

Queens of Science Kings of Change Ace of Identity

**Conversation Tool
Prototype**

Navigate using the buttons

START

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Project Website
www.utwente.nl/en/et/queensofscience

Let this deck guide you through a discussion on how sex and gender impact different aspects of your life and projects.

Remember:

- Be open and listen to others.
- You can look up the meaning of terms.
- Skip a card if it does not relate to you.
- You can set a timer for each card, ~7 min.

NEXT

Before you start:

What does gender mean?

What does sex mean?

What is the difference?

**Ready
to
start?**

Before you start:

What does gender mean?

What does sex mean?

What is the difference?

Types of cards

Reflect about...

Yourself

Your
research

Go to Level 1

LEVEL

1

2

3

Level 1

Choose a card

**UNDERSTANDING
TERMS**

LOOK AT YOURSELF

**PERSONAL
PERSPECTIVE**

LOOK AT YOURSELF

EXPERTISE

LOOK AT YOURSELF

DIVERSITY

LOOK AT YOURSELF

SEX AND GENDER

LOOK AT THE RESEARCH

START

LEVEL

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FINISH

INTERSECTIONALITY

LOOK AT THE RESEARCH

IMPACT

LOOK AT THE RESEARCH

UNDERSTANDING TERMS



How can defining sex be affected by physical features, chromosomes, gene expression, hormones, and anatomy?

Can the way sex is defined be affected by the environment, culture, or context?

How can defining gender be affected by social roles, behaviors, expressions, and identities?

Can the way gender is defined be affected by the environment, culture, or context?

Who has the authority to define these terms?

Choose your next card....



START

LEVEL

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FINISH

PERSONAL PERSPECTIVE



What do you think of sex and gender?

START

LEVEL

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2

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FINISH

What issues related to sex and gender do you identify in your day to day life? Who do they affect?

Has something you learned about sex and gender change the way you see the world or how you interact with others?

Choose your next card....



EXPERTISE



What is your experience exploring sex and/or gender in research?

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FINISH

What are some surprising elements that you have learned?

How does the expertise of each member of the team benefit your current research?

What qualifications do you need to address sex- and gender-related topics?

Choose your next card....



DIVERSITY



How is your team diverse? What are the different dimensions of diversity amongst you?

START

LEVEL

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FINISH

List 3 reasons why it could be considered diverse and why not.

How can the diversity of team members impact research?

Which steps can be taken to make the team more diverse? Are these steps necessary?

Choose your next card....



SEX AND GENDER



Which sex- and gender-related attributes are relevant to the research?

START

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FINISH

Which attributes are left out?

How did you decide which attributes are relevant or not? Are these decisions based on relevant evidence?

Choose your next card....



INTERSECTIONALITY



Who is taken into consideration in the research sample?

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FINISH

Which dimensions of identity are specially important to this research? Explain why the other dimensions are not as important.

How are participants being recruited? How are they being contacted? Are there other methods that could be considered?

Choose your next card....



IMPACT



Why is your research topic important?

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LEVEL

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FINISH

Has this been researched before?

Who benefits from the research findings?

In which ways could the research have a negative impact?

Choose your next card....



Level 2

Choose a card

NOW I KNOW

LOOK AT YOURSELF

POSITIONALITY

LOOK AT YOURSELF

REPRESENTATION

LOOK AT YOURSELF

START

LEVEL

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FINISH

MIND THE GAP

LOOK AT THE RESEARCH

EXCLUSIONS

LOOK AT THE RESEARCH

NOW I KNOW



What are some biases or assumptions you used to have regarding sex and gender?

START

LEVEL

1

Have you considered where these biases came from?

2

What can you do to recognize biases?

3

How can you make sure they do not influence your research process and the results' interpretation?

FINISH

Choose your next card....



EXPLORE
MORE



FINISH



GO
DEEPER



POSITIONALITY



Why is it important to understand how the different dimensions of identity affect you?

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LEVEL

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FINISH

How can a researcher's positionality affect how research is carried or interpreted? Can you think of any examples?

Can a researcher study a topic without having any shared experience or dimensions of identity to the people it affects? Why?

Choose your next card....



REPRESENTATION



How could the results of the research impact you?

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FINISH

Think of groups of people that will be impacted by the research. Do they have shared experiences or dimensions of identity with you? How are their needs understood or considered?

What steps could be taken to improve representation of individuals impacted by the research? Who else should be involved?

Choose your next card....



MIND THE GAP



What are some of the gaps from previous research that could be filled?

START

LEVEL

1

Have any potentially relevant groups of research subjects been left out?

2

What do we not know in this field from (not) analyzing sex and gender?

3

What issues related to sex and gender are not being addressed, or are being misunderstood or misrepresented?

FINISH

Choose your next card....



EXCLUSIONS



Who is being excluded from your research?

START

LEVEL

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FINISH

Could the excluded groups of people be affected by the results?

Is the research including subjects that have been left out before?

Who is indirectly affected by the research or the results? Will they be taken into consideration?

Choose your next card....



Level 3

Choose a card

**BIASES AND
ASSUMPTIONS**

LOOK AT THE RESEARCH

**NORMS AND
RELATIONS**

LOOK AT THE RESEARCH

START

LEVEL

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FINISH

UNLIMITED

LOOK AT THE RESEARCH

**PREDICT
THE FUTURE**

LOOK AT THE RESEARCH

BIASES AND ASSUMPTIONS



**What are some biases found in previous research?
How could they affect the process or interpretation of the results?**

START

LEVEL

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FINISH

Have assumptions been made about sex and gender? What is the evidence of these assumptions?

How is your current research challenging assumptions or biases?

Choose your next card....



NORMS AND RELATIONS



How can gender norms or gender relations be challenged or reinforced by the research?

START

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FINISH

How could existing gender norms or relations influence the process or outcomes?

What are some steps that could be taken to minimize their effect? Are they necessary?

Choose your next card....



UNLIMITED



What are some limitations that can't be avoided but wish you could?

START

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FINISH

How could the current limitations affect the research?

How would having more funding and time change the scope of the research?

Choose your next card....



PREDICT THE FUTURE



What would someone of the future say about your research?

START

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FINISH

What could they see as outdated that right now is innovative?

How could your research help society evolve?

Choose your next card....



*The discussion ends here
for now. To finish the
session let's look at what
we went through.*

NEXT

LEVEL

1

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Which card brought the most interesting discussion?

Which card was the most difficult to answer?

What is something new you learned this session?

FINISH

LEVEL

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3

Thank you for participating!

The first step towards change is to be aware of what can be improved and sharing with others the importance of doing better research.

**BACK
TO
START**

LEVEL

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