

ستاره‌چه

Maedeh Zaei Moayyed

"Taghcheh"

A product service system for community of Iranian students who live in Milan who want to collaborate to make a better community.

TUTOR:
Prof . Valentina Auricchio

STUDENT:
Maedeh Ziaei Moayyed
Matricola :756111



Politecnico di Milano
Design Faculty
Maser of science in Product service system Design
A.Y. 2010-2012

Date of submission:
19th December 2012

*"TO MY MOTHER", The most inspiring
woman of my life.*

زندگی چیزی نیست که لب طاقتی عادت از یاد من و تو برود

"سراب پیری"

TABLE OF CONTENTS

Acknowledgement	4
Abstract English	5
Abstract Italian	7
Abstract Farsi	9
Chapter one	10
List of Contents of Chapter One	11
Chapter two	40
List of Contents of Chapter Two	41
Chapter three	98
List of Contents of Chapter Three	99
Appendix	152
Bibliography	158
Webliography	159
List of figures	161

ACKNOWLEDGMENTS

I would like to thank first of all to all my Persian fellows that their existence itself was the best inspiration for me to complete this thesis project.

I would like to express my special gratitude to Professor Valentina Auricchio for her time, patience, and valuable comments that kept me always on track and motivated. I would also like to thank Professor Pierandrei for his valuable comments and advice.

Thanks to La taverna persiana that more than being a restaurant, is a cultural association with open arms for young ideas, their cooperation in fulfilling this project is really thankworthy.

To my family that always supported me to pursue my goals and to believe in me in every step of my life Thanks to my mother, to be there always for me and cheer me up no matter what. To my sister for her strong will that I learned a lot from and who always cared about my education and me even more than a sister, even to my missing father for his great interest and investment on my education. Without their love and energy and attention was never possible for me to stand here that I am now today.

I owe a big thank you to Behzad Khiabany who always stood beside me in the stressful periods during this thesis and always believed in me and my work and who helped me in every possible way he could. Special thanks to Shervin Fekri and Behzad Bani who helped me to record some sweet moments of realizing my project. To Homa Sadatin who inspired me with her creative mind and capable hands in the aesthetic part of my project.

To the association "ASIMI" who shared me their experiences and information about the issues of Iranian students in Milan.

I thank all my pssd classmates and professors for being creative and inspiring and for the great things I learnt from them during this master of pssd.

Finally to all my friends in Milan and Iran to be great friends and good companies who helped me in different ways to accomplish my studies.

ABSTRACT

ENGLISH

We live in the era of information, where every aspect of our daily lives and overall success depends on effective communication of our needs and ideas. In the case of people who live outside their country of origin, this communication is even more crucial to their survival and eventual success. Often newly arrived immigrants, find themselves isolated and lonely in the new environment, due to lack of effective communications, services, and sense of belonging. The Iranian community, that is the focus of this thesis, is of course not exempt from this rule. Recently, because of the strategic and political situation in Iran, Iranians and specially Iranian students, have faced new hardships. Iranian students who live abroad, have become both socially and economically more vulnerable, and encountered new range of problems. My concerns towards the problems of this community as whole have been one of the main reasons for pursuing this thesis.

The collaborative services and creative communities are two popular terms that these days are commonly used in the world of design and many other aspects of human life. Having a strong belief in these two concepts, I have tried to combine them in a single project, with the ultimate goal of promoting a sense of community and collaboration within the Iranians living in Milan --Taghcheh.

In order to achieve this goal, the Iranian community and more specifically Iranian students who live in Milan were interviewed and their everyday lives were analyzed in detail. Several methods were used to understand their needs, problems, and ideas as the end users of this project. Through research and analysis, it became clear to me that the students need a service, where they could openly and directly talk about their needs and find ways to help each other in resolving the needs and issues of this community. On the other hand, historically Iranian community has not been connected well from the point of view of intercommunity relationships and group works; this was another

concerning issue that presented the need for a designing a service like Taghcheh. During the case studies, the need for both a physical and digital space became evident, as both were non-existent. The digital on-line community could be a parallel for the social networking websites like facebook but more targeted towards the need of Iranians living in Milan. Moreover, in Taghcheh, there is the possibility of archiving and later analyzing the users' posts. Categorizing the posts according to different topics, would not only be saving a lot of time and resources for students, who are short on both, but in the longer term would result in a more cohesive, informative service. All in all, this service give the users the opportunity for more effective communication, where they can help themselves and create long-term collaborations and a sense of belonging in the community as a whole. This would result in a more harmonic and resourceful society, where the members can grow and prosper.

ABSTRACT

ITALIAN

Viviamo nell'era dell'informazione, dove ogni aspetto delle nostre vite quotidiane, e soprattutto il successo, dipendono da un'efficiente comunicazione dei nostri bisogni e delle nostre idee.

Nel caso di persone che vivono al di fuori del proprio paese d'origine, questa comunicazione è anche più cruciale per la sopravvivenza e per un eventuale successo.

Spesso immigrati arrivati di recente si trovano isolati e soli nel nuovo ambiente, a causa della mancanza di un'efficiente comunicazione, di servizi e di senso di appartenenza. E la comunità iraniana, che rappresenta il tema centrale di questa tesi, ovviamente non fa eccezione. Recentemente a causa della situazione strategica e politica in Iran gli iraniani, e in particolare gli studenti iraniani, hanno affrontato nuove difficoltà. Gli studenti iraniani che vivono all'estero sono diventati più vulnerabili sia socialmente che economicamente e hanno incontrato nuove problematiche. Il mio interesse riguardo i problemi di quest'intera comunità è stato la ragione principale per intraprendere questa tesi.

Servizi collaborativi e comunità creative sono concetti diffusi che in questi giorni vengono comunemente usati nel mondo del design e in molti altri aspetti della vita umana. Avendo una forte fiducia in questi due concetti ho provato a combinarli in un singolo progetto, con lo scopo ultimo di promuovere un senso di comunità e collaborazione tra gli iraniani che vivono a Milano ; Taghcheh.

Per raggiungere questo scopo la comunità iraniana, e più specificatamente gli studenti iraniani che vivono a Milano, sono stati intervistati, e la loro vita di tutti i giorni è stata analizzata in dettaglio. Sono stati utilizzati vari metodi per comprendere i loro bisogni, i loro problemi e le loro idee, identificati come gli utenti finali di questo progetto. Attraverso la ricerca e l'analisi mi è diventato chiaro che gli studenti hanno bisogno di un servizio, grazie al quale possano parlare direttamente e apertamente riguardo ai loro bisogni e trovare modi per aiutarsi l'un l'altro nel risolvere le necessità di questa comunità.

D'altra parte storicamente la comunità iraniana non è stata ben collegata dal punto di vista delle relazioni intercomunitarie e dei gruppi di lavoro. Questa è stata un'altra problematica che ha presentato il bisogno di realizzare un servizio come Taghcheh, durante gli studi il bisogno di uno spazio, sia fisico che digitale, è diventato evidente dal momento che entrambi erano assenti. La comunità digitale online potrebbe essere parallela a social network quali Facebook, ma maggiormente indirizzata ai bisogni degli iraniani che vivono a Milano.

Inoltre in Taghcheh c'è la possibilità di archiviare e realizzare più tardi i post degli utenti. Catalogare i post a seconda dei diversi argomenti permetterebbe agli studenti non solo di risparmiare molto tempo e risorse, che sono entrambi limitati, ma a lungo termine porterebbe a un servizio più coeso e informativo. Tutto considerato questo servizio dà agli utenti l'opportunità di una comunicazione più efficace, dalla quale possono trarre aiuto e grazie alla quale possono creare collaborazioni a lungotermine e un senso di appartenenza all'intera comunità. Questo porterebbe a una società più armonica e ricca di risorse, i cui membri possono crescere e prosperare.

ABSTRACT

FARSI

عصر، عصر ارتباطات است و این چیزی است که ما نمی‌توانیم نادیده بگیریم، در غیر اینصورت با شکست مواجه خواهیم شد. در شرایطی که انسان در کشوری به جز زادگاه خویش زندگی می‌کند این نیاز بیش از پیش خودنمایی خواهد کرد.

از دست دادن ارتباط با محیط اطراف برای انسان تنهایی و افسردگی به دنبال خواهد داشت که اجتماع ایرانیان مانند هر اجتماع دیگری از این قاعده مستثنی نیست. از سوی دیگر به دلیل موقعیت استراتژیک و خطیر ایران، اخیراً ایرانیان و بالطبع دانشجویان ایرانی به عنوان قشر آسیب پذیرتر جامعه با مشکلات و دغدغه‌های مختلفی در زندگی خود روبرو هستند. این مساله در خارج از ایران در کشوری مانند ایتالیا و در شهری مانند میلان چشمگیرتر خواهد بود. اندیشیدن به این مساله برای من پایه‌های انجام این پایان نامه را بنا گذاشت.

"سرویس‌های بر اساس همکاری متقابل" و "اجتماعات خلاق" دو اصطلاحی هستند که این روزها در دنیای طراحی و حتی در دیگر زمینه‌های زندگی انسانی متداول هستند. با اعتقاد به این مفاهیم در این پروژه سعی شد که دو مفهوم بهم پیوند خورد بطوری که بتوان "همکاری متقابل" را وارد یک "اجتماع" مانند اجتماع ایرانیان که موضوع این پایان نامه است، کرد، آرمانی که هدف نهایی آن خواهد بود؛ سرویسی به نام طاقچه .

برای رسیدن به این هدف، اجتماع ایرانیان و بخصوص دانشجویان ایرانی مقیم میلان مورد بررسی قرار گرفتند و از روشهای متعددی استفاده شد تا نیازها، مشکلات و نظرات آنها به عنوان کاربران نهایی این سرویس مشخص شود. در طی مرحله پژوهش این نتیجه به دست آمد که دانشجویان ایرانی نیاز به سرویسی دارند که بتوانند راجع به نیازهای خود در آن صحبت کنند و در اجتماع خود به یکدیگر برای رفع آن نیازها کمک کنند.

از سوی دیگر اجتماع ایرانیان از نقطه نظر روابط جمعی و کارهای گروهی به خوبی بهم پیوند نخورده است، مساله‌ای که در طراحی سرویس برای آنها باید در نظر گرفته میشد. در مورد مطالعه شده، یک فضای فیزیکی می‌تواند ایده مناسبی باشد از آن رو که چنان فضایی هم اکنون در بستر مورد نظر موجود نمی‌باشد. در این فضا که می‌تواند فضایی مجازی یا مجموعه‌ای از فضاهای کوچک فیزیکی باشد، دانشجویان میتوانند با یکدیگر به روشی آسان و موثر ارتباط برقرار کنند.

وب سایت طراحی شده برای اجتماع مورد نظر میتواند جایگزین مناسبی برای وب سایت‌های شبکه‌های اجتماعی مانند فیس بوک باشد که کلی تر و عمومی تر هستند. به علاوه در طاقچه امکان بایگانی کردن و بعداً آنالیز کردن تمام چیزهایی که کاربران پست میکنند وجود دارد. طبقه بندی کردن پست‌ها به کاربران این امکان را می‌دهد که در زمان خود صرفه جوئی کرده و همچنین نتیجه مورد نظر دقیق تر و کامل تر خواهد بود. رویهم رفته این سرویس به کاربران این امکان را خواهد داد که ارتباطاتی واقعی و نه صرفاً مجازی داشته و به رشد خود و اجتماع خود کمک کنند



Chapter one Introduction

Contents of Chapter one

Why Iran & Iranians?	12
Why Italy?	14
Top global destinations of international students	16
Iranians in Italy	18
Some historical data	23
Some comparative data	24
Iranian associations	26
ASIMI	26
A.S.I.F.I	28
Alefba	28
Associazione culturale Iraniani a Roma e nel Lazio	28
Casa della cultura Iraniana(Onlus Venezia)	30
First Intuitions	30
What do Iranians have in Milan?	34
Food Industry	34
National Events	34
Carpet Industry	37
Other professionals	37
Service Industry	37
Cultural events & performances	38

WHY IRAN & IRANIANS ?

General why

Iran is a country with an ancient culture and long history; Iranians have a culture with unique characteristics that differentiates them from other immigrant communities in Italy. Iranians mostly don't recognize themselves as typical immigrants, because historically the Persian community has had very diverse motives for moving abroad ranging from students who immigrated for education or work, businessmen who work in the industry or own their own shops and restaurants. As a result of the diverse background and wide range of interests in this immigrant group, the Iranians living in Italy have formed no significant community or social group.

Personal why

I have focused my thesis subject on the Iranian community and specifically the Iranian students in Milan due to my personal experiences or lack thereof as a student in Milan. As part of this community, I have experienced how it functions, its unique characteristics and identity, as well as its special needs and problems. Thru my tenure as a student in Milan, I have established relationships with many members of the community, which has made me uniquely qualified to pursue this project. My interest in the well being and success of this community, as well as my proficiency in the Persian language, has motivated me to pursue this project.

figure 1.1

Some important elements of Iranian art&culture like calligraphy, miniature, the architecture, handicrafts,...



WHY ITALY?

General why

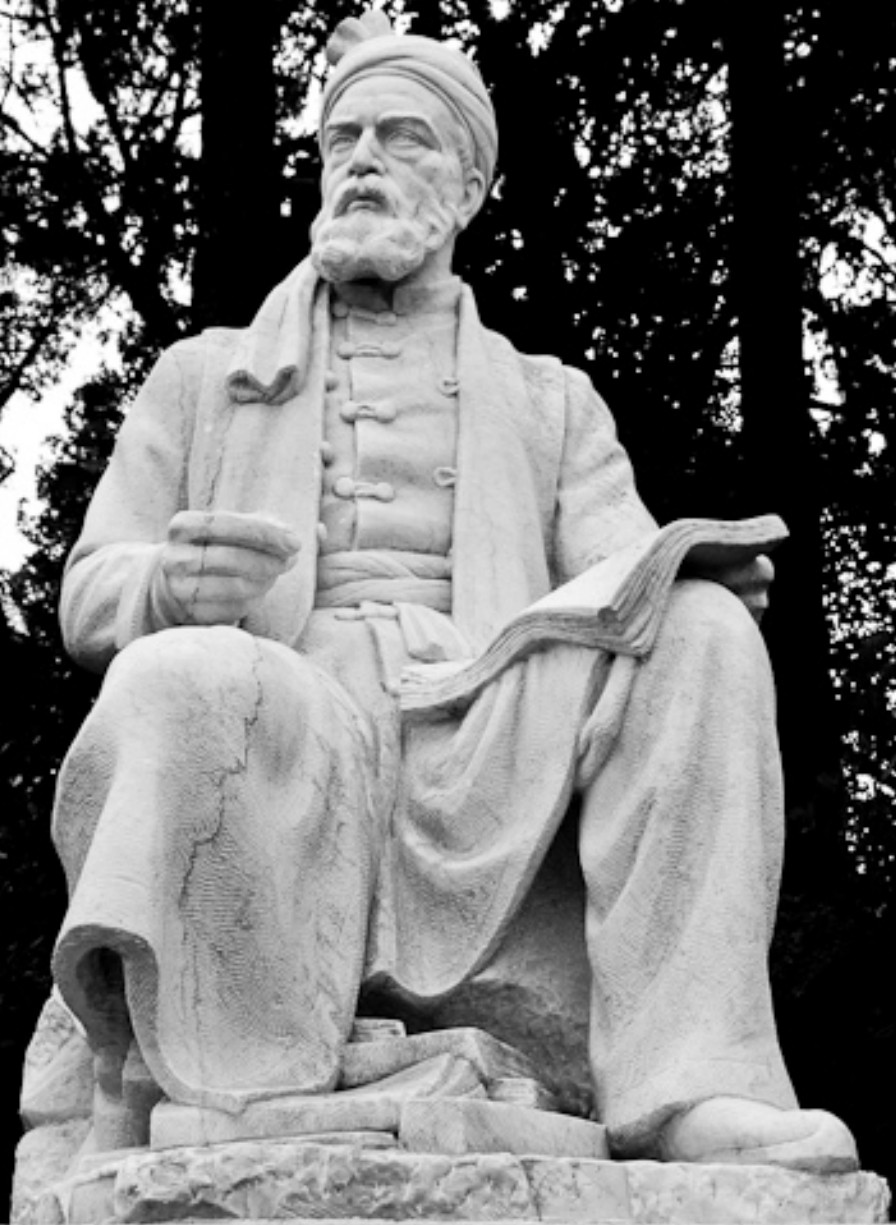
Compared to many other European countries, Italy has fewer international students studying in its universities and colleges. According to official sources, a little over 32,000 international students are currently studying in Italy, 30% of whom come from Greece and another 12% from Albania. Although many studies are done, Italy still has unfulfilled potential for developing international projects at different scales

Personal why

Living in Italy for several years and experiencing the life in Milan, as an international student has been the motivation for this project. Through these years I have had the chance to interact with many foreign students living in Milan, and experienced their needs, problem, hopes, and aspirations. Italy is a country with a long and glorious history, where its citizens are interested in different cultures and traditions. From this aspect, Italians and Iranians are very similar. This is why I have always felt an affinity towards Italy, and especially Milan, where I have grown to love and appreciate for its many unique features.

figure 1.2

The photo is the statue of the famous Iranian poet "ferdowsi" in Rome shows the cultural links of Iran and Italy



کیم ابوالقاسم فردوسی سخن سرايي ملي ايران

FERDOVSI

۳۲۳-۴۱۶ هـ و

935-1025 A.D.

POETA NAZIONALE PERSIANO

DONO DELLA CITTA DI TEHERAN ALLA CITTA DI ROMA

Top global destinations of International students



Graph 1.1.

This image shows the 10 global destinations of international students, as is shown, Italy has a relatively low percent among the other top destinations and this could be because Italy has not been fully internationalized in many points of view yet



IRANIANS IN ITALY

The presence of Persians in Italy has always been fragmentary and discontinuous, which never led to any extended, cohesive social groups of permanent residents.

Unlike other countries, Italy has not been an especially favored destination for a long stay abroad or for exile, due to its fewer cultural and diplomatic links and the less developed legislation on immigration, work availability, and refugee asylum.

Historically, students have always constituted the main body of Persians residing in Italy. Fragmentary information indicates that since the 17th century, although still very sporadically, there has been the custom of spending spells in Italy to pursue artistic studies.

A greater flux of Persian students to Italy can be identified from the 1950s onwards. This new flux was soon helped by the creation of study grants established in accordance with the Cultural Agreement signed between the two countries in 1958. Exact figures are not available, but between 1950 and 1970 some tens of thousands of Persian

students came to settle for varying periods of time in Rome, Florence, Turin, Venice, Perugia, and other major Italian cities, to study architecture, fine arts, music, engineering, medicine, and agronomy.

During the same period, in particular during the late 1970s, Italy witnessed a boom in the importation of Persian carpets, with an increase in the number of Persian tradesmen coming to Italy. The trade in carpets and the vast network of shops and related activities (cleaning, repairs, etc.) has also represented the main working opportunity for the new generations of Persians in Italy during the twenty-five years following the Islamic Revolution.

With the advent of the Revolution of 1978-79, the majority of the last generation of students who had arrived during the monarchy regime decided to stay on in Italy, and many eventually started new lives there, mostly obtaining Italian citizenship (currently, approximately 5,000 Persians who were born in Persia have Italian citizenship)

On the whole, it is particularly noticeable that since the second half of

figure 1.3, 1.4

The top photo shows the voracity of an Iranian girl in Iran for freedom while the bottom one shows the unharmony of an Iranian girl with her new ambient.



the 20th century, a rather significant number of artists and intellectuals (writers, musicians, painters, sculptors, illustrators, photographers, actors) who completed their education in Italy settled there, assuming a productive role in their respective fields of expertise. This recent Persian contribution to Italian culture has yet to be duly recognized.

According to information provided by the Ministry of the

Interior (the only available data), the number of Persians in Italy rose

from 10,131 in 1981 to 13,536 by 1986, who were fairly evenly spread throughout the country.

Part of a sociological investigation carried out between the end of the 1980s and the beginning of the 1990s on the Persian immigrants in Italy highlighted some of the characteristics of this migration. The immigrants came almost exclusively from the middle class of Tehran and displayed the features of first generation immigrants: young people (80% under 30 years of age), mainly male (71.1%), and mostly unmarried (58.3%).

The link with Persia is never broken and is often reinforced by economic ties with the family. A feature that characterizes Persian immigrants in the 1980s and 1990s is a sense of national identity common both to those who come from a religious background and culture and those

who have arrived with secular or lay backgrounds and positions. The former, even when politically opposed to the authorities of their country, consider the return to the homeland as absolutely fundamental, whilst the latter seem to be more open to integration in the

figure 1.5

The photo is from the famous cartoon "Perssepolis" shows the nostalgic moment of a person in abraod.



context of Italian society, even if in a state of continuous uncertainty.

In any case, partly due to this constant “utopia of returning home” and also due to the higher than average level of culture and social conscience, Persians in Italy do not consider themselves “immigrants” and tend not to lay down the foundations for the creation of a real Persian social network.

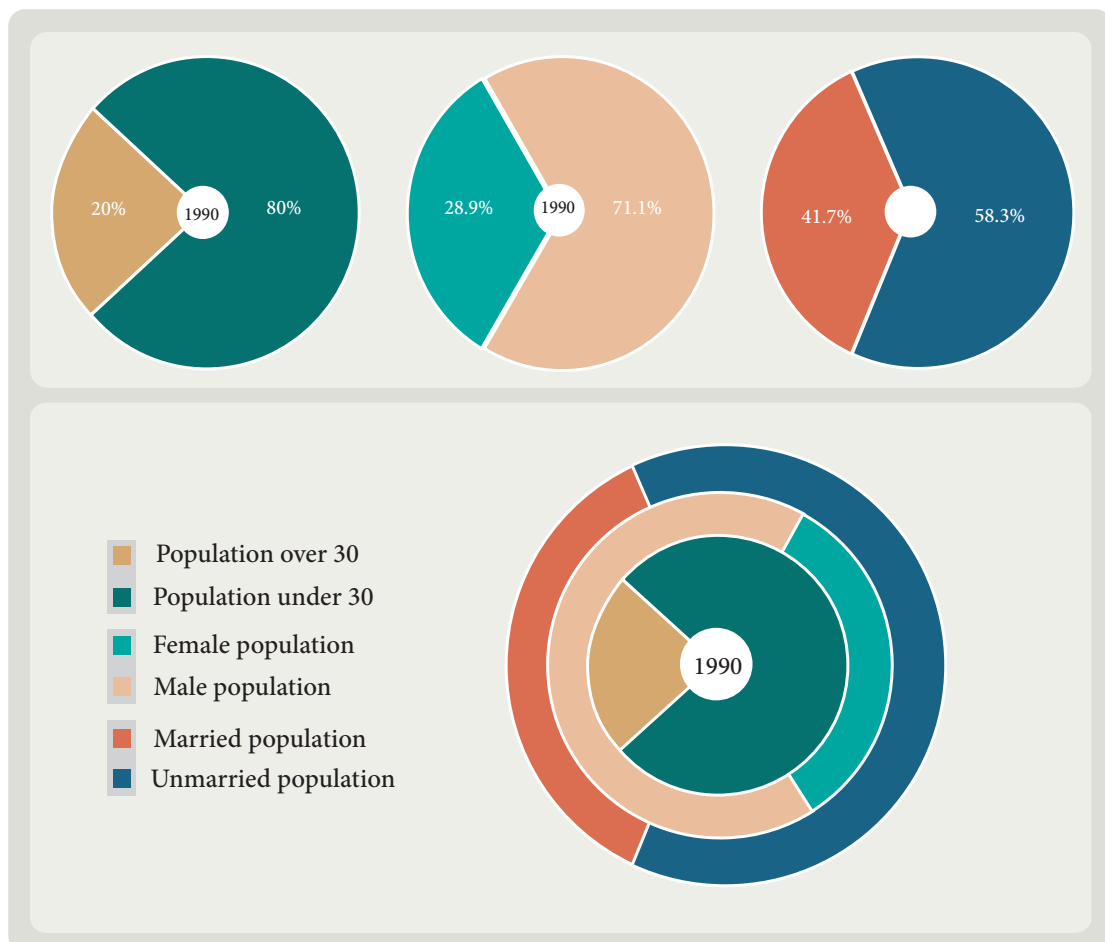
Work—always present even if often temporary, especially for those who have arrived most recently (and particularly in the carpet sector, as already mentioned)—, personal relations within a limited range, and the distant but rooted link with their homeland have been main features of the Persian identity in Italy in the last two decades of the 20th century and the beginning of the 21st.

