media like LinkedIn. We don't have exact number of participants who published digital badges on social media, but by searching SRCE's digital badges can be found. This is the way to further increase visibility of educational courses and programs as well as foundation for recognition of non-formal learning.

LESSONS LEARNED – OTHER DETAILS

Digital badges are relatively new tool and their value and efficacy in educational setting is still being explored. In the practice they try to distinguish skill-based badges and participation-based badges putting more emphasize and importance on skill-based badges. We strongly believe that this is the right way to further establish digital badges as an important element in education.

Once again it is worth to emphasize importance of systematic approach when implementing digital badges on institutional level as well as need for continuous work on raising awareness on new technologies and their possibilities to enhance the quality of educational process.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS



WEB LINK REFERENCES

www.srce.unizg.hr/en/

Rako, S., Kučina Softić, S. (2018): SRCE experience. Zagreb: University of Zagreb, University Computer Centre.

3.10. BADGE THE WORLD

ORGANISATION: DigitalMe

COUNTRY: Europe (UK)

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact EU level ✓ International visibility ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Public sharing (exploitation) <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Networking with local organizations, NGO's, Employment Centres

SHORT DESCRIPTION OF THE GOOD PRACTICE

Badge the World is an initiative that began at MozFest 2013, which seeks to document the many innovative Open Badge projects that are underway throughout the world. It promotes a community and fostering discussion amongst those involved in Open Badge projects.

A map was created and continues to grow with people across the world sharing their badge work via the map. In 2014 The European Union supported Badge the world through the Erasmus + funded Open Badge Network initiative which aims to build an Open Badge Network across Europe. Badge the World provides an inventory of European Open Badge projects and helps like-minded organizations to connect and collaborate.

Badge the World website functions as a place where those working with Open Badges can learn about the work of others, discuss relevant issues with like-minded colleagues and find new collaborators to work with.

ORGANISATION IMPLEMENTING THE PRACTICE

Badge the World has been made possible by Nominet Trust, who support the Badge the UK project, Mozilla (especially the Open Badges team), Badge Alliance and The European Union through the Erasmus + Programme, funding The Open Badge Network in Europe. At MozFest 2013, Mozillians from around the world used pins and string to attach their Open Badge visions, plans and schemes to a paper map of the world. Throughout the weekend the ideas evolved. Over a hundred responses have been collected from the paper map as well as the website.

TARGET GROUP

European Open Badge projects, organizations, and associations.

METHODS OF IMPLEMENTATION

When promoting your usage of badges, you can select how you are planning to use the badges: creation, research, display or join the conversation. Then you must select if you are displaying, issuing or hosting badges. You can fill in a text box which tells about badging ideas and then select the topic most relevant to your idea: charitable project, citizenship, education (in)formal, engagement, social inclusion, workforce development or other. Finally, you suggest how many people are going to be impacted and share the address where this is taking place.

IMPACT OF THE PRACTICE

The website includes over 100 good practices / organizations throughout the world. The impact includes not only the associations, but all of the individuals involved, therefore it is difficult to determine exactly how many people are / were involved.

LESSONS LEARNED – OTHER DETAILS

This is a useful tool to promote the communication and awareness of Open Badges across the world.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

NA

WEB LINK REFERENCES

www.badgetheworld.org/

3.11. EDUBADGES

ORGANISATION: SURF

CONTACT PERSON: Alexander Blanc

COUNTRY: Netherlands

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact national level ✓ National visibility ✓ Transferability 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Vision of organization supporting OB

SHORT DESCRIPTION OF THE GOOD PRACTICE

In this project, the institutions can issue edubadges within an infrastructure that SURF has developed for this. At the end of the pilot, SURF and the affiliated institutions will decide on the start of structural provision of services for edubadges. The ambition is to make them available to all affiliated institutions in the second half of 2020.

In their arguments for a national approach to open badges in education they list reasoning edubadges in order to convince users, issues and enquirers of the methodology. The approach takes in account that badges can be accredited through lifelong learning, both in your country and abroad thus they should be visible and portable. Edubadges can prove what knowledge and skills you have gained, and they should be comparable across the national institutions in the Netherlands. This will simplify the admission process and help the transition from education to the job. The content of the badges contains key information which has been agreed upon in the European bachelor-master system as well as in close contact with the Europass project.

This best practice is a pioneer as a national initiative in creating a badging infrastructure for higher educational institutions and should be used as a model for other European countries.

The current outputs include a White Paper which introduces the badges, then discusses three scenarios and considers both advantages and disadvantages for stakeholders in each of the scenarios. Lastly the show what actions need to be taken to actually introduce badges.

It also includes "7 arguments for a National Approach to Open Badges in Education" which argues reasons for including Open Badges on a national context, which includes an organized infrastructure.

ORGANISATION IMPLEMENTING THE PRACTICE

A pilot involving 17 higher education institutions (universities, colleges and vocational upper secondary/MBO institutions) is now underway. SURF is an ICT cooperation organization of educational and research institutions in the Netherlands.

"In 2016, SURFnet's 'Open and Online Education' project studied the possible opportunities offered by badges in Dutch higher education. The project considers how institutions would like to use badges and for which type of education, and how SURFnet could facilitate this. To create its list, SURFnet talked to representatives of eight higher education institutions and student organisations in 2016. There have also been conversations with representatives of the Ministry of Education, Culture and Science, the Education Executive Agency, internationalisation organisation EP-Nuffic and the commission on vocational education of employer organisation VNO-NCW. These conversations served as the foundation for this white paper about open badges and micro-credentials."

TARGET GROUP

- Universities, colleges and vocational upper secondary/MBO institutions
- Ministries

METHODS OF IMPLEMENTATION

The practice involves the collaboration educational institutions as well as a leading ICT organization to support the development of an organized national infrastructure for open badging. The education institutions and/or ministries must see to it that the badges of are high quality and comparable to national and even European context.

IMPACT OF THE PRACTICE

The impact of this good practice is difficult to determine at this time, because just a limited number of institutions are active in using badges as micro-credentials to make knowledge, skills of learners transparent. Currently the impact includes the 17 educational institutions included in the pilot but could also expand to include the educational system at the national level in the Netherlands.

**LESSONS LEARNED –
OTHER DETAILS**

One of the forerunners in developing an infrastructure for Open Badges amongst educational institutions. SURF has presented a document with seven arguments as to why edubadges are necessary in order to promote badging. One important aspect highlighted is that the badges issued by one educational institution should be compatible with badges issued elsewhere. That's why the institutions should opt for open-source technology, in order to make the authentication and verification of its "value" accessible.

**MATERIALS AND
ADDITIONAL
INTERACTIVE
MATERIALS**

<https://www.surf.nl/files/2019-04/Whitepaper-on-open-badges-en-micro-credentials.pdf>

<https://www.surf.nl/files/2019-10/7-arguments-for-a-national-approach-to-open-badges-in-education.pdf>

WEB LINK

<https://www.surf.nl/files/2019-10/7-arguments-for-a-national-approach-to-open-badges-in-education.pdf>

3.12. DIGITAL BADGES – CERTIFIED COMPETENCES IN DIGITAL FORMAT

ORGANISATION: MCI The Entrepreneurial School
CONTACT PERSON: Regina Obexer & Brigitte Hutter;
COUNTRY: Austria

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ National visibility 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Formal educational program ✓ Soft skills raising

SHORT DESCRIPTION OF THE GOOD PRACTICE

The best practice awards students with MCI Badges during their studies for extra-curricular activities. They can select 2 badges per academic year which cost 75 Euros per badge. This small fee includes all seminars and webinars that go along with it. There are a total of 10 badges which the students can sign up for and an additional 3 badges which are available for free. Students who have already received two badges can obtain any additional badges for only 50 Euros. In order to receive a badge the learner must fulfil specific criteria which include online learning and or face to face activities. Additional offers are available to the students which correspond with the badge.

ORGANISATION IMPLEMENTING THE PRACTICE

The best practice is modelled after ideas from the US and England. The practice has been used since the school year 2018/2019 in Austria. The project is privately funded through MCI.

TARGET GROUP

The target group which benefits from this best practice includes both the badger earners as well as enquirers (future employers).

METHODS OF IMPLEMENTATION

In order to be awarded a badge the student must fulfil all conditions and have proven the skills through performance requirements. Each Badge criteria is clearly listed on the website along with the type of classes/seminars.

IMPACT OF THE PRACTICE

Around 60 students took part MCI Badges activity in the 2018/2019 school year. The students were excited about the possibility to be awarded Badges parallel

to their formal studies. One student mentioned that it helped them to expand their own horizons, take into considerations different opinions and development their own learning initiative. MCI wants to motivate their students to further expand on their education.

**LESSONS LEARNED –
OTHER DETAILS**

In the press release the students, teachers and school administration stated that they were satisfied with the outcomes of the project. It motivated the learners and encouraged them to expand their horizons and work not just on their studies, but also on themselves.

**MATERIALS AND
ADDITIONAL
INTERACTIVE
MATERIALS**

Website includes the “Skills based badges” with an overview of the competencies, skills and knowledge that the learners will earn when they are awarded a badge, also which mandatory activities and evidence they must demonstrate.

