



Aalto University  
School of Arts, Design  
and Architecture

# COURSE INTRO

*MUO-E8026/USP-323 Designing for Urban  
Governance and Services*

**AALTO UNIVERSITY 26 FEB 2019**

Antti Pirinen, Aalto ARTS, Dept. of Architecture

María Ferreira Litowtschenko, Aalto ARTS, Dept. of Design

## TWO PARALLEL COURSES



### **MUO-E8012 Design for Government (DfG) 10 ects, periods IV-V**

Advanced studio course addressing complex design challenges of the government and public sector, with commissions given by Finnish government ministries

Teachers: Ramia Mazé, Nuria Solsona, Taneli Heinonen & Seungho Lee  
20 students mainly from Aalto



### **MUO-E8026/USP-323 Designing for Urban Governance and Services 5 ects, period IV**

Introduction to design in the public sector, comprising theory and case lectures, reading circle and essay

Teachers: Antti Pirinen & María Ferreira Litowtschenko  
30 students from Aalto & HU

- **The course provides an overview of the current and emerging uses and roles of design in the public sector**
- We explore core terminologies, theories, methods and examples of design, planning and other creative professional roles in the context of urban governance and public services
- The aim is to familiarise students with recent knowledge in the design field and to develop their skills in applying design approaches in the USP studios and in their profession

## COURSE THEMES



### **GOVERNMENT**

Design serving the state and municipalities in policy-making & implementation, planning and provisioning of public services

### **CIVIL SOCIETY**

Design as form of activism and citizen empowerment

### **“GOVERNMENTALITY”**

How we are being governed through design in everyday life; designs as embodiments of policies and governance



# projects



## MA-TU-MU-PA

2 days sprint to align processes between two content units MAMU (immigration unit) and TUPA (asylum seeker unit).

PROGRESS 100% – DUE JANUARY 2017



## Strong digital identification for all

In 2020 everyone in Finland can strongly identify themselves.

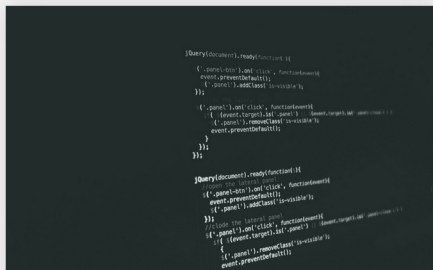
PROGRESS 5% – DUE JANUARY 2019



## Human centric asylum seeker journey

Data will guide interviews and decision making as well as give a more accurate tactical view.

PROGRESS 100% – DUE JUNE 2017



## RIDE – right data for right



## Vital & living Finland 2020



## Future of customer self

# SOMPASAUNA

WELCOME OUR STORY UUTISET SAUNAOHJEET YHTEYSTIEDOT TULE MUKAAN!

Avoinna:  
Open:

**24/7/365**

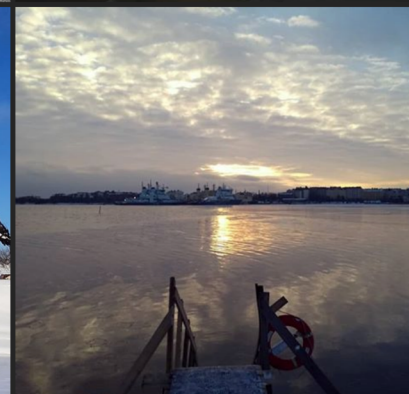
Pääsymaksu:  
Entrance Fee:

**Ilmainen\***  
**Free\***

- Ei henkilökuntaa, suihkuja tai lukittavia kaappeja
- Mukaan pyyhe, saunajuomaa ja tossut jos siltä tuntuu.
- \*Tehdään yhdessä! Sahaa puita, siivoile jne.
- Jos sauna ei ole lämmin, lämmitä se itse.
- Sekasauna, uimapuku vapaaehtoinen.
- Meri vähäsuolainen, Hyvä peseytymiseen.
- Vakkarit auttavat mielellään.
- No staff, showers, service or storage lockers
- Bring a towel, drinks and possibly flipflops
- \*Let's do this together! Saw firewood, clean up etc.
- If the sauna is cold, heat it up yourself.
- Mixed gender, swimsuit optional.
- Sea is low salt, good for washing.
- Our friendly members like to help out.

