

# Co-Creation Toolkit Step 2: A How-To Guide

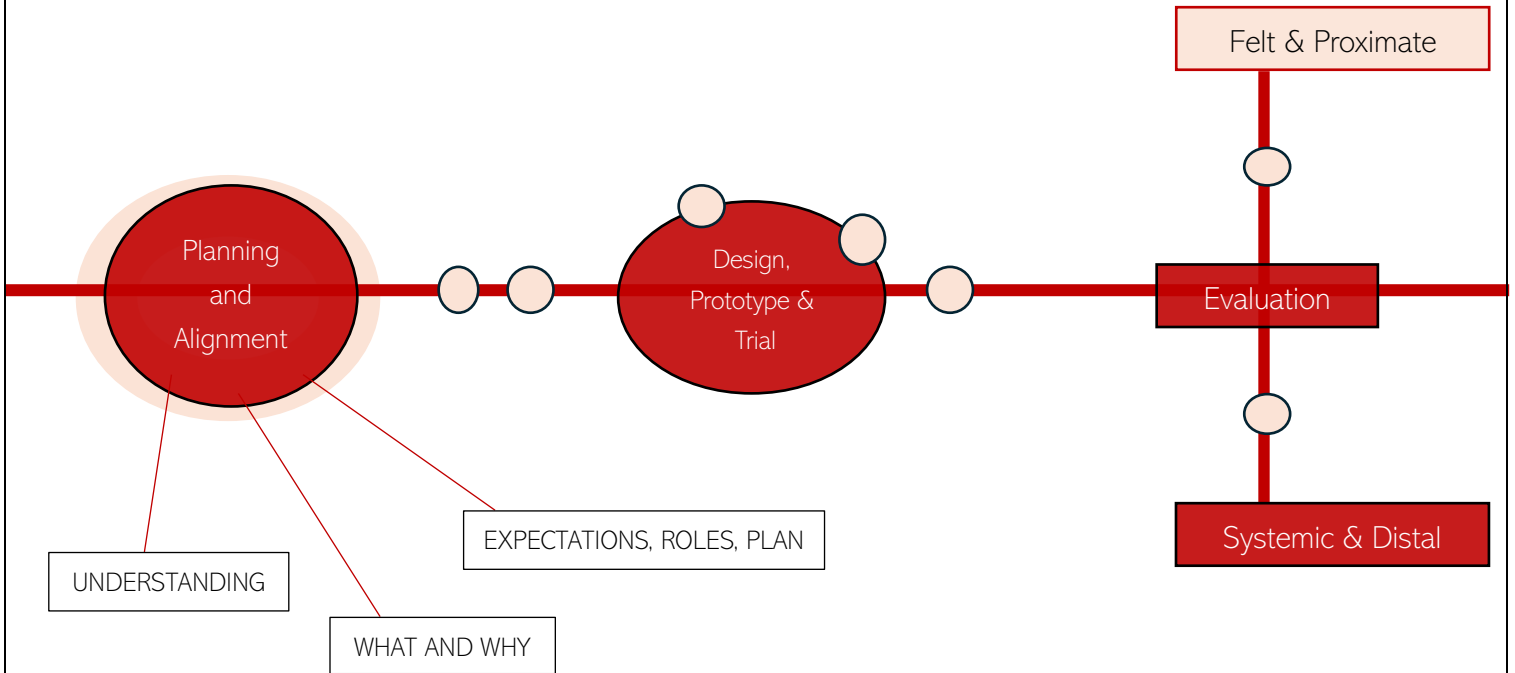
This document builds directly on concepts introduced in Toolkit Step 1: Foundations.  
Use the templates provided in 'Co-Creation Toolkit Step 3: Worksheets' when you are ready  
to start.

