



# Brand Guide

for DTK1234

# Content

1. DTK1234	pg 3
2. Brand Identity	pg 4
3. Animation	pg 5
4. Colors	pg 6
5. Font	pg 7
6. Elements	pg 8-10
7. Application	pg 11-25
9. General Guidelines	pg 26-29



# DTK1234

In this module, students use design principles to develop their creative potential and practise design thinking using a people-centered approach to solve problems and create new possibilities. Through practical activities, students will discover tools and mindsets that guide them in navigating ambiguity in a creative process, observing and learning from others in unfamiliar contexts, and generating and experimenting with ideas quickly. While students draw on design thinking as a personal creative skill set, they will also value the impact of design that affords people the opportunity and privilege to shape the world that they, and others, inhabit.



**Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.**

*Tim Brown,  
Executive Chair of Ideo*

# Brand Identity

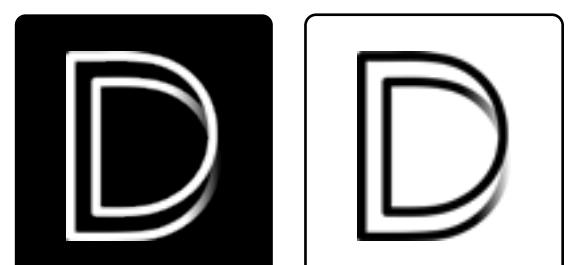
The aim of the brand identity and its logomark is to convey the spirit of design thinking to students who are new to the process. It is important to create a cohesive language throughout the five segments of the module to enhance the student's experience as they journey through the seemingly different yet closely linked segments.

## Logomark

The DTK1234 logomark is simple, recognizable and easy to comprehend. Its line and curves are gentle and welcoming, just like the professors and tutors for the module.

A letter D formed by synthesizing two letter 'D's to form a continuous loop, it represents the iterative and non-linear process of design thinking.

The overlap provides a sense of depth, signifying the different level of understanding of the problem everytime we research, ideate, iterate, prototype and test during the process.

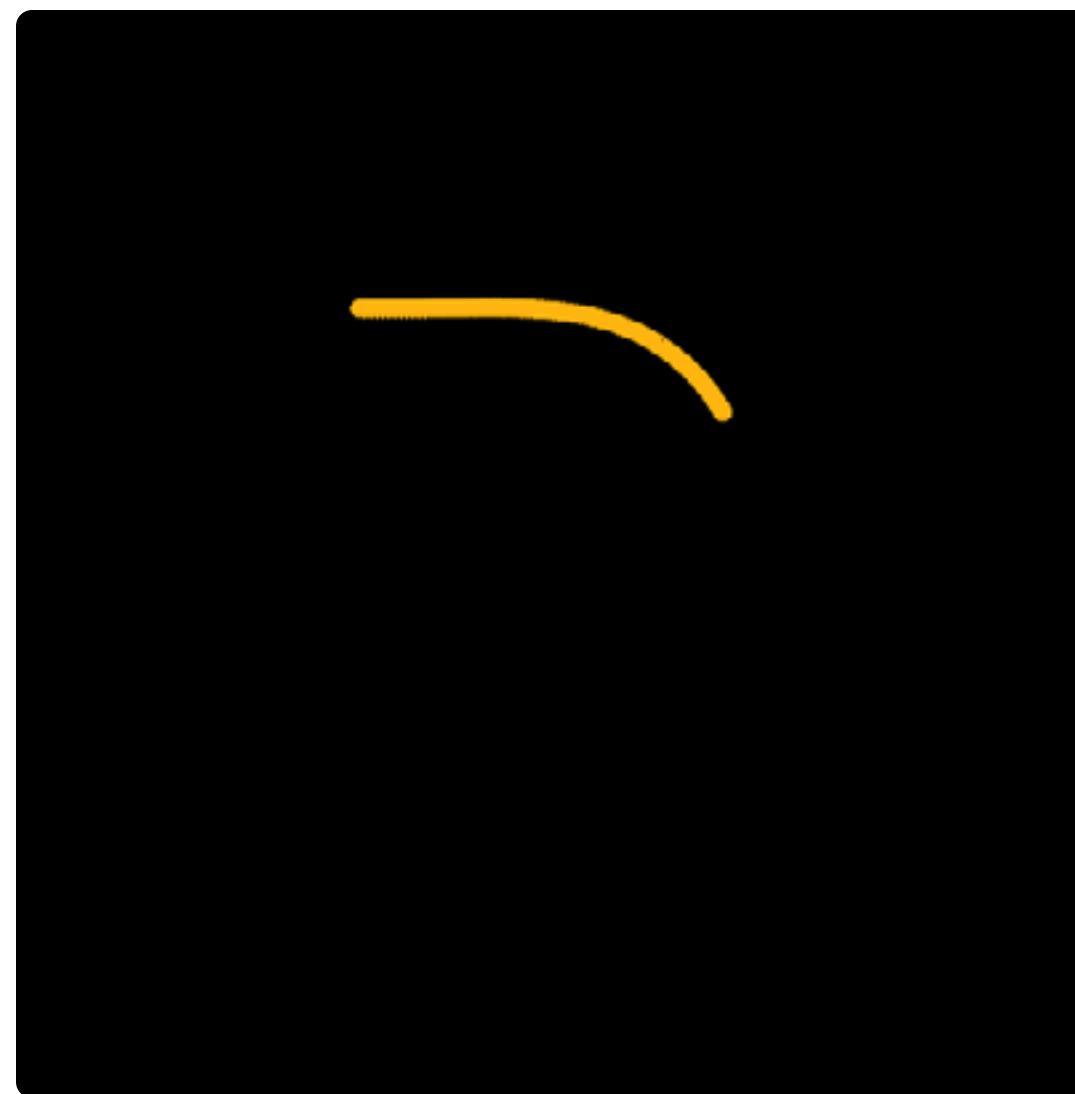


# Animation

Moving images captures the attention of viewers easily and it retains in their brain for a longer time. The animation of the logomark visualizes the formation of it and accentuates the overlapping segment.

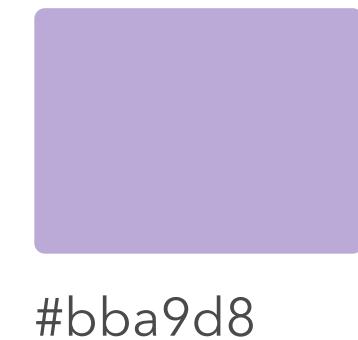
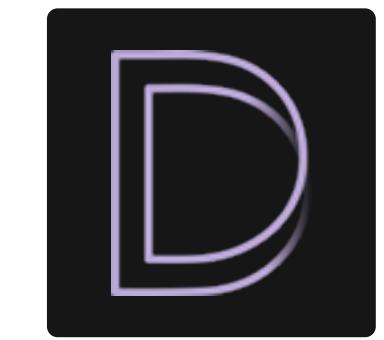
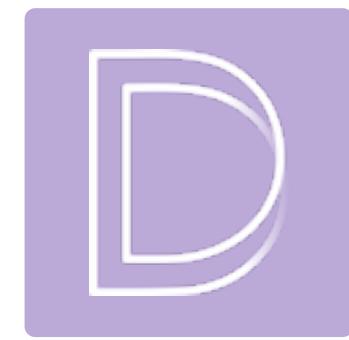
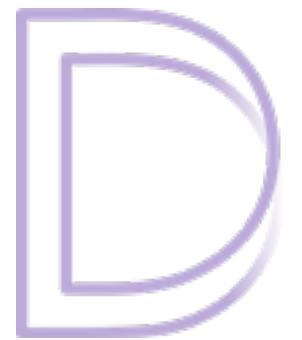
The animation can be used before or after the lecture videos and short clips recorded by the educators.

