Briefing for Digital

Jamie Steane
Northumbria University

jamie.steane@northumbria.ac.uk
jamiesteane.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?

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
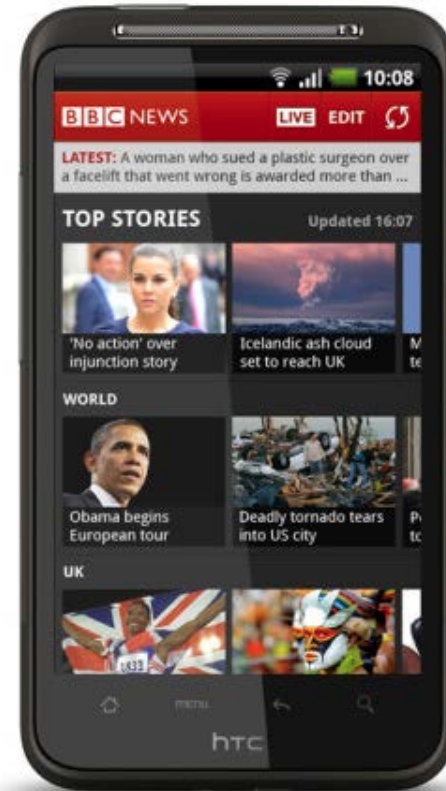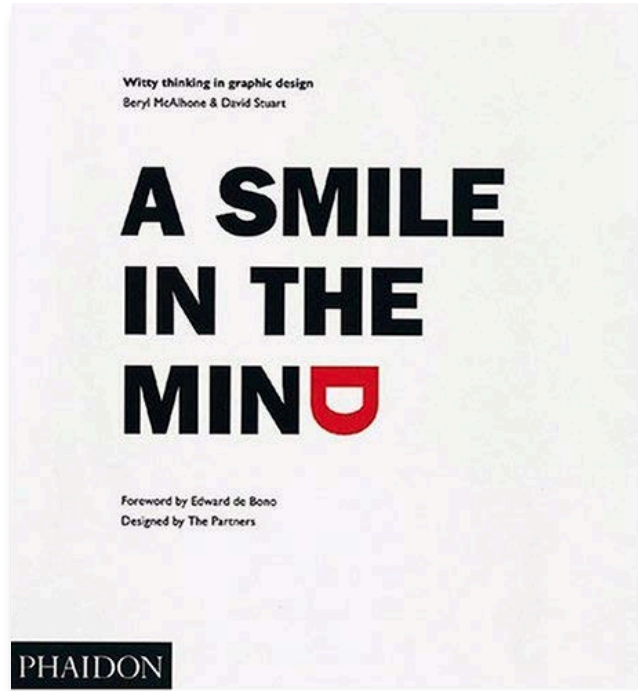
Immediate messages vs. lasting experiences
Ideas are valued differently in digital and need developing using alternative methods

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!

Benefits & Opportunities

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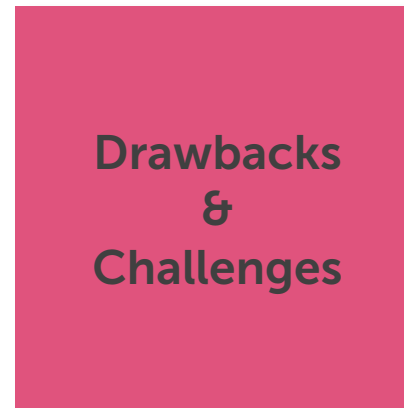
Labelling
Place post-it notes on the 'Big Brief' next to the section its most closely associated with.

