# UNIVERSITY OF GOTHENBURG

# INSTITUTIONAL INVESTIGATION

#### #InstiInvest

part of **Open Window** 2020

by **EMBEDDED DESIGN** class of 2021

*Our own institution, HDK-Valand, is the first collective investigation performed by the inaugural student group of the Embedded Design Program (EmDes). The publication, presented in Open Window 2020, is the cumulation of three student teams who all set out to investigate, to embed themselves and, to most importantly, design on/with/for/at the very institution they have just joined.*

*This is their proposals for us.*

# HEJ!

Institutional Investigation, #InstiInvest is a course project for course EMD11A: Introduction to an Embedded Design Practice within the MFA specializing in Embedded Design at HDK-Valand. Each team designed their own investigative paths while course content included workshop sessions that, also, shed light upon the institution in four major design + organizational themes: 1) spatial 2) programming 3) management 4) support structures. The overall goal of the course is to define what an embedded design practice is and could be.

The #InstiInvest project, as a whole, took inspiration from a combination of many sources from both literature and relevant creative practices some examples of which are the books: *Institutional Building* (2009) by Hirsch, Misselwitz, Miessen, and Görlich and *Support Structures* (2014) by editor Céline Conderelli, and practices such as: Barbara Holub, Benjamin Bratton, Caroline Woolard, Christien Meinderstsma, Christina Varvia (Forensic Architecture), Eric Van Hove, Finn Williams, Grow, Jenny Theolin, Lisa Norton, Marina Abramović, Mimi Onuoha, Natsai Audrey

Chieza, Nina Valerie Kolowratnik, Petra Lilja, Rebecca Gomperts, Susan Schuppli, Stine Marie Jaobsen, Studio Olafur Eliasson, Tom Dixon, Tricia Wang to name a few. The teaching team responsible for Autumn 2020's EMD11A were Samantha Hookway and Markus Miessen.

EmDes aims to prepare students for a practice in design that dares to enter the complex and systemized contexts of organizations, companies and institutions while using a strategic and an artistic approach. The practice embraces on one hand a role of the "friendly collaborator" while on the other hand a role of the "critical disruptor" (more information at www. gu.se/hdk-valand).

*EmDes will like to thank any and all who have given time, energy and insights towards this project from within and around HDK-Valand - without your willingness to meet these students we could not have pulled off this investigation.*
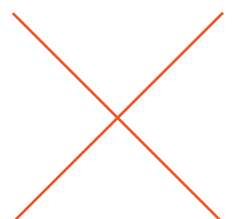
# 3x INSTITUTIONAL INTERVENTIONS



## MERGE NOW

Olga Darwaj,
Francesco Chiarini,
Emma Hallgreen,
Gabriella Bergh



## WHERE IS THE STATE OF THE ART

Elias,
Rosquist,
Ocklund,
Matt



## THE MISSING OF THE BIG KAHUNA

Agnieszka Madej,
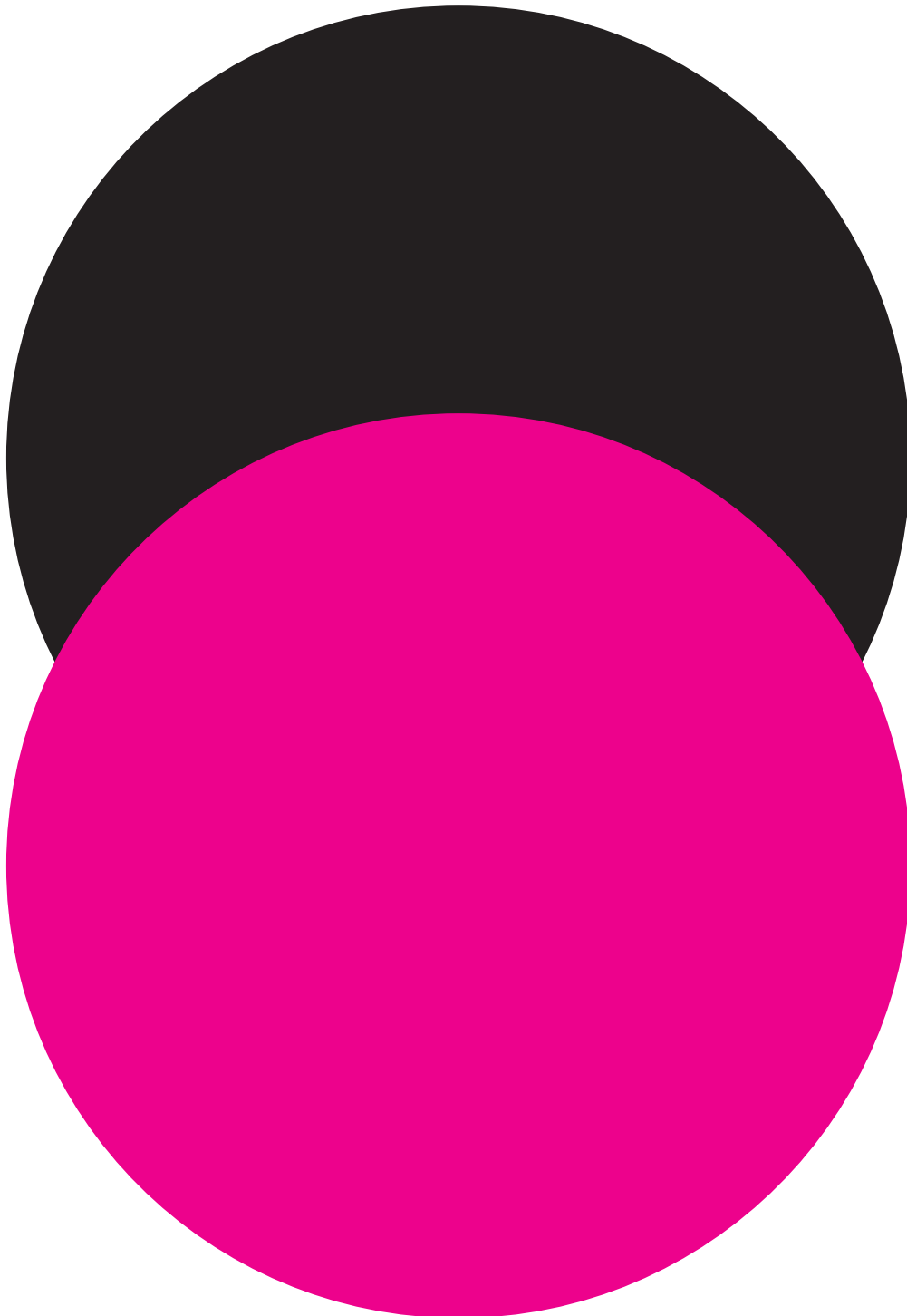Louise Ekengren,
Oskar Frödin

# MERGE NOW

**STUDENTS REACHING FOR INTITUTIONAL CHANGE**
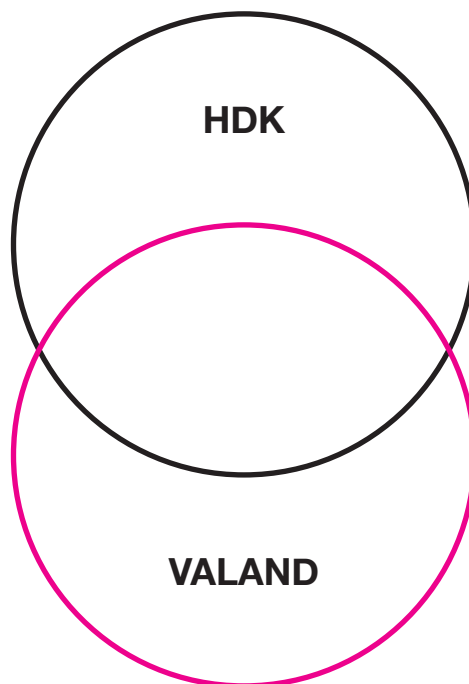**OLGA DARWAJ, FRANCESCO CHIARINI, EMMA HALLGREEN, GABRIELLA BERGH**

# MERGE
# NOW

**THE MERGE OF TWO INSTITUTIONS**

**INVESTIGATING THE INSTITUTION**

**THE A-VENUE AS AN INSPIRATIONAL FORMAT**

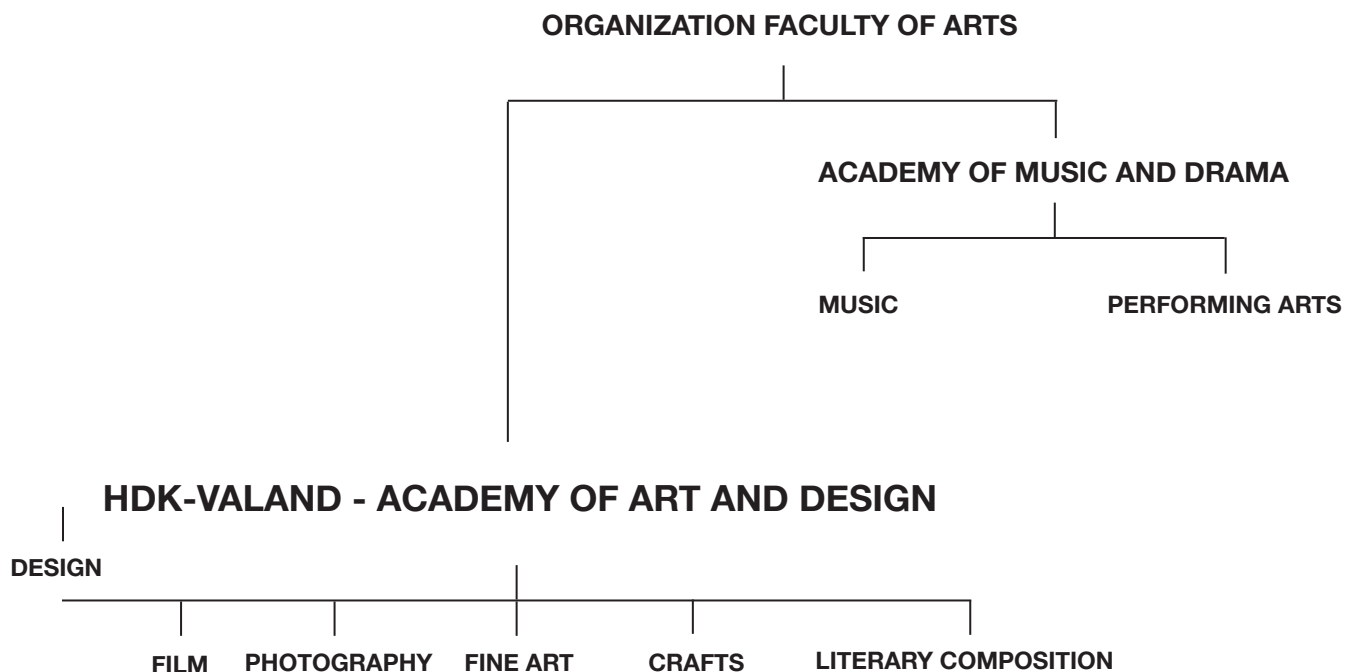**TO GET VALUE OF A MERGER**

**HDK**

**VALAND**

# THE MERGE OF TWO INSTITUTIONS

On the 1st of January 2020, Valand Academy and HDK – Academy of Design and Crafts merged and formed HDK-Valand – a new University department for design and art. In a few years (2026), the merged department HDK-Valand will move to a new building, Campus Näckrosen above Götaplatsen. Then the entire Faculty of Arts at the University of Gothenburg will be gathered in one place. This is how HDK- Valand communicates the merge and new vision of the school:

"This merger will enable the better utilisation of our broad range of subjects, comprising of: Crafts, Design, Film, Fine Art, Literary Composition and Photography, as well as teacher education in Visual Arts and Sloyd. Our goal is the formation of a strong arts academy... Together, we will create a dynamic, outgoing, international environment, as well as a solid ground for the promotion of cutting-edge education, research and outreach."

https://www.gu.se/en/hdk-valand/

**ORGANIZATION FACULTY OF ARTS**

**ACADEMY OF MUSIC AND DRAMA**

MUSIC          PERFORMING ARTS

**HDK-VALAND - ACADEMY OF ART AND DESIGN**

DESIGN

FILM     PHOTOGRAPHY     FINE ART     CRAFTS     LITERARY COMPOSITION

# INVESTIGATING THE INSTITUTION

During our investigation, we realised that the merge exists on an administrative level, but is not visible from a student perspective. Many HDK students never visited Valand and the other way round. They do not share common facilities, workshops, or resources. For students, HDK-Valand is still two separate educational institutions without any interaction between them.

The management announced the merge as an opportunity for students to share knowledge and inspire each other, but the communication factor failed because many students we interviewed were not aware of a merge process. All they could see was the changed name of their school.

In our investigation we questioned the communication of the merge by the management and the awareness of it among students. "How can students profit from merge now?" became a core of our project and was followed by our intervention proposal - MERGE NOW.

# THE A-VENUE AS AN INSPIRATIONAL FORMAT

When investigating HDK-Valand we came across A-Venue project, which was one of the first attempts of collaborations between HDK, Valand Academy and HSM.

"A-venue is a meeting place for cultural practitioners and audience, different art forms, academia and the city. It is a collaboration between the Valand Academy, the School of Design and Crafts and the Academy of Music and Drama. A-venue is situated at Kungsportsavenyn 25, in a space lent to the university by Wallenstam".

Avenue Report 2015 - 2016

The A-venue project ended in 2016 with an intention to be repeated in the future. Students who participated in it saw a great value in collaboration and sharing both space and experience with students from other institutions and programmes. Their desire was clear - they longed for a common platform for the entire Faculty of Arts. Students wanted to network, to cooperate, to share experiences, and practices, to use each other's spaces and facilities. Before the new building is accessible there will be a 6-year gap. The merge is a chance for the students to profit and take action before the new building is complete, in 2026. In this intervention we are provoking the management: As students we want to profit from the merge now!

# TO GET VALUE OF A MERGER

MERGE NOW is our proposal of an intervention in which we are provoking the management to take actions. They are in charge of the merge and they should provide students an opportunity to profit from the merge now.

Our intervention is divided into three proposals:

## Propaganda
We are communicating the merge to students, making them believe they can profit from it. We want them to be curious about it.
Our propaganda uses such tools as a manifesto, posters and postcards with slogans, stickers, posts on social media such as Facebook and Instagram and posts on the student portal.

## Meeting space
Students from HDK-Valand and HSM need a common area before moving to a shared building in 2026. It should consist of multiple functions that could allow them to socialise and have the possibility to engage in interesting discussions that spark cooperation. It will have an informal character, and students will be in charge of the area.

## Workshop
An event that has a repeatable and continuous character, provides an interdisciplinary collaboration between HDK-Valand and HSM students. It would take place in all three buildings that belong to these schools. It would happen once a year until 2026 and end up with an exhibition that shows a collaborative outcome.



PROPAGANDA    WORKSHOP    MEETING SPACE

MANIFESTO  POSTERS
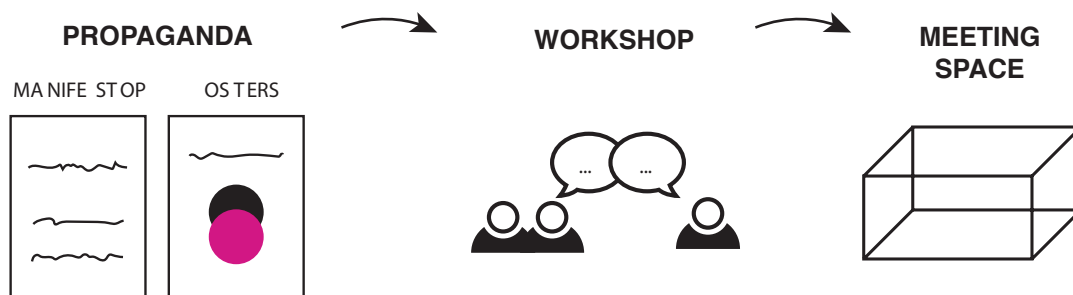
# PROPAGANDA
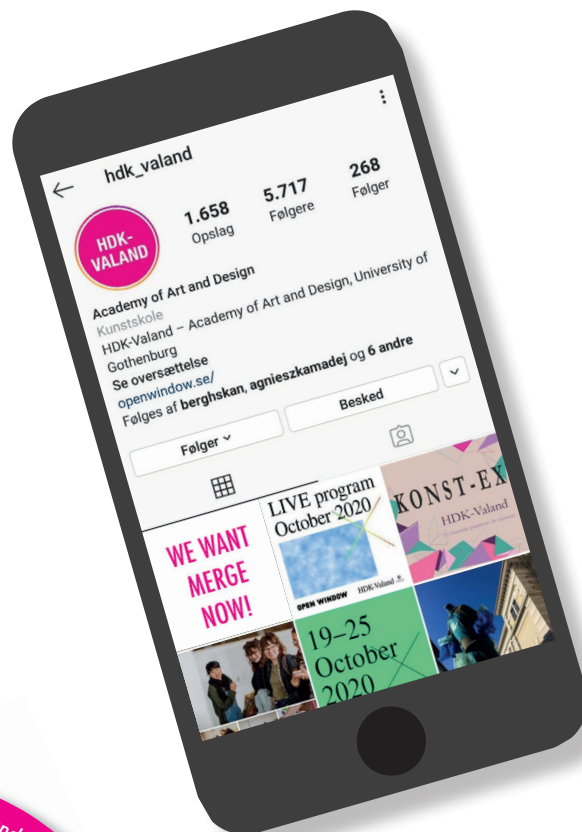
# DO
# YOURS
# WITH
# OTHERS

## Are you part of the merge?

On the 1st of January 2020, Valand Academy and HDK – Academy of Design and Crafts merged and formed HDK-Valand – a new University department for design and art. The merge includes Crafts, Design, Film, Fine Art, Literary Composition and Photography, as well as teacher education in Visual Arts and Sloyd. Students from master in Embedded Design want to enable a better utilisation of our broad range of subjects and encourage students to cooperate and share knowledge between each other. Our goal is the formation of a strong arts academy, and our focus: the promotion of cutting-edge education.

**MERGE NOW**

# ALL YOU HAVE TO KNOW ABOUT
# THE MERGE

**2010**

Concept of a new building for
HDK, Valand Academy*, HSM

HDK     Valand     HSM

*Valand Acadmy is yet to be created

**2012**
Founding
Valand Academy

(Film + Photography
+ Literary Composition)

Valand

## NEW BUILDING = NEW VISION

„Our goal is the formation of the largest and most broad-ranging arts academy in Scandinavia –
which will make our voice stronger in Swedish as well as international contexts, and also attract
leading-edge researchers, teachers and students. Together, we will create a dynamic, outgoing,
international environment, as well as a solid ground for the promotion of cutting-edge education,
research and outreach."

Troels Degn Johansson

**2018**     **2019**     **2020**

**2021**

Merge of HDK and Valand Academy

Merge process:
2018 Merge of technicians
2019 Common meetings of HDK and Valand
2020 Institutional merge
2022 Educational merge

**2022**

**2024**     **2023**

**2023**

**2026**

New Building

WE WANT ACTION NOW
# LET'S START TODAY

# THE MERGE NOW MANIFESTO

#01 SHARE KNOWLEDGE
#02 SEE OPPORTUNITIES
#03 GRAB A COFFE IN THE OTHER BUILDING
#04 MIX SKILLS
#05 DO A WORKSHOP TOGETHER
#06 STEAL SOMEONES PLACE
#07 SHOW YOUR WORK TO SOMEONE
#08 DISTURB OTHERS
#09 USE SOMEONES EXPERTISE
#10 COMPLIMENT A STRANGERS WORK

# MEETING SPACE

**What:**

**Shared space between HDK-Valand and HSM that has no intention to become another study place. Students would share it and use it for their own purposes. It is a first step of a social interaction between HDK Valand and HSM students before moving to a shared building in 2026.**

**Why:**

**Schools already provide multiple work related spaces, but they can't be accessed by all of the students. The opportunity of collaboration within art faculty is missing. There is a need for a common place that allows interaction and can be easily accessed by HDK, Valand and HSM students, who are limited to only one of the buildings. The meeting space could fix this spatial gap and connect all the students.**

