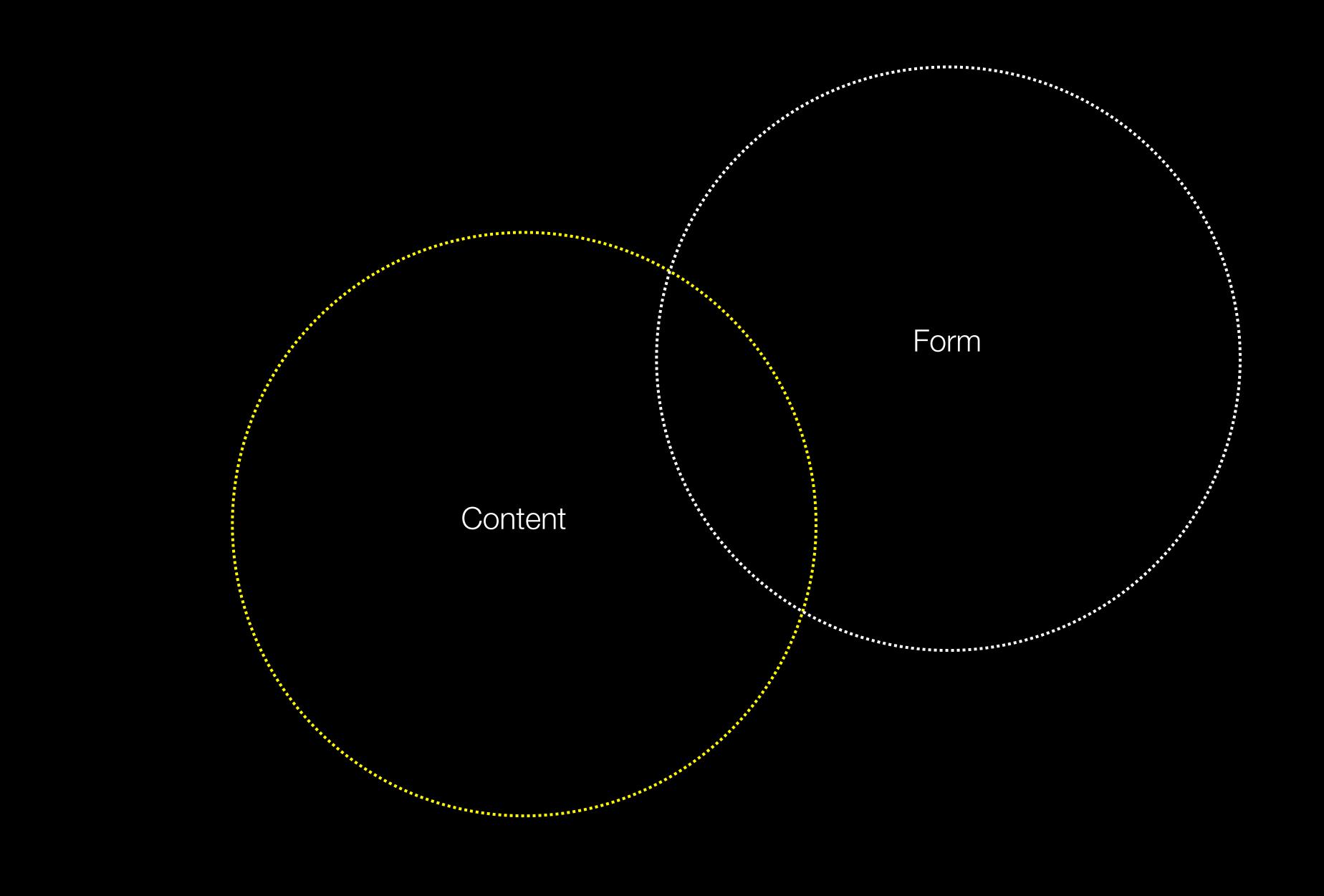


193- present

BOOK



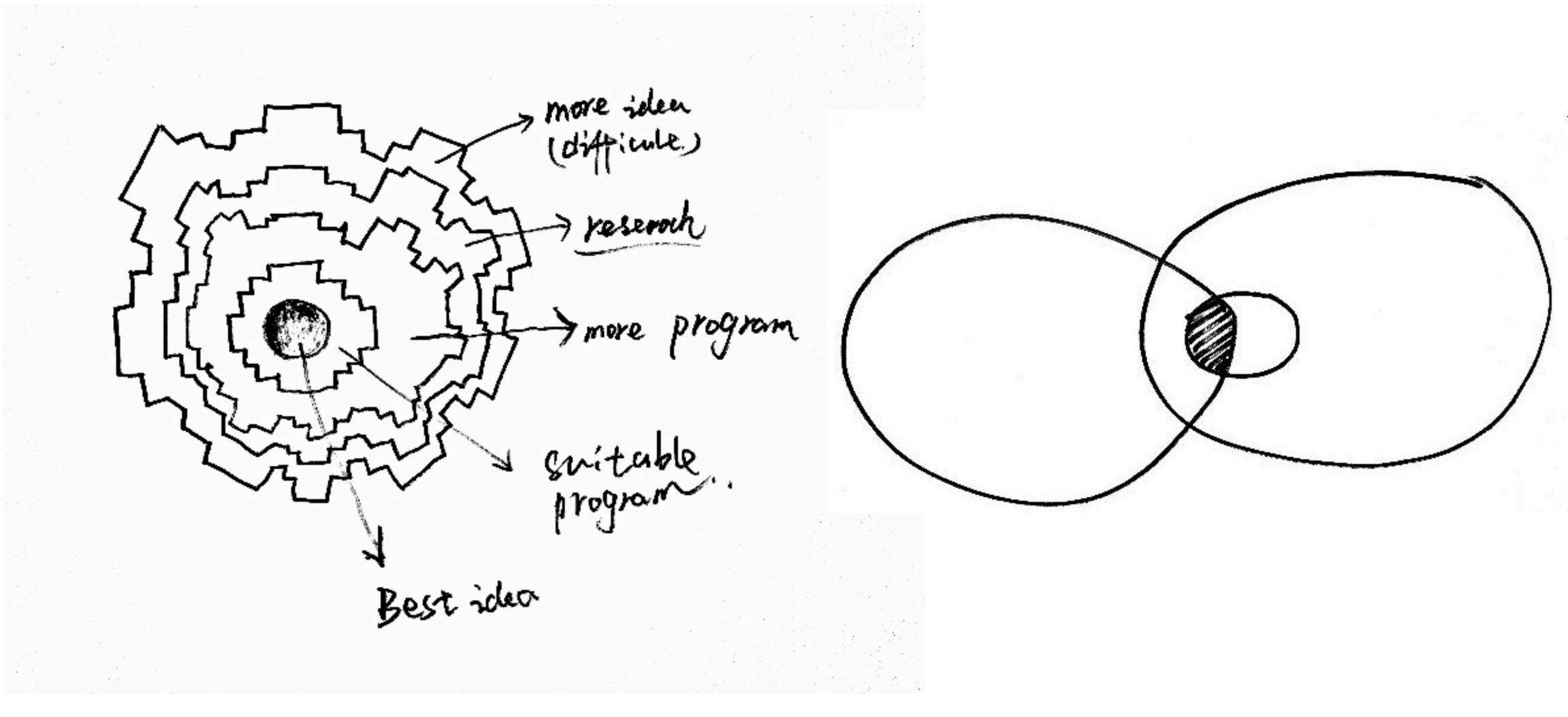
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My expertise has always been my ignorance, my admission