



Mapping Emergent Tech Workflows at the Glasgow School of Art: A Service Design Approach to Peer Knowledge Sharing

Master's Thesis - August 2025 - Annabelle Webb

MDes Service Design, Glasgow School of Art



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your
phone
or tablet



EXCLUSIVE



GLOBAL VIEW

Enjoy more,

DO

LESS



Abstract

With growing concerns around AI and the job market, students are feeling more pressure than ever to keep up with emerging technologies. Many feel unsure, overwhelmed or disconnected from how these tools relate to their creative work. This project looks at how students are using AI, what they think about it and how it makes them feel. I also spoke with educators to better understand how the university is responding to changes in skills, expectations and academic integrity.

What came through was a clear gap between how students are actually using these tools and how they are being supported or spoken about in academic spaces. In response, I designed a system called CUBE that fits into existing university routines and encourages reflection, peer learning and sharing. The goal is to help students build confidence and curiosity with new tools, while opening up more space for experimentation at GSA.



Project Planning

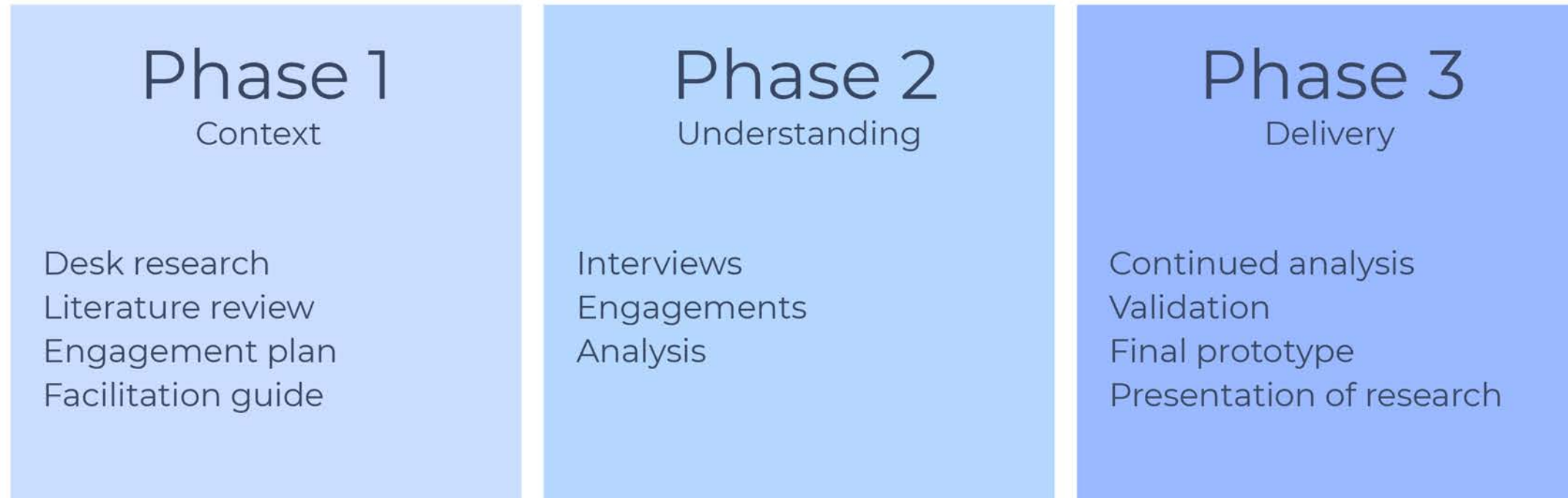




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When teacher Betty Pictor died unexpectedly following a routine operation, her close friends Craig Mollison and Jane Spiers wanted to build something joyful on Orkney in her memory.

She was an avid reader, so a Tingwall farmer donated an old, derelict bothy to their cause and they set to work transforming it – with the help of their talented pals, who created sculptures, paintings and stained glass – into Betty's Reading Room.

This cosy little place near the ferry terminal has a wood-burning stove, oil lamps, comfy sofas, biscuits and, of course, lots and lots of books.

Visitors are welcome to sit and read for a while, and they can borrow books to take home or even keep, if they like.

Donations of second-hand books are welcome to help keep the shelves well stocked.

Reviews on TripAdvisor score it 4.5 out of 5 with one saying, "This unique reading room gives you a wee hug. On a damp day in Orkney it's a perfect stopping off point for a rest, to pick up a good book and soak up the charming atmosphere."

It's a gorgeous tribute to a friend, full of warmth and love and colour. What a lovely way to

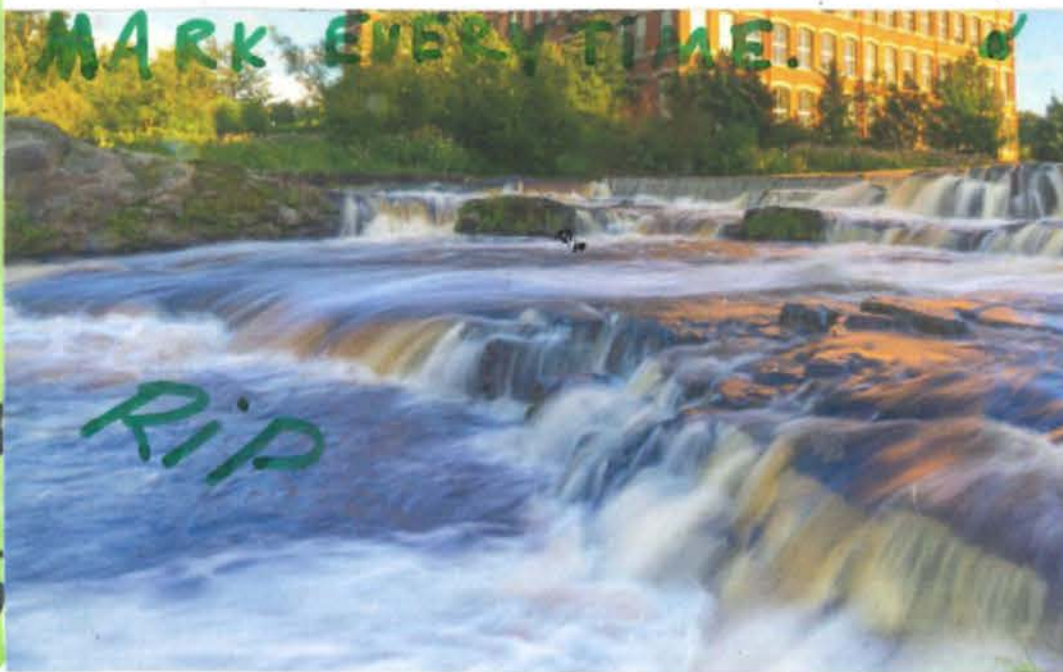
QUICK AND EASY TEXT ME AFTER SAYING THAT

GOT NO IDEA WHAT IS TALKING ABOUT BUT I BELIEVE IT TO BE TRUE

FINDINGS STATISTICS + REFERENCES



AVERAGE AMOUNT OF WATER I USE BY SAYING "THANKS" JK I DON'T BUT I PUT QUESTION MARK EVERY TIME.



Phase 1

Context

Context

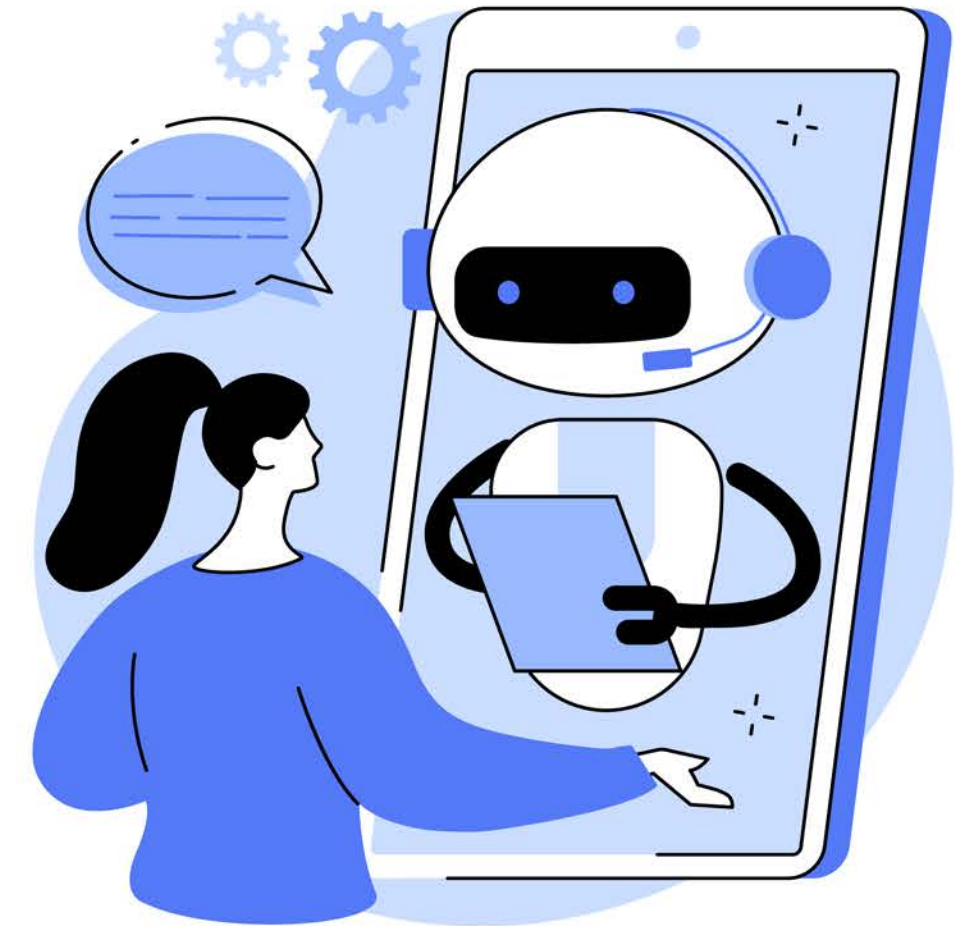
AI is here how do we use it ?

What we know

- students are using AI
- they are using it at the expense of their personal learning
- they are using it to enhance their personal learning

What we don't know is how specifically they are using it in their workflows to complete a variety of tasks, and how this is affecting their learning and engagement with course materials.

I aim to research how students and professors are currently using AI and what their thoughts are on the technology.



How can *AI* be used
ethically in the **classroom** to
enhance learning and engagement
with course materials ?

Framing Inquiry

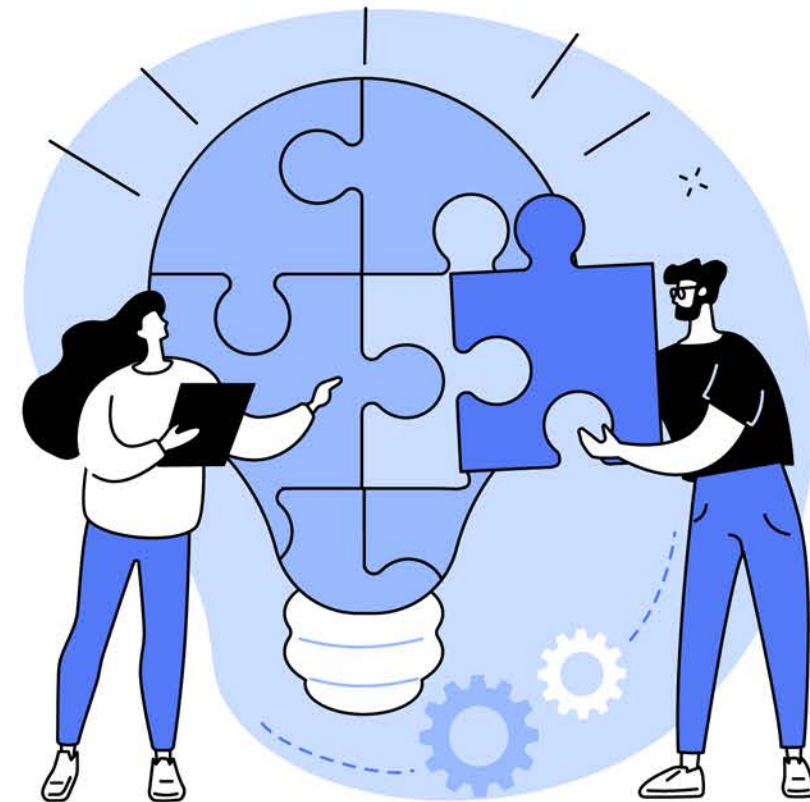
This project is framed within a design research approach to explore how students are engaging with AI as a learning tool. The aim is to create open, critical conversations around the evolving role of AI in academic contexts. Drawing from qualitative design research methodologies, the project will use methods such as contextual interviews, mapping, and prototyping to investigate both student practices and institutional responses.

The research will include interviews with approximately 10 students and 5 professors to analyze how students are incorporating AI into their academic work, and how professors' grading criteria and academic standards are adapting—or resisting—these changes.

Additionally, a design-led engagement using collage and zine-making workshops will be conducted with students. These sessions will serve as a creative and participatory method to surface students' perspectives, experiences, and values related to AI in education, offering a space for reflection, critique, and dialogue.

As partners on this project I hope to engage with

- GSA's director of emerging technology Paul Chapman
- GSA library services
- 10 students
- 5 professors



GSA Positioning

AI Policy

Can be
Beneficial to
Learning
Process

GSA's Position

GSA believes that the use of AI can be beneficial as part of the learning and development process. However, it is important that students are aware of the limitations and risks when using AI tools.

Unless explicitly stated within a course, students are not permitted to submit work for assessment that has been generated by a chatbot or generative AI tool. This includes all forms of assessment and formats in which such work could be produced, including text, imagery, video, sound, animation, or any other outputs. Such work will be considered as academic misconduct, as the words or artefacts generated are not the students' own. The only exception to this is where the course permits the use of AI generated work with appropriate acknowledgement and citation of its use.

Awareness
of Limits
and Risk

My Positioning

Student

Curious

Industry
Ready



Late-Majority
Tech Adopter

My positioning and approach to the project is largely one of curiosity. I am usually not an early adopter of technology. However, AI is being used in industry (inside and outside of design), so given the opportunity to do a deep dive, I embraced it .

As a student I want GSA to continue to lead in design research. And I have a unique position as someone with lived experience on GSA's campus.

As if graduating weren't daunting enough, now students like me face a jobs market devastated by AI

9 menial chores ChatGPT can handle in seconds, saving you hours

ChatGPT can do more than just answer questions. Here's how the AI can save you boatloads of time

How can GSA educate students and beat the negativity?

Your Resume for AI Scanners

1/3 of our friends use AI in their work

What Graduates Need to Do to Compete with AI in the Job Market

As AI tools like ChatGPT replace entry-level tasks, college grads face a new challenge. Here's what you need to do to stay relevant and competitive in today's job market

CAREERS

LinkedIn cofounder Reid Hoffman says Gen Z graduates are 'enormously attractive' to employers for one reason

By Kwan Wei Kevin Tan

Technology Artificial Intelligence

What used to take a junior team a week can be done in a day by a student with AI

AI should be the making of coursework – not its breaking

The argument that AI spells the end of coursework is short-sighted and ignores opportunities for AI-assisted learning provision

Which Workers Will A.I. Hurt Most: The Young or the Experienced?

Amid layoffs at Microsoft and other large tech companies, experts are debating whose jobs are most likely to be spared.

CLIMATE

We did the math on AI's energy footprint. Here's the story you haven't heard

Save

EDITORS' PICK | LEADERSHIP > CAREERS

These Jobs Will Fall First As AI Takes Over The Workplace

By Jack Kelly, Senior Contributor. © Jack Kelly covers career growth, job market trends, and workplace issues.

Follow Author

Xbox producer tells staff to use AI to ease job loss pain

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What is AI?

Artificial Intelligence (AI)

The overarching field encompassing all aspects of creating machines or systems that can perform tasks requiring human-like intelligence.

