Persona-fying Architecture.

A Developed Methodological Approach For Participation.

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1.0 Abstract

The participatory architecture approach fosters a democratic, inclusive, and empowering design process by involving local participants in crafting the built environment that reflects local social, cultural, and environmental landscapes. However, participatory processes may face challenges in effectively engaging with the local social reality, as there is often a lack of appropriate methods to study and understand it in architecture. Additionally, in some cases, it may not succeed in developing proposals or solutions based on local social knowledge and experience. In the quest to explore solutions to these challenges, I encountered the persona method used in the information technology field. The potential for its application in architecture inspired me, leading to research aimed at understanding its adaptability to suit participatory processes. The re-adaptation of the persona method into architecture started by investigating the participatory process and the challenges it faces in engaging with social reality and local experiences. Then, research was conducted on how the persona method is used in various research projects. The re-adapted persona method was developed theoretically and then tested in a workshop. The re-adapted persona method bridges the gap between urban social data and design practice by introducing a new model for managing participatory processes. This model utilizes early-stage data to inform the co-design process, concentrating on engaging local participants in envisioning spatial needs for constructed personas. The aim is for Architects to enter the design phase armed with these personas and a profound comprehension of social-spatial requirements.

2.0 Introduction

Co-design architecture is a method that involves the community's active participation in the design and development of buildings and public spaces. The social context is crucial to this process, as it shapes the needs, desires, and expectations of the people who will utilise these spaces.

By involving local residents, stakeholders, and experts in co-design projects, architects can create more inclusive and responsive designs that reflect each community's unique characteristics. This approach not only leads to better outcomes but also fosters a sense of ownership and pride among participants. However, participation alone is not enough; it must be coupled with effective communication, collaboration, and leadership to ensure that all voices are heard and respected.

This image was created by the author as an abstract representation, showing how people and architecture intertwine, fostering diverse interactions. It forms their profound interdependence and how shared space shapes daily interactions.

2.1
Background

“There is no power for change greater than a community discovering what it cares about.”

Margaret J. Wheatley

Participatory architecture is an approach to design that prioritizes the active involvement of communities as stakeholders in the design process (Blundell-Jones et al., 2012. p. 21). This approach has demonstrated effectiveness in promoting sustainable cities by emphasizing civic engagement, social cohesion, and inclusivity. Through involving local communities in the design process, and drawing on their knowledge and expertise of local communities, architects can gain a better understanding of their unique needs and values, which can help ensure that the spaces produced are welcoming and inclusive, providing a sense of ownership and belonging to all inhabitants. Overall, participatory architecture is an approach that acknowledges the critical role that social and cultural factors play in building sustainable communities (Blundell-Jones et al., 2012, p. 21).

Using a participatory approach is challenging, and engaging with the users in a creative collaborative process is not easy. At the early stages of the participatory process, architects encounter complex social structures with a vast social landscape of relationships and networks (Awan et al. 2011, p. 38). To engage in such a reality, we need tools and methods capable of managing and understanding the reality and channeling the wide range of social information into a tangible model (Blundell-Jones et al., 2012, p. 37). Moreover, a considerable challenge concerning social reality and the participation process lies in incorporating and using knowledge of social reality into relevant spatial solutions.

In addressing the challenges at hand, the discovery of the persona method, originating from the information technology field, has been inspiring. This user-oriented tool assists in developing design solutions that cater to users’ needs, providing a framework for managing and transforming social, personal, and cultural data into embodied design solutions (Cooper, 1999).
The persona method involves creating fictional characters, or “personas,” to represent different user groups or stakeholders (Cooper, 1999). These personas are based on research and data gathered, which are segmented and developed into stories and characters. By creating these personas, designers can empathetically better understand the needs, preferences, and behaviors of the people they are designing for, as well as identify new opportunities for innovation and problem-solving (Cooper, 1999).

As the aim is to address challenges that the participatory approach faces, the thesis focuses on how the persona method could be developed and fit within the participative process in architecture. Through research, approaches to adapting the persona method for use in architecture will be explored, including methods for gathering and analyzing data, as well as techniques for creating and using personas in the design process.

The search for an appropriate approach to adopting the method will start by exploring the participatory design approach and its stages. Then, we will get closer to the challenges the participatory approach faces regarding its methods of investigation of social reality and how knowledge of reality becomes used in the design process.

2.2

Aim, Purpose and research question

The aim of this thesis is to adopt and develop the persona method into a participatory process in architecture. The purpose is to improve the participatory process, make it work better for studying social aspects in a systematic way, and integrate the knowledge of social reality into the design process in a methodical way.

Thesis main question: How to improve participatory process in urban planning in dealing with social knowledge by re-adapting the persona method.

The term “social knowledge” is consistently used throughout this thesis to refer to an understanding of the social context of the project site and the social dynamics of the community that the building will serve. It includes knowledge about the social and cultural practices, values, and beliefs of the community, as well as their economic, political, and environmental circumstances. This knowledge encompasses data gathered through a range of qualitative and quantitative methods aimed at understanding the aforementioned aspects of the community. The term is employed in various disciplines such as psychology to refer to an individual’s ability to reason about social situations in relation to social rules (Barisnikov & Lejeune, 2018). It is also used in communication and media to refer to knowledge shared in a community as a result of the connections between individual members of society (Downes, 2005). However, the term as used in this thesis does not carry the same reference as it does in other disciplines. Instead, it is coined specifically for this thesis for convenience as it makes it easier to refer to the aforementioned aspects

2.3

Delimitation

My research addresses challenges in the early stages of the participatory approach; later stages will not be addressed.

The research will only focus on participatory processes concerning public spaces; it will also focus on participatory processes initiated by authorities or institutions.

The outcome of this thesis is primarily designed for use within a participatory framework by architects. The method was developed through a workshop in Hjällbo, a vulnerable area in Sweden, but it is assumed to have universal appeal because the final outcome is designed to be adaptable to different settings.

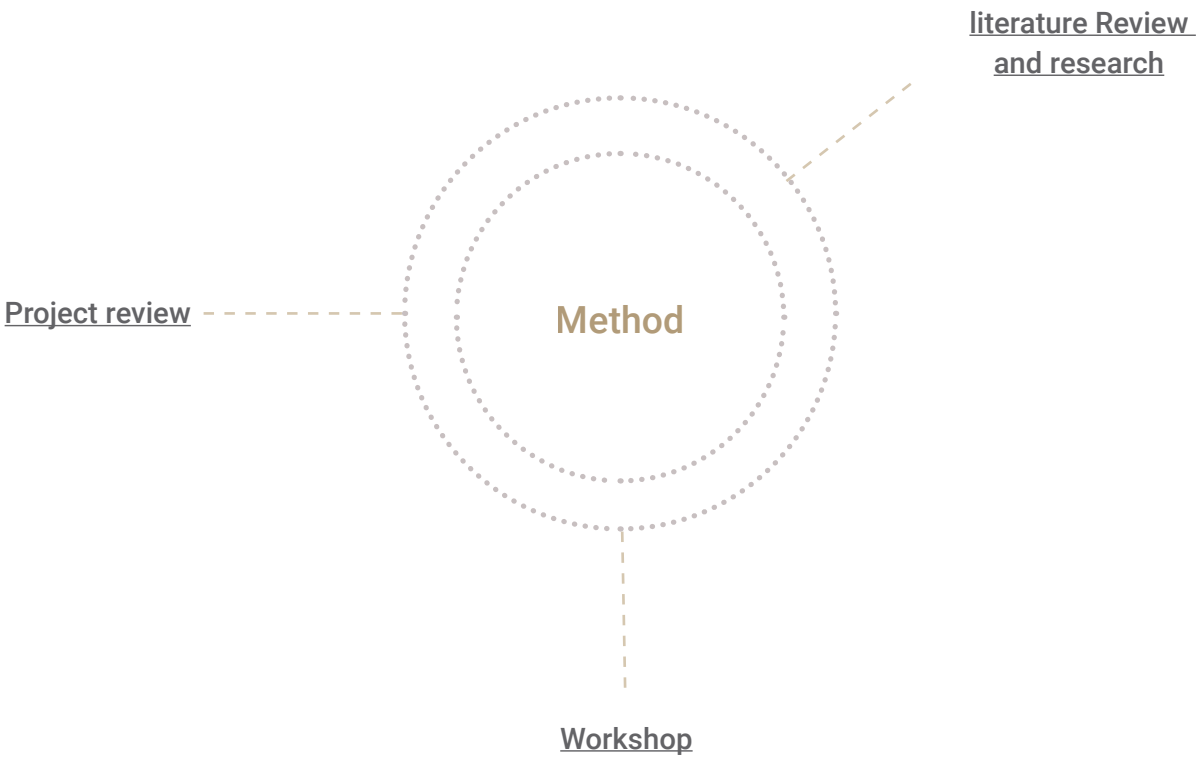
3.0
Method

To build on prior knowledge and experience as well as to understand the conditions for participatory processes, literature reviews of theories, concepts, research, and projects related to the topic were conducted. Two workshops were held to test and develop the sought-after method in real life.

1. **Explored theories and concepts :**
- Participation in Architecture
- Transformative participation.
- Persona method.

2. Reviewd example from Practice :
- The Albion Square project, 2010, 2011, Newzeland

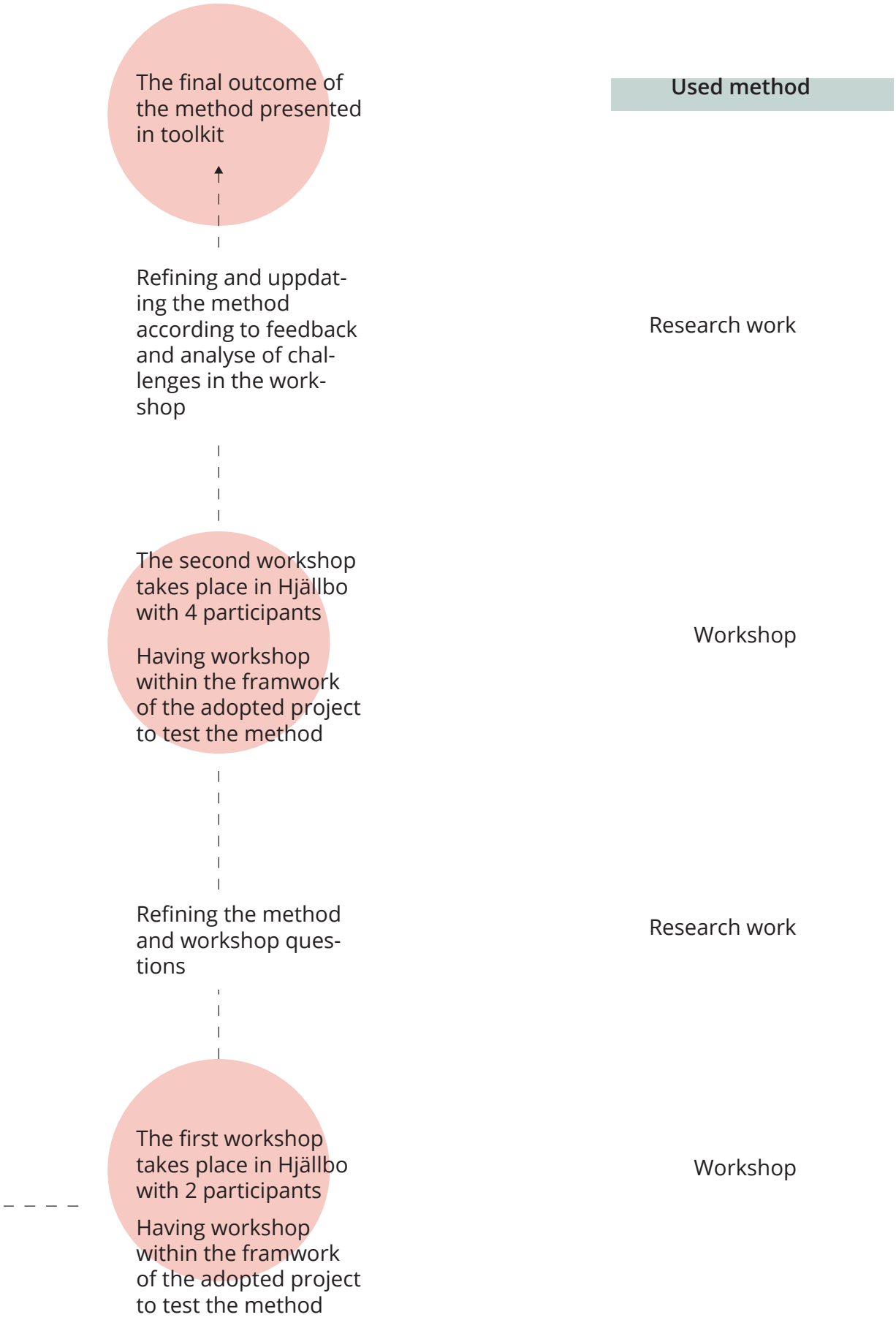
3. Workshops:
- The first workshop took place in Hjälbo with two participants.
- The second workshop took place in Hjällbo with four participants.



Method diagram

Diagram below follows the method of the thesis reaserch and outcomes

process of work	Used method
Identifying challenges in participatory process in architecture	Explored theories and concepts: Particiaption in Architecture. Transformative participation.
Working on a method able to address challenges in participatory process. Achieaving a first version of the sought method	literature reviews and research work: Persona method.
Realizing the need to test the method in real framwork in order to enhance the method and get real user feedback	
Adoption of Project aim: to design public space	Research work
Reusing the data gathered from earlier project to be used in workshop in accordance with the method	


Used method
The final outcome of the method presented in toolkit
Refining and uppdating the method according to feedback and analyse of challenges in the workshop
Research work
The second workshop takes place in Hjällbo with 4 participants
Having workshop within the framwork of the adopted project to test the method
Workshop
Refining the method and workshop questions
Research work
The first workshop takes place in Hjällbo with 2 participants
Having workshop within the framwork of the adopted project to test the method
Workshop

4.0
Theoretical investigation

In this section, I will provide an overview of the concept of participation in architecture and its phases as a method of work in this section. In addition, I will provide definitions and perspectives on participation that will inform my analysis and direct the development of the desired methods.

Image created by the author to represent the layers of context within the living environment, depicting the interconnections between individuals, their surroundings, and the various dimensions that shape their experiences.

4.1
Introduction about participation

The concept of participation is widely employed in a variety of fields, and its meaning varies according to context (Adler, 2015). According to Adler, its multidimensionality and diversity make it difficult to precisely define. In essence, it is an operational process that seeks to balance the power dynamics between decision-makers and citizens. Participation is a process in which participants collaborate continuously on equal terms, from problem identification to action implementation. This approach emphasises shared accountability, where outcomes are the result of collective efforts rather than a single entity's efforts (Hamdi, 2014).
The participatory approach to architecture emphasises a democratic process in which experts and non-experts engage in a reciprocal process, in contrast to traditional architecture, where the architect relies on their own expertise to design for people (Blundell-Jones et al. 2012, p. 38). Citizens and users are encouraged to take an active role in the design process through participatory architecture. Instead of relying solely on architects' technical knowledge, this method brings together everyone with a stake in the outcome of the project. Participation by people who aren't architects is essential because their experiences and local knowledge can complement the knowledge of architects and social workers (Blundell-Jones et al., 2012, p. 55).
Participation in urban development and planning is a collaborative process that entails empowering users to contribute to the discovery of solutions to problems. It is a shared responsibility that requires collaboration with other development process stakeholders (Blundell-Jones et al., 2012, p. 55).

This partnership necessitates a process of mutual understanding and confidence in one another's role in identifying solutions and providing insightful input. To accomplish this, citizens are invited to participate in the decision-making and co-design processes, which helps to maintain a balance between top-down and bottom-up perspectives. This process strengthens and builds democracy's credibility while establishing a healthy relationship and attachment to the co-created outcome (Abrahamsson, 2015).

Co-creation ensures that development is more responsive to local needs, preferences, and values by collaborating with citizens and stakeholders. This approach leads to more relevant and targeted development that better addresses community issues and challenges, resulting in a more sustainable and livable urban environment (Adler, 2015)

4.2
Stages of Participatory Processes

While the participatory approach is generally thought of as consisting of a number of stages and activities, my objective is to investigate this approach further and divide it into distinct phases so that each stage of the process can be understood in greater detail. By doing so, I'll be able to consider my thesis-related concerns and participation-related criticisms and offer a more in-depth analysis of the method. In order to achieve this, I will investigate a model for carrying out collaborative projects in architecture that shows participation as a progression of stages. This model heavily draws inspiration from Adler's (2015) general model of participation, which combines the concepts of co-initiate, co-design, co-implement, and co-evaluate. This model heavily draws inspiration from Adler's (2015) general model of participation, which combines the concepts of co-initiate, co-design, co-implement, and co-evaluate. The model was also influenced by investigations into comparable models used in various architecture projects for the Chalmers University studio "Design and Planning for Social Inclusion" (Brandao et al., 2021).

Co-initiation: project definition, stakeholder analysis, and stakeholder mapping The architects learn the official purpose and scope of the project and begin forming relationships with the other professionals involved. During this stage, the architect defines the project's primary goals and conducts a stakeholder analysis (Brandao et al., 2021; Adler, 2015).

Co-analysis: collecting data and making a collaborative analysis of the project context The data consist of both qualitative and quantitative elements, and architects start by finding ways of gathering data and documenting them into diagrams and texts. The architect could conduct interviews with local inhabitants, gather statistics, and map the physical relations of the built environment (Brandão et al., 2021). Also included in this phase is the analysis of potential stakeholders, which leads to their inclusion in the following steps. In this step, the architect tries to integrate with society, build the reality of the addressed area, understand the context, and get in touch with participants (Brandão et al., 2021).

Co-design: a collaboratively designed proposal that spatially contextualizes key results within different conceptual parameters. Through workshops or other ways of involving stakeholders, develop a design or spatial solution collaboratively (Brandão et al., 2021). In this phase, the focus is on developing a proposal based on the former analysis and also on the workshop outcome. The workshops may be viewed as a means of data collection where the proposal may change depending on participant input or as a collaborative process for developing spatial proposals where both professionals and non-professionals contribute to the design.

Co-implementation: collaboratively implementing or building the design proposals through a collaborative framework with stakeholders (Brandão et al., 2021). Stakeholders from organizations or institutions could be involved in conducting the project. In addition, local participants or on-professional participants could be involved to ensure that the implementations of the project follow the main objective and plan decided in previous phases (Adler, 2015).

Co-evaluation: involves recapping and presenting the main methods of the project and the participatory process, communicating both the work process and the spatial results to various audiences (Brandão et al., 2021; Adler, 2015).

