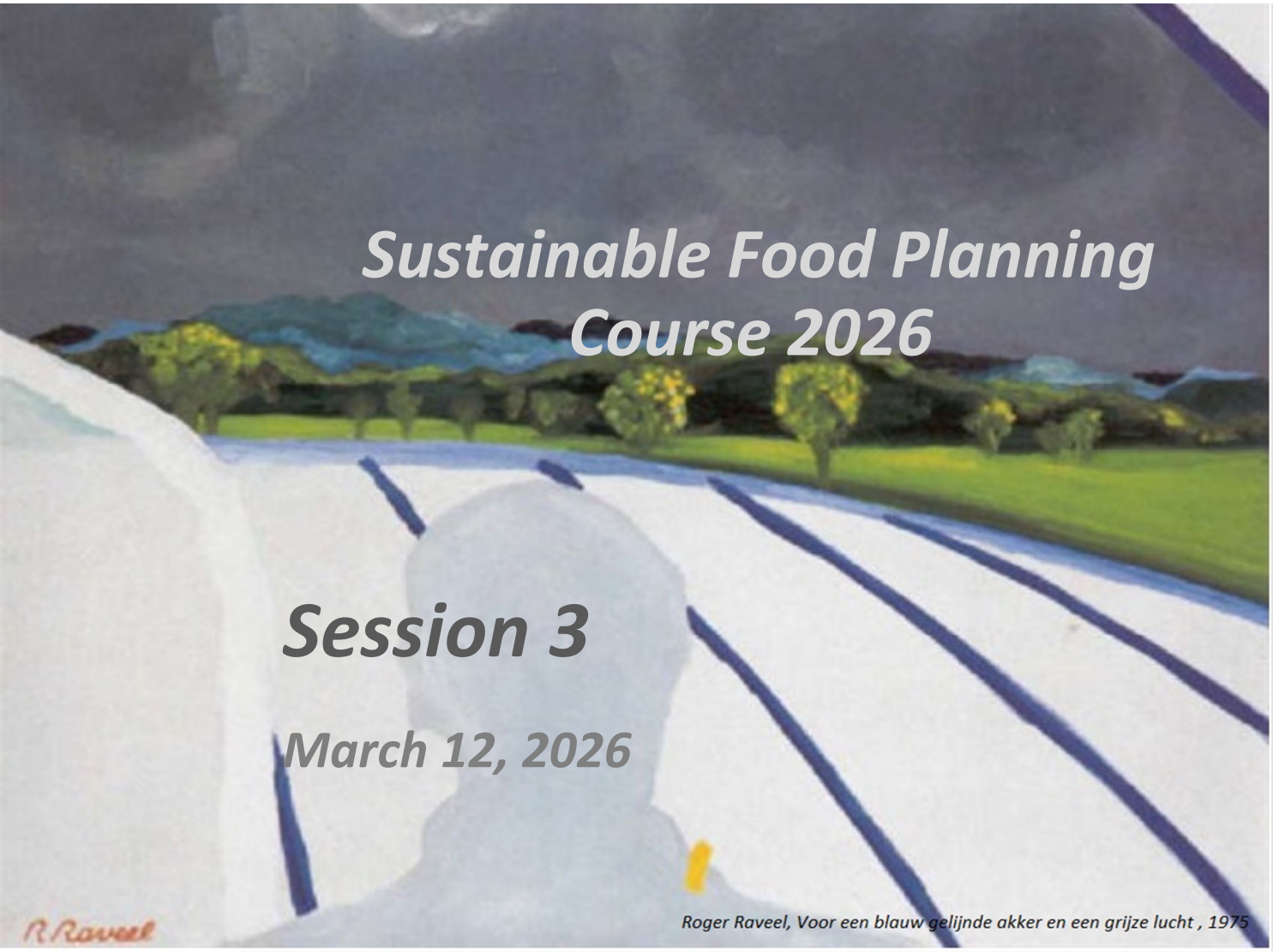

Roger Raveel, Voor een blauw gelijnde akker en een grijze lucht , 1975

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Part of the lecture will be recorded, so if you do not want to be seen turn your camera off during the recording.

Jeroen de Vries &
Roxana Triboi
LE:NOTRE Institute,

based on material of the AESOP4Food project

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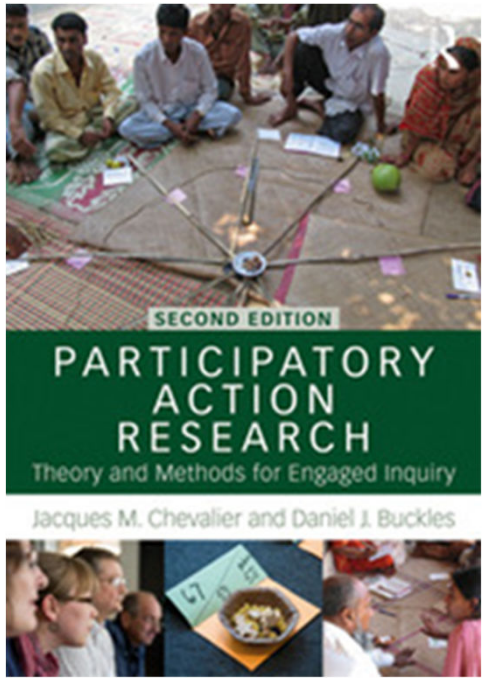
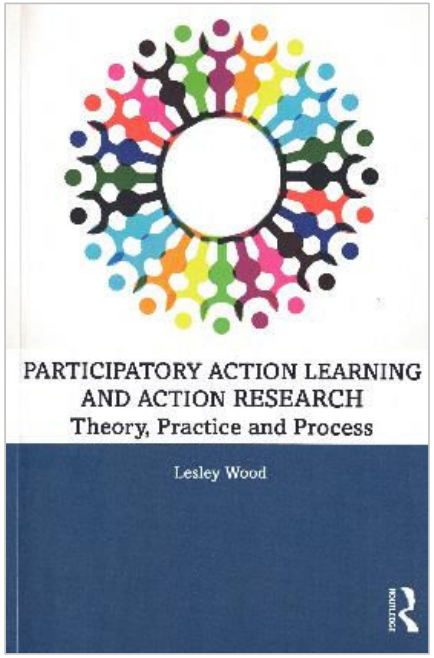
Programme Thursday March 12

- participatory action research with indicators and validation of research
- organisation of living labs with its stages
- steps of Design Thinking for processes
- tools/methods for collaborative actions

Participatory Learning and Action Research



Principles, approaches, tools and validation



Chevalier and Buckles, 2020;

Wood, 2020

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Concepts and principles

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The scope of PAR

Rational pragmatics of problem solving / addressing challenges

Psycho-social focus on awareness building and transformative learning

Critical-emancipatory struggle for greater social justice

PAR in only meaningful if it meets and integrates the minimum threshold of genuine participation, tangible action and scientific research.

PAR, Theory and Methods, Chevalier and Buckles, 2020, page 3 and 31

Principle of Participatory Action Learning and Research

A form of co-operative enquiry where knowledge is created through dialogue and the development of critical subjectivity.

Subjectivity refers to the development of an awareness of self and others as entities with agency, identity, perspectives, feelings, beliefs and desires.

Wood, 2020, p 26

Principles theory of knowledge for PAR

- People are active seekers of knowledge and negotiate meaning through dialogue
- All people are capable of producing useful and relevant knowledge
- There are multiple forms (e.g. cultural, spiritual) and representations (e.g. art, dance, music) of knowledge.
- Knowledge can best be validated by the people who create and use it.

This in contrast that knowledge is created by validated experts, must be based on scientific facts and represented in text. And that there are universal standards for ensuring the truth and validity of knowledge.

Wood, 2020, p 27

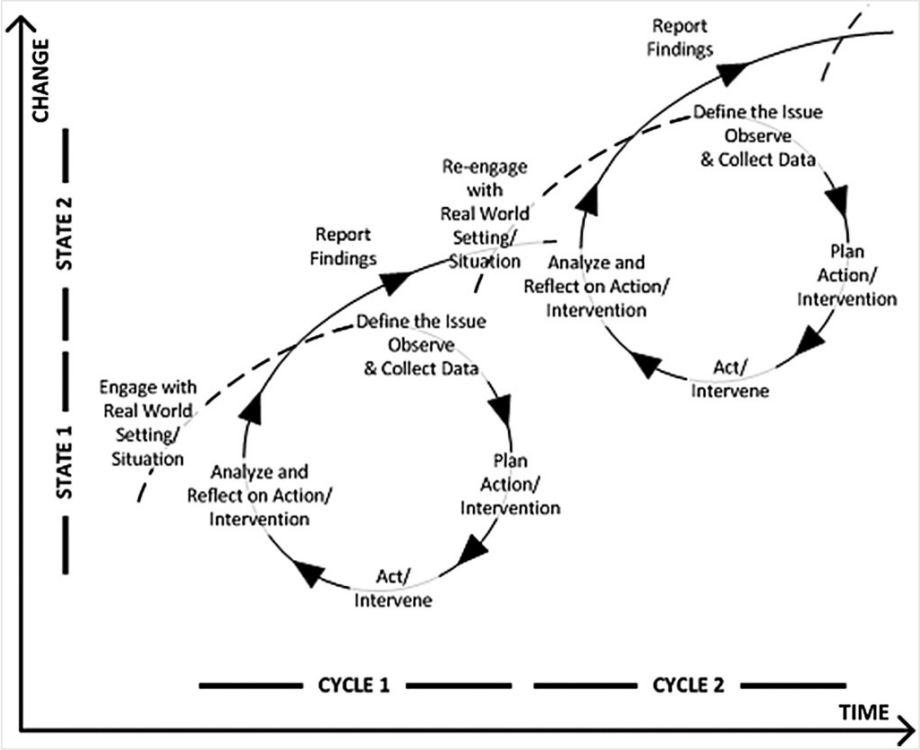
Transformative, collaborative and democratic

Transformative a way of thinking that is continually **open to change**, and constantly in search of new ideas, innovations and ways to bring about improvements.

Collaborative actively seeking out and liaising with others, particularly those who hold knowledge that we may not hae access to, to create a synergy that will broaden our minds to the possibilities of change as we work toward attaining mutual goals.

Democratic everybody should have an equal say in decision making about het what, why, how, who, where and when of the collaborative learning process.

Wood, 2020, p 3



Adapted by Tommelein, I. from www.brighthub.com; quoted by http://p2sl.berkeley.edu/glossary/a/; retrieved: 03.10.2020.

Change is Research

Action Research

"…a respect for people and for the knowledge and experience they bring to the research process, a belief in the ability of democratic processes to achieve positive social change, and a commitment to action"

Brydon-Miller, Greenwood, Maguire, 2003, p. 15.

Rules for engaged researchers

- Never lose sight of the complementary and mutually interrelated goals of three things**: rational analysis** and planning, working through **psychological states** in the here and now, and **supporting profound transformations** in social life.
- Exercise **judgements** in considering which aspect of the process should come to the foreground in a given context and moment of time.
- Remain open to the possibility that **issues on the fringe** might create **blind spots** and oblique angles of a hazardous nature. This might call for a change of perspective.

