DIGITAL SOCIAL IMPACT

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www.digitalsocialimpact.eu

Empathy Map Canvas

Description

EMPATHY MAP CANVAS

Empathy is the human ability to identify and understand another person’s situation, including the emotions that they are experiencing. As the name suggests, an empathy map is a tool that can help you build empathy with your end users. In the context of Digital Social Impact course design, it can be used to define social impact problems for individuals and communities and better understand their pains.

Course Configurator > Step 1: Design

Best used for

Finding local social impact challenges to solve

Time to introduce this activity in lecture / Time to run this activity

15 min / 30 min

In the context of Digital Social Impact courses and learning activities

Potential tool for lecturers to figure out possible areas to tackle with students

Main Target Group

Lectures, Students and Local Communities

Potential tools for digitising this activity

Breakout rooms in Teams, Zoom, with a Miro/Mural board, Gather town

Additional Resources

Xplane Empathy Map Canvas Guidelines

Empathy Map Canvas on Mural

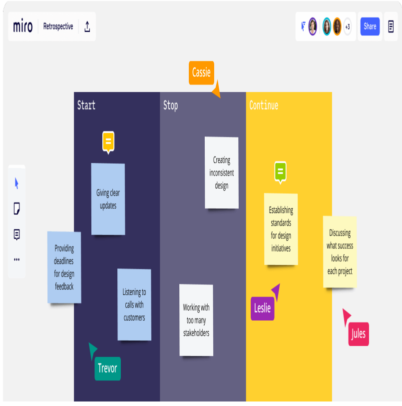
Step by Step

1 Start with the GOAL section, by defining WHO will be the subject of the Empathy Map and a goal: something they need to DO. This should be framed in terms of an observable behavior.

2 Once you have clarified the goal, work your way clockwise around the canvas, until you have covered Seeing, Saying, Doing, and Hearing. The reason for this is that the process of focusing on observable phenomena (Things that they see, say, do and hear) is like walking a mile in their shoes. It gives us a chance to imagine what their experience might be like, to give us a sense of what it "feels like to be them."

3 Only AFTER you have made the circuit of outside elements do you focus on what's going on inside their head. The large head in the center is one of the most important aspects of the map's design.

4 As you/your students learn more about the who you are empathising with i.e. the beneficiaries of the digital social impact course, revisit your empathy map canvas and update it with your new learnings and insights. It is a powerful tool to use in the design phase which can be used across Delivery and Reflection too.



Miro

Description

Miro

Tool Details

[Course Configurator](#) > [Step 1: Design](#)

Tool Name

Miro

URL

www.miro.com

Tool Description

Miro is a tool that blends aspects of several different categories of software into one. It’s part diagramming and flowchart software and part presentation app. It’s also part mind mapping and video conferencing too! It’s benefit as a Digital Social Impact course planning tool is that everything about it is collaborative, making it a great tool for co-creating your Digital Social Impact Course. You can use it to draw an idea or create a slideshow, either by yourself or with others editing simultaneously.

Like the sounds of this tool? Click to add it to your personal Digital Social Impact Course Configurator.

Google Drive

Description

Google Drive

Tool Details

Course Configurator > Step 1: Design

Tool Name

Google Drive

URL

www.drive.google.com

Tool Description

Google Drive is a file storage and synchronization service developed by Google. Google Drive allows users to store files in the cloud (on Google's servers), synchronize files across devices, and share files. Google Drive offers users 15 GB of free storage.

Qualtitative Interview

Description

Qualitative Interview

The qualitative interview's goal and strength is to find the essence of acknowledged and unacknowledged needs and wishes in different situations and life stages. As such, it is a crucial starting point for innovation, particularly user-driven innovation.

