PREREQUISITES
Students must have a very good predisposition to hands-on work, using different types of materials, tools and methods. Students must also know to be critical, share their knowledge and ideas, work both individually and in the group, help their peers, respect class rules and timings.

SUBJECT DESCRIPTION
As the objective of this subject, students are encouraged to understand and learn the methodologies and tools for critical analysis of the current day problems in different cultural contexts. With a design mindset, students will apply the methodologies and tools to social, environmental and institutional issues present today.
Encouraging an observer and critical character of its social context and understanding the society for which it will work, will provide the student with a cultural design background that will allow him/her to react in a propositive way to the challenges that his professional practice demands and those still to come. The course is divided into theory and hands-on practice, and pair and group assignments play a part in learning by doing.

OBJECTIVES AND SKILLS
OBJECTIVES
- To understand and document patterns of human interaction and achieve a basic knowledge of designing for them.
- To acquire the foundations in relation to key issues in the modern society, and get an understanding of the basic tools and methods for creating solutions for them.
- Investigate and analyse complex problems of contemporary society.
- To understand the ethical consequences of designing for people today and apply the learnings in future design challenges.

SKILLS
- Learn to analyse and assess current situations in the present society, by using both qualitative and quantitative design tools and methods.
- Acquire the ability to gather and interpret relevant data in a critical manner, and reflect on relevant social, cultural or ethical issues designers face today.
- Learn the analytical and statistical tools of the social sciences used in the design field.

METHODOLOGY
The course is divided into different consecutive sessions all of them composed by theoretical and practical activities and the engagement with readings through assignments, class discussion and tasks individually, in pairs and formed in groups. Students are expected to deliver assignments and group tasks constantly throughout the course. Interactivity and engagement is critical to the learning process and therefore students will be encouraged to share their thoughts and ideas in relation to issues presented in each session. Students will get familiar with the basic methodology, tools and frameworks on the subject study in order to prepare each assignments.

The professor will for her class sessions rely on a combination of the below course formats: lectures, discussion sessions, student presentations and practical exercises done individually, in pairs and in groups. Students will dedicate their individual study hours to: individual study, preparation of assignments and tasks, and they will prepare for small quizzes during the course and a final exam at the end of the course.

Class electronic requirements: This subject requires the use of a laptop in some specific class for activities such as researching and preparing the assignments.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>18.0 %</td>
<td>27 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>6.67 %</td>
<td>10 hours</td>
</tr>
<tr>
<td>Exercises</td>
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<td>25 hours</td>
</tr>
<tr>
<td>Group work</td>
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</tr>
<tr>
<td>Other individual studying</td>
<td>33.34 %</td>
<td>50 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>150 hours</td>
</tr>
</tbody>
</table>
PROGRAM

MODULE 1. UNDERSTANDING PATTERNS OF HUMAN INTERACTION THROUGH STORYTELLING
Design is about understanding the context. In this module, the students will get an understanding of the basic frameworks for looking at society, culture, individuals and what to take in consideration in designing for them. The sessions will investigate society, communities, locality and look at the world from different perspectives, using methods of storytelling.

Reading assignment during the first module, to be read before module 2
Papanek, V.: Design for the Real World, Chapters 1-3.

SESSION 1
SESSIONS 1-2 (Jan 12. 11:00-14:00)
Session 1. Introduction
The professor will present the course structure, the main topics, modules and the goals of the course along with other practical aspects in relation to the evaluation system and the functioning of the course will be discussed.

SESSION 2
Session 2. A function complex
Designers don’t primarily design for themselves, but for the different type of people in a vast variety of contexts and cultures. The session will introduce a basic framework for understanding the everyday problems of people and how to approach them from different perspectives. Students will work in groups to apply the framework during the class.

SESSIONS 3 - 4
SESSIONS 3-4 (Jan 19. 12:30-15:30)
Sessions 3-4. Through the looking glass
Each story has a different message depending on who is telling it, who is receiving it, and how it is told. In this session, we look into how the culture, context, mindset, lived life and education define the person we become and what this contextual approach means in the design profession. The students will be introduced a set of behavioural and attitudinal research methods and practical examples of implementing them. One of the research methods introduced is shadowing, because it provides a rich, comprehensive data set about the patterns of actions, interdependence and motivations of users. During the sessions students will prepare for home assignment concluded in pairs for the next session with the guidance of the professor.

