DRAFT
BADGE CONCEPT TOOLKIT

BADGING SITUATIONS — PROS, CONS, AND THINGS TO THINK ABOUT

Before jumping into actively defining badges, it's important to think about why we are badging in the first place... in other words, what are the goals any given badge is intended to address? This can help us identify where badges might be particularly useful, or where they might require a lot of time and effort but not deliver the 'bang for the buck'.

This list of goals is not comprehensive;

+ indicates a benefit of using this type

− indicates potential issues or work to do

? indicates additional things to consider

IF YOUR GOAL IS...	THINK ABOUT DEFINING...	WHILE KEEPING IN MIND...
Indicating completion (emphasizing completion or quantity over quality)	**Badges that automatically trigger on submitting work**	+ low effort required from staff, as badges can be granted automatically − lack of a 'quality' filter may reduce value of this kind of badge ? might be most useful in conjunction with other badges (completion + quality indicators) ? might serve as a kind of 'checklist' indicator that is not necessarily meaningful on its own, but can help a user see and keep track of what they have done ? would be easier to implement using an online badging system.
Rewarding skill-based achievement	**Badges that reward skill development** • A student who passes the \<X> test • A student who creates \<X> products • A student who achieves \<X> program goals	+ provides a way to connect activities and experiences through skill and competency-level signaling + the connection between 'work I did' and 'the badge I got' is pretty clear, and may have clear next steps or privileges − requires rubrics or shared definition of quality to ensure consistency ? may benefit from modeling (i.e. this artifact is worthy or a badge, this is not... and why) to illustrate expectations about the level of quality
Providing low-barrier 'on-ramp' badges to encourage participation	**Badges that reward participation** • A student who attends \<X> sessions • A student who achieves \<X> program goals • A student who visits a museum, park, zoo, etc for a specific event.	+ can support and signal low-level community norms like participation at multiple organizations, checking in to X number of events + low-risk, easy entry exposure to CSOL badging − may be too granular and dismissed as meaningless if barrier is *too* low (i.e. getting a badge for one check-in) − needs to be clearly connected to a CSOL or organizational value in order to feel meaningful ? may benefit if framed as a descriptive, rather than numeric, achievement (CSOL explorer v. 10-check-ins) to better indicate the value
Rewarding achievements within a challenge, competition, or performance setting.	**Badges that reward competition** • A student's work is selected to participate in the community faire. • A student wins a program specific competition.	+ may be particularly well-suited to privileges or other opportunities to gain new access (might be built into the competition/experience itself) − requires rubrics with rigor to ensure fairness of judging − feedback may be important, but is time-consuming and cannot really be done automatically ? credibility will be very important ? these might be opportunities to showcase activities and badges to external audiences in valuable ways

Organization: _____   **Program:** _____

WHO?

Who is the audience? *(e.g. demographics, neighborhood)*

Who will assess the badge? *(i.e. staff, peers, parents, junior mentors, community members, automatic)?*

Comments:

WHAT?

What are the learning goals of the program?

What is being evaluated? *(e.g. artifact creation, skill development, participation, goal achievement, reflection, competition)?*

What Type of Badge?

- Science
- Technology
- Engineering
- Arts
- Mathematics

HOW?

What are the criteria for success? *What kinds of 'evidence' or assessment are appropriate for representing achievements.*

Potential Badge Statements: *Using the information above and the badge stems create three potential badge statements*

A student who...

...can earn a badge

A student who...

...can earn a badge.

A student who...

...can earn a badge.