



Badge Design Toolkit

What is this?

This toolkit consists of a set of resources, templates and protocols to take an existing curriculum and map a set of badges to it. Our badge design process begins with an examination of your planned activities, provides some support in assessing and expanding on your approach and concludes with designing a comprehensive set of badges.

What's Included?

- *Badge Framing Documents*: What are the 3 types of badges and how are they used? (p: 2 - 4)
- *Toolkit Guide*: Support text on how to make use of each template in the toolkit. (p: 5 - 6)
- *Badge Design Toolkit*: Templates to walk you through the badge design and mapping process. (p: 7 - 15)

What Will We Accomplish?

You will complete a set of design templates that first focus you on articulating your learning goals, activities for achieving those goals and ultimately lead to a definition of the badges that you will create as a part of your module.

This process stresses not only the design of badges but also the careful alignment of your badges with your planned activities.

While this toolkit is provided as a free resource for the community, the Digital Youth Network is available to provide workshops and consultation for organizations looking for more direct support in designing and implementing badges.

**Contact us with any inquiries at:
Badges@DigitalYouthNetwork.org**

Assumptions:

- You will enter this process with existing curriculum. Even if it just a single module to begin with, you are coming to the table with something planned.
- You are focusing on the content of your badges in this process and not the system in which they will be issued.
- Building and issuing your badges in a platform is a separate step from this process. You will use the badge definitions that come from this process and create them in the technical platform of your choosing.

Definitions:

- **Artifact**: The thing that learners create out of your activities that act as evidence of the skill or understanding targeted.
- **Community**: Learning happens often in a social context. What is the context/community for your learner's experience?
- **Showcase**: An opportunity for a learner to apply a skill with specific constraints and expectations to a valued audience (peers, school community, parents, etc)
- **Module**: A set of activities with clear learning goals. This may be a Unit for some organizations.



Skill Badges

Skill badges provide the learners with indicators of developing competencies and broaden their understanding of their capabilities and accomplishments.

Why Skill Badges?

Skill badges represent skills gained from a set of experiences and recognize mastery of those particular skills. Providing youth with tangible indicators of competency broadens their understanding of personal accomplishments and capabilities.

Skill badges recognize that a learner has participated in activities and successfully demonstrated abilities by completing tasks, artifacts, or projects. They can also serve as a marker of skills developed across diverse learning environments and they can connect and leverage these various experiences, interests, communities, and contexts.

We believe that badging learners' skills:

- reinforces personal strengths and competencies
- reveals opportunities for growth and areas for improvement
- signals to a wider audience a learner's qualifications, experiences, and interests
- provides opportunities to connect learning to outside audiences and networks

Creating Skill Badges

Decisions must be made about when and how to badge the skills learners acquire.

Learning goals should be identified at the start and a sequence of activities and skill-building benchmarks that build toward those desired outcomes should be outlined. Assessments must then be designed to inform the criteria-driven activities. Not every skill assessment within a learning trajectory will lead to a badge.

When creating Skill badges:

- relate and align key skills with identified outcomes
- make clear connections to hands-on learning
- create clear criteria for successful completion
- design and define clear assessments
- have predetermined expectations of levels of quality
- combine active creation and reflective components



Community Badges

Community badges recognize valued behaviors and attributes and reinforce social norms and practices.

Why Community Badges?

Within any learning environment there are sets of behaviors and attributes a group or community values. A learning community facilitates the opportunities for learners to practice and model those valued behaviors and attributes. Cultivating these environments provides learners with essential tools for navigating and succeeding in new, broader learning experiences and opportunities.

Community badges recognize valued behaviors and attributes and reinforces social norms and practices. Because most learning does not occur in isolation, highlighting social interactions and exchanges that develop shared practices can sustain a vibrant learning community.

We believe that badging learners habits and practices:

- promotes and empowers the transference of essential behaviors and characteristics
- creates an understanding of what it means to be a part of a community
- inspires interest-based learning through peer-to-peer and peer-to-mentor interactions
- recognizes learners' contributions to the community

Creating Community Badges

Decisions must be made about when and for what purposes Community badges should be applied to valued attributes and behaviors. Community badges may vary based on values established by the community for contexts such as face-to-face or online. These values should be derived from habits and practices that currently exist, as well as, new habits and practices that would benefit the learners in the community.

Online and Face-to-Face habits and practices can include:

- Youth-to-Mentor exchanges and support
- Peer-to-Peer Exchanges and Support (providing peer feedback on artifacts, commenting, collaboration, etc.)
- Sharing and Discussion (experiences, topics, artifacts, tools, reflections, resources)
- Volunteer and Leadership Opportunities

When creating Community Badges:

- identify existing attributes and behaviors the community values and wishes to highlight and recognize
- consider dispositions desired to be developed in learners
- determine the indicators of success for demonstrating behaviors and attributes
- have clear evidence that demonstrates deemed social habits and practices
- consider multiple audiences



Showcase Badges

Showcase badges highlight a learner's efforts to share their progress and skills to valued audiences, promoting a sense of pride, ownership and identity.

