



Role-playing a briefing exercise

SSC3011: Public Policy Evaluation & Analysis

Students integrate their knowledge about policy analysis and deliver a short policy memorandum. They then conduct a briefing exercise based on the written memoranda. In a role-play, one team represents policy analysts presenting the memo. The other team represents the client committee, critically and constructively questioning what is presented.

Activity type

Individual assignment + group assignment.

Activity duration/study load

Two-hour role-play.

Intended learning outcomes

- Students gain practical experience and skills writing a policy memorandum and an evaluative policy paper and communicating their story effectively.
- Students gain practical experience and skills working in a policy team, presenting and defending their case to an audience, and receiving and giving constructive feedback.

GCEd elements

Perspective-taking, connecting and collaborating, fairness, understanding (geo)politics, understanding complex interdependency, active listening.

Teacher preparation

Teacher prepares two topics for the policy memorandum students will write. The roles are provided beforehand and distributed between the students. The roles should have a clear aim.

Student preparation

The (still ungraded) memo's are available to the students' tutorial group, so everyone can use them to prepare for the roleplays.

Flow

Every student delivers one short policy memorandum on a given topic in which they integrate knowledge about policy analysis (i.e., problem structuring, choosing evaluative criteria, presenting policy options and benchmarking them with evaluative criteria, presenting the preferred option). One half of the class works on topic A; the rest works on topic B.

The briefing exercise is based on the written memoranda. The tutorial group is divided into four teams each consisting of three students. One team represents the policy analysts (PA) presenting the memo A results; the other team represents the client committee, critically and constructively questioning what is presented (CC). There are four roleplays;

each time a team of PAs and a team of CCs engage for 15 minutes. The PA team is responsible for the process, for presenting the key issues, and for inviting critical feedback from the CC team. The CC team listens and offers constructive criticism. The rest of the group evaluates the roles of both teams in action. After four role plays have taken place, they are discussed and evaluated in the second hour of the group meeting.

Assessment

Examination consists of two individual written assignments and a team briefing presentation.

- Mid Term Exam part 1: Policy memorandum (individual grade);
- Mid Term Exam part 2: Briefing exercise/team role-play (group grade);
- Final Exam: Policy Paper.