

Determining and designing value: *The Digital Wellbeing Sprint*

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Laurea University of Applied Sciences | Degree Programme in Service Innovation and Design



UNIVERSITY education



The Sprint

- Summer 2016 pilot
- Intensive course
- Multidisciplinary teams
- Live project, real client



The Sprint

- Service innovation process
- Teamwork
- Open innovation
- Cocreation
- Rapid prototyping

Faster completion of studies and smoother transition to working life

4 Sprints, 400 participants by 2020



Research objectives

- Understand students' expectations/perception of value
- Contribute these insights to the development of the Sprint



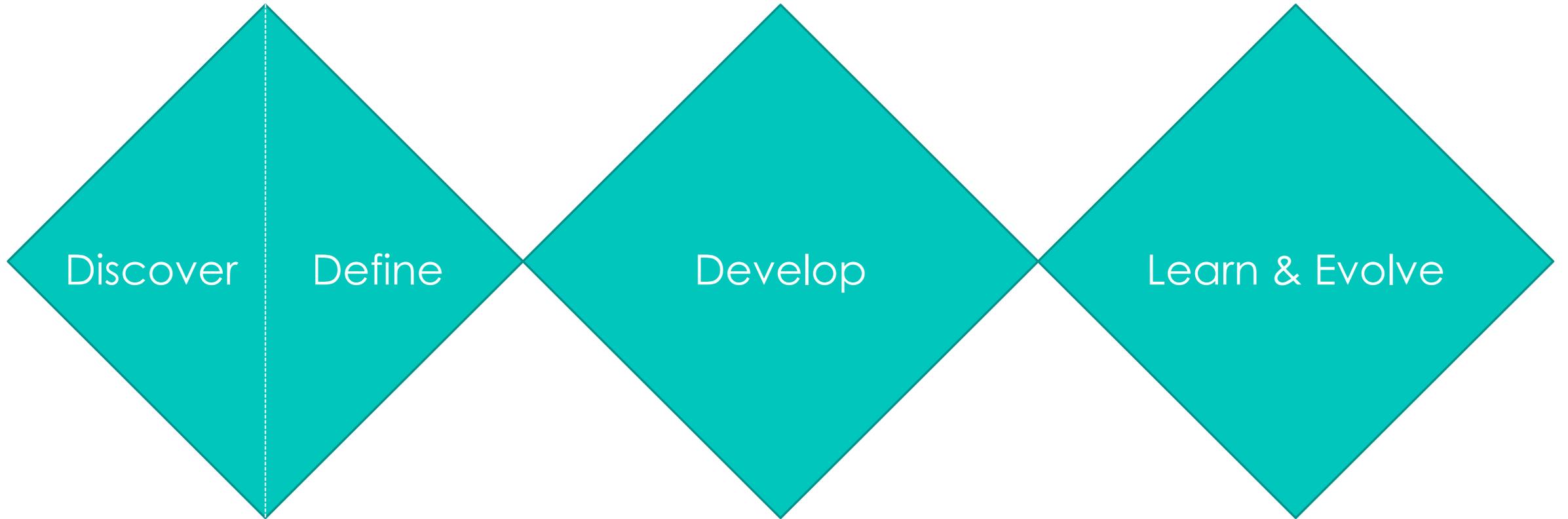
Service-dominant logic

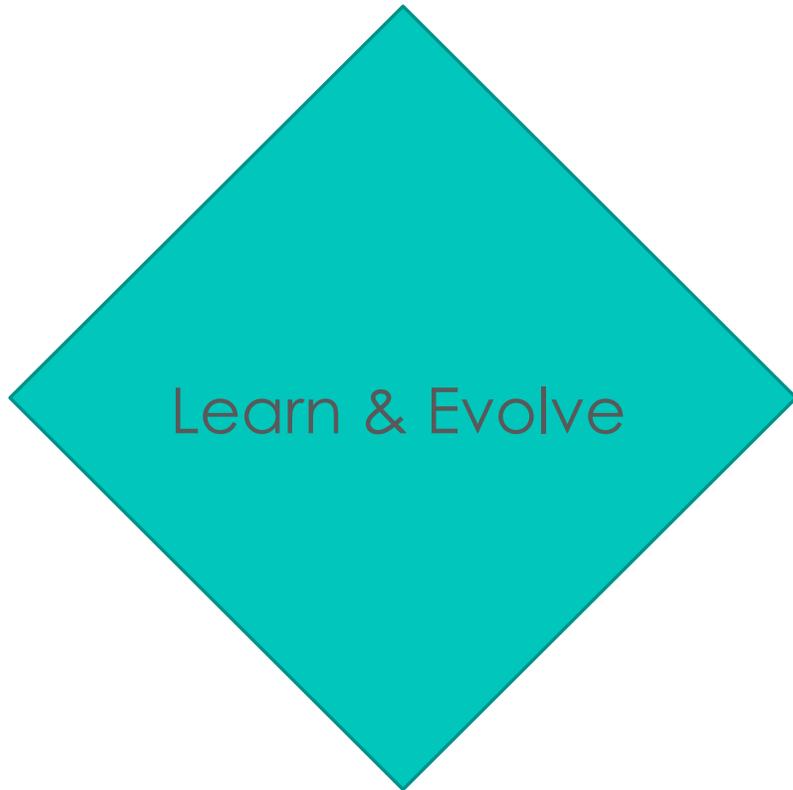
Value isn't **provided** to the customer,
it is **cocreated** together with them.

Student centered learning

The needs, interests and perspectives of the students inform the design of the learning experience.

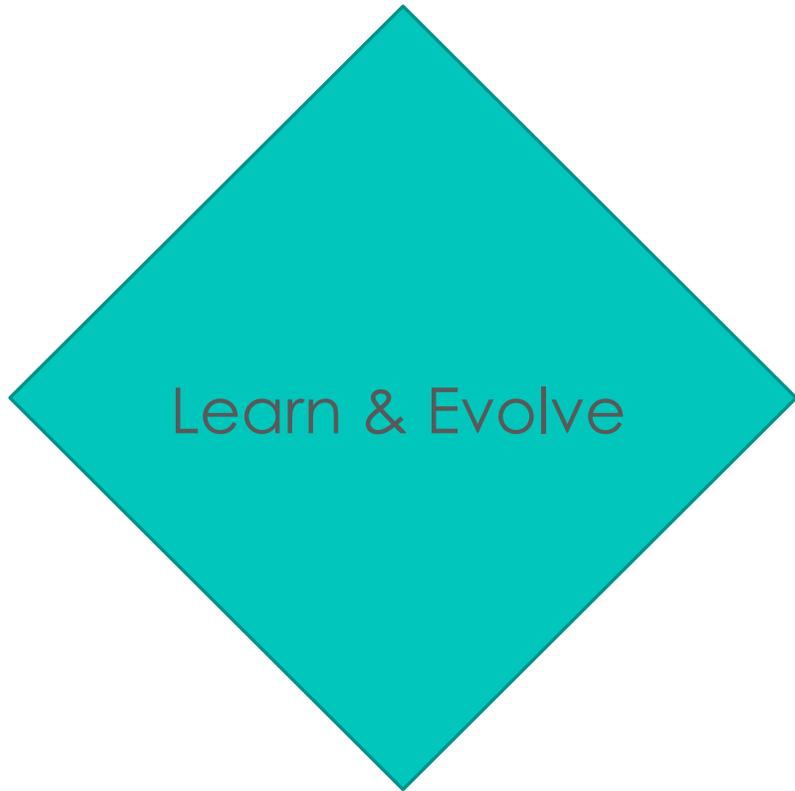
Design process





Facilitate the course and get insights from stakeholders; iterate as part of the course development process

- Content analysis of 2016 surveys
- Interviews with Sprint organizers (6)



