Open Badges & Skills Portfolios: Visual Pathways to the Future

WORKPLACE & PROFESSIONAL DEVELOPMENT

January 27, 2015

Presentation at: bit.ly/openbadges4tpd
What are Open Badges?
Brief introduction

bit.ly/openbadges4tpd
Workforce Skills and Credentialing Today
Issues for Employers
(Canadian Chamber of Commerce)

• Skills Shortages
  – **ISSUE**: Demographic crunch, mismatched supply/demand of skills
  – **SOLUTIONS**: upskilling workers, improving immigration, connecting education better to the workplace, Aboriginal workforce development

• Innovation Gap
  – **ISSUE**: Canada’s innovation is lagging other nations
  – **SOLUTIONS**: more technology investment, better R&D partnerships, leveraging graduate students, better knowledge management

chamber.ca
Is there a “Skills Gap”?  
Old ways aren’t working

What’s Wrong With Using Resumes For Hiring? Pretty Much Everything

by Dr. John Sullivan  Jul 16, 2012, 5:16 am ET

If you’re getting low quality hires, it’s time to realize that the blind and uneducated use of resumes may be a main contributing factor (note that earlier this year I completed a similar analysis on interviews, the second major contributor to low quality hires). Resumes are the currency of recruiting. Job sites, recruiters, and hiring managers all require them and use them to screen both prospects and hires.

What’s Wrong With Interviews? The Top 50 Most Common Interview Problems

by Dr. John Sullivan  Jan 30, 2012, 5:35 am ET

What’s wrong with corporate job interviews? Pretty much everything.

Interviews are the second most used and “flawed” tool in HR (right after performance appraisals). They are used and relied on around the world for hiring, transfers, promotions, and for selecting leaders. After studying and researching interviews for over 40 years, I find it laughable when people think they can become interview experts simply by conducting a few of them.
Gaps in preparation, perception
Lack of applied learning & soft skills

### Applied Learning

How much more likely your company is to consider hiring a recent college graduate if they have had this experience, completed this course?

<table>
<thead>
<tr>
<th>Experience</th>
<th>Employers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship/apprenticeship with company/organization</td>
<td>94%</td>
<td>60%</td>
</tr>
<tr>
<td>Senior thesis/project demonstrating knowledge, research, problem-solving, communication skills</td>
<td>87%</td>
<td>39%</td>
</tr>
<tr>
<td>Multiple courses involving significant writing</td>
<td>81%</td>
<td>27%</td>
</tr>
<tr>
<td>Research project done collaboratively with peers</td>
<td>80%</td>
<td>24%</td>
</tr>
<tr>
<td>Service-learning project with community organization</td>
<td>69%</td>
<td>21%</td>
</tr>
<tr>
<td>Field project in diverse community with people from different background/culture</td>
<td>66%</td>
<td>22%</td>
</tr>
<tr>
<td>Study abroad program</td>
<td>51%</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Soft Skills

Proportions saying they/recent college graduates are well prepared in each area*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Employers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with others in teams</td>
<td>37%</td>
<td>64%</td>
</tr>
<tr>
<td>Staying current on technologies</td>
<td>37%</td>
<td>46%</td>
</tr>
<tr>
<td>Ethical judgment and decision making</td>
<td>30%</td>
<td>62%</td>
</tr>
<tr>
<td>Locating, organizing, evaluating information</td>
<td>29%</td>
<td>64%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>28%</td>
<td>62%</td>
</tr>
<tr>
<td>Working with numbers/statistics</td>
<td>28%</td>
<td>55%</td>
</tr>
<tr>
<td>Written communication</td>
<td>27%</td>
<td>65%</td>
</tr>
<tr>
<td>Critical/analytical thinking</td>
<td>26%</td>
<td>66%</td>
</tr>
<tr>
<td>Being innovative/creative</td>
<td>25%</td>
<td>66%</td>
</tr>
<tr>
<td>Analyzing/solving complex problems</td>
<td>24%</td>
<td>57%</td>
</tr>
<tr>
<td>Applying knowledge/skills to real world</td>
<td>23%</td>
<td>59%</td>
</tr>
<tr>
<td>Awareness/experience of diverse cultures in US</td>
<td>21%</td>
<td>58%</td>
</tr>
<tr>
<td>Staying current on developments in science</td>
<td>21%</td>
<td>48%</td>
</tr>
<tr>
<td>Working with people from diff. backgrounds</td>
<td>18%</td>
<td>44%</td>
</tr>
<tr>
<td>Staying current on global developments</td>
<td>18%</td>
<td>55%</td>
</tr>
<tr>
<td>Proficient in other language</td>
<td>16%</td>
<td>43%</td>
</tr>
<tr>
<td>Awareness/experience of diverse cultures outside US</td>
<td>15%</td>
<td>42%</td>
</tr>
</tbody>
</table>
“Wicked” soft skills
Highly needed, little recognized, hard to measure