*Refer to DTK1234 Logomark Animation.zip*

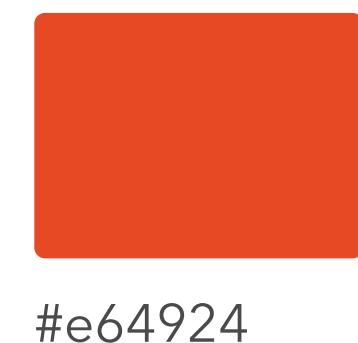


# Colors

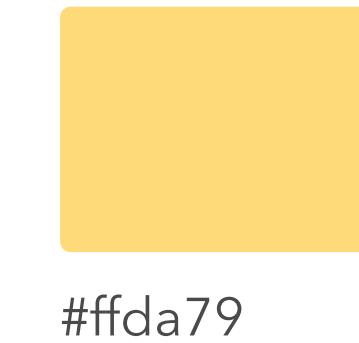
Intro Segment:  
Design Doing,  
not Thinking



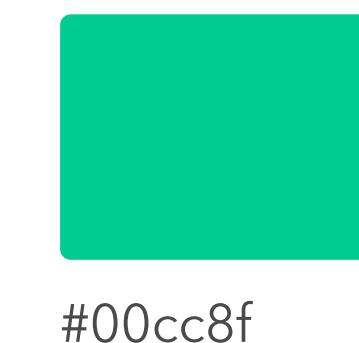
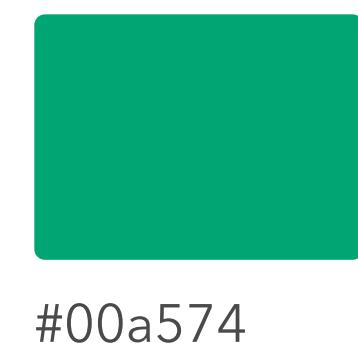
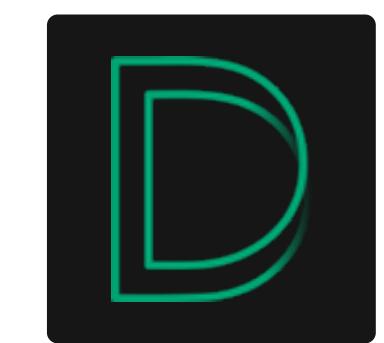
Segment 1:  
Systematic  
Creativity



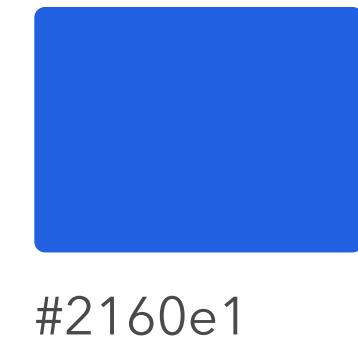
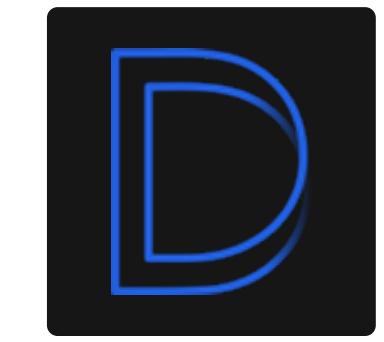
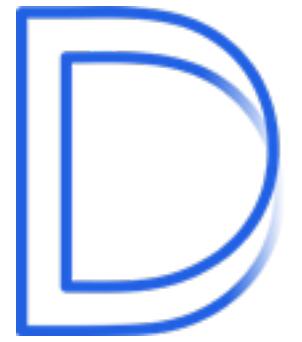
Segment 2:  
Empathize



Segment 3:  
Do, Undo,  
Redo



Segment 4:  
Prototype  
with People



The five colors represents the five segments of DTK1234. Bright and vibrant colors are selected to bring excitement and joy to the students. After all, design thinking is a fun and engaging process!

The colors have high saturation and work well on different colored backgrounds and when printed in monochrome.

Due to the rather confusing timeline of the module, the five different colors will help students to identify the segments they are working on.

*Refer to DTK1234 Logomark.zip*

# Font

DTK1234

DTK1234

DTK1234

DTK1234

DTK1234

*DTK1234*

*DTK1234*

*DTK1234*

*DTK1234*

*DTK1234*

Avenir Next Light

Avenir Next Regular

Avenir Next Medium  
Avenir Next Light Bold (On MS Office)

Avenir Next Demi

Avenir Next Bold

## Avenir Next

Avenir means 'Future' in French which embodies the spirit of design thinking of looking forward. Its san serif and geometric nature fits well with the style of the logomark of being uniform and clean.

With a wide range of weights, it is versatile to be used in any context, from headers to body text, digital to printed. Utilizing just one font helps to release the burden of the student in understanding font hierarchy. It is also available on Microsoft Office PowerPoint for students to submit their assignments.

[Refer to Avenir Next Lt Pro.zip](#)



