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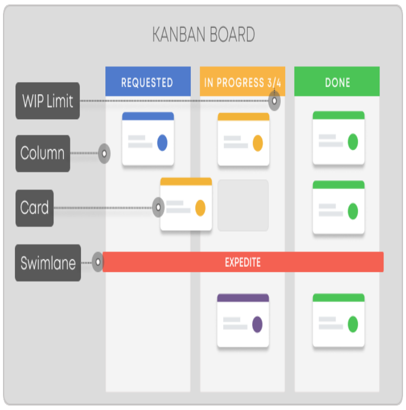


Kanban

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.

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.

Theory of Change

Description

Theory of Change

Theory of change is the **continuous process of reflection** to explore change, how it happens, and the importance of changes in a particular environment, sector, and group of people.

Course Configurator > Step 1: Design

Best used for

Change/Impact planning, also Change/Impact Reflection

In the context of Digital Social Impact courses and learning activities

A theory of change is often developed during the planning stage but can also be useful for monitoring and evaluation. A good theory of change can help to: develop better Key Evaluation Questions, identify key indicators for monitoring, identify gaps in available data, prioritize additional data collection, and provide a structure for data analysis and reporting.

Depending on the timing, a theory of change can be used to anticipate what will happen, and establish data collection processes to track changes going forward, or used to make sense of what has happened and the data that have already been collected.

A theory of change can provide a framework for a “performance story” – a coherent narrative abouthow the intervention makes particular contributions. This can be useful for communicating about the intervention to potential partners, participants and policymakers, and for also providing a consistent point of reference for those involved in implementing and managing it.

Main Target Group

Educators/Digital Social Impact Course or Project Facilitators

Potential tools for digitising this activity

Can be done online via tools like Miro

Links to more information and templates

Theory of Change as profiled by the Evaluation Hub NZ

Theory of Change as profiled by the Better Evaluations

Miro Template for Theory of Change

Prezi Results Chain Theory of Change Template

Step by Step

1 There is no single way to create a Theory of Change. A simple way to complete a theory of change involves the following: First, focus on the **Need/Assumptions** – what is the problem we as educators are trying to address? What are the assumptions sitting behind the programme, project or initiative we are planning or have implemented?

2 Next you need to focus on **Inputs** – if you are at the Design stage, what resources are you/your organisation investing? If you are at the Reflection stage, what resources did you invest? Were more required than anticipated?

3 **Outputs/Activities** – what are we going to do with the resources or what did we do?

4 Finally, you must consider the **Outcomes** – what difference we are hoping to make/have made in the short, medium and long term?

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

15-15 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

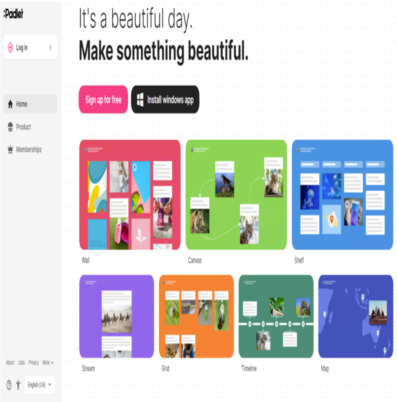
Step by Step – Two ways to use the five whys

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.



Padlet

Description

Padlet

Tool Details

Course Configurator > Step 1: Design

Tool Name

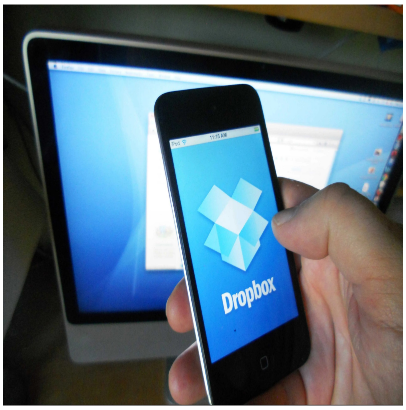
Padlet

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.



Dropbox

Description

Dropbox

Tool Details

[Course Configurator](#) > [Step 1: Design](#)

Tool Name

Dropbox

URL

www.dropbox.com

Tool Description

Dropbox is best known as a cloud storage service. It lets you store everything safely in the cloud and access file uploads from multiple devices. Dropbox is very useful in the design phase of your Digital Social Impact course because it also offers some collaboration tools. For example, you and your students or stakeholders can add comments to files and create shared to-do lists. These functions are available with all Dropbox individual user plans (including both free and paid versions) and team accounts for business.

Backbiting

Description

Backbiting

Backbiting offers an opportunity to listen to other people discuss your project challenge to get new perspectives and ideas.

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

Additional Resources

Learn more about the Backbiting/Bacl Talk approach from the University of Copenhagen

Step by Step

1 The participants are divided into groups of 3. Each participant sits on a chair facing the other two group members.

2 One of the participants explains their project challenge and then turns their back to the other two. These two participants then discuss the problem openly, drawing from their own experiences, while the participant with the project challenge listens without commenting.

