Welfare game
Familiarizing complexity of welfare services

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Welfare Game Facts

- Teachers besides me
  - Hanna-Kaisa Pernaa
  - Harri Raisio
  - Tomi Niemi
- Intermediate studies course
  - Traditional lectures
  - Playing the Welfare game
    - Scenarios that develop according to students choises
    - Professionals of public, private and the third sector develop the scenarios with teachers
  - No exam

Scenarios and Gaming as a Pedagogic Instrument

(Milam 2003; Daniello & Laubsch 2008; Errington 2011; Hu et. al. 2012; Lu et al 2014)

Why?

- Prepare students to complex environment
- "What if"-thinking
- Practitioner in the classroom
  - Stronger dialogue between theory and practice
 - Based on real working life
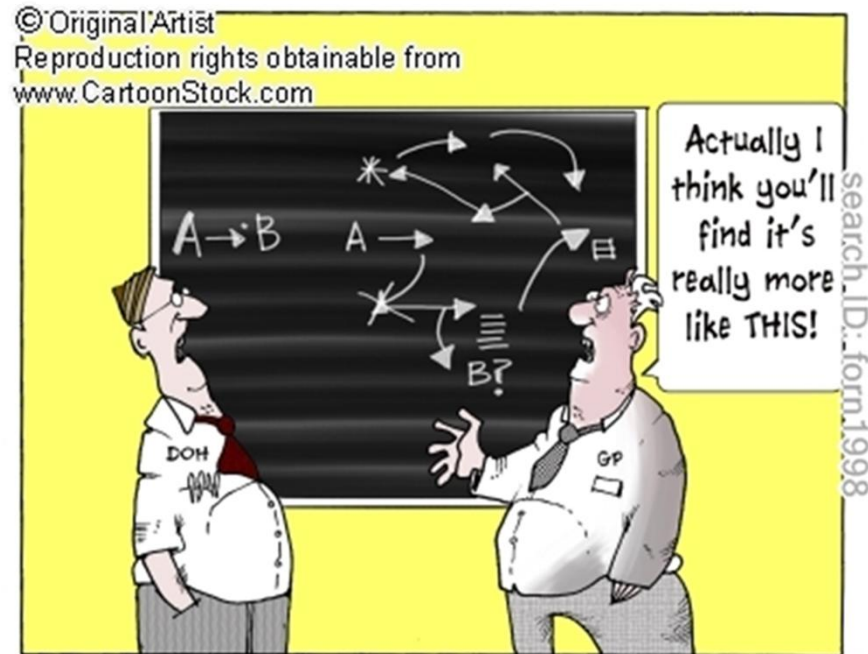
What We Are Trying to Achieve?

