Badges for windmills

A METHODOLOGY OF BADGING

Function of a badging system

- Orientation
- Organising knowledge on windmills
- A planner of learning
- Dialogue
- Provide evidence of learning
- Assessment of learning outcomes
- Validation of competence
- Souvenir and organizing one’s memory
- Promotion and marketing
What is a badge?

- a token
- a gadget
- a souvenir
- a reward
- a collectors’ item
- something to share and talk about
- a proof of participation
- an acknowledgement of learning
- a certificate
- a qualification

Badges and a focus on learning

- Orientation on windmills and their contexts
- Getting motivated
- Stimulate learning activities
- Engage in conversations
- Contextualise the experience
- Personalised learning
- Reflection
- Competence development
- Empowerment
Towards identifying action fields

What may be learned?

- Learning about specific issues (mills, grain processing, water management, mechanisation, architecture, history, identity etc.)
- Learning about a site (a windmill, a polder, ...)
- Learning about phenomena and how to make use of them (wind, sailing, forces, transmissions,.....)
- Learning about relations with other objects, places, trends etc.)
- Competence acquisition
- Learning to learn
- Learning to appreciate and sustain heritage
- Learning to use heritage as a learning environment (the windmills of your mind)
Systems of badges

- a System related to a particular site, collection, or place (site based)
- a System connecting organisations (context based)
- a Learning landscape (town, region, country) (geography based)
- a System of competence acquisition and Lifelong Learning (LLL based)
- a System to promote societal goals such as sustainability, cultural integration (preservation based)

System features

- a Conceptual overview
- Organisation of content
- A network of stakeholders
- An educational structure
- ICT infrastructure
- Validation procedures
Towards a badging system

**DEVELOPMENT STEPS**

- Analyse objects, sites, place, regional and national context,
- Identify your target group
- Identify the content, domain and thematic areas of learning/competence development
- Define indicators of competence
- Develop activities that will motivate visitors/participants
- Develop tasks/assignments that will promote competence acquisition
- Design tasks in such a way that they make learning observable
- Design tasks in such a way that they make the level of competence observable
Examples of system dimensions

Chronology
Conceptual content relations
Daily life
Societal issues
Sectors of society
Views, angles, and perspective

Possible considerations

The social dimension (inspiring, enactivating, socialising)
Intergenerational communication
Acknowledging the background and expertise of visitors
Constructive learning (discovery, creativity, uploading and sharing)
Support visitors in turning their experience into a story/narrative
Help visitors to give meaning to the experience
Offer a tangible and meaningful badge/souvenir
More specific

Make a badges overview
Select and develop badges
develop (digital) assignments
Promote dialogues wherever useful
Provide feedback whenever asked for
Arrange the logistics of badges

Badges for windmills
Badges for windmills (contexts)

- Technics Engineering
- Weather and wind
- Water management
- Grain processing
- Industrial applications
- The life of a miller
- Mills throughout history
- Mils in the Dutch language
- Mills international

Badges for windmills (competences)

- Meteorological competence
- Physics competence
- Technical competence
- Cultural competence
- Expressieve competenties
- Photographical competenties
- Entrepreneurial competence
- Interpretative competence
- LLearning competence
Dimensions of PROMOTION

Promoting the:
Wish to know
Wish to learn
Wish to be able to
Wish to have
Wish to complete
Wish to share
Wish to be

The example of Schiedam

SCHIEDAM: WALKING TOUR WINDMILL HERITAGE
Three levels

- **Expert** (= level 4 + 5 from LSRS)
- **Discoverer** (= level 3 + 4 from LSRS)
- **Explorer** (= level 1 + 2 + 3 from LSRS)

**De Kameel:** Start + end

**De Drie Kaarbloeien:** Life and work in/around windmills

**De Vrijheid:** Production

**De Noord:** Weather and wind

**De Palmboom:** Technique
Ambitions

- Families with children age 8+, walking the tour unguided
- Three levels of their competences regarding windmill heritage, related to ‘Personal heritage interpretation’ in the European ‘Level 5 Reference System’
- Environment: heritage context of Schiedam, concerning windmills and production of genever/gin
- Specific challenges in this tour:
  - Stimulate interaction between adults and children in each group
  - Keep volunteers in the mills connected and make them re-interpret their role
- Objectives of the regional stakeholder:
  - Promote learning about windmill heritage in Schiedam
  - Generate awareness for conservation of windmill heritage
  - Conduct a pilot in Schiedam, as an example for the national stakeholder

Some examples of assignments

- These are some pictures of how a miller used to work. It was often dangerous or heavy. Nowadays, this type of work is different. What can be done safer or easier? Tick these image(s) and explain why this is so.

- Point out at your body, which muscles you should mainly use as a miller.

- The distance between two opposite blade ends of this windmill is 30 meters. How many meters does one blade end cover in one turn? ... How many seconds are needed for one turn? ... So what is the speed of the blade end?

- Why do windmills in Schiedam have only four blades? Will more blades improve speed or power?
Experiences

- Pilot on May 11th: National windmill day

- Work to do in the pilot:
  - Explore an app based format?
  - Copyright of photographs/pictures?
  - Different organisations involved, conflict/balance of interests

- Work needed in future:
  - Other target groups?
  - Expand the BADGES system: to other cultural heritage organisations and sites

The windmill grinds the grain for gin
And in the time the windmill grinds
It turns the windmills of our minds
And makes the world around us spin
Then suddenly we see our town
The way we did, but upside down
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