PAR, Theory and Methods, Chevalier and Buckles, 2020, Page 53

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Challenges

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Collecting and organising ideas for possible change

Making a quadrant with two axes: Chance of Success and Level of Certainty.

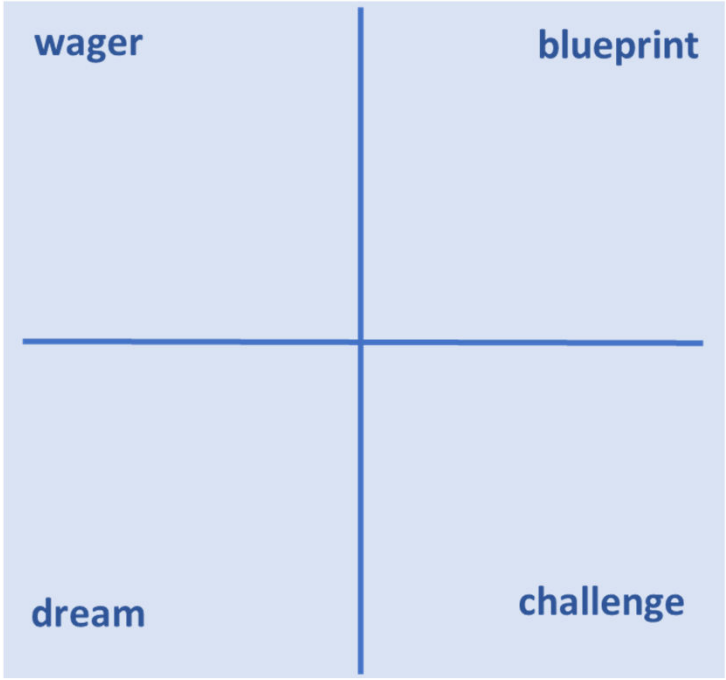
Ideas and proposals can be placed in the quadrant defining these as a:

Dream: an idea that may seem unclear and unpractical

Challenge: effort at change pursued with the knowledge of difficulties involved.

Wager: effort at change that looks promising but is risky, because of limited knowledge

Blueprint: effort at change likely to succeed for reasons that are well known.



PAR, Theory and Methods, Chevalier and Buckles, 2020, p 77

Steps for a group to explore mapping challenges

1. Invite participants to think of an event/situation that illustrated a meaningful challenge they had/have to face and writes this on a card (possible details on the back.
2. Participants form groups around similar challenge cards. Those who do not know which group to join, explain what their cards are about, and can be ‘adopted’ by a group.
3. Each group prepares a skit to represent the key challenge that matters most to them.
4. Listening to the presentation, every one notes down what they find the most important after all: the one they first thought of or one they heard. After the presentations the facilitator invites all to join the group that addresses the challenge they consider most important.
5. Newly formed groups prepare a pitch on why their challenge should matter greatly to everyone and how they could respond to it.

PAR, Theory and Methods, Chevalier and Buckles, 2020, p 119

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Stakeholder / actor mapping

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Tips for actor and stakeholder mapping

a. Remember that **stakeholders** are not necessarily individuals
b. Consider when to **combine** certain actors into a broader stakeholder category and when to **separate** broad categories into smaller groups. The first may mask significant differences within the group, the second may fragment stakeholders unnecessary and overlook the common ground.
c. Decide whether to recognize the **community of all stakeholders** as a group with its own profile.

Tips for actor and stakeholder mapping

d. Consider assigning some actors to **more than one stakeholder group** (e.g. leaders and public officials may have their own stakeholder profile and at the same time speak and act for a broader group).

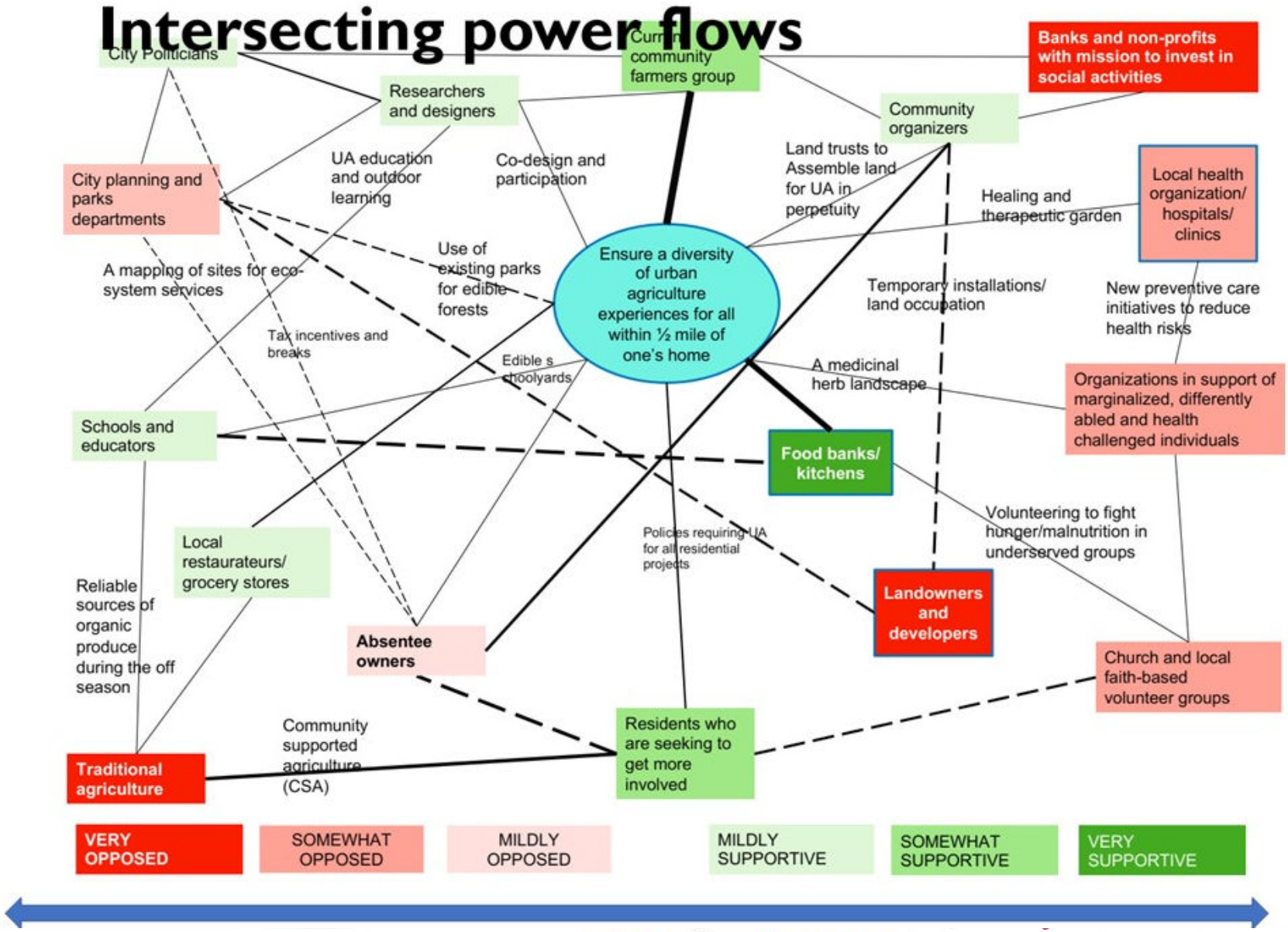
e.When identifying stakeholders, remember that some people may accept ancestors, future generations, spirits and **non-human species** as legitimate parties to the situation.

f. Make sure to **flag** in the list of stakeholders those who are doing the analysis, including convening organisations and funders. This helps to avoid the artifice of 'disinterested' actors, when in reality they have an **agenda of their own.**

Ways to carry out stakeholder mapping

- First define **the main challenge or aim** to address
- Define actors / stakeholders if applicable at the local, regional and national **levels**, separate private from public sector stakeholders.
- Define **levels of influence** and level of how much these are affected
- **You may use** storytelling by representants of stakeholders making use of major events in the past or planned activities.
- You may use improvisational theatre or personas

PAR, Theory and Methods, Chevalier and Buckles, 2020, page 252



Source: Deni Ruggeri, presentation landscap democracy, LE:NOTRE Landscape Forum 2022, student work

Critical stakeholder thinking

Keeping mind the following aspects of stakeholders:

a. Stakeholders' **multiple interests and objectives** in a given situation
b. Their **values and views** on existing problems and possible solutions
c. Their recognised **rights and responsibilities** and their resolve to act on them
d. The actual **resources, influence, authority and power** at their disposal
e. The **networks they belong** to and **histories of interaction** between them, collaborative or conflictive
f. The distribution of **social impacts of existing or proposed policies and projects** (winners and losers, potential trade-offs and conflicts, estimated risk-benefit balance)
g. Feasible **coalitions of project sponsorship and ownership** aimed at efficient, equitable and sustainable strategies (based on compromises between public goals and divergent stakeholder interests).

PAR, Theory and Methods, Chevalier and Buckles, 2020, page 255

Limits of Actor / Stakeholder Analysis

The appropriate **type or degree of participation** of different stakeholders may vary at **successive stages** of a project cycle. For each phase the questions are: “Who is the process for?”, “what is the action for?”.

Remember to give a **voice to the unheard**. There is a need to look further than the social order as we general know it. We need to challenge existing boundaries and develop strategies that include those who are generally excluded, have no voice and play no part in the ‘order of things’.

Let participants **speak for themselves** and NOT for **others or a group**

PAR, Theory and Methods, Chevalier and Buckles, 2020, page 260 and 262

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Quality criteria and validation

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Validity criteria of research

Traditional

Researcher competence accepted if s/he has PhD or is guided by an experienced researcher.

Researcher must be objective and bracket their own assumptions.

Researcher determines ethical measures before contacting participants.

Researcher decides beforehand on design and controls implementation and evaluation.

Change in researcher, 'participants' or context is not a criterion for assessing validity.

Research process is more fixed beforehand.

PAR

Both academic and non- academic participants have to develop and demonstrate competence to facilitate collaboration as process proceeds.

Researcher is a full participant in the process, making assumptions, thoughts, etc. explicit in the learning set meetings.

Researcher and other participants negotiate ethical measures.

Action learning set collaboratively decides on design, implements and evaluates research.

Change in participants, context, policy or systems must be evidenced as a key criteria for validity.

Research process emerges, changing / evolving as participants gain new insights.

Wood, 2020, p 129

Forms of validity applicable to PAR

Process validity	Evidence of cycles of action, reflection and learning, evidence of **sound relationships** between participants and facilitator
Dialogic validity	Documentation of action learning set formation and sessions; evidence of the **voice of participants** being acknowledged and included in all decisions, actions, etcetera
Catalytic validity	Evidence that the participants are **aware of their potential to learn** and effect change in their own lives; of their self-directedness; of incidents that show agency within and beyond the project.
Democratic validity	Evidence that research has been done in collaboration with all parties who have a stake in the problem under investigation; of outcomes relevant to local setting; considering multiple perspectives.
Outcome validity	Achievement of epistemological / emancipatory / practical outcomes through evidence of participant (including university researcher) learning and development; documentation of unexpected outcomes; and learning through “failing forward”.

