

OSLOMET

WORKSHOP SOM METODE

**OSLO METROPOLITAN UNIVERSITY
STORBYUNIVERSITETET**

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PROSJEKTMØTE REACH
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Workshop

“workshop means an arrangement whereby a group of people learn, acquire new knowledge, perform creative problem-solving, or innovate in relation to a domain-specific issue”

Facilitator

Researchers

Participants

Group activities

Activity prompts

Visual and tangible objects

Concrete outcome

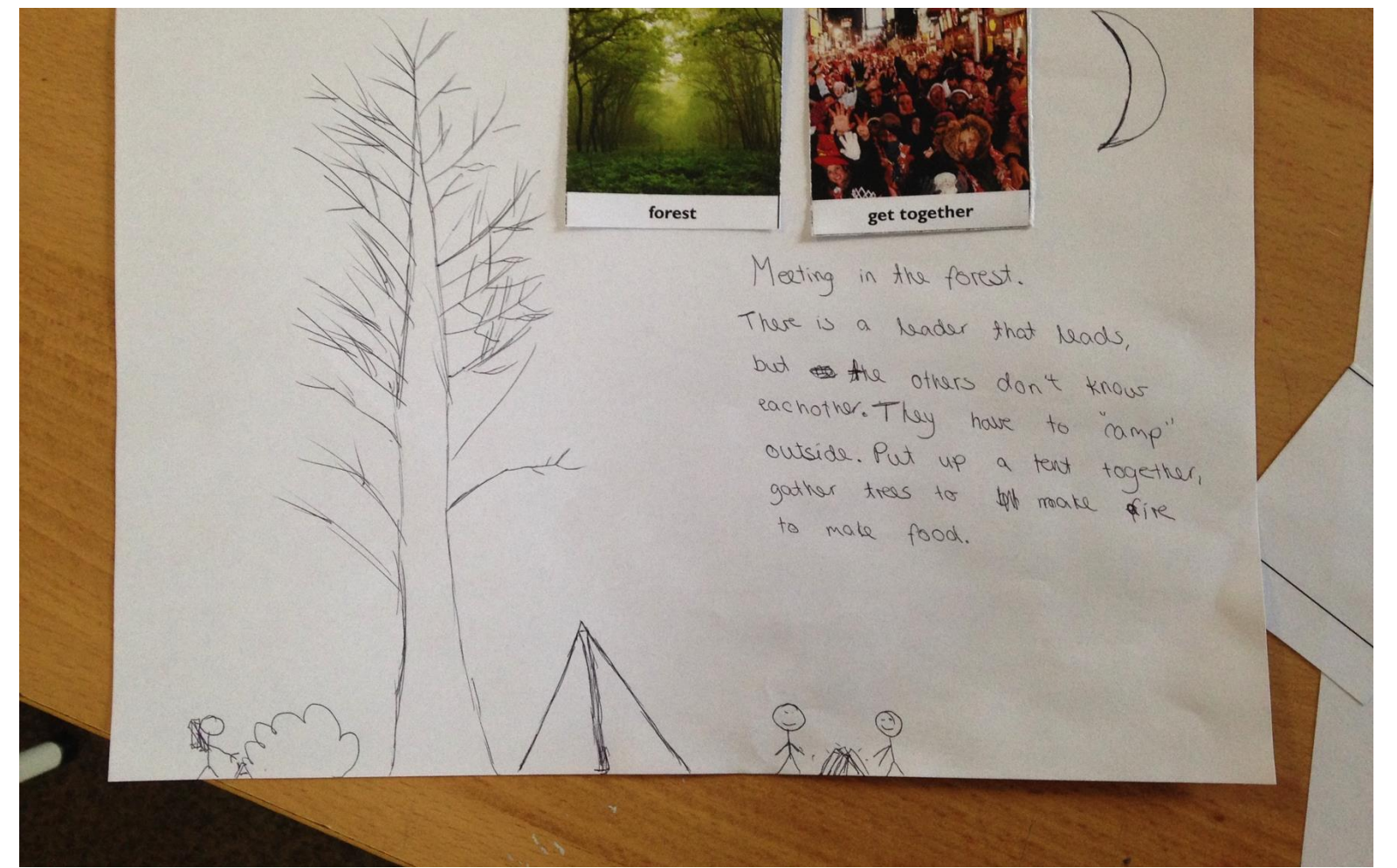
Participation

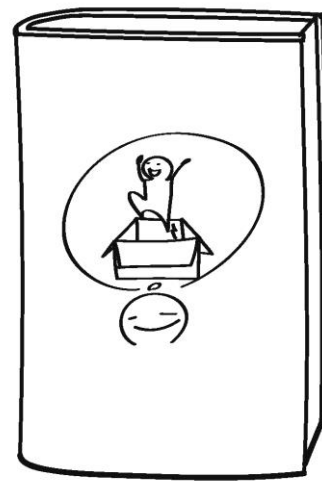
"by genuine participation we refer to the fundamental transcendence of the users' role from being merely informants to being legitimate and acknowledged participants in the design process. This role is established – for example – when users are not just answering questions in an interview about their point of view or knowledge of a particular issue, but are asked to step up, take the pen in hand, stand in front of a large whiteboard together with fellow colleagues and designers, and participate in drawing and sketching how the work process unfolds as seen from their perspectives"

Simonsen, J., & Robertson, T. (Eds.). (2012). *Routledge International Handbook of Participatory Design*. Routledge.

- What does participation mean in terms of actual power to make decisions?
- Who needs to participate and how can this be managed and supported?
- How can the design process itself be designed so people can participate in it?
- What kinds of design tools and methods do we need?







Workshop Guide

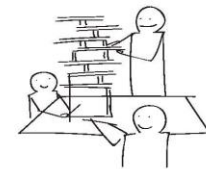
for VENNERSBERG AKTIVITETSPARK

Workshop Guide

WORKSHOP PROCESS:

Goals:

1. Involve people in this project and give them the sense of participation.
2. Generate ideas of activities for the project.

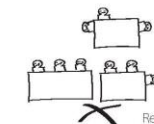


Preparation:

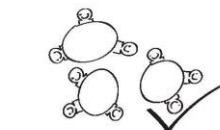
1. Space

Try to secure a meeting space for the full duration of the workshop. Can you hold workshops at someone's house, your school, office?

Set up the room for the facilitated workshop:



Remember: this is not an interview



Arrange tables and chairs casually (make them sit closer and encourage face to face discussion)