Assignment 1: Pair assignment
Student pairs will choose a person to shadow during their typical set of tasks and take notes. Student will interview the person prior to shadowing, and collect the interview in a written format. The students should be prepared to take the notes to the next session for review and synthesis concluded during the sessions 5-6 with the guidance and presence of the professor.

Reading assignment
SESSIONS 5 - 6

SESSIONS 5-6 (Jan 26. 12:30-15:30)

Sessions 5-6. Who is Alice?

The combined sessions will be spent for research synthesis and presenting back the insights gathered from the assignment given in the previous session. The sessions will give an initial idea for the students on how to synthesise qualitative research findings in a lean manner, and will discuss the meaning of lean research.

Reading assignment


Further reading (optional)

Stickdorn, M., Schneider, J.: This is Service Design Thinking. Pp. 178-179.

SESSION 7

SESSIONS 7-8 (Feb 9. 12:30-15:30)

Session 7. A day in the life

Each individual has a story to tell. Each background is different, depending on where the person comes from, how they have been educated and how they perceive the world. There are various design tools to visualise the key information collected in the synthesis. Different ways of telling stories (storytelling) are an important part of the design profession. This session will focus on practical ways of presenting individual stories based on research. The session will look into how to create and visualise personas based on research.

SESSION 8

Session 8. A day in the life

With a rough idea of who to design for, it is possible to look into a person's daily life in detail. In this session, the class will learn a tool called "A day in the life" that is used for mapping out a person's schedule; describing what they do and when. The benefit of the tool is in finding the moments in daily life where a service or product could interfere or help the person. The session is example-based seminar, following a practical exercise during the class. The students will also try out a design tool called roleplaying.

Reading assignment


Stickdorn, M., Schneider, J.: This is Service Design Thinking. Pp. 174-175.

SESSIONS 9 - 10

SESSIONS 9-10 (Feb 16. 12:30-15:30)

Sessions 9-10. User journeys

User journey is a series of steps that user has to make to complete a specific goal, and in which a user might interact with what one is designing. It's a tool that designers of different types, especially user experience and service designers, use frequently. During these combined sessions, the students will take a closer look into what is a user journey and how to create it. The students will get an overview of design projects where user journeys played a crucial role, and do a practical exercise to create one based on observations on exercises from the previous sessions.
The latter part of the session will be spend for a brief module recapitulation.

Reading assignment

Stickdorn, M., Schneider, J.: This is Service Design Thinking. Pp. 158-161.

SESSIONS 11 - 12

SESSIONS 11-12 (Mar 2. 12:30-15:30)

Sessions 11-12. The multi-dimensional design problem

Design is rarely something one-dimensional. Often the problems one has to solve, are multi-dimensional, and one has to take in consideration the different stakeholders, interactions and dependencies the problem and/or solution will have to support. Students will be given a design task, for which they will choose a set of design technologies presented in the session to tackle those problems during the session.

The task consists of three parts:

- Task briefing and introduction, and deviation into groups of 5 students
- Building a solution in groups
- Groups present their solution to the rest of the class

Reading assignment


Further reading (optional)

Lawson, B.: How Designers Think. Chapters 1-4
Stickdorn, M., Schneider, J.: This is Service Design Thinking. Pp. 51-127.

MODULE 2. RELATIONSHIP OF TECHNOLOGY, BUSINESS AND DESIGN WITHIN A CULTURAL CONTEXT

In design projects, one must understand the context in which he or she designs for. In this module, the students will get an understanding of frameworks for looking at societies and cultures with different technological and business environments. The module will investigate what to take in consideration in designing with specific business and technology constraints.

Reading assignment during the second module, to be read before module 3

Papanek, V.: Design for the Real World, Chapters 5-7.

SESSIONS 13 - 14

SESSIONS 13-14 (Mar 16. 11:00-14:00)

Session 13. Technology as an enabler?

