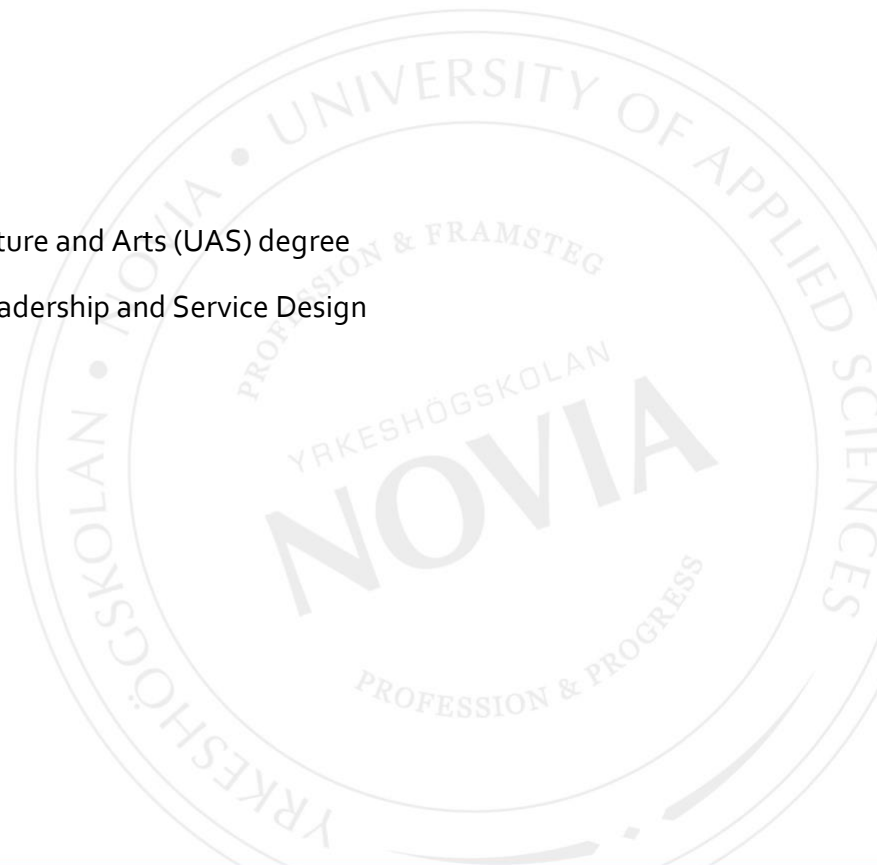


# **A Service Perspective on *Resourceful Children***

**Service Design as a Catalyst for Innovation in a Research and Development Project in Early Childhood Education and Care and Child Protection**

Jenny Wiik

Thesis for a Master of Culture and Arts (UAS) degree  
Degree Programme of Leadership and Service Design  
Åbo 2022



## MASTER'S THESIS

Author: Jenny Wiik

Degree Programme: Leadership and Service Design

Supervisors: Elina Vartama and Emma Vironmäki

Title: A Service Perspective on *Resourceful Children* – Service Design as a Catalyst for Innovation in a Research and Development Project in Early Childhood Education and Care and Child Protection

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Date 25.11.2022 Number of pages 108

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### Abstract

*Resourceful Children (Resursstarka barn)* was a research and development project at Novia UAS. Within the *Resourceful Children* project, a method and set of materials for improving social and emotional skills in children aged 0-6, were developed during 2020-2022. The aim of the thesis was to show how the project's materials and work method can be viewed as a service. Service design methods and tools were used to create a blueprint for a service to be used by early childhood education and care (ECEC) professionals, with the aim to support socially vulnerable children.

The research question of the thesis was: how can applying a service design perspective on the *Resourceful Children* materials and method improve the success and impact of the project? The aim was to use service design methods and tools to identify the needs of stakeholders, organize the products of the project into a coherent user experience, and create a plan for the continuation and dissemination of the project.

The theoretical framework of the thesis consisted of ECEC and child protection research, and service design and design thinking. The research methods used in the thesis were observation, focus group interviews, questionnaire, and text, narrative, and visual analysis. The service design methods used were co-creation and visualisation, while the main tools were persona, customer journey, service design blueprint, ecosystem map and business model canvas.

The results of the thesis focus on four main areas: improved structure for the project as a service, innovations concerning customer experience and involvement in the project, highlighting problem areas like a lack of future support processes, and the inclusion of the service perspective into a ECEC and child protection project.

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Language: English

Key words: early childhood education and care, service design, public sector, co-creation, visualisation

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## Preface

I started my service design studies in 2015 to develop my own business as an illustrator and graphic designer. I was also very interested in learning a more holistic view on design and systemic thinking. My illustration company was born the same year, 2015, and I tried to find ways to make it sustainable through service design. Learning marketing, branding and customer research methods proved to be very useful, since I eventually ended up working with exactly the type of clients I wanted: organisations and actors in the educational, cultural, or public sector. I had managed to successfully create a personal brand, which was proving fruitful. However, I was not able to finish my thesis, because of rather challenging personal circumstances (divorce and finding support for one of my children who finally received a neuropsychiatric diagnosis in 2019-2020).

I was recruited to the project *Resourceful Children* in 2020, which felt like winning the lottery. I realized that it was an opportunity to finish my service design degree and suggested that I write about the project. So, before getting started with the topic at hand, I would like to give a warm thanks to the project team, Eva, Lena, Pia and Sussy, for believing in my skills, and bravely going along with trying a new approach, and pushing for the thesis to be finished. And a grateful and inspired thanks to the RDI group at Novia UAS, Faculty for Health and Welfare. We have been meeting on video conference calls since the beginning of the Covid-19 pandemic and the group kept having video meetings, to include the one member of the group in Turku (the rest are in Vaasa).

The visits, events, and tests with the early childhood education and care professionals and the children who participated in the project have been a great joy, and very inspiring for the future development of the project.

And finally, a very appreciative *thank you* to the amazing and hard-working main supervisor of this thesis, Elina Vartama, who never stopped believing and supporting (and reading and giving excellent comments and advice to) me so I could finish this degree programme, even after so many years.

## 1 Introduction

"[...] *det resursstarka barnet är en idé och en vision och inte ett idealbarn*".

"[...] *the resourceful child is an idea and a vision and not an ideal child*".

Davidsson & Juslin, 2021, p.7

*Resourceful Children (Resursstarka barn)* was a research and development project at Novia University of Applied Sciences. Within the *Resourceful Children* project, a wide set of materials for improving social and emotional skills in children aged 0-6, were developed during 2020-2022. The project was financed by the private association Stiftelsen Eschnerska Frilasarettet.<sup>1</sup> The project employed six people part time, and I was recruited as an illustrator and graphic designer in March 2020. I was, therefore, also part of the research team, which means I had direct access to all documentation created during the project, and also contributed to the development process and visual design of most materials and products.

Students in social studies were also engaged in parts of the research for the project, as well as connected to the project in their thesis work. A group of early childhood education and care (further on referred to as ECEC) professionals participated in the co-creation process of the materials, through workshops, prototype testing and interviews. These participants are employed in day care centres in the larger Turku area.

This introduction chapter presents the research project aims in relation to the aims and research question of the thesis. The timelines of the project and the thesis work will be presented in chapter 2.

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<sup>1</sup> <https://eschner.fi/sv/start/>, retrieved 12.2.2021. The foundation supports hospitals, safe living for elderly and preventive health care.

All visualisations in the thesis follow the project's visual style guide that was developed in 2020. The logo (Figure 1) was the first visual to be created in the project. All visuals and images were created by me, unless stated otherwise.



Figure 1: Project logo designed in April 2020

### 1.1 Problem and aim

The result of the research and development project *Resourceful Children* was a set of materials and a work method that describes how the materials can be used to support socially vulnerable children. The challenge for the project after 2022, was how to spread awareness of the method among ECEC professionals, and how to create a work package that is easily accessible and practical to use, while keeping its theoretical model based on evidence-based research. This challenge formed the basis for the research problem of the thesis, and led to the following research question: can a service design perspective on the *Resourceful Children* materials and work method improve the success and impact of the project, and help solve the challenge of establishing and spreading the use of the material and method?

The aim of the thesis is to show how the project's materials and work method can be viewed as a service. The service perspective brings a new angle to the project and can inspire innovation concerning the spread, implementation and use of the project's materials and method. Service design methods and tools are used to create a blueprint for a service to be used by ECEC professionals, with the aim to support socially vulnerable children. By using service design methods and tools, the needs of stakeholders are

identified, the products of the project are organized into a coherent user experience, and a plan for the continuation and dissemination of the project is created.

## 1.2 Frame of reference

Since the research question is how a service (design) perspective can improve the impact of the research project, the theoretical frame of reference must include both service design theory and ECEC, and child protection research behind the concept of “the resourceful child”. A theory of how the project is connected to the ECEC and child protection fields is presented through an ecosystem model. Figure 2 shows a visualisation of the frame of reference:

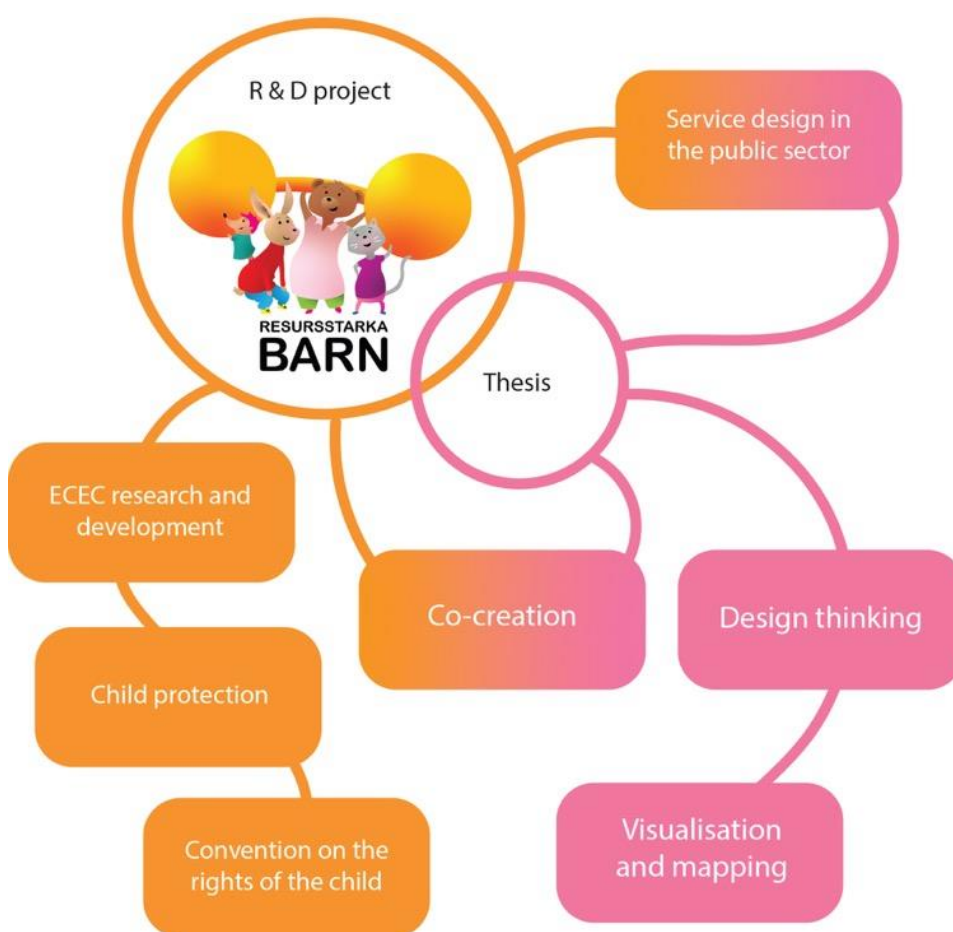


Figure 2: Frame of reference in relation to the project *Resourceful Children*

It is important to mention that UNICEF’s Convention of the Rights of the Child from 1989 has impacted the development of child protection research and development, due to its impact on law making. The convention is also mentioned in the project plan as the



foundation that the project builds on, and the most recent changes in laws in Finland were made in 2020 (Liljeroth, 2020). According to Davidsson and Juslin (2021, p. 6) it is sensible to develop support structures for socially vulnerable children within early childhood education and care, since it is often challenging for child protection services to reach the children in need outside of the day care services.

It is part of the plan of the project *Resourceful Children* to spread the work method and materials through courses and education programmes (Juslin & Storbacka-Järvinen, 2021). This will also become evident in the service design journey maps. However, since this thesis will analyse this currently non-existing education, it is not relevant to study theories about education as a service. However, it is something to be considered for future service design related research connected to *Resourceful Children*.

Service design has been growing as a part of the public sector (Kuzmina, Bhamra & Trimmingham, 2011, p. 26). This is true also for Finland. In 2020 a manual was developed on how service design methods can be used in the health and welfare sector ("*Ihmislähtöinen SOTE – Palvelumuotoilun osaamiskokonaisuus*", Sirviö & Ruotsalainen, 2020). By educating professionals in the public sector, service design becomes an integrated part of how public services are developed and improved, which is also in line with the government's policy for education of professionals in health and social services (Sirviö & Ruotsalainen, 2020).

Within the Faculty of Health and Welfare in Novia UAS, educators have recently been involved in workshops on how to use service design methods in education (see Backman, 2022). However, service design is not yet a larger or more integrated part of research and development projects within Novia UAS's Faculty for Health and Welfare, and hopefully this thesis could show the benefits of the perspective to projects within both ECEC and child protection, but also when it comes to the whole faculty, health and welfare related research and development projects.

## **2 Timelines and process**

In this chapter the timeline of the project and events will be presented in relation to the thesis work.

The project began just before the spread of the Covid-19 pandemic to Finland, and this resulted in some changes in the way the project was conducted. The research team was, for example, working remotely March-August 2020, and again from October 2020 until June 2021. From August 2021 employees were recommended remote work, and visiting campus required wearing a mask.

The recommendations for physical distance and limitations on physical gatherings meant that the planned workshops with the participants of the project had to be conducted in Microsoft Teams, and the project researchers were not able to physically visit the day care centres until after June 2021. This affected the timetable, and the focus was on research and visual brand development in the first year. Workshops and physical visits were postponed and moved online. This also affected how feedback was received and how the materials could be tested early in the project. However, it was also an exercise in how to use video conference tools and other online co-creation tools effectively (for example Flinga.fi). The project was not executed as planned, but part of a design process is also to adapt to changing circumstances. In Figure 3 the research team is having a project meeting during a period when we could be on campus, but were required to wear masks.



Figure 3: The whole research team in a project meeting 20.10.2020

## 2.1 The project timeline

There is a history to the project also before 2020, going back over a decade (see chapter 3.1). After securing funding in 2019, the project work begun in 2020, and a project manager was hired. I joined the project as an illustrator and graphic designer in March 2020. During the first year the focus was on developing the theoretical model for the project. Due to the Covid-19 pandemic, it was not possible to begin with physical workshops with the participants. The research work and writing resulted in a publication or learning material with the title *Resursstarka barn – stöd till social utsatta barn i småbarnpedagogiken* (Davidsson & Juslin) in January 2021. Furthermore, an article collecting and presenting different methods related to improving social and emotional skills (SEL projects) was published in March 2021, "Faktorer som bidrar till att på ett framgångsrikt sätt stöda barns sociala och emotionella färdigheter" (2021). Both these publications were graphically designed following the visual style and brand that was developed during 2020.

After March 2020 I also started developing a set of animal characters to be used in all materials in the project. The idea was that animal characters are approachable for children and easy to identify with. Using animals as characters is a common method of storytelling for children. It also has an ethical dimension, as the child characters do not risk becoming stereotypical representations of real humans, which leaves them more open for interpretation and identification for children with varying kinds of characteristics. The main characters for the project are four animals: a bear (Valle), a rabbit (Ralle), a cat (Mella), and a hedgehog (Lilla). The characters are gender neutral, and variable in size and colouring. Their names are not typical children's names. This little gang of animals was named "Djurvännerna" (The Animal Friends). Several adult characters, day care staff, and parent figures were also developed. During 2020 the focus was on creating a unified visual style and illustrated world for these animal characters and for future publications and products in the project. The first materials produced were marketing materials like flyers, reflectors, stickers, and a rollup poster. Mugs and posters are shown in Figure 4.



Figure 4: Poster and coffee mugs with project logo, produced in autumn 2020

In November 2020, the first education day and workshop with pedagogues was hosted in Microsoft Teams. Focus group interviews were conducted in this workshop as well as co-creative workshop sessions with the aim to understand the needs of the children and pedagogues in the field. In this workshop it became evident that digital materials were something needed and desired, which steered the development work of the project into this area. At this point the thesis work and service design perspective had not yet been introduced to the project.

The development of prototypes for materials accelerated, and during 2021 five main products were developed. All the prototypes were co-created to some degree, tested several times, and received feedback from the professionals and the children. The main products developed were wooden figurines, a children's book (only digital), a game for iOS and outdoor use, a manual and workbook for observing challenging situations in day care, and an illustrated book for the children's homes and families. Service design methods were not used for developing these prototypes; however, design thinking models had now been introduced to the whole project team in early 2021.

In 2022 the main products were a “training” manual, containing image material aimed at working with especially challenging situations and training social and emotional skills. The final publication presenting the project work method and materials is not finished as this thesis is finalized. The materials will be presented further in chapter 3.5 and in Appendix 1.

During all the three project years students in social work were also involved in testing and developing materials. In autumn 2020 students tested observation forms as part of their internships in the day care centres. In spring 2021 several groups of students developed materials as part of their thesis work. Examples of the products developed in these theses are an application about learning to ask for help, a story book about learning impulse control, and a box of materials about self-regulation.<sup>2</sup> During 2021 and 2022 students were using the publications from the project as part of their curriculum, and consequently the model and the theoretical framework for the project will spread to day care centres through their future staff.

The project started sharing posts on Facebook and Instagram in August 2020. The project webpage was developed during 2021 and launched in October 2021: <http://www.resursstarkabarnprojekt.com>.

Below, in Figure 5, the project timeline is visualised as a tree. The service design process is not included in this visualisation.

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<sup>2</sup> *Hjälppatrullen: En applikation för småbarnspedagogiken som stärker 3-5-åringars förmåga att be om hjälp*, by Julia Påhls, Tina Sundbäck & Milja Juutinen (2021); *Stöd för utveckling av barns impuls kontroll*, by Julia Gullans, Alexandra Holländer, Annika Lindroos & Emma Stenbacka (2021); *Feelis-lådan. Material för barn att öva självreglering*, by Susanna Meriheinä, Maria Blomberg von der Geest & Jens Holmström (2021).

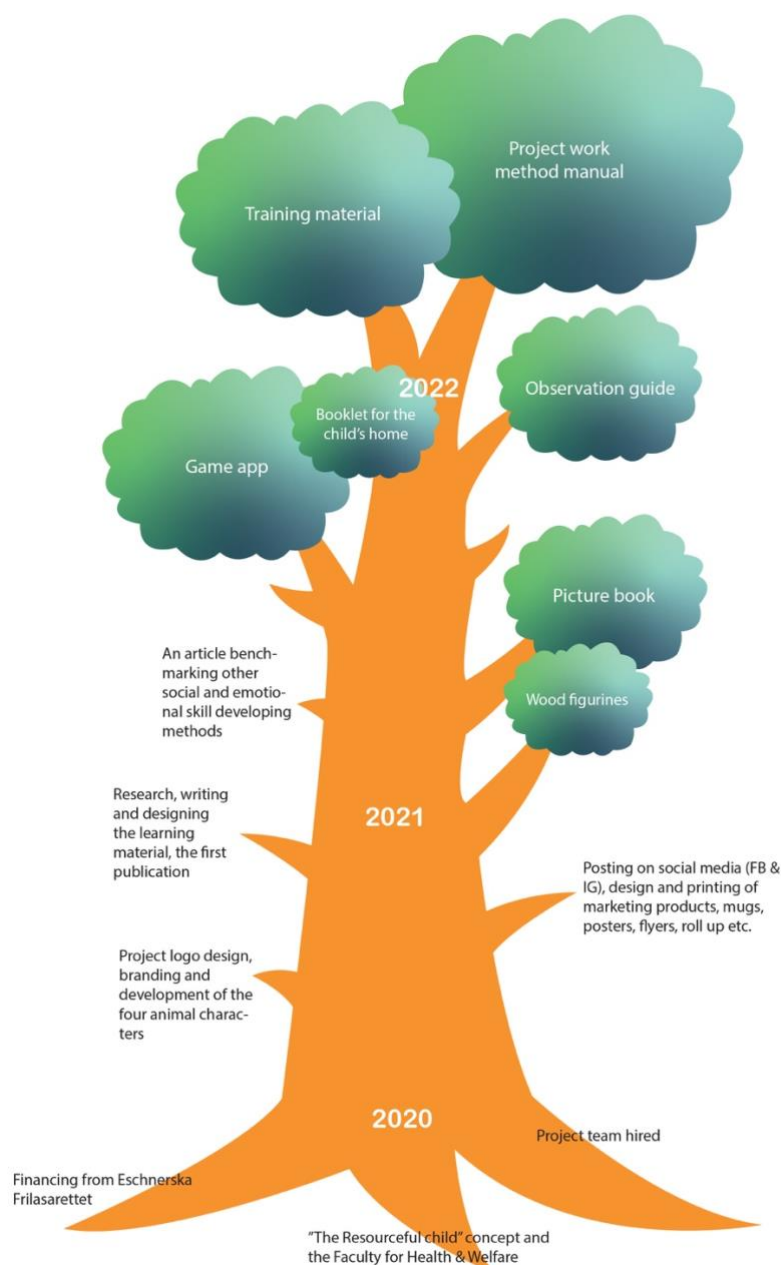


Figure 5: The project timeline

## 2.2 The thesis timeline

The thesis work started in December 2020 with a presentation of the idea to the project team leader and manager, and an enquiry if the project could be used as a case study for the thesis. I was allowed to write the thesis partly as part of my employment as a project designer. I presented the thesis idea to the whole research team in January 2021 (15.1). In March the first draft was presented in the first seminar (5-6.3.2021). The first draft included the research problem and aim, theoretical frame of reference, a presentation of the project, including theoretical background and a stakeholders's map. After the first seminar

the project team was presented with the visuals for the thesis work that were developed so far, including a visualisation of a design thinking model (The Stanford model with five stages).