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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Preparation for Final Presentation

Web development
Only a third of the module is dedicated to web development

Week 04 | Desiging 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

Market Research

Technology Research

User Research

Visual Research
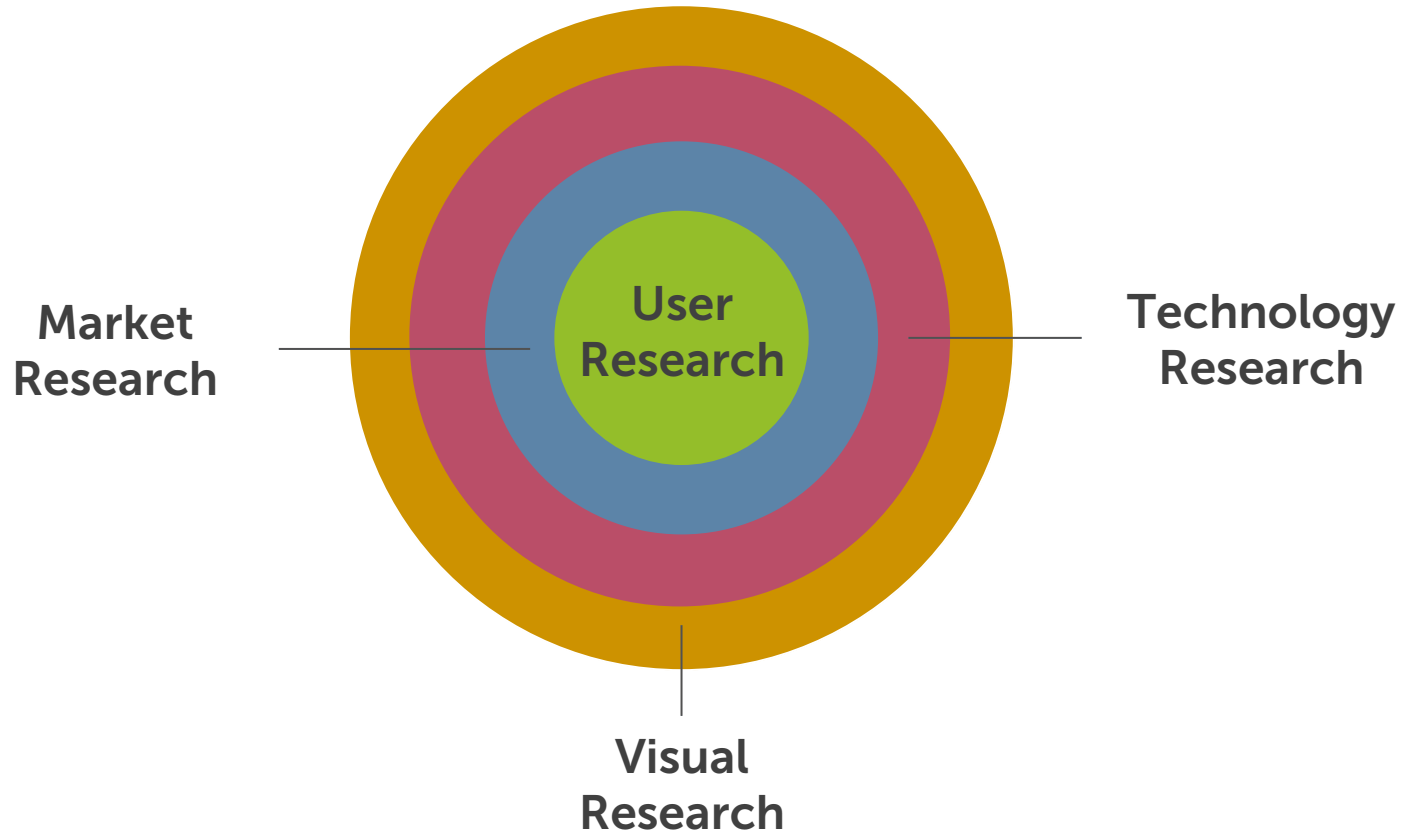
User Research Methods

- 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 process
Incorporates structured user and market research techniques

```css
 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'!
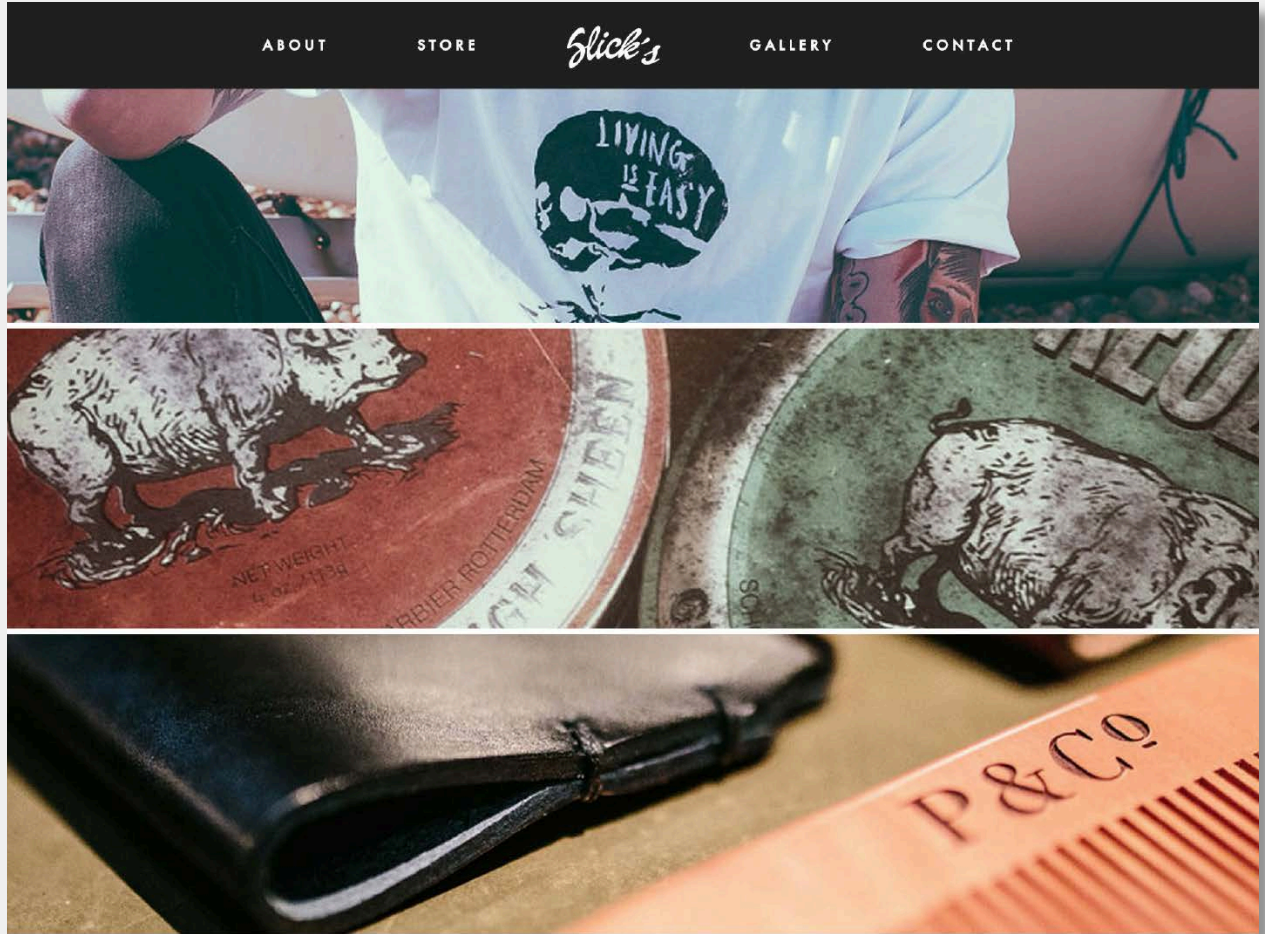
Engaging results
Students rose to the challenge. They had the intellectual capacity to understand complexity, so focused on the application of their crafting skills with confidence.