3 After approximately 10 minutes, the participant with the project challenge turns around and states, “Thanks for your input”. Thereafter, the process continues with the next participant until all three have received input.

Competence Sun

Description

Competence Sun

The method Competence Sun allows you, in a simple and creative way, to discover characteristics and competences of another person, commonalities and differences in the group and thereby to strengthen the ability to work in a team.

Course Configurator > Step 2: Deliver

Best used for

Team building and increasing awareness of mutual competencies

In the context of Digital Social Impact courses and learning activities

Social Impact projects are often done in groups and multi-discipline teams. The competence sun activity is useful to help mixed student groups to get to know and value each other.

Main Target Group

Lecturers and Students

Potential tools for digitising this activity

The competence sun can be applied both digitally using an online whiteboard, e.g. Miro, and presential using a large sheet of paper or a whiteboard.

Additional Resources

More details on the Competence Sun – FH Münster

Step by Step

1 Draw wide rays of sunlight on a piece of paper/whiteboard according to the number of participants.

2 Each person is now assigned a sunray and collects at least ten characteristics (e.g. competencies, resources, skills, interests) about themselves. These points are written down on a sticky note and stuck on the corresponding sunray.

3 The first person now begins to present his or her characteristics. If characteristics are mentioned that also apply to another person, that person shares that directly. Questions can be asked at any time.

4 Collect the qualities that you all have in common in the center of the sun. All other traits are placed in that person's sun ray. The characteristics that only some people share are noted with their names or with colored dots.

5 Finally, find a common group name for the competencies you have gathered (e.g. the travelers or the networked). In addition, you have the possibility to creatively design the competence sun according to your group name. You now have a good overview of the existing competencies in the group.

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.

Qualtitative Interview

Description

Qualitative Interview

The qualitative interview's goal and strength is to find the essence of acknowledged and unacknowledged needs and wishes in different situations and life stages. As such, it is a crucial starting point for innovation, particularly user-driven innovation.

Course Configurator > Step 2: Deliver

Best used for

Analysis

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

45 min / several days

In the context of Digital Social Impact courses and learning activities

Interviewing is an essential technique to gather primary data in any environment. In social impact it might play an even bigger role as in other contexts, as it is even more important to really understand the challenges faced by society and interviews with affected groups are a great way for this

Main Target Group

Students with potential users

Potential tools for digitising this activity

Video call – Teams, Zoom

Additional Resources

Qualitative Interview approach as profiled by University of Copenhagen

Step by Step

1 **Before the Interview.** Students should consider who their users/informants are and the language that should be used. The relevance and context is crucial for the method and therefore, the choice of informant/s is important

Advise students that they should do only interview with one person at a time and ensure that the informant is not distracted, by their telephone, etc.. Record the interview with a recording device to ensure that you get everything documented
Students should allow plenty of time for the interview. They shouldn't expect any real substance to come out of the first 10 minutes of the interview.
Establishing trust and creating a comfortable atmosphere so the informant feels safe is important.

2 **During the Interview.** Students should begin the interview by 'Please describe…' or 'Please tell me something about…'. Remind them that the informant is the expert and that they are the ones being taught. The shorter the questions and the longer the answers, the better the interview.

Students ought to begin with the overall subject area, as opposed to a specific product or situation. They are fishing for information on how the informant behaves – her habits, what her daily life is like.
Advise them to ask W-questions. Who, what, how, why, where and when. Constantly use what your informant is saying as an opportunity for deeper questioning. Take breaks. Allow some time for informant afterthought as it can stimulate interesting reflections.
Students can use various tools under the interview. For example, let the informant write or draw the most important points. This is particularly useful for finding out what the informant finds most important (often times, this is not the same as what you hear).

3 **After the Interview.** Students should listen to the interview with their notes in front of them. And work to identify new ideas and situations.

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

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 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.

Slack

Description

Slack

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Slack

URL

www.slack.com

Tool Description

Slack is a useful tool which can be used to make an engaging, effective tool to support distance learning environment. Setting up a virtual classroom is as easy. Educators simply create a channel and label it with their lecture or project name and invite the relevant students and also social partners. Students can use channels to post clarifying questions and comments throughout the social impact lesson, project or course.

Zoom

Description

Zoom

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

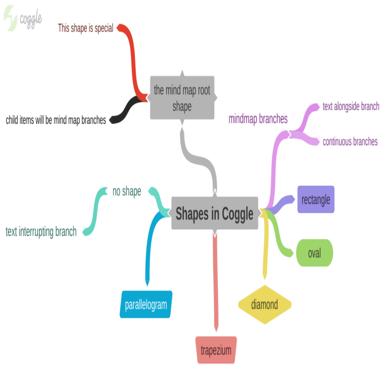
Zoom

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.



