

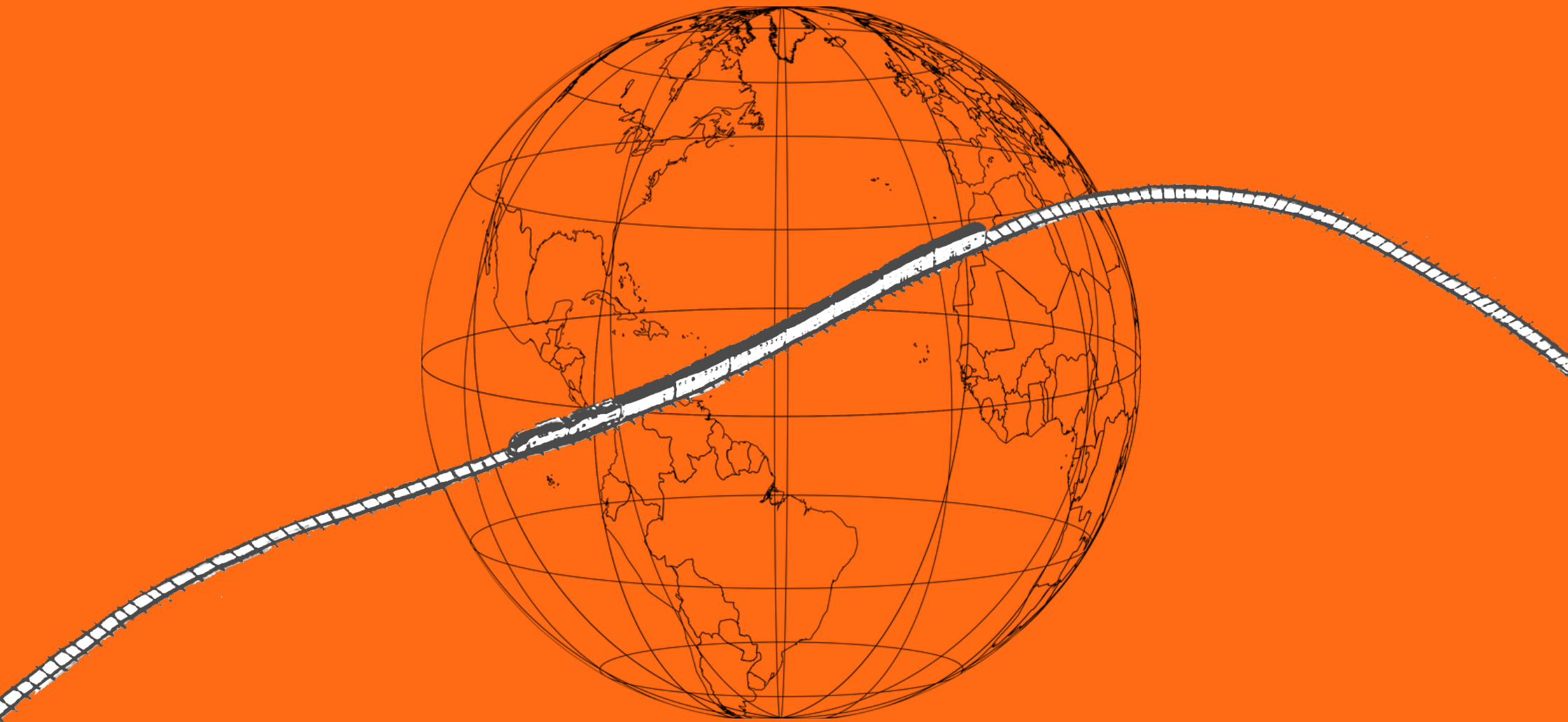


Unconventional Learning Spaces

GLOCAL TRAIN

slow *TRACK* your education





Politecnico di Milano

School of design

A.Y. 2021-2022

Master degree Course PSSD

Course: Innovation Studio

Uncertain times 2037 #HIGHEREDUCATION

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The *ABSTRACT*

While modern education has followed the same model for over three hundred years, we see a transition currently taking place that will evolve the field of education. The emphasis on knowledge transmission has reduced and students are more focused on developing the skills and tools necessary to understand and work with this knowledge. A need for experiential learning in a global market and local communities arises.

