

This course is 4 modules, each 2 weeks

Module 1: Understanding

Module 2: Reframing

Module 3: Ideating

Module 4: Prototyping and testing

For each module, the first session is theoretical and the second practical

First session

Keynote (potentially with interactive parts)

In-class discussion and/or tasks in small groups

Forming teams and choosing case for next session

Homework: individual research on the chosen case

Second session

Working on the case in teams, with select tools

Sharing results with others

Homework: reflection essay and pre-module tasks for the next module

Course tasks

- Contact sessions on Mondays 13:15-15:00. You can miss max 2 sessions, due to discussions and peer-to-peer interactions being an important part of the course.
- Pre-module tasks to be done before each module's first workshop. It helps our collective learning to have some starting information before getting together!
- Case research to be done before each module's second workshop. You'll need to do this to properly participate in case work.
- Reflective journals (5) to be written after each module's second workshop, and after the final lecture. These will be graded.

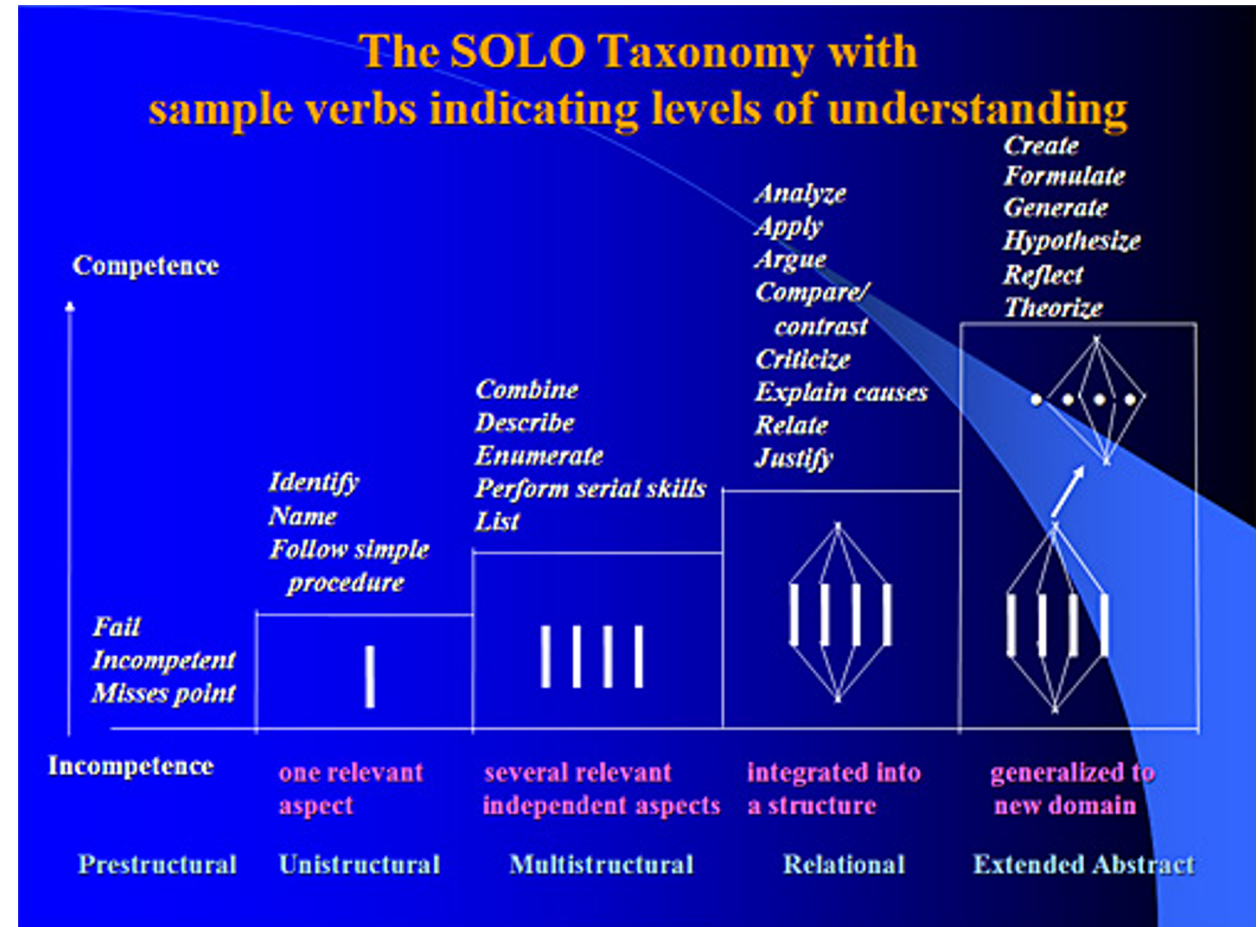
Grading

Task	Grading	Influence on final grade
Reflective journals (5 pcs)	0-5, must submit all	90
Attendance (10 pcs)	Must attend 8/10 or fail	10
Total		100

Total point range	Grade
0-50	0
51-60	1
61-70	2
71-80	3
81-90	4
91-100	5

Grading

- Reflective journals are graded based on the SOLO taxonomy
- Participation in case work and discussions is expected, but not part of grading
- There will be no final exam nor project



Deadlines

Reflective journal	Deadline
Module 1	6.2., 23:59
Module 2	20.2., 23:59
Module 3	6.3., 23:59
Module 4	20.3., 23:59
Course as a whole	27.3., 23:59

All deadlines are on Sundays 23:59 because we will start grading on Monday. Feel free to submit earlier, too!

The reflective journal deadlines allow us to give you feedback on your writing before you begin writing your next journal.

Teachers' deadline: the journals are always graded by the following Friday.

Being late will influence your grade.

Reflective journals: why

- Thoughtful reflection helps learning.
- We need to practice reflection itself, so we'll try different journaling styles.
- Written reflection involves clear argumentation and associative thinking, both of which are important for service design too.

Reflective journals: your perspective

- The purpose of reflective journals is for you to make sense of your thoughts in relation to the contents of the course. The essay should be analytical, comparative and/or integrative in nature.
- The aim of a reflective journal is to summarize, analyze, and comment the course contents.
