

Ageing Collaborations:

Co-Designing future technology opportunities
Plus a little more...

Co-Design – During a pandemic

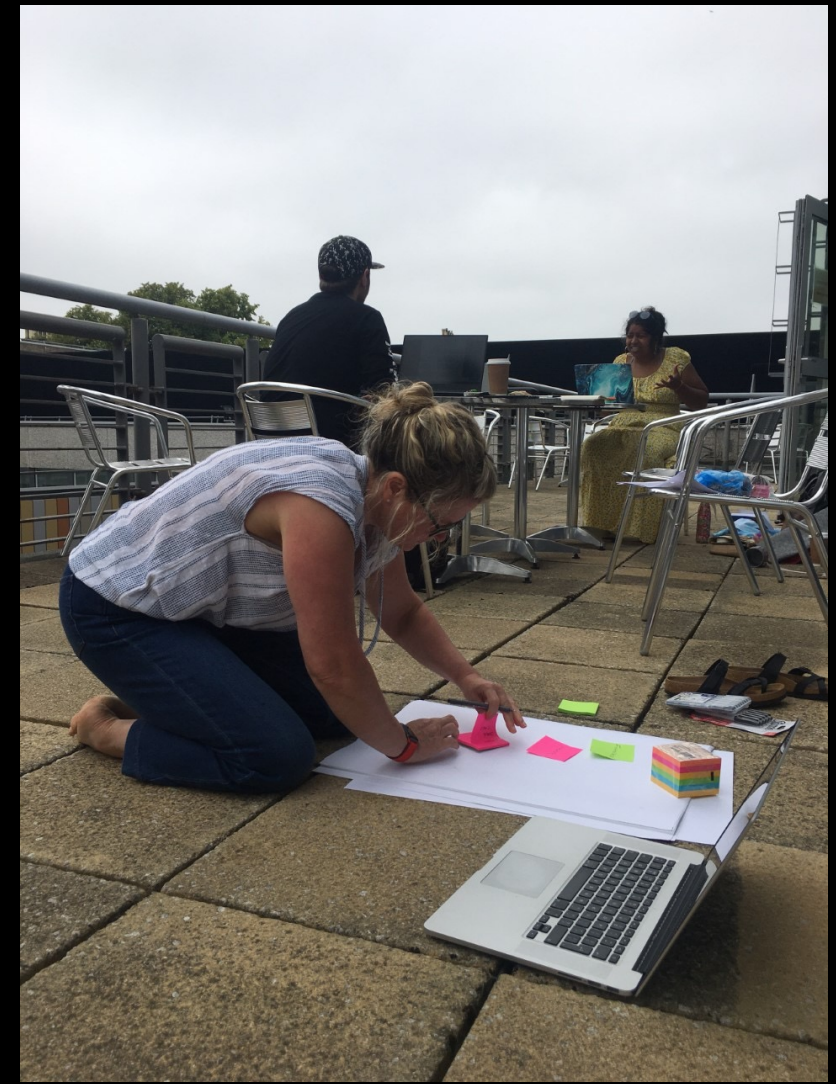
The Covid-19 pandemic, impacted generations, economies and personal freedoms.



Digital technology offered access and connection across various community sectors.

Co-Design approaches have previously revealed successful collaborations between older adults, students, researchers, designers and other disciplines as a means to define unmet needs.

Edinburgh Napier University provided funding to the PI (Principal Investigator) as a means to mobilise a 'Creative Cross-Education Team' (CCET) consisting of undergraduate students, research assistants (post-graduate researchers) and other staff colleagues of the University.



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Tap into IT Where You Are provides an inclusive, locally accessible service and ongoing support to enable older people to tap into the benefits of the internet and technology.

<https://tapintoit.org.uk/>

The areas of enquiry (IADLs) were introduced and discussed, groups were formalised and encouraged to collaborate, express, and create.

The discussion and workshops presented opportunity for the CCET to collate experiences and future perceptions by the older adult participants.

This project intended to familiarise the PI, undergraduate students, and research assistants of unmet needs by older adults in relation to IADLs Instrumental Activities of Daily Living (Lawton & Brody, 1969)

IADL's

Managing Finances, such as paying bills and managing financial assets.

Managing Transportation, either via driving or by organizing other means of transport.

Shopping & Meal Preparation. This covers everything required to get a meal on the table. It also covers shopping for clothing and other items required for daily life.

House Cleaning & Home Maintenance. This means cleaning kitchens after eating, keeping one's living space reasonably clean and tidy, and keeping up with home maintenance.

Managing Communication, such as the telephone and mail.

Managing Medications, which covers obtaining medications and taking them as directed.

Day 1	meet with the team to strategize and develop the programme of the workshops.	01.06.2021 @2pm (2-5pm)
Day 2	launch information session to 'Tap into IT' members to promote and discuss the workshops. This will be online and possibly over Zoom	08.06.2021 @ 2pm (meet/available 1-4pm)
Day 3	Administration re information and consent documents	17.06.2021 perhaps a one hour meeting that day).
Day 4	Day one of the Co-Design workshop titled: Express	21.06.2021: 2-4/4.30pm (some admin time that day)
Day 5	Day 2 of the Co-Design workshop titled: Create (this will be hosted three days after the Express workshop)	25.06.2021: 2-4/4.30pm (some follow up admin wrap up)
Day 6	brainstorming and debrief to develop themes collectively	28.06.2021: one hour and plan research and analysis for Tri 3

Digital Co-Design Workshops

The workshops were attended by up to 18 participants plus the CCET. There were sections of the workshops that the whole group would discuss and then dispatch to breakout rooms.

Each group of approx. 7 older adults would also include student volunteers and research assistants (at least one of each to each older adult group).

Students who were involved and chose to pursue and develop research based on the workshop themes were given an opportunity to gain 20 credits to undertake research with a defined strategy that could be utilised and converted to post-grad, post-doc or external funding research (as identified in project overview) opportunity with collaborative partners such as the groups and members who engaged with the initial workshops or others.

Digital Co-Design Workshops

Each of the sessions would provide intervals with accompanying easy listening jazz type music e.g., Sam & Max season 1 OST (<https://www.youtube.com/watch?v=YJrYs6pPYtw>).

This was a pleasant surprise observing the reaction and comments to the pleasant easy music and timeout opportunity from the screens. It offered light laughter and a refresh moment to make tea or look out to the garden etc.,

Lets re-live the moment....for a moment!

EXPRESS

The first of the two workshops was titled 'Express' this was designed to offer opportunities to the participants to express current and share experiences relating each of the IADLs.

