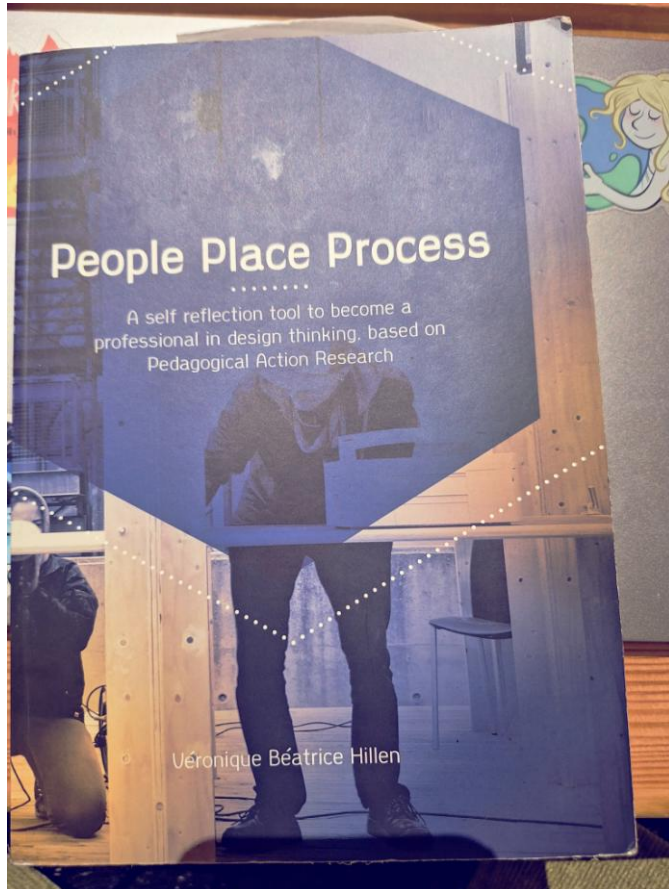


Behind the Scenes of Service Design Education: A Process-Centric Analysis

From a creative team :
Mix of Researcher, teacher, practitioner
and artist



Behind the Scenes of Service Design Education: A Process-Centric Analysis



Veronique Hillen was head of the Paris branch of the D.School (Stanford)

She define a action research protocol derived from **Pedagogical Action Research** to develop the reflexivity of practitioners and teachers

She also provide a conceptual framework :
People Place and Process

We propose to develop this reflexion about Process from the point of view of Teaching Service Design

Live my life of teacher in service design !

