

Instellingsoverstijgende edubadges Information Literacy

PROJECT BADGES INFORMATION LITERACY

- Wat zijn badges?
- Achtergrond project
- Resultaten literatuuronderzoek
- Wat voor informatie staat er in de badgeclasses?
- Presentatie framework (leeruitkomstenmatrix)
- Vragenrondje

Wat zijn badges?

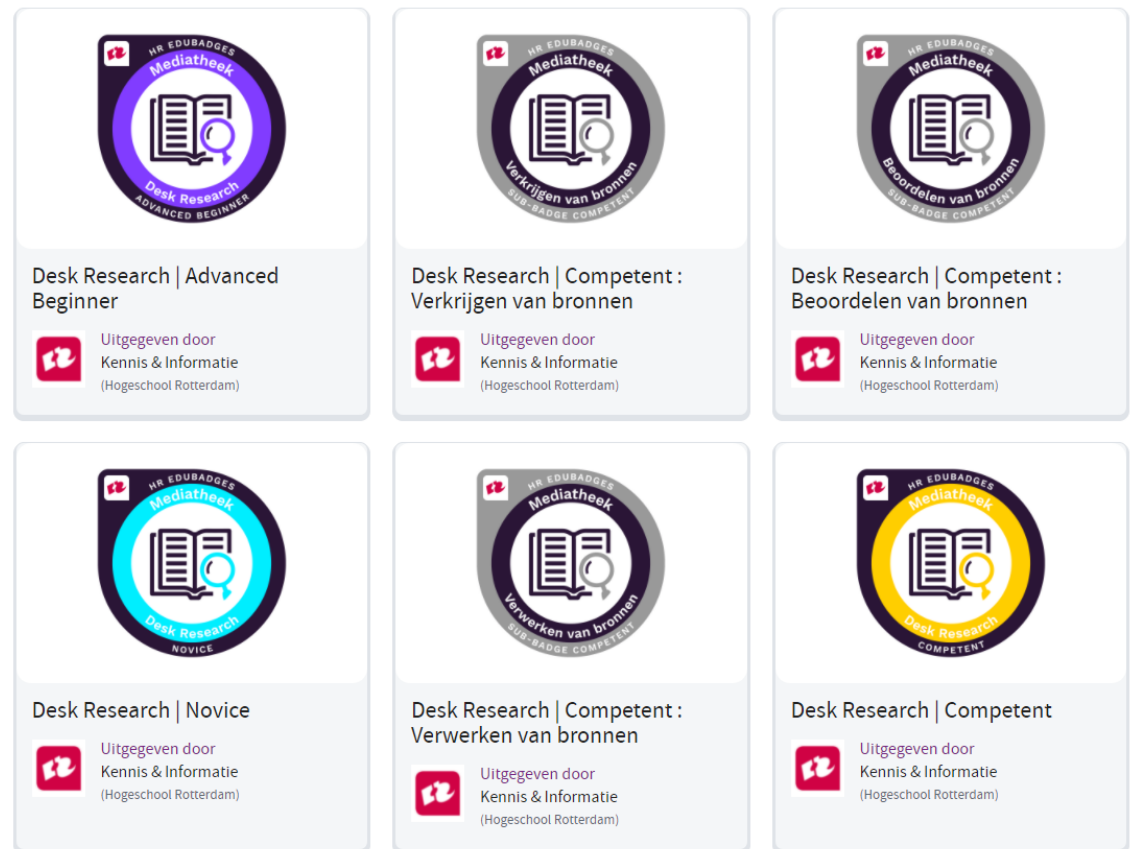
- Digitale insignes die worden weergegeven als pictogrammen of logo's op een webpagina of andere online locatie
- Te gebruiken in portfolio/social media/CV



Bron: <https://nl.pinterest.com/pin/405042560218508175/>

Wat zijn edubadges?