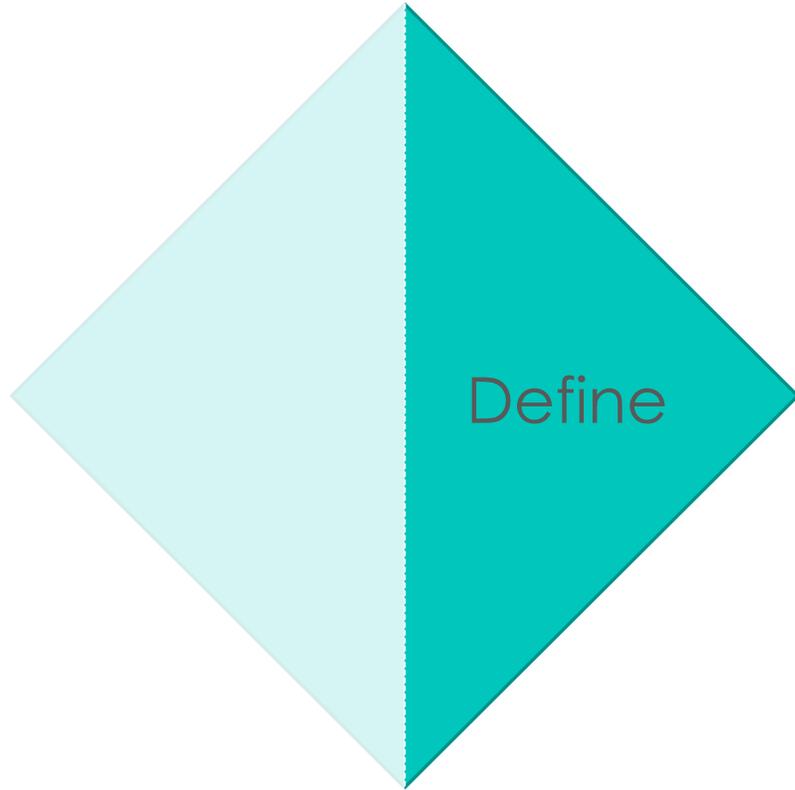
Key insights

- People
- Ability to work on a real case
- Learning by doing



Understand the learner and learning environment

- Interviews with Sprint attendees (6)
- Subject Matter Expert Interviews with Learning Experience Designers (3)



Define the learner needs and organizational opportunities

- Insight synthesis
- Jobs to be done
- How might we...

Jobs to be done

Customers buy products or services because of the job it helps them accomplish or the progress it helps them make.

Students hire education to make progress towards a goal; value is created when progress is made.

Job categories



Learn from others



Collect experiences



Take the next step



Learn from others

- Learn from experienced professionals
- Receive feedback to support the iterative learning process
- Learn from each other

“

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...sometimes we have guest speakers from a real business. I find it way more valuable ... and I also listen to them way better because they know what is going on at the moment.



Learn from others

- Learn from experienced professionals
- Receive feedback to support the iterative learning process
- Learn from each other

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It is really hard to find the specialists with different views to come and give comments on your concept in real life.



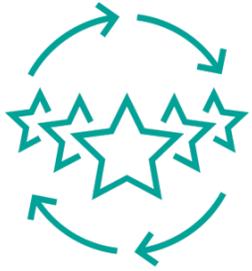
Learn from others

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When you see how other people do the same things you are trying to achieve and then when you learn from them how they overcome the same challenges it helps a lot... It is eye opening to see other people's perspective.



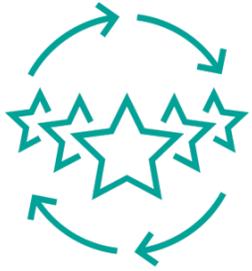
Collect experiences

- Learn through practical implementation and iteration (Iterative learning)
- Learn beyond the classroom
- Learn as a means of self-exploration and self-promotion

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My way of learning is to repeat the processes as many times as possible... When I am doing it I am studying various options and in every round I am trying a different kind of methodology and different kind of combination of the methods so that I learn... I learn by doing.



