

MEDIA AND DIGITAL LITERACY OPEN BADGES ECO-SYSTEM REPORT



MeLDE:

Media Literacy in the Digitalised Era:
supporting teachers through a whole-school
approach

Author: **Emphasys**
CENTRE



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

MEDIA AND DIGITAL LITERACY OPEN BADGES ECO-SYSTEM REPORT

PROJECT INFORMATION

PROJECT ACRONYM:

MeLDE

PROJECT TITLE:

Media Literacy in the Digitalised Era: supporting teachers through a whole-school approach

PROJECT NUMBER:

2018-1-UK01-KA201-048041

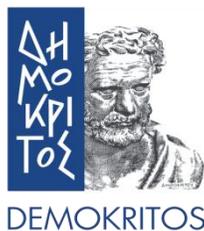
SUB-PROGRAMME OR KA:

KA2 Cooperation for Innovation and the Exchange of Good Practices

WEBSITE:

www.meldeproject.eu

CONSORTIUM:



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TABLE OF CONTENTS

1. Introduction - Aims and Activities of IO3	4
2. THE THEORY OF THE Open Badges	5
3. Benefits of Open Badges	6
4. Key Elements	7
4.1. Issuer	7
4.2. Badge Issuing Platforms.....	7
4.3. Earner	8
4.4. Evaluation	8
There are different options for the assessment process:	8
4.5. Displayer.....	8
5. Technical Aspects	9
6. Institutional Endorsements	10
6.1. Governmental Institutions	10
6.2. Private Sector's Endorsement.....	11
7. Open Badges for MeLDE	12
8. Badges Awarding Criteria	15
8.1. Award Criteria for the Module Badges	15
8.2. Award Criteria for Overall Course Completion Badge (MeLDE)	15
8.3. Award Criteria of the Mentor Badge.....	16
9. Open Badges for all Modules and Topics	17
10. Conclusion – Next steps	27
11. References	28

1. INTRODUCTION - AIMS AND ACTIVITIES OF IO3

Based on the results of the MeLDE Competence Framework as identified in IO1 and the Educational Pack developed as part of IO2, IO3 aims:

- To design a dynamic and interactive e-platform to be used as an Open Learning Environment offering the following functions:
 - Access to the MeLDE Academy – a teacher training course and information about other continuous professional development opportunities.
 - Access to the MeLDE Toolbank of learning materials and resources to support teaching
 - MeLDE Community Forum for mentoring, peer and expert support, guidance and exchange of good practices.
- To promote the use of innovative, simple and rational assessment tool (Open Badge) for transparency, validation and recognition of the various competences acquired.
- To design the ecosystem which connects the Open Badges system (based on the MeLDE Competence Framework) with the e-Platform in order to identify, recognize and validate students' media literacy skills for digital citizenship.
- To set the levels/ quizzes for the Open Badges to be obtained for each module.
- To initiate the creation of synergies between NGOs, labour market, institutions, schools, stakeholders, authorities etc. for the endorsement and accreditation of the MeLDE programme and students' media literacy skills for digital citizenship.

Hence the activities set for IO3 are as follow:

A1 – The design of the eco-system for the implementation and use of the Open badges.

A2 – The development of the Eplatform and Open Badge Assessment.

A3 – The development and translation of the Eplatform manual.

A4 - Setting up MeLDE ACADEMY

A5 – Setting up MeLDE Community Forum

A6 – Setting up MeLDE Tool Bank

2. THE THEORY OF THE OPEN BADGES

Open Badges are a digital representation of skills, learning outcomes, achievements or experience such as:

- Hard skills: knowledge, competences, etc.
- Soft skills: collaboration, communication, etc.
- Participation and community involvement
- Official certification
- Authorization

Open Badge is an innovative system used in the USA and many EU countries for the validation and recognition of learning using the OB technology offered as an open educational resource. It is a technology which promotes open access and participation of all stakeholders involved in badges process, while allowing the creation of synergies between the learners-earners (i.e. young people, students), the issuers (i.e. VET Schools, stakeholders, enterprises, NGOs including the VET trainers/ Volunteers as facilitators) and the badge consumers (i.e. employers, formal education, public authorities, official body). This will lead to the endorsement process leading to a transparent, transferable, valid and credible validation of a body of skills and knowledge related to a set of competences, such as coding skills for VET students and teachers.