and acceptance of not knowing. My work comes from questions, not answers.

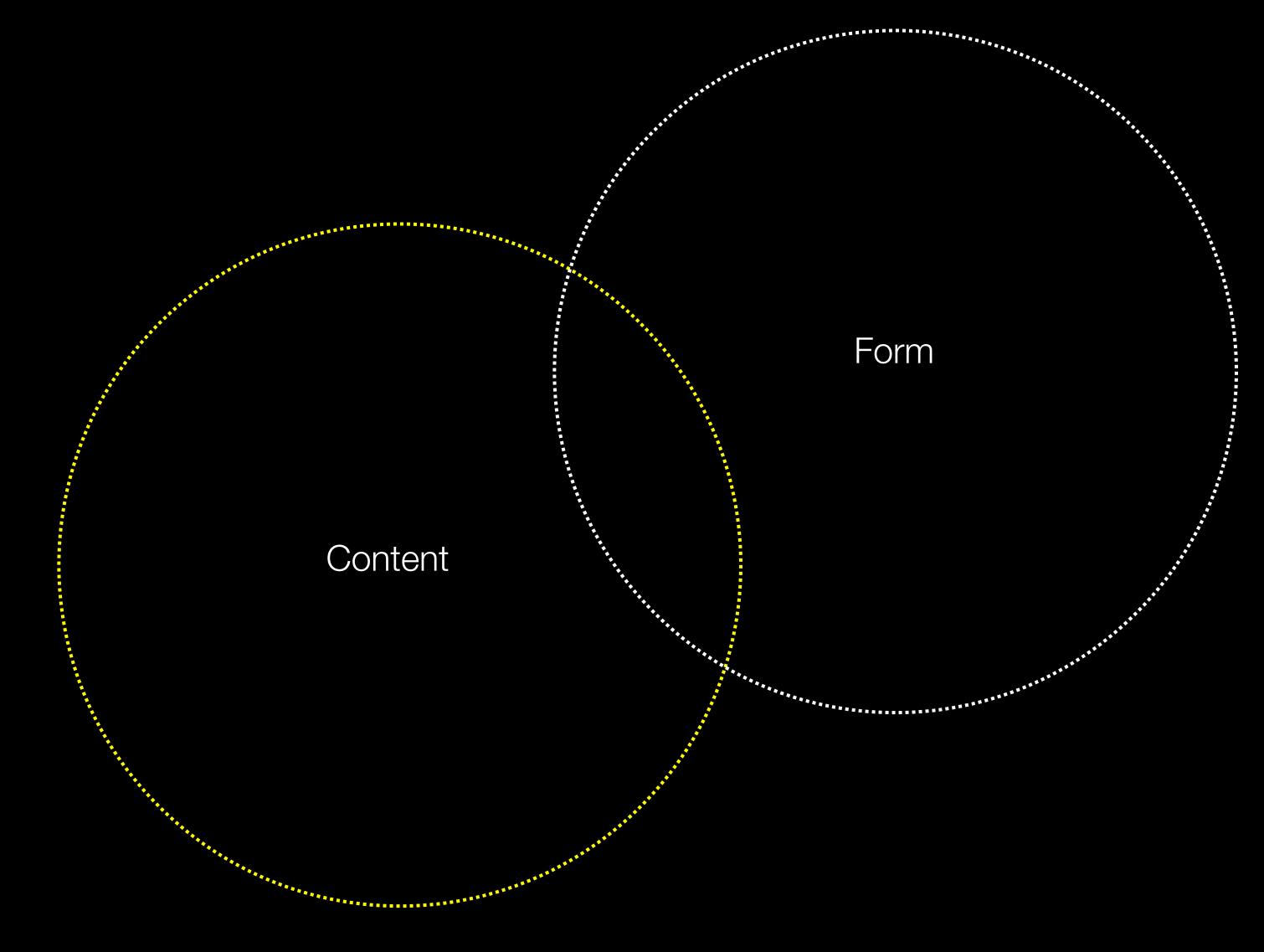
Wurman, R.S., (2001). Information Anxiety 2. Bantam Doubleday Dell Publishing Group. P56