- Digitale badges die worden uitgereikt via het SURF-platform edubadges.nl
- Ingedeeld in badgeclasses – werkelijke badges
- Zie <https://edubadges.nl/catalog>



Achtergrond project

➤ **Waarom?**

Verwachte kwaliteitsverbetering

Informatievaardighedenonderwijs door afstemming/consensus
leerdoelen en leerniveaus.

Bevorderen van toetsing op informatievaardigheden. Wordt nu
vaak niet gedaan door bibliotheken.

➤ **Waarom instellingsoverstijgend?**

Bij overstappen van studenten naar een andere instelling is
direct duidelijk over welke competenties hij al beschikt.

Best practices in praktijk en in de literatuur van badges voor IV? (Marie-Louise)

- Welke casussen zijn er?
- Waarom (Edu)badges voor IV?
- Hoe ontwerp je badge voor IV?
- Uitdagingen bij ontwerpen van badges voor IV?
- Wat betekent dit voor instellingsoverstijgende badges

Welke casussen zijn er?

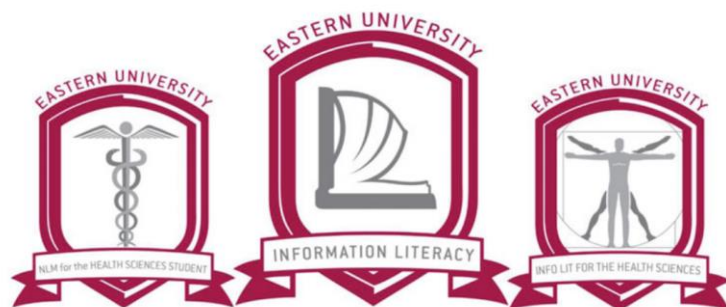
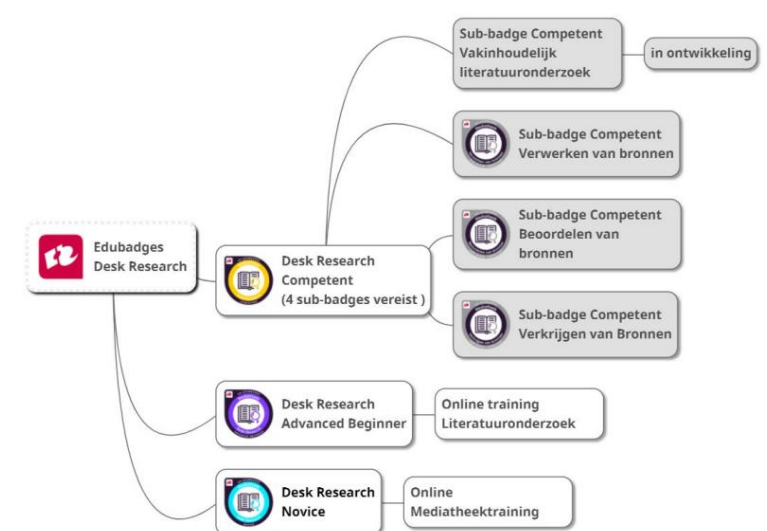