67% of Sr. executives say soft skills are a major characteristic missing in candidates.

TOP 5 SOFT SKILLS SR. EXECUTIVES VALUE THE MOST:
1. Positive attitude
2. Communication skills
3. Strong work ethic
4. Personality & customer service
5. Teamwork

35% of candidates see soft skills as essential.

Less than 17% of candidates see 'Communications skills' as vital while these are #2 on employers' wish list.

Candidates don't perceive Teamwork, Personality and Customer Service skills as being valued by employers.
Soft skills and workforce training
Canadian employer data via CERIC

Which soft skills are important?

<table>
<thead>
<tr>
<th>CHOICE OF ANSWERS</th>
<th>British Columbia</th>
<th>Prairies</th>
<th>Ontario</th>
<th>Quebec</th>
<th>Atlantic Canada</th>
<th>Rural</th>
<th>Outside Major City</th>
<th>Major City</th>
<th>Business Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive attitude</td>
<td>58%</td>
<td>41%</td>
<td>56%</td>
<td>29%</td>
<td>53%</td>
<td>58%</td>
<td>58%</td>
<td>29%</td>
<td>37% 41% 56% 56% 26%</td>
</tr>
<tr>
<td>Communication skills</td>
<td>33%</td>
<td>23%</td>
<td>37%</td>
<td>22%</td>
<td>30%</td>
<td>25%</td>
<td>31%</td>
<td>26%</td>
<td>27% 25% 27% 36% 37%</td>
</tr>
<tr>
<td>Teamwork skills</td>
<td>31%</td>
<td>22%</td>
<td>28%</td>
<td>28%</td>
<td>16%</td>
<td>25%</td>
<td>20%</td>
<td>34%</td>
<td>19% 18% 32% 42% 38%</td>
</tr>
<tr>
<td>Strong work ethic</td>
<td>18%</td>
<td>23%</td>
<td>50%</td>
<td>17%</td>
<td>25%</td>
<td>27%</td>
<td>22%</td>
<td>21%</td>
<td>22% 20% 14% 22% 30%</td>
</tr>
<tr>
<td>Interpersonal/customer service skills</td>
<td>25%</td>
<td>19%</td>
<td>21%</td>
<td>7%</td>
<td>19%</td>
<td>14%</td>
<td>18%</td>
<td>22%</td>
<td>15% 20% 14% 22% 26%</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>14%</td>
<td>9%</td>
<td>11%</td>
<td>17%</td>
<td>7%</td>
<td>12%</td>
<td>10%</td>
<td>13%</td>
<td>13% 5% 5% 11% 15%</td>
</tr>
<tr>
<td>Honesty/integrity</td>
<td>15%</td>
<td>8%</td>
<td>7%</td>
<td>9%</td>
<td>14%</td>
<td>11%</td>
<td>12%</td>
<td>9%</td>
<td>13% 12% 9% 3% 8%</td>
</tr>
<tr>
<td>Time management abilities</td>
<td>8%</td>
<td>9%</td>
<td>12%</td>
<td>8%</td>
<td>10%</td>
<td>7%</td>
<td>10%</td>
<td>11%</td>
<td>10% 10% - 17% 7%</td>
</tr>
<tr>
<td>Reliability/dependability</td>
<td>11%</td>
<td>10%</td>
<td>7%</td>
<td>7%</td>
<td>10%</td>
<td>10%</td>
<td>8%</td>
<td>10%</td>
<td>10% 9% 9% 17% 4%</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>11%</td>
<td>10%</td>
<td>5%</td>
<td>8%</td>
<td>4%</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
<td>9% 4% - 6% 10%</td>
</tr>
</tbody>
</table>

*Figure 1. What soft skills are most important to you in an employee? Top 10 of 25 choices.*

Training - for technical skills or soft skills?

