Designing With, Not For: Inclusive Methodologies for Co-designing With People With Diverse Abilities

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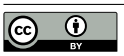
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Abstract

Designing accessible technologies and services plays a vital role in facilitating social and civic inclusion for people with diverse abilities; yet inclusion is equally vital to creating them. The methods through which research and design are conducted should themselves be inclusive, so that people with diverse abilities can participate as co-designers and co-owners of the work. Nevertheless, researchers working across ability-diverse populations often find themselves without a clear starting point. Existing guidelines are scarce and often difficult to adapt to specific contexts and communities. Translating resources into practice requires tailored vocabularies and procedures that are rarely documented or shared. Our workshop brings together researchers and practitioners working with people with diverse abilities to begin mapping the landscape of inclusive methodological approaches. Our goal is to surface what people are already doing including adaptations, workarounds, and community-specific practices that rarely make it into publications. The outcome will be a shared resource that includes case studies and approaches that can be used as inspirational starting points that researchers can adapt to their own contexts and communities.

*Both authors contributed equally to this workshop.



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CCS Concepts

• **Human-centered computing** → **Accessibility design and evaluation methods**.

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1 Background and Motivation

Accessible technologies and services play a vital role in facilitating social and civic inclusion for people with diverse abilities; yet genuine inclusion is equally vital to creating them. Over 1.3 billion people worldwide live with significant long-term disabilities [40], and many others — including older adults, neurodivergent individuals, and individuals with diverse communication styles and needs — face barriers in accessing technologies and services that were not designed with them in mind [13, 18, 40]. Internationally, regulations such as the EU Accessibility Act [41] and equivalent frameworks in Canada [39], India [25], Japan [19] and the UK [50] have driven progress toward equal access and opportunity. Nevertheless, their broader impact remains limited, and compliance with accessibility standards continues to fall short. For example, the 2025 WebAIM report [55] found that 94.8% of the top one million webpages fail to meet Web Content Accessibility Guidelines [54], pointing to a wider pattern in which accessibility is treated as a checklist exercise rather than a meaningful and ongoing commitment to inclusion, addressing the symptoms of exclusion rather than its causes [24]. Genuine inclusion requires examining the social context in which design and research take place, fostering collaboration with people with diverse abilities and other stakeholders, and critically reflecting on the biases and assumptions that create barriers [32, 51]. We argue that inclusive methodologies provide a pathway toward this goal, where the question of how we design and conduct research becomes just as important as what we design.

Within HCI and adjacent disciplines, a rich body of work has already been performed in designing technologies and services that better serve people with diverse abilities. Topics span augmentative and alternative communication [56], assistive robotics [5, 27, 52], XR and immersive technologies [20, 28–30, 43] and beyond. Such efforts have highlighted not only the technological challenges involved, but also the methodological questions surrounding how such technologies are designed and researched. In particular, they raise an important question identified by Spiel et al. [46]: *How can we meaningfully involve people with diverse abilities in research and design processes, rather than positioning them merely as end-users or research subjects?*

Our workshop places this question at its centre. Drawing on the tradition of participatory design [10, 21, 37] — which foregrounded the political dimensions of involving people in decisions that affect them — co-design approaches [44, 62] have increasingly been adopted in HCI and adjacent disciplines as a way of positioning people as active contributors throughout the design process. In accessibility research, this has been translated into growing calls to move beyond treating people with diverse abilities as informants and more as experts in their own lived experience, treating the design process as something co-constructed with people of diverse abilities as active stakeholders [8, 14, 23, 32, 33, 46, 53]. The underlying premise is that when the intended users are involved throughout, the resulting outcomes are more likely to be useful and meaningful to the people they serve.

Yet in practice, realising this ambition is far from straightforward [15]. A gap persists between the stated goals of co-design and how it plays out on the ground. For example, what is often labelled as participatory design or co-design may take the form of "let us understand your needs and design for you" [15, 35]. Within this dynamic, researchers gather input early on then proceed to make design decisions largely on their own, moving away from the original ethos of employing such approaches [4, 9, 11]. Moreover, researchers often begin with specific design solutions in mind and engage with potential users as opportunities to validate their initial ideas rather than genuinely listening to their needs[45]. In such instances, people with diverse abilities are frequently positioned as consultants who validate or react to decisions, rather than as co-designers with meaningful influence over the direction of the design process [32]. Even when thoughtful methodologies are applied, in practice they are often undermined by power imbalances between researchers and participants[22], diverse stakeholders with conflicting priorities [3], alienating technical jargon, and inaccessible materials and session formats [1]. Additionally, sessions with participants are often episodic in nature and do not adequately capture the nuanced and fine-grained aspects of participants' needs, concerns, and experiences. These sessions may also fail to address the issue of design at scale, limiting their impact beyond the design phase [38, 47]

