

**Citizen Participation: Does Level of Participation Really
Make A Difference?**

**An Empirical Study of Participatory Design
Utilized In A Virginia Neighborhood**

by

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(ABSTRACT)

The literature on participatory design has often communicated that participation in the design process is beneficial. If participation is good, then is more necessarily better? The purpose of this study is to determine whether participants' satisfaction in the participatory design process and the resultant design is dependent on their level of participation in that process.

Two different groups of citizens from the Hamilton-Kerns neighborhood in S.W. Roanoke participated in the design of their neighborhood park. One group was involved in a traditional design process at a low level of participation; the other in a process at a higher level of participation. At the culmination of all workshops, participants were questioned about their satisfaction in the design process and the resultant design.

The results suggest that the level of satisfaction was not dependent on level of participation. Rather, the determining factor for level of satisfaction was whether or not the individual had participated in the design process.

To some it comes like the rising sun,
Slowly dispersing the darkness.
While to others it comes in a flash.
Yet as long as the sun fully rises,
The result is the same.

Moments of insight are always appealing,
But they last for only a while.
It is what comes later that is important-
The maturing of the experience.
For the experience comes from the understanding,
And the understanding always stays.
In time they meet and act as one,
And together they last a lifetime.

Day by day the experience grows.
The seasons come and go.
As the years go by,
One not only grows older;
but one grows deeper too.

-The Way Book-

"I hear and I forget
I see and I remember
I do and I understand."

-Confucius-

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Chapter I Introduction

Purpose of the Study

In this comparatively young field of Landscape Architecture, there currently exists a gap between the theoretical contentions regarding citizen participation and empirical findings. It is the purpose of this study to begin to bridge this gap between the theoretical and the empirical by conducting a study to determine whether the level of participation affects the level of satisfaction participants have toward the design process and the resultant design. This was accomplished by providing neighborhood residents with the opportunity to participate at two different levels of involvement in the design of their neighborhood park.

Why Participation?

Of those practitioners who advocate participation, it has generally been assumed, that participation in the design process is both good and desirable. Siegel (1968) and Wandersman (1979) note, however, that there is little empirical evidence to support the generalization that participation is, in fact, good.

There are several plausible reasons why there is a need for potential users to participate in the design process. Often designs presented to potential users seem appealing and alluring to the eye, especially to an untrained person. Many times these “seemingly appropriate” designs have failed after implementation due to a lack of consideration for the human element (Kaplan, 1978). Designers have frequently failed to recognize and utilize the resources that are subtly available (and sometimes obviously available, but ignored) from citizens of a non-design background. Landscape Architects should remove themselves from the unspoken ethnographic norms of the design profession and leave the ego behind in order to aid the users in developing designs most suitable for their needs (Hyams, 1979).

In addition to the aforementioned, it is purported that the involvement of user groups in the design process adds to civic pride as well as a higher level of satisfaction in the completed design (Smith, 1982). People are often leery when an outsider steps in and gives them a plan; “a solution to all their needs” (Halprin, 1974). Participation educates the users about the design process and the environment while giving them a needed sense of control over their lives. Additionally, the designer is educated about the infinite diversities regarding the participants as well as the idiosyncracies of the seemingly facile nature of participatory design processes.

Despite these attributes, participation is not without its drawbacks. The most evident drawback is the extra time required for the design process. Rachel Kaplan (1978) points out that citizens complain that designers often pretend to ask for input, but don’t really want to hear it. She also states that designers’ frustrations range from low turnout rates at workshops to a lack of response at the workshops.

Terminology Defined: In order to provide a common language between the reader and myself, it is important, at the onset to define a few terms:

- *Satisfaction* (Loo, 1986) will be conceptually defined as a fit or congruence between one’s aspirations and one’s actual circumstances.

- *Level of participation* indicates the amount of time an individual actually spends participating as well as how actively involved a participant is in the participatory process.

This inquiry will look into two questions:

Question 1:

Does the participants' level of participation in the design process affect their level of satisfaction with the participatory design process?

Question 2:

Does the participants' level of participation in the design process affect their level of satisfaction with the resultant design?

Valley Avenue Park, located in the Hamilton-Kerns neighborhood in Southwest Roanoke, was used as a case study to explore these questions. The existing park is rarely used and is in need of upgrading. Hamilton-Kerns residents participated in the design of this neighborhood park.

Direction of the Inquiry

In order to respond to the two research questions, the study was designed so that two different groups of residents from the same neighborhood participated in the design of their neighborhood park at differing levels of involvement. After a list of residents who were interested in participating in the design process of their neighborhood park was developed, the group was then divided in half. One group participated in a scored walk and two workshops. It was planned that one of the two workshops would be highly interactive. After the scored walk, these participants worked with the designer in a highly interactive workshop toward the design of their park. Their second workshop was formatted like that of a "town meeting".

In contrast to the aforementioned group, the second group participated only in the Town meeting workshop which was formatted to have a much lower level of interaction between participants and the designer/facilitator and between the participants themselves. It was typical of many "participatory" community meetings. At this workshop a few alternative design plans were presented and residents were asked to make comments on the designs and to select the one they preferred. In this way, the level of satisfaction in the two participatory processes and the resultant designs could be compared.

A Chronology of the Process: Chapter II, the Literature Review, describes the history of participation in design, current studies relating to design and the development of the overall participation format for this study.

Chapter III is the Methodology. Because of the many steps involved in this process, the methodology is divided into three phases (see the graphic chronology of the study in Figure 1). Phase I includes an account of the site selection and description, the site analysis and the park questionnaire.

Phase II discusses the scored walk and gives an account of Workshop #1 (the High Participation Workshop), how the High Participation Group was involved in the process and the development of the Participatory Design. This includes a description of the participatory process utilized with the High Participation Group.

Phase III describes Workshop #2 (the Town Meeting Workshop), how the Low Participation Group was involved in the process, the presentation of the Traditional and Participatory designs to both groups and the administration of the Workshop Participant Questionnaire.

Chapter IV describes the results of all the constituents of the three phases in the methodology.

Chapter V describes the conclusions and implications of the study and also includes an evaluation of the entire process.

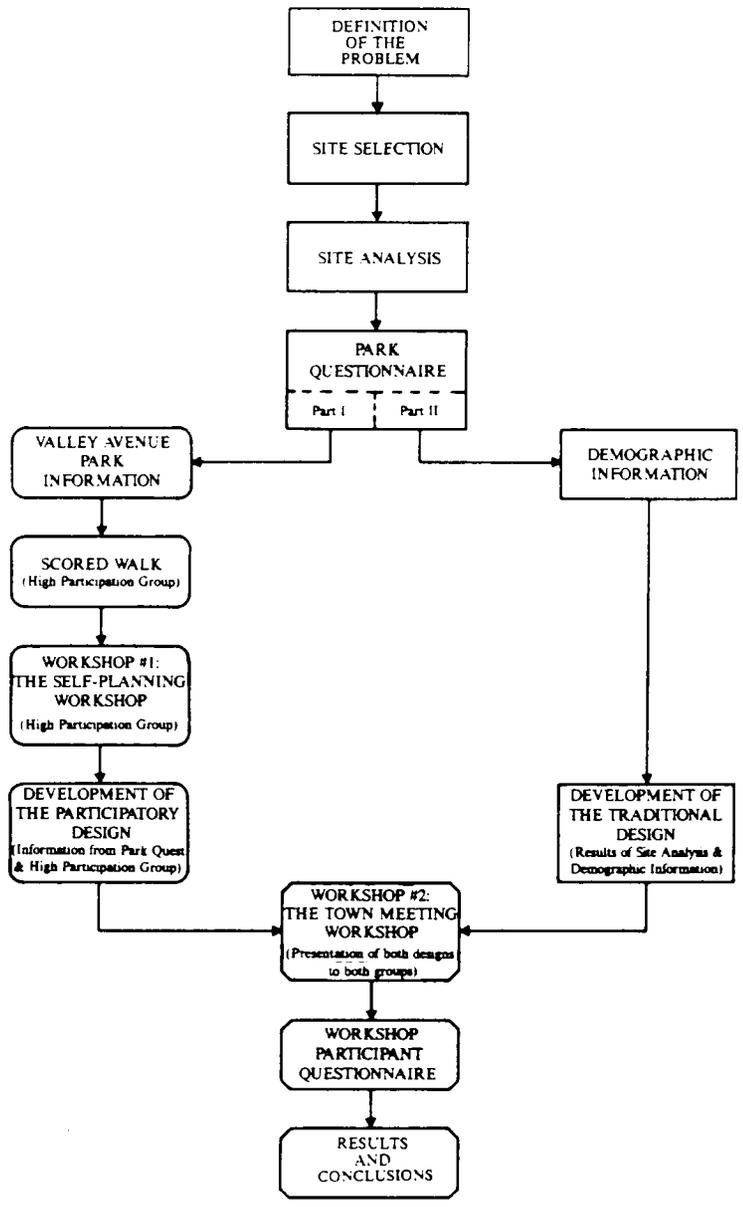


Figure 1. A graphic chronology of the study

Chapter II Literature Review

The term participation in and of itself is not a difficult word to define. The American Heritage Dictionary (1976) states that the word "participate" means "to take part; join or share with others." However, when other words like citizen, community, urban or design are used in conjunction with participation, the terminology comes to mean different things to different people and is dependent upon the situations in which it is used.

Siegel (1968) writes of participation:

Every effort to reduce its protean-like substance to a defineable, systematic, and comprehensible body of thought is resisted by inherent dilemmas - contradictions between myth and reality and even between different sets of observable social phenomena. Citizen participation virtually defies generalization and delites in reducing abstractions to dust.

The terminology "participatory design" and "citizen participation" will be defined in this chapter to clarify their meanings for the context of this inquiry. In addition, the studies that were most influential toward the development of the methodology will be discussed.

Terminology Defined

For the purposes of this study, participatory design will be defined as a design process that provides residents with the opportunity to participate in a meaningful context (Chang, 1978) and educates the users about the environment while affording the designer with firsthand knowledge about the users.

Arnstein (1969) defines citizen participation as "... the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future." Arnstein goes on further to categorize participation into 8 levels of participation which are in the form of a ladder. At the bottom of the ladder is the lowest level of participation and at the top is the highest level of participation.

As pointed out by Arnstein, none of these rungs can be taken verbatim or cast in stone. They often blend subtly into each other. Likewise, the two levels of participation chosen for this study will not correspond exactly to the rungs. Instead, the comparison between the rungs on the ladder and the levels chosen for this study are presented mainly as a means for reference.

Levels 1 & 2, manipulation and therapy are in the "Non-Participation" category. Neither of these are genuine participation. Rather, they serve as an illusory form of placation by "curing" and "educating" the participants.

The next 3 rungs, informing, consultation and placation, fall into the category of "Degrees of Tokenism". This includes attitude surveys, neighborhood meetings and public hearings. In these three levels, the citizens may actually be listened to, but they lack the power to follow through.

The top 3 rungs, partnership, delegated power and citizen control fall into the category "degrees of citizen power". Each rung allows for an increased level of decision-making power.

The two corresponding levels of participation in this study are partnership and consultation. The High Participation Group corresponds approximately to partnership. Planning and decision-making in regards to the park design are shared between the participants and the designer toward the development of the design. The Low Participation Group is approximately at the level of consultation. The participants of this group give input into the already completed park design. At this level of participation the participants have no assurance that their ideas will actually be utilized.

Table 1. Participation levels: Arnstein's ladder vs. this study

ARNSTEIN PARTICIPATION LEVELS		PARTICIPATION LEVELS OF THIS STUDY IN RELATION TO ARNSTEIN LEVELS
DEGREES OF CITIZEN POWER	Citizen Control	High Participation Group
	Delegated Power	
	Partnership	
DEGREES OF TOKENISM	Placation	Low Participation Group
	Consultation	
	Informing	
NON-PARTICIPATION	Therapy	
	Manipulation	

History of Participation in Design

The concept of participation is not new. It has, for instance, been greatly explored within the fields of Management and Organizational Behavior.

For example, around 1923 Elton Mayo explored a problem of excessive turnover and a lack of motivation at a Philadelphia textile mill. Mayo felt that the problem might be that the workers needed a series of rests throughout the course of the day. Management allowed the workers to schedule their own rest periods. The result was a drastic reduction in turnover, an increase in productivity and a lessening of the gloomy moods of the employees. Mayo attributed the results not directly to the rest periods but mainly to the fact that the workers were allowed to participate in the managing of their own work (Gellerman, 1963).

Participation, is however, a fairly new concept within the field of Landscape Architecture, but has evolved considerably since the 1960's. In primitive culture, the designer, builder, user and client were one in the same (See Figure 2). Virtually all people designed and built their own homes (Zeisel, 1981). This changed around the 1800's during pre-industrial times. At this time a gap developed within this entity. The designer-builder remained one-in-the-same and the user-client remained on-in-the-same. For example, often the user-client would make specific, idiosyncratic requests of the designer. The designer would negotiate with the paying client in order to reach an agreement on the design (Zeisel, 1981). The client would then become the user of the building.

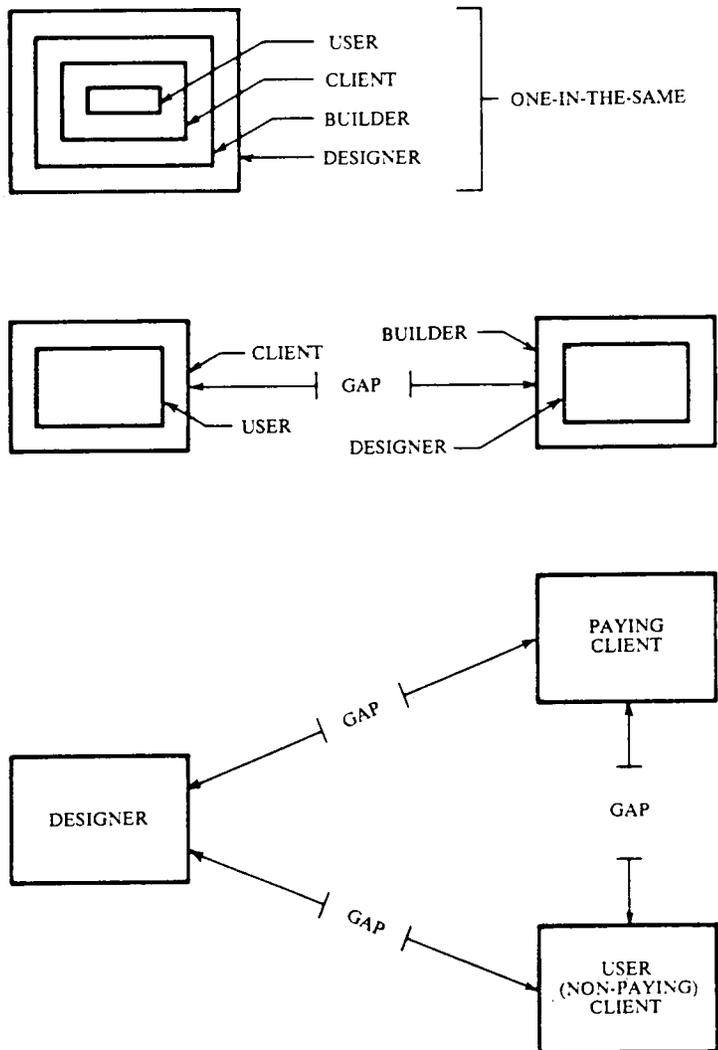


Figure 2. The evolution of participation in design (Zeisel, 1981)

The Industrial Revolution brought with it changes in population settlement patterns as peoples' homes and lives became centered around the factories. The designer-builder gradually separated to become two separate entities. By the same token, the user-client began to drift into two different groups. Many users were no longer clients. Presently, for example, City or Town park departments are often the clients while the citizens are the actual users. Those in the design-build group became more specialized with their interests. Some became designers while others became contractors. Through time the gap between designer, client, user and builder continued to widen. Designers began designing for unknown and inaccessible user groups. In addition, designers were often contacted to design such things as parks, schools and offices for masses of people (Zeisel, 1981). In this type of situation the designer actually has two clients: the paying client and the user-client.

During the 1950's and 60's several social forces led to the awareness of this gap. The failure of Urban Renewal as demonstrated in Boston's West End and examined by Herbert Gans was one such force. The Civil and Human Rights Movements brought about a "demand for equal facilities and local control" (Schweitzer, 1984). Citizen participation also became federal mandate. For example, in 1969 the National Environmental Policy Act (NEPA) was passed by congress (Frances, 1978). This act stipulated that an Environmental Impact Statement was to be prepared for federal projects. Another federal requirement was the Housing and Community Development Act of 1974 (Francis, 1978). This act requires that local communities demonstrate that citizens participated in deciding priorities for funding.

Planners and designers began to feel a moral responsibility during this gap awareness and consequently began to use citizen participation techniques that involved the citizen in the design process. Professionals became conscious of the fact that those citizens who had the most need for design assistance had the least accessibility. Davidoff (1965) states that democracy must include, not exclude, citizens, therefore solutions must reflect the users, not the paying client. Many people were finding that the work of designers was not responding to the lives of the people most affected by it. Communities began to demand a say in decisions that would directly affect them (Sommer, 1983). Out of necessity planners and designers began taking on a new role; one that required skills

beyond that of design and technical skills (Schweitzer, 1984). Many citizens did not understand designer jargon, much less blueprints or topographic maps.

The designer or planner often became a facilitator as well. This required that the designer or planner relinquish his or her ego since the product of a participatory process is often a reflection of the participants rather than only the aesthetic talents of the designer. In addition, the role of the designer and planner evolved from one who was in control of the product to one who relinquished part of their control to the users. Techniques had to be developed and adapted that provided participants and designers with the means to communicate as well as giving participants the opportunity to directly influence the design outcome. This is sometimes referred to as social design; when participatory design techniques are combined with social science methods (Sommer, 1983). Presently there is a continuing trend to adapt and improve already existing participatory and social science methods.

Models of Participatory Processes

There are numerous methods for involving citizens in the design process (Kaplan, 1982; Hester, 1984; Halprin, 1969; Stea 1981) that were developed during the period of gap awareness. These methods vary according to the level of participation the designer desires of the citizens, the type of project, the background and training of the designer and the idiosyncracies of the user group to be involved in the process. All of these methods will not be described; rather, those that were used in the design process of this study will be explained.

Similar to the difficulty in defining participation is determining what process or combination of processes will be suitable for a particular situation. The following is an account of two techniques that were instrumental in the development of the participatory design process for this study.

Lawrence Halprin: The sociological trend of the 60's stressed the importance for education in a meaningful context and evolving group dynamics theories proposed that there was creativity inherent in groups. In addition, Halprin noted that no matter how good a design may be, some people will always challenge it just because they had not participated. Halprin responded to this by developing a participatory process called the RSVP Cycles (1969). In this participatory process he provides individuals with the opportunity to express their thoughts, needs and desires collectively, to pool them and then continue to work together to devise a plan.

The RSVP Cycles are a group of cyclical and non-sequential steps that give users the chance to experience the design process and contribute directly to the final product. The four steps in the cyclical process are Resources, Scores, Performance and Valuation (See Figure 4).

In the Resources step the users brainstorm various factors they need to deal with in order to "make" an environment (this includes physical elements such as trees, and automobiles as well as subjective elements like ideas and feelings). They are what the participants have to work with and must be analyzed by the group.

The next step is the Scores step. This step provides agendas for activities that people should do at various times and places. The purpose is to bring about a "common environmental language", a shared experience and are the initiators of the process of creativity.

Closed scores are instructions that control activities. Open scores, those with flexibility built into the instruction for the activity, provide the participant with more freedom in carrying out the score in the Performance step, hence creativity emerges.

Valuation provides a continuing critical examination involving evaluation, feedback and decision-making for any change to be based upon. At this step there are discussions, reviews of alternatives and selections made.

In the performance step the score is carried out by the group.