After these initial stages of the thesis, the project team focused on developing and prototyping the main products that would be part of the model: the children's book and the game, the material for the children's homes, the observation guide, and the training material. All these products required focus and effort on my part as a graphic designer, and on testing and iterations based on feedback from the testing. This slightly derailed the plan to also use service design as part of developing the project. I made some attempts at using design thinking models for structuring the project process, and visualisation to make the process and project structure clearer, for example presenting timeline sketches to the team.

In October 2021 I decided to test other service design tools: a player journey (modified customer journey) for the game with a child persona and a service design blueprint first draft for the development of the project model. These maps and visual drafts were presented in a project meeting 25.10.2021, but not further developed at that stage.

In November 2021 it became evident that the service design perspective on the project needed to become more clearly defined to the rest of the project team. I made this conclusion when I noticed that the service design perspective and my role as a designer were not being included in meetings for developing the work method or model for the project, even though I had offered the visualisation methods and the service approach as a possible method for further development. The project team seemed to not be fully aware of how the service design tools and methods could be useful for the project. As a solution to this communication challenge and knowledge gap, I offered to have a workshop dedicated to presenting service design thinking and methods more in depth to the rest of the team. In April 2022 the team was presented with a "service design brief" (see Appendix 2) and invited to a workshop with focus on presenting the suggested service design tools for the thesis and co-creating the service design maps. After this workshop (Workshop 1), the thesis process picked up significantly in speed and resonated more strongly in the project team.

In hindsight, it is evident that this lack of knowledge and inclusion of the design and service perspective was a result of lack of design leadership and confusion of roles. The role of a graphic designer is different from a service designer. Graphic design is often a work process that is not begun until there are texts, images, or other materials to visualise and design into a certain visual experience. Service design is, however, a design process that could (or should) be included in the development of a service at a very early stage, from the beginning. In *Resourceful Children*, the graphic design has been an unusually integrated part of the work process, but graphic design still “only serves” the project’s purpose and follows the guidelines of the researchers in the team. As they were not familiar with service design as an approach, it was time for me as a designer to step up and take responsibility and leading the development of the model from the service perspective. It was a lesson in design leadership.

After Workshop 1, the service design maps were presented to the team in Workshop 2 in August 2022, for feedback and further improvements. The final versions were delivered in October 2022. The thesis was presented in the second seminar in September, 16-17.2022. During September further visuals were created and in October, the final service design offerings were evaluated by the project team through a questionnaire, and in a group interview with the research and development team of the Faculty of Health and Welfare at Novia UAS. The whole thesis process is visualised in Figure 6:

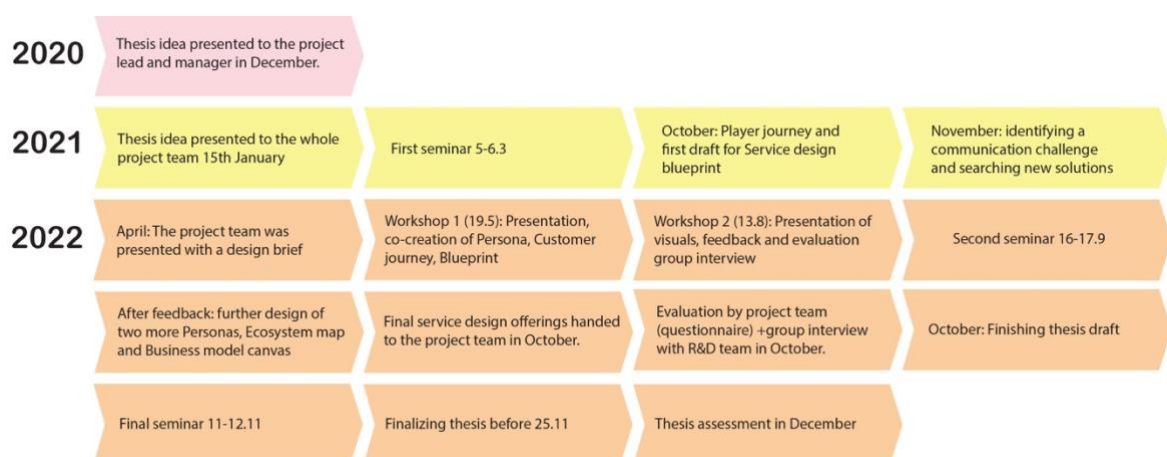


Figure 6: Thesis process 2020-2022



### 3 The project *Resourceful Children*

This chapter describes the project *Resourceful Children* and its results for 2020-2022 more in depth. The data for this chapter is based on the research and development work that the whole team, including myself, was conducting. The research and development process was co-creative, and it is unusual for graphic design and illustration to be part of a research and development process from the beginning. The service design perspective and thesis work were brought into the project about halfway, as can be seen in the previous chapter. The workshops and evaluation of the service design process and products were conducted during the last year of the three-year period. The data for the service design offerings that are presented in chapter 6, has its basis in the knowledge of the team members, which stems from the project's co-creative workshops with ECEC professionals and children, and from the personal experience of the research team members. This will also be further discussed in chapter 5, the method chapter.

#### 3.1 Background of the project *Resourceful Children* and its stakeholders

Before 2016, Juslin and Davidsson produced material with a focus on "the resilient child", but after 2016 the concept was changed to "the resourceful child". Davidsson and Juslin published *Det resursstarka barnet* in 2016, with an outline for a theory about resilience and development of social and emotional skills. In 2017-2019 several theses using the concept were produced in the social work education at Novia UAS. The funding from Eschnerska Frilasarettet was granted for 2020-2022, which makes the foundation one of the project's largest external stakeholders next to the university of applied sciences.

The internal stakeholders of the project were the research team and the participants in the co-creation process, the ECEC professionals and the children in the day care centres, as well as their parents. These latter groups were also the project's clients or users and will continue to be the customer and user group for the project's materials and method. A Stakeholders map was created early in the thesis work, and it is shown in Figure 7 below.

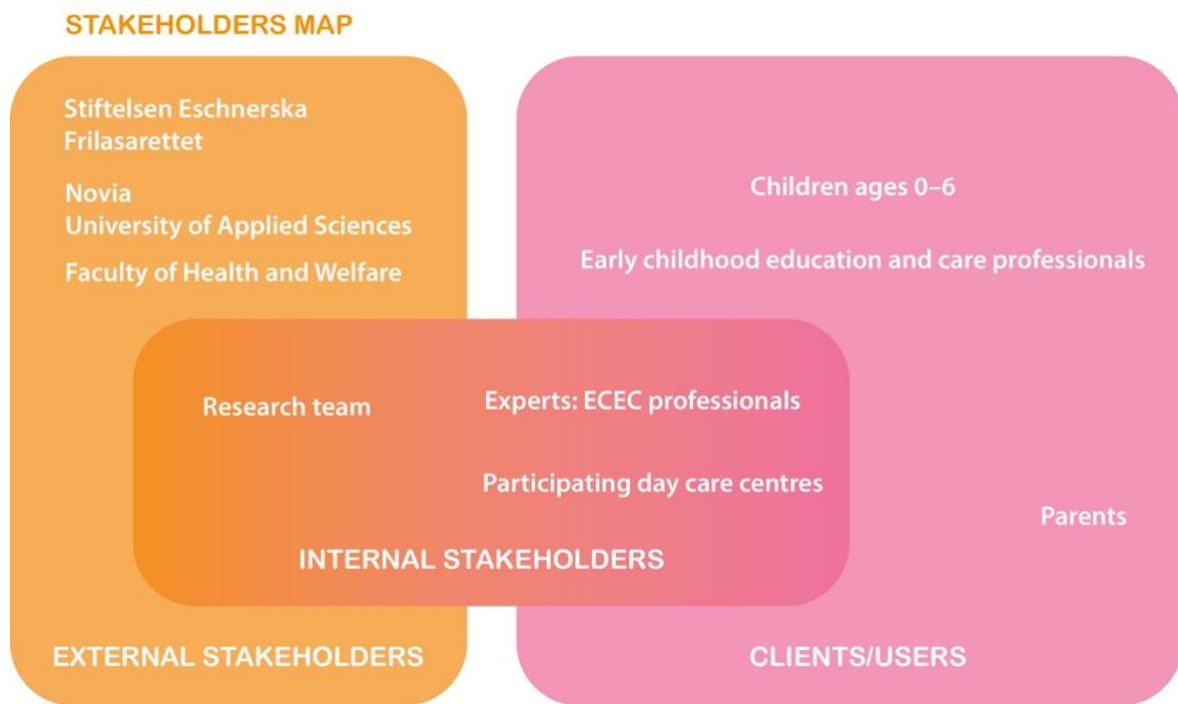


Figure 7: Stakeholders map

### 3.2 Aims of the project and developments during 2020-2022

The research problem for the project *Resourceful Children* (2020-2022) was how to identify socially vulnerable children at risk of marginalisation. How can educators and caregivers support them, and how can children develop and find resources within themselves to improve their situation? The aim of the research project was to create tools for identifying children, who are at great risk of becoming marginalised and to create a successful work method and accessible materials for ECEC. The materials and method would support social work with these children as well as support the children themselves and their parents. The target groups for the material and method are ECEC professionals (employees in day care and pre-school), children between 0-6 years of age and their parents. (Liljeroth, 2020)

To achieve this aim, the project team developed a set of materials and a work method. Co-creation methods were used within the project team, and in collaboration with the participants and the children in a selection of day care centres. It is worth noting for the sake of clarity, that service design methods or the thesis work, were not a large part of these development processes.

The work method and (physical) materials are meant to be used in the everyday life and events in day care centres and pre-schools. They were not intended to be a limited method or “kit” that is picked out only sometimes or rarely. Rather, the aim was that the material is in constant use, and that it fits in naturally in everyday activities in day care centres. The larger goal was to create a change in the work processes in early childhood education and care, to prevent the impact of social risks on the children. There are already many kinds of materials that are in use in ECEC, like cards for identifying emotions (for example *Fannin tunnetaitokortit*), but they are often not part of a larger model or work method. *Resourceful Children* intended to produce a large, coherent set of materials that are closely connected to the theoretical model. The different materials are intended to be used together, or separately, and in different situations in the day care centre or in the children’s homes.

The aim of the project was to create an evidence-based model for improving social and emotional skills in children in ECEC, and specifically to support socially vulnerable children. Social vulnerability is connected to certain risks for the child in its environment, but also within the child itself – individual risks. Examples of risks in the child’s environment are poverty, unemployment (of the guardians), family violence, addiction, lack of continuity and routines, an unsafe and unpredictable home environment, life habits that do not take the child’s health or developmental needs into consideration, and lack of stimulation and opportunities for learning (Davidsson & Juslin, 2021, p. 16). Individual risks for the child are disabilities, delayed development and illnesses, disruptions in attachment, unhealthy or unstable daily routines and sleep habits, traumatic experiences of separation or other stressful events, behavioural or personality factors causing exclusion, difficulties with friend relations and bullying, and loneliness and social exclusion (Davidsson & Juslin, 2021, p. 16).

The project cannot affect social risks like unemployment, poverty, or other large scale societal phenomena. However, there is a possibility to support children, pedagogues, and parents in dealing with these risks and challenges in the individual child’s life.

In 2020 the project researchers defined the theory for a social and emotional competency profile for children (see Davidsson & Juslin, 2021), as well as mapped other research and development projects that focused on improving social and emotional skills (see Storbacka-Järvinen, 2021). The project work method needed to be evidence based, and,

therefore, evaluation of the process and results was an important aspect. An article about the evaluation process is forthcoming by Pia Liljeroth.

### 3.3 Research and design team

The research team consisted of six employees: the project lead Lena Storbacka-Järvinen (*projektledare*), the project manager Eva Juslin (*projektansvarig*), researcher Pia Liljeroth, responsible for evaluation, project pedagogue Susanne Davidsson, and graphic designer and illustrator Jenny Wiik (see Figure 8, with illustrations of the team members, names in order clockwise from top left). The project also employed a research assistant, Anna Karlsson, who was responsible for budgeting. (Juslin & Storbacka-Järvinen, 2021)



Figure 8: illustrations of the research team members.

The project manager was responsible for administrative tasks concerning the project. She also often led meetings or seminars that were directed outwards, towards financiers or external potential collaborators. Her theoretical vision was also part of the project description, publications, and generation of new ideas for products and materials to design and implement.

The project lead managed the distribution of everyday tasks for project members, led the planning, kept track of events, bookings, and contact with participants. She also had a large role in design, testing and implementation of prototypes, and development of the project model. The project lead was also active in teaching social work students, and implementing the project ideas, prototypes, and materials in their education.

The project researcher was responsible for evaluation of the process and prototypes and created surveys and questionnaires for focus group interviews. She took part in product development by giving feedback and critique. She created an evaluation report every 6 months.

The project pedagogue had one foot in the education of social care students and the other in co-designing and co-creating the products in the project. She also took part in creating the theoretical framework for the project and was part of developing the project idea from the early stages (before 2016).

My role as a graphic designer and illustrator was to create the visual style of the project materials and take part in the whole design process, with focus on visual storytelling.

### **3.4 Experts**

The participants were ECEC professionals and were referred to as the project's "experts". They were a group of professionals working in different day care centres in Parainen (several units) and Turku (Sateenkaarikoto ry Lyckobo daghem) (Juslin & Storbacka-Järvinen, 2021). In the beginning they were 12 people, but during 2021 and 2022 the number was gradually reduced, as some participants relocated or wished to end their participation.

Contact with the participants was arranged in the form of "educational days" or workshops that were conducted both online and in person. Furthermore, testing sessions with feedback and discussions were conducted in live physical meetings, both outdoors and indoors. Table 1 presents the events with the experts below. The project lead was also in frequent communication with the experts through email and telephone. (Juslin & Storbacka-Järvinen, 2021)

Table 1: Educational days with participants

Date	Purpose	Content
24.11.2020	Education	<p>Presentation of the participants</p> <p>Group discussions and live drawing of presentation of results</p> <p>Project information and the theoretical background</p> <p>Presentation of the project advent calendar</p> <p>Information about Spring 2021</p>
17.02.2021	Education	<p>Feedback on the calendar and need for theme weeks</p> <p>Discussion about the theoretical background and the view on children</p> <p>Work with the social and emotional competency profile on the platform flinga.fi, small groups and brainstorming. The graphic designer takes part and sketches suggestions for future materials.</p> <p>Introduction to simulation, cases discussed</p> <p>Information about the project progression, publications, student theses under development, development of materials</p> <p>Presentation of a task concerning observation</p> <p>Evaluation</p>
06.04.2021	Workshop	<p>Presentation of game concept</p> <p>Feedback from expert panel</p>
05.05.2021	Education	<p>Processing of observation task: discussions in small groups about the content and the participants' notes from their experiences, review, discussion about observation as a method, using Padlet</p> <p>Introduction of the picture book idea, questions for feedback</p> <p>Walk with the animal friends and a task to photograph a situation with the theme "how to stand up against social pressure and make your own choices".</p> <p>Presentation of the idea "situation cards", and testing in small groups</p> <p>Information about Autumn 2021</p> <p>Information about the changes in the role of the social worker within ECEC (2030)</p> <p>Evaluation</p>
31.5-4.6.2021	Testing	Testing of the picture book in day care centres
16-24.9.2021	Testing	Testing of the game app in day care centres
2.11.2021	Education	<p>Discussions about project work</p> <p>Testing of the game app, recording and observation, discussion</p> <p>Presentation of the material for the child's home</p> <p>Workshop about visits to the child's home</p>
25.01.2022	Kick-off	<p>Presentation of an outline for the work method/model</p> <p>Presentation of the training material (individual material)</p> <p>Feedback for the observation model publication</p>
29.03.2022	Project day	<p>Workshop about using all materials as a package</p> <p>Focus group interview about the observation and reflection model</p> <p>Feedback about usage of materials in the day care centers</p> <p>Discussions</p>
02.06.2022	Education	<p>Visit at Houtskär day care center</p> <p>Review of notes about the observation model and the situation cards (training material)</p>

### 3.5 Productions and materials

In this chapter all the produced materials in the project are presented briefly in tables. Image examples and more extensive descriptions of the materials can be seen in Appendix 1. The researchers also published articles, for theoretical and evidence-based background for the materials, and these were added to the following tables 2-4:

Table 2: Materials produced in 2020

**2020**

Production time	Name	Description	Purpose
Spring 2020	Logo	The logo was developed first, and presents the four animal characters Lilla, Ralle, Valle and Mella. They are holding up a weight together to symbolize working together and strength. The weight has the orange theme colour of the project.	The logo is part of the visual brand of the project and used in all coming materials and publications, as well as letters webpage etc.
Autumn 2020	Marketing products and channels	The logo was printed on mugs, reflectors. A rollup was designed, as well as a large cardboard logo and posters. An Instagram and Facebook page created.	Marketing and visibility
Autumn 2020	Prototypes for dolls	The four animal characters were designed as dolls by textile artist Tuula Bergqvist. An easy to sew design was published later on the webpage (hand puppets).	For use in day care center visits and for marketing. There were plans and ideas for mass production, but it was discarded.
Autumn 2020 Published January 2021	<i>Resursstarka barn. Stöd till social utsatta barn inom småbarns-pedagogiken</i>	An educational material with the foundations for the theory of the resourceful child. Written by Susanne Davidsson and Eva Juslin.	Introducing the theoretical frame of reference and theory of the resourceful child. Used in education.

Table 3: Materials produced in 2021

## 2021

Production time	Name	Description	Purpose
Spring 2021	Wood figurines	Wood blocks with stickers, printed with the four animal characters, Tulle-Dulle and two adult characters.	For use together with the picture book. For play in the day care centers, and to introduce and familiarize the characters.
Spring 2021 Published March 2021	"Faktorer som bidrar till att på ett framgångsrikt sätt stöda barns sociala och emotionella färdigheter"	Article collecting and presenting different methods related to improving social and emotional skills (SEL projects). Written by Lena Storbacka-Järvinen.	Mapping existing methods focusing on social and emotional skills.
Spring 2021 Published March 2021	"Faktorer som bidrar till att på ett framgångsrikt sätt stöda barns sociala och emotionella färdigheter"	Article collecting and presenting different methods related to improving social and emotional skills (SEL projects). Written by Lena Storbacka-Järvinen.	Mapping existing methods focusing on social and emotional skills.
Spring 2021	<i>Djurvännerna – små stunder på daghemmet Bubblan</i>	Picture book presenting four situations with the animal characters in a day care center. Introducing also the fantasy animal Tulle-Dulle.	An introduction to the world of the four animal characters and into the work method of Resourceful children
Spring – Autumn 2021 Launched December 2021	<i>Djurvännernas äventyr</i>	An app for iOS and a physical game board for outside use. The game board consists of six 1 meter wide circles with "stations" where the children receive tasks. The tasks are presented in a storyline in the iOS app.	Practicing social and emotional skills through teamwork and fun problem-solving.
Autumn 2021 Published December 2021	<i>Material för barnets hem</i>	A printed booklet for distribution in the children's homes, presenting the project, the theory of the resourceful child and the competency profile.	Reaching families with information about the project.



