DIGITAL SOCIAL IMPACT

digital
social
impact
education for the future

Social Impact Challenge/Competition

Description

Social Impact Challenges

A Social Impact Challenge is typically a competition where University students are challenged to create innovative ideas for sustainable projects that will produce a positive impact on the well-being of communities, families, or individuals.

Course Configurator > Step 1: Design

Best used for

Planning new learning activities. Incentivising learning and social impact.

In the context of Digital Social Impact courses and learning activities

Social Impact Student Challenge/Competition can also provide an opportunity for extra PR and marketing and a mechanism to create a wider social impact for example by crowdfunding/fundraising for social impact projects

Main Target Group

Lecturers and Students, Communities, charities or individuals present challenges to be solved

Potential tools for digitising this activity

Many of these kind of challenges are run through online platforms and portals

Additional Resources

Challenge Works Practice Guide

The Sustainability Grand Challnege at Rotterdam School of Management, Erasmus University (RSM)

Social Impact 5 week Project at ESMT Berlin

Step by Step

1 Discover and define your challenge and your prize. Focus the challenge on a topic where fresh thinking is needed. Consider a topic that is close to your students hearts. Think about the impact that is needed and what type of solutions your students could come up with based on the education they have received to date. Here are some key questions to consider at this step:

what would help achieve the change that is needed?
do the students have the knowledge/skills needed to engage with the challenge?
Is the challenge prize the right approach?
should there be one or more challenges?

2 Consider how your challenge will work. Come up with clear and straightforward criteria. Consider how best to design the challenge and how you or others will support them during the prize. As part of this step your should consider the problem definition/s, the challenge statement and judging criteria.

Here are some key question/s to consider at this step:

do I/the students have the resources (budget, time, networks) to effectively delivery this prize?
who will judge the prize? Academics or the challenge owners?

3 Launch your social impact challenge, ensuring the clear and simple guidelines and criteria previously set out are followed.

4 Review and evaluate the success of your social impact challenge with relevant stakeholders, other educators involved if nay and the students. Round tables and discussions to peer review all of the proposed solutions provides further learning opportunities.

Culture Mapping

Description

Culture Mapping Tool

Culture Mapping gives lectures and students the intelligent information they require to make a business case for the interventions, executive support, and even budgets they need for change initiatives. This tool/activity helps minimise the risk and maximise the chances of change success.

Course Configurator > Step 1: Design

Best used for

Planning new learning activities. Creating organisational changes

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

According to a Deloitte Study, 60–70 % of change initiatives fail to meet their stated objectives, and the primary source of that failure is resistance to change. Culture mapping can help reduce this risk and increase your chances of success when it comes to creating digital social impact.

Main Target Group

Lecturers and Students

Potential tools for digitising this activity

It is recommended to do this exercise in person

Additional Resources

The Culture Map: A Systematic & Intentional Tool For Designing Great Company Culture

Download: The XPLANE Culture Map Exercise Template

Step by Step

1 First, map your outcomes**:** What are the concrete positive or negative consequences because of the behavior you've mapped out? A garden plays a useful analogy: The outcomes in your culture are the fruits. These are the things you want your culture to achieve, or what you want to "harvest" from your garden.

2 Next you need to map your behaviors: In this box you have to map out how your team acts or conducts itself. What do you do or say? How do you interact? What patterns do you notice. The behaviors are the heart of your culture. They're the positive or negative actions people perform everyday that will result in a good or bad harvest.

3 Finish by mapping your enablers & blockers:This is where The Culture Map gets really interesting. In enablers and blockers you have to map out all of the things that lead to the positive or negative behaviors inside your company. The enablers and blockers are the elements that allow your garden to flourish or fail.

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.

Mind Maps

Description

Mind Maps

Mind maps are used to harness the input and thoughts inspired by a theme and to visualize their relationships.

Course Configurator > Step 2: Deliver

Best used for

Ideation.

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

15 min / 30 min – 1 h

In the context of Digital Social Impact courses and learning activities

Mind maps can help to cluster and organize ideas which can be a good way in social impact projects to keep an overview of all the various aspects that might impact the project.

Main Target Group

Students

Potential tools for digitising this activity

Coogle, Miro, Mural, Padlet.

Additional Resources

Mind Map approach as profiled by the University of Copenhagen

Step by Step

1 Students start by writing the topic/central question in a circle in the middle of the paper or their centre of their online board.

2 In relation to this central topic, the students draw and write input, symbols and key words, which are connected with lines to the topic in the circle. With the help of lines and other markings, new connections may emerge as the activity proceeds.

