

Child-Centred AI-Mediated Collaborative Agency by Design

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Abstract

As synthetic media (i.e., generative artificial intelligence) applications improve, people are using them for more tasks. There is a fine line between people gaining efficiency by using applications as tools to do tasks and ceding control to automated systems by having them do tasks for them. This can be especially difficult to navigate for children and young people, who are not only developing their own decision making abilities, but are also usually constrained (often for good reasons, but limiting nevertheless) by other stakeholders, such as parents, teachers, and policymakers.

We ask: how could synthetic media and other AI systems and applications be designed to support children and young people in making informed decisions and enacting them meaningfully together with other stakeholders, i.e., their collaborative agency (co-agency)? Researchers, designers and practitioners are invited to submit ideas and posters about conceptions, design for, and assessment of co-agency between children and other stakeholders. Participants will collaborate on mapping the emerging area of research on co-agency and identifying shared research agendas.

CCS Concepts

• **Human-centered computing** → **Human computer interaction (HCI)**; **Interaction design**; **Collaborative and social computing**; • **Information systems** → *Collaborative and social computing systems and tools*.

Keywords

Child-Computer Interaction, Artificial Intelligence, Child-Centred AI, Youth, Co-Agency, Autonomy, Empowerment, Control, Choice, Self-Sovereignty, Self-Governance, Self-Determination, Data-Driven Systems, Synthetic Media, Generative AI

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1 BACKGROUND

Synthetic media¹ [9, 12] (also known as generative artificial intelligence or “gen AI”) applications are now used to automate tasks that previously were considered to require uniquely human intelligence. As use of such systems becomes more prevalent, this raises new questions about the roles of humans and machines. Will

¹We prefer the term “synthetic media” over “generative AI” because we believe it is more accurate for describing applications that synthesise new outputs based on statistically inferred patterns from training data rather than generating something completely novel or artificial based on “intelligence”

we design systems to replace human decision-making or to support it? This question is especially urgent for children and young people. Childhood and adolescence are key stages for developing agency [5, 11, 18, 21], which we frame broadly as the ability to make decisions and meaningfully enact them [4]. Systems that provide plausible answers, generate believable content, suggest recommendations, or even make choices on the user's behalf, can erode human agency [2, 10, 13]. This makes understanding how to design for agency a timely and critical challenge for the field of Human-Computer Interaction (HCI).

HCI has a growing body of work on designing with and for children, often in the context of intergenerational interactions (e.g., children and parents, or children and teachers) [17]. However, explicit attention to children's agency and how it can be supported, shared, or negotiated in these relationships remains under-explored [3, 16]. There is emerging research on user agency in AI systems [7, 8], however, it usually focuses on the user as an individual. The individual approach overlooks the networked reality of a child's life. Children's agency in digital contexts is usually constrained by adult stakeholders (e.g., parents, educators, designers, and policymakers) who set rules, boundaries and make decisions on children's behalf [16, 17]. While adults may act with good intentions, usually to safeguard from harm, their actions often limit children's agency. The novel contribution of our workshop is proposing a necessary shift in focus from individual agency to collaborative agency for child-AI interaction.

This workshop aims to foreground *co-agency*: collaborative decision making and action between children and other stakeholders [15], including but not limited to peers, parents and guardians, educators, designers, policymakers, or potentially even systems. By bringing together case studies and examples of design that centre agency and collaboration, we seek to map out current efforts and connect a community of researchers and practitioners committed to rethinking power dynamics in child-computer interaction.

2 GOALS OF THE WORKSHOP

HCI researchers have explored aspects of agency from different perspectives, often using different terminology [3]. Agency is an umbrella term related to many subtly different concepts, including autonomy, self-determination, empowerment, ability, influence, voice, and control. The main goal of this workshop is to map out ongoing related HCI research about children's agency and identify shared research agendas in the CHI community. Since the concept of agency can be vague to a counter-productive extent, we narrow our focus on collaborative agency (co-agency) between children and other stakeholders in using AI systems, rather than on children as individual users or collective action.