Why Showcase Badges?

Showcasing a learner's development strengthens interest-based learning by creating incentives for learners to develop artifacts and skills, share creations, and identify with new roles.

Showcase opportunities provide multiple ways to recognize learners' progress, abilities and achievements. They can reward learners for having reached a milestone, provide feedback or reviews to encourage continued progress, bolster motivation, introduce and develop presentation skills, and create a culture that rewards public display.

Showcase badges recognize and indicate a specific level of excellence or performance based upon identified standards and expectations. By making work visible to outside, meaningful audiences, showcases and Showcase badges can promote a sense of pride, ownership, authorship and identity.

We believe that showcasing and badging learners' achievements:

- develops a disposition and desire to share, receive feedback and iterate for the purposes of creating quality artifacts
- creates an understanding of an audience's role which informs the creative process
- builds social, cultural, and academic capital

Creating Showcase Badges

Decisions must be made about when and for what purposes showcase opportunities should be created for learners. Appropriate showcase opportunities will vary based on the context, the learner, and the artifact that is being created. They can exist as larger, culminating events or smaller, interim share-outs and displays throughout projects, classes, or workshops that enhance the production process.

Examples of showcase opportunities can include:

- Publication in Magazine
- Peer Critique
- Film Festival
- Stage Performance
- Student Debates and Forums

Creating Showcase Badges

Decisions must be made about when to badge a showcase opportunity. Not all showcase opportunities merit issuing a badge, and not every artifact presented in a showcase earns a Showcase badge.

When creating Showcase badges:

- identify which showcase opportunities warrant issuing a badge
- create clear criteria and evidence markers that specify that the showcased artifact exceeds expectations
- limit the number of badges (e.g. the "best in show")
- consider how the badge can reinforce and acknowledge roles (e.g. "The Young Author Badge")



MODULE PLANNING:
Multiple Module Sorting

On this page you will list each module included in your program's curriculum.

- This document serves as a starter point. More items may be listed as needed.



MODULE PLANNING:
1 Identify Module Goals

On this page you will list the skills, showcase opportunities, community goals, and artifacts for this module.

- Refer to the Module Sorting page where the skills, showcase opportunities, community goals, and artifacts are listed.
- Remember that Community Goals are behaviors and practices valued by your program. What are the Community practices youth will learn or enact during this module?



SKILLS WORKSHEET:
2 List Skills

On this page you will break down Skills to Sub-Skills.

- Skill vs Sub-Skill - *Ex: Video Editing is the Skill. Transitions, fades, and jump cuts are Sub-Skills.*
- Be sure to list the skills in the same order as on the identify **Module Goals** page.
- You will return to complete the activity ('Act') and "covered by badge" fields out later.



3 List Community Goals

On this page you will articulate your community's goals, habits and practices.

- Each desired practice should have measurable criteria. *Ex: Practice - 'Collaboration' // Criteria: 'Collaborates on an artifact with peers'*
- You will return to complete the "covered by badge" fields out later.



4 List Showcases

On this page you will identify the showcase opportunities for your program and/or module.

- For each opportunity, identify what artifact, skill or desired practices will be exhibited.
- You will return to complete the "covered by badge" fields out later.



MODULE DETAIL:
5 Outline Activities

On this page you will describe the activities for this module.

- Criteria references how output of the activity will be assessed.
- They may not be showcases or community goals aligned with every activity.
- Once completed, go back to the **List Skills** page and write the activity number where each sub-skill is developed (the 'Act' column).
- Assure that every skill is covered by one of your activities.

 SKILLS WORKSHEET:
6 Describe Badges

On this page you will define your skill badges.

- Learner Descriptions should be engaging to the target age group for the badge.
- Once completed, go back to the *List Skills* page and write the badge name with the associated skill (the “Covered By Badge” field).

 COMMUNITY WORKSHEET:
7 Describe Badges

On this page you will define your community badges.

- Learner Descriptions should be engaging to the target age group for the badge.
- Once completed, go back to the *List Community Goals* page and write the badge name with the associated practice (the “Covered By Badge” field).

 SHOWCASE WORKSHEET:
8 Describe Badges

On this page you will define you showcase badges.

- Learner Descriptions should be engaging to the target age group for the badge.
- Once completed, go back to the *List Showcases* page and write the badge name with the associated skill (the “Covered By Badge” field).



