DIGITAL SOCIAL IMPACT

digital
social
impact
education for the future

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.

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.

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.

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.

Persona

Description

Persona

The persona is a widely used tool in design thinking that helps you to create an exemplary user type for your product/service or social impact solution.

Course Configurator > Step 2: Deliver

Best used for

Ideation, also for Developing Marketing Campaigns

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

5-10 min / 1 h

In the context of Digital Social Impact courses and learning activities

This persona activity allows students to define concrete characteristics and behaviors and thus better understand the persona/s they are designing solutions for.

Main Target Group

Students

Potential tools for digitising this activity

Powerpoint, Word, Excel

Additional Resources

Persona approach as profiled by FH Münster

Step by Step

1 At the beginning, think about who the target group(s) of your project is/are. For each of your target groups, create a fictitious user type (=persona) that represents your specific target group. Depending on the number of target groups, this can be one or more personas. You should create a corresponding number of templates in which the most important characteristics of your persona are recorded.

2 Give your persona a fictitious name and represent it with a photo. Collect qualitative and/or quantitative data from your specific target audience. Depending on the complexity of the data collection, the time required for the method varies considerably. You should use both primary and secondary data.

3 Describe your persona together as a team. Start with demographic facts, such as age, occupation, marital status, and place of residence.

4 Gather more information about your persona. What is their environment like? Where does your persona spend a lot of time? What influences them? What media does your persona use? What wishes and fears does she or he have? Depending on the relevance for your project, you can add further attributes.

5 Finally, define what you do not yet know about your persona and distribute these research tasks among your project participants.

6 Always refer to your persona when making decisions in the project. Is your project aligned with your persona and are their needs being met? Continually update your persona in the project as you gather new information.

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.

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.

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 3: Reflect

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

Additional Resources

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?

The Ambassador Concept

Description

The Ambassador Concept

The ambassador concept is a method/mechanism to train interested people to become experts and to enable them as multipliers to spread knowledge. The goal of the concept is to create structures that enable the independent and sustainable dissemination of specific knowledge.

Course Configurator > Step 3: Reflect

Best used for

Finding challenges. Helping students and citizens work together. Creating sustainable social impact actions.

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

The ambassador concept is a powerful tool to connect student with citizens and unite them with a shared change vision. It can be used in the design phase of the lecturers can use the ambassador concept in the reflection phase to further spread the ideas created by the students.

Main Target Group

Lecturers and Students, Citizens

Potential tools for digitising this activity

Best done in hybrid format, tools which facilitate online meetings and the delivery of online training would be useful

Additional Resources

Learn more about the Ambassador Concept from Münster University of Applied Sciences

Step by Step

1 Choose a topic that you would like to promote within the community or city, such as promoting healthy lifestyles.

2 Along with your students, recruit citizens of the community who are interested in a variety of topics related to your chosen topic. They many be already active in these areas (privately or professionally) and are interested in passing on information to other citizens. Good recruitment opportunities include community action days, self-initiated information evenings, health days, local press, but also targeting local health care providers.

3 Develop trainings that you want to conduct with your students and the other interested parties. Prepare materials for the workshops and seminars. In addition to content related information, think about soft skill exercises for the participants.

4 Meet for an open exchange with your students and the interested citizens. Present your main topics (e.g. nutrition or stress management) and raise awareness for the relevance of the topics. Depending on the topic, it might be helpful to bring in another academic or industry expert. Take information and suggestions on existing actions, structures and qualifications.

5 Train the ambassadors. Through several weeks of seminars and workshops, concrete content and methods are taught to motivate students and citizens for the selected topic (e.g. a health-promoting lifestyle) and support them in changing their behavior and passing on the knowledge. The Ambassador concept/method could also be used in a peer learning process, where one group of digital social impact ambassadors providing training to the next.