New Course Request

Check Appropriate Boxes: Undergraduate credit ☑️

Graduate credit ☐

Professional credit ☐

1. School/Division: Herron School of Art and Design

2. Academic Subject Code: HER

3. Course Number: V422

4. Instructor: Youngbok Hong

5. Course Title: Designing People-Centered Services II

Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009

7. Credit Hours: Fixed at 6 or Variable from to

8. Is this course to be graded S-F (only)? Yes No ☒

9. Is variable title approval being requested? Yes No ☒

10. Course description (not to exceed 50 words) for Bulletin publication:

Built on the prerequisite course (V421), this course focuses on developing service offerings and customer experiences based on a systems-aware, holistic and people-centered relationship model. Key concepts including: methods and process in co-designing, experience prototyping, design synthesis, optimization and evaluations.

11. Lecture Contact Hours: Fixed at 7.5 or Variable from to

12. Non-Lecture Contact Hours: Fixed at or Variable from to

13. Estimated enrollment: 10-14 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Annually ☐, Will this course be required for majors? Yes ☐

15. Justification for new course: prepare students for contemporary design practice.

16. Are the necessary reading materials currently available in the appropriate library? Yes ☐

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature]

Date: 5/8/2009

Approved by: [Signature]

Dean: [Signature]

Date: 5/18/09

Dean of Graduate School (when required):

Date:

Chancellor/Vice-President:

Date:

University Enrollment Services:

Date:

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services

Final-White: Chancellor/Vice-President-Blue: School/Division-Yellow:

Department/Division-Pink: University Enrollment Services-Advance-White

Reset
I. Course Title: Designing People-Centered Services II  
Course Number: HER-V422  
Prerequisites: HER-V421  
Instructor: Youngbok Hong

II. Course Description  
Designing People-centered Service II builds on prerequisite coursework to develop people-centered solutions for the defined problem from Designing People-centered Service I. Service design outcomes can be both tangible and intangible. It can involve the user interaction design of products and systems using new technologies, communications, environments, experiences and behaviors. Students will explore diverse methods and theories including experience prototyping, design optimization and evaluations.

III. Rationale  
As the service industry continues to dominate the US economy in public and private sectors, there have been increasing demands for design thinking to address the opportunities and challenges faced by the shift to a knowledge-based service-centered society. Responding to the current design context and practice, Designing People-centered Service I and II, as a specialized track, focus on a “totality” of service experience that considers people, products, places and procedures in a designerly way. Service design aims to align and/or create meaningful service offerings and customer experiences based on a systems-aware, holistic and people-centered relationship model. These courses require designers to embrace value-driven perspectives and utilize an integrative approach that leverages design processes to connect all aspects of the offerings. Students in these courses will apply research methods to seek better understanding of human factors (issues of audiences and contexts), apply strategic design tools for generating and integrating solutions. Course pedagogies embrace both theoretical and experiential learning. Students will engage in individual and team-based approaches to problem solving.

IV. Educational Objectives  
This course by integrating student learning with real life applications meets the RISE challenge under the category of experiential learning.

PUL1. Core Communication and Quantitative Skills  
Students in the course will present ideas and concepts in written, oral and visual formats.

Student will make effective use of information resources and technology in the process of design solution development.

Students will use form to embody ideas and to communicate their value.
PUL2. Critical Thinking
Students will synthesize research data, which are developed from Designing People-centered Service 1, and conceptualize service experiences.

Students will approach visualization as a thinking tool for collective ideations.

Students will approach to problem solving that involves the simultaneous creation and evaluation of multiple alternatives

PUL3. Integration and Application Knowledge
Students will work with interdisciplinary settings and integrate concepts and methods from multiple disciplines.

PUL4. Intellectual Depth, Breadth and Adaptiveness
Students will compare and contrast approaches to problem solving in different disciplines.

Students will make informed design decisions and develop strategic design solutions.

PUL5. Understanding society and culture
Students will understand interconnectedness of global and local communities in the process of design decision and evaluation.

Students will compare and contrast the range of diversity and universality in human experience in seeking for relevancy of design solution.

PUL6. Value and Ethics
Students will add or maintain value as pieces are integrated into a whole.

Students will establish purposeful relationships among elements of a solution and between the solution and its context.