This framework, together with the most recently published figures from the Italian National Institute of Statistics, which indicate 8,371 Persian citizens (5,041 males and 3,330 females) legally present in Italy in 1999, confirm the notion that Persians in Italy, while representing a significant presence, especially due to their integration at certain professional and cultural levels, have not yet constituted a true “community.”

Some historical Data

As mentioned before, most Persians in Italy are young, unmarried, and mostly part of the student population. Even though historically the majority of the population has been male, this trend is on the decline. As Persian society evolves, more women, especially unmarried ones, have found the social and economic means to come to Italy to study.

Graph 1.2
Historical data about the population of Iranians in Italy based on several factors

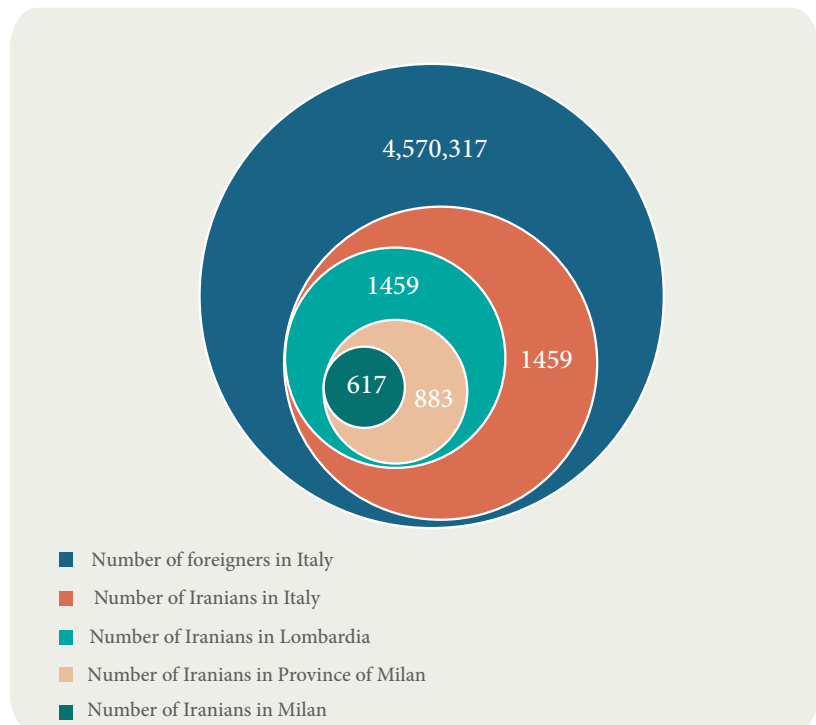


Some Comparative Data

Numeral Statistics from ISTAT till the end

The following graph shows the data about the population of foreigners in Italy including Iranian citizens. Even though Iranians are dispersed in different states and provinces within Italy, the focus of this thesis is the city of Milan, due to the highest percentage of Iranian students.

It is important to note that these numbers don't include the illegal immigrants, Iranians born in Italy, or the ones who have acquired Italian citizenship. The students are not counted as foreign residents of Italy, due to their student visa (permesso di soggiorno) status. More data about foreign and Iranian students in Italy and Milan will follow in the upcoming sections

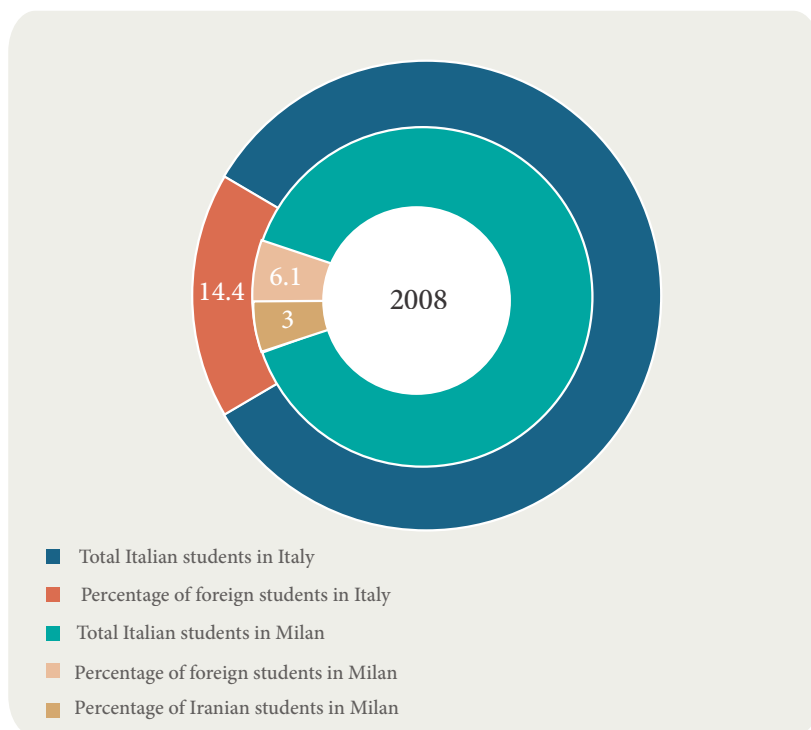


Graph 1.3

The graph compares the number of Iranians in Milan and to the other areas of Italy with other foreigners in Italy

Data about foreign/international students in Italy

In recent years, the number of foreign students in Milan has increased significantly, which is also true for Iranian students. The top destinations for Iranian students are Rome and Milan, as the biggest and most industrial cities of Italy with better educational levels and standard of living. As these numbers show, Iranian students have become one of the major populations of foreign students in Milan; As a result of growth in numbers, more attention has been paid to this population and their needs and aspirations. Based on the data obtained from the facebook page of the association of Iranian students in Milan (discussed in detail in future chapters) there are currently about 800 Iranian students living in Milan.



Graph 1.4

The graph compares the number of Iranian students and other foreign students with the number of Italian students in Milan and whole Italy

IRANIAN ASSOCIATIONS IN ITALY

There are different Iranian associations in different cities of Italy that perform cultural, social, financial, or political work. They organize different types of events, ceremonies, and public presentations. The first association discussed is the Association of Iranian Students in Milan (ASIMI), since students in Milan are the focus of this thesis.

ASIMI: Association of Iranian students in Milan

Asimi is an independent association for Iranian students in Milan (and neighboring towns) Their activities include, but are not limited to:

- Holding national festive like the Persian New Year,
- Holding cultural events like Persian concerts, movies, and other cultural programs
- A facebook page for Iranian students living in Lombardy to talk about their issues of life and study in Italy

A.S.I.F.I : Association of Iranian students in Firenze

ASIFI is a student-based and cultural association with the goal to create unity and harmony between Iranian students in Florence, while providing them the necessary information and organizational support. This organization is formed of volunteer students that want to help their fellow countrymen in being better received in the Italian society. They also try to represent a more accurate picture of the historical, cultural, and social realities of Iranian culture to the Italian society at large.

ASIFI host seminars, meetings, exhibitions, concerts, movie critic events, and educational courses. It also celebrates the traditional Persian festives.

Figure 1.6

The photo is a poster for an important traditional persian festive held by Asimi.

Il giorno 13 Marzo 2012

I FUOCHI DEL MERCOLEDÌ



L'associazione Degli Studenti
Iraniani di Milano

Barrio Alto
Via serio, 14, Milano



Alefba ; Associazione culturale italo - iraniana:

This association was founded in 2008, with the ultimate goal of integration of Iranian immigrant population in Italy through the process of participation and dialogue between different cultures and values.

Through its activities, the association intends to create specific areas of discussion and mutual understanding to promote co-existence based on shared values and mutual enrichment

Associazione culturale Iraniani a Roma e nel Lazio

It works alongside Iranian immigrants in a number of practical issues: in addition to a first reception, in fact, the association offers advice for finding the documents needed for job search, and any other daily necessities

Casa della Cultura Iraniana(onlus Venezia):

The House of Culture of Iran is a cultural association in Venice, which includes many Italians and people from various nationalities in addition to its main Iranian population. In addition to promoting the history of ancient Persian culture and understanding the complex cultural relationship between the first and second generation Iranians, this association aims to promote the integration and interaction between different cultures in the area to improve the quality of civic life. It is specially active in holding traditional Persian concerts, as well as dance and theater performances.

Figure 1.7

The Iranian girl is performing the persian traditional dance.



FIRST INTUITIONS

Iranians in Milan come from diverse socio-economic backgrounds; for the purpose of this thesis they are classified into four different social groups:

1. Students -- they form the majority of Iranian population in Milan. They are put in one category as they share many of the following characteristics

a) They mostly come from middle-class Iranian families with similar economic status. They mostly study Architecture or design in different campuses of Politecnico di Milano or other public Italian universities in Milan and surrounding cities in the Lombardy region.

b) They usually cover most of their living expenses from Italian government scholarships (ISEUU), along with financial aid from their families in Iran.

c) They mostly live in the university residences and dormitories, mainly for cost purposes. Also this allows them to have less responsibility in maintaining the residence, while attending to their coursework and projects.

d) Most of these Iranian students wishing to enter Italian universities have to go through the application procedure through the Italian Language School in Tehran. Therefore, upon entering Italy they have already attended two semesters of intensive Italian language courses, as well as passing an admission test called "Alpha Test." Based on their grade in the Alpha Test, they can attend the courses at a university. Also, in many of the majors the coursework is in Italian, so these students become proficient in the Italian language very quickly.

Figure 1.8

An Iranian carpetman
lying over his big
persian carpet.

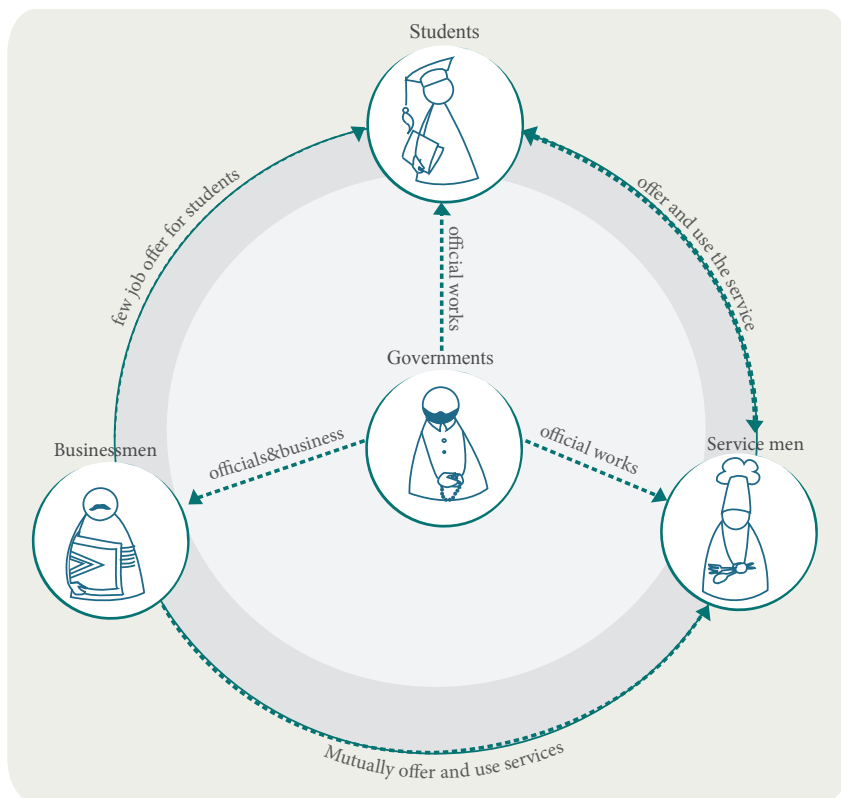


2. The second largest group of Iranians in Milan comprises of people related to the carpet industry. There are around 40 Persian (and/or oriental) carpet stores in Milan. These stores have been previously very popular and profitable in Milan but with the ongoing economic crises and lower purchasing power, these purchases, that are often considered luxury, are significantly reduced. Meanwhile, the industries related to carpet, such as cleaning or repairing, have seen a boom in their business. Most people employed in this industry consist of previous carpet traders or young people newly arrived in Milan and looking for temporary or second sources of income.

3. The third group consists of people working for the Iranian government at different capacities, such as diplomats, the staff in the consulate of Iran in Milan, and their families. Due to political and religious restrictions, this group often only communicates within their own communities. They hold separate festivities and events from the rest of Iranian community in Milan.

4. Others who are far and few in between include other professionals such as doctors, pharmacists, and other businessmen who have immigrated here with their families for various reasons.

The following diagram shows the 4 main groups of the Iranian community in Milan mentioned above. The connections show the relationships between the people of the community and the strength of these relationships. The type of relationship is also an important factor to consider when building a project based on the inter-community issues. To design a service like Taghcch, it is essential to know about the communications and exchanges that happen within this society.



Graph 1.5

The graph of the typology of Iranian people who live and work in Milan based on their social level and contribution to the community

WHAT DO IRANIANS HAVE IN MILAN?

Food Industry

Restaurants: There are three Persian restaurant/bar in Milan

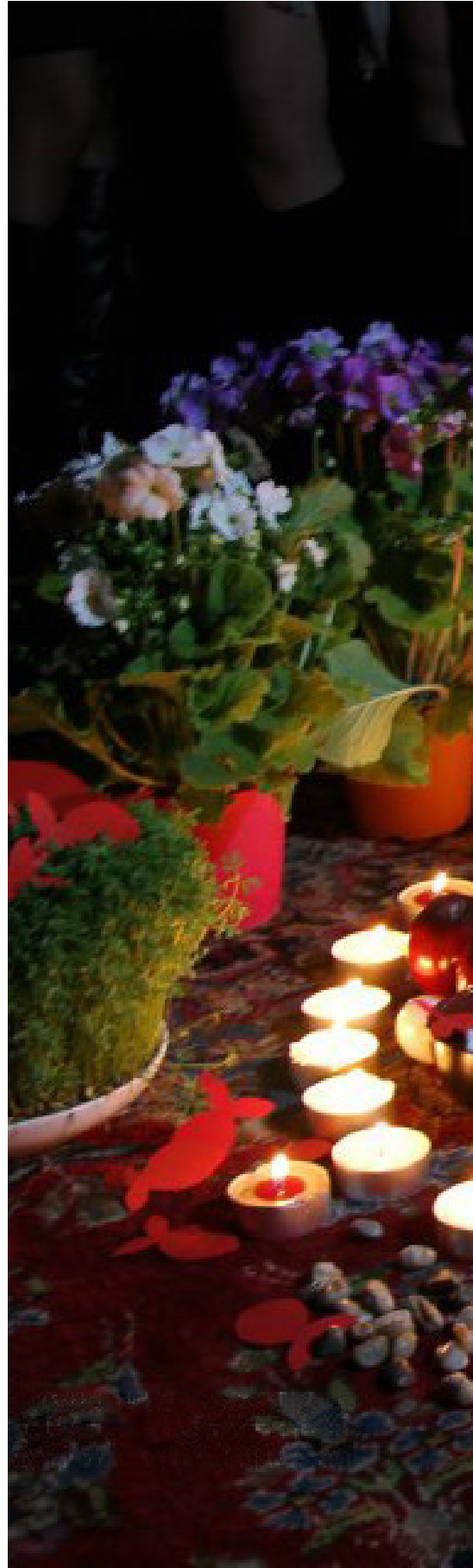
- "Darcin" is a Persian fast food restaurant
- "La Taverna Persiana" serves Persian food in the "Italian Aperitivo" style
- "Persian Red Rose" which serves formal Persian meals.
- Supermarket: There is one Persian supermarket "Zafferan" that sells some of the Iranian goods that are hard to find in Italian markets; these goods are often rare and very expensive.

National Event

- Some national festivities like A New Year party which is held by non-students and is mostly for Iranian families in Milan that have different tastes of life and habits for festivities and recreational programs.

Figure 1.9

The photo is from "Haft-sin" an important Persian element, in a New Year event held in Milan









Carpet industry

Persian carpets are known to be the best through the world. Italians to there sophisticated taste for luxury goods have often been very attracted to Persian carpets. This is the reason behind the success of the carpet industry in Milan and the rest of Italy. As previously mentioned, there are around 40 Persian carpet stores in Milan alone, that both sell and buy carpets and other oriental rugs. These stores often offer services such as washing and repairing carpets.

Other Professionals:

- Doctors with various specialties, as well as pharmacists are one of the biggest groups of Iranian professionals living in Italy. As there is very limited number of positions in the Iranian medical schools, many students immigrate to Italy to study medicine or pharmacy. Many of these students, stay and work in Milan after graduation.

Service Industry:

Most people in the service industry in Milan are affiliated with the Iranian government.

1) Iranian Consulate, taking care of official business

Iran's consulate with the following activities:

Doing official related to Iranian and Italian-Iranian affairs

Holding some festives like the New Year celebration

Considering some offers for Iranian students

Figure 1.10
Iranian Nomadic girl in her local dress is weaving a persian carpet.

A reunion place mainly for doing religious actions and holding religious events like a mosque with a weblog for informing about the regular gatherings and contacts information.

An Iranian school that has all the 3 levels; Elementary, guidance and high school and the lessons are taught in Farsi.

Iranair airline agency ;” Adineh: that offers cheap tickets to Iranian students with the introduction letter from the consulate.

Cultural Events & Performances:

- Concerts by contemporary, young Iranian musicians and bands) Traditional Persian dances and concerts, held by traditional bands or individual musicians
- Temporary art exhibitions that are held by Iranian students living in Milan or by Iranian artists living in different parts of the world, who come to Milan to showcase their work.
- Showings of popular or award-winning Persian movies, such as "The Separation" that won the Oscar for a foreign language film
- Other talks, discussions, or presentations by Iranians historians, philosophers, etc.

Figure 1.11

The photo communicates the oscar winning movie " A separation" in Milan played and reviewed in the presence of the director ;Asghar Farhadi

SACHER
DISTRIBUZIONE
PRESENTA

INTERNATIONAL



UNA SEPARAZIONE

NADER AND SIMIN: A SEPARATION



Berlinale
 61^o Internationale
Filmfestspiele
Berlin
Orso d'Oro Miglior Film

Berlinale
 61^o Internationale
Filmfestspiele
Berlin
Orso d'Argento
alla Migliore Interpretazione Femminile

Berlinale
 61^o Internationale
Filmfestspiele
Berlin
Orso d'Argento
alla Migliore Interpretazione Maschile

UN FILM DI **ASGHAR FARHADI**



chapter two
Research & Analysis

Contents of Chapter Two

Research through observation	42
Social networking by Facebook	46
A preface of design thinking	50
What is design thinking	50
Why design thinking	50
Design thinking process	51
Design thinking session	56
Results of the session	64
Critical analysis of the session	70
Post-its description	72
Synthesis of the problems	74
Synthesis of the solutions	78
Case studies	80
Easymilano	80
Archi Bellezza	83
EyeCanvas	86
Neighborland	89
Foster International Networks	92
Synthesis of case studies	95
Final synthesis	96

RESEARCH THROUGH OBSERVATION

Observation of Iranian students lives in Milan in 2 years:
Students, as the largest group of Iranians residing in Milan, and therefore the most representative, are the focus point of this thesis. These students often share the same needs and problems. These problems classified in this section in order to better understand the root of the issues, and subsequently find an appropriate solution.

Problems before entering Italy:

Italian language school in Tehran has been the major source of information for students applying to Italian universities. However, the information offered by this school, is often not up to date about obtaining a visa, deadlines, and other official rules. Students trying to enter Italy often find themselves faced with non-consistent and confusing information.

Arriving in Italy:

Students face official routines (codice fiscale, permesso di soggiorno, health insurance) that can be confusing for a foreigner without prior knowledge of the system.

Housing:

Finding suitable housing in Milan is especially difficult for foreign students for many reasons

such as not knowing the language very well, not familiar with housing rules and conditions, and of course the high cost of rent in Milan.

Language problem:

Communicating in a foreign language is especially difficult upon arriving in a new country.

Problems in finding out the didactic issues;

Rules and procedures in Italian education system is different from the

Figure 2.1

The photo is taken from a street performance by Iranian students in Milan.



Iranian system and many other parts of the world, which can lead to confusing situations for newly arrived students.

Emotional Problems:

Moving to a new country and living in an unfamiliar territory, can be emotionally difficult for any foreign student. Iranians are often emotionally very close to their families due to the nature of Persian culture. This often causes them to feel lonely and homesick especially in the first few months of arriving in Italy. Not having a support system from their fellow countrymen who could potentially show them how the new system functions, could make this problem last longer. The gaps between different groups of society of Iranians in Milan (Students, Business people, people related to Government) decrease and decelerate the ongoing benefits of having some kinds of mutual relationships.

Economical Problems:

Iranian students in Milan mostly live based on the financial support from their families in Iran. The high ratio of Euro to Iranian Rial has made living in an expensive city such as Milan difficult for students, who are mostly from middleclass families. This problem has become more noticeable as the value of Iranian currently has been on the decline, resulting in undue economic hardship for many students. The side effects of these economic issues are the associated emotional problems. These students often have to live in much smaller spaces with lower standard of living compared to their houses in Iran. Due to economic hardship, they have to limit any extra-curricular or recreational activities such as sports or cultural events such as concerts that would result in extra expenses. They usually know less about the new environment, which might hurt them in many ways. Many of the students have many years of work experience in Iran but because they cannot afford to rent a space or due to not having enough facilities to show their artwork, they are not make money from their skills.

Differences in values

Different cultures often have different value systems; therefore, Iranian students have also the problem of learning and understanding the values of the Italian society and subsequently adjusting themselves to these new cultural values.

Lifestyle differences:

The day to day habits of people is different from culture to culture, country by country; some Iranian students, especially from with religious backgrounds, often have a hard time adopting themselves to the new lifestyle in Italy.

Figure 2.2

Iranian Students theater performance about Iranians cultural behaviours



SOCIAL NETWORKING BY FACEBOOK

Observing and Analysis of facebook page of Asimi

The facebook pages of Association of Iranian students in Milan is a page dedicated to iranian students in Milan to openly write about their needs, questions, and general issues related to their social and academic life in Milan and surrounding towns.

The issues are mostly divided into following categories:

Asking for educational help

- To learn something from someone who is more proficient in the subject ranging from computer software to math, physics, biology, etc.
- To learn about academic issues like exam dates, didactic deadlines, etc.
- To ask for some material or information on a specific topic for a university project like books, files, photos, etc.
- To ask about the didactic processes like study plans

Advertising

- For those who want to teach a subject at reasonable prices
- To advertise some services like hair salon, etc.
- To offer short/long term jobs for students
- To sell personal property from tickets to household items
- To mention related issues in Iranian communities in other areas of Italy; this has to be done with the permission of the group administrator, as this page is mainly dedicated to the students of Milan.

Asking for a favor

- Asking from the people who are traveling to and from Iran to carry documents both to and from Milan.

Search for people, places and things Maedeh Ziaei Moay... Home



انجمن دانشجویان ایرانی
مقیم میلان

L'ASSOCIAZIONE
DEGLI STUDENTI
IRANIANI DI MILANO

Asimi انجمن دانشجویان ایرانی مقیم میلان About Events Photos Files Notifications

Write Post Add Photo / Video Ask Question
Add File

Write something...

1,003 members (10 new)
+ Add People to Group

Yalda Keramati
سلام، اینجا این هفته کسی از میلان به ونیز میاد؟
Like · Comment · Follow Post · 2 hours ago

Yashar Seyed Hoda
اختصاص ارب به دانشجویان غیربورسیه و مسافران
خارج از کشور
www.cbi.ir
Like · Comment · Follow Post · Share · Yesterday at 1:14pm

Arian Ghousi likes this.
View all 8 comments

Aynaz Peyravi /: از اول فرار نبود بهتر بشه
Yesterday at 1:56pm · Like · 1

Yalda Abbasnejad !!! قطع فوق‌العاده به بالا!
Yesterday at 2:09pm · Like

Golnaz Seifi این یعنی که دانشجوی های فوق به بالا ارز دوستان دولتی می گوین یا ارز میادله ای (همون طور که یکی از دوستان پابین تر (که بعدا مساکه باشه بالاتر!!)) اشاره کرده بهتر!
17 hours ago · Like

Yalda Abbasnejad ارز دانشجویی با نرخ میادله ای (۲) کمتر از بزرگ
17 hours ago · Like · 1

Golnaz Seifi in ke hamoone keeee!!!
17 hours ago · Like

Golnaz Seifi oon vaghtyani lisans inam

Yalda Abbasnejad نام فعلا که تصمیمشون اینه. برنامه ریزت جدید صدورنامه ارزی برای مقطع لیسانس امکانپذیر نمیشد.
3 hours ago · Like

Write a comment...