In the Western world, technology is seen as something that makes the day-to-day life easier and faster, providing us more choices. Often, however, technology complicates things, interferes with relationships and creates an unnecessary sense of urgency. This session will look into meaningful solutions with technology and design, and how they work (and how sometimes they do not) in a multi-cultural context.

Session 14. The power of analog
As a continuation of the previous session, the students will be introduced a tool called IoT Service Kit. IoT Service Kit is a board game that helps its users to co-create and visualise user-centric services for Internet of Things experiences. However, during the session it will be used to create meaningful ecosystems for communities with limited access to the internet and advanced infrastructures. The exercise will be conducted in groups of 4-5 students.

Assignment 2: Group assignment
Groups will finish their tasks, and prepare a 5-10 minute visually understandable presentation for the next session 15. The guidelines for the group task will be provided by the professor during the session.

Further sources (optional)
www.iotservicekit.com

SESSION 15
SECTIONS 15-16 (Mar 23. 11:00-14:00)
Session 15. Group presentations and discussion
The students will present their group's assignments during the session. Each group has 5-10 minutes to present their work. The presentations will follow a discussion on considering environments and cultures where digital is a mere possibility, or non-existent.

SESSION 16
Session 16. The design dilemma
In the design profession, one should never fall so much in love with their idea that they find hard to let it go. A part of the professional life is to let go of one idea and try to build on top of other people's ideas. The session will follow up on the previous group assignment with a continuation exercise during the session. The final part of the session will be used for a module recapitulation.

SESSION 17
SECTIONS 17-18 (Apr 6. 11:00-14:00)
Session 17. Is there such thing as “designing for all”? 
This session will start with a brief exercise done in the lecture room and will be followed by an introduction to the module. During the second part of the session, the class will watch a movie, Ethics for Design together, and the class will be facilitated to have a conversation about design ethics and designer's code of conduct.

Reading assignment
https://deardesignstudent.com/a-designers-code-of-ethics-f4a88aca9e95

Further sources (optional)
Ethics for Design http://ethicsfordesign.com/

SESSION 18
Session 18. The App Wars
In the early 2017, Americans used on average five hours a day interacting with mobile devices, and almost half of that time was spent on social media. One might argue that applications like Tinder, Snapchat and YouTube are known for their users causing moral or ethical issues to their fellow users. However, there are many other applications people use on a daily basis that has been designed to bring economic benefit to their inventors.
The session consists of group task, where groups of 4-6 students will look into ethically problematic services to find rapid solutions how to fix them. Solutions will be shared at the end of the class to everyone.

Assignment 3: Individual essay
Reflect on the sessions 17 and 18 and what you have learned. Think about the ethics of the behaviours and interactions designers create in their design work. Write an reflective essay on what impact might designers have when designing products, services or experiences for people?

Minimum word count 800 words. Images and drawings can be added to support the content. The writing assignments need to be printed out before session 19 and brought to class as a hard copy, as well as to be submitted through Turniting before the class (800-1000 words) on April 12th by 18:00.

Reading assignment
https://www.theguardian.com/technology/2017/oct/05/smartphone-addiction-silicon-valley-dystopia

Further sources (optional)
https://techcrunch.com/2017/03/03/u-s-consumers-now-spend-5-hours-per-day-on-mobile-devices/

MODULE 3. DESIGNING FOR A MULTICULTURAL WORLD
Design ethics apply in many forms. Unlike doctors or lawyers, designers are not bound by law to keep silent about their customer’s problems (unless a non disclosure agreement or similar applies). One might argue that designers are, however, by a non-written rule, bounded to find morally and ethically suitable solutions when designing. This module will explore what ethical design means and how do we apply it to complex design problems.

Reading material during third module, to be read before module 4

SESSION 19
SESSSIONS 19-20 (Apr 13. 11:00-14:00)
Session 19. Designers as shapers of human behaviour
Designers are not supposed to design in a vacuum. Designers serve the needs of different type of people, but needing and wanting are not the same thing. How do designers provide direction and ethically good solutions? The session will be spent for going through the individual essays, with a facilitated discussion on designers as shapers of human behaviour, when it comes to environmental, behavioural and moral dilemmas within our society today.

