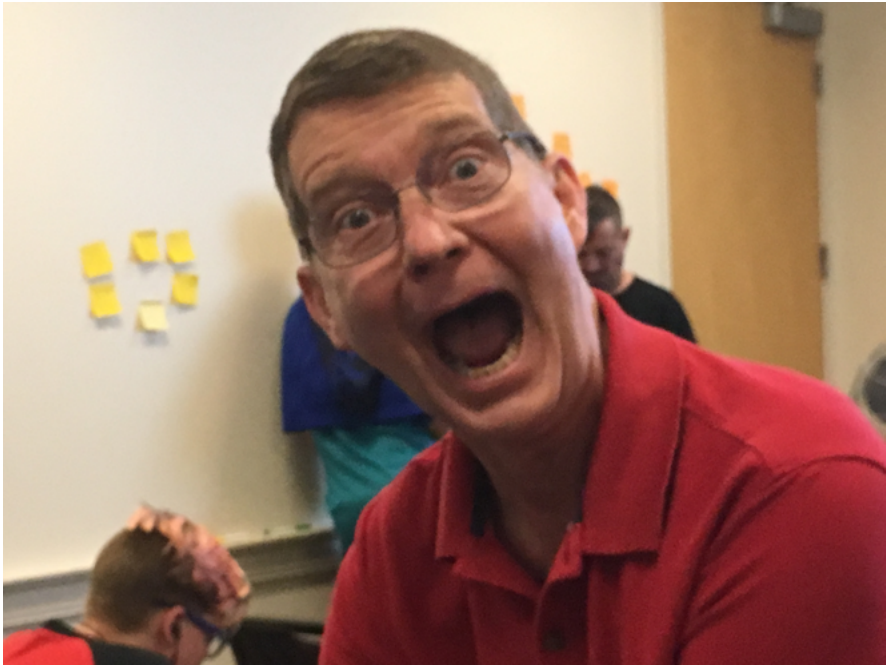
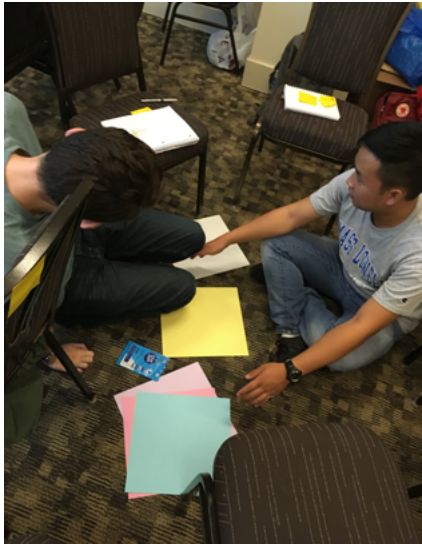


# **DIGITAL BADGES**

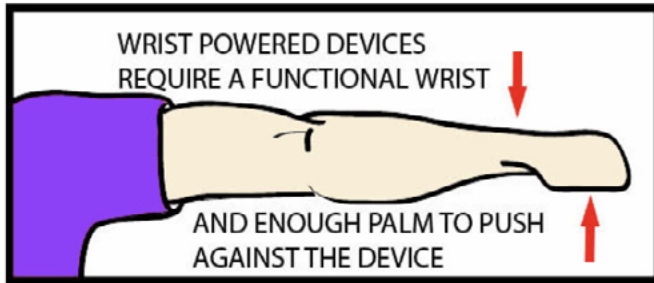
## **SKILLS AND COMPETENCIES**

**E-NABLE 2018**  
**DESIGN LANGUAGE | GIGI POLO**

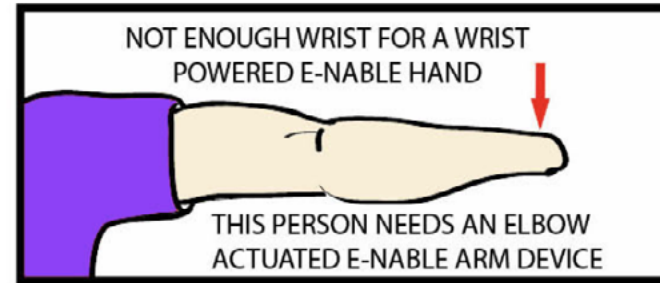
# WHO ARE E-NABLE(CRS)?



