



# ePIC 2018

Paris 24-26 October

## Building Open Recognition Ecosystems

Open Badges

Trust

Verifiable Claims

Blockchains

Bit of Trust

# Proceedings

Includes ePIC 2017 papers and ePortfolios

Open Recognition

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International ePortfolio and Identity  
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# FOREWORD

ePIC 2018, the 16th international conference was a key milestone in a journey on the path of recognition started in 2003. At that time 140 delegates from all over the world convened in Poitiers to explore how ePortfolios could contribute to “transforming individual and organisational learning.”

During this 16 year journey the themes of the conference have expanded to address issues such as identity, trust, Open Badges, blockchains and this year “Building Open Recognition Systems.” Whilst we had been relentlessly exploring technologies and associated educational and learning practices over the years, it was not until 2018 that we fully realised that the journey started in 2003 was that of an exploration of *recognition in a community context*.

In 2004, the call for contributions for the second ePortfolio conference stated:

[...] collection and presentation of evidence, the ePortfolio is more than the mere digitisation of evidence and the use of desktop publishing or authoring tools, or the delivery of electronic curriculum vitae. ePortfolios are fundamentally connectivity tools: connection of ePortfolios within an organisation (school, university, firm), a community (professional association, community of practice), connecting the different actors of various process such as assessment, accreditation of prior learning.”

Source: ePortfolio 2004 calls for contributions

While ePortfolios *could* have been the “connectivity tools” contributing to “transforming individual and organisational learning,” the reality proved different. Far from exploiting the full potential of digital technologies, even as simple as *tagging* or more complex ones like *linked data*, ePortfolios have not developed much further than the initial “paperless portfolios“ (similarly today, many Open Badges initiatives have not gone much further than “paperless certificates”) Moreover, with the exception of rare sectors of vocational education, ePortfolio practices and technologies have been mostly confined to the world of academia, mainly within “pockets” inside a limited number institutions.

*Catalyst in Action*, a 2018 book edited by Bret Eynon and Laura M. Gambino presents a number of convincing cases of *high impact ePortfolio practices* in academia. While there is no denial that practices based on “inquiry, reflection and integration” work, there is no clear evidence that the ePortfolio technologies provided any advantage over generic digital publishing technology not christened “ePortfolios”—e.g. Wordpress—or even without the need for technology at all (indeed, one can practice inquiry, reflection and integration without the need of a portfolio or an ePortfolio!). There is no evidence either that students continue to keep and update their ePortfolios after graduation —it would appear that without the *extrinsic* motivation of grades, most students wouldn’t do an ePortfolio in the first place...

This digression is useful to understand the impact Open Badges had on the conference, an addition to the 2012 conference suggested by Don Presant, a contributor to the conference since 2004.. Two years earlier, in 2010, the participants at the London conference were invited to address [10 ePortfolio challenges](#). While not much had happened since, a distant cousin community was emerging around an instrument that could help addressing those very challenges and revive the hopes we had at the dawn of the ePortfolio era. Open Badges, first explored by Mozilla at the 2010 Drumbeat conference in Barcelona, opened new avenues for rethinking *recognition, identity, trust*. Simple images, backed by metadata, provided the long awaited conceptual and technical instruments to rethinking ePortfolio technologies and practices.

In 2012 we eventually *recognised* the *connectivity tools* we hoped to have found eight years earlier in ePortfolios, and invited Mozilla to introduce Open Badges at our ePIC conference in London. With Open Badges, we now had the instruments to rethink *recognition* technology and practices, moving from an *ego-* (me and my portfolio) to an

*eco-recognition* (me and my communities). We had the instruments to move beyond the borders of initial education and academia, life wide and lifelong. This is what we tried to capture with Nate Otto and Don Presant when we wrote the [Bologna Open Recognition Declaration](#) adopted at the 2016 conference, in deliberate open contrast to the formal academic « Bologna Process ».