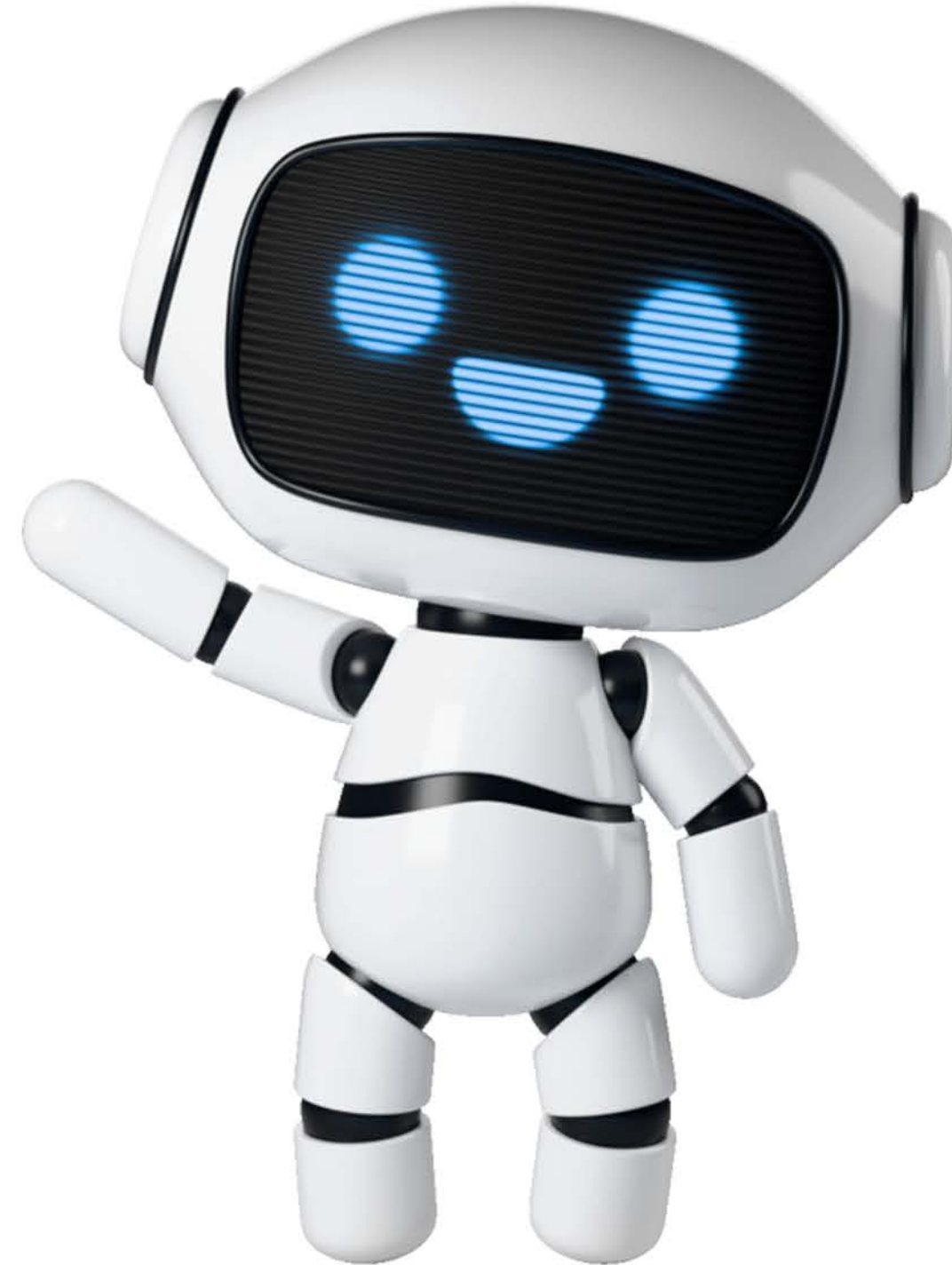
Machine and Deep Learning

A subset of machine learning that uses multiple layers of algorithms (specifically neural networks) to solve complex problems.

Large Language Models (LLM)

A subset of machine learning that powers many Generative AI applications by leveraging patterns learned from large volumes of data.

ChatGPT - Generative tools



What are LLM's

Popularity Robot

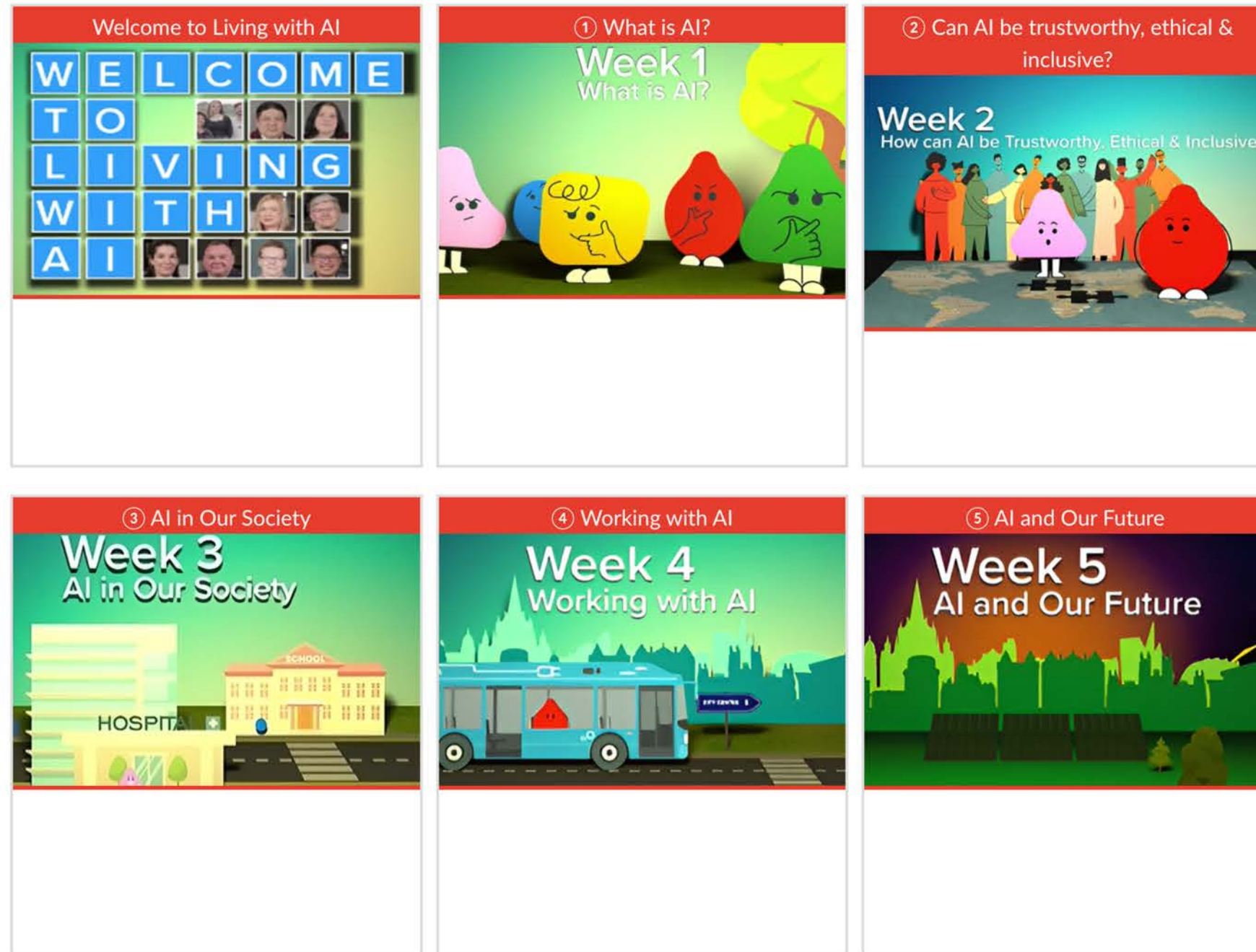
"AI is something that regurgitates all information that's been put into it, and it's just spat back out on us like it is essentially soulless"

- GSA professor

LLMs are just telling you what they think you want to hear



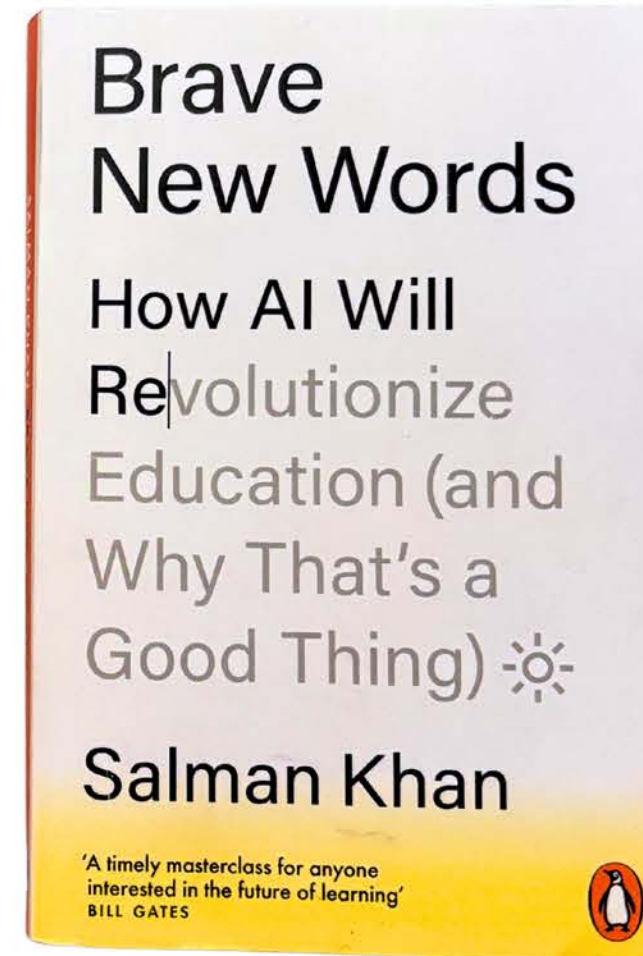
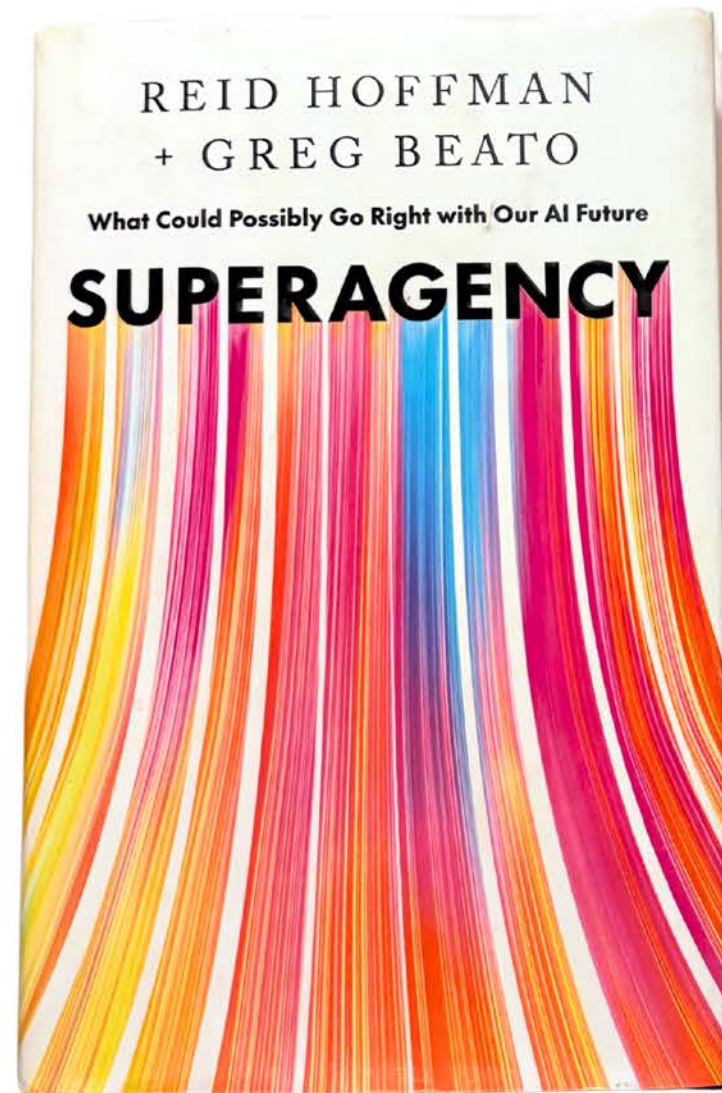
Canvas Course



GSA's current AI Resource is a Canvas course that is self paced and optional

It lacks nuanced information about how AI will disrupt design and Art industries

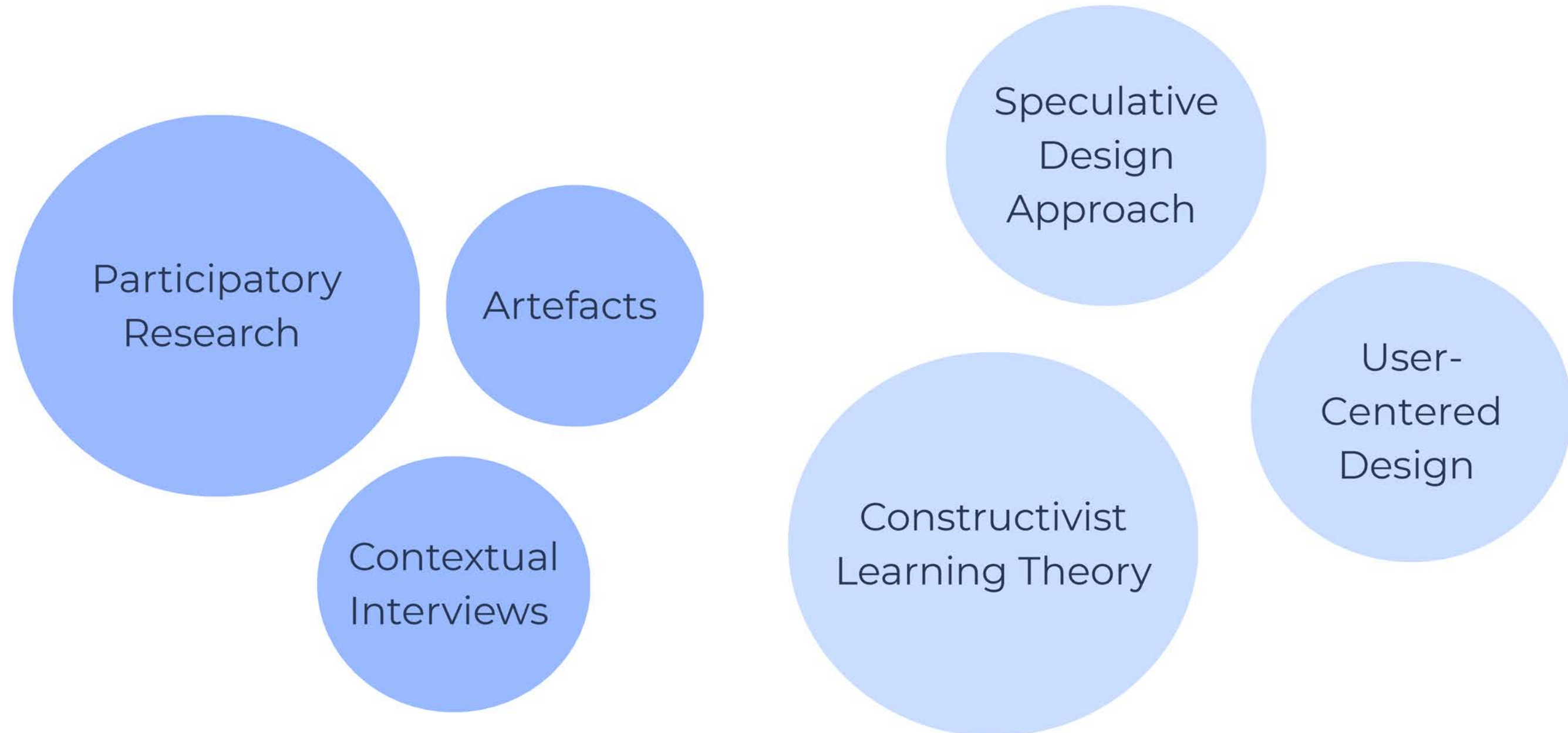
Literature Review



Most of the reading I did around AI and emerging technologies took a speculative angle. The ideas were probable, but still based on imagining what is coming rather than what is happening now. A lot of the writing focused on the idea that agentic models will be the key to using AI in safe and ethical ways within education. These models suggest that students, staff and institutions should have more control over how AI is used and understood, rather than relying on automated systems that make decisions for them. While this way of thinking is important, it also made me wonder what it means for students at GSA who are using AI right now.

