DIGITAL SOCIAL IMPACT

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Empathy Map Canvas

Description

EMPATHY MAP CANVAS

Empathy is the human ability to identify and understand another person's situation, including the emotions that they are experiencing. As the name suggests, an empathy map is a tool that can help you build empathy with your end users. In the context of Digital Social Impact course design, it can be used to define social impact problems for individuals and communities and better understand their pains.

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

15 min / 30 min

In the context of Digital Social Impact courses and learning activities

Potential tool for lecturers to figure out possible areas to tackle with students

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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

Xplane Empathy Map Canvas Guidelines

Empathy Map Canvas on Mural

Step by Step

1 Start with the GOAL section, by defining WHO will be the subject of the Empathy Map and a goal: something they need to DO. This should be framed in terms of an observable behavior.

2 Once you have clarified the goal, work your way clockwise around the canvas, until you have covered Seeing, Saying, Doing, and Hearing. The reason for this is that the process of focusing on observable phenomena (Things that they see, say, do and hear) is like walking a mile in their shoes. It gives us a chance to imagine what their experience might be like, to give us a sense of what it "feels like to be them."

3 Only AFTER you have made the circuit of outside elements do you focus on what's going on inside their head. The large head in the center is one of the most important aspects of the map's design.

4 As you/your students learn more about the who you are empathising with i.e. the beneficiaries of the digital social impact course, revisit your empathy map canvas and update it with your new learnings and insights. It is a powerful tool to use in the design phase which can be used across Delivery and Reflection too.

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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.

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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 many 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.

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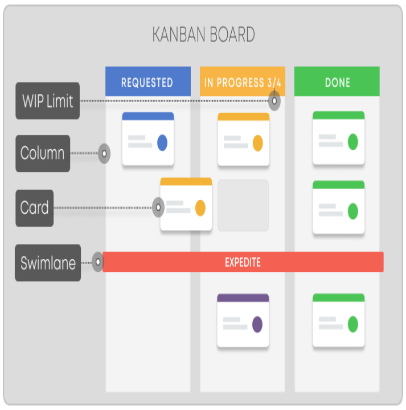

Kanban

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.

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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.

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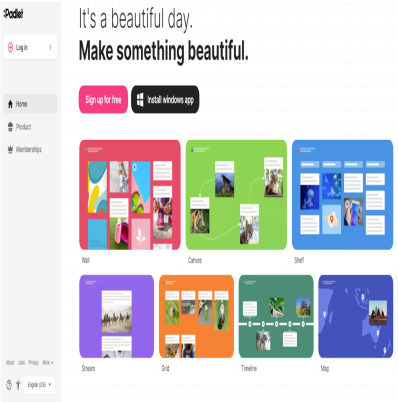

Padlet

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.

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Google Drive

Description

Google Drive

Tool Details

Course Configurator > Step 1: Design

Tool Name

Google Drive

URL

www.drive.google.com

Tool Description

Google Drive is a file storage and synchronization service developed by Google. Google Drive allows users to store files in the cloud (on Google's servers), synchronize files across devices, and share files. Google Drive offers users 15 GB of free storage.

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Changeboards

Description

Changeboards

Changeboards is a visualisation tool that can be used to support and structure the development, evaluation and communication of social impact projects.

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 down via an online call/breakout rooms

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Additional Resources

Learn more about Changeboards Activity approach from the University of Copenhagen

Step by Step

1 Getting started. changeboard idea. Changeboards typically visualises six user scenarios that, when combined, create the change scenario of the concept. In order to create Changeboards please answer the following questions:

Target group: Who is the target group (users) and what characterises them?
Need: What does the target group need solved? Why is it important for this group to have it solved? What is the purpose of the concept?
Solution: How does the concept solve the problem of the target group? What is the concept's core experience? Why is the concept's core experience relevant for the target group?
Benefits for the target group: What are the particular benefits for the target group (users)? Why is the target group interested in your particular concept? Does the target group have a reason to return to your concept?
Benefits for customers: What are the particular benefits for the client/customer? Why is your concept better than other similar concepts?

2 For the students to satisfactorily answer the above questions they need to work visually with storytelling scenarios, because the visualisations can reveal the atmosphere, challenges and beliefs much more clearly than words. Please use the template in the column to the right on this page.

1. Scenario – visualise the target group as a typical user.
2. Scenario – visualise the user's need.
3. Scenario – visualise a solution that suits the need.
4. Scenario – visualise the user's use of the solution.
5. Scenario – visualise how the user benefits from the solution.
6. Scenario – visualise the significant changes and consequences that the solution has on the user's daily life.