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# The Cycle

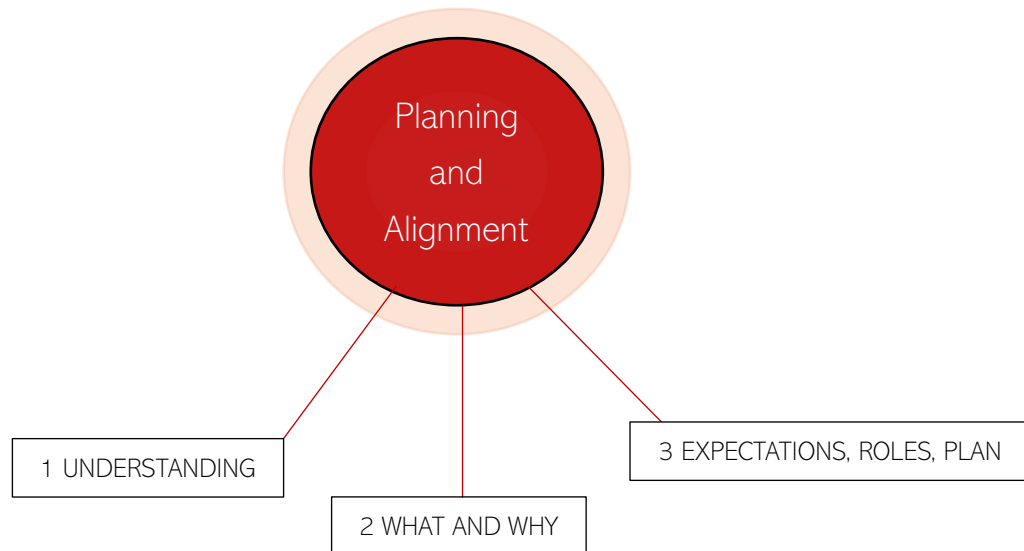
Co-creation happens in three (intertwined) phases.

The first is planning and alignment, the second is the research itself, and the third is evaluation.



○: Check-in points where all partners are involved. These can be workshops, meetings, or informal gatherings to share a meal and socialize. These are also opportunities to evaluate the process of co-creation itself (Felt & Proximate Evaluation).

## Phase 1: Planning and Alignment



In the first phase of conducting sound co-creative research, the focus should be on understanding partners, understanding each other's values and goals, establishing a research contract, and a governance model.

As discussed in Toolkit Step 1, effective co-creation begins with respect, curiosity, and open-mindedness. Keep these in mind as you learn about each other's values, constraints, and lived realities.

### 1. Understanding (Partners and Context)

Once the research collective is formed, get to know each other by utilizing one or more of the methods on **page 8**. No research question, problem, or plan should be finalized until this step is complete. However, keep in mind that understanding takes time and will be ongoing as the research unfolds.

Consider:

- a. What “successful” and “ethical” research means to everyone involved<sup>1</sup>. Are these long-term, or short-term goals?
- b. What everyone’s relationship to and interest in the research topic is.
- c. Constraining conditions that might impact successful co-creation (scheduling challenges, budgetary challenges, language barriers, value differences, accessibility constraints) and how to resolve them.
- d. Preferred methods for maintaining an ongoing relationship (regular workshops, social events, chat groups).

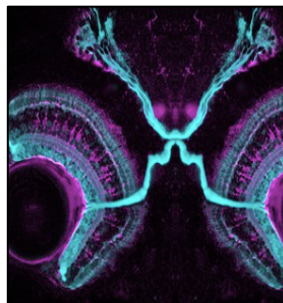


See *Lessons from the Field 3: Contact Tracing* in Toolkit Step 1 for an example of what happens when context and trust are not established before design.

## 2. What and why (of research)?

As a collective, identify the research problem and the research objectives. These should be directly informed by the discussions in step 1. Explore a list of research goals on **page 11**, but keep in mind that these will vary widely depending on the collective.

Co-creation works best when everyone involved understands the rationale for using it. Rationales for using co-creation can be informed by historical case studies, empirical research, and/or theory. Whether you are wanting to change services or systems, hypothesizing how co-creation acts as a mechanism for better knowledge production is important for evaluation and for informing future co-creators. Learn more about the theoretical underpinnings of co-creation on **pages 13-15**.



The Collingridge dilemma (discussed in Toolkit Step 1, page 3) is one rationale for using co-creation.

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<sup>1</sup> At this stage, you are deciding what will be measured later during evaluation. Decide together, rather than assume, what counts as impactful and ethical research.

### 3. Contract

Once the what and the why has been noted, a contract or written agreement should be made so that everyone agrees about their role, the research plan, the budget, and how unforeseen challenges will be handled. Insights from step 1 and step 2 will inform the contract. For a list of methods that will help ensure this process runs smoothly and is equitable, go to **page 18**.