For this project, I considered speculative design as a way to explore these futures, but I have taken a more grounded and participatory approach. Using service design, I am looking at the relationships, systems and behaviors already happening at GSA. I am also including student experiences and feelings through participatory methods like interviews and workshops. This helps bring the conversation back to the present while still leaving space to imagine what could come next.

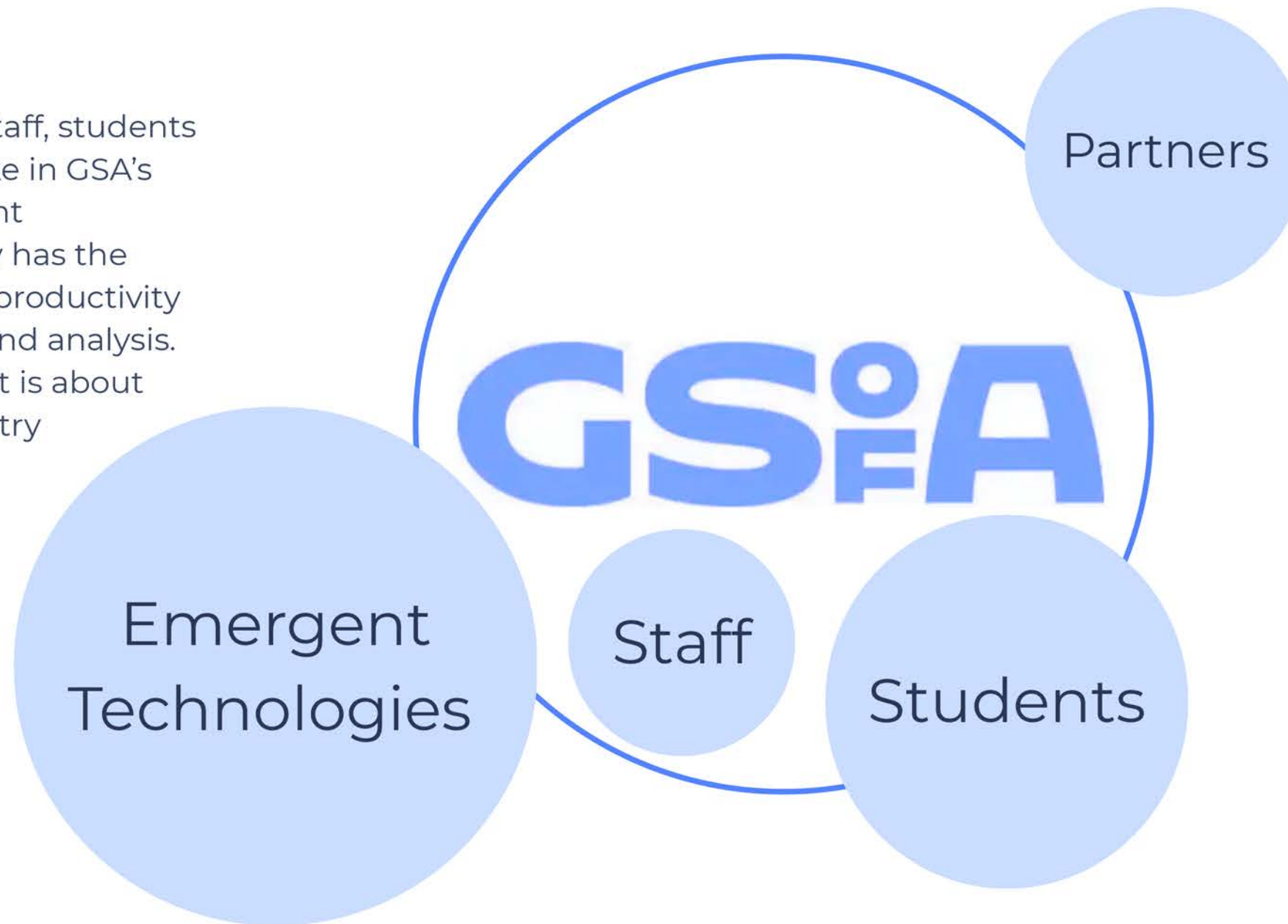
Project Approach



Stakeholder

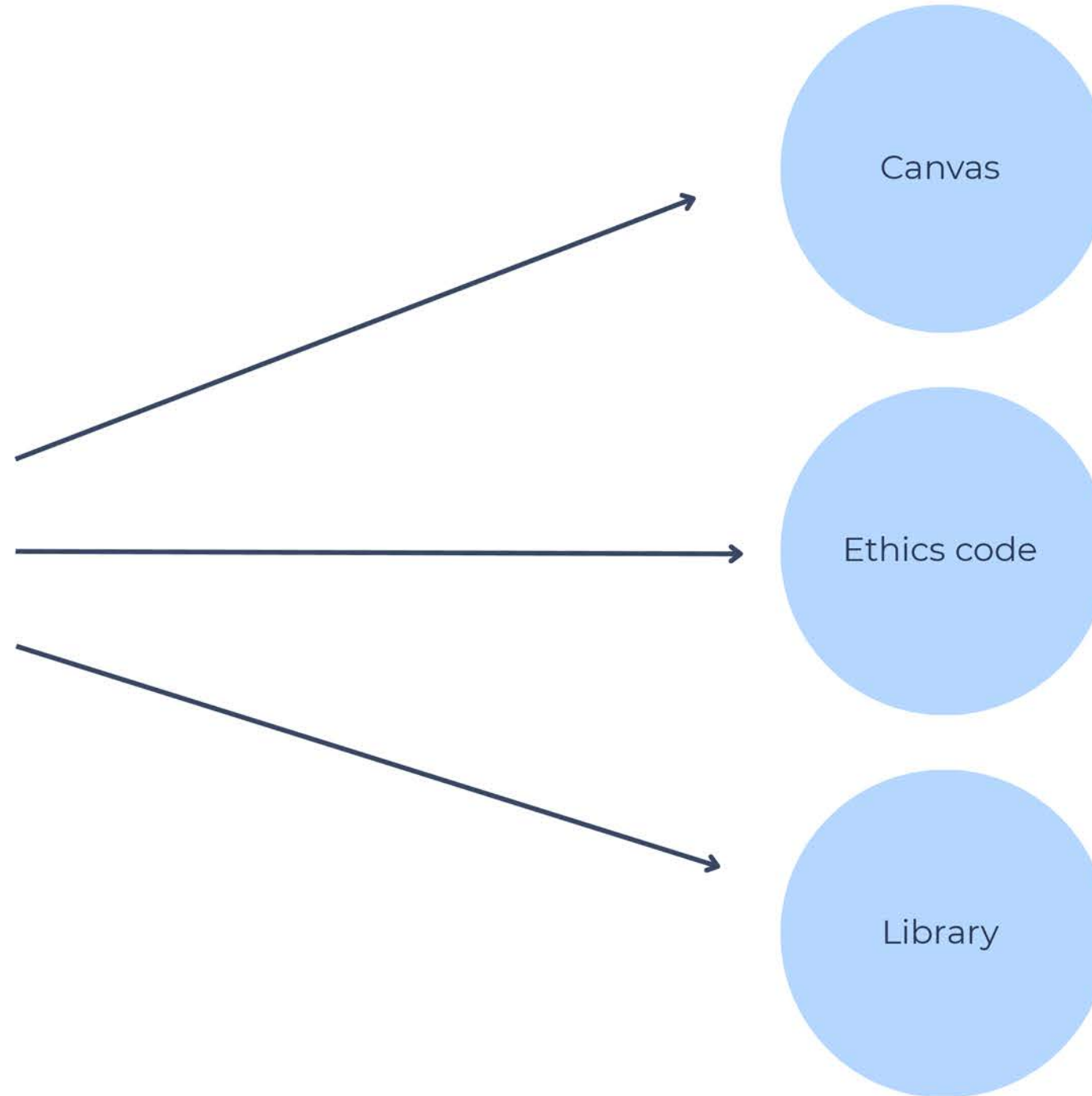
GSA's stake in
emergent technologies

Glasgow School of Art, its staff, students and partners all have a stake in GSA's engagement with emergent technologies. AI specifically has the ability to radically improve productivity of writing, data collection and analysis. For students and partners it is about leading and meeting industry standards.



Journey Map

GSA and AI resources



How can *AI* be used
ethically in the **classroom** to
enhance learning and engagement
with course materials ?

I Art DID in THE Exile SEE? WORK



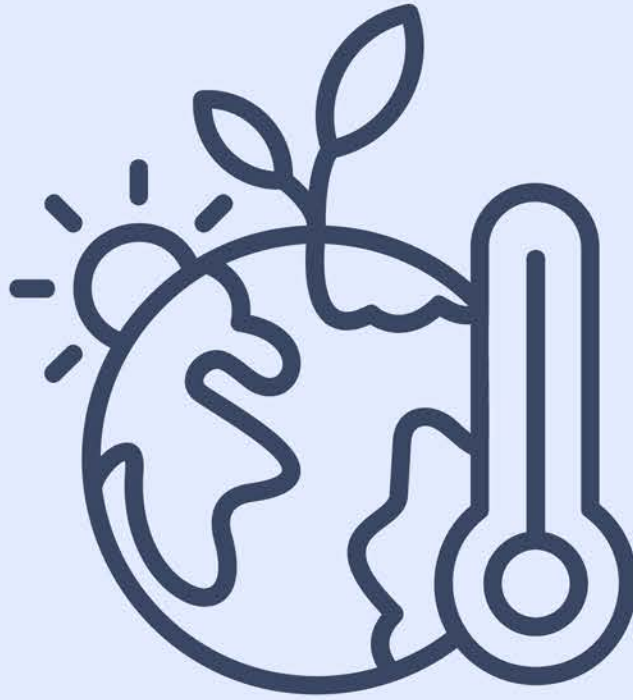
Phase 2

Understanding

Focus Areas



Job Preparedness



Climate

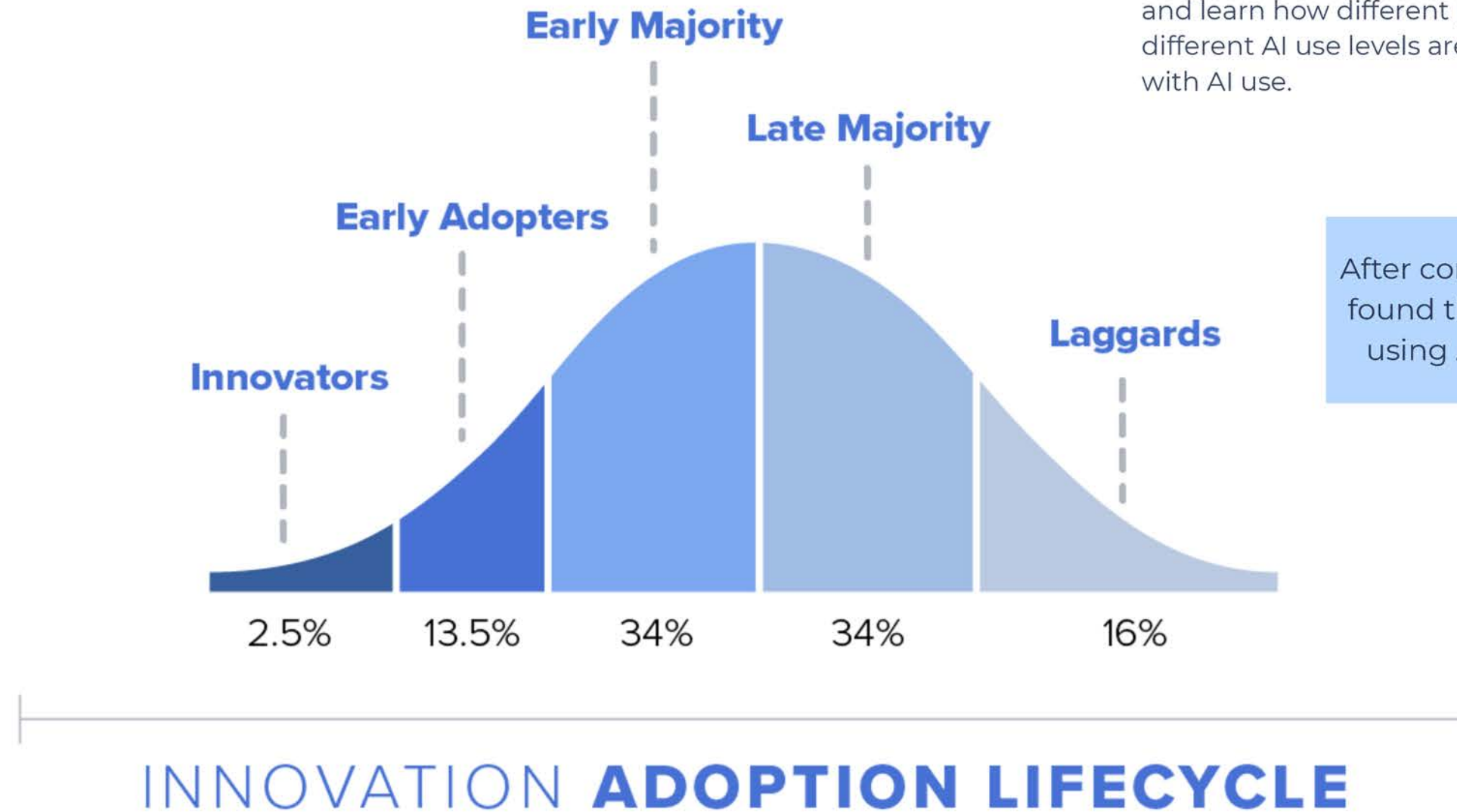


Ethics

Archetype

Rogers Innovation Adaption Curve

My original thinking for archetype use on this project was to use Rogers Innovation Adoption Curve. I set up my engagements and interviews to try and learn how different people with different AI use levels are engaging with AI use.



After conducting my research I found that everyone currently using AI is an early adopter.

Have you ever used AI in a context where you were submitting something ?

How are you using AI ?

How are students using AI ?

Do you think in the coming age of AI, we are at risk of losing creative pursuits ?

How do you think AI should be cited in academic settings ?

How do you think students using AI can show their effort/ workflow visualization ?

GSA STAFF INTERVIEWS ANALYSIS 1

"IN THE COMING AGE OF AI
ARE WE AT RISK OF LOOSING
CREATIVE PURSUITS?"

Its early days
for AI, some
of this is a
fad

WHAT
WILL THE
COST OF AI
BE FOR THE
AUG CONSUMER?

OPPORTUNITY COST OF AI
WILL RISE, WHEN IT DOES
HOW MUCH OF IT IS A FAD
WILL BECOME CLEAR.

there will be a give
and take before
we settle into
standard AI use,
just like radios,
TVs, ect.