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.
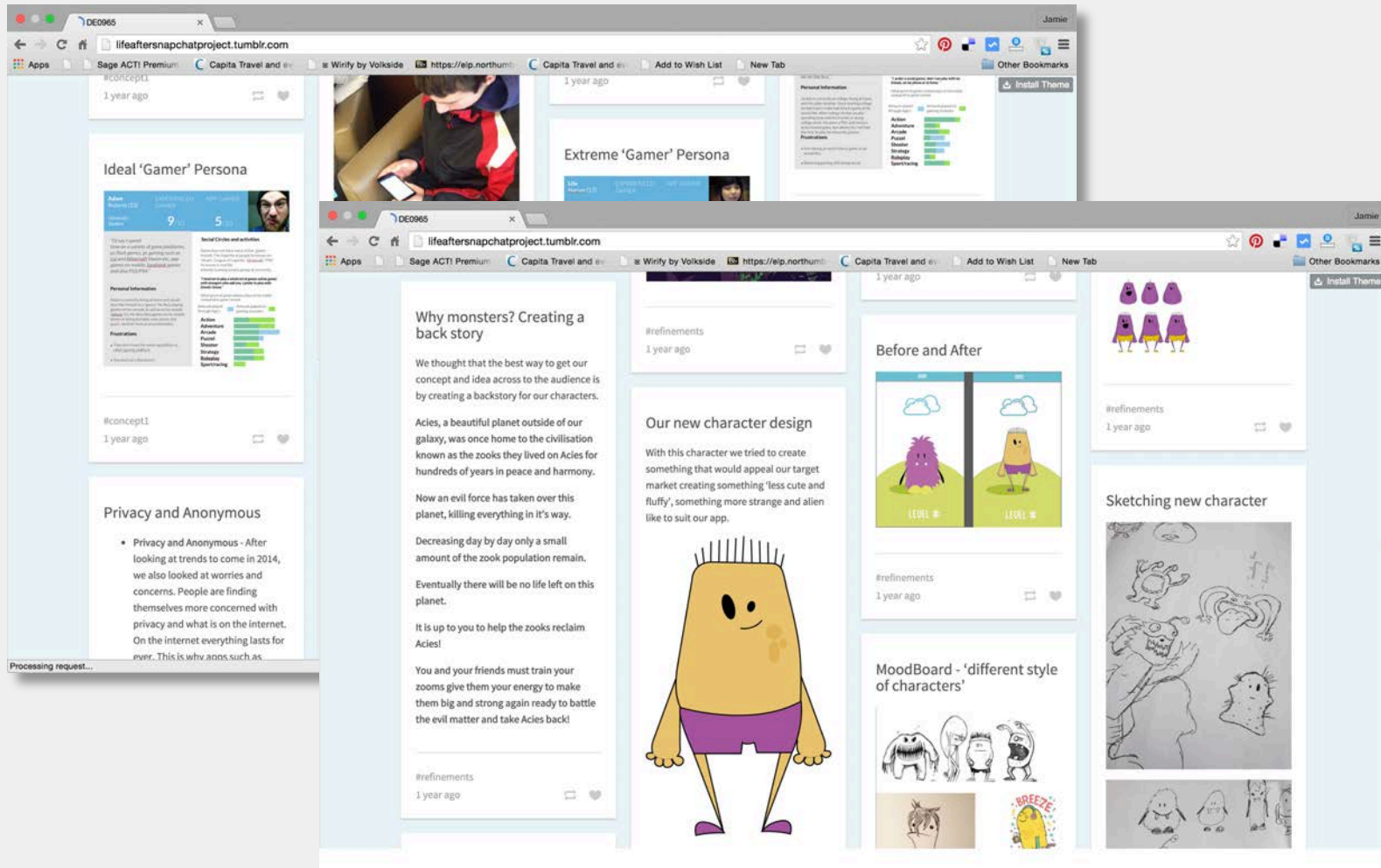
Blogs

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/
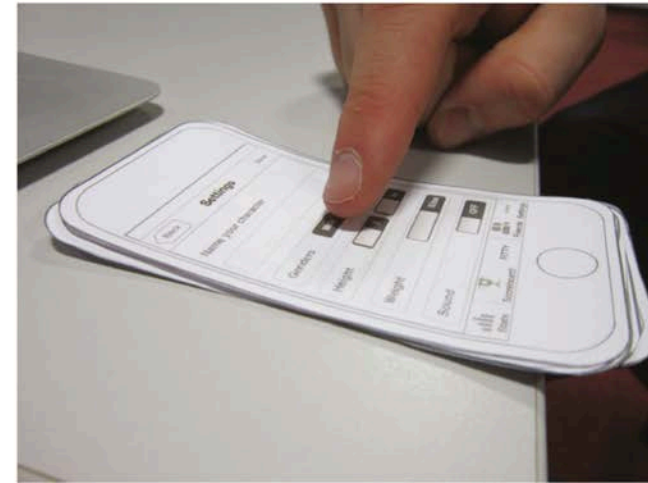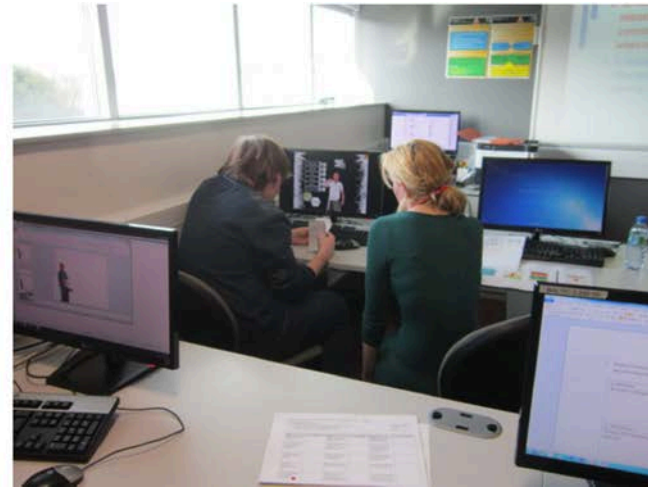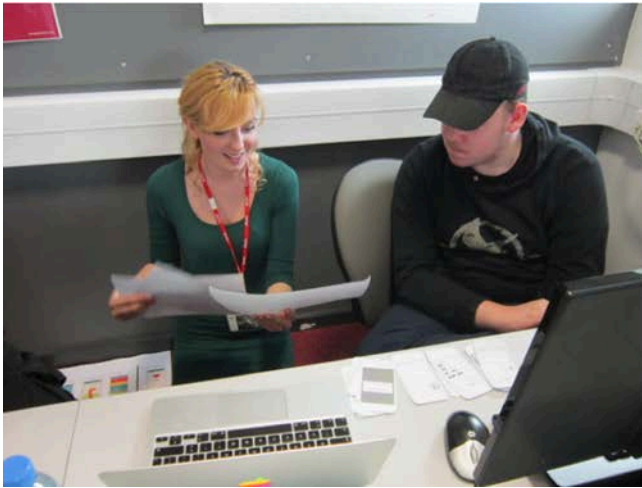
Paper prototyping & evaluation

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!