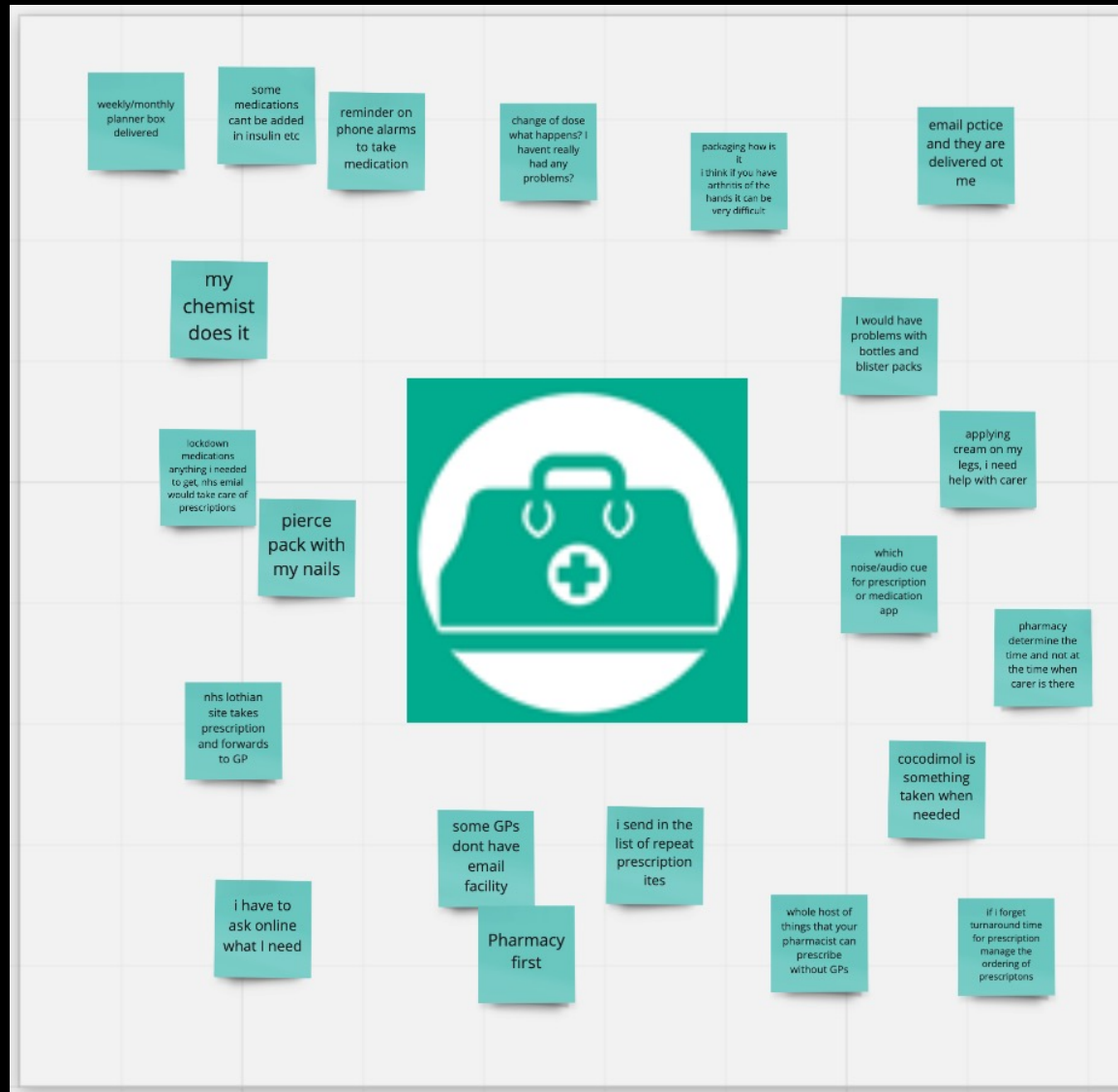
The participants entered breakout rooms, whereupon there were minimum of two team members from Edinburgh Napier University.

Many stories were shared relating to the IADLs and participants everyday experiences.

