

Service Design and Education Forum

¹Lara Penin, ²Beatrice Villari, ³Stefan Holmlid

¹Parsons The New School for Design, New York, USA; ²Politecnico di Milano, Milano, Italy; ³Linköping University, Linköping, Sweden

Abstract

Today's designers are increasingly being asked to design services and systems intended as new challenges for societal change, for new ways of production and consumption, and for new governments and the private sector. In response, our current educational missions also need to change. Current design approaches, inspired by user experience and user-centered design, are necessary but insufficient in adequately training students in how to take on these new design challenges. An open question is how we best design the curricula of the future to best accommodate for designing future product service systems and services and systems intended for contemporary society.

This session invites a core group of design educators to compare and contrast their educational approaches to managing the increasing breadth and complexity of service design. We hope to bring together leaders in academic service design to discuss their thoughts and experience in creating new service design curricula, or instead tuning more traditional curricula in industrial and communication design. We hope to promote an international discussion about service design pedagogy and how it has led to the development of service design practice and careers.

Questions:

- » What are core competences future service designers should learn, considering both technological and people-centred aspects in service design practice, what are the key multidisciplinary combinations being taught and how do they inform different professional profiles?
- » Assuming service design pedagogy is mainly project based, what is the landscape in terms of scope and modalities of projects offered to students in service design courses - that will result in graduate portfolios, and what are the theoretical fundamentals that sustain this model?