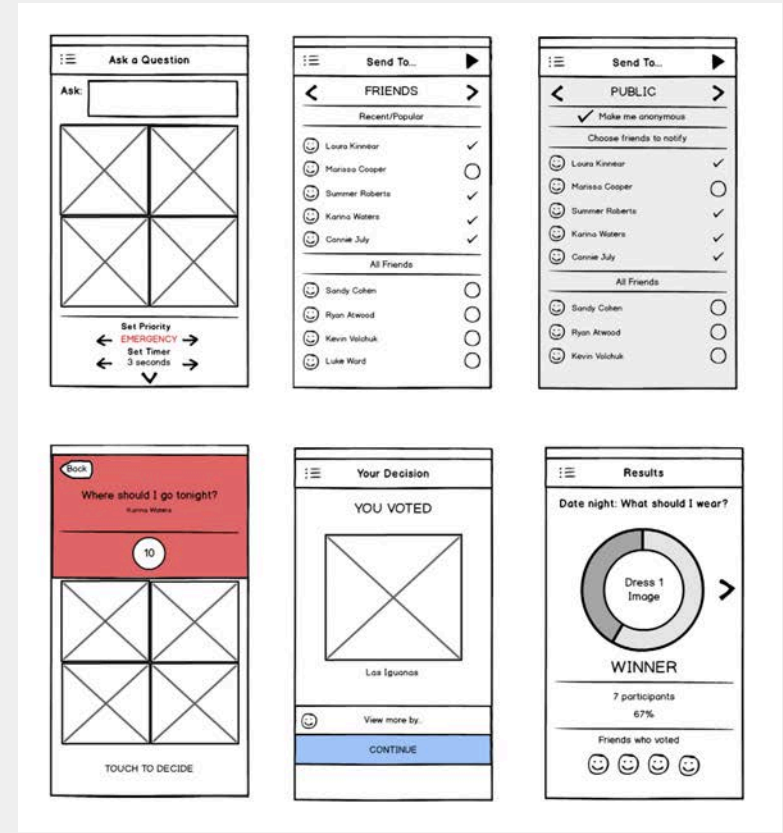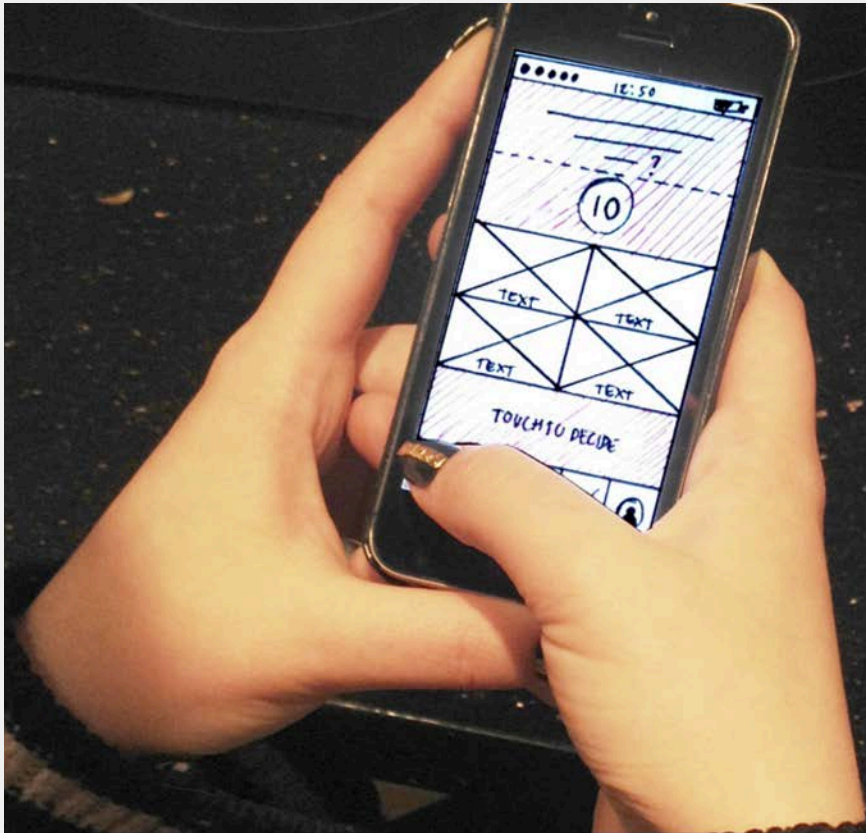
Wireframing and low-fi prototyping
We often use 'POP' app (Prototyping On Paper) if you want to use your sketches digital prototypes or Balsamiq if you want to create digital wireframes that look like sketches!