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Five Whys

Description

Five Whys

The five whys method can be used to either locate the basic grounds for a problem or to find the different reasons for the same problem.

Course Configurator > Step 1: Design

Best used for

Problem solving/brainstorming. Root Cause Analysis. Idea/solution validation.

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

10-15 min / 30 min

In the context of Digital Social Impact courses and learning activities

The initial challenge proposed by the partner or seen by the users can be a symptom to a deeper issue. It helps to try to get really to the root cause. For this, the Five Whys are a proven method.

Main Target Group

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Students with partner / users

Potential tools for digitising this activity

Could be down via an online call/breakout rooms

Additional Resources

Five Whys Activity approach as profiled by the University of Copenhagen

Learn more about Five Whys Activity approach from

Step by Step – Two ways to use the five whys

1 In the first version, the intention behind the Five Whys is to find underlying reasons. Ask: "Why did this problem occur?" When you have an answer, then ask: "Why is this the case" and repeat the procedure until you have asked 'Why' five times. The answer to the fifth 'why' is probably the underlying reason. The following example is commonly given to discover the root cause of a car that will not start. So, "The Car Will Not Start" is the initial problem, which is written at the top. From there, the person using the 5 whys would ask these types of questions:

Why Won't the Car Start? – Answer: The battery is dead
Why is the Battery Dead? – Answer: The alternator is not working properly
Why isn't the alternator working? – Answer: The serpentine belt has broken
Why did the serpentine belt break? – Answer: It was not replaced when worn
Why wasn't it replaced? – Answer: The owner did not follow the recommended service schedule

2 In the second version, one also asks the question 'Why' five times, but this time, you are looking for varying reasons to a problem.

Problem: We have a loss in profits – why?
Because too few customers visit our shop – why?
Because a competitor has opened a shop down the road – why?
Because we have stopped advertising – why?
Because we don't have enough staff to provide good service – why?
Because our selection is too narrow.

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Golden Circle

Description

Golden Circle

According to Simon Sinek, successful companies and initiatives use a customers/beneficiaries' focused approach which is driven by three questions that make up the Golden circle: the WHY, the HOW and the WHAT.

Course Configurator > Step 2: Deliver

Best used for

Specification of project goals.

In the context of Digital Social Impact courses and learning activities

The Golden Circle activity can help the student group understand what the reason for the project is, in order to derive an approach and then an idea on how to solve the issue.

Main Target Group

Students.

Potential tools for digitising this activity

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MS Teams or similar could be used to create a collaborative team environment for this exercise

Additional Resoures

Golden Circle Theory Guidelines from Tools Hero

Golden Circle Theory Guidelines from Short Form

Golden Circle Theory Guidelines from Harappa

Step by Step

1 Starting with the WHY. **WHY**: this boils down to the motivation behind the social issue. Why does something need to be done? Why should the student group become passionate about this **purpose, cause or belief?**

It is crucial that the student group take ownership over their own individual and collective “whys”.

2 **WHAT**: this is the solution or product/service that the student group can offer, or what a particular team member does. The ‘what’ defines their plans, strategies and ideas for execution.

3 Next comes the ‘how’ that explains the way we can help or inspire others. For an individual or student group, it shows what steps they need to take to arrive at their results or reach their goals. This is the action stage where they are executing their plan.

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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

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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.

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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

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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.

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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

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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.

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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.

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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

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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.

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Thinking Hats

Description

Six Thinking Hats ®

Six Thinking Hats is a time-tested, proven, and practical thinking tool. It provides a framework to help people think clearly and thoroughly by directing their thinking attention in one direction at a time – white hat facts, green hat creativity, yellow hat benefits, black cautions, red hat feelings, and blue hat process.

Best used for

Better, more productive thinking and idea. Improved communication, collaboration and understanding. Increased levels of creative thinking and fresh ideas.

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

30 min / 60 min

In the context of Digital Social Impact courses and learning activities

Great way of getting students to creatively think using different “hats” about societal problems and test/validate solutions and decisions.

Main Target Group

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Lecturers and Students

Potential tools for digitising this activity

This could be done digitally using a tool like Zoom using breakout rooms. Each “hat” is a different breakout room. On Mural, Padlet etc. each “hat” would have its own workspace, students could add post-its as they move from one hat to another.

Additional Resources

Official Six Thinking Hats Website

Six Thinking Hats on mndtools.com

Step by Step

1 There are six different coloured hats that can be put on or taken off to indicate a mode or strand of thinking. Only one hat is worn at any one time by the individual or group (in parallel) allowing more thorough, expansive thinking, increased creativity, and decision-making. The six thinking hats is a fluid activity, students “try on” the thinking hats as needed.