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Theory

Practice

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Theory itself is often assumed to be abstract: something is more theoretical the more abstract it is, the more it is abstracted from everyday life. We might then have to drag theory back, bring theory back to life

Sara Ahmed, 2017:10

Sarah Ahmed (2017) Living a Feminist Life, Durham : Duke University Press pp10



993- present

BOOK

CEN Sharing Research and Practice 26/02/21

To date, mainstream design discourse has been dominated by a focus on Anglocentric/ Eurocentric ways of seeing, knowing, and acting in the world

Decolonising Design (2019) 'A Manifesto for Decolonising Design, Journal of Futures Studies, March 2019, 23(3): 129–132



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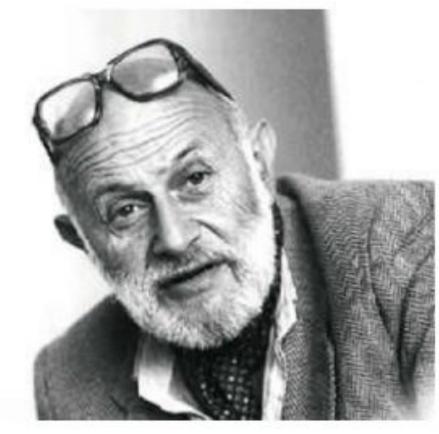
The history of design is being told as the history of genius individuals (predominantly white men)

Mayer Ober (2019) 'A Expanding Knowledges: Pedagogies of Freedom for Visual Communication. Available at https://depatriarchisedesign.com/ 2019/01/23/expanding-knowledges/



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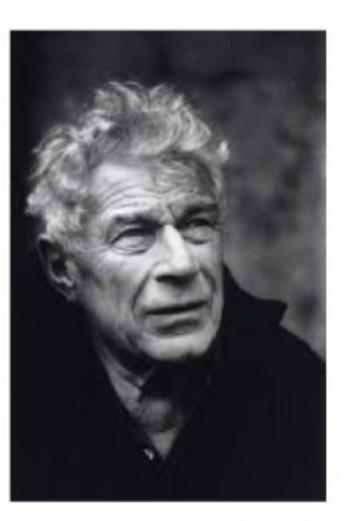






















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Reading Lists Graphic Design Programme (CCW) 2019

0.3% of <u>authors</u> were people of colour 18% of <u>authors</u> were women 11% of books had been published since 2000 100% of the books Anglo/Euro publishing





