DIGITAL SOCIAL IMPACT

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www.digitalsocialimpact.eu

Five Whys

Description

Five Whys

The five whys method can be used to either locate the basic grounds for a problem or to find the different reasons for the same problem.

Course Configurator > Step 1: Design

Best used for

Problem solving/brainstorming. Root Cause Analysis. Idea/solution validation.

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

15-15 min / 30 min

In the context of Digital Social Impact courses and learning activities

The initial challenge proposed by the partner or seen by the users can be a symptom to a deeper issue. It helps to try to get really to the root cause. For this, the Five Whys are a proven method.

Main Target Group

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Students with partner / users

Potential tools for digitising this activity

Could be down via an online call/breakout rooms

Additional Resources

Five Whys Activity approach as profiled by the University of Copenhagen

Learn more about Five Whys Activity approach from

Step by Step – Two ways to use the five whys

1 In the first version, the intention behind the Five Whys is to find underlying reasons. Ask: “Why did this problem occur?” When you have an answer, then ask: “Why is this the case” and repeat the procedure until you have asked ‘Why’ five times. The answer to the fifth ‘why’ is probably the underlying reason. The following example is commonly given to discover the root cause of a car that will not start. So, “The Car Will Not Start” is the initial problem, which is written at the top. From there, the person using the 5 whys would ask these types of questions:

Why Won’t the Car Start? – Answer: The battery is dead
Why is the Battery Dead? – Answer: The alternator is not working properly
Why isn’t the alternator working? – Answer: The serpentine belt has broken
Why did the serpentine belt break? – Answer: It was not replaced when worn
Why wasn’t it replaced? – Answer: The owner did not follow the recommended service schedule

2 In the second version, one also asks the question ‘Why’ five times, but this time, you are looking for varying reasons to a problem.

Problem: We have a loss in profits – why?
Because too few customers visit our shop – why?
Because a competitor has opened a shop down the road – why?
Because we have stopped advertising – why?
Because we don’t have enough staff to provide good service – why?
Because our selection is too narrow.

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World Cafe

Description

World Cafe

The World Café is a flexible and creative activity best done in transdisciplinary small groups which leads to an intensive and open dialogue between the participants. Problems and questions are discussed, views based on different structural backgrounds and logic understood, and proposals for solutions developed.

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

30 min / 1 – 2 h

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

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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

Science-to-Business Marketing Research Centre – FH Münster

Toolbox of smart participatory methods

Step by Step

1 First, create a pleasant atmosphere for the participants (e.g. with coffee and cookies) and cover each table (ideally a round one) with a tablecloth that can be written on (prepare this beforehand out of paper tablecloths or wallpaper remnants).

2 Assign participants to small groups (3-5 people) to sit together at a table. Each table can discuss a different theme, e.g. health, education, mobility.

3 In the small groups, the participants discuss the corresponding topic along a predefined question (+/- 20 minutes). The main points of the discussion should be recorded directly in writing or graphically on the tablecloth. There are several rounds of discussion, usually according to the number of different questions, e.g.: What are the problems? What ideas are in the room? Which stakeholders are involved?

4 After each round, participants move to any other table. A previously selected participant remains at the table as “host” to briefly summarize the previous discussions to the new participants.

5 In the second round of discussion, the recorded points of the previous discussion should be used to link them to the new round of discussion. There is also the possibility to collect completely new ideas. This process is repeated until each participant has visited all tables or the last question for discussion has been asked.

6 After the last round, the results and findings are presented to all participants by the hosts of the tables, who are the only ones who have followed all the discussions on the respective topic.

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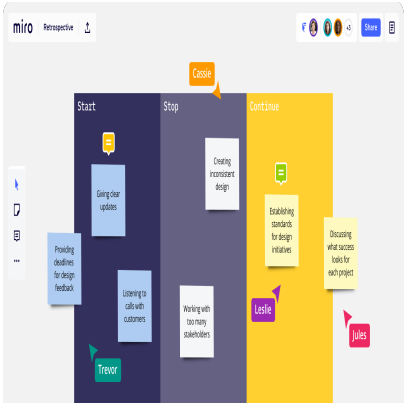

Miro

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.

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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.

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Classic Brainstorm

Description

Brainstorming

Brainstorming is a classic idea generation technique and remains one of the most rapid and rewarding methods of generating lots of ideas within groups.

Course Configurator > Step 2: Deliver

Best used for

Ideation. Root Cause Analysis. Idea/solution validation.

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

Brainstorming can be used throughout the entire development of digital social impact course development/implementation, but is particularly relevant at the beginning of a project, when students are researching their project challenge.

Main Target Group

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Students with partner / users

Potential tools for digitising this activity

Could be done via Mural, Padlet or Jamboard

Additional Resources

Classic Brainstorm approach as profiled by the University of Copenhagen

Collaborative Brainstorming with Padlet

Step by Step

1 In groups, have the students formulate their problem or project goal as a phrase starting with **“How might we …”,** e.g.: “How might we improve the fundraising opportunities for this charity?”

2

Then present the brainstorming rules (Source: D.school, Stanford University):

Defer Judgement – Don’t judge your own ideas or those of others
Go for volume – 100 better than 10
One conversation at a time – focus
Encourage wild ideas – the crazier the better
Build on the ideas of others – leverage perspectives
Stay on topic – stick to the “how” problem
Be visual – communicate your ideas for teammates by sketching

3 Students should now begin by jotting ideas down on Post-its either in person or digitally via a tool like Padlet for example. Provide a time limit (5 minutes, for example), so they don’t over sensor themselves.

