Co-creation is a social transformative process that generates opportunities for actors from diverse backgrounds to network and use their tools for growth of new knowledge and skills. These are used to form new ways to take action and find innovative solutions to make an impact on the surroundings through collaboration (Rill & Hämäläinen. 2018). Kazadi, Lievens et al. (2016) emphasizes the importance of actors being equally dependent of each other in co-creation.

I argue that an environment of belonging and value should be pursued in a co-creative process. These feelings contribute to empowerment and acceptance of acquired knowledge and enable an application of these in daily practice.

How do co-creation processes affect students' science and sustainability capital and thoughts for future careers?

- How do students´ use available resources in a co-creation process?
- What signs of empowerment and sense of belonging are visible in a co-creation process?
- How are students´ science and sustainability capital effected by a co-creation process?
- How can co-creation affect students´ aspirations to explore future career interests?

Setting
Data collection is planned to be gathered in Swedish middle school. Together with a teacher I will plan a co-creation process related to sustainability in science. A science professional will be invited to the co-creation activities.

Each session will be filmed and documentation from students will be gathered. Data concerning students’ science and sustainability capital will be collected pre and post co-creation sessions. Students will be interviewed, and teacher and science professional will be invited to stimulated recall.

I would like some feedback on:
- How can students´ document the process of a co creation session in a fun and creative way?
- What methods and analytical tools could I use to study these research questions?