



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società		
ACADEMIC YEAR	2023/2024		
MASTER'S DEGREE (MSC)	COMMUNICATION OF CULTURAL HERITAGE		
INTEGRATED COURSE	SERVICE DESIGN WORKSHOP		
CODE	23346		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	ICAR/13		
HEAD PROFESSOR(S)	RUSSO DARIO	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)	RUSSO DARIO	Professore Associato	Univ. di PALERMO
	DI DIO SALVATORE	Professore Associato	Univ. di PALERMO
CREDITS	10		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	Annual		
ATTENDANCE	Mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>DI DIO SALVATORE Thursday 15:00 17:30 Edificio 8.</p> <p>RUSSO DARIO Monday 10:00 13:00 Dipartimento di Architettura Edificio 14 Corpo C stanza 204</p>		

PREREQUISITES	<p>The prerequisites correspond to the knowledge required for admission to the Degree Course, namely good written and oral communication skills in the Italian language and a good background in general culture.</p> <p>However, basic knowledge of the design thinking approach is recommended.</p>
LEARNING OUTCOMES	<p>Knowledge and understanding: Students will have the opportunity to acquire theoretical foundations and design methods in the field of design, delving into strategies and tools for orchestrating strategies, product systems and communication artifacts. The goal is to enable students to master the skills needed to create service experiences, taking into account user needs, environmental and social impacts, executive development of key touchpoints and interaction dynamics, in order to deliver solutions that are meaningful, effective and sustainable.</p> <p>Ability to apply knowledge and understanding: The ideational and practical activities of the workshop will allow students to experience how different knowledge and skills contribute to the development and verification of the project; in particular, the ability to apply design techniques and methods to strategies for the sustainability, inclusion and enhancement of territorial resources and cultural heritage will be developed, putting in place the skills to develop communicative, interactive and multimedia artifacts.</p> <p>Judgment skills: The course aims to enhance the critical capacity of students who, once they have acquired the necessary tools, will be able to deal critically with the proposed themes and the elaboration of the project. They will also assume autonomy in choosing methods, tools and techniques for multimedia and interactive representation of the design project..</p> <p>Communication skills: Students will be able to effectively communicate their skills in developing significant innovations in the design of tangible and intangible products. They will be able to use advanced visual communication techniques to convey design content and use the innovative languages inherent in ICT, multimedia and interactive representation in presentations.</p> <p>Learning ability: The course will provide students with the necessary tools to develop an autonomous and critical course of study; through concepts and examples provided by the lecturer during face-to-face lectures, the focus will be on building a good ability to address and solve problems that arise during the design exercise.</p>
ASSESSMENT METHODS	<p>The results of the in itinere tests and project exercise and an interview designed to ascertain the expected learning outcomes contribute to the final grade. The in itinere tests concern:</p> <ul style="list-style-type: none">- the development of a project activity, knowledge of the topic and communication skills of which will be assessed; <p>The development of the design exercise will be evaluated on the innovativeness of the project idea, the technical development ability of the product, and the effectiveness of its representation and communication. It is also required that the student be able to verbally communicate the design process in terms appropriate to the culture and ethics of design and its most innovative aspects.</p> <p>Grades: 30-30 with honors:</p> <ul style="list-style-type: none">(a) excellent ability to conceive and develop an original and strategic project in all its aspects (product, communication, development of technological services, interaction and multimedia);b) excellent ability to independently apply the knowledge acquired in the course and make original judgments;(c) excellent property in the use of languages specific to the disciplines of design and representation;(d) excellent communication skills on different registers (texts, graphic visualizations, two-dimensional drawings, interactive and multimedia communication). <p>26-29:</p> <ul style="list-style-type: none">(a) comprehensive ability to conceive and develop a project with strategic values and innovative content;(b) good ability to independently apply acquired knowledge and make judgments;(c) good ability in the use of specialized language;(d) satisfactory communication skills, including through graphic visualizations and the methods of advanced representation. <p>22-25:</p>

	(a) satisfactory ability to conceive and develop a project with elements of innovation; (b) fair ability to independently apply acquired knowledge and make judgments; (c) adequate ability in the use of specialized language; (d) discrete communication skills, including through graphic visualizations and methods of advanced representation. 18-21: (a) sufficient ability to conceive and develop a project with elements of innovation; (b) sufficient ability to apply acquired knowledge and make judgments; (c) basic ability to use specialized language; (d) sufficient communication skills through tools of graphic design and representation.
TEACHING METHODS	The course will be conducted through lectures, tutorials, meetings with institutions, companies and experts.