<https://www.mci4me.at/en/services/career-center/digital-badges?q=digital%20badges>

WEB LINK

<https://www.mci4me.at/en/services/career-center/digital-badges?q=digital%20badges>

REFERENCES

The entrepreneurial school

3.13. BADGES

ORGANISATION: Landkreis Kassel

COUNTRY: Germany (EU Project)

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ Transferability ✓ Innovative practice 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Lifelong learning <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Diversity of users and skills

SHORT DESCRIPTION OF THE GOOD PRACTICE

This Open Badges practice is implemented at the local level throughout Europe in order to raise cultural heritage awareness. The Badges project installs a standardized European validation and award system, by issuing electronic badges on quality learning approaches and validation of non-formal learning in cultural/heritage contexts. Digital badges represent achievements of various types of learning, resulting in a better visualization of the learning and development of competencies. In cooperation with various partners, the consortium unites heritage sites and public institutions, public relations agencies, and learning concept developers specialized in validation of non-formal and informal learning.

By making the learning outputs visible and noticeable for others the learning process appears to last longer, be more effective and are more easily shared with others even in the long run. That is the idea behind the Badges project that promotes learning and aims at providing meaningful evidence of the learning processes visitors experience when visiting heritage sites.

ORGANISATION IMPLEMENTING THE PRACTICE

The BADGES project was a collaboration of European countries coordinated by the Landkreis Kassel for quality learning approaches and validation of non-formal learning in cultural and heritage sites. The project kicked off in 2017 and was successfully ended in 2019. To this day the platform and Toolkit is available to others.

TARGET GROUP

This project targets adult learners as well as local heritage associations.

METHODS OF IMPLEMENTATION

The BADGES project not only implemented the heritage learning with and without an app during

various events (e.g. tours in national parks, local museums and festivals) and at different locations throughout Europe, but it also created a toolbox. The purpose of the Toolbox is to make it easy to validate informal learning in the heritage sector and consists of three phases: plan, do and check. It is created in such a way that it is easy for potential users to understand and use.

IMPACT OF THE PRACTICE

During BADGES 8 pilot projects took place throughout Europe where visitors took part in informal learning in order to collect badges via an App. In addition to the pilots the project had also organized conferences.

LESSONS LEARNED – OTHER DETAILS

The BADGES Toolkit and training opportunities helped build staff capacity for planning, delivering and validating the acquired competences. This supports heritage providers to create a rich environment where informal learning is awarded with a badge. The BADGES Toolkit comprises an explanation of the approach for Competence Oriented Learning and Validation and its transfer into practice. This includes the procedural steps, tools and instruments.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Instruments for Planning and Delivery - Based on the procedure BADGES developed four main instruments to plan and deliver Competence Oriented Learning and Validation. The instruments are easy to use tools that facilitate the planning according to a logical step procedure. The first step (action field) scans the practical field and the challenges therein. The learning field connects to learning objectives and envisaged competences levels and sets up a contextualized reference system. In the third step a learning pathway is designed, and reasonable tasks and assignments are located on it. In the last step a reasonable assortment of assessments are assigned to it (formative and summative if applicable) as well as meaningful documentation and certification.

Toolkit is available in (DE–FR–IT–NL–PL–PT) as well as EN:

https://projectbadges.eu/wp-content/uploads/2019/12/BADGES-Toolkit-Language-version_EN.pdf

WEB LINK

<https://projectbadges.eu/about/>

3.14. HAUFE AKADEMIE

ORGANISATION: HAUFE AKADEMIE
CONTACT PERSON: Stephanie Göpfert
COUNTRY: Germany

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ National visibility ✓ Transferability ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Lifelong learning <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Signalling achievement

SHORT DESCRIPTION OF THE GOOD PRACTICE

HAUFE AKADEMIE is a further vocational education institution which uses Open Badges in order to award their students with a formal qualification in combination with an official certification. These Badges can be shared then on the professional's personal profiles, email signatures and so on. This is an innovative practice which can easily be adapted and implemented across various institutions. This can be used recognize adults for the lifelong learning within a company or work profiles. The Badges are over seen and have a credibility to them. The institution has selected to use "badgr" which they clearly communicate to the learners and then they show the learners how the Badge may be validated via Badgecheck.

In order to address any doubts about data protection, the clearly list the regulations in order to reassure the users that the data after ten years will automatically disappear. The clear communication is helpful in order to promote a relationship of trust and also in trust in digitalization as well as handling their data respectfully.

ORGANISATION IMPLEMENTING THE PRACTICE

The practice comes from a large further vocational education institution in Germany.

TARGET GROUP

The specific practice is aimed at students at the Haufe Akademie. They are awarded a Badge as a formal certification along with the traditional paper certification. The students are studying at a vocational education institution.

METHODS OF IMPLEMENTATION

The best practices implement the issuing Badges as well as educating users on their data protection rights as well as the advantages of using the Badges in their professional life.

The Badges are different colours and stand for our training system with continuing training modules. They provide orientation for planning development steps and careers. If you have successfully completed a qualification course you will receive a blue open badge. If you complete a multi-module course such as our Expert or Career Line, you will receive an Open Badge in Gold for the entire measure.

IMPACT OF THE PRACTICE

The Haufe Akademie offers courses to over 1500 different topics and to around 250,000 participants per year where badges are awarded.

LESSONS LEARNED – OTHER DETAILS

This good practice shows that a badge has a twofold relevance in educational field: not only learners can be motivated by getting a badge, but also trainer need some motivational input and a badge awarded to a trainer provides also a positive feedback, being at the same time a recognition of trainer's teaching/ training skills, experience and commitment and motivate the trainers to enliven their teaching methods and explore new effective teaching strategies.

This good practice shows also that the design and visual representation of a Badges is a valuable feature. With regard to this good practice: Badges are also colour coded and this is very positive for its identification. The courses which are much lengthier or have several modules have a gold colour whereas a single training unit is only blue. Of course, this also motivates the professionals to take part in lengthier courses and is also a observable characteristic which (future) employers can identify and recognize.

WEB LINK

<https://www.haufe-akademie.de/seminare-lehrgaenge/trending-topics/open-badges-badges@haufe-akademie.de>

3.15. BAIT

ORGANISATION: Basque Government
CONTACT PERSON: bait@tecnalia.com
COUNTRY: Spain

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ National visibility ✓ Transferability ✓ Quality assurance ✓ Innovative practice ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Key competences ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Protection of information ✓ Innovative digital tools <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Evaluation practice ✓ Certification methodology <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Diversity of users and skills

SHORT DESCRIPTION OF THE GOOD PRACTICE

BAIT's objective, aligned with the Basque Government's Ikanos project, focuses on the qualification of professional profiles through a digital skills evaluation service, following the European framework of skills (Digcomp). This new system is based on the evaluation of the Knowledge, Skills and Attitudes of citizens before a specific competence profile.

The Basque Government, in its work to meet the needs in terms of common and specific digital competences of citizens, companies, the administration, the educational sector and other sectors of society, is committed to their knowledge and development and their improvement in Basque society.

ORGANISATION IMPLEMENTING THE PRACTICE

The BAIT service is designed and developed based on the DigCOMP framework and which establishes 5 areas of competence. The certificates issued by BAIT are digitally signed by the certifying entity Tecnalia Research & Innovation.

The areas of competence to be accredited are structured around 5 main axes, on which the 21 competencies defined at 3 levels (basic, medium and advanced) are structured.

TARGET GROUP

Its recipients are all citizens, who wish to prove their competences to function in the so-called Information Society, with a dual objective:

Motivate citizens to learn about the Information Society in exchange for obtaining a certificate that accredits their digital skills. It is a tool that allows companies and administrations to objectively evaluate the ICT skills of the people in their

organization, as well as those they plan to incorporate into it.

METHODS OF IMPLEMENTATION

The user must go to the centre with their ID or national driving license, since it will be verified that the list that the centre has corresponds to the people present.

The centre will ensure that the user has a computer. The user will have to access <http://www.bait.eus> through the browser, where they must identify themselves with their ID and access the "Evaluate your digital skills" section.

During the course of the test, you will be able to ask the person in charge of the centre exclusively about the application, not about the content of the questions. The person in charge will have instructions not to answer any content question.

Before going to the test, it is recommended to access the Certifications demo to familiarize yourself with the application that is used during the test. The objective of the demo is to learn to cope in the exam application environment, that is why questions of all possible types are included.

IMPACT OF THE PRACTICE

In the BAIT certification of competences project, there are 5 Badges available for 5 different areas, certificating 21 skills within them.

Further information about the project is not freely available because it is under register.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

<https://www.youtube.com/watch?v=e5movTSDD-w#action=share>

WEB LINK

<https://www.bait.eus>

3.16. TUCERTICYL

ORGANISATION: Junta de Castilla y León

COUNTRY: Spain

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ National visibility ✓ Transferability ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Key competences ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Recognition of learning outcomes ✓ Vision of organization supporting OB <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Methodologies for recognition ✓ Certification methodology <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Open, transparent and useful recognition ✓ Diversity of users and skills

SHORT DESCRIPTION OF THE GOOD PRACTICE

The objective of tuCertiCyL is to accredit the knowledge and skills that a citizen has in the use of Information and Communication Technologies (ICT), with the dual purpose of, on the one hand, motivating citizens in learning and managing of ICTs by obtaining a certificate that accredits their knowledge and improves their employability, and on the other hand, provides public and private employment providers (companies, Public Administrations, etc.) with a mechanism to be able to objectively evaluate competences digital of the people who join their organizations.

ORGANISATION IMPLEMENTING THE PRACTICE

TuCertiCyL is a certification of digital skills for the citizens of Castilla y León promoted by the Junta de Castilla y León. This certification is based on the European digital skills model published by the European Union's Joint Research Centre (JRC), the DIGCOMP model and it is ruled by the Government of the Region of Castilla y León.