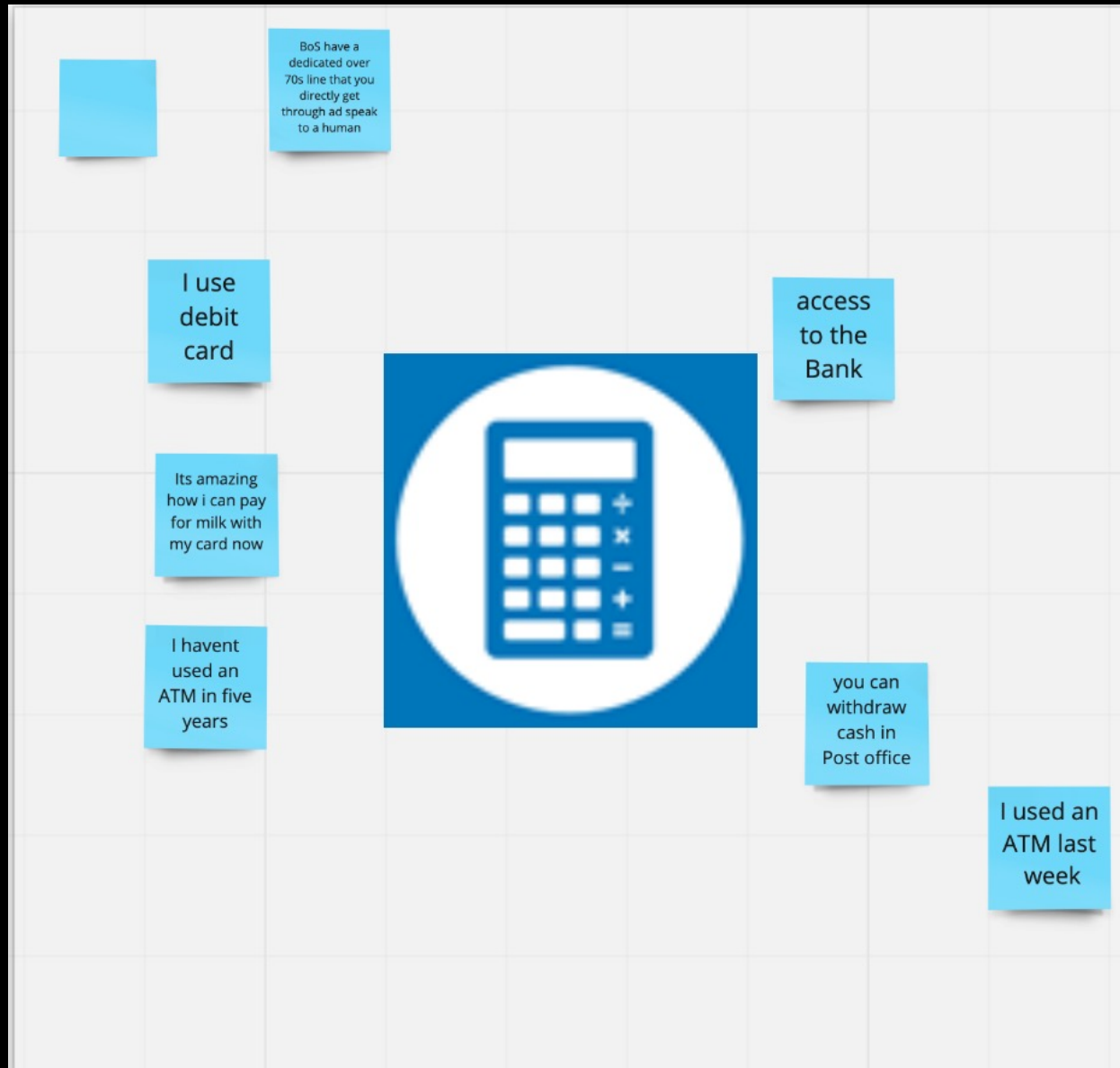
EXPRESS – Managing Transportation



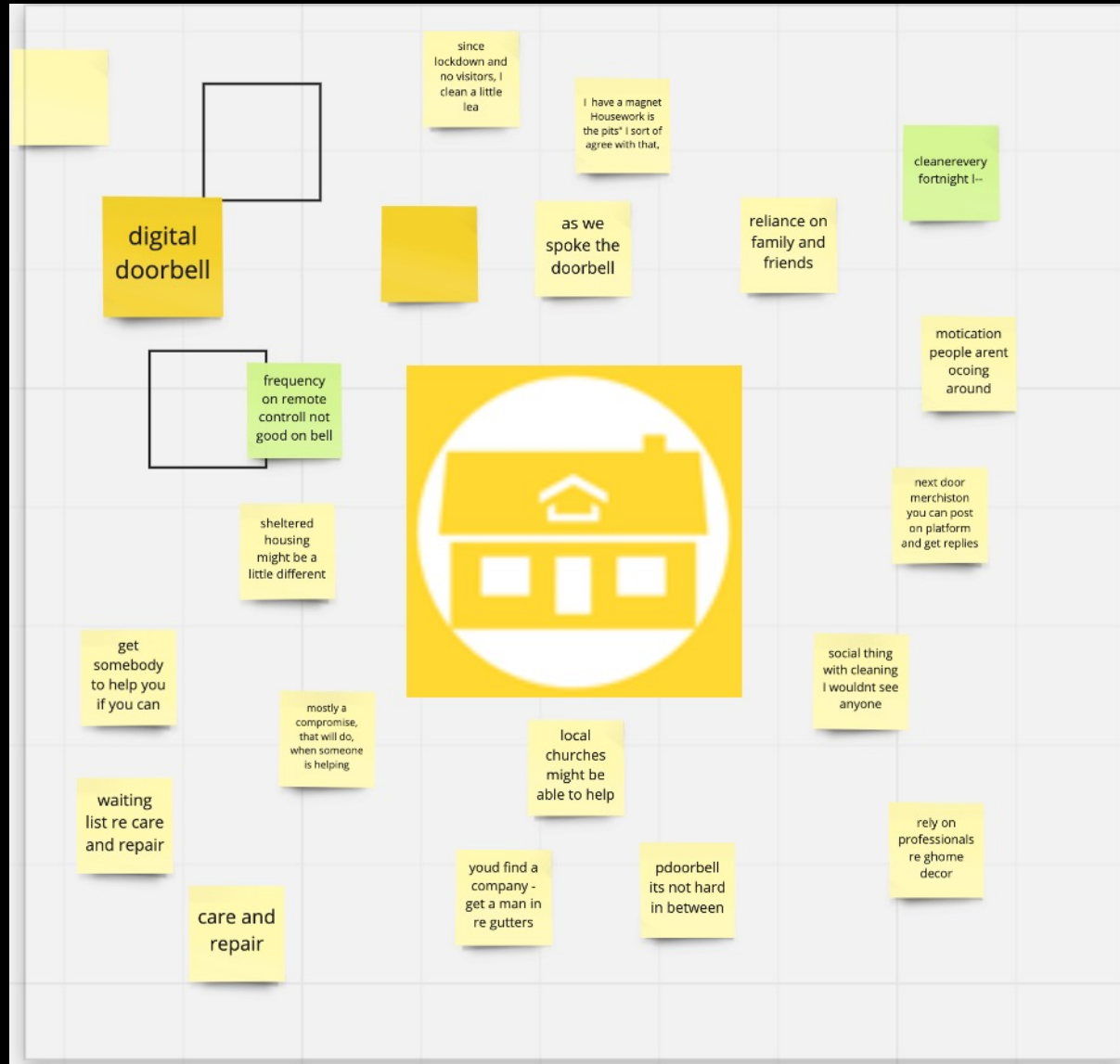
EXPRESS – Managing Medications