Our vision for the system is to empower students to learn by doing and remove any geographical limitations in the process. We seek exchanges of cultural DNA and we want to help students acquire knowledge of the world.

The idea is to change the meaning of higher education and stationary schools as we see it today and adopt an unconventional learning model. We envision a product-service system where students can pursue their higher education on a train. This educational system provides a learning opportunity in a global market and a local context.

Grab Case is a suitcase-wardrobe designed for students on the Glocal Train, who travel often for the study program. This travel case simplifies life on the train by seamlessly transitioning from a suitcase to a wardrobe.

Our *INDEX*

1 *SCENARIO*

Status Quo.....	15
Context.....	17
Why.....	18
How.....	19
What.....	20
Storyboard.....	21
A day in the life of a student.....	23
Scenario definition.....	25
Interaction points.....	26

2 *PRODUCT*

Grab Case.....	31
Details.....	37
Usage.....	39

3 *SERVICE*

Introduction.....	45
Storyboard.....	47
Positioning Map.....	49
System Map.....	51
Stakeholders.....	53
Offerings Map.....	55
Business Model.....	57
Persona: Ivy.....	59
User Journey Map.....	61
Choosing your track.....	63

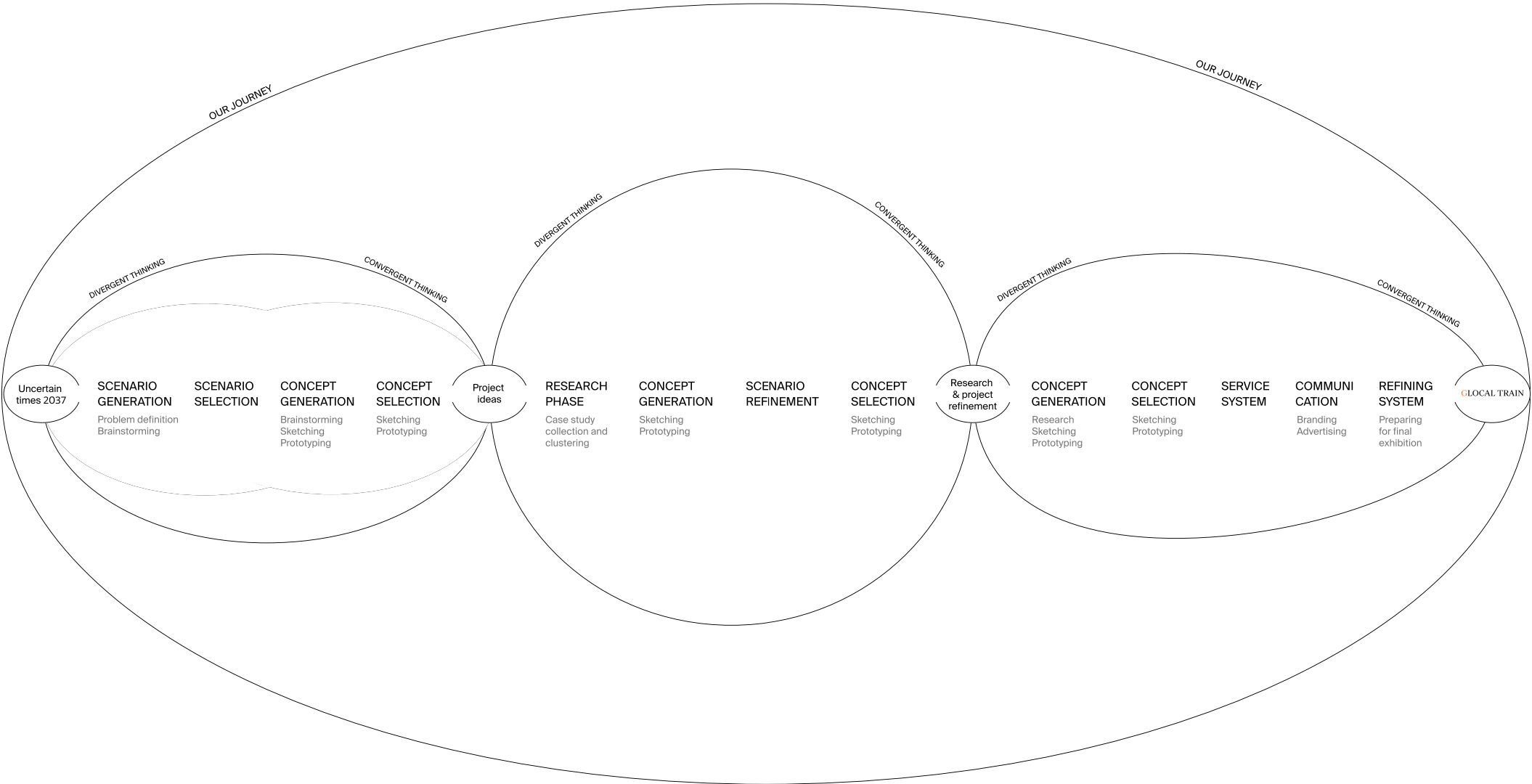
4 *COMMUNICATION*

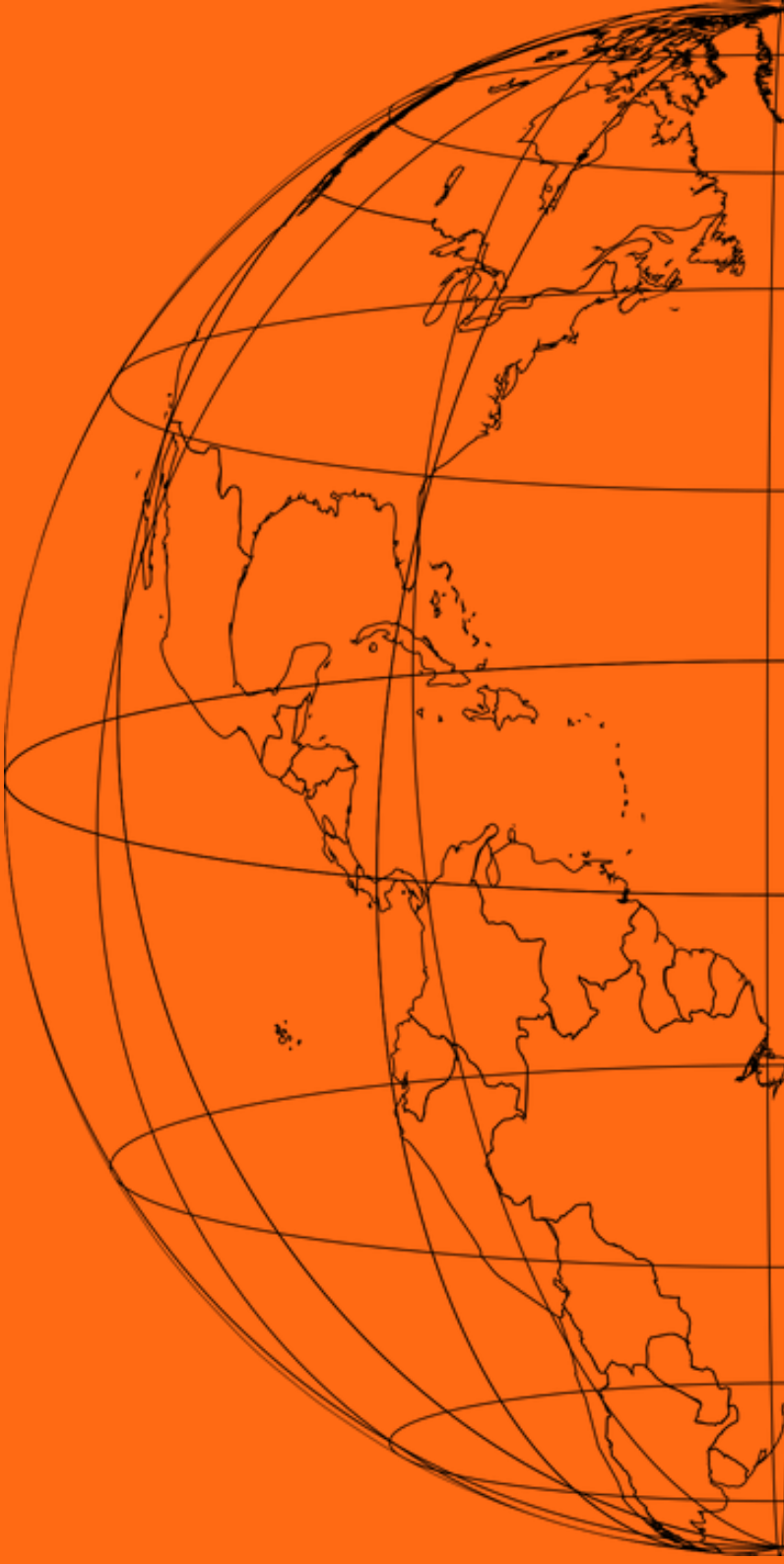
Nomenclature.....	69
Our brand.....	70
Vision and mission.....	71
Personality.....	73
Values.....	74
Tone of voice.....	75
Who we design for.....	76
Graphic reference.....	77
Metaphor.....	78
Logo.....	79
Payoff.....	82
Color palette.....	83
Typeface.....	84
Moodboard.....	85
Advertising.....	87
Packaging.....	99
Social media.....	101
Website.....	103
App.....	105