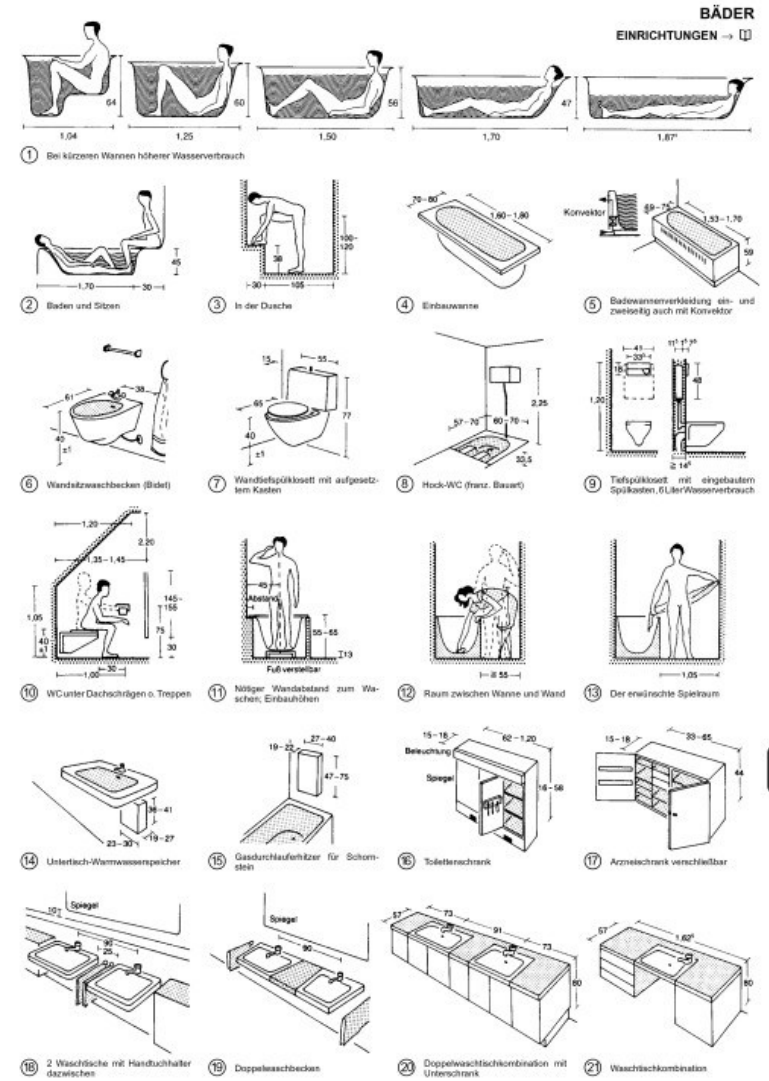
♥ Meitä ovat merkittävästi auttaneet ♥

VETO kiuas, SRV, Hiltusen Pyörähuolto,  
Damicon Kraa Oy, Osuuskunta Sange, Misa Oy





# GOVERNMENTALITY (Foucault)



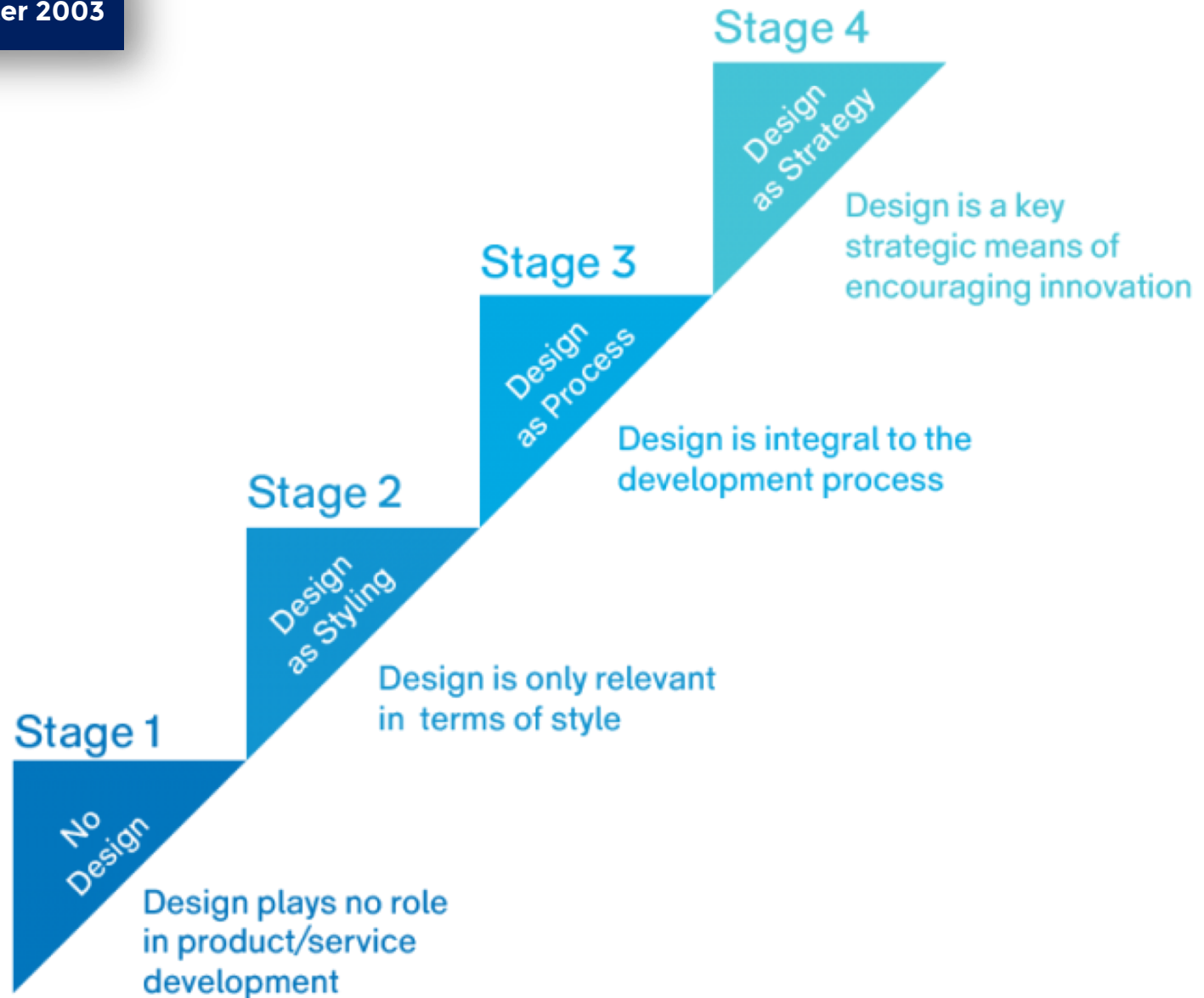
Designs as embodiments of policies and governance – governing ourselves and others through designs

