

**New Course Request**

**Indiana University**

IUPUI

Campus

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 (must be cleared with University Enrollment Services) 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 X

9. Is variable title approval being requested? Yes \_\_\_\_\_ No X

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  
\_\_\_\_\_  
Date Department Chairman/Division Director

Approved by: [Signature] Date 5/15/09  
\_\_\_\_\_  
Date Dean

\_\_\_\_\_  
Date Dean of Graduate School (when required)

\_\_\_\_\_  
Date Chancellor/Vice-President

\_\_\_\_\_  
Date University Enrollment Services

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.

**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 I, 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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week one	Introduction: Understanding of Creative Solution – light bulb to creative cognition
week two	Lecture01: Process of creative problem-solving
week three	Lecture02: Techniques and tools for ideation
week four	Presentation 1: Applying techniques and tools for individual ideation <ul style="list-style-type: none"><li>- Document your ideation process with the transcript format.</li><li>- Read patterns of ideas</li></ul>
week five	Lecture03: People-centered Design in co-creation
week six	Lecture04: Techniques and tools for collective ideation
week seven	Presentation 2: Straight from the Users by Team 1
week eight	Presentation 3: Straight from the Users by Team 2
week nine	Lecture05: Design optimization and evaluation tools and techniques 1
week ten	Presentation 4: Applying techniques and tools 1
week eleven	Lecture06: Design optimization and evaluation tools and techniques 2
week twelve	Presentation 5: Applying techniques and tools 2
week thirteen	Lecture07: Prototyping and Empathy
week fourteen	Presentation 6: Prototyping of Experience 1
week fifteen	Presentation 7: Prototyping of Experience 2
week sixteen	Conduct critical reflection on experience and learning

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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)

Keith Yamashita and Sandra Spataro. Unstuck: A tool for yourself, Your Team, and Your Worlds (Portfolio Penguin, 2004)

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

Buchenau, M. & Fulton Suri, J. 'Experience Prototyping' (ACM Press, 2000)

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/~skdwr/b/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 Lifecycle ( Morgan Kaufmann, 2006)

William Lidwell et al. Universal Principles of Design ( Rockport, 2003)

Jones, John Christ. Design Methods (New York: Wiley, 1992)

Laurel, Brenda, Design Research: Methods and Perspectives (Cambridge: MIT Press, 2003)

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 copy 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>