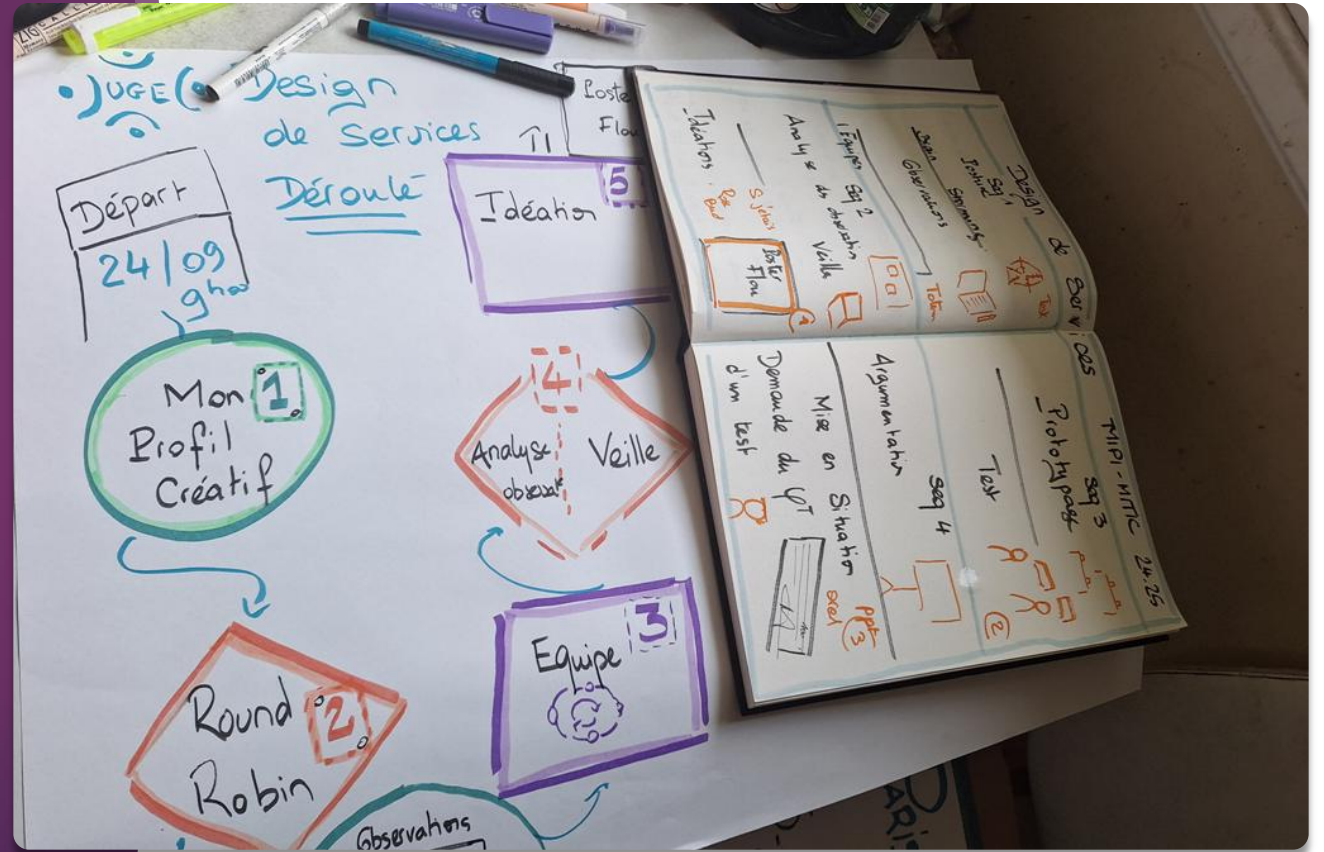
Before teaching

1. design of a typical roll-out knowing :

who is my target ?

What is the duration of the training and its organization (hours/days)?

2. presentation of the programme in visual format



Chu, P.Y., Hung, H.Y., Wu, C.F. et al. Effects of various sketching tools on visual thinking in idea development. *Int J Technol Des Educ* **27**, 291–306 (2017).

<https://doi.org/10.1007/s10798-015-9349-5>

Onboarding : Fight against limiting beliefs



MERCIER SYLVIE

Explorer

Pragmatic



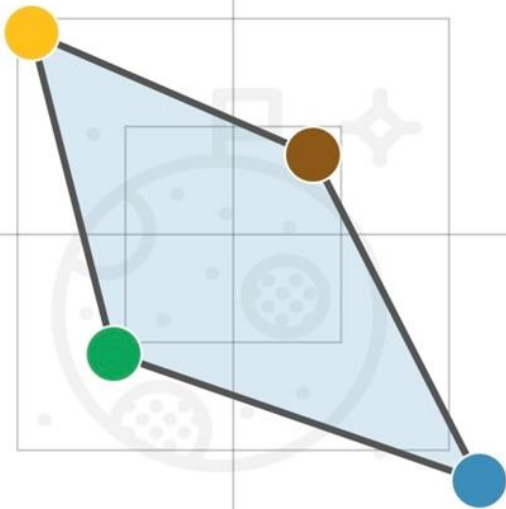
Reasoning

Pragmatic

Investigator

Experience

Vision



Ask each student to discover their creative profile

Ask them to think about what this profile ...