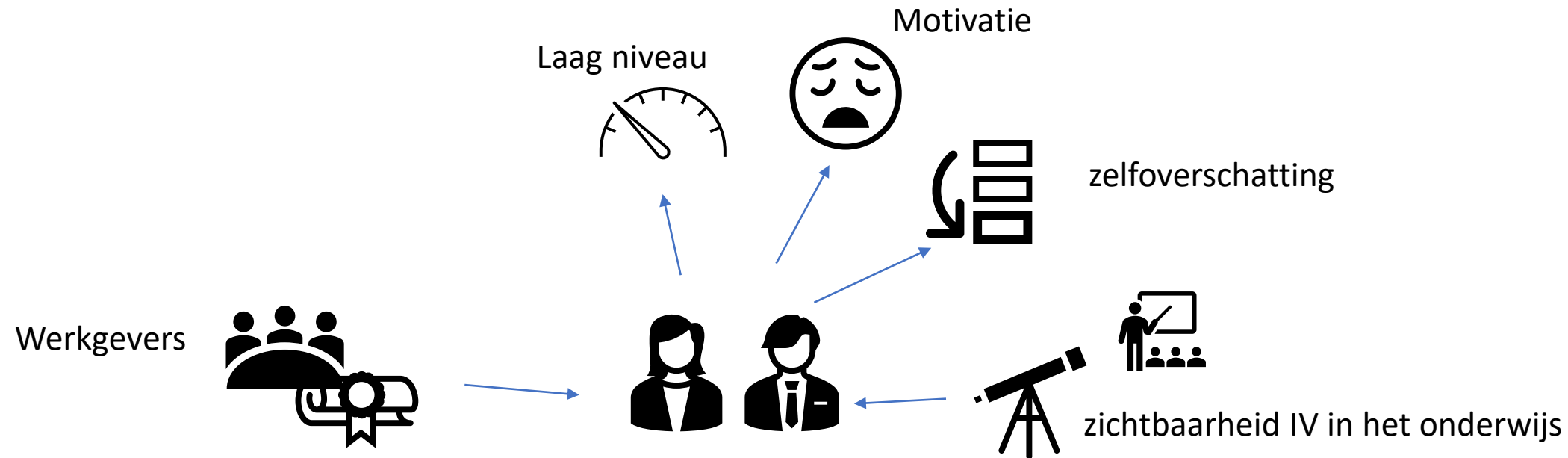
Figure 3. The University Marketing designed digital badges for the information literacy courses.



