DIGITAL SOCIAL IMPACT

Digital Social Impact is mindful of the environmental impact of our work. We ask you to consider not printing this document.
www.digitalsocialimpact.eu

Engaged Research: Planning for Impact Framework

Description

PLANNING FOR IMPACT FRAMEWORK

The following Framework aims to inspire and support researchers and innovators to maximise their impact.

Course Configurator > Step 1: Design

Best used for

Planning Impact, particularly with regard to engaged research

In the context of Digital Social Impact courses and learning activities

It aims to inspire and support researchers and innovators to maximise their impact.

Main Target Group

Researchers but also students/others at HEI involved in outreach work/projects

Potential tools for digitising this activity

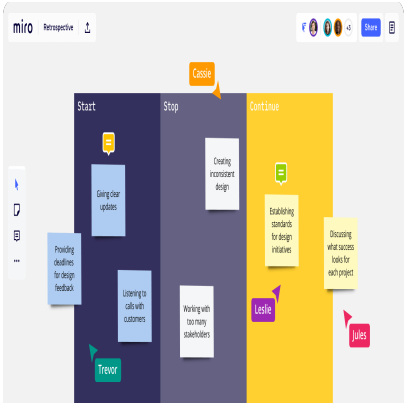
Resource can be accessed online

Additional Resources

Access and Download the Engaged Research Planning for Impact Framework

About this Resource

Engaged research describes a wide range of research approaches and methodologies that share a common interest in collaboration with
societal partners. Engaged research aims to improve, understand, or investigate an issue of public interest or concern, including societal
challenges and sustainable development goals. It is advanced with societal partners rather than for them.



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.

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.

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

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.

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.

Miro

Description

Miro

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Miro

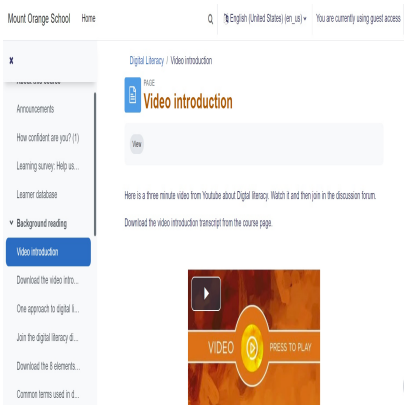
URL

www.miro.com

Tool Description

Miro is the online collaborative whiteboard that enables teams to work effectively together, from brainstorming with digital sticky notes to planning and managing agile workflows.

With Miro, you can use video chat, presentation, sharing, and many other features. Students can use it in their projects to create concepts, map user stories or customer journeys, conduct roadmap planning easily etc.



Moodle

Description

Moodle

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Moodle

URL

www.moodle.org

Tool Description

Moodle is a learning platform designed to provide educators, administrators and learners alike to create personalised learning environments. A simple interface, drag-and-drop features, and well-documented resources make Moodle easy to learn and use.

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

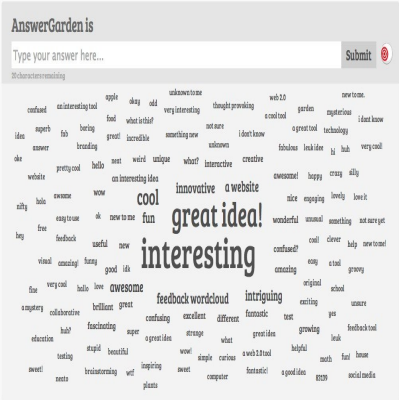
Step by Step

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.



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)