

# Using badges in faculty development: Motivating or meaningless?



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# Outline

- Four functions of Badges
- Badges in the AUS Faculty Teaching Certificate Program
- Lessons Learned
- Reflection
- Moving forward

## Four functions of digital badges (Hickey, Willis & Quick, 2015)

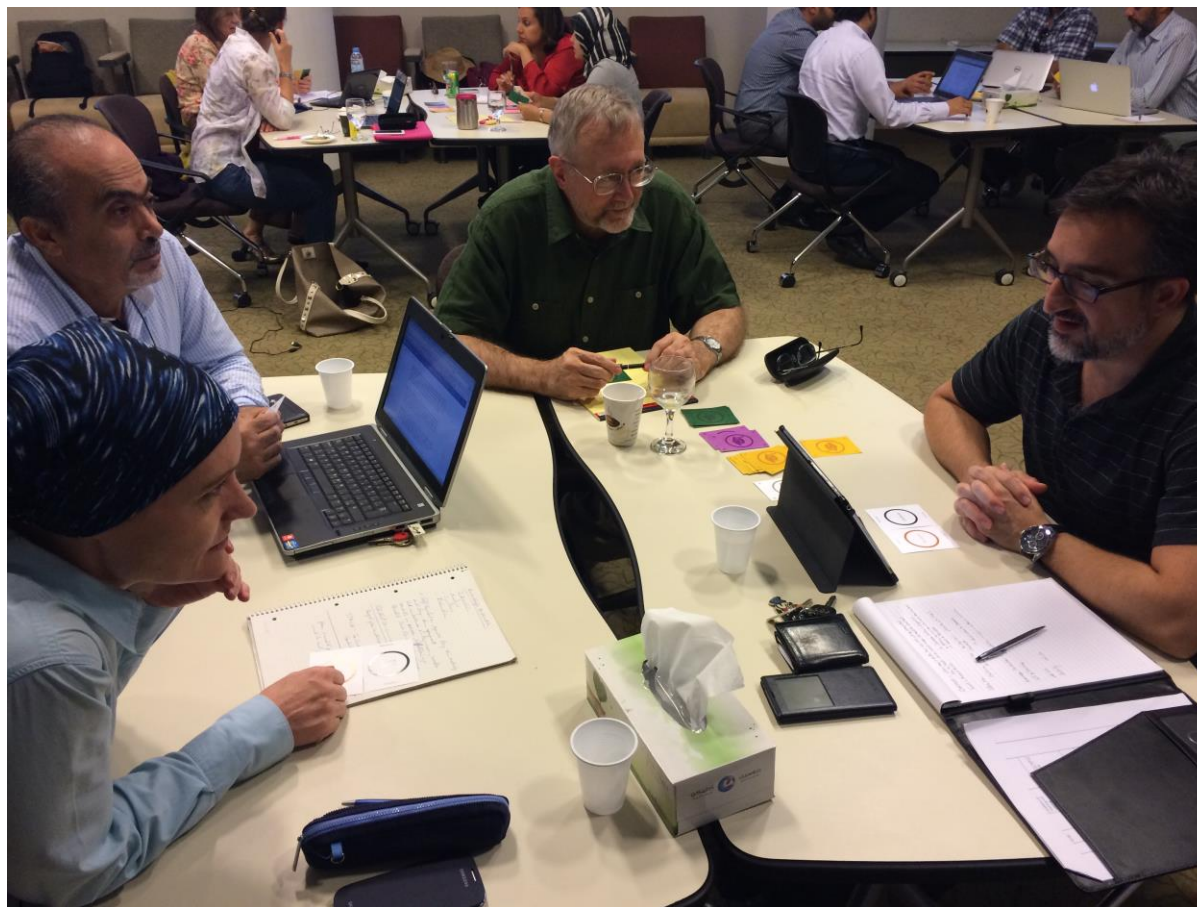
Recognizing learning (credentialing the skills, achievements, experiences, and practices within individual, peer, and social groups)

Assessing learning (the summative, formative, and transformative practices used to gather evidence that is employed to recognize learning)