Open Badges is a very inclusive solution: it enables anyone to get actively involved in designing, testing, implementing and promoting the learning outcomes and achievements. This is what major European documents on Recognition are calling for, as well as Erasmus+ in emphasizing the “transparency and recognition of skills and qualifications to facilitate learning, employability and labour mobility: priority will be given to actions promoting permeability across education, training and youth fields as well as the simplification and rationalisation of tools for transparency, validation and recognition of learning outcomes. This includes promoting innovative solutions for the recognition and validation of competences acquired through informal, non-formal, digital and open learning” (Horizontal Priorities).

Open Badge is a visual verified evidence of achievement. It has visual part (image) and meta-data, which is encoded in the image. Each digital badge must comply with the required standard data fields, such as: issuer, date of issue, description of the badge, link to assessment criteria, link to evidence of what badge owner is claiming, link to specific competence framework and tags, which puts an Open Badge in relation to specific context.

3. BENEFITS OF OPEN BADGES

The following are some of the benefits of Open Badges:

- Badges can demonstrate a wider range of skills and achievements of a learner acquired through formal, non-formal and informal learning methods and activities.
- Badges are portable and verifiable digital objects. All this information may be packaged within a badge image file that can be displayed via online CVs and social networks.
- Each Badge includes the description of the achievement: i.e., it describes the particular path a learner undertook for his or her achievement, accompanied by the evidence to support the badge award.
- Each Badge includes information about the earner's identity, a link to information about the issuer and a link to a description of what a badge represents.
- Badges can be used to unlock learning and career pathways. They can be used to support individuals to achieve learning goals, to provide routes into employment; and to nurture and progress talent within organizations.
- Badges can represent personal attributes that matter to employers (such as soft skills)
- Badges can be used in professional context. Thousands of organizations, including non-profit organizations, major employers or educational institutions, issue badges in accordance with the Open Badges Specification.

4. KEY ELEMENTS

4.1. Issuer

The issuer defines a competence that could be acquired by a user, designs the learning material for it and assesses the users with regards to the acquisition of the competence. The issuer then creates a relevant badge and makes it available for earning by any user. For each badge, the issuer should make available details of the criteria that an earner must meet in order to be awarded the specific badge. The reviewer of an assessment compares the evidence provided by the earner against the specific badge criteria.

Any individual or organization can create an Issuer profile and begin defining and issuing Open Badges. This is being done by a diverse range of organizations and communities, including:

- Schools and universities
- Employers
- Community and nonprofit organizations
- Government agencies (including NASA)
- Libraries and museums
- Event organizers and science fairs (Including Intel)
- Companies and groups focused on professional development (such as the MeLDE consortium)

An entity that can be described with a name, a description, a URL, an image, and an e-mail address is a possible candidate to become an issuer. Furthermore, it needs a technology platform that supports the Open Badges Specification in order to issue Open Badges.

4.2 Badge Issuing Platforms

Many companies have badge issuing platforms compliant with the Open Badges Specification. They provide a wide range of services which allow non-technical users to issue Open Badges credentials. The platforms used for issuing Open Badges offer a variety of custom services including online badge designers, badge discovery, issuing, assessment workflow, display, user profiles, social sharing and tools to integrate with existing learning systems. All Open Badges issuing platforms allow recipients to export their badges to other online options. This allows users to stack and share their badges earned on different platforms and to choose their own spaces to establish their identity on the web.

4.3. Earner

Open Badges help to recognize skills gained through a variety of experiences, regardless of the age or background of the learner. They allow earners to get awards for following their interests and passions, and to unlock opportunities in life and work by standing out from the crowd. Earners have to register on the organization's platform and can claim a badge when the pre-defined criteria have been met during the evaluation phase.

4.4. Evaluation

There are different options for the assessment process:

- Asynchronous assessment: learners seek out the assessment when it is convenient for them instead of being required to take an exam at a pre-determined time.
- Stealth assessment: assessment and awarding badges can happen automatically and provide immediate feedback.
- Portfolio assessment: work samples, projects and other artifacts the learner has produced can be used as evidence for claiming a badge.

