



# Open Badges for Key Competency ePortfolios

*TRANSit Workshop*

TRANSversal key competences for lifelong learning: Training teachers in competence based education

[www.transit-project.eu](http://www.transit-project.eu)

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Policy for  
Educator  
Evidence in  
Portfolios

**PEEP Conference**  
London  
25-26 March 2014

**DEVELOPING THE PROFESSIONALISM OF  
EDUCATORS THROUGH  
E-PORTFOLIO CAREER TRACKING**



TRANSit project is funded with support from the European Commission.



# PLAN

- What is TRANSIt? - 10 min
- What are Open Badges? - 10 min
- Q&A + Intro to activities - 5 min
- Develop your Open Badge - 20 min
- Debriefing + feedback questionnaire - 15 mins



**What is TRANSIt?**



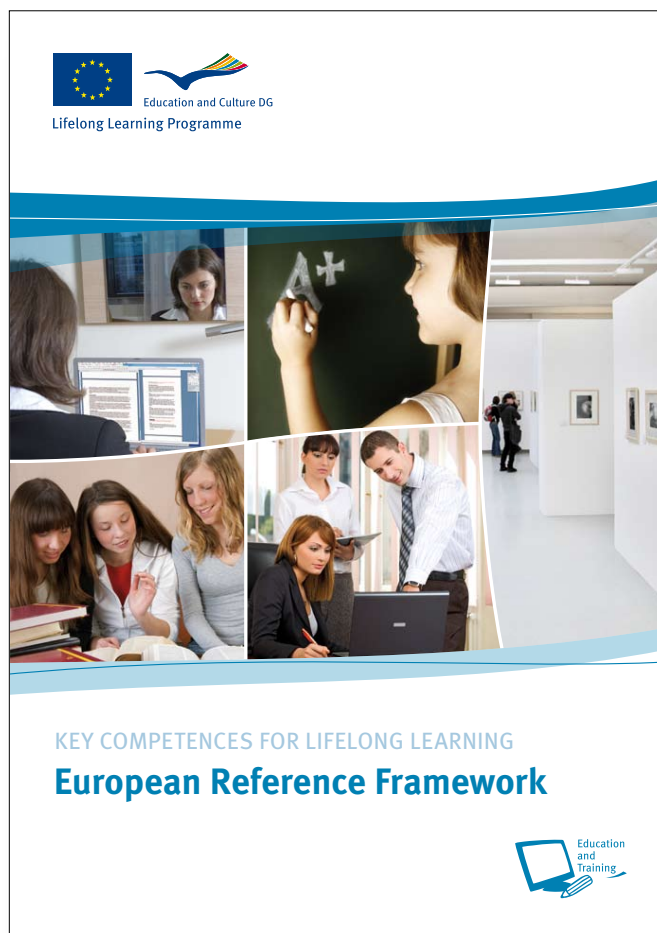
## aim:

The aim of TRANSit is to help teachers acquire and develop the skills and knowledge required to design cross-curricular activities supporting student's acquisition of key competences

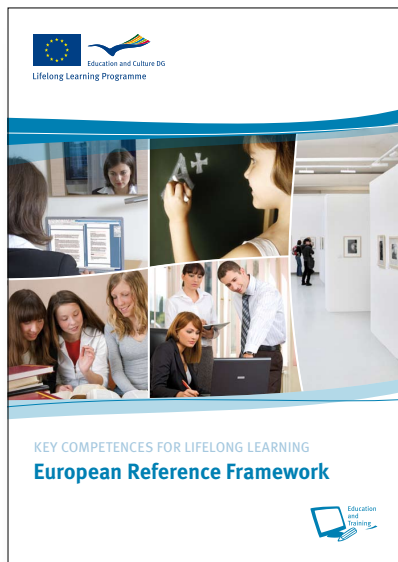


# objectives:

- Improving teachers' awareness of key competences
- Improving teachers' professional skills regarding the didactics and e-assessment of the key competences with the use of e-portfolio
- Supporting teachers to bring European and national policies into practice
- Encourage teachers to collaborate and become innovation leaders in their institutions

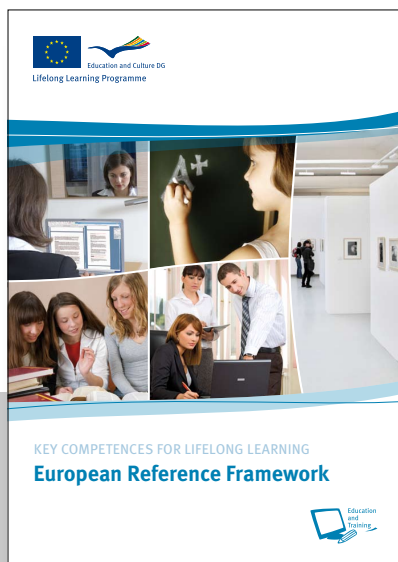


# European Key Competences Framework



# Key Competences:

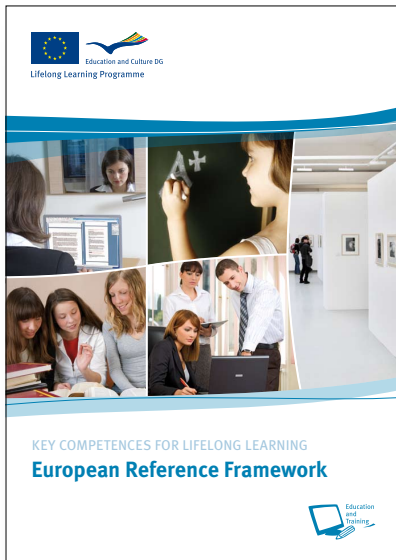
The competences that "all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment."



# Key Competences:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical & basic competences in science & technology
4. **Digital competence**
5. **Learning to learn**
6. **Social and civic competences**
7. **Sense of initiative and entrepreneurship**
8. **Cultural awareness and expression**

# Transversal



# Integrated learning:

The acquisition of Key Competences is a goal common to the whole curriculum, under the responsibility of all school staff. It is an encouragement to develop Cross-curricular learning activities

