



# TOOLKIT DESIGNLAB

Techniques to use in S2D4S workshops





# Toolkit DesignLab

## Techniques to use in S2D4S workshops

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## Introduction S2D4S

### S2D4S workshops

The Science2Design4Society (S2D4S) method is the design and research approach developed by and used in the DesignLab of the University of Twente. The spaces of the DesignLab are directly linked to the phases of the method. In the core, the DesignLab is a physical place in which the designing character of the University of Twente is shown explicitly. Design forms, together with working in multidisciplinary teams and focus on relationships between technology and society, the basis for the DesignLab and the S2D4S method. This makes the DesignLab is a platform for multidisciplinary collaboration, innovation and creativity, for which 'design research' is taught, studied and practiced based on a clearly distinctive profile: *Science2Design4Society*.

The use of a workshop format is suitable for the first two phases of the S2D4S method, being the Explore and Ideate phase. During such a workshop, participants from multiple disciplines will work together to define the solution area (Explore phase) or to come up with a multidisciplinary ideas to solve the societal issues they are working on (Ideate phase). When working together in these multidisciplinary teams, results most likely will be impactful. In this document, techniques that can be used during the steps taken in the workshop are described.

Workshops are also an efficient way to bring together (academic) researchers of different disciplines with interests in similar topics (e.g. health care, smart cities, sustainable energy) to explore on what topics they can work together, and come to multidisciplinary projects to find solutions for societal issues.

### Key-values S2D4S in workshops

The S2D4S method has several key-values. These key-values also should come back in the workshops. Therefore, the key-values are described below.

**Multidisciplinary:** The teams working with the S2D4S method consist of participants with a high tech/technology/things-oriented background and human touch/human/behavior-oriented background. For the problems that are addressed with the S2D4S method, both viewpoints are required to come to promising solutions.

**Empowering:** the DesignLab does not solve the problem, but offers the problem owner an method, connections to university staff and a place to work on the problem. The DesignLab facilitates the process and moderates specific workshops to enable the problem owner and the project team to come up with innovative solutions with high impact on society.

**Iterative:** The S2D4S method follows an iterative approach. This is visible as the steps in each phase are the same steps, even though they are customized for each phase. Moreover, the method also leaves room to return to a previous phase or go through a phase again when the results of the phase are not as sufficient.

**Reflective:** In the S2D4S method there is a continue focus on the problem that you want to solve and reflection on whether you are still solving the right problem. Also, there is time to reflect on the team and the expertise needed to solve the problem.

**Reframing:** In the end of each phase, when newly obtained insight show that the previously set problem definition is incorrect or partly incorrect, there is room to reframe the problem statement. This is not to change the project, but to focus the project in the right direction. By keeping an open and reflective focus, the S2D4S method will solve real issues and as a result will truly have an impact on society.

**Tangible:** Important for the S2D4S method is to create 3D models of first ideas, concepts and detailed solutions to communicate the ideas participants have in mind. Because the aim is to have a multidisciplinary team collaborating, this might lead to miscommunication as all experts use their own language or jargon. By creating tangible representations of the ideas or concepts, the team can talk about and point towards something, which allows the team to talk about one and the same thing.

## How to use this toolkit

In this document, several techniques that can be used during a workshop are described. For each of the steps one or several techniques can be chosen. When choosing techniques, it is important to know and understand the goals of the workshop and the level of outcomes that is desired. Also, the duration of the workshop plays a role when choosing the different techniques.

The techniques in this document were used before in workshops and worked well to reach meaningful results. Nevertheless, much more techniques can be used. When selecting new techniques, keep in mind the key-values of the method.

## Groupsize

Depending on the sort of workshop, steps will be gone through plenary or in groups. When the workshop will be performed plenary, make sure that the group is not bigger than 12-15 participants, as it will become difficult to connect everyone to the discussion and found solutions. When the group becomes bigger than 12, it is recommended to split the group into two subgroups.