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The validity has to be grounded in claims of positive transformation, ideally at the following levels:

- Personal
- Professional
- Systemic
- Policy

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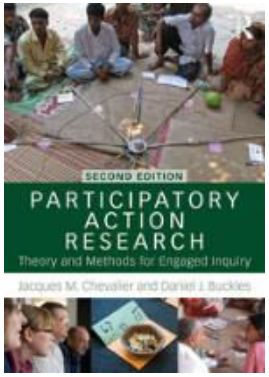
Validation of process, results, output and outcome

***The following criteria are proposed** for validating PAR with academic rigour and possibilities for knowledge transfer.*

- The validity has to be grounded in claims of **positive transformation**, ideally at **personal, professional and systemic / policy levels**.
- Criteria for validity relate to the **design, authenticity and the ability to bring about benefit** for all the participants including the academic researcher. For each aspect **evidence** needs to be reported.
- Authenticity: this manifest if the results are **recognisable** and **confirmed by the participants** in the research in terms of **mutual benefits.**
- Since the process is per definition unpredictable, part of the validation consists of showing how the project partners **adapt to change** and how they use **findings of reflections to improve** the next steps of the cycle.
- Proof needs to be presented that the **action has led** to **positive change**, in which it is clear that the **participants** have contributed to generate this proof.



J. M. Chevalier & Daniel J. Buckles, 2019 *L. Wood, 2020. P, p 119-122*

Suggested methods/tools for data generation

Nominal Group Technique	• Collaborative way to decide on topic/issue to be addressed
Digital storytelling / Photo voice	• To learn about people's lived experience, used as an advocacy tool
Participatory video production	• To explore an issue, used as an advocacy tool
Drawing	• To explore an issue, determine change, used as an advocacy tool
Future creating workshop	• To identify current state of affairs, imagine new possibilities and find ways to enact them
Asset mapping	• To identify existing assets

Source: Wood, 2020, p113

www.uaex.edu/support-* units/program-staff-development/docs/ NGTProcess%2012.pdf
www.project-management-skills.com/fishbone-diagram. html http://elab.athabascau.ca/ workshop/digital-storytelling
www.heaids.ac.za/site/assets/ files/ 1233/using-a-different-lens.pdf www.utu.fi/fi/yksikot/ ffrc/kehittamispalvelut/ futuresfocus/Documents/ futures-workshops.pdf
www.vistacampus.gov/ what-asset-mapping

Quality Criteria for PALAR projects

- The validity has to be grounded in claims of **positive transformation**, ideally at **personal, professional and systemic / policy levels**.
- Criteria for validity relate to the **design, authenticity and the ability to bring about benefit** for all the participants including the academic researcher. For each aspect **evidence** needs to be reported.
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- Proof needs to be presented that the **action has led** to **positive change**, in which it is clear that the **participants** have contributed to generate this proof.

Source: Wood, 2020, p119-122

Validation of Living Lab Research

- The research should be **made public**, in order to be open to criticism, to make sure that the explanations are as valid as possible.
- There needs to be a process of social validation. For instance by a **validation group of peers answering** four questions:
  1. how might the researcher **improve the comprehensibility** of the research?
  2. Does the research provide **sufficient evidence** to justify the claims in the explanation? How could this be strengthened?
  3. Does it show the understanding of the socio-culture basis of the **researchers and participants own values**, e.g. democratic design.
  4. Is the **research authentic**: does the researcher takes personal responsibility and really acts upon the values that he/she claims.

Source: Video by Jack Whitehead on Supervision and Validity in Explanations of Educational Influence; https://youtu.be/Cy5UIabWaEU, consulted on 2021-12-29

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Do you think you could easily carry out a process of PAR?

What would be difficult?

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Living Lab approaches in the context of food planning

Reconciling individual/group interests and creating common value through collective conception

Creating ***"innovation"***, ***"openness"*** and ***"spontaneity"*** of **processes,** which generates ***"sustainable solutions"*** and ***"multiple benefits"***, while ***adding value,*** as well as ***producing "knowledge"***

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Living Lab approaches in the context of food planning

definition, characteristics & principles

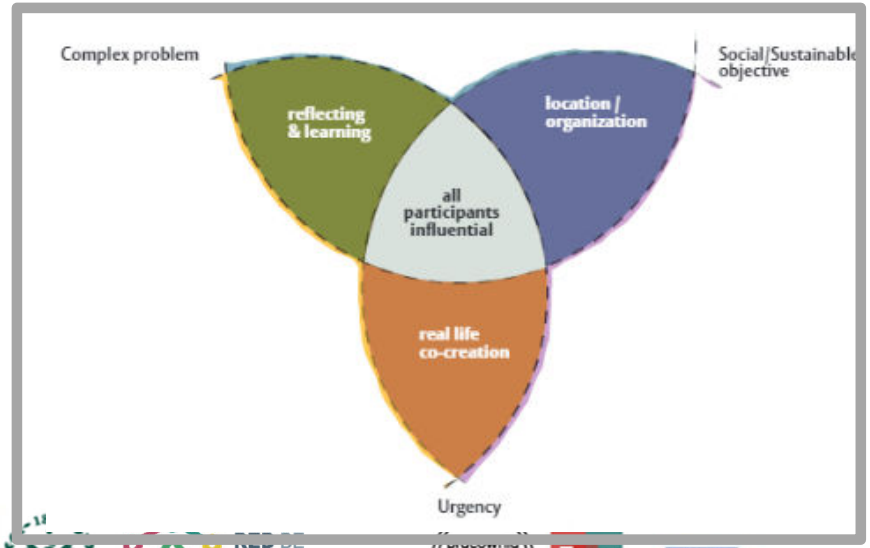
typologies & dimensions

launching, programming and requirements for LLabs

DEFINITION OF LIVING LABS

- **user-centered**, **open innovation** ***ecosystems*** based on systematic user co-creation approach, integrating research and innovation processes in real life communities and settings. (ENoLL)

- **Innovation System** where **users** and **citizens** are ***active actors,*** not only passive receivers

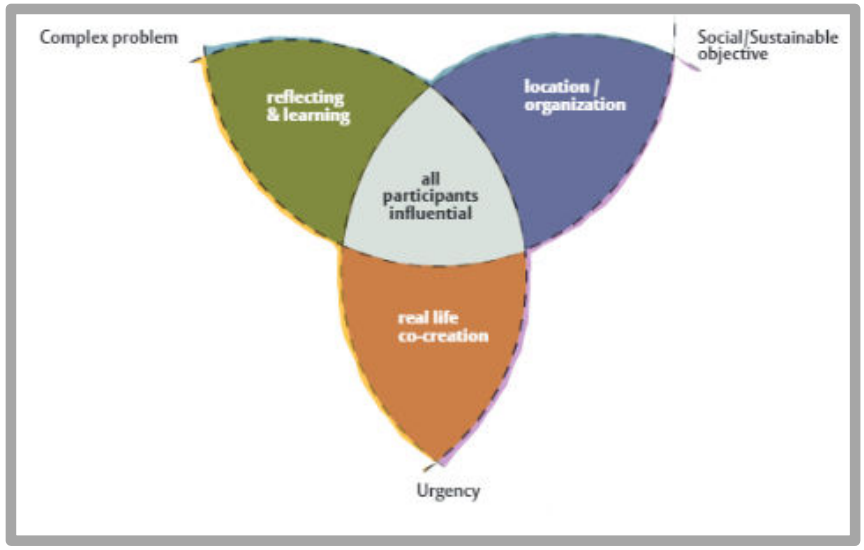


Source: Verhoef &Bossert: *The University Campus as a Living Lab for Sustainability. A Practitioner's Guide and Handbook*

DEFINITION OF LIVING LABS

- **A real-life setting :** simultaneously *encounter all relevant* ***foreseen*** and ***unforeseen circumstances ;*** *Better impact for replication and upscaling*

- in a **territorial *context*** (neighbourhood, city, agglomeration, region, campus) integrating concurrent research and innovation processes within a ***public-private-people partnership***
- based on ***change management, fast prototyping of services, co-creation*** and other *innovation management systems*
- solving complex problems in ***a multi-stakeholder context/ societal/sustainability problems*** by involving **all stakeholders** for *co-creation* and *co-production*



Source: Verhoef &Bossert: *The University Campus as a Living Lab for Sustainability. A Practitioner's Guide and Handbook*

PRINCIPLES OF LIVING LABS

Learning and reflexivity

Learning is considered relevant for sustainability transformations in various ways.

1) development of individual competencies, including knowledge, capacities, and skills to per-form action;
2) social learning as collective learning process of involved actors, leading to change of understanding of these actors sparked by their interaction (Reed et al. 2010);
3) learning how to collaborate in transdisciplinary research (reflexivity), by "reflecting on the influence of actors' values, norms and epistemologies on the collaboration.

Reflexivity becomes crucial "and includes confronting, inter-relating, and integrating different epistemic cultures, values, or goals"

Source: Bergmann et all, *Transdisciplinary sustainability research in real-world labs: success factors and methods for change, Sustainability: Science (2021)*

PRINCIPLES OF LIVING LABS

LLabs realize **transdisciplinary research** to differentiate and integrate scientific and societal knowledge, related to a real-world problem

Involvement of societal actors : reaching “from information transfer through **consultation, cooperation, collaboration, to empowerment**”

Phases of **collaboration i**n an “ideal-type *transdisciplinary processes are (1)* **co-design, (2) co-production, (3) re-integration**

Source: Bergmann et all, *Transdisciplinary sustainability research in real-world labs: success factors and methods for change, Sustainability: Science (2021)*

TYPOLOGIES of LIVING LABS

Scale and complexity ranging from informal collaboration of two partners to an institutional organisation with a complex network of partners.

- ranging from informal collaboration of two partners

- to an institutional organisation with a complex network of partners.

It can vary, but a lab can have the following **stakeholder groups:** Universities and Research Institutes, NGOs, Industry and Enterprises, Local, regional, national authorities and members of the political system, Stakeholders in the natural environment of the university

Types of living labs

- **Thematic:** addressing a specific topic, e.g sustainable school environments, improving accessibility to food
- **Community centered:** formulating and addressing the needs of a community

THE DIMENSIONS OF THE LIVING LAB PROCESS

- **Co-creation**: address challenges by bringing together a diversity of views, constraints and knowledge sharing to sustain the ideation of new scenarios, concepts and related interventions.
- **Exploration:** engage all stakeholders, especially user communities, from the start of the co-creation process for discovering emerging scenarios, usage and behaviour through live scenarios in real or virtual environments

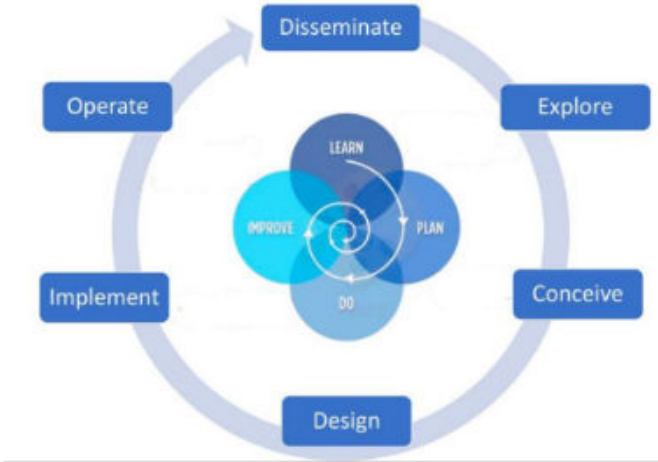


Figure 1. Proposed cyclic approach of the co-creation process by MDH Living Lab@IPR.