Studying learning (including summative research of badge systems and formative research to improve those systems, such as research using the wealth of evidence contained in badges)

Motivating learning (the intended and unintended intrinsic, extrinsic, and social incentives for learning)

# Badges in the AUS Faculty Teaching Certificate Program



# Online discussion board

From the syllabus

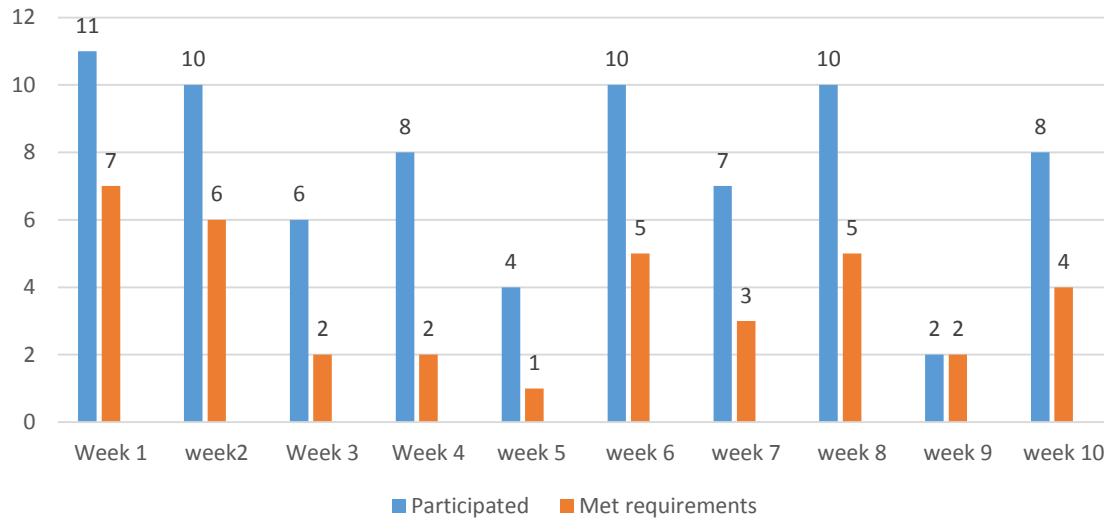
Online Attendance: this is demonstrated through a minimum of two weekly meaningful and thoughtful posts on the discussion board. Posts can be in the form of questions, answers, opinions, suggestions, etc. Posts such as, “Great idea”, “I agree” etc. without any follow up are not counted toward the minimum requirements.

From the assignment sheet

Grading : Weekly discussion board participation will be graded out of 4. Please see the grading rubric for more information.

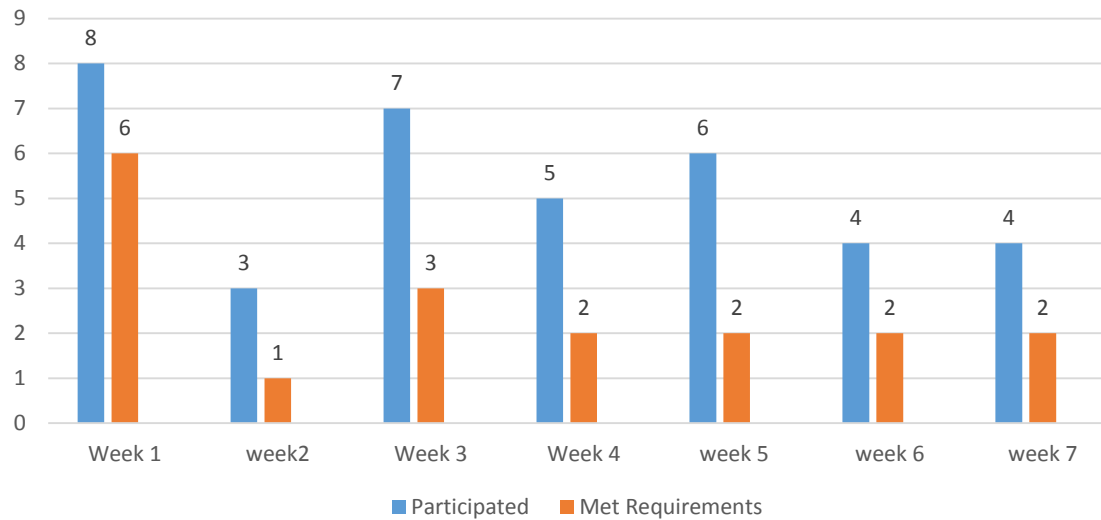
# 2013 – 14 Cohort: Problematic Participation