A particular challenge is addressing tensions at the intersection of inclusive methodological practices, including disability-specific approaches, and broader co-design traditions. Disability-focused guidelines often do not translate across populations [15, 26], while general participatory frameworks were rarely conceived with ability-diverse communities in mind [32, 46]. Ultimately, the most effective approaches to co-design with people of diverse abilities are developed collaboratively with participants from the outset, taking into account individual capabilities, communication preferences, and the conditions necessary for meaningful participation [15, 35].

The methodological incongruences also point to a deeper issue where it becomes important to rethink the role of the designer and of design itself [44] — attending to questions of power, agency, and participation not only in the outputs of research but in the conditions under which that research takes place [22]. The shift in perspective also raises other fundamental questions. For example, when researchers design with people with different abilities, what knowledge is being generated and what is ultimately recognized as knowledge (an epistemological concern) [2], whose reality and experience are treated as legitimate sources of it (an ontological concern) [57], and how adequately that reality is captured (a methodological concern). Researchers' own positionality and assumptions also play a significant role here, as the methods we reach for inevitably reflect the contexts and communities we were trained in, and may differ significantly from the contexts of the communities we seek to design with [48].

Encouragingly, researchers across the ASSETS and wider accessible HCI community are already navigating this space. For example,

studies have argued against prescriptive guidelines for specific groups, advocating instead for working with participants to shape activities around individual strengths and preferences, and for documenting the reasoning behind methodological decisions through "method stories" that allow others to learn from and build upon them [26]. Others have proposed competency-based approaches that leverage tools and platforms participants already use, reducing barriers and building on existing skills [7]. Across domains, researchers are developing situated and relational approaches to inclusion that cannot be reduced to a fixed set of techniques but must be continuously negotiated in context [31]. Nevertheless, many of these insights remain scattered across individual projects and research groups, rarely surfaced in ways that others can learn from or build upon [36]. What guidelines do exist tend to be developed for specific populations in ways that are difficult and time-consumic to adapt across different contexts [15, 26, 62], and community-specific adaptations and shared vocabularies that accumulate through practice rarely make it into forms that others can access and use. Before shared resources can be built, the landscape of what already exists needs to be mapped, and that mapping is precisely what this workshop sets out to do. This mapping does not start from scratch: it builds on, and seeks to extend, two recent community efforts, McDonnell et al.'s ASSETS 2023 workshop [36] and our own CHI 2026 event revisiting inclusive design and access [53]. Where those events opened up conceptual and methodological questions within their respective scopes, our workshop turns specifically to the tacit cross-population practices as well as the adaptations, workarounds, and method stories that participants have developed but rarely published. We will invite organisers and outputs from both prior events into our mapping process, so that this workshop extends and consolidates that groundwork.

The ASSETS community is well placed to begin this work. As the primary venue for accessibility and assistive technology research, ASSETS brings together researchers and practitioners working across a wide range of populations and contexts, with a shared commitment to centering the experiences of people with diverse abilities. This workshop draws on that collective expertise to surface what people are already doing, including the practical approaches, adaptations, and community-specific strategies that rarely appear in formal publications. Our goal is to develop a shared toolkit of starting points and options that researchers can draw upon and tailor to their own contexts, making inclusive methodological practice more visible and more accessible over time.

2 Workshop Themes

The workshop is structured around three interconnected themes, each addressing a different dimension of inclusive methodological practice. Together, they move from the theoretical foundations that shape how we approach working with people with diverse abilities, through the realities and first-hand experiences of putting inclusive methods into practice, to the question of what research with ability-diverse communities produces and how those outcomes are recognised and shared.