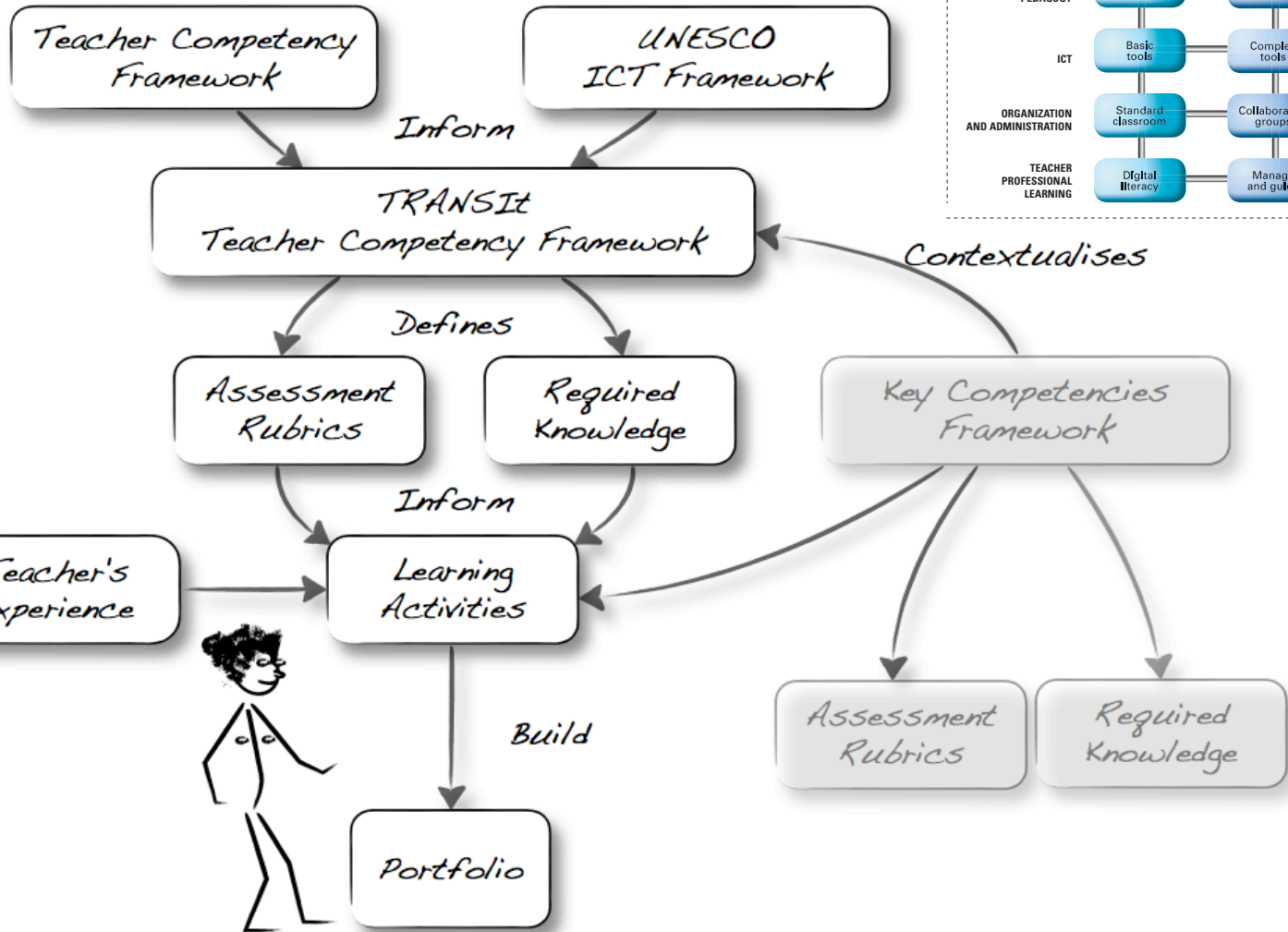
# Main outcomes

1. The TRANSIt competency framework
2. The TRANSIt assessment framework
3. The TRANSIt learning framework
4. The TRANSIt recognition framework
5. The TRANSIt transfer model

# Teacher Competency Framework

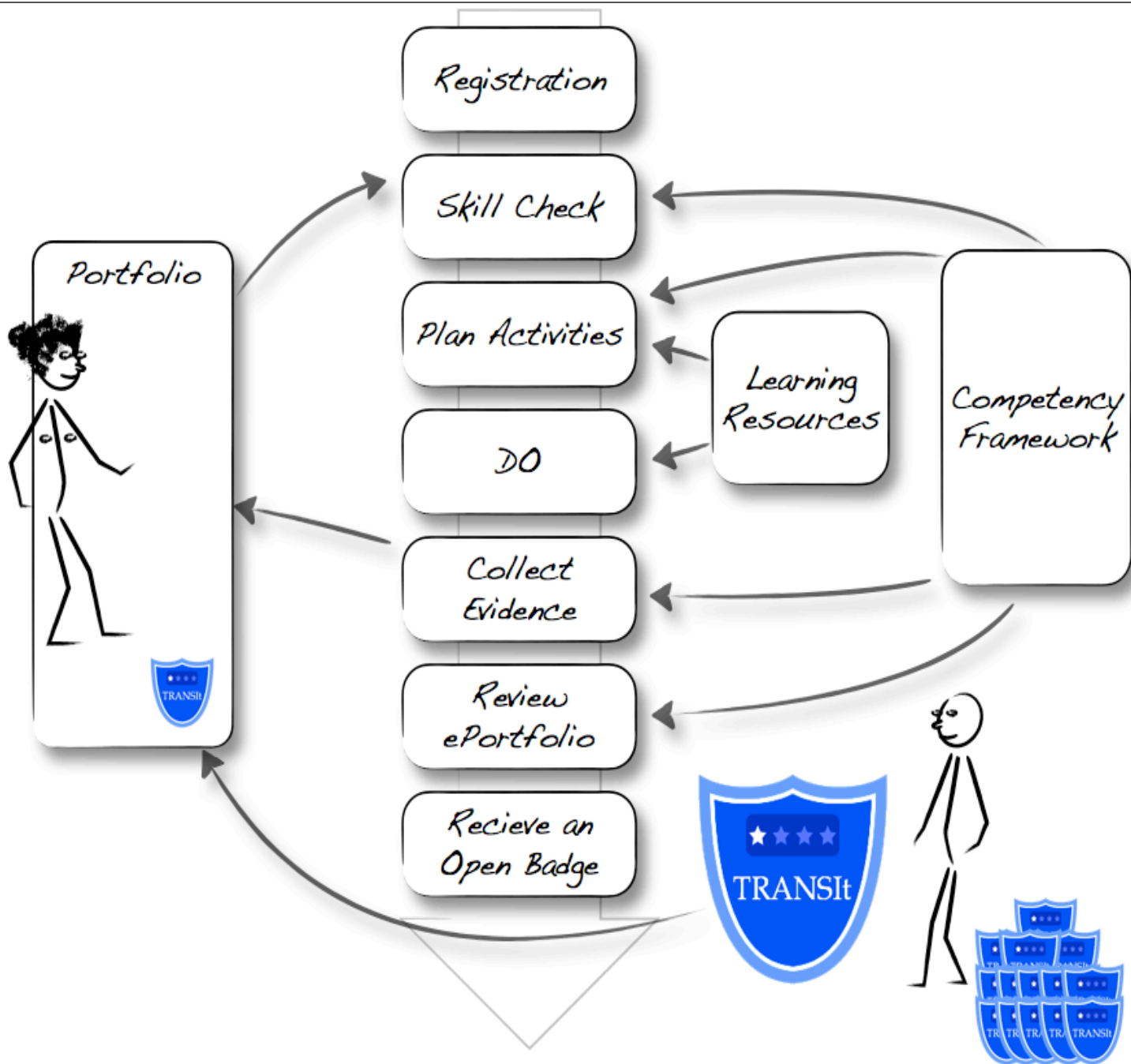
	Stage 1 Teachers Should:	Stage 2 Teachers Should:	Stage 3 Teachers Should:
<b>Facilitate Student Learning</b>	Engage students in purposeful and appropriate learning experiences	Cater for diverse student learning styles and needs through consistent application of a wide range of teaching strategies	Use exemplary teaching strategy and techniques that meet the needs of individual students, groups and/or classes of students in a highly responsive and inclusive manner
<b>Assess and Report Student Learning Outcomes</b>	Monitor, assess, record and report student learning outcomes	Apply comprehensive systems of assessment and reporting in relation to student attainment of learning outcomes	Consistently use exemplary assessment and reporting strategy that are highly responsive and inclusive
<b>Engage in Continuing Professional Development</b>	Reflect critically on professional experiences in order to enhance professional effectiveness	Contribute to the development of a learning community	Engage in a variety of learning activity that promote critical self reflection and the development of a learning community
<b>Contribute to Curriculum Policy, Innovation and Change</b>	Participate in curriculum policy and program teamwork	Provide support for curriculum policy or other program teams	Provide leadership in the school by assuming a key role in school development processes including curriculum planning and policy formulation
<b>Establish Partnerships</b>	Establish partnerships with students, colleagues, parents and other caregivers	Support student learning through partnerships and teamwork with members of the school community	Facilitate teamwork within the school community

