



phase D, session n. 12

Collaborative Design, Transformation and Testing

AGENDA

- Welcome, overview of previous lecture - 5 minutes
- Theory - 20 minutes
- Prototyping examples - 10 minutes
- Make the magic happen on mural - 30 minutes
- Study case : Participécs - 20 minutes
- Assignment and structure - 5 minutes

let's star!

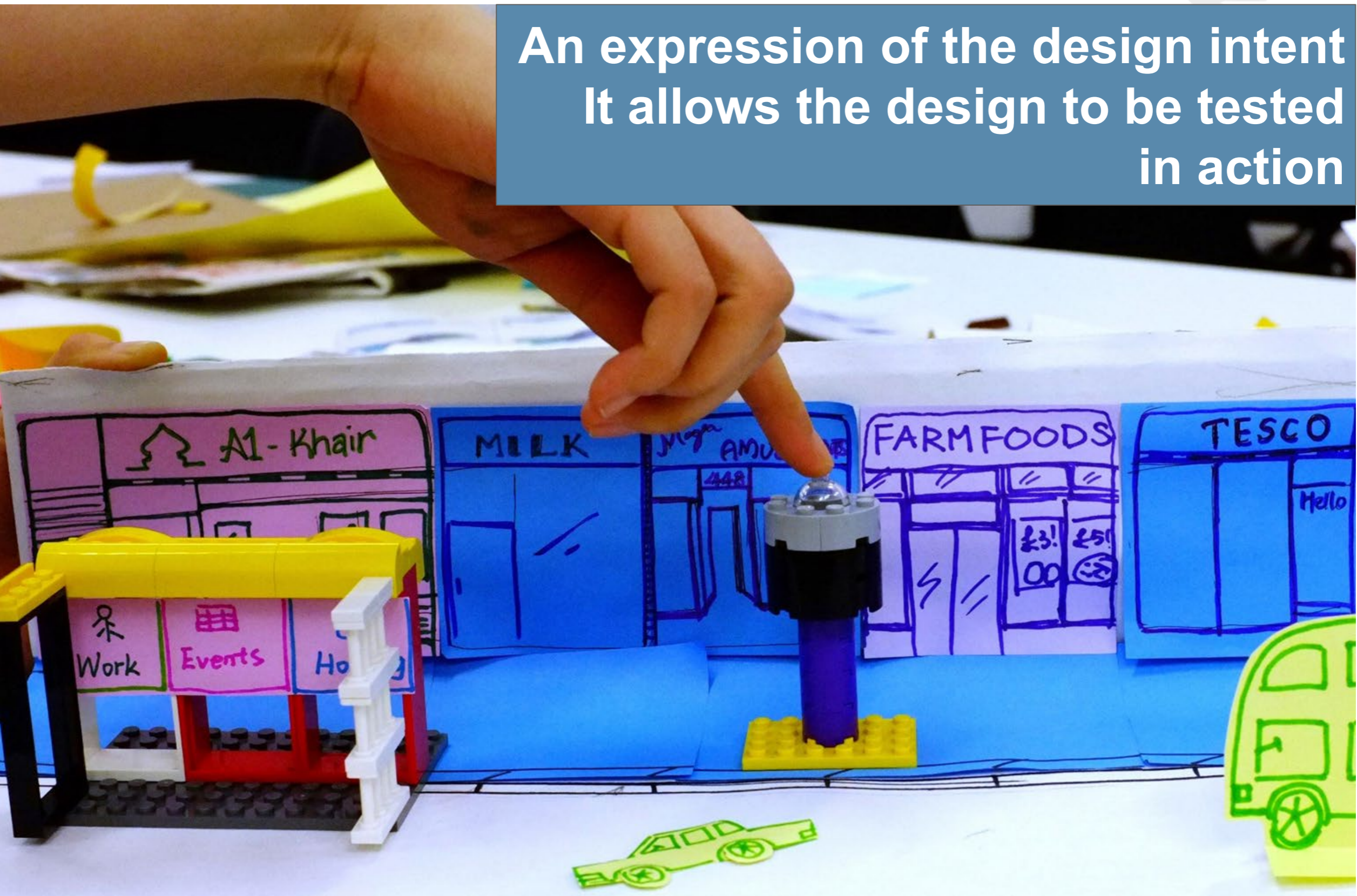


THEORY TIME!

- Welcome, overview of previous lecture - 5 minutes
- **Theory - 20 minutes**
- Prototyping examples - 10 minutes
- Make the magic happen on mural - 30 minutes
- Study case : Participécs - 20 minutes
- Assignment and structure - 5 minutes

What is a Prototype?

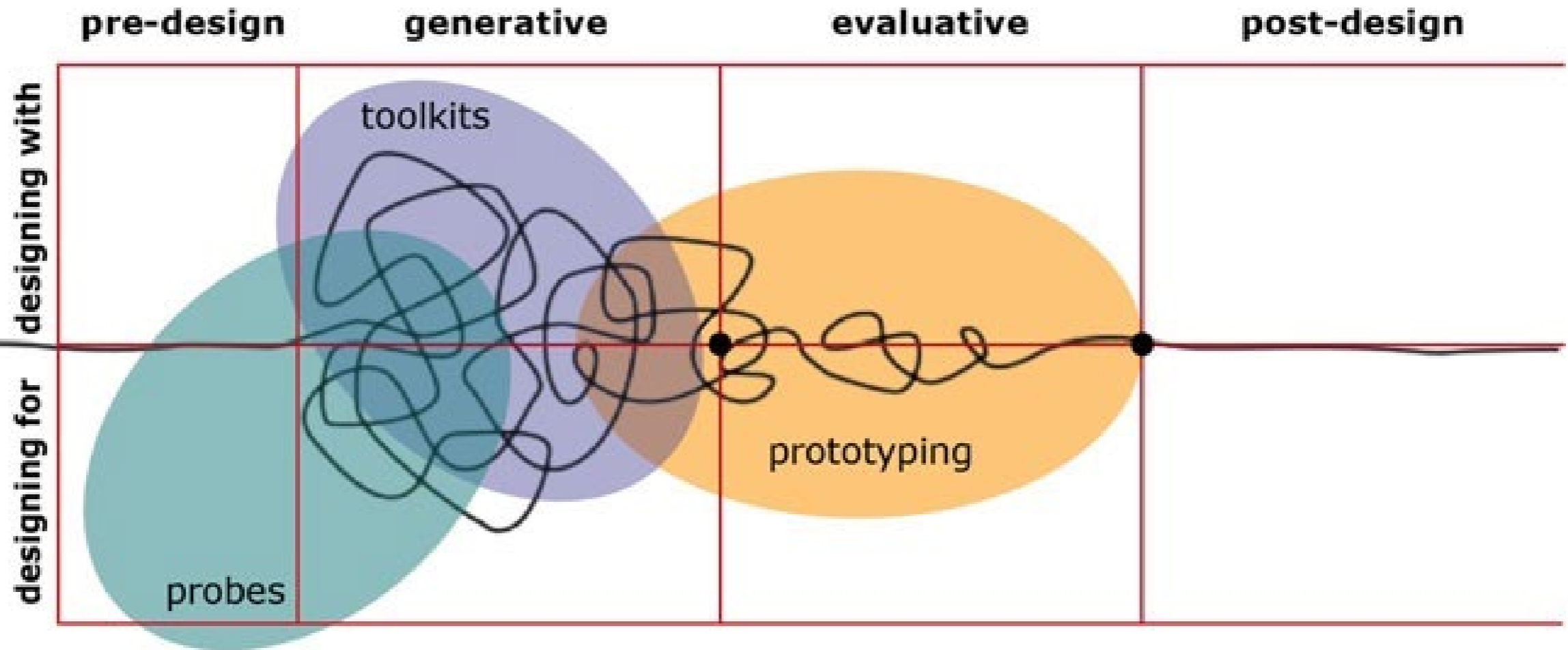
An expression of the design intent
It allows the design to be tested
in action



Testing information visibility and wayfinding in Govanhill, Scotland

'Making' in different phases of the Design Process

> Prototyping = Evaluation



Three approaches to making are located along the timeline of the design process (Elizabeth B.-N. Sanders^a and Pieter Jan Stappers, 2013)

- * 1. **Cultural Probes:** tools what participants use remotely (eg: polaroid camera)
- * 2. **Generative tools:** generate design ideas (eg. during workshops)

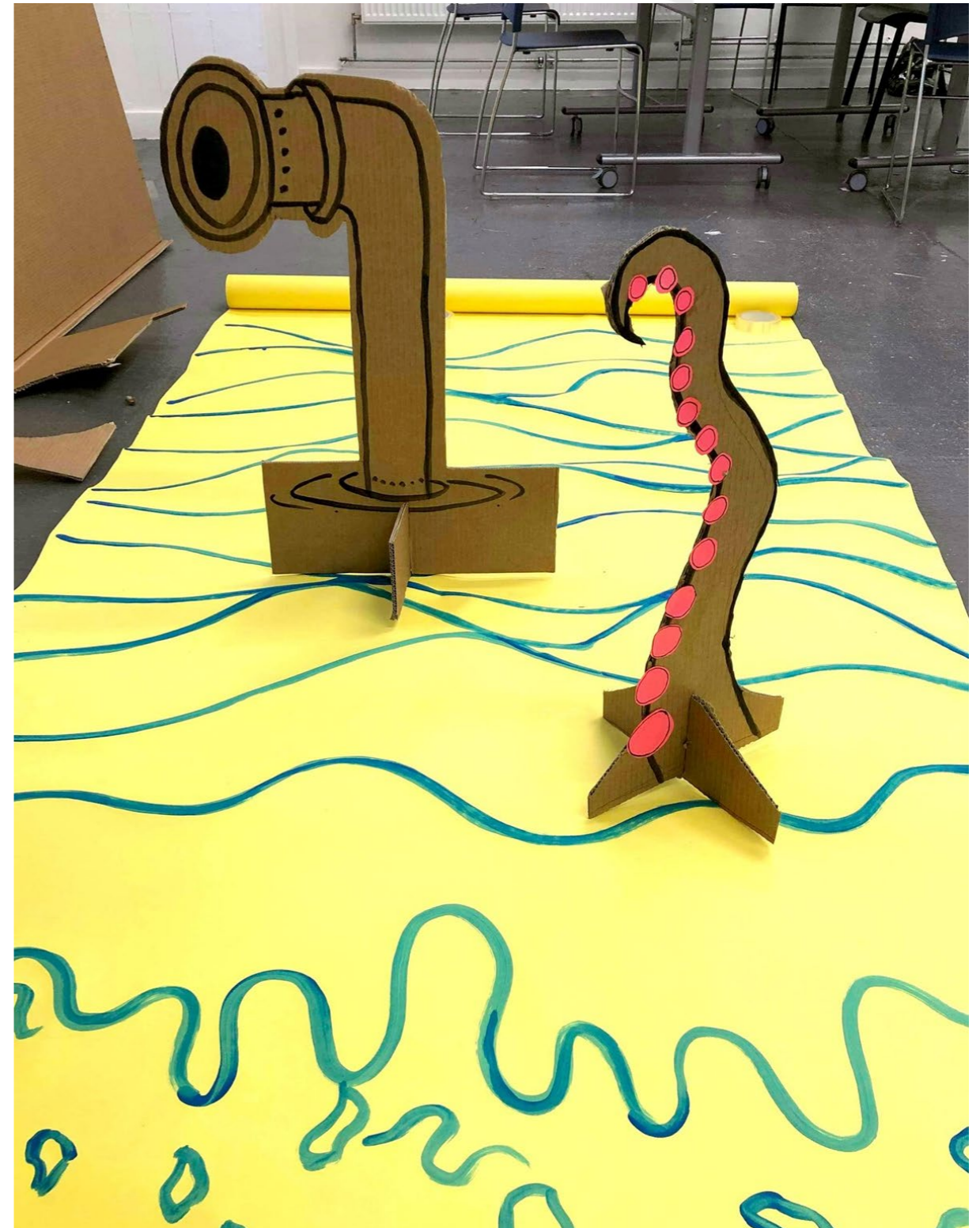
The Design Process > 'Making' during different Phases



Design Phases	Pre-Design (---> Generative)	Generative (---> Evaluative)	Evaluative
'Making'	Cultural Probes / Probes (For Remote Engagement)	Engagement Toolkits (for Ideation)	Prototypes (for Testing)
What?	Objects which provoke or elicit response. E.g: a postcard without a message, or a polaroid camera to use remotely	Specifically designed for each project's context. Participants use the toolkit components to make artefacts about or for the future.	Prototypes are physical manifestations of design ideas and concepts. They range from rough ones (giving an overall idea only) to testing the actual design (high fidelity ones)
Why?	To find inspiration in participants' reactions and gain insight into their lives and values	To give participants means (tools) with which to participate in the co-designing process	To give form to an idea, and to explore feasibility, get insight from participants
From what (materials)?	Examples: diaries, work- books, polaroid cameras with instructions, etc.	Toolkits are made of a variety of components, Eg: pictures, words, phrases, blocks, shapes, buttons, wires, etc.	Can be made from a very wide array of materials, eg: paper, clay, foam, wood, plastic, simple digital and electronic elements.
Who uses?	The probes are sent out to participants often with little or no guidance – so it can be creatively and provocatively used, and then sent back to the designers	Toolkits work with individuals or small groups. The process is normally facilitated. Participants use the toolkits to imagine and plan for the future, for change <i>(Elizabeth B.-N. Sanders* and Pieter Jan Stappers, 2013)</i>	Designers create the prototypes to envision their ideas, to display and to get feedback from participants

Why do we need Prototypes?

- to test designs and ideas
- in the **low-risk phase**
- collect **feedback**
- ensure the **design concept works**
- see **how people use** the design
- understand **their experiences**
- **develop the design further**
based on their feedback
- generate **shared understanding**



Life size paper prototype, Glasgow



Low-fidelity Prototypes

- Cheap, tangible
- Quick representations of ideas
- Test functionality
- For rapid experimentation

High-fidelity Prototypes

- Appear and function as similar as possible to our design



Low fidelity paper prototype, Kibble project, Glasgow

Experience Prototyping

- turning ideas into experiences
(performative)

