

# Briefing for Digital

Jamie Steane

Northumbria University

[jamie.steane@northumbria.ac.uk](mailto:jamie.steane@northumbria.ac.uk)

[jamiesteane.com](http://jamiesteane.com)

[@jamiesteane](https://twitter.com/jamiesteane)

# What is digital design?

Digital design is a catch-all phrase that usually spans interaction and moving image projects.

There is no definitive skillset but it includes both User Experience and Visual Design.

# Discuss Share Create

## **Format**

We are going to spend about 30 minutes on each activity. We Discuss, I Share, We Create!

# Discuss

Why are we here?

How important are digital briefs?

Benefits and challenges?

# How important are digital briefs?



D&AD New Blood – A low proportion of digital projects and even fewer digital stands.

“Great ideas are great ideas...  
they’re independent of media.  
So as long as students are taught how to  
generate good ideas they don’t need to  
learn new digital skills.”

– Design Academic

It’s an interesting thought but is this true?

The screenshot shows the Aquent website with a navigation bar at the top containing links for 'WHY AQUENT', 'HIRE TALENT', 'FIND WORK', 'GAIN SKILLS', 'BLOG', 'CONTACT US', 'LOG IN', and 'I NEED TO HIRE NOW'. The main content area lists six job opportunities:

- Lead Visual UX Designer (Hybrid role) Central London**  
Posted by Mandeep Brar
- Web Developer - Creative Agency - Circa £28k Zone 1**  
Posted by Michael Thorpe at Vitamin T, a division of Aquent
- Creative Designer £27k –£30k Weybridge, Surrey/Clapham**  
Posted by Emily Braham
- Senior Interaction Designer Canary Wharf**  
Posted by Emily Braham
- Product Designer/Interaction Designer - 11 month contract Central London**  
Posted by Emily Braham
- UX Designer - minimum 12 weeks West London**  
Posted by Emily Braham

The sidebar on the right features a section titled 'FREE TRAINING' with an illustration of a laptop displaying code and a dollar sign. The text reads: 'We provide free online training so that you could learn new technologies and explore new approaches within the digital and creative space. By teaching only in-demand skills actively sought by our clients, we ensure that our courses offer a practical path to interesting job opportunities.'

At the bottom of the page, a cookie notice states: 'We have placed cookies on your computer to help make this website better. You can [change your cookie settings](#) at any time.' A checkbox option reads: '[X] Don't show this message again'.

## Design recruitment websites

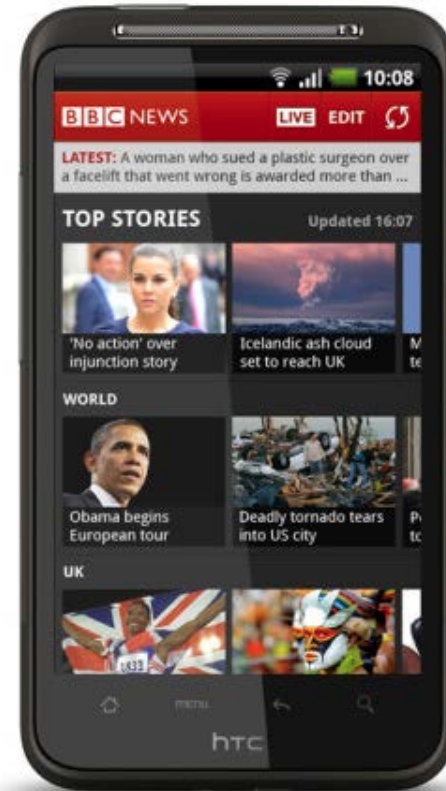
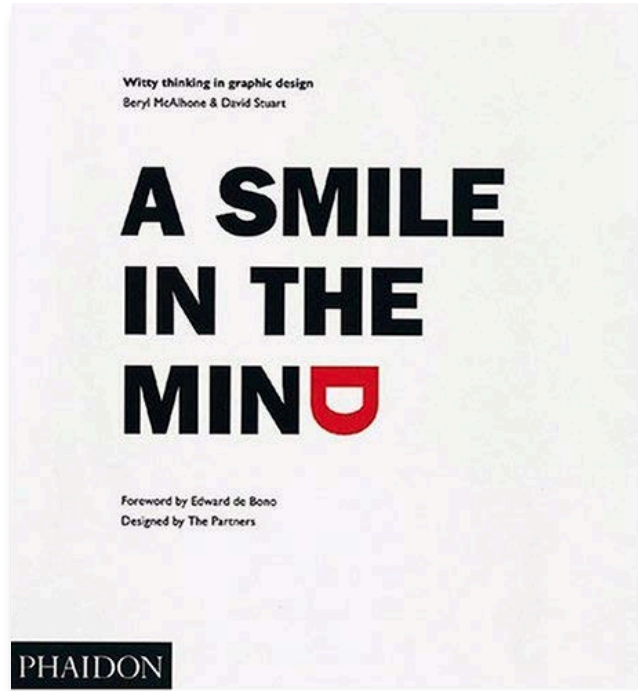
There are a very high number of digital job opportunities...



“We’re now starting to employ industrial design graduates in preference to graphic designers for branding positions because today we’re designing brand experiences rather than messages and they appear to understand this better.”

– Creative Director from a leading international branding agency

**Digital projects give graphic designers new research and design process tools to better value user experiences**



## Immediate messages vs. lasting experiences

Ideas are valued differently in digital and need developing using alternative methods

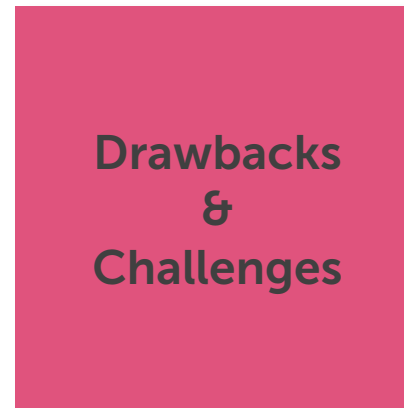
# Task! \*?\*

Break into small groups and identify **the benefits and challenges of digital briefs.**

Write each one on a post it note.

We'll then place them on a 'big brief'!

**Time 15 minutes!**



## **Labelling**

Place post-it notes on the 'Big Brief' next to the section its most closely associated with.

# Share

A number of digital projects that deal with some of the benefits and challenges identified.

# New for Old

First Year 12 week brief  
introducing branding and web  
publishing.

# Brief & Requirements

In this exciting module you will be required to design a **visual identity and develop a website** for a **fictitious new business** in Newcastle. The aim of the module is to introduce to the world of web publishing, which is a key subject for interactive design.

To complement the **web design and development skills learnt**, your visual design knowledge and skills will be advanced through the **creation of a visual identity and branding guidelines** for your chosen business.

You may choose a vintage clothing or upcycling shop, upmarket soup kitchen or cycle repair shop & cafe. The name of the business, its brand values, location and what it sells is up to you.

1. **A sketchbook** showing evidence of your design research and development.
2. An e-book in PDF format that contains your **visual identity brand guidelines** and **your website information architecture**.
3. **A published working website** that contains a selection of key pages that represent the main content areas and important functions of the site.
4. **A3 portfolio boards** that show your visual identity design and screenshots from your web design. This sheet must be both printed and in PDF format



## Integrated

The module brief demands that a student produces an integrated solution rather than a single media – more realism and greater context to their design.



# Timetable

Week 1 | Tuesday 20.01.15 | 3hrs

**Module Briefing & Introductory Lecture**

Week 1 | Thursday 22.01.15 | 3hrs

**Introduction to Branding**

Week 2 | Tuesday 27.01.15

**Designing Marks**

Week 2 | Thursday 29.01.15

**Developing Marks**

Week 3 | Tuesday 03.02.15

**Creating stationery elements**

Week 3 | Thursday 05.02.15

**Designing Guidelines**

Week 4 | Tuesday 10.02.15

**Design Development**

Week 4 | Thursday 12.02.15

**Visual Identity presentation**

Week 5 | Tuesday 17.02.15

**Intro to Information Architecture**

Week 5 | Thursday 19.02.15

**User experience**

Week 6 | Tuesday 24.02.15

**Website Structure**

Week 6 | Thursday 26.02.15

**Wireframing (Directed Learning)**

Week 7 | Tuesday 03.03.15

**Visual Design**

Week 7 | Thursday 05.03.15

**Visual Presentation**

Week 8 | Tuesday 10.03.15

**Introduction to HTML5**

Week 8 | Thursday 12.03.15

**Introduction to CSS3**

Week 9 | Tuesday 17.03.15

**CSS3 Workshop**

Week 9 | Thursday 19.03.15

**CSS3 Workshop**

Week 10 | Tuesday 24.03.15

**Creating Forms**

Week 10 | Thursday 26.03.15

**Adding Interactivity**

Week 11 | Tuesday 21.04.15

**Simon's Lasercutting class**

Week 11 | Thursday 23.04.15

**Self-Directed study.**

Week 12 | Tuesday 28.04.15

**Development presentation**

Week 12 | Thursday 30.04.15

**Preparation for Final Presentation**

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## Web development

Only a third of the module is dedicated to web development



### Week 04 | Designing Identity Guidelines

Enabled: Statistics Tracking

Attached Files: designing-identity-guidelines-v01.pdf (1.529 MB)

The lecture and resource covers the following topics:

1. Why do we need guidelines?
2. What should they include?
3. How do we create them?
4. Where can I look for further inspiration?