2 **Blue Hat: “the Conductor’s Hat”** When you or your team are in blue hat mode, you focus on controlling your thinking and managing the decision-making process. You have an agenda, ask for summaries, and reach conclusions.

3 **Green Hat: “the Creative Hat”** The green hat represents creative thinking. When you’re “wearing” this hat, you explore a range of ideas and possible ways forward.

4 **Red Hat: “the Hat for the Heart”** This hat represents feelings and instincts. When you’re engaged in this type of thinking, you can express your feelings without having to justify them logically.

5 **Yellow Hat: “the Optimist’s Hat”** With yellow hat thinking, you look at issues in the most positive light possible. You accentuate the benefits and the added value that could come from your ideas.

6 **Black Hat: “the Judge’s Hat”** This hat is about being cautious and assessing risks. You employ critical judgment and explain exactly why you have concerns.

Tip: The black hat is one of the most powerful hats, but it’s often overused. Make sure that you and your team can justify any critical or cautionary comments, so that this mode of thinking doesn’t

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dominate your decision making.

7 **White Hat: “the Factual Hat”** The white hat represents information gathering. Think about the knowledge and insights that you’ve collected already – but also the information you’re missing, and where you can go to get it.

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Gather

Description

Gather

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Gather

URL

www.gather.town

Tool Description

Gather is a video chat platform designed to make virtual interactions more human, engaging and fun! Gather.Town is a web-conferencing software like Zoom, but with the added component of seeing the virtual “room” you and others are occupying, and with the ability to move around and interact with other participants based on your locations in the room, just like real life. Users easily start and end side conversations and chats, or return to a main speaker just as at a real-world conference or other gathering. Rather than being moved to a Zoom breakout room, in Gather, you can simply walk your online-self to tables and chairs, sit down, and start a conversation.

Gather has some pre-built virtual environments targeted at educators – there is a pre-built classroom setting, a generic campus setting, a dorm, a quad, a lab. There are also virtual representations of the MIT and Carnegie Mellon campuses, specifically, or you can create your own. Within your environment, Gather allows you to add virtual components and tools to your virtual space, such as a

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whiteboard, a podium, or a specific video stream, to fully mimic a classroom or conference setting.

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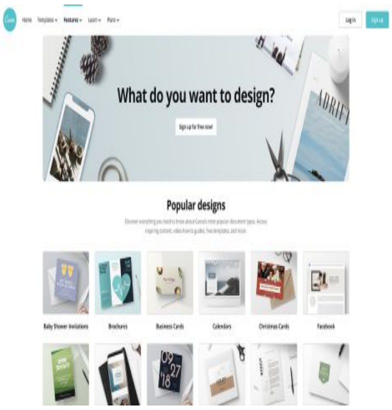

Canva

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.

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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.

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Slido

Description

Slido

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Slido

URL

www.slido.com

Tool Description

Slido is a great tool for educators to use in the delivery of digital social impact courses and projects. It can be used to ask questions, for live quizzes and brainstorming. Slido for Education is a package of integrations and features tailored specifically to the needs of lecturers. Slido for Education helps lecturers stay connected with their students by powering two-way interactions during their virtual or live classes.

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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

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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.

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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

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on Mural, Miro or Padlet etc.

Additional Resources

Learn more about Here, there, everywhere from Gamestorming

Step by Step

1 Begin by telling your particpiants 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.

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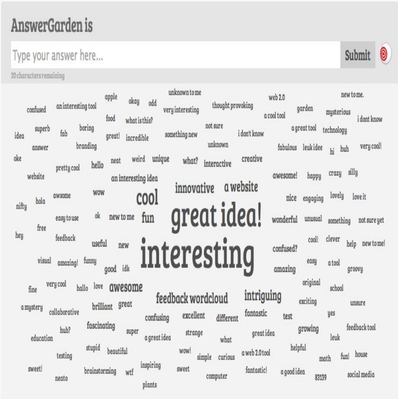

Answer Garden

Description

Answer Garden

Tool Details

Course Configurator > Step 3: Reflect

Tool Name

Answer Garden

URL

www.answergarden.ch

Tool Description

Answer Garden is a tool for quick reflection which uses words or expressions to create word walls for specific topics or purposes. It can be used at end of the class to help students reflect on how they feel. For the lesson itself, Answer garden can be used as a collective reflective practice tool on the information received in class that provides a broader perspective on a given topic.(Source)

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