- **Experimentation / Prototyping:** show live scenarios and/or implement prototypes and share the experience with the community or users and organize a collaborative evaluation.
- **Evaluation:** assess new ideas and innovative concepts as well as related technical or artistic interventions in real life situations through various dimensions; make observations on the potentiality of a viral adoption of new concepts and related technological artefacts through a confrontation with users' value models.

(source: Pallot, M. et al, 2010)

LAUCHING A LIVING LAB

1. **Workshops** bringing together stakeholders to get involved in the adventure and which clarify the intent and the motivations behind the choice of a Living Lab.

2. **Benchmarking** or a **review of literature** facilitating the discussion between stakeholders based on a common language.

3. **Realisation of a design process** modeling the different ***strategic*** and ***operational processes*** of the Living Lab/focusing on those that support the user participation during projects of experimentation.

4. **Planning of the development** of the Living Lab:
   - align the operation with the expectations of the parties stakeholders
   - communicate the reasons (justifying certain activities outside the experimental projects)
   - develop a sustainable and trustful relationship between stakeholders

5. **Establishing a steering committee** of the Living Lab, with **terms of reference** and ***communication protocol***

Talk about your intention within your network, compare your ideas with the initiatives local communities in open innovation.

PROGRAMMING A LIVING LAB

Preparing and designing the Living lab organisation

3-6 months

- Stakeholder mapping
- Definition of a common intention and vision
- Cross-appropriation of concepts, processes, technologies, culture and sectoral terms
- Co-creation of project tracks and desired impacts between the stakeholders and users
- Legal status, modelling of process
- Definition of performance criteria
- Specifications of the Living Lab as an intermediary

Piloting phase, experiments, simulation and testing

6 months – 1 year

- Experimenting in a safe environment
- Experimenting of existing methods and tools
- Focusing on the design phase of the innovation process
- Assessment of existing methods and tools
- Concepts for testing the prototypes
- Simulation in realistic conditions
- Recruitment of user groups that represent well the target group

Source: adapted from Dubé et all, *Le livre blanc des Living Labs* 2014

PROGRAMMING A LIVING LAB

Implementation of the LLab innovation process

1-2 years

- Incorporation of experiments in realistic conditions
- Integration of all phases (design, prototyping, development and deployment)
- Integration of all activities (co-creation, exploration, experimenting and evaluation)
- Further development and integration of co-creative methods and tools for testing
- Further development of communities of users
- Recruitment of user groups
- Training and coaching activities

Sustainable development and adaptation of the LLab

+ 2 years

- Integration of all user experience in experiments in realistic conditions
- Development and experimenting of new methods and new tools for the Living Lab
- Implementation of the business model of the Living Lab
- Definition and additions of new Living Lab services to the community of stakeholders in terms of created value

Source: adapted from Dubé et all. *Le livre blanc des Living Labs* 2014

LIVING LAB REQUIREMENTS

Operation in Practice

- Setting up the Living Lab takes several meetings of 2 – 3 hours each
- All participants should understand and agree on desired outcomes, contributions, roles and impact for and by all
- Putting the commitment into action, requires a governing model, a project leader and a living lab manager, as well as a number of practical conditions

LIVING LAB REQUIREMENTS

Keeping the Lab alive

- Generate win-win situations and keep communicating results and success and the contributions of the Living Lab
- Cultivate cultures of experimentation, testing and learning together
- Match and prioritise Living Lab projects with the university profile and vision on research and education
- Respect and mobilise university stakeholders in their roles and ambitions
- Implement a positive failure culture to learn about mistakes while sharing them
- Celebrate success stories

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Are you working in the context of a living lab or do you plan to do it?

Yes,
Maybe
Not yet
No never!

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Jeroen de Vries

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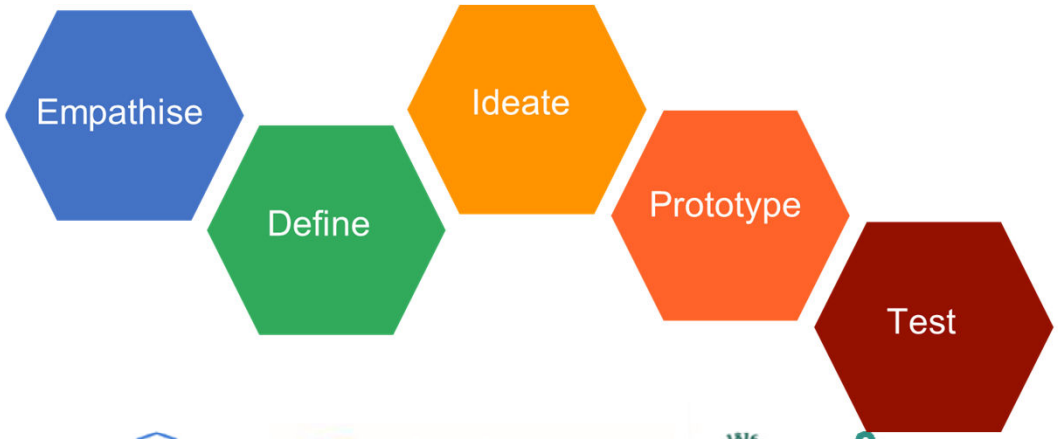
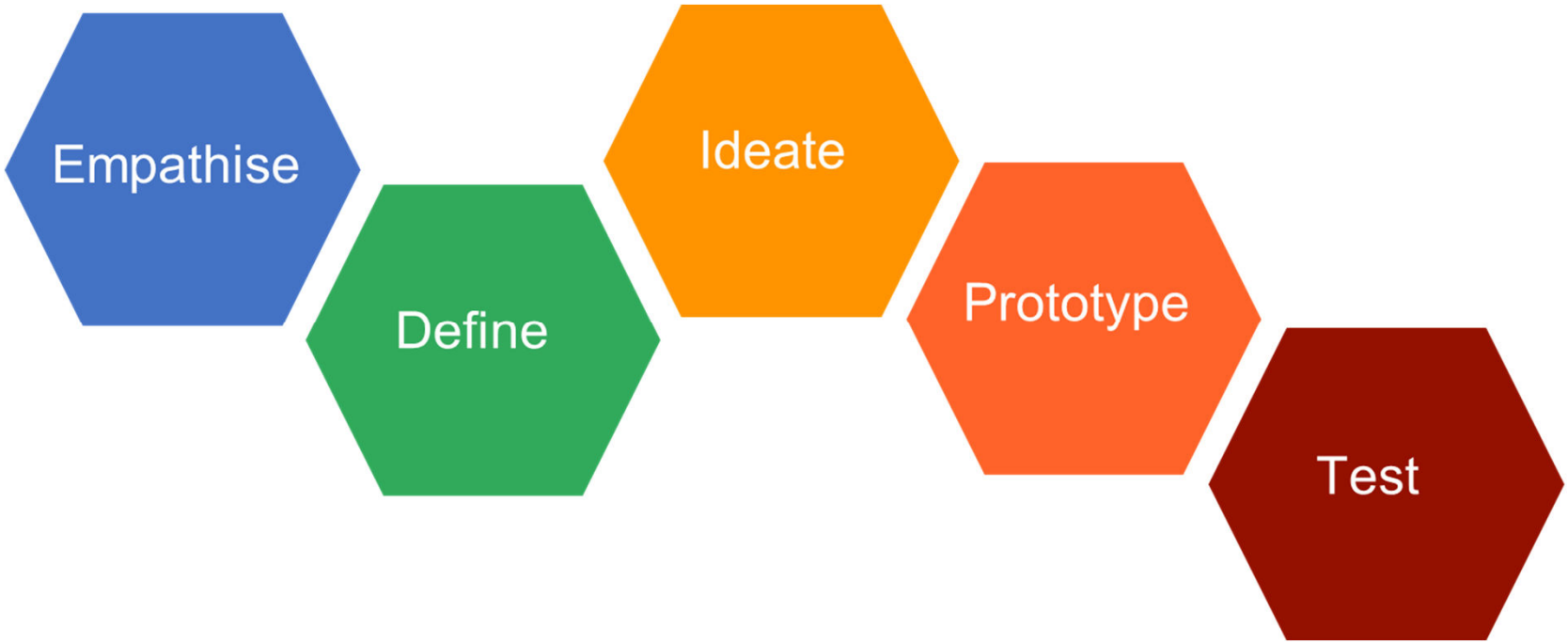
Design thinking

Design thinking is an iterative, non-linear process which focuses on a collaboration between designers and users.
It brings innovative solutions to life based on how real users think, feel and behave.

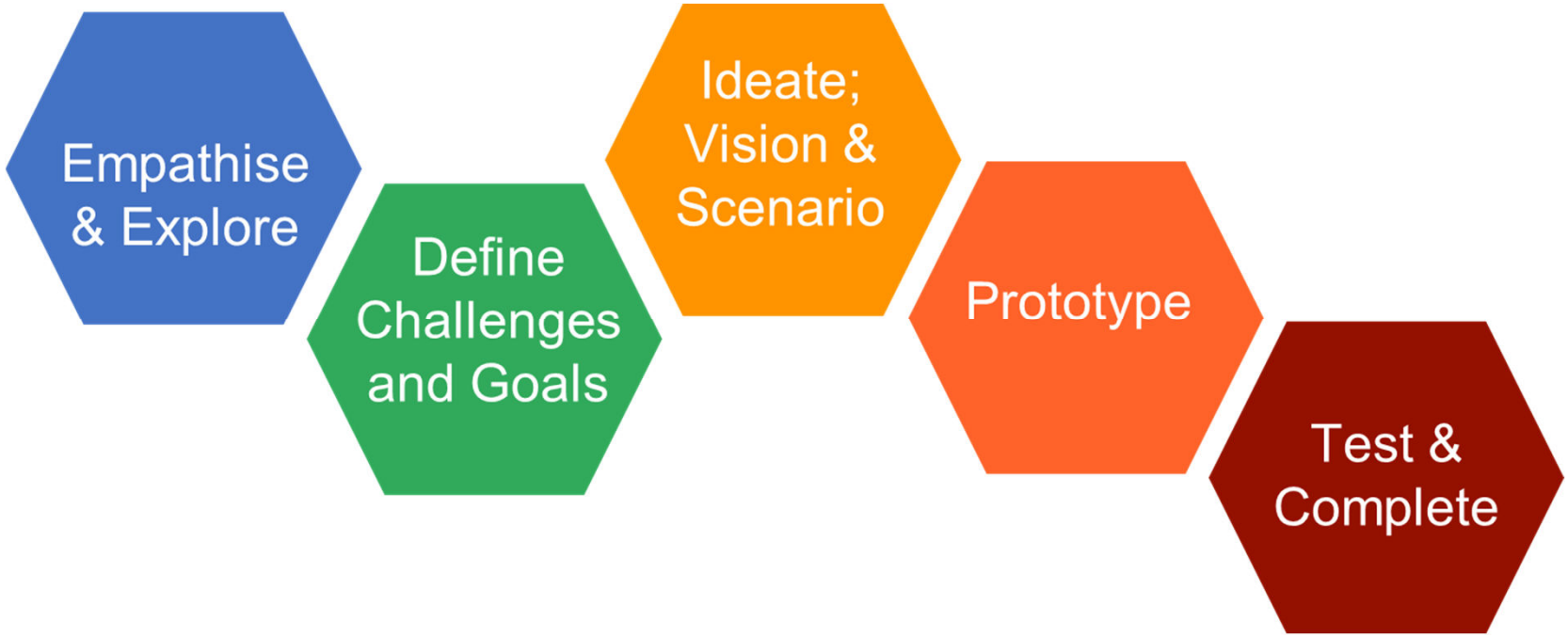
This human-centered design process consists of five core stages:



Steps in Design Thinking



Steps in Design Thinking: adapted for AESOP4Food



Empathise & Explore

Understanding the problems, needs and desires of actors, stakeholders, users to address best the challenges.
Understanding the qualities, challenges, opportunities of the local landscape to come up with good ideas.