After the second year in Bologna, 2017, we decided to bring the conference back to France. While we would have loved to stay longer in Bologna (Palazzo Gnudi was a wonderful and inspiring venue), we felt that something unique was happening in France and wanted to be part of it. The triggers of that decision, in no particular order: the largest ever French delegation at an ePIC conference (despite not being held in France and without French translation!); initiatives like *Badgeons la Normandie* echoing the idea of a learning territory we started exploring 15 years ago; a climate favourable to innovation with two reports directed by François Taddei for the Ministry of Education: *Towards a learning society* and *A plan to co-build a learning society* inviting to "building a society of recognition" (*bâtir une société de la reconnaissance*); the invitation to organise the conference at the brand new facility of the Centre for Interdisciplinary Research (CRI) that would open in September 2018 was the cherry on the cake!

The contributions you will find in the proceedings are testimony to the diversity of the reflections and actions that Open Badges have made possible. Originally dominated by the academic world, we now have the chance to give a voice to a much broader audience demonstrating that a lot of valuable knowledge is produced beyond the walls of academia and we still have to learn how to make it more visible, to recognise their contributors.

This represents both a challenge and a great opportunity! The journey continues !

Serge Ravet

*NB: The papers submitted at ePIC 2017, are included in the 2018 proceedings. A note indicates which they are.*

# Table of contents

---

## PAPERS (English)

<b>ePortfolios and Open Badges for Open Recognition of Lifelong Learning Outcomes in Master's Students Training</b> _____	<b>9</b>
<i>Dr. Olga Smolyaninova,</i>	
<b>Open Digital Badges in a local healthcare ecosystem</b> _____	<b>16</b>
<i>Pieter van Knippenberg</i>	
<b>Digital Badges and Open Badge Passport. Perceptions of MSF</b> _____	<b>18</b>
<i>Lorente, M. Bustos, A. Kipruto, T.</i>	
<b>Open Badges for the accreditation of media-related competencies in higher education using the production of instructional videos as a case study</b> _____	<b>21</b>
<i>Marcel Beilstein, Merlin Eunicke, Peter Ferdinand, Felix Jonaus, Andreas Kämper, Gergely Kápolnási Jessica Köhler, Janis Merg, Mark O. Mints, Sergei Pachtchenko, Jana Schwind, Leonie N. Sieger, Veronika Vasileva</i>	
<b>Welcome to TransRECOLand</b> _____	<b>33</b>
<i>Klein Regina, Bruneau Katia, Sulopuisto Outi</i>	
<b>Digital Open Badge-Driven Learning - Practical Applications to Support Emerging Ecosystems</b> _____	<b>38</b>
<i>Sanna Brauer</i>	
<b>Transversal skills and digital certifications</b> _____	<b>47</b>
<i>Maria Cristina Messa, Rettore, Paolo Cherubini, Proettore Vicario, Laura Appiani</i>	
<b>Blockchain &amp; Education, some keywords, their link to education and the initiative to develop a sovereign and sustainable Blockchain compliant with our education values focusing on two innovations</b> _____	<b>54</b>
<i>Perrine De Coëtlogon</i>	
<b>Competence Frameworks and task fragmentation: Some reflections</b> _____	<b>57</b>
<i>Eric Bruillard</i>	
<b>Another vision of fragmentation: a Mooc enigma, "L'étranger en a 43"</b> _____	<b>63</b>
<b>Open Badges as Tools for Change within Higher Education Institutions</b> _____	<b>67</b>
<i>Caroline Belan-Ménagier</i>	
<b>How to Open Recognition?</b> _____	<b>72</b>
<i>Serge Ravet</i>	
<b>Eportfolio and Open Badges: Lifelong Learning Practices In Siberian Federal University</b> _____	<b>80</b>
<i>Olga G. Smolyaninova</i>	
<b>The Time for Self-Sovereign Identity is Now - Blockcerts, Decentralised Identifiers, and Verifiable Claims</b> _____	<b>87</b>
<i>Kim Hamilton Duffy and Natalie Smolenski</i>	
<b>Tools of Engagement Project (TOEP): Equipping All Learners with 21st-Century Skills</b> _____	<b>92</b>
<i>Roberta (Robin) Sullivan 1, Cherie van Putten 2, Fengrong Yang 1, Victoria Neu 1</i>	

