

Open Badge Network

O4A1 Discussion Paper on Open Badges in Territories

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Executive Summary

Who is this document for?

This discussion paper is designed to inform the development of guidelines for organisations looking to promote the uptake of Open Badges in their locality or ‘territory.’ For the purposes of this paper, a territory can be defined by geography e.g. a country or city, by sector or industry or by organisations working around a common theme or goal.

<i>Community input:</i>	
Marta Jacyniuk-Lloyd	Re organisations - Wouldn't that overlap with the discussion paper on badges for organisations? I would limit it on geographical or sectoral level

What methodology was used to develop the paper?

A collaborative [google document](#) was created to present a selection of case studies on establishing Open Badges within territories. Our research showed that the key means of achieving uptake of badges across a specified territory is to develop a network of stakeholders, who play a role within the Open Badge eco-system. Analysis of the case studies enabled the identification of common themes for developing successful networks to support uptake of badges, which were set out as guiding questions to consider. Feedback was invited from Open Badge Network project partners and the wider community on different approaches, additional case studies and input to the guidelines.

What does this document cover?

This document sets out case studies on establishing Open Badges within a territory. It includes definitions of types of networks that can support this, case study examples of existing models of Open Badge networks in territories and sets out guiding questions of what to consider, drawing on the learning from existing successful badge networks.

How can this document be used?

This document will inform the creation of practical guidelines to help organisations support the implementation of Open Badges within their territory ([O4A3](#)).



What does an Open Badge Network look like?

Networks can develop in different ways. The following are some examples of Open Badge networks that have developed organically or to a pre-defined structure. An appendix of case studies provide more detail on badge networks in territories.

The categories for networks we will refer to in this document have been determined based on case studies of how some successful Open Badge networks have developed.

The definition of a successful Open Badge Network has been measured by it meeting one or more of the following criteria:

- Reach - the reach of the network is extensive, e.g. number of active members are higher than 50
- Longevity - there has been sustained participation over a period of time e.g. there has been active participation for more than six months
- Contribution - the network has contributed significantly to the Open Badges community, e.g. this might be via contribution to the technical specification of Open Badges or via raising awareness of the Open Badge standard and the implications for the recognition of skills.

The definition for categories for the case study networks we refer to in this document are as follows:

Organic. By this we mean networks that evolved from loosely related events or developed in response to developments such as requests from a community for more co-ordinated organisation of meetings and events.

Pre-defined. By this we mean networks that were developed deliberately by a core group to achieve specific aims. These are more likely to have a funding model in place to support the network from the start.

An appendix of case studies provides more detail on badge networks in territories.



<i>Community input:</i>	
Nigel Lloyd	<p>I think this is a really helpful handbook about how to set up an OB network, but it omits some stuff right at the beginning:</p> <p>I like your definition of territory to include economic sectors and not just education [this is a comment, not an omission].</p> <p>OBs are innovative and potentially disruptive. The 5 stages of individual adoption of an innovation are shown below. See also https://en.wikipedia.org/wiki/Diffusion_of_innovations. It can be seen that information channels are important at each stage (my highlights), and can be supported and accelerated by a network.</p> <p>Five stages of the adoption process (Table provided in Moodle forum).</p> <p>OBN is currently in the innovator phase and trying to generate a critical mass of early adopters. For discontinuous or disruptive innovations, there is a gap between the first two adopter groups (innovators/early adopters), and the early majority. Support networks can be of critical help in supporting innovators and early adopters, and bridging to the early majority phase, accelerating adoption and movement through the phases. Diffusion of technology curve</p> <p>I think the paper needs an opening section on what can an OB network help to deliver, what are its benefits?</p> <ul style="list-style-type: none"> • draw the OB idea to the attention of potential adopters ('Knowledge' stage of adoption, a predefined network can be really critical here). • help individual adopters to learn about the practicalities of implementing OBs ('Persuasion' & 'Decision' stages of adoption, predefined network can be really helpful). • provide role models and opinion leaders to influence the decision to adopt • early adopters tend to feel isolated and value having a network of like-minded enthusiast with whom to share ideas and overcome problems ('Implementation' & 'Confirmation' stages, organic network). • deliver support that fits your cultural and institutional context and in your own language.



