PROCESSES AND DESIGN THEORY

IE University
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Academic year: 22-23
Degree course: THIRD
Semester: 1º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES

There are no specific prerequisites for this course, though the students are expected to have been introduced to the field of Design Methodologies during a previously attended courses of their educational program and have a basic level of understanding of the creative processes.

SUBJECT DESCRIPTION

The Processes and Design theory course provides the students with an in-depth knowledge of how to use design methodologies and theory in todays context of design. During the different sessións we will go through various different methods which are used today in the world of design and business to define the future of everything, services, strategy, businesses, digital and physical products, companies visión, sustainability policies, how design affects politics and societies etc. We will approach design as a tool to transform the world and the way we live in it.

The course will go through these main steps, towards designing service design product for a real company:

 - Understanding Service & Systems design

 - Trends - how do they work, how to define them and how to understand them

 - The User experience (CX, customer journey, human needs, anthropology etc)

 - How to run a design workshop (Design Sprints, working with a client, final results report etc)

OBJECTIVES AND SKILLS

By the end of the course students should be able:

 - To understand the impact design has and can have on the world

 - To understand that the future is up to us, we are all in it together

 - To be able to define Social, Economical, Political, Environmental and technological impact of new concepts & designs, both physical and service or system based.

 - To be able to evaluate their own work in a critical and constructive way, learn from mistakes and make improvements for their next project. - Post Mortem sessions

 - To be able to tackle a challenge and make a project plan, divide tasks and responsibilities of a

project. Set up a framework and a timeline for a team collaboration.

- To understand the value of design and creative methodology in our whole society today , in the past and towards the future.
- To be able to detect new and interesting concepts of services, products, references and technologies, appearing in the world every day, and define why they are interesting and relevant.
- To have understood and tried to create concepts in new industries, based on new concepts found already applied in another field (sharing economy, gig economy, review economy...)
- To understand the value of constant research for new tendencies around the globe, and hopefully be inspired to be on a constant search for new, improved and interesting things, bringing the sensation of hope and excitement towards the future to class, and to their lives.
- To Understand different service design methodologies, processes and theories enough to be able to decide when to apply which one and why.
- Become familiar with taking initiative and responsibility for their work, become project owners.

METHODOLOGY

Preparation:

When introducing a new concept to the class, there will be a text, book, report, case study, movie, video, podcast or a tv-show to read or watch.

During Class:

In class we will be working together on the projects, all leading up to a big final workshop, where we will put all the knowledge created during the course into practice. We will be working on a REAL PROJECT, with a real design agency. (Previous years it´s been Conversational interfaces for, Renfe, Iberia and Santander, this year we are taking it to a broader understanding of Service Design)

After Class: Assignments and Homework

Both individual and team work will be required of the students, out of course hours. During the class projects will be defined, initiated, and we together create a timeline and a task plan, job division and framework for the work to be realized until our next class.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	20 hours
Discussions	20.0 %	30 hours
Exercises	20.0 %	30 hours
Group work	33.33 %	50 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 3 (LIVE IN-PERSON)

SERVICE DESIGN + GAME CHANGERS

In this first class the objective is to get to know each other, Helga will give a short talk about her past and path to where she is now professionally, as well as the students will tell us all a bit about themselves.

We will go together through the Syllabus, so everybody will understand what is expected from this course and how it is built up, as well as get a brief introduction of some best practices of Service design today. We aim to understand how design can help us in the everyday life and in the future.

Start our online forum for class communication, interaction, inspiration etc. (TELEGRAM or SLACK ?)

SERVICE DESIGN - WHAT IS IT AND WHY IS IT IMPORTANT ? - it´s impacts the world, our life, the economy, society etc. It can have a positive impact, or a negative impact (usually its a mix of both) We will look at a few examples of service & systems design and analyze how the have changed the world we live in, then you will be given a list of companies / innovations / services we all know, to choose from and do your own analytic at home. We will go through the PESTEL definition, which helps us define the various impacts one design can have.

Are we designing the future, or designing FOR the future ?

HOMEWORK:

Search for a Game-Changing Design Project, and understandwhy it is interesting, and which is it ?s impact (pestel)

RUINED BY DESIGN - how designers destroyed the world: read the book, listen to the vimeo talk, Podcast or something, in next class we will discuss its concept more deeply.

TALK - How Designers Destroyed the world

SESSIONS 4 - 6 (LIVE IN-PERSON)

GAMECHANGERS + WE GET A BRIEF FROM A CLIENT + TREND REPORT

Present the GAMECHANGERS you chose, and explain to us why you chose them and the impact they have had on the world.