Creative Practice,
experience, and
storytelling is
what leads to
great outcomes AI
can't do that

AI can do
grunt work
but people are
losing critical
thinking skills

AI is a regurgitation
machine and its
outputs are boring
and lack the polish
that creatives bring
to their work

Students are
resistant to AI use

THERE WILL
BE GIVE +
TAKE LIKE THE
PRECEDING
EMERGENT TECH
IE RADIO, TV, PC'S

AI IS A REGURGITATION
MACHINE + ITS
OUTPUTS ARE
BORING + LACK
CREATIVE DETAILS
THAT CREATIVES
BRING TO THEIR
WORK

BEFORE → NOW? OR NEAR
THE SCOPE OF
MY JOB HAS
INCREASED BC
AI CAN...
- COPY WRITE
- EDIT
- DATA ENTRY
- PROSECT MANAGEMENT
- STORYBOARDS
- PHOTOSHOP
- DO THE
GRUNT WORK
WERE NOT
THEN BEFORE

STAFF INTERVIEW ANALYSIS 2

Academics that have introduced AI in assignments have had success

AI assignments need to be graded based on critical use of tool and process not outcome

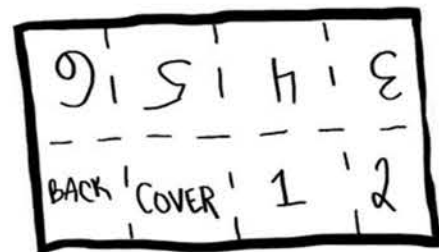
GSA's response to AI needs to be industry facing and process focused

Engagement Plan

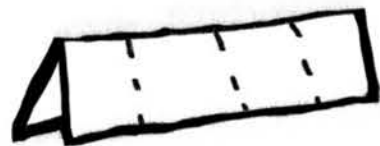
4 students

Zine workshop 2 hours

HOW TO FOLD A mini ZINE



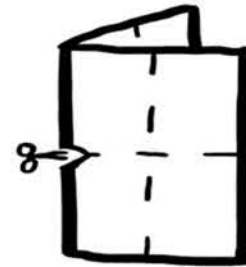
UNFOLD AND CHECK
YOUR LAYOUT



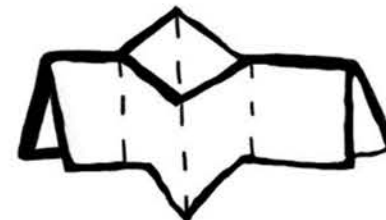
FOLD HOTDOG AGAIN



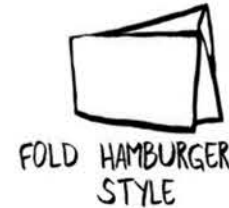
FOLD HOTDOG STYLE



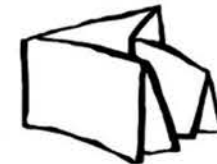
FOLD HAMBURGER
AND CUT THE MIDDLE
TWO PANELS



POP THE CENTER
PANELS APART LIKE "BAOW!"



FOLD HAMBURGER
STYLE



FOLD HAMBURGER
AGAIN



UNFOLD AGAIN,
YOU SHOULD HAVE A HOLE
IN THE CENTER



FOLD IT UP
AND OMG YOU
HAVE A MINI ZINE!

Prompts

1. Front cover
2. Back cover
3. What are the positives of AI?
4. What are the negatives of AI?
5. How do you use AI?
6. What do you want to know about AI?
7. What do you want other students to know about AI?
8. Extra Space

Supplies

magazines
markers
glue

Student engagement
was designed to
facilitate a slower and
physical reflection on
AI use

Students had more negative than positive spreads. This is consistent with what GSA staff told me about student AI usage.



Students had more questions than answers about AI use. This points to fear based around a lack of clarity and around present and future states of AI use.

STUDENT ENGAGEMENT ANALYSIS

IS COGNITIVE DISTRESS
CREATED BY AI PREVENTING
PEOPLE FROM USING IT IN MORE
MEANINGFUL WAYS?

WORRY
ABOUT
ENVIRONMENTAL
IMPACT, FEELS
OUT OF
CONTROL

Who is behind
AI?

Students
distrust AI
policy makers

WHO IS
BEHIND AI?
SYSTEMIC
DISTRUST OF
POLICY
MAKERS

USING AI TOOLS
INTEGRATED INTO
SOFTWARES WE
ALREADY TRUST/USE

Students are more
willing to use AI
integrated tools
such as
Grammarly and
Adobe

Students prioritize
human creativity
over AI, and fear
loss of cognitive
skills

AI is a
convenience
but at what
cost?

Fear AI will take
more jobs than
it creates

USING
AI
COGNITIVE
DISTRESS
LESS
THOUGHT/
ENGAGEMENT

LIMITED THINKING
APPROPRIATE
CONVENIENCE

CONVENIENCE
MESSY → STRONG

CONVENIENCE

CONVENIENCE

FEAR AT

IS AI SO
CONVENIENT THAT
IT IS STOPPING US
FROM DEVELOPING
COMPLEX WORKFLOWS
WITH IT?

- GLOBAL PERSPECTIVE
- CONVENIENCE
- FUTURE POTENTIAL
- BREACH PRIVACY

Matrix Interviewees

Academics

Students



The data skew toward project-based, STEM, and innovation-oriented learning environments is expected. Since my partner is GSA this is expected, because very few programs at GSA follow traditional teaching structures.

Including the Fine Arts Program in the solution is a constant consideration.

Humanities

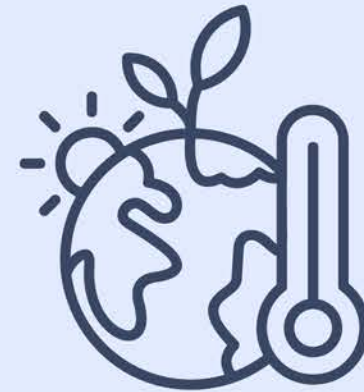
Key Quotes



Job Preparedness

"It's taking jobs that people didn't really want to do, like people who are writing the annoying text on like websites"

"I'm going to call it. It's a bit of a cruel thing, but it's sort of that kind of low hanging fruit of creative practice"



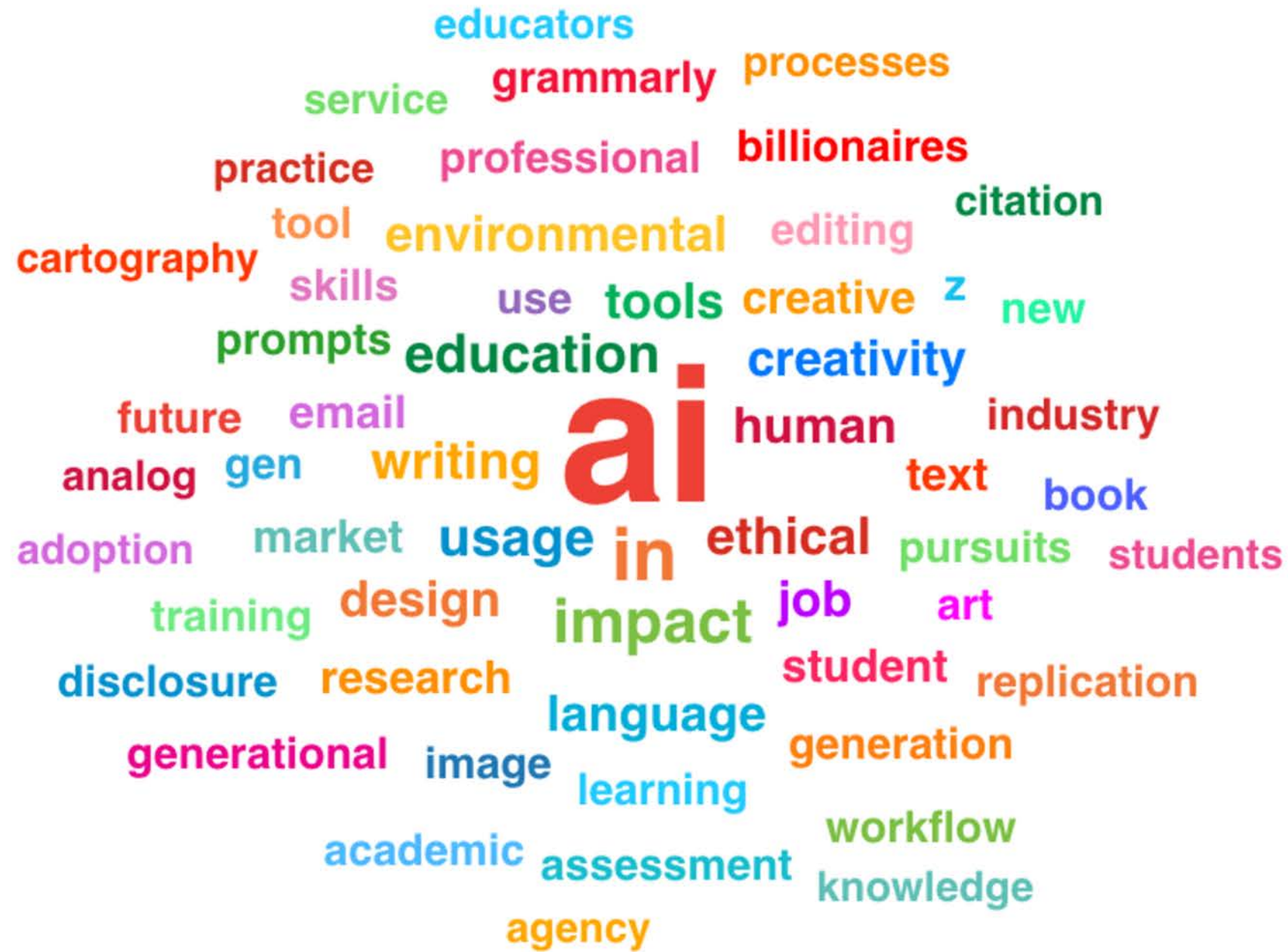
Climate

"I mean, yeah, it's dreadful. Of course, it is. We're the planet's dying, and we're creating huge server farms to create in the main, you know, images of cats with space helmets on, you know"



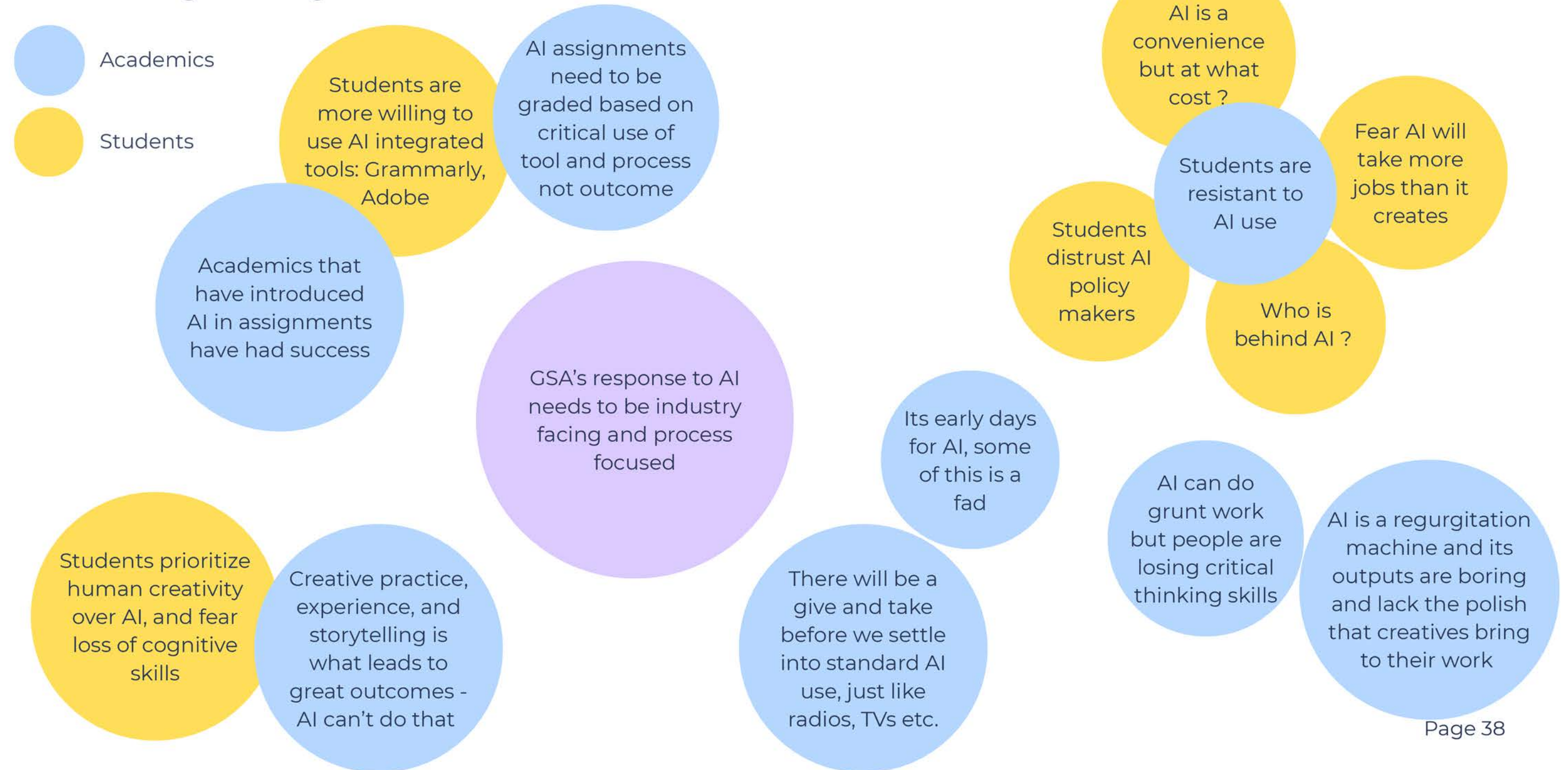
Ethics

"it's like, I always compare it to eating meat, right? Is there a way to do that ethically? So that's the question. We can teach students to use AI in terms of academic integrity, they will pass the ethical framework that we have as a higher education institution."

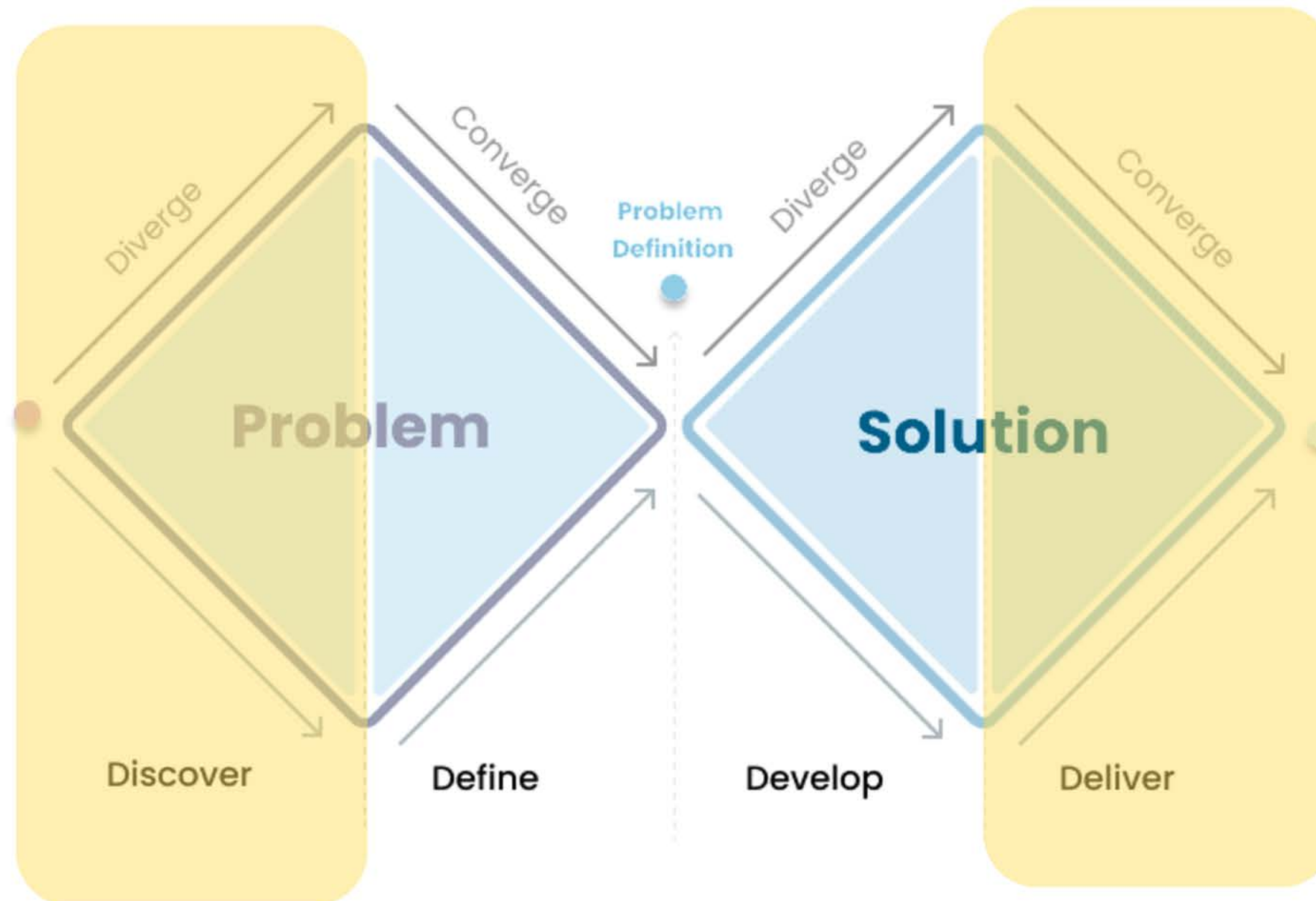


Transcripts from interviews and workshop were recorded by Otter AI. This app creates searchable transcripts and keywords and key points for every conversation. I put the generated keywords from each conversation into a word cloud to map the general themes of all my conversations.

