Module 8 Co-design learning through Crowdsourcing

Unit 8.3 - Example Scenarios

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Learning Objectives

By the end of this unit, teachers will be able to:

Describe how educational crowdsourcing can be structured

Understand how educational crowdsourcing can be structured in a classroom scenario.

Apply the methodology

Apply the methodology to different subjects or themes.

Recognize roles

Recognize the roles of students and teachers during each stage.

Evaluate impact

Evaluate how such activities foster engagement, collaboration, and creativity.

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Scenario 1: "Sustainable School Project"

Subject focus:

Science and Civic Education

Context:

Students explore ways to make their school more environmentally sustainable.

Steps:

1

Teacher presents challenge

"How can we make our school greener?"

2

Students submit ideas

Students submit ideas via an online board (e.g., Padlet, Miro).

3

Class groups cluster themes

Class groups cluster and discuss recurring themes (energy, recycling, transport).

4

Students vote

Students vote on top 3 ideas.

5

Teams develop plans

Each team develops a mini-project plan.

6

Collective presentation

Collective presentation and reflection.

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Scenario 2: "Co-designing the Next History Lesson"

Subject focus:

History / Social Studies

Context:

Instead of assigning a topic, the teacher invites students to decide what aspect of 20th-century history to explore.

Process:

Teacher posts guiding question

"Which event or theme from the 20th century do you find most relevant today, and why?"

Students contribute and vote

Students contribute and vote for the most engaging proposals.

Co-design lesson plan

The class co-designs the lesson plan: selecting materials, media, and discussion formats.

Teacher provides structure

Teacher provides structure and ensures learning objectives are met.

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Scenario 3: "Community Problem-Solving Challenge"

Subject focus:

Interdisciplinary (STEM, Arts, Citizenship)

Context:

The school partners with the local municipality to find innovative ideas for community improvement.

Steps:

Teacher announces challenge

Teacher announces real-world challenge (e.g., waste reduction, public spaces).

Students research and upload

Students research local issues and upload ideas to a shared online document.

Cross-class collaboration

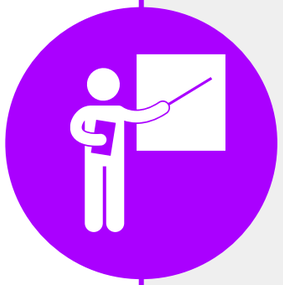
Cross-class collaboration: groups combine similar proposals.

Expert feedback

Municipality or experts give feedback on feasibility.

Refine and present

Students refine their projects and present solutions publicly.



Learning outcomes:
civic engagement, design thinking, applied learning.

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Scenario 4: "Digital Storytelling Through Crowdsourcing"

Subject focus:

Language Arts / Media Literacy

Context:

Students co-create a digital story or video script.



Learning outcomes: creativity, media literacy, narrative competence, collaboration.

Process:

1

Teacher introduces theme

Teacher introduces theme (e.g., inclusion, future education).

2

Students contribute ideas

Students contribute characters, plot ideas, and visuals through an online brainstorming tool.

3

Teacher moderates

Teacher moderates and organises the input.

4

Editorial group refines

A small editorial group refines and finalises the story.

5

Collaborative production

The class produces the digital output collaboratively.

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Scenario 5: "Math in Real Life"

Subject focus:

Mathematics / Applied Learning

Context:

Students identify how mathematics helps solve everyday challenges.

Learning outcomes: analytical thinking, application of knowledge, creativity, communication.

Steps:

Teacher asks question

"Where do you see math in real life?"

Students submit examples

Students submit examples via collaborative tools.

Groups select cases

Class groups select 3–5 cases and explain the mathematical concept behind each.

Peers evaluate

Peers evaluate and vote for the most creative examples.

Create exhibition

Selected examples are used to co-create a "Math in Life" exhibition or digital booklet.

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Key Teacher Roles in Implementation

To ensure success, teachers act as:

Facilitators

Framing open questions and moderating input.

Curators

Organising and validating contributions.

Guides

Aligning student-generated ideas with curriculum goals.

Reflective practitioners

Encouraging feedback and improvement.

Tip: Success depends on balance—allowing student autonomy whilst maintaining pedagogical direction.

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Reflection and Evaluation

Reflection questions for teachers:

- Which scenario could best fit your subject area and students' profiles?
- How can you adapt the steps to your available time and digital tools?
- What competencies will your students strengthen through crowdsourcing activities?

Evaluation recommendation:

Encourage teachers to document each crowdsourcing project (objectives, steps, results) and reflect on:

- Student engagement
- Quality of collaboration
- Relevance of outcomes to learning goals

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You have completed
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