I. Theories. A growing body of theoretical work informs how researchers think about inclusive design with people with diverse abilities. These theories are often grounded in fundamental assumptions which may map differently onto shared core terminology. Theoretical orientations and methods such as co-design [44], disability justice [49], value-sensitive design [12], social justice [17], feminism [6, 42] and disability studies [34] have each offered important lenses — foregrounding power, centering lived experience, and attending to the values embedded in design processes. Yet differences in how these frameworks are interpreted lead to inconsistencies in their application. Theories developed in one context do not always translate to another, and researchers working with different populations (e.g., older adults, people with cognitive impairments, autistic individuals, those with diverse communication needs) often find themselves adapting, combining, or departing from existing frameworks in ways that are rarely made explicit. As a result, ambiguity and confusion surrounding the principles of these frameworks weakens their rigour and empirical validity. This theme invites participants to reflect on the theoretical foundations that inform their work; which frameworks have been generative, where they have fallen short, and what alternative or emerging theories might better account for the complexity of inclusive research and design with ability-diverse communities. Moreover, we invite discussion on the terms which anchor these theories to establish a common vocabulary both for the purposes of this session and to guide future work.

II. Practice. Even when researchers are guided by strong theoretical commitments, translating inclusive values into practice remains genuinely difficult and might look very different in reality. Beyond academic publications, there is a broader lack of shared knowledge about how to work with ability-diverse communities, encompassing methodological and epistemological commitments, research sensitivities, codes of conduct, best practices, obtaining and assuring ongoing consent and the kind of practical literacy that helps researchers navigate unfamiliar contexts with care. These are critical aspects in practice that we, as researchers, cannot overlook. Accordingly, however, timelines get longer and processes become messier, while the adjustments made along the way — to materials, language, activities, and relationships — are rarely documented in ways that others can learn from. This theme focuses on what inclusive methodological practice actually looks like on the ground; how researchers structure their processes, how they adapt when things do not go as planned, and how they navigate the tensions between inclusive ideals and the constraints of real research contexts. We are particularly interested in the gap between what is labelled participatory or co-design and what genuinely inclusive collaboration looks like in practice, and in the strategies researchers have developed to close that gap, whether through adapted facilitation techniques, accessible materials, community-embedded approaches, or sustained long-term engagement with participants. We also want to ask what forms guidance in this space could take, such as shared vocabularies and ways of building research literacy that can travel across contexts and communities.

III. Outcomes. Research with ability-diverse communities produces a wide range of outcomes that extend well beyond the academic publications through which they are typically shared [16, 59]. Design artefacts, toolkits, training materials, community resources, and relationships built over time are all products of this work,

yet they are rarely recognised or valued within conventional research dissemination frameworks. This theme opens up questions around how outcomes are defined, shared, and attributed in inclusive research. Alternative research outcomes [58, 60, 61] offer one response to this, acknowledging the diverse forms that research contributions can take. Alongside this, questions of co-ownership and authorship are increasingly pressing. When communities and participants contribute substantively to the design and direction of research, what does it mean to share credit equitably? We invite participants to reflect on how they currently document and disseminate their work, what has been lost or left behind in that process, and how the field might develop more inclusive and representative ways of recognising the full range of contributions that research with ability-diverse communities produces.

3 Attendee Selection

To recruit a diverse group of participants, we will share the workshop announcement and call for participation across social media platforms including LinkedIn, Instagram, and Facebook, and through relevant community channels and mailing lists including ACM SIGACCESS, SIGCHI announcements, as well as Discord and Slack communities. We will also reach out directly to HCI researchers and communities across different regions to ensure broad geographic and institutional representation.

We will select attendees through a call for contributions. We will accept submissions in the form of position papers or reflective papers based on prior work. To encourage broader participation and reduce barriers, we also invite alternative submission formats (e.g., pictorials, short videos, or posters) on topics including, but not limited to, the following:

- Theoretical frameworks informing inclusive research and design with ability-diverse communities, and their application in practice;
- Methodological approaches, adaptations, learnings and strategies for meaningful participation across different populations and contexts;
- Outcomes of research conducted with ability-diverse communities, including questions of co-ownership, authorship, and alternative forms of dissemination;
- Reflections on researcher positionality, power, consent, facilitation and the conditions under which genuinely inclusive collaboration can take place; and
- Unique case studies of methodological inclusion and accessibility done 'right'.

Submissions will be reviewed by the organising committee based on relevance, diversity of perspective, and potential contribution to the workshop's mapping goals. We aim to accept between 15 and 20 contributions to ensure a workshop size conducive to meaningful discussion and collaborative work.

