Aaron Ganci

The Forest and Its Trees: understanding interaction design through service design activities

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Herron School of Art and Design
Indiana University–Purdue University Indianapolis (IUPUI)
A Service Experience

http://digitalcollections.nypl.org/items/510d47d9-a521-a3d9-e040-e00a18056a99
How might interaction design students use service design methods to better understand their own practice?
Herron has ~ 150 VCD Students in three cohorts
Focus by year

**Year 1**  Bauhaus foundation

**Year 2**  Semiotics, typography, and form

**Year 3**  People-centeredness and Design Intent

**Year 4**  Innovation, Research, and Experiences
Herron Visual Communication Design’s short mission:

Improve people’s lives through design

With…

…A people-centered process
…ethnographic research
…a focus on the visual
The problem: Making "Things"
Make a poster. Make an app.
I can’t wait to use Yelp!
I can’t wait to go out to lunch and be best friends!
Service Design!
Year 4 (Senior Year)

Fall

- Digital XD I
- Service XD I
- OR
- Design Research Methods

16 weeks

Spring

- Digital XD II
- Service XD II
- OR
- Portfolio
Year 4 (Senior Year)

**Fall**
- People-centered Experience Design
- Design Research Methods
- Digital XD I
- Service XD I

16 weeks

**Spring**
- Digital XD II
- Service XD II
- OR
- OR
- Portfolio
People-centered Experience Design addresses

- What is an experience?
- How do you talk about them?
- How do you document them?
- How do you design artifacts with experience in mind?
Service
Service

Interaction
Through Service Design, Interaction Designers can...

- Think beyond the app
- See an integrated system
- Understand their intervention
- Take on more complex problems
Course broken down into 3 assignments

1. Convey an experience
2. Articulate an experience
3. Design a new experience (an its parts)
Convey an experience

Groups of 4
Pre-defined contexts
(library, student center, grocery story)
Observe an experience and describe it to someone who wasn’t there.
Medium is completely open
The Mezzanine

Nicholson Baker

Bestselling Author of Vox and The Fermata
CHECKING OUT

No long queue
Speedy
Save time
HIS GOAL

FIND A CLEAN AND EMPTY TABLE

IN 20 MINS OR LESS
Learning outcomes

- Real experience are complex!
- Frame experience through user goals
- Start to identify opportunity spaces
Project Two [2 weeks]

Articulate
Articulate an experience

- Same groups + contexts
- Define an experience in a more permanent, actionable format
- Clearly define strengths and weaknesses of experience
- Use experience map as a medium
Twenty-three authors from the global service design community invested their knowledge, experience and passion to create this award-winning book. It introduces service design thinking to beginners and students, and will be a valuable resource for consultants, marketers, innovators and design professionals.
USING IUCAT

Gives up searching and notices PCs nearby.

Logs in and waits for it to start, then clicks internet icon. IUCAT automatically pops up.

Searches for Autobiography of Malcolm X. Clicks first option, it’s an online book, goes back to list.

Clicks on second option. Searches for call number. Looks for paper to write down call number.

Takes photo of call number on

LOCATING

Looks at call number on phone to find first letters of the section.

Scans the sides of the bookshelves for the E section.

Notices that the call number is on two different shelves.

Finds the E185 section.

Finds where book is supposed to be. It’s not there.

Scans shelf and finds book a few spots over.
Thoughts

“THERE ARE TOO MANY SIGNS... I GUESS I'LL JUST GO UPSTAIRS?”

“THE STAFF IS A LOT MORE HELPFUL THAN ALL OF THE RANDOM SIGNS ARE.”

Usability

Pleasurability

Utility

LOW

SIGNS GIVE LITTLE RELEVANT INFORMATION AND LEAVE MUCH TO BE FIGURED OUT INDEPENDENTLY.

YOU HAVE TO BACKTRACK ALL THE WAY BACK TO THE MAIN ENTRANCE TO USE THIS. NO SIGNS DIRECT YOU THERE.
WA L M A R T  S H O P P I N G  C A R T  E X P E R I E N C E

Shopping Cart User Goal
The shopping cart user has shopping needs. The user is buying enough items to need the use of a cart.

• Carts should ...  
  • be easily accessible.  
  • be well-functioning and clean.  
  • be organized by employees.  
  • make shopping easier.

General Principles

Grocery stores should ...  
• have intuitive navigation.  
• have a large selection.  
• be safe.

Specific Persona

Employees should be ...  
• helpful.  
• well-trained.  
• adequately staffed.

Elizabeth and Pat are a couple in their early 20's. They are feeling carefree and relaxed so they have free time to spend at the store.

Pain Points: Touchpoints 🆕 & 🚭
Indoor Cart Coral & Cart Return
Both touchpoints involve the cart coral and its organization. The carts in the indoor cart coral were entangled. The outdoor cart coral was so full, I could barely return my cart.