Design changes our behaviour, our desires, our goals for the future, our needs. The things we design, are not ready tomorrow. How can we predict what people is going to need and want to use, in the future ? How can we figure out towards where the world is going ?

THE BRIEF: The project of the year will be presented to the class, by our "client"

We will go through the steps we need to go through, towards designing a new Service for the client at the end of the semester. The first step is to create a TREND REPORT.

TRENDS // WHAT ?S GOING ON IN THE WORLD - understanding Trends and keeping your eyes and ears open at all times

What are trends. We will go through how trends are forces shaping the world we live in and try to understand how they work, why and where they are going. We go through what it is that makes a fact disruptive. I will bring various trends reports from around the world to class, new and old, and we will have a look at them with a critical eye. Sources for trend scouting will be presented, as well as how to define keyword for searching online. What is the difference between a good signal and a bad signal ? A good trend report and a bad trend report ?

HOMEWORK: Read through two of the trend reports, and find 20-30 signals pr. Person, of things that you think are interesting today, and are signals of change for the near future. Find a picture and a quote from the article, fill out the template and print it out before coming to the next class.

Create a shared google slides document for everybody to fill in their findings. Everybody use the same template - PRINT IT OUT

IMPACT THE FUTURE - Indy Johar talk - https://www.youtube.com/watch?v=a-7niLUXZEc

SESSIONS 7 - 9 (LIVE IN-PERSON)

TREND REPORT - CLUSTERING

Everybody bring those 20 - 30 signals of change to class, printed out, and together we will cluster them into groups, until we feel like we have made sense of all of them, and together we will define topic of each cluster, name it, and define the impact it might have on the future society if that trend would become a leading force in the world.

We discuss the trends, which to join, what might be missing, what they mean, their impact etc. We create a project plan, together.

We start writing the actual Trend report, and we will assign responsibilities, graphic designers, project leader, team leaders, etc.

HOMEWORK: understand your groups topic, read through ALL of it, search for a few more good signals of change. Delete signals, move them to other groups etc. Helga will do the final division before next class, and name the sub-trends

SESSIONS 10 - 12 (LIVE IN-PERSON)

TREND REPORT - WRITING

Distill and discuss, aim to understand the deeper concept of each chapter we have defined and redefine them. Today we will start the writing of the report, each group has one concept to write about, get to a more profound understanding of it and together with the professor, be able to transmit the possible impact on the future and it´s reasons.

Graphic design template should be ready by today.

HOMEWORK: keep on writing at home, and graphic team makes sure the report keeps on looking good. There will be a every other day feedback from Helga on our communication channel (slack or Telegram), and in the google drive doc that we will use for creating the report.

We will print out the report before the end of the semester.

SESSIONS 13 - 15 (LIVE IN-PERSON)

TREND REPORT - HAND IN

Present the whole report, each group presents their chapter, and the project leaders present the 360º context and conclusions of the report.

We will have external people joining us, giving feedback and asking questions together with the professor. Define main insights.

We will then improve the report in class, and make last editing before making it ready for printing, Graphic group will be asking groups to improve details, pictures etc.

HOMEWORK: finish up

SESSIONS 16 - 18 (LIVE IN-PERSON)

USER EXPERIENCE RESEARCH

What is that ? and why is that an important part of the process ?

Now it´s time to understand what the users actually need, and thats done with various types of Anthropoligal research.

User Experience, as the whole experience, physical, digital, physicological etc, going beyond UX - Presentation about the concept and a few case studies presented briefly.

Plan our research: divide chores - who, what, where, with whom etc.

Anthropology - Plan questions - the right way to ask (BOOK: Service Design Doing). We will review the questions before end of class, and see how to adapt them if necessary.

Create groups, decide which group takes care of which part etc.

HOMEWORK:

Do the actual research - Desk & Field Research

Gather your findings - distill, understand, define main findings.

Create a presentation pdf.

ps. be active on the group chat this week, to get help and inputs from Helga for your research.

SESSIONS 19 - 21 (LIVE IN-PERSON)

USER EXPERIENCE - PRESENTATIONS

Each group will present their main findings, insights, take aways and conclusions from their research.

We will have an external audience giving feedback and asking questions, to help us all get to a more thorough understanding of the users problems and needs.