Some assignments are for a maximum group size of 8 participants. This means that these techniques can be used in bigger groups, but split into more sub-groups of maximum 8 people per table.

## Use of canvasses

During workshops groups will use one or more canvasses. For short workshops, one canvas for all steps is recommended. For longer workshops two or more canvasses (e.g. per step) can be useful. The canvasses are to steer the discussion of groups, but also form a basis for the presentations groups will give during and/or at the end of the workshop. To work towards an effective outcome of the workshop, the canvasses are tailored to the goals of the workshop. Specific questions/key-words will be placed on the canvasses. However, this content always matches with the steps and the assignments taken during the workshop.

The canvasses are a tangible outcome of the workshop, that will be shared (digitally) with the participants soon after the workshop.

See appendix A for an example of a canvas of a short workshop.

See appendix B for an example of a series of canvasses of a one-and-a-half day workshop.

## Scenario's for workshops

The workshops conducted with the S2D4S method can be placed in one of three possible scenarios:

- Short workshop. Duration: 1-2 hours. Participants: 6-80 divided over groups of 6-8 people. These short workshops are teasers for full S2D4S method/workshops. Within these workshops a fictive problem statement is presented to the participants. The workshop runs through the steps quickly, or skip some steps, to keep the workshop short and fun to do. Outcomes are not more important than the fun of participating and networking. Outcomes are presented in a LookBook (digitized canvasses).
- Symposium workshop. Duration: 2-3 hours. Participants: 6-80, divided over groups of 6-8 people. These workshops are part of a larger event and use the inspiration given by speakers before the interactive session. The problem statement is provided by the organizers or case-holders. The workshop follows the steps of the EXPLORE or IDEATE phase (to keep shorter, the probe step can be left out). Outcomes are important for the organizers or case-holders, for participants these workshops are mainly to network and to learn new things. Outcomes are presented in a LookBook and a concise report.
- Full workshops. Duration: 4 hours - several days. Participants 6-25, during the workshop divided over smaller groups. These workshops are for companies and organizations that have a clear problem to work on. Participants of different disciplines are brought together to work on problems that have high impact on society. Within these workshops, UT researchers are linked to the topic and will give inspiration presentations. During the workshop, all steps of the current phase will be run through. Furthermore, as the group works in several smaller groups, often the smaller groups pitch their results, to update the others and to ask for feedback. Outcomes are important for all participants and next steps need to be taken based on these outcomes. Outcomes of the workshop are presented in a LookBook and a comprehensive report, which might need some extra input of the participants to be ready to continue to the next phase.



## JOIN

The team comes together. Specifically, in multidisciplinary teams, knowing and understanding the background of the other team members is important, because then there will be understanding of the remarks one makes. Therefore, it is important to plan time to get familiar. Also, as a team might change over time in the different phases, it is important to repeat the Join step to get to know each other. When phases are performed as workshops, the join-step is the right moment to start with a warming-up and ice-breaker.

### Techniques

#### Warming-up kit - create mascot

Needed:

warming-up kit

Duration:

10-15 minutes

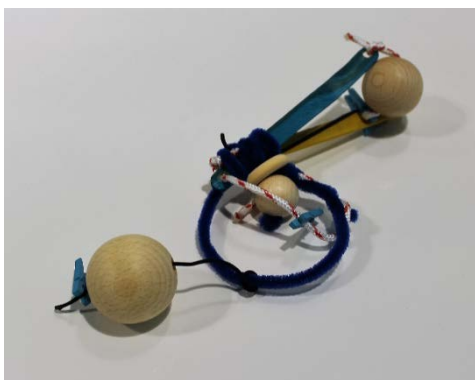
Max number of participants:

8 (per group)

Description:

In about 15 minutes, the group needs to create a mascot in 3D. To do so, each of the team members picks two objects from the warming-up kit. This means that when making the mascot, each team member has access to a part of all needed materials. They need to collaborate to create the 3D representation of the mascot. For each part the participants place, they have to tell a bit about who they are (name, institution, function) and why they think this topic is important to work on (based their own background).