Call To Action
From the General Principles, customers expect carts to be easily accessible and organized. These principles are not satisfied in Walmart's cart experience, as seen in the pain points. Walmart should re-evaluate how they organize their carts and train their employees so these principles will be satisfied.
### Stage One: Enter Store

#### Touchpoints

<table>
<thead>
<tr>
<th><strong>Busyness of Store</strong></th>
<th><strong>Stage One: Enter Store</strong></th>
<th><strong>Stage Two: Navigate Store</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Lot</td>
<td>Empyrean</td>
<td></td>
</tr>
<tr>
<td>Cart Corral</td>
<td>Cart</td>
<td>Navigation</td>
</tr>
<tr>
<td>Cart</td>
<td>Employee</td>
<td></td>
</tr>
<tr>
<td>Employee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Do

<table>
<thead>
<tr>
<th>Touchpoints</th>
<th>Do</th>
<th>Think</th>
<th>Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Lot</td>
<td>Entering parking lot; Finding a parking spot in the crowded lot</td>
<td>The parking lot is crowded today. It’s a long and hot walk to the store. There are many carts in the parking lot.</td>
<td>Hopeful</td>
</tr>
<tr>
<td>Cart Corral</td>
<td>Observing all the carts to decide which one is best; Trying and failing to get a cart untangled from the line</td>
<td>These carts are really entangled. It’s good my partner is here because I can’t untangle these by myself.</td>
<td>Frustrated</td>
</tr>
<tr>
<td>Cart</td>
<td>Examining chosen cart for cleanliness and functionality; Looking for sanitizing wipes</td>
<td>Is this cart a clean, well-functioning cart? Am I going to get that squeaky cart with a broken wheel?</td>
<td>Apprehensive</td>
</tr>
<tr>
<td>Employee</td>
<td>Looking expectantly for and not seeing a greeter; No interaction with an employee</td>
<td>That’s weird, there’s no greeter today. Why are they there greeters some times and not others?</td>
<td>Disappointed</td>
</tr>
<tr>
<td>Navigation</td>
<td>Walking forth between aisles with no path; navigating other carts and people</td>
<td>The placement of the products in aisles is intuitive. The store is crowded and it’s hard to navigate with a cart.</td>
<td>Pleased</td>
</tr>
</tbody>
</table>
Learning outcomes

- Define an experience in a 2D plane
- Combine qualitative and quantitative data to tell one story
- Describe how, when, and why artifacts/interfaces are used
Project Three [4 weeks]
Design
Design an experience and its parts

- New groups of 4
- Pre-defined sub-contexts (eating lunch in our building)
- Observe existing experience and prototype an improved one
- 3 Phases of experience: Pre, During, Post
- Define the full experience and design its individual pieces (artifacts)
ABOUT FACE
THE ESSENTIALS OF INTERACTION DESIGN
THE COMPLETELY UPDATED CLASSIC ON CREATING DELIGHTFUL USER EXPERIENCES

Alan Cooper, Robert Reimann, David Cronin, Chris Noessel

WILEY

29 February 2016
SCHOOL LUNCH
COLLABORATE. CONNECT. CHOW DOWN

Aaron Ganci
@amganci
29 February 2016
Roman Shades
19, Art History Major, Sophomore

Roman is an adventurous and outgoing student who loves to have new and different experiences. He recently moved to Indy, and lives too far from campus to go home for lunch everyday. He works part time as a gallery assistant at Herron, and loves to be involved in the local artistic community. He has severe peanut allergy, and so must be very aware of what he eats — preferring to know exactly where his food comes from.

SCHOOL LUNCH is a self-funded program run by hardworking students who are passionate about bringing together the artistic community. A rooftop greenhouse provides fresh fruits and vegetables year-round to the community kitchen located on the second floor of Herron. Once a week, the community kitchen opens its doors, providing locally sourced and inexpensive meals to students on a budget. It also brings these multi-disciplinary students together in order to encourage cross major collaboration and community building.

PRE-LUNCH

LUNCH TIME

POST-LUNCH
Visits website and browses the about and menu sections. Likes that the food is local and he can filter the options based on dietary needs. Views other user profiles to read reviews and see who is going to lunch. Decides to RSVP for lunch.

**CRITICAL POINT** — Roman loves the nostalgia-chic, free-thinking community vibe of the SCHOOL LUNCH cafe and decides to stay here and eat his lunch.

Chats with girl in front of him that he recognizes from the website. They discuss a recent gallery opening and her favorite SCHOOL LUNCH meals.

Reviews menu, and decides to take her advice and order something new.

Starts getting hungry. Pulls up phone photo of SCHOOL LUNCH poster for web address.

Goes to class and listens to a lecture on Cubism.

Waits in line. It takes longer than he would like. The girl at the window is chatting with the staff.

Notices cafe first time instructions require him to pick a dish. He doesn't like being forced to buy things...

But he does like supporting local artists and boosting the community.

Receives a numbered ticket from the cashier. Sits down at a communal table and places number in a stand.

Placed dish and moves to a communal table and sits. Views other user profiles to filter the options based on dietary needs. Views other user profiles to filter the options based on dietary needs.

