



**GENDER
SENSITIZING IN
DESIGN, ART,
ARCHITECTURE AND
PLANNING**

**SUMMARY OF PRESENTATIONS
WONDER SEMINAR
11-13 September 2019**

PROGRAM

Day 1: 11. SEPTEMBER 11.00-16.00 (closed sessions)

- 11.00 – 12.00 Registration and light lunch (ID)
- 12.00 – 12.10 Welcome by *Martina Keitsch*
- 12.10 – 12.40 *Jennie A. Schaeffer*: Non-normative preschools – an innovative meeting between education, architecture, norm criticism and design
- 12.40 – 13.10 *Bindu Shrestha*: Gender Sensitivity in the Triple Bottom Line Approach
- 13.10 – 13.40 *Hanna af Ekström/ Cristine Sundbom*: TINK - Idea development for available and inclusive open stormwater solutions
- 13.40– 14.00 Coffee (ID)
- 14.00 – 14.30 Zhilong Betty, Luan: Exploring the Design Ethics of the Future
Information Society
- 14.30 – 15.00 Discussion
- 15.00 - 16.00 Board meeting
- 18.00 Concert at Nidaros Cathedral
- 19.00 Dinner at Lyche

Day 2: 12. SEPTEMBER 9.30-15.30 (open for all)

- 09.30 – 10.30 *Sangeeta Singh*: Gender mainstreaming at Tribhuvan University, Nepal
- 10.30 – 10.45 Coffee break
- 10.45 – 11.15 *Nora Pincus*: Service design for women's maternal healthcare in Nepal
- 11.15 – 12.00 *Lise Amy Hansen/Rachel Troye*: Bottom Up & Inside Out
- 12.00 – 12.30 *Cheryl Akner Koler /Nina Bjørnstad*: Aesthetics and gender segregation
- 12.30 – 13.00 *Rolee Aryana*: Gendered experience of fieldwork based research
- 13.00 – 13.30 Lunch at ID
- 13.30 – 14.00 *Astrid Skjerven*: Gender and Design. Report from a Bachelor Course
- 14.00 – 14.30 *Martina Keitsch*: Introduction to WONDER Network
- 14.30 – 15.00 *Rebecca Deans*: Power + Perspective In Gaming — A Norm Creative Approach
- 15.00 – 16.00 Coffee (ID) and conclusive discussion on WONDER

Background Hannah Rozenberg, Architecture without Bias,
<https://www.dezeen.com/2018/08/12/gender-neutral-architecture-hannah-rozenberg-rca-graduate-building-without-bias/>

INTRODUCTION

The goal of WONDER is to `join forces` of women in design and architecture in Scandinavia and the rest of Europe.

The most crucial activity is the yearly WONDER seminar, a series, which started in 2012. Between 2012 and 2017, WONDER has organized six seminars where both on-going research, common projects, experiences on career planning and everyday challenges and opportunities for women in design research were discussed.

The goal of the 2019 seminar was to bring together academics and practitioners from design, art, architecture and planning to facilitate inspiring and progressive discussions.

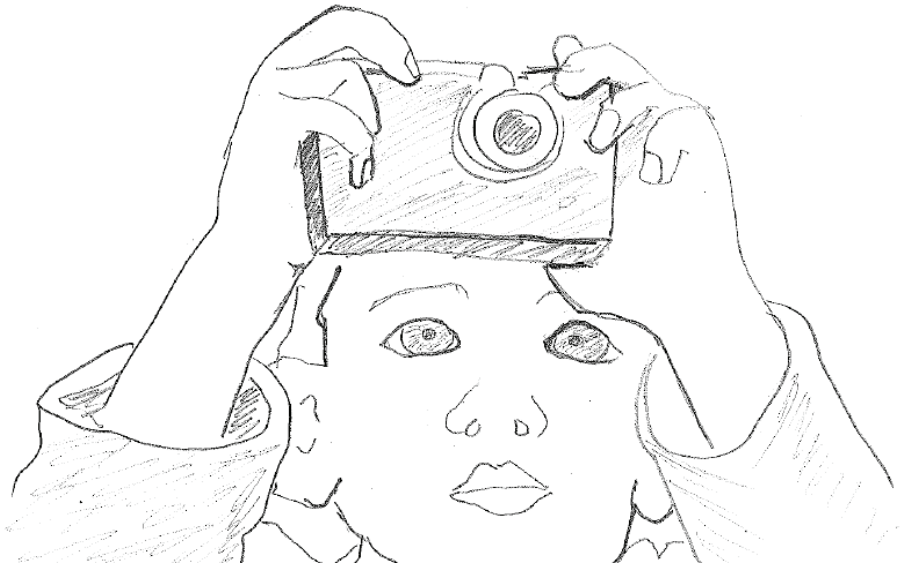
We focused particularly on proposals that develop, explore, investigate, and generate new knowledge in the fields above with the following themes in mind:

- Gender representations in product semantics and in features of the feminine / masculine
Gender topics in curricula
Users' and stakeholders' inclusion relating to gender in the fields above

With gratitude to all participants for their great contributions and to the tireless WONDER board.

Trondheim 20 September 2019

A handwritten signature in blue ink, appearing to read 'Gabriela', with a stylized flourish at the end.



Non-normative preschools – an innovative meeting between education, architecture, norm criticism and design.

- Background
- Photo-elicitation
- Examples and results

Jennie Schaeffer

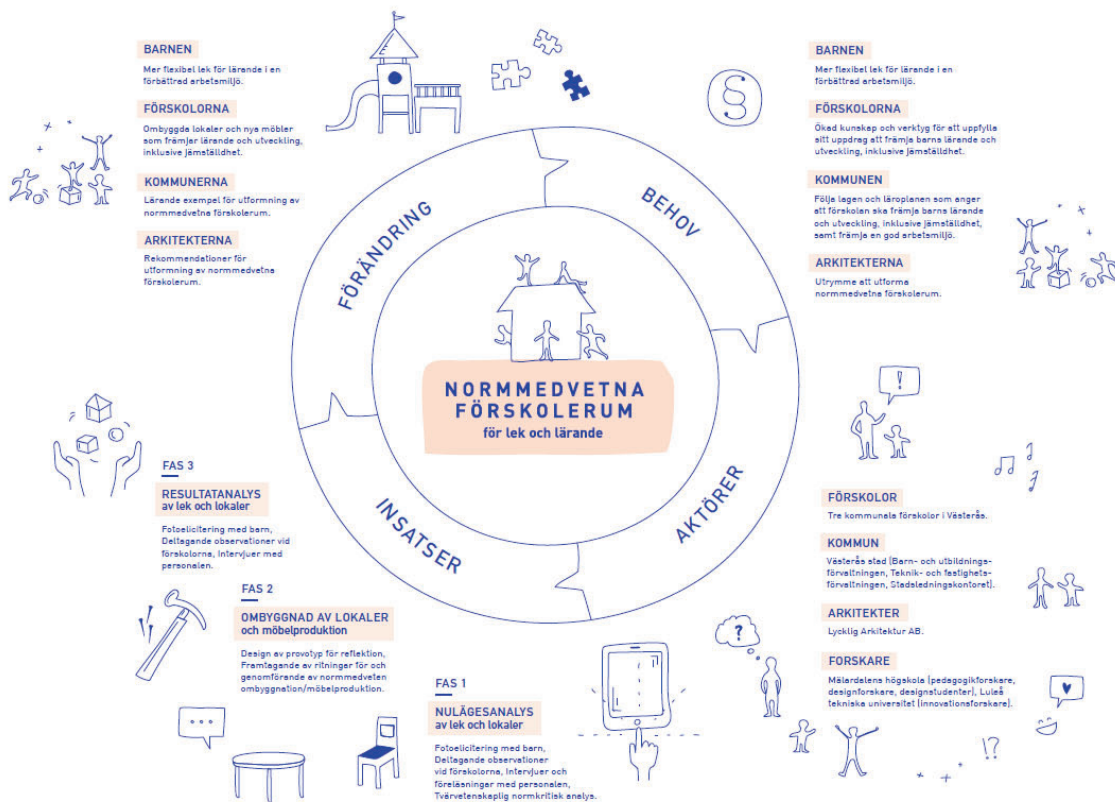
Affiliated researcher in Information design, Mälardalen University, Eskilstuna, Sweden

Museum Director of Vastmanlands County Museum, Västerås, Sweden

E-mail: Jennie.andersson.schaeffer@regionvastmanland.se

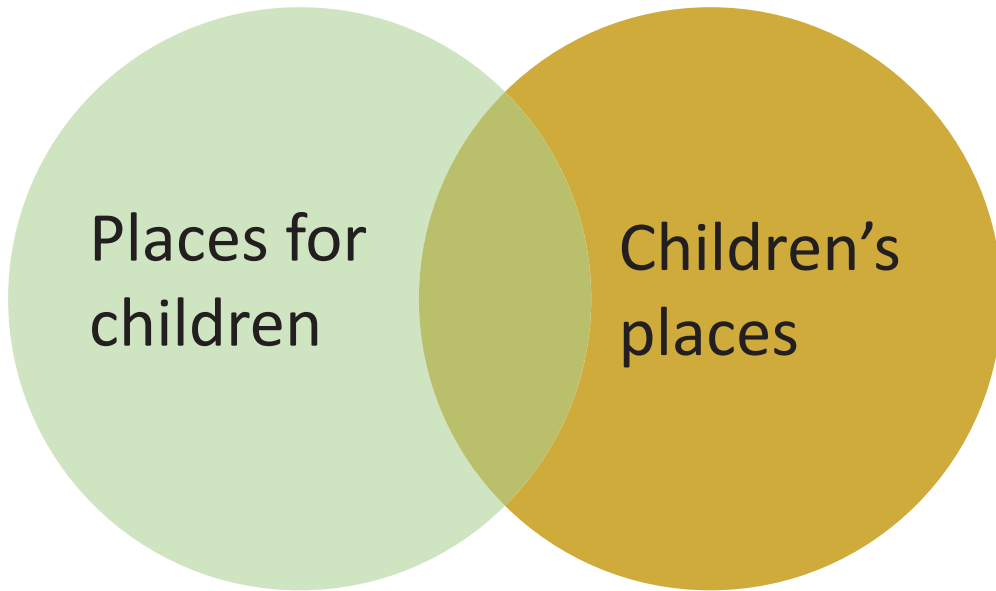
Background

The overall aim of the project studied, *Norm-aware Pre-schools* (2016–2019), was to re-design preschool premises from a norm-aware perspective on gender and play.



Children are generally dismissed as being a resource for understanding and forming community projects, as, for example, the design of preschools. In social innovation and participatory design processes, however, all the stakeholders in a project are considered important for understanding and addressing complex organizational and societal challenges.





7

The norm-critical perspective helps us to notice and study existing norms. To work with norms in the preschool, opens for a widening of the norm and a bigger acceptance for variation.

With a starting point in the children's perspectives, seen as experts on their own environment, we have been able to notice the existing norms. It has influenced the next step- the norm creative step, the action. The experience of the children has affected the design.



Photo-intervju

- Introduction with the whole group
- Show camera and the three "challenges"
- Dialogue around the images
- Analysis of the stories/images



At the preschool, three missions

A place where you like to be or play?

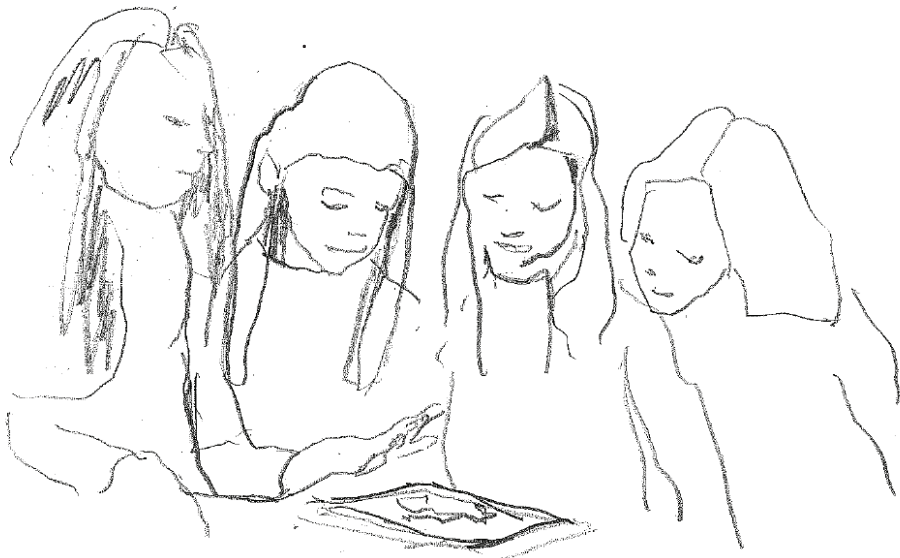
A place that you rarely plays at?

A place where you do not like to be or play?

Phase 1: 184 photos and 8 hours of interviews. Two main tendencies:

Borders based on gender

Borders places for children and children's places



Examples

Places for children and children's places



N: *It is Bill that has pain in his ears.*

J: *What did you say?*

N: *Car [bil] that has, that has not pain in his ears.*

J: *Has Bill pain in his ears? Where is he? I cannot see him?*

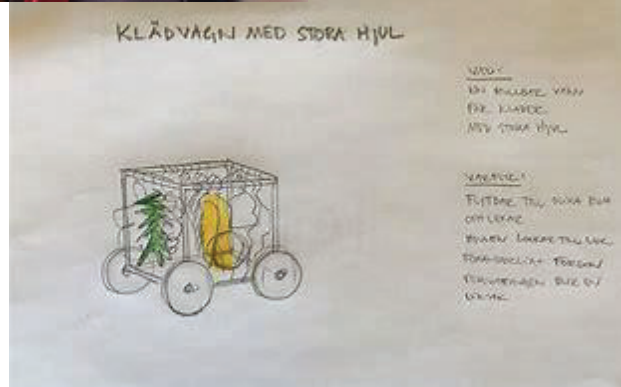
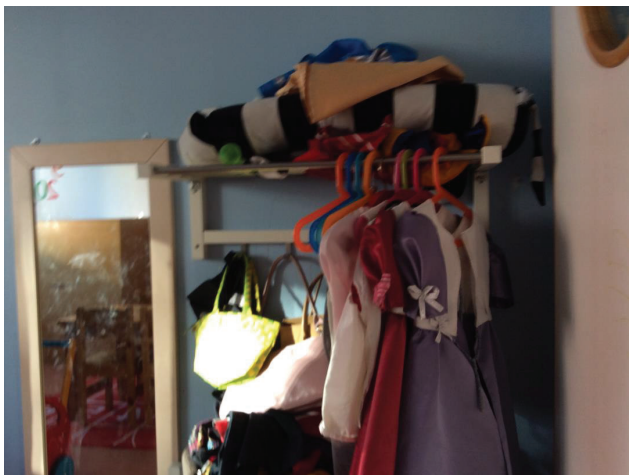
N: *Yes. And then it is not allowed then, take the car no ...*

Borders between children based on gender



Figure 4: Emma, a 5-year-old girl tells about places and experiences in the preschool with help of this photograph.

E: Not in the play room.
 J: You don't like to be...
 E: They [the boys] usually don't play there nicely with me
 J: They usually don't play there nicely with you...? What does that mean that they...?
 E: Then I and F [girl] go and hide under the sofa or there.
 J: Do you hide under the sofa or under the table?
 E: Mm, here or there. Where they do not...Because we become a little mad.
 [...]
 E: And then we crawl
 J: Yes, you crawl under there?
 E: And then we sit a little there also [pointing at the corner behind the sofa].
 J: Ah, and then you are seated there. And what happens then?
 E: Then no one finds me and F [girl].
 J: No, then no one finds you. And what happens then? Then it is calm?
 E: J: Ah. Since they are not usually calm and then they fight me and F.



Pay attention when you create an "apartment" or costumes

For more images "before" and "after" please visit: <http://normmedvetnarum.se>





I like to play everywhere

Before, all answered the question 3. Where do you not like to be or play? After the redesign one did.

Longer play

Longer play series, which promotes the play competence, to enter in and out of the play

Gender

Mixed play

<p>1. </p> <p>Utgå från barnens perspektiv</p>	<p>2. </p> <p>Skapa så få platser för bestämda lekar som möjligt</p>	<p>3. </p> <p>Låt rum och föremål göras meningsfulla av barnen och personalen</p>
<p>4. </p> <p>Öbлера ofta om och testa olika sätt att forma rummen</p>	<p>5. </p> <p>Var uppmärksamma när ni skapar en lägenhet eller ordnar utklädningskläder</p>	<p>6. </p> <p>Utforma rummen så att barnen själva kan omforma</p>
<p>7. </p> <p>Begränsa inte leken genom för mycket leksaker</p>	<p>8. </p> <p>Använd föremål, leksaker och möbler som är i barnens storlek och som är lätta för barnen att flytta själva</p>	<p>9. </p> <p>Låt rummen bidra till att barnen kan röra sig fysiskt – i rummen och mellan rummen</p>
<p>10. </p> <p>Skapa möjligheter till insyn och utblick</p>	<p>11. </p> <p>Överblicka förnyelsen från start till mål, redan i början</p>	<p>12. </p> <p>Utbilda pedagoger och tjänstepersoner i normpedagogik</p>

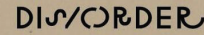


Tack!

Kontakt: jennie.andersson.schaeffer@regionvastmanland.se

tink

NORMCRITICAL AND INCLUSIVE
STORMWATER SOLUTIONS



tink

BACKGROUND

Stormwater solutions are engineering driven design management of rainwater to prevent flooding due to climate change.

Open stormwater solutions contribute to the sustainability of cities by delaying or/and clean rainwater locally.

Uppsala Kommun, pic from Sweco



issue: municipalities showcase guidelines and examples of non accessible stormwater solutions and neglecting social dimensions.

