**The UMS-Education Design Lab Collaboration Badge**

**Mapping Guide**

This document will guide you through the process of mapping your programs/courses/activities to the Education Design Lab’s collaboration badge.

**What is the collaboration micro-badge?**

The Education Design Lab’s collaboration micro-badge recognizes students for their capacity to work productively with different individuals and groups toward a common goal.

This badge is made up of four sub-competencies. In order to obtain the badge, students have to adequately meet all four of these competencies.

**What are the four sub-competencies?**

* **Strengthen Relationships**
  + Individuals create networks through which they access and provide resources, information, and support
* **Listen Actively**
  + Individuals form productive working relationships; ensure that others feel heard and valued; grasp and retain information
* **Focus on Solutions**
  + Individuals create the forward momentum that advances the work of the organization
* **Incorporate Diverse Perspectives**
  + Individuals enlarge the conversation; challenge their own thinking; maximize group effectiveness

**How do I map?**

You simply take what you are already doing/assigning in your program or course and map it to the four sub-competencies.

**Think about your course/program:** Where in the training/curriculum are the learners developing these skills/competencies?

What assignments and activities offered in your course/program match each of the sub-competencies? Write those assignments/activities in the table below. The learner may demonstrate competence during your course/program or at the end.

**Mapping Your Assignments**

**INSTRUCTIONS:** Please complete the following table. Indicate all assignments, projects, activities etc. designed to develop each competency listed.

**Team Charter** The Team Charter is a document developed by each team that provides a blueprint for team interactions. It lays out rules and processes for creating a positive team environment and addressing issues that may arise during the project. The Team Charter should be developed as a team, include input from all team members, and be signed by the whole team.

**Behavior Observation** Teacher with direct knowledge of learner behavior within the classroom and team setting will use the rubric to assess criteria. Teachers may also request input directly from the learner’s teammates or other people involved in the project, however the teacher will be responsible for determining if the learner met the criteria. Teachers will receive training led by ASCC staff on using the rubric.

**Assessment Note**: Teachers will assess learner work for both Team Charter and Behavior Observation after receiving training on using rubrics led by ASCC staff. Teachers will be given rubric criteria that correspond to the specific assignment. ASCC staff will compile results to determine if all criteria were met to issue the badge.

**Strengthen Relationships:** Individuals create networks through which they access and provide resources, information, and support.

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| --- | --- |
| **Criteria** | **Assignments/Activities within the course/program** |
| Language is unique to each recipient: The learners cater their message to each person | *Teacher observation (Individual work)* |
| Encourage open dialogue: An open and candid environment established | *Team Charter (Team document)* |
| Able to follow-up effectively; Can justify their follow-up choices; Can strengthen relationships, and build networks (e.g., provide resources, information, support as needed) | *Teacher observation (Individual work)* |
| Demonstrates respect for other people with tone and word choice; exhibit respect | *Teacher observation (Individual work)* |

**Focus on Solutions:** Individuals create the forward momentum that advances the work of the organization.

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| **Criteria** | **Assignments/Activities within the course/program** |
| Avoids sweeping statements; Does not make generalizations, but can speak from their own experience | *Teacher observation (Individual work)* |
| Identifies goals; Can unearth tangible ways to reach a solution | *Team Charter (Team document)* |
| Defines success; Can clearly describe the ideal situation;  Can create forward momentum | *Team Charter (Team document)* |
| Does not get stuck in problem exploration; Spends an adequate time probing the problem | *Teacher observation (Individual work)* |

**Incorporate Diverse Perspectives:** Individuals enlarge the conversation; challenge their own thinking; and maximize group effectiveness

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| --- | --- |
| **Criteria** | **Assignments/Activities within the course/program** |
| Recognizes diverse perspectives as an asset; Shows why incorporating different perspectives can make a team stronger | *Team Charter (Team document)* |
| Identifies multiple diverse perspectives; Recognizes people bring different perspectives based on multiple factors including professional background, race/ethnicity, age, gender, time at company, personality, etc. | *Team Charter (Team document)* |
| Avoids stereotyped assumptions; Does not assume someone thinks a certain way because of the way they perceive themselves or are perceived by others | *Teacher observation (Individual work)* |
| Identifies concrete steps for creating a productive working environment (e.g., remembering that you need the team to work together on a tight timeline, looming deadlines, differences, and pressures) | *Team Charter (Team document)* |
| Identifies concrete steps for encouraging candid and open discussion; Thought about how to create a safe space | *Team Charter (Team document)* |
| Demonstrates the importance of priorities (e.g., does not forget about the goal or the job the team is supposed to do) | *Teacher observation (Individual work)* |

**Listen Actively:** Individuals form productive working relationships; ensure that others feel heard and valued; Grasp and retain information

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| --- | --- |
| **Criteria** | **Assignments/Activities within the course/program** |
| Paraphrases the speaker’s concerns; Uses other words to reflect what the speaker has said | *Teacher observation (Individual work)* |
| Asks clarifying questions; Demonstrates that they have been paying attention by asking relevant questions | *Teacher observation (Individual work)* |
| Expresses empathy; Puts themselves in the shoes of ten speaker | *Teacher observation (Individual work)* |
| Uses body language and gestures to convey attention and engagement | *Teacher observation (Individual work)* |
| Refrains from giving unnecessary advice; Focuses on what the speaker is saying. | *Teacher observation (Individual work)* |

**How will I assess the competency of the learners?**

**Assessment of Competencies:**

At the end of the semester or completion of the program/training, you will use the Education Design Lab’s rubric (below) to assess the competencies of each learner and determine whether a learner met the proficiency standard. Learners with a “yes” in each box will meet the requirements to earn the badge. Some students enrolled in a course or participate in training may not meet the competency level to earn the badge. Instructors/Staff make this determination using the rubric.

