Exploring the curricular relationship between service experience design & interaction design

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IUPUI

Senior Capstone Courses

Interaction Design

Service-Experience Design

How can we explain this concept to students?

‣ Language is very abstract.

‣ What's the difference between SX & IX? They seem very similar.

‣ What kind of jobs are available to students?

‣ What is the process and outcome?

Senior Capstone Courses
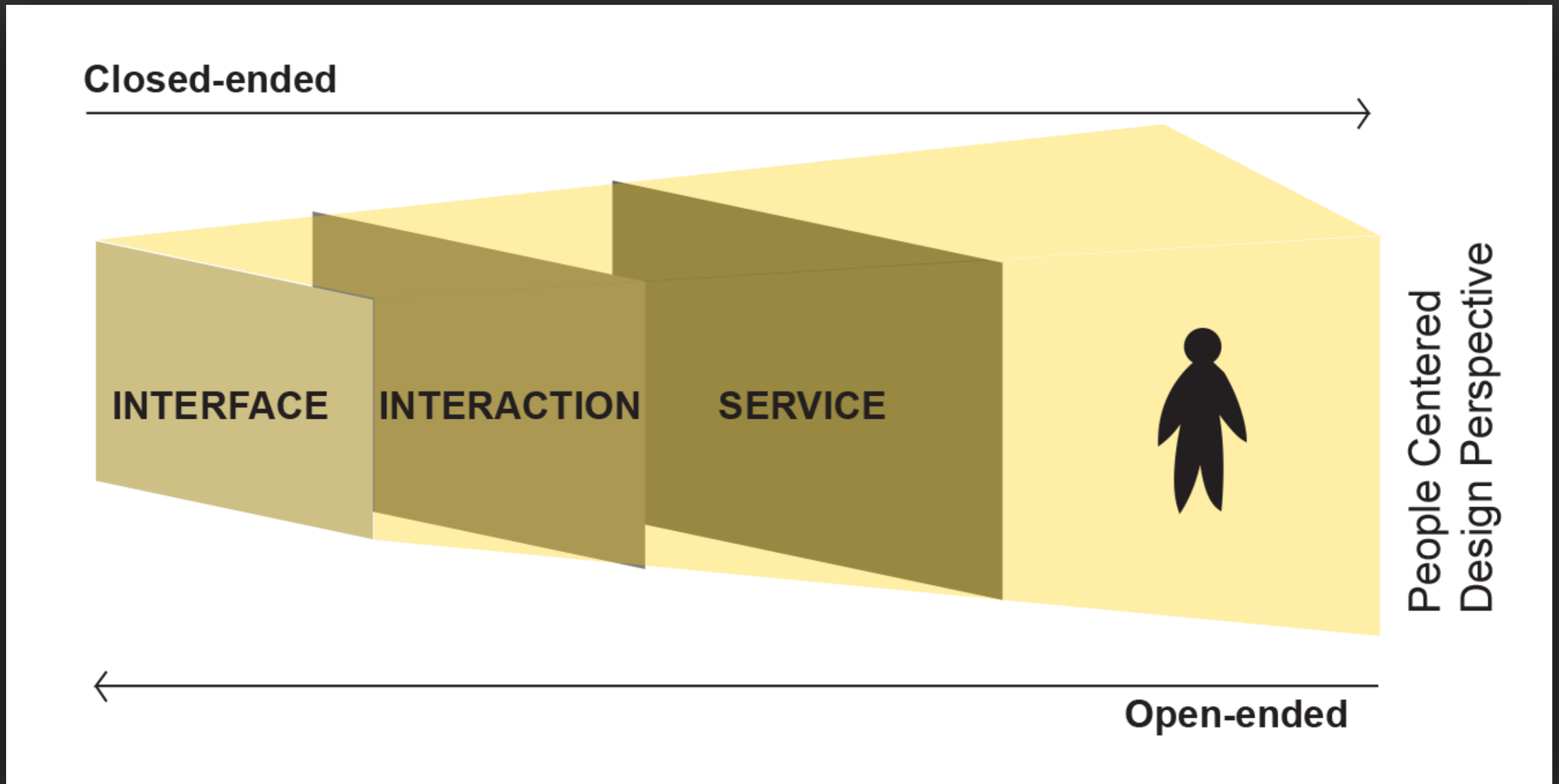
Outcome   Process   Outcome

Interaction Design   **Service-Experience Design**

People-Centered Experience Design

Experience framework

Closed-ended

INTERFACE   INTERACTION   SERVICE

People Centered
Design Perspective

Open-ended

Experience Framework Tiers

Service

Human experience from an ecological perspective; encompasses people's value and purpose, design outcomes and the surroundings

Interaction

A channel that allows a person to engage with another person or designed artifacts

Interface

Visual, tactile elements that facilitate engagement process

Capstone project prompts

Urgent

Significance of design problem; consideration for potential impact on others

Personal

Consideration of personal values; plan for future career

Potential for Innovation

Appropriate and **relevant** for the stakeholders; **Novel** ("Something different that has impact")

How do we know if the framework helps students?