Questions

a. Who are the actors?
b. What are their problems, needs and desires?
c. What does the local landscape look like?
d. What are the needs and opportunities of this landscape?

Empathise & Exploring methods

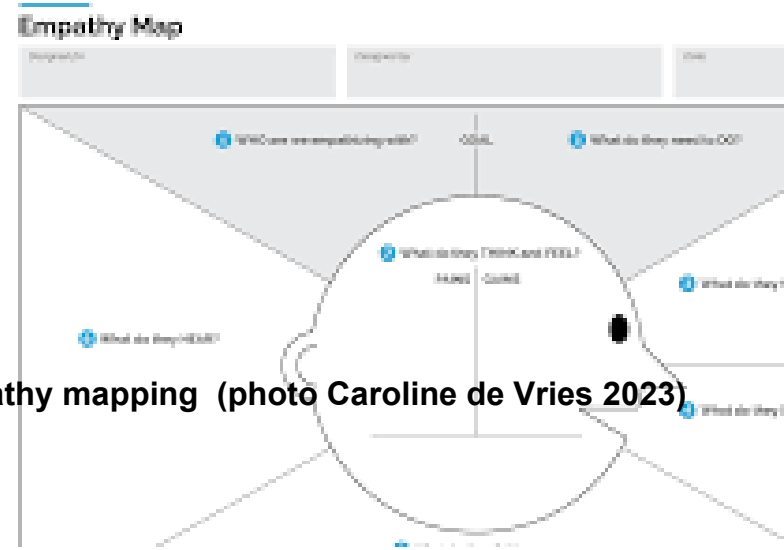
Understanding the problems, needs and desires of actors, stakeholders, users to address best the challenges.
Understanding the qualities, challenges, opportunities of the local landscape to come up with good ideas.

Methods

a. Interviewing / photo voicing / tiny demonstration office
b. Creating personas
c. Landscape walks
d. Transect method
e. Landscape mapping with photos, sketches, notes

Examples of exploring wishes of actors

Playmobile interaction (photos Anna Szilgyi-Nagy / Jeroen de Vries, 2022/3



Empathy mapping (photo Caroline de Vries 2023)

Define challenges and goals

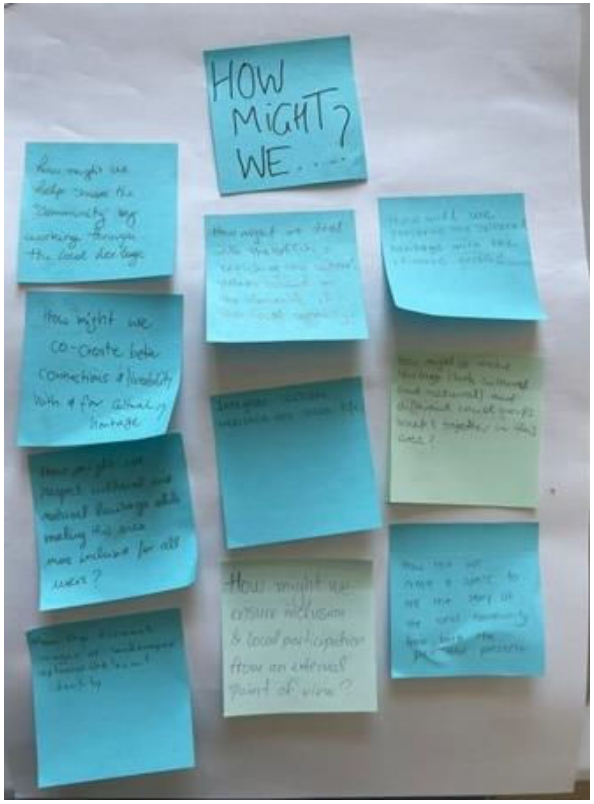
Synthesis of the observations about actors, stakeholders and the landscape.

Collaborative defining the main challenges you need to address and the opportunities you can build on.

It can help to visualize these on a map of the area or in a scheme of the food system.

Define challenges and goals - methods

- Nominal Group Techique for collecting challenges
- Brainstorming for generating ideas
- Power mapping for your main idea / challenge
- Nominal Group technique for collecting goals and prioritsing



You can use the ‘how might we?’ questions

- How might the agripark serve best the needs of those who are more vulnerable?
- How might farmers benefit from the park for a fair income?
- How might the agripark look like when agroecology is applied?

Ideation: vision and scenario

The vision builds upon the defined goals and selected scenario.

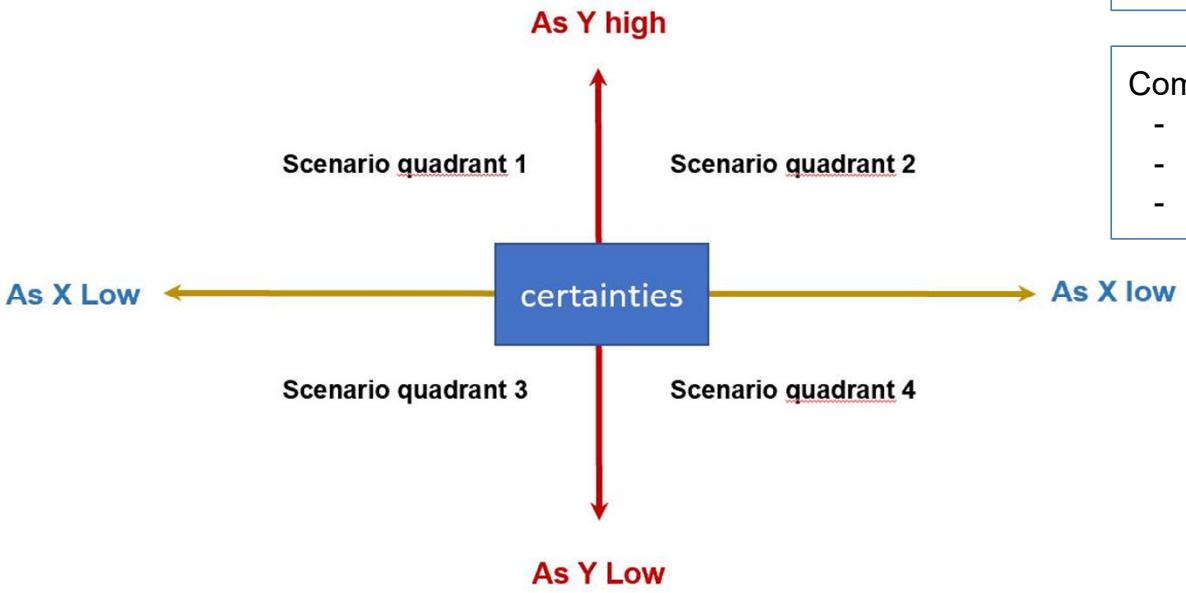
It describes the way the food system and the Agripark look like in 20xx.

It can be a written statement, where the main concepts are preferably illustrated with icons, images, sketches.

Scenarios can be explored using the quadrant method (lecture Michiel Dehaene: April 25 and May 16, 2024), see next slides.

STEP 4 - SCENARIO BUILDING

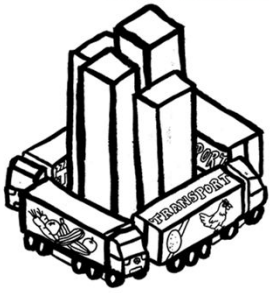
- Collaborative definition of possible scenarios (possible worlds)



each quadrant defines a possible world
to be explored/described
according to certainties (certain drivers with high impact)
according to critical uncertainties (uncertain - high impact)

Common list of aspects to be described for all quadrants
- production
- consumption
- distribution…

STADS ACADEMIE



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ENERGY CHEAP AND ABUNDANT

FOODTOPIA

GATED COMMUNITIES

HIGH POLARISATION

Extreme Climate Crisis
IT Technology
Urban Growth
Superdiveristy

LOW POLARISATION

ALL IN THIS TOGETHER

CLASS-DIVIDED SOCIETY

ENERGY EXPENSIVE AND SCARES

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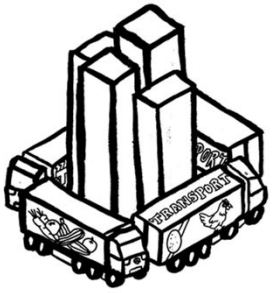

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FOOD SECURITY HIGH

UTOPIA?

NETWERK WOLRD

INDIVIDUALISATION LOW

Climate Change
IT Technology
Smaller Families

INDVIDUALISATION HIGH

STRONG TOGETHER

EATING TO STAY ALIVE

FOOD SECURITY LOW

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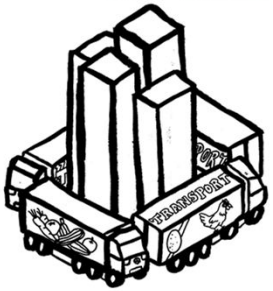