"Architecture, form-giving, and design aim to contribute for a more sustainable, equal and less segregated society by carefully designed living environments, where all people will have the opportunity to affect the development of the common environment."

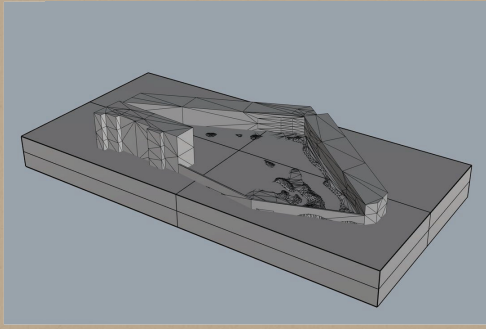
(The proposition "Politics for embodied habitat/Politik för gestaltad livsmiljö", 2018)

The Tink project aims to contribute to the development of new knowledge and increased innovation capacity of how to build socially accessible and inclusive stormwater solutions based on a norm-critical methodology.

- Scientific article / conference contribution on the theme
- Inspiration bank with descriptions of environments with open stormwater solutions designed in notion of social/ecological/biological/technical objectives
- Detailed stormwater concepts for two places in Gothenburg and Vellinge / Sweden
- Web material and final conference
- Embodied Design methods regarding intersectional/social aspects of urban planning with a focus on accessibility.

tink

TO A PHYSICAL 3-D EXPERIENCE



tink

AUDIO EXPERIENCE



tink

TASTEALIZE SMELLALIZE, HEARALIZE, HAPTALIZE EXPERIENCE



tink

EMBODIED EXPLORATION OF STORMWATER SOLUTIONS





- Our collaboration was initiated at a Wonder Seminar and has led to Tink project and collaboration with a design school and a university.
- Discussing current challenges in design research: Using other ways than written text to communicate research data and results.
- Welcoming independent researchers, practitioners - is norm critical in practice.
- Academia-industry influencing each other - cross pollinating & dissemination.
- Feedback.

tink | How can one document emotional and subjective
bodily experiences in workshop settings?

Suggestions?

tink | Contact

Hanna.af.ekstrom@hdk.gu.se
Cristine.sundbom@usify.se



Service design to improve women's maternal healthcare services in Nepal

Ida, Julie & Nora

Cowshed, the only shelter for | x +

https://thehimalayantimes.com/nepal/cowshed-as-only-shelter-for-lactating-mothers-in-bajura/

Nepal | May 14, 2019

The Himalayan

Search The Himalayan Times

Home Kathmandu Nepal World Opinion Business Sports Environment Entertainment Education Science & Tech Videos Paper

Travel Mobile & Apps Automobile Health Food Lifestyle Women Fashion People Buy@Amazon BRANDfest Nepal 2018

The Himalayan Times > Nepal > Cowshed, the only shelter for lactating mothers in Bajura

Cowshed, the only shelter for lactating mothers in Bajura

Published: May 13, 2019 2:48 pm On: Nepal

Share 154 Tweet Guardar

PRAKASH SINGH

A woman with her newly born child sheltering in a cowshed, in Swami Kartik Khapar Rural Municipality of Bajura district, on Monday, May 13, 2019. Photo: Prakash Singh/TIT

BAJURA: Lactating mothers are not directly allowed to go to their homes after they give birth to their babies in most of the villages of Bajura district. They are instead forced to stay in a cowshed.

Dharma Buda of Swami Kartik Rural Municipality in the district, who just gave birth to a baby 17 days ago, now has to stay in the shed for a month.

It has been reported that Buda has been staying in the shed with a small hole which is the only ventilation for the new baby, and surrounded by livestock like ox and chicken. Also, there is no electric power in the

You May Like

10 grunner til å prøve dette spillet

Velkommen til Gården

Sponsored Links by Taboola

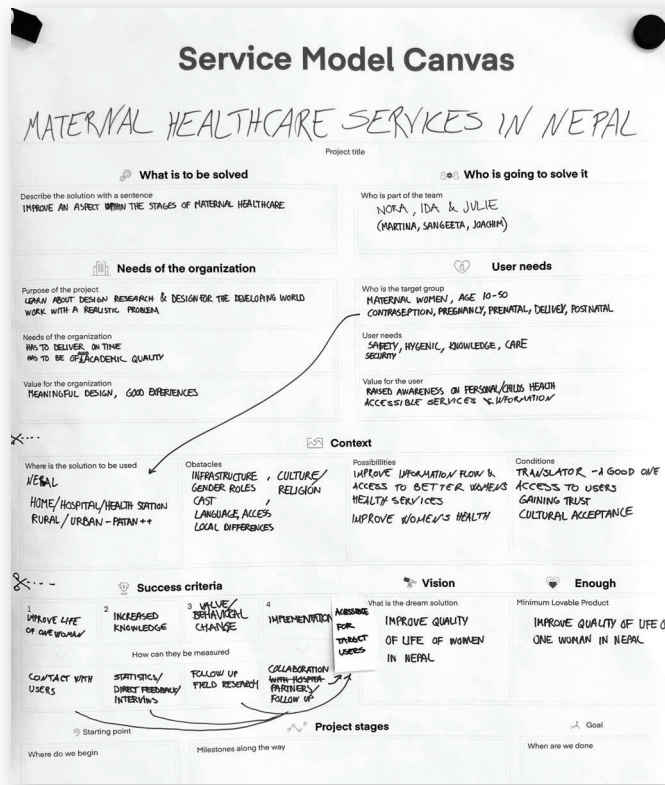
Maternal healthcare

Care of women during stages of:
contraception, antenatal care, childbirth
and postnatal care

Initial plan

- Identify problem(s) faced by women in need of maternal healthcare services
- Identify design opportunity & narrow down focus
- Develop solution to the selected challenges





Research brief

Research objective

Hypothesis

Suggested approach

Research on women's maternal health challenges in Nepal

Background and business objectives

Business background

Our Creation Opusht: Julie Nyjorset Rossvoll and Nora Prousa Gjestem are master students at the Norwegian University of Science and Technology (NTNU), conducting their final project of their degree, the master thesis. Attention will be directed towards any problem(s) faced by women in need of maternal healthcare services (users) in Nepal. Based on this, a design opportunity can be identified and a concept will be developed.

Given that Nepal is one of the poorest countries in the world and for patriarchal society, it is reasonable to think that there are various aspects within the healthcare system for women that are not very developed. A large amount of quantitative and qualitative research has been conducted on women's maternal healthcare services in Nepal. Most of this research highlights challenges that women face in all the maternal stages, regarding various aspects from culture, gender views, health support systems and traditions. This existing research shows that the maternal and newborn care has improved over the past three decades. Nevertheless, there is still a long way to go, both regarding awareness and providing sufficient care.

The existing research can be used as a basis for this project's research. However, we acknowledge that the specific topic that will be chosen for this project, we cannot hope to rely only on existing scientific research and/or work. This means that our research must be solid and thoroughly conducted to ensure accuracy and reliability. This piece of research is deliberately designed to be broad and qualitative. We expect it to spark insights that will require further investigation and hopefully, also for others to investigate further within the topic.

Business objective

The overarching goal is to design a concept, service or product, that will improve one (or more) aspects within the stages of maternal healthcare for women in Nepal.

Key stakeholders for the project and whether it overlaps with other business initiatives.

Tribhuvan University, NTNU (so far)

Budget for research

The project itself does not have any funding or resources. The two travels to Nepal will be funded by SAMAJ and NTNU where this includes flight tickets and accommodation for the students. Beyond this, there is (so far) no funding. If necessary, there might be a possibility for SAMAJ to pay for a translator.

We acknowledge that the lack of funding might negatively affect recruitment for the research, especially the professionalism of the translator. Therefore, it is important to carry out the research in such a way that it is still valuable and of high quality. This should be done by ensuring that the research still covers the target audience, make sure it is unbiased and that it screens the participants according to the research objectives.

Any known research

- Annual Report: Department of Health Services 2016/17
- Maternal Mortality and Morbidity Study 2008/2009: summary of preliminary findings
- Development and Evaluation of a Newborn Care Education Program in Primagour Mothers in Nepal, Sharmis Shrestha, Ph.D. 2015
- Women's autonomy and utilization of maternal health services in Kaphlavs district, Nepal, Tuli Ram Dangol, Ph.D. 2015
- Demographic and Health Survey - Nepal, Ministry of Health and USAID, 2016
- Health care in Nepal: An observational perspective - Journal of Nursing Education and Practice, 2016
- Health Facility Survey 2015: Health Ministry of Nepal, NCS, 2017
- Quality of Family Planning Services Delivery and Family Planning Client Satisfaction of Health Facilities in Nepal: Further Analysis of the 2015 Nepal Health Facility Survey No. 113, Prabam Dev Pant, New ERA, Rudramaj Marg, Kalkop, Kathmandu, Nepal



Background Nepal

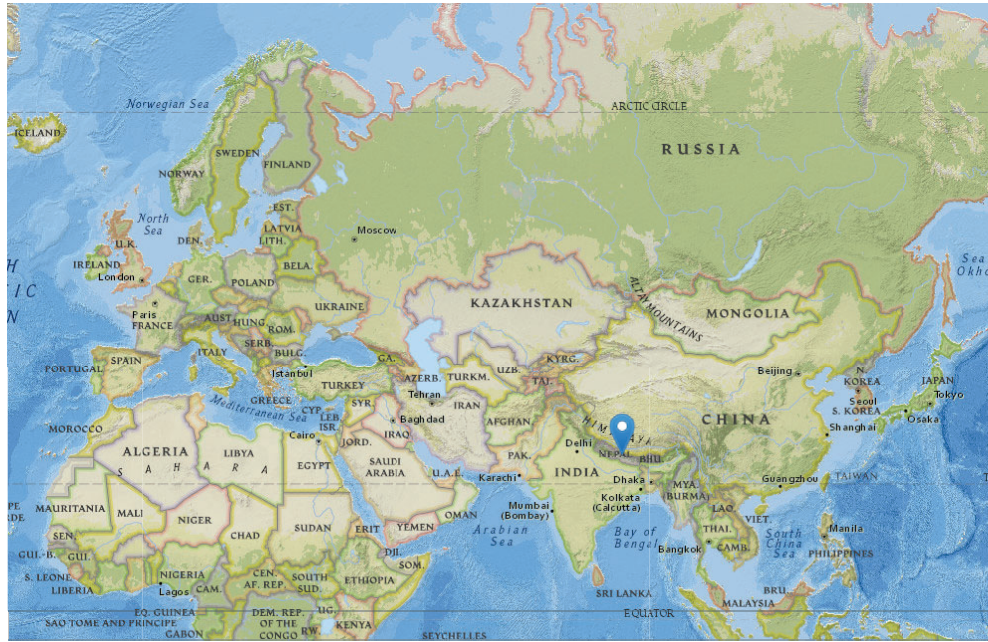
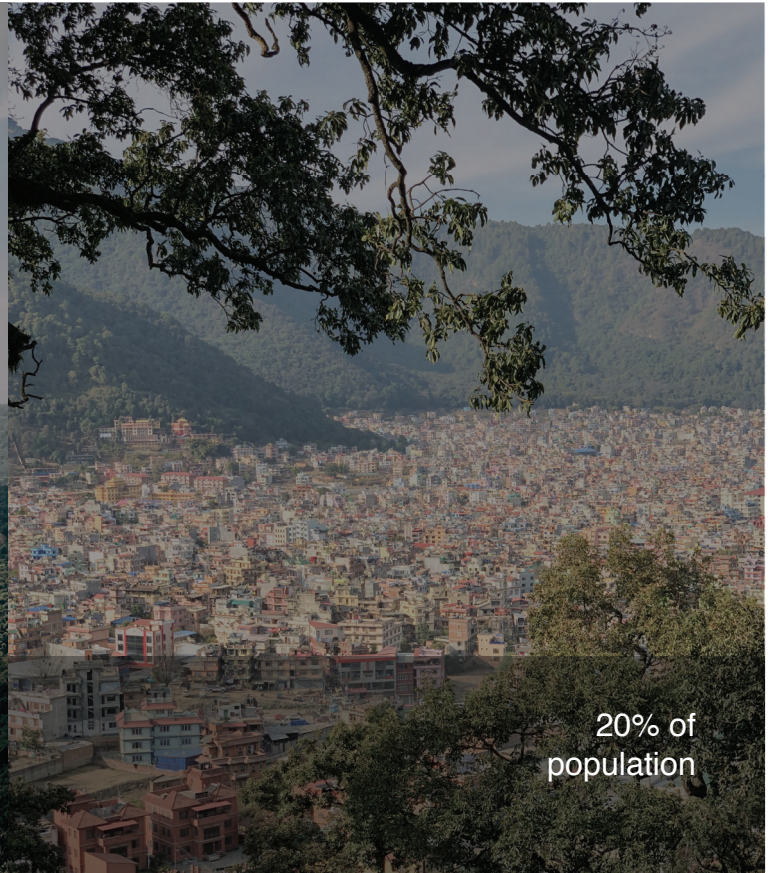


Figure 1. Map of Nepal. (MOHP et al., 2012, p. xxiv)



80% of
population



20% of
population

Patriarchy

Family life

Hierarchy



Nepalese healthcare

Basic healthcare services

Three delays:

1. Decision
2. Transportation
3. Correct care



Maternal health

High maternal mortality rates

Home deliveries

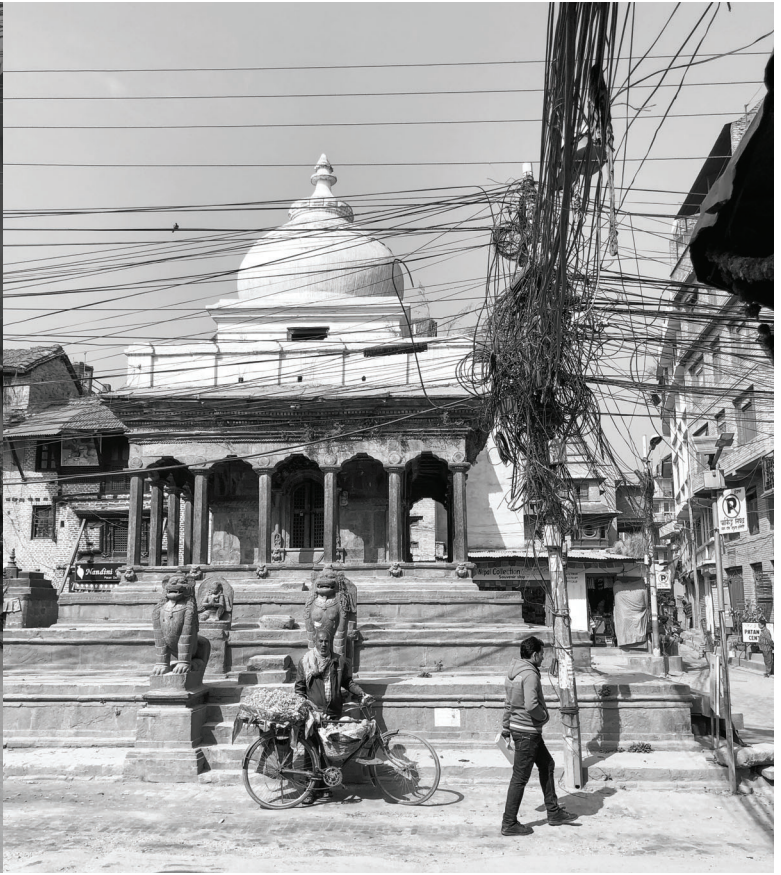
Child marriages

Teenage pregnancies

Poor antenatal and postnatal care

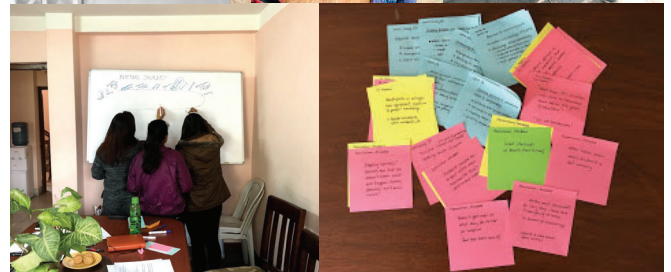
Postpartum complications





In-field research

Interviews
Observations





Research awareness

Cultural bias

Language barrier

Need to improvise







"I don't feel the need to visit health post or healthcare as pregnancy and delivery is a normal process that women have done for years"
- Mother of two