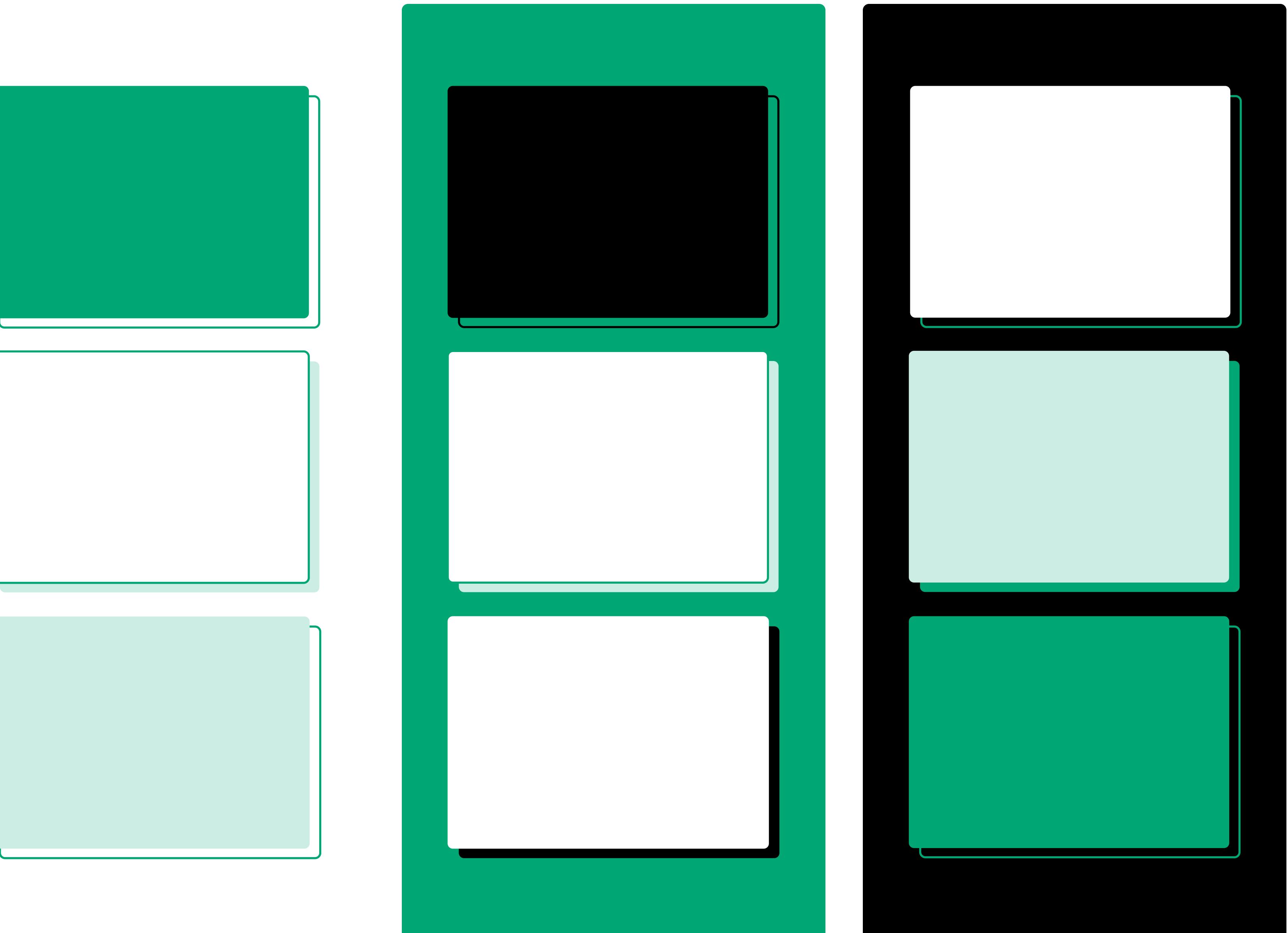
# Elements

## Box with Backdrop

The idea of layers and depth of the logomark is represented by the box and its backdrop. Similar to the logomark, its rounded corners are gentle and conveys friendliness to the students.

It provides many different combinations with the use of colors, opacity, solid and lines boxes. This allows it to work on multiple background and format. It can be used for quotes, images, highlight important points and space for students to record their answers and findings.

Boxes are used for DTK1234 documents to encourage students to freely write and draw without restrictions that may happen if lines are provided instead.



# Elements

## Paperclip

Not only does the logomark represents the spirit of design thinking, it is also formed like a paperclip that holds the crucial notes and ideas together.

It is used to highlight important notes and quotes across the DTK1234 documents.

*Refer to DTK1234 Elements.zip*



**"Creativity comes from a conflict of ideas."**

*Donatella Versace*



**"It is not enough that we build products that function, that are understandable and usable, we also need to build products that bring joy and excitement, pleasure and fun, and, yes, beauty to people's lives."**

*Don Norman*

# Elements

## Icons

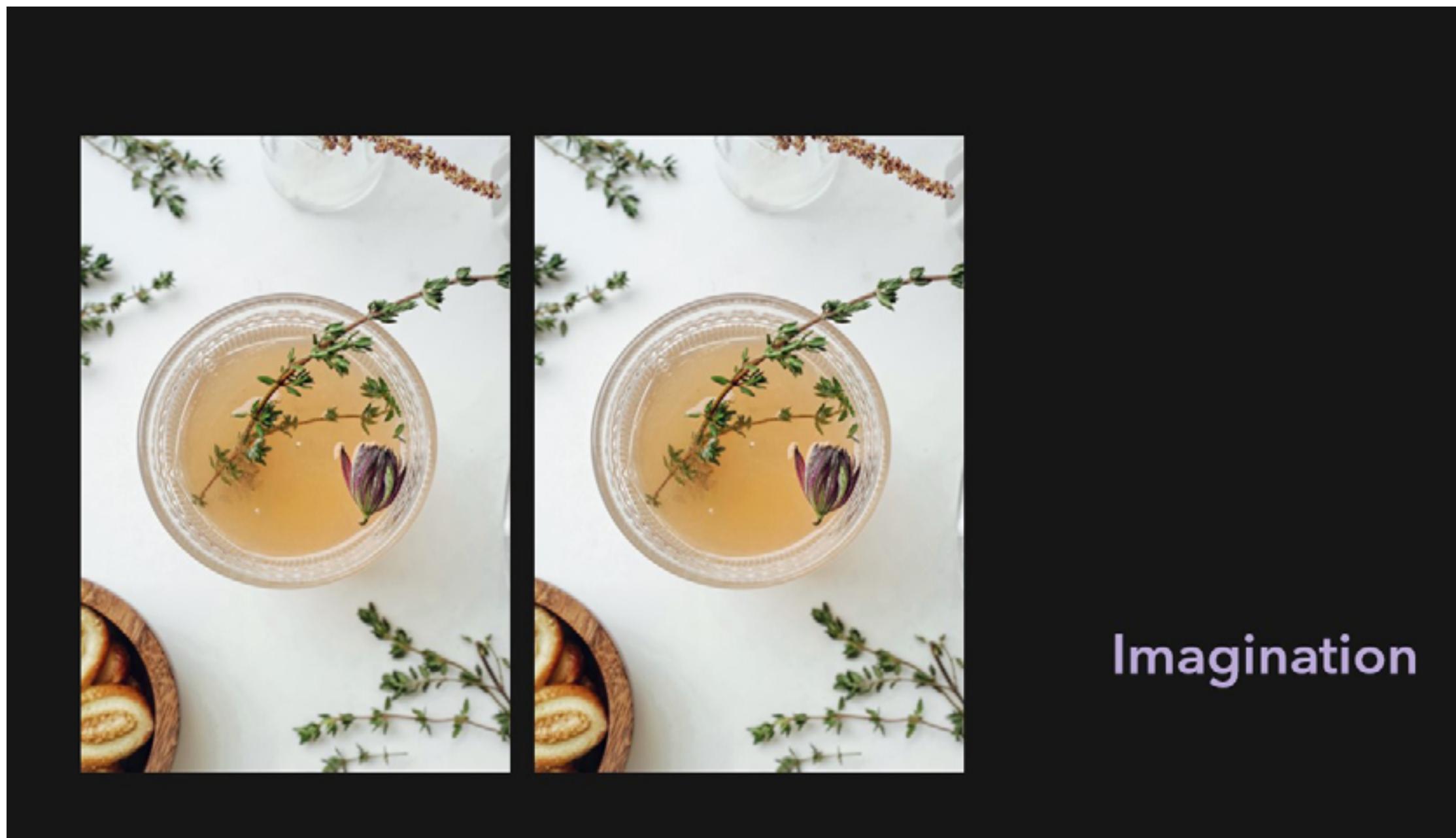
Icons can be used to illustrate and visualize important key points. Following the visual language of the logomark, icons used in documents should primarily be outline icons

*Refer to DTK1234 Elements.zip*



# Applications

DTK1234 has a range of documents and platforms to engage students and ensure a smooth learning experience. Some examples are lecture videos, digital and physical worksheets, facilitator's guide, newsletter and MS Teams. It is important to create a cohesive brand identity across all platforms to provide a seamless experience.



The Wallet Exercise

**Your New Mission:**  
**Design a useful and meaningful wallet for your partner**

**Start by Gaining Empathy**

**02 First Interview** (8 mins, 4 mins each)

Ask your partner to talk you through the wallet or purse she is carrying. Note down things that seem important or unique to your partner

**03 Second Interview** (8 mins, 4 mins each)

Focus on what is important to your partner, dig deeper for stories and emotions. Follow up on the unusual and surprising details you found out in the first interview. Ask "Why" often!

D

The documents use a two column grid structure, and occasionally three column grid structure. This simple structure helps student to familiarize themselves with the worksheet layout as they progresses through the module.

D

# Printed Worksheet

Intro Segment

DTK1234

D

## Design Doing, not Thinking

### The Wallet Exercise

Full Name: \_\_\_\_\_

Matric No.: \_\_\_\_\_

Tutorial Group: \_\_\_\_\_

Refer to [DTK1234 Intro Segment Worksheet.zip](#)



The printed worksheets will be used during the team-based workshop for students to record their findings. Utilizing mainly boxes, it encourages students to write and draw freely without restrictions. The two column grid structure, occasionally three, provides a clear structure to help students navigate the worksheet without confusion.