**Activities:**

**Cinema, bar, café, networking, events, meetings**

**Space:**

**Will provide:**

- **Kitchen**
- **Bar**
- **Projector/screen**
- **Lounge area**
- **Work/meeting space**
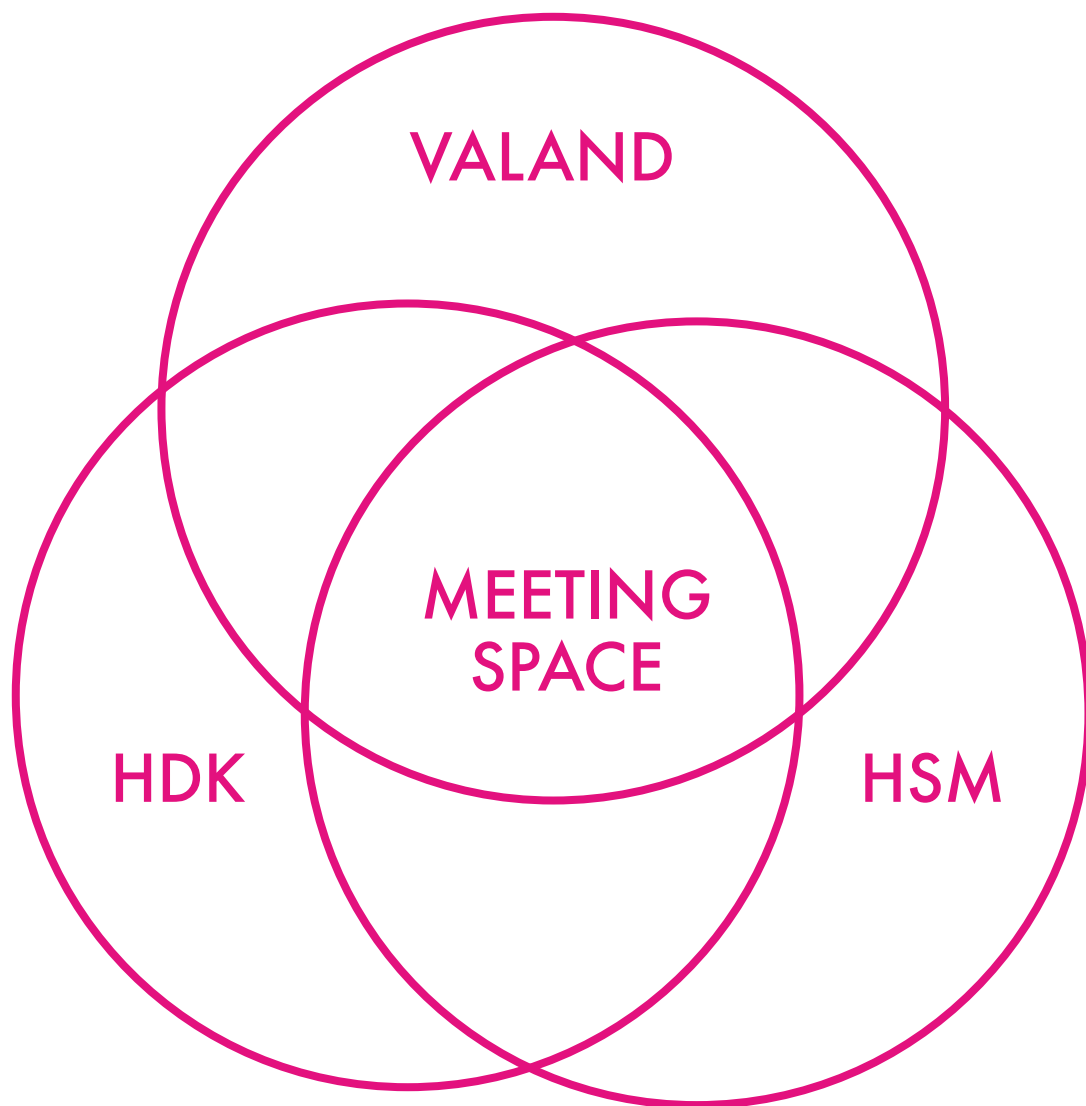
**Management:**

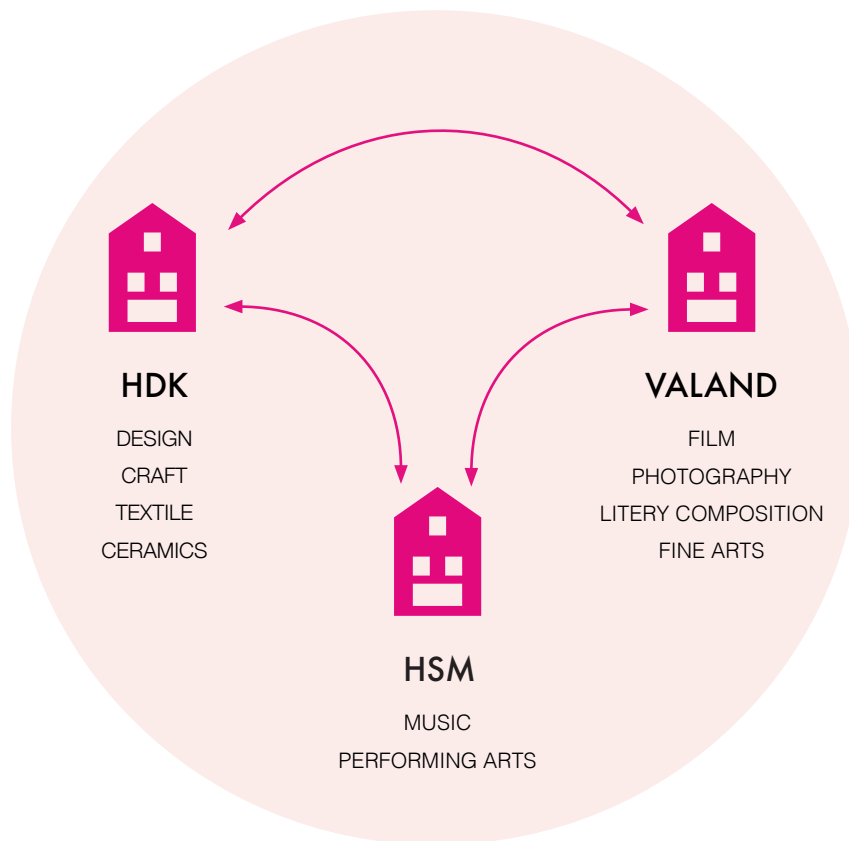**Booking system of room**

**Volunteered students running the bar/café**

      **Monday + Wednesday 15 pm - 16 pm: Open for coffee**

      **Friday 15 pm - 18 pm: Open for beer and wine**

VALAND

HDK

HSM

MEETING
SPACE

# WORKSHOP



**HDK**

DESIGN
CRAFT
TEXTILE
CERAMICS

**VALAND**

FILM
PHOTOGRAPHY
LITERY COMPOSITION
FINE ARTS

**HSM**

MUSIC
PERFORMING ARTS

**What:**

**Annual collaborative project between HDK-Valand and HSM**

**Why:**

**Students can network, share facilities and learn about other practises**

**6 editions:**

| 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|------|------|------|------|------|------|

**When:**

**During summer holiydays, when schools are empty and the space can easily be used to workshop and event purposes.**

**Space:**

**Different events during the workshop would take place in all three buildings, so students get the opportunity to get familiar with each of them and use it the future.**

# TIMELINE

## WORKSHOP

**Requirements:**

- **New theme each year**
- **Project proposal**
- **Description of the project**
- **Exhibition of the projects**
- **Archiving**

**preparation**

promoting workshop:

what: info + announcement of theme
how: poster, newsletter on student portal, facebook

students sign up for the workshop

**workshop**

students get devided into mixed teams

Intro

seminars

group work

presentation for other groups

**post workshop**

exhibition

archive

# WORKSHOP

### JULI 202 1

## INFO !

This workshop provides an interdisciplinary collaboration for HDK-Valand and HSM students. It will alternate take place in all three buildings.

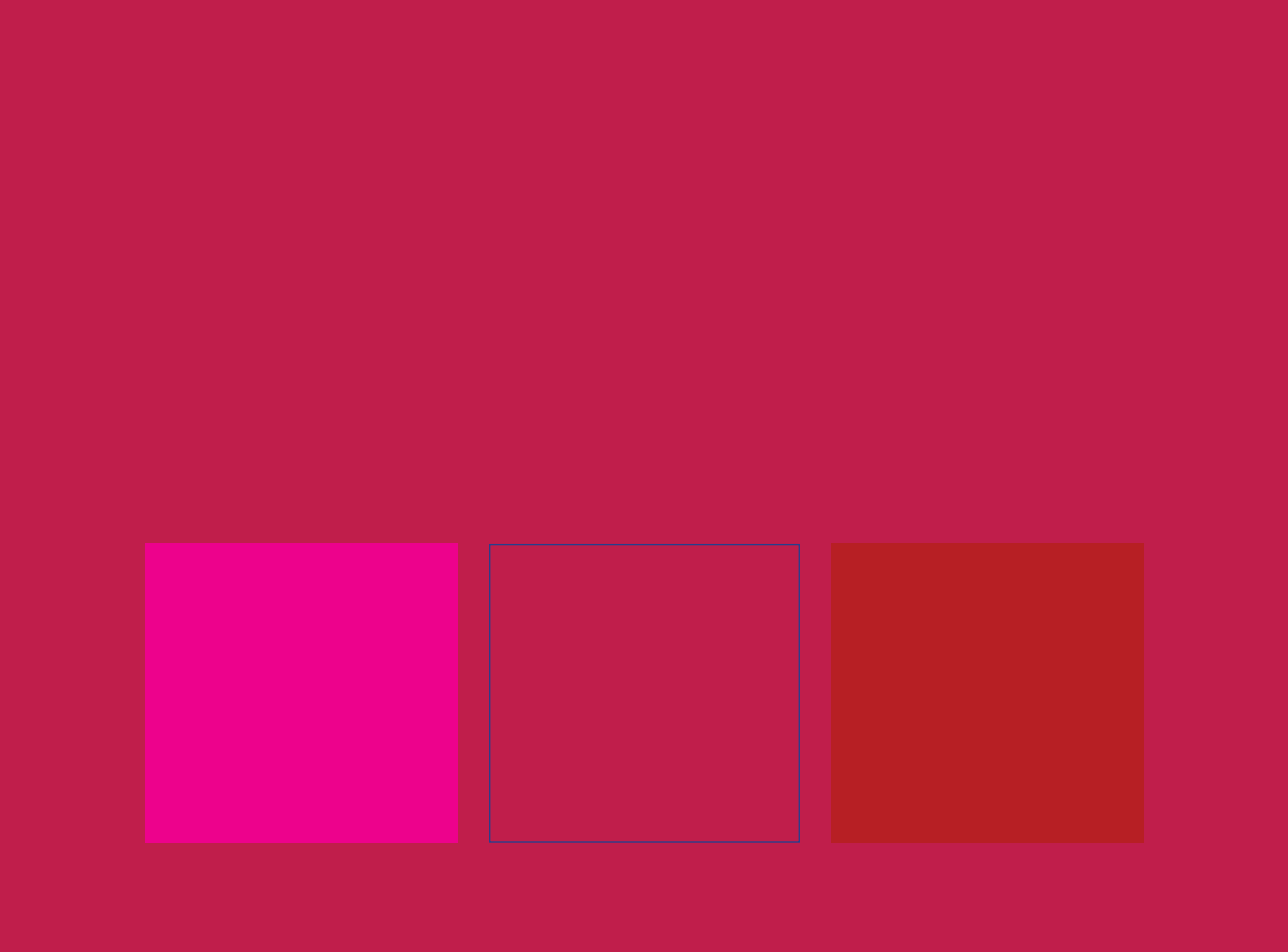The project ends up with an exhibition that shows a collaborative outcome from mixed teams