V. Course Content
Understanding of Creative Problem Solving Process and Methods
People-centered Design in co-creation
Design synthesis tools and techniques

Strategies for organizing and optimizing design solution

Design optimization and evaluation tools and techniques

Communicating process and solution
  - Persona and Scenario
  - Informance
  - Mental model diagram
  - User Pathway
  - Wireframe
  - Experience Prototype

VI. Course Activities

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<tr>
<th>week one</th>
<th>Introduction: Understanding of Creative Solution – light bulb to creative cognition</th>
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<tr>
<td>week two</td>
<td>Lecture01: Process of creative problem-solving</td>
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<td>week three</td>
<td>Lecture02: Techniques and tools for ideation</td>
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<td>week four</td>
<td>Presentation 1: Applying techniques and tools for individual ideation</td>
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<td>- Document your ideation process with the transcript format.</td>
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<td>- Read patterns of ideas</td>
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<td>week five</td>
<td>Lecture03: People-centered Design in co-creation</td>
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<td>week six</td>
<td>Lecture04: Techniques and tools for collective ideation</td>
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<td>week seven</td>
<td>Presentation 2: Straight from the Users by Team 1</td>
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<td>week eight</td>
<td>Presentation 3: Straight from the Users by Team 2</td>
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<td>week nine</td>
<td>Lecture05: Design optimization and evaluation tools and techniques 1</td>
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<td>Presentation 4: Applying techniques and tools 1</td>
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<td>week eleven</td>
<td>Lecture06: Design optimization and evaluation tools and techniques 2</td>
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<td>week twelve</td>
<td>Presentation 5: Applying techniques and tools 2</td>
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<td>week thirteen</td>
<td>Lecture07: Prototyping and Empathy</td>
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<td>week fourteen</td>
<td>Presentation 6: Prototyping of Experience 1</td>
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<td>week fifteen</td>
<td>Presentation 7: Prototyping of Experience 2</td>
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<td>week sixteen</td>
<td>Conduct critical reflection on experience and learning</td>
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VII. Required and Recommend Texts

Schuler, Douglas. Participatory Design (Hillsdale, 1993)

Basadur, Dr.Min. Simplex: A flight to creativity (The Creative Education Foundation Press, 1999)

Kelly, Tom. The Art of innovation (Currency Doubleday, 2001)


Jane Fulton Suri. The Experience Evolution: Developments in Design Practice (Design Journal. Volume 6)


Prototyping
http://www.encyclopedia.com/doc/1O87-prototypetheory.html
http://www.adaptivepath.com

VIII. Evaluation and Grading
Grading is based on completion of the assigned project work, attendance, participation and performance in class.

100—98 A+
97—93 A
92—90 A-
89—88 B+
87—83 B
82—80 B-
79—78 C+
77—73 C
72—70 C-
69—68 D+
67—63 D
62—60 D-
Work (even when unfinished) must be displayed during critiques in order to receive a grade. Late work will be lowered one full letter grade for every class period that work is not turned in. A student will be given a project grade of “F” for any project that is never submitted.

ATTENDANCE IS MANDATORY
Students are required to attend class. Please be in class on time and remain for the entire period. Please turn off your pagers and mobile phones. Attendance will be taken at the beginning of each class period. Three “late” marks will equal one absence.

A total of 3 absences will be excused for any reason, except for absences on scheduled critique days or special class event days. An absence on any scheduled critique day or special class event day will only be excused if accompanied by a doctor’s note or proof of death in the immediate family.

It is your sole responsibility to discover what happened during any class you missed. If it is necessary for you to be absent from class for more than 3 days for any reason including medical condition, you should officially withdraw from the course. It will not be possible to complete a course with a passing grade if you have more than 3 absences. The Visual Communication department chair must authorize exceptions to this policy.

In the event of any absence, students are still responsible for obtaining all information & materials from the class period and completing all assignments on time. Deadlines will not be altered for any absences. It is your sole responsibility to find out about any new work assigned during your absence.

Americans with Disabilities Act (ADA)
Students needing special assistance or accommodation for disabilities of any sort should contact the IUPUI Adaptive Educational Services Offices at http://www.iupui.edu/~skdwrb/aes/about/ or phone 317-274-3241. They are located in Taylor Hall rm. 137. The student, instructor, and AES Office will collaborate to arrange appropriate accommodations.
IX. Bibliography

Pruitt, Hohn & Adlin, Tamara. The Personal Lyfecycle ( Morgan Kaufmann, 2006)


Frascara, Jorge. Design and the Social Science: Making Connections (Taylor & Francis, 2002)

NextDesign Journal: ReThinking Design
http://www.nextd.org/02/index.html

X. Cheating and Plagiarism

Cheating and plagiarism undermine the very principles upon which higher education is founded. Any violation of the academic policies of IUPUI is forbidden and will result in a failing grade for the course and a letter to the Dean requesting further investigation.

Cheating: A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, unless the instructor specifically has authorized such assistance. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted. A student must not collaborate with other persons on a particular project and submit a cop of a written report that is represented explicitly or implicitly as the student’s individual work. A student must not submit substantial portions of the same academic work for credit more than once without permission of the instructor to whom the work is being submitted. A student must not alter a grade or score in any way.

Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, historical documentation, and citations to the sources of information.

Plagiarism: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgement. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she quotes another person’s actual words, either oral or written; paraphrases another person’s
words, either oral or written; uses another person's idea, opinion, or theory; or borrows facts, statistics, illustrative material, unless the information is common knowledge.

For further information on Student Misconduct, see the following section of the IUPUI Student Code of Conduct: http://life.iupui.edu/help/code.asp