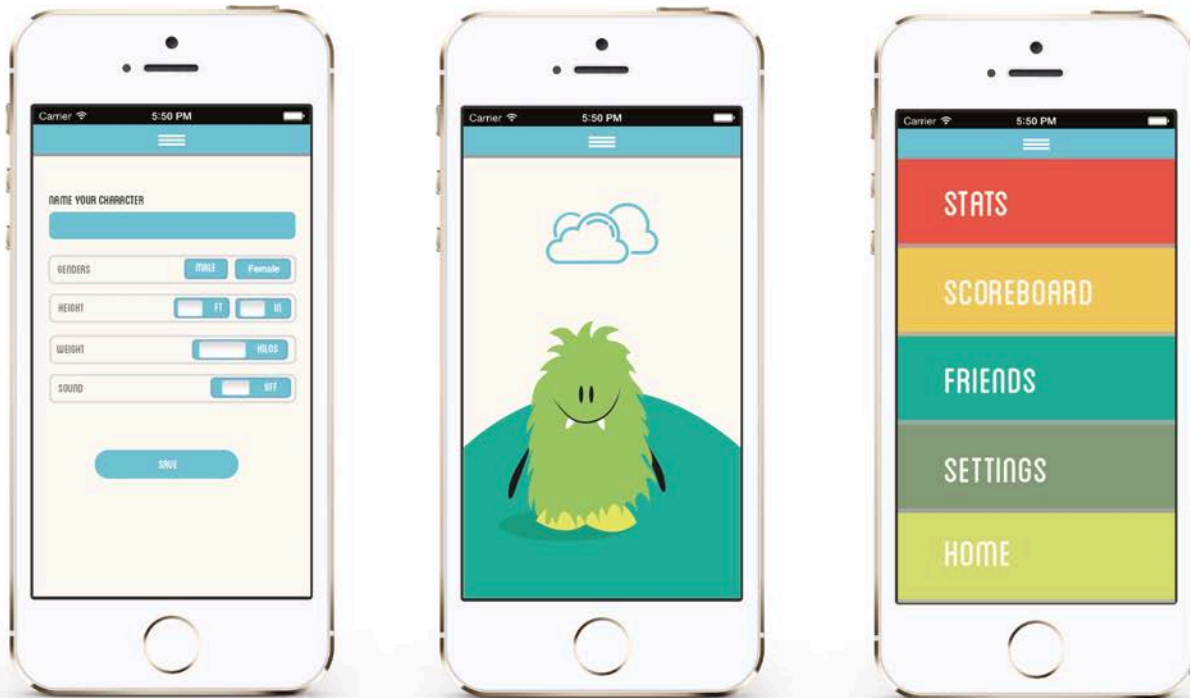
High fidelity prototyping
One the Photoshop final design have been created we tend to use [Flinto](#) (easy) or [Proto.io](#) (more realistic) or [Invision App](#) to create sophisticated interactive demo.
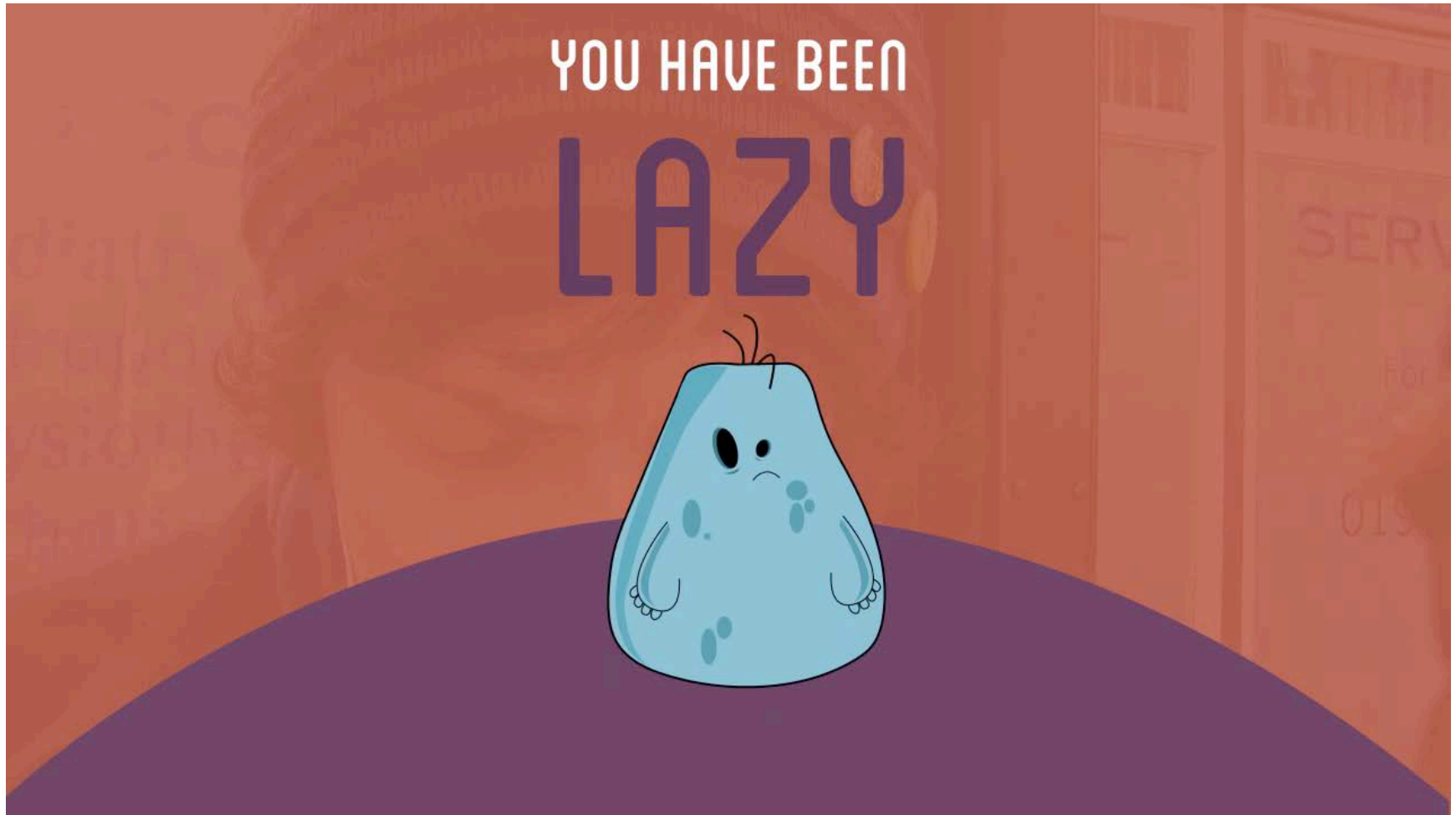
Video prototyping
We use <u>video prototyping</u> to tell the 'use story' often based on the <u>primary persona</u> created in the research/concept generation phases. These are require more advanced video editing and AfterEffects skills.