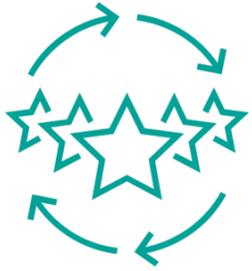
Collect experiences

- Learn through practical implementation and iteration (Iterative learning)
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Some [skills] I studied in school and some of them I studied online and working on projects, and at the moment I am also developing or creating a website for a friend of mine...



Collect experiences

- Learn through practical implementation and iteration (Iterative learning)
- Learn beyond the classroom
- Learn as a means of self-exploration and self-promotion

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When I went to one of these workshops in Helsinki that I understand there were people who were studying Masters in other universities and they didn't have [those] skills and I did. So then I understood like okay, these are skills that are important then.



Take the next step

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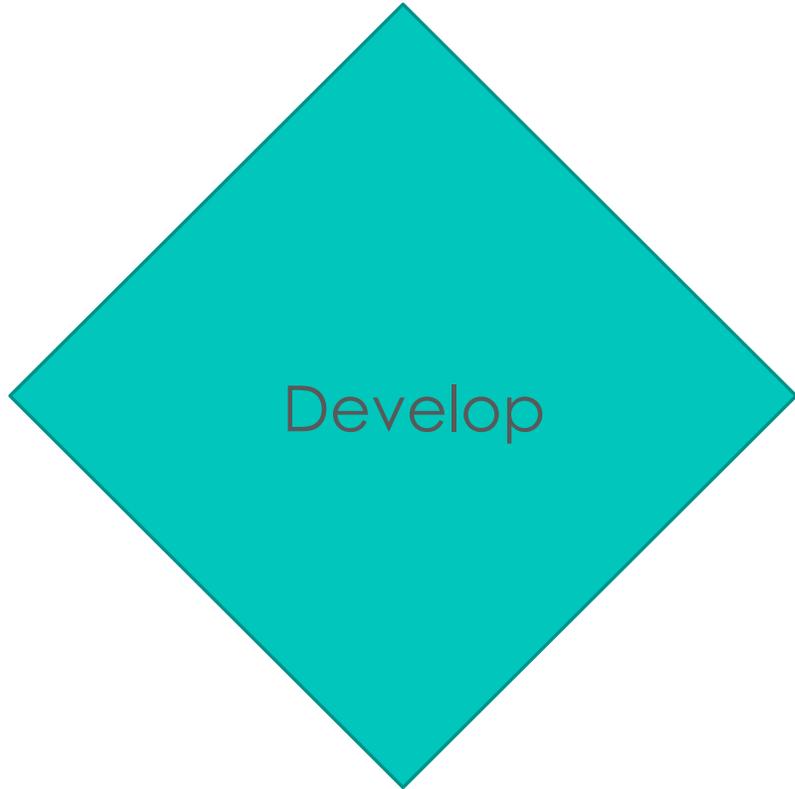
... I am currently a start-up entrepreneur... I could have never imagined I am in this position right now.

