

## CATHERINE PATERSON

*HDK-Valand – Academy of Art and Design, University of Gothenburg*

### Research qualifications

- MFA in Child Culture Design (HDK-Valand, University of Gothenburg); BFA in Fine Art and BA in Art History and Discourse of Art (University of Cape Town).
- Lecturer (Universitetsadjunkt) in Child Culture Design at HDK-Valand, University of Gothenburg.
- Expertise in child culture design, participatory and co-design methods with children and young people, and practice-based artistic research grounded in material, spatial, and experiential inquiry.
- Extensive experience developing and applying participatory and practice-based research methods, including collaborative workshop processes, spatial mapping, material inquiry, and iterative prototyping in real-world educational and cultural contexts.
- Skilled in spatial prototyping, environment-based inquiry, and visual, tactile, and non-verbal methods for eliciting lived experience from children and youth, including those who struggle to participate through traditional verbal or interview-based formats.
- Founder of Lekkontoret, a child culture design studio translating children's lived experiences into co-designed environments, public art, and participatory tools that support wellbeing, learning, and inclusion.
- Led and contributed to long-term interdisciplinary design projects involving schools, cultural institutions, and public sector actors, focusing on creating supportive, equitable environments for children's participation.

### Current grants and artistic projects

- Public Art Commission (2025–2026): *Hässleholmen Tunnel*, Borås Municipality. Co-design of a public art environment with children and a school.
- Public Art Commission (2026): *Tryckverkstan*, Göteborgs Konsthall. Development of accessible, self-guided participatory workshop formats for children and families.
- Library Development Project, Friskvåderstorget (2025–2026): *Vem Bor Här?*, Göteborgs Stadsbiblioteket & Göteborgs Konsthall. Co-designed spatial and storytelling concept for children's participation across library and cultural settings.

### 10 Selected publications and artistic research outputs

1. Paterson, C., Vaneycken, A., & Van Leeuwen, L. (2023). *Democratic Design Through Play*. *Conjunctions: Transdisciplinary Journal of Cultural Participation*, 9(2).
2. A Public Design Office – Rian Design Museum, Falkenberg (2023–2024). Artist-in-residence project establishing a design office together with children. Investigated long-term participatory structures, children's agency, and institutional conditions for meaningful participation.

3. The Race! – Falkenberg Municipality (2024).  
Participatory design project exploring collective rules, negotiation, and embodied participation through play-based spatial experimentation in public space.
4. Målarmaskinen – Halmstad Municipality (2023).  
Co-designed tools and environments developed with children with autism from Getinge Anpassad Skola, focusing on inclusive, non-verbal expression, accessibility, and participation.
5. Den Resande Kojan – Österängens Konsthall, Jönköping (2023).  
Mobile spatial prototype co-designed with children, exploring temporary “in-between” environments for gathering, safety, and participation across contexts.
6. Drakparken – Röhsska Museum, Gothenburg (2022).  
Participatory re-activation of a neighbourhood park through iterative design workshops with children, addressing belonging, safety, and everyday use of public space.
7. DiscoKiosk – Göteborgs Stad, Gothenburg (2022).  
Temporary child-led structure examining low-threshold, playful interventions as tools for agency, visibility, and social participation in public environments.
8. The Playhouse – Gathenhielmska Culture House, Gothenburg (2021–2022).  
Permanent co-designed structure implemented in a public heritage context, testing long-term integration of child-led design in institutional settings.
9. Pirate Queens – Gathenhielmska Huset, Gothenburg (2020).  
Participatory heritage project using mapping, storytelling, and spatial exploration to investigate children’s experiences of institutional environments.
10. Making Matters – HDK-Valand MFA Elective Development(2025–2026).  
Practice-based teaching and research environment exploring materiality, food, and participatory making as methods for engagement, wellbeing, and collective participation.