Course Configurator > Step 2: Deliver

Best used for

Analysis

Time to introduce this activity in lecture / Time to run this activity

45 min / several days

In the context of Digital Social Impact courses and learning activities

Interviewing is an essential technique to gather primary data in any environment. In social impact it might play an even bigger role as in other contexts, as it is even more important to really understand the challenges faced by society and interviews with affected groups are a great way for this

Main Target Group

Students with potential users

Potential tools for digitising this activity

Video call – Teams, Zoom

Additional Resources

Qualitative Interview approach as profiled by University of Copenhagen

Step by Step

1 **Before the Interview.** Students should consider who their users/informants are and the language that should be used. The relevance and context is crucial for the method and therefore, the choice of informant/s is important

Advise students that they should do only interview with one person at a time and ensure that the informant is not distracted, by their telephone, etc.. Record the interview with a recording device to ensure that you get everything documented
Students should allow plenty of time for the interview. They shouldn't expect any real substance to come out of the first 10 minutes of the interview.
Establishing trust and creating a comfortable atmosphere so the informant feels safe is important.

2 **During the Interview.** Students should begin the interview by 'Please describe…' or 'Please tell me something about…'. Remind them that the informant is the expert and that they are the ones being taught. The shorter the questions and the longer the answers, the better the interview.

Students ought to begin with the overall subject area, as opposed to a specific product or situation. They are fishing for information on how the informant behaves – her habits, what her daily life is like.
Advise them to ask W-questions. Who, what, how, why, where and when. Constantly use what your informant is saying as an opportunity for deeper questioning. Take breaks. Allow some time for informant afterthought as it can stimulate interesting reflections.
Students can use various tools under the interview. For example, let the informant write or draw the most important points. This is particularly useful for finding out what the informant finds most important (often times, this is not the same as what you hear).

3 **After the Interview.** Students should listen to the interview with their notes in front of them. And work to identify new ideas and situations.

Persona

Description

Persona

The persona is a widely used tool in design thinking that helps you to create an exemplary user type for your product/service or social impact solution.

Course Configurator > Step 2: Deliver

Best used for

Ideation, also for Developing Marketing Campaigns

Time to introduce this activity in lecture / Time to run this activity

5-10 min / 1 h

In the context of Digital Social Impact courses and learning activities

This persona activity allows students to define concrete characteristics and behaviors and thus better understand the persona/s they are designing solutions for.

Main Target Group

Students

Potential tools for digitising this activity

Powerpoint, Word, Excel

Additional Resources

Persona approach as profiled by FH Münster

Step by Step

1 At the beginning, think about who the target group(s) of your project is/are. For each of your target groups, create a fictitious user type (=persona) that represents your specific target group. Depending on the number of target groups, this can be one or more personas. You should create a corresponding number of templates in which the most important characteristics of your persona are recorded.

2 Give your persona a fictitious name and represent it with a photo. Collect qualitative and/or quantitative data from your specific target audience. Depending on the complexity of the data collection, the time required for the method varies considerably. You should use both primary and secondary data.

3 Describe your persona together as a team. Start with demographic facts, such as age, occupation, marital status, and place of residence.

4 Gather more information about your persona. What is their environment like? Where does your persona spend a lot of time? What influences them? What media does your persona use? What wishes and fears does she or he have? Depending on the relevance for your project, you can add further attributes.

5 Finally, define what you do not yet know about your persona and distribute these research tasks among your project participants.

6 Always refer to your persona when making decisions in the project. Is your project aligned with your persona and are their needs being met? Continually update your persona in the project as you gather new information.

Pitch Presentation

Description

Pitch Presentation

Pitching is a structured and effective way to communicate ideas, concepts and projects. It is well suited to student presentations.

Course Configurator > Step 2: Deliver

Best used for

Presentation of proposed ideas/solutions. Can work well when made into a competition.

Time to introduce this activity in lecture / Time to run this activity

15 min / 1 h

In the context of Digital Social Impact courses and learning activities

Pitching an idea is important in every field, but maybe even more so in social impact where the target groups can be very different from the audiences students are usually confronted with.

Main Target Group

Students, if used in competition setting, panel of judges will be required.

Potential tools for digitising this activity

Powerpoint can be a useful visual aid for pitch presentations. Pitches can also be recorded in video format.

Additional Resources

NABC Pitch approach as profiled by the University of Copenhagen

Tips to improve Student Pitches

Step by Step

1 The pitch might begin with a short introduction that catches the audience's interest. This could for example be a short story, a description of a situation in which the product is used, a user quote or something else. The purpose of the introduction is to capture and hold the audience's attention.

