

AAN-C1013

SERVICE DESIGN TOOLS  
for

**CREATING  
CHANGE**

CHANGE

**Service design is about  
MANAGING UNCERTAINTY,  
not about following a set process**

# Welcome to learn together!

- For the next 10 weeks, we will explore the service design process in terms of mindsets, tools, and creating change in communities
- We will explore why different steps are done and tools used
- We will practice using a few tools, but the focus will be on quality rather than quantity
- Our aim is to understand how successful services can be designed in real-world settings

# The teachers



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Doctoral Student,  
Human-centered design processes



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# Today's outline

1

**Introduction to service design**

2

Course schedule and practicalities

3

Pre-session tasks for next week

**Service design is about  
MANAGING UNCERTAINTY,  
not about following a set process**

*So, let's see how we might manage uncertainty*

# Eliel Plaza Redesign

*“The aim is to design a safe and pleasant pedestrian city centre with a wide variety of services in the same area.”*

[www.uusieliel.fi](http://www.uusieliel.fi)



- What might you want to know/do?
- What would be important in a project like this?

- ▶ **think on your own for a few minutes**
- ▶ **discuss in small groups for a few more minutes**



***Broad range  
of topics  
investigated  
in depth***

## **Jury decision on the winning entry**

“Distinctive”, “characterful”, “architecturally independent”

“Vltava building is integrated into the project”

“Will free up Asema-aukio from motor traffic”, “Takes good account of the pedestrian flows”

“Car traffic, service traffic as well as taxi services have been planned convincingly”

“Size of the proposed buildings was criticized”

“[Can] withstand further development”, “good basis for further planning”

“[Responded] to feedback during the competition”

“Bike racks seem a bit unfunctional but can easily be redesigned”

New Eliel Jury Report, Dec 10<sup>th</sup>, 2021





**Focusing  
also on  
*what could  
be***

***Experimenting*  
collaboration**

**Comments aimed at the future**

“[Can] withstand further development”,  
“good basis for further planning”

“Bike racks seem a bit unfunctional but  
can easily be redesigned”

**An architecture competitions as a  
test of collaboration**

“The panel praised the way the winning  
proposal had been developed in  
response to feedback over the course of  
the competition”

“The changes reflected [...] the expertise  
of the team that prepared it”



# Highlighting *people*

## Various stakeholders mentioned

“pedestrians”

“cyclists”

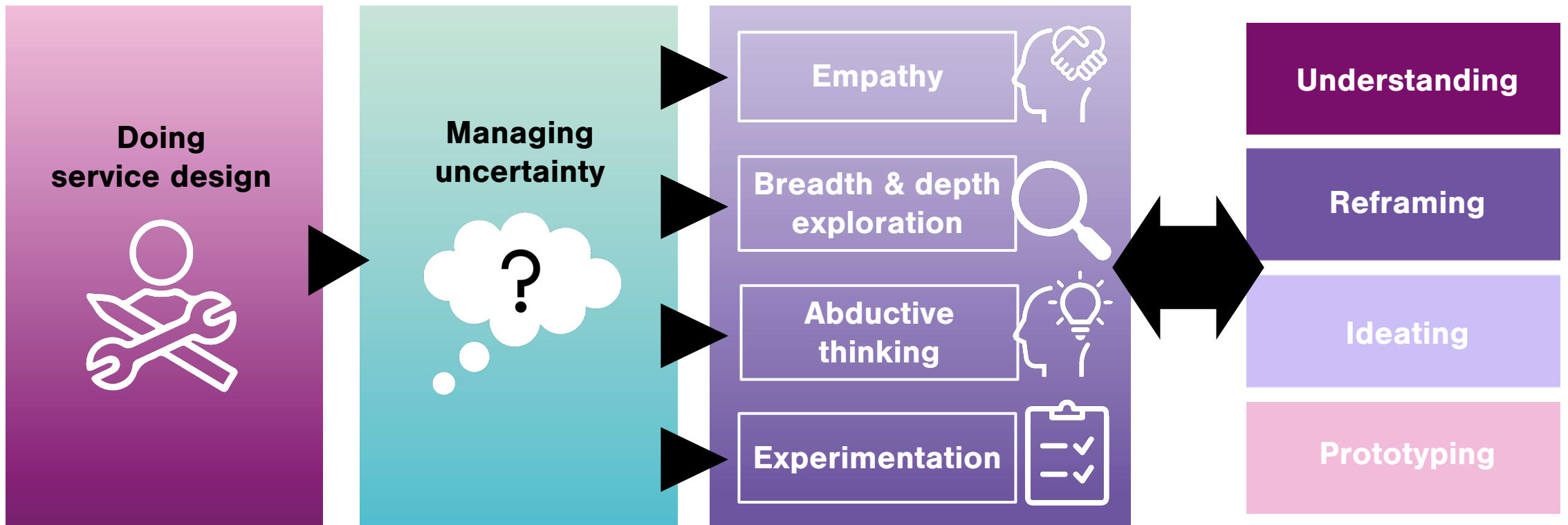
“office workers”

“car traffic”

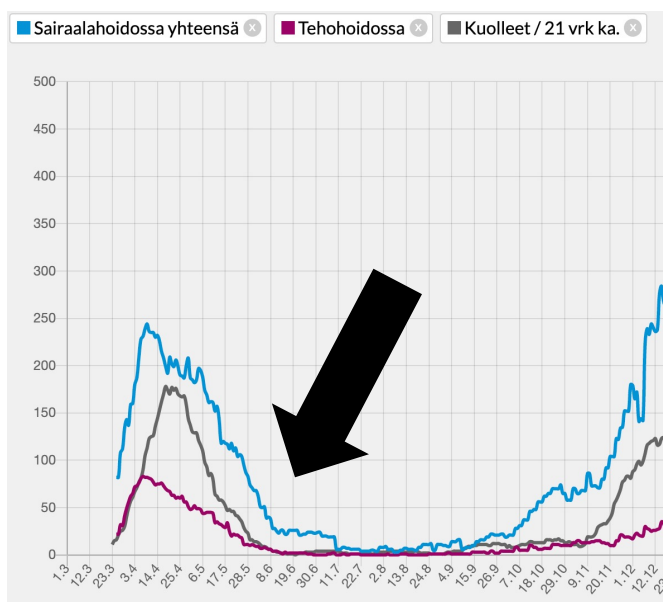
“service traffic”

“taxi services”