The two questions that that the participants have to answer when placing their two parts might be changed based on the topic or the goal of the workshop.





### Prepared slides with pictures of participants

Needed:

Pictures that the participants have sent to the moderator prior to the workshop

Duration:

Depending on group size (1 minute per participant; + 5 minutes). Make sure that groups will not exceed 20-25 participants.

Max number of participants:

20-25 participants

Description:

Before the meeting, each of the participants send the moderator two pictures of 1) a desired future and 2) a future that we should avoid. Per participants the two pictures will be placed on one PowerPoint slide. During the Join-step the slides will be showed one by one, and the sender of the pictures is asked to tell who he/she is, what his/her expertise is, and to explain briefly what these pictures show, and why these pictures were chosen.

The questions that participants will search pictures for, might differ based on the topic and goal of the workshop. Also, choosing for one question, and thus one picture) is an option.

### Hidden word

Needed:

Small cards with random words written on it; one word per card.

Duration:

Depending on group size (1 minute per participant; + 5 minutes). Make sure that groups will not exceed 20-25 participants.

Max number of participants:

20-25 participants

Description:

To start, all participants receive randomly a card. They read the card, but do not tell others what their word is, or show the card to others. Then, each group member introduces him-/herself (name, institution, function, interests etc.) and uses the hidden word that he/she received in their introduction. Other participants try to guess the hidden word after the introduction of a person.



## Create a poster (per individual/group)

Needed:

A3 sheets/flip-over sheets, markers, post-its, tinker materials, glue and printed questions.

Duration:

Depending on group size (1 minute per participant; + 10 minutes). Make sure that groups will not exceed 20-25 participants.

Max number of participants:

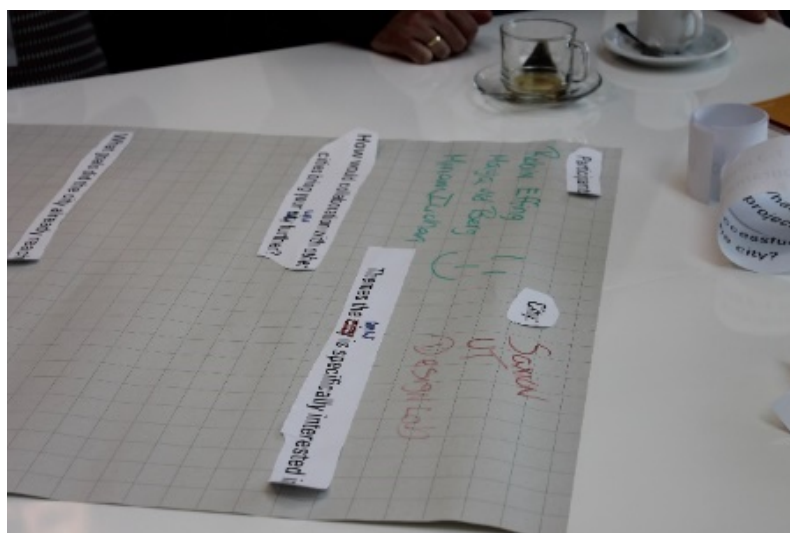
20-25 participants

Description:

Each participant creates a poster on an A3 or a flip-over sheet. The following questions should be addressed: Who are you? From which department are you? What are your research interests? What themes would you like to work on (or are you already working on and would you like to collaborate on)? What expertise would you bring? What expertise are you looking for? These questions can be printed as small notes and handed to the participants, so that they can glue these on the poster to answer, or they are asked to write everything themselves.

When all participants finished their poster (5-10 minutes), they will present their posters to the group. Everyone has one minute to present. After being presented, the posters will be stuck against the wall, so they can inspire the group.

This can be done by individuals, but also by groups sharing the same vision. Of course, questions can be changed when the topic or the workshop or the goal asks for.





## WHAT IS ... FOR ME

Needed:

Large post-its, markers and whiteboard.

