

# IDEA JAM 2019

## GUIDELINES

What challenges does Automated and Connected Transport bring?

International multi-disciplinary teams will compete online for the best idea  
[ This online challenge is open to anyone aged 16-96! ]

Interested? **Register by 31 October** at [info@wise-act.eu](mailto:info@wise-act.eu)

Launch: 8 November 11:00UK/ 12:00CET/ 13:00EL/TR/IL

Team submissions: 18 November 23:59 anywhere

Mentor Sessions: 11-15 November

A large, colorful graphic composed of various geometric shapes (squares, circles, triangles, rectangles) in shades of blue, orange, green, pink, purple, and brown. The text "IDEA JAM" is prominently displayed in the center in a bold, black, sans-serif font. Below it, "WISE-ACT" is written in a similar bold, black, sans-serif font. The graphic is surrounded by a border of smaller, scattered geometric shapes in the same color palette.

IDEA  
JAM

WISE-ACT

Evaluation & Awards online panel: 23 November 11:00UK/12:00CET/13:00EL/TR/IL

The WISE-ACT COST Action CA16222 is an international network of experts in 41 countries exploring the wider impacts of Autonomous and Connected Transport // [www.wise-act.eu/event](http://www.wise-act.eu/event) // @WISEACT2050

## Scenario

The year is 2050. The local government of your selected area (e.g. region, city, town, village) has decided that from tomorrow onwards only fully self-driving vehicles (i.e. SAE Level 5) will be allowed to use publicly owned roads. This means that cars, buses, trams and local trains are all self-driving. Drones are another option to consider, but it has not been fully implemented previously. It is assumed, that the technology required for V2V communication is ready for implementation and is fundamental for the implementation of fully automated vehicles. V2X technology is in testing phases and has not been introduced.



The roads continue being a public service and people are encouraged to share vehicles. The automated vehicle fleet is fully electric replacing an aging fossil-fuel driven fleet. Although the government's decision was sudden, the government informed the population 10 years ago that the shift to an automated electric vehicle fleet would happen eventually. Despite proven safety benefits of automated vehicles, the government opted for a sudden transition instead of a gradual shift, since a mixed fleet of driven and driverless vehicles was considered sub-optimal. Consequently, vehicle investment has been low in recent years. Occasionally, some private individuals have purchased private vehicles with automated functionalities. Taxi companies and transportation network companies have been testing shared automated vehicles in their fleet. Micro-mobility solutions have saturated in cities worldwide and are a popular mode for single segment of a multi-segment trip.

The countryside is served by trains, and international travellers are invited to park their non-automated vehicles in park-and-ride facilities at the border of the area in focus. To this day, congestion is a problem within the area (i.e. city) at peak hours and transit is at its capacity.

## Task

Your group is a team of consultants focusing on the government's decision and its effects. Give thought to the possible implications of the decision and related consequences. Identify and address a potential problem of this decision and related developments. Present a solution to your identified problem, keeping in mind the wider implications of automated vehicles. It is recommended, but not mandatory, to focus on particular fields of expertise – yet providing a comprehensive solution to a particular problem. The solution should be innovative, yet feasible. A sustainable solution that is professionally presented will be favoured.

## Expertise

This is a non-exclusive list of expertise possessed by the consultants (i.e. team members): Architecture City & Urban Planning, Travel Behaviour, Road Construction & Maintenance, IT & Telecommunications, Computer Engineering, Electrical Engineering, Traffic Engineering, Policy Regulations & Institutional challenges, Public Transit / Public Transport, Freight Transport, Transport & Business (e.g. business models), Urban Planning.



## Groupwork

You have been assigned to address this challenge within a group of multidisciplinary experts from diverse backgrounds. Working language is English and you may use any platform you wish to work and communicate. Organise a team meeting as soon as possible and get ready to meet your mentor(s) next week.



## Mentors


Each team is offered the opportunity to contact 1-2 mentors. Contact details and communication platforms will be communicated to each team by the organizers.