The Wallet Exercise

Your New Mission:  
Design a **useful and meaningful** wallet for your partner

**Start by Gaining Empathy**

**02 First Interview** (8 mins, 4 mins each)

Ask your partner to talk you through the wallet or purse she is carrying. Note down things that seem important or unique to your partner

**03 Second Interview** (8 mins, 4 mins each)

Focus on what is important to your partner, dig deeper for stories and emotions. Follow up on the unusual and surprising details you found out in the first interview. Ask "Why" often!



DTK1234 Intro Segment: Design Doing, Not Thinking 2

Intro Segment

DTK1234

D

# Design Doing, not Thinking

## The Wallet Exercise

Workshop name

Segment name

Full Name:

Matric No.:

Tutorial Group:

Include space for students to write their  
name, matric number and tutorial group

Main color of the worksheet based on the  
color of the segment.

	<p>Margin</p> <h2>Design your <b>ideal</b> wallet</h2> <p><b>01 Draw (3 mins)</b></p> <p>Sketch your idea here. Don't worry if you can't draw well, you can use words to annotate as well.</p> <p>Regular and grey for prompts</p> <p>Demi for main titles Highlight key words with the segment color</p> <p>Demi for titles Demi Italics for subtitles</p> <p>Demi for headers</p> <p>Use logomark with thicker line weight when they are small</p> <p>Demi for module and segment name Regular for segment and page number</p>	<p>The Wallet Exercise</p> <p>Demi for headers</p> <p>Margin</p> <p>Margin</p>
--	--	--

Always ensure there are plenty of space for students to draw and write especially for exercises that require them to sketch.

		Margin	
	<b>Iterate based on feedback</b>		The Wallet Exercise
	<b>07 Share Solutions, Capture Feedback</b> (10 mins, 5 mins each)		<b>08 Reflect and generate new solution</b> (3 mins)
Margin	Don't defend your ideas. Listen to your partner's feedback and note down feelings and motivations.		Based on your new understanding, sketch a new solution or a variation of an idea from part 6. Provide as much detail as possible.
	D		Margin
		DTK1234 Intro Segment: Design Doing, Not Thinking	5

The grid can be further divided into four when required. Grid can be divided vertically to include other exercises.

D

# Facilitator's Guide

Facilitator's Guide helps tutors to deliver a smooth and meaningful workshop, and ensure all students, regardless of their tutors, receive similar workshop experience. It contains 'Content Guide' that guides tutors in delivering the lesson and 'Note for Tutors' to remind them of what to look out for.



Refer to [DTK1234 Intro Segment Facilitator's Guide.zip](#)

## Ideate: Generate alternatives to test

06 Based on the Point of View, sketch at least 5 ideas to fulfill the design challenge. (5 mins)

Don't evaluate your ideas yet and go for numbers. Refer to your problem statement! Feel free to ask for another copy of this page if you need additional space.

Now based on the Point of View, create solutions for the design challenge that you have identified. In part 6, sketch 5 ideas to fulfill your user's needs. This is the time for idea generation so don't evaluate your ideas yet and go for numbers. And don't worry if you don't draw well, try to be as visual as possible, and use words to point out details!

You have 5 mins to complete this part. Time starts now!

(Students working - 5 mins)

Try for 2 more wildly different ideas to address the same challenge!

Time is up!

Content Guide

This is the first time students are generating ideas. Many of them will be beginners to this. Encourage them to go for quantity, but don't give constraints that may hinder their bravery in coming up with (crazy) ideas. It's ok when the ideas here aren't great, they are going to improve on it iteratively in the next few parts.

Note to Tutors

The Wallet Exercise  
Facilitator's Guide

45 min  
mark

DTK1234 Intro Segment: Design Doing, not Thinking 8



The guide is overlaid over the existing worksheet to allow tutors to have a reference of the student's worksheet as they are conducting the workshop. To easily differentiate the guide and the worksheet, the cover of the guide utilizes more black hues as opposed to the colored hues on the worksheet's cover.

		Margin	
	<b>Reframe the issue</b>		The Wallet Exercise Facilitator's Guide
	<p><b>04 Capture Findings, Identify Challenges (6 mins)</b></p> <p><b>Goals</b> Things your partner wants to achieve</p> <p><b>Insights</b> Infer unexpected or interesting learnings about your partner's feelings and motivations</p> <p>Well done, I am sure by now you know your partner a little more than when this activity first started. Now, go to page 3, part 4 of your worksheet. Individually, I will like you to reflect on what you have learned about your partner and his/her wallet. You have 6 mins for this part. Synthesize your learnings into:</p> <p>a. Goals and needs that you have discovered. Use verbs to describe your partner's goals, things that he/she is trying to achieve. For example, your partner's needs could have been:</p> <ul style="list-style-type: none"> <li>- To organize and access her credits and membership cards, 16 in all.</li> <li>- Having many credit cards makes her feel secure</li> <li>- Carries little cash</li> </ul> <p>b. Infer interesting and unexpected insights from what you have heard. What do you see about your partner's experience and motivation that your partner does not necessarily see? For example:</p> <ul style="list-style-type: none"> <li>- Feeling of safety and security is important to her</li> <li>- Sees the use of animal products as cruel, such as leather</li> </ul> <p>You have 6 mins to complete this part. Time starts now!</p> <p>(Students working - 6 mins)</p> <p>Time is up!</p>	<p><b>05 Point of View - Design Challenge (3 mins)</b></p> <p><b>How might I help achieve ways to</b></p> <p>Now that you have synthesized your findings, it's time to define a meaningful design challenge by taking a point of view. Fill in the part 5 with your partner's name, user need/s, and insight. As a guide, you can choose the most important user need or combine a few similar needs, and the most unexpected but meaningful insight you have observed. This is the design challenge that you are going to address, make sure it's actionable and juicy!</p> <p>For example, maybe your partner Lorrie wants to achieve ways to organize many cards with little cash within a slim wallet profile while having 1 special compartment to hold a charm/photo, considering she sees the use of animal products such as leather as cruel.</p> <p>Or maybe your partner Sam wants to achieve ways to keep coins, bills and cards separately in a dark coloured wallet, considering, he seems to value the security of his possessions more than accessibility.</p> <p>You have 3 mins to complete this part. Time starts now!</p> <p>(Students working - 3 mins)</p> <p>Time is up!</p>	Margin
	D	Content Guide	Content Guide

Due to the large amount of text and space constraint, feel free to be flexible with the margins.

Modify the worksheet to ensure no guide is covering the text.

Margin

## Ideate: Generate alternatives to test

### 06 Based on the Point of View, sketch at least 5 ideas to fulfill the design challenge. (5 mins)

Don't evaluate your ideas yet and go for numbers. Refer to your problem statement! Feel free to ask for another copy of this page if you need additional space.

Now based on the Point of View, create solutions for the design challenge that you have identified. In part 6, sketch 5 ideas to fulfill your user's needs. This is the time for idea generation so don't evaluate your ideas yet and go for numbers. And don't worry if you don't draw well, try to be as visual as possible, and use words to point out details!

You have 5 mins to complete this part. Time starts now!

(Students working - 5 mins)

Try for 2 more wildly different ideas to address the same challenge!

Time is up!

Content Guide

The Wallet Exercise  
Facilitator's Guide

45 min  
mark

Time check for tutors



This is the first time students are generating ideas. Many of them will be beginners to this. Encourage them to go for quantity, but don't give constraints that may hinder their bravery in coming up with (crazy) ideas. It's ok when the ideas here aren't great, they are going to improve on it iteratively in the next few parts.

