

SoCaTel

**A multi-stakeholder co-creation platform for better
access to Long-Term Care services**

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EXECUTIVE SUMMARY

This deliverable contains a MOOC (Massive Open Online Course) to be used by higher education institutes training the next generation of social workers, researchers, and policy makers about co-creation and the co-creation platform. MOOCs provide an affordable and flexible way to learn new skills, advance a career and deliver quality educational experiences at scale.

As a H2020 Innovation action, SoCaTel takes part in the Open Research Data Pilot (ORD) and thus contributes to a broader change: the becoming of data-driven science underpinning Open Science.

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1. MOOC PRODUCTION OVERVIEW

The MOOC is a form of open education. The European Commission's defined open education as:

"a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education, and connects" (Opening up Education: A Support Framework for Higher Education Institutions, 2016)

Six phases of SOCATEL MOOC production	
1. Define	During the definition phase, there is a detailed discussion about purpose, target groups, learning objectives, content, review, size, how different a MOOC works in relation to on-campus education, project approach, project team composition and, the MOOC platform and at the end, a course plan is delivered.
2. Design	During the design phase, all weeks, themes and steps are worked out, storyboards are written and aligned with educationalists, test experts and MOOC experts. Eventually, a course design with storyboards is delivered that is approved by the MOOC coordinator Fontys and the workpackage leader TCD.
3. Production	During the production phase, all videos are shot and subtitled after 2-3 editing rounds and put on the platform with all other course materials. This should be finished five weeks before launch. In addition, the course page must also be delivered 3 months prior to launch, with course description and trailer. Before the course page can be published, the project coordinator must agree to this. A manual is written how to film, translate, subtitle, edit/review, etc.
4. Test	The test phase lasts 5 weeks and during this phase MOOC Coordinator (FONTYS), test experts, educationalists, and student testers will provide feedback. Because the scope of the course is so large, guaranteeing the quality is extremely important. At this stage, trimming is still possible.
5. Live	The live phase is relatively quiet because the preliminary work has already been done. However, some will need to be monitored and a local teacher can interfere in discussions. Sometimes we organize a google hangout to highlight something recent or make the course a little

	more interactive. There are also emails that go weekly to the students that stimulate the learning process.
6. Evaluation	Quality insurance: every participant is invited to leave feedback on the MOOC on the Socatel website.

1.1 SoCaTel PROJECT & EDUCATION

The SoCaTel project aims at creating a multi-stakeholder ICT platform which facilitates the co-creation of better and more accessible Long-Term Care (LTC) social services. To ensure long-term impact of SoCaTel's outcomes, it is crucial that the young generation of social workers is educated about co-creation practices and their benefits. As such, under the leadership of FONTYS, a SoCaTel Massive Open Online Course (MOOC) will be prepared in multiple languages and shared via the European MOOC repository so as to promote the incorporation of co-creation content in social work studies. This platform (<http://openeducationeuropa.eu/>) is part of the Opening up Education initiative to provide a single gateway to European OER (open education resources). The first adopters will be the universities participating in the project: URV, FONTYS, UTA, GFC and TCD. These 5 higher education institutes are planning to use the MOOC's content and teaching resources in undergraduate and graduate courses.

T9.4 FONTYS, URV, GFC, TAU and TCD will use the project results to generate publications and enrich and diversify their course curriculum. They will be shared owners of the SoCaTel MOOC which they intend to use in their institutions in order to promote the uptake of co-creation among researchers and next generations of social workers.

A SoCaTel MOOC (D9.7) will be released on European Commission's Open Education Europa platform thus ensuring long term impact on the scientific community. The academic partners have all declared interest in incorporating the MOOC's learning resources into relevant courses.

- Students are invited to learn more about co-creation methodologies applied in the social work field by using the SoCaTel MOOC
- FONTYS, URV, GFC, TAU, and TCD will use the results to generate publications and enrich and diversify their course curriculum. They will be shared owners of the SoCaTel MOOC which they intend to use in their institutions in order to promote the uptake of co-creation among researchers and next generations of social workers.
- A SoCaTel MOOC (D9.7) will be released on European Commission's Open Education Europa platform thus ensuring longterm impact on the scientific community. The academic partners have all declared interest in incorporating the MOOC's learning resources into relevant courses.

1.2 PREREQUISITES

Because we strongly believe that this MOOC will give new insights to both social workers, health workers and designers as well as students in these professions, this MOOC is developed in a way that all will benefit from the knowledge shared. No prerequisites apply. And admission is not prerequisite as well.

Recent research by Hendriks, Kreijns, Munoz and Kalz (2019) indicates that although MOOCs are promising opportunities for lifelong learning, many learners do not succeed in pursuing their personal learning goals. Barriers to learning are the main reason for not finishing the intended (parts of the) MOOCs. More experience with online learning positively affects individuals' ability to cope with the challenges to combine work and family life with lifelong (online) learning activities, especially for learners in their early adulthood and mid-life. For the SoCaTel MOOC to reach its objective to promote the incorporation of co-creation content in social work studies, both learners with a lower as well as a higher educational level should be able to finish the SoCaTel MOOC with or without external support. We will therefore invite universities and universities of applied sciences around Europe to use the MOOC as part of their educational programme as well.

1.3 PROGRAMME

1. SoCaTel video: Why do we need change? (URV)
2. Co-creation explained (Fontys)
3. Co-creation methodology in social care (URV)
4. Using the SoCaTel platform (Ozwillo)
5. Exam 1 (answers to the multiple choice questions are available on the SoCaTel website)
6. The impact of co-creation methods on LTC services (TAU)
7. Ethical risks and opportunities in co-creation involving vulnerable populations (GFC)
8. Co-creation approaches adapted to different LTC models in Europe (TCD, URV, GFC, TAU)
9. Exam 2 (answers to the multiple choice questions are available on the SoCaTel website)

MOOC to be published on: <https://open-research-europe.ec.europa.eu> as is stated in the Grant proposal. It is also uploaded on the SoCaTel website: <https://www.socatel.eu/mooc/> and the websites of the participating universities. Link to MOOC: <https://fontys.nl/Over-Fontys/Fontys-Paramedische-Hogeschool/SoCaTel.htm>

Disclaimer: this MOOC is produced during the Corona pandemic. This had a big effect on the recordings. Due to the Quarantine regulations all recordings had to be made at home, thereby influencing the quality of the recordings.

2. SoCaTEL VIDEO: WHY DO WE NEED CHANGE? (URV)

2.1 SHORT DESCRIPTION OF THE VIDEO

Title	Why do we need change?
Leader	Universitat Rovira I Virgili
Objective	Explain the essence the need to change in a digital world.
Innovation	Changes in a digital world by digital co-creation
Duration video	3.31minutes

A brief introduction to why changes are necessary. A digitally available platform (SoCaTel) is used for this purpose, with which, together with others, co-creation can be awakened to solving the questions of the individual participants. Completed information about the aim, objectives and sections covered by the SoCaTel video can be found on D9.7. The link to the SoCaTel video is the following: <https://www.youtube.com/watch?v=-JRdCOoStCw&feature=youtu.be>

3. CO-CREATION EXPLAINED (FONTYS)

3.1 SHORT DESCRIPTION OF THE VIDEO

Title	Co-creation explained, an on-line breakfast discussion about co-creation
Leader	Fontys University of allied health sciences
Objective	Explain the essence of co-creation to students
Material	based on the co-creation manual
Innovation	co-creation described from the perspective of designers, health care professionals, older people and social workers

Duration video	15 minutes
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We want to attract the students to learn more about co-creation in Long-Term-Care (LTC). Therefore, we decided to use different types of movies/videos in the MOOC. To engage with them we start with a video in which we address the students personally.

3.2 VIDEO TRANSCRIPT

A warm welcome to Siete, Janno and Rens in participating the discussion on co-creation.

We would like to discuss the ideas about co-creation in the context of valorisation lessons for students who are working on their research thesis.

I would like to discuss with you how to get the right research content and what the conditions for co-creation should be.

Before we start I would like to ask you, what you understand by co-creation.

Rens, may I start with you? Yes of course, I'm educated as a designer and in that context I have experience in co-creation. In the basis Co-creation is together with other people, such as patients, doctors, another relevant stakeholders, who have an interest in the design, create new designs.

Siete, how is this for you? Yes I agree with that. For me it means to get to new ideas, solutions and insights for the present issue in a way that works more efficiently and more quickly than communication by email, phone calls etc. compared to individual working. However, you need to prepare in a thorough way the meetings.

Janno: that makes sense and I would like to elaborate on this a little more. Both of you mention that it is important to work together to come to the value creation. The advantage is that all stakeholders together run through the whole process.

Janno: What interest me is: what are the conditions to do this in a proper way?

Rens: Firstly, it is important to have a set goal for the co-creation. Don't start the co-creation process for the co-creation itself. Of eminent importance is the question, why do I need other people. Secondly, you have to create together and ask yourself, which question can't I answer on my own. What do I need from the other participants or by email etc? Think of a setting in which you invite for instance a patient and a medical doctor. Both persons have a different perspective to the present question. When they think about the problem they can build together upon the individual ideas.

How do you see this Siete? This is exactly how I see this. It happens literally in front of your eyes. The best insights will grow during the process in front of your

eyes. The experiences or citations that you will remind are those of which you say, 'never thought of this'. " we had this to take into account from the start"! These things happen in front of your eyes! People from two (or more) different areas working together on your question, generates insight that you can't have thought of yourselves. It is great to share your ideas. That helps to get new insights and opens new roads, instead of *'well I'm always working in this way'*. These new insights helps me to improve in the future. We can learn from each other. New gained insight are worth a lot. I have the same perspective as mentioned by Rens: you have to set your goal beforehand.