Afbeelding 2: Infographic HR over Edubadges Desk Research



Waarom badges voor IV

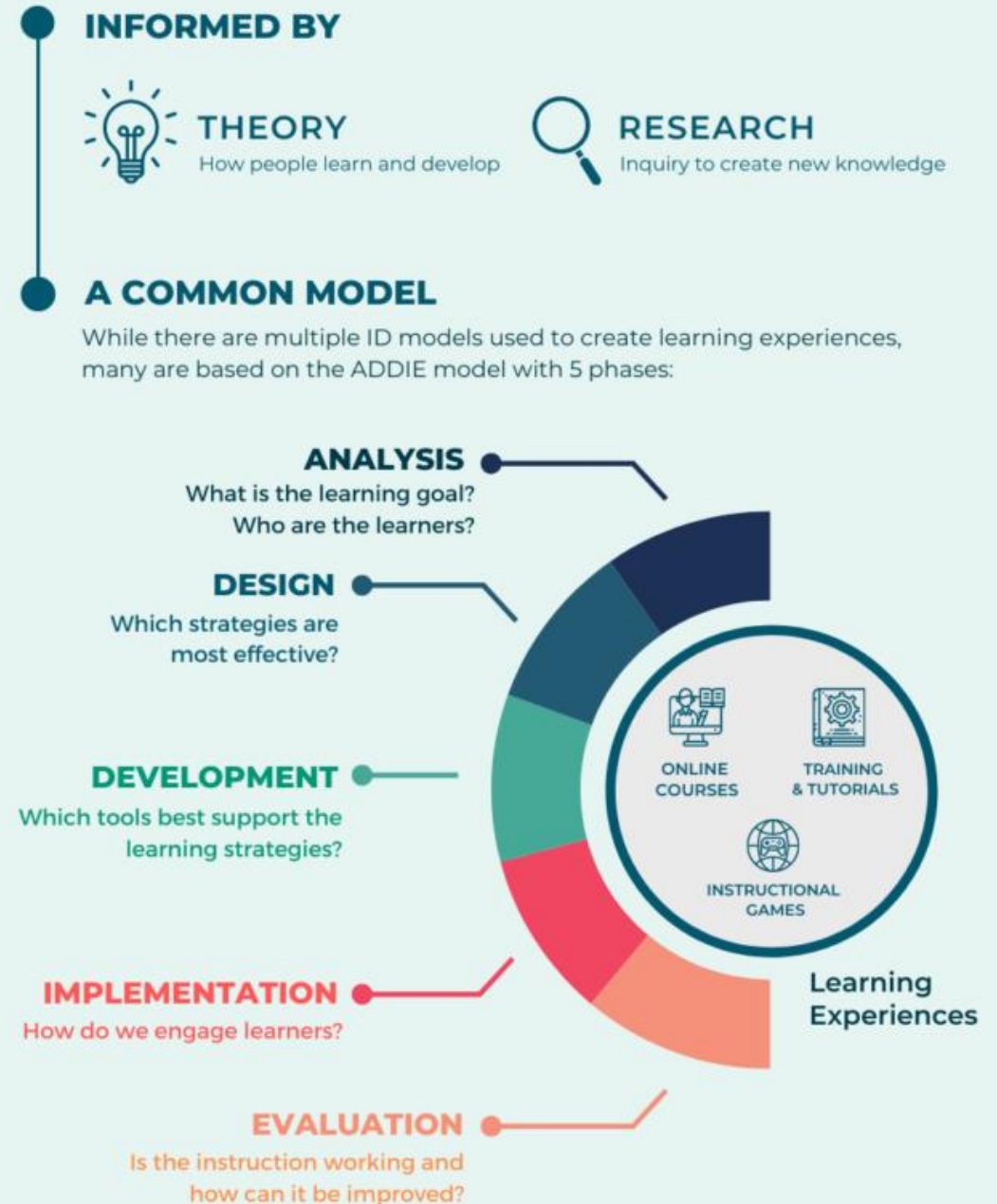


Het begin: Instructional Design:

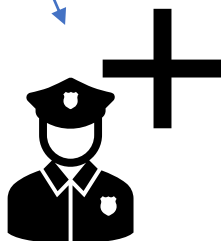
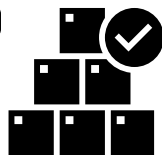
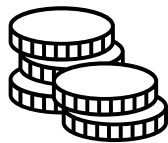
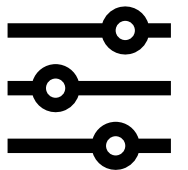
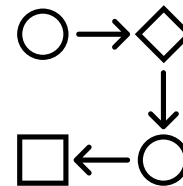
Maar ook overwegingen over:

- Tijd
- Assessment

Specifiek voor Instellingen



Waar moet je specifiek rekening mee houden bij ontwerpen voor badges voor IV?



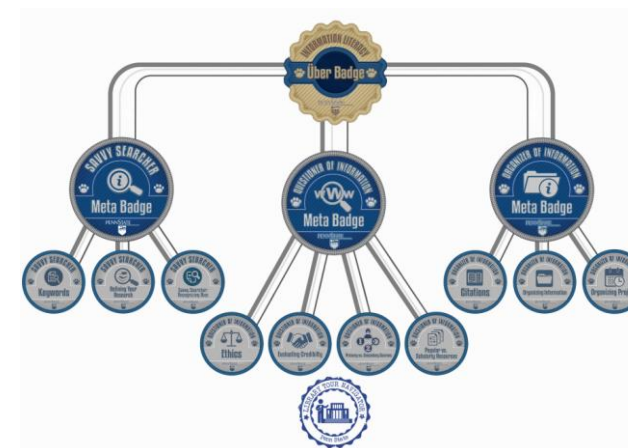
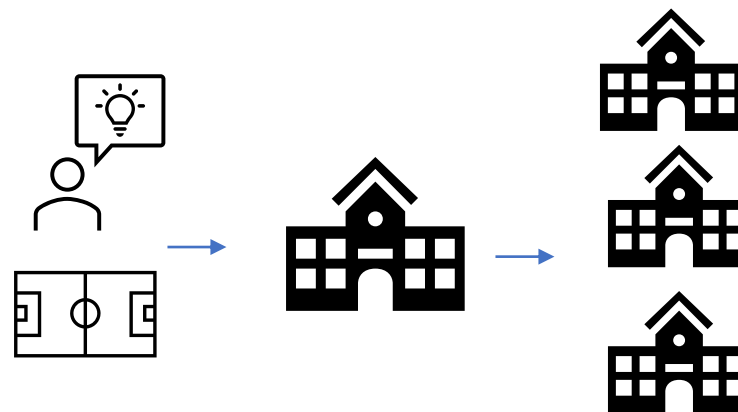
Welke stappen voor instellingoverstijgende Edubadges