‣ Look at the outcomes of student projects

‣ Assess based on the framework

‣ Evaluate students' work within each tier with this scale (based on prompts):

Innovative
(+ Novelty)

Appropriate or Relevant

None

Pattern analysis

Group	Service	Interaction	Interface
1	Innovative	Appropriate	Appropriate
2	Well defined	Innovative	Appropriate
3	Well defined	Well defined	Innovative

Your Story. Your life: Latino Youth Summit

Group	Service	Interaction	Interface
1	Innovative	Appropriate	Appropriate

DAY 1

The Call
"Who am I now?"

Before diving into any story, it is important to set the stage. On the first day of the program, participants must gain an understanding of their current environments, the people within these environments, and the way they feel about their immediate interactions and settings. Ultimately, the first day will teach participants to become more aware – both of self and of surroundings.

MUST ADDRESS:
- Setting (sensory experience)
- Characters (family, peers, etc)
- Defining emotions

DAY 2

The Vision
"Who do I want to be?"

In order to write their stories, participants must have a vision of who they want to be in the future. This vision may include professional goals, familial aspirations, pursuit of hobbies and interests, or some other aspect of life. Ultimately, this day of goal-setting will set the tone and theme of each participants' personal story.

MUST ADDRESS:
- Questions
- Opportunities
- Goals

DAY 3

The Conflict
"What may get in my way?"

Conflict is a natural part of life. Obstacles present themselves on a daily basis, and it's up to the individual to overcome these challenges. Before addressing challenges, however, it's important to identify them. Conflict may be tangible or intangible, complex or simple, intra personal or interpersonal. Even more, some things that are perceived as problems may not be as bad as they seem. Day three will address these topics.

MUST ADDRESS:
- Challenges
- Antagonists

DAY 4

Growth
"How will I overcome this?"

The fourth day of the program will teach participants how to face the conflict in their lives. Here they will work to resolve current issues in a healthy manner. Day four should be inspiring, serving as the climax of the entire week. In addition, this day will provide participants with the most moments of empowerment, proving to them that they have the power within themselves to face any challenges life has to offer.

MUST ADDRESS:
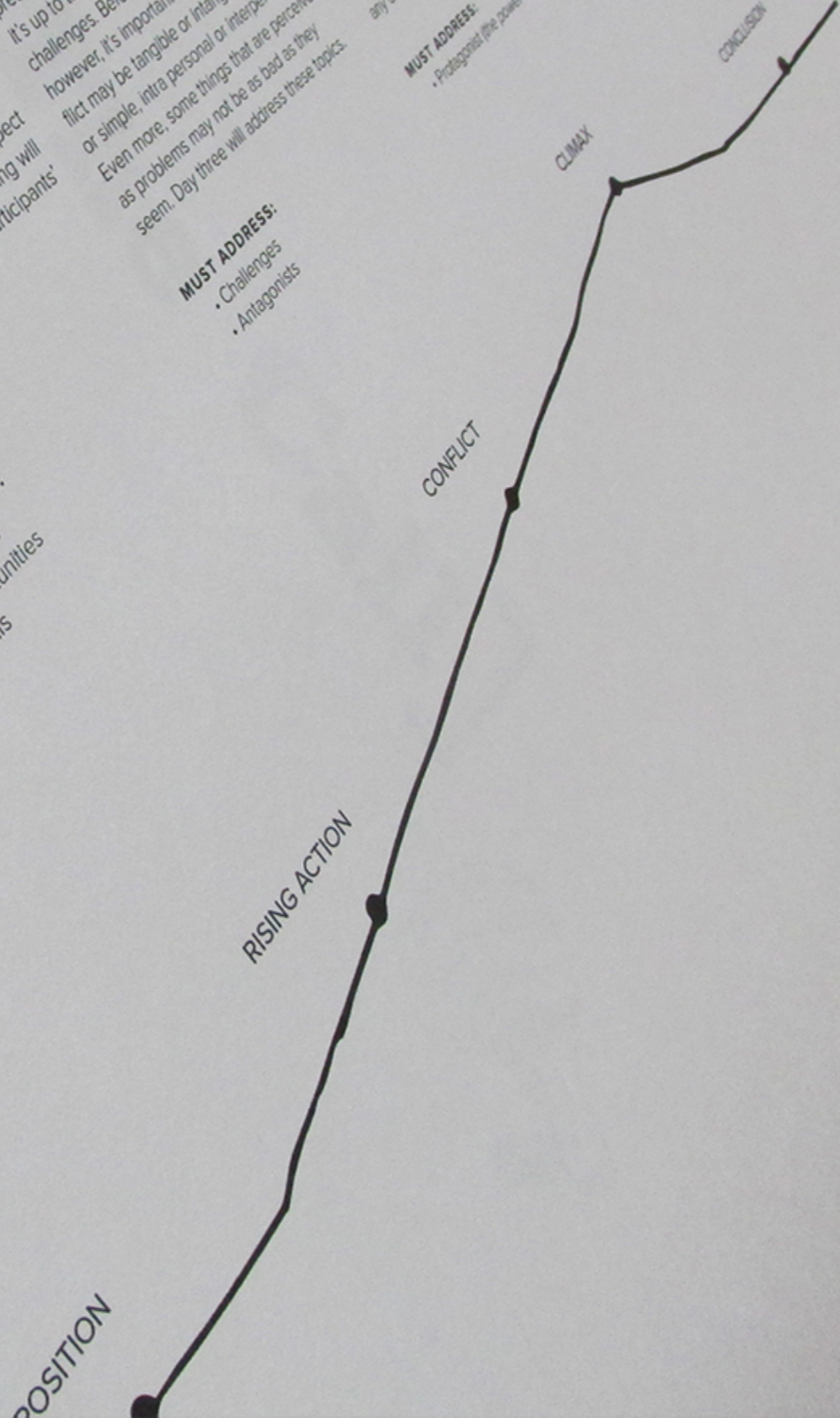- Protagonist (the power within)