<table>
<thead>
<tr>
<th>CHOICE OF ANSWERS</th>
<th>British Columbia</th>
<th>Prairies</th>
<th>Ontario</th>
<th>Quebec</th>
<th>Atlantic Canada</th>
<th>Rural</th>
<th>Outside Major City</th>
<th>Major City</th>
<th>Business Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skills</td>
<td>55%</td>
<td>45%</td>
<td>55%</td>
<td>44%</td>
<td>45%</td>
<td>55%</td>
<td>40%</td>
<td>45%</td>
<td>53% 40% 40% 31% 20%</td>
</tr>
<tr>
<td>Soft Skills</td>
<td>30%</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
<td>21%</td>
<td>27%</td>
<td>20%</td>
<td>13%</td>
<td>20% 23% 10% 19% 16%</td>
</tr>
<tr>
<td>Both</td>
<td>34%</td>
<td>39%</td>
<td>46%</td>
<td>40%</td>
<td>36%</td>
<td>36%</td>
<td>39%</td>
<td>43%</td>
<td>26% 34% 50% 50% 63%</td>
</tr>
<tr>
<td>Depends</td>
<td>-</td>
<td>2%</td>
<td>2%</td>
<td>-</td>
<td>1%</td>
<td>-</td>
<td>1%</td>
<td>2%</td>
<td>1% 3% - - 1%</td>
</tr>
</tbody>
</table>

*Figure 2. Generally, is the training you provide to staff technical in nature, or focused on soft skills, such as team-building or diversity awareness?*

contactpoint.ca  Environics data 2014 (n=500)
And is soft skills training effective? Maybe not (and how will you know?)

Soft Skills Training that Actually Isn't

Lack of Skill Practice Shrinks Training Effectiveness

The Myth of Soft-Skills Training:
by James C. Georges

Suppose you wanted to become skillful at something. Anything. Golf, karate, selling refrigerators, negotiating, making presentations, being a "leader" instead of just a manager - whatever. The point is, you want to become truly proficient. Your objective is not just to know something about the thing; you want to be able to do the thing, and do it well. Would you:

- Read a book?
- Watch a video?
- Hire a motivational speaker?
- Attend a seminar?
- Try a few role-plays?
- Practice with an expert coach under realistic working conditions until you achieved fluency?

Coaching the actual performance shortens the time it takes for an individual to become proficient enough to achieve the desired result repeatedly. Eventually, the new behavior becomes a preferred and self-chosen way of behaving.

So the best way to develop skillfulness is to practice doing the thing you're trying to do, under the expert guidance of someone who knows how. Yet when it comes to interpersonal-skills training in the corporate world—the teaching of so-called "soft skills" such as listening, leadership and teamwork - what's the one choice on the list that is almost never used? You guessed it.

Training vs. Education

There is a great deal of difference between training and education, though the vast majority of corporate trainers are not aware of it. Educating is not the same as training.

For most people, there is no causal relationship between education and performance. There is, indeed, a causal relationship between training and performance.

The reason: Knowledge isn't power. Competence is power. Power is the ability to create a desired effect. And creating desired effects is what we mean by "performance."
Workplace Learning - 70:20:10
Not all learning takes place in the classroom

- Workshops
- Webinars
- Online learning portals
- eLearning
- mLearning

- Communities of practice
- Subject matter networks
- User generated content
- Collaboration platforms
- Coaching
- Mentoring
- Feedback

- Action learning and problem solving
- Placements, secondments and job rotations
- Shadowing, self-directed and incidental learning
- Projects and special assignments

Structured learning 10%

Learning event

Learning from others 20%

Learning from experience 70%

Workplace integration of learning
New methods needed
Clinton Global Initiative

President Bill Clinton

“In order to capture the many and often informal ways that students and workers acquire knowledge and skills, and to enable institutions to recognize their accomplishments, we must embrace a more modern and comprehensive credentialing system.”
Demand-Driven Talent Pipelines
New employer-centred “pull-based” approach

Employer = End Customer

Managing the Talent Pipeline: U.S. Chamber of Commerce Foundation, 2014

[Link to source]
The ideal solution...
Competency-Based Credentialing Processes

Validated Competencies

Standards

Skill & Knowledge Learning Process

Competency-Based Curriculum  Alternative & Informal Learning

Pre-Assessment  Assessment of Prior Learning

Targeted Instruction

Learning Outcomes Assessment

Competency-Based, Portable and Transparent Credentials
*Used by employers for hiring