You need to think about the right place in (time) for the co-creation process in the whole design process. To get as much relevant and useful information as possible.

Rens: in addition to this what we just mentioned are the criteria for co-creation. However, within the co-creation process you can work with a broad spectrum of methods. In the different phases you can work accordingly the co-creation process. In the beginning of the process, you can work together to come to the right design question. Further on in the co-creation process you can add the information to get to ideas and designs and in the final part of the process to generate value to connect this to the professional field. In all phases of the research process, you can make use of the co-creation process. This is possible because co-creation is not a pre-set way of working but a flexible way of working with a variety of people to achieve the goals.

Siete: in addition to this, if you look for co-creation on the internet than you find information about creative way of working and brainstorming which can be of use to come to new ideas. However, you can also consider, from the design perspective, what is the definition of the best route. Towards valorisation, you can also think of how my product should look like and how can we share the results. For instance, by using a folder, article, physical product and so on. The information for this, you would like to derive from all involved stakeholders. That is the reason to invite these people to interact with them.

Janno: you mentioned: I'm going to brainstorm and thus I'm going to co-create, but you say it is a way: co-creating is not a method setting. Co-creation is not a fixed format, but more like a container with a number of tools you can use depending on the goals you achieve. Therefore, you have to think on beforehand, what are the goals and what are the tools I would like to use without fixing the outcome. The outcome should be free.

Siete: What I can imagine is that you are going to look for examples, although it is hard to find good examples outside the creative industry. What do you want to attain? That is mostly generating and test new insights and answering questions. I would say that that is the basis, which can also be tested with the participants. And how you arrange the co-creation process together is of course up-to-you.

This can also be tested of course with people who have good ideas. I would say, you have a number of questions that need an answer and that directs the structure of the co-creation session.

And you can then work one time with 'post-its' and the other time with discussing theorems to start a discussion to generate answers. There are a lot of methods you can use. However, the questions you want to answer direct the co-creation session.

How do you think about this Rens?

Well two ideas came up. I agree with you. The first is, you can indeed use a number of methods, and you can use the co-creation itself as the research itself. In the same way as you can use an interview method to have a conversation, also the Co-creation process can be used to validate your design or discuss your design.

Co-creation is therefore not only the brainstorm phase in your process.

Next to this, I would like to hand out a hint. If you are going to start a co-creation session for the first time, it can be challenging to host this, to prepare this. In this case it would be helpful to run a 'pilot' version with (your) peers. Use your colleagues, students to run a session. Then you experience yourself what works (or not) what goes well (or not). This gives you the possibility to prepare yourself before you actually start with the proposed target group.

Janno, That makes sense. Preparation is an essential part. Practicing, thinking over of the goals and the questions you have is necessary. Just to start a co-creation session without preparation is meaningless. I demand an investment beforehand to get to the insights of the involved experts.

Siete: in addition to this. One of my personal experiences is: once you have gathered a number of people and just addressing a question does not always works well. What then helps is to have the questions answered individually and then bring the answers together. This assures that everyone has an input and gives everyone's perspectives.

instead of asking the question in general. Mostly you get an idea of only the person who is talking first. There are always people who talk more easily than others.

Rens: And then in addition to this. You experience that this conversation itself is also a form of co-creation. Building upon each other's input generates also new ideas.

During this conversation I had to think on the quote of 'Henry Ford' When he had asked people of what they would like to have, they would have answered "faster horses". But he came up with a car. What you see is that people reason from their own perspective. Therefore, you as facilitator have to be critical about what is being said and why. This asks from the facilitator a higher level of co-creation. When you want to come to value creation you as facilitator sometimes have to discuss in the group the assumptions and statements people make.

Siete: Yes, that is correct, because working with future colleagues or more specific with doctors often seen as authorities, it asks something more to get them working in a way you want, but you can always ask for explanation, what do you mean, what are the thoughts behind etc. You should really do this, because the answer itself is only part of it. The thoughts and reasons behind the answer are also important.

Janno: You have to dare to ask deeper questions to avoid just the face value of answers.

Rens: It is actually about searching for the latent need that lies beneath the answer. As for example a doctor says, 'your idea is not possible' but I need more contact with the patient, than you actually hear something that lies behind the need. You then need to filter out what is actually meant by that phrase.

Janno: So you need to look under the surface!

Just one practical thing. If you are going to co-create, how much time do you need? Can you do this in 15 minutes?

Rens: I don't want to label this with an exact amount of time. However, If you want to have your participants in 'the co-creation mode' who are willing to walk along the 'thinking process and are willing to participate, you need to reserve time to get to know each other and get used to the environment and get them to activate the creative part of their brain. That takes at least 15 to 20 minutes. After that, you can start with the actual co-creation session, which can take up to 2 hours. Perhaps in a digital form sometimes shorter.

Siete, how do you think about this? Yes I agree on this, you cannot get through people in the deep. You need to get people in the right mindset, by some simple experiments to get them out of their tunnel. This takes some time. You have to grant some time to the participants to do this.

If you are more experienced, you can shorten this phase. To avoid too much pressure on the participants you need one and a half to two hours to accomplish this.

Rens: and then also document, (notes) the process and the different steps to reconstruct what has been said and to capture all ideas.

Often these kinds of sessions are done, very enthusiastically and with a lot of new acquired knowledge without recording (in writing, or voice) which makes it extremely difficult to catch the 'nuances' in what has been said.

Making a screen capture, (when working digitally) or recording the session is of the utmost importance.

Siete: the value of the co-creation is not necessarily in the things they write down, but more in the explanation they give, or in the discussion.

Therefore, you need to record the session, 'in this case online', but in a normal setting, get your camera ready. Of course, you have to ask the participants for permission to record the session! Then you have your required data!

Janno. That is a good one! This is very valuable!

Concluding question. If people need more info, can you advise us about the sources where to find more info?

Rens; research from Sanders and Stappers (2008) gives an overview about co-creation. This is more at a scientific level. There is also a scientific journal about co-creation. The Socatel Co-creation manual is a good source. But searching with 'Google' leads to a lot of information also with practical examples.

More additions Siete? not at this moment.

Janno, gentleman, thank you very much for your time, this was very helpful.

Siete : can I give a final thought? A challenging thing is that you don't have good examples of how to do this. Therefore, I would call upon the facilitators to share their experience, films etc, what went right, what could be approved etc., to learn from each other.... Thank you all very much!!!!

3.3 QUESTIONS AS PART OF EXAM 1

- 1) Co-creation is
 - a) working individually to create something
 - b) working with other people to create something.
 Answer: b
- 2) Co-creation sessions can be successful when you
 - a) When you do not prepare yourself and work spontaneously
 - b) When you do prepare yourself and do not work spontaneously.
 Answer: b.
- 3) To co-create
 - a) you do need a specific set goal.
 - b) you do not need a specific set goal.
 Answer: a
- 4) Co-creation is specific to be used to formulate a design question
 - a) Yes
 - b) No
 Answer: a

- 5) I'm going to brainstorm and thus I'm going to co-create.
 a) No
 b) Yes
 Answer: a.

4. USING CO-CREATION METHODOLOGY IN SOCIAL CARE (URV)

4.1 SHORT DESCRIPTION OF THE VIDEO

Title	MOOC creation of long-term care services
Leader	Universitat Rovira I Virgili
Objective	Explanation of
Innovation	introduce some co-creation tools focusing on the co-creation of long-term care services
Duration video	13.02 min

4.2 VIDEO TRANSCRIPT

Introduction

Good morning, I am Blanca Deusdad, Associate Professor at the Department of, Anthropology, Philosophy and Social Work at the Rovira i Virgili University of Tarragona and coordinator of the European project Horizon2020 SoCaTel: *a multi-stakeholder co-creation platform for better access to long-term care services*. In other words, a digital co-creation platform for the co-creation of care services with the participation of all stakeholders.

Welcome everybody to the MOOC course on co-creation and care services. In this video we will introduce some co-creation tools focusing on the co-creation of long-term care services through the example of the SoCaTel project

Co-creation of services with the collaboration of older adults

Initially, co-creation arises in the field of business and engineering for the ideation of market products with the participation of customers. Only recently it has been used for the joint ideation and the development of services. In this sense, this

methodology is still relatively new in the majority of Southern and Eastern European countries, reason why the SoCaTel example can be useful in two ways. In the first place, because it allows us to explore the methodology of the co-creation of services and secondly, because it helps us to understand how we can involve older adults in the whole process, starting from ideation towards design, resulting in more democratic and participatory services and most importantly that they respond to the real needs of people.

Let's start

Who?

First of all, we must think about who needs to be involved when organizing a co-creation session. This will largely depend on the purpose of it.

If the intention is to co-create services for older people, this group is one of the stakeholders and must participate in the process, in order to keep in mind their needs and skills. If this group is not included, we fall into the stereotype that older people are a homogeneous group with the same needs and skills (especially in the technological field). Which in fact is not the case...

This criterion turns out to be extremely ageist.

What do we mean by the term ageism?

Ageism is a term coined by Robert Butler in 1969 to reflect age discrimination (along with sexism or racism). Ageism tends to affect mainly older people, who in certain contexts end up being marginalized, infantilized or treated in a disrespectful way, presupposing mental slowness that is not true. It can also affect young people, for example in relation to their expertise.