This workshop builds upon strong community interest demonstrated by successful workshops at previous CHI conferences. Our proposal extends the Child-Centred AI (CCAI) workshop series held at CHI 2023 and CHI 2024 [1, 20]. These workshops were highly popular, each attracting over 100 submissions. While the previous CCAI workshops established a broad research agenda and design framework for Child-Centred AI [19], our current proposal focuses on a more specific and under-explored theme of collaborative agency within Child-Centred AI.

The proposed workshop focus is also related to other recent workshops in CHI 2024 and 2025, such as 'Transformative Technologies for Children' [6], which pushes the community to go 'beyond good' in designing technologies for children; 'Grasping Data' [22], which addresses personal data literacy and embodied interaction as facets of agency; and 'GenAICHI' [14], which examines the HCI implications of generative AI systems. By narrowing the focus to co-agency, we aim to channel the community's established enthusiasm into developing a shared research agenda on this topic.

A non-exhaustive list of topics that would be in scope of this workshop includes:

- Models and theories that help understand child co-agency.
- Methods for researching and designing for child co-agency.
- Interaction design case studies that demonstrate novel AI applications for collaborative learning, play, or communication that support child co-agency.
- Empirical studies that explore how child co-agency manifests, is supported, or is hindered in AI-mediated interactions.
- Evaluation studies of AI systems that impact child co-agency.
- Critical perspectives and ethical considerations of designing for AI-mediated child co-agency.
- Research tools, policy frameworks, or design principles for AI interactions to support child-centred co-agency.

We expect proposals may focus on synthetic media applications due to their recent ubiquity and emerging risks, however wider data-driven and automated decision systems, such as recommender systems, filters, classifiers, and predictors are also in scope for AI-mediated interactions.

3 ORGANISERS

Vidminas Vizgirda is a postdoctoral research associate at the University of Oxford and University College London, working on the Children's Agency in the Age of AI: Leveraging Interdisciplinarity (CHAILD) project. Vidminas is a human-computer interaction and education technology researcher, with prior research on open education and teachers, children, and young people's use of technology in schools in Scotland.

Isobel Voysey is a postdoctoral research associate at the University of Oxford, also working on the CHAILD project. Her work as a child-computer interaction researcher explores children's perceptions and understanding of agentic technologies and applies techniques like co-design to involve children in the development of new technologies to support their wellbeing. She has previous experience organising workshops, including HRI 2025 Pioneers, and is on the Organising Committee for IDC 2026.

Zaki Pauzi is a senior data scientist and researcher at University College London, focusing on the evaluation of educational technologies. His work explores how AI-mediated agents can facilitate pedagogically adaptive dialogue in learning contexts. He also critically examines the use of LLMs as evaluators, weighing their efficiencies against biases, inconsistencies, and challenges in interpretability. These insights inform the design of AI-driven learning systems that emphasise transparency, reliability, fairness, and alignment with human values, which are key concerns in human-centred educational technology design.

Najme Babai is a doctoral researcher at the INTERACT Research Unit, University of Oulu, Finland. Her research explores children's understanding of datafication and data-centric technologies, with a particular focus on agency, critical data literacy, and participatory approaches in Child-Computer Interaction. Drawing on methods such as speculative design, participatory design, and nexus analysis, her work seeks to understand how children imagine futures with AI, ML, and data-driven systems, and how these imaginaries can inform the design of more inclusive and ethical technologies.

Eva Durall Gazulla is an Academy postdoctoral researcher at the University of Oulu. Eva explores the intersection of learning, arts and technology, focusing on learner agency and critical engagement. She co-leads Critical ChangeLab and heads Critical DataLit, both examining democratic values in tech use with youth through participatory, critical, and creative methodologies.

Jane Waite is the senior research scientist at the Raspberry Pi Foundation. She and her team work as part of the research group of the Raspberry Pi Computing Education Research Centre, at the University of Cambridge. Jane has a background in exploring pedagogies for teaching computer science. The current focus for the team that she leads is on teaching about AI and teaching programming with AI. Teachers and students are at the centre of methodologies used by the research group, including using design-based approaches. Jane is particularly interested in feedback literacy and legitimisation code theory and how these frameworks might enable us to better understand AI interactions.