## DESIGN?

- “Devising courses of actions aimed at changing existing situations to preferred ones” (Herbert Simon 1969)
- Deals with (tangible or intangible) **artefacts**
- **A process and a set of skills, methods and tools**
- “Regular” design established as part of the public governance system, provided by hierarchically organized design professions (urban design, architecture, interior architecture, product design...)
- **Expansion of design to more systems level and strategic issues**
- **Increasing social, ethical and environmental concerns**
- Participatory and collaborative design (enabled by digitalisation)
- New areas – service design, design activism, transformation design...
- **Adoption of design in the public sector (cities and government) to tackle complex policy related issues** (UK Policy Lab, MindLab in Denmark, Helsinki Design Lab by Sitra, City of Helsinki CDO...)
- **Characterised by user-centredness, collaborative way of working and emphasis on visualisations and prototyping**

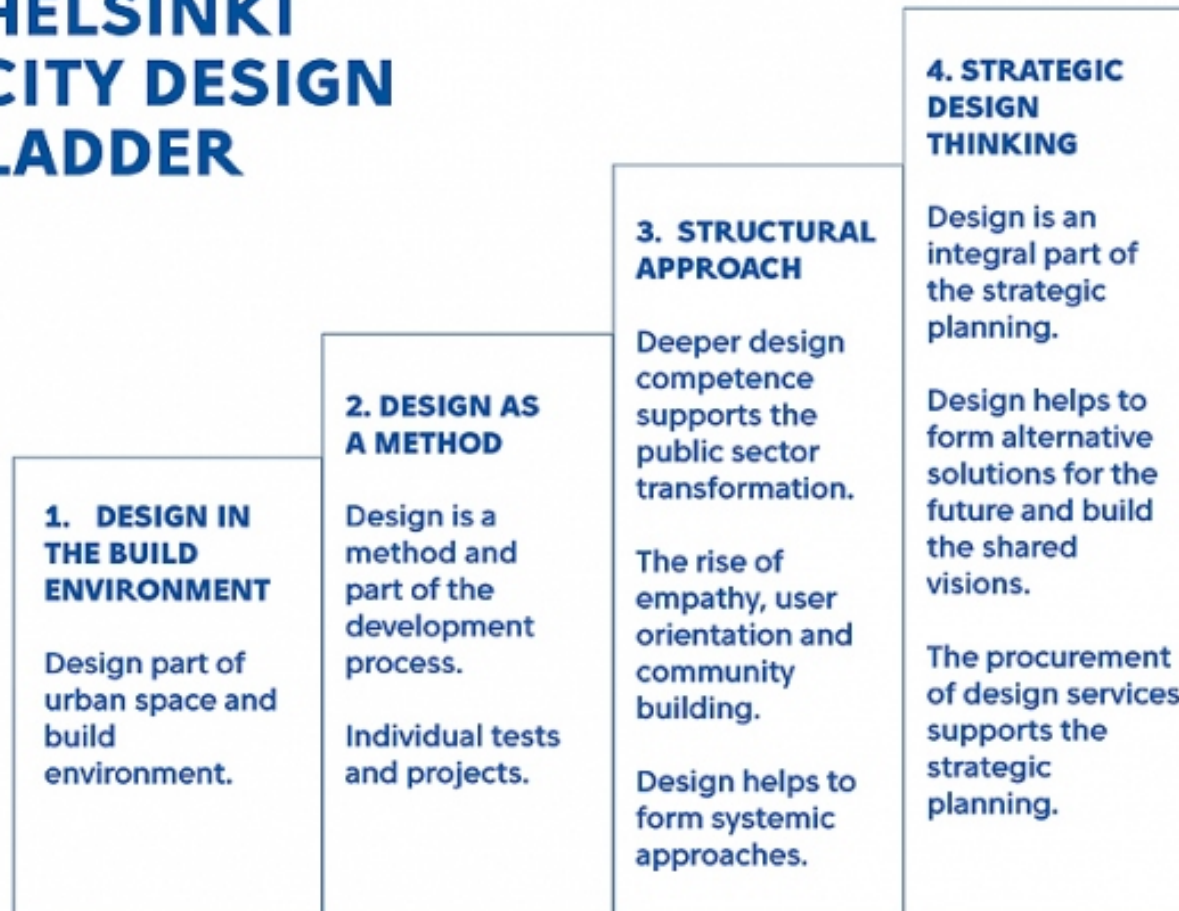
# THE DANISH DESIGN LADDER

Danish Design Center 2003





# HELSINKI CITY DESIGN LADDER



- Teaching comprises **theory lectures** by experts in design studies and governance and **case lectures** from the government and cities
- The students work in a **reading circle** exploring literature related to weekly themes and sharing it with others in joint sessions
- As final outcome, the students write **an essay** where they explore a particular topic further and connect it to their own practice
- The content of the essays are presented in a final “**mini-conference**”



