DIGITAL BADGING, INFORMATION LITERACY, AND BUSINESS SCHOOL CURRICULUM:

PREPARING STUDENTS FOR THE WORKPLACE THROUGH MICRO-CREDENTIALS

WENDY GIRVEN POTHIER

BUSINESS LIBRARIAN, UNIVERSITY OF NEW HAMPSHIRE

INTERNATIONAL CONFERENCE ON BUSINESS AND ECONOMICS INFORMATION

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OUTLINE

Challenges of information literacy instruction for business librarians

- Workplace value
- Employer perspective
- Librarian time and scalability

Digital Badges

- Rise of personal learning
- Digital badging in business school
- Badging and librarians

Information Literacy Badging at University of New Hampshire

- Two badges integrated into first year research program for business students
  - Introduction to library research
  - Market research

BACKGROUND

- Business Librarian for Peter T. Paul School of Business & Economics at University of New Hampshire

- 3000 students
  - First year research program "FIRE"
  - Graduate programs in Economics, Accounting, Finance, Business Administration
  - Undergraduate programs in Marketing, Hospitality, Economics, Accounting, Management, Finance, Entrepreneurship, International Business

- "Our emphasis is on providing students with rigorous academic preparation coupled with real-world experience and critical career skills gives our students a competitive advantage in the job market, preparing them not just for their first job, but for their careers," Associate Dean Dr. Neil Niman (Keeler, 2019).

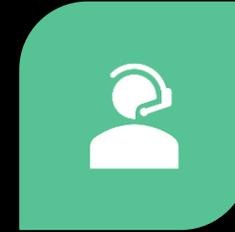# INFORMATION LITERACY INSTRUCTION

ONE- SHOT CLASSROOM INSTRUCTION SESSIONS

ONE-ON-ONE RESEARCH CONSULTATIONS WITH STUDENTS AND FACULTY

DROP IN OFFICE HOURS

ANSWERING QUESTIONS VIA CHAT, EMAIL, PHONE

INFORMATION LITERACY AND EMPLOYER PERCEPTION

"Through the results of our survey, **three broad themes** can be identified to inform educators **about the information literacy skills desired in the workplace.** The first theme validates what previous information literacy research has shown, which is that **information literacy skills are important to employers.** The second theme is that there are **fundamental job skills that employers expect from recent college graduates that are seemingly lacking and have a basis in information literacy.** The final theme is that **employers would like a more specific representation of skills or abilities** to better evaluate college graduates for potential jobs" (Raish,& Rimland, 2016).

PERCEPTIONS:

EMPLOYERS VS. RECENT GRADS

Figure 1: Employer vs. Student Perception of Proficiency in Career Readiness Competencies, by Percentage of Respondents

Competency	% of Employers That Rated Recent Grads Proficient*	% of Students Who Considered Themselves Proficient**
Professionalism/Work Ethic	42.5%	89.4%
Oral/Written Communications	41.6%	79.4%
Critical Thinking/Problem Solving	55.8%	79.9%
Teamwork/Collaboration	77.0%	85.1%
Leadership	33.0%	70.5%
Digital Technology	65.8%	59.9%
Career Management	17.3%	40.9%
Global/Intercultural Fluency	20.7%	34.9%

Source: *Job Outlook 2018* (N=201 employing organizations) and *The Class of 2017 Student Survey Report* (N=4,213 graduating seniors), National Association of Colleges and Employers

*The percentages corresponding to "rated proficient" represent, among all responding employers, the percentage who, on a 5-point scale, rated recent graduates either "very" (4) or "extremely" (5) proficient in the respective competency.

**The percentages corresponding to "considered proficient" represent, among all responding graduating seniors from the Class of 2017, the percentage who, on a 5-point scale, considered himself/herself either "very" (4) or "extremely" (5) proficient in the respective competency.

INFORMATION LITERACY ISSUES

- Information literacy skills are desired by employers

- Information literacy instruction is delivered inconsistently across the curriculum

- Number of librarians vs. number of students, faculty, programs, etc.