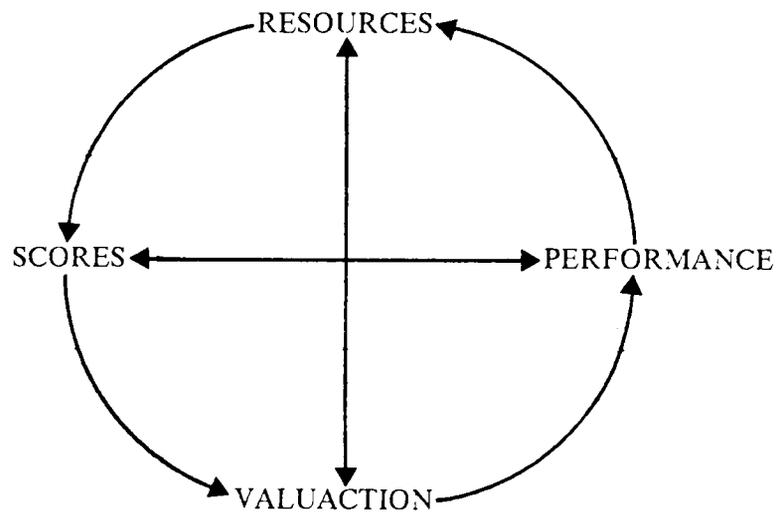


Figure 3. Halprin's RSVP Cycles

Each of these steps stresses some form of participation by the user. People are constantly interacting with each other, experiencing the environment or providing input into the design. The designer learns what the needs and wants of the users are by having them "do" the design themselves (Halprin, 1974).

David Stea: Designers and participants often speak a "different language". Stea, like Halprin, responded to this problem. Stea developed a technique in the 1970's called Environmental Modelling (Browne, 1981). Environmental modelling encourages participation and communication between the professional and the participants with minimal "language". The interaction between the designer and the users is visually and graphically oriented. It is a "hands-on" approach for the users. Kaplan (1978) supports this by stating that since designing is visually and spatially oriented, the media should respond appropriately.

The designer's assumptions as to the needs and wants of the users is therefore minimized in the design because it is the citizens who actually do the designing.

Intrinsic to Stea's method is a high level of interaction since the users work directly with each other as well as the designer. Stea encourages small groups of 3-5 people who work on base maps and/or a 3-dimensional model. Verbal communication comes secondary to the doing, which therefore makes this method especially suitable in situations where there is any kind of language barrier.

Another important factor is that the participants' ideas are recorded in context. In other words, by using a map and/or a model the location and configuration of design ideas are recorded directly on the plan or model rather than separately (on a flip chart for instance).

Browne (1981, p.239) states that "Most importantly, environmental modeling gives people the power to determine their own environments." This statement about environmental modeling echoes Arnstein's definition of participation.

It appears that those professionals who have made the transition from designer or planner to include that of facilitator, growth has been in the direction of developing and improving processes for involving people in the design process. Yet it seems that many who are involved with participation have felt an unyielding need to continuously substantiate the need for participation. I do not wish to belabor the issue as to whether or not participation is good. This study goes beyond trying to substantiate the need for participation. And even though participatory processes are far from perfected for the infinite array of situation-specifics, this study takes another step in the evolution of the history of participation in design by seeking to determine whether the level of participation in the process is an important factor for consideration when developing participatory processes.

Current Studies Relating to Participation

The following is a discussion of the two studies that were most influential in determining the direction of this inquiry.

Judith Corbett, in her article "Student-Built Housing As An Alternative to Dormitories" (1973) conducted a study that provided students at the Davis Campus of the University of California with the opportunity to design their own housing. This housing was designed by professionals and built and individualized by the students.

Corbett concluded that user involvement may be important to user satisfaction. She also presents the following questions (Corbett, 1973, p.504) which appear to have stimulated Wandersman's study to some degree and were a definite impetus for the questions of inquiry of this study.

1. "How much does the architect have to be involved with the user in order to do a good job of designing?"

2. "How much active involvement is required by the user in order that he may feel satisfaction with his living environment?"

Wandersman's study "User Participation: A Study of Types of Participation, Effects, Mediators and Individual Differences" (1979) provided the building blocks for the foundation of this study. The ideas that were explored in Wandersman's study included:

1. The effects of personality variables on people's satisfaction with different types of participation and on willingness to participate.
2. The effects of environmental preferences (ie: the importance of the environment) on willingness to participate.
3. The effects of different types of participation in planning the environment.

Wandersman does not define participation but does, however, provide a listing of "dimensions" of five types of citizen participation for use in planning environments (1979, p.191). Number one is the highest level of participation while #5 is the lowest level. These categories, probably because of their design orientation, relate more to the levels used in this study than those designated in Arnstein's ladder. They are shown in Figure 3.

Wandersman involved 85 undergraduate students from Cornell University in the design process for planning dormitory environments. The students were divided into three groups. Group I was designated the Self-Planning Condition, Group II was the Choice-Condition and the third group was the No-Participation Condition. Each group was involved in the design process at a different level of participation. The following is a description of these three levels.

1. Self-Planning Condition - Students were presented with a model of a dormitory room and a wide variety of model furniture to place in the room. The subjects were instructed to arrange the furniture in a way they would like to live in. They then filled out a questionnaire.

2. Choice-Condition - Two room designs were presented to each subject. The student was then asked which room they would prefer to live in. They then filled out a questionnaire.
3. No-Participation Condition - One room design was presented to the subject. The student was then asked to fill out the questionnaire.

The results of Wandersman's study indicate that between the Self-Planning Group and the Choice Group there were generally no significant differences. There was a significant difference, however, between the two participatory groups and the Non-Participant Group.

The results also indicate that both forms of participation, the Self-Planning and Choice conditions, increase the subjects' liking of the design. He concluded that a higher level of participation may not necessarily be needed for a positive evaluation by the participants.

Developing the Overall Participation Format

In his article "The Effect of Group Participation on Brainstorming Effectiveness For Two Industrial Samples", Dunnette et al. (1971) found that despite groundrules for brainstorming (ie: the more ideas, the better; do not criticize), some people were simply inhibited by the presence of others in the group situation. This inhibits creative thinking when looking for solutions to a problem. The results of the study indicate that more ideas will be produced by the participants if they work on the problem alone first and then work together as a group toward solving the problem.

It is important to consider such information when designing the overall participatory process if the facilitator truly wishes to maximize the input from participants.

The message behind the results of Dunnette's study was kept in mind when deciding on which techniques to incorporate into the design process.

Table 2. Participation levels: Wandersman's study vs. this study

PARTICIPATION LEVELS OF WANDERSMAN'S STUDY		PARTICIPATION LEVELS OF THIS STUDY
<i>(Highest Level of Participation)</i>	The user designs his own environment without preconceived givens from others.	The High Participation Group
Self-Planning Condition	The user generates alternative designs from components already available and chooses the one he wants.	
Choice Condition	The user chooses between alternative plans that were developed by the planner.	The Low Participation Group
	The user gives information or feedback to a planner describing actual and desired activities or feedback about a design, but does not have actual control.	
No-Participation Condition <i>(Lowest Level of Participation)</i>	The user has no choice or feedback about the design.	

Chapter III Methodology

Phase I

The methodology of Phase I begins with a description of the site selection and a site analysis. A questionnaire was then mailed to neighborhood residents. The demographic information that was obtained from this questionnaire was used in conjunction with the site analysis to develop a Traditional Design; a design developed by myself without the involvement of the neighborhood residents.

Site Selection

In order to conduct this study, a site, preferably a neighborhood park in need of some design assistance had to be located. Another factor that was taken into consideration when looking for a site was whether there was an organized neighborhood group in the neighborhood. It was felt that the existence of a neighborhood organization would increase participation in this study since a commitment to the neighborhood had already been established.

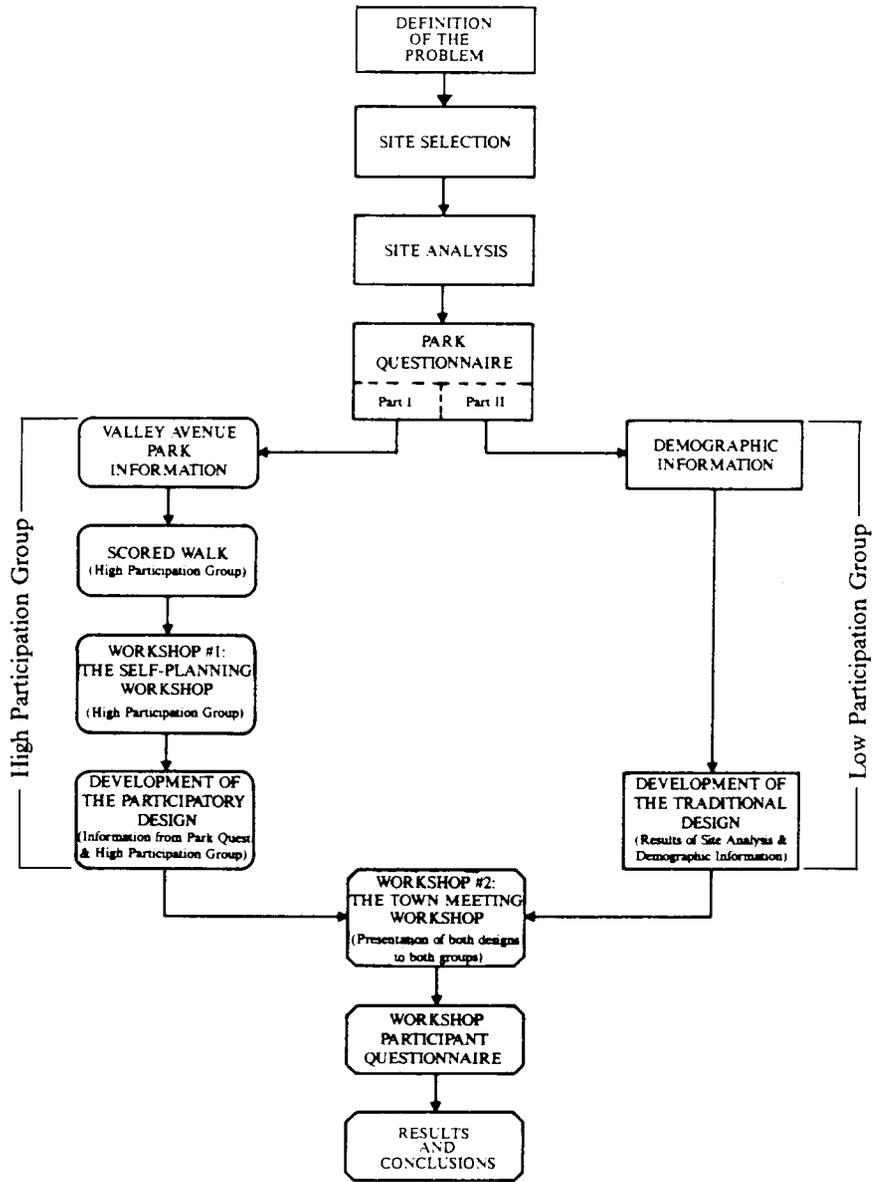


Figure 4. A graphic chronology of the study

- ┌ = COMPONENTS OF PHASE I
- └ = COMPONENTS OF PHASE II
- └ = COMPONENTS OF PHASE III

After consultation with planners in the Roanoke City Neighborhood Partnership and the Parks and Recreation Department, Valley Avenue Park was selected as the study site. It was considered suitable for this study for several reasons:

1. The size of the park (just over three acres) and the population surrounding the neighborhood appeared to be manageable for the purposes of this study. Alexander (1975) states that participation hinges on the scale of the project. If the project is too large, participation will not work. Therefore, size was important. The size of the park (just over three acres) and the population surrounding the neighborhood appeared to be manageable for the purposes of this study.
2. The park appeared to be in need of improvements.
3. The Roanoke City Neighborhood Partnership had mentioned that several members of the Hamilton-Kerns Neighborhood Forum had inquired about improving the park.
4. Since the City had worked with the Forum in the past, a rapport had already been established with the neighborhood.
5. Valley Avenue Park was mentioned in Roanoke City's Comprehensive Parks and Recreation Plan (1981) as needing improvements in the future.
6. Based on several on-site visits, the park appeared to be under-utilized.

Valley Avenue Park is located in the Hamilton-Kerns neighborhood in Southwest Roanoke, Virginia. The population of the neighborhood is about 325 as compared to the City's 100,200. The neighborhood is comprised mainly of middle income white residents. Forty-one percent of the respondents have lived in the neighborhood for over 10 years and 93% of the respondents own their own homes. The ages of the residents vary from newly established young couples with children to residents in their 80's and 90's who have lived in the neighborhood for over 30 years.

Not unlike the rest of the City, the neighborhood boasts a dramatic undulating topography. It is this dramatic topography that contributes overwhelmingly to the unique character of this park.

So as to not present Valley Avenue Park in an exclusionary bubble, it should be noted that another park does exist in the same general vicinity. Wasena Park is located approximately 5 blocks from Valley Avenue Park. Its character contrasts sharply with that of Valley Avenue Park. It is both an active and a passive park of about 40 acres and situated along the Roanoke River. The flat topography makes it suitable for basketball, volleyball and tennis as well as providing areas for playground equipment and picnic areas. Wasena Park is also a suitable for fishing, jogging and biking.

Site Description

Maps, descriptions and photos do not give an accurate account of Valley Avenue Park, but are, obviously, the only means possible for the purposes of this study to describe it. Valley Avenue Park, sometimes referred to as "Banana Park" because of its elongated shape, is just over 3 acres. It is approximately 1300' long and varies in width from 90' to 148'. The two major streets that border the park are Valley Avenue to the north and Hamilton Avenue to the south. The slope of the park varies from under 10% along Valley Avenue to over 30% in many spots along Hamilton Avenue. The elevation varies from a low of 960' along Valley Avenue to a high point of 1010' along Hamilton Avenue (see cross-section in Figure 6). One cannot gain a full appreciation of the character that the drastic deviations in topography provides the park with unless one experiences it for themselves.

Presently, Valley Avenue Park is infrequently used. Often people walk by and around the park rather than through it. The attributes of the park include its topographic character, many stately sycamores along Valley Avenue and an historic stone wall that was built along Hamilton Avenue during Roosevelt's time in office through the Work Projects Administration.

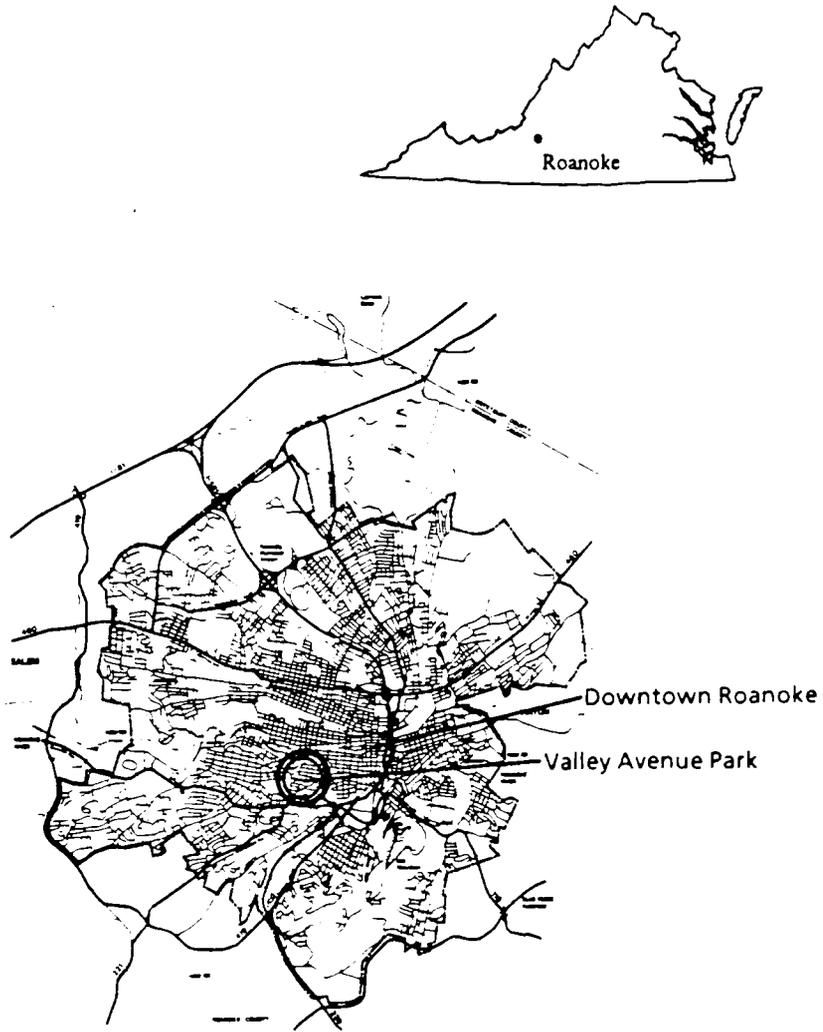


Figure 5. Location of Valley Avenue Park Within the City of Roanoke

A few scrub pines and cedars can be found dispersed throughout the park. Other trees include tree of heaven, cherry trees and oaks. These can be found along the stone wall on Hamilton Avenue heavily interlaced with poison ivy.

Much of the steeper sloped areas are inaccessible to City maintenance vehicles. Consequently a miniature forest has sprouted. In addition, many spots along the wall contain discarded brush and trash. This contributes to several unsightly spots within a basically beautiful park.

