DESIGN FOR GOVERNMENT

MUO-E8043 Design for Government (12 cr.)
27.2.2023 - 31.5.2023

Course Manual

Last updated 21.04.2023

Aalto University

1. Description of the course

Design for Government (DfG) is a 12 cr. practice-based course. Every year, students and stakeholders work together in two contemporary national-level policy challenges commissioned by Finnish ministries and the public authorities.

During the 12 weeks (Periods IV and V), students work in groups of four to address the given challenges by following a design approach.

The course follows an open learning ethos, promoting design in government by making publicly available the student work on the course website dfg-course.aalto.fi and the Final Show event. We use Creative Common (CC) license to enable the use of proposals.

Learning outcomes

After completing the course successfully, students are able to:
- apply human-centred design, systems thinking and behavioural design as a problem-solving approach for policy-level project briefs
- analyse collected information and extrapolate critical conclusions that inform concrete actions and systemic change
- identify and evaluate types of design intervention that stakeholders could implement to leverage change
- frame and communicate processes and proposals verbally, visually, and in writing to multiple disciplines, sectors and the public to facilitate participatory environments with stakeholders with different agendas and in multidisciplinary teams

Workload

The course is 12 ECTS. This equals approximately 320 total hours of work, or 27 hours per week, which is 3.5 full working days per week. The tentative distribution of student workload:
- 72h Contact teaching (lectures, group presentations, peer-to-peer learning)
- 71h Reflection time
- 43h Independent reading (selected articles, video lectures, group discussions)
- 90h Independent project work in teams
- 43h Project communication and final delivery (final presentation, blog, final report)
- 1h Course evaluation

Because the project work is conducted independently and in teamwork outside of contact teaching hours, we recommend students have flexible schedules during this time and not take big courses in parallel.

History

DfG was founded during the academic year 2014 – 15 with the mission of developing and demonstrating design competencies in the Finnish government. The course is part of an international wave of interest in design, and innovation approaches in government, evident in

the proliferation of labs, such as Helsinki Design Lab, UK Policy Lab or MindLab in Denmark. Founded by Seungho Park-Lee, with Hella Hernberg and Juha Kronqvist, the course was later led and developed by Ramia Mazé and currently by Núria Solsona.

Teaching team

Núria Solsona, DfG Course director, is a University lecturer at the Aalto University (ARTS), Department of Design. At Aalto, Núria teaches the practice of design in policy-making, and service development, in collaboration with commercial and non-commercial project partners. Previously she worked as a service design consultant in the UK and Finland.

Xinyu Zhang (Zoe), DfG Teaching assistant, is an alumni of DfG 2022, currently a master's student in CoID, focusing on service design. Previously, she studied industrial design in the United States. Zoe is very interested in understanding people, and she aims to be an observant designer equipped with empathy and a sharp mind.

Natalia Villaman, DfG Lecturer and tutor, is an alumni of DfG 2019, currently pursuing doctoral studies at the University of Helsinki. Her research focuses on whether facilitation could be used as a civic skill to strengthen political participation and democracy. At Aalto, she coordinates Summer School and is a thesis advisor for the MA Creative Sustainability.

Sofia Johansson, DfG Tutor, has worked in service design and human insight for over a decade. Most recently, she worked as an in-house service designer at Kuntaliitto. She has broad hands-on experience in applying design methods to solving societal issues. Sofia holds a master's degree in social psychology from the University of Helsinki.

Taneli Heinonen, DfG Lecturer, has been part of the DfG teaching team since 2015. He works at OP CX team, helping understand people as social and cultural beings instead of numbers on a spreadsheet. He also teaches service design methods and ethnographic customer insights at Laurea University. He's previously worked as a consultant at Gemic and Hellon.

Hella Hernberg, DfG Lecturer, DfG co-founder. She is an architect and designer who runs Urban Dream Management, a strategic design practice striving towards creative and sustainable cities. She is currently a postdoc researcher at Aalto University's Department of Design.

María Ferreira Litowtschenko, DfG Teacher, is an alumni of DfG 2016 and a doctoral researcher at Aalto University's Department of Design. Her research focuses on design in the public sector, especially in experimental institutional forms like public sector innovation labs, particularly in Latin America.

2. Course structure & Contents

The course is structured following the design process divided into four blocks (image on the right) and combining a set of approaches: human-centred, systems thinking and behavioural-based design.

Human-centred (Week 1 - 3)

In the problem-framing space, we aim to gain a comprehensive understanding of the causes and consequences behind your project brief, such as a policy change. At the beginning of the course, you will create a research plan, identify and recruit relevant research participants and gather data through fieldwork and semi-structured interviews combined with other ethnography-inspired methods. The aim is to identify what constitutes a relevant problem by gathering insights from different stakeholder groups.

Project activities:
- **Round table discussion**
- **Iterative Research plan (Submission)**
- **Fieldwork**

Period IV
27 Feb - Course starts

HUMAN PERSPECTIVE
3 Weeks

SYSTEMS THINKING
3 Weeks

Mid-Term Review (05.04)

24 Apr – Period V starts

DESIGN INTERVENTION
3 Weeks

PROPOSALS
3 Weeks

Final Show (31.05)

Systems thinking (Week 4 - 6)

Understanding policy as a system of interdependencies and identifying what needs to be changed helps to make an informed decision on where change is needed, at what level, and later on, with what type of instruments. As part of the research analysis, with your gathered data, you will create a systems map as an inductive process that will help you to define your problem space considering other systemic interdependencies (goals, purpose, flows, relationships) behind your project brief.

Project activities:
- **Systems map (Presentation in contact teaching)**
- **Insights summary report (Submission)**
- **Mid-term presentation (Submission)**
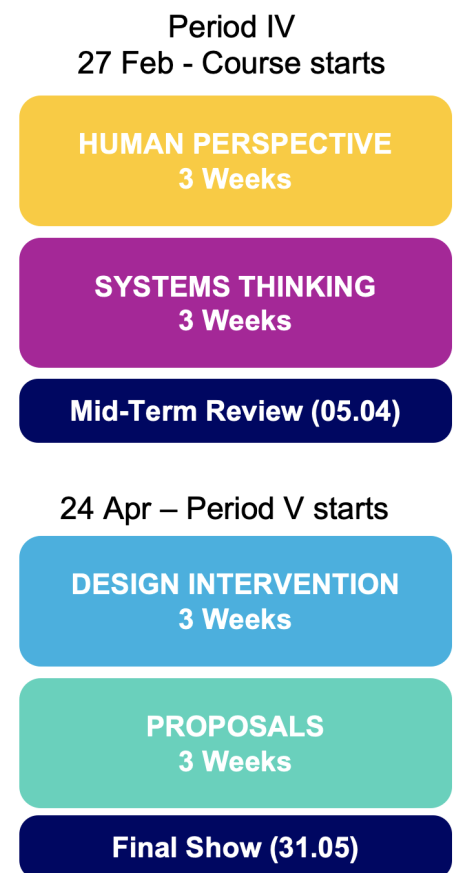
Design interventions (Week 7 - 10)

In Period V, we will continue to define the solution space. Systems thinking shows areas for intervention with lower and higher levels of impact due to connectedness and complexity. What is the leverage point(s) to make change happen? What action/instrument/material can change that?