TARGET GROUP

Currently, TuCertiCyL offers the certification of digital skills for citizenship at basic and intermediate levels, through the following certifications:

Digital skills for citizenship, basic level, certified by the Ministry of Development and Environment of the Junta de Castilla y León.

Digital skills for medium level citizenship, certified by the Ministry of Development and Environment of the Junta de Castilla y León.

METHODS OF IMPLEMENTATION

The certification tests may be carried out in the CyL Digital Spaces of Castilla y León (training and awareness centres on new technologies owned by the Junta de Castilla y León that are located in the provincial capitals) and in other approved centres.

You can also take online exams from home.

At any time, the interested person who is registered on the platform may register for an exam call available through the search engine for next calls

To perform the face-to-face exam, the user will go to the centre where the certification is carried out with an identification document and will take the certification exam using a certification computer application, under the supervision of a caregiver. For more information see the general rules.

To take the exam online, the user can take it from home using an online monitoring platform, if they meet a series of requirements. For more information, see the general rules.

The tuCertiCyL certification computer application will generate a different random exam for each user, made up of different types of questions (selection, simulations, challenges, etc.) that will allow automated assessment of the level of digital competence (in terms of knowledge and skills) that the citizen has the DIGCOMP model in the different areas of competence.

The result of the test will be automatically generated once it has been carried out, and the user will be able to download from his personal profile an electronic certificate signed by the Junta de Castilla y León that will certify that he has acquired specific ICT knowledge.

The electronic certificate obtained has a validity period of 4 years.

IMPACT OF THE PRACTICE

TuCertiCyL practice had had great impact. There have been performed more than 2300 test, more than 1400 and more than 740 certificated generated. There are thirteen centres in the whole region of Castilla and Leon where the test can be done by the users who want to get their certifications.

**MATERIALS AND
ADDITIONAL
INTERACTIVE
MATERIALS**

https://www.youtube.com/watch?time_continue=1&v=a07VG9sNH4U&feature=emb_logo

WEB LINK

<https://tucerticyl.es/>

3.17. BADGES IN SAPO CAMPUS

ORGANISATION: Universidad de Aveiro

COUNTRY: Portugal

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact national level ✓ National visibility ✓ Innovative practice ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Formal educational program ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Innovative digital tools <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Methodologies for recognition ✓ Certification methodology <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Comprehensive teacher-user communication ✓ Branding for increasing awareness

SHORT DESCRIPTION OF THE GOOD PRACTICE

SAPO Campus is a social media platform for educational contexts based on the basic principles of Web 2.0 and social networks. The platform has a badge feature that allows community members to engage in gamification dynamics by creating, supporting, and assigning badges.

ORGANISATION IMPLEMENTING THE PRACTICE

In the SAPO Campus platform it is possible to make available badges that are, by default, managed by a community administrator. It is also possible to create new badges for a community that are not connected with formal roles in the institution. Those badges can only be issued by the administrator of that particular digital space and are added to the member's profile. It is assumed that the function of administrator of a community is performed by someone who has the necessary maturity to manage and issue badges in the best possible way.

TARGET GROUP

Associating this to concepts like Open Educational Resources (OER) and Open Educational Practices (OEP), is possible to stimulate groups of teachers interested in the theme that can consult, reuse or adapt resources existing, but that also common learning enables the creation of new materials that can be disseminated. These badges essentially correspond to functions within the community (teacher, student, parent or guardian ...).

METHODS OF IMPLEMENTATION

SAPO Campus is a platform for digital communication, which has the possibility to store files (Documents, Images and Videos) and schedule tasks. In addition, it is possible to create blogs with longer articles.

Taking into account these features, Espaço Badges: how to use? was organized as follows:

- Through the Groups, it was possible to create communication channels, where the participants can talk with colleagues who work with students of the same age group. The interaction in these Groups is free.
- Groups also serve to differentiate the stages in which activities take place, with a new group being made available at the start of each week. This will make it easier for everyone to advance at their own pace, even if they enter Space at a more advanced stage training.
- Consultation information will be organized through Blogs: the "General Information" Blog - alerts and news about the course of the training; the "Badges: Concepts" Blog - more theoretical information; the Blog "Tutorial Badges" - more practical information; the Blog "Suggestions for using badges" - systematizing the information collected during the training; o Blog "Frequently asked questions" - a support blog.
- The activities to be carried out each week will be created through the Tasks tool, which allows trainees to be notified of the order in which they take place.
- Finally, badges will be used to mark the completion of the requested activities, while allowing trainees to experience the process of receiving, supporting, creating and assigning badges. In this way it will be possible to create a path of self-learning and sharing among trainees, as well as generating new ideas about the possible applications of badges in educational context.

IMPACT OF THE PRACTICE

Registration for the frequency of this training was opened during the month of April 2017 and the event was disseminated through social networks, the SAPO platform Campus, ERTE websites and School Libraries. In all, 217 applications were received, of which 122 joined the Online Space, after the third week. The Space Badges: How to use? it is composed of 122

members, mostly female (72.9%) and who have teaching as a profession (83.8%).

LESSONS LEARNED – OTHER DETAILS

This initiative aims to train teachers to use and award badges. However, and far beyond this claim, it is hoped that this training will allow the collection of examples of implementing the badge tool in an educational context in an effective and practical way, promoting the sharing of ideas and the debate between teachers of different degrees of teaching. In this way, it is intended to generate new knowledge (OEP) that can be transmitted to new members or in new formations that come to exist on this theme. As well as assisting in the reformulation of the badge assignment tool itself, thus bringing it closer to the needs felt by those who will use it.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

[https://repositorio.ipl.pt/bitstream/10400.21/11975/1/Crach%C3%A1s Como%20usarsie-cied 2017](https://repositorio.ipl.pt/bitstream/10400.21/11975/1/Crach%C3%A1s%20Como%20usarsie-cied%202017)

WEB LINK REFERENCES

<https://campus.altice.pt/>

Inês Araújo, Carlos Santos, Luís Pedro e João Batista (Year):

Crachás: Como usar? Um MOOC na formação de professores.

Digimedia - Digital Media and Interaction

Departamento de Comunicação e Arte (DECA)

Universidade de Aveiro

Aveiro, Portugal

CIC.Digital)

3.18. DISCOVER YOURSELF

ORGANISATION: Lithuanian Association of Non-formal Education

COUNTRY: Lithuania

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact national level ✓ Impact EU level ✓ National visibility ✓ International visibility ✓ Transferability ✓ Innovative practice ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Lifelong learning ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Open-source platform ✓ Public engagement (informal and lifelong learning) <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Methodologies for recognition ✓ Transferable procedures <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Open, transparent and useful recognition ✓ Comprehensive teacher-user communication

SHORT DESCRIPTION OF THE GOOD PRACTICE

Lithuanian Association of Non-formal Education (short. LiNA) provided expertise in recognition practices and technical experience in working with Open Digital Badges and partnered up with State Department of Youth Affairs under the Ministry of Social Security and Labour for upgrading assessment and validation tools for the National volunteering service “Discover Yourself”. This programme functions under the framework on Youth Guarantee, aiming to involve young people not in employment, education or training (in so called “NEET situation”).

ORGANISATION IMPLEMENTING THE PRACTICE

The assessment and validation is called Achievement Programme “Discover Yourself”.

With a help of this programme, digital open badges are issued for the completion of certain tasks and the improvement of the chosen competences. It creates a “badge wallet” which stores evidence of the volunteer's activities, experience and skills.

That has been great recognition and support for young people in validation of volunteering experiences. All badges. Achievement Programme “Discover Yourself” have received endorsement of Lithuanian Confederation of Industrialists and National Labour Office. All achievements represented by open badges and all endorsements are visible at the certificate, issued at bagdecraft.eu platform with unique number and validation mechanism via weblink.

Open digital badge is a digital certificate that encrypts and digitally validated information related to the learning process, achievements or

competences of the badge owner. It is an innovative digital tool to recognise learning and skills that are often too difficult to measure within the programme/process of non-formal education (soft skills, acquired attitudes, participation, personal hobbies, etc.). Each badge has important information built in on the achievement: name, description, criteria, the issuing body, evidence, the date of issuing and other additional information.

TARGET GROUP

"Discover yourself" is coordinated by the Department of Youth Affairs under Ministry of Social Security and Lithuanian Labour Exchange. Voluntary service is open to any young person who is between the ages of 15 and 29 and not in education, employment or training. The duration of voluntary service in the "Discover Yourself" project is from 1 to 4 months. Young people undertake to volunteer from 4 to 8 hours per day, up to 25 hours per week and up to 100 hours per month. From September 2015, the Youth Volunteer Service is a part of the youth guarantee initiative's project "Discover Yourself" in Lithuania.

The programme allows volunteers to monitor and evaluate their achievements as well as show to the world what they are capable of and what qualities they have. Badge earners can manage their achievements using a Badge Wallet mobile application. It is free and available at the Apple App Store (for iOS) or Google Play (for Android).

The achievement programme "Discover Yourself" is a specialised online system based on open badges standard. With a help of this tool, digital badges are issued for the completion of certain tasks and the improvement of the chosen competences.

Voluntary service is a form of volunteering. It is a volunteering programme designed to carry out volunteering activities as well as to develop volunteers. Volunteering helps people to develop as personalities, acquire new knowledge, improve their personal skills, boost self-confidence, increase responsibility, learn to deal with personal problems and help others to solve their problems.

METHODS OF IMPLEMENTATION

The achievement programme is aligned to the eight key competences for life-long learning: learning to learn, digital competence, civic competence, cultural awareness, entrepreneurship, mathematical competence, science and technology, mother tongue and foreign languages.

