

DIGITAL SOCIAL IMPACT



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The Ambassador Concept

Description

The Ambassador Concept

The ambassador concept is a method/mechanism to train interested people to become experts and to enable them as multipliers to spread knowledge. The goal of the concept is to create structures that enable the independent and sustainable dissemination of specific knowledge.

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

Best used for

Finding challenges. Helping students and citizens work together. Creating sustainable social impact actions.

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

15 min / 45 min

In the context of Digital Social Impact courses and learning activities

The ambassador concept is a powerful tool to connect student with citizens and unite them with a shared change vision. It can be used in the design phase of the lecturers can use the ambassador concept in the reflection phase to further spread the ideas created by the students.

Main Target Group

Lecturers and Students, Citizens

Potential tools for digitising this activity

Best done in hybrid format, tools which facilitate online meetings and the delivery of online training would be useful

Additional Resources

[Learn more about the Ambassador Concept from Münster University of Applied Sciences](#)

Step by Step

- 1 Choose a topic that you would like to promote within the community or city, such as promoting healthy lifestyles.
- 2 Along with your students, recruit citizens of the community who are interested in a variety of topics related to your chosen topic. They may be already active in these areas (privately or professionally) and are interested in passing on information to other citizens. Good recruitment opportunities include community action days, self-initiated information evenings, health days, local press, but also targeting local health care providers.
- 3 Develop trainings that you want to conduct with your students and the other interested parties. Prepare materials for the workshops and seminars. In addition to content related information, think about soft skill exercises for the participants.
- 4 Meet for an open exchange with your students and the interested citizens. Present your main topics (e.g. nutrition or stress management) and raise awareness for the relevance of the topics. Depending on the topic, it might be helpful to bring in another academic or industry expert. Take information and suggestions on existing actions, structures and qualifications.
- 5 Train the ambassadors. Through several weeks of seminars and workshops, concrete content and methods are taught to motivate students and citizens for the selected topic (e.g. a health-promoting lifestyle) and support them in changing their behavior and passing on the knowledge. The Ambassador concept/method could also be used in a peer learning process, where one group of digital social impact ambassadors providing training to the next.



Backbiting

Description

Backbiting

Backbiting offers an opportunity to listen to other people discuss your project challenge to get new perspectives and ideas.

[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 done via an online call/breakout rooms

Additional Resources

[Learn more about the Backbiting/Bacl Talk approach from the University of Copenhagen](#)

Step by Step

1 The participants are divided into groups of 3. Each participant sits on a chair facing the other two group members.

2 One of the participants explains their project challenge and then turns their back to the other two. These two participants then discuss the problem openly, drawing from their own experiences, while the participant with the project challenge listens without commenting.

3 After approximately 10 minutes, the participant with the project challenge turns around and states, "Thanks for your input". Thereafter, the process continues with the next participant until all three have received input.



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

on Mural, Miro or Padlet etc.

Additional Resources

[Learn more about Here, there, everywhere from Gamestorming](#)

Step by Step

1 Begin by telling your participants 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.