The contract should:

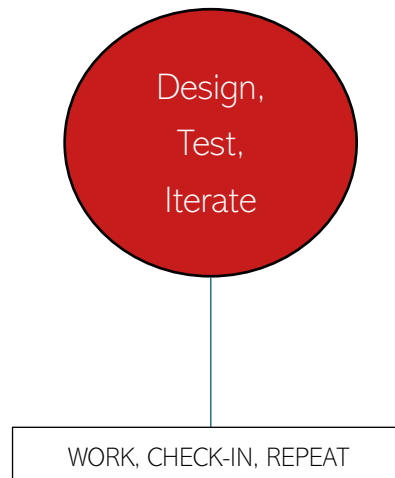
- a. Set a schedule that includes frequent check-ins, workshops, and social opportunities involving all partners.
- b. Identify how the group will accommodate changes in schedules and conflict.
- c. As the research unfolds, certain stages will be partner dominant<sup>2</sup>. Roles should be determined and noted, including who will be involved in evaluation and when. This should include a governance model.
- d. Decide how the research project and partners should be funded.

Ensure the contract reflects accessibility and flexibility principles discussed in Toolkit Step 1, such as temporal and modal flexibility.

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<sup>2</sup> Design might be engineer dominant, for example. Depending on what is being evaluated (citation practices or statistical improvements over time, versus moments of felt empowerment during the research process), evaluation will also be specific partner dominant.

## Phase 2: Design, Test, Iterate



Once the research is underway, partners should convene as planned in the schedule to do one of the following:

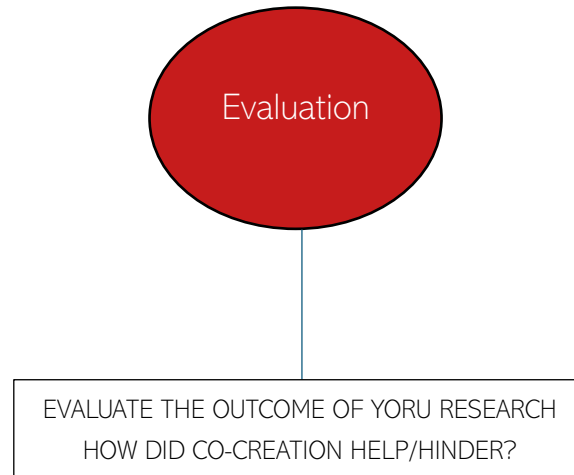
- a. Discuss how the research is progressing
- b. Co-design, workshop, or discuss the research progress. For a list of co-creation methods for co-designing and prototyping, go to **page 16**.
- c. Socialize
- d. Evaluate the co-creation process itself (proximate evaluation). For a list of approaches to proximate co-creation evaluation, go to **page 20**.

Make sure to note:

- a) Challenges and unforeseen barriers to the research.
- b) Success or progress in the research.
- c) Challenges and unforeseen barriers to the co-creation.
- d) Felt successes in the co-creation process.

Toolkit Step 1's lessons on care robots and neural devices highlight the importance of iterating with users continuously, not only validating technical features but ensuring dignity, usability, and cultural fit.

## Phase 3: Evaluation



During and after the co-created research unfolds, it should be evaluated. You will have already begun collecting data for proximate evaluation. Now, draw on frameworks for intermediate and distal evaluation to assess the intermediate and long-term impacts of the research (see more on **page 20**).

Make sure to note:

- a) Based on the findings from proximate evaluation, did co-creation help partners feel heard, included, and empowered? If not, why? How might this be amended?
- b) Did the research meet the definition of "ethics" and "success" co-defined in phase 1?
- c) What mechanisms of change or contextual factors were missed?
- d) What are the distal and systemic accomplishments of the research (have systems, networks, policies changed)? This question may need to be answered several years from the start date of the research.

Now that you have a working sense of the co-creation cycle, use the templates provided in 'Co-Creation Toolkit Step 3: Worksheets' when you are ready to start co-creating.

## Methods for Understanding Partners, Contexts, and Values

These are methods that allow those involved to gather insights into the needs, experiences, feelings, and behaviors of everyone impacted by the innovation, product, or research. Some of these methods can also be used to discuss and negotiate ethics and values.

### Ethnographic Research<sup>1</sup>

Ethnographic research involves observing and listening to people in their everyday environments to understand their routines, values, and needs. It reveals insights that interviews or surveys might miss by focusing on real-life behavior.