# Key topics in the course

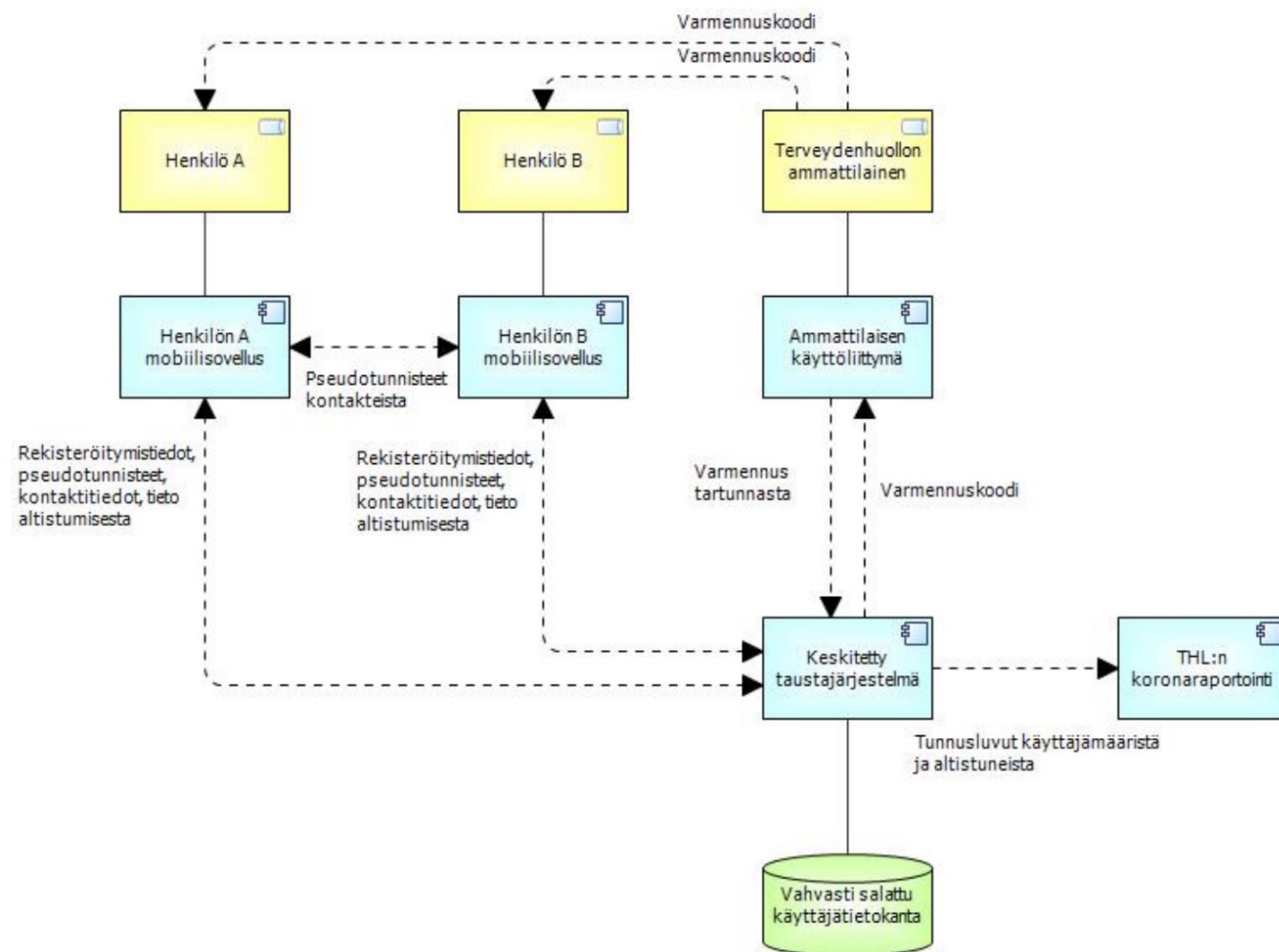


# Designing a Covid infection tracing app



Koronatilastot.fi, <https://stm.fi/hanke?tunnus=STM053:00/2020>

## Liite 2. Jäljityssovelluksen keskeiset komponentit ja niiden väliset tietovirrat



***Broad range  
of topics  
investigated  
in depth***

Collaboration  
with linguists

Balancing  
seriousness  
and calmness

Integration to  
OS-provided  
Bluetooth

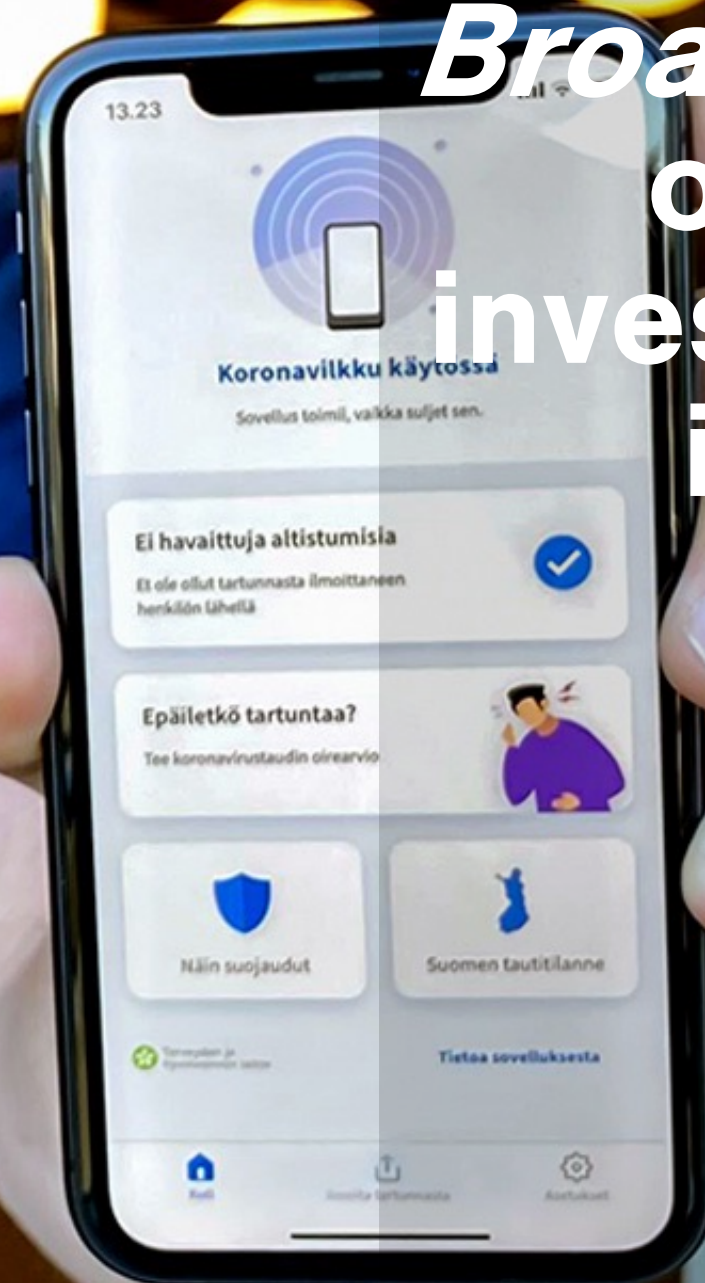
**Concise language**

**Calm visuals when nothing is  
going on**