Involving older people requires greater attention to their specificities and possible limitations (although without generalizing or ridiculing them). In this sense, we must pay attention to the language and communication strategies we use, making sure that all participants have understood and were able to carry out the tasks, assisting them when necessary. Here are some tips:

- Make sure your face can be seen, make frequent eye contact, and ensure that the lighting is good.
- Talk quietly and articulate well and carefully, but without moving your lips in an exaggerated way.
- Always write down names, addresses and appointment dates.
- Be patient and repeat your message when necessary. If you not manage to make yourself understood, try to explain things in a different way until you do.
- In group discussions ensure that there is only one person speaking at a time, and that it is clear whose turn it is to speak.
- Avoid speaking as though to a child

Regularly check in to make sure you are on the same page. (see Co-creation manual) Regularly check in to make sure you are on the same page. (Co-creation manual)

Listening to the voice of older people in relation to their needs and problems allows us to reach more efficient and useful solutions. Likewise, we will have to rely on health professionals (geriatricians, primary care doctors, nurses) and social workers and family workers who, with their experience and professional knowledge, face different challenges and difficulties every day. To encompass all stakeholders, a very useful perspective is the Quadruple Helix, which involves the participation of 4 sectors of society: private sector (in our case service providers), academia (researchers and software developers), policy makers and the civil society.

How?

Now that we know what kind of profiles we are looking for, let's see how we can co-create and what tools/techniques we can use.

Lego Serious Play

Lego Serious Play (LSP) is an interesting and fun methodology that allows to materialize ideation, promoting creativity and innovation.

What do you need?

Space: a big table and enough space to work around it, another accessible surface to place the Lego pieces. Choose a bright and inspiring place.

Material: classic Lego pieces, bricks, minifigures, building bases, Lego Duplo pieces, post-its

What does the process consist of: clarifying the problem, solving problems, finding solutions or expressing ideas and feelings through the construction of Lego models. Each participant builds their models and explains them to the others and at the end of the session a joint model is built.

Facilitator: It is essential that there is at least one person with knowledge of the LSP methodology who knows how to guide the process.

The SoCaTel example: During the SoCaTel project we have used this tool to work on the limits of the Spanish long-term care Act for older adults, carers and people with disabilities (LAPAD). This law is responsible for grant long-term care benefits and services in Spain. Specifically, we co-create on 4 issues: the lack of information related to benefits and care services; its administrative complexity (bureaucratization); the lack of coordination between healthcare professionals, social workers and family carers; and the scarcity of resources and precarious labour conditions of care workers. Through co-creation we therefore try to find possible solutions and proposals listening to the voice of all stakeholders.

Design Thinking

Design thinking is a method aim at generating innovative ideas. Its effectiveness is due to focus on understanding and solving the real needs of users.

The process consists of 5 stages: empathize, define, devise, prototype and test.

We are going to briefly describe each one of them using the SoCaTel example:

Step 1-Empathize: first it is necessary to acquire a deep understanding of the users' needs. To achieve this, throughout the SoCaTel project, we conducted interviews and focus groups with older people, their family carers and care workers, as well as health care professionals (nurses and doctor) and social workers.

Step 2-Define the problem: in this step we analysed the information collected during the previous phases and identified key issues, we also collected information on functional requirements for the development of the SoCaTel platform in order for it to be relevant and accessible.

Step 3-Devise: We focused on the 4 topics, previously presented to the group, and we began to co-create possible solutions (especially through the Lego Serious Play) while at the same time the technical team began to develop a first mock-up of the SoCaTel platform, including the contributions of the different stakeholders interviewed.

Step 4-Prototype: Next, an on-site co-creation workshop was organized where they worked on the mock-up of the platform.

What is a mock-up?

Mock-ups are physical and tangible explorations of products or interfaces that have been envisioned. The key characteristic of mock-ups is that the technology is not yet developed but they can be used to discuss, test and evaluate specific aspects of the design in question. Mock-ups are also referred to as paper prototypes.

During the workshop, participants were divided into groups, each one worked with some DIN A3 sheets, in which the different pages of the SoCaTel platform mock-up were printed, so that participants could work on each page using different tools such as: images from magazines, objects, post-its and colours.

Step 5-Test: after this we carried out a new workshop with a small number of people in which we test a demo (image demonstration) of the platform, and we collect the final feedback before finalizing the product (the front-end).

Digital co-creation

As a result, SoCaTel a digital co-creation platform for co-creating long-term care services was co-created.

What is digital co-creation?

Co-creation in a digital environment is distinct from co-creation within a design process. In a digital environment, there are other ways of interacting with the end user and of collecting data. Many larger companies and brands have recognised the value of co-creating with their customers. Quite a few of them offer tools their

customers can use to express their needs, wishes and ideas. (e.g. a cocreation manual)

What are the benefits and barriers of digital co-creation?

BENEFITS

Comfort: you can connect from your home at any time that suits you

Ease of connection: you can share information and communicate with a large number of people

Inclusion: you can include people with busy schedules or with mobility problems

BARRIERS

Loss of interest and lack of motivation: to avoid this, SoCaTel has created the figure of facilitator with the objective of inviting and encouraging active participation by a multi-stakeholder's group

Digital divide: in the case of co-creation for older adults, this element may be particularly evident. In this sense, SoCaTel has used different strategies:

- Collect the opinion of older people about the platform from the beginning of the process so that it is as accessible as possible.
- Invite mostly older people who are familiar with the digital environment. In this sense, it must be taken into account that according to a survey by the INE (National Institute of Statistics) on Equipment and Use of Information and Communication Technology in homes carried out in 2019, more than 63% of the (Spanish) population between 65 and 74 years old has used the internet in the last three months. This data shows that the digital age gap is narrowing.
- In the case of people who are not familiar with the virtual environment or have an intellectual disability, they have been accompanied by a buddy. This is a person (a family member, friend or professional) who can be a mediator between the older person and the digital environment. In this way technical support is provided so that people's opinions and needs can be collected on the platform.

Hackathon

After digital co-creation, needs were co-created, ideas arose and solutions were found. One of the solutions proposed was digitized through a Hackathon event. The main topic of the Hackathon (held in Barcelona on November 7-8, 2019) was the lack of information about available services and the mobility problem older adults have to reach location.

What is a Hackathon? A hackathon is an event that lasts anywhere from eight hours to a few days, and in which a large group of people come together to work on a specific problem, challenge or design. Hacking can be defined here as 'creative problem-solving'. A marathon is a long-lasting event. Hackathon is the combination of these two words. The goals of a hackathon can vary, but the idea is usually to make quick progress on a project within a short time, or to generate many possible solutions to the given problem.

During hackathons, large groups of people from different backgrounds and with different kinds of expertise collaborate together. Each group is divided into teams.

Hackathons are often competitive, with a jury judging the results and declaring one or more winners. (co-creation manual)

During the two days that the Hackathon lasted, seven teams of developers competed in the co-ideation and co-design of a possible digital service, developing the prototype of an application / web page based on the proposed topic with the objective of improving the quality of life of older people. At the end of the Hackathon the jury established the winning team.

The profile of the jury members is very important as it is necessary that they be people who have a deep knowledge of the subject from different points of view. For example, SoCaTel included both an older person, as well as different experts: a social worker, engineers specialized in the subject and specialists in the business and corporate world.

Other tools

Other tools that you can use during the co-creation of services, especially with older people, are:

User Persona: A persona is a fictional representation of a user group. It is an overview of a single individual from this group, and summarises characteristics of this person. It also lists goals, motivations, experiences, brands they have an affinity for, hobbies, family members, and sometimes even their day-to-day schedule. Personas are always based on real (qualitative) data from research. (cocreation manual)

Mind map: This technique starts with a brainstorming session. Mind-mapping provided you with topics to explore within the rest of your brainstorming session. It can be a nice way to produce an overview within your project. (cocreation manual) Visual information is always easier to assimilate

Six thinking hats by Edward Bono: This method encourages participants to look at a problem, idea or concept. Ideate from different perspectives. That in turn allows participants to abandon their usual perspective and come up with fresh insights.

Within the SoCaTel platform we use this tool, although in a slightly different way, so that the metaphor of the hat represents a certain profile: older adult, family caregiver, professional, service provider and policy maker. In this way, everyone can comment taking from the perspective of different profiles.

Thank you for your attention! Below you will find some useful links with information in open Access

4.3 QUESTIONS AS PART OF EXAM 1

- 1) If we want to co-create on-line on long-term services, do we have to involve older adults?
- a) No, because there are too many barriers in learning how to co-create
 - b) It depends on the co-creation subject
 - c) Yes, they must be involved. You have to look for older adults with interested in knowing about co-creation and with digital skills.

Answer : c

- 2) Which profiles does Quadruple Helix approach include?
- a) Society, policy makers, academia, private sector
 - b) Family caregivers, professionals, private sector, academia
 - c) Older adults, academia, private sector, policy makers

Answer: a

- 3) What does ageism mean? And to whom is referred to?
- a) Age discrimination. It is referred to older adults.
 - b) Age discrimination. It can be referred both to older adults, young people or all those who are subject to a form of discrimination based on age.
 - c) Physical or mental problems connected to age. It is referred to older adults.

Answer: b

- 4) What are the five stages of a Design Thinking method?
- a) Empathize, define the problem, analyze, prototype and test
 - b) Empathize, define the problem, planning, prototype and test
 - c) Empathize, define the problem, devise, prototype and test

Answer: c

- 5) What are the benefits of digital cocreation?
- a) Comfort, ease of connection and inclusion
 - b) Comfort, ease of connection and digital divide
 - c) Comfort, ease of connection and interest

Answer: a

- 6) To which tool does this sentence refer to "This technique starts your brainstorming session"?
- a) User persona
 - b) Mind map
 - c) Six thinking hats by Edward Bono

Answer: b

5 USING THE SoCaTEL PLATFORM (OZWILLO)

5.1 SHORT DESCRIPTION OF THE VIDEOS

Title	Using the SoCaTel Platform
Leader	Ozwillo
Objective	Explanation of all five steps of co-creation on the Socatel platform
Innovation	The videos enable the first users of the platform to get acquainted with both the platform and co-creation. MOOC students will be introduced to the platform as well, to enable the use of the platform.
Duration video	This part of the MOOC contains five videos: the registration to the platform & step1-step 5

Here you can watch a compilation of videos explaining all steps in using the Socatel Co-creation platform.