# WHAT THEY DO:



**WHICH DEVICES WILL  
WORK BEST FOR THOSE  
WITH A FUNCTIONAL WRIST  
AND PARTIAL PALM?**



Phoenix Hand by e-NABLE Assembly Materials Kit

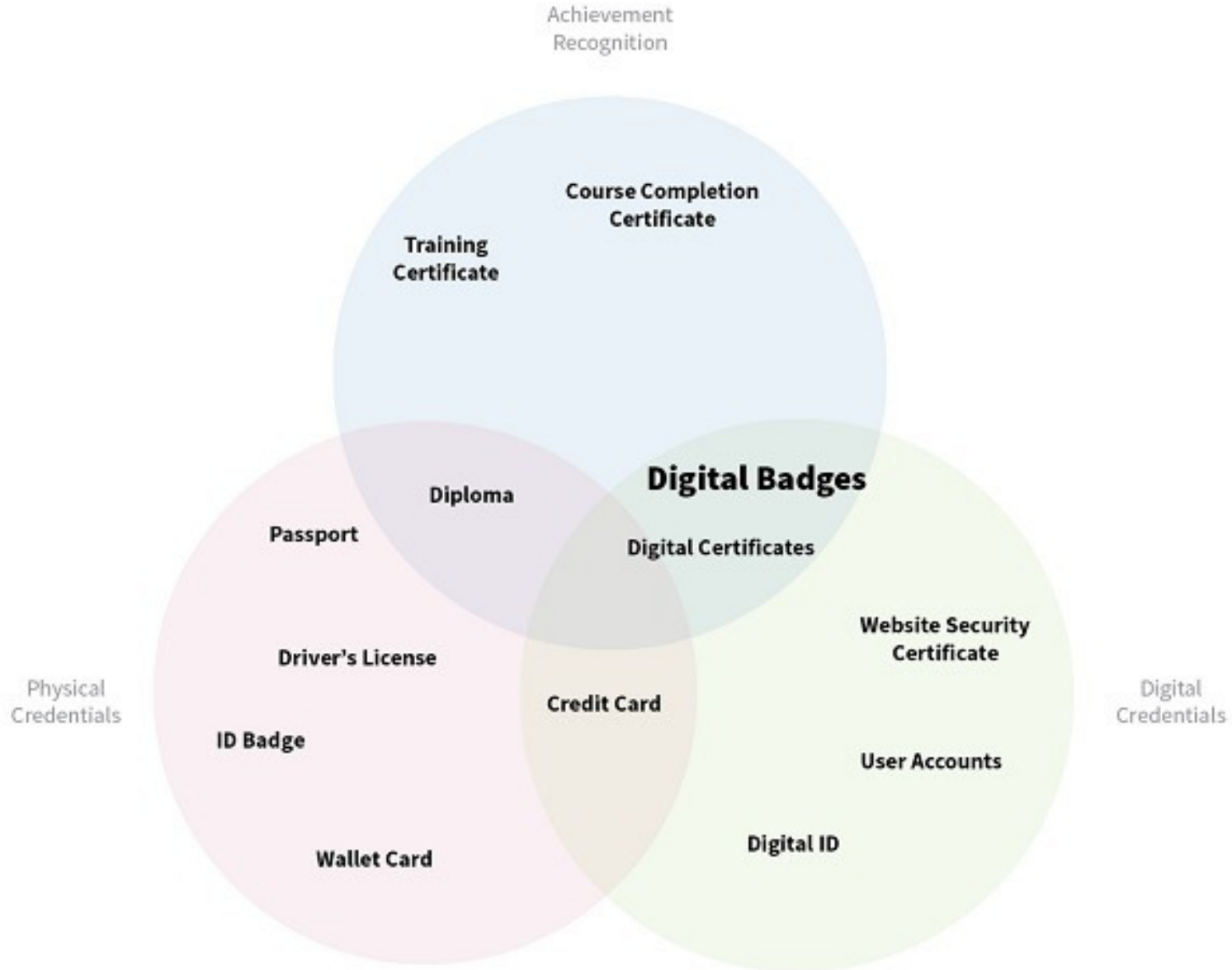


# LEARNING OBJECTIVES

Learning Objectives	Learning Activities	Assessments
<p>1. Apply their background knowledge to generate a list of competencies, skills, and behaviors relevant to the e-NABLE community</p>	<p><b>Brainstorming</b> Teams of 3-4, participants write a list of 5-6 hard/soft skills. In teams of 4, participants discuss their lists and narrow them down to 4-5, written in a post-it note and place on the wall to share.</p> <p>As a class, participants look at all lists and start creating clusters (group of skills that together build a specific competency), i.e. design, prototype, produce, iterate, IRB = MAKER</p>	<p><b>Informal