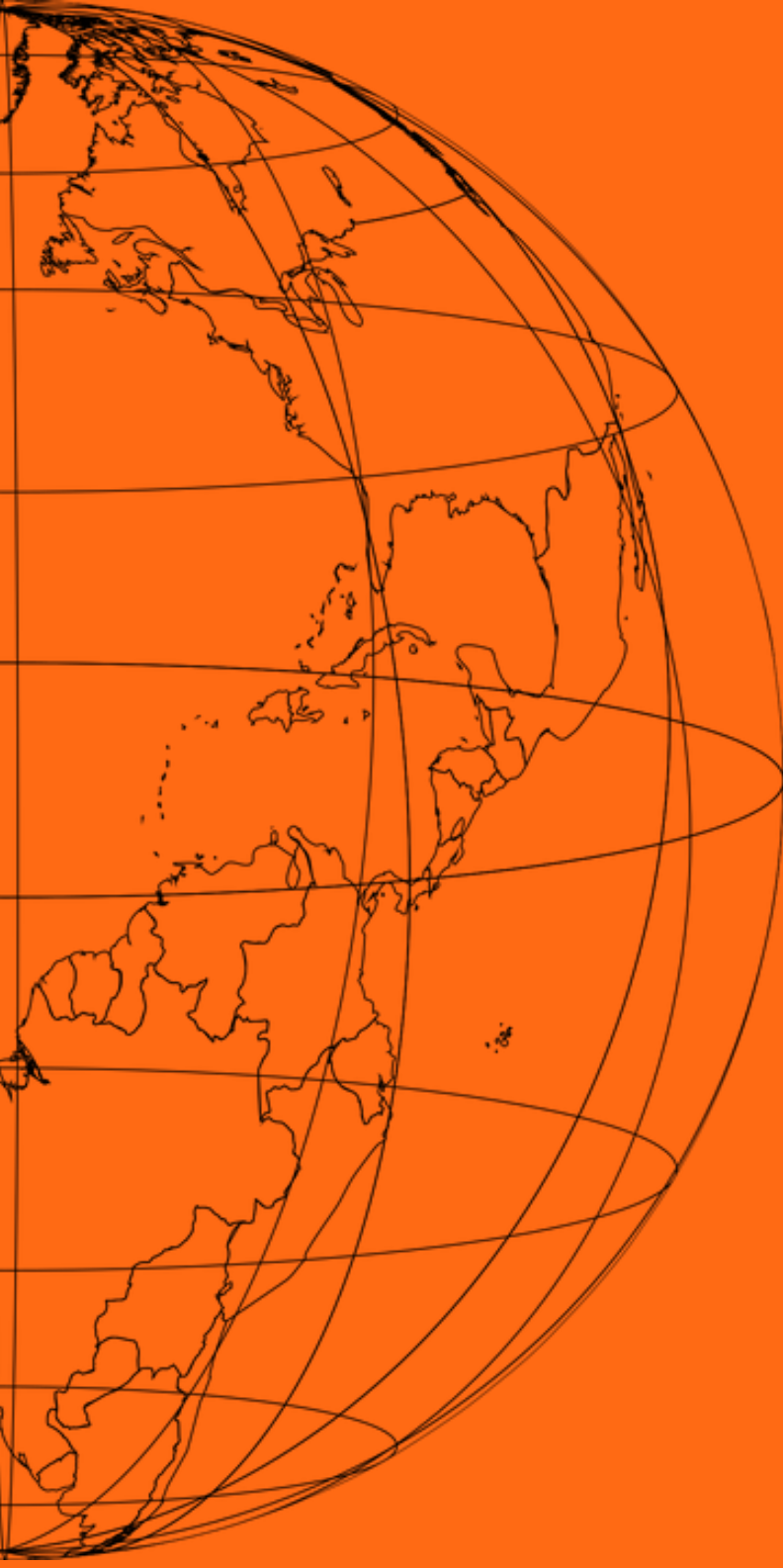
5 *ANNEX*

Research.....	111
Our process.....	113
Prototyping.....	115
Technical drawings.....	117
Renders.....	119