Table 4: Materials produced in 2022

## 2022

Production time	Name	Description	Purpose
Autumn 2021-Spring 2022 Published in January 2022	<i>Resursstarka barn – observations- och reflektionsmodell för att stöda barns sociala och emotionella kompetenser</i>	Manual for using observation as a work method in day care centers, to identify and support children who are socially vulnerable. Written by Pia Liljeröth and Lena Storbacka-Järvinen.	To create a structure for work with observation in day care centers. To be used by professionals in ECEC, and for education.
Spring 2022 Published in August 2022	<i>Resursstarka barn – spelet Djurvännernas äventyr</i>	Publication describing the design process for the game app.	To present the game and its functions, and the design and work processes for co-creating the app.
Spring – Autumn 2022 Forthcoming in November 2022	<i>Träna med Djurvännerna – ett material för att stöda barn med utmaningar i sociala och emotionella kompetenser</i>	A manual for how to use sets of image materials like situation cards, emotion cards, creating maps for support and identifying personal resources.	Presenting the use of materials to improve social and emotional skills together with individual children who experience special challenges.
Autumn 2022 Forthcoming	<i>No title</i>	Manual that presents the Resourceful children work method in its entirety.	Summarizing the project materials and creating a model to be disseminated and implemented in ECEC.

Graphic design and illustration were part of the design process for all the productions and materials from the beginning. However, service design or design thinking were not introduced until 2021, and they were not fully integrated into the design process until after April 2022. Co-creation methods were used throughout the development of the materials, especially in the collaboration between the researchers and me as a designer, and as part of the testing of ideas and prototypes with the experts and the children. The close collaboration with experts and day care centres was initially motivated in the project plan by emphasising the measuring of impact and a continuous evaluation process (Projektplan: Resursstarka barn, 2020). The law states that it is part of the role of universities of applied sciences to conduct *practical* research and development that benefits the region and the university education (14.11.2014/932 §4; Projektplan: Resursstarka barn, 2020). A part of Novia UAS's strategy for research and development is that it serves the needs of working life and society (Novia 2020+, p. 2), which means that understanding the needs of the professionals in the field of ECEC is essential. The project plan of the project stated that it aims to map the field, create a model for good practice, and take action (Projektplan: Resursstarka barn, 2020). In all three stages, contact with the

field was close, although the pandemic forced contact to be mainly digital during the first 1,5 years.

Digital communication was a large part of the collaboration, and digital channels were also created to spread and publish the materials. In Table 2 (see above), Instagram and Facebook are mentioned. The social media channels presented mostly events, publications, or work processes. However, a more extensive social media campaign was launched in December 2020: an advent calendar, to gather more followers. A webpage on Wordpress ([www.resursstarkabarnprojekt.com](http://www.resursstarkabarnprojekt.com)) was developed from autumn 2020 and published in August 2021. It was continually updated with new materials produced in the project.

The final product for the three-year project period is a complete guide to the project materials and the work method that was developed. Currently, there is only an outline for this publication, and the aim is to produce it during autumn 2022 and publish it sometime in spring 2023.

Development of the work method was iterative, and visualisations were made to clarify the "model" for the project. However, focus was on the separate materials, their prototyping and testing, and as the project nears its end, the work method is becoming clearer. Because of the fluid co-creation and co-design processes, the close collaboration with the experts and the children, the model has been allowed to grow and change according to feedback and communication with the field. The project team wanted to avoid creating something only they believe is beneficial and took great care to listen to the voices from the field. In 2022, after the service perspective was more properly introduced, the customer journey mapping and service design blueprint has also affected the development of the model somewhat. This will be explained further in chapter 6 and 7.

## **4 Theoretical framework**

This chapter presents the theoretical framework relevant to answer the research question. The main concepts of the thesis are defined.

This thesis references theories from the following two research areas:

1. Early childhood education and care research (ECEC), child protection/social work, are combined into a theory of children's social and emotional competency – The Resourceful Child
2. Service design theory

The main theoretical concepts of the thesis are service, service design, design thinking, ECEC and the resourceful child.

#### **4.1 ECEC and child protection research**

This chapter presents the theoretical background to ECEC and child protection that is relevant for the thesis. Firstly, the field of ECEC and child protection work will be briefly presented, and their connection to the *Resourceful Children* project. Secondly, the concept of the resourceful child will be presented.

##### **4.1.1 The fields and ecosystem of ECEC and child protection in Finland**

ECEC in Finland is part of the Finnish education system. It is, as defined by the Finnish National Agency for Education, "based on an integrated approach to care, education and teaching, the so-called 'educare' model, with particular emphasis on pedagogy" (Finnish National Agency for Education, 2022).

During the 2000s Finland was branded as a country with a highly developed education system, because of the PISA research results since 2001. ECEC in Finland has not received the same attention internationally, however, some larger structural changes were made the past years, which are bringing the two pedagogic institutions closer together (Mansikka & Lundkvist, 2019, p. 112). Such changes are that administration of ECEC was moved from the social sector to the educational sector in 2013. A new law for ECEC was created with its first phase being implemented in 2015 (580/2015) and the actual law instated in 2018 (540/2018). This meant a push towards a more pedagogical frame of reference for ECEC. This new law also meant structural changes for personnel in the day care centres, and pedagogical competence was emphasized (Mansikka & Lundkvist, 2019, p. 112). ECEC also received its own curriculum, the latest from 2022 (National Core Curriculum for ECEC, *Grunderna för planen för småbarnspedagogik 2022*).

Research shows that Finland has implemented the rights of children and children's participation in society at a slower pace than other Nordic countries (Mansikka & Lundkvist, 2019, p. 115). However, this development has a strong foundation in the Nordic countries and their emphasis on (social) democracy. The democratic ideology places focus on the child as a unique individual, and the child is expected to reach independency at an early stage and be given the opportunity to be seen and heard. The child's perspective and participation become key concepts (Mansikka & Lundkvist, 2019, p. 114).

As stated above, the pedagogic models that consider listening to children and their opinions, with the goal of creating more freedom of choice and participation in decision making were taken into use in the 2000s. A children's ombudsman position was instated in 2005 in Finland, which also pushed further a new view on children's participation. (Mansikka & Lundkvist, 2019, p. 116)

These changes are signs of a changing view on children and childhood, where the child is seen as a competent individual. Childhood has come to be viewed as an important developmental stage and childhood has its own value (Davidsson & Juslin, 2021, p. 10). In the ECEC curriculum the focus is placed on the child's individual perspective, giving the child opportunities to participate and affect their own situation, which is part of the democratic ideology (Mansikka & Lundkvist, 2019; Davidsson & Juslin, 2021; National Core Curriculum for ECEC, *Grunderna för planen för småbarnspedagogik 2022*).

Since ECEC reaches most children and families, it is also a good arena for social work (child protection work) (Davidsson & Juslin, 2021). Child protection work in Finland is conducted in many ways and in many locations. It is often vague and difficult to pinpoint what the actual field looks like and to measure the effect of the work. A forthcoming report, which is part of the Novia UAS project *En bro till Framtiden – Förebyggande barnskydd och utvecklat barn- och ungdomsarbete*, shows that child protection work takes place on many levels, through governmental social policies for example, through healthcare and family centres, in services for adults, and by many organisations in the third sector, as well as in living areas, schools, day care and hobbies (Backman, forthcoming 2022). Therefore, collaborating with day care centres and thus reaching ECEC professionals is a valid and effective way of also doing child protection work.

To gain an understanding for how the ECEC field is related to the project *Resourceful Children*, an ecosystem map was developed. The map, including the project as a service, will be shown in chapter 6. It is based on the ecological system theory of Urie Bronfenbrenner, which is a widely used theory and system map in ECEC research.

Bronfenbrenner's ecological system theory places the child in the centre of several nested, interrelated structures. They are placed in order of impact to the child: microsystem, mesosystem, exosystem, macrosystem and chronosystem. (Guy-Evans, 2020)

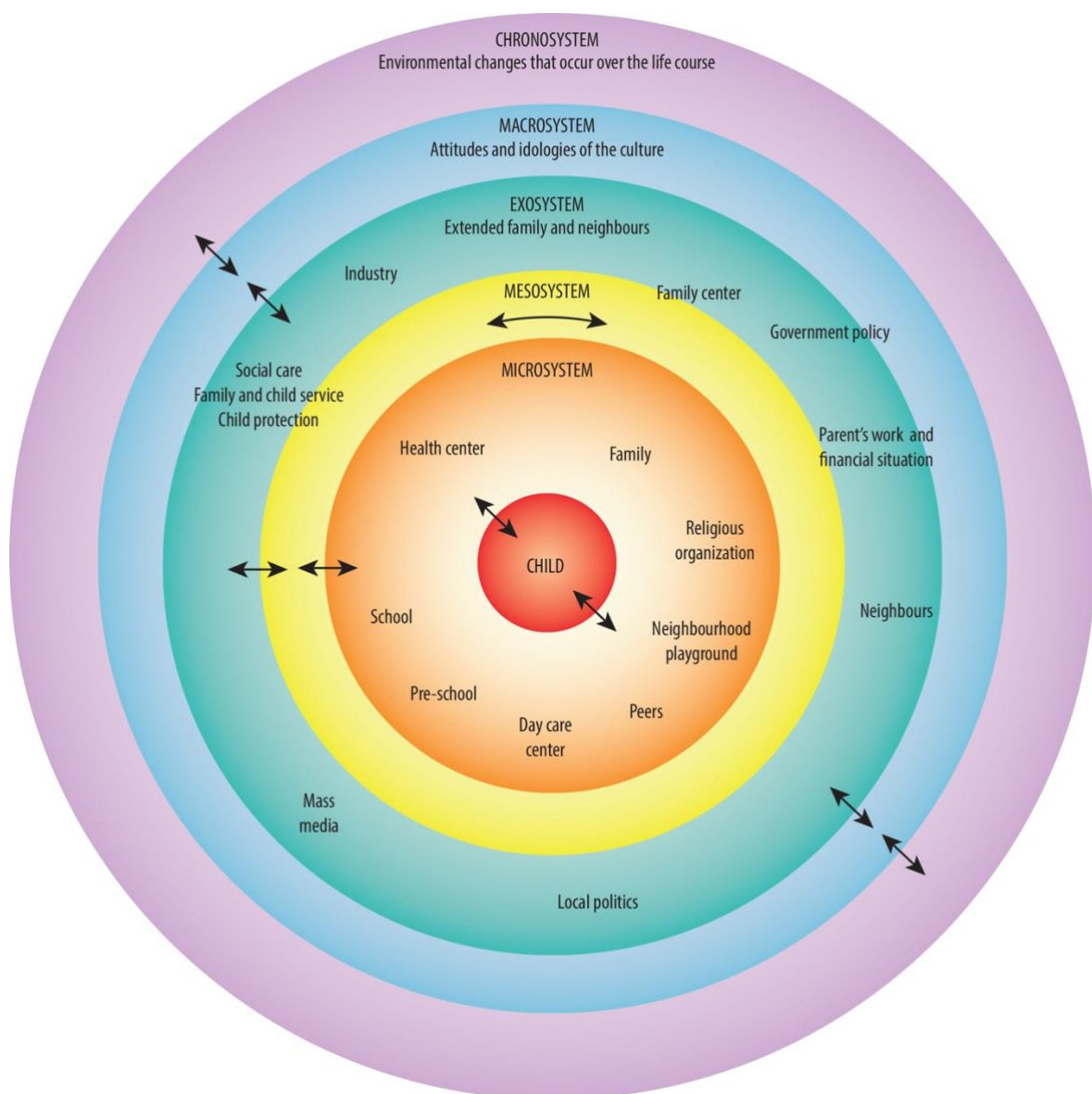


Figure 9: Urie Bronfenbrenner's ecological system map (re-designed for the thesis based on a figure from Guy-Evans, 2020).

The five structures are interrelated, and how changes in them affect the child depends on what kind of relationships the structures have to each other. The *microsystem* are the people and actors that have direct contact with the child, for example parents, siblings, teachers, peers, and friends. The child can be influenced by others, but the child also influences other people. The interactions in the microsystem are personal and very important for the child's development. The *mesosystem* means interactions between actors in the child's microsystem, for example interactions between parents and school. The *exosystem* incorporates other social structures, which do not contain the child, but indirectly influence the child. (Guy-Evans, 2020). For example, the government's social policy and child benefits affect the parents' financial situation.

The *macrosystem* focuses on how culture and ideology affect the child's development (Guy-Evans, 2020). An example is how the ideology of social democracy and Nordic culture has affected law making and views on childhood, affecting school and pedagogy, and in effect creating a certain type of environment for the child. The situation for the child would be much different in a country with another view on childhood and education. The *chronosystem* is the final level of the ecological system, and it consist of the environmental changes that occur in the lifetime of the person, like major life events or transitions, but also historical events (Guy-Evans, 2020). A recent example could be how the Covid-19 pandemic radically changed the everyday life of children for a period of time, and its full effects are still not known.

Bronfenbrenner's ecological system theory has been updated and widely discussed after the 1970s, when it was introduced (Guy-Evans, 2020). For the thesis and the ecosystem map focusing on the project as a service, an initial simpler version was developed (see chapter 6). For future research in the project, it could be expanded and deepened, and more detail and other levels could be added. After the service is implemented, and there is data on its reception, the ecosystem map could be updated to resemble reality even more. The ecosystem map as a service design method will be discussed further in chapter 5.

#### **4.1.2 A theory of children's social and emotional competency – the resourceful child**

What is the "resourceful child"? This is the main concept of the project, and of course important for the design process and the thesis, since the aim of the design process is to

create a way to increase this resourcefulness of the children. Davidsson and Juslin (2021) have created a profile of the socially and emotionally competent child:

- 1) A positive attitude to early childhood education, staff and other children. The child can (has the ability to): understand and follow social norms in different contexts; Feel trust, community and connection.
- 2) Conscious of their own development needs and resources, and a positive attitude towards solving problems and faith in the future. The child can: recognize their own resources; Formulate and work towards a goal; Deal with problems and solve conflicts; Understand consequences and take responsibility of their own actions; Feel trust in their own developmental process and dare to go into new situations.
- 3) Social and emotional skills. The child can: Recognize, express, and regulate their thoughts and emotions; Recognize others' emotions and address them by for example listening, consoling or encouraging; Regulate their own impulses and behaviours; Wait for gratification and their own turn; Establish and maintain friendships; Stand against social pressure and make their own choices; Assert themselves and dare to take up space.
- 4) Ability to ask for and give support. The child can: Recognize and express situations that are difficult; Ask for help from adults and other children; Support other children.

Social care research and development aims to create models or solutions to issues based on evidence, and it should follow a strict ethical code, and always be beneficial to people and environments. Research in the social field has this aspect in common with design, which makes them well aligned.

#### **4.2 Service design concepts**

The main research question of the thesis is how a service perspective can improve the spread and implementation of the project *Resourceful Children*. This means the main concepts concerning the design process are "service", specifically in relation to the public sector, "design" in relation to creating a service, and "co-creation", since this was an integral part of both the project and the thesis.

There was an attempt at introducing design thinking to the project, however it was more important as a part of the thesis work, and therefore, the chapter begins with asking the question: What is design thinking?

#### **4.2.1 Design thinking**

It is not a simple matter to define the concept of design, as there are many definitions. "Design" can be both a verb and a noun, either doing something – a process – or the result of a process. The verb design means "to create, fashion, execute, or construct according to plan" (Merriam-Webster). "Designing" is making something new and beneficial for people (Looijesteijn, 2020). As stated above, this is something that design has in common with social care research and development.

When it comes to the term "design thinking", it was coined as a theoretical concept by Tim Brown (*Change by Design*, Tim Brown 2009), although the roots to design thinking can be traced back to the 1960s (Sirkiö, 2020, p.16; see Simon, 1969). Brown defines design thinking as the integration of three key terms:

[...] feasibility (what is functionally possible within the foreseeable future); viability (what is likely to become part of a sustainable business model); and desirability (what makes sense to people and for people). (Brown, 2009, p. 18)

These terms are useful for analysing and evaluating how well the service design products serve the project. They can also be used to analyse the functionality of the designed products in the project.

#### **4.2.2 Service design**

Design thinking applied to services becomes service design. Clatworthy offers the following definition of service design: "Designed offerings to provide experiences that happen over time and across different touch-points" (Clatworthy, 2017, p. 170; Clatworthy, 2012). Therefore, one of the main tools, or design offerings, for service design is the customer journey, since it highlights exactly these aspects: time and touchpoints.

Stickdorn and Schneider define service design as "a holistic way for a business to gain a comprehensive, empathic understanding of customer needs" (Stickdorn & Schneider,



2011-12, 32). Going in depth on these aims means developing different tools and processes to gain this understanding. Many of these tools are derived from other design and research areas, which gives service design a patchy character. Kimbell (2011-12, p. 51) writes in her chapter about marketing and service design that understanding the value and nature of relations between people, things and organisations is central. This opens some of the most important aspects of understanding customer needs: it is about companies creating value for customers and it is about relationships.

The theory of service design aims to find generalizable knowledge about what "service" is today, what role it plays in markets and in the public sector, and how we can best design services. What is a service? A service is a set of activities and functions that create value for a user or a customer. Physical objects can, but do not have to be part of a service. Services place human needs and experiences in the centre, it is "human-centering" (Sirviö, 2020). One could again mention the word "beneficial". A service should be *beneficial* to people. If a service is harmful, it is not functional as a service, and it is not good design.

Tuulaniemi (2011, p. 59) lists four things that define a service: 1) It solves a customer's problem; 2) It is a process; 3) We experience a service, but we cannot own it; 4) The interaction between people is significant. This slightly fuzzy character of the service concept can be seen as a strength, as it leaves many options open when developing services. It can be adapted to any kind of service, also to the public sector. The tools of design have been transferred to designing services, which includes the iterative nature of design, visualisations, and prototyping (Tuulaniemi, 2011, p. 63).

Designing services is a more complex process than designing products. A service exists in a complex system of both physical and virtual environments (Tuulaniemi, 2011, p. 66). What a service can look like is affected by both customers, service providers, and all the physical or virtual things and environments that are related to it (Tuulaniemi, 2011, p. 66). Therefore, understanding of needs must be holistic. It is necessary to understand how all the elements are connected. But in the centre of it all is the customer, the user, or the client – humans.

### 4.2.3 Service design thinking

In 2011 Stickdorn and Schneider made a list of five principles in service design thinking: 1) User-centred, 2) Co-creative, 3) Sequencing, 4) Evidencing, 5) Holistic (Stickdorn & Schneider, 2011, p. 34). This list has since been updated in the book *This is Service Design Doing* (Stickdorn, Hormess, Lawrence & Schneider, 2018). The change in verb, from *thinking* to *doing*, highlights that service design is a very practical approach.

The new principles are 1) Human-centered, 2) Collaborative, 3) Iterative, 4) Sequential, 5) Real, 6) Holistic. These new principles bring forth the iterative nature of design work. Service design should consider the experience of all people affected by the service, stakeholders should be actively involved in the design process, it explores, adapts, and experiments its way towards implementation, it should be visualised, it should be based in research of real needs, and prototyped with real users. (Stickdorn, Hormess, Lawrence & Schneider, 2018, p. 27)

When it comes to the thesis' service design process, the primary aim was to involve mostly the stakeholders creating the service in the future. The project itself involved customers and users in the research and development process of the materials and the model, but service design thinking and methods were not part of this process. The reason for this is that service design was not a part of the project plan from the beginning, and I was not able to bring it in stronger until the last year of the project. In the future of the project, it would be advisable to involve the customers in co-creating the service *Resourceful Children*. Co-creating the materials in the project already created positive outcomes: the materials are based on real and researched needs in the field, and the co-creation process was inspiring, which could hopefully lead to the initial testers and users bringing the materials into their everyday work. Another ideal situation is that the customers also become advocates for the method, and even start to mentor beginners, which is a pathway explored in the customer journey.

As the service for the project is being designed there is already many artifacts existing: posters and other printed materials, publications with varying uses, and a large image bank that is continuously growing. One of the positive effects from creating a clear service design, is seeing how all these artifacts and materials can be part of the service in a way

that makes it easier to understand their use or usefulness. They are also part of making the experience of using the *Resourceful Children*-work method successful and beneficial.

A holistic view means being aware of the structure of the organisation that acts as service provider. For *Resourceful Children* this means anchoring the service into the Faculty of Health and Welfare, and Novia UAS. The project should be a visible part of the university, and the university should be a supportive platform for the project.