Tasarpu, a typical rural village





Health post

Health promoter

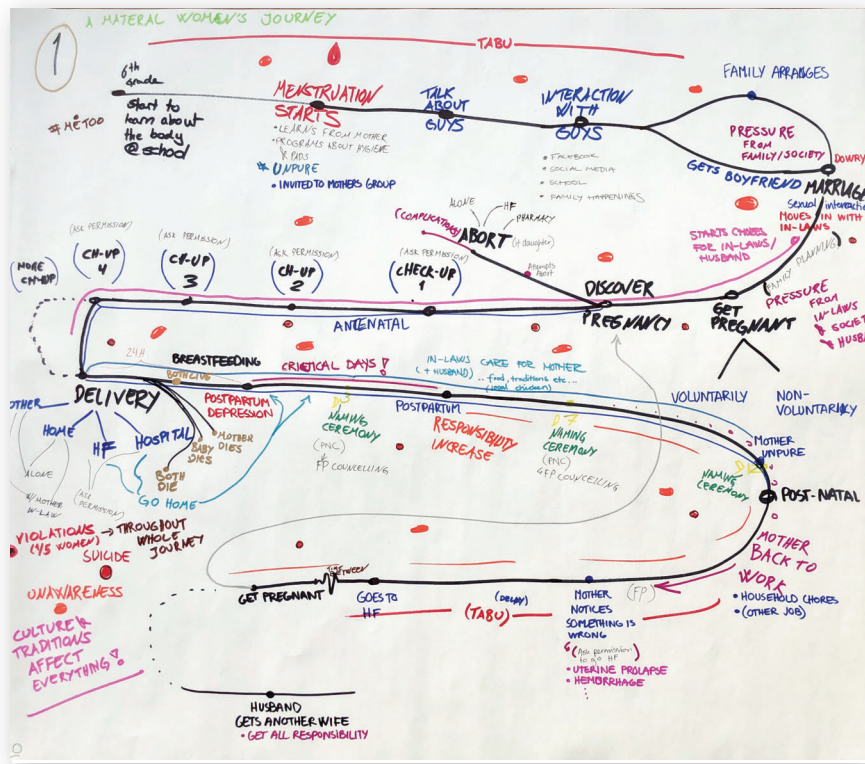


Expert interviews

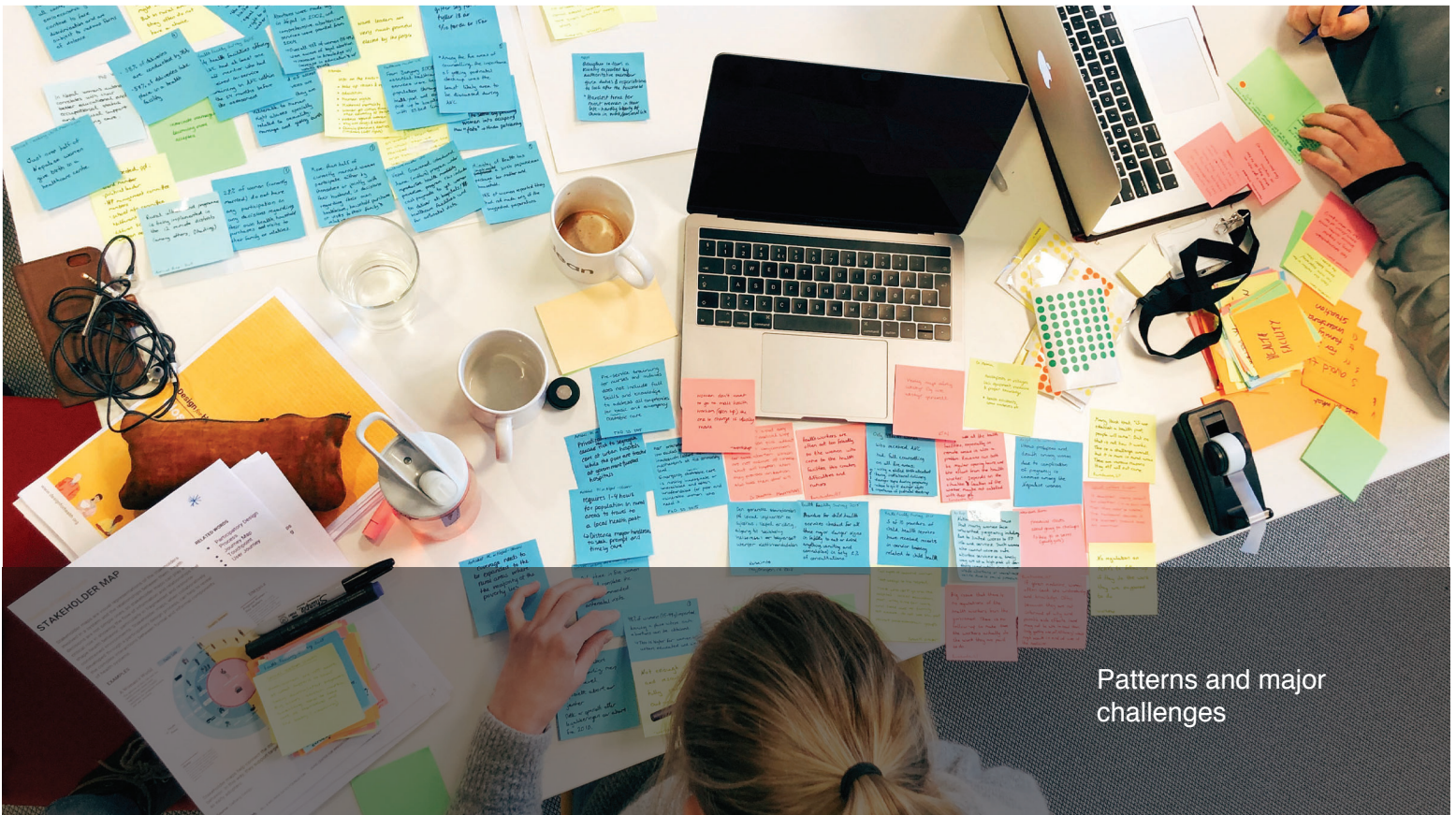
Shyness and shame

1/5 women are subject to domestic violence

High suicide rate



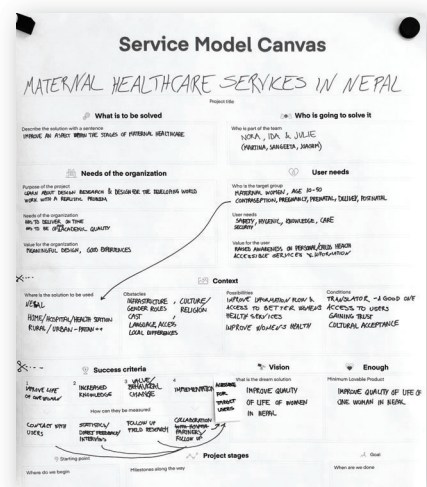
PLAN	EXPLORE	ANALYSIS	FOCUS	IDEATION	PROTOTYPING & TESTING	DELIVER
Project planning Preparations for first trip to Nepal	Desk research Interviews Observations Co-creation	Analyze findings User journey Stakeholder map	Criteria Extract challenges Simplified user journey	HMW Crazy 8's Bundling ideas Ideation sheets Reality check Early concept	Rapid prototyping Co-designing User testing Iterations with feedback and development Co-creation	The service Flipchart Information brochures Implementation plan & next steps





Concept development criteria

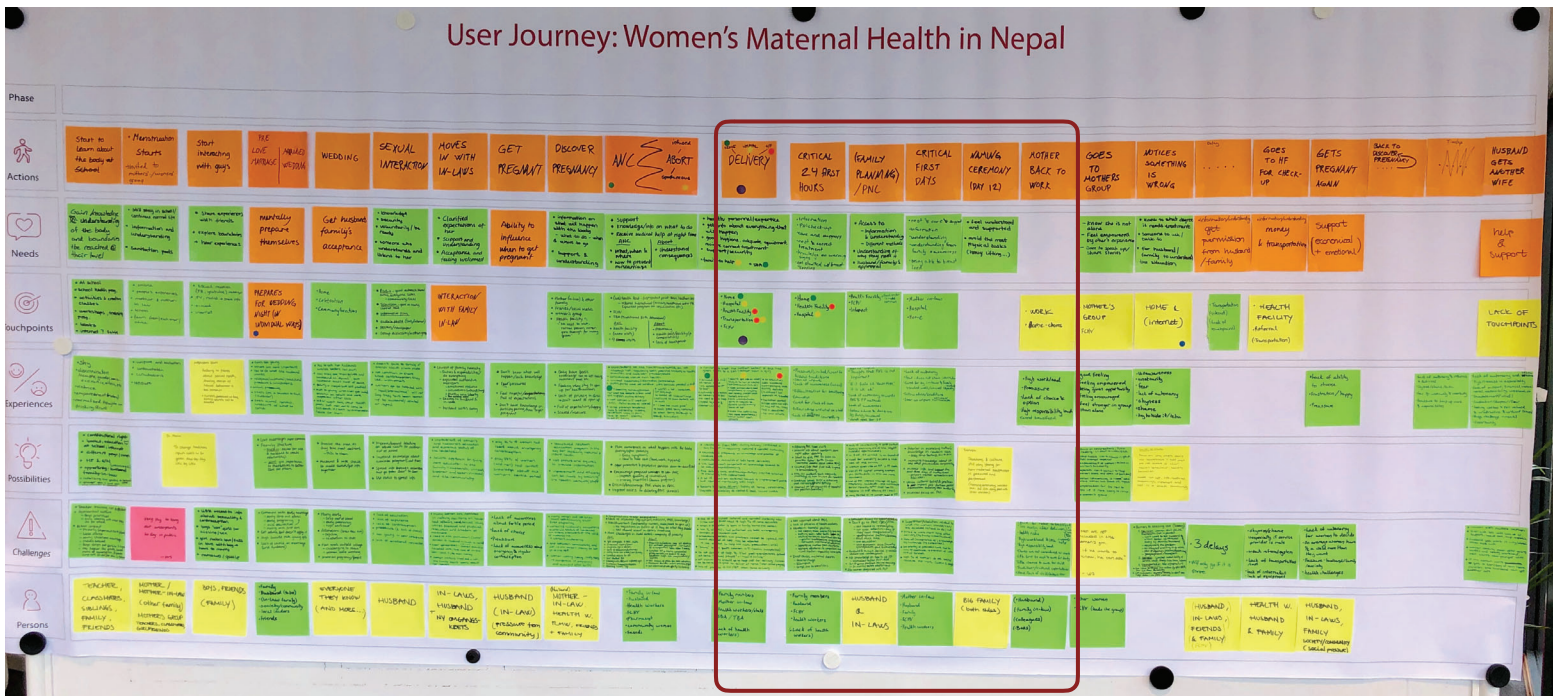
- How much value it creates for the women (increased health, quality of life)
- Applicable in the rural areas, in our case Tasarpu (75% of Nepal)
- Alignment to GTN's values and work (maternal health, access to health services, women and children, health promotion)
- Feasible for master project scope (prototype/testing, money, time)
- Field of interest (information visualization, information on how women take care of themselves and the baby right after birth, HCD)



CHALLENGES TO FOCUS ON

- Shyness/shame/tabu
- PNC is not given much attention, women are not informed about the importance, or don't have the ability to go to PNC checkup (geography, work, time, economy)
- Not aware of risks & complications, many cases of UP
- Husband and family lack knowledge and acceptance of giving new mother time to rest and gives little support with (household) workload.
- Lack information and knowledge about the first days of motherhood and breastfeeding
- Women are seen as utilities, that are not worth much when they are no longer "useful" to the husband. Husbands lack emotional responsibility and connection to their wife. Family blames the women when she gets a daughter (instead of son)
- Lack awareness on fertility period and counselling on postpartum FP. Too close birth gap leads to increased health risks, and there are many unwanted pregnancies
- Family is not concerned with the women's health

User Journey: Women's Maternal Health in Nepal



Postnatal period

Postnatal period

Up to six weeks after delivery

Three checkups

Most neglected time period

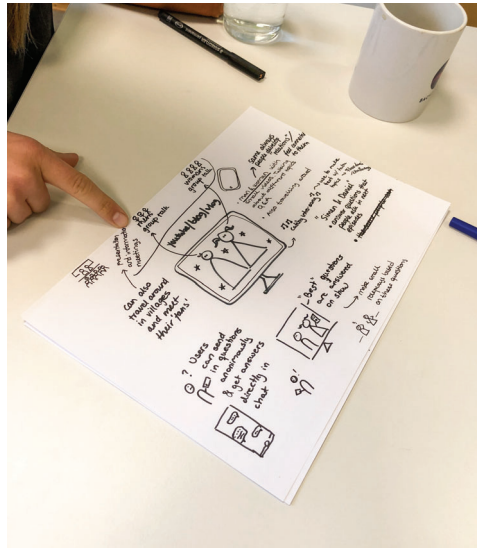


“It is not easy to go to the health post after delivery”

“Most of the complications happen within a week after delivery”



Bundling ideas



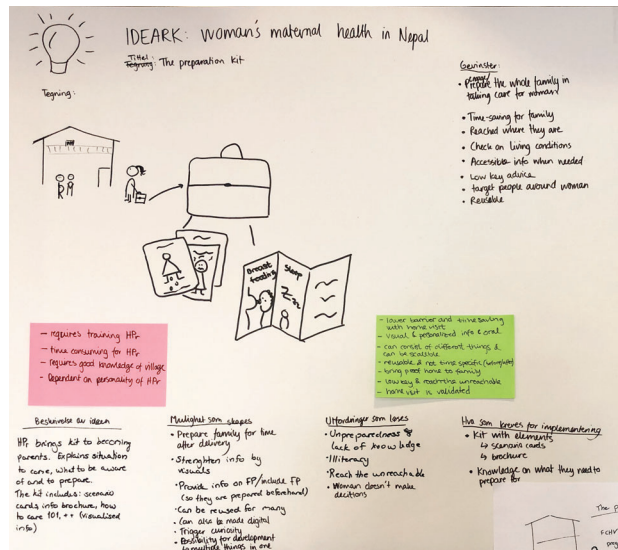
Extracting elements



Dot voting



Ideation sheets



Reality check

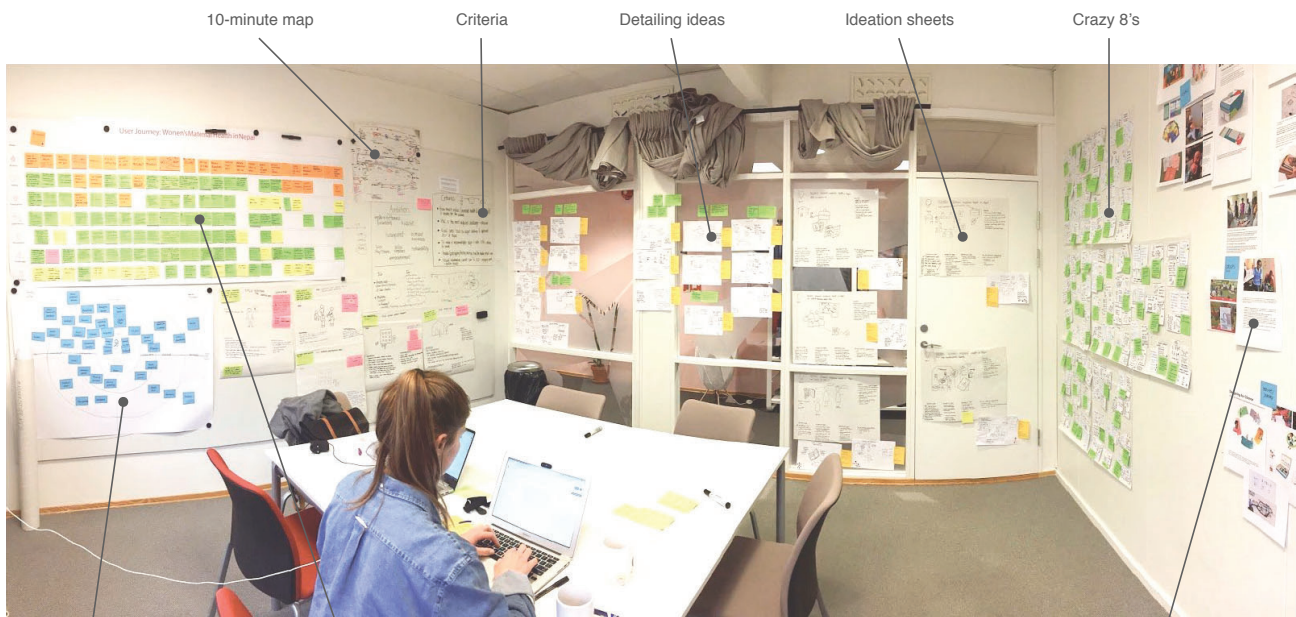
Minimum Lovable Product

Postnatal Home Visits



Flipchart

Information brochure



10-minute map

Criteria

Detailing ideas

Ideation sheets

Crazy 8's

Stakeholder map

A maternal woman's journey

Comparative solution map

Verify with experts

“

I really like the idea you are thinking to develop.

- Salita, Green Tara Nepal

“

Yes, this is a brilliant idea and it is doable.

- Dr. Chhatra



Rapid prototyping



SECOND TRIP
TO NEPAL
April 2019



Co-designing the flipchart and service



User testing



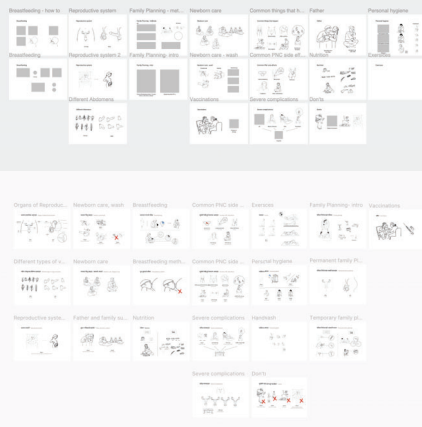
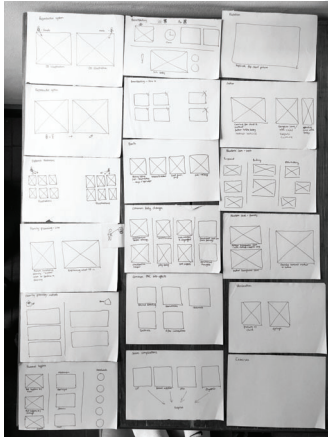
Revision & feedback



Extra validation

User's interpretations

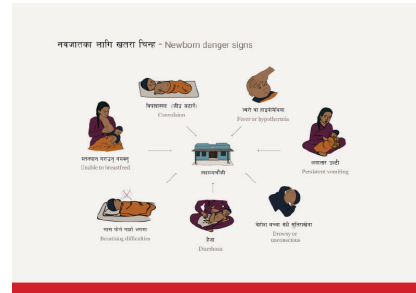
Development based on feedback



Co-creation service



Detailing and finalizing



नवजात शिशु खतरा चिह्न - Newborn danger signs

यदि बच्चे में किसी भी लक्षण का चिह्न प्रकट होना शुरू हो जाए, तो बच्चे को तुरंत स्वास्थ्य सुविधा में ले जाया जाना चाहिए।
If the baby shows any of these signs, the baby should immediately be taken to a health facility.

