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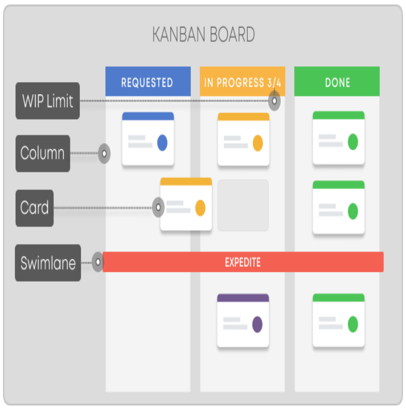


Kanban

Description

Kanban

Kanban boards are useful project planning tools which allow you to optimise work delivery across multiple teams and handle even the most complex projects in a single environment. Given that social impact projects can be complex and multifacted they are a useful tool to havein your Digital Social Impact toolbox.

Course Configurator > Step 1: Design

Best used for

Defining, managing, and improving work flows

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

Kanban can be used by students in their project design. They can also be used by lecturers during the design phase to keep track of the various small and big tasks that need to be done before the students start their work.

Main Target Group

Lectures and Students

Potential tools for digitising this activity

Mural, Trello, MS Teams Planner, etc.

Additional Resources

What is a Kanban?

Video: Kanban for beginners

3 Examples of Kanban Boards for Education and How To Use Them

Step by Step

1 The Kanban method is based on visualization. Hence, the first thing you should do if you want to implement it is to create a Kanban task board. It can be either a digital, or a physical board. There is no difference between them. The principle of their work is always the same. A Kanban task board must have a number of columns that represent all stages of work from “to do” to “done”. The tasks are placed in these columns depending on the stage of their performance

2 WIP stands for “Work in Progress”. Limitation of WIP units is one of the main principles of Kanban. You should definitely limit the amount of tasks you work on while implementing Kanban. That will allow you to spend your time more efficiently. Some people think that it is good to handle lots of tasks at the same time. However, for Kanban it is not so. This type of project management works only if you limit the amount of WIP units.

3 Your Kanban board, and your Kanban practice, should be ever evolving. This isn’t a one-and-done kind of thing: Your board today might reflect your process exactly, but that doesn’t mean it will be equally relevant three months from now. Be flexible and stay open to improvement, so that you can continue to maximize value from your Kanban system.

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

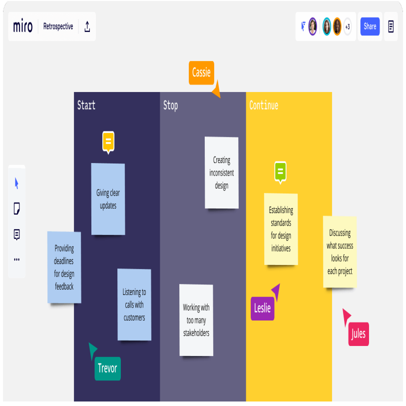
Step by Step

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.



Miro

Description

Miro

Tool Details

Course Configurator > Step 1: Design

Tool Name

Miro

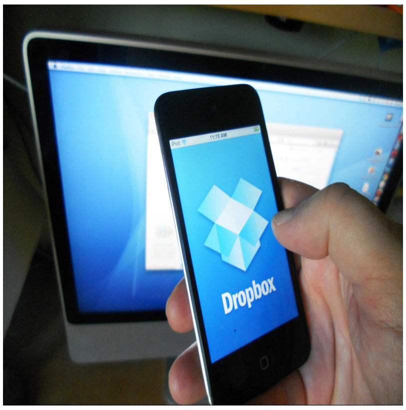
URL

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.



Dropbox

Description

Dropbox

Tool Details

Course Configurator > Step 1: Design

Tool Name

Dropbox

URL

www.dropbox.com

Tool Description

Dropbox is best known as a cloud storage service. It lets you store everything safely in the cloud and access file uploads from multiple devices. Dropbox is very useful in the design phase of your Digital Social Impact course because it also offers some collaboration tools. For example, you and your students or stakeholders can add comments to files and create shared to-do lists. These functions are available with all Dropbox individual user plans (including both free and paid versions) and team accounts for business.

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

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.

Business Model Canvas

Description

Business Model Canvas

The Business Model Canvas is used to describe and develop business models for businesses or projects. While the method is designed for business development, it is also well suited for project development or social entrepreneurship. The template includes ‘building blocks’ that influence one another. The dynamic nature of the building blocks makes the method useful for business and project development.

Course Configurator > Step 2: Deliver

Best used for

Ideation

In the context of Digital Social Impact courses and learning activities

The students can use the business model canvas to not only think about their key activities to create social impact but also think further on what is required, what their resources are and so on. It might also show them potential ways to create sustainable models for their solution.

Main Target Group

Lecturers and Students

Potential tools for digitising this activity

Whiteboard / Powerpoint / Word in a joint call or separately.