4 Repeat the brainstorming round a few times, but with a maximum of 45 minutes in total.

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Changeboards

Description

Changeboards

Changeboards is a visualisation tool that can be used to support and structure the development, evaluation and communication of social impact projects.

Course Configurator > Step 2: Deliver

Best used for

Ideation and validation.

In the context of Digital Social Impact courses and learning activities

Getting new insights into the challenge from different perspectives can help the students get another take and feeling for their project

Main Target Group

Students.

Potential tools for digitising this activity

Could be down via an online call/breakout rooms

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Additional Resources

Learn more about Changeboards Activity approach from the University of Copenhagen

Step by Step

1 Getting started. changeboard idea. Changeboards typically visualises six user scenarios that, when combined, create the change scenario of the concept. In order to create Changeboards please answer the following questions:

Target group: Who is the target group (users) and what characterises them?
Need: What does the target group need solved? Why is it important for this group to have it solved? What is the purpose of the concept?
Solution: How does the concept solve the problem of the target group? What is the concept's core experience? Why is the concept's core experience relevant for the target group?
Benefits for the target group: What are the particular benefits for the target group (users)? Why is the target group interested in your particular concept? Does the target group have a reason to return to your concept?
Benefits for customers: What are the particular benefits for the client/customer? Why is your concept better than other similar concepts?

2 For the students to satisfactorily answer the above questions they need to work visually with storytelling scenarios, because the visualisations can reveal the atmosphere, challenges and beliefs much more clearly than words. Please use the template in the column to the right on this page.

1. Scenario – visualise the target group as a typical user.
2. Scenario – visualise the user's need.
3. Scenario – visualise a solution that suits the need.
4. Scenario – visualise the user's use of the solution.
5. Scenario – visualise how the user benefits from the solution.
6. Scenario – visualise the significant changes and consequences that the solution has on the user's daily life.

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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.

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Zoom

Description

Zoom

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Zoom

URL

www.zoom.com

Tool Description

Zoom is now a well known video conferencing/meeting system which offers the possibility to create small groups during a video conference/meeting (breakout rooms). Zoom and other video conferencing tools like (Microsoft Teams and Google Meet) can meet a wide range of communication needs when it comes to Digital Social Impact projects. Educators can use it to deliver traning sessions to students, students can use it for internal communication in their digital social impact project teams, educators and students can use it to communicate with and virtually visit their social engagement partners.

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Here, there, everywhere

Description

Here, there, everywhere

Here, There, Everywhere emerged so that workshop participants might detail – sometimes in front of the room, sometimes just to themselves – how they will change their behaviour in the future.

Course Configurator > Step 3: Deliver

Best used for

Sustained social impact, student reflection

In the context of Digital Social Impact courses and learning activities

The reflection phase is a time for making decisions and commitments as a team, or identifying next steps and action items. It also provides an opportunity to reflect on what just happened and find meaning in personal development.

Main Target Group

Students, individually or in groups.

Potential tools for digitising this activity

Yes the Here, There, Everywhere columns could be recreated as a collaborative or individual exercise

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on Mural, Miro or Padlet etc.

Additional Resources

Learn more about Here, there, everywhere from Gamestorming

Step by Step

1 Begin by telling your particpiants you're going to take a moment to reflect and crystalize a learning from the material you just covered.

2 Ask them to take a moment to go back and review whatever that material is, so that the content is once again fresh.

3 After the review, have each participant then capture the following, one per post-it note:

1. **Here** something in our time together that caught your attention, piqued your curiosity or, at the very least, you noticed. It might be a game, a comment from a fellow participant, a concept, a visual framework, etc…
2. **There** how you might take that specific example and implement it at work or in your personal life. Bring in as much detail as you can to make for easy implementation; imagine your future self doing it and the outcome it generates.
3. **Everywhere** would be a generalized interpretation of this thing that would allow for more universal application – an underlying principle absent context

4 **Optional**: Break participants into small groups to discuss their reflections. After the breakout, ask the group to share their reflections.

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UCD Impact Canvas

Description

UCD Impact Canvas

The UCD Impact Planning Canvas is a tool to break down and explore impact across a range of project (research) components.

Course Configurator > Step 3: Reflect

Best used for

Planning/Reflecting on Impact

In the context of Digital Social Impact courses and learning activities

It can help with many aspects of impact planning such as identifying collaborators. It can also be used to reflect on completed projects, helping you identify impacts that may have already occurred.

Main Target Group

Students

Potential tools for digitising this activity

The best way to fill it in is to use post-it notes, either physically or using an online whiteboard system, like Miro or Google Jamboard. This allows students to think flexibly, and makes it easier to adapt their

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responses as they work through the different sections.

Additional Resources

UCD Impact Canvas approach as profiled by UCD

Step by Step

1 Watch this video which provides step-by-step of how and why to use the UCD Impact Canvas.

https://www.youtube.com/watch?v=5yKPj-8jCiU

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Flipgrid

Description

Flipgrid

Tool Details

Course Configurator > Step 3: Reflect

Tool Name

Flipgrid

URL

www.info.flip.com

Tool Description

Flipgrid can be used as a video diary where students record their thoughts on a subject and try to understand what they know, think, or need going further. If these videos are made public for the class, they could foster meaningful conversations based on growth mindset comments. This way, learners analyze themselves and learn by adding peers' input. (Source)

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