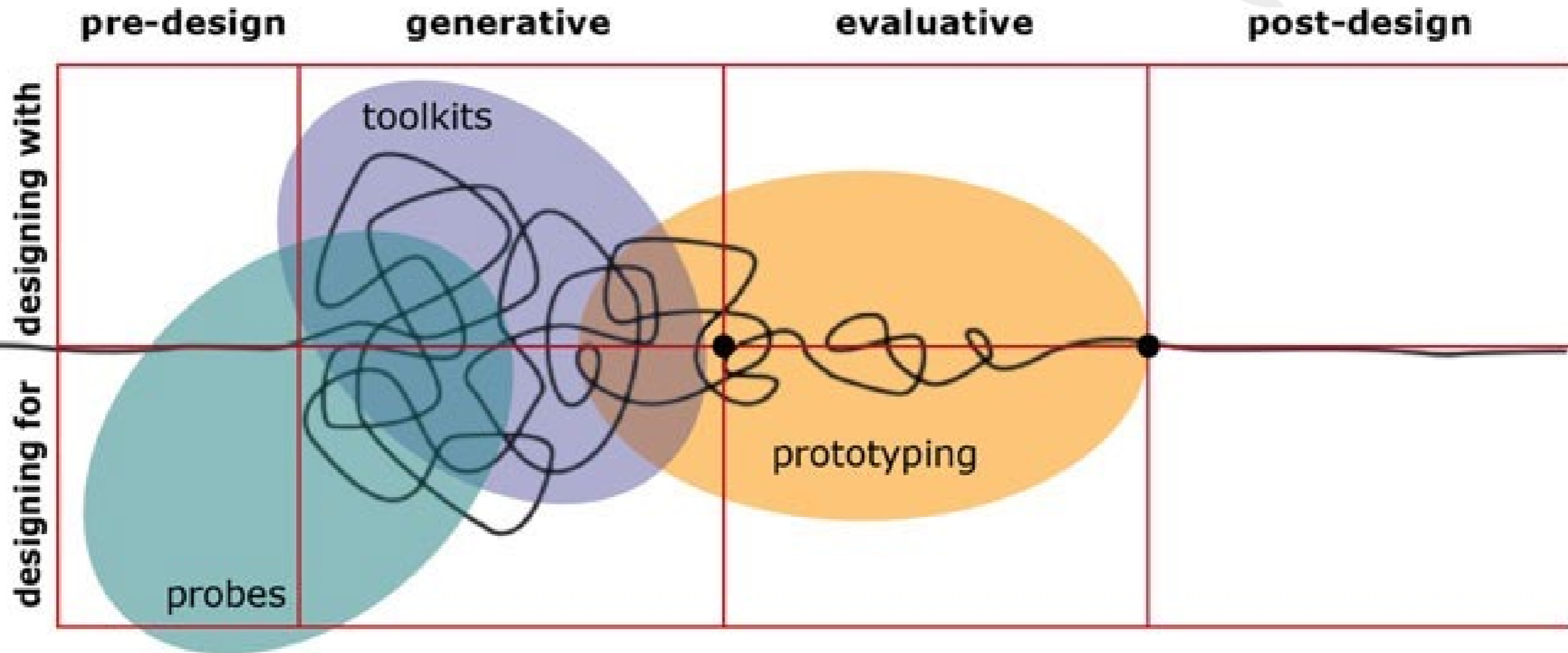
Video Prototypes

- design concepts through video
narratives

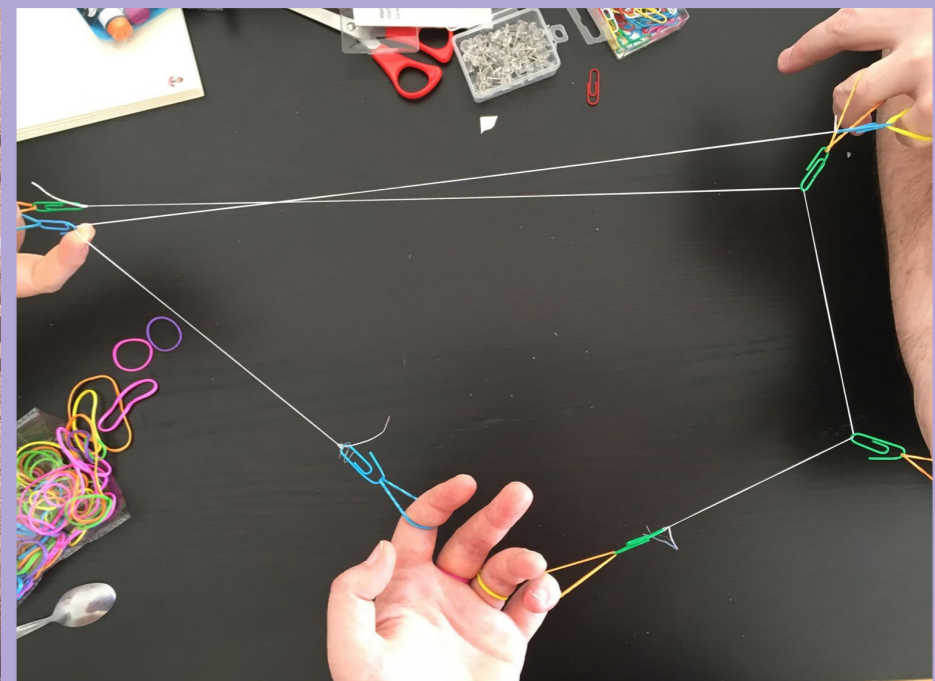
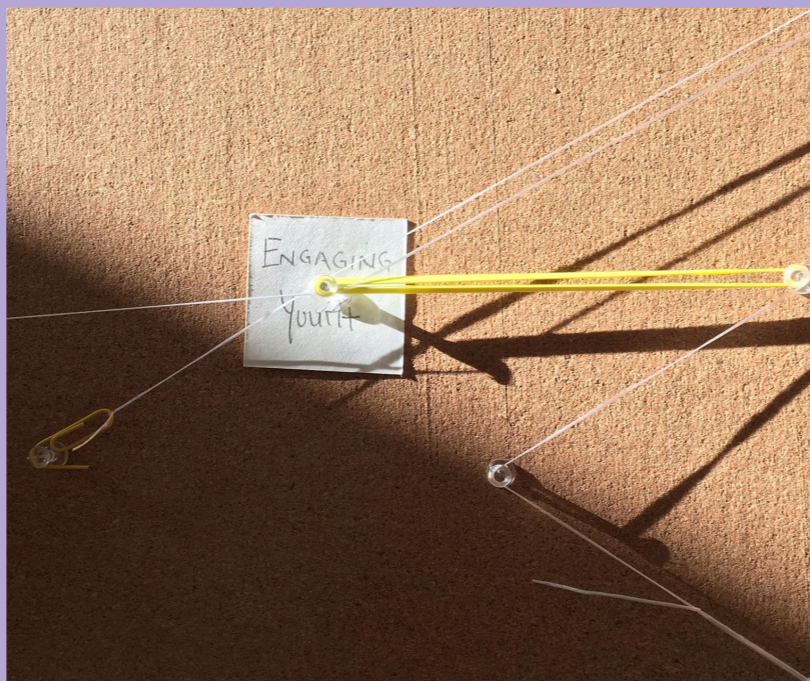
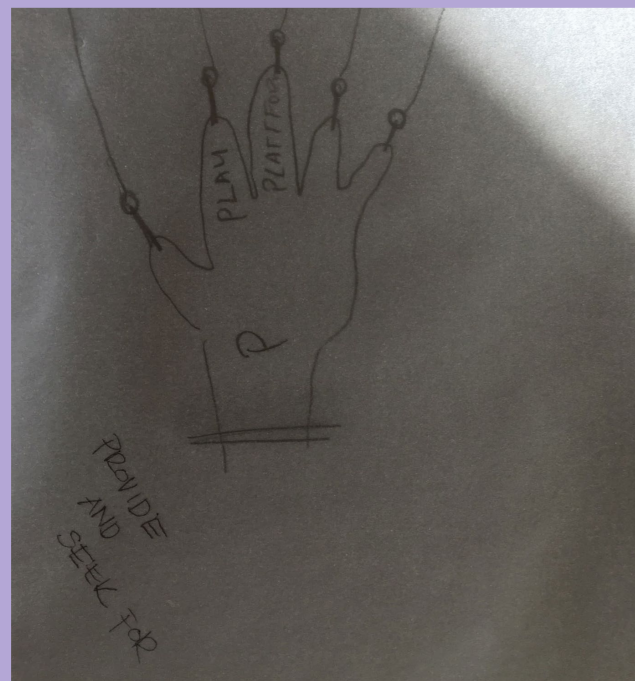


Performative prototyping - pedestrian crossing design, Glasgow

how do you prototype - facilitation tool



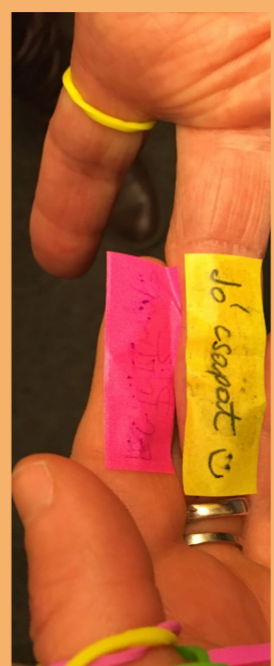
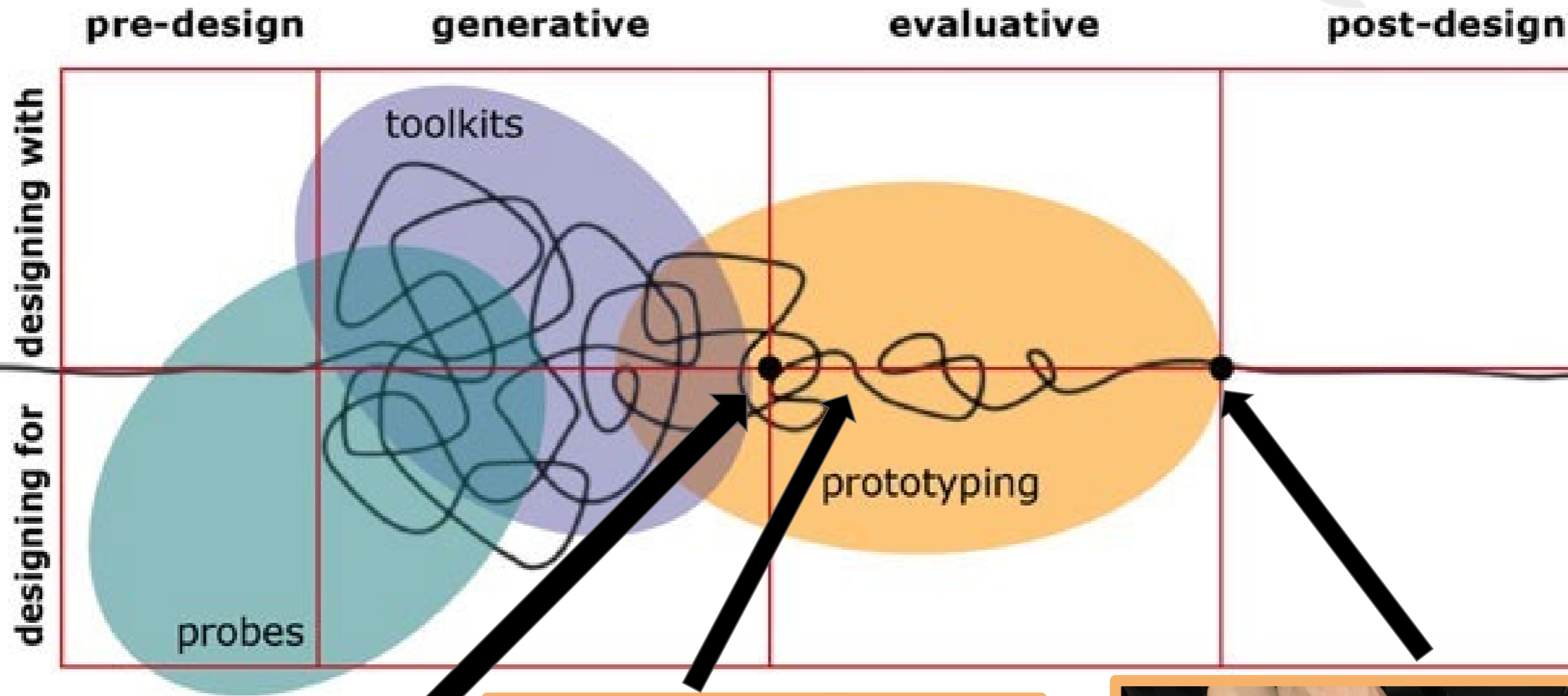
link what people can provide and what people seek for in a project, situation



PHASE D



how do you prototype - facilitation tool

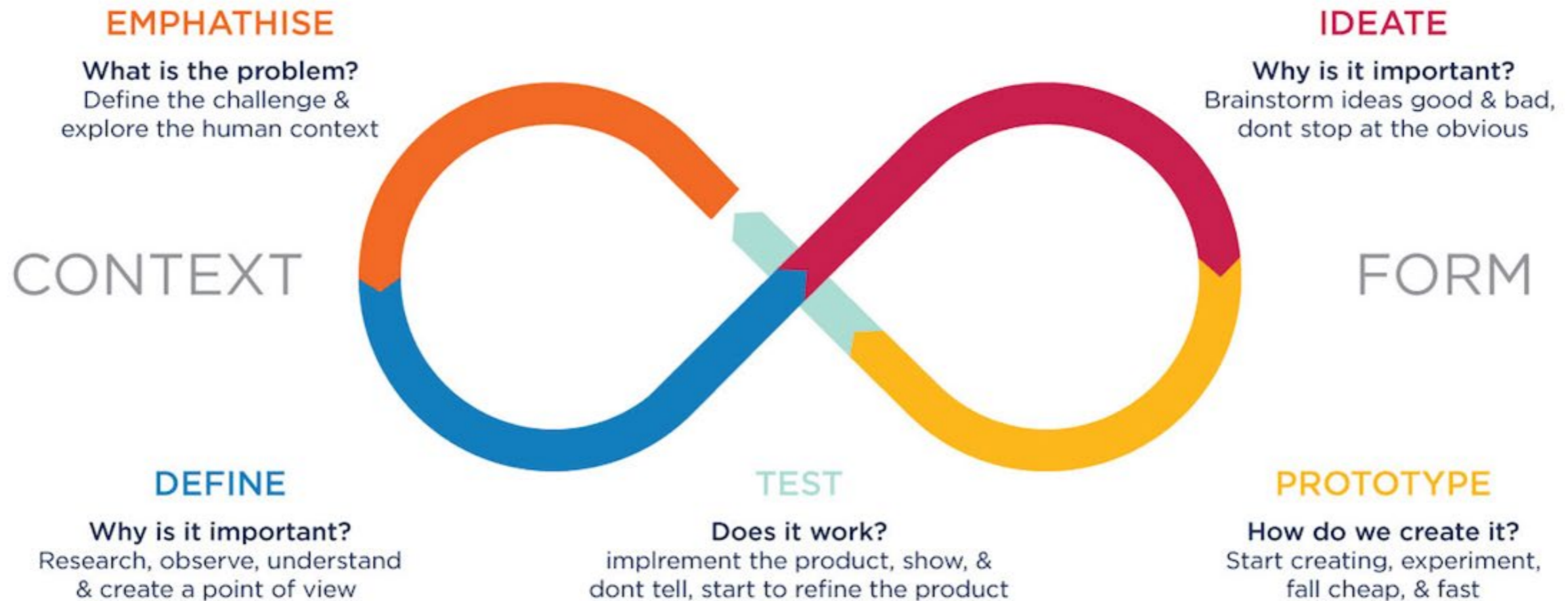


PHASE D





Prototype > Test > Feedback > Iterate > Test > Feedback ...