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UNDERSTANDING ICT IN EDUCATION	Policy awareness	Policy understanding	Policy innovation
CURRICULUM AND ASSESSMENT	Basic knowledge	Knowledge application	Knowledge society skills
PEDAGOGY	Integrate technology	Complex problem solving	Self management
ICT	Basic tools	Complex tools	Pervasive tools
ORGANIZATION AND ADMINISTRATION	Standard classroom	Collaborative groups	Learning organizations
TEACHER PROFESSIONAL LEARNING	Digital literacy	Manage and guide	Teacher as model learner

# TRANSit Training Framework



# TRANSit Training Framework

## **Design**

- Derive Learning Objectives from a Key Competency Framework
- Design Learning for Acquisition of Key Competencies
- Derive Assessment Plan from Learning Objectives
- Plan Monitoring and Reporting

## **Prepare**

- Develop Learning Material
- Strategies, Materials and Technologies

## **Run**

- Run a Learning Programme for Acquisition of Key Competencies
- Using ePortfolios to Collect Evidence of Learning
- Assess learning Achievements

## **Review**

- Reflect on your Professional Experience

<b>Specific Objective</b>	<b>1.1. Derive Learning Objectives from a Key Competency Framework</b>
<b>Context</b>	You need to develop learning objectives to support the learning and assessment of competencies
<b>Main Outcome(s)</b>	Criterion-based Learning Objectives
<b>Pre-requisite(s)</b>	none
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• At least 3 different criterion-based objectives</li> <li>• With clearly expressed success criteria</li> <li>• Well defined context</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Identify the key competencies you want to teach from a Key Competency Framework</li> <li>• Define the context in which the competency will be performed</li> <li>• Define how you will measure whether or not the acquisition of a competency is successful (criteria definition)</li> </ul>
<b>Readings/viewing</b>	What is a Competency Framework? What is Competency Based Learning? How to Assess Competency Based Learning? How to Write Criterion-Based Learning Objectives?
<b>Resources</b>	European Key Competence Framework National key competency frameworks
<b>Example of evidence</b>	Written objectives Feedback from TRANSit tutor Feedback from peers or colleagues Reflections from your journal on the process of writing objectives

## Design

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- Design Learning for Acquisition of Key Competencies
- Derive Assessment Plan from Learning Objectives
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## Prepare

- Develop Learning Material
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## Run

- Run a Learning Programme for Acquisition of Key Competencies
- Using ePortfolios to Collect Evidence of Learning
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## Review

- Reflect on your Professional Experience

The screenshot displays a Moodle course interface. At the top left is the TRANSIT logo. The main title is "Using ePortfolios in teaching Acquisition of Key Competencies." Below the title, it indicates the user is logged in as "Serge Ravet: Student(Return to my normal role)". The breadcrumb trail is "Home > My courses > Miscs > eP4KC".

The main content area is divided into sections:

- Course Modules:** Includes "Chat with other participants", "General Forum", and "Resources and Reading Material for the TRANSit Courses".
- Introduction to TRANSit Course:** A paragraph explaining the course's purpose for teachers and a list of activities.
- 1.1 Derive Learning Objectives from a Key Competency Framework:** A module description followed by a list of four objectives to be produced:
  - at least 3 different criterion-based objectives for the acquisition of Key Competencies
  - each objective will have clearly expressed success criteria, and
  - a well defined context to support learners' performance and
  - activities to acquire those key competencies
- 1.2. Design Learning for Acquisition of Key Competencies:** A module description followed by a list of tasks:
  - Identifying the key competencies to be developed from a Key Competency Framework
  - Derive Learning Objectives
  - Derive Assessment Methods
  - Define the relevant practice necessary to support the essence of the learning objective
  - Derive knowledge and understanding required to achieve mastery of key competencies
  - Establish a Lesson Plan with a clear and transparent Assessment Strategy
  - Get feedback from peers

The right sidebar contains several widgets: "TRANSit e-portfolio", "Navigation", "Search forums", "Recent activity" (showing activity since Saturday, 22 March 2014, 8:45 AM), "Online users" (listing Serge Ravet), and "Administration" (with a "Return to my normal role" button).

<http://transit.cti.gr/moodle/>

## Design

- Derive Learning Objectives from a Key Competency Framework
- Design Learning for Acquisition of Key Competencies
- Derive Assessment Plan from Learning Objectives
- Plan Monitoring and Reporting

## Prepare

- Develop Learning Material
- Strategies, Materials and Technologies

## Run

- Run a Learning Programme for Acquisition of Key Competencies
- Using ePorffolios to Collect Evidence of Learning
- Assess learning Achievements

## Review

- Reflect on your Professional Experience



## Using ePortfolios in teaching Acquisition of Key Competencies.

You are logged in as Serge Ravet: Student(Return to my normal role)

# Moodle + Mahara

Home > My courses > Miscs > eP4KC

### Course Modules

- Chat with other participants
- General Forum
- Resources and Reading Material for the TRANSit Course

### Introduction to TRANSit Course

This course has been designed to help teachers to become professional educators. In particular it has been designed to support learners' acquisition of Key Competencies.

During this course, you will be learning by reading study materials and completing assignments.

Members of the TRANSit community and other learners will be invited to share their learning journey.

### 1.1 Derive Learning Objectives from a Key Competency Framework

This module will help you design well structured learning objectives and activities for Key Competencies in your teaching.

To demonstrate your own competencies, you will be invited to present your work in a non formal manner, besides grades and degrees!

- at least 3 different criterion-based objectives for the acquisition of the key competency
- each objective will have clearly expressed success criteria
- a well defined context to support learners' performance and learning
- activities to acquire those key competencies



## Mahara E-Portfolio

Settings | 7 | Logout

### Welcome to the TRANSit eportfolio!

Wondered if you can showcase your achievements in life, school, work or leisure? With TRANSit eportfolio, you can!

- Create and manage the impact of yourself**, by showcasing your lifelong achievements. After all its fun to reveal your real work in a non formal manner, besides grades and degrees!
- You can store examples of achievement outcomes** such as documents, photos, web pages or graphics and, manage views you create for other users!
- You can reflect on your work** and present it in a different way to diverse audiences.

Whether you're a *member* of TRANSit or just a *visitor*, you are invited to take a look at this eportfolio and its pages.

The TRANSit team

### Latest pages

#### Activitat 1.1 Objectius

Silvia Alcaraz-Domínguez  
teacher  
Updated 11 March 2014

#### Test Activity 1

Activity 1: select a key competency and define the different components of an objective related to...

Neil OSullivan  
Updated 27 January 2014

#### My Copy of Test Activity

Activity 1: select a key competency and define the different components of an objective related to...

Neil OSullivan  
Updated 27 January 2014

#### Copy of Copy of Test Activity

1.1 Define Learning

### Inbox

- You were invited to join a group
- New message from Neil OSullivan
- Institution membership confirmation

### Topics I am following

- Module 1.1. improvement
- Course Improvements
- Mahara-Moodle combination
- To Do



# Using ePortfolios in teaching Acquisition of Key Competencies.

You are logged in as Serge Ravet: Student(Return to my normal role)

Home > My courses > Miscs > eP4KC

## Course Modules

- Chat with other participants
- General Forum
- Resources and Reading Material for the TRANSit Courses

### Introduction to TRANSit Course

This course has been designed to help teachers to become proficient practitioners in outcome-based education. In particular it has been designed to support learners with the acquisition of Transversal Key Competencies.

During this course, you will be learning by reading study material, working on activities and writing assignments.

Members of the TRANSit community and other learners will be happy to support you during your learning journey.

