



Workshop: Service Design

Professor Matt Franks

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@franknatic

ac4d

Today's workshop:

- Who am I?
- Rules for today
- Service Design - Theory
- Example - Yellow Bike
- Customer Journey Map - [Try it!](#)
- Crafting the ideal state
- Example - Blackboard 2020
- Service Blueprint - [Try it \(if there is time\)](#)
- Reflection

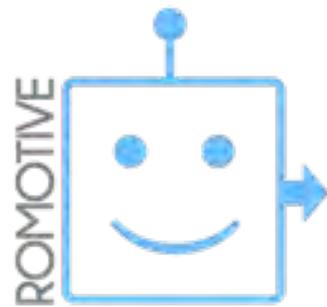


Professor



Lead Interaction Designer

Blackboard



There are some rules!

- Give yourself permission to try something new..
- The more you play, the more you will learn
- Ask questions - It's ok to yell them out
- Get your money's worth

This workshop assumes some understanding interaction design..
If something doesn't make sense, it's ok to ask.

Think about the last great
experience you had with a
digital product / company...

What made it great?

Did the sum of your experience
take place in a single moment,
or did it play out over time?

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take place in a single moment,
or did it play out over time?

This depends on how you qualify “the experience”

There is no hard boundary between a
“digital product” and a “service”:

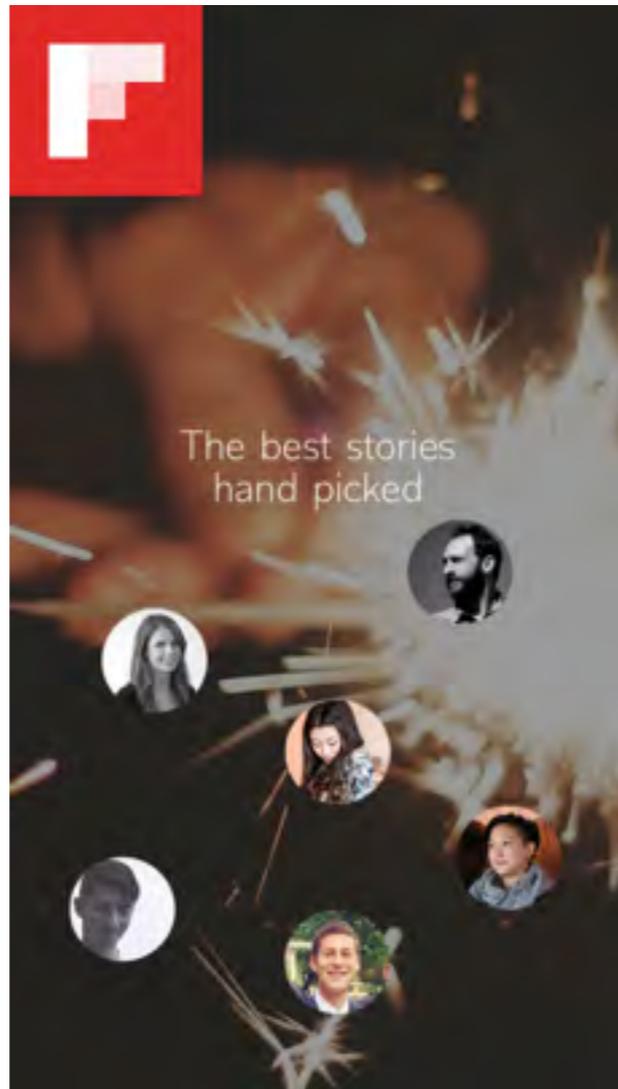
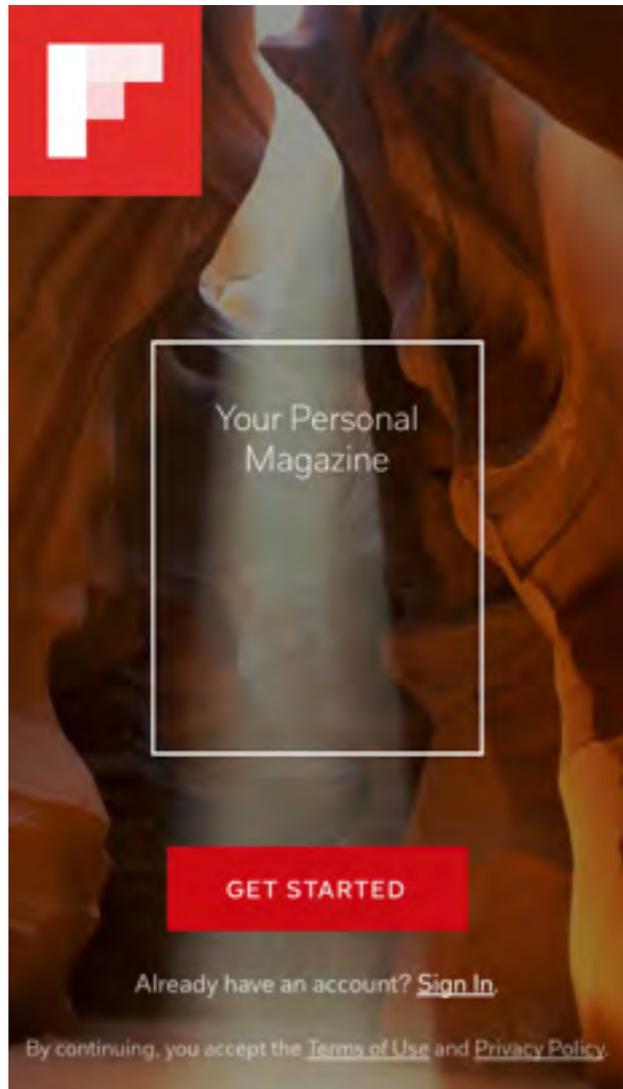
- used to achieve a goal

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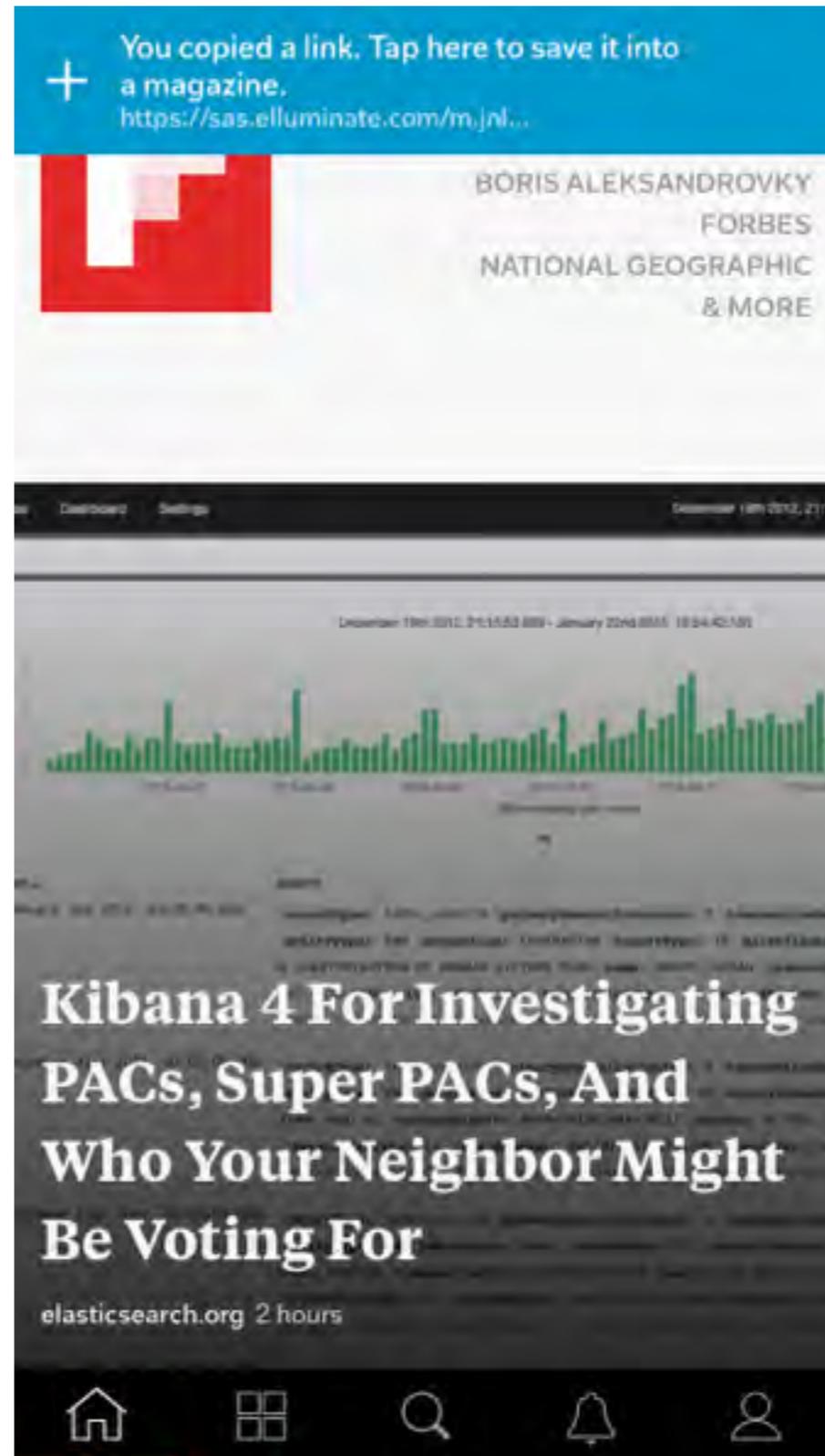
- used to achieve a goal
- used over time (the boundary points are a matter of perspective)

There is no hard boundary between a
“digital product” and a “service”:

- used to achieve a goal
- used over time (the boundary points are a matter of perspective)
- maintain some awareness of a relationship with the user

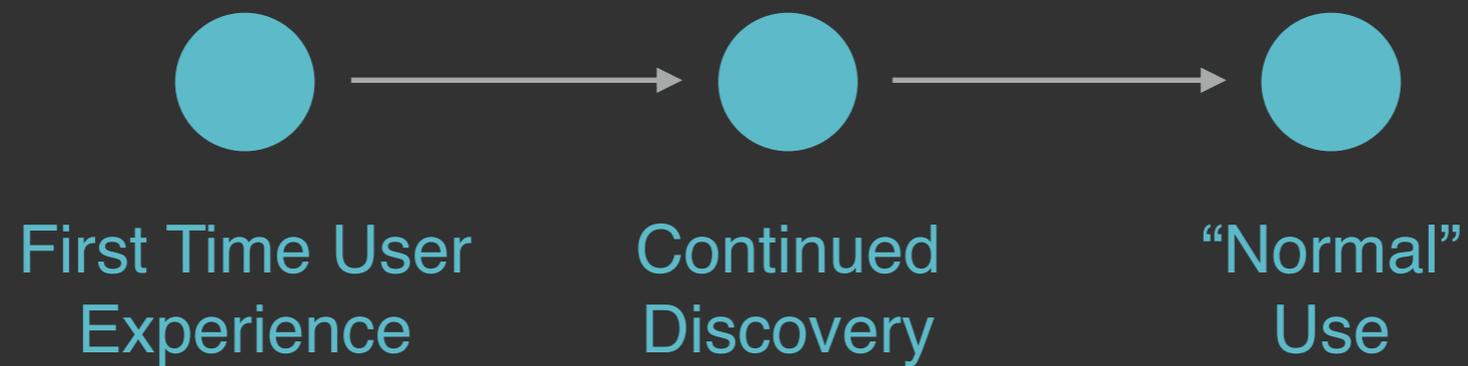


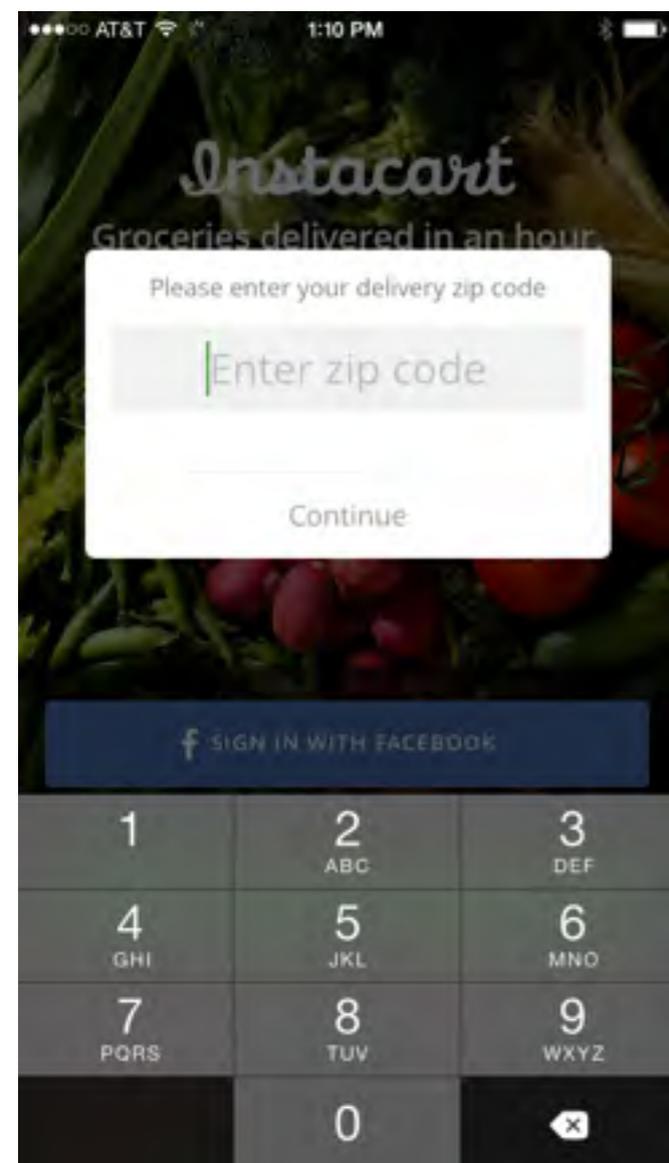
Flipboard: First Time User Experience



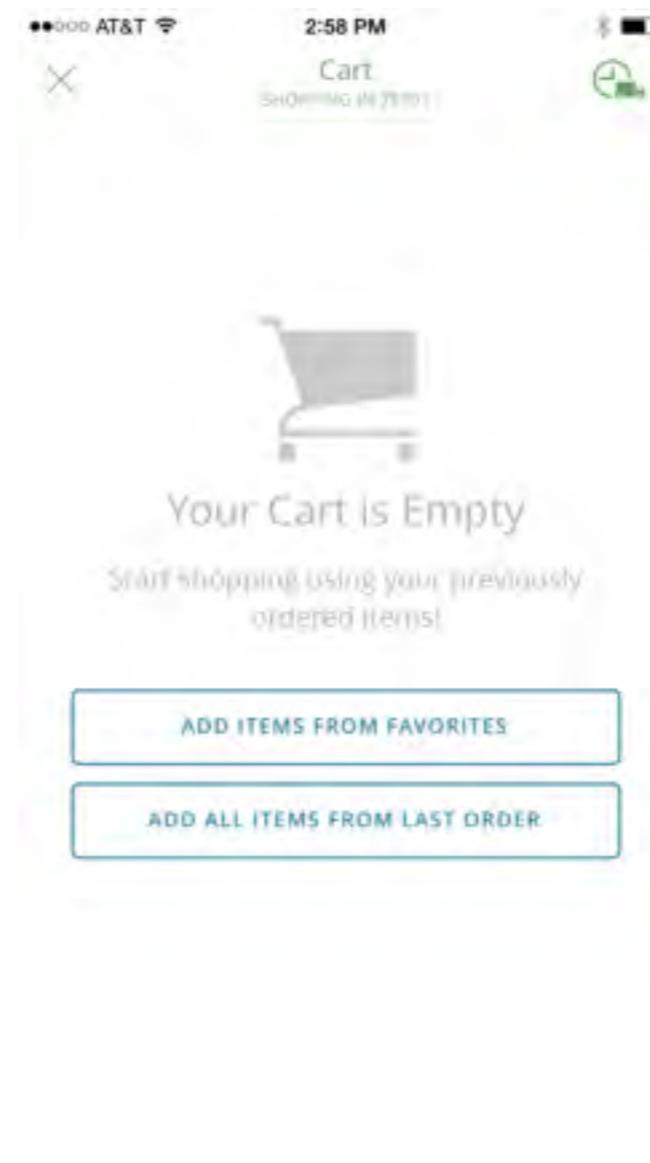
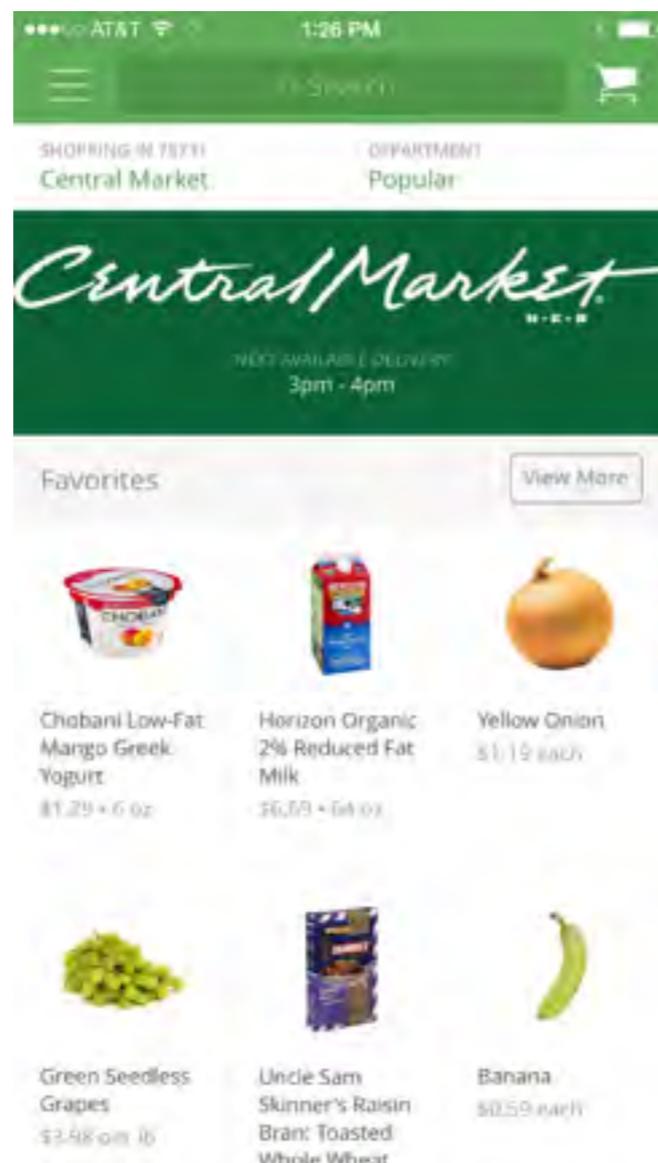
Flipboard: Continued Discovery

Digital products change their behavior over time...

