DIGITAL SOCIAL IMPACT

digital
social
impact
education for the future

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

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.

Idea Selection Based on Weighted Criteria

Description

Idea Selection based on Weighted Criteria

This activity is used to select ideas or concepts based on weighted criteria. This way a dialogue is created within the group work about the development and prioritization of criteria.

Course Configurator > Step 2: Deliver

Best used for

Ideation.

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

15-30 min / 30 min

In the context of Digital Social Impact courses and learning activities

To acheive social impact, discussing and agreeing on the value of different ideas is crucial. Weighting of criteria for idea selection can help with this.

Main Target Group

Students

Potential tools for digitising this activity

Best done with an excel sheet or similar.

Additional Resources

Weighted Idea Selection approach as profiled by the University of Copenhagen

Step by Step

1 The students decide on a minimum of five criteria that the solution needs to live up to. Here, criteria should be understood as properties/qualities that the solution can fulfill to a greater or lesser degree, and not as requirements that either can be fulfilled or not.

2 Thereafter each of the criteria are weighed on a scale from 1 (least important) to 5 (most important).
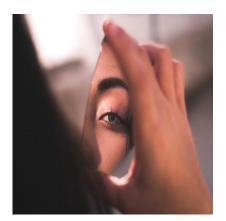
3 The students then create a chart or excel where they fill in their weighted criteria with each idea being given between 1-10 points on each of the criteria.

4 When all of the ideas have received points, the points are then multiplied with their allocated weighting. Finally, the total, weighted score per idea is calculated.

5 At this point it is important to reflect whether the idea that has received the most points, is in fact the best idea. This can be a good basis for a discussion about rating criteria and their weighting

6 After having selected 1-3 ideas the students continue with the development and detailing of these ideas.

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 quetions, 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.	What happened? What are the key aspects of this situation? Who was involved? What did I do?

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.	How did whathappened make mefeel? What did I think? What made me think and feel this way?

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.	Have I seen this before? What was similar/different then? Do I have skills and knowledge to deal with this?

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

Explore and explain the situation or experience.	Significant factors within the situation and how they areimportant to understanding whathappened.	What is the most important aspect of this situation and why? Is there any theoretical literature that can help me make sense of the situation? How do different perspectives (for example personal, as a student or professional) affect the way I understand the situation? How would someone who is knowledgeable about these types of situations respond?

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