Book: 1 Quizzes: 2

### 1.1 Derive Learning Objectives from a Key Competency Framework

This module will help you design well structured learning objectives to support the acquisition of Key Competencies in your teaching.

To demonstrate your own competencies, you will be invited to produce:

- at least 3 different criterion-based objectives for the acquisition of Key Competencies
- each objective will have clearly expressed success criteria, and
- a well defined context to support learners' performance and
- activities to acquire those key competencies

Book: 1 Quizzes: 5 Folder: 1 Assignment: 1

### 1.2. Design Learning for Acquisition of Key Competencies

In this sub-module you will design a learning scenario for acquisition of the Key Competencies in the classroom. In the Resources section you will see examples of lessons from Summer School and Tutorials. The online lesson building tool will be of assistance here. The work done in the previous sub-module will be necessary for these activities and will include:

- Identifying the key competencies to be developed from a Key Competency Framework
- Derive Learning Objectives
- Derive Assessment Methods
- Define the relevant practice necessary to support the essence of the learning objective
- Derive knowledge and understanding required to achieve mastery of key competencies
- Establish a Lesson Plan with a clear and transparent Assessment Strategy
- Get feedback from peers

Your plan will:

- Contain at least 2 Key Competence from a key competency framework
- It will clearly describe the learning outcomes
- Identify the knowledge and understanding of skills, knowledge and values required to achieve the learning outcomes

Book: 1 Folder: 1

## TRANSit e-portfolio

TRANSit e-portfolio

## Navigation

## Search forums

## Recent activity

Activity since Saturday, 22 Mar 2014 8:45 AM

Full report

Nothing



# Mahara E-Portfolio

Settings 7 Logout

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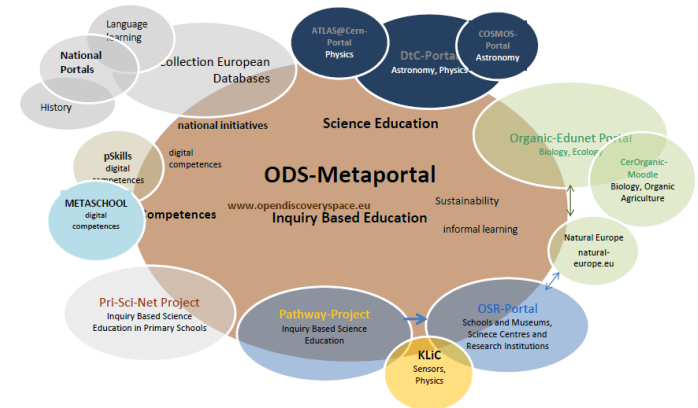
<b>Activitat 1.1 Objectius</b>	Silvia Alcaraz-Domínguez teacher Updated 11 March 2014
<b>Activitat 1.1 Objectius</b>	Neil OSullivan Updated 27 January 2014
<b>Activitat 1.1 Objectius</b>	Neil OSullivan Updated 27 January 2014
<b>Activitat 1.1 Objectius</b>	1.1 Define Learning Objectives Created 27 January 2014
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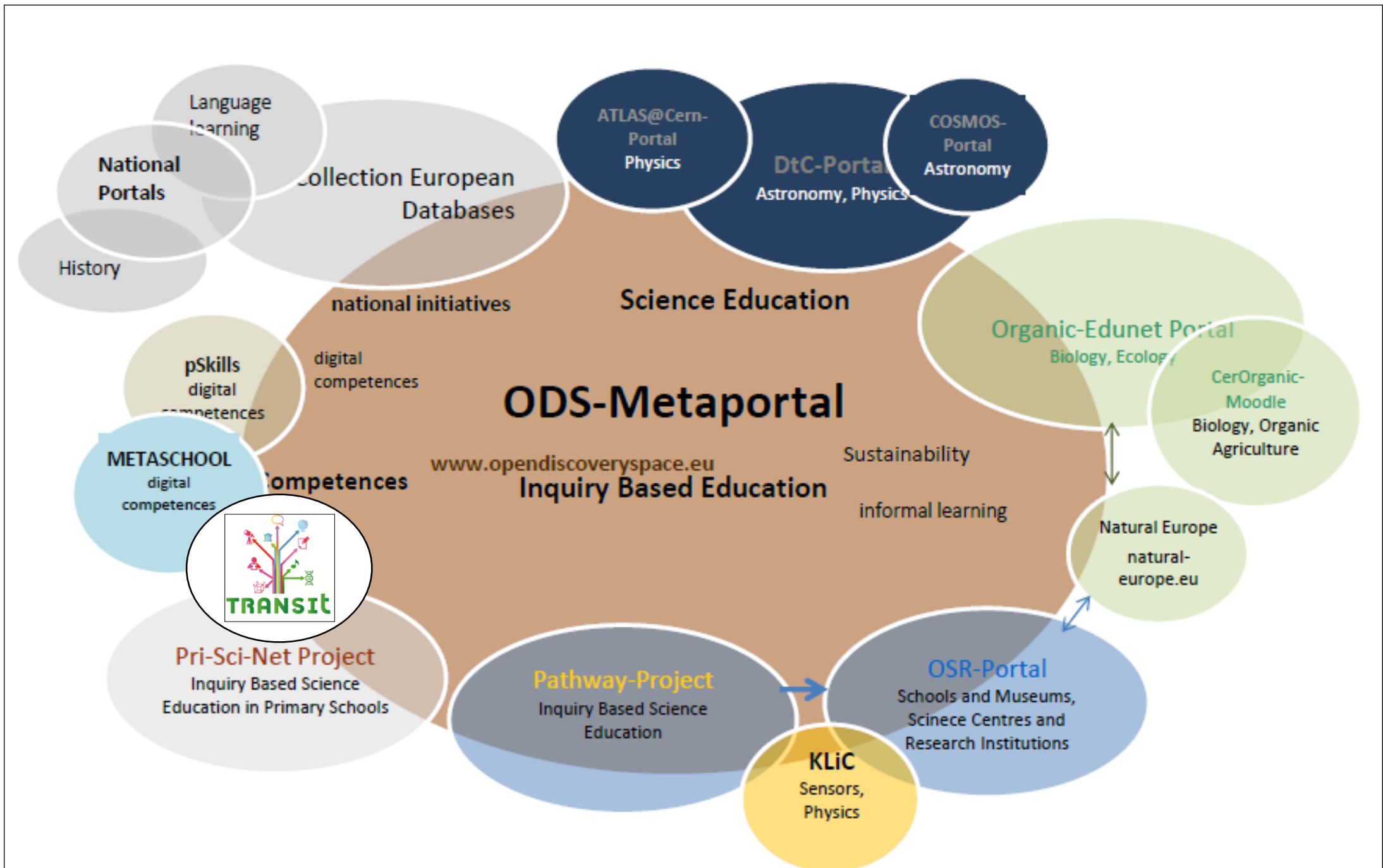
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- To Do
- Re: To Do







**What are Open Badges?**

# Open Badges are...

digital records of achievements, skills,  
interests, affiliations or roles...

