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## Digital Badging in CANVAS: Synthesising course content, readings and experiences.

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### Abstract:

‘Badging’ is the awarding of a digital badge that represents an accomplishment, interest or affiliation (Gibson, Ostashewski, Flintoff, Grant, & Knight, 2013). Such badges are awarded and stored online, and may contain metadata to clarify the context and criteria of the awarded badge. Badging is generally argued to be a considerable motivator in learning (Gibson et al., 2015; Mah, 2016), not only in the formal educational environment but particularly in the gamification movement (Nah, Zeng, Telaprolu, Ayyappa, & Eschenbrenner, 2014; Glover, 2013). Current issues with digital badging systems suggest limitations in adapting to the needs of both students and teachers.

The driving forces behind this study were three-fold. Firstly, as digital badging is used increasingly in schools world-wide as a motivator for learning in both primary and secondary school contexts, how might the use of digital badges be modelled in teacher education courses; and secondly, are digital badges of similar value to students in the tertiary space? The third driver was to explore ways to engage both undergraduate and postgraduate students in meaningful synthesis of their course readings, course content and teaching experience.

This study developed and trialed the incorporation of an existing free access ‘badging’ platform called Badgr, created by Concentric Sky (see <https://www.concentricsky.com/work/detail/badgr>). Badgr integrates with CANVAS, a learning management system created and managed by Instructure (see [www.instructure.com](http://www.instructure.com)). Badgr facilitates both automatic and manual awarding of digital badges within separately assigned CANVAS course modules. The badged tasks were administered via the Discussion and Quizzes features within CANVAS in the context of teacher education. The primary aims of the study were: to determine how motivated tertiary students were by digital badges; to establish a digital badging process that was both engaging for students and manageable for the lecturer; and to design online tasks that scaffolded students through their synthesis of course readings, content and experience. An overview of the structure, key elements, findings and implications of the trialed approach will be presented.

### References

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