**Sign up for the workshop!**

Send an email to tmih@hdkvaland.gu.se

MERGE NOW

## TIME  TO  SHARE!
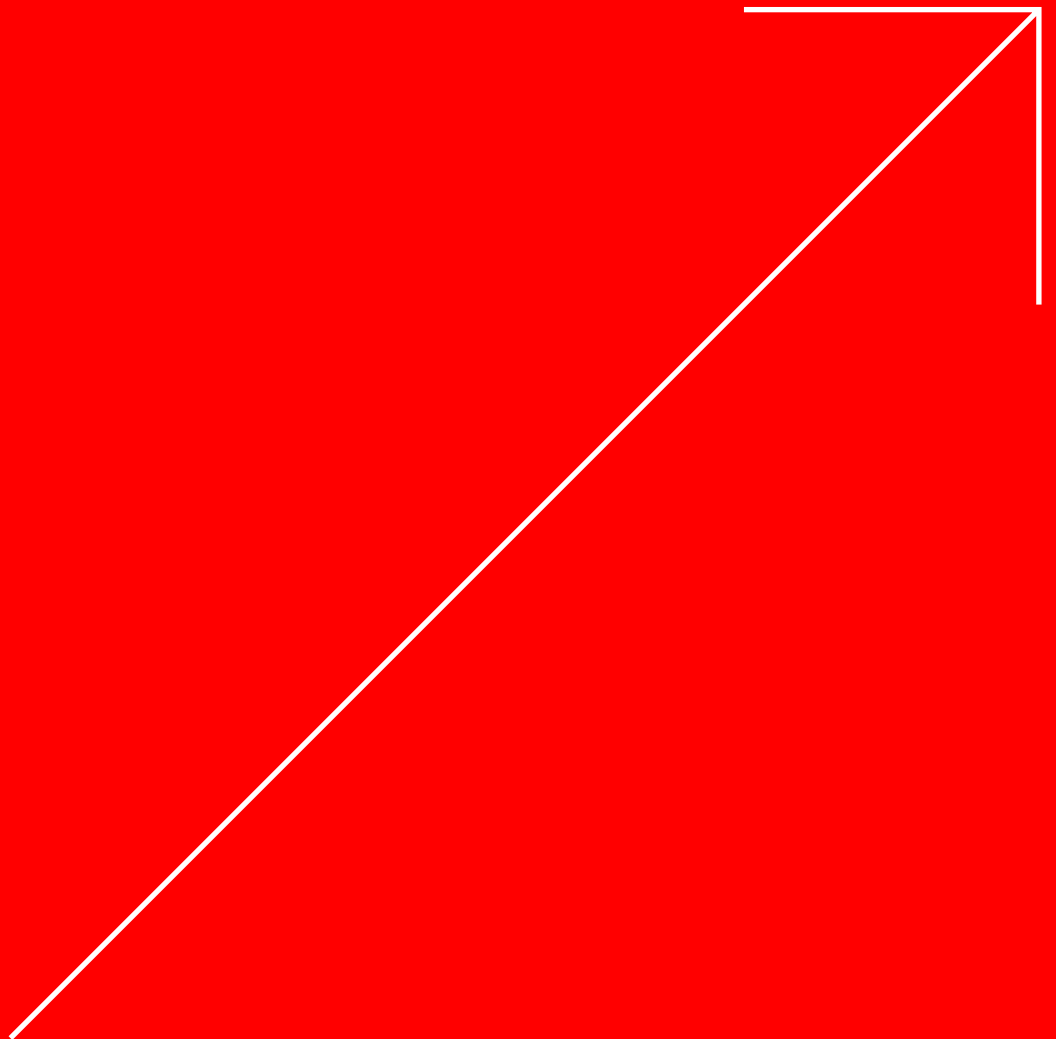
A design investigation of
the transdisciplinary education

2
0

# WHERE IS
# THE STATE
# OF THE ART

2
0

Design department, HDK-Valand
Elias Rosquist Ocklund Matt

VOICES FROM THE INSIDE

"You're so alone…"

"It's up to you to get the knowledge
and help you need…"

"Maybe it's just me, but…"

**How can the design department at HDK-
Valand provide orientation for students?**

"Meetings between art and people…"

"The art of giving what you don't have to
people who don't want it…"

"We have to make up our own briefs…"

# WHERE IS THE STATE OF THE ART

# READ THIS FIRST

**We need to talk about our transdisciplinary education**

This project focuses on the educational programming at HDK-Valand design department. The design programs are not structured according to traditional design disciplines, but are built on an integrated and open artistic educational model. This reflects the faculty's ambition to be progressive and in the forefront to develop the design field and profession.

There are benefits and limitations of the educational structure. Design students at HDK-Valand are expected to take responsibility to find their own identity and expertise, and need to be highly self-initiated to make individual use of the vast resources offered. Students are also expected to have a progressive mindset, and to consciously push their own learning and artistic processes. We have found that this affects students in that the degree of self-initiated responsibility gives creative freedom, but also may leave students feeling overwhelmed and even lonely.

The institution has gone through many steps to develop into the research environment and design education it is today, but do staff and management understand the student experience of navigating within this transdisciplinary space? There should be infrastructural support for students through a systematic pedagogical framework, to provide clarity and facilitate students to make use of the resources offered.

Thus, how does the actual educational content offered correspond to the ambition of the design department in developing the design field through a progressive artistic design education? Is HDK-Valand in the forefront? How can HDK-Valand develop further?

**Where is the state of the art?**

# PEOPLE

Karin Elias
Lina Rosquist
Herman Ocklund
Christoph Matt

# INTERVENTION

**We need to get things done**

We want to draw attention to potential areas of improvement, initiate discussion and prompt action to develop the infrastructural support we ask for. We will send red envelopes containing a letter and a postcard. The letter contains a visual model, what we have found, what we propose and to-the-point questions to the management and teaching staff. The postcard nudges the receiver to take action by demanding a written answer to the question at hand. It should be returned to the Embedded design mailbox outside the EmDes studio no. 514 at HDK building. We will collect all the returning postcards and they will be the working material for a future workshop with management and staff.

Letters and postcards will be used in an exhibition context within the Open week / Open Window 2020. This will give them a function as conversation starters inside and outside the institution.

The nine questions to be answered are divided into three themes: self-understanding, the pedagogical development and connections within and outside the institution. These themes consist of three questions respectively.

# INTERVENTION MODEL

A) SELF-UNDERSTANDING

B) DEVELOPMENT

C) CONNECTION

**#1 IDENTIFY**

**#2 REFLECT**

**#3 EXPLORE**

**#4 EXCHANGE**

**#5 TEACH**

**#6 FEEDBACK**

**#7 PRACTICE**

**#8 CONNECT**

**#9 PARTICIPATE**

WHERE IS
THE STATE
OF THE ART

WE NEED TO TALK ABOUT EXCHANGE

ARE YOU CONNECTED LTD?

SELF-UNDERSTANDING

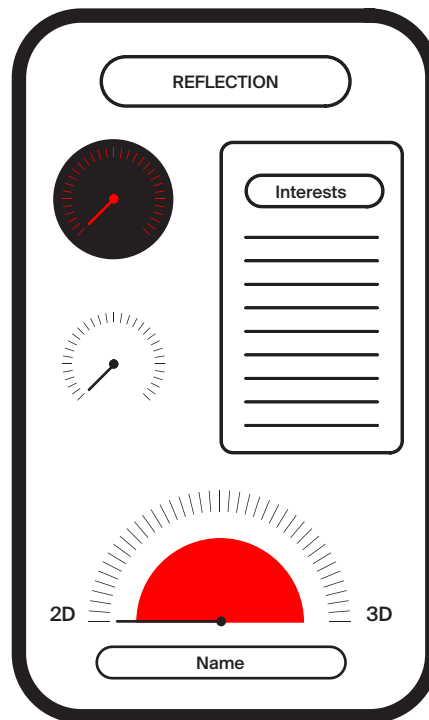# WE NEED TO TALK ABOUT IDENTITY

<u>We have found</u> that naming and self-understanding is important. How can the design department communicate if we don't have a common understanding of the words we use? Being able to explain design in a unified way validates the institution and education. We have for example found confusion of concepts, in different wordings when explaining the design programs at HDK-Valand.

**<u>We propose</u> that the design department develops a thesaurus to unify the language used and thereby define a common understanding both inside and outside the institution. As a starter for the thesaurus we suggest: trans-disciplinary, post-disciplinary, artistic foundation, feedback, 2D, 3D, process, designerly practice, design theory, artistic development, design research, sustainability, society, skills etc.**

## ARE WE TALKING ABOUT THE SAME THING?
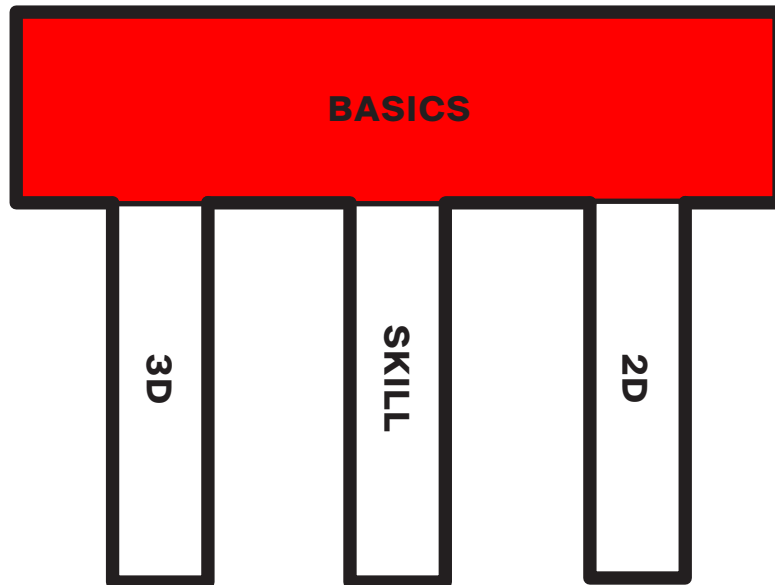
# WE NEED TO TALK ABOUT REFLECTION

<u>We have found</u> that students at the design program come from very different backgrounds and have various interests. There is no documentation of one's own development that accompanies the student during the entire time at the school and there is a risk that students can feel lost and lose track of their progress in the wide range of resources.