Combining Coding Results from Staff and Student Interviews



Double Diamond AI Use



Through my interviews, I found that most people are using AI specific programs like ChatGPT to brainstorm and plan at the beginning of their projects and/or for refinement or translation at the end of their projects

As services and softwares like Adobe and other modeling softwares integrate AI use in their systems, AI use in the define and development stages will increase.

Reframing Scope

After careful analysis of the data I collected, I found a lot of tension around AI use, and forcing students to use it.

So, I decided to expand the scope of my project to include all emergent technology use across the Glasgow School of Art.

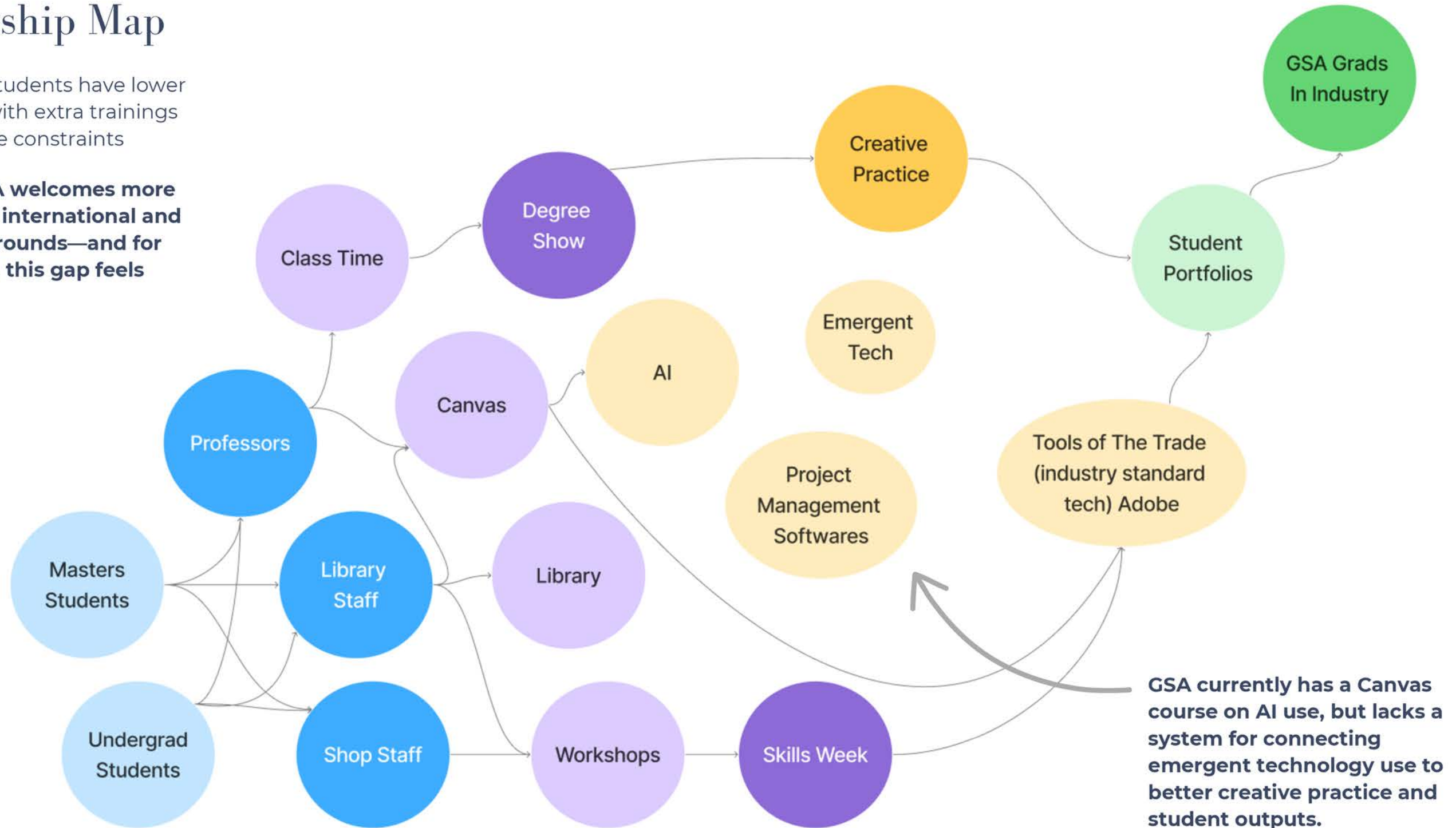
This will allow me to create a service that helps students and staff use and learn emergent technologies across programs.



Relationship Map

GSA master's students have lower engagement with extra trainings because of time constraints

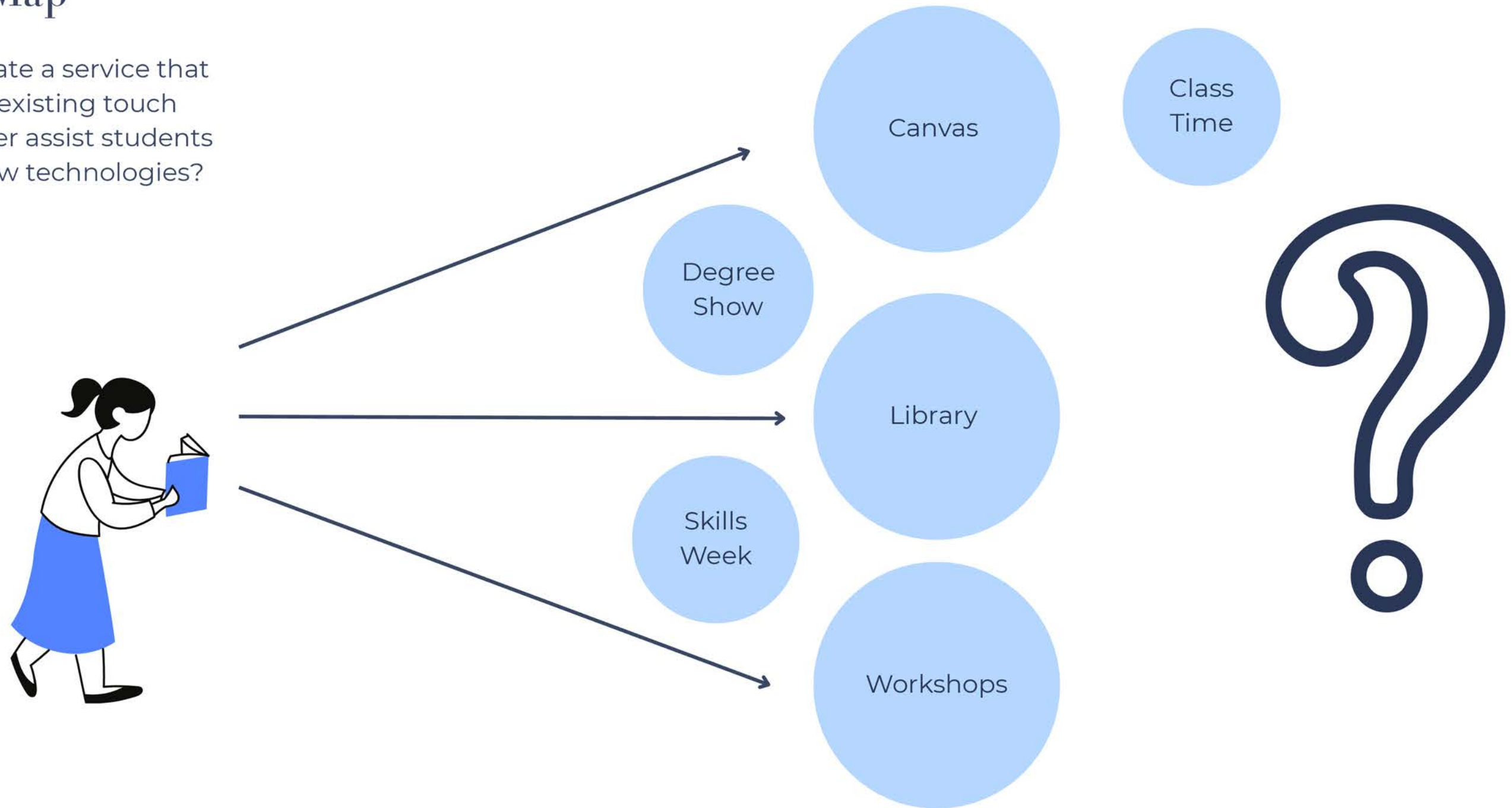
Each year, GSA welcomes more students from international and diverse backgrounds—and for many of them, this gap feels like a chasm



GSA currently has a Canvas course on AI use, but lacks a system for connecting emergent technology use to better creative practice and student outputs.

Journey Map

How can I create a service that connects pre-existing touch points to better assist students in learning new technologies?



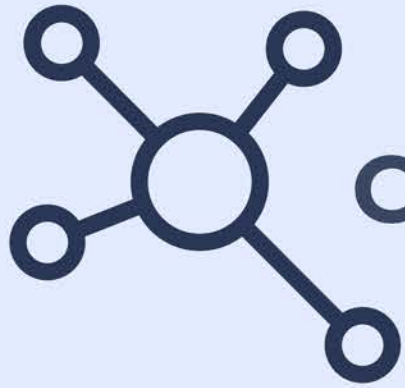
Mapping Student Journeys

SEMESTER	24/7/2025	WEEKLY	SKILLS WEEK	DEGREE SHOW
NEWBEE	CHECKS OUT LIBRARY	GOES TO LECTURES DOES WHATS REQUIRED	DOESN'T KNOW WHAT SKILLS THEY NEED 4 INDUSTRY	HAS A HARD TIME ORGANIZING + DOCUMENTING WORK PULLS ALL NIGHTERS TO GET DONE 4 SEMESTER
INTERMEDIATE	USES CANVAS 4 INFO BC ALL CAN TRANSLATE IT	MISSES LECTURES HAS FRIEND SEND TRANSCRIPT * SPENDS ALOT OF TIME TRYING TO FIND EXAMPLES TO MEET NEW	UNDERUTILIZES WORKSHOPS FROM FATIGUE	STRUGGLES TO DEEPLY ENGAGE W/ METHODS PROJECTS LACK DEPTH THAT DEPPER SOCIUZ ENGAGEMENT LEADS
NEGATIVE NEWLY REALIST OVERWHELMED	CHECKS OUT BOOKS FROM LIB, NEVER READS, DOESN'T CONNECT INFO TO PRACTICE	THOUGHTFUL ENGAGEMENT W/ LECTURES STRUGGLES TO MAKE IT ACTIONABLE	SAYS THEY ARE GOING TO RUCKE	PULLS IT DESPITE BELIEF DREAMS
PROFF.	UPDATES CANVAS	LECTURES		
PLAY FOCUSED	DOCUMENTING KNOWING AS MAKING PRACTICE	GOING TO LECTURE 4 A FRIENDS GAO		
NEGATIVE WELLY	- TENSIONS - NEED PROJECT MAXIMUM - ORDERING			

When brainstorming the service touch points I needed to design, I started with looking at archetypes and possible journeys students were taking through GSA's current resources. Then I found key insights and challenges that helped me begin to design the service.

	Class Time (weekly availability)/ 24/7 availability	Skills Week	Crunch Time	Degree Show
Students				
First Timer	Checks out Library, doesn't know what to look for Goes to Lectures Does whats Required	Struggles organizing and documenting work	Doesn't Know What Skills are industry required Pulls all nighters to pull it together last minute	Struggle with craftsmanship
The Translator	Uses Canvas bc info cant be put in translator misses lectures Reads transcripts	under utilizes Workshops from fatigue	Spend more time writing	Struggles with methods engagement
The Juggler	Thoughtful engagement with lectures struggles to make it actionable	Spends time trying to find examples of educational standards	says they are going to catch up ends up sleeping	relived, dreads reliving cycle next semester
Free Spirit		On vacation "I already know adobe"		

Key Challenges



Connecting GSA's existing resources into one journey

Defining time frame of service

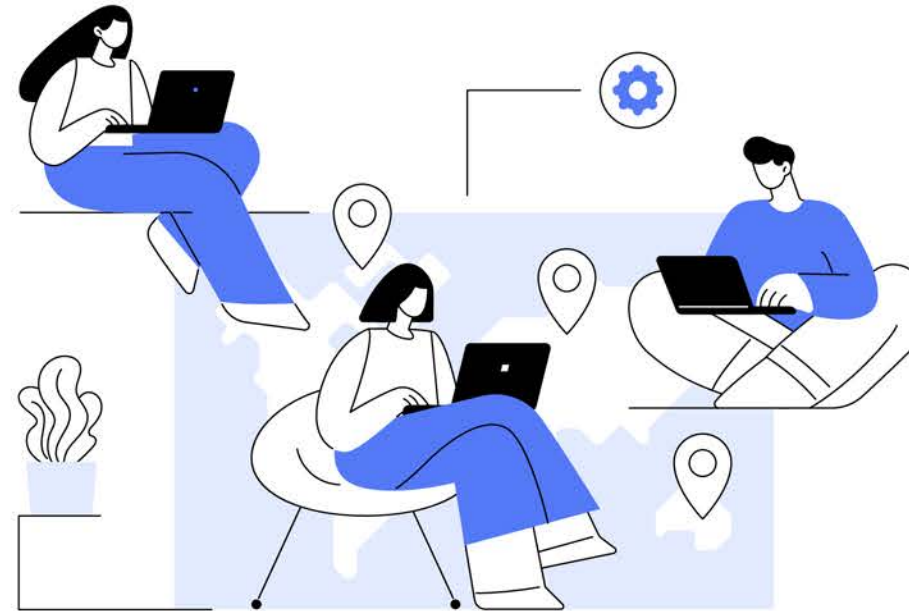


Spreading facilitation of service across GSA to
bring a cohesive experience that
encourages a cross discipline exchange

Insights

Focus on Staff because they facilitate culture around emergent tech year after year. They have to facilitate the change

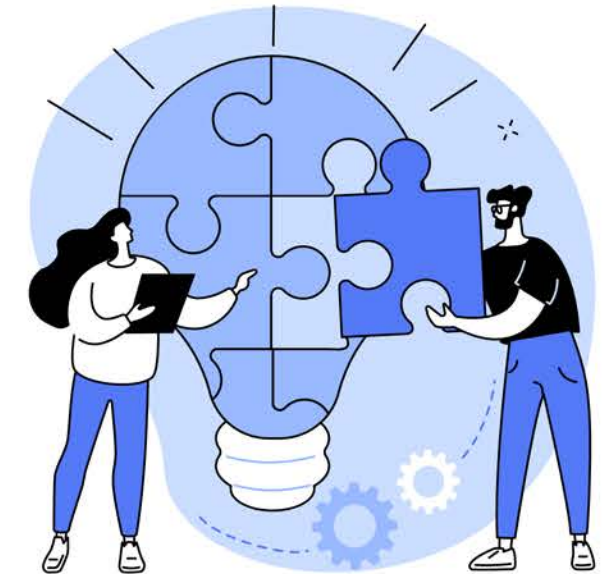
Familiarizing students with resources early helps build a strong foundation

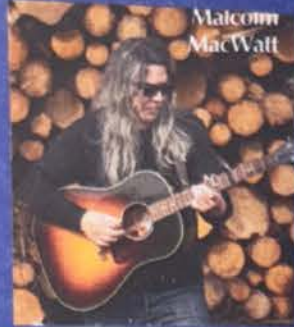


What resources does a student really need?
What moves the line?