Note to Tutors

Margin

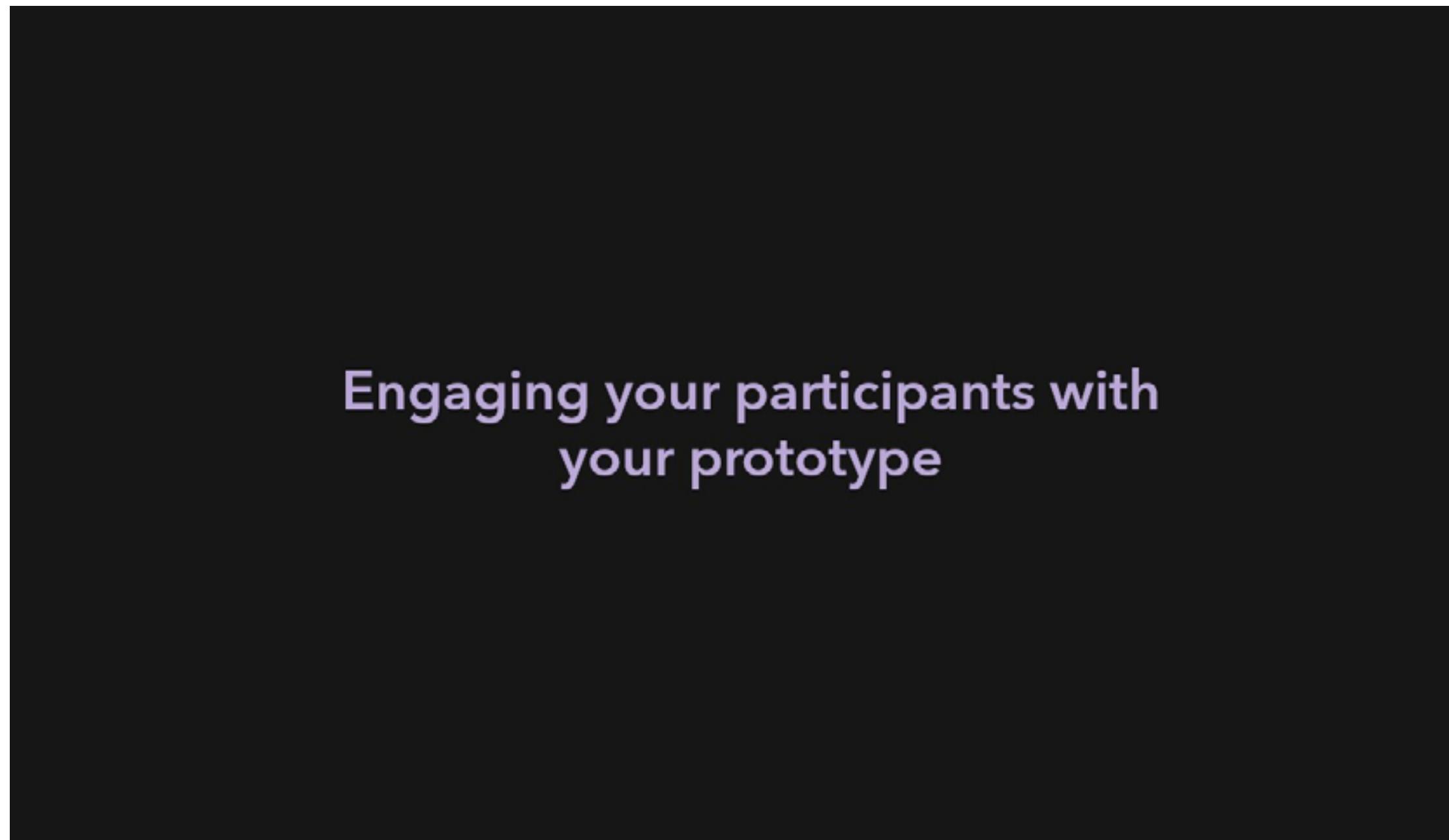
'Content Guide' and 'Note to Tutors' are visually different to allow tutors to differentiate it in one glance

D

Margin

# Slides for Videos

Slides for videos supplement and highlight keypoints for students. Text should be kept to minimum to keep the video engaging for students as they watch it asynchronously. Primarily black background, full bleed colored slide provides a change stimulus and keeps things lively.



Slides are done on MS Office PowerPoint for it to be easily sharable to professors and TAs. Users can easily replace image without needing to readjust the dimension. Three dimensions of images are provided in the template, landscape (3:2), square (1:1) and portrait (2:3). Guides are provided in the last two slides of the document.

[Refer to MS Office PowerPoint DTK1234 Slides Template](#)



Imagination

We don't know  
what we don't know

Engaging your  
participants  
with your prototype

Centralize text and images when there is  
only one main point or image. Two column  
grid structure when there are two.



Do not overdo the backdrop. Remove  
them when the slides gets crowded and  
takes away the focus of the main content.



"The creative process is rooted in imaginative thought, in envisaging new possibilities. But creativity goes further.

Ken Robinson, *Out of Our Minds*

The paperclip and box helps to highlight important points such as quotes. Due to the limitation of MS Office PowerPoint, users do not need to adjust the dimensions of the box. Simply align the text in the centre.

