DIGITAL SOCIAL IMPACT

Digital Social Impact is mindful of the environmental impact of our work. We ask you to consider not printing this document.
www.digitalsocialimpact.eu

Engaged Research: Planning for Impact Framework

Description

PLANNING FOR IMPACT FRAMEWORK

The following Framework aims to inspire and support researchers and innovators to maximise their impact.

Course Configurator > Step 1: Design

Best used for

Planning Impact, particularly with regard to engaged research

In the context of Digital Social Impact courses and learning activities

It aims to inspire and support researchers and innovators to maximise their impact.

Main Target Group

Researchers but also students/others at HEI involved in outreach work/projects

Potential tools for digitising this activity

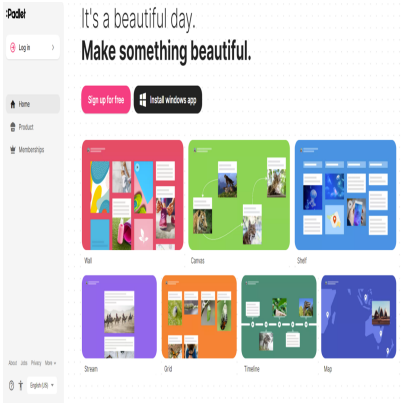
Resource can be accessed online

Additional Resources

Access and Download the Engaged Research Planning for Impact Framework

About this Resource

Engaged research describes a wide range of research approaches and methodologies that share a common interest in collaboration with
societal partners. Engaged research aims to improve, understand, or investigate an issue of public interest or concern, including societal
challenges and sustainable development goals. It is advanced with societal partners rather than for them.



Padlet

Description

Padlet

Tool Details

Course Configurator > Step 1: Design

Tool Name

Padlet

URL

www.padlet.com

Tool Description

Padlet has taken the idea of the notice board and made it digital. Unlike a physical notice board, Padlets can be populated with rich media, including words and images as well as videos and links too. Everything can be kept private, made public, or shared with a specific group.

Check In – Check Out

Description

Check In – Check Out

This is a simple exercise for maintaining a good team dynamic

Course Configurator > Step 2: Deliver

Best used for

Team Management.

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

15 min each / 15 min each

In the context of Digital Social Impact courses and learning activities

Creating social impact often requires a group of students who know and trust each other. Especially at the start of a project but also throughout the delivery phase, a newly formed student group needs to develop trust and should stay up to date about the current situations of each team member as far as it influences the project's meetings and goals.

Main Target Group

Students

Potential tools for digitising this activity

Group Videocall

Additional Resources

Check In – Check Out Activity approach as profiled by the University of Copenhagen

Step by Step

1

Check in (15 min)

Check in should take place early in the day.

All participants of the process are sat by their work station and ask each other the following question: “What are your expectations of this day/process?” and/or “How have you been since we last met up?”
Afterwards each participant “checks in” by telling briefly about their expectations of the day and how they are feeling otherwise. For instance it might have been a stressful morning, someone might be going through a busy time at his or her part time job or something else might have affected one’s contribution to the group-work.

2

Check out (15 min)

Check out takes place late in the day.

All participants in the process are sat by their work station and ask each other the following question: “What will you take with you from today, what did you get out of participating, what has been especially good?”
Afterwards participants check out by briefly talking about what they will take with them from today’s work. It may be an idea to take 2 minutes to reflect on the day before checking out.

3 The exercise “Check In – Check Out” is a simple exercise that needs to be repeated every day or every time the group members meet up. If the group has a facilitator it could for instance be her responsibility to begin the exercise, otherwise the group will have to select another person to ensure the exercise is carried out.

Prototyping

Description

Prototyping

Prototypes are used to make the selected ideas tangible and experienceable at an early stage. Here, the product/service is created with simple materials to test a function or an experience.

Course Configurator > Step 2: Deliver

Best used for

Getting feedback from customer/social impact partner

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

10-15 min / 1 h – several days

In the context of Digital Social Impact courses and learning activities

To get feedback from potential users, students can create a prototype of their potential social impact product/solution

Main Target Group

Students

Potential tools for digitising this activity

Powerpoint, Paint, Photoshop, Figma etc.

Additional Resources

Prototyping approach as profiled by FH Münster

Step by Step

1 First, students ask themselves what insights you want to gain from creating your prototype. This should be your focus.

2 Students should create a rough draft of their prototype on paper. Think about how they want their prototype to be tested by users or how they want to receive feedback.

3

Now, students should design an actual prototype based on the information gathered from the quick draft. This is a small working model of the required system. It does not have to be, or should not be, a perfect product. You can try different types of prototyping e.g.

a. Rough drawing on paper

b. Full size drawing

c. Digital prototype using an online tool

d. 3D prototype etc.