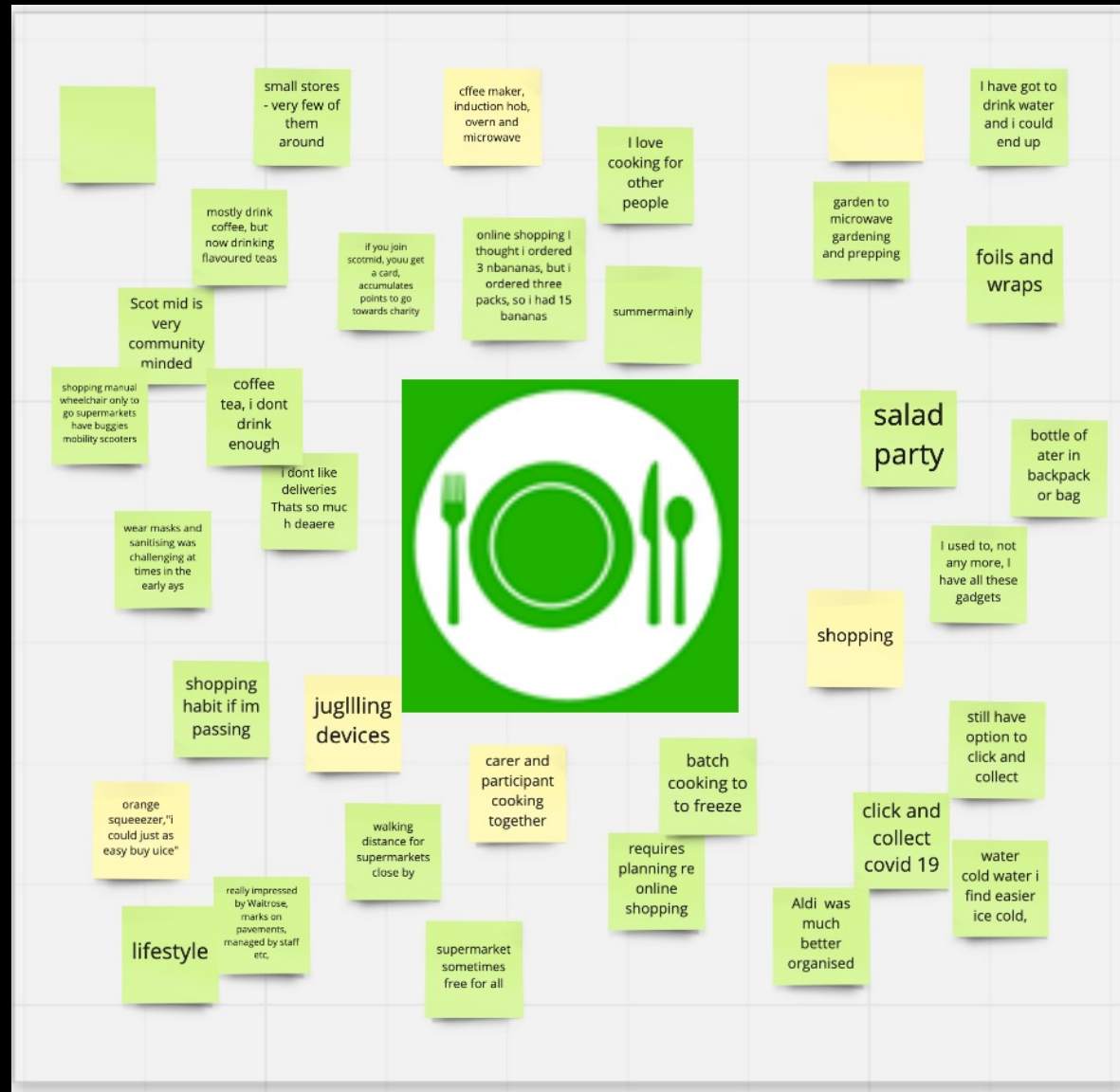
EXPRESS – Managing Finances



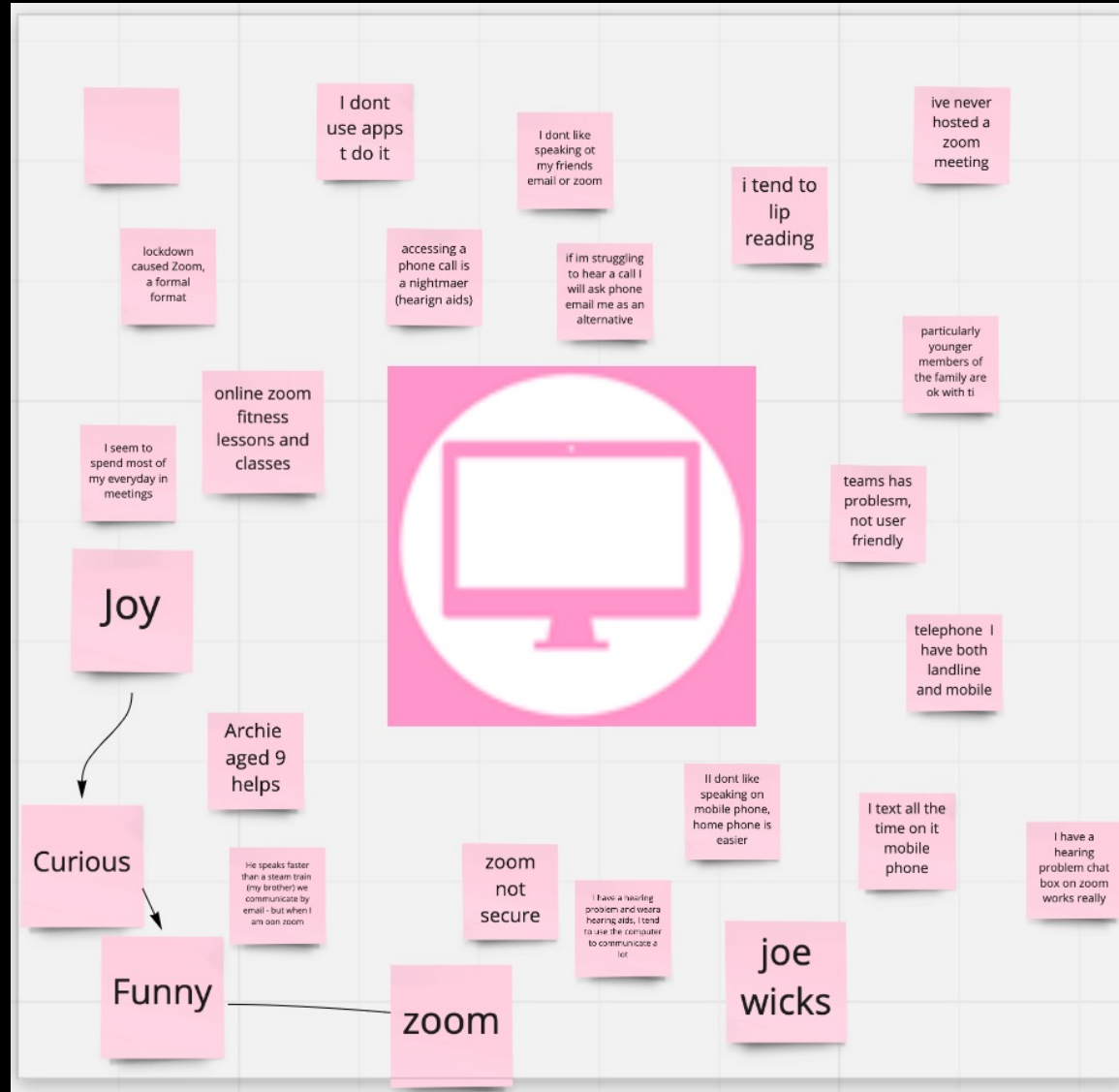
EXPRESS – Housecleaning & Home Maintenance