Fall, 2013 Participation  
Total number of students: 12



# 2013 – 14 Cohort

Spring, 2014 Participation  
Total number of students: 12



## 2014 – 2015 Cohort

!!!  
**CANCELLED**  
!!!



# Badges in the AUS Faculty Teaching Certificate Program

Awarded for participation in the weekly online discussion board.

The screenshot shows a digital badge interface. At the top, there is a green header with the text 'Discussion Board Participation Week 2' and a 'Refresh' icon. Below this is a grey header with the same text. The main content area is white and contains a red hexagonal badge icon with a gear and a ribbon, labeled 'Custom' with a 'View Requirements' button below it. To the right of the icon are three sections: 'Issuer Details', 'Details', and 'Recipient Details', each containing key-value pairs.

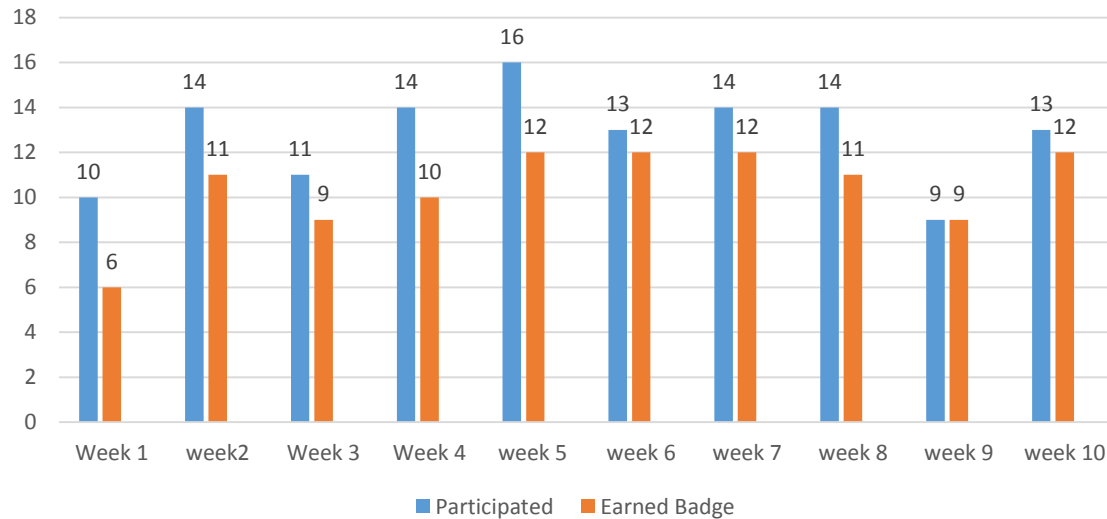
| Issuer Details |   |
|----------------|---|
| Issuer Name    | Faculty Development Center  |
| URL            | <a href="https://ilearn.aus.edu/ilearn.aus.edu">https://ilearn.aus.edu/ilearn.aus.edu</a> |
| Organization   | American University of Sharjah  |

| Details     |   |
|-------------|---|
| Name        | Discussion Board Participation Week 2   |
| Description | This badge recognizes your contribution of at least two meaningful and thoughtful posts on the online discussion board during the week of Sept. 27 - Oct 3, 2016. |
| Criteria    | <a href="https://ilearn.aus.edu/webapps/achievements/displa...">https://ilearn.aus.edu/webapps/achievements/displa...</a>   |

| Recipient Details |   |
|-------------------|---|
| Recipient         | cgunn@aus.edu   |
| Criteria          | <a href="https://ilearn.aus.edu/webapps/achievements/displa...">https://ilearn.aus.edu/webapps/achievements/displa...</a> |

