UC DAVIS BADGES

Presented by Joanna Normoyle,
Experiential & Digital Media Learning Coordinator
Students now enrolling in and graduating from Sustainable Agriculture & Food Systems, an interdisciplinary program resulting from an ongoing collaboration between eight departments in the College of Agriculture & Environmental Sciences and the Agricultural Sustainability Institute.
The UC Davis School of Education conducts a survey of faculty, students, alumni, and practitioners in the field to identify the most important content, skills and experiences to incorporate into the SA&FS curriculum.
### Table 2: Mean Scores for Content by Group

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ACADEMICS</th>
<th>PRACITIONERS</th>
<th>ALUMNI</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEAN</td>
<td>#</td>
<td>MEAN</td>
<td>#</td>
</tr>
<tr>
<td>Soil Science</td>
<td>4.33</td>
<td>5</td>
<td>4.05</td>
<td>6</td>
</tr>
<tr>
<td>Ecology</td>
<td>4.48</td>
<td>6</td>
<td>3.90</td>
<td>10</td>
</tr>
<tr>
<td>Pests</td>
<td>4.20</td>
<td>2</td>
<td>4.03</td>
<td>5</td>
</tr>
<tr>
<td>Water</td>
<td>4.02</td>
<td>3</td>
<td>3.88</td>
<td>7</td>
</tr>
<tr>
<td>Farming Practices</td>
<td>4.20</td>
<td>5</td>
<td>3.82</td>
<td>4</td>
</tr>
<tr>
<td>Research Methods</td>
<td>4.03</td>
<td>2</td>
<td>3.91</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy and Ethics</td>
<td>3.79</td>
<td>3</td>
<td>3.69</td>
<td>3</td>
</tr>
<tr>
<td>Business/Economics</td>
<td>3.88</td>
<td>5</td>
<td>3.91</td>
<td>9</td>
</tr>
<tr>
<td>Policy</td>
<td>4.02</td>
<td>2</td>
<td>3.75</td>
<td>2</td>
</tr>
<tr>
<td>Animal science</td>
<td>4.02</td>
<td>2</td>
<td>3.75</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>3.82</td>
<td>1</td>
<td>3.81</td>
<td>5</td>
</tr>
<tr>
<td>Plant science</td>
<td>3.59</td>
<td>1</td>
<td>3.84</td>
<td>8</td>
</tr>
<tr>
<td>Food systems</td>
<td>3.94</td>
<td>6</td>
<td>3.65</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.76</td>
<td>2</td>
<td>3.71</td>
<td>2</td>
</tr>
<tr>
<td>Ways of Knowing</td>
<td></td>
<td></td>
<td>3.79</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3.69</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Natural Sciences</td>
<td>3.92</td>
<td>2</td>
<td>3.60</td>
<td>2</td>
</tr>
</tbody>
</table>

3 = Important, 4 = Very Important, 5 = Extremely Important
Blank spaces indicate no mention of topic.
### Table 4: Mean Scores for Skills by Group

<table>
<thead>
<tr>
<th>Topic</th>
<th>Academics</th>
<th></th>
<th>Practitioners</th>
<th></th>
<th>Alumni</th>
<th></th>
<th>Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>#</td>
<td>Mean</td>
<td>#</td>
<td>Mean</td>
<td>#</td>
<td>Mean</td>
<td>#</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>4.05</td>
<td>8</td>
<td>4.10</td>
<td>6</td>
<td>4.56</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>4.08</td>
<td>11</td>
<td>4.14</td>
<td>7</td>
<td>4.33</td>
<td>4</td>
<td>4.57</td>
<td>3</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>4.19</td>
<td>7</td>
<td>3.99</td>
<td>7</td>
<td>4.08</td>
<td>12</td>
<td>4.37</td>
<td>3</td>
</tr>
<tr>
<td>Systems</td>
<td>4.00</td>
<td>3</td>
<td>3.93</td>
<td>3</td>
<td>4.33</td>
<td>2</td>
<td>4.36</td>
<td>5</td>
</tr>
<tr>
<td>Professional and People Skills</td>
<td>4.09</td>
<td>18</td>
<td>3.79</td>
<td>6</td>
<td>4.17</td>
<td>12</td>
<td>3.90</td>
<td>2</td>
</tr>
<tr>
<td>On-Farm</td>
<td>3.67</td>
<td>4</td>
<td>4.00</td>
<td>6</td>
<td>4.30</td>
<td>19</td>
<td>4.26</td>
<td>13</td>
</tr>
<tr>
<td>Conservation Methods</td>
<td>3.90</td>
<td>2</td>
<td>3.82</td>
<td>1</td>
<td>4.11</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>3.89</td>
<td>7</td>
<td>3.99</td>
<td>4</td>
<td>3.89</td>
<td>2</td>
<td>4.20</td>
<td>1</td>
</tr>
<tr>
<td>Observation/Identification</td>
<td>3.88</td>
<td>4</td>
<td>4.06</td>
<td>3</td>
<td>4.42</td>
<td>2</td>
<td>4.30</td>
<td>3</td>
</tr>
<tr>
<td>Research Skills</td>
<td>3.71</td>
<td>3</td>
<td>4.29</td>
<td>1</td>
<td>4.17</td>
<td>7</td>
<td>4.03</td>
<td>3</td>
</tr>
<tr>
<td>Computer</td>
<td>4.16</td>
<td>4</td>
<td>4.21</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Evaluation</td>
<td>3.92</td>
<td>5</td>
<td>4.17</td>
<td>3</td>
<td>4.30</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>3.89</td>
<td>1</td>
<td>4.17</td>
<td>4</td>
<td>4.10</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design/Visioning</td>
<td>4.02</td>
<td>4</td>
<td>4.03</td>
<td>4</td>
<td></td>
<td></td>
<td>4.10</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>3.83</td>
<td>6</td>
<td>3.86</td>
<td>2</td>
<td>3.75</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>3.98</td>
<td>3</td>
<td>3.78</td>
<td>1</td>
<td>3.95</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Process / Quantitative Skills</td>
<td>3.80</td>
<td>4</td>
<td>4.09</td>
<td>3</td>
<td>4.00</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 = Important, 4 = Very Important, 5 = Extremely Important
Blank spaces indicate no mention of topic.
### Table 3: Mean Scores for Experiences by Group