4 Workshop Plan

The workshop will run for half a day and is structured to move from individual perspectives toward collective mapping, building shared understanding across the three themes of theory, practice, and outcomes. The workshop will be held in a hybrid format, enabling both in-person and remote participation. Should a physical space not be available at the venue, the workshop will move fully online without disruption to the programme.

4.1 Pre-Workshop Activities

Prior to the workshop, accepted participants will be invited to join a dedicated communication channel (e.g. Slack or Discord) to introduce themselves, share their position papers, and begin engaging with the workshop themes. Organisers will share a brief framing document summarising key themes emerging from accepted submissions, helping participants arrive prepared and enabling richer discussion on the day. All materials, including the workshop schedule and any collaborative tools, will be shared in advance in accessible formats.

4.2 On the day

Welcome and introductions (15 minutes). The workshop will open with a brief welcome from the organising committee, introducing the workshop's goals, themes, and structure. Participants will be invited to introduce themselves, and one word or phrase describing what brought them to the workshop. This activity is designed to be accessible across both in-person and online participation and to give a first sense of the range of communities and contexts represented in the room.

Participant presentations (30 minutes). Each accepted participant will give a lightning presentation (approx. 1 minute) of who they are, their submitted position paper (topic and findings) and what they hope to gain from the workshop. These presentations are intended as starting points for conversation, surfacing the diversity of practices and contexts that participants bring. A dedicated online facilitator will ensure remote presenters are fully supported and visible throughout.

Expert sharing (15 minutes). One of the organisers with expertise in inclusive methodologies and participatory research with ability-diverse communities will offer a provocation grounded in their own practice, reflecting on the state of the field, the gaps that remain, and the questions they think the community most needs to grapple with. The presentation is intended to set up the group activity that follows by offering a shared reference point for discussion.

Break (15 minutes).

Fireside chat (20 minutes). Following the presentation, we will host an informal fireside chat bringing together panellists drawn from the organising committee and participants to reflect and share experiences from their own practice. The conversation will be open to all attendees, with everyone invited to contribute questions, reflections, and perspectives. Questions will be taken live from attendees throughout. The session will be moderated to ensure all voices have space to contribute, regardless of participation mode.

Learnings from the reality of practice (30 minutes). Participants will work in small groups (balanced across in-person and online attendees using breakout rooms and shared digital workspaces) to begin mapping the landscape of inclusive methodological approaches across the three workshop themes. Groups will be created based on mutual interests (e.g., researchers working with: elderly populations, people with visual or hearing impairments, children with speaking, learning or social challenges). Each group will begin by drawing on their collective experiences to distil a set of

learnings (e.g., some do's and don'ts) of inclusive methodological practice from each other's first-hand experiences. Groups will be encouraged to ground these in specific situations, decisions, and adaptations from their own work, including examples of what has worked, what has not, and what they wish they had known earlier. Participants will be encouraged to link their conversations to the themes of the workshop (theories, practice, or outcomes). To avoid reproducing the prescriptive, population-specific guidelines critiqued in Section 1, groups will frame their learnings as situated method stories, concrete accounts tied to a specific context, population, and set of constraints. Because this activity underpins the context mapping and manifesto synthesis that follow, facilitators will timebox it closely; should a group need more time, the subsequent sharing segment will be shortened first, protecting the time allocated to context mapping and manifesto synthesis.

Sharing part (15 minutes). Participants will be invited to share their work with the rest of the group.

Break (20 minutes).

Context mapping (45 minutes). Building on the do's and don'ts from the first activity, each group will conduct a context mapping exercise to deepen and situate their emerging insights. The groups will identify the key concepts, vocabularies, stakeholders, relationships, and conditions that shape inclusive research and design in their specific context, surfacing the situated knowledge that rarely makes it into publications. Drawing on both activities, each group will then synthesise their reflections into a Manifesto of Practice capturing their collective knowledge, including their do's and don'ts, inspirational examples, context map, and the community-specific considerations that researchers working in their area most need to know. The manifestos will serve as the primary output of the workshop and the foundation for the shared resource developed in the post-workshop phase.