confirms

raises as a question

Make the most diverse teams in terms of profiles

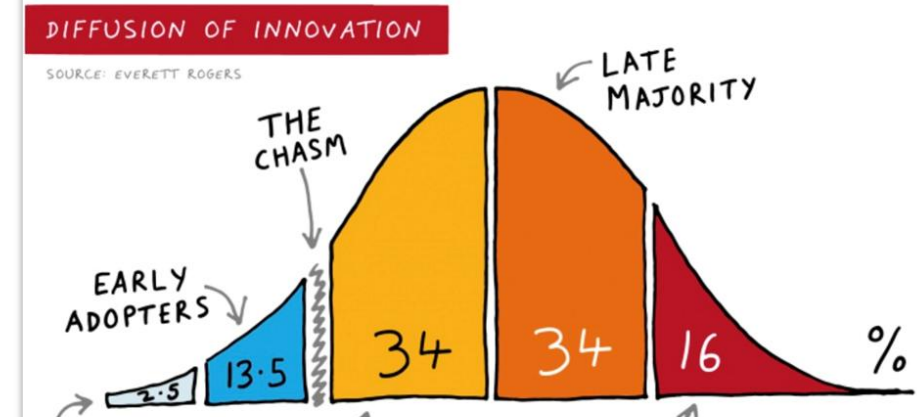


Provide knowledge on innovation management and/or service design

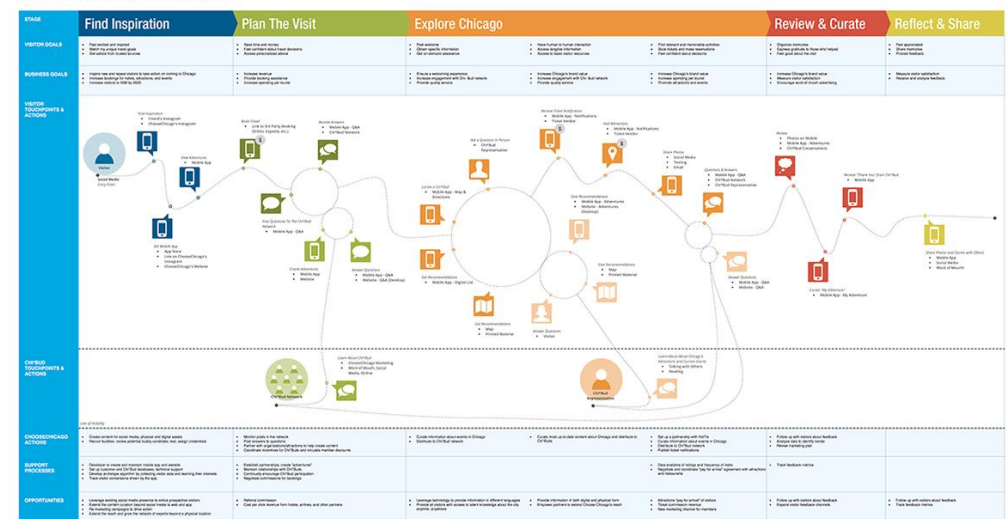
For example : Knowledge of the process of **innovation diffusion**

Or

Discovery of the blue print and mobilisation in a simple case (the first steps of an application for naevus monitoring)



The Chi*Bud Network Visitor Experience & Service Model



Project-based, quasi-professional implementation

Phases/Acteurs	Formulation du projet	Génération d'idées / prototypage	Test	<u>Evaluation</u>	Valorisation
Client (territoire, entreprise, organisation...)					
<u>Equipe pédagogique</u>	Choix du cadre	Proposition d'un séquençage pédagogique et de méthodes créatives	Formation aux méthodes de prototypage et à l'ingénierie des tests Bar à prototypage	Cadre de la présentation Questions	Retour d'expérience et post sur blog et <u>linkedin</u>
<u>Etudiants / Apprenants</u>		Travail en groupe	Prototypage et conception des tests	Présentations Réponses / argumentation	Dossier, post <u>linkedin</u>
Experts	Veille, échanges tout au long de l'année				
Société		Observations in situ des places publiques	Tests in situ		