6 THE IMPACT OF CO-CREATION METHODS ON LTC SERVICES (TAU)

6.1 SHORT DESCRIPTION OF THE VIDEO

Title	Thoughts and best practices about co-cocreation in LTC Innovation
Leader	TAU
Objective	to introduce the topic and possible effects of co-creation to LTC services
Material	literature to read about LTC services (per country)
Innovation	co-creation in social work is uncommon. Co-creation in LTC services is new and possible and predicts a possible effect on the use of the co-created services
Duration video	20.30

6.2 VIDEO TRANSCRIPT

The impact of co-creation methods on Long Term Care (LTC) services

The objective of this MOOC lecture is to introduce the topic and possible effects of co-creation to LTC services with some best practises.

The aim of this MOOC lecture is to educate about co-creation practices and their benefits to promote the incorporation of co-creation content in social work studies within higher education undergraduate and graduate courses.

Thus, co-creation in social work is still somewhat uncommon.

After this MOOC lecture you will have an overview of what kind of impact co-creation methods may have on LTC services.

1 Overview

Cocreation in long-term care (LTC) means an act of creative collaboration between stakeholder groups with shared goals, in which value is created.

In the SoCaTel project specifically, we define co-creation as a collaborative process between stakeholder groups, bringing in both empirical knowledge and professional expertise, to generate knowledge and develop meaningful digital

public services that are tailored to the needs of both the aging population and providers of these services.

The predicted outcome of co-creation in LTC services is that it adds to the emotional wellbeing of the older people needing care, provides the dignity of independence and gives paid staff more time to look after those who can't help caring for themselves.

2 Long term care – the long view

Only with the development of the welfare state (housing, social care) and modern technologies (medicines, technological assistance) and an improved standard of living and diet have many people lived into old-old age. (We now speak of early-old age, middle-old age and old-old age).

Demographic change is not a problem, it is an achievement, provided people can live with dignity and maximum autonomy. Just because people are old does not mean they lose their moral compass or ability to help themselves: most people see helping with their own care as part of their own self-respect: an identity striving to retain independence, not dominated by others.

3 Cocreation is multi-level

Cocreation of care operates at many levels. Older peoples' feed-back or involvement in designing and testing new care systems help co-design services.

At an individual level, cocreation helps personalise integrated care plans to exactly suit their needs: they receive what they need – no more, no less, no waste. One of the important ways in which carers can improve services is by feedback from service users and informal carers: ideas that improve the quality of care, cocreates improved ethics of care, adds to value-for-money and reduces waste.

Small improvement suggestion all adds up to a qualitative service improvement – all the result of cocreation.

Best Practises for co-creation

Co-creation accounting for the capabilities of older people as service users

Experiences within the SoCaTel project have indicated that older people as service users are a special and unique group in co-creation.

This sets demands on the implementation of co-creation. One of the most central points of attention is that older people as service users are not necessarily capable of sustained co-creation over several years.

Their condition may be poor, and their situation may be constantly changing. For this reason, co-creation often means that it will be implemented with a constantly changing group of older clients. This is why, for instance, teaching the methods is a constantly new process.

Clear and precise objectives for co-creation

Co-creation in the authentic living space of the older people instead of asking them to come to an office to co-create usually has the best chance of success.

It is equally important for the service users to know for which problems co-creation is aiming to find solutions, and with which entity are they working. Clear and precise objectives promote the usability of the information at the local level. This makes it easier to attach the produced information and development to the local service processes.

Experience in the SoCaTel project indicates that an adequate amount of time should be used for defining the objectives and the problems. Proper preparations have a significant positive effect on the effectiveness of co-creation.

Testing and ethical evaluation best occurs situated where and how the user is likely to access the technology and should over time estimate accessibility, use, usage, usefulness and usability.

Flexible use of methods related to co-creation in services for older people

There are several different methods available for co-creation.

On the basis of the SoCaTel project there is no single method that would alone stand out in services for older people. The applicability of each method depends on the local culture, the objectives set for co-creation, and the situation in general.

For instance, the nature of innovation operations has an effect on what kind of co-creation methodology is needed. Therefore, it is a completely different thing to develop co-creation in a situation where radical, revolutionary innovations are targeted, compared to having the objective to incrementally develop the existing services.

A methodological challenge is also presented by the fact that older people may have many things in their minds, but they do not necessarily have the words to express them or they may not be completely aware of their needs.

Thus, mixed methods based on both language formulation, or working with items and images are preferred.

Prior to usability and ethical evaluation, the methodology and method of the co-creation should be formally considered and peer reviewed.

Building up feedback and communication channels

The most critical, but locally often neglected aspect of co-creation is to draw conclusions and communicate them.

In any case, gathering up results, giving feedback, and communicating are the most essential things for strengthening co-creation at the local level.

Communication is a way to partly ensure the usefulness and prominence of co-creation. This, on the other hand, has an effect on how the participants want to take part in implementing co-creation in the future, i.e. the feedback received has a significant effect on the strengthening or weakening of co-creation culture.

Usability and ethical evaluations are iterative processes and should involve at least one round of reporting back what has been learned and altered to users and inviting further testing and ethical evaluation.

Technical functionality and ease of use of co-creation platforms promote use

On-line co-creation platforms should be technically functional and easily taken into use. Particularly the first experiences of the platforms are important.

If introduction to an online platform or cocreating on the platform is not user friendly those participating in co-creation will not want to use the platform in the future. Technical difficulties will also draw attention away from actual co-creation.

The platforms should support co-creation and learning how to use the platform should not be the main issue.

The issue was brought up by many testers of the platform during the piloting phase. As one of the participants put it:

“If the idea is that the home care customer gives feedback through the platform personally, the platform needs to be very simple and easily usable”.

Consequently, newly developed service systems and or technologies should be tested (accessibility, use, usage, usefulness and usability) for functionality before testing with users and other stakeholders.

Case examples:

1. Mis-placed care: hospital and residential

In the past many countries provided residential care. There is no dignity in not choosing who you live with and are perhaps ill beside.

The ethics of moving people from their own community and home are questionable; this is especially so in lock-up care, for example at early stages of dementia. Residential care is often ten times the cost of independent living.

Modern older people's-care favours independent living: in one's own home or supported and supervised accommodation. Independent living provides opportunities for the older people to co-create their own care, more easily involve family and friends and customise the home to their own particular needs.

Thus, Independent living gives the dignity of having one's own home: happiness and wellbeing are associated with a meaningful life and less illnesses.

2. Independent living; smartness in service networks

People talk of independent living as smart housing.

What is smart about independent living is that the older people can create their own care, their own life?

The challenge for service providers from independent living is moving away from top-down bureaucratic services, towards a model that personalises services to the individual's needs in their particular home.

Independent living emphasises cocreation of the care package by service users, bringing together an integrated package of services.

Independent living challenges service providers to put the service user at the centre: services are 'pulled' towards the user, not 'pushed' by a bureaucracy.

Cocreation involves service users and their informal carers in designing these service packages.

3. Hub and spokes centres

Independent living is often organised in concentric circles on a hub-and-spokes model. For example, at the centre are the small number of people requiring residential care, often residing near or in hub activity centres. These centres provide healthcare, educational and exercise facilities and act as a hub for community activities.

Moving outwards in circles can be older people living independently in supervised or sheltered housing and further out custom-built independent living and finally, independent living in own-homes (the majority).

By revising and cocreating dynamic care packages, that change as client needs alter, social workers are able to help maintain clients in appropriate living space that maximises their independence and autonomy.

Again, only by cocreating care packages with clients, other professional formal carers and with informal carers, are social workers able to see clients receive the care appropriate to their changing condition.

4. Cocreation and technology in home

Once a care plan is agreed with service users and vast range of alert, alarm and assistive technologies are available to support independent living. Design of the particular package for each service user can't be effectively done with their involvement – cocreation.

Often a basic package for each independent home is provided for example video-phone, panic button, door security, temperature and fall alarms. This is then added to, for example alerts for night-time movement, alarms for security breach or assistive curtain closure, bath filling, or education class access.

Video-calls from social workers is an example of how technology allows more frequent and closer contact with service users; family and friends too can stay in touch more easily and medical staff place reminders about medications and exercise programmes.

Customisation of alert, alarm and assistive technologies can only occur by cocreating the care package with service users and their families.

5. Cocreation and ambient technology

Especially users with early or mild dementia welcome tracking technologies, such as a broach or watch, giving the older person a feeling of security outside the home.

Services can include setting a zone of safety in which the person can wander but crossing of which initiates an alarm; two-way communications can help users find toilets or their way to a particular destination. Trackers also include panic buttons.

Informal carers, from whatever location to check their older people's location and wellbeing – or just to call and chat.

Individuals can create their own welfare by participate in co-creation for example setting walking routes, places to go, times to be outside. Wandering is a major concern for family and police, cocreated technological security provides everyone concerned with security.

Research shows that while there are ethical questions associated with tracking, for most people the security is more important.

6. Social workers are innovative – logic-of-practice loops

Social work is one of the most innovative public sector professions. Teams reflecting on action learning from logic-of-practice regularly identify and generalise best practice. Keeping case notes is an opportunity to reflect on practice and to identify improvement opportunities.