You can view a simple brand guideline example and template from the following web page:

<http://imjustcreative.com/logo-identity-guideline-template-for-download/2010/04/15>



### Week 03 | Identity Development & Brand Touchpoints

Enabled: Statistics Tracking

These tutorial videos will help you develop your identity and produce a number of brand touch points such as business cards, letterheads and compliment slips.

- [01-logo-overview.mp4](#)
- [02-logo-create-outlines.mp4](#)
- [03-logo-detailing.mp4](#)
- [04-logo-typeface-selection.mp4](#)
- [05-logo-typeface-selection-part2.mp4](#)
- [06-logo-typeface-detailing.mp4](#)
- [07-logo-complimentary-typefaces.mp4](#)
- [08-logo-colour.mp4](#)
- [09-logo-brand-touchpoints.mp4](#)
- [10-logo-presenting-touchpoints.mp4](#)
- [font-checker.ai](#) (Handy template)



### Week 02 | Branding Exercise

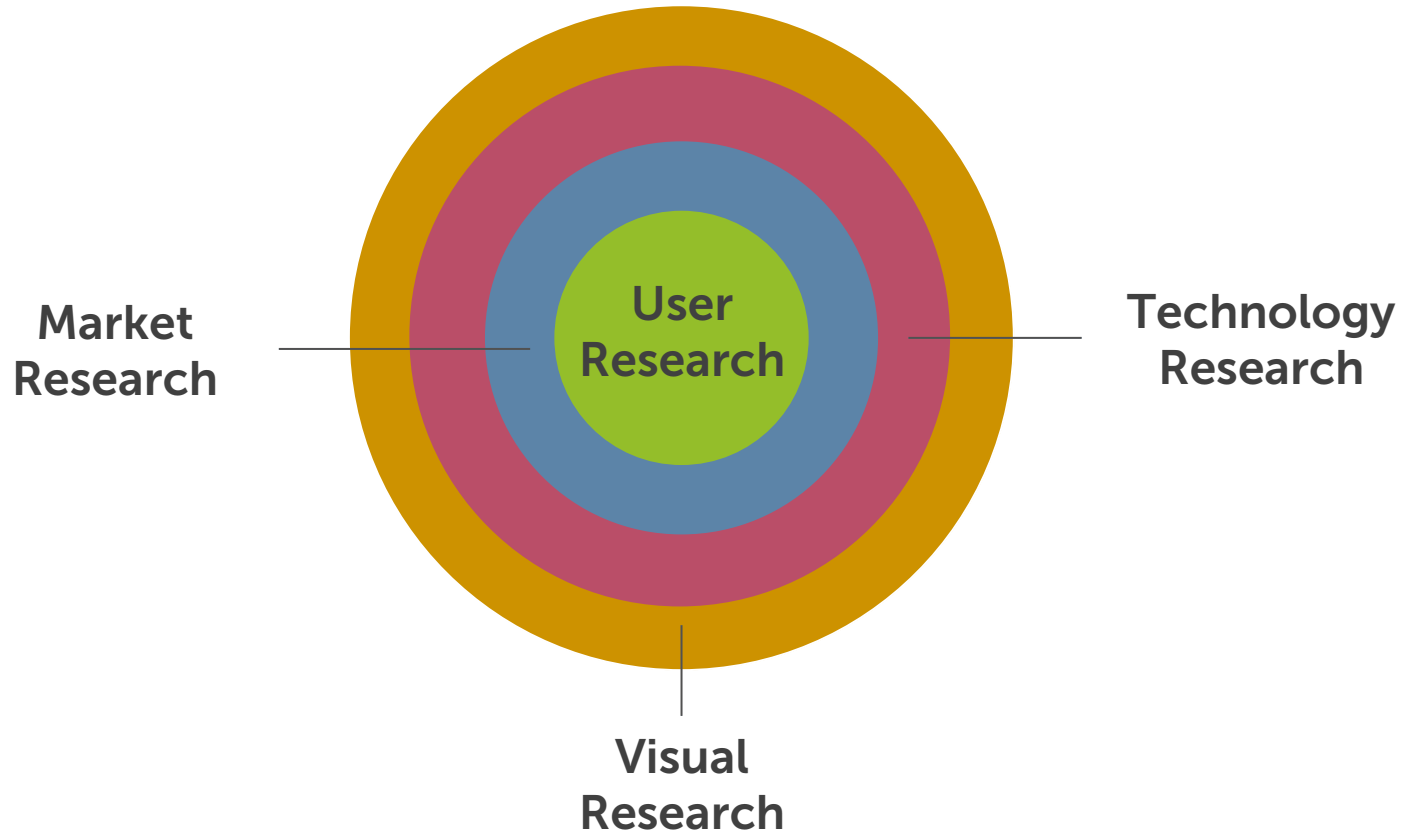
Enabled: Statistics Tracking

Attached Files: Brand\_generation\_2014.pdf (471.135 KB)

## Resources

The module relies heavily on Blackboard online tutorials and exercises for students to undertake at their own pace.

# Research for Digital



# User Research Methods

- A Day in the Life
- Co-Design
- Contextual Interviews
- **Customer Journeys**
- Cultural Probes
- Expectation Maps
- Focus Groups
- **Personas**
- **Scenarios**
- **Interviews**
- Mobile Ethnography
- Photo Ethnography
- Relationship Mapping
- Shadowing
- **User Stories**
- Visual Anthropology



Information Architecture For The Soup Company

## 2.0 Goals

### What are the goals for The Soup Company?

- To provide exquisite and high quality gourmet food for the community
- To offer an extremely high quality service that customers would return back to
- Create a rustic and friendly atmosphere for customers to enjoy
- Be the first gourmet soup restaurant to open in Newcastle Upon Tyne
- To expand the business to other areas of the country
- Create a working environment where each employee can work as a team member, with clear goals and high standards that benefit everyone

### What are the goals for website?

- To improve interaction with existing and potential customers.
- Entice new customers to the restaurant to enjoy the dining experience
- Entice existing customers back to the restaurant
- To allow customers to make reservations

### What are my personal goals?

- To create a high quality restaurant offering only the best food
- Create a successful business running locally
- Provide to the local community in a positive way
- Create a friendly restaurant that can become the new 'hot spot'

### Why might people want to visit thesoupcompany.com?

- To read through information about the restaurant
- To make a reservation
- To read about the restaurant's history and awards

## 3.1 Scenarios



Drew is a 38-year-old male who works as a marketing director. He lives in Newcastle by the seaside in his apartment with his fiancée. Drew loves to keep his English heritage at the forefront of his appearance, which he cares a lot about. Although this is the case, Drew loves the finer things in life which he has worked hard. He loves taking exotic holidays with his fiancée and willing to stay at peak physical health. Drew enjoys eating out with his fiancée at local rustic restaurants around Newcastle that serve healthy but hearty meals.

He surfs the web for restaurants that he may visit in Newcastle with his fiancée. Drew likes to view the websites so he can get an understanding of what the restaurant will be like, and of what quality the food will be. This includes looking at the menu to see what dishes are available and some images to the food available.

Upon visiting the website Drew will swiftly and navigates to the 'Menu' webpage. He finds himself greeted by an array of food and drink options for him to expand and close easily for him to view. The options include: Veggie Soups, Meaty soups, Toasties & Sandwiches, salads & sides and Drinks. Drew likes the menu webpage as it is easily accessible and he can easily see what is on offer and how much everything is. The added option for him to download the menus also enabled him to keep the menus for future reference which Drew liked.