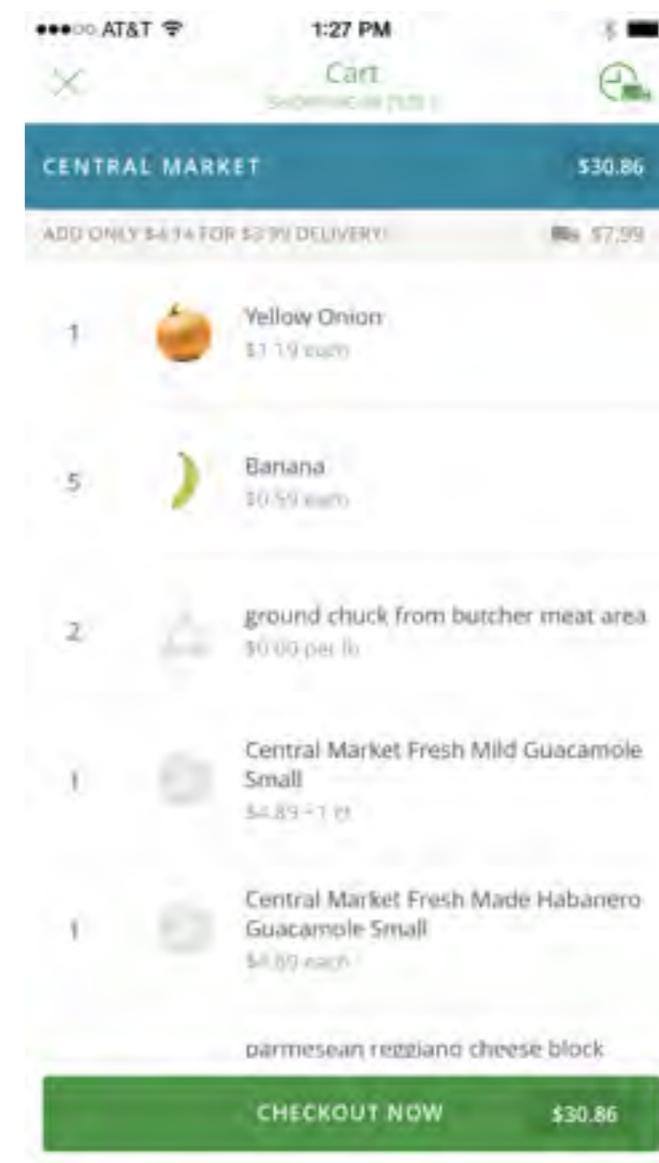


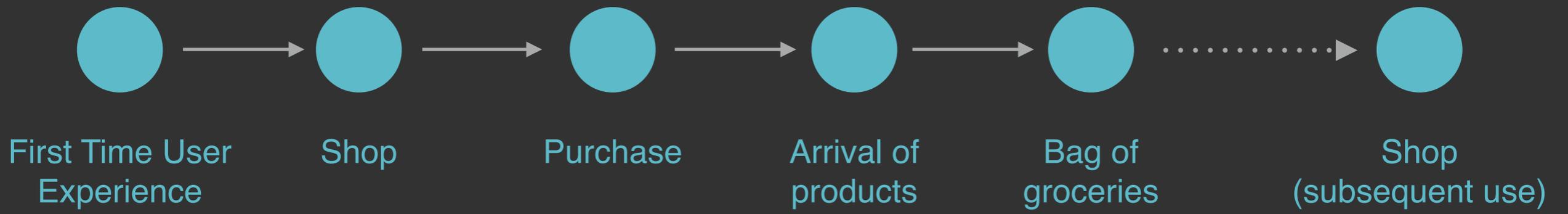


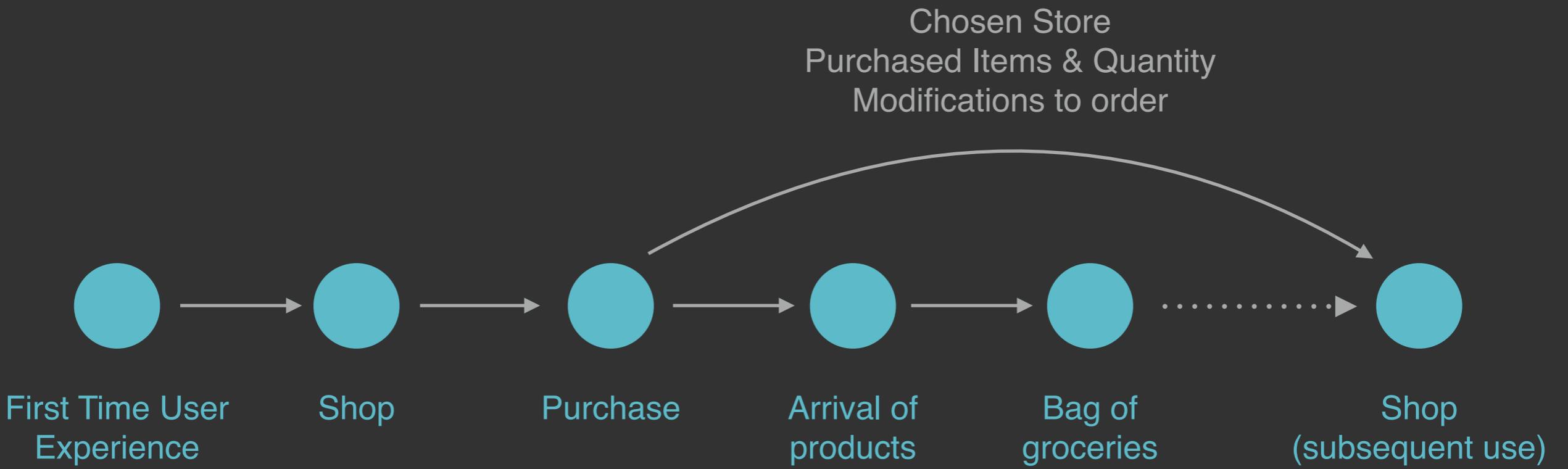
Instacart: FTUE



Instacart: Continued Use

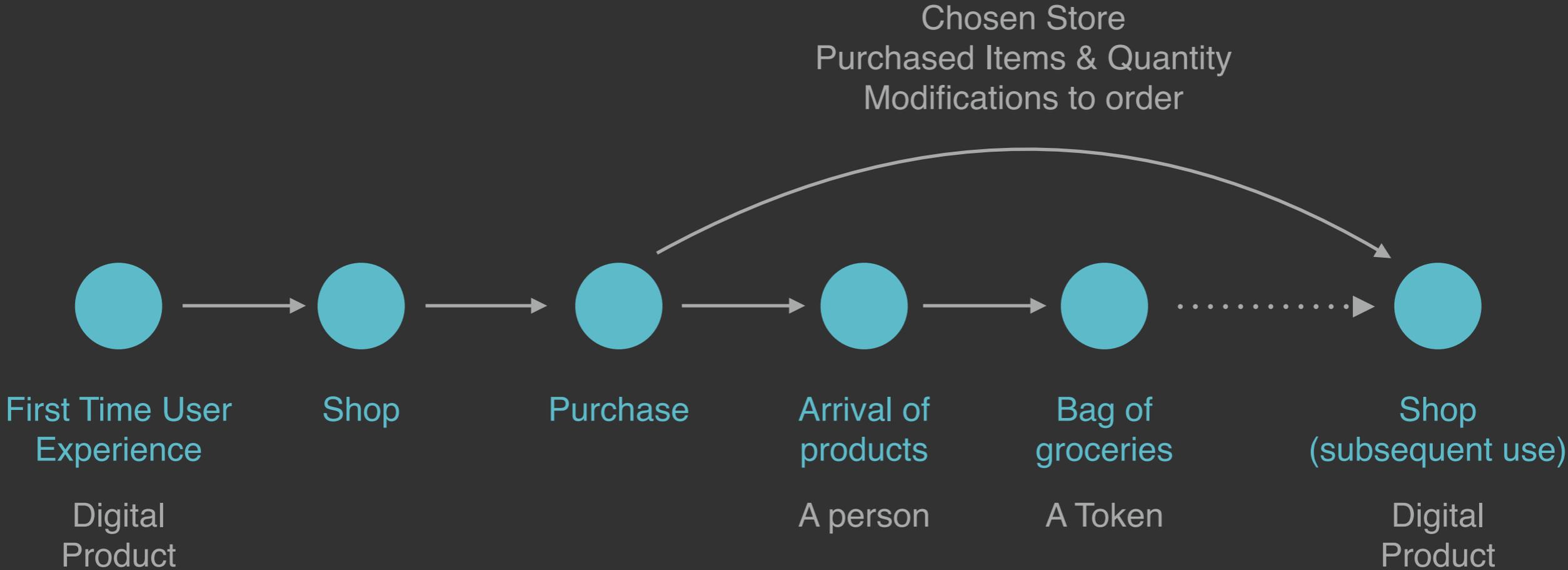






Digital products supported non digital touch-points.

Touch-points: A point of interaction between the system and the user



Customers tend to experience the system through figurehead elements and take the less visible connective tissues for granted. These touch-points, while experienced independently, are evaluated collectively.

Why is this a challenge for designers & product managers?

Customers tend to experience the system through figurehead elements and take the less visible connective tissues for granted. These touch-points, while experienced independently, are evaluated collectively.

Service providers tend to focus on the figure head elements rather than the less visible connective tissues (Home page / App).

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A customer's experience typically manifests across divisions of an organization - who maintain ownership over "their customers", yet users perceive themselves as a single entity.

A close-up photograph of the side of a white Comcast service van. The word "Comcast" is printed in a large, bold, black sans-serif font. The first "C" is significantly larger than the other letters. Two red curved lines, one above and one below the "C", form a partial circle. The van is parked on a paved surface, and another white Comcast van is visible in the background, slightly out of focus. The sky is overcast.

Comcast

“I’d like to buy the cloud please.”

Actual AT&T customer in a retail store.

“The fact is, your company creates a customer experience whether you intend to or not; touch-points will exist at the various stages regardless of whether you consciously control and integrate them.”

Adam Richardson: Innovation X

Reframing our understanding of a service:

A series of interdependent touch-points, perceived by users as a single functioning entity, used together over time to solve a problem or achieve a goal.

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- Implies that the use is influenced by behavior, emotion, and perception

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- **Define the components & their relationship to one another**
- **Indicates that the “service entity” is perceived differently by the customer than it is by others (presumably the service provider)**
- **Implies that the use is influenced by behavior, emotion, and perception**
- **Requires the service provider to be aware of individual touch points and the narrative connecting them - *No more hiding in silos***

Reframing our understanding of a service:

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- **Define the components & their relationship to one another**
- **Indicates that the “service entity” is perceived differently by the customer than it is by others (presumable the service provider)**
- **Implies that the use is influenced by behavior, emotion, and perception**
- **Requires the service provider to be aware of individual touch points and the narrative connecting them - *No more hiding in silos***
- **Provides criteria to evaluate our digital product against. *I.e. “Should I be looking at this as a service experience?”***

Service Design is interaction design; at a larger scale..

Interaction design is the creation of a dialogue between a person and a product, system or service. This dialogue is found in the world of behavior; an interaction that exists over time.

Design **Process** & Theory

Ethnography

Immersion in the cultural context of a problem

Synthesis

Making meaning through inference based sense making

Prototyping

Hypothesis validation through generative, form-giving activities

Design **Process** & Theory

Ethnography

Immersion in the cultural context of a problem

- Contextual Inquiry
- Contextual Observation
- Participatory Design
- Body Storming
- Journaling / Diary Study
- Cultural Probes

Synthesis

Making meaning through inference based sense making

- Affinity Diagraming
- Design Principals
- Workflow Modeling
- Process Diagramming
- Customer Journey Map
- Storyboarding
- Archetype Definition
- Concept Mapping
- Reframing
- Insight Combination

Prototyping

Hypothesis validation through generative, form-giving activities

- Storyboarding
- Hero Flows
- Paper Prototype
- Physical Prototype
- Scenario Validation
- Think-a-loud testing
- Simulation

Design **Process** & Theory

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Hypothesis validation through generative, form-giving activities

**Problem finding, not problem solving.
Understanding and empathy.
Learning.**

YELLOW BIKE PROJECT

LAUREN SEGAPPELI • LINDSAY JOSAL



**THE
BIKE SHOP**

M-F 6-10

1216 WEBBERVILLE

See Posted Times

**WILDLIFE
HABITAT**
U.S.





YEP
OPEN
SHOP FLOOR

YBP
IS
OPEN
Sales
DONATIONS
ONLY from 11 → 6
SHOP FLOOR
IS OPEN FOR WRENCHING
TONIGHT from 6 → 10



ANTI-NAZI
POSTER



WHEN YOU DRIVE A CAR
YOU DRIVE WITH HITLER!

RIDE
YOUR BICYCLE
TODAY!

AUSTIN
BIKEFEST

OCTOBER 25, 2014
SATURDAY - 10AM - 5PM
GOVALLE PARK
8300 SOLAR RD. #1
METRO

WALK HERE!





WELCOME TO
THE YELLOW BIKE
PROJECT!
*Please sign in (if you can)
then talk to a coordinator
S G

WELCOME
SIGN IN
→
then talk to a
coordinator

BP Shop
ectatic
t, Ask First
ow Instructions
rk at a Station
rn to Earn
an Up

IF YOU
BICYCLIST
HOW CAN I HELP YOU?
CALL UP
bicyclist
bicyclist
THE LIFE OF A BIKE



Tires · Helmets
Seats · Tubes

BEN CLOUGH

2013

Please BE KIND to Cyclists

A bicycle repair shop with a wooden desk in the center. The desk has a computer monitor, keyboard, and various tools. A sign on the desk says "2013". To the left of the desk is a metal shelving unit filled with boxes and parts. Above the desk, many bicycle wheels and tires are hanging from the ceiling. A sign on the wall to the left says "Tires · Helmets Seats · Tubes". On the right, a wooden staircase is visible with a sign that says "BEN CLOUGH". The floor is concrete and there are several bins and a scale in the foreground.



Tires·Helmets
Seats·Tubes

Sign-in Computer



BEN CLOUGH

Please BE KIND
to Cyclists



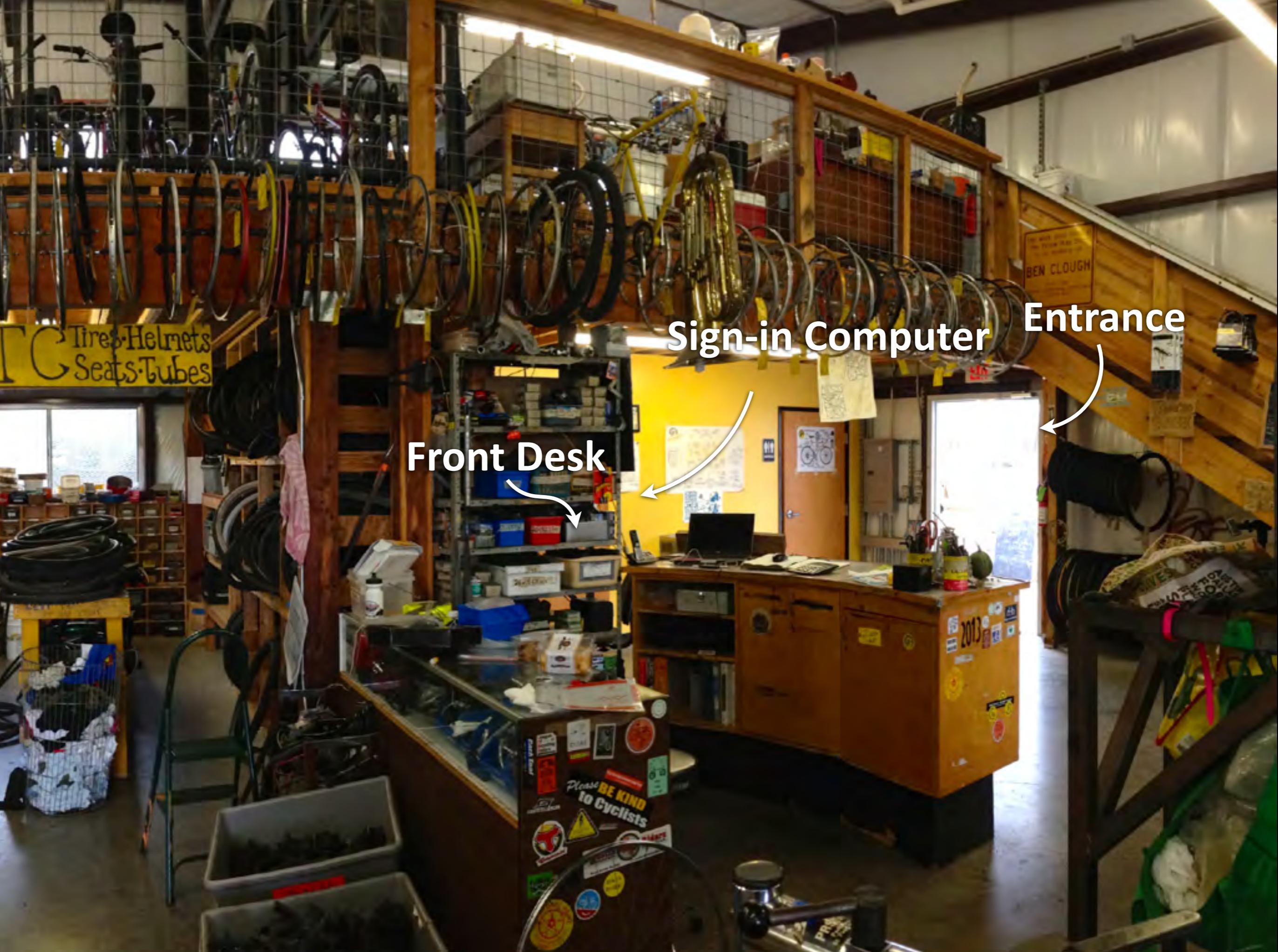
Tires Helmets
Seats Tubes

Sign-in Computer Entrance

Please BE KIND
to Cyclists

BEN CLOUGH

2013



Tires Helmets
Seats Tubes

Front Desk

Sign-in Computer

Entrance

BEN CLOUGH

Please BE KIND
to Cyclists

2013



Shifting
hubs etc

ETC Tires Helmets
Seats Tubes

Please BE KIND
to Cyclists



Parts Bays



ETC Tires Helmets
Seats Tubes

Shifting
hubs etc

Please BE KIND
to Cyclists



Drive-train/Shifting
gears-pedals-hubs-etc

Steering & Saddle

Wheels

ETC





Library



Drive-train/Shifting
gears-pedals-hubs-etc

Steering & Saddle

Wheels

ETC

Parts needing to
be sorted

Library



Work Stations

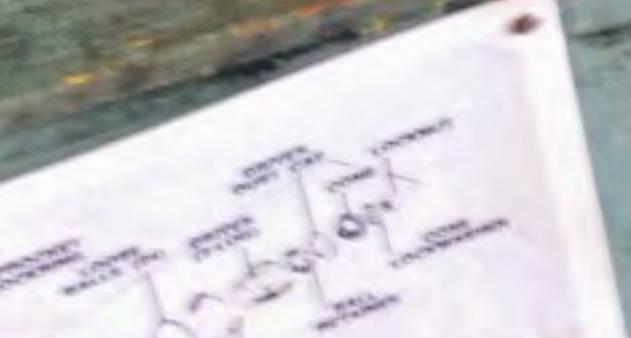




Handwritten notes on a piece of paper, possibly a checklist or repair instructions, located on the workbench.