Figure 2.3
The image is from the top of the facebook page of ASIMI with some posts and the discussions under the posts.

Asking about medical Issues

Ask about health insurance issues.

Ask about specialized Iranian doctors.

Ask about official matters

Asking questions about the issues related to government services for Iranian students studying abroad

The process of getting Euro exchange at the governmental rate

The process of using discounts on Iranian flights

Asking questions about the Italian government services for foreign students

Ask about DSU scholarship process

Ask about Mensa card, where and how to use it

Ask about tuition fee discounts

Asking about the process of entering into Italian universities

Application process

Visa process

Giving general information

Introducing some online interesting sites

Writing general information about Iran or Italy

Announcements

Announcements about new and upcoming talented young Iranian (and non-Iranian) artists and invitations to visit their work in concerts, galleries, festival, etc.

Asking for advice/general information

Introducing some interesting websites

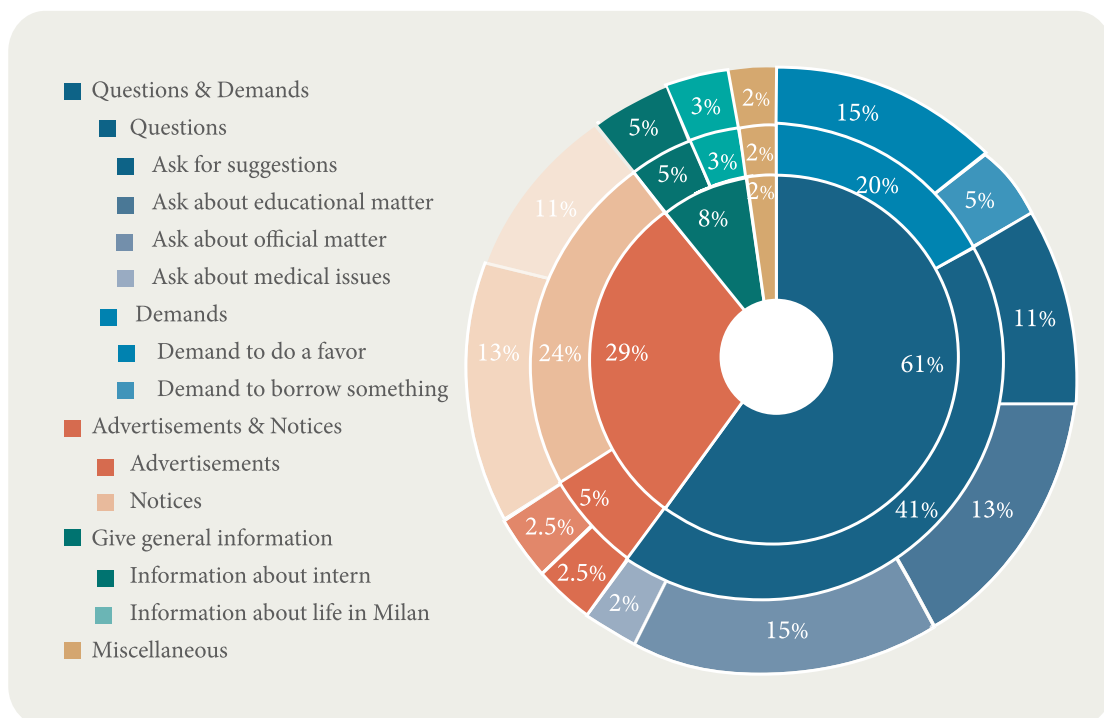
Travel websites and resource

Asking how to find specific products (specially Iranian items)
 Advising for trips ahead
 Online/offline shopping securities

Asking to borrow a specific item for a short period of time

In the following diagram, the results of analysis of the facebook page of Association of Iranian students of Milan(ASIMI)is shown. The posts are considered in a period of one month and The isuess are categorized in the main headlines as listed on the left side of the chart. Each category then has some subcategories which more specific data.

Graph 1.6
 The graph of analysis of the facebook page of ASIMI



A PREFACE OF DESIGN THINKING

What is design thinking?

Although the term “design” is commonly associated with products’ quality and/or aesthetic appearance, the main goal of design as a discipline is to promote well being in people’s lives. Nonetheless, it is the way that designers perceive things and act upon them that has attracted the attention of management, opening new paths to business innovation.

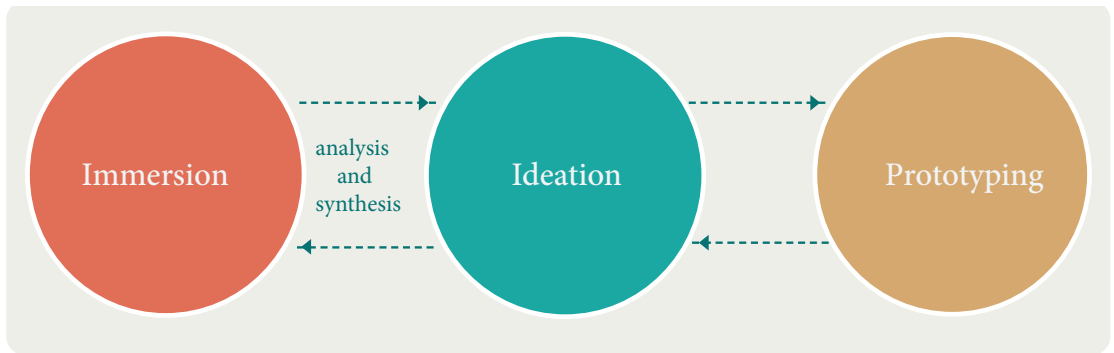
Moreover, as the name itself conveys, Design Thinking refers to how the designer thinks, drawing on a style of reasoning that is hardly conventional in the business world, known as abductive thinking. Abductive thinking endeavors to formulate inquiries through the apprehension or comprehension of phenomena, that is to say, questions are posed to be answered using information gathered from observation of the context pervading the problem. In abductive reasoning, therefore, the solution does not derive from the problem: it patterns itself after the problem.

One cannot solve problems with the same kind of reasoning that created them: abducting and defying the conventions of business is the foundation of Design Thinking.

Why design thinking?

Innovation guided by design has come to complement the market’s view that, in order to innovate, one must focus on the development or integration of new technologies and on opening and/or servicing new markets: besides these technological and marketing factors, Design Thinking consultancy innovates primarily by endowing products, services or relationships with new meanings. Since “things must have a form to be seen, but must make sense to be understood and used” (Krippendorf, 1989), design is by nature a discipline that deals with meanings. By challenging patterns of thought, behavior and feeling, “Design Thinkers” produce solutions that generate new meanings and activate diverse elements – cognitive, emotional and sensory – that are involved in the human experience.

Design thinking process



In-Depth Immersion

This research involves diving deeply into the context of the lives of the players and the subject under study. In general, there is an attempt to focus on the human dimension with the aim of retrieving four different types of information:

1. What do people say?
2. How do they act?
3. What do they think?
4. How do they feel?

Three important immersion techniques are as follows;
Observation, Interviews and Generative sessions:

Observation

immersion might take up to 70% of the process, as great observations can lead quickly to great ideas for solving real problems. It's a process of opening up opportunities to explore, not shutting them down. there's only one way to spot a great problem: find it through speaking with people, observing their "thoughtless actions", noticing the small things that don't work, and the band-aid solutions people have to make the world around them work better. It's in these observations, and that interesting problems no-one has solved, and questions to which no-one (yet) knows the answers, will emerge. Observations might be made around a general theme or a more specific challenge.

Graph 1.7

The graph shows the three main steps of desing thinking process.



ASPEC
DO NOS
MUND



"The first stage of the Design Thinking process is called Immersion. At this moment, the project team approaches the context of the problem from the point of view not only of the company (the client), but also that of the end user (the client's client)."

Design thinking. Business innovation

Figure 2.4
A Design thinking session

Interviews

What is it?

Interviewing is a method that seeks through a conversation with the interviewee to obtain information from questions, context awareness cards, and other techniques. The information sought pervades the subject under examination and the central themes of the interviewees' lives.

When to use it?

Interviews are particularly useful to get at the story behind the interviewee's life experiences. The interviewer should prompt the participant to explain the reasons for these narratives so as to be able to understand the meaning of what is being said. Through interviews, it is possible to expand understanding of social behavior, discovering exceptions to the rule, and to map extreme cases, their origins and repercussions.

How to apply it?

The researcher usually meets the research subject in his or her home, workplace or any other environment related to the theme of the project and talks about relevant issues, following a predetermined protocol that can be adjusted, depending on the conversation. By delving into each person's point of view, different perspectives of the whole can be discerned, and it is possible to identify polarities that will help to develop Personas, thus providing raw materials for the generation of ideas in the Ideation phase.

Generative sessions

A generative session is an informal meeting in which users (or stakeholders involved in the project theme) are invited to share their experiences and engage in activities in which they express their views on the themes of the project. The aim is to understand what they know, and what they are feeling and dreaming, often in tacit and latent ways.

The generative session is an appropriate approach to arrive at an overview of users, including, in this case, their daily experience in all

its complexity. It often allows for a better understanding of the observations made during ethnographic interviews and can also reveal the complexity and richness of personal experiences in everyday life. Cultural probes are distributed ahead of time to the users selected to participate in the session. The topics covered in the exercises are used so participants will be familiar with the subject when they come to the meeting. At the meeting, generative activities are performed, that is, activities that seek to construct and express experience using creativity, and to help users to reflect on their memories, feelings and motivations. In this way, over the course of the session, participants are more comfortable addressing the issue and able to speak in greater depth, since they have been thinking about the subject in the preceding days and creating artifacts to stimulate dialogue and reflection.

Figure 2.5
The photo is from a generative session with the users.



DESIGN THINKING SESSION

Brainstorming with the students

In order to have a deeper insight about Iranian students problems in Milan it was necessary to involve the users (that are mainly students) in the design research process. To reach that goal I decided to hold an event like a workshop in order to do a brainstorming session with them and have their opinion in a free and friendly atmosphere but at the same time concentrated and serious. The final aim was to take a step forward in the research phase knowing the specific user's needs

Attendents:

A mix group of Iranian and Italian students living in Milan from the different universities of Milan like politecnico di Milano, University of Bicocca,

A representative of Asimi (the association of Iranian students of Milan) also attended in the session as a person that has faced with many students specially Iranians and is more familiar with their problems and the opportunities that may arise in Milan area.

Timeline of the session :

Introduction

On the start of the session, the attendants were presented for the reason of the workshop, i.e. why they have come there and what are we going to reach in the session.

Roles and Rules:

Then I explained to them better the brainstorming method and what are the rules of the brainstorming session. The rules were also put on the boards in 2 languages of Farsi and Italian for more ease of them.

Figure 2.6, 2.7

Preparation for the session, introduction and explanation of the running project and the workshop goal



Discussion and Brainstorming the ideas

In this part the main activity of the session started. The participants were provided with the materials like post-its, markers and etc to put their minds on to the paper. The participants then started to first talk about the main topic of the workshop to clear out more the idea and then started thinking and writing they ideas into the 2 groups of Problems and Solutions , one in each peace of post-it paper and then they put the post-its on a board which were divided into the 2 parts of Problems/Needs and Solutions/Opportunities.

Figure 2.8

The students discuss their ideas and clarify for each other to help to a better brainstorm





Figure 2.9

The brainstorming time, students writing down their ideas personally

Discussion and Brainstorming the ideas

The students were given a definite time for brainstorming and writing their ideas in two different colors of post-its in order to differentiate between the problems/needs and the solutions/opportunities areas. This step was done personally with more concentration on the main topic introduced to them and the questions that were written on the blackboard .

Although thinking alone they had similar ideas that were told in different forms and sentences but with the same meaning delivery.

problems / needs

A large corkboard covered with numerous sticky notes, organized into several columns and rows. The notes contain handwritten text in Persian, detailing various problems and needs. Some notes are highlighted in yellow, while others are pink or blue. The board is used for brainstorming and organizing ideas.



Categorization and presentation

In this step, I tried to classify the post-its in the main groups of problems and solutions with the similar topics with the help of the students.

Then, they started to present their ideas which they put on post-its to the other participants of the session in order to better express their points of view. The listeners were also actively taking part in the other people's speeches in order to add a comment, modify it in a way or to simply confirm the idea in the other words to better grow the concept.

Figure 2.10

Students sticking their post-its to the post-it board

Figure 2.11

Categorizing the results and explaining the opinions to the others



Prototyping the ideas

In this step, the participants were asked to prototype their ideas by the method and that was to make kind of poster with the images and text from the leftover of newspapers, magazines and etc. The posters could contain photos, text and their added handwriting notes to explain more.

For doing this part all the participants were divided into 3 groups to have one topic for each. Each group concentrated to show their own topic while also have a look at the general topic or also suggesting

Figure 2.12

The groups discussing about their opinions in order to make the posters





some complementary ideas for the topics of the other groups.

The 3 topics which the groups were working on were :

1. What do they suggest for the better integration of Italian and Iranian students (and families)
 2. What do they think the Iranian students can do among themselves to improve their life condition as a community in a foreign country(milan)
 3. What do they suggest to better unite the different socio types of Iranians that live in Milan including the students , the families(businessmen, service sectors, government people, ...).
- topics of the other groups.

After the end of this part each group that completed their poster, presented their poster to the other groups, explaining their solution with more specified details on how will possibly work as a project, service or just hypothesis of the potential future works.

Figure 2.13

Each group is trying to show their ideas in the best way on the posters as the final step of the workshop

Results of the session



Figure 2.14-2.18

The posters of the first group concentrating on the topic of integration among different socio groups of the Iranian community in Milan and also they had a look into different cultures integration, unity. Their core concept was to "exchange", i.e. exchange of the talents, the ideas and cultural differences between two or more cultural groups by the means of food exchange, language exchange, and etc.

④ How we present IRANIAN culture?

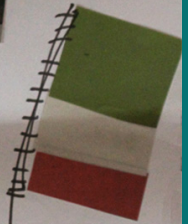


Ingresso gratuito!

like this? OR like this?



⑤ improving our skills to exchange



PER QUESTO MI CHIAMO GIOVANNI

⑥ FOOD FESTIVAL - FOOD EXCHANGE

Pensiamo prima di creare

MANGIARE



APERITIVO con vista



Figure 2.19

The posters of group two concentrating on the topic of integration among Iranians and other nations (mainly Italians). The idea was to exchange the cultures by a four day workshop. The suggestion was to consider the first day of the workshop for some courses of different cultural activities like cooking, music, dancing, and etc., presented by each community to the other ones.

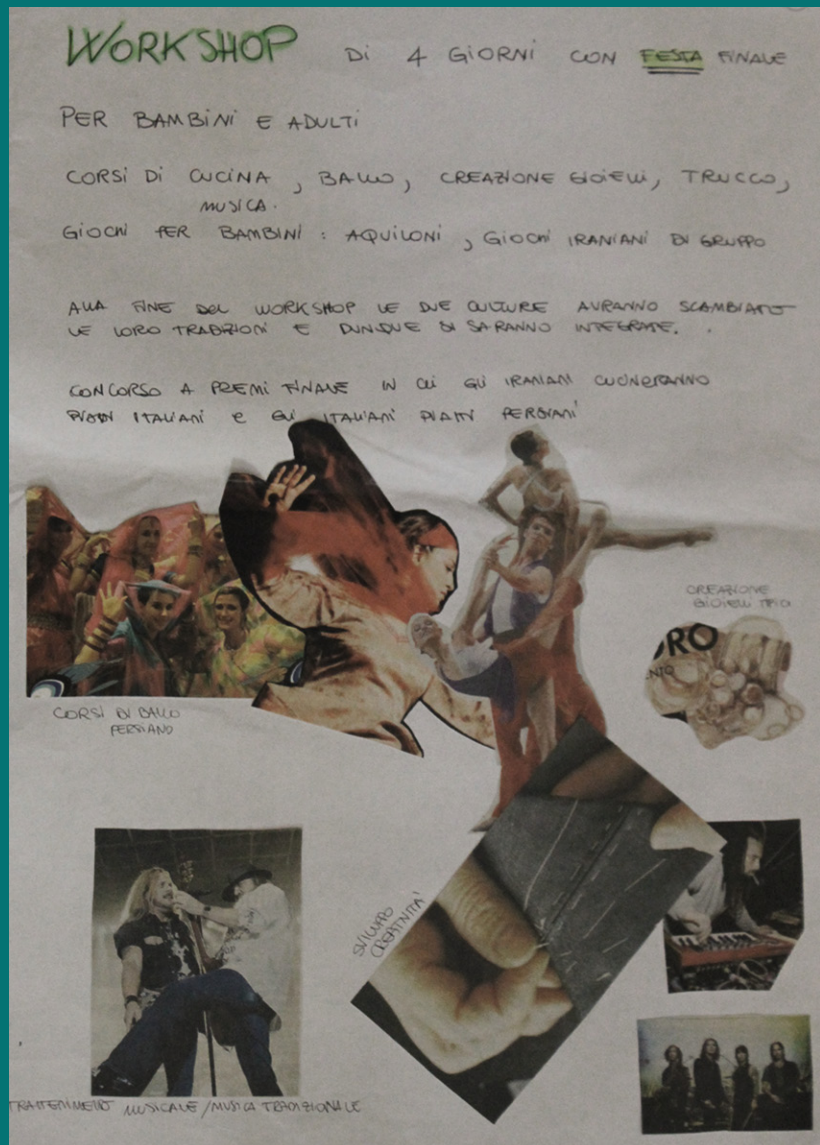




Figure 2.20

The second poster as for the second day of the workshop was dedicated to the children, in order to exchange the cultural and the traditional games of Iranian children in Iran and also to learn about Italian games.

Figure 2.21

On the third day of the workshop there will be the final contest between Iranians and Italians of the different cultural activities which they have learnt from each other during the previous days of the workshop

The fourth day of the workshop will be closed by the final celebration in which Iranians would cook the Italian cuisines and the Italians would cook the Iranian cuisines that they have learnt during the last days of workshop





Figure 2.22

The third group poster with the focus on the topic of Collaborative services specialized for Iranian students, the solutions expressed in this poster was mainly focused on the base of special needs and problems of Iranian students in Milan and some of the potential opportunities or facilities they could make for requiring those needs or solving that problems that were mainly for educational concerns

Critical analysis of the session

Conclusion



Positive Points

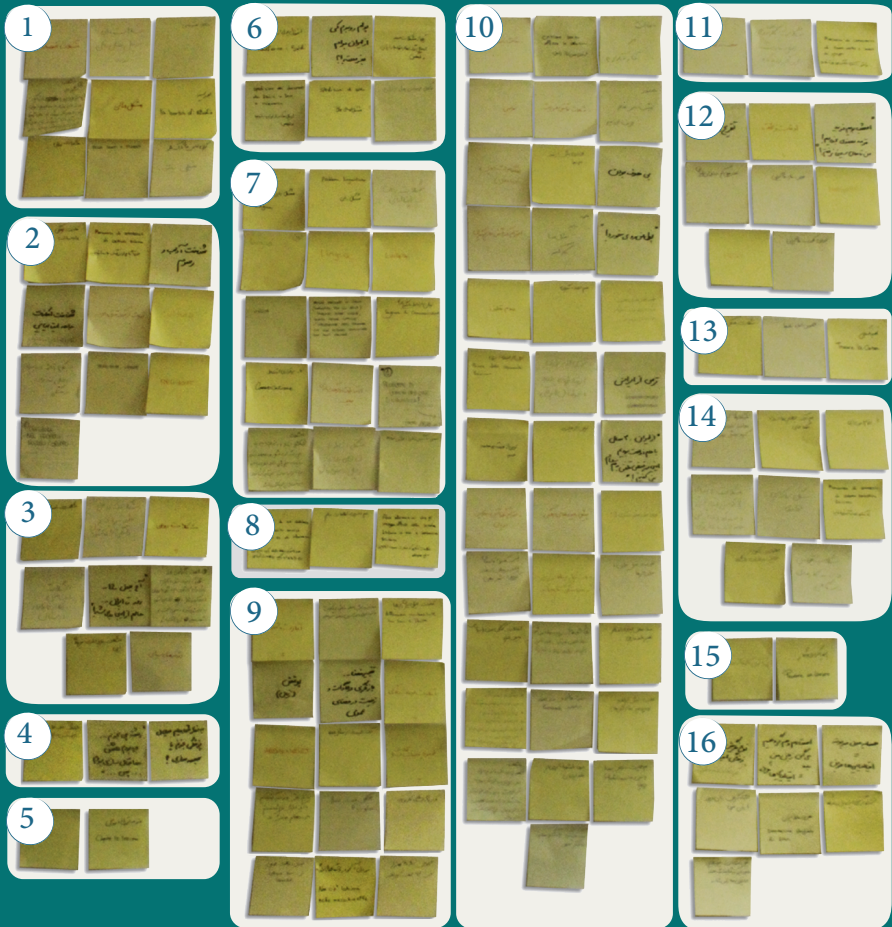
- Gathering Iranian and Italian students in an open discussion to talk about our problems ... "being realistic"
- Putting them in effort to find solutions for the problems they have already mentioned ... "being solution-oriented"
- Making them show their ideas to others ... "be confidant"
- Make them present convert their thoughts to materials... "being pragmatic"
- Asking them to show moodboard of ideas by images and text ... "be creative"
- Divide them in groups to focus each group one one topic... "be group-oriented"

Negative points:

- Not being on-time for the start of the session and finising each step ... "unpuctuality"
- Not very exactly following the details of the session sometimes and rely on self understanding ... "be self-oriented"
- Not being able to focus in the exact topic of the session ... "be distracted"
- Looking more for problems without proposing enough possible solutions ... "be complainant".

Post-its description

PROBLEMS

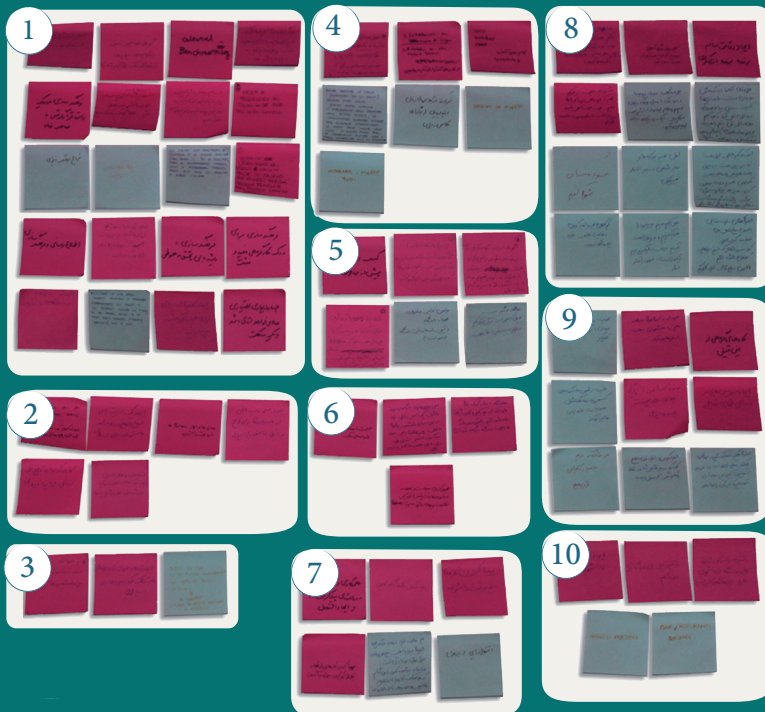


1. Financial Problems
2. Cultural differences
3. Emotional Problems
4. Field Selection
5. Understand Lecture/ notes

6. Send/Receive Documents
7. Language Problems
8. Dispersed Information
9. Lifestyle Differences
10. The Inter-community Problems

11. Groupwork weaknesses
12. Leisure-time
13. Housing difficulties
14. Official procedures
15. Finding part-time/student jobs
16. Cultural misunderstandings

SOLUTIONS



1. Cultural exchange between the two countries
2. Comprehensive Platform of Information
3. Understand Lectures and lecture notes
4. Make and find student jobs
5. Common library of students books/ notes

6. Practice Groupwork
7. More persian shops and restaurants
8. Better relationships in the community
9. More inter-cummunity services
10. Improve personal features, reduce mindsets

SYNTHESIS OF THE PROBLEMS

Official Procedures



Italian Beuracratc process is hard and seems strange to foreigners, not knowing the rules and steps of doing officials like permesso di soggiorno and etc, hurts students sometimes.

