

Course Service & Innovation Design

SDS SPS/08

ETCS 9

Course modules (if any) 6 CFU Prof. Fabio Corsini,
3 CFU Prof. Giovanni Andrea Parente

Year I year

Semester I semester

Professor(s) Fabio Corsini, Giovanni Andrea Parente

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Office hour At the end of the lesson or by appointment agreed by e-mail.

LEARNING OUTCOMES

The aim of the course is to achieve the following learning outcomes:

1. **KNOWLEDGE AND UNDERSTANDING SKILLS:** With reference to knowledge and understanding, the course aims to explore and make understand the methodologies of Service Design and Branding intended as the design of processes and ecosystems composed of material and intangible elements aimed at increasing the value perceived by the user/consumer when it interacts with a service provider / brand. In a broader sense, we will explore how Design Thinking - understood as a multidisciplinary perspective able to hold together design, marketing with communication and media studies - can be used to trigger innovation and value creation processes in various fields.
2. **APPLIED KNOWLEDGE AND UNDERSTANDING SKILLS:** With reference to the knowledge and understanding skills applied, students are asked to carry out a project work for which they will have to apply the theoretical knowledge acquired and make an analysis of the platforms, not only digital, through which the consumer/user experiences a product /service/brand.
3. **AUTONOMY JUDGMENT:** With reference to independent judgment, the course aims to not only provide practical skills, but also to stimulate students to acquire a critical spirit capable of better understanding the behavior of institutions. This critical sense is also necessary for the realization of the project work in the analysis part.the student must develop a critical and analytical vision.
4. **COMMUNICATION SKILLS:** With reference to communication skills, students are also asked to publicly present the project work, thus putting them in a position to understand the importance (and methods) of organizing the contents, as well as the performative aspects that maximize the effectiveness of a presentation.
5. **LEARNING ABILITY:** The student must prove to be able to show the ability to apply the methodologies relating to service design.

DETAILED PROGRAM

The course aims to deepen the issues related to service design, analyzing both the fundamental theoretical aspects, as well as the methodologies and areas of application.

In the first part of the course the role of the service designer, his objectives and the activities he is called to carry out within the different contexts in which he operates will be studied in

depth. In addition to describing this, a broader contextualization will be provided, which can contextualize service design also as a field of action research that brings together numerous disciplinary approaches capable of relating design, marketing, branding and communication and media studies.

In the second part of the course, more laboratory-based, the main methodologies and main tools of service design will be analyzed: customer journey maps, usability heuristics, expert analysis, benchmark analysis, user tests, evaluation scales, workshops, etc.

As a connecting element between the first and the second part, the concept of brand (as an entity that provides services and creates value) will be focused on analyzing its structural elements (identity and image) as well as some of its behaviors (focusing on communication).

At the end of the course the student will therefore have a full awareness of the objectives of a service designer and of all the different methodologies available to him in ux research activities capable of supporting organizations and companies.

RECOMMENDED PRE-REQUISITES (IF ANY)

None

TEACHING METHODOLOGIES

The teaching activities will be conducted both through lectures, in which the fundamental concepts, theories and reference methodologies will be illustrated, and where various case studies will be presented and commented, and in which comparison and interaction with the students will be sought. students, and through the practice of laboratory activities, in which the skills acquired in the lectures can be put into practice. Part of the lessons will in fact be dedicated to the development of the project work that students will have to create and present at the end of the course.

FINAL EXAMINATION METHODOLOGIES

Attending students:

The evaluation method includes a written theoretical test on the course materials and the text indicated (40% of the final grade) and the evaluation of the presentation of a project, the topic of which must be agreed in advance with the teachers (remaining 60% of the final grade).

Non-attending students:

The assessment procedure includes an oral test on the exam texts indicated.

EVALUATION CRITERIA

At the end of the course, the following skills of the student will be evaluated:

1. **KNOWLEDGE AND UNDERSTANDING SKILLS:** With reference to knowledge and understanding, the final exam will assess how much the student has learned the theoretical and conceptual aspects, as well as the specific language of the discipline.
2. **APPLIED KNOWLEDGE AND UNDERSTANDING SKILLS:** With reference to the application of the knowledge and skills acquired, the exam, mainly in its project work part, will evaluate how and to what extent the student was able to apply the knowledge and information presented and discussed in class.
3. **AUTONOMY JUDGMENT:** have developed an ability to critically analyze the different

methodologies of service design and research activities aimed at creating a usable digital interactive service.

4. **COMMUNICATION SKILLS:** With reference to communication skills, the final exam will evaluate the student's ability to organize and structure the learned contents in a coherent presentation, as well as the way in which (i.e. the delivery) such contents are presented and displayed.
5. **LEARNING ABILITY:** use the conceptual and methodological tools acquired during the teaching, both from a theoretical and operational point of view, using in-depth tools.

FINAL GRADING INFORMATION AND CRITERIA

The final score is expressed in thirtieth grade, with the possibility of honors. The final score reflects the student's preparation as follows:

Score	Description
< 18 not sufficient	Fragmentary and superficial knowledge of contents, errors in applying concepts, insufficient exposure.
18-20	Sufficient but still general knowledge of contents, elementary exposure, uncertainties in the application of theoretical notions.
21-23	Appropriate, but not deep, knowledge of contents, good ability in applying theoretical notions as well as presenting them in a simple way.
24-25	Appropriate and vast knowledge of contents, discrete ability in applying them, good ability in presenting notions in a comprehensive way.
26-27	Precise and comprehensive knowledge of the topics, good ability in applying the acquired knowledge, good analytical skills, clear and correct exposure.
28-29	Extensive, comprehensive and deep knowledge of contents, good applicative skills, good ability of analysis and synthesis, confident and correct exposure.
30 30 with honors	Very broad, comprehensive and deep knowledge of the contents, well-established ability to apply the acquired notions, excellent ability of analysis, synthesis as well as ability to create interdisciplinary links, fluency of exposure.

COURSE MATERIAL

Attending students:

- R. Tassi, #Service Designer. Un progettista alle prese con sistemi complessi, Franco Angeli, 2019
- In-depth materials and lecture notes that will be made available by the teachers



DEGREE PROGRAM IN TECNOLOGIE E LINGUAGGI DELLA COMUNICAZIONE -
TECHNOLOGIES AND LANGUAGES OF COMMUNICATIONS (LM-59)
CURRICULUM IN INTERACTION DESIGN

A.Y. 2023/2024

Non-attending students:

- R. Tassi, #Service Designer. Un progettista alle prese con sistemi complessi, Franco Angeli, 2019
- In-depth materials and lecture notes
- M. Stickdorn, M.E. Hormess, A. Lawrence, J. Schneider, This is Service Design Doing, O'Reilly, 2018

OTHER ADVICES

Participate actively and constructively in the lessons; try to validate the knowledge learned during the lessons through their daily experiences.