Additional Resources

Business Model Canvas Template

Business Model Canvas Workshop – University of Copenhagen

Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers by Osterwalder, Alexander and Pigneur, Yves. Hoboken,

Step by Step – The Business Model Canvas Explained

1 Activities The key activities are the "most important things a company must do to make its business model work" (Osterwalder & Pigneur, 2010). Students should ask these types of questions as they build the canvas:

What are the key activities that we are going to need to engage in to create our intended social impact?
Are there new activities or opportunities that we should consider?

2 The key resources are the "most important assets required to make a business model work" (Osterwalder & Pigneur, 2010). Resources can be both tangible and intangible; human and technological; internal and external. Students should consider:

What are the key resources that are involved in creating value?
Do we need to seek new resources?

3 The key partnerships are "the network of suppliers and partners that make the business model work" (Osterwalder & Pigneur, 2010). Consider partnerships that may be internal as well as external, ask:

What are the key partnerships involved in solving this social problem at the moment?
What new partnerships might we consider to expand or improve?

4 The Customer Segment "defines the different groups of people or organizations an enterprise aims to reach and serve" (Osterwalder & Pigneur, 2010). Consider:

Who will directly benefit from our social impact project/efforts?
Who else might we consider?

5 The customer relationship “describes the types of relationships a company establishes with specific customer segments” (Osterwalder & Pigneur, 2010). As you think about relationships, also consider whether or not these relationships are personal, automated, or could be fostered in different ways.

What type of relationship do we have with each of our users?
How can we create sustainable relationships?
How can we build trust?

6 Channels are “how a company communicates with and reaches its customer segments to deliver a value proposition” (Osterwalder & Pigneur, 2010).

What channels are used to deliver the value?
Are there new ways to reach our users?

7 “The cost structure describes all costs incurred to operate a business model” (Osterwalder & Pigneur, 2010).

What are the cost structures?
How can we reduce cost?

8 A revenue stream “represents the cash a company generates from each customer segment” (Osterwalder & Pigneur, 2010).

What are the revenue streams?
Do we need to build new revenue streams?

9 The value propositions are “the bundle of products and services that create value for a specific customer segment” (Osterwalder & Pigneur, 2010).

What is it about our project/solution that sets it apart from other initiatives?
Where might we expand?

Qualtitative Interview

Description

Qualitative Interview

The qualitative interview's goal and strength is to find the essence of acknowledged and unacknowledged needs and wishes in different situations and life stages. As such, it is a crucial starting point for innovation, particularly user-driven innovation.

Course Configurator > Step 2: Deliver

Best used for

Analysis

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

45 min / several days

In the context of Digital Social Impact courses and learning activities

Interviewing is an essential technique to gather primary data in any environment. In social impact it might play an even bigger role as in other contexts, as it is even more important to really understand the challenges faced by society and interviews with affected groups are a great way for this

Main Target Group

Students with potential users

Potential tools for digitising this activity

Video call – Teams, Zoom

Additional Resources

- Qualitative Interview approach as profiled by University of Copenhagen

Step by Step

1 **Before the Interview.** Students should consider who their users/informants are and the language that should be used. The relevance and context is crucial for the method and therefore, the choice of informant/s is important

- Advise students that they should do only interview with one person at a time and ensure that the informant is not distracted, by their telephone, etc.. Record the interview with a recording device to ensure that you get everything documented
- Students should allow plenty of time for the interview. They shouldn't expect any real substance to come out of the first 10 minutes of the interview.
- Establishing trust and creating a comfortable atmosphere so the informant feels safe is important.

2 **During the Interview.** Students should begin the interview by 'Please describe…' or 'Please tell me something about…'. Remind them that the informant is the expert and that they are the ones being taught. The shorter the questions and the longer the answers, the better the interview.

- Students ought to begin with the overall subject area, as opposed to a specific product or situation. They are fishing for information on how the informant behaves – her habits, what her daily life is like.
- Advise them to ask W-questions. Who, what, how, why, where and when. Constantly use what your informant is saying as an opportunity for deeper questioning. Take breaks. Allow some time for informant afterthought as it can stimulate interesting reflections.
- Students can use various tools under the interview. For example, let the informant write or draw the most important points. This is particularly useful for finding out what the informant finds most important (often times, this is not the same as what you hear).

3 **After the Interview.** Students should listen to the interview with their notes in front of them. And work to identify new ideas and situations.

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.

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.

Pitch Presentation

Description

Pitch Presentation

Pitching is a structured and effective way to communicate ideas, concepts and projects. It is well suited to student presentations.

Course Configurator > Step 2: Deliver

Best used for

Presentation of proposed ideas/solutions. Can work well when made into a competition.

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

15 min / 1 h

In the context of Digital Social Impact courses and learning activities

Pitching an idea is important in every field, but maybe even more so in social impact where the target groups can be very different from the audiences students are usually confronted with.