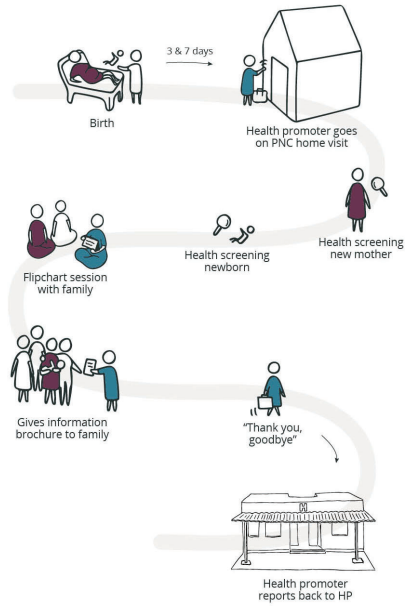
- | | |
|--|---|
| <p>शरीर में उच्च तापमान
Fever, rapid temperature above 38 degrees</p> <p>उच्च तापमान, 38.5° से अधिक
Hyperthermia, temperature below 38.5 degrees</p> <p>श्वसन संबंधी चिह्न
Unable to breathe</p> <p>डिअरिया
Diarrhea</p> | <p>शरीर का रंग बदलना
Change in coloration, baby danger all the time</p> <p>श्वसन संबंधी चिह्न
Breathing difficulties</p> <p>श्वसन संबंधी चिह्न
Breathing difficulties</p> <p>डिअरिया
Diarrhea</p> |
|--|---|



LEAVING NEPAL



Postnatal home visits



Service journey

Protocol for postnatal home visits

Before conducting a home visit, the health promoter receives information from FCHV when a woman has given birth and where she lives. She brings the kit for postnatal home visits, including:

- Protocol for postnatal home visit
- Pen and recording scheme
- Equipment for health screening of mother and newborn.
- Postnatal flipchart
- Information brochure

Arrives at the home of the new mother

1. Ask permission to enter the house, to see the new mother and the newborn
2. Screening of the new mother
 - a. Ask for permission and privacy. If the health promoter is a male, a family member should present due to cultural respect
 - b. Record the information about the new mother and her health condition
 - i. General information: name, age, education, occupation, ethnicity, address how many births she has had before
 - ii. Information about the delivery: day, place and type of delivery, number of previous deliveries
 - c. Screening: Check for unusual bleeding, abdominal girth, breast engorgement, check the uterus, monitor blood pressure and temperature.
 - d. Private conversation and counselling
3. Screening of the newborn
 - a. Ask permission
 - b. Screening hearing and sight, weight, umbilical cord, jaundice
 - c. Counsel
4. Interpersonal communication
 - a. Flipchart session with the new mother, and family
 - b. Answering questions
5. Give information brochure to family
6. Thank the family for the visit
7. Go back to the health post
 - a. Finish the recording scheme:
 - i. Findings of the new mother's and newborn's health conditions
 - ii. Information about the home visit: name of health promoter, who was present, date of visit, days after delivery the visit was conducted
 - b. Give the recording scheme to the HP

HP creates a monthly report with a summary of all the recordings and send it to the rural municipality office.

Formal protocol for health promoter

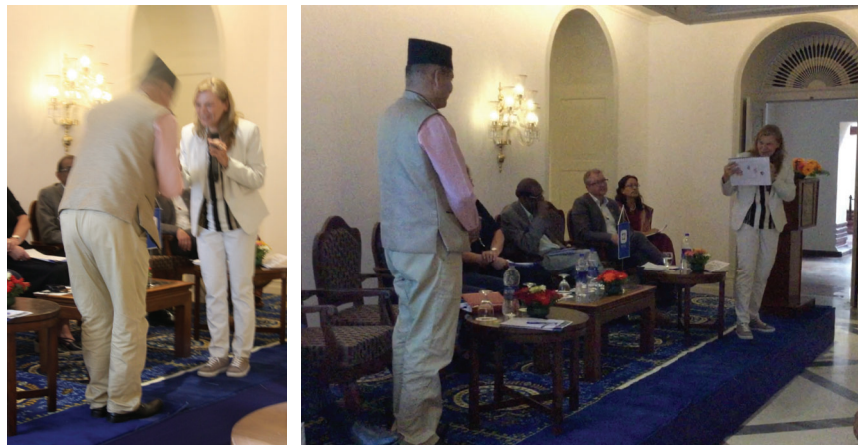


“Women need better knowledge on what is normal during their maternal health, how to take care, what to eat. A big opportunity is to educate the family. Especially the husband and father-in-law as they make the decisions”

- Dr. Meenu



Current state of the service



Handover of material to local NGO,
officially marking the start of implementation



Next steps

“No one, NGO or person, can take credit for a society’s behavioral change, but together, over time, they can each make a small influence that can lead to a larger change, making a difference for many.”

- Dr. Chhatra



धन्यवाद

Thank you

Ida, Julie & Nora

Abstract

We would like to propose that there are great opportunities for design innovation in the Nordic region by focusing on gender equality and aesthetics. Sweden and Norway are regarded as two of the most gender-equal countries in the world. Scandinavian design is often referred to as democratic design, because there is a great interest in solving problems for everyday situations where aesthetics and function are integrated.

One would then assume that gender equality and aesthetics would therefore be reflected in design research in Sweden and Norway. This is however not the case. Our presentation will address two problematic issues concerning design education:

- 1) Why the field of aesthetics has low priority in terms of knowledge development in the field of design?
- 2) How does the masculine-coded content and properties that are prioritized in Industrial Design create an excuse for women in the design profession to specialize in the more female-coded Service Design profession?

We will refer to our own situations at Konstfack and Oslo School of Architecture and Design to exemplify these two issues.

A general definition of the concept aesthetic is to develop knowledge about the world through our feeling and senses. Aesthetics is therefore female-coded because it pays attention to the body and the environment around us. It goes to follow that aesthetics directly challenge the norms of the male-coded technically-limited rationality that often drive innovation. As we learn more about the central role our body plays in creating meaning, and that products and services today are expected to evoke more meaningful interaction, it becomes obvious that we need to cultivate aesthetics sensibilities during the design process.

Our presentations will address the emerging paradigm shift in the design community, toward the new challenges of ecological literacy where gender-equality and aesthetics can play a central role. These challenges can be a driving force to re-orient and further develop our shared Nordic legacy as a leading design community.



Cheryl Akner Koler
Sculptor

Professor in Theoretical &
Applied Aesthetics
Industrial Design
Program

Konstfack University of Arts,
Crafts and Design
Stockholm Sweden

Nina Bjørnstad
Industrial designer

Associate Professor
Industrial Design
Program

Oslo School of Architecture
and Design,
Oslo Norway





Cheryl Akner Koler
Sculptor

Nina Bjørnstad
Industrial designer

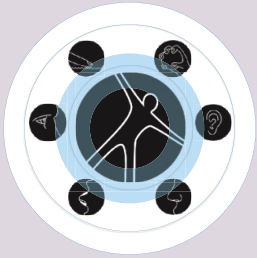


Aesthetics & Gender Segregation

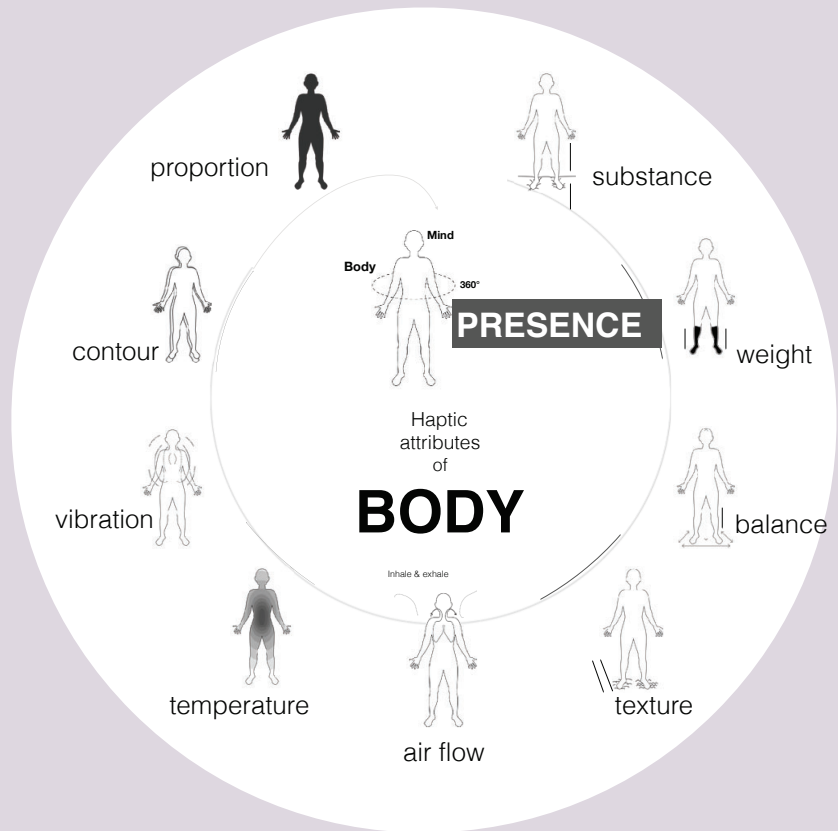
Why?

field of aesthetics
low priority
knowledge development
field of design

masculine – coded
industrial design
excuse for women
specialize
female coded
service design



Haptic attributes of the BODY





Cheryl Akner Koler
Sculptor

Why?

field of aesthetics
low priority
knowledge development
field of design

Aesthetics & Gender Segregation



NYHETER



Carin Boalt 1964 first women professor at a technical college /university in Sweden (Lund). 55 years later still a minoritet.

Mostly men at the top of the Academy Chalmers gives 300 million skr

We need to work with our culture so that we create an environment in which everyone is comfortable and feels good. Then the research will also be more successful.



CHALMERS

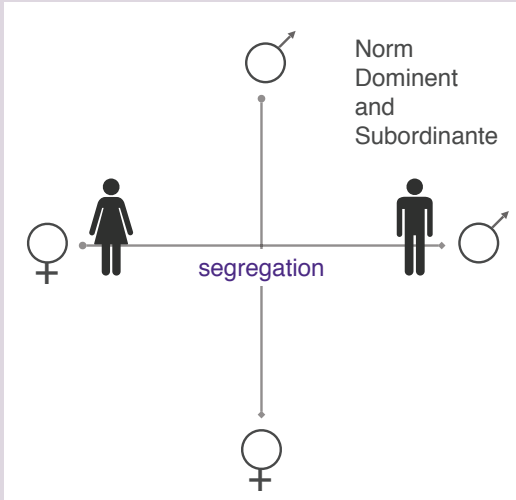
- 10 years support for gender equality.
- Gender Initiative for excellence (Genie)
 - goal of 40% women by 2028
 - only 14% today

How?

comfortable and feels good

Gender order system

Every society creates and maintains a order system where women and men are given different roles and positions.



Yvonne Hirdman

Female coded

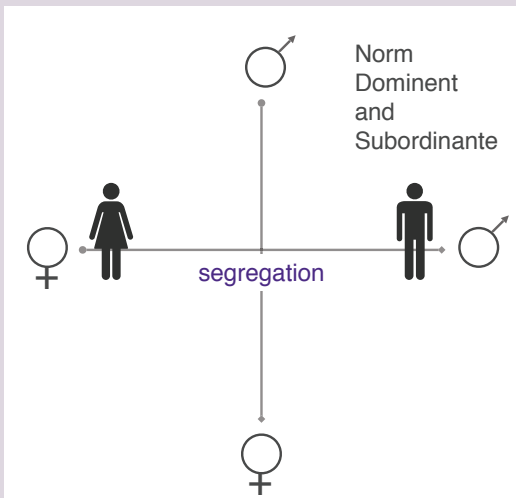
Male coded

How?

comfortable and feels good

Gender order system

Every society creates and maintains a order system where women and men are given different roles and positions.



Yvonne Hirdman

Female coded

Male coded

Emotional
Collaborative
Sensuous

Rational
Competitive
Macho

Walker -> Birther

6 different positions



Close to the body

Low tech

Patient felt experiences

BA exam project 2019
Malin Björklund

Walker -> Birther

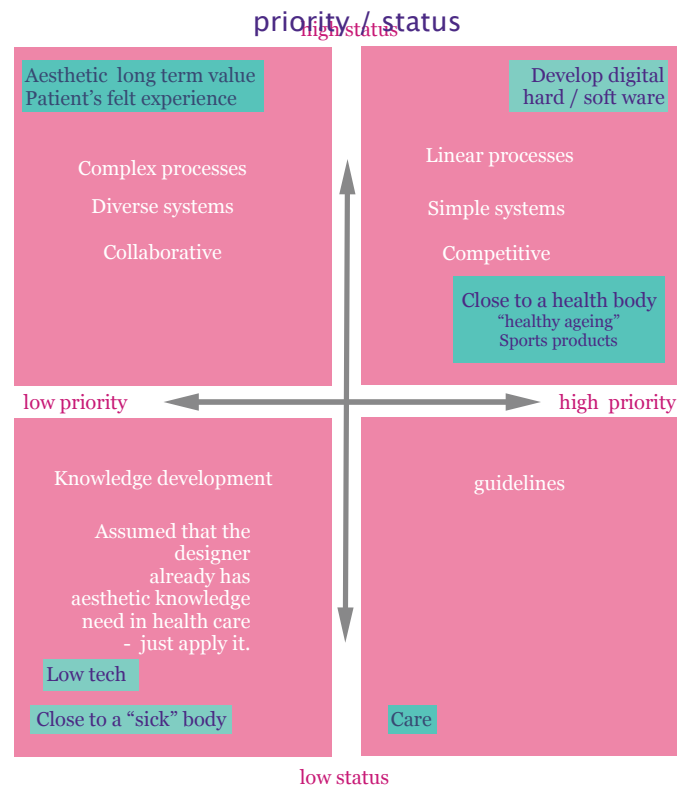
6 different positions



Konstäck's spring show 2019



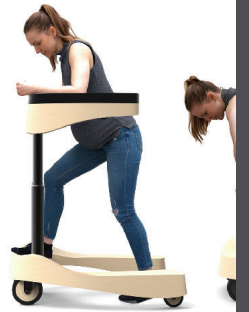
Malin Björklund



Initial model explored in Gender project funded by Vinnova
Cristine Sundbom & Cheryl Akner Koler

Design & Health Care

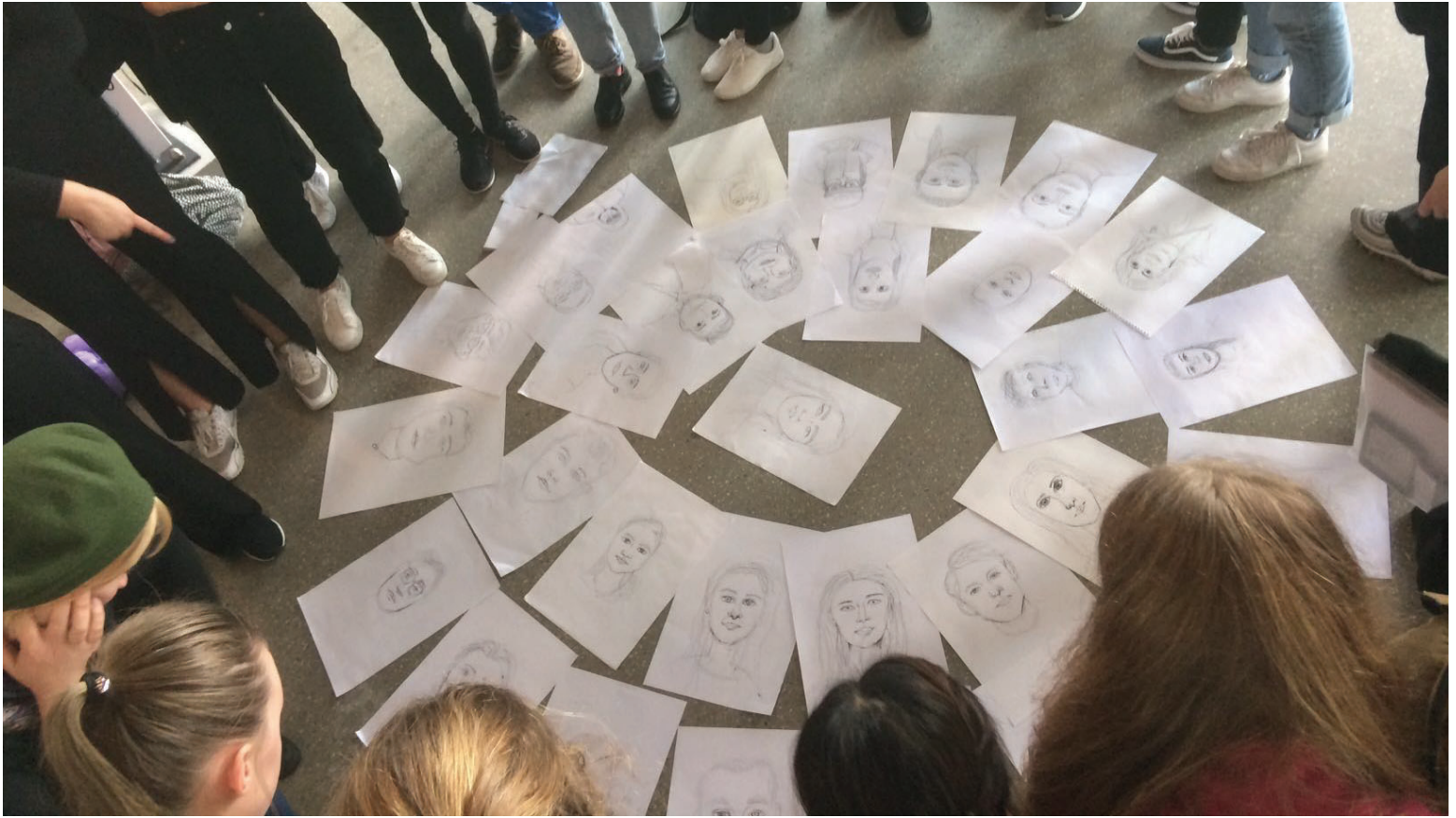
Yvonne Hirdman
priority / status model



Nina Bjørnstad
Industrial designer



masculine – coded
industrial design
excuse for women
specialize
female coded
service design



DIVERSITY

Variety
Balance
Disparity

These three “general properties” that, in concert, underpin diversity are variety, balance and disparity.