Workshop Guide

4. Set Workshop Ground Rules:

We recommend that your group takes a moment to set a few rules or norms for how you would like workshops to function.

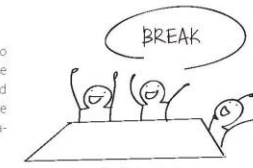
- Here are some examples:
- Only one conversation at any given moment
 - No hierarchy in the room; everybody and their ideas are equal
 - Set cell phones in quiet mode
 - Share any and all ideas (the only bad idea is the one that isn't shared)



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5. Time and Breaks

This workshop is scheduled to last around two hours, including a 5-10 minutes break in the mid. Remember bring them good quality and interesting stuff. It will make them feel valuable and valued, and become creative and generative in the next part of workshop.



Break is important

Workshop Guide

3). Visual telephone

Thinking visually can help people get "unstuck" at key points in the creative process. This game needs at least three team members with pens and paper, will help people get visual quickly.

Tips: You will need at least three team members for this activity. Each team member will need cards or a blank piece of paper and a pen.



- Each player writes a phrase on the top card. This should be a phrase that most people would recognize. It can be just about anything: a proverb, a line from a movie, song lyrics, or a famous quotation etc.

- Each player then passes the stack of cards to the next person in the circle. That person reads the phrase, puts the first card on the bottom of the stack, and draws a picture of the phrase on the next card. These pictures do not need to be elaborate; stick figures will do. Remember, it's all about having fun and seeing what results you can come up with.



- Each player then passes the stack of cards to the next person in the circle. That person looks at the picture and tries to figure out what phrase it is representing. He or she then puts the drawing on the bottom of the stack and writes their interpretation of the phrase on the third card. Then that player passes the stack of cards to the next person, who draws a picture, and so forth.

- Repeat until your original stack of cards returns to you. Unfold it and see how much the story has changed.