1. Prototyping:

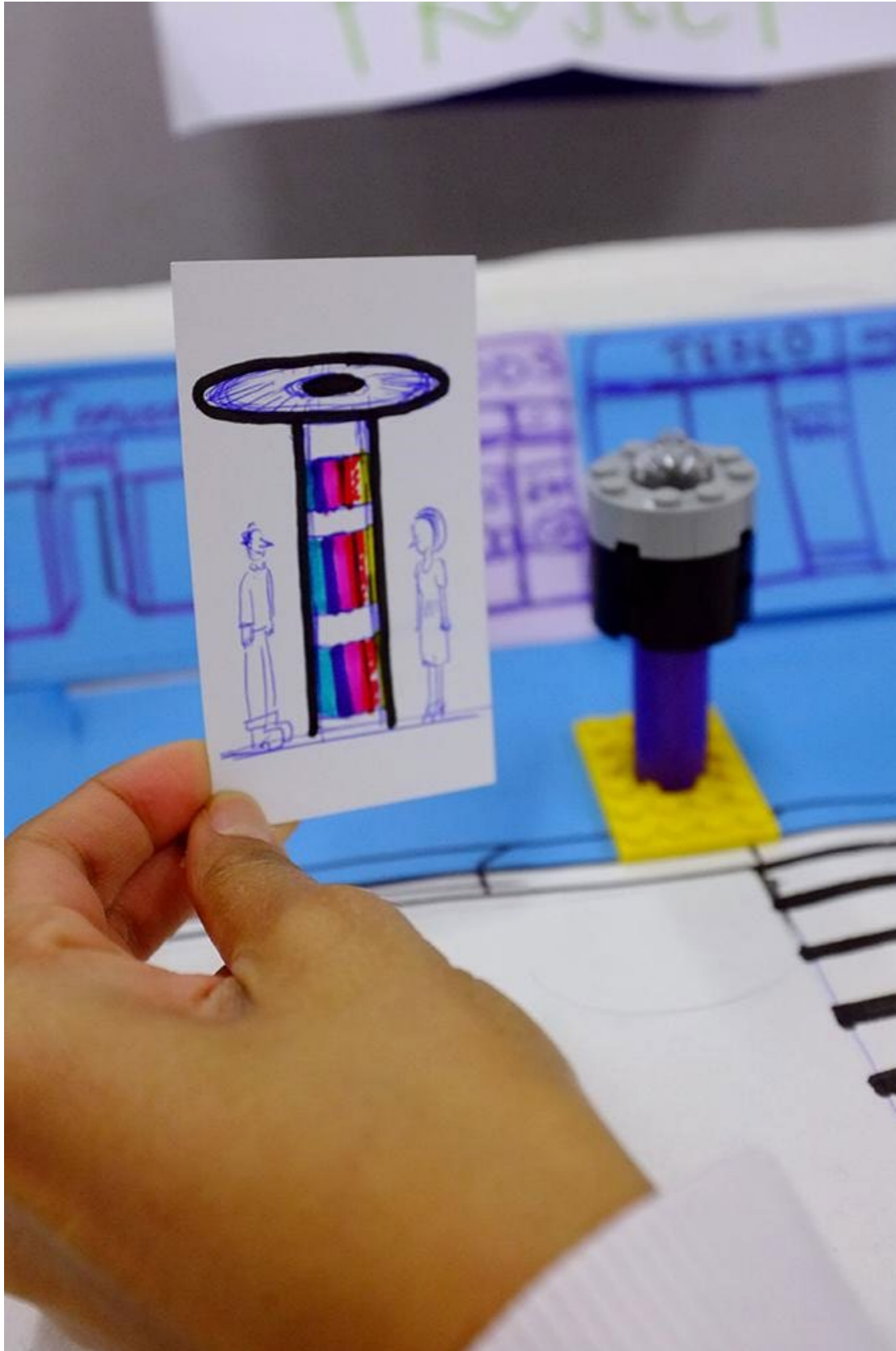
- **Quick ideas**
- **Cheap design**

Don't get emotionally attached to your ideas

Pros: quicker + easier to modify if needed

Examples: storyboard, paper cutout, miniature model, performance

- **Emphasise**
Design/build with the Participant in mind
- **Create an engaging / interactive experience**



2. Testing the Prototype:

- **Break the ice!**
to create trust and a safe place
- **What are the roles?**
who is facilitating, taking notes, documenting?
- **Plan your questions**
What do you want to understand?
- **Document**
the use and feedback
- **Consent forms**

1. Consent Form:

- **Vulnerable context**
caretaker's or parents consent
- Communicate **participant rights**
- **Anonymity**
if participants wish to remain anonymous in the documentation
- Agreement to their **responses being used**
- **Data storage** and disposal
GDPR policy



Image credit: Lawrence Bradby, Sainsbury Centre



Image credit: Lawrence Bradby, Sainsbury Centre

2. Unexpected questions

Prepare to deal with them

3. Ethical documentation

(e.g. do they agree of their photos being taken?)

4. Power dynamics

'Ladder of participation'

Are you a Facilitator? Or a Partner?

5. Open-ended design

to encourage interaction and feedback



PROTOTYPING EXAMPLES!

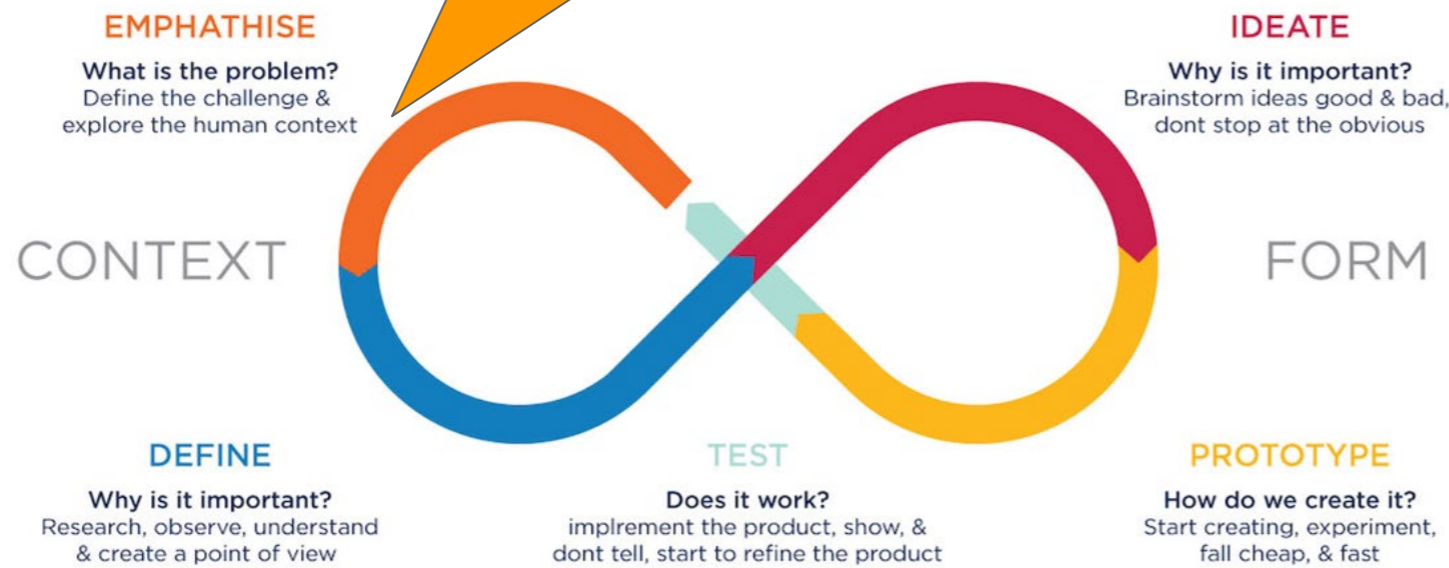
- Welcome, overview of previous lecture - 5 minutes
- Theory - 20 minutes
- **Prototyping examples - 10 minutes**
- Make the magic happen on mural - 30 minutes
- Study case : Participécs - 20 minutes
- Assignment and structure - 5 minute

TOOLS

need to create tool that empowers them

young people does not know how to create safer spaces

drama theater game



card set of interventions map as a board game rules of proposing ideas and lead discussion

MELLÉKLET

- PÉLDÁN A BEHATÁROZÁSI HÁRTYÁN KÖLTÉSÉRE**
- TÁJÉKOZTASS!**
 - Szabályok kihelyezése (pl. táblázat, nyitólappal)
 - Tájékoztató tábla kihelyezése (pl. WC, csatorna)
 - Útmutató, felvilágosító tábla
 - Táblák, szabályozó táblák kihelyezése
 - Bejáratok, kijáratok és a menetszámítás útmutató jelzése
 - HATÁROLD LE!**
 - Kiszármaztatás, határolás jelzése (pl. a falon vagy padlón színesekkel vagy matricákkal)
 - Fényképezés a határolásról (pl. csatlakozás, csatorna, világítás)
 - Tájékoztató táblák kihelyezése (pl. az épület neve, ki bék ott)
 - Bejárat, kijárat, csatorna jelzése
 - MUTASD MEG!**
 - Dugványok, előgöngy felrakás megmutatása
 - Világítás beállítása
 - Állványok, padlók jelzése (pl. állványok, csomagok, szék)
 - GONDOZZ, JAVÍTSD MEG!**
 - Világítás beállítása, csatlakozás beállítása
 - Fényképezés a javításról (pl. csatlakozás, csatorna, világítás)
 - Táblák, szabályozó táblák kihelyezése
 - Bejárat, kijárat, csatorna jelzése
 - Fényképezés
 - TÉDŐ OTTHONOSSÁ!**
 - Növények kihelyezése, szállítás
 - Egyszerű táblák
 - Fényképezés a táblák kihelyezéséről (pl. rajzok, anyagok)
 - Fényképezés a táblák kihelyezéséről (pl. rajzok, anyagok)
 - Táblák, szabályozó táblák kihelyezése
 - Bejárat, kijárat, csatorna jelzése
 - Fényképezés a táblák kihelyezéséről (pl. rajzok, anyagok)
 - TÖLTSD MEG ÉLETTEL!**
 - Fényképezés a táblák kihelyezéséről (pl. rajzok, anyagok)
 - Fényképezés a táblák kihelyezéséről (pl. rajzok, anyagok)
 - Táblák, szabályozó táblák kihelyezése
 - Bejárat, kijárat, csatorna jelzése
 - Fényképezés a táblák kihelyezéséről (pl. rajzok, anyagok)

TÁJÉKOZTASS!	HATÁROLD LE!	MUTASD MEG!
GONDOZZ, JAVÍTSD MEG!	TÉDŐ OTTHONOSSÁ!	TÖLTSD MEG ÉLETTEL!



safecity
biztonság. város. közösség.

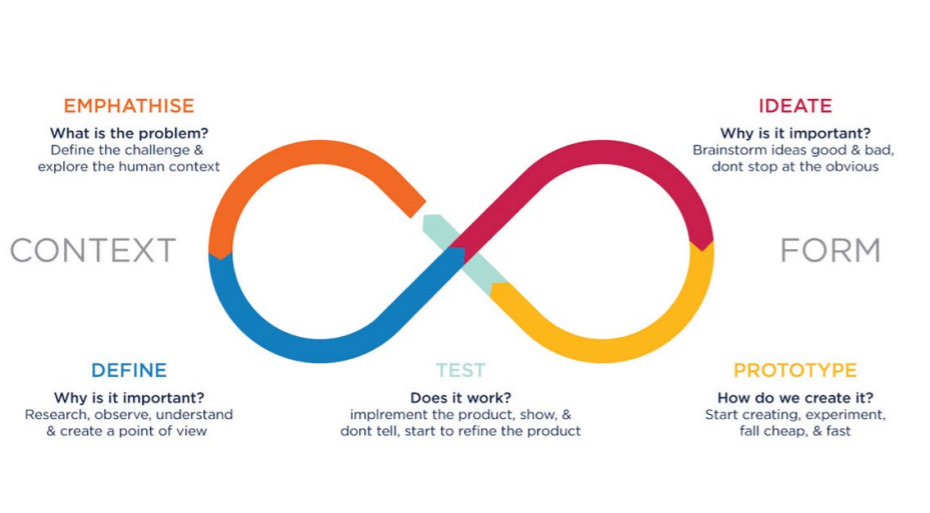
DESIGN IDEAS (as actions)



define
ideate



community
pilot
transparency,
ground cover,
fence



school pilot
paint, reorganize, home, new
mix of use



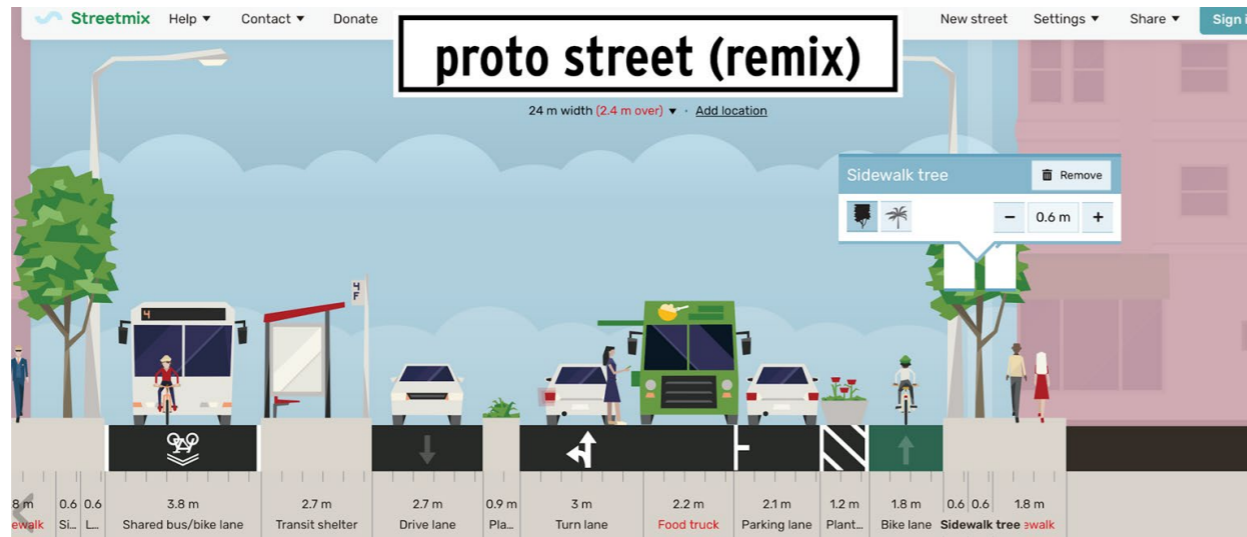
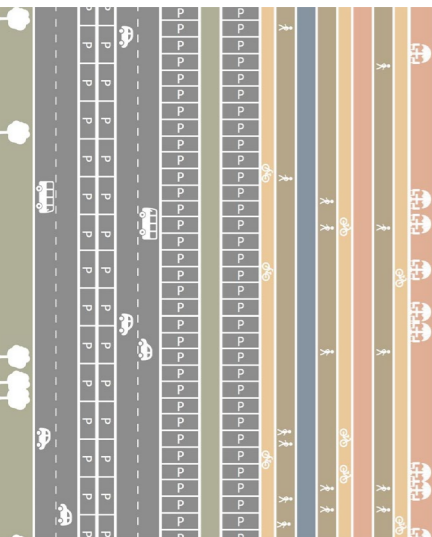
Prototype
Test



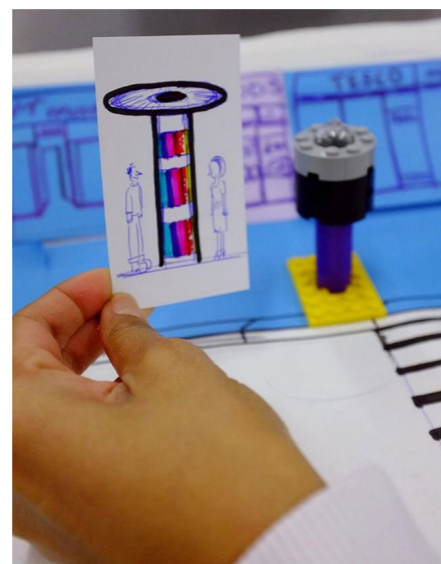
safecity
biztonság. város. közösség.

PHASE D

DESIGN IDEAS (as models)



Das Spiel: Lassen Sie Ihrer Kreativität freien Lauf.





MAKE THE MAGIC HAPPEN ON MURAL!

- Welcome, overview of previous lecture - 5 minutes
- Theory - 20 minutes
- Prototyping examples - 10 minutes
- **Make the magic happen on mural - 30 minutes**
- Study case : Participécs - 20 minutes
- Assignment and structure - 5 minutes

Intro of the mural exercise



Construct a magical tool that is able to tackle and address the democratic challenges identified in your living lab!

Make the magic happen! Share your ideas with each other in (10 min), select one to be realized and follow the steps to prototype and test your idea in your living lab (20 min)!

toolbox

democracy challenge? **+** your tool **=** outcome

Step 1: Select an image that represents your democratic landscape challenge. Use the IMAGES FILES icon from the toolbox to insert an image.

Step 2: Let your imagination run free. Take items from the toolbox and build a magical tool that is able to tackle your democratic problem. Feel free to use additional objects that are not in the box.

Step 3: Your magical tool is ready to be implemented. Use it to address your democratic challenge. Imagine and visualize the change after implementing your tool in your living lab!

