

Open Badge Network O2A1 Collection of Use Cases

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Executive Summary

These Use Cases are intended to provide a practical view of the variety of situations in which badges can be issued. They have been collected from the wider Open Badges Community and the number is continuing to grow, as all are invited to submit additional novel examples. Please note that we have adopted the concept of “use case” as it is used in education studies rather than in the sense used by systems analysts or software developers when specifying the functionality of a software package or program.

The Use Cases will be of particular value to those who wish to see the scope of Open Badges and the range of situations in which they are used:

- policy makers
- those involved in the development, assessment and awarding of qualifications
- badge issuers and others involved in education, training and learning
- employers, especially those involved in human resources: recruitment, selection, management, development
- systems and software developers

Each use case sets out the:

- title, author and date.
- criteria, context, description, usage scenarios
- users, the goal/value (benefit)
- evidence and quality requirements
- additional information on: the environment, relevant frameworks, notes & issues

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Use Cases

Introduction

The use-cases will feed into the work of several activities and intellectual outputs:

- ◇ The use cases will be used to integrate / configure / adapt the existing tools and services to match the requirements elicited from them. The requirements that couldn't be integrated (for example, the backpack federation) will be used to feed into the future developments.
- ◇ The use-cases will be used for dissemination, and included in the portal (O6A3) to create a dynamic map of all the initiatives the project is in cooperation with. They will also be used by other partners working on the construction of the European Open Badge Network, to establish a list of potential Associated Partners.

1. Badge application for recognition of prior learning

Author of the Use Case [name, organisation]		Eric Rousselle					
Use Case Title		Badge application for recognition of prior learning					
Date Created:		24.3.2016					
Earner	X	Issuer	X	Audience		Displayer	
Other (please specify)							

Criteria	The use case described here is generic. Criteria are defined by users implementing the badging strategy described here.
Context	Badges are often issued after an earner has completed some task. Such a task can be for example completion of a course or achievement of some work. Getting a badge after the completion of some formal task works well, when earners are identified members of the organisation, which issues the badges (for example students or employees). But it doesn't work, when there is a need to recognize prior learning of potential job applicants or students.

Users	<p>Badge issuing organisations such as schools, universities, companies, associations and public sector's organisations. Badge application designers and reviewers. They can be for example teachers, advisors, personal managers, recruitment managers, head-hunters, etc.</p> <p>Other actors are applicants, such as students, association members, employees and job applicants.</p>
Description:	<p>A badge application is a badge combined with a form. It is published in a web page so that any potential earner can apply for it. The main idea is that a badge is used to display a set of competences and requirements that an applicant should match to get it. The application form can contain question/answer fields, text fields and upload fields for evidences such as files and links.</p>
User goal / value	<p>We could list here a great number of cases related to this badge application feature. The main point is to understand that a badge application is a way to find skilled people from a population of potential applicants and to recognise their skills and competences. An important point here is that the earners are active applicants. Badge applications can also be used for setting goals and making them visible to potential applicants. For example, a badge application could be displayed for a future job position, which requires new competences and skills. Employees interested in the position could set their professional development goals based on this badge (or badges).</p>
Environment/platform :	<p>A platform supporting this flow and features is required</p>
Usage scenarios	<p>The applicant can see from the badge description field and criteria page the skills and competences required to get the badge. In the application form displayed below the badge, is the place where the applicant demonstrates how his competences match with the badge issuer requirements. Evidences can be answers or artefacts the applicant uploads in the form. After the applicant has submitted his application, the issuer reviews and accepts or rejects it.</p> <p>A badge application can be used by different kind of organisations for different purposes. Here are some examples:</p>

Finding and rewarding skilled administrators

A software company has a great number of customers and thousands of users. The company's goal is to reward the users who have been in charge of their system administration by recognising their skills and issuing them a system administrator badge. The problem is that this company has no accurate way to identify who has been working or is working as an administrator.

A solution is to set up a badge application and to publish it in the company website, so that potential applicants can apply for it. The same principal could be used to identify skilled employees, partners, trainers, etc.

Applying for a job with a badge application

An employer could design a badge displaying the competences required for a job or position and a form to capture applicant's evidences. The benefit of such process is that the employer will have to reflect on the skills and competences actually required for the job and will have to go deeper behind the title and the formal description of the job. A well-designed badge criteria page is also useful for a job applicant to get a clear picture of the competences and skills required for the job. This can also be useful for staff members to see; what are the competences related to different job positions.

The form combined to the badge application can also be convenient for both employer and applicants. From the employer's point of view, setting an application form is a good way to shape and collect all applicants' evidences in a single format. It makes it easier for the employer to compare and evaluate submitted applications but it also helps applicants to provide all the information required. Getting a badge from a company showing, that the badge earner has fulfilled requirements for a job or a position should be valuable evidence in earner's portfolio.

We could list here a great number of cases related to this badge application feature. The main point is to understand that a badge application is a way to find skilled people from a population of potential applicants and to recognise their skills and competences. An important point here is that the earners are active applicants. Badge applications can also be used for setting goals and making them visible to potential applicants. For example, a badge application could be displayed for a future job position, which requires new competences and skills. Employees interested in the

	position could set their professional development goals based on this badge (or badges).
Frameworks	
Evidence	Evidences are produced by applicants. The applicant can see from the badge description field and criteria page the skills and competences required to get the badge. In the application form displayed below the badge, is the place where the applicant demonstrates how his competences match with the badge issuer requirements. Evidences can be answers or artefacts the applicant uploads in the form. After the applicant has submitted his application, the issuer reviews and accepts or rejects it.
Quality	Creator of the badge is responsible of the quality of his badge and badge application questions. Schools can point to national quality frameworks (for example OPE.FI) in Finland. Companies can point to internal or industry quality frameworks.
Notes and Issues:	

2. Using badges as a way to express social or political statements

Author of the Use Case [name, organisation]	Eric Rousselle						
Use Case Title	Using badges as a way to express social or political statements						
Date Created:	24.3.2016						
Which role(s) do you play in the context of this Use Case: any specific role							
Earner		Issuer		Audience	X	Displayer	
Other (please specify)							