Duration:

20-25 minutes. Make sure that groups will not exceed 15 participants

Max number of participants:

15 participants

Description:

*What is Design?*

All participants are asked to write down on a post-it what Design means for them. They will have a few minutes to think about it and write it down. Next, each participants of the team introduces themselves (if needed) and will explain what they have written on the post-it. The post-its will be clustered on a whiteboard, seeing if clusters can be made based on the different descriptions of design. Also, a discussion can arise, and the moderator can add extra information to the whiteboard, to clarify the clusters or to note down remarks made.

The overview on the whiteboard can be used later during the workshop, to see if the visions on Design has changed, when for example the participants received more information about the theme.

Other themes than "Design" can also be used, depending on the topic of the workshop.

## Visualize something with Lego

Needed:

Lego

Duration:

10-15 minutes

Max number of participants:

8 (per group)

Description:

In about 15 minutes, the group needs to create a something with Lego. To do so, each of the team members perceived several Lego bricks at the start of the workshop. This means that when making the visualization, each team member has access to a part of all needed materials. They need to collaborate to create the 3D representation with the Lego. For each part the participants place, they have to tell a bit about who they are (name, institution, function) and why they think this topic is important to work on (based their own background).



This approach can also be used to help forming groups. Before the workshop, all participants with the same/a similar background receive a few bricks of the same color. For example, all software developers get green bricks, and all behavioral scientists get blue bricks and the designers get yellow bricks. When making groups, each participant have to find a group in which no-one else has the same color, in this way, multidisciplinary teams are formed.



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## INSPIRE

In the inspire-step, experts of the team inspire each other with their state-of-the-art knowledge to inform the development of the solution. Also, experts can be invited to inspire, for example to give a presentation during a workshop. Furthermore, when student use this method during self-study, a literature search can be part of the inspire step.

Even though the inspire-step is placed as second step information is shared through the entire phase. For the flow of workshops, the steps inspire and join (warming-up) might be switched. In this document only the approach for the inspire-step in workshops is described.

### Short presentations

Needed:

1-3 inspirational speakers

Duration:

15-40 minutes per presentation (including questions). Total duration depends on the total duration of the workshop. This step can also be performed before the interactive session (e.g. during symposia).

Max number of participants:

N/A

Description:

(Academic) Speakers give a brief presentation to the multidisciplinary audience about their topic of expertise.





### Selecting themes:

Needed:

Whiteboard/flip-over, markers/stickers

Duration:

15-20 minutes

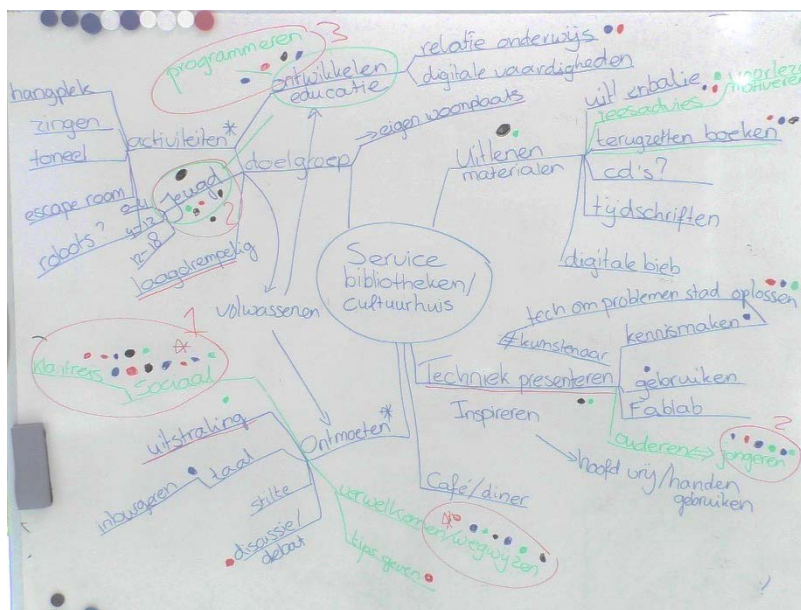
Max number of participants:

20 participants

Description:

Based on the themes the participants mentioned in the join-step and the inspiration given by the speakers, a mindmap is created about all possible themes to elaborate on. In a plenary discussion, the participants are asked to add remarks/themes, to complete the overview. When the mindmap is complete, the participants will pick the themes to further work on by adding 3 dots/stickers with the themes that they are interested in (can be all stickers at one theme, 2 at one theme and one at another, or all at three different themes). The themes that got most dots/stickers will be the themes to work on during the workshop (use top 3, when three groups will be formed etc.). Participants are asked to split evenly over the groups.

As starting point, a mindmap prepared prior to the workshop can be used as well. During the discussion, this one will be adjusted and finalized.



## ACT

The act-step is the core activity of the phase. This are: Explore, Ideate, Conceptualize, Prototype, Evaluate and Implement. However, the first two steps are most suitable to perform in workshops. Therefore, the methods described in this part are suitable to use in the Explore and Ideate phases.

### Value ladder

Needed:

Value-cards/A6 pieces of paper

Duration:

30-40

Max number of participants:

Min 8 participants, then 16 etc. as groups of eight will be formed.

Description:

Each of the participants will write down three key-value that they think are most important for an innovation in their topic (e.g. respect/well behaving/freedom) in 5 minutes. Each participant keeps their own card. Then duos are made, and together, the participant form a new list of three values, combining the six they have in 10 minutes. Next, groups of four are made, and collectively, the participant form a new list of three values, combining the six values of the two duos in 10 minutes. Finally, the teams of four become groups of eight and together they create another list of three values, based on the two lists of the teams of four. For this they have 10-15 minutes. If there are more groups, all groups briefly present their values to the other groups. They explain the chosen values in two or three sentences.

This assignment can be done with three key-values, but a list of five is also possible. Also, key-values can be searched for, but for example, also important questions about a specific topic can be explored.

This assignment should be used in combination with other idea generating assignments.

### Positive and improvements collage/moodboard

Needed:

Post-its and markers, visualization of topic (printed on minimal A3 size) and

Duration:

Max number of participants:

8 per group

Description:

Each group receives post-its, markers and a visualization of the topic they are working on. Then all participants are asked to write down on post-its their positive points and points to improve in the topic (one point per post-it) and place them in the visualization where it belongs. Next, then the groups start discussing the points they have written down and cluster them on the visualizations.

A follow-up can be to create a collage of a moodboard, however this does not necessarily have to be an outcome. When all positive and negative points are discussed and clustered in the visualization, the participants think of what their vision for the future in the specific topic will be. Using an A3 sheet and magazines to find pictures, or using touchscreens and the internet to find pictures, the group communicates their vision in a collage or moodboard.

### 3-step idea generation using Lego/Playmais/Bunchems

Needed:

Lego/Playmais/Bunchems

Duration:

20-60 minutes + time for pitches

Max number of participants:

8 per group

Description:

To start the exploration/ideation, all participants individually come up with ideas/elements that they think are important when designing something for their topic/that they can add to a project in a certain topic. Participants will have 5-10 minutes to work individually. The ideas should be based on their own background and expertise and probably also inspired by the expert presentations (of previous days). The ideas have to be represented by using Lego, Bunchems or Playmais.

Next, in the following 5-15 minutes, each group member explains their 3D model to the rest of the group. These explanations should be short! Eventually, notes can be made on a flip-over sheet that lays in the middle of each table.

Following, the groups start to combine the individual ideas, and try to find a direction which would be interesting to work in for the rest of the project. Furthermore, basics elements for the design (not the final solution) or design choices can be explored.

Each of the four groups will present their ideas in a short pitch (1 or 2 minute), so that the whole group understand the further ideas and can ask questions or give remarks.