## PAPERS (French)

<b>Décoloniser la Validation des acquis de l'expérience (VAE)</b> _____	<b>97</b>
<i>Patrick Werquin</i>	
<b>Reconnaissance</b> _____	<b>106</b>
<i>Claire Héber-Suffrin</i>	
<b>Cadre de référence » pour quels usages et dans quelles conditions pour promouvoir la Reconnaissance en APP</b> _____	<b>115</b>
<i>Laure PILLIAS</i>	

## **ABSTRACTS (English)**

<b>Boot Camp and Open Badges for Sustainable Integration of Status Holders in Breda</b> _	<b>118</b>
<i>Gerard Pruim</i>	
<b>Cities of Learning Goes Europe</b> _____	<b>119</b>
<i>Nerijus Kriauciunas</i>	
<b>Badging Normandy</b> _____	<b>121</b>
<i>Philippe Petitqueux</i>	
<b>Theoretical Framework of Digital Open Badge-Driven Learning – Practical Applications to Support Emerging Ecosystems</b> _____	<b>121</b>
<i>Sanna Brauer</i>	
<b>How Open Badges for Teachers' Digital Competence Correspond to the DigCompEdu framework?</b> _____	<b>122</b>
<i>Jaana Kullaslahti, Sanna Ruhahti</i>	
<b>Scaling up the Open Badge Experiment in Dutch HE. Capturing the Lessons Learned when Building a Pilot for an Open Badge Infrastructure.</b> _____	<b>123</b>
<i>Frans Ward, Alexander Blanc</i>	
<b>More than a tool: Integrating the 'teacher voice' into an ePortfolio using the Three-layered PDP model</b> _____	<b>125</b>
<i>Maria Luisa Perez Cavana, Sue Lowe</i>	
<b>Epos-Bridge (epos-b): Towards a user-friendly electronic version of the European Language Portfolio (ELP)</b> _____	<b>126</b>
<i>Bärbel Kühn 2, Maria Luisa Perez Cavana 1, Michael Langner 3</i>	
<b>Recognising Vocational Student Teachers' Competences Through ePortfolio</b> _____	<b>127</b>
<i>Anne-Maria Korhonen</i>	
<b>Digital Badges and Open Badge Passport. Perceptions of MSF Field Staff</b> _____	<b>129</b>
<i>José Manuel Lorente Santamarta, Alfonso Bustos</i>	
<b>Open Badges As Tools For Change Within Higher Education Institutions</b> _____	<b>130</b>
<i>Caroline Bélan-Ménagier</i>	
<b>Open Badges for the Accreditation of Media-Related Competencies in Higher Education Using the Production of Instructional Videos as a Case Study</b> _____	<b>132</b>
<i>Peter Ferdinand, Andreas Kämper, Gergely Kápolnási, Sergei Pachtchenko, Leonie Sieger</i>	
<b>Open Digital Badges in a local healthcare ecosystem</b> _____	<b>133</b>
<i>Pieter van Knippenberg</i>	
<b>Welcome to TransRECOLand</b> _____	<b>134</b>
<i>Regina Klein</i>	
<b>Co-design of Digital Badges practices in a scientific cultural "third place"</b> _____	<b>136</b>

*François Millet 1, Matthieu Debar 1, Matthieu Le Solliec 2, Quentin Laloux 1*

**Tell us how you recognise... (Understanding how recognition processes operate and how to improve/open them) \_\_\_\_\_ 137**

*Chiara Carlino 1, Dominic Orr 2*

**Open Recognition in Belgium: Presentation of 2 innovation projects developed during Summer of Code 2018 \_\_\_\_\_ 138**

*Bert Jehoul*

**Transversal Skills And Digital Certifications \_\_\_\_\_ 139**

*Maria Cristina Messa, Paolo Cherubini, Laura Appiani*

**ePortfolios and Open Badges for Open Recognition of Lifelong Learning Outcomes in Master's Students Training \_\_\_\_\_ 140**

*Olga Smolyaninova*

**Professional recognition: Discussion on the transfer of ePortfolio practices from teacher training to the workplace and how OpenBadges can foster it \_\_\_\_\_ 142**