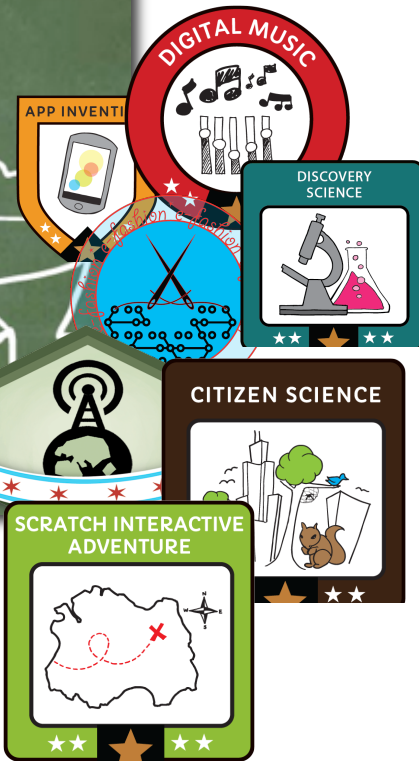
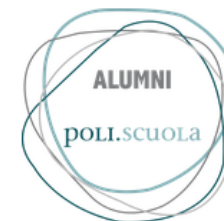
# Badge the UK

Badge the UK is a new project which aims to create a currency for young people using Open Badges.