Policy interventions are diverse, ranging from upstream policy framing solutions (e.g. new governance practices), to downstream policy implementation solutions (e.g. design of new services). Defining your type of intervention will depend on the change you want to achieve following previous research analysis. You will learn about other design materialities, such as behavioural design (nudging), scenarios-based design, speculative design, experiments, and co-creation.

Project activities:
- **Ideation session**
- **Intervention development**

Design proposals (Week 10 - 12)

The design proposal is the final "solution", a design intervention you suggest for your partners to address your given challenge. In this last part of the course, you will learn how to communicate your proposal visually through visual storytelling, orally through the Final Show presentation and in writing through the Final report. This phase is dedicated to packaging the project for a handover and considering other elements needed for the partner and stakeholders to adopt it in their organisations.

Project activities:
- **Rehearsal presentation**
- **Final Show presentation (Submission)**
- **Final Report (Submission)**

Project activities are conducted independently in small groups or supergroups. The aim is to guide students' work and support their learning by doing. Although most project activities are not graded, some require submissions, presenting in contact teaching or tutorial sessions. Please find detailed instructions and supporting materials of all project activities on MyCourses > Assignments

3. Contact teaching & Key dates

Contact teaching session will be on-site at Aalto University, Otaniemi Campus in Väre on the first Monday of Periods IV and V (9.15 - 12.00h); and every Wednesday (9.15 - 16.00h).

- **Period IV starts on Monday, 27th February, and lasts for six weeks.**
- **Period V starts on Monday, 24th April and lasts for six weeks**
- **Between Period IV and V, there is a break from 10 - 21 April.**

Period IV Schedule

Contact teaching days typically combine:
- **Lectures** related to the corresponding design stage; some of these include hands-on exercises to put the concepts presented into practice your project.

- **Peer-sharing Sessions** aim to get early feedback from peers and teachers on the work in progress. Student groups are asked to share unfinished project activities as work in progress and provide constructive feedback to other peers.

- **Bi-weekly Reading Discussions** are reflective sessions on the given readings for that week. These sessions follow a flip classroom style, deepening reflections through discussion; we expect students to participate and read materials actively before class.

- **Tutorial Sessions** aim to mentor project teams throughout the design process. Tutors are assigned at the beginning of the course, one per project brief. These sessions will typically run every week (14.30 - 16.00h) either as supergroup tutorials (three groups from the same project brief) or in small group tutorials, in slots of 30 min, the order of which will be decided collectively every week. To guide a productive session, each tutorial has a theme and a shared Miro, for student groups to upload their work in progress beforehand.

- **Partner Sessions** are participatory events during the course to which your project partners have been invited. These sessions will last approx. 3h:

Week 2	08 March	Round table discussion
Week 6	05 April	Mid-Term Presentation
Week 8	03 May	Ideation session
Week 12	31 May	Final Show, final presentation in an open event

  Mid-Term Presentation and Final Presentation are aimed at groups to receive feedback from partners and will run in small groups consecutively. In contrast, Round table discussion and Ideation sessions are designed and run by students in supergroups as co-creation sessions running in parallel for partners to provide their input on work in progress.

4. Readings

Purpose
To understand the context:
- How is it today, the different ideas/perspectives of what is and what has happened.

To gain language:
- To understand the discourses and become familiar with concepts that can explain what is happening in practice,
- To communicate better with the partners within the group to support documentation and proposals and to express yourself more clearly in the blogs and the report.

Reading discussion sessions (every other week)
General dynamics:
- short introduction to the theme and readings (5 - 10 min. approx).
- small group discussion (15 min. approx)
- all class discussion covering all the readings (15 - 20 min. approx)

Generally, before the reading session, each student needs to read one article from the provided list. Some days the entire class has the same mandatory reading and/or video, or sometimes, the readings are split within the group. From Week 3 onwards, each group decides who reads what by assigning two team members per reading. In the reading discussion sessions, all the mandatory readings will be discussed. In the reading list below you will find "focus" and "guiding questions" to help you read and be prepared for each session. Whereas in Period IV, the readings are more academic in Period V, they are more practice-oriented.

You will find all the readings on MyCourses > Readings

(Period IV Reading list)

W1 01.03 Design for Policy

Focus: Understand the context and the discourses; different fields, backgrounds, interests, expectations and ideas (policy studies, public administration, public innovation, design).
Guiding questions: What do you understand by 'design in the public sector' or 'design for policy'? What kind of challenges and potentials are mentioned in the video and literature?

Everyone:
- (Video) Bailey, J. (2021, March 8) *Design for Policy*, DfG open lecture.

Choose one:
- Julier, G. (2017). Public Sector Innovation. In *Economies of Design* (pp 143-164). London: Sage Publications

- Lewis, J. M.; McGann, M. & Blomkamp, E. (2020). When Design Meets Power: Design Thinking, Public Sector Innovation and the Politics of Policymaking. *Policy & Politics*, 48:1, 111-130.

Additional readings (optional):
- Junginger, S. (2013). Design and Innovation in the Public Sector: Matters of Design in Policy-Making and Policy Implementation. *Annual Review of Policy Design*, 1:1.
- Mintrom, M. & Luetjens, J. (2016). Design Thinking in Policymaking Processes: Opportunities and Challenges. *Australian Journal of Public Administration*, 75:3, 391-402.

W3 15.03 Systems thinking

Focus: To understand the potential of systems thinking when combined with design in the public sector, helping to understand complexity and uncertainty.
Guiding questions: How is systems thinking contributing to designing in the public sector? How is this different from other traditional understandings in government?

