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FOR
GOVERNMENT

Creative
Sustainability

Project Briefs & Team-building

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A dignified future old age

Ministry of Finance x DVV

Identification of **key life events in the old life stage**. Generate understanding to support the life events program coordinated by VM.

• Identification of the critical life event series of the future old age
• Policy recommendations to steer digitalisation of life event services across sectors
• Future-oriented service provision model for a dignified old age

Accessible Travel Chains

Ministry of Transport & Communications

Working with the National Vision's draft and its preparatory workshops to further develop it and **ideate solutions around accessible travel chains, travel data** on accessibility, digital mobility services and accessible infrastructure.

• Best practices and actions to be tested together to improve the Finnish transport system and mobility services
• Identifying national measures to be taken to achieve high-level accessibility in mobility services
• Designing tools supporting service providers

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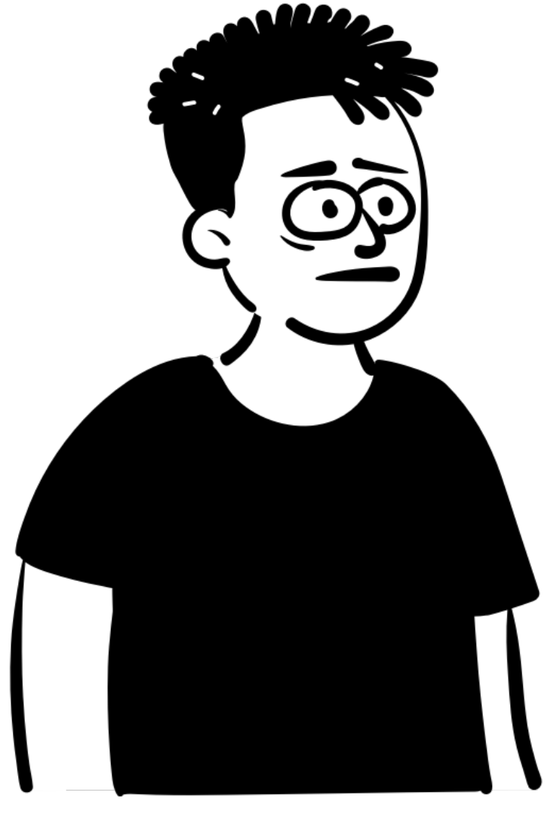
Overwhelmed.



And who are you?

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Today' session:

• To get you started & loosen up

• Acts as a foundation when it comes to working in a multidisciplinary environment

• To learn from each other's diverse profiles will give you a strong basis for a productive and enjoyable learning experience.

105 minutes.

• Reading the briefs
• Goals for the course
• Skills, roles & interests
• Problem-solving approaches
• Project work outputs
• Teamwork dynamics and practicalities
• Time to get organised!

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0) Reading the briefs

(15min)

Take a moment to read your brief **on your own**, and **mark down**:

- Questions
- Doubts
- Interesting parts
- Ideas that might arise

To find your brief:
Go to **My Courses > Briefs and groups**

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1) Goals for the course

(10min)

Let's talk about it. There's no such thing as a wrong answer!

- What do you want to get out of this course? (e.g. experience in public service, meeting new people...)
- What do you fear could be problematic in this course?

Sharing this will help you **understand each other and support each other** in achieving or overcoming these.

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2) Skills, roles & interests

(25min)

Discuss your skills and interests in the following stages of Period IV.

• What part are you most interested in learning – or not so interested?
• What skills and competencies would you like to offer to this project?

As an aid, **use the template** given to you, and take a **look at the Course Overview Table** of Period IV.

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3) Problem-solving approaches

(15min)

What kind of challenges does your project work typically involve?
What kind of process do you follow? Use the below examples as a stimulus.

A) I am used to working with challenges that have a specific problem or hypothesis. Concluding to a solution is **supported by facts and following a structured process** (e.g. applying theories). **I develop a plan** for solving the problem, weighing the costs/ benefits of the various ways to solve the problem. The solution is **practical** and can be validated with data.

B) I am used to working with an open brief. **I explore** the problem **by gathering empirical information**, e.g., observing behaviours and situations. **Conclusions are drawn by inference**, following a structured analysis. The solution is **defined iteratively** and based on what I feel is the best possible solution for everyone.

C) I learn from getting inspiration. Concluding to a **solution follows an "aha!" moment**. The goal of problem-solving is to generate new ideas and the production of new creations. The **process is personal and organic**, depending on the situation. The solution is based on what I feel is the best possible solution—the solution results in a **tangible output**, either conceptual or physical.

Attribution: Brookhart, S. M. (2010). How to assess higher-order thinking skills in your classroom.

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4) Project work outputs
(10min)

Different disciplines use different instruments to problem-solve.
What's the typical format or output that results from your project work?

Discuss the type of solutions that typically result from your projects. For exmaple:

- An essay
- A product mock-up with a report documenting the process
- A pitch of a new business idea
- An exhibition of a final object
- Any other!

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5) Teamwork dynamics and practicalities (10min)

Most of the project work happens independently outside of contact teaching.

Discuss your availability to the course – this is the time to be honest, and **agree on a way of working**, in which everyone is included; and that it works for all you considering your life and work commitments.

The **workload** for this course is approximately **3 days a week**.

6) Time to get organised!

(15min)

1) Go to **My Courses > Assignments.** Read the assignment descriptions and familiarise yourself with the tasks for this week.

Pay special attention to the estimated timings. This information should help you to plan and distribute efforts among your team. Discuss how you can distribute Week 1 tasks. **What is the most practical division?**

As an aid, use the template given to you.

2) Take a look at the Course overview table of Period IV. **Agree on the order of writing blogs**. Note that the writer must rotate so that each team member writes one blog during the course. Deadlines (DL) are set on Friday by 17.00h.

3) Name a contact person. This person will also be in charge of sending us the list and order of blog post writers following this session.

Questions, doubts or concerns:

Course information:
- MyCourses
- DfG Course Manual

Practicalities:
- Contact Zoe

Urgent matters:
- Contact Nuria or Natalia