#### **4.2.4 The service design process**

The service design process of the thesis broadly follows Tuulaniemi's model, which contains the following steps: 1) Definition, 2) Research, 3) Planning and Design, 4) Production of the service, 5) Evaluation. (Tuulaniemi, 2011, p. 128)

In the *definition* stage we ask questions like: What problem are we solving? What are the goals for the service provider? The aim is to understand the organization that provides the service, and what they need. In the *research stage* the service designer does interviews, has discussions, and makes research on customers so that there is a common understanding of the subject of service design, the environment it acts in, resources, and needs. Also, the strategic goals of the service provider are clarified. *Planning and designing* means creating ideas, concepts, and solutions for the design, and these should be tested as soon as possible with customers. A way of measuring the production of the service is decided. In the fourth stage the service is introduced in the market for customers to try out and develop. The *production of the service* is designed. In the *evaluation* stage we ask questions like: How well did the development process go? The implementation of the service in the market is measured and the service is finetuned according to feedback of experiences. (Tuulaniemi, 2011). These steps are analysed further in chapter 7.4 as part of evaluation of the service design process.

One could also analyse the processes from the model of the double diamond, which is a largely popular design model. It consists of four phases: Discover, Define, Develop and Deliver (Stickdorn & Schneider, 2011-12, p. 127). It has not been considered as a model for the thesis process. In June 2022 Finnish interaction designer Panu Korhonen presented his own model for the design process, comparing it with the double diamond, and the five phases of the popular Stanford model. Korhonen's model struck a chord with how the

project had been working, and the model could be used to visualise the project design process for the final report.

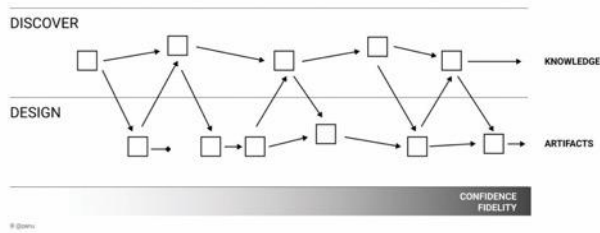


Figure 10: Panu Korhonen's design model presented in June 2022, Service Design Turku gathering in Reaktor's facilities in Turku

In the project different members of the team did research (discovery) work, and others design work. Often the same person did both, which means most of the team members produced both knowledge and artifacts. The process was highly co-creative and iterative, focus shifting constantly between discovery and design, leading to both knowledge and artifacts along the way, from the start to the end. The lower bar measures "confidence fidelity". The project also has this development of confidence fidelity, although the visual should possibly look more like waves or year rings in a tree trunk, if they both got gradually "darker".

Korhonen's model is also a good way to visualise how the service design process for the thesis was developed (and it becomes a much less complex visual, compared to the project) and evaluated. Therefore, this visualisation is discussed in relation to evaluation of the service design offerings, in chapter 7.4.

## 5 Methods and tools

This chapter presents both the general research methods used for answering the research question, and the methods typical for service design. Tools are more specific activities that are part of the chosen methodology. The chapter is divided into general research methods and service design methods.

## 5.1 Research methods

This chapter presents the general research methods that are used in the thesis. They are treated separately from the specific service design methods for the sake of clarity.

### 5.1.1 Data creation

Within the project *Resourceful Children* several research methods for data collection were used: observation, questionnaires and surveys, and interviews (mostly group interviews). The data was collected and created mainly by the project lead and the project researcher. Documentation from the project was gathered in a shared One drive file online, and I had access to it, and could use this data for the thesis work.

In the co-creative workshops, the experts were in dialogue with the project team. I took part in most, but not all events with the experts and was on occasion responsible for observation and taking notes from group interviews and activities, for example in the testing of the game and the training material. My role in these events was to participate as a graphic designer and illustrator, and not as a service designer. This means that much of the information presented in the thesis was collected through direct participation in the project and observation, in the role of the visual designer. This information was of great importance in creating the service design offerings. However, some research methods were also directly used for creating data for the service design maps. These are specifically two workshops containing presentations of the service design methods and tools, facilitation of the discussions about the fields in the maps, and group interviews to acquire information about the project and its background. A group interview with feedback was also arranged 13.10.2022 with the Research, development and innovation group at the Faculty of Health and Welfare. The interview was conducted through a Microsoft Teams meeting and recorded. An automated transcript was also downloaded.

Finally, as part of the thesis research work, a questionnaire was sent to the project team for feedback on the final service design offerings, and for answering questions about the usefulness of the service design perspective. The questions were designed in accordance with scientific practice concerning questionnaires. The questions are instruments of measurement to acquire knowledge (Skärvad & Lundahl, 2016, p. 195-197). For example, it needs to be clear what purpose the questions are for, how they are formulated, what order they should be in, and how alternative answers are defined (Skärvad & Lundahl,

2016, p. 195). The questionnaire was designed with both closed and open responses. The questionnaire was made in Google forms and sent to the project team through email (see Appendix 5). It was answered by all four project members.

The creation of service design maps and visualisations will be further described in chapter 5.2.1. as part of service design methodology.

### **5.1.2 Data analysis**

The analysis is mostly based on qualitative methodology: text analysis, narrative analysis, and visual analysis. To a very limited extent, quantitative data from the questionnaire is also used.

Text analysis is needed for understanding documents, interviews and transcripts, observation notes etc. Text analysis means finding answers to certain research questions in text material. The following questions for text analysis comes from Ahrne and Svensson (2015, pp. 172-173): What does the text claim? What is being argued in the text? In what ways does the text convince the reader? What is being implied? What categories of people are being mentioned in the text? How are they characterized? How are the relationships between people categorized? What is being made illegitimate or rejected? Who is being portrayed as an authority? Who are described as agents and other participants in an event? Are they called by certain names (nominalization: for example, professionals in day care being called "dagistanter", or "day care aunties" in Swedish). What are the main words and expressions being used?

Narrative analysis is needed for understanding how different elements connect and create a sequence of events or a "story". Narrative analysis answers questions like: What events are following each other? What are the roles of the participants? (Ahrne & Svensson, 2015, p. 172). Since customer journeys follow a process in time and space, narrative analysis is part of the descriptions of events in the journey maps.

Visual analysis is necessary to both create and "read" or interpret visualisations in the project. Visual analysis is a method for understanding the visual elements in an image, for example in illustrations. Visual elements are for example colour, line, texture, and scale. In both illustrations and graphs, understanding how the choice of colours, shapes and

volume of visual objects affect the spectator is very important for conveying the message legibly, clearly and with impact.

Concerning quantitative methods and data from surveys, the data was only used for descriptive statistics (for the Personas), and no further or more complex statistical analysis was made.

## **5.2 Service design methods and tools**

This chapter presents the service design methods and tools used in the thesis. The main methods are visualisation and co-creation. The service design tools that were used in the thesis are Personas, Customer journey, Service design blueprint, Ecosystem map and Business model canvas.

### **5.2.1 Service design methods: visualisation and co-creation**

Most of the methodology in service design comes from other areas of research, however, some approaches are typical of service design. For this thesis the main methods of use are visualisation/mapping, and co-creation.

The point of using visualisation in service design thinking and processes is to make the invisible visible. What we can see, we can understand better. Design processes and the way customers experience services are complex, and it is a challenge how to present all the data in a way that is understandable. However, this is not a new challenge, it is something that most sciences and areas of research struggle with. And ever since the beginning of the scientific revolution, visualisation has been one of the basic tools of scientific research. There is also value with visualisations being not only correct, but also beautiful. Edward Tufte (2006, p. 9) quotes a colleague of Galileo Galilei, Federico Cesi: "Galileo's 38 handdrawn images of sunspots 'delight both by the wonder of the spectacle and the accuracy of expression'. That is beautiful evidence." Now, the customer's experience of shopping is perhaps not as wonderful a thing as the sun, but visualisations that are both accurate and beautiful are closer to being *evidence* of an actual reality.

Segelström (2018, p. 203) defines three main reasons for service designers to visualise: To articulate insights (seeing patterns), communicating insights (ways of presenting insights,

usually for clients), and to maintain empathy. The different types of visualisation techniques are usually maps, flows, images, or visual narratives (Segelström, 2018, p. 203).

Graphic design was given a lot of space in the research project *Resourceful Children*, which is also highly motivated, as the materials are aimed towards professionals, who work with children. Therefore, it is also appropriate that the visual style of the visualisations for this thesis follow the visual branding of the project. Some of the visualisations will be used in the project's final work method manual, and in the final report.

It was a rare opportunity for me to take part in a research project as a graphic designer, as the visualisation techniques and processes were part of development from the start. The project team expressed many times how important the visualisation process was, also for their thinking process. Seeing a visualisation of their ideas at a very early stage, affected the development in a positive way.

The visualisation tools that are used in the thesis are the persona, customer journey, service design blueprint, business model canvas, and system maps like the stakeholder map and ecosystem map, and they will be presented more in depth in the following chapter. Visualisations were also designed for other parts of the thesis, for clarity and presentation of processes.

Another typical method of service design is co-creation. Co-creation was a foundational part of the project, although it was never stated as a part of a service design perspective, as service design was not initially part of the project plan, as previously stated. Rather, co-creation was an innovative research method that the project team deemed as suitable to reach the aims of the project from a research perspective (see above in chapter 3.5). An outspoken goal was to create a material and method in close co-operation with the field, and test prototypes early and often with professionals and children.

Co-creation is a principle that is at the core of service design. Most service design tools can be used in a co-creative setting (Stickdorn & Schneider, 2011-12, p. 198). Since co-creation, both within the project team, and together with participants, has been such an integrated practice in the project, it was not a difficult challenge to create the right circumstances for co-creation, when it comes to the service design tools. During the two main workshops for service design, the project team naturally started to ideate and create content for the



design maps. They only required information about the purpose and structure of the tools and an understanding of the service design approach.

Figure 11 describes the way the stakeholders came together for co-creation events. The graphic designer and service designer was the same person in two different roles.

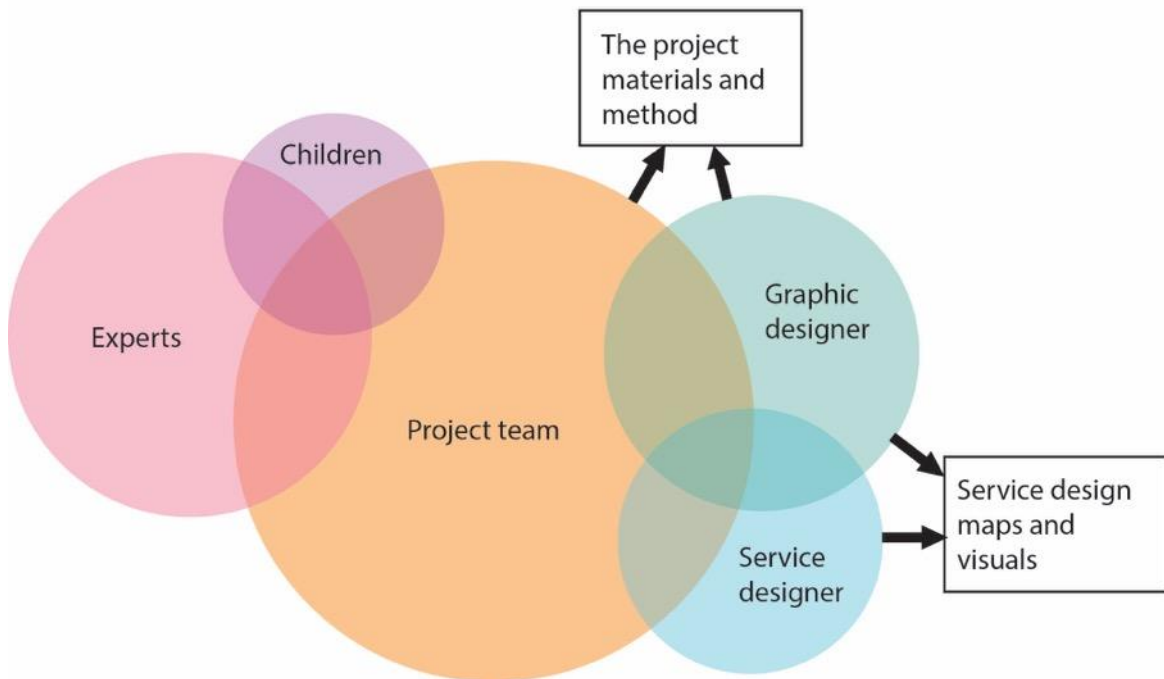


Figure 11: Co-creation structure

### 5.2.2 Tools

The following tools were chosen for the thesis work: Persona, Customer journey, Service design blueprint, Ecosystem map and Business model canvas. The implementation and visualisations themselves will be presented in chapter 6.

A persona is needed as the main actor of the customer journey. A persona represents a particular group of people. It should not be a stereotypical representation, rather an “archetype” of a certain customer. It should be based on research. (Stickdorn et. al., 2018, p. 41)

With the help of this fictional character, the project team could look at the service with the eyes of the professionals in the field, who are the target customer group. They can empathize and understand the customer’s needs and patterns of behaviour. In the case of the project, the persona is based on countless encounters with professionals through

workshops and education days, interviews, and observations. In the project team there were also members, who had worked as early education professionals in the field, and they currently educate students in the field of study. This means they had strong knowledge of the customer group and were also part of it themselves.

The information that was gathered for the persona card were prompts for a portrait image (illustration), name, demographic information, a quote that summarizes the persona's attitude, mood images, a description of the persona split into "attitude" and "challenges", and some statistics describing the local situation for early childhood education and care. The categories follow Stickdorn et.al. (2018, pp. 41-42).

A customer journey visualises the customer's experience over time. The journey map should show the key steps of a service experience, and make it clear where there are gaps, problems, or challenges, and explore potential solutions (Stickdorn et.al., 2018, p. 44). For the customer journey map for the project, the stages were adapted into the following phases: Discovery, Decision and purchase, Usage and Spreading. In the co-creation session (Workshop 1) nine steps were identified for the persona. The lane that describes emotional reactions to the touchpoints are speculative since the service was never tested and there is no existing feedback. Therefore, there was also no dramatic arc included. As the service is launched and there is a possibility to receive feedback these lanes can be further developed.

Journey maps come in varying types, and Stickdorn et.al. (2018, p. 50-52) lists some useful factors to take into consideration. The customer journey map describes a potential service, and the exercise of creating it was to give the project team a clearer view of possibilities in the future. Therefore, it is a *future-state* journey map, which visualises the potential experience of a not-yet-existing service (Stickdorn et.al., 2018, p. 50). This raises some question of the *reliability* of the journey map, since there is no current experience of the actual service to research, but as stated above the assumptions made for the map were based on research-based knowledge of the customer group.

The *scale* of the customer journey map is quite high-level, that is, it does not go into a very detailed level. Some detail was added into the steps, as they have longer descriptive texts. The *focus* of the map is on experience, rather than product. Products are mentioned, but the map does not go into details about how the separate products are experienced in

depth. The project produced several products (see chapter 3.5), and when the work method for the project is developed (in autumn 2022), a service perspective can be used to better understand and develop the progression in the use of the separate materials. This has been left out of this thesis, since the project and development of the work method did not progress far enough for the team to be able to give input.

In the customer journey the *perspective* follows the customer, who is the early education and care professional, and who then becomes an employee in the project in the final phase of the map. The perspective shifts from customer to employee.

The third main tool that is used in the thesis is the service design blueprint. It is a continuation of the customer journey and brings up the frontstage, backstage and support processes in the service (Stickdorn et.al., 2018, p. 54). The customer journey map is a frontstage experience of the service. In the blueprint layers of depth are added, and there is a larger focus on relationships between actors in the different layers (Stickdorn et.al., 2018, p. 54).

For the presentation of the blueprint model to the team, questions were added to the blueprint to facilitate the creation of the content. The blueprint follows the same nine steps of the customer journey.

System maps that are used for the thesis are a stakeholder map and an ecosystem map. The stakeholder map was already shown in chapter 3.1. Feedback from the second thesis seminar highlighted the need for more depth, when it came to understanding the ECEC field and the context for the research project. An ecosystem map was chosen as an additional method to visualise the context.

An ecosystem map is for visualising and understanding the relationships between services in a larger context. The designer Cornelius Rachieru says it is a strategic tool rather than a hands-on delivery type tool. Rachieru mentions different levels for an ecosystem map: artefact, product, service (Rosenfeld Review Podcast, 2018). In the ecosystem map in this thesis, the different levels are visualised as post-it notes with different colours.

Rachieru also mentions that different lenses can be applied to the ecosystem map to highlight certain aspects in the system. These are lenses legislation, financial, product, touch points, pain points, risks, time for example. Time as a factor is correlated to shifts

between current and future state. The ecosystem map is most useful for strategic purposes, especially business strategy. (Rosenfeld Review Podcast, 2018)

As explained in chapter four, Bronfenbrenner's theory of ecological systems was used as a foundation for the ecosystem map. In the thesis ecosystem map a service design "lens" was added, visually in the form of post it notes on the map, highlighting in what way the project as a service is interacting with the people in the child's ecosystem. The map will be presented below in chapter 6.2.4.

Furthermore, to create insight into the business aspect of the future service, a business model canvas was a natural choice for a final visualisation. The business model canvas is a template with nine building blocks, answering questions about Key Partners, Key Activities, Key Resources, Value Propositions, Customer Relationships, Customer Segments, Channels, Cost Structure and Revenue Streams (Stickdorn et.al., 2018, p. 77).

## **6 A service model for *Resourceful Children***

Initially the idea for the thesis project was to use service design methods to help create the *Resourceful Children* work method. However, it became clear in 2022 that the service design approach was suited best to create a "service model" for how the *Resourceful Children* material and work method would reach its users and how the users could become part of the service. The materials and the work method are not services, they are both research and design products and pedagogical tools created within the project, and their design and purpose follow the evidence-based research process within the project. However, there was a need for clarity on how the material and method could reach its users. And this is how the service design approach could become most useful.

A service design brief was presented in a project meeting 2.5.22 (Appendix 2). Initially benchmarking was suggested as a method, but it was not seen as necessary by the research team, and the team decided that the focus should be on the customer journey and service design blueprint. Only one persona was created for these journey maps during Workshop 1 and 2. After the second thesis seminar, I created two more personas and the first drafts of an ecosystem map and a business model canvas. The results of the evaluations of the service design offerings will be presented in chapter 7.

## **6.1 Service design workshops**

The project team was invited to two service design workshops. The first was held on 19.5.22, and the second on 23.8.22. The aim of the workshops was to ideate and gather insights for a persona, a customer journey map, and a service design blueprint.

### **6.1.1 Workshop 1**

Workshop 1 was held in the project's office space in Turku, and it lasted one hour. The goal was to ideate, gather insight and co-create a persona, a customer journey map and a service design blueprint during this session. The workshop was held in Swedish, and the first versions of the maps were made in Swedish, and then translated for this thesis.

As the service design tools were not familiar to the other four team members, they were first informed in a short presentation. The presentation followed Stickdorn et al. (2018) for definitions of persona, customer journey and service design blueprint. The notes from the workshop cannot be published in the thesis due to confidentiality issues concerning the project's strategies for the future. The journey maps are also deliberately more vague concerning financing options, since these are processes that are still under development.

### **6.1.2 Workshop 2**

The second workshop was held in a team conference on Viking Grace on 23.8.22. The first drafts for the maps and visuals were presented. The team members commented and made corrections or additions to the fields in the maps. It was decided that the service design maps would become part of the work method publication that would be published by the end of the project. The service design perspective seemed to allow the team members to think differently about the work method for the project. This meant it successfully presented a new perspective for the team members. It also brought ideas for strategic thinking about the project's future. Evaluation of the maps and service design process will be further presented in chapter 7.

After workshop 2, the maps were finalized in Swedish, and a final version was sent for approval in October 2022. In the following chapter the maps will be shown in English translation, but the original Swedish versions can be found in Appendix 4.

## **6.2 Visualisations and journey maps**

It was important for the project that the service design process and products would be conducted in Swedish, since the project is completely in Swedish. As mentioned, the maps were co-created in two workshops in May and August 2022. Additional visuals were created by me after the second thesis seminar. These were two more personas, a child and a parent, an ecosystem map and a business model canvas. All the visuals received feedback by the project team in mid-October, and by a research, development, and innovation (referred to as RDI) group for the Faculty of Health and Welfare, Novia UAS – a group that meets regularly twice a month through Microsoft Teams (see chapter 7).

In this chapter the maps are in English, while the Swedish versions can be seen in Appendix 4. The maps are visually designed in a way that fits the project style and brand.

### **6.2.1 Persona: Maria**

During workshop 1, a persona for the journey maps was co-created. The image card of the persona called Maria can be seen in Figure 12.



Figure 12: Persona card for Maria V.

When it comes to the graphic design of the card, orange is the project's main colour, and in all the project's publications and visuals it stands for the project or the core stakeholders or core research. For the thesis visualisations the colours have been slightly muted in intensity, as the maps and visuals are aimed at adults and a research community and not children, who are often more drawn to stronger colours.