Each competence has 3-level badges and the mandatory number of tasks to complete:

Level I – 1 task. Mandatory completion of the task;

Level II – 4 tasks. Minimum number of the tasks to complete: 2 of 4 chosen tasks;

Level III – 6 tasks. Minimum number of the tasks to complete: 3 of 6 chosen tasks.

A volunteer can choose any competence area to start with. They would start from the level I badges and can level up by gaining more experience during the voluntary service. Mentor can support volunteer to define specific tasks from the second level badges and in this way, badge adapts to the specific volunteering context.

The programme allows volunteers to monitor and evaluate their achievements as well as show to the world what they are capable of and what qualities they have. Badge earners can manage their achievements using a Badge Wallet application developed during the “Trusted Badge Systems” project. The volunteer is free to choose which achievements to share and where. The platform offers a feature to share badges and achievements with friends via social media accounts on Facebook, Twitter, Google+ or LinkedIn. The badge owner can transfer his/her improved skills to his/her CV and receive a certificate of achievement.

IMPACT OF THE PRACTICE

The evidence provided by the volunteers, is based on both self-assessment of volunteers and mentors of voluntary service. The quality of the programme and reliability of the service is ensued via ongoing support and training of volunteering programme mentors as well as support by digital infrastructure provided by

the online platform badgecraft.eu allowing to create validation systems based on open badges.

The validation of experience and offer of extra admission points in the higher education has been issued by close cooperation between the State Department of Youth Affairs and respective institution under the Ministry of Education and Science. Badge based achievements assessment and validation system was created by the team from LiNA and Mentors working at the “Discover Yourself” project. Wider recognition and endorsement required cooperation with regional or national industry associations in order to increase the level and scope of recognition of competences gained through volunteering.

LESSONS LEARNED – OTHER DETAILS

This initiative aims to train teachers to use and award badges. However, and far beyond this claim, it is hoped that this training will allow the collection of examples of implementing the badge tool in an educational context in an effective and practical way, promoting the sharing of ideas and the debate between teachers of different degrees of teaching. In this way, it is intended to generate new knowledge (OEP) that can be transmitted to new members or in new formations that come to exist on this theme. As well as assisting in the reformulation of the badge assignment tool itself, thus bringing it closer to the needs felt by those who will use it.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

<https://play.google.com/store/apps/details?id=com.badgecraft>

<https://apps.apple.com/lt/app/badge-wallet/id1169077003>

<https://sealcyprus.org/dare/good-practices/validation-of-learning-with-open-badges/>

WEB LINK

<https://www.badgewallet.eu/en/#feature>

3.19. EDUCALAB

ORGANISATION: INTEF

COUNTRY: Spain

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact EU level ✓ National visibility ✓ Innovative practice ✓ Recognition ✓ Impact local level ✓ Impact national level 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Formal educational program ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Organizational guidelines for implementation ✓ Innovative digital tools <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Methodologies for recognition ✓ Certification methodology <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Comprehensive teacher-user communication ✓ Support for specific needs of users

SHORT DESCRIPTION OF THE GOOD PRACTICE

EducaLAB Insignias is INTEF's digital insignia backpack that functions as a personalized repository in which to store and manage digital credentials, which demonstrate learning, professional teaching skills or interests.

At educaLAB we have our own badge backpack, the personalized storage repository for badges that we issue to participants who successfully complete a MOOC INTEF, and that demonstrate the skills acquired in each course and the objectives achieved by each participant.

ORGANISATION IMPLEMENTING THE PRACTICE

Each recipient of a badge must have its backpack in which it stores those badges obtained, and that is the reason why EducaLAB Insignias is born, so that all the recipients of our badges have a personalized and secure backpack in which to store them, see them, and share them.

EducaLAB Insignias is currently connected with EducaLAB MOOC INTEF, so that any active participant who exceeds, according to the evaluation criteria established in each MOOC, any of our massive, open and online courses that are being developed in said training platform, you can request your badge, see it in the EducaLAB Insignias backpack and store it in your personalized repository of achieved badges.

In addition, EducaLAB Insignias provides each user with a public and personalized URL with their unique identifier that guarantees a transparent issue and reception of badges, so that you can link your badge from any digital space you have and in which you want to show off said evidence of learning, and which also shows that only the person who receives it is the owner of it.

On the other hand, the EducaLAB badge backpack goes one step further and becomes a backpack connected to other badge storage services: specifically, with Mozilla Backpack. In this way, if in addition to seeing your evidence in EducaLAB badges, you also want to see them, store them and share them in your Mozilla backpack, you can do it, since our badges are downloadable, and once you have them in your team, you can easily add them as new badge to your Mozilla Backpack, include them in the public collection you want and share them. This is possible thanks to the fact that all of our badges carry their associated metadata, which is the evidence based on what we have given said evidence to the participants in our open, massive and online courses.

TARGET GROUP

Users and students of the INTEF- Instituto Nacional de las tecnologías educativas y de formación del profesorado (National Institute of Educational Technologies and Teacher Training)

METHODS OF IMPLEMENTATION

The realization of this MOOC will contribute to improving your digital teaching competence, according to the Common Framework of Digital Teaching Competence 2017. This MOOC has a special impact on Area 2. Communication and collaboration, Area 3. Creation of digital content and Area 5. Problem resolution.

The completion of the MOOC activity plan will help you to reach the levels:

B1 of the competences: 2.3. Citizen participation online, working on the following descriptor: "I use digital devices to carry out educational administrative procedures online" and 2.6. Digital Identity Management, through work with the following descriptor: "I am concerned and aware of the proper management of my digital identity and I take it into account in my teaching practice".

C1 of the competition 3.1. Development of digital content, helping to work on the following descriptor: "I design, use and share with my fellow teachers digital materials using iconic and / or audio-visual

formats and languages, such as infographics, concept maps, podcasts, videos."

B1 of the competition: 5.2. Identification of technological needs and responses by working with the following descriptor: "I search, identify, filter, evaluate and select digital tools and resources to apply later in my practice in order to effectively manage my teaching activity".

B2 of the competition 5.3. Innovation and creative use of digital technology, through work with the following descriptor: "I participate through virtual environments in the creation of digital educational material for my classroom and / or centre"

Upon successful completion of the MOOC activity plan "Alternative Credentials" you will have:

- Known how to evaluate different skills acquired and / or developed through different types of learning and their implementation in Europe.
- Distinguished between medal, digital insignia and Open Badge.
- Delved into the concept of digital insignia, what it is for and what its structure is.
- Used tools and platforms for the creation and management of digital badges.
- Recognized badges of higher level or result of the sum of competences.
- Accurately and comprehensively designed a digital badge.

And in addition, you will have:

- Analysed the competences of a subject or training course.
- Compiled a bank of application examples, platforms and tools for creating digital badges.
- Understanding the importance of the design of good critical criteria of allocation and evaluation, for the recognition of academic achievements.
- Fully implemented a badge precisely from scratch.

IMPACT OF THE PRACTICE

Discovered how to show your digital badges to the rest of the world through the EducaLAB Insignias backpack from INTEF.

**MATERIALS AND
ADDITIONAL
INTERACTIVE
MATERIALS**

<https://www.youtube.com/watch?v=LMXhV3vzpsQ>

<https://www.youtube.com/watch?v=0-vwxNqZHkI>

WEB LINK

<https://insignias.educacion.es/en>

3.20. AGILE LEARNER

ORGANISATION: APP

CONTACT PERSON: Ferdinand Cazin

COUNTRY: France

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Impact national level ✓ Open source ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Lifelong learning ✓ Key competences ✓ Validation and recognition <p>✓ CRITERIA 2 Learning platforms and digital tools</p> <p>✓ Recognition of learning outcomes</p> <p>✓ CRITERIA 3 Analytics and assessment</p> <p>✓ Capture the learning path and history</p> <p>✓ CRITERIA 4 e-Portfolio (or Backpack)</p> <p>✓ Open, transparent and useful recognition</p>

SHORT DESCRIPTION OF THE GOOD PRACTICE

The APP Network (Apapp) offers each learner the opportunity to enhance the cross-disciplinary skills used and developed during training in order to communicate, cooperate, act methodically, reason logically, exercise creativity... but also to develop ability to learn and continuously adapt to new situations.

APPs have chosen digital badge technology to enlighten these skills that have become central to our society. To that purpose, the Agile Learner platform offers each learner the opportunity to have his or her learning recognized.

The "Agile Learner" (www.apprenantagile.eu) allow trainers to grant digital badges to learners, considered as visual markers of the learning achieved through an individualized training path.

The research and development work carried out by the APapp has highlighted the acquisition by learners of numerous cross-cutting skills mobilized as a result of the individualized learning approach (multi-modality of learning, self-training, innovative projects, etc.). Digital badges are an effective way to enhance these non-formal and informal learning outcomes.

The APP digital badges are the tip of the iceberg of a process of validation of learning outcomes. At the crossroads of the European framework of key competences and transversal competences, the badges offer a support to represent all these competences expected by companies and necessary for a fulfilled citizenship. The objective is for the learner to mobilize this knowledge to adapt and learn throughout his or her life, thus becoming an agile learner.

The platform is currently accessible to learners as well as to the pedagogical teams of the APPs in Arras (Hauts-de-France) and Strasbourg Sud (Grand Est) as part of an experiment. It will soon be extended to all APPs.

