Source: MIT Sloan Review

Evaluating Crowdsourcing Open Calls

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Measures of evaluation

➢Feasibility

➢Acceptability

➢Context

➢Effectiveness

➢Cost effectiveness

➢Social Innovation M&E

https://apo.who.int/publications/i/item/social-innovation-in-health-monitoring-and-evaluation-framework

Feasibility

- # of times the websites were opened
- #of submissions
- # of high-quality submissions (mean score≥7)
- Diverse of the participants (age, gender, background, country/region)
- Feasibility of the submissions for implementation

Acceptability

1

Acceptability of the contest: How people think about the contest; how willing they want to contribute?

Feedback from the group, especially during in-person events

2

Acceptability of the top submissions:

Through p**ost crowdsourcing contest survey**;

Through crowd judging

Example: "PrEP Ready Go" in Thai

During the crowd judging period (June 1- June 20, 2018), our single 'Crowd judging post' was able to 'reach' 22,779 people, meaning that 22,779 people have had this post enter their screen. The crowd also 'engaged' with our post via 'Like', 'Click', 'Share' and 'view' 9085 times. In addition, the audience watched the four crowdsourced PrEP promotion videos for 5600 time during this 20-day period.

# Context analysis (Main themes generated from the submissions)

- Score distribution
- Challenges, goals, and solutions proposed by each of the submissions to the open call.
- Implementation ideas
- Community engagement plans

Table 3. Summary of Themes Emerging From Open Call Submissions in Terms of Challenges to Safety and Well-being During COVID-19, Submission Goals, and Examples of Proposed Solutions

Challenges identified in submissions	Submission goals	Examples of proposed solutions
Safety concerns related to the risk of COVID-19 infection	To promote medical or physical health strategies to contain the spread of COVID-19	Disseminating protective gear and/or sanitation supplies (eg, masks, gloves, and hand sanitizer); contact tracing; daily case updates; temperature checks; enforcing safety rules (eg, face covering requirements and social distancing); and changing factors that lead to behavioral change, such as increasing awareness of health risks, changing social norms of face covering, and adding reminders (eg, posters or stickers) of healthy practices to the environment.
Limited student development in the mode of remote learning	To optimize the remote learning experience for student development	Expanding access to remote learning resources, providing virtual mentorship or career development training, using virtual reality- or game-based techniques in online teaching, and organizing virtual student activities or social events.
A lack of mental health support and escalation of COVID-related distress	To provide mental health support	Virtual social events, online support groups, and allowing family members to visit students in a safe space that follows the COVID-19 protection rules (eg, face covering and plastic shield between visitors and students).
The negative impact of racism and inequities on campus and/or in the university system on health and safety during the pandemic	To address health equity across different groups	Programs to ensure equal access to protective gear, offering food stamps or healthy meals to individuals having food insecurity, work safety and pay increase for low-income workers, and raising the awareness of racial/ethnic disparities in health.
Reduced operation of public transportation	To ensure equal access to safe transportation	Increasing affordable on-campus parking, expanding bus services to lower passenger load on a single vehicle, setting up a bus seat sign-up system, and operating direct bus routes between student dorms and grocery stores.

Day et al, JAMA network open, 2021

Effectiveness

- Quasi-experimental study
- Randomized controlled trial (individual/cluster)
- Main outcome: behavior change
- Need a comparation group
- Costing, time consuming

Tang et al, PLOS Medicine, 2018
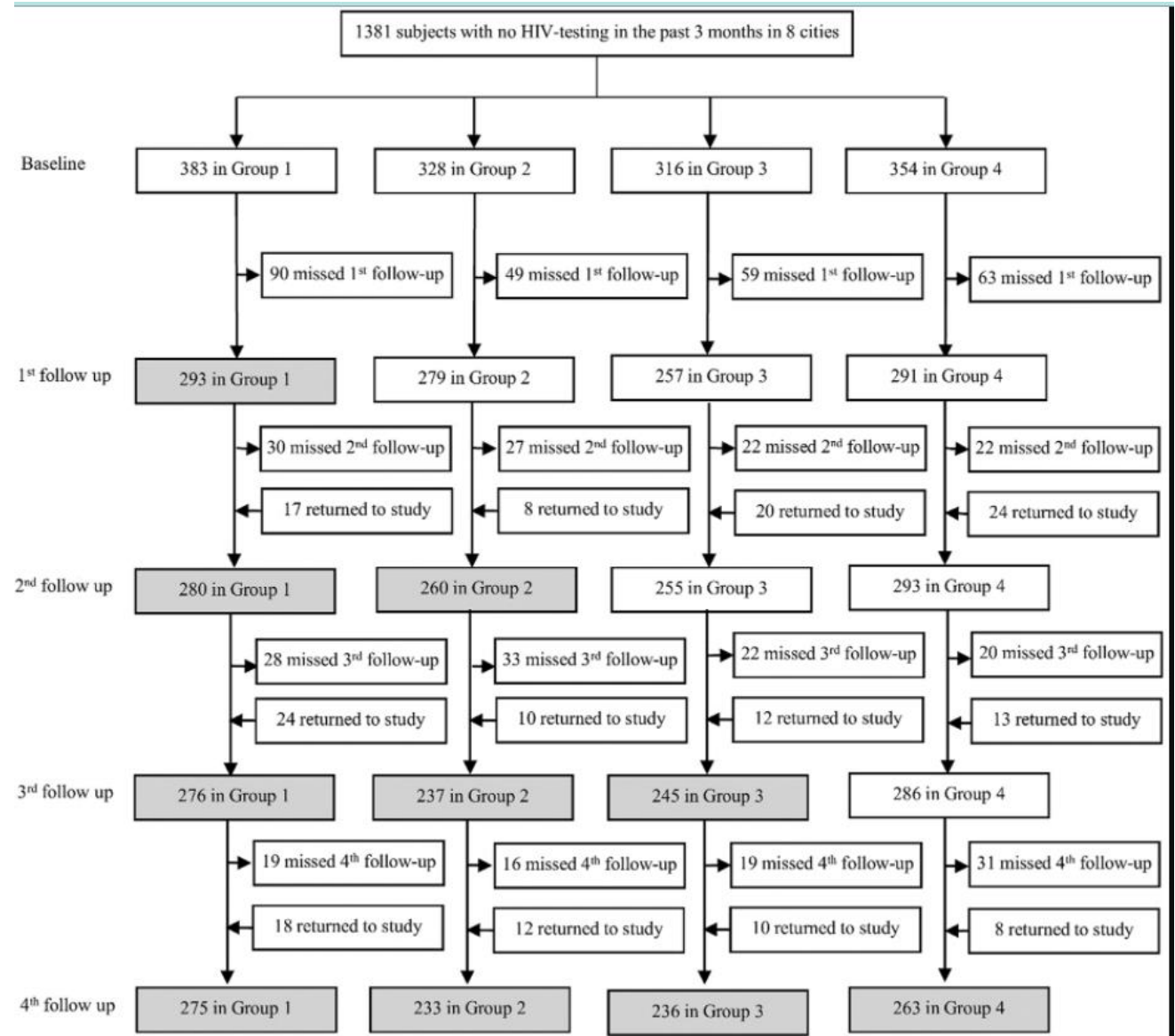
Cost-
effectiveness
analysis

GO HOPE！！！｜