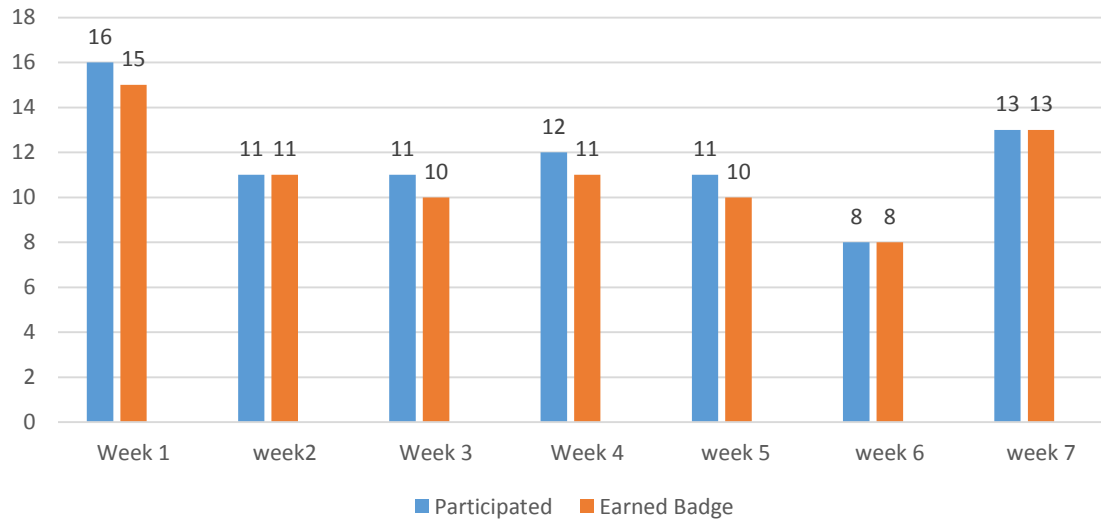
# 2015 – 2016 Cohort

Fall, 2015 Participation  
Total number of students: 16



# 2015 – 2016 Cohort

Spring, 2016 Participation  
Total number of students: 16



# Lessons Learned Part 1

Faculty liked the badges BUT the novelty wore off fairly quickly.

One faculty stated that they were fun but basically meaningless since they were not linked to anything.

# Online discussion board badges: Take 2

From the assignment sheet

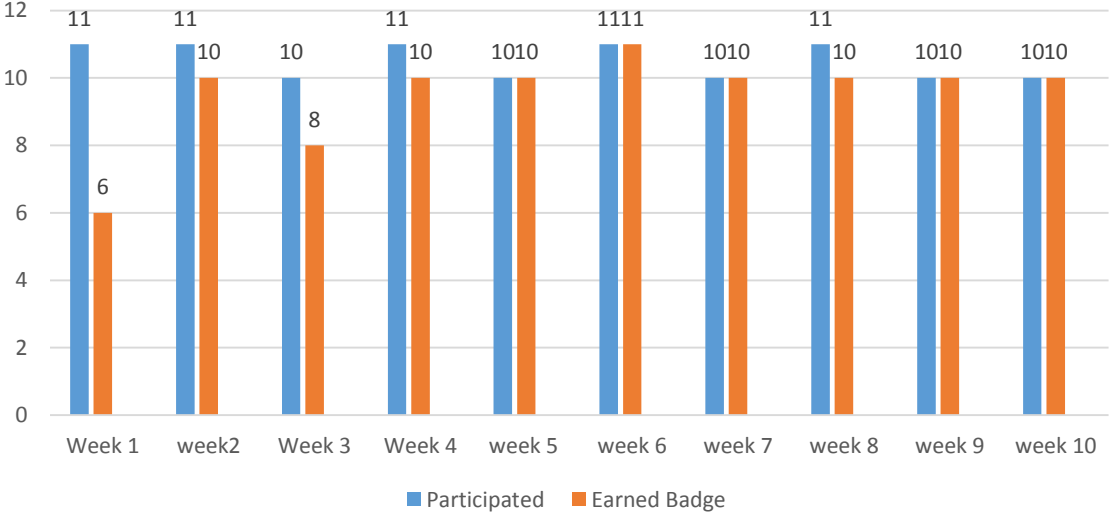
Participation Badges: Online badges will be awarded each week to all participants who receive a grade of 3 or higher on the discussion board.

