Module 8 Co-design learning through Crowdsourcing

Unit 8.2 – Crowdsourcing in Education: Fitting Context, Purpose, and Skills

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Co-design Learning through Crowdsourcing

Unit 8.1 Crowdsourcing in Education: Fitting Context, Purpose, and Skills

Unit Goal

Understand how to implement educational crowdsourcing to co-design meaningful, participatory learning environments in secondary schools.

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Learning Objectives

After completing this unit, teachers will be able to:

1. Identify contexts where crowdsourcing enhances learning outcomes
2. Define the purpose of crowdsourcing activities in teaching
3. Recognize the competencies and skills required to apply this methodology
4. Design classroom strategies that promote collaboration and shared knowledge creation

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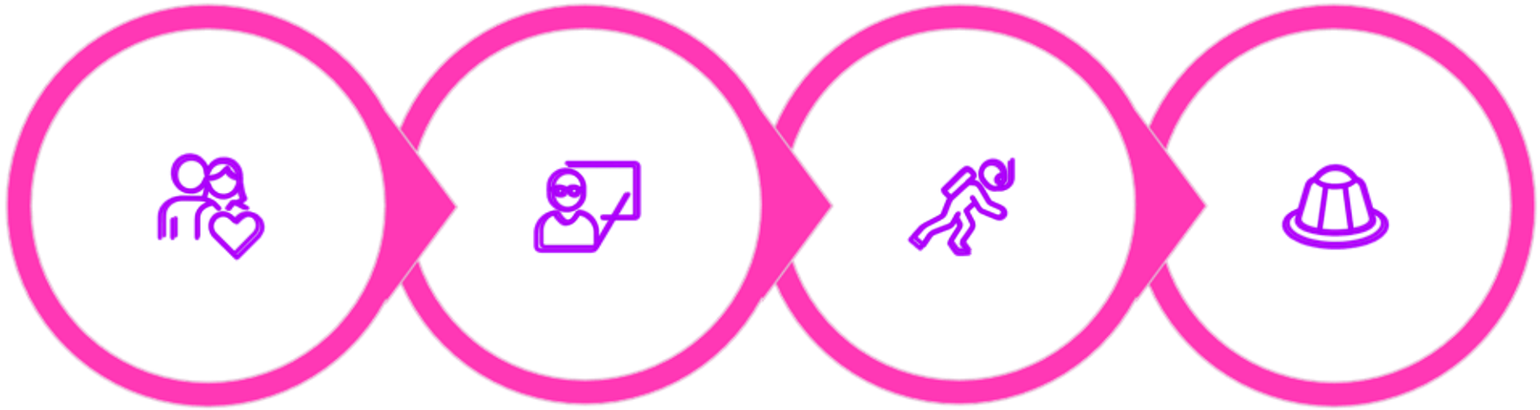
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Educational Crowdsourcing:

Beyond the Concept

Educational crowdsourcing turns students from passive learners into **active contributors**.

It invites them to generate ideas, solve problems, or co-create materials that benefit the entire class or school community.



Open Contribution

Teacher Moderation

Diverse Input

Transparent Collaboration

Example: Students propose sustainability projects and vote on which to implement — creating ownership and real-world learning.

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Choosing the Right Context

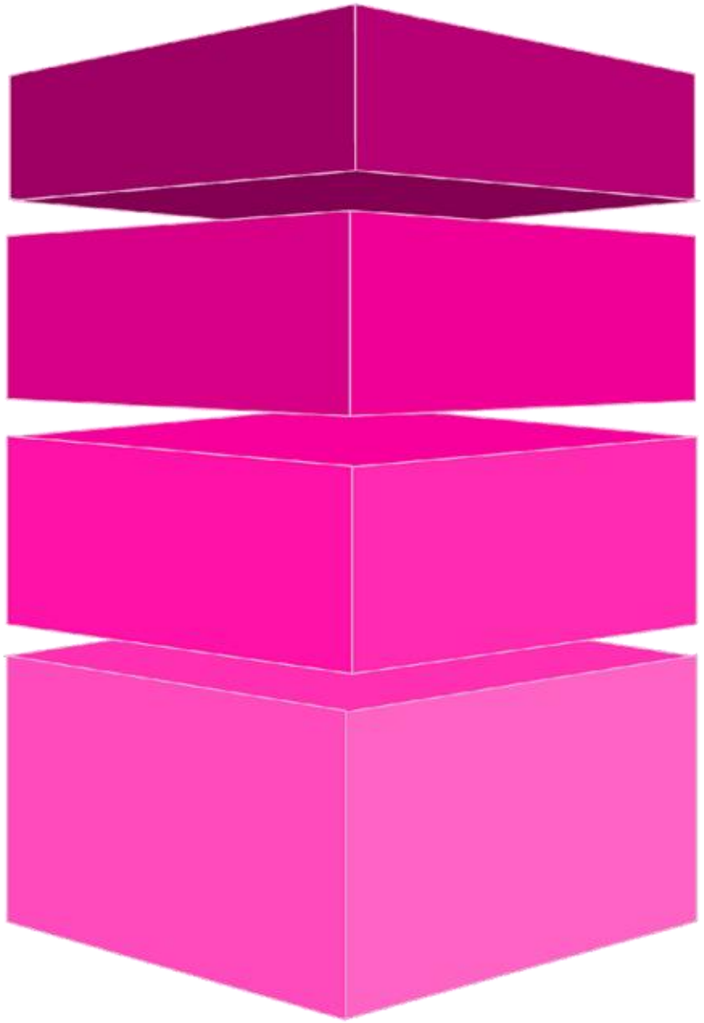
Crowdspurring works best in **project-based, inquiry-based, or interdisciplinary learning** contexts.