All GSA students could benefit from project management tools

The faster students learn the basics (Adobe) the quicker they can move on to things that make their practice unique



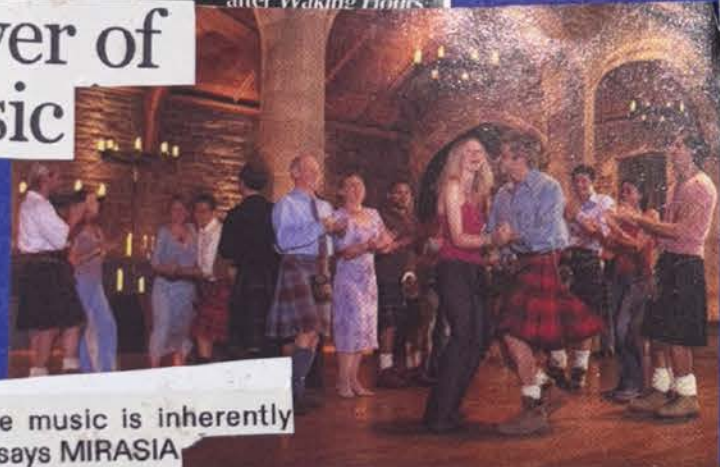


music



power of music

In the early '90s after Waking Hours



"Dance music is inherently political," says MIRASIA



"It's a feeling of duty and care, the will to restore, support and improve the land"



Land

Animals



No Shore



This Earth

Phase 3

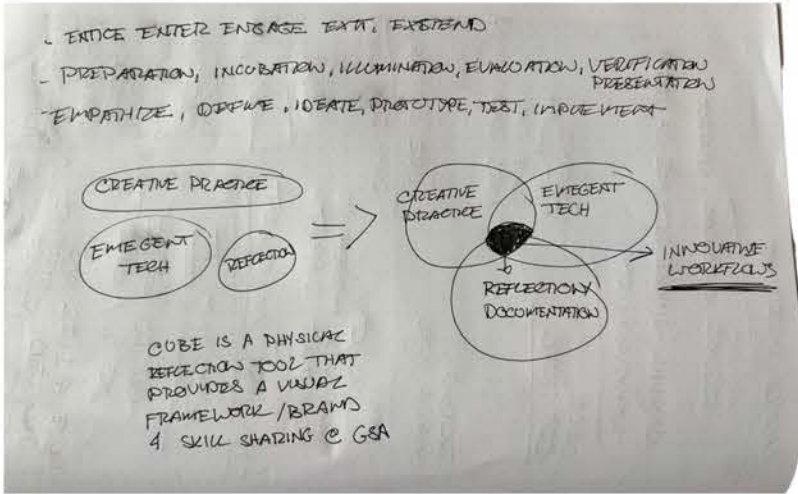
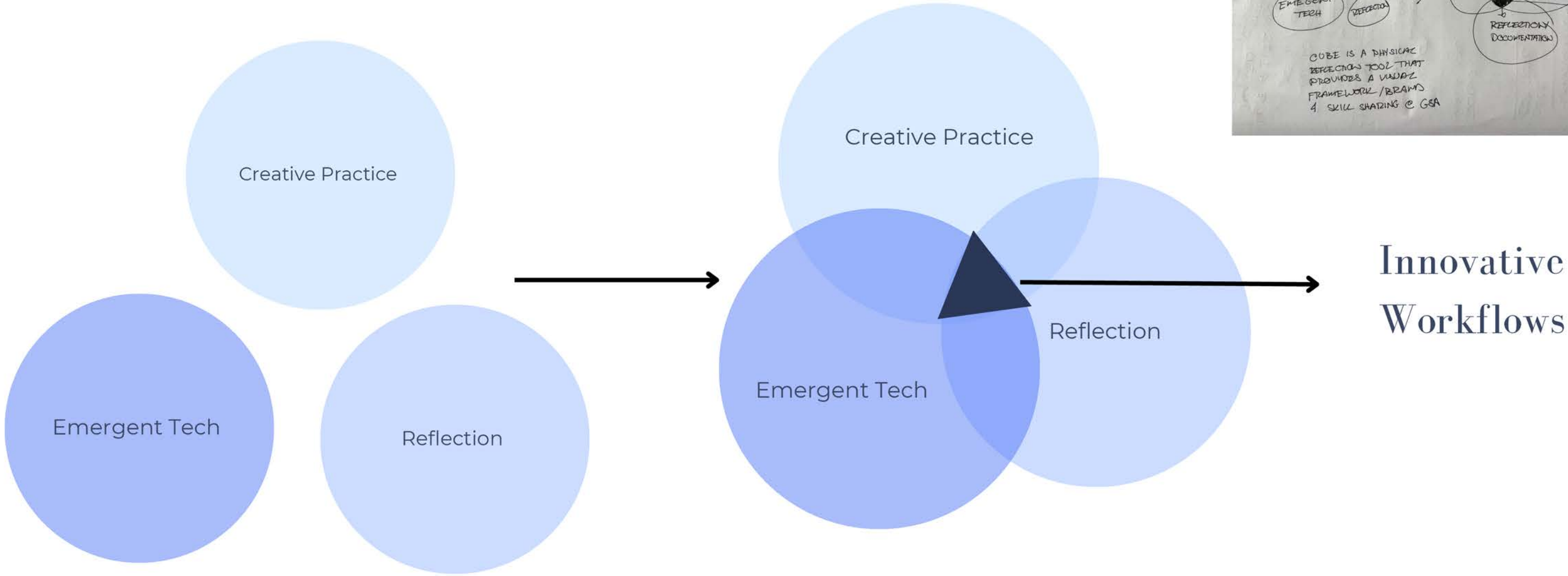
Delivery

How can Glasgow School of Art enable and encourage the use of emerging technologies through

- skill sharing,
- documentation, and
- reflective creative practice?



Innovative Workflows

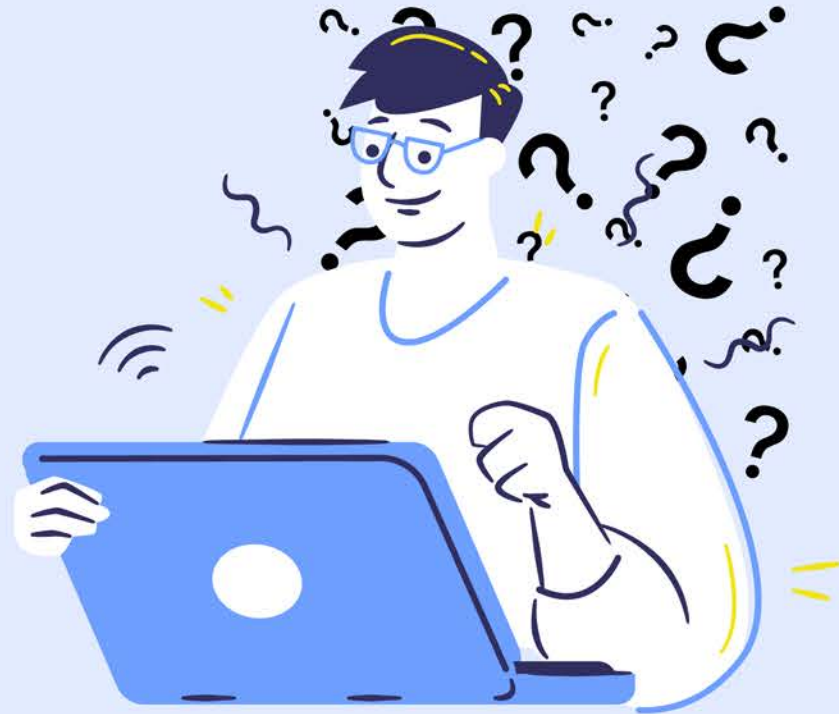


Archetypes



The Juggler

takes on too much and struggles to prioritize tasks and keep track of progress



First Timer

students with weaker art and design backgrounds offer fresh perspectives but are playing catch-up when to master methods and practice



The Translator

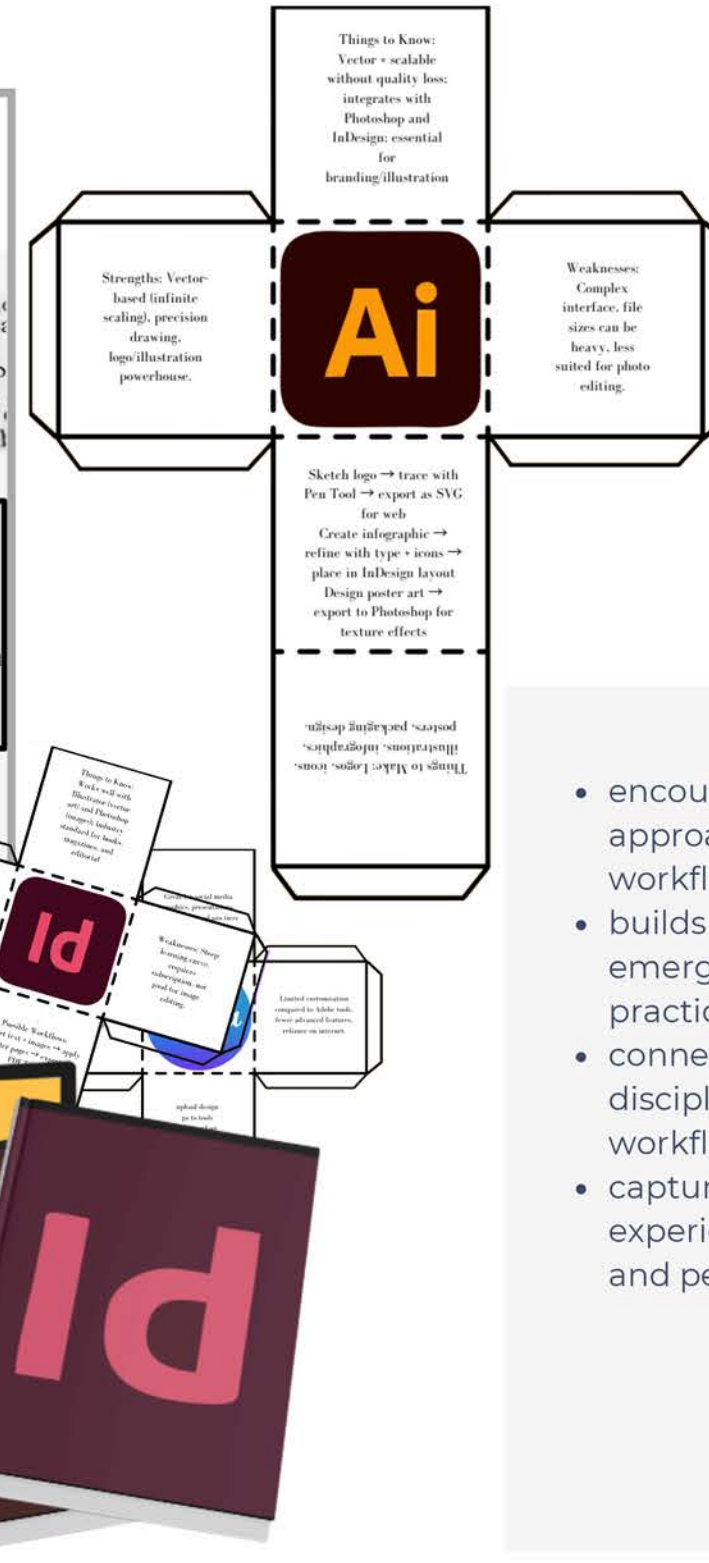
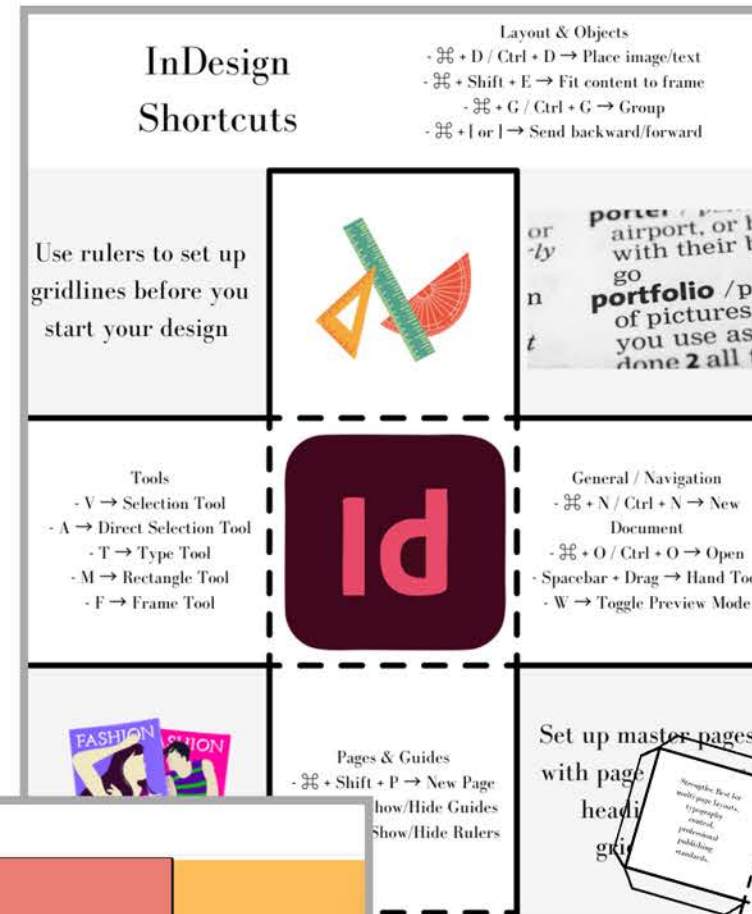
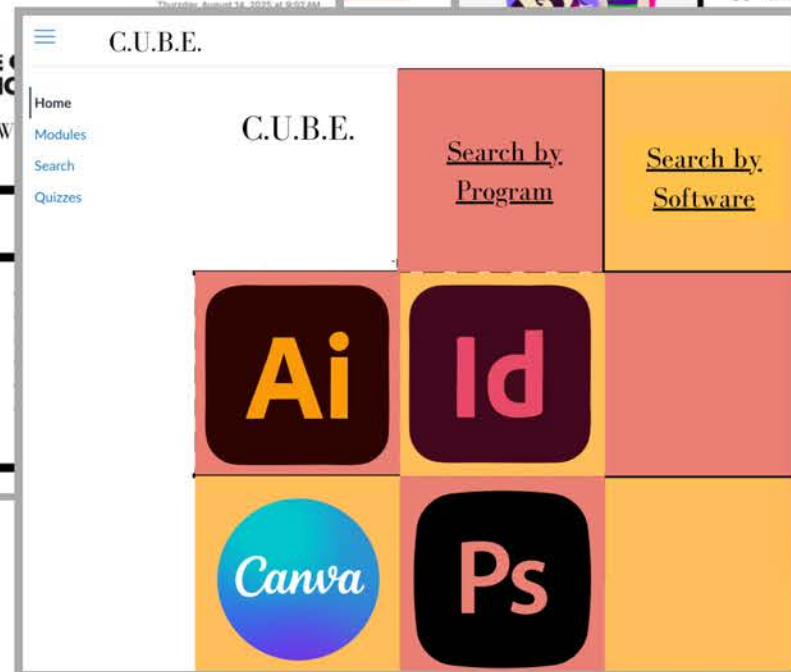
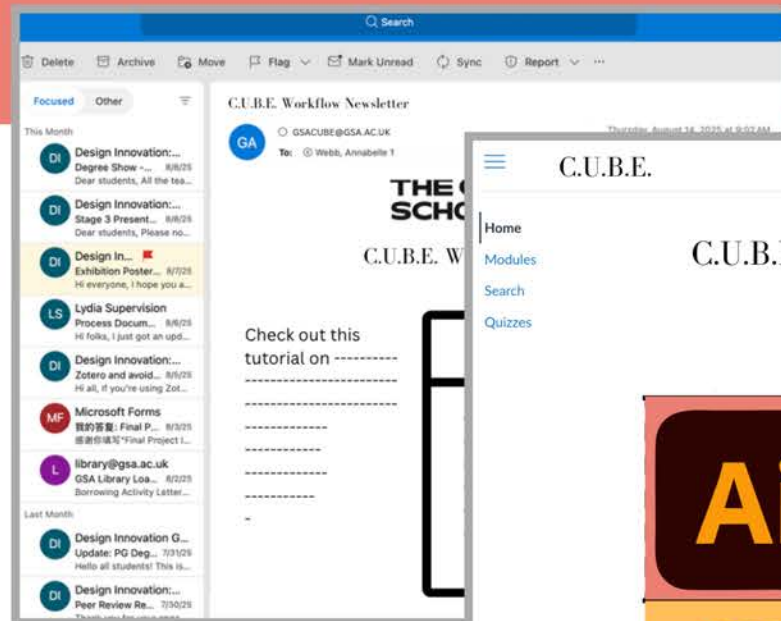
attempting to balance a new language, tools, and educational norms, this student struggles to keep up with reading