Design of the stage of the service design sprint

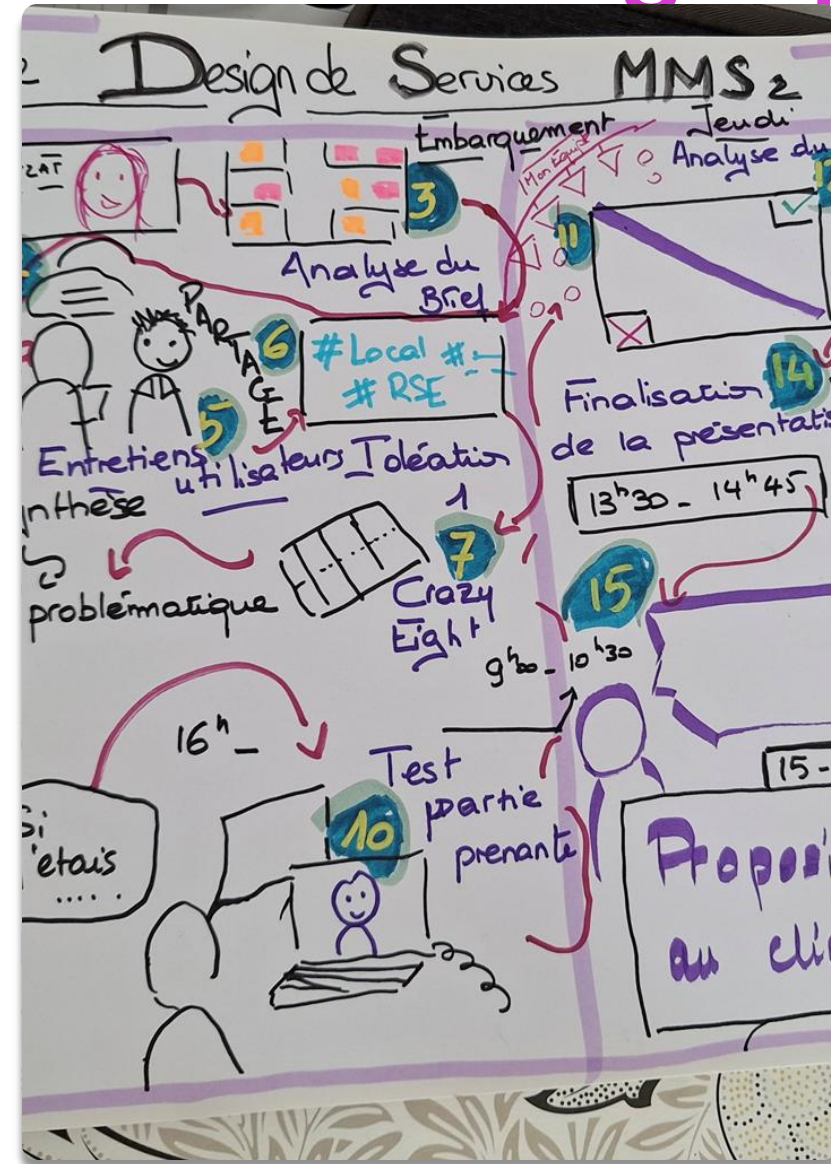
Design of a standard roll based on concepts/canvas seen for synthesis

(**convergent phases**)

and the proposal of design/gamification tools for ideation phases (**divergent phases**)

(**phases**)

Double diamant model



During the service design sprint: facilitator and non-teacher

Our rôle is :