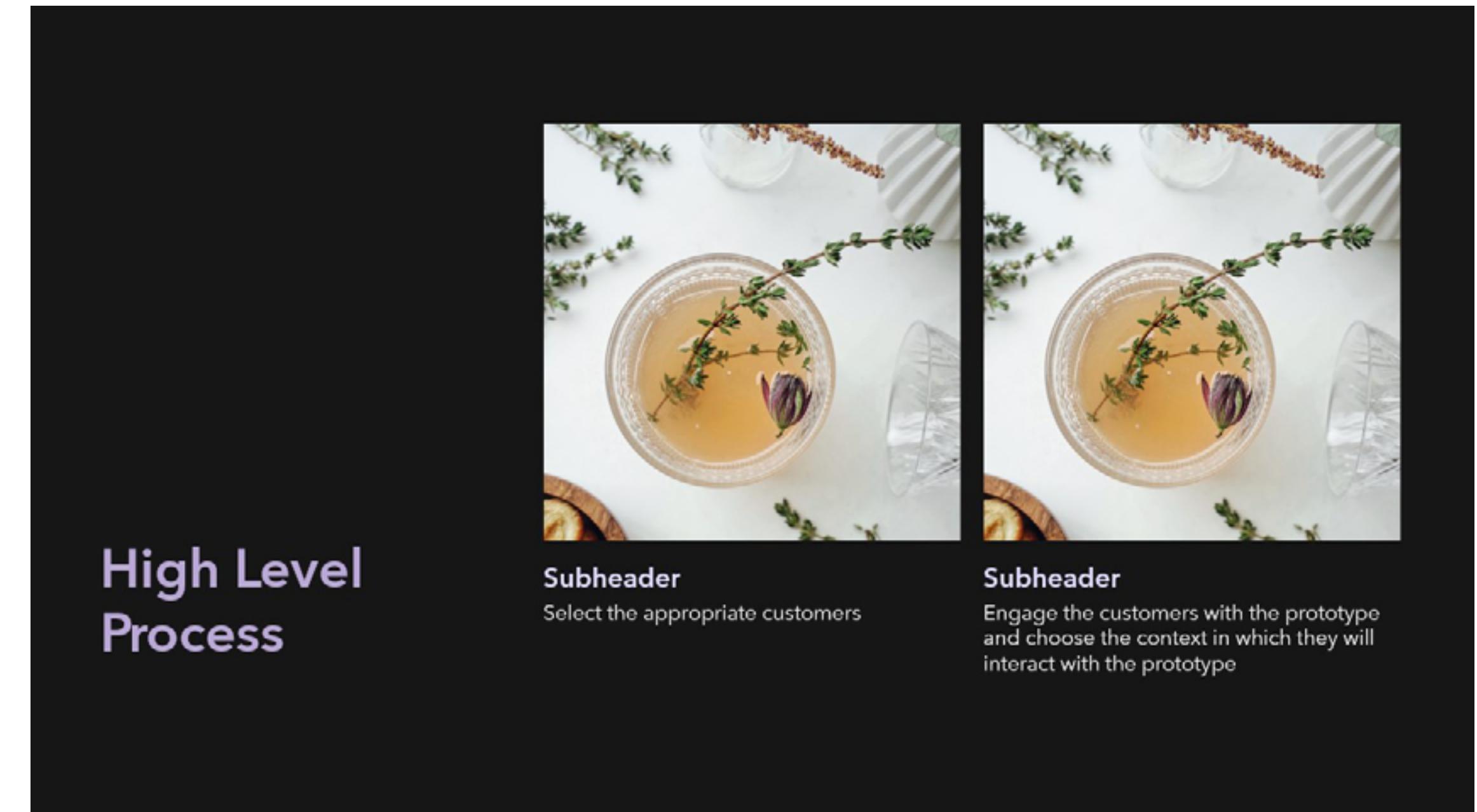
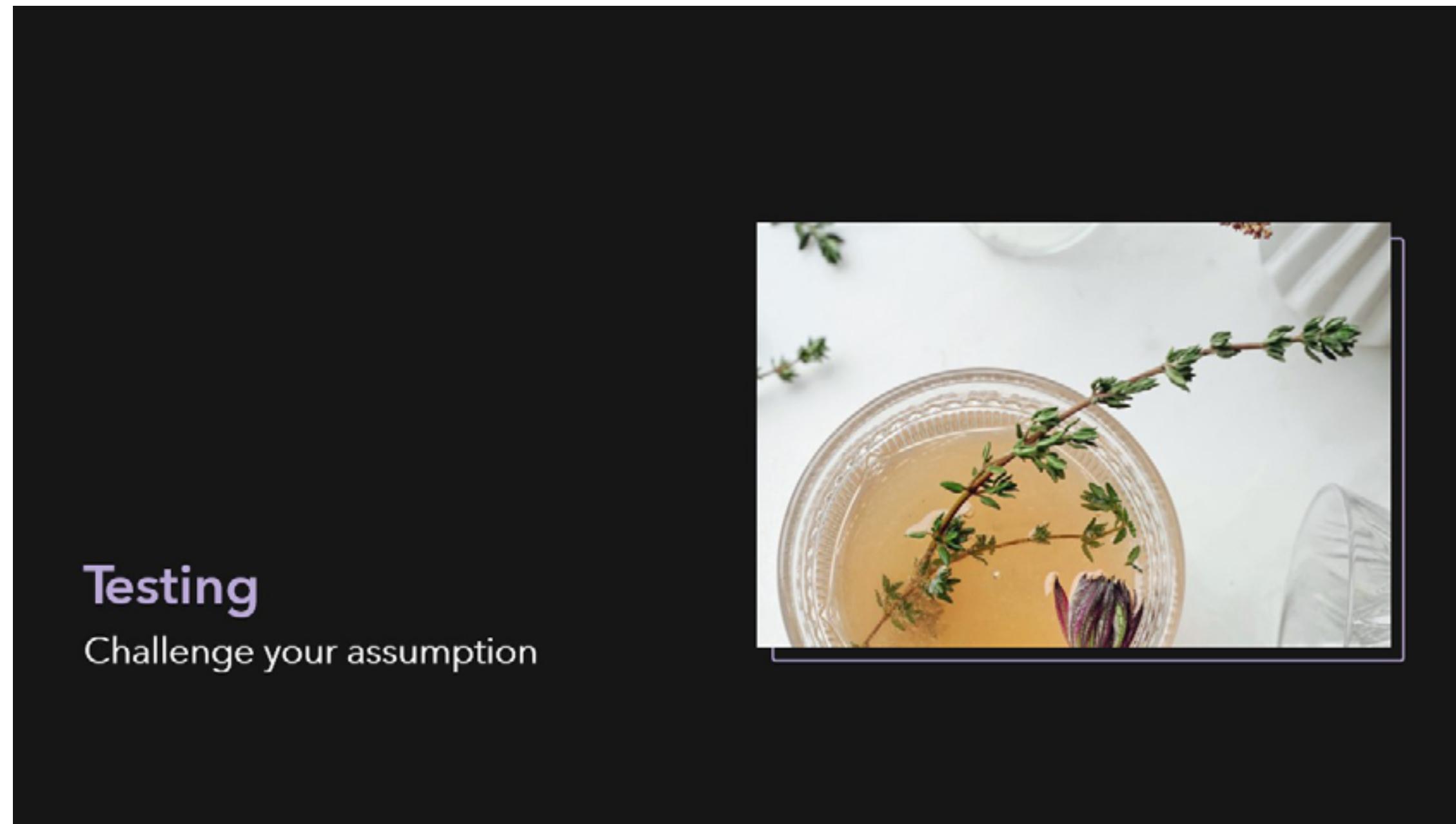
Section break should be used on a colored background to create a change stimulus into the next section.