The Free Spirit

follows curiosity over deadlines. The free spirit comes from a strong art/design background and thinks they don't need to participate in skills week

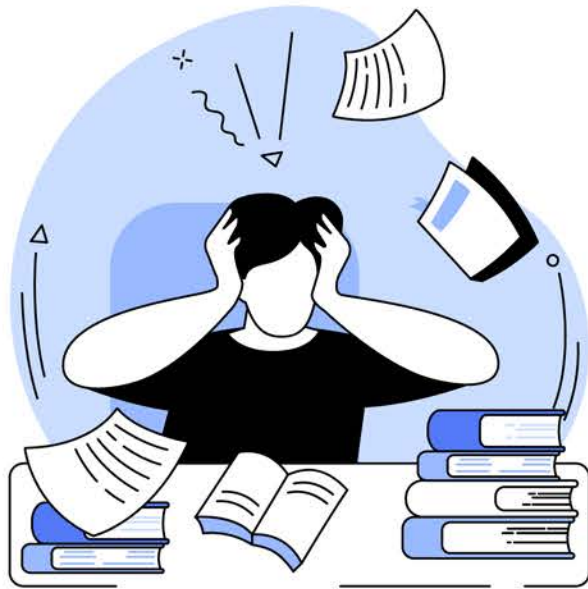
C. creative
U. understanding
B. bridging
E. experience



The CUBE system includes

- poster
- canvas page
- cube template
- binders
- newsletter

- encourages imaginative and innovative approaches to documenting and sharing workflows
- builds shared comprehension of how emerging technologies are used in practice
- connects students and staff across disciplines through visible sharable workflows
- captures and communicates live experiences with tools, enabling reflection and peer learning



Who

GSA students that struggle with

- organization
- adopting new technology into their workflows
- reflecting on their creative practice

Why

GSA Students have low engagement with resources around emergent technology. Many of them avoid emergent tech because they worry about cognitive decline, and losing their jobs to AI.

What

C.U.B.E. is a system of touch points that

- enables students to visualize and reflect on their creative practice
- shares that information with GSA staff
- promotes and shares how creatives are using new software and technologies

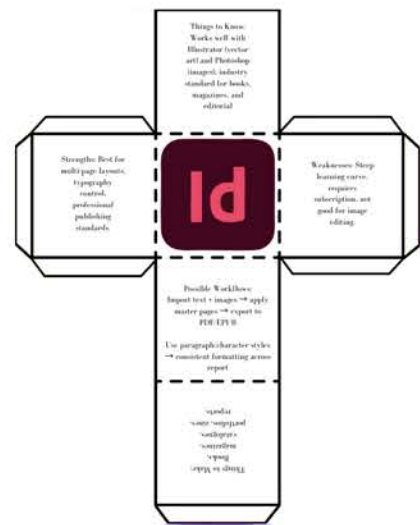
How

C.U.B.E. is a physical reflection tool that creates a paper trail for students and staff to think about emergent technologies and their strengths and weaknesses.



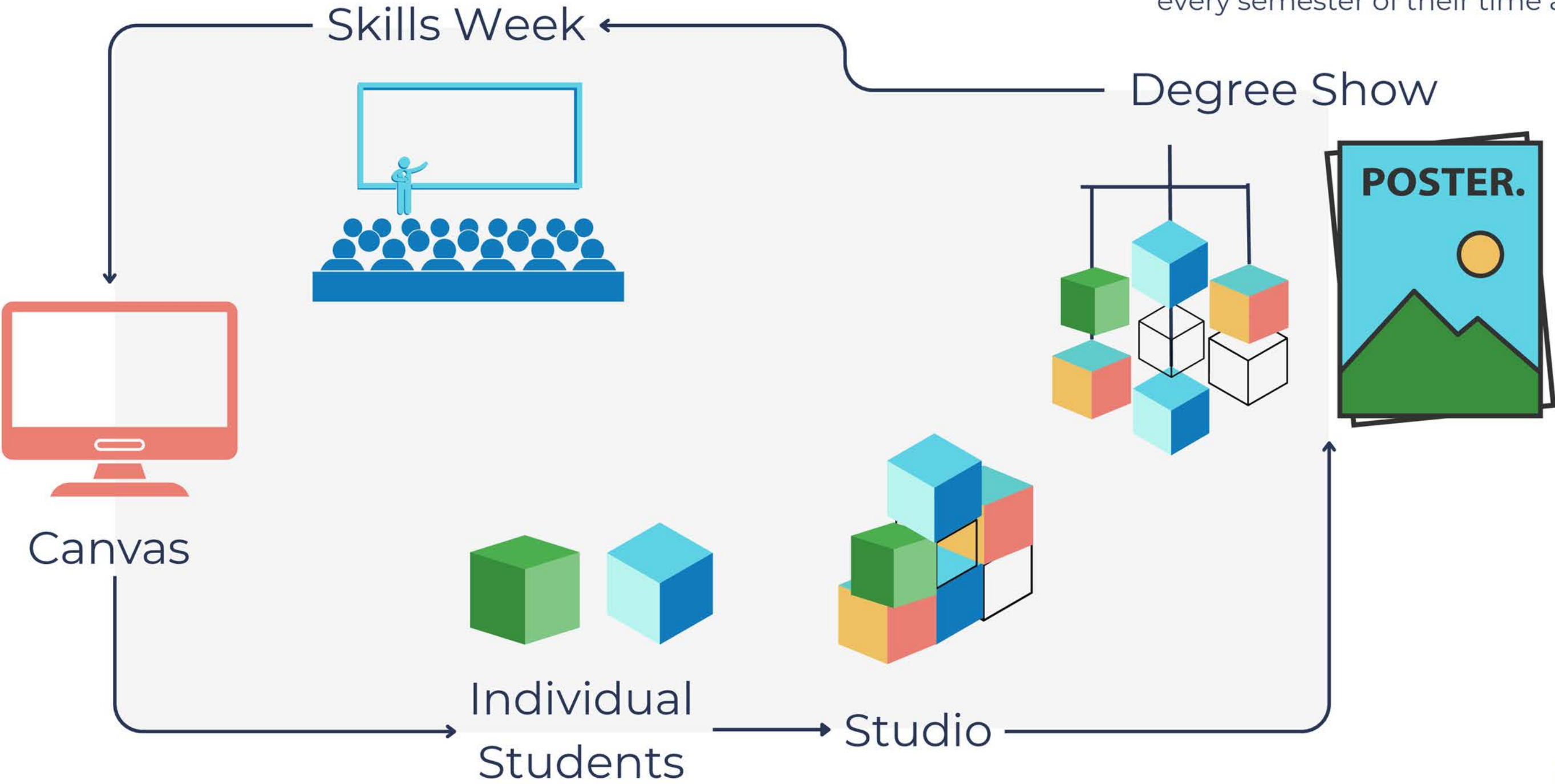
Service Model

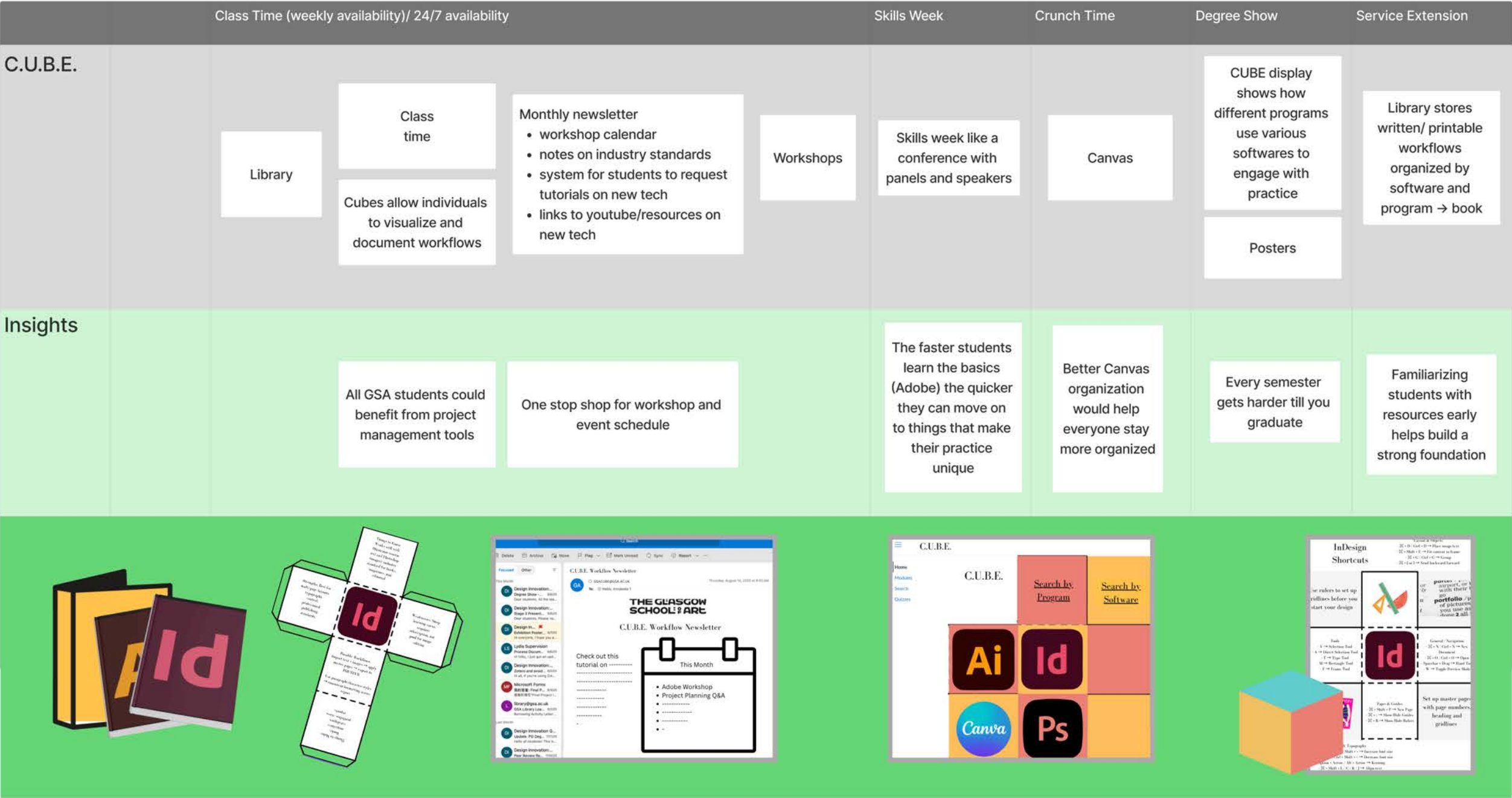
The CUBE service model is designed to connect student resources with creative practice. The cube template touch point was created to encourage students to create a physical record of the tools they used over the course of the semester. This allows for personal reflection on use of the tool and the tool itself. When this information is shared on Canvas and in the library it creates a record for students across GSA to access and discuss.



Class Time (weekly availability)/ 24/7 availability					Skills Week		Crunch Time	Degree Show	Service Extension
C.U.B.E.		Library	Class time Cubes allow individuals to visualize and document workflows	Monthly newsletter - workshop calendar - notes on industry standards - system for students to request tutorials on new tech - links to youtube/resources on new tech	Workshops	Skills week like a conference with panels and speakers	Canvas	CUBE display shows how different programs use various softwares to engage with practice	Library stores written/ printable workflows organized by software and program → book
								Posters	
Students	First Timer	Visits Library, looks at binders to fill gaps in software knowledge	CUBE's allow reflection on Creative Methods learning and helps connect their value to practice	Easy to find relevant tutorials online to help them fill gaps in software knowledge		Is excited to hear new perspectives	Uses Canvas to review slideshows from lectures	Improves craftsmanship	
	The Translator		Uses CUBE's during and after class to reflect on methods	Reads notes on industry standards	Attends workshop for English as a Second Language	Wants to learn more about resume and portfolio standards in the UK	Uses Canvas to keep track of assignments and due dates	Strong methods engagement	
	The Juggler		Uses CUBE templates to organize notes on creative process			Uses skill week to gain inspiration and motivation to finish strong		Finishes project on time because they documented their work well throughout semester	
	Free Spirit			Finds out about Obsidian Workshop, is excited to learn something new	Attends workshop and learns a new way to organize their work	Is excited to meet with industry experts	Doubles checks Canvas page for final submission info		
Staff	Professors		Uses CUBE's to facilitate conversation about tools and practice			Bring in alumni and local professionals to talk about practice and host tutorials on softwares they use	Updated Weekly	Uses CUBE's to analyse student workflows	This data comes from CUBE's made by students, consolidated by program heads
	Support Staff	Workflow Binders updated with recent degree show workflows from CUBE's		Sends out monthly newsletter with organized info about upcoming skill building opportunities to all students and staff	Scheduled and run throughout semester				
Insights		All GSA students could benefit from project management tools			One stop shop for workshop and event schedule	The faster students learn the basics (Adobe) the quicker they can move on to things that make their practice unique	Better Canvas organization would help everyone stay more organized	Every semester gets harder till you graduate	Familiarizing students with resources early helps build a strong foundation
Pain Points		Binders will take up space in library	Requires all staff to send in organized information about workshop offerings						
						Time to Consolidate info from Degree show			