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 stimulii.

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

You 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 it's responsive nature but it must revert to the prescribed physical shape when in it's default/resting state.
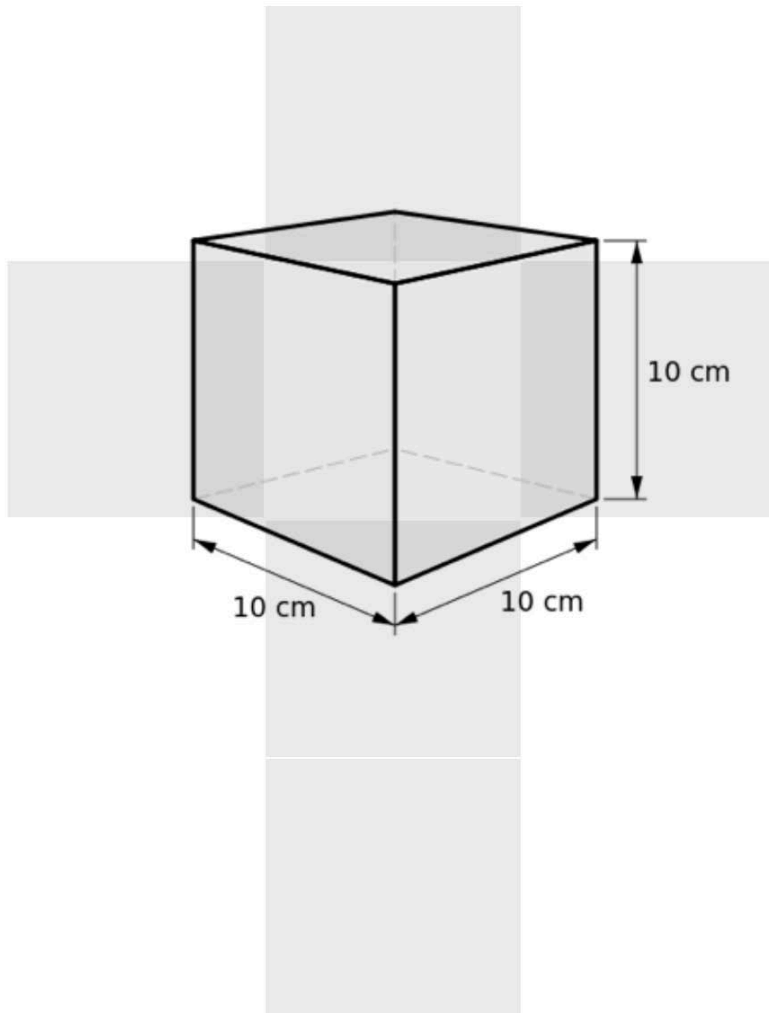
Physical Object

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!

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.
