Exploring the curricular relationship between service experience design & interaction design

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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

Interaction Design

Process

Service-Experience Design

Outcome

People-Centered Experience Design
# Experience Framework Tiers

<table>
<thead>
<tr>
<th><strong>Service</strong></th>
<th><strong>Interaction</strong></th>
<th><strong>Interface</strong></th>
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<tbody>
<tr>
<td>Human experience from an ecological perspective; encompasses people’s value and purpose, design outcomes and the surroundings</td>
<td>A channel that allows a person to engage with another person or designed artifacts</td>
<td>Visual, tactile elements that facilitate engagement process</td>
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<tr>
<td><strong>Urgent</strong></td>
<td><strong>Personal</strong></td>
<td><strong>Potential for Innovation</strong></td>
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<td>Significance of design problem; consideration for potential impact on others</td>
<td>Consideration of personal values; plan for future career</td>
<td>Appropriate and relevant for the stakeholders; <strong>Novel</strong> (“Something different that has impact”)</td>
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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 |

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# Pattern analysis

<table>
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<th>Group</th>
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<tbody>
<tr>
<td>1</td>
<td>Innovative</td>
<td>Appropriate</td>
<td>Appropriate</td>
</tr>
<tr>
<td>2</td>
<td>Well defined</td>
<td>Innovative</td>
<td>Appropriate</td>
</tr>
<tr>
<td>3</td>
<td>Well defined</td>
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### Group 1 example

**Your Story. Your life:** Latino Youth Summit

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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**

“What do I want to do?”

In order to write their stories, participants must have a vision of what they want to be in the future. This vision may include roles in the professional and personal worlds, familial responsibilities, or other areas of their lives. Ultimately, the day of planning sets the tone and thrust of the personal story.

**MUST ADDRESS:**
- Questions
- Objectives
- Goals

DAY 3

**The Conflict**

“What may get in my way?”

Conflict is a natural part of life, but it can be difficult to overcome. Participants are encouraged to express their struggles and challenges. Before addressing challenges, however, it is important to analyze them carefully.

**MUST ADDRESS:**
- Questions
- Opportunities
- Goals

DAY 4

**Growth**

“How will I overcome it?”

The final day of the program is dedicated to the growth process and how to overcome obstacles. Each person will work on developing strategies to overcome personal challenges.

**MUST ADDRESS:**
- Questions
- Opportunities
- Goals

DAY 5

**Resolution**

“Where do I go from here?”

The final day of the program is dedicated to the growth process and how to overcome obstacles. Each person will work on developing strategies to overcome personal challenges.

**MUST ADDRESS:**
- Questions
- Opportunities
- Goals

**RELENTLESS**
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 it mean to you?

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?
WE know you've got vision...but just to remind yourself, write it here.
Group 2 example

Crate and Barrel Unboxed

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</thead>
<tbody>
<tr>
<td>2</td>
<td>Well defined</td>
<td>Innovative</td>
<td>Appropriate</td>
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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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