Criteria	The badge criteria page doesn't tell about the criteria that should be fulfilled to get the badge, but is more like a manifest page, that tells about ideas, values and attitudes of the badge designer and
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	persons and the organisation, which displays the badge.
Context	Badges are usually seen as a way to capture and display things we learn. This kind of badge is used to communicate that the badge earner agrees and supports the ideas or values expressed by the badge. In this case, the badge earner (traditional terminology), is not really an earner but more a badge claimer or supporter. The badge designer / issuer does not reward him or her, but he or she just wants to get the badge to display it.
Users	The designer and issuer of this kind of badge would be an association, possibly a school or an individual. The earner is any individual, a group of people or an organisation, which is interested in using a badge to express some statement and / or to be recognised as a member of a community supporting the statement, values or attitudes expressed by the badge.
Description:	Issuing this kind of badge doesn't require evidences produced by the badge claimer or assessment by the issuer. The badge is created and published on the web (campaign site, social media). Technically, the badge can be delivered in different ways. The simplest one for the receiver is to fill in his or her email address in a simple input field and to click the GET IT -button. Another way is to connect the badge with a questionnaire form, where the badge claimer submits some information for the badge designer. This information depends on context, so it is impossible to tell about it in details. It could be reasons like why the earner supports the values expressed by the badges or some testimonials. This information could be backed as an evidence or personal statement in the badge, if the earner wishes so.
User goal / value	to be recognised as a member of a community supporting the statement, values or attitudes expressed by the badge.
Environment/platform :	Platforms supporting badge applications. This can of badge can be awarded ("pushed") to earners after some activity completion, but in most of the cases earners apply for the badge.
Usage scenarios	Badges can be created for example to increase the impact of campaigns, for example campaigns about human rights, environmental questions, etc.

Frameworks	
Evidence	This use case is not about recognition of skills and learning but about social statements, membership and communication. In many cases evidences are not required, badges are issued to people, who want them! “Je suis Charlie” badge can be earned by any person, who wants to support freedom of speech and express support to victims of terrorism.
Quality	Not relevant in this case.
Notes and Issues:	In this use case earners want to get a badge to display it to their friends or to the world. Receiving and displaying the badge should happen in one click. Badge earners don't have to know about open badges and all complicated concepts and systems (backpack) behind it.

3. Open Badges in schools and higher education

Author of the Use Case [name, organisation]	Eric Rousselle						
Use Case Title	Open Badges in schools and higher education						
Date Created:	24.3.2016						
Which role(s) do you play in the context of this Use Case: any specific role							
Earner	X	Issuer	X	Audience	X	Displayer	
Other (please specify)							

Criteria	
Context	schools and higher education
Users	Main actors are teachers, trainers, counsellors and the students they work with. The use cases described here are relevant also in any organisation, where badges are used in formal learning. For example, these actors can be trainers working in big companies training centres or in vocational continuing education centres.

Description:	Here we are not describing a single use case, but a collection of use cases related to the utilisation of badges in formal learning contexts. We choose to do so because they take place in the same context and are usually used by the same actors.
User goal / value	Using badges to make learning visible, to recognise current and prior learning, to set goals and learning pathways and to reward learners.
Environment/platform:	Badges can be issued after course completion from a LMS or in the case or prior recognition of learning badges can be earned from badge applications.
Usage scenarios	<p>The use cases described here can be grouped in 4 main categories:</p> <ol style="list-style-type: none"> 1. Using badges to make learning visible <p>Schools and universities recognise and certify the learning of their students with degrees and different kind of certificates. Unfortunately, most of school credentials tell about the amount of work, which have been accomplished (hours) to complete some studies or pass some exam, but they hardly ever tell about the things that the students actually learned. It's a problem for employers but also for job applicants, who can't provide clear proof of their learning.</p> <p>Educational organisations can use badges to make visible learning, which actually happens in their curriculums. Issuing a badge as a digital representation of a credential makes sense if the badge designer puts some effort on developing a comprehensive criteria page that describes the skills and competences that the student actually masters, when he gets the credential related to the badge in question.</p> <p>During their studies students learn a lot of things, which are not captured by official curriculums. They are for example teamwork related skills or soft skills, which are valuable for employers and students, and can be recognised and made visible with badges. These kind of badges can be created by teachers or counsellors, but why not also by students.</p> <p>Designing a badge is for headmasters, teachers, counsellors and even for students a great way to reflect on the contents of curriculums and more so from a competence based point of view. From this perspective Open Badges standard is not only a way to</p>

make visible what students actually learn but it is also a powerful tool for developing studies and curriculums from a competence based learning perspective.

2. Using badges to recognise prior learning

Recognition of prior formal learning can be tricky, but recognition of prior informal learning is a real challenge for schools and for example for students coming from the work life, because they often have to study things that they already master to get degrees. An open badge can be used to recognise prior learning, because they are validated proof of learning and their criteria page tells about the criteria fulfilled by the badge earner.

- Using badges can ease the evaluation work of teachers and counsellors, but this requires that the Open Badge standard becomes popular and widely used by associations, employers and educational organisations.
- A good start for schools would be to work together on developing badge systems that would express common requirements. These badges could be displayed as badge applications (see the use case "Badge applications"). It would be an easy and time saving way for teachers and counsellors to capture, evaluate, accept or reject the evidences students provide about their prior learning.

3. Badges to recognise teachers' computer skills

The evolution of the Internet and computer technology is fast and it is very challenging for schools and universities to capture and evaluate the skills of their teachers. A Finnish school network is trying to tackle this problem by developing a badge system for this purpose. A total of 60 badges have been developed using a specific competency framework. Each badge has been designed to capture and recognise a small number of skills and competences (for example "building a basic web page"). Badges express some progression and form learning paths. When a teacher has earned all the small badges contained in a learning path, he or she gets a milestone badge, which tells about the competences recognised in the learning path. In this user case badges are not issued after a course completion; badges are displayed in a web page and teachers can apply for them by filling evidences in application forms. Badges are issued when the applications submitted by teachers are reviewed and accepted. This user case shows how it is possible to capture and recognize teachers' prior computer skills in several schools with the same

	<p>criteria using a badge system developed in collaboration by several partners.</p> <p>4. Using badges to set goals and learning pathways</p> <p>As we explained in the previous use case, badges can be used to set and visualise learning paths and goals. Milestone Badges can be thought as “big badges”, used to express that the small badges in the pathway have been earned and the final goal has been achieved. Teachers can set different kinds of pathways with badges. For example, the rule can be that all badges contained in the pathway should be earned before the final Milestone Badge is issued. It is also possible to set a Milestone Badge, which will be issued when some of the badges contained in the pathway have been earned. It is also possible to set several alternative pathways leading to the same final goal visualised by a Milestone Badge.</p> <p>5. Using badges to reward students for their achievements</p> <p>Badges can be used to reward and motivate learners, and they can be used as elements in some gamification processes. But it is important to understand that the main value of an Open Badge is not in rewarding an earner, but in the fact that it makes it possible for its earner to display to a potential employer, a teacher or any customer validated evidence of skills or achievements. If Open Badges are used only as shining gold stars for rewarding purposes, there is a risk that they affect the intrinsic motivation of students.</p>
Frameworks	For example in Finland CPD projects for teacher’s ICT skills are using a national quality framework named OPE.FI.
Evidence	Evidences can be completion of learning activities in a LMS or evidences or prior learning (texts, pictures, videos, links to portfolios) submitted in the badge application forms by applicants.
Quality	Depend on contexts.
Notes and Issues:	