4.3
Critical Perspectives

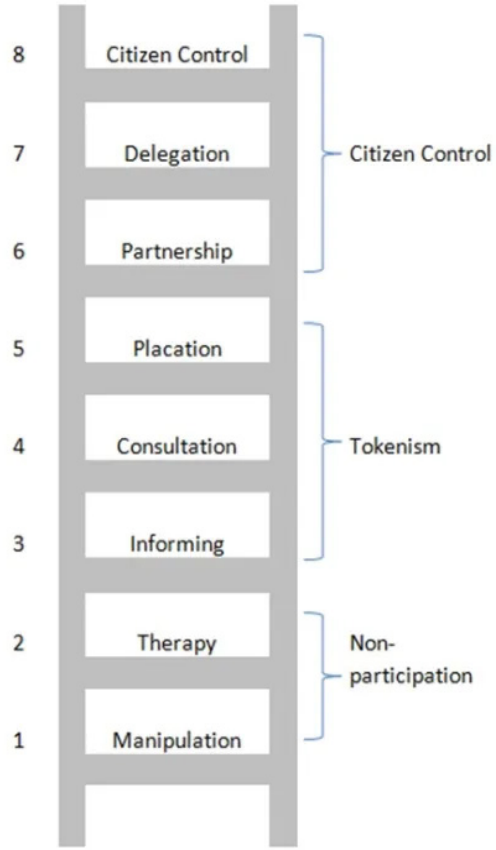
I will examine the criticisms made of the participatory approach in academic and intellectual discourse in this section. Reviewing pertinent literature that addresses the difficulties and restrictions of participation will be required for this. We can better understand the potential drawbacks of the participatory approach and pinpoint areas for development by examining these criticisms.

4.3.a
Level of participation/ when participation does not work as it should:

Participation as an approach in architecture necessitates that the involvement of users be maintained throughout the process. The range of participation could span from complete control of the process by the participants to manipulation of participation to achieve a predetermined proposal (Arnstein, 1969). From low levels of tokenism and manipulation to high levels of citizen control, Sherry Arnstein's (1969) "ladder of participation" outlines the different levels of community involvement in decision-making processes.

Citizen control is the top rung on Arnstein's Ladder of Participation, where citizens have total control over the decision-making process and the final outcome (Arnstein, 1969). At this level of participation, citizens actively shape the decision-making process and power is shared equally between citizens and decision-makers. On the other hand, non-participation is the absence of any opportunity for citizens to participate in decision-making. In this situation, those in positions of authority make all decisions without input from or consultation with the general population (Arnstein, 1969).

Tokenism is a level of participation in which citizens are given a superficial or symbolic opportunity to participate, but are not given actual power or influence over the decision-making process (Arnstein, 1969). This could include, for example, public hearings held solely for show or citizen advisory boards with no real decision-making authority.design process.



R. Arnstein's "A Ladder of Citizen Participation," Journal of the American Planning Association, Vol. 35, No. 4, July 1969, pp. 217.

This theoretical framework has been widely applied in participatory architecture to assess the level of community involvement in built environment design and development. Architects and planners can assess the degree of community involvement in their projects by using the ladder of participation. But it's crucial to understand that not every project can or should aim to achieve high levels of citizen control (x). The ladder of participation could be a helpful tool for assessing the level of community involvement and for figuring out how to foster greater engagement and cooperation between planners, architects, and local residents.

A little over halfway up Arnstein's Ladder of Participation, according to Jermy Till (2012), participation is only partially involving users or citizens in the process. He refers to this as "placatory participation" (Blundell-Jones et al. 2012, p. 25). People or users who engage in this kind of activity can be seen as a way to get presumptive approval for a course of action that has already been decided by professional agents. As a result, participants are led by experts to believe that they are making a difference when, in reality, they are simply giving their consent and accepting the expert's decision (Blundell-Jones et al., 2012, p. 25).

Placatory participation turns into an outright manipulation, in Till's opinion, when experts impose their standards under the pretext of inclusion, much like in Anerstein's ladder (Blundell-Jones et al. 2012, p. 26). Professional agents control the participation process so that the standards of the institutions they represent are established as rules restricting the influence of participants over the decision-making process. This disparity in power between professional and non-professional agents is made clear by the fact that non-professional participants in the process are denied the ability to participate in decision-making and cannot change the course of the process (Blundell-Jones et al., 2012, p. 26).

4.3.b

Imbalance of power and the gap in knowledge:

As discussed earlier, managers' and initiators' willingness to genuinely include people in democratic processes determines the degree of user engagement in participatory processes. But occasionally, even when there is a desire to involve users, a lack of suitable tools and shared understanding among participants can result in barriers to efficient communication and cooperation, which may impede the participatory process.

Jeremy Till (2012) discusses what could be considered the dilemma of participation, which appears when there is an unequal distribution of power between experts and non-experts. (Blundell-Jones et al. 2012, p. 26). Professionals contribute their academic knowledge and expertise to the participatory process, whereas non-experts bring knowledge from their personal experiences and social interactions. The difficulty of integrating this non-expert knowledge into their academic and professional frameworks must be overcome by professionals. This new type of knowledge is distinct from that which experts are typically trained to comprehend and evaluate because

it is based on social relations and structures within a particular context. Professionals therefore need to develop an understanding of the value of this knowledge and work to incorporate it into their research and practise (Blundell-Jones et al., 2012, p. 27).

Conversely, the professional knowledge presented to non-professional local participants may be difficult to apply because it is frequently presented in the form of abstract academic concepts. This can create a barrier to effective communication and understanding between professionals and non-experts, resulting in a potential disconnect between the participatory process and the local community's needs and desires (Blundell-Jones et al., 2012, p. 31).

The use of professional tools to drive the project, which can widen the gap between professionals and non-professionals and keep non-professionals as passive participants in the process, is another difficulty posed by the dilemma of participation (Blundell-Jones et al., 2012, p. 31). Frequently, experts initiate the participatory process and manage it through the use of technical language and diagrams, which can be challenging for non-experts to comprehend and engage with. Professionals must find ways to make their tools and language more accessible and inclusive to address this challenge (Blundell-Jones et al., 2012, p. 33). This may involve actively seeking out and incorporating the perspectives and input of local participants, as opposed to presuming that professional knowledge and tools are always superior or more pertinent. Till calls for what he terms "transformative participation" in this context (Blundell-Jones et al., 2012, p. 27).

Till's concept involves facilitating experts' and non-experts' mutual empowerment. This requires both parties to share their expertise and experiences in order to generate valuable knowledge that encourages innovative development engagement (Blundell-Jones et al., 2012, p. 30). To achieve this, the opposing side must mediate and transform both parties' knowledge. Each side assimilates and transforms the other's knowledge in order to gain a new perspective on the evolution of the present reality (Blundell-Jones et al., 2012, p. 31).

This process requires overcoming the difficulty of making technical expertise and specialised knowledge accessible and manageable for local participants, as well as incorporating local contextual experiences and connotations into the body of systematic research initiated by experts (Blundell-Jones et al., 2012, p. 33). By engaging in this two-way process, all participants are empowered to interact creatively, preventing the imposition of expert experience on the people and the development of pseudo-models of participation (Blundell-Jones et al., 2012, p. 33).

4.3.c
Transformative participation, Knowledge from within:

To effectively promote transformative participation, Till (2012) suggests architects must modify their research methodology. Instead of investigating abstract concepts about reality and striving to be objective, detached observers, architects should develop concepts about specific contexts from within, concentrating on the concrete daily experiences and the connotation of context - specific occurrences in that reality (Blundell-Jones et al. 2012, p. 31). Instead of adhering to academics' claims of objectivity, architects should approach the subject matter with empathy and engage with local concerns.

This technique provides knowledge from within the context and is connected to the social environment, allowing architects to place themselves in the shoes of the users. Architects, as organic members of the context, should strive to envision development based on local concerns and meaningful frameworks.

Till states: "The architect should, in effect, be an expert-citizen as well as citizen-expert." (Blundell-Jones et al., 2012, p. 33)

The quote by Jeremy Till suggests that architects should not only be experts in their field but also active and engaged citizens who understand the social, political, and cultural context of the communities they work with.

It is not possible to gain general social knowledge through the intellect of a few individuals or through academic research alone. According to Till, it originates "from the voices of ordinary people in conversations" (Blundell-Jones et al., 2012, p. 37). This type of knowledge is present in every aspect of social context, from casual conversation to public culture, and even in indicators of social-spatial reality change or revolt. It integrates social tendencies, imagination, and development ideas to assist architects in imagining solutions to social-spatial problems.

In order to include social knowledge and local experience into the transformative process, architects must devise a method of approaching this knowledge and viewing it as a useful asset (Blundell-Jones et al., 2012, p. 35). According to Till (2012), architects must first recognise this knowledge as an important element of the transformative process by establishing pathways for it to be articulated. This necessitates a rethinking of architects' specialised methods and expertise, as well as an openness to the possibility of a new sort of social knowledge that can fit inside them. Architects must develop strategies and instruments for translating local participants' knowledge into a format that is compatible with professional architectural methodologies (Blundell-Jones et al., 2012, p. 38).

In conclusion, Till argues that integrating social knowledge into the participatory process as early as possible is crucial for its success. By starting with local social knowledge, the participatory process is empowered with genuine ideas and insights that are relevant to the context, thereby anticipating the possibilities of development from within. This strategy also acknowledges the significance of local participants from various social groups, who are regarded as valuable sources of information and integral to the process.

- The Power of Storytelling:

In the framework of transformational participation, storytelling is critical for bridging the divide between professionals and non-professionals, allowing for an inclusive and equitable discussion (Blundell-Jones et al., 2012, p. 38). According to Kristin Ross, storytelling implies “equality of intelligence rather than inequality of knowledge” (Blundell-Jones et al., 2012, p. 38), highlighting its ability to provide a level playing field for various individuals, and establish a feeling of community and shared understanding.

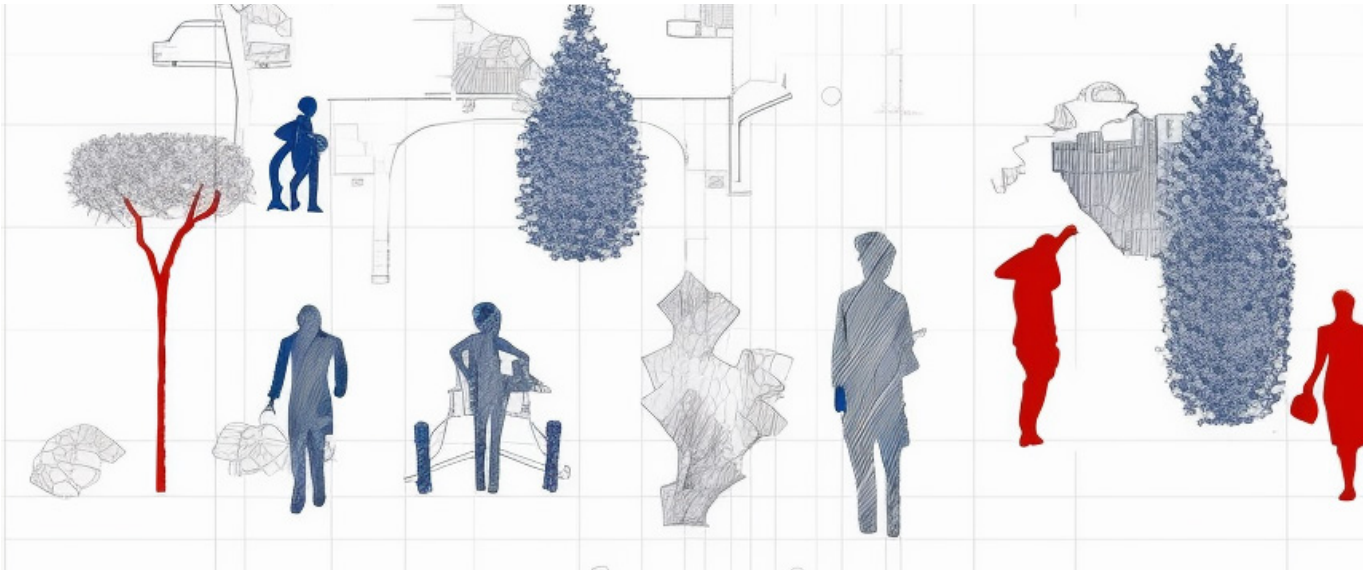
As fictive or real stories usually include figures navigating through spaces and having emotions and relations, Till contends that stories reflect a set of relations encompassing both personal and social elements, empowering the storyteller to articulate his place in the world and connections to a broader set of social relations (Blundell-Jones et al., 2012, p. 38). Storytelling thus serves as a unique conversational mode where social relations, shared meanings, memories, imaginations, and aspirations are embodied through narratives and mediated to others as a way of communicating (Blundell-Jones et al., 2012, p. 38).

In transformative participation, architects endeavour to relate to a place and empathise with local society; in reality, stories convey the richness of local context and experiences (Blundell-Jones et al., 2012, p. 38). Architects can obtain a deeper comprehension of the community’s perspectives, values, and aspirations by engaging with local participants through storytelling. This narrative strategy enables architects to “walk in the shoes” of local participants, fostering a stronger connection to the local context (Blundell-Jones et al., 2012, p. 38).

4.4
Example From Practice

The Albion Square project. New Zealand

In this section, I will review an analysis carried out by landscape architects in the Albion Square case. Their analysis was based on findings from interviews, site visits, and documentary analysis that showed that institutional procedures in Aotearoa New Zealand can stifle interactions between the community and designers, leading to less-than-ideal design results.



The Albion Square project was a participatory urban design initiative in post-earthquake Ōtautahi Christchurch, New Zealand. The project aimed to engage the community in the design process of a public space in the city's central business district, which had been severely affected by the 2010 and 2011 earthquakes.
The project was led by the Christchurch City Council and involved collaboration with local residents, businesses, and other stakeholders (/). The design process was conducted through a series of workshops and events, where participants were able to share their ideas and feedback on the design proposals.
The resulting design for Albion Square was a public space that incorporated elements such as seating, lighting, and planting, as well as a range of activities and events (//). The project aimed to provide a space that would be welcoming and accessible to all members of the community, and that would contribute to the revitalization of the city center.

The Albion Square project provides an example of the challenges of achieving meaningful engagement and participation in participatory projects. The tension between institutional processes and public aspirations was evident in the project, with Lyttelton residents repeatedly requesting more meaningful engagement (Hoddinott et al., 2020). The project was criticized for failing to adequately address the power dynamics and challenges associated with community engagement, and for not fully incorporating the voices and aspirations of the community in the decision-making process (Hoddinott et al., 2020).
Co-initiate:
A project control committee composed of Christchurch City Council employees, including two landscape architects and a consultation leader, was established (Hoddinott et al., 2020). As part of the official council consultation procedure, six Lyttelton residents, along with a landscape architect, were chosen to review concept plans (Hoddinott et al., 2020).
During the co-analysis phase, quantitative surveys were used to collect information about

the needs of citizens through a consultation process. However, the public expressed a desire for greater participation beyond survey responses, which limited designer-citizen interactions (Hoddinott, Swaffield, & Stewart, 2020). This lack of collaboration and participation in the analysis process gave the public the impression that they were not being heard, highlighting the need for more inclusive and effective participatory approaches (Hoddinott et al., 2020).

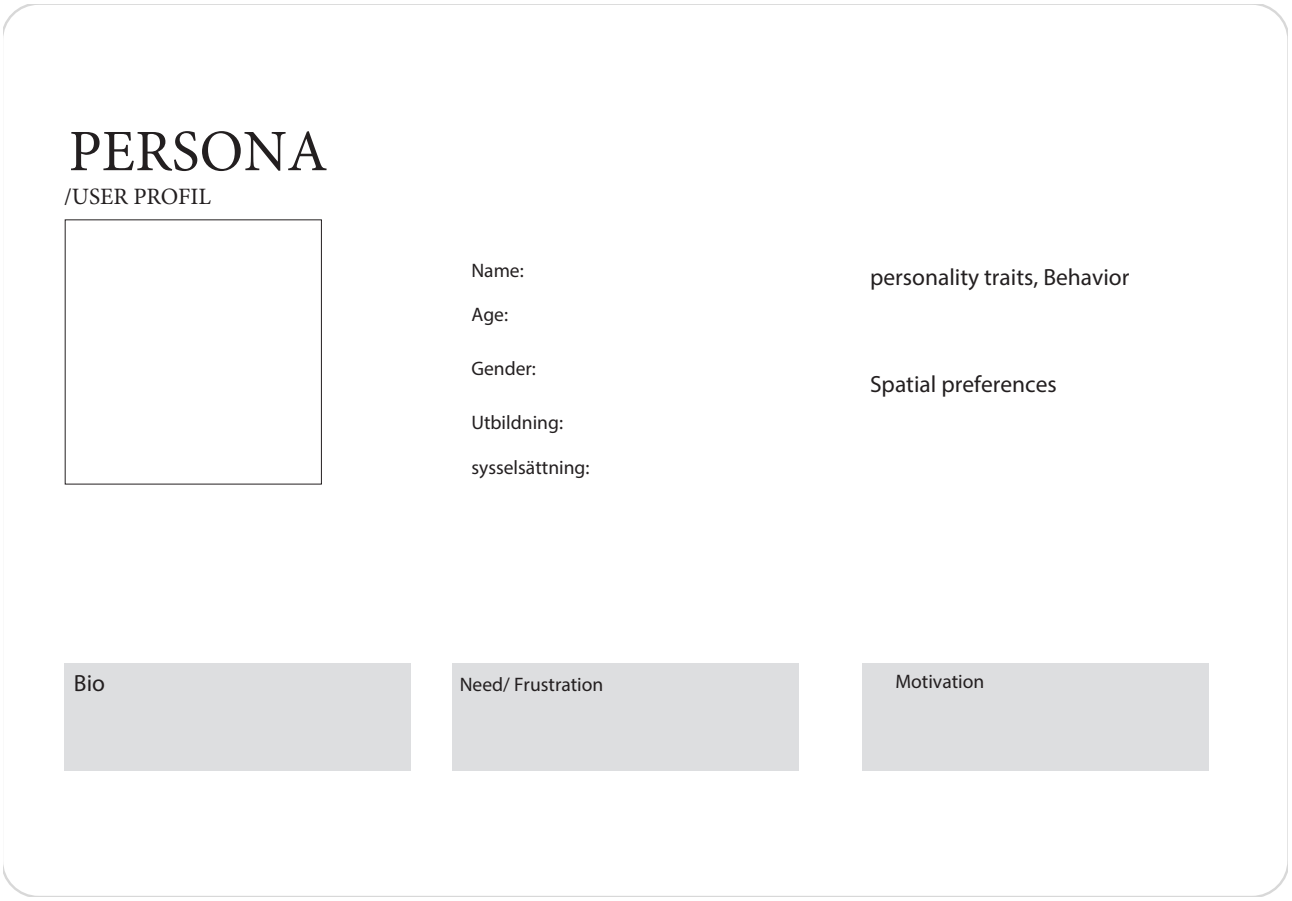
Co-design : The project manager created a catalogue of elements and functions to be incorporated into the square's design by compiling the results of public consultations , which was referred to in the analysis as a shopping list. (Hoddinott et al., 2020). Participants felt that their voices were not adequately heard and that they were not really nd actively ainvolved in the design process (Hoddinott et al., 2020). In addition, the final project failed to create new functional and cultural relationships or address the broader opportunities presented by Lyttelton's social and physical reality. This demonstrates the absence of a comprehensive approach that would have considered not only the physical space but also the social and cultural context of the community (Hoddinott et al., 2020).