**<u>We propose</u> that the design department together with students develop a self reflection tool in order to visualize interests and learning progression during the years of study, in relation to the educational syllabus. If used in a systematic way the tool could be used to help the student to retrospective reflection of learning outcomes helping them to orient themselves and make their personal learning patterns visible.**

**ARE YOU AWARE OF US?**

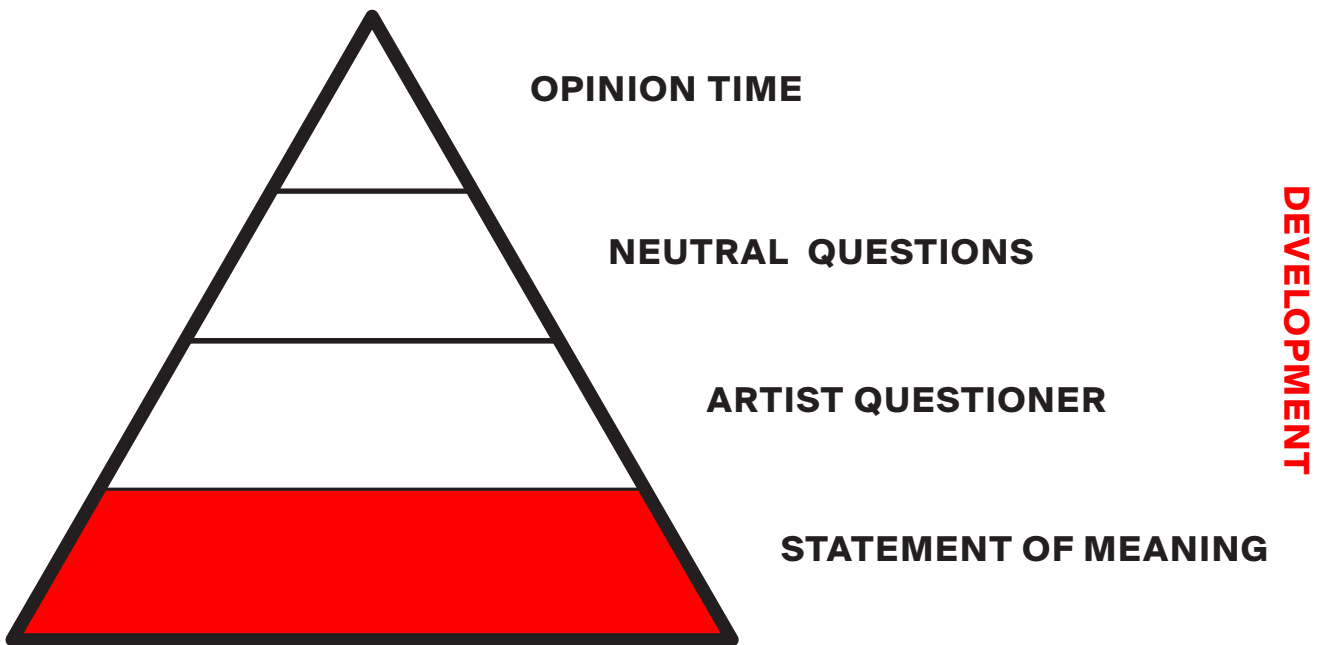**SELF-UNDERSTANDING**

**BASICS**

**3D**

**SKILL**

**2D**

# WE NEED TO TALK ABOUT FOCUS

<u>We have found</u> that a transdisciplinary education benefits artistic exploration and a broad competence but that it is at the expense of losing time for in-depth specialization. It's important that students have both broadness and focus to strengthen their identity and role as designers and to correspond to the expectations of the current job market.

**<u>We propose</u> that students within the second year of the BFA in design may choose between specialisation within 2D and 3D. This would also make it easier to match students with similar interests and to connect students to teachers with accurate competencies. A shortcut would be to make the seminar group divisions in the second year more directed to 2D, 3D or mixed groups.**

### ARE YOU PROVIDING US ENOUGH?

**OPINION TIME**

**NEUTRAL  QUESTIONS**

**ARTIST QUESTIONER**

**STATEMENT OF MEANING**

**DEVELOPMENT**

# WE NEED TO TALK ABOUT FEEDBACK

<u>We have found</u> that feedback culture is very important in developing artistic processes and that the education puts a strong emphasis on individual and group tutoring sessions. There is no clear format and expectations for these sessions, and it is up to the students to make the most of them. Tutoring sessions need to be a safe situation where the students feel comfortable to be exposed and pushed towards a professional process.

<u>We propose</u> **that the design department develops and/or decides on a feedback model for tutoring and peer-to-peer learning that makes us "eager and motivated to get back to work". We find that it is the institution's pedagogical responsibility to make it clear what is to be prepared, to be expected and how the project and outcomes can be discussed. One example that the institution may look to for inspiration is the Liz Lerman Critical Response Process.**
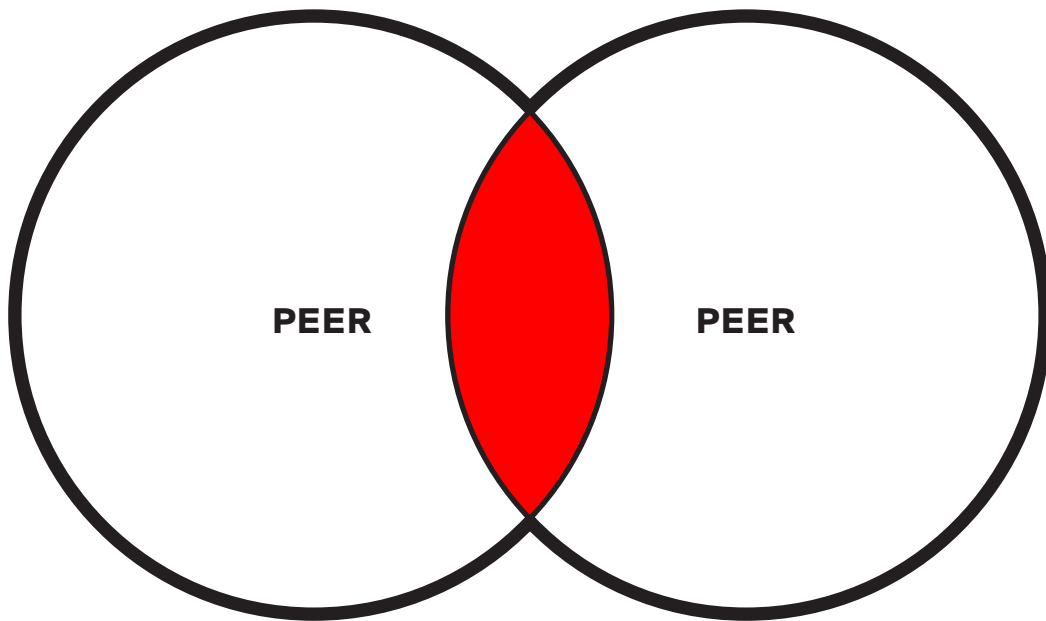
## ARE YOU PUSHING US ENOUGH?

**DEVELOPMENT**

PEER    PEER

# WE NEED TO TALK ABOUT EXCHANGE

<u>We have found</u> that the design department puts a strong emphasis on individual and group tutoring sessions between students, also called peer-to-peer. This mainly occurs between students within the same class and that there is very limited interaction between classes or different grades in the educational planning.

<u>We propose</u> **that the design department connects students between different years and different programmes. This would strengthen the transdisciplinary approach of education and also our sense of community. By connecting students within the same situation but with different extent of experience you can help us visualize our own learning process and also consolidate knowledge.**

ARE YOU CONNECTING US?

DEVELOPMENT

**STAFF NAME
+ MAIN FOCUS**

**AVAILABILITY**

**CONTACT**
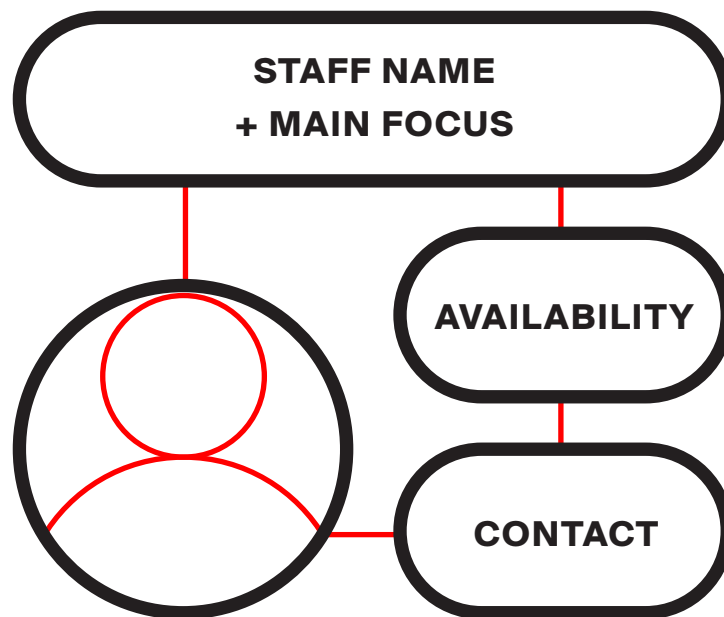
# WE NEED TO TALK ABOUT ACCESSIBILITY

<u>We have found</u> that students at the design department at HDK–Valand want to make the most of the resources at hand. Staff is one important part of the resources and we are encouraged to connect to staff with relevant competencies for our projects. The poster displaying and describing the staff at the design department is not enough. We have also found that students consider the workshop technicians to be very relevant pedagogical resources, for example relating to material knowledge, construction and other skills needed to realise and execute their projects.