Stappen nu:

- Consensus leeruitkomsten
- Hoeveelheid badges/badge ecosysteem

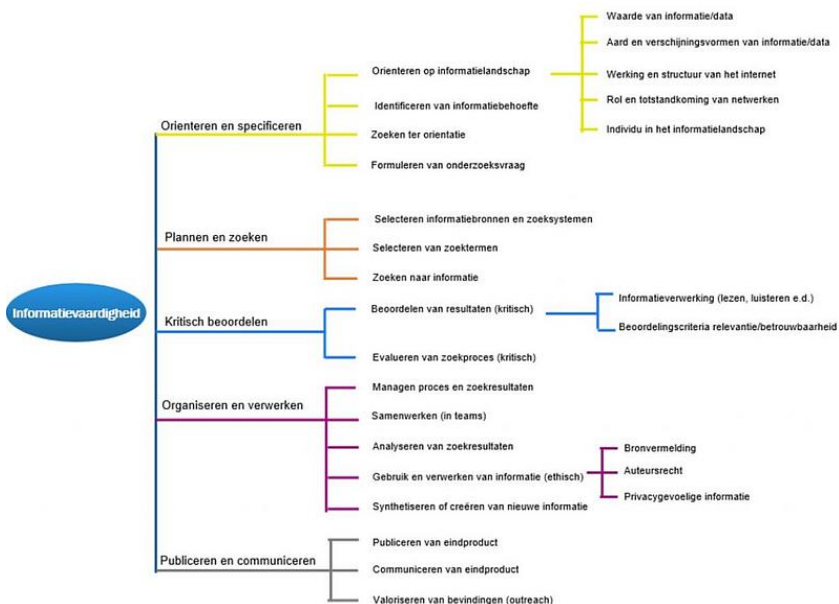
Volgende stappen

- Assessment
- Administratieve en systeembeperkingen
- Waarde badges
- Evaluatie



IL badges – leeruitkomsten per instelling verzameld

	A	B	C	D	E	F	G	H
1	Taxonomie				Per instelling			
2	Onderwerp	Deelonderwerp	Deelonderwerp		Badges	Level A Basis	Level B Gevorderd	Level C Eind
3						De informatievaardige student:	De informatievaardige student:	De informatievaardige student:
						Begrijpt problemen met toegang of	Begrijpt de verschillende	Neemt de waarde van informatie



IL badges – leeruitkomsten per instelling verzameld



- Er waren verschillen in aantal badges (WUR 3,, VU 2, UU 4, HR Generieke badges en subbadges, HvA 5)
- Er waren verschillen qua insteek:
 - per onderwerp niveaus
 - Per niveau onderwerpen (HR)
- Er waren verschillen in aantal niveaus (UU 4 niveaus)

Keuzes indeling badgeclasses (Harrie)

3 badges (=badgeclasses) waarin op elk niveau onderdelen uit alle facetten van de Taxonomie benoemd worden