The design outcome indicates that the rigid and linear nature of the design process was incapable of addressing what the researchers refer to as the "situated-ness" of the Albion Square context, (referring to the rich social context specific to the area) and that the project's decision-making procedures hindered the possibilities for a unified spatial design (Hoddinott et al., 2020). When professional designers and communities interact directly and iteratively rather than sequentially and separately, "conversations in their open-ended nature give rise to unexpected outcomes; they may lead participants down paths that they may not have found through logic," according to Jeremy Till (Hoddinott et al., 2020).

The specialists, represented by landscape architects, could have been entrusted with the authority to apply their knowledge to the context of the square under a transformative approach. However, this was not feasible using only consultations as the primary method of participant interaction (Hoddinott et al., 2020). Unfortunately, the process did not adequately empower the participants, and their requirements were reduced to a list of instrumental functions. This lack of empowerment on both parties indicates that the project did not adopt a transformative approach, as both professional and non-professional participants' knowledge and expertise were not valued. By focusing exclusively on functional needs through consultations, non-professional contextual and local knowledge was overlooked, and professionals were not situated within the local context to obtain a more contextualised and localised design outcome (Hoddinott et al., 2020).

5.0
The Persona Method

In this section, I will introduce the persona method as a general method of understanding data in both architectural and non-architectural context applications.



The main elements of a persona are its name, age, gender, experience, and preferences (Interaction-design school . 2021). Personal characteristics show how the persona would interact with a product or service. Motivation, Needs, and frustration show concerns and the persona's attitude using the product (Interaction-design School. 2021).

The persona method has been widely used in user-centered design since the 1990s (Cooper, 1999; Pruitt & Adlin, 2010). Alan Cooper, who created the persona method, first popularized it as a way to assist software developers in better understanding their users and creating software that meets their needs.

The persona method is now used in a variety of industries and fields, including software development, marketing, and product design (Nielsen, 2015). It is especially useful for designing products and services for a diverse user base because it helps designers and developers better understand the needs, behaviors, and motivations of different types of users (Nielsen, 2015).

The persona method is usually used at the beginning of a product's development, when designers are trying to learn more about the people who will be using the product. It involves conducting research, such as user interviews and surveys, to collect information about users' behaviors, objectives, and needs (Cooper, 2004). This information is then used to create fictional characters or personas that represent the different types of users (Nielsen, 2015).

Personas are often presented in the form of a short description, which includes information like the user's name, age, occupation, hobbies, and frustrations (Cooper, 1999) (see figure 1). Personas can also have a photo or other visual representation, which helps designers and developers understand their users and their needs (Pruitt & Adlin, 2010).

After personas are made, they are used throughout the product development process to help guide design decisions. By keeping the personas in mind, designers can prioritize the features and design elements that are most important to their target users and make sure that the final product meets the needs of its intended users (Nielsen, 2015).

5.1
Four types of Persona:

Persona expert Lene Nielsen (2013) outlines four perspectives that can maximize the effectiveness of personas in design projects.

1. Goal-directed personas
The first type of persona is known as "goal-directed personas," and it focuses on determining what the typical user wants to achieve with the product (Nielsen, 2013 p. 14). In order to assist designers in understanding users' preferred goals, this persona is made to look at the user's preferences or preferred workflow. Before producing the product, prior user research needs to be conducted to identify the product's preferred functions and objectives for the user. (Nielsen, 2013, p. 14).

2. Role-Based Personas
The role-based personas are also goal-oriented and focus on user behavior (Nielsen, 2013, p. 15). The main focus of this perspective is to understand the user's role in their organization or life by examining the typical roles played by users in real life. In order to inform design decisions that fulfill the persona's needs, this type of persona focuses on questions like: where the product will be used, the role's purpose, the business objectives required of the role, the impact on other stakeholders, and the functions served by the role (Nielsen, 2013 p. 14).

3. Engaging Personas
The notion of engaging personas contains components of both goal-directed and role-directed personas, as well as an emphasis on the human traits of constructed personas (Nielsen, 2013, p. 15). These personas try to increase designer engagement by, for example, generating a 3D depiction of a user's personal characteristics. The goal is to make the personalities appear more real so that designers would consider them throughout the design process. Personas that are engaging explore the user's emotions, psychology, and background, making them relevant to the work at hand. This point of view emphasizes the use of narrative to bring characters into being (Nielsen, 2013, p. 15).

"The purpose of engaging is to go from designers seeing the user as a stereotype with whom they are unable to identify and whose life they cannot envision to actively involving themselves in the lives of the personas. The other perspectives are criticized for creating a risk for stereotypical descriptions by not looking at the whole person but focusing on behavior." Lene Nielsen (Nielsen, 2013, p. 16).

4. Fictional Personas
The fictitious persona is not based on user research like the other personas; rather, it is built based on the design team's experience and ideation (Nielsen, 2013, p. 16). This method involves making assumptions based on previous experiences with the user and products in order to construct a picture of what average consumers may look like. This type of persona have substantial limits, and there is continuous debate over their reliability. Nonetheless, they might be used as a starting point for determining user requirements that need to be tested with real users. This type of persona allows for early user involvement in the design process, but it is vital to note that it should not be used primarily as a guide for producing goods or services (Nielsen, 2013, p. 16).

Each of these four types has been effectively utilized in various ways throughout my development of the method. As the developed method aims to understand people's spatial and social needs in the built environment, it will incorporate a goal-directed aspect. The role-based type has inspired the method as it examines the role-play or behavior of users in real life, leading the method to set scenarios where people can imagine different role-play situations in relation to the built environment. As the method seeks to understand people's emotional and mental connection to the built environment, it adopts the engaging type. When it comes to the fourth type, the fictional type is utilized as it helps to paint a picture of what typical users might look like and prefer, enabling the imagination of fictitious users of the built environment.

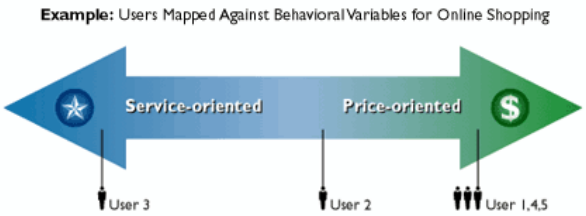
5.2

Persona as a method:

In this section, I intend to investigate how the persona method may be used as a work process in product design. The method that will be provided draws on several research investigations and gives a full grasp of the method's various components. The selected approach has influenced the development of the method in the thesis since it gives a clear process for managing data, analyzing it, and then generating solutions or products based on it using the persona method.

1- Collect user data: The first stage is to gather information about users' motivations, expectations, obstacles, tasks, and objectives (Goodwin, 2018). Individual interviews or surveys can be used to do this.

2. Identify behavioral variables: Make a list of all the different behavioral characteristics seen in interviewees (Goodwin, 2018). Most variables may be represented as two-extreme ranges. For example, in the sphere of online purchasing, variables such as shopping frequency, level of satisfaction, and price vs. service orientation may be considered. Demographic factors such as age and technical expertise may also be relevant. The number of variables varies depending on the project (Goodwin, 2018).



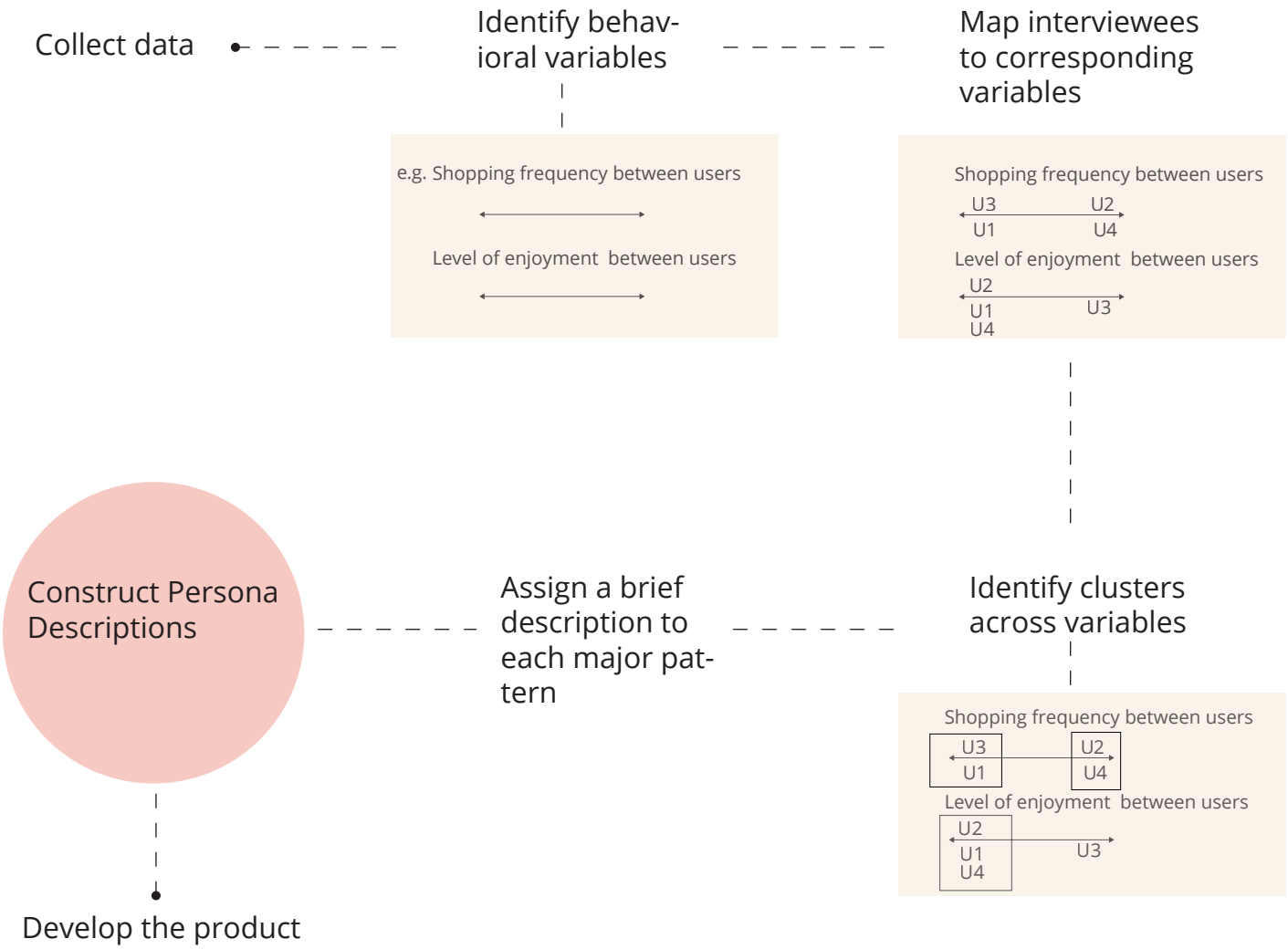
3- Map interviewees to corresponding variables (Goodwin, 2018).

4- Find clusters across factors: Look for people who cluster together across various variables (Goodwin, 2018). When a group of people cluster across six to eight factors, a substantial behavior pattern has surely been discovered, which can serve as the foundation for a persona (Goodwin, 2018).

5-Give each main pattern a brief description, such as “the bargain hunter” or “the impulse buyer” (Goodwin, 2018).
6- Create persona descriptions based on behavioral patterns; for each discovered pattern, include incorporate details derived from your data(Goodwin, 2018).

Describe the potential usage environment, a typical workday, current solutions and challenges, relevant interactions with others, and goals (Goodwin, 2018).

7- Design products based on previously determined personas (Goodwin, 2018).



5.3
The persona method applied in architecture

The persona method is narrowly used in architecture. In this section, I will give two significant examples of how this method has been used successfully in architectural design. It is important to emphasize that the projects presented here do not adopt a participatory approach, as my method do.

5.3.1 Persona method used to improve the interior design of a hospital:

The article "Getting under the (ir) skin: Applying personas and scenarios with body environment research for improved understanding of users' perspectives in architectural design" (Tvedebrink & Jelić, 2018) discusses the introduction of the design personas method for architecture students. The authors describe how incorporating persona methods has provided students with an empathetic understanding of user perspectives. The paper shows how students used personas in a hospital development project. They focused on improving the indoor atmosphere in order to better accommodate users like patients, visitors, and employees.

In the example from the study, it shows how students worked with the persona method as follows: The persona profile is developed primarily based on a combination of quantitative and qualitative empirical data (Tvedebrink& Jelić, A. 2018. p. 16). The study presents an example of a nurse's persona. This persona has been chosen as it represents one of the main groups that use the space. The persona's workday has been studied through scenarios where the persona interacts with the space and with other users during a typical workday. From these scenarios, architects can deduce challenges and describe how the design of the interior facility could be developed to fit the needs and better accommodate the functions hosted in the space. The architects then try to identify design strategies that could address the identified challenges in order to improve the space (Tvedebrink & Jelić, A. 2018. p. 16).

For example, in a scenario where a patient talks to a nurse at the reception about their personal information in front of other patients who are sitting and waiting, this could create a stressful environment (Tvedebrink & Jelić, A. 2018, p. 16). The reception and waiting room could become noisy due to people talking or children crying, making it difficult to hear the patient's personal information and causing the nurse to ask the patient to repeat themselves. This situation could create stress and affect confidentiality as personal information is being shared in front of others. To address this challenge, architects suggest dividing the space of the reception and waiting room and adding more space, which enhances privacy when sharing personal information and makes the work environment calmer for nurses (Tvedebrink& Jelić, A. 2018. p. 16).

5.3.2 Persona method used in urban planning:

This project investigates the use of personas as a user-centered design tool to promote sustainable behavior and social inclusion among city residents during the process of reconfiguring the city (Byrne, A. et al. 2011). The project carried out in Dublin, Ireland, employed personas to identify barriers to sustainability. Personas were utilized to create stories of particular citizen encounters with the built environment. These stories depict how citizens interact with the physical aspects of the city and how it affects their intended behavior. The study utilized personas to identify barriers to sustainable behavior and social inclusion in Dublin's built environment. The research also proposed retrofitting solutions to promote environmental and social sustainability (Byrne, A. et al. 2011).

The project's second objective is to assess the efficacy of personas as a design tool in identifying significant sustainability issues in the constructed environment. The study compared the results to the Draft Dublin Development Plan 2011-2017, which aims to improve the sustainability and accessibility of the city (Byrne, A. et al. 2011).

The study's findings indicate that personas may be an appropriate tool for universal design and a useful diagnostic instrument in the early stages of transitioning urban areas towards sustainability. The study's findings suggest that personas can be more impactful when used in conjunction with other user-centered design techniques, such as participatory design (Byrne, A. et al. 2011).

The persona method used in the project consist of stages as follows (Byrne, A. et al. 2011. P. 64):

1 - Using demographic information, researchers created eight personas that represents the diverse users of the city (as follows in the figure here).

	Leah	Jennifer	Owen	Dylan	Anna	Brian
Persona type	Urban food grower	Artist	Wheelchair user	Child	Suburban dweller	Tourist
Age (years)	24	38	28	11	32	42
Gender	Female	Female	Male	Male	Female	Male

2 - The behavior, challenges, and needs when being in the city of the personas were determined through interviews and questionnaires with relevant stakeholders.

3 - The researchers developed scenarios for the built-environment interactions of each persona.

4 - The scenarios were tested through field studies, where researchers assumed a chosen persona and underwent a typical journey from their viewpoint, including a "day in the life" experience.

5 - The scenario tests revealed obstacles in Dublin's physical infrastructure for each persona, resulting in suggestions for overcoming these obstacles.

6 - Using these suggestions to compare with the draft development plan made it possible to determine if the plan satisfied the various demands of the personas and whether personas were effective as a user-centered design tool for the built environment.

A detailed example of dealing with the specific needs of each person

Leah is one of the identified personas from Project (Byrne, A. et al. 2011. P. 64). She is 24 years old works as an urban food grower and has a goal to be able to grow a percentage of her own food. The identified barriers related to this persona in the built environment of Dublin city are:

1 - Poor access to public green space for recreational use
2 - Lack of access to space for food growing within the city Poor-quality public realm
3 - Many green spaces in Dublin city centre are inaccessible or have restricted public access.

To address these barriers identified earlier, architects suggest the following solutions:

1 - Create green spaces on unused sites within the city.
2 - Retrofit roof gardens and balconies to apartment buildings to provide more private open space.
3 - Provide communal composters or wormeries in apartment buildings or housing estates.

Take away:

The persona method used in these two projects has helped me develop my own approach in various ways. The first project provides an example of using the method to refine the indoor environment of a healthcare facility by exploring the needs and challenges of the users. The primary inspiration from this project is its clear framework for employing personas to achieve design proposals and transform concepts and contextual input into spatial proposals.

The second project offers a valuable example of utilizing the persona method in the field of urban planning. As my thesis is aimed at developing the persona method for use in the development of public spaces, this project presents a methodology that has inspired my work. The project focus on creating spatial proposals grounded in the preferences of personas in their interaction with the outdoor built environment. A primary source of inspiration for this project is the unique way it processes and segments data concerning Dublin City's population to generate diverse personas that effectively represent the populace.

Proposal

6.0 Proposal

In this section the emphasis will be on presenting the developed method as a work process intended to streamline the participatory process in it's early phases co-intiate, co-analyse and co-design.