The organization implementing the practice are the personalized learning workshops (Ateliers de

ORGANISATION IMPLEMENTING THE PRACTICE

pédagogie personnalisée – APP). They form a network that allows adults to train in a process known as accompanied self-training. The APP is a pedagogical label carried by training organizations of various kinds that implement the same specifications. They:

- are a complementary part of the overall training offer available in a geographical area;
- ensure open training actions, rather short term, focusing on refresher courses, general culture and digital culture;
- respond on a permanent, individualized and contractual basis to requests for training from a diverse adult audience. These adults public are committed to the achievement of a professional and social project and are willing to carry out individual training;
- offer individualized courses with personalized support for each person.

Since 2009, the State has no longer the responsibility of the APP, but is a financer among others. With the APapp, the APP network has self-organized to continue networking around a label certified by AFNOR Certification, a brand name and new national specifications.

Convinced that the logic of the badges is such as to make visible the benefits of accompanied self-training on the development of autonomy, the capacity to act and to undertake, APapp launched its own valorisation platform. Called Agile Learner, the tool is based on the "Open Badge" standard, which guarantees that each badge is the property of the learner, forgery-proof and interoperable. Three levels of badges are proposed: "Explorer", to validate the motivation, context and commitment of the person; "Builder", to recognize the construction of the person's autonomy in their learning and the ability of the learner to exploit the potential of a situation; "Architect", to recognize the ability to mobilize their skills autonomously and effectively through the implementation of a micro-project". To enhance the value of their badges, each holder has a portfolio space on the platform, visible or not at the person's

discretion, and can also choose to share it in other places.

It should be noted that there is also a "Skills Valuator" badge, offered to APapp trainers who support learners in their process of identifying and valuing their skills. As it can be seen in this example, the badge recognizes specific skills that are not highlighted by the title of professional adult educator alone.

TARGET GROUP

- Adult learners following a learning path in a personalized pedagogical workshop (APP) that includes self-directed training.
- Trainers supporting learners in these workshops.

METHODS OF IMPLEMENTATION

The APP Network has chosen BadgeFactor to develop its digital badge platform according to the Open Badges standard.

"Created in 2011 by the Mozilla Foundation and partners, the Open Badges standard guarantees that the badges can belong to the learner, ensures validity and security, transfers them to other platforms (interoperability) and their durability over time."

This is a free software project. This is particularly important to enable the transfer of badges from one platform to another. A learner is the owner of his badges and must be able to use them throughout his life, regardless of the organization in which he wishes to have his learning recognized.

Learners who collect badges during their learning path have the option of making each badge they possess, and the evidence attached to it visible or not. They can then use them when applying for a job for example, as well as in different environments such as social networks or an ePortfolio. The badges can also be edited in pdf format for printing.

Three levels of badges

Explorers, builders, architects... three stages in a training process: I identify, then I build, and finally I become the architect of my learning.

During their learning path, learners explore training content and experience learning situations in the

resource space. They evolve in a context with a potential for action, challenges, and choices. Each level represents a degree relative to the level of complexity of these learning situations. At each of these levels, learners are supported in the reflection and formalization of their learning outcomes.

The learner, accompanied by the pedagogical team, observes, evaluates, and values the way in which he grasps and integrates into his approaches and choices all that he has become aware of in terms of acquired experience; how he makes use of all the opportunities available to him to complete his training, become professional and build his autonomy.

With these badges, the learner marks his or her commitment to a learning process and initiates a training process. Here, the learner clarifies his needs, defines objectives, and builds his training plan with his referent.

IMPACT OF THE PRACTICE

Nine badges are available around the learning act:

- Exploring my learning path
- Builder of my skills
- Architect of my projects
- My Compass - Learning to learn
- My Toolbox - Learning to learn
- Personalized learning workshop
- Agile Learner
- Competence enhancer
- Project Valuator

Badges are also been developed at 3 levels for each of the 6 transversal competences that makes the reference framework of the personalized pedagogical workshops network:

- Communicate
- Cooperate
- Think Critically
- Being creative
- Think logically
- Act with method

The list of learners having received badges with the badges awarded that they want to make visible is available at <https://apprenantagile.eu/apprenants/>

More than one hundred and fifty staff from nine regions have been trained.

LESSONS LEARNED – OTHER DETAILS

Agile learner has been inscribed as a certification with the objective to showcase one's ability to learn and adapt, in the category corresponding to a specific field with a high usage value in a professional context, the possession of which is recommended by a representative body of the social partners (market standard). This certification allows any person to validate the transversal skills that are essential for a profession, whatever the sector of activity. Agile learner is based, among other things, on obtaining digital badges.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Examples of badges:

<https://www.youtube.com/watch?v=kqC-Pow2HTk>



WEB LINK

<https://apprenantagile.eu>

3.21. GAMIFYING AN EXAM SIMULATOR USING BADGES - EFFECTS ON PARTICIPATION

ORGANISATION: University of liege

CONTACT PERSON: University of liege (P.X Marique, , J.-F. Van de Poël, D. Verpoorten, M. Hoebeke)

COUNTRY: Belgium

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact EU level ✓ Transferability ✓ Innovative practice 	<p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Innovative digital tools <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Transferable procedures

SHORT DESCRIPTION OF THE GOOD PRACTICE

This practice describes, analyses, and questions the gamification of an examination simulator through the implementation of a dynamic system of badges used as awards. This tool targets first-year medicine students. Its purpose is to introduce students to MCQ tests and to improve their command of the pre-requisite knowledge and new topics taught in physics classes. This research highlights the positive impact of the examination simulator on participation, performance, and perception.

ORGANISATION IMPLEMENTING THE PRACTICE

University of Liège

TARGET GROUP

The practice analysed concerns 555 students enrolled in the first year of medicine at the University of Liège for the academic year 2015-2016 who presented, on 5 and 6 January 2016, the final examination of the physics course entitled "Physical bases of medical sciences, including the physical bases of medical imaging" (University of Liège, 2015).

METHODS OF IMPLEMENTATION

The simulator is presented as a bank of questions aligned with the questions in the final exam, thus providing students with a form of automated training exercises on the subject. The simulator is included on the institutional e-learning platform Blackboard 9.1.

The simulator allows the student to generate at any time a customizable test according to three parameters:

1. Material parameter. The material seen during the course has been previously broken down into five main themes: optics, electricity, mechanics, fluid mechanics and medical imaging. The student may choose to practice one of these themes at the beginning of a session.

2. Time parameter. Students specify whether they want to spend 30-, 60-, 90-, or 120-minutes training. However, the 30-minute questions on each topic, which include basic comprehension questions or questions on the corresponding prerequisites, are a must for all students. Successful completion of the 30-minute questions unlocks the key to the topic and allows the student to choose the length of the training period. The number of questions in the formative test depends on the selected duration. A ratio of 10 questions per hour, identical to the examination conditions, is applied.

3. Control parameter. The student decides which of the four levels of difficulty he wishes to measure himself at. The level of difficulty of the test depends on the questions.

The simulator has more than 400 questions respecting the docimology rules of MCQ design.

The badges collected materialize the interactions that the student has had with the simulator. An individual table of badges (cf. below) displays the level of mastery achieved on the simulator for each of the following domains: Optics, electricity, mechanics, fluid mechanics, medical imaging.

For each of these domains, there are four levels corresponding to 4 different tests of growing difficulty: Access (after a 30 minute test), Bronze, Silver, Gold.

Three hypotheses have been verified.

Hypothesis 1 - The introduction of badges increases student use of the exam simulator.

Compared to the 17% attendance observed in previous years on the non-reading tests (all other things being equal), the reading simulator attracted a proportion of students ranging from 37.12% to

IMPACT OF THE PRACTICE

74.23% depending on the theme. Attendance by subject decreased during the term, with the last subject covered by the course (imaging) having the lowest level (37.12%) while optics, seen first, generated 74.23% attendance.

Hypothesis 2 - The acquisition of badges has an effect on test performance (performance data).

Of the 555 students who took the January 2016 exam, 210 passed and 345 failed. The pass rate is therefore 37.8 per cent. A comparison with previous years shows a significant increase in the success rate in the year in which the ludified simulator was introduced.

If it is impossible to be sure that this significant difference can reasonably be attributed to the introduction of badges and not to uncontrolled variables such as different starting levels in the cohorts or teacher effects, etc., different results converge to suggest an influence of the gamification.

Hypothesis 3 - Students express satisfaction with their learning experience (Perception data)

Perception data collected from 169 students who responded to the survey (30.45% of the population who wrote the exam) show an overall positive reception of the tool. Indeed, 79.9% of respondents rated its usefulness for the study and its effectiveness in preparing for the exam favourably. In 68% of the opinions received, the simulator is credited with facilitating the organization of schoolwork due to the possibility of customizing the tool over test durations. Finally, the fact of having badges to win generates an increase in motivation to invest in work and study for 58.6% of the participants in this survey.

The acquisition rates for the various badges decrease during the quarter. For example, the imaging access key was won by 32.79%, while the optical access key was won by 66.13%.

The same applies to gold badges. The percentages of students obtaining them are higher (from 32.07% to 40.72%) for the first four subjects than for imaging (11.89%). Gold badges in Optics, Mechanics, Electricity and Fluid Mechanics were collected by 59.21 to 63.80% of the students with the access key in these respective subjects. On the other hand, only 36.26% of the students with the Access Key in Imaging

also won the gold medal in this subject. Thus, students neglected the last gold badges. The fact that the constraint required to participate in the second formative test did not include this gold badges in medical imaging certainly influenced this result.

