**Train the Trainers workshop PLAN**

**Name of the WORKSHOP - Open Digital Badges**

**Learning outcomes:**

**After workshop participants:**

* Can present at least two reasons to use an OB for formative assessment
* Can design an OB
* Can give at least one example for OB use

**Target group: (E.G. faculty members, PhD students, MA students, student teachers, etc.).**

**Number of participants:** 15-20

**Note:** Participants are advised to have their own laptops.

**WORKSHOP PLAN for the TOOL**

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| № | **Steps of the Workshop** | **Short description** | **Time slot** | **Resources or equipment needed** |
| 1 | Introduction | **Aim:** Introduction of ASSET, overview of OB;  Introducing the OB team, self-introduction of the participants and setting the background for the workshop  **Activity:** Welcome the participants, brief outline of ASSET and OB; Participants introduce themselves and their expectations.  *Presenters: Isabela Petriashvili; Lia Akhaladze; Irina Samsonia; Diana Mikeladze; Levan Kvaratskhelia* | 5  min. | Projector, Laptop, PowerPoint,  Wi-Fi  \*presentation is attached |
| 2 | The nature, role,  structure and  infrastructure of  the open digital  badges (ODB) | **Aim:** to discuss the nature, role, structure and infrastructure of OB in higher education settings.  **Activity:** Showing the short video on OB; PPT Presentation OB; Discussion and interaction with workshop participants.  *Presenters: Isabela Petriashvili; Lia Akhaladze; Irina Samsonia; Diana Mikeladze; Levan Kvaratskhelia* | 15  min. | Projector, Laptop, PowerPoint,  Wi-Fi  \*presentation is attached  Video:  <https://www.youtube.com/watch?v=HgLLq7ybDtc>  *(2.45 minutes)* |
| 3 | Case Study | **Aim:** To introduce a case study (Introduction of use of OB at UCC and SSU)  **Activity:** The facilitator of the workshop shares his/her own experience with OB (UCC)  *Presenter: Moya Revins; Levan Kvaratskhelia* | 10 min. | Projector, Laptop, PowerPoint,  Wi-Fi  \*presentation is attached |
| 4 | Hands-on | Aim: To introduce the design of OB   1. **Decision -** What would you like to asses: learning outcome, students learning process, students’ skills – learning or social? 2. **Choice:** Chose an OB type (see Slide 11) 3. **Handout:** Badge Development Templates (to be printed for each participant)   **Activity:**   |  |  |  | | --- | --- | --- | | **Step** | **activity** | **time** | | 1 | 1.The participants form groups of 4  2. Each group decides “WHAT they want to assess and HOW they want to use OB” according to the attached Handout | 15 min. | | 2 | Video tutorial – “Creating a Badge with Google Drawings” | 10 min. | | 3 | To design an OB in Google Drive using Google Drawings  (Participants design a badge following the OB Anatomy (*see Slide 12)* | 15 min. | | 4 | How to use <https://www.openbadges.me/>   * Creating an account; * Registering your organization; * Registering Badge Issuers; * Creating Graphics Library; * Managing Badges; * Issuing Badges. | 20  Min. |   *Facilitators:* *Levan Kvaratskhelia, Isabela Petriashvili*; *Lia Akhaladze; Irina Samsonia; Diana Mikeladze, Liora Nutov, Moya Revins,* | 60 min. | Projector, Laptop, PowerPoint,  Wi-Fi  \*presentation is attached  **Video:**  <https://www.youtube.com/watch?v=GBYNHFwFXMc>  *(9 minutes)* |
| 5 | Group Presentations | **Aim:** To share the experience  **Activity:** Each group presents the OB, and explains how they can use OB in the FA process. | 20 min. | Projector, Laptop, PowerPoint,  Wi-Fi |
| 6 | Summery and Feedback | **Aim:** To learn what tools-knowledge workshop participants need in order to use OB  **Activity:**  **Summary:** Participants create a list of reasons to use OB:Name at least 2 reasons why to use OB and two applications for your practice to use OB  **Personal Feedback:** Participants give their personal feedback, answering the following questions:  In order to use OB I need …….  I would like to get more information ……..  I suggest ……………  *Facilitators:* *Levan Kvaratskhelia, Isabela Petriashvili*; *Lia Akhaladze; Irina Samsonia; Diana Mikeladze, Liora Nutov, Moya Revins.* | 10 min. | Projector, Laptop, PowerPoint,  Wi-Fi |

