

Design Education and Participatory Design

Panel Discussion

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INTRODUCTION

As we are recognizing the importance of computer systems and products as part of our social and cultural lives, aspects that have traditionally been seen as the province of *Design* schools seem to gain importance. Product design emphasizes functionality and ergonomics, but also emphasizes aesthetic perspectives that have, in the past, played a more limited role in computer systems design. Participatory Design methods have traditionally focused on functionality and ergonomics in their aim to build better tools for people but may have marginalized aesthetic and affective concerns. We feel that it is high time for us to discuss how participatory can contribute to the new directions in computer design.

This panel explores different understandings of the relationship between participatory design and design education. We have asked the panel members to start the discussion with short presentations emphasizing:

Design Education & PD within it.

- How does learning about PD relate to traditional design education?

- What tensions arise?

Teaching Participatory Design

- How can we teach participatory design to design students?
- How do we teach aesthetic and affective concerns in participatory design courses?
- What is successful and what is not?
- How do we evaluate student progress?
- What are the challenges for students and for teachers?

Together with the audience, we hope to examine some of the differences between design schools and computing schools (and other disciplinary perspectives on design) and examine how participatory design fits into the broader curriculum of our different organizations. Similarities across these educational organizations will make a good basis for moving participatory design further.

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