

# DIGITAL SOCIAL IMPACT



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## Encouraging Prosocial Actions in Students

### Description

# Encouraging Prosocial Actions in Students

Students watch videos on prosocial (kind, helpful) action, complete self-reflection activities, and plan and record their prosocial acts over ten consecutive days. They finish with a reflection on the impact of their actions. This lesson comes from Greater Good in Education which offers free research-based and informed strategies and practices for the social, emotional, and ethical development of students.

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

### Best used for

Helping students see the value and benefits of kindness, it could be a warm-up or taster lesson to a larger scale Digital Social Impact project

## In the context of Digital Social Impact courses and learning activities

It directly introduces students to the concept of social impact

### Main Target Group

Lectures, Students and Local Communities

## Potential tools for digitising this activity

Videos are involved in suggestive delivery, it could also be turned into a fully online lesson with a focus on pro-social online activities

## Additional Resources

[See full lesson guidelines on Greater Good in Education](#)

## Step by Step

1

### Introduction

Ask students:

*Do you think it's possible to make a difference in other people's lives? Why or why not?*

*How do you think an act of kindness might affect the person receiving the kindness?*

*Is it hard to be kind or to do kind acts for others? Why or why not?*

Next, ask students what they think "prosocial behavior" means.

After taking several responses, tell them that it's the term that scientists use for "voluntary actions aimed at advancing the welfare of other people." In other words, it's when a person offers some form of help or kindness to someone else because they care about their well-being.

Ask students:

*What are some examples of prosocial behavior that you've seen or done yourself?*

*What does it feel like to be on the receiving end of kindness?*

*What does it feel like to be the one offering kindness?*

*Is it possible to increase the kindness we offer to others? In other words, is the amount of kindness a person shows fixed, or can it change? Why or why not?*

Explain to students that over the next ten days, they will test whether it's possible to increase our kind behavior using a method from an actual research study.

2

Show students Video #1: [Prosocial Project Introduction](#)

After watching the video, ask them if anything surprised them about the benefits of prosocial behavior for the person who acts prosocially. Why or why not?

Before showing students Video #2: [NCAA Softball Player Carried by Opponents After Injury](#), ask

them to notice if they have any kind of physical or emotional reaction to what they see. Then show the video.

After watching the video, ask students to share any physical or emotional reaction they felt. If anyone felt warm and uplifted watching the video, you might mention that this is what scientists call “elevation.” The experience of elevation can often increase our desire to act prosocially.

3

## Reflection Activities

*Note: These can be done in class or as homework to allow students ample time for reflection.*

Explain to students that they are going to be completing three reflections on what’s important to them, their values, and the kind of person they want to be.

Assure them that there are no right or wrong answers, and that they should answer the questions as honestly as possible.

Let them know that they won’t be sharing their responses with other students or with you. If assigning these handouts as homework, you might tell students that you just need to check that they completed them.

Give students the three handouts:

**Identity Warm-up Handout**

**Value Identification Handout**

**Best Possible Self Handout**

If completing these handouts in class, you might ask students to discuss afterwards as a class:

*How did it feel to complete these exercises*

*Did anything surprise you?*

*Was anything clarified about who you are or want to be?*

4

## Prosocial Planning

*Note: The Part 2 activities are designed to inspire students to want to behave prosocially and to be thinking about meaningful content, e.g., their core values, their most important relationships, which would then direct their plans for helping others. Therefore, **it would be ideal to complete Part 3 as soon as possible after Part 2.***

Give each student a **Prosocial Planning Handout** and a **Prosocial Behavior Log Handout**. Review the items on the Prosocial Planning Handout. Ask students if they can think of things to add.

Explain to students that for the next ten days, they are going to make a plan each day for how they can be helpful to others. Then, at the end of each day, they are to use the Prosocial Behavior Log to record what they actually did, their reaction to their actions, and the impact of their actions on others.

Let students know that to get the most out of this exercise, it’s very important that they do this each day rather than try to remember what they did if they forget to fill in the log—our memories

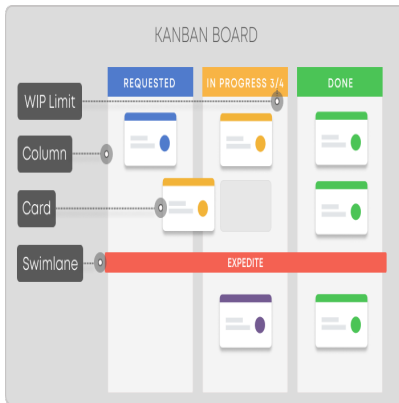
aren't always accurate.