Making a Market for Competency-Based Credentials
What manufacturers want

The Manufacturing Institute

[Diagram showing various competencies in manufacturing]

High Quality Middle Class Jobs

Occupation-Specific Certifications

Entry Level Industry Certifications

Ready for Work, Ready for College

ytu.be/VEgwJwrK3qQ
Breaking the log-jam
US Manufacturers Now Credentialing Educators

• High school structured programs
  – Skills USA
    • Learning programs and competitions
  – Project Lead the Way
    • Project-based STEM learning

• The ‘M’ list for educators
  – Industry standards defined by manufacturers, certified by 3rd party bodies
  – Academic institutions apply to be recognized
  – Certifies students, instructors, programs
  – Certified by both institution and industry

youtu.be/VEgwJwrK3qQ

NAM Endorsed Certifications
PSE response: Co-Curricular Records
Transcripts for graduate employability?

Employers don’t want another piece of paper!

ccr.utoronto.ca

See employer study at: bit.ly/TrentU_CCR
“Paper Silos”
Issues with paper certification

- **Physical issues**
  - Difficult to share, easy to lose

- **Transparency issues**
  - “Dumb” paper often needs other documents, e.g. syllabus
  - Proxy only - not the “whole story”
  - Easy to forge

- **Recognition issues**
  - Lack of context
    - No supporting evidence, “back story”
  - Experiential learning not valued
  - Lack of granularity
  - Lack of alignment, transfer, articulation (“stackability”)
ePortfolios
Your “Accidental ePortfolio”
Tracking your digital footprints - recent study

Employers who would...

Monitor the candidate’s activity on Twitter

Research the candidate on Facebook

Use Google or other search engines to research candidates

Some of the search activity happens before candidates are even called for a job interview

n = 2,775   US/Canada   July 2013   cb.com/18xbgez
eSourcing is Social
Employers want to find you

But...the greatest opportunity is access to candidates via social media

98% of recruiters used social media for recruiting in 2012, versus 94% in 2011.

97% used LinkedIn
51% used Facebook
49% used Twitter

LinkedIn Stats
Canada
Oct 2014
Total LinkedIn Users: 10,795,718
30.71%
5
36.28%

techvibes.com
Is LinkedIn enough?

• **PRO**
  - **Awareness**, workplace focus (esp. North America)
  - **Evidence**: Slideshare, Infographics, Videos, Recommendations (?)
  - **Work history**: links to companies, colleagues
  - **Referral network**: “Friend of a Friend”
  - **Personal Learning Network**: LinkedIn Groups, Timelines

• **CON**
  - **Lack of flexibility**
    - Alignment to job requirements, customization, connections to/from other sites
  - **Not a development platform**
    - No self-assessment, plans, rubrics, etc.
    - No reflection, formative assessment, mentoring
  - **Older, white collar bias**: (79% are 35+)
  - **Lack of privacy, data ownership**: Terms of Use, business model

With ideas from: [Does LinkedIn work as an ePortfolio?](#)
Benefits of ePortfolios

• Designed for learning and development
  – More supportive, flexible than Web 2.0 tools; good for RPL

• Personal control and privacy
  – Not at the mercy of social media business models

• Integrated public/private use
  – Archive, reflective chamber, showcase, recognition tool

• Employer acceptance
  – 2015 AACU survey:

EVIDENCE OF SOFT SKILLS IS KEY
  e.g. “effective communication, applied skills, evidence-based reasoning, and ethical decision-making”

aacu.org 2015
savvyfolio.net

Multi-institution ePortfolio community

Professional Body

Employer

Adult Learning Centre

Career Portfolio Manitoba

College

University

Workplace Trainer

Industry Sector Body

Employability Agency

savvyfolio.net
Open Badges:
Evidence for ePortfolios
...or even “micro-portfolios”
**Origins of Badges**

- Since pre-Roman times
- Heraldry, Military, Blue Light, Boy Scouts
- Public recognition: authority, affiliation, skill, achievement

** Badge Tracking Android App**

[code](https://www.britishbadgeforum.com/forums/showthread.php?t=7253)

[Badge Tracking Android App](https://metronews.ca/)

[air_trade_badges]
What is an Open Badge?