Printed text on a piece of paper, likely a technical manual or repair guide, located on the workbench.

2



A dimly lit room, possibly a workshop or office. In the foreground, a desk holds a clipboard with a pen, a yellow ball, and some papers. A bicycle wheel is visible in the upper center. In the background, a person's legs and feet are visible, suggesting they are sitting at the desk. The overall atmosphere is quiet and focused.

*“It’s my reason for getting up in
the morning...”*

Volunteer Coordinator
Founder YBP

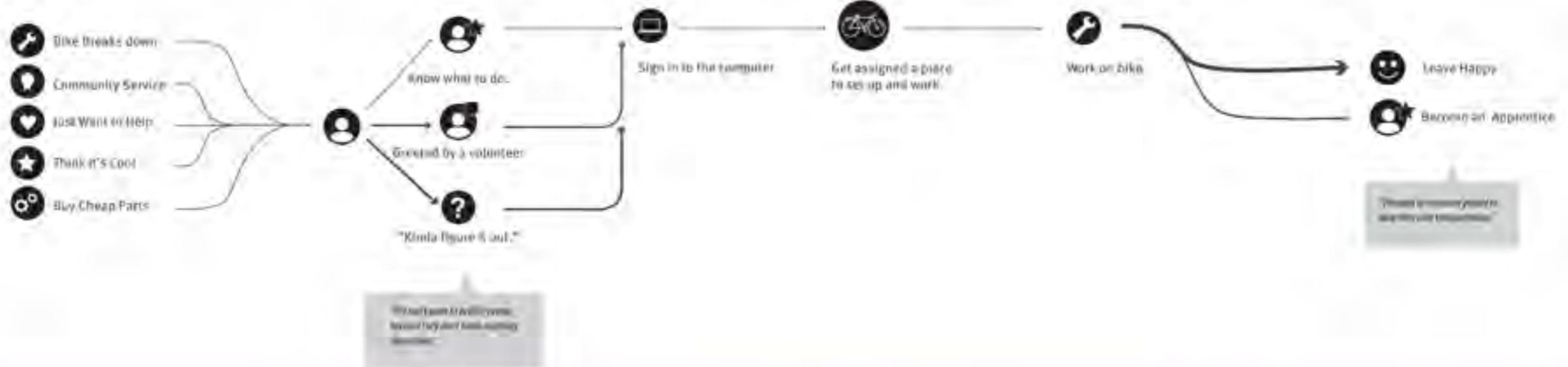
A dimly lit bicycle repair shop with large windows. Several people are working on bicycles. One person in a blue shirt is working on a bike in the foreground. Another person in a red shirt is standing nearby. The room is filled with bicycles and repair equipment. The text is overlaid in the center.

“Getting people together to make Austin a better place to bike is really what it’s all about.”

Volunteer Coordinator
Founder YBP

YELLOW BIKE PROJECT | Walk through the door | Sign up & set up | Get hands dirty | Clean up & Go

JOURNEY



LEARNING

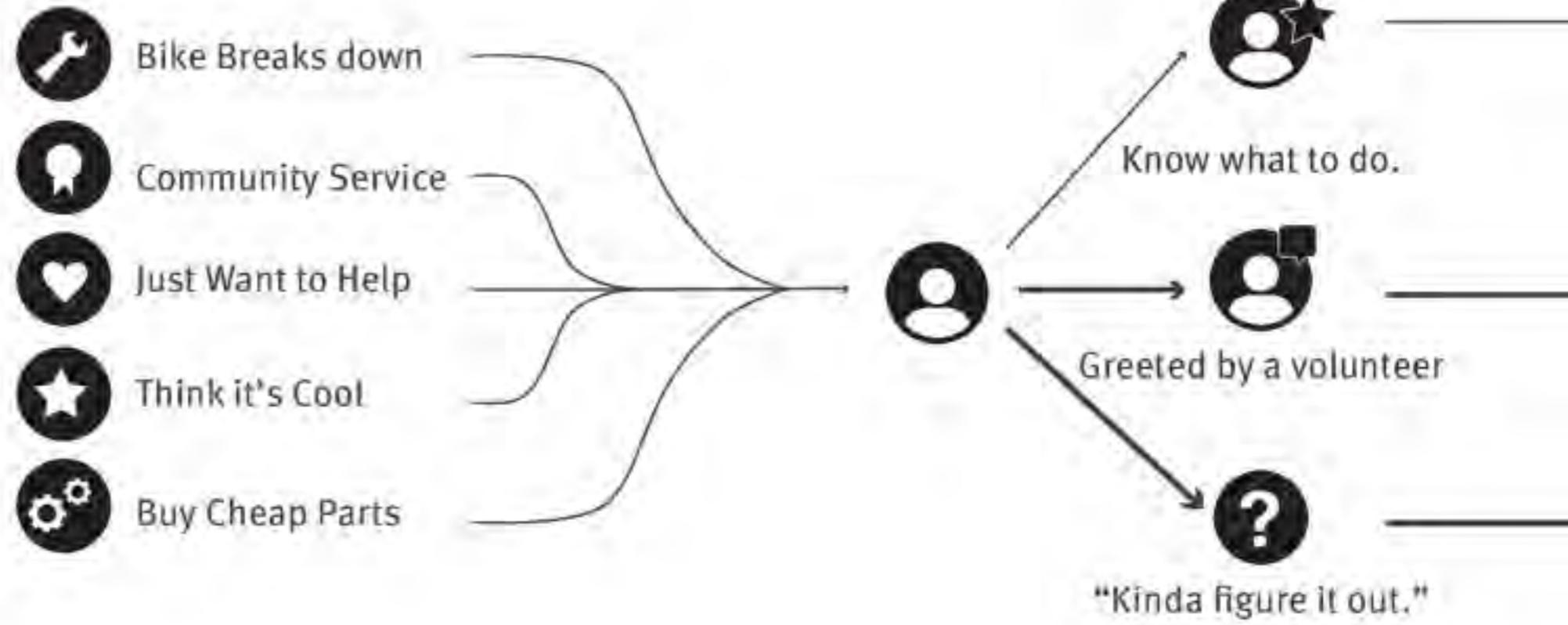
TRUE

TRUE

TRUE

TRUE

JOURNEY



"We don't want to belittle people because they don't know anything about bikes"

LEARNING



what to do.



by a volunteer



figure it out."

to belittle people
or 't know anything



Sign in to the computer



Get assigned a place
to set up and work.



Work on bike.



Get assigned a place to set up and work.



Work on bike.



Leave Happy



Become an Apprentice

"We want to empower people to have their own transportation."

TRUE

TRUE

TRUE



Work on bike.



Leave Happy

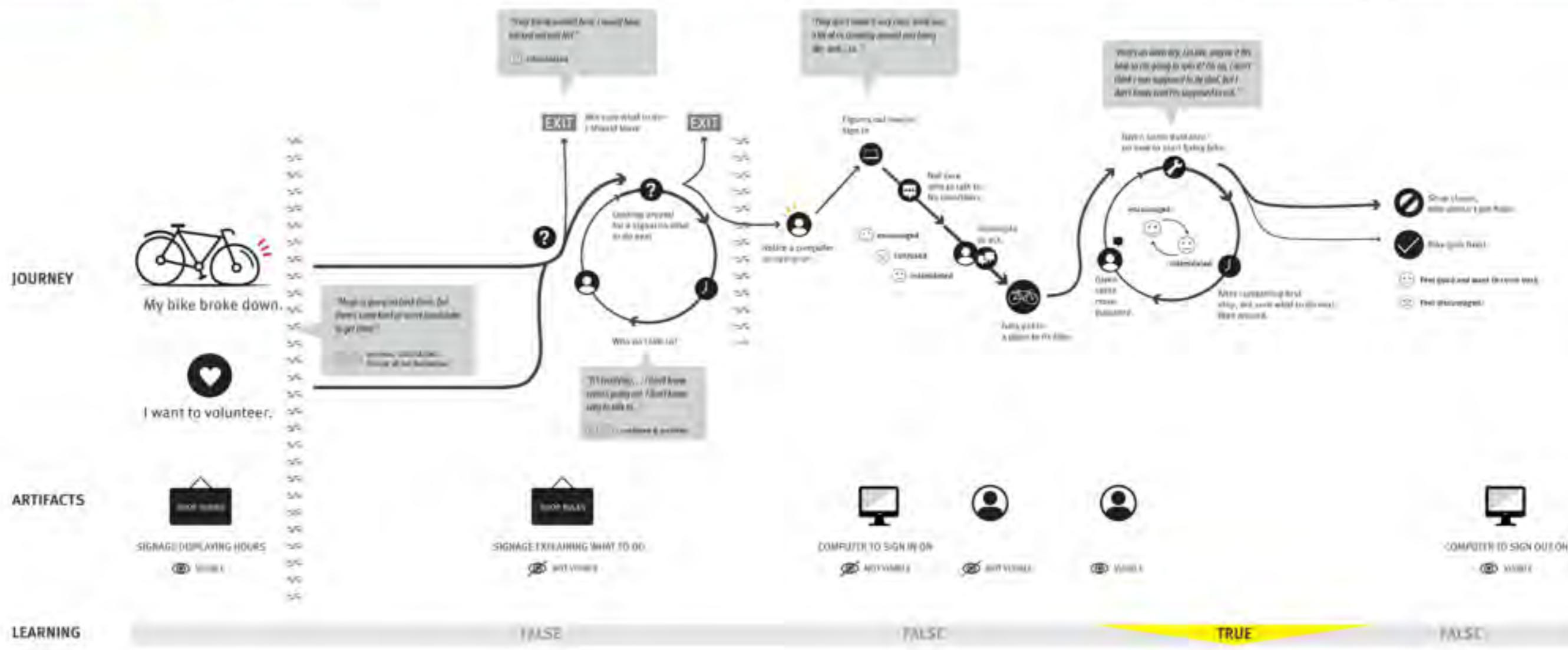


Become an Apprentice

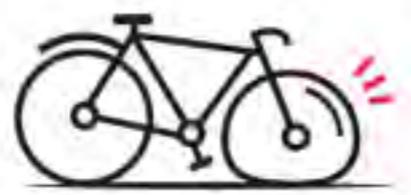
"We want to empower people to have their own transportation."

TRUE

TRUE



JOURNEY



My bike broke down.

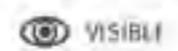


I want to volunteer.

ARTIFACTS



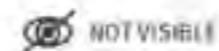
SIGNAGE DISPLAYING HOURS



VISIBLE



SIGNAGE EXPLAINING WHAT TO DO



NOT VISIBLE



COMPUTER TO SIGN IN ON

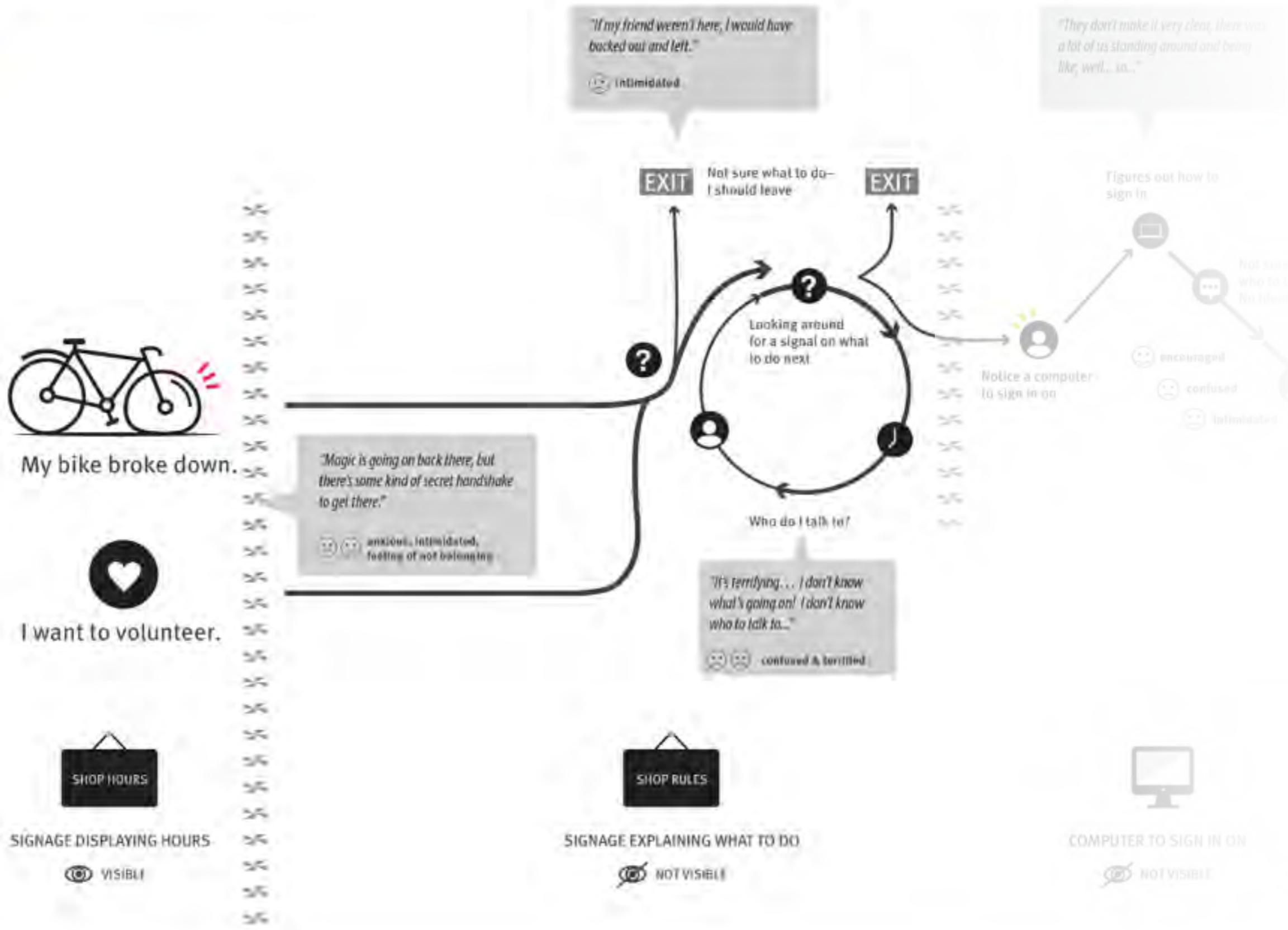


NOT VISIBLE

LEARNING

FALSE

FALSE



WHEN YOU DRIVE A CAR
YOU DRIVE WITH HITLER



RIDE
YOUR BICYCLE
TODAY!

**AUSTIN
BIKEFEST**
Presented by Cambria

OCTOBER 25, 2014
SATURDAY • 10am-5PM
GOVALL PARK
5800 HOLM RD

METRO



JOURNEY



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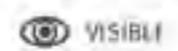


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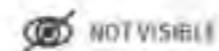
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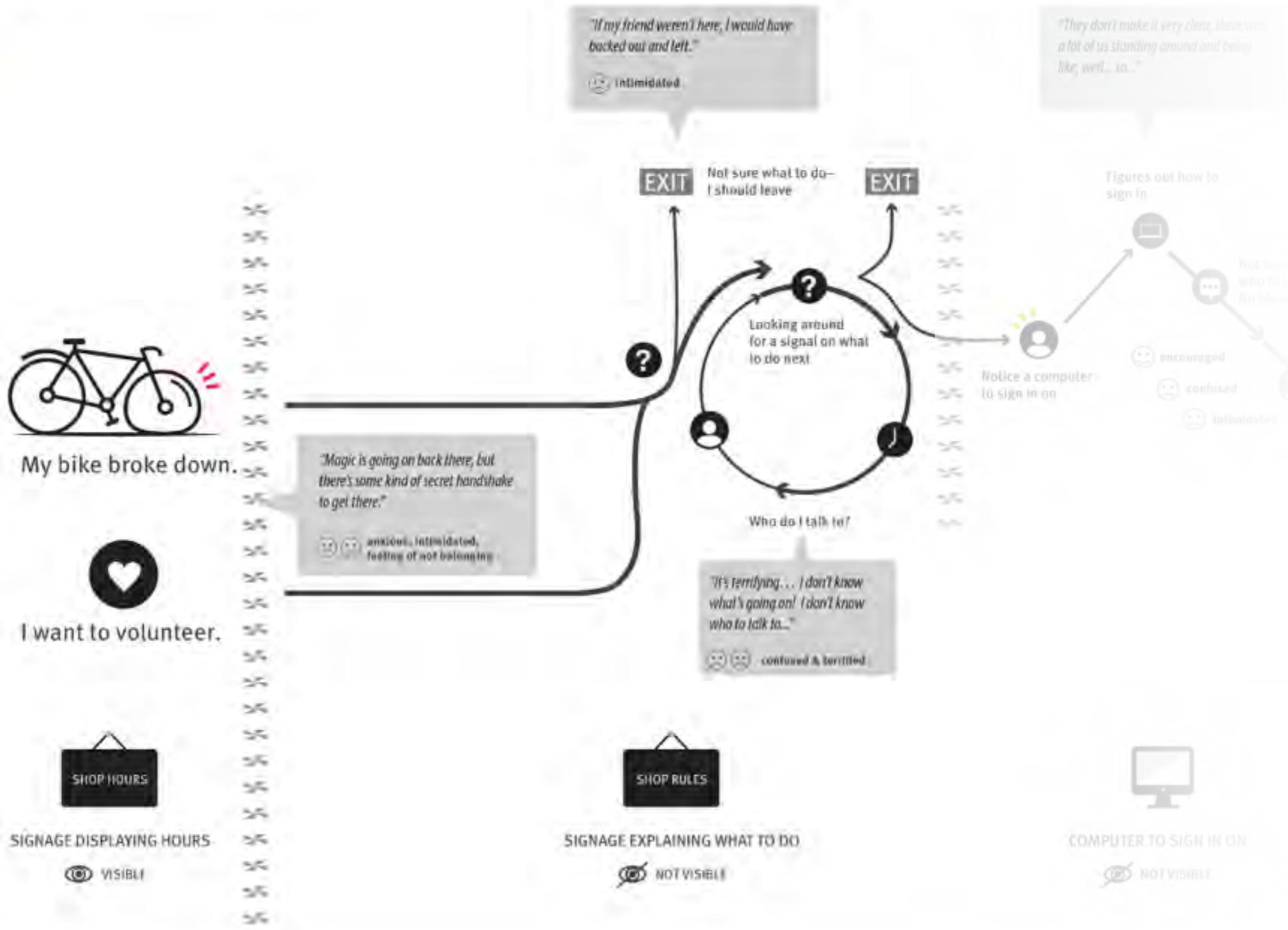