## 4.5 Competitor analysis



### Aesthetics

- Aesthetically the site is beautiful, there is a subtle pattern used on the background
- The website is incredibly simplistic, but provides an extremely elegant feel
- A lot of space is used even for the line height of the text which adds to the elegant personality of the website
- I believe the font and the font colour have been effectively chosen and work well with the site

### Navigation and usability

- The navigation is unconventional, each link either takes you up or down the single webpage
- The usability of the site is incredibly easy
- When navigating the animation used is truly graceful
- JavaScript has been used for when navigating the user to the selected link

### Content and structuring

- Structure wise the site is dissimilar to the usual layout
- The website is one fluid vertical scrolling page and is broken up into sections
- The content is quite diverse with a lot of pure script in use
- There are few images on the site as not to clutter the background and cover the pattern
- There is a lot of information but not too much as to discourage the user from reading the text
- The menu has been carefully designed and no PDF version is offered to the user

<http://www.fifteen.co.uk>

## 6.2 Design

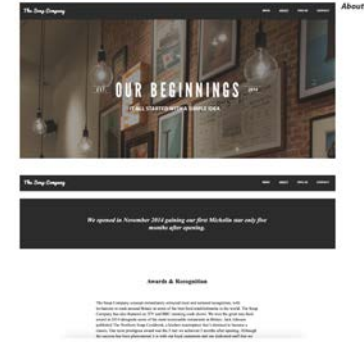
### Concept two



### Description

An overlaid and unified navigation bar will be centre aligned on the home page. Once the user scrolls down, the webpage will come up and cover the cover image and navigation bar (see sketch 2). This allows the user to be submerged in all the content both scrolling up and down before scrolling to the top to access the navigation bar. This will not occur on other webpages, other pages will possess a fixed navigation bar as opposed to the one used on the home page. There won't be a site title on the header page, the company logo will sit in the centre of the navigation links. Although a site title will be used on the fixed navigation used on the other webpages of the website. To enhance the use of multiple images and a wide variety of content will help the user become submerged in the website.

## 6.6 Design



Information architecture process  
Incorporates structured user and market research techniques

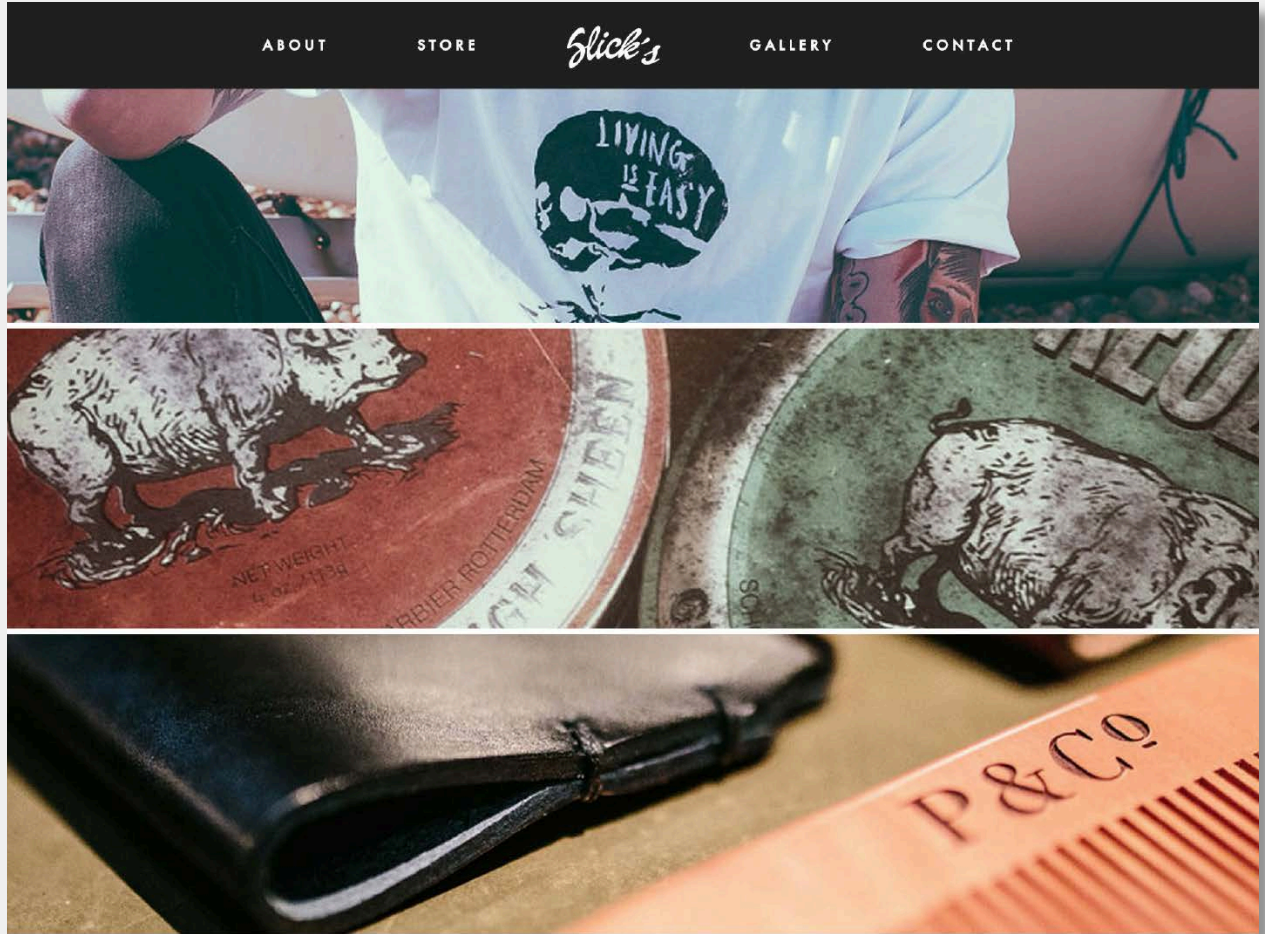
Briefing for Digital Workshop  
Jamie Steane

De-Brief Symposium 09/09/15  
Graphic Design Educators' Network

```
4  html      {
5      width: 100%;
6      height: 100%;
7      padding: 0;
8      margin:0;
9  }
10
11  body      {
12      background-color: #625140;
13      width:100%;
14      height: 100%;
15      position: static;
16      padding: 0;
17      margin: 0;
18
19  }
```

## Hand coding using free editor Adobe Brackets

Steeper but more effective learning curve – 'its not programming its coding'!



## Engaging results

Students rose to the challenge. They had the intellectual capacity to understand complexity, so focused on the application of their crafting skills with confidence.



# Paper | Pixels

Sketch Books  
Mark Making  
Writing Scenarios Drawing  
Sketching Layouts &  
Wireframes  
Selecting Paper Samples  
Lasercutting

Illustrator  
Photoshop  
InDesign  
Balsamiq (Digital Wireframes)  
Brackets or Coda (Coding)  
Filezilla (FTP)

# Life After Snapchat

Collaborative App project with  
agency R/GA (8 weeks)

# Brief & Requirements

## *The Background*

Youth is one the most elusive and, arguably, lucrative audiences to capture. They set and break trends, generate and kill buzz, spark and abandon markets.