Collective reflection and next steps (25 minutes). Groups will reconvene to share their Manifestos of Practice with the full workshop. Each group will briefly present their key insights, with both in-person and online participants contributing through a shared digital workspace. Organisers will facilitate a cross-group discussion, drawing out patterns, tensions, and generalisations that cut across different populations and contexts. From these cross-contextual reflections, participants will collaboratively identify a set of open-ended questions pointing to challenges and directions that no single group or context can address alone, and that the wider community needs to take forward. The questions will form the basis of a shared future research agenda, grounded in the collective experience of the workshop. By the close of the session, the workshop will have produced two interconnected outputs: the Manifestos of Practice capturing what researchers are already doing, and a set of open questions pointing toward what the field still needs to address.

4.3 Post-Workshop Activities

Following the workshop, organisers will compile the Manifestos of Practice, cross-contextual reflections, and emerging open questions into a living document structured as an openly accessible resource that participants and the wider community can continue to add to and build upon over time. Each Manifesto of Practice will be credited to the group that produced it, listing all contributing authors by name; organisers will curate and lightly edit the compiled document for consistency and accessibility, but will not alter or reassign authorship of individual contributions. The document will serve both as a starting point for researchers entering this space and as a foundation for a shared future research agenda. We will also invite workshop participants to co-author a workshop report or position paper synthesising the key findings and directions identified, with authorship and attribution handled in a way that reflects the collaborative nature of the work. The communication channel established before the workshop will remain open, sustaining the community and enabling continued contributions to the living document beyond the workshop itself.

5 Diversity and inclusion considerations

Our organising committee brings together researchers from diverse institutional, disciplinary, and geographic backgrounds, with expertise spanning accessibility research, participatory design, and inclusive HCI. All organising committee members will actively circulate the call for participation within their networks, with the aim of reaching researchers from a wide range of contexts.

The workshop will be held in a hybrid format, enabling both in-person attendance at ASSETS and remote participation for those unable to travel but who would like to contribute to the conversation. Online participants will engage through a shared digital workspace, with a dedicated facilitator ensuring remote participants are included throughout. All sessions will be captioned and captions displayed on the projector for in-person attendees. Asynchronous communication channels will be available before and after the workshop to support participants across time zones.

Prior to the workshop, we will ask all attendees to share any access requirements so that appropriate accommodations can be made. We will request a wheelchair accessible venue, and the workshop will be structured to allow participants to move in and out without the expectation of continuous presence. All materials will be provided in advance in accessible formats, including plain language, large print, and high contrast where needed. Both in-person and online participants will be invited to contribute through multiple modes (i.e., written, visual, and verbal), and all collaborative tools will be screen-reader compatible. Facilitators will be briefed on inclusive facilitation practice, and etiquette guidelines will be shared with all participants ahead of the workshop. We recognise that modelling inclusive practice in our own workshop is an opportunity to embody the values we are here to discuss.

6 Organisers

Sophia Ppali is a Postdoctoral researcher at TU Delft in the Knowledge and Intelligence Design group. Her work explores how immersive technologies can be designed and studied in ways that put people's lived experiences at the centre. She recently completed a PhD in Digital Arts at the University of Kent. She also holds an MSc from Imperial College London and an MA from Royal College of Art in Global Innovation Design. During her Master's degree, she had the opportunity to spend a year in East Asia, where she worked on various co-design projects with local communities on the topic of Mental health education.

MinYoung Yoo is a PhD candidate at Simon Fraser University in the Homeware Lab. His research explores how interactive technologies can be co-created to support the situated lived experiences of marginalized groups and surface alternative perspectives often overlooked in design. His doctoral research project involves co-speculating sound-based reminiscence and memory technologies with people with blindness. He also co-developed and proposed the concept of Alternative Research Outcomes, seeking ways to expand academic knowledge in alternative forms beyond written publication (e.g., documentary, audio, exhibition, etc.) to reach broader audiences.

Laurence Myers is PhD Candidate at TU Delft researching accessible co-design methodologies for technology development. A focus of their work includes effective stakeholder engagement led by disabled communities and co-creation for and with XR and AI-enabled technologies.

Karthikeya Puttur Venkatraj is a PhD candidate at Centrum Wiskunde & Informatica (CWI) in Amsterdam and a visiting researcher at TU Delft. His work lies at the intersection of human-computer interaction, accessibility, and immersive technologies, with a focus on co-designing inclusive interfaces with people with diverse abilities, including Blind and Low Vision, and Deaf and Hard of Hearing users.