As part of the customer journey, the persona will make the customer visible in the service process. The Maria persona turned into an ideal customer, a professional who has an open-minded attitude and is also willing to develop. For further development of the service, more variation of personas would be needed, especially to highlight more challenging areas, like how to develop a method and service that is also attractive to less development-

minded professionals. Since time and resources are very limited in the day care centres (a risk identified in the customer journey below), a persona coming from more challenging circumstances could give interesting results, or prompt stronger solutions for these real problems in the field. Maria became a very active persona, who ends up becoming a mentor, and is basically an ideal service user.

### **6.2.2 Customer Journey**

The customer journey that was co-created during the two workshops is shown below, split into three parts, and show in figures 13-15. The full version is in the Appendix 3. It was first written in Swedish, as the project is completely in Swedish, and then translated for the thesis. Some minor language corrections and visual clarifications were also made after feedback in October.



**CUSTOMER JOURNEY**  
Resourceful Children (RC)



Maria Virtanen  
32 years, bilingual  
Social care and early childhood education and care worker  
Works with 3-5 year old children

1/3

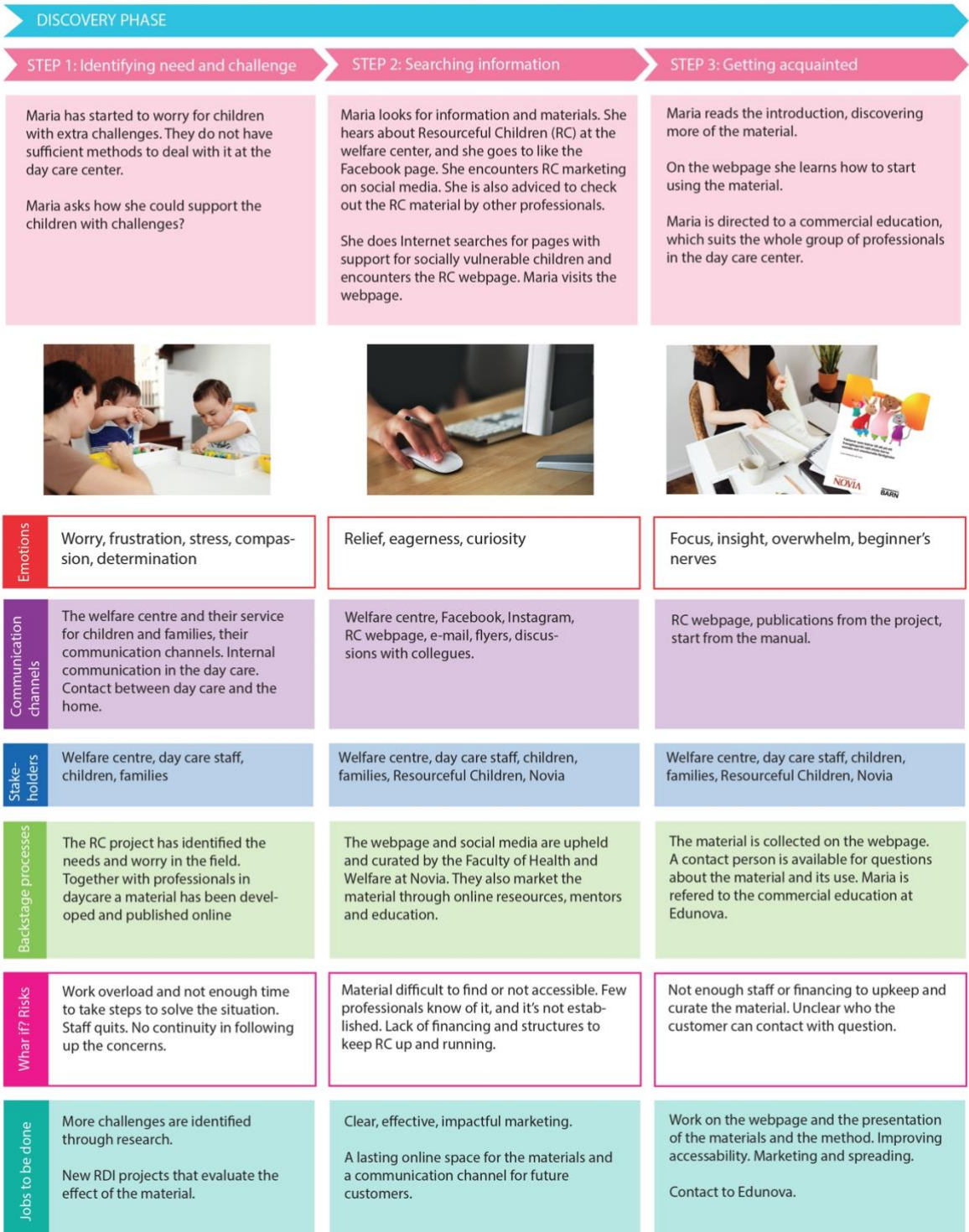


Figure 13: Customer journey page 1, adapted from Stickdorn et al. (2018, p. 44-47).



Figure 14: Customer journey page 2, adapted from Stickdorn et al. (2018, p. 44-47).



Figure 15: Customer journey page 3, adapted from Stickdorn et al. (2018, p. 44-47).

The initial feedback from the project team and Workshop 2 was mainly positive. The maps gave the team a new approach to the material and the method, that was not as focused on the content, as it was on the “packaging”, that is, how to market and communicate. It reveals what kind of supporting structures are necessary to keep the projects’ results alive, and developing and becoming implemented into the actual field. The idea of following “Maria” also led to the idea of mentors, and for an ideal outcome being that the users/customers themselves become advocates for the method. In coherence with the co-creative approach in the research and development phase, the everyday use and establishing of a useful method also requires co-creation and collaboration with the customers/users.

The map also shows the risks and challenges that the project faces, although the mentorship idea only addresses the challenges in one way (including the customers by giving them the opportunity to educate others). It is also depending on customers that are very proactive and engaged. A future challenge is how to reach the less proactive users. A solution to that challenge would mean that the materials reach more children.

The customer journey and, therefore, the whole service model, is very focused on education. For example, Edunova (Novia’s commercial education company) and Continuing Education at Novia UAS are brought up many times, as channels for reaching new customers, and as a way of implementing the material and method. A suggestion for future pathways would be to also explore other ways of dissemination and implementation, for example through a commercial service with a focus on the materials as commercial products.

A future-state journey map was a necessary choice to begin with since the service does not exist yet. Also having a broader, more high-level scale allows the project team to first see the whole context, and then identify areas that need more attention later. The map is also more focused on the experience of the service, and another later approach could be to look closer at certain materials and test and receive feedback on their use. An earlier version of the customer journey was adapted as a “player journey”, to visualise how the children experience the game, however, this idea was discarded, since the need for a more holistic view was more urgent.

This map shows the perspective of the ideal customer. But showing a child's perspective, or a parent, could also create valuable insights, which was brought up at the second thesis seminar. In chapter 6.2.4 two new personas will be presented and discussed in relation to Maria's journey map. Focusing on the child perspective, could bring out more of the theory of the resourceful child, risks children face, and go deeper into how the materials could support them. But first the service design blueprint will be presented.

### **6.2.3 Service Design Blueprint**

The service design blueprint is also shown split into three pages (see figures 16-18), and the full version is in Appendix 3. Questions were added to each lane to aid the project team in filling in the fields. After feedback in October, the topics for the lanes were repeated on each page.

**SERVICE DESIGN  
BLUEPRINT**  
Resourceful  
Children (RC)



Maria Virtanen  
32 years, bilingual  
Social care and early childhood education  
and care worker  
Works with 3-5 year old children

1/3

**PHYSICAL EVIDENCES**

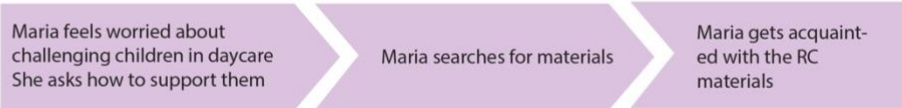
Which physical or digital objects does the customer interact with?

Facebook & Instagram content  
RC webpage with materials  
Flyers in the daycare centers or welfare centre

Materials and publications on the RC webpage

**CUSTOMER ACTIONS**

What does the customer do in each step of the service?



**LINE OF INTERACTION**

**FRONTSTAGE**

Staff activities that are visible to customers

RC keeps up a webpage  
  
Marketing in social media, flyers and booklets. Visits to daycares and staff to spread knowledge of RC

RC keeps up webpage  
  
Marketing in social media, flyers and booklets. Visits to daycares and staff to spread knowledge of RC

RC (Novia Health & Welfare) have staff that give support to new customers/users

**LINE OF VISIBILITY**

**BACKSTAGE**

Staff activities that are not visible to customers

Creation and maintenance of the RC webpage.  
  
Research and development of new materials, evaluation

Maintenance of the RC webpage.  
  
Marketing.  
  
Research and development of new materials, evaluation

Maintenance of the RC webpage.  
  
Marketing.  
  
Research and development of new materials, evaluation

**INTERNAL INTERACTION**

**SUPPORT PROCESSES**

Activities performed by staff from other parts of the organization or by external partners

The Faculty of Health & Welfare Novia maintains the RC webpage and updates of material, enables RDI in the project

Figure 16: Service design blueprint page 1, adapted from Stickdorn et.al. (p. 44-47, 2018)

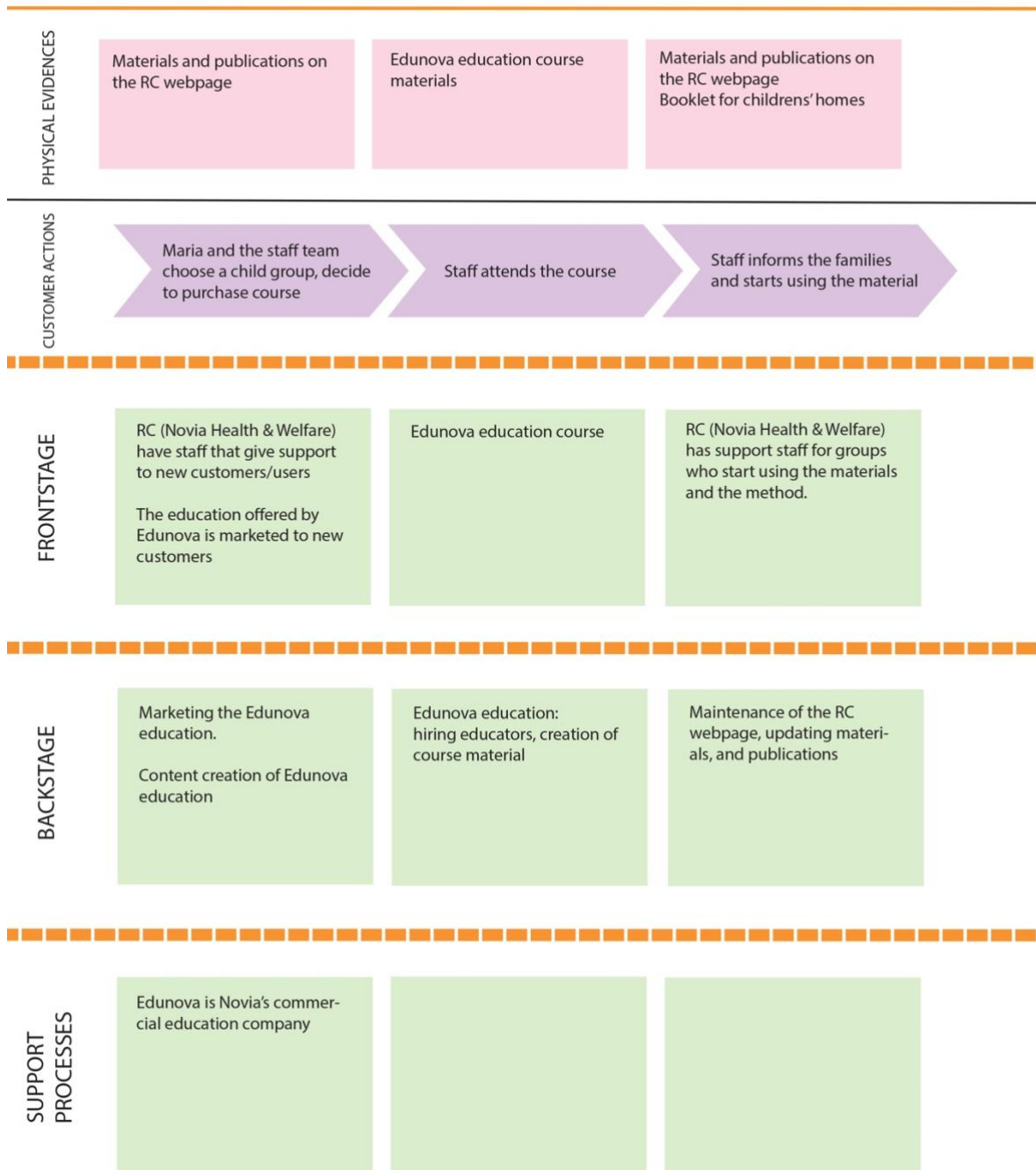


Figure 17: Service design blueprint page 2, adapted from Stickdorn et.al. (p. 44-47, 2018)

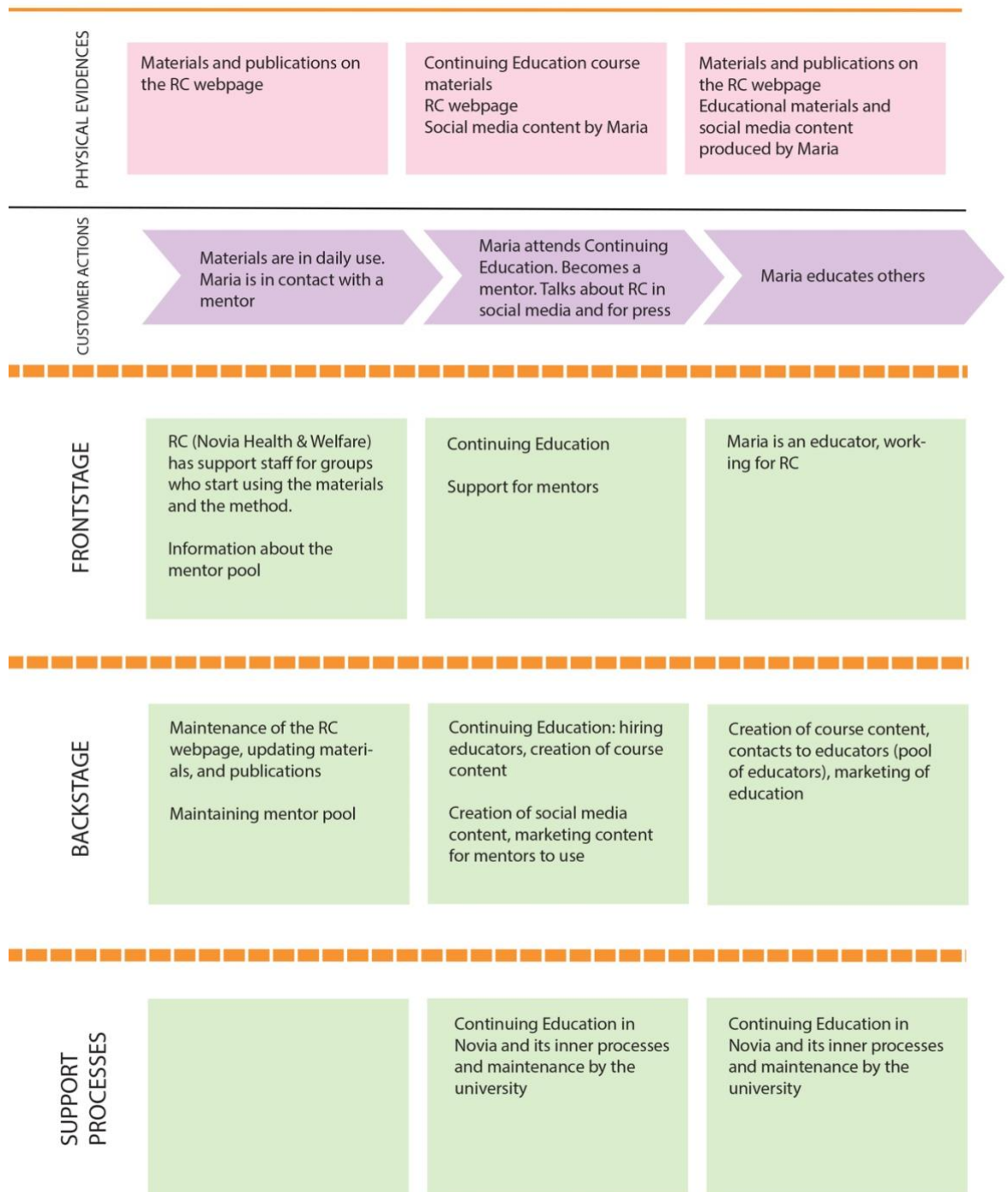


Figure 18: Service design blueprint page 3, adapted from Stickdorn et.al. (p. 44-47, 2018)

The blueprint clearly shows areas where there is no knowledge or information, especially concerning support processes. This can be explained partly by the service not existing yet, but also because further workshops would be needed to ideate more strategies for the future. Some aspects are also unknown as this thesis is written, and, therefore, the



blueprint needs to be revisited and iterated further when it is clearer how the service will continue, who will be keeping it up, and with what financing and support structures.

The blueprint would also need to be developed further to show interactions between different actors, since these are not so visible in the current version. This map was more difficult to grasp for the project team, but at the same time it highlighted the knowledge gaps.

#### 6.2.4 Personas: Emma and Oskar

In October two more personas were developed: a child and a parent (see figures 19 and 20). To make their use more versatile, they are not from the same family.

**PERSONA 2 – Resourceful children**



Name: Emma  
Age: 5  
Gender: Girl  
Home: Turku  
Family: Lives week/week with mom/dad, has a brother (10 years)  
Language and identity: Swedish speaker  
Hobbies: Gymnastics club. Wants a dog, but the family doesn't have pets

*"It's fun when grandma comes to pick me up from daycare because she likes to play and she's not in a hurry."*

I like crafts and drawing, playing outside. I like the forest, and watching movies with mom and my brother. I like cooking with my dad.







**PERSONALITY**

Calm and content mostly. Sensitive. A bit shy and doesn't talk so much. Can concentrate for long times on crafts and tasks.

**CHALLENGES**

Doesn't like to meet new adults. Has one best friend, a boy, and is often alone if he's absent. Sometimes anxious and teary and the adults don't know why.  
Mom is looking for work and currently has a very low income. The parents are divorced and often argue about money.

Amount of children and adults in the day care group

**21 children / 3 adults**

Mother's income/month

**1200 €**

Father's income/month

**3500 €**

Figure 19: Persona Emma



Figure 20: Persona Oskar

These two personas could be used to highlight other perspectives in the customer journey and in the service. The child persona will be using the materials as much as the professionals, but from another perspective. The children are the focus of the aim of the project, but the professionals are the people, whom the project materials and method need to reach first, since the professionals will introduce them to the children. A child perspective also highlights the user experience of the materials. The children's perspective was already taken into consideration in the development of the materials, as they were tested with groups of children, and the feedback was used to improve the materials. Direct feedback from children about their experience of the service of *Resourceful Children* cannot be received, until it is further implemented in day care centres. So far, the children

have only been reached through the participants, the experts in the selected day care centres, and thus there is no established "service path" yet.

In the following figure the touch points concerning children are circled in Maria's customer journey:



Figure 21: Maria's customer journey with touchpoints with children circled in red.

When it comes to the parents, they meet the project in the parental meetings in the day care centres, or through the material sent to the children's homes. The guardians' or parents' perspective can also be highlighted in the materials, especially the booklet for the child's home, and the training material for individual children, and the images that will be sent to the homes (see Appendix 1).

The parent/guardian perspective can also be highlighted in Maria's customer journey (see Figure 22):



Figure 22: Maria's customer journey with the touchpoints with parent's perspective circled in turquoise.

The first circle highlights the materials online that also parents/guardians can search and encounter, without first being introduced to them by the ECEC professionals. The last circle shows that parents/guardians can also be in contact with the project through the mentors' social media channels.