<i>Community input:</i>	
Nigel Lloyd	<ul style="list-style-type: none"> • accelerates the pace of public understanding and recognition. • helps the world-wide OB movement to develop its ideas and infrastructure. • provide a channel for influencing decision-makers and authorities • increases the recognition and therefore value of OBs. • provides a channel for funding agencies to support and institutionalise OBs. • more generally it encourages the development of an OB ecosystem in the territory. • encourages the formation of partnerships to develop and promote aspects of OBs. • can provide a 'safe space' in which to try out new ideas, and resolve different viewpoints. <p>in the Section 'What does an Open Badge Network look like' the final paragraph could become "To illustrate these ideas, we present below 6 examples of OB networks. An appendix of case studies provides more detail on badge networks in territories."</p>

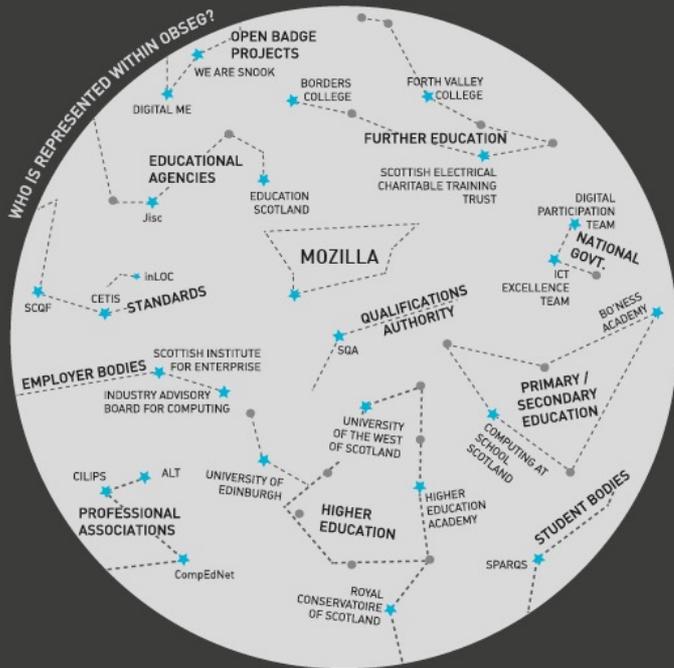
Organic

<i>Community input:</i>	
Ilona Buchem	<p>How about we start with explaining what categories the reader will come across in this paper and what they mean and then give examples, e.g. what does it mean "organic" as opposed to pre-defined. Are there any other forms possible? and also: How do we arrive at these categories? Where do they come from?</p>



The Open Badges in Scottish Education Group (OBSEG)

OPEN BADGES IN SCOTTISH EDUCATION GROUP
CONSTELLATIONS

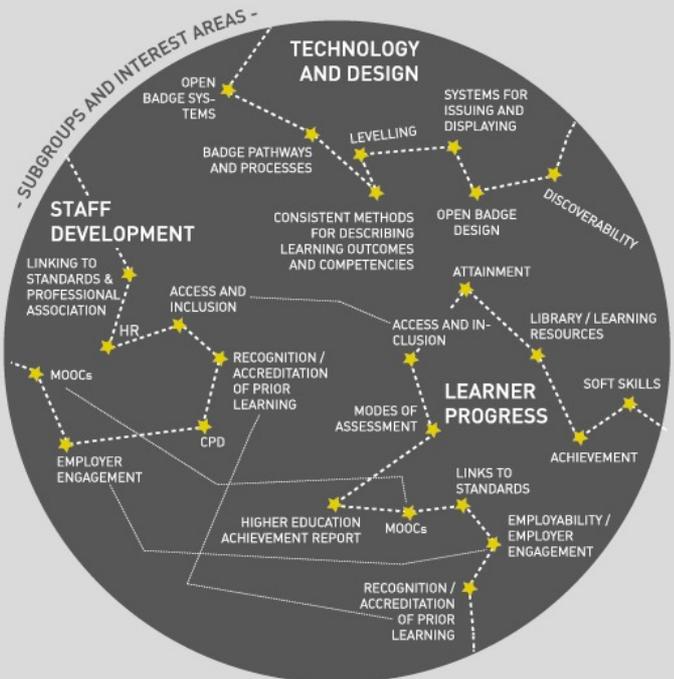


The Open Badges in Scottish Education Group (OBSEG) was set up in early 2013 by Jisc to bring people and projects based in Scotland, with an interest in Open Badges, together.

It performs: an overview and mapping function of Open Badge developments in Scottish Education; oversees a number of sub-groups; and provides a forum for discussion and the formation of connections around Open Badges.

CONTENT BY Jisc // DESIGN BY WE ARE SNOOK

OPEN BADGES IN SCOTTISH EDUCATION GROUP
CONSTELLATIONS



The key benefits of having such a group:

- Through awareness and understanding of sector aspirations around Open Badges, key authorities provide educational institutions with 'permission to innovate'
- Joint work, badge constellations and learning pathways created via sub-groups
- Agreement on strategic decisions around Open Badges and the development of an Open Badge ecosystem

CONTENT BY Jisc // DESIGN BY WE ARE SNOOK

The idea of a network for Open Badges in Scotland was raised at an Open Badge Design Day event run by Gráinne Hamilton, then contracted with Jisc. The event was held early on in the development of the Open Badges concept and participants suggested it would be useful to bring together interested parties to explore how Open Badges could add value to education in Scotland. The subsequently formed Open Badges in Scottish Education Group brought together representatives from government, education, industry, charities and Open Badge projects to form connections and develop badge-based learning pathways.