Amir from Technoform 2017 and Frida from Service design



“Searching for diversity”

The benefits of gender equality and diversity in design education.

Asking alumni.

“To work with meaningful social issues” already sounds very female and is an example of exactly what we have to address, it has very female connotations

Quote Ingrid Johanna Flogstad // NB

Industrial Design and Service Design at AHO

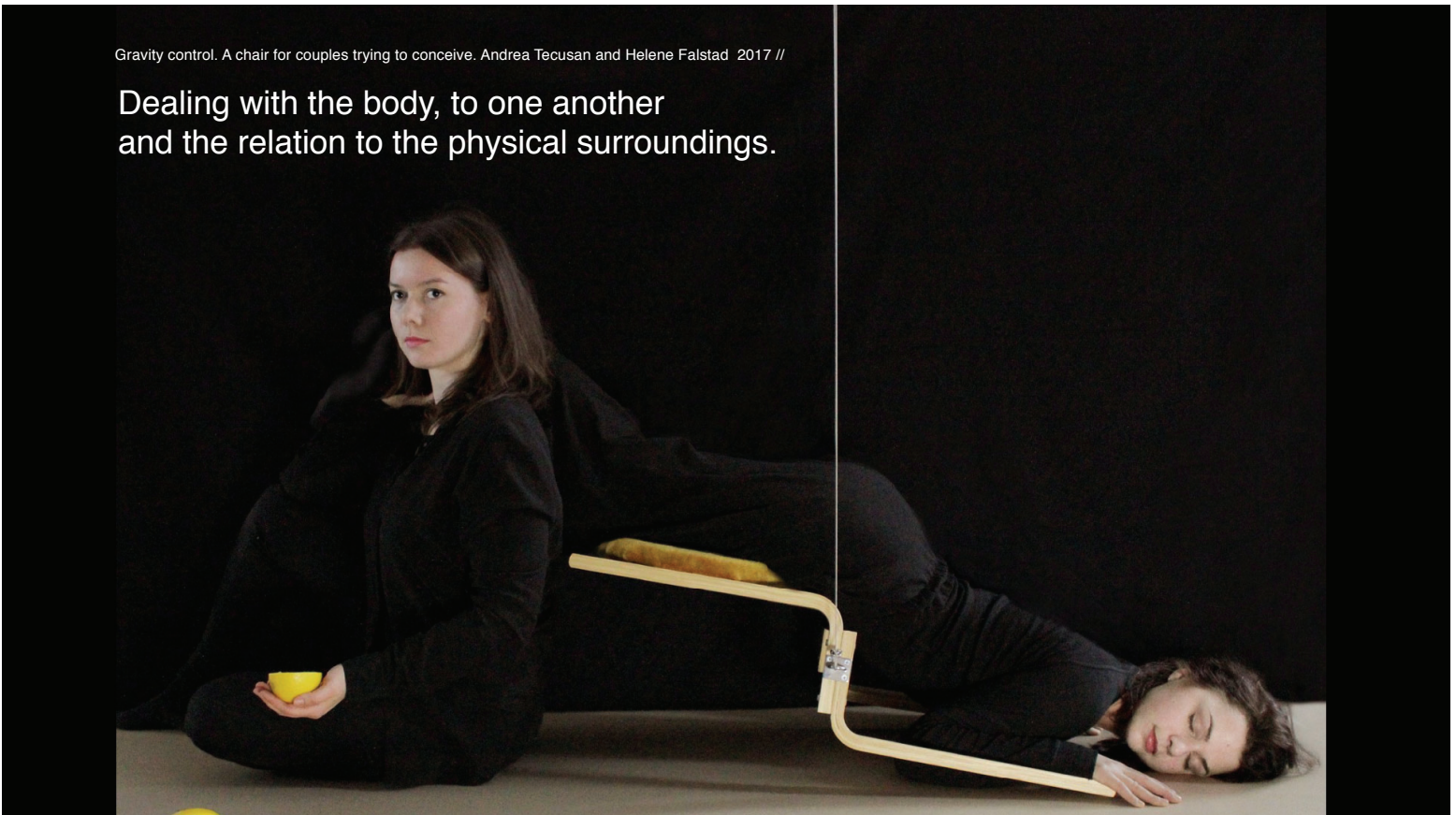
	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Industrial Design	5/8	5/8	2/8	2/8	3/8	1/11
Service Design	7/1	4/2	13/1	9/2	7/8	
Interaction Design						

SD takes the institutional holistic approach and the ID systematically technological approach; where male students dominate ID and female students dominate SD.

Distribution of woman and men in two courses; ID and SD through three years at AHO. // NB

Gravity control. A chair for couples trying to conceive. Andrea Tecusan and Helene Falstad 2017 //

Dealing with the body, to one another and the relation to the physical surroundings.



Aesthetics

Alexander Baumgarten - Philosopher
1735 year

field of aesthetics

low priority

knowledge development

field of design

The science of **sensuous cognition**

Sensuous = fusion of the sense

Cognition = to know

Judgement = good / bad

Aesthetics

Alexander Baumgarten - Philosopher
1735 year

field of aesthetics

low priority

knowledge development

field of design

The science of **sensuous cognition**

Sensuous = fusion of the sense

Cognition = to know

Judgement = good / bad

Applied Aesthetics

field of aesthetics
low priority
knowledge development
field of design

The science of **sensuous cognition**

Sensuous = fusion of the sense

Cognition = to know

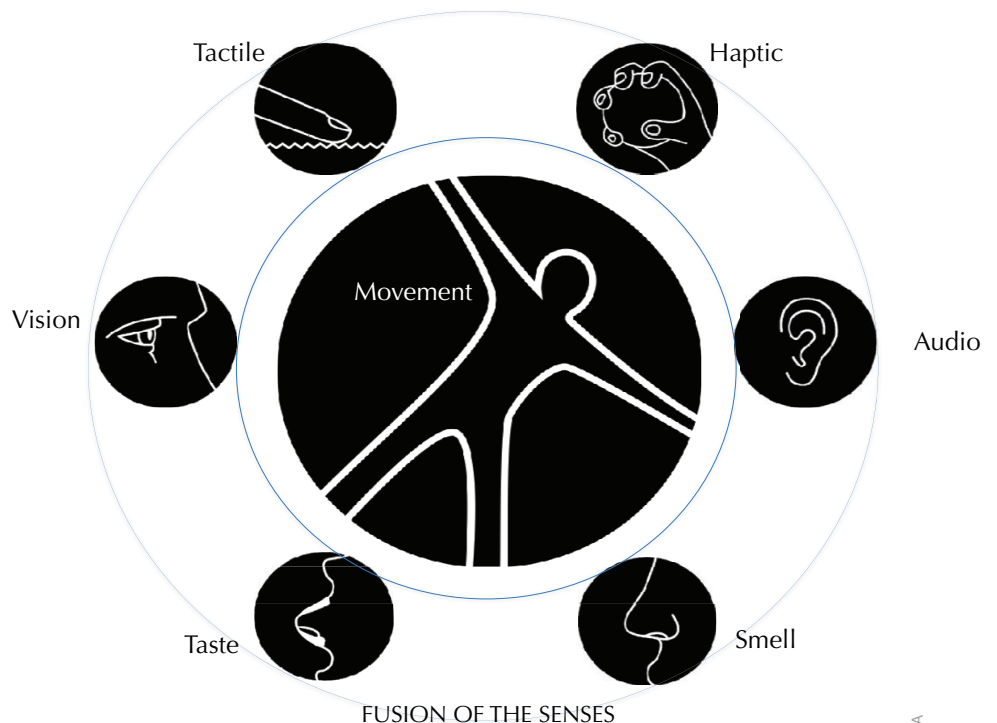
Finding Meaning = to drive the intention of the gestalt for the design process

Aesthetics

Alexander Baumgarten - Philosopher
1735 year

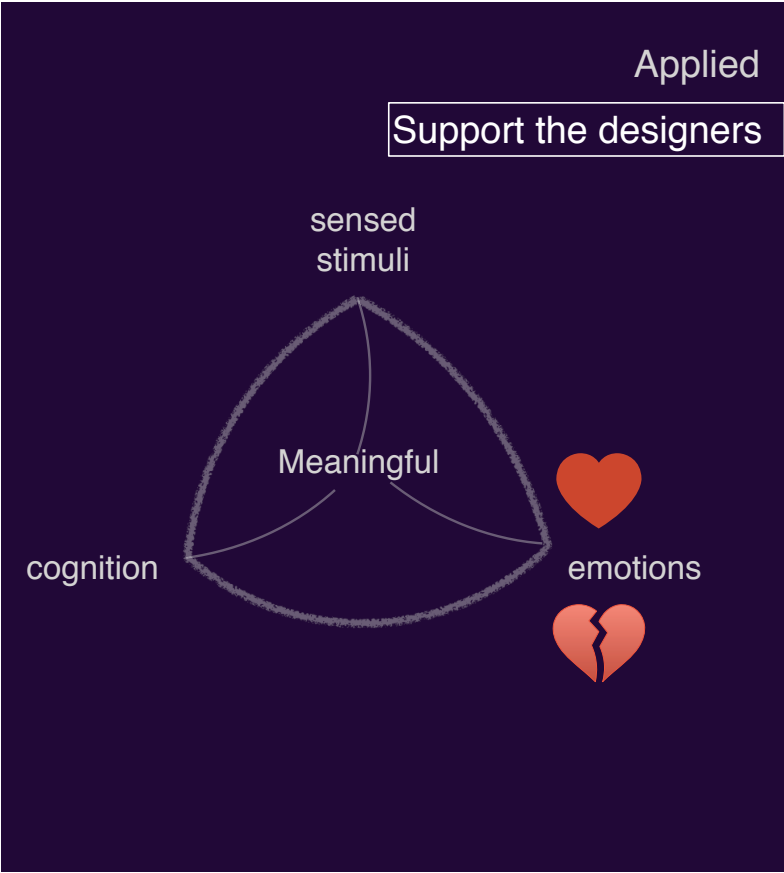
Sensuous = fusion of the sense

Cognition = to know

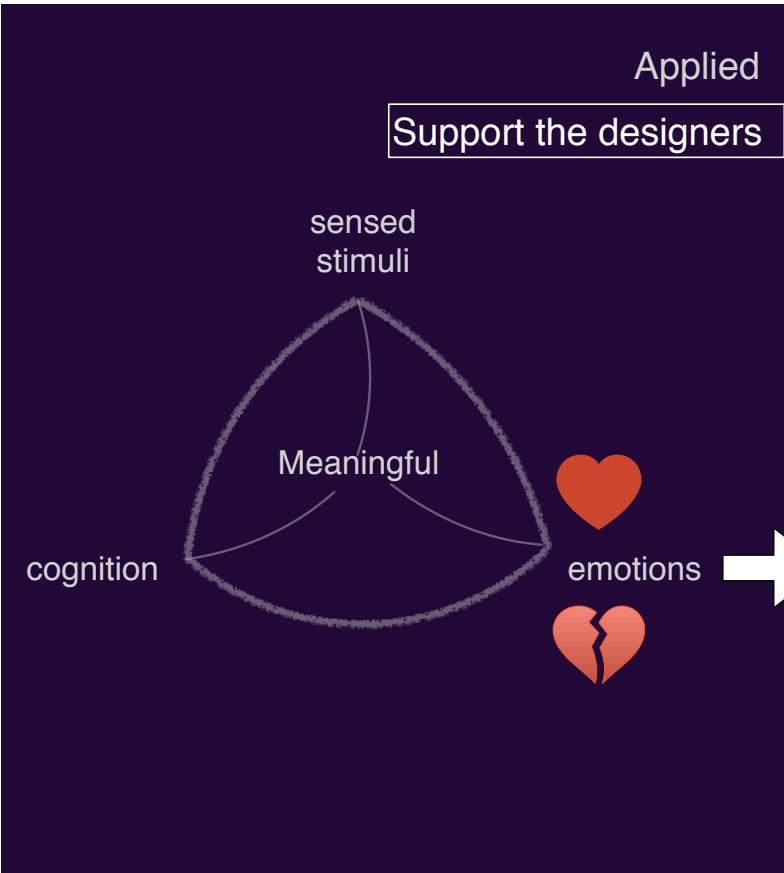


© Cheryl Akner Koler

HAPTICA



embodied experience

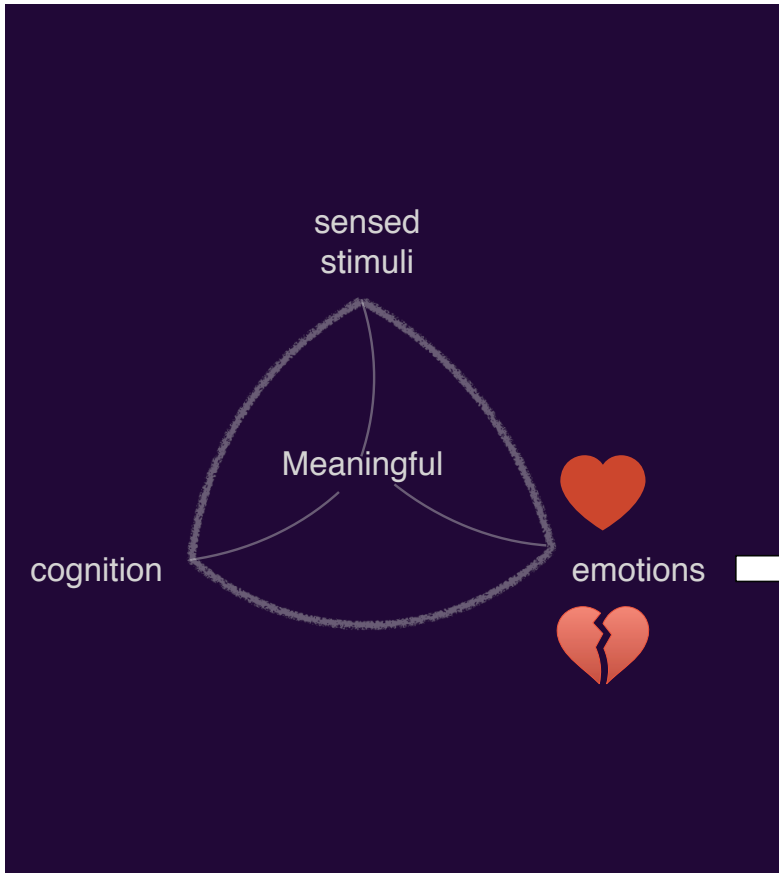


embodied experience

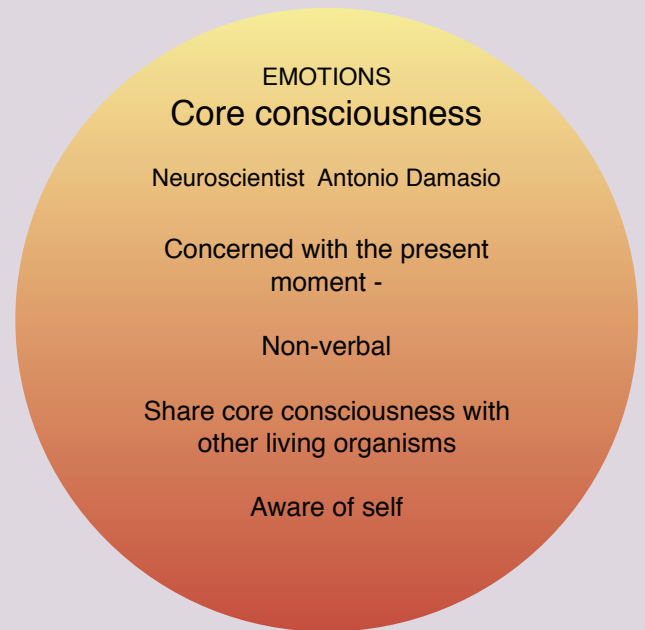


Aesthetic Laborations





“All levels of consciousness engage our emotions”



KARLSTADSLIV

Konstprojekt resulterade i jämställd stekpanna

PUBLICERAD: 2019-05-21 19:11

“Get a grip” är ett konstprojekt med fokus på ergonomiska och jämställda köksutensilier.

Fram till den 26 maj ställer Alice Ekelöf, från Karlstad, ut sitt examensarbete Get a grip på Konstfack i Stockholm. Hon har skapat köksutensilier med fokus på jämställdhet och ergonomi med förhoppning att skapa debatt och förändring inom restaurangbranschen.

Kitchen Utensils for Gender Equality draws attention to how norms in the chef profession and product design re-enforce the gender segregation in the working conditions.