Everyone:
Meadows Chapters 4 (Why systems surprise us) AND Chapter 5 (Systems traps…and opportunities). These chapters will be discussed in the lecture with Hella and deepened in the Reading discussion. Note that this is a 56-long page and quite heavy reading; we recommend reading it with time.

- Meadows, D. H. (2008). Why systems surprise us. In *Thinking in systems: A primer* (pp 86-110). Chelsea green publishing.
- Meadows, D. H. (2008). Systems traps…and opportunities. In *Thinking in systems: A primer* (pp 111-144). Chelsea green publishing.

Additional readings (optional):
- Blomkamp, E. (2022). Systemic design practice for participatory policymaking. *Policy Design and Practice*, 5(1), 12-31.
- Kimbell, L., & Vesnić-Alujević, L. (2020). After the toolkit: Anticipatory logics and the future of government. *Policy Design and Practice*, 3(2), 95-108.
- Siodomok, A. (2020) *Integrated Policy: A UK Perspective*. Presentation at The policy community conference. Ottawa, Canada.

W5 29.03: Design activities and methods

Focus: Understand the activities and methods of design in the public sector and how to make sense of them (how to explain them, how to show what has value, etc.).
Guiding questions: What methods and activities can design bring to the public sector? What value do these provide at the policy-making stages?

Reading 1 (assign two team members):
- Villa Alvarez, D. P., Auricchio, V., & Mortati, M. (2022). Mapping design activities and methods of public sector innovation units through the policy cycle model. *Policy sciences*, 55(1), 89-136.

Reading 2 (assign two team members):
- Ferrarezi, E., Brandalise, I., & Lemos, J. (2021). Evaluating experimentation in the public sector: learning from a Brazilian innovation lab. *Policy Design and Practice*, *4*(2), 292-308.

Additional readings & resources (optional):
- Bailey, J., & Lloyd, P. (2016). The introduction of design to policymaking: Policy Lab and the UK government. In Proceedings of the Conference of Design Research Society (pp. 3620-3633). Brighton, UK: Design Research Society
- Resources from the Social Design Institute from the University of the Arts London. Specially: video of the event "Critical research perspectives on design for government" and the recording of the Symposium on Practice Research: Definitions, Contexts, Futures 19-20 May 2022 particularly Panel 6 "Futures for practice research in social design - Opportunities, challenges and demands"

(Period V Reading list)

W7 26.04: Design interventions

Focus: We will follow a World Cafe/Workshop format to gain knowledge and cover many design methods and interventions for you to choose from.
Guiding questions: What value do these bring in the context of policy change? What are the pros and cons of these methods in your project?

Everyone:
- (Video) Mazé, R. (2019) *Governmentality*. DfG video lecture.

Reading 1 Scenarios (assign one team member):
- Vesnic-Alujevic, L., Stoermer, E., Rudkin, J., Scapolo, F., Kimbell, L. The Future of Government 2030+: A Citizen-Centric Perspective on New Government Models. EUR 29664 EN. Publications Office of the European Union, Luxembourg, 2019. ISBN 978-92-76-00165-2 doi:10.2760/145751, JRC 115008. NOTE: YOU DO NOT HAVE TO READ IT ALL. FOCUS ON: Chapter 3 (how did they develop scenarios? What

information are the scenarios based on?), Chapter 4 (skim through the scenario examples, pay attention to the information included and the thinking/imagination they elicit), Chapter 5 (how scenarios were used, skim through the examples), Chapter 7 & 8 (value of scenarios in government and policy-making).

Reading 2 Behavioural design (assign one team member):
- Thaler, R. H., Sunstein, C. R., & Balz, J. P. (2013). Choice architecture. In Shafir, E. (Ed.) *The behavioral foundations of public policy*, 25, 428-439.

Reading 3 Experiments (assign one team member):
- Annala, M., Kaskinen, T., Lee, S., Leppänen, J., Mattila, K., Neuvonen, A., Nuutinen, J., Saarikoski, E., & Tarvainen, A. (2015). Design for government: Human-centric governance through experiments. Retrieved from https://www.demoshelsinki.fi/wp-content/uploads/2015/09/Design-for-Government-%E2%80%93-Governance-through-experiments.pdf

Reading 4 Generative ideas (assign one team member):
- Geoff Mulgan (2022) The future. How to re-energise our collective imagination. In *Another World is Possible*. *How to Reignite Social and Political Imagination* (pp 87-110, 294-299).

Additional readings & resources (optional):
- Pólvora, A., & Nascimento, S. (2021). Foresight and design fictions meet at a policy lab: An experimentation approach in public sector innovation. *Futures*, Volume 128, 2021, 102709, https://doi.org/10.1016/j.futures.2021.102709.
- Kimbell, L., & Bailey, J. (2017). Prototyping and the new spirit of policy-making. CoDesign, 13(3), 214-226.
- Podcast: UCL Urban Lab Lectures. "Laboratories as a New Mode of Urban Governance" by Andrew Karvonen (about urban experiments) https://soundcloud.com/uclurbanlab/andrew-karvonen-laboratories-as-a-new-mode-of-urban-governance
- Podcast: Design in Transition/Diseño en transición (ENG/SPA). Three-episode miniseries hosting the Designing Policy Network. The first episode of the miniseries is available: Ep26 Ahmee Kim & Francesco Leoni: Designing for Policy [ENG].

W9 10.05: Development and validation

Focus: To continue developing the understanding of the instruments and choice of type of interventions for the proposals, now by focusing on identifying leverage points.
Guiding question: How do you understand where to intervene?

Everyone:
- Meadows, D. H. (1999). Leverage points: Places to intervene in a system.

W11 17.05: Proposals

Focus: To understand how to explain the proposal, not only through text but also with regard to how the reports are produced and their formats (parts, graphic design, etc.).
Guiding question: What can we learn from these examples?

Reading 1 (assign two team members):
- Kimbell, L. (2015). Applying Design Approaches to Policy Making: Discovering Policy Lab. Brighton: University of Brighton.

Reading 2 (assign two team members)
- Werneck, C., Ferrarezi, E., Brandalise, I., Vaqueiro, L., & Bonduki, M. (2020). Life Cycles of Public Innovation Labs.