# mozilla OpenBadges

## Volunteer Centre Blackpool, Wyre & Fylde





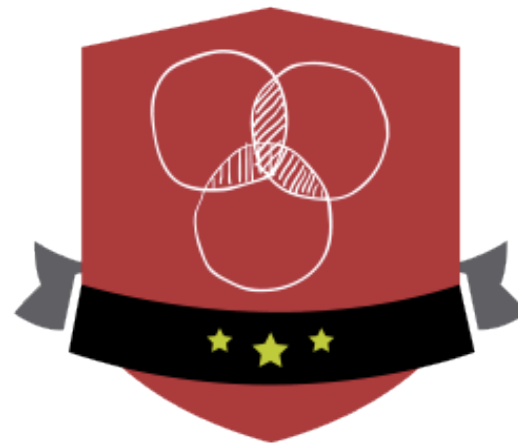
*badge issuer*



*evidence*

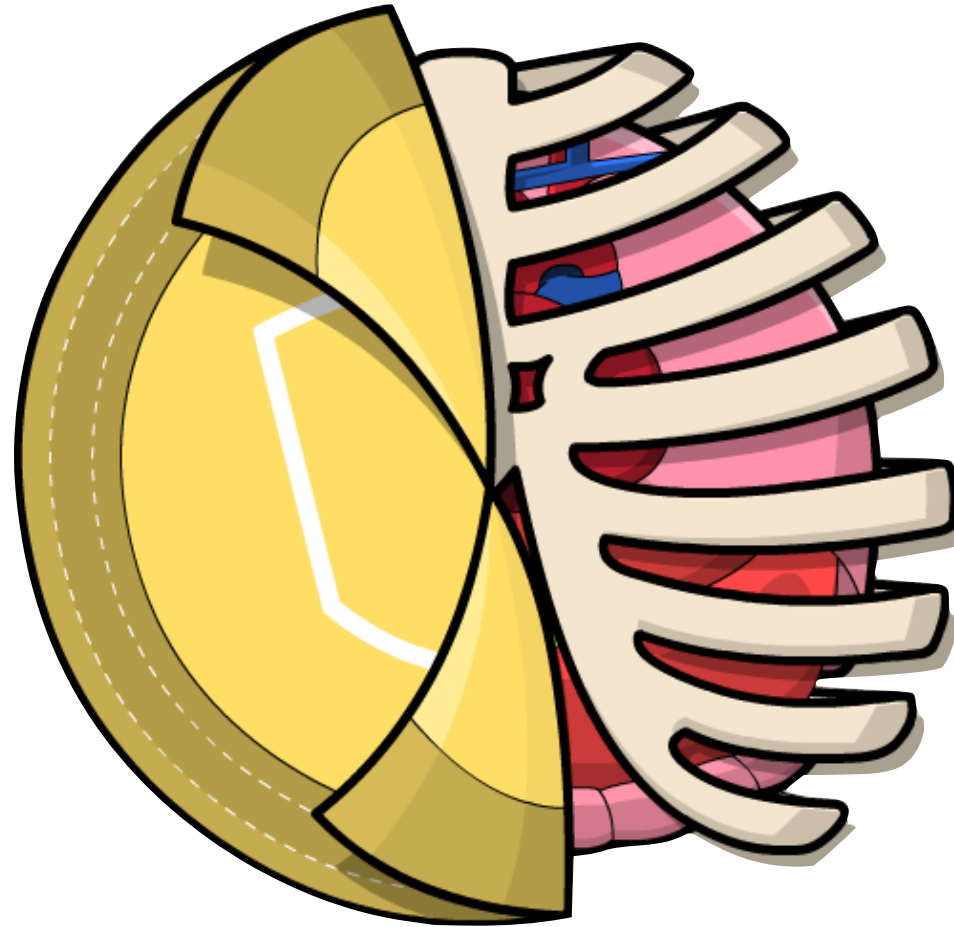


**INTEGRATING**



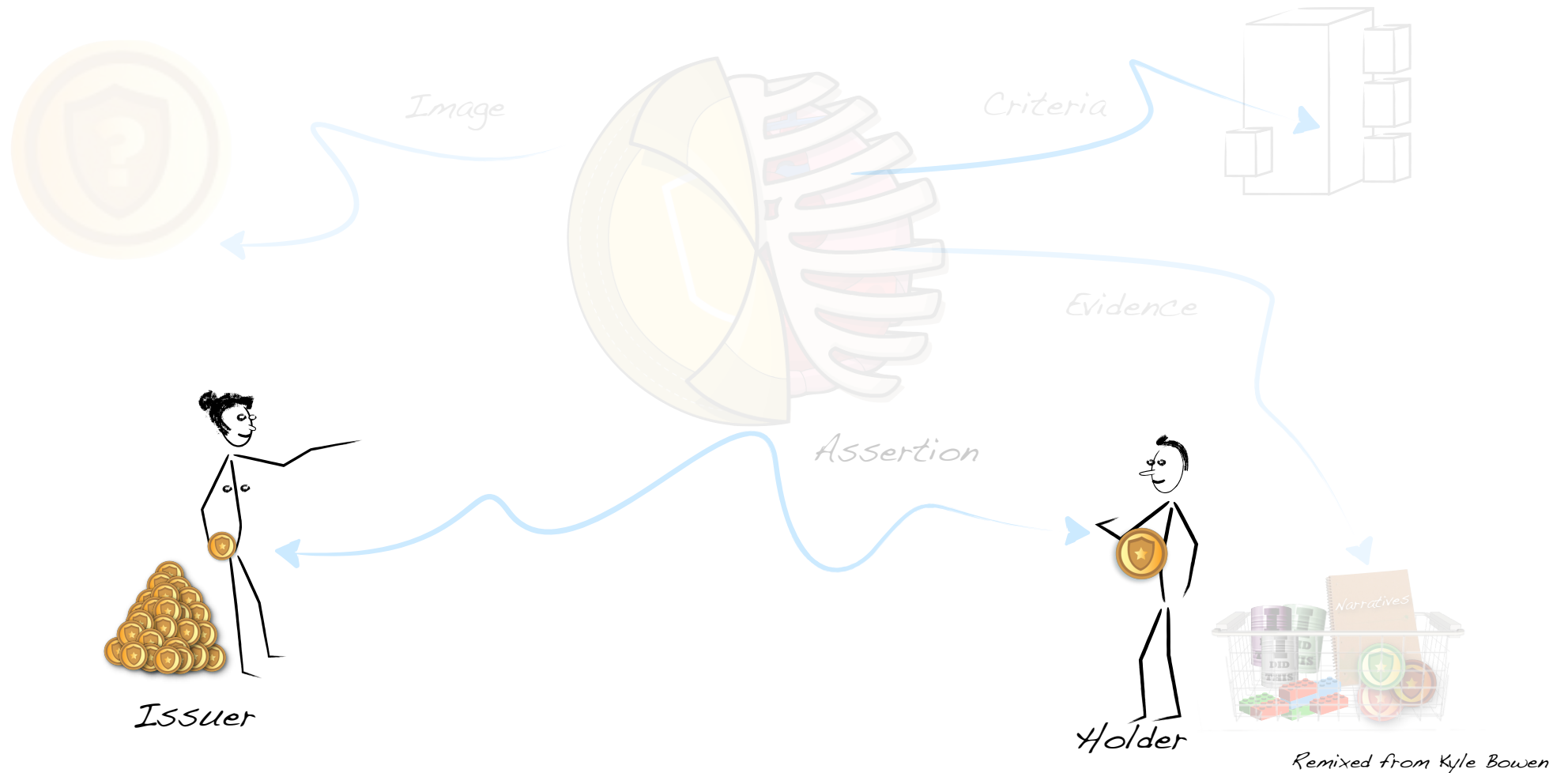
<http://www.viflearn.com>

# *Anatomy of an Open Badge*

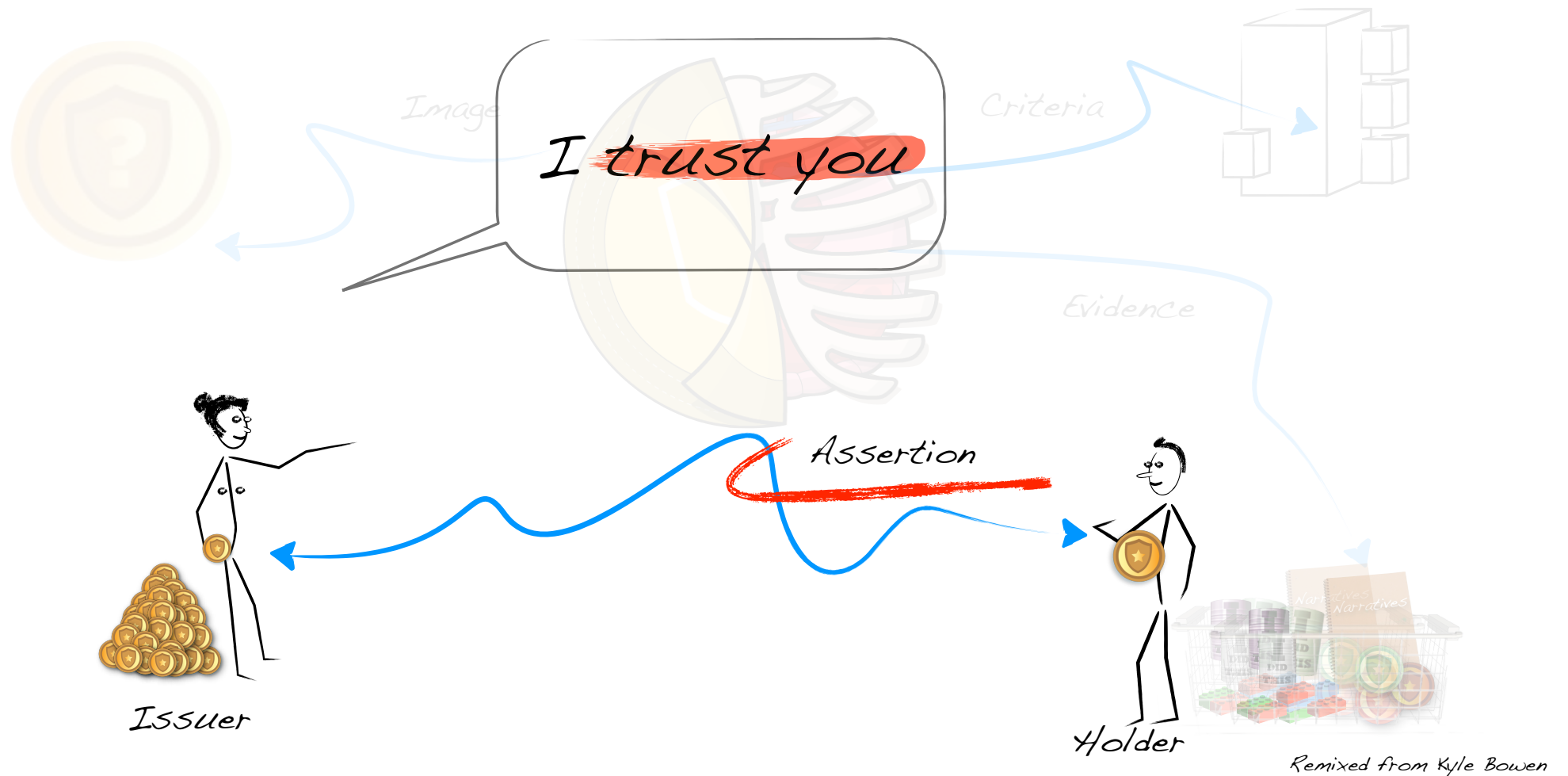


*Remixed from Kyle Bowen*

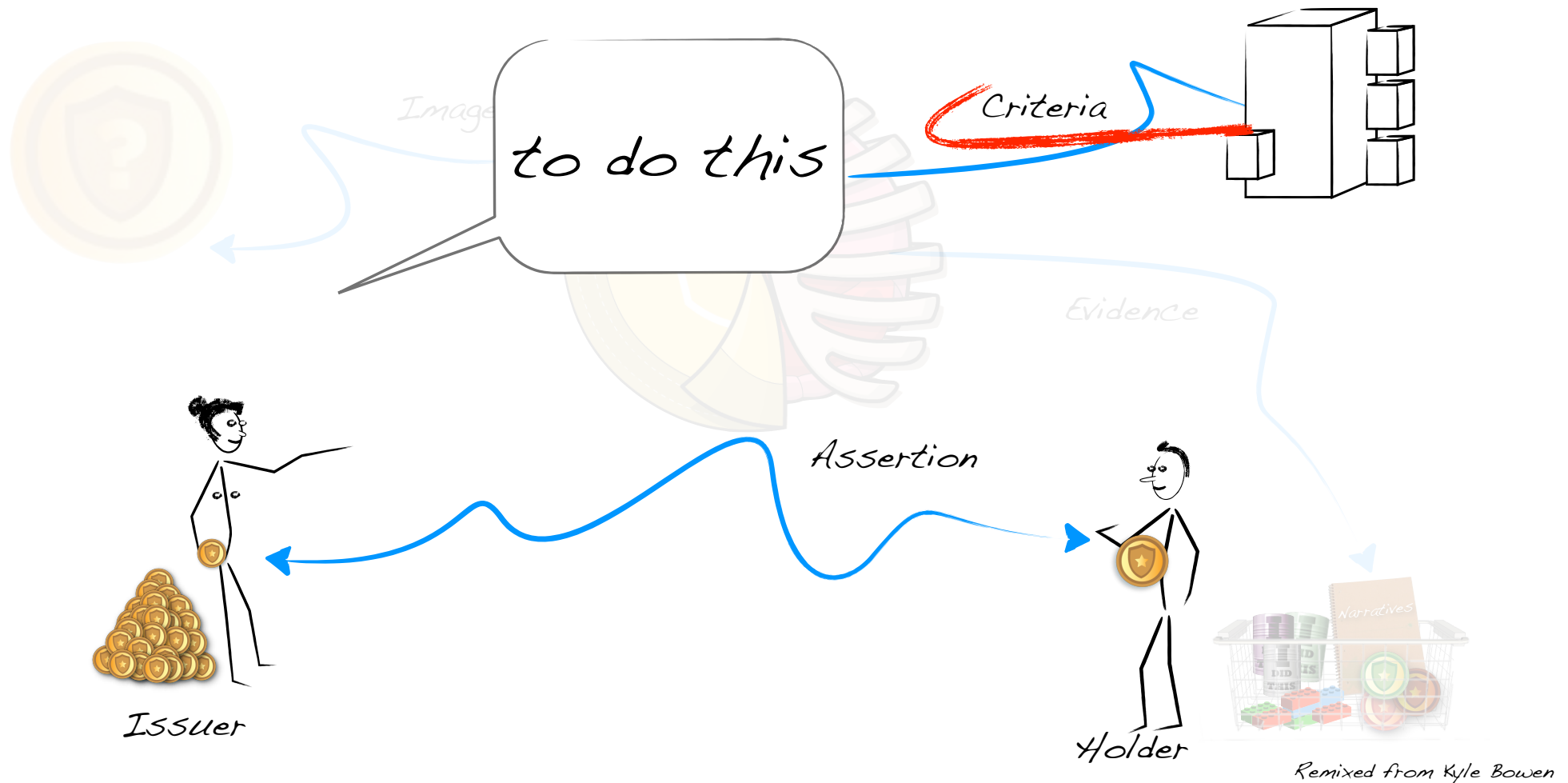
# Anatomy of an Open Badge



# Anatomy of an Open Badge



# Anatomy of an Open Badge



# Digital Competence

## Digital Competence Criteria should cover:

1. Access, select, interpret information
2. Create, develop, publish information
3. Communicate, exchange, share information safely
4. Review, improve, reflect on information
5. Present, showcase any topic effectively

## Example of criteria

- Based on a brief, collect information from at least **5** different sources