4.5. Displayer

Open Badges are designed to be shared. By sharing them, individuals exhibit their achievements to others and turn them into a valuable currency to unlock new opportunities. Displayers can utilize the Displayer API for retrieving earner badges from the Mozilla hosted Backpack. Mozilla set up the first Backpack in 2011. Most issuing platforms provide users with the ability to connect and store their badges to this Backpack. When retrieving badges from the earner's Mozilla Backpack (using the email address account), the displayer will only be able to access those badges that the earner has chosen to be public.

Badges can also be shared:

- On blogs, websites, e-Portfolios, and professional networks
- In job applications
- On social media sites - Twitter, Google+, Facebook, LinkedIn
- In an e-mail signature

5. TECHNICAL ASPECTS

An earnable badge is defined as a badge class, using a variety of data items including descriptions, criteria and information about the issuing organization. When an issuer decides to award that badge to a specific earner, he or she creates a badge assertion. A badge assertion describes the data for an awarded badge. It includes the earner's identity and a link to the generic badge class, which in turn is linked to information about the badge issuer. All the data for the badge is defined using JSON structures. To award a badge to an earner the issuer creates a badge assertion in JSON.

The image for a badge should be a square PNG (or SVG). The file size should be a maximum of 256KB and should not be smaller than 90 px square.

Things you can verify and explore in a badge:

- Details about the organization issuing the badge
- What the individual has done to earn the badge
- The criteria that the badge has been assessed against
- That the badge was issued to the expected recipient
- The badge earner's unique evidence (optionally included)
- When the badge was issued and whether it expires

6. INSTITUTIONAL ENDORSEMENTS

Badges are like commercial products that have to be endorsed by a certain celebrity or institution in order to be promoted in a wider sphere and to gain the support of the consumer. In this section, institutions from public and private sectors, which are endorsing open badges as a recognition tool and the importance of endorsing a badge within the ecosystem will be highlighted.

6.1 Governmental Institutions

The Council of the European Union is one of the intergovernmental institutions which have expressed their support to the open badges as one of the nonconventional approaches to recognize someone's work. In a conclusion made by the Council and Representatives of the Government of the Member States released in November 23, 2016, it was stated that "To appeal to young people and to ensure greater impact on their lives, new settings where young people spend their time, such as modern city infrastructure and virtual space, as well as new approaches using innovative online and offline tools (such as gamification, GPS based activities, learning badges or design thinking), should be reflected upon and taken into account in the further development of education and training of youth workers." (Council of the European Union, 2016). This statement affirms that learning badges such as open badges are one of today's trends in recognizing learners' skills and knowledge acquired by training.

Within the EU, the Lithuanian National Commission for UNESCO together with the Lithuanian Association of Non-Formal Education recommend the use of open badges to other UNESCO affiliated schools in the country (Lithuanian National Commission for UNESCO, 2016).

Aside from these EU bodies, in 2013 the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), funded a study which "explores the feasibility of developing and implementing a system of digital badges for adult learners and the implications for policy, practice, and the adult education delivery system" (Finkelstein, Knight, & Manning, 2013). In the US, the following institutions have a long tradition implementing the open badges system as a recognition tool:

- EDUCAUSE- a leading association in the field of information technology focusing on higher education.
- The Society for Science and the Public administers the Intel International Science and Engineering Fair (Intel ISEF), - the largest precollege science completion in the world.
- The American Association for State and Local History
- The Yale Center for Emotional Intelligence

These institutional endorsements from various governmental bodies show that open badges are a legitimate tool to be considered and one of the trends in the 21st century which should be further explored in the field of formal and non-formal education.

