**When to use Slido Features**

**Elizabeth Koltz, EdM and Ronald Silvis EdD**

| **Slido Function** | **What** | **When to Use** | **Examples of How** |
| --- | --- | --- | --- |
| **POLLING**  <https://www.youtube.com/watch?v=dtD0u0LKHx4&t=4s> | A good way to check if students have understood a section of content is to ask questions after each section. This is also a way to keep them engaged. Polling allows for students to respond anonymously and can be used in large groups of students. There are two types of polling in Slido - Multiple Choice & Open/Free text | A quick check for understanding content, either for pre-work or in class after a section of content. |  |
|  | **MULTIPLE CHOICE QUESTIONS** | Large Group Active Learning. Introduce the session by reviewing what the students learned in the pre-work with several MCQ’s.  After teaching a major concept, you can ask a question or two that allows a check of complex concepts and/or application with a problem or case. | * In the beginning of a session, ask a few questions (3-5) regarding the pre-work content. This will help you gauge what the students know and don’t know and help you determine where to focus a review of content. * Multiple choice is good for recognition of answers and helps with recall for new content. * Use a clinical vignette or case to apply the new content, and help students get familiar with the concepts and reinforce and practice new concepts. |
|  | **Open/Free Text** | Open text is good for demonstrating comprehension of concepts and having to come up with the answers on their own.  In a large group active session, use this in breakout groups to get students to submit their answers to the larger group in the debrief.  Used best in smaller groups, as groups that are very large, the text will scroll by quickly. | * In large groups, debriefing small groups after breakouts - small group answers to questions. * Have students enter these into the open text fields, during the small groups, then present out in debrief. * Can also be used as a jigsaw activity where each student provides an answer to one piece of a larger puzzle and then in the debrief everyone contributes to make the larger picture revealed.   Students can also pose questions during the breakouts using this or the Q&A feature.   * Students can submit answers in the groups and send in as an assignment. * In small groups, have students use this to ask questions regarding both the activity they are working on, or on particular concepts they are learning. |
| Word Cloud  Text  Description automatically generated | This  A way to display all students’ accumulated responses of a word or phrase where the size of the word displayed on the screen is largest when more students have responded with that word. | Word clouds are great to engage students initially in a topic or content and can help with the framing discussion about the content. It is an engaging technique that helps motivate students to participate.  It is a fun way for the group to see how many of the students had the same word. This helps both you and the students understand what they know and draws them into the discussion.  Use as an alternative to Open/Free Text when you are asking for a single Word or simple Phrase and want to see all responses on the same screen. (contributed by Tony Payne, PhD)  For Pre/Post Learning | Introduce a new topic or concept by asking the students what is the first word that comes to mind when they hear… or ask them a question related to the topic.  This can be used in TBL to show all of the answers from each group on one screen.  It can also be used to see one word or simple phrase responses from each group by identifying the group number and then the response.  Ask the students initially - what is first word that comes to mind on a pre-work topic they did. Come back to these at end of the session or section of content to show that learning has happened - words should be different second time. |
| Q&A Feature  <https://youtu.be/1oRDLw_ztsc> | The Q&A feature can be set up at any time that the faculty want students to be able to ask questions. This can be during a session – like in a chat – or at the end of a section or session.  Additional element of the Q&A feature is that students can give a thumbs up to those questions that they also have as the same question. The question that has the highest number of thumbs up will move to the top of the question list. Thereby letting the faculty know which questions to answer first. | Use this feature to assess what questions students have on a particularly difficult concept being taught.  . | * As part of prework, ask the students to write their questions. At the start of the class you can ask students to share the questions they had on the prework. This will allow you and the students to see the types of challenges they have and help determine if there are many students that have the same questions with the content. * In working in small groups when students have questions, they can add them to the Q&A and faculty can address these at the time. You can have students prepare the questions ahead of time for the debrief/wrap-up in the main session. * Have an end of session Q&A at the end of a session or series of sessions. |
| Quiz Feature  <https://youtu.be/iR2I_nKqecY> | The quiz feature gives you the ability to set up a quiz to run live in a session or can be activated online to run at a determined time that students can complete and submit on their own. Correct answers are identified in the set up so that students can see how they did. | Can set up quizzes in Slido whenever quizzes are needed.  Images can be inserted into a quiz question, however, there is a word limit to the length of the quiz. | After key LGAL pre-work assignments, ask a few questions to test the students’ knowledge. You can review the answers to help guide the content you will focus on based on the number of answers the students got wrong. |