Learning from  
existing Covid  
tracing apps

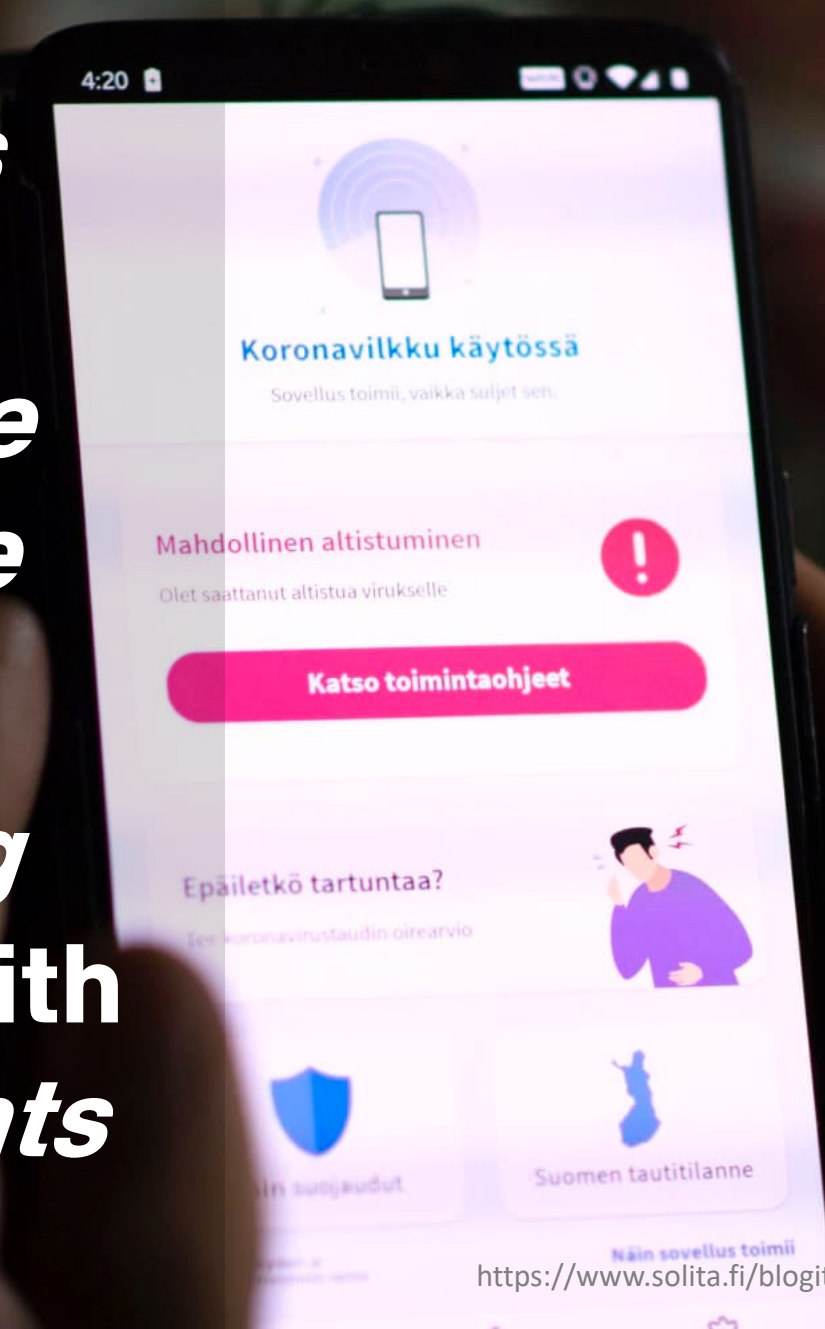
Testing with  
colleagues and  
in experiments

Information  
content curated  
with THL



**Making  
*inferences*  
from  
incomplete  
knowledge**

**Redefining  
solution with  
experiments**



**Testing with colleagues  
and in experiments**

1<sup>st</sup>, interviewing users, with a  
clickable but non-functional version

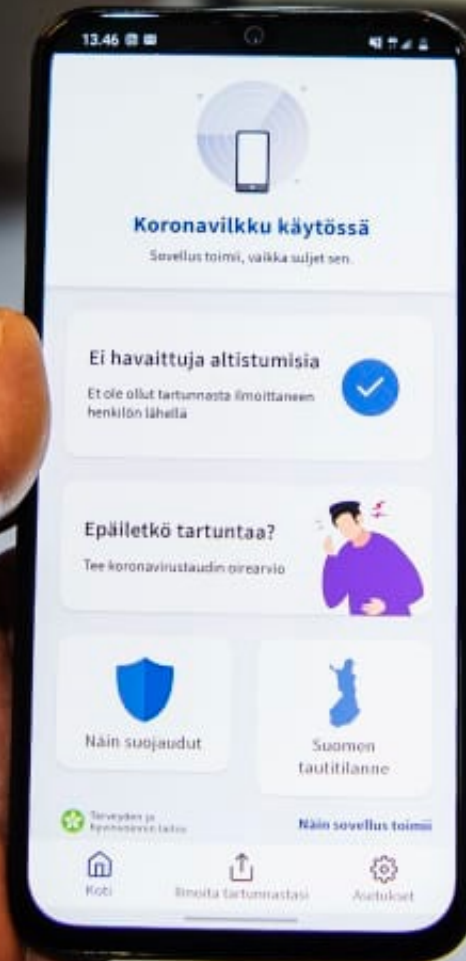
*Overall structure seems OK,  
develop more detailed version*