COPY THIS ARE IF NEEDED	YOUR NAME				
		YOUR DESCRIPTION OF THE CHALLENGE	YOUR DESCRIPTION OF THE MAGICAL TOOL AND ITS ELEMENTS	YOUR DESCRIPTION OF THE RESULTED CHANGE	
	YOUR NAME				
		YOUR DESCRIPTION OF THE CHALLENGE	YOUR DESCRIPTION OF THE MAGICAL TOOL AND ITS ELEMENTS	YOUR DESCRIPTION OF THE RESULTED CHANGE	
	YOUR NAME				
		YOUR DESCRIPTION OF THE CHALLENGE	YOUR DESCRIPTION OF THE MAGICAL TOOL AND ITS ELEMENTS	YOUR DESCRIPTION OF THE RESULTED CHANGE	
	YOUR NAME				
		YOUR DESCRIPTION OF THE CHALLENGE	YOUR DESCRIPTION OF THE MAGICAL TOOL AND ITS ELEMENTS	YOUR DESCRIPTION OF THE RESULTED CHANGE	

upload pictures, icons from your previous assignments to illustrate the questions

who are the people involved in your action? what do they do?

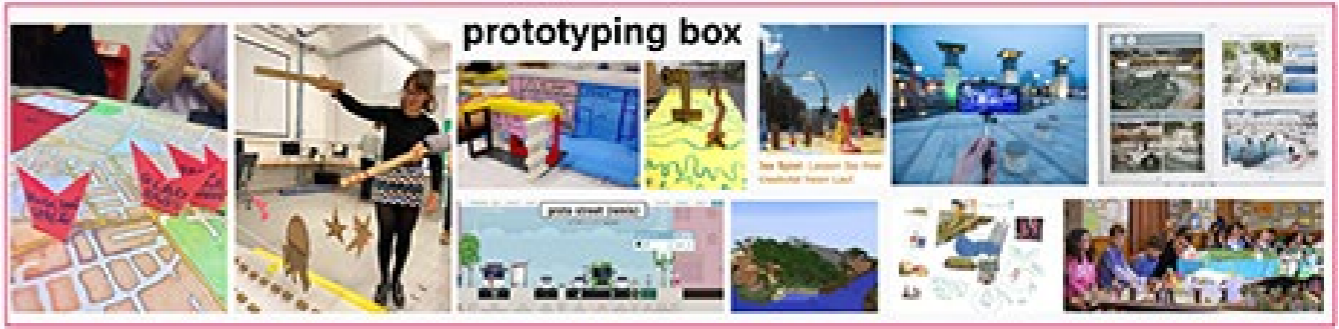
what is your role? what are the skills you need to have in this situation?

which prototyping method would be useful to test your idea? Use the prototyping box for inspiration!

what are the resources you need to use to carry out your prototyping action?

what did you learn from the prototype? how would you incorporate this to your final design?

pick one tool from our previous mural exercise and translate this idea into a real prototype action day





now we sort you into breakout rooms based on your prefix.
Make sure you added your breakout room in front of your name.
Please enter your homework template on mural and continue working on your idea!

B1 - Your Name: Freising City centre and Airport area (Freising 1,2, 5, 7,8):

<https://app.mural.co/t/participation4818/m/participation4818/1591694210886/0a3682cb1a55694e3d09eaf27ad39f1e66deac84>

B2 - Your Name: Freising Regatta area (Freising 3, 4, 6, 9):

<https://app.mural.co/t/participation4818/m/participation4818/1591694199089/0ff32000ae788608faf7520f94c202544a7601ac>

B3 - Your Name: Dublin:

<https://app.mural.co/t/participation4818/m/participation4818/1591694182830/61fd5eeadd11942964c8f259422ec6466fade00>

B4 - Your Name: Bologna:

<https://app.mural.co/t/participation4818/m/participation4818/1591694130692/7a4e5558ebfe029666cbb07016c81d99512f6b53>

B5 - Your Name: Budapest:

<https://app.mural.co/t/participation4818/m/participation4818/1591694145680/a5bbdd82554b692efff04469cbaf1827006e90a4>

B6 - Your Name: Independent:

<https://app.mural.co/t/participation4818/m/participation4818/1591694115093/9e2f74b221fa0812b1097bf9cb56a73017f9974a>

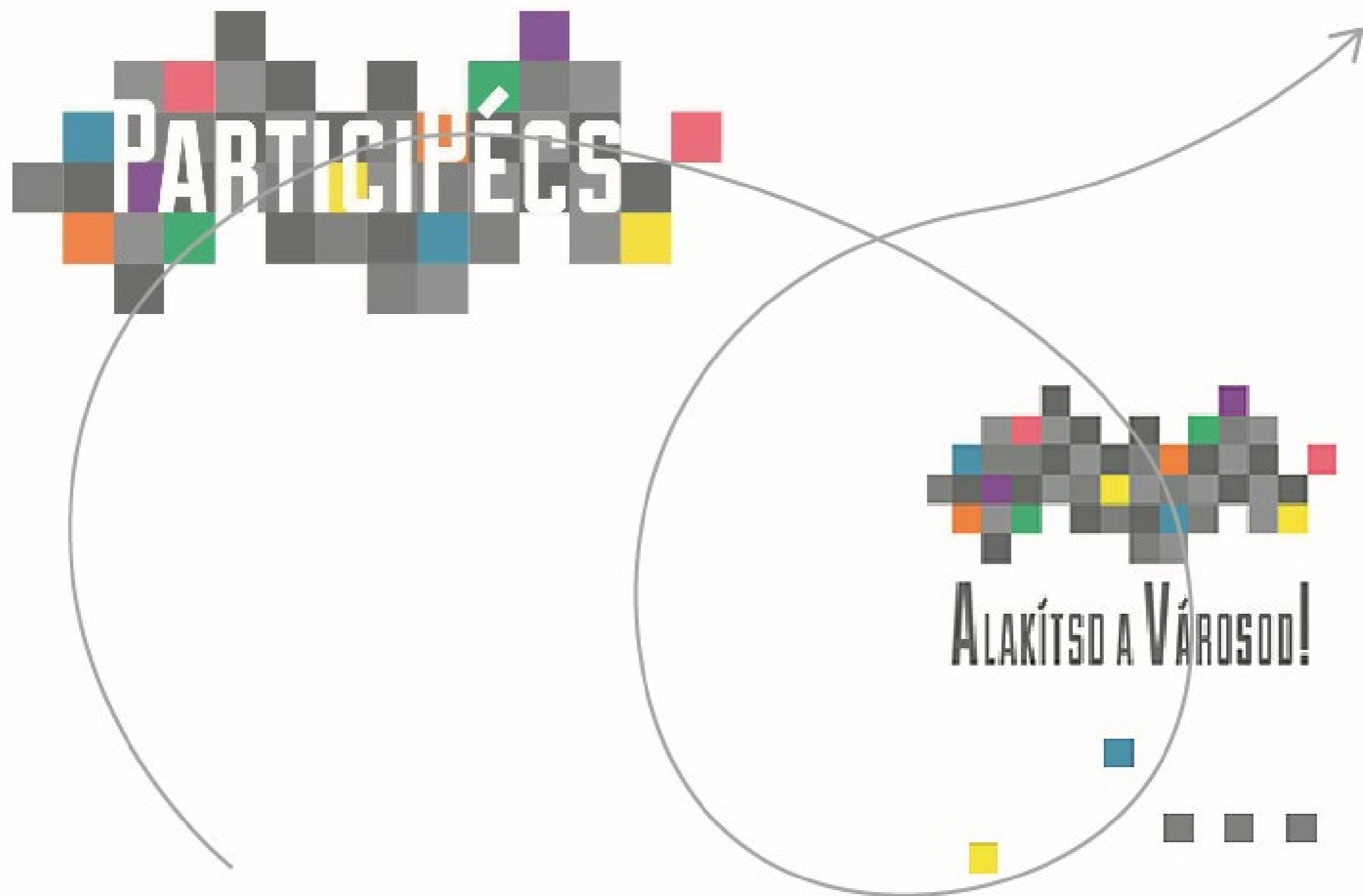
B7 - Your Name: Nürtingen

<https://app.mural.co/t/participation4818/m/participation4818/1591694096048/be799ae62495e8f0bc6a7fc82a85e05eaa75625c>



CASE STUDY TIME!

- Welcome, overview of previous lecture - 5 minutes
- Theory - 20 minutes
- Prototyping examples - 10 minutes
- Make the magic happen on mural - 30 minutes
- **Study case : Participécs - 20 minutes**
- Assignment and structure - 5 minutes



- Games as tools -



- the challenge
- goals & development of an educational game: ParticiPécs
- reflections on the game & afterlife

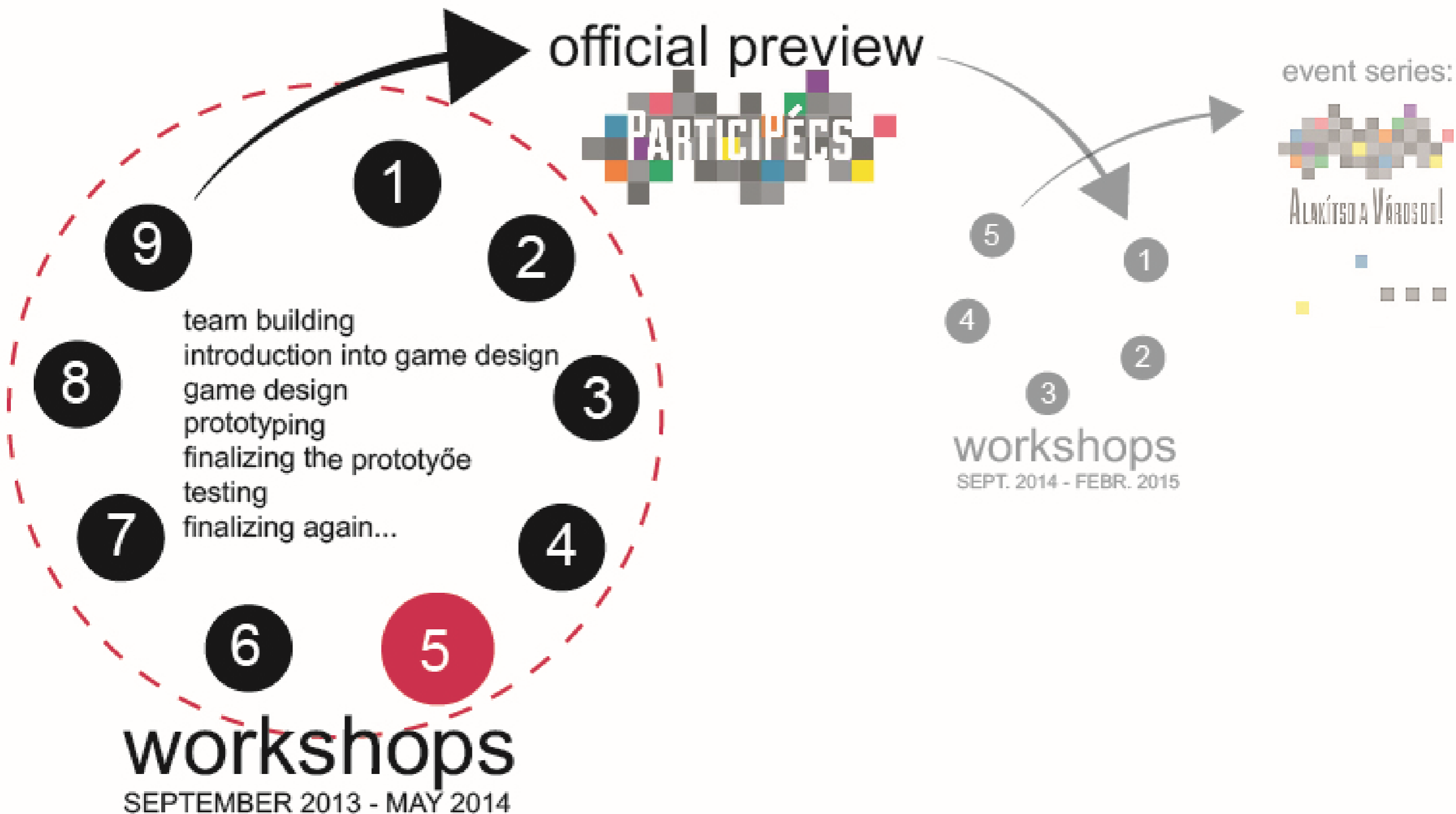
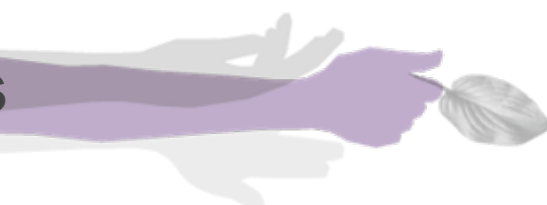


- Little space for the youth to actively take part in the shaping of their urban environments
- Young people do shape their environment by everyday use, but it's not self-conscious

- No clear idea about possibilities, opportunities

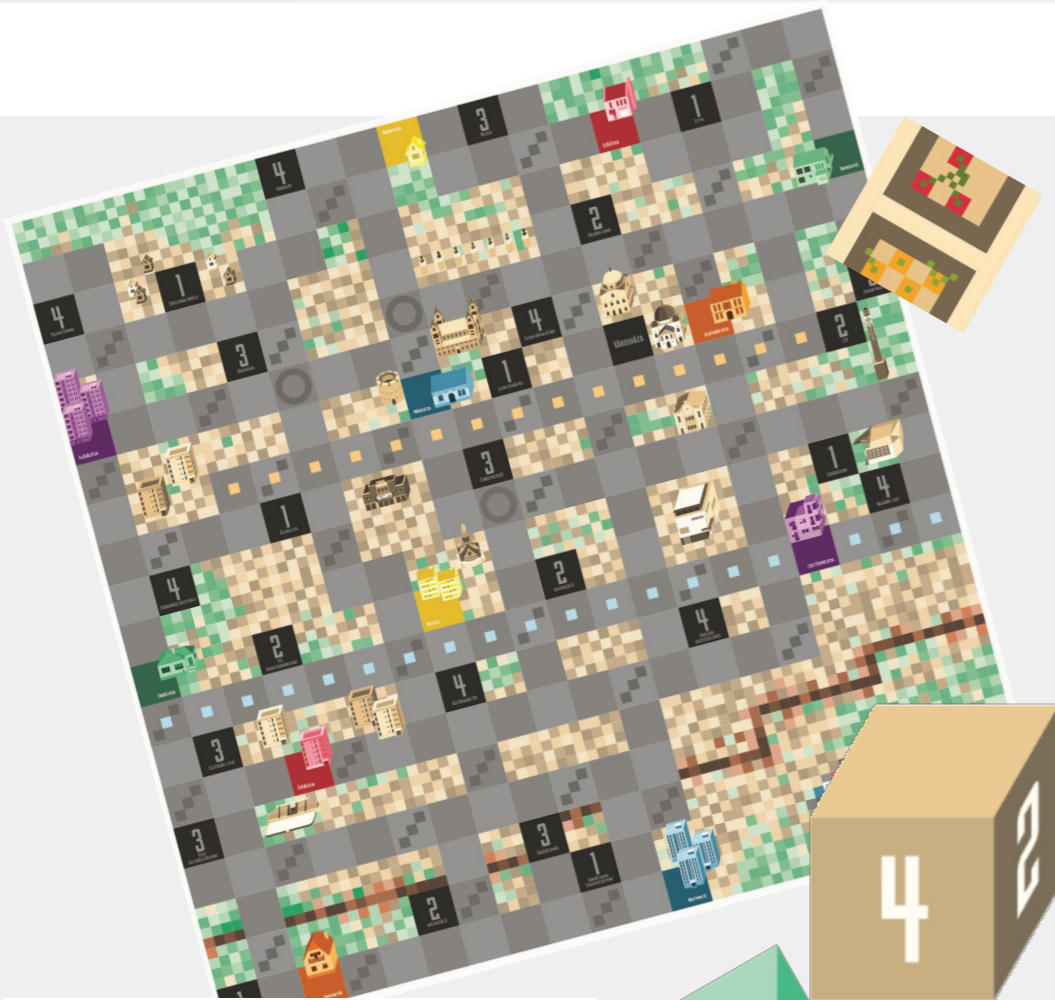
HOW CAN WE COMMUNICATE ABOUT URBAN TRANSFORMATION IN AN ACCESSIBLE WAY?