## *The Ask*

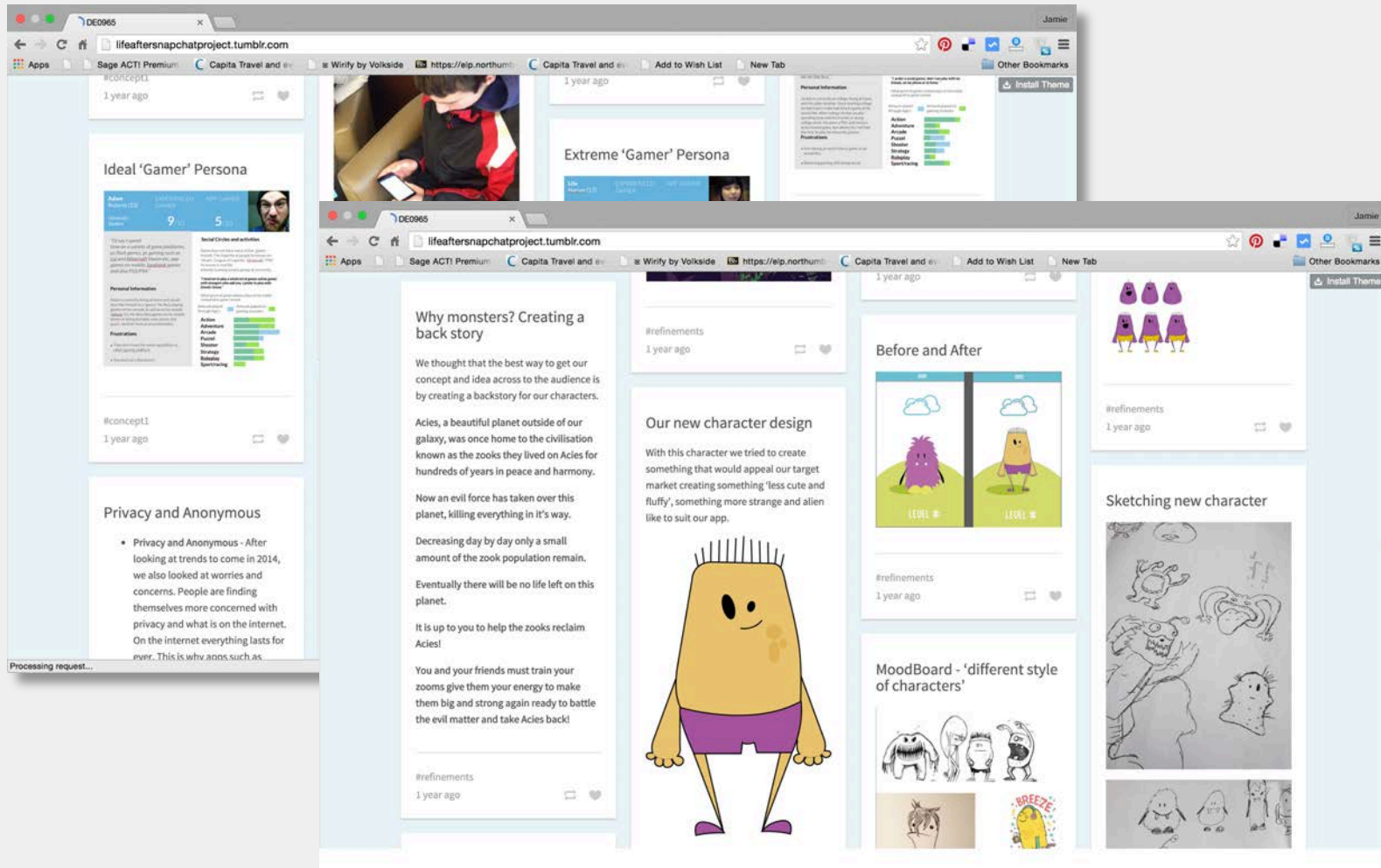
**Create an innovative smartphone-focused product and/or service** for a telecommunications brand to help capture the hearts and minds of the young generation.

## *The Brand*

XYZ is a regional youth-oriented mobile operator with 5 million active customers. It needs a stronger alignment with the youth culture and a platform for a meaningful ongoing engagement with the brand.

## *Requirements*

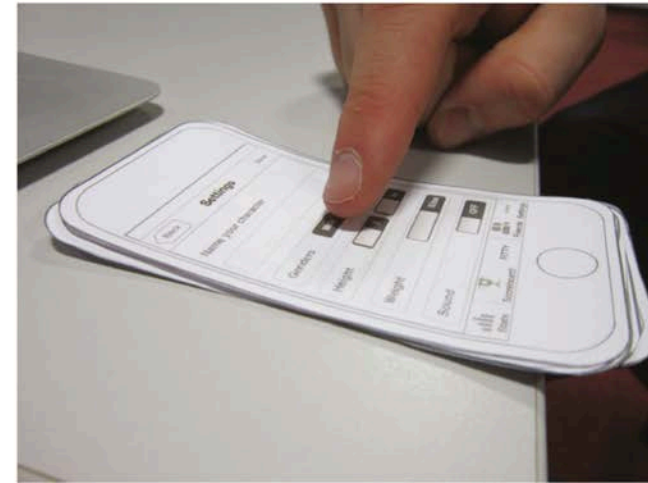
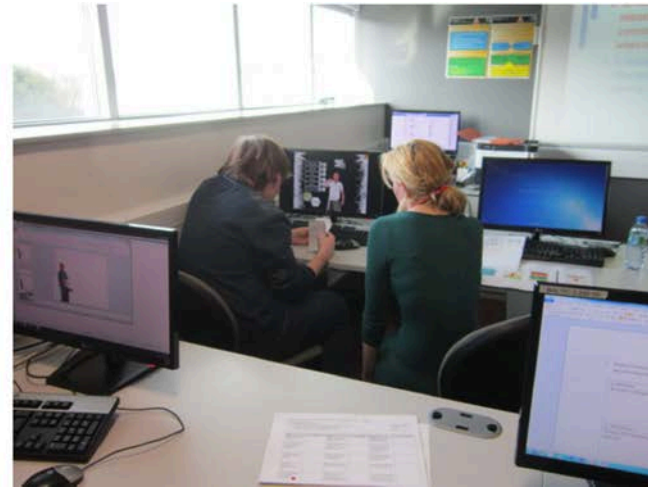
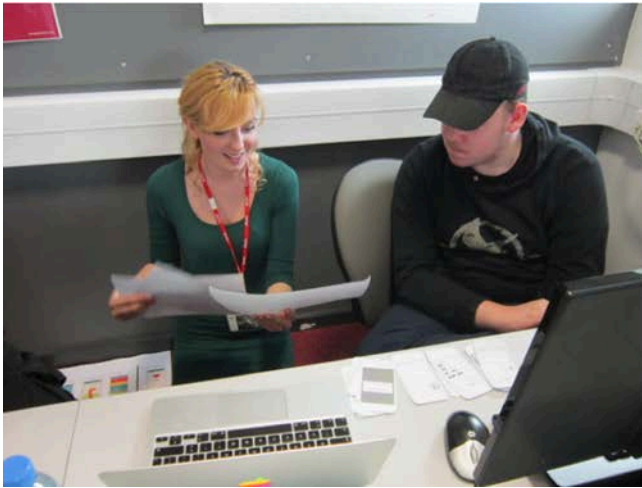
- 1. A blog that documents your working process** from initial research and concepts through to development, prototyping and presentations.
- 2. A concept appropriately prototyped** for your chosen brief and presented and communicated to professional design standards.
- 3. A personal statement critically reflecting on your 'role'** within the team project. This may also include evidence of feedback to others.



## Blogs

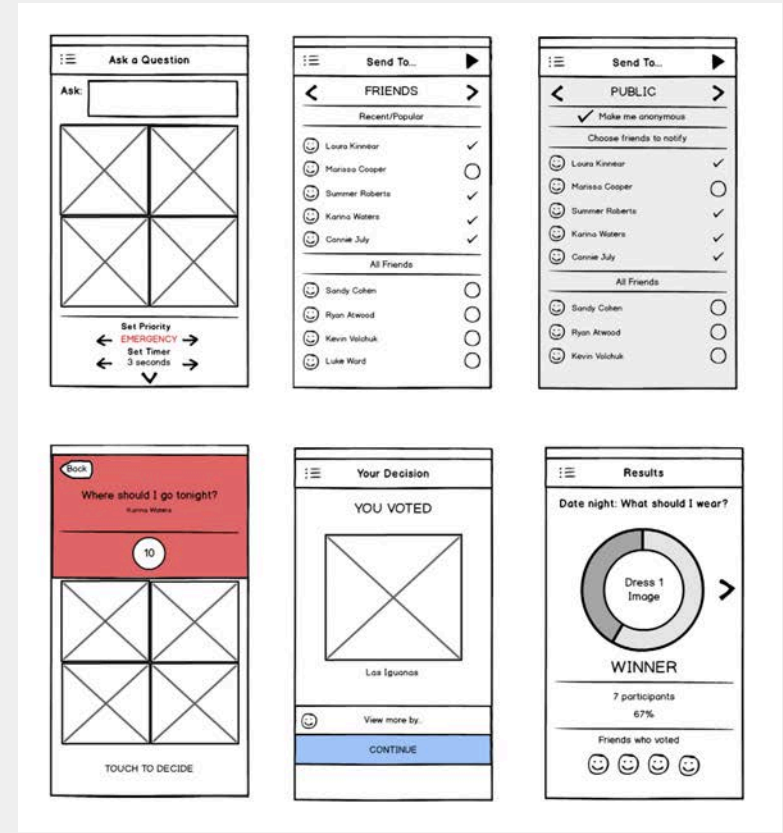
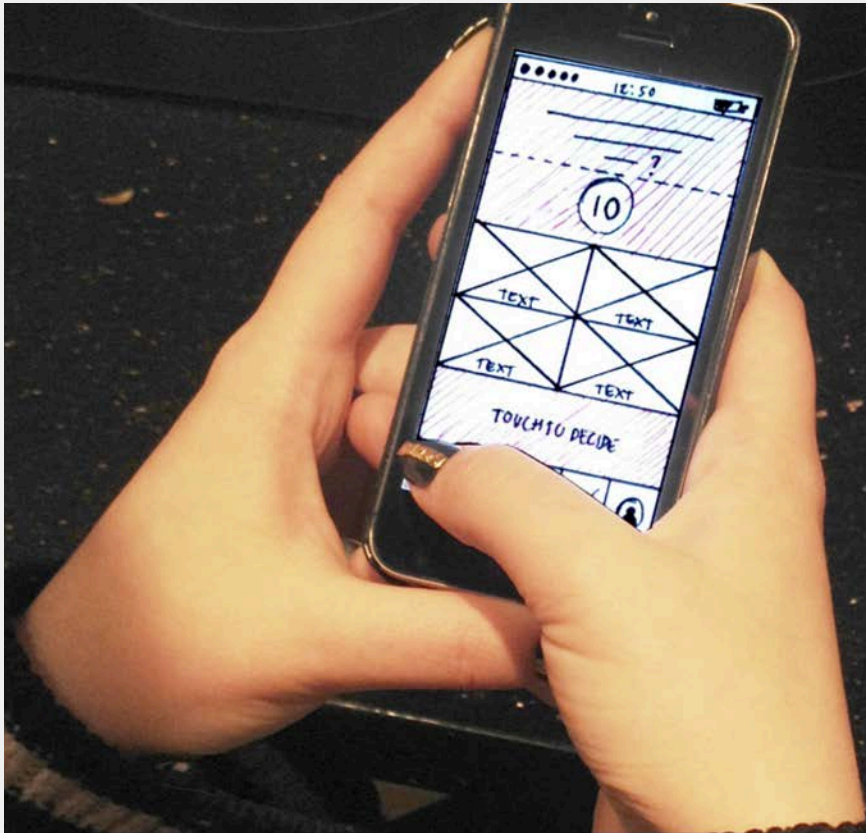
More collaborative and reflective tools for sharing and communicating research and development. They're also fantastic for sharing with live clients.

