
Narrative assessment and digital badging

Building teacher/learner agency

Narrative Assessment-Learning Journeys

Digital Badges- Pitching/Graduate Profile- junior/senior NZC criteria

Self-regulated learners-personalised assessment



ORMISTON
JUNIOR COLLEGE
AUCKLAND

Context in curriculum development

New school in Flatbush NZ

Year 7-10 (4th built in NZ)

Neuroscience of teenage brain

21stC learning

NZC- our curriculum document

WHY do things differently?

Our curriculum is based on the NZC and reflects the intentions to show the connections across all learning areas

Our 'we believes' as leaders of learning around the delivery of curriculum influenced the way in which pedagogy and AfL is delivered and engaged with by our learners in years 7-10.

We needed to recognise and address the way the 'teenage brain' develops in our curriculum

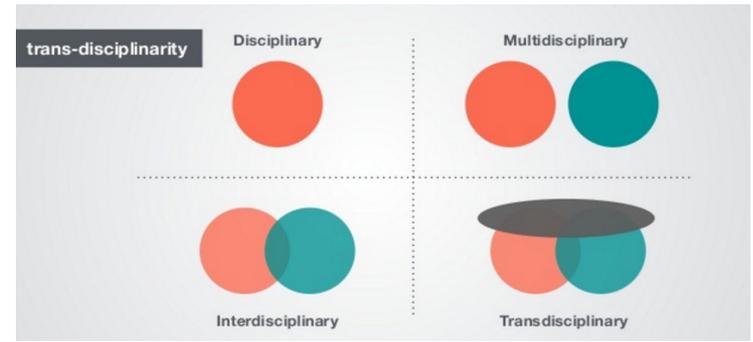
The WHY (and/also) to meet our beliefs and BoT vision

We wanted to:

- 1) Develop assessment capable learners within a transdisciplinary curriculum
- 2) show the process of learning as well as the outcome
- 3) ensure we were robust in assessment processes/practices
- 4) ensure we met our values/beliefs around student-centered practices

Transdisciplinary Learning

investigating a topic, issue, question or problem from different disciplines which work together jointly to create new conceptual, theoretical, methodological, and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem.



How- through a transdisciplinary approach to curriculum design

We defined transdisciplinary as *“linking between learning areas, across learning areas and beyond learning areas”*
(Marinova & McGrath, 2004)

TARDIS- a transdisciplinary curriculum, approach

	MONDAY	TUESDAY	BIG WED	THURSDAY	FRIDAY
8:00 - 8:55	MAC / KAINGA PL	TAIP PL	STAFF MTG / LOL PL	WO / LABS PL	SOLE Ups Catch
9:00 - 9:15			MAC		
9:15 - 10:05	Kainga / MAC	MAC	TAIP	MAC	TAIP
10:05 - 10:45	LIT	LIT		NUM	NUM
10:45 - 11:10	Interval	Interval	Interval	Interval	Interval
11:15 - 11:55	WO - AU	WO - AU	TAIP	WO - AU	WO - AU
11:55 - 12:55	NUM	NUM	HAUORA	LIT	LIT
12:55 - 1:40	Lunch	Lunch	Lunch	Lunch	Lunch
1:40 - 2:55	TAIP	TAIP	TAIP	TAIP	Kainga / MAC
2:55 - 3:10			Assembly		

How does assessment fit this flexibility?

We developed an OJC Graduate Profile-Junior/Senior

What did we want our learners to know/be able to do by (end of years 8 & 10)

Skills, Knowledge and Dispositions that met:

- OJC Values;
- NZC: KC's and Essence Statements
- 21st century Fluency Language, and Transdisciplinary skills embedded
- New digital technologies curriculum
- Building intrinsic motivation
- Building student agency
- Levels of Achievement: The 3 E's Emerging, Effective, Exemplary



Narrative Assessment-Learning Journeys

[Learning Journey example 2018](#)

[Whanau Ora \(WO\)](#)

What is a badge?