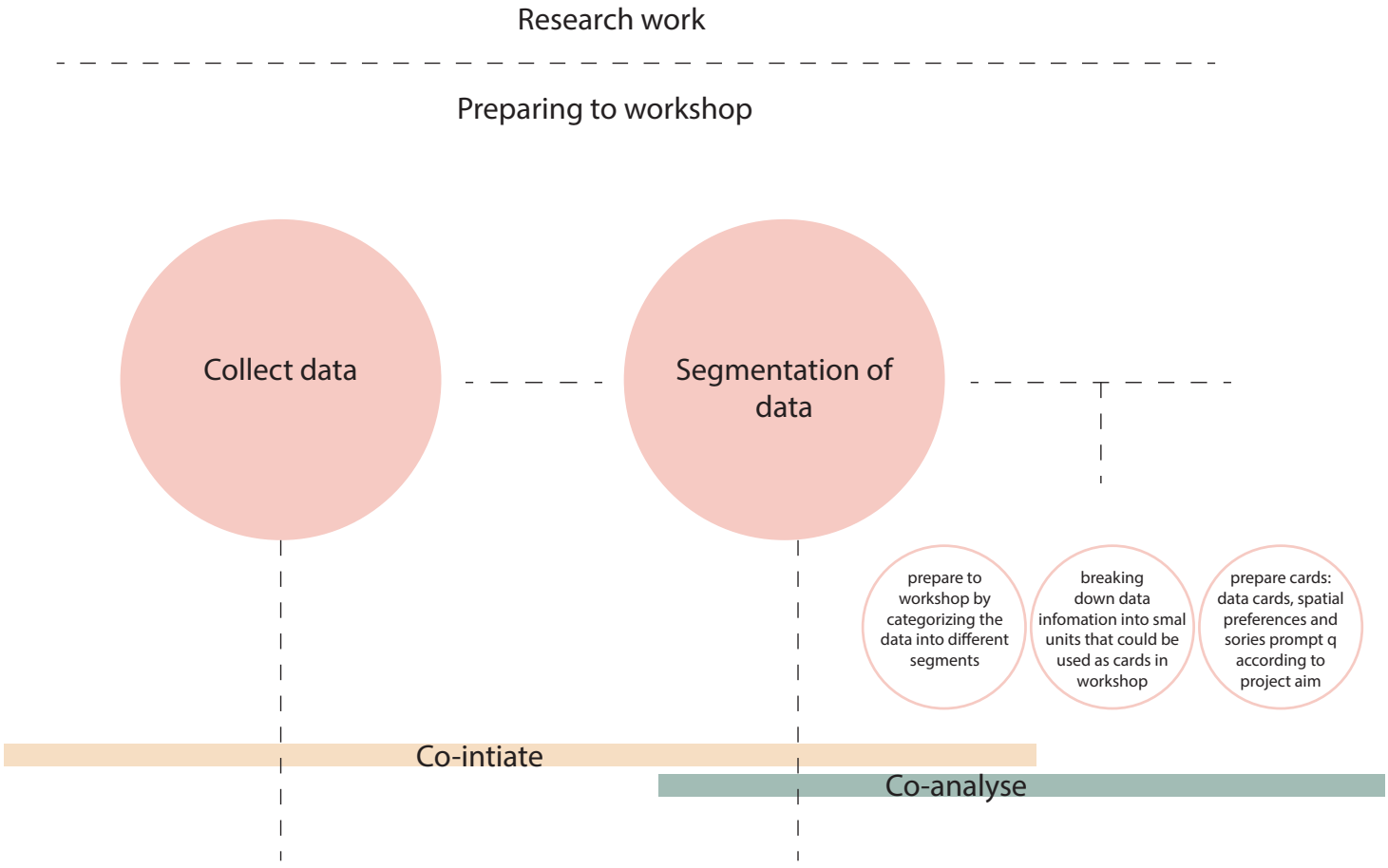
During the co-initiation phase, the primary objective is to assemble comprehensive information that reflects the social and spatial reality of the addressed area. that could be achieved through various data collection techniques that provide a multifaceted understanding of the area, including conducting interviews with relevant stakeholders, obtaining statistics from municipal sources, and mapping the built environment, among other techniques.

During the co-analysis phase, the data is analyzed, segmented, and processed in preparation for workshops. The process entails analyzing and categorizing information into distinct segments based on the various types of data gathered.

In the co-design phase, the objective is to achieve a collaborative design proposal. Through a workshop, participants work together to interpret the gathered data and develop stories centered around fictional personas. These stories address the spatial preferences of the personas within their local context, inspired by the prepared data in earlier stages. Concluding the workshop, participants will identify a list of spatial preferences for the anticipated personas.

The identified preferences will be further refined and transformed into designs by the architects managing the process. The resulting design aims to fulfill the preferences identified during the workshop.

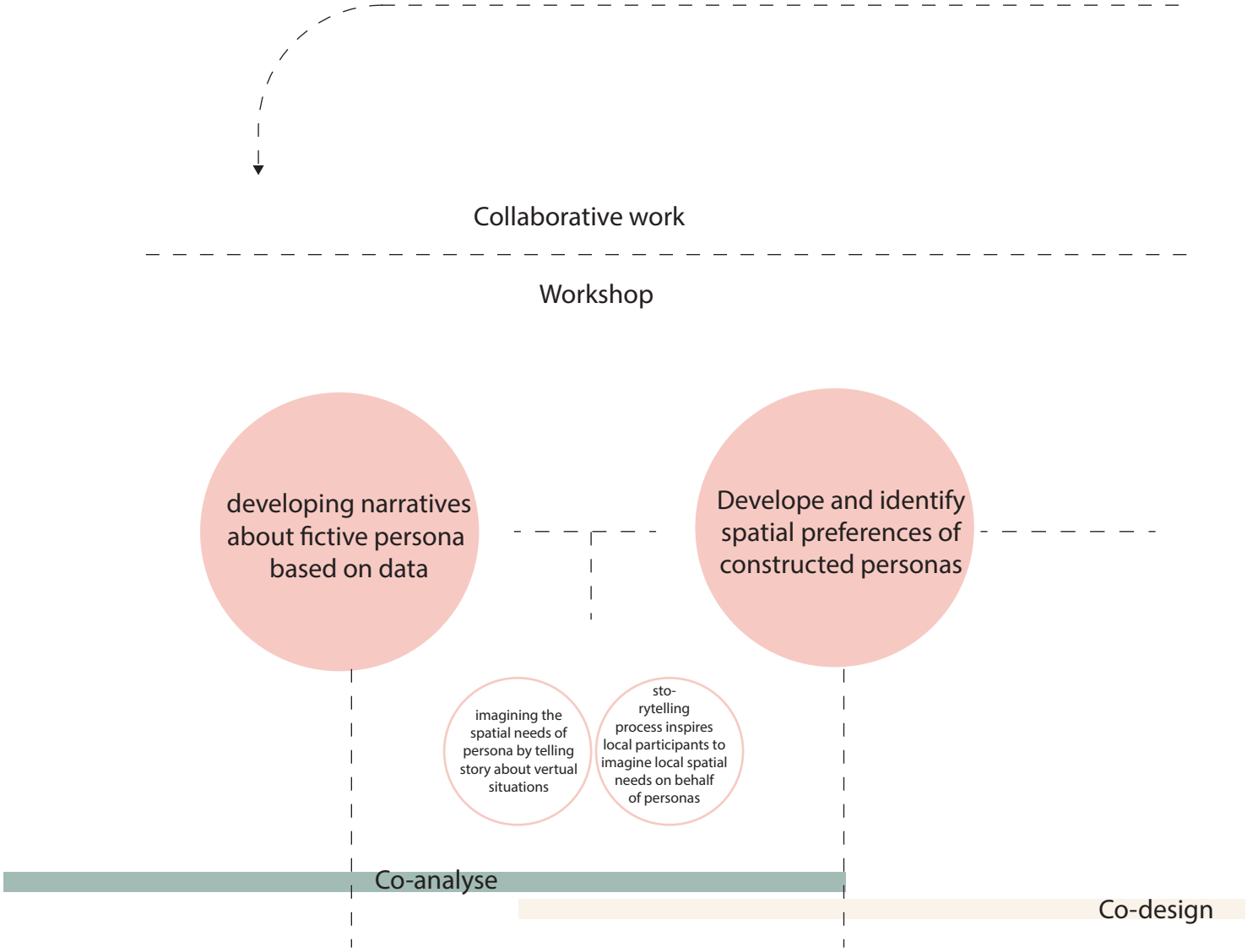
This model illustrates the structure of the developed method in relation to overall process of participation. The model will be followed in the subsequent parts of the thesis. More detailed information regarding each phase will be presented later.



Gathering data through qualitative and quantitative means.

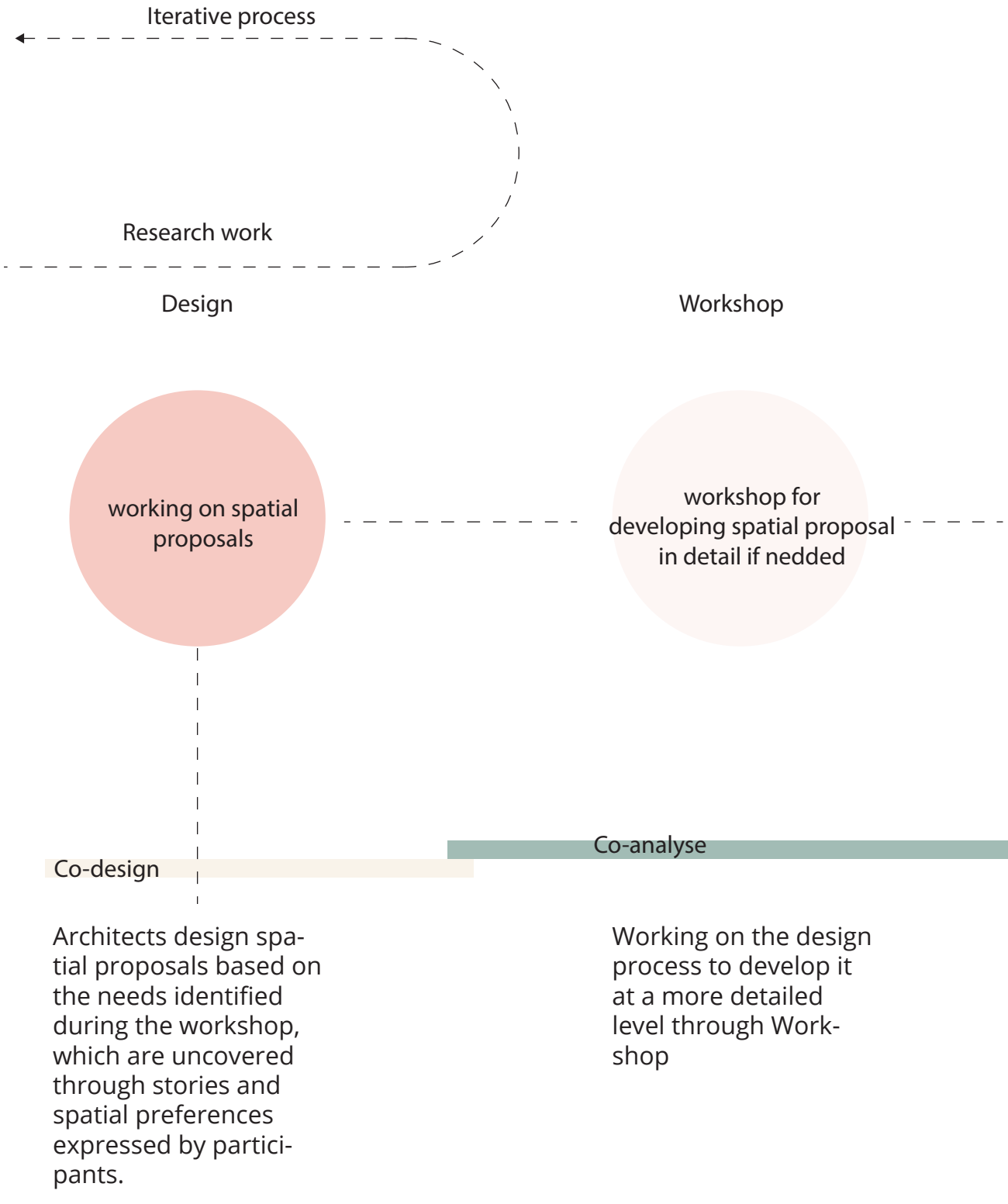
Qualitative data include observations, and interviews. This data allows for understanding people's thoughts, feelings, and experiences. Quantitative data uses statistical methods. Quantitative data includes surveys and physical measurements.

Divide the data concerning the addressed urban area into various segments, including social, and spatial information. The segmentation process aims to categorize the data and break it down into significant categories such as demographics, behavioral patterns, social interests, personal interests, and the relationship to the area. Then, breaking down the data into unites fitting into identified categories to be used in the workshop.



workshop participants develop narratives based on the segmented data that has been previously broken down into smaller units. These narratives discuss fictional personas or users of a place, addressing aspects that the personas would prefer to have

The final task of the workshop involves identifying the spatial needs of the constructed personas. Participants can achieve this by selecting images that represent diverse spatial solutions or by allowing them to sketch spatial proposals based on their personas' needs, which have been identified through the storytelling process.


Iterative process
Research work
Design
Workshop
working on spatial proposals
workshop for developing spatial proposal in detail if nedded
Co-design
Co-analyse
Architects design spatial proposals based on the needs identified during the workshop, which are uncovered through stories and spatial preferences expressed by participants.
Working on the design process to develop it at a more detailed level through Workshop

6.2
The application of the method within a case project

In In the upcoming sections, the method outlined in the previous model will be explained through its application within a case project. Each part of the method will be described with a high level of detail, ensuring an objective and thorough understanding of its implementation. Method parts will be explained in relation to their use on a case project. As a result, the case project background and workflow will be explained before moving on to explaination of methods parts.

The application of the method within a case project

To evaluate the proposed method and gain insight into its practical application, as well as to obtain user feedback for further refinement, the decision was made to test the method within a practical framwork. To accomplish this, the focus was on adapting a case project's context, network, and gathered data to create a realistic environment for testing the method. Thus, a comprehensive evaluation of the method's efficacy and applicability was made possible, offering valuable insights for future implementations.

The chosen case project is previously fisinshed project from 2021–2022, which I was part of as an architecture student with three other students conducting the project

The adoption of this project enables me to focus on the testing process within the given timeframe. The valuable data has already been gathered, and a thorough understanding of the context has been established, allowing for a more efficient and effective testing approach.

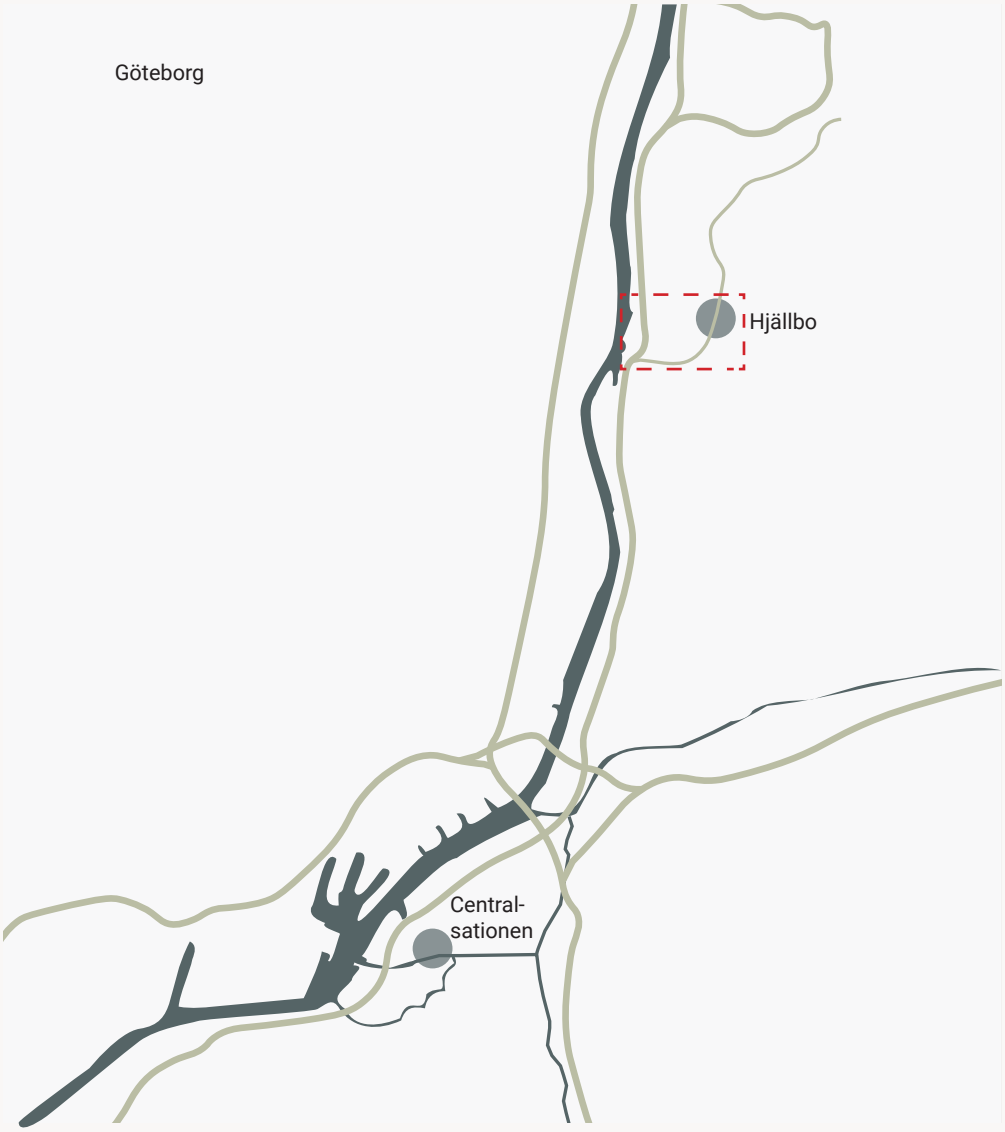
In addition, the developed method will be applied to the selected project with the purpose of supporting a transformational approach inside the selected project. This aim will be achieved by placing a significant emphasis on the local context, empowering local participants, and acknowledging their contextual knowledge as a vital part of the participatory process.

Highlights of the project's (Hjällbo project 2021-2022) development:

The selected project was a part of Studio Design for Social Inclusion 2021–2022. The project managed by four students worked in Hjällbo with the formal aim of developing the dialog regarding renovation in the area between tenants, the housing company, and the municipality.

Project intiation september 2021

Background information about project area



Hjällbo är en stadsdel och ett primärområde i stadsområde Nordost i Göteborgs kommun, belägen i nordöstra Göteborg

The majority of Hjällbo built enviroment were built during the Million Programme era (1965-1974), a public housing program initiated by the Swedish government to meet the growing housing needs of the time.
In terms of social situation, districts like Hjällbo often face challenges associated with urban segregation. This may include issues like unemployment, social exclusion, and lower educational attainment. However, these areas are also often characterized by strong community ties and cultural richness, stemming from their diverse population (Hall & Vidén 2005).

The Million Programme was a housing policy implemented by the Swedish government between 1965 and 1974 with the aim of constructing a million new dwellings in a 10-year period to address a serious housing shortage (Hall & Vidén 2005). The programme was ambitious and represented an essential part of the welfare state plan. The new homes were built all over Sweden, and a substantial number of them were erected in the outskirts of larger cities (Hall & Vidén 2005).

