# O4A3 OBN - Guidelines for Open Badges in Territories

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Executive Summary

Who is this document for?
These guidelines are designed for organisations looking to establish 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 working around a common theme or goal.

What methodology was used to develop the guidelines?
These guidelines are a synthesis of a discussion paper (O4A1) that included feedback from the community on different approaches to establishing Open Badges within territories. Our research showed that the establishment of networks can aid this process and examples of these are presented as a basis for these guidelines.

What does this document cover?
This document sets out practical guidelines to support organisations to build Open Badge networks to support the establishment of Open Badges within their territory. The guidelines includes advice on what an Open Badge network can help deliver, case study examples of existing models of Open Badge networks in territories and sets out recommendations of what to consider, drawing on the learning from existing successful networks.

How can this document be used?
We hope these guidelines will be useful for anyone considering setting up their own Open Badge network in order to establish Open Badges in a territory. It can act as a guide for the different elements to consider when setting up a successful network to support your Open Badge aims.
Establishing Open Badges within territories

Open Badges are innovative and potentially disruptive. As with any innovation, there will be early adopters and pockets of good practice. To support the embedding of an innovation across a territory, however, requires a more coherent and structured approach. Communication channels are vital and while these may develop organically between a number of actors, an established network can help to support communication and enable the synthesis of learning from across the network into meaningful and mutually beneficial developments (Diffusion of Innovations, Everett Rogers). 

Developing an Open Badge network

In these guidelines, we draw on examples of Open Badge networks. These existing models of practice have shown that establishing a network can help Open Badge adoption across a territory in the following ways:

- To help draw the Open Badge concept to the attention of potential adopters
- To help individual adopters to learn about the practicalities of implementing Open Badges
- To provide role models and opinion leaders to influence the decision to adopt
- Early adopters can feel isolated and value having a network of like-minded enthusiasts with whom to share ideas and overcome problems
- To share practice over pilots and provide a conduit for successful pilots to scale up across a wider territory
- To deliver support that fits with the cultural, institutional and language context
- To accelerate the pace of public understanding and recognition
- To help the world-wide Open Badge movement to develop its ideas and infrastructure
- To provide a channel for influencing decision-makers and authorities
- To increase the recognition and therefore value of Open Badges
- To provide a channel for funding agencies to support and institutionalise Open Badges
- To encourage the development of an Open Badge ecosystem in the territory
- To encourage the formation of partnerships to develop and promote aspects of Open Badges
- To provide a 'safe space' in which to try out new ideas, and resolve different viewpoints

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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.

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 in territories have developed.

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

- **Reach** - the reach of the network across the territory is extensive. Numbers will depend on the extent and scale of the territory, e.g. country wide, world wide
- **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 to understanding and connected thinking in relation to Open Badge developments across the territory. This will partly be informed by the reach and longevity of the network although some networks will kick-start developments that reach maturity beyond the lifetime of the formal network. A successful network may also have contributed to the wider Open Badges community, e.g. via contribution to the technical specification of Open Badges or raising awareness of the Open Badge standard more widely

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 and a defined objective or problem they are trying to solve.

To illustrate these ideas, we present six examples of Open Badge networks in territories. An appendix of case studies provides more detail on these.
The Open Badges in Scottish Education Group (OBSEG) was formed to explore opportunities for Open Badges in a national context. The idea for such a network was raised at an Open Badges event run by Jisc in Scotland (a UK body that supports the use of technology in education), with participants expressing the desire for continued collaboration and discussion about how Open Badges could add value to education in Scotland. The subsequently formed group brought together representatives from government, education, industry, charities and Open Badge projects to form connections, provide support for badge developments and investigate country wide badge-based learning pathways.
The Badge the UK project was developed in response to growing demand in the UK for access to information and tools to support the implementation of Open Badges. Run by Digitalme (an Open Badge software and consultancy company), the project gained funding from the Nominet Trust for 2 years and helped organisations to make pledges across a range of activities from badge issuing to advocacy and funding. The project’s map of badge pledges charted a network of organisations engaging with Open Badges and provided a resource of badge ideas for others to draw on.
Open Badges DACH Usergroup

The Open Badges DACH Usergroup is an Open Badges Community for German-speaking practitioners, researchers and developers of Open Badges. Co-ordinated by 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 perspective on Open Badge developments and support the embedding of Open Badges across Europe. 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 Open Badge Network 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)
IMS Digital Credentialing Initiative