### Shadowing<sup>2</sup>

Shadowing means following a participant in their daily environment to observe how they act and what challenges they face. It captures authentic behaviors rather than relying on self-reports.

### Institutional Ethnography<sup>3</sup>

Institutional ethnography studies how organizations and systems shape people's experiences by observing routines, interviewing staff, and analyzing structures. It uncovers hidden barriers or supports within institutions.

### Context Mapping<sup>4,5</sup>

Context Mapping explores people's environments, routines, and values to understand the broader setting influencing their needs. It helps identify tacit knowledge that may not appear through direct questioning.

### Customer Journey Mapping<sup>6</sup>

This method visually maps each step a person takes when using a service or product, identifying touchpoints, pain points, and improvement opportunities. It provides a clear, chronological view of user experience.

### Day in the Life<sup>7</sup>

Participants document all their daily activities to reveal what matters most and where barriers or opportunities exist. It gives a detailed, realistic picture of daily routines that can guide design choices.

### Empathy Mapping<sup>8</sup>

Empathy mapping helps teams visualize what users think, feel, say, and do, revealing motivations, frustrations, and needs. It builds a holistic understanding of user experience.

### Personas<sup>9</sup>

Personas are fictional yet evidence-based user profiles summarizing common goals, behaviors, and frustrations. They keep design and decision-making focused on real user needs.

### Actor Network Mapping<sup>10</sup>

This method maps all the people, groups, and organizations connected to a problem and shows how they interact. It helps identify key actors, relationships, and engagement priorities.

### Interviews<sup>11</sup>

Interviews are one-on-one conversations that explore people's experiences and perspectives in depth. They reveal motivations and insights that group methods may overlook.

### Focus Groups<sup>12</sup>

Focus groups bring participants together to discuss shared experiences or opinions, revealing both consensus and disagreement. They generate rich dialogue and collective insight.

### Storytelling Sessions

Storytelling invites participants to share personal experiences related to an issue, helping to surface human perspectives and emotional insights for collaborative problem-solving.

### Networking Events

Networking events are structured gatherings where actors meet, exchange ideas, and form relationships that can spark new collaborations.

### Value Proposition Canvas<sup>13</sup>

This tool helps teams clarify what they offer, who benefits, and how value is created for users. It ensures the project's purpose aligns with user needs and expectations.

### The Kipling Method<sup>14</sup>

These structured techniques help groups define and understand problems by asking key questions (5W1H), exploring root causes (5WHY), and reframing issues into opportunities ("How might we...").

### Deliberative Dialogues<sup>15</sup>

Deliberative dialogues are structured discussions where participants weigh perspectives, share experiences, and work toward shared values or goals. They build trust and mutual understanding.

### Feedback Surveys

Surveys collect input from many actors quickly, identifying shared priorities, values, or concerns.

### Consensus Mapping<sup>16</sup>

Consensus Mapping visually shows where participants agree or disagree on key issues, creating a shared roadmap for collaboration.

### Reflective Workshops

These sessions invite participants to pause and reflect on their values, experiences, and learning. They strengthen alignment and shared understanding.

### Knowledge Translation Workshops<sup>17</sup>

Workshops that share evidence or research in accessible ways, enabling partners to discuss relevance and apply findings to their context.

## Co-Creation Research Aims

The table below maps common co-creation research aims to methods and evaluation approaches. It is intended as a flexible guide rather than a prescriptive or exhaustive list. Co-creators should adapt and expand these elements to suit their context, capacity, and partners.

Co Creation Aims	Possible Methods	Evaluation & Success Indicators
Health Outcome: A concrete, measurable improvement achieved through collaboration.	Context mapping, personas, empathy mapping, prototyping & usability testing	Distal outcomes: Measurable change in health indicators; reduction in service gaps; patient-reported improvements; adoption in practice settings.
Economic Outcome: Co-created research generates practical value (job creation, innovation, or cost savings) that directly benefits stakeholders involved in the project.	Co-creation sprints; design thinking; business Model Co-design; value proposition canvas; pilot implementation	Distal outcomes: Cost savings; new products/services; job creation; demonstrated public value
Research Uptake: Evidence that co-created findings are being applied in real-world practice or policy. Represents successful translation and mutual relevance.	Knowledge translation workshops; co-authorship with partners	Intermediate outcomes & distal outcomes: Increased citations, invited presentations, and general interest in the research innovation.
Positive Co-Creator Experience: Partners report satisfaction, learning, and mutual respect. These indicators of high-quality collaboration begin to build conditions for systemic changes in knowledge production.	Focus groups; co-creation workshops; reflective practice sessions; structured decision-making tools.	Proximate outcomes: Satisfaction; sense of respect; perceived contribution; positive collaboration environment; ongoing participation