<p style="text-align: center;">MODULE MODULE 1 <i>Prof. DARIO RUSSO</i></p>	
SUGGESTED BIBLIOGRAPHY	
Brown; Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, Harper business, 2009. Polaine, Lovlie, Reason; Service Design: from insight to implementation, Rosenfeld, 2013. Lovlie, Reason, Brand Flu; Service Design for Business, Wiley, 2015. Miltenburg; Branding Toolkit For Change Makers, The Branding, Nairobi 2016. Stickdorn, Hormess, Lawrence, Schneider; This is Service Design Doing, O'Reilly Media, 2018. Downe; Good Services: How to Design Services That Work, BIS Publishers, 2020. Tassi; Service Designer, Franco Angeli, 2019. Butera; Affrontare la complessità, Edizioni Ambiente, 2021. Lutz; The Life-centred Design Guide, Damien Lutz, 2022.	
AMBIT	50653-Teorie e tecniche dell'informazione e della comunicazione
INDIVIDUAL STUDY (Hrs)	75
COURSE ACTIVITY (Hrs)	50
EDUCATIONAL OBJECTIVES OF THE MODULE	
<p>The annual workshop is based on design challenges with real clients, both public and private. By developing design activity through the Triple Diamond process, students will have the opportunity to use multiple tools specific to design thinking, behavioral design and systems thinking. In the first semester, problem framing and problem solving will be addressed. Working in teams, students will have the opportunity to exchange ideas, explore different perspectives, and collaborate in analyzing user and stakeholder needs and properly defining the problem and developing appropriate solutions. In the second semester, students will focus on developing executive designs for key touchpoints (physical products and communication artifacts, including digital ones). As they continue to work in teams, they will be able to develop skills in collaboration, problem-solving and relationship management, which are essential in the field of service design. At the end of the course, students will be able to analyze, design, and implement innovative service experiences, putting the skills acquired into practice through effective and synergistic collaboration.</p>	

SYLLABUS

Hrs	Workshops
5	Prolusion: framework of the discipline, course objectives.
5	Brief: presentazione dei brief, divisione in team, mappatura degli stakeholder, esigenze degli stakeholder.
5	Research: desk research, business models and business goals, success metrics, competitors/ benchmarks, similar challenges in other contexts.
5	Research: as-is journeys, interviews, audience segmentation by use cases, as-is service design.
5	Insight: organization of the research according to the brief, accurate redefinition of the brief (jobs to be done, pains & gains) and the specific scope/market of the project.
5	Structured feedback session through presentation of the research and insight phase.
5	Hypothesis: research update and definition of "how might we" questions.
5	Ideation: problem solving workshops, prioritization of solutions.
5	Ideation: to-be journeys, definition of new touchpoints, to-be service design.
5	Structured feedback session through presentation of the research, insight and ideation phase.

MODULE MODULE 2

Prof. SALVATORE DI DIO

SUGGESTED BIBLIOGRAPHY

Brown; Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, Harper business, 2009.
 Polaine, Lovlie, Reason; Service Design: from insight to implementation, Rosenfeld, 2013.
 Lovlie, Reason, Brand Flu; Service Design for Business, Wiley, 2015.
 Miltenburg; Branding Toolkit For Change Makers, The Branding, Nairobi 2016.
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 Downe, Good Services: How to Design Services That Work, BIS Publishers, 2020.
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Hrs	Frontal teaching
5	Validation: updating previous steps, identifying success metrics, and developing the Minimum Valuable Service (MVS) to be prototyped.
5	Proof of Concept (PoC): planning and production of MVS in the real world.
5	Complete: update/development of business model and definition of key touchpoints' features for launch/go-to-market, update/development of project identity.
Hrs	Practice
5	Structured feedback session through presentation of all previous steps.
Hrs	Workshops
5	Validation: wireframe development, accessibility requirements, usability testing, and qualitative and quantitative feedback collection system.
5	PoC: evaluation of the result, preparation of a summary document and presentation.
5	Completion: beginning individual work on defining individual service touchpoints, deepening in the area of behavioral design.
5	Completion: individual work, in-depth study in the field of systemic design.
5	Analysis: identification of critical issues, definition of validation methods and planning of user testing activities.
5	Analysis: evaluation of user testing and iteration activities on touchpoints' characteristics.