2<sup>nd</sup>, functional real-life testing in  
selected healthcare units

*Implement learnings from real  
context, apply in broader contexts*

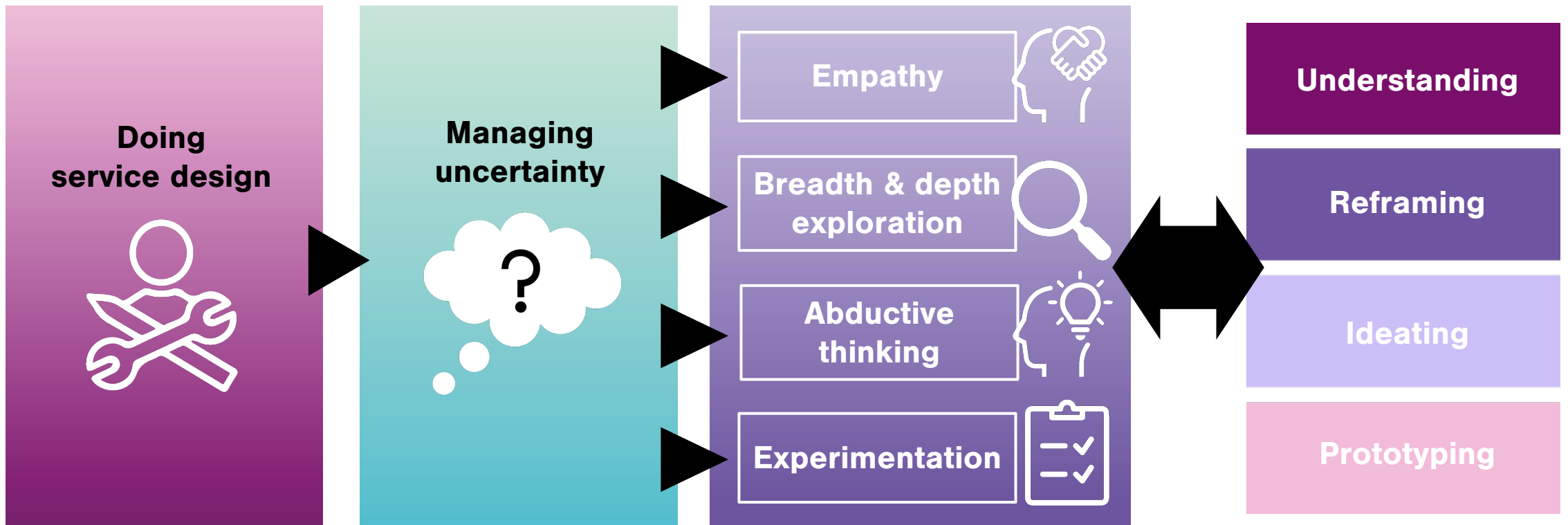
3<sup>rd</sup>, formal usability tests with both  
end-users and medical professionals

# Focus on serving *people*



“One of the most rewarding things about the project was how perfect the cooperation was between the different parties in the project.”

# Key topics in the course





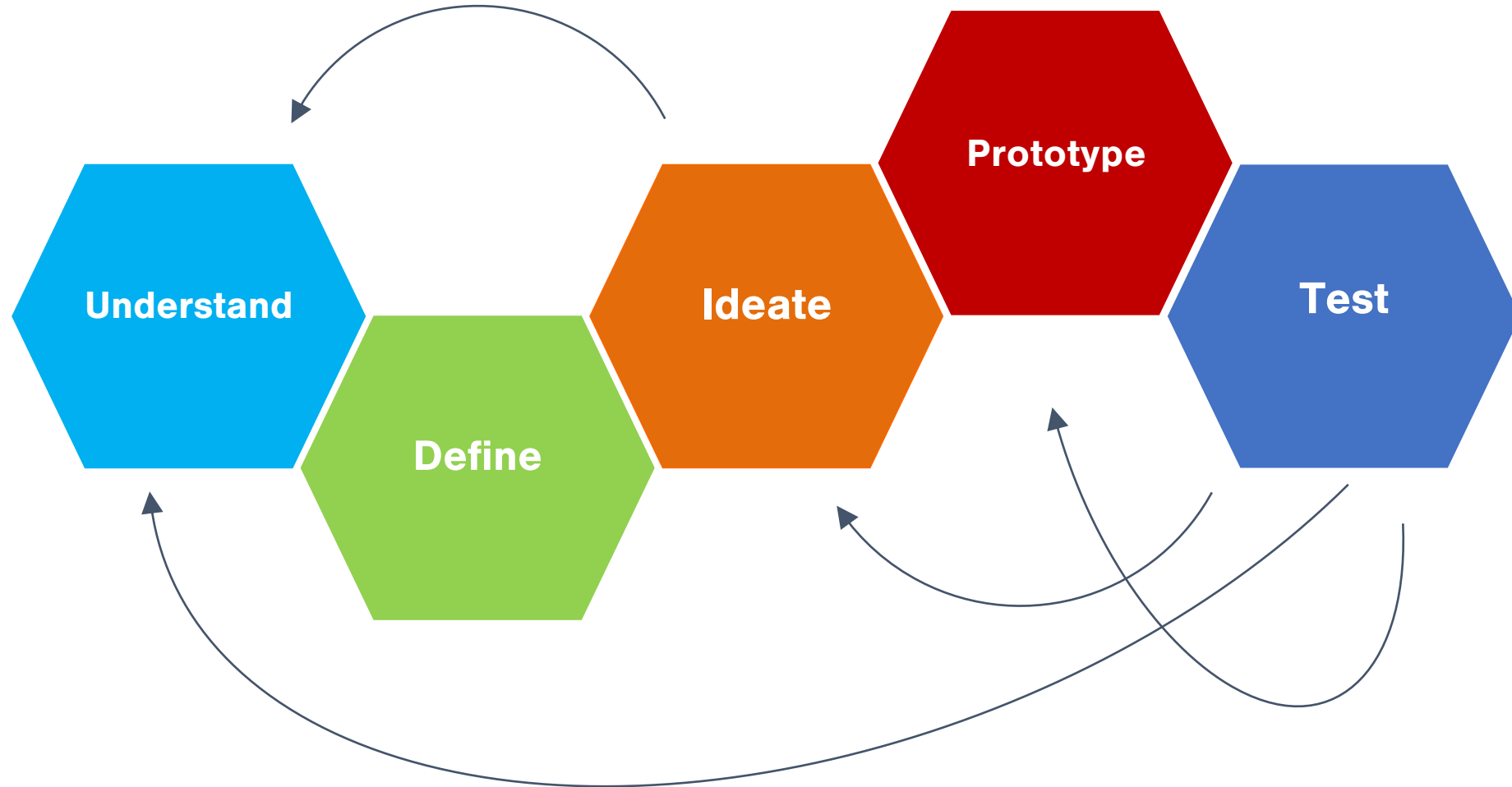
# design as a human-centered approach to change

