

Open Badges Framework

Association E-Seniors

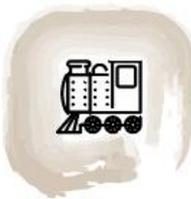


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Introduction to PAST-TIMES project

In today's world, learning happens anywhere and everywhere. Despite increased opportunities for learning, there's still an essential piece missing - we need formal recognition for these newly earned and hard-won competencies and skills. One solution is an open badge system that can help bridge this gap.

A badge is a digital symbol of a skill, learning achievement or experience. Badges can represent competencies and involvements and support learning that happens in new ways, in new spaces beyond the traditional classroom, from online courses to after-school programs to work and life experience. Each badge is associated with an image and some metadata. The metadata provides information about what the badge represents and the evidence used to support it. Earners can display their badges online and can share badge information through social networks. Badges are used to set goals, motivate behaviours and communicate success. This motivates learning and signals achievement across communities and institutions. It also provides a more complete picture of learners' skills, achievements and qualities, which can then be communicated to potential employers, educational organizations and communities.

PAST-TIMES proposes a completely new modular curriculum that will comprise 6 modules. Each module will be accompanied by an Open Badge for accrediting learning outcomes achieved. After the completion of the curriculum, the collected badges can be displayed wherever the young earners want them on the web, and share them for employment, education or lifelong learning. With the help of these badges, the young migrants can get credit and recognition for what they have learned during each module. The received badges serve as reward throughout the learning course, which helps motivating the young learners and encouraging engagement and retention, as well as reinforcing a sense of achievement. The digital and social media production and management skills that provides the curriculum are highly valued in the labour market and are not typically taught in schools. Badges can recognize these new skills and unlock new career and learning opportunities, potentially allowing employers and other stakeholders to better match individuals to jobs, courses and projects. The collected badges from the modules can be stacked into a single backpack and then transferred by the learner on social networking profiles, job sites, websites and more.

These badges will play the role of metadata that includes information such as the issuer, issue date, criteria and the training of the young learner for earning the badge, expiration, evidence and so on. Each digital badge, or collection of badges, can inspire and convert the learned skills into a powerful tool for getting jobs, finding communities of interest, and demonstrating skills, competencies and achievements.

What are Open Badges?

An Open Badge is a digital image in which a certain amount of information, or metadata, is recorded, of which the main ones are: the identity of the receiver of the badge, the identity of the issuer, the criteria for issuing the badge and the evidence justifying its attribution.

Open Badges represent a verifiable digital tool relating to a person's experiences, achievements, and skills (Délégation académique au numérique éducatif de l'Académie de Versailles).

How do Open Badges work?

The process of designing open badges usually involves 3 layers:



Offering a learning challenge, opportunity, or other experience (often with an associated assessment)



Creating a badge to represent that experience conformant to the Open Badges technical standard



Awarding the badge on successful completion of badge criteria

Source: openbadges.org

PAST-TIMES Open Badges have been created by INNOVENTUM.

Open Badges in the PAST-TIMES project

Open badges will be used as recognition of learning in PAST-TIMES. It will accredit learning outcomes achieved by the learners.

PAST-TIMES will allow the learners who will follow its courses on the project online platform to have their newly acquired competences validated and accredited. By following the online learning courses, they will develop a number of new skills. Each module of the PAST-TIMES resources will be equipped with Open Badges corresponding to the competences acquired through these modules.

The PAST-TIMES learning platform will require the registration of all users so that their performance can be tracked and measured, which will allow the award of Open Badges as record of achievement. Thus, these Badges will represent a permanent record of learning outcomes achieved for the different groups of the project resources.

The completion of a module will allow the learner to obtain a specific badge.

Technically, the PAST-TIMES platform is designed to produce these Open Badge compatible images with embedded information about the achievement that also allows for verification of the badge by third parties.

These so called 'baked badges' can be downloaded by the learner as they are achieved – or at any time later on, and then stored in their favourite environment such as their own devices, cloud storage or uploaded into Open Badge 'backpacks' such as Badgr.com.

The information contained in the badges can be verified using any Open Badges 2.0 standards compliant verification tool and contains information linking back to the issuer (project platform) and the learner.