Mentors are WISE-ACT members with expertise within their particular field and are happy to discuss your ideas with you. Naturally, they are not experts in everything and can only provide feedback and suggestions. However the responsibility and final decisions regarding your team submission remains fully within your team. Make sure to approach and respond to mentors timely to be able to make the most of their time and expertise.

## Submission guidelines

Each team can choose to make their submission via **ONE** of the following options:


- up to 10 **Powerpoint** audio slides
- one A0 **Poster** including audio
- one 4' **Video** including audio



The Powerpoint audio cannot be more than 10' in total. A good rule-of-thumb is one slide per minute.

The poster audio cannot be more than 10' in total. The poster audio can be either embedded in the poster or attached to the submission e-mail as a separate audio file.

No additional audio file can be sent with the video.



**Each submission**, regardless of the selected submission option (Powerpoint, Poster, Video) should also include a **Postcard from the Future**. This should be a postcard sent from your selected area (city, town, village, region) in 2050 to a relative of yours living in 2019. Watching parts of the Back to the Future movie may assist to conceptualise this if needed.

Note that professionalism of presentation of each team submission will be also evaluated.

Team submissions should be **sent via a single e-mail** to [info@wise-act.eu](mailto:info@wise-act.eu) including:

- one web-link (e.g. WeTransfer) of the submission file (Powerpoint, Poster or Video)
- one (optional) Word file including the submission Reference list
- one Word file including full names, social media details (e.g. Twitter name) and highlighting any team members who are currently registered PhD students or who have completed a PhD within the past 8 years

**by 18<sup>th</sup> November 2019** at 23:59 anywhere in the world!

## Tips

Watch how to **add audio** to [Powerpoint](#) or alternatively use software such as [Prezi](#).

## Important dates:

**Launch webinar including Q&A:** 8<sup>th</sup> November

**Mentor sessions:** 11<sup>th</sup> – 15<sup>th</sup> November

**Submission:** 18<sup>th</sup> November

**Award panel:** 23<sup>rd</sup> November

Each team should be **prepared to give a 10' presentation** via Zoom on 23<sup>rd</sup> November.

Everyone should **connect** on 23<sup>rd</sup> November at 12:00 CET via the Zoom web-link.



## Evaluation criteria

All submissions will be evaluated based on the following criteria by our experienced panel which has multidisciplinary background, so each team is advised to review them early:

	1	2	3	4	5
<b>Comprehensive &amp; Innovative submission</b>	Basic and patchy knowledge with limited innovation and superficial understanding of interrelated issues, theories and techniques. No awareness of evidence limitations and no ability to challenge contradictions and uncertainty.	Adequate knowledge and understanding of concepts and their interrelationships evidenced through a range of innovative principles, theories and techniques. Some awareness of the evidence limitations and limited ability to challenge contradictions and uncertainty.	Good detailed knowledge and understanding of concepts and their interrelationships evidenced systematically through a wide range of appropriate and innovative principles, theories and techniques. Basic awareness of the evidence limitations and some ability to challenge contradictions and uncertainty.	Coherent, thorough and innovative up to date knowledge and understanding of concepts and their interrelationships evidenced through the integration of a wide range of appropriate and innovative principles, theories and techniques. Aware of the evidence limitations and strong ability to challenge contradictions and uncertainty.	Comprehensive, innovative, deep, exceptional knowledge and understanding evidenced through integration of a full range of appropriate and innovative principles, theories and techniques. Awareness of the evidence limitations and fully able to challenge contradictions and uncertainty.
<b>Evidence &amp; Argument</b>	Limited evidence based on independent and established sources, without appropriate use of the Reading List and material provided. Arguments are wholly descriptive often lacking explanations and lead to unsupported conclusions with no reflection about the selected area.	Evidence provided is of adequate quality based on some reputable and some non-established sources, without going beyond the Reading List and material provided. Arguments are mainly descriptive with weak explanations, leading to weak and partially supported conclusions with limited reflection about the selected area.	Good evidence of a good selection of appropriate evidence based on established quality sources, used to generate a good level of coherent arguments, show some insights and critical ability in developing logical conclusions which reflect about the selected area.	Very good evidence of considerable selection based on a well evaluated range of established quality sources, used to generate high level of coherent arguments, show good insights to develop convincing conclusions including a reflection about the selected area.	Evidence of careful independent selection and rigorous evaluation of an exceptionally wide range of high-quality evidence, used to generate the highest level of compelling and coherent arguments, develop new insights and highly persuasive conclusions about the selected area.