Cultural Differences



Adapt to new way of thinking and life becuae of the cultural differences between two countires is a major difficulty for Iranian student. Every culture has its weakness and strengths so for Iranian students.

Lifestyle Differences



As in every other country, Iranians have different style of life, from food to other daily habits ,these differences may confuse and disturb Iranian students that come from Iran to Milan at first days.

Deliver Documents



For sending and receiving documents and specially their money from/to Iran, Iranian students sometimes have problems because of having limitations in bank transfers from/to Iran.

Language



Italian is the third language for Iranians and many don't know it well when arrive to Italy, Besides, many Italians can't speak English, this makes hard the communication between Iranian students and Italians.

Housing



Finding suitable house in Milan is a major problem for all foreign students and so Iranian students. As the rents are high and Iranian students are not fluent in Language and rules, it becomes difficult for them.

Financial



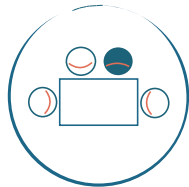
Milan is relatively an expensive european city and Iranian students have to convert their currency from Rials to Euro which decrease its value a lot and causes financial problems for a lot of them

Emotinal



Family and social relation structures in Iran is very strong and Iranian students coming to Italy miss their family, friends a lot. This is specially more in the first days of arrival in Italy.

Weakness in Groupwork



Unlike Italian Educational systems Iran's educational system is mainly based on individual works, so students are not very strong in group works, , this may cause confliction for Iranian students.

Cultural Misunderstanding



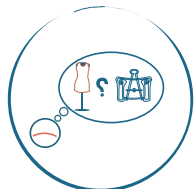
Italians don't have enough information about Iran and Iranian, these false knowledges sometimes and may causes somen misunderstanding between people of the two cultures.

Leisure Time



Doing different kinds of activities for leisure time in Iran comparing to milan and high prices of them for Iranian students in Milan, causes them sometimes not to know how to pass it here well.

Field Selection



Sometimes Iranian students hesitate to select which field to study as their desired one is not taught in English or they don't get enough grade for it in alpha test so they have to study something else.

Part-time Jobs



Student jobs in Milan are few and hard to find, also Universities curriculum are intense, so Iranian students like other foreign students usually would have less part-time job opportunities .

Dispersed Information



Not having a good database of essential information for iranian students, they have to gather dispersed and oral information that is not true sometimes and may hurt them.

Understand Lectures



obviously it is hard to participate in classes in another language, so ,many times Iranian students have problems in understanding the contents of lessons in Italian and the notes they get from others.

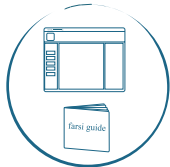
SYNTHESIS OF THE SOLUTIONS

Cultural exchange



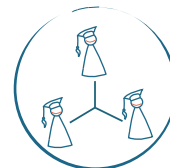
Iranian students and Italian students can present their culture in different ways to each other in order to better understand each other's culture and reduce misunderstandings.

Platform of information



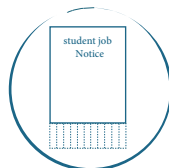
Iranian students need a comprehensive, trusted platform of information online or off-line in order to get the essential information they need for live and study in Milan.

Relate well to community



In order to reduce inter- community problems Iranian students and non-students in Milan have to try to make better relationships and support each other more.

Make/find student jobs



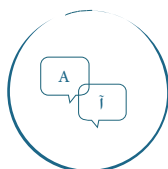
For reducing financial problems, Iranian students need to find student, part-time jobs and they should be made some considerations for creating these kinds of jobs for students.

Book/notes library



Iranian students can share their books and lectures as a common library in order to solve their problem of temporary needs to reference books or lecture notes .

Learning language



communications would be much easier between Italians and Iranians (also other foreigners) if Iranians try to learn better Italian and Italians try to improve their English.

More persian Restuarants



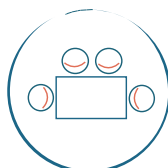
There is a need to more persian shops and restaurants in Milan in order to expand the alimentary of Iranian s and through this to make more cultural links

More inter-community services



Some services like translation center, could be useful for Iranian students, As the facilities of making such public services is few for Iranian students they can do it by collaborative services among themselves.

Practice groupworks



Iranian students have to learn better the teamworks. It is very important because the base of every social activity is working as a group. They have to practice it in order to help each other to solve their problems.

reduce false mindsets



Iranian society living here, have reduce their judgements and false mindsets about different things and people. They have to improve their personal features and learn to trust more on their countrimates

CASE STUDIES

CASE STUDY 1: EasyMilano

Easy Milano is the first and only magazine in Milan that focuses on the local English-speaking residents. The main goal is to bring information from businesses, groups and individuals to the constantly growing English-speaking community of Milan and hinterland, quickly and efficiently.

They reach a vast & well focused target (35,000 people)

Inform the readers of the specific services catered to them

Promote events & venues within the English-speaking community

Help expats to overcome difficulties by providing them with useful and updated information Stimulate service providers (local & national) to direct their attention to the expat market.

It Provides a professional & reliable communication partner to operators that target the expat market & Anglophone community

How to get easymilano

1. Easymilano is published every two weeks on Thursdays at over 140 distribution partners spreaded in different zones of Milan.
2. The users can get their free copies at one of the pick-up points of easymilano or they can download it for free online.
3. People can also subscribe to the service and receive a copy of Easy Milano, mailed directly to their home or office every two weeks and stay up to date with Milan's English-speaking Community.

Advertise with Easy Milano

Whether users are a multi-national corporation, a small company or self-employed, EasyMilano is the platform that guarantees their business visibility in English-speaking community as well as increasing the exposure among Italian anglophiles in Milan & hinterland.

By answering to the three questions in the website to send it to easymilano, the users will receive a quote which would be used as their advertise headline on the magazine.

Merchandising

They sell some products under brand of easymilano like high quality T-shirts ,etc.

Easymilano community

Over the years Easy Milano has hosted and support many international events and initiatives. They organize some events and offer help for the international community event organizers. Easy Milano also supports and takes part in many expat events and organizations, providing a means of communication for the international community of Milan.

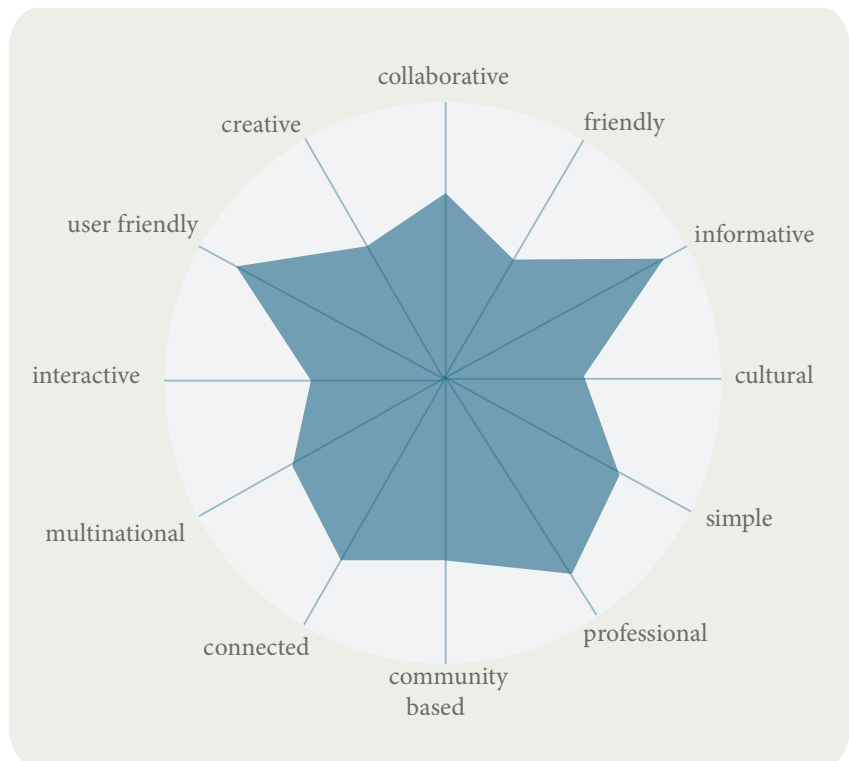
Figure 2.23

Aperiteasy, an aperitivo party as a sample of the community events of easymilano



Analysis of Easymilano values

Easy Milano a service dedicated to the English speakers in Milan improves the professional opportunities for its community users while may reduce a little the level of the interaction for non English speakers. The informations provided on the newspaper and the website are very comprehensive. it also connects people as it creates a professional network between people.



Graph 1.8

The graph shows the analysis of easymilano values

CASE STUDY 2 : Arci bellezza

It was born in the early twentieth century the Society of Mutual Aid for the education of metallurgical (we can still admire the original name on the entrance facade).

had for boys classrooms, reading room, canteen and rest room, a place of generosity and solidarity.

Later in 1976 he was made the Arci which still continues its role as a meeting center, solidarity and education and cultural promotion. Charity first, then Casa del Popolo , the Arci Beauty can define now a True House of Peoples and Cultures.

From the tango to folk music, from ballroom dancing to flamenco dancing, going for folkloric traditions of South America, in this circle is also possible to be with friends to eat and drink without having to commit the whole salary or weekly wage .

The spaces of the Arci Bellezza are:

The Salon

The Bar

The Saletta Restaurant

-Exhibition Hall

The Choir

The Gym

The Kitchen

A cafeteria and restaurant, family-run as once.

Arci Bellezza have some lunch and dinner programs at some pubs, restaurants. The taste of the food has not passed through the temptations of nouvelle cuisine, but the environment fully represents the paths of the human history and the past year. operators of the kitchen and couples of different ages.

Those who want to accompany food and a chat room without haste, without prejudice, where the break becomes well-being and friendship In the evening, a paper most articulate and inventive , the linguine with seafood to fried fish and a few vegetables and good meat dishes



Figure 2.24

The gathering of the members of the of Arcibellezza community to think about the issues of the locality.

Sometimes ethnic dishes South American and African. An environment rich in moods and voices, from people who share feelings and thoughts at times and tastes.

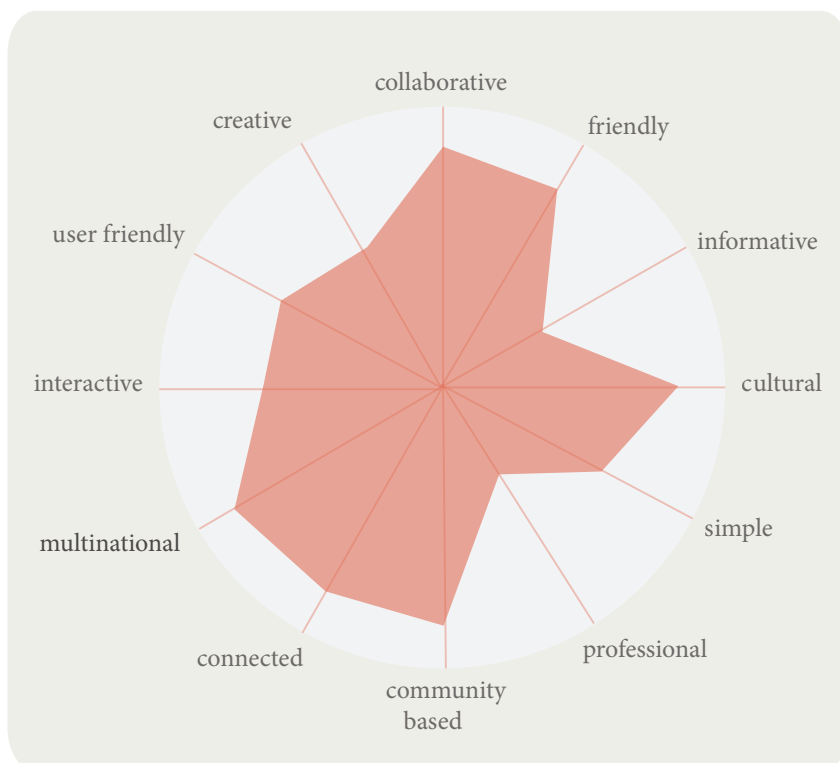
It is always a party to eat at Bellezza to the dancers of the Tango Milonga or those of folk dancing, their faces a little retro hair and long white beards seventies, and those of the new trend. so many moods, fantasies, and many many worlds where even some contrast becomes the sign of a community where the recognition and acceptance of others becomes a fact and not a convention.

They have some courses for training different cultural dances like tango, african dances,...

They also hold some exhibitions and performances on different issues like immigration, women, neighborhoods, dance and music

Analysis of Arci bellezza values

Arcibellezza is a mostly community-based service dedicated to all the types of users from different nations with different cultures, age groups and etc. It works a lot on cultural issues in entertaining ways and tries to promote friendly and connected atmospheres. The users as members of Arci Bellezza are connected in order to have fun and besides take effective decisions for improving their living environments.



Graph 1.9
The graph shows the analysis of Arcibellezza values

CASE STUDY3 : "EyeCanvas" Interactive Community Bulletin Board

The eyecanvas project is done in the Canvas Gallery Cafe which is located in the Inner-Sunset area of San Francisco. The surrounding neighbourhood includes the Golden Gate Park, schools and many restaurants. The café/gallery covers approximately 4000sq feet.

A number of areas exist within the café, including a main work area, fireplace area, bar/stool area, eating tables area, square room area, art gallery area and outside area.

In order to determine the best location for the installation of the community poster board, we carried out observations of people's movement through the space. Our analysis revealed the most foot traffic in the gallery passes between the front door and the square room; the food service counters are located here. People spend time here gathering napkins, tailoring their drinks (with milk, sugar, etc), and browsing fliers and postcards. We observed many impromptu conversations between strangers as well as between friends in this location. We therefore decided to locate the interactive public display at this point.

EyeCanvas Interactive Display and Social Content Distribution System

The eyeCanvas is a large screen interactive bulletin board. The underlying infrastructure is based on a flexible information storage and distribution system, described elsewhere as the Plasma Poster Network [5][6]. The interactive components of the interface and the editing/authoring tools were designed specifically for the café location. Areas in the interface to the eyeCanvas were created for the café brand materials, the title of the posting, the main content viewing window, the posting thumbnail selection of items that will be shown in sequence, selection carousel for customer created scribbles and the interactive elements for sending comments, finding more information and joining the email distribution list.

The scribble interface was being used to create finger-art drawing to be posted. In terms of eyeCanvas use, interviews and observations as well as content and interaction data analysis revealed that by far the most popular feature was this digital doodle or scribbling.

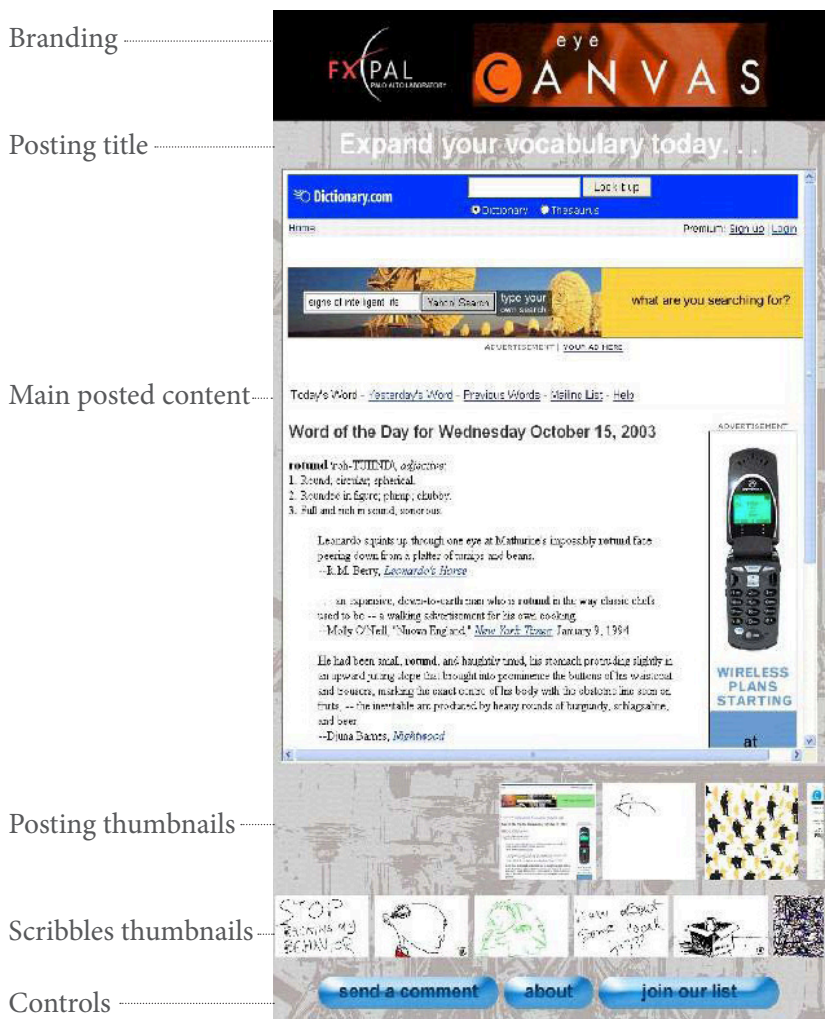
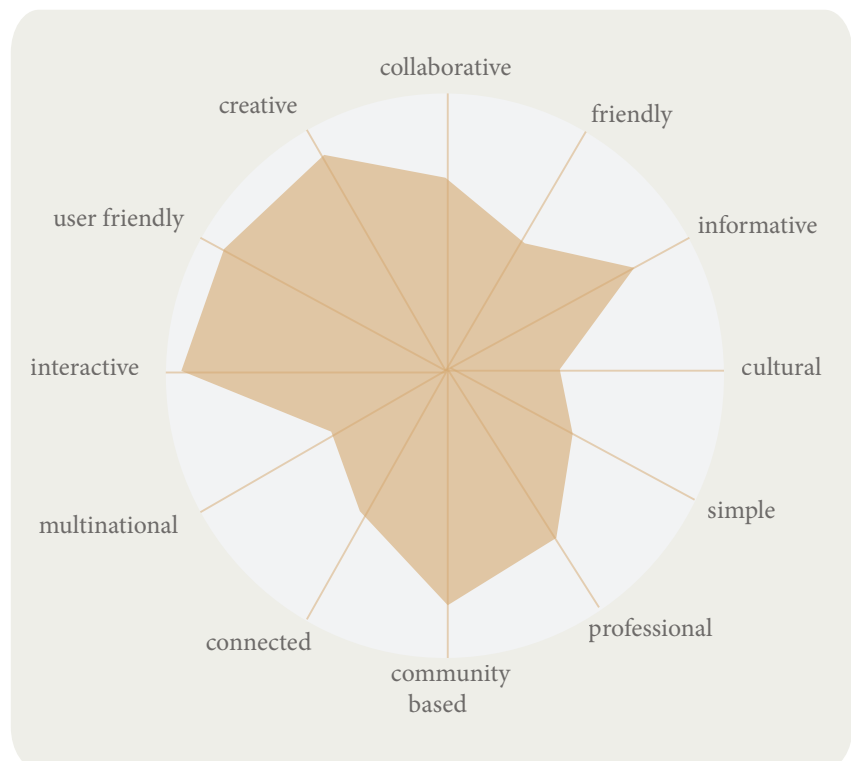


Figure 2.25
The layout of the digital platform of eyeCANVAS installed in the Canvas gallery cafe` in san francisco

Analysis of Eyecanvas Values

EyeCanvas as a service with digital stand enhances a lot the interaction of users .Being touchable make the service more attractive and creative .As it is targeted for the special clients of the caffe/bar , it is in a way community based but not very multinational.

The stand displays some information that gives it the value of being informative.The applications of the system are easy to use for clients and it maintains the feature of user-friendly it a great level.



Graph 1.10

The graph shows the analysis of EyeCanvas values

CASE STUDY4 : Neighborland

Neighborland offers the citizens a new way to make their city a better place. The founders are providing residents, neighborhood organizations, economic development groups, and municipalities with a powerfully simple platform to connect and make good things happen.

They believe that a healthy neighborhood is a connected neighborhood. No idea is too big or too small to share on Neighborland. If it matters to someone, then it matters.

Neighbors share ideas and insights for improving their neighborhood. Neighbors can support ideas and connect through common interests. The community identifies achievable goals and works to accomplish them.

The Neighborland website was created to provide the people of New Orleans with a platform to identify achievable goals and discuss how to accomplish them. Forums for twenty-five other cities have since been added to the site.

Simple tactics like stickers, spray chalk, and physical signage bring people together online and spark conversations in public space. The team's goal is to help make cities more complete, compact, and connected.

People can share their ideas about different types of neighborhood matters from children issues to the leisure time, public transportation, health, animals, ...

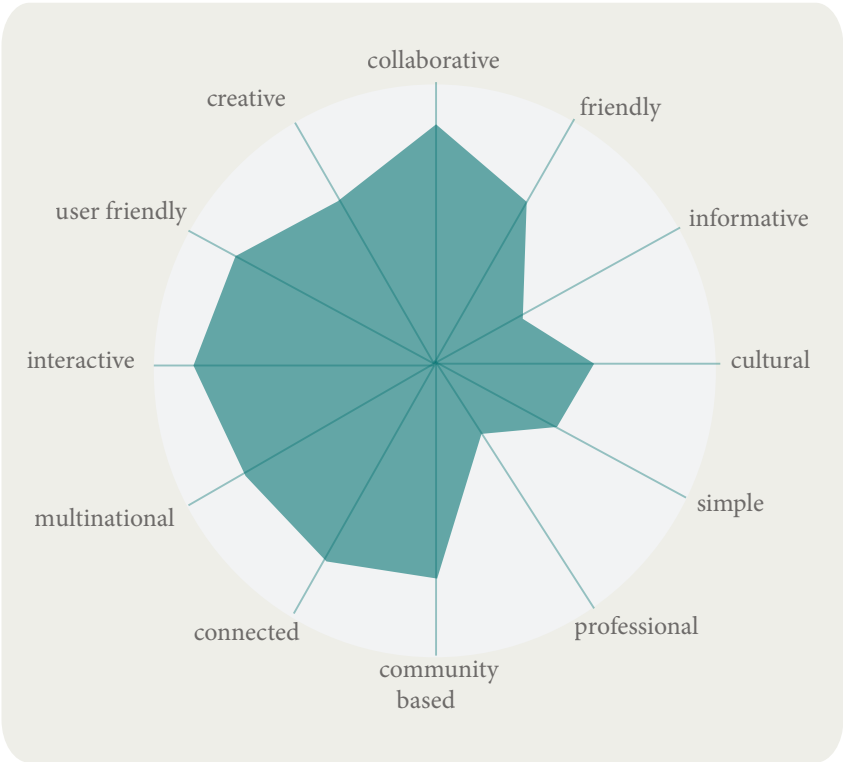
Besides talking about their needs, it gives the people of the community the opportunity to gather, meet new people or old acquaintances, talk and have fun for a while together.

The board is installed on a building that is thought of best suited for the neighborhood business.

The board activity would also be reflected on the website and the popular ideas would be highlighted.

Analysis of Neighborland values

Neighborland is a user-centered service that enhances up to a high level the collaboration and interaction of people in improving their cities. It is also very multinational because it is for all citizens without considering their origins. It enhances the community structures and makes people of neighborhoods more connected. Also, it helps in solving the problems of the citizens in different areas of cities.



Graph 1.11
The graph shows the analysis of Neighborland values

Figures 2.26-2.28
The interaction of the neighborhood community people writing and talking about their ideas. the sticker board.

CASE STUDY 5 : FIN; Foster international living

Figure 2.29

The board is pinned with images of the students to recognize their classmates

Foster International Living-Learning Center (FIN) is a community designed to bring students from diverse backgrounds and academic interests together in a setting that promotes intercultural understanding and communication. The community was founded in 1983, houses 190+ students (50% U.S. and 50% international students), and represents over 20 countries around the globe.



They have an official website and a blog named "Gone Native" and some newsletters and an event part that lets people to make their own events. In their ground floor lounge for different occasions like the welcome week they put welcome week bulletin board to let people learn more about the exciting Welcome Week events they have planned for them. They have also one white board that the community member can talk about their events.