Many Directors encourage, in consultation with team leaders, experimentation and testing practice improvements.

Over time, this is how social work has developed from (1950s) a profession that fitted deviants into society towards one where reflection-in-practice informs a caring service that adds to the meaningfulness of peoples' lives.

Action learning and continuous improvement come from co-creative discussions with clients also the wide range of other professions with whom social workers operate and often lead in multidisciplinary teams.

Social workers act in a similar way with voluntary organisations.

7. Voluntary organisations and cocreating older people's-care

Voluntary organisations, frequently staffed by senior citizens, play a critical role in care for the older people and other social work client groups.

Often social workers marshal and help guide the work of voluntary organisations to achieve high impact on client welfare. Social workers help enable voluntary organisations to cocreate wellbeing for a wide range of clients, for example with voluntary organisations specialising in medical conditions, helping migrants and supporting community, educational and wellbeing activities.

Social workers interact with voluntary organisations both as teachers and learners. In both cases, the learning relates to cocreating between the public sector and voluntary organisations the best support and help for client groups.

Voluntary organisations, specialising in uncommon medical or social conditions can bring vast expertise that helps social workers cocreate appropriate care.

8. Loneliness, alcohol addiction and cocreation

Some of the most difficult clients are those who choose not to participate in helpful services or activities and instead withdraw into loneliness or addiction.

Collaboration is crucial in such cases. Shame, guilt, loss of self-esteem and confidence often require sustained attention and interaction with family and friends and neighbours to pull clients towards a more fulfilling lifestyle.

Finding out what might interest people in social activity, lost family or friends to reconnect with can be important stages in reducing shame and restoring confidence.

When the client is withdrawn, cocreation with others connected to them can be the strategy that breaks barriers and addresses maladaptive guilt, often by linking the client to informal or volunteer groups.

9. Team working

Social work is built on team working - exchanging cases notes, identifying good practice, learning from failures and success, puzzling through moral, budgetary or time dilemmas. The team gathers and shares and cumulates learning. Often the young bring new ideas from recent training and the experienced bring learning from practice.

Cross-over ideas between team are sometimes recorded and distributed using in-house online learning or (less frequently) contributions to journals such as the Nordic Journal of Social Work and British Journal of Social Work.

Increasingly, social workers operate in cross-disciplinary teams, again an opportunity to collect new ideas and cocreate new approaches, especially for how services at client-level can integrate more closely.

Especially where care plans are shared (often online) ideas for co-creation arise from reflecting on how the client is evolving and how they respond to particular initiatives.

10. Budgeting

Like all on-demand services, social work must manage budgets. Implementing a care plan for one client might have the opportunity cost of delaying or cancelling care plans for a larger number of clients. Social work lives with these dilemmas.

Cocreation can help reduce costs while at the same time assuring quality. Independent living is an example: costs are lower than residential care yet care quality and ethical standards are higher.

However, Cocreation is not a cost-saving tactic; if it is employed in this way clients and families can reject it.

Instead, cocreation is about giving dignity and autonomy to clients and at the same time allowing budgets to stretch further.

6.3. QUESTIONS AS PART OF EXAM 2

1. What does co-creation mean in LTC?

- a) Co-creation in long-term care (LTC) means an act of creative collaboration between stakeholder groups with shared goals, in which value is created.
- b) Co-Creation long-term care (LTC) means an act of collaboration between stakeholder groups in which value is created.
- c) Co-creation in long-term care (LTC) means an act of creative collaboration between stakeholder groups.

Answer: a) *Co-creation in long-term care (LTC) means an act of creative collaboration between stakeholder groups with shared goals, in which value is created.*

2. There is only one co-creation method that is correct for LTC?

- a) Yes
- b) No

Answer: b) *There are several different methods available for co-creation.*

3. How older people need to be addressed in co-creation activities?

- a) in similar vein as all the stakeholders in co-creation
- b) older people are a special and unique group in co-creation needing adjustment all along co-creation
- c) older people and all stakeholders it is enough that everything is explained clearly in the beginning of co-creation activities

Answer: b) *Older people are a special and unique group in co-creation needing adjustment all along co-creation. This sets demands on the implementation of co-creation. One of the most central points of attention is that older people as service users are not necessarily capable of sustained co-creation over several years. Their condition may be poor, and their situation may be constantly changing.*

4. Which issues are essential for participants' engagement to co-create on digital platform?

- a) Providing a prize for the best co-created LTC service idea
- b) Clear instructions on how to use the digital platform and objectives
- c) Accessibility to the digital platform, clear objectives and timely feedback

Answer: c) *Accessibility to the digital platform, clear objectives and timely feedback*

5. Digital co-creation platforms should support:

- a) technical learning of the participants
- b) co-creation activities of the participants
- c) development and betterment of LTC services

Answer: b) *co-creation activities of the participants*

6. What kind of impact co-creation method may have on LTC according to the MOOC lecture?

- a) It adds to the emotional wellbeing of the older people needing care and gives paid staff more time to look after those who can't help caring for themselves.

b) It adds to the emotional wellbeing of the older people needing care, provides the dignity of independence and gives paid staff more time to look after those who can't help caring for themselves.

c) It provides dignity of independence for older people needing LTC and gives paid staff more time to look after those who can't help caring for themselves.

Answer: b) *It adds to the emotional wellbeing of the older people needing care, provides the dignity of independence and gives paid staff more time to look after those who can't help caring for themselves.*

7. ONLINE CO-CREATION OF SERVICES BY AND WITH OLDER PEOPLE, THE JUDICIAL AND ETHICAL CONSIDERATIONS (GFC)

7.1 SHORT DESCRIPTION OF THE VIDEO

Title	Online co-creation of services by and with older people, the judicial and ethical considerations
Leader	GFC
Objective	Discussion of ethical and judicial risks and opportunities in co-creation with vulnerable populations.
Material	Articles on working with vulnerable people, GDPR, etc.
Innovation	Looking at the options and necessities instead of only facing problems or hinders.
Duration video	9 mins

7.2 VIDEO TRANSCRIPT

Dear Viewers,

My name is Marton Gellen. I am in charge of SoCaTel ethical work package. My job is to make sure that everything during the planning and fulfilment of the project would go smoothly and is according to law and order.

SoCaTel is a multi-stakeholder research and development project – financed by the European Commission through its Horizon 2020 Programme – that is up to create new services and new ways of how the services are managed for older adults

I would like to offer information and advice with respect to the judicial and ethical considerations of online co-creation projects.

Online co-creation has great potential for designing and implementing services for older adults. This is generally true but even more true amid pandemics where physical isolation is recommended by local health authorities. On the other hand, older adults are usually considered as a vulnerable group of people to whom online co-creation services can benefit greatly.

I would like to propose a few questions for you to check when you engage into an online co-creation project.

Who is behind your online co-creation platform?

The first important element is to check who is the entity behind the co-creation platform. The owners and licensors of the platform ought to be clearly indicated on the co-creation platform. If the owners are registered in the European Union, it means that their activities are under the law of the European Union and the member state(s) they are operating in.

Who provides the service to you?

There are various service providers in your country who provide direct person to person services such as home care or run old adult houses. The best is to use the services of service providers you already know or you have good references of. In case you do not have direct experience of a certain service provider, try to contact other clients to obtain information on.

To whom do you give your personal data?

If you decide to join an online co-creation service community, sharing some of your personal data is inevitable. Your data is needed to know who you are, what your needs are and what kind of service or services should be provided for you. Data processing done by an online platform should be based on your undistorted individual consent. You may give your consent for processing your data either directly at the online platform or at your local service provider either on paper format or electronically. What exactly happens with your data should be clearly indicated in the privacy policy of the given platform. In case you have questions, please contact the data controller of the platform whose name and availability should be indicated.

If you are more interested in how a data protection policy of such an online co-creation platform looks like, please click on the link of the SoCaTel privacy and data protection policy on the website of the SoCaTel platform.

What happens with your data when you give your consent of processing your personal data?

First of all, your data are used to provide you better access to services or create better services to you and to other clients.

Your online co-creation platform should submit your personal data only to those entities who are enlisted in the privacy policy of the platform. The privacy policy should also facilitate you with the purpose and the data category that are submitted to other entities.

If you sign up to the website of your local service provider, you mandate him or her to process your data. Your local service provider will collect your consent for data processing electronically or on paper and will use your data to support your current and future services for the time you use these services. If you do not want the online co-creation platform to process your data any more or you have any questions or requests regarding the processing of your personal data, please contact the data controller or the data protection officer of your online co-creation platform.

What happens if you visit the website of an online co-creation platform?

Online co-creation platforms use cookies that are tiny files downloaded to your computer. It is a common practice to use cookies at websites in order to enhance user experience.

- If you create an account with the online co-creation platform, make sure that you read information provided to you regarding the cookie policy of the platform. Normally, the platform will use cookies for the management of the signup process and for general administration.
- When you submit data through a form such as those found on contact pages or comment forms cookies may be set to remember your user details for future correspondence.
- Third party analytics are generally used to track and measure usage of online co-creation platform sites so that the operators can continue to produce good quality electronic services. These cookies may record data such as how long you stay on the site or on pages you visit which help the operators understand how they can improve the site for you.

If you register to an online co-creation platform, you establish an account for yourself on the platform, so you entrust the operator of the platform to process your personal data. The platform operator shall be identified by name, contact data and postal address.

Confidentiality and data security

Online co-creation platforms should ensure privacy and data protection to all individuals involved in or connected to the platform including service recipients and service providers.