Diagnostic assessment/teacher observations</b> Group oral conversation to discuss participants' understanding of hard/soft skills and how a group of skills build up competencies within the community</p>
<p>1. Pair visual examples of icons, symbols, and indexes connected to the e-NABLE community's skills, competencies, and behaviors</p>	<p><b>Word/image map</b> <u>Popplet</u> exercise and presentation to introduce keywords using visual examples while orally elicit examples from students' everyday experiences</p> <p><b>Worksheet</b></p>	<p><b>Informal formative assessment/ teacher lists examples of a white board</b></p>

# WHY DIGITAL BADGES?

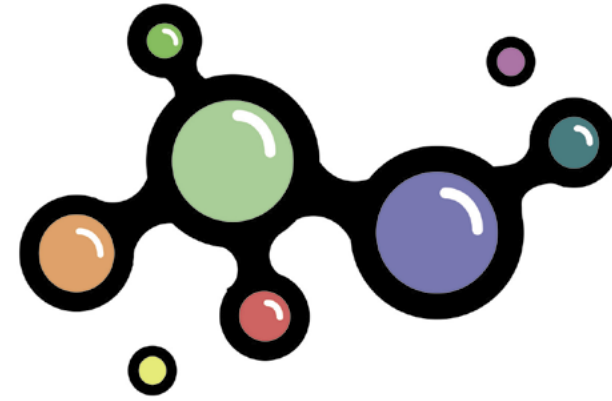
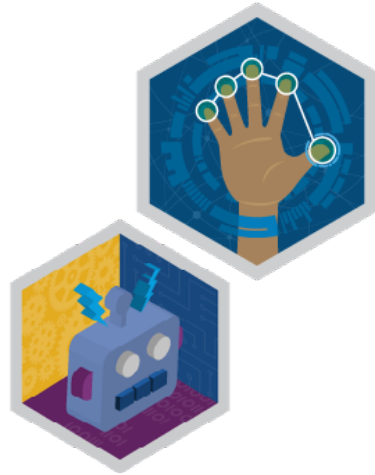
## PART I



A digital badge serves both as recognition of learning or achievement AND digital proof of that accomplishment.