Micro credentials - modular record of learning

A digital representation of a skill, accomplishment, interest or affiliation that is visual, available online, and contains metadata including trusted links that help explain the context, meaning, process and result of an activity.

As an open artefact, the earner can present the badge in different contexts from which it was earned.

- **Clear formative progress markers**
  - Motivating learners, supporting advisors

- **Flexible learning pathways**
  - Granular, progressive, multi-source, remixable

- **Online summative trust system**
  - Demonstrate skills & capabilities
  - Proof of performance
  - Backed by issuer

- **Visual branding**
  - For issuers and learners

---

CC BY-SA Kyle Bowen

**Open Badges Anatomy**

- Badge name
- Description
- Criteria
- Issuer
- Evidence
- Date issued
- Standards
- Tags

**Skill Earned!**

- Skill 1
- Skill 2
- Skill 3
- Skill 4
- Skill 5
- Skill 6

**BADGE EARNED**

- Skill 1
- Skill 2
- Skill 3
- Skill 4
- Skill 5
- Skill 6
A modular skills ecosystem
Granular credentials, “micro-portfolios”
Open Badges & Social Media

Curated in ePortfolio...

Interactive criteria...

LinkedIn Profile...

Facebook timeline...

Pulled from Backpack...
What is an Open Badge?
Different perspectives...

TECHNICAL DESCRIPTION
• A portable graphic with embedded information
• An interoperable standard and emerging ecosystem
  – A skills currency for exchange between diverse systems

SUMMATIVE ASSESSMENT
• A micro-credential
• A discrete record in a modular transcript

FORMATIVE ASSESSMENT
• A reward for positive (prescribed) behaviour
• A marker on a development path

...a simple digital standard for recognizing and sharing achievements, skills and performance
Simple and versatile...
Small pieces can build powerful systems

**smaller**
For motivation and feedback and tied to smaller behaviours or achievements

**pre-requisites**
to unlock higher level badges

**foundational**
provide the core or entry-level framework for acquiring skills

**larger**
used for certification purposes

**meta-badges**
represent more complex literacies or competencies

**imagine yours!**
the ideas are limitless

Julian Ridden
Open Badges: Lifelong, Lifewide Learning

Low Stakes
- Personal Learning
- Workplace Engagement
- Formative Feedback
- Volunteer Experience
- After School Programs
- Classroom Engagement
- Awards, Achievements

High Stakes
- Conference
- Workshops
- MOOCs
- Continuing Education
- Co-Curricular Record
- Employability Portfolio
- Career Transition
- Recognition of Prior Learning
- Team Building
- Employee Development
- Job Hire
- Professional Credentials
- Admission to Post Grad Schools
- Admissions to Higher Ed
- P/T & Summer Jobs
- Work Placements
- "Soft" Credentials
- Formative Feedback
- Continuing Education
- Communities of Practice
- Memberships, Affiliations
- Awards, Achievements

YOUTH

ADULT
Badges can help speed the shift from credentials that simply measure seat time, to ones that more accurately measure competency. We must accelerate that transition. And badges can help account for formal and informal learning in a variety of settings.

Today’s technology-enabled, information-rich, deeply interconnected world means learning not only can – but should – happen anywhere, anytime. We need to recognize these experiences, whether the environments are physical or online, and whether learning takes place in schools, colleges or adult education centers, or in afterschool, workplace, military or community settings.
In broad terms, the conferring of an Open Badge on a learner is similar to the award of a qualification certificate, and the **same quality standards must be ensured**.

The emerging opportunities offered by Open Badges in the areas of **peer assessment**, **employer partnership**, **learning analytics** and **the engagement of learners** means that it should be considered in learning technology at various levels.

We will encourage Awarding Organisations, Ofqual and Ofsted to be aware of the potential of this technology.”

Matthew Hancock, June 2014

Further Education Learning Technology Action Group (FELTAG) recommendations: government response
Emerging employer policy: US
The Manufacturing Institute

"User-friendly digital badges allow students and workers to translate their skills and experience into a manufacturing career.

Manufacturing badges have ensured the success of three levels of skills: fundamental skills, including team work and problem solving; knowledge acquisition, including basic manufacturing skill sets; and industry-based certifications and credentials."