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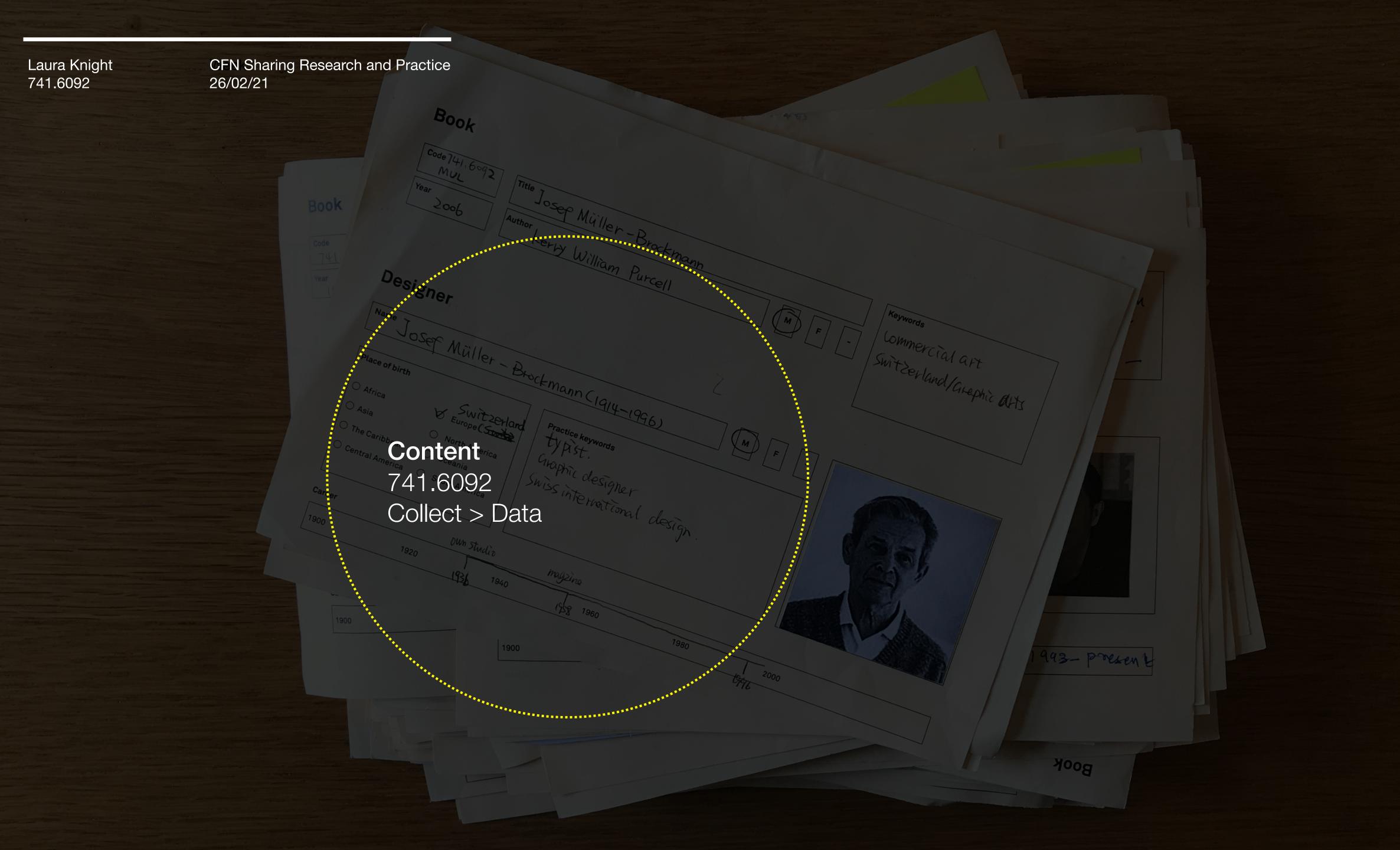
Education either functions as an instrument to facilitate integration of the younger generation into the logic of the present system or it becomes the practice of freedom; the means by which they deal critically and creatively with reality and discover how to participate in the transformation of their world

> Shall, R. (1972) 'Foreword', in Paul Freire, (1972) Pedagogy of the Oppressed. New York: Herder and Herder, p34



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Who are the <u>designers</u> represented in section 741.6092 of the library at Chelsea College of Arts?







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0

Content 741.6092 Collect > Data

Form Collectively explore and analyse the data

..........

8.6



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BOO

It was exciting to collect data about books that had not been recorded before, to be creating new information about the collection at Chelsea

Student reflection

193- Presen

BOOK



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We organized these preliminary data according to different requirements, and the data became clear and easy to understand.



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Document





·····>

Discuss



Record





Wurman, R.S., (2001). Information Anxiety 2. Bantam Doubleday Dell Publishing Group. P10



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We found it very useful and impactful to physically position the data and categories on the wall