SESSION 20
Session 20. Special as the new normal
What are the benefits of keeping up with traditions, and how do we adapt to innovations? The session will investigate designing behaviour by innovation - forcing people to change habits and ways of working. Introduction to frameworks that drive behaviour change, and real life case studies from organisations and communities that have changed their ways of working or behaviour model with the help of design.
In this session the students will be also introduced an idea of “special as the new normal”, and the class will discuss the theory that accessible design is not necessarily something thought out only for a small percent of population, but rather as an universal design driver.

**Further reading (optional)**
*Inclusive Design Blog: https://design.blog/inclusive*

**SESSION 21**

**SESSIONS 21-22 (Apr 20. 11:00-14:00)**

**Session 21. Design (thinking) frameworks**
Design thinking has become one of the most hyped terms in the design and business discourse during the 21st century. It’s a term that all type of professionals use widely in almost every modern corporation across the globe. One might argue that the spreading of the term has helped the professional designers to become more valued in organisations. During this session, the students will be presented a brief history of the terminology and ways it is presented by different organisations.

**SESSION 22**

**Session 22. Rapid problem solving**
One of the ways of working with design thinking mindset presented in the previous session is a version that Google Ventures has introduced to the world. The session will dive deeper into what a “design sprint” means in action. The students will be introduced examples of successful design sprints, which they will also practice in a condensed version during the session.

**Reading assignment**

**Further reading (optional)**
*Lockwood, T.: Design Thinking. (2010) Foreword & Chapters 1-2*
*Design Sprint: http://www.gv.com/sprint/**

**MODULE 4. COMPLEXITY, CHANGE AND TRANSFORMATION**
The world is transforming faster than ever, due to globalisation and technology. We are more connected than ever before, making it easier for us to study, change and transform communities and society. This module will look into the complexity of transformation, in society, communities and organisations. A set of tools and methods will be presented for understanding and design for complexity.

**Reading material during the fourth module, to be read before module 5**
*Papanek, V.: Design for the Real World. Chapters 10-11*

**SESSION 23**

**SESSIONS 23-24 (Apr 27. 11:00-14:00)**

**Session 23. Delivering social impact**
The session will look into topics such as poverty, racism, environmental issues, organisational problems, a malfunctioning tax claims portal. These problems exist on different scales - and because there are more of them than we are able to solve - we should choose our level of focus wisely.
During the seminar, the students will be introduced governmental design teams around the globe that are tackling complex problems for things such as unemployment, poverty, mental health and sustainability. The class will discuss ways of delivering positive social impact by design.

**SESSION 24 (FACE TO FACE)**

**Session 24. Levels of transformation**

Change is constant. Today, however, the rate of complexity of change is greater than ever before. Change happens in different formats and in different levels. It happens at a very individual scale, organisational scale in business, institutional and on a global scale. This session will introduce different levels of transformation, and look into case studies where transformation happened both successfully and unsuccessfully. The students will draft in groups a customer journey for an existing service or product during the session, and are expected to continue the work in groups between session 24 and 25.

Assignment 4: Group assignment - customer journey presentation

The student groups are also expected to present their customer journey in the following session 25, reflecting the problems the customers are facing.

**Reading assignment**


Further reading (optional)

*Stickdorn, M., Schneider, J.: This is Service Design Thinking*. Pp. 88-93

**SESSIONS 25 - 26**

SECTIONS 25-26 (May 4. 11:00-14:00)

**Sessions 25-26. Building interactions and relationships**

The relationship between an individual and his or her environment changes depending on the context. The sessions will look into tools that help map out interactions and relationships between different stakeholders and service and business functions.

During the first part of the session students will present back their customer journeys.

In the second part of the session students will be introduced a tool called service blueprint, and the rest of the session will be spent in crafting a service blueprint in same groups to map out the earlier presented customer journey and looking at the bigger picture of it. The latter part of the sessions will be spend for recapitulation of the module.