4. Organisations sharing the badges they created

Author of the Use Case [name, organisation]	Eric Rousselle						
Use Case Title	Organisations sharing the badges they created						
Date Created:	24.3.2016						
Which role(s) do you play in the context of this Use Case: Mainly issuer organisations							
Earners		Issuer	X	Audience	X	Displayer	
Other (please specify)							

Criteria	Main point here is that criteria are set and recognised by several organisations
Context	Highly networked organisations, for example schools and associations
Users	In this use case actors are mainly issuer organisations such as schools, non-profit associations and possibly companies. These actors have all in common the fact that the badges that they create for their needs can be useful for other similar organisations belonging to the same sector or network.
Description:	Badges can be used to capture and recognise skills and achievement inside an organisation, but there is also a need for badges and badge systems, which are meaningful and valuable for organisations' networks.
User goal / value	Collaborative designing and sharing of badges are the conditions requested for the creation of wide ecosystems, which will make badges meaningful and valuable for a great number of earners and issuers.
Environment/platform:	This use case requires Open Badge platforms, which provide community and badges sharing features. (such as Open Badge Factory)
Usage scenarios	Many highly networked organisations such as associations have a lot in common and the badges they develop for internal needs can often be recognised and used by similar organisations. For example trade unions could use the same set of badges to

	<p>recognise the competences required of a trustee, an organisation president or a secretary. The process of designing badges is useful for associations to reflect on their activities but also to identify what they have in common. Organisations can share badges with each other at least in two ways; first, organisation A could share the badge it created with organisation B, which will be able to use it as a template and adapt it for its own needs. Another way is for organisation A to share its badge with organisation B, which could be only authorised to issue it but not to modify it. In this case organisation A can require that organisation B fulfils some conditions before it can be authorised to issue the badge. We are speaking here about a certification process, which could be done by using a badge. In this case organisation B would be able to issue the badge created by organisation A after earning the certification badge created by organisation A. It is also possible that organisation's A and B design the badge together that they can both issue.</p>
Frameworks	In this use case frameworks are very important, because they are the common ground which make possible for organisations to recognise and endorse badges created by networks.
Evidence	
Quality	
Notes and Issues:	

5. Collaborative design of badges

Author of the Use Case [name, organisation]	Eric Rousselle						
Use Case Title	Collaborative design of badges						
Date Created:	24.3.2016						
Which role(s) do you play in the context of this Use Case: Issuer organisations							
Earners		Issuer	X	Audience		Displayers	

Other (please specify)	
Criteria	Collaborative design of criteria
Context	highly networked organisations such as associations or schools.
Users	<p>Badges can be used to capture and recognise skills and achievement inside an organisation, but there is also a need for badges and badge systems, which are meaningful and valuable for organisations' networks.</p> <p>However designing this kind of badges and badges systems can't be done only by few people, it requires collaboration. In this use case actors are highly networked organisations such as associations or schools. They can also be networks of individuals such as parents, activists, teams and different kind of groups with common interests that they want to express with badges.</p>
Description:	This case is very similar to the use case about organisations sharing badges. The main difference here is that badges are developed in a collaborative process.
User goal / value	Collaborative development of badges by a network of organisation increase the value of badges for earners, employers and badge issuers, because badges are built on common criteria.
Environment/platform:	This use case requires Open Badges platform with tools supporting collaborative design of badges such as wikis and forums.
Usage scenarios	<p>This use case can have an endless number of variations but here is one example where organisations are involved in the badge designing collaborative process.</p> <p>Nowadays, universities have student exchange programs and volunteer tutor students, who give support to foreign students when needed. Let's imagine that a network of universities wants to set up together the competences and criteria related to the role of being a tutor student with a badge and that they will award tutor students. The initiator of this project creates a badge proposal in an Open Badge platform community area and invites its partners to join the project. The partners enrolling for this task get access to the criteria page of the badge. This page is a wiki page or some other editor supporting, collaborative writing page that keeps track of changes made by contributors. The project has a forum, where partners discuss and agree about the final version of their work. When the final version of the criteria page is ready, the</p>

	<p>initiator of the project locks the criteria page of the badge and publishes the badge in the community area of the badge platform, so that it can be issued by contributors or by any other university interested in it.</p> <p>The same kind of process could be conducted by a group of individuals. For example, a parent wants to reward a football coach for the great job he or she does with the team of young players. First, this parent wants to express with a badge what exactly makes a good coach. He or she creates a badge project and invites other parents to write in the criteria page the competences, skills and values that a person should have in order to be recognised as a good coach. When the badge is ready a parent can propose his kid's coach to be rewarded with it. This can happen by a vote form to other parents by email or inside the Open Badge Passport, if parents are using it. If enough parents (the criteria can be defined by contributors) vote and accept this proposal, the badge is awarded to the coach. If this badge created by parents is published in the Open Badge Passport community area, other parents can use it as well.</p>
Frameworks	
Evidence	This use case requires Open Badges platform with tools supporting collaborative design of badges such as wikis and forums.
Quality	
Notes and Issues:	

6. Competency Framework 2016

Author of the Use Case [name, organisation]	Nigel Lloyd
Use Case Title	Competency Framework 2016
Date Created:	24.3.2016
Which role(s) do you play in the context of this Use Case: any specific role	

Earners	X	Issuer	X	Audience	X	Displayers	
Other (please specify)							

Criteria	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation in at least 4 teleconferences and the 2 day workshop. 2. Submission of a draft competence statement. <p>Skills & Knowledge: the earner will be able to:</p> <ol style="list-style-type: none"> 1. describe the components of a competence statement: title, performance criteria, range, levels of mastery/fluency (Bloom's trajectory for knowledge, skills and attitudes/values), EQF level, assessment criteria 2. draft a competence statement for a competence with which they are comfortable. <p>Behaviours: the Earner will put the interest of the profession as a whole above the sectional interests of the province or technical area of specialisation, or type of employer (e.g. public hospital, private clinic, ...).</p>
Context	<p>Audience all Respiratory Therapists in Canada</p> <p>Displayers earner? employer? NARTRB and provincial regulatory bodies</p>
Users	<p>Earners Francophone Working Group and an Anglophone WG, about 10 people in each.</p> <p>Issuer CamProf</p>
Description:	<p>Learning Pathways Participation in at least 4 teleconferences and the 2 day workshop</p> <p>Resources + Sustainability: The NARTRB project provides the resources. No additional badges will be awarded after the project ends. Sustainability is not an issue.</p> <p>Badge Tags:</p>