The badge information contains the learner's identification in the form of their encrypted email address, which makes the badges personal and thus trustworthy – anyone can verify that the person in question has indeed earned the badge.

More technical information of the Open Badges 2.0 specification is available at <https://openbadgespec.org/>

The PAST-TIMES platform also supports printing out certificates that have embedded QR codes leading back to the website for verification, thus enabling real world use of the badges and certification of learning in wider environment beyond the recognition of the Open Badges standard.

The PAST-TIMES framework comprises a total of 25 Open Badges:

- 3 Badges related to the Digital and Social Media Curriculum (IO1)
- 4 Badges related to the Oral History Curriculum (IO2)
- 2 Badges for the In-Service Training Programme and Handbook (IO3)
- 16 Badges related to the WebQuests (IO4) - one for completion of each WebQuests.

The following table details the PAST-TIMES Open Badges that will be awarded to learners as they follow the project courses and acquired new skills.

IO1		
Name of the module	Validated Skills	Badge
Module 1 Understanding the history and importance of audio recording	<ul style="list-style-type: none"> - Achieve high quality for low cost - Identify and assign roles involved in audio production - Create own idea for audio project and plan steps to realise it - Research and use open-source software for audio production and post-production - Use the right material needed for audio recording 	
Module 2 Planning and Executing an audio interview	<ul style="list-style-type: none"> - Produce audio content with own mobile digital devices - Create own idea for audio project and plan steps to realise it - Research and use open-source software for audio production and post-production - Use software to produce and edit audio files -Use self-learning resources effectively to extend knowledge 	

<p>Module 3 Introduction to video production</p>	<ul style="list-style-type: none"> - Shoot high quality videos for low cost - Manage roles involved in video production - Master sound recording and editing - Work on video recording and editing - Use different kinds of software programs to produce and edit video files 	
<p>Module 4 Video production and post-production</p>	<ul style="list-style-type: none"> - Produce audio-visual content by using mobile digital devices - Use editing software 	
<p>Module 5 A social media introduction and characteristic</p>	<ul style="list-style-type: none"> - Research and interpret usage of social media (who is using what and why) - Use appropriate platforms depending on goals and purposes - Create a successful dissemination strategy - Post appropriate content - Make use of digital devices and social media security - Know potential and limitation of social media - Apply data security knowledge to check security settings on popular social media portals 	
<p>Module 6 Content creation and self-learning</p>	<ul style="list-style-type: none"> - Create appropriate posts on different social media platforms matching them to the style, public and aim of the different platforms Analyse social media's content - Put into practice effective self-directed learning - Create open badges 	

IO2		
Name of the module	Skills validated	Badge
Module 1 How to elaborate a common people history of Europe	<ul style="list-style-type: none"> - Tell oral histories in a clear and structured way - Appreciate collective memory - Communicate successfully - Use memory in an effective way - Use elocution skills - Identify different types of memories - Use one's short-term memory - Identify what qualities are needed to tell a good story - Understand the basis of storytelling - Identify different genres of a story - Change a story's genre - Identify and interpret the main emotions behind body language - Use body language when telling a story - Use the right techniques to work on their elocution - Face timidity and express oneself in front of an audience 	
Module 2 How to mould these testimonies: boost your personal skills!	<ul style="list-style-type: none"> - Interact more easily and effectively in intergenerational exchanges - Understand the value of intergenerational dialogue - Highlight their knowledge and life experiences - Develop better intercultural awareness - Apply different communication styles across cultural divides - Make use of non-verbal communication in different cultures - Understand social norms and customs in different cultures - Overcome communication barriers - Understand the importance of active listening - Be an active listener in order to achieve effective communication - Become conscious of emotions - Develop personal strategies to cope with the intense emotions (anger) that can result from adverse situations and the demands of others 	