Jennifer McNelly
President, The Manufacturing Institute
Sep 2013
bit.ly/McNelly_MI
Open Badges and Veterans
Skills Crosswalks and Modular Gap Training

Bridging the Advanced Manufacturing Skills Gap
Starting with Veterans

Veterans exiting military are in need of new careers

initiate job search

Identify advanced manufacturing sector as a desired career path

Civilian Career Ready

Needs Training

Assess and translate military skills to civilian roles at GetSkillsToWork.org

LinkedIn amplifies badge and skills to advanced manufacturing employment community

Vet applies for role in advanced manufacturing

Begin a new career in advanced manufacturing

getskillstowork.org/
Badging CTE: City and Guilds
TechBac: Open Badges, online CV’s

NEW WAYS OF RECOGNISING ACHIEVEMENT
REAL TIME SKILLS DATA, OPEN BADGES AND ONLINE CV TOOLS

Employers are demanding more dynamic and talented recruits – technical skills are just part of what they want.

City & Guilds has worked with industry to understand what additional attitudes and competencies are important and how to recognise them.

Through Open Badges, TechBac® rewards learners who demonstrate these characteristics so they can clearly articulate their level of ability to employers.

TechBac® awards Open Badges and builds Online CVs to promote a learner’s skills and experience to potential employers.

bit.ly/1uBCju4
Open Badges & workforce entry
Missouri Customer Service Partnership

- Reward job retention and continuous learning among youth who completed training and started work
- 12 badges, can be completed within 12 months
- Highest-level badge for those who earn 7 out of 12
- Program to begin December 2014
- Additional details being worked out with employers and youth, October - November

bit.ly/MCSPbadges
Recognizing Co-Curricular Learning
University of Michigan

- Community Service
- Cross-Cultural Experiences
- Entrepreneurial Mindset
- Ethics
- Intellectual Curiosity
- Leadership
- Professional Development
- Science & Engineering Research

Diagram:
- Earner views criteria, decides to apply for a badge, reflects.
- If yes, issues badge; if no, reviewer provides evidence, receives feedback, resubmits.
- Final steps include sharing badges through Mozilla Open Badges Backpack.
Continuing Education
Credentialeding non-credited programs

- WHEDA Affordable Housing Development
  Madison College Continuing Education

- Molecular Cooking Course
  Madison College Continuing Education

- Movie Maker Bootcamp
  Madison College Continuing Education

- Charter: Advanced Broadband Installer
  Madison College Continuing Education

- Charter: Broadband Installer
  Madison College Continuing Education

- Food Service Management 1 Course
  Madison College Continuing Education

- General Nutrition Course
  Madison College Continuing Education

- Google Analytics Course
  Madison College Continuing Education
Open Badges in the Workplace
Professional development framework in NZ

- Software testing company
  - 350 badges issued to 150 staff
- Aligned to SFIA
  (Skills Framework for the Information Age)
  93 skills, 7 levels (using 3-6)

SELF-DIRECTED WORKFLOW
1. Choose badge goal
2. Complete self-assessment
3. Create Badge Learning Plan
4. Request manager’s approval
5. Complete the appraisal
6. Attend confirmation interview
7. Receive badge
Pearson Acclaim (VUE)

If Pearson is getting into badges....

Acclaim’s unique approach...is to work with academic institutions and high-stakes credentialing organizations to offer diplomas, certificates and other professional credentials as Open Badges.

blog.youracclaim.com/
“Badging the Badger”
Digital Credentialing for Trainers

The California School-Age Consortium:

Europe - Adult Education Made Accessible:

PROJECT UNDERWAY
- Accessibility Quality Badges for Adult Education Providers
- Accessibility Competency Badges for Experts
Mapping Badge Pathways
Mozilla “Discover” (Gates funding)

http://discover.openbadges.org/
Open Badges & workplace learning
Benefits for employers

- Filtering new hires
- Tracking **internal** training
- Brokering **external** training
- Recognizing **informal** learning
- Building **skills passports**, eportfolios
- Assembling teams, building **organizational portfolios**
- Developing careers, grooming talent
Developing a Global Workforce
IBM - Badging the Career Lifecycle

• The challenge
  – 430,000 employees worldwide
  – Making IBM “cool”, making certification more engaging
  – Helping businesses & regions develop & share expertise