Time keeper

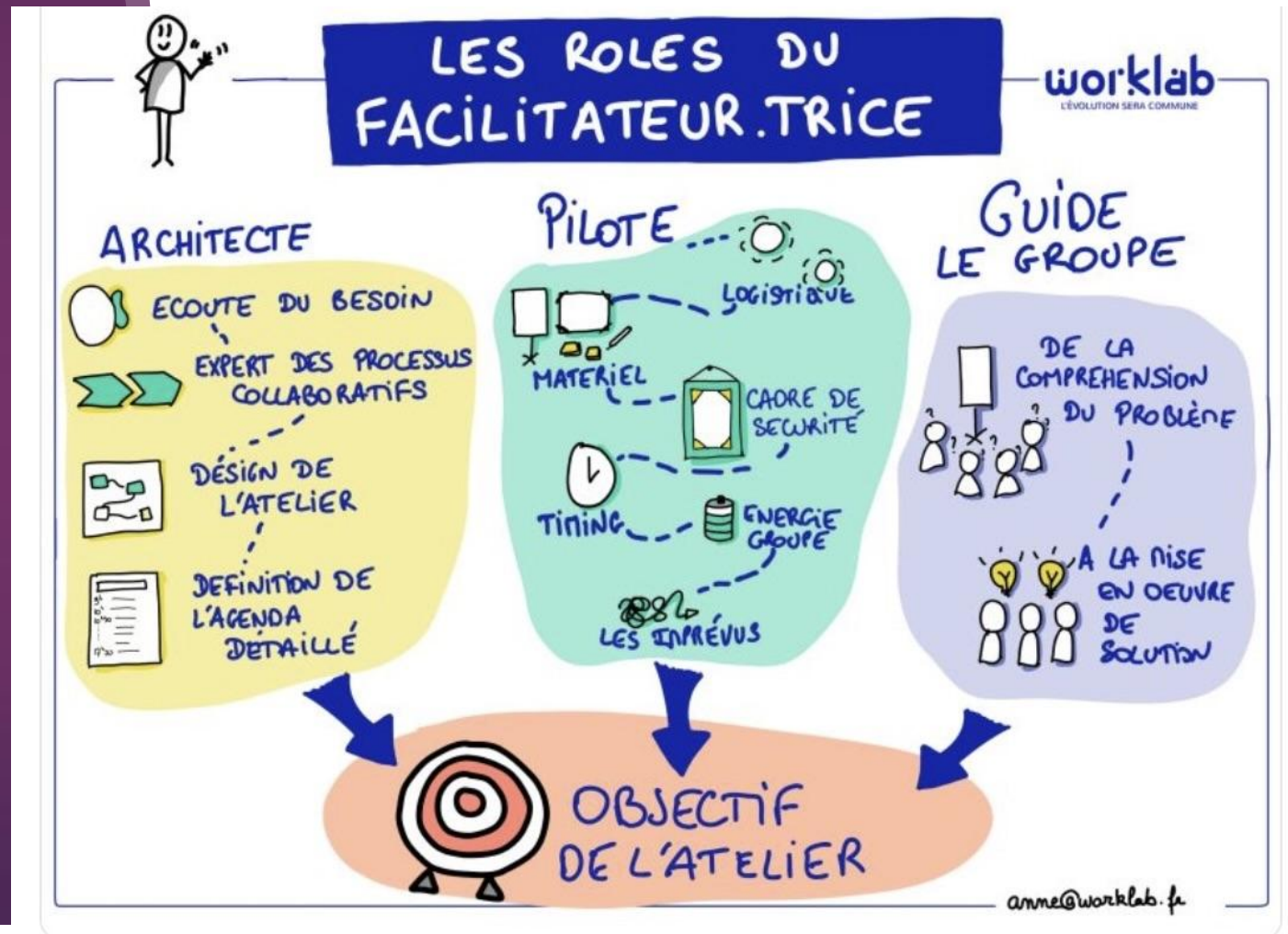
Ensure the energy of the group
(pause, food...)

answer their question about the method

Our role is not

Judge

Participate to their reflexion



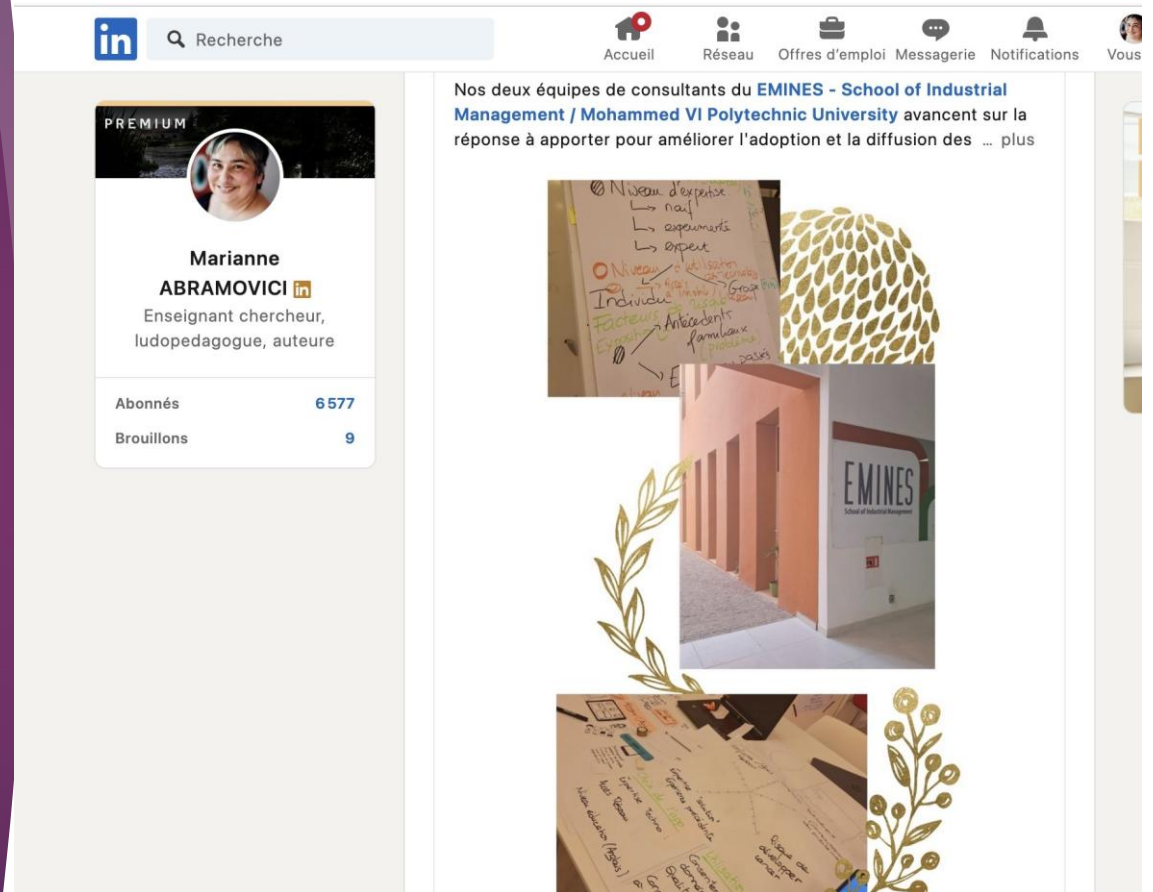
During the service design sprint: documentate !