The child and parent personas can also highlight more specific pain points, either on the interaction level, journey level or relationship level (Gibbons, 2021). A pain point is a specific hurdle that the customer encounters, while experiencing or using a service (Gibbons, 2021). Since the service does not exist yet, it is only possible to speculate what those pain points could be. In the following table some possible issues are brought up, without specifying on which level they could occur:

Table 5: Emma's and Oskar's pain points

Emma's pain points	Oskar's pain points
Emma lives in two homes, it can become unclear which parent engages with the materials together with her, especially if they are not on good terms.	Oskar is a busy person, and might not take the time to visit the parental evenings at the day care center, or read the material that is sent to the home.
Emma is a quiet, sensitive, and calm child who doesn't demand much attention, she is easily forgotten or not seen by adults, and thus how can the material and method support her and strengthen her resources?	Oskar has a positive attitude to learning, but within a technical field. Is he interested in development concerning social and emotional skills? What is his attitude towards ECEC research?
While playing with the game app in a group situation Emma feels shy and afraid of giving comments, answers or ideas. It feels like a stressful situation, and her best friend is not present that day.	Dealing with the challenges his son faces because of ADHD can be too stressful for him to be able to take on new methods or materials at home. Only "surviving" takes most of the energy.

When it comes to both these new perspectives, the personas could be developed in workshops with children and parents/guardians, to achieve a higher level of validity and reality. Involving children and parents/guardians could also be a future pathway for spreading knowledge of and implementing the materials and method. This will be further discussed in relation to the feedback from the project team and the RDI team in chapter 7.1 and 7.2. Future pathways will be discussed in chapter 7.3.

### 6.2.5 Ecosystem map

The ecosystem map was developed after the second seminar. The pedagogue in the project team suggested that it could be based on the ecological system theory of Urie Bronfenbrenner. The ecological system theory is widely used in ECEC research, and familiar to ECEC professionals. To relate it to the project another level or "lense" was added: actors, products, services, opportunities, and risks. These were visualised as post it notes.

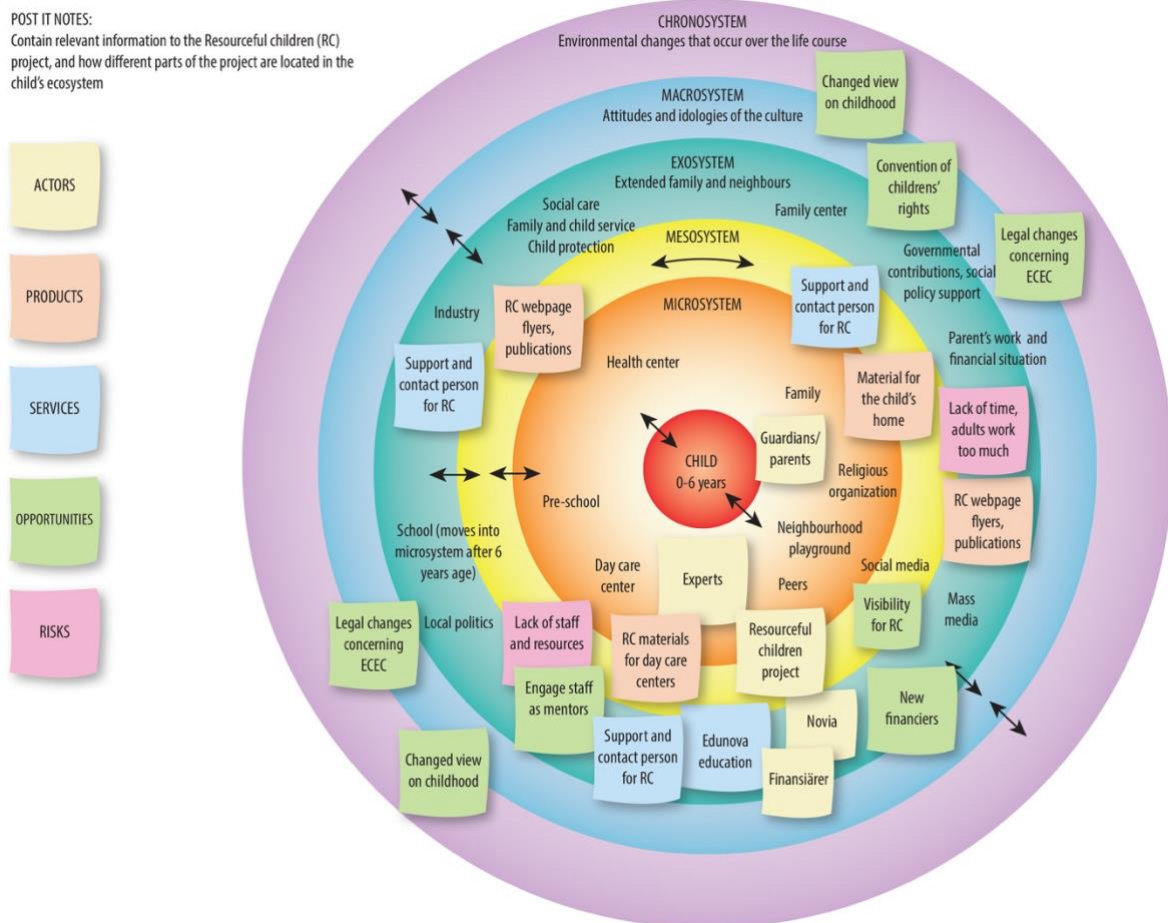


Figure 23: Ecosystem map adapted from Bronfenbrenner (1977)

The idea is to show the context for ECEC and child protection in relation to the project Resourceful Children. The visual quickly becomes very full of information, so for further development it could be a good idea to focus on smaller sections, to bring out more detail in interactions and relationships. Feedback on the ecosystem map will be presented in Chapter 7.

### 6.2.6 Business model canvas

The idea for creating a business model canvas was to give more clarity on how the project functions as a business. If the project is to continue, or the materials and method to be spread and implemented, the financing and income revenues will be important. So far, the project has relied on a single financier, but this ends after 2022, and new ways to keep the project alive will be needed.

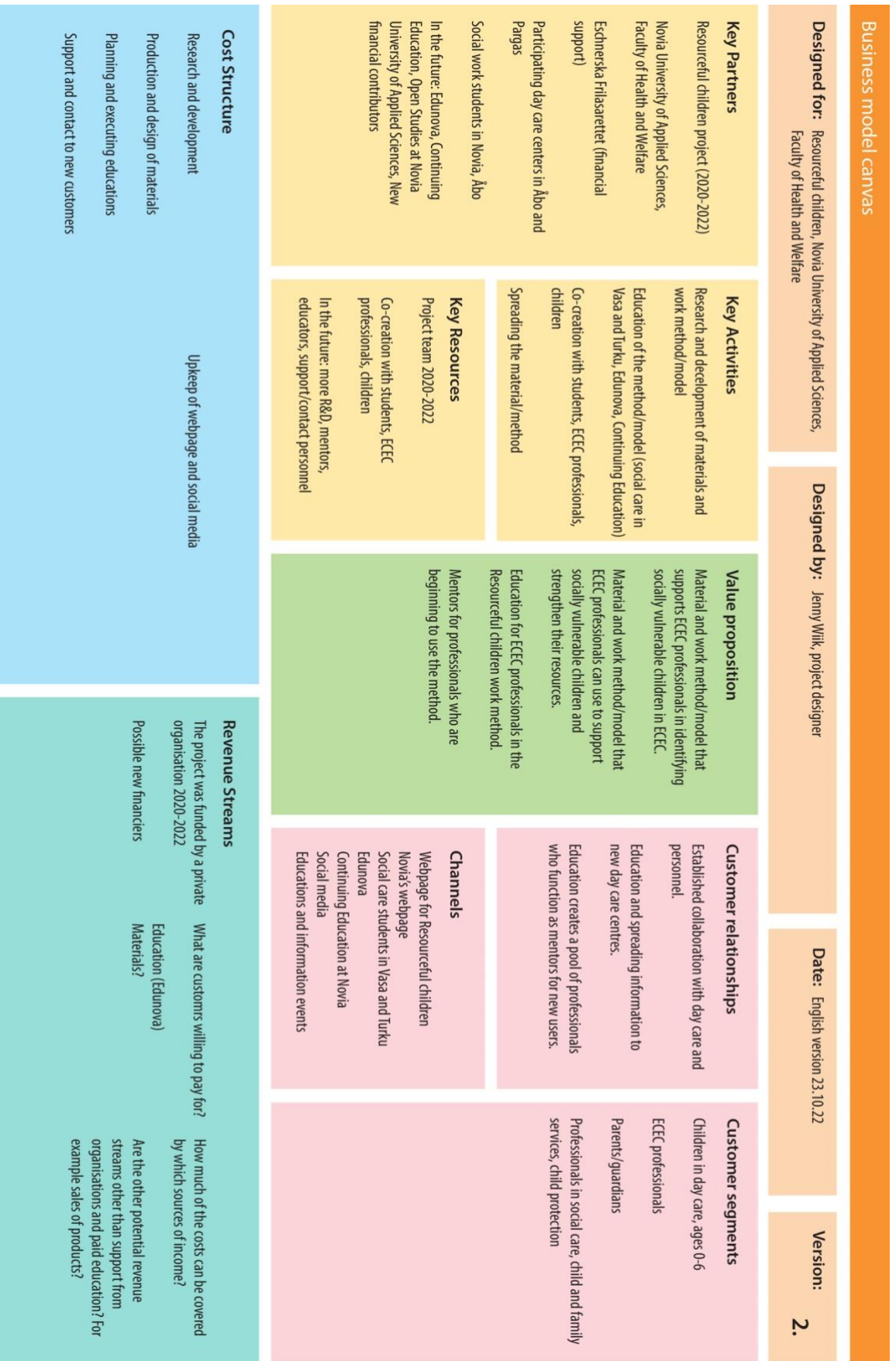


Figure 24: Business model canvas, version 2

## 7 Evaluation of the service design methods

An evaluation of the service design offerings was made by two groups: the project team for *Resourceful Children*, and the research, development, and innovation (RDI) group at Novia UAS, Faculty of Health and Welfare. It was not deemed as realistic to also include ECEC professionals in the evaluation because of time constraints.

### 7.1 Interview with the RDI group

The group interview with the research, development, and innovation (RDI) group was held on 13.10.2022, and it took one hour. The group consisted of eight people involved with research and development in the Faculty of Health and Welfare. None of them have been directly involved in the project *Resourceful Children*, except the project assistant, who is handling the project budget. The project assistant was not involved in any of the research and development work in the project. Two of the members of the group work with planning Continuing Education in Novia UAS. The group consented to having the interview recorded on Microsoft Teams.

One week before the interview the service design visualisations were emailed to the group gathered in one pdf, with an introduction (see Appendix 5). In the introduction the following questions were asked:

- Are the visualisations readable and understandable? Please mark anything unclear
- Is there something in the content that is not correct, missing, or could be explained more?
- Do you have ideas for something to add or clarify?
- Is the service perspective relevant for the project? Does it give new insights?
- Do you have thoughts on how the service perspective could be expanded further, or other ways to approach it?

The interview followed the structure of questions above, although it was a semi-structured interview. Each informant was given an opportunity to respond and give feedback and comments. Firstly, there were some smaller errors in the text that were found, as well as



some questions about abbreviations used in the maps. For example, the abbreviation "RC" (Resourceful Children; *Resursstarka barn* or RB in Swedish) was not explained anywhere, so that needed to be added to the next version.

The visual style, colours and texts were evaluated as very clear, pleasing, and easy to read by the whole group. One person thought the colour choices were not unified enough. The journey maps were seen as complex at first, but after reading them through once, they opened well to the reader. One comment was that if the maps are split into three pages, the headlines/titles for the lanes could be repeated on each page, since it was difficult to remember what the lane was representing on pages 2 and 3. This has been corrected for the current versions in chapter 6.

The illustrations for the project and the maps received positive feedback, and it was suggested that the stock photographs used for the journey map and personas, could be made as illustrations as well. Photographs were used to save time, but the idea of illustrating all visuals in the service design offerings did occur to me as well at an earlier stage. Simpler storyboard drawings could be another option, instead of stock photographs. Some of the photographs come from the events with the ECEC professionals and are thus from real life situations connected to the project.

An interesting insight that many in the group had, was that service design visualisations present much information that it manages to compress into a very small space. Reading a text-only description with the same information would be much more demanding. This highlights the function of service design visualisations as bringing more easily digestible, understandable information and knowledge to the customer. It is also a question of accessibility. The group commented that the journey maps were good tools to specifically highlight what areas that are unknown and unexplored, gaps of knowledge.

The group also commented on that the focus is now strongly on education in the current journey maps, as was also stated earlier in chapter 6.2.2. It was suggested that more co-creation and dialogue with the customers could bring ideas for other aspects in the service to focus on. They were also positive towards including a child and parent/guardian persona. They stated that more collaboration with the target group is needed, as well as regular feedback to the project, so that the tools of the method can be developed further, and evaluated, and improved. The RDI section of the faculty could be engaged in more

future projects within the theme of resourceful children. And finally, the evaluation is connected to the method being evidence-based, which is also a big advantage in the "market" of models and methods teaching emotional and social skills.

In conclusion, the RDI group was happy to go deeper into the project and the service design perspective, and ideas for new developments were born.

## **7.2 Questionnaire sent to the project team**

A questionnaire was emailed to the project team 7.10.2022 and the team had answered the questionnaire by 12.10.2022. One team member had answered independently, while the three others had discussed the questionnaire, and gathered all their answers and sent them together. The Google Form can be seen in Swedish in Appendix 6. I decided to use a questionnaire for the final evaluation to give the team an opportunity to give answers more anonymously and in written form, complementing the previous workshops and group interviews.

These were the questions in English:

1. How well were the service design methods presented in Workshop 1 (May 2022)?
2. Do you wish something had been explained or presented better?
3. How difficult did you experience the ideation process for the service design maps in Workshop 1?
4. Questions about the visualisations sent 7.10.2022: What do you think of the following visualisations? Write comments. Think of questions like: Are the visualisations readable and understandable? Is there something in the content that is not correct, missing, or could be explained more? Do you have ideas for something to add or clarify?
5. Do you think the service design perspective was useful for the project?
6. Did you have new insights from using service design methods in the project?
7. Do you have thoughts about how the service design perspective could be used in the project in the future?

8. Are you interested in learning more about service design methods and tools?
9. Other comments

The possible answers to the first question were "Well, Quite well, Not so well, Not well at all". Everyone in the team answered "Well". When it comes to comments on the presentation the team members answered that no further information was needed. It was appreciated that the presentation took the knowledge that the team members already had about the project into consideration. The ideation process was evaluated as being Easy (1 person) and Quite easy (3 persons).

Concerning the persona Maria, the team noted that she is a good representative for an intended participant in the project. The visualisation was evaluated as readable and understandable. Maria's customer journey is the optimal customer journey. Risks and hurdles have been considered, but the starting point has been that she is positive and engaged in her participation. The blueprint caused some confusion, because in Swedish it had been labelled a blueprint in the visualisation, and "model" in the questionnaire. In Swedish, the correct term is model, and this has been updated in the final version for the thesis. The project team found it difficult to comment on the blueprint, with the explanation that they do not know the requirements for the thesis work. This was also generally the visual that caused the greatest amount of confusion in the feedback. This can be due to its complexity, and that more time is needed to understand it, and to ideate for its content.

The reception from the project team on the two new personas was mixed, while the RDI group said these personas could bring out different and interesting perspectives on the service. In other words, the reactions were quite different. One suggestion from the project team was that the child persona could be co-created together with children, since it is now looking more like an adult's construction of a child. However, it could be an ethically questionable act to create archetypical child personas, as this could become labelling or stigmatizing for children. Creating a persona together with children could therefore be more difficult, or ethically challenging, as it could be difficult to explain the purpose of an archetypical child persona to a child, without imprinting stereotypes on the children. The rest of the project team firmly wants to focus on the ECEC professionals as their main target group, however, the reasons for this have not been discussed. As

mentioned, creating personas with children could be challenging, but that does not mean that all collaboration and co-creation with children is problematic. It just raises more ethical concerns.

It is interesting that the group who had not taken part in the research work in the project, had the opinion that child and parent/guardian perspectives, could give useful information and ideas worth exploring further. The parent persona was evaluated as a "quite typical dad", but once again most of the project team wishes the target group to be ECEC professionals.

The ecosystem map was judged as slightly difficult to understand, because of the complexity of levels ("too many parts"). While others in the project team answered that it is a good visualisation of the significance of ECEC for the child and family, set in a larger societal context. The business model was evaluated as clear, but that the team felt they do not have the competence to answer. This means that if the business model canvas is used in the future, it needs more introduction for a deeper understanding of its purpose and usefulness.

The service design perspective was seen as 50 % "Very useful" and 50 % "Quite useful". The other options for answers were "Not so useful" and "Not useful at all". This can be interpreted as carefully positive. New insights from using service design were that it was "exciting to see that the model could be used in the practical planning work". It was an insight to see how you can structure and visualise how a project has been conducted. The service design visualisations give a holistic view of the project, clarifies the steps and the results: "Very helpful!". The project can have use of the visualisations in general, and they can be used in the project report and partly for the dissemination of the results.

The whole team answered they are "Maybe" interested in learning more about service design methods and tools. The final comments were that the visualisations give a lot concerning both structure and clarity.

### **7.3 Insights from the evaluations – suggestions for future pathways**

Based on results from chapters 6 and 7.1 and 7.2, and a list of four main insights from the evaluations, four future pathways for the project have been developed, and they are

presented in this chapter. The pathways are specifically ways how service design methods and tools could be further used to develop the service model for *Resourceful Children*.

### Insight 1:

The persona Maria is an ideal customer, which creates an ideal customer journey.

### Pathway 1:

More variation in personas is needed, for example less proactive and development-minded ECEC professionals, or professionals with different ages or genders, or cultural backgrounds.

### Insight 2:

Most participants in the project team want to focus on ECEC professionals as the main target group. The RDI group are more positive towards exploring children and parents/guardians as target groups. Both groups are interested in involving both professionals, children, and parents in co-creation and finding ways for the materials and methods to be implemented. The service model is currently very focused on education for ECEC professionals.

### Pathway 2:

As the service is taken into use, ECEC professionals are also involved in the service design processes. Children and parents/guardians are involved in co-creation, testing, and feedback is gathered from them regularly. The focus concerning collaboration with the latter target groups is also to find other ways of spreading and implementing the material that is not as focused on education of ECEC professionals.

### Insight 3:

The current perspective of the journey maps is holistic, and on a high-level scale. The maps are focused on the experience of the ECEC professional. They do not go into details on how the materials and method are implemented and used.

### Pathway 3:

As other target groups are involved in co-creation, maps for the child perspective, or parent/guardian perspective, could be developed. These can be more focused on the materials, single materials, or the work method/model. Focusing on the child perspective could also be combined with understanding the theory of the resourceful child in more detail, and lead to new materials and ways of supporting socially vulnerable children.

#### **Insight 4:**

The blueprint shows there are areas with knowledge gaps, specifically concerning support processes for the project.

#### **Pathway 4:**

Further study and service design processes could be focused on the organisational and business side of support processes behind the project. The business model canvas could be used for this purpose, and the ecosystem map could be used to develop a stronger business strategy for the project. This could be done in stronger connection to the RDI section of the Faculty of Health and Welfare, but also in collaboration with Edunova, and Novia UAS as a whole. New connections could be formed also between other faculties, such as Business and Arts and Culture (who were already a part of developing the game app).

### **7.4 Evaluation of the service design process**

How well did the service design process follow Tuulaniemi's model: 1) Definition, 2) Research, 3) Planning and Design, 4) Production of the service, 5) Evaluation (Tuulaniemi, 2011, p. 128)? The service design process of the thesis did not cover all the steps fully, although there are initial versions of all of them, some needing more iterations.

The thesis presents mainly the three first stages, Definition, Research and Planning and Design, and parts of the fourth step Production of the service (since many of the materials and artefacts that will be part of the service have been designed). But it will not be possible to evaluate how the service functions in real life yet, as it will only be in initial stages as the thesis work is finalized. However, the presented service design model was evaluated by the project team and the RDI group in Novia UAS, Faculty of Health and Welfare. Hopefully

more evaluations of *Resourceful Children* as a service will be possible in the future. This thesis work will serve as a first draft for a service design model for the project.