Concept Overview



Digital Badges at OJC & the bidding process

- **Badge Selection and Criteria**
- **Evidence of Learning:** Curation, Reflection, Annotation and Tagging to demonstrate how learning is APPLIED and mental agility to defend and discuss in open dialogue with supporting evidence and artefacts.
- **Evidence of learning** - artefacts could include but are not limited to: videos, photographs, voice recordings, project displays, work samples, teacher and student attestations, etc.
- **Self, Peer, and Teacher assessed process:** Bidding Days
- **In class, in real time, with learners** (building assessment fluent students and teachers in a manageable fashion)



NEXT STEPS

for Continuing to Develop a Robust approach to Personalised Transdisciplinary Assessment

Short Term

- Moderation practices and resources and exemplar bank
- Collaboration from all staff on developing supplemental materials
- Beginning Conversations about addressing curriculum levels/areas
- Making the growing knowledge network more visible
- Viv's MA research will investigate student and teacher experiences of this type of assessment
- Ongoing development with staff on principles of gamification and good assessment practices



NEXT STEPS

for Continuing to Develop a Robust approach to Personalised Transdisciplinary Assessment

Long Term (Including Blue Sky!)

- Developing micro-credentials and embed these in our community
- Open badges - an NZ version of LRNG in Flat Bush and Auckland and NZ!
- We'd love to create an avatar based game platform linked to our digital portfolios to enhance the benefits of gamification aspects and allegorical thinking

[LRNG-about](#)

[LRNG as an ecosystem activator](#)



NEXT STEPS

for Continuing to Develop a Robust approach to Personalised Transdisciplinary Assessment

Mid Term

- Improving Narrative Assessment practices with staff, learners and community
- Embedding internal OJC micro-credentials
- NZQA QMS approval and OJC specific certificate focused on Core Skills
- Continuing to re-defining and refine and improve the criteria
- Encourage the kids to use the open badging functions
- Creating OJC specific resources
- Using RFID technology to support versatility



What do our curriculum connections look like?

[Learning Journey-Accelerator](#)

[OJC Glossary](#)

Supplementary Material

The following slides contain some of our OJC documents, inspiration for how we approached this undertaking, and the academic research underpinning our work.



OJC Student Work and Documentation

TKI Curriculum Story: School Snapshot

[Designing graduate profile badges at Ormiston Junior College](#)

This article includes:

- embedded links to the OJC Graduate Profile badges version 1.2
- student work
- narrative assessment

Feature for Assessment online (scroll down to the OJC story)

[Ormiston Junior College - Using personalised assessment to grow self-regulated learners](#)



Research/Readings:

Bíró, G. I. (2014). Didactics 2.0: A pedagogical analysis of gamification theory from a comparative perspective with a special view to the components of learning. *Procedia-Social and Behavioral Sciences*, 141, 148-151.

Fanfarelli, J. R., & McDaniel, R. (2015). Individual differences in digital badging: do learner characteristics matter?. *Journal of Educational Technology Systems*, 43(4), 403-428.

Gibson, D., Ostashewski, N., Flintoff, K., Grant, S., & Knight, E. (2015). Digital badges in education. *Education and Information Technologies*, 20(2), 403-410.

Hipkins, R., Bolstad, R., Boyd, S., & McDowall, S. (2014). *Key competencies for the future*. New Zealand Council for Educational Research (NZCER) Press

Dumont, H., Istance, B., & Benavides, F. (2012). The nature of learning. Using Research to Inspire Practice. Practitioner Guide from the Innovative Learning Environments Project. *OECD. Zugriff am, 7, 2014.*

Ministry of Education. (2009). *Narrative Assessment: A Guide for Teachers*. Wellington: Learning Media.

Tassinari, M. G. (2012). Evaluating learner autonomy: A dynamic model with descriptors. *Studies in Self-Access Learning Journal*, 3(1), 24-40.



Digital Badging in action in Chicago



Clips with Concept Overviews



Clips with Concept Overviews



Clips with Concept Overviews



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Clips with Concept Overviews



Clips with Concept Overviews

<https://www.lrng.org/about>

(vimeo clip)

[Link to Credly - The platform and mozilla backpack extension we used to create our open badges](#)

Credit: to LincEd for also supporting our vision with new features and tagging options to make working in this way more seamless.