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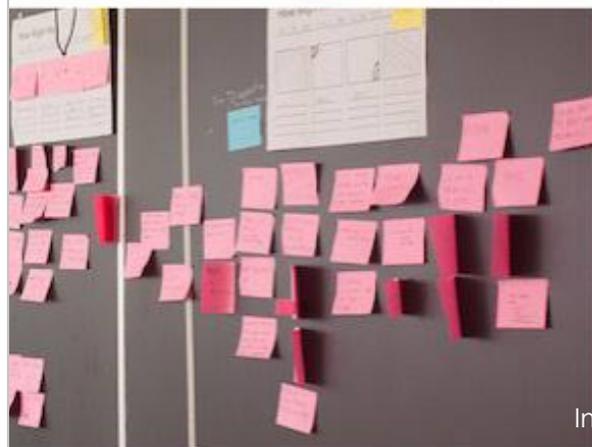
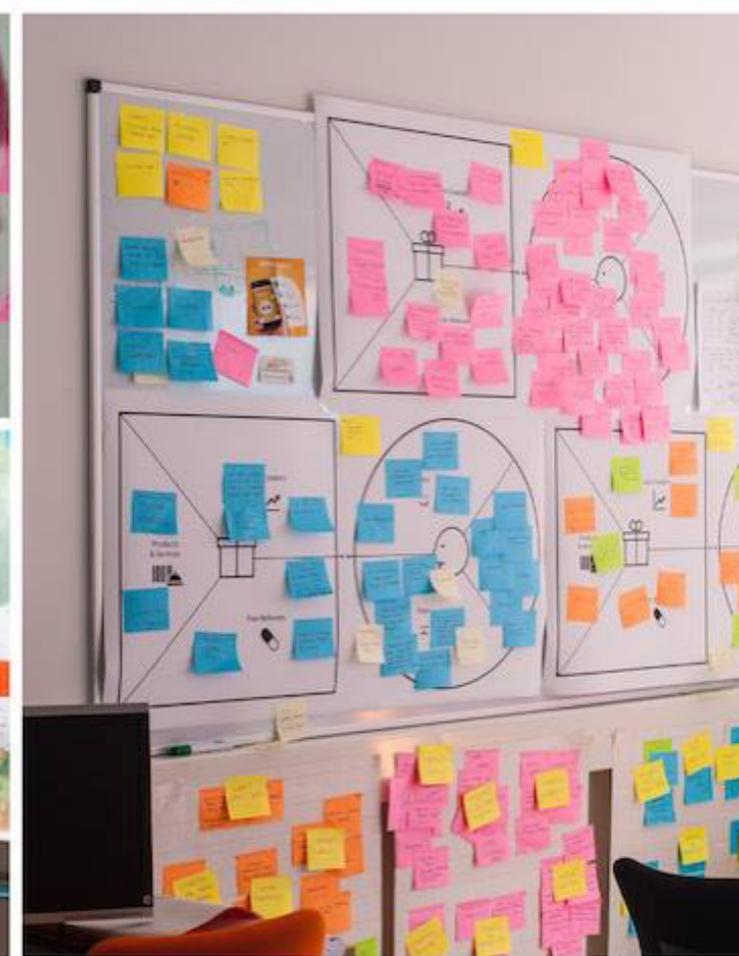
... I was able to align myself more with what exactly I want to do, to choose the specific subjects in my degree program.”

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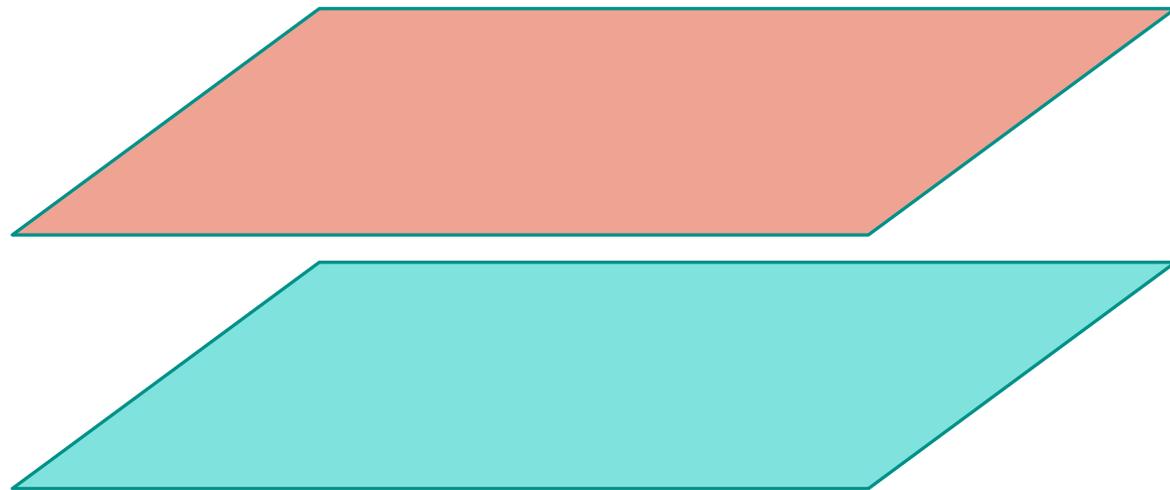


