

DIGITAL SOCIAL IMPACT



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Stakeholder Expectation Matrix

Description

STAKEHOLDER EXPECTATION MATRIX

Digital Social Impact projects and initiatives typically involve a number of stakeholders, HEI staff and students and external organisations such as companies, communities or charities. Stakeholder expectation mapping via a matrix.

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

Best used for

Role definition and expectation mapping with partners

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

30 min / 2.5 h

In the context of Digital Social Impact courses and learning activities

Ensures that all involved benefit in some way

Main Target Group

All stakeholders in the project/initiative

Potential tools for digitising this activity

Could be done online/collaboratively on a Miro/Mural or Padlet board etc.

Additional Resources

[Learn more about the Expectation Matrix from FH Münster](#)

[Download a sample Expectation Matrix Template](#)

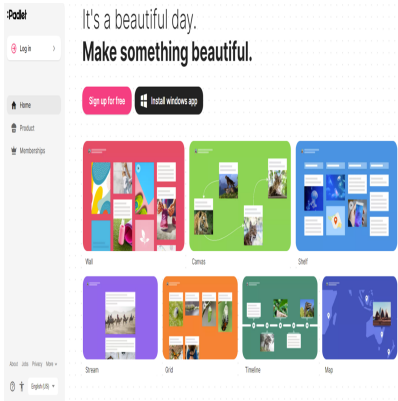
Step by Step

1 At least one representative from each project partner should participate in the workshop. Create a matrix with the names of the project partners on the horizontal and vertical axis. The horizontal axis can be considered as “GIVE” and the vertical axis as “TAKE”. The expectation matrix is therefore also known as the give-and-take matrix.

2 At the beginning, each actor defines his/her main goal in the project and writes it in a horizontal line under his/her name. Each actor fills in the intersections of the matrix that concern him/her as follows –
TAKE: What do I want to get from each of the other project partners or what do I expect from them?
GIVE: What competences, services or contacts can I offer to the other project partners?

3 The first actor starts with the presentation of the desired TAKEs and proposed GIVEs. The other project participants react to the extent to which the expectations can be fulfilled. Evaluate the matrix together afterwards: Which expectations are met? Which ones are not met? What contribution can be delivered even though it is not expected?

4 Make sure together that no roles are left out. Define clear responsibilities and open expectations and derive specific follow-up tasks for all participants.



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.



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.

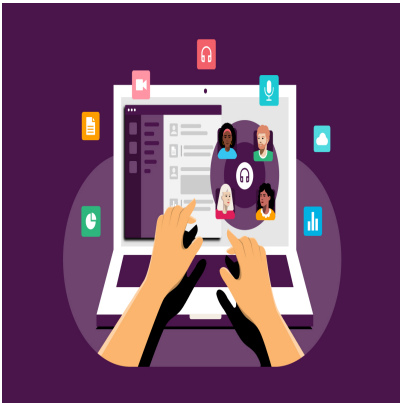
2 Give your persona a fictitious name and represent it with a photo. Collect qualitative and/or quantitative data from your specific target audience. Depending on the complexity of the data collection, the time required for the method varies considerably. You should use both primary and secondary data.

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.



Slack

Description

Slack

Tool Details

[Course Configurator](#) > [Step 2: Deliver](#)

Tool Name

Slack

URL

www.slack.com

Tool Description

Slack is a useful tool which can be used to make an engaging, effective tool to support distance learning environment. Setting up a virtual classroom is as easy. Educators simply create a channel and label it with their lecture or project name and invite the relevant students and also social partners. Students can use channels to post clarifying questions and comments throughout the social impact lesson, project or course.



The 5R framework for reflection

Description

The 5R framework for reflection

The 5R framework for reflection will guide you through Reporting, Responding, Relating, Reasoning, and Reconstructing to make sense of a learning experience.

[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

This framework developed by Bain et al. (for example 2002), focuses on five core stages, each addressing one aspect of reflection. By thinking about all 5 stages individually students will engage with all the essential components of reflection, enabling them to produce a critically engaged reflection based in their experience.

Main Target Group

Students

Potential tools for digitising this activity

As it involves a series of questions, it could be done via an online survey or other tools

Additional Resources

[5R Framework as profiled by the University of Edinburgh](#)

Step by Step

1 Students should become familiar with the 5 stages which are:

Reporting of the context of the experience

Responding to the experience (observations, feelings, thoughts, etc.)

Relating the experience to knowledge and skills you already have

Reasoning about the significant factors/theory to explain the experience

Reconstructing your practice by planning future actions for a similar experiences

2 Reporting: Here students should present the context with little or no comment or interpretation of the experience.

What to do	What's included	Helpful questions
A brief description of the experience/problem or issue	The key elements of the situation that are essential for you to communicate the context to reader.	<p>What happened?</p> <p>What are the key aspects of this situation?</p> <p>Who was involved?</p> <p>What did I do?</p>

3 Responding: Here students can present their reaction or response to the situation. This can be thoughts, feelings, and observations.

What to do	What's included	Helpful questions

Provide your personal response to the situation.	Your feelings and thoughts about the experience, as well as any observations and potential questions you have.	<p>How did what happened make me feel?</p> <p>What did I think?</p> <p>What made me think and feel this way?</p>
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4 Relating: Here students can relate their experience of the reported situation with their knowledge and skills from outside of the situation.

What to do	What's included	Helpful questions
Provide your understanding of how the situation relates to your own knowledge and past experiences.	Your connections between past experiences, your skills, knowledge, your understanding and the situation.	<p>Have I seen this before?</p> <p>What was similar/different then?</p> <p>Do I have skills and knowledge to deal with this?</p>

5 Reasoning: Here students can make sense of the situation in terms of significant factors and, if relevant (for example if requested in assessments), the theoretical literature relevant to their experience.

What to do	What's included	Helpful questions

<p>Explore and explain the situation or experience.</p>	<p>Significant factors within the situation and how they are important to understanding what happened.</p>	<p>What is the most important aspect of this situation and why?</p> <p>Is there any theoretical literature that can help me make sense of the situation?</p> <p>How do different perspectives (for example personal, as a student or professional) affect the way I understand the situation?</p> <p>How would someone who is knowledgeable about these types of situations respond?</p>
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6 Reconstructing: Here students make a conclusion about their future plans based on the previous four sections.

What to do	What's included	Helpful questions
<p>Reframe or reconstruct future practice by drawing conclusions from the four previous stages.</p> <p>Use this to develop an action plan for what to do next.</p>	<p>Your deeper understanding and summary of the learning.</p> <p>You will also have to include an action plan, arguing for why it will work.</p> <p>That can be based on literature included in the previous stage or from the new knowledge gained from the Relating and Reasoning stages.</p>	<p>How would I need to do this differently in the future?</p> <p>What might work and why?</p> <p>Are there different options?</p> <p>Are my ideas supported by theory?</p> <p>Can I make changes to benefit others?</p> <p>What might happen if...?</p>