EXPRESS – Shopping & Meal Preparation



EXPRESS – Managing Communications

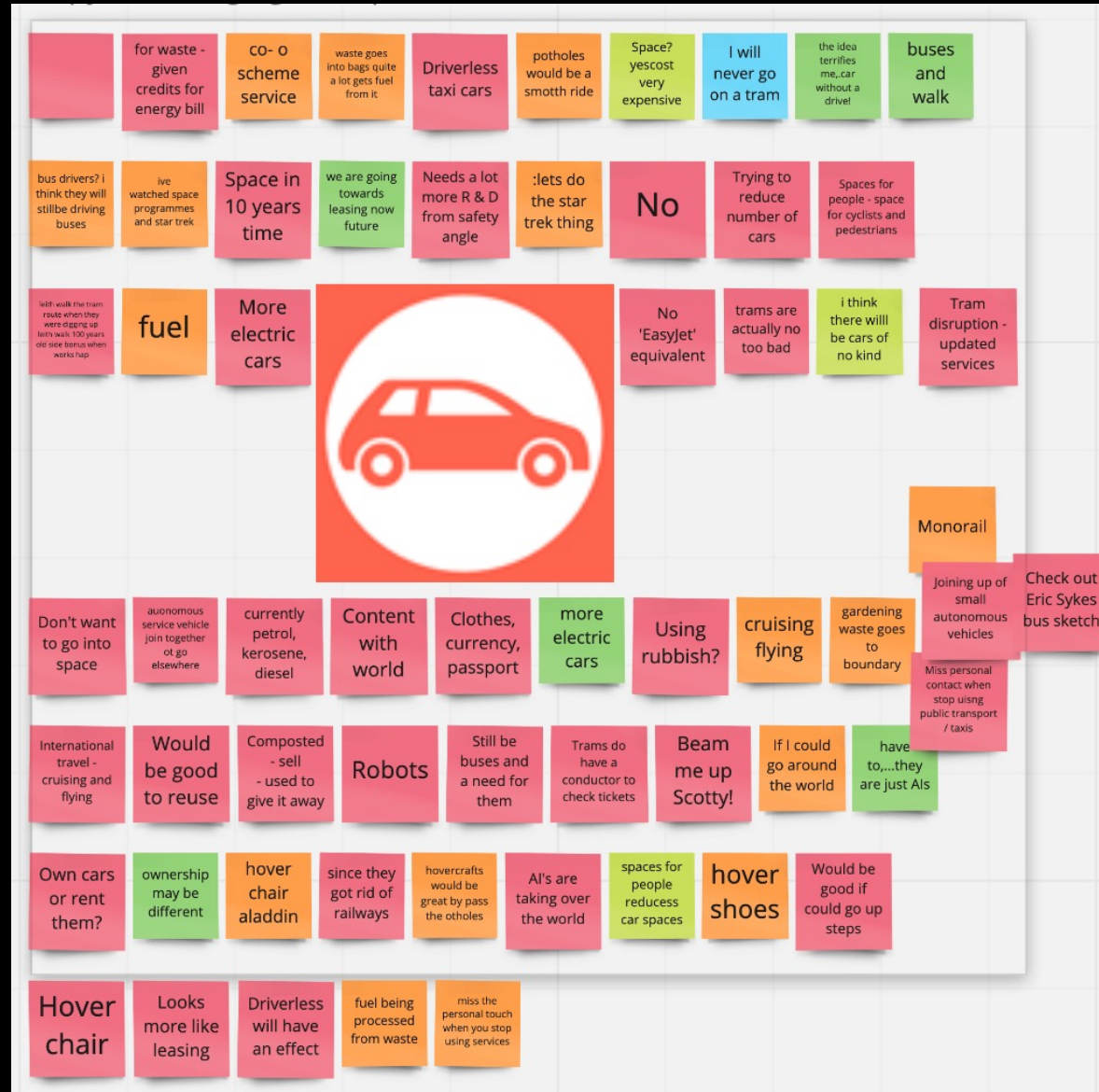


CREATE

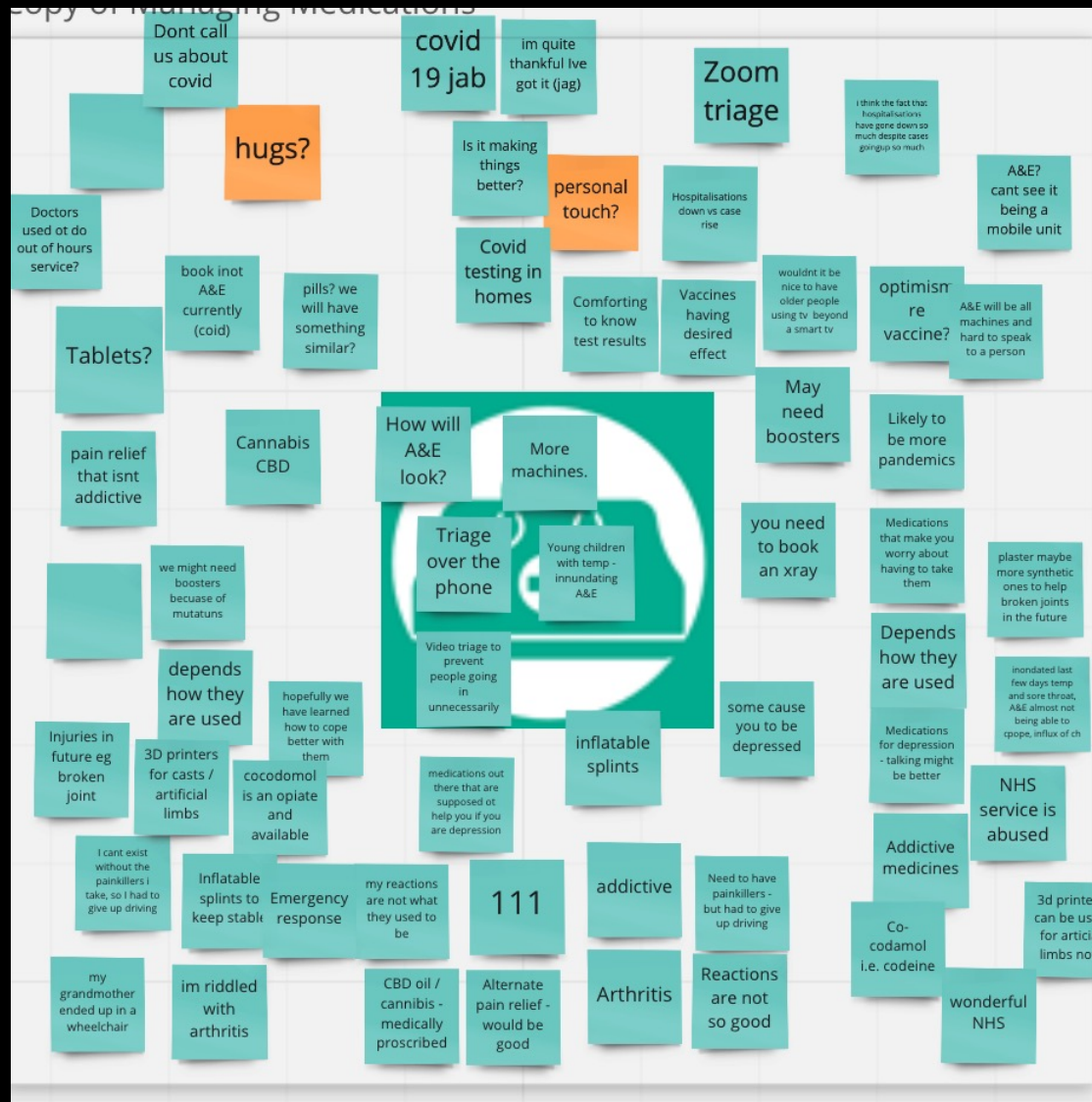
The second workshop was scheduled for three days later, and as per the latter part of the Express workshops, participants were encouraged to reflect and put together some thoughts as part of preparation for the Create session.