LESSONS LEARNED – OTHER DETAILS

About participation

The pedagogical intention of the teachers who implemented badge reading was to increase the use of the exam simulator and thus the opportunities for training in the subject matter. At first glance, the results obtained seem to support the accuracy of the intuition: the increase in the use of the tool is very significant following the introduction of badge mechanics. However, this result must be interpreted with caution. Indeed, the year in which the simulator is used is also the year in which a competitive examination was introduced at the end of the first year of the baccalaureate in order to limit the number of students authorized to move on to the second year. it is therefore difficult to distinguish between what, in the increased use of the tool, is due to its internal properties or to external factors. At the very least, it is legitimate to observe that:

- a) the difference is large compared to the 17% recorded in 2014-2015 with the unread artifact.
- b) this increased adoption of the tool suggests that it is appropriate for students.
- (c) the increased engagement in the study is a benefit that has been credited for readability by other badge studies.

The precise observation of the types of badges collected also raises an ambiguity. The students' predilection for gold badges is indeed a result. Should this phenomenon be interpreted as a utilitarian reasoning of the students: gold badges being the closest to the level of the test, they are perceived as the best preparation for the test and are therefore more sought-after. Or has the reading mechanism supported some students' search for the most rewarding badges? In the same vein, the relative "disdain" for the last gold badge in medical imaging,

not "academically" required for access to the bonus session, can be explained by students who are mainly motivated by the reward. But it is also likely that, among the 71 students who made the effort to obtain it, there are some who are motivated by the device itself and concerned either about their "scorecard", or about measuring themselves against their own level of competence, or both.

About performance

Beyond the use of the tool itself, performance also goes hand in hand with the insertion of play mechanisms. Taken as a dependent variable, the success rate in the exam appears to be strongly linked, for all subjects, to the number of access keys collected or gold badges awarded: Is it a simple recording box for the initial value of students or is it itself a catalyst for progression? Based on the results presented here, however, it is conceivable to suggest a positive intrinsic contribution of playfulness.

The effect of gaming on performance would therefore be indirect but real: the increased motivation to train would lead to a more intense use of the simulator, generating a greater use of the material and therefore a better preparation for the exam.

About perception

The reception of this device by students is globally positive. The simulator is credited with an effectiveness in relation to learning. The pedagogical intervention represented by the simulator is deemed functional by the students. The self-reported comments collected in the feedback questionnaire also point to a positive perception of efficiency, i.e., a satisfactory "time-spent/study benefits" ratio. 70% of students attribute a facilitating role in work organization to the simulator. It is possible that the progression of the badges has allowed some students, including those who are not in the same class, to measure themselves from the outset (in other words, after having obtained the access key) for gold, with a view to discerning what they know or do not know, precisely with a view to a more rational organization of their time. It may also be that the students were more likely to have tried to obtain the

gold badge for those areas of physics where there are prerequisites taught in previous years, and therefore with which they are more familiar. this is the case for optics, mechanics, and electricity.

In the case of the ludified simulator, could gradually gaining mastery of the domain through more assiduous and more enjoyable use of the material also lead to an increase in intrinsic motivation, since gamification and its extrinsic rewards is a path to more internal motivation?

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

	OPTIQUE	ÉLECTRICITÉ	MÉCANIQUE	FLUIDES	IMAGERIE MÉDICALE
ACCÈS (Test 30')					
BRONZE (Test A)					
ARGENT (Test B)					
OR (Test C)					

WEB LINK REFERENCES

<https://orbi.uliege.be/handle/2268/227473>.

Marique, P.-X., Van de Poël, J.-F., Verpoorten, D., & Hoebeke, M. (2018). Ludifier un simulateur d'examen en recourant à des badges – Effets sur la participation, la perception et la performance. *Revue Internationale des Technologies en Pédagogie Universitaire*, 15.
<https://doi.org/10.18162>

WEB LINK

<https://apprenantagile.eu>

3.22. B.OA.T. (BADGES OUVERTS À TOUS)

ORGANISATION: Network coordinated by the Confederal
University Leonard de Vinci

CONTACT PERSON: Caroline Bélan-Ménagier, Pascal Feuillet

COUNTRY: France

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ Quality assurance ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Formal educational program ✓ Lifelong learning ✓ Validation and recognition <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Recognition of learning outcomes ✓ Networking with local organizations, NGO's, Employment Centres <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Capture the learning path and history ✓ Public (formal) implementation <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Open, transparent and useful recognition ✓ Diversity of users and skills ✓ Branding for increasing awareness

SHORT DESCRIPTION OF THE GOOD PRACTICE

This regional network of educational organisations at various levels has chosen to create its own badge platform in collaboration with the company Open Badge Factory, to develop more than a backpack, a social platform for badges. It is based in a French region, New-Aquitaine but it is open to all. They think that the management of awarded badges is key for the user and think it is worth providing a national platform instead of the two more used that are the Finish Open Badge Platform and the American Badgr. It is a joint project of various educational organisations (secondary schools, universities, distance education, private training centre, second chance school, social centre...).

The main activities implemented at the beginning are to disseminate knowledge about badges, their existence, the opportunities they offer and pedagogic-technical information on how to create badges.

Several badges have been created and awarded at the level of the network for awareness purposes.

ORGANISATION IMPLEMENTING THE PRACTICE

The B.O.A.T. (Badges Open to All) - Reconnaître en Nouvelle-Aquitaine (Recognizing in New Aquitaine) network is an initiative that was officially launched on 13 February 2019 in Poitiers and is now piloted by the confederal university Leonardo da Vinci CoMUE (The Communities of Universities and Establishments were established by the law in 2013: this one groups higher education and research establishments and research organisations of the former Centre, Limousin and Poitou-Charentes regions).

But several organizations from this network work around badges actually started earlier than that, in October 2017, with the organization of a first

workshop at and by the IH2EF in collaboration with the Leonardo da Vinci CoMUE, around the topic of badges. This workshop already brought together student associations, universities, the Rectorate of the Academy of Poitiers, and the Canopé* Network, as we have already identified the need to co-construct badges as one of the central issues of our reflection. The collective and reciprocity of recognition have been the key words of our actions from the outset.

Any educational organization, not only from higher education can join the network.

*Canopé network depends on the ministry of education. It invests in education at secondary and high school level on a daily basis, placing its expertise at the service of those who work every day for the success of all students. Strengthening the action of the educational community in favour of student success: this is the founding mission of the Canopé Network.

TARGET GROUP

First level of the target group are the members of the network (universities, schools...), network that is not closed and if for the moment limited to one Region is open more largely.

The ultimate target groups is larger as underlined by the motto "badges for all": they are pupils, students and their parents, people working in education, lifelong learners, companies and employers. For the moment most of the activities have been implemented for education staff members.

METHODS OF IMPLEMENTATION

The B.O.A.T. network was created around the issues of the value, meaning and legitimacy of badges. Today, it offers structures that wish to join it a convention and a financial contribution to the network's activities in order to benefit from its expertise. More specifically, B.O.A.T offers to its members:

- a) structuring tools;
- facilitate their subscription to the Open Badge Factory platform thanks to a partnership agreement signed in 2018 with the company

- access to a platform (b-connexion),
- brochures, videos and documentation produced by its members;
- a newsletter to promote the practices of the members
- the B.O.A.T network's graphic charter for shared badges;
- a wiki to co-construct badges in the network.

b) the implementation and recognition of the skills of the members:

- seminars and ad hoc working sessions on dedicated topics;
 - participation in collective actions and a badge managed by the network to assess "collaborative design";
 - on-line training modules, recognition and strategies to be implemented awarded by associated badges;
- the discovery of experts or new working methodologies (e.g. the knowledge exchange workshop, research contributions on the subject of skills, European projects on "soft skills", etc.).

c) a quality charter to build together the value of the network members' badges,

- a graphic charter;
- a quality approach and a shared understanding of skills assessment;
- reference frameworks chosen by consensus with evolving possibilities.

The B.O.A.T. network develops useful or interesting badges for a wide public. It thus offers badges so that everyone can enhance their "learning acts".

Each partner of the network can propose its own badges and a variety of badges are offered by the network. For example, »Participation Badges" for attendance to seminars of conferences, "Collaborative Design" badge given when the network organizes workshops. Different badges can be requested directly from bconnexion. Some allow the user to find a community of practices ("I open my

IMPACT OF THE PRACTICE

pedagogy", "I support the M-F dimension", "Badge fan"); others are lighter ("Too proud", "Strategy @ henhouse"), others allow to gradually increase skills on the badges ("I discovered", then "I tested" the badges and "I master bconnexion"). Most of them can be considered as meta-badges.

LESSONS LEARNED – OTHER DETAILS

This practice is transversal to several organizations and the process is ongoing. As it is a developing practice, the key lesson learned is that they have developed a strategy to gain in visibility and to increase the visibility of badges, their knowledge and acceptance at different level of the society, starting from the educational context to reach the economic sector through the bias of competences. The second lesson is that they think that a network at regional level is a key.

Other lessons:

- partnership with a well-known and stable badge platform under own brand.
- partnership between educational organizations at different levels (from secondary schools to universities) including a second chance school, a social organization and lifelong learning.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS



<https://openbadgefactory.com/c/earnablebadge/PS27NKaF7Wa2QI/apply>

Videos are also available showing testimonies

<https://bconnexion.fr/videotheque/>

Tutorials are available on Dailymotion

<https://www.dailymotion.com/bconnexion>

WEB LINK

<https://bconnexion.fr>

3.23. LA CASEMATE

ORGANISATION: La Casemate

CONTACT PERSON: Pascal Moutet

COUNTRY: France

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ National visibility ✓ Innovative practice ✓ Open source ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Validation and recognition ✓ Public sharing (exploitation) <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Recognition of learning outcomes ✓ Innovative digital tools <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Evaluation practice <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Signalling achievement ✓ Branding for increasing awareness

SHORT DESCRIPTION OF THE GOOD PRACTICE

Throughout the year and for all types of public, the Casemate offers training courses, workshops, MOOCs, hackathons and creativity sessions, with a maximum emphasis on co-construction and even co-animation with partners and the participants.