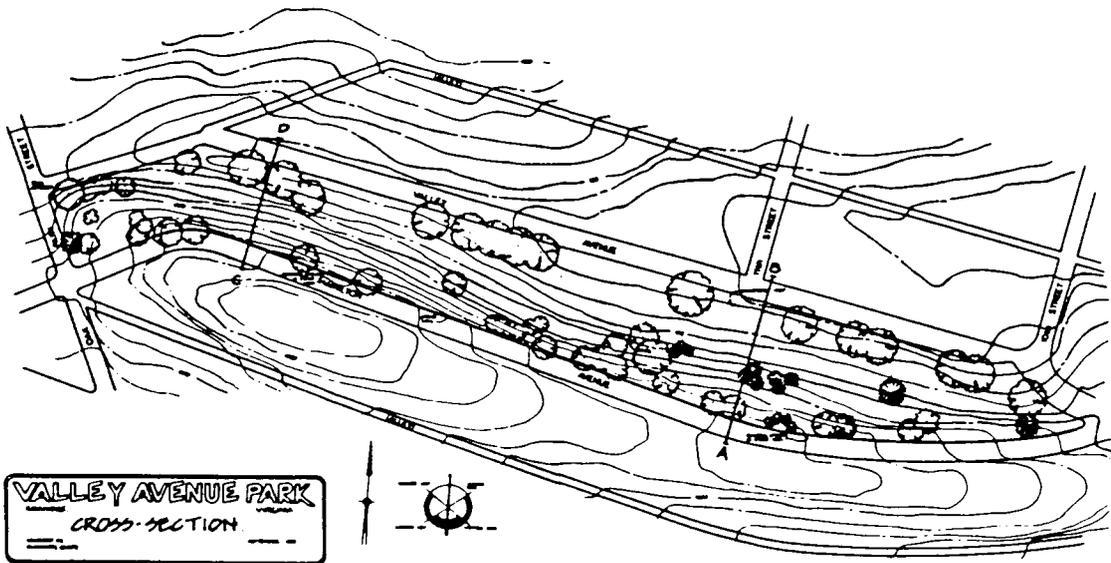
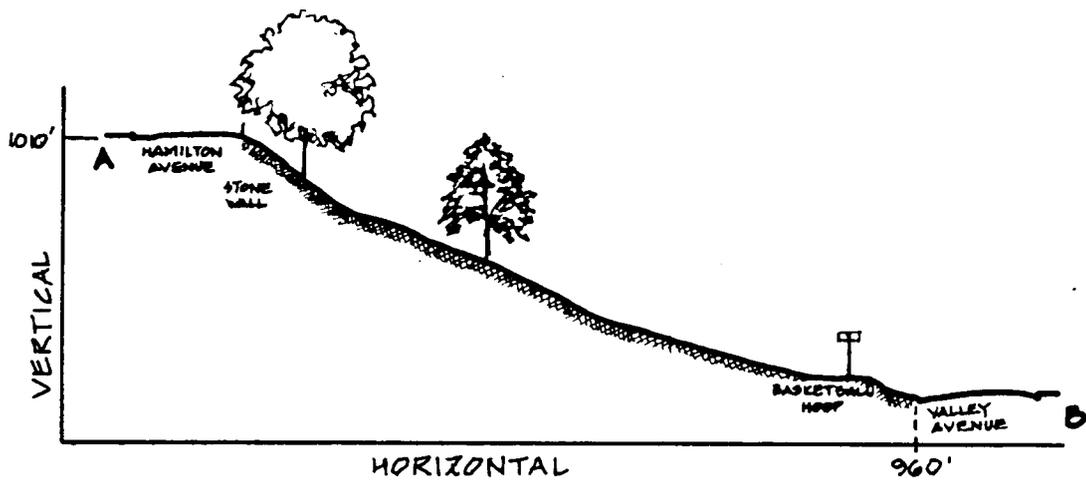


Figure 6. A cross-section of the study site

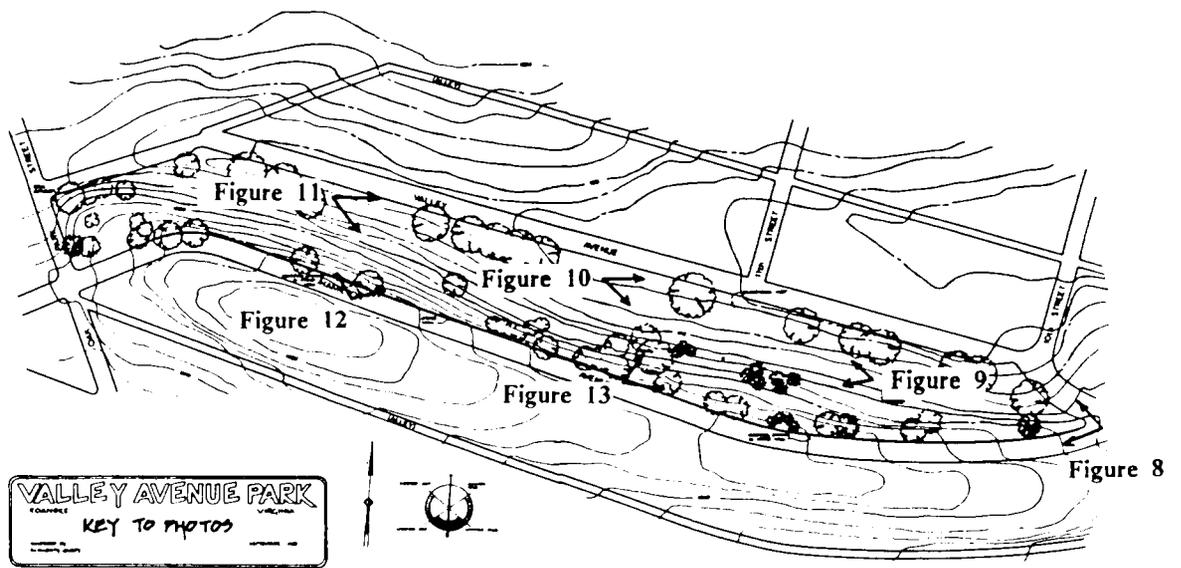


Figure 7. Key to locations of site photos



Figure 8. The approach to Valley Avenue Park



Figure 9. Looking west through the park



Figure 10. Looking east toward the basketball hoop



Figure 11. Looking east adjacent to the steep slopes



Figure 12. The stone wall



Figure 13. A view from Hamilton Avenue

Rapport Building: After the site was selected, I met with some of the members of the Hamilton-Kerns Neighborhood Forum to get a better idea of their interest in Valley Avenue Park as well as to learn of their perceptions of other neighborhood residents toward the park. There seemed to be a general consensus about the need to better the park.

In addition, I wanted to begin to establish a rapport with some of the residents of the neighborhood so that I would not be the outsider "...with a solution to all their needs." that Halprin warns about.

The Site Analysis

A site analysis was conducted to determine the attributes and limitations of the site. Slope, vegetation, views and the context of the park within the neighborhood were examined. Soils information was not available.

Questionnaire #1: The Park Questionnaire

Questionnaire Design: The questionnaire (see Appendix for the questionnaire in its entirety), was developed in accordance with what it was that I wanted to learn from the residents. Two types of information were needed: opinions from residents regarding Valley Avenue Park and demographic information. Consequently, the questionnaire was divided into two parts (see diagram):

1. **The purpose of Part I was to obtain information from neighborhood residents on their thoughts, feelings and ideas about Valley Avenue Park.** Both open and closed-ended questions were used. The responses to these questions gave a general idea of how the park is perceived by the neighborhood residents. The information gathered from this part of the questionnaire was used later in the process, after the Traditional design had been developed, in conjunction with ideas expressed by the High Participation Group the develop the Participatory Design.

2. **The purpose of Part II was to obtain demographic information about the neighborhood.** This part of the questionnaire asked questions such as length of time lived at the address, whether the individual(s) rented or owned the home, age, gender, number of children living at home and the ages of the children. Once tabulated, the demographic information provided a basic profile of the neighborhood residents. This information was used in conjunction with the results of the site analysis to develop the Traditional Design. *Since the reason for the Traditional Design was to produce a design with minimal knowledge regarding the neighborhood residents' opinions about the park, the questionnaire results were tabulated by an independent individual. In this way, the researcher was not exposed to any of the responses regarding Valley Avenue Park before the Traditional Design was developed.*

At the end of the questionnaire, following the demographic questions were two more questions. The first asked the respondent whether he or she desired a summary of the questionnaire results. The second asked the participants to indicate whether or not they wanted to participate in any workshops to further discuss their ideas for their park. This list of potential workshop participants was used to develop the two groups for the workshops.

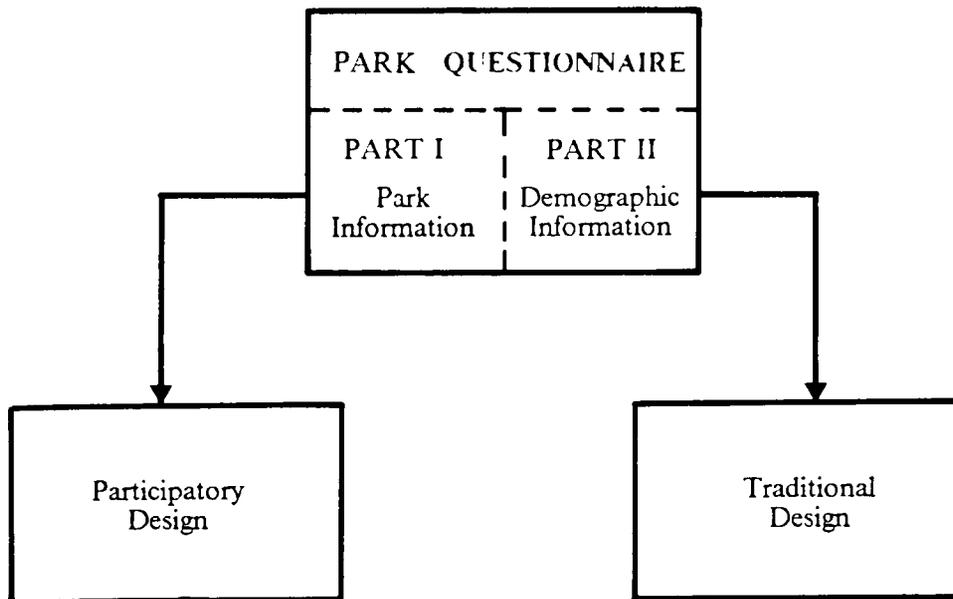


Figure 14. Use of questionnaire results in the overall process

The Questionnaire Pre-test: The questionnaire was pre-tested on two occasions. After the initial draft of the questionnaire was developed, it was pre-tested by 12 graduate landscape architecture students, an undergraduate Art History major, a homemaker, a manager and a copier service technician. Revisions were made, and it was pre-tested again. The second time it was pre-tested by three graduate Landscape Architecture students, an undergraduate Art History major, three faculty members of the Landscape Architecture Department, the Director of Community Planning and a planner with the Parks and Recreation Department, both with the City of Roanoke. After more revisions were made the questionnaire was reviewed by two members of the Statistics Consulting Center at Virginia Tech and a final questionnaire was developed.

Most of the comments and revisions centered around how to word questions and which questions would be better as open-ended questions and which would work best as closed-ended questions.

The Questionnaire Mailing Process: A questionnaire packet was mailed to a total of 116 neighborhood residences. Each questionnaire packet included a cover letter, two copies of the questionnaire and a pre-addressed stamped envelope. A total of 232 questionnaires were therefore mailed out to the residents (see Appendix for a sample cover letter and the questionnaire). Eighty-seven questionnaires were returned; a 38% rate of return.

A random number was assigned to each packet. It was placed on the front of the envelope in the bottom left corner and was very visible. The reason for the identification number was not explained to the residents. It's purpose was to allow me to determine from what areas in the neighborhood the questionnaire returns were coming. Of the 87 returns, one person tore the number off and one individual crossed it out with a black marker.

It was anticipated that those who live closest to the park would be more likely to respond since they would be most affected by any changes. Contrary to the expected results, there were not a significant number of responses from any one particular area of the neighborhood (see Figures 12 and 13).



Figure 15. Locations of where questionnaires were mailed

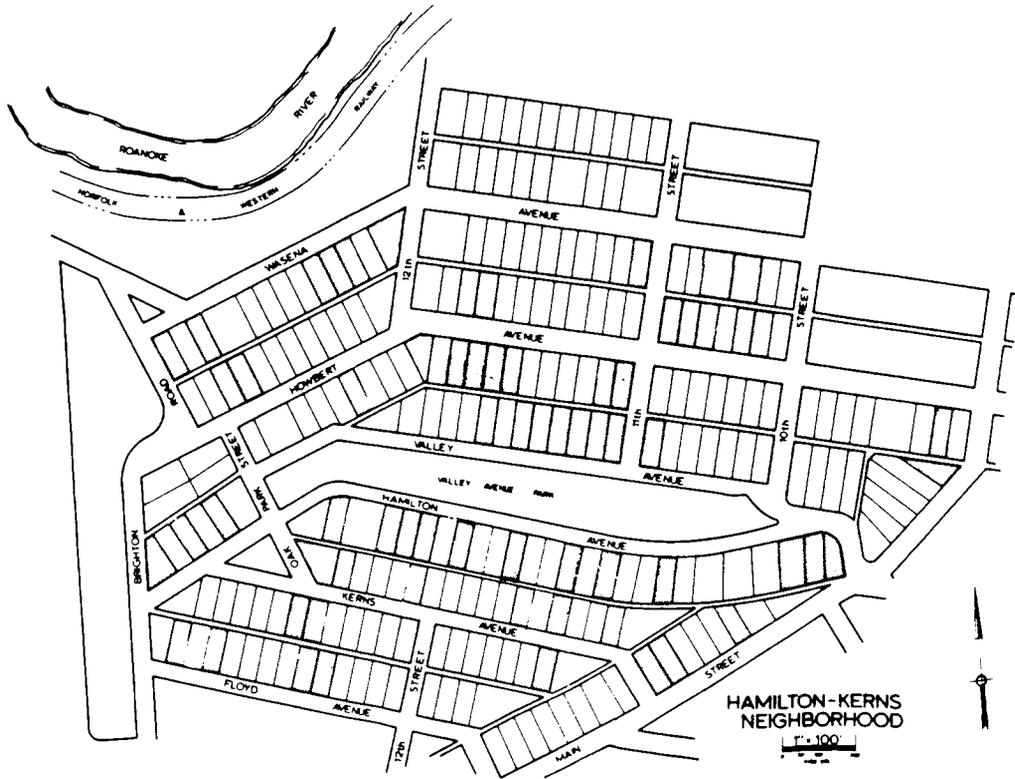


Figure 16. Locations from where questionnaires were returned

Phase II

The steps in Phase II included the scored walk, the workshop for the High Participation Group, examination of Part I of the Park Questionnaire and the development of the Participatory Design.

The objective of this phase was twofold:

1. To involve one group of residents at a high level of participation in the design process.
2. To develop a Participatory Design based on the comments and suggestions of the participants and the responses to Part I of the Park Questionnaire.

The Scored Walk

The score is an environmental exercise developed by Lawrence Halprin (Halprin and Burns, 1974). A Score is a set of instructions for someone to carry out an activity. The purpose for conducting a scored walk is to provide the individual with the opportunity to enhance his or her sensory awareness of an environment; in this case, Valley Avenue Park. A score will make each individual more consciously aware of the park environment which in turn will increase the opportunity for more idea generation and detailed discussion.

The scored walk was incorporated as part of the participatory process for Group I, the High Participation Group (see Appendix for an example of the scored walk). The reasons for this are twofold.

1. The scored walk made the design process for Group I, the High Participation Group more participatory than the design process for Group II, the Low Participation Group.

2. The park is rarely used, as a consequence few people have had the opportunity to actually experience the environment. Therefore, it was important to get residents out in the park to experience the environment first hand. Many of their thoughts and feelings about the park have been formed through "outside" observation. Other residents have lived in the neighborhood since childhood. Their experiences of the park are memories from years ago. Therefore, it was felt that it might be helpful to update their environmental experience of the park. The score would help participants to develop a common language as well as an improved knowledge base from which to draw from when designing Valley Avenue Park.
3. Another reason for the scored walk was to provide the residents with the opportunity to experience the neighborhood from "the other side of the fence". Due to its elongated shape and extreme topographic relief (Hamilton Avenue is at about 1010' and Valley Avenue is at about 960'), the park seems to serve more as a barrier dividing the neighborhood in half rather than a neighborly gathering area.
4. As stated by Dunette et al. (1971), some people are inhibited from the mere presence of other people in the group. He points out the need for including opportunities for individuals to brainstorm ideas both individually as well as in groups. The scored walk provided the opportunity for individual idea generation prior to the group idea generation.

A Description of the Scored Walk: The score instructed the participant to carry out several activities. It was estimated that it would take approximately 60 minutes. Some of the activities included:

- Locating favorite views.
- Designating on a map their liked and disliked areas of the park.
- Gathering pine cones and leaves.
- Sitting and listening, looking, smelling and feeling the environment.

The Scored Walk Pre-test: The scored walk was pre-tested by two individuals, a ceramics instructor/cook and a neighborhood planner. Both of these people work for the City of Roanoke. Each individual carried out the score on two separate occasions. The pre-testers read through each question and then commented on whether it was understandable or whether they could foresee any potential problems. I was able to determine from facial expressions and body language which questions seemed confusing and which ones seemed to be of most interest to them.

Workshop #1: The High Participation Workshop

The purpose of this workshop was to actively involve participants in the design process. However, the participants were told that the purpose of the study was to examine different types of participatory techniques. It was felt that if they were told the true nature of the study, then that would influence their responses to the Workshop Participant Questionnaire.

Alexander (1975,40) states that:

...people need the chance to make active decisions about the environment. This is a fundamental human need. It is a need to create; and a need for control. These two aspects of involvement - creative control - are of course related. You cannot control a place unless to some extent you own it. And you cannot have a sense of ownership unless to some extent you can control it.

Alexander goes on further to state that two of the main reasons for encouraging participation are:

1. It provides a sense of ownership and control.
2. The users know more about their needs than the designers and/or planners.

The format of the workshop was based on Stea's Environmental Modeling Technique (which was described in the Literature Review) as well on these points made by Alexander. It was important to format the first workshop (for the High Participation Group) to be more interactive than the second workshop (for the Low Participation Group).

The Pre-test: A pre-test was conducted several weeks prior to this workshop to iron out potential problems and to determine whether the workshop process was comprehensible and practical for this situation. It was carried out with a landscape architecture participatory design class comprised of undergraduate and graduate students at VPI & SU. By actually experiencing the participatory process, the pre-test participants were able to make suggestions on how to improve the process.

Nineteen undergraduates and the professor role-played neighborhood residents while the three graduate students each played the role of workshop facilitator. There were, therefore, three groups of approximately seven "residents".

One week prior to the pre-test, those who were role-playing "residents" were each given a copy of a completed questionnaire that had been returned to me from a Hamilton-Kerns resident. As previously mentioned, the questionnaire contained information on the individuals' thoughts, feelings and ideas about Valley Avenue Park as well as demographic information such as age, gender and length of time they had lived at that address.

Those role-playing workshop facilitators met with me one week prior to the pre-test so that their roles could be explained and to give them the opportunity to ask questions. They were also given a handout that described the responsibilities of the facilitator (see "Guidelines For Facilitators" in the Appendix) and included an outline that listed what questions they might ask of the "residents" to draw forth and generate ideas. The facilitators were also asked to jot down notes about their observations regarding the flow of the group participation process.

At the pre-test workshop the "residents" signed in and were given a name tag with one of three different colored dots on it. The dots were used as a means of breaking into groups later on. They were then showed slides of Valley Avenue Park. The slides were accompanied by a verbal description of what they were seeing. A map of the park and a portion of the surrounding neighborhood was shown on an overhead projector alongside the slides as a reference guide. The plan was marked with numbers that corresponded to the slide being shown.

After the slide presentation, the residents were asked to break into their respective groups according to the colored dot on their name tag.

Each group had a base map of the park. The designations that were on the map included the topography, the stone wall, the basketball hoop and the rock outcrop. The participants were provided with several colored pencils and markers for drawing and/or writing ideas or thoughts on the map.

After the group work period was over, each group presented their plan to the entire group.

The students who were acting as residents also pre-tested the second questionnaire, the Workshop Participant Questionnaire, which was handed out to the actual Hamilton-Kerns residents at the conclusion of Workshop #2, the Town Meeting Workshop.

As a result of the workshop and questionnaire pre-test, several potential problems were identified. For instance, it was brought to my attention that after breaking into the working groups, none of the residents had been introduced to each other. For example, none of the students knew who was playing whom, how old they were or where they supposedly lived. The lack of introductions hindered the flow of group dynamics and communication, the overall level of comfort and, hence, possibly the effectiveness of the groups' ability to work at the design of the park. This was an important factor to be made aware of as it could have had a major impact in the actual workshops. So, in order to provide a more open and comfortable atmosphere, it was suggested that for the actual workshop each resident should briefly introduce him or herself.

Also it was pointed out that the students had difficulty with "designing" as the existing vegetation was not indicated or identified on the base map.

Additionally, two of the facilitators and the professor had suggestions in regards to the facilitator handout. It was difficult to follow the questions verbatim. The specific problem lay in the separation of the questions regarding what the participants liked about the park, what they disliked and

how they could enhance the park. The workshop guidelines were essentially suitable, but to follow each question exactly and in order provided an inhibiting amount of structure. Doyle (1976) emphasizes the need for facilitators to be flexible. This participatory workshop exemplifies the need for flexibility.

Administration of the High Participation Workshop: Approximately three weeks prior to this workshop, those residents who indicated an interest in participation were mailed a letter indicating the date(s), time and location of the workshop(s). Also included was a self-addressed stamped postcard. On the postcard the individual was to check off a box indicating whether or not he, she or they would be attending the workshop(s). In addition to the above-mentioned, the participants in the High Participation Group also received a scored walk which they were to complete on their own.

Both workshops were held at the Raleigh Court Civic League building in the City of Roanoke on a Wednesday evening from 7:00 - 8:30 pm. The building is located in Raleigh Court, an adjacent neighborhood. It is a small building and has a capacity for about 40 people.

