

Crediting as a Socio-Technical Practice

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Technologies are produced through collective work, yet the labor and beliefs behind them is often rendered invisible. This poster argues that crediting—how contributions are named, structured, and made visible—is a socio-technical practice that shapes how technologies are understood, trusted, and valued.

Why should you care?

Crediting is not neutral: who is credited (and how) shapes recognition, accountability, and what counts as contribution. Bringing attention to work that is often overlooked is one important aspect—particularly when systems depend on contributions that can easily go unnoticed [1]. More broadly, crediting influences where technologies come from and who is held responsible, expresses institutional values, and shapes how different audiences make sense of technologies.

Crediting is more than a list of names: it is an infrastructure of templates, norms, and interfaces that encodes assumptions about expertise, hierarchy, and value. Structured contributor-role approaches can increase transparency, while also creating tensions around negotiation and status [2].

Situatedness and non-objective technology

Scientific and technical work is often presented as context-free and objective, as if knowledge and systems emerge independently of the people and institutions that produce them. Haraway's concept of situated knowledges challenges this view by reframing objectivity as partial and accountable rather than a "view from nowhere" [3]. From this perspective, crediting

practices matter because they can either flatten collaborative processes into a neutral surface or make visible the specific conditions under which technologies are produced.

Implications for AI and emerging technologies

AI intensifies crediting questions rather than replacing them. Models depend on extensive human labor—data collection, annotation, curation, evaluation, deployment, and maintenance—yet this work is often absent from how AI systems are presented and discussed.

This raises design questions for emerging technologies: should AI be credited as a tool, a component, or a collaborator? How can crediting practices make responsibility, dependency, and contribution legible without becoming unreadable or purely symbolic? What new forms of crediting infrastructure might support accountability in complex technical pipelines?

References

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- [3] D. Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective," *Feminist Studies*, vol. 14, no. 3, pp. 575–599, 1988.
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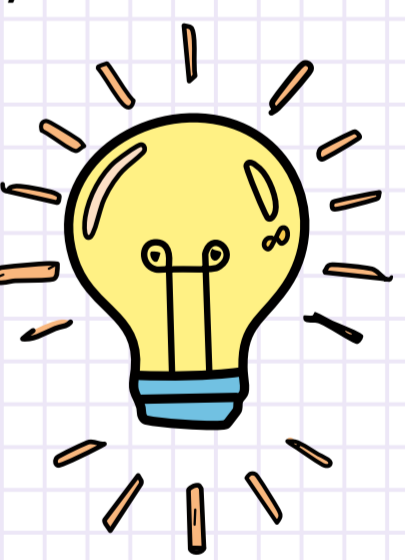
Case study

Crediting Interactive Digital Exhibits



We began from a local observation: interactive digital exhibits at our science centre rarely include visible credit for the people who make them. Through interviews and participatory workshops, we learned this is not just a local oversight but a taken-for-granted norm in science-museum exhibit production.

Across accounts, the value of credit emerged as the central issue. Participants emphasized that credit is not only for visitors: it also matters to contributors (recognition, motivation, accountability), to peers and employers (career visibility), and to institutions (credibility, partnerships, funding). Yet credit was described as "simple" but structurally unsupported—no policy, no clear pipeline, unclear role boundaries, and no assigned responsibility. Credit does appear elsewhere (e.g., funders, external collaborators, photos/data sources, videos, dome shows), exposing contradictions in what is treated as credit-worthy and ongoing challenges around contribution boundaries, implied hierarchies, and long-term maintenance.



Why these findings matter

This case demonstrates that crediting shapes whether technology appears as a finished object or as the outcome of situated, collective work. Credit formats influence how responsibility, care, and authorship are distributed, and whether collaborative labor is acknowledged or obscured.

In museum contexts, exhibitions are understood as designed narratives rather than neutral displays [4]. Crediting practices are part of that narrative infrastructure—and similar dynamics apply across other socio-technical systems.