Real-world Challenges

Tackling practical problems and complex scenarios directly.

Multimedia Projects

Creating engaging content using various media formats.



Co-created Rules

Developing shared guidelines through collaborative effort.

Peer Research

Conducting investigations and analysis among equals.

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Defining the Purpose

To be effective, crowdsourcing must serve a **clear pedagogical purpose**.

Idea generation

Gathering creative concepts for projects or solutions

Knowledge building

Collecting research findings or peer-created content

Decision-making

Selecting topics or evaluating project proposals

Problem-solving

Collaboratively designing innovative answers to challenges

Each purpose develops specific **cognitive and social skills** amongst students.

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Competencies for Teachers

Teachers play a facilitative and orchestral role in crowdsourcing. To guide students effectively, they need to develop:

Digital facilitation skills

Managing online platforms, tools, and shared workspaces

Collaboration management

Balancing contributions, moderating input, ensuring inclusion

Ethical and data literacy

Understanding authorship, intellectual property, and safe participation

Feedback and reflection competences

Turning contributions into structured learning outcomes

Outcome: Teachers evolve from content transmitters to **learning designers and moderators**.

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Skills Developed in Students

Crowdsourcing supports holistic skill development, crucial for 21st-century learning.

Through educational crowdsourcing, students develop:

Creativity and innovation

– proposing unique ideas

Critical thinking

– evaluating and refining peer input

Collaboration and communication

– coordinating tasks and sharing insights

Digital literacy

– using online tools responsibly and effectively

Self-regulation and agency

– managing their role in a collective process

These skills align directly with the **EU Key Competences for Lifelong Learning**.

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Designing a Crowdsourced Learning Environment

To implement crowdsourcing effectively, teachers can follow a **5-step classroom model**:

Define the challenge

Frame a question or topic collaboratively

Collect ideas

Use digital tools (polls, shared docs, Padlet, etc.)

Organise input

Cluster and analyse student submissions

Select and refine

Use peer voting or teacher moderation

Implement and reflect

Turn selected ideas into actions or projects

This process transforms the class into a **co-creation lab**.

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Example Activity: "Design Our Ideal Learning Space"

Context:

Secondary school students co-create ideas to improve their classroom environment.



Steps:

1. Teacher introduces the challenge: "How can we make our classroom more engaging?"
2. Students submit ideas via a digital platform
3. The class clusters and votes on the top 3 ideas
4. Groups develop small prototypes (e.g., layout, decoration, resource-sharing)
5. Final reflection on collaboration and outcomes

Skills reinforced: teamwork, digital collaboration, communication, design thinking.

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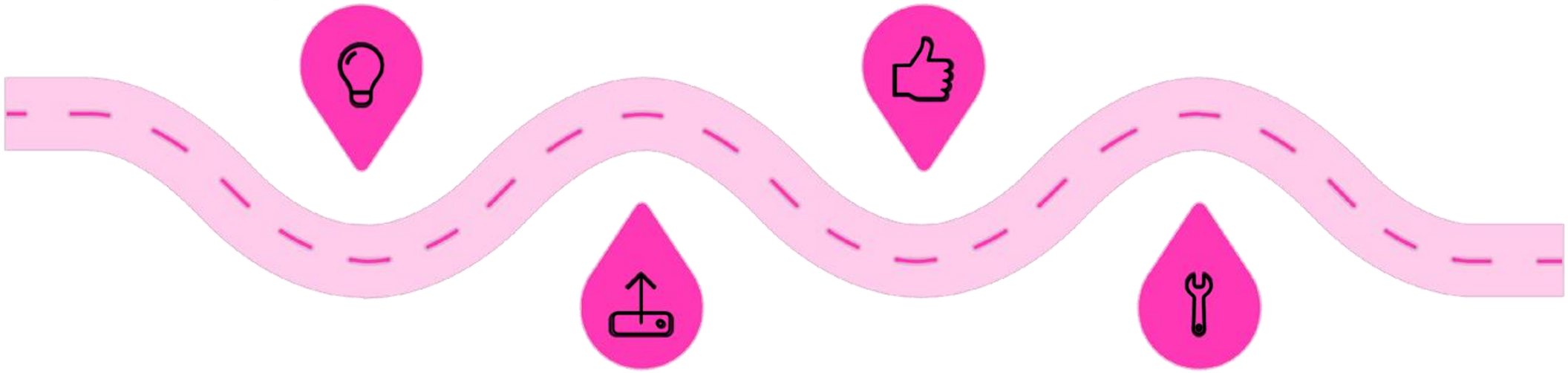
Steps: "Design Our Ideal Learning Space"

Introduce Challenge

Teacher poses engagement question

Cluster & Vote

Class groups ideas and selects three



Submit Ideas

Students add suggestions online

Prototype & Reflect

Small trials followed by reflection

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Reflection and Takeaways

- Crowdsourcing = inclusion + participation + creativity
- It enhances co-design learning by sharing power and responsibility
- Teachers act as facilitators of collective intelligence
- Students build competences for collaboration, innovation, and critical thinking

Reflective question for teachers:

What challenge in your classroom could be solved through a crowdsourcing activity involving your students?

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You have completed
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