Additional readings & resources (optional):
- Keynote Debate DRS 2018: "Social and public: exploring changing contexts of design research and practice through the intersections between design for policy and social design". Moderated by Dr. Simon O'Rafferty, Debate Participants: Dr. Andrea Siodmok & Dr. Ramia Mazé. http://www.drs2018limerick.org/participation/keynote-debates
- Podcast: Diseño y diáspora. Episode 379. Design for Policies (UK/Finland/Sweden). An interview with Ramia Mazé.
  (The podcast has many episodes in Spanish about innovation labs and designers working in government. Some of those interviews are part of a publication https://disenoydiaspora.org/libros/diseno-y-laboratorios-de-innovacion-2do-libro/)
- Podcast: Design for society, PoGoSIG (Policy and Governance Special Interest Group from the Design Research Society), episodes 2 and 3 with Michael Howlett and Christian Bason.

5. Assessment methods & Submissions

Assessment methods

The course assessment is done continuously by the course teachers based on individual and group work. Grade distribution is as follows:
- **Active participation (25%)**
- **Blog posts (25%)**
- **Final Presentation (25%)**
- **Final Report (25%)**

Passing all these assignments is mandatory to pass the course. The final grade will be calculated at the end of the course. The Rubrics in the appendix describe the assessment criteria in more detail. Please use this as a guide to complete your submissions.

Additionally, groups work on independent project activities (See section 2 and MyCourses > Assignments), some of which are not graded but guide project work weekly through the design process.

Active participation (25% of final grade)

Active participation assesses students individually based on their participation in contact teaching and group work. 80% attendance is mandatory to pass the course unless otherwise agreed in advance with the teacher in charge; attendance is mandatory for the first day of class, for the mid-review and for the Final Show. The grade will be based on observations during contact teaching and tutorials. These will then be contrasted and fined tuned with the peer-to-peer assessment at the end of the course.

Rubrics

Fail	1-2	3	4-5
Student missed more than 20% of contact teaching sessions.	The student is present but does not participate much during contact teaching. In group work, the student shows inconsistencies.	The student participates actively in class and provides generally useful insights. In group work, the student shows consistency and is a good team player.	The student contributes in class with many reflective and critical ideas. In group work, the student helps teammates in their learning process and leverages other problem-solving approaches in the team very well.

Blog posts (25% of final grade)

Purpose:

The Blog post is an individual submission. Blogs offer students a space for self-reflection and to practice external communication with the broader team of project partners and stakeholders. The posts are a "press release" to civil servants and the general public. After revision, blog posts will be published on the DfG website and shared with the project partners. You are welcome to disseminate these once they become public (e.g on LinkedIn) in case you want to share your current work and reach out to relevant stakeholders.

The aim is also to progressively build content for the Final Report, which text, images and feedback should be re-used to reduce workload at the end of the course. Capturing the design process and personal reflections promptly will help you to document the design process more accurately.

Each group will post a total of four blog posts during the course, one every two weeks, each written by one different group member. At the beginning of the course, team members will agree on which blog post to write. Each post has an overarching theme and deadline (see below).

After each deadline, every student (also blog writers) will read and comment on the blog post from another group (always the same group) via MyCourses.

What should each blog post include?

- Please follow the detailed instructions on the [MyCourses page > Assignments > Blogs](#)
- A text containing a synthesis of the work (not an inventory of all the project activities) and critical self-reflections; your main "aha" moment, something that makes you think differently about the value of certain design activity, concepts discussed in class or your brief topic
- Evidence should be included to support the argumentation, that is, interview quotes, literature references and/or facts provided by project partners. Note that research participants' anonymity and use of partner research materials should be used in line with confidentiality and research ethics protocols.
- Images should be included, such as visualisations used in the project, pictures of fieldwork or images of key design activities with the corresponding captions.
- The ideal text length is between min. 500 - 1000 words max.

Format

- Send a .doc to Natalia containing text and images by the specified deadline. Natalia will review it and give you comments to improve the quality of your text. Once these

changes are made, please upload your revised blog version into MyCourses > Assignments > Blogs > Add a new discussion topic. Once the text is published on the MyCourses page, Zoe will take the text and images and publish them on the DfG Website. And Núria will share them with your project partners via email.

- When the blog is published all students give feedback to the designated group by adding their comments to their blog post via MyCourses. The deadline for the blog feedback is one week from the blog deadline.

Deadline

- W3   Blog I   (DL 17.03)   Human-centred perspective
- W6   Blog II   (DL 06.04)   Systemic analysis
- W9   Blog III   (DL 12.05)   Design intervention
- W12   Blog IV   (DL 02.06)   Design proposal

Evaluation

[You can find the rubrics in Appendix 1](#)

Iterative Research Plan (not graded)

Purpose

The Iterative Research Plan is a group submission. The purpose of this document is to help groups plan their research early on. It is called iterative, as it can change and adapt as you learn more about your research needs. It aims to kick off your research by defining what to start with and listing other possibilities to decide on later.

What should the Iterative Research Plan include?

To complete the assignment, please fill in the template provided, containing:
- Research objectives: What do you want to learn?
- Research methods: How will you learn it? Focus on "what to start from", and make a list of "maybe" to decide later.
- Research documentation: How will you collect those learnings (data)?
- Recruitment plan: When does it need to happen?

Format
- Please follow the detailed instructions on MyCourses page > Assignments > Iterative research plan
- Fill in the template (feel free to adjust the format as needed).
- Upload the Iterative Research Plan on the tutorials Miro board
- 1 Submission per group

Deadline
- Iterative Research Plan (PDF): Wednesday 15.03 via Miro
- Feedback will be discussed during group tutorials

Evaluation
- Submission is mandatory to pass the course but is not graded.

Insights Summary Report (not graded)

Purpose

The Insights Summary Report is a group submission, a mini-internal project report of the research and analysis phase, containing a concise synopsis of your main findings and evidence to support them.

The writing will help you in the analysis process, building on previous research analysis exercises practised in contact teaching, such as systems maps and affinity diagraming. In addition, it will help the group to crystalise the research analysis and collect evidence in preparation for the Mid-Term Presentation.

What should the Insights Summary report include?

- A summary of the main findings across all sources, 3-5 findings is sufficient.
- Each finding should contain a concise title, a brief description and evidence to support it, such as quotes from interviews, pictures from fieldwork, secondary data from reports, or literature references.
- Compared to the Mid-Term presentation, the summary report does not include the design process description, as it focuses solely on the research results.

Format

- Please follow the detailed instructions on [MyCourses page > Assignments > Insights Summary Report](#)
- Use the word template provided
- Submit a PDF via Miro
- 1 Submission per group

Deadline

- Insights Summary report (PDF): <u>Monday 27.03 </u>upload via Miro
- Feedback will be discussed during your next group tutorials

Evaluation

- Submission is mandatory to pass the course but is not graded.