**<u>We propose</u> the poster of the design department staff should be further developed and digitized to make this resource more accessible to us. This could be carried out as a well functioning database or interactive platform at the student portal or Canvas. We also propose that the technicians should be included.**

**ARE YOU AVAILABLE?**

CONNECTION

INTERNSHIP

SUMMER COURSE

FIELD STUDY
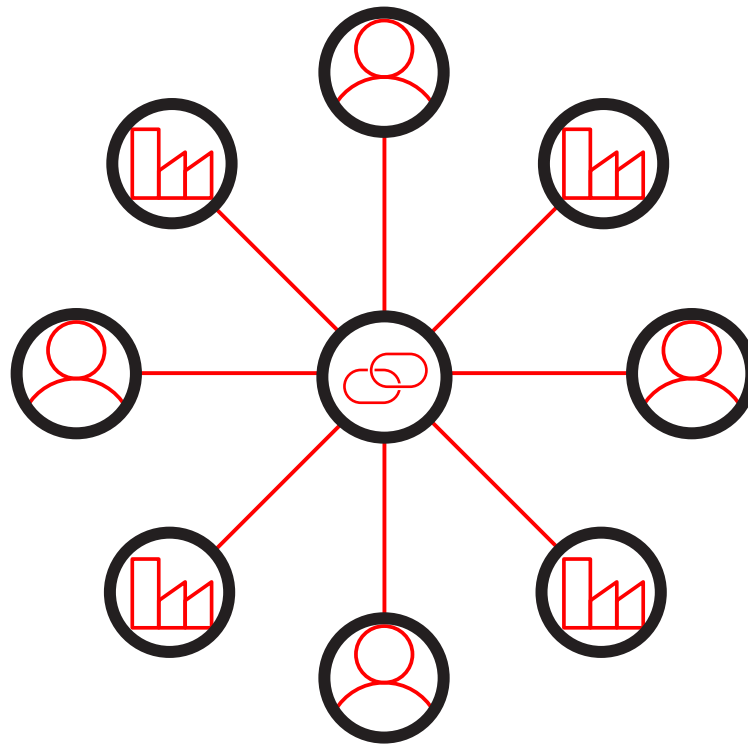
# WE NEED TO TALK ABOUT PRACTICE

We have found that doing an internship during the years of study is voluntary and at the expense of time within the school. Students at design education need to see implementation of a design process in work life as this informs their understanding of what a designer role might look like.

**We propose that the design department implements short mandatory field studies of 1-2 days. For example to individually or in pairs shadow a designer during an ordinary workday. Another proposal is that HDK-Valand offers a free standing course of 15 points where the student can find their own internship position but the institution supports the student with a reflection aid partner. This course would also include peer-to-peer sessions and sharing experiences.**

### ARE YOU PREPARING US?
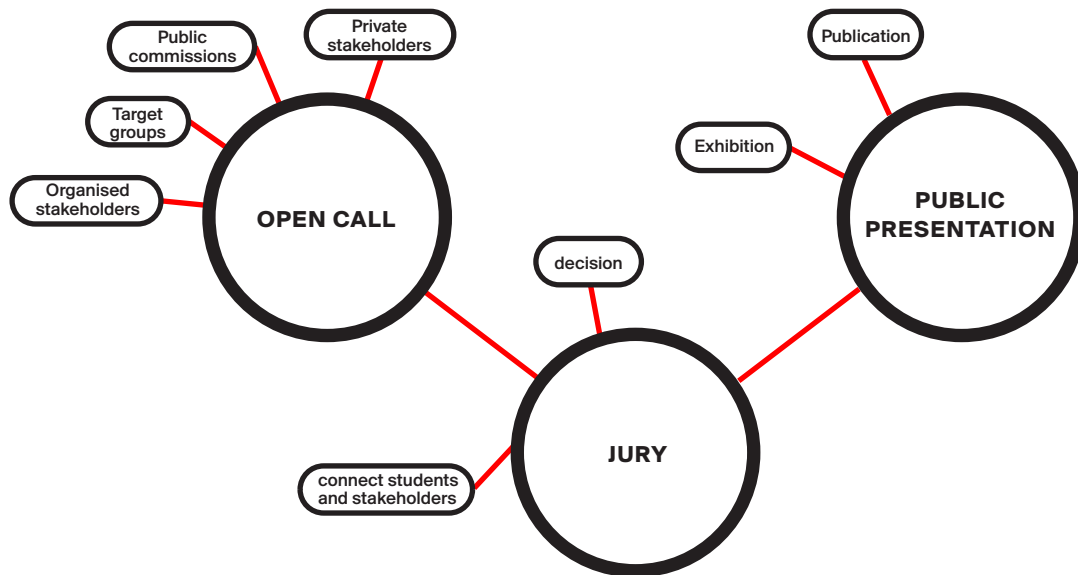
# WE NEED TO TALK ABOUT CONNECTIONS

<u>We have found</u> that there is very little support to encourage interaction and connection between students within HDK-Valand, and with people and companies outside the institution. We found examples where students at different programmes work on similar projects without knowing of one another. Students look for support for a sense of community and context beyond The Gallery Group, Konstkåren and Sverak student section.

**<u>We propose</u> that there should be a public platform where students can connect, share and display their projects. Where you can take part in events and the public can see student projects. This could be carried out as a commision to students within the design department or even as an extension of Open Window. There are good examples and student initiatives at other Universities, for example Design Portfolio LNU, Linneauniversitetet in Sweden and Straks, FH Vorarlberg university in Austria.**

**ARE WE A COMMUNITY?**

CONNECTION

Public commissions

Private stakeholders

Target groups

Organised stakeholders

OPEN CALL

decision

Publication

Exhibition

PUBLIC PRESENTATION

JURY

connect students and stakeholders

# WE NEED TO TALK ABOUT PARTICIPATION

We have found that students at the design department are encouraged to engage in societal questions and be concerned with critical perspectives and sustainability. The management of HDK-Valand, has an ambition that design should involve new roles and be of "value to society". The Open Week / Open Window and ongoing project The Common Room is examples where academia opens up to the surrounding society.

We propose that outcomes from The Common Room should directly inform the education, i e the students, providing them with ideas for societal needs and project briefs. We also propose that HDK-Valand for Open Week/Open Window 2021 has a public participation event in the format of an Open Call directed towards the public, inviting them to provide students at the design department with commissions relating to public needs.
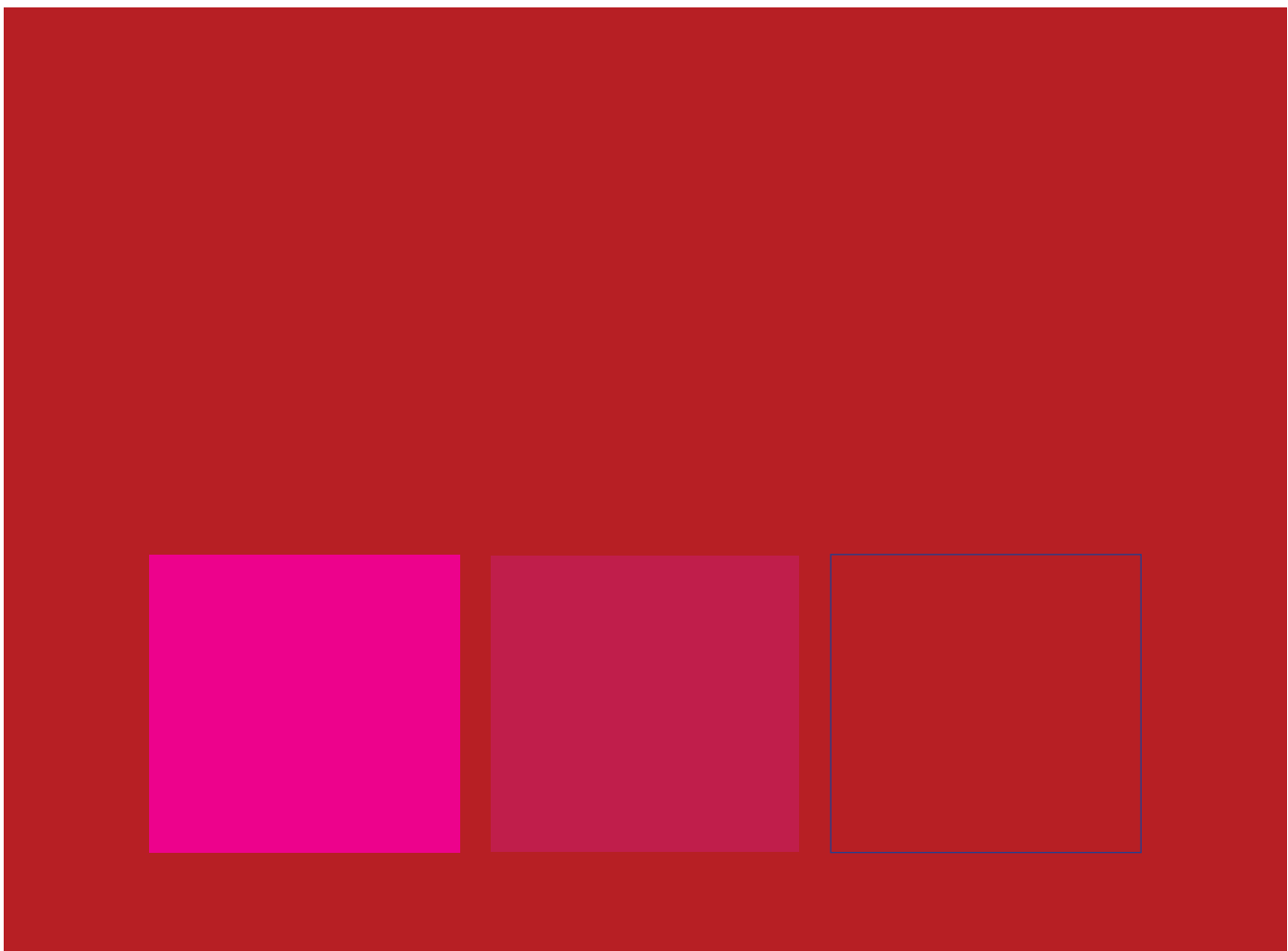
ARE WE SERVING SOCIETY?
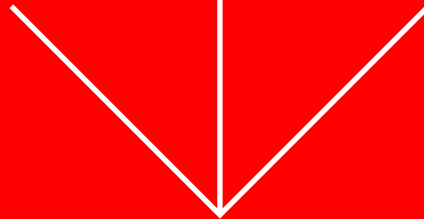
**DEFINITION OF STATE OF THE ART:**

*the level of development (as of a device, procedure, process, technique, or science) reached at any particular time usually as a result of modern methods*

**This is a call for designers as agents for change, to start a dialogue and act for the further development of the design education at HDK–Valand.**

# THE MISSING OF THE BIG KAHUNA

**Kahuna** is a Hawaiian word, defined as a respected ~~person~~ FACTOR who has moral authority in society; ~~a "priest, sorcerer, magician, wizard, minister, expert in any profession (whether male or female)".[1]~~

# intro

During the investigation of the institution we were reminded that communication is the glue in the community building that happens in the University, as in every other organization that relies on people. Participatory communication is a constant effort that all individuals have to make.

In this project, we call communication The Big Kahuna because we think that no matter what level it addresses, it is always the foundation, the core and the spine in the institution.

With this proposal we want to pinpoint that communication is already happening, whether we care about it or not, but in the same time we want to prove that it can be seen as a tool to invite people to participate in co-creation, to build a co-mindset and to create a sense of collective, communication should work both ways. We use it to trigger and start new social conversations to launch meaningful initiatives and interest those whom it might concern.