- Prepares students to tackle complex world of welfare services
  - Interconnectedness/ambiguity
- Complexity sciences
  - Butterfly effect
  - Idea that initial conditions are entwined and interactive
  - How small deviations can produce large scale effects and vice versa
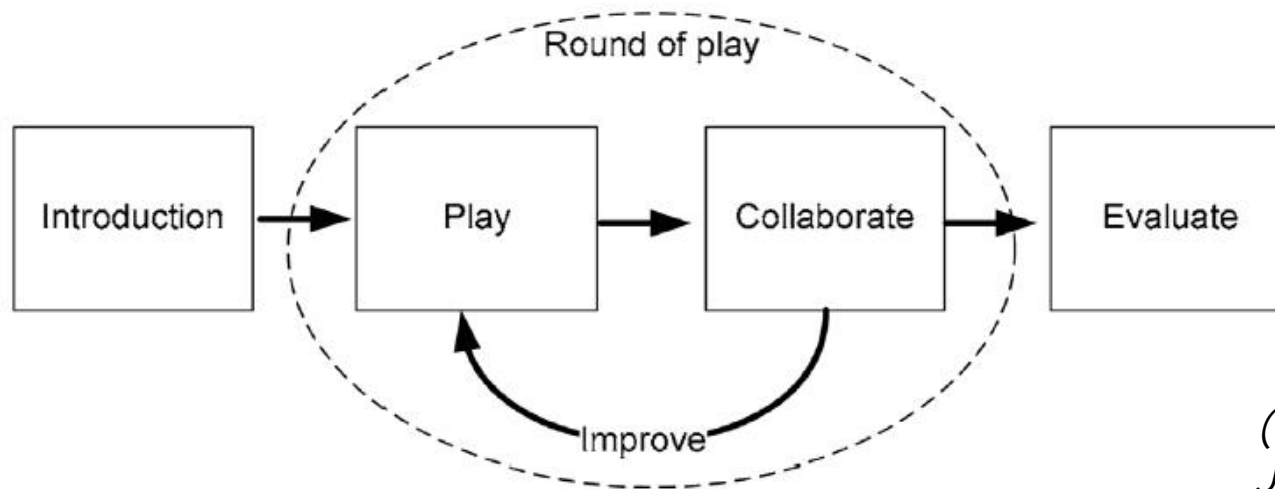- To increase understanding to work in complex environment in a practical way without any "real" consequences.
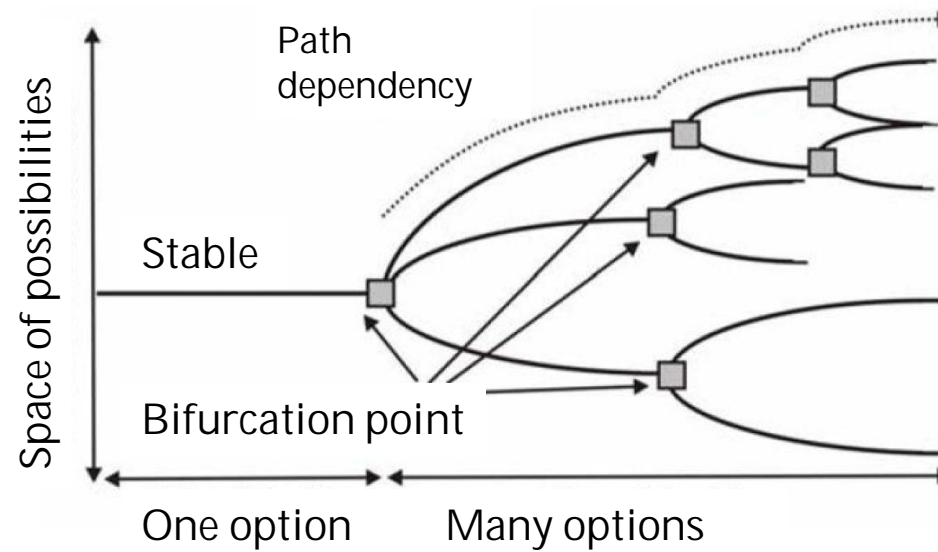
Scenarios and Gaming in Action
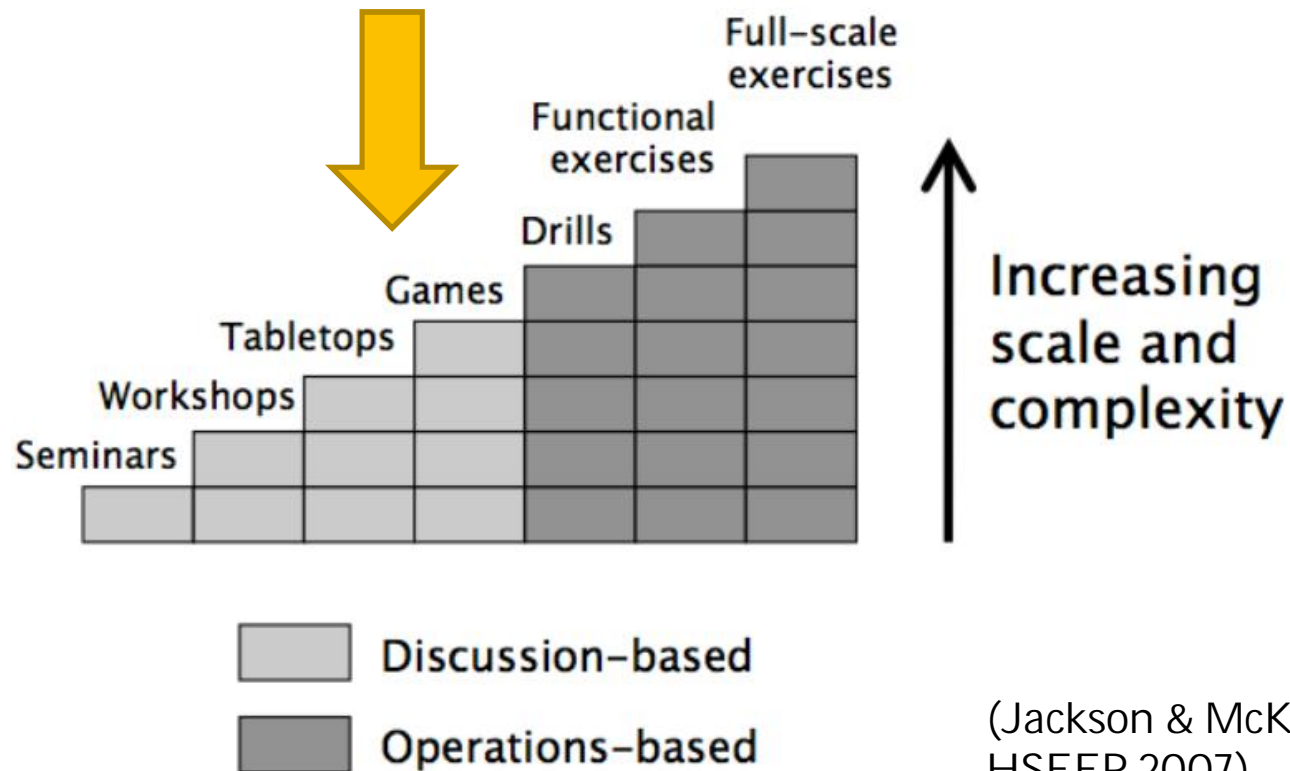
(Jackson & McKay 2011; HSEEP 2007)