## **TUESDAYS AT 9:15–15:30**

**Otakaari 1, room U406b (U405a)**

- **9:15–10:45 Lecture or other teaching session**
- **11:00–12:00 Lecture or other teaching session**
- **12:00–13:00 Lunch break**
- **13:00–14:15 Time allocated for group work & independent reading and writing (or sometimes a teaching session) > deadline for materials at 14:15**
- **14:30–15:30 Sharing session of the reading groups, facilitated by teachers**

- Grading 0-5
- Assessment is based on participation in contact teaching sessions (including 85% attendance unless otherwise agreed in advance with teacher in charge), completion of individual and group assignments and submission of the essay including final presentation
- **Reading circle activities and participation during the course: 50% of the grade**
- **Essay and final presentation: 50% of the grade**

- **Week 1: Governmentality**
- **Week 2: Design for Governance**
- **Week 3: Design for Civil Society and Activism**
- **Week 4: Design for Services**
- **Week 5: Urban Participation**

## READING CIRCLE

- Reading, discussing, commenting and sharing with others articles on the five weekly themes
- **7 groups with 4-5 students in each (DfG in groups 6 & 7)**
- Each group reads **one article** per week
- There are three main readings each week – some groups always read the same article
- The weekly readings can be found in **MyCourses**: Reading groups > select your own group
- Individual commentaries and posters prepared by the group collected as **discussion postings** under the readings
- There is a list of additional readings in MyCourses that can be used for essay work and more in-depth study (basic & more advanced readings)

## 1. Individual reading and commenting in MyCourses

- Read the weekly article assigned for your group in MyCourses
- Write a **personal commentary (200-300 words)** where you reflect on key insights in the article
- You may also reflect on the day's lectures
- Add your commentary as a discussion posting under the article in MyCourses
- Deadline for the personal commentary: Tuesdays at 14:15 pm

## 2. Group discussion and preparing a poster

- Get together to **discuss the article and form a shared understanding of it's key content**
- In the discussion, it can be useful to take different **roles** that you can circulate weekly
- Use the **free time slot on Tuesdays (13–14:15)** or another time
- DfG students need to meet another time
- In the meeting, prepare a **poster** through which you can explain the core content of your readings to other groups (A3 or larger paper, you can use text, diagrams and drawings)
- **Submit a photo of the poster to MyCourses** as a posting under your article
- Deadline for the poster submission: Tuesdays at 14:15 pm

## 3. Sharing session Tuesdays at 14:30–15:30

- All groups meet with teachers to share each other's learnings
- Two discussion tables with (2-)3 groups in both
- Be prepared to **show your poster** to others and **explain the core content** in your readings
- We discuss the weekly topic and reflect it with cases and the essay topics
- DfG students & others who miss this session should do an extra assignment in MyCourses

# READING CIRCLE COMMENTARIES



## Group 4

by [Maria Ferreira Litowtschenko](#) - Monday, 19 February 2018, 6:15 PM

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. Report for the Prime Minister's Office, Demos Helsinki & Avanto Helsinki.

[Permalink](#) | [Edit](#) | [Delete](#) | [Reply](#)



## Re: Group 4

by [Lidia Borisova](#) - Wednesday, 21 February 2018, 5:58 PM

Comments from Lidia Borisova

I fully support the idea of experiments (as a core of the model described in the article) before implementing the full project for citizens. Project trial can save time and money. Experiment can estimate impact of project on citizens, their response, and their behavior. This approach is similar to the idea of testing developed within design-thinking approach. Testing of different prototypes of potential solutions allows to find the best solutions which will definitely have end users.

Final phase of the model – evaluation of the program – is a crucial action to identify the real impact of such approach. However, the complexity of whole model and difficulties to estimate indirect impacts on final users will result in ambiguities of results of measurement. It means that it will be difficult to get exact data in the end.

My next comment is that the whole model is very complex. It requires large sample of experts to be able to produce valuable knowledge about different industries. It's time consuming and costly process to acquire experts again and again based on the industry for which experiment will be done.

Another point is that model assumes that city officials participating in program trial should possess knowledge about behaviors patterns of final users and understanding the process behind the proposed model. They should act as facilitators. However, facilitating is a special skill. So, from my point of view, proposed model as first step requires many trainings (training facilitation skills and behaviour science) for city officials before and during two-year behavioural knowledge based experimentation system. Such additional education might take too much resources.