Beginner/
novice



Gevorderd/
advanced
beginner

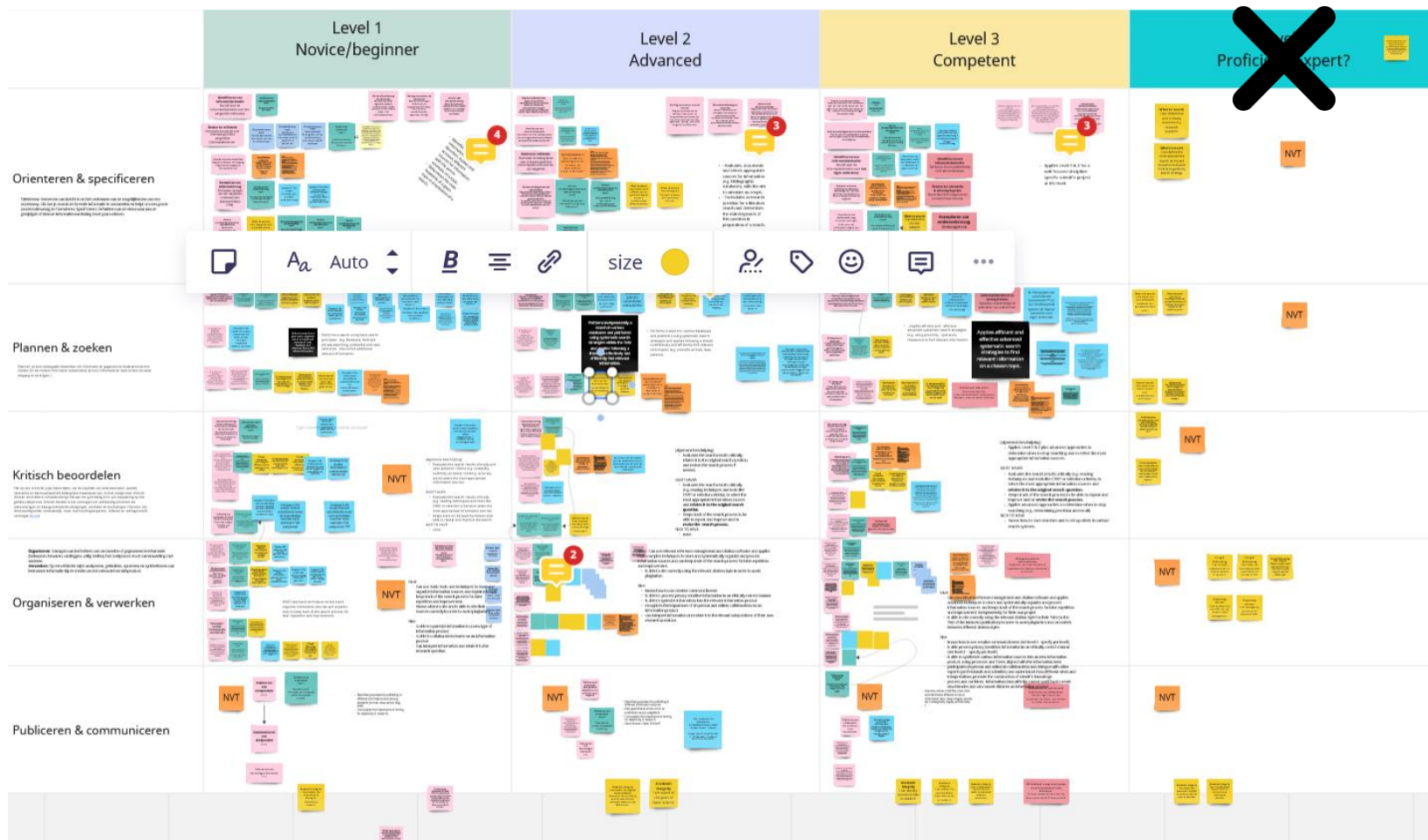


Competent/
Intermediant
competence

Uitgangspunten:

- Dreyfus model of skill acquisition
- Basis: Taxonomie Information Literacy

IL badges - Consensus over leeruitkomsten



Leeruitkomsten van de verschillende instellingen:

- bij taxonomie-onderdeel geplaatst
- geclusterd

IL badges – wegen en definiëren

Information Literacy Edubadges Framework (op basis van Miro <https://miro.com/app/board/uXjVPf1Bmg=/>)