- **CHARACTERS:** mixed group of developers: architects, teacher coach, youth worker, students from different age groups, it engineer, graphic designer etc.
- **EXPERTISE:** some previous experience with educational games, participants with a wide range of experience
- **ACTION PLAN:** 9 intensive workshops team building, brainstorming, prototyping, testing etc.



- The game illustrates **ONE DAY** in the Hungarian town of Pécs, consists of **12 ROUNDS** or so called hours. It tells the story of an extraordinary Saturday when young inhabitants gather together to make the city more attractive by means of **SMALL URBAN INTERVENTIONS**.

- The equipment consisting of:

- a board
- building blocs & the town hall
- dices
- chance, character & intervention cards

PROFIL

Marci vagyok, 17 éves és a Miroslav Krleža Gimnáziumba járok. Horvátul tanulok, mert a nagypapám horvát származású, és szeretném, ha az unokái is beszélnek a nyelvet. A Tiborc utcában lakom egy családi házban a szüleimmel, az öcsémmel és a nagypapámmal. Van egy kutyám, Fülecs, akivel hétvégenként az Éger-tetőre járok sétálni. Most szombaton azonban megkértem az öcsémet, hogy ő vigye sétálni Fülecs, hogy be tudjak szállni a ParticiPécs játékba és alakíthassam a várost!

JÁTÉK

Start: a Tiborc utcai otthonodból indulsz

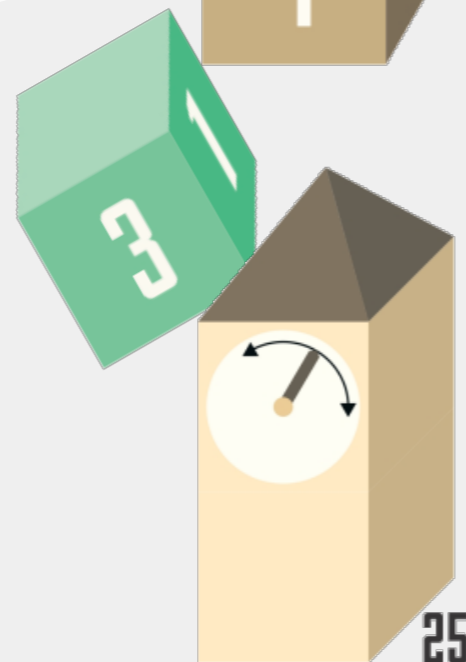
Cél: Minden játékosnak közös célja van, mégpedig az, hogy a mai napon minél többet tegyetek a városért, és minél több pontot gyűjtsetek össze közösen. Ehhez a következőt kell tenned: el kell jutnod a kiemelt fejlesztési mezőkre és ott el kell helyezned egy fejlesztőkockát. Együtt kell működnöd a többiekkel, mert a legtöbb programot csak többen tudjátok megvalósítani. Vagyis csak akkor kaptok pontot, ha az előírt számú fejlesztőkockát sikerült elhelyezni a mezőn.

Pontok:

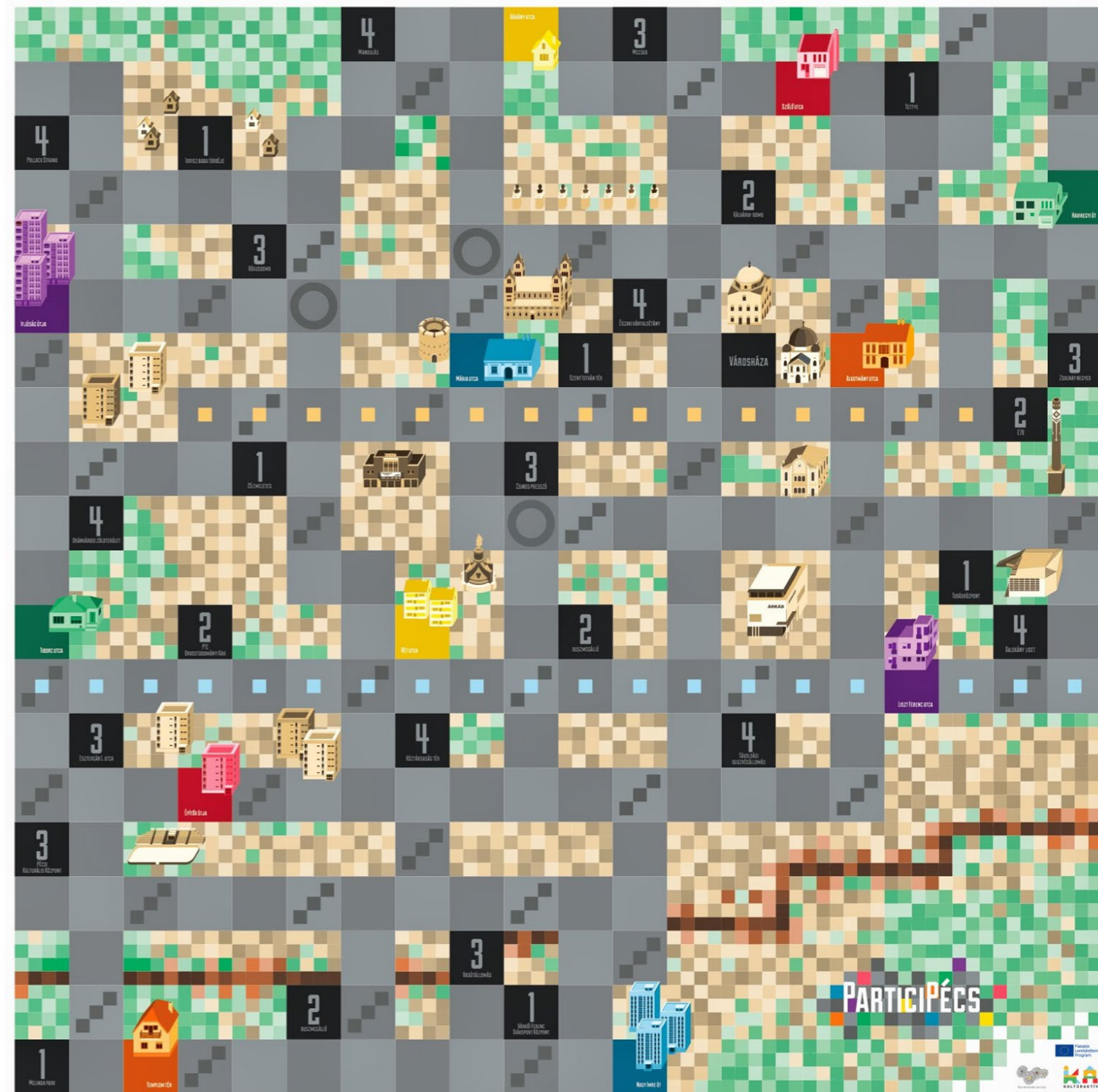
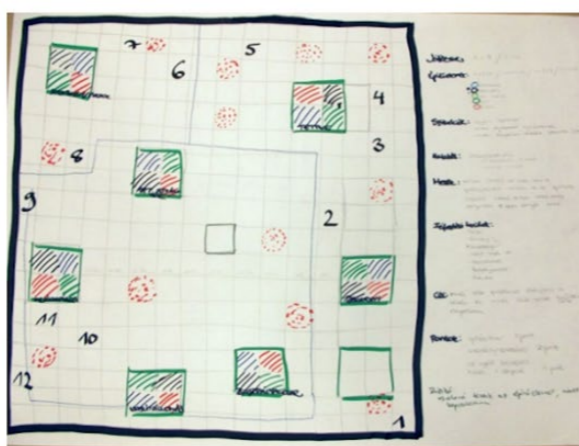
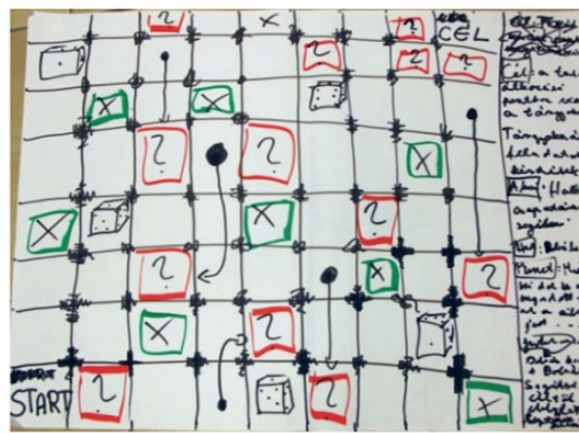
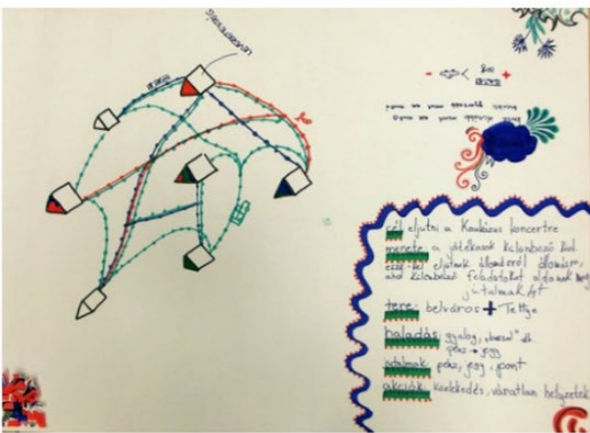
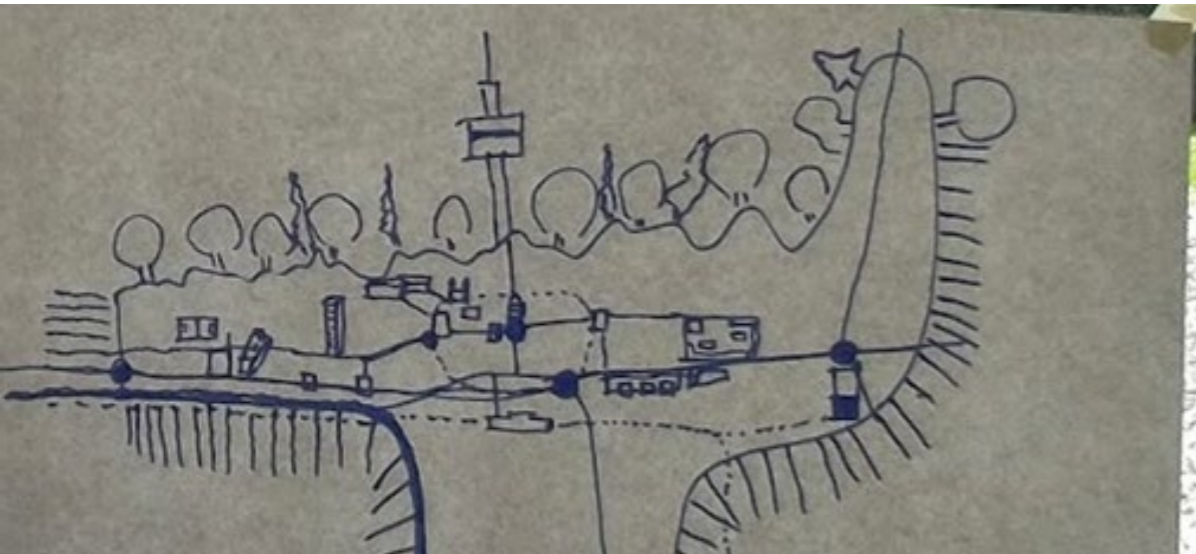
- 1 személyesek – 1 pont
- 2 személyesek – 3 pont
- 3 személyesek – 6 pont
- 4 személyesek – 10 pont

3 x2

4 x1



Prototyping the gameboard





INITIAL GOALS:

- teach about how the city **DEVELOPS**
- your possibilities of **INVOLVEMENT**
- how **TEAMWORK** makes goals reachable
- notice and formulate **COMMUNITY** goals
- **EXPERIMENT** with real interventions

+

- enhances teamwork
- fun
- strengthens local knowledge
- icebreaker

-

- it gives options for intervention, but doesn't leave space for own ideas



Students from Pécs were invited to think of ways to make the public spaces of their city more inviting and more livable for young people. The program took place in the form of school activities:

- ParticiPécs as the introductory game
- Define places that could function better
- Formulate what is missing
- Come up with an idea
- Discuss
- Plan the realisation process

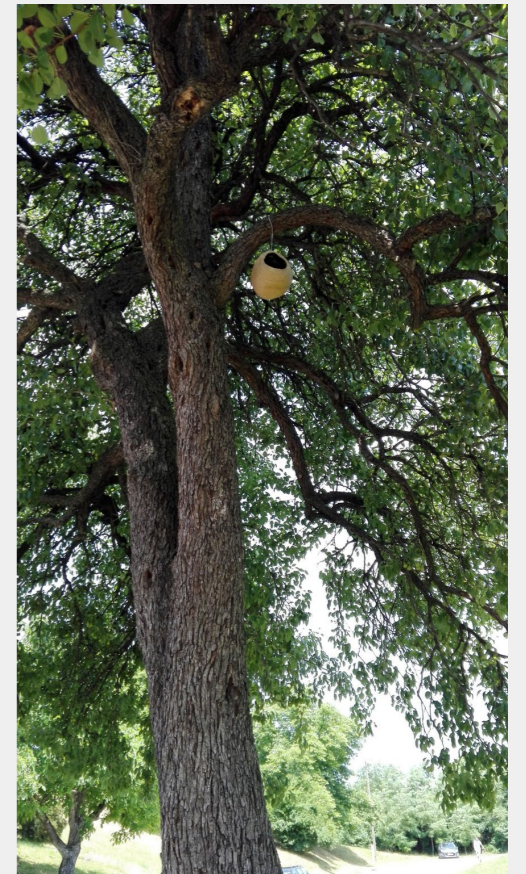
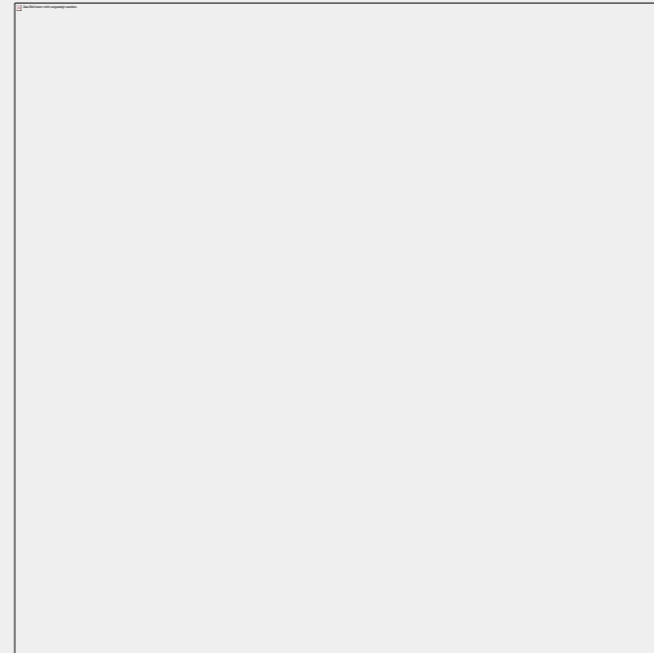
- 180 students participated
- 35 design ideas
- 15 ideas exhibited
- the winners realised



the bench



birdnests





ASSIGNMENT TIME!