Design in the Culinary World



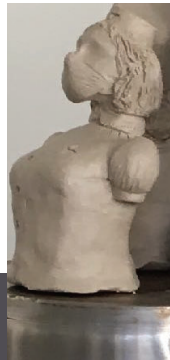
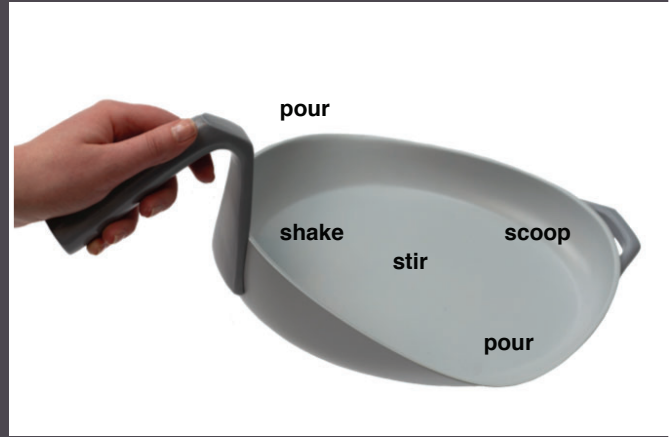
Alice Ekelöf

GET A GRIP



Alice Ekelöf

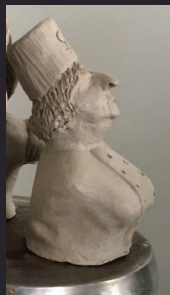
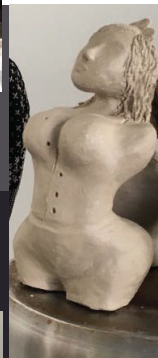
7 years as a chef
4 years as head chef



Nurse



Sexy



Bitch

3 roles for women Culinary Arts

Norm critical



**Thank
you !**

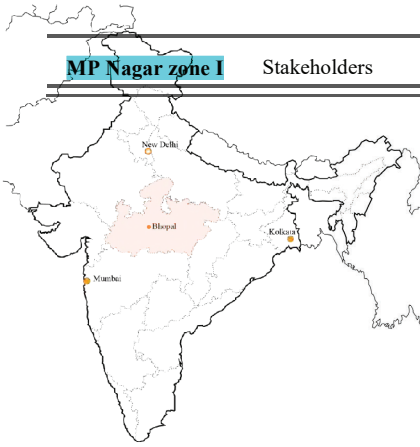
Gendered experience of fieldwork based research – Students’ project in MSc. In Urban Ecological Planning

Hanne Vrebos, Brita F.Nielsen, Rolee Aranya
Melina Baranger, Diana Morales, Rūta Slavinskaitė,
Ingeborg Stavdal

Department of Architecture and Planning
Faculty of Architecture and Design, NTNU

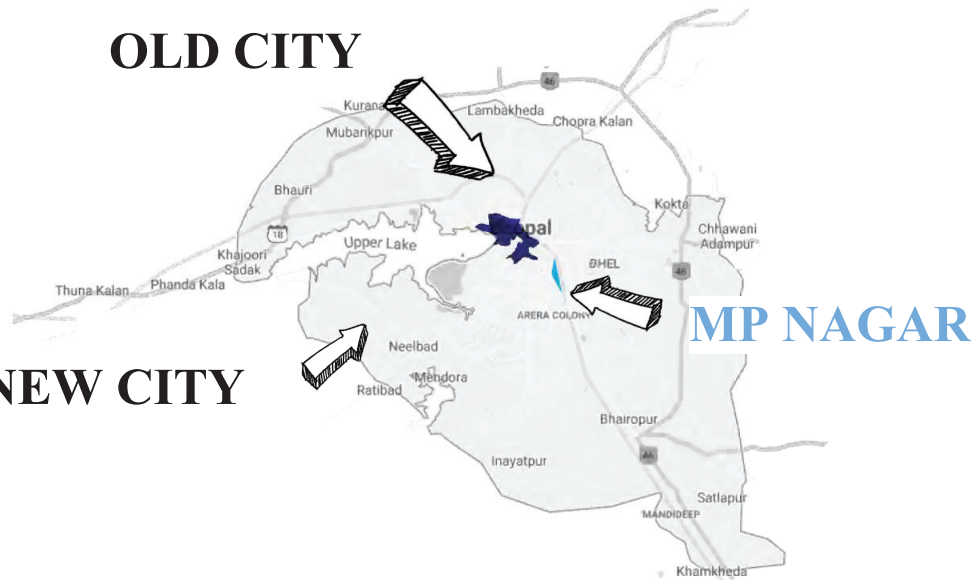
MP Nagar zone I

Melina Baranger, Diana Morales, Rūta Slavinskaitė, Ingeborg Stavdal



OLD CITY

NEW CITY



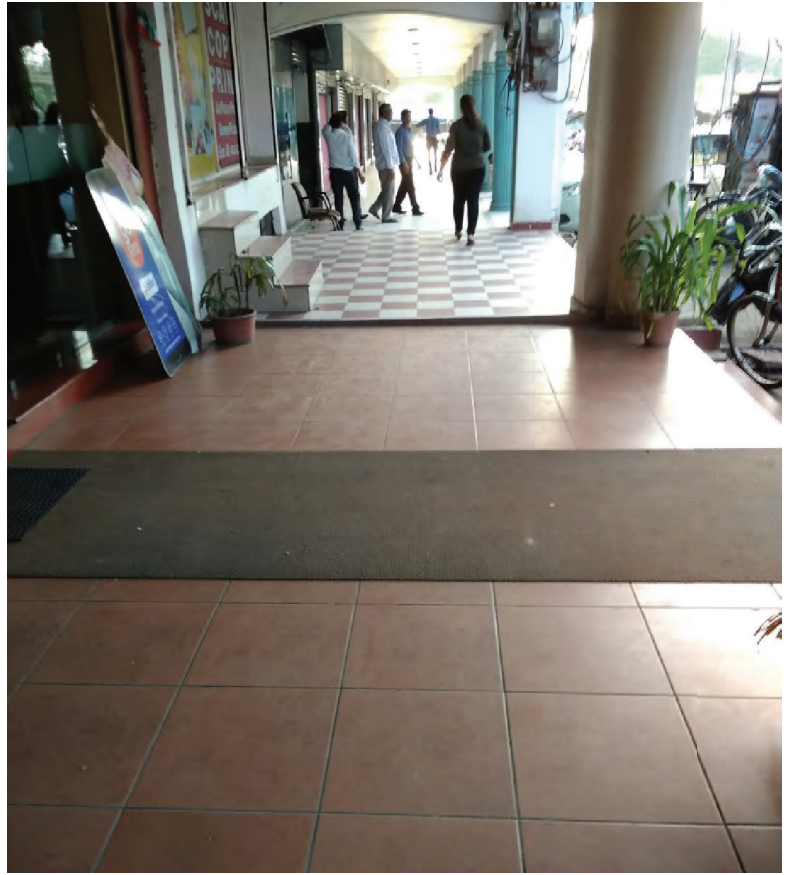
Muslim leaders
Four generations
1819 to -1926

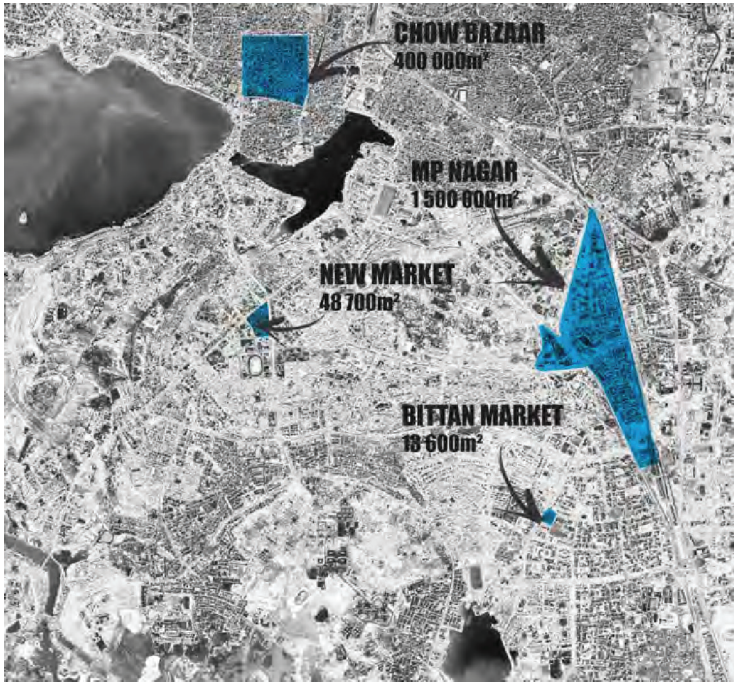
*“dynasty of women
 formally recognized by
 high muslim
 authorities”* (Khan, 2000)

Source: madrascourier.com









MP NAGAR

WHOLESALE REGIONAL MARKET.

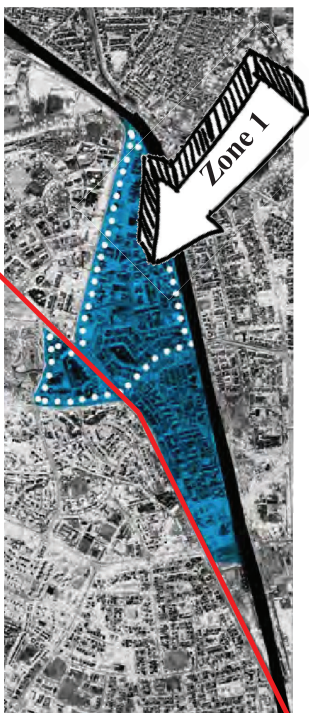
(Aggawai, May

2011.)





MP Nagar zone I

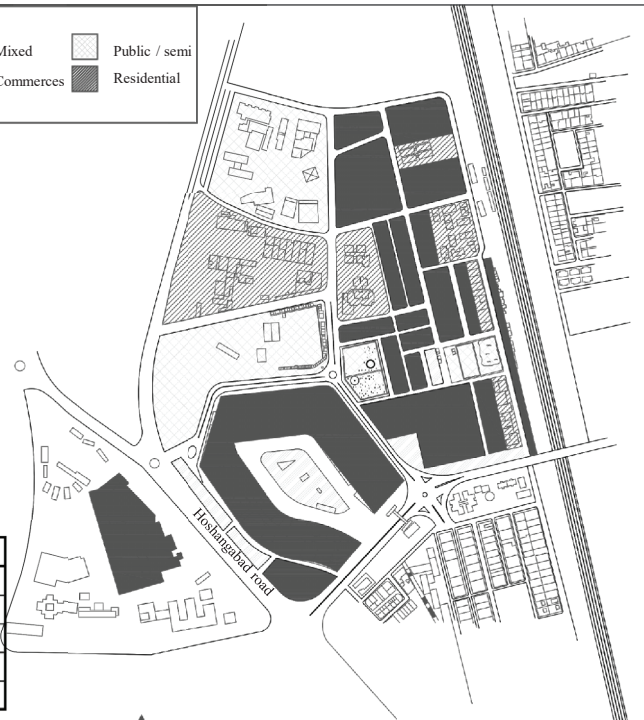


IT BOOM

→ development popular of the area
 → New shop : hardware, print shop, small commerces.

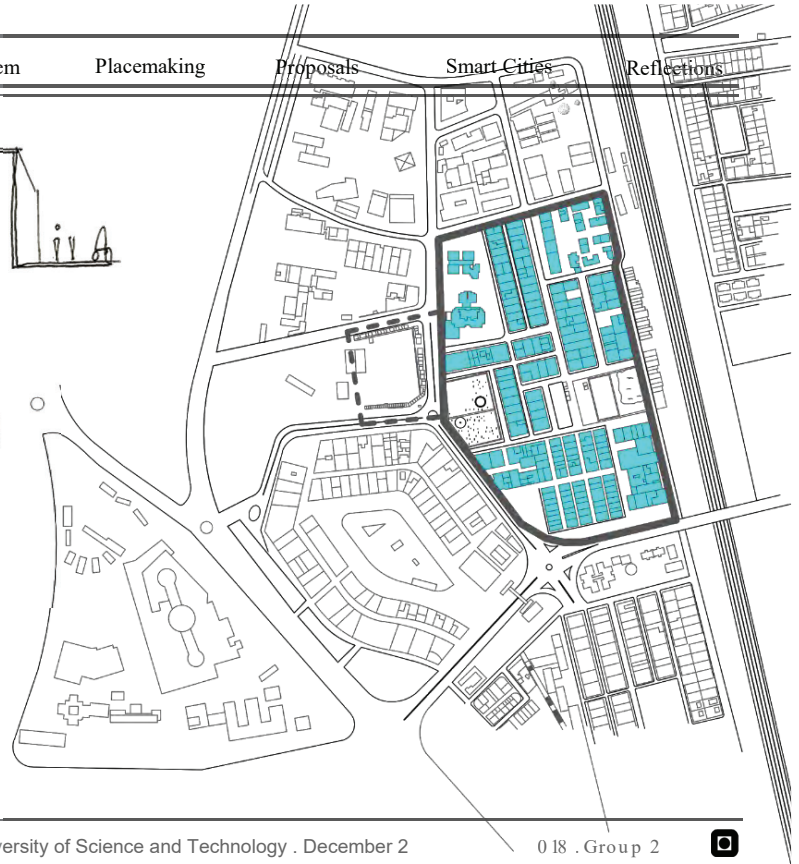
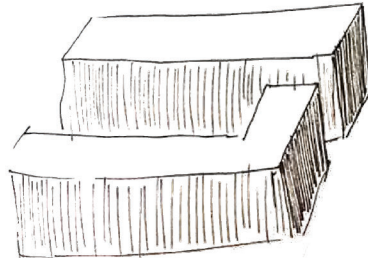
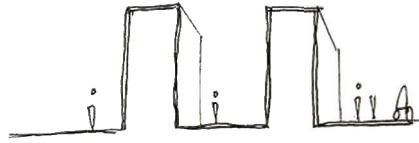
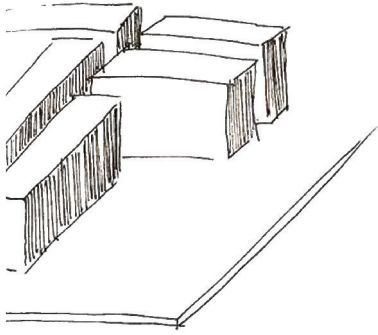
Population : 10 832 2011 in MP Nagar.
Density (pers/km²) : 6 908

Bhopal : around around 10,070 pers/km²
 (source : <http://worldpopulationreview.com>)



	MP Nagar	MP Nagar Zone I
Total surface	1,5 km ²	430 000 m ²
Commercial area	54,00%	56,00%
Residential Area	7,00%	8,00%
Public / semi-public	11,00%	26,00%
Mixed	28,00%	10,00%





AREA : 140 000m²

DENSITY OF BUILDING : 35%

UNBUILD SPACE : 65 %



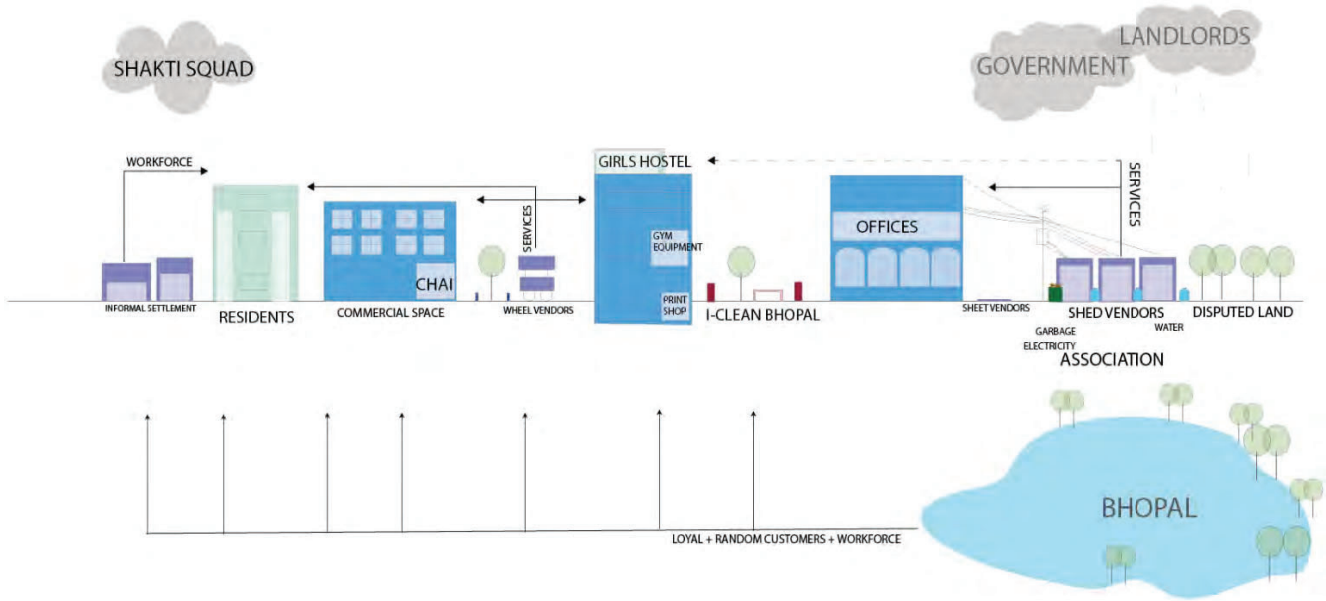
“ I am here from the beginning, twenty years ago. Before we were on the other side, but they built it. So we found this place. We were three or four at the beginning. People came little by little, and restaurants and hair dressers arrived also . ”