The participants' Resident Location map and an agenda on a flip chart were situated in the participants' line of vision upon entering the building. The participants oriented themselves to the map by adhering a dot to the map at the location of their home. After that was completed, a board containing panoramic photos with a corresponding identification map was placed on the stand. The photos provided additional orientation as well as visual information.

The participants were then introduced to their park via slides. The purpose of the slide presentation was to refresh memories, further their orientation and to give participants the opportunity to see the park from a different perspective and possibly generate further ideas.

After the slides were shown, residents gathered around a table that had a 30-scale blueprint base map of the park on it. Stea's Environmental Modeling technique was incorporated into the design

process for Group I. The group was provided with both a base map and a model to record ideas on. The model also served as a reference tool. The topographic lines were explained in relation to the model and to the home of one of the participants who lived across the street from the park. Colored markers and pencils were available for drawing and writing ideas on the map. Nearby on another table was a 30-scale model of the park constructed of cardboard (to establish the topography), green clay (ground), emory paper (streets) and lichen (trees). The purpose of the model was both for reference and as a basic working model.

A few questions were used as a guide to help participants focus as well as to draw forth ideas. The first question that needed to be addressed was "How would you like to see Valley Avenue Park in the future: As an active park, a passive park, an open green space or some combination of these?"

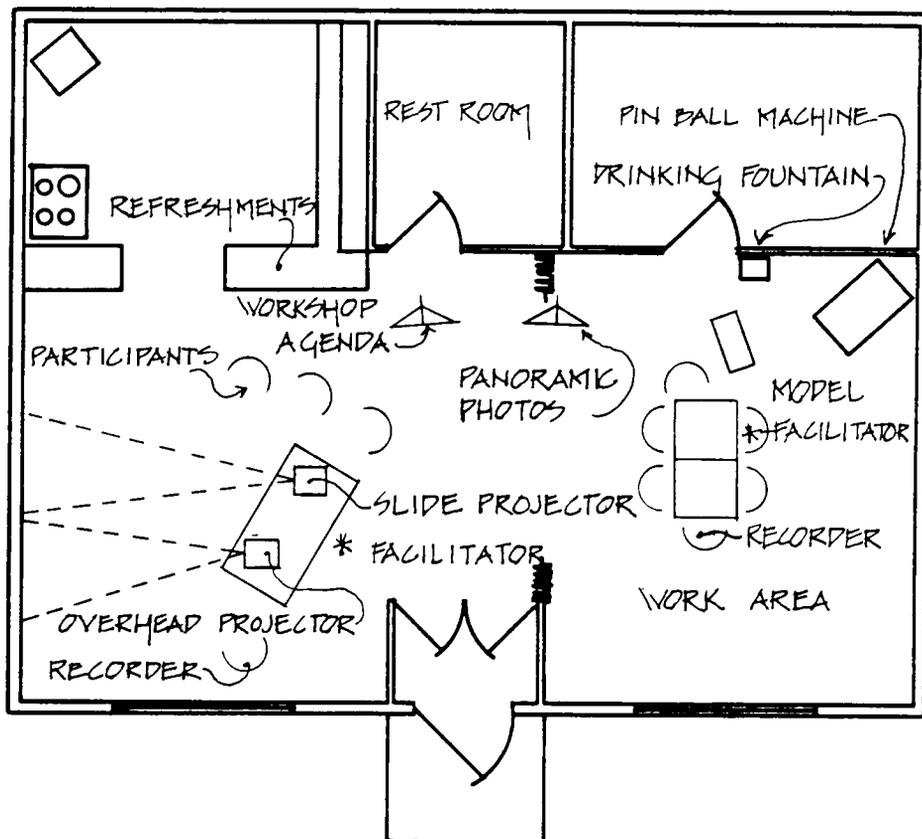


Figure 17. Floor plan set-up at the High Participation Workshop

Other questions that were used for focussing and activating ideas included:

- What are your favorite spots in and/or around the park?
 - What makes them nice?
 - How can they be enhanced?
- Where are your least favorite spots in and/or around the park?
 - What makes them unappealing?
 - How can they be enhanced?
- What do you do now in/and or around Valley Avenue Park?
- What would you like to be able to do in/and or around Valley Avenue Park in the future?

It should be noted that these questions are not numbered as they were not addressed in the order shown above. The first question was used to spur the participants into discussion. Thereafter, the flow of the discussion was followed and other questions introduced when it was appropriate to do so.

Phase III

Phase III included the administration of the second workshop (the Traditional Town Meeting workshop for both the Low and High Participation Groups), and included the presentation of the

Traditional and Participatory Designs and the administration of the Workshop Participant Questionnaire.

Workshop #2: The Traditional Town Meeting

The second workshop was also scheduled from 7:00 - 8:30 on a Wednesday evening. The participants included the three women who participated in Workshop #1 plus five additional residents; four men and one woman. The format for this workshop was arranged like that of a town meeting. The purpose of this second workshop was to provide the Low Participation Group with the opportunity to participate in the design process but at a lower level of involvement than what the High Participation Group had experienced.

Levy-Leboyer (1982, 164) states that "'Active' participation breaks the pane of glass between users and planners, and is a dialogue which should take place at the design stage." It was my intention to try and **NOT** break this pane of glass with the Low Participation Group as well as to involve them **AFTER** the design stage so that the group would remain at more of a passively oriented participation level.

The High Participation Group actually worked with a base map of the site, brought up ideas, had discussions about the feasibility of the ideas, made suggestions and discussed possible locations for the various design elements that they suggested (ie: the tot lot, the basketball court, vegetation, the path). The Low Participation Group was presented with two design plans that were already completed and asked to make comments on that which was already on paper.

Administration of the Traditional Town Meeting Workshop: Again, participants signed in upon arrival and then adhered a blue dot on the neighborhood map to designate the location of their homes. As with the first workshop, the ice was broken somewhat before the start of the workshop. This time, however, it was more of a planned than a spontaneous happening. I stood by the map

that the participants were adhering dots to to designate their place of residence. I introduced myself as the individual approached and shook their hand and then chatted briefly with them. Once again discussion ensued about who lived where. Participants began introducing themselves to the neighbors whom they did not know.

After residents completed identifying the location of their residences, the panoramic photo board was placed on the stand for the participants to view. This time however, the model was not available for them to view. As previously stated, the reason for the model in the first workshop was to provide a three-dimensional means of orientation to Valley Avenue Park as well as to provide a working model. It was not present at the second workshop in order to remove an element that furthers participant involvement; or in other words, to make the workshop more passively oriented. Also, it was one less effort that the participants were aware of on the part of the designer.

The chairs were arranged in a manner somewhat between that of a straight line and that of a semi-circle around the plans that were taped to the wall. In this way, the groups' energy would be "released and directed toward the common problem" (Doyle, 1976, 190). In addition, there was an open space on the wall to the right of the plans that was used for showing the slides. The following floor plan shows how the area was set up for the second workshop.

It has been found that a semi-circle is one of the best ways to get a group to focus on a task (Doyle, 1976, 190). This arrangement allows all participants to see one another while still allowing the groups' energy to be directed toward the task at hand; in this case, the design plans on the wall. Doyle also recommends that to make the semi-circle work in the meeting room, the semi-circle should face away from the entrance. In this way, activity at the entrance will not upset the flow of the workshop. Doyle recommends against the use of tables with a semi-circle group. Tables keep participants away from each other which in turn forces the size of the semi-circle to become larger and less of a semi-circle. This, in turn, decreases the sense of closeness and possibly the groups' communicative flow. Furthermore, tables form a barrier between the facilitator and the participants. Although Doyle recommends against the use of tables, they were provided for several

reasons. First, many people feel uncomfortable without a table in front of them. Second, refreshments were provided and third, tables were needed at the end of the workshop to answer the questionnaire, therefore, they would ease the flow between the culmination of the presentation and the onset and answering of the Workshop Participant Questionnaire.

As was done in the first workshop, I formally introduced myself and the assistants at the start of the workshop and then re-iterated the purpose of the study. The slides that were shown at the first workshop were shown again. The purpose was the same as before; to give the participants a chance for further orientation and to give them the opportunity to see their park from a perspective to which they were probably unaccustomed.

I acted as facilitator and, therefore, presented the two plans to the residents. They were asked if they had any questions or suggestions for revisions.

Questionnaire #2

The purpose of this questionnaire was to respond to the two questions of inquiry that were stated at the beginning of this document (see Chapter IV and the Appendix for the results). Toward this end there were two objectives:

1. To answer the question: Does the level of participation in the design process affect the level of satisfaction the participants have toward the participatory design process?
2. To answer the question: Does the level of participation in the design process affect the level of satisfaction the participants have toward the resultant design?

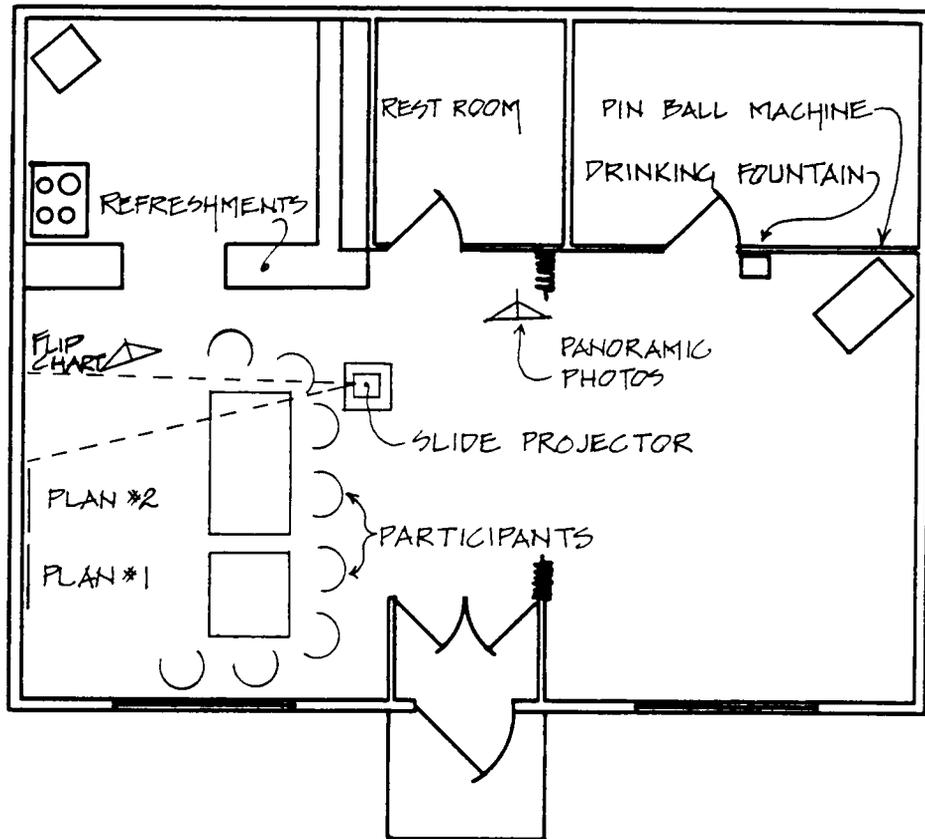


Figure 18. The Town Meeting Workshop floor plan layout

Chapter IV Results and Discussion

The following are the results and discussion of the constituents of the three phases.

Results and Evaluation of the Scored Walk

The results of the scored walk revealed that although the western side of the park contains the most unuseable area because of the steep slopes, poison ivy, overgrown weeds and trash, it also has a beautiful view of the mountains (from Hamilton Avenue). The sunset was also considered to provide a beautiful view from Hamilton Avenue. Summer was considered to be an especially nice season at Valley Avenue Park because the trees are "beautiful and shady; cool and green." In addition, the participants pointed out that when walking along Hamilton Avenue to admire the park and the view, they rarely use the sidewalk as it is on the opposite side of the street and the park is not visible from that side.

The value of the results of the scored walk was not enough to warrant the amount of time that was required to develop it or the amount of time required of the participants to complete it. In the future it may be more effective to conduct a group scored walk possibly incorporated as part of a neighborhood get-together.

Of the 15 residences that were mailed the scored walk only two people actually completed it. There are several plausible explanations for the lack of participation in this "exercise". The length of the scored walk was 10 pages with 11 possible activities to carry out (or about 60 minutes worth of time). In addition, the uniqueness of it may have been a bit overwhelming to the participants. In retrospect, it may have been better to conduct some form of group-oriented scored walk during the course of an event or celebration of some kind.

Results and Discussion of Questionnaire #1: The Park Questionnaire

As previously mentioned, the purpose of this questionnaire was to obtain information from neighborhood residents regarding their thoughts and feelings about the park and to obtain demographic information about the neighborhood. Two hundred thirty-two questionnaires were mailed out to 116 residences. In other words, two questionnaires were mailed to each household. Eighty-seven questionnaires were returned; a 38% rate of return.

The following is a general synopsis of the information that pertained specifically Valley Avenue Park in the Park Questionnaire that was mailed out to Hamilton-Kerns residents (see Appendix B for the questionnaire summary in its entirety).

The six questions regarding Valley Avenue Park revealed the following information. Half of the respondents never go to Valley Avenue Park. Most of those who do, go less than once a month to stroll or walk the dog. Most respondents found the basketball hoop, the trash and the overgrown weeds and poison ivy to be the main problems of the park. For the future, the majority would like to see the park either passively oriented or as an open green area just to look at.

Below is an account of the six questions regarding Valley Avenue Park. Each question is listed with a summary of the response following it.

1. How often do you go to Valley Avenue Park?

This was a closed-ended question. There were 5 levels of frequency from which the respondents could select their answer. Eighty out of the 87 respondents answered this question. Eleven percent responded that they go to Valley Avenue Park "more than once a week". Four percent said they went "about once a week". A mere 2% said they go "every 2 - 4 weeks". Thirty-three percent responded that they go "less than once a month". An overwhelming 50% responded that they "never" go to Valley Avenue Park.

2. Do you participate in any of the following activities at Valley Avenue Park?

This was also a closed-ended question. A checklist of eight activities was provided from which the respondents could choose. They were instructed to check off as many activities that applied. Twenty-five percent of the respondents said that they went to Valley Avenue Park to stroll while 13% said that they went to walk the dog. Less than 1% responded that they went to play basketball, to watch people, went with children, to talk with friends or to read. Not a single respondent checked off to "eat/picnic" as a reason for going to Valley Avenue Park. Many people mentioned that they did not even know that this space was a park. In general, Valley Avenue Park was mentioned in the responses as being a beautiful, scenic, quiet spot. It was also mentioned frequently and enthusiastically as a great spot to go sledding in the winter.

3. If you could change Valley Avenue Park in any way, what would you change to make it better?

The responses to this question were quite diverse. They are summarized by category.

a. OVERALL PARK MAINTENANCE IMPROVEMENTS:

- Cut down trees that are dead.
- Clear off rubble and overgrowth.
- Fix the basketball hoop.
- Clean up the trash.

- Get rid of the poison ivy.
 - Mow the park more often.
- b. LANDSCAPING IMPROVEMENTS:
- Level, grade or terrace some of the park to make it more suitable to walk or play on; especially for the old and young.
 - Replace the dying trees.
 - Plant flowers.
 - Plant shrubbery.
 - Plant some small, pretty, colorful trees (ie: dogwood).
- c. SITE FURNISHINGS:
- Add picnic tables.
 - Add park benches.
 - Add a fountain.
 - Add site lighting.
- d. ACTIVITIES FOR THE PARK:
- Add play equipment for children (ie: jungle gyms, slides, swings, sandbox).
 - Add a basketball court.
 - Add a tennis court.
 - Add a volleyball court.
 - Add a flat, cement area for biking and skateboarding.
- e. THE FOLLOWING ARE SOME GENERAL IDEAS AND THOUGHTS PEOPLE WROTE IN REGARDS TO THE PARK:
- The park does not need to be changed.
 - Wasena Park should be used for activities in order to keep this neighborhood quiet.
 - The grounds should be better taken care of.
 - Add more openings in the wall to provide people with the opportunity to walk through the park without having to walk all the way around.
 - Add some walking trails.

4. How would you like to see Valley Avenue Park in the future?

This was a closed-ended question with 3 possible responses. Respondents were instructed to check "all that apply", therefore the percentages that are described below do not add up to

100%. Thirty-seven percent responded that they would like to see the park "as an area for active activities" in the future. Forty-six percent responded that they would like to see Valley Avenue Park "as an area for passive activities". Forty percent said they would like to see Valley Avenue Park "as an open green area mostly just to look at".

The following question was included after a discussion with a planner with the Roanoke City Parks and Recreation Department. It was his feeling that Valley Avenue Park, because of its peculiar shape, was not perceived as a park, but more like a large "traffic island". This was a closed-ended question that asked:

5. Which of the following do you think best describes Valley Avenue Park as it is now?

The two possible responses included: "A neighborhood park" or "A traffic island". Thirteen percent of the respondents did not answer this question. Perhaps they did not want to select either of the responses that were provided or quite possibly they did not understand what was meant by the terminology "traffic island". Thirty percent selected "A neighborhood park" and 56% selected "a traffic island". One individual created her own category to select; "neither".

6. The last question in this section was an open-ended question that asked participants to mark on a map those areas that they liked and disliked and to then write their reasons why next to the areas.

There were several areas on the map of the park that were repeatedly identified. The basketball hoop generally was considered an eyesore that should be removed. Many respondents made note of the trash and overgrown weeds and poison ivy along the wall on Hamilton Avenue.

The stone wall and the sycamores were considered to be an aesthetic asset of the park.

The Demographic Information: The responses in the demographic section of the questionnaire revealed the following information.

1. Forty percent of the respondents have lived at their current address for under 5 years while 60% have lived there for over 5 years.
2. Ninety-two percent of the respondents own their own homes while 7% rent and 1% designated the category "other", meaning that they neither rent nor own.
3. The ages of the respondents varied considerably. Less than 1% were 19 years old or younger, 15% were in the category of 20 - 29 years, 30% were 30 - 39 years, 14% were 40 - 49 years, 25% were 50 - 65 years and 15% were over 65 years old.
4. Of those respondents who were parents, 28% said they had children living at home. Fifty-five percent had no children living at home. Seventeen percent of the respondents were not parents.
5. The ages of the children living at home varied considerably. Of the 31 children that were listed as living at home, 40% were between the ages of 0 and 6 years, less than 1% were 7 to 10 years, 13% were 11 to 14 years, 26% were 15-19 years and 20% were 20 to 22 years.

Based on the demographic information, the Traditional design of Valley Avenue Park was geared toward the wide cross-section of people that were represented in the questionnaire returns. The following list describes the design that resulted from the site analysis and the demographic information:

- Removal of the existing basketball hoop and installation of a half-basketball court.
- Construction of a tot-lot on the knoll at the corner of Hamilton Avenue and Oak Park Street.
- Installation of a gazebo with a picnic table.
- Installation of a walkway running east-west along the stone wall.

- Placement of benches along the walkway.
- Removal of the weeds and poison ivy.
- Planting of flowering shrubs and trees.
- Planting of ivy between the stone wall and the walkway.
- Planting of self-sufficient wildflowers on the steep slopes at the western portion of the site where City maintenance is difficult to impossible.
- Installation of a “Valley Avenue Park” sign at the intersection of Hamilton and Valley Avenues with wildflowers planted around it.

The Traditional Design

The Traditional Design (see back pocket) was developed from the information that was obtained from the site analysis and the demographic information in the questionnaire responses.

Workshop #1: The High Participation Workshop

The ideas that were expressed at this workshop reflect both overall neighborhood needs and wants (as evidenced in the questionnaire results) as well as idiosyncratic needs and wants for Valley Avenue Park.

Of the fifteen residents that were contacted to attend both workshops, five said they would or might attend the first workshop. Of that number, only three people actually showed up to participate.