When a participant receives three badges he/she will receive a coupon that can be redeemed at Blends and Brews for a regular sized beverage.



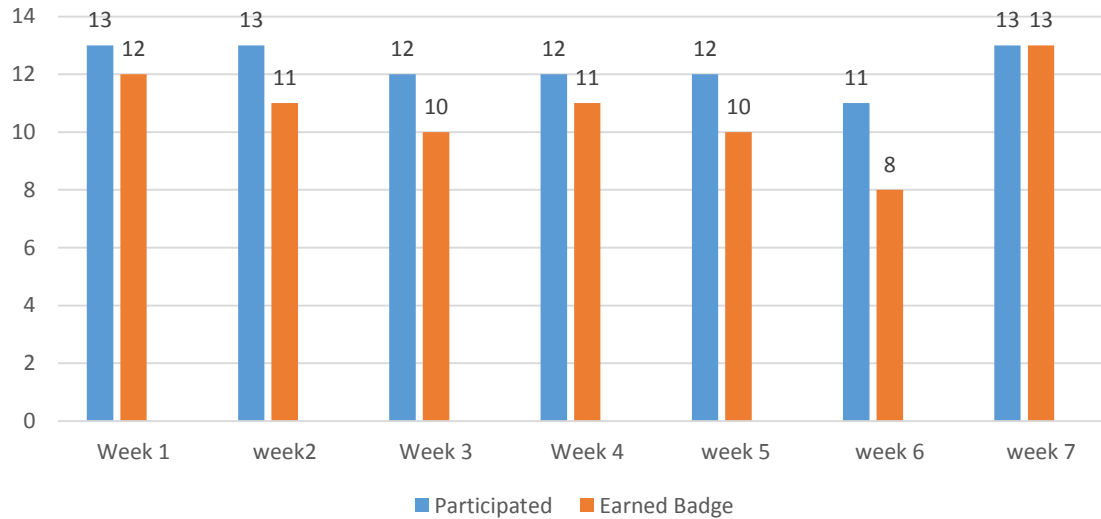
# 2016

Fall, 2016 Participation  
Total number of students: 13



# 2016

Spring, 2017 Participation  
Total number of students: 13



## Responses to the coffee coupons

Email to first coupon recipients:

Subject: FTCP 2016: Turning badges into coffee!

Thanks so much for all your great contributions to the FTCP discussion board. You have now earned four badges for all your efforts and as we discussed in class, these four badges equal one free coffee! I have the cards in my office and will give them to you next week in class :)

Take care,  
Cindy

Email back from a faculty member: Liquid motivation!  
Thanks, Cindy, and congratulations, colleagues!



## Lessons Learned Part 2

Using the badges and linking them to a tangible reward, thus far, has proven to be a success.

Make sure to award badges immediately after grading!

# Responses to the badges

Email from a faculty member

My dear teacher,

I have done more than three entries last week, but got no badge!!!! I feel discouraged like a 6 years old school girl.