Source: Accredible

# HOW DO THEY LOOK?



## LEARNING MAP



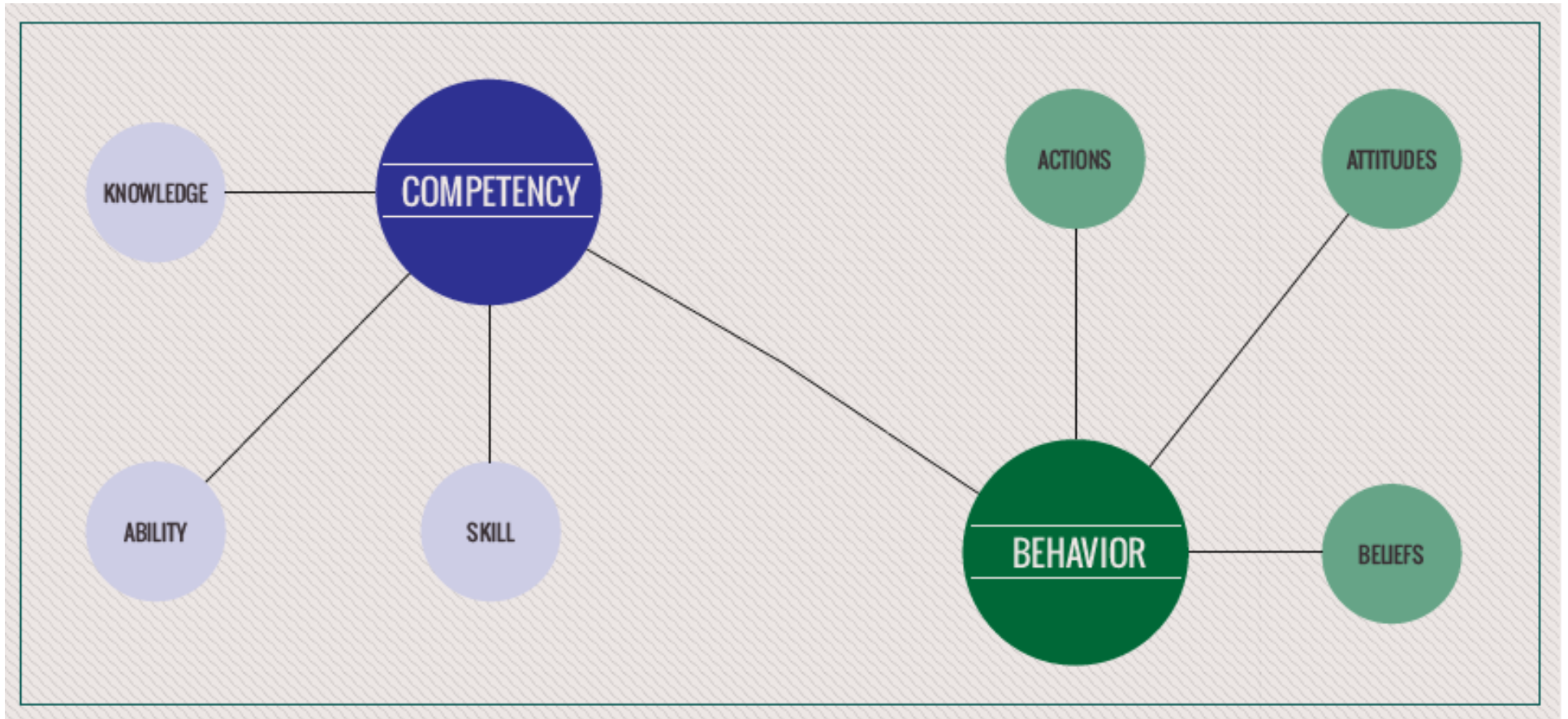
### DESIGN ELEMENTS

Form: **ICONS/SYMBOLS/INDEXES** | Color

ACTIVATING SCHEMA | 5 MIN.