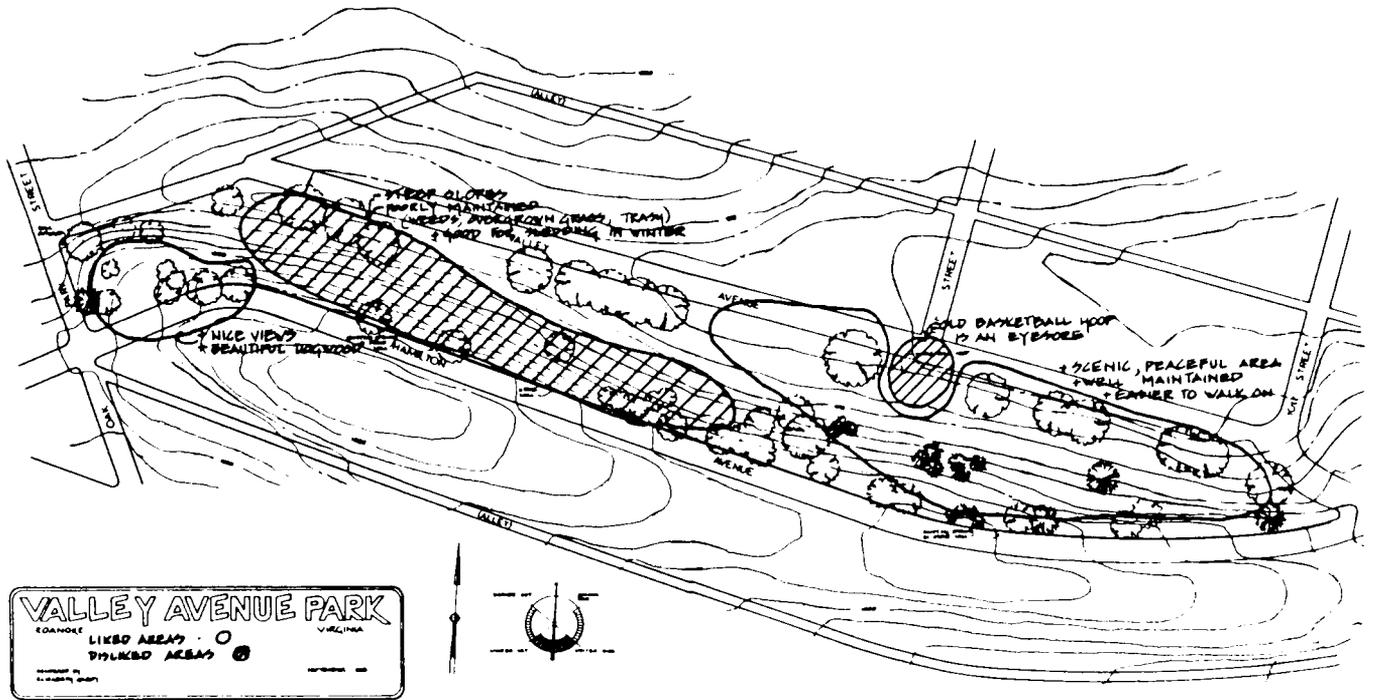


Figure 19. Liked and disliked areas of Valley Avenue Park

Several factors contributed to the ambience that unfolded. Refreshments, an informal discussion of the scored walk, the model, the panoramic photos that were mounted on a board and easily accessible for viewing all blended spontaneously to provide a comfortable, informal atmosphere suitable for the expression of ideas and opinions.

Prior to the start of the workshop, the three participants signed in and put on name tags. The workshop participants then proceeded to break the ice themselves. As was planned, they placed an adhesive dot on a map of their neighborhood to show the location of their homes. This seemingly insignificant exercise proved to be beneficial to the participants as well as to myself. It provided the participants with the opportunity to figure out where they lived and what neighbor lived where in relation to their home and to the park. It provided me with the opportunity to informally explain the map as well as begin to relate faces with the names and addresses I recalled from the questionnaire responses.

Participants felt free to express their thoughts throughout the slide presentation and to talk with each other about what they were seeing. The slides appeared to be a good means of refreshing memories, generating discussion and continuing to orient the participants to the park. One participant mentioned that she had seen the park so often that she had forgotten what it looked like. The slides allowed her to "see" Valley Avenue Park once again.

The Workshop: Although the workshop did not proceed exactly as planned, the impromptu adjustments in the workshop format were effective toward the overall objectives for the workshop. This, again, was to have the participants design their own park.

One participant, who completed the scored walk, brought in several of her "found" items from the park. These included several pine cones, an apple, a few stems from a money plant and several various leaves from the trees in the park. This initiated an unplanned, informal discussion of what types of plants exist on the site. The discussion then led to the idea of putting identification labels on plants in the park.

The participants felt that the scored walk was both fun and effective for raising ones' awareness about a supposedly familiar environment. The problem remains, however, like that of the participation in the workshops: how does a designer get the citizens to participate in the scored walk in the first place?

The first diversion came with the exclusion of the Team Dream exercise. The purpose of the Team Dream exercise was three-fold:

1. To give participants a few minutes to re-orient themselves to Valley Avenue Park.
2. To give participants a few minutes to refresh their memories from the scored walk and to gather their thoughts.
3. To allow participants the opportunity to determine what the park means to them now and how they would like to see the park in the future.



Figure 20. The slide presentation



Figure 21. Discussing ideas



Figure 22. Discussing liked and disliked areas of the park



Figure 23. Referring to the panoramic photo board



Figure 24. The model

It was planned that the participants would be given three minutes to close their eyes and think of three to five things that stood out in their minds about Valley Avenue Park as it is now. They would have then written these ideas down on an index card. Again they would close their eyes for three minutes and be asked to imagine what they would like Valley Avenue Park to be like five years from now. Then they would have written their three to five ideas down on the other side of the index card.

This exercise was cast aside for several reasons:

1. Discussion began as soon as the "found" objects from the scored walk were revealed.
2. The atmosphere had an extremely informal and unstructured air to it. The Team Dream exercise seemed to be better suited for a larger, more structured group.

In a different situation the Team Dream would have been a suitable and effective means of involving participants.

Another problem that persisted from the pre-test was the inhibitions that the participants had toward drawing or writing on the blueprint of the park. It had been suggested after the pre-test that to initiate drawing or writing on the plan, that I draw on it first by marking some of the known points for orientation purposes (ie: the rock outcrop, the stone wall and the dogwood tree). I found myself feeling rather timid about this and instead of using a marker to boldly indicate the locations of these items, I used a colored pencil. That "set the pace", so to speak, of the medium that the participants would use. When they did pick up a writing instrument, it was a pencil. Along these same lines, it was brought to my attention by the photographer and the photographs after-the-fact, that I had inadvertently forgotten to lay out the markers so they would be accessible to the participants.



Figure 25. The unwrapped markers

Possible Limiting Factors for Participation

There are several plausible explanations for the low response rate of the fifteen potential participants for the High Participation Workshop.

1. The first one relates to **the manner of random sampling**. It was decided that the best way to select who would be in which group would be to randomly divide the list of thirty plausible participants in half. In this way those people whom I was now familiar with would not be unconsciously assigned to a certain group possibly swaying the results.

After the first workshop, as I looked over the participant name and address list, I noticed that the participants who were selected to participate in two workshops lived further from the park than those who were selected to participate in only one workshop. Of the group that was to attend both workshops, only three of the fifteen addresses were on the streets next to the park. Of the group that was selected to attend only one workshop, seven out of fifteen addresses were on the streets next to the park (See diagram for a comparison). A total of eight people showed up for the second workshop; the same three from the first workshop plus five new participants.

This brings to light the need for geographic random sampling in some instances. Geographic random sampling would have ensured a better balance of address locations in each of the groups.

How does one get people to participate? For this particular study, it may have been beneficial to conduct the workshops in the warmer months. A possibility for enticing potential participants might be to incorporate some sort of party or celebration on the day of the workshop. On a similar note, the Scored Walk may have been more alluring, fun and effective had it been planned as a group activity.

2. **Those residents who would be affected most by changes in the park became more evident.** Although the numbers are low, ostensibly, there is a direct correlation between the number of people who actually participate and the distance to the site. In other words, those who live closest to the site have more at stake and may be more apt to participate.

3. This brings up several questions and leads us to another possible participation determinant. **If, in fact, those who live closest to the park are interested and committed to participation, why then in the questionnaire, did only nine out of the approximately 47 residences on Hamilton and Valley Avenues express interest to participate?** This question was responded to at the second workshop by one of the participants without it having to be raised. This individual participated in both workshops and does not live across the street from the park. The participant expressed both disappointment and frustration at the low turnout rate. It was her feeling after talking with members of the Hamilton-Kerns Neighborhood Forum that **many viewed this project as a "pipe-dream" and that nothing would ever be done to improve the park.** Most likely, this factor had a major impact on the turnout of these workshops.

4. **It appears that the participants' perceptions of what the likelihood of implementation of their ideas is, also affects the level of participation.** In this case there are two contributing factors to the residents' perceptions for implementation:
 - a. The residents were aware that although Valley Avenue Park is in need of improvements, the need is surpassed by several other more pressing priorities in the Parks and Recreation Department.

 - b. Since this was a college project, nothing would ever be done to improve the park.

Additional possibilities have been raised in several other studies mainly relating to individual differences as a determinant for participation (Levy-Leboyer,1982,169)(Wandersman, 1980).

As stated by Wandersman (1979), Peattie (1968) and Warren (1963) propose that when actually given the opportunity to participate, many people will not. In the organizational management literature, it has been suggested that personality differences affect participation. Wandersman (1979) also states that Bass (1972) found nationality affects participation and Vroom (1960) found that authoritarianism and the need for independence affects participation.

Levy-Leboyer (1982,169) states that studies have allowed us "...to speculate that environmental participation is the result of specific experiences and social affiliations."

Appleby (1978) states that one of the impediments to citizen participation is the citizens' past experiences with other public decision-making processes. He goes on further to say that these past experiences will influence attitudes toward the designer or planner and the participatory process in general. These past experiences will create pre-conceptions and therefore will play a part as to whether or not the citizens participate.

In addition, Francis (1978) states that it is usually expected that citizens should participate without compensation; to indulge their time and energy after work or on a weekend while the professionals get paid for their involvement.

Arrowstreet (Tilley and Carr, 1976) overcame this problem by hiring the residents as consultants. Hester also tries to overcome potential apathy by making sure something tangible is created as soon as possible so that participants can actually see the results of their participation.

Schein (1980) states that although there have been attempts to develop a comprehensive answer to determine what motivates people to participate, still evades us. I quote Schein's (1980) response":

To fully understand motivation and human behavior we must develop a complex set of assumptions about people and we must also set these assumptions in a developmental context. ...there is no one answer, no one "correct" way to manage people, no "perfect" way to organize or to design work. Instead, one must become diagnostic and flexible, sensitive to events and their subjective interpretation by the participants in a given situation, so that one can choose a course of action appropriate to the situation.

This explanation of motivation by Schein parallels Siegel's (1968) definition of citizen participation. Inherent in the overall study of citizen participation and the investigation of whether the level of participation in the design process affects the level of satisfaction in the design process and the resultant design is a thorough investigation into the motivational factors of why citizens participate.

The Participatory Design

The Participatory Design (see attached pocket) was developed from the ideas expressed in the Park Questionnaire and the Self-Planning Workshop. In general, the ideas at the workshop seemed to reflect the overall ideas that were reflected in the questionnaire responses.

The three participants felt Valley Avenue Park would be best as a passive park; with a "controlled natural environment". Wasena Park could serve those individuals who would like to engage in the active activities. In this regard it was felt that the basketball hoop should be removed.

It should be noted, however, that several questionnaire respondents felt that Valley Avenue Park should be at least a partially active and include playground equipment as well as a basketball court.

Along the lines of site amenities, several items were discussed by the workshop participants. Picnic tables, a gazebo, benches, bird houses, signage, vegetation identification markers, a path, a sundial, steps and lighting were discussed and evaluated with virtually no design input from myself or the recorder. The participants evaluated their own suggestions based on their own criteria which included:

1. Cost
2. Implementation - Could they implement or obtain the idea without the aid of the City?
3. Maintenance - How much City maintenance would be required after implementation?

4. Vandalism - Would the implementation of this idea invite vandalism?
5. Drinkers - Would the implementation of this idea invite drinkers?

There was concern that both picnic tables and a gazebo may invite drinkers. However, it had been their experience as well as that of the Roanoke City Neighborhood Partnership that lighting attracts the very people and behavior that one is trying to avoid. Therefore, it was decided that if there was no additional lighting, teens would not be encouraged to congregate in the park at the picnic tables or at the gazebo to hang out or drink. Consequently it was decided to include both picnic tables and a gazebo as part of the park plan.

How did the participants expect to implement or obtain any of their ideas if the Parks and Recreation Department does not consider Valley Avenue Park high on the priority list? One of the participants suggested asking a neighbor, who had built benches for another park and also built a gazebo for his own yard, to build the tables and gazebo for Valley Avenue Park.

Another suggestion was to ask a class in a technical school to construct the vegetation identification markers.

To build the walkway, it was suggested that the Boy Scouts might be able to construct it as a community project.

Suggestions from the questionnaire responses indicate that picnic tables are desirable. On the other hand, though, the questionnaire responses indicate a desire to include site lighting.

A gazebo was not mentioned as a suggestion for the park in any of the questionnaire responses.

Park benches were suggested at the workshop and in the questionnaire (and after-the-fact by participants in Workshop #2). The peaceful, scenic character of the park seems to be valued by a good

majority of the neighborhood. It was felt that benches would make the park even nicer by providing places for people to sit and enjoy the park rather than just walking by it as most do now.

Also expressed both by the participants of the High Participation Group and Questionnaire #1 respondents was a desire for some sort of walkway. The idea of the walkway was also expressed after-the-fact by participants of the Low Participation Group. The participants of the workshop stipulated, however, that this walkway should not interfere with the sleigh-riding hill! In addition, it should be of a material and width suitable for elderly to walk on but not inviting to bike riders or skateboarders (this concern was also addressed by participants at Workshop #2).

The Town Meeting Workshop

The set-up at Workshop #2, the Town Meeting Workshop, was not only un conducive for creativity, but in addition, intrinsic to the set-up and format was a removal of a feeling of control on the part of the participants over the design outcome.

Again, the ideas that were expressed at this workshop reflected both overall neighborhood needs and wants as well as individual needs and wants for the park.

Of the fifteen participants who were contacted (initially by mail, then with a follow-up phone call) to attend the second workshop, five said they would participate. All of them showed up to participate.

Prior to the start of the workshop, participants signed in and put on name tags as they arrived. They placed a dot on the map of their neighborhood to show the locations of their homes. Again participants seemed to enjoy this exercise. Introductions and conversation immediately ensued both between participants and myself and between the participants themselves.

During the slide presentation, participants were, for the most part, very quiet. Therefore, immediate feedback as to whether the slides worked well to refresh memories or orient participants to the park was not as evident as it was at the Self-Planning Workshop.

The summary of Questionnaire #2 indicates that although the majority of the participants felt the slides were helpful, there were a few participants who stated that the slides were not of help to them in any way.

The ambience at this workshop was insipid as compared to that of Workshop #1. Although the participants were friendly, made several suggestions and asked a multitude of questions, the overall aura was more formal and business-like. Although these participants expressed much interest at the workshop, the overall enthusiasm and potential for commitment was not as evident.



Figure 26. The presentation of the design plans



Figure 27. Participant review of the design plans

The Workshop Participant Questionnaire

The purpose of this questionnaire was to obtain information from the participants in order to respond to the questions of inquiry of this study. It was divided into two parts. Part I contained questions regarding the participatory design process. Part II contained questions regarding the resultant design plans.

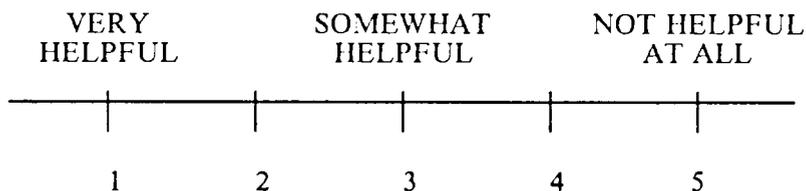
Even though the questionnaire was pre-tested, there seemed to be a number of problem questions. "Problem" meaning that either the question itself was not clear, the instructions for answering the question were not clear or the question was not worded appropriately. Additionally a problem may have arisen due to a lack of design experience and/or knowledge on the part of the participants. The pre-test group all had some form of design background; mainly landscape architecture.

The very first question regarding the age of the participant should not have been used with this particular group. Due to the very low number of participants, the designation of an individual's age became a means of identification, thusly eliminating anonymity. This may have prevented some from responding as honestly or as in depth as they might have had their anonymity remained certain.

The following begins the summary and analysis of the more revealing responses. The other questions from the questionnaire can be found in the Appendix.

I. THE PARTICIPATORY DESIGN PROCESS

1. How well did Workshop #1 (the High Participation Workshop on 28 September 1988) bring out your thoughts and feelings about Valley Avenue Park?

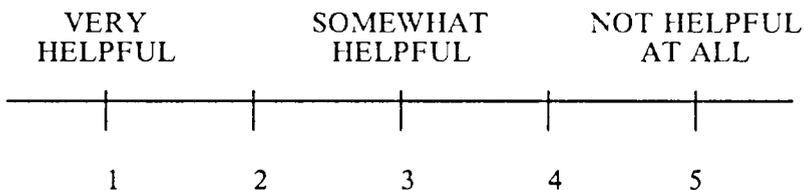


HIGH PARTICIPATION GROUP ONLY (3)

PLEASE NOTE: The numbers in parentheses indicate the number of respondents who selected this answer.

All participants of Group I, who participated in the High Participation Workshop indicated that this workshop was "very helpful" in bringing out their thoughts and feelings about Valley Avenue Park.

2. How well did Workshop #2 (the Town Meeting Workshop on 5 October 1988) bring out your thoughts and feelings about Valley Avenue Park?



HIGH PARTIC. GROUP (3)
 LOW PARTIC. GROUP (4)

The Low Participation Group had one "no answer".

Even though the participants of the Low Participation Group were not as actively involved in participation, due to the format of the workshop, they still considered the Town Meeting Workshop "very helpful" toward bringing out their thoughts and feelings about Valley Avenue

Park. One participant did not answer the question. In this situation the responses indicate that the level of participation is not indicative of how well their thoughts and feelings about the park are drawn out. If the participants of both groups felt equally that the design process was very helpful, then, ostensibly, the level of satisfaction in the design process would also be equal.

- How does this participatory process affect your feeling of influence over the outcome of the design?

	I FEEL CONTROL OVER THE DESIGN OUTCOME	I FEEL NO EFFECT	I FEEL DOMINATED BY OTHERS
	1	2	3
	4	5	
HIGH PARTIC. GROUP	(3)		
LOW PARTIC. GROUP	(2)	(2)	(1)

The differences in the level of participation between the two groups begins to manifest itself in the responses to this question. All three participants of the High Participation Group selected #1 ("I feel control over the design outcome") while in the Low Participation Group, two selected #1, two selected #2 and one selected #3, "I feel no effect".

The first two questions indicate that the level of participation was not indicative of how helpful the design process was in bringing out thoughts and feelings about Valley Avenue Park. The responses to the third question, however, indicate another factor to weigh when attempting to determine the level of satisfaction in the design process; that is the amount of control one feels over the design outcome. This is an important factor to consider. At a very quintessential level, the purpose of participatory design is to provide people with the opportunity to give input; input that will be incorporated into a design plan. If the participant is not confident about the control he or she has over the design outcome, how can there be satisfaction in the design process?

One of the more apparent explanations is that the High Participation Group felt more control over the design outcome because of the higher level of participation utilized in the participatory design process (the scored walk and the High Participation Workshop).

The workshops in and of themselves may have been helpful for bringing out ideas, but as Arnstein stated about the "consultation" level (the town meeting workshop), there is no feeling of assurance at this level that the participants' ideas will be incorporated.