By coming to La Casemate, the visitor/user acquires and shares knowledge, know-how and skills by getting involved in the animation of a workshop, by presenting a project during an Open Lab, or by volunteering to produce video content during a Maker Faire type event.

The Casemate is also an "alternative" workplace where one can, for example, come and learn how to use a digital manufacturing machine: 3D printer, laser cutter, etc., from Wikipedia and then contribute to this online encyclopedia. Some makers also take time to document their achievements on Fab Manager.

Even if La Casemate sometimes hands out paper certificates at the end of certain events, such as Game Jam for example, or promotes them via social networks, there was still no system in place to recognize the commitment of the public.

The Open Badges are a well-adapted solution to meet this lack of identification and recognition of what is done. Many Fab Labs and other third places are also working on this project.

To begin with, we have put in place badges on the Fab Lab part. This way, people who come to train can claim a badge certifying that they have been trained at La Casemate. The badges systematically detail the key activities, knowledge, skills, and attitudes that have been acquired during the training. We have also created a badge for people who document and share their achievements on the Open-Source Fab Manager platform.

Finally, people who train on the machines are also able to claim a badge attesting that they are able to provide technical training.

These badges have started to be distributed in January 2018.

ORGANISATION IMPLEMENTING THE PRACTICE

The Casemate, an association under the law of 1901, is a centre for scientific culture (CCSTI) founded in 1979 on the initiative of representatives of local universities, research centres and local authorities. Its main mission is to disseminate and promote scientific culture to all publics. The Grenoble CCSTI is the first structure of this kind created in France.

The Casemate is composed of a team of about twenty people from culture, science, journalism, communication, mediation, project engineering... They develop interactive exhibitions, workshops for all ages, meetings with speakers of all kinds (scientists, youtubeurs, makers...), events such as the Science Fest, Maker Faire Grenoble, the Echosciences Project Forums, as well as project residencies.

La Casemate's Fab Lab is a digital manufacturing workshop where you can use cutting machines, 3D printers, ... allowing to work on various materials: plastic, wood, cardboard, vinyl, ... in order to create any kind of object thanks to computer-aided design or electronics. But the Fab Lab is also a place for exchanging technical skills.

La Casemate's Fab Lab is a permanent space: open to all, it offers the possibility to make objects, to share skills and to learn from the Fab Lab mediators and other users.

Training at the Fab Lab is based on projects and knowledge sharing.

It works with the following schedule:

Wednesday: meetings, workshops, or training 18h-21h
/ Thursday: 2pm to 9pm / Friday: 10am-12pm and
2pm-5pm / Saturday: 2pm to 6pm

Open badges are offered for the following activities

3D printing

3D Printing - Trainer

Laser cutting machine

Vinyl cutter - Trainer

Vinyl Cutter

Project documentation

Fab Labs solidarity

Science booktuber (This badge recognizes that the recipient has participated in the "Booktube à essai" initiative by contributing to a video published on Echosciences' Youtube channel.)

Super science booktuber (This badge recognizes that the recipient has written, filmed and edited a "Booktube à essai" video, published on Echosciences' Youtube channel.)

Videographer Media Lab

Participant at the Scientific Game Jam

Echosciences – Contributor (This badge recognizes that the recipient has published at least one content (article, event, announcement or dossier) on the Echosciences platform.)

Echosciences - Super contributor (This badge recognizes that the beneficiary has published at least ten contents (articles, events, announcements or dossiers) on the Echosciences platform.)

Echosciences – Facilitator (This badge recognizes that the beneficiary runs one or more Communities on the Echosciences platform.)

2 levels of users are targeted:

TARGET GROUP

- general public participating in the fablab activities, to show and prove that they are able to use specific equipment such as 3D printer, vinyl cutter, laser cutter or to certify that they have participated to some activities
- more experienced users, such as fablab animators to certify that they are able to train final users on the use of specific equipment (3D printer, vinyl cutter, laser cutter)

The Open badges factory platform has been chosen to produce and deliver badges.

For each badge, a reference framework (available under a Creative Commons Attribution - CC BY license) has been developed.

Below is an example for Trainer for vinyl cutter.

METHODS OF IMPLEMENTATION

Prerequisites: in-depth knowledge of 2D cutting techniques, in-depth knowledge of the operation of

vinyl cutting machines and cutting possibilities, in-depth knowledge of the software required to control a vinyl cutting machine, having trained on a vinyl cutting machine a group of more than 2 people.

This badge certifies that the beneficiary has provided training at La Casemate in the topic of vinyl cutting machines.

This badge certifies that the person is able to train on vinyl cutters, to provide clear explanations on the materials and software used to operate a vinyl cutter.

This badge certifies that the person receiving the badge has made the trained persons aware of the importance of rigorously following the safety instructions and operating rules of a Fab Lab.

More generally, this badge attests that the beneficiary has invested and shared his or her knowledge within a cultural space open to private and professional audiences.

IMPACT OF THE PRACTICE

Fourteen badges are available.

Exchanges are done with similar structures in other regions of France.

It is difficult to describe the impact at large.

LESSONS LEARNED – OTHER DETAILS

Fablab and NGO providing informal learning opportunities related to sciences can find with badges an opportunity to certify the know-how and knowledge acquired by the participants. Badges are also useful to certify the skills of the staff or of more experienced users, who can act as trainers. Considered as such, it is a way to certify the trainers in informal contexts.

The context of fablabs give the opportunity to materialise the badges by producing wooden badges based on the shape of the digital badge. They can be made using digital milling machines or laser engraving. It is a good option for disseminating the concept of badges in the society.

**MATERIALS AND
ADDITIONAL
INTERACTIVE
MATERIALS**

Skills references and visuals related to these badges by visiting this address:

https://drive.google.com/drive/folders/1KwWI9G_A8v91NLXApjZGHCfnx_mnfME4



WEB LINK

<https://lacasemate.fr>

3.24. BADGEONS LA NORMANDIE (LET'S BADGE NORMANDIE)

ORGANISATION: Network leaded by the Directorate of agriculture

CONTACT PERSON: Philippe Petitqueux

COUNTRY: France

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
<ul style="list-style-type: none"> ✓ Impact local level ✓ National visibility ✓ Recognition 	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Formal educational program ✓ Lifelong learning ✓ Collaborative learning ✓ Individual learning ✓ Validation and recognition ✓ Public sharing (exploitation) <p>CRITERIA 2 Learning platforms and digital tools</p> <ul style="list-style-type: none"> ✓ Recognition of learning outcomes ✓ Networking with local organizations, NGO's, Employment Centres ✓ Public engagement (informal and lifelong learning) <p>CRITERIA 3 Analytics and assessment</p> <ul style="list-style-type: none"> ✓ Public (formal) implementation <p>CRITERIA 4 e-Portfolio (or Backpack)</p> <ul style="list-style-type: none"> ✓ Diversity of users and skills

	✓ Branding for increasing awareness
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SHORT DESCRIPTION OF THE GOOD PRACTICE

This practice is developed at regional level by a network of educational organizations with the support of the Region and the educational authorities under the wing of the Ministry of Education and the Ministry of Agriculture. It shows an example of strategy to develop the use of badges at various educative levels, both formal and informal.

Badgeons la Normandie is the Normandy branch of a global movement in favour of access for all to the recognition of learning. It is a network of organizations and individuals exploring the potential of open digital badges to build an ecosystem facilitating the recognition and valorisation of people and skills in the context of lifelong learning.

Badgeons la Normandie is open to all individuals and organizations in the sectors of education and training, social integration and employment on the Normandy Region wishing to experiment digital badges. The partners have identified four areas around which they want to collaborate:

- the person: anchoring and academic success, self-esteem and ability to act;
- employment: employability and professional mobility;
- the geographical area: identification and promotion of good practices and initiatives;
- digital inclusion (social and professional integration or adaptation with the support of digital technology).

The following goals have been defined:

- facilitating the recognition and enhancement of people, their commitments, their skills and formal and informal learning
- Preparing learners for lifelong learning
- Identifying emerging skills, connecting them with the labour market
- Implementing digital tools to promote learners' ability to act autonomously.

ORGANISATION IMPLEMENTING THE PRACTICE

The following organizations are part of a regional network aiming at developing badges led by the Regional Directorate of Food, Agriculture and Forestry.

1) DRAAF de Normandie (Regional Directorate of Food, Agriculture and Forestry)

Accompanying agricultural education institutions in their use of Open Badges to recognize informal learning and enhance agricultural education.

2) The Region of Normandie through its apprenticeship network

A Normandy digital label for apprenticeship has been created and materialized by open badges as a participatory project between the Normandy Region, the Normandy apprenticeship centres, the administration of agriculture to recognize and encourage the digital transformation of learning (<https://parcours-metier.normandie.fr/apprentissage-label-cfa-numerique>)

3) Regional Chamber of Agriculture

The Chambers of Agriculture from Normandy wish to become acculturated to digital open badges in order to develop a certain number of uses both internally (management of employee skills) and externally (participation in various projects, training courses for farmers, recognition of good agro-ecological practices, etc.).

4) Chamber of craftsmen

To explore the use of badges to encourage and support craftsmen in their innovation process with digital technologies. The interprofessional training centre for apprentices wishes also to experiment with the use of badges with several types of learners.