The IMS Digital Credentialing Initiative was set up by IMS Global (a global standards agency) with the purpose of accelerating the adoption of Open Badges internationally and linking badges with work on digital transcripts in the USA. The first phase explored opportunities to enhance the Open Badge ecosystem. The second phase is investigating topics synthesised from discussions in the first phase and commenced in February 2016. 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 Badge Alliance

The Badge Alliance network revolved around bi-weekly community calls based on certain pre-defined themes relating to Open Badges in a world-wide context. The Badge Alliance was created from the original Mozilla Open Badges team and took forward discussions on the core strategic direction of the Open Badges concept. Topics have included the Open Badge specification, extensions, the backpack, endorsement and themes such as Open Badges in Higher Education. Early stages of this network featured bi-weekly community calls on these topics and case studies from Open Badge practitioners.
Open Badges in territories guidelines

When aiming to embed Open Badges in a territory, there will be a number of actors to bring together, each with differing needs and contexts for their Open Badge plans. There will be those who wish to earn badges, those who wish to issue and those who wish to consume badges in order to support a talent pipeline, continual professional development, access to educational opportunities and so on. To support Open Badge developments at scale within your defined territory, bringing these different voices and perspectives together as a network, will help those different actors to identify potential collaborators, opportunities to share practice, learn and move developments forward in a coherent and helpful way.

Create a network

A network can provide a safe place for members and their organisations to learn, share practice, discuss their own Open Badge projects, pilot ideas and embed practice in a contextually relevant way within a territory.

Given the benefits of developing networks to support the establishment of Open Badges in territories, the following guidance focuses on creating Open Badge networks to realise this. The guidelines are drawn from lessons learned during the creation of existing networks, case studies of which are included in appendices.

Things to consider

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

- What Open Badge need are you setting out to address?
- Is there an Open Badge problem in your territory that you are trying to find a solution for?
- 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 Open Badge network? (See OBN Charter in Appendix)
Who do I engage?

It can be helpful to recruit representatives with a mix of perspectives that encompass the badge earner, issuer and consumer roles. These might include decision makers, individual practitioners, policy developers, opinion leaders, role models and those with access to resources. As a network grows and commences discussions around themes, members will identify key stakeholders it would be useful to include in the network.

As a baseline, representatives from the following would be worth considering:

- **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.** As Open Badges contribute to but can also challenge current norms in education, having representatives from education can help consideration of effective educational practice in relation to badges and also how Open Badges will connect with existing formal education practices. Representatives you might wish to involve include:
  - School, college, university, awarding bodies, training providers 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.** As one of the core consumers of Open Badges, it is useful to include employers in networks, to ensure that their perspective and needs are represented. The employer voice can feed in to discussions on topics such as creating badge-based pathways to employment, recruitment and retainment, continual professional development, links with education, trust and the administration involved in accepting badges for employment. Employer representation would ideally include:
  - Representatives from global companies
  - Representatives from local enterprises

- **Voluntary / Third sector organisations.** These organisations work with a large, cross section of society, such as disadvantaged groups who could benefit from the kind of endorsement of achievements that Open Badges enable, so they are valuable contributors to Open Badge networks

- **Wider audience.** It is worth considering that engagement can extend beyond the membership of a formal network via artifacts generated by network members. Therefore it may be useful to request network members create literature, papers, sites, blogs and social media posts.
that can be shared with a wider audience. These artifacts will provide resources that can be of benefit to others looking to establish Open Badges within the territory but that aren’t part of the formal network.

How do I set up the 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 I 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
How do I 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 I create sub-groups?

A network will often identify areas of particular interest for the territory 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. Ask members to make a note of areas of interest to them and group these notes. This 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 be aware topics or challenges that are particularly pertinent to the territory, which could facilitate the creation of sub-groups. Each sub-group would be named for the topic area

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

It is important to help those engaging with the network, whether they are formal members or part of a wider audience wishing to establish Open Badge projects in the territory, understand what the network encompasses and how it could help them. This can help the network gain traction and position it 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
• Tools and resources that can help other organisations with their badge projects in the territory

• A list of members or member organisations. This can allow others to see how is engaging with badges in their territory, who they might learn from or collaborate with and the level of Open Badge activity in the territory.

• 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 work and 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. A dynamic visualisation could also show how a network develops. Examples of this include the map used for the Badge the UK project, where people could add a badge pledge to a map, to show where they were based and where their badge project would be located. The same map is used on the Open Badge Network portal.

