

DIGITAL SOCIAL IMPACT



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www.digitalsocialimpact.eu



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.



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

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.



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.



Zoom

Description

Zoom

Tool Details

[Course Configurator](#) > [Step 2: Deliver](#)

Tool Name

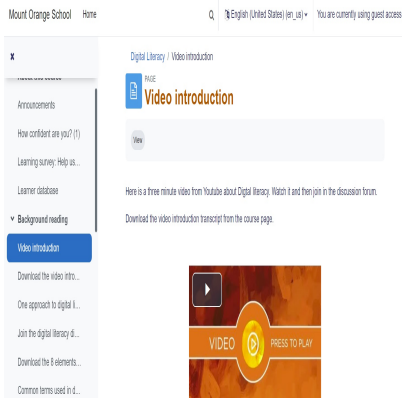
Zoom

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 training 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.



The screenshot shows a Moodle course page for 'Digital Library / Video introduction'. The page has a search bar at the top with the text 'English (United States) (en_us)' and 'You are currently using guest access'. On the left, there is a navigation menu with items like 'Announcements', 'How confident are you? (1)', 'Learning survey: Help us...', 'Learner database', 'Background reading', and 'Video introduction' (which is highlighted). The main content area shows a video player with the title 'Video introduction' and a 'View' button. Below the video player, there is text: 'Here is a three minute video from Youtube about Digital literacy. Watch it and then join in the discussion forum.' and 'Download the video introduction transcript from the course page.' At the bottom of the video player, there is a 'VIDEO' label and a 'PRESS TO PLAY' button.

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.



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.



Google Classroom

Description

Google Classroom

Tool Details

[Course Configurator](#) > [Step 2: Deliver](#)

Tool Name

Google Classroom

URL

www.classroom.google.com

Tool Description

Google Classroom is a free blended learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments. Classroom is available at no charge for educational institutions, whether they use Google Workspace for Education or a traditional LMS. Schools that need more enhanced tools within Classroom can upgrade to paid editions of Google Workspace for Education.