- Developing foundational knowledge

WHAT IS A DIGITAL BADGE?

- Way to document and articulate a skill

- Visual representation of qualification with linked metadata

- Portable and sharable credential

- Offers immediate value to current employers and demonstrates mastery of in-demand business skills to potential future employers

RISE OF PERSONAL LEARNING

Allows students to pursue the skills development or practice that is right for them:

- at their own pace

- using media that is suited to their particular learning style and work environment

"Microcredentials are thus proliferating as personal learning enables secure, trackable, and auditable verification of enrollment and achievement." (Das & Moldoveanu, 2019).

MICROCREDENTIALS IN BUSINESS CURRICULUM

Western Michigan University Business School
- Event Leadership
- Mobile Programming

University of Pittsburgh
- Accounting
- Corporate Finance
- Data Programming for Business
- Innovation and Entrepreneurship

RESEARCH SHOWS US THAT BADGING…

Badging as a learning tool for career readiness and eventual recruitment within the growing standard of competency-based hiring.

Badging creates a space for higher education to innovate in a way that meets workforce needs, technology innovations, and labor market demands.

Allows for personalized learning for the student, displayed on platforms that follow them beyond a particular institution or organizations.

| Foundational knowledge and skills | Professional Development | Up-skilling or Re-skilling |

BENEFITS OF BADGING FOR THE LIBRARIAN

Scalable way to provide instruction at a foundational level

Becoming embedded into the curriculum

Teaching information literacy in the context of "workforce skill"

In 2017, we launched our "Library Research" badge as part of the FIRE program

In 2018, we ran the badge again and added a second FIRE program badge for "Market Research"

In 2019, we plan to add a meta badge for students who complete both badges.

UNH LIBRARY BADGES

WHAT IS THE FIRE PROGRAM?

- First year research program
- Runs the full academic year
- Foundational knowledge, networking, career preparation, student success
- Approximately 600 students in 35 teams
- Gamified learning experience, students compete to earn points throughout the year
- As a team, the students create a business plan to provide a solution to a grand challenge.

Library Research Badge

- Available during fall semester

- Foundational knowledge on
  - UNH Library resources
  - Strategic searching
  - Primary and secondary resources
  - Introduction to business research

- To earn the badge:
  - Complete 4 modules passing scores
  - Self paced, 45 minutes to 1 hour to complete

Market Research Badge

- Available during spring semester

- Primer on market research
  - Consumer
  - Competitor
  - Industry

- Introduction to three business databases
  - Statista
  - IBISWorld
  - Mergent Intellect

- To earn the badge:
  - Complete 4 modules with passing scores
  - Self paced, 45 minutes to 1 hour to complete

Goals?

Meet your Business Librarian ✓ ⋮

"Getting Started" Quiz
2 pts
✓ ⋮

▼ Consumer Market Research   Prerequisites: Market Data Research Badge   (Complete All Items) ✓ ⊕ ⋮

Who is your target market? ✓ ⋮

Using Statista to understand consumers ✓ ⋮

Searching in Statista Part 1 ✓ ⋮

Using Statista Activity
1 pts
✓ ⋮

Searching in Statista, part 2 ✓ ⋮

Consumer Market Research Recap
1 pts | Score at least 1.0
✓ ⋮

COURSE MODULE
EXAMPLE

STUDENT PARTICIPATION IN LIBRARY RESEARCH BADGE

2017: 131/580 students earned the badge (23%)

- Others started but did not complete

2018: 207/603 students earned the badge (34%)

- The positive response resulted in the program asking for a second badge for the Spring semester.