<http://lifeaftersnapchatproject.tumblr.com/>



## Paper prototyping & evaluation

We ask all our students to create low-fi mockups and prototypes and encourage them to test them on real people. The advantage of paper prototyping is that it only takes a few seconds to draw an adjusted wireframe from feedback!

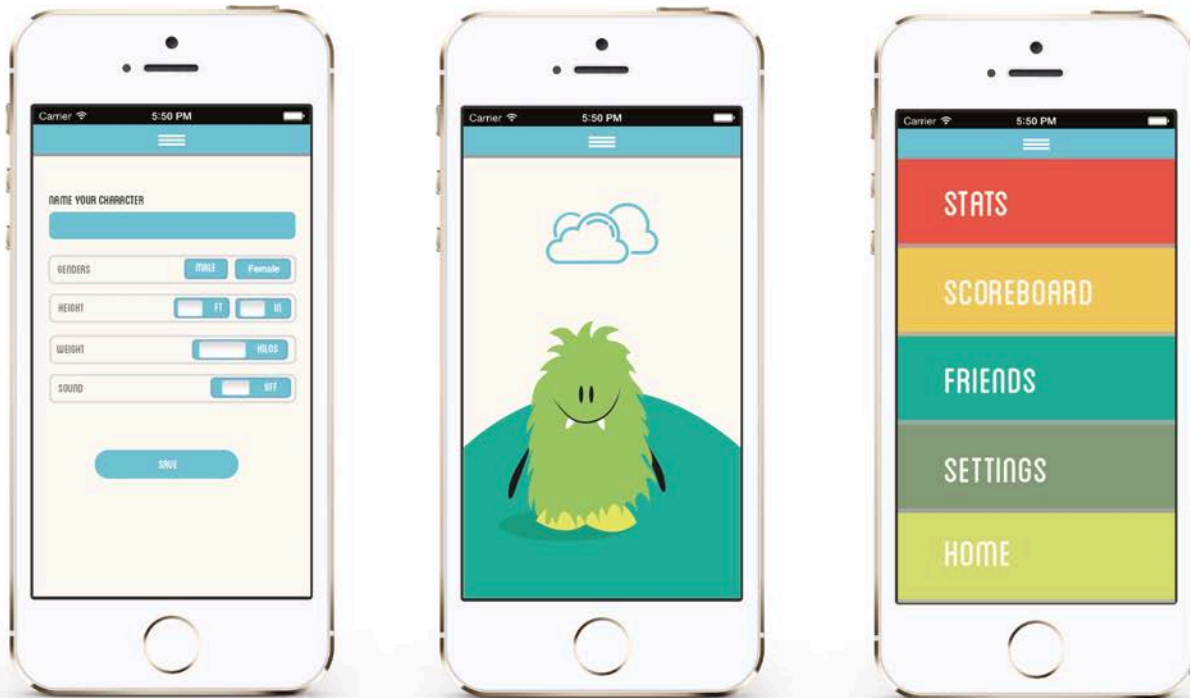


<https://popapp.in/>

<https://balsamiq.com/>

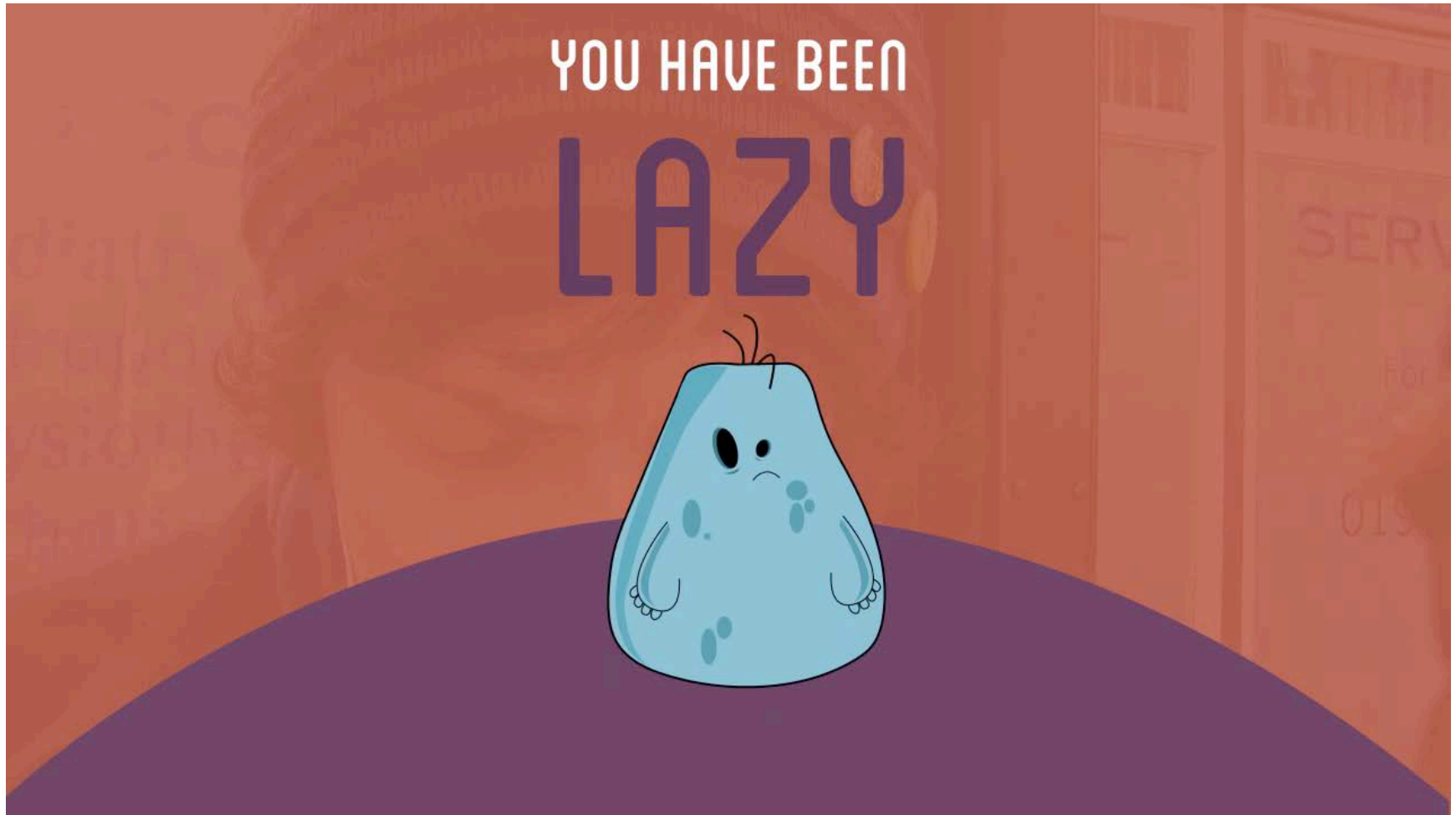
## Wireframing and low-fi prototyping

We often use 'POP' app (Prototyping On Paper) if you want to use your sketches digital prototypes or Balsamiq if you want to create digital wireframes that look like sketches!