You should present your conclusions with some visuals, and aim to distill the "important and interesting" information, and not so much of basic info (finding a balance)

The conversation should be pretty thorough, and by the end of the class you will probably have some changes you would like to make on the pdf hand in.

You might even want to ask some of the users a couple of more questions

HOMEWORK: update your hand in pdf, improve it, leave out things that might be not necessary, simplify, add etc.

SESSIONS 22 - 24 (LIVE IN-PERSON)

WORKSHOP PREPARATION

AND THEN WHAT ? what do we do with all this insights we have now ?

what to do with all these conclusions and findings and how to understand a problem and design a solution. - we do one short "trial" workshop in class.

We will go through how to do a Co Creation / problem solving workshop, we will go through various types of activites from the Service Design Doing Book (pdf), together we will decide upon which steps to use, and we will divide chores. Each student will have a role at the workshop, some require more preparation before workshop day, others require more active participation on the workshop day. We will work in various groups, that will each come up with a different solution in the end.

HOMEWORK: learn your role, watch the tutorials, prepare the activites, prepare the materials, snacks, music, Space preparation,

SESSIONS 25 - 28 (LIVE IN-PERSON)

THE WORKSHOP DAY - THE DESIGNING OF A NEW SERVICE

Co-creation of a solution - Solving a problem

Main insights and starting points from the semesters research will be presented and discussed at the beginning of the day. We go through the steps of problem defining, importance & impact evaluation, until deciding upon a the problems each groups decides to attack and solve. We will work together as a real design studio would do. Each person has a role, we work in groups, and co-create, together with clients & Users, a new service to provide.

SESSIONS 29 - 30 (LIVE IN-PERSON)

HAND IN OF FINAL PROJECT - the Ad

Review the solution and Reflect upon it

Self Evaluation & Chat about their future in Design

BIBLIOGRAPHY

Compulsory

- Lou Downe. (2020). *Good Services: How to Design Services that Work.* Laurence King Publishing. ISBN 9063695438 (Printed)

- Mike Monteiro. (2019). *Ruined by design how designers destroyed the world, and what we can do to fix it.* 1st edition. San Francisco, California, Mule Design. ISBN 9781090532084 (Printed)

Recommended

- Marc Stickdorn, Markus Hormess, Adam Lawrence, Jakob Schneider. (2018). *This is service design doing : applying service design thinking in the real world : a practioner's h.* Sebastopol, CA : O'Reilly. ISBN 9781491927151 (Digital)

- Marc Stickdorn y Jakob Schneider.. (2011). *This is service design thinking : Basic - Tools - Cases.* Amsterdam : Bis Publishers, .. ISBN 9789063692568 (Digital)

- Kevin Kelly.. (2017). *The inevitable : understanding the 12 technological forces that will shape our future.* New York, New York : Penguin Books. ISBN 9780143110378 (Printed)

- Jake Knapp with John Zeratsky and Braden Kowitz.. (2016). *Sprint : how to solve big problems and test new ideas in just five days.* London : Bantam Press. ISBN 9780593077221 (Printed)

- Erika Hall. *Just enough research.* 2019, 2nd edition. A Book Apart. ISBN 9781937557881 (Printed)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Trend report	10 %	Diversity of signals, understanding of clusters and difference between them, understanding the future impact, and imagination for possible future scenarios
User Experience Research	10 %	Initiative, dedication, listening, deeper understanding, improvising on site
Workshop - Service Design	20 %	Originality and importancy of the problem chosen to be solved, management of people and creative process, quality of a solution designed, presentation
Critical thinking & Participation in conversations	20 %	
Dedication, Initiative & Responsibility	20 %	
Self Evaluation	10 %	By the end of the semester, you will reflect upon your own performance in the course
Peer Evaluation	10 %	You will evaluate each persons performance in a group, after each group project

PROFESSOR BIO

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HELGA RAGNHEIÐUR JÓSEPSDÓTTIR

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Helga is a creative future strategist, specialized in creative solutions & future anticipation through design, strategy, services, products & experiences, with more than 10 years of experience in management and strategic leadership in the fields of innovation, design & creative education. She aims to have a positive impact on the world - including the planet, people, society, businesses & work culture.

She helps organisations synthesise what ?s happening in the world, into innovative products and service proposals using creative agile methodologies of Futures Thinking.

Helga has an international experience working with European and North American organisations like IKEA, SPACE10, Vitra Design Museum, NASA, YouTube, Fjord, Abu Dhabi Government, The Future Food institute, Marel, Redbull & Airbus.

OTHER INFORMATION

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