LIBRARY BADGE
STUDENT LEARNING FEEDBACK

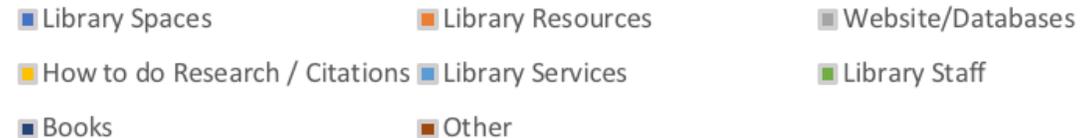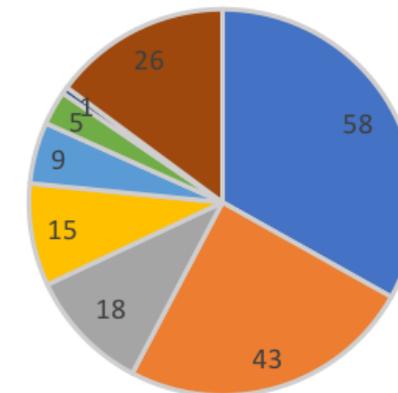"Where to go in the library/online if I needed help with research"

"I learned about all the different help desks and offices in the library and what they were for"

"I learned how to use the library website to conduct research"

"I learned how to use the library resources which was a very valuable skill to obtain. Also I learned how to identify sources and figure out which ones were credible and which were not"

85% of students responded positively to learning something new while completing the badge.

What is the Most Important Thing You Learned from the Game?

- Library Spaces — 58
- Library Resources — 43
- Website/Databases — 18
- How to do Research / Citations — 15
- Library Services — 9
- Library Staff — 5
- Books — 1
- Other — 26

PERCEPTION OF TIME

- The time to complete the badge takes approximately the same as a one-shot instruction session.