*people  
needed to create change*

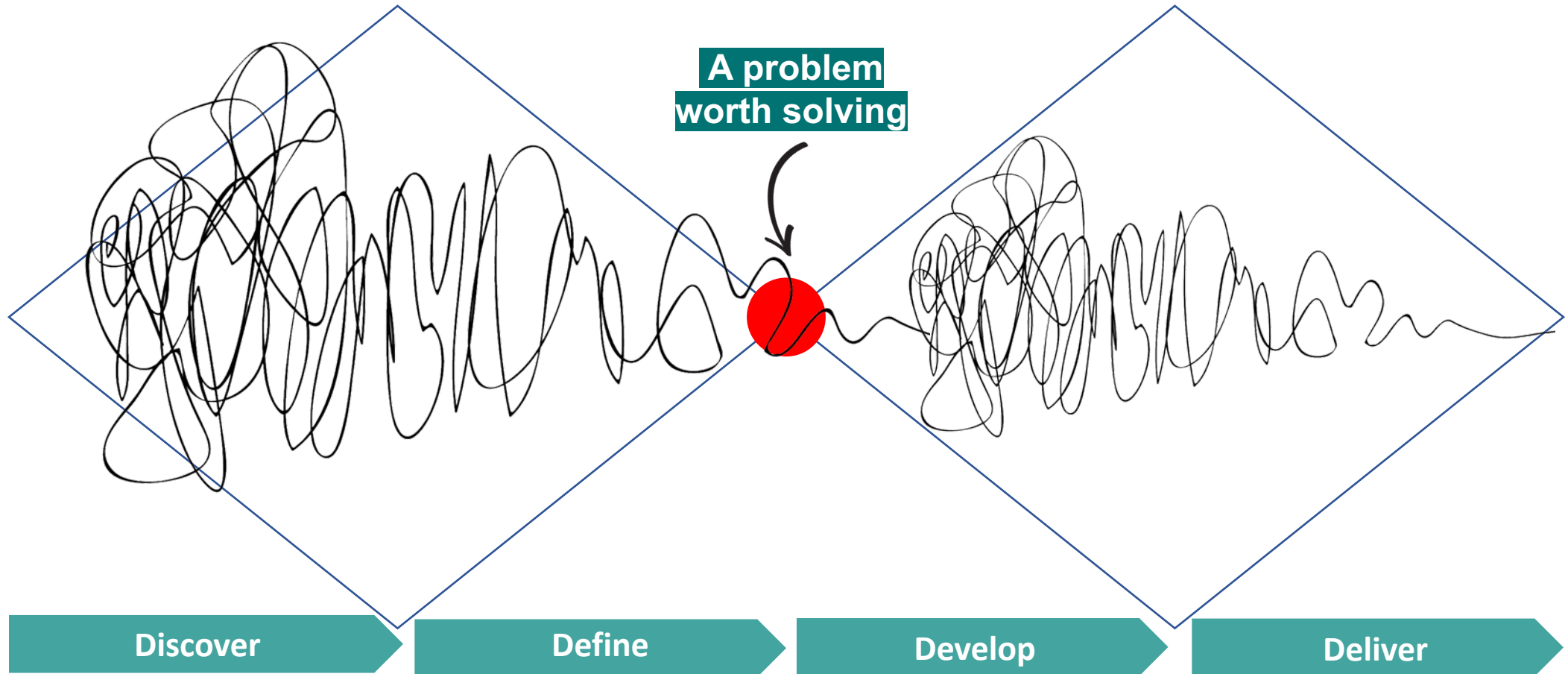
+

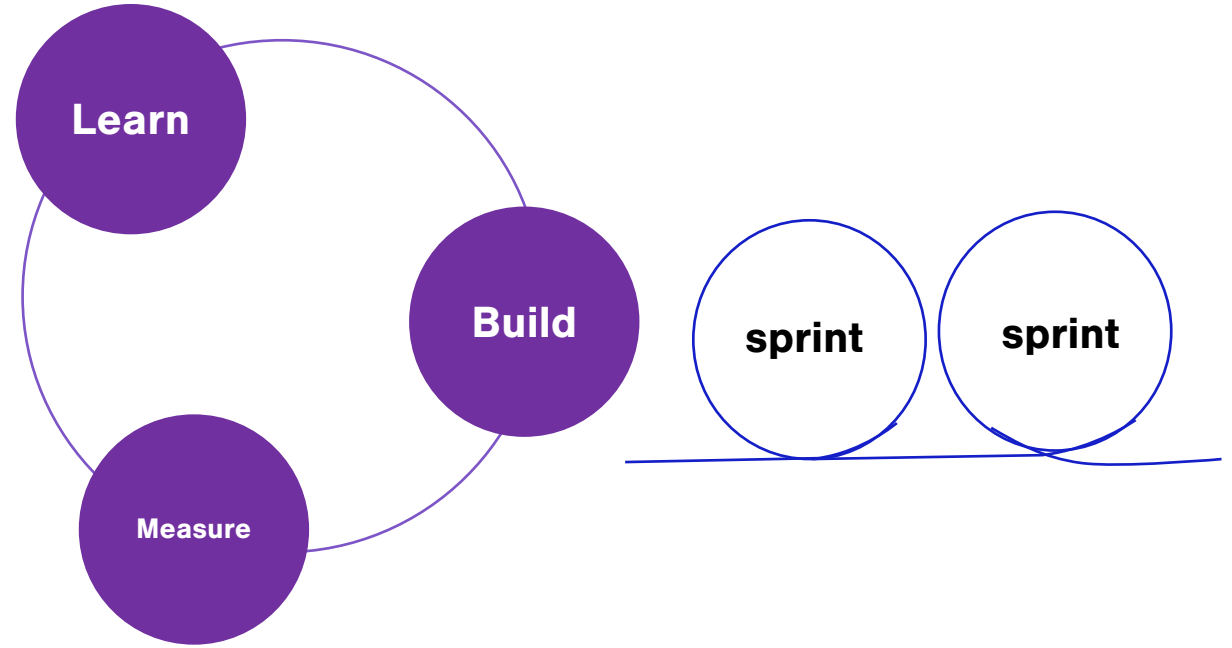
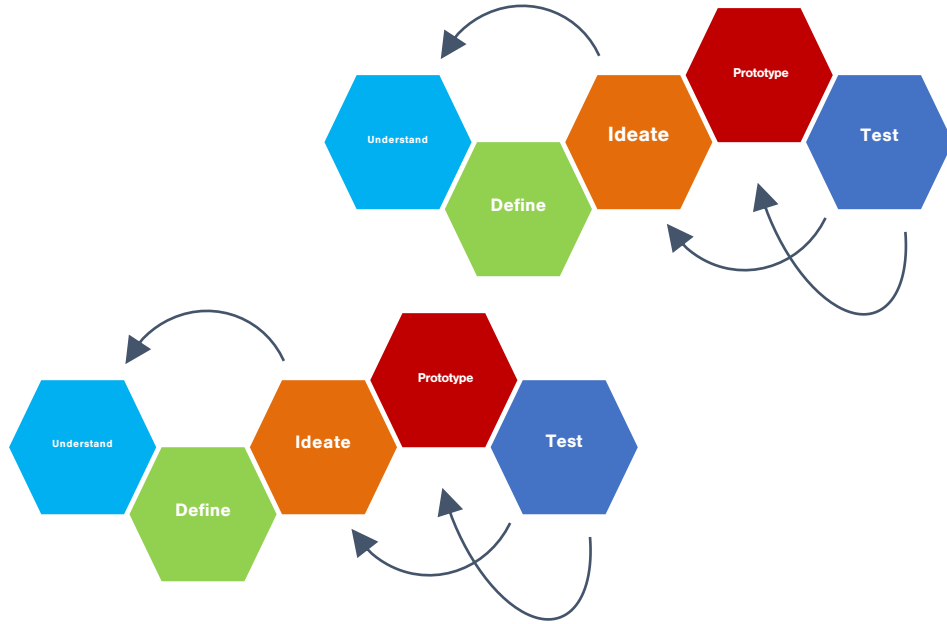
*people  
affected by the change*