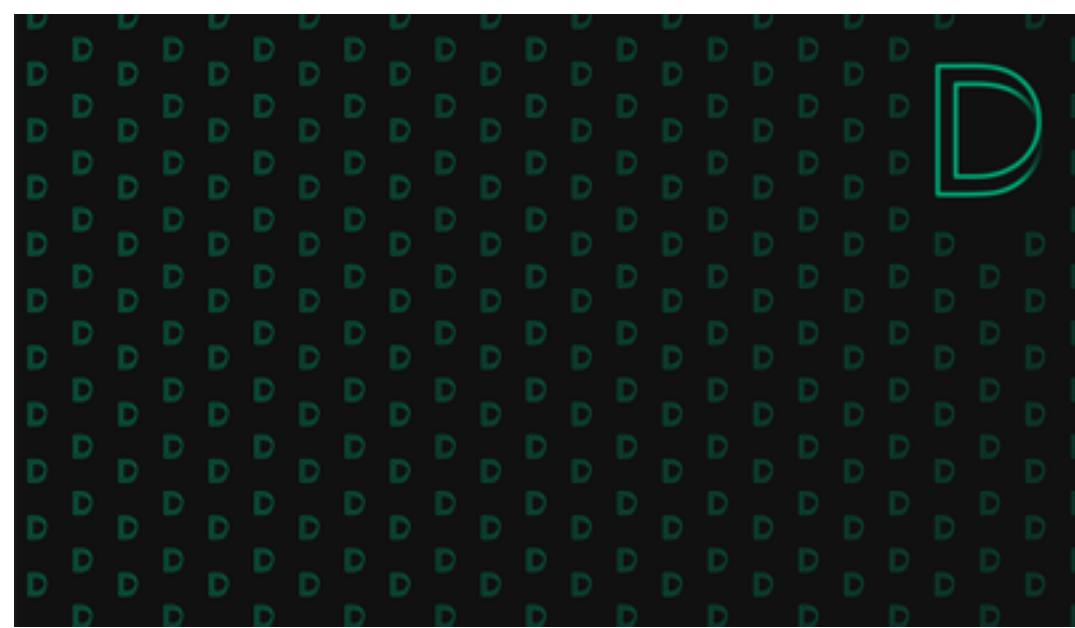
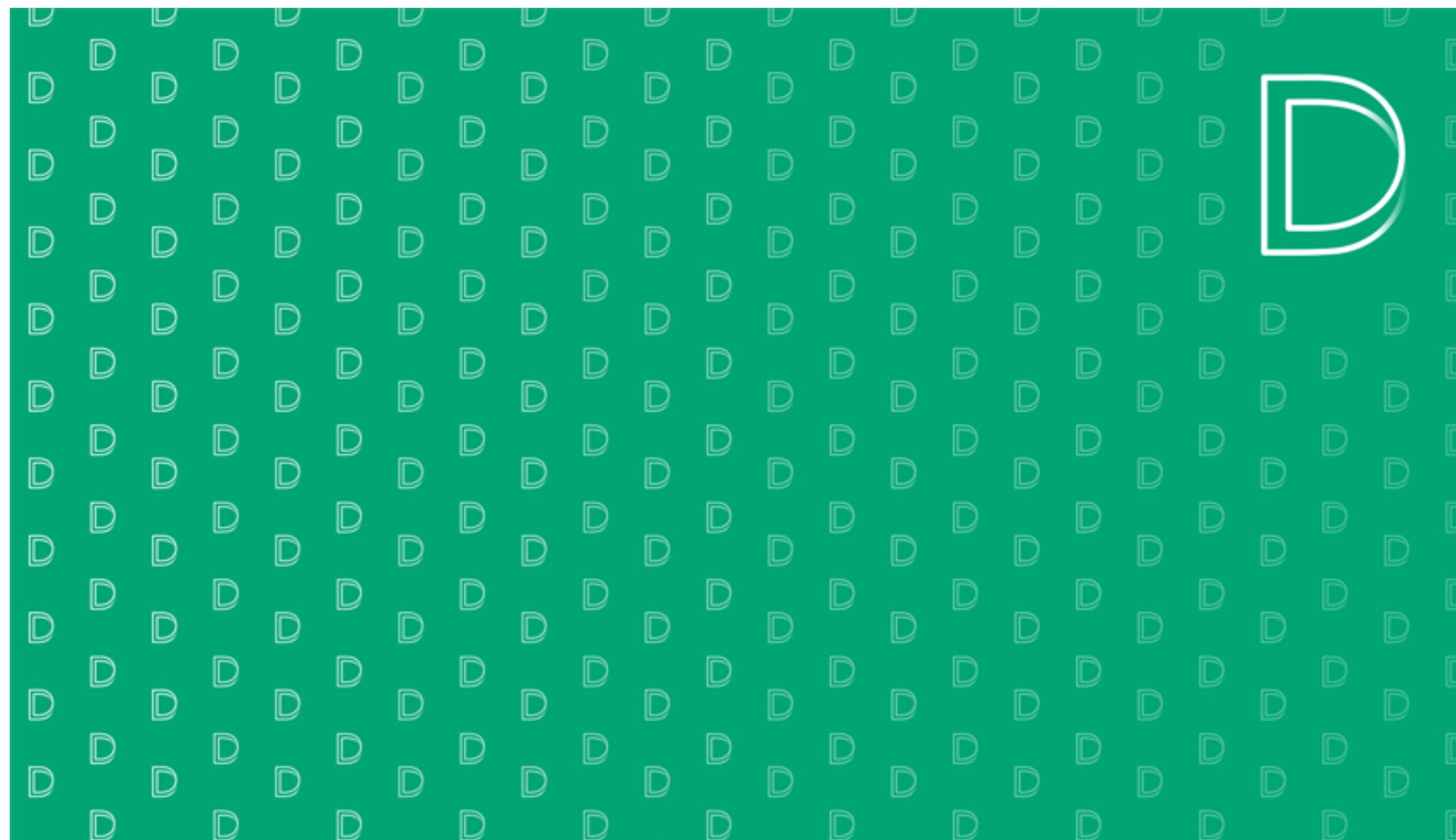
Part 2

## Context Mapping for Field Research

Body text should always be left aligned to improve its readability.



# Background for Zoom



The repeated logomark makes a nice pattern for a background with a gentle fade off similar to the gentle fade of the overlapping section in the logomark. It comes in all five colors and black.

It can be used for Zoom meetings and online talks by professors and TAs.

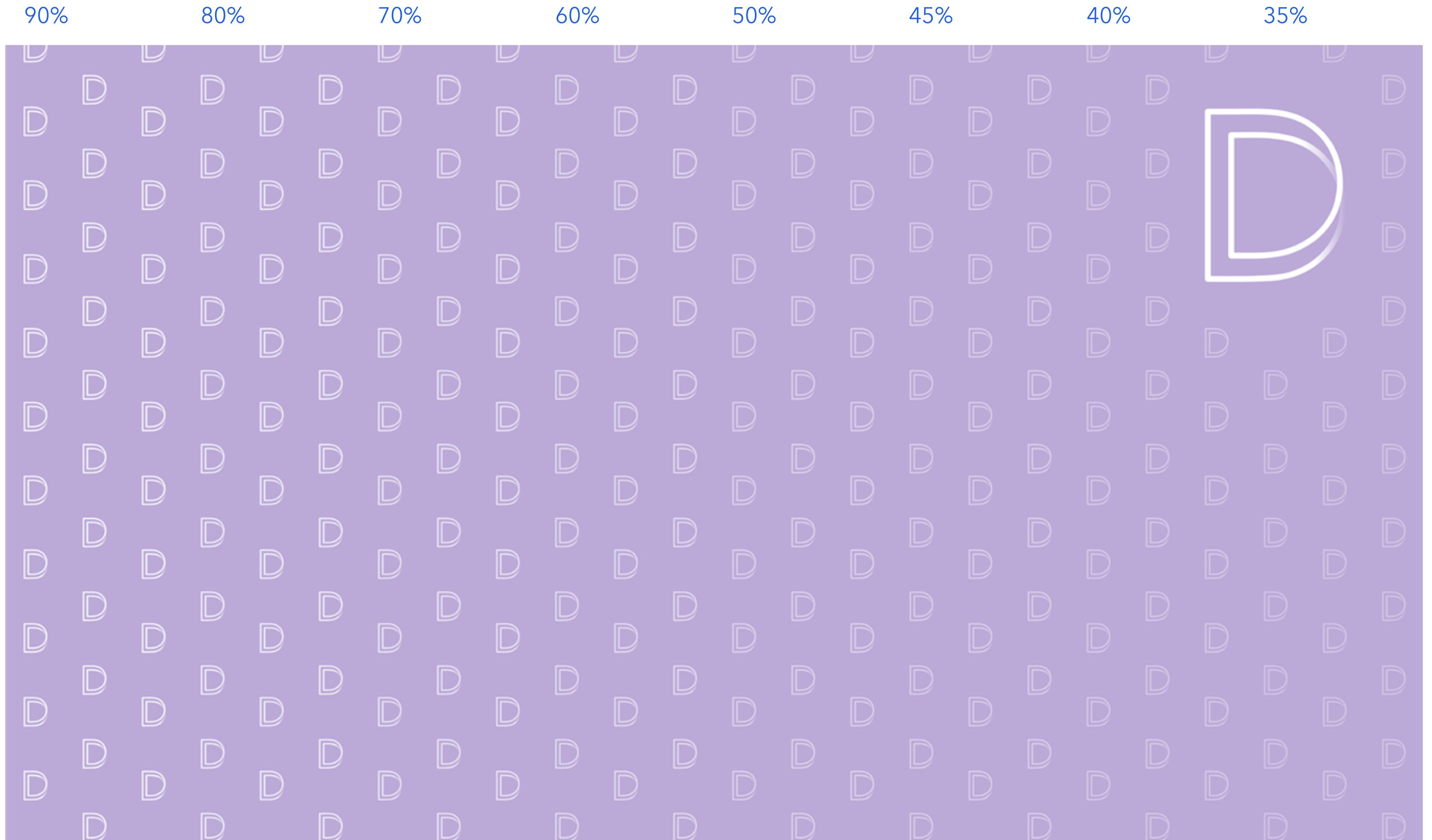


Refer to [DTK1234 Zoom Background.zip](#)

## Opacity

Opacity gradient should be subtle and not too light.

For small logomark, use the one with a thicker line weight to prevent it from looking too thin and disappearing into the background.