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·····>

Arrange

Time **Location Category*** Hierarchy* T+H* T+H+C* L+C* C+C*

Document



Discuss



Record



·····>

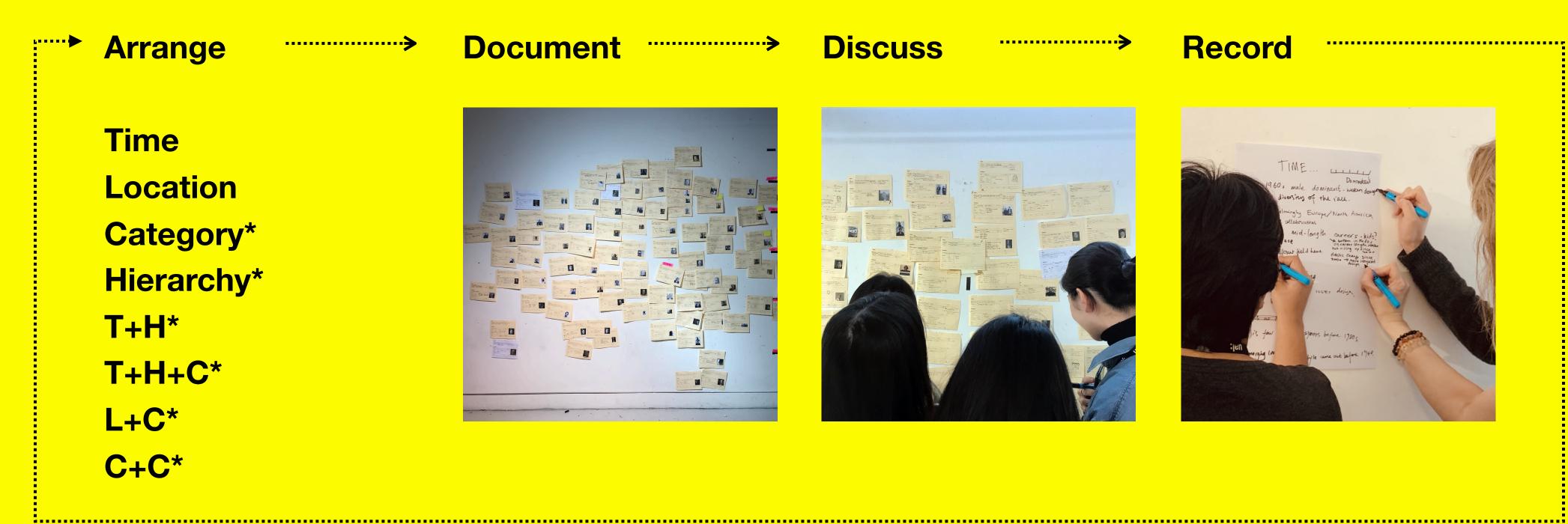




Wurman, R.S., (2001). Information Anxiety 2. Bantam Doubleday Dell Publishing Group. P10



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·····> Discuss Record IMF

Wurman, R.S., (2001). Information Anxiety 2. Bantam Doubleday Dell Publishing Group. P10



L+C LOCATION Designers from BSTA are mainly Japanese. 2 A faired. Asia is such a Big continent yet that & to only a few graphic sessports are moduled in the chinon Lots of Germans Europe has the most no of designers but is more so racially Bogskind skewed. Wowen in Asian have a higher proportion Fender issues about who is marging the design co? Who are the AFRICAN DESIGNERS? " CARINSEAN " " " LATINO 1 ? even Spanish? - northern EU dominant. is it because af manufacturity? economy?

M/F _7 (alogowy) -7 (alogowy) -7 (alogowy) -7 (alogowy) · Most women graphic designers are from North America or Emope . Most women designers book released after 2000 their career to have a book released · The designers are discovered these days. · 3 of these women come from the same studio Only one women / Asia designer is located in 1950' · mixedgender INdios only recent (19903) · studio show up late. Grise of collaboration after 1980s. rise of before tech 1980's social due to new we only media. technology. > need posters/ technology. > need billbourds more diverse skills to Easier to be recognised. Messign for new tach. I guess after half century. it students do this data again, mort designers will be Fenale. * cordlation between students + successful designers -> indstry = More male. study = More female. * GD is still new dustry - quek by growing co. U)



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It was poignant to observe the inequality between male and female designers and even more when we looked at the geographical split of design practitioners, African, Latin American, Indian and Chinese designers were nowhere to be seen, whole cultures missing from the map.



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I thought this workshop was very powerful. I realised how key design can be, how we can contribute to change by making people think and feel abstract concepts through visualisation.



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We knew before that the design world wasn't very representative. What shocked us was the prevalence such bias in an educational institution. The biases are going to continue as this is what young designers are taught.



