In terms of design and construction, the Million Programme homes were often made in a modernist architectural style, characterized by functionalism and simplicity (Hall & Vidén 2005). The housing blocks were typically large and were often constructed with pre-fabricated concrete modules to enable swift and efficient construction.

However, these environments have faced challenges over time. While the programme was successful in its primary goal of providing affordable housing on a large scale, it also led to several social and infrastructural issues, which might also be evident in districts like Hjällbo (Hall & Vidén 2005).

Urban segregation: The Million Programme homes were often built in separate suburban areas, leading to socio-economic segregation. These areas sometimes lacked diversity in housing types, resulting in concentration of low-income households (Olson, 1993).

Lack of amenities and services: Some of these areas were not well-integrated into the broader city infrastructure and lacked local amenities, public spaces, and services (Hall & Vidén 2005).

Stigmatization and social exclusion: Areas with Million Programme homes have sometimes been stigmatized and associated with social problems, such as higher unemployment rates, lower educational levels, and higher crime rates (Olson, 1993).

Maintenance and renovation needs: Over the years, many of the buildings constructed under the Million Programme have aged and now require extensive renovation. This is a significant challenge given the large number of buildings and the high costs associated with renovations (Hall & Vidén 2005).

Project intiation, analyzing phase. September 2021

After conducting an extensive study of the local area and analyzing the built environment, as well as investigating the tenants' interests and needs, it became clear that there is an obvious absence of spaces where community members can freely gather and engage in activities and discussions about local issues. It has also seen a lack of commercial facilities, such as cafés, that may function as gathering places. It is important to note that the only place where the community could meet is a municipally owned facility that caters to specific activities and social groups, limiting accessibility and failing to provide an atmosphere in which all members of the community can freely gather.

Deciding to change the project program: oktober 2021

During discussions with the housing company, two possible locations for a future common room were suggested.The project's goal was then changed to "empowering local residents through the design of a space for meetings and discussions on social issues." The space that the project planned to develop was meant to be inclusive, with a friendly and low-profile setting where individuals could mingle freely. The design prioritized accessibility and diversity, ensuring that the area catered to all people, regardless of their background or ability. The decision was made to use one of the rooms offered by the housing company.

Exploring solutions

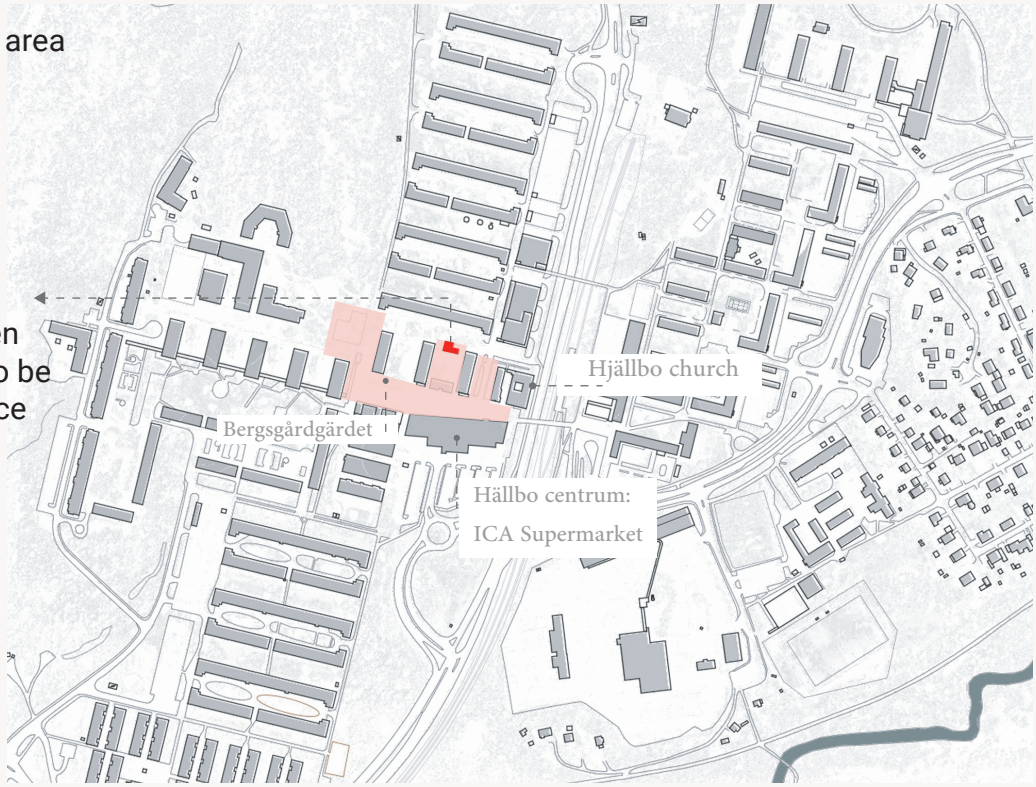
The next step was exploring the design principles required to establish an inclusive and inviting public meeting space for the community. The emphasis was on defining the essential spatial qualities that the meeting space should have in order to successfully cater to various requirements and interests.

Workshop november 2021

By conducting a participatory workshop, a group of local participants contributed to the design of the interior functions of the proposed gathering space. By utilizing a physical model with movable interior elements such as chairs, tables, walls, and windows, the participants were able to arrange these components in a way they thought was appropriate..

Hjällbo's central area

The cottage that has been developed to be meeting place



The final step in the project was drawing upon the participants-designed model in the workshop, the architects refined the design, ultimately producing a final version complete with technical drawings. These were then submitted to the housing company.

Final design of the space january 2022

Personal reflection on project outcome:

In this project, the primary decisions shaping its development were made exclusively by architects, relying on their research and understanding of the social and spatial circumstances in the area. Decisions such as changing the project's aim or program or selecting the place to be a community room could have been made more participative through a collaborative process involving local stakeholders.

Furthermore, because the workshop's main emphasis was on dealing with functional aspects of spatial design, it was unsuccessful in promoting a transformative approach. Thus, the workshop was unable to benefit from the participants' in-depth local knowledge. Participants were not offered the opportunity to explore design possibilities within the local social and physical context of the area, which would have formed a result that genuinely reflected the local circumstance.

Timeline of application of the developed method in Hjällbo project (2023)

The adoption of the project Hjällbo projec 2021-2022 starts from the point when the project aim was changed to be empowering local inhabitants through designing a space for meetings and discussions on social issues". Due to time constraints and the practicality of implementation,

Starting to implement the developed method

Reusing the data gathered from Hjällbo project 2021-2022, preparation of data to be used in workshop in accordance with the method

Test workshop within thesis work, 1 april 2023

Workshop 1 takes place in Hjallbo with two participants. The goal is to get feedback in the form of physical preferences to help with the design of the spaces, as well as to help improve the functionality of the workshops and get real user feedback.

Refining the method and workshop questions

Test workshop within thesis work 9 april 2023

Workshop 2 takes place in Hjallbo with four participants. The goal is to get feedback in the form of physical preferences to help with the design of the spaces, as well as to help improve the functionality of the workshops and get real user feedback.

The outcome of the workshop is a set of spatial preferences that are tailored to meet the specific needs and desires of the people living in the area

Refining and updating the method according to feedback and an analysis of challenges in the workshop. Drawing upon workshops outcome to design spatial solutions.

The final outcome of the method and the developed spatial design solutions intended to adhere to the defined spatial preferences in the workshop

Studio case project	Timeline explaining the adoption of the project	Thesis case project
The selected project was a part of the Studio Design for Social Inclusion 2021 - 2022. With formal aim to "develope the dialoge regarding renovation in the area between tenants and housing company and the municipality"	2021 September	
During consultations with the housing company, it has been identified that there are two potential locations where a future social room could be established	2021 October	2023, 1, Mars — The adoption of the project Hjällbo projec 2021-2022 starts from the point when the project aim was changed
Deciding to chang the project program in accordance to needs of the area and short time framework	2021 November	2023, 1, Mars — Starting to implement the developed method. Reusing the data gathered from Hjällbo project 2021-2022, preparation of data to be used in workshop in accordance with the method
Workshop	2021 November	2023, 1, April — Workshop 1
		Refining the method and workshop questions
		2023, 9, April — Workshop 2
Drawing upon the community-driven model, the architects refined the design, ultimately producing a final version	2022 January	The outcome of the workshop is a set of spatial preferences that are tailored to meet the specific needs and desires of the people living in the area
		2023 June — The final outcome of the method and the developed spatial design solutions intended to adhere to the defined spatial preferences in the workshop

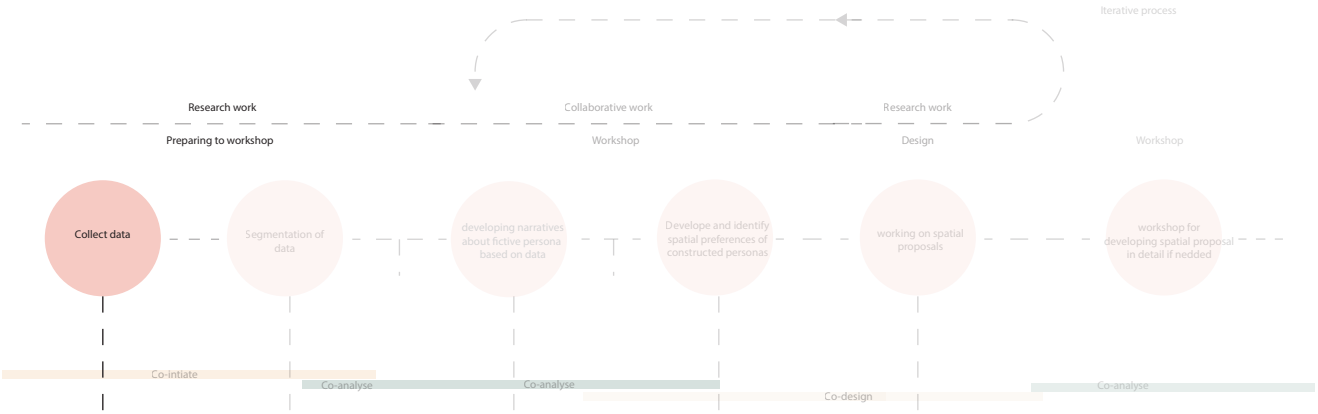
6.3

Detailed stages of the developed method

Here, we will go into detail about the Stages and Process of the developed method used in the case project (Hjallbo project).

6.3.1
Phase 1

Collect data phase

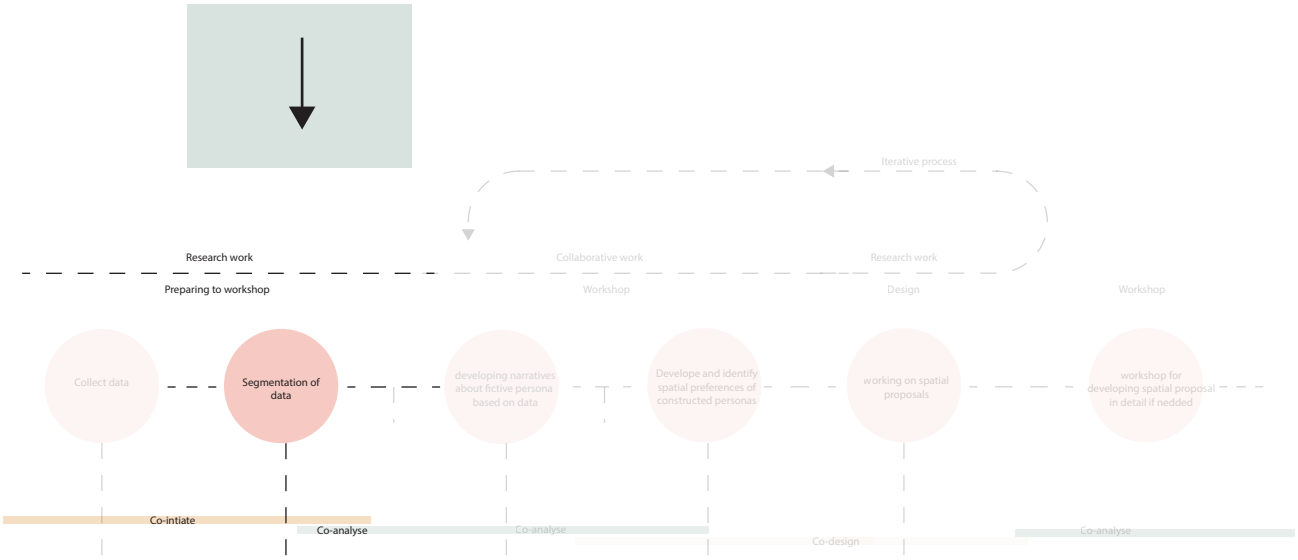


The first phase of the method is to collect data using qualitative and quantitative methods.

Utilizing the data from Hjällbo project described previously, this phase is complete.

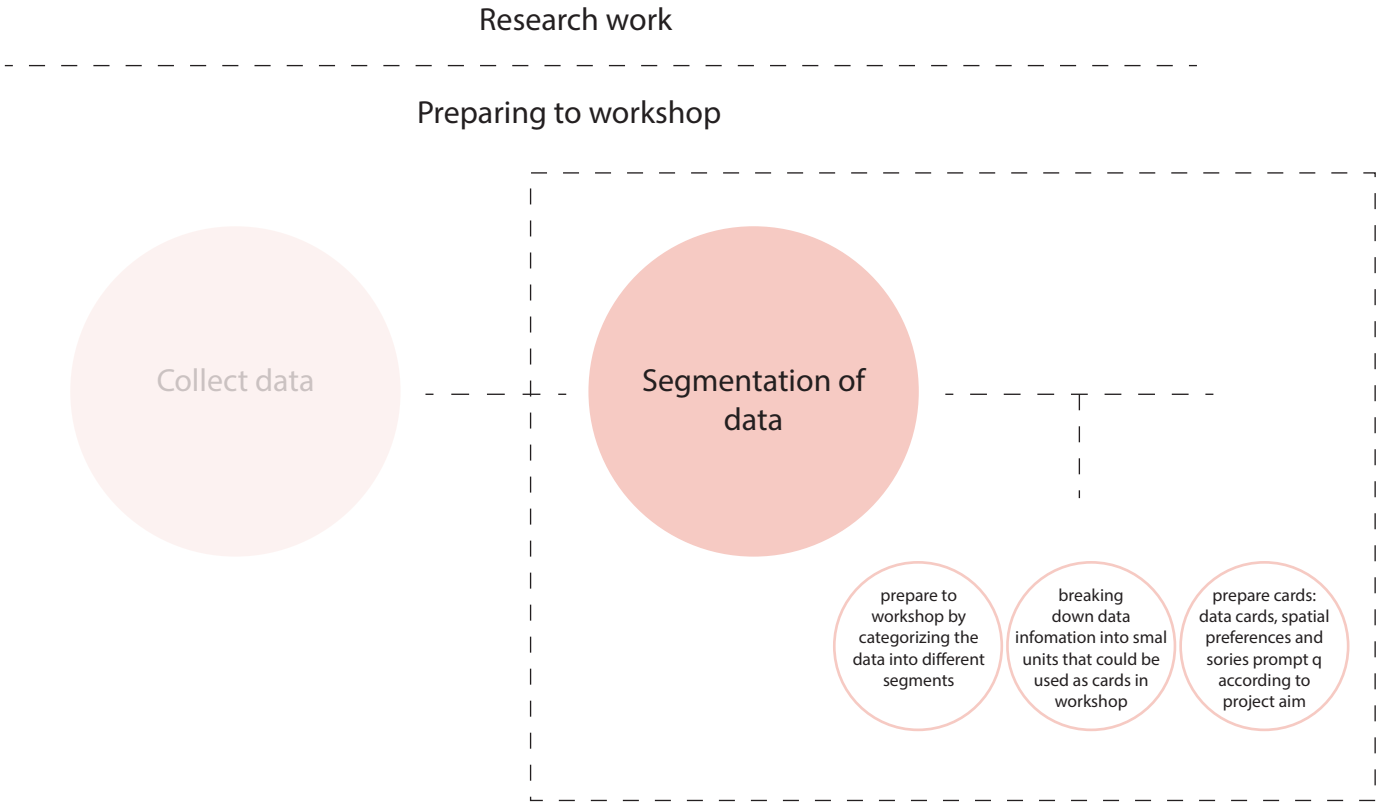
6.3.2
Phase 2

Segmentation of
data phase



The second step is to segment the data
and prepare for the workshop.

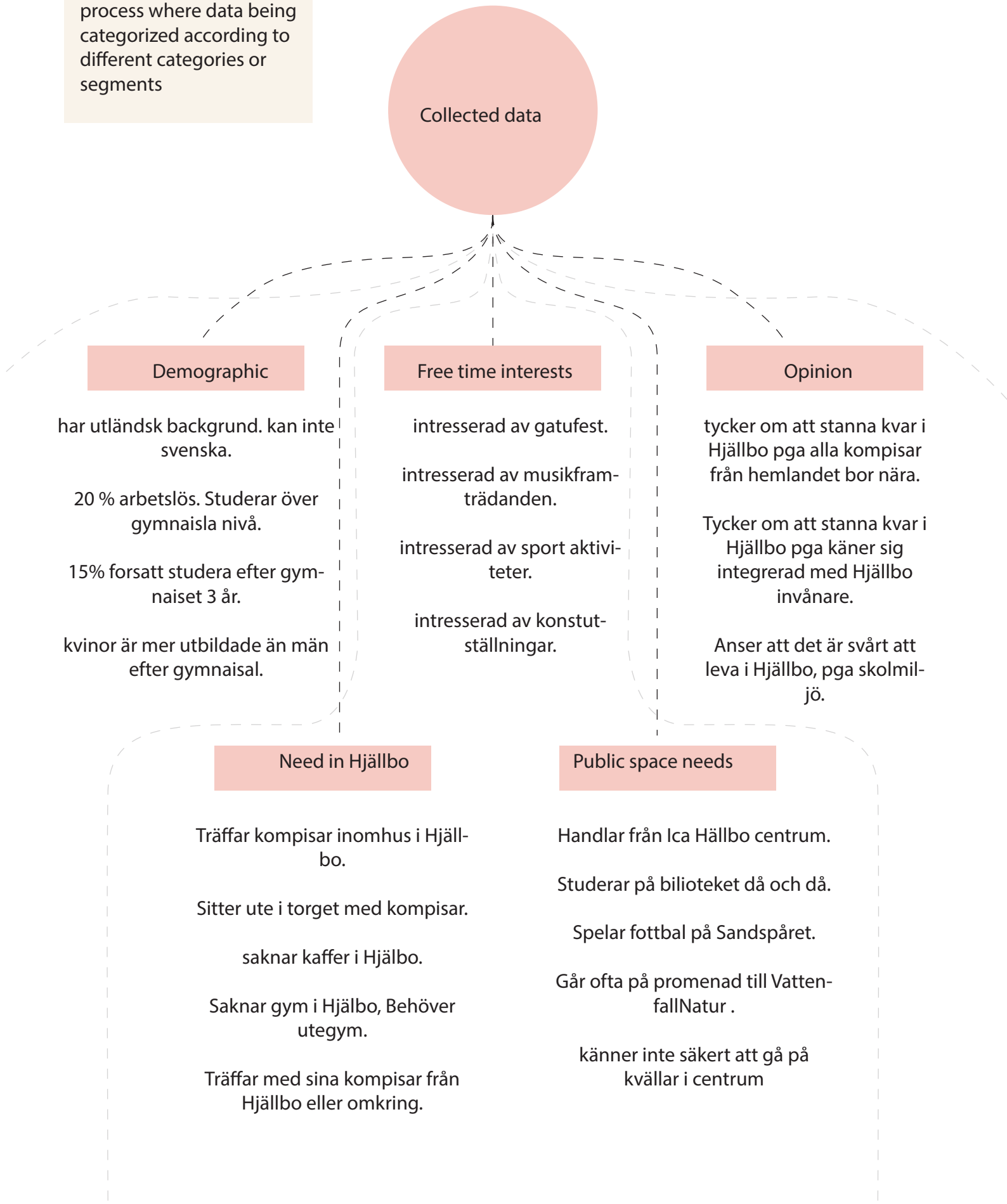
preparing the data to be used in workshops



In this stage, the work focus on reusing the data gathered from Hjällbo project 2021-2022. the data is a set of statistics and qualitative interviews with local participants and stake-holders, and also mapping of the build environment physi-cal relations.