The FIN Committees are composed of volunteers (not elected) from the community who would like to work on certain types of events or activities. ANYONE can join a committee and this is a great way to get involved and share their interests with the community! A Committee Chairperson will be appointed for each Committee later in the semester.

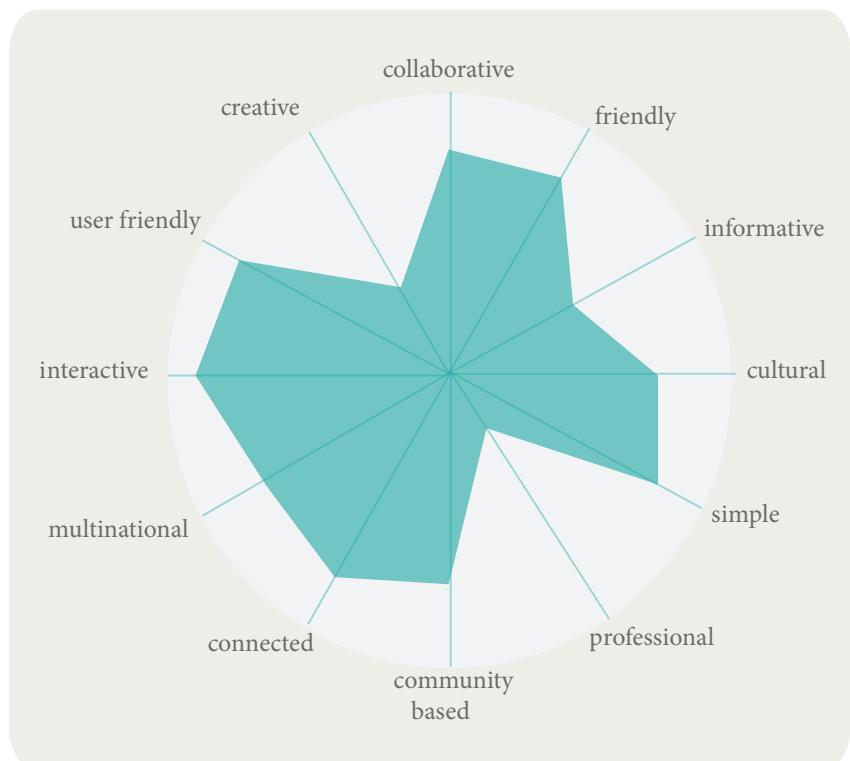
The Educational and Cultural events Committee is responsible for planning film screenings, cultural dinners, holiday celebrations, outings to performances, museums, and festivals, coordinating with cultural centers on campus, and planning service learning opportunities for FIN students!

The Outdoor and Recreational Activities Committee is responsible for planning intramural sports activities, outdoor activities such as hiking, canoeing, camping, and skiing, and many other recreational activities of interest to the FIN community!

The Marketing and Publications Committee is responsible for advertising events, photographing events, creating the yearbook, writing articles for the newsletter, and helping to update the FIN blog!

Analysis of FIN values

FIN provides services for the community of its users that could include a range of international students, therefore it is a community based service, the people can interact easily with the boards and the layout is simple and the environment is very friendly. Their ideas for the board causes the students to know each other better and thus be more connected in the community. It is not much for professional matter but it is mostly for the events and intercultural works. Since the committees are selected from the community students the service puts a great value on collaboration.

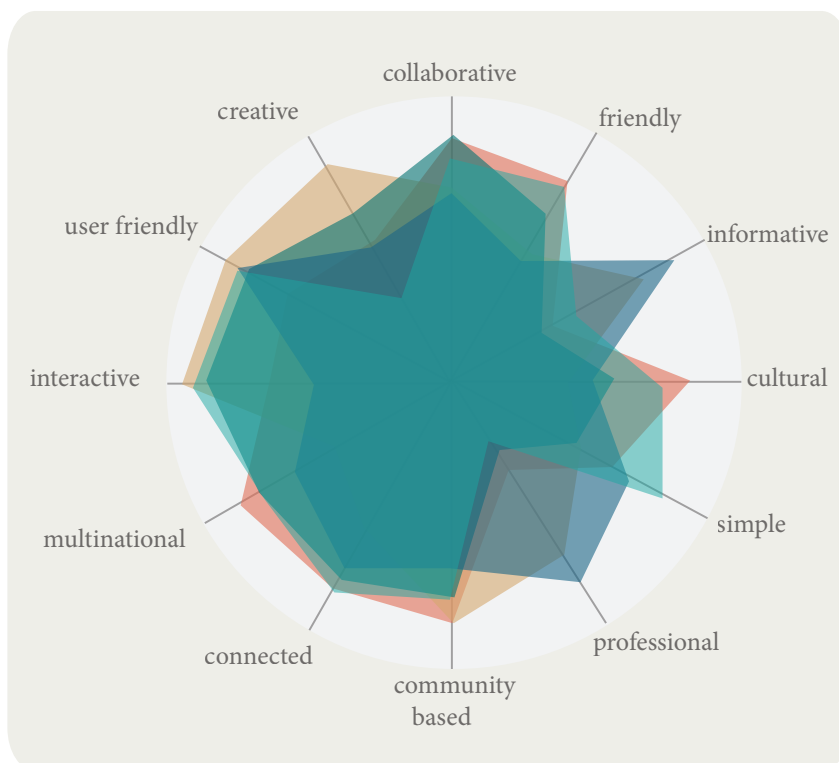


Graph 1.12

The graph shows the analysis of FIN values

Synthesis of case studies

Synthesizing the results of all of the case studies analysis derives out that while some values are commonly of high importance, the other values are mostly considered less significant. To name, the values like being collaborative, community based and connected are in high level in all, some values like being cultural, interactive friendly and creative are in some cases of high significance e while in some others of low significance. However these values are all considered in the mentioned case studies and they have been very inspiring in defining the structure of this thesis project.



Graph 1.13
The graph shows the sum of the all of the case studies analysis

FINAL SYNTHESIS

Generating concept

The concept of this thesis project is based on the results of the research and analysis parts. As mentioned in the previous chapters, Iranian students in Italy are the target group of this project. Doing research about their life by the methods of observing, interviewing and finally doing the workshop sessions with them, some facts were derived out. The first fact about Iranian students living in Milan specifically and generally Iranians who live in Italy is that they don't have strong communities and are somehow spreaded apart. There is a strong need to make them more united .

On the other hand there are different kinds of problems for Iranian students As members of a foreign community. In an expensive city like Milan, they face with more financial problems and there are other types of problems to add to this like language and communication pr, cultural adaption and etc. As a result there should be a way that students can make a stronger community between themselves to help each other solving their problems and also feel more connected .

Furthermore, analysing the results of the facebook page of Asimi as mentioned, directs us to this fact they need a more organized space to share their thoughts, ask their demand and offer their abilities to others .

The physical space can have a significant role for defining this project as the visual outcome has more effect on the users mind. This physical space should be defined in the places that have most interaction and presence of Iranian students like dormitories, persian restaurants, university camps and etc. As the financial resources of Iranian students are few and facilities of these places for a small community of students are limited , there is not much space to consider for this project . As a result, a surface like a wall which can reflect their needs, expectations, offers,... is a satisfying solution. Moreover, the physical interaction of the community can happen by their contribution to the wall like the community bulletin boards. These interactions can be either on the physical wall or a digital platform.



Chapter Three Project Development

Contents of Chapter Three

Terminology	100
What is Taghcheh?	100
Why Taghcheh?	101
Chromotography	103
The context	104
La Taverna persiana & Multifunctionality	110
Potential communication methods	112
Digital screens	112
Physical boards	114
Conclusion	114
Taghcheh PSS	116
Personas	117
Service map	122
Service touchpoints	124
Board module layout	126
Board elements	128
Taghcheh website	132
User Journeys	136
Business Model Canvas	140
Prototyping	142
Feedback from users	145
Swot analysis	146
Future scenario	146
Conclusions	148

TERMINOLOGY

What is "Taghcheh"?

Taghcheh as one of the important components of Iranian architecture is the through on the walls, porches or halls of houses. The similar word to Taghcheh in English is Niche but with a different in of cultural meaning. Taghcheh is made mainly by plaster but also from wood or stone. Taghcheh, specially in old times were made by plasterworks that related to the wealth of the house owner. It was used to put decorative things, lamps, etc. It gives identity to the inertia and silence of wall as an elemnt that seperates the space. In old times, it was in fact the focal point of the space and the reagent of the architect style and the cultural and ethnical features. Later for covering Taghcheh, people used the triangular fabrics ,cashmere, embroidery and other handmades.

Taghcheh is also a place in old Iranian house used as shelves for keeping objects like kitchen utensils, the decorative objects in the living room or guest rooms and etc.

Taghcheh still exists although is used for a bit different purposes and in different forms, obviously more moden and customized to the modern needs of people in the houses.

Figure 3.1

An old Persian house with persian housing elements as " Taghcheh" and "Orsi" (the colorful windows) .





Figure 3.3

Inside of an Iranian old house in south khorasan, Taghcheh is used in kitchen for keeping handiy objects

Why "Taghcheh"?

Taghcheh has a functional role for keeping the handy objects available and a way to show the tastes and believes of the house keeper. It is a place that reminds of intimate ambient of an Iranian home and good traditions of solidarity of family and society members. I chose this name because it reflected the soul of my project that is to make a better connection between Iranian community and with other foreign communities. It is like we put our daily habits on the «Taghcheh»; The service space for Iranian students who live in Milan.

Chromatography

The color theme of the project is been selected on the base of the theme of kilim, a persian element with strong historical roots in persian art and culture. These color theme is popular in Iranian graphic style and is used in many other traditional persian products

The term 'kilim' originates from the Persian gelim (گليم) where it means 'to spread roughly'. [1] Various forms of the word are used in other languages. Not only pile carpets were produced since ancient times. The explorer Mark Aurel Stein found kilims dating to at least the fourth or fifth century CE in Hotan, China.

Figure 3.2
"Gelim"(kilim) a persian traditional element .



THE CONTEXT

The context of the PSS Taghcheh are the places that Iranian students interact with most during their life journey in Milan from the start to the last. As to be mentioned Iranian students at the first point get in touch with Italian world and culture by the Italian language courses. These courses are held by the only Italian school in Iran located in Tehran which is named " Pietro Della Valle ". For the Iranian students who want to attend the Italian courses in all of the Universities of Italy it is necessary to pass the qualification exam of this school with a required grade . In those classes, the applicants meet each other and build their relationship for their future life and career in Milan and all over the Italy. The foundations of the friendships and later the Iranian community relationships in Milan are usually made in these classes. Therefore the Italian school could be a good communication point for making notices about a service for Iranians in Italy.

The other important point is the Italian Embassy (and consulate) in Tehran which issue the different types of visa, evaluating the documents, facilitating the business connections and also some other social and cultural activities. Embassy is another place that students get to know each other and communicate about their issues specially those related to their process of entering and then living in Italy. Because of the connection to the Italian governments these points could be also very helpful from official and rules point of view.



After entering Italy, the first main place that Iranian students interact with and get in touch with each other and Italian environment is Universities that in this project the focused target is the campuses of the universities of Milan. Most of the time of the life of Iranian students like the other students pass in the university with the classmates ; From there forms new relationships, many exchanges of knowledge, culture and etc between Iranian student with Italians and other foreign students. The most population of Iranian students are studying in different campuses of politecnico di Milan that is why for this thesis context, politecnico campuses are the mains to be focused

Figure 3.4

The open area of the Design&Architecture campus of Politecnico di Milano in Bovisa.

The next important point of interaction is the residence. Many of the Iranian students living in Milan, reside in Different university dormitories in Milan. There dormitories are spread around in different zones of Milan. Many of the Iranian students live together in these dorms and have many common needs and issues to share. They use the same shared spaces of dorms and communicate with each other more than the others dispersed in different areas of the city. They can study , eat and have fun together using the residences common spaces like shared kitchen , library, gym and etc. Also because they live together they can implement many ideas of co-housing as they are intentionally or unintentionally similar in many aspects of student s life. The main university residences of Milan with the most percentage of Iranian students are the followings:

- Martinit Residence: Located in zona citta di studi near the university campus leonardo of politecnico di Milano. A big campus with great potentials for doing a project for students specially that there is a lot of Iranian students live in this residence.
- Galileo Galilei: This residence is located in the historical center of Milan near Duomo with sightseeing places and shopping zone. The building has a big lobby at the entrance that has some facilities like furniture, photocopy machine, ... for the students or their guests.
- Casa dello studente
- Gauss Residence: This residence is located very close to the center of Milan, stazione centrale with good access to public transport and is one of the strategic zones of Milan.
- Falciola Residence: This residence is also located in zona citta studi in Milan and close to campus leonardo. It has several study rooms and computer rooms and a big underground floor for shared facilities like gym, playing area, Tv sets and etc.
- Campus Certosa S.R.L Residence: This residence is located near the campus Bovisa of Politecnico di Milano near to the train station certosa with study rooms, relax rooms, tv rooms and etc.

Figure3.5

The campus of residence of Martinit with the high rate of Iranian students.

Campus Martinitt

- ← Padiglione Besozzi
- ← Padiglione Fiume
- ← Palestra
- Padiglione Prandoni
- Padiglione Rizzoli

Another important point is that the Iranian students and even Iranian families who live in Milan probably encounter and meet each other would be the Persian restaurants of Milan. As already mentioned in the previous chapters there are by now 2 Persian restaurants in Milan "Darcin" and "Persian Red Rose". Darcin is in a critical zone in Bovisa area between 2 campuses of Politecnico di Milano and the other one very close to the Leonardo campus of Politecnico di Milano. Darcin because of the location, their way of serving food and their prices is one of the popular Persian locals in Milan. Many Iranian students and also Italian people meet daily in Darcin for food serving. It is especially busy during the peak of noon for lunch break as it is mainly the stop place of students and staff of the Politecnico di Milano.



While Darcin of Bovisa is a kind of self service restaurant of persian foods which is suitable for short stops and serves heavy and complete meals , the othe place which is loacated in the zone citta studi near the meto station piola has a different typology of restaurants and is named " La Taverna Persiana Darcin". This place is a kind of bar/aperitivo which serves persian aperitivo along with persian and non persian Drinks. The atmosphere is more convenient for long stops and its easier for serving foods. Unlike the branch of Bovisa this branch could be a target for both accademic and non-accademic people who would like to enjoy a persian meal also in afternoon and dinner time.

Figure 3.6
La Taverna Persiana
(Darcin) in zona citta
studi of milan.

La Taverna Persiana & Multifunctionality

Besides the range of food and drinks it offers, La taverna persiana also created with the mentality of cultural activities. It for examples offers a service of book reading which customers can read the book put on a special table in a corner of restaurant while they are waiting for their considered food to be delivered.

Potaloqui

portaloqui is the name of another project it is being implemented there to create an atmosphere for its Iranian or non-Iranian customers in order to gain something more than food. The suggestion is to make film festivals in big monitors in different languages in order to make the place more alive. The other suggestion is to play live persian music kind by the musician friends of the Iranian community. These would all make the place more cultural, alive and finally multifunctional.

Figure 3.7

The books are shared for customers in a table, they can also write their testimonies in the notebook.



POTENTIAL COMMUNICATION METHODS

Digital vs. Physical

There are 2 common types of wall boards used for communicating with and delivering the message of the company/service provider to the user. These two ways are the digital screens on walls or single stands or physical screens and manual boards. To select which one is the best to fit the scope and goals of this project it is necessary to investigate each one, draw out the characteristics, study the examples of each, compare the two and finally to decide one over another based on the previous studies.

Digital screens

Digital screens also called digital signage are the screens with usually preinstalled software to deliver some contents to the public or targeted users. some of the most common applications for digital signage:

- Corporate communications - Corporate messaging, management announcements, employee recognition
- Advertising/POP: Enhance the shopping experience by promoting products
- Wayfinding :Efficiently direct people throughout your premises
- Entertainment - Reducing the perceived waiting time and enhancing visitor experience
- Public information ,News headlines, weather, time/date.
- Menu information : Digital menu boards with information on pricing, ingredients and nutritional facts

Some benefits of Digital signing to name is:

- It allows companies to tune the message to the audience.
- It helps making their message more relevant and enables them to communicate with the public in the most targeted way.
- It could be managed from a single location by a managing software.

Figure 3.8

An interactive wall screen for detecting the lights from the

INTERACTIVE



Physical Boards

Physical boards/screens as the other way of communicating with the people/users. One way to use physical screens is by the means of message boards or bulletin boards. Bulletin boards when used in a communities are also called community bulletin boards. Community bulletin boards is a tool for communicating between the members of the community by putting their messages on the board. Some of the characteristics of these boards are as follow:

- They are for the members of the community than the professional costumers of a special company.
- The goal of these boards are not much commercial but more social.
- These boards are easier to make but are more difficult to control becuae the speed of human action is always much less than computer control procedures.
- From financial point of view community bulletin boards cause less expenses to make and maintain unlike the digital screens.

They may seem “small time” or amateur compared to running a TV commercial consider that these bulletin boards are routinely used to rent apartment buildings, sell tutoring services and announce tag sales.

Conclusion

In conclusion, to decide what better fits with the goal of this service, it is better to use the physical wall board instead of digital boards because of the following reasons:

- The project is community-based project and the service is for the students of the community so it is better to used a more community based tool to make them interact with the service and between themselves.
- The service is not highly funded by any organization as sponsors so the elements of the service system must be easily made and maintained in order to prevent high expenses and extraordinary future costs.
- The wall boards as the touchpoints of the service could be only installed in small spaces like the persian restaurants, university

- dormitories, university campuses and etc , therefore, it should match
- with the appearance and spatial characteristics of those place that wouldn't probably very high-tech.
 - These types of boards are usually experienced by students previously so are more familiar and easier for them to interact with and do post the things regularly.
 - Bulletin boards reflect what you feel, what you need and generally the characteristics of the user which in this project are the important factors to deliver.

Figure 3.9
A common physical board for a professional group of politecnico di milano



"TAGHCHEH" PSS

"TAGHCHEH" is a pss that has got its core essentials from the methodological concepts in modern world of user-centered design like " creative communities" and " collaborative services" as mentioned above.

In TAGHCHEH it is specially useful to use these methods because at the base of the service upholding the financial problems start to appear, i.e. there would not be a great financial for this system at the time of doing this thesis , maybe by passing the time it spreads in its financial and material resources. Therefore there is a need to a self-sustainable service that could handle itself by its own limited human and financial resources. To reach this goal the service would be for students, started by them and would be improved and maintained by themselves.

The system would work by the mutual collaboration of all of its active and even the passive members by contributing to the service in a special way. Their contribution would not be to buy a product, pay some money or etc, but by using the service in the form of its physical and virtual touchpoints.

The system would offer mainly to the Iranian students who live in Milan and Italian students who are in contact with Iranian students or want to know more about Iranian culture. By the service Iranians and Italians both have the chance to exchange their culture and help each other in different ways . One important way of introducing the culture would be by the means of gatherings, celebrations specially the cultural events and etc.

The main elemnts of the service are the wall boards in the touchpoints in the considered context and the website that has a complementary role and the service as it is necessary to control some rules and procedures of the system, add some value to it, give more information about it and improve the fidelity of the students as the end users of the service .

PERSONAS

"Ali "

24 years old.

future student in Milan

Background:

He is from Iran, has studied bachelor of Arts in Iran. He Has attended in the Italian courses of the Italian school in Tehran and now is going to continue her education in architecture in Milan.

Goals:

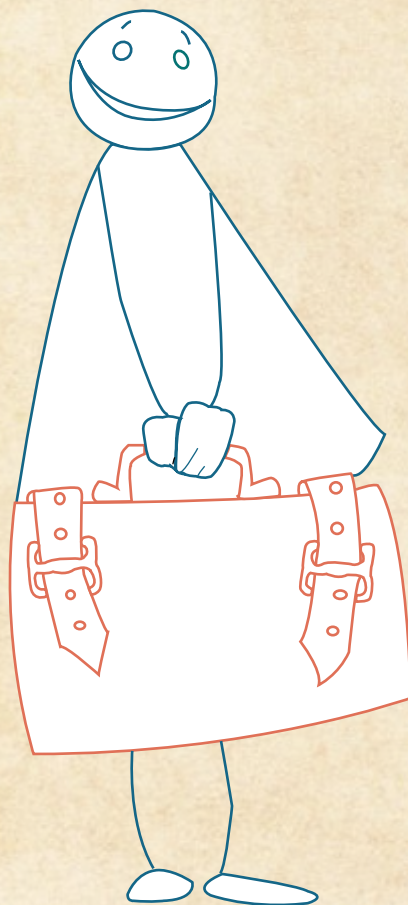
He would like to become an acitive member of the Iranian society in Milan, i.e. he likes to get in touch with Iranian community when she arrives in Milan at fisst and then to find also international friends.

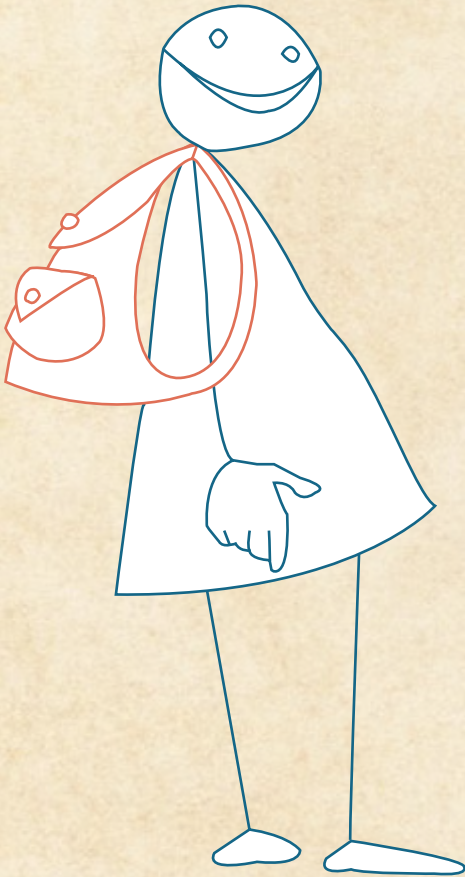
Needs:

He needs to know more about the life and study in Milan. He needs to have some information before departing Iran and many information after arrival to Milan. He needs a platform of Information and human connections to help her to success in doing all the required stuffs.

How did he find about Taghcheh:

He saw some notices about Taghcheh in Italian school and also the Italy's consulate in Tehran and heard about it from the friends who live in Milan.





"Maryam"

26 years old.

Present student in Milan

Background:

She is from Iran, has studied bachelor of Mechanics in Iran. He has been studying in Milan for 3 years . He has been somehow adapted with Italian ambient and is now an active member of Iranian community.

Goals:

She would like to help his community in Milan to promote the persian culture to es.

Needs:

She needs to know more about the life and study in Milan. She needs to have some information before departing Iran and many information after arrival to Milan. She needs a platform of Information and human connections to help her to success in doing all the required stuffs.

How did she find about Taghcheh:

She saw some notices about Taghcheh in Italian school and also the Italy's consulate in Tehran and heard about it from the friends who live in Milan.

"Gabrielle"

21years old.

Present student in Milan

Background:

He is from Italy. He is student of Bachelor of Architecture in Milan. He has a lot of Iranian classmates and has become friend with some of them.