NOT VISIBLE

LEARNING

FALSE

FALSE



"If my friend weren't here, I would have backed out and left."
intimidated

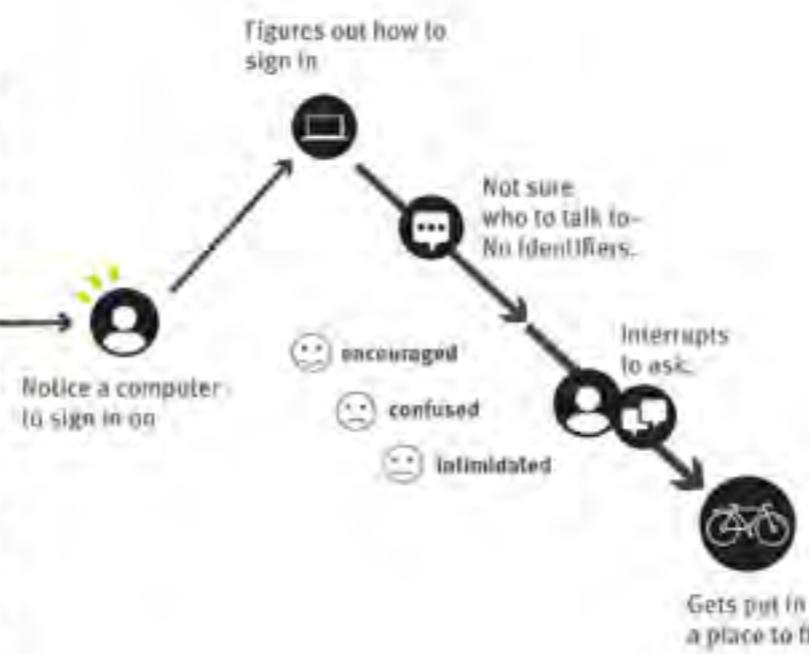
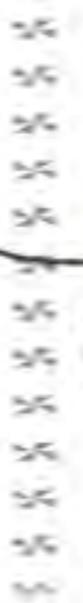
"They don't make it very clear, there was a lot of us standing around and being like, well... so..."

"Here's an Allen Key, I'm like, maybe it fits here so I'm going to spin it? Oh oh, I don't think I was supposed to do that, but I don't know who I'm supposed to ask."

"What is going on back there, but there's some kind of secret handshake at there?"
worried, intimidated, feeling of not belonging



"It's terrifying... I don't know what's going on! I don't know who to talk to..."
confused & terrified



encouraged
confused
intimidated



SIGNAGE EXPLAINING WHAT TO DO

NOT VISIBLE

FALSE



COMPUTER TO SIGN IN ON

NOT VISIBLE

FALSE



NOT VISIBLE



VISIBLE

TRUE

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intimidated

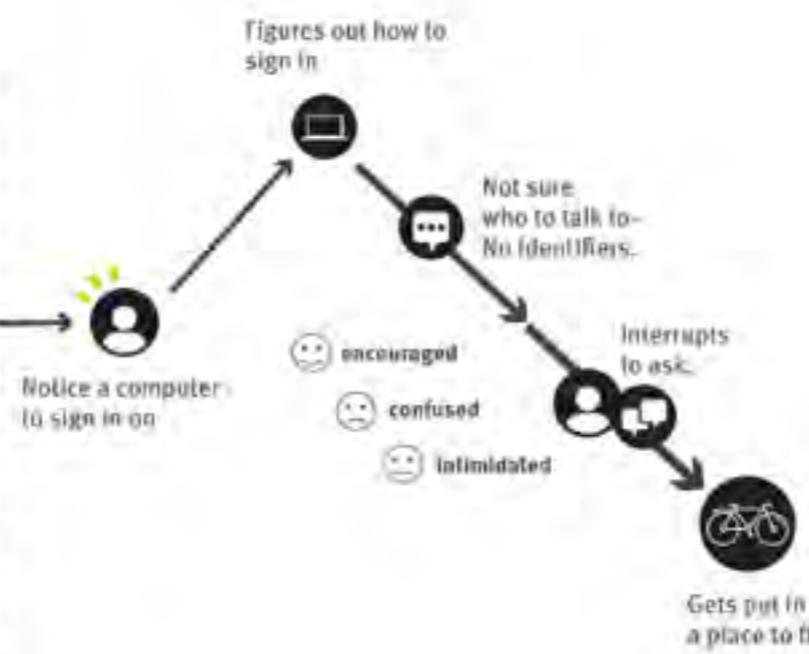
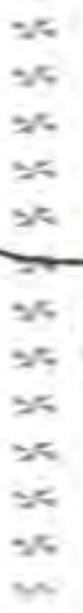
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SIGNAGE EXPLAINING WHAT TO DO

NOT VISIBLE

FALSE



COMPUTER TO SIGN IN ON

NOT VISIBLE

FALSE



NOT VISIBLE



VISIBLE

TRUE



CHAIN WHIP

CABLE CUTTER

3

"If my friend weren't here, I would have backed out and left."
intimidated

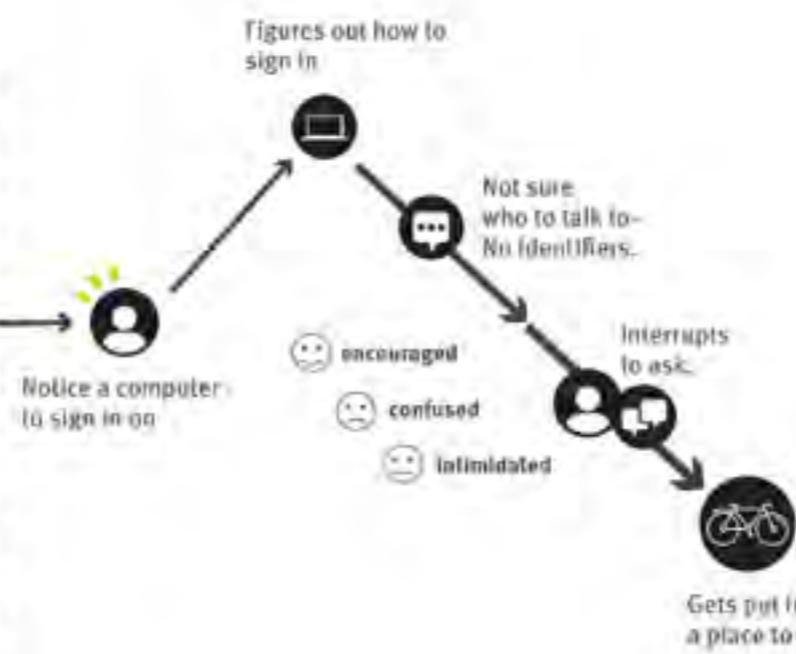
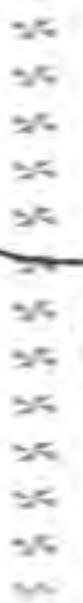
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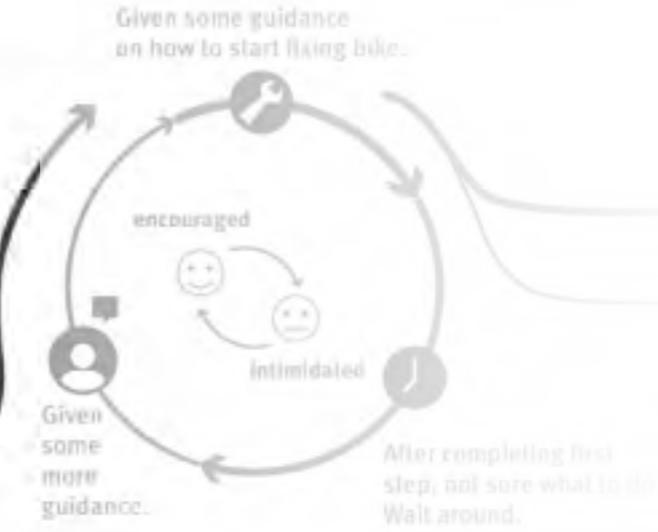
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FALSE



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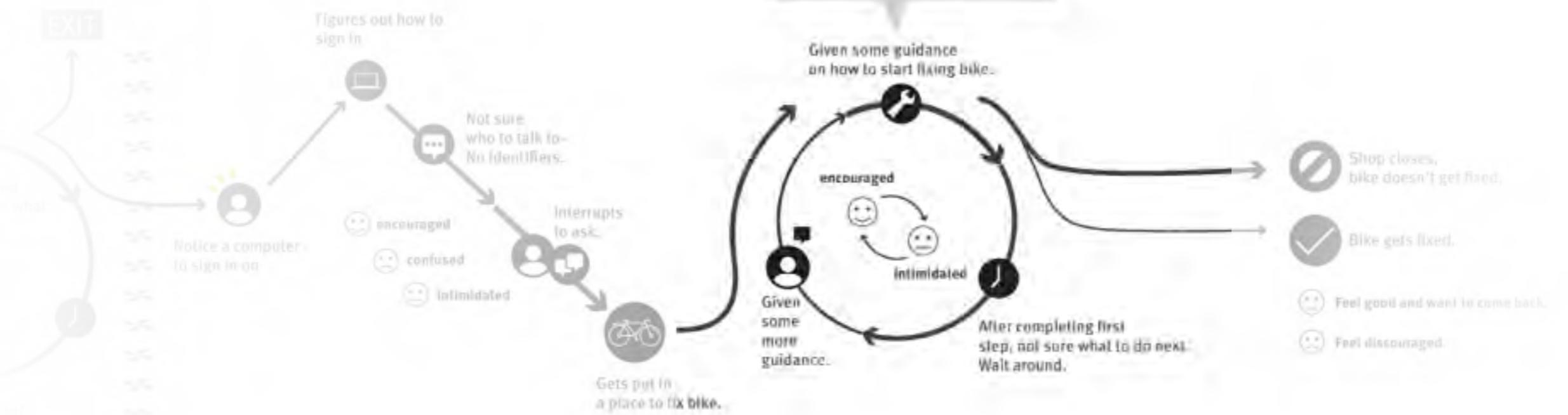


VISIBLE

TRUE

"They don't make it very clear, there was a lot of us standing around and being like, well... so..."

"Here's an Allen Key, I'm like, maybe it fits here so I'm going to spin it? Oh oh, I don't think I was supposed to do that, but I don't know who I'm supposed to ask."



FALSE TRUE FALSE

Welcome to Yellow Bike Project! Here
help make it a safe space for everyone:

- 1) This is a learning space, its OK to not know what you're doing
- 2) Respect personal boundaries: This includes people's physical space and here
- 3) No harassment or intimidation? PLEASE

¡Bienvenid@ al proyecto de la Bici Amarillal! Ayúdanos a hacer un espacio seguro para todas y todos:

1) No harremos el lenguaje derogatorio u ofensivo.

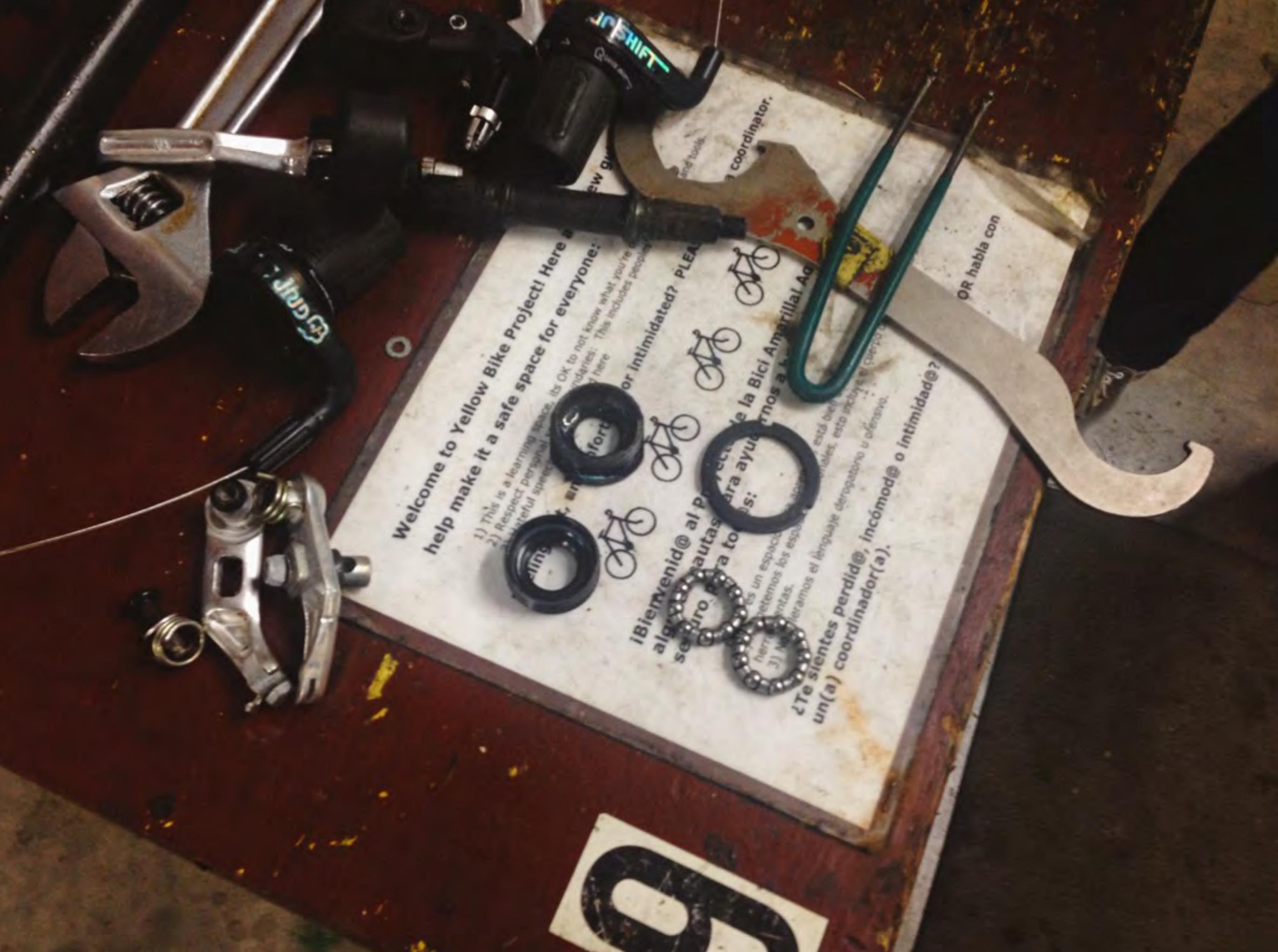
2) No te sientes perdido@, incómodo@ o intimidado@?

3) Respetamos el lenguaje derogatorio u ofensivo.



9

OR habla con



Steering & Stopping

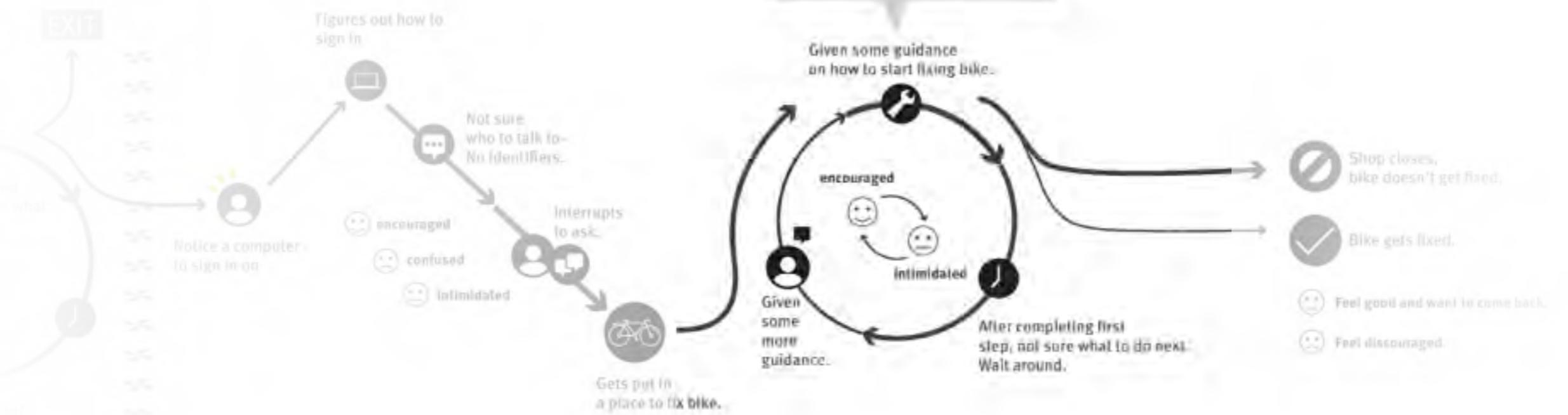


ride to die.

WEAR AT ALL TIMES

"They don't make it very clear, there was a lot of us standing around and being like, well... so..."

"Here's an Allen Key, I'm like, maybe it fits here so I'm going to spin it? Oh oh, I don't think I was supposed to do that, but I don't know who I'm supposed to ask."