Community input:	
Nigel Lloyd	it would be helpful to spell out Jisc (“an Open Badge Design Day event run by Gráinne Hamilton, then contracted with Jisc.”) and explain what it is/does or give a link, or perhaps just omit it.



Badge The UK (BTUK)

The Badge the UK project came about in response to growing demand in the UK for access to information and tools to support the implementation of Open Badges. Coordinated by Lucy Lewis and Tim Riches of DigitalMe, it gained funding from the the Nominet Trust for 2 years and helped organisations to pledge their support across a range of activities from badge issuing to advocacy and funding.

Open Badges DACH Usergroup

The Open Badges DACH Usergroup is an Open Badges Community for German-speaking practitioners, researchers and developers of Open Badges. Set up by Ilona Buchem from Beuth University of Applied Sciences Berlin, the primary goal is to make existing initiatives, projects and events dedicated to Open Badges in German-speaking communities more visible and to establish cross-links between different groups of stakeholders using or interested in using Open Badges. These groups include educators, researchers, students, employers and software developers.

Predefined

Open Badge Network

The Open Badge Network was created to provide a European slant on Open Badge developments. The network was set up with Erasmus+ funding and is committed to a number of pre-defined intellectual outputs:

1. Promote the use of Open Badges for the recognition of learning;
 1. Creation of discussion papers to explore badge issues & opportunities
 2. Production of guidelines to support implementation
 3. Localised dissemination via partner networks
 4. Dissemination via events
 5. Dissemination via BEU community portal
2. Develop Open Badge initiatives at institutional/local/city/regional/national levels (e.g. Cities of Learning, developing the example of Chicago Summer of Learning - <http://explorechi.org>);
 1. Implement pilots informed by guidelines
 2. Evaluate and make recommendations
3. Promote Open Badges at policy levels;



1. Create White Paper
2. Develop a network of advocacy partners
4. Develop innovative practices in learning and employment; and
5. Make recommendations and implement improvements to the Open Badge Infrastructure, technologies and services.
 1. Improved technology infrastructure
 2. Active participation in wider OB community
 3. Inventory of OB projects

These activities will be carried out directly, with the support of Open Workshops (6) and of a MOOC. (Massive Open Online Course)

The Badge Alliance

The Badge Alliance network revolves around bi-weekly community calls based on certain pre-defined themes relating to Open Badges. The Badge Alliance was created as a spin-out organisation from the original Mozilla Open Badges team. Funded by the MacArthur Foundation, it committed to take forward a number of working groups that would help develop extensions to the Open Badge specification, such as endorsement and bring people together around topics such as Badge the World. Bi-weekly community calls were held around most of the working group themes. The Badge Alliance moved onto a different phase when it's funding and structural model changed but community calls continue, which allow the wider Open Badge community to feed into developments, share practice and learn from others' experiences.

IMS Digital Credentialing Initiative

The IMS Digital Credentialing Initiative was set up with the purpose of accelerating the adoption of Open Badges globally and linking badges with work on digital transcripts in the USA. The first phase, led by Carla Casilli, commenced with a call for participation, where IMS set out a high-level summary of the areas they were interested in exploring. This followed with exploratory calls with key contributors in the Open Badge space to learn what they were doing with Open Badges, what the pain points were and where IMS's interaction might prove useful. Thematic overlaps were identified and three groups were formed based on the type of organisation they were and their perspective on themes identified during the exploratory calls. The second phase, led by Mark Leuba, is investigating topics synthesised from discussions in the first phase and commenced in February 2016.

Community input:

Nigel Lloyd

it would be helpful to spell out IMS and explain what it is/does or give a link.



<i>Community input:</i>	
Allyn Radford (CEO of Deakin Digital)	<p>Request for case studies of badge networks and to review the guidelines:</p> <p>Response: "I have seen the penultimate draft of a couple of reports that have come from an OLT Funded project being led by the DVC Ed at Deakin. We were involved in some of that work. The project site is http://www.assuringgraduatecapabilities.com/ . The final report to OLT and a paper that has emerged from that work is due very soon. (within the next couple of weeks...) It may be worth watching that site.</p>
Author note	The site mentioned has been fully investigated and while it could provide a very useful resource for case studies of badge use, there are no case studies or research relating to developing badge networks in territories so it was not possible to include anything from this channel.

Creating networks in territories

Detailed examples of Open Badge networks are included in appendices. The following guidelines are drawn from lessons learned during the creation of those networks.

Things to consider

There are a number of things to consider before you decide to embark on building your network:

- What need are you setting out to address?
- Who would participate in your network?
- Do you have existing partnerships or access to networks that you could leverage?
- How much time and resource are you able to commit?
- Can you access funds to support your work?
- What are the guiding principles that underpin your network? (See OBN Charter in Appendix)

How do you set up a network?