# Design thinking phases



# Double diamond



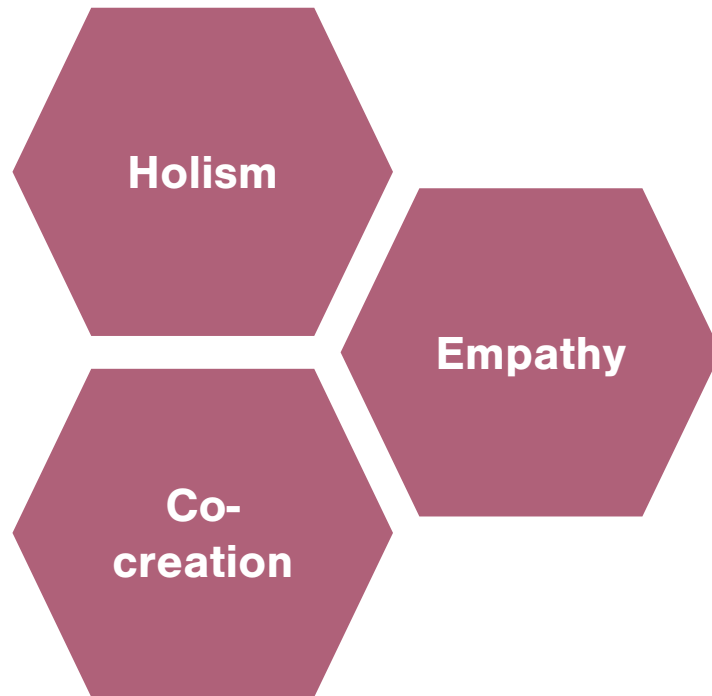


*problem space*  
finding the right problem

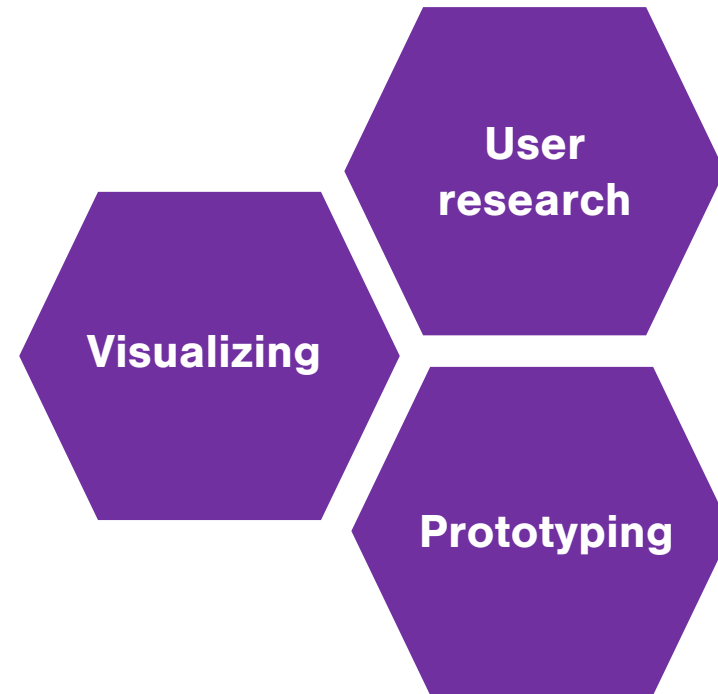
*solution space*  
finding and finetuning the right solution

# Service design characteristics

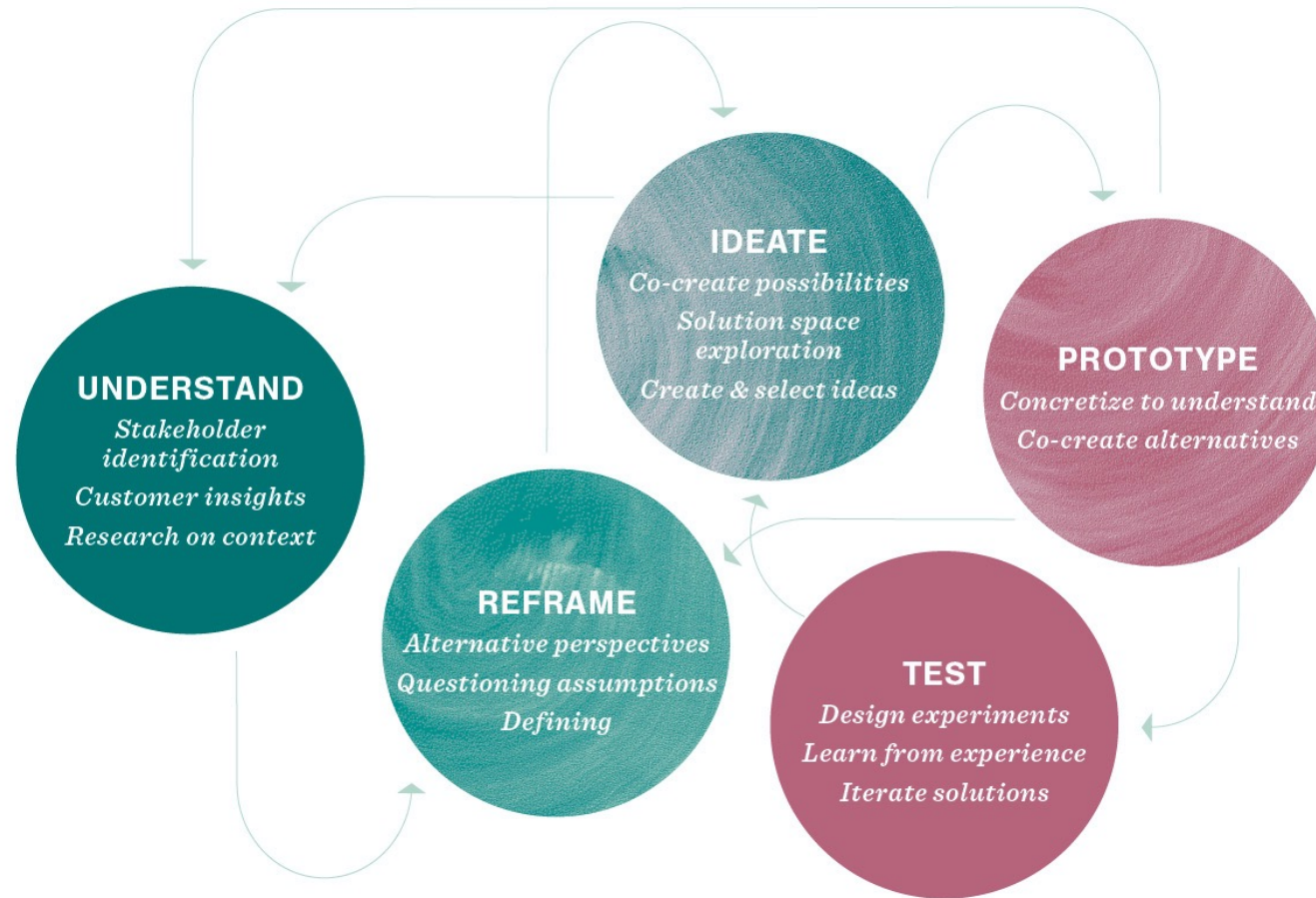
## Ethos



## Practices



# Service design tools for creating change



# WHY?

## UNDERSTAND

*Stakeholder  
identification  
Customer insights  
Research on context*

## REFRAME

*Alternative perspectives  
Questioning assumptions  
Defining*

### *Breadth and depth exploration:*

- Starting with human needs, desires and goals
- 360° view of issues and their context
- In-depth deep dives into experiences