Every story must end with a resolution. On the fifth day of the program, participants will go through a period of reflection, taking the time to comprehend the experiences they had written for themselves. They will access the skills they have learned over the course of the week and will relate them to particular events in their futures. The final day of the program also calls for a proper celebration.

MUST ADDRESS:
- Solutions (chapters)
- Opportunities will
- Goals met

CONCLUSION

CLIMAX

CONFLICT

RISING ACTION

EXPOSITION

JUNE 23 - 27, 2014

ylys

LATINO YOUTH SUMMIT

[your name]

ART & DESIGN CHOICE ACTIVITIES HANDBOOK

~~journal~~

~~sketchbook~~

whatever you
want it to be

Nice to meet you.

Time to pair up! Take about 10 minutes each to interview each other.

What is your name?

Do you have any brothers or sisters? What are their names?

What is your favorite type of music? Why?

What kinds of activities do you like to do in your spare time?

What school subject do you like most and why?

Where is your favorite place to go? What does

What color describes how you feel when you wake up in the morning? Why?

What color describes how you feel when you wake up in the evening? Why?

If you could go anywhere for a day, where would you go? Why?

Explore.

1. Find a place at Herron or military park that you find compelling.

2. Explore the place with your senses using the questions provided:

QUESTIONS

what do you hear?
To document this, you can use an audio recording, use abstract drawings to create the sounds you hear, or simply write noises in words.

what do you see?
Take some time to draw, write, and take notes about the space you are looking at.

what do you feel?
Are there textures nearby? If so, rub some of the textures in the boxes below.

what do you smell and taste?
Breathe deeply. What kinds of scents do you smell? What do they say about the space? Can you sense any tastes? Your sense of smell may play into this particular portion.

3. Document the place as fully as possible using the individual papers provided. Try to have five examples for each question.

4. Bring your documentation back to the group.

WE know you've got vision...but just
to remind yourself, write it here.