	<ul style="list-style-type: none"> - Avoid acting without thinking and act without thinking and causing harm to oneself and to others - Find ways to solve the problems in a positive way - Use critical thinking when reading and telling a story 	
<p>Module 3 Planning and researching for oral history</p>	<ul style="list-style-type: none"> - Analyse the purpose of oral history interviewing - Describe the different question formats - Form open questions - Use different techniques for asking questions - Describe the steps involved in planning an oral history interview - State the scope and approach of the oral history project - Analyse the preliminary research they will undertake - Able to set up and arrange an oral history interview - Make use of effective communication techniques for oral history interviewing - Identify the limitations of oral history - Check thoroughly the facts in oral history - Use the Google Search Engine to search - Complete online research to validate 10 'facts' - Define primary and secondary sources - Understand the different formats of primary sources - Search for primary sources - Understand the importance of authenticating primary sources - Follow the main principles of oral history interviewing - Safe-guard the process of interviewing in oral history - Outline the steps that should be taken to evaluate the quality of an oral history project - Apply evaluation questions to evaluate one's own oral history project 	 

<p>Module 4 Archiving and publishing oral history (10h)</p>	<ul style="list-style-type: none"> - Understand why it is important to archive oral history material - Outline the steps involved in preparing files to be archived - Apply the process to their own oral history projects - Plan how their files will be archived - Describe different licensing agreements required before distributing oral history - Analyze accessibility guidelines and how they relate to oral history - Complete a review of an oral history interview using a checklist - Select the most appropriate social media channels for sharing oral history projects - Create a Community Page on Facebook for sharing oral history - Create a Channel on YouTube for sharing oral history - Create an account on Sound Cloud for sharing audio interviews to other social media channels - Describe what constitutes the 'public domain' - Outline why it is important to safeguard oral history in this domain - Describe the different licensing options available for oral history - Identify key features and limitations of the Creative Commons license - Apply an appropriate license to their oral history project 	
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IO3

Name of the module	Skills validated	Badge
<p>Module 1 Pedagogic challenges</p>	<ul style="list-style-type: none"> - Work easily in online learning environments - Promote online communication interaction strategies between immigrants and aged people - Manage intercultural conflicts and help with administrative procedures for immigrants - Develop intergenerational learning programmes 	

	<ul style="list-style-type: none"> - Teach in multi-ethnic environments and overcome cultural and linguistic barriers 	
Module 2 How to develop WebQuests	<ul style="list-style-type: none"> - Define what a WebQuest is - Use the challenge-based learning methodology effectively - Use a step-by-step methodology to create WebQuests - Analysis of the six critical parts of a WebQuests - Knowledge about WebQuests - Design and structure WebQuests - Develop the evaluation phase of the WebQuests - Adapt the WebQuest to youth work activities 	
IO4		
Galette des Rois WebQuest	<ul style="list-style-type: none"> - Analytical skills - Prioritizing tasks - Teamwork skills - Active listening - Negotiation skills - Presentation skills - Reflection and critical thinking 	
La Nouvelle Vague WebQuest	<ul style="list-style-type: none"> - Critical analysis - Time management - Teamwork skills - Active listening - Analytical reading skills - Targeted searching skills - Presentation skills - Reflection and critical thinking 	
Sima Tradition WebQuest	<ul style="list-style-type: none"> - Language Skills - Research skills - Find the history of SIMA - Learn to make SIMA drink - Learn to document by writing - Learn new vocabulary - Learn about visual arts - Time management - Goal achievement 	

<p>Vappu Celebration WebQuest</p>	<ul style="list-style-type: none"> - Language skills - Summarizing - Processing new information - Self-concentration - Research skills - Learn to arrange a cultural happening - Learn to write in Finnish language - Learn to work in a group - Time management - Creativity and language skills 	
<p>A Travel Brochure for Berlin WebQuest</p>	<ul style="list-style-type: none"> - Develop creative thinking and analytical thinking - Develop research skills to find out important and quality data/information - Use of software programmes like Word and Powerpoint for developing an informative digital product - Effective use of the steps needed to be implemented so as a tourist brochure and an itinerary to be created - Develop presentation skills so as the message to be delivered effectively to the target audience - Use of the gained knowledge to present an integrated product - Use of organizational skills to carry out the current activity - Selection of specific databases to find specific information - Locate information by using electronic databases - Develop information literacy skills 	