• The developing solution: badging the career lifecycle
  – Talent pipeline (identifying candidates w challenges)
  – Pre-onboarding (signing bonus if they earn the badges)
  – Early PD and achievements (e.g. 1st client engagement)
  – Two complementary badging streams, one holistic picture:
    • Formal certification (with hard endorsements)
    • Informal, agile, emergent badges that build credibility over time

• The vision: a new talent ecosystem
  – Discoverability: learning opportunities, expertise within IBM
  – Cross-fertilization with other systems:
    • Universities, learning providers, business partners, clients, competitors
Workforce vision: Open Badges
City & Guilds (UK vocational qualifications body)

bit.ly/pipeline-CandG
# A Kirkpatrick View of Open Badges for workplace learning

<table>
<thead>
<tr>
<th>Kirkpatrick Level</th>
<th>Affordances &amp; Indicators</th>
</tr>
</thead>
</table>
| 5: ROI (Phillips)  | • Badge reports comparing different programs, different departments against bottom line measures  
                      • Badges, advancement and retention – comparing different badges to different outcomes |
| 4: Results        | • Badges for talent management and team building in departments, functions, regions  
                      • Individual badges aggregated in teams/organizations: Lean, Green, ISO, Top Employer, Safe Workplace, etc.  
                      • Badges to demonstrate regulatory compliance (Health & Safety) |
| 3: Transfer       | • Badge collections: sequencing, stacking/laddering, clustering  
                      • Badges from multiple sources curated in badge passports & channeled to recognition goals  
                      • Badges in eportfolios enhanced with commentary, reflection |
| 2: Learning       | • Badges with transparent embedded skills outcomes |
| 1: Reaction       | • Visual appeal, engagement, activity feedback/completion |
The Canada Job Grant has opened the door to an exciting digital training and recognition tool - Open Badges.

<table>
<thead>
<tr>
<th>Canada Job Grant Need</th>
<th>Open Badges Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualified 3rd party trainers</strong></td>
<td>• Validated badges for 3rd party trainers</td>
</tr>
</tbody>
</table>
| **Support for employers**                 | • Modular, stackable skills catalogues  
• Responsive training plans                                                                                                                                 |
| **Performance measurement**               | • Extensive reporting capabilities  
  • Delivery statistics, 12 month impact  
  • Client badges & badge passports  
  • Group badge passports for employers:  
    • Skills gaps and road maps  
    • Corporate capability summaries  
  • Open Badges are common currency  
  • Import/export badges between systems |
A new skills currency
Open Badges, ePortfolios & “Badge Passports”

- Visually efficient and appealing
  - Engages, builds confidence, provides continuing feedback
- Mapping individual pathways, multiple sources of learning
  - Formal ----> non-formal ----> informal learning
  - Modular, stackable, portable, remixable, trackable
- Trustable, easy to understand
  - Transparent criteria, evidence, issue/expiry date
  - Flexible alignment to frameworks, requirements, training plans
  - Issuing organization is validated and branded by the badges it issues
  - Ongoing connections to badge earners
- Learner/earner centred, employer friendly
  - Learners can align badges to put their best foot forward
  - Employers can endorse / specify specific badges to prioritize candidates
Emerging in Canada
Early Adopters (#badgeCAN)
Are Open Badges for You?
Some questions to ask

• **Behavioural goals?**
  – Engagement, feedback, recognition, development…?
  – Skills frameworks?

• **Value add?**
  – Worth the effort? Filling a void?

• **Redeemable worth?**
  – What would your badges “buy”?

• **Champions?**
  – Internal leadership? Employers in the community?

• **Sustainability?**
  – Cost structure?
  – Who will maintain & improve it over time?
Getting started
DIY versus Supported

• **Do It Yourself**
  – Explore: earn a badge, display a badge
  – Experiment: design a badge, design a small badge system
  – Pilot, build internal support, implement

• **Supported**
  – Workshops: “Open Badges 101”, “201”…
  – Train the trainer
  – Design and implementation support
  – Technology support

• **Technology choices**
  – Make your own (open source)
  – Software as a Service
Badge Solution: Open Badge Factory

Cloud-based badge platform - coming to Canada

openbadgefactory.com

Link to more detail
Presentation and support material at: 

openbadges4tpd

don@learningagents.ca
Web: learningagents.ca
Twitter: donpresant
ePortfolio: donpresant.ca