Korhonen's (2022) design thinking model can be used to visualise the thesis process:

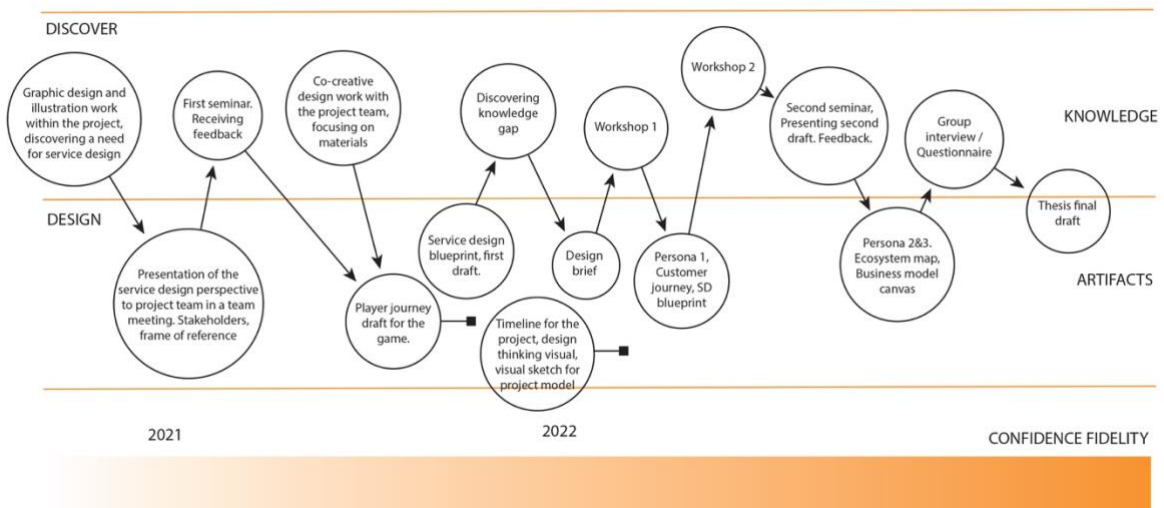


Figure 25: The thesis process adapted after Panu Korhonen's design process model

Much of the discovery came from taking part in the project work, for example the initial idea for the thesis, and later, the idea to focus on the project as a service, and not go deeper into looking at the design processes of the different materials in the project. During winter 2021-2022 several sketches for visualisations were designed, but not developed further – a player journey for the game, a project timeline for all the project years, a design thinking visual (based on the Stanford model), and several sketches for the project work model, co-created with the project team. None of these sketches were used in the final service design offerings or thesis later. The model sketches might still be of use for the final manual for the project, but they will still be modified, or even changed completely. The process of visualisation and sketching the project team's ideas for a work method/model, was hopefully still helpful to the team. During the whole project and the co-creation work between project team members and the visual designer, it has been stated many times that the close and constant collaboration has given clarity and insight to the project researchers and their design process.

Finally, as a way of self-evaluation of the thesis work: Are the service design offerings viable, feasible, and desirable? Feasibility in the context of a service model must mean if

the service is “functionally possible within the foreseeable future” (Brown, 2009, p. 18). The answer is *yes*, in the sense that the model for the service is based on the knowledge and foresight of the project team and it reflects their plans. The service design offerings show a clear pathway to a feasible service. The viability is shown in the business model canvas, and there are still question marks on how the project can continue sustainably. However, the service design highlights this, which is an important step to make the service a reality. The service can be viewed as highly desirable, which can be proven by it receiving financing for 2020-2022, and from the many positive reactions from potential customers and other professionals in the ECEC field. The service design offerings have also received a mostly positive reception by the project team and the RDI group and must therefore be judged as “making sense to people” (Brown, 2009, p. 18).

## 8 Results and discussion

The research question for this thesis was: can a service design perspective on the *Resourceful Children* materials and work method improve the success and impact of the project, and help solve the challenge of establishing and spreading the use of the material and method?

There are four main results of the thesis, that answer the research question with different points of focus: 1) structure, 2) innovation, 3) support processes and 4) service.

### 8.1 Providing structure

In the evaluation process, the research team expressed that the service design methods and tools had provided the project with *structure*, or at least another way of structuring and understanding the project. The customer journey map and the service design blueprint highlighted the needs, perspective, process, and experience of the ECEC professional. Furthermore, an ideal customer persona creates a viable strategy for the project for how to successfully spread and implement the project’s method and materials in the field of ECEC. The next steps for the commissioner would be to find such ideal customers to engage in the project or support the existing customers in becoming ideal for the project. Service design tools could be useful for both processes.



As the focus was on the ideal ECEC professional, other less ideal customer personas could also be useful for implementing the method and materials. This would inspire the future developers of the project to find solutions for challenges, like ECEC professionals who do not have enough time to learn new methods, for example. There was also less focus on children and families in the customer journey. An attempt was made to try out what a child persona and a parent persona could show in the journey maps. Even though this was not explored further, the service approach made the different customer groups appear more clearly, i.e., the service design approach provided structure, and enabled an informed choice to first focus on one customer group.

## **8.2 Catalyst for innovation**

An effect of the more structured understanding of the experience of the ECEC professional led to the second main result: *innovation*. During the process of co-creating the journey maps, the project team developed the idea of creating a mentorship path for the ideal customer. The ECEC professionals could become mentors and teach newcomers how to implement the method and use the materials. In a final stage, they could form a “mentor pool” or even become employed educators in the method. The mentors would also ideally be active in social media channels, and produce their own materials, like videos, about the method.

As innovation was one of the aims of the thesis, this was a good result. There could have been more innovations, but that would have required more co-creative workshops, and a longer process to implement the service design approach into the project. In the beginning of the thesis work I attempted to use visualisation and some design thinking tools (like the Stanford model of design thinking) in the development of the project’s model, and as a way of structuring the project work, but these attempts were not so successful. They did not seem to inspire or resonate strongly with the project team, or it was unclear to them what the use of the tools could be. It was not until after having service design workshops together that the project team was able to innovate. It became evident that service design must involve the stakeholders in its processes. It cannot only be a “layer of design” placed on top of a situation, as for example graphic design and illustration tend to be. However, the role of visual design was unusually integrated into the project’s development work, so it is also unfair to say that visual design was only superficial.

Integrating service design methods in the project in the future, could bring further innovations concerning the implementation of the method and materials. Service design as part of the project would mean involving more stakeholder groups, identifying their needs, and co-creating new solutions for implementation. Simply viewing the method and material as a service is innovative, compared to what the ECEC and child protection field looks like currently. It is also a perspective that is welcomed, even on a governmental level, since there is a demand to make public services more client and patient centred. The participation of children is a political goal in public policy today, and thus children should be involved in the development of services aimed at them.

### **8.3 Lack of support processes**

Considering the future of the project, another main result of the thesis was that the service design blueprint shows gaps in knowledge concerning *support processes*. The project was part of Novia UAS's Faculty of Health and Welfare and their RDI projects and had one main source of revenue in 2020-2022 (research and development funding from Eschnerska Frilasarettet). But what happens when the project period is over? It is evident that there are similar issues with many RDI projects, as I have taken part in several discussions in the RDI group about how projects could have more impact even after the funded project period is over. Who administers the results of the project after the funding has ended? There are plans for *Resourceful Children*, but the plans mainly rely on new funding applications for the Faculty of Health and Welfare, and on individual lecturers being responsible for the materials through social work education in Novia UAS.

The thesis presents some ideas for support processes and revenue streams in the service design blueprint, and in the business model canvas. For example, new research funding to disseminate, evaluate and develop the project's initial materials and the use of the method, courses in Edunova (commercial) and Continuing Education in Novia UAS about the method, or even possibly selling products connected to the project. The Faculty of Health and Welfare could also initiate further collaborations with other faculties in Novia UAS. These ideas could be developed further and be more integrated in the strategic thinking for the future of the project. There is a lack of personnel who could for example keep up the webpage, social media and digital assets of the project, and function as contact person as the method hopefully starts being used in the ECEC field. The service

design tools and especially *service design thinking* has shown this lack of support processes, and they can hopefully be used to strengthen the future of the project. Strengthening the support processes for the service would also mean strengthening support structures for socially vulnerable children, which is part of the aim of the *Resourceful Children* project.

#### **8.4 *Resourceful Children as a service***

I mentioned service design thinking in the previous paragraph, which leads me to the final main result of the thesis: the effects of the *service* perspective and the inclusion of it into the project. The thesis work can be seen as an initial stage of designing the service *Resourceful Children*. It is initial, because the perspective is still not part of any other publications, previous reports, or plans for the project. The perspective has evoked interest, especially in the RDI group of the faculty, and it will be included in the final report of the project (for the financier), and thus it has been evaluated as useful and having potential.

The service perspective contributed with focus on the customer's problem and needs. It showed the discovery and use of the method and materials as a process, and as an experience, which follows the definition of a service by Tuulaniemi (2011, p. 59). Tuulaniemi also writes that services are about the interactions between people. In the project's own development of the method and materials, interaction between people is already a foundational part since it delves deeply into the practice of learning social and emotional skills. Therefore, the step towards developing a service for and around the project's results is natural. I have also previously mentioned the high degree of co-creative methods being part of the development of the project's materials, which means that including customers in developing a service aligns with the project's methodology. What was new for the project, was the level of detail in experiences and interactions that service design tools can provide.

To summarize, the service design offerings of the thesis is a beginning of developing *Resourceful Children* as a service. All the tools presented in the thesis can be used by the commissioners, and hopefully become more integrated in the future development of the project.

The thesis can also function as an example for other ECEC and child protection service projects, and how service design can be integrated into research and development. The thesis shows that the persona can be used to develop an ideal customer profile, and that the customer journey maps bring structure and detail into the ECEC professional's experience of using a certain method and material. The maps also effectively show which areas need more work and focus. The ecosystem map and business model canvas are good tools for strategic thinking, and especially for how to increase a project's impact in the context where it wants to create change, and how to develop a financial structure for a project.

In conclusion, I hope that this thesis can be a part of creating more knowledge of how service design can be used in the public sector. Service design methods and tools and their use has been spreading in the health and welfare sector for some years already, but I have not seen it widely used in ECEC and child protection research and development so far. I wish this thesis provides some insight into how service design can be useful for the important work of strengthening the resources of children.

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Yan Krukov, retrieved 16.8.2022

Anete Lusina, retrieved 17.8.2022

Akil Mazumder, retrieved 20.8.2022

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Images for personas 2 and 3 retrieved 6.10.2022 from <https://www.pexels.com/>:

Big bag films

Cottonbro

Djordje Petrovic

Kampus production

Jonas Mohamadi

Nubia Navarro

Rodnae productions

Ketut Subiyanto

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## Appendices

### Appendix 1. Project materials and products

Physical objects and artifacts produced – other than printed versions of publications, manuals and reports – were the dolls and wood figurines. At first four sewn, plush toy prototypes were created by textile artist Tuula Bergqvist. These dolls have been used in much of the project social media communication, as well as brought to visits in day care and other presentations.



However, the project team decided to change course and make small wood figurines instead, as production costs would be much lower, and the figurines could be produced in larger quantities and with a faster schedule. A small pocket-sized toy would also be easier to use and distribute in the day care centres.



The figurines were to be used as a complement to the following material which was developed: a picture book. The plan was that the children could play with the figurines and

re-create scenes from the book and other stories with the toys. The picture book was planned as a “starter material” for the project, an introduction into the world of the four animal characters. The title in Swedish “Djurvännerna – Små stunder i daghemmet Bubblan” can be translated into “The animal friends – Small moments in the day care centre The Bubble” and is a collection of situations or scenes where each of the characters have an issue or a challenge. The fantasy animal character “Tulle-Dulle” was also introduced.



The role of this character was to be an observer, a helper occasionally, and a comic relief. After feedback from the children, it was clear that Tulle-Dulle was conceived as likeable and funny by a majority of the children. In the end of the book there are four line drawn versions of the illustrations for the children to colour.



The game was designed as both an application for iOS and an outside "board game". The idea for an outdoors game was a result of the covid-19 pandemic and restrictions on visiting day care centres – it was only possible to meet the children outside. The design process started already in early 2021, first with the initial idea. The game idea was also a response to the need for more digital materials, as expressed by the expert participants in the education day 24.11.2022.

In early spring 2021 the team also needed to find a programmer or a company who could implement the technical part of the game design. After searches and discussions with two private IT development companies and with programmers at the Faculty of Culture and Arts in Novia UAS, the team decided to collaborate inhouse with the team in the Novia UAS campus in Pietarsaari.

In March a game design document was produced with a storyboard. The concept and the initial sketches were presented to the experts on April 6<sup>th</sup> and received feedback. Most of the design and programming work for the application was done in August and September 2021. And testing of the game was performed 16-24.9.2021.

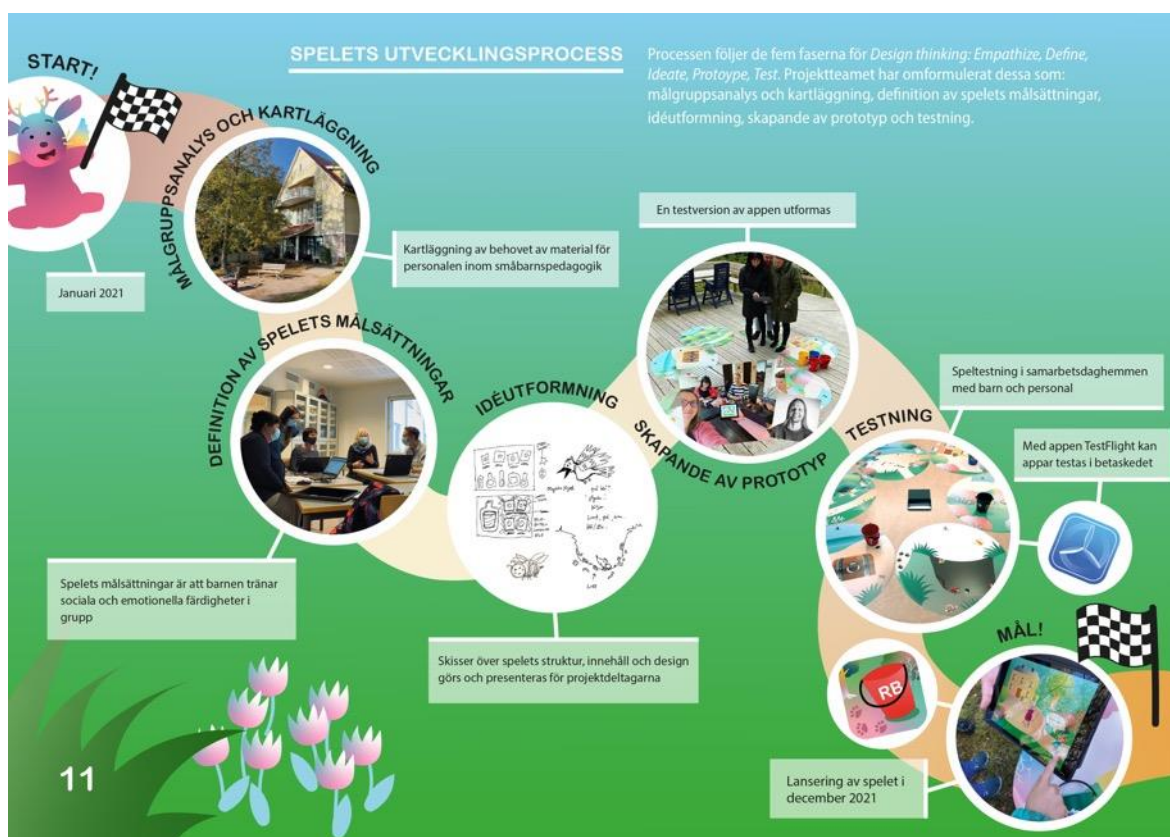


The game concept is as follows: the four animal characters are joined by Tulle-Dulle on a daycare yard. A group of children (3–5) supervised by an adult play the game by interacting with an iOS app and physical large scale game boards on the ground. The game board consists of six separate circles, one for each "station". There is no narrative branching, and the story is linear. Through a succession of events in the app, and by moving on the game board, which buckets as game pieces, the children gather superpowers by performing tasks, such as taking pictures with the iPad, solving riddles, re-creating a rescue mission,

gathering sticks and toys for an obstacles course etc. In the end they receive a diploma with the superpowers and the photographs.



A publication with a description of the design process and the game contents was published in August 2022. The following image from the publication shows the design process, which follows the Stanford model for design thinking: Empathise, Define, Ideate, Prototype, Test. The team renamed the categories slightly to describe the project more clearly and called them Target group analysis and mapping, Definition of the goals for the game, Ideation, Creation of Prototype, Testing.



Davidsson and Juslin wrote the text for a booklet to be printed and distributed to families, or the children's homes. It briefly introduces the project, the theoretical evidence-based background, and the aim. The families can get acquainted with the concept of the "resourceful child" and the competency profile (see more about the profile in chapter 3.1). The booklet answers questions about how all children can develop social and emotional skills, and how children with challenges can receive support in the day care centre. It introduces the animal friends to the homes, and how the day care and the homes can collaborate and work together with the animal friends-materials.



**Samarbete mellan daghemmet och hemmet**

Daghemmets personal har ansvar för att ordna samarbetet och kontakten med barnets familj. Samarbetet bygger på respekt och förtroende så att man tillsammans kan stöda barnet. Då daghemmets personal besöker hemmet fås en mera helhetsomfattande information om barnets personliga egenskaper och behov. Då man från barnets hem i sin tur besöker daghemmet fås en uppfattning om barnets vardag och den verksamhet som sker där. En god kontakt mellan hemmet och daghemmet ger barnet förutsättningar att berätta om dagens händelser.

Både inom daghemmet och i barnets hem ger den dagliga samvaron mellan barn och vuxna otaliga möjligheter att se barnets behov och ge det en puff i rätt riktning. Varje ny situation med vardagens små utmaningar ger barnet tillfällen att öva sina färdigheter i en bekant miljö. Då både daghemspersonalen och de vuxna i barnets hem medvetet ser och utnyttjar de här situationerna, kan barnet stärka sina resurser utan att det känns som ett inlärningstillfälle.

**Hemma med barnet**

Barnets nya vänner Valle, Kalle, Lilla och Mella kommer att finnas med i barnets berättelser om daghemmet. Berättandet ger barnet möjlighet att bearbeta dagens händelser med en trygg vuxen. Barnet lär sig sätta ord på känslor och blir medvetet om sina styrkor och utmaningar.

- Ge gärna barnet tid och utrymme att berätta om sina upplevelser.
- Beröm och uppmuntra barnet. Låt barnet vara stolt över sina framsteg.
- Våga se barnets utmaningar – tala öppet med barnet.
- Trösta barnet då det är tungt och svårt. Barnet behöver också öva sig i att hantera svåra känslor.
- Inge hopp inför framtiden – barnet lär sig nya saker varje dag och övningen ger färdighet.
- Ta kontakt med daghemmet om du vill tala om något.

16

The observation guide (*Resursstarka barn – observations- och reflektionsmodell för att stöda barns sociala och emotionella kompetenser*, Storbacka-Järvinen & Liljeroth, 2022) was published in February 2022 and contains a simple description of observation methodology and a manual and forms for observing groups of children in day care as well as individual children with special challenges. The material is directed to the professional pedagogues in day care.



### Bilaga 3: Sammanställning av personalteamets reflektioner

#### 1. Sammanställning av våra reflektioner

#### 2. Vad ska vi göra för att stöda barnens sociala och emotionella kompetenser?

#### 3. När träffas vi nästa gång för att utvärdera?

Datum och klockslag: \_\_\_\_\_



1/1

Initially observation forms were already tested by students in autumn 2020, and the questionnaires and forms were further developed during 2021. They were tested with the participants and experts at the day care centres, who had tasks (homework) between educational workshops to make observations and use the forms, to then be able to give feedback to the research team.

The observation guide is part of the work method of Resourceful Children, as it is designed to help the professionals to identify the needs of the child groups and the individual children.

The "training material" was the following material to be developed in 2022, the last year of the project. It is a guide for how to improve social and emotional skills together with individual children who experience special challenges. There are several sets of materials

following different focus themes. The images show emotion circles, an emotion board to hang on the wall. And below is an example of a map for families to work with in the home.



## Appendix 2. Design brief in Swedish

### Service design brief

7.4.2022

---

#### Service design-projektets namn

Service design till projektet Resursstarka barn

#### Klientens namn

Projektet Resursstarka barn

#### Projektansvarig

Jenny Wiik

#### Övriga intressenter (stakeholders)

Projektteamet: Projektansvarig Eva Juslin, Projektledare Lena Storbacka-Järvinen, Projektlärare Susanne Davidsson, Projektforskare Pia Liljeroth

Yh Novia, Eschnerska frilasarettet, Pargas stad, Daghemmet Lyckobo/Sateenkaarikoto

#### Om klienten

Projektet Resursstarka barn är ett treårigt projekt (2020-2022), som finansieras av stiftelsen Eschnerska Frilasarettet sr. Projektet har som syfte att utarbeta metoder och arbetssätt som stöder socialt utsatta barn under skolåldern. Projektet ska utarbeta modeller för samarbete mellan daghem och barnets familj, samt en modell för hur man kan stöda det utsatta barnet i barngruppen. Projektet förverkligas i dialog med arbetslivsrepresentanter och personalen erbjuds fortbildning i de arbetssätt och arbetsmetoder som utvecklas under projektets gång. Studerande vid institutionen för hälsa och välfärd i Åbo får ta del av projektarbetet och lära sig nya arbetsmetoder.