3 Thereafter, general themes and ideas for solutions may be suggested.

Lean Canvas

Description

Lean Canvas

The Lean Canvas is a strategic management tool based on the Osterwalder Business Model Canvas for the development of innovations.

Course Configurator > Step 2: Deliver

Best used for

Ideation.

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

30 min / 5-6 h

In the context of Digital Social Impact courses and learning activities

When working on social issues, students can apply the lean canvas to ideate a possible solutions.

Main Target Group

Students

Potential tools for digitising this activity

PowerPoint, Miro

Additional resources

Lean Canvas approach as profiled by the FH Münster

Lean Canvas Template on Mural

Lean Canvas Template on Miro

Step by Step

1 Using your chosen lean canvas template (paper or online), students start by answering: What are the existing and relevant problems or needs in society? And defining the biggest problems to be addressed at the beginning.

2 Next they must consider: Who is affected by these problems or needs? What target group(s) can you identify (age, income, location, etc.)? You can use the Persona method for a more in-depth discussion of the target group.

3 Next is solution ideation. The students must think: How can the problems and needs be solved for your target group? Develop a possible solution for each of these problems or needs.

4 Measuring the success of their solution is a key parameter to consider. The students must answer: How can you measure the success of your solution? Define key metrics of the identified problems or needs that will make your project measurable later, e.g. 30% of people living alone are over 60 years old.

5 At this point, the lean canvas asks the students "What is your unique selling proposition? Define the user promise of your solution offered to your target audience(s)."

6 Next the students must research competitor solutions. "What (competitive) advantage do you have over other projects/providers of similar products or services? Define what is not so easy to imitate in your project."

7 Staekholer and target group outreach is a key component of any social impact initative. The lean canvas asks "What channels can you use to reach your target group(s)?" Student should collect different media for this, e.g. radio, newspaper, Facebook, etc.

8 Afterwards, students discuss which conclusions they can draw from the information in the Lean

Canvas and which subsequent steps they need to focus on in order to achieve the solutions.
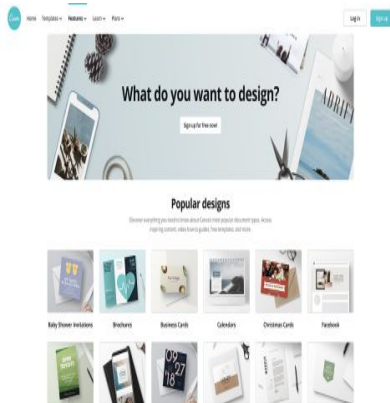
Canva

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.

Outcomes Harvesting

Description

OUTCOMES HARVESTING

Outcome Harvesting collects ("harvests") evidence of what has changed ("outcomes") and, then, working backwards, determines whether and how an intervention has contributed to these changes.

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

Outcome Harvesting has proven to be especially useful in complex situations when it is not possible to define concretely most of what an intervention aims to achieve. This makes it especially relevant in the context of Digital Social Impact courses, projects and initiatives where it can be hard to anticipates the full extent of the social impact until the reflection phase.

 Outcome Harvesting does not measure progress towards predetermined objectives or outcomes, but rather, collects evidence of what has changed and, then, working backwards, determines whether and how an intervention contributed to these changes. The outcome(s) can be positive or negative, intended or unintended, direct or indirect, but the connection between the intervention and the outcomes should be plausible.

Main Target Group

Students with facilitator/outcomes harvester

Potential tools for digitising this activity

Additional Resources

Outcomes Harvesting as profiled by the Better Evaluations

Step by Step

1 **Design the Outcome Harvest**: The first step is to agree what information is to be collected and from whom. At a minimum, this involves obtaining information about the changes in social actors and how the intervention influenced them.

2 **Review documentation and draft outcome descriptions.** Review reports and project work documents etc. to identify potential outcomes (i.e., changes in individuals, groups, communities, organisations or institutions) and what the intervention did to contribute to them.

3 **Formulate outcome descriptions.** Engage directly with all stakeholders involved to review the outcome descriptions based on the document review, and to identify and formulate additional outcomes.

4 **Substantiate**: Review the final outcomes and select those to be verified in order to increase the accuracy and credibility of the findings. Obtain the views of one or more individuals who are independent of the intervention (third party) but knowledgeable about one or more of the outcomes and the student's contribution.

5 **Analyse and interpret**: Classify all outcomes, often in consultation with the stakeholders. The classifications may be related to the objectives and strategies of either the implementer of the intervention (i.e. students) or other stakeholders, such as the social partners.

6 **Support use of findings**: Propose issues for discussion grounded in the evidence-based answers to the harvesting questions. Facilitate further discussions with social partners, which may include how they can make use of the findings.

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)