## High fidelity prototyping

Once the Photoshop final design has been created we tend to use [Flinto](#) (easy) or [Proto.io](#) (more realistic) or [Invision App](#) to create sophisticated interactive demo.



## Video prototyping

We use [video prototyping](#) to tell the 'use story' often based on the [primary persona](#) created in the research/concept generation phases. These are require more advanced video editing and AfterEffects skills.



# Emotional Objects

## Investigating Human Auto-Response

Physical Computing brief that uses Arduino by  
Andrew O'Dowd at Edinburgh Napier University

# Brief & Requirements

Using the Arduino, you are asked to design an object which exhibits the **human response characteristics** to an input factor, based upon a specific human response to stimuli.

You may choose one of the input response characteristics below or choose your own stimuli and response if you desire.

Stimuli (input)	Response (output)
Cold	Shiver, blood loss to extremities (turning blue), hair follicles standing on end
Heat	Sweat, flushed (turning red)
Noise	Turn toward sound, or turn away
Light	Squint/blink
Movement	Compensation, balance
Fright	Jump, hair follicle contraction, shake
Embarrassment	Blush
Proximity	Dodge, recoil, turn away
Tickling	laugh

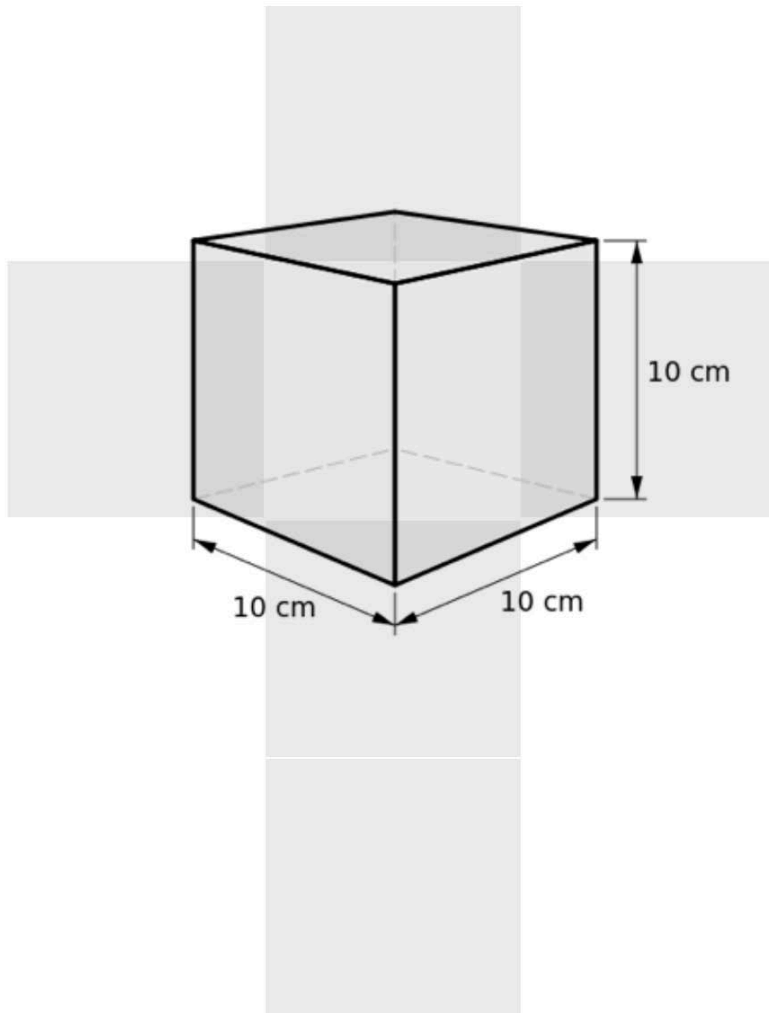
## *Requirements*

Your final deliverables on this project included but are not limited to:

1. A final working prototype model
2. An associated printed single A3 project poster
3. A 1 minute film demonstrating the object working in situ (submitted digitally)

## N.B. Physical Object

The physical embodiment of your design will consist of a cube measuring **10cm \* 10cm \* 10cm** in size. The shape and surface of the cube may change autonomously as part of its responsive nature but it must revert to the prescribed physical shape when in its default/resting state.



### Physical Object

The physical embodiment of your design will consist of a cube measuring 10cm \* 10cm \* 10cm in size. The shape and surface of the cube may change autonomously as part of it's responsive nature but it must revert to the prescribed physical shape when in it's default/ resting state.

The physical model may be constructed from cardboard, wood, metal or plastic but consideration for the visual and tactile impact the texture of the object will have on the users interaction should be considered carefully. The object must be a stand alone unit powered either by battery or an external DC power supply.

### Restricted parameters

Helps manage ambition whilst encourages imagination.



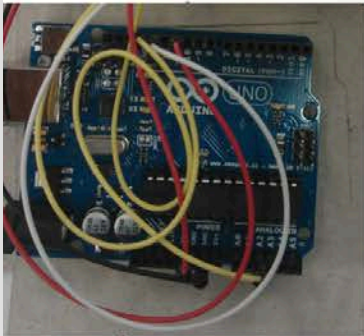
## Old and new skills

An A3 poster containing the object...

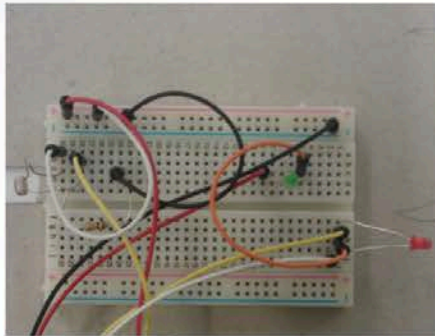
A large number of students were had Graphics background and played to their strengths!

We were asked to create an object which responded to light in an emotional sense. We had LEDs and the PHOTOCELL as well as the ARDUINO to create a model. A filmic document was required to show the model in use. I chose to display the relationship that animals have with light. In order to do so, an owl was used which came to life when the sun was down and the moon was lit.

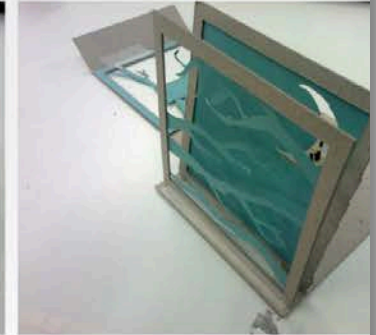
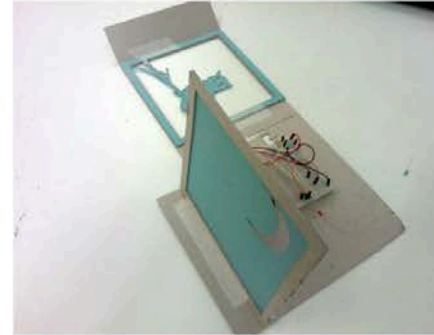
# MAKING LIGHT OF EMOTION



INO used 2 digital output pins to connect to the LEDs. The blue pin to connect to the PHOTOCELL.



The BREADBOARD contained the PHOTOCELL sensor and 2 LEDs. The green LED blinked to light up the owl's eyes while the red lit up the moon.



The model consisted of various layers of image which were cut in order to allow shadows to be cast and the impression of a realistic view of an owl resting in a tree. Simple colours were used as it gave an additional dimension to the green and red of the lit LEDs.

## Documenting their process on Issuu

Reflective documentation on publishing platforms for reference makes disseminating knowledge and running briefs a whole lot easier the following year... [Example](#)



[VAMPIRE](#) state of being by Alison Serjeant

# Making Data Useful

Final Year Collaborative Brief with  
Microsoft Research

# Brief & Requirements

*Making Data Useful:  
Improving your life, community, and world*

**Increasingly we live in a world alive with sensors and data.** The big data, sensor networks and transparency movements have left us with a supply-side glut of potential useful free data that is lying fallow. **How can we use this to improve life, local community and the world at large?**

How might data, particularly information that makes civic society run – bus schedules, election cycles, political information, first-hand reporting, volunteer logistics, sporting and media events – make for a better and more community oriented place to live?