The online co-creation platform of your choice should conduct its activities in a fully traceable and accountable fashion so that decisions and background information of decisions should be archived for any further research or inquiry.

The online co-creation platform of your choice should apply secure technology in terms of privacy and data protection. The privacy (and data protection) policy of the given platform should contain information on technological security.

Effective Protection of Rights

The online co-creation platform of your choice should ensure that recipients of services are fully informed in connection with their possibilities of receiving any form of social service and thus make informed decisions.

The online co-creation platform of your choice should call attention to any discriminatory, ineffective and unjust policies, procedures and practices. The operators of the platform commit themselves to do all necessary measures – in accordance to local laws and regulations to expose abuse of power or exclusion of people from services or from decisions that affect them.

The platform shall contain the address and availability of the National Data Protection Authority which has oversight and jurisdiction regarding the activities of the platform.

What is the legal basis of all this?

- Regulation 2016/679 of the European Council and the European Parliament on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC. (General Data Protection Regulation, GDPR)
- Directive 2002/58/EC of the European Parliament and of the Council of 12 July 2002 concerning the processing of personal data and the protection of privacy in the electronic communications sector (E-privacy Directive)
- Ethics and Data Protection Guidelines of the European Commission.

7.3 QUESTIONS AS PART OF EXAM 2

1 How do you check who is behind your online co-creation platform?

- a) I look it up on social media.
- b) I ask my nephew.
- c) I check the owners and licensors on the platform.
- d) I ask my doctor.

2 How do you select your service provider?

- a) I am not interested who it is until he/she does the job.
- b) The best is to choose whom I know already or ask my friends for references.
- c) I look it up on social media.
- d) I look it up on the Internet.

3 To whom do you give your personal data if you want to use co-creation services?

- a) I upload my personal data to the co-creation platform I checked.
- b) I give my personal data to nobody.
- c) I give my personal data to anybody.

d) I upload my personal data to any service platform on the Internet.

4 What happens with your personal data when you upload it to the co-creation platform of your choice?

- a) They are used outside of the European Union.
- b) They are used for providing me the services I subscribe to.
- c) They are collected only for statistics.
- d) They are collected without specific purpose.

5 What happens if you visit the website of an online co-creation platform without registration?

- a) The website uses cookies for enhanced user experience.
- b) I can immediately connect to the co-creation community.
- c) I can chat about services with other clients.
- d) I can read the news and can get useful weather information.

6 What happens if you register to an online co-creation platform?

- a) I can connect to the co-creation community and get information on the services I need.
- b) I can read the news and get useful weather information.
- c) I can get data on the geographical locations of other clients.
- d) I can get familiar with online services in general

8. ONLINE CO-CREATION ADAPTED TO LONG-TERM CARE FOR OLDER PEOPLE

8.1 SHORT DESCRIPTION OF THE VIDEO

Title	Online co-creation adapted to long-term care for older people.
Leader	Trinity College Dublin
Objective	Considerations for online co-creation
Innovation	Identification of key principles for online co-creation in the context of long-term care services for older people
Duration video	9:20 min.

8.2 VIDEO TRANSCRIPT

Online co-creation adapted to long-term care for older people.

Slide 1

Hello. My name is Luciana Lolich. I am a postdoctoral fellow at Trinity College Dublin, working in the Horizon 2020 Project SoCaTel.

This presentation outlines considerations for online co-creation adapted to long-term care for older people .

Slide 2

From our experience in the SoCaTel process key principles for online co-creation in the context of long-term care services for older people were identified. The concept of co-creation first emerged in the private sector to refer to processes of interaction and dialogue between consumers and companies aimed at creating value.

In the SoCaTel project, co-creation was a collaborative process between stakeholder groups to generate knowledge and potentially develop meaningful digital public services that are tailored to the needs of both the ageing population and providers of these services.

Online co-creation has pitfalls and potential challenges that co-creators should be aware of before embarking in this process.

The lessons presented here are based on data from our focus groups, interviews, workshops, observations, and use of specialised software— as well as existing co-creation literature.

Slide 3

In the next slides we outline our key recommendations structured into three sections based on the principles of Planning: Conducting and Evaluation.

First Planning. Before embarking on a co-creation process, initiators have to make a number of decisions, relating to framing the problem, aims and purpose. It is important to ensure representativeness of the sample, carefully consider participants and ideally recruit co-creators using purposive sampling. We recommend considering that it might be necessary to train and up-skill co-creators before and during the co-creation process.

Second, Conducting. Online co-creation requires a platform that is accessible for a diverse group of people. It is important that the co-creation process is perceived as fair and transparent, therefore we strongly recommend using an external and/or professional facilitator.

Third, Evaluation. In this stage key performance indicators need to be set. When co-creating a public social service, measuring success can be done in three ways. By evaluating the satisfaction with the co-creation process and outcome, by assessing the sense of ownership and responsibility for the process felt by participants and three, by examining the workability of the proposed solution.

Slide 4

In the SoCaTel project, a number of preliminary and co-creation workshops were carried out across four pilot sites.

Slide 5

When planning a co-creation process it is important that the problem is clearly defined. Not all social services are equally well suited for co-creation.

Local services generally work better for co-creation as they can feel more relevant to service users' knowledge and contributions.

The group needs to be selected carefully as this small group will be tasked with generating solutions that match the needs and resources of a wider target audience.

Older adults need to have IT skills and might need to be up-skilled, to be able to participate effectively. On the other hand, some other participants might need to be educated regarding older adults' needs.

The key lesson at this stage is that sampling is a critical element of successful co-creation. It is necessary to have participation from all relevant stakeholders to reflect the user and provider landscapes.

Sampling has two key aims:

1) To ensure the co-created outcome is relevant to the target group and has potential for scaling up.

AND

2) That all stakeholders are represented so that the group can benefit from the necessary expertise.

Slide 6

The European Commission has high expectations on co-creation as a promising new approach to service development and design.

The term co-creation features in a large number of calls within the H2020 Framework.

Slide 7

When conducting a co-creation process through an online platform, it is important that the platform is accessible for a diverse group of people.

While online platforms enable some older people to vocalize the often-hidden aspects of how they experience health and social care services, the nature and degree of participation granted to and required from users depends on the possession of certain skills and resources. Older people must not only be able to navigate the platform, but also translate their experiences into contributions that are relevant for the site's anticipated goals of co-creation.

It is also important that the co-creation process is perceived as fair and transparent. Ideally, co-creation should be conducted with the support of an external and professional facilitator.

The key lessons for this phase are to have an older-adult-friendly platform to enable inclusive participation. Second, it might be necessary to have relatively short co-creation timeframe to keep the momentum going.

Finally, the moderator not only needs to identify relevant topics and ideas to be co-created, but is also required to lead discussions, summarise viewpoints, and encourage people to participate....especially in those cases where people feel they do not have the expertise, knowledge or qualifications to contribute to the discussion

Slide 8

The aim of the SoCaTel project was to co-create a platform for digitalising co-creation processes with the involvement and participation of all stakeholders.

Furthermore, the project aimed to build a tool and a methodology as a potential solution to the demographic changes affecting Europe and other parts of the world.

Slide 9

The final principle centres on the evaluation of the co-creation process. Key performance indicators need to be set early in the process but may be modified consensually as co-creation unfolds. As co-creation is an iterative process, the evaluation is best embedded throughout the process.

The evaluation criteria must include assessing the co-creators' perceived engagement and enjoyment of the process. Engagement can be measured by the commitment to the process, for example assessing the retention/dropout rate of co-creators.

Alternatively, evaluation questionnaires can be used measuring factors like: satisfaction of engaging in the process, feedback on the co-creation service and perceived knowledge and skill development. It is also important to assess the satisfaction with the outcome and the perceived scalability of the proposed solution.

The key lessons for this stage are that participants generally derive satisfaction from interaction with other people who share similar concerns and experiences. However, satisfaction with co-created ideas is more difficult to achieve.

Second, while an online platform might serve the purpose of connecting stakeholders, its potential as a site for co-creation is more challenging to realise. Finally, building in evaluation throughout the process can help to combat these challenges, as regular evaluation helps to address dissatisfaction or confusion at an early stage.

Slide 10

It is important to consider the key principles of planning, conducting and evaluation of the co-creation process.

Through our experience in SoCaTel we also identify four success factors:

- (1) To have a well-defined problem of high concern to all stakeholders;
- (2) To work with a representative group of co-creators;
- (3) To use professional and/or external facilitation;
- (4) To link in with actors and organisations 'on the ground' as soon as workable ideas for change emerge.

Slide 11

In summary we can state that co-creation is an approach to address the lack of person-centred and user experience of health and social care services. In particular, online platforms are gaining momentum as a space for co-creation.

The challenge however, remains to engage a motivated group of stakeholders whose contributions lead to improvements that benefit the whole target group.

Co-creation is time-consuming and typically requires at least some up-skilling and training of involved parties. To do it properly, resources need to be allocated to the process and for implementing and scaling the co-created idea.

Successful co-creation requires the services of an experienced facilitator / moderator- who is external to the process- as he/she would be required to instil the process with impartiality and trust.

Careful planning, evaluation and support throughout the process are essential for online co-creation that involves older adults.

Utilising a co-creation methodology is no guarantee for success. Co-creation is a complex multi-task and multi-stakeholder process, more demanding than traditional citizen participation.

Slide 12

Thank you for taking the time to view this presentation

8.3 QUESTIONS AS PART OF EXAM 2

Question 1

The concept of co-creation originated in the the private sector to refer to a processes of interaction and dialogue between consumers and companies aimed at creating value

- a. True
- b. False

Question 2

There are three important principles for successful co-creation, these are:

- a. Planning; Conducting and Evaluation
- b. Planning; Commissioning and Evaluation
- c. Performing; Conducting and Emphasising
- d. Performing, Co-creating and Evaluation

Question 3

What is necessary for the co-creation process to be perceived as fair and transparent?

