IN 5510 - 2023 Summing up and preparing for the exam.

Work in groups for ca 45 min with the topics below. Remember to take notes. The next 30 min we will discuss the topics in class.

Ad hoc groups: Count 1,2,3,4

1. Take a look at the map of the landscapes of design (below), and discuss:

    What is User Centred Design?
    What is Participatory Design?
    What are their similarities and differences?

2. Take a look at the guiding principles for Participatory Design (p 33-34 in the course book, also attached below), and discuss what does the following mean:
    a. Equalizing power relations
    b. Democratic practices
    c. Situation-based actions
    d. Mutual learning
    e. Tools and techniques
    f. Alternative visions about technology

3. We have learned about various methods and techniques for design with users.
    Which are those? Do you have a favourite? And why?

4. What did you like best in the curriculum, and why? What do you find most challenging?

5. Describe what else you have learned in this course which is not covered above?
    (Hint: You can take a look at the learning outcomes for a memo aid.)

Good luck!
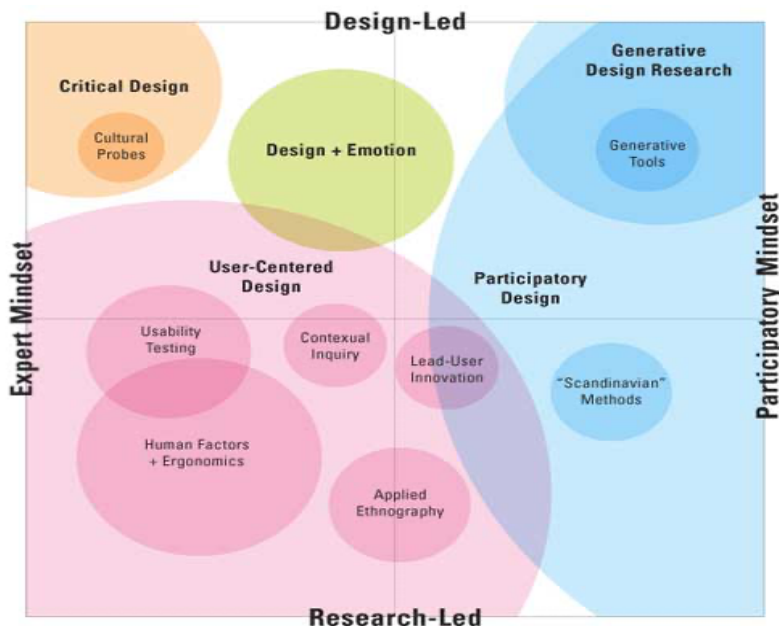
Sanders (2008

Reflecting on heritage: guiding principles

The heritage of Participatory Design is not set in stone. Movement from simple involvement to active participation has many beginnings in different situations. However, for those entering the field we offer our interpretation of a set of basic principles. Further, we acknowledge that such principles have been practised in different ways because of power relations in local conditions, as well as the ethical and political concerns of individual Participatory Design projects.

Understanding the conditions for and the consequences of 'in some way' actively including people in technology design and implementation has been the glue that keeps this maturing field of academics and professionals together. The principles and practices of these groups have further been stimulated by ongoing discussions of the theoretical and political underpinning of participation, as well as experimenting with new ways of developing methods that facilitate participation.

While the early cases described in this chapter grew out of strong union movements, the basic set of beliefs and practices lives on in areas where trade unions are not a central focus of power relations or may not exist. These principles are based firmly on:

- *Equalising power relations* – finding ways to give voice to those who may be invisible or weaker in organisational power structures. Clearly, in the workplace settings described in this chapter both management and technical experts had more power than the workers on the shop floor, thus giving voice to workers was a critical starting point. In community and local government settings it is important to help people with less money, power or influence to find ways of asserting their needs to those in power. This is an integral part of:
- *Democratic practices* – putting into play the practices and role models for equality among those some call 'stakeholders'. Democracy is often thrown around as a concept that is assumed to happen by itself but, as Dewey and others point out, it requires educated and engaged people acting on their own interests and in the interests of the common good. The projects described here made strides in attempting to bring participants up to speed in this process by educating them in technical jargon, where necessary, and engaging them in the process of project-building. But democracy does not happen in the abstract, and is rooted in:
- *Situation-based actions* – working directly with people in their workplace or homes to understand actions and technologies in actual settings, rather than through formal abstractions. As we saw from the studies in this chapter, the early projects broke the mould by moving away from formal, abstract technical description towards activities by and with people in their working environment. These actions gave rise to:
- *Mutual learning* – encouraging and enhancing the understanding of different actors by finding common ground and ways of working. As people with technical expertise work with workers on the shop floor – when they actually engage and listen and take note of conditions and questions – then both the technical experts and the workers have a chance to learn from each other. The process of mutual learning can give rise to:
- *Tools and techniques* – that actually, in practical situations, help different actors express their needs and visions. These early projects developed a range of techniques for active engagement through training programmes, paper-based mock-ups, prototypes and workshops. Later chapters will describe additional tools and techniques that have been added to a participatory repertoire. These tools are important for helping people develop:
- *Alternative visions about technology* – whether it be in the workplace, home, public place or elsewhere – ideas that can generate expressions of equality and democratic practices. And as mentioned earlier, alternative visions about technical choice are difficult to imagine, even with new software tools and applications. But the book returns to this issue later on.