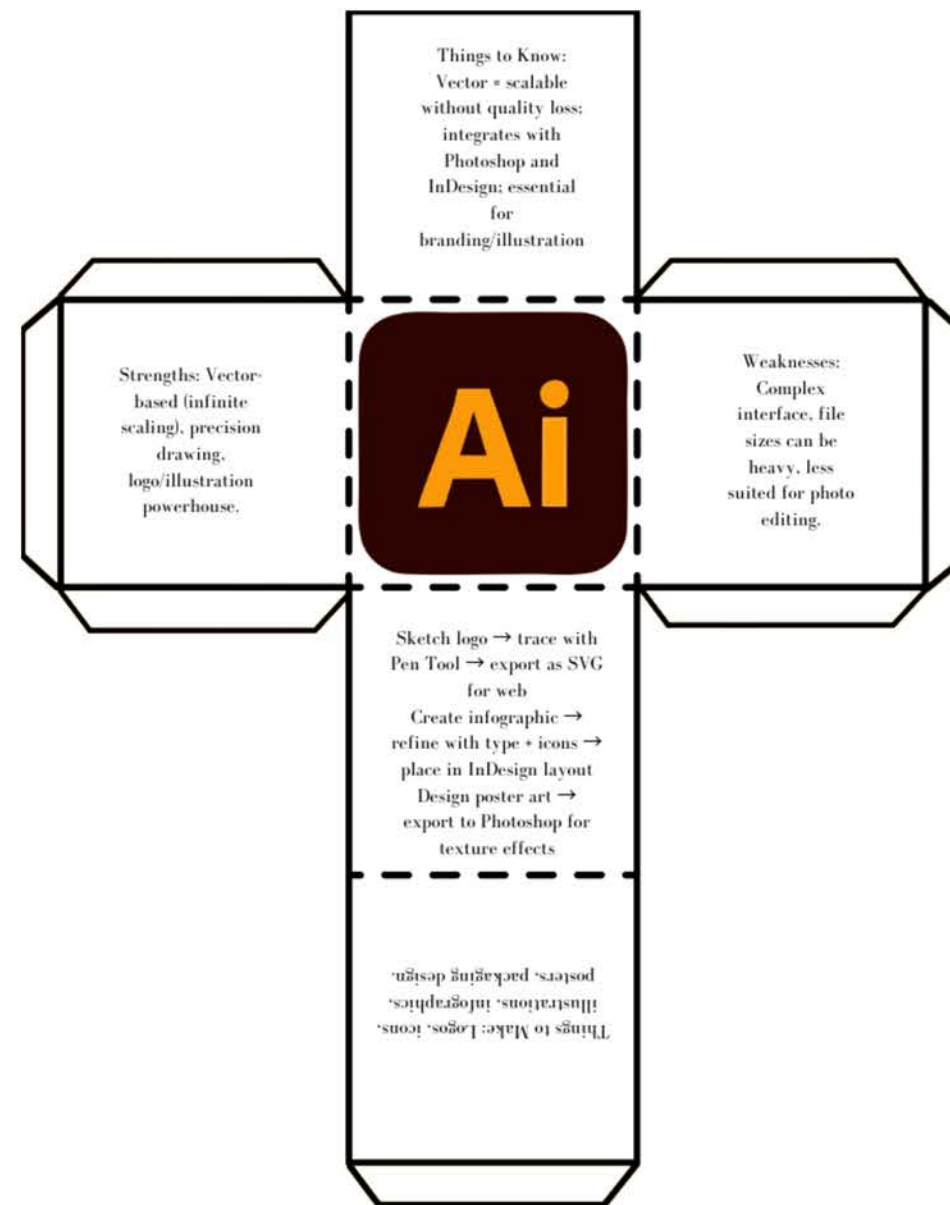
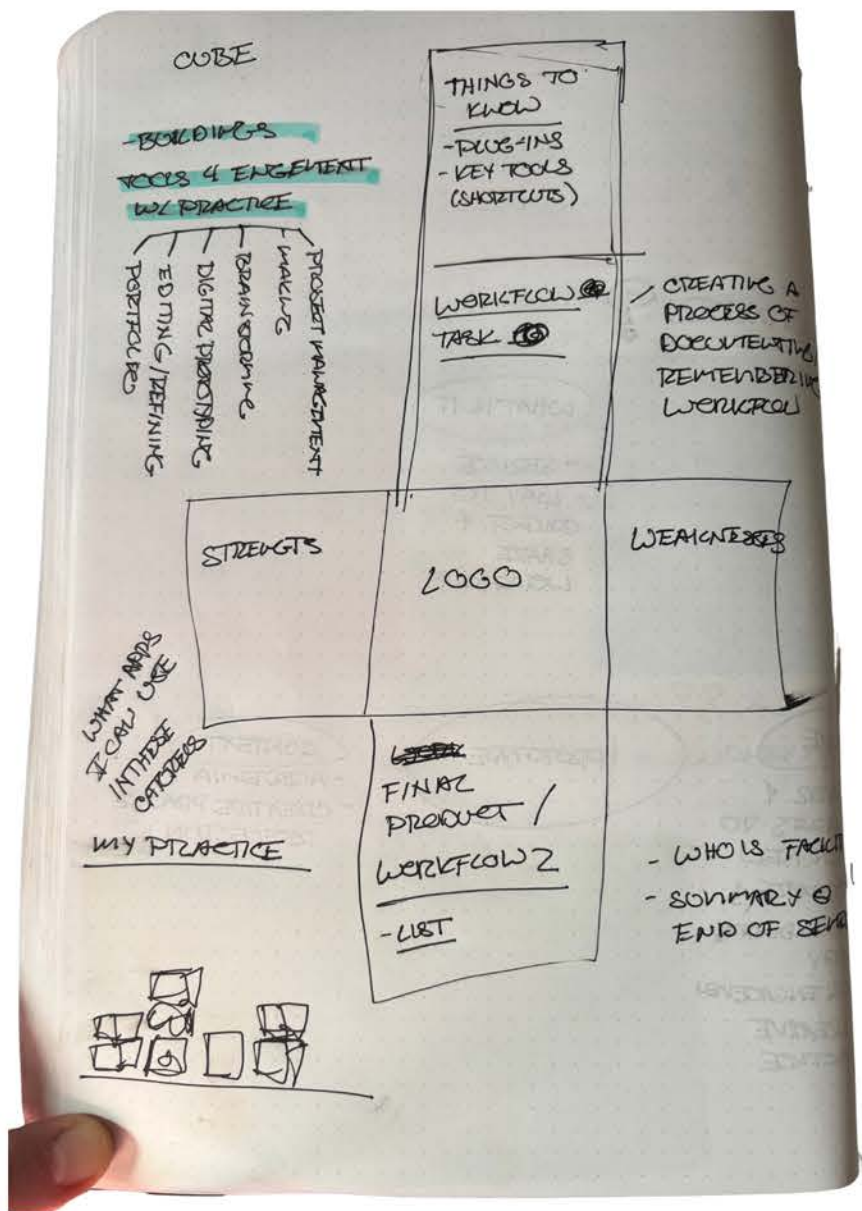
Students would complete this cycle every semester of their time at GSA





The CUBE service touch points act as a bridge connecting all of GSA's resources into one cohesive experience

Prototype



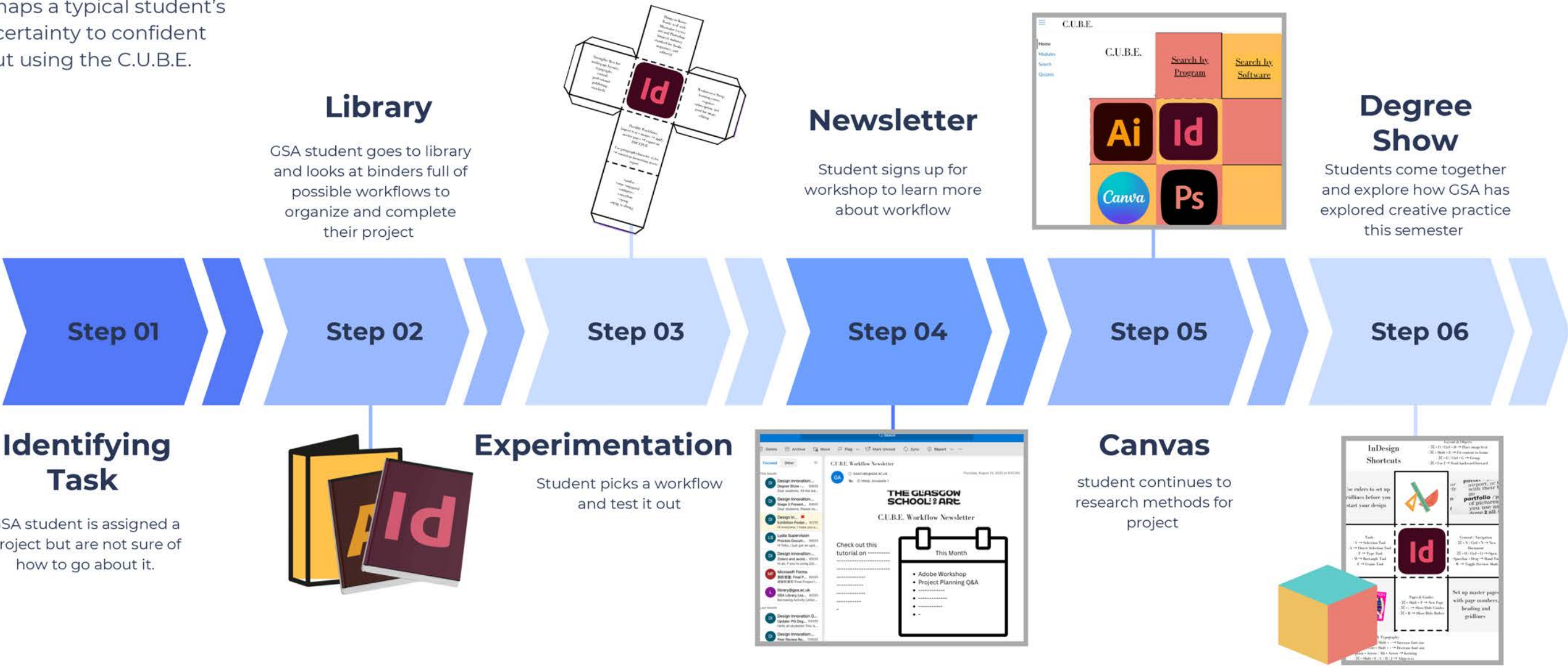
The C.U.B.E. template was designed to spark meaningful conversations about how a tool or software is used in real practice.
Each cube face explores:

- Strengths
- Weaknesses
- Workflow
- Things to know
- Things to make

The strengths and workflow information is moved to a poster to be displayed at degree show.

User Journey

This journey maps a typical student's path from uncertainty to confident creative output using the C.U.B.E. system.



Impact



- Increased digital literacy across disciplines.
- A stronger culture of peer-to-peer learning.
- Ethical, reflective engagement with emerging technologies.
- Greater inclusivity and accessibility in creative practice.



Reflection

If I had more time I would have done a second round of interviews with educators to further ideate and validate how the CUBE service would work behind the line of visibility. This also would have allowed me to dive deeper into how the service would be carried over semester to semester.



What I learned about AI?

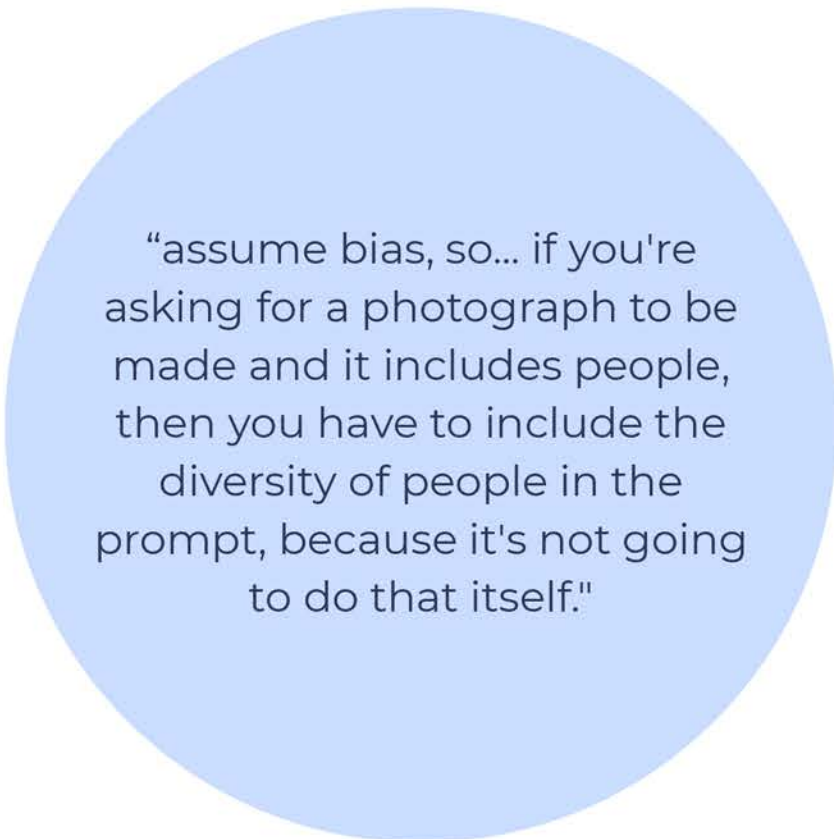
AI Rules of The Road

AI will lie to you

AI doesn't care about your manners

Double check it actually reads links, or better yet upload PDF's or paste in text

AI doesn't know anything it's just telling you what it thinks you want to hear based on a lot of stuff already on the internet



"assume bias, so... if you're asking for a photograph to be made and it includes people, then you have to include the diversity of people in the prompt, because it's not going to do that itself."

What I learned about AI?

Mapping AI futures



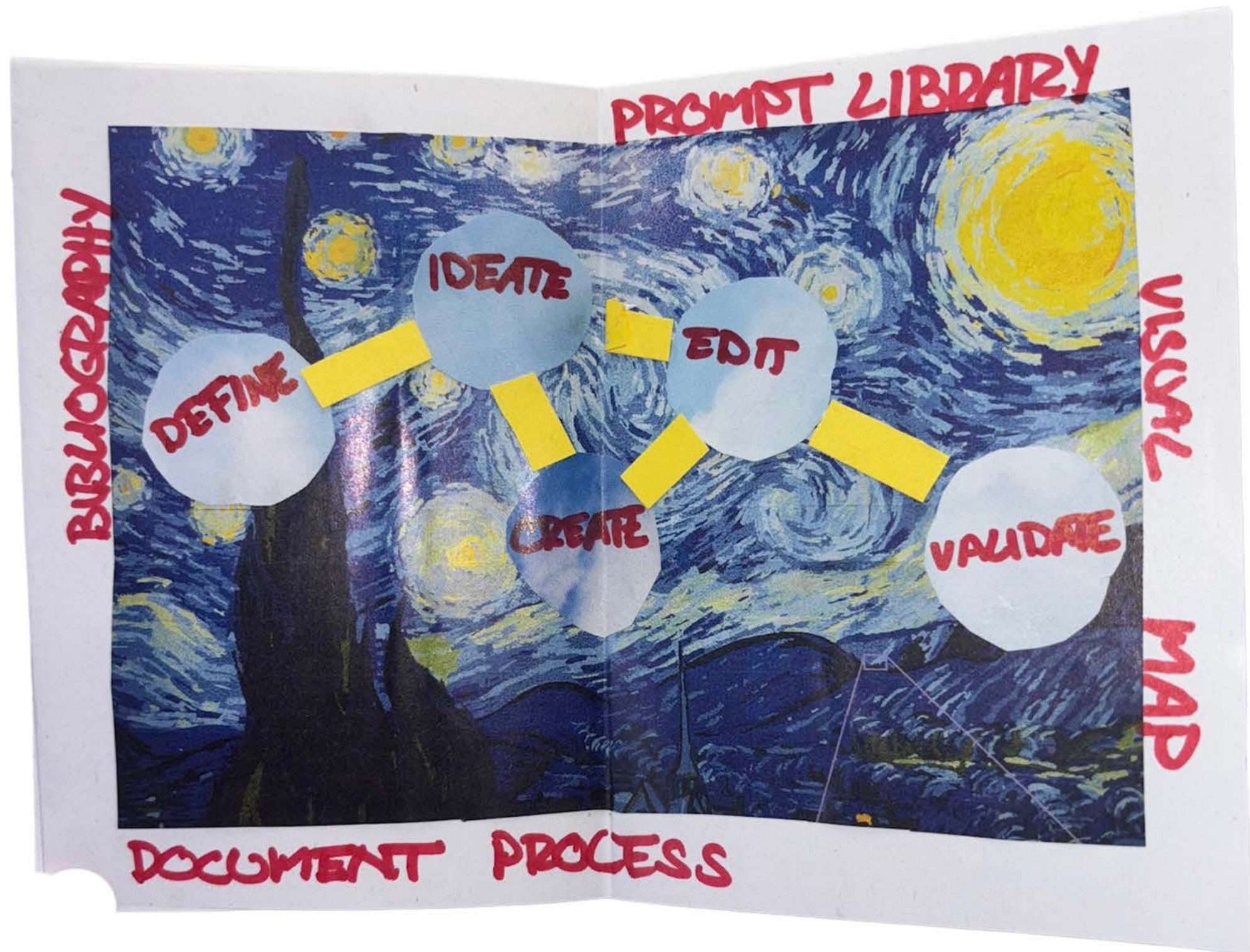
Mainstream Media Filters and recycles itself, finite amount of media to consume



algorithms filter our media, limited only by our attention spans and time



AI filters and sorts media?



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