Emilia I. Barakova is an Associate Professor at Eindhoven University of Technology specialising in human-robot interaction and embodied AI agents as assistive technologies for people with cognitive impairments or social disabilities.

Hamed S. Alavi is a researcher at the University of Amsterdam specialising in inclusive co-design and human-computer interaction methodologies.

Judith Good is a professor at the University of Amsterdam and founding director of the Digital Interactions Lab. They specialise in inclusive participatory design, co-creation and accessibility.

Giulia Barbareschi is a Professor at the University of Duisburg Essen (Germany) and the Research Center Trustworthy Data Science and Security where she leads the Inclusive Technology and Collective Engagement group. Her research focuses on exploring how we can leverage, adapt, and develop existing and new technologies to promote more equitable societies through direct collaboration with marginalized individuals.

Stefania Serafin is a Professor at the Technical University of Denmark. Her research lies at the intersection of sonic interaction design, extended reality, multisensory design and health tech, with a strong focus on using sound as a primary modality for interaction rather than a secondary enhancement. Her work emphasises inclusive and human-centered design, investigating how multisensory technologies can support accessibility, health and well being, as well as new forms of communication.

Katta Spiel is an assistant professor of Critical Access in Embodied Computing at TU Wien. They research marginalised perspectives on technology. Their work informs design and engineering in critical ways to support the development of technologies that account for the diverse realities they operate in. Drawing on methods from (Critical) Participatory Design and Action Research, they collaborate with disabled, neurodivergent and/or nonbinary peers in conducting explorations of novel potentials for designs, methodological contributions to Human-Computer Interaction and innovative technological artefacts.

Stella Boess is an Assistant Professor of Inclusive Design at the Human-Technology-Relations group at TU Delft. Her research focuses on developing and evaluating inclusive co-design methodologies, led by disabled communities. Her research spans the domains of smart technologies for sustainable housing, mobility, and health.

Alessandro Bozzon is Professor of Human-Centered Artificial Intelligence at TU Delft. His research lies at the intersection of HCI, human computation, user modelling, and machine learning. He is interested in developing methods and tools that support the design, development, control, and operation of AI-enabled systems that are well-situated around actual human characteristics, values, intentions, and behaviours. He is the PI of the TACIT project – the largest public-private partnership on co-designing inclusive AI and XR technologies for the people with disabilities.

Himanshu Verma is an Assistant Professor of Human-AI Collaboration at TU Delft. In addition, he is an Affiliated Researcher at the Distributed and Interactive Systems Group at the Centrum Wiskunde & Informatica in Amsterdam. His current research focuses on designing and evaluating inclusive, collaborative, and empathic mixed-initiative AI agents that can act as effective team members and enhance the performative and creative potential of humans and teams. He is the Co-PI and Project Manager of the TACIT project.

7 Call for Participation

Designing accessible technologies and services requires methods that are themselves inclusive, enabling people with diverse abilities to participate as co-designers and co-owners of the work. Yet researchers working in this space often lack shared resources, and the practical knowledge that accumulates through experience rarely makes it into publications or reaches those who need it most.

This workshop brings together researchers, practitioners, and designers working with ability-diverse populations to map the landscape of inclusive methodological practice. We welcome participants from a range of backgrounds and career stages — including early-career and experienced researchers, educators, practitioners, and community advocates — who are engaged in or curious about designing with people with diverse abilities, including older adults, people with disabilities, neurodivergent individuals, and those with diverse communication styles and needs.

We invite participants to submit a position paper (2-4 pages) reflecting on their own experience with inclusive methodological approaches. Submissions might address questions such as

- What theoretical frameworks guide your work, and where have they fallen short?
- What does inclusive participation look like in your research context, and how does it differ from what gets published?
- How do you document, share, and attribute the outcomes of research conducted with ability-diverse communities?

We also welcome critical reflections, accounts of work in progress, and descriptions of approaches that did not go as planned. Contributions that surface tacit knowledge are particularly valuable to the goals of this workshop.

To reduce barriers to participation, we welcome alternative submission formats, including pictorials, short videos, or visual reflections, as long as they address the workshop themes. Submissions should be made via Easy Chair. At least one author of each accepted submission should attend the workshop, either in person or online. All participants must register for at least one day of the ASSETS conference. Further details, including the workshop schedule and accepted submissions, can be found on the workshop website: https://tacit-project.nl/events/assets-26-ws-methodologies.

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