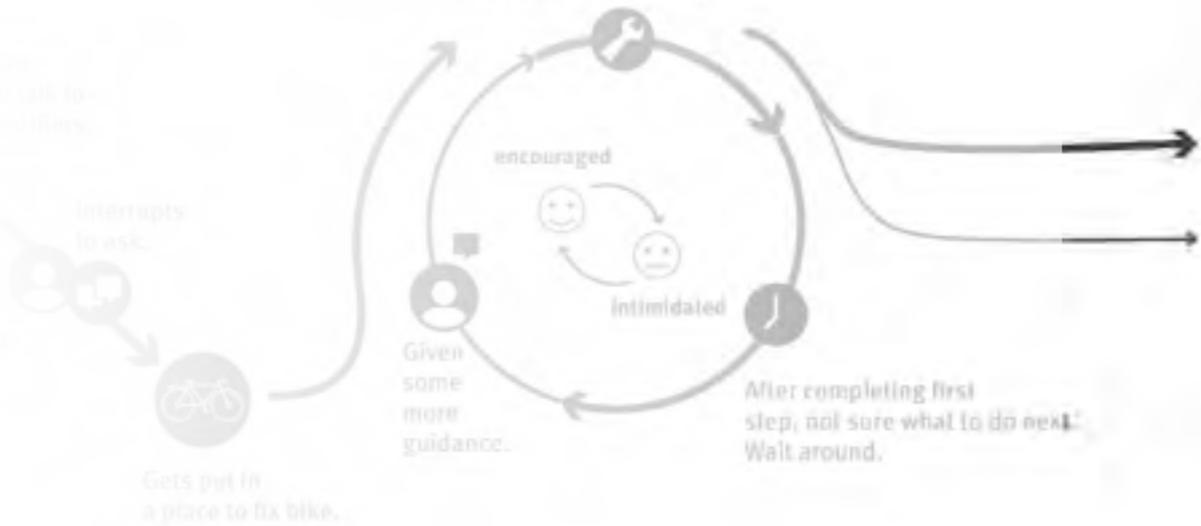
FALSE

TRUE

FALSE

"Here's an Allen Key, I'm like, maybe it fits here so I'm going to spin it? Oh oh, I don't think I was supposed to do that, but I don't know who I'm supposed to ask."

Given some guidance on how to start fixing bike.



Shop closes, bike doesn't get fixed.

Bike gets fixed.

Feel good and want to come back.

Feel discouraged.



NOT VISIBLE



VISIBLE

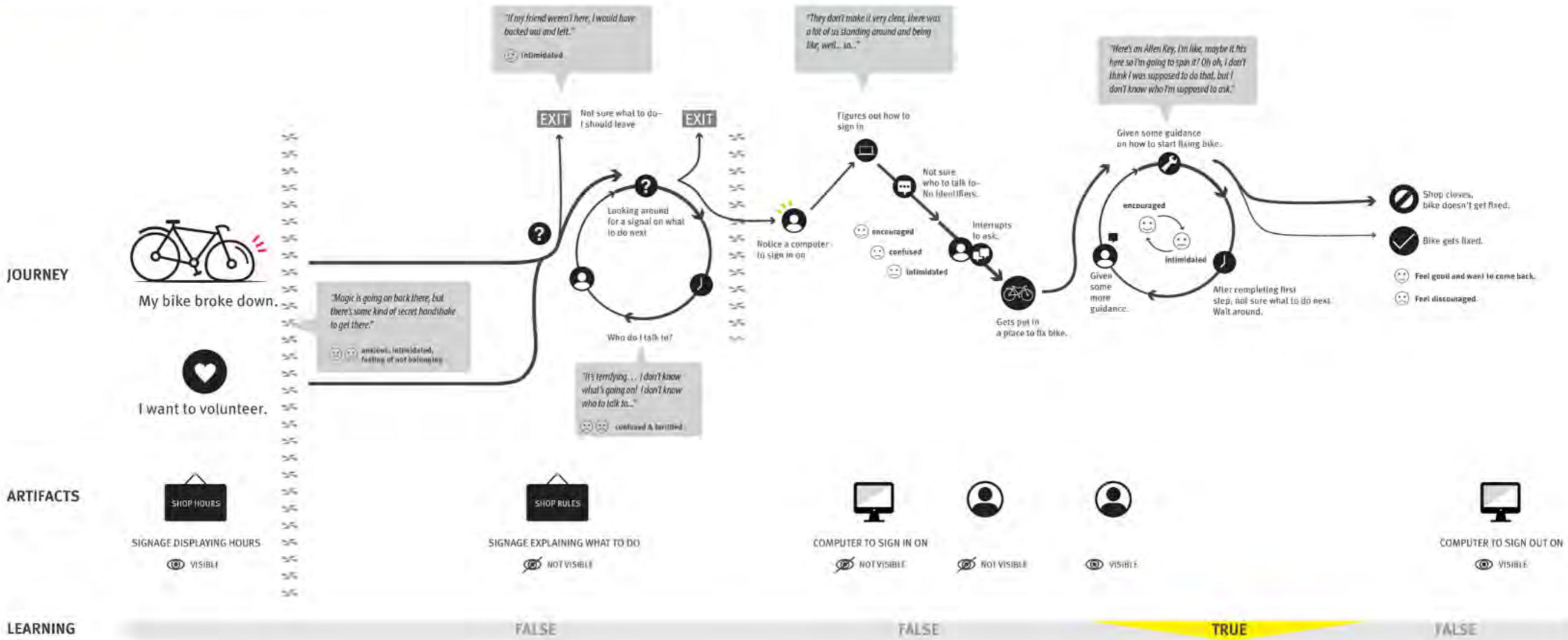


COMPUTER TO SIGN OUT ON

VISIBLE

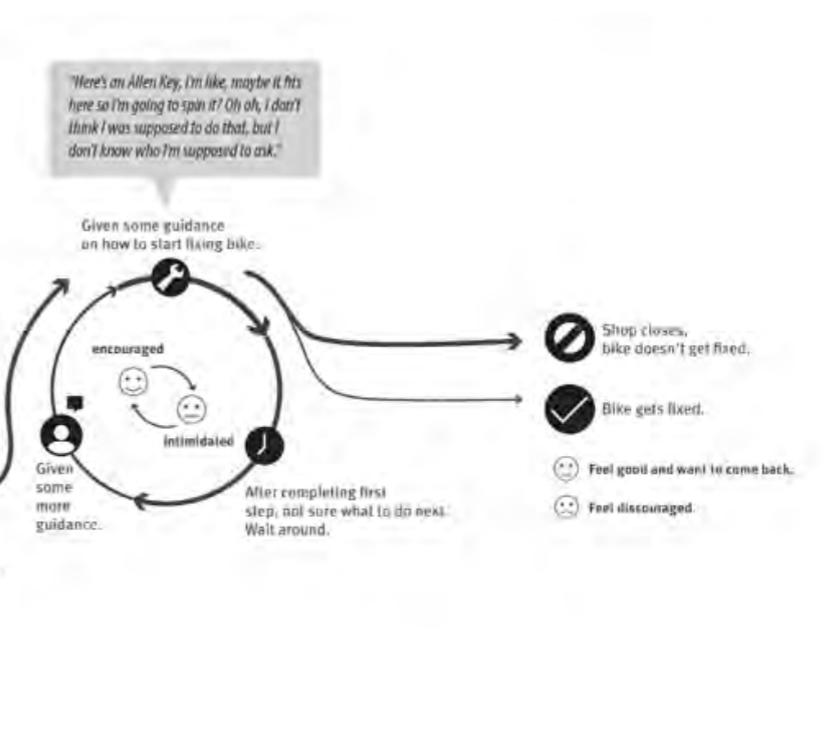
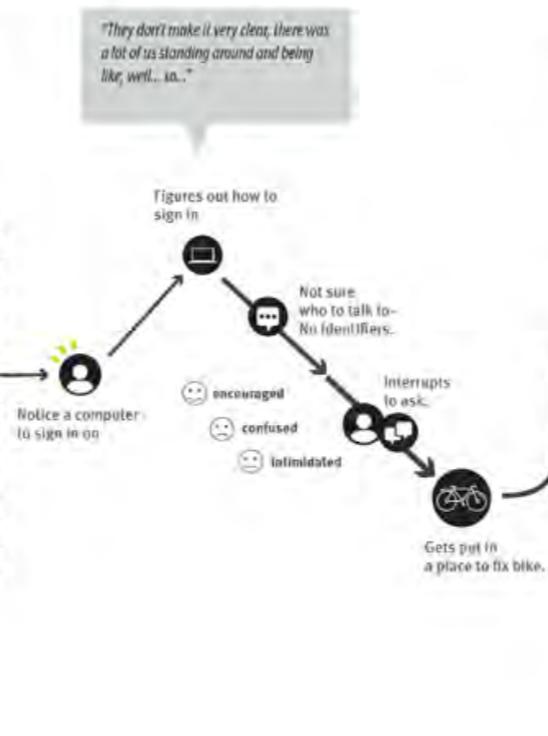
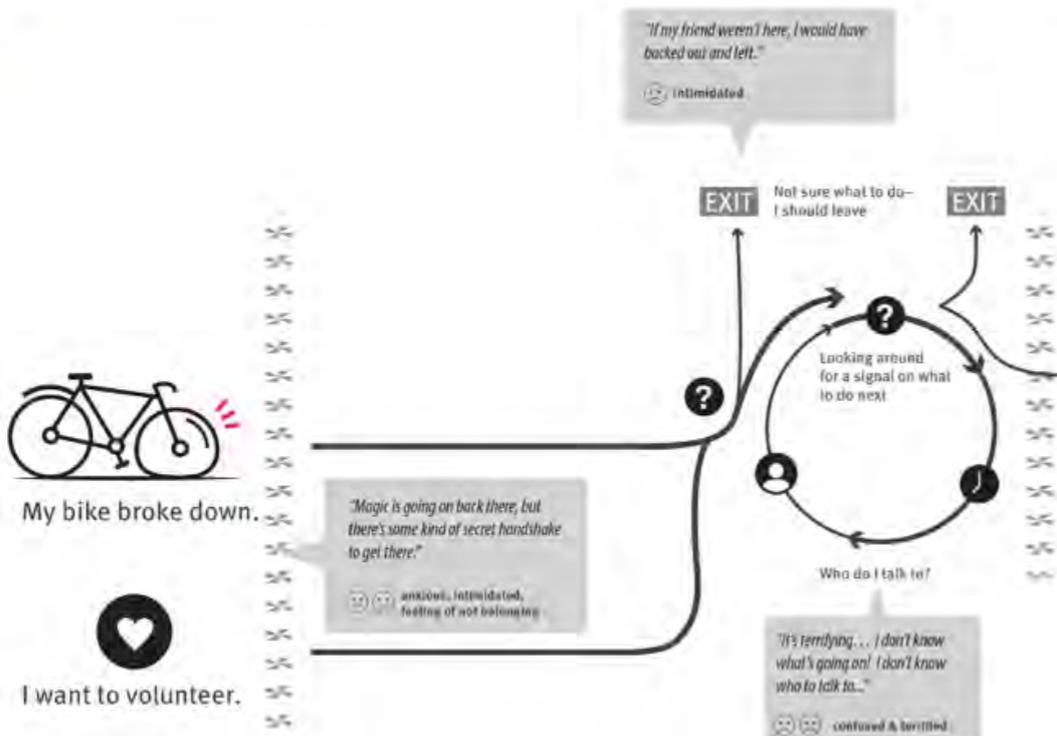
TRUE

FALSE



Yellow Bike Project's mission is to cultivate a community of knowledgeable cyclists in order to further grow Austin's bike community. Unfortunately, the **overwhelming anxiety and confusion** a first time volunteer experiences, leaves the possibility of growing within the community at the door.

JOURNEY



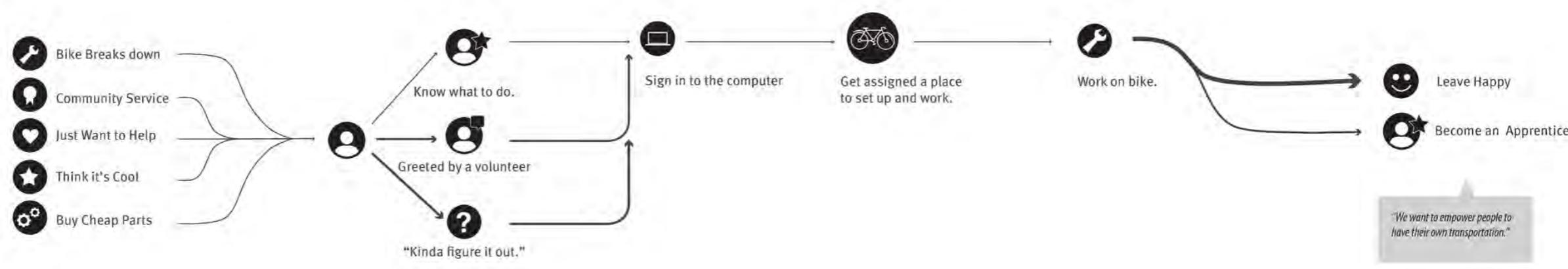
ARTIFACTS



LEARNING



JOURNEY



LEARNING





Design Criteria

- Fit the culture
- Sturdy
- Easily Replaceable
- Low Maintenance

Flag for Help

When a new volunteer has a question or is stuck trying to figure out something at their station, they can raise this flag. The Volunteer Coordinators can easily identify who needs help and can assist the individual.

SUGGESTION 01



ride to die.

Easy Identifier

Often times Volunteer Coordinators are busy moving around the space helping assist others. New volunteers can easily identify who is a working member when they wear this small yellow shop rag out of their back pocket.



SUGGESTION 02

WELCOME

How To Get Started:

1. Ask us for help

If you have any questions go ahead and ask! We're here to help.

2. Sign In

Please sign into the computer . If you have questions refer to step one.

3. Leave your License

We'll assign you a station to work at, please leave your license with us at the front counter before you start.

4. Clean Up

When you're leaving please don't forget to clean up your station- it helps us make a better experience for everyone.

Learn to Earn!

You might want to take part in our Learn to Earn program. Where you fix a bike to own it. Ask us more about it!

Welcoming Signage

A first time volunteer will gain an understanding of the details and expectations of the Yellow Bike Project volunteer program. Through friendly and personable instruction the feeling of not knowing what to do on the first visit is lightened.

SUGGESTION 03

Overview & Moving Forward

"We want to empower people to have their own transportation."

"I was intimidated. It took me a year to come back."

Today



The Yellow Bike Project community is passionate about fixing up old bikes and getting more educated, empowered cyclists on the road. Unfortunately, the overwhelming anxiety and confusion a first time volunteer experiences, leaves the possibility of growing within the community at the door.

"It was nice to give the less squeaky wheel some grease."

"It makes me more confident in knowing who is here to help me..."

Phase 1



Flag for Help

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Welcoming Signage

A first time volunteer will gain an understanding of the details and expectations of the Yellow Bike Project volunteer program. Through friendly and personable instruction, the feeling of not knowing what to do on the first visit is lightened.

"We've planned the whole thing [...] The big picture has a lot of parts and it's going to take us a while to build it."

Phase 2



Volunteer Orientation

A volunteer orientation can be held specifically for new volunteers looking to be a part of the Yellow Bike Project. A set aside time, specifically targeted to onboarding new volunteers is not only an opportunity to mitigate possible intimidation, but it allows Volunteer Coordinators the time and space to educate volunteers on all the programs and possibilities provided by the organization.



“I really liked answering the flag when it went up.”

Volunteer Coordinator

*“It was nice to give the less squeaky wheel
some grease.”*

Volunteer Coordinator

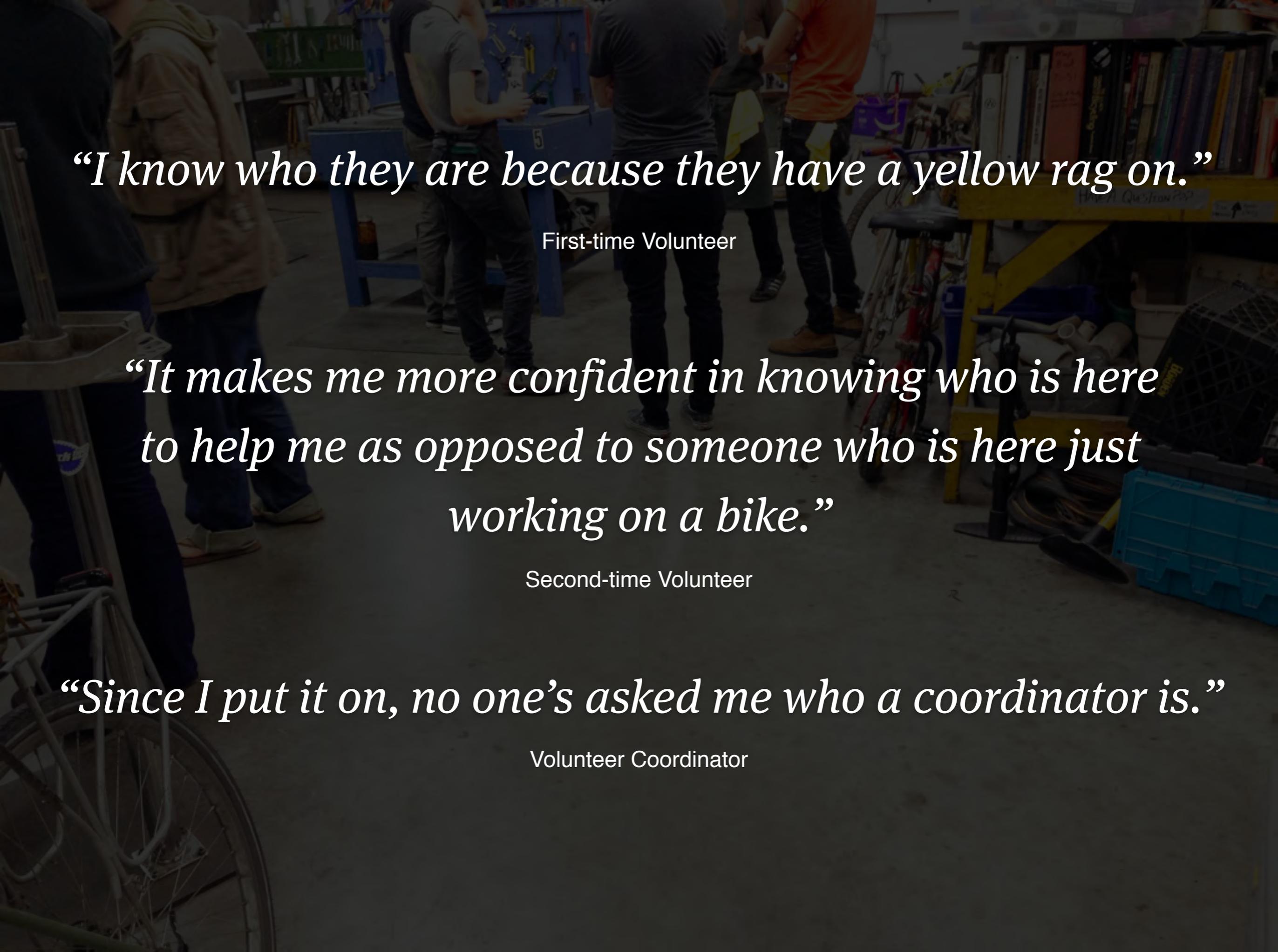
“It’s helpful. Especially because I’m a novice.”