<p>Trust Between Actors: Trust is the connective tissue that allows isolated projects to evolve into lasting partnerships and networks. It is both a result of good Mode 2 practice and a precondition for Mode 3 transformation.</p>	<p>Long term engagement; storytelling sessions and dialogue cafes; living labs</p>	<p>Intermediate outcomes: Trust scores; repeat participation; new collaborations initiated by word of mouth; openness of communication</p>
<p>Empowerment of Partners: Empowered partners start to influence decision-making, resource allocation, and research agendas – shifting power dynamics and building momentum toward systemic change.</p>	<p>Participatory governance processes; citizen juries; participatory budgeting; capacity-building workshops</p>	<p>Intermediate outcomes: Partners influencing decisions; increased sense of agency; redistribution of agenda-setting power</p>
<p>Policy or System Change: Co-created insights are institutionalized into policy, governance, or organizational frameworks.</p>	<p>Policy co-design labs; roundtables; scenario planning</p>	<p>Distal outcomes: Policies made or amended; cross-sector agreements; system redesigns.</p>
<p>Stronger Networks and Capacity Building: Collaboration evolves into long-term, cross-sector networks that can sustain innovation beyond any one project.</p>	<p>Communities of practice; networking sessions; long-term engagement strategies</p>	<p>Intermediate outcomes: Durability of partnerships; frequency of collaboration; increased shared capacity or skills (S&amp;T Human Capital)</p>
<p>Cultural and Organizational Change: Co-creation becomes part of the organizations or sector's DNA: values, norms, and everyday practices evolve to prioritize collaboration, inclusion, and shared learning.</p>	<p>Institutional ethnography; reflective workshops</p>	<p>Distal outcomes: Shifts in norms, values, or work practices; changes to governance; documented cultural change.</p>

## Theoretical Rationales for Co-Creation

When you conduct your research, you should be building on pre-established theories or establishing new ones. There are innumerable theories and approaches that can be used to justify the use of co-creation, but here are some oft-cited ones.

### Complexity Theory<sup>18</sup>:

Think of society as a web of connected systems (like health, education, or the economy). Everything affects everything else. Because systems are always changing, we need *flexible, adaptive, and iterative* ways of working, like co-creation, where people learn and adjust together instead of following a rigid plan.

### Empowerment Theory<sup>19</sup>:

This theory is about giving people more control over the things that affect their lives. It argues that everyone has the right to participate in decisions, especially those who are often left out. Co-creation fits this idea because it invites communities and stakeholders to share power and shape outcomes.

### Social Learning Theory<sup>20</sup>:

People learn by *observing and interacting* with others. When co-creation brings people together to work on shared goals, learning spreads through conversation, modeling, and shared experiences.

### Institutional Theory<sup>21</sup>:

Organizations don't exist in isolation, they're shaped by cultural norms, rules, and expectations. Co-creation helps institutions adapt to new expectations about collaboration, transparency, and social responsibility.

### Value Co-Creation Theory<sup>22</sup>:

In business, this theory says value isn't just created by companies and then "given" to consumers. Instead, value emerges through *interaction*, when businesses, customers, and partners work together. Co-creation supports this by encouraging shared design and problem-solving.

### Critical Realism<sup>23</sup>:

This is a meta-theory, a way of thinking about how different research approaches fit together. It argues that to understand complex problems, we need both numbers (quantitative data) and stories (qualitative data). Co-creation aligns with this because it values multiple ways of knowing.

Capability Approach<sup>24</sup>:

This theory says true well-being comes from having the *freedom and opportunity* to live the life you value. Co-creation increases these opportunities by involving people directly in shaping programs or policies.

Feminist Theory / Feminist Empowerment Perspectives<sup>25</sup>:

These theories highlight how traditional systems often silence marginalized voices. Co-creation challenges that by *centering lived experience* and redistributing power in knowledge-making.