5) MFR de Normandie (Rural Family House) - Training institution)

MFR develops projects based on Open Badges to enhance the skills acquired by learners (young people and adults) during their work-based training. Learners are involved in all phases of design (from the definition of criteria to delivery).

6) University of Caen (particularly the Institute of Business Administration)

- Use of open badges to recognize the soft skills of our students.

- Use of open badges to avoid dropping out in eLearning / gaming

TARGET GROUP

The variety of the target group is derived from the variety of partners involved (cf. Above).

METHODS OF IMPLEMENTATION

In order to facilitate its implementation and its opening to other organizations, the project is divided into sub-projects.

The actions undertaken within the network are:

- Communicating and developing a shared culture on open badges;
- Identifying informal learning that can be certified by a badge within agricultural education institutions
- Building a shared badge design methodology;
- To implement a badge platform that can be used by all partners (Open Badge Passport);
- Train users in the use of badges;
- Design learning pathways illustrated by badges;
- Think about the development of services around badges;
- Study the synergy with ePortfolio projects already implemented;
- Produce a documented approach transferable to other areas and sectors of activity.

Cooperation between partners is also implemented in order to run or to think about specific projects:

Recognition of informal learning (Agricultural education, Le Dôme)

Agroecology (Region, Directorate of agriculture and Fermes d'avenir)

Mobility (transversal project)

Citizenship (regional working group)

Scientific culture (Le Dôme)

Digital skills (Regional Council, Directorate of agriculture)

Digital inclusion (Le Dôme, ACSAD-Orientation)

Training, vocational integration (CIBC, le Dôme)

Transversal competences (IAE of Caen, APP network, Le Dôme, AFPA)

Continuing professional development (Canopé, Directorate of agriculture)

The platform used is Open badge factory with Open badge access for the users to manage their badges.

IMPACT OF THE PRACTICE

In Normandie, the number of educational institutions using badges is higher than in other regions. Several level of education, formal and informal have tested them.

This network aiming at developing badges started in 2015 with the support of various organizations and funding.

From these similar initiatives are trying to develop in France at regional level (e.g., in Pays de Loire).

LESSONS LEARNED – OTHER DETAILS

In Normandie, the initiating members are the Directorate of Agriculture (responsible for education and training under the auspices of the Ministry of agriculture), the chamber of agriculture and a higher education institution UniLaSalle with the aim of 1) Recognizing formal learning and informal learning, 2) Supporting lifelong learning, 3) Identifying emerging skills, 4) Empowering learners, citizens and communities.

An important communication and promotion has been done to involve a variety of educational partners, at different education levels. Two conferences have been organized (in 2016 and in 2017).

A logo has been created, in the shape of a badge / camembert cheese box. A web site also.

It has been supported by the Regional authorities and the educational authorities.

An Erasmus + project (Mirva) has been developed in 2017 by a agricultural high school around the valorisation of informal recognition.

3 meta-badges have been created:

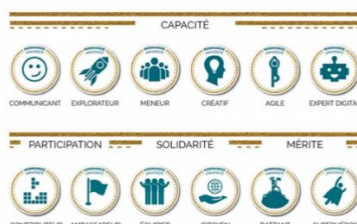
- supporting the initiative "Badgeons la Normandie"
- actor of "Badgeons la Normandie" (given to a person who participate in an experimentation of badges)
- Badger

Training sessions have been organized.

Technical and pedagogical support is provided.

Despite of these positive factors, it takes time to develop, because of several brakes (resistance to change, inertia of practices, lack of strategic vision, lack of digital skills) and it mainly relies on key motivated persons.

Example of badges delivered at University of Caen:



MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Testimonies of students (bank, finance, management) from the University of Caen

<http://pod.unicaen.fr/video/0031-les-badges-outil-devaluation-des-competences-soft-skills-et-de-valorisation-professionnelle-temoignages-etudiants-master-2-charge-daffaires-entreprises-et-institutions-en-alternance/>

Testimonies of students (social and health management) from the University of Caen

<http://pod.unicaen.fr/video/0030-les-badges-outil-dimplication-des-etudiants-temoignages-etudiants-master-management-du-social-et-de-la-sante-a-distance/>

Map of the network Let's badge Normandie

https://www.google.com/maps/d/viewer?mid=1mRLEeldKul-9V_WyQiza13HnbquSAoQa&hl=fr&ll=48.6676686566985%2C0.41743220000000303&z=8

WEB LINK

<http://www.badgeonslanormandie.fr>

3.25. FACEBOOK

ORGANISATION: Facebook
CONTACT PERSON: N/a
COUNTRY: N/a

ELEMENTS OF GOOD PRACTICE	OPEN BADGES CRITERIA
✓ Recognition	<p>CRITERIA 1 Competency based</p> <ul style="list-style-type: none"> ✓ Validation and recognition ✓ Public sharing (exploitation)

SHORT DESCRIPTION OF THE GOOD PRACTICE

The implementation of top fan badge on Facebook may not be directly connected to Adult education, however, since it's produced by Facebook should be considered as a good practice example.

ORGANISATION IMPLEMENTING THE PRACTICE

This is a new (2019) Facebook feature as part of the global roll out, meant to help brands, identify top fans of your content.

TARGET GROUP

Top Fan Badges are awarded to those who are the most active and engaged on a page.

METHODS OF IMPLEMENTATION

What is a top fan badge on Facebook?

You can become eligible to turn on a top fan badge by being one of the most active people on a Page, which can include watching the Page's videos, liking, or reacting to its content, and commenting on or sharing its posts. If you turn on a top fan badge, the badge will appear next to your name when you interact with the Page on Facebook.

- Once notified of your top fan status, you will need to click Display Top Fan Badge for the badge to start appearing.
- You can turn the top fan badge on or off by going to the Community tab on the Page that you are a top fan of.
- If you've turned on the top fan badge, keep in mind:

- Interactions with the Page include posts you make that mention it, comments on the Page or profile posts, and private messages you send.
- You will appear on the Community tab of a Page as one of its top fans.
- The top fan badge will also appear on all past interactions with the Page that you are a top fan of.
- If you later choose not to show the badge, it'll be removed from all interactions where it once appeared. It may take some time for the changes to take effect.

Top fans are updated weekly, so it's possible to lose your badge and top fan status. The Page's admins can choose to remove individual top fan badges or turn off top fan badges for their Page. If this happens, you will lose your badge.

IMPACT OF THE PRACTICE

Top Fans will be satisfied to know that their interactions aren't going unnoticed. Having the top fan badge may give you greater chance of being heard by the brand owners. Brand owners might be interested to listen to feedback on their services or products, from none other than their loyal Top Fans. You may also build your personal corporate brand, be it as a go-to expert or just a go-to advisor for the best credit card in the market. Top fans are also looking at exclusive deals from your favourite make-up brand, or secret fan-meets with your favourite artiste, possibilities are endless!

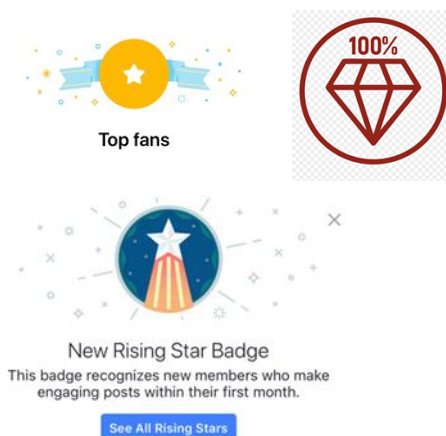
LESSONS LEARNED – OTHER DETAILS

There are also other kind of badges available to groups with 50 or more members include:

- Admin or Moderator: Shows you who is responsible for managing the page
- New member: Highlights who is new to the group so you can make them feel welcome
- Group anniversary: Appears on the anniversary of the day that person joined the group to celebrate their commitment
- Conversation starter: Someone who regularly creates new posts that show decent engagement through likes and comments

- Founding member: Acknowledges those who have been there from the beginning (within the first three days), helping you build membership and engagement
- Conversation booster: Recognizes those who encourage others to contribute or who provide valuable comments
- Visual storyteller: Someone who routinely shares useful photos and video
- Greeter: Someone who frequently responds to comments from new members
- Link curator: Someone who regularly shares useful links to sources of information elsewhere on the web
- Rising star: New members that receive the most comments and reactions within their first month of membership to a group

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS



WEB LINK

<https://www.facebook.com/help/215734232362020/>

4. CONCLUSION

In this EU-OBP toolkit of practices the partners of the EU-OBP project tried to present some interesting examples of already established practices in the field of Open Badges use.

We want to address the issue of recognition of non-formal learning and conditions under which official authorities recognise non-formal learning, so it could be further recognised by other stakeholders, like potential employers, educational organizations, and policy makers. The non-formal recognition of lifelong education or other non-formal learning does exist, for example in organizations that provide internal trainings and thus raising the achievement levels of employees or in adult education organizations that deal with lifelong learning, but this recognition still mainly remains local and is not widely used. Open Badges are changing that by providing the opportunity to make local recognition national or even international.

The contribution of Open Badges to the recognition of learning is the provision of a unified instrument supporting:

- The recognition of formal (accreditation) as well as informal learning—using Open Badges in formal learning settings can contribute to increasing its acceptance for non-formal learning.
- Learners taking control over the recognition processes—using Open Badges to grow their identity and social reputation.

The project partners have high hopes that the examples presented in the EU-OBP Toolkit are an eloquent indicator of how effectively different organisations implement Open Badges into their education/learning setting. We wanted to give an overall picture of availability of existing organizations and available open badges for adult education and their implementation in whole EU area.

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