**Handout:**

Badge Development Template

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| --- | --- |
| **Badge Name** |  |
| **Target group** |  |
| **4 criteria for badge** | |  |  | | --- | --- | | **№** | **Criterias** | | **1** |  | | **2** |  | | **3** |  | | **4** |  | |
| **Short Description** |  |
| **Learner Activities** |  |
| **Assessment** |  |

**Example of Badge Development Plan By Moya**

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| --- | --- |
| **Badge Name** | Internationalisation in Higher Education Digital Badge |
| **Target group** | Staff and students |
| **4 criteria for badge** | 1. Define internationalisation in the context of Higher Education (knowledge). 2. Apply key concepts integrating international and intercultural perspectives (application). 3. Communicate effectively to enhance multicultural awareness in a variety of contexts, whether face to face or online (synthesis). 4. Evaluate the impact of global learning on the local, national and international contexts (evaluation). |
| **Short Description** | Although there are many aspects to Internationalisation in Higher Education, from the perspective of Teaching & Learning it has been defined as ‘the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery […] to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society’ (De Wit & Hunter). 3 factors give internationalisation in HE particular urgency today. These are: the unprecedented and rapid increase in and redistribution of the world’s demographics and its attendant strain on resources, which raises the likelihood of conflicts; the pervasive use of technology that brings cultures into interaction; and the global economy, with its globally-spread capital base, markets and supply chains.  The module addresses three dimensions of internationalisation in HE: Cultural Diversity & Value Awareness, Teaching & Learning in an International Classroom, and Internationalisation in Irish Higher Education, as a series of self-contained units ranging from lectures to workshops and research projects, equivalent to 5 credits. |
| **Learner Activities** | **Overall Aims and Objectives:**  • To provide the intercultural competence and specific pedagogic and didactic skills that staff need to be connect intercultural competence with the content of the discipline and to position its development within the core of the curriculum.  • In partnership with students, to enable staff to deliver a meaningful intercultural learning experience for all students, and to pursue Intercultural Professional Development.  • To provide an overview of internationalisation at UCC including the support that is available to staff.   1. **Interculturality in International Education, 6 hours in total (4 face to face and 2 online)**  * To raise awareness of cultural difference with a specific focus on how it can be managed in the study/workplace. * This unit will consider evolving conceptions of culture. It will present case studies of pedagogical interventions that have enhanced study abroad experiences and participants will design an intervention by the end of the unit.  1. **Inclusive Global Learning Environments Seminar: Enhancing communication, Engagement and Participation within multi-lingual environments (3 hours face to face)**  * To raise awareness of the role language plays in promoting or hindering students’ learning.  1. **Guest Speakers Lecture Series/Byte Size (4 hours face to face or online)**  * To present recent, and in some cases cutting edge, research in the field. * To draw from the expertise of a variety of stake-holders from Cork and beyond, including employers, policy-makers, alumni and students.  1. **Key Concepts in International Higher Education Seminar (3 hours online)**  * Strengthen understanding of global learning. * Develop capacity for translating mission-driven institutional global learning goals into concrete curricular and co-curricular experiences that are flexible, rigorous, and relevant to students. Topics (choose 2):  1. Teaching and Learning across boundaries in a COIL Environment 2. Global Learning in a Time of Nationalisms and Xenophobia 3. Internationalisation and Interdisciplinarity. |
| **Assessment** | Attendance 40%; Project 60% to choose from (Staff): An internationalised curriculum for a module or programme; An intervention to support intercultural learning while study abroad; A plan for a COIL collaboration with any of our partners (approx. 2,500 words); A video of a lecture displaying an inclusive learning environment that enhances communication (20 min lecture); (Students): proposal for a learning trail entitled ‘Multi-cultural Cork; for the UNESCO Learning Cities project; A video essay detailing their contribution to internationalisation of the curriculum/at home (3 to 5 mins); A poster summarising the key concepts in IHE or proposing other concepts (Staff/students): reflective essay on the staff-student partnership; a comparison between the e-badge programme and a MOOC on the same topic (approx. 2,500 words). |
| **Badge Content/Media** | Logos sent via email. |
| **Evidence**  *(how collect, evaluate, authenticate?)* | All evidence pertaining to the badge will be stored at a departmental level. |
| **PD workshop package** | Learners will have access to materials from our university partners worldwide.  Staff membership to international bodies such as the European Association of International Education EAIE and NAFSA in the US, and attendance to their seminars and summer courses will also be a source of materials and resources.  The UCC main library also has some of the most relevant material, such as a subscription to the Journal Studies of International Education and books on intercultural communication, and the further invest required will be minimal. Books have been ordered and no resources remain outstanding. |
| **Video. Websites, Resources** | Query not included in the UCC Digital Badge development plan. |