The team members met after the initial workshop to de brief, discuss and evaluate the merits of what was highlighted/discussed by the participants and the commonalities or not between the various groups.

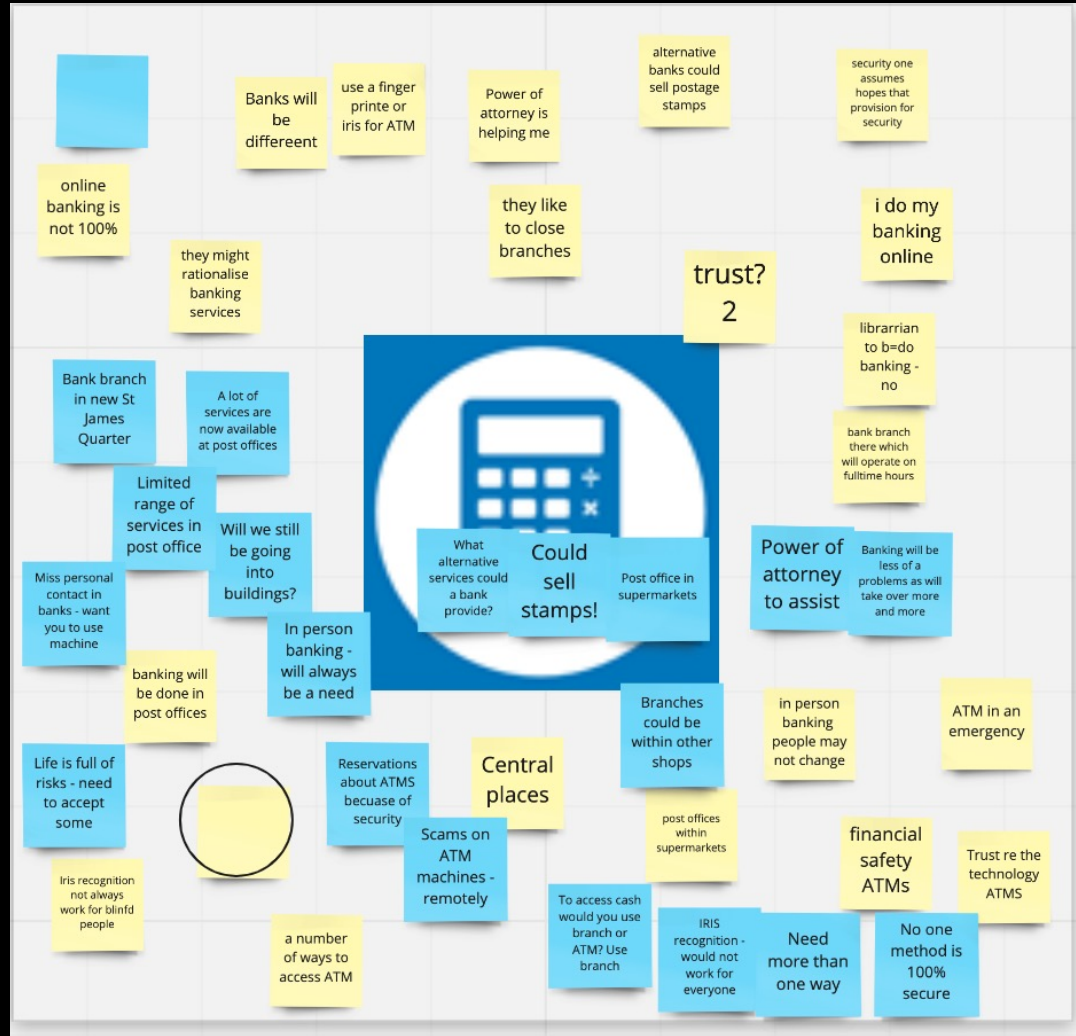