The jobs, needs and perspectives of the students inform the design of the learning experience.

- Digital Wellbeing Sprint
- Sprints
- Living labs
- Hackathons
- Jams
- Classroom design cycles



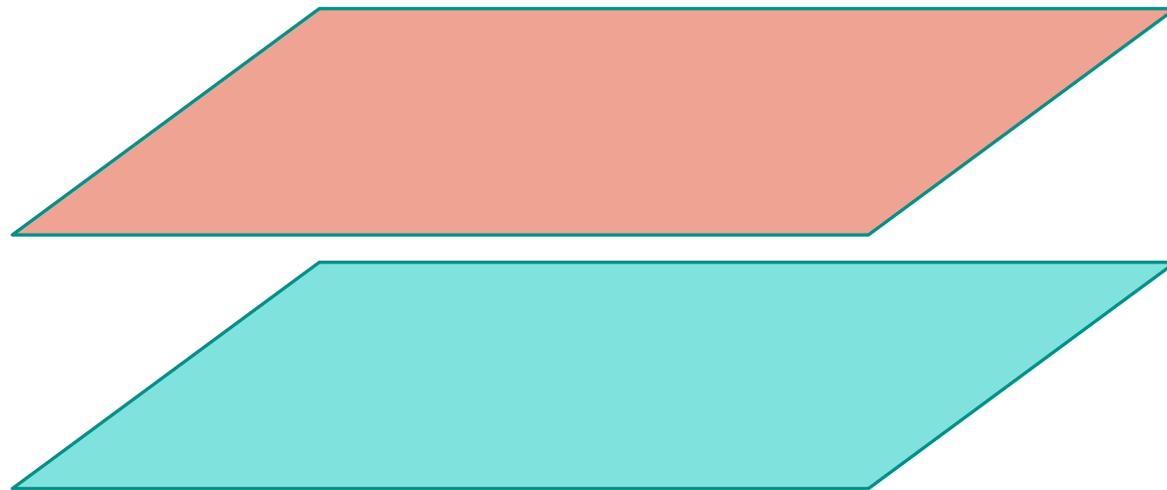
Layers of application



← **TACTICAL**
Iterate the offering/learning experience

← **STRATEGIC**
Direction for the growth strategy or target new market opportunities

Layers of application



← **TACTICAL**
Student feedback, needs, goals and jobs provide insight and direction for iterating the offering/learning experience

← **STRATEGIC**
Student 'jobs to be done' plus organizational goals inform the growth strategy of the existing offering or help to target new market opportunities

Student job

- Receive feedback to support the iterative learning process
- Learn from experienced professionals

Strategic goal

- Smoother transition to working life



How might we...

use mentorship and feedback to help students advance their learning for the next 'learning iteration'?

Student job

- Receive feedback to support the iterative learning process
- Learn from experienced professionals

Strategic goal

- Smoother transition to working life

How might we...

use mentorship and feedback to help students advance their learning for the next iteration’?

Student job

- Learn through implementation and iteration

Strategic goal

- Increase number of Sprints & attendees



How might we...

design a series of experiences that supports iterative learning?

Student job

Use learning as a means of self-exploration and self-promotion

Strategic goals

- Smoother transition to working life
- Increase number of Sprints & attendees



How might we...

support students in identifying gaps in knowledge or skills?

help students stand out to future employers/funders?