



# IDE Master Graduation Project

## Project team, procedural checks and Personal Project Brief

In this document the agreements made between student and supervisory team about the student's IDE Master Graduation Project are set out. This document may also include involvement of an external client, however does not cover any legal matters student and client (might) agree upon. Next to that, this document facilitates the required procedural checks:

- Student defines the team, what the student is going to do/deliver and how that will come about
- Chair of the supervisory team signs, to formally approve the project's setup / Project brief
- SSC E&SA (Shared Service Centre, Education & Student Affairs) report on the student's registration and study progress
- IDE's Board of Examiners confirms the proposed supervisory team on their eligibility, and whether the student is allowed to start the Graduation Project

### STUDENT DATA & MASTER PROGRAMME

Complete all fields and indicate which master(s) you are in

Family name	<input type="text"/>	IDE master(s)	IPD <input type="checkbox"/>	Dfi <input checked="" type="checkbox"/>	SPD <input type="checkbox"/>
Initials	<input type="text"/>	2 <sup>nd</sup> non-IDE master	<input type="text"/>		
Given name	<input type="text"/>	Individual programme (date of approval)	<input type="text"/>		
Student number	<input type="text"/>	Medisign	<input type="checkbox"/>		
		HPM	<input type="checkbox"/>		

### SUPERVISORY TEAM

Fill in the required information of supervisory team members. If applicable, company mentor is added as 2<sup>nd</sup> mentor

Chair	<input type="text"/>	dept./section	<input type="text"/>	<div>! Ensure a heterogeneous team. In case you wish to include team members from the same section, explain why.</div> <div>! Chair should request the IDE Board of Examiners for approval when a non-IDE mentor is proposed. Include CV and motivation letter.</div> <div>! 2<sup>nd</sup> mentor only applies when a client is involved.</div>
mentor	<input type="text"/>	dept./section	<input type="text"/>	
2 <sup>nd</sup> mentor	<input type="text"/>			
client:	<input type="text"/>			
city:	<input type="text"/>	country:	<input type="text"/>	
optional comments	<div>This thesis project will be done in partnership with the Participatory City Making Lab and in collaboration with SE.lab.</div>			

**APPROVAL OF CHAIR on PROJECT PROPOSAL / PROJECT BRIEF** -> to be filled in by the Chair of the supervisory team

Sign for approval (Chair)

Name  Date  Signature

## CHECK ON STUDY PROGRESS

To be filled in by **SSC E&SA** (Shared Service Centre, Education & Student Affairs), after approval of the project brief by the chair.  
The study progress will be checked for a 2<sup>nd</sup> time just before the green light meeting.

Master electives no. of EC accumulated in total \_\_\_\_\_ EC

Of which, taking conditional requirements into account, can be part of the exam programme \_\_\_\_\_ EC

X	YES	all 1 <sup>st</sup> year master courses passed
	NO	missing 1 <sup>st</sup> year courses

Comments:

\* i.v.m. overgangsregelingen dient student nog 2 ec aan electives te halen om het eerste jaar op te vullen

Sign for approval (SSC E&SA)

Name \_\_\_\_\_ Date 24-09-2024 Signature \_\_\_\_\_

## APPROVAL OF BOARD OF EXAMINERS IDE on SUPERVISORY TEAM -> to be checked and filled in by IDE's Board of Examiners

Does the composition of the Supervisory Team comply with regulations?

YES	V	Supervisory Team approved
NO		Supervisory Team not approved

Comments:

Based on study progress, students is ...

V	ALLOWED to start the graduation project
	NOT allowed to start the graduation project

Comments:

Sign for approval (BoEx)

Name \_\_\_\_\_ Date 8/10/2024 Signature \_\_\_\_\_

## Personal Project Brief – IDE Master Graduation Project

Name student Karel te Marvelde

Student number \_\_\_\_\_

### PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT

Complete all fields, keep information clear, specific and concise

Project title Designing a Toolset for Two-Way Value Communication in a Multi-Actor Network

*Please state the title of your graduation project (above). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.*

#### Introduction

*Describe the context of your project here; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)*

The Dutch healthcare sector is under pressure due to an aging population. It is becoming increasingly more difficult to uphold the same high quality of healthcare, living and well being for everyone in Holland. For a long time the most common approach to problem solving, practiced by social and government organizations, has been a Top-Down one where appointed experts take the lead and decide what should be done (Sociaal en Cultureel Planbureau, 2023). A transition is taking place where these responsibilities are being (partly) handed off and a more even distribution of responsibility and ownership is being given to all the stakeholders within a system. These Co-Creatives partnerships, where citizens, social organizations and public and private cooperation's work together, can result in impactful and lasting change (Mulder, 2018). However, this transition towards Co-Creative structures doesn't come without obstacles.