- Agree how, where and when the network will communicate.
 - Members might communicate via:
 - face to face meetings



- online meetings
- events
- online forums
- Who will host the meeting or online forums? Some examples include:
 - Someone in a college or university with an interest in Open Badges
 - Someone within an educational agency progressing Open Badge developments
 - Someone with national or local government involved in digital literacy developments
- When will the network communicate? Examples include:
 - Quarterly meetings face to face
 - Monthly meeting held online
 - Continually available online forums for asynchronous discussions

How do you engage people?

Examples of ways to engage with potential members include via:

- Events
- Existing networks on related or overlapping topics
- Online webinars on the subject
- Sign-up forms on a network website or page (these can be set up using free services such as Google forms or Wordpress)
- Blogs or tweets on the subject with links to a sign-up form

Who do you engage?

As a network grows and commences discussions around themes, members may begin to identify key stakeholders it would be useful to invite to the network. As a baseline, representatives from the following would be worth considering:



<i>Community input:</i>	
Nigel Lloyd	in the Section 'Who do you engage?' it would be useful to include an early sentence like "It can be very useful to recruit those with a high status and profile as: figures of authority, decision makers, opinion leaders, role models, and those with access to resources as well as individual practitioners."
Iлона Buchem	Re stakeholders: I think this is very useful also for the dissemination part

- Policy makers / people from national or local government. Having policy makers involved can help:
 - To ensure Open Badge developments align with key strategies
 - Keep policy makers updated on developments that could feed into their work
 - Ensure Open Badge developments aren't hindered)
- Representatives from education. These could include:
 - School, college, university and educational agencies senior management related to teaching and learning
 - School, university and educational agencies learning technology staff
 - School, college and university teaching staff
- Employers. To enable badge-based pathways to opportunities, links with employers are important.
 - Representatives from global companies
 - Representatives from local enterprises
- Voluntary / Third sector organisations. These organisations work with a large, cross section of society who could benefit from the kind of endorsement of achievements that Open Badges allow.

<i>Community input:</i>	
Kriszta Mihalyi	We may add a category like "Authorities and training providers responsible for the training of disadvantaged groups": What do you think?



How do you structure the network?

Networks can be structured in a number of ways. Examples of networks that developed in an organic or pre-defined way are included in the appendices. Examples of how to structure a network include the following. A single network might include more than one type of the following structure:

- Themes. These allow cross-country discussions around themes relevant to all.
- Language or country. These can support members to respond to local issues relevant to them or to advocate for services responsive to their language.
- Tools. Networks might develop around particular tools, where members discuss, share practice and help each other to make the best use of the tool for different aims.
- Sub-groups. A network might develop around a particular overarching theme but then areas of interest will develop that some members will want to investigate further. These could be enabled via sub-groups.

How do you create sub-groups?

A network will often develop areas of particular interest that members will want to investigate more deeply. A way to enable this is via sub-groups. Examples of how sub-groups could be agreed and created include:

- Organically. Asking members to make a note of areas of interest to them and grouping these notes can help members to visualise where the key areas of interest lie. A sub-group might include a number of areas of interest but groupings should have an overarching theme or title that encompasses the topics within them.
- Pre-defined. The network might have very clear areas it wishes to address, which could facilitate the creation of sub-groups. Each sub-group would be named for the topic area.

How do you help people understand how the network could help them?

It is important to help members and potential members understand what the network encompasses and the benefits it could bring them by being or becoming members. This can help to 'sell' the network, gain traction and support the network being seen as an important point of reference. This can be done in a number of ways. Examples include:

- Creating a webpage or site for the network. This might include:
 - A brief overview of the network and its overarching remit
 - A list of members or member organisations



<i>Community input:</i>	
Kriszta Mihalyi	Visualized on a map..?

- A list of the structural elements of the network. This might be the themes the network gathers around, country, language, tools, etc
- Visualisations to communicate the key members of the network. Visualisations can help people to digest information quickly. Examples of visualisations include those developed for the OBSEG (see appendices). The OBSEG visualisations provide a static representation of the network at a point in time. It is suggested that a dynamic visualisation would be preferable to show how a network develops.

<i>Community input:</i>	
Marta Jacyniuk-Lloyd	good idea

- Visualisations to communicate the key structural elements of the network. Again this can help potential members to digest a lot of information in an easy way
- A sign-up form for new members to join the network

Case studies - Open Badge networks

The following case studies of Open Badge networks provide detail on:

- How was the network set up?
- How were network members engaged?
- Who were invited to engage?
- How was the network structured?
- How were people helped to understand how the network could help them?

Possibly other interesting questions based on “Cultivating Communities of Practice”

- A. Questions related to the “domain” dimension
 - What topics and issues do we really care about?
 - What are the open questions and the leading edge of our domain?
 - What kind of influence do we want to have?