6.2. Private Sector's Endorsement

Aside from Mozilla Foundation which started with the idea of open badges, various entities in the private sector have been using open badges. For instance, the American company Microsoft “developed a badge system for the Partners in Learning Network (PiLN) of educators and school leaders to promote technological competencies and relevant skills in today’s digital age.” (Chow, 2014). On its official website, the company explains why they are offering badges: “Your digital badge allows you to easily share the details of your skills in a way that is trusted and verifiable” (Microsoft, 2016). One of the well-known institutions which is using open badges is the National Aeronautics and Space Administration (NASA). In 2012, NASA together with Project Whitecard and the Wheeling Jesuit University collaborated to convince the California Academy of Science to implement Mozilla’s open badges system in “recognizing life’s achievements” (NASA, 2016). Aside from companies, formal education institutions have been also using open badges as a recognition tool. In Europe, some of these institutions include Beuth University of Applied Sciences in Berlin, Germany, Newcastle University in the United Kingdom and Universitat de les Illes Balears in Spain (Mozilla Foundation, 2016c).

7. OPEN BADGES FOR MELDE

Open Badges provide portable and verifiable information about digital skills and achievements. Students and teachers can unlock opportunities by sharing collections of badges representing desired skill sets in a dynamic, evidence-based way. Open Badges represent legitimate, authenticated achievements described within the badge and linked to the MeLDE project.

The main characteristics of the MeLDE Open Badges eco-system are:

- The MeLDE consortium has designed the framework, syllabus and teaching – learning material for the following modules (which are presented in IO2) namely:
 - Digital Teaching & Learning
 - Online Communication & Collaboration
 - Digital Content Creation
 - E-Safety

- For each of the above modules, the MeLDE consortium has created the corresponding badges (See Figure 1). There are 4 badges (one per module) and 1 overall Badge (MeLDE) for the completion of all modules. In order for someone to acquire the MeLDE Badge, they first need to complete all the modules. These badges are made available for earning via the e-platform, which has been designed specifically for the learning and assessment purposes of the MeLDE project. An additional badge, named the ‘Mentor Badge’ (Figure 1) has been created to be provided to participants of the short-term joint staff training event (C1) upon completion, and proved their ability to support and manage student’s participation in the programme.
- Teachers/ students are invited to register in the platform and take the course(s) of the MeLDE project.
- The e-platform specifies to students the criteria of earning each of the badges shown below. These criteria will be elaborated in the following section.
- Students have to provide evidence to meet the badge criteria in order to claim a specific badge. This process is automatized on the e-tool.
- The badges will be awarded automatically through the e-platform based on certain criteria, which are presented in the next section.
- The issuer (MeLDE Consortium) will provide the user with the opportunity (through the e-tool) to create an account in the Badge Backpack in order to display the earned badges there as well.

The MeLDE consortium plays a critical role in developing the ecosystem. Open Badges can support learners to achieve new collaborations, jobs, internships and richer connections between lifelong learners.