- Reflective journals should not repeat what someone has said but should reflect your own voice.
- It is your own analysis and insights that count. Feel free to take the ideas discussed in the class even further and elaborate as much as you can.
- Use your own complementary literature or other sources of information, if needed.

Reflective journals: practicalities

- Each reflective journal should
 - (1) contain 600-900 words, or 1-2 pages of detailed illustrations with descriptive text,
 - (2) be composed individually, and
 - (3) contain clear references to the literature/other materials.
- You must indicate your journaling style in your submission.
- You can use one journaling style only 2 times during the course.
- You can retake one journal at the end of the course.

Reflective journals: journaling styles (1/2)

1. Question Journal: This type of journal is focused on inquiry – the asking and refinement of questions. They should be answered or analyzed. The big idea here is students asking and improving their own questions.
2. Metacognitive Journal: Students are writing about their thinking – their tendencies, changes in their thinking over time, cognitive blind spots, etc.
3. Change Journal: All learning should result in personal and social change. A ‘Change Journal’ frames the writing for learning in terms of, well, change.

Reflective journals: journaling styles (2/2)

4. Connecting Journal: A learning journal that frames writing through the connections between themes – especially between different disciplinary domains.
5. Visualization Journal: A type of learning journal that promotes specific visualization of learning, knowledge, etc. Note: This must include text description!
6. Concept-Example Journal: A type of learning journal that promotes thinking through concepts (abstract) and links them to examples (concrete).

Reflective journals: sparring pointers

- How do the course readings/learnings relate to things you have learned earlier (e.g., during previous courses or to things you have read or done)?
- Put your own personality into the text! Take a stand. Argue clearly. Don't just say you like or dislike something or describe the case you worked on. Reflect: why, what?
- Did you get any new ideas while reading, working on cases, or during class? Or did something confuse you? Describe these so that we can discuss these issues during the class. Be precise.
- You don't need to cover everything that was discussed during the module. Covering one part in depth may be better.
- Consider strengthening your arguments by reading a little extra about the topic. Try scientific articles or Harvard Business Review, for example.