<p><b>Solution feasibility &amp; application</b></p>	<p>Only basic ability to integrate theory to practice, without any relevant examples including original elements and initiative suggesting a feasible application of the proposed challenge within the selected setting. No reference of the perspective adopted (e.g. local authority, users, firms).</p>	<p>Partial ability to integrate theory to practice supported by relevant examples, but with no original elements and poor initiative or examples of feasible application to solve the proposed challenge within the selected setting. No reference of the perspective adopted (e.g. local authority, users, firms).</p>	<p>Quite good integration of some theories and some examples to practice with limited original elements, demonstrating some initiative and using some relevant examples to solve the proposed challenge in a manner featuring some realistic and partially feasible way within the selected setting. There are hints of the perspective adopted (e.g. local authority, users, firms).</p>	<p>Good integration of theory to practice with some original elements, demonstrating high quality initiative and using a range of relevant examples to solve the proposed challenge in a quite realistic and feasible manner within the selected setting. Perspective adopted (e.g. local authority, users, firms) is outlined.</p>	<p>Original and insightful integration of theory to practice, demonstrating excellent initiative and using a very wide range of relevant examples to solve the proposed challenge in a realistic and feasible manner within the selected setting. Perspective adopted (e.g. local authority, users, firms) is clearly outlined.</p>
<p><b>Presentation</b></p>	<p>Demonstrate low quality presentation skills producing an output of marginally acceptable quality including:</p> <ul style="list-style-type: none"> <li>• <b>Slides/Poster/Video quality:</b> Patchy with incoherent structure slides, using limited visuals</li> <li>• <b>Oral narrative:</b> Unclear, low audio quality and incoherent narrative.</li> <li>• <b>Material:</b> Using diverse material of no clear relevance.</li> </ul>	<p>Demonstrate adequate presentation skills to produce an output of acceptable quality including:</p> <ul style="list-style-type: none"> <li>• <b>Slides/Poster/Video quality:</b> Quite clear and quite coherent structured, using some visuals</li> <li>• <b>Oral narrative:</b> Partially confident, mostly audible and straight delivery.</li> <li>• <b>Material:</b> Using some appropriate material.</li> </ul>	<p>Demonstrate advanced presentation skills to produce a good output including:</p> <ul style="list-style-type: none"> <li>• <b>Slides/Poster/Video quality:</b> Clear and quite coherent structured, using different visuals</li> <li>• <b>Oral narrative:</b> Mainly confident, audible and quite good delivery.</li> <li>• <b>Material:</b> Using mostly appropriate material.</li> </ul>	<p>Demonstrate high quality presentation skills to produce a very good output including:</p> <ul style="list-style-type: none"> <li>• <b>Slides/Poster/Video quality:</b> Very clear and well structured, using a range of visuals</li> <li>• <b>Oral narrative:</b> Confident, clearly audible and quite engaging delivery.</li> <li>• <b>Material:</b> Using appropriate material.</li> </ul>	<p>Demonstrate exceptional presentation skills to produce a professionally looking output including:</p> <ul style="list-style-type: none"> <li>• <b>Slides/Poster/Video quality:</b> Extremely clear and well structured, using a wide range of visuals</li> <li>• <b>Oral narrative:</b> Extremely confident, clearly audible and engaging delivery.</li> <li>• <b>Material:</b> Using appropriate material.</li> </ul>

**Good luck to all participating teams!**