One of the oldest vendors

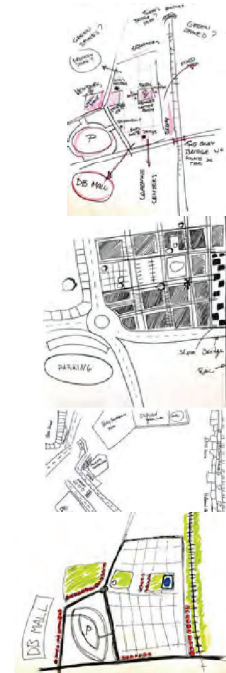
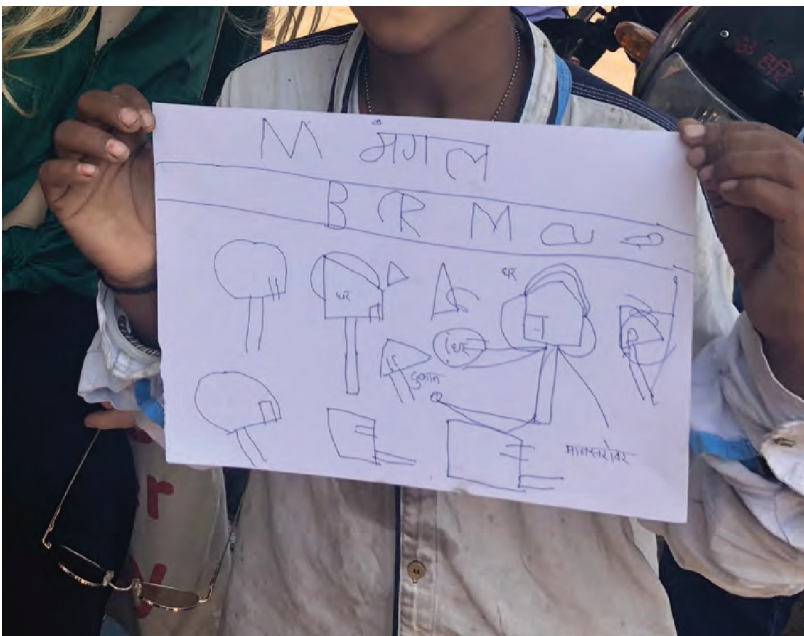


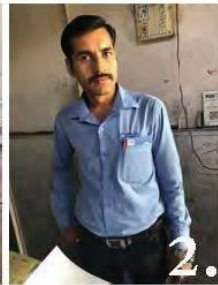
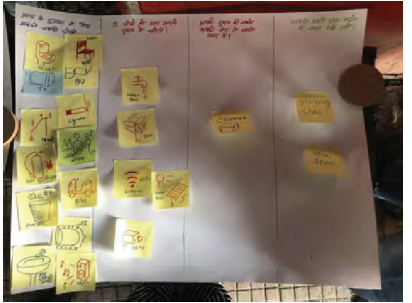
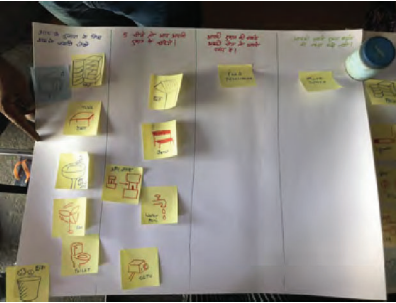
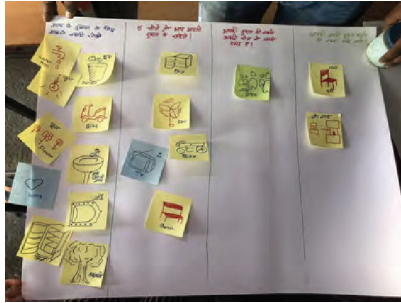
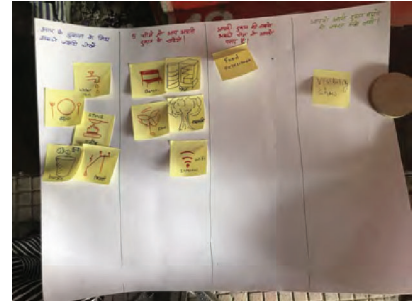
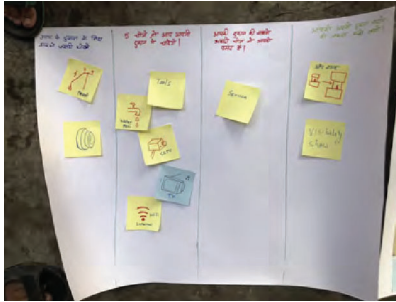
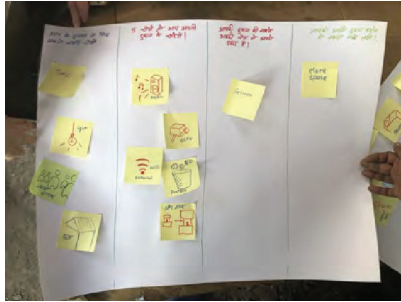
STAKEHOLDERS





METHODS







WHERE ARE ALL THE WOMEN?









Urban ecological planning . AAR4525 Urban Informality : Project . Norwegian University of Science and Technology . December 2



Urban ecological planning . AAR4525 Urban Informality : Project . Norwegian University of Science and Technology . December 2

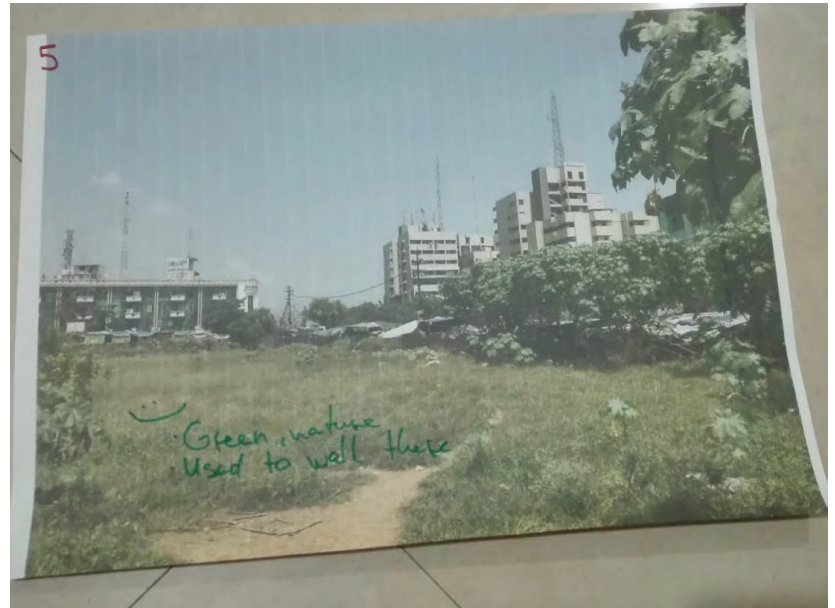
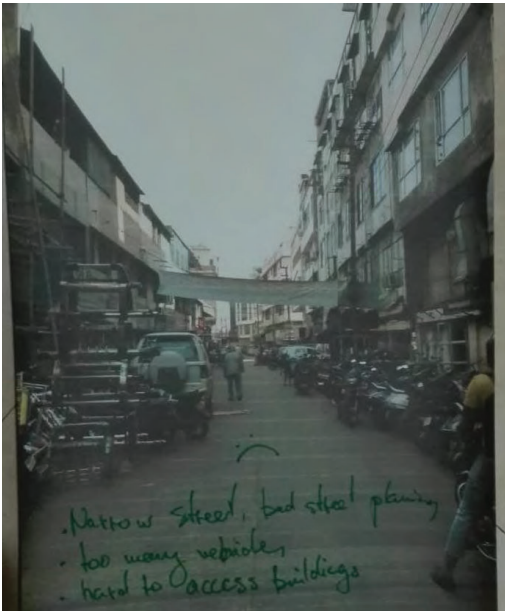


Defining the Problem with the Community

During our ethnographic fieldwork we

- Asked about the girl's routes:
visualized this by asking them to draw them on a map
- Showed them pictures of places in the area and asked to describe if they like it or not and why
- Informal interviews
- Transect walks





Key findings from the methods

- Not common for the girls to roam around the area
- Outings are usually for a purpose where they spend money like going shopping or to the movies. Some things they do that do not require money includes walks at lakeview walk path
- Places liked: populated but not overcrowded. Green spaces.
- Most places in the area are used only for commuting purposes
- Anonymity
- Strong family ties



Interpretation of findings and community verification

Our 4 categories

- Underutilized and unused public spaces
- Fragmented sense of community
- Governing of women by society
- Women's safety



Community input

- Done through anonymous surveys, interviews, spontaneous interaction
- “I do not like Bhopal because there is no place in the city to loiter for girls”
- Surveys indicated that the respondents felt that “women have no freedom”



PROPOSALS

goal:

APPROPRIATING PUBLIC SPACE FOR WOMEN

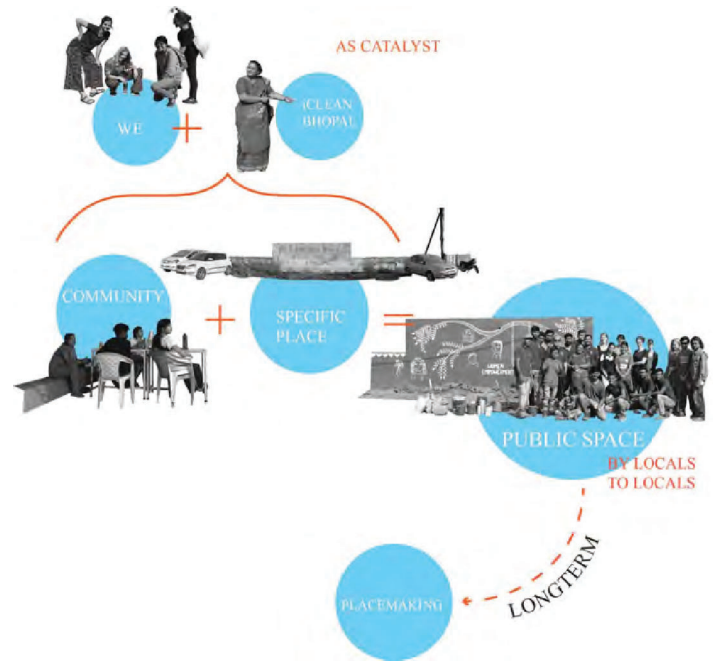


bhopal i-clean team + women

the “vernasitor” map



Bhopal i-Clean Team + women



the “vernasitor” map

“Loitering is a fundamental act of claiming public space and inclusive citizenship”

Shilpa Phadke



the “vernasitor” map

mapping + loitering
local experts
co-creation



the “vernasitor” map

COACHING CENTRE GIRLS HOSTEL COACHING CENTRE
best paratha temples BUS STOP!
best chai RIDDLE?
GIRLS HOSTEL places to sit in the shade
BUS STOP! place to watch the sunset COACHING CENTRE
GIRLS HOSTEL safe places
cheapest print shop COACHING CENTRE selfie-spots
GIRLS HOSTEL GIRLS HOSTEL
beauty parlors BUS STOP!
RIDDLE? secret places



the “vernascitor” map



goal: APPROPRIATING PUBLIC SPACE FOR WOMEN



goal:

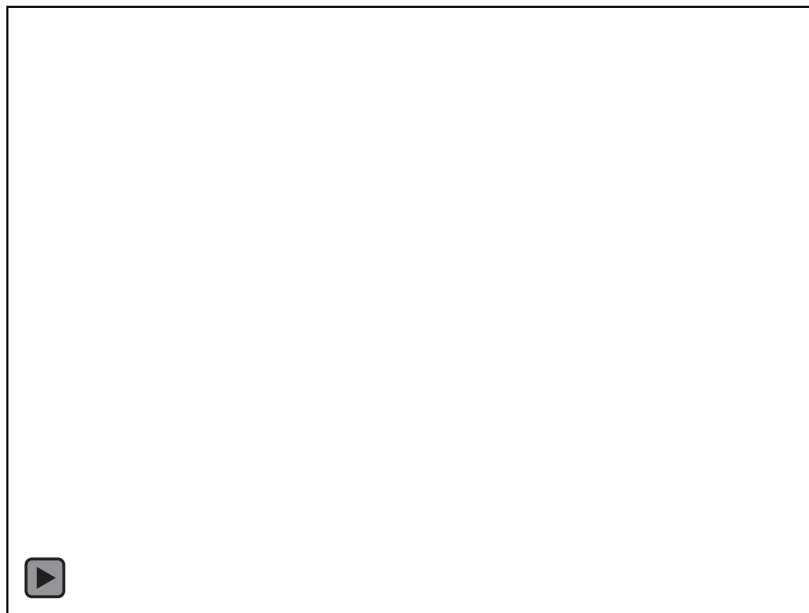
**APPROPRIATING
PUBLIC SPACE
WITH WOMEN**

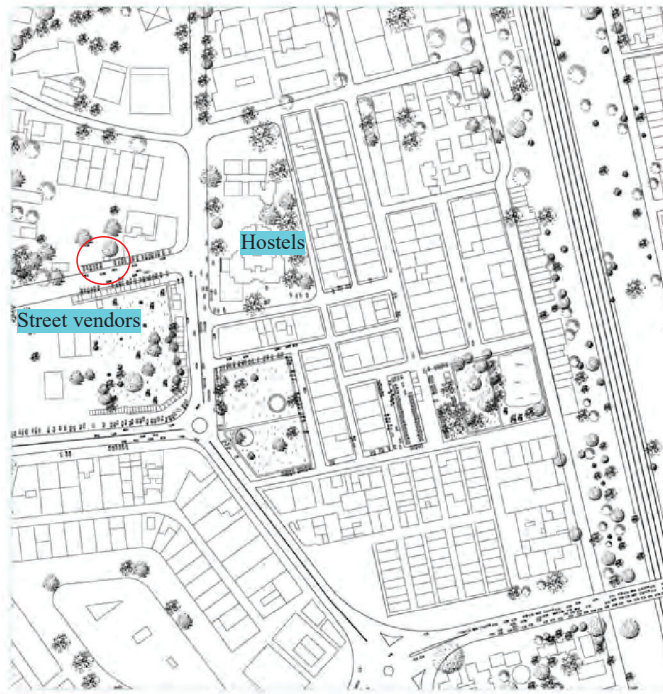


SMART CITIES



Women in a box?





Bhopal i-Clean Team + women



Beautification?

Community feel



REFLECTION

Outsiders and the clash of cultures

“What was even more surprising to me was how much **attention** we got from people. This is something I regard more as an obstacle than advantage for the work we did. It was **uncomfortable to be gazed** at, especially by men on the streets, and also to constantly being asked for selfies.

If someone helped us out, we always accepted a selfie afterwards, but in general people taking pictures of us felt like a sort of **exotification**, and I felt like a **strange animal with people taking pictures** without asking for my consent. Still, taking pictures together became a way of communicating and building trust with the people we worked within the field.”

“They (*girls in the hostel*) kept joking about “**special treatment**” which was something we really wanted to avoid in order to truly understand the conditions and surroundings of their routines, but I guess it was impossible to avoid given our obviously foreign appearance and the nature of Indian culture of taking care of their guests.”

Identification with the «objects of investigation»

“After working for many weeks with street vendors as our main stakeholder, we decided change the course completely, and women in public space became our focus. This turnaround can be justified by many reasons.

After analyzing our findings at that stage, the most marginalized group was in fact the **women**, although – and just because - **they were invisible**.

Furthermore, the fact that **we ourselves were women**, it was a topic that was more identifiable to us and it gave us an advantage to better understand and read a situation. **Research could also to a certain degree be done reflexively as us simultaneously being investigators and objects of investigation.**

Clearly this advantage is prone to generate new disadvantages as these roles would prove difficult to disconnect from each other.”

Methodological limitations – beyond the one story!

“Important to ethnographic research is to be familiar with the values and context of the group in question.

Although we shared the aspect of being women, the role and situation of women in India is to many extents different from that of our own, and not to forget, not all women in India live the same life.”

“Even though the girls in the hostel were open about many things as talking how their parents don't let them be with their boyfriends or how they miss their mothers, husbands or daughters they were not so willing to talk about the issues of the area they live in.

As we gathered mixed answers about how they feel in the hostel, MP Nagar and Bhopal in general we came across a thought that they were giving us ‘special treatment’ by representing the area as being safe, just like the hostel owner tried to show the best of his hostel.”

Self identity and exclusion

“...my experience in India came to feel differently than I had thought it would. It would be nice if I could say that I never felt my physical appearance and gender never crossed my mind in India, that this was not a distraction I felt and that I did not begin to affect the fieldwork. Of course this is not where I am headed with this.

My group consisted of four very obviously white European women. India is not a very diverse country from what I have seen (in terms of phenotype) and therefore my group mates were often the center of attention and special treatment wherever we went. Throughout the fieldwork I felt an almost tangible wall between my group mates and I and the people we interacted with. I was shocked at how differently I was treated by our informants and participants throughout our fieldwork.”

Playing the activist/advocate/ feminist?

“Before coming to India I did not consider myself as a feminist and did not see a need to do so, but after three months in here, seeing how women are treated and reflecting on my own experiences back at home I was able to see how often women do not get the attention they deserve as equals.

I understood how often I was being sexist myself by undermining the lack of recognition for women. I guess it did not seem as such a problem for me before because I was born in a place where I had the opportunity to speak my mind and tell if I thought someone was being rude or unreasonable. Being in India I saw how undermined women can be and if no one will address this issue it will stay the same. There is probably nothing I can do myself to change this situation and I should not be the one to change this, but giving a voice and showing that it can be better could be the small scale thing that would snowball afterwards.”