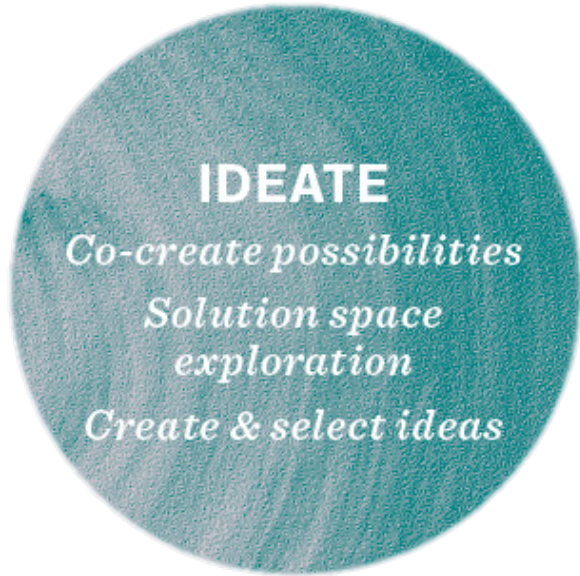
### *Abductive thinking*

- Questioning assumptions and interpretations

### *Experimentation*

- Trying out different frames

# WHAT IF?



## *Breadth and depth exploration:*

- Quantity breeds quality
- Devil is in the details

## *Abductive thinking*

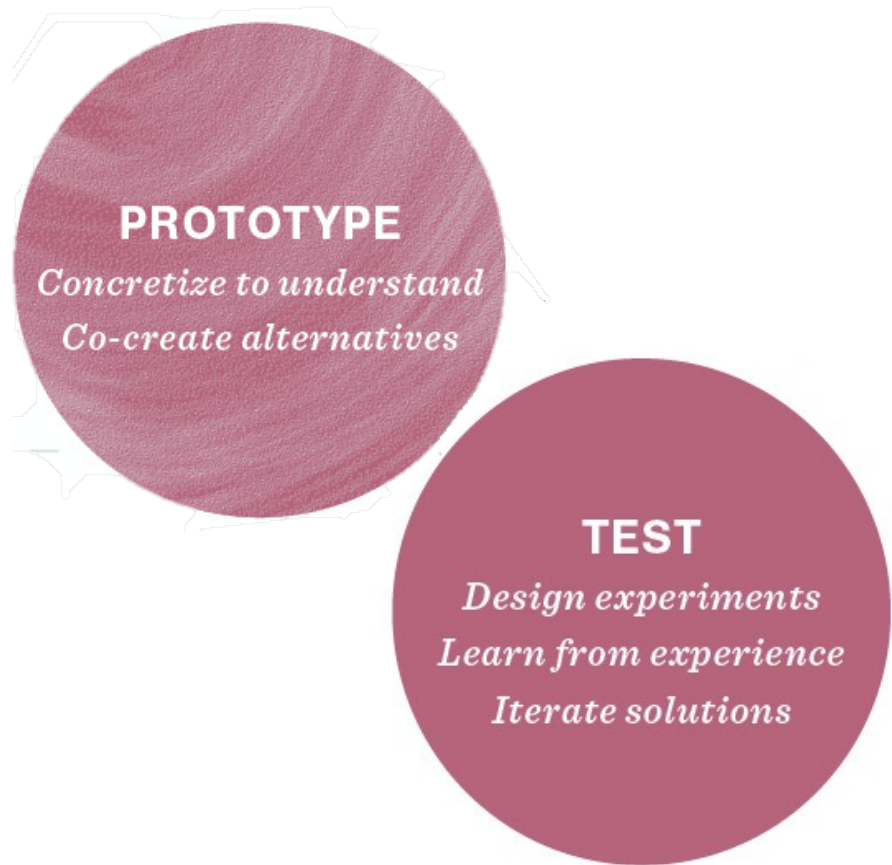
- Pushing boundaries
- Extremity as a stepping stone