*Requirements*

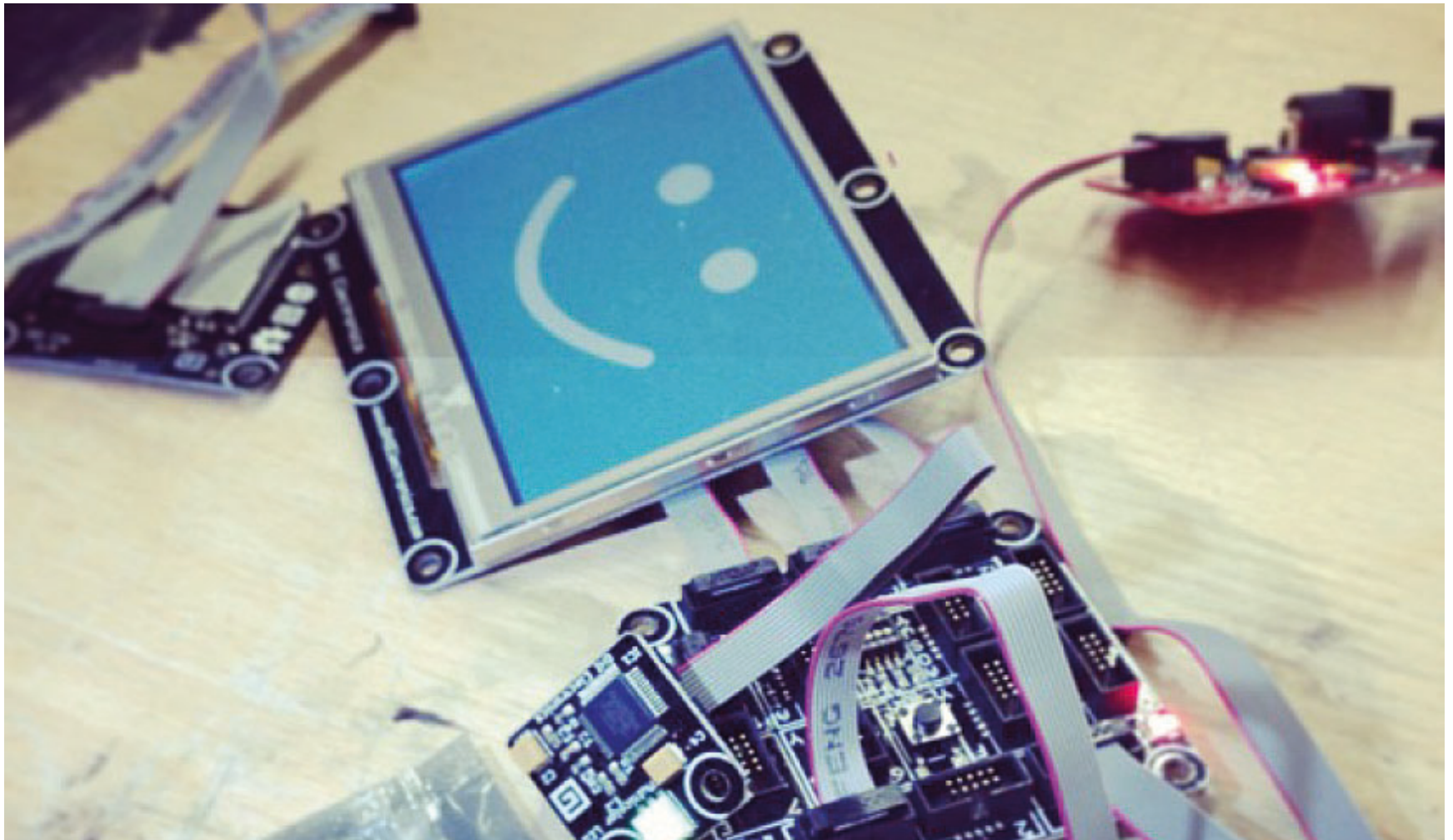
1. A blog that documents your working process from initial research and concepts through to development, prototyping and presentations.
2. A Design Document that collates your project research and development.
3. A chosen concept appropriately prototyped for your chosen brief.
4. All your work must be presented and communicated to professional design standards.





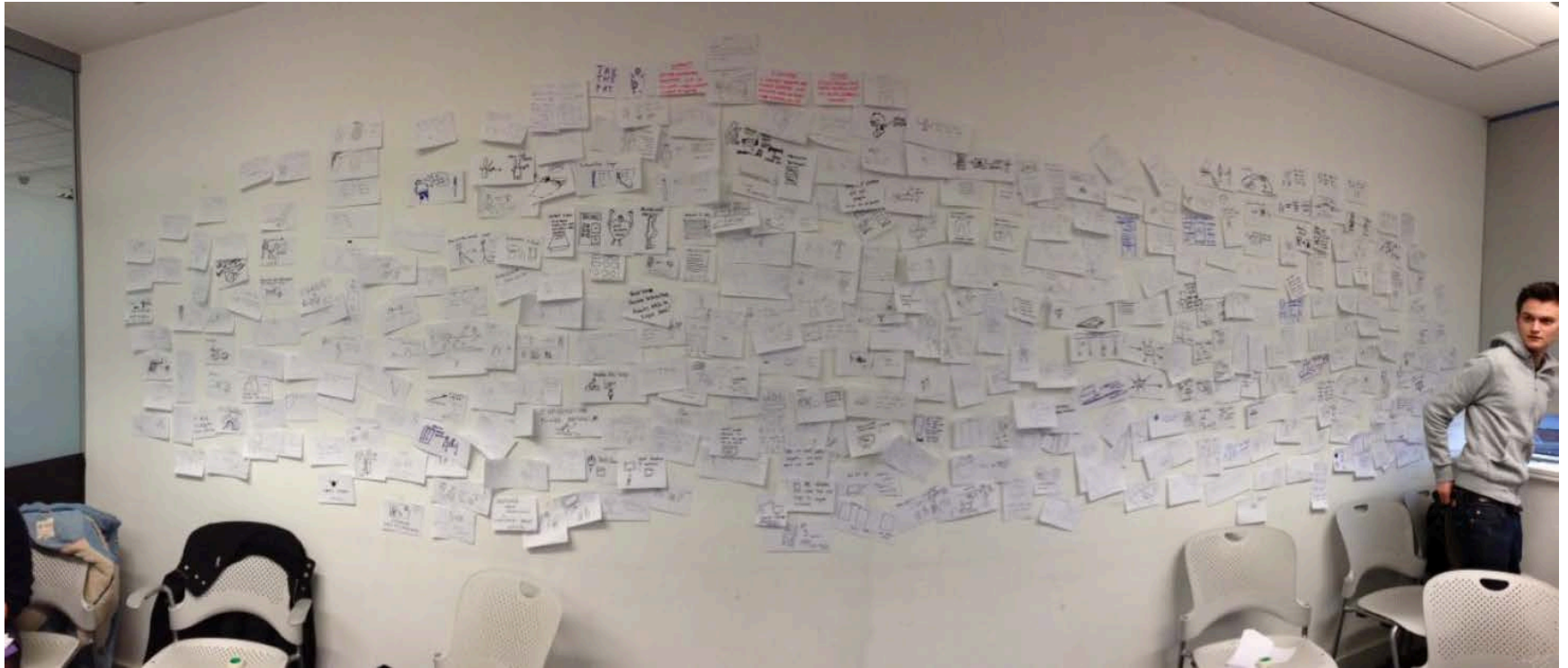
## Multi-disciplinary teams

To tackle the brief we worked in teams of two/three with industrial designers.



### **Introducing new thinking and skills**

Microsoft came up to brief our students and run a 'Gadgeteer' workshop that introduced their rapid prototyping kit.



### **Ad hoc workshops**

With many of the basics laid down in the previous years final year workshops could be more bespoke and ad hoc e.g. 100 idea workshop.