Goals:

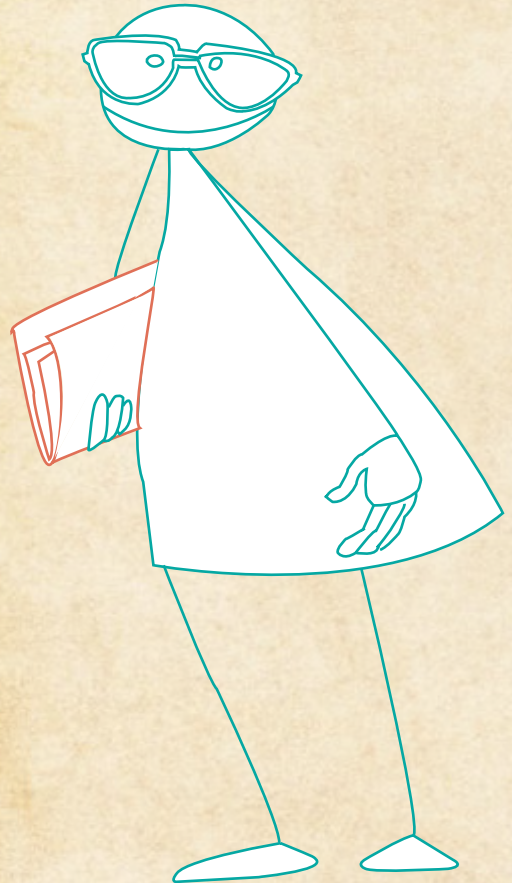
He is interested in knowing about different cultures and peoples. He would like to know more about Iranian culture in order to communicate better with Iranian friends

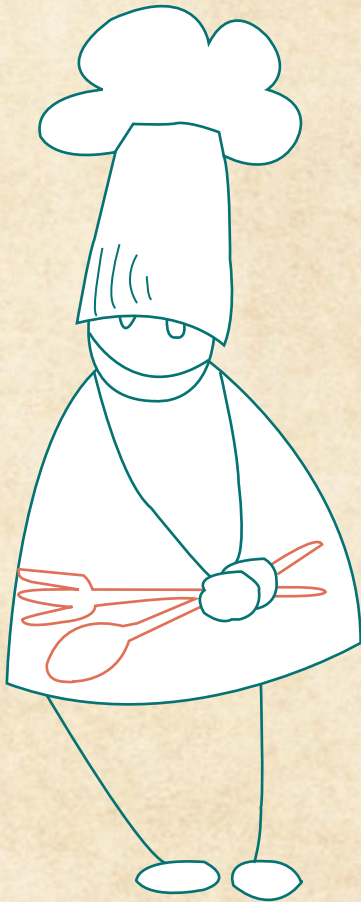
Needs:

He needs to know Iranian that could help him in learning about Persian cultural aspects: language, art, music, cooking, and another interesting aspect of Persian culture.

How did she find about Taghcheh:

She saw some notices about Taghcheh in the university and he also heard about Taghcheh from his Iranian friends and classmates.





"Amir "

33 years old

Working in Milan

Background:

He is from Iran but have lives in Italy more many years, He has a small business as a persian cafe/bar restaurant but as a former student in Milan has still in contact with many Iranian students and families

Goals:

Besides earning money from his business he is very much interested in doing cultural works, making the restaurant multifunctional and communicate with Iranian students

Needs:

He needs to know more about the needs and demands of Iranian community specially the youngs including Iranian and International students in order to hold events in His local.

How did he find about Taghcheh:

He is collaborating with the service " Taghcheh" as his restaurant is one of the touchpoints of the service and he help in managing the board.

"Mina "

28 years old

Recently graduated in Milan

Background:

She is studied in Milan and now is trying to find a work in Milan otherwise return to Iran. She has experiences in cultural programs

Goals:

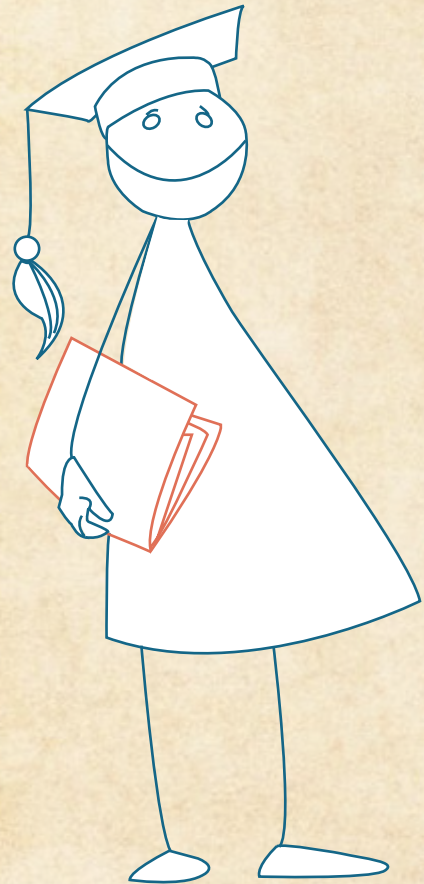
She wants to go back to Iran but she would like to keep in touch with Italian atmosphere so she is looking for a way to stay up to date and also to help her friends who stay in Milan in possible ways.

Needs:

In order to stay up to date, she needs a platform of information from Iranian society and he have to know the needs that Iranian students have in relation with Iran so that she can be useful for them.

How did she find about Taghcheh:

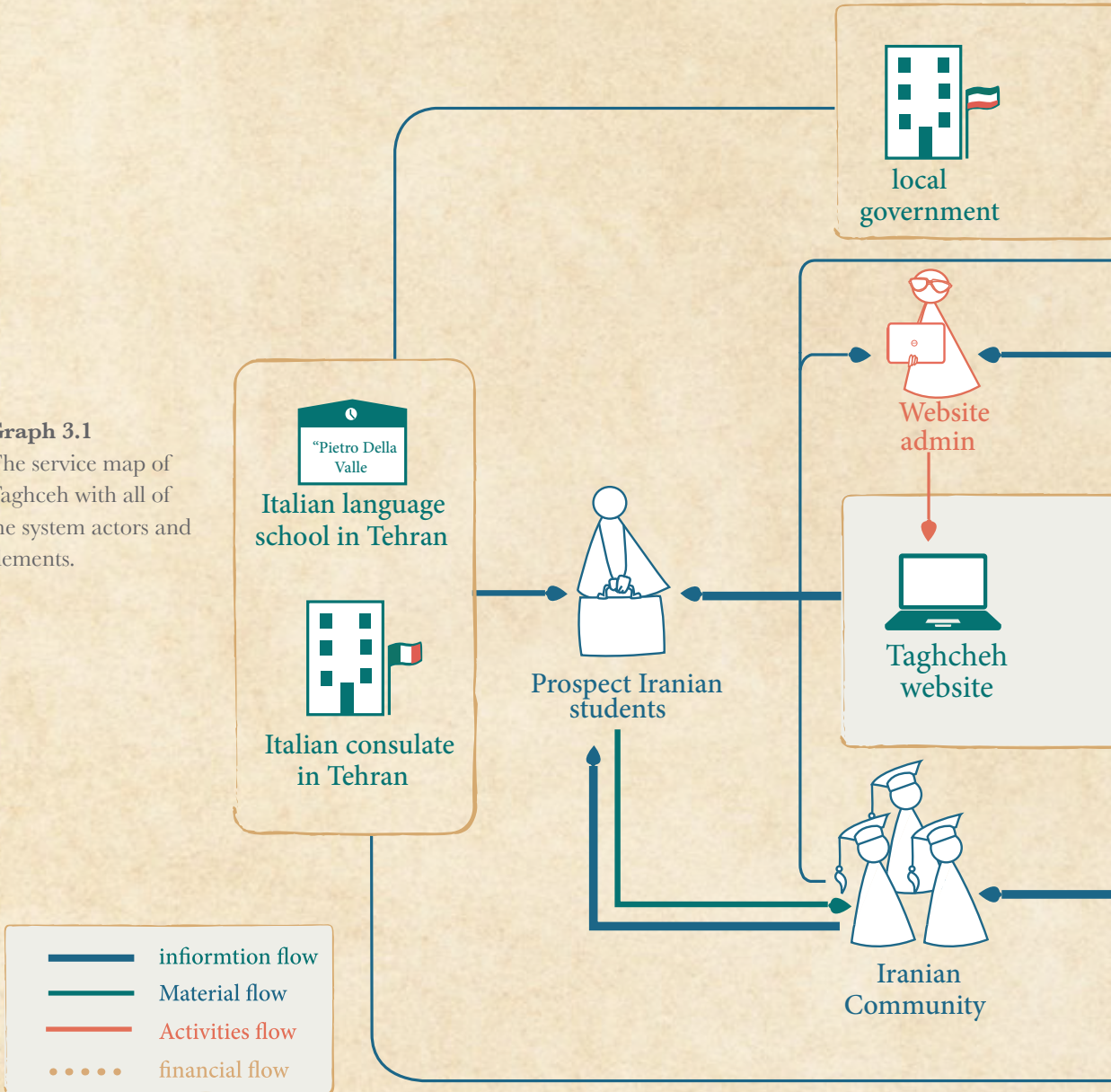
She first found out about Taghcheh on social networking sites and then trough The website of Taghcheh she continued to use the service.

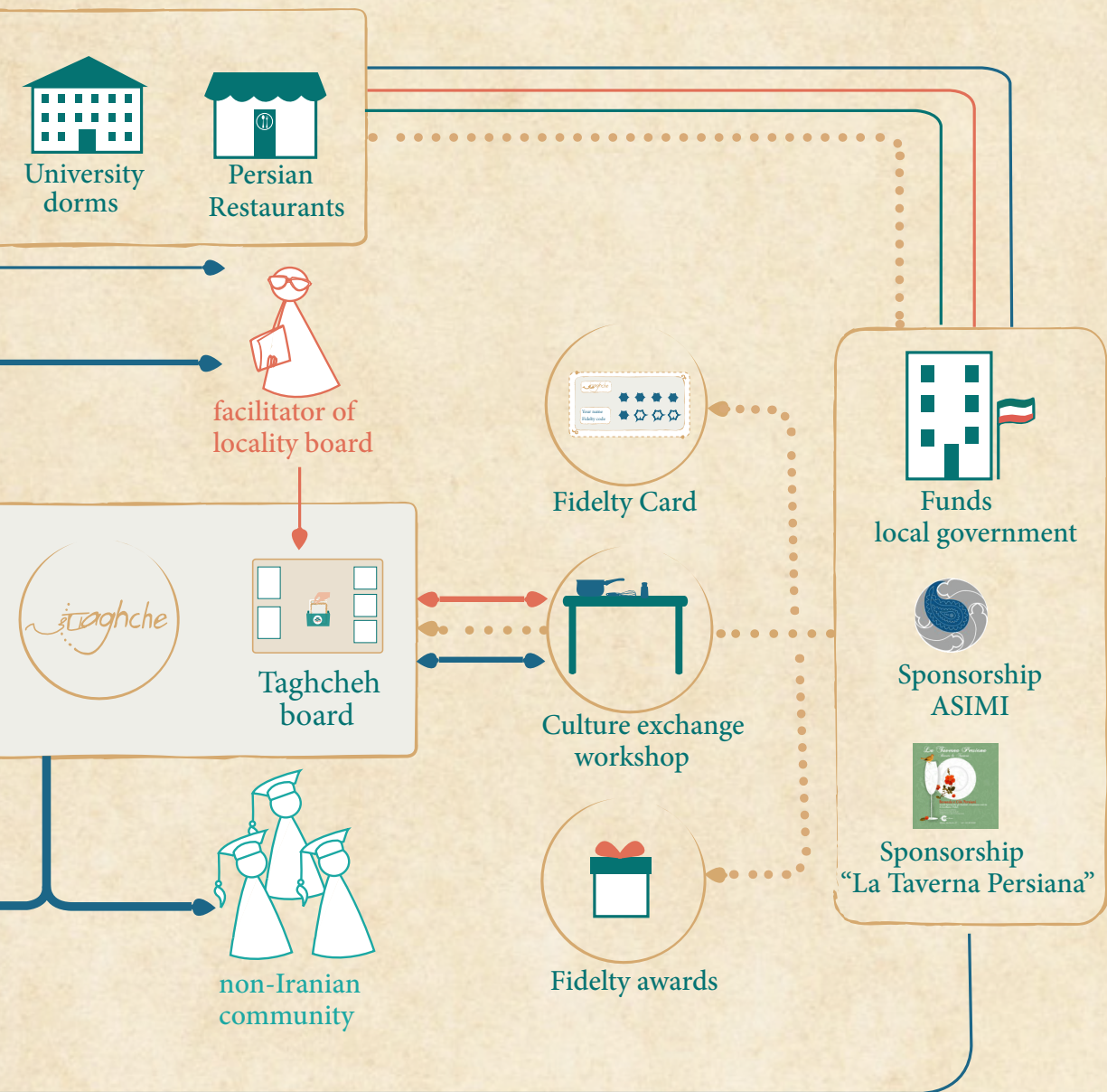


SYSTEM MAP

Graph 3.1

The service map of Taghceh with all of the system actors and elements.

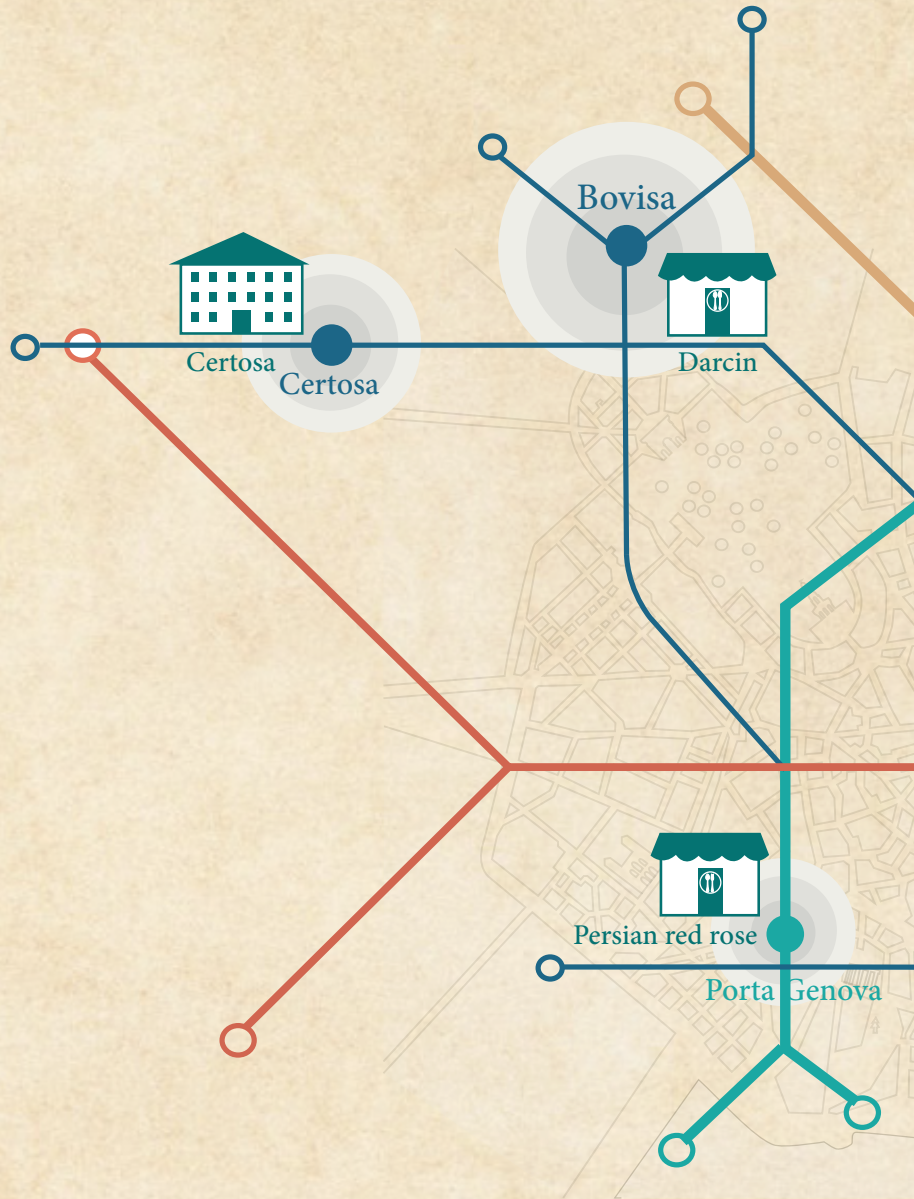
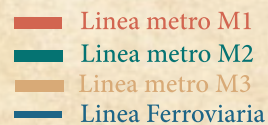


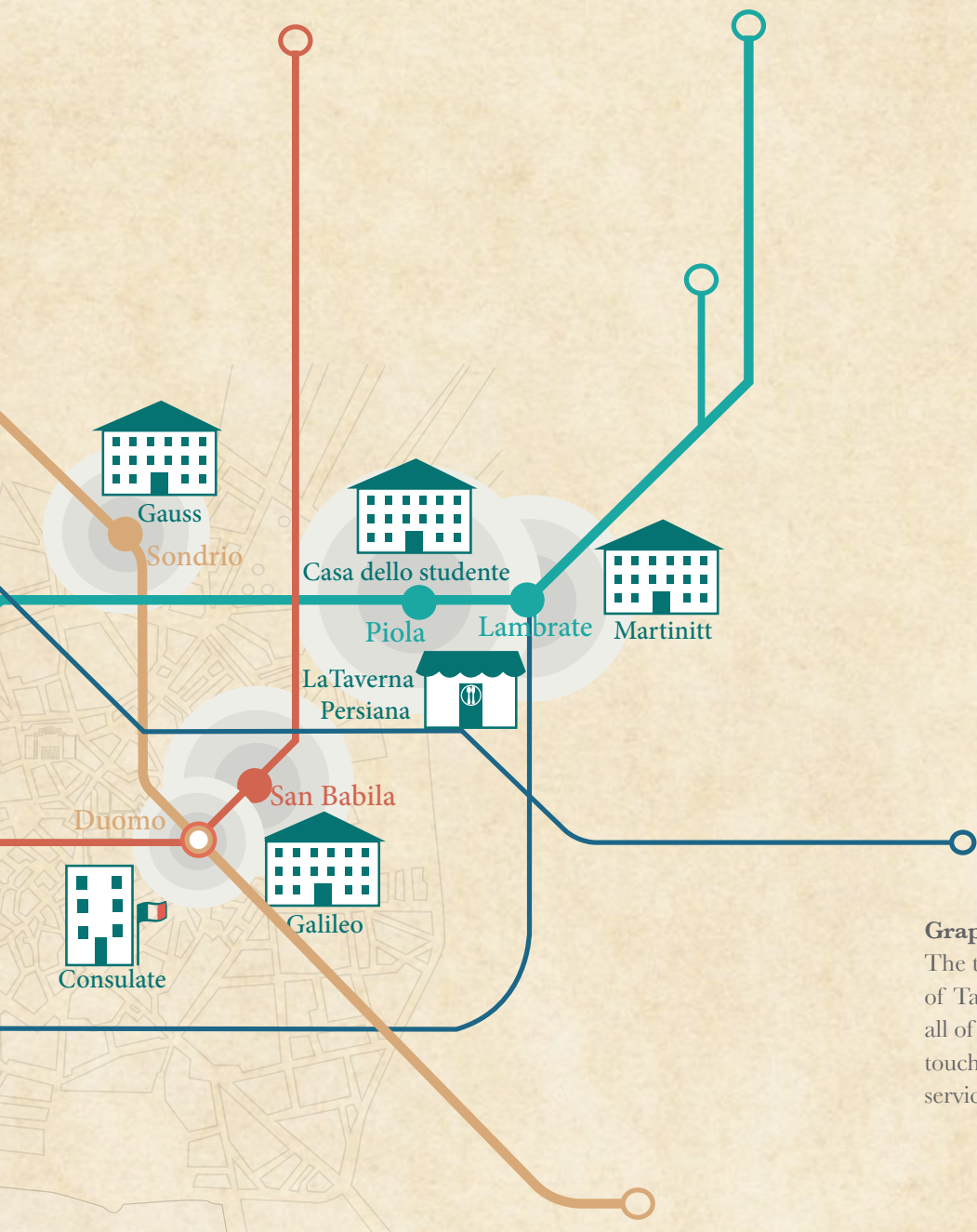


SERVICE TOUCHPOINTS

The touchpoints of the service are two main types :

- Physical that would include all the locations already mentioned as the domain of the context
- The virtual touchpoint that would be the website of the service as an online community that would be discussed later in this chapter.





Graph 3.2
 The touchpoints map of Taghceh showing all of the physical touchpoints of the service/system.

BOARD MODULE LAYOUT

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

1

This wall is dedicated to the community of Iranian students and their foreign friends, we would have a network around Milan, for more information in future visit:
"www.taghcheh.it"

2

این برده اجتماع ایرانیان دانشجویان ایرانی مقیم میلان و دوستان غیر ایرانی آنها تعلق دارد، ما یک شبکه پراکنده در کل میلان خواهیم داشت، برای اطلاعات بیشتر در آینده به وب سایت طاقچه مراجعه کنید.
"www.taghcheh.it"

3 Publish events & news

Housing • مسکن

your name:
your contact:
your text and image:

Language • زبان

your name:
your contact:
your text and image:

Cultural exchange • تبادلته فرهنگی

your name:
your contact:
your text and image:

4 What's up in our community

• Deliver document • ارسال مدرک



• Student jobs • مشاغل دانشجویی



• Currency exchange • مبالغه پول



• Booksharing • اشتراک کتاب و جزوه



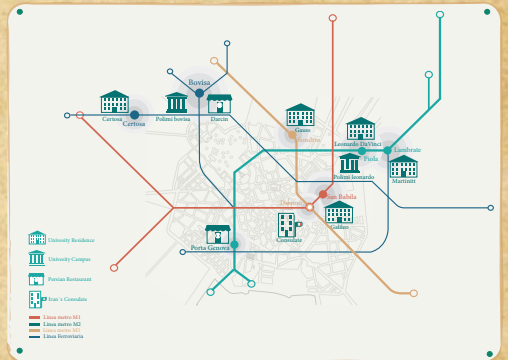
• Free time • اوقات فراغت



• Miscellaneous • متفرقه



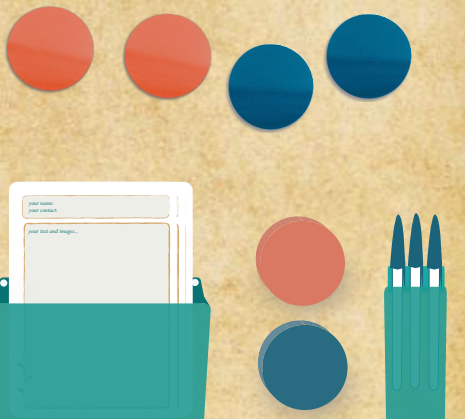
5 Taghcheh boards network



6 Taghcheh service manual



7 share your comments



Board elements



1. Calender of events

The calender is placed on the board in order to let the people inform others of the events that are going to happen in the community. As all of the posters of the event couldn't be placed on the board, the calender gives the space to the users of the service to remind the date of the events to the community. The calender would be updated for each month.

2. Events and News

Beside the calender there is a part dedicated for the users to publish their events and put notices about the news in order to inform the community members of what is going on in the community. Because of the physical shortage of the board space, the posters, flyers, etc can only remain there for a definite period of time and after passing the event date would be replaced by the new ones.

3. The introduction

This part is a very short brief about Taghcheh. It also explains that there would be a website beside the physical board for the users and mentions the website address. The texts is written both in English and Farsi to be understandable for all of the users who would use the board.

4. Categories

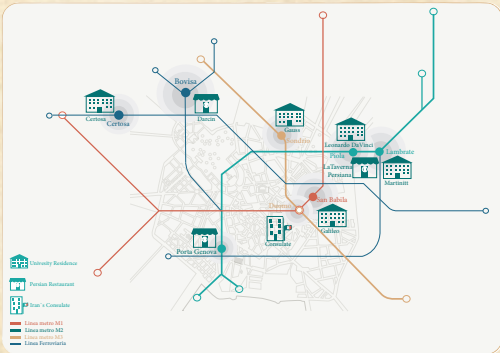
The categories on the board containing icons and titles are based on the categories of the most prevalent needs and issues of the student life of the Iranian students community in Milan. These categories have been come out of the research part of the project. The number of the categories are limited to the only main important one as the space of the physical board is limited.

There is one category specialized for International friends under subtitle of Cultural exchange. By this category Iranian and non-Iranian students can communicate with each other and suggest and request for cultural exchanges.

*This wall is dedicated to the community of Iranian students and their foreign friends , we would have a network around Milan, for more information in future visit:
"www.taghcheh.it"*

این برد به اجتماع ایرانیان دانشجویان ایرانی مقیم میلان و دوستان غیر ایرانی آنها تعلق دارد، ما یک شبکه پراکنده در کل میلان خواهیم داشت. برای اطلاعات بیشتر در آینده به وب سایت طاغچه مراجعه کنید:
"www.taghcheh.it"





5. Boards network

The boards network shows the touchpoints of the service that is placed on the board for giving a better view of the whole service context. Each touchpoint that the board is installed in, is highlighted on the map and the students by this map would be able to detect the ways and connections of the touchpoints better and in case of need, find the other touchpoints more easily.

Why "Taghcheh" ?