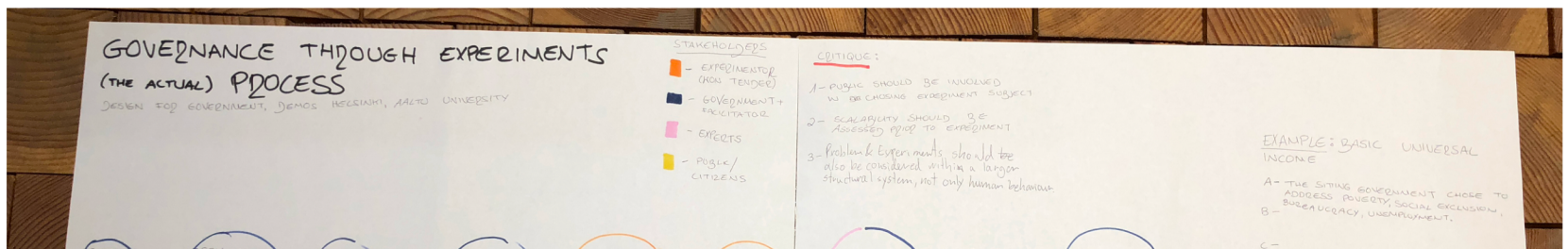
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## Re: Group 4

by [Andreas Wiberg Sode](#) - Saturday, 24 February 2018, 2:59 PM

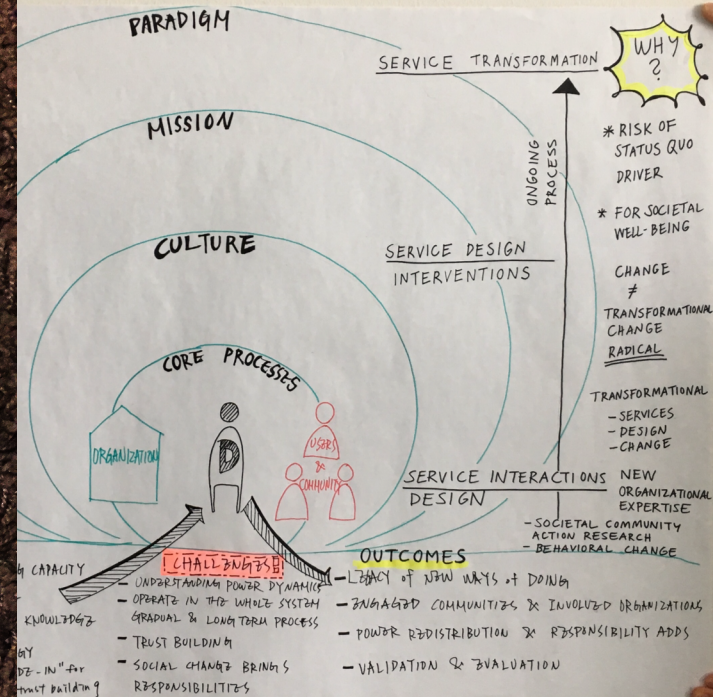
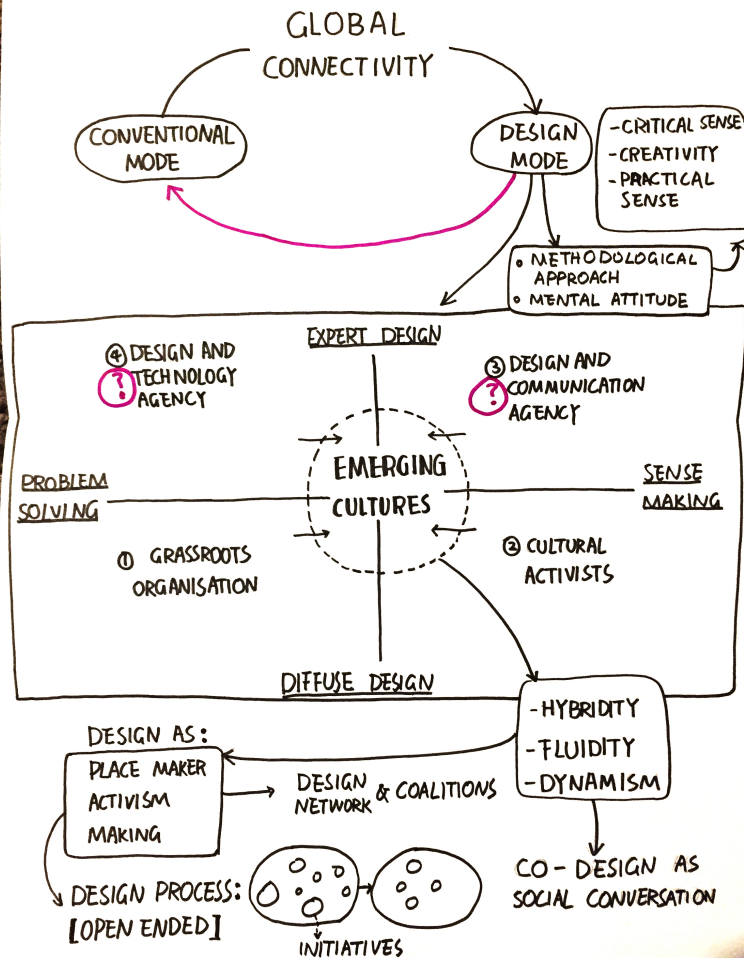
Reading Circle 1 Poster - Group 4





# READING CIRCLE POSTERS

## DESIGN IN A CONNECTED WORLD



## ESSAY GUIDELINES

- During the course, each student **writes an essay** related to the course topic
- The question explored in the essay can be connected to other studies in USP, the design project done in the DfG course, or other personal and professional interests
- The essay should make use of the course readings, lectures and additional references and reflect the learning process during the course
- **6–8 pages + title page, images and references**
- The core contents of the essays are presented to all in the final "**mini-conference**" on week 6