Mid-Term presentation (not graded)

Purpose

The Mid-Term presentation is a group submission. At this stage, you should have finalised the research and be able to present emerging findings. This presentation is specifically designed to receive feedback from your partners and involve them in deciding on the next steps. In addition, it is a good opportunity to test how to communicate and engage others and spark discussion with a familiar and non-familiar audience.

Each group will have 10 min. to present + 10 min. feedback from partners. During the presentation day, we will give you a form to leave comments to your peers.

What should the Mid-Term presentation include?

- **BRIEF** You do *not* need to present the original brief. Present, instead, your interpretation; what's the angle you've chosen to approach this challenge?
- **PROCESS DESCRIPTION** (briefly) of your process, be precise about the methods you have used. What data/materials is your analysis based on? What methods did you choose? Who did you talk to? Why?
- **RESEARCH ANALYSIS** What did you discover? What is the evidence behind this? e.g. Qualitative details, quotes, pictures, stories from your interviews… Systems map of relevant variables and structures, perhaps flows, obstacles and opportunities?
- **IDENTIFY PROBLEM AREA(S)** What problems have you identified that could be promising to continue with? Use these to evoke stakeholder feedback!
- **We are in the problem-finding stage, so no solutions are presented only research!**

Format

- Please follow the detailed instructions on [MyCourses page > Assignments > Mid-Term Presentation](#)
- 10min. oral on-site presentation.
- It is up to the team to decide who presents (be mindful of time!). Non-presenters are expected to contribute during feedback with the partners and teaching team.
- You can use any format to present live (incl. video and audio files).
- Submission on MyCourses must be in a PDF. Name of the file, follow this example: DfG23_MidTerm_1A
- 1 Submission per group

Deadline:

- Mid-Term Presentation (PDF): <u>Wednesday 05.04,</u> by 11:00h via MyCourses

Evaluation

- Submission and presentation is mandatory to pass the course but not graded

Final presentation (25% of final grade)

Purpose

The final presentation is a group submission. The final presentation marks the end of the course in an open event called the "Final Show"; a public event that gathers civil servants and designers to celebrate the end of the course. Every year we choose a different venue to meet with the community and continue to build on our network.

In this event, each group presents the results (final proposal) and design process in front of partners, peers, the teaching team and the wider community. This presentation is designed to get feedback from your partners and the public audience. Also, this is a moment to handover the project to your partners and promote it externally.

One week before the final show, students will rehearse at the event venue to practice presenting and to receive feedback on the presentation materials.

What should the Final presentation include?

- Brief: You do not need to present the original project brief. There will be a Supergroup brief presenter. Present, instead, your interpretation; what's the angle you've chosen to approach this challenge?
- Design process description: be precise about the methods you have used in your research and sample of your data. What data/materials is your analysis based on? Who did you talk to - not talk to? Why?
- Identified problem areas: What problems and opportunities have you identified? Use your research evidence and storytelling to evoke empathy. Visualisations, such as a System map, should be utilised to show the analysis process and make the argumentation and interpretations more transparent, for example, by showing where conflicts, perspectives, and leverage points are in the map.
- Design intervention, proposal: This is the bulk of your presentation; Where do you suggest intervening to address your identified problems? What needs to change? The focus should be on illustrating how this would be solved rather than how it would be designed; concrete examples or scenarios of what you aim to change and how it could be done.
- Further considerations and reflections: What are the next steps to make the suggested change happen? What are the potential barriers? How do you suggest mitigating them?
- Words, phrasing, and imagery included in your public materials can be used according to the terms of the copyright, therefore, also by your ministry. Do not include confidential information. Remember that you cannot use materials copyrighted by others and give citations for any quotes or images from others.
- Remember, this is your moment to be as clear as possible, and as engaging as possible. Take this into consideration for structuring and delivering the presentation

itself. How can I tell a story? How do I communicate all the work done in a simple, effective and compelling way?

Format

- Please follow the detailed instructions on [MyCourses page > Assignments > Final Presentation](#)
- 15 min. oral on-site presentation (audience on-site and online).
- Add your slides on the shared Gslides + a PDF file, name of the file, follow this example: DfG23_FinalPresentation_1A
- On every slide, include the copyright notice: "Creative Commons CC BY 4.0 2023 Name1, Name2, Name3, Name4, and Design for Government course at Aalto University".
- It is up to the team to decide who presents (be mindful of time!). Note that attendance is mandatory and that active participation will be assessed as usual. Non-presenters are expected to contribute during feedback with the partners and teaching team.
- 1 Submission per group

Submission deadline

- Final Presentation (PDF): Final Show 31 May, on shared GSlides deck and upload PDF file via MyCourses

Evaluation

- [You can find the rubrics in Appendix 2](#)

Final Report (25% of final grade)

The Final Report is a group submission, a document reporting on the student group project from start to end. It does not report all the activities that the team conducted, but the most relevant activities of the design process, with the according information and evidence.

The target audience for this document is your partner, other relevant stakeholders, and their teams. When writing, planning and working on the report, keep in mind that after submission, the report will be published on the DfG website and will be available to a broader audience.

Purpose

The purpose of the Final report is to create a standalone, synthesised, and well-organized documentation of the project so that if your partners want to use your results or research further, they have all they need to do so. The reports compile your learnings and most valuable activities (NOT ALL) across the course, re-using where possible, the four blogs on Human-centred research, Systemic analysis, Design intervention, and Final proposal.

Likewise, this assessment is aimed at practising communication in written form to the diverse audiences represented in your project brief.

What should be included in the Final report?

Suggested structure below - please change and adjust as needed:
- Executive summary (1 Page): It summarises your proposal in such a way that conveys what it is, why it is relevant, for whom, by whom, and the benefit it provides to tackle your challenge.
- Human-centered research: A presentation of your research goals, particular angle, and stakeholders involved. Describe your methods (observations, workshops, secondary/desktop research, analyses, etc.) and your sample (number and interviewees, roles,...).
- Systemic analysis: Describe your analysis process; how did you infer conclusions? Show system maps/ affinity diagrams so that we can follow your rationale. Findings descriptions supported with evidence (data from desktop research, quotes from interviews, pictures from observations…).
- Design intervention: A reflection on your choice of the type of intervention you can include as reference leverage points or other frameworks that helped you to identify your intervention. You can include your ideal scenario, 'what you are trying to change' in this section or the next one.
- Final proposal: Description of your final proposal (your solution). Key elements can include 'why?', 'what?', 'how?', etc. Convey the value of your proposal to your key stakeholders (how does this solve the problem?) and how this would work for the

"owners" of your solution – those responsible for using it, and delivering it. Note that the focus is on how change will be achieved, not how it will be designed.