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SEGREGATED FARMING

HYPERMARKET SOCIETY

BIG MOTHER™

NO_AMAZON TYPE PLAYERS IN THE FOOD SECTOR

Climate Change
Biodiversity Loss

AMAZON TYPE DISTRIBUTION

THE CITY IS A FARM

ECOTECHNOCRACY

NATURE INCLUSIVE FARMING

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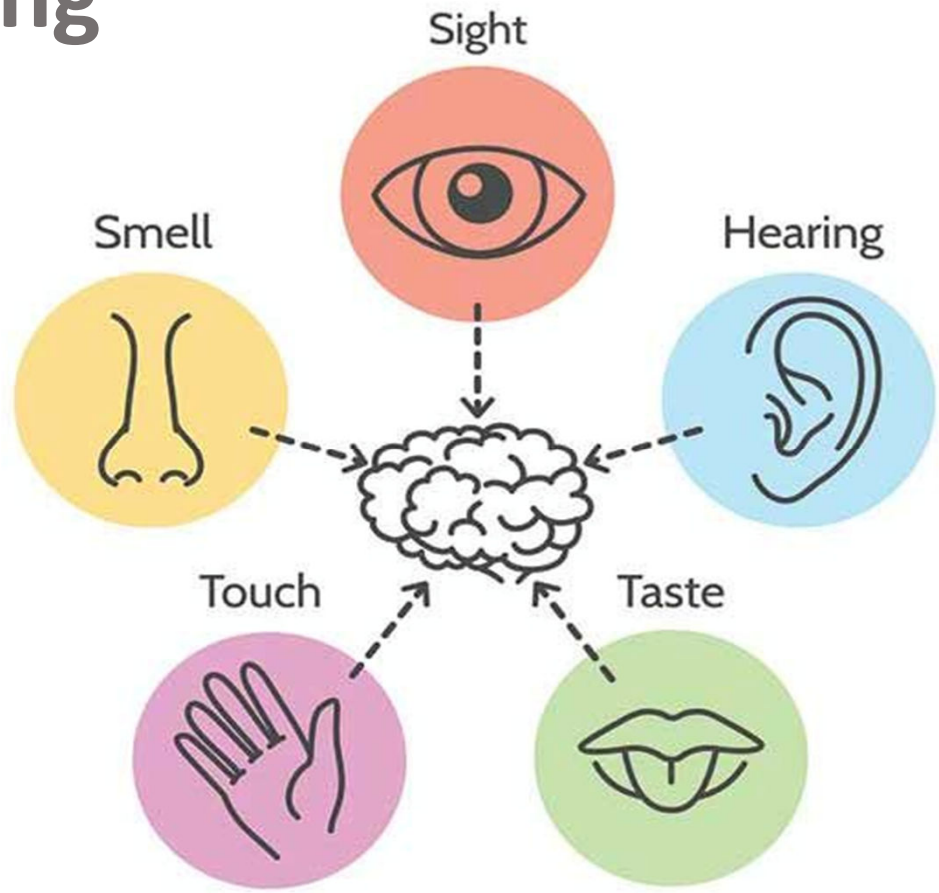
Prototyping

prototype is the early physical representation of your idea
that allows people to test and explore your idea's spatial, functional and social feasibility

Goals

- prove the value of your idea
- get feedback
- catch potential failures
- learn from failures
- integrate lessons into design
- evolve ideas quickly

Prototyping



perceived through the senses

tangible or concrete

can involve bodily contact or activity

What is the difference between the two prototypes?
What is common in the two?

Portland, Oregon, USA
https://bikeportland.org/2016/02/11/a-closer-look-at-the-better-broadway-pop-up-protected-bikeway-174752

mind maps

games

Performative prototypes (role play)

AR/VR experience

storyboards, comic books

modifiable digital models (streetmix or Minecraft)

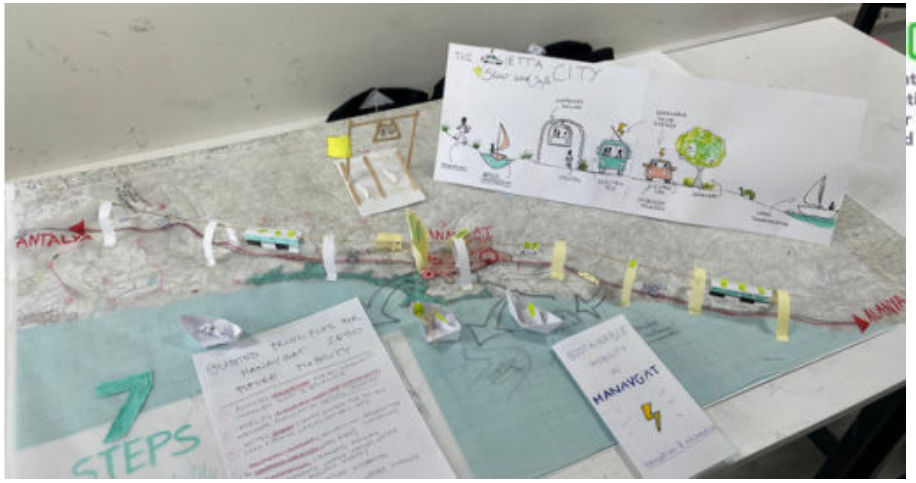
flow charts

analogue models

drawings (section drawings, floor plan)

ppt presentation

Examples of prototypes



COMMONPLACE POSITIVE INTERDEPENDENCIES

A prototype could look like a design, but not be detailed

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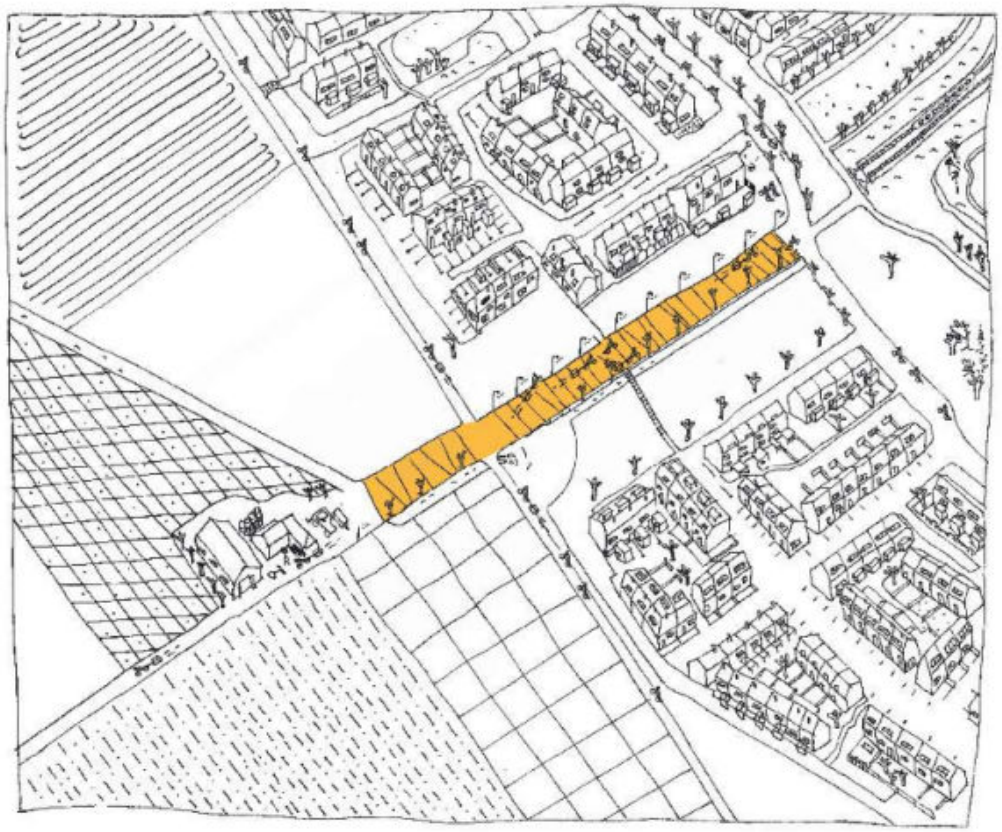

The transition between city and rural area is activated by creating Foodgates on specific sites.

Public spaces connecting producers, processors and consumers.

lecture Bram Vandemoortel of the Architecture Workroom Brussels, Open Space Platform. May 16, 2024

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Testing and concluding

The prototypes are tested by actors, users, stakeholders who give feedback.

You can understand better the actors.

The prototypes should not be a draft design, but a concept for a focused interaction with users

Do not reduce your “testing” work to asking whether or not people like your solution. Instead, continue to ask **“Why?”,** and focus on

what you can learn about the person and the problem as well as your potential solutions.

Testing methods

a. When you cannot interact with the local community, you may use personas who do a role play while testing
b. The prototype could also be a game where participants can explore if the proposal fulfills their needs, answers to their desires.
c. If it is a 1:1 model, or a scale model participants may also experience how it works.

Example of a persona

Customer persona - Tourist

Information

- Ahmet
- 32 years old
- Designer

Needs

- interested in exploring the local culture, historical sites, and landmarks in addition to enjoying the coastal attractions.

Positive trends

- Cultural Diversity
- Access to Nature
- Local Design Trends

Hopes

- Inspiration and Creativity
- Cultural and Artistic Exploration
- Networking and Collaboration
- Sustainable Design Inspiration

Opportunities

- Cultural Exploration
- Relaxation and Rejuvenation
- Networking

Negative trends

- Rising Sea Levels and Climate Change
- Environmental Degradation
- Lack of Infrastructure

Headaches

- Distractions and Balancing Work and Leisure
- Limited Workspace Availability
- Client Expectations and Communication

Fears

- Health and Well-being
- Cultural and Language Barriers
- Security and Safety Concerns

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AESOP4Food Intensive Course- Montpellier - July 4 - 13, 2024

05.07	06.07	07.07	08.07	09.07	10.07	11.07	12.07
Friday	**Saturday**	**Sunday**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Design Thinking Theme Empathising & Exploring	**Design Thinking Theme Empathising & Exploring**	**Design Thinking Theme Empathising & Exploring**	**Design Thinking Theme Define challenges & goals**	**Design Thinking Theme Ideation: Vision&Scenario , start Protyping**	**Design Thinking Theme Empathising & Exploring**	**Design Thinking Theme Prototyping**	**Design Thinking Theme Testing and concluding**
from 8:00 coffee/tea/vienn			**from 8:00 coffee/tea/vienn**	**from 8:00 coffee/tea/vienn**	**from 8:00 coffee/tea/vienn**	**from 8:00 coffee/tea/vienn**	**from 8:00 coffee/tea/vienn**
09:00 - 12:30	**09:00 - 12:30**	**10:00 - 12:00**	**09:00 - 12:30**	**09:00 - 12:30**	**09:00 - 12:30**	**09:30 - 12:30**	**09:00 - 12:30**
ice Breaking, introductions.	Exploratory walk in the Agriparc des Bouisses mapping	city tour Montpellier starting at 10h00 until 12h00	Formation of groups, short intro on Design Thinking process, Organised work with plenary flash presentations of 3 minutes of the progress.	Clara Zamour « The Agro-Urban areas in the the metropolose of France and Europe Working groups continue with Ideating	introduction and study trip agriparcs around Montpellier	Working groups prototyping session 11h30 Justine Labarre (Montpellier Métropole) - Food environments: the Montpellier case	Final presentations of the working groups (in different formats : mapping, etc.) With Pierre Janin, élu.e.s de la ville et de la métropole, services techniques, etc. - Final wrap up
Lunch	**Lunch**	**Self organised lunch**	**Lunch at canteen**	**Lunch at anteen**	**lunch on the road**	**Lunch at canteen**	**Good bye lunch**
Introductions at the Hotel de Ville	intro Suzie Bernard / Jeroen de Vries	14:00 - 17:00 study trip to the coastal landsdcape of Montpellier	working groups continue Organised work with plenary flash presentations of 3 minutes of the progress.	Self organised work and flash presenations of 3 minutes on the progress	Study trip continues	After lunch presenations of 10 minutes on the prototypes with feedback by all participants Self organised work, preparation of presentations and documentations	short evaluation & Free afternoon
Welcoming dinner @ La Panacee	**17:00 Free evening**	**17:00 Free evening**	**17:00 Free evening**	**17:00 Free evening**	**17:00 Free evening**	**17:30 Free evening**	**Free evening**
Outcome of the day Team building, understanding of the policy context, initial landscape system knowledge of the study area, first hypothesises	**Outcome of the day** an understanding of the landscape of the agripark, needs and ideas of the actors, and the concept of agriparks. Collection of the main challenges and first ideas	**Outcome of the day** a deeper understanding of the relation with the city and the coastal area	**Outcome of the day** for each theme a set of goals and first ideas	**Outcome of the day** Vision for the theme of the working group with scenario, first concept of prototype	**Outcome of the day** a deeper understanding of the position/function of Bouisses in the system of agriparks	**Outcome of the day** Teams know what to produce for the final presentation and have started producing outputs.	**Outcome of the day,** dissemination of AESOP4Food Living Lab Montpelliers, collection of documentation materials. public presentation and post-evaluation
Methods ***Ice Breaking, lectures, discussion, brainstorm***	**Methods** ***Exploratory walk, transect walk, landscape mapping, discussion, brainstorm***	**Methods** ***Exploratory walk, deep immersion in the landscape and interaction with locals***	**Methods** ***Nominal Group Technique, Power mapping, Brainstorming***	**Methods** ***Selection of ideation methods: illustrated concepts with icons, images, sketches, mock-***	**Methods** ***Lecture - Study trip - Landscape System Mapping***	**Methods** ***Creating prototypes that can be experienced, feedback by post its from each participant***	**Methods** ***Presentations, discussions, round table, flash light***