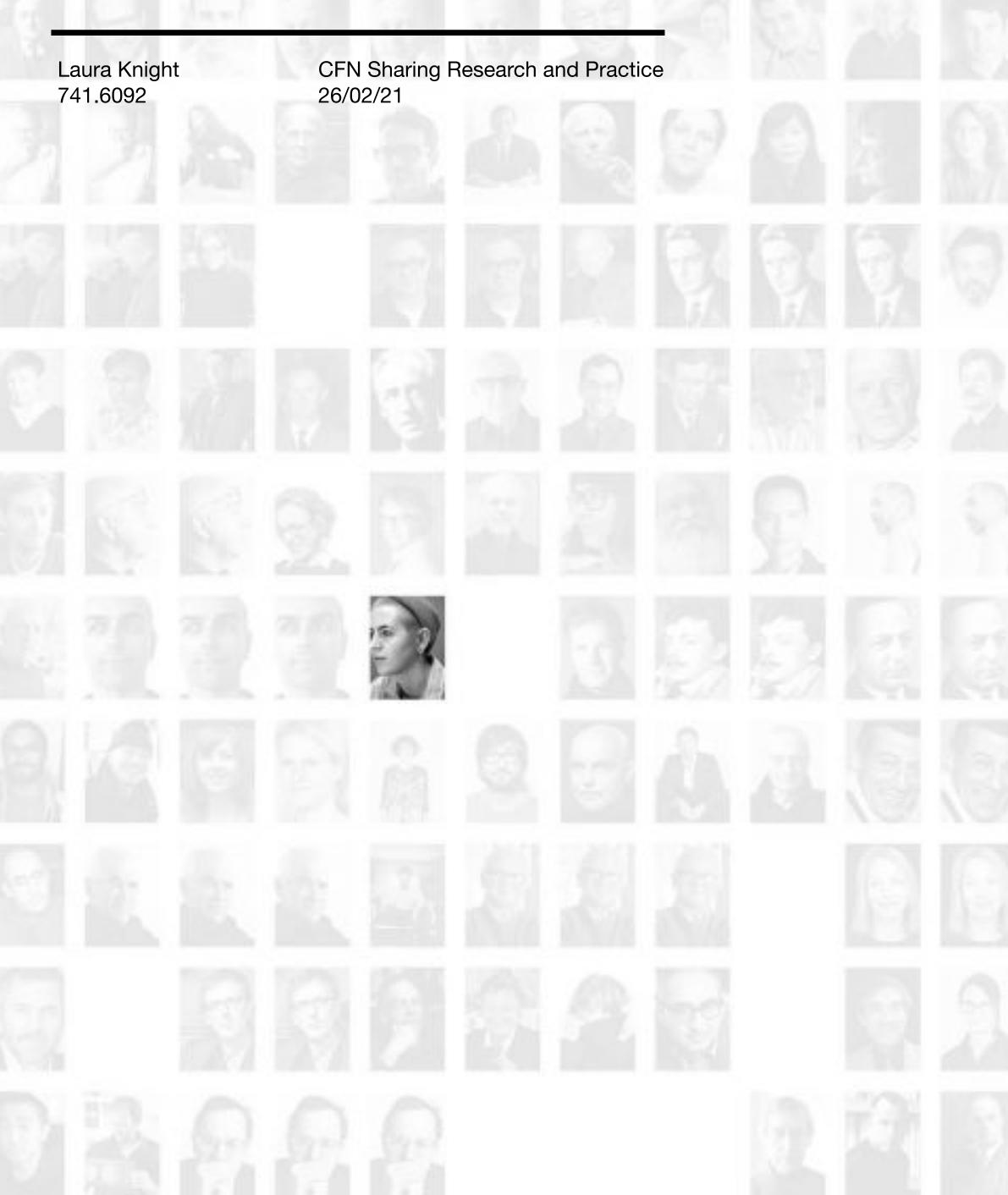












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R

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I found these practical steps really helpful as these were only fuzzy abstract concepts to me before. I can now see that I can contribute to this process in the context of my future work as a designer.

Student reflection

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I draw on in my design practise. It helped me realise