5

#### **Part 4: Final Reflection**

*Note: This can be done as homework.*

After students track their behaviors for ten days, give each of them a **Final Reflection Handout**. Ask them to complete it in class or as homework. They will need to refer to their answers on the Identity Warm-up Handout, Value Identification Handout, and Best Possible Self Handout in order to complete this reflection.



## 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 multifaceted they are a useful tool to have in 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.



Miro

## Description

# Miro

## Tool Details

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

### Tool Name

Miro

### URL

[www.miro.com](http://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.





## Usability Test

### Description

# Usability Test

The usability test originated in software development and is now increasingly used in design thinking. In this test, the usability of software or hardware is tested by potential users.

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

### Best used for

Testing hypotheses

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

15 – 30 min / several days

### In the context of Digital Social Impact courses and learning activities

With a potential prototype the students can test their solution in a usability test with previously defined hypotheses

### Main Target Group

Students

## Potential tools for digitising this activity

Depends on product

## Additional Resources

[Usability Test approach as profiled by FH Münster](#)

## Step by Step

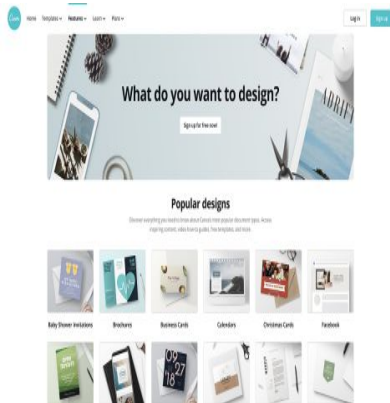
**1 Preparation phase:** Create a concept describing what you intend to do, what it is about, what your goal is, what you want to find out and what your test object is, e.g. website, app, product.

2 Furthermore, you should determine the location where the test will be conducted. Should it be done remotely or in person? (See the setup on the right for a remote execution.) Define the different roles needed, e.g. test leader, observer, etc.

3 Recruit the test subjects. In order to detect at least 85% of the defects of a prototype, at least 5 test persons should be recruited. They should be similar to the user. Define exact test scenarios. Which tasks should the test persons perform on the prototype? As many different use cases as possible should be tested. Make sure that you have all the necessary materials for the application test. It is best to conduct a pilot test with another project manager.

**4 Implementation phase:** In this phase you start with the welcome of the test person. Explain the process and the tasks of the test scenarios to the test person. Then carry out the tests. While the probands are performing the test, have them share their thoughts. This method is called the think-aloud method. In parallel, the observers should accurately document the performance.

**5 Follow-up phase:** Evaluate the documentation and findings (video, audio and notes) and present the results to the team. Use these results to optimize the user-friendliness of the website, product, or app.



Canva

## Description

# Canva

## Tool Details

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

### Tool Name

Canva

### URL

[www.canva.com](http://www.canva.com)

### Tool Description

Canva is an easy to use graphic design platform for creating visual content e.g. posters, presentations and images for use social media etc. Canva has thousands of free, high-quality templates on any subject or topic imaginable which students can use for their digital social impact projects.



Zoom

## Description

# Zoom

## Tool Details

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

### Tool Name

Zoom

### URL

[www.zoom.com](http://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.



## 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](#)

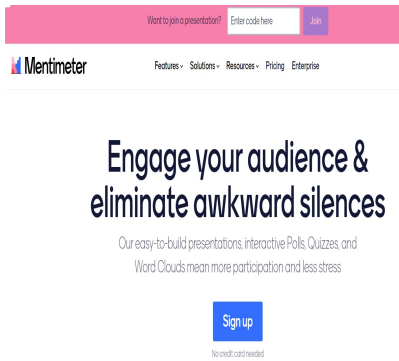
### Step by Step

1 Applying lessons learned contains three processes: analyze, store, and retrieve

2 Students should conduct a 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.



## Mentimeter

### Description

# Mentimeter

## Tool Details

[Course Configurator](#) > [Step 3: Reflect](#)

### Tool Name

Mentimeter

### URL

[www.mentimeter.com](http://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](#))