- a. A group of international stakeholders
- b. An external and/or professional facilitator
- c. A group of professionals from the health and social care sector
- d. A moderator that is part of the stakeholder group

Question 4

When evaluating the satisfaction with the co-creation process and outcome we can do it by: (please select all those that apply)

- a. By assessing the sense of responsibility for the process felt by participants
- b. By assessing the number of solutions proposed by participants
- c. By examining the workability of the proposed solution
- d. By assessing the sense of ownership for the process felt by participants

Question 5

Not all social services are equally well suited for co-creation. International services generally work better for co-creation as they can feel more relevant to service users' knowledge and contributions.

- a. True
- b. False

Question 6

Sampling has two key aims, these are (select all applicable):

- a. To ensure no stakeholder feels left out
- b. To ensure the co-created outcome is relevant to the target group and has potential for scaling up
- c. To integrate people from different socio-economic backgrounds
- d. That all stakeholders are represented so that the group can benefit from the necessary expertise

*****SOLUTIONS*****

Question 1

The concept of co-creation originated in the the private sector to refer to a processes of interaction and dialogue between consumers and companies aimed at creating value

True

Question 2

There are three important principles for successful co-creation, these are:

Planning; Conducting and Evaluation

Question 3

What is necessary for the co-creation process to be perceived as fair and transparent?

An external and/or professional facilitator

Question 4

When evaluating the satisfaction with the co-creation process and outcome we can do it by: (please select all those that apply)

- By assessing the sense of responsibility for the process felt by participants
- By examining the workability of the proposed solution
- By assessing the sense of ownership for the process felt by participants

Question 5

Not all social services are equally well suited for co-creation. International services generally work better for co-creation as they can feel more relevant to service users' knowledge and contributions.

False

Question 6

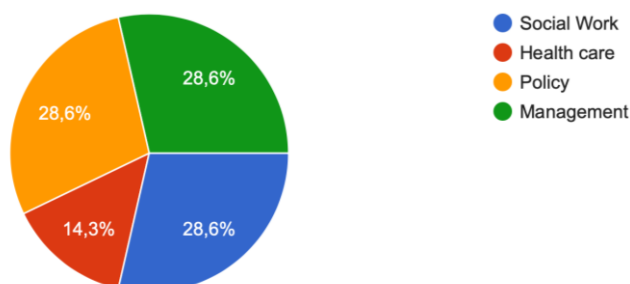
Sampling has two key aims, these are (select all applicable):

To ensure the co-created outcome is relevant to the target group and has potential for scaling up
 That all stakeholders are represented so that the group can benefit from the necessary expertise.



9. MOOC EVALUATION RESULTS

The MOOC has been evaluated in the following countries, Spain, the Netherlands, Ireland, Hungary, Finland, France and others representing the following professional backgrounds.



What can you tell us about the online accessibility?

The feedback regarding accessibility showed good accessibility. The following answers represent this feedback:

"I can follow the MOOC in computer and smartphone, and I have not got any problem." "It is Quite clear", "Very smooth", "Online accessibility is becoming more and more of an absolute necessity. Governments across the EU, in collaboration with the private sector, need to step up and allow citizens to voice their demand by developing and enhancing existing tools that allow them to do so through the Internet.", "Seems ok but see above links to the different mooc lectures on the Programme table would ad to accessibility", "I had no problem to access to the MOOC", "great".

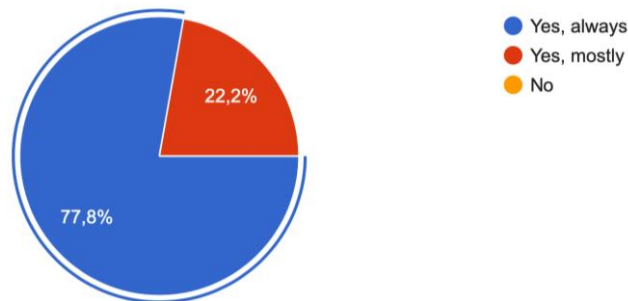
Is the MOOC self-directing in a sense that you can easily find your way?

100% of the participants indicated that the MOOC was selfdirecting.

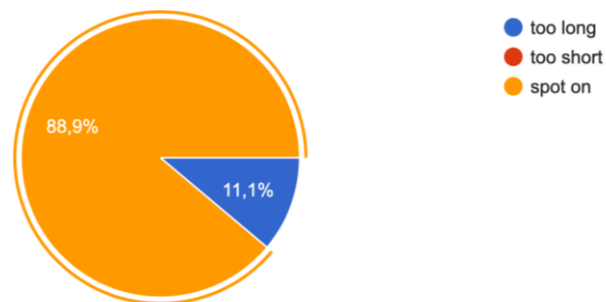
Is the English spoken text clear and understandable?

"It were well-structured and understandable videos. For me, there is no question left about the ethical part of Co-creation and SoCaTel." (Relative of elderly person, 26). It was a very interesting video. It never occurred to me before that

there could be so many questions around such an internet website. It was good to learn it.” (Older person, 76)

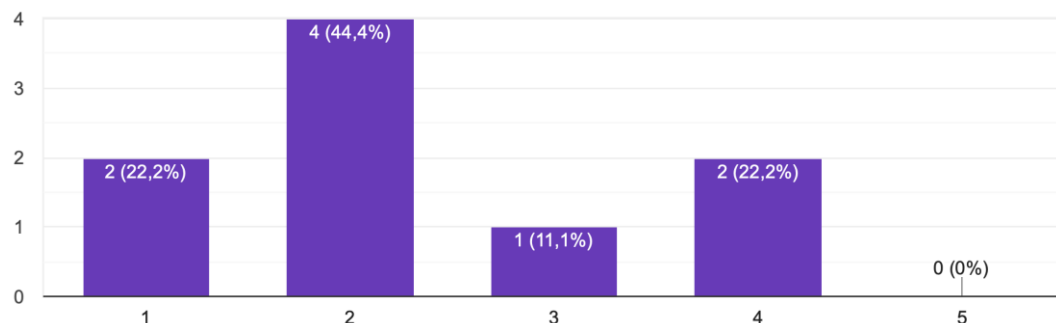


Are the videos in the MOOC (timewise) to long? / to short? / spot on?



Was the MOOC easy to use/navigate?

Was the MOOC easy to use/navigate
9 antwoorden



The navigation is Very easy 1, Easy 2, neutral 3, difficult 4 very difficult is 5.

“Links between the program and the videos would have been helpful.”

Was the Content Knowledge level appropriate to you?

100% of the participants indicated that the MOOC was appropriate. Some additional remarks were made:

“I don't understand the world of the internet so much. For example, these cookie things are completely new to me. As much as I need to, I think I understand the essence of the ethical summary and I feel that my data is safe. I would dare to register for the SoCaTel platform.”
(Older person, 84)

“I think the video sums up the essence of legal issues about co-creation well. I liked that he explained it as simple as possible, so I think it's understandable to anyone interested in the topic.” (Relative of older person, 51)

„For me, there was nothing new in the videos, but it is important that these facts are published so that everyone can find out how their data is handled. I think the point is well summed up: neither too much nor too little.” (Researcher, 28)

Is the MOOC Exam helpful in your learning trajectory?

100% of the participants indicated that the MOOC Exam was helpful.

Other remarks:

“The MOOC will need to be uploaded to the SoCaTel webpage”.

“Links also on the Programme 'table' to each Mooc lecture would be useful also.”

“It would have been helpful if there were links for further study on each of the videos and for those there is, those links would be given in text format within the page the video is hosted for easier access.”

“I would like to see less text and more images in some presentation.”

“The content is appropriate and easy to apply.”

“In the exam I would suggest changing the yes/no answer for true/false. Videos should not exceed 15 minutes. One video (Finland) does not have a title page (slide).”

Based on the evaluation remarks, the improved MOOC has been published on the SOCATEL website.

In the process of a continuous improvement and sustainability of the MOOC reactions can be addressed to: health@fontys.nl

10. REFERENCES

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Guidelines to the rules on Open Access to scientific publications and Open Access to research data in Horizon 2020, Version 3.2, European Commission, http://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/oa_pilot/h2020-hi-oa-pilot-guide_en.pdf

Open access, Participant Portal H2020 Online Manual, EC Research & Innovation, <http://ec.europa.eu/research/participants/docs/h2020-funding->

[guide/cross-cutting-issues/open-access-data-management/open-access_en.htm](https://www.socatel.eu/guide/cross-cutting-issues/open-access-data-management/open-access_en.htm)

Guidelines on Implementation of Open Access to Scientific Publications and Research Data in projects supported by ERC under Horizon 2020, Version 1.1, ERC, European Commission, http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/oa-pilot/h2020-hi-erc-oa-guide_en.pdf

Hendrikx, Kreijns, Munoz and Kalz (2019)
<https://www.tandfonline.com/doi/full/10.1080/01587919.2019.1600364>

Useful resources in open access

Videos

SoCaTel WEBPAGE: <https://www.socatel.eu/>

SoCaTel Co-Creation manual https://www.socatel.eu/wp-content/uploads/2020/10/SoCaTel-D1.3_Co-creation-manual.pdf

SoCatel Co-creation platform Platform.socatel.eu

SoCaTel: Digital co-creation
https://drive.google.com/file/d/1Ib2pUfG46IHhn3IyBI_1z0XMrbYapgpY/view