*Dominique-Alain Jan*

**Bestr: building a national wide open badges ecosystem starting by Italian universities 143**

*Marica Franchi*

**Distributed Trust for Humanitarian and Educational Impact \_\_\_\_\_ 144**

*Julie Keane*

## **ABSTRACTS (French)**

**Décoloniser La Validation Des Acquis De L'expérience \_\_\_\_\_ 147**

*Patrick Werquin*

**Cadre de référence » pour quels usages et dans quelles conditions pour promouvoir la Reconnaissance en APP \_\_\_\_\_ 148**

*Laure Pillias*

**Identifier et reconnaître les compétences des salariés en parcours d'insertion \_\_\_\_\_ 148**

*Schany Taix 1, Eric Beasse 2, Yves Vernon 3, Muriel Moujeard 4, Laure Pillias 3*

**DIA#LOG : l'identification et la valorisation de ses compétences comme préalable à la reconnaissance. \_\_\_\_\_ 149**

*Eden Jean-Marie, Muriel Moujeard*

**Mettre le Numérique au Service de la Reconnaissance des Compétences de Chacun 151**

*Mathias Dufour*

**Reconnaissance \_\_\_\_\_ 152**

*Claire Hebert Suffrin*

## **Annex**

**SLIDES \_\_\_\_\_ 155**

**CONFERENCE AGENDA \_\_\_\_\_ 155**

# **PAPERS (English)**



# ePortfolios and Open Badges for Open Recognition of Lifelong Learning Outcomes in Master's Students Training

*Dr. Olga Smolyaninova,*

*Siberian Federal University, Krasnoyarsk*

## **Abstract**

The article describes the experience of introducing the Open Badges integrated with the technology of ePortfolio in the teachers training course for Master's students. The article describes the Siberian Federal University long-term experience in using ePortfolio technology in the evaluation of educational outcomes, reflection, professional development in lifelong learning. The paper reveals the structure of the e-course for undergraduates ePortfolio and Open Recognition Technologies in Lifelong Learning, the methodology of the blended learning model and its testing. Results of the study confirmed the hypothesis about the prospects of promoting the ideology of open recognition and the use of modern educational technologies (ePortfolio, Open Badges) in the training of future teachers at the Federal University. According to the results of Google-survey, students demonstrated a high level of satisfaction in learning.

The material was prepared within the framework and sponsorship of the project powered by the Russian Foundation for Basic Research (RFFR). No 18-013-00528 «The study of mediation practices in the field of education for harmonization of interethnic relations in a multicultural environment».

*Key words: ePortfolio, Open Badges, e-learning strategy, digital identity, learning outcomes*