Student reflection

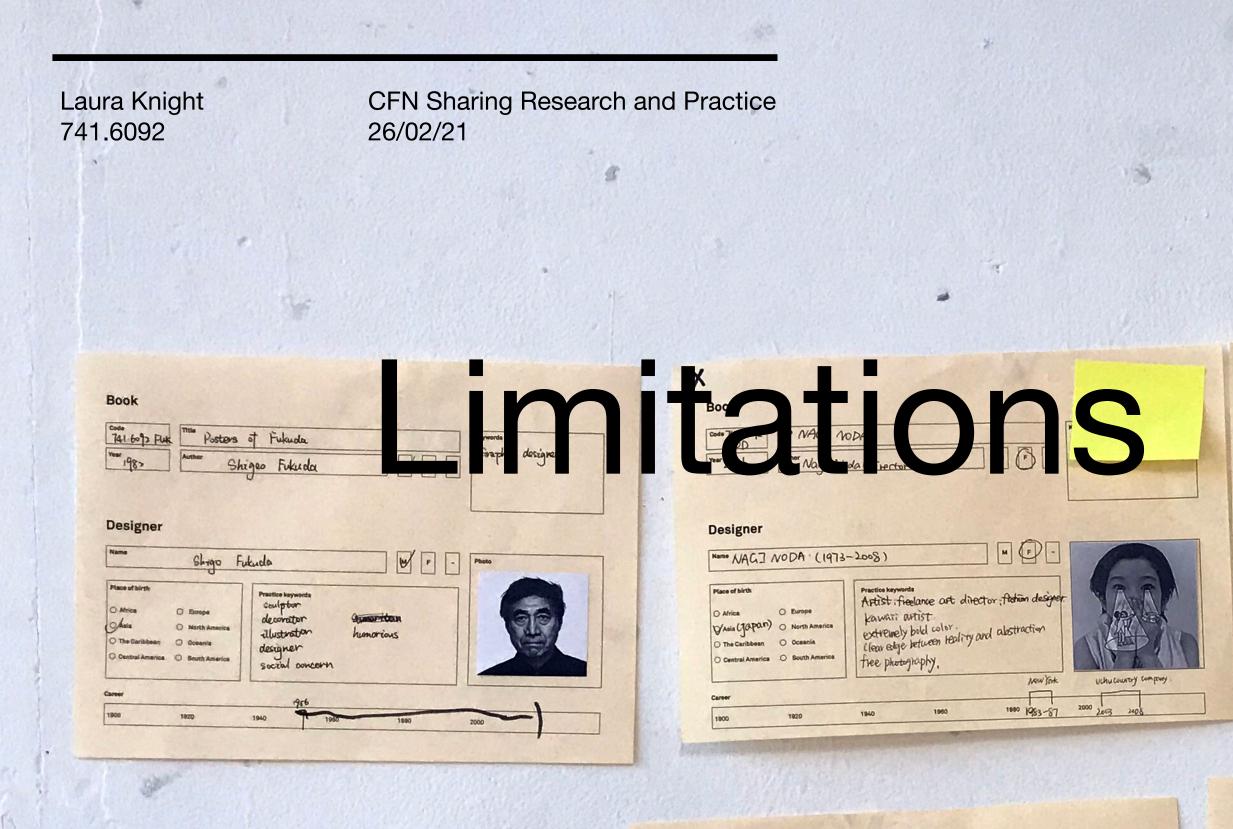
This project has truly led me to reflect on the resources that I must make a conscious effort to broaden them.

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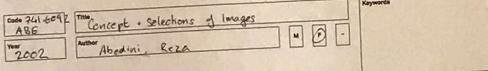
I've realised internalizing codes without questioning them is deeply problematic. I am working with representations that are not inclusive and I could

Student reflection

influence the general perception of reality accordingly.

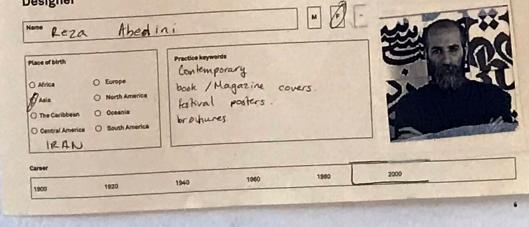


Book



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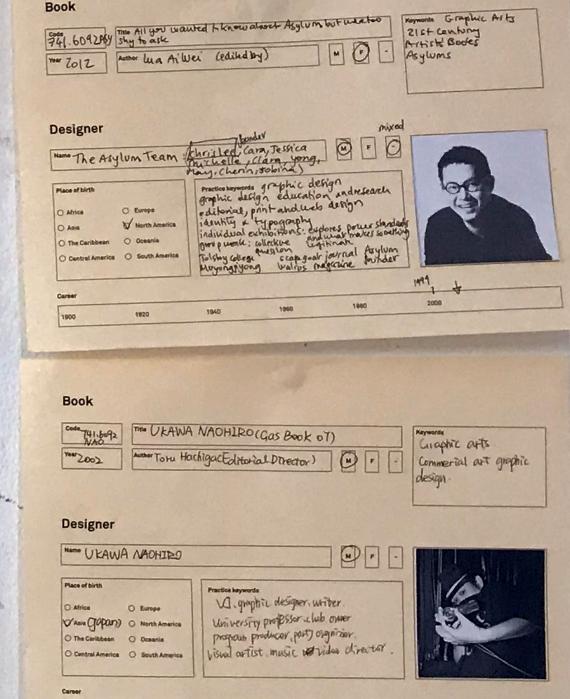
Central America O South America

O North America

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2000 1993 - Present



1920

Location | Europe/Africa/Asia Taken at Data Discovery Workshop 19/02/2020, Chelsea College of Arts

2000

1980



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21ST FEBRUARY 2020 BY LAURA KNIGHT 741.6092 / 2 / Data Discovery Workshop

Yesterday I held the second of two workshops on the 741.6092 project. Students brought their alternative 'library cards' to the session complete with the extra data about the designers. This included photos of the designers, their sex, place of birth, the timeframe of their career and some practice-related keywords.

The workshop today was about data discovery. We used the creative organisation of the cards on the walls to create new readings of the information about the collection. We used L.A.T.C.H (Wurman, 2001) because it's familiar to the students already and this serves as a great refresher. It's also a very accessible method. We can work through the letters one-by-one. As Wurman has said, 'each method of organisation creates a new structure' enabling us to consider a new perspective on the whole.

Т

The first exercise was perhaps the simplest (which is why I began with it). A simple **T for Time** on the wall in tape and a series of tape strips. This replicated the timeline on their library cards. Students then placed the designers in the area that represented the peak of the designers career.