4

During the prototyping process students should keep the following principles in mind:

a. Fail often and early: Fast and iterative cycles allow difficulties to be identified early.

b. Fail forward: Accept failures as part of the process. Thus, to fail is to learn quickly.

c. Make it tangible: Develop your prototype as tangible as possible.

d. Test with customers and users: Test your prototype with your target group. Validation by users should be done as early as possible to learn as quickly as possible. Use the insights gained for your next prototype.

Usability Test

Description

Usability Test

The usability test originated in software development and is now increasingly used in design thinking. In this test, the usability of software or hardware is tested by potential users.

Course Configurator > Step 2: Deliver

Best used for

Testing hypotheses

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

15 – 30 min / several days

In the context of Digital Social Impact courses and learning activities

With a potential prototype the students can test their solution in a usability test with previously defined hyptheses

Main Target Group

Students

Potential tools for digitising this activity

Depends on product

Additional Resources

Usability Test approach as profiled by FH Münster

Step by Step

1 **Preparation phase**: Create a concept describing what you intend to do, what it is about, what your goal is, what you want to find out and what your test object is, e.g. website, app, product.

2 Furthermore, you should determine the location where the test will be conducted. Should it be done remotely or in person? (See the setup on the right for a remote execution.) Define the different roles needed, e.g. test leader, observer, etc.

3 Recruit the test subjects. In order to detect at least 85% of the defects of a prototype, at least 5 test persons should be recruited. They should be similar to the user. Define exact test scenarios. Which tasks should the test persons perform on the prototype? As many different use cases as possible should be tested. Make sure that you have all the necessary materials for the application test. It is best to conduct a pilot test with another project manager.

4 **Implementation phase:** In this phase you start with the welcome of the test person. Explain the process and the tasks of the test scenarios to the test person. Then carry out the tests. While the probands are performing the test, have them share their thoughts. This method is called the think-aloud method. In parallel, the observers should accurately document the performance.

5 **Follow-up phase**: Evaluate the documentation and findings (video, audio and notes) and present the results to the team. Use these results to optimize the user-friendliness of the website, product, or app.

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.

Theory of Change

Description

Theory of Change

Theory of change is the **continuous process of reflection** to explore change, how it happens, and the importance of changes in a particular environment, sector, and group of people.

Course Configurator > Step 3: Reflect

Best used for

Change/Impact planning, also Change/Impact Reflection

In the context of Digital Social Impact courses and learning activities

A theory of change is often developed during the planning stage but can also be useful for monitoring and evaluation. A good theory of change can help to: develop better Key Evaluation Questions, identify key indicators for monitoring, identify gaps in available data, prioritize additional data collection, and provide a structure for data analysis and reporting.

Depending on the timing, a theory of change can be used to anticipate what will happen, and establish data collection processes to track changes going forward, or used to make sense of what has happened and the data that have already been collected.

A theory of change can provide a framework for a “performance story” – a coherent narrative abouthow the intervention makes particular contributions. This can be useful for communicating about the intervention to potential partners, participants and policymakers, and for also providing a consistent point of reference for those involved in implementing and managing it.

Main Target Group

Educators/Digital Social Impact Course or Project Facilitators

Potential tools for digitising this activity

Can be done online via tools like Miro

Additional Resources

Theory of Change as profiled by the Evaluation Hub NZ

Theory of Change as profiled by the Better Evaluations

Miro Template for Theory of Change

Prezi Results Chain Theory of Change Template

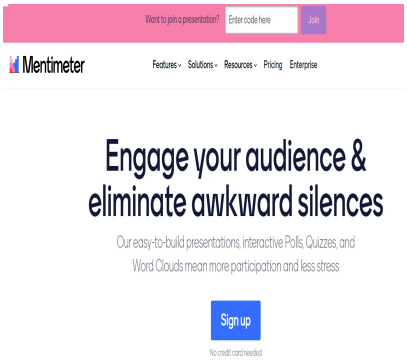
Step by Step

1 There is no single way to create a Theory of Change. A simple way to complete a theory of change involves the following: First, focus on the **Need/Assumptions** – what is the problem we as educators are trying to address? What are the assumptions sitting behind the programme, project or initiative we are planning or have implemented?

2 Next you need to focus on **Inputs** – if you are at the Design stage, what resources are you/your organisation investing? If you are at the Reflection stage, what resources did you invest? Were more required than anticipated?

3 **Outputs/Activities** – what are we going to do with the resources or what did we do?

4 Finally, you must consider the **Outcomes** – what difference we are hoping to make/have made in the short, medium and long term?



Mentimeter

Description

Mentimeter

Tool Details

Course Configurator > Step 3: Reflect

Tool Name

Mentimeter

URL

www.mentimeter.com

Tool Description

Mentimeter is great for tool for reflection. It is especially useful when used at the start of the project/course and again at the end to see if expectations from the beginning were met at the end. Mentimeter can help learners to understand learning objectives towards specific topics. It can then help teachers to assess the success of their lessons and what changes or improvements they should make. (Source)