Conjecturably, a response of "very helpful" to the two questions regarding how well the workshop brought out thoughts and feelings about Valley Avenue Park, indicates a certain degree of satisfaction. However, because of the wording of the first two questions, regardless of the number of respondents, it is difficult to determine level of satisfaction.

In retrospect, these results may have been more interpretable had the first two questions been worded differently or if another question had been added; that is "How satisfied are you with the design process?"

II. THE DESIGN PLANS

1. Which plan do you think responds best to the overall needs of the neighborhood?

	THE TRADITIONAL DESIGN RESPONDS BEST	THEY RESPOND ABOUT THE SAME	THE PARTICIPATORY DESIGN RESPONDS BEST
	1	2	3
	4	5	
HIGH PARTIC. GROUP		(1)	(1)
LOW PARTIC. GROUP	(3)		(1)

PLEASE NOTE: In the actual questionnaire and at the Town Meeting Workshop the plans were labelled "Plan #1" and "Plan #2" rather than the Traditional or Participatory Plan.

The responses indicate that one person from the High Participation Group selected #3 ("they respond about the same"), one selected #4 and one selected #5 ("the Participatory plan responds best").

In the Low Participation Group, three participants selected #1 ("the Traditional Plan responds best") while one selected #4 and one participant selected #5 (the Participatory Plan responds best").

The results are not as lucid as was hoped. They are, however, potentially revealing. The responses demonstrate a slight tendency on the part of the participants of the High Participation Group to select the plan in which they had the most influence over. They also show a slight tendency on the part of the Low Participant Group to **not** select the plan in which they had the **least** influence over. Because of the low number of participants, however, it is impossible to draw solid conclusions from the responses.

An additional confounding factor for extracting sound conclusions was the wording of the question. Since the objective of this section of the questionnaire was to try and determine whether level of participation in the design process affects level of satisfaction in the resultant design, the question would have responded better to the objective had it been worded something like: "With which plan are you most satisfied?" or "Which plan do you like best?" The objective of the questionnaire was to determine the level of the participants' satisfaction. As presently worded, the question is focussed on a different issue - the overall needs of the neighborhood.

2. How satisfied are you with your first choice for a design selection?

	VERY SATISFIED	SOMEWHAT SATISFIED		NOT AT ALL SATISFIED	
	1	2	3	4	5
HIGH PARTIC. GROUP	(1)	(2)			
LOW PARTIC. GROUP	(2)	(2)	(1)		

The results to this question are also difficult to interpret. Some participants verbally expressed reluctance to select a first choice for a design selection. Rather, they felt that the best choice would be a combination of the two designs. Therefore, in this question "satisfaction" may have taken on a different meaning than was intended. In other words, the interpretation may have been something like: "I am not very satisfied with my first choice for a design selection because I like both of the designs and don't want to have to choose between the two." Additionally, the similarity between the two plans probably made it very difficult to make a choice.

Disregarding the previous conjecture on the interpretation of "satisfaction", the overall results indicate that generally the participants were satisfied with their selection regardless of the level at which they participated.

Again, because of the low number of responses, it is difficult to draw a definitive conclusion as to whether level of participation would actually affect the level of satisfaction in the resultant design in other situations.

3. Would you have preferred to have more input into the design of Valley Avenue Park?

	I HAD JUST ENOUGH INPUT	I WOULD LIKE A LITTLE MORE INPUT	I WOULD LIKE A LOT MORE INPUT
	1	2	3
HIGH PARTIC. GROUP	(1)		(1)
LOW PARTIC. GROUP	(2)	(1)	(2)

The results are quite similar between the two groups. It is interesting to note that two individuals from the High Participation Group (one selected #3 and one selected #4) desired a little more input into the design. Likewise two individuals from the Low Participation Group desired a little more input.

Why did two individuals in the High Participation Group desire more input even though they had a high level of input? Why did two individuals of the Low Participation Group say they had just enough input? These questions lead to a host of other questions, mainly regarding the affects of individual differences on participation. For example, studies need to be conducted regarding individual differences in motivation and personality.

Summary: Although there were only slight differences between the two groups regarding a feeling of control over the design outcome (the responses of the Low Participation Group ranged from a feeling of no effect to a feeling of control while the responses of the High Participation Group suggested a stronger feeling of control over the design outcome), both groups responded equally in regards to how well the respective workshops brought out their thoughts about the park. Conjecturably, this appears to indicate that the level of participation does not affect the level of satisfaction participants have with the design process.

Likewise, the results also seem to indicate that the level of participation does not affect the level of satisfaction participants have toward the resultant designs.

There does not appear to be a positive correlation between level of participation and level of satisfaction. The factor that seems to affect level of satisfaction, in this case, is that the individuals were involved in the design process, period.

Additionally, the results are most likely confounded with several extraneous variables such as personality, proximity to the park, personal perceptions as to whether the park plan will, in fact be implemented, the fact that this was a school project and individual differences in motivation.

Chapter V Conclusions and Implications of the Study

Conclusions

This inquiry was undertaken based on the following questions:

1. Does the participants' level of participation in the design process affect their level of satisfaction with the participatory design process?
2. Does the participants' level of participation in the design process affect their level of satisfaction with the resultant design?

A comparison of the responses indicates that the level of participation does not appear to affect the participants' satisfaction with the participatory design process or the resultant design. Seemingly, it is not the level of participation that is the important issue in determining participant satisfaction, but rather, the important factor is that the residents were involved in the first place.

Obviously this generalization may be situation-specific and dependent on several extraneous variables. It is my conjecture that one of the more important variables for this study and any further study, or real life situation, is the manner in which the facilitator conducts him or herself and the manner in which he or she interacts with the participants. If a facilitator is not sincerely interested in the input of the residents, it will manifest, and no matter what level they become involved in the process, it will not increase the level of satisfaction in the participatory design process.

Evaluation

Due to the exploratory nature of this study, several problems arose. The first one, not necessarily specifically related to this study, but rather participation in general, regards how to get people involved in the process in the first place. As Wandersman (1980) states, "...there is much speculation, but relatively little research" regarding this. The low turnout rate was a major hindering factor toward the overall objectives of this inquiry. One suggestion for the future would be to incorporate the workshops into a social gathering at the site.

The scored walk proved to be an ineffective part of the participatory process as only two individuals completed it. In the future, it may be feasible to incorporate this into a social type of situation also. In retrospect, the score may have been imposing to potential participant on several levels. The concept of the scored walk in and of itself may have been intimidating. The time involved (60 minutes) may have also been a dissuading factor.

Another problem arose from Questionnaire #2: The Workshop Participant Questionnaire. The questionnaire was derived from the questionnaire used in Wandersman's study (1979). The format did not seem to be suitable for the inquiry at hand. Although the questionnaire was pre-tested to check for the appropriateness of words, phrasing, use of open vs. closed ended questions and clarity of the instructions, the manner in which the results were to be tabulated was not considered. More careful wording of the questions in order to respond more directly to the objectives of this study

would have made it possible to draw clearer conclusions from the responses. Consultation with the consulting services in the Statistics Department may also have remedied some of the unforeseen problems.

Implications

The results of this study obviously cannot be generalized to the larger population because of the small sample size and its unscientific nature. The efficacy of trying to carry out this study as a "scientific" experiment is evident. *This is the key however!* Scientific and theoretical studies are important in certain areas of Landscape Architecture and Planning. Within the realm of participation, however, this is not always the case. Landscape Architecture is a young field. In the past we have looked to other professions like sociology and psychology for guidance for our growth and development. We still need that guidance and must continue to look toward other professions to further that growth.

We need to look "back to the future" so to speak; for if we look into the history of Management and Organizational Behavior we see the development of Action Research and the "Case Study Approach" as tools for furthering the knowledge base of the profession as well as for teaching. Action Research was developed by Kurt Lewin back in the 1940's. The "Case Study Approach" was developed years ago at Harvard University. The future of our comprehensive understanding and perfection of the facilitation of participation lies in the past of other professions; through the use **and publication** of action research and case studies.

Gardner (1974, p.106) notes that the question Lewin asked and tried to answer was: "What conditions have to be changed to bring about a given result and how can one change conditions with the means at hand?" Zeisel (1981, p.63) states that "Action research projects aim to improve future actions by understanding earlier, similar changes..." and "To assess the side effects of an action, investigators can compare the consequences of different actions taken in roughly similar situations."

Zeisel (1981, p.65) notes that case studies are used "...to describe and diagnose single, internally complex objects..." like individuals, processes or societies. Investigators observe such things as relations among elements and contextual influences. The concept of the case study is not new to our profession. Where we fall short, however, is in the publication of these case studies.

Studies such as the one at hand are timely. Conducted in the light of action research and published as case studies they are the key to bridging the gap between researchers and practitioners and furthering the knowledge base about participation within the fields of Landscape Architecture and Planning. Furthermore, studies such as these are invaluable as teaching aids.

Another item that should be examined in the future is at what point does satisfaction level off - or even decrease - in relation to the level of participation? In other words, is there a saturation point? How much time and energy must a designer or planner put into the participatory process before the level of satisfaction does not increase any further? Does there come a point, where after that point, no matter how much time and energy is put into the process, the participants will remain just as satisfied with that process and the results? How much is just enough? These are important and timely questions for any landscape architect or planner who desires to maximize the effectiveness and efficiency of any participatory process.

Whether in fact the level of participation ultimately affects the level of satisfaction in the participatory process or in the resultant design remains to be seen in the publication of action theory case studies. Once empirically based action theory results are more widely available and accessible, then we can become more cognizant of the role that the level of participation plays within the comprehensive role of participation.

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Appendix A. Terminology

The Groups:

- High-Participation Group - Those in this group had an active role in the development of the design.
- Low-Participation Group - Those in this group were involved at a minimal level in the design process.

The Workshops:

- Workshop #1: The High Participation Workshop - This was an interactive workshop in which the High-Participation Group was in control of the design outcome as they directly contributed to the Participatory Design.
- Workshop #2: The Town Meeting Workshop - This workshop was formatted like that of a town meeting. The facilitator was in "control" of the meeting. Both groups participated in this workshop.

The Questionnaires:

- Questionnaire #1: The Park Questionnaire - This questionnaire sought information from residents regarding their thoughts about Valley Avenue Park as well as demographic information.
- Questionnaire #2: The Workshop Participant Questionnaire - This questionnaire sought responses from participants regarding the questions of inquiry of this study.

The Designs:

- The Traditional Design - This design was developed in a somewhat authoritative manner, by the designer.
- The Participatory Design - This design was developed in a democratic fashion with input from neighborhood residents.

**Appendix B. Questionnaire #1: The Park
Questionnaire**

SUMMARY OF RESPONSES

VALLEY AVENUE PARK: A QUESTIONNAIRE FOR NEIGHBORHOOD RESIDENTS

The following is the summary of the Valley Avenue Park questionnaire. Although this is a "summary", I have made a conscious effort in the Valley Avenue Park section to give you as many of the responses as room would allow. Please take the opportunity, as you read through the summary, to use it as a means for developing more ideas and thoughts about the park. Please bring them with you to the workshop along with your completed Scored Walk.

REGIONAL PARK PREFERENCE

1. Do you have a favorite outdoor place or park you like to visit outside of the Roanoke area?

YES

NO

TOTAL RESPONSES = 46

T = 38

IF YES, NAME OF PLACE:

The Blue Ridge Parkway and the Peaks of Otter were by far the most prevalent responses. Smith Mountain Lake was the third outdoor place most frequently mentioned. Other favorites that were listed more than once include Doughat State Park, Philpott Lake and Virginia Beach.

2. Please list the reasons you like to go there.

The following sports and activities were listed most frequently as reasons for going to outdoor places or parks outside the Roanoke area: Fishing, tennis, hiking, biking, golf, swimming and boating.

The passive activities that were mentioned include: Picnicking, walking and sitting.

The reasons people liked these places include: the scenery, views, beauty, nature, water, the quiet, the opportunity to relax, the safety, diversity, cleanliness, good maintenance and recreational toys.

ROANOKE PARK PREFERENCE

3. Is there a park in Roanoke you like to visit?

YES

NO

T = 91

T = 16

IF YES, NAME OF PARK:

Wasena Park was by far the most commonly mentioned park in Roanoke that people like to visit. Other parks that were mentioned more than once (in descending order of mention) include South Roanoke Park (see note below), Raleigh Court Park, Smith Park, Highland Park and Garst Mill.*

** I checked with the Parks and Recreation Department and was told that the park that is at the corner of Wiley Drive and Franklin Ave. is part of South Roanoke Park.*

Other parks in Roanoke that people like to visit include:

- *Crystal Spring*
- *Elmwood Park*
- *Valley Avenue Park*
- *Fishburn*
- *Ghent Park*
- *Mill Mountain*
- *Lakewood Park*
- *Roanoke Mountain Campground*

4. Do you participate in any of the following activities at the park in Roanoke? (Check all that apply)

- a. WALK THE DOG.....**T = 21**
- b. STROLL.....**T = 46**
- c. EAT/PICNIC.....**T = 37**
- d. PLAY BASKETBALL.....**T = 9**
- e. WATCH PEOPLE.....**T = 33**
- f. GO WITH CHILDREN.....**T = 31**
- g. TALK WITH FRIENDS.....**T = 30**
- h. READ.....**T = 18**

5. Please list any other reasons you like to go to the park in Roanoke.

The sports and activities people listed as other reasons for going to the park in Roanoke were not unlike the responses for the parks and places outside of the Roanoke area. These include tennis, football, softball, basketball, baseball, volleyball, bike riding, jogging/running, fishing and swinging.

The passive activities that were mentioned include: to watch children, sports and squirrels, to walk, to lie on the grass, to lie in the sun and to drive around.

Other reasons include to exercise, to watch concerts, to see the river, to relax, to get away from the City, traffic and houses and to be outdoors.

Many people mentioned that they frequent Wasena Park because of the proximity to home.

6. How often do you go to the park in Roanoke?

- a. MORE THAN ONCE A WEEK**T = 10**
- b. ABOUT ONCE A WEEK**T = 17**
- c. ONCE EVERY 2 - 4 WEEKS**T = 15**
- d. LESS THAN ONCE A MONTH**T = 35**

7. What, if anything, prevents you from going to this park more often?

Work, weather, distance and lack of time were listed by just about every respondent as deterrents for visiting parks in Roanoke.

Another important factor that a good number of respondents mentioned was safety. Many listed drugs, drinking, undesirable characters and a general lack of security as reasons why they may not visit the parks.

Also, people mentioned an overall lack of maintenance in some of the parks (ie: facilities, sports equipment, trash, vandalism) as reasons why you may not visit a park.

8. If you could change the park in Roanoke in any way, what would you change to make it better?

The factors that prevent or inhibit people from visiting the parks were re-iterated, somewhat, as a means for upgrading the parks. The responses have been categorized as follows:

a. *TO UPGRADE FACILITIES:*

- *Better general maintenance.*
- *Cleaner restrooms.*
- *Cleaner picnic tables.*
- *Upgrade picnic tables.*
- *Upgrade basketball courts.*
- *Add updated outdoor toys.*
- *Flood control. (Wasena Park)*
- *Add more covered picnic areas.*

b. *TRAFFIC IMPROVEMENTS:*

- *Stop auto traffic. (Wasena Park)*
- *Close through street to traffic occasionally. (Wasena Park)*

c. *ACTIVITIES*

- *Need more activities especially for smaller children.*
- *Add an archery range.*
- *Add a running path and bike trail. (Wasena Park)*
- *Add walking trails.*

d. *OVERALL PARK AND LANDSCAPING IMPROVEMENTS:*

- *Make use of the buildings in Wasena Park.*
- *Clean the areas of debris and trash.*
- *Pedestrian bridge. (Wasena Park)*

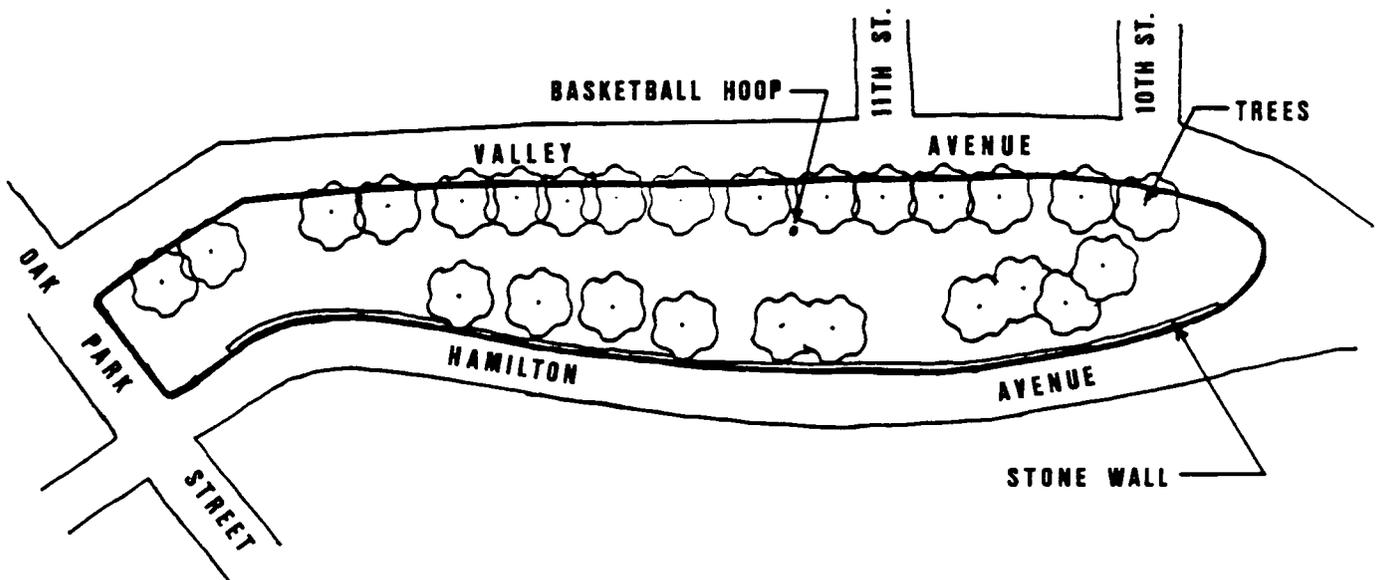
- *Make a bird sanctuary.*
- *Add benches.*
- *Have a pool.*
- *Have paddle boat rental.*
- *Have better off-the-road parking.*
- *Cut some of the trees.*
- *Replace some trees with more decorative and smaller ones.*
- *Add flowers and shade trees.*
- *More grass, less dirt.*

e. **SAFETY AND LAW ENFORCEMENT:**

- *Increase security, especially at night.*
- *Increase police patrols.*
- *Control of alcohol consumption.*
- *Stop people from doing car maintenance in parks especially Wasena Park where dirty oil is left near the river.*

VALLEY AVENUE PARK

The following questions pertain to Valley Avenue Park. The park is located between Hamilton Avenue and Valley Avenue. An historic stone wall runs the length of the park along Hamilton Avenue. An old basketball hoop is situated on the Valley Avenue side of the park.



9. How often do you go to Valley Avenue Park?
- a. MORE THAN ONCE A WEEK *T = 9*
 - b. ABOUT ONCE A WEEK *T = 3*
 - c. ONCE EVERY 2 - 4 WEEKS *T = 2*
 - d. LESS THAN ONCE A MONTH *T = 26*
 - e. NEVER *T = 40*

10. Do you participate in any of the following activities at Valley Avenue Park? (Check all that apply)

- a. WALK THE DOG *T = 12*
- b. STROLL *T = 22*
- c. EAT/PICNIC *T = 0*
- d. PLAY BASKETBALL *T = 2*
- e. WATCH PEOPLE *T = 2*
- f. GO WITH CHILDREN *T = 7*
- g. TALK WITH FRIENDS *T = 7*
- h. READ *T = 2*

11. Please list any other reasons you like to go to Valley Avenue Park.

A number of people mentioned that they did not know Valley Avenue Park was a park or that this space even existed. Several reasons were re-iterated by many as to why they like Valley Avenue Park. Despite the fact that many said there is nothing to do in the park (in regards to activities), it is generally considered to be a beautiful, scenic, quiet spot. In warmer months many noted that it is a nice area for walking. In the winter months, sleigh riding was frequently and enthusiastically listed as a reason for going to the park.