SE.Lab is a front runner in steering Co-Creative partnerships and through a variety of joint projects (SE.Lab, 2024) they have amassed extensive expertise in the field. In collaboration with the TU Delft SE.Lab is starting a pilot case in the city of Haarlem, in the neighborhood of Meerwijk with a focus on elderly care and comfortable living. This network includes: Spaarne ziekenhuis, designlab Spaarne Labs, healthcare organization, the municipality of Haarlem, housing cooperation, citizens, Buurts Haarlem and community care.

Based on this pilot case and stakeholders, SE.Lab in collaboration with the TU Delft wants to develop a new and concrete transition narrative that can be used as the groundwork for future project cases (both in and outside the current domain).

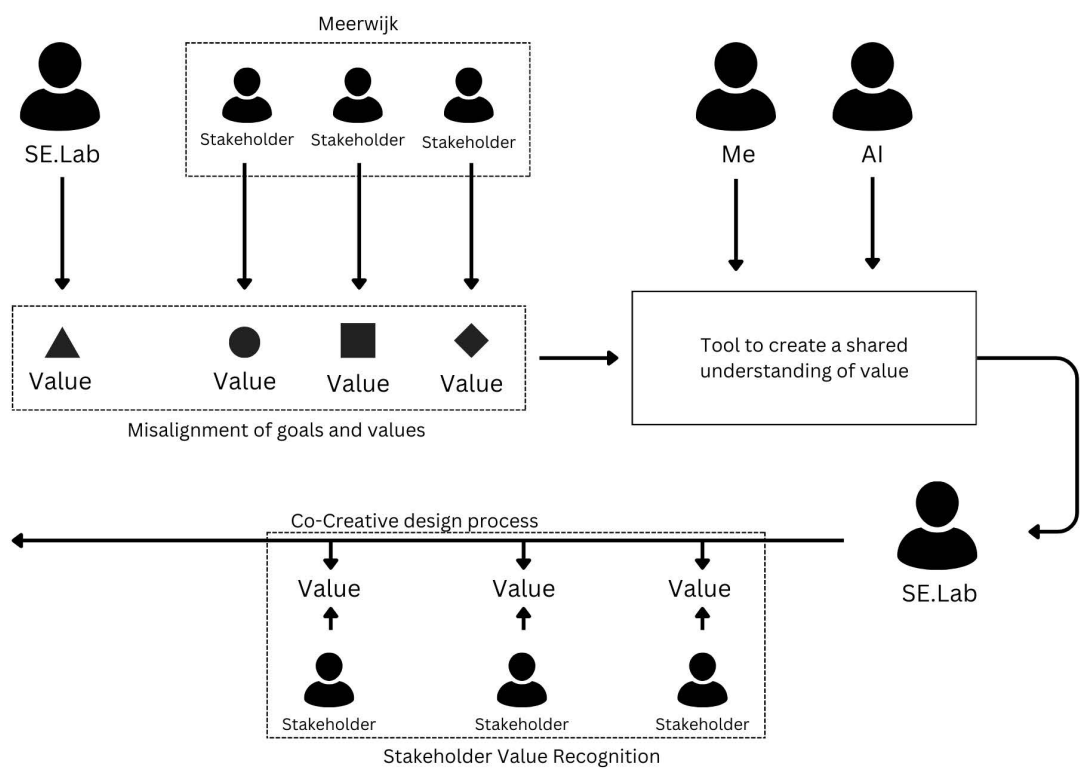


image / figure 1 Systematic depiction of the current situation and the goal of the thesis project.