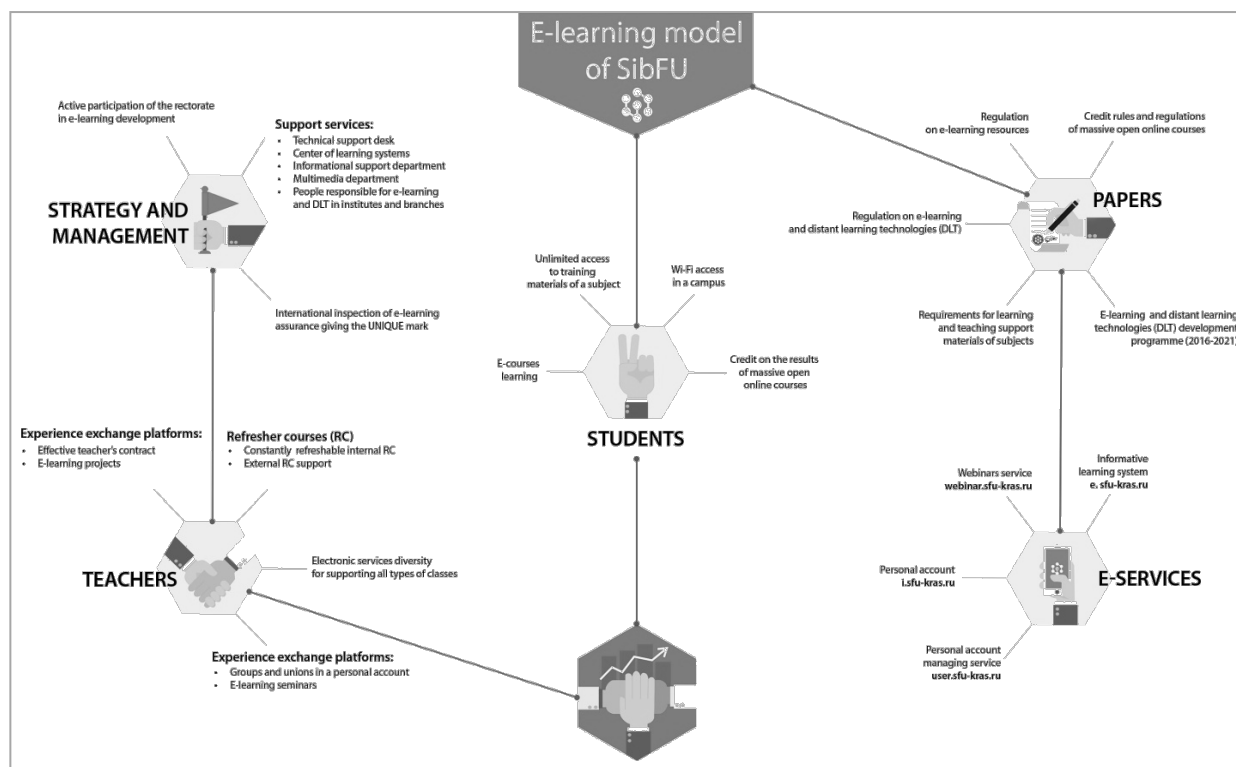
## **Introduction**

There are three key ideas of the strategy of contributing to the open ecosystems. The first is engaging students in the modern digital environment by using e-learning and MOOCs. The second is expansion and opening borders by the methodology of open recognition of the learning outcomes. It involves building trust and digital identity to empower and support students' engagement. The third is introducing the ePortfolio and Open Badges technologies to students through the special course in Master's curriculum.

Siberian Federal University is a modern Centre of Excellence in innovation and technology. Development of digital learning environment is a priority for the University. It is represented by the resources:

- e-courses in the LMS Moodle [2];
- personal students' ePortfolios;
- massive open online courses (MOOCs);
- students' personal profiles [5];
- webinars and video conferences service [6].

ePortfolio is a vital component of it.



**Figure 1.** E-learning model of SibFU [1]

The scheme presents the current e-learning model of SibFU. It includes the actors of teaching-learning process, supported by e-services and connected by various strategies of online communication, assessment and feedback. Professors, implementing the e-courses, get financial bonus from the University administration.

The main purposes of using ePortfolio at SibFU are:

1. ePortfolio is an important part of the SibFU e-learning strategy.
2. It is the technology for personal and professional development of competences in LLL.
3. It is aimed at presentation and open recognition of LLL outcomes.

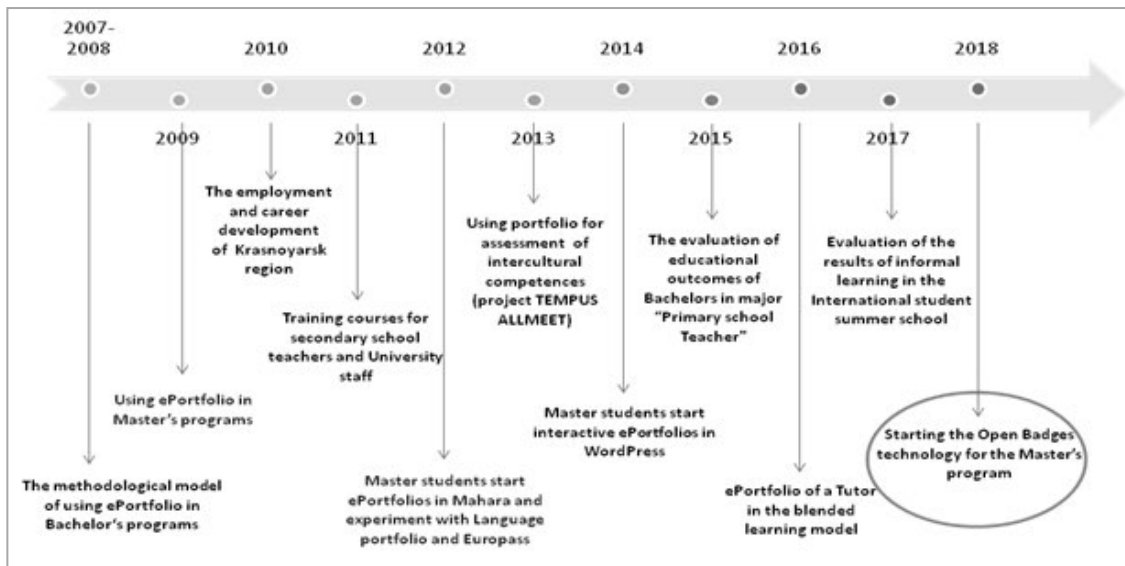
Students and professors of SibFU use ePortfolio for:

- presentation of students, masters, postgraduates achievements;
- mobility programs for students and staff;
- presentation of professors' scientific and professional achievements;
- teaching training: facilitation, tutoring, coaching.

It builds digital identity inside the University and provides new opportunities for mobility and scientific projects.

Besides training Courses in Bachelor's and Master's Curricula, we implement ePortfolio as a part of the final state exams, as a resource of the lifelong learning e-platform. We organise ePortfolios competition among students annually. At the final state exams ePortfolio is used for demonstration and assessment of competencies. When studying English, students create Language passport in the Europass CV form.

Siberian Federal University has a long experience of using ePortfolio technology in the constructive learning paradigm. We started to introduce Open badges technology in educational process in 2017–18 academic year.



**Figure 2.** The experience of using ePortfolio technology in the constructive learning paradigm

## Methodology

Among traditional pedagogical meanings of ePortfolio use – Implementing constructive learning methodology and reflection, Evaluation and Validation of Prior Learning (VPL), Personal Development Planning (PDP), Formative Assessment in Lifelong learning, Development of Learners Autonomy and Responsibility, Collecting and demonstration of the competencies, we can point out absolutely new ePortfolio values for Russian education reality: it is the open recognition of non-formal educational outcomes and development of open ecosystems.



*Figure 3. Pedagogical meaning of the ePortfolio use*

The analysis of acceptance and demand for ePortfolio and Open Badges showed that ePortfolio is popular in the Russian education practice. Unfortunately, Open Recognition is a rather controversial issue for the professional pedagogical community of Russia. The technology of Open Badges is not well-known and not popular among both students and

teachers. Only 1 % of professors and 5 % of students are familiar to it. It is connected with the Russian conservatism and teacher's stereotypes of "insularity", "protection", "borders".

According to the survey, there are the stereotypes in Russian people's comprehension. Open Badges are associated with Komsomol, Pioneers, Military organisations, Sport rank badges, Computer games tokens and army medals.

What are we doing to make changes? The new course ePortfolio and Open Recognition Technologies in Lifelong Learning in the Master's curriculum for 80 students was designed to overcome these barriers. The course is given in blended learning. During classroom activities, we use interactive pedagogical technologies: discussions, project activities, business games and data modelling. During group work students discuss models and criteria of competencies assessments. They create the group project of some activity or event and it's outcomes assessment. They present the project in the class and discuss the Open Badges graphics, describe the issuer and recipient. Further they work individually in the Moodle e-course [3].

The screenshot shows a Moodle course page with the following content:

- Направление подготовки : 44.04.01 Педагогическое образование
- Магистерская программа: 44.04.01.06 Менеджмент образовательных инноваций
- Год набора : 2017
- Объявления
- Рабочая программа дисциплины\_Е-портфолио и открытое признание личностных и профессиональных достижений в течение всей жизни
- Фонд оценочных средств по дисциплине \_Е-портфолио и открытое признание личностных и профессиональных достижений в течение всей жизни
- Методические рекомендации по созданию индивидуального Open Badges
- Автор-разработчик: О.Г. Смолянинова
- Требования к зачету\_Е-портфолио и открытое признание личностных и профессиональных достижений
- Выписка из заседания кафедры на реализацию УМО

20 ноября - 27 ноября

**МОДУЛЬ 1.**  
**Методология открытого образования. Технология открытого оценивания.**

- Введение к курсу
- Автор презентации: О.Г. Смолянинова
- Аудиторная работа**
- Лекция №1. Методология открытого образования и открытого оценивания
- Автор презентации: О.Г. Смолянинова
- Внеаудиторная работа**
- Задание № 1. Создание Learning Agenda. Самооценка "мягких" компетенций
- Задание № 2. Описание платформы открытого образования