12. If you could change Valley Avenue Park in any way, what would you change to make it better?

The responses to this question were quite diverse. These responses are also divided into categories.

- a. **OVERALL PARK MAINTENANCE IMPROVEMENTS:**
 - *Cut down trees that are dead.*
 - *Clear off rubble and overgrowth.*
 - *Fix the basketball hoop.*
 - *Clean up the trash.*
 - *Get rid of the poison ivy.*
 - *Mow the park more often.*

b. **LANDSCAPING IMPROVEMENTS:**

- *Level, grade or terrace some of the park to make it more suitable to walk or play on: especially for the old and young.*
- *Replace the dying trees.*
- *Plant flowers.*
- *Plant shrubbery.*
- *Plant some small, pretty, colorful trees. (ie: dogwood)*

c. **SITE FURNISHINGS:**

- *Add picnic tables.*
- *Add park benches.*
- *Add a fountain.*
- *Add site lighting.*

d. **ACTIVITIES FOR THE PARK:**

- *Add play equipment for children. (ie: jungle gyms, slides, swings, sandbox)*
- *Add a basketball court.*
- *Add a tennis court.*
- *Add a volleyball court.*
- *Add a flat, cement area for biking and skate boarding.*

e. **THE FOLLOWING ARE SOME GENERAL IDEAS AND THOUGHTS PEOPLE WROTE IN REGARDS TO THE PARK:**

- *The park does not need to be changed.*
- *Wasena park should be used for activities in order to keep this neighborhood quiet.*
- *The grounds should be better taken care of.*
- *Add more openings in the wall to provide people with the opportunity to walk through the park without having to waik all the way around.*
- *Add some walking trails.*

13. How would you like to see Valley Avenue Park in the future? (check all that apply)

- **AS AN AREA FOR ACTIVE ACTIVITIES T = 32**
(ie: basketball, play equipment)
- **AS AN AREA FOR PASSIVE ACTIVITIES T = 40**
(ie: sitting, walking)
- **AS AN OPEN GREEN AREA MOSTLY T = 35**
JUST TO LOOK AT

14. Which of the following do you think best describes Valley Avenue Park as it is now? (Check one)

A NEIGHBORHOOD PARK A "TRAFFIC ISLAND" NEITHER

T = 26

T = 49

T = 1

15. The following is a map of Valley Avenue Park. On the map circle the areas you like best and briefly write your reasons why next to these areas. Put an X over the areas you don't like and briefly write your reasons why next to these areas. (map deleted as responses are summarized in list format below)

The following is a list of the areas you disliked and some of the concerns you mentioned.

a. *IN REGARDS TO THE BASKETBALL HOOP:*

- *The balls hit cars in the street.*
- *The hoop is "tacky - please remove it."*
- *The area by the basketball hoop is not paved, so use of the hoop is useless.*
- *"This is the only basketball hoop which could keep Michael Jordan under 20 points. Pathetic."*
- *The hoop is an eyesore and provides a place for teenagers to congregate.*
- *The hoop is poorly maintained.*
- *The hoop is not necessary as there is one at Wasena Park.*

b. *PARK MAINTENANCE AND LANDSCAPING:*

- *There are too many trees of the same variety.*
- *The trash along the wall needs to be cleaned up and brush removed.*
- *There are too many weeds along the wall.*
- *The poison ivy and honeysuckle needs to be removed.*
- *There are some spots by the sycamores on Valley Avenue that are generally unkept and littered.*
- *Remove the messy, half-dead cherry tree on Hamilton Avenue.*
- *The western part of the site is too steep and not mowed.*
- *The corner of Oak Park Street and Hamilton Avenue was mentioned as a potential traffic hazard as it is difficult to see when pulling out after stopping at the stop sign.*
- *The area near the corner of Oak Park Street and Valley Avenue is often trashy.*
- *Several of the trees along Hamilton Ave. are dead and should be removed.*
- *The grass is too high in spots. It makes it difficult to walk through.*
- *It is noisy (from traffic) at the eastern portion of the site.*
- *"Weeds and bushes - costs the City every year to clean up - something attractive and permanent should be done."*

The following is a list of the things that people like about the park.

a. IN REGARDS TO THE BASKETBALL HOOP:

- *The basketball hoop is good for kids.*
- *The basketball hoop is, in general, a good idea.*

b. PARK MAINTENANCE AND LANDSCAPING:

- *The eastern portion of the park is better maintained than the rest of the park.*
- *The trees are nice.*
- *The trees along Valley Avenue at the northeastern portion of the park are nice and its easy to walk on.*
- *The trees on the southeastern portion of the park are nice.*
- *The trees provide a "natural look".*
- *The stone wall is nice to look at; a pretty, attractive, functional barrier.*
- *The stone wall is nice to sit on to relax and look around or to sit and talk with someone.*
- *From the eastern portion of the park, looking west down the entire length of the park is beautiful.*
- *The southeast area of the site by the wall has great aesthetic value.*
- *There are some nice spots to sit and relax under the trees in the southeastern area of the park.*
- *The eastern area of the park has a nice gentle slope.*
- *There are some nice secluded spots.*
- *The western portion of the park near the stone wall would be good for a rock garden.*
- *The rock outcrop at the corner of Oak Park Street and Valley Avenue is good for kids to climb on...."Rock Mountain".*
- *The walk along Valley Avenue is nice; shady, level, quiet and peaceful.*
- *The park area, in general is a nice place to walk.*
- *The park has some great sleigh riding hills.*
- *The whole park is nice.*

ANY PARK

16. When you go to a park, what attributes are important to you? Look at the list below. Rate each attribute on a scale of 1 to 6 with 1 being least important and 6 being most important. (Please circle your response)

	Not Important		Moderately Important		Very Important		N.A.	TOTAL
	1	2	3	4	5	6		
• GETTING AWAY FROM PEOPLE @ * (See note below)	T=08 @ T=9. 2%*	T=13 T=15%	T=29 T=33. 3%	T=09 T=10. 3%	T=12 T=13. 8%	T=09 T=10. 3%	T=07 T=8. 0%	T=87
• HOW THE PLACE LOOKS	T=00 T=00	T=00 T=00	T=01 T=1. 2%	T=14 T=16. 1%	T=24 T=27. 6%	T=45 T=51. 7%	T=03 T=3. 4%	T=87
• NATURE	T=01 T=1. 2%	T=01 T=1. 2%	T=02 T=2. 3%	T=15 T=17. 2%	T=25 T=28. 7%	T=38 T=43. 7%	T=05 T=5. 7%	T=87
• A FEELING OF BEING SAFE	T=00 T=00	T=00 T=00	T=02 T=2. 3%	T=10 T=11. 5%	T=11 T=12. 6%	T=60 T=69. 0%	T=04 T=4. 6%	T=87
• PEOPLE WATCHING	T=21 T=24. 1%	T=19 T=21. 8%	T=18 T=20. 7%	T=17 T=19. 5%	T=06 T=7. 0%	T=02 T=2. 3%	T=04 T=4. 6%	T=87
• LIKE TO BE WITH FRIENDS	T=04 T=4. 6%	T=10 T=11. 5%	T=20 T=23. 0%	T=19 T=21. 8%	T=17 T=19. 5%	T=11 T=12. 6%	T=06 T=7. 0%	T=87
• PLACES TO SIT	T=03 T=3. 4%	T=00 T=00	T=13 T=15. 0%	T=20 T=23. 0%	T=20 T=23. 0%	T=25 T=28. 7%	T=06 T=7. 0%	T=87
• ACTIVITIES TO WATCH (ie:sports, children playing)	T=15 T=17. 2%	T=12 T=13. 8%	T=13 T=15. 0%	T=20 T=23. 0%	T=17 T=19. 5%	T=05 T=5. 7%	T=05 T=5. 7%	T=87

NOTE: @ T = Total number of responses for this rating (ie: 1 - 6)
* T = The number of responses as compared to the total number of respondents to the questionnaire.

	Not Important		Moderately Important		Very Important		N.A.	TOTAL
	1	2	3	4	5	6		
• A SENSE OF BELONGING (this is "my" park)	T=03 T=3.4%	T=09 T=33.3%	T=18 T=20.7%	T=21 T=24.1%	T=12 T=13.8%	T=21 T=24.1%	T=03 T=3.4%	T=88
• A CHOICE OF THINGS TO DO	T=13 T=15.0%	T=08 T=9.2%	T=16 T=18.4%	T=16 T=18.4%	T=13 T=15.0%	T=16 T=18.4%	T=05 T=5.7%	T=87
• SCENERY TO LOOK AT	T=00 T=00	T=01 T=1.2%	T=05 T=5.7%	T=24 T=27.6%	T=27 T=31.0%	T=25 T=28.7%	T=05 T=5.7%	T=87
• UPKEEP OF EQUIPMENT AND GROUNDS	T=01 T=1.2%	T=00 T=00	T=04 T=4.6%	T=07 T=8.0%	T=26 T=29.9%	T=30 T=34.4%	T=19 T=22.9%	T=87 check
• A SPOT TO SIT AND THINK	T=02 T=2.3%	T=04 T=4.6%	T=12 T=13.8%	T=19 T=21.8%	T=24 T=27.6%	T=19 T=21.8%	T=07 T=8.0%	T=87
• EASY TO GET TO	T=01 T=1.2%	T=02 T=2.3%	T=11 T=12.6%	T=15 T=17.2%	T=27 T=31.0%	T=21 T=24.1%	T=10 T=11.5%	T=86
• A PLACE WHERE YOU CAN LOOK BUT NOT BE SEEN	T=09 T=10.3%	T=28 T=32.1%	T=12 T=13.8%	T=14 T=16.1%	T=11 T=12.6%	T=06 T=7.0%	T=07 T=8.0%	T=87
• A PLACE TO RELAX	T=00 T=00	T=00 T=00	T=05 T=5.7%	T=16 T=18.4%	T=22 T=25.3%	T=36 T=41.4%	T=08 T=9.2%	T=87

OTHER COMMENTS:

The following are some quotes from the last section of the questionnaire that I feel are important for others to read.

- "... Things are so different in parks now. Older folks are not safe in parks. I think all parks need security in them."
- "Rest rooms - lights - trash cans, landscaping - no bushes behind which someone may hide. Flowers."
- "... - as is now just seems to be a waste. We don't have any place for the kids to go."
- "I think its a great idea to upgrade this area in order to upgrade this neighborhood."
- "I'm still dumbfounded to think this is called a park!"
- "I believe it would be a great addition to the neighborhood and community to upgrade the park so it would be functional."
- "Not every green area needs cement and lights and "equipment" to be a park. Clean green areas are as important to City as 'development'."
- "Valley Avenue Park should be maintained as an area for the use of surrounding homes. There are plenty of other parks nearby - Wasena Park in particular - for sports and other activities. When teenagers have congregated there in the park in the past the local homeowners have had problems with vehicle break-ins. The park would be best if maintained with flowers and no sports equipment."
- "Leave it alone. Just keep the grass mowed and the weeds down."
- "This park should not be over developed, but left for quieter activities. Wasena Park is much better equipped for sporting activities, etc. and is less than two blocks from this area."
- "Area has potential but needs quite a lot of work."
- "I never realized it was a park. I just thought it was a nice place no one had built on yet."
- "It would be nice to have a safe park to take my child to play - one close with no major roads to cross."
- "Basically I think the park needs to get more City attention in clearing of wall and dead trees. Add flowers, bushes (flowering) possibly a fountain or statue as a focal point with places (benches) around and scattered."
- "In warm weather...beer drinkers gather to party, leaving behind their mess! This is for most part a quiet street. I would like it to remain so."
- "It isn't an ideal park, but nice. I would grade some of the areas - plants, shrubs and trees in other areas - make it a nice area for walking and small children to play. Wasena Park is near for the older children and adults who like sports."
- "Great potential as asset to neighborhood."
- "The verticalness of this park makes it seem somewhat foreboding as a place to hang out."
- "We would love to see Valley Avenue Park more utilized in the future - lots of children in this area who need an area out-of- doors for games and sports, instead of playing in the streets - a skate board area would be terrific - especially since the park has a hilly area. Kids skate board in the street all the time!"
- "I have never heard of this address Valley Avenue Park referred to as a park...."

The last few questions will enable me to relate the preferences you expressed above to your fellow neighbors.

1. How long have you lived at this address?

2...LESS THAN 6 MONTHS	14...2 TO 5 YEARS
5...6 MONTHS TO 1 YEAR	16...5 TO 10 YEARS
14...1 TO 2 YEARS	36...OVER 10 YEARS

2. Do you rent or own this home?

RENT	OWN	OTHER
6	81	1

3. What is your age?

0 - 19 YRS. = 3
 20 - 29 YRS. = 13
 30 - 39 YRS. = 26
 40 - 49 YRS. = 12
 50 - 65 YRS. = 18
 66 YRS. + = 13

4. If you are a parent, do you have any children living at home?

YES	NO
24	48

5. If you have children living at home, please list their ages.

0 - 6 YRS. = 12
 7 - 10 YRS. = 1
 11 - 14 YRS. = 4
 15 - 19 YRS. = 8
 20 - 22 YRS. = 6

6. What is your gender?

FEMALE	MALE
58	31

7. Would you be interested in participating in one or two workshops to help develop these ideas for Valley Avenue Park?

YES	NO	N.A.
31	49	4

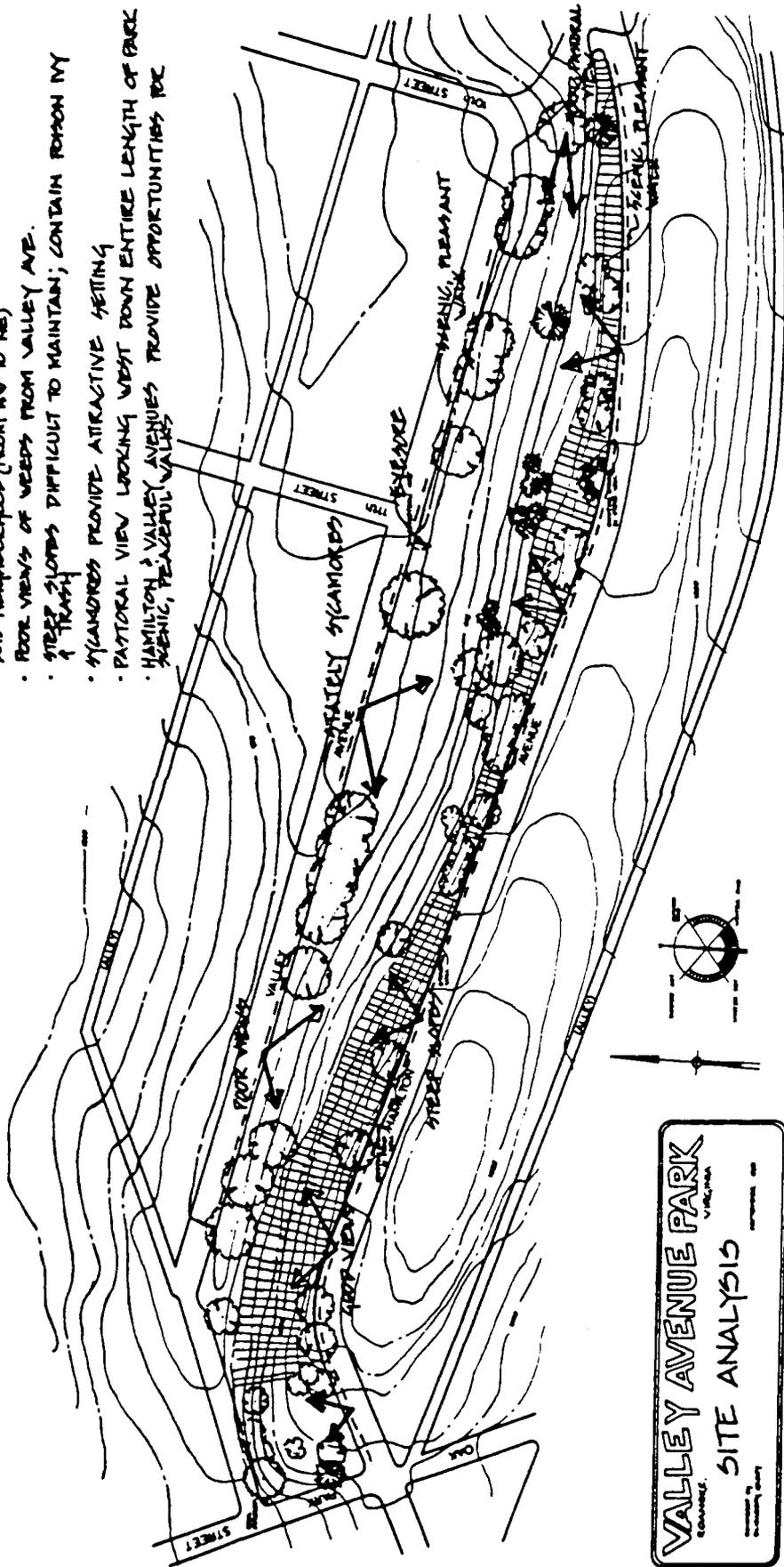
Would you like a summary of the results?

YES	NO	N.A.
48	28	11

YOUR CONTRIBUTION TO THIS EFFORT HAS BEEN GREATLY APPRECIATED

Appendix C. The Site Analysis

- GENERALLY GOOD VIEWS FROM HAMILTON AVE OF MOUNTAINS AND NEIGHBORHOOD (FROM N.Y. TO N.E.)
- POOR VIEWS OF WEEDS FROM VALLEY AVE.
- STREETS SHOWS DIFFICULT TO MAINTAIN; CONTAIN POISON IVY & TREASURY
- SCAMORIES PROVIDE ATTRACTIVE SETTING
- PASTORAL VIEW LOOKING WEST DOWN ENTIRE LENGTH OF PARK
- HAMILTON & VALLEY AVENUES PROVIDE OPPORTUNITIES FOR SCENIC, PEACEFUL VIEWS



VALLEY AVENUE PARK
 VALLEY AVENUE
 SITE ANALYSIS
 1972

Appendix D. The Scored Walk



A Scored Walk Of Valley Avenue Park

For Hamilton-Kerns Residents

The purpose of this scored walk is to provide you with the opportunity to enhance your sensory awareness of Valley Avenue Park. A Score provides participants with a set of instructions to carry out an activity. It is similar to a sheet of music where the notes are the instructions for the musician to carry out the activity of playing various notes, rhythms and volumes.

You will be "led" on a walk through and around Valley Avenue Park with this score. You will be asked to carry out various activities at various points around the park. Take your time and try to be aware of all your senses. Consciously look and listen. For example, notice the houses, signs, pavement, sun, shadows, vegetation, birds and views. Be aware of smells, sounds, colors, textures, etc. Record what you are experiencing and your reactions to these experiences. Your reactions may be feelings or attitudes. Jot down (in the space provided on the last page) any new ideas or thoughts have regarding the park that you would like to share at the workshop.

For the purposes of this experiment, please perform these activities, as best as possible, within your family. Children can be a big help with some of these activities. The walk will take approximately 60 minutes to complete. Please complete it before the first workshop and bring your "homework assignment" with you. Please watch out for cars and potholes too! HAVE FUN!