New Volunteer



DONATIONS

IMAGINE

A dimly lit bicycle repair shop with several people working on bikes. The scene is filled with tools, workbenches, and bicycles. The lighting is low, creating a focused and busy atmosphere. The text is overlaid on the image in a white, serif font.

“I know who they are because they have a yellow rag on.”

First-time Volunteer

“It makes me more confident in knowing who is here to help me as opposed to someone who is here just working on a bike.”

Second-time Volunteer

“Since I put it on, no one’s asked me who a coordinator is.”

Volunteer Coordinator

Let's Recap..

Ethnography for a service problem:

Understand the user's perspective:

- What is the user's goal?
- How do they view the system's touch-points as a means of achieving their goal?
- How they feel throughout the customer journey?
- When does the user's perception of "working toward the goal" begin and end?

Ethnography for a service problem:

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- How do they view the system's touch-points as a means of achieving their goal?
- How they feel throughout the customer journey?
- When does the user's perception of "working toward the goal" begin and end?

Understand the service provider's perspective:

- What do they believe is the user's goal?
- What types of tacit knowledge do they believe the user has? ("You've called the wrong help department")
- What is the system's goal?
- How do they view the system's touch-points as a means of achieving their goal?
- What do they believe users "feel like" throughout the customer journey
- When does the user's perception of "working toward the goal" begin and end?

Customer Journey Map

Depicts the archetypical journey of a user as they attempt to achieve a goal or satisfy a need.

- **Requires us to do research with users - and to understand relevant moments in time (prior to the start and after the achievement of a goal)**

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- **Allows us to illustrate what the user is doing, how they feel while doing it, and the perceptions that guide their feelings and actions - *Intangible***
- **Can be used as a tool to describe the delta between what is happening and what is supposed to happen**

This isn't science, or engineering.
It's design. Trust your (informed)
intuition, and try to move on
without *all of the data*.

ACTIVITY

In groups, create a customer journey map that illustrates the current state of “getting to a workshop” at this conference..

Part 1 - Ethnographic Research (35 min)

Complete the research & activity guide - add additional questions

Participatory research activity - Let's try it

Break into teams of 2 (moderator and note taker) and go do research with people in this conference (if you can't find them, interview each other, but take turns moderating)

Go out into the world and do research

ACTIVITY

In groups, create a customer journey map that illustrates the current state of “getting to a workshop” at this conference..

Part 2 - Create a journey map (40 min)

Illustrate the archetypical journey of users at this conference - Illustrative vs predictive just what is currently happening - NOT THE IDEAL STATE

Choose a starting point - When does the user perceive as the starting point?

Emphasize emotional factors or pain points - change the weight and placement of elements on your page to make your point

Add quotes from your research around points of contention, conviction, or surprises

Iterate on multiple pieces of paper

Reflection

So you've documented what's wrong
with a digital product / service offering..

How do you fix it?

A customer journey map can be used to illustrate the ideal state..

But the emphasis on symbolic detail often leaves stakeholders confused. A storyboard is a good alternative. It provides a depiction of the ideal state with a credible amount of detail for evaluation.



Blackboard 2020

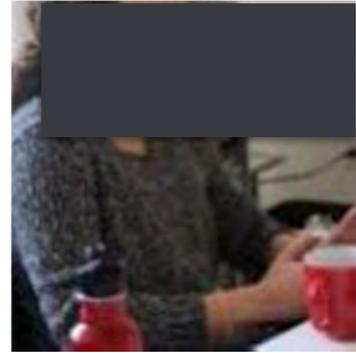
Participants Overview



Tenured faculty at a large public school in Texas



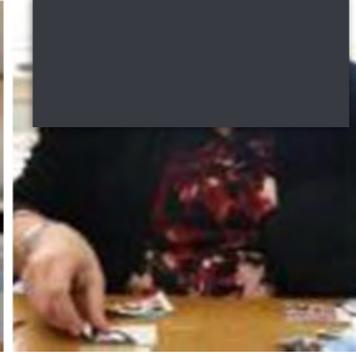
Adjunct lecturer and director of a digital media program at a large public school in Texas



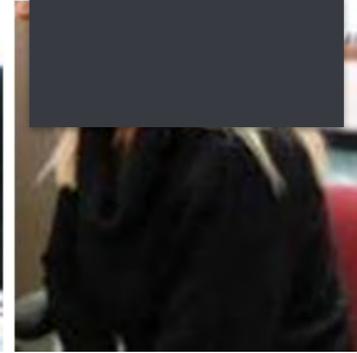
Adjunct lecturer in fine arts at a mid-sized public school in Texas



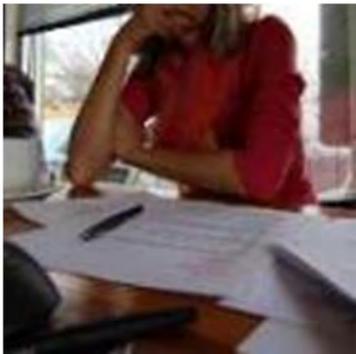
Clinical assistant professor at a large public university, adjunct at a small seminary, faculty at a distance program.



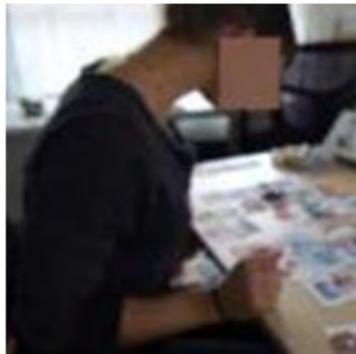
Lecturer and program director at a large public university in Texas.



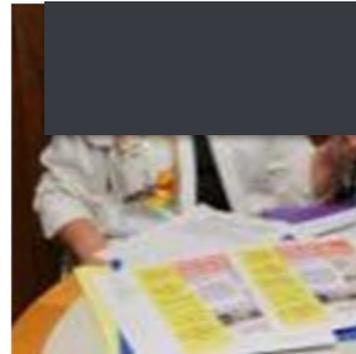
Faculty at a large public university in Texas.



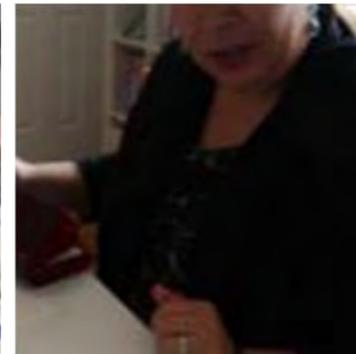
Adjunct lecturer in fine arts at a mid-sized public school in Texas.



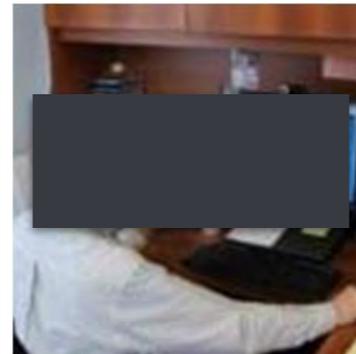
Adjunct lecturer in fine arts at a mid-sized public school in Texas, and adjunct at a small private school in Texas.



Faculty and Program Director at a large public university in Texas.



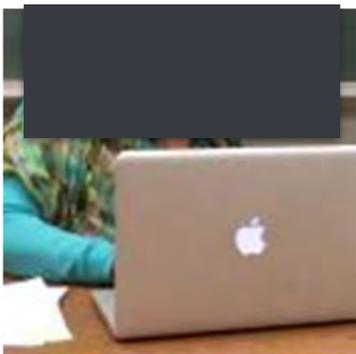
Lecturer at a large public university in Texas.



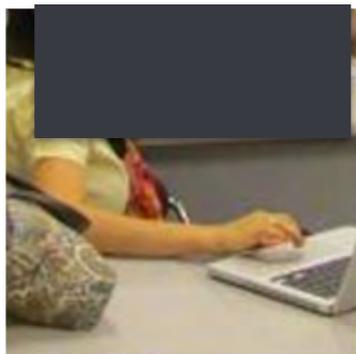
Professor at a small private school in Texas, teaching primarily adult learners.



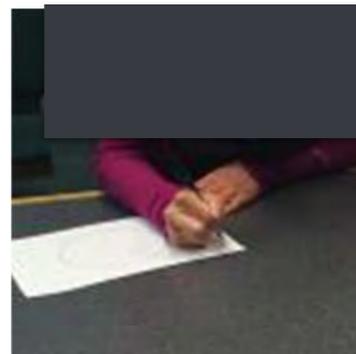
Professor at a small private university in Texas.



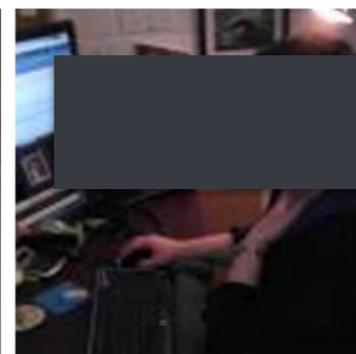
30+ years of experience teaching nurses; supports faculty technology use at mid-sized private university



Associate professor of nursing and public health at a mid-size private university.

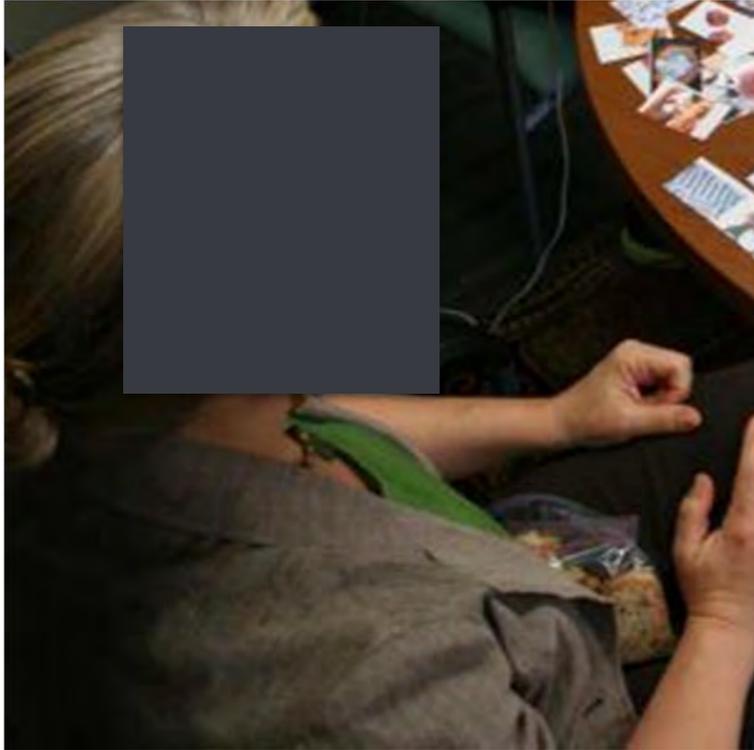


First year adjunct teaching communications in a community college system.



Associate professor of English at a community college system. She served as an adjunct for 15 years before accepting a full-time position 6 years ago.

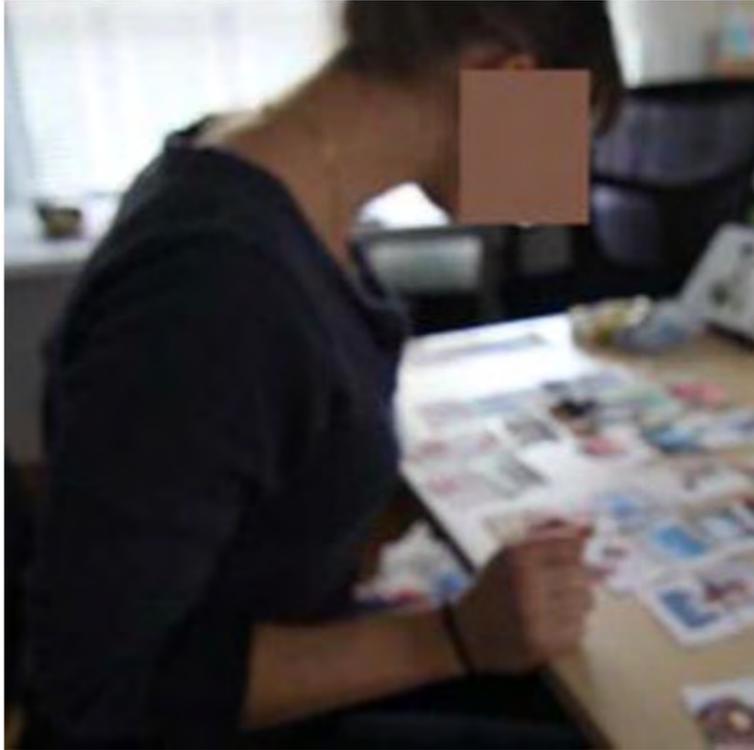
P1: Janice, Professor



The dirty little secret of most faculty is that they would like to teach as little as possible. I don't know very many faculty – there are a few – that are like, 'I love teaching, and I want to be in the classroom as much as possible.' Most people want to be out of the classroom so they can do their own research. (8)

We keep hearing how tight budgets are – I'm in all of these Dean's meetings where we talk about how we have to lose faculty... It's an attrition game. We're being told that, and we don't regularly get raises, or we get tiny raises. We're told how little money there is, and how we have to be more efficient and teach more students and all this, but there's all this money being dumped into technologies, which we aren't sure are making the classroom better. That's money that could be paying instructors. (19)

P8: Sarah, Lecturer



I'll kind of look at the story arc of the class – beginning, middle, end – and how these things are playing towards their being a cohesive finished portfolio at the end. And that generally is 12 final prints. Basically it's a show. That's it. It probably takes two or three months to plan.

I hate making syllabi. It's really tedious. I really like coming up with the ideas, and the story arc of creating the content in the class. I don't like scheduling it, the tedium of the syllabus. That part is really painful to me. But I like coming up with the content.

The most rewarding part of this is creating something that my students want and will enable them to make the work they want to make, and enable me to support them in that process. (41)

P3: Jessica, Adjunct Lecturer



Grading... I hate grading.. it's the worst. It's very admin heavy. Like you spend a lot of time working with spreadsheets. You have to make a lot of hard decisions – I'm a very nice person and I want to give everyone an A but I can't. So I have to make those decisions – so I know I need to grade harder for certain people for certain reasons and it's difficult for me. (19)

Syllabus writing is my second least favorite part of teaching. Mostly because of the dates. I actually stopped putting in all of the dates this semester because I hate it so much. It's like two days a week and you have to plan out the flow of the course. It's probably actually the worst part – which is stupid – I think I hate admin work – is figuring out what the dates are for the class that you teach. Going through the whole semester, I find that mind numbing.

Figuring out the order of the class is satisfying, but it is hard. You have to figure out how fast to introduce things. Because it's technical you can't introduce it all at once because they get overwhelmed – your brain can only absorb so much technical information... It's figuring out the pacing. (37)

Metamorphosis: Past



We have a nostalgia for academia, painting a historic picture of the professor as a revered authority. Professors enjoyed teaching as a noble pursuit, and before tenure guaranteed academic freedom, professors enjoyed an implicit tenure based on their pedigree and social standing.

We similarly romanticize college students, describing them as motivated and curious. We tell a story of college students as having intrinsic passion for the subject they were studying, and a thirst for knowledge.

Metamorphosis: Present

The academic landscape of today is very different. Faculty feel pressure to publish and gain notoriety in their field, and teaching is a distraction from this. Educators passionate to teach even within the "publish or perish" culture find increased administrative pressure for consistency, assessment, and objective tracking of student growth.

Other faculty find success in research, where the pursuit of knowledge is linked closely to government and corporate funding. Faculty who are successful in this capacity find less and less time – and incentive – to teach, and instead view their role in academia as entirely removed from the student journey.

Still other faculty are unable to attain tenure, but continue in academia by lecturing as adjunct professors.

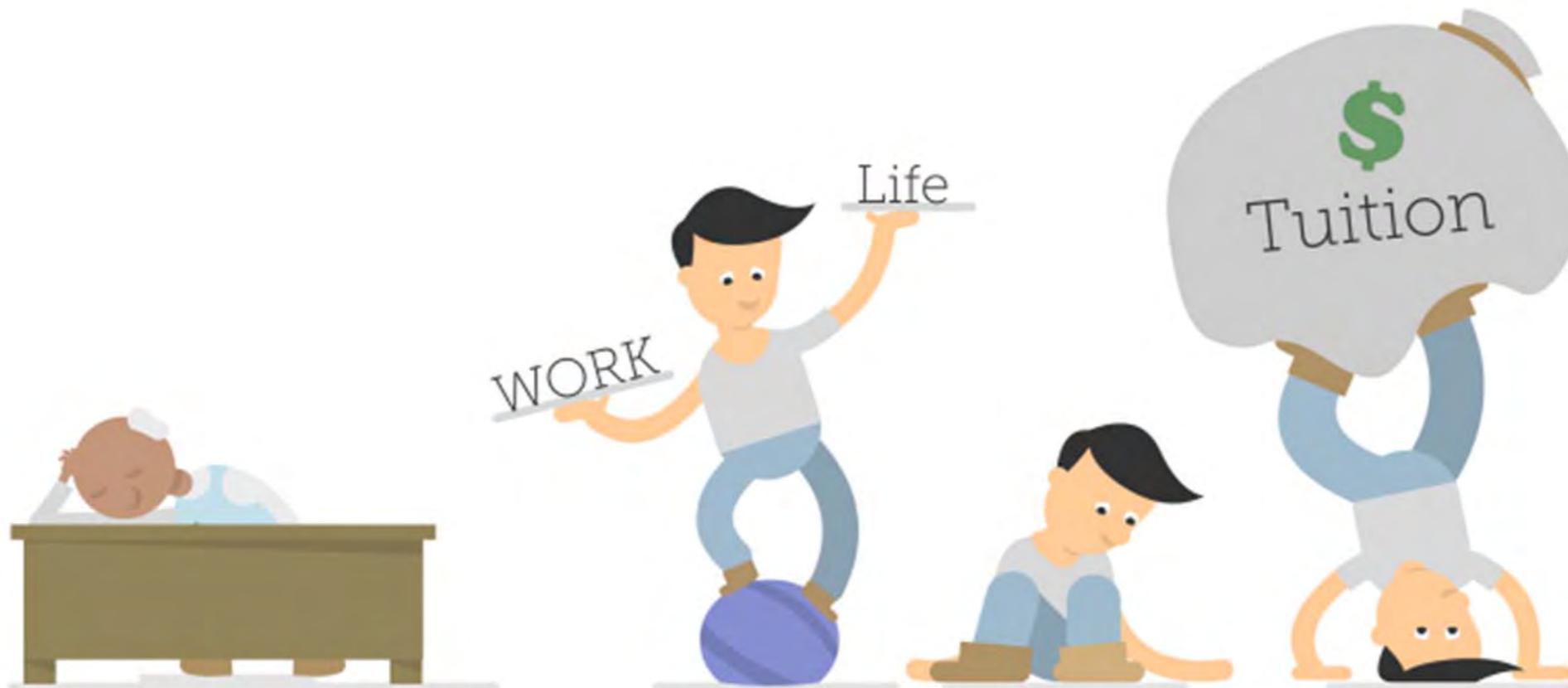
They are subject matter experts, but they have little financial commitment from their institution and lack stability in long-term employment; additionally, they have little to no training in teaching, and little visibility into a larger curricula strategy.