**Figure 4.** Outline of the course ePortfolio and Open Recognition Technologies in Lifelong Learning

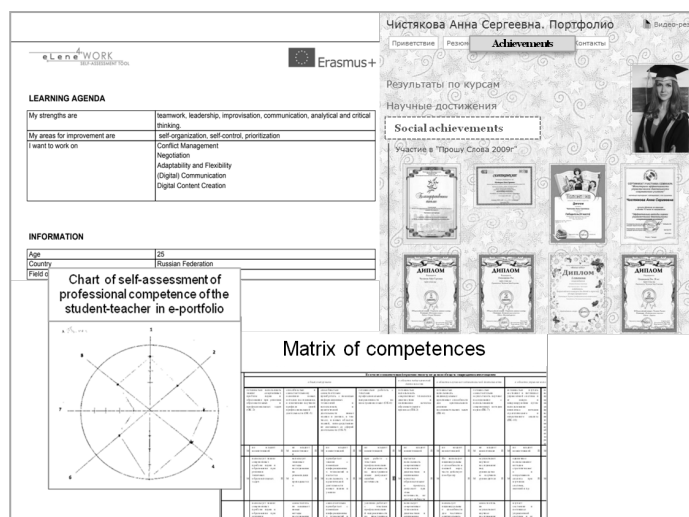
The course consists of four modules.

- Module 1. Methodology of open education. Open assessment technology.
- Module 2. Open technologies and open education standards. VPL evaluation technology.
- Module 3. Methodology and technology of Open Badges in education and career.
- Module 4. ePortfolio and Digital Identity.

The types of activity of students in the training are the following:

1. Graphic design of the Open Badges and assessment models.
2. Learning Agenda created by means of self-assessment tool [4].
3. Self-evaluation of soft competencies.
4. Filling in the content of an individual ePortfolio.
5. Upgrade of the innovator-teacher's digital competence.
6. Using social media (Google, YouTube) and e-learning courses (Moodle).

The methodology and training materials were presented in the e-learning course. The outcomes were published in the individual ePortfolios and later students tested them during the teaching internship.