You will need the following tools for your scored walk:

1. The score.
2. A few pens or pencils.
3. A watch.
4. A small bag.

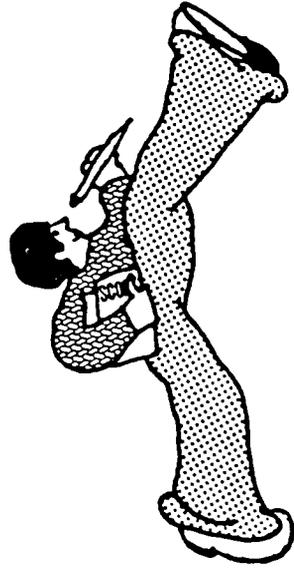
PLEASE NOTE THE FOLLOWING INFORMATION:

I. D. NUMBER: _____

DATE & DAY: 26 Sept 88

TIME YOU START: _____

WEATHER: Sunny



HAMILTON-KERNS SCORE SHEET

In the first part of this Scored walk, you will be taking a stroll along Hamilton Avenue from east to west. The following are a few questions for you to answer. Some of the house numbers are designated on the map on the following page so that you can have an idea as to about where you are in relation to the map. There are no right or wrong answers to any part of this Scored walk. **Everybody's input is important!** **READY??** Head over to the stop sign at the east of the site.

1. Walk into the park about 20-30' in front of the stop sign. Look west, down the entire length of the park. Describe what you see.

*pretty grassy hill side - just by shopping
with huge white trees - few both on the end
weedy - bins, paving - long and - produce*

2. Start walking along Hamilton Avenue. As you walk along, keep an eye out for your favorite view. If you find a view you like (it can be of the site or of something beyond), mark about where you are on the map (on the following page) by writing the house number that is closest to you. Then draw an arrow to show in which direction the view is.

What is the view of and what is it you like about this view?

3. Are you walking on the sidewalk or on the street along the wall?

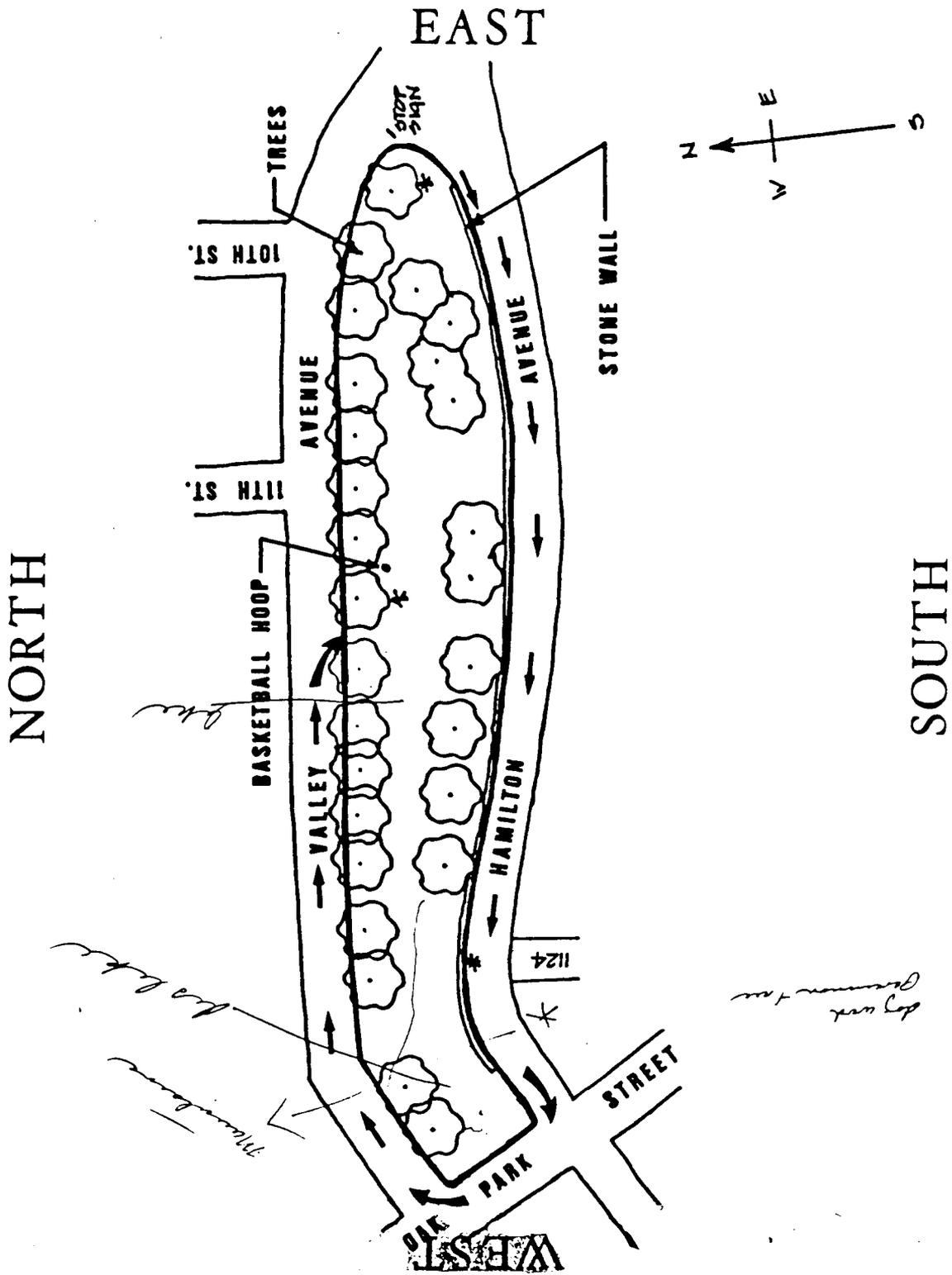
Street along the wall

4. When you get to about 1124 Hamilton Avenue, walk over to the wall (if you're not already by it) and look at the row of sycamores on Valley Avenue.

a. How tall do you think they are?
75 to 100 ft.

- b. How high up do you think you are from Valley Avenue?

75 to 100 ft.



Continue walking and head down to Valley Avenue.

5. Notice the sycamore trees. How does their size look now?

*1st True height - 100 ft.
and sycamore about 75ft.*

3rd, 4th, 5, 6, 7 about 75ft.

6. Do you have a favorite view of the park from Valley Avenue?

If so, Midway of Valley - looking East

a. Where is it? (Please mark it on the map in the same manner as above.)

b. What is it you like about this view?

Natural setting - serene

c. In which season do you think the park is at its best? Why?

*Summer - Trees are beautiful + shady
Cool + green*

Step outline of a 1/2 way down Valley

7. After you complete this, walk over to the basketball hoop (or somewhere in the general vicinity).

If the sun is out,

a. Is it shining on you or are you in the shade?

Shade - 6:30 PM

b. What direction is it shining from?

shining to EAST

c. What time is it?

6:45 PM

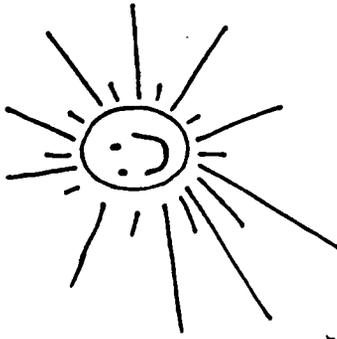
8. Walk anywhere in the park and obtain as many of the following items as possible and put them in your bag. Please bring these with you to the first workshop.

a. Two different types of pine cones.

b. Two different kinds of leaves. (These may be from your favorite trees, your least favorites, a combination of the two, or any leaves you are able to get your hands on.)

c. An unnatural item.

d. Something funny-looking.



11. Now sit quietly for a few minutes. Try to make up sentences that state what you are aware of at this moment. Each of the five senses is listed below as a guide for you. Begin each sentence with "At this very moment....": Feel free to write as many sentences as you like for each of the five senses.

ic: Hearing: At this very moment I hear a squirrel chattering.

ic: Sight: At this very moment I see an ant crawling in the grass next to me.

• Sight: At this very moment...

*At this very moment, I see
my camera tree tops & the setting
sun - a bright red sky*

• Hearing:

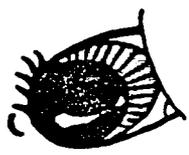
*At this very moment, I
hear crickets chirping. In a distance,
I hear some one moving*

• Smell:

*At this moment, I smell fresh
green grass -*

• Taste:

• Feet:



Appendix E. Guidelines For Facilitators

Doyle, in his book *How To Make Meetings Work*, gives several guidelines for facilitating meetings but is quick to point out that "...the role of facilitator is based on flexibility and accomodation to the needs of the group members..." Therefore, "there is no right way to facilitate. Much depends on your personality, the situation, and the nature of the people in your group." Additionally, Stuart (1986) states that "...the facilitator suggests, invites and consults with participants ... and is concerned that everybody feels included and accepted..."

The facilitators were asked to use the following guidelines as a means for guiding the working group:

1. Keep the group focussed on the topic. Point out when the discussion gets off-track by re-stating the original topic.
2. Clarify and accept communication.
 - a. Summarize what a participant says, especially when the more passive participants do finally contribute.
 - b. Relate the participants ideas to one another.
 - c. Accept incomplete ideas.
 - d. Accept feelings as valid.
 - e. State problems in a constructive way. Don't put participants on the defensive by blaming, judging or criticizing.

The questions that the facilitators were given to guide them through the workshop included:

1. Determine how the participants would like to see Valley Avenue Park in the future.

- a. As an area for active activities? (For example: a basketball or tennis court)
 - b. As an area for passive activities? (For example: paths for walking)
 - c. As an open green space?
 - d. Some combination of the above?
2. Have the participants discuss their favorite spots in the park.
 - a. What makes them nice?
 - b. How can they be enhanced?
 - c. Encourage them to draw on the map.
 - d. Make notes on any problems you see.
 3. Discuss focal point ideas.
 4. Determine and discuss their least favorite spots.
 - a. What makes them unappealing?
 - b. How can they be enhanced?

Appendix F. Questionnaire #2: The Workshop

Participant Questionnaire

I. THE PARTICIPATORY DESIGN PROCESS

1. How well did Questionnaire #1 bring out your thoughts and feelings about Valley Avenue Park?

	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL AT ALL
	1	2	3
	4	5	
HIGH PART. GROUP	(3)*		
LOW PART. GROUP	(1)	(2)	(2)

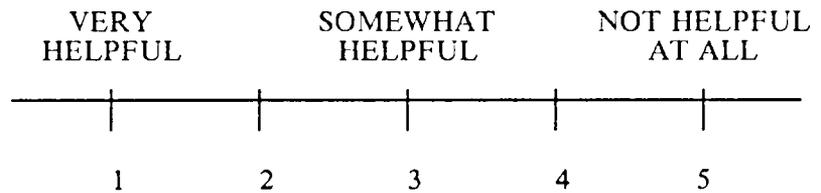
* PLEASE NOTE: The numbers in parentheses indicate the number of respondents who selected this answer.

It is interesting to note that for the Park Questionnaire, all participants of the High Participation Group, on a scale of 1 to 5 said that the Park Questionnaire was "very helpful" toward bringing out thoughts and feelings about Valley Avenue Park.

In Group II, only one individual selected #1 ("very helpful"). Two selected #2 and three selected #3 ("somewhat helpful").

The significance of the responses to this question are questionable however. The Park Questionnaire was distributed in March of 1988, whereas the workshops were held at the end of September and beginning of October 1988, a six month time lapse. Therefore, the recollection of the respondents regarding this questionnaire may not be as clear as it would have been had only a short period of time elapsed.

2. How well did the Scored Walk bring out your thoughts and feelings about Valley Avenue Park?



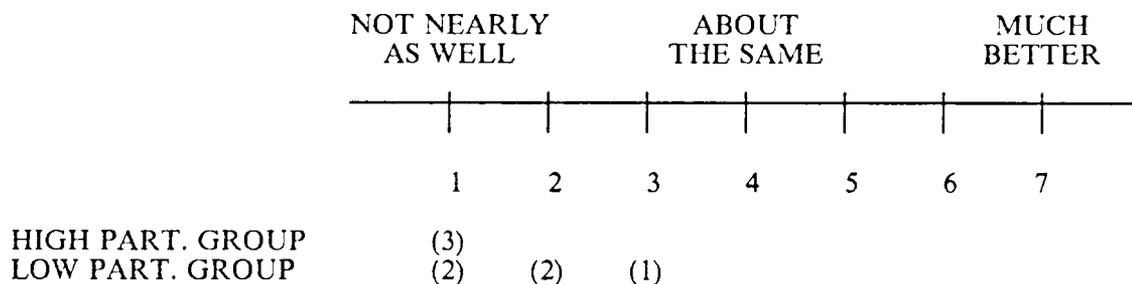
HIGH PART.
GROUP ONLY

(2)*

* One participant had not yet completed the Scored Walk

The two people who responded to this question considered the Scored Walk to be "very helpful" toward bringing out their thoughts and feelings about the Valley Avenue Park.

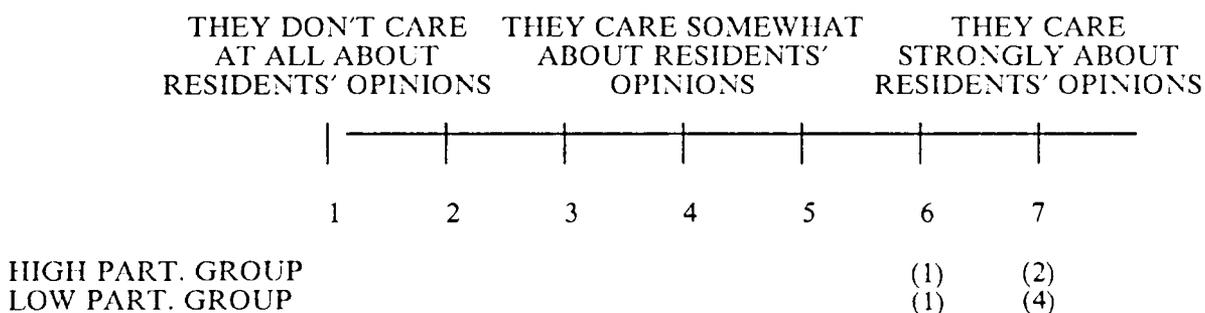
3. Would the planners and/or designers be able to do the job as well without the input of neighborhood residents?



Again we see subtle differences manifesting based on how the two groups responded. On a scale of 1 to 7, with #1 being "Not nearly as well" and #7 being "much better", all of the High Participation Group selected #1. In the Low Participation Group, two selected #1, two selected #2 and one selected #3, which is gravitating toward "about the same".

It appears that irregardless of the level of participation, the residents don't feel that the planners and/or designers could do the

4. What does this process convey to you about the planners' and/or designers' interest in the opinions of the neighborhood residents?



Despite the differences in the previous responses, the responses to this question are quite similar. On a scale of 1 to 7, one person in the High Participation Group selected #6, while the

other two selected #7 ("they care strongly about residents' opinions"). In the Low Participation Group one person selected #6, while four selected #7.

It appears that irregardless of the number of participatory workshops or the workshop formats, the residents were consulted and therefore feel that the planner and/or designer cares strongly about their opinions.

II. THE DESIGN PLANS

- Do you feel that you would have been more or less satisfied with the design you selected if you had not been consulted?

	MUCH MORE SATISFIED		ABOUT THE SAME		MUCH LESS SATISFIED
	1	2	3	4	5
HIGH PART. GROUP					(3)
LOW PART. GROUP			(1)	(2)	(2)

The High Participation Group provides a definite answer to this question. The individuals would have been much less satisfied had they not been consulted. On the other hand, the responses of the Low Participation Group vary from "about the same" to "much less satisfied".

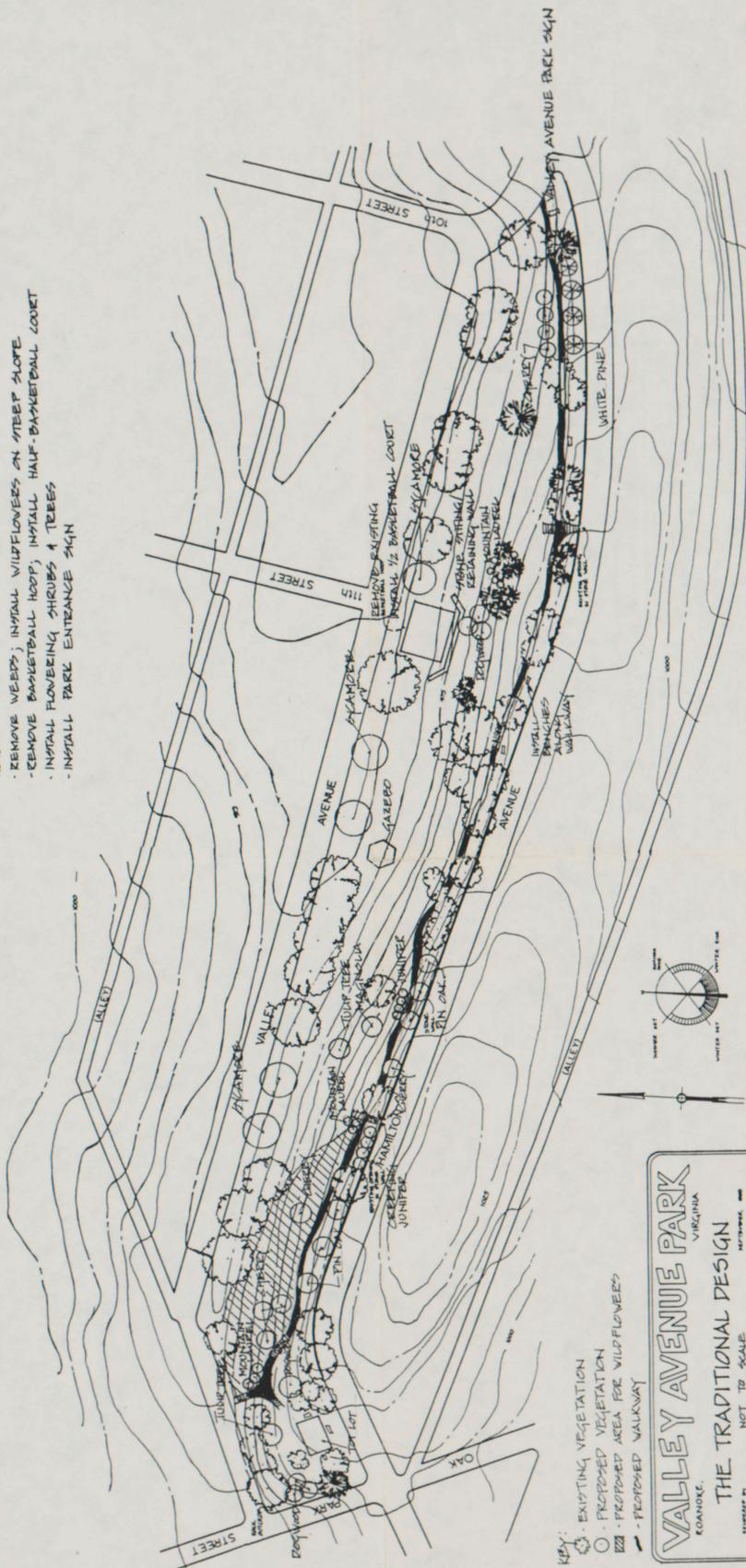
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When the experience fully develops,
It is like returning home.
The journey was long and exhausting,
But it opened one's eyes to see.
Enlightenment is soon forgotten,
As understanding turns to doing...

...Life is always full.

-The Way Book-

- NOTES:
- REMOVE WEEDS; INITIAL WILDFLOWERS ON STEEP SLOPE
 - REMOVE BASKETBALL HOOP; INSTALL HALF-BASKETBALL COURT
 - INSTALL FLOWERING SHRUBS & TREES
 - INSTALL PARK ENTRANCE SIGN



- KEY:
- EXISTING VEGETATION
 - PROPOSED VEGETATION
 - PROPOSED AREA FOR WILDFLOWERS
 - PROPOSED WALKWAY

VALLEY AVENUE PARK
 ROANOKE, VIRGINIA
 THE TRADITIONAL DESIGN
 NOT TO SCALE
 1/2" = 1'-0"