	Learning objectives level 1 <i>To obtain this badge, the student has shown the ability to:</i> <i>Guideline: remember & understand - guided - given information question</i>	Learning objectives level 2 <i>To obtain this badge, the student has shown the ability to:</i> <i>Guideline: apply & analyse - explicit and repeated practice - guided information question</i>	Learning objectives level 3 <i>To obtain this badge, the student has shown the ability to:</i> <i>Guideline: create & evaluate - independently – personal information question</i>
1. Orientate and Specify	MUST have: - identify a need for information on a given topic - identify characteristics of information sources on a given topic - locate and access appropriate information sources for orientation with a given topic - articulate the given topic clearly NICE to have: - identify several professional and social learning networks that are relevant to the topic - describe aspects such as digital identity, digital footprint and privacy	MUST have: - identify and document the information need on a given topic area - identify and select appropriate information sources for orientation on a given topic area - locate and access appropriate information sources for orientation on a given topic area - formulate a research question for a literature search on a given topic area NICE to have: - select several professional and social learning networks and describe their relevance to a given topic area - reflect on aspects such as digital identity, digital footprint and privacy	MUST have: - identify and document the information need on a chosen topic - identify, select and substantiate appropriate information sources to orientate on a topic for a chosen topic. - locate and access appropriate information sources for orientation on a chosen topic - formulate a well-focused research question for a literature search on a chosen topic NICE to have: - select and interact with several professional and social networks and describe their relevance to the discipline-specific task - act consciously in aspects such as digital identity, digital footprint and privacy
2. Plan and Search	MUST have: - locate and access different search engines and finding aids - identify the main key concepts based on the research question or a given topic and determine the main search terms to prepare for a search - perform basic searches using Boolean operators, field searching, phrase searching and wildcards	MUST have: - select sufficiently suitable search engines in a given subject area to achieve the (research) goal - identify the main key concepts based on the research question and determine appropriate search terms for each key concept to prepare for a search - perform a systematic search in various databases and platforms, with key concepts and search terms, using Boolean operators,	MUST have: - select and substantiate sufficiently suitable search engines on a chosen topic to achieve the (research) goal - identify main key concepts based on the research question and determine sufficient, appropriate search terms for each key concept to prepare for a search - perform a systematic search in various databases and platforms, with key concepts and search terms, using Boolean operators, field searching, phrase searching and

- Keuze voor taxonomie-indeling (5 facetten)
- Keuze voor 3 badges; indeling op niveau, met in de beschrijving leeruitkomsten per facet
- Keuze voor: 'Must have' en 'nice to have'
- Opbouw:
 - Mate van zelfstandigheid + moeilijkheid
 - Given topic → given topic area → chosen topic
- (Her)formulering:
 - The student has shown the ability to...
 - Actief, helder, dekkend etc.

IL badges – gevisualiseerd

Information Literacy Edubadges

Information Literacy

LEVEL 1 To obtain this badge, the student has shown the ability to:

Information Literacy

LEVEL 2 To obtain this badge, the student has shown the ability to:

Information Literacy

LEVEL 3 To obtain this badge, the student has shown the ability to:

1. Orientate and Specify

- identify a need for information on a given topic
- identify characteristics of information sources on a given topic
- locate and access appropriate information sources for orientation with a given topic
- articulate the given topic clearly

- identify and document the information need on a given topic area
- identify and select appropriate information sources for orientation on a given topic area
- locate and access appropriate information sources for orientation on a given topic area
- formulate a research question for a literature search on a given topic area

- identify and document the information need on a chosen topic
- identify, select and substantiate appropriate information sources to orientate on a topic for a chosen topic
- locate and access appropriate information sources for orientation on a chosen topic
- formulate a well-focused research question for a literature search on a chosen topic

2. Plan and Search

- locate and access different search engines and finding aids
- identify the main key concepts based on the research question or a given topic and determine the main search terms to prepare for a search
- perform basic searches using Boolean operators, field searching, phrase searching and wildcards