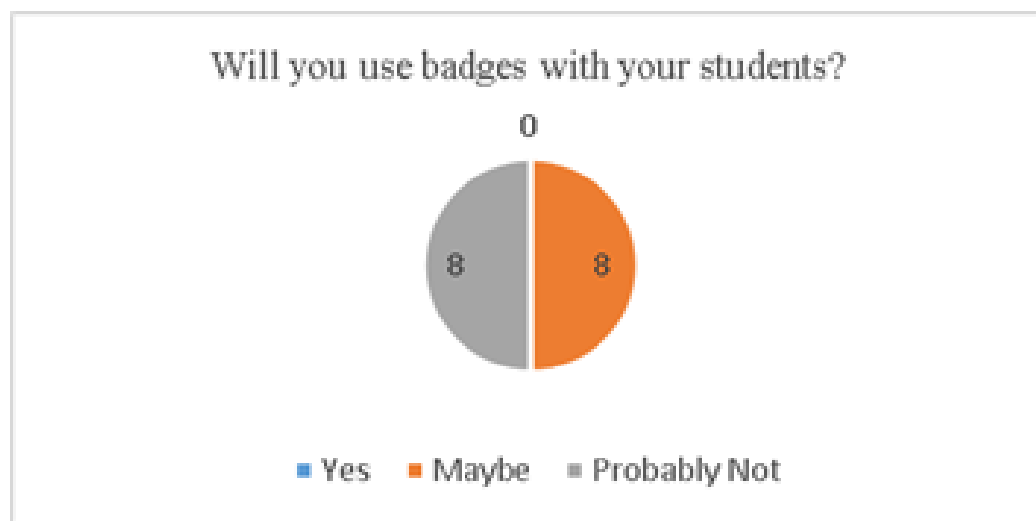
Love your badges.

# Reflection

One of the purposes of using badges in the FTCP was to encourage faculty to participate more on the online discussion board.

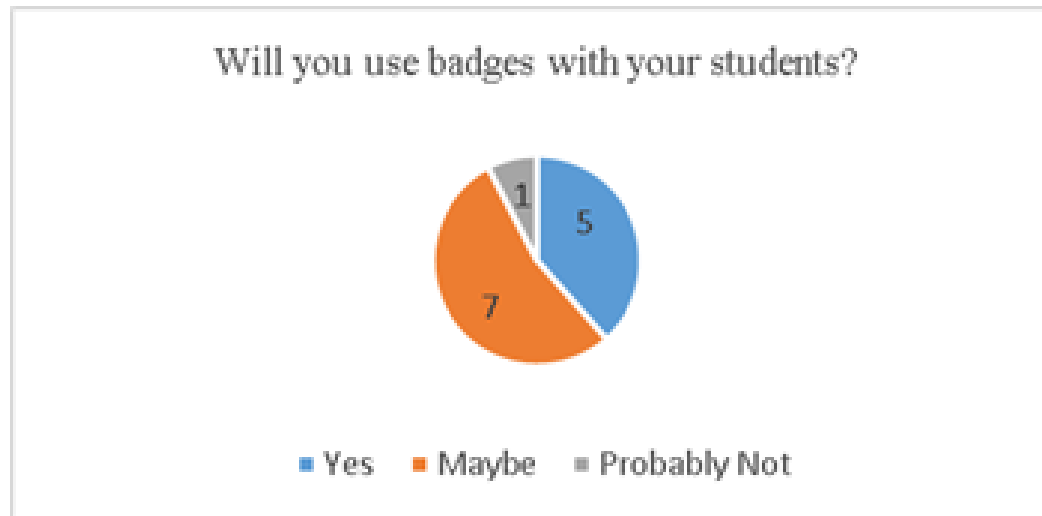
Another purpose was to introduce the faculty to digital badges and experience them as a student so that they will feel comfortable and confident using badges with their students, if it is appropriate to do so.

## Reflection: 2015 cohort



In a follow-up this year, all 16 reported that they had not used badges with their students

# Reflection:2016 cohort



“I already have and the students love them!”

“I want to try. I think I’ll link them to donuts!”

# And the answer to the question in the title is:

On their own, badges in the Faculty Teaching Certificate Program seem to be more meaningless than motivating.

However, when the badges were linked to something tangible, they served their purpose to motivate the faculty to more fully participate in the online discussion board.

# Moving Forward

Participation in a discussion board is a low stakes activity and that could be the reason the added incentive of beverage coupons was needed.

In higher stakes activities, I plan on combining the two of the purposes of using badges, to motivate and to document achievement, in the class by awarding badges for incorporating a new technology tool in the participants' own classes or for trying out a new assessment technique, etc.

It is my hope that the metadata for the badge, which serve as sharable evidence of the achievement, will be the tangible link needed to motivate faculty to fully participate.

Questions? Comments? Concerns?

Thank you!

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