	Profession, competence, professional development, education,
User goal / value	<p>Value Proposition:</p> <p>Earners public recognition and thanks for their effort and the learning involved. might count towards achievement of 'continuing professional development'</p> <p>Issuer it motivates participation by earners and their employers, it provides commitment by earners to the result of the project</p> <p>Audience all Respiratory Therapists in Canada</p>
Environment/platform:	
Usage scenarios	
Frameworks	
Evidence	<p>Evidence: CamProf staff will confirm active participation and submission of a draft competence statement.</p>
Quality	<p>Endorsers: NARTRB and its member provincial bodies</p> <p>Channels: NARTRB and its member provincial bodies, Canadian Society of Respiratory Therapy Organisations (CSRTO)</p>
Notes and Issues:	

7. Building a portfolio from badges

Author of the Use Case [name, organisation]	Eric Rousselle
Use Case Title	Building a portfolio from badges

Date Created:		24.3.2016					
Which role(s) do you play in the context of this Use Case: Badge earners							
Earners	X	Issuer		Audience		Displayer	
Other (please specify)							

Criteria	Not relevant in this case.
Context	Open Badges are validated evidences of learning. Why not use them as a construction blocs of a simple portfolio instead of writing stories about learning and professional development that only a few will actually have time to read?
Users	Badge earners in general but especially people, who for some reasons, are not interested in writing resumes and building portfolios. They could be anyone, for example young people, employees or teachers who have graduated from professional schools but especially people whose majority of skills or achievements can be naturally recognized and captured with open badges.
Description:	Earners receive their badges by email and upload them in the Mozilla backpack or receive them automatically in their Open Badges passport, which is an alternative to the Mozilla backpack. In the Open Badges passport issuers store their badges but also other evidences of their learning such as PDF -files, pictures and videos. Earners build simple portfolio pages, where they showcase their learning with the badges they earned. They create text fields in their pages to compose small resumes or to add comments to their badges. Evidences such as links or files can be also added to pages. When a page is ready, the earner can easily publish it with a link or an embedded code on the Internet or only for a specific community by using the passport. Inside the passport users can add endorsements to each other's pages.
User goal / value	The key value of this kind of micro-portfolio is simplicity. It can be composed by any badge earner and without academic background or writer skills. Because it is built on badges, which are validated common currency of learning, this kind of portfolio is easily searchable. For example, employers can easily find skilled

	employees by searching the badges that compose the employee's profile they are looking for. For employees, the value of this kind of micro-portfolio based on badges results from the fact that their skills can easily be recognised by a potential employer. For employers, this kind of portfolio is highly valuable, because they can compare and evaluate several employees' portfolios without heavy and time-consuming reading.
Environment/platform :	Open Badge Passport and other platform giving the possibility to badge earner to group their badges in portfolio pages and to publish these pages.
Usage scenarios	Badges can be created for example to increase the impact of campaigns, for example campaigns about human rights, environmental questions, etc.
Frameworks	
Evidence	Not relevant in this case.
Quality	Not relevant in this case.
Notes and Issues:	Building a portfolio mainly composed of badges requires that the open badges standard is widely adopted by a sufficient number of organisations and that earners can get enough badges to build consistent portfolios.

8. Centralised management and distributed issuance of badges to avoiding badge inflation and fragmentation of badges systems

Author of the Use Case [name, organisation]	Eric Rousselle
Use Case Title	Centralised management and distributed issuance of badges to avoiding badge inflation and fragmentation of badges systems
Date Created:	24.3.2016

Earners		Issuer	X	Audience		Displayers	
Other (please specify)							

Criteria	The use case described here is generic. Criteria are defined by users implementing the badging strategy described here.
Context	Badges are often issued after an earner has completed some task. Such a task can be for example completion of a course or achievement of some work. Getting a badge after the completion of some formal task works well, when earners are identified members of the organisation, which issues the badges (for example students or employees). But it doesn't work, when there is a need to recognize prior learning of potential job applicants or students.
Users	<p>This use case's primary actors are organisations, which create and issue badges. These organisations can be companies, associations, schools, universities and public sector organisations. They have in common the fact that they care for their brand and reputation.</p> <p>Secondary actors are developers, companies and communities that develop different software and services for the primary actors. Such software programs can be learning platforms, HR and CRM-systems, badging platforms and all other kind of systems that primary actors use with their target groups (staff, students, members, customers, etc.) and need to use to issue badges.</p>
Description:	This use case demonstrates how an issuer organisation can manage a quality and consistent badge system in one place and issue its badges in several systems.
User goal / value	Badges issuers want to issue badges to their target groups for different purposes, but they want to make sure that issuing badges to their earners will not affect their brand and reputation. To ensure the high quality and consistency of their badge systems, organisations need to be able to manage, who is authorised to create their badges and who is able to issue them. They need to issue badges from different systems, but at the same time they have to avoid the duplication of their badges in several systems, because it will lead to the fragmentation of their badge system and make impossible to build a consistent and sustainable badge system that will build their reputation over time. There is a need

	for a centralised management and a distributed issuance of badges.
Environment/platform:	<p>This use case requires that developer communities and software companies put serious effort on developing Open Badges platforms that:</p> <ul style="list-style-type: none"> - Provide open APIs for plugins - Provide roles and extended reporting features - Fully align with the OBI standard and other open standards
Usage scenarios	<p>The Open Badges standard has become popular and there are several Open Badges platforms on the market. After some benchmarking an organisation chooses a platform, installs it in one of its servers or uses it as a cloud service. Then the organisation's management team sets up an Open Badge strategy and starts to implement it. Designer and issuer accounts are created in the Open Badges platform. Designers are users authorised to design and create and eventually issue badges. Issuers can only issue badges created by designers they can't edit or delete.</p> <p>The organisation uses several systems, such as a Learning management system, a HR-system and a CRM. It has the need to issue at least some of its badges from all these systems. The organisation's system administrator installs the badge issuing plugins provided by the Open Badges platform provider. Plugins are available only for popular systems, and in this case one is missing for the HR-system the organisation is using. However, the platform chosen by the organisation is built on an open API, so the organisation's developer or the provider of the HR-system will have the possibility to develop the plugin needed.</p> <p>The organisation can issue hundreds of badges from several systems, but with the Open Badges platform's reporting system the organisation management will be able to get a whole picture of its badge issuing activities from one place. The reports will display information on how many badges have been issued and received by earners and how many badges customers have opened. With reports from the Open Badge platform the organisation has the possibility to evaluate the impact of its badges to its target groups.</p> <p>The organisation has decided to replace its current Learning Management System by a new one. However, deleting the old</p>