# ESSAY GUIDELINES

- Essays are used to assess your understanding of specific ideas and your ability to **explain these in your own words**
- Essays are usually written in a **discursive style**, bringing together ideas, evidence and arguments to address a specific problem or question
- A good essay has a **clear line of argument** – it states a position, defends that position and arrives at strong, clear conclusions
- The essay should comprise a well-defined **introduction** which identifies the central problem or issue and introduces the argument, a **main body** which logically develops the argument with the help of literature, cases or other evidence, and a **conclusion** which sums up the argument and your key message
- Choose a topic or question that you find **interesting and challenging**
- Define your own **standpoint and approach** to the question
- Identify **key literature**, possible **case(s)** and other source material on the topic
- Cases can be found both **from literature or from the field** – look into your own previous work or studies, USP studios, DfG course...
- Consider also using **visual means** for supporting the argumentation, such as diagrams, drawings, plans or photographs

## **Personal, reflective essay – “My experience is...”**

- Tracing an issue from a personal perspective
- Reflection between literature and own ideas, experiences or projects

## **Expository essay – “Scholars tell us...”**

- Explaining, illustrating, clarifying or explicating an issue to others
- Providing a comprehensive definition or overall view on an issue

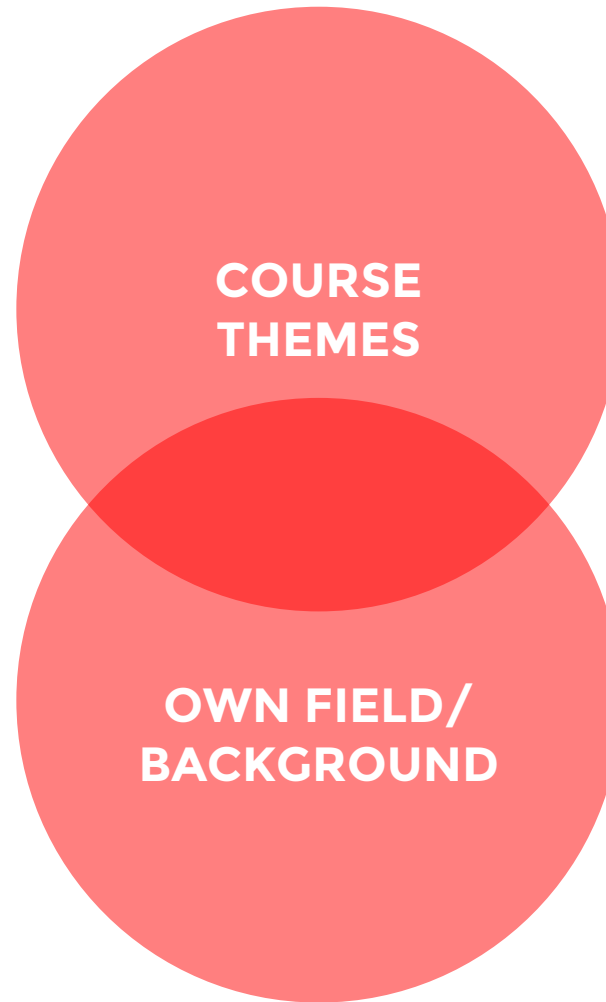
## **Analytical or comparative essay – “These examples reveal...”**

- Analysing material or cases to increase understanding on an issue
- Comparison of different approaches or cases

## **Persuasive essay – “This is what is important...”**

- Presenting a strong argument and evidence to support it
- Persuading the reader to follow an intriguing new idea