CREATE – Managing Transportation



CREATE – Managing Medications



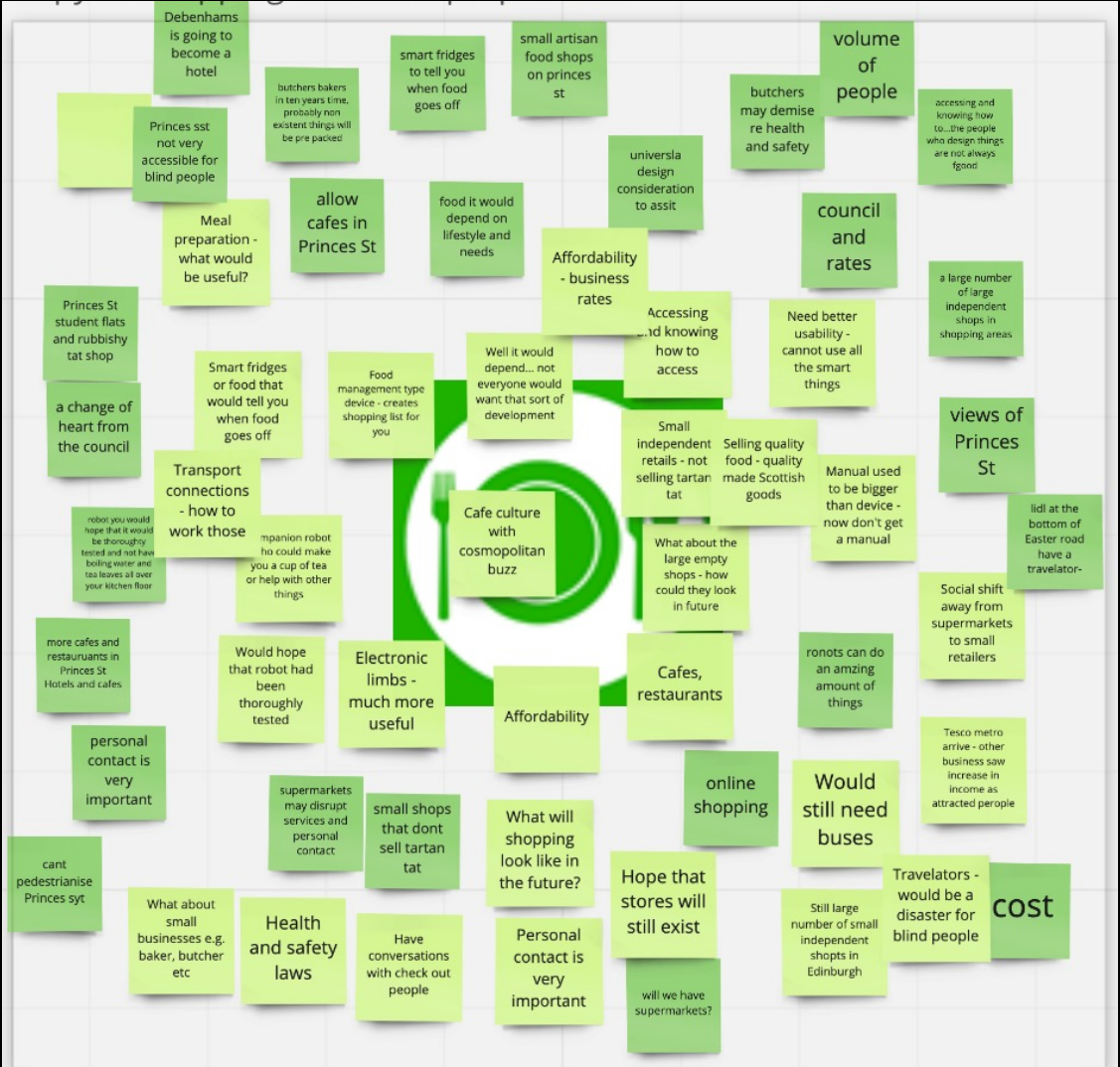
CREATE – Managing Finances

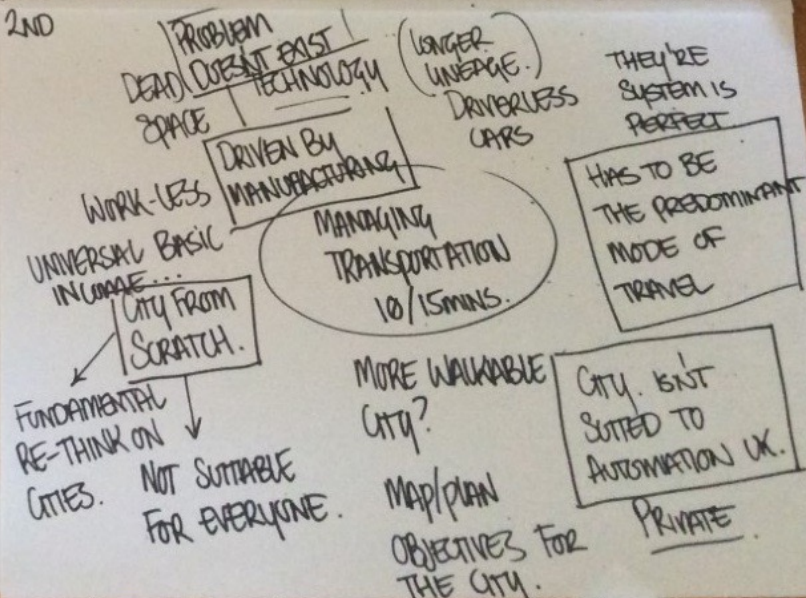
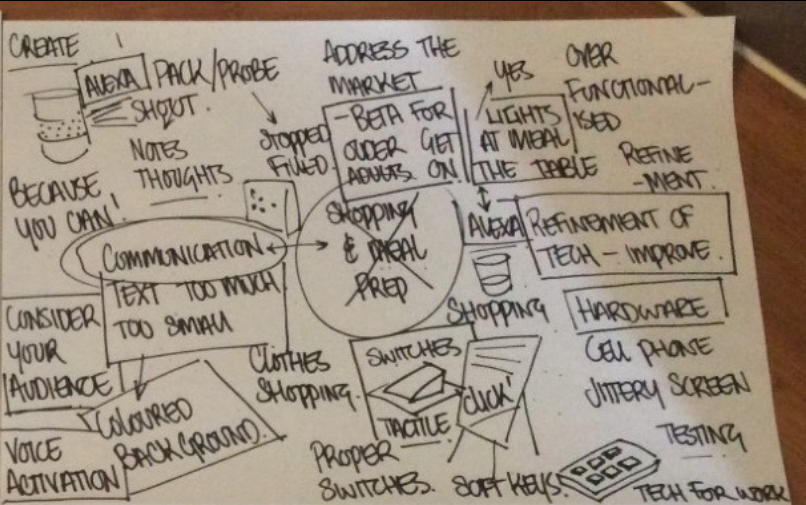
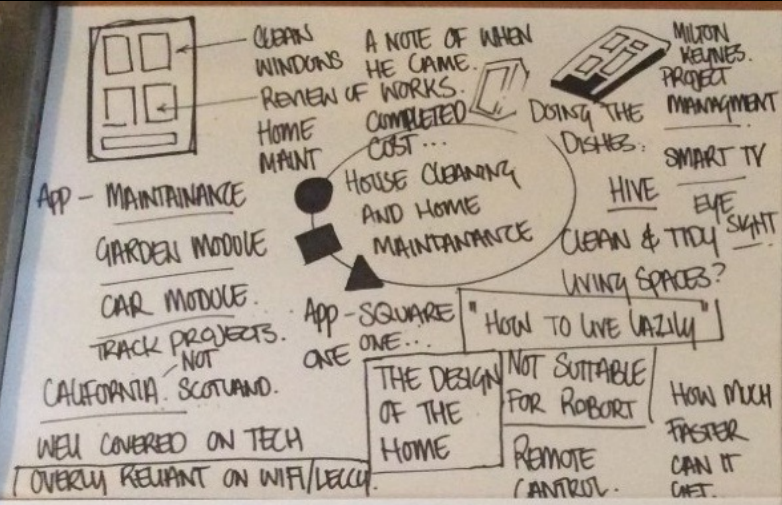