	<p>LMS, will not affect the badges already issued, because all badges issued with plugins are hosted by the open badge platform. Therefore, earners don't lose the badges they received after completing their online courses!</p> <p>The organisation has found a more versatile and user-friendly Open Badges platform on the market and wants to move from the old service to the new one. The user, who has an administrator passport in the old platform, can export all its organisation's badges from the system and import them in the new one. All reports can be exported in CSV –files.</p>
Frameworks	In this case the Open Badge Infrastructure developed by the BadgeAlliance should be the framework used to design platform with standard Open API.
Evidence	
Quality	Every Open Badges issuing platform should align with the OBI standard.
Notes and Issues:	<p>(Note DUO / O6) A nice and very important use case from the perspective of EU-tools. But Open Badge issuing systems should also be able to use more than one Open Badge Platform? Example: a VET-school, using its own defined badges from one platform like OBF, and "ECVET" badges from some EU-hosted platform</p> <p>(Note Discendum / 03.2016)</p> <p>As long as open badges issuing platforms are not exchanging data based on an open API recognised by all vendors, an badges issuing organisation will have to choose a platform to avoid fragmentation of its badge system. Notice that we are speaking here about open badges ISSUING platforms and not about badges repositories such as Mozilla Backpack or Open Badge Passport, which are badges issuing platform independent.</p>

9. Presentation and Participation at an EDEN Conference

Author of the Use Case [name, organisation]	Ildiko Mazar, EDEN						
Use Case Title	Presentation and Participation at an EDEN Conference						
Date Created:	08 December 2015						
Which role(s) do you play in the context of this Use Case:							
Earner		Issuer	X	Audience		Displayer	
Other (please specify)							

Criteria	<p>The participant badges are awarded to people who attended (online, where applicable, and/or face to face) an EDEN Conference as a fully registered delegate, meaning that the person registered online, paid their registration fee then showed up in person (or on the online platform) at the conference venue and visited the conference sessions during the conference dates.</p> <p>The speaker badges are awarded to people who have an accepted submission for presentation at an EDEN Conference, meaning that their paper, poster, workshop, etc. contribution was assessed by double peer-review and a decision on acceptance was made based on pre-set selection criteria.</p>
Context	<p>Non-formal learning context associated with a professional event EDEN conferences (attracting 100-500 participants depending on the type and focus of the event), organised since the 1990s have always been an acknowledged source and fora of professional development opportunities because of their content and means of deliveries (presentations, panel debates, posters, workshops, demonstrations, etc.)</p> <p>The outcome of this use case are open badges issued to recognise newly gained knowledge (for all the registered participants) and demonstration of valuable professional input (for individuals authoring and delivering quality contributions). Each open badge is awarded for evidenced participation, i.e. the participants had to register to and actually attend the conference sessions, while the presenters had to be authors of the delivered conference content.</p>
Users	<p>The primary users/beneficiaries of these badges (i.e.) are conference participants including teachers, professors,</p>

	<p>instructional designers, researchers, policy and decision makers and other practitioners from all sectors (i.e. K12, HE, VET, adult education), all levels and all forms of education and learning (formal, informal, non-formal).</p>
Description:	<ol style="list-style-type: none"> 1. Each EDEN conference has its own scope and themes, call for contribution and description of who are the beneficiaries of the event. 2. Using an array of previously agreed symbols, icons and colours that represent types of conferences and showcased skills/competencies, EDEN designs a set of event specific badges that have a clear visual demonstration of the above elements. 3. Open Badge Factory badging is used to create and issue the above described open badges to the conference participants and presenters. 4. After each conference the organiser issues the event-specific participant and presenter badges to all the individuals who met the above described pre-conditions. 5. The badge earners are free to choose to accept or decline the open badges they were rewarded with and display them where they wish (in their Mozilla backpacks, Open Badge Passports or social media profiles). <p>The EDEN badges are, for the moment, supply-led, but within a few years we expect them to develop into sought after currency. It is still early days, but we will consider developing stackable badges, e.g. a returning conference participant could earn “silver” badges for attending (at least) a certain number of EDEN conferences, by this showing consistent effort in continuing their professional development.</p>
User goal / value	<p>EDEN wishes to be a forerunner of European professional associations offering open badges to reward its partners for their involvement in continuous professional development activities in the field of open education and e-learning, and evidence the new knowledge, skills and competencies gained by active conference participation.</p> <p>With the EDEN badges their earners can demonstrate interest at continuous professional development and desire to stay informed about the state of the art research, developments and practices in open education, e-learning and the use of ICTs.</p>
Environment/platform :	<p>EDEN created and stored its badges at openbadgepassport.com. These badges can be exported into the badge earners’ Mozilla backpacks. The issuer also raises awareness of the availability and functionality of its badges on its website at http://www.eden-</p>

	online.org/professional-community/open_badges.html
Usage scenarios	EDEN badge earners can demonstrate their interest at continuous professional development and desire to stay informed about the state of the art research, developments and practices in open education, e-learning and the use of ICTs. This may be valuable in case of PhD or job application.
Frameworks	Not applicable
Evidence	The evidences behind the badges include the respective conference's website , detailed programme and proceedings book , including the full titles and names of authors of all conference contributions accepted for presentation. The assessment of contribution is carried out by the conferences' programme committees applying double peer review.
Quality	The EDEN badges cannot be acquired by any other means than accepting a badge issued by EDEN and sent to the individual badge earners. All badge earners have to meet pre-set conditions (see criteria above) that are thoroughly checked by the issuer. The quality of the EDEN conferences' content may be judged subjectively, but prospective consumers (i.e. colleagues, peers and potential employers) will be either familiar with the Association and its reputation or can freely check the evidences behind each EDEN badge.
Notes and Issues:	Professional conferences, like those organised by EDEN, do not address specific skills or competences. What their participants (particularly those who are regular conference attendees) have in common is the interest at continuous professional development and desire to stay informed about the state of the art research, developments and practices in open education, e-learning and the use of ICTs. Whatever these professional benefits may mean to our badge earners, at the moment we can only acknowledge and recognise their attitude by issuing speaker and participant badges.

10. Automatic MOOC Badging

Author of the Use Case [name, organisation]	Federico Giacanelli, Eleonora Rodi, bestr www.bestr.it
Use Case Title	Automatic MOOC Badging Introduction to Programming with Python

Date Created:	May 2017						
Which role(s) do you play in the context of this Use Case:							
Earner		Issuer		Audience		Displayer	
Other (please specify)				Italian Open Badge Platform			

Criteria, preconditions, users:	Participation in the MOOC "Introduction to Programming Python"
Description:	Completing the course with assessments - the Open Badges is the Certificate of Attendance
Benefits	Earner: User personal development, employability , Issuer reputation
Environment/platform:	EduOpen LMS (MOOC) and bestr https://bestr.it/badge/show/435
Usage scenarios	The Badge is used by the owner as a hard skill certificate
Frameworks	no framework
Evidence	The evidence is based on the assessments (LMS tests)
Quality	The badge is endorsed by the EduOpen network
Notes and Issues:	The automatic baking is KPI based. Best reads xAPI statements from the Learning Records Store (LRS) and issues badges automatically. Statements are written by the LMS.