Curriculum Name:

Duration:

Start:

End:

Module 1:	Skills:	Artifacts:	Showcase Opportunities:
Name:			
Duration:			

Module 2:	Skills:	Artifacts:	Showcase Opportunities:
Name:			
Duration:			

Module 3:	Skills:	Artifacts:	Showcase Opportunities:
Name:			
Duration:			



Curriculum Name:

Duration:

Start:

End:

Module 4:	Skills:	Artifacts:	Showcase Opportunities:
Name:			
Duration:			

Module 5:	Skills:	Artifacts:	Showcase Opportunities:
Name:			
Duration:			

Module 6:	Skills:	Artifacts:	Showcase Opportunities:
Name:			
Duration:			



1 Identify Module Goals

Module Name:

Duration:

Start:

End:



Skills:

A	
B	
C	
D	
E	
F	
G	
H	

Artifacts:

A	
B	
C	
D	
E	
F	
G	
H	

Showcase Opportunities:

A	
B	
C	
D	
E	
F	
G	
H	

Community Goals:

A	
B	
C	
D	
E	
F	
G	
H	

A Skill:		
Sub-skills:	Act.	
1		
2		
3		
4		
5		
6		
Covered by badge:		

B Skill:		
Sub-skills:	Act.	
1		
2		
3		
4		
5		
6		
Covered by badge:		

C Skill:		
Sub-skills:	Act.	
1		
2		
3		
4		
5		
6		
Covered by badge:		

D Skill:		
Sub-skills:	Act.	
1		
2		
3		
4		
5		
6		
Covered by badge:		

E Skill:		
Sub-skills:	Act.	
1		
2		
3		
4		
5		
6		
Covered by badge:		

F Skill:		
Sub-skills:	Act.	
1		
2		
3		
4		
5		
6		
Covered by badge:		

G Skill:		
Sub-skills:	Act.	
1		
2		
3		
4		
5		
6		
Covered by badge:		

H Skill:		
Sub-skills:	Act.	
1		
2		
3		
4		
5		
6		
Covered by badge:		



3 List Community Goals



4 List Showcases

A Desired Practice:	
Why it matters:	
Criteria:	
Covered by badge:	

B Desired Practice:	
Why it matters:	
Criteria:	
Covered by badge:	

A Showcase Opportunity:		
Demonstrate:		Type:
1		
2		
3		
4		
5		
6		
Covered by badge:		

B Showcase Opportunity:		
Demonstrate:		Type:
1		
2		
3		
4		
5		
6		
Covered by badge:		

C Desired Practice:	
Why it matters:	
Criteria:	
Covered by badge:	

D Desired Practice:	
Why it matters:	
Criteria:	
Covered by badge:	

C Showcase Opportunity:		
Demonstrate:		Type:
1		
2		
3		
4		
5		
6		
Covered by badge:		

D Showcase Opportunity:		
Demonstrate:		Type:
1		
2		
3		
4		
5		
6		
Covered by badge:		

Type Key: Sk = Skill, A = Artifact, C = Community

Activity 1:		Artifact:	Showcase:
Name + Duration:	Criteria:		
Description:		Skills:	Community Goals:
Activity 2:		Artifact:	Showcase:
Name + Duration:	Criteria:		
Description:		Skills:	Community Goals:
Activity 3:		Artifact:	Showcase:
Name + Duration:	Criteria:		
Description:		Skills:	Community Goals:

Showcase and Community Goals may not be necessary for all activities



SKILLS WORKSHEET:
6 Describe Badges

Module name:

DYN Badge Workshop

Badge Name:	Description for Learner:	Description for Outside Audience:	Assessment:	Sketch It:

Badge Name:	Description for Learner:	Description for Outside Audience:	Assessment:	Sketch It:

Badge Name:	Description for Learner:	Description for Outside Audience:	Assessment:	Sketch It:

Create a brief description of your badge that can be understood easily by learners.

Share an overview of the badge and the criteria required to earn it. Write this in a way that can be understood when shared with those not familiar with your program.

Considering the criteria you defined, what does assessment look like?



COMMUNITY WORKSHEET:
7 Describe Badges

Module name:

DYN Badge Workshop

Badge Name:	Description for Learner:	Description for Outside Audience:	Assessment:	Sketch It:

Badge Name:	Description for Learner:	Description for Outside Audience:	Assessment:	Sketch It:

Badge Name:	Description for Learner:	Description for Outside Audience:	Assessment:	Sketch It:

Create a brief description of your badge that can be understood easily by learners.

Share an overview of the badge and the criteria required to earn it. Write this in a way that can be understood when shared with those not familiar with your program.

Considering the criteria you defined, what does assessment look like?



SHOWCASE WORKSHEET:
8 Describe Badges

Module name:

DYN Badge Workshop

Badge Name:	Description for Learner:	Description for Outside Audience:	Assessment:	Sketch It:

Badge Name:	Description for Learner:	Description for Outside Audience:	Assessment:	Sketch It:

Badge Name:	Description for Learner:	Description for Outside Audience:	Assessment:	Sketch It:

Create a brief description of your badge that can be understood easily by learners.

Share an overview of the badge and the criteria required to earn it. Write this in a way that can be understood when shared with those not familiar with your program.

Considering the criteria you defined, what does assessment look like?