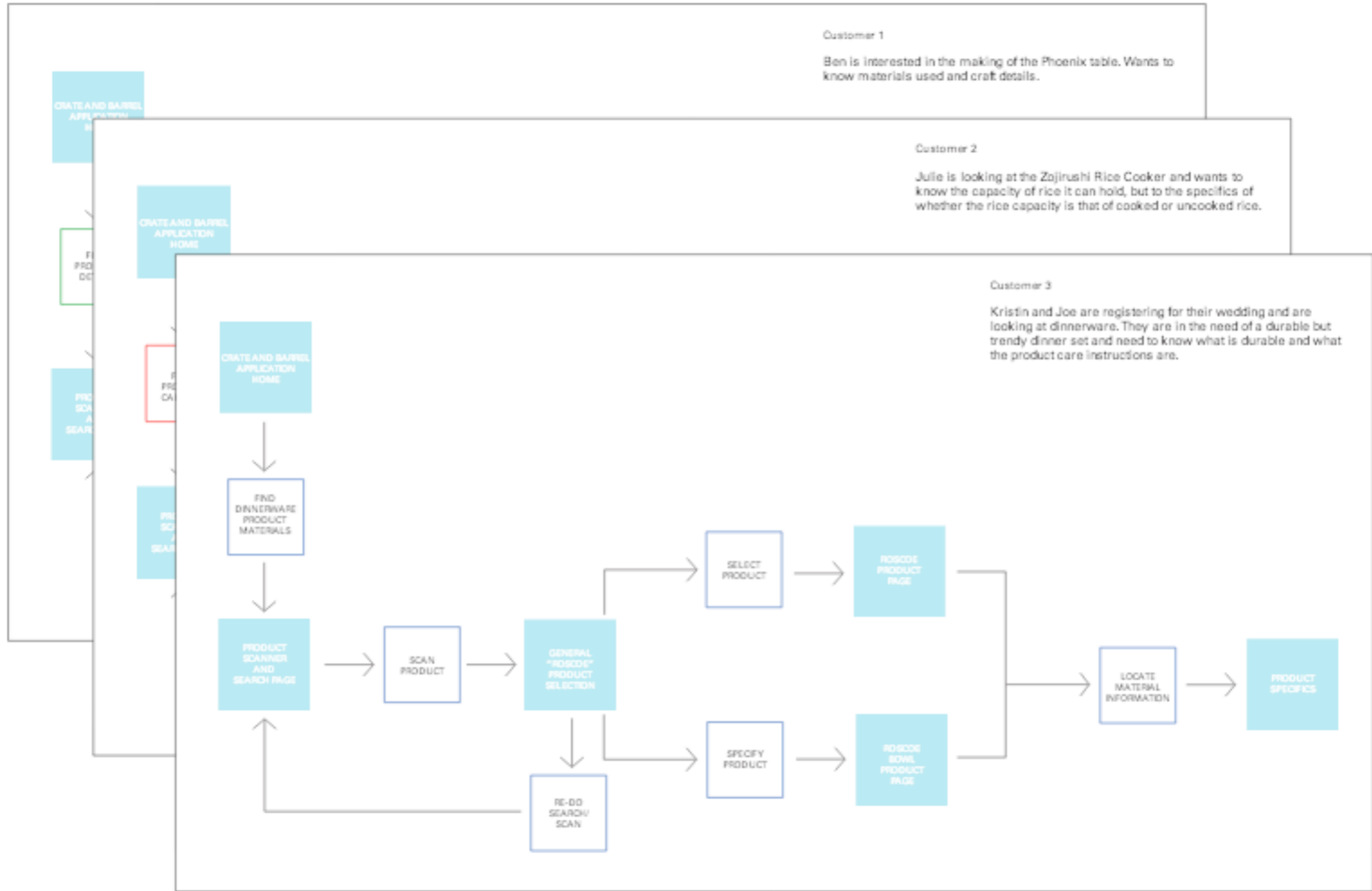# Crate and Barrel Unboxed

Group	Service	Interaction	Interface
2	Well defined	Innovative	Appropriate

Customer 1

Ben is interested in the making of the Phoenix table. Wants to know materials used and craft details.

Customer 2

Julie is looking at the Zojirushi Rice Cooker and wants to know the capacity of rice it can hold, but to the specifics of whether the rice capacity is that of cooked or uncooked rice.

Customer 3

Kristin and Joe are registering for their wedding and are looking at dinnerware. They are in the need of a durable but trendy dinner set and need to know what is durable and what the product care instructions are.

CRATE AND BARREL APPLICATION HOME

FIND DINNERWARE PRODUCT MATERIALS

PRODUCT SCANNER AND SEARCH PAGE

SCAN PRODUCT

GENERAL "ROSCOE" PRODUCT SELECTION

SELECT PRODUCT

ROSCOE PRODUCT PAGE

RE-DO SEARCH/SCAN

SPECIFY PRODUCT

ROSCOE BOWL PRODUCT PAGE

LOCATE MATERIAL INFORMATION

PRODUCT SPECIFICS

Key takeaways

‣ Framework is successful in helping student determine their emphasis area

‣ Conflict between understanding framework and actual practice (bias towards what they want to produce, not what context dictates)

‣ Questions remain about Group 3

Thank you!

Slide deck and paper

ganci.co/nord14

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