Our *PROCESS*



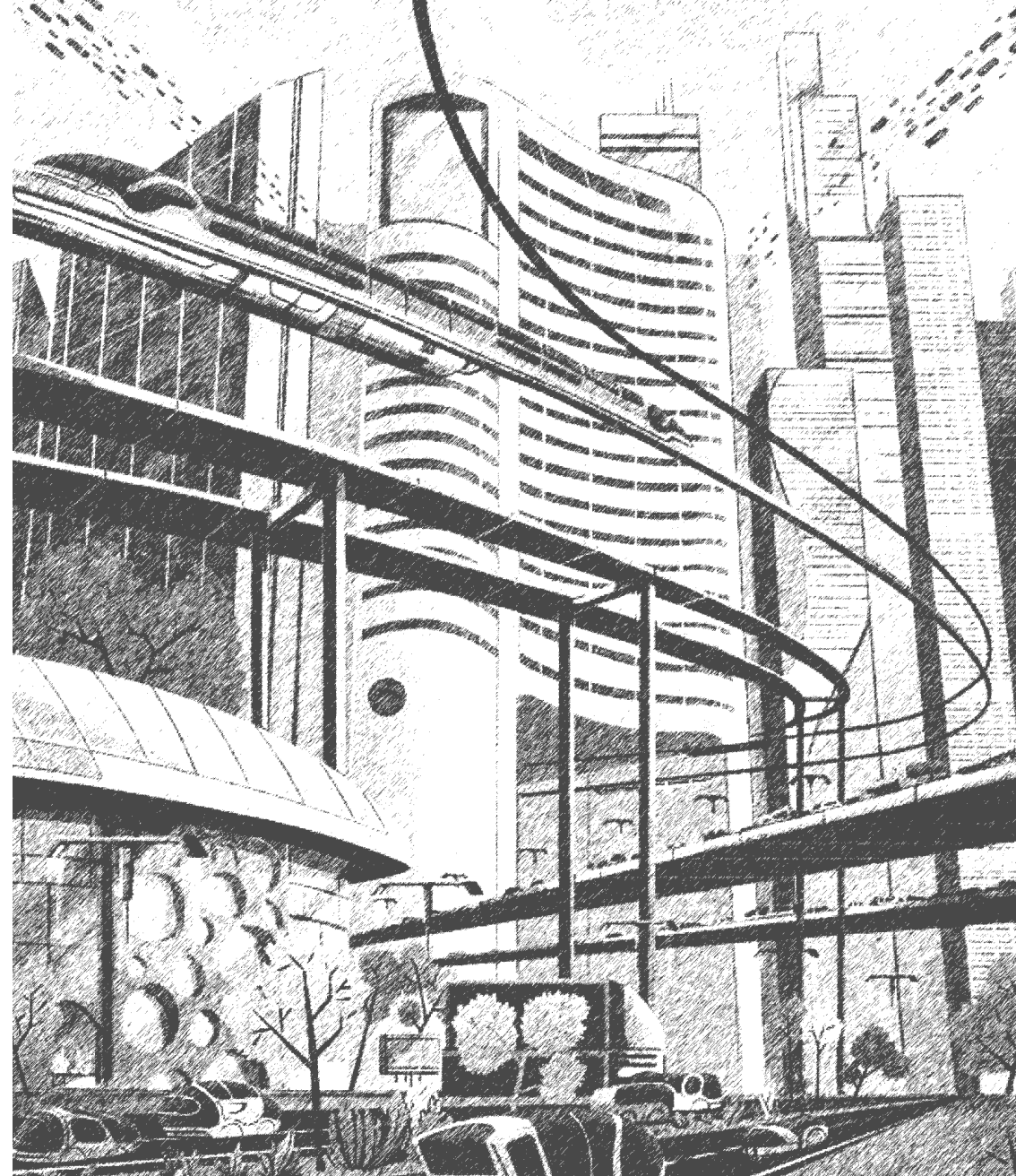




SCENARIO

The *STATUS QUO*

While modern education has followed the same model for over three hundred years, we see a transition currently taking place that will evolve the field of education. The major factors that the field of education must adapt to are: growing access to the internet, improvements in technology and distributed living and learning. Because of the easy access to the internet, the emphasis on knowledge transmission has reduced and students are more focused on developing the skills and tools necessary to understand and work with this knowledge. With these seismic shifts, a need for experiential learning in a global market and local communities arises.



The *CONTEXT*

Where might we be in 2037? Traditional educational models will come to be inadequate to keep up with this seismic shift. Studies shows that Generation Z are demanding more control over their educational paths. Now, the boundaries in higher education are blurred, with students looking at different ways of learning to get a holistic, immersive experience. While students are used to having instant access to information and expect to be able to work anywhere, anytime, they also want connectivity and strong ties to their communities. (Figenholtz, & Broderick, 2021)

In the year 2037, we envision trains as means of learning.

Learning on trains broadens the spectrum of higher education enabling students with easy access to cross-cultural environments and experiential learning. Combining education and travel can create beneficial outcomes for students including personal growth and the attainment of life skills and knowledge (Stone & Petrick, 2013, 2017). Students who travel gain an appreciation of the places they visit as they gain better subject knowledge and understanding (Dyran, 2018).

The *WHY*

We believe that setting the students in the right environment with a balanced access to global connectivity and local diversity will help these young individuals have a wholesome learning experience. These experiences will help students develop self-awareness of their own identity and how they connect with the wider world.

With this opportunity, the students can be exposed to the wider and deeper knowledge with infinite possibilities that would help them become visionary world leaders.

The idea is to change the meaning of higher education and stationary schools as we see it today and adopt an unconventional learning model. This model gives equal opportunity to all students, eliminating roles like commuters or international students and facilitates each individual with the chance to receive the education they aspire for.

The *HOW*

We envision a product-service system where students can pursue their higher education on a train. This educational system provides a learning opportunity in a global market and a local context.

We build strong partnerships with key stakeholders like the railway authorities, best schools and professors and local subject matter experts to facilitate students with an unconventional learning environment that will set them apart.