Ayça Atabey is a post-doctoral researcher at the University of Edinburgh. She received PhD Enrichment Award from the Alan Turing Institute, where she worked on Child-Centred AI. She is an affiliate at the Centre for Data, Culture & Society of the Edinburgh Futures Institute. She conducts interdisciplinary research at the intersection of Law and Human-Computer Interaction, focusing on fairness in design and regulation. She also works at the Digital Futures for Children centre at LSE focusing on AI in EdTech design, regulation and child rights.

Sarah Turner is a Senior Postdoctoral Fellow at the Knowledge Lab, UCL Institute of Education. Her current research explores young people's entanglements with generative AI and its implications for AI literacy. Her interdisciplinary work examines socio-technical issues, including cybersecurity, data protection in educational settings, and IoT device security. She holds a PhD in Computer Science from the University of Kent.

Manolis Mavrikis is Professor of Artificial Intelligence and Analytics in Education at the UCL Knowledge Lab. Manolis' interest, experience, and research agenda for over 20 years bridge Artificial Intelligence, Human Computer Interaction and Learning Sciences to understand complex learning phenomena and design, create and evaluate adaptive technologies for learning, teaching and research. He has participated and led several national and international award-winning projects partnering with schools, teachers, and other key stakeholders such as start-ups outside academia. Manolis is also one of the editors of BERA's British Journal of Educational Technology.

Jun Zhao is a senior research fellow at the University of Oxford, Department of Computer Science and leads the Oxford Child-Centred AI Design Lab. Her research focuses on investigating the impact of algorithm-based decision makings upon our everyday

life, especially for families and children. For this, she takes a human-centric approach, focusing on understanding real users' needs, to design technologies that can make a real impact. She works closely with schools, children, families as well as technologists for children, to understand the technological, societal and regulatory challenges that we are facing, to inform national and international policymakers, technology designers and families.

4 WORKSHOP LOGISTICS

In the lead up to the workshop, we will distribute the call for participation via relevant mailing lists and social media networks from the organisers' professional and academic circles as well as connections from prior Child-Centred AI workshops.

Applicants will be invited to submit posters and/or short pictorials (visual extended abstracts, up to 4 pages) that align with the workshop scope.

Workshop submissions will be triaged by the organising committee and either desk rejected if they do not meet the submission criteria or peer reviewed following a double-blind peer review process, with at least two reviews for each submission. If the workshop receives a particularly high volume of submissions, suitably experienced applicants may be asked to review one or two peer submissions. Workshop submissions and reviews will be managed using Microsoft Conference Management Tool.

The organisers will thematically analyse workshop submissions on an ongoing basis. To encourage a diverse range of contributions, we may follow-up with tailored advertising in under-represented research area communities.

While the workshop itself will only be hosted in-person at CHI 2026, we will set up a Discord server for online communication to facilitate information sharing and networking between participants before, during, and after the workshop. The workshop website is available at <https://oxfordhcc.github.io/CAMCAD/>. It includes the call for participation, relevant background details, key dates, and author instructions.

We expect at least 3 organisers to attend the workshop in-person. We will cap our participant number to 20, so that most of the participants have a chance to share their work and to facilitate running hands-on group activities.

5 WORKSHOP ACTIVITIES

The preliminary workshop schedule includes:

Session 1 (14:10 – 15:40): whole group activities

- 14:10 – 14:25: Overview of themes from all accepted workshop submissions
- 14:25 – 14:50: Invited keynote talk and Q&A
- 14:50 – 15:40: Lightning presentations from participants and audience Q&A

Break and Poster session (15:40 – 16:20): refreshments and informal discussions over posters from submissions

Session 2 (16:20 – 17:50): break-out group activities

- 16:20 – 16:50: Group task on translating research insights about co-agency to implications for practice
- 16:50 – 17:20: Group rotation and peer feedback
- 17:20 – 17:40: Whole group review of results, sharing ideas, documenting outputs

- 17:40 – 17:50: Workshop recap and next steps

The first session covers the main workshop goal of mapping out ongoing HCI research about children’s agency and identifying common themes or shared elements. Selected participants representing diverse research themes will be invited to share their work in short presentations. If requested by workshop participants, we will set up automatic transcription and live captioning for the presentations using Microsoft Teams.