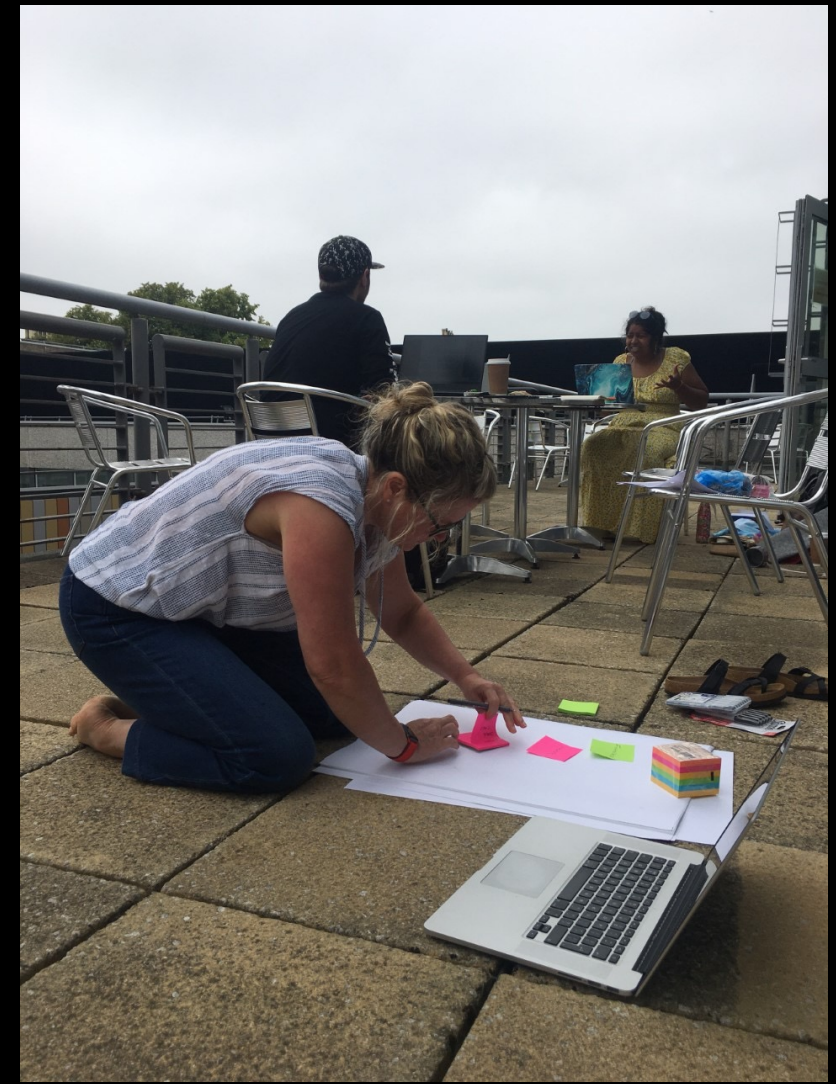
CREATE – Housecleaning & Home Maintenance



CREATE - Shopping & Meal Preparation







Creative Cross-Education Team' (CCET) consisting of undergraduate students, research assistants (post-graduate researchers) and other staff colleagues of the University.

Despite the digital space of interaction on Microsoft Teams, there was also a reliance on Miro boards to assist creativity and collaboration. In addition, there was consideration to taking breaks as opportunities to make tea & reflect with some specially selected music. In addition, the students involved at undergraduate level were invited to share reflection on the experience and how if any it may benefit their learning...

“From the perspective of an undergraduate student, the possibility to take part in the project was a very exciting opportunity. My input and preparation before workshops included writing open-ended questions, taking part in the meetings and sharing ideas with my colleagues.

Taking part in the project and collaborating with experienced researchers was an outstanding experience, that positively impacted my education and growth. By the end of the project, I feel much more confident as a student and future designer.

The workshop was a beautiful experience where designers found a universal language with participants, a space where we freely shared and talk about new ideas and everyday struggles.”

(Student voice).

IADL type	Point of view (POV)	How-Might-We (HMW)
Managing Finances	In the future cash and coin may remain as a digitalised asset to support transactions, but how do we educate understanding of coin 'value' and crypto currency to children/students in formative years	HMW apply money management and awareness education to students in order to minimise security, trust and risk in a digital space?
Managing Transportation	British roads are deemed not suitable for self-driving cars with limited consideration to other users such as pedestrians in city environments	HMW create a shared safe environment for pedestrians who select walking as their preferred access to city spaces?
Shopping & Meal Preparation	As we age, conditions like diabetes may manifest as a result of poor diet attention to nutrition and portions	HMW develop lifespan guides to nutrition that are interesting and invitation to optimise nutrition curiosity to adults and older adults?
House Cleaning & Home Maintenance	Adults who live independently may be at risk of becoming dependent due to illness or physical limitations as a result of reduced autonomy and/or ability	HMW retrofit and apply building principles to incorporate lifespan design and technology/robotic assistance to support housecleaning and home maintenance?
Managing Communications	Interfaces and new technology can be a challenge to learn 'by keyboard'	HMW create a design principle to include accessible tutorial sections in a variety of formats (e.g., video, book, digital, slides)?

And now...

here's a little extra...

A sneak preview...

TRANSGENERATIONAL TECHNOLOGY

TRANSGENERATIONAL TECHNOLOGY

optimises use, adoption, autonomy, and acceptance of technology to assist and enhance the lived experience across generations.



TRANSGENERATIONAL TECHNOLOGY AND INTERACTIONS FOR THE 21ST CENTURY

Perspectives and Narratives

Hannah R. Marston • Linda Shore • Laura Stoops • Robbie S. Turner

Transgenerational Technology:
Well-Being & Innovation Opportunity
for the 21st Century
- A Manifesto

We are an Interdisciplinary team that share a common focus – the value and quality of peoples' interactions and experiences with technologies should be enhanced, supported and unhindered.

Commercial gain, hurried assumptions or lack of enquiry to human concern should remain secondary to the primary intent and value of defining the user needs requirements identified during research.

Empathic and purposeful design approaches offers inclusive and human centred focus defining the 'how' and positive augmentation of abilities, experience and activity of not just the person & context of use, but also of their network of stakeholders.

1) We believe that chronological age should not determine vulnerability, for we are aware, vulnerability and age/longevity is not always mutually exclusive.

2) People should not be discriminated upon because of their beliefs, who they are, identify as, or what role they partake in society, and their voices should be expressed freely and listened to.

3) As a follow to Point 2, the expressive commentary voiced and expressed freely should not harm or hurt others by malicious criticism or attack.

4) Research and recruitment of participants who are perceived to be and/or are marginalized in society should not result in discrimination or biased research outputs.

- 5) We believe that a citizen continues to learn and gain life experiences and can offer contribution to society across their lifespan.
- 6) Innovation and research practices must consider democratised voices and user experiences as valuable catalysts to creativity and technology wellbeing for all.
- 7) Interdisciplinary research must be recognised across all disciplines as a vital contributor to societal growth and documented interactions
- 8) Inter & multi-disciplinary and unique language and terminology is recognised across disciplines through collaborative research providing a rich embrace and appreciation as we co-design, innovative research approaches and create new technologies, services and systems that benefit all.

9) We believe cognitive and physical limitations can be supported, and dignity is always offered and placed central to the person.

10) To reflect on digital legacies, emerging and future technologies should not harm or injure and should obey the instruction as directed by the human.

11) At all times the intervention of future technologies should not place any person in a position of feeling stigmatised or excluded by society.

12) The data that effectively is created and stored by actors (e.g., stakeholders) will be done collectively and offers the person (including guardian, next of kin) autonomy in voicing their agreement or dissatisfaction to this activity.

Signed.....Hannah R. Marston, Linda Shore, Laura Stoops, Robbie S. Turner | 2022 ©

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Thank You – Any Questions?