

Teaching Participatory Design

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In his paper, "On Participatory Design and user involvement as topics in computing education: A contribution to a curriculum debate" (in this proceedings), Karlheinz Kautz looks at the place of participatory design in the tradition of education in computing and informatics. He says:

"Participatory design, user involvement, and issues of social computing are gaining more and more attention as topics in the field of computing. The biannual conferences on participatory design are one sign, two special numbers of the Communications of the ACM another one.

However, these topics are rarely addressed in the context of formal education in universities and schools, either by the participatory design community or by a broader curriculum debate in computer science and system development.

This article tries to make up for this omission. As a first step for getting a discussion going and for gathering the different initiatives, it will argue WHY it is important to integrate these topics into current and future curricula and why to teach them. As such the article is meant to provide the ground for the next step, for further arguments on HOW to do the integration and teaching."

This panel takes Kautz's provocative article as a starting point, bringing together speakers with experience in teaching participatory design, to begin the exploration of the "how." It will open up some of the questions that will be taken further in the education workshop being held the following day of the conference.

The speakers have had experience in a variety of teaching environments:

Karlheinz Kautz is from the Norwegian Computing Center in Oslo, and has been active in the "Scandinavian school" of participatory design. The conditions in Scandinavia have made it possible for teaching about participatory design to play a much more mainstream role in informatics than in the United States (as is evident from his description of its current lack of status in the American curriculum).

Joan Greenbaum teaches at the LaGuardia Community College in a program oriented towards information systems. She has also spent a substantial amount of time working in Scandinavia, and is co-author with Morten Kyng, of the book *Design at Work* (Erlbaum, 1991), the most widely used textbook relating to participatory design issues.

Michael Muller is a researcher at US West Advanced Technologies, and has spent many years in industry (most recently at Bellcore) bringing participatory design concerns into the world of industrial teaching about system design and development. He was the co-editor with Sarah Kuhn of the CACM special issue on Participatory Design in June, 1993, and has organized a number of sessions and workshops on education at PDC and CSCW conferences.

Terry Winograd teaches computer science at Stanford University. He has brought participatory design concerns into the curriculum being developed at Stanford in Human-Computer Interaction, primarily for computer science students at the Masters degree level. He was co-editor (with Paul Adler) of *Usability: Turning Technologies into Tools* (Oxford 1992).

In PDC'94: *Proceedings of the Participatory Design Conference*. R. Trigg, S.I. Anderson, and E.A. Dykstra-Erickson (Eds.). Chapel Hill NC USA, 27-28 October 1994. Computer Professionals for Social Responsibility, P.O. Box 717, Palo Alto CA 94302-0717 USA, cpsr@cpsr.org.