11.Issue a Diploma Supplement badge

Author of the Use Case [name, organisation]	Erik van den Broek, DUO, The Netherlands
Use Case Title	Issue a Diploma Supplement badge

Date Created:		June 20, 2017					
Which role(s) do you play in the context of this Use Case:							
Earner		Issuer	X	Audience		Displayer	
Other (please specify)							

Criteria	The open badge will be issued to a student who is awarded a bachelor or master degree
Context	<p>Diploma Supplements originate from the Bologna Process, designed to provide a description of the content and level of the study that was successfully completed by an individual.</p> <p>Since 1999 they were gradually implemented at (nearly) all European universities.</p> <p>The document is incorporated in the Europass portfolio, now officially named “Europass Diploma Supplement”, and as such is one of the so-called EU Transparency tools.</p> <p>At this moment (2017), universities still issue Diploma supplements as a paper document, which makes digital sharing cumbersome and unverifiable.</p>
Users	<p>The badge can be issued by:</p> <p>a student administration of a university / university of applied science</p> <p>or</p> <p>any other institution that is entitled to award bachelor or master degrees</p> <p>or</p> <p>a national or regional diploma registering authority</p>
Description:	<p>The trigger to issue this badge is the bachelor or master graduation of a student.</p> <p>All information about the precise content and structure of the diploma supplement, that also should be included in the metadata of the badge to be issued, can be found at: http://ec.europa.eu/dgs/education_culture/repository/education/policy/higher-education/doc/ds_en.pdf</p> <p>As chapter 8 within the template for the diploma supplement:</p>

	<p>“INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM” is quite static, it is preferable to supply a hyperlink to an official national webpage, that describes the educational system of the country (valid for the date on which the badge was issued)</p>
User goal / value	<p>As this badge really is a “high stake” badge, the value is much larger than that of the average open badge that is earned.</p> <p>Not only of value for the earner, but also for the receiver: An employer, receiving this badge in a digital job application process, can be sure of the fact the job applicant implicitly owns the matching diploma of this degree, and does not have to rely upon the mere cv or linkedin profile (that often are considered as “portfolios of lies”)</p>
Environment/platform:	<p>The badge can be issued manually within one of the existing badge factories, by copying the necessary texts, or automated, directly from the student administration system using the available OBI-webservices.</p> <p>The badge can be stored in any badge backpack or portfolio, chosen by the earner.</p>
Usage scenarios	<p>There is only one usage: the badge is issued when a person receives a bachelor or master degree.</p>
Frameworks	<p>http://ec.europa.eu/education/resources/diploma-supplement_en</p>
Evidence	<p>The “Evidence” metadata might point to the corresponding digital diploma in a diploma register (if present)</p>
Quality	<p>The fact that:</p> <ul style="list-style-type: none"> • the badge is issued by an accredited institution for higher education, • on the basis of a recognized level of degree (Bachelor, Master) • rated level 6 or 7 within the EQF, <p>ensures a quality hardly any “normal” open badge can achieve</p>
Notes and Issues:	<p>Note: The Diploma Supplement is the only document from the Europass portfolio, that is not available digitally. Under the premise that all transparency documents should be made available digitally, the Open Badge Infrastructure is THE opportunity to</p>

	<p>achieve that.</p> <p><i>(The only feasible alternative would be "Signed PDF", which would force institutions to invest far more in infrastructure, only to produce technology from a decade ago)</i></p>
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12. Employers reviewing badges

Author of the Use Case [name, organisation]	Lucy Neale, DigitalMe						
Use Case Title	Employers reviewing badges						
Date Created:	3/31/2016						
Which role(s) do you play in the context of this Use Case:							
Earned		Issuer		Audience	X	Displayer	
Other (please specify)							

Criteria	As an employer I want to be able to clearly understand what the badge represents in terms of skills, knowledge and competencies. I am likely to be most interested in badges that align with in-demand skills areas in my business or those that demonstrate key values, attitudes and competencies I value in my workforce. I want to be able to view the evidence of the achievement represented in the badge in order to verify it.
Context	As an employer I want to be able to see the organisation that has issued the badge as this will tell me something about the value of the badge. I want to understand who has assessed the evidence and how this has happened.
Users	The users are likely to be people engaging with badges in a learning context (formal or informal) as currently it is hard to discover badges independently via the web.
Description:	In terms of the typical path to recognising a badge, this is currently demand-led (initiated by the badge earner) but hopefully this can

	<p>change to employers acknowledging/requiring badges as part of their recruitment process.</p> <p>Step 1: Earn badges via a learning programme, Step 2: Display those badges on social profiles, Step 3: Include the link to badges/profiles in job applications, Step 4: Employer performs web search as part of candidate filtering for a job, Step 5: Candidate may reach interview stage and use their badges to communicate their skills and competencies</p>
User goal / value	<p>Purpose for earning the badge is that an employer will recognise it as part of its recruitment processes, in addition to or instead of formal qualifications. Purpose for issuing the badge depends on the issuing organisation but it will support their objectives to step people into work/recognise learning taking place within informal settings/allow them to track progression and impact of their work. Purpose for employers to recognise the badge is to better identify candidates with the right skill-set, attitudes and values for their organisation and allow them to verify the evidence of these skills in a more authentic and dynamic way that a paper cv provides.</p>
Environment/platform :	<p>A badge profile page is needed to allow the earner to showcase their badges to the employer. The employer must be able to access the badge and view the evidence.</p>
Usage scenarios	n/a
Frameworks	<p>Employers will be interested in badges mapped to frameworks to allow them to compare the information within the badge to other badges/qualifications. In the UK there is the Ready to Work Framework, localised passports to employment.</p>
Evidence	<p>The evidence is provided by the learner, ideally this is dynamic evidence that showcases their achievements e.g. use of video rather than text. It is assessed by someone in direct contact with the learner with authority to make a judgement on their achievement. e.g. an educator, mentor, manager. There are different levels of assessment rigor that would be good to be communicated in the badge metadata.</p>

Quality	The employer will derive quality from the reputation of the issuing organisation, the quality/validity of the evidence and understanding how the badge has been assessed and by whom.
Notes and Issues:	Aligning with competency frameworks in a machine readable way to allow employers to easily understand the level of skill represented by the badge. Information about the way the badge was assessed and by whom is not currently provided in the metadata. For consumers/audience of badges this is a key piece of information to enable them to make a value judgement. A central place to discover badges as an independent learner or way to search the web for badges.