Preparing the data start from the segmentation process which aims to categorize the data and break it down into significant categories such as demographics, behavioral patterns, social interests, personal interests, and the rela-tionship to the area. Then, breaking down the data into unites fitting into identified categories to be used in the workshop.

Example of segmentation process where data being categorized according to different categories or segments



Segmented data

Demographic

Free time Interests

Opinion

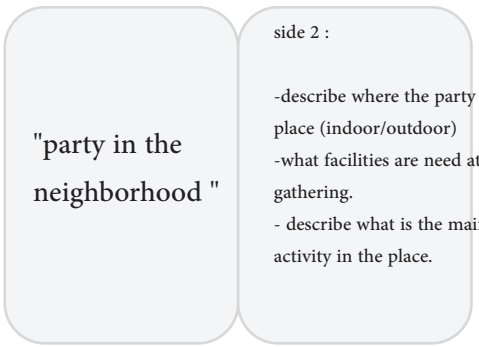
The data segmented in the previous step and broken down into units of data adapted to be cards for use in workshops

Need in Hjällbo

Public space needs

In accordance with the adopted project (Hjällbo project) program and aim: developing public space for community, developing other cards that will be used in the workshop like prompt question cards and spatial preferences cards

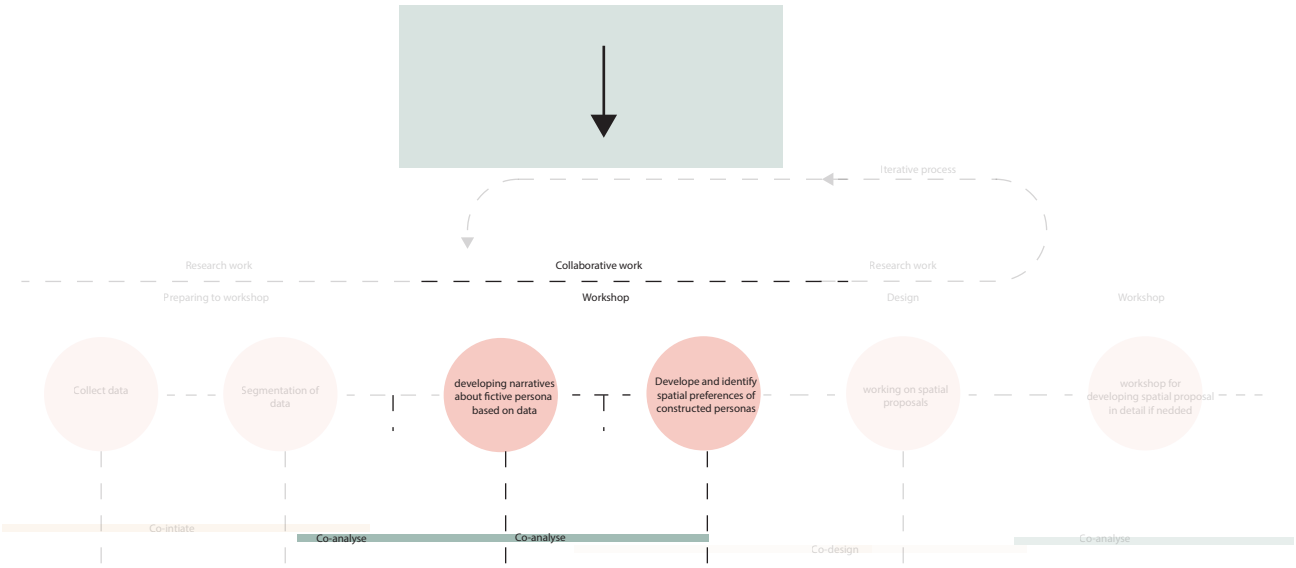
Developing cards containing Prompt questions that could help participants in starting their storytelling and guid their stories to express needs, concerns about public space



Developing cards containing example of spatial preferences to be used in the work-shop to help participants to express their spatial preferences regarding public spaces

6.3.3
Phase 3

Through conducting workshops, developing narratives about fictive personas based on data, and developing and identifying spatial preferences of constructed personas

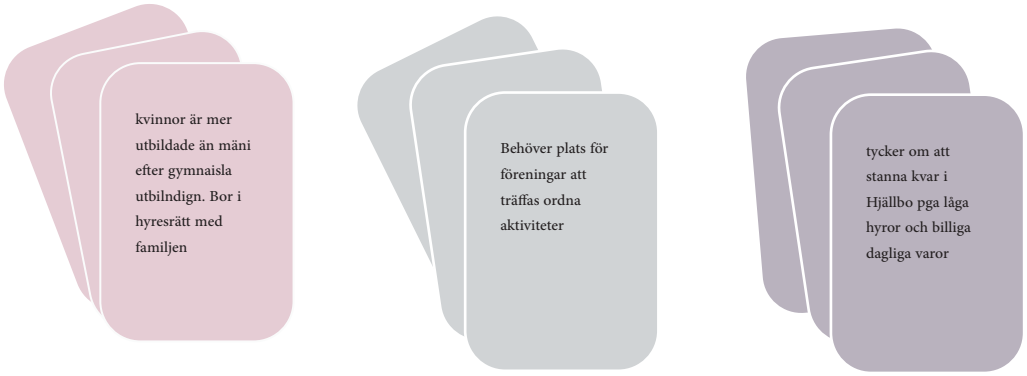


Using the prepared and segmented data from the earlier stage, conduct a workshop with local participants. In this part, an example of a workshop conducted on April 9 will be presented.

6.3.3.1 Structure of workshop in Hjällbo April 9

Dividing participants into groups of two people

x1 x1 x1



Each group draw one card from each color box

x1 x1 x1

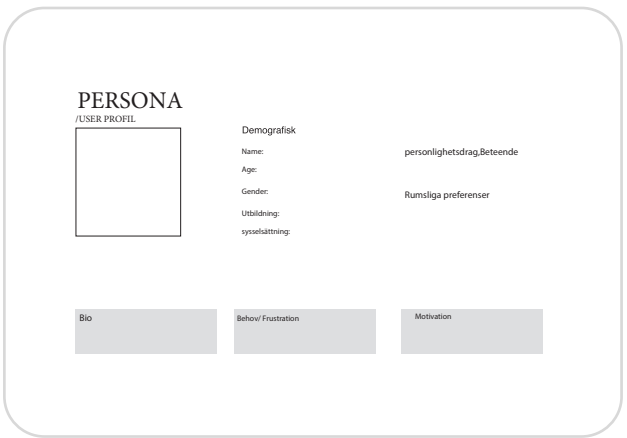
rom the "Prompt Questions" box and one card from the "Prompts Images" box.

x1 x1

Write a story according to the prompt questions card. The story should be based on the person you imagined in step 3 and inspired by the prompt image.

Chose a card from the "Spatial Preferences" box. The card should either suggest a place that is similar or fitting with the location mentioned in your story or sketch a place that the story could take place in.

Fill out the persona template cards in accordance with the story you created earlier.



Example from group 1

15% forsatt studera efter gymnaiset 3 år. lägenheten under renovering. Bor i ettan

Behöver plats för föreningar att träffas ordna aktiviteter

Spelar fottbal på Sandspåret

anser att det är svårt att leva i Hjällbo, pga bristande integration

saknar platser, rum för träffar och möte, fest

intresserad av kulturaktiviteter varje år

In Workshop 2, participants were given cards with data on them (shown on the left). They were also given pictures and cards with questions to help them think about the data.

"party in the neighborhood "

side 2 :

-describe where the party takes place (indoor/outdoor)
-what facilities are need at the gathering.
- describe what is the main activity in the place.

Example from group 1

Below is the story that was created by a group 1 of participants.

I en lördag har en av grannar kände behov av att göra fest. Han bjöd in grannar för att det käns roligt och byta ensamhet, lära känna andra människor från andra kulturer. Klas var rädd att festet går åt dåligt sida och bli tråkigt då han inte van att umgås med personer från nya kulturer. Klas är yrkesutbildad som CNC operatör. Jobbar med ett yrek som r fysisk krävande och kräver inte så mycket social bemötande (jobbar inte med människor utan med maskiner).

Klas har tänkt att bästa plats för att ordna en aktivitet är den tänkta platsen, där han kan få hjälp från personalen som kommer från olika kulturer och hjälper folk att integrera. Platsen är multifunktionell där kan man göra sport aktiviteter, utomhus och inomhus aktiviteter. Så platsen består av två delar en inomhus och en utomhus. Platsen ligger centralt i området. platsen främjar integration och inkludering särskilt för nyanlända i landet. Utöver det platsen erbjuder trygghetsråd, där trygghetsvärdar sitter och erbjuder hjälp. Personalen hjälper med att anordna aktiviteter för lokal aktiviteter.

När festen började så spelades musik från alla länder och människor grillade mat överallt. Tyvärr började det brinna på platsen, men Klas visste inte hur han skulle samarbeta med folk som han knappt kände. Som tur var fanns det personal på platsen som kunde hjälpa till och släcka elden. Efter festen insåg Klas att Hjällbo var ett fint område där olika kulturer kunde mötas och berika varandra. Han hade haft kul på festen och lärt sig något nytt om sig själv och om grannarna. Kanske skulle han ordna fler fester i framtiden och våga träffa ännu fler nya människor.

Example from group 1

Below is a template used in the workshop shown filled out by a group participants

PERSONA

/USER PROFIL

Demografisk

Name: Klas

Age: 40 år

Gender: man

Utbildning: Cnc operatör yrkesutbilnding

sysselsättning: Cnc operatör

personlighetsdrag,Beteende

Inte van att jobba med att samarbeta och anorda aktiviteter
inte känner männsikor från andra kulturer.
gillar spela sport, festa i helger med grill och musik

Bio

Efter 15 år av hårt arbete med maskiner vill prova nåt nytt i sitt området och få träffa nya människor och känna sig yngre med roliga fritisintresse.

Behov/ Frustration

Träffa nya männsikor, få större nätverk.

Rädd av att öppna sig och träffa nya kulturer.

Motivation

Vill testa nåt nytt som ändrar hans negativa åsikter mot området.

önskar få mer aktiv fritid och helger efter tuff vecka ov hårt arbete med maskiner

Rumsliga preferenser

Platsen har personal som hjälper till att anordna aktiviteter

Platsen är utformad för att kunna hantera olika typer av aktiviteter, till exempel sportaktiviteter och utomhusaktiviteter, vilket gör den till en mångsidig plats att besöka.

Platsen främjar integration och inkludering.

Platsen är centralt belägen i Hjällbo-området, vilket gör det lättillgängligt för alla som vill besöka den.

Platsen är multifunktionell med både inomhus- och utomhusområden.

Here are example of chosne cards regarding reperesenting the spatial preferences.

Rita här:
eller skriva dina åsikter
pr

Rita här:
eller skriva dina åsikter
preferencer:

Example from group 2

Studerar gymnaisl nivå eller under. live in Lillagatan. bor ensam

träffar kompisar inomhus i Hjällbo

intresserad av musikframträdanden

tycker om att stanna kvar i Hjällbo pga alla kompisar från hemlandet bor nära

känner inte säkert att gå på kvällari hela Hjällbo

In Workshop 2, participants were given cards with data on them (shown on the left). They were also given pictures and cards with questions to help them think about the data.

Skriv en skräckhistoria om en händelse som involverar en "persona".

side 2:

Berättelsen äger rum på en "offentlig plats".
Du kan börja med: "plötsligt inser jag, efter att ha varit med min vän, att det inte finns några dörrar som tar oss ut från platsen..."

Berättelsen nämner de utmaningar som personan möter i grannskapet.

- Du kan börja med att: "plötsligt inse efter att ha varit med en vän att det inte finns några dörrar som tar dig ut.."

Example from group 2

Below is the story that was created by a group 2 of participants.

Abdi och hans klasskamrater skulle ha en fest på ett offentligt rum i Hjällbo. Men när de kom dit så märkte de att dörrarna var låsta och att de var instängda. De blev rädda och oroliga när de insåg att de inte kunde ta sig ut. Platsen var välbesökt men det var också känt att det fanns kriminella grupper i området.

Abdi och hans klasskamrater kände sig hjälplösa och rädda när de insåg att de var fast i rummet. Platsen var stor och kunde rymma många människor, men det gjorde det också svårt att hitta en utväg. Platsen hade flera utgångar men om de var låsta så var det omöjligt att fly. Platsens rykte och omgivning gjorde situationen ännu mer skrämmande för Abdi och hans klasskamrater.

Efter en stund dök en skrämmande figur upp i rummet. Figuren var klädd i en svart kappa och hade en stor kniv i handen. Abdi och hans klasskamrater blev rädda och försökte fly, men det fanns ingenstans att ta vägen.

Till slut kom polisen och bröt sig in i rummet. Figuren försvann och ingen visste vem den var eller var den kom ifrån. Abdi och hans klasskamrater var traumatiserade av händelsen och tänkte aldrig återvända till den offentliga platsen igen.

Det var en läskig upplevelse som visar hur viktigt det är att ta hänsyn till platsen och dess omgivning när man planerar evenemang eller andra aktiviteter.

Example from group 2

Below is a template used in the workshop shown filled out by a group participants.

PERSONA

/USER PROFIL

Demografisk

Name: *Abdi*

Age: *21 år*

Gender: *man*

Utbildning: *Gymnasial*

sysselsättning: *student*

personlighetsdrag,Beteende

Vill ha kompisar som liknar honom

Bio

En gymnaiseelev som bor i ettan gillar att träffakompisar, rädd av den kriminella händleser i området

Behov/ Frustration

Träffa nya männsikor, få större nätverk.

Rädd av att öppna sig och träffa nya som skulle vara kriminella.

Motivation

Vill mer säkerhetsåtgärdar i området

önskar få organiserat och säkra aktiviteter med killar i samma ålder men utan att blanda in sig i det kriminella livet

Rumsliga preferenser

platsen där festen hölls var en multifunktionell lokal som användes för olika evenemang. Platsen var lättillgänglig och bestod av flera rum, inklusive en stor öppen yta där fester och andra evenemang hölls.

ta hänsyn till säkerheten för de människor som besöker platsen.

man använda sig av teknik som övervakning- skameror och belysning som kan avskräcka brottslingar. Man kan också utforma platsen på ett sätt som gör det svårt för obehöriga personer att ta sig in, genom användning av till exempel säkerhetsdörrar och passerkort.

planera för funktioner som är lockande och inbjudande, men som samtidigt inte tillåter kriminella att känna sig bekväma på platsen.

man undviker mörka hörn och trånga passager som kan bli potentiella platser för brottslig aktivitet.

Here are example of chosne cards regarding reperesenting the spatial preferences.

Rita här:
eller skriva dina åsikter
preferencer:

Rita här:
eller skriva dina åsikter
preferencer:

6.3.3.2

Reflection and outcome of the workshop

1- personal connection

The workshop, according to the developed method, aims to produce outcomes in the form of spatial preferences that reflect the needs of local participants. These needs or preferences can be viewed as a combination of each participant's individual needs and desires as well as data pertaining to the area's local reality. The workshop process tried to provide participants with the tools to imagine and express their desires, which may be hard to put into words otherwise, as well as address spatial and social challenges in their reality.

Despite the use of prompt questions and image cards designed to encourage participants to create fictitious stories about imaginary personas addressing spatial needs and challenges, it appears that this is not the case. Participants' stories are generally inspired by their own experiences, needs, and aspirations. When discussing with participants their constructed stories after the workshop, participants frequently mention that the spaces described in the stories reflect something to which they can relate or have experienced.

This observation shows a vital aspect of the workshop: it helps participants to freely think about and imagine their own spatial needs, searching into the unspoken social-spatial aspects of their needs. So, the workshops instructions helps get people's preferences about space and co-design solutions that are based on their social reality, needs, and goals.

This observation can be valuable for workshop facilitators, as it highlights how personal experiences shape the identification of spatial preferences in the workshop. To further use the method, I suggest the following to the workshop facilitator:

To use prompt question cards that encourage participants to discuss fictitious users but also to ensure that the workshop participants themselves are diverse and represent different social groups. This can help get results that reflect the needs and preferences of a wide range of social groups, which makes the design solutions more effective.

2- Side discussion

During the workshop, I've observed that the activity where people tell stories often leads to helpful side conversations with their group partners. These conversations can provide architects with insightful information that enriches the outcome of the workshop, as they can reveal spatial and social experiences from participants' daily lives that are often remembered during the storytelling process.

I think it's important for the architects leading the workshop to see these side conversations as valuable input and make an effort to note them. Additionally, they could ask follow-up questions to gain further clarity and understanding about the experiences shared by the participants. By doing so, architects can ensure that they are capturing a broader range of experiences and insights that can contribute to a more comprehensive outcome.

In some cases, participants may tell stories during the workshop that are not politically correct as they talk about personal experiences that might be sensitive or controversial. To address these situations, workshop facilitators need to ensure that they establish ground rules: At the beginning of the workshop, they should provide clear guidelines regarding the sharing of personal stories, highlighting the importance of maintaining a respectful and inclusive environment.

