

Chapter 9

Creating Synergies between Participatory Design of E-Services and Collaborative Planning

Bridgette Wessels
Sheffield University, UK

Yvonne Dittrich
University of Copenhagen, Denmark

Annelie Ekelin
Blekinge Institute of Technology, Sweden

Sara Eriksén
Blekinge Institute of Technology, Sweden

ABSTRACT

In this article, the gap between participatory design of services and planning processes is identified. This means that any innovations in service design – whether technological, social, or locality-based – are not fully developed. The authors address the relationship between operational design and strategic planning. The article feeds some of the insights gained from participatory design into debates about collaborative and communicative planning by drawing on two exemplars. One focuses on creating a synergy between designing and planning in transforming neighborhood-based children's services; the other discusses the design of Web 2.0 for on-line public consultancy for comprehensive planning and for mobile services for disabled people. All require synergies between operational design and strategic planning to support participation in collaborative planning for accessibility in urban spaces. The article shows how the development of design constituencies within various contexts of participatory design provides a vehicle for developing collaborative and communicative planning.

DOI: 10.4018/978-1-4666-4422-9.ch009

INTRODUCTION

There is general recognition that information and communication technology (ICT) has the potential to foster greater participation in the design and planning of e-services. This poses challenges for facilitating participation in the design of ICT and in how e-services are planned in a collaborative way. These challenges are being addressed by participatory design (PD) and collaborative planning (CP). PD focuses on participatory methods for designing tools, technologies, and services (Schuler & Namioka, 1993). CP focuses on institutionalizing processes that are collaborative and communicative to foster inclusive and participatory planning (Healey, 1997, 2003; Silva, 2010). Both CP and PD are process oriented. PD addresses the use of ICT in work practice within the timeframes of design projects (Dittrich et al., 2002). CP is applied on a strategic level within institutional planning frameworks and time frames (Healey, 2003).

The links between the processes of design of e-services and the planning of e-services are recognized by CP (Silva, 2010) and by PD (Nygaard, 1996; Gärtner & Wagner, 1996). There are issues in linking PD of ICT with CP processes. First PD often results in innovations that emerge from the situated context of PD (Dittrich et al., 2009). Second, the involvement of participants means planning processes need to be able to respond to innovations resulting from PD. To address participation and innovation involves collaborative approaches in planning by stakeholders, citizens, designers and planners. This puts pressure on planning processes to be linked - in flexible ways - with situated innovation and PD (Dittrich et al., 2009). We argue that to analyze and enhance the links between CP and PD requires addressing: design constituencies; situated innovation; service design management; and strategic planning.

In this article we address the relationship between e-service design management and strategic planning. The article draws on two exemplars. One

focuses on bringing design and planning together in transforming neighborhood-based services for children with disability, which we call 'children's services.' The second exemplar, called 'municipal planning', discusses Web 2.0 for collaborative planning. This starts with on-line public consultancy for comprehensive planning and leads to mobile information services for disabled people. Both exemplars require links between service design management and strategic planning to support participative and collaborative development of e-services.

The structure of our article is: first we discuss issues in service design and planning and outline the key concepts within those processes. Second we describe the two exemplars to highlight aspects of linking service design and planning. Third, we discuss ways of creating links between designing and planning through design constituencies. We conclude by making suggestions for further research on design constituencies for creating links between PD and CP in developing e-services.

PARTICIPATION IN DESIGN AND PLANNING

Research shows that links between design and planning are often ineffective or not fully addressed in the development of e-services (Eriksén, 2002; Silva, 2010; Wessels, 2008, 2010a, 2010b; Wessels et al., 2008). Research on PD and CP suggests it is important to understand the way design and planning can be linked in different social and institutional contexts (Wessels, 2007). To create effective links involves considering the design and the planning of e-services from the perspectives of ICT developers, service design managers, practitioners, service users and planners. These points mean addressing the way PD methods and CP processes can be linked to foster stakeholder participation in shaping e-services within urban environments (Silva, 2010).

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/creating-synergies-between-participatory-design-of-e-services-and-collaborative-planning/80611

Related Content

Computer Interventions for Children with Disabilities: Review of Research and Practice

Robert D. Tennyson (2014). *Assistive Technologies: Concepts, Methodologies, Tools, and Applications* (pp. 841-864).

www.irma-international.org/chapter/computer-interventions-for-children-with-disabilities-/80646

Simulation Games as Interventions in the Promotion of Social Skills Development among Children with Autism Spectrum Disorders

Carolyn Kinsell, Boaventura DaCostaand Angelique Nasah (2014). *Assistive Technology Research, Practice, and Theory* (pp. 160-180).

www.irma-international.org/chapter/simulation-games-as-interventions-in-the-promotion-of-social-skills-development-among-children-with-autism-spectrum-disorders/93476

The Use of Mobile Technologies for Students At-Risk or Identified with Behavioral Disorders within School-Based Contexts

Frank J. Sansostiand Peña L. Bedesem (2015). *Recent Advances in Assistive Technologies to Support Children with Developmental Disorders* (pp. 114-127).

www.irma-international.org/chapter/the-use-of-mobile-technologies-for-students-at-risk-or-identified-with-behavioral-disorders-within-school-based-contexts/131331

Automatic Speech Recognition to Enhance Learning for Disabled Students

Pablo Revuelta, Javier Jiménez, José M. Sánchezand Belén Ruiz (2014). *Assistive Technologies: Concepts, Methodologies, Tools, and Applications* (pp. 478-493).

www.irma-international.org/chapter/automatic-speech-recognition-to-enhance-learning-for-disabled-students/80626

Using Handheld Applications to Improve the Transitions of Students with Autism Spectrum Disorders

Michael Ben-Avie, Deborah Newtonand Brian Reichow (2014). *Innovative Technologies to Benefit Children on the Autism Spectrum* (pp. 105-124).

www.irma-international.org/chapter/using-handheld-applications-to-improve-the-transitions-of-students-with-autism-spectrum-disorders/99563