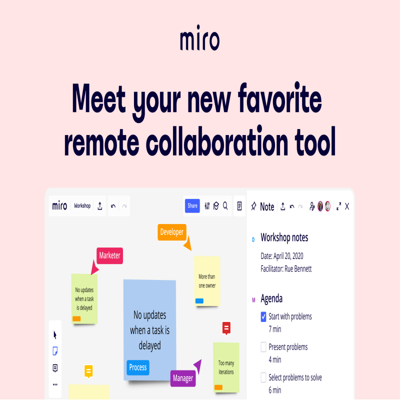
2 After the intro, students should present their research and findings on NABC which stands for Need, Approach, Benefit and Competition.

N: Who needs the solution? Do they know their own needs? How do they describe their needs? How do I understand their needs? How big are their needs?
A: What is my solution based on? What is specific about my solution? In what way does it meet the users' needs? Why are you the right one to provide the solution?
B: What concrete advantages does your solution provide? In answering this, the students need to be as concrete and quantitative as possible. What impact will the solution have on the user?
C: Who are your competitors? Do the users know your competitors? What are the alternatives to your solution (what the user normally does)? Why is your solution better than the alternatives?

3

It is important that the pitch focuses on the need and value for the users rather than the description of the actual solution.

The pitch ends with the students telling about what results implementing their solution would provide, or describing what needs to be done in order to implement the solution.



Miro

Description

Miro

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Miro

URL

www.miro.com

Tool Description

Miro is the online collaborative whiteboard that enables teams to work effectively together, from brainstorming with digital sticky notes to planning and managing agile workflows.

With Miro, you can use video chat, presentation, sharing, and many other features. Students can use it in their projects to create concepts, map user stories or customer journeys, conduct roadmap planning easily etc.

Outcomes Harvesting

Description

OUTCOMES HARVESTING

Outcome Harvesting collects (“harvests”) evidence of what has changed (“outcomes”) and, then, working backwards, determines whether and how an intervention has contributed to these changes.

Course Configurator > Step 3: Reflect

Best used for

Reflecting on Impact and project implementation

In the context of Digital Social Impact courses and learning activities

Outcome Harvesting has proven to be especially useful in complex situations when it is not possible to define concretely most of what an intervention aims to achieve. This makes it especially relevant in the context of Digital Social Impact courses, projects and initiatives where it can be hard to anticipates the full extent of the social impact until the reflection phase.

Outcome Harvesting does not measure progress towards predetermined objectives or outcomes, but rather, collects evidence of what has changed and, then, working backwards, determines whether and how an intervention contributed to these changes. The outcome(s) can be positive or negative, intended or unintended, direct or indirect, but the connection between the intervention and the outcomes should be plausible.

Main Target Group

Students with facilitator/outcomes harvester

Potential tools for digitising this activity

Additional Resources

Outcomes Harvesting as profiled by the Better Evaluations

Step by Step

1 **Design the Outcome Harvest**: The first step is to agree what information is to be collected and from whom. At a minimum, this involves obtaining information about the changes in social actors and how the intervention influenced them.

2 **Review documentation and draft outcome descriptions.** Review reports and project work documents etc. to identify potential outcomes (i.e., changes in individuals, groups, communities, organisations or institutions) and what the intervention did to contribute to them.

3 **Formulate outcome descriptions.** Engage directly with all stakeholders involved to review the outcome descriptions based on the document review, and to identify and formulate additional outcomes.

4 **Substantiate**: Review the final outcomes and select those to be verified in order to increase the accuracy and credibility of the findings. Obtain the views of one or more individuals who are independent of the intervention (third party) but knowledgeable about one or more of the outcomes and the student's contribution.

5 **Analyse and interpret**: Classify all outcomes, often in consultation with the stakeholders. The classifications may be related to the objectives and strategies of either the implementer of the intervention (i.e. students) or other stakeholders, such as the social partners.

6 **Support use of findings**: Propose issues for discussion grounded in the evidence-based answers to the harvesting questions. Facilitate further discussions with social partners, which may include how they can make use of the findings.