**Figure 5.** An example of a student portfolio artefacts

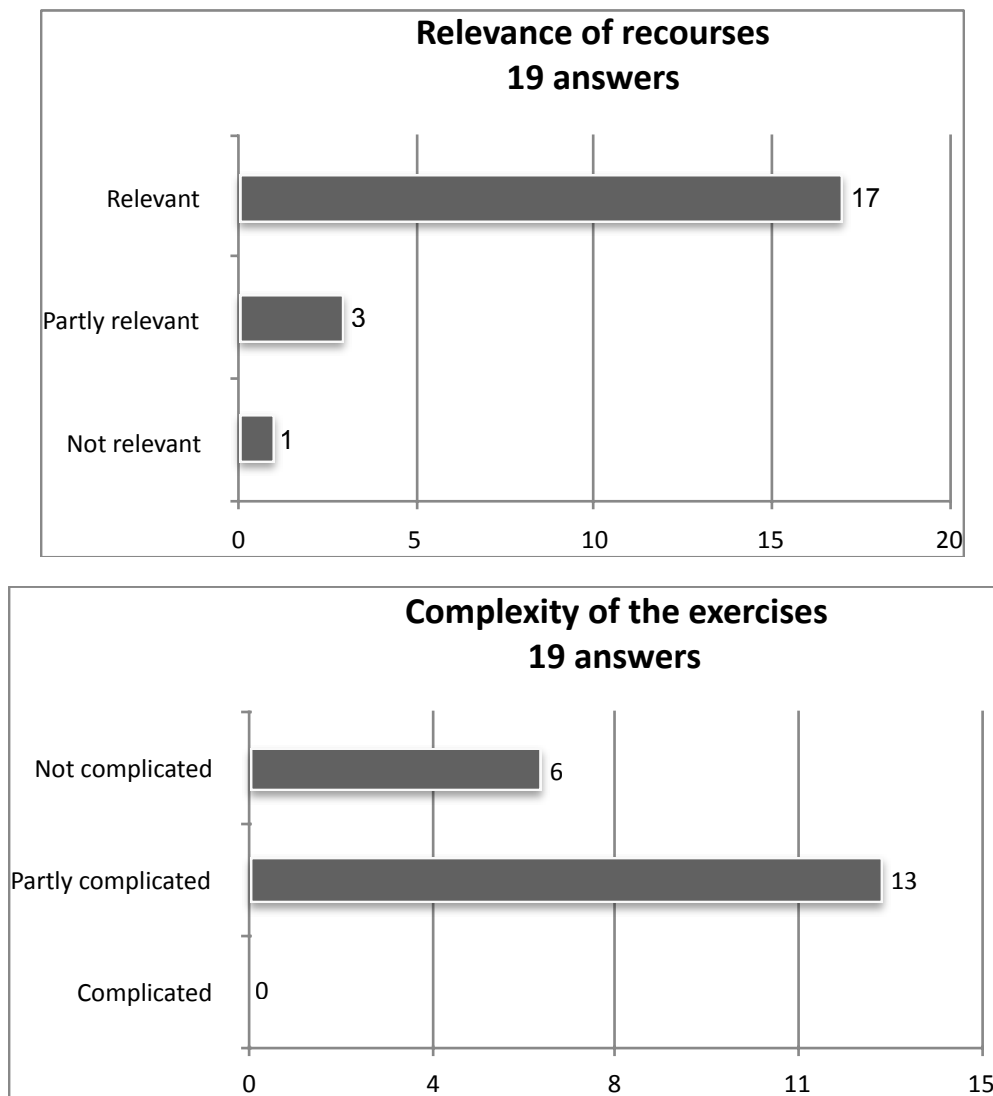
The methodology of achievements recognition is innovative for the Russian education system. Only in the last decade, Russian educational institutions switched to the open comprehensive expert evaluation thanks to ICT technologies and the competence paradigm. When studying Open Badges as a part of our course, undergraduates began by discussing the ways to measure competencies, independent evaluation and recognition of educational outcomes of not only formal, but non-formal education. Teaching methods used were small group discussion, business games, case-study. Students designed learning situations, educational outcomes, competencies, indicators of their assessment, target groups of Open Badges recipients and issuers and graphic design of Open Badges. The projects were discussed at seminars, and the Open Badges drafts were demonstrated in the student's portfolios. For their projects, students took not only educational but social, arts, sports, volunteer topics. Open Badges drafts created by students are presented in the fig.6.



**Fig. 6.** Open Badges designed by SibFU Students (School of Education, Psychology and Sociology)

## Results

As a reflection, Master's students filled in an online evaluation forms on the Google Docs. More than 60 % of Masters noted that the tasks are of average complexity. This confirms that they are ready to Open Recognition and using Open Badges.



**Fig. 6.** Students' feedback on the content of the course

Students gave some comments and recommendations after the course. They were satisfied with the interactivity, emotional, creative and open cooperation during the learning process. Students noted the issue of the Open Badges developed as the evaluation of professional activity to be a significant event.

Comments:	
1	<i>"Excellent feedback, interesting resources, meaningful tasks".</i>
2	<i>"Comfortable conditions for creative self-expression".</i>
3	<i>"Creativity, discussions, collaboration and teamwork".</i>
4	<i>"Positive and emotional educational environment".</i>

5	<i>“New information. Interesting course tasks. A lot of skills can be applied in our professional activities”</i>
<b>Recommendations:</b>	
1	<i>Increased number of hours for project design.</i>
2	<i>Video tutorials on the development of the individual Open Badges</i>

**Fig. 7.** Students’ feedback on the course

For dissemination of the open recognition methodology (in Russia and regions) at first a digital ecosystem of open badges within a Federal University should be created.

The Open Recognition Ecosystems, implemented in the educational process, should reflect the stages of training and development of soft and professional competencies of students in lifelong learning.

It can be interesting and useful to students for the following reasons:

- personal social value;
- digital identity;
- increased employment opportunities;
- academic mobility.

Creating an open space for sharing educational content and recognition is a key factor in promoting social integration of students in the open ecosystem Yenisei Siberia.

## Acknowledgement

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