

Exploring Feminisms Through Design (FtD) in HCI Education | EduCHI W50: Master Class

FtD Angles	As Educators... Based on these feminist angles, what do you want to incorporate or practice as an educator?	Towards Students... Based on these feminist values, what do you want your students to take on in future design education / practice?
<u>Knowledge</u> questioning and expanding fundamental assumptions		
<u>Methodology</u> curating interdisciplinary forms of knowledge		
<u>Self/Community</u> empowering and creating self-awareness		
<u>Artifact</u> giving it a form in design(s) action		

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Cheat Sheet

	Scholars/Researchers	Educators	Practitioners/Students
Knowledge	Foregrounding hegemonic structures to be questioned.	Providing/educating about fundamental assumptions that exist about a construct.	Redesigning against fundamental assumptions that exist about a construct.
Methodology	Using low-theory techniques to bridge the gap between academic and practice communities.	Positioning failure as an emancipatory opportunity in design learning.	Presenting failure as a success story and reflecting this in portfolios.
Self/Community	Improving citational practices through <i>clear expression</i> .	Providing a safe space for students to become emancipated [9].	Reflecting about a sense of responsibility toward society through designs.
Artifact	Translating theory in practical ways by inscribing feminist values into design production.	Formulating feminist values as problem frames.	Considering and designing for critical alternatives.

Table 1. Mapping FtD across four angles for scholars, educators, and practitioners.

Source: Chivukula, S. S. (2020, November). Feminism(s) through Design: A practical guide to implement and extend feminism. *Interactions*, 27(6), 36-40. <https://doi.org/10.1145/3427338>