Note:

For this assignment, several materials can be offered to the participant, but also limitations can be given, e.g. by only providing color sorted Lego, or by providing one kind of prototype materials. Also



more other materials than only Lego, Playmais and Bunchems might be used, such as clay, wooden blocks etc.



### Brainwriting pool

Needed:

Visualization of topic of the workshop

Duration:

20-40 minutes

Max number of participants:

6-8 per group

Description:

Each of the teams will get a picture of the sheltersuit. Then they are asked to think individually about what functionality could be added to the sheltersuit, with a focus on different stakeholders, being: the homeless people, the aiding organizations like Red Cross and UNHCR, and other companies that they can use waste products of in the sheltersuits. Ideas are written on post-its and stuck to the picture/flip-over sheet. In this way, ideas of one participant can inspire the others. Think about what functionality might be useful, why it is important to add and if it adds for other stakeholders as well.

Based on the post-its stuck to the picture of the sheltersuit, the group together will think about a functionality that is most interesting for the stakeholder they represent. They will write this story down so that another group can will understand what the idea is.

## PROBE

In the probe-step, the impact of mediations of the solution is evaluated. When creating something new, this has always an impact on people - individuals or a group -, which is evaluated using knowledge from mediation theory. In the first phases of the design process, the focus will be on desired impact, while in later phases the actual impact on individuals, groups and society is evaluated via various methods.

In very short workshops, this step will be skipped, as there will not be enough time to go into depth within the group solution and the focus on the impact of the solution.

### Introduction to impact of mediations by MOOC clip of Prof. P.P. Verbeek

Needed:

MOOC clip about Design

Duration:

5 minutes

Max number of participants:

As many as are in the workshop

Description:

To give the participants of the workshop a basic understanding of how design/ideas for innovation have impact on individuals or groups, the clip about Design of the MOOC by Prof. Peter-Paul Verbeek will be shown to the participants.

This clip can be found on the P-drive.

### Discus impact (1)

Needed:

Canvas with scheme

Duration:

15-40

Max number of participants:

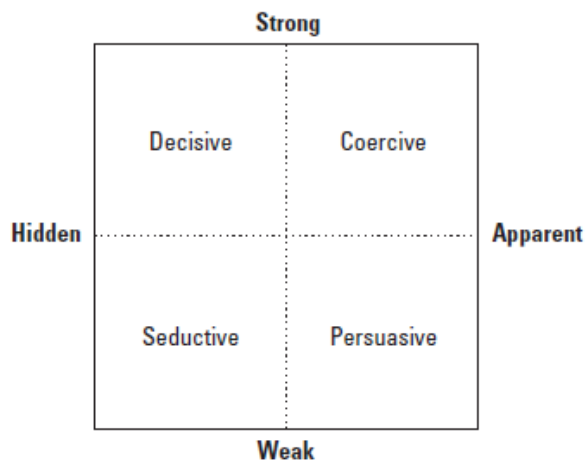
8 per group

Description:

The group looks at their group idea/solution area and discusses the impact that the chosen key-values and the idea/solution of the group will have on individuals and society at large. The participants will



discuss where their mediations (how technology influences people) are in the scheme of Tromp, Hekkert and Verbeek (2011), and why/what makes that their solution/vision is in this quadrant. Also, participants discuss how to adjust the idea/solution in order to move to another quadrant and the impact of it. See scheme below/this scheme will also be placed on the canvas:



(Tromp, Hekkert, & Verbeek, 2011).

In the canvas, the participants write down what the impact of their mediation is and how it fits in the scheme.

Note: this assignment works best in combination with the clip of Prof. P.P. Verbeek (described above).

## Discuss impact (2)

Needed:

Canvas with questions

Duration:

10-30 minutes

Max number of participants:

8 per group

Description:

Each group uses the probe (part of the) canvas, in which they indicate how their solution/idea has impact on individuals and on society. Also, they will think of elements of their idea that are easy to implement already and challenges that their idea rises.

