



Course Analysis, Course-code MF2038

Service Design Autumn 2019

2020-02-12 by Magnus Eneberg]

1 Course information

The course is mainly based on problem-based learning. The student learn the basics of service design theories, principles, process and methods. Methods that are explored range from customer interactions, customer journey, trigger material, service prototyping and visualizing the service concept in a short film/animation.

The aim of the course is to provide the students with theoretical and practical knowledge about the service design process, some of its methods and underlying principles. Upon completion of the course and to get a passing grade, the student must be able to:

- apply the service design process and some of its methods. Present and motivate choices/decisions made during the phases of exploration, analysis, evaluation of user insights and development of a service design concept (ILO1),
- based on a client brief design a service concept that in a creative way meet real user needs (ILO2)
- that take a client brief as a starting point and in a creative way meet real user needs (ILO2).
- create a short film/animation that visualize a service concept in a pedagogical and committed manner (ILO3).
- Explain how services can contribute to an ecological, economic and social sustainable development and apply this knowledge in a service design project (ILO4), and
- describe service design theories, perspectives and explain the service design process, some of its methods and underlying principles, Relate the knowledge to your own project work (ILO5).

Course responsible teacher:

Magnus Eneberg

Other teachers in the course:

Sara Ilstedt, KTH

Andreij Nylander, Designit

Examiner:

Sara Ilstedt

Learning activities:

Instruction consists of a combination of lectures, exercises, and literature studies and during the course the students apply the knowledge in a service design project together with a client organization.

Additional Comments

Assessment based on project work, film/animation (about service concept) and lessons learned.

2 Students' view of the course**Response rate of LEQ course evaluation survey:**

11 out of 39 students

Brief summary of students' responses from the LEQ survey and/or other types of course evaluation:

This section presents the students' main experience of the course and the learning activities that took place during the course. A short introduction is followed by a selection of quotes from the course evaluation.

The service design course started in the first cycle of the master's program and was regarded as an excellent continuation of the bachelor's education at KTH.

"Felt great to have such a creative design course at the beginning of the master."

"As an exchange student, I felt very included (...) They had more skills than I did since I come from a different background and I am still in my bachelor's but this was an opportunity for me to improve myself and my abilities."

"The course was a nice continuing course on all design courses we've had year 1-3,."

However, the course was regarded as highly stressful and intense and the students didn't consider the workload as equivalent to the course credits (6hp).

"I think this course should be given more credits."

"More time on detail design and validation. Make the course longer with the same content."

"Remove the movie and the course would feel like 6 credits."

"It often felt like we just had to stress through things to keep up with the course. Especially at the end when the film making came along."

The interaction between students and between students and teachers was contributing to the learning process and met the developmental, emotional, and educational needs of the students'. The collaboration with a design consultancy and working closely together with the design industry throughout the course supported the learning process and was of high pedagogical value.

"The best aspect of the course was the interaction between students and students and teachers."

"Everyone has always been open to listening and support and this approach helps me to learn more and develop my skills without being worried of making mistakes."

"!Super good! It was so much fun to work with an actual design company and use their space to work in, since we don't get a studio."

"It was a great experience and such collaboration expose us to real world and help develop a professional approach towards projects."

" It was really interesting to see how Designit works on projects and good to have real examples."

The views on the value of the course literature and how it supported the learning process varied a lot.

"I did not like it. It was very long and not structured at all in the same way as the course. I think a more simplified and better structured version, more relevant to this course would have been good."

"Extremely boring book."

"A very thick and intimidating book that is very friendly and readable once you open it."

"I've never read a book about service design this in-depth so I'm really glad I got the opportunity to do so. I will probably re-read it in the future."

The assignment working with a "real" project, brief, and client company (Electrolux) was considered as challenging but also encouraging.

"It was very interesting, great atmosphere, allowed creativity. The project was super fun and I think we all felt passionately about it"

"It encouraged creativity in a way no other course has. It was fun to learn a new way of designing and thinking!"

"It was challenging - but in a good way! I think everyone in my group was a detail-oriented perfectionist, which at times made it hard to keep up."

The lectures that took place in parallel with the project were regarded as valuable, but the exercises that followed each lecture created a feeling of stress. A suggestion from the students was that the exercises should be disconnected from the actual project work replaced with hypothetical cases.

"The lectures where effective and having them at Designit was wonderful: it made me feel like I was working for real and not losing my time locked up in a classroom."

"Very good! They (lectures) had a lot of value. But they were sometimes a bit quick."

"The lectures themselves were good and the thought behind the exercises was good but they often felt stressful and rushed."

"It was great that they were happening in a professional environment and was always followed by activities. I love it. It's perfect."

"Lectures and project work running parallelly is great, but lectures should be independent of the project, with activities involving other case studies for learning purpose."

The availability and support from teachers were well-regarded; however, the students proposed to add more and longer coaching sessions.

"There was a lot of encouragement which I really appreciate. The coaching felt open and including and it felt like the coaches were together with us, not on top of us."

"I think the coaching was very effective. I really appreciated the positive approach Magnus and Andreij and Sarah had. Always available, they encouraged and helped us express our full potential."

"Apart from the movie making coaching, spectacular."

"Very stressful. They should be longer."

"Could have used more time in the beginning when we had so much data and so many ideas we wanted to discuss but I liked the coaching overall. Please put another coaching after the peer-review though! "

The content of the course was highly valued, and the students argued that the new knowledge and skills would bring value to their future careers.

"I would want to be working around designing experiences and services, and hence the course was of a lot of use. The user research and analysis done in the project will serve as a base."

"The user-centered thinking might not be new for us but the very human take on it definitely is! Having that in mind and a holistic view on design will help in the future."

"The different tools we've learned (customer journey map, behavioral groups, trigger materials etc.). The perspective of trying to understand the user."

3 Teacher analysis of the course

Changes of the course before this course offering:

- New ILO (Intended Learning Outcomes) with a clear connection to assessment method and grading criteria.
- A separate lecture and exercise on how to work with customer insight analysis and synthesis.
- Added a coaching session on filmmaking.
- Replaced the written exam with “lessons learned” which is a written reflection on the project work

The course’s strengths (based on the students’ experiences and the teacher analysis):

The holistic perspective and user-focus used in the project encourage the students to further develop their design skills. The service design course is highly appreciated by the students working with a “real” design project with a brief from a client company. Collaborating with the design industry in exercises and coaching is of major importance for the success for the course. The collaboration has a high pedagogical value since reflection by doing is of major importance in the design practise to develop new useful skills.

Areas for improvement of the course (based on student experiences and teacher analysis):

The main concern in the course is the workload in relation to the credits the student receives. The course is experienced as stressful which has a negative effect on the learning process.

There is a need to increase time for deeper reflection and also to develop the skills to refine and validate service concepts.

Proposed changes to the next course round:

A new service design course, MF2039 Advanced Service Design, will be established from autumn 2020. The change is based on its high contribution to the development of the design skills of the technical design students and the need to develop the subject area of service design. Increasing the credits to 9 will create space for:

- deepening the theoretical knowledge with a more explicit link to the research front in service design and sustainability,
- in-depth work on the projects and thus expand the student's competence with more methods for user studies, analysis, idea generation, visualization and concept development,
- to deepen the work on developing and validating the students' service concept and the animated film that they create at the end of the course.

Advanced Service Design, 9 credits, will only be offered to students in the track Technical Design. The Service Design course MF2038, 6 credits, will be offered as an elective course for other master's programs from 2021. In connection with this we will make alteration in the course content, removing the film making activity.