- select sufficiently suitable search engines in a given subject area to achieve the (research) goal
- identify the main key concepts based on the research question and determine appropriate search terms for each key concept to prepare for a search
- perform a systematic search in various databases and platforms, with key concepts and search terms, using Boolean operators, field searching, phrase searching and wildcards, for a given topic area

- select and substantiate sufficiently suitable search engines on a chosen topic to achieve the (research) goal
- identify main key concepts based on the research question and determine sufficient, appropriate search terms for each key concept to prepare for a search
- perform a systematic search in various databases and platforms, with key concepts and search terms, using Boolean operators, field searching, phrase searching and wildcards, and if appropriate, advanced techniques such as proximity operators or thesauri, for a chosen topic
- advanced techniques such as proximity operators or thesauri, for a chosen topic

3. Critically Assess

- describe and apply criteria to assess search results on a given topic
- identify and describe criteria to assess selected sources for relevance and reliability

- critically assess the search results in relation to the original research question and revise the search if necessary
- describe and apply criteria to assess selected sources for relevance and reliability

- critically assess the search results to the original research question, revise the search if necessary and apply advanced approaches, such as determining precision and recall, to determine when to stop searching
- apply advanced criteria to assess selected sources for relevance and reliability

4. Organize and Process

- apply basic techniques to store and organise information sources effectively
- explain methods for keeping track of the search process for later repetition and improvement
- cite and paraphrase within a text to avoid plagiarism
- describe the concepts of copyright and open licences (e.g., creative commons)

- apply techniques to store and systematically organise and process information sources, using relevant reference management and citation software
- keep track of the search process for later repetition and improvement, such as by maintaining a search log or journal
- use the correct in-text citation and paraphrasing style to avoid plagiarism and compile a reference list
- avoid copyright infringement by correctly using (open) licensed resources
- explain what privacy (sensitive) information is and demonstrate awareness of the need for ethical processing

- apply advanced techniques to store and systematically organise and process information sources, using relevant reference management and citation software
- keep track of the search process for later repetition and improvement by saving searches and setting up alerts
- cite correctly using the relevant citation style for the field concerned or for intended publication, demonstrating the ability to switch between different citation styles if necessary
- avoid copyright infringement by correctly using (open) licensed resources

5. Publish and Communicate

- describe the purposes of publishing in different information sources, such as academic journals, news articles, blog posts)
- describe different ways of communication, considering various mediums and channels

- describe the process of publishing in different information sources, understanding the specific requirements and procedures involved
- describe the concept and different aspects of open science
- communicate, share, and present an information product effectively in various formats, such as written documents, images, or oral presentations, suitable for the intended audience

- describe the process of publishing in discipline-appropriate information sources, understanding the scholarly publishing landscape
- apply open science principles and practices
- communicate, share, and present an information product effectively in suitable formats, such as written documents, images, or oral presentations, for one's peers and the general public (outreach)

Vervolgstappen/openstaande vragen

- Feedback op het framework zodat de badges ook echt instellingsoverstijgend ingezet zullen worden
- Planning: “moederbadges” die gekopieerd kunnen worden naar de instelling
- Afstemming toetsing informatievaardigheden-mogelijk vervolgproject rondom instellingsoverstijgend/gelijkwaardig toetsen
- Feedbackformulier: <https://forms.office.com/e/aSd8mfYaja>



edu.nl/ubgpd

Meer info

- Aansluiten bij edubadges (incl. lijst met deelnemende instellingen):
<https://www.surf.nl/aansluiten-op-edubadges>
- Dreyfus-model: Dreyfus, S. E. (2004, 2004/06/01). The Five-Stage Model of Adult Skill Acquisition. Bulletin of Science, Technology & Society, 24(3), 177-181.
<https://doi.org/10.1177/0270467604264992>
- Taxonomie: Taxonomie Informatievaardigheid - vergelijking modellen v8 - SHB. (2021).
<https://www.shb-online.nl/download/taxonomie-informatievaardigheidvergelijking-modellen-v8/>

Vragen?



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