- Students felt that they could complete the badge in a reasonable amount of time.
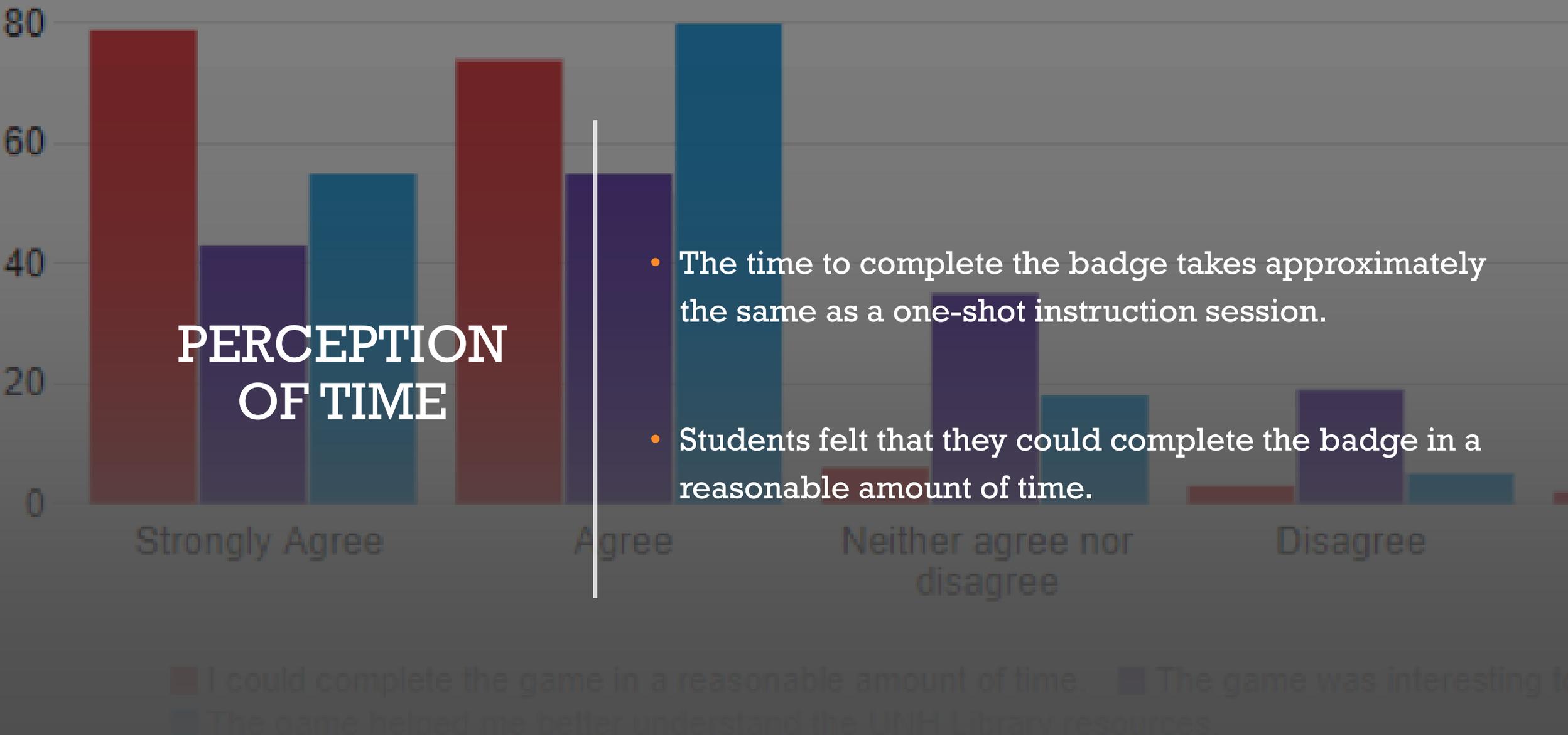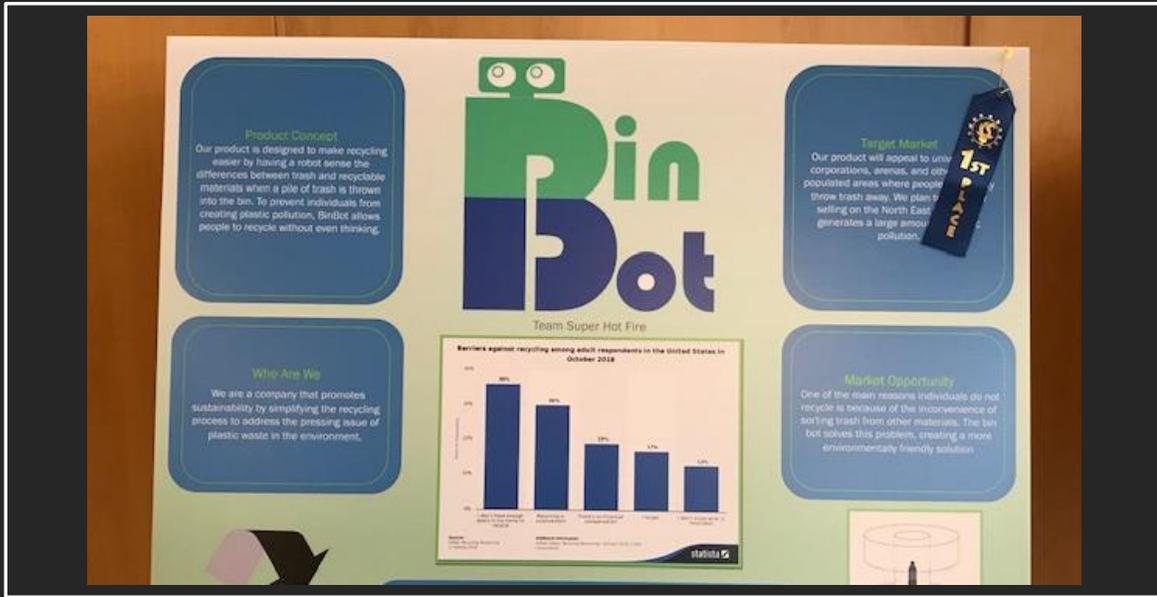
INITIAL FEEDBACK FROM MARKET RESEARCH BADGE

"I did the Market Research Badge and really liked this one, I thought all of the info was very relevant to the competition."

"I thought it was really straight forward and helpful even more so that the badges in the past."