13. Language proficiency badges

Author of the Use Case [name, organisation]	Federico Giacanelli, Eleonora Rodi, bestr www.bestr.it						
Use Case Title	Language proficiency badges English B1 - Reading and Listening						
Date Created:	May 2017						
Which role(s) do you play in the context of this Use Case:							
Earners		Issuers		Audience		Displayers	
Other (please specify)				Italian Open Badge Platform			

Criteria, preconditions, users:	Participation in the course English B1 - Reading and Listening at the University of Padova
Description:	The language proficiency badge certifies the achievement of the English language level equivalent to B1. UNIPD students and staff (PhD, teachers, employees)
Benefits	Earners: User language skills certification, Credit recognition

Environment/platform:	Moodle LMS (MOOC) and bestr www.bestr.it/badge/show/456
Usage scenarios	The badge is used by the owner for credit recognition, by the issuer for engaging user
Frameworks	CERF - Common European Framework of Reference for language skills
Evidence	Assessment: UniPD CLA test
Quality	the quality was assured by the issuer reputation the assessment is a B1 language test as proof of English language knowledge for reading and listening skills at the Language Centre of the University of Padova no endorsers
Notes and Issues:	Automatic credit recognition - Best reads xAPI statements from the Learning Records Store (LRS) and issues badges automatically. Statements are written by the LMS.

14. Open Badges in Distance Education

Author of the Use Case [name, organisation]	Dr. G. Mythili, Deputy Director Staff Training and Research Institute of Distance Education, Indira Gandhi National Open University						
Use Case Title	Open Badges in Distance Education						
Date Created:	14 June 2017						
Which role(s) do you play in the context of this Use Case:							
Earners		Issuer	X	Audience		Displayer	
Other (please specify)							

Criteria, preconditions, users:	Participation in Refresher Programme in ICTs in Open and Distance Education (ODL) at the Indira Gandhi National Open University (IGNOU)
Description:	<p>(i) Group Work : Online Course Template (ii) Group Work : Concept Map (iii) Rapporteur</p> <p>(i) Participants need to work in group to design and develop a 'course design template' for on selected online course. "Successfully submitted Online Programme Outline" (ii) Participants need to work in group to design concept map in selected online course. "Successfully submitted concept map" (iii) Each participant expected to write training session report. "Successfully submitted session wise report"</p>
Benefits	<p>Issuer : facilitate to design an online course & develop a report. Earner : Gain API points for CAS</p>
Environment/platform :	MOODLE of IGNOU
Usage scenarios	<p>(i) Self Motivation (ii) Gain API score for CAS</p>
Frameworks	no framework
Evidence	Participants can show the link to the authority (or) link with Mozilla open badges.
Quality	Participants need to present their work in group before the coordinators and experts. STRIDE certificate is eligible for CAS.
Notes and Issues:	<p>First time, open badges is introduced in Training Programme by STRIDE.</p> <p>Recently (March, 2017), we have conducted Open Badge Awareness Workshop along with Prof. Dr. Ilona Buchem, the participants were eager to earn open badges.</p>

15. Rewarding students in Geo4work project

Author of the Use Case [name, organisation]		Michal Nowakowski					
Use Case Title		Rewarding students in Geo4work project					
Date Created:		20 June 2017					
Which role(s) do you play in the context of this Use Case:							
Earner		Issuer	x	Audience		Displayer	
Other (please specify)							

Criteria, preconditions, users:	<p>Recognition of skills in Geo4Work Project http://www.umcs.pl/pl/geo4work.htm. Students from at Marie Curie Sklodowska University in Lublin. One session of a students Workshop in I-Lab Poland(ITeE in Radom) was called „Basic design of Open Badges“.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - The owner of the badge knows how to create Open Badges and has basic knowledge about Open Badge Ecosystem - Has participated in Open Badge Workshop in ITeE. - Has designed on paper (using badge canvas) at least 2 badges working in a group during the 6 hours workshop - Has designed his badge project using IT tool (Open Badge Factory)
Description:	This is a special badge issued in the Geo4work project. To get it is needed to be a project participant and has completed the „Basic design of Open Badges“ module in I-Lab course
Benefits	<p>Earner: Recognising extracurricular engagement in a project, recognising new skills and knowledge about Open Badges.</p> <p>Issuer: Promoting his institution on the Internet as an issuer of Open Badges.</p>

Environment/platform:	The badges are issued in Open Badge Factory and exported by students to Open Badge Passport and Mozilla Backpack.
Usage scenarios	This is a first pilot project to see how we can work with badges on a wider scale at the Marie Curie - Sklodowska University in Lublin.
Frameworks	Not relevant
Evidence	The evidence comes from the workshop students has participated before they earned badges. They have completed different task both working in groups and individually and they earned badges after the workshop session.
Quality	This is pilot and experimental Open badge issuing process. The criteria to earn the badge was clear. During the workshop session students have possibility to complete some tasks to meet the criteria.
Notes and Issues:	Open Badges are excellent tool to recognise social and personal skills or any other “soft skills”. It was good idea to issue open badges right after the course because the student have possibility to prove that they have specific skills and earn first Badge the same day.

16. Rewarding students who help other students

Author of the Use Case [name, organisation]		Alastair Creelman, Linnaeus University, Kalmar/Växjö, Sweden					
Use Case Title		Rewarding students who help other students					
Date Created:		14 June 2017					
Which role(s) do you play in the context of this Use Case:							
Earner		Issuer	X	Audience		Displayer	
Other (please specify)							

Criteria, preconditions, users:	Recognition of voluntary work as student representatives in the international summer academy at Linnaeus University in Sweden. Student volunteers help international students to find their way around town, the campus, give practical advice on life in Sweden and general study support.
Description:	One step - students are issued a badge manually after volunteering at the international summer academy. They must provide support throughout the summer academy period.
Benefits	Recognising extracurricular engagement which was not recognised before.
Environment/platform:	The badges are issued in Moodle and exported by students to the Mozilla Backpack.
Usage scenarios	This is a first pilot project to see how we can work with badges on a wider scale at the university. The volunteer badge can be extended to other types of student community outreach etc.
Frameworks	Not at present.
Evidence	The evidence comes from project leaders, supervisors and peers who provide feedback on the volunteering experience.
Quality	Badges recognise volunteering activities and diverse sets of volunteering skills (e.g. communication, social, organisational skills). Badges also help enhance the reputation.
Notes and Issues:	This use case also addresses diversity as volunteering students have to deal with diverse groups (e. g. linguistic, cultural diversity) and also have to put diverse skills into action (e. g. communication, social, organisational skills).