Coggle

Description

Coggle

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Coggle

URL

www.coggle.it

Tool Description

Coggle is a web-based tool that allows users to create mind maps in a snap. Users are prompted to sign into Coggle with their Google account. Once users sign in, they can instantly start designing their map. This site does not offer any premade templates, so students are forced to get creative from the start. There's a very helpful self-guided tour that gives tips and tricks on how to utilize every aspect of the site. Users have the ability to share their maps with others and even comment on other people's maps. When a map is complete, users are able to save their maps as either PDF or PNG files. They also have the option of sharing the map via Twitter or Facebook or to embed a link to their map on their own website. It can be a useful tool to have in your digital social impact teaching toolbox.

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.

The 5R framework for reflection

Description

The 5R framework for reflection

The 5R framework for reflection will guide you through Reporting, Responding, Relating, Reasoning, and Reconstructing to make sense of a learning experience.

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

This framework developed by Bain et al. (for example 2002), focuses on five core stages, each addressing one aspect of reflection. By thinking about all 5 stages individually students will engage with all the essential components of reflection, enabling them to produce a critically engaged reflection based in their experience.

Main Target Group

Students

Potential tools for digitising this activity

As it involves a series of quetions, it could be done via an online survey or other tools

Additional Resources

5R Framework as profiled by the University of Edinburgh

Step by Step

1 Students should become familiar with the 5 stages which are:

Reporting of the context of the experience
Responding to the experience (observations, feelings, thoughts, etc.)
Relating the experience to knowledge and skills you already have
Reasoning about the significant factors/theory to explain the experience
Reconstructing your practice by planning future actions for a similar experiences

2 Reporting: Here students should present the context with little or no comment or interpretation of the experience.

What to do	**What's included**	**Helpful questions**
A brief description of the experience/problem or issue	The key elements of the situation that are essential for you to communicate the context to reader.	What happened? What are the key aspects of this situation? Who was involved? What did I do?

3 Responding: Here students can present their reaction or response to the situation. This can be thoughts, feelings, and observations.

What to do	**What's included**	**Helpful questions**

Provide your personal response to the situation.	Your feelings and thoughts about the experience, as well as any observations and potential questions you have.	How did whathappened make mefeel? What did I think? What made me think and feel this way?

4 Relating: Here students can relate their experience of the reported situation with their knowledge and skills from outside of the situation.

What to do	**What's included**	**Helpful questions**
Provide your understanding of how the situation relates to your own knowledge and past experiences.	Your connections between past experiences, your skills, knowledge, your understanding and the situation.	Have I seen this before? What was similar/different then? Do I have skills and knowledge to deal with this?

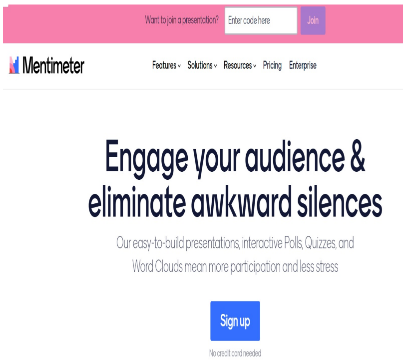
5 Reasoning: Here students can make sense of the situation in terms of significant factors and, if relevant (for example if requested in assessments), the theoretical literature relevant to their experience.

What to do	**What's included**	**Helpful questions**

Explore and explain the situation or experience.	Significant factors within the situation and how they areimportant to understanding whathappened.	What is the most important aspect of this situation and why? Is there any theoretical literature that can help me make sense of the situation? How do different perspectives (for example personal, as a student or professional) affect the way I understand the situation? How would someone who is knowledgeable about these types of situations respond?

6 Reconstructing: Here students make a conclusion about their future plans based on the previous four sections.

What to do	**What's included**	**Helpful questions**
Reframe or reconstruct future practice by drawing conclusions from the four previous stages. Use this to develop an action plan for what to do next.	Your deeper understanding and summary of the learning. You will also have to include an action plan, arguing for why it will work. That can be based on literature included in the previous stage or from the new knowledge gained from the Relating and Reasoning stages.	How would I need to do this differently in the future? What might work and why? Are there different options? Are my ideas supported by theory? Can I make changes to benefit others? What might happen if…?



Mentimeter

Description

Mentimeter

Tool Details

Course Configurator > Step 3: Reflect

Tool Name

Mentimeter

URL

www.mentimeter.com

Tool Description

Mentimeter is great for tool for reflection. It is especially useful when used at the start of the project/course and again at the end to see if expectations from the beginning were met at the end. Mentimeter can help learners to understand learning objectives towards specific topics. It can then help teachers to assess the success of their lessons and what changes or improvements they should make. (Source)