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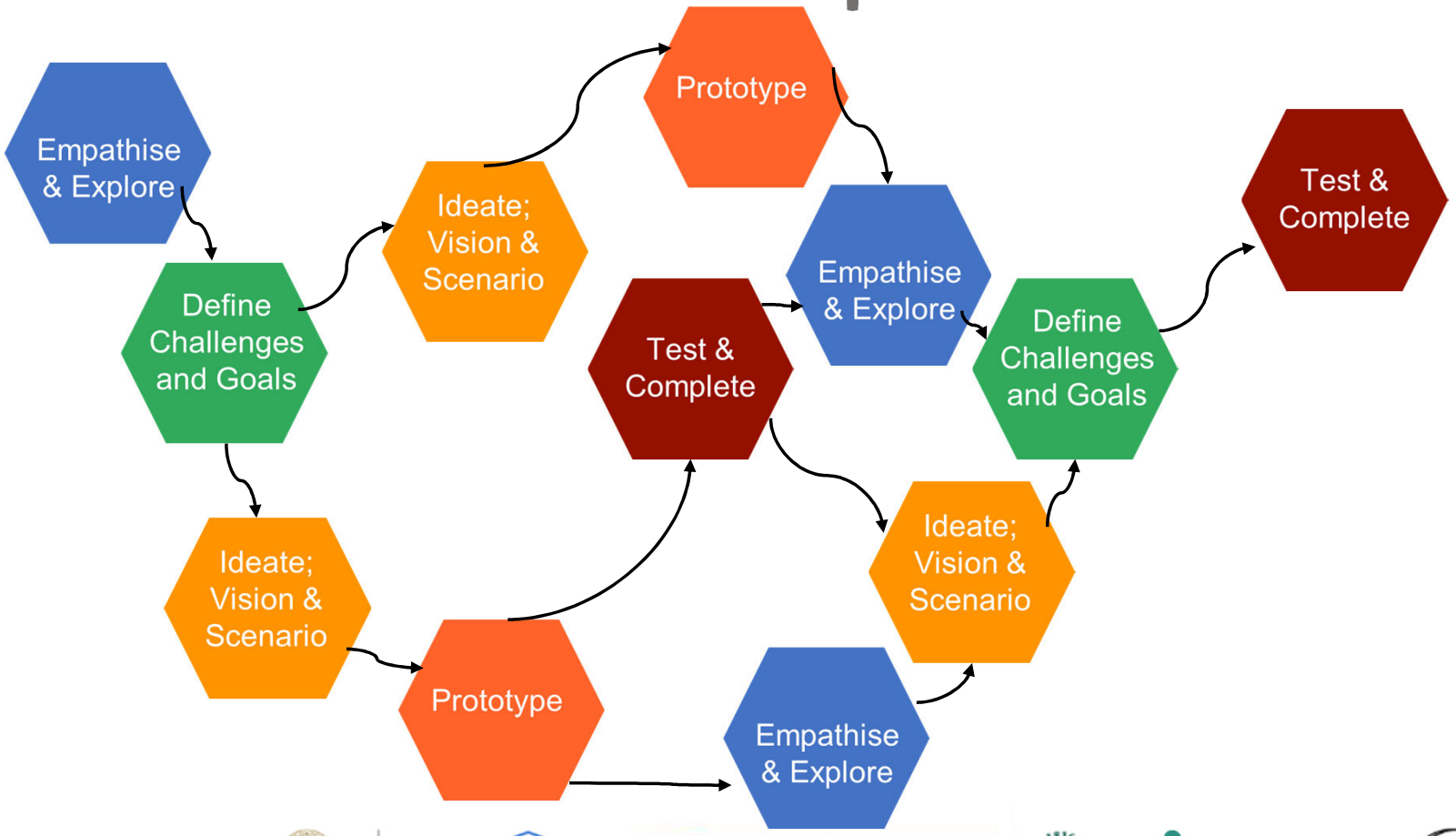
But it is never a linear process



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What do you like most in the Design Thinking approach?

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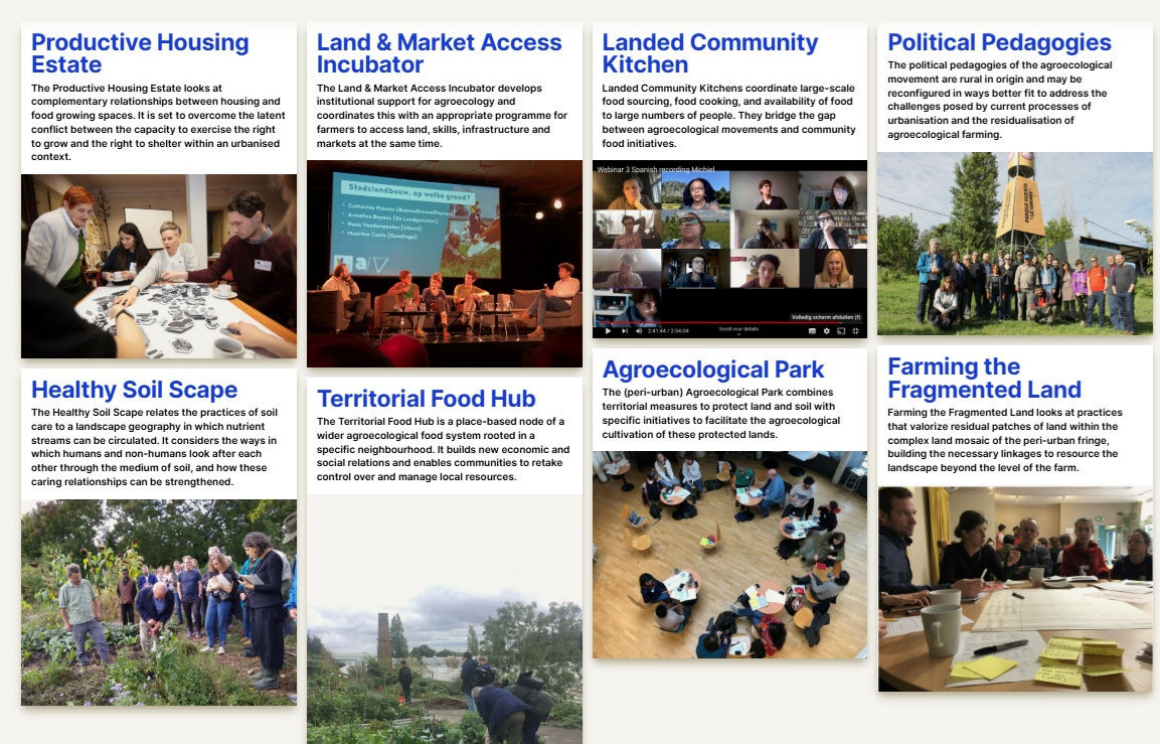
Session March 19, 2026, Agroecological Urbanism

The approach and building blocks

how they may be applied with some examples.

If you will present your assignment you need to confirm before March 19



Definitions, Annexes and References

Definitions related to PAR

Power – the ability to influence others and use resources to achieve goals. Resources may include economic wealth, political authoriy, the ability to use force or threats of force, access to knowledge and skills, and the means to communicate.

Interests are the gains and losses experienced as a result of an exiting situation or proposed action. These gains and losses affect the various forms of power and uses of resources.

Legitimacy is when the rights and responsibilities of a stakeholder are recognised by other parties through law or local customs,, and are exercised with resolve by the stakeholder involved.

Social relations involve existing ties of collaboration and conflict (including group memberships) that affect stakeholder in a certain situation an that they can use to influence the situation or the course of action.

Civil society - all non-market and non-state organisations (excluding the family) in which people organise themselves to pursue shared interests in the public domain. Examples range from community based organisations, village organisations to environmental groups, farmers' associations, faith-based organisations, labour unions, cooperatives, independent research institutes, etcetera.

PAR, Theory and Methods, Chevalier and Buckles, 2020, page 274 and 278

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Wood, L., 2020. Participatory Action Learning and Action Research, Theory, Practice and Process, Routledge

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- *Action Learning, Research and Practice: www.tandfonline.com/loi/calr20*
- *www.sas2.net/mca*
- *United Nations Sustainability Goals:* https://sustainabledevelopment.un.org/
- *Video by Jack Whitehead on Supervision and Validity in Explanations of Educational Influence; https://youtu.be/Cy5UIabWaEU, consulted on 2021-12-29*

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Internet sources

Video by Jack Whitehead on **Supervision and Validity in Explanations of Educational Influence**; https://youtu.be/Cy5UIabWaEU, consulted on 2021-12-29

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ANNEXES

Programming Living Labs: step by step
Successfactors for Living Labs
Tools and methods
Overview of participants

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COMPETENCES ELABORATED BY

Visualiation based on the paper by Wiek, A., Bernstein, M., Foley, R., Cohen, M., Forrest, N., Kuzdas, C., Kay, B., & Withycombe Keeler, L. (2015). **Operationalising competencies in higher education for sustainable development.** In: Barth, M., Michelsen, G., Rieckmann, M., Thomas, I. (Eds.) (2015). Handbook of Higher Education for Sustainable Development. Routledge, London. pp. 241-260. | graphic based on freepik.com layout

UNESCO. 2017. Education for Sustainable Development Goals: Learning Objectives. UNESCO Education Department. Paris. ISBN 978-92-3-100209-0

Overview of academic staff competences for Living Labs

- **Getting started** – can launch and organise a living lab in various phases of development.
- **Joining forces** – can engage and motivate participants, stakeholders and academics to collaborate.
- **Social structures** – can support and carry out a methodical analysis of the community and stakeholder groups with their power structure.
- **Learning process** – can facilitate a collaborative and common learning process of all actors in the living lab.
- **Value systems** – can (help to) formulate in an inclusive way the different perspectives and value systems.
- **Vision and design**: can build a common strategy and organise the co- design and testing of proposals, prototypes, design and planning solutions
- **Organisation** – can organize, communicate the living lab with its participants and facilitate processes of negotiation differences in values and interests.
- **Sustainability** – can ensure sustainability of the living lab in the long run