- Conclusions: A final personal critical reflection on the big picture of the subject matter, the value of the design approach you followed, "aha" moments or gaps you identified, and the proposal's value in the given challenge.
- Interview protocols, transcripts, lists of sources, etc., can be included as an appendix.
- Consider including images from your research, analysis, and diagrams – use captions to describe the images and give photo credits.
- You can cut & paste the blog post you wrote into the report! However, shape the text in relation to your final proposal - how did you discover or conclude something that led to the final proposal?
- On your cover page of the report, include the copyright notice: "Creative Commons CC BY 4.0 2023 Name1, Name2, Name3, Name4, and Design for Government course at Aalto University".
- Words, phrasing, and imagery included in your public materials can be used according to the terms of the copyright, therefore, also by your ministry. Do not include confidential information, if such information is important for the report, you can send it as a separate Appendix clearly marked with who can access the material. Remember that you cannot use materials copyrighted by others and give citations for any quotes or images from others.

Format

- Please follow the detailed instructions on MyCourses page > Assignments > Final Report
- A4 vertical
- 10-15 pages is an ideal length, and there is no maximum page limit (including all cover text and images). Do not go overboard.
- Each group should write one report. If parts of your research were done in the supergroup, you could duplicate that information in each of your reports.
- Turn in your report as PDF (max 15GB). If you would like to include .mov or other files, then ZIP all together in 1 file)
- Name of the file, follow this example: DfG23_FinalReport_1A
- 1 Submission per group

Submission deadline:

- Final Report (PDF): Friday 07.06 via MyCourses

Evaluation:

- You can find the rubrics in Appendix 3

6. Period V Schedule 2023

Day	Times	Room	Contact teaching agenda	Readings	Independent project activities	Submissions
Week 7: Design interventions						
Mon 24 Apr	09:15 - 10:00	F101	Introduction to Period V (Núria Solsona)	**Everyone:** (Video) Mazé, R. (2019) Governmentality. DfG video lecture.	Prioritise problems, and prepare the Ideation session with stakeholders (use case + best practice examples)	
	10:15 - 12:00	F101	Teamwork exercise (Natalia Villaman)	**And assign one team member to each reading:** Reading 1 Scenarios Reading 2 Behavioural design Reading 3 Experiments Reading 4 Generative ideas	(See MyCourses > Assignments > Ideation session, for further guidance)	
Wed 26 Apr	09:15 - 10:00	F101	Framing design interventions (Núria Solsona)			
	10.15 - 12.00	F101	Reading discussion: Design Interventions World Café			
	13.15 - 14:15	F101	Facilitation for co-creation sessions (Natalia Villaman)			
	14:30 - 16:00	F101 P310	Group tutorials (30 min slots): (Complete pre-task on Miro)			

Week 8: Design interventions						
Wed 03 May	09:15 - 12:00	F101	Policy experiments (Markus Kanerva)		Co-define your type of intervention	(no submission this week)
	13:00 - 15:00	F101 Q102	Ideation session with stakeholders			
	15:15 - 16:00	F101 Q102	Supergroup tutorials: Ideation debrief			
Week 9: Design interventions						
Wed 10 May	09:15 - 10:15	F101	Speculative design (Anton Poikolainen Rosen) (Pre-task exercise)	**Everyone:** Meadows, D. H. (1999). Leverage points: Places to intervene in a system.	Visualise and develop your design intervention (See MyCourses > Assignments > Imagine and Visualise design interventions, for further guidance)	Blog Post III (DL 12.05) Blog Peer Feedback (DL 19.05)
	10:30 - 12:00	F101	Storytelling (Tania Rodriguez)	**Pre-task exercise, with your group, 2h approx.:** https://www.howwegettonext.com/black-mirror-light-mirror-teaching-technology-ethics-through-speculation/ Read the "Exercise 1: Speculative Regulation". Think about systemic implications of the Black mirror scenario to your project. Make a list of speculative questions relevant to your brief. (See examples in the link.)		
	13.15 – 14:15	F101	Reading discussion: Leverage points (Núria Solsona)			
	14:30 - 16:00	F101 P310	Group tutorials (15 min. with all tutors): (Complete pre-task on Miro by Mon 08.05)			

Week 10: Proposals

Wed 17 May	09:15 - 10:00	F101	Final Show & Rehearsals introduction (Núria Solsona)	**Reading 1 (assign two team members):** Kimbell, L. (2015). Applying Design Approaches to Policy Making: Discovering Policy Lab. Brighton: University of Brighton.	Visualise and develop your design intervention [(See MyCourses > Assignments > Imagine and Visualise design interventions, for further guidance)](#)	
	10:15 - 12:00	F101	Refining your intervention Peer-to-peer feedback exercise in-class (Núria Solsona)			
	13.15 - 14.15	F101	Reading discussion: Reports (Natalia Villaman)	**Reading 2 (assign two team members):** Werneck, C., et al. (2020). Life Cycles of Public Innovation Labs.		
	14:30 - 16:00	F101 P310	Group tutorials (30 min. slots): [(Complete pre-task on Miro)](#)			

Week 11: Proposals

Wed 24 May	*09:15 – 10:30*	-	*Independent group work*		Prepare Final Presentation, rehearsals (unfinished version) [(See MyCourses > Assignments > Final Show, for further guidance)](#)	
	13:00 – 16:00	Musiik kitalo	Rehearsals (Musiikkitalo, 13 A Mannerheimintie 00100 Helsinki)			
	On-demand	-	Group tutorials (on-demand)			

Week 12: Final Show						
Wed 31 May	12:00 - 17:00	Musiik kitalo	13:00 - 16:00 Final Show! (Musiikkitalo, 13 A Mannerheimintie 00100 Helsinki) 15 min. Presentation 5 min. Q&A 15 min. Discussion In this order: Group 1 (A,B,C) and 2 (A,B,C) 16:00 - 17:00 Debrief and celebration!		Final Presentation [(See MyCourses > Assignments > Final Show, for further guidance)](#)	Final Presentation (DL 31.05) Blog Post IV (DL 02.06) Blog Peer Feedback (DL 09.06) Final Report (DL 07.06)