Roman Shades
19, Art History Major, Sophomore

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COLLABORATE CONNECT
CHOW DOWN
Every Wednesday on the 2nd floor
www.schoollunch.com
The side navigation includes a drop-down menu that allows users to filter items by different criteria such as allergen and price. The allergen menu allows Roman to choose his allergy from a list of common food allergies. He can then quickly identify what foods he can or cannot eat based on the left side of each item image. Blocks of color on the side of each menu item represent a diet type or allergen presence. A green block indicates the menu item qualifies for a certain diet such as vegan or gluten-free. A red allergen bar means there is an allergen present in the meal.

Each item has a rating that was created from reviews and feedback from the community on the site.
THE ARTSY AVOCADO SALAD BOWL

A delicious salad of local beets, carrots, kale, brussel sprouts and chickpeas act as a bed for a single perfectly fried cage free egg. The salad comes with a miso dressing that is served on the side and is topped by pomegranate seeds and sliced avocado.

Contains: Beets, carrots, brussel sprouts, kale, eggs, soy, chickpeas, avocado, spinach, miso, olive oil, salt, parsley and pomegranate seeds

Faved By
This artist-based organization also aims to strengthen the bond of the creative community, while promoting student artists and cross-discipline collaboration, by selling tote bags that are individually designed and crafted.

These multi-purpose tote bags are the perfect size to be convenient for use in Roman’s everyday life. Unique designs on each bag prompt conversation and community building, while a portion of the profits from each bag goes directly back to the artist. Thick handles and sturdy fabric allow Roman to carry anything he needs, even a heavy ceramic dish purchased at a SCHOOL LUNCH café event.

After eating, Roman brings his dish to the cleaning and packaging window, where it is washed, dried, wrapped, and packaged for transport home without damage.

As an artist-based community, we aim to provide multiple ways for student artists to participate. Ceramics students create and provide beautiful and unique dishes that are sold with each SCHOOL LUNCH. A hand printed graphic pattern on the sleeve secured with a SCHOOL LUNCH logo sticker brings a personal touch and sense of craft to each lunch experience.

Throughout his lunch, Roman spends so much time collaborating with his new friends that he isn’t able to finish all of his food. He asks a staff member for a to-go box, folds the container, and secures his leftovers inside. Wax-coated deli paper inside each container provides a no-spill barrier for all kinds of leftover food items. Be worry free while carrying it alongside sketchbooks, refined artworks, and important homework assignments.

A hand printed graphic pattern on the box secured with a SCHOOL LUNCH logo sticker brings a personal touch and sense of craft to each lunch experience.
HoneyMoney

HoneyMoney is an extension to the buzzfood app that allows the user to earn rewards from having group orders.

Delivery

Buzzfood is an environmentally fueled business. Due to the short distance that is served all deliveries are made on bicycle.

Locker Pods

These individual pods create a seamless transaction where no one has to track anyone down and you can retrieve on your own time.

Recycling Bin

Buzzfood offers a recycling bin available next to the locker pods. These bin’s give back to the environment and are reused in the making of buzzfood materials.

1:00 PM

Dispose of trash in buzzfood’s bin.

Lunch

Choose to Donate to the National Wildlife Foundation or Get Free Cookie

Check Group Bank

Receive Notification of Earning 1 Token

Choose to Get Free Cookie

Delivery

Eat

Retrieve Food

Scans Fingerprint

End
honey money

DONATE

A five dollar donation to help the environmental preservation

2 INVITE

invite fellow buzzfooders to pool together and earn rewards

2 INVITE

5 INVITE

4 INVITE

7 INVITED

Pools

This is a system in which a group of individuals can pool together their honey money to collectively earn a prize as a group. The prizes can be collected whether you are hungry and are about to place or group order or if you aren't going to order any food at all.
The post order tab of the app provides a reminder of the scheduled delivery time of the order. Located right below is a map that uses a real-time GPS tracker to display the current location of the food. Push notifications can also be turned on in the settings tab.
MICHAEL’S EXCITEMENT OVER ENGAGING AN UNUSUAL TECHNOLOGY CONTINUES TO BUILD AS HIS FOOD IS BEING DELIVERED QUICKER THAN HE IS USED TO.
Pulling out the package from the cannister.
THANK YOU!

EST. TIME: 7 MINUTES

Did you know that we source all of our food locally? It's not only better for the environment, it's good for our local business and better for your health.

PAID TOTAL: $15.03
Learning outcomes

- The digital interface is usually only one piece to the bigger experience
- The I/O of you UI is critical to the flow of the experience
- Respect for teammates: planning a good experience takes a lot of different expertise
Big Takeaway

Looking at the big picture helps them think about more innovative solutions.
Big Takeaway

The quickness of the project lends itself well to lessons about rapid prototyping.
Big Takeaway

Have frequent reflection points about the importance of this learning.
Big Takeaway

They start to see the artifact as a tool to improve lives.
Creating a Feeling of Collaborative Culture Among Solo Working Entrepreneurs

The Frequency of Tangible Memories: Utilizing RFID in the Development of Consumer Goods

Embodied Interaction: Mediating our Digital Environment through Physical Communication

Bridging the Gap: A study of how families communicate and stay connected across long distances

Matching Applicants Personality with Workplace Culture
THANK YOU

ganci.co/ixd16