## *Experimentation*

- Benefit of doubt
- Combining and building on ideas



# HOW?



## *Breadth and depth exploration:*

- Parallel and serial prototyping

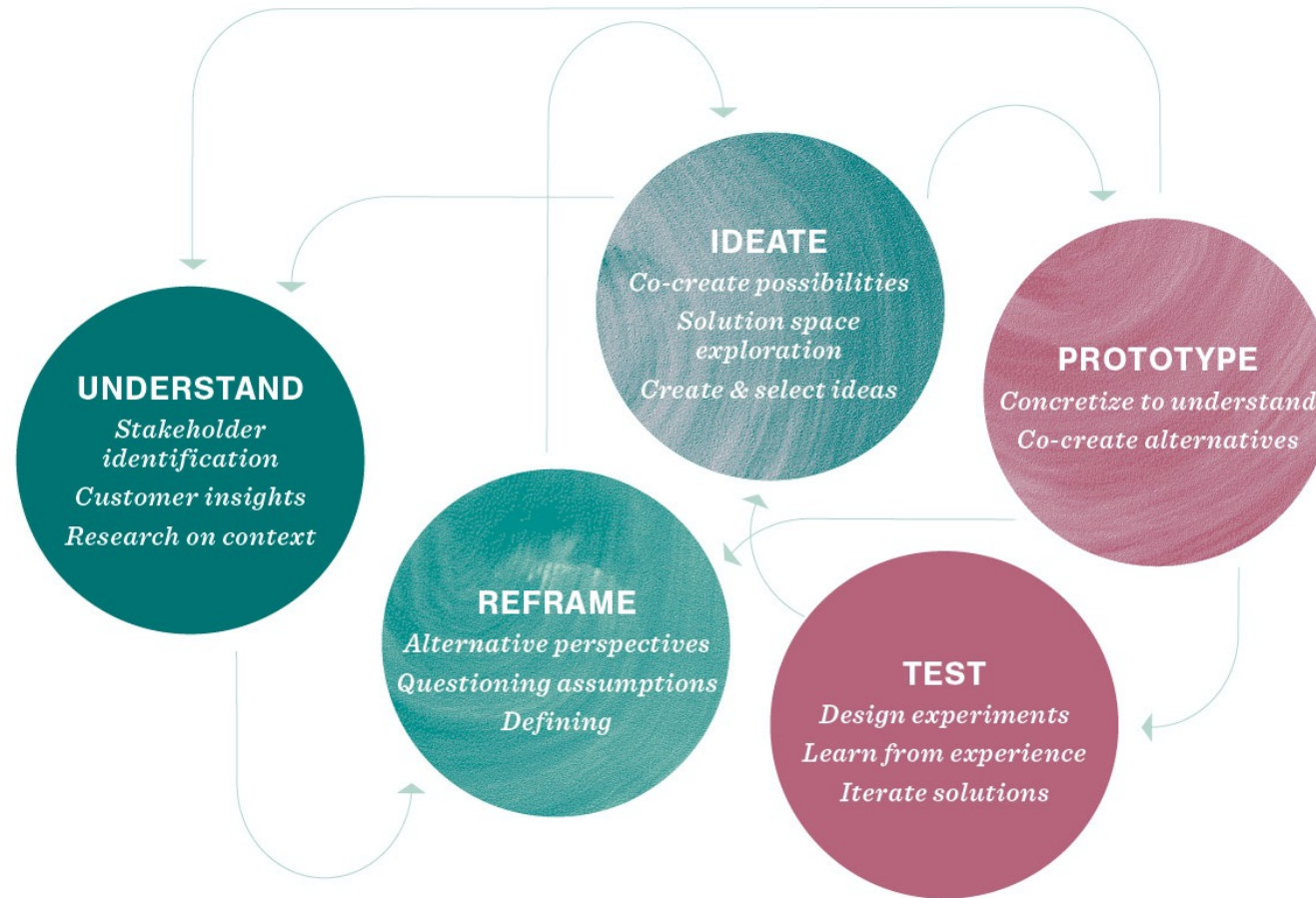
## *Abductive thinking*

- Generative co-creation with stakeholders

## *Experimentation*

- Learning by doing
- Iteration and scaling to control risk and integrate learnings
- Testing early and often

# Service design tools for creating change



# Break time!

Please fill a mud card



[tinyurl.com/aan-c1013](https://tinyurl.com/aan-c1013)

# Today's outline

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**Course schedule and practicalities**

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Pre-session tasks for next week

**This course  
has 4  
modules,  
each 2  
weeks**

1: Understanding

2: Reframing

3: Ideating

4: Prototyping and testing

**For each module, the 1st session is theoretical & the 2nd practical**

### **1<sup>st</sup> 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

### **2<sup>nd</sup> 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.

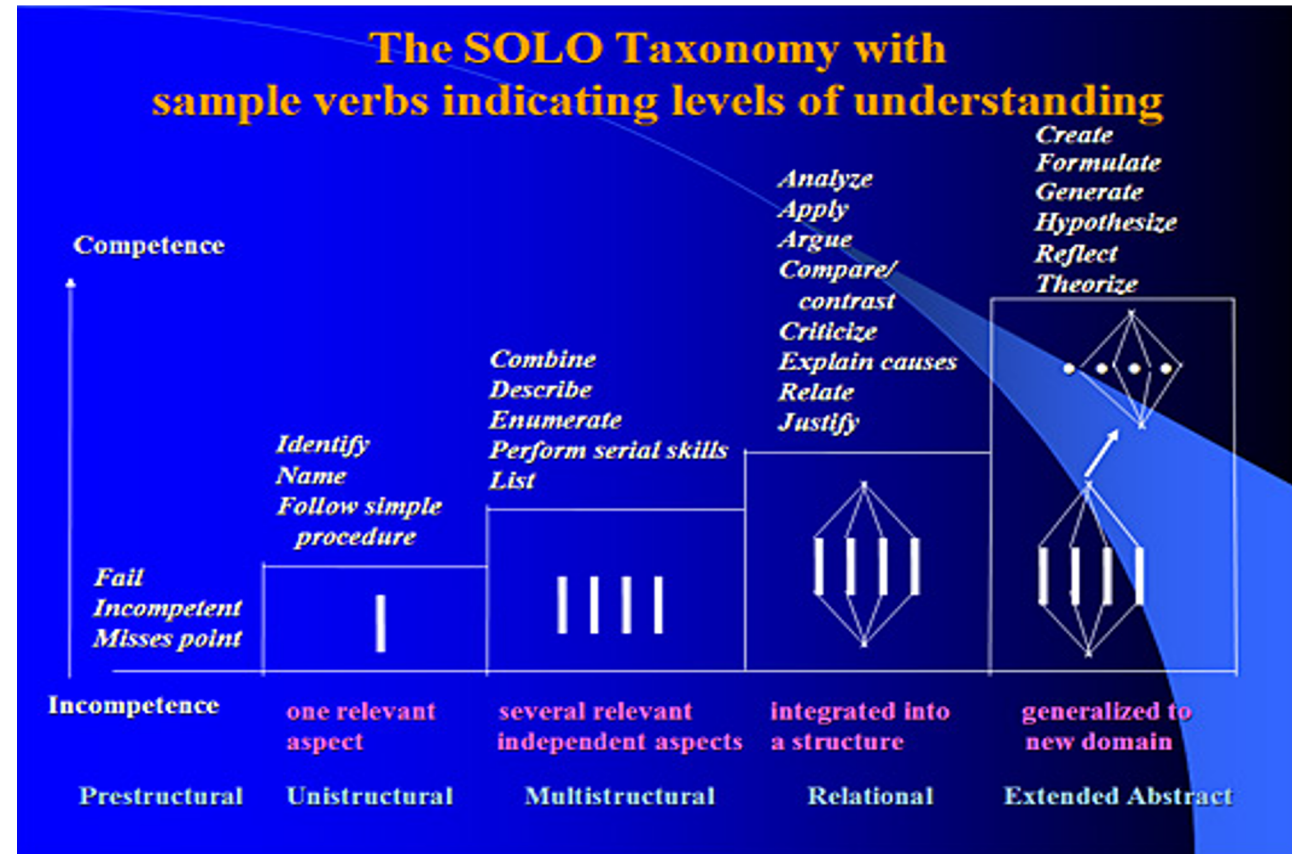
# Grading

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: *practicali- ties*

- 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.



**Questions  
about practicalities?**

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**Pre-session tasks for next week**

# Pre- session tasks for next Monday

Watch the following short videos to get a grasp of the basics of user involvement in design:

- [Taking a holistic look at stakeholder needs](#)
- [Creating user insights](#)

Read the two practical examples from the following article to familiarize with the complexities of user research in service design:

- [Tensions in human-centred design](#)

*We'll be extending the points in these materials next Monday!*

# See you next week!

Please fill a mud card



[tinyurl.com/aan-c1013](https://tinyurl.com/aan-c1013)