**SESSION 27**

SECTIONS 27-28 (May 11. 11:00-14:00)

**Session 27. Not hot dog**

Designers today use terms such as ‘lean’, ‘agile’ and ‘MVP’ in their daily work. What do they mean and why should we be aware of them? The lecture will discuss the importance of multi-disciplinary teams for solving complex problems, and where they have worked well. Students will be presented a set of terms used in digital design, and the professor will highlight specific examples of case studies where digital design in multidisciplinary teams have concluded in major impact for social good.

**Reading assignment**


Further reading (optional)
MODULE 5. COMMUNICATING CHANGE

Prototyping is a crucial part of any design discipline, whether it’s industrial design, service design or architecture. Prototyping can consist of many forms, elements, functions and materials but the key element behind it all is to build a possible solution and to test it with its end-users. This module will investigate different prototyping methods for small and large scale design problems in our society, and how to communicate solutions with prototypes.

Reading material during the fifth module, to be read before session 29

Papanek, V.: Design for the Real World. Chapter 12

SESSION 28

Session 28. Prototype as a tool of communication

Practically anything can be prototyped, and it is a crucial part of the design profession to know how to communicate with a prototype. In this session the students will be introduced examples of prototypes that communicate problem solutions on different scales, followed by a hands on group exercise during class, related to the service blueprint done in the earlier sessions.

Reading assignment


SESSIONS 29 - 30

SESSIONS 29-30 (May 18. 11:00-14:00)

Session 29. Recapitulation exam

Students will do a recapitulation in-class exam on the learnings of the course. The professor will provide a set of questions out of which the student has to answer them in relation to what has been studied during the course. Some of them will be more open and will require the interrelations of texts and ideas discussed in class and some will be specific in the explanation of a single concept.

Readings: All mandatory readings are included in the exam.

Session 30. Feedback and discussion

The last session will be used for recapitulating the key learnings from each five modules. The session will consist of professor’s presentation on key takeaways and a discussion together on the course content.
BIBLIOGRAPHY

The professor will provide materials each week as PDF documents through the Documents folder of the course page on the Campus Online as the course progresses.

The followings books or articles used in this course will be:

COMPULSORY

Title: Design for the Real World
Author: Papanek, Victor
Publisher / Edition / Year: Academy Chicago Publishers / 2nd / 1984
ISBN / ISSN: 0-89733-153-2
Medium: PRINT ELECTRONIC

Title: Universal Methods of Design
Author: Hanington, Bruce & Martin, Bella
Publisher / Edition / Year: Rockport Publishers / 1st / 2012
ISBN / ISSN: 978-1-59253-756-3
Medium: PRINT

Title: Sprint
Author: Knapp, Jake. Zeratsky, John & Kowitz, Braden
Publisher / Edition / Year: Bantam Press / 1st / 2016
ISBN / ISSN: 9780593076118
Medium: PRINT

RECOMMENDED

Title: How Designers Think
Author: Lawson, Bryan
ISBN / ISSN: 978-0-75-06-6077-8
Medium: PRINT

Title: This is Service Design Thinking
Author: Stickdorn, Marc & Schneider, Jakob
Publisher / Edition / Year: BIS Publishers / 2nd / 2011
ISBN / ISSN: 978-906369-256-8
Medium: PRINT

Title: Design Research
Author: Laurel, Brenda
Publisher / Edition / Year: MIT Press / 1st / 2003
ISBN / ISSN: 978-0-262-12263-4
Medium: PRINT
EVALUATION CRITERIA

Class attendance, individual study and class participation
It is expected from students to participate classes, in class discussions and exercises performed in class. Key criteria to consider class participation will be the constructive engagement with class discussions and activities. It is expected that participation should be oriented to enrich the intellectual climate of the class, participating in debates, carefully listening to peers and engaging in dialogues with them. Critical thinking and stating opinions openly during class are encouraged throughout the semester.

Students are encouraged to study the “optional reading materials”, but not obligated to do so. Brief recapitulation quizzes will be introduced throughout the course on unspecified dates to encourage the continuous individual study of the mandatory materials and learnings.