Note: this way of discussing impact does not ask for additional information. This is used when the scheme is too complicated to use. Questions/keywords given in this technique can also be used on the canvas when using the scheme as well.

## REFRAME

In each phase the team should take the time to reflect if the problem they are working on still is the right problem. As a lot of new knowledge about the problem and possible solutions is collected and shared, the team should decide if they follow the right path.

Before going to the first step of the next phase, the team reframes the problem statement, if necessary, based on the results of the reflect-step. By reframing the problem statement or research question, also a reframe of the team might be necessary to make sure the right experts join the team.

### Reflect - Feedback of other groups

Needed:

Copy of canvasses of the other groups

Duration:

10-30 minutes

Max number of participants:

8 per group

Description:

All groups receive a copy of the canvas(es) of the other groups to give feedback to the plans of the other groups. Participants write their remarks and tips for the other groups on post-its and stick them to the canvas they belong to. Important is to not only focus on things to improve, but also note the strong and positive points of the plan.

### (Re)frame

Needed:

Filled in canvas

Duration:

10-30 minutes

Max number of participants:

8 per group

Description:

The groups will take time to reflect on their own results and the feedback of the other teams. Based on this reflection, they define what direction they will go with their project, what knowledge/expertise they already have, and where they need to gain more information. Furthermore, the teams will frame



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the problem statement they will continue to work on during the project. They use the canvas to write down their (re-framed problem statement or research question).

## SHARE

Share the ideas found in the workshop via pitches with the other participants, or by using a lookbook or a report with other interested people.

### Pitch the opportunities:

Needed:

No additional materials

Duration:

10-15 minutes (depending on number of groups and length of presentations)

Description:

All groups present (1-5 minutes) their elaboration on the proposals/projects and what they found are the opportunities and next steps. A timer is used to keep track of the time left. After the presentation there is some time for questions and remarks.

Note: during longer workshops (> 4 hours), it is recommended to use presentations at the end of some steps as well. In that way, participants share their ideas and receive feedback during the workshop, to change their ideas.

### Connect to the projects

Needed:

several small stickers per participant, pens

Duration:

5-10 minutes

Max number of participants:

20-25 participants

Description:

All canvasses will be pasted to a wall or laid on several tables. Then, each of the participants will receive several (1-3) stickers on which they can write their initials. These stickers will be stuck to the ideas/proposals that they are interested, or want to collaborate in.

Optional: Each group receives one bigger sticker, on which the person who will be leading the project, or the one willing to initiate a follow up, writes his/her initials. This sticker is stuck to the canvas as well, and reminds who to contact for the follow up of the session.



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## Lookbook

Needed:

Filled in canvasses of all groups

Description:

Digitized canvasses collected in a digital booklet. Also pictures of 3D representations made will be added to the LookBook.

## Report

Needed:

Digitized canvasses

Notes of presentations of inspirational speakers

Recordings of the pitches/transcriptions of the recordings of the pitches.

Description:

Based on prepared information, talks of the presenters, and results (pitches) of the groups an extensive report is written.



## Appendix A: Example canvas

Canvas filled in, digitized and picture of 3D representation of group idea added.


**DESCRIPTION OF GROUP SOLUTION:**  
Bio pages + Q&A (per culture/ country) + quizzes to facilitate app users to find & read info about cultures of colleagues + potential difficulties

**INTENDED EFFECT:**

- Awareness ↑
- Mutual understanding ↑
- Nice to learn about each other w/ fun info + quizzes → communication ↑

**REFRAMED PROBLEM STATEMENT:**  
How to provide relevant & specific info about cultures for working at the UT?  
(in the app)

**NEXT STEPS:**  
>  
>  
>






## Appendix B: Example series of canvasses

Series of canvasses of one workshop on living smart cities. Note that the examples are taken from different groups.