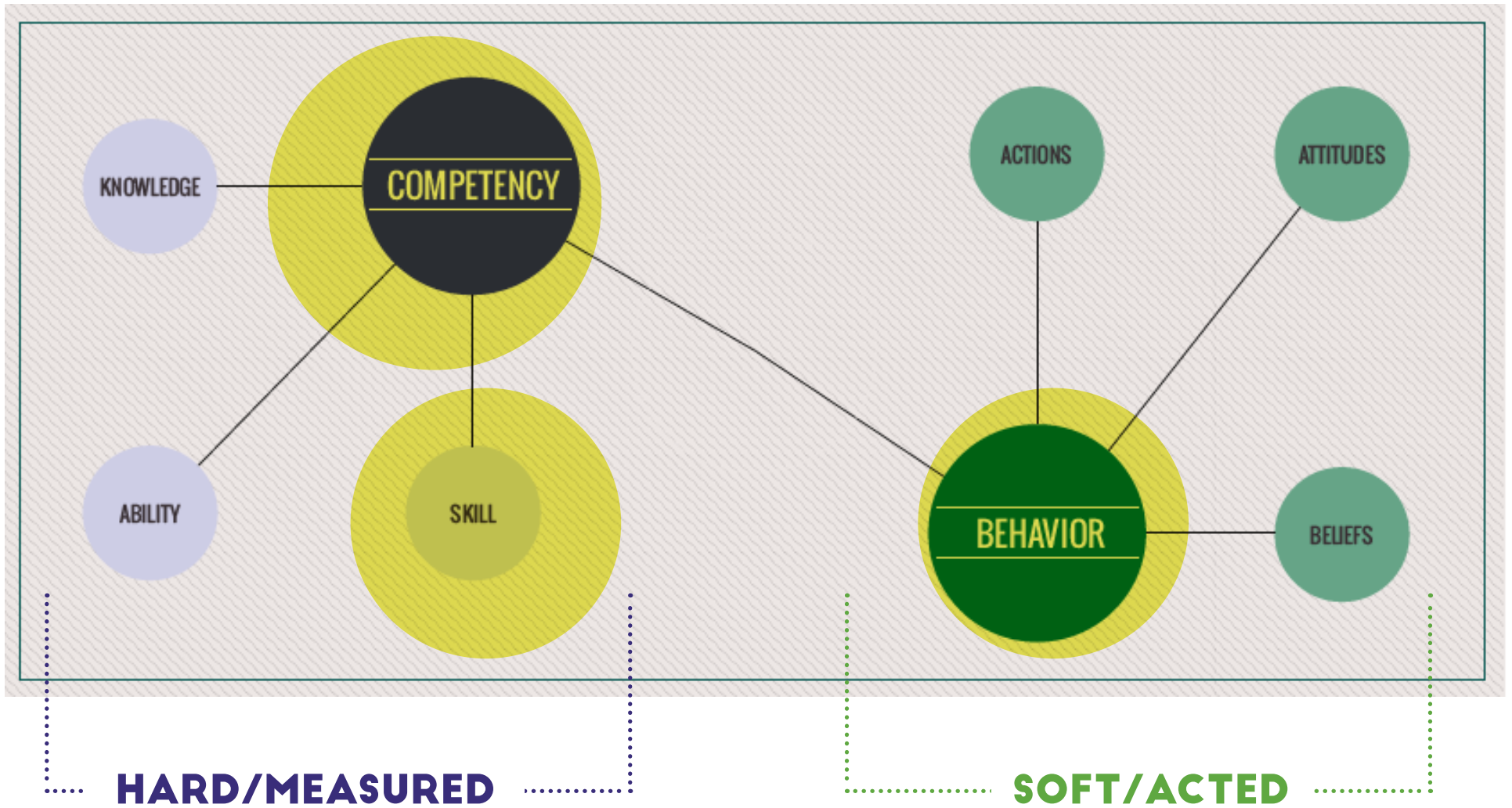
# LET'S BRAINSTORM! SKILLS, COMPETENCIES, BEHAVIORS

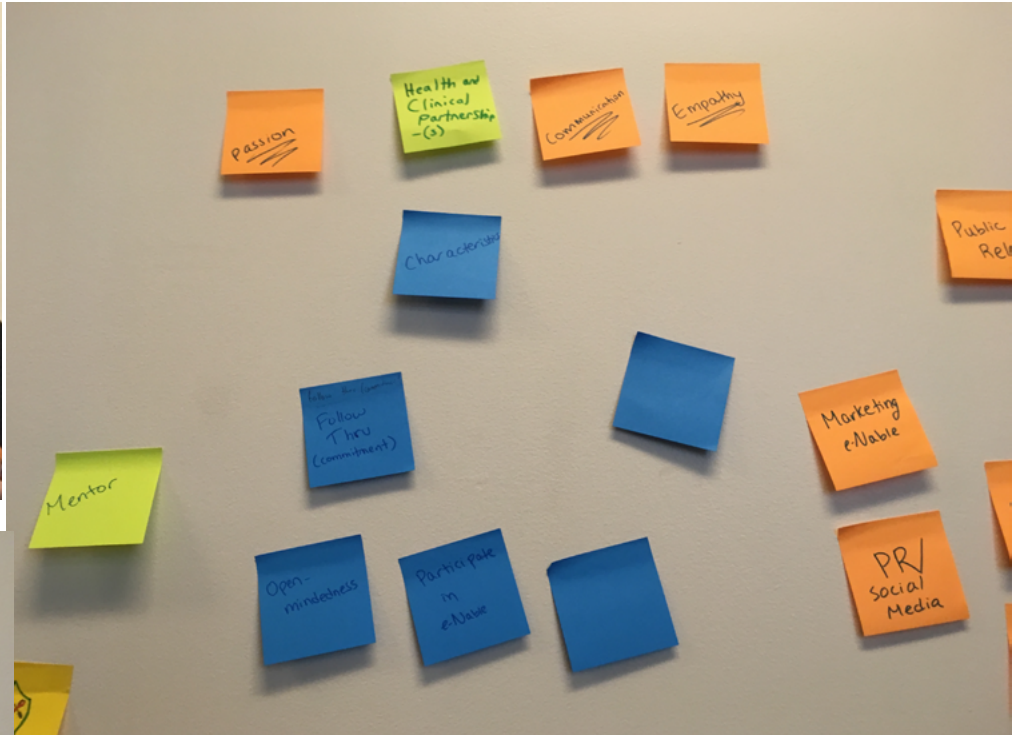
# SKILLS & COMPETENCIES



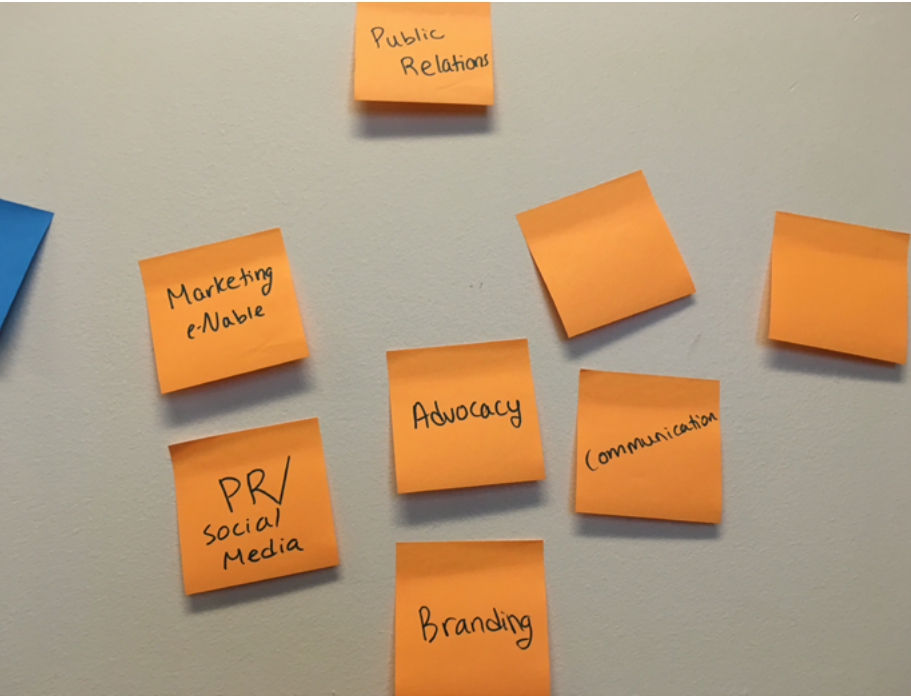


# SKILLS & COMPETENCIES





**DIAGNOSTIC ASSESSMENT | 15 MIN.**



# 21ST CENTURY CLUSTERS

# GENERATED BY PARTICIPANTS



<b>TANGIBLE (hard)</b>	<b>INTANGIBLE (soft)</b>
making	empathy
research	passion
mechanics	collaboration
*IRB	adaptability
Public speaking	advocacy
engineering	open-mindedness
testing	outsourcing
assembly	commitment
printing	respect