Main Target Group

Students, if used in competition setting, panel of judges will be required.

Potential tools for digitising this activity

Powerpoint can be a useful visual aid for pitch presentations. Pitches can also be recorded in video format.

Additional Resources

NABC Pitch approach as profiled by the University of Copenhagen

Tips to improve Student Pitches

Step by Step

1 The pitch might begin with a short introduction that catches the audience's interest. This could for example be a short story, a description of a situation in which the product is used, a user quote or something else. The purpose of the introduction is to capture and hold the audience's attention.

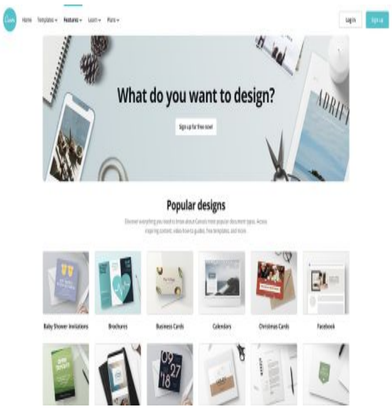
2 After the intro, students should present their research and findings on NABC which stands for Need, Approach, Benefit and Competition.

N: Who needs the solution? Do they know their own needs? How do they describe their needs? How do I understand their needs? How big are their needs?
A: What is my solution based on? What is specific about my solution? In what way does it meet the users' needs? Why are you the right one to provide the solution?
B: What concrete advantages does your solution provide? In answering this, the students need to be as concrete and quantitative as possible. What impact will the solution have on the user?
C: Who are your competitors? Do the users know your competitors? What are the alternatives to your solution (what the user normally does)? Why is your solution better than the alternatives?

3

It is important that the pitch focuses on the need and value for the users rather than the description of the actual solution.

The pitch ends with the students telling about what results implementing their solution would provide, or describing what needs to be done in order to implement the solution.



Canva

Description

Canva

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Canva

URL

www.canva.com

Tool Description

Canva is an easy to use graphic design platform for creating visual content e.g. posters, presentations and images for use social media etc. Canva has thousands of free, high-quality templates on any subject or topic imaginable which students can use for their digital social impact projects.

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.

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.

Lessons Learned

Description

LESSONS LEARNED

This lessons learned activity is useful to establish and sustain a culture of consistent project management improvement.

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

A lessons learned session focuses on identifying project successes and failures, and includes recommendations to improve future performance on projects. It is an important activity when it comes to digital social impact projects

Main Target Group

Students with facilitator

Potential tools for digitising this activity

To obtain optimum results, the lessons learned sessions should be facilitated by someone other than the project manager. The facilitator could be an external partner and the session could be done virtually using a video call and collaborative jamboard.

Additional Resources

Lessons Learned approach as profiled by the Project Management Institute

Step by Step

1 Applying lessons learned contains three processes: analyze, store, and retrieve

2 Students should conduct a A Root Cause Analysis which is a technique used to identify the underlying reason or condition that causes the occurrence of an undesired activity or state. The objective is to identify reoccurring problems in late or failed projects. Once the root causes are identified, steps to eliminate them can be determined. The analysis should provide true causes, not symptoms. In addition to root causes, the analysis should also identify best practices so they can be incorporated into existing methodologies, processes, procedures in the future. The analysis should also look at risks. Risks should be reviewed to determine if there is something that can be done to actively address risk mitigation in future projects or scenarios.

3 Storage allows for more consistent data collection as well as provides a means for easier retrieval. This is typically done via a lessons learned template which includes fields such as: category, lesson learned, action taken, how did you arrive at the action taken, root cause and keywords. Keywords are ultimately one of the determinants of success in utilizing lessons learned (Prichard, 1997, p. 94), and are essential for easy retrieval.

4 The last but certainly not least activity is to retrieve lessons learned. By having a lessons learned repository with keyword search capability, the project manager can retrieve lessons learned and review them prior to starting a new project. The review lessons learned from various digital social impact projects can provide an opportunity for peer learning for students. Two things can occur with these lessons. The students can meet with previous project leaders and discuss the project approach, which includes lessons learned from previous projects. And the students can make discussing lessons learned from previous projects an agenda item during the kick-off meeting.

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?

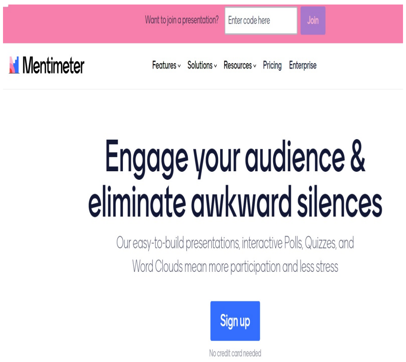
5 Reasoning: Here students can make sense of the situation in terms of significant factors and, if relevant (for example if requested in assessments), the theoretical literature relevant to their experience.

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…?



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)