- Welcome, overview of previous lecture - 5 minutes
- Theory - 20 minutes
- Prototyping examples - 10 minutes
- Make the magic happen on mural - 30 minutes
- Study case : Participécs - 20 minutes
- **Assignment and structure - 5 minutes**



Assignment general information and timeline

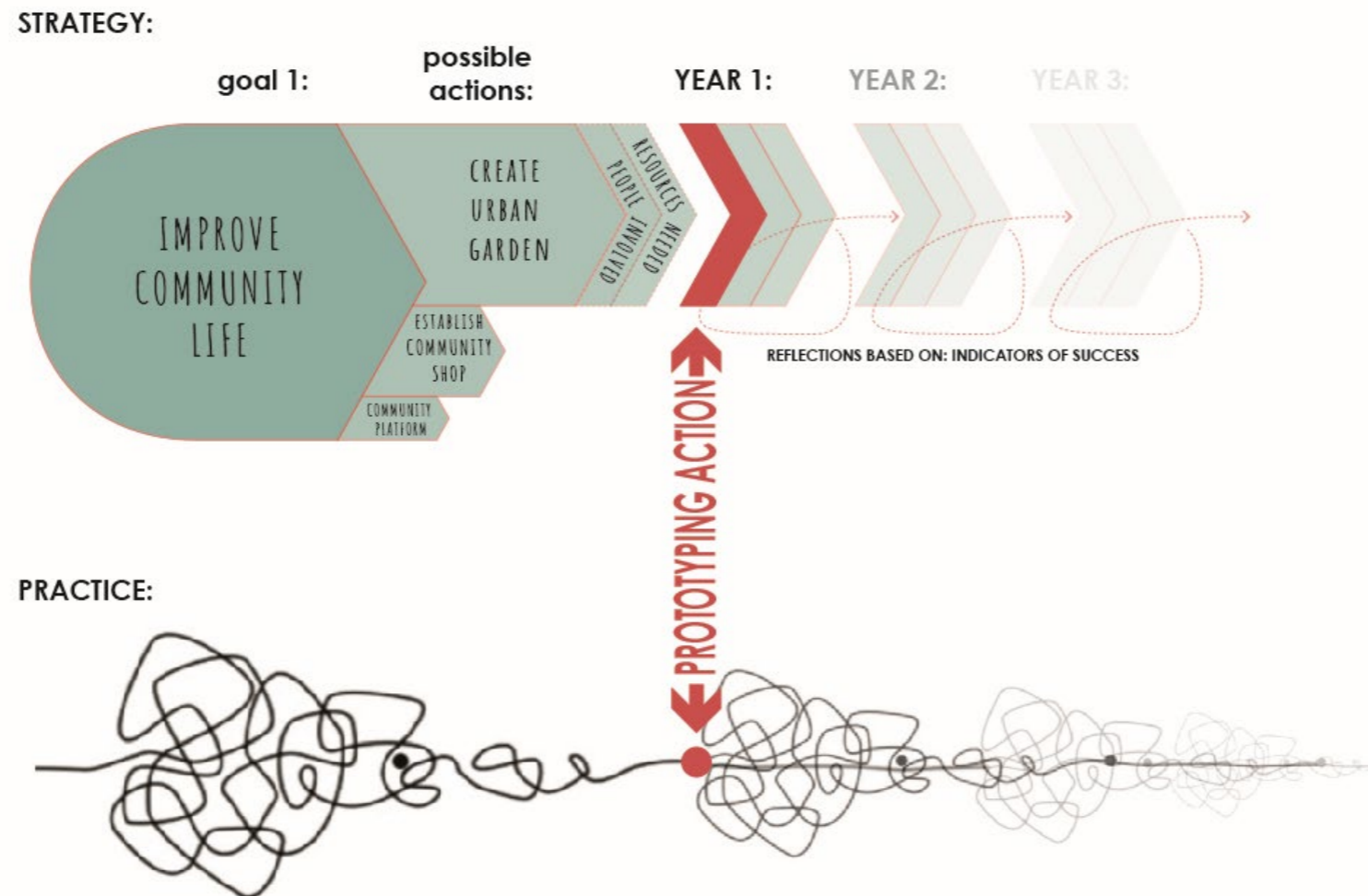
At this point of the story you have already formulated a **joint goal** and developed a **long term strategy** for achieving your shared ambition.

With this long term goal in mind, we ask you to zoom in at a key moment of the story of these 3 years and carefully **choreograph a scene**, which helps the narrative unfold and continue.

For this assignment your team is going to **PLAN A PROTOTYPING ACTION** related to the 3-year action plan you developed in phase C. Focus on the first step and make it happen!

Collaborative Design, Transformation and Testing

Assignment general information and timeline



These are the moments we ask you to focus on within your story. Please remember, that both schemes above are abstractions!

We ask you to **be specific in your rendering!**



Assignment general information and timeline

What to be specific about? To show us the scene of your prototyping event you need to take inventory on what a setting up a scene might need (imagine the director's role in a movie; no movement/action/accessory is there by chance, but as a result of a thought-out decision.)

As **the plot** has already unfolded in previous sessions and the **main characters** already introduced, focusing on one scene needs a detailed demonstration of **how the knowledge you have built up in previous weeks links back to the local community and how the different characters' expertise enriches the process.** Don't generalize and don't be superficial!

FOCUS POINTS OF THE ACTION:

collaboratively develop an **intervention strategy & idea**
create an **detailed** step by step **action plan** (step 1, step 2, etc.)
share **roles and tasks among participants**
envision the realisation of the prototype.

Collaborative Design, Transformation and Testing

Assignment general information and timeline

You will have 10 minutes to present your prototype, which will be followed up by a 10 minutes discussion period. Please be sure to practice your presentation beforehand, time limits will be followed closely by moderators. Lastly, think outside of the box, make full use the experimental character of this assignment, let the energies of a collaborative design process draw you into unexpected directions.

- **Working period:** 10.06. – 17.06.2020
- **Submit on ILIAS by 14:00 June 24. 2020** https://ilias.hfwu.de/goto.php?target=cat_26530&client_id=hfwu
- **Presentation + discussion in cross-cultural sessions:** online on **June 24, 2020, 17:00 CET**
- **Publication on the seminar wiki by June, 2020**

Collaborative Design, Transformation and Testing



The following slides need to be completed/developed by each team

What is your PROTOTYPING ACTION?

- WHAT ARE YOU GOING TO REALISE (REAL LIFE OR PROTOTYPE)
- WHAT DOES THIS INTERVENTIONS STAND FOR?
- HOW DOES THIS INTERVENTION RELATE TO THE SHARED GOALS AND VISIONS OF THE COMMUNITY?

Collaborative Design, Transformation and Testing

The following slides need to be completed/developed by each team

How did the intervention idea **EVOLVE**?

- WHO WERE WORKING TOGETHER?
- DESCRIBE YOUR COLLABORATIVE DESIGN PROCESS.
- WHAT TOOLS/METHODS DID YOU USE TO COLLABORATE?

Collaborative Design, Transformation and Testing

The following slides need to be completed/developed by each team

Describe your ACTION PLAN & ROLES?

- WHAT DO YOU NEED FOR THE REALISATION (MATERIAL AND HUMAN RESOURCES)
- HOW ARE YOU GOING TO MAKE THESE AVAILABLE?
- WHO NEEDS TO BE INFORMED OF/AGREE ON THE INTERVENTION?
- WHAT IS THE TIMEFRAME, HOW ARE ROLES DIVIDED?

Collaborative Design, Transformation and Testing



The following slides need to be completed/developed by each team

Show us the REALISATION PROCESS!

- WHAT DID YOU DO?
- WHO WERE THERE?
- HOW DID IT FEEL?

Collaborative Design, Transformation and Testing

The following slides need to be completed/developed by each team

REFLECTION

- IDEALLY HOW IS THE INTERVENTION GOING TO MAKE A CHANGE?
- WHAT WOULD YOU DO DIFFERENTLY?
- HOW DOES YOUR INTERVENTION REFLECT THE LECTURES & LITERATURE FROM PHASE D?
- HOW DO YOU MEASURE THE LEVEL OF PERFORMANCE? (how do your indicators of success work?)

Collaborative Design, Transformation and Testing



The following slides need to be completed/developed by each team

LITERATURE

....



Get inspired! I.

low fidelity paper prototypes

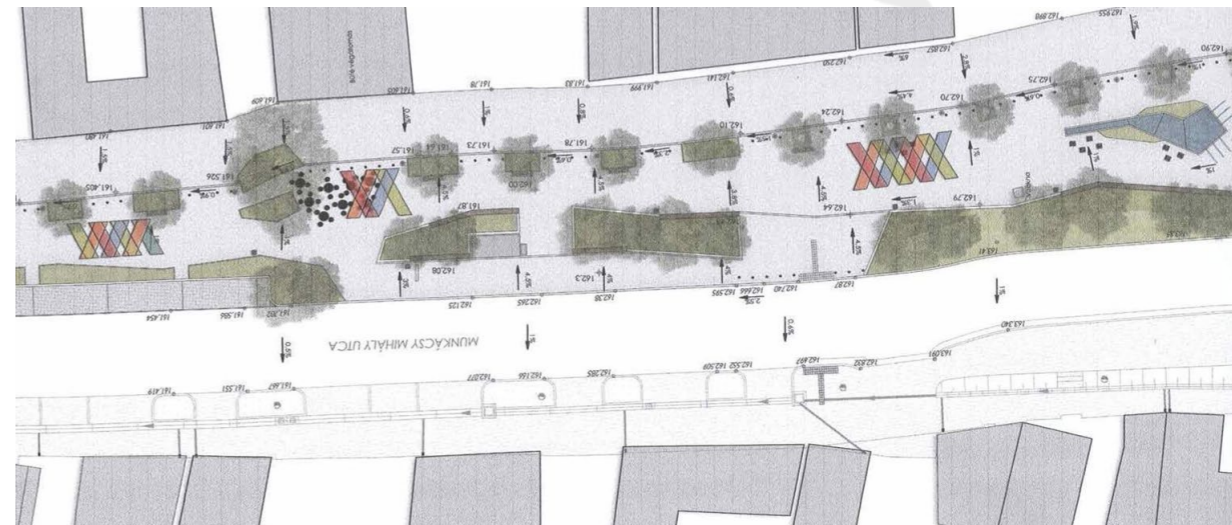
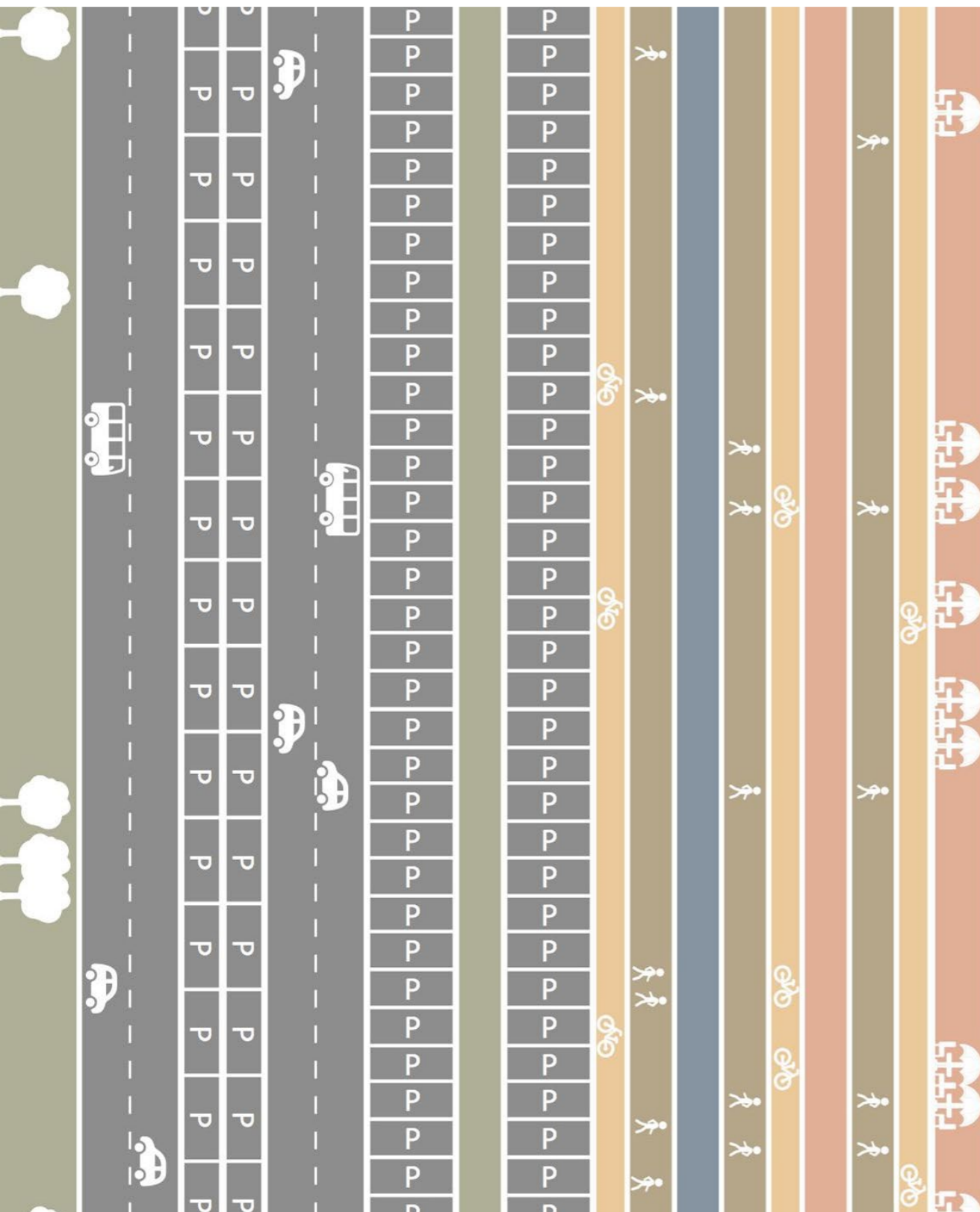


Budafok Gyerek szemmel project is a project carried out by the Association kultúrAktív in Hungary. After walking and reflecting about the public spaces of Budafok secondary school children created an evaluation about the positive and negative aspects of the space (sadness and happiness map). In the second step they came up with intervention ideas which were represented as physical models. Models were built from selective material, berries and branches found in nature. Children presented their ideas for the mayor and representatives of the community in an exhibition.