**ESSAY APPROACH  
REFLECTIVE**



**Aalto, we need to talk about Kevin\***

\*The socio-political implications of design  
and how to deal with it

**Design for politics**

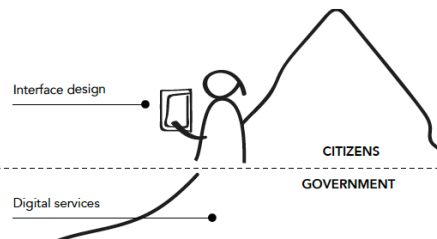
# ESSAY APPROACH EXPOSITORY

INTERESTING  
ISSUE OR  
SUB-AREA

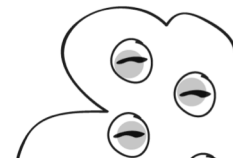
COURSE THEMES

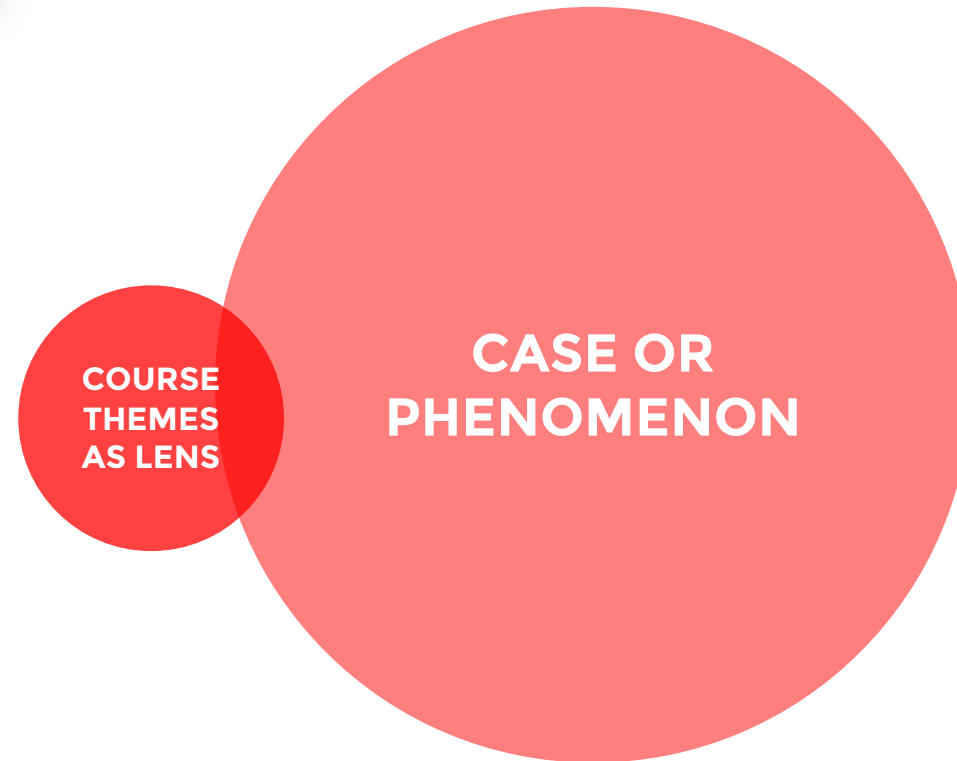
## Transformation design in the context of digital government

What does digital transformation for  
better governance entail?



## Designing Better Policies and Nudging For Good





**Discourse, participation and power: an observation of the  
Helsinki City Plan**

*Abstract*

Discourse and discourse practices, intended as the production, distribution and consumption of text, are argued to represent ideology and power. At the same time the structures of language affect and enable the object of the discourse itself. Through this framework, in this essay I try to analyse participation as a

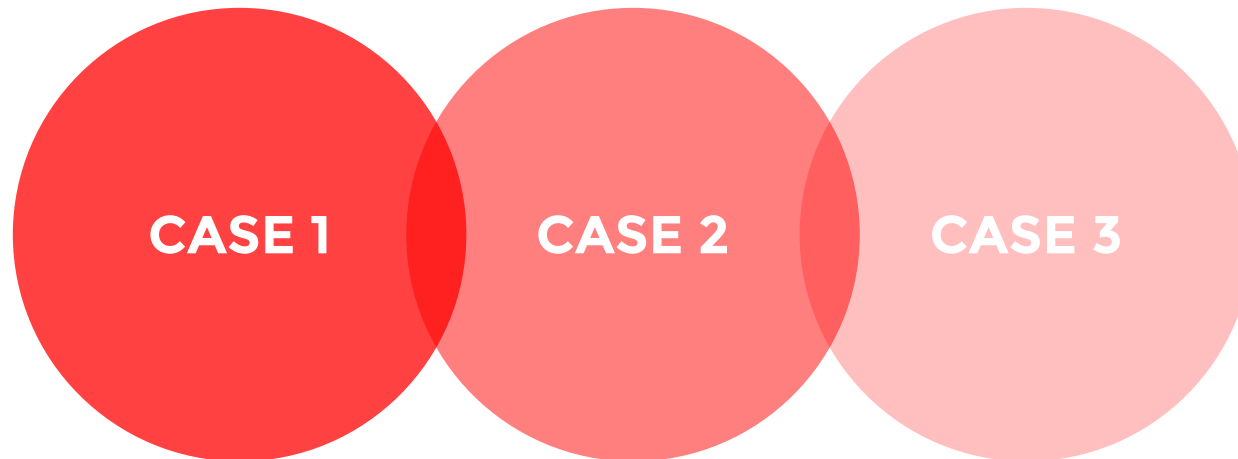
**DESIGN FOR ARCHITECTURE: EXPLORING THE DESIGN  
OPPORTUNITIES WITHIN BUILDING DESIGN. A CASE OF SCHOOL  
DEVELOPMENT NEXT TO A CONSTRUCTION PROCESS.**

Aalto University, Master's

**DESIGN AS POLICY – THE URBAN CONTEXT**

The case of Meri-Rastila

## ESSAY APPROACH COMPARATIVE

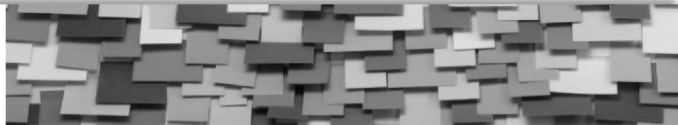


Comparison of open innovation platforms used for ideation and policy making purposes

Challenges with participatory work of municipalities:  
Case examples from City of Vantaa