**COMMUNICATION**

support structures

spatial

management
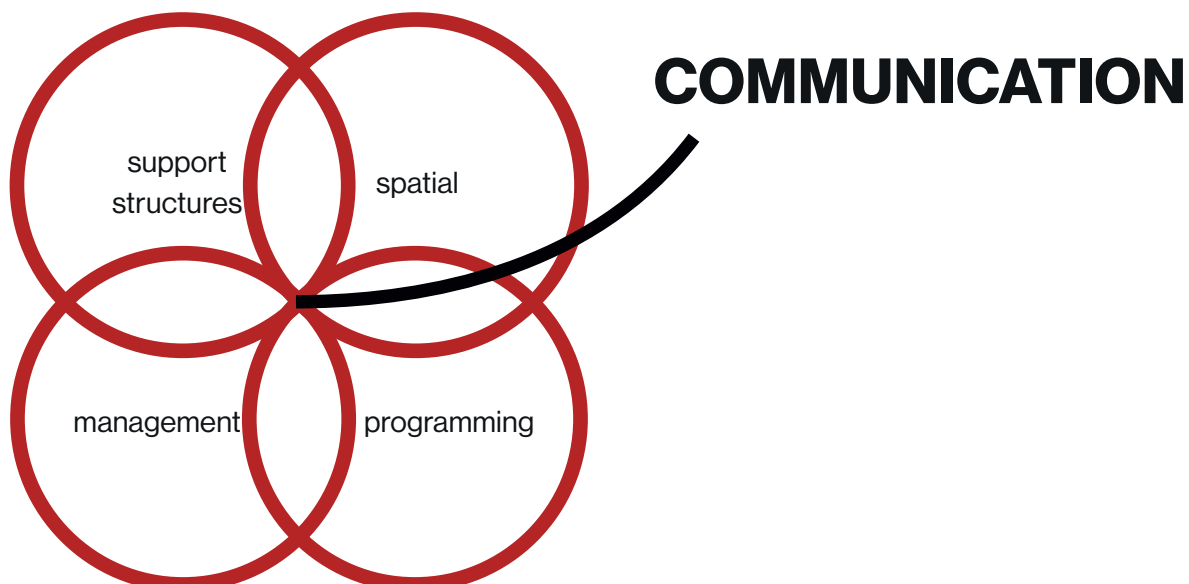
programming

When we talk about communication it is important to point out that even though it seems like a support-associated topic it also is connected to spatial, programming and management aspects. Support structures are the first thought, because peer to peer conversations are a big part of communication, but when we looked into it closely, it became obvious that space plays an important role in it as well (Görlich et al., 2009). It is essential to acknowledge how it resonates with people, how micro-interactions can affect community members (from small talks by the printer, lunch chats in staff kitchen, to bonds outside the work-environment), and how the surrounding can reinforce or weaken the flow in the organization. The programming at HDK--Valand is greatly affected by communication, it is also dependent on Gothenburg University policy and requires many formal procedures. We believe it is a hard nut to crack to come up with a common understanding of good communication for all that are involved in an institution building. The management and the decision-makers are those that have a big responsibility on how they are communicating their decisions.

A very radical approach to communication would propose a situation when the management does not have a strategy, but its responsibility is to facilitate the dialogue so all can be heard.

# project

We have started this assignment with the question *Where do we belong?* as an attempt to position ourselves in the institution, both spatially and mentally. Defining where we are has helped us clarify the next process steps and the plan of action. During semi-structured interviews with staff-members we found a collective confusion that has a source in the lack of interactions.

## process steps







**stage one**
discuss the subject of the assignment
brainstorming
position ourselves
explore the area and the institution building
mapping the context
define the research area
research questions

**stage two**
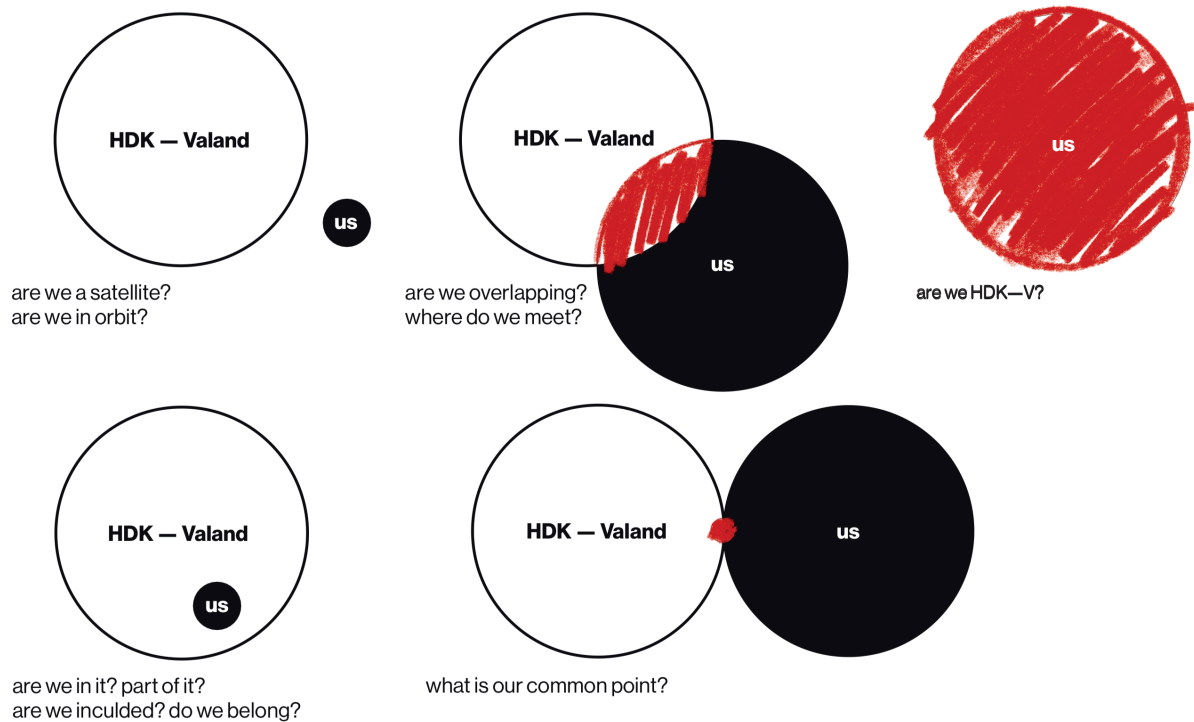explore the system
investigate the problem
collect data
define target group
interview the staff
analyse the answers
find common confusion
read field related papers
prepare framework
articulate approach
create strategy
forumulate concept

**stage three**
initial ideas
scope requirements and specifiy
prototype a solution
consult
redefine
visualise and communicate

# where do we locate ourselves?

are we a satellite?
are we in orbit?

are we overlapping?
where do we meet?

are we HDK—V?

are we in it? part of it?
are we inculded? do we belong?

what is our common point?

The idea and intention behind this project has been born out of our own experiences, semi-structured interviews with staff members, as well as the realization that information does not equal communication (Waisbord, 2014). After the interviews with staff members from both groups - those that provide information and those that search for it, we noticed that even if all the information is served on a silver platter, it does not necessarily clear the confusion for the receivers, and in some cases, it does not even reach the recipient. You never know how someone will understand your message (Arndt, 2011).

"

It's pretty good in HR, but it can be very confusing within others. // hr

If you're new it's kind of crazy, but if you've been around and know different channels it's easy.  There are some people who are gates to understanding.  human resources becomes bureaucratic, what happens to the human part? // teacher

Communication does not work well. not at all. // technician

I know how to find my way cause i've been around for a long time.When Kattis was around her door was always open, we were always welcome to ask questions.She retired and now the door is always closed. the most complaints are about communication.  // work environment representative

You can't have a well functioning communication without a well functioning organization. Communication does not work well at all. // communication officer

It is essential that staff has a good understanding and common practice of communication, because they are the ones who relay information to students and their colleagues.

We see an institution as a complicated body - with many variables that influence it and can decide on its shape. A body with its own digestion system and bloodstream, a body that reacts to the smallest changes and at the same time is only surrounded by changes. Just like in the body, every organ matters, but none is independent. Because we see it as a body, we think it is breathing in and breathing out in the social network so it takes from it and gives back to it. Changing how we participate in society, how we influence the city of Gothenburg and each other is our own responsibility.

## communication thinking
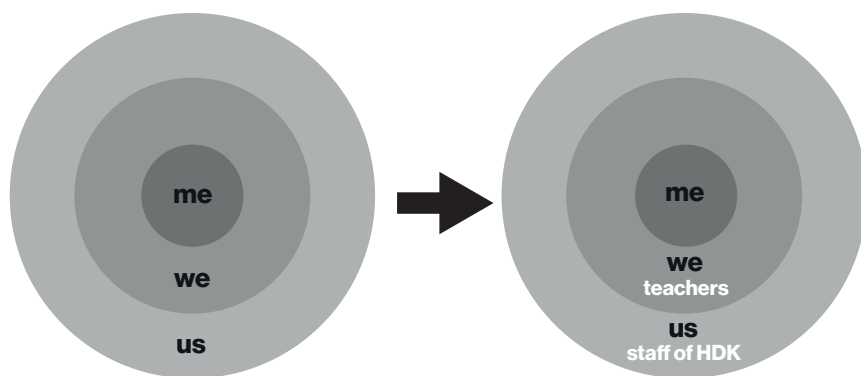


*An example on how the translation might work (in the place of teachers we could put any staff body from HDK-V, whether communication's officer, a technician or an admin.*

We have tried to think about communication as a tool in this project, but it can also be seen as an integral part of any human-related action. We use it to trigger and start new social conversations to launch meaningful initiatives and interest those whom it might concern. But at the same time, we see how it builds on the me-we-us theory. (Lundebye and Jones, 2013) And how easily we can translate this approach into the educational institution language.