- More information about the methodology and engagement process in Hungarian:
<http://epitettkornyezetinevelés.blogspot.com/2014/06/budafok-belvaros-diakszemmel.html>



prototyping_paper section model



description of the methodology in Hungarian:

<http://epitettkornyezetineveles.blogspot.com/2018/01/fiatalok-fiatalok-bevonasaert-iskolai.html>

Photos by Törökbálint Város Önkormányzata





Kibble Charity, Scotland

Designing a School garden with vulnerable young people

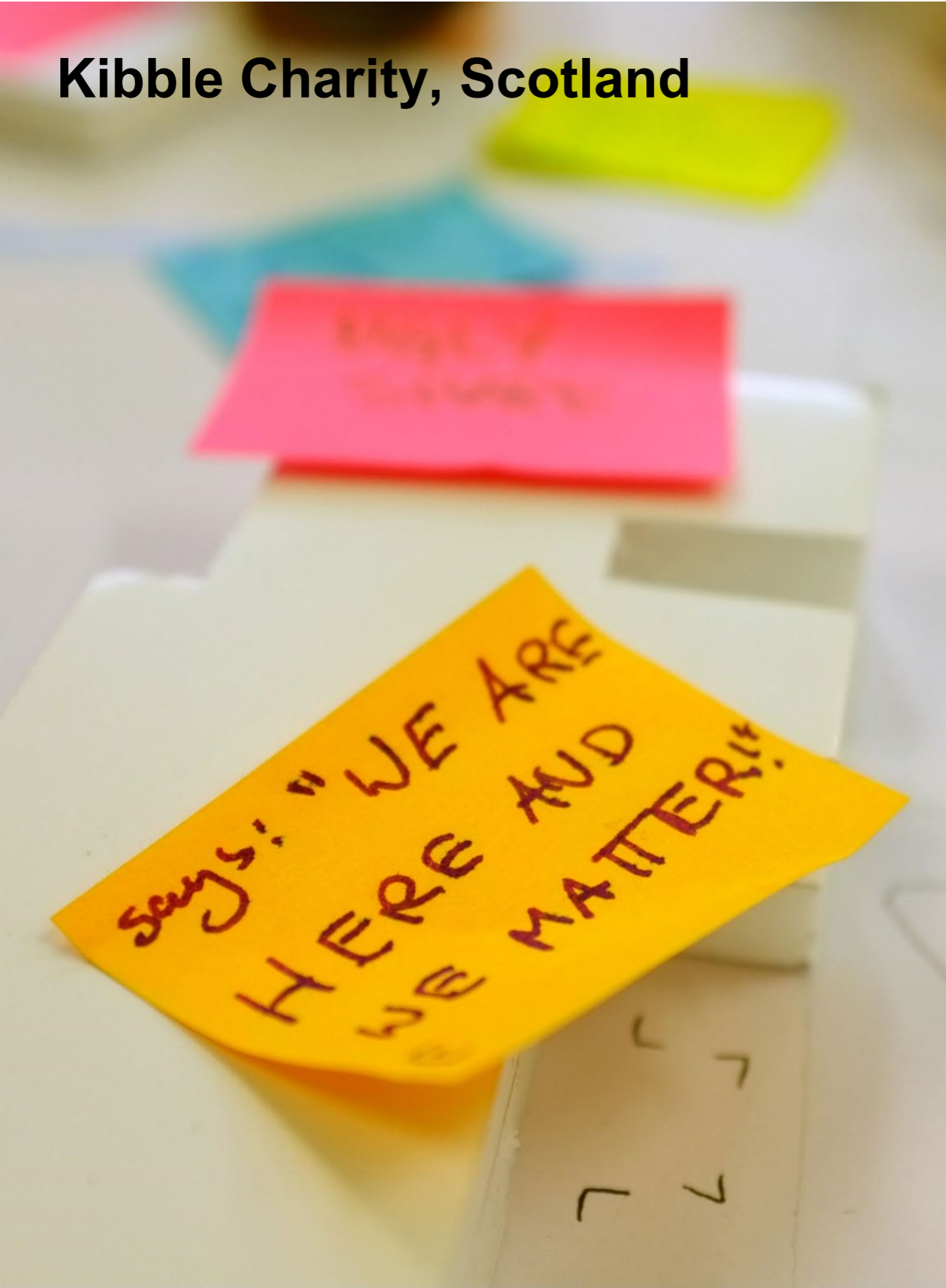


Ethical context:

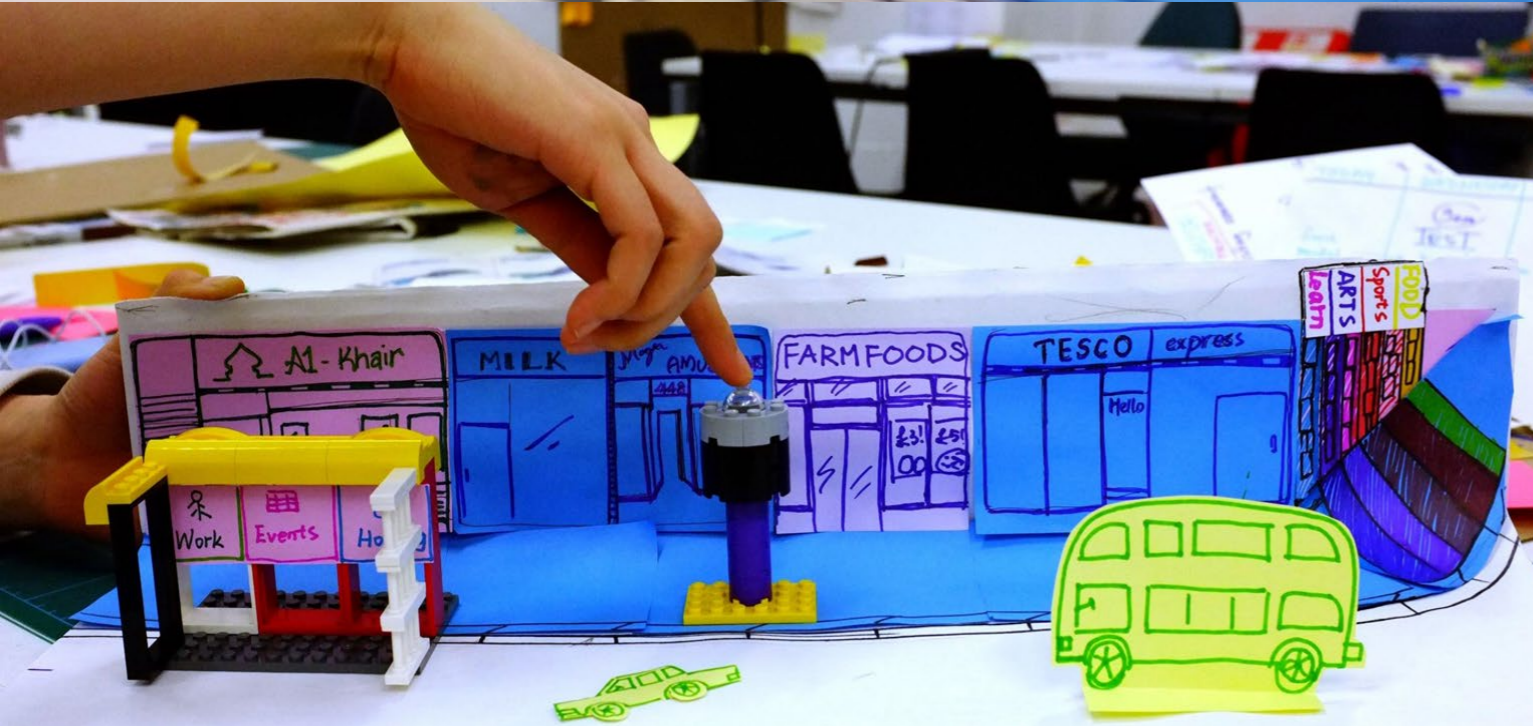
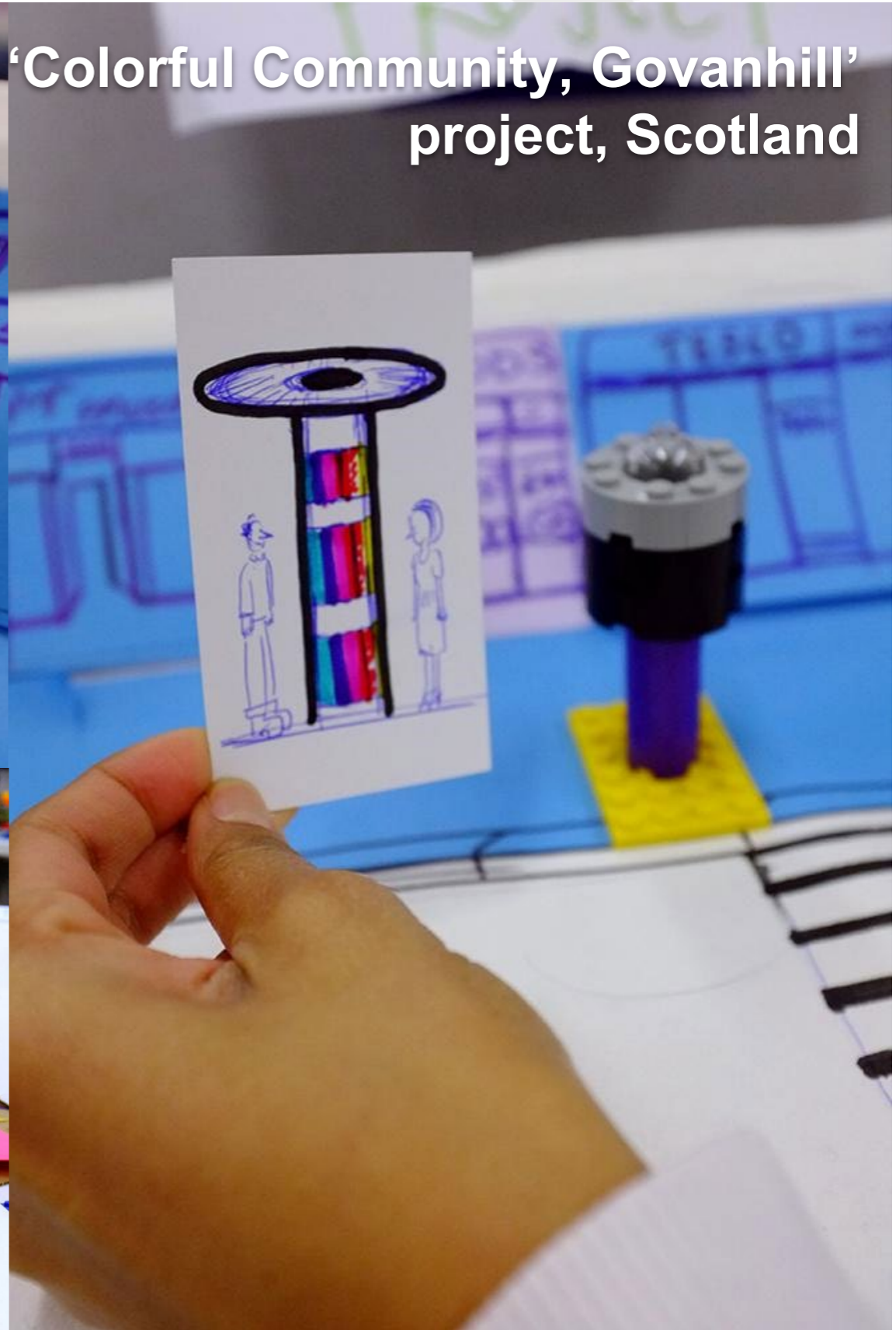
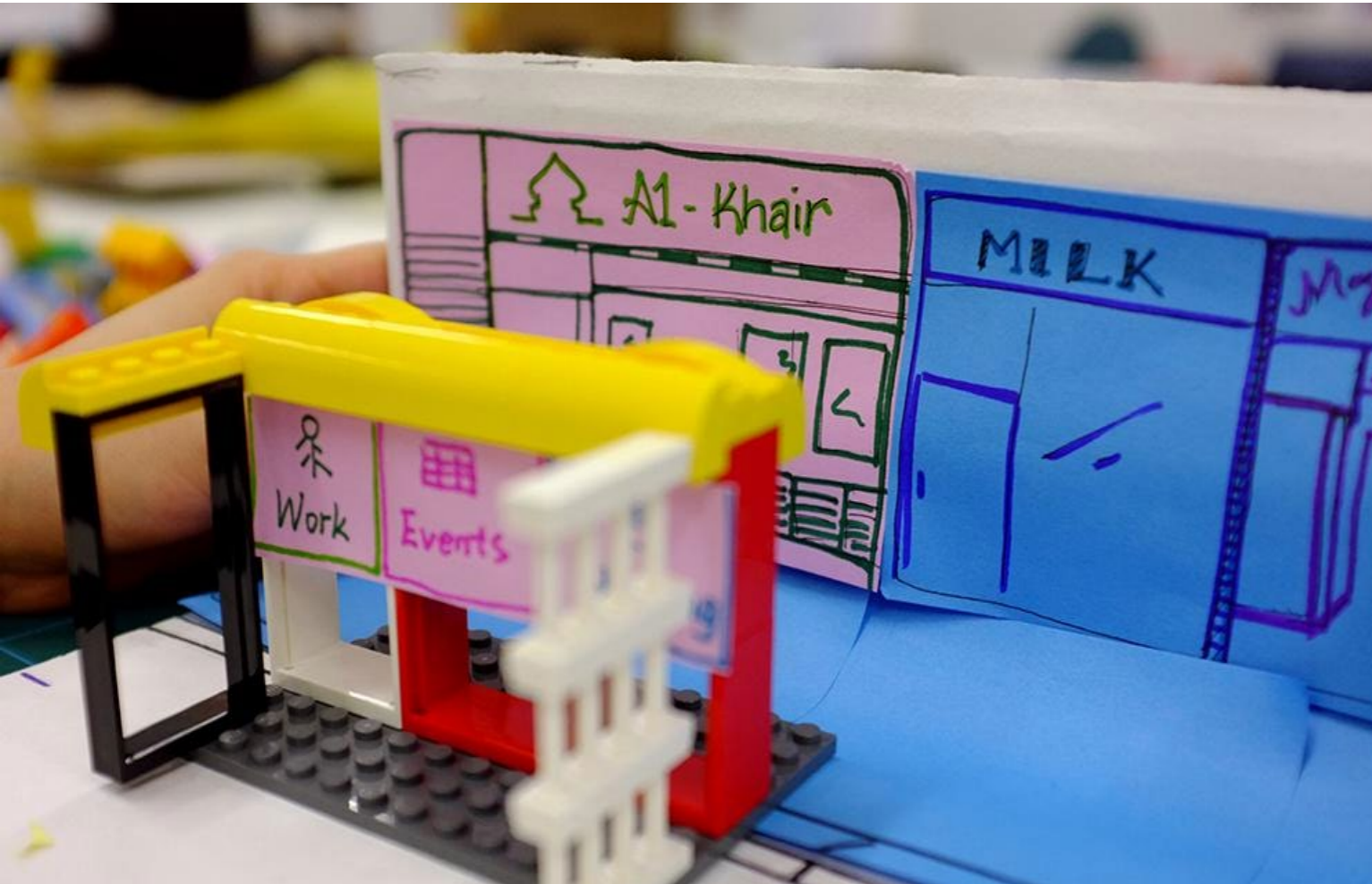
- no participant photos taken
- no direct communication - only through gatekeepers (carers/teachers)
- gatekeeper always present
- their comments physically added to the model - to empower



Kibble Charity, Scotland



'Colorful Community, Govanhill' project, Scotland



'Colorful Community, Govanhill' project, Scotland

2. (Previous slide) Testing with community Insights:

- spaces we suggested for use are not safe
- colours we suggested hold different meaning to the community
- the need for using colors + 3 minority languages spoken in the neighbourhood

3. Modifying design based on feedback



prototyping_design ideas collage technique in Törökbálint



description of the metodol
Hungarian:
<http://epitettkornyezetineveles.blogspot.com/2018/01/fiatalok-fiatalok-bevonasaert-iskolai.html>
Photos by Anna Szilágyi-N



stadt
spieler

Das Trainingsspiel für Stadtentw...



Das Spiel: Lassen Sie Ihrer Kreativität freien Lauf. Mitspielen...