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ACADEMICS</th>
<th>PRACTITIONERS</th>
<th>ALUMNI</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEAN</td>
<td>#</td>
<td>MEAN</td>
<td>#</td>
</tr>
<tr>
<td>Internships</td>
<td>3.37</td>
<td>4</td>
<td>4.13</td>
<td>4</td>
</tr>
<tr>
<td>On-Farm Experiences</td>
<td>3.75</td>
<td>6</td>
<td>4.10</td>
<td>5</td>
</tr>
<tr>
<td>Visits/Trips</td>
<td>4.00</td>
<td>3</td>
<td>3.94</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Approaches</td>
<td>3.97</td>
<td>8</td>
<td>3.87</td>
<td>9</td>
</tr>
<tr>
<td>Planning/Management</td>
<td>3.78</td>
<td>1</td>
<td>3.60</td>
<td>2</td>
</tr>
<tr>
<td>Research</td>
<td>3.77</td>
<td>5</td>
<td>3.66</td>
<td>4</td>
</tr>
<tr>
<td>Networking/Community Building</td>
<td>3.67</td>
<td>1</td>
<td>3.80</td>
<td>3</td>
</tr>
<tr>
<td>Practical Experience</td>
<td></td>
<td></td>
<td>3.90</td>
<td>6</td>
</tr>
<tr>
<td>Communication</td>
<td>3.95</td>
<td>2</td>
<td>4.12</td>
<td>5</td>
</tr>
<tr>
<td>Lab</td>
<td>3.91</td>
<td>3</td>
<td>4.17</td>
<td>1</td>
</tr>
<tr>
<td>Environmental</td>
<td>3.85</td>
<td>2</td>
<td>4.22</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>3.61</td>
<td>3</td>
<td>4.28</td>
<td>1</td>
</tr>
<tr>
<td>Marketing</td>
<td>3.72</td>
<td>2</td>
<td>3.78</td>
<td>2</td>
</tr>
</tbody>
</table>

3 = Important, 4 = Very Important, 5 = Extremely Important  
Blank spaces indicate no mention of topic.
Competence

A competency is “a combination of skills, abilities, and knowledge needed to perform a specific task” (U.S. Department of Education 2001)
SYSTEM OF BADGES FOR SUSTAINABLE AGRICULTURE & FOOD SYSTEMS MAJOR AT UC DAVIS

Category-level Badges

Badges for the SA&FS Competencies
Systems Thinking

Students are competent in the analysis of complex systems, integrating societal, environmental and economic perspectives. Students reflect systems thinking in a deepening understanding of complexity, holistic approaches, and how the parts relate to the whole.¹
Experimentation and Inquiry
Students formulate questions, investigate current knowledge gaps, develop sound research design, learn current research methods and perspectives, experiment with new approaches to scientific inquiry, and integrate scientific and practical knowledge.
Understanding Values

Students reflect critically on their own values and examine different paradigms and perspectives, seeing beyond objective data to understand how values shape commerce, research, policy and action in sustainable agriculture and food systems.
Interpersonal Communication

Students work in collaborative teams, present information for varied contexts and audiences, negotiate approaches and viewpoints and take leadership roles on important issues.
Strategic Management

Students work to collectively design and implement interventions, anticipating future scenarios and adaptively managing information, human and natural resources for maximum impact.³
Civic Engagement

Students work to make a difference in the civic life of their communities, through both political and non-political processes. As part of a larger social fabric, students consider social problems to be at least partly their own; make and justify informed judgments; and take action when appropriate.³
Personal Development
Students seek deeper understanding of their own and thinking and learning processes. They can tolerate ambiguity, respecting those with differing opinions and beliefs, while setting firm standards for behavior and holding themselves and others accountable. Students work to promote open expression of individuality and diversity within the bounds of courtesy, sensitivity and respect.
SO HOW DOES THIS ACTUALLY WORK?
New around here?
Welcome to the UC Davis Sustainable Agriculture and Food Systems Badges project! Tell us a little more about yourself, then we’ll move right along to the fun parts.