- Critically review collected information (**authenticity, relevance, validity**)
- ...

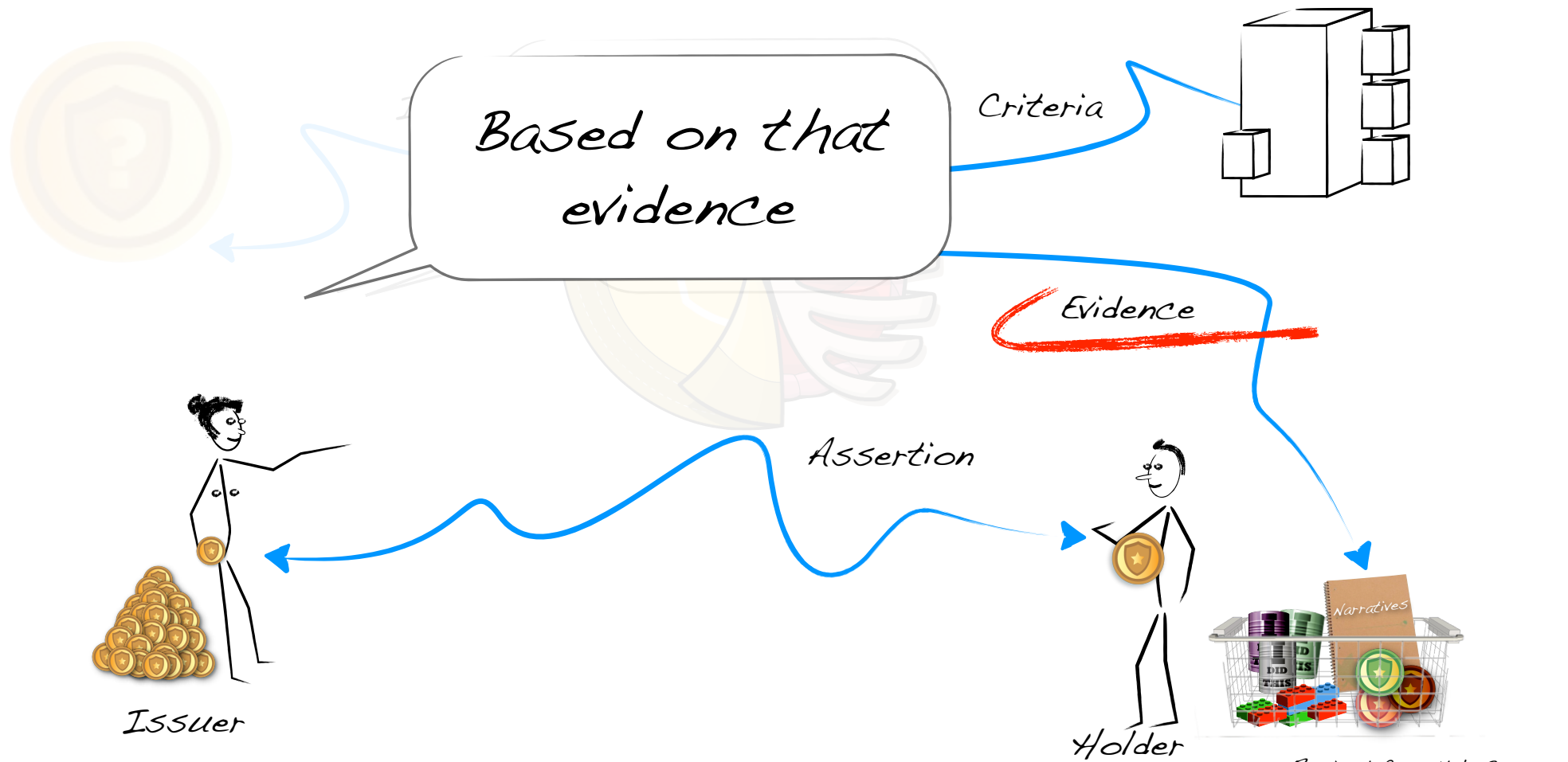
## Example of Evidence

- Blog entries
- feedback from peers
- feedback from teachers
- ...



*Issuer*

# Anatomy of an Open Badge



Remixed from Kyle Bowen

# Digital Competence

## Digital Competence Criteria should cover:

1. Access, select, interpret information
2. Create, develop, publish information
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**S**kills

**K**nowledge

**A**ttitudes and

**V**alues

## Example of criteria

- Based on a brief, collect information from at least **5** different sources
- Critically review collected information (**authenticity, relevance, validity**)
- ...



*Issuer*

## Example of Evidence

- Blog entries
- feedback from peers
- feedback from teachers
- ...

