

Editorial Message: Design Practices for Co-Creation and Learning

Special track along the Seventeenth International Conference on Advances in Computer-Human Interactions ACHI 2024

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Abstract— This special track features eight submissions that delve into the various aspects of design practices for Co-creation and learning across three domains: health, education, and private sector. The submissions present the design of digital applications for collaboration, tools and methods for Co-creation processes, and experiences from designing for cross-sectorial collaboration. Through these submissions, the special track aims to emphasize the importance of Co-creation in the ongoing digital transformation of our society and provide the necessary means to facilitate it. The findings in these submissions are relevant to practitioners and researchers interested in promoting Co-creation and participatory design practices in their respective fields.

Keywords-participatory design, Co-creation, design practice.

I. INTRODUCTION

This special track includes eight submissions that present and theorize on design practices for co-creation and learning in the context of the digital society. The immersion of technology in people's lives and workplaces has changed the dynamics of how we live, how we interact, how we work, how we learn and how we cooperate with each other. This ongoing digitalization of our society creates new and immensely complex environments raising issues concerning the possibility to understand and create conditions for meaningful interactions. We take a critical stance against unreflective acceptance of this digital transformation and instead acknowledge people's life as a core focus of inquiry. There is a need to develop new methods, tools, and techniques to increase participation in both professional and end-user design practices to put emphasis on human values. This year's special track focuses particular on co-creation for interprofessional and cross-sector collaborations, a complex, dynamic and multilevel endeavor [1]. The selected submissions present research that aims to make technology design accessible to everyone, by empowering people with means to actively engage in and contribute to co-creative practices in the health, educational and private sector, opening for democratic design practices.

II. SUBMISSION

Karlsen et al. [2] reviews and maps the literature on how co-creation and co-design have been used in relation to research on interprofessional collaborations in education and in practice. They find that both co-creation and co-design have mattered more recently, both as methodological approaches and to describe aspects of interprofessional collaboration and that researchers attuned to working directly with practitioners to solve pressing societal issues increasingly use co-design and co-creation for this purpose.

The session includes three submission [3], [4] [5] inquiring into co-creation and co-design activities for cross-sectorial collaboration in the case of teacher education. Karlsen et al. [3] have strategically planned and organized multiple labs within their teacher education programs to elucidate how such activities should be designed. In their article, they present and discuss the implementation and utility of three labs. Motzfeldt and Karlsen [4] focus on student teachers' perceptions when participating in InterProfessional Collaboration (IPC). They explore student teachers' comprehension of participation, their roles, and responsibilities in promoting democracy, and their experiences in facilitating learning processes within their educational context. They find that by enhancing student teachers' abilities to participate in these collaborations as part of the teacher training, their autonomy increases, enabling them to voice their concerns and facilitate an active learning process as teachers during their placement. Finally, Karlsen et al. [5] explore the challenges of cross-sectoral collaborations between stakeholders from arts, culture, technology design and pedagogy. Through co-design, they negotiate roles, seeking common ground—a reflective practice that may give rise to a “third space”.

[6] and [7] are two submission focusing on co-designed digital collaborative tools. Pathari et al. [6] present a concept for a digital platform based on a study of a clothing charity thrift store and their work model to improve communication and coordination among employees from

diverse backgrounds. The resulting platform prioritizes accessibility and usability, with the concept of a dashboard display with a stylus and a mobile application that promotes collaboration and communication via mixed reality technology and a shared space. Another mobile application is presented by Karlsen [7]. The paper presents the design and development of a mobile application aimed to improve communication in research projects and to enhance the quality and consistency of data collection for research purposes, particularly where standardized questionnaires are used to collect quantitative data over a longer period.

In [8] and [9] present two co-design methods enabling non-designers to explore design ideas together, and create concepts for feasible solutions. Bunæs et al. [8] explore how a generative design game using design cards and a set of rules can support medical educators to make meaningful decisions about design. The design game was developed to mitigate the practitioner’s unfamiliarity with the technical and domain specific languages of designing virtual simulations. Designers facilitating processes of co-creation to innovate socio-technical solutions often have the need to better understand stakeholders’ familiarity with the technologies being addressed. Newaz [9] investigates the use of technology probes to elicit insights on participants’ familiarity in emerging technologies such as Augmented Reality (AR) and Virtual Reality (VR). These insights enabled the designers to customize how technologies were mobilized and used in creating the representational tools needed in facilitating for further co-creation activities.

III. CONCLUSION

The eight submissions shed light on various aspects of design practices for co-creation and learning in three domains: health, education, and private sector. They discuss participants’ willingness to engage in co-creation processes when provided with suitable tools, as well as the necessity and challenges of involving stakeholders in design practices. The special track aims to emphasize, through these submissions, the importance of co-creation in the ongoing digital transformation and to provide the necessary means to facilitate interprofessional collaborations.

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