During the break, participants will be assigned to present their poster in either the first or second half of the break, giving everyone a chance to both share their work and learn about others’.

The second session tasks will be focused on drawing out practical implications for policy, design, and research from current work on collaborative agency. The organisers will define more specific questions and suggested groupings when reviewing workshop submissions. This will ensure the questions and tasks are relevant for all workshop participants.

6 POST-WORKSHOP PLANS

Live presentations may be recorded and published on YouTube with consent of the presenters. Posters and documented group work outputs will be shared via the workshop website.

Workshop contributions will be summarised in a co-created report and all participants will be invited to be co-authors.

We are planning to propose a special issue on child-AI interaction agency in an internationally recognised journal. The CAMCAD workshop could be a way for participants to get preliminary feedback on their projects and learn about related work, while the special issue (planned after the workshop) would be a venue to publish full research papers.

We hope that this workshop will provide a networking platform to spark new research collaborations. Participants will be able to stay in touch after the workshop via the Discord server.

7 CALL FOR PARTICIPATION

7.1 Overview

How can AI be designed to support, rather than undermine, the ability of children and young people to make informed decisions and enact them meaningfully in collaboration with others? The Child-Centred AI-Mediated Collaborative Agency by Design (CAMCAD) workshop at CHI 2026 invites researchers, designers, educators, and practitioners to explore this question.

This workshop builds on previous Child-Centred AI workshops at CHI 2023 and 2024. This year’s theme is *collaborative agency* (co-agency). Through this lens, we are interested in how children and young people can be supported in making and acting on decisions not just as individuals, but in collaboration with others, such as peers, teachers, and parents.

The workshop will be held in-person at CHI 2026, with no additional attendance fee. We expect to bring together 20 participants for an engaging afternoon of presentations, poster sharing, and hands-on collaborative activities. All participants will be invited to co-create a research report synthesising workshop submissions and activities.

7.2 Topics of Interest

We welcome submissions that address, but are not limited to, the following themes:

- Models and theories that help understand child co-agency.
- Methods for researching and designing for child co-agency.
- Interaction design case studies that demonstrate novel AI applications for collaborative learning, play, or communication that support child co-agency.
- Empirical studies that explore how child co-agency manifests, is supported, or is hindered in AI-mediated interactions.
- Evaluation studies of AI systems that impact child co-agency.
- Critical perspectives and ethical considerations of designing for AI-mediated child co-agency.
- Research tools, policy frameworks, or design principles for AI interactions to support child-centred co-agency.

7.3 Submission Guidelines

We invite applicants to submit posters (large single page) or short pictorials (visual extended abstracts up to 4 pages).

This workshop is suitable for work-in-progress research, speculative ideas, position statements, short case studies, and highlights from completed research. Accepted submissions will be showcased in a poster session at the workshop and will be shared on the conference website.

All submissions should clearly articulate their relevance to the workshop theme. Together with their submission, applicants will be asked to explicitly indicate:

- A working definition of (co-)agency
- A brief description of the stakeholder groups involved or considered in the research, one of which must be children or young people
- A characterisation of an AI system or application involved or considered in the research and its role

Submissions will be reviewed by the workshop organisers and academic peers for relevance, originality, and potential to contribute to the discussion. If we receive a high number of submissions, applicants may be asked to review one or two peer submissions. At least one author will be required to register for and attend the workshop for each accepted submission.

Further author guidelines and submission format templates can be found on the CAMCAD workshop website:

<https://oxfordhcc.github.io/CAMCAD/>

7.4 Important Dates

- Submissions Open: Thursday, December 18, 2025
- Submission Deadline: Thursday, February 12, 2026
- Notification of Acceptance: TBC, at least one week prior to conference early bird registration deadline
- CHI 2026 Conference: April 13–17, 2026

All times are the end of day in the Anywhere on Earth (AoE) time zone.

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