Stadtspieler is a board game
<http://www.stadtspieler.com>

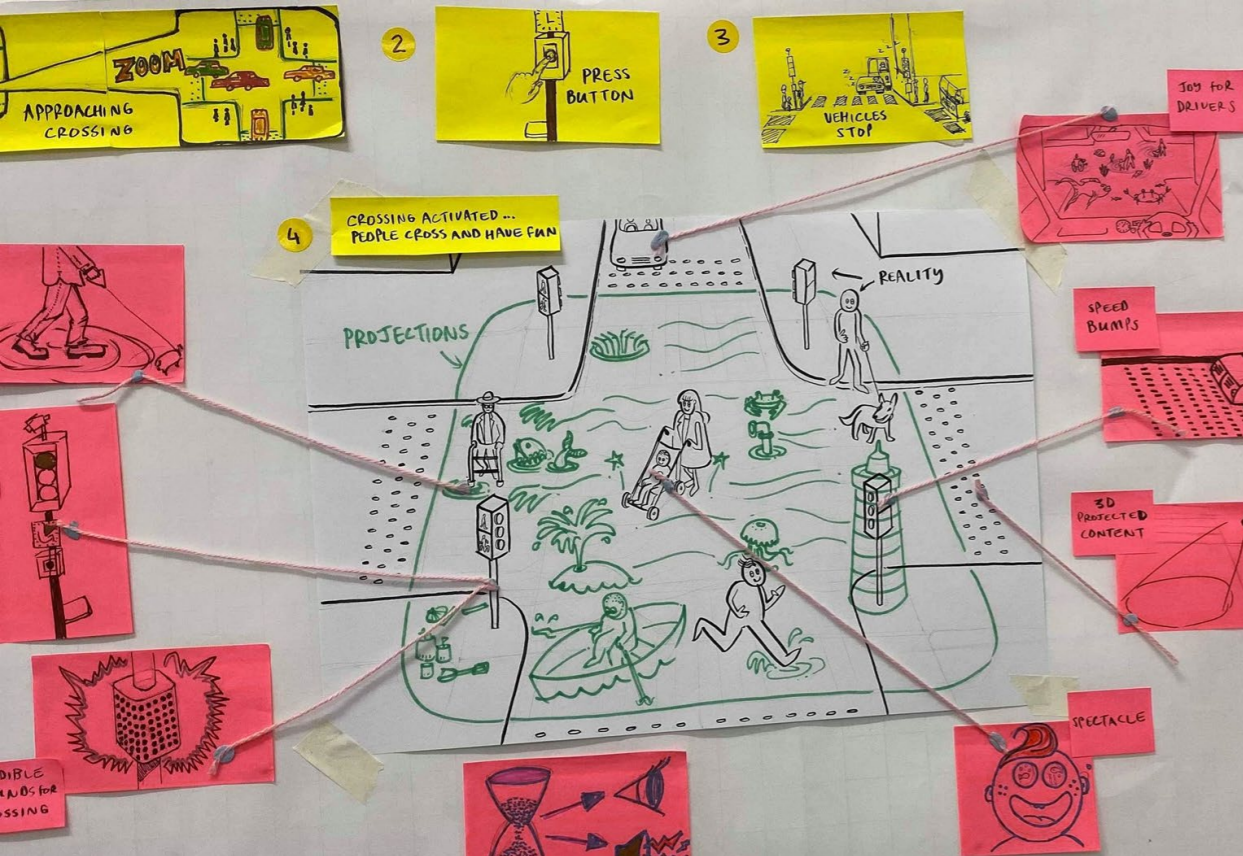
Players propose design ideas through creating clay objects on the playing field. They discuss and evaluate design ideas on city / district level.

Playing field is an abstracted city map with different districts (industrial, downtown, agriculture, etc.), therefore it is possible to use it in different cities.

In participatory planning process:
https://www.weil-am-rhein.de/pb/site/weil-am-rhein/get/documents_E54524726/weil-am-rhein/Objekte/Projektseite%20Kinderefreundliche%20Kommune/1_Workshop%20Stadtspieler.pdf



Speculative Design 3D Immersive Pedestrian Crossing



1. Storyboard sketch of the design
- 2-3. Life size paper/cardboard Props (+test)

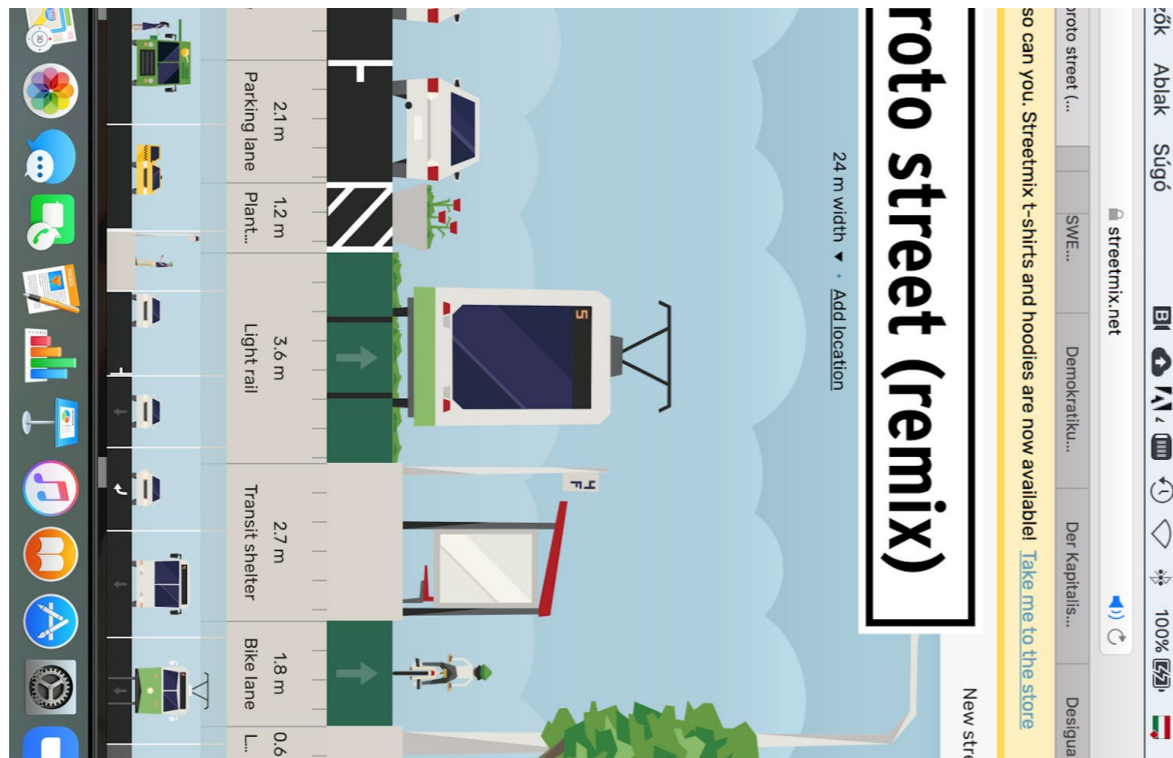
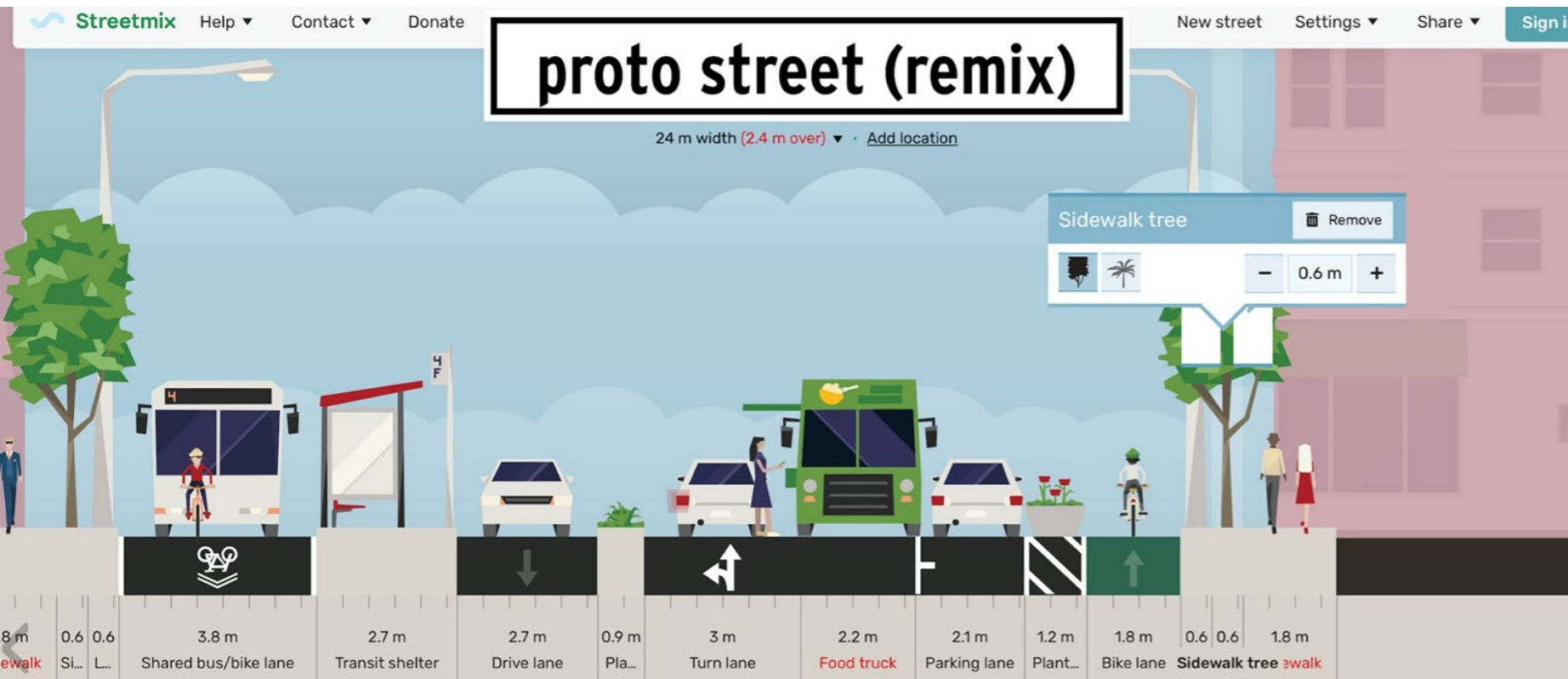


Get inspired! II.

high fidelity and digital prototypes

section model

<https://streetmix.net>



PHASE D





1. Model

Select the site to be redeveloped, and create a Minecraft model of the existing site using images, plans, Google maps, and other inputs.

Redevelopment site, Les Cayes, Haiti

Credit: Block by Block team

2. Mobilize

Identify 30-60 people living and working near the site who are interested in improving their urban environment. Ensure broad representation of the community, including women, youth, older people, and people with disabilities.

Community mobilization in Kalobeyei, Kenya
Credit: Block by Block team



3. Organize

Organize community workshops (2-4 days; 30-60 participants; 1 computer per 2-4 participants).

Identify a Minecraft expert to lead training and provide support.

Block by Block Workshop, Gaza Strip
Credit: Block by Block team

4. Introduce

Brief participants on public space basics and general design considerations for the selected space, and begin shared dialogue on relevant issues.

Workshop kickoff, Accra, Ghana
Credit: Block by Block team



6. Teach

Train participants in the fundamentals of using Minecraft.

Minecraft training session, Niamey, Niger
Credit: Block by Block team



8. Present

Arrange for the teams to present models and advocate for their ideas to stakeholders and professionals including urban planners, architects, and local policy makers.

Teenage girls presenting their ideas to community stakeholders, Hanoi, Vietnam
Credit: Microsoft team

9. Prioritize

Workshop participants and stakeholders discuss how to improve the public space and collaboratively prioritize the proposed improvements.

Community prioritization discussion, Cairo, Egypt
Credit: Block by Block team



12. Advocate

Expand impact by advocating for continued investment in public space transformation and more forward-thinking policies at the local level and beyond.

Public space micro-intervention at Estación Villa María, Lima, Peru
Credit: Jairo Rosales

The **Block by Block** Foundation empowers communities to turn neglected urban spaces into vibrant places that improve quality of life for all.

Our unique methodology centers on **Minecraft** as a powerful tool for visualization and collaboration, actively engaging neighborhood residents who don't typically have a voice in public projects.

from modelling the existing situation to community learning, redesign, realization and post occupancy.

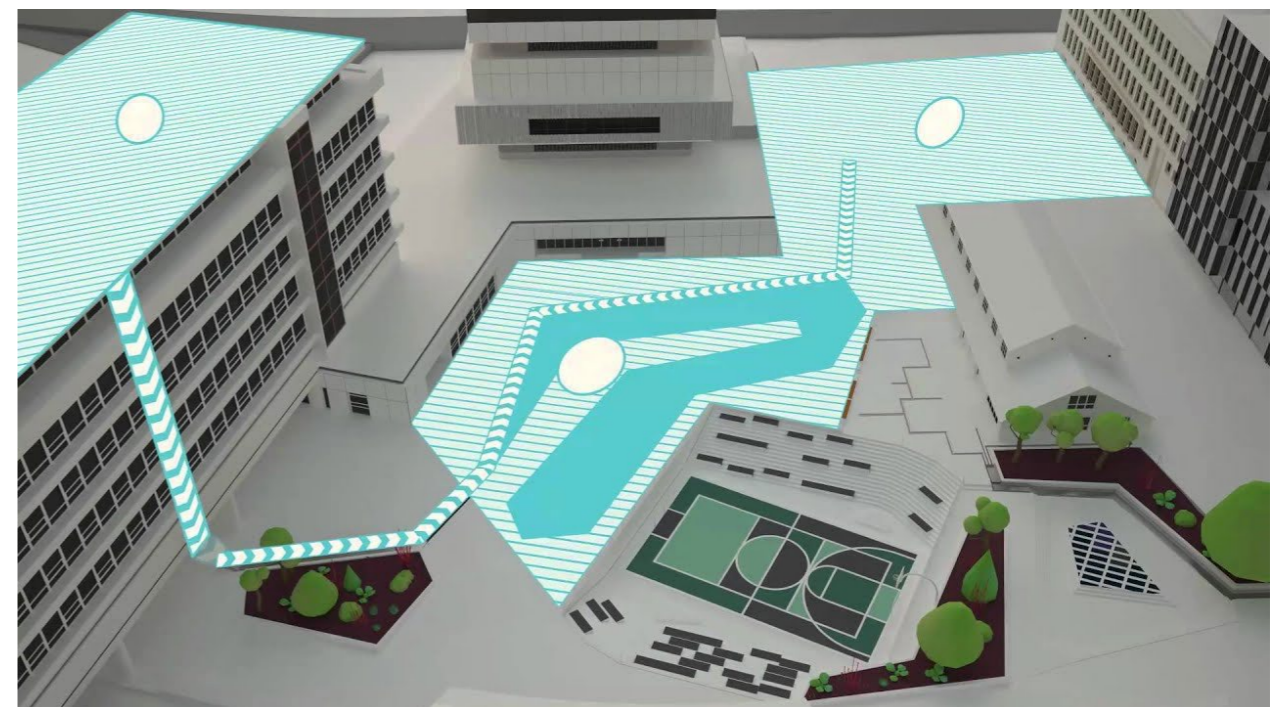
Block by Block projects transform lives and revitalize urban neighborhoods by improving public safety, economic opportunity, access to clean water, sustainability, and livability, block by block.

<https://www.blockbyblock.org>

animation, cartoons, physical models

Waterplaze Rotterdam: Most of the time the water square will be dry and in use as a recreational space. The exemplary design for the watersquare is divided into two main parts: a sports area and a hilly playground. The space is captured by a green frame of grass and trees. When heavy rains occur, rainwater that is collected from the neighborhood will flow visibly and audibly into the water square. Short cloudbursts will only fill parts of the square. When the rain continues, more and more parts of the water square will gradually be filled with water. The rainwater is filtered before running into the square.

- virtual or physical model to test water flow
<https://www.youtube.com/watch?v=kujf4BTL3pE>
- More information about the project:
<http://www.urbanisten.nl/wp/?portfolio=waterplein-benthemplein>
- about the cartoon: <http://www.obscura.nu/project/something>





<http://bretorium.com/wp-content/uploads/2011/07/chinatown.jpg>



Participatory Chinatown is a multiplayer game designed to be played in a large physical space. Players assume the role of a fictional character in the Chinatown neighborhood and they go on one of three missions: find a job, find a place to live, or find a place to socialize. The players' comments and decisions are shared with decision-makers in the community to help with the development of the neighborhood.

Project:

<https://elab.emerson.edu/projects/participatory-chinatown>

Game tutorial:

<https://www.youtube.com/watch?v=IDuSVXC7tRM>

Project video:

<https://www.youtube.com/watch?v=jA5sz-ymv6k>

Games for cities:

<http://gamesforcities.com/database/participatory-chinatown/>



Billennium Square (after Ballard)

A guided tour, on which you take a walk through time, watching as future architecture appears before your eyes and hear what different worlds might sound like.



In Millennium Square (Bristol), a place which marks a significant turning point in time, Uninvited Guests and Duncan Speakman collaborated with audiences to imagine possible futures for this public plaza. The tour will ended with an opportunity to design tomorrow's city and see the buildings people imagined together layered onto the Bristol of today.

Billennium Square (After Ballard) relies on data transmission between the audiences and a visual artist collaborating from off site. The reduced latency of these new networks will hopefully facilitate a more dynamic and immediate dialogue.

<https://duncanspeakman.net/projects/billennium/>