Scenarios and Gaming in Action

- **Simulation games and service production** (Klievink & Janssen 2010)
  - "To stimulate participation and involvement of various actors in the identification of problems and the design of innovative integrated-service delivery solutions, a simulation game can be a useful instrument"
  - Using the web 2.0. Philosophy
    - Collective intelligence/wisdom
    - "The game was seen as a valuable instrument to include various stakeholders with various views in the identification of issues, and in developing and experiencing alternatives. In the evaluation, participants of the game indicated that they think that "action and reflection were well in balance", that "a game is a good way to gain insight in complex things", and that it results in a "valuable discussion"."

Round of play

Introduction → Play → Collaborate → Evaluate

Improve

Cf.

(Klievink & Janssen 2010; Jalonen 2007)

Space of possibilities

Path dependency

Stable

Bifurcation point

One option   Many options

How the Game Proceeds?

- The "plot" of the game is formed and develops in interaction between game players and the game leaders
  - First scenario from game leaders
    - Students respond with a approx. 5 page report
    - Report is based on scientific sources
  - Second scenario constitutes a continuum with report
    - Choices made by students effects how the scenario develops
- "…unlike stories, scenarios are usually presented "incomplete." These stories only become 'whole' when students engage with them (Errington 2011)."

Pros and Cons

- Teachers
  - Takes a great deal of effort
  - A fresh way to organize the course
  - Needs a childish MacGyver like mind
- Students
  - Takes a great deal of effort
  - Reflects reality in working life
  - "Only course in the university where I learned something"
- Professionals
  - Needs time to craft scenarios
  - Can potentially help their work

THANK YOU!