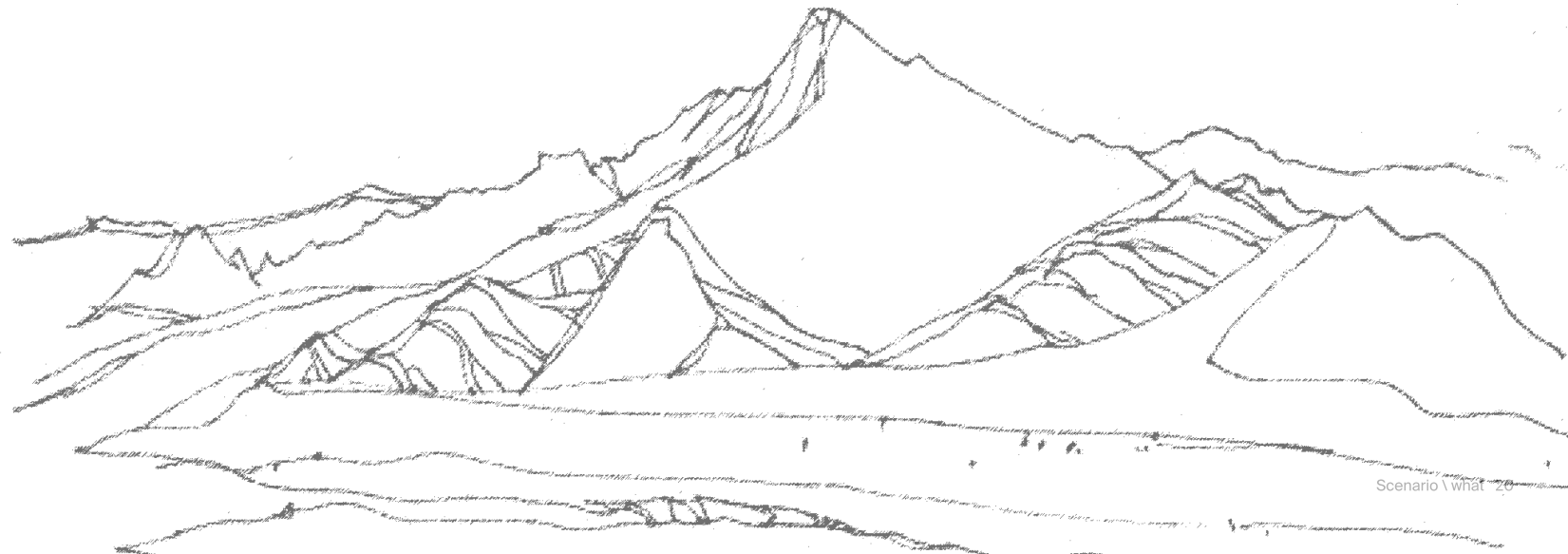
Students will have the flexibility to choose from clusters of schools based on their career aspirations and regional preferences. This would help students form their own educational route by associating themselves with the best schools of their study subject and learning on field based on their chosen destinations.

The *WHAT*

We believe that setting the students in the right environment with a balanced access to global connectivity and local diversity will help these young individuals have a wholesome learning experience. These experiences will help students develop self-awareness of their own identity and how they connect with the wider world.

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The STORYBOARD



Students enroll for education on the move with Glocal Train.



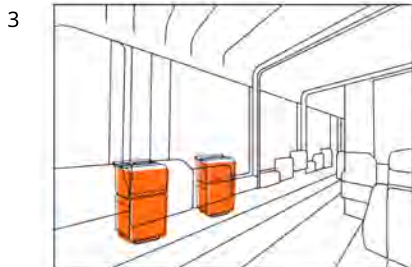
They choose their curriculum path by selecting four out of six schools in the same region for one semester.



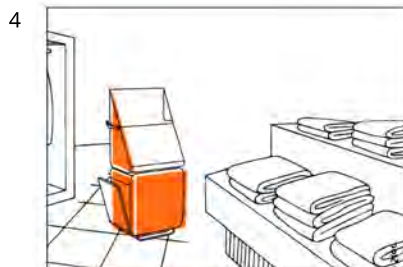
These wagons have modular furniture so the study areas can be transitioned to socializing spaces.



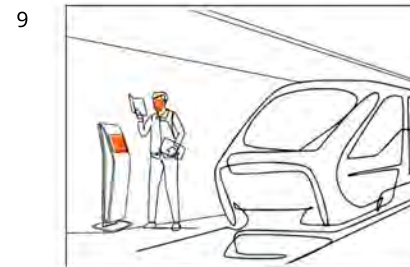
Students are guided in their journey on an app. They receive updates on their travel route, daily lectures and on-field study agendas.



Students start their journey on the train where they live in their personal spaces.



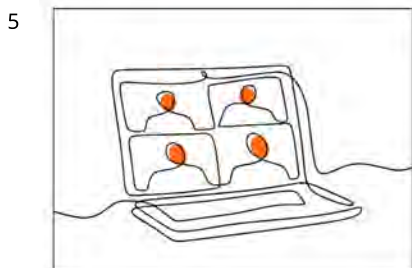
They use a suitcase-wardrobe by to help them organize their spaces and make living on the move seamless.



When students arrive at stations, they stamp their passports on kiosks at the railway stations.



At the train station, they meet local subject matter experts who share their knowledge about subject and location.



They are connected to the school professors through online channels during the travel. This time is dedicated to theoretical learning.



There are dedicated study areas on the wagons where lectures and collaborative learning takes place.



The students learn on the field to gain in depth knowledge and hands-on experience.



One of the stops in the students route are the chosen schools where they can connect with the professors physically and enjoy the university experience.