3- The Synergy of Expertise and Local Knowledge: Strengthening Transformative Participation in Architecture

The workshop has seemed to be effective in enabling transformative participation to function. Transformative participation as mentioned before is a dynamic process that involves collaboration between two sides: professionals such as architects and non-professionals like local participants. For the process to be successful, it is essential that input from both sides be valued, considered, and mediated to mutually empower each side (Blundell-Jones et al., 2012, p. 33).

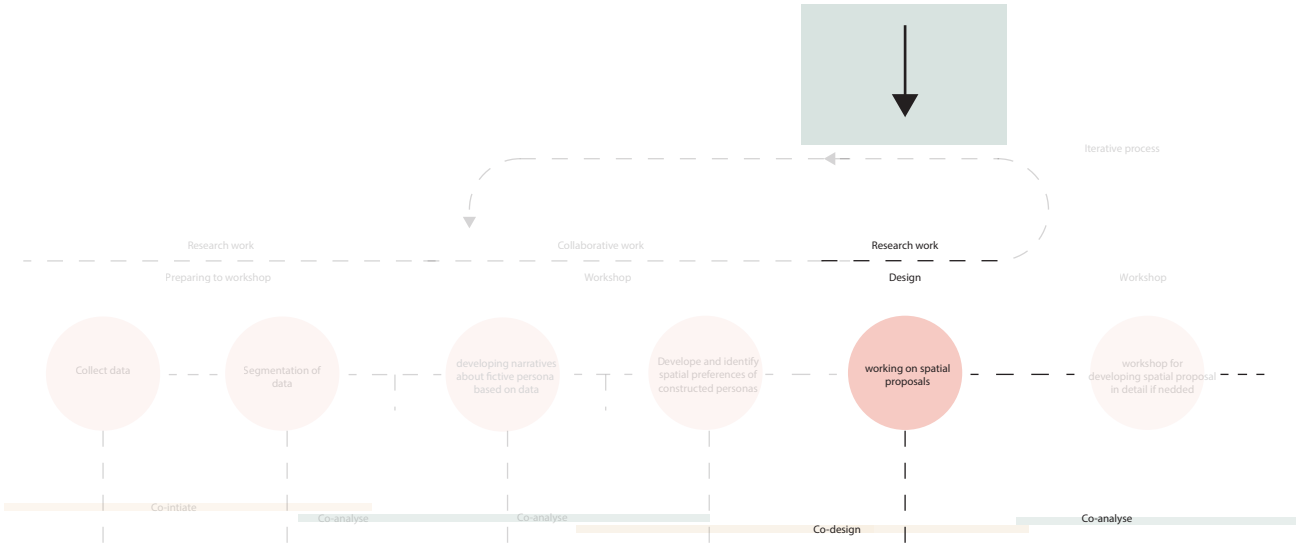
The workshop helps encouraging active engagement from local participants and the valuation of their input represented by stories, trying to ensur that their voices are heard. Non-professionals, or participants, seamed to be empowered in the workshop to think about social and spatial aspects and provide input essential to achieving the final design. The workshop helps enabling participants to identify spatial preferences as a list of concepts exemplified by cards containing images. These cards serve as tools that enable non-architects to effectively contribute their ideas and insights to the design process.

On the other hand, architects seams to gain contextual insight into the area by engaging in small talk and listening to stories offered by local participants, who openly share their personal and social thoughts about the space. This input is exemplified at the end of the workshop through the identification of spatial references that address different needs and social spatial considerations. By doing so, architects are better equipped to understand the unique challenges and opportunities that need to be considered in the design.

This dynamic can aligns with Jeremy Till's assertion that "the architect should, in effect, be an expert-citizen as well as citizen-expert" (Blundell-Jones et al., 2012, p. 33). By integrating the knowledge and perspectives of both professionals and non-professionals, the workshop help fostering a collaborative process of design and problem-solving that is rooted in the needs and aspirations of the community.

6.3.4
Phase 4

Developing spatial proposals



Developing a spatial proposal using data from workshops represented by stories and spatial preferences.

Following the development of the spatial proposal within the case project (Hjällbo project), it will be outlined in detail.

6.3.4.1 Spatial Proposal development

Development of spatial proposal after workshops conducted in April 2023 within Hjällbo project. The data from the workshops will be utilized as follow.

1. Summarize the outcome of the workshop, focusing on the spatial preferences of the personas identified by the group of participants.

2. Defining and exploring spatial aspects relevant to the project aim based on the preferences identified in the earlier step.

3. Exploring how the spatial aspects could be implemented within the given physical constraints and relationships in the addressed area.

4. The possible spatiapl outcome could be elaborated and developed in detail further by involving participants in workshop

6.3.4.1.1 Summarize the outcome of the workshop

Persona 1 preferences

The place has staff to help organize activities

The place is designed to be able to handle different types of activities, such as sports activities and outdoor activities, making it a versatile place to visit.

The place promotes integration and inclusion.

The place is centrally located in the Hjällbo area, which makes it easily accessible to anyone who wants to visit it.

The place is multifunctional with both indoor and outdoor areas.

Summary:

has staff, different types of activities, inclusive, centrally located and accessible, both indoor and outdoor areas.

Persona 2 preferences

Sufficient space: Sara will need sufficient space to accommodate participants in her workshops and meeting spaces. It is important that the space is not too cramped and that there is enough seating and space for activities.

Playground and outdoor areas: Since Sara also wants to include children in her workshops and meeting places, it can be beneficial to have a place with a playground and other outdoor areas where the children can play and have fun while the mothers talk.

Accessibility: Sara may prefer a location that is easily accessible to all participants, including people with disabilities or mobility impairments.

Summary:

sufficient space to workshops, Good lighting inviting atmosphere.
, Soundproofing, Playground and outdoor areas, Accessibility

Persona 3 preferences

the place where the party was held was a multi-purpose venue used for various events. The venue was easily accessible and consisted of several rooms, including a large open area where parties and other events were held.

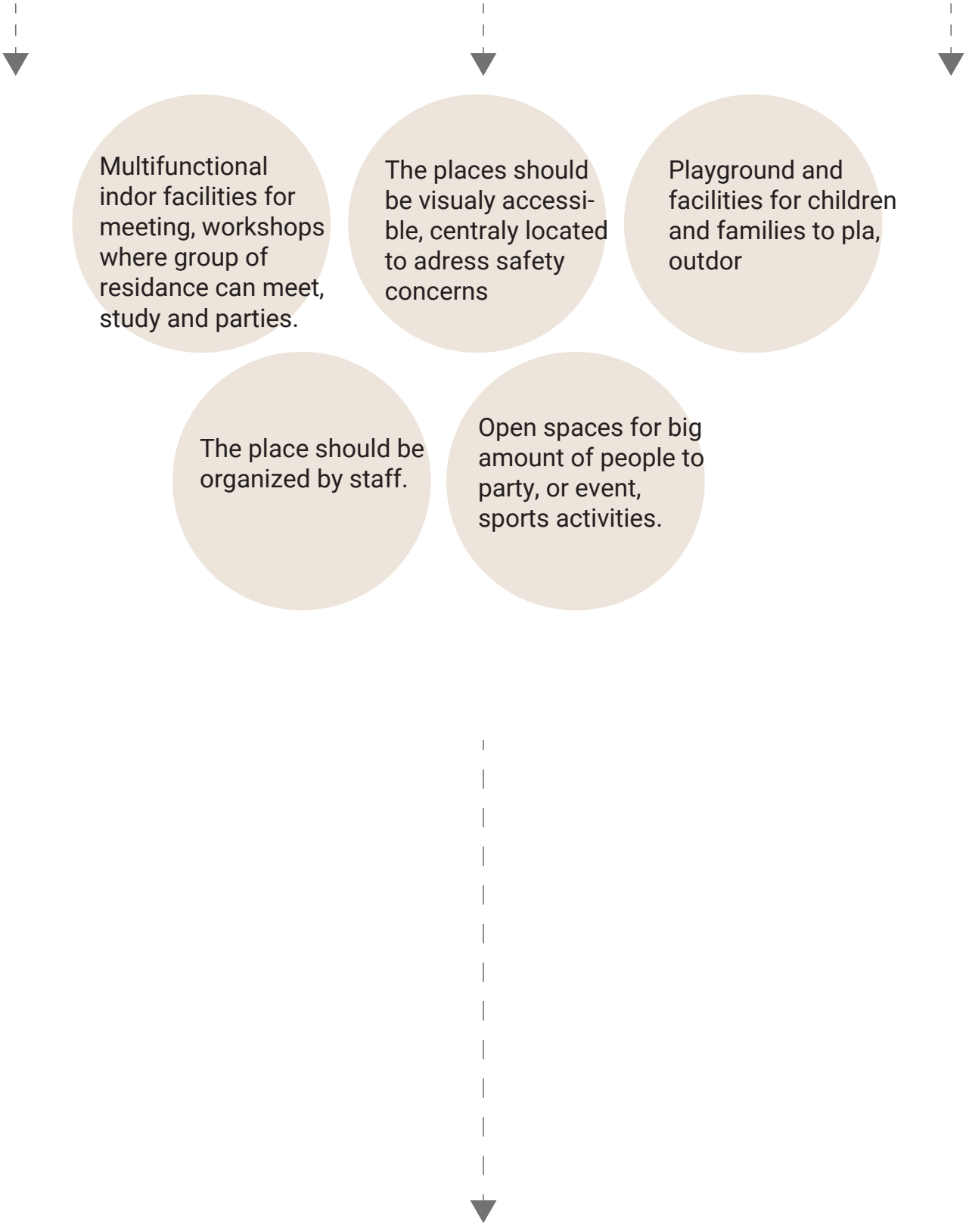
using technology such as surveillance cameras and lighting that can deter criminals. You can also design the place in a way that makes it difficult for unauthorized people to get in, by using, for example, security doors and access cards.

plan for features that are enticing and inviting, but at the same time do not allow criminals to feel comfortable in the location. you avoid dark corners and narrow passages that can become potential sites for criminal activity.

Summary:

multi-purpose, place for party, urveillance cameras and lighting, eatures that are enticing and inviting, avoid dark corners and narrow passages

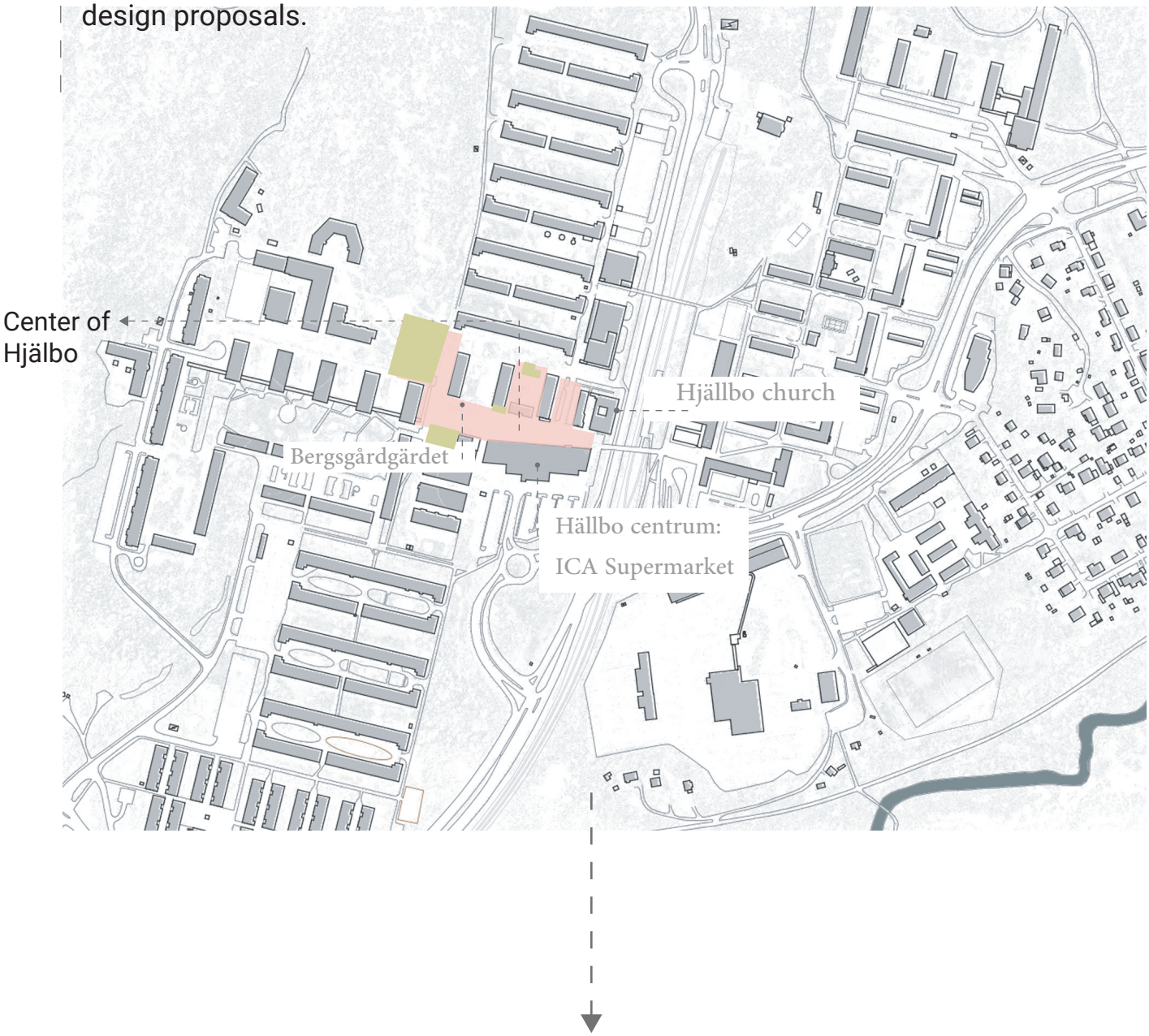
6.3.4.1.2 Exploring spatial aspects relevant to project

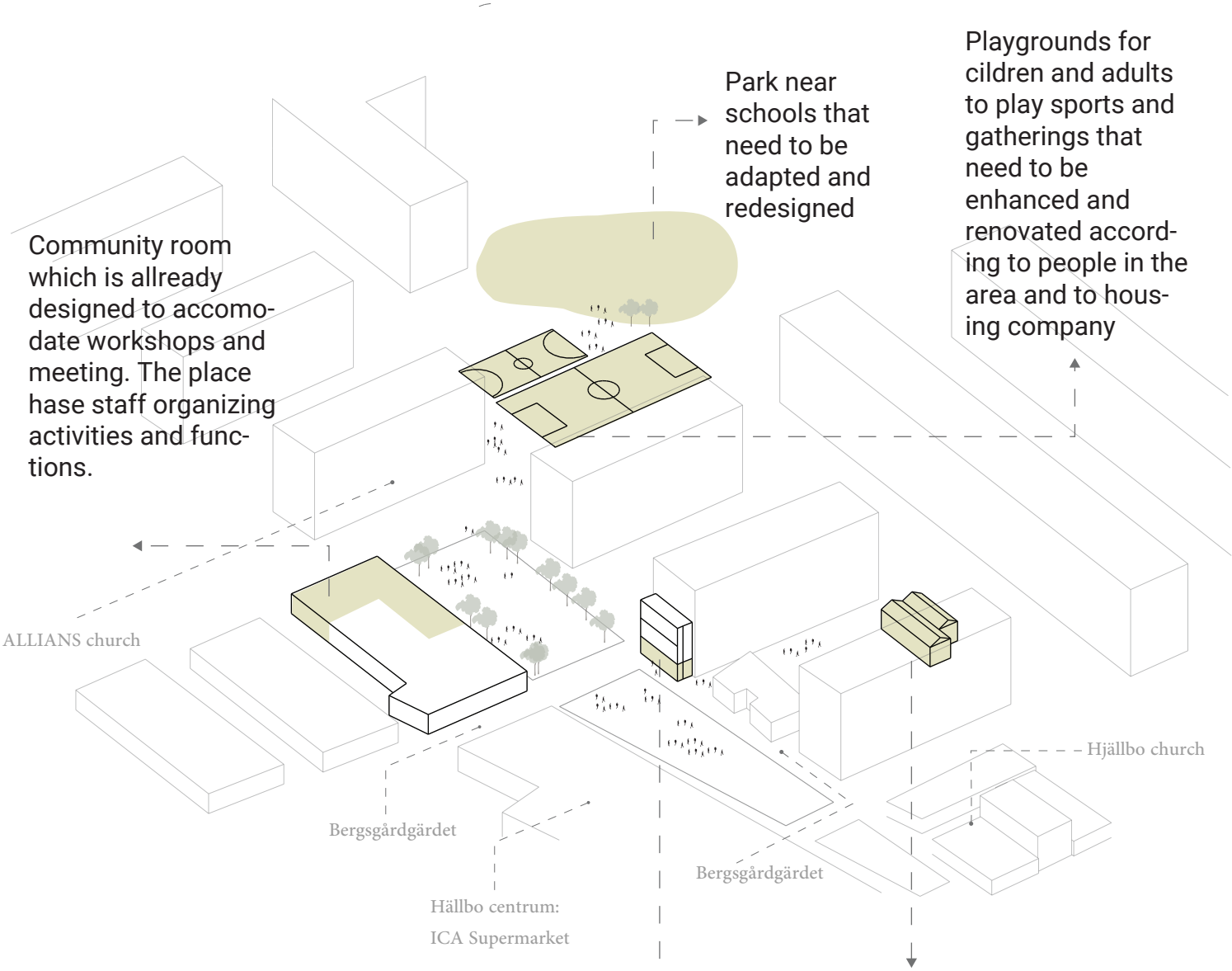


6.3.4.1.3 Exploring spatial aspects implementation within a given project

Exploring how the spatial aspects could be implemented within the given physical relation constraints in the addressed area.

An illustration depicts the present situation of Hjällbo's central area and identifies potential spaces that could be utilized for future design proposals.




Park near schools that need to be adapted and redesigned
Playgrounds for cildren and adults to play sports and gatherings that need to be enhanced and renovated accord-ing to people in the area and to hous-ing company
Community room which is allready designed to accomo-date workshops and meeting. The place hase staff organizing activities and func-tions.
ALLIANS church
Hjällbo church
Bergsgårdgärdet
Bergsgårdgärdet
Hällbo centrum:
ICA Supermarket
Loundry rooms, kitchen that include free space that according to housing companycould be redesigned to be smal scale meeting place for parties and less formal meeting.
Abandoned space of 25 square m, which could be redesigned to be meting place or caffeteria, for small groups meetings.