Basics

**FIRST NAME** *

**LAST NAME** *

**EMAIL ADDRESS** *

Your bio

1. Why did you choose the SAFS major? What brought you to UC Davis?

Goals & interests

1. What do you hope to learn here at UC Davis?
Learning through experience
The heart of our system is to reflect on your experiences in the field, around campus, and anywhere you find learning. Record your experience below.

**TITLE**

**BRIEF DESCRIPTION**

**TYPE**

**UPLOAD A COVER PHOTO**

More details about this experience
Need to explain more blah blah blah.

Who was involved?

Where was this?
ADD A PERSON *

LATTE B.  GRASSHOPPER B.  MONKEY R.

CRICKET B.  INDY J.

ADD AN ORGANIZATION

CITY, STATE

When was this?
Include at least the start date.

START DATE *

END DATE

Notes for myself
Leave yourself some notes about this experience.

CANCEL  SAVE IT
Arch Hunting

Moab, Utah

Aug 28-29, 2013
Searching for arches under the hot Utah summer sun.

VIEW FULL DETAILS >
Add supporting images

Show off your work! Give a glimpse at what you did at this experience, where it took place, or what you created.

TITLE

Replace this photo

CANCEL

SAVE IT
Why we visited Arches

Arches is a National Park in Utah, located near Moab. We decided to visit, despite our original plans of climbing in Joe's Valley, because when we got to Joe's Valley, it was raining cats and dogs. Literally. Okay not literally, but there was indeed a lot of rain.
Choose a badge to work towards

Every journey begins with a step, and this one starts when you find a badge you’d like to earn. Browse through the available badges below, or if you’re feeling ambitious, design your own badge from scratch.

First Badge
Really interesting badge for being awesome.

Education and Outreach
Involving communication, organization and curriculum development skills.
Design a new badge

Be specific so the user understands what exactly you are looking for. Example: After Dinosaur #1 moves out of his/her parents’ den what will Dinosaur #1 do? We need to know his employment plan, feeding area, as well as living situation. This information will not be sold or given to carnivores.

Add criteria for this badge
Need to explain more blah blah blah.

#1
Make your case and earn this badge

Now that your goal is in sight, provide evidence to let us know why you’re qualified for this badge. Select a criteria, and then associate work from your portfolio with each. Be sure to articulate your choices as necessary.

Criteria for the Lead Belay Badge
For each criterion, add supporting experiences or specific works.

#1 Rope management 101.
Be able to read how much rope is in the current system.

I’m pretty sure I passed trig in high school.

Arches is a National Park in U decided to visit, despite our own Valley, because when we got a lot of rain.

20/20 vision.

Essay on bouldering

Indy Jones
Don’t deck your climber.
Break hand down!

Nothing to see here
Get started associating work and experiences with that big green button to the left there.

Reflections on the Lead Belay Badge
Summarize your thoughts here. Why are you qualified to earn this badge?

SAVE  SUBMIT  CANCEL
Make your case and earn this badge
Now that your goal is in sight, provide evidence to let us know why you’re qualified for this badge. Select a criteria, and then associate work from your portfolio with each. Be sure to articulate your choices as necessary.

Criteria for this badge
For each criteria:

#1
Rope management 101. Be able to read how much rope is in the current system.

SEARCH YOUR EXPERIENCES & WORK

EXPERIENCES

Crack climber

WORK

Incredible hand crack

Timelapse vid

Nothing to see here
Get started associating work and experiences with that big green button to the left there.

ADD WORK

ADD WORK

Add your experiences and work here.

Lead Belay Badge
Prove that you’re okay with falling off a wall. Also don’t regret it, bro.
Make your case and earn this badge

Now that your goal is in sight, provide evidence to let us know why you’re qualified for this badge. Select a criteria, and then associate work from your portfolio with each. Be sure to articulate your choices as necessary.

Criteria for the Lead Belay Badge
For each criterion, add supporting experiences or specific works.

#1
Rope management 101.
Be able to read how much rope is in the current system.

I’m pretty sure I passed trig in high school.

20/20 vision.

Indy Jones

Arches is a National Park in Utah, decided to visit, despite our original Valley, because when we got there, there was a lot of rain.

Essay on bouldering
Education and Outreach

Issuer Details

Name: UC Davis Badges TEST
URL: http://asi.ucdavis.edu

Badge Details

Name: Education and Outreach
Description: involving communication, organization and curriculum development skills
Criteria: http://badges.azurewebsites.net/Public/Criteria/0fe863a3-3397-4f48-abdf-a24201154aba
Evidence: http://badges.azurewebsites.net/Public/Badge/74f5bdca-7997-4286-9385-a2420116bd9d
Issued: Mon Sep 23 2013 09:55:38 GMT-0700 (PDT)

Remove this Badge