چه یکی از عناصر معماری سنتی ایرانی
 آזור خانه های خصوصی ایرانیان در قدیم
 نش زبانی بکلیاچگی اعضای خانواده
 امعه می باشد. طاقچه به این دلیل
 اب شد که هدف غایی این پروژه در
 بقعه است. مثل این است که ما عادت
 روزمره مان را در طاقچه می گذاریم ...

Taghcheh has a functional role for keeping the handy objects available and a way to show the tastes and believes of the house keeper. It is a place that reminds of intimate ambient of an Iranian home and good traditions of solidarity of family and society members. I chose this name because it reflected the soul of my project that is to make a better connection between Iranian community and with other foreign communities. It is like we put our daily habits on the «Taghcheh»: The service space for Iranian students who live in Milan.



6. Service Manual

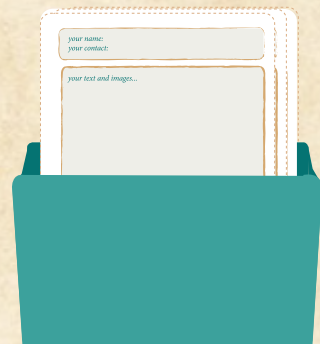
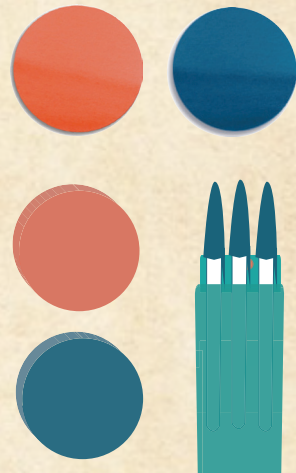
The service manual is a small booklet placed On the board. It start with explaining the philosophy of creation of taghcheh and the terminology. It also has a part for explaining the contents of the board item by item . The other part explains the journey of the users with the service, step by step like a customer journey map.

7. *The comments*

Like every other service there is a part for the users of the service to share their comments ,opinions and suggestions about the board and in general give a feedback about the service. These feedbacks would be really helpful for improving the service as this service really needs the collaboration of the community members to reach its goals at its best.

The students can pick the post-its, write their notes, and put them under the part " share your comments". These comments would be collected , examined and if possible applied in the service.

There is also a pocket in the board containing some papers for the users who don't have the papers with themselves when they want to put a notice on the board. The papers would be also provided on the website and the users can prepare their posts in the digital format, print it , bring with themselves to the board and put in the suitable place.



TAGHCHEH WEBSITE

Online community for students

Alongside the physical board, the digital space have a significant role for the community purposes. The Online community website updated with the board contents gives the students the opportunity to be talk and listen, to inform and to be informed, to share fun with their friends and to exchange their cultures with their non-Iranian friends. . It also gives the small groups and associations to present themselves and to grow more.

In the first page, The users can find some icons that guide them to the most functionally important parts of the webiste, they can choose their language, login if already a member or sign in to discover more .

Italian | Farsi

Home About Membership Profiles Gallery Login Search

• Welcome to “Taghcheh” Community •

Stay in touch with the Iranian fellows in your community and get to know about other cultures

Our Network Discussion forum Activities forum Events and news

Contact us | Terms | Site map | Advertise | Send feedback Follow Taghcheh on f |

Italian | Farsi

Home About Membership Profiles Gallery Login Search

About

“Taghcheh” is the common place of your everyday thoughts , what you put on it is the reflection of your taste, your mood, your need and finally your habits of life in Milan, from this the word “ Taghcheh” came into existence, a symbolic icon of our traditional home , “Meaningful” , “Functional” , “ Common”. The taghcheh story returns to the old Iranian houses that were full of love and honesty. We would like to make a Taghcheh for our city like those we had in the houses of our grandmothers in Iran... You are the ones who can help us in reaching this goal...

Contact us | Terms | Site map | Advertise | Send feedback Follow Taghcheh on f | t

the first page is introducing the concept of Taghcheh, why to choose the name and explains a bit about the Iranian community characteristics.

Italian | Farsi


Home About Membership Profiles Gallery Login Search

Membership


Fidelity Rewards

By joining this community you could also benefit from the little gifts considered in the system as the rewards of your activities and your contribution. Your Friends would give you credit. Collecting some credits, you would have a star. The stars will be collected in your fidelity card , reaching to a definite number of stars you can print your card and go to one of the partner places in Taghcheh system to receive your gift.

You can print your fidelity card g from here. Write the requested info in the provided spaces.



You can pick up your gift at:



Contact us | Terms | Site map | Advertise | Send feedback Follow Taghcheh on f | t

In the part membership, the users after sign in and become member can see more information about the advantages of being a Member and how it works generally.

Italian | Farsi

Home About Membership Profiles Gallery Login Search

Members Profiles

Behzad Khiabany ★★★★★

Architecture student
Politecnico di Milano
Maciachini, Milan

Send message Reward credit Add as friend

Expertise
Architecture science & history of art
Software proficiency: autocad, 3Dmax
Language: Persian, Italian, English
Other: Mathematics, Mechanics of structures...

Community activities
Recent Activities in : Student jobs , Delivering documents ,cultural exchange
Recent posts in The topics: Italian officials
Created events: 2
Attended events: 5
Total credit: 40

Contact us | Terms | Site map | Advertise | Send feedback Follow Taghcheh on f | t

In order to know more about the people of their community, Irainans can visit the profiles part with the information of the users, they can add them as friends, or give them a credit if they have already interacted with them in the service.

Italian | Farsi

Home About Membership Profiles Gallery Login Search

Discussion Forum

Ask your questions and answer to your friends questions in the following posts or make a new post or new topic

create a topic

Topics	Posts	Replies	Latest
Iran official issues	20	50	15/12/2012 08:30 pm
Univesitary Application & visa	30	40	12/11/2012 05:30 pm
Italy's officials	40	40	8/11/2012 09:30 am
Study in Milan	15	20	27/11/2012 11:30 am
Travelling in Europe	5	4	5/11/2012 09:00 pm

popular posts

ISEUU for 2012-13 is arriving ...
by Behzad Tabriz

The new residence rules for foreign students
by Homa Sadatian

The Italian consulate in Tehran suspended visa appointments...
by Maedehzm

I want to know about The new residence rules for foreign students in polimi...
by Sara.b.63

Contact us | Terms | Site map | Advertise | Send feedback Follow Taghcheh on f | t

In the discussions forum, the users can ask their questions and get answers from their community. The categorization of topics are based on the frequent problems but they can add new topics if their questions don't fit into the existing ones.

Italian | Farsi

Home About Membership Profiles Gallery Login Search

● Activities Forum ●

In the considered activities, you can collaborate with your friends in your community to solve your problems and resolve your needs.

[create a category](#)

Topics	Posts	Replies	Latest
Housing	20	50	01/12/2012 08:30 pm
Documents	30	40	01/11/2012 05:30 pm
Language	40	40	10/10/2012 09:30 am
Student jobs	15	20	6/11/2012 11:30 am
Book sharing	5	4	28/11/2012 09:00 pm

popular posts

An Italian language course by a team of Language experts is ...
posted in Language by Amir.S

I have a some art and design books to donate to taghcheh , anyone interested...
Posted in booksharing by Negar abbasi

I suggest to hold a workshop of multinational games in... please vote for this idea to...
Posted in cultural exchange by Maria Ardizzone

[Contact us](#) | [Terms](#) | [Site map](#) | [Advertise](#) | [Send feedback](#)

Follow Taghcheh on [f](#) | [t](#)

The activities forum part is specially dedicated to the needs of the students over than only questions, this part is more interactive , the students can put their demand in the related category or to create a new one if not fitted there.

Italian | Farsi

Home About Membership Profiles Gallery Login Search

● Events and News ●

Coming Events



Portalo Qui!!
 Saturday , December 2, 2012

[Join the event](#)

[Invite Friends](#)

Past Events



Serata di musica
 Friday, November 14 , 2012



Dogme art 1st year anniversary
 Sunday , November 11 , 2012

Calender of events

November 2012

sun	mon	tue	wed	thu	fri	sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Community News

Taghcheh is adding a board of ...by the end of the year...
[see more...](#)

We are on the news of one of the Italian cultural newspapers named...
[see more...](#)

This year Taghcheh is participating in...

[Contact us](#) | [Terms](#) | [Site map](#) | [Advertise](#) | [Send feedback](#)


Follow Taghcheh on [f](#) | [t](#)

Events and News parts is dedicated for the Events and news of inside the community, the student can confirm their presence in the events, invite their friends and also get informed about the what is up in their community


Italian | Farsi

Home About Membership Profiles Gallery Login Search

• Cultural exchange activities •





Upcoming workshops

 Food exchange competition
Sunday, December 9, 2012
Residence Gallileo

Register now Invite Friends

Pending proposals



"Exchange idioms"
Lets have a one day workshop to... Support  Oppose 

Workshop stories

I attended the previous workshop for learning international games, it was such a fun...
by Gabriella Tabanelli

The interesting point about the workshop of international games was that...
by Maryam.z

My Italian friends in the dance competition told...



Contact us | Terms | Site map | Advertise | Send feedback | Follow Taghcheh on  

Under the part of Events their is a special part for the cultural exchange acitivities. This part is to get to know about the other cultures and introduce ours to them. The Users can propose activities and others will votes, the winner one would be done.




Italian | Farsi

Home About Membership Profiles Gallery Login Search

• Gallery •



 Videos  Photo albums

In taghcheh you can share your great moments with your friends inside your community and let the people feel the spirit of your cultural activities through your photos and videos.

Taghcheh Inauguration Dogme art 1th anniversay Masanvi khani last session

Share your Album Upload your video

Contact us | Terms | Site map | Advertise | Send feedback | Follow Taghcheh on  

In the Gallery part, the users can put the photos and videos of their acitivities like events to share the community events visually better to the each other and the non-Iranian friends.

Italian | Farsi

Home About Membership Profiles Gallery Login Search

Our network

University residence
University campus
Persian bar/restaurant
Iran's consulate

Taghcheh network is around milan in the locations where you would see many Iranian students and Iranian facilities .All of the network points are connected and updated with each other . Click on each place to see what is going on the neighborhood board.

La Taverna Persiana
Pesian bar/aperitivo
Via Pacini 27, Milano, Italy
Follow on facebook

Darcin persian food
Pesian restaurant/fast food
Via Pacini 27, Milano, Italy
Visit the website
Follow on facebook

Zaferan
Pesian Alimentaryary
Via tivio, Milano, Italy
Visit the website

Contact us | Terms | Site map | Advertise | Send feedback | Follow Taghcheh on f | t

All the nodes of Taghcheh network are connected in the website and students can find what is going on inside their locality or the other localities and use the other ones in case of a need that couldn't be resolved in their neighborhood

USER JOURNEYS

Journey 1:



Ali is in Italian school "pietro della valle" in Tehran, looking at the bulletin board. He notices the communication about the service "Taghcheh".



He gets curious and wants to find out more about Taghcheh, so he goes to the website and starts surfing inside the website.

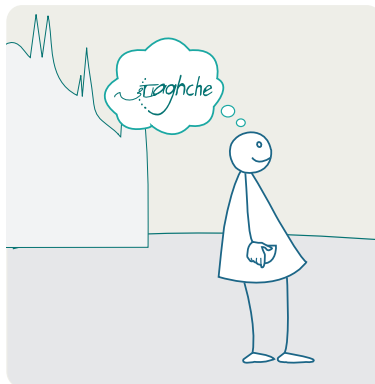


He sees there is a part for delivering documents and notices that Arash needs a document in the time she goes to Milan, in order to help him he sends him a message.

Journey 2:



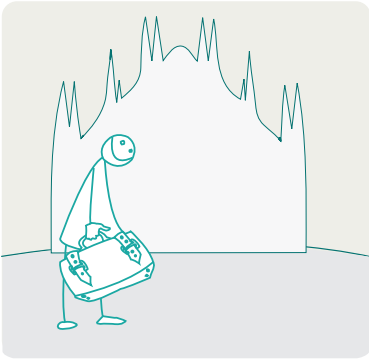
Maryam is in Milan. She has a problem with receiving Euro from Iran, so she is thinking how to get some money soon?



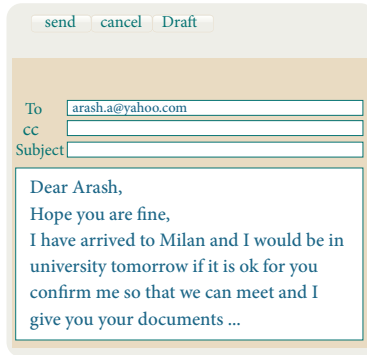
While thinking, she remembers "Taghcheh", so she goes to one of its touchpoints to get some help from the community.



She gets into one of the Taghcheh locals, and then she notices that in the category of exchange money, there are papers.



After some days Ali arrives to Milan while he has also Arash's documents in his luggages.



After getting out of the bar he sends an email to Arash to arrange a meeting in order to give him his documents.

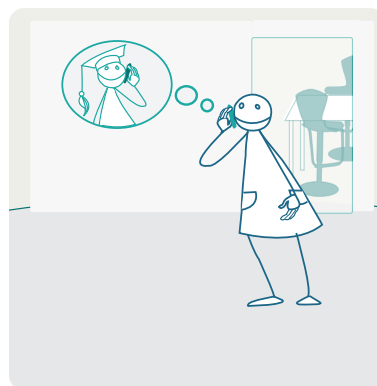


In university campus they meet and Ali gives Arash his documents and they understand they are in the same course so maybe Amir can help Ali in his lessons ...

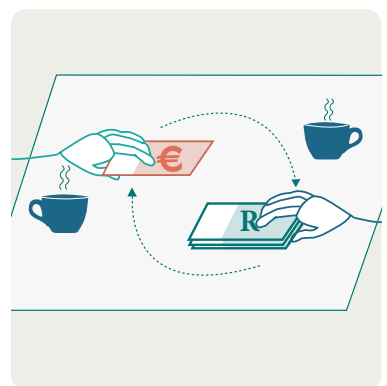
Name and contact : Mina , 345268509
Title and Date of post: Exchange mon
Date of post expire(if possible): 1/12/20

Your text and images...
 I want to exchange some Euros for Rials , I need Rials because I am returning to Iran, Is there anyone who needs euros in these days so we can...

She starts reading the paper, and undestands that Mina wants to exchange her euros for Rials. She remembers She has brought some Rials from Iran.

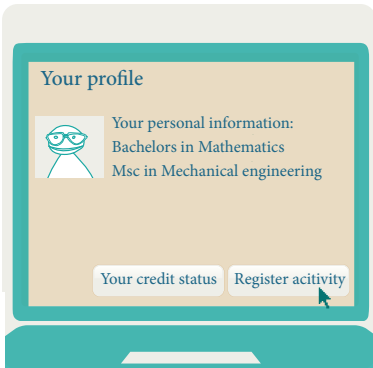


After getting out of the bar she makes a phone call to Mina to arrange a meeting in order to exchange their currencies with each other.

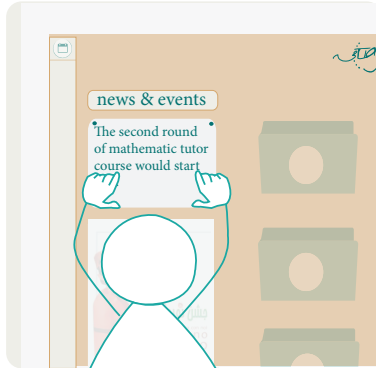


They make an appointment some days after, exchange their money, have a drink together, become more acquainted and a new friendship starts...

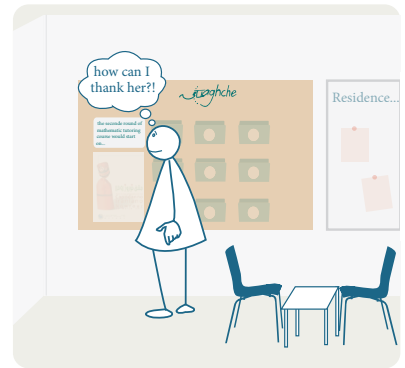
Journey 3:



Sara formed a mathematics tutoring class. She wants to share the experience with other students so she puts a notice in the website and register her activity in her profile



As she lives in dormitory, she also puts a notice about end of the first round of classes and the start of the second one in Taghcheh board in the entrance hall of the dorm.

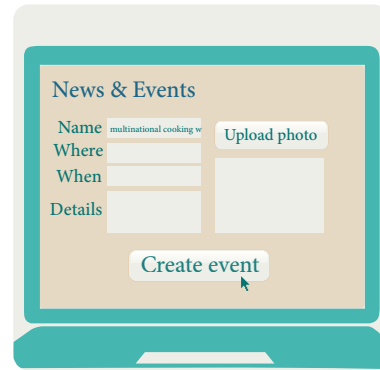


Pouya lives in the same dormitory and attended in Sara's tutoring classes and he is very satisfied about the results. when he sees the notices he decides to thank her.

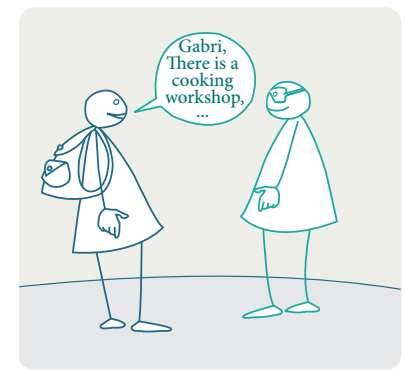
Journey 4:



Amir wants to create a multinational cooking workshop in order to exchange cultures with non-Iranians. He puts the event on Taghcheh calendar.



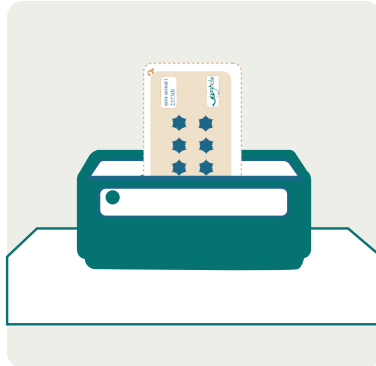
He then makes an event in Taghcheh website in order to inform the community and invite them to attend.



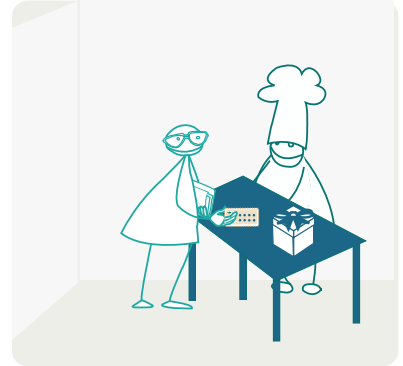
The communication of the workshop also goes on by word of mouth by the students to their Iranian or non-Iranian friends.



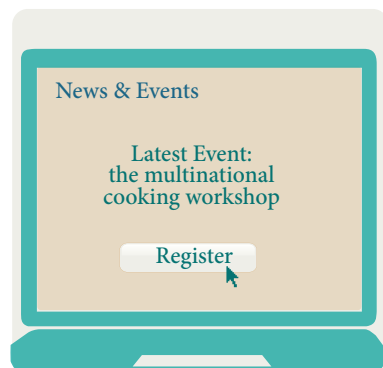
He goes to the website and visit sara's profile and notices there is an option that he can give he vote/credit. He record his vote for her.



After some days, Sara again goes to the website and visits her profile in order to check her credits. She find that she has acquired a lot of credits and is awarded a gift voucher



She prints her gift voucher and by that she can go to the sponsors of Taghcheh to receive a gift as a reward of her fidety to the system.



The members of the community then go to the website to register for the workshop.

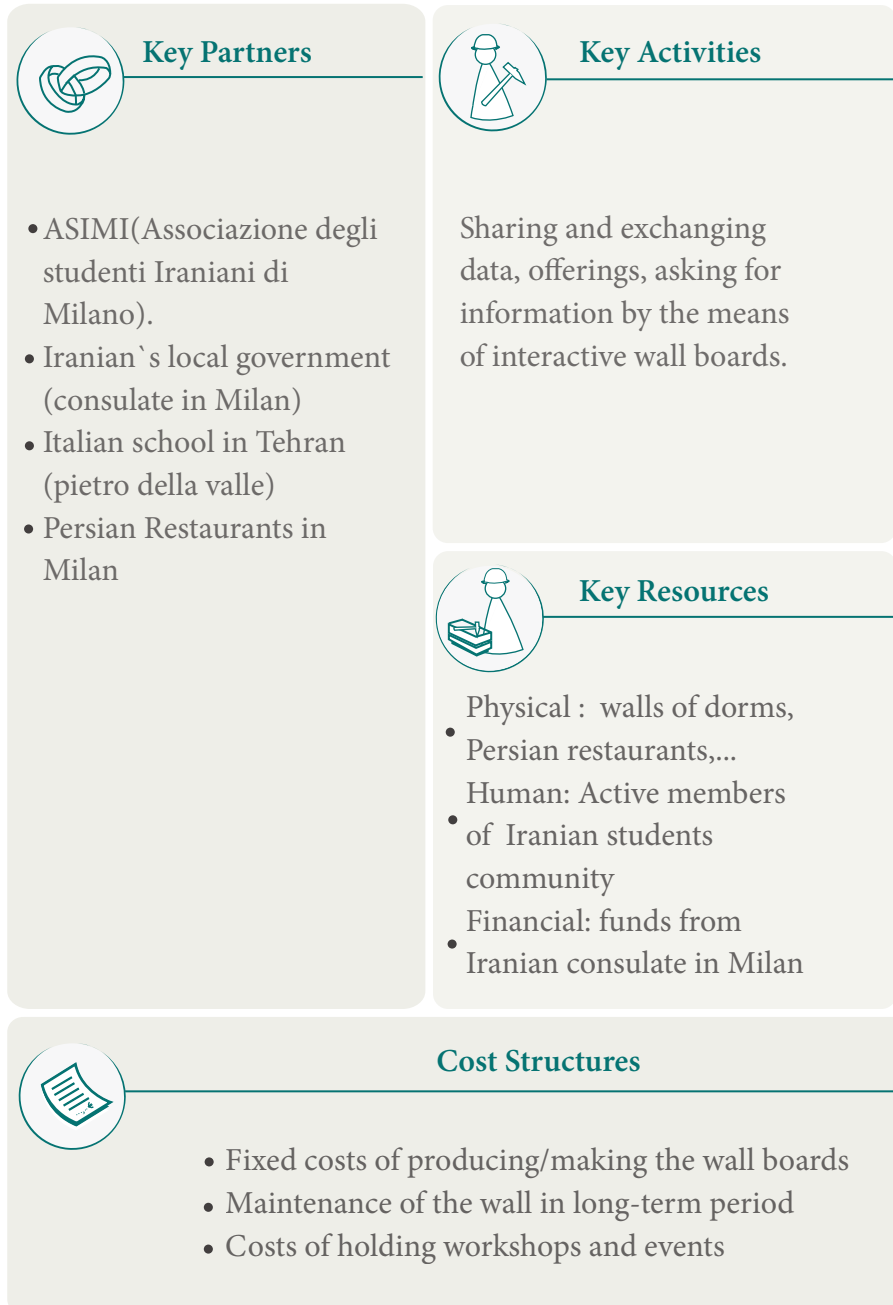


On the day of the workshop students from different cultures start cooking their cuisines in order to exchange and compete in the workshop



They cook under the supervision of the workshop holder and he judges them after on, they eat the foods, chat and they make friendships and the story goes on...

BUSINESS MODEL CANVAS



Graph 3.3
The Business model Canvas of "Taghceh" service



Value Proposition

Resolving the common needs of Iranian students within their community by the collaboration of themselves.



Customer Relationship

- Inter-community relationships to solve each other's problems
- co-creation of the students for making new ways of interaction with the service/system.



Customer Segments

Community of Iranian students and/or non-Iranian students who are in contact with Iranians and interested about the other culture.