Normalisation Process Theory<sup>26</sup>:

This theory looks at how new practices become part of everyday routines in organizations or systems (like hospitals). It justifies co-creation because it helps ensure that health innovations stick by involving the people who will use them.

Social Effectiveness Theory<sup>27</sup>:

This theory focuses on building *shared understanding and relationships*. It supports co-creation because collaboration helps people agree on what matters and makes it easier for new health ideas to be accepted.

Research-Creation<sup>28</sup>:

Research-creation is both a method and a theoretical orientation in which artistic practice is a mode of inquiry, not merely a mode of communicating research results. It treats making as thinking, recognizing creative processes, gestures, performances, installations, and material experimentation as legitimate forms of knowledge production. Research-creation resists the hierarchy between theory and practice, asserting that ideas emerge through doing, sensing, and creating, not only writing and analysis.

Postcolonial Theory<sup>29, 30</sup>:

Postcolonial theory examines how histories of empire, racialization, extraction, and cultural domination continue to shape present-day knowledge production from institutional arrangements to research practices. It challenges Eurocentric assumptions by centering voices and worldviews marginalized by colonial power.

Actor Network Theory (ANT)<sup>31</sup>:

This framework understands research and knowledge as a web of relations among humans, institutions, technologies, materials, documents and non-human actors, all of which shape outcomes. Rather than assuming knowledge is produced by individuals alone, ANT traces how networks are assembled, negotiated, and stabilized. It also traces how power circulates through interactions rather than resting in people or systems. For co-creation ANT offers tools for mapping

partnerships, artifacts, constraints, and infrastructures that make collaboration possible, or impossible.

Bioethics<sup>32</sup>:

Bioethics offers a framework for evaluating how research and innovation affect human well-being, autonomy, and justice, particularly in clinical or biomedical settings. Where co-creation is used, bioethics reminds us that collaboration must protect dignity, minimize harm, share decision-making, and attend to systemic inequalities in risk and benefit.

## Methods for designing, testing, revising

These are methods that can be used to co-creatively test, trial, and discuss research developments. These methods can be used during the check-ins to ensure all partners are collectively weighing-in on the progress.

### Prototyping<sup>33</sup>

Prototyping means creating simple, low-cost models of an idea to test and refine it based on feedback. It allows learning through early experimentation.

### Usability Testing

Usability testing observes how real users interact with a prototype or product to identify what works and what causes frustration. It ensures designs are intuitive and effective.

### Heuristic Evaluation<sup>34</sup>

Experts review a design against established usability principles to identify problems early. It's a fast, low-cost way to improve user experience before large-scale testing.

### Co-Creation Sprints<sup>35</sup>

Short, intensive sessions where diverse participants rapidly brainstorm, prototype, and test ideas. They generate tangible results quickly and promote collaboration.

### Design Thinking Sessions<sup>36</sup>

Structured workshops that guide participants through empathy, ideation, prototyping, and testing. They combine creativity with user-centered problem solving.

### Hackathons<sup>37</sup>

Time-limited, team-based events (often focused on technology) where participants build and present prototype solutions. They encourage innovation and rapid learning.

### Living Labs<sup>38</sup>

Real-world testing environments where users and researchers collaboratively adapt and evaluate solutions in practice. They ensure interventions are effective in real contexts.

### Business Model Co-Design<sup>39</sup>

Partners work together to design sustainable implementation models, including value creation and funding. It ensures solutions are practical and supported by all key actors.

### Policy Co-Design Labs<sup>40</sup>

Collaborative sessions where partners prototype and test policy ideas iteratively. They make policy

development more inclusive, legitimate, and adaptive.

## Methods for Shared Planning and Decision Making

These are methods that structure decisions and consensus building, what is commonly referred to as participatory decision-making<sup>41</sup>. These methods can be used throughout the research, from planning to evaluation.

### World Café<sup>42</sup>

Small-group conversations around key questions, with participants rotating tables to share ideas. It encourages inclusive dialogue and collective insight.

### Six Thinking Hats<sup>43</sup>

Participants examine a problem from six distinct perspectives (facts, emotions, creativity, risks, benefits, and process) to encourage balanced thinking and avoid bias.

### Nominal Group Technique<sup>44</sup>

A structured idea-generation process where everyone contributes individually, then the group ranks or votes on priorities. It ensures equal participation and fair consensus. Multivoting is a similar method, wherein participants vote across several rounds to narrow choices and prioritize the most supported options for the question, issue, or topic of brainstorming.