<p>Back to the Past WebQuest</p>	<ul style="list-style-type: none"> - Develop creative thinking and analytical thinking - Develop research skills to find out important and quality data/information - Find linkages between the past and the present times - Form and argue opinions - Develop political intelligence - Use of qualitative analysis - Develop writing skills - Compare multiple versions of events - Use of software programmes like Word and Powerpoint or/and video production software for developing a scientific report - Effective use of the steps needed to be implemented so as a scientific report to be created - Develop presentation skills so as the message to be delivered effectively to the target audience - Use of the gained knowledge to present an integrated product - Use of organizational skills to carry out the current activity - Selection of specific databases to find specific information - Locate information by using electronic databases - Develop information literacy skills 	
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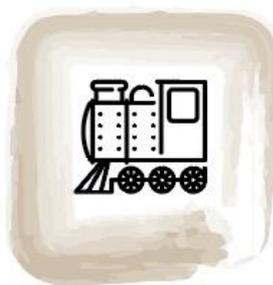
<p>What a Heritage WebQuest</p>	<ul style="list-style-type: none"> - Research skills to find information - Analysis skills to select findings - Ability to synthesize information - Teamwork skills to complete the project - Ability to contextualize and relate about findings 	
<p>How it all began WebQuest</p>	<ul style="list-style-type: none"> - Research skills - Analytical skills to select findings - Ability to synthesize information from different sources to form opinions - Ability to debate choices - Teamwork skills to complete the project - Ability to contextualize and relate information 	
<p>Footsteps of the Cultural Heritage WebQuest</p>	<ul style="list-style-type: none"> - Define cultural heritage - Identify and describe important natural heritage sites, the tangible and intangible features of culture - Recognize different types of elements of intangible heritage - Apply research skills to look for information about Poland natural heritage sites. - Make conclusions about the values and beliefs of a society - Practice teamwork skills to complete the project - Use organisational skills to complete the project at hand - Evaluate information sourced online for accuracy 	
<p>Family Cookbook</p>	<ul style="list-style-type: none"> - Present different traditions to group members - Apply research skills to look for information about European traditions - Ability to collect and examine information about traditions, and compare traditions to others. - Apply initiative skills in activities of the Web Quest - Practice teamwork skills to complete the project 	

	<ul style="list-style-type: none"> - Ability to examine information sources online for making predictions about the tradition future. - Apply critical thinking to identify traditions' differences and similarities. 	
<p>European Capitals of Culture WebQuest</p>	<ul style="list-style-type: none"> - Apply research skills to look for the relevant data - Analyse critically the content of some programmes - Demonstrate presentation and argument skills when presenting one's own programme 	
<p>Aveiro Gastronomy WebQuest</p>	<ul style="list-style-type: none"> - Apply research skills to search for data - Identify main similarities and differences between the gastronomy of one's own original country and that of Aveiro - Create a presentation - Select the relevant information 	
<p>Spain 1939-2019 - From Society Of Migrants To Society Of Immigrants WebQuest</p>	<ul style="list-style-type: none"> - Intercultural skills - Knowledge about the positive aspects of migration - Ability to work in teams and to peer-review contents - Contents production - Team working - Fact checking skills - Knowledge about new trends in migration in Spain 	
<p>Learning Intercultural Communication Through Media WebQuest</p>	<ul style="list-style-type: none"> - Intercultural competences - Digital media skills - Media Literacy - Knowledge about how Public Opinion is created - Communication skills - Critical thinking 	

<p>Developing a Digital Exhibition WebQuest</p>	<ul style="list-style-type: none"> - Apply teamwork skills to complete the project - Use organisational skills to complete the project at hand - Use research skills to look for information about European history - Demonstrate presentation skills to present your conclusion about European history 	
<p>The Crazy Traditions of Europe! WebQuest</p>	<ul style="list-style-type: none"> - Practice teamwork skills to complete the project - Use organisational skills to complete the project at hand - Apply negotiation skills to choose one tradition from the group - Evaluate information sourced online for accuracy - Present different traditions to group members - Apply research skills to look for information about European traditions - Apply critical thinking to identify good and bad traditions 	



PAST-TIMES



Stories, Tales and Customs to Raise Intercultural Awareness



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