### Complex Layered systems

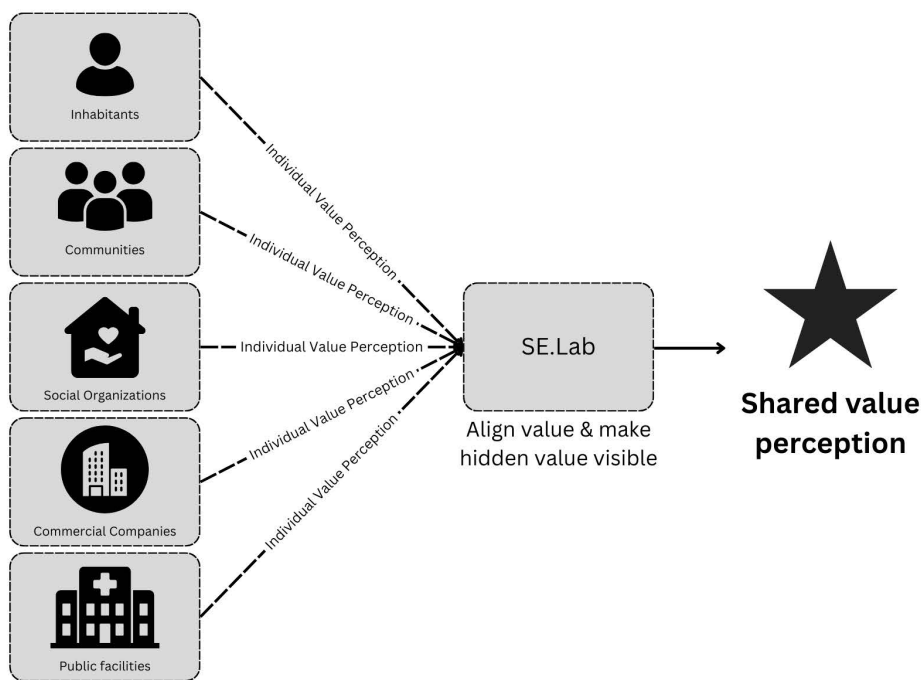


image / figure 2 Creating a shared understanding of Value

## Personal Project Brief – IDE Master Graduation Project

### Problem Definition

*What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice.  
(max 200 words)*

Although Co-Creative methodologies are showing to be beneficial for actors within complex and multi-layered systems, this is not always apparent, especially during the early phases of a project. Different actors (such as the ones mentioned in the introduction) expect different outcomes which don't always align, and making promises up front is counterintuitive to the open ended structure of the Co-Creative approach. SE.Lab is in need of a common language with which to bridge the gap and communicate to stakeholders what value they are achieving, not only at the end of the project but also in the earlier stages. Herein lies the opportunity to, within the context of Meerwijk, research how SE.Lab and the stakeholders involved identify value and how tool might be developed to make value more visible for everyone involved. AI is becoming more interwoven with every faced of our society and could play a key role in the development of this tool. Since recent research has shown that large language models have better intuition and reasoning skills than humans (Salvi et al., 2024; Street et al., 2024), they could form a possible link between stakeholders. Ethical and safety considerations should be investigated as use of AI has also been shown to potentially lead to undesirable outcomes.

### Assignment

*This is the most important part of the project brief because it will give a clear direction of what you are heading for. Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project. (1 sentence) As you graduate as an industrial design engineer, your assignment will start with a verb (Design/Investigate/Validate/Create), and you may use the green text format:*

*Creating a tool for SE.Lab to facilitate two-way value communication in a multi-actor network and explore the potential role of AI-driven tools*

*Then explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words)*

I hope to achieve this goal by first doing literature and stakeholder research to discover SE.Lab's current Co-Creative methodology and project approach, and how they define value and impact. I will also research the current use cases of AI for social systems and the ethical and safety considerations that come with those uses. From there I will identify what value and impact means for the stakeholders in the Meerwijk pilot case. Using this data different iterations will be made of a tool that aims to help get the stakeholders of the Meerwijk pilot case more aligned. The role that AI will play in this tool relies on the outcomes of the literature research and whether it can be done in an ethical and safe way. If the research points out that AI cannot be used in a ethical in safe way it will not be used for the solution phase. The end goal is to use these prototypes with the stakeholders from Meerwijk to test whether the tool helps stakeholder get a shared understanding of both the value generated during and at the end of the Co-Creative process.

## Project planning and key moments

To make visible how you plan to spend your time, you must make a planning for the full project. You are advised to use a Gantt chart format to show the different phases of your project, deliverables you have in mind, meetings and in-between deadlines. Keep in mind that all activities should fit within the given run time of 100 working days. Your planning should include a **kick-off meeting, mid-term evaluation meeting, green light meeting and graduation ceremony**. Please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any (for instance because of holidays or parallel course activities).

Make sure to attach the full plan to this project brief.  
The four key moment dates must be filled in below

Kick off meeting 16 sept 2024

Mid-term evaluation 25 nov 2024

Green light meeting 31 jan 2024

Graduation ceremony 7 mrt 2024

In exceptional cases (part of) the Graduation Project may need to be scheduled part-time. Indicate here if such applies to your project

Part of project scheduled part-time	<input type="checkbox"/>
For how many project weeks	
Number of project days per week	

Comments:

Periods not working on thesis:

ExamPeriod: 28/10/24 - 08/11/24

X-mas: 23/12/24 - 03/01/25

SpringBreak: 03/02/25 - 07/02/25

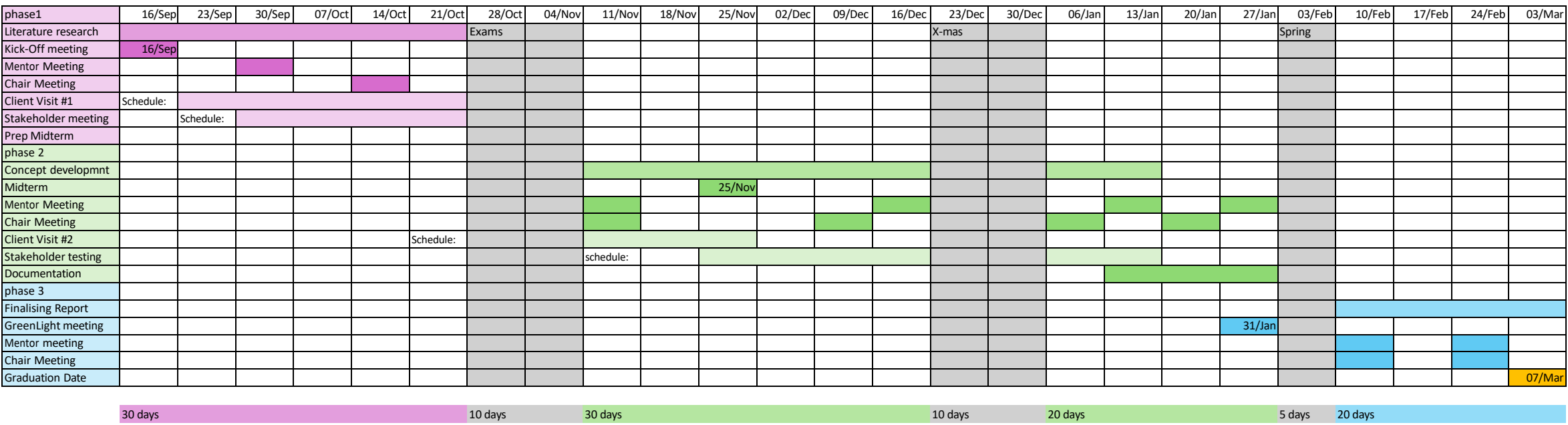
## Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology. Personal learning ambitions are limited to a maximum number of five.

(200 words max)

I joined this project after following the course Strategic Design for Social Innovation and writing a paper on Co-Creative community development within cities and the factors that lead to lasting impact in these endeavors. Because of this I would really like to observe and help out in a real life pilot case where this approach is being used. I hope to be able to study actors in their own environment and learn how to bridge the gap between different actors in a system. Additionally I want to investigate if AI could play a role in the Co-Creative methodology; More precisely what kind of roles it can play, how it can be safely implemented so that it can do no harm, and the overall ethical consideration regarding the use of AI in social systems. My aim is that by making use of AI, I also get the opportunity to learn some soft coding skills and interface design development.



Sources:

- Mulder, I. (2018). Co-creative partnerships as catalysts for social change. Strategic Design Research Journal, 11(3), 178-185. <https://doi.org/10.4013/sdrj.2018.113.01>
- Salvi, F., Ribeiro, M. H., Gallotti, R., & West, R. (2024, 21 maart). *On the Conversational Persuasiveness of Large Language Models: A Randomized Controlled Trial*. arXiv.org. <https://arxiv.org/abs/2403.14380>
- SE.Lab. (2024, 7 maart). *Home - SE.Lab*. <https://selab.nl/>
- Sociaal en Cultureel Planbureau. (2023, juli). *Roep om een overheid die verantwoordelijkheid neemt: Burgers over de verdeling van verantwoordelijkheden bij grote maatschappelijke opgaven*. [https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.scp.nl/binaries/scp/documenten/publicaties/2023/07/06/roep-om-overheid-die-verantwoordelijkheid-neemt/Onderzoek%2BRoep%2Bom%2Bbeen%2Boverheid%2Bdie%2Bverantwoordelijkheid%2Bneemt.pdf&ved=2ahUKEwiX-9WYk8CIAxV2m\\_OHHQjqAagQFnoECBEQAQ&usg=AOvVaw34U4kaHPNg3A\\_SnePgpGKg](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.scp.nl/binaries/scp/documenten/publicaties/2023/07/06/roep-om-overheid-die-verantwoordelijkheid-neemt/Onderzoek%2BRoep%2Bom%2Bbeen%2Boverheid%2Bdie%2Bverantwoordelijkheid%2Bneemt.pdf&ved=2ahUKEwiX-9WYk8CIAxV2m_OHHQjqAagQFnoECBEQAQ&usg=AOvVaw34U4kaHPNg3A_SnePgpGKg)
- Street, W., Siy, J. O., Keeling, G., Baranes, A., Barnett, B., McKibben, M., Kanyere, T., Lentz, A., Arcas, B. A. Y., & Dunbar, R. I. M. (2024). LLMs achieve adult human performance on higher-order theory of mind tasks. *arXiv (Cornell University)*. <https://doi.org/10.48550/arxiv.2405.18870>