SoCatel: How it Works?:
https://www.youtube.com/watch?v=j_45ky5yAjs&ab_channel=SoCaTel
The same video is available in Spanish, Catalan, Hungarian, and Finnish

SoCaTel project:
https://www.youtube.com/watch?v=KIG3dD62biM&t=2s&ab_channel=SoCaTel

The same video is available in Spanish and Catalan

Lego Serious Play
<https://www.youtube.com/watch?v=rId-qUrp-iw>

Design thinking
https://www.youtube.com/watch?v=r0VX-aU_T8

Project articles:

Deusdad, B. (2020). COVID-19 y la Crisis de las Residencias de Mayores en España: Edadismo y Precariedad. *Research on Ageing and Social Policy*, 8(2), 142-168. <http://10.4471/rasp.2020.5598>

SoCaTel Videos:

SoCaTel first video addressed to older adults in different European languages:

- https://www.youtube.com/watch?v=j_45ky5yAjs&t=2s (ENG)
- <https://www.youtube.com/watch?v=Vr9yUVhqaKM> (SPANISH)
- <https://www.youtube.com/watch?v=hZCOqKdLT0&t=2s> (CAT)
- <https://www.youtube.com/watch?v=vYwGfYbbDOo&t=2s> (HUN)
- <https://www.youtube.com/watch?v=VEObPAzw2Fc&t=158s> (SUB FIN)

Final SoCaTel video addressed, particularly, to service providers and professionals:

<https://www.youtube.com/watch?v=-JRdCOoStCw&feature=youtu.be>

ATTACHMENT 1 SoCaTEL MOOC EXAM1 (INCLUDING ANSWERS)

1) Co-creation is

- a) working individually to create something
- b) working with other people to create something.

Answer: b

2) Co-creation sessions can be successful when you

- a) When you do not prepare yourself and work spontaneously
- b) When you do prepare yourself and do not work spontaneously.

Answer: b.

3) To co-create

- a) you do need a specific set goal.
- b) you do not need a specific set goal.

Answer: a

4) Co-creation is specific to be used to formulate a design question

- a) Yes
- b) No

Answer: a

5) I'm going to brainstorm and thus I'm going to co-create.

- a) No
- b) Yes

Answer: a.

6) Co-creation has to happen in well-defined homogeneous groups of people.

- a) No
- b) Yes

Answer: a.

7) If we want to co-create on-line on long-term services, do we have to involve older adults?

- a) No, because there are too many barriers in learning how to co-create
- b) It depends on the co-creation subject
- c) Yes, they must be involved. You have to look for older adults with interested in knowing about co-creation and with digital skills.

Answer: c.

8) Which profiles does Quadruple Helix approach include?

- a) Society, policy makers, academia, private sector

- b) Family caregivers, professionals, private sector, academia
- c) Older adults, academia, private sector, policy makers

Answer: a

9) What does ageism mean? And to whom is referred to?

- a) Age discrimination. It is referred to older adults.
- b) Age discrimination. It can be referred both to older adults, young people or all those who are subject to a form of discrimination based on age.
- c) Physical or mental problems connected to age. It is referred to older adults.

Answer: b

10) What are the five stages of a Design Thinking method?

- a) Empathize, define the problem, analyze, prototype and test
- b) Empathize, define the problem, planning, prototype and test
- c) Empathize, define the problem, devise, prototype and test

Answer: c

11) What are the benefits of digital cocreation?

- a) Comfort, ease of connection and inclusion
- b) Comfort, ease of connection and digital divide
- c) Comfort, ease of connection and interest

Answer: a

12) To which tool does this sentence refer to “This technique starts your brainstorming session”?

- a) User persona
- b) Mind map
- c) Six thinking hats by Edward Bono

Answer: b

13) What does co-creation mean in LTC?

- a) Co-creation in long-term care (LTC) means an act of creative collaboration between stakeholder groups with shared goals, in which value is created.
- b) Co-Creation long-term care (LTC) means an act of collaboration between stakeholder groups in which value is created.
- c) Co-creation in long-term care (LTC) means an act of creative collaboration between stakeholder groups.

Answer: a

14) There is only one co-creation method that is correct for LTC?

- a) Yes

b) No

Answer: b *There are several different methods available for co-creation.*

15) How older people need to be addressed in co-creation activities?

- a) In similar vein as all the stakeholders in co-creation
- b) Older people are a special and unique group in co-creation needing adjustment all along cocreation
- c) Older people and all stakeholders it is enough that everything is explained clearly in the beginning of co-creation activities

Answer: b *Older people are a special and unique group in co-creation needing adjustment all along co-creation. This sets demands on the implementation of co-creation. One of the most central points of attention is that older people as service users are not necessarily capable of sustained co-creation over several years. Their condition may be poor, and their situation may be constantly changing.*

16) Which issues are essential for participants' engagement to co-create on digital platform?

- a) Providing a prize for the best co-created LTC service idea
- b) Clear instructions on how to use the digital platform and objectives
- c) Accessibility to the digital platform, clear objectives and timely feedback

Answer: c *Accessibility to the digital platform, clear objectives and timely feedback*

17) Digital co-creation platforms should support:

- a) Technical learning of the participants
- b) Co-creation activities of the participants
- c) Development and betterment of LTC services

Answer: b *Co-creation activities of the participants*

18) What kind of impact co-creation method may have on LTC according to the MOOC lecture?

- a) It adds to the emotional wellbeing of the older people needing care and gives paid staff more time to look after those who can't help caring for themselves.
- b) It adds to the emotional wellbeing of the older people needing care, provides the dignity of independence and gives paid staff more time to look after those who can't help caring for themselves.
- c) It provides dignity of independence for older people needing LTC and gives paid staff more time to look after those who can't help caring for themselves.

Answer: b *It adds to the emotional wellbeing of the older people needing care, provides the dignity of independence and gives paid staff more time to look after those who can't help caring for themselves.*

ATTACHMENT 2 EXAMS 2 (INCLUDING ANSWERS)

Please choose the correct answer!

1. What does co-creation mean in LTC?

- a) Co-creation in long-term care (LTC) means an act of creative collaboration between stakeholder groups with shared goals, in which value is created.
- b) Co-Creation long-term care (LTC) means an act of collaboration between stakeholder groups in which value is created.
- c) Co-creation in long-term care (LTC) means an act of creative collaboration between stakeholder groups.

Answer: a *Co-creation in long-term care (LTC) means an act of creative collaboration between stakeholder groups with shared goals, in which value is created.*

2. There is only one co-creation method that is correct for LTC?

- a) Yes
- b) No

Answer: b *There are several different methods available for co-creation.*

3. How older people need to be addressed in co-creation activities?

- a) In similar vein as all the stakeholders in co-creation
- b) Older people are a special and unique group in co-creation needing adjustment all along co-creation
- c) Older people and all stakeholders it is enough that everything is explained clearly in the beginning of co-creation activities

Answer: b *Older people are a special and unique group in co-creation needing adjustment all along co-creation. This sets demands on the implementation of co-creation. One of the most central points of attention is that older people as service users are not necessarily capable of sustained co-creation over several years. Their condition may be poor, and their situation may be constantly changing.*

4. Which issues are essential for participants' engagement to co-create on digital platform?

- a) Providing a prize for the best co-created LTC service idea
- b) Clear instructions on how to use the digital platform and objectives
- c) Accessibility to the digital platform, clear objectives and timely feedback

Answer: c *Accessibility to the digital platform, clear objectives and timely feedback*

5. Digital co-creation platforms should support:

- a) Technical learning of the participants
- b) Co-creation activities of the participants
- c) Development and betterment of LTC services

Answer: b *co-creation activities of the participants*

6. What kind of impact co-creation method may have on LTC according to the MOOC lecture?

- a) It adds to the emotional wellbeing of the older people needing care and gives paid staff more time to look after those who can't help caring for themselves.
- b) It adds to the emotional wellbeing of the older people needing care, provides the dignity of independence and gives paid staff more time to look after those who can't help caring for themselves.
- c) It provides dignity of independence for older people needing LTC and gives paid staff more time to look after those who can't help caring for themselves.

Answer: b *It adds to the emotional wellbeing of the older people needing care, provides the dignity of independence and gives paid staff more time to look after those who can't help caring for themselves.*

7. How do you check who is behind your online co-creation platform?

- a) I look it up on social media.
- b) I ask my nephew.
- c) I check the owners and licensors on the platform.
- d) I ask my doctor.

Answer: c

8. How do you select your service provider?

- a) I am not interested who it is until he/she does the job.
- b) The best is to choose whom I know already or ask my friends for reference
- c) I look it up on social media.
- d) I look it up on the Internet.

Answer: b

9. To whom do you give your personal data if you want to use co-creation services?

- a) I upload my personal data to the co-creation platform I checked.
- b) I give my personal data to nobody.
- c) I give my personal data to anybody.
- d) I upload my personal data to any service platform on the Internet.

Answer: a

10. What happens with your personal data when you upload it to the co-creation platform of your choice?

- a) They are used outside of the European Union.
- b) They are used for providing me the services I subscribe to.
- c) They are collected only for statistics.
- d) They are collected without specific purpose.

Answer: b

11. What happens if you visit the website of an online co-creation platform without registration?

- a) The website uses cookies for enhanced user experience.
- b) I can immediately connect to the co-creation community.
- c) I can chat about services with other clients.
- d) I can read the news and can get useful weather information.

Answer: a

12. What happens if you register to an online co-creation platform?

- a) I can connect to the co-creation community and get information on the services I need.
- b) I can read the news and get useful weather information.
- c) I can get data on the geographical locations of other clients.
- d) I can get familiar with online services in general

Answer: a