Documentation for

- keep the memory of the unrolled
- show project progress (including intermediate prototyping)
- Link practical activities and concepts

It is a social contract between the facilitator and students:

Stay focus on the project, I make sure you have the elements to analyze the project ex post



Blog

On line courses

Hot evaluation

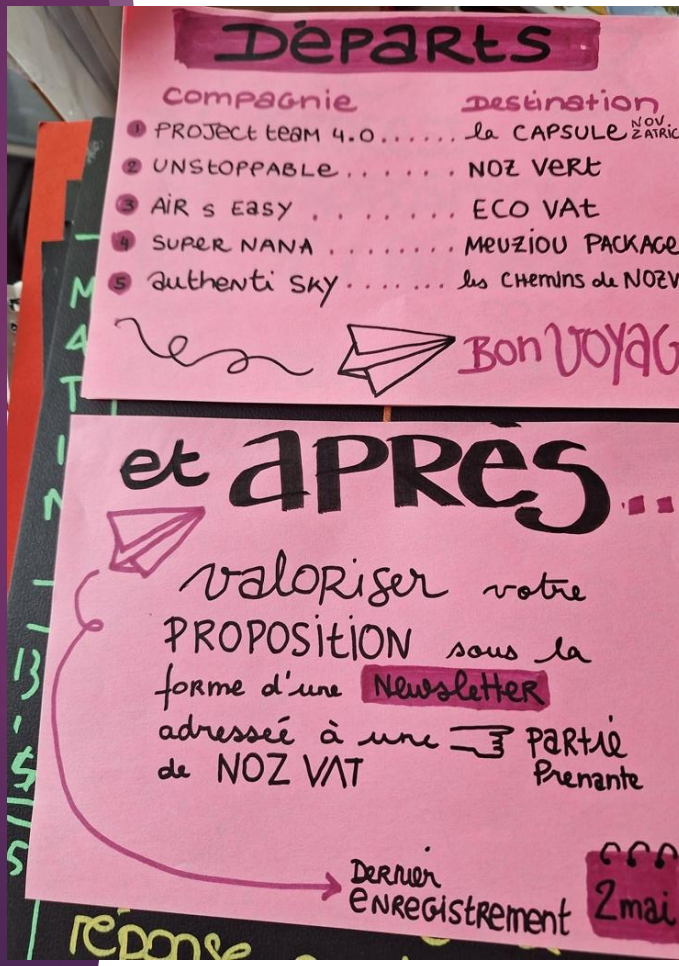




A cold assessment both formative and reflexive

Depending on the situation, the final rendering can be a deliverable for the customer or a guided reflexive analysis


In all cases, capsules combining theoretical concepts and methods seen and achievements are produced

• Caron-Fason M-L. and Bardot V., (2018), How to Assess Creative Skills, The Conversation, January 21, 2018.