6. Period IV Schedule 2023

Day	Times	Room	Contact teaching agenda	Readings	Independent project activities	Submissions
Week 1: Human perspective						
Mon 27 Feb	09:15 - 10:00	F101	Course introduction	**Everyone:** (Video) Bailey, J. (2021) Design for Policy, DfG open lecture. **And choose:** Julier, G. (2017). Public Sector Innovation. Or Lewis, J. M.; McGann, M. & Blomkamp, E. (2020). When Design Meets Power: Design Thinking, Public Sector Innovation and the Politics of Policymaking.	Familiarise yourself with the project brief and read the background materials provided on MyCourses > Project briefs Prepare round table discussion with the supergroup see instructions on MyCourses > Assignments	Prepare supergroup tutorial (Complete pre-task on Miro)
	10:15 - 12:00	F101	Team building exercise			
Wed 1 Mar	09:15 - 10:00	Q202	DfG Alumni case (Kazuki Mori)			
	10.15 - 12.00	Q202	Lecture: Problem finding (Taneli Heinonen)			
	13.15 - 14:00	Q202	Reading discussion: Design for Policy (Núria Solsona)			
	14:15 - 15:00	Q202	Lecture: Facilitation & Communication (Natalia Villaman)			
	15:15 - 16:00	Q202 Q203	Supergroup tutorials: Unpack project brief (Complete pre-task on Miro)			

Week 2: Human perspective					
Wed 8 Mar	09:15 - 10:15	Q202	Demos Helsinki: Anticipatory Governance (Vera Djakonoff)	**Demos Pre-reading:** [Anticipatory Innovation Governance Model Chapter 1."Need for a new future-oriented model of governance".](#) [Demos Helsinki, Foresight and policymaking: lessons from Singapore and Finland.](#)	[Prepare Iterative Research plan for next week](#) Start desktop research and arrange interviews [(See MyCourses > Assignments for further instructions)](#)	(no submission this week)
	10:30 - 12:00	Q202	Prepare for the Round table discussion			
	13:00 - 15:00	Q202 F101	Round table discussion with stakeholders			
	15:15 - 16:00	Q202 F101	Supergroup tutorials: Round Table debrief			
Week 3: Systems thinking					
Wed 15 Mar	09:15 - 12:00	Q202	Lecture: Introduction to Systems thinking and Systems map (Hella Hernberg)	**Everyone:** Meadows, D. H. (2008). Chapter 4: Why systems surprise us. **AND** Chapter 5: Meadows, D. H. (2008). Systems traps…and opportunities. *Note that this is a 56-long page and quite heavy reading; we recommend reading this with time.*	Conduct research and fieldwork Develop a Systems map [(See MyCourses > Assignments for further instructions)](#)	[Iterative Research (DL 15.03), upload on Miro](#) Blog Post I (DL 17.03) Blog Peer Feedback (DL 24.03)
	13.15 – 14.15	Q202	Reading discussion: Systems thinking (Núria Solsona)			
	14:30 - 16:00	Q202 P310	Group tutorials: Iterative Research Plan [(Upload Iterative Research plan on Miro)](#)			

Week 4: Systems thinking						
Wed 22 Mar	09:15 - 10:15	F101	Lecture: Affinity diagraming and Insights statement (Núria Solsona)		Conduct research and fieldwork Prepare Insights Summary Report Develop a Systems map (See MyCourses > Assignments for further instructions)	Prepare tutorial (Complete pre-task on Miro)
	10:30 - 12:00	F101	Lecture: Data-driven analysis and visualisation (Rupesh Vyas)			
	13.15 – 14.15	F101	Lecture: Research analysis (Taneli Heinonen)			
	14:30 - 16:00	F101 P310	Group tutorials: Research analysis (Complete pre-task on Miro)			
Week 5: Systems thinking						
Wed 29 Mar	09:15 – 10:30	F101	Peer-to-peer sharing: Systems map	**Reading 1 (two ppl.):** Villa Alvarez, D. P., Auricchio, V., & Mortati, M. (2022). Mapping design activities and methods of public sector innovation units through the policy cycle model. **Reading 2 (two ppl.):** Ferrarezi, E., Brandalise, I., & Lemos, J. (2021). Evaluating experimentation in the public sector: learning from a Brazilian innovation lab.	Finalise research and start to analyse all your data Continue mapping your research (affinity diagramming) (See MyCourses > Assignments for further instructions)	Present Systems maps in class (work in progress version) Insights Summary Report (DL 27.03) upload on Miro
	10:45 – 12:00	F101	Lecture: Communicating research orally (Natalia Villaman)			
	13:15 - 14:15	F101	Reading discussion: Design activities and methods (Núria Solsona)			
	14:30 - 16:00	F101 & P310	Group tutorials: Presenting research (Upload Insights Summary Report on Miro)			

Week 6 Mid-Term review						
Wed 5 Apr	13:00 - 16:00	F101	Mid-term presentations to project stakeholders 10 min. Presentation 10 min. Feedback In this order: Group 1 (A,B,C) and 2 (A,B,C)		Prepare Mid-term presentation Finalise analysis (See MyCourses > Assignments for further instructions)	Blog II Post (DL 06.04) Blog Peer Feedback (DL 14.04) Mid Term Presentation (DL 05.04) Upload on MyCourses
10 - 21 April Easter & Period break						

7. Appendix: Rubrics

Appendix 1: Blog post Rubrics (25%)

	Fail	1-2	3	4-5
Writing and evidence	The blog is poorly written and fails to deliver in terms of the given format and length limits.	The blog is well-written in terms of redaction and grammar, but the argumentation needs more evidence, citations and references.	The blog is well-written and structured. The blog provides sufficient evidence to support the argumentation. Citations and referencing are used correctly.	The blog is well-written and structured, with accurate use of terms. The blog provides compelling and cleverly used evidence and visuals to support the arguments. Citations and referencing are used correctly.
Process description	The blog is not in-line with the process stage and does not describe the design process (Human-centred, Systems, Intervention or Proposal).	The blog does not focus enough on relevant information related to the corresponding design stage when the blog was written. Descriptions are lengthy and need more synthesis.	The author reports on the key activities in the design process, including critical notions related to the corresponding design stage.	The author describes the work with great synthesis and command of how to build a narrative around the design process. The student evaluates their process/project work with insightful self-reflection.
Critical reflection	The blog does not bring any reflective points. There are no conclusions in the blog post.	There are a few reflective points, but these should be discussed in depth and are superficial. There is a lack of a personal point of view.	There are considerate self-reflective points on the design process that the author discusses in detail. There is a personal point that shows potential, which could be analysed further.	The author discusses the value of the project activities/results analytically. The blog is thought-provoking and critically analyses the bigger picture from a personal point of view.