A day in *THE LIFE OF A STUDENT*

ON THE TRAIN

I wake up in the morning to the sound of my alarm. I see the light peaking through the blinds. I draw them open to look at the scenic view outside. Oh, I sure am living my best life.

Every day- a new location, a new view, new learning! Before I embarked on this journey, I had been thinking for a while which educational program would bring me closer to my goals?

I was wanting to opt for international education, so which country would make me go out of my comfort zone and push my limits to learn from the uncertainties? When I was introduced to the Glocal Train educational program, I knew that was my golden path.

Some noise from the dressing area brings me back from the drifting thoughts. I should freshen up and start my day. I pull out my detachable toiletries kit from my Grab Case and head to the dressing area.

After my morning routine, I check the agenda of the day on the Guide App. The app gives a complete overview of my journey so far, the current location, agenda of the day, the curriculum of the month with the partner school. Its super convenient to have all the information accessible from a single location. Our next stop is in four hours, it gives me enough time to catch up with some readings from the previous lecture and also the class will meet with the professors for the briefing of the upcoming destination.

I grab some breakfast from the pantry area before I set up my workspace for the lecture. I don't mind packed food once a day, the authentic local food for the other meals makes up for it.

During the online lecture, the professors introduce us to the local subject matter expert we will be meeting at the station. He is a renowned expert in the industry and he will be our guide for this location. As we get closer to the station, I quickly pack my backpack. The Guide App sends me a push notification of a check-list reminder customized for the day by taking into account the study agenda, the weather forecast and location terrain.

I have everything ready in no time because it is all well organized in my Grab Case. The suitcase-wardrobe is a saviour for this nomadic student life that I have chosen. A closet that in no time turns to a suitcase. Close up and hop off to the next train. And these detachable modular kits customized for a life on the train make all the difference!

At the station, I digitally stamp my Glocal Passports at the kiosks to confirm my arrival. These stamps are beautiful, a souvenir for every destination I visit. Once I have completed all the destinations in my study plan, all these stamps together make my graduation momento. I am looking forward to that moment of pride.

We meet the subject matter expert at the meeting area at the station. As he is our guide for the destination, he takes us around to all the architecture exhibits, museums and other destinations in the agenda. Learning about the best, from the best, all in the same environment. This is the most enriching experience I could have hoped for.

After our day out and about, we head back to the train. I stick the post cards I collected on the small softboard of my Grab Case. I love that the board is filling up, I feel like it captures my personal journey.

I am meeting my classmates in the common space. The furniture there is so cool. It's modular and we can change the space into a study room, socializing space, game area or movie hall. It helps me create stronger bonds with my fellow classmates, which is so important since we come from such varied backgrounds and cultures.

After all those games and talks, I am tired now. I go back to my personal space and put all my things in the Grab case in their respective sections. My mom would be so proud so see my keep my area so well organized and clean. Anyway, time for bed now. I should be well rested for tomorrow, it will be as exciting as today, as is every new day.



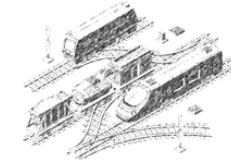
The *SCENARIO DEFINITION*

Actors The primary actors are students seeking glocal exposure and local culture, and who want to learn by doing, are participants of this educational program on the train. The secondary key actors are schools, professors and local subject matter experts. The relationship of these actors is explained in detail in the system map.

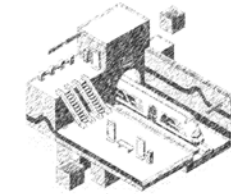
Context The educational program encourages students to live and experience the world, from urban areas to rural areas, from ancient history to modern innovations, from the traditional to the unconventional, from local to global. The idea is that theoretical learning would be conducted on the train during the travel whereas hands-on education would be experienced at the destinations.

Actions Students follow their educational path based on the schools they have chosen at the beginning. They connect with Professors at the schools and remotely during the travel. They study, live and socialize on the train. Administrative activities happen remotely and on the train stations. Experiential hands-on learning happens on the field with local subject matter experts.

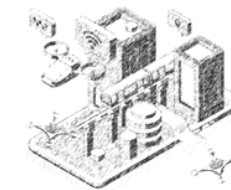
The *INTERACTION POINTS*