# intervention mapping



**get / search**

**understand**

**act upon**
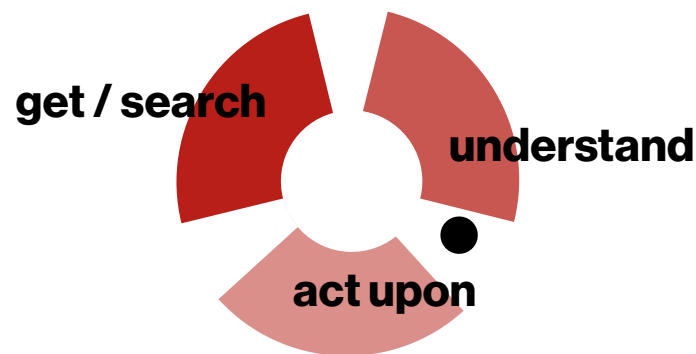
⚫ where information can become communication
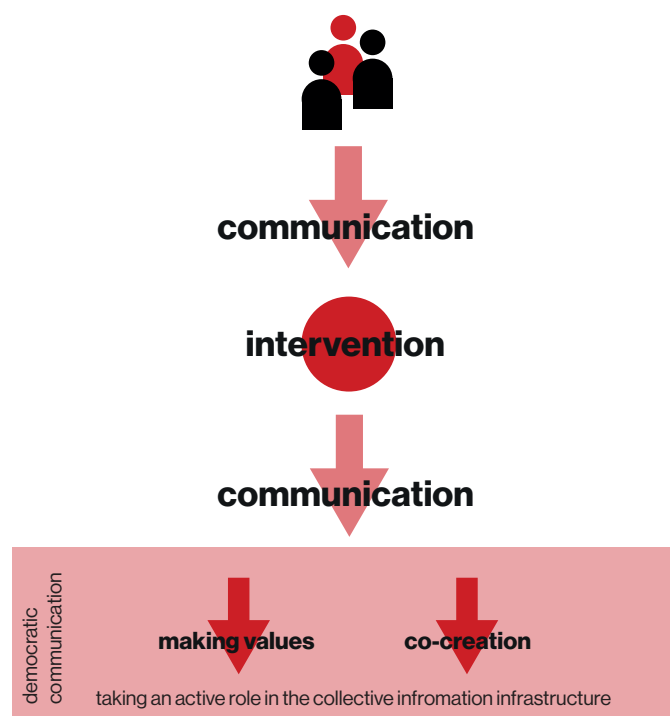
This communication intervention we see as a warm up to put the light on the problem. In the future, that might lead to a workshop on value-making, during which staff would be asked e.g. to create a manifesto for participatory communication (communicating together). We are looking for long lasting bonds and at the same time, we believe it's everyone's personal responsibility to nurture the core of an institution. For this particular reason, we are not trying to take over and offer a perfect solution - we would rather invite staff to rethink their approach and practices for a collective mindset to optimise synergy. Together we can contribute to community making; in making the world, we almost lost the world and in becoming individuals we have lost common unity. (Fry, 2008)  It is everyone's job to participate in bridging gaps between - to avoid a situation when an individual doesn't get a chance to communicate their thoughts.

intervention mapping



**communication**

**intervention**

**communication**

democratic communication

**making values**          **co-creation**

taking an active role in the collective infromation infrastructure

By presenting the staff-kitchen where some of the "floor-talk" happens as a visual space, we want to experiment with a communication intervention, by weaving in our intervention as a trigger in one of their primary communication sources they use - email and newsletter. We want to create a subtle provocative undertone of the newsletter by adding "BREAKING NEWS" headline in our intervention that contains a crime look-alike happening that is supposed to be eye-catching. Using a well-known but unexpected narration is aiming to keep the audience interested in the topic.



**BREAKING NEWS**

We want to bring awareness to the issue, get people engaged in it in both, digital and analogue spaces, to create a room for staff to take over the responsibility for common identity and participatory communication.

This communication intervention takes place on a working week from Monday till Friday during a less stressful part of a semester giving the staff members an opportunity to discuss our project. We want to implement our proposal as soon as possible through the newsletter email and leave a mysterious installation in the staff kitchen.

## schedule

| monday | tuesday | wednesday | thursday | friday |
|---|---|---|---|---|



**BREAKING NEWS**

"BIG KAHUNA" REPORTED MISSING

On monday, 16th of December, an important factor that belongs to HDK-Valand has been reported missing. The EMDES Police is now investigating this case. An officer assigned to this case claims:

"THIS IS MUCH WORSE THAN WE EXPECTED. IT'S NOT ANOTHER FASHION CRIME."

Police are currently investigating the institution and security system. "We have found evidence, so we are thoroughly reviewing the surveillance footage" says one of the inspectors.

The EMDES Police have decided to share this picture to get any help from the public to solve this horrible crime.

If you recognise the person from this picture contact the EMDES Police, room 514, office hours 9am to 4pm from Monday to Friday.



**BREAKING NEWS**

EMDES POLICE REVEAL DETAILS AND THE SUSPECTS LIST

"Big Kahuna" from HDK-Valand that's been reported missing yesterday still haven't been found. The EMDES Police released new details and photos of suspects. The list is published below. Please contact EMDES Police if you have any information or have seen any of them. Don't try to contact them yourself - they can be armed, dangerous and confused.

According to a statement issued by spokesperson from the EMDES Police the crime was committed before lunch on Friday, but there's a clue that the motive has been there all the time. They suspect that it was a gang-related activity.



WE KNOW YOU DID IT! EMDES WILL KNOW SOON



**BREAKING NEWS**

CRIME DISCOVERED AT HDK-V

THE EMDES POLICE IS NOW INVESTIGATING THE INSTITUTION

The EMDES Police is now receiving many tips about the crime. They claim to be close to finding the culprit. It's confirmed that the crime was committed in the HDK-Valand building at Kristinelundsgatan, staff kitchen. It is unclear what has happened – the EMDES Police has not communicated it clearly.

"BIG KAHUNA HAS BEEN THERE ALL THE TIME, BUT IT HASN'T BEEN NOTICED"

One of the detectives said that because of unknown circumstances the body hasn't been moved from the crime scene, but it was not noticed by any of the staff members.

If you have seen or heard anything connected to this crime, please contact the EMDES Police at the Design Department.

● the little kahunas ™

**Kahuna:** a Hawaiian word, defined as a respected person who has moral authority in society. A prominent, eminent, wizard, minister, expert in any profession.

The Big Kahuna that was missing from HDK-Valand is communication. We - the little kahunas - want to emphasize the crucial need for good communication between the staff at HDK-Valand. It is everyone's responsibility to contribute in the information flow - get, search, understand, act upon and pass. We want to encourage face-to-face chats and microinteractions to create empathy, trust and understanding to support each other. Telecommunication leads to assumption making and is the malfunctioning factor in a resilient community. Social networking is essential in every institution - small talks are sole part of work. It has an impact in a macro perspective.

By investigating the institution we noticed a common confusion, a mystery to be solved together - how to have a participatory communication. The key that opens democratic approach is an understanding that information does not equal communication.

infromation
≠
communication

It is a shared responsibility to maintain a flow of good communication.
It is impossible to have a good workplace without good communication.
It is part of every job to mingle with coworkers.
Every person in an organisation is a valuable source that contributes to the communication.

By handing this unspoken topic to the floor, we can start discussions between the involved for a democratic approach and get closer to a participatory solution.

work hard
~~play~~ harder
MINGLE

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kick off - introduction to the intervention

trigger - inviting target group to the intervention

note - executing the participation

revealing installation

explanation

Ideally we launch our proposal when things are back to normal when there are no restrictions so that as many staff members as possible can see the "We know you did it" - note and kitchen components of the intervention in person. We hope that this project will inspire future interventions, lead to improved communication between the staff and encourage communicating in person.

# the little kahunas ™

The Big Kahuna that was missing from HDK-Valand is communication. We - the little kahunas, as we call our small student agency - want to emphasize the crucial need for good communication betwen the staff at HDK-Valand. It is everyone's responsilibilty to contribute in the information flow - get, search, understand, act upon and pass. We want to encourage face-to-face chats and micro-interactions to create empathy, trust and understanding to support each other. Miscommunication leads to assumption making and is the malfunctioning factor in a resilient community. Social networking is essential in every institution - small talks are aslo part of work. It has an impact in a macro perspective.

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## information
## ≠
## communication

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**work hard**

~~play~~ **harder**

MINGLE

# summary

The missing of the Big Kahuna is a communication intervention and a social innovation, focused on the floor interactions that happen between staff members working in HDK-V at Kristinelundsgatan 6-8.

We discovered that communication is not working as intended and realized that this is the field we would like to dive into. It was a very natural choice for us, since we have the students' perspective and we feel that the communication that happens between staff has an influence on us as well, some information has to be passed from staff to students. We believe that communication can be a tool that can build trust and handle situations of uncertainty and unclarity. Good information is wasted if it is not communicated.

This project's aim is to make visible how important good communication is, even on the smallest scale. It is crucial to realize that even though the communication in the institution can be very structured, it should not be hierarchical. It might be seen as a big challenge to facilitate space for democratic communication, but it is an even bigger challenge when we realize that just because the freedom of speech exists, it does not mean that people will use it. (Waisbord, 2014) Participatory communication is a constant effort that all individuals have to make.

What we understand by democratic communication is the opposite of the strategic approach - letting go of the preconditions and goals that one wants to achieve and turning them into an open approach and critical thinking.

There is an emphasis on democratic communication without a hierarchical structure in this proposal. We want to see a platform where everyone is allowed to discuss and reflect on the concerns of the staff members at HDK-V. Hopefully this will be a meeting held in person that allows most of the staff to connect for a brief yet fulfilling chat. This meeting could take place bimonthly to avoid adding too many meetings. It was pointed out in some of the interviews that some meetings take too long and do not feel useful for all members of the meeting. At the same time the institution needs to provide a space for new ideas and initiatives.

As we disrupt the organisation with our intervention, we hope that it will influence communication in the new HDK-V building, aiming towards a friendly spacial environment and a connected support structure. We do not know what the future of communication holds. What matters is using the right tool for the best flow of communication, whether it be sending emails, talking in person or sending a message in a bottle. We have some ideas on what the future of communication will look like. But we speculate that it will eventually come back to communicating and working with your colleagues in person.

We speculate that If the organisation gets bigger communication will be more centralised and less personal in the future. In our semi--structured interviews there were multiple staff members that expressed a lack of connection to some of their colleagues. Another concern connected to communication was the frequent changes in booking and content management software at HDK-V. It is therefore important to promote one of the oldest media channels we have: face to face communication. Both formal and informal conversations in person.

The informal conversations are important as they are natural and relaxed conversations which offer more interactivity, energy and trust on each side of the conversation. They feel serene and open compared to sending an email (Arndt, 2011). It is the difference between an online and offline identity. Even one initial personal meeting can result in better communication in the future.

However, we hope there are frequent in-person conversations at HDK-V in order to create a stronger network within the institution's staff. Formal face to face conversations are prefered for tricky and difficult topics. The more uncomfortable a meeting is the more important it is to meet in person. A personal connection is needed for team efforts such as workshops, brainstorming sessions and presentations that deal with serious and creative matters. There must be time for informal conversations with nearby colleagues, they improve teamwork bringing faster results than talking over the phone or email. (Ibid)

**created for you by ● the little kahunas ™**

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