17.Badge for validation of in-house training of employees

Author of the Use Case [name, organisation]	Leonardo Franceschi; ARTES						
Use Case Title	Badge for validation of in-house training of employees						
Date Created:	1/16/2017						
Which role(s) do you play in the context of this Use Case:							
Earnner		Issuer		Audience	X	Displayer	
Other (please specify)							

Criteria	<p>To be awarded with this badge the participant must pass the assessment of all five areas of basic digital skills mapped by the European framework DigComp.</p> <p>The Badge is issued after the fulfillment of one of the following two conditions:</p> <p>1.the participant access to the tests for each of the five areas covered by the framework DigComp (Information, Communication, Content Creation Of, Security and Problem Solving) and upon successful completion, is entitled to receive directly the Badge;</p> <p>2.in case of failure of the test, according to the default settings, the participant access to the relevant training courses to bridge the gap of specific knowledge of each area. After the training, the participant access to the specific learning and testing and, upon positive completion, is entitled to earn the Badge.</p>
Context	<p>The badge has been designed and issued by the TIM Academy, the platform for training of the personnel of TIM, one of the leading mobile phone operators network in Italy. Since 2009, TIM is investing in projects for start-up incubators and competences accelerators.</p>
Users	<p>Earnner: TIM employees Issuer: TIM Academy Audience: colleagues, external viewers, employers, TIM managers</p>

<p>Description:</p>	<p>This Badge, dedicated to TIM employees, attests the acquisition of skills related to 5 areas of expertise of the Framework DigComp: Information, Communication, Content Creation, Security and Problem Solving.</p> <p>The training modules of the e-learning path offered by TIM, address the arguments provided by the 5 areas of the Framework DigComp. In particular the training modules proposed for each area are:</p> <p>Communication area:</p> <ul style="list-style-type: none"> • interact; • share; • work together; • involve the active online citizenship; • netiquette. <p>Creating content area:</p> <ul style="list-style-type: none"> • integration and processing of multimedia content; • preparation of digital documents to share. <p>Information area:</p> <ul style="list-style-type: none"> •navigate. <p>Problem solving:</p> <ul style="list-style-type: none"> • digital competence, European standards and professional development; • new professionals. <p>Safety Area:</p> <ul style="list-style-type: none"> • IT security.
<p>User goal / value</p>	<p>For the earners: the employees are more prepared to deal with the challenges of digitalisations both in the working environment and in the societal context at large, and they can easily show and share this competence through the badge.</p> <p>For the issuers: the organisation has more trained employees and is able to benchmark the skills of its personnel.</p> <p>For the audience: viewers external to the organisations have a better understanding of the competences that are required to enter in the organisation and, in general, to work in the telecommunication industry.</p>

Environment/platform :	The badge is stored and displayed in the Bestr platform (bestr.it/badge/show/396)
Usage scenarios	To date, the badge has been awarded to 73 TIM employees. The issuer plans to award the badge to about 700 TIM employees in 2017.
Frameworks	Digital skills have been defined in the Recommendation of the European Parliament and of the Council of 18 December 2006, such as the ability to use technologies for work, leisure and communication, with confidence and critical mind. Framework DigComp http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=6359 “[...] a detailed framework for the development of digital competence of all citizens. The framework is the output of a wide stakeholder consultation. It consists of detailed descriptions of all competences that are necessary to be proficient in digital environments and describes them in terms of knowledge, skills, and attitudes. Three proficiency levels are suggested for each competence. The report provides as well a self-assessment grid for mapping digital competence levels.”
Evidence	The validity of the tests and the corresponding Badge is attested by an appointed expert. In the case of this specific badge, he is an University Associate Professor of Psychometrics of the University of Rome, specialised in psychological assessment and application of multivariate statistical analysis techniques to social and personality psychology.
Quality	The certificate is based on an assessment carried out by a questionnaire developed in accordance with the Framework DIGCOMP, prepared by the European Commission to encourage the dissemination of the skills allowing to seize the opportunities that technology offers in the field of digital innovation and representing one of the eight key competences for lifelong learning (lifelong learning).
Notes and Issues:	This use case has been written in collaboration with Eleonora Rodi (Cineca - .Bestr).

18. Hygiene management of a tool or appliance

Author of the Use Case [name, organisation]	Filippo Bignami, SUPSI-DEASS						
Use Case Title	Hygiene management of a tool or appliance						
Date Created:	12.5.2017						
Which role(s) do you play in the context of this Use Case:							
Earned		Issuer	X	Audience		Displayer	
Other (please specify)							

Criteria	Specifically, the skills validated with badges will be as follows: 1. Select the dirty laundry 2. Cleaning of a tool or of a device 3. Rooms cleaning and keeping 4. Cleaning of bathrooms 5. Ironing a short-sleeved shirt
Context	Household/housekeepers in health-care setting
Users	The badge issued refers to a woman working in an elderly residential home with the profile of skills "Addetta/addetto d'economia domestica CFP" (Hygiene management of a tool or appliance - Household/housekeeper worker CFP - Federal capacity certificate)
Description	For the household/housekeepers in health-care staff there are six operational skills fields with relevant competences: a) advising and customer services b) cleaning and preparation of the premises and furnishings c) carrying out linen process activities d) preparation and distribution of meals e) simple administrative work processing f) attention towards promotion of health
Benefits	The main benefit for the earner is that in a general frame of not formalized and certified competences, a part of her skills can be awarded and recognised. From the SUPSI-DEASS point of view the main benefit is the test of a new and perspectival tool performed.

Environment/platform	Stored on Openbadgeacademy.com
Usage scenarios	<p>Each of the above mentioned six skills (and fields of expertise) is in turn accompanied by specific actions that enable them and which have been the subject of discussion with the person issued, about what and how they are actually practiced. The aim of the discussion was to make the badges corresponding to reality and sustainable through formally recognized criteria which are the same as the official training in this area for obtaining the CFP (federal capacity certificate) mentioned above.</p> <p>This process was agreed with the management of the elderly care residential home FCPA and will then be validated also from this institution.</p>
Frameworks	Hygiene management of a tool or appliance - Household/housekeeper worker CFP - Federal capacity certificate, existing in Switzerland
Evidence	The evidence come from meetings and assessments done with the earner, the first on 01/10/2017 and the second on 18/10/2017 and one meeting with the employer on 07/02/2017. SUPSI-DEASS performed all the process.
User goal / value	Certification of specific competences not certified in other way.
Quality	<p>SUPSI-DEASS is a university of applied sciences issuing only internationally recognised certifications and the validation/endorsement is done from the elderly care residential home FCPA (employer of the worker).</p> <p>The badge has been identified and elaborated on the basis of three criteria:</p> <ul style="list-style-type: none"> • Self-assessment of the person involved • Use of officially recognized indicators for the evaluation of competences in the specific sector • Recognition by the specific labour market context
Notes and Issues	It is not an easy matter to describe competences, because they depend on a variety of characteristics and may be localised in different dimensions (e.g. in the degree of independence or the assessment of the complexity of a task). Nevertheless, the descriptions of various steps must clearly express the difference from one step to the next for the development of competence

	<p>within a competence area. Like in this Swiss application and testing of OBN project, no specific determinants for differentiating the steps are given in advance, however, whenever it is reasonable, certain dimensions are included as reference points for the description of the competence development in addition to the context characteristics (tools, etc). These dimensions are thought of as a continuum.</p>
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