Dissecting gender stereotypes

Report from a bachelor course in product design

WONDER seminar

NTNU

September 11-12 2019

Astrid Skjerven

OsloMet – Oslo Metropolitan University

askjerve@oslomet.no

The course

- BAPD 2310: Cultural understanding and product aesthetics in a theoretical perspective Spring 2018
- 48 second year bachelor students: 32 female, 16 male
- Theme: Gender and design
- Assignment: ***The significance of gender in design*** (written essay based on curriculum and own observations)

The program

- Cultural understanding in theoretical perspective
- The writing process
- Cultural differences in practice
- Body language and communication
- Gender and design (workshop)
- Gender and design (workshop)
- Designing for conversations and culture
- Gendered form(workshop)
- Gender and innovation (Innovasjon Norge)
- Universal design
- Gendered form (workshop)
- Gender and research

Astrid skjerven
Astrid Skjerven
Torunn Arntsen Sajjad
Unni Kristin Skagestad
James Duncan Lowley
James Duncan Lowley
Nina Lysbakken
Astrid Maria Heimer
Siv Isabel Eide
Kjetil Andreas Knarlag
Astrid Maria Heimer
Ella Ghosh

The process and the results

- From disengagement to engagement
- Investigation of designed objects and services
- Moments of realisation (aha) of objects and attitudes
- Differences in female and male experiences
- Grades above average
- Satisfied students (except a few)

Evaluation

- Gender is still a non-topic in design (except fashion design)
- Students tend to think that the gender gap is a historic phenomenon
- They have to be made aware that design is gendered
- Highest learning outcome for the male students

The Wonder Network: Women in Design Research and Education A Scandinavian Approach

Prof. Dr. Martina Maria Keitsch, Department of Design,
Norwegian University of Science and Technology, Trondheim

Background and aims

The WONDER network was found in 2012 and consists of female professors, post. docs and PhD students from almost all Scandinavian countries. The network comprises architecture, design and to a smaller degree engineering.

The main focus is to contribute to women's professional- and career development, and to increase the share of women in permanent research positions at universities and university colleges.

Among other activities, WONDER has organized six seminars where both on-going research and projects as well as experiences on career planning and day-today challenges and opportunities for women in design research were discussed.

In 2012 Keitsch applied for funding from NTNU's gender mainstreaming fund. This funding was used to realize the network. In February 2012 we arranged a kick-off meeting to establish the Network.

Main topics for discussion were:

Discuss research issues: What are the main research interests of the participants for example in relationship to new approaches such as participatory design, design for self-reliance, design for sustainability and performance design?

Themmatize the research everyday: What are actual problems in the design departments, related to the role as female researcher/professor in relation to meetings, students, promotion, cooperation with co-workers, department leaders etc.?

Cooperate and disseminate: How to find female mentors and peers in a male-dominated workplace and how to enlarge and promote research networks?



Inaugural WONDER meeting

Conditions

Supported by KIF (Kvinner i forskning, <http://kifinfo.no>) funding and support from the Faculty of Engineering Sciences and Technology a new WONDER seminar took place in October 2012 with the topic: Career planning.

Further a common name for the network was agreed upon: Women in Design research (WONDER) and a board group was established consisting of three Associate Professors from NTNU, The Oslo School of Architecture and Design and Oslo University.

The board decided that the network should have open access and that it first and foremost addresses female researchers with a focus on industrial design. Further that the minimum activities were to keep the network page going and at least one WONDER seminar per year.

Dr. Martina Maria Keitsch,
Associate Professor

Martina.Keitsch@ntnu.no

Department of Product Design,
Faculty of Engineering Science and
Technology,
Norwegian University of Science
and Technology



Nina Bjørnstad, Associate
Professor

nina.bjornstad@aho.no

Institute of Design,
The Oslo School of Architecture
and Design



Elin Olander, PhD, Researcher

Elin.Olander@design.lth.se

Department of Design Science,
Lund University, Sweden



Wonder Board 2012

The seminars



Career Development - Opportunities and Obstacles, Trondheim 29 October 2012

PROGRAM

Monday 29th October 2012

9.00 – 10.00	Coffee, cookies - Introduction and update of participants
10.00 – 11.00	Inger Marie Bakken, Head of Department Trondelag R&D Institute, Career possibilities and discussion
11.00 – 11.45	Ida Munkeby, Director of Organization, NTNU, Career possibilities and discussion
11.45 – 12.30	Participants goals and strategies
12.30 – 13.30	Lunch, Kjelhuset
13.30 – 14.30	Svandís Benedíksdóttir: To be seen and heard
14.30 – 15.00	Martina Keitsch: Some suggestions for Women's Advancement in Academia
15.00 – 16.00	Coffee, cookies - Discussion on further steps for WONDER (e.g. Acronym)

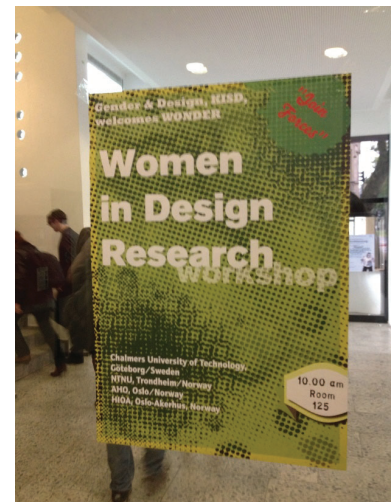
From Associate to Full Professorship

- Increase Research: Reading, writing, article publication, meeting with collaborators, presenting at conferences
- Limit undergrad teaching: Teaching graduate courses or independent studies, teaching and grading at other institutions
- Mentoring: Assisting with senior theses, serving on committees, reading and commenting on papers, writing letters of recommendation
- Organizing or participating in workshops or forums
- Service to your Professional Discipline: Reviewer for professional journals, press, or foundation/agency

LIST ACTIVITIES IN AN UPDATED AND ACCESSIBLE CV THAT PEOPLE WHO SEE THIS CAN REACH YOU

Gender Stereotypes, Cologne Germany, 11 October 2013

1. Uta Brandes introduced the concept of gender and design, followed by exemplary gender projects carried out with KISD students and researchers
2. Marijke Doemges presented her research about the infantilization of women
3. and the sexualisation of little girls
4. Aljoscha Nimz and Sebastian Oft presented their intermediate exam about the differences and conflicts between gay men as queer (drag queen etc.) and as "straight" "gay"
5. Andreas Breilmann presented his analysis and new "fashion" for the German army: "BundesWear"
6. Presentations from the Wonder members Martina Keitsch, Astrid Skjerven, Nina Bjørnstad, Julia Schlegel and Maral Babapour
7. Presentation of international Gender Design Network (iGDN) and of WONDER
8. Discussion about further activities.



“To tackle the problem of gender inequality in design, the social ideologies of the binary system of femininity and masculinity must be overcome. It’s not the objects themselves that are feminine or masculine – these are meanings that we, the public, perceive. So just how can this perception be altered?”

Prof. Uta Brandes, Professor in Design, Cologne University
<https://kisd.de/en/studium/menschen/prof-dr-uta-brandes/>

Gender-sensitive Design, 7- 8 August 2014

7 AUGUST	
10.30 - 11.00	Registration and Welcome
11.00 - 12.00	Keynote: Uta Brandes, Köln International School of Design: Hotel Study/Project
12.00 - 13.00	Lunch, Realfag
13.00 - 14.30	Presentations
13.00 - 14.30	Marijke Doemges, Köln International School of Design: Imposing Gender - An intercultural analysis of gendered infant funeral design
13.30 - 14.00	Nina Bjørnstad, Oslo School of Architecture and Design
14.00 - 14.30	Julia Schlegel, Snehetta & Oslo School of Architecture and Design
14.30 - 14.45	Coffee Break
14.45 - 15.15	Presentations
14.45 - 15.15	Brita Flaavad Nielsen, IPD: Relational Design
15.15 - 15.45	Vibeke Sjøvoll, Oslo and Akershus University College
15.45 - 16.15	Group discussion
19.00 - 21.00	Dinner
8 AUGUST	
09.00 - 09.30	Martina Keitsch, IPD: Sustainable Energy Design and Gender Mainstreaming in Nepal
09.30 - 11.00	Discussion on WONDER med Svandis Benediktsdottir, NTNU
11.00 - 12.00	Lunch
12.00 - 15.00	Closing and Excursion to National Museum of Decorative Arts and Design



Gender and Design Education, 10-11 September 2015

- The 2015 Seminar took place at Ingvar Kamprad Design Centre at Lund University, Sweden.
- This seminar focused on academia in general, and in particular on the university as a working place. Presentations and discussions covered to what extent the academic working climate affects professional performance from a gender point of view, and how stereotypical mind-sets regarding gender and other norms affect our roles as design educators and researchers.
- Furthermore, how the design profession is influenced in general, when current students and future design practitioners enter 'real life' and create products, services and systems reflecting their own norms and values and the ones passed on by researchers and teachers.
- The Lund seminar was the first WONDER meeting where male researchers presented their experiences and studies.

PROGRAMME

Thursday 10th September Inspiration Day, Place: Small Lecture Hall, Design Centre

12:00-13:00 Light lunch and registration

13:00-13:40 **Christer Eldh**, Department for Service Management and Service Studies, Lund University

"Gender and Academia- University as work place"

13:50-14:30 **Nina Bjørnstad**, Institute of design, The Oslo School of Architecture and design, AHO

"Challenge, gender, prejudices - Experiences from the course: Identity in products, services and interactions" for Industrial design students

14:30-15:00 Coffee break

15:00-15:40 **Kerstin Sytman**, The Swedish association of designers, www.OMFORMA.se

"Gender and design profession - experiences of inclusion and exclusion in the design profession"

15:50-16:30 Panel discussion. Moderator: **Iger Lövkrens**, Department of Arts and Cultural Sciences, Lund University

"How are we doing?"

16:30-17:00 Round-up discussion and mingle

Friday 11th September WONDER Network Day, Place: room 467

8:30-9:30 **Cheryl Akner-Koler**, University College of Arts, Crafts and Design, Stockholm Sweden

"Form and Frontlessness"

9:30 - 11:30 Discussion on future activities. **Martina Keitsch**, Department of Industrial Design, Norwegian University of Science and Technology, Trondheim.

12:00-13:00 Light lunch



Gender and the Practicalities of Design Research, 16-17 June 2016 Oslo

- The seminar discussed a wide range of practical aspects in handling physical or digital materials, for example related to how to conduct a design related PhD degree and how to use digital skills to teaching design students.
- Practical tasks such as workshop training, lecturing and guidance comprise aspects of physical work often assigned to male teachers.
- In the seminar presentations and discussions female and male researchers shared gender related stories from their 'research through practice' approaches and the seminar included a practical workshop assignment well.



The Wonder Seminar 2017

Theme: Gender, design & market, **Time:** 6th of September 2017
Location: Oslo and Akershus University College of Applied Sciences

Scandinavian Network for Women in Design Research
THE WONDER SEMINAR, 6TH OF SEPTEMBER 2017

Gender, design & market

09.00 – 09.30 Coffee/tea. Mapping and visual presentation of participants by Nina Lysbakken.



09.30-09.45 Welcome.
Gunnar H. Gundersen, Head, Department of Product Design, Oslo and Akershus University College of Applied Sciences



09.45-10.00 Practical information.
Astrid Skjerven, Oslo and Akershus University College of Applied Sciences



10.00-10.30 Why does it make sense to integrate a gender perspective in research?
Ella Ghosh, Senior Adviser, The Committee for Gender Balance and Diversity in Research (KJ), Norwegian Association of Higher Education Institutions (UHR)



10.30-11.00 Swadeshi vs. Multinational: The Product Semantics of Feminine Beauty Products in India
Swadeshi vs., Assistant Professor, School of Planning and Architecture Bhopal, India



11.00-11.30 The Benefits of Gender Equality and Diversity in Design: Growing a Culture of Diversity to Cross-pollinate Design Educations
Nina Bjørnstad, The Oslo School of Architecture and Design

11.30-12.00 Coffee break



12.00-12.30 50% Design
Leslie Arthur and Philippa Marsh, Senior Lecturers, Nottingham Trent University



12.30-13.00 Gender and Movement Matters for Digital Interaction
Lise Amy Hansen, The Oslo School of Architecture and Design



14.00-14.30 Beauty or Brains, Cautious or Courageous? Gender and Power in Online Visual Designs
Nina Lysbakken, The Oslo School of Architecture and Design



14.30-15.00 What are you waiting for?
Anniken Fjelberg, co-founder at 657 Oslo/Superblaise/UT: studentbyrå

15.00-15.30 Panel discussions and conclusions
Astrid Skjerven leads the discussion

15.30-16.00 Next year's conference: Time, place, theme.
Nina Bjørnstad leads the discussion on "WonderWider"

18.00 -> EPDE Pre Conference Reception

Address
Oslo and Akershus University College of Applied Sciences (HIOA), 3rd Floor at Pilestrødet 46, Oslo.

Sign up
Registration should be made within August 22 to Wenche.Lyche@hioa.no. Please inform about eventual food intolerances.

Questions
If you have questions, please do not hesitate to contact any of us: Wenche.Lyche@hioa.no, Astrid.Skjerven@hioa.no, Nina.Lysbakken@hioa.no and Nina.Bjornstad@hioa.no

Other design events
EKPOE, the 19th International Conference on Engineering and Product Design Education will also be hosted by HIOA in Oslo the 7th-8th of September: epde.info/epde2017

The three-day event Designers Saturday is hosted in Oslo the 8th-10th of September: www.designersaturday.no



WONDER 2018

Short
program

sept 19-20 +21



KONSTFACK
University of Arts, Crafts and Design
Stockholm, Sweden

T Telefonplan
L.M. Ericssons väg 14

WONDER seminars are free of charge
& all meals are made in collaboration.

19th Wednesday

12 - PLACE: Painting studio -
taster lunch (bring a taste
that reflects who you are - 20 spoonfuls)

13:15 - Haptic experience - hand & body
- check in: gear shift (Annika)
- lab *sensuous cognition & warm clay*
Cheryl Akner Koler- Konstfack
- *why haptic research is a feminist subject*
Cristine Sundbom- Konstfack
- *crafting material narratives- PhD*
Anna Holmqvist- KTH, Konstfack

16 *women's lost heritage in culinary hand crafting
connected to sustainable food systems*
Corina Akner & Charlie Ray -VÅRT

20th Thursday

9 - check in: gear shift
haptic attributes of presencing
Annika Göran Rodell- ÖU -
- *struggles with white space*
Martha Rice Skogen- Phd from NTNU,
- *informal discussion using artifacts*

12:30 - lunch active meal experience

14:00 - Martina Keitsch- NTNU *Strategies:
Gender mainstreaming -
how to achieve gender equality*
Nina Björnstad- ÅHO
Gender Effects in design education
- Student Pop up exhibition-norm critical

16 - check out:
16:30 farewell

21th Friday for the organizers

9 - check in
core organizers
plans for
strategies,
documentation
& next
conference
12-

theme

active food experience

- Johanna Lewengard our dinner guest: an interview
about her famous "brandtal" for the norm creative
graphic design master program at Konstfack.

20 - hangout ...view over Mälaren

aesthetic processes & gender issues

WONDER is a Scandinavian Network for Women in Design Research
<https://www.ntnu.edu/womenindesignresearch/contact>

WONDER SEMINAR 11-13 September 2019



Hannah Rozenberg, *Architecture Without Bias*,

<https://www.dezeen.com/2018/03/12/gender-neutral-architecture-hannah-rozenberg-rca-graduate-building-without-bias/>

Call for papers

Wonder welcomes abstracts for the SEMINAR 2019:

GENDER SENSITIZING IN DESIGN, ART, ARCHITECTURE AND PLANNING EDUCATION

The goal of the seminar is to bring together academics and practitioners from design, art, architecture and planning to facilitate inspiring and progressive discussions.

Themes

We are particularly interested in proposals that develop, explore, investigate, and generate new knowledge in the fields above with the following themes in mind:

- Gender representations in product semantics and in features of the feminine / masculine
- Gender topics in curricula
- Users' and stakeholders' inclusion relating to gender in the fields above
- ...others

Deadlines

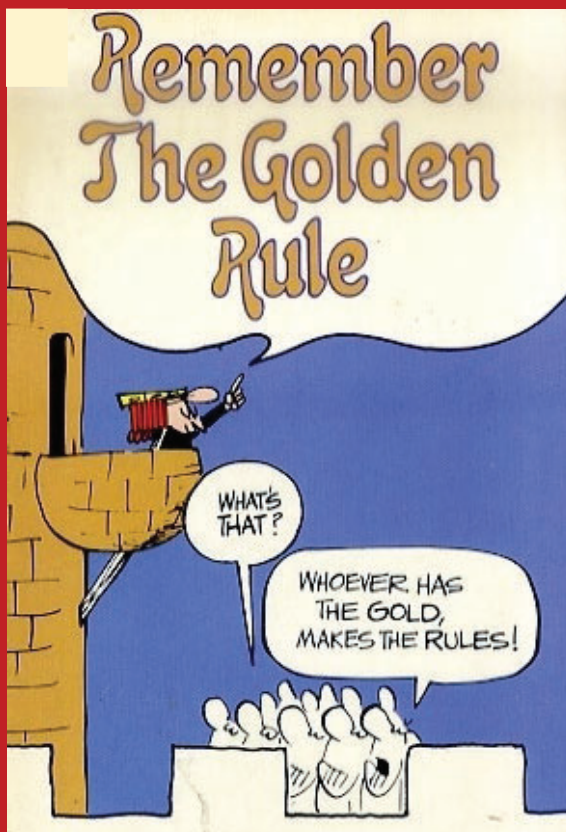
The WONDER seminar is a great chance to bring your work in an academic setting.

Abstracts of app. 300 words should be submitted by 1 June 2019. Message of acceptance will be sent 28 June 2019. Deadline for registration is 10 August 2019. Contributions can comprise posters, clips, visualizations etc. plus an oral presentation.

Please send the abstract via e-mail attachment to martina.keitsch@ntnu.no and nina.bjornstad@aho.no

Summary and suggestions

1. A future challenge for WONDER is to ensure a better foundation of the network in terms of management (structure, operation and members), planning of activities and dissemination (common research, information on positions, professional exchange etc.).
2. Learning from other 'women in design' networks in Scandinavia and the rest of Europe would contribute to stabilize the network.
3. Building a network requires some time. In the beginning most of the activities for and in the network will be voluntarily, in Norway this is classified as 'administrative time'. A Norwegian university professor has 40% teaching, 40% research and 20% administrative tasks stated by the university law.
4. Temporarily and if funds are available a network assistant is helpful, especially when setting up a home page and planning and conducting seminars and workshops.
5. A board should be established who makes administrative suggestions and decisions.



Thank you
for your
attention