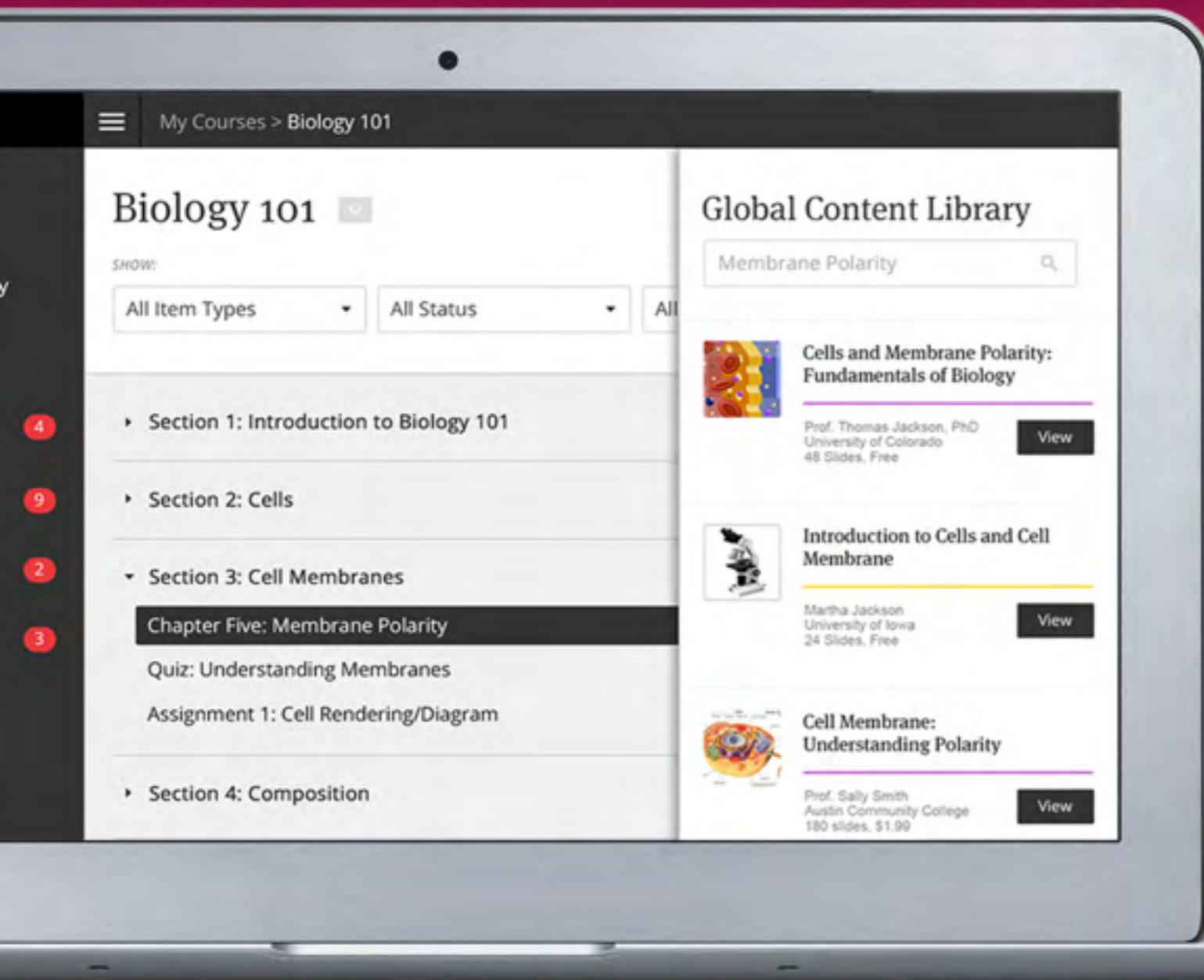


Metamorphosis: Present

These faculty shifts are a backdrop for changes in student behavior, composition, and attitude. Faculty view today's students as aimless and anxious, and lacking the ability for critical thinking. Traditionally, college was something rare and alluring; now, it's considered table-stakes for active participation in society.

College students typically spent four years in a single program, immediately after their high school course work. Today's college students enroll in class, take a year off, transfer, and cobble together credits from community colleges, online programs, and in-person learning. This student's attention is fleeting, and academic programs need to focus on engagement through service-delivery and experience in order to minimize attrition.





Contextual Course Content

A simple tool to share or leverage
faculty-generated course content.

Blackboard

Pad 3:32 PM
Syllabus Maker

View: Course Flow HTS362 Understanding Communism in Eastern Europe

Week by Week At a Glance

	WEEK 3							WEEK 4							WEEK 5						
	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	3/17	3/18	3/19	3/20	3/21	3/22	3/23	3/24	3/25	3/26	3/27	3/28	3/29	3/30	3/31	4/1	4/2	4/3	4/4	4/5	4/6
In Class																					
Out of Class																					
Exams / Due Today																					

Tuesday, March 18th, 2014

In Class	Out of Class	Exams / Due Today
<p>Communism- General Questions</p> <p>PPT Introduction to Communism Powerpoint</p>	<p>Readings</p> <p>Study for Exam - March 27th</p> <p>PDF Pipes Richard Communism a History Read by March 26, 2014</p> <p>PDF Titmuncanu, Vladimir. Stalinism for All Seasons: A Political History of Romanian Communism. Read by March 27, 2014</p>	

- Quick Actions
- Edit Course
 - View Student Progress
 - Grade
 - Leave Note For TA
 - View Student Progress

Syllabus Maker

A highly visual tool for faculty to plan the sequence, content, pacing, and structure of their course.

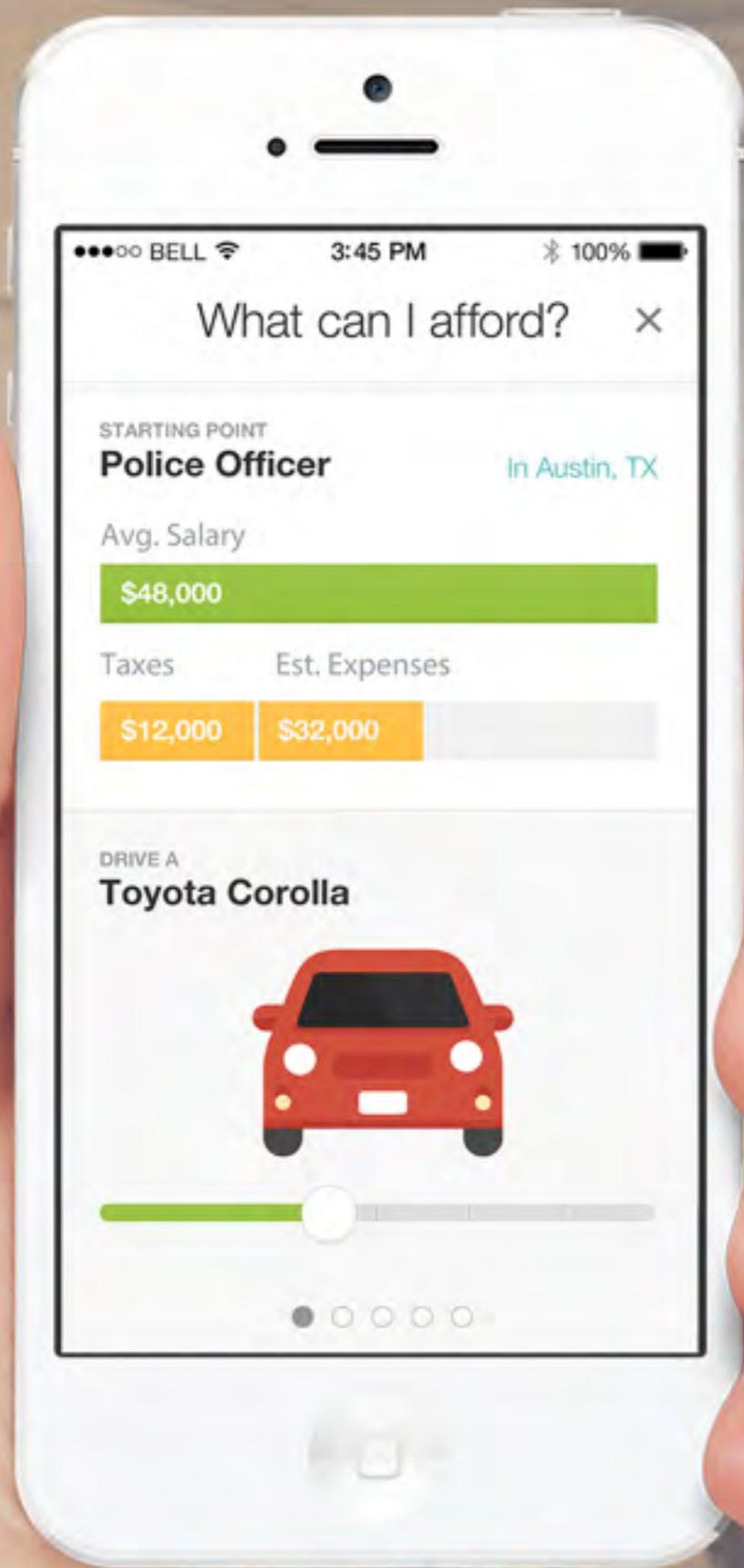
Current Academic Goal
Graduate before 2018 with degree in Law. 25 Credit Hours 3.2 GPA

Academic Timeline Add Course Credit Options Plan Degree

Summer	2016	Fall	2016	Winter	2016	Spring	2017	Summer
<p>Did you take courses this Term?</p> <p>Add Courses</p>		<p>Issues in Virtual Culture B</p> <p>ARTH 304 Art History 3 Credits M-W 11:30am - Dr Norm Jackson</p>		<p>Patent Law A</p> <p>LAW 430 Law 6 Credits M-W 9am - Dr Norm Jackson</p>		<p>Suggested Courses</p> <p>Legal Research & legal Writing why? This is required for your current degree & is a popular course.</p>		
		<p>Foreign Policy & Law A</p> <p>LAW 430 Law 6 Credits M-W 9am - Dr Norm Jackson</p>		<p>Trademarks B</p> <p>LAW 430 Law 6 Credits M-W 9am - Dr Norm Jackson</p>		<p>Legal Research & legal Writing why? This is required for your current degree & is a popular course.</p>		
		<p>Ethics of Business Law C</p> <p>LAW 430 Law Ethics 3 Credits M-W 9am - Dr Norm Jackson</p>		<p>Foreign Policy & Law B</p> <p>LAW 430 Law 6 Credits M-W 9am - Dr Norm Jackson</p>		<p>Suggested Tasks</p> <p>Get to know the top companies in law</p>		
		<p>Intensive Trial Skills C</p> <p>LAW 170H Law 3 Credits M-W 9am - Tracy Mcconnack</p>			<p>Attend the LMA Annual conference!</p>	<p>Attend the LMA Annual conference!</p>		

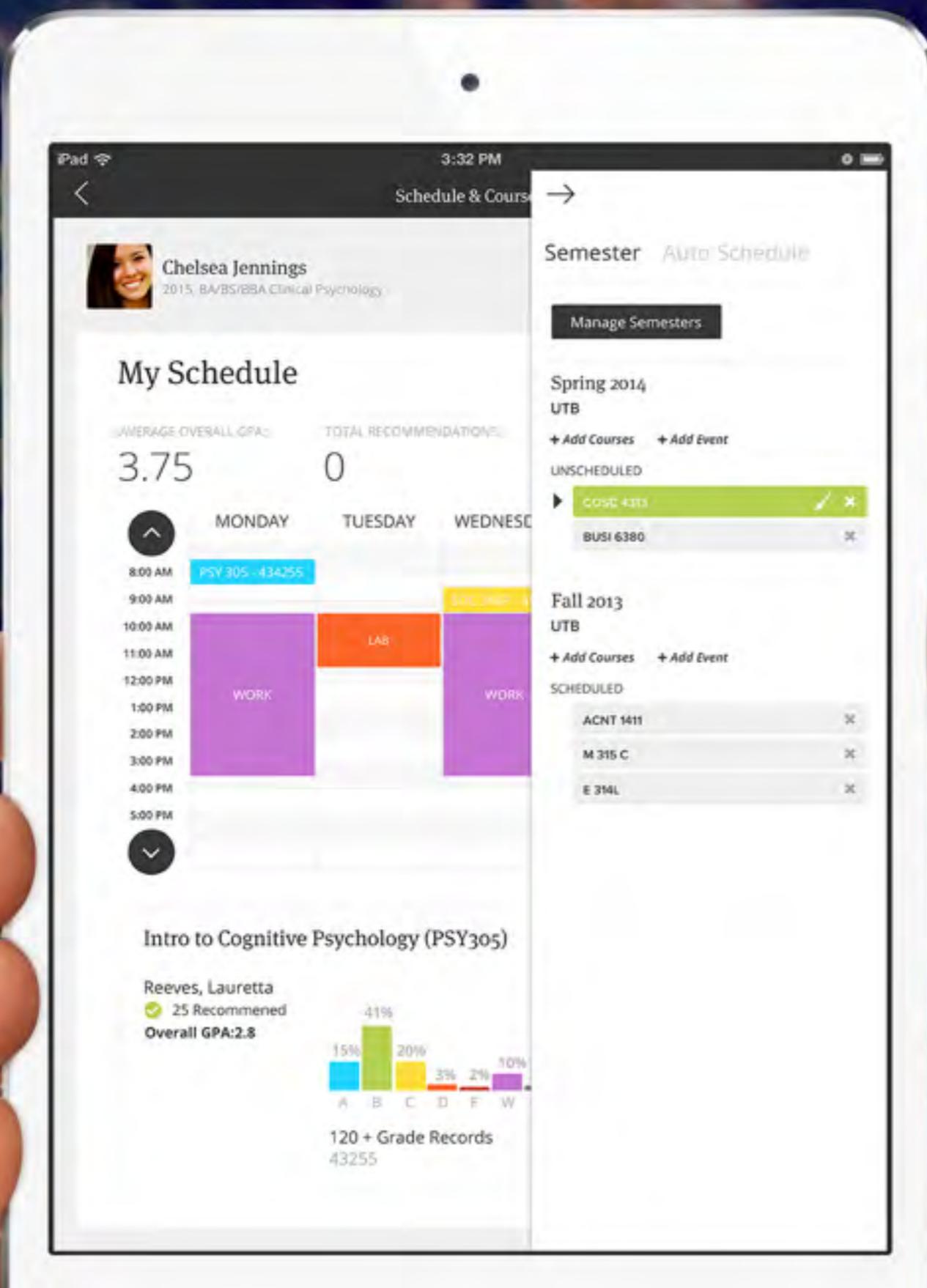
Personal Education Planner

A planning tool to help students catalog the courses they have taken and identify the courses they need to take in order to graduate on time.



Job Genie

A fun, non-threatening way to explore potential career paths and job choices.



Schedule Planner

A scheduling tool to help students select classes that best match their learning style and fit their personal and professional time commitments.

Future of video

A narrative based artifact that describes the components of the system and how they work together to facilitate a service.

**How do you maintain focus
on the user throughout the
development process ?**

A service blueprint allows organizations to structure the complex choreography that makes up a service / digital product offering without losing sight of the user experience they seek to support.

A service blueprint allows organizations to structure the complex choreography that makes up a service / digital product offering without losing sight of the user experience they seek to support.

- **Forces introspection on what needs to be done to support the ideal user experience holistically & for each individual touchpoint**

A service blueprint allows organizations to structure the complex choreography that makes up a service / digital product offering without losing sight of the user experience they seek to support.

- **Forces introspection on what needs to be done to support the ideal user experience holistically & for each individual touchpoint**
- **Forces organizations to remain focused on achieving the ideal user journey, rather than performing tasks that map to their roles and responsibilities**

Ideal customer journey

Describes the ideal starting point, sequence of actions, and end point for a user of the digital product / service.

Line of Interaction

Touch points

Components of a system that a user interacts with to achieve a goal. These can be digital, physical and/or interpersonal.

Line of visibility

Supporting Service Encounter Non Customer Service Interface

Often times, these chains of dependencies are required to perform the customer service encounters - and can start prior to and end well after the customer encounters.

Ideal customer journey

Describes the ideal starting point, sequence of actions, and end point for a user of the digital product / service.