# Timetable

Week 1 | 21.01.13

Oriente & Discover:  
briefing and initial research

Week 2 | 28.01.13

Discover & Generate:  
research and concept generation

Week 3 | 04.02.13

Generate & Synthesise:  
concept presentations

Week 4 | 11.02.13

Model:  
experiment and develop chosen  
concept

Week 5 | 18.02.13

Model Development

Week 6 | 04.03.13

Specify:  
development presentation

Week 7 | 11.03.13

Prototype:  
prototyping development

Week 8 | 18.03.13

Prototype Presentation with all  
deliverables including your design  
document

## Microsoft Dates

03.05.13

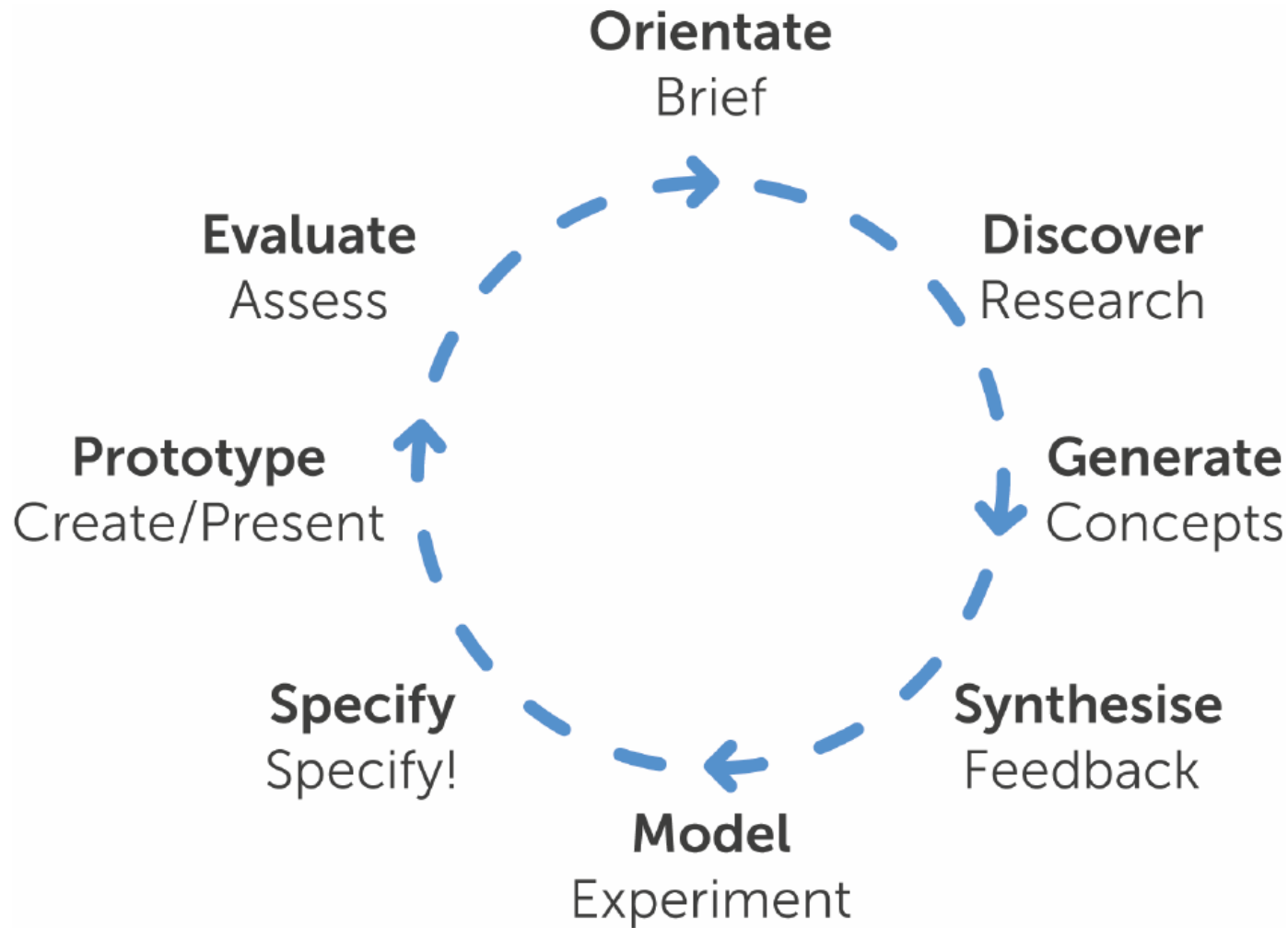
Final project submissions of all student  
projects. .

17.05.13

Notify Microsoft chosen project.

13.07.13

Arrival & Design Expo, Seattle



## Timetable structure

Adapted from a service design model by Engine Group



## Multi-disciplinary results

Bluetooth knobs that limited access to social media, wax models that melted when tweeted about, family photos that blurred if you hadn't contacted them, tools with embedded 'spines' that tracked their own history of use...

**STUDENT EXERCISE**

## Teamwork Assessment

**Aim**

To aid self reflection and peer assessment in a team project.

**Team Work Questionnaire**

Name Emma Nicol

**About you**

1. What was your role in the project?

Researcher, wire-frames, system architecture, design, animation and video editing.

2. What did you contribute to the project?

Research, Video editing, animation

3. Did you enjoy working with colleagues? YES

4. Who took the lead, or managed the project?

a) ONE PERSON  b) DEMOCRATIC DECISION

5. Were you happy with this arrangement?

Very happy with this arrangement, we worked very well this way.

6. What were the positive aspects of working together?

We both had our own qualities, Sindhur has a very good eye for design, and being local I was able to do a lot of primary research. I created the videos and Sindhur created the presentations so it worked out very well.

7. What were the drawbacks?

We didn't have any, we both were able to meet up daily and have gotten a lot done as a pair, we're very happy with what we've produced.

8. What did you learn from the team-working process and the project?

Cognitive?

Skills?

Social?

E.G. Improving idea generation

E.G. Technical/Marketable

E.G. Behavioural

I learn how bringing people together with different key skills can be very effective. Out of all the group work projects this is one I have enjoyed the most, one of the most important things I believe I have learnt is being able to divide work and trust the other person to do it.

**Self Assessment:**

5 is excellent 1 is weak

A. What was your attendance like for meetings?

5

B. Did you meet all of the deadlines?

5

C. Were you as committed as you could be to the project?

5

D. What was your contribution like in terms of quality?

5

E. Did you feel that you worked well as part of the team?

5

**STUDENT EXERCISE**

## Teamwork Assessment

**About your colleagues**

Assessment for your colleagues is gauged by using the questions below (the same as in self assessment). Each question is lettered A-E, you are asked to write down the full names of colleagues in your team and then give them a mark out of five for each question asked.

5 is excellent 1 is weak

This will be used to calculate a mark added to the overall project/exercise mark and is your opportunity to reward people for good work practice, in your opinion, or otherwise, if you would like to highlight problems.

A. What was the attendance like for meetings?

B. Did everyone meet deadlines?

C. Was everyone committed to the project?

D. What was their contribution like?

E. Did you work well as a team? (In terms of co-operation).

Name of Team Member	A	B	C	D	E	Total
Sindhur Hegde	5	5	5	5	5	25

**Comments on the Assessment Process, Teamwork or Project**

This has been a great project, a lot of hard-work but very enjoyable, having a good partner has added to this. The fact that this has been a short module has really pushed us to work quickly but effectively. The skills developed from this module, especially teamwork skills is something that will provide very useful in other projects.

# Teamwork assessment

Introduce students to peer and team evaluation from the second year onwards.

# Create



# Task! \*?\*

Take a design sector theme e.g. Branding, Information, Promotion, Publishing, and design a brief that incorporates digital and include a timetable for delivery!

Use post-it notes to help organise the activities.

**Lectures  
&  
Seminars**

**Crits  
&  
Tutorials**

**Studio &  
Self-  
Directed  
Study**

**Workshops**

## **Timetable Labelling**

Lets try and see at a glance a comparison of our structures.

# Summary

# Closing thoughts

**Integrate** digital for both ease and context

**Expose** student to a mix of Web, App and ideally a Physical Computing project.

**Coding** is the new weaving!

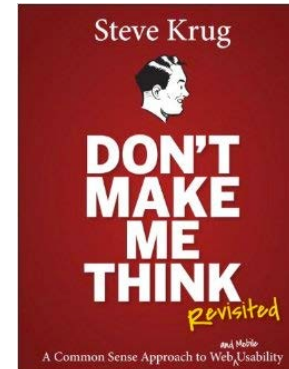
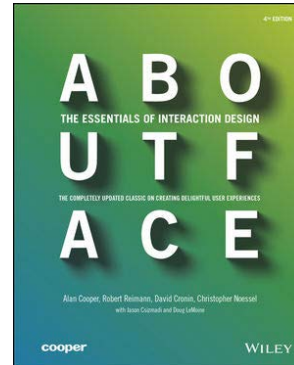
**Collaborate** take the pressure off yourself and your students to deliver alone

**Interaction** is a process not a medium

**Digital** is creative not ~~just~~ technical!

# Further Reading

- Research Tools Online:
- [www.methodbank.com](http://www.methodbank.com)
- [www.mindtools.com](http://www.mindtools.com)
- [www.servicedesigntools.org](http://www.servicedesigntools.org)
- [www.servicedesigntoolkit.org/templates/](http://www.servicedesigntoolkit.org/templates/)
- [www.thisisservicedesignthinking.com/](http://www.thisisservicedesignthinking.com/)



- Books on Interaction Design:
- About Face 4 by Alan Cooper et al
- Don't Make Me Think by Steve Krug
- HTML & CSS: Design and Build Web Sites by Jon Duckett
- Hooked: How to Build Habit-Forming Products by Nir Eyal
- The Principles & Processes of Interactive Design by Jamie Steane