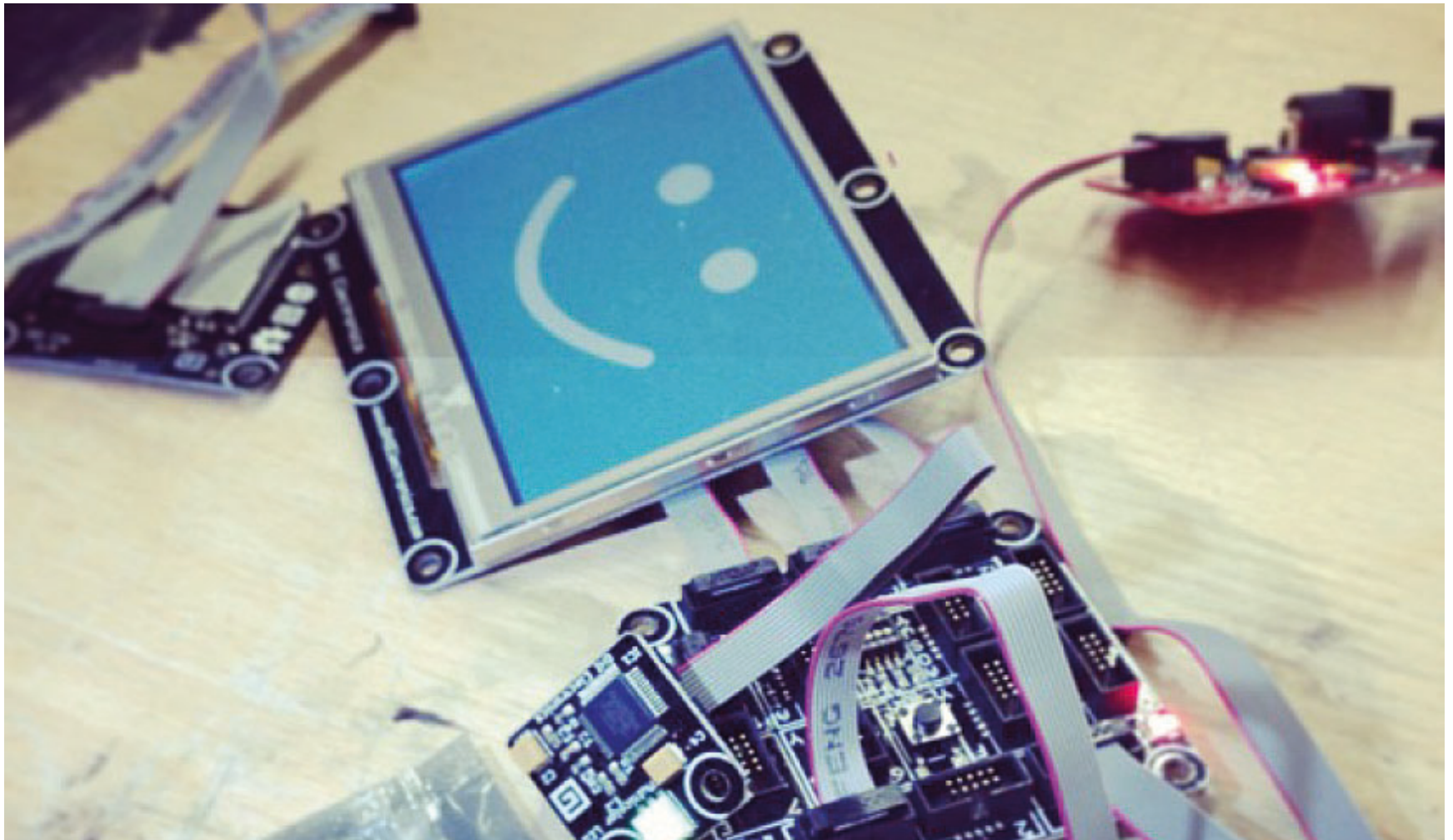
Introducing new thinking and skills
Microsoft came up to brief our students and run a 'Gadgeteer' workshop that introduced their rapid prototyping kit.
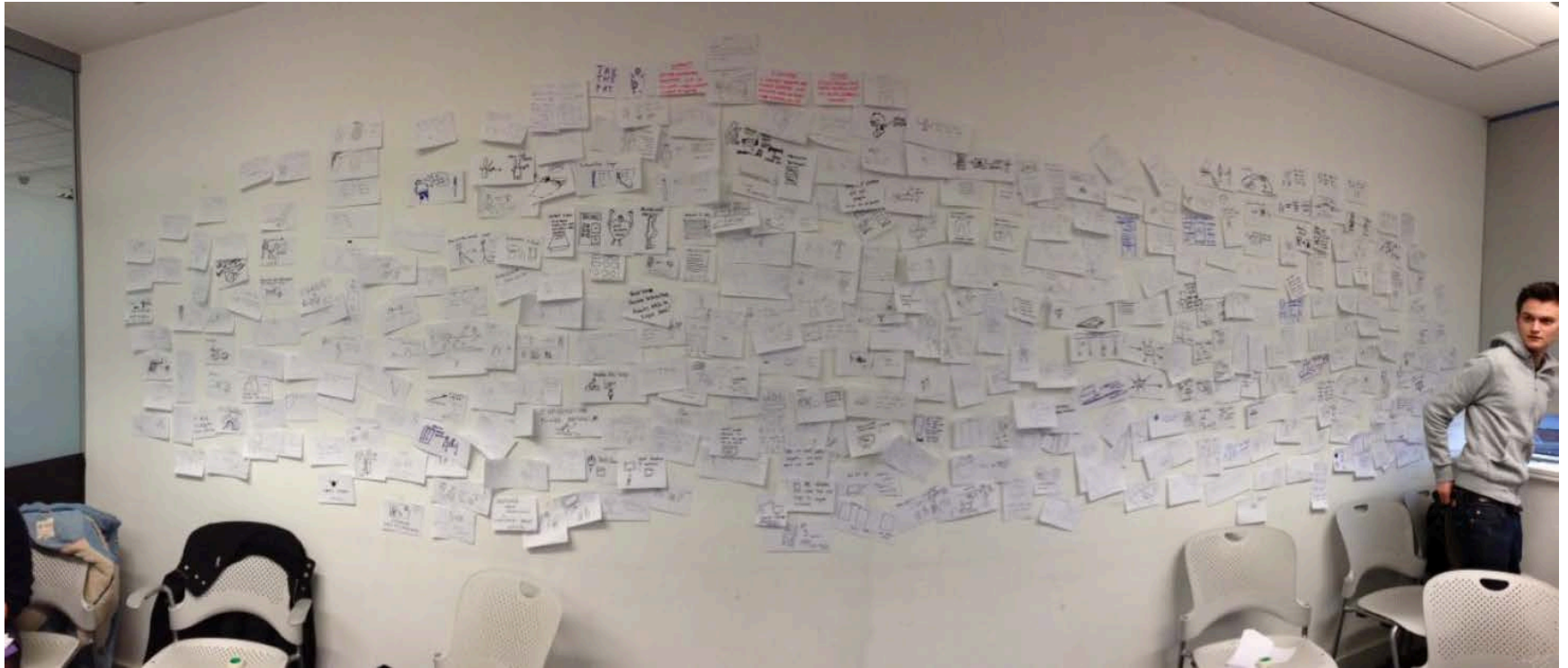
Ad hoc workshops
With many of the basics laid down in the previous years final year workshops could be more bespoke and ad hoc e.g. 100 idea workshop.