Canvas Explore

**THEME:**  
Society of well-being




**URGENCY:**  
- Lack of self-reliance for a big group of people, their social & economic position that causes poverty and ill-being.  
② Integration of refugees  
① Elderly care

**CHALLENGES:**  
- Lack of self-reliance  
- activate people on their strength & possibilities & make their profile and that  
- redefine "help"  
- redefine the way of helping => "incentives"

**WHY CONNECT:**  
- learn about the strategy each other  
- different development and elderly people

**COLLECTIVE PLAN:**  
- Smart city tools in a smart way for elderly people  
- Look at solutions from the other, but vary on moment.  
- Use data & analysis  
- Smart tools => give more attention to people ~~there~~ with the help of digital systems



**Research opportunities:**  
- psychological <sup>and</sup> cultural <sup>research</sup> for reasons why and when people (re)act different  
- data analytics on needs from elderly and refugees. => solutions

**Business opportunities:**

**To do:**

**MOST IMPORTANT EFFECT:**  
people are participating more | better in society.

**GROUP VISION:**  
- no pampering but activate  
- and know what the problem is



Canvas Probe

# THEME:

## MODAL SPLIT



### SHORT DESCRIPTION OF PLAN:

COLLABORATIVE LEARNING. - BEHAVIOURAL ASPECTS,  
DATA COLLECTION, TOOLS REGARDING SMART MOBILITY  
(DATA ANALYTICS, COMBINING DATA), FINDING A BUSINESS MODEL

#### IMPACT ON THE CITY:

- CLEAN SKY, LESS CONGESTION
- MORE SPACE IN THE CITY
- HIGHER EFFICIENCY
- SAFER ROADS, LESS INJURIES
- HEALTHIER, SAFER NEIGHBORHOODS

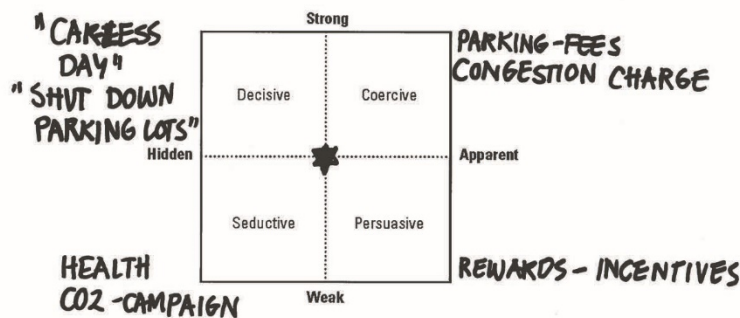
#### IMPACT ON INDIVIDUALS:

- HEALTHIER LIFE
- SHORTER COMMUTING TIME
- RECLAIM THE CITY SPACE

#### ROLE OF GOVERNMENT (in different countries):

- ENABLING PARTICIPATIONS & CO-CREATION
- FACILITATE COMMERCIALIZATION OF NEW SERVICES INNOVATIVE

How to adjust mediating role:



Taken from: (Tromp, Hekkert, & Verbeek, 2011)



Canvas Reframe

# THEME: CO<sub>2</sub> Reduction



## REFRAMED PLAN:

- What will be done?
  - \* Quick wins (pop-up stores etc.)
  - \* Incl. tendering
- How will this be done?
  - \* Int. processes Governm.
  - \* Bring it out there *policy making*
  - \* Educational Campaign
- Who will take the lead?
  - \* Municipality
  - \* Electr./Energy companies

## PARTICIPANTS:

- \* City itself
- \* Companies
- \* Citizens
- \* Schools
- \* Other stakeholders

## LINK TO KEY-VALUES:

- \* Participation
- \* Education
- \* Leadership
- \* Open data
- \* Inspire-share success-stories
- get role-models

## FIRST STEP:

- \* Good strategy
- \* Setting a goal
- \* Find resources
- \* Political consensus *policies*

## NEXT STEPS:

- >
- > ←
- >

## PLUG-IN SMALL COLLABORATION PROJECTS / PLANS:

- \* Combine rules of tendering
- \* Smart approaching on CO<sub>2</sub> reduction cities through civil engagement.

## MILESTONE:

2025 zero emission