Löwgren & Stolterman 2005
• Application area

• Perspective

• Guidelines
  • Techniques
  • Tools
  • Principles for organisation

(Bratteteig et al 2012)
Dimensions of information technology design (based on Anderson et al. 1990)

Bratteteig et al. 2012, p. 120
Participatory Design Project

**Concepts**
- Vision Phases
- Technology usage
- Standard system
- Etcetera

**Techniques and tools**
- Observation
- Diagnostic mapping
- Dead Sea scrolls
- Hearing etcetera

**Principles**
- Coherent vision
- Genuine user participation
- First hand experience with users’ practices
- Anchoring visions

**Project organisation**
- Project establishment
- Strategic alignment
- Ethnographic analyses
- Visions development

**MUST**

Bratteteig et al 2012
Participation – Why?

- Having a say
- Mutual learning
- Co-realisation

- Bratteteig et al 2012
“The rethinking of systems design as an iterative process involving both professional systems designers and equally professional skilled workers from early on raised the issue of knowledge.”

(Brandt et al 2012, p. 149)

and
“Participants were obviously equally knowledgeable, but bringing the knowledge of computer systems and knowledge of skilled print production into productive dialogue with one another called for tools and techniques that could span the gap between separate knowledge domains”

(Brandt et al 2012, p. 149)
Figure 7.1 A Participatory Design practice entails tools and techniques that combine telling, making and enacting. The tell-make-enact diagram is circular with double-headed arrows to illustrate how the actions are connected, and to indicate that design Process iterations go both ways round in the circle (Brandt et al 2012, p, 165)
Guide participation in PD projects – two types of values

“One is the social and rational idea of democracy as a value that leads to considerations for proper and legitimate user participation – the very making of things. The other value might be described as the idea of the importance of making participants’ ‘tacit knowledge’ come into play in the design process …”

Binder et al 2011, p. 163 in Brandt et al 2012, p. 147)
Making Activities

- Participatory prototyping
- Probes
- Generative tools

Brandt et al 2012 p. 155 ff
# Techniques and Tools

- document analysis
- interviews
- observations
- future workshop
- thinking aloud
- workshops
- scenarios
- cartographies
- prototypes
- brainstorming
- storyboard
- role play
- probes
- walk through
- ...

---

[tfj]
[Universitetet i Oslo]
## Future workshop

<table>
<thead>
<tr>
<th>Phase</th>
<th>2-day schedule</th>
<th>1-day schedule</th>
<th>1/2-day schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation phase</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing the room, introducing the</td>
<td>1 h</td>
<td>½ h</td>
<td>1/2 h</td>
</tr>
<tr>
<td>Theme and working method</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critique phase</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating a richer; common image</td>
<td>4 h</td>
<td>2 ½ h</td>
<td>1 h</td>
</tr>
<tr>
<td>Of the problematic situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fantasy phase</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generating visions of an improved</td>
<td>6 h</td>
<td>2 h</td>
<td>1 ½ h</td>
</tr>
<tr>
<td>Situation without restrictions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Realization phase</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bringing the visions down to earth and</td>
<td>4 h</td>
<td>2 h</td>
<td>1 ½ h</td>
</tr>
<tr>
<td>Developing a plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Follow-Up Phase</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Scenarios are stories - stories about people and their activities”

(Caroll 2000, p. 46 in Brandt et al 2012, p 165)
Scenario:
While she sits in the bus and wait for it to start, she takes up the restaurant webpage that the device has made accessible for her. The boat trip has given her desire to fish, and she studies the menu to the city's two fish restaurants. She asks the device to book a table at one of the restaurants. At the same time the bus moved off, and she decides to enjoy the scenery on the trip into town. She has a seat next to someone who lives not far from the ferry, and he can tell about what they see on the trip, including the landslip and the highest risks this. After a couple of minutes she gets a message from her device (assistant), and the device tells her that a table is reserved for approx. one quarter after the expected arrival.
http://hlshanks.blogspot.com/2011/04/storyboard.html