

Review of: "Sustainable futures: a quality-focused model for inclusive knowledge co-production"

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Potential competing interests: No potential competing interests to declare.

Title: Sustainable futures: a quality-focused model for inclusive knowledge co-production

In this manuscript, the author addressed knowledge co-production policy and practice; a cross-cutting model based on distributed cognition theory allowed to explain six case studies over ten years. The paper explains well the codified and tacit knowledge. The codified knowledge is based on empirical evidence, written, and accepted by the scientific community by peer review. The tacit knowledge is present in the mind and challenging to transform and transfer. The Distribution Cognition Theory developed by Hutchins fit well in the case studies; "people working as a team can achieve more than the sum of total of their contributions." My suggestions as a reviewer are the following:

1. The authors explained well the theoretical approach Bederson & Shneiderman (2003) proposed: descriptive domain, explanatory domain, predictive phase, prescriptive stage, and generative stage. I suggest providing examples from the data or one of the cases that inform the different domains.
2. The conceptual framework explained well the inputs, processes, and outputs. I suggest connecting with each item shown in Figure 1 and providing examples related to the data.
3. The methodology proposes qualitative analysis to reveal the findings. I saw the researcher's experience in each case study, but I did not see a strong reflection on the participants for each case study.
4. The first case study proposes the internationalization of higher education in Zimbabwe and doctoral training policies. There was a claim on the conceptualization, knowledge and skills gained and shared by each player in the development, approval, and operationalization. I suggest providing more information on the process of the implementation, co-design and training policy approved by the government. Details of the selection and participation of the different actors could strengthen the paper.
5. Case #3 relationship with editors of leading journals defines a leading journal and why it is essential for co-creating knowledge. Provide information on the outcomes of the workshop.
6. Connect sustainable learning behavior with tacit knowledge.