Figur 1. Prosessmodell

WORKSHOP

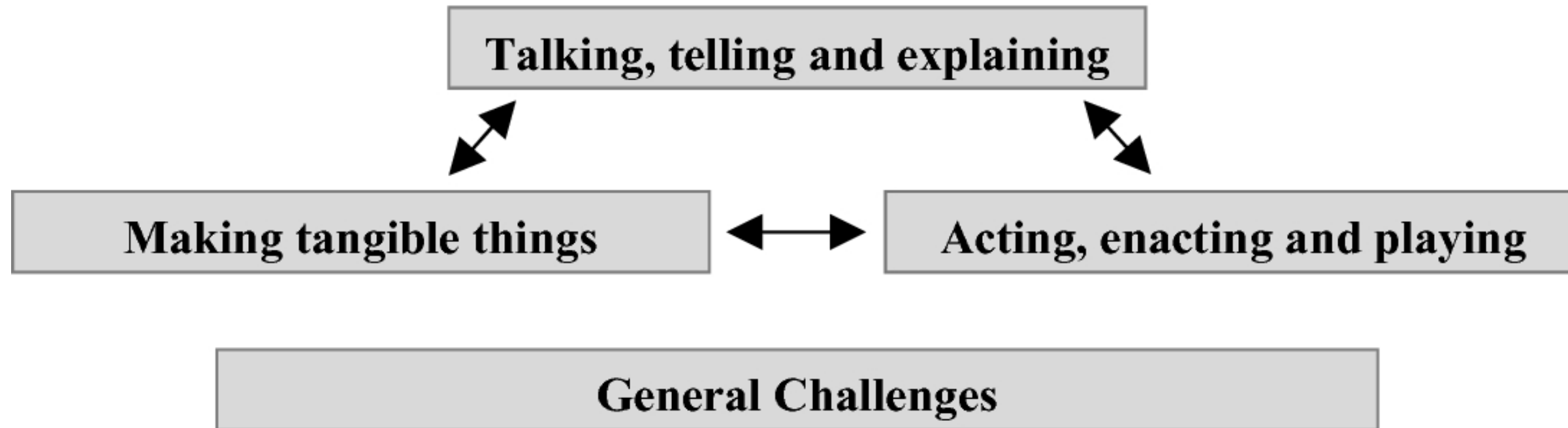
Videre beskrives prosessen og aktivitetene under og etter workshopene knyttet til Vennersbergprosjektet trinn for trinn:

- 1 Introduksjon og "bli-kjent-prat": etter en introduksjonsrunde innleder moderator en diskusjon om fritidsaktiviteter og trivsel – hva deltagere bruker av fritidsaktiviteter, hva de savner av type aktiviteter, hva de tenker generelt om Vennersberg, hvordan Vennersberg kan bli et bedre sted å være, og hvordan man kan gjøre Vennersberg mer populært. 45 min.
- 2 Arbeid i grupper: Moderatoren introduserer aktivitetsparkprosjektet. Deltagere deles i grupper på to og bli bedt om å diskutere hvordan en slik park burde vært lagt opp for at det skulle bli best mulig for ungdom. Hver gruppe bes å lage en liste på et ark over foretrukne aktiviteter på en slik park. 30 min.
- 3 Arbeid i grupper: et stort kart av Vennersberg henges på veggen. Deltagere fra hver gruppe bes tegner inn alle aktivitetene fra listen deres på et bestemt sted på kartet hvor de ønsker at aktiviteten skal finne sted. Hver gruppe forklarer deres valg i plenum. 30 min.
- 4 Arbeid i grupper: hver gruppe bes om å gå tilbake til kartet på veggen og å tegne en sirkel med rød tusj over aktivitetene de foretrekker mest fra listen og forklarer deres valg i plenum. 30 min.
- 5 Alle må fortelle om hvilke aktiviteter de ønsker å gjøre med hvilke typer av relasjoner – enten det er venner, jenter, gutter, alene eller sammen med familien. Deretter hvilke aktivitetene som er de mest foretrukne for jenter versus gutter, familie versus venner. 20-30 min.
- 6 Avslutning: moderator takker for kvelden. 15 min.



TELLING	MAKING	ENACTING
Interviewing	Paper prototyping	Role playing
Drawing	Modelling/lego	Improvising
Tagging	Image collaging	Exhibiting
Probing	Mapping	Storytelling
Card sorting	Brainstorming	Visualizing

Brandt, E., Binder, T., & Sanders, E. B. N. (2012). Tools and techniques: ways to engage telling, making and enacting. In *Routledge International Handbook of Participatory Design* (pp. 165-201). Routledge.