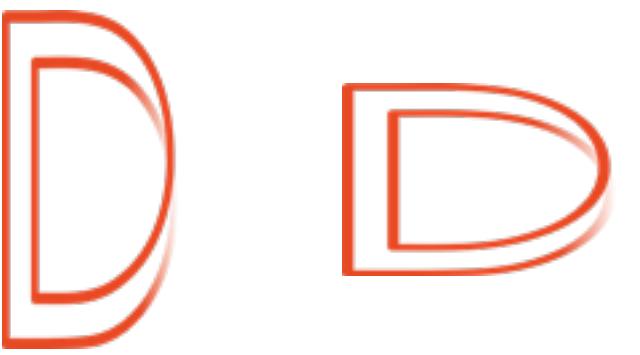
# General Guidelines

## Logomark

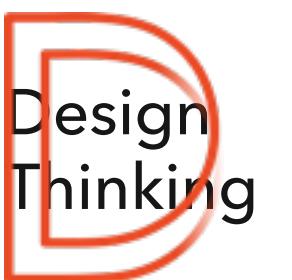
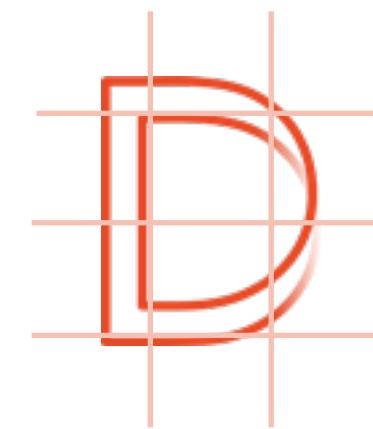
Use logomark with thicker line weight when they are small (~less than 2.5cm in height)



Do not distort



Do not place text, lines, images over or under it



Do not place signature around it



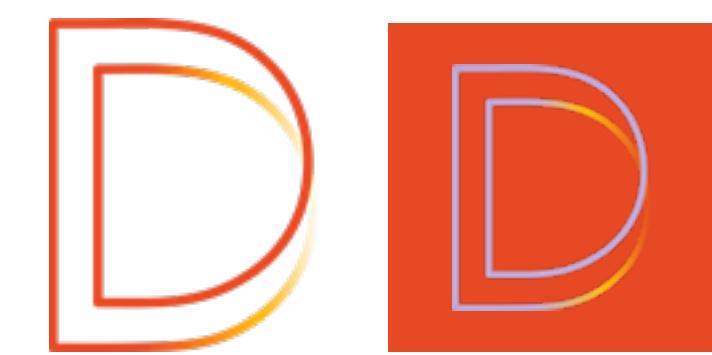
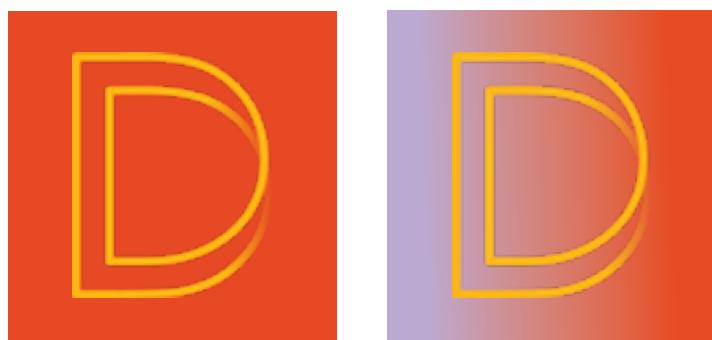
# General Guidelines

## Colors

Ensure good contrast between logomark, text and background



Do not use two or more colors for logomark and background



# General Guidelines

## Font and Typography

Ensure text is readable digitally and printed (size, weight, contrast), depending on context.

Only use Avenir Next. Use different weights and size to differentiate titles, subtitles and body.

### Title

### Subtitle

Body

D

Do not hyphenate text

Singap-  
ore

Do not right align body text

Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.

Do not capitalize headers and text (exception when emphasizing words within paragraph)

DESIGN  
THINKING

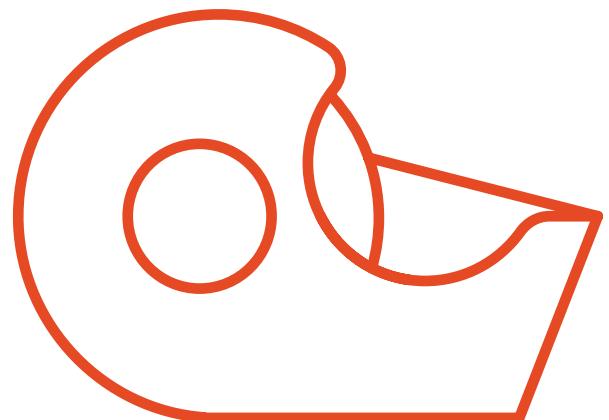
Do not use drop shadow

Design  
Thinking

# General Guidelines

## Elements

Box, backdrop and icons should have rounded corners. Images do not need to have rounded corners



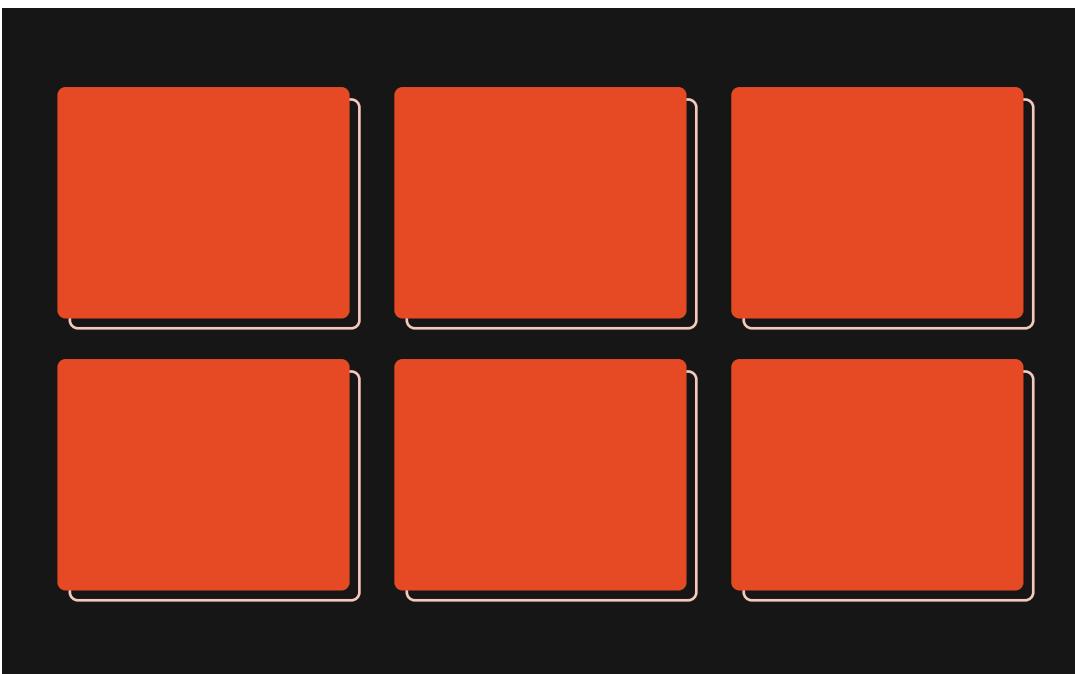
Do not overlap rounded corners



Do not use solid icons



Do not over use the backdrop on a single page/slide



Line of box should not have the same thickness or thicker than the paper clip



This is just a guide, not a rulebook. Feel free to be creative and design according to the needs of the module. Do make changes and transform the identity and expand its usage. Just keep in mind the spirit of design thinking!