## ESSAY APPROACH PERSUASIVE

**A CRITICAL  
OPINION  
RELATED TO  
THE COURSE  
THEMES**



**The Road To Hell Is Paved With Post-It®s**  
A Reflective And Critical Analysis Of Social Design



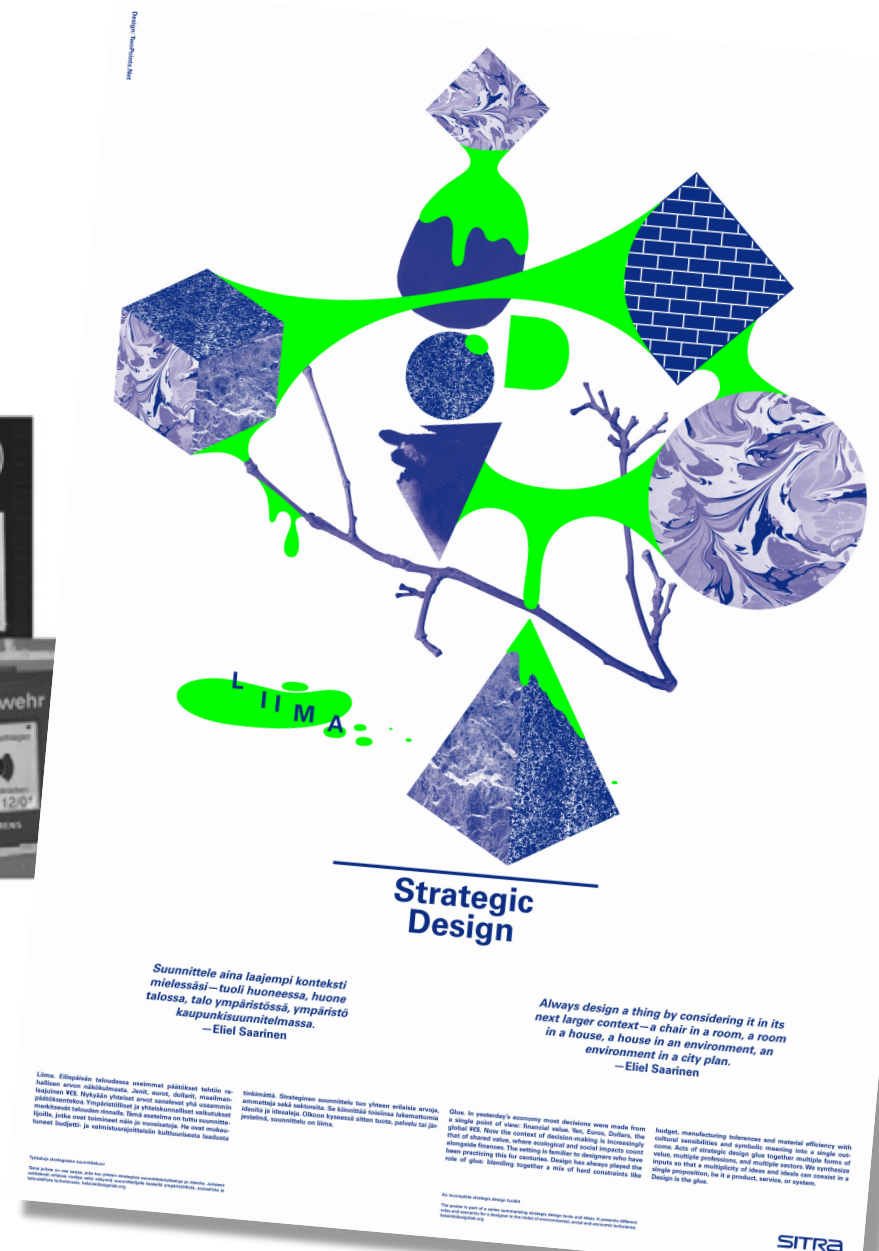
**The Role of Designers  
in Future Cities**

Future of Service Design

## USING VISUAL COMMUNICATION



The museum as regulated space, 2005,  
photo collage, photos: Silke Müller





# ESSAY STAGES

## **Week 1: Essay start**

- Essay requirements and examples

## **Week 2: Topic and standpoint mapping exercise**

- Prepare first idea of essay topic, standpoint and approach

## **Week 3: Peer feedback session**

- Write short topic description and bring to class

## **Week 4: Teacher feedback via MyCourses, submit one page by 19 March, 17:00**

- Submit A4 with revised description and list of key references to MyCourses
- Feedback from teachers before next session

## **Week 5: Individual tutoring on essay and final presentation (optional)**

- Book a tutoring slot if needed

## **Week 6: Final "mini-conference" in Urbarium, Porthania, 2 April 9:15–11:15**

- Submit 1-2 slides with essay abstract (topic, case, standpoint + one image)
- 4 min. presentations, DfG students as audience

## **Week 8: Submit finished essay to MyCourses by Thu 18 April, 17:00**

- Short written feedback and course grade by mid-May

## MAPPING THE ESSAY TOPICS



### GOVERNMENT

Design serving the state and municipalities in  
policy-making & implementation, planning and  
provisioning of public services

### CIVIL SOCIETY

Design as form of activism  
and citizen empowerment

### GOVERNMENTALITY

How we are being governed through design in  
everyday life; designs as embodiments of  
policies and governance

**THANK YOU!**  
**Questions?**

# **Week 1: GOVERNMENTALITY**

**Go to a table with your group**

**Discuss the readings (and today's lecture):**

- **What were the key insights in the text – how would you summarise it to others?**
- **What questions did it raise?**
- **Can you relate the article to your own discipline/background?**
- **Identify some (design) cases to exemplify governmentality**

**We go through all groups' findings**