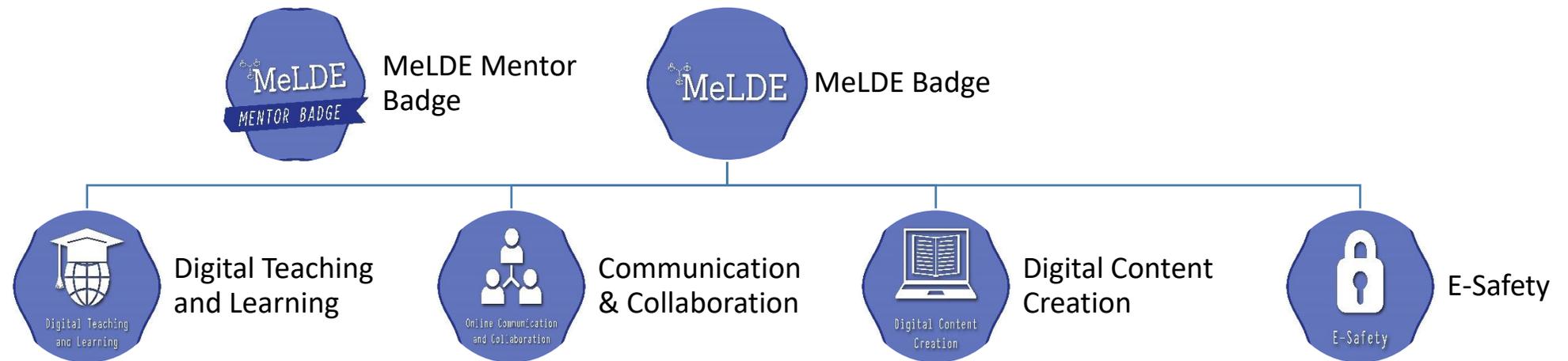


Figure 1: Tree Structure of the Open Badges

The MeLDE consortium developed the material around 4 main modules (Digital Teaching & Learning, Online Communication & Collaboration, Digital Content Creation, E-Safety) and learners can be awarded an Open Badge once they complete each module. An overall badge (MeLDE) will be awarded automatically to learners who complete all the modules. An additional badge, named 'Mentor Badge' has been developed for the purpose of the short-term joint staff training event (C1), and it will be awarded to participants proving their ability to support and manage student's participation in the programme. Thus, in Total 6 Open Badges will be developed and awarded.

Each Open Badge is described by the following aspects:

1. Name of the Open Badge: The name of the Open Badge comprises the name of the Module.
2. Design of Open Badge: The Visualization (image) of the Open Badge for Module (see Figures 2 and 3)
3. Main Objective: A description of the Open Badge related to the main objectives of each Level.
4. Learning Outcomes: A list of the learning outcomes to be acquired. In the document IO1 "MeLDE Competence Framework for Teacher Digital Preparation" the learning outcomes that needs to be achieved are presented in detail. The learning outcomes as set by the framework developed will be examined through different online assessments integrated in the e-platform.
5. Assessment Criteria: The criteria to be used to assess whether the learning outcomes of all levels have been achieved and whether the set of skills and competences of all levels have been acquired by the learners. The criteria and the assessment methods that have to be followed in order to receive a badge are described in the following sections.
6. Evidence: The proof and the evidence of the acquired skills i.e. quiz grades, etc. This process is fully automatized on the e-tool where the assessment tests are automatically graded.
7. Issued by: In this section the issuer of the Open Badge is specified, which in this case is the MeLDE Consortium.

8. BADGES AWARDING CRITERIA

The MeLDE e-tool offers badges in total. The criteria for earning the badges for the modules, differ from the criteria for the awarding of the overall MeLDE Badge and the Mentor Badge.

8.1. Award Criteria for the Module Badges

To obtain the **Digital Learning and Teaching badge**, the learner requires to achieve at least a 60% overall mark in the assessments.

To obtain the **Communication and Collaboration badge**, the learner requires to achieve at least a 60% overall mark in the assessments.

To obtain the **Digital Content Creation badge**, the learner requires to achieve at least a 60% overall mark in the assessments.

To obtain the **e-Safety badge**, the learner requires to achieve at least a 60% overall mark in the assessments.

8.2. Award Criteria for Overall Course Completion Badge (MeLDE)

In terms of the awarding of the overall MeLDE Badge, the criterion set will be the successful completion of all the modules of the course. Successful completion of a module means earning the corresponding module badge, which can be achieved with an overall mark of 60% or over. Therefore, once users receive all module badges, the e-platform will automatically award them the final Overall Course Completion Badge (MeLDE Badge) (Figures 2).



Figure 2: Overall MeLDE badge

8.3 Award Criteria of the Mentor Badge

Finally, the mentor badge will be awarded to the participants of the short-term joint staff training event (C1), upon completing the training and prove their ability to support and manage student's participation in the programme.



Figure 3: MeLDE Mentor badge

9. OPEN BADGES FOR ALL MODULES AND TOPICS

The following section present the details of the open badges developed based on the modules (IO2).

Name of OB	Design of OB	Learning Outcomes	Assessment Criteria	Evidence	Issued by
Digital Learning and Teaching		<ol style="list-style-type: none"> Digital Tools and Resources <ul style="list-style-type: none"> Be aware of a range of open-access digital resources available to teachers and students. Explore a range of digital platforms and tools that could be used in a variety of ways in the classroom to enhance student engagement. Gain hands-on experience of how to use digital tools and platforms to support learning and boost student engagement. Social Media and Classroom Collaboration Platforms <ul style="list-style-type: none"> Discuss and understand ways in which social media could be used in the classroom to boost students participation and group cohesion. Discuss the advantages and disadvantages of using social media in the classroom. Test a variety of other classroom collaboration platforms. 	<p>60% of Marks should be achieved for the student to earn the “Digital Learning and Teaching” Badge.</p> <p>*For more details, please refer to the Badges Award Criteria Section above.</p>	<p>The proof and the evidence of the acquired skills are the grade marks.</p> <p>This process is fully automatized on the e-tool where the assessment tests are automatically graded.</p>	MeLDE Consortium