### 100-Dollar Method<sup>45</sup>

Participants “spend” 100 imaginary units on different options to express preferences. This creates a clear, quantitative view of group priorities.

### Dotmocracy<sup>46</sup>

A visual voting method where participants place stickers (dots) on preferred ideas. It quickly reveals group preferences and areas of consensus.

### Capacity-Building Workshops

Training sessions that build participants' knowledge and skills, enabling meaningful participation in research and decision-making.

### Citizen Juries<sup>47</sup>

Randomly selected citizens deliberate on complex issues after hearing from experts, then produce recommendations. They bring democratic legitimacy to decisions.

### Co-Authorship in Research<sup>48</sup>

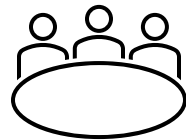
Partners and researchers write outputs together, sharing responsibility for findings and conclusions. It strengthens joint ownership of knowledge.

Member Checking<sup>49</sup>

Participants review and verify collected data or interpretations to ensure accuracy and shared understanding. It reinforces trust and co-production of knowledge.

## Evaluation

In Phase 1, you will have decided what “successful” and “ethical” research means to everyone involved, and whether these are short-term, intermediate, or long-term goals. Below, frameworks for evaluation are grouped according to these three temporal layers: proximate (short-term), intermediate, and distal (long-term). This is not an exhaustive list.



### Proximate Evaluation

Short-term effects seen during the co-creation process. These frameworks focus on what is happening in the moment during collaboration: Are all partners engaged? Does everyone feel heard and respected?

### Contribution Mapping<sup>50</sup>

Tracks how people, organizations, and technologies contribute to knowledge creation. It looks at relationships, shared learning, and “alignment efforts” between partners. For example, evaluators make maps and interview participants to trace how ideas and collaborations evolve.

### SIAMPI (Social Impact Assessment through Productive Interactions)<sup>51</sup>

Measures “productive interactions” between researchers and others, such as meetings, partnerships, shared publications, or funding. The idea here is that social impact comes from these interactions, not just final outputs.

### Flows of Knowledge<sup>52</sup>

Focuses on how knowledge and influence flow between researchers, funders, policymakers, and communities. Evaluators look at how relationships and awareness change, not just formal results.

### Social Effectiveness<sup>53</sup>

Looks at whether an intervention helps people understand each other and build new social connections. It studies *how relationships and shared meaning* develop as part of the project



### Intermediate Evaluation

Effects visible during pilots, trials, and directly following implementation. These frameworks are used

once the research is nearing completion. They consider whether ideas were implemented successfully and whether relationships or systems began to change as intended.

#### Formative Evaluation<sup>54</sup>

Provides ongoing feedback while a project is being implemented. Uses interviews, reflections, and creative tools (like “rivers” or “graffiti walls”) to help teams adapt in real time.

#### Normalisation Process Theory<sup>55</sup> (NPT)

Examines how new practices or interventions become part of everyday routines. It looks at sense-making (coherence), engagement (participation), doing the work (collective action), and reflection (monitoring).

#### PROSECO Framework<sup>56</sup>

A co-creation-specific framework that evaluates five dimensions: delivery, participation, experience, context, and impact. It's flexible, because users can mix and match components to suit their evaluation goals.

#### COM-B Model<sup>57</sup>

Used to understand and change behavior. It looks at whether people have the Capability, Opportunity, and Motivation to act, keys for sustaining co-created changes.

#### APEASE Criteria<sup>58</sup>

A decision tool for evaluating whether an intervention is Acceptable, Practical, Effective, Affordable, Safe, and Equitable, helping ensure that what's co-created is also realistic and fair. It is a subset of criteria derived from the behavior change wheel.



#### Distal Evaluation

Long-term or system-level impacts that emerge well after the implementation. These frameworks track big-picture or system-level change, often years later. They assess shifts in health, economy, policy, or trust - impacts that take time to develop.

#### ASIRPA<sup>59</sup>

Traces how research leads to socio-economic impacts through “chains of translation”, from labs to real-world change. Uses case studies, interviews, and evidence like patents or policy uptake.

### S&T Human Capital<sup>60</sup>

This approach to evaluation typically focuses on the researchers - their skills, mobility, and networks. It treats knowledge as something embodied in people, not just in publications or technologies. This framework can be extended to all partners involved the co-created research.



