Design Challenge 2: Designing21 With Engagement in Mind

A Presenter Services Design Challenge—October 13, 2022

# Crowdsourcing Strategies & Tools

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|  | **Use this table to share with others. Please note that you can also leave comments on the contributions of others.** |  |
|  | What are your ‘go to’ tools for engagement? Be sure to include links to instructions, access information, or demos if available. We also encourage you to leave at least 1 sentence with every contribution (or minimally a series of keywords) to give others a sense of what the tool can be used for. |
|  | **Tool** | **Link** | **Use** |  |
|  | Slido - Free Version Available | <https://www.slido.com/>  | Engagement with audience - QR Code access. Polls, questions, wordclouds.  |  |
|  | GoogleDocs |  | idea/best practice sharing |  |
|  | BigBlueButton | <https://bigbluebutton.org/> (open source, commercially supported, and free for download and setting up your own server) | Multi-user whiteboard, shared notes, breakout rooms, and polling (it’s a virtual classroom that focus on applied learning so you don’t have to use a variety of 3rd party tools for engagement) |  |
|  | Jamboard | [Google Jamboard](https://jamboard.google.com/) | Get ideas and group consensus |  |
|  | Zoom whiteboard & stickies  | <https://support.zoom.us/hc/en-us/articles/4410916881421-Getting-started-with-Zoom-Whiteboard>How to use Zoom stickies: <https://www.youtube.com/watch?v=ecfn0j0a32A> | In virtual sessions, I’ve had great results with these features, keeping participants in Zoom. And it also teaches/reminds people to maximize Zoom. |  |
|  | Zoom polls |  | So we can get the audience members to share their experiences and apply what we are presenting to their institutional context. |  |
|  | Padlet (though may have some accessibility issues, depending on the format you choose) Up to 6 boards for free | <https://padlet.com/>  | Brainstorming, backroom chat, group research/curation, |  |
|  | PollEverywhere | <http://polleverywhere.com>  | Anonymous polling and live results using mobile devices; gathering “temperature checks” and audience feedback; open sharing without identification |  |
|  | Tricider (free versions) | <https://www.tricider.com/>  | Ways to input ideas and add / build on the ideas of others. People can also vote.  |  |
|  | ConceptBoard\*FreeUser Friendly | <https://conceptboard.com/>  | Digital whiteboard and Collaborative Tool for groups. One person needs to set this up, then others can join and add in comments simply by clicking on a link. |  |
|  | Google suite (docs, sheets, jamboard)Free | <https://www.google.com/docs/about/> <https://www.google.com/sheets/about/> <https://edu.google.com/intl/ALL_us/jamboard/>  | Engagement, group work,Sharing, brainstorming  |  |
|  | Thinglink\*Free versions | <https://www.thinglink.com/>  | An interactive platform that could be used for deeper dives or exploration into content through a base image or graphic. |  |
| with | Wooclap (fee-based)polling, quizzing, gaming, etc.; results displayed in lists, grids and word clouds. Can use synchronously and asynchronousl; also integrates with LMS. | <https://www.wooclap.com/> | My institution has a subscription and we love, love, love it. Ask me more if you want info. - Cheryl cfulghum@haywood.edu |  |
|  | FlipGridFree app where students can create short videos in response to a prompt | <https://info.flip.com/>  | Beginner’s guide <https://info.flip.com/getting-started.html>  |  |
|  | Adobe Express\*Free versions | https://www.adobe.com/express/create | Easy to use, web-based platform that could be used to create a web tool / resource, graphic, presentation, etc. Links are easily shareable.  |  |
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|  | What is an engagement strategy you’ve had success with? |
|  | **Strategy** | **Context / Goal** | **Resources** |  |
|  | Get learners to share their key takeaways at the end of the session | Encourages recall and reflection on the class, give students the ability to see what other students learned/thought were important | Any means to take shared notes (can even be done in the chat) |  |
|  | Having Learners list projects of interest, brainstorm, and form project groups  | This allows students to express their interests and form better teams, and allows them to help each other  | Google Suite |  |
|  | Asking participants to “Shout it Out” - sharing a few words in the chat. | Easy and quick way to share ideas | Will share transcript of chat with archive recording link. |  |
|  | Providing a backchannel for questions and conversation | This gives participants a space throughout the session | Chat in ZoomBackchannelChat in Canvas / Teams |  |
|  | Playing a game - Actual created game (could come from a known game as a base or whatever strikes your fancy!) | In person, physically playing a game related to content. In particular, allowing for attendees to strategize with what they’ve learned and how they might apply it. | Game development, design, and physical creation ahead of time is necessary but doesn’t have to be fancy. |  |
|  | Breakout Rooms / Teams | Collaboration / Small Group or 1-on-1 meetings | Zoom |  |
|  | Polls - low stakes to get attention and engagement | Icebreaker: coffee vs. tea or sweet vs. salty snacks preferences - provides an energy boost at the onset of the session | Zoom, Kahoot, PollAnywhere, WooClap –Any tool that does polls, or even just have participants type in the chat |  |
|  | Having students take lead role of a discussion (rotating) | Collaboration, Leadership Development, breaks up the monotony of instructor facilitating |  |  |
|  | Chat | Encouraging use of the chat and giving questions with short answers for the chat - quick engagement tool | Zoom Chat |  |
|  | Four Corners | Encourages group discussion, introduces different perspectives | [https://www.theteachertoolkit.com/index.php/tool/four-corners#:~:text=Students%20are%20 presented%20with%20a,they%20have%20chosen%20their%20corner](https://www.theteachertoolkit.com/index.php/tool/four-corners#:~:text=Students%20are%20presented%20with%20a,they%20have%20chosen%20their%20corner).Learners are presented with a controversial statement or are asked a question. In each of the four corners of the classroom, an opinion or response is posted. Learners express their opinion or response by standing in front of one of four statements, and then talking to others about why they have chosen their corner. Four Corners promotes listening, verbal communication, critical thinking, and decision-making. |  |
|  | Two Truths and a Lie Game | Personalization of task |  |  |
|  | Use a wordcloud to display anonymous poll data |  |  |  |
|  | Zoom Emojis | Since we cannot always see reactions or faces in a Zoom room, this is a quick tool to engage and get a feel for the room and whether something was understood or not | Zoom |  |
|  | Video introductions vs. text discussion intro | Connections/learning faces and names; feels more immersive and similar to a classroom introduction |  |  |
|  | Check for prior knowledge |  |  |  |
|  | Provide feedback opportunities through ratings, focused or open-ended questions,  |  |  |  |
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