

Service Design Education: A multiple-case study of Brazilian undergraduate courses

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Abstract

In recent decades, the growth of service design has been significant, however, its education has not kept pace with this movement (Stickdorn & Schneider, 2010; Ruiz & Corona, 2020). In general, service design teaching is still dispersed in a few courses, mainly at the graduate level, lacking a common foundation for evaluating and comparing courses (Ferruzca et al., 2017; Becermen & Simeone, 2019). Within the Brazilian context, service design has primarily been addressed through informal courses, often offered by consultancies and organizations whose main activities are non-pedagogical. Nevertheless, over the past five years, service design has started to be integrated into some undergraduate courses in a more comprehensive manner, surpassing the previous model where it was only present in specific and optional subjects. Building on international references and leveraging initial Brazilian experiences in the formal service design education, this research aims to explore the incorporation of service design in undergraduate courses, along with the associated challenges and opportunities. To achieve this, four case studies were conducted in Design undergraduate courses in the states of Rio de Janeiro and São Paulo, recognized for their concentration of Design courses and their prominent service sectors. The institutions included in the study were Esdi/Uerj, Fauusp, IED-SP and Senac-SP. Through a cross-analysis of the literature and the case studies, valuable practices and recommendations were identified to strengthen the teaching of service design. Key highlights include emphasizing the proximity to professional practice, enhancing multi and interdisciplinarity in the field of Design, further developing service prototyping through technological means or insights from other fields of knowledge, and the benefits of integrating social innovation projects into the curriculum.

Keywords: service design, design education, good practices, multiple-case study

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