### Integrated Evaluation

These frameworks connect multiple levels of evaluation, looking both at *how* things are done and *what changes* result. They're ideal for long-term, complex co-creation efforts.

### Realist Evaluation<sup>61</sup>

Asks, "What works, for whom, in what context, and why?" Instead of linear cause-and-effect, it examines how social mechanisms work differently in different settings, making it a good fit for complex co-creation.

### Logic Models<sup>62</sup>

Simple visual tools linking project inputs → activities → outputs → outcomes. They help clarify shared goals and assumptions by using a diagrammatic model linking activities to objectives based on the underlying change, and with reference to the theory behind the change expected. Simply put, a logic model attempts to convey visually the *logic* of the program (connection between program activities and the program's desired outcomes).

### MRC Process Evaluation

A health research framework that integrates design, implementation, and outcomes. It balances structure with flexibility and emphasizes feedback, fidelity, and learning across project stages.

### PARiHS Framework<sup>63</sup>

Focuses on the interaction between Evidence, Context, and Facilitation in implementing research. It values diverse forms of evidence (including local knowledge) and sees implementation as a dynamic, negotiated process.

### Institute for Work & Health (IWH) Research Impact Model<sup>64</sup>:

This model offers a structured way to trace how research translates into real-world outcomes by moving through three stages of impact: immediate outputs (publications, briefs), intermediate outcomes: (research uptake in policy, workplace practices), and final outcomes (societal benefits –

improved health and lower system costs). Its logic structure also recognizes that assessing impact becomes more difficult the further one moves from dissemination toward long-term societal change, encouraging teams to track evidence at multiple points along the way.

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<sup>1</sup> Louis L. Bucciarelli, "An Ethnographic Perspective on Engineering Design," *Design Studies* 9, no. 3 (1988): 159–68, [https://doi.org/10.1016/0142-694X\(88\)90045-2](https://doi.org/10.1016/0142-694X(88)90045-2); George E. Marcus, "Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography," *Annual Review of Anthropology* 24 (1995): 95–117; Elizabeth Campbell and Luke E. Lassiter, *Doing Ethnography Today: Theories, Methods, Exercises* (Wiley-Blackwell, 2015); Christine Hine, *Virtual Ethnography* (SAGE Publications Ltd, 2000), <https://doi.org/10.4135/9780857020277>.

<sup>2</sup> Popp, Johanna, Johannes Carl, Eva Grüne, and Klaus Pfeifer. "Introducing the Practice Dive Approach: An Extension of Co-Creation in Physical Activity Promotion and Health Promotion." *Health Promotion International* 36, no. Supplement\_2 (2021): ii53–64. <https://doi.org/10.1093/heapro/daab160>.

<sup>3</sup> Dorothy E. Smith, ed., *Institutional Ethnography as Practice, Sociology/Gender Studies* (Rowman & Littlefield, 2006).

<sup>4</sup> Sarantou, Melanie, Outi Kugapi, and Maria Huhmarniemi. "Context Mapping for Creative Tourism." *Annals of Tourism Research* 86 (January 2021): 103064. <https://doi.org/10.1016/j.annals.2020.103064>.

<sup>5</sup> Froukje Sleeswijk Visser et al., "Contextmapping: Experiences from Practice," *CoDesign* 1, no. 2 (2005): 119–49, <https://doi.org/10.1080/15710880500135987>.

<sup>6</sup> Mark S. Rosenbaum et al., "How to Create a Realistic Customer Journey Map," *Business Horizons* 60, no. 1 (2017): 143–50, <https://doi.org/10.1016/j.bushor.2016.09.010>.

<sup>7</sup> Maria Del Rio Carral, "Focusing on 'A Day in the Life': An Activity-Based Method for the Qualitative Analysis of Psychological Phenomena," *Qualitative Research in Psychology* 11, no. 3 (2014): 298–315, <https://doi.org/10.1080/14780887.2014.902525>.

<sup>8</sup> Christi Dining Zuber and Louise Moody, "Creativity and Innovation in Health Care: Tapping Into Organizational Enablers Through Human-Centered Design," *Nursing Administration Quarterly* 42, no. 1 (2018): 62–75, <https://doi.org/10.1097/NAQ.0000000000000267>.

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