**Table 1**

<b>SKILL</b>	<b>COMPETENCIES</b>	<b>BEHAVIOR</b>
Drafting	Designing	Collaboration
Producing		Open-mindedness
Assembling		Passion

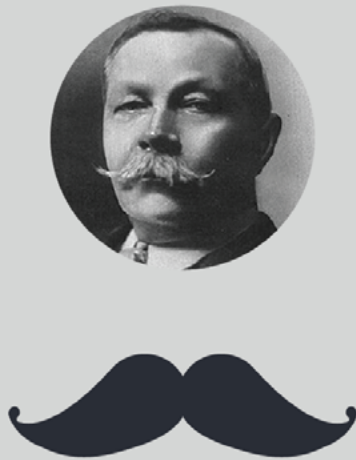
**Table 2**

# BUILDING A VISUAL LANGUAGE

## I CON

An icon has a physical resemblance to the signified. A good example of an icon is a photograph of a moustache as the audience knows what it is straight away.

Transferring the above example to a different style, let's take a pictogram of a moustache; it is still recognisable as one due to physical resemblance.



## S YMBOL

A symbol is the opposite of an icon, so it does not resemble the signifier that is being represented. Symbols are learnt culturally, which explains why cultures can develop unique traits.

A common example of a symbol is the male and female icons representing the presence of toilet facilities. These icons have become symbols because it takes on an extra meaning.



## I NDEX

An index describes the physical connection between a signifier and the signified. This means that the signifier cannot exist without the physical presence of the signified.

An example of this is that smoke cannot exist without fire. The signifier is the smoke, which leads to the signified being a fire.



# BUILDING A VISUAL LANGUAGE

---

Semiotics: Decoding the Hidden Message





# LET'S PLAY!



# PERFORMATIVE ASSESSMENT

## SEMIOTICS

### WORKSHEET

<i>Icon, symbol, or index</i>	<b>SKILL</b>	<i>Icon, symbol, or index</i>	<b>COMPETENCIE</b>	<i>Icon, symbol, or index</i>	<b>BEHAVIOR</b>
	Drafting		Designing		Collaboration
	Producing				Open-mindedness
	Assembling				Passion

***Table 3: worksheet/***



# SELF-REFLECTIVE ASSESSMENT

POLLSEVERYWHERE.COM

*I was able to:*

	5-7	8-12	More than 12	How do I feel about my performance?
<i>1. Produce skills, competencies, and behaviors during the brainstorming exercise</i>				
<i>2. Pair visual examples of icons, symbols, and indexes connected to the list of skills, competencies, and behaviors produced in exercise 1</i>				
<i>3. Complete the worksheet provided in exercise 3</i>				

# SELF-REFLECTIVE ASSESSMENT

POLLSEVERYWHERE.COM

*The workshop was effective in:*

	agree	neutral	disagree	How did it make me feel?
<i>1. Active background knowledge</i>				
<i>2. Practicing the participatory co-design framework</i>				
<i>3. Teaching me new design theories</i>				

*The workshop was:*

	agree	neutral	disagree	How did it make me feel?
<i>1. Well organized</i>				
<i>2. Properly scaffolded</i>				
<i>3. Relevant in content connected to everyday experiences</i>				
<i>4. Well-paced in time allocations</i>				

# REFLECT

What did you learn today?

 Respond at [Pollev.com/nibercapolo939](https://Pollev.com/nibercapolo939)

 Text **NIBERCAPOLO939** to **37607** once to join, then text your message