Timetable

Week 1 | 21.01.13

Orientate & 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
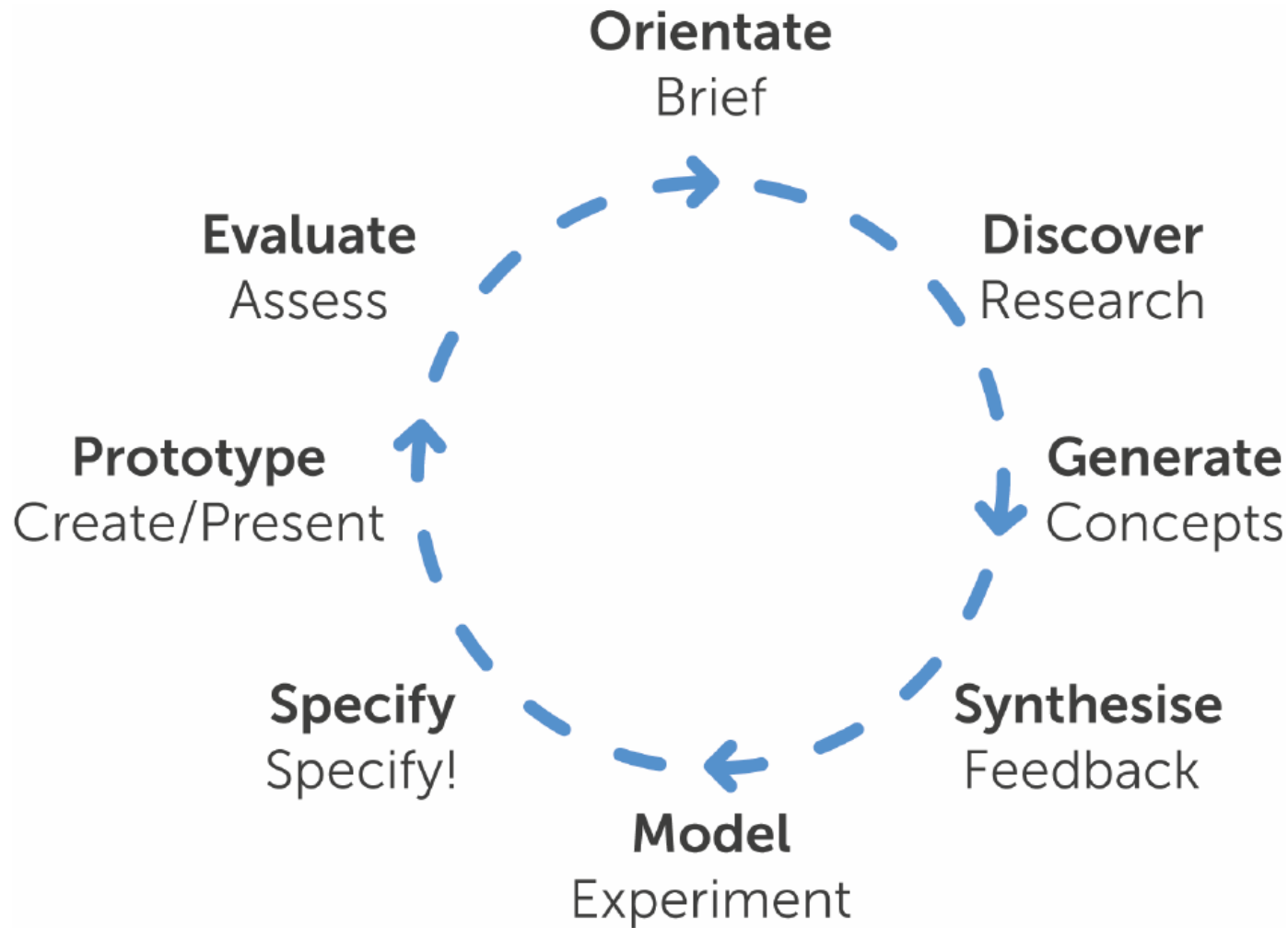
Timetable structure
Adapted from a service design model by Engine Group

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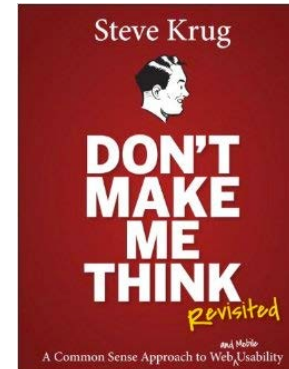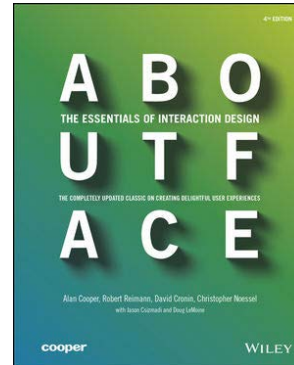
- Books on Interaction Design:
- About Face 4 by Alan Cooper et al
- Don't Make Me Think by Steve Krug
- HTML & CSS: Design and Build Web Sites by Jon Duckett
- Hooked: How to Build Habit-Forming Products by Nir Eyal
- The Principles & Processes of Interactive Design by Jamie Steane