137/561 students completed the market research badge.
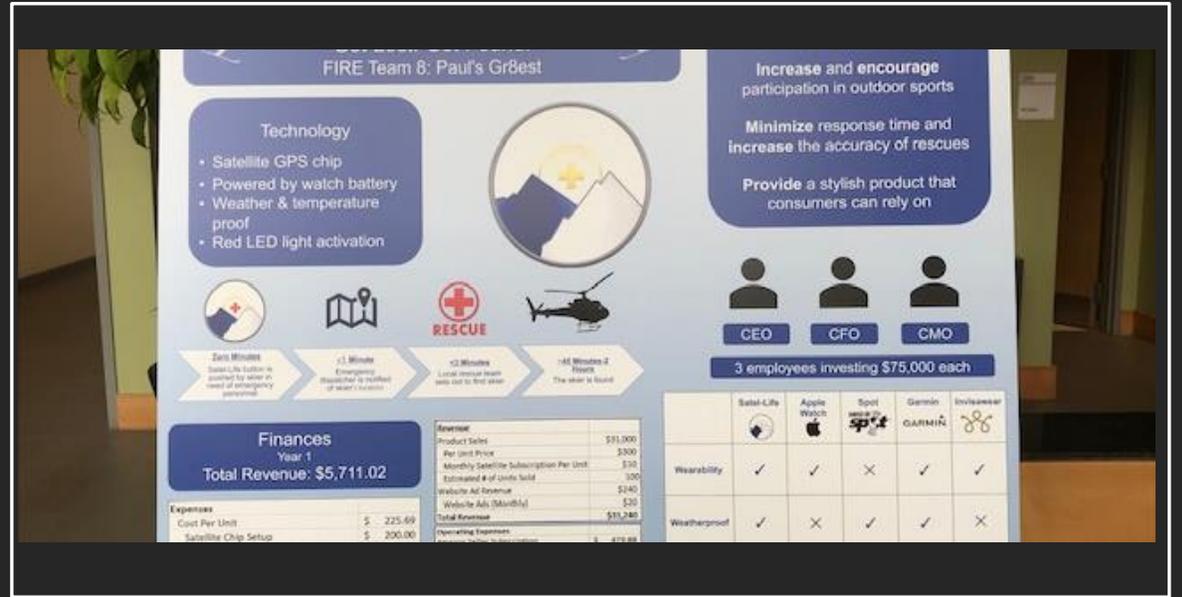
SHARING WITH EMPLOYERS

- After earning the badge, students can share it on their open badges personal learning site

- Students can share a badge on their LinkedIn profile or through other social media

Linked in

Licenses & Certifications

FIRE Library Research Badge
UNH Library
Issued Sep 2018 · No Expiration Date

See credential

"The post sharing my badge garnered over **1,100 views in 48 hours.** I don't have 1,100 people in my network, so every time someone liked it or commented on it, it showed up in their feed as well, opening up my earned badge to an entire new network of people that may not have otherwise seen it."

Patricia Diaz, Credly

CONCLUSION

As associated technologies develops, we will likely see the capabilities and abundance of badging increase. Librarians have the opportunity to be innovators and leaders in this area of learning in both higher education and in professional development.

SUGGESTED RESOURCES

- Penn State University Libraries Digital Badges
  https://guides.libraries.psu.edu/c.php?g=516093&p=3540444

- Ifenthaler, D., Bellin-Mularski, N., & Mah, D. (2016). *Foundation of Digital Badges and Micro-Credentials : Demonstrating and Recognizing Knowledge and Competencies* . Cham: Springer International Publishing.

- How Everyone Benefits from Badging: A Guide to Mainstreaming Digital Credentials
  https://evolllution.com/programming/credentials/how-everyone-benefits-from-badging-a-guide-to-mainstreaming-digital-credentials/

- The Present and Future of Alternative Digital Credentials
  https://icde.memberclicks.net/assets/ICDE-ADC%20report-January%202019%20%28002%29.pdf

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- Rimland, E., & Raish, V. (2019). Microcredentials and Digital Badges. *Library Technology Reports*, *55*(3), 1–34. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=135677009&site=eds-live