DIGITAL SOCIAL IMPACT

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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.

World Cafe

Description

World Cafe

The World Café is a flexible and creative activity best done in transdisciplinary small groups which leads to an intensive and open dialogue between the participants. Problems and questions are discussed, views based on different structural backgrounds and logic understood, and proposals for solutions developed.

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

30 min / 1 – 2 h

In the context of Digital Social Impact courses and learning activities

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

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

Science-to-Business Marketing Research Centre – FH Münster

Toolbox of smart participatory methods

Step by Step

1 First, create a pleasant atmosphere for the participants (e.g. with coffee and cookies) and cover each table (ideally a round one) with a tablecloth that can be written on (prepare this beforehand out of paper tablecloths or wallpaper remnants).

2 Assign participants to small groups (3-5 people) to sit together at a table. Each table can discuss a different theme, e.g. health, education, mobility.

3 In the small groups, the participants discuss the corresponding topic along a predefined question (+/- 20 minutes). The main points of the discussion should be recorded directly in writing or graphically on the tablecloth. There are several rounds of discussion, usually according to the number of different questions, e.g.: What are the problems? What ideas are in the room? Which stakeholders are involved?

4 After each round, participants move to any other table. A previously selected participant remains at the table as “host” to briefly summarize the previous discussions to the new participants.

5 In the second round of discussion, the recorded points of the previous discussion should be used to link them to the new round of discussion. There is also the possibility to collect completely new ideas. This process is repeated until each participant has visited all tables or the last question for discussion has been asked.

6 After the last round, the results and findings are presented to all participants by the hosts of the tables, who are the only ones who have followed all the discussions on the respective topic.

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.

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.

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.

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

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

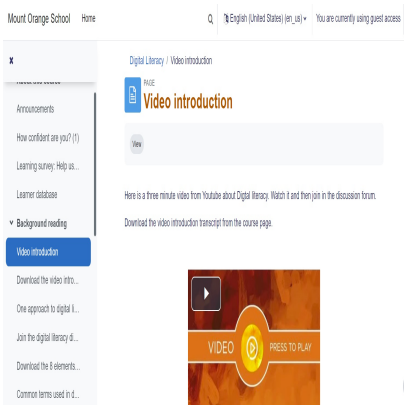
Step by Step – Two ways to use the five whys

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.



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.

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.

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.

SEROI+

Description

SEROI+

Tool Details

Course Configurator > Step 3: Reflect

Tool Name

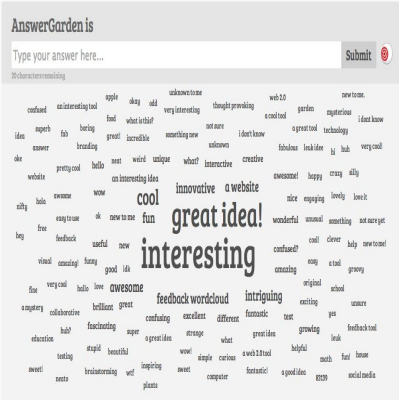
SEROI+

URL

www.seroi.plus

Tool Description

SEROI assessment allows for evaluation and monitoring of existing or planned products and services delivering socio-economic returns. SEROI+ methodology helps ensure that new products and services that respond to the needs of communities.



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)