Understanding the needs of constructed personas within the current situation of the built environment

Persona 1

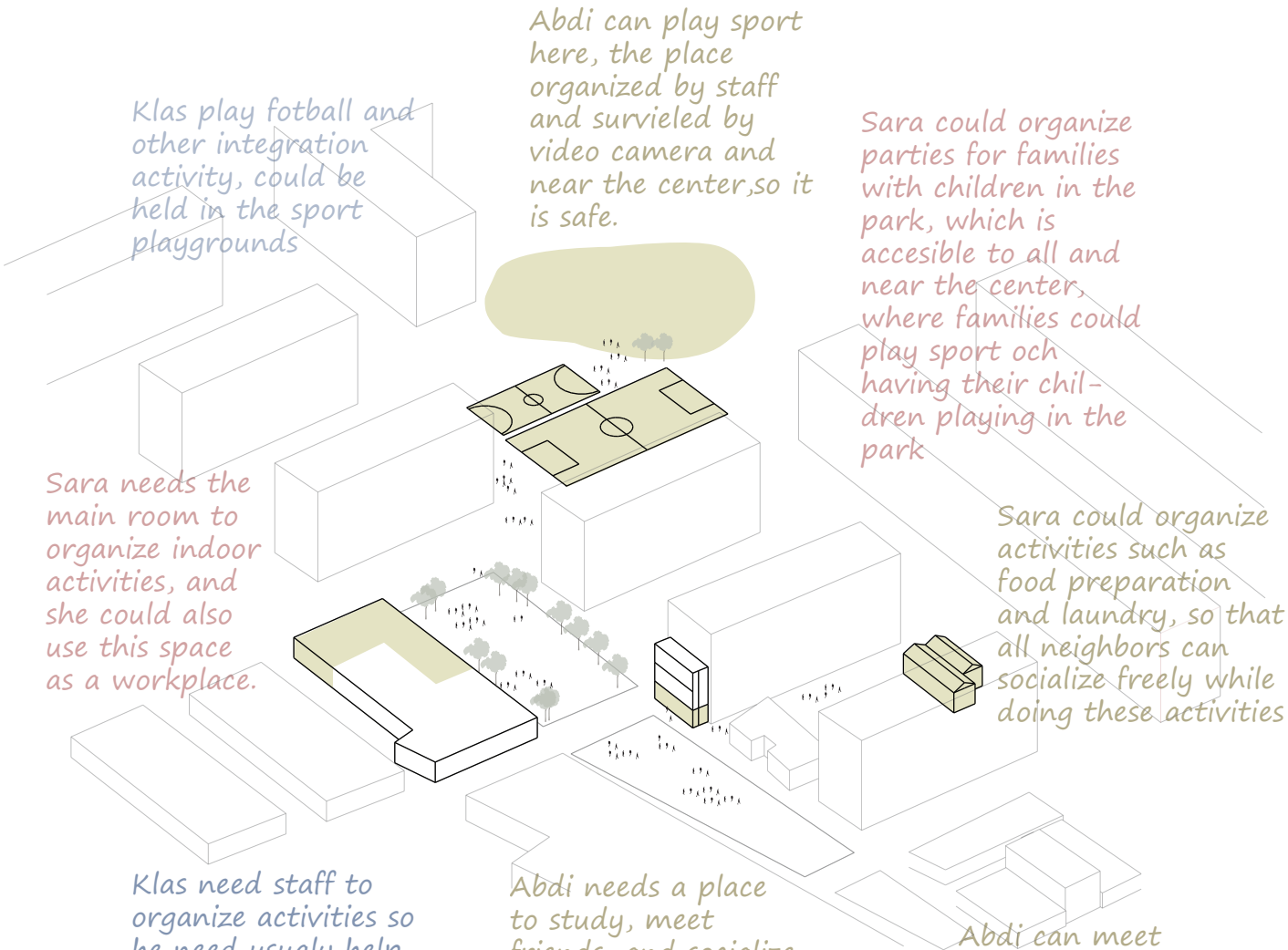
kLAS, 40 ÅR, MAN JOBBAR INOM INDUSTRI, INTRESSERAD ATT FÅ ROLIGA HELGER

Persona 2

Sara, 35 ÅR, handledare
Jobbar med komunnen för integration och samordna sociala aktiviteter i området, där familjer kan integrera.

Persona 3

ABDI, 22 ÅR, STUDENT.
En gymnaiseelev som bor i ettan gillar att träffakompisar, rädd av den kriminella händleser i området



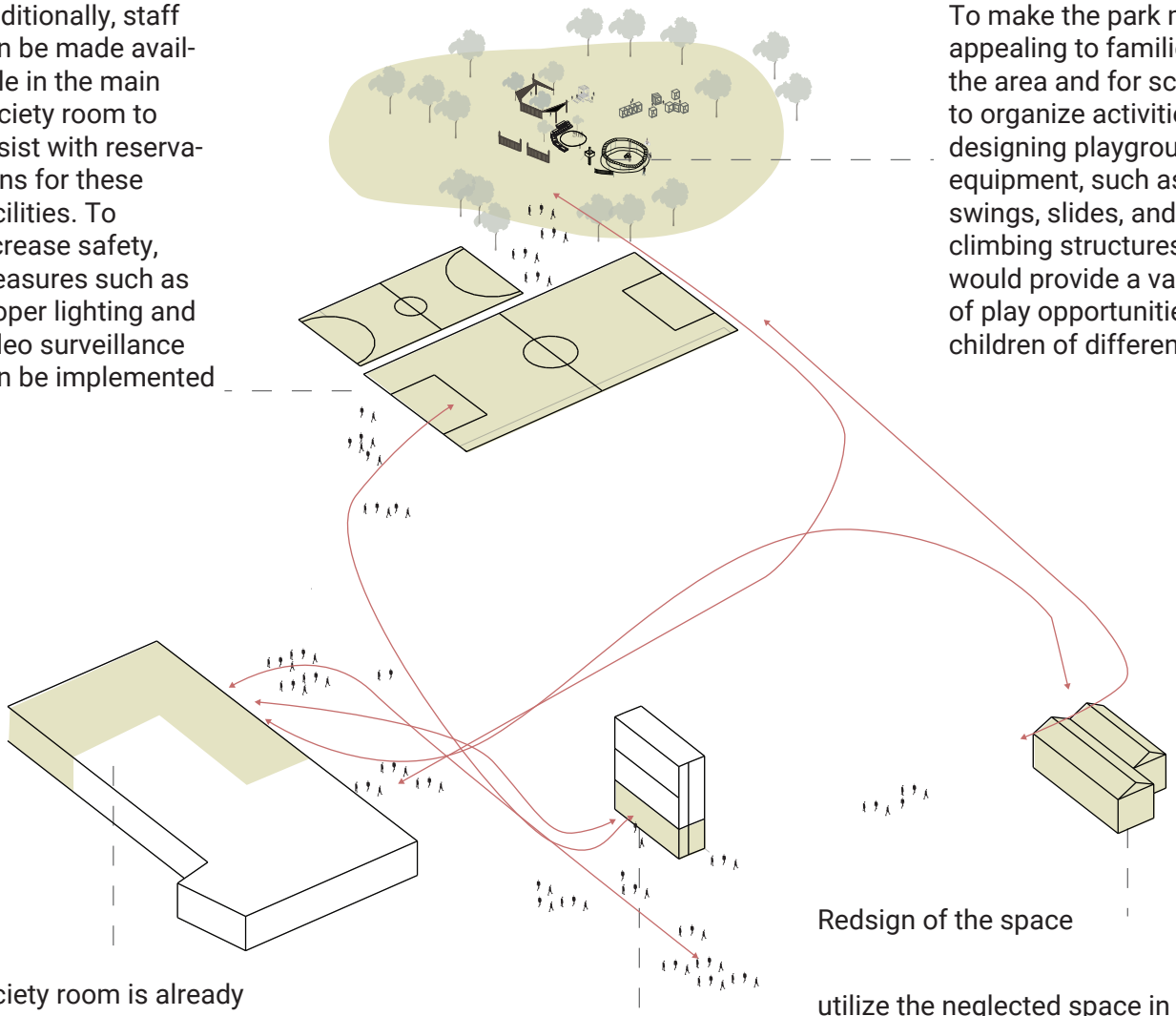
Working on making these places fullfilling people needs accoring to workshops outcome. The illustration here, presenting the design stratigies, spatial elements that nedded to achieve final spatial outcome.

Renovation, make it bokable from staff:

Additionally, staff can be made available in the main society room to assist with reservations for these facilities. To increase safety, measures such as proper lighting and video surveillance can be implemented

Design of park equipments

To make the park more appealing to families in the area and for schools to organize activities, designing playground equipment, such as swings, slides, and climbing structures, that would provide a variety of play opportunities for children of different ages



Redsign of the space

utilize the neglected space in the laundry room to create a socializing area for community members. This could help create a more welcoming and friendly environment for people to meet and interact while doing their laundry.

Main society room is already well-equipped for meetings, workshops, and activities for families with multifunctional interior equipment.

Utilizing this space for staff to assist with reservations and bookings of playgrounds and sports facilities would be a convenient option for community members

Redsign of the interiors, forniture:

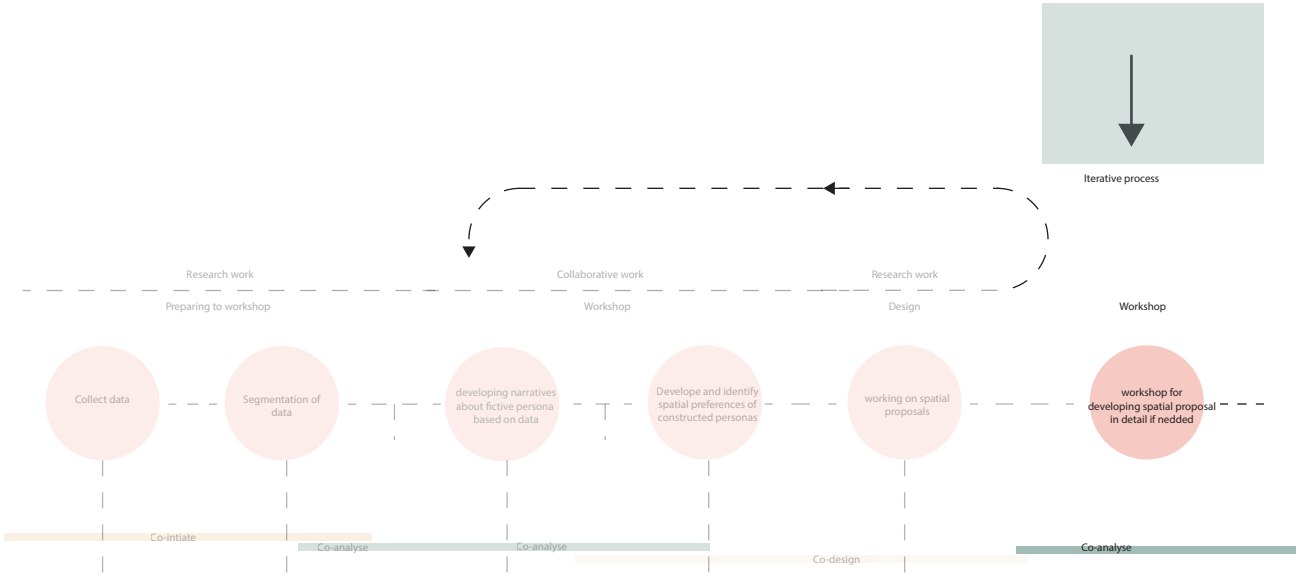
The design of this room suggested to include a cafeteria to increase the convenience and accessibility of the space for all community members. Adding tables and lounge fornitures for coffee and snacks can make the room a comfortable and inviting space for people to gather and socialize.

The rom hase glas facade toward the main square and located nea main rom whre staff can help when needed.

6.3.4.1.4 iterative process

The comperhensive spatial outcomes presented lastly could be elaborated and developed in further detail by involving participants in new workshops.

The future workshops could focuses on the details design of the places identified in the erarlier step. This workshop can provide a platform for the participants to collaborate and work closely with the architects to develop a comprehensive and detailed design that meets their needs and desires.



6.3.4.2
Reflection on the development of the spatial proposal

The development of the spatial proposal involved utilizing the outcomes of the workshops that gathered spatial preferences and social knowledge represented by stories about people's relationships to spaces in the area. The next step was to elaborate on this information and translate it into the spatial reality of the area, with a focus on fulfilling the needs of the personas developed in the workshop.

This process helped to not only rely on professional experience in the deisgn process but also incorporate the social context and relationships represented in the personas and stories. As a result, the design tryied to incorporate people's needs and the social context as important aspects of the design process.

The comprehensive plan that is developed through the spatial proposal process in the thesis is just one step toward the final design outcome. To create a more detailed design proposal that adheres to the preferences of people living in the area, further work is required. This could involve conducting more workshops and engaging with local participants to gain more insight into their needs and preferences in relation to more detailed level.

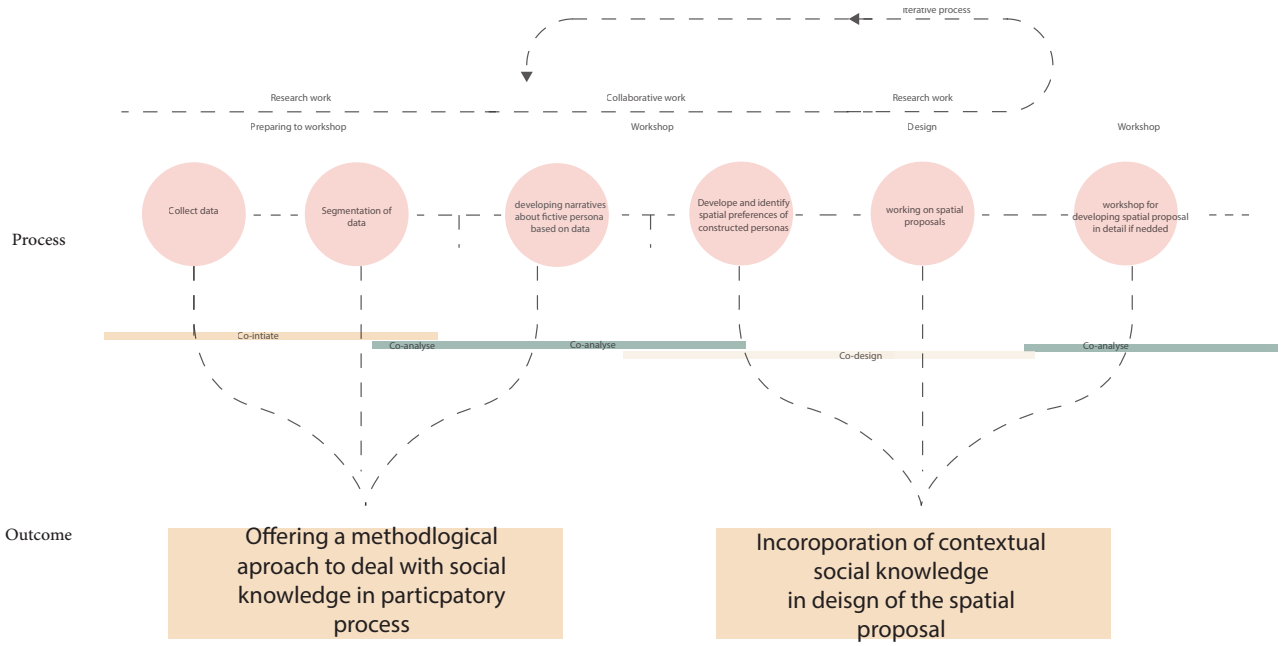
It's important to note that this process is iterative, and it may be necessary to go through multiple rounds of workshops and engagement sessions to refine the design proposal and shift from the comperhensive level to more detailed one.

7.0
Reflection and discussion

Participation in Architecture has been a groundbreaking and positive movement; however, it is a process we need to continuously re-examine and improve on. In the early stages of the participatory process, architects are faced with a number of complex social structures (Awan et al. 2011, p. 38). To genuinely engage with all the social input, we need tools and methods capable of managing and understanding the social reality and channeling the wide range of social information into a tangible model (Blundell-Jones et al., 2012, p. 37). The ultimate purpose of all this is to finally be able to interpret these inputs into designs that serve and benefit the participating communities.

The purpose of the thesis is to attempt to improve the participatory process, make it work better for studying social aspects in a systematic way, and integrate the knowledge of social reality into the design process with a methodical approach.

The primary outcome of the thesis research was the development of the “persona method” for participation. This method aims to improve the participatory process in two aspects. The first one regards the lack of a methodological approach to dealing with social data encountered in the early stages of the participatory process. The second one pertains to the lack of methodical incorporation of social data from the early stages into the co-design phase.



The developed method attempted to provide a systematic approach for handling social data from the co-initiation to co-analysis stages. This is represented in the way the method segments the social data into groups, consisting of people's opinions, beliefs, and demographic information, which are all important assets in the workshop. This aims to make these social aspects easier to grasp and conserve in the next steps. The workshop helps foster a reciprocal and engaging environment where contextual insights are discussed and spatial reality is criticized or discussed. Through this approach, the developed persona method aims to ensure that all types of data collected in the early stages are analyzed and effectively incorporated, serving as a crucial component in the co-design stage. The development of the spatial proposal was grounded in spatial preferences and social knowledge collected during a workshop and throughout the project.

This information collected through this method, both in the analysis phase pre-workshop and during the workshop, was translated into the spatial reality of the area, emphasizing the fulfillment of the personas' needs. The final design integrated people's requirements and comprehension of the social context as essential elements of the design process.

To reflect on the work carried out in this thesis, I believe the method assisted in fostering a transformative approach to the participatory process as we saw in the test project in Hjalbo. The transformative aspect as Tills entails (Blundell-Jones et al., 2012, p. 33) was approached in how it merged the different horizons of knowledge between professionals with technical expertise and non-professionals with local social knowledge. This was accomplished by presenting the segmented data to participants and having an open discussion to help create personas that reflect the social reality, utilizing both the understanding of the participants and the designer of the social data. Adhering to the transformative approache presented by Till (Blundell-Jones et al., 2012, p. 33) both sides felt empowered in this process as they understood the other's perspective and expressed their knowledge within the new framework provided (social data represented by personas). I believe that this method could offer a framework for reciprocal exchange of knowledge and experience between architects and local participants, embodied through the method's stages that allow both types of knowledge to be expressed and elaborated. The method facilitated the incorporation of the social and contextual reality of the addressed area, empowering architects to broaden their expertise beyond just focusing on functional and technical aspects. On the other hand, local participants have envisioned spatial development through the offered framework, which guarantees the incorporation of local contextual data into the process and outcome.

Further research on this topic should be carried out, focusing on testing the method in an iterative cycle, as suggested in the method process. After the workshop outcome is elaborated to develop comprehensive design strategies, the next step is to return and organize another workshop to develop more detailed design proposals that cater to the needs of the people. It would be intriguing to see how the method works, particularly in its co-design stage, which consists of the workshop and developing spatial proposals, when it emphasizes the development of detailed design proposals rather than just comprehensive design strategies, as conducted in this thesis.

9.0
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