Group tasks and presentations
The class will be organised in pairs and groups of students of different sizes depending on the design task/group work. Groups and pairs will work during the semester in multiple smaller group and pair presentations throughout the semester.

Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

Good presentations are concise, but also provide a fact-based rationale for your recommendations and implementation plan. The rationale should reflect a good understanding of the important issues of the case and may integrate previous material from the class or your experience. You might also note factors that argue against your recommendation, and how your implementation plan might minimise the impact of these factors.

Individual essay
The essay should reflect specifically on the sessions 17 and 18 and what the student has learned and read. Students should think about the ethics of the behaviours and interactions designers create in their design work. The essay should be a reflective essay on what impact do designers have when designing products, services or experiences for people. It should draw on the course’s readings to contextualise theoretically the methodological design dilemmas. The usage of images and pictures are encouraged, if they fit the content. Minimum word count is 800 words. Images and drawings can be added to support the content. The writing assignments need to be printed out before session 19 and brought to class as a hard copy, as well as to be submitted through Turniting before the class (800-1000 words) on April 12th by 18:00.

Course exam
Students will do an in-class recapitulation exam on the learnings of the course. The professor will provide a set of questions out of which the student has to answer them in relation to what has been studied during the course. Some of them will be more open and will require the interrelations of texts and ideas discussed in class and some will be specific in the explanation of a single concept. Readings: All mandatory readings are included in the exam.

Evaluation method
Your final grade in the course will be based on both individual and group work of different characteristics that will be weighted in the following way:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Group tasks</td>
<td>25 %</td>
<td></td>
</tr>
<tr>
<td>Individual essay</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Group and pair presentations</td>
<td>15 %</td>
<td></td>
</tr>
<tr>
<td>Quizzes and exam</td>
<td>20 %</td>
<td></td>
</tr>
</tbody>
</table>

**Sobresaliente/Outstanding: 9.0-10.0 (A to A+)**
Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

**Notable: 7.0-8.9 (B to B+)**
Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

**Aprobado: 6.0-7.0 (C to C+)**
Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

**Aprobado: 5.0-6.0 (D)**
Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

**Suspenso: 0-4.9 (F)**
Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

**Automatic Failure/Suspenso: 0 (F)**
Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second “convocatoria.”

**RETAKE POLICY**
Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enrol again in this course next academic year).

Grading for retakes will be subject to the following rules:

- Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).
- Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
- The maximum grade that a student may obtain in any type of retake will be 8 out of 10.
- The retakes will consist on a comprehensive exam. The grade will depend only on the performance in this exam; continuous evaluation over the semester will not be taken into account. This exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8.
PROFESSOR BIO

Professor: AINO HANTTU
E-mail: ahanttu@faculty.ie.edu

Professor Aino Hanttu has designed and developed end-to-end products and services for a variety of industries in Spain, UK, US and Finland. She drives the creation of stellar customer experiences and world-class service and strategic design in client work at a Madrid based design agency id.real. Aino specialises in complex service design projects, design strategy and is passionate about digital transformation of businesses. She is right at home when facilitating workshops and helping companies transform their culture to lean service creation. As a designer Aino is passionate about using design to create immersive experiences by integrating the online and the offline services, as well as changing the way organisations work. She believes that a designer has to understand the overall big picture as well as manage and design the most detailed pixels.

Prior to id.real, Aino was Service Design Lead at a consulting agency Futurice and before that, she led consumer facing User Experience at a healthcare startup BetterDoctor in San Francisco. She is also an alumna of service design agency Fjord.

She holds a Bachelor of Arts in Industrial Design (University of Lapland, Rovaniemi, Finland, 2008) and a Master of Arts in International Design Business Management (Aalto University, Helsinki, Finland, 2013).

OTHER INFORMATION

Office hours: Office hours will be held by appointment on Fridays. Students should contact the professor to make an appointment.

Contact details: ahanttu@faculty.ie.edu

CODE OF CONDUCT IN CLASS

1. **Be on time:** Students arriving more than 5 minutes late will be marked as “Absent”.
   
   Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.
   
   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.
   
   If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.


6. **No cellular phones**: IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.