This was ill-planned as I realized that it wasn't exactly what I had asked them to capture. This needs considering in the design of the library card. The span of the career is one thing but the peak is another

Siobhan Clay on Teaching in Collaborate / Engagement

March 2020

February 2020

November 2019

October 2019

September 2019

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Reflections on a racist printer

741.6092 / 2 / Data Discovery Workshop

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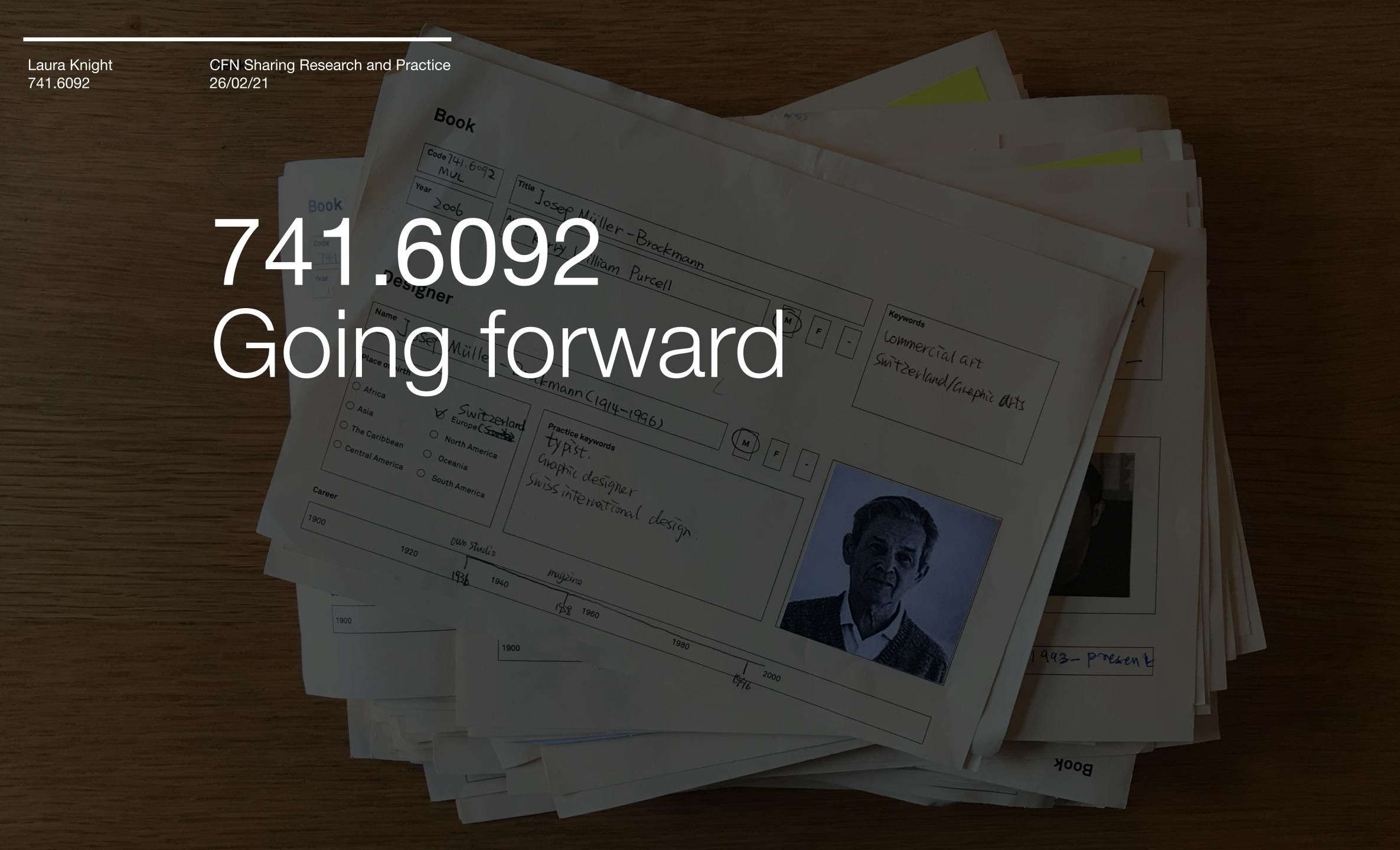
Knight, L. (2020) '741.6092 / 2 / Data Discovery Workshop', 21/02/2020 lauraknight.myblog.arts.ac.uk/ 2020/02/21/741-6092-2-datadiscovery-workshop/

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Book

Code	Title			
Year	Author	м	F	-

Code	Title				Keywords
Year	Author			M F -	
Designer					Dhoto
nane				M F -	Photo
Place of birth		Practice keywords			
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🔿 Asia	🔿 North America				
🔿 The Caribbean	🔿 Oceania				
🔿 Central America	South America				
Career		L			
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Informing collection development
New resources to expand mapping
Visual Reading Lists









































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