#### Service design-projektets syfte och mål

Syftet med service design-projektet är att med hjälp av service design-metoder och verktyg göra forsknings- och utvecklingsprocessen tydligare (synlig) och bidra till att skapa den modell som är forskningsprojektets mål. Detta görs genom visualiseringar och analyser till projektets olika material och publiceringar (se punkten Slutprodukter).

Service designens mål är att ge ett perspektiv på modellen som en tjänst för att synliggöra användarnas behov och upplevelser. Detta kan bidra till att materialet får bättre spridning och lever kvar längre i användarnas vardag.

Slutprodukterna av service design-projektet kommer att utvärderas av projektteamet genom ett frågeformulär.

**Målgrupp**

Socialt utsatta barn i åldern 0-6, personal i daghem och föräldrar.

**Budget**

Delar av designerns anställning allokeras till arbete med service design, efter att projektets huvudakliga mål uppnåtts.

**Tidtabell**

- » Modellworkshop 2.5.2022, service design briefen presenteras för de övriga i forskningsteamet
- » Maj-juni 2022: fokusgruppintervju/workshop med projektteamet för att få feedback och information till tjänsteritningen (service design blueprint), samt övriga intervjuer (Eva, om projektets bakgrund före 2020).
- » Leverans av färdiga service design-ritningar och visualiseringar åt projektteamet i början av augusti, en workshop för feedback och korrigeringar
- » Utvärdering av modellerna/kartorna i ett frågeformulär, projektteamet augusti-september

## Slutprodukter

### Tjänstemodell

Tjänstemodell (service design blueprint) visar hur projektets "modell" kan användas som en tjänst, med tre olika perspektiv: pedagog, barn och förälder. Inkluderar tre olika "personas", dvs. användarprofiler. Deras kundresor fungerar som botten för tjänstemodellen.

### Kundresor

Kundresa (customer/user journey) innebär att se på hur de olika målgrupperna använder och upplever materialen i projektet. Feedback har samlats in under projektdagarna. Kundresan borde basera sig på kundernas behov och upplevelser av tjänsten.

### Synliggörande av designprocessen

Visualisering och analys av designprocessen under projektets gång (Stanfordmodellen), kan användas som en del av den slutliga presentationen av modellen för att visa hur arbetsprocessen gått till.

### Benchmarking (behövs det?)

Benchmarking (Voimaperheet; De otroliga åren). På vilket sätt liknar eller skiljer sig RB i jämförelse med andra projekt? Vad kan man lära sig av de andra projekten? Fokus på modellernas uppbyggnad, användning och spridning. Hur används det och hur kan den kunskapen gynna RB?

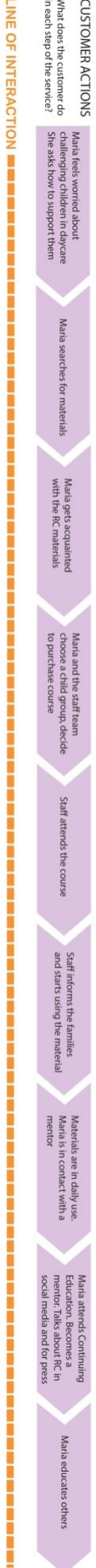
Appendix 3. Full journey maps in English



**SERVICE DESIGN BLUEPRINT**  
 Reorienting Children (RC)



Maria Virtanen  
 32 years, bilingual  
 Social care and early childhood education  
 and care worker  
 Works with 3-5 year old children



## Appendix 4. Service design offerings in Swedish

## PERSONA – Resursstarka barn



Namn: Maria Virtanen  
 Ålder: 32  
 Kön: Kvinna  
 Hemort: Åbo  
 Civilstånd: Samboende  
 Språk och identitet: Tvåspråkig finlandssvensk  
 Intressen på fritiden: Motionerar och sjunger i kör  
 Utbildning: Socionom med behörighet som lärare/socionom i småbarnspedagogik, examen Novia  
 Arbete: Arbetat 5 år (2015 läroplanen)  
 Arbetar med 3-5-åringar

*"Barnets bästa i fokus"*

Vara utomhus med barnen, hållbarhet och genus, fri lek, språk, rörelse, samtal.



## ATTITYD

Utvecklingsinriktad, resursförstärkande arbetssätt.

Gott arbetsklimat och bidrar till det. Relationen till barnen viktig, fortbildar sig.

## UTMANINGAR

Personalbrist, små utrymmen och trängsel är frustrerande.

Många barn med specialbehov.

Antal kommunala och privata daghem i Åbo

Finskspråkiga	<b>105</b>
Svenskspråkiga	<b>9</b>
Övriga språk	<b>5</b>

Rekommendation för hur många barn per anställd i åldern 3-5

**21 barn / 3 vuxna**

Medellön i kommunala daghem

**2600 €**





**TJÄNSTEMODELL**  
Resurstänkbara barn (RB)



Maria Virtanen  
23 år, resurstänkbar  
skolelev från kom-  
munerna i samkommunregionen  
Århus med 3-sätting

Skapad utgående från Workshop 1  
19 maj 2022, Presentera 1  
Workshop 2, 23 augusti 2022.

**FYSISKA OBJEKT**  
Vilka fysiska eller  
digitala material inter-  
agerar kunden med?



**KUNDENS HANDLINGAR**  
Vad gör kunden under  
tjänstens olika skeden?



**FRONTSTAGE**

De aktörer anställda  
gör som är synliga för  
kunden.



**SVINLIGHETS LINJE**

**BACKSTAGE**

Handlingar som  
anställda gör som inte  
är synliga för kunden



**INTERN INTERAKTION**

**STÖDPROCESSER**

Handlingar som  
utförs av den övriga  
organisationen eller  
externa partners



**INTERAKTIONER MED  
EXTERN PARTNERS**

## PERSONA 2 – Resursstarka barn



Namn: Emma  
 Ålder: 5  
 Kön: Flicka  
 Hemort: Åbo  
 Familj: Bor vecka/vecka med mamma/  
 pappa, har en storebror (10 år).  
 Språk och identitet: Svenskspråkig  
 Intressen på fritiden: Går på jumpaklubb. Tycker om  
 djur, och vill ha en hund, men  
 familjen har inga husdjur.

*”Det är roligt när fammo kommer och hämtar på dagis för  
 hon tycker om att leka med mig och hon har inte så bråttom”*

Tycker om pyssel, att rita, att vara ute och leka. Tycker om skogen, och att titta på  
 film med storebror och mamma. Tycker om att laga mat med pappa.



## PERSONLIGHET

Lugn, nöjd för det mesta. Känslig. Lite blyg till att börja med och pratar inte så mycket. Har lätt för att koncentrera sig på pyssel och uppgifter. Är ofta ledsen och trött på morgonen eller efter vila.

## UTMANINGAR

Gillar inte när det kommer nya vuxna. Leker mest med en bästis, som är en pojke, och blir lätt ensam när han är borta. Är ibland orolig och gråtig. Mamman är arbetslös och har låga inkomster. Föräldrarna är skilda och bråkar ofta om pengar.

Antal barn och vuxna i barngruppen

**21 barn / 3 vuxna**

Mammas inkomster/mån

**1200 €**

Pappas inkomster/mån

**3500 €**

## PERSONA 3 – Resursstarka barn



Namn: Oskar Johansson  
 Ålder: 39  
 Kön: Man  
 Hemort: Åbo  
 Familj: Gift, hustrun är finskspråkig. Tre barn: pojke 5 år, flicka 7 år, flicka 9 år  
 Språk och identitet: Finlandssvensk  
 Intressen på fritiden: Spelar bas i ett metallband, cykla, renovera huset  
 Utbildning: Magister i datateknik  
 Arbete: Arbetar med IT på en stor firma

### ”Jag vill att mina barn ska få bästa möjliga utbildning”

Tycker att det är viktigt att barnen får prova på olika intressen: musik, idrott, lära sig programmering. Liberala värderingar. Tycker det är viktigt att tänka på miljön.



#### ATTITYD

Positivt inställd till vetenskap och utveckling. Värderar utbildning högt. Arbetar ofta långa dagar, och sätter mycket tid på sina egna intressen. Är inte så insatt i vad som händer på dagis.

#### UTMANINGAR

Yngsta barnet utreds för adhd, och har stora utmaningar på dagis, vilket orsakar stress. Det verkar ofta vara sjukskrivningar och vikarier på dagiset. Barnen har många hobbyn och vardagen är ett pussel att få att fungera.

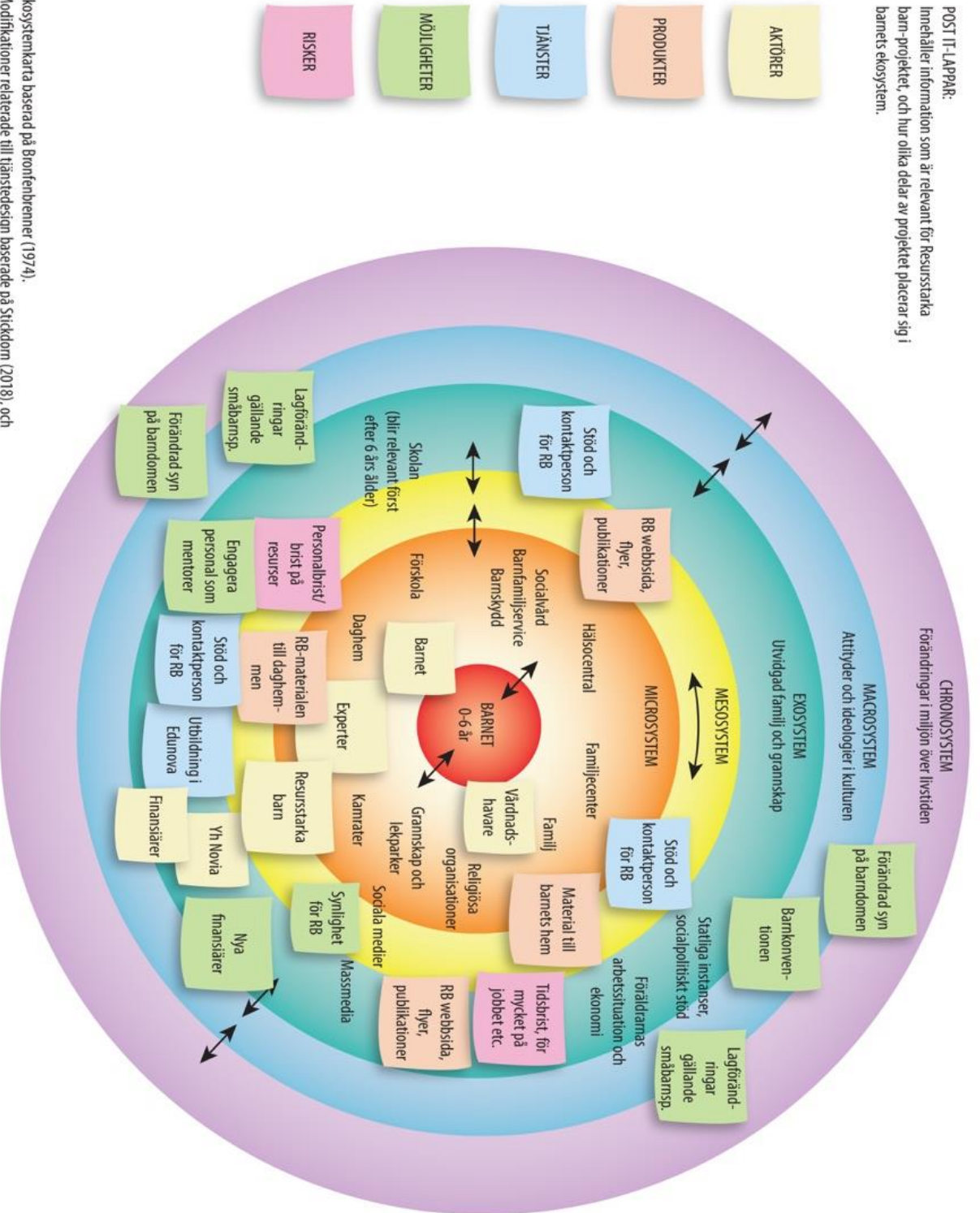
Antal barn och vuxna i barngruppen på dagis

**21 barn / 3 vuxna**

Familjens sammanlagda månadsinkomst

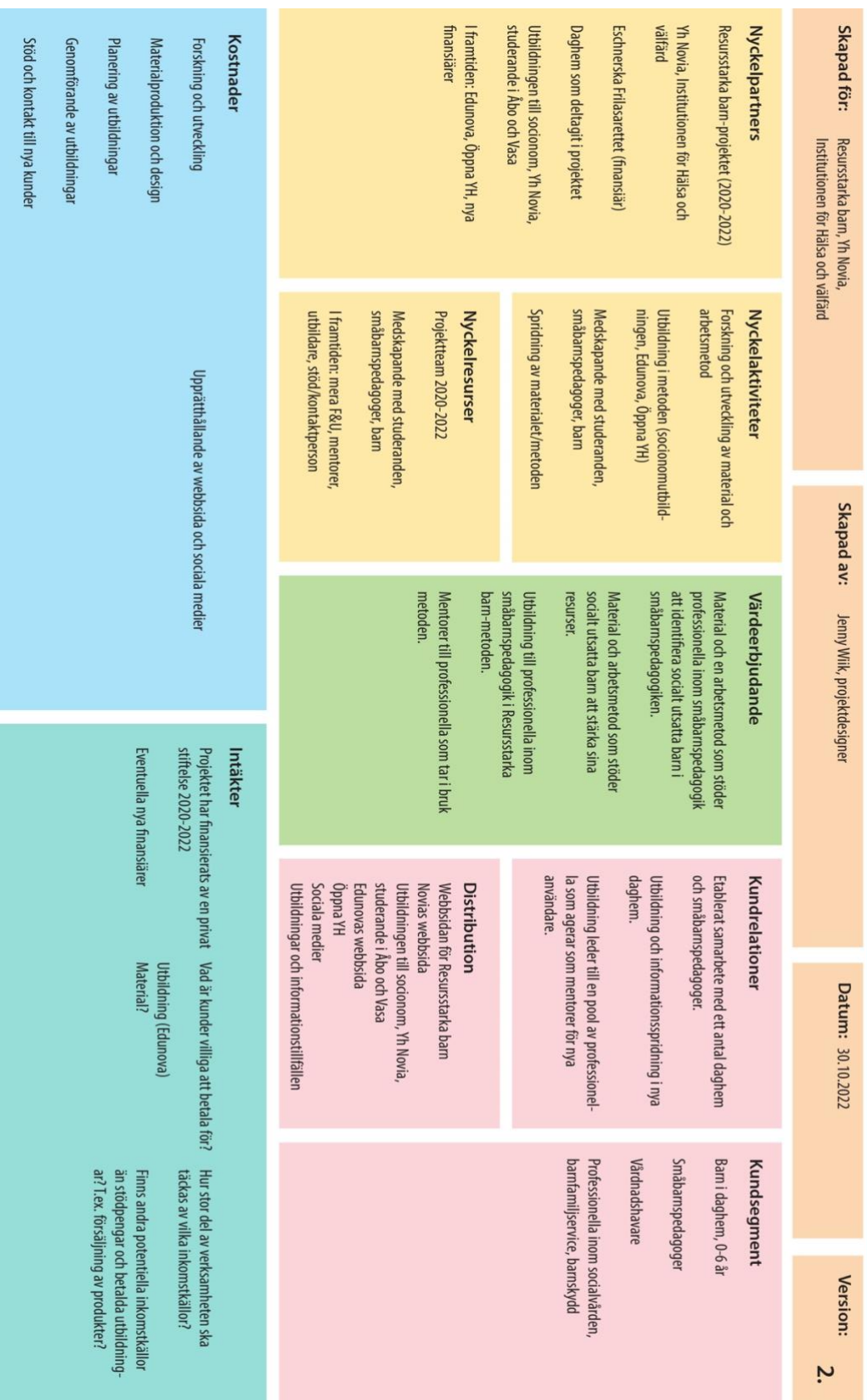
**7000 €**

POST IT-LAPPAR:  
Innehåller information som är relevant för Resursstarka barn-projektet, och hur olika delar av projektet placeras sig i barnets ekosystem.



Ekosystemkarta baserad på Bronfenbrenner (1974).  
Modifikationer relaterade till tjänstedesign baserade på Ståldom (2018), och Rachtou (2018).

## Business model canvas



## Appendix 5. Introduction to group interview 13.10.2022

# Resursstarka barn – tjänstedesign

06.10.2022

---

Jenny Wiik

I det här dokumentet finns alla service design-visualiseringar samlade som skapats för examensarbetet *A service perspective on the Resourceful children project – Service design as a catalyst for innovation in a research and development project in early childhood education and care and child protection* under 2022. Examensarbetet skrivs inom studieprogrammet Leadership and Service design vid Yh Novia. Elina Vartama är handledare.

### Visualiseringar

De första visualiseringarna som presenteras här samskapades under två workshopar med projektteamet inom Resursstarka barn (19.05 och 23.08.2022). Sedan har de bearbetats utgående från feedback. Dessa är:

- Persona: Maria
- Kundresa med Maria (uppdelad på 3 sidor, och till sist i sin helhet)
- Tjänstmodell med Maria (uppdelad på 3 sidor, och till sist i sin helhet)

Efter det andra seminariet där examensarbetet presenterades (16.09) och feedback från opponent och handledare har följande visualiseringar lagts till:

- Barnpersona och Vårdnadshavarpersona (som kommer användas för att lyfta fram andra perspektiv på kundresan)
- Ekosystemkarta som visar relationerna mellan dagvården, barnskyddet och Resursstarka barn
- Business model canvas

### Frågor

- Är visualiseringarna läsliga och begripliga? Markera gärna sådant som är otydligt.
- Finns det något i innehållet i kartornas fält som är fel, saknas, eller kunde öppnas upp mer?
- Har du idéer till sådant som kunde läggas till eller göras tydligare?
- Är tjänsteperspektivet relevant för projektet? Ger det någon ny insikt?
- Har du tankar om hur tjänsteperspektivet kunde tas in ytterligare, eller på andra sätt?

**TACK FÖR DIN FEEDBACK!**

## Appendix 6. Questionnaire in Swedish

### Evaluation Questionnaire pages 1-5

29/10/2022, 18:34

Utvärdering av service design-metoder

## Utvärdering av service design-metoder

Syftet är att få reda på hur service design-verktygen uppfattades, och vilka effekter serviceperspektivet har för projektet.

\*Obligatorisk

1. 1. Hur väl presenterades service design-metoderna i Workshop 1 (maj 2022)? \*

Markera endast en oval.

- Bra  
 Ganska bra  
 Ganska dåligt  
 Dåligt

2. 2. Finns det något du önskar att hade förklarats eller presenterats bättre? \*

---

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3. 3. Hur svårt upplevde du att det var att komma med idéer till service design-kartorna i Workshop 1 (maj 2022)? \*

Markera endast en oval.

- Lätt  
 Ganska lätt  
 Ganska svårt  
 Svårt



#### 4. Visualiseringarna (PDF skickad 7.10.22)

Vad tycker du om följande visualiseringar? Skriv in kommentarer. Tänk på frågor som: Är visualiseringarna läsliga och begripliga? Finns det något i innehållet som är fel, saknas, eller kunde öppnas upp mer? Har du idéer till sådant som kunde läggas till eller göras tydligare i bilderna?

#### 4. Persona: Maria \*

---

---

---

---

---

#### 5. Kundresan (med Maria) \*

---

---

---

---

---

#### 6. Tjänstemodellen \*

---

---

---

---

---

29/10/2022, 18:34

Utvärdering av service design-metoder

7. Persona: Emma \*

---

---

---

---

---

8. Persona: Oskar \*

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---

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---

---

9. Ekosystemkarta \*

---

---

---

---

---

10. Business model canvas \*

---

---

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---

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11. 5. Tycker du att service design-perspektivet var användbart för projektet? \*

Markera endast en oval.

- Mycket användbart  
 Ganska användbart  
 Inte så användbart  
 Inte alls användbart

12. 6. Fick du nya insikter av att använda service design-metoder i projektet? \*  
Vilka?

---

---

---

---

---

13. 7. Har du tankar om hur service design-perspektivet kunde användas i projektet i framtiden? \*

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14. 8. Är du intresserad av att veta mera om service design-metoder och verktyg? \*

Markera endast en oval.

- Ja  
 Kanske  
 Nej

29/10/2022, 18:34

Utvärdering av service design-metoder

## 15. 9. Övriga kommentarer \*

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TACK FÖR SVAREN! H. Jenny

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