Channels

- Physical wall board
- Website
- Community of people



Revenue Streams

- Selling the physical boards to the localities for the internal use
- Charging the Iranian business owners for the advertisements on the site(and also the physical board)

PROTOTYPING

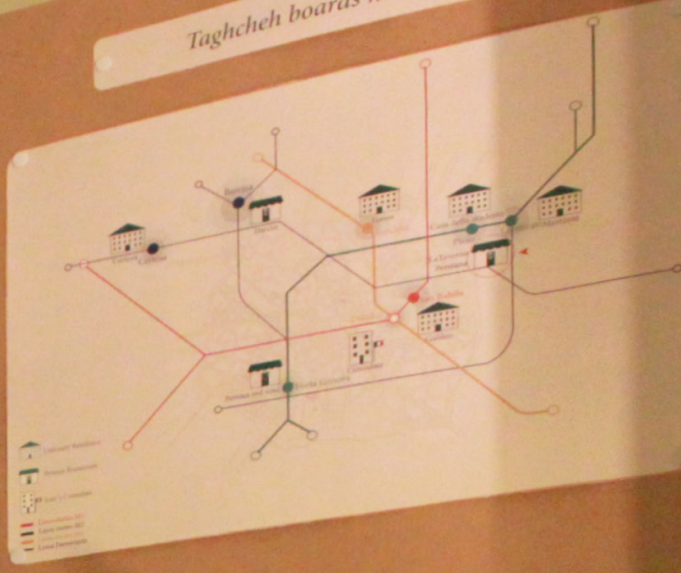
"Prototype early and often, making each iterative step a little more realistic. At some point you are likely to experience that wonderful "Ah ha!" feeling that comes with a creative leap, but that is only an indication that you have moved forward in the detail of the aspect of the design that you are focusing on right then. "

Designing Interactions

Figure 3.10
The prototype of
Taghcheh installed in
"La Taverna Persiana"



Taghcheh boards network

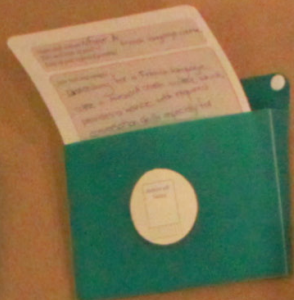
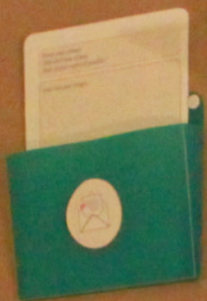


Taghcheh

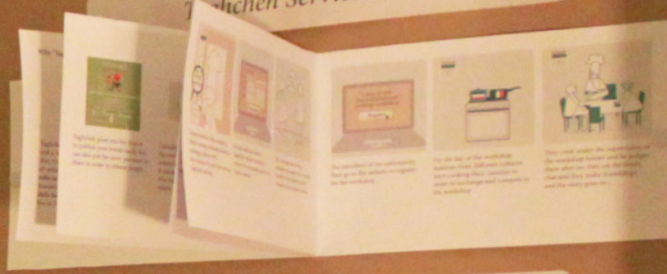
What's up in our locality?

Student jobs • مشاغل دانشجویی

Deliver document • مدارک

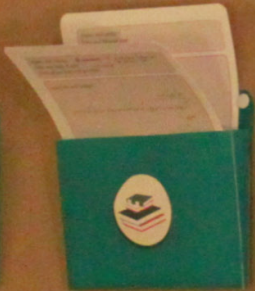


Taghcheh Service Manual



Bookshelves • قفسه کتاب و مجوز

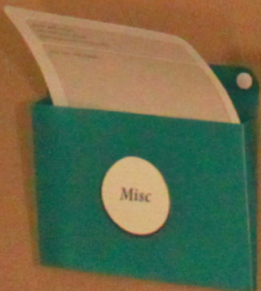
Language • زبان



Share your comments

Free time • اوقات فراغت

Miscellaneous • متفرقه





Feedback from Users

After the prototyping phase of the project and presenting it to the users of the service that would be mainly Iranian students and some of their international friends, some feedbacks were taken from the comments like the following points:

- Some of the students asked for adding the category of Travel in the categories of the wall.
- Some students suggested that in the papers, it is better if a title is added to show that the post is belonging to which category, this makes easier the future process of collecting and archiving the posts.
- Some of the students wanted to know that if it is possible to add the Italian titles for the categories, their concern was that maybe some Italian friends couldn't understand the English titles very well.
- Another comment was about the calendar, they preferred to have a calendar in all of the months or minimum the next month. They believed that it gives the opportunity to the event makers to notice about their events that is on the first days of the next month from several days before.
- A question was if there would be any connection between the physical boards with the website of Taghcheh and if any how would be the connection, for example they would like to know if the posts on the board should be updated the same on the website or ...?
- The other debate was about the papers supply that if there would be always the papers to write for people there on the board or if they should provide it by themselves.

Analysing the results:

after analysing the feedbacks, it is noticed that the comments are about the details, i.e. small errors are to be solved, few details are to be added in some parts of the boards, some points are to be cleared out better. All of these could be done and the service could be revised without a special major change in the appearance or functions of the board and in the whole the service system functionality.

Figure 3.11, 3.12
The board in two closer views with some interactions.

FUTURE SCENARIO

"Taghcheh" is an introductory project in the field of foreign communities. As this project is from students and for the students it could be applied and expanded to the students of other foreign communities in Milan or anywhere else in the world who want to have a more connected, powerful and interactive community and finally want to live a happier life in a foreign country. One scenario for the future of this service system could be a pervasive space for different International students to communicate about their community inside and outside of its borders. A wall that gives space to all of the foreign students community would give them a chance to get familiar with other countries and cultures.

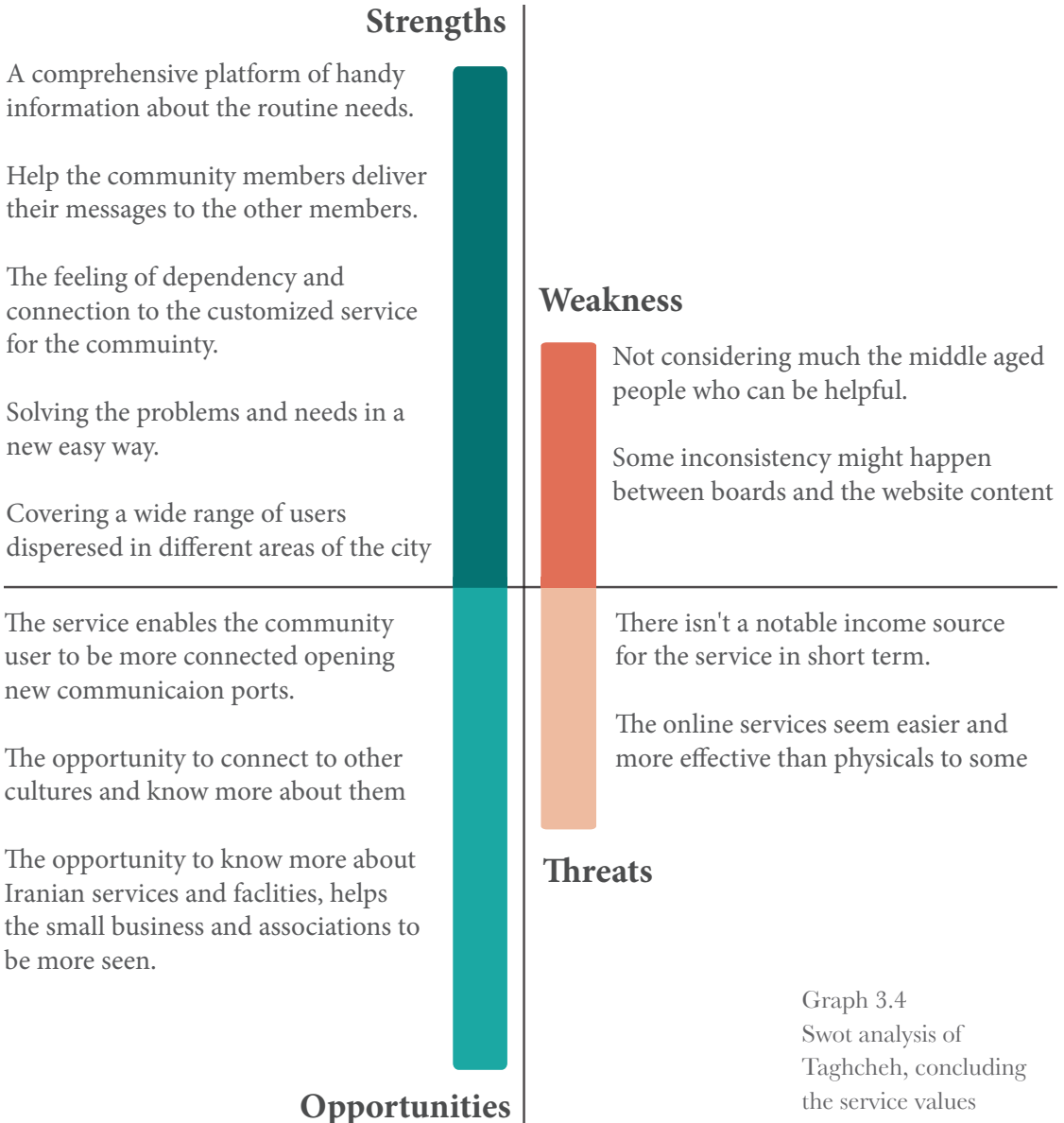
Figure 3.13
The international wall with posters from different countries



Another predictable future for the service would be the digital screens. Obviously with the moving of the system into forward and growing the acknowledgment about it, there would be stronger sponsors, more funds and more involvement of the users. The obtaining financial support can gradually results to a switch from the physical boards to the digital screens in more suitable spaces for the more important usages. One of the benefits of these digital screens would be the better and easier coordination of the service system elements, i.e. the boards, website and other digital applications if any. The other benefit would be that the digital screens specially the touchable ones are more interactive and in other words fascinating for the users.



SWOT ANALYSIS



Graph 3.4
Swot analysis of
Taghcheh, concluding
the service values

CONCLUSIONS

Milan is second home for us; the Iranian students who are far from our motherland and for many other foreign students who have chosen Italy as their second home. For really feeling at home we need good fellows, mutual help and understanding and finally a warm atmosphere so that we can pursue our studies in the best way.

I believe that Taghcheh could help us in reaching this goal as from one point of view it helps us in handling our problems in forms of small daily issues to the bigger ones. From another point of view, it helps us in being united, to collaborate for having a better society and to grow friendships.

Taghcheh is a young concept that could be improved and expanded by the passing of time. In the near future when people of Milan specially the Iranian students know more about the service and it becomes acquainted , the interactions with the service would start to boom fast and it will become gradually an inseparable part of every students life in Milan.

After a while that may take few months, the people would start to become active members of the community/service and would find strong identities . The informations would be gathered ,recorded and archived and we would have a reliable platform of necessary informations for Iranian students and whoever wants to know more about the Iranian society.

Combining the interesting aspects of the physical layout with the digital space would make this service more and more useful and appealing for its users.

Adding the persian features like the option of having Language Farsi and Italian would lead to cover wider range of users and make it easier to use.

Finally, Taghcheh is the result of being an Iranian students and a designer who has lived in Italy for several years. The mix of my background with my professional attitude guided me to design Tagcheh, something for the people who I belong to in the place where I live in.

Life is like a journey and in this journey we are not alone we need companionship. I believe in this sentence and for this belief was that the idea of Taghcheh started to form.

APPENDIX/INTERVIEWS

Survey from Iranian students in Milan

1. What was your problems in the first days of arrival in Milan, do these problems exist anymore?
2. How much do you use the facilities that Universities of Milan are provided for international students? do you think they are enough?
3. Have you been able to easily make relationships with other Iranian students who live in Milan?
4. How is your relationship with the Iranian families in Milan? have you ever got advantage of these relationships to solve the problems of yourself or your friends?
5. Are you informed of the Iranian events in Milan like the national festives, cultural events,.. ?If yes how do you evaluate them and if no could you please declare your reasons?
6. Other than the cultural facilities are you informed of the other facilities like the exhibitions, concerts, performances, seminars, etc, and do you use them?
7. How is the communication of these events? For example if they are usually through internet like facebook, ,, or from the traditional way of word of mouth?
8. In your opinion what are the shortages of the community of Iranian students in Milan?
9. How did you communicate with your new ambient, Italian people and your International classmates(specially Italian friends)?
10. Your non-Iranian friends how much know about Iran and Iranians culture and issues? Have you tried to make them familiar with your culture ever? if yes how and if no why?
11. Have you ever been associated with the Italian families? How was their behaviour with you as a foreigner? Do they know about the Iranian community here? Are they interested to know more about your country and culture?
12. If there is supposed to be done something specialized for Iranian students who live in Milan what do you prefer to be done?

Some samples from the survey answers

"Behzad Tabriz ",
30 years old , Politenico di Milano

1. The biggest problem in the first days was the inadequate information about the student life in Milan and the official procedures for applying for scholarships,...The next was about finding house. The emotional problems are missing family and friends,now thanks to the relationships we found we get more information and the situation is better.
2. From the university facilities for international students I know only about the student groups like Erasmus network and the Italian Language course
- 3.The first year was a bit hard then through the Iranian festivals, the university environment and then football games I knew more people.
4. I know an Iranian doctor who helped me a lot in one health care issue
5. I participate in the Iranian events as much as I can, regarding to the shortage of facilities of Iranian students here, I think they are good.
6. I have only used the Persian facilities like Darcin and La Taverna Persiana and I only refer to the consulate for the officials .The other places, either I didn't find any need or I didn't go because of the high prices.
7. The communication is often through Facebook or by friends
8. I think the mostly problems of Iranian students are rooted in the time before arrival to Italy that they don't know much about the place they are coming to . The other problems are understanding lectures in Italian courses, housing, job, loneliness,...
9. I knew my Italian friends in university, they were mostly my groupmates in the courses.
10. My Italian friends just know few things about Iran like green movement, Ahmadinejad,.. I try to describe my culture by talking about

Iran's issues, history and bring them to the persian festives.

11. I know few Italian families, their behaviour was really great although they didn't know about Iran much but they were very interested to know more and askemd me alot of questions.

12. I prefer to have more cultural and educational facilities.

"Sahra Mohammadi "

24 years old, Politecnico di Milano

1. We were faced with the housing problems and that there was no one to help us. The other problem that was common for many of us was about DSU scholarship who noone was to help and I unfortunately missed . The emotional problems were from beginning and still exist for me, I am specially very dependant to my mother.

2. The only facilities of universities are the scholarship and dorms, The other one is the Italian language courses that maybe helpful for foreigners.

3. I know a lot students because I am outgoing and also the persian events helped me to find them.

4. I don't go to the non-students gatherings because their gatherings are not very pleasant for students and we are from different types.

5. I participate in the events for being together but the festives could be held much better and more acceptable.

6. Yes I know about all of them but maybe only once a year I use the Iranian airline agency, the other facilities I use is the supermarket, I don't go much to restaurant because I make persian food myself at home. I don't use carpet stores because I have not bought carpet here.

7. Mostly by the friends I get to know about the events but sometimes also by facebook I get informed about them.

8. What we miss here is to support each other more in different cases.

9. Normally first we have talked with each other then we have found each other in the facebook and then the relationship have continued like this.

10. Some of the non-Iranian friends when they hear Iran, they think of us as Arabs, for some others their first mental imagination about Iran is Ahmadinejad. Some people who knew some Iranians from before know more about us. We usually enter to the discussion about Iran with them through the foods, then we show them some pictures from Iran, then we invite our friends to come to Iran if they are interested to

11. Yes we had relationships with one Italian family that they had such a lot of information about Iran that they went to Iran for a visit. Generally they were kind with Iranians and like Iranians a lot. The other people I have seen are more or less like this.

12. In my opinion the educational work would be better because we have to progress in educational fields as we have come all this way here to educate better.

"Homa Sadatin"

28 years old , Accademia di Brera

1. I think that generally whoever immigrates would face with emotional problems, because of the emotional links to his/her root country it causes the feelings of nostalgia and sometimes maybe even leads to lose the relationship totally. When you lose your relationship you try to replace it fast and this false decisions may hurt you. Immigrants are naturally more vulnerable and the hurt probably hurts more and these all leads to the whole trauma"

2. I think the best help of university for foreigners is the issue scholarship but it is process and keeping it for next years is stressful.

3. I found many good friends accidentally. I got friends with my flatmate and I became familiar with Asimi guys by the exhibition I held in Milan.
4. I have an old friend that is from Milan, but I have a relative in north of Italy that helps me a lot because of the family connections.
5. Yes they are good, I am satisfied.
6. No I don't use other facilities.
7. I inform about them through Facebook.
8. I think the biggest problem about Iranian society here is that Iranian people are almost like a colony that are always together, this causes them not to learn Italian language and culture very well.
9. I couldn't find non-Iranian friends yet, they are all in level of acquaintances not friends.
10. Unfortunately because of language inproficiency I couldn't communicate with Italian friends about Iran much.
11. No I haven't had a lot of encounters with Italian families here.
12. I prefer something cultural, for example it could be easily made a little library with the books that Iranian students bring with them from Iran

"Narges Torabi "

32 years old , Accademia di Brera

1. Normally most of the students face with housing problems when they arrive, I didn't have this problem thanks to my connections, I didn't have emotional problems because from ten years before coming to Italy I have lived in other city than my city in Iran so I got used to that. But I faced problems for getting permesso di soggiorno and Carta di Identita because I was not proficient in Italian. Now still I have some problems but in different form...

2. Our academy facility is only mensa card and some exhibitions, the price of student trips are , the good point is because the atmosphere is more artistic, the professors and students make better relationships.
3. It is not difficult to know other Iranians here thanks to the student associations and their events, or by the common friends, but my close friends are those who I knew from Iran for example the ones who I got to know in Italian language school in Tehran.
4. Unfortunately I only know a persian family who live in torino but I am sure if they lived in Milan I could get many help from them as they helped me alot in the first days of arrival
5. I participate in some of the events but mostly in the concerts of my favorite musicians to support them and enjoy their art.
6. I almost know about all of the Iranian facilities, I use restaurant, the airline agency and consulate services.
7. I get to know about events by the facebook and also friends.
8. As I know students can easily find part time jobs in other countries but in italy is not like this, so the students don't have any marginal income.
9. The Italian people are friendly people, maybe it is not very easy to find close friends but is easy to communicate with them
10. Between my Italian friends there are only 2 people that know about iran happenings, I have always tried to introduce Iran in the best possible way that I know, I talk about our rich culture, our old civilization and etc..
11. I have had relationships with some Italian families, they didn't know anything about the Iranian families here but their behaviour with us as foreigners were really admirable.
12. I prefer some works in social fields.

Bibliography

Brugnoli, Gianluca,(2004) "La progettazione web. Il design per la rete tra esperienza e interfacce., POLI.design, Milan, Italy

F.Churchill, Elizabeth & Nelson, Les, "Interactive Community Bulletin Boards as Conversational Hubs and Sites for Playful Visual Repartee, Palo Alto Research Center"

Manzini, Ezio & Jegou, Francois, (2008) "Collaborative Services. Social innovation and design for sustainability." Edizioni POLI.Design, Milan,Italy

Meroni, A., (2007) " Creative Communities. People Inventing Sustainable Ways of Living" , Edizioni POLI.design, Milan, Italy

Meroni, A., Sangiorgi, D., (2011) "Design for services", Gower

Moggridge, Bill, (2007) "Designign Interactions", MIT press, USA

Sabahi, Farian,(2007) " UN'ESTATE A TEHERAN", Laterza, Roma-Bari,

Saffer, Dan, "Designing for Interaction", New Riders, Berkeley, USA

Stickdorn, Marc & Schneider, Jakob,(2010) "This is service design thinking", BISpublishers, Amsterdam, Netherland

Vezzoli, C., (2007) "System design for sustainability", Maggioli Editore

Vianna, Maurício &Vianna, Ysmar &K. Adler, Isabel &Lucena, Brenda & Russo, Beatriz," Design thinking. Business innovation", MJV press

Webliography

<http://www.istat.it/>

<http://www.iranicaonline.org/articles/italy-xiii-iranians-in-italy-2>

<http://www.tuttitalia.it/lombardia/provincia-di-milano/statistiche/cittadini-stranieri/repubblica-islamica-dell-iran/>

<http://www.asifirenze.org/pagine/main/main.htm>

<http://www.casadellaculturairaniana.com/>

<http://www.arcibellezza.it/>

<http://www.easymilano.it/>

<https://neighborland.com/>

<http://www.adtraxion.com/digital-signage/why-use-digital-signage>

www.alefba.it

<http://www.romamultietnica.it/it/iran/associazioni-iraniane.html>

<http://www.youtube.com/watch?v=u4LVpaSFkfc&feature=related>

<http://ref.kodoom.com/>

<http://www.topuniversities.com/italy/italian-students-abroad-and-international-students-italy-recent-trends>

<http://www.spontaneousinterventions.org/>

<http://www.facebook.com/groups/Asimi/>

<http://www.persianredrose.it/>

<http://www.scuolaitalianatehran.com/sitoeng.2/istituto/engistituto.htm>

<http://www.darcinpersianfood.com/>

<http://en.wikipedia.org/wiki/Kilim>

<http://edu.blogs.com/edublogs/2012/01/design-thinking-2-immersion-dont-give-students-a-problem-to-solve.html>

www.dogme.org

List of figures

Figure 1.1. "Naghshe jahan square", "Enamel work", "The ceiling work" at Isfahan from <http://www.flickr.com/photos/horizon>
"from an old house sash" from <http://www.flickr.com/photos/kamiar>
"Arabigraphy" from <http://www.tumblr.com/tagged/persian+calligraphy>
Miniature of a persian dancing girl from <http://www.facebook.com/groups/385869188150154/>

Figure 1.2. "Piazzale Ferdowsi" from <http://www.flickr.com/photos/mehrad/6296503095/>

Figure 1.3. "Crazy Days of Tehran" from <http://www.flickr.com/photos/8251265@N07/7176225224/>

Figure 1.4. "Immigration" from http://www.anvari.org/cols/Artistic_Photos_of_Iranian_Women.html

Figure 1.5. "Persepolis" from <http://sf.funcheap.com/city-guide/5-french-wine-cinema-class/persepolis-post-21/>

Figure 1.6. "Fuochi del mercoledì" from <http://www.facebook.com/photo.php?fbid=183779665069867&set=o.345026307981&type=3&theater>

Figure 1.7. "Shahrzad" from <http://unioncitylibrary.wordpress.com/2012/03/15/haft-sin-the-library/>

Figure 1.8. Rug ideas from <http://www.flickr.com>

Figure 1.9. "Haft -sin" <http://www.facebook.com/photo.php?fbid=195323280582172&set=oa.10150647727287982&type=1&theater>

Figure 1.10. A Nomadic Iranian girl http://fouman.com/Y/Picture_Farsi-Charmahal_Bakhtiyari_Girl_Carpet.htm

Figure 1.11. "Una Separazione" from <http://www.cineama.it/cineamazine/2011/09/05/una-separazione-distribuzione-2-0-su-cineama/>

Figure 2.1. Street performance by Iranian students, from "Aitak moody"

Figure 2.2. Annual cultural show by Iranian students at UCLA <http://www.farhang.org/photo/9th-annual-culture-show-6/prev?context=user>

Figure 2.3. The Facebook page of Asimi from <http://www.facebook.com/groups/Asimi/>

Figure 2.4. "Deising thinking" from <http://innovationbrazil.com/aboutus/>

Figure 2.5. "Design thinking for social innovation" from <http://www.ideacouture.com/blog/optimism-from-social-innovation/>

Figure 2.23. Aperatureasy from http://www.easymilano.it/?page_id=5526

Figure 2.24. Arcibellezza from <http://www.nuok.it/milan/milan-ma-che-arci-bellezza/>

Figure 2.25. eyeCanvas interface from "Interactive Community Bulletin Boards as Conversational Hubs and Sites for Playful Visual Repartee"

Figure 2.26-2.28 .Neighborland stickers and street board from <https://neighborland.com/>

Figure 2.29. "Q-100 Scavenger hunt photos" from <http://fingonenative.blogspot.it/search/label/bulletin%20boards>

Figure 3.1. An old persian house from <http://www.magiran.com/npview.asp?ID=2183692>

Figure 3.2. "Persian kilim" from <http://www.ichtohost.com/tabid/13149/language/en-US/Default.aspx>

Figure 3.3. Inside of an old house in west khorasan(a state in Iran) from <http://birjandpic.persianblog.ir/اجتماعی>

Figure 3.4. A view of politecnico di Milano from <http://www.polinternational.polimi.it/photogallery/>

Figure 3.8. Interactive wall from <http://mimelight.com/>

Figure 3.9. Common board from <http://www.wevux.it/wp-content/uploads/2012/05/3.jpg>

Figure 3.13. International wall on the falls road from <http://www.janmary.com/2011/08/house-swapping-transatlantic-visitors.html>

All the other images and photos are taken and belong to the author Maedeh Ziaei Moayyed.