Source

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Part IV Integration into teaching and competences of academics for Living Labs

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ROLE OF ACADEMICS (RESEARCHERS AND EDUCATORS)

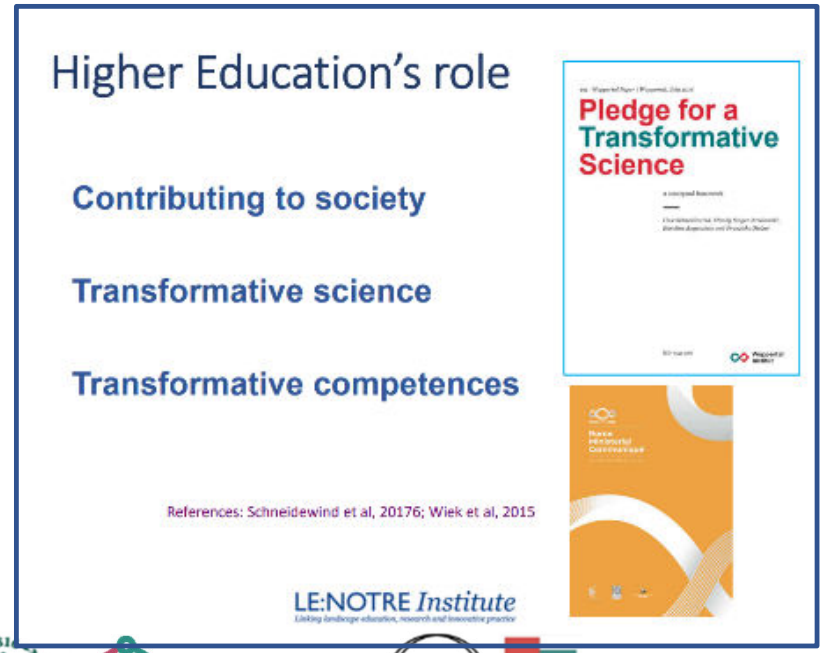
- ***engaged partners*** and ***collaborators*** in tangible and deliberate actions aimed at ensuring the right to landscape
- a ***constructivist approach*** in ***education*** where ***learning is defined as a communal effort***, a ***'community of learners'*** where the ***transfer or knowledge*** and ***refinement of professional skills*** result out of the ***students' direct engagement with reality.***

Landscape transformation is a **systemic**, **wicked act** that requires **constantly monitoring** of **progress** and **learning**.

Designers and planners : 'reflection in action': assess their progress toward a goal, engage a continuous dialogue.

Students refine their ***collaborative, democratic skills***, and redefine their ***role*** as ***professionals*** and as ***citizens***.

Through **partnerships** between **academics and civil society** for democratic change, it is possible to envision **transformative processes of change** that build on the ambitions and values of experts and communities alike (Schneidewind et al. 2016).



PROGRAMMING A LIVING LAB

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Mapping the stakeholders

- ***Responsible*** for the initial design of the innovation to be tested and validated within the Living Lab(1 or a group)
- ***Civil society*** and ***public bodies***: they have the objective of creating value linked to experimentation or the added value that will justify the money invested. Innovation must have economic and social value;
- ***Specialists***: they come from all over the world academic, public administration or industry. They are there to advise and to give meaning to the experiments carried out in Living Lab;
- ***End users:*** the group that will benefit of created value

Matching of intentions

- Define expectations;
- Consider the end user(s);
- Maximize the knowledge sharing and results;
- Focus on the social contribution/benefits for society.

Project ideation phase:
What ideas will be tested?
• identify the ideas/concepts/projects to be tested
• identify a director for the Living Lab
• identify user communities
• identify experts involved
• adapt the support tools to each project specific

Creation of the Living Lab team
• Director in charge of group identification experts and users, having an intermediation capacity;
• Responsible for the coordination and facilitation of experimentation.

The team must actively participate in development of an experimentation strategy harmonized to meet everyone's expectations stakeholders and the specificities of each project.

Legal status of Living Lab
Organization, department or simple methodology? Whatever status is chosen, it must reflect the expectations of partners and must at least take the form of an agreement contractual, but may change during life of the Living Lab.
• Establish common ground for discussions by creating a defined legal entity.
• Select a model to ensure the stability for setting up and putting into action of the Living Lab.

Processes and tools

• Facilitate communication (blogs, wiki, cloud computing).
• Joint project management and integrated monitoring (product evolution, market criteria, etc.).
• Access to data for all partners.
• Selection / adaptation of tools to needs of the Living Lab (workshops, serious games, circles learning, etc.) to support the process co-creative.

Measures

Determine the performance indicators of the Living Lab in the dimensions:
• Awareness
• Social
• Created Value

The use of learning / codesign circles can be useful in the design of a Living Lab

Success factors

- find the right balance between scientific and societal aims, integration of scientific and societal knowledge happens through co-design, co-production and joint efforts for implementation
- address the practitioners needs and restrictions, understanding for restrictions in the work structures of involved practitioners and to consider their time constraints
- addressing relevant and timely problems or topics;
- make use of the experimentation concept,
- actively communicate,
- develop a ‘collaboration culture’,
- be attached to concrete sites,
- create lasting impact and transferability,
- defining goals that have the potential of short-term impact,
- developing products and results along existing demand by relevant actors that are highly visible and long-lasting,
- plan for sufficient time and financial means,
- adaptability,
- research-based learning,
- recognize dependency on external actors.

Success factors: relation with users and participants

Develop a lasting and meaningful relationship with users:

- motivate users by associating them with the social and human value of the project
- take the time to create common principles with the participants
- work in the long term with the communities of users to develop their skills (particularly in terms of skills with regard to information and communication technologies (ICT)
- establish and maintain a relationship of trust with users
- reassure users about the role of technology as a facilitator solution creation, which will not replace human interactions
- keep users informed about progress and results throughout the process so that they feel truly involved
- emphasize narrative approaches to communicate

TOOLS AND METHODS FOR THE LIVING LAB

Analyse and synthesize the needs of stakeholders/Explore solution scenarios:

- Workshops based on the generation of ideas
- Exposure sessions for users to various experiences related to products / services under study
- Co-creation of concepts and construction of meaning
- Tools for exploring and experimenting with ideas
- Collective idea assessment tool (learning circles, etc.)
- "Pull" market analysis (environmental, immersion, etc.)
- Benchmarking
- Semi-structured interviews with users and stakeholders
- Ethnographic observations
- Functional analysis
- Personas and models
- Fast prototyping
- Story-board
- Design games
- Role playing

PARTICIPANTS

Public-private-citizen partnerships

The Living Lab acts as an intermediation organisation.

The value created within a Living Lab lies in the ability of the latter to develop an intermediation process between stakeholders with divergent interests but common objectives in terms of innovation.

Roles of the stakeholders:

- **project initiator**
- **technology or service provider**
- **contributor to the development of innovation**
- **seeking innovative solutions**

LLabs can facilitate **individual competency** for participants especially citizens: ***anticipatory***, ***normative*** or ***system-thinking competency***

Public

• ***Public decision-makers*** ***(***municipal level, regional or provincial) whose interest is economic development (develop innovation in the territory and encourage companies and industries) and development social (meeting the needs of citizens);

• ***Universities*** and ***research centers*** : to advance the knowledge about a subject;

• ***Public services*** (hospital, school, etc.) : to improve services offered to the public, while improving their business model.

Private

• ***Private companies*** (SMEs and suppliers technological) whose interest lies in the development of new products or services, or the provision of services technological.

Citizen

• ***Community*** and ***collective organizations citizens*** whose wish is to participate in the development of new products and services and promote the emergence of modalities democratic citizen participation.

Source: Eskelin et all: *Citizen-Driven Innovation- A Guidebook for City Mayors and Public Administrators*, 2015

The users

1. are involved at ***all stages*** of the innovation development process.
2. hold the most ***relevant knowledge of the context*** of life in which the innovation will be deployed.
3. ***contribute to the innovation process*** in the Living Lab continuously, proactively and in the same way as the other stakeholders, who traditionally have a monopoly on development process.

The ***nature of a user's participation*** particular depends on a *number of individual* and *specific factors* (Schuurman & De Marez, 2012):

- the particular expertise of the user in terms of knowledge
- the intensity and variety of use it will make of innovation
- the expression of new needs (emphasis on ex-users)
- the user's ability to innovate and adopt quickly a product or service

Each user will therefore have a ***unique profile*** of contribution to the Living Lab and the involvement of users can be in different degrees (Decision, Information, Creation).

- It is important to properly train users in new technologies and take the time to develop their digital skills.
- It may be interesting to evaluate the development of scenarios in collaboration with users before their implementation to support future acceptance.
- A combination of ***physical and online interaction*** with users helps to reduce costs without affecting the quality of user involvement.

Recruiting users

Principles of involving users in a LLAB:
• the composition of the user group
• their recruitment
• their long-term motivation

The **user recruitment strategy** varies depending on the context of the Living Lab project:
• identification of users for the phase of start of the project ("experienced" users in the context of the use of innovation)
• identification of possible user networks, communities and “hubs” that can facilitate and support the recruitment process
• support on professional skills recruiting
• definition of recruitment methods appropriate

Direct methods:
• reception and listening structure in various configurations within communities of users: collection of needs, desires and ideas expressed by the public
• recruitment from phase to phase by going to the ***meeting users in their living environment*** (information sessions, presentation workshops)
• “***break-out events***”: co-creative events in public places (shopping centers, public transport, etc.)
• advertising in existing ***social networks*** or on a ***digital Platform*** dedicated to the project

Indirect methods:
• recruitment via a project partners
• recruitment via a personal external actor or institutional

It is essential to the validity and reliability of the process of experimentation that the group of users involved is sufficiently heterogeneous to supply the feedback development process rich and diverse

Governance

The governance of a Living Lab is determined by the ***organization that supports it***, will influence all practices allowing manage the inputs and outputs of each phase of the innovation process.

Since the Living Lab methodology is anchored in **private-public partnerships**, the Living Lab leader is often a **actor of the public domain**:
• a ***public administration***
• an ***academic institution*** or ***consortium***
• an ***industrial cluster***
• a ***public service***

It will influence:

- the degree of ***openness*** of the Living Lab to contributors who feed each of the phases (the space left to users by report to experts, for example)
- the ratio ***experimental activities /specific constraints*** (place, methodology, sequences of activities, etc.)
- the ***hierarchy*** governing the activities of the Living Lab: who decides on the performance and results to be valued
- the degree of ***sharing of benefits*** and intellectual property
- the legal structure and the choice of the management of the Living Lab.

Management team
occupies a central role in the success of activities and maintaining the ***collaboration ecosystem***.
• Representatives of all parties *stakeholders* involved, initiators and applicants ;
• *Living Lab research team* composed of research specialists action and the pair of a facilitator and of an observer making the interface between the stakeholder committee and experimental activities.

Assistant project management –
promotes know-how and expertise existing among stakeholders and is **facilitator** and **mediator** for the intervention of this team in :
• project management
• co-creative animation / field observation
• communication

Competences needed:
• mastery of digital tools and virtual interaction
• knowledge of innovation approaches technological and social
• animation of user communities
• process modelling
• management of technological projects
• management of research projects
• action and ethnographic research
• Intermediation skills