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Abstract
The aim of this demo is to illustrate an innovative approach to generating a design brief using 4D Design techniques. We suggest that ‘4D Design Briefing’ could be a useful tool as inclusion of the 4th dimension – ‘time and motion’ provides a design team with a richer content which potentially opens new spaces for the product/service development team members to explore.

Introduction
In addition to the 3 dimensions of length, width and height, the 4-Dimensional Design (4D Design), takes into account additional dimension(s) – ‘time and motion’. This approach incorporates ‘time-based-activities’ which redirects designers’ focus from exploring the product only to how this product could be used by its users. Thus, 4D Design allows designers to explore interactions which take place between users and products. Inclusion of the ‘time and motion’ dimension provides designers with an opportunity to approach the problem they are exploring from a broader problem definition.

Young at al. (2005) proposed that 4D Sketching technique which incorporates time-based activities which allow designers to experiment with interactions between a user and a product at early stage of a design process. Thus, facilitating ‘idea generation and development’ (2005, p. 19).

4D Design Briefing
This demonstration showcases the use of 4D Design techniques to generate a Design Brief which was produced as a part of a collaborative research project between Northumbria University and Unilever on the topic of ‘Ritual of Washing Clothes’. The project explored the idea of generating a visual narrative (4D Design Brief) which could be used as a reference point by the design team to generate product/service ideas. The 4D Design Brief has incorporated multimedia files such as video clip grabs, stills, and sound bites. These were edited to illustrated these broad categories: ‘Past Concepts of Clean (West)’, ‘Effects of Clean?’, ‘Relation to Dirt’, ‘Cleaning in the Developing World’, ‘Cleanliness and Family’, ‘Contradiction of Clean’ and ‘Future Potentials’.

Conclusion
This project raises a number of interesting issues that need to be further investigated. For example, in what ways a design brief is closing and/or opening potential spaces for design exploration and ultimately affecting the design outcomes; or, in what ways does knowledge and techniques already developed and used in other disciplines such as cultural studies and social research, inform design in this important area of research.

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References
Concepts of Clean (West)

“Clean! Lifestyles are driving the rise in allergies and asthmatics.”
Daily Mail

Effects of Clean?

Relation to Dirt

Developing World

Cleanliness and Family

Contradictions

“Our imagination is the only limit to what we can hope to hope in the future.”
Charles F. Kettering

Potential Futures
Communication, whether spoken or written, is of course embedded within the English language arts (ELA) curriculum, but most educators and stakeholders would articulate that these other skills are critical to student achievement in all subject areas. In an economics class, students who engaged in a project-based curriculum outscored students who received traditional instruction on the standardized test of economic literacy, particularly in the areas where students have to apply their knowledge and think critically to solve real-world problems (Finkelstein, Hanson, Huang, Hirschman, & Huang, ...). Let’s walk through these essential elements as a guide for designing effective projects to build literacy skills and content. Selecting Content Standards and Skills.