



CASE STUDY

The 2026 Well-Being by Design Fellows participated in a four-month professional development program for designers and producers of interactive kids' technology and media. They met online to workshop their current projects, network with other fellows, and gain insights from research and industry leaders as they worked to incorporate principles of well-being into their designs. We are delighted to share highlights from each fellow's experience.

Asante Asiedu



Asante Asiedu is the founder of Udēesa, a spatial learning platform focused on helping institutions turn events, real-world locations, stories, and skill-building pathways into guided interactive experiences. His work sits at the intersection of educator support, immersive infrastructure design and cultural learning, with projects spanning museums, classrooms, and youth-centered learning environments.



UDEESA
XR For You.

PRODUCT: Udēesa **TARGET AGE:** 5–10

Udēesa is a spatial learning platform that helps educators and institutions turn events, real-world locations, stories, and skill-building pathways into guided interactive experiences accessible across devices.

→ UDEESA.COM

Udēesa was developed in response to a gap in how young people experience learning about culture, place, and real-world skill-building opportunities. Too often, digital learning tools either flatten meaningful content into passive media or overemphasize technology at the expense of reflection, facilitation, and human connection. We wanted to explore a different model: one in which immersive environments could help children move through experiences with intention, build skills through guided interaction, and connect what they are learning to the people and communities around them.

Our broader work at Udēesa focuses on immersive infrastructure—tools and systems that allow museums, schools, and youth-serving organizations to create reusable digital learning experiences rather than one-off activations. Through the fellowship, we focused this work more directly on children's well-being by testing how our XR User Interface (XUI) could support curiosity, agency, reflection, and social learning in ways that are accessible across devices and supportive of educators. The fellowship helped us sharpen both our product itself and the philosophy behind it: immersive media should not replace teaching or relationships, but strengthen them.

WHAT COMPONENTS OF WELL-BEING DOES MY PROJECT ADDRESS?

Udēesa is designed to support children's learning by turning immersive environments into structured spaces for exploration, decision-making, reflection,

and guided discovery. Our XR Editor tool connects to child development by supporting educators as they foster agency, curiosity, emotional safety, and social learning to help children build confidence through achievable challenges and educator-led interactions.

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We want to know what YOU [educators] know.

CO-DESIGN STUDENT, AGE 15

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Udēsa addresses several components of children's well-being, specifically safety, competence, emotions, and identities. The XUI framework guides children through immersive environments (e.g. 360-degree media & spatial scans similar to matterport virtual tours) using clear goals, progress indicators, and interactive prompts, helping them explore at their own pace with built-in checkpoints and downtime to reduce confusion and overload. Because experiences are designed to be facilitator-friendly, our platform also supports co-regulated learning by leaving room for conversation, reflection, and educator guidance. This helps children feel supported rather than isolated while using technology, and gives educators the confidence to explore new teaching tools without sacrificing pedagogy and crucial student teacher relationships.

HOW CAN MY PRODUCT BETTER ADDRESS CHILDREN'S WELL-BEING?

+ Strengthen choice and flexible pathways

We want to build in more intentional opportunities for children to choose how they move through an experience, what they explore first, and how they respond. During the fellowship, it became clear that children value room for choice and feel more engaged when technology supports exploration rather than forcing a single path.

+ Improve social and peer-supported interaction

We plan to better support co-learning by designing more prompts and interaction models that encourage discussion, teamwork, and shared reflection. Fellowship feedback reinforced that children often want technology to be part of a more social learning experience, not a replacement for peer-to-peer or teacher-supported engagement.

+ Refine age-appropriate scaffolding and emotional pacing

We aim to improve how different age groups enter and move through our experiences by making instructions, pacing, and challenge levels easier to understand. This fellowship showed us the importance of creating experiences that feel inviting and manageable, especially for younger users who need clarity and encouragement to stay engaged.





REFLECTION

This fellowship reinforced that designing for well-being is not just about making technology safer or more appealing. It is about designing experiences that respect children's developmental needs, attention, and relationships. I learned that structure matters as much as content: children benefit when they know what they are doing, why they are doing it, and how they are progressing. From the Youth Design Team, I learned that students are highly aware of when technology is actually helping them and when it is simply being added for its own sake. They consistently pointed toward tools that make learning more engaging, more social, and easier to navigate.

LOOKING AHEAD

Going forward, Udēesa will continue to help institutions design and deploy guided immersive experiences across devices. We aim to build spatial learning systems that are easier for educators and institutions to use, easier for children to navigate, and more grounded in real learning contexts. One important area of growth is the continued development of our XR User Interface (XUI), which acts as a lightweight pedagogical layer for content creation and interaction across devices. We are also refining our XR editor so that institutions can more easily organize media, prompts, and guided interactions into reusable learning experiences.

This fellowship has pushed us to think more intentionally about how these tools should function in practice. Rather than treating immersive media as something that should stand alone, we are designing around the idea that meaningful experiences need facilitation, reflection, and choice. This will shape how we build future experiences, onboarding tools, and educator supports. It also strengthens our long-term infrastructure model by making our XR products and platform more useful not just for learners, but for museums, schools, and programs that want to responsibly integrate immersive technology into children's learning environments.

+ For kids: more accessible and supportive immersive learning

Udēesa's approach gives children a way to engage with immersive environments without requiring expensive or specialized hardware. By focusing on guided exploration, reflection, and age-appropriate scaffolding, our platform can help children experience interactive learning in ways that are more supportive, less overwhelming, and more connected to real educational goals.

+ For educators and institutions: immersive tools that strengthen, not replace, teaching

One of the clearest lessons from this work is that immersive technology becomes more valuable when it is designed to work with educators rather than around them. Our framework leaves room for facilitation, discussion, and adaptation, which makes it more practical for classrooms, museums, and youth programs that want to use immersive learning responsibly.

+ For designers in the field: pedagogy matters more than novelty

A major lesson from this fellowship is that children's well-being is better supported when immersive design focuses on structure, clarity, and meaningful interaction rather than technical spectacle. Designers should think less about whether a technology looks advanced and more about whether it helps children explore, reflect, connect, and learn with confidence.



SESAME WORKSHOP

Joan Ganz Cooney Center

For more information about the Well-Being by Design Fellowship program, please visit joanganzcooneycenter.org/fellowship2026