**The rubric**

You will get access to a shared google drive to submit your completed rubric(s). For the sake of time, you can assess each learner and submit one rubric form for all those who will earn the badge. Please be sure to include the names of the earners on the form.

**Collaboration Badge Rubric**

**Learner’s name\***

**Rubric completed by**

**Name of Course/Program**

**Strengthen Relationships:** Individuals create networks through which they access and provide resources, information, and support.

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| --- | --- | --- | --- |
| Criteria | Description | Yes | Not Yet |
| Language is unique to each recipient | *You cater your message to each person/colleague* |  |  |
| Encourage open dialogue | *You establish an open and candid environment* |  |  |
| Justification for a mode of outreach/follow-up | *You are able to follow-up effectively; You can justify your choices (e.g., why you selected your mode of follow-up); You can strengthen relationships and build networks (e.g., provide resources, information, support as needed during follow-up).* |  |  |
| Demonstrates respect for other people | *Your tone and word choice exhibit respect* |  |  |

**Focus on Solutions:** Individuals create the forward momentum that advances the work of the organization.

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| --- | --- | --- | --- |
| **Criteria** | **Description** | **Yes** | **Not Yet** |
| Avoids sweeping statements; Does not make generalizations, but can speak from your own experience, when asked | *You look in-depth at what happened* |  |  |
| Can understand and explain their role responsibility and role in a situation/project without using defensive language | *You explain your responsibility without getting defensive* |  |  |
| Can analyze contributory factors in incidents and create forward momentum | *You identify factors that led to incidents and/o interpersonal/collaboration issues/problems* |  |  |
| Reframes each incident from a growth perspective | *You show what you have learned from your mistakes* |  |  |

**Incorporate Diverse Perspectives:** Individuals enlarge the conversation; challenge their own thinking; and maximize group effectiveness

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| --- | --- | --- | --- |
| **Criteria** | **Description** | **Yes** | **Not Yet** |
| Recognizes diverse perspectives as an asset | *You show why incorporating different perspectives can make a team stronger* |  |  |
| Identifies multiple diverse  perspectives | *You recognize the team members bring*  *different perspectives based on multiple*  *factors, including professional background,*  *race/ethnicity, age, gender, time at company,*  *personality* |  |  |
| Avoids stereotyped assumptions | *You do not assume someone thinks a certain way because of the way they perceive themselves or are perceived by others* |  |  |
| Identifies concrete steps for  creating a productive working  Environment; Work together to achieve goals even under difficult circumstances (e.g., need the team to work together under a tight timeline, looming deadlines, differences, and pressures | You remember that you need the team to work together through obstacles; Identifies steps to produce optimal goal attainment |  |  |
| Identifies concrete steps for  encouraging candid and open  discussion | *You have thought about how to create a safe space that allows for differences* |  |  |
| Demonstrates the importance of priorities | *You don’t forget about the job you and the team are supposed to do.* |  |  |

**Listen Actively:** Individuals form productive working relationships; ensure that others feel heard and valued, and grasp and retain information

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Description** | **Yes** | **Not Yet** |
| Paraphrases the speaker’s concerns | *You use other words to reflect what the speaker has said* |  |  |
| Ask clarifying questions | *You demonstrate that you have been paying attention by asking relevant questions* |  |  |
| Express empathy | *You put yourself in the shoes of the speaker* |  |  |
| Uses body language to show engagement | *You use your body language and gestures to convey your attention and engagement* |  |  |
| Refrains from giving unsolicited advice | *You focus on what the speaker is saying* |  |  |

### \*You can submit one completed rubric form in the google drive with the names of all earners. See instructions below.

### **What do I do next?**

Learners who receive a "yes" in each box for all sub-competencies will receive the Education Design Lab’s badge.

**INSTRUCTIONS:** Open the google drive that is shared with you. The folder in the drive has a spreadsheet for you to complete.

* **Enter the names and emails of those learners who met the competency standard to earn the badge (received “Yes” for each box).**
* **Upload the completed rubric(s). Be sure to include the names of each learner.**

The learners who are awarded the badge will receive a “Congratulations” email with information on how they can **see and share their badge** on the Badgr platform.

NOTE: If a learner does not meet the competency standard (by the end of the semester/program), they may still work to earn the badge by completing online modules. Interested students should contact Claire Sullivan at [ums.mc@maine.edu](mailto:ums.mc@maine.edu) for further information on enrollment.