- B. Questions related to the “community” dimension
 - What roles are people are going to play?
 - What activities will generate energy and develop trust?
 - How can community balance the need of various people involved?
 - How will newcomers be introduced?
- C. Questions related to the “practice” dimension
 - What knowledge will be shared, developed and documented?
 - What kind of learning activities will be organised?
 - What projects should the community undertake?



Appendix 1

Case studies - Open Badge networks

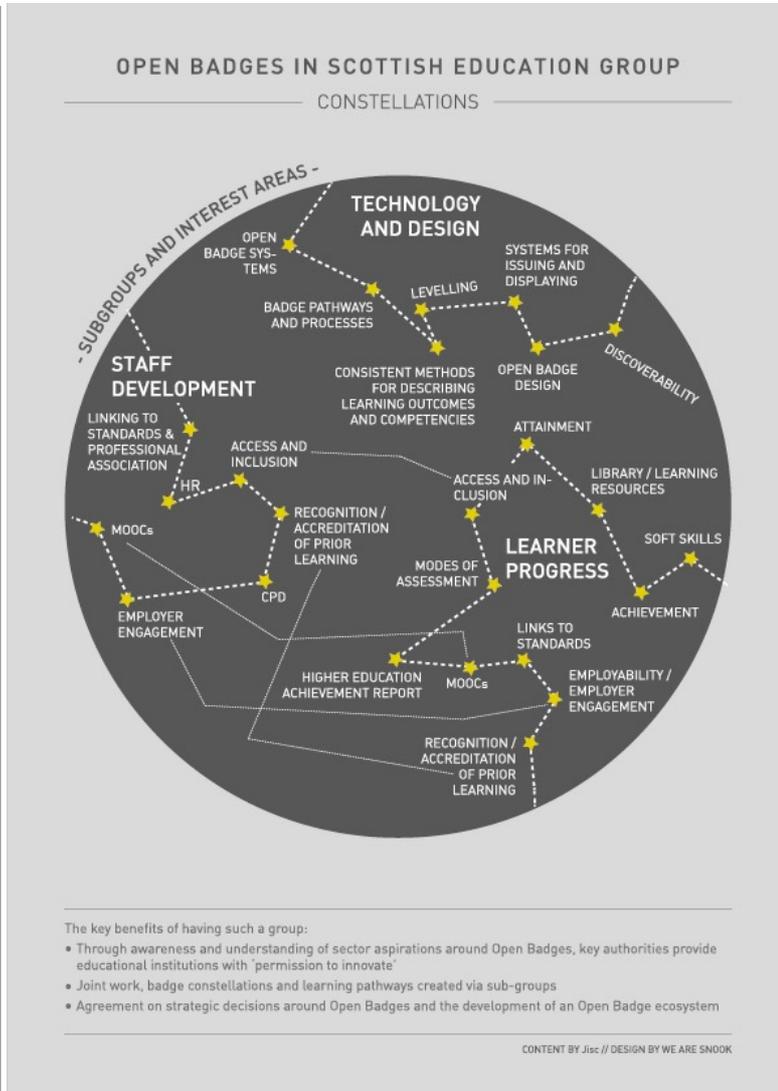
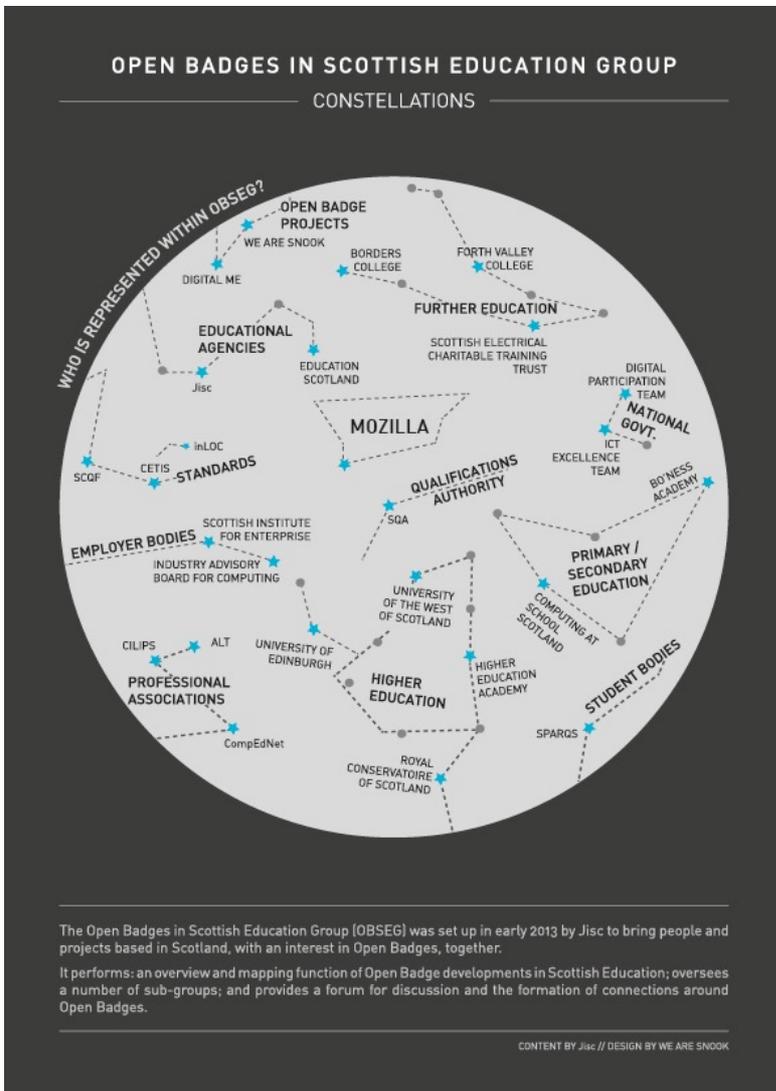
The following case studies of Open Badge networks provide detail on:

- How the network was set up
- How network members were engaged
- Who were invited to engage
- How the network was structured
- How people were helped to understand how the network could help them

<i>Community input:</i>	
Ilona Buchem	Think it could be interesting to build on the "Communities of Practice" approach by Wenger et al. here - just added some questions which Wenger lists in his book "Cultivating Communities of Practice"



Case Study 1: The Open Badges in Scottish Education Group (OBSEG)



The Open Badges in Scottish Education Group (OBSEG) was founded in 2013 by Gráinne Hamilton (contracted with Jisc Scotland), in response to interest and requests from the education community in Scotland for such a network.

How was the network set up?

At an Open Badge design workshop in early 2013, participants agreed it would be useful to bring together interested parties, on an ongoing basis, to identify areas where Open Badges could add value to education in Scotland and to develop badge-based learning pathways. Given these requests came from the community Jisc Scotland served, Jisc agreed to host the group.

How were network members engaged?

The network commenced with a membership consisting of representatives from the further and higher education institutions and educational agencies that had attended the Open Badge design



event. However, as members spoke with colleagues and disseminated information about the network, it grew to include over 100 representatives from national and local government, professional bodies, employer bodies, schools, Open Badge projects and Mozilla.

Members were also engaged via Open Badge events, through networking at relevant conferences, dissemination channels such as blogs, social media and via existing networks with overlapping areas of interest such as learning technologies or virtual learning environments.

Who were invited to engage?

At OBSEG meetings, members would identify specific people or organisations to invite to join the network. As discussions progressed along thematic lines, key individuals or organisations were suggested and invitations issued.

How was the network structured?

At the first meeting, network members agreed the terms and conditions for the group. It was agreed to hold quarterly meetings hosted by Jisc Scotland and that the group would define sub-groups to explore certain aspects of the Open Badges concept in more detail.

The overarching remit was agreed and disseminated via the Jisc Scotland showcase site and e-Assessment blog:

“The group will perform an overview and mapping function of Open Badges developments in Scottish education, set up a number of sub-groups to jointly take forward specific areas of Open Badges work and consider and develop badge pathways. The group hopes that through the input of representatives from a variety of educational institutions and agencies in Scotland, it will be able to consider synergies between different stages on a learner's formal and informal learning journey and contribute to the development of a badge eco-system within Scotland.

The Open Badges in Scottish Education Group will gain an overview of Open Badges work in education in Scotland and map this work. Sub-groups will take forward joint developments and consider and create badge pathways.

Specifically, the group will:

1. Map and gain an overview of Open Badges work in education in Scotland
2. Build on strengths
 1. Be cross-sectoral - achievable due to size of Scotland
 2. Group is forming at an early enough stage to bring something together at a national level
3. Increase awareness of Open Badges
4. Be ambassadors for Open Badges
5. Empower others to use Open Badges
6. Agree clear outcomes for sub-groups to jointly take forward specific areas of work
7. Build an Open Badges community in Scotland



8. Disseminate and promote work of the group via channels such as:
 1. Jisc communication channels
 2. Social media
 3. Blog
 4. Conferences and events
9. Avoid duplication and foster a coherent, consistent approach to Open Badges developments
10. Agree a few key areas to take forward”

Each OBSEG meeting featured presentations or short case studies by members on their Open Badge ideas or schemes or by invited experts on topics relevant to Open Badges, such as a global qualifications framework being developed by the State University of New York.

Sub-groups were identified by asking members to note themes or topics of interest, which were then grouped together to reveal key areas of interest. These were then further grouped into three sub-groups:

1. Learner Progress
 1. Achievement
 2. Attainment
 3. Employability / soft skills / employer engagement
 4. Recognition / accreditation of prior learning (R/APL)
 5. Modes of assessment
 6. Higher Education Achievement Report (HEAR)
 7. Linking to standards
 8. Access and inclusion
 9. Library / learning resources
 10. MOOCs
2. Staff Development
 1. CPD
 2. HR
 3. Recognition / accreditation of prior learning (R/APL)
 4. Modes of assessment



5. Linking to standards and professional associations, (eg General Teaching Council, Higher Education Academy UK Professional
 6. Standards Framework (UKPSF), Professional Standards for Lecturers in Scotland's Colleges etc)
 7. Access and inclusion
 8. Employer engagement
 9. MOOCs
3. Technology and Design
1. Systems for issuing and displaying badges (Moodle, GLOW, Blackboard, WordPress, Google sites etc)
 2. Open Badge system design
 3. Open Badge design
 4. Levelling (eg Scottish Credit and Qualifications Framework (SCQF))
 5. Discoverability
 6. Consistent methods for writing criteria / describing learning outcomes and competencies (eg inLOC)
 7. Badge pathways, constellations and processes
 8. Employer engagement

Leaders for the sub-groups self-identified themselves or were approached by the Chair based on their area of expertise. An online space was set up in Jisc Scotland's Moodle platform to host online discussions of the sub-group. The formal network came to an end in late 2014, however, informal connections continued.

By time the formal network meetings ended, the network had acted as a catalyst for a number of Open Badge developments in Scotland and created connections between agencies, organisations and employers. It increased awareness of Open Badges and allowed connections to form that are still being built upon.

How were people helped to understand how the network could help them?

To help people to visualise the scope of the network and aid potential members gain a sense of the network and thematic areas of interest, representations were developed by Jisc and network members, [We are Snook](#). Not all members were listed on the constellations (displayed above) but each point represents a member of the group as of October 2013. The visualisations provide a static representation of the network at a point in time. The visualisations provide a static representation of the network at a point in time. A dynamic visualisation would allow a network to be represented over time.



Case Study 2: Badge The UK (BTUK)

The Badge the UK project was coordinated by Lucy Lewis and Tim Riches from DigitalMe to respond to the growing demand in the UK for access to information and tools to support the implementation of Open Badges.

How was the network set up?

The Nominet Trust provided funding for 2 years to support the development of the network which included:

- Creating accessible tools to support badge orientation, learning design & issuing
- Work directly with providers to support pilot badge projects within different settings
- Raise awareness of Open Badges with Policy Makers, Employers and Awarding Bodies

How were network members engaged?

A web portal was setup to enable people to access the tools and pledge their support for the development of a Badge Ecosystem in the UK. Organisations could pledge their support across a range of activities from badge issuing to advocacy and funding.

Who were invited to engage?

DigitalMe would invite people to pledge badges at badge related events.

How was the network structured?

DigitalMe provided regular updates to the network, coordinated feedback and evaluation and represented the UK within the global Open Badge community. BTUK has generated over 200 partners and supported them to issue over 70,000 badges since 2012.

How were people helped to understand how the network could help them?

An interactive map was developed, where users could see pins in the map for badges that had been pledged there and click on this to find out what people were pledging for. The map included information on the pledger, enabling users to follow up with that organisation if they wished.

Case Study 3: Open Badges DACH Usergroup

The Open Badges DACH Usergroup is an Open Badges Community for German-speaking practitioners, researchers and developers of Open Badges. The primary goal is to make initiatives, projects and events dedicated to Open Badges in German-speaking communities more visible and to establish cross-links between different groups of stakeholders using or interested in using Open Badges. These groups include educators, researchers, students, employers and software developers.



How was the network set up?

The Usergroup was set up by Ilona Buchem from Beuth University of Applied Sciences Berlin to foster collaboration on Open Badges in German-speaking communities.

It was inspired by the OBANZ Open Badges Australia & New Zealand Usergroup which was set up by Joyce Seitzinger: <https://plus.google.com/104147542584619422490/posts> The Open Badges Usergroup in Australia & New Zealand (OBANZ Usergroup) uses Social Media, such as Google+ to connect, Scoop.it to curate resources, Google Hangouts and YouTube for Community Calls (see screenshots below).

How were network members engaged?

The Open Badges DACH Usergroup uses Social Media such as Twitter and Google+ as communication and cooperation tools to share information and grow a network of stakeholders interested in Open Badges. Using Social Media enables the weaving together of different communities and creation of 'mashed' spaces where Open Badges enthusiasts can naturally connect (see screenshots below).

A central website was created on the Google+ Community: <https://plus.google.com/communities/113867079484922113404>

Twitter channel Open Badges DACH: <https://twitter.com/dachbadges>

Who were invited to engage?

Inspired by the OBANZ Open Badges Australia & New Zealand Usergroup, the Open Badges DACH Usergroup envisages several activities to enhance the organic growth and weaving of the German-speaking communities, such as:

- Community calls
- Curation of relevant resources
- Collaborative idea generation

How was the network structured?

At the current stage (February 2016), the German-speaking communities are relatively small and it will take some time to reach a critical mass of active contributors needed for any community to get off the ground and sustain activity. What seems to be crucial is setting community goals. At this stage, the Open Badges DACH Usergroup is a rather loose community centered around sharing and awareness creation. Together with the growth of the DACH Usergroup the focus and goals may change as the community grows organically. As research shows, users tend to join communities with a larger volume of communication and a large number of members, the DACH community will have to intensify communication so that existing and new member develop positive expectations about their participation. How were people helped to understand how the network could help them?

How were people helped to understand how the network could help them?

Network members can view a list of other members and followers of the Usergroup's Google+ site and twitter channels and read posts generated by network members.



Case Study 4: IMS Digital Credentialing Initiative

The IMS Digital Credentialing Initiative was set up with the purpose of accelerating the adoption of Open Badges globally and linking badges with work on digital transcripts in the USA. The first phase, led by Carla Casilli, commenced with a call for participation, where IMS set out a high-level summary of the areas they were interested in exploring. This followed with exploratory calls with key contributors in the Open Badge space to learn what they were doing with Open Badges, what the pain points were and where IMS's interaction might prove useful. Thematic overlaps were identified and three groups were formed based on the type of organisation they were and their perspective on themes identified during the exploratory calls. The second phase, led by Mark Leuba, is investigating topics synthesised from discussions in the first phase and commenced in February 2016.

<i>Community input:</i>	
Mark Leuba (MS Global Learning Consortium, Inc. Vice President, Product Management) and MJ Bishop (University System of Maryland)	<p>Additional text: The result is the Open Badge Extensions for Education (OBEE) Working Group.</p> <p>Anchored in the Open Badge Specification (OBS) and working in collaboration with the Badge Alliance, the IMS group will experiment with and recommend implementation refinements to the OBS in the form of specification extensions, interpretive practices and norms to clearly transmit the meaning and value of post-secondary digital credentials to the employment community. The OBEE working group will be initially comprised of four related but discrete task forces in the following areas:</p> <p>Specification extensions and practices</p> <ul style="list-style-type: none"> • Analytics • Discoverability • Standards compliance <p>The task forces will define their specific objectives for delivery in three 90 day cycles of research, design/development and testing among institutions and participating platform providers - all IMS members. By participating in the working group each participant is signaling a commitment to implement the OBEE extensions in a trial or pilot form, to further the body of research, and to contribute to increasing employer demand for open badges for education.</p>



<i>Community input:</i>	
Nigel Lloyd	in the case studies of Appendix A two are countries, one is a sector but within a single country (education in Scotland); it would be good to include an international sector and a city.
Author note	As the IMS OBEE has an international element to it, I thought this could cover the international case study. Currently there is no city-wide case study (the case studies start at country level and work up by scale to international) but perhaps this is something that could be added to a future iteration of the guidelines as we pilot them? However, if there is consensus that this would be useful now, this could be added. Perhaps the Chicago City of Learning would provide a good example, particularly as it is cited in the Charter.



Appendix 2

Open Badge Network (OBN) Charter

OBN Mission

To establish Open Badge Network as a trusted source of independent information, tools and informed practice, facilitating a badge ecosystem to be developed across Europe.

The Partnership and Associate Partners of Open Badge Network agree to the following Charter:

- Advocate the adoption of Mozilla's Open Badge standard across Europe to recognise learning achievements gained in variety of contexts
- Provide information, guidelines and use cases to enable the widest possible adoption of Open Badges across policy, education, employers, service providers and individuals
- Advocate for and enable social inclusion by ensuring marginalised groups are able to gain recognition for all their skills and achievements, supporting their personal and professional progression
- Raise the value and profile of informal and non-formal learning taking place outside of formal education
- Support on-going development of Mozilla's open source backpack and other open badging tools, to ensure end users' data is portable between systems and retained by the individual

We ask that all partners of the Open Badge Network agree to support and advocate this Charter.

Main Activities

This Charter will be delivered through the following project activities:

1. Promote the use of Open Badges for the recognition of learning
 1. Creation of discussion papers to explore badge issues & opportunities
 2. Production of guidelines to support implementation
 3. Localised dissemination via partner networks
 4. Dissemination via events
 5. Dissemination via OBN community portal
2. Develop Open Badge initiatives at institutional/local/city/regional/national levels (e.g. Cities of Learning, developing the example of Chicago City of Learning)
 1. Implement pilots informed by guidelines



2. Evaluate and make recommendations
3. Promote Open Badges across Europe
 1. Create White Paper at policy level
 2. Develop a network of associate partners to advocate Open Badges within their territories
4. Develop innovative practices in learning and employment
5. Make recommendations and implement improvements to the Open Badge Infrastructure, technologies and services
 1. Improved technology infrastructure
 2. Active participation in wider OB community
 3. Inventory of OB projects

These activities will be carried out directly, with the support of 6 Open Workshops across Europe 2015 - 2017 and a MOOC (Massive Open Online Course) in 2016.

Details of all project activities and the registration portal can be found on the OBN website www.openbadgenetwork.com