# The Open Badges Infrastructure

BADGE ISSUERS →



After-School Program



Online Learning

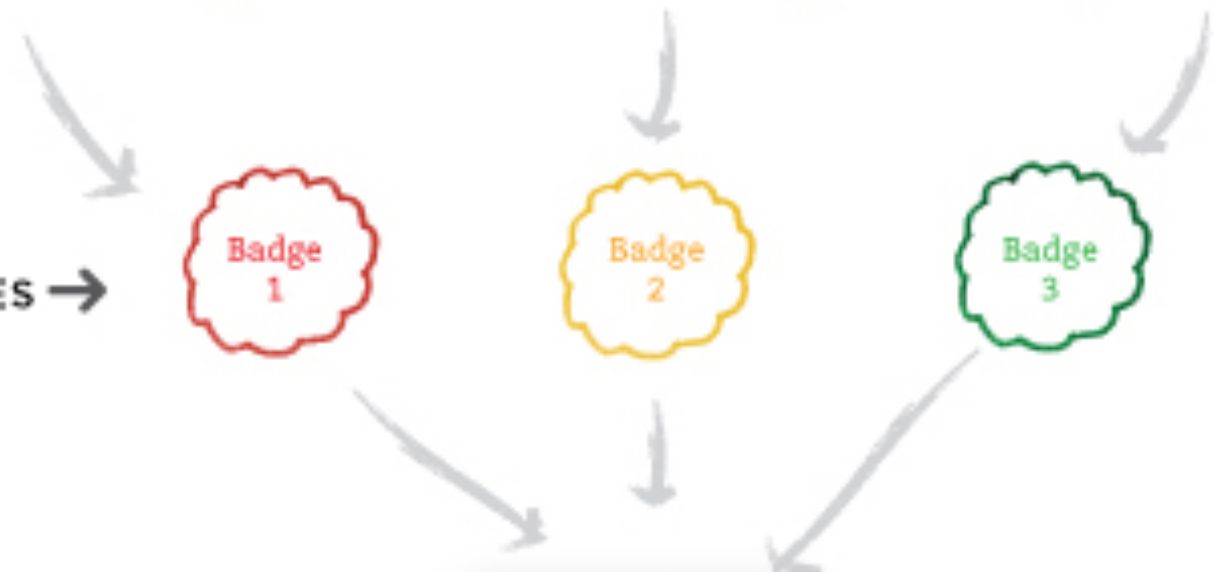


Job Training

BADGES →



LEARNER →



LEARNER →



BADGE BACKPACK →



Your Web Site



LinkedIn / Facebook



WordPress / Tumblr



Resume and  
Employment Sites



**How to deliver Open Badges?**

Badge Name				
What are the needs?	What competencies does it cover?	How is it delivered?		
Holder	Competency Title(s)	Related Badges	Criteria	Evidence
Issuer	EQF Level (1-8)	Attributes	Who sets the standard or award?	How is evidence collected?
Consumer	Skills	Attributes encouraged by the badge	Awarding method	
Estorner	Knowledge	What is encouraged by the badge	Who issues awards: the system provider, a national or sectoral body? How is the quality and consistency of the awarding process?	
What Evidence do you need?	How will people find about this badge?	How will your members be notified/invited?	Graphic: Design Ideas	

# Design

Why?  
Who?  
How?

# Implement

Badge Issuer  
Badge Backpack  
Badge Displayer  
*Badge Marketing*

# Review

# Run

Collect evidence  
Review Badges  
Deliver Badges



Badge Name:

What are the needs?

What does it cover?

How is it delivered?

Holder

Issuer

Audience

Endorser

Key Competencies

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical, science and technology competencies
- Digital competency
- Learning to learn
- Social and civic competencies
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Capacities

- Successful Learner
- Confident Individual
- Responsible Citizen
- Effective Contributor

Related Badges

Skills

*recognised by the badge*

Attitudes

*encouraged by the badge*

Knowledge

*demonstrated by a successful performance*

Values

*encouraged by the badge*

Criteria

*What are the indicators of a successful performance?*

Evidence

*What kind of evidence will match the criteria?*

Awarding method

*Who decides whether the evidence provided is sufficient to award the badge?  
How to insure the quality and consistency of the awarding process?*

Plan

What Resources do you need?

How will people find about this badge?

How will you measure its success/value?

Graphic Design Ideas

Run



Badge Name:

What are the needs?

What competencies does it cover?

How is it delivered?

Plan

Holder

Issuer

Consumer

Endorser

Competency Title(s)

EQF Level (1-8):

Skills recognised by the badge

Knowledge demonstrated by a successful performance

Related Badges

Attitudes encouraged by the badge

Values encouraged by the badge

Criteria

What are the indicators of a successful performance?

Evidence

What kind of evidence will match the criteria?

Awarding method

Who decides whether the evidence provided is sufficient to award the badge? How to insure the quality and consistency of the awarding process?

Run

What Resources do you need?

How will people find about this badge?

How will you measure its success/value?

Graphic Design Ideas

**Your task today**

- Initiate the design of a badge to recognise the competencies of either:
  - The *acquisition* of Key Competencies (learners)
  - The *teaching* of Key Competencies (teachers)



Badge Name:

What are the needs?

What does it cover?

How is it delivered?

Holder

Issuer

Audience

Endorser

Key Competencies

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical, science and technology competencies
- Digital competency
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- Social and civic competencies
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Capacities

- Successful Learner
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Related Badges

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Graphic Design Ideas

Run



Badge Name:

What are the needs?

What competencies does it cover?

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Holder

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Consumer

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Competency Title(s)

EQF Level (1-8):

Skills recognised by the badge

Knowledge demonstrated by a successful performance

Related Badges

Attitudes encouraged by the badge

Values encouraged by the badge

Criteria

What are the indicators of a successful performance?

Evidence

What kind of evidence will match the criteria?

Awarding method

Who decides whether the evidence provided is sufficient to award the badge? How to insure the quality and consistency of the awarding process?

Run

What Resources do you need?

How will people find about this badge?

How will you measure its success/value?

Graphic Design Ideas

# 2014 Summer School



Teacher  
Competences  
Fostering Inclusive  
Learning  
2014 Summer School  
  
Attica, Greece,  
13-18 July 2014  
  
URL:  
<http://udlnet.ea.gr/>

## Description

The aim of the course is to have a positive impact on the development of students' transversal competences, creativity, collaboration, and effective communication skills by promoting the use of real world authentic learning activities by immersing participating teachers in the process of resource based approaches via their interaction with a unique collection of open educational resources (OER).

Throughout the duration of the course teachers will be handled in three different modes:

- as learners participating in authentic learning activities;
- as teachers implementing and assessing competence based/holistic approaches in their classes; and
- as researchers collecting, examining and interpreting data about their practice and their students' learning.

Participants will be provided with inclusive learning strategies addressing learning variability that promote competence acquisition and student-centered learning. Participants will have the opportunity to be exposed to a number of training techniques such as: lectures, discussion, project teams,

brainstorming, and case studies enabling them to collaborate and learn from each other.

The repertoire of best practices and the educational tools that will be presented in combination with the hands-on activities will facilitate the participants in learning how to deploy and integrate them in their school environment and everyday teaching practice and also how to contribute their own work into educational repositories and share it within a European community of practice.

### Course Objectives

The aim of the course is to have a positive impact on the development of students' transversal competences, creativity, collaboration, and effective communication skills by promoting the use of real world authentic learning activities by immersing participating teachers in the process of resource based approaches via their interaction with a unique collection of open resources (linked with the associated curricula). These resources do not impose a fixed curriculum but support the development of a model that can be customised to reflect location and culture. In addition, teachers will be trained to select appropriate freely available ICT tools

that suit their own needs in terms of planning, implementing and sharing pedagogical ideas. This will further empower them to create effective multidisciplinary scenarios promoting competence acquisition and creativity to use in their classrooms with their students as well as online.

The course will also strengthen its social cohesive and pan-European dimension by inviting participants to be part of a community of practice that will allow them to exchange and share ideas, experiences, concerns and educational resources with fellow teachers across Europe and introduce them to on-line learning repositories, portals and educational metadata.

The repertoire of best practices and the educational tools that will be presented in combination with the hands-on activities will facilitate the participants in learning how to deploy and integrate them in their school environment and everyday teaching practice and also how to contribute their own work into educational repositories and share it within a European community of practice.

**Teacher Competences Fostering Inclusive Learning**  
Attica, Greece, 13-18 July 2014  
<http://udlnet.ea.gr>

## ePIC 2014

**Evidence Based Learning**  
London, 9-11 July 2014  
<http://epforum.eu>

**ePIC 2014**  
*Evidence Based Learning*  
9-10-11 JULY Greenwich **LONDON**  
LEARNING  
EMPLOYABILITY  
ACCREDITATION  
IDENTITY  
ASSESSMENT  
I can do this!



# Join the TRANSit community!

[www.transit-project.eu](http://www.transit-project.eu)

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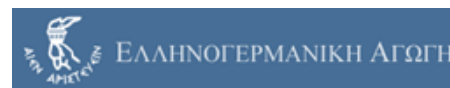
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