		<ul style="list-style-type: none"> - Analyze a series of case studies and examples and share good and bad practice <p>3. Digital Assessment and Feedback Tools</p> <ul style="list-style-type: none"> - Discuss and explore ideas, good practice and bad practice for enhancing feedback and feedback delivery with digital technology. - Explore a variety of ways of using digital technology to support different types of assessment. - Gain hands-on experience by designing assignments and exploring ways to delivering feedback using digital tools. <p>4. Digital Curriculum and MOOCs.</p> <ul style="list-style-type: none"> - Discuss new ways to include digital technologies in the curriculum in a non-repetitive way and non-overwhelming way that will benefit the students. - Design lessons plans that promote an innovative way of using digital technologies in the classroom. - Understand how distance learning can complement in-class learning. - Learn how to design a MOOC 			
--	--	---	--	--	--

Name of OB	Design of OB	Learning Outcomes	Assessment Criteria	Evidence	Issued by
<p>Online Communication and Collaboration</p>		<ol style="list-style-type: none"> 1. Netiquette <ul style="list-style-type: none"> - Understand what netiquette is and why it is important. - Be familiar with the basic rules of netiquette. - Learn how to react to breaking the rules of netiquette. 2. Organisational Communication <ul style="list-style-type: none"> - Understand why organizational communication is important and its benefits. - Be able to identify different ways to enhance communication with students and parents through digital technologies. - Be able to identify different ways to enhance communication with colleagues through digital technologies. - Understand how to organize and promote an event through digital technologies. 3. Professional Collaboration <ul style="list-style-type: none"> - Understand why professional collaboration is important and its benefits. - To be able to identify different ways to collaborate with others to co-create materials. 	<p>60% of Marks should be achieved for the student to earn the “Digital Learning and Teaching” Badge.</p> <p>*For more details, please refer to the Badges Award Criteria Section above.</p>	<p>The proof and the evidence of the acquired skills are the grade marks.</p> <p>This process is fully automatized on the e-tool where the assessment tests are automatically graded.</p>	<p>MeLDE Consortium</p>

		<ul style="list-style-type: none"> - To be able to identify different ways to create professional collaborations for professional development. <p>4. Self-promotion and Managing Digital Identity</p> <ul style="list-style-type: none"> - Have a basic knowledge regarding digital identity and digital footprints. - Be able to identify different ways to protect your online reputation efficiently. - Be able to identify different ways to build your professional identity and promote yourself online. <p>5. Technology-Enabled Citizenship</p> <ul style="list-style-type: none"> - Discuss a range of ways in which technology can enable citizenship. - Have a clear understanding of what digital citizenship means. - Understand how to engage in citizenship using digital technology. - Learn how to use digital technology to empower students and encourage them to become active citizens by using digital technology in a meaningful way. 			
--	--	--	--	--	--

Name of OB	Design of OB	Learning Outcomes	Assessment Criteria	Evidence	Issued by
<p>Digital Content Creation</p>		<ol style="list-style-type: none"> 1. Audio-Visual Content <ul style="list-style-type: none"> - Understand the importance of using audio-visual content in lectures and in the classroom. - Learn how to record audio and video content in a variety of ways, using their own devices (mobile phone/tablets). - Gain hands-on experience by producing/editing video content using certain digital tools (e.g. Powtoon, Camtasia). - Attach audio-visual content on lecture slides. 2. Cloud Content Creation <ul style="list-style-type: none"> - Understand the use of web content creation in different settings (e.g. formal, informal etc.). - Learn the fundamentals of web content creation through various types of digital technologies (e.g. Facebook, Wix, Canva etc.). - Gain hands-on experience by creating content for 	<p>60% of Marks should be achieved for the student to earn the “Digital Learning and Teaching” Badge.</p> <p>*For more details, please refer to the Badges Award Criteria Section above.</p>	<p>The proof and the evidence of the acquired skills are the grade marks.</p> <p>This process is fully automatized on the e-tool where the assessment tests are automatically graded.</p>	<p>MeLDE Consortium</p>