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Appendix 2: Final Presentation Rubrics

	Fail	2	3	4-5
Clarity, communicability (visual and oral)	Disclaimer: Presentations must fulfil a minimum of grade 2 to participate in the Final Show. On 10th May tutorials, students must show a minimum idea for a presentation structure and storyline (no slides), and progress be shown during rehearsals. Fail: The presentation idea assessed during "Proposals" week, does not meet the pre-requisites stated above in the disclaimer.	Well-structured, but the storyline is missing. The presentation contains too much information, which shows a lack of synthesis. Links between the design process and project results are not evident. Lack of consistency in using design terms, and in an accessible way to non-designers.	Well-structured, and there is a clear storyline with well-synthesized information that connects the design process and results coherently. The amount of information is correct and supports truthfully the team's design process and project results. Visual language and appropriate use of design terms support the message. Research data is well-deployed as research evidence.	Very well-synthesized information. Has a compelling storyline, consistent throughout the presentation. The presentation is persuasive yet accessible, elicits empathy and clarifies complexity with concrete examples. Research data and visualisations, support the explanation of the work very well. The use of terms is anchored in the stakeholders' context and understanding.
Quality of research	-	The choice of methods and participant sample lack justification. Key perspectives are lacking. Exploration of the subject matter provides a sufficient understanding.	The choice of methods and participant samples are well justified. Key perspectives are included. Exploration of the subject matter provides a good understanding.	The choice of methods and participant sample are convincingly justified. New perspectives are included. Exploration of the subject matter is done in depth with a critical, narrative and mature understanding.

Framing of identified problem areas	-	The identified problems describe challenges, user needs, or human behaviours broadly connected to the subject matter. The connection to the project brief is not clear or weak.	Identified problems are clearly articulated and documented. The identified problems arise from real needs and uncover insightful challenges, user needs, or human behaviours clearly connected to the project brief.	Identified problems are clearly articulated and documented. The identified problems arise from real needs and uncover insightful systemic challenges, providing a nuanced and relevant angle to the project brief
Relevance of intervention	-	Links between research analysis and proposal are not evident or weak. There is a lack of systemic analysis to support the design intervention choice. Clear reasoning is lacking to justify the type of intervention.	There is consistency between the research analysis and proposal, and links are evident. The type of design intervention is consistent with identified leverage points, it is clear what needs to change. Justifications for the design intervention are sufficient. There are concrete steps presented for the suggested change process.	There is consistency between the research analysis and proposal. The type of design intervention is realistic and feasible to the government's actions and tackles the identified leverage points. Justifications of the design intervention are analytical, and very well thought out. There are concrete steps and examples for the suggested change process.

Appendix 3: Final Report Rubrics

	Fail	1-2	3	4-5
Documentation and presentation	The overall presentation of the report contains errors (or wrong information) and is poorly written and presented. Credits and referencing are inconsistent, which questions research ethics, anonymity and confidentiality.	The report is well-written and structured, it documents the process with some visual elements. The report, however, needs stronger research evidence to substantiate the work. Credits and referencing are done correctly, in line with research ethics, anonymity and confidentiality.	The report is well-written and structured. Evidence of the design process (visualisations of the process, pictures, …) and research evidence (fieldwork data, pictures…) support the content of the work well. Credits and referencing are done correctly, in line with research ethics, anonymity and confidentiality.	The report is very well written and structured with enough details. Research evidence from diverse sources is critically deployed to support the argumentation. Graphs and visualisations clearly contribute to an additional meaningful communication of the project work. Credits and referencing are done correctly and support anonymity, in line with research ethics, anonymity and confidentiality.

Description of the process	The report omits critical parts of the design process. The process is incomplete, or some parts are rushed. Descriptions are poorly written and lack term accuracy and details.	The report summarises the entire design process. There is inconsistent use of design terms. Descriptions are lengthy and lack synthesis. Justifications for decisions (selection of research participants, research methods, etc…) are sufficient. There are some discussions on the value of research and design activities. There are unjustified gaps between the design and research phases.	The report provides a good summary of the entire design process across all phases. Design terms introduced in the course are correctly deployed. Descriptions of the process provide enough details and justifications for decisions made (selection of research participants, research methods, etc…), and discussions on the value of these to the process are sufficient. There are clear links between all design phases, which are coherent.	There is a good synthesis of the design process. The design terms introduced are accurate and accessible to a potential external public. Descriptions elaborate on the value of the employed methods, tools and approaches to the project, which provide excellent justifications for decisions made (selection of research participants, research methods, etc…). The links between design phases are described analytically and well supported by additional data displays (e.g visuals).
Description of the findings and intervention	The descriptions of the findings are not well-articulated and do not provide sufficient or clear understanding. There is no evidence presented, such as relevant literature sources or research data.	Descriptions of the research findings are well-articulated and show a sufficient understanding of the bigger picture of the project brief. The description of the findings lacks enough	Descriptions of the research findings are well-articulated and show a good understanding of the bigger picture of the project brief. The description of the findings is	Research findings show a mature and in-depth understanding of the bigger picture of the project brief. The description of the findings is analytical and contains enough detail, using relevant references from a

	The choice of type of intervention is not addressed. There are no clear links between problem and intervention.	detail and relevant references, such as research data or literature sources to substantiate the arguments. The choice of type of intervention is surfaced. Lack of details on how the intervention addresses the identified problems.	self-explanatory and contains enough detail, using relevant references, such as research data or literature sources. The choice of type of intervention is described well and is consistent enough with the research analysis. The intervention clearly argues how it addresses the identified problems.	rich mix of sources to support arguments. The choice of type of intervention is reflective of government actions and consistent with the research analysis. The choice is cleverly and critically described and justified. Concrete examples of intervention clearly show how to address the identified problems.
Critical reflection	There are no conclusions, or reflections throughout the process are weak.	The report provides sufficient reflective points. Conclusions on the learnings are either summaries, which do not add depth or additional insight to the project report or rather lengthy and inconclusive.	The report provides good reflective points. In the final conclusions, the team presents a personal point of view, which could be further analysed to add significance.	The team evaluates their own work critically. By providing elaborated reflections, the team develops and presents a personal point of view on the bigger picture of the project brief and design process, including barriers and obstacles that need overcoming too.