Boundary objects



Boundary objects are entities that enhance the capacity of an idea, theory or practice to translate across culturally defined boundaries, for example, between communities of knowledge or practice. (Fox, 2011)

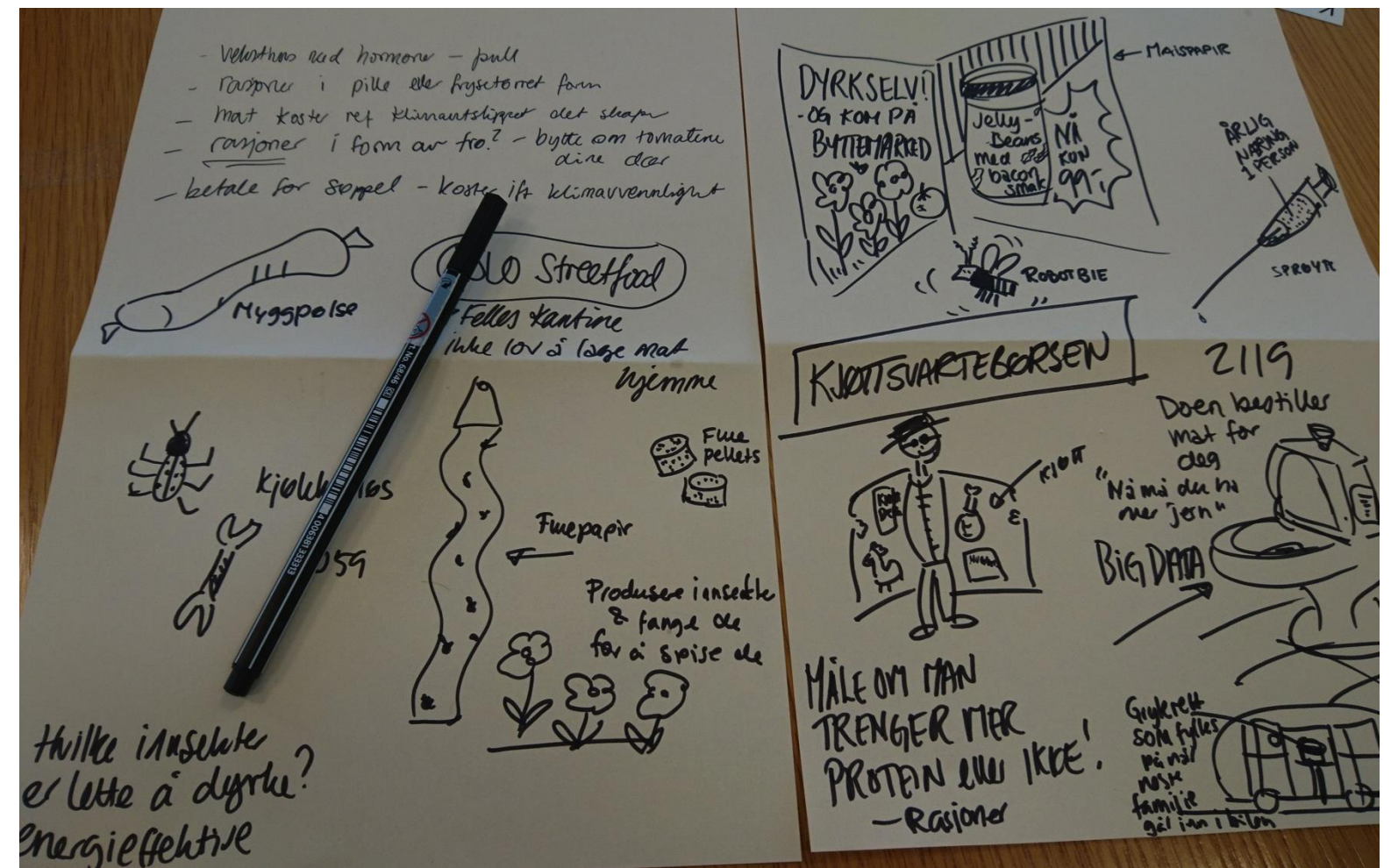
Boundary objects can be representations, abstractions or metaphors that have the power to 'speak' to different communities of practice (Arias and Fischer, 2000: 3; Star and Griesemer, 1989: 412–3).

Tagging



“This spot is good for an urban community garden”
“we could use some green areas around here”
“this children’s playground is too small for me”

Drawing



Card sorting