		<p>online platforms that can be used for formal education or personal use (e.g. Edmodo, Trello, Instagram etc.).</p> <ul style="list-style-type: none"> - Build confidence in creating your own content that is unique, creative and engageable. <p>3. Short-form content for social media</p> <ul style="list-style-type: none"> - Analyze a variety of short-form content available online and understand the importance of creating short-form content to reach a target audience. - Learn how to plan, prepare and create short-form content. - Create short-form content through specified social media platforms and understand how to engage properly in a formal or non-formal setting. 			
--	--	---	--	--	--

Name of OB	Design of OB	Learning Outcomes	Assessment Criteria	Evidence	Issued by
E-Safety		<ol style="list-style-type: none"> Risk and Responsibilities Online <ul style="list-style-type: none"> Discuss a variety of potential threats to hardware and software, including computer viruses, adware and spyware and how to overcome them. Understand the threats to Data/Information, such as (but not limited to): Types of cybercrime: hacking (key logging), phishing, pharming, social engineering -Types of malware -Financial loss - Identity theft Be aware of a variety of ways of reporting Internet scammers. Identify and discuss one's online rights and responsibilities. Protecting Personal Data <ul style="list-style-type: none"> Understand how to create and keep strong passwords safe and away from scammers. Understand the importance of always having an updated Anti- 	<p>60% of Marks should be achieved for the student to earn the "Digital Learning and Teaching" Badge.</p> <p>*For more details, please refer to the Badges Award Criteria Section above.</p>	<p>The proof and the evidence of the acquired skills are the grade marks.</p> <p>This process is fully automatized on the e-tool where the assessment tests are automatically graded.</p>	MeLDE Consortium

		<p>malware software and Operating system.</p> <ul style="list-style-type: none"> - Understand that mobile devices can also be hacked and be familiar with ways to keep smartphones secure. - Recognize malicious emails and be familiar with what to do when you realized you clicked on a link and shared your password. - Explore ways of protecting personal data on social networking sites. <p>3. Digital Copyrights</p> <ul style="list-style-type: none"> - Discuss new legal and policy developments in copyright law and understand how copyright has adapted to the digital age. - Understand how to protect digital content created and published by you or your students. - Understand plagiarism and how it can be avoided in the age of information overload where the content can be used and reused in a variety of ways by countless sources. 			
--	--	--	--	--	--

		<ul style="list-style-type: none"> - Explore a series of open access sources and understand what and when can digital content be used and re-used for educational purposes. - Work in groups to produce a digital copyright short, easy-to read manual for their schools. <p>4. Online Misinformation and Harmful Content</p> <ul style="list-style-type: none"> - Understand the difference between a genuine and a copycat website. - Evaluate and know how to report fake websites. - Understand the concept of 'fake news' and know how to evaluate, identify and report fake news. - Discuss why it is important to report fake websites and understand their detrimental impact on democracy, society and individuals. <p>5. Cyberbullying</p> <ul style="list-style-type: none"> - Understand what cyberbullying is and why it is important. - Differentiate between different forms of cyberbullying. 			
--	--	---	--	--	--

		<ul style="list-style-type: none">- Be able to identify students who are victims of cyberbullying in a variety of ways.- Be familiar with a series of actions that will help students who are victims of cyberbullying.- Discuss the importance of having a cyberbullying intervention and prevention strategy and start drafting a cyberbullying intervention and prevention strategy for your school.			
--	--	---	--	--	--

10. CONCLUSION – NEXT STEPS

To sum up, this document provided a detail analysis of the eco-system for the implementation and use of the Open Badges.

The next steps in Intellectual Output (IO4) entails the setting up of MELDE COMMUNITIES, which includes the design and development of the TOOL KIT, Translations and finalization of all materials and the implementation of the programme. The implementation will take place in each partner country after the C1 – Short term staff training that will follow soon.



11. REFERENCES

1. Proposal for ENTRE@VETSCHOOLS – Project Number: 2018-1-DE02-KA202-005130
2. <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>
3. <https://www.openbadges.org/>