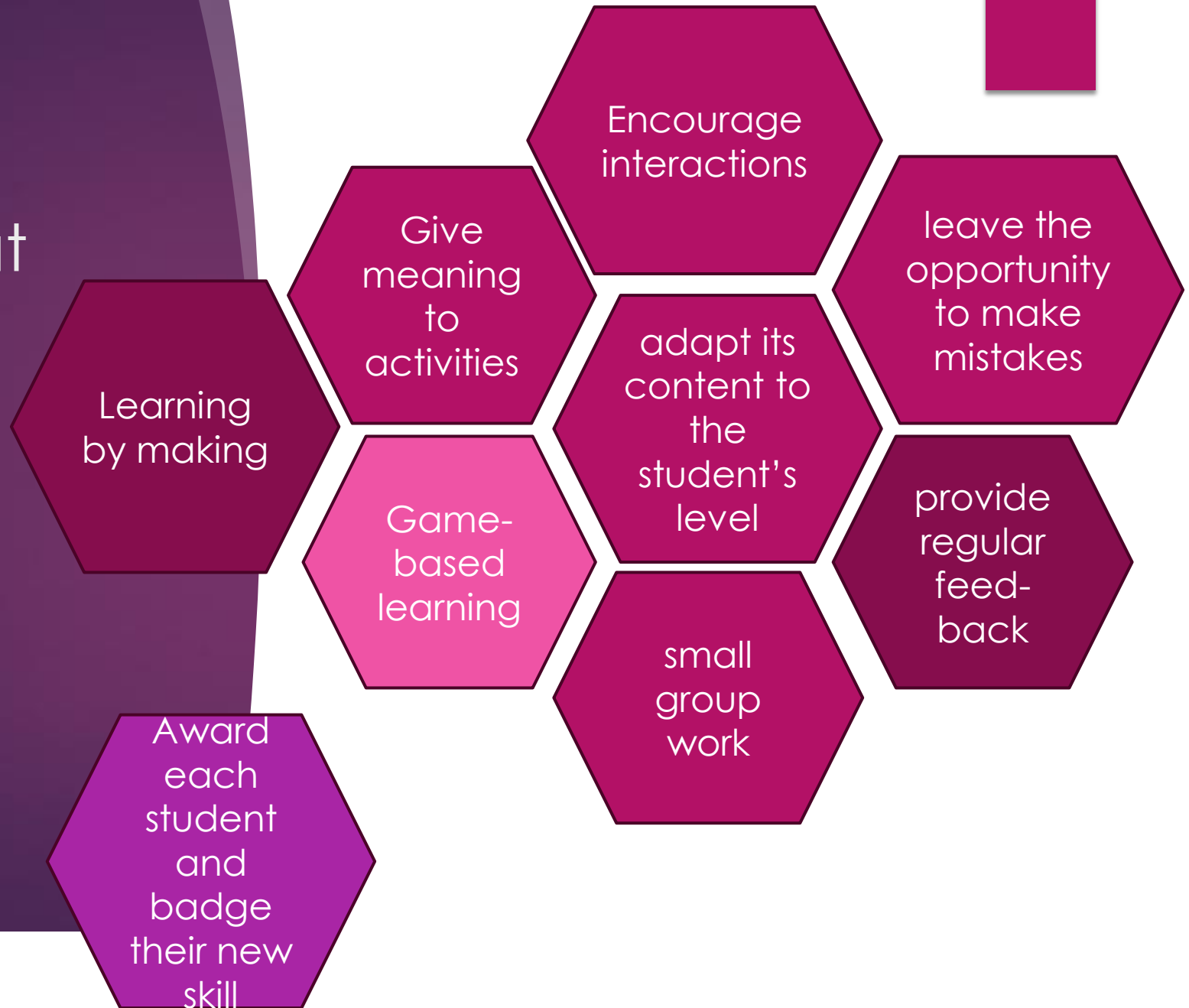


		plus flexible	
Oser des expériences	😊	Toute l'expérience de design de service avec la Ludopédagogie est en lui-même une expérience nouvelle pour moi que j'ai osée avec enthousiasme. Des exemples concrets comme le fait de convaincre DareDevil de notre projet est aussi une expérience inédite pour moi.	 

Nom Prénom
EMINES - UM6P - Semaine du 21 Octobre 2024

Être persévérant	😊	Poursuivre toutes les étapes du design de service de l'idéation au test utilisateur malgré les	
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We find in our teaching practice the 8 practices that are crucial for student success



Schneider, M., & Preckel, F. (2017, March 23). Variables Associated With Achievement in Higher Education: A Systematic Review of Meta-Analyses. Psychological Bulletin