Line of Interaction

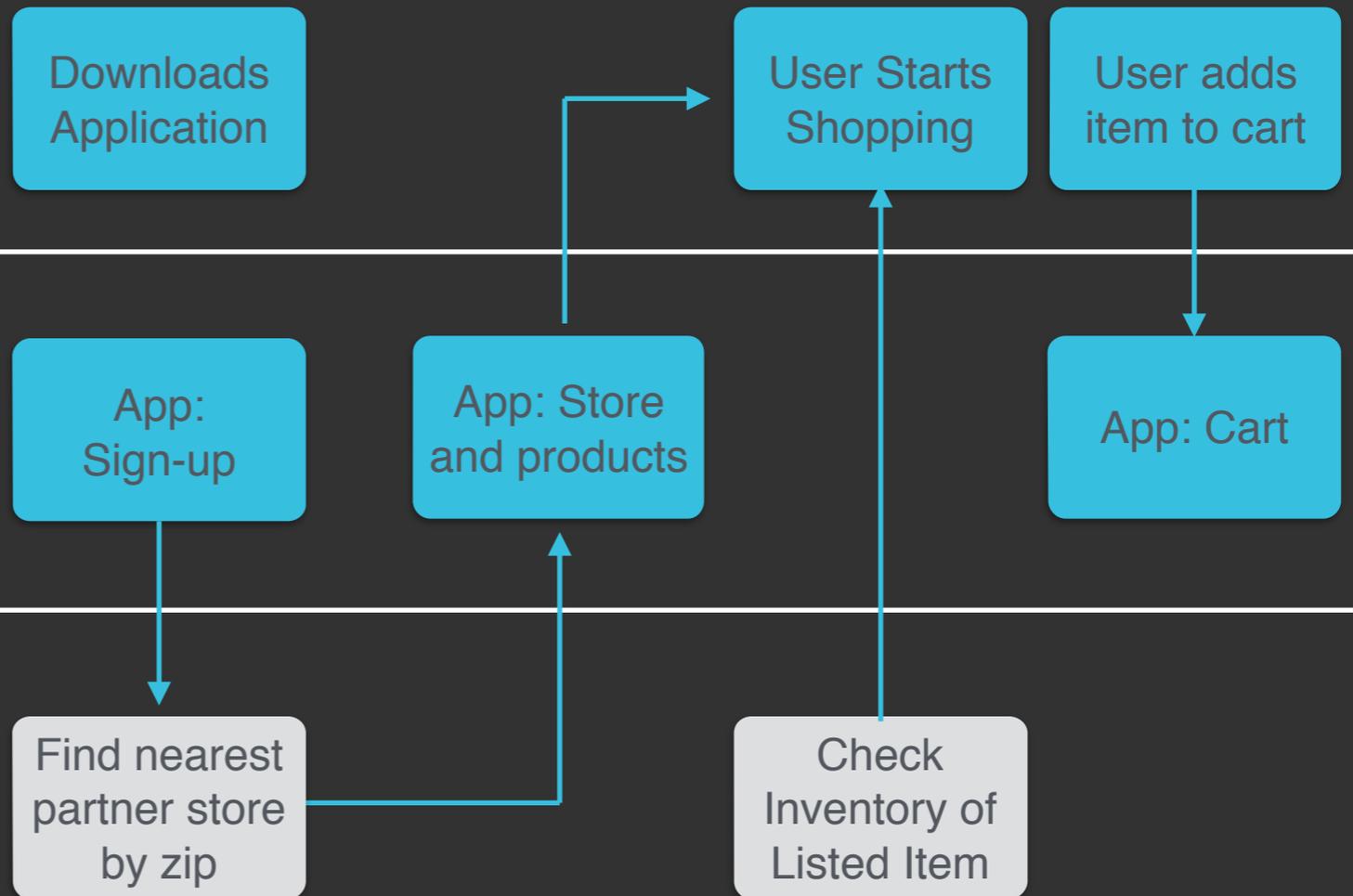
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Preparing for Class

Pre Term Start

Build Mode

Time & Milestones

Teacher Actions

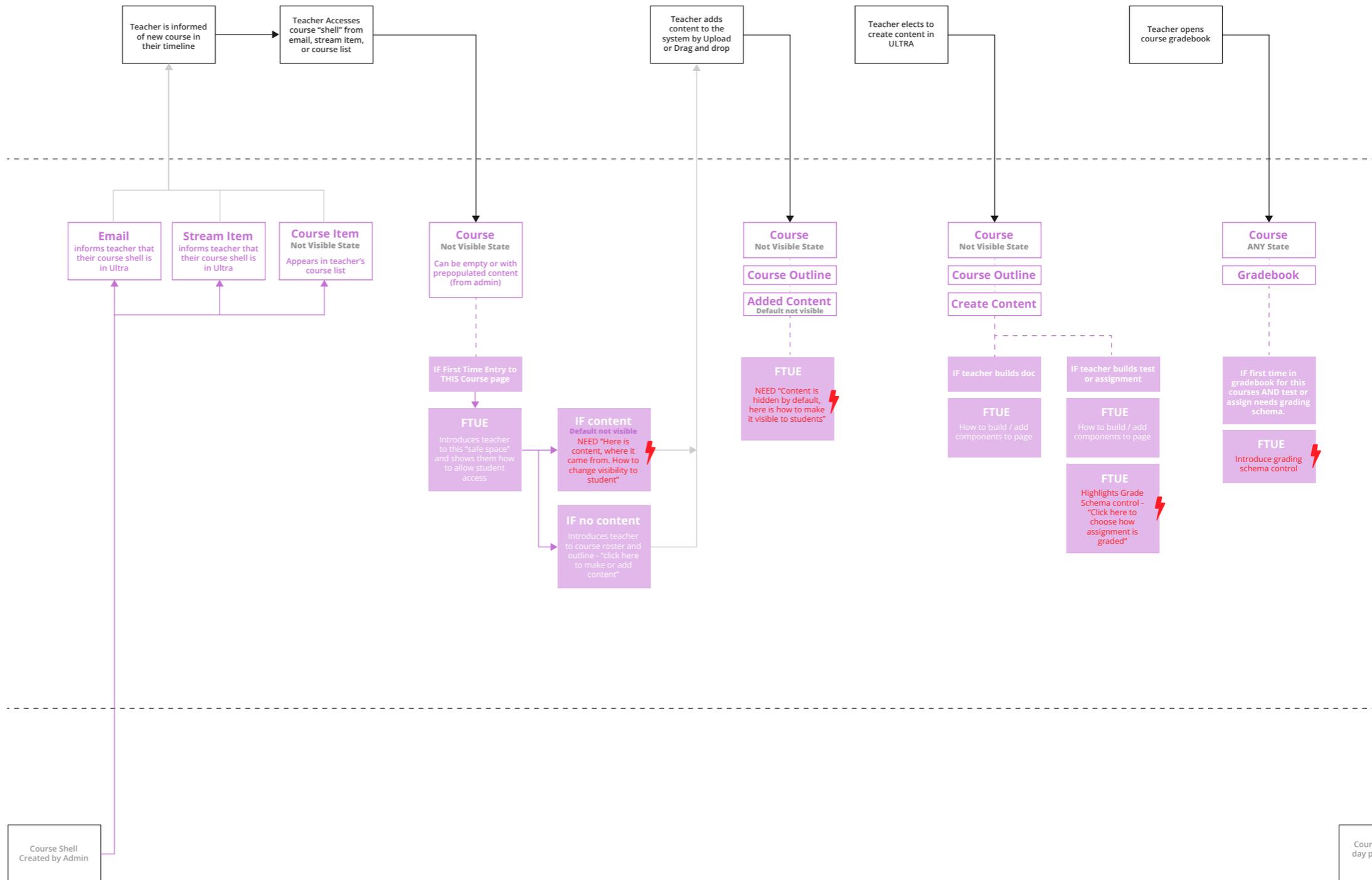
Line of Interaction

Touchpoints

UI Behaviors & Responses

Line of Visibility

System Actions & Behaviors



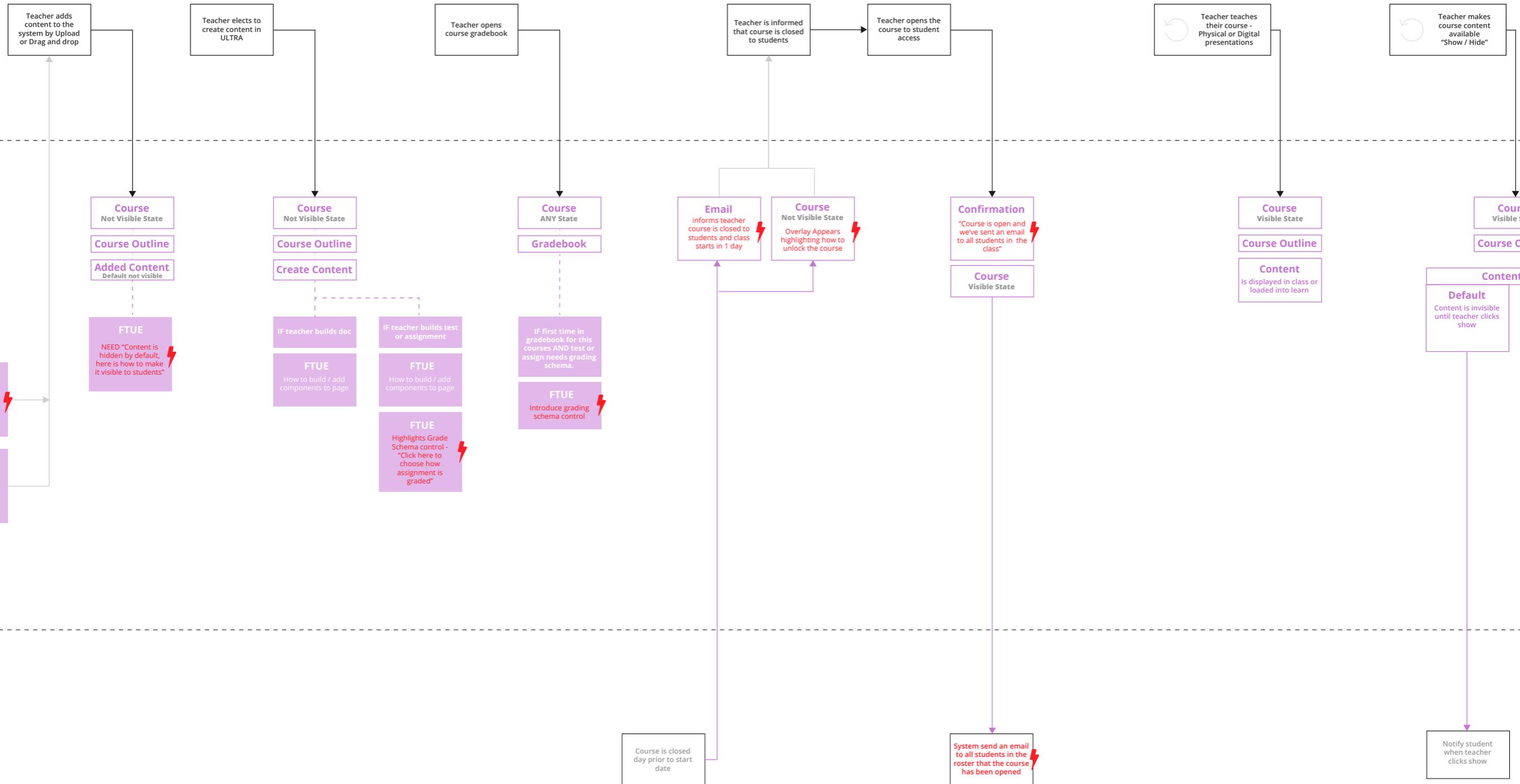
Items with ⚡ still need to be created

I'm Teaching

Build Mode

Term Start

These actions are repeated

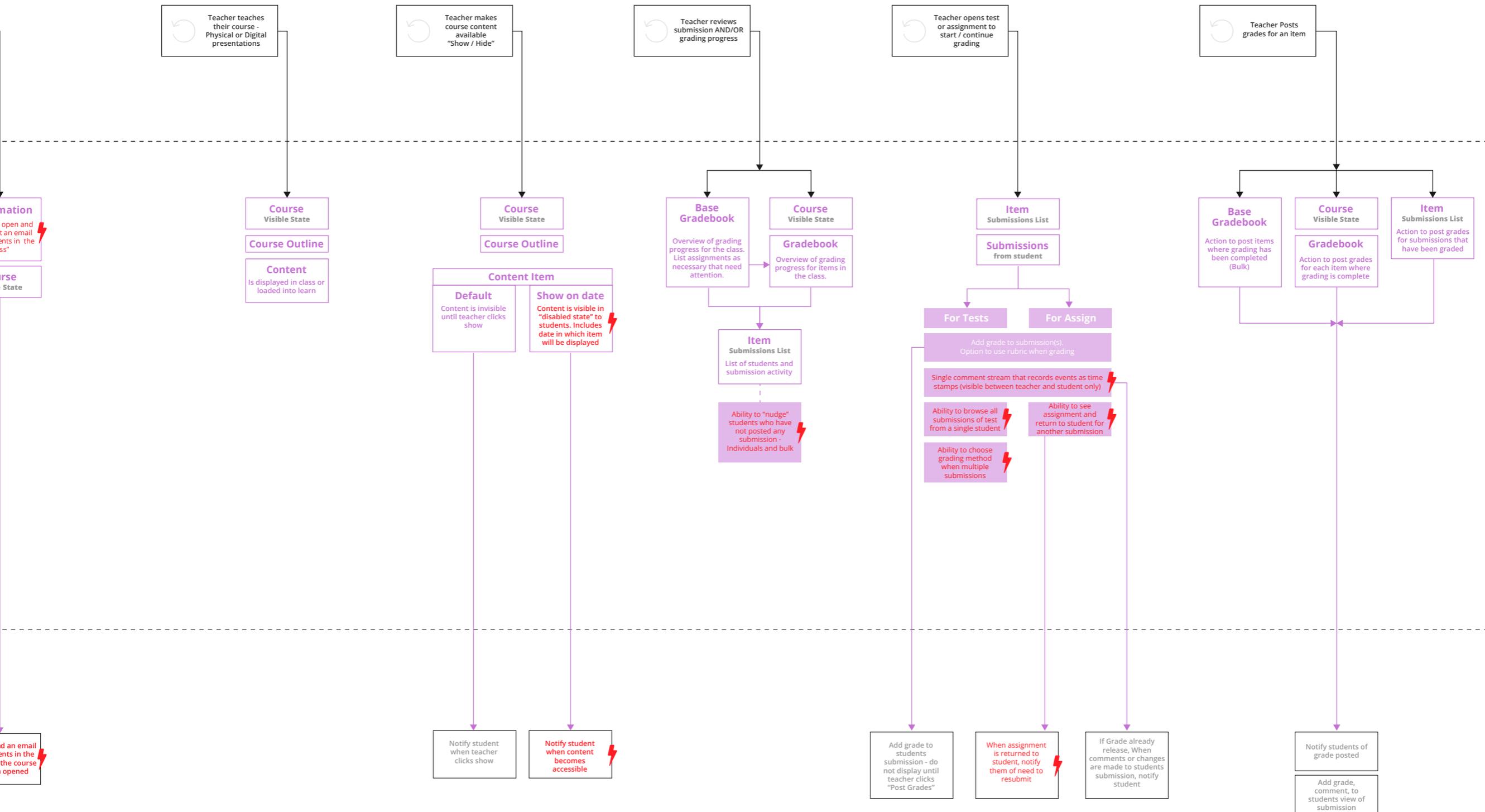


Items with ⚡ still need to be created

I'm Teaching

Term Start

These actions are repeated throughout the term

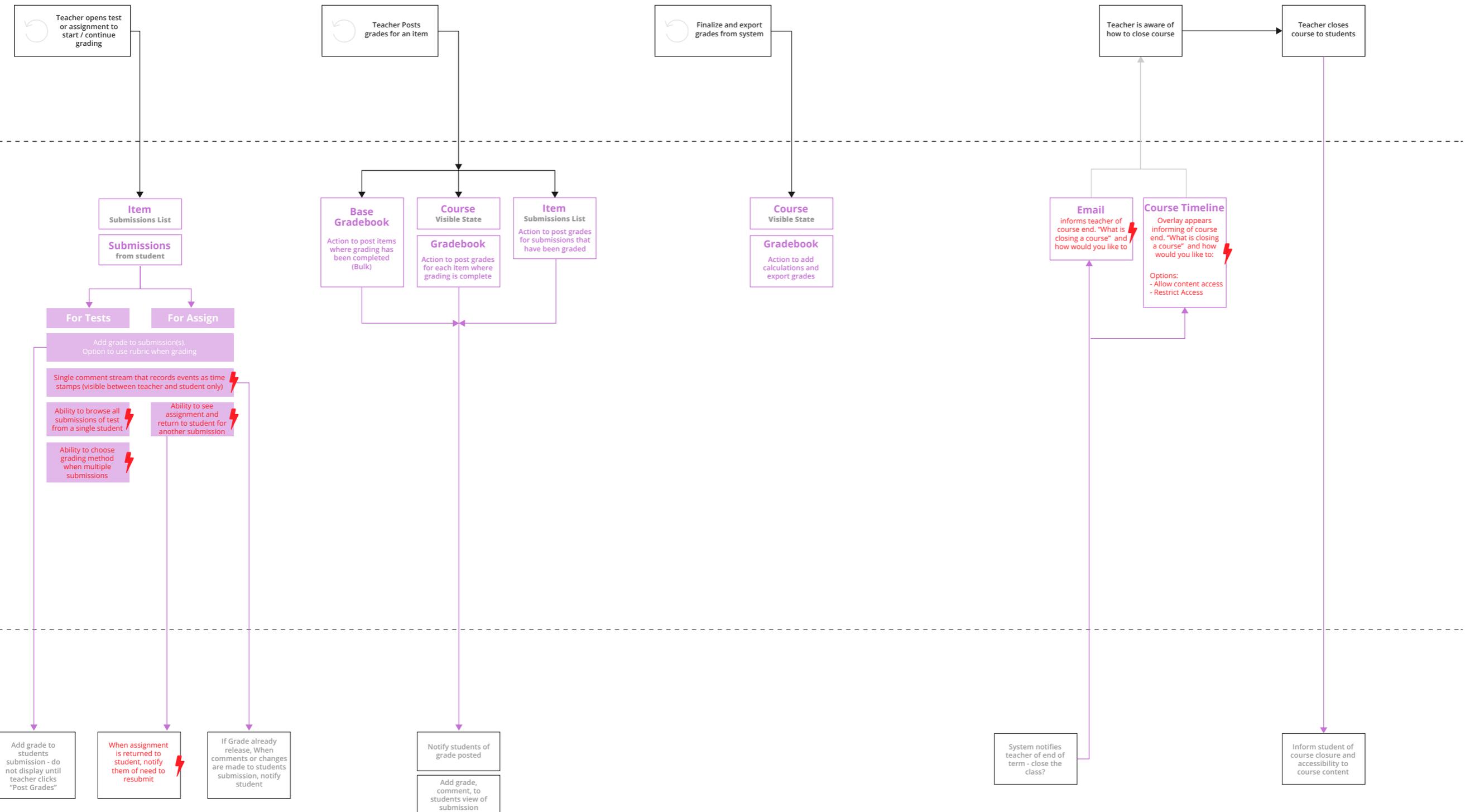


Wrapping Up

Final Tasks

Term End

rm



ACTIVITY

In groups, create an ideal customer journey of “getting to a workshop” at this conference and illustrate it with a service blueprint

Part 3 - Service Blueprint (40 min)

Choose a starting point - Where should the ideal user experience begin? How? What is the touchpoint that begins the journey and how does it manifest?

Next, outline the ideal customer journey (Shapes with text are fine)

Then, map the touch-points that are necessary to support the ideal journey. (Don't worry about special cases or random events.)

Reflection

Additional Resources



1 Day Bootcamp

Saturday March 7, 2015
www.ac4d.com/bootcamp



Well Designed

Jon Kolko

ac4d

Matt Franks

Professor, Austin Center for Design

mfranks@ac4d.com

@franknatic