• 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

**Open Badges in Territories**

Bringing different Open Badge perspectives and stakeholders together in a network, will help you to co-ordinate Open Badge developments across a territory. While the Open Badge projects of those in the network may only be loosely affiliated, having a structured focal point for developments within the territory can help to reduce duplication, foster collaboration and enable developments to align with strategic imperatives of the territory.
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
Case Study 1: The Open Badges in Scottish Education Group

The Open Badges in Scottish Education Group was formed to explore opportunities for Open Badges in a national context. The idea for such a network was raised at an Open Badges event run by Jisc in Scotland (a UK body that supports the use of technology in education), with participants expressing the desire for continued collaboration and discussion about how Open Badges could add value to education in Scotland.

How was the network set up?

The group was founded by Gráinne Hamilton through her role with Jisc, in early 2013. It brought together representatives from government, education, industry, charities and Open Badge projects to form connections, provide support for badge developments and investigate badge-based learning pathways.
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 Badges 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 was invited to engage?
At group 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. A copy of the remit is provided below:

“"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 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 qualifications frameworks and employer views of badges.

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 Standards Framework (UKPSF), Professional Standards for Lecturers in Scotland’s Colleges etc)

6. Access and inclusion

7. Employer engagement

8. 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 coordinator 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 the 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, graphical ‘constellations’ of the network members and themes were developed by Jisc and network members, We are Snook. Not all members were listed on the constellations (displayed at the top of this case study) 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. 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 of Digitalme (an Open Badge software and consultancy company) in 2013, 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?
Having identified the need, Digitalme secured funding from the Nominet Trust for 2 years to support the development of the network. The work of the project included:

- Creating accessible tools to support badge orientation, learning design & issuing
- Working directly with providers to support pilot badge projects within different settings
- Raising awareness of Open Badges with Policy Makers, Employers and Awarding Bodies
- Charting badge developments across the UK on an interactive map

How were network members engaged?
A web portal was developed 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. This map is now featured on the Open Badge Network website homepage.
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 (mid 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?
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.
Screenshot 1: The Twitter channel of the Open Badges DACH Usergroup

Screenshot 2: The Google+ community of the Open Badges DACH Usergroup
Screenshot 3: The Scoop.it page of the Open Badges Australia & New Zealand Usergroup

Screenshot 4: Recorded Google Hangouts on YouTube from the OBANZ Usergroup
Case Study 4: IMS Digital Credentialing Initiative

The IMS Digital Credentialing Initiative was set up by IMS Global (a global standards agency) with the purpose of accelerating the adoption of Open Badges internationally and linking badges with work on digital transcripts in the USA. 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.

How was the network set up?

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. The result is the Open Badge Extensions for Education (OBEE) Working Group.

How were network members engaged?

Key figures in the Open Badges field were contacted and invited to contribute to the initiative.

Who were invited to engage?

Experts in the field of Open Badges.

How was the network structured?

The OBEE working group will be initially comprised of four related but discrete task forces in the following areas:

1. Specification extensions and practices
2. Analytics
3. Discoverability
4. Standards compliance

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.
Case Study 5: Alternative structures for creating networks

Networks might also be formed around the concept of Communities of Practice. These are likely to be less structured networks and consist of people coming together over a shared area of interest. There might not be a single leader co-ordinating the community, rather the network is sustained due to members’ desire to connect over their shared interest. The following provide prompts for developing a Community of Practice, (Cultivating Communities of Practice, Wenger et al, 2002)².

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 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:

1. Advocate the adoption of Mozilla’s Open Badge standard across Europe to recognise learning achievements gained in variety of contexts

2. Provide information, guidelines and use cases to enable the widest possible adoption of Open Badges across policy, education, employers, service providers and individuals

3. 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

4. Raise the value and profile of informal and non-formal learning taking place outside of formal education

5. 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;
   - Creation of discussion papers to explore badge issues & opportunities
   - Production of guidelines to support implementation
   - Localised dissemination via partner networks
   - Dissemination via events
   - 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);
   - Implement pilots informed by guidelines
   - Evaluate and make recommendations

3. Promote Open Badges across Europe;
   - Create White Paper at policy level
   - 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;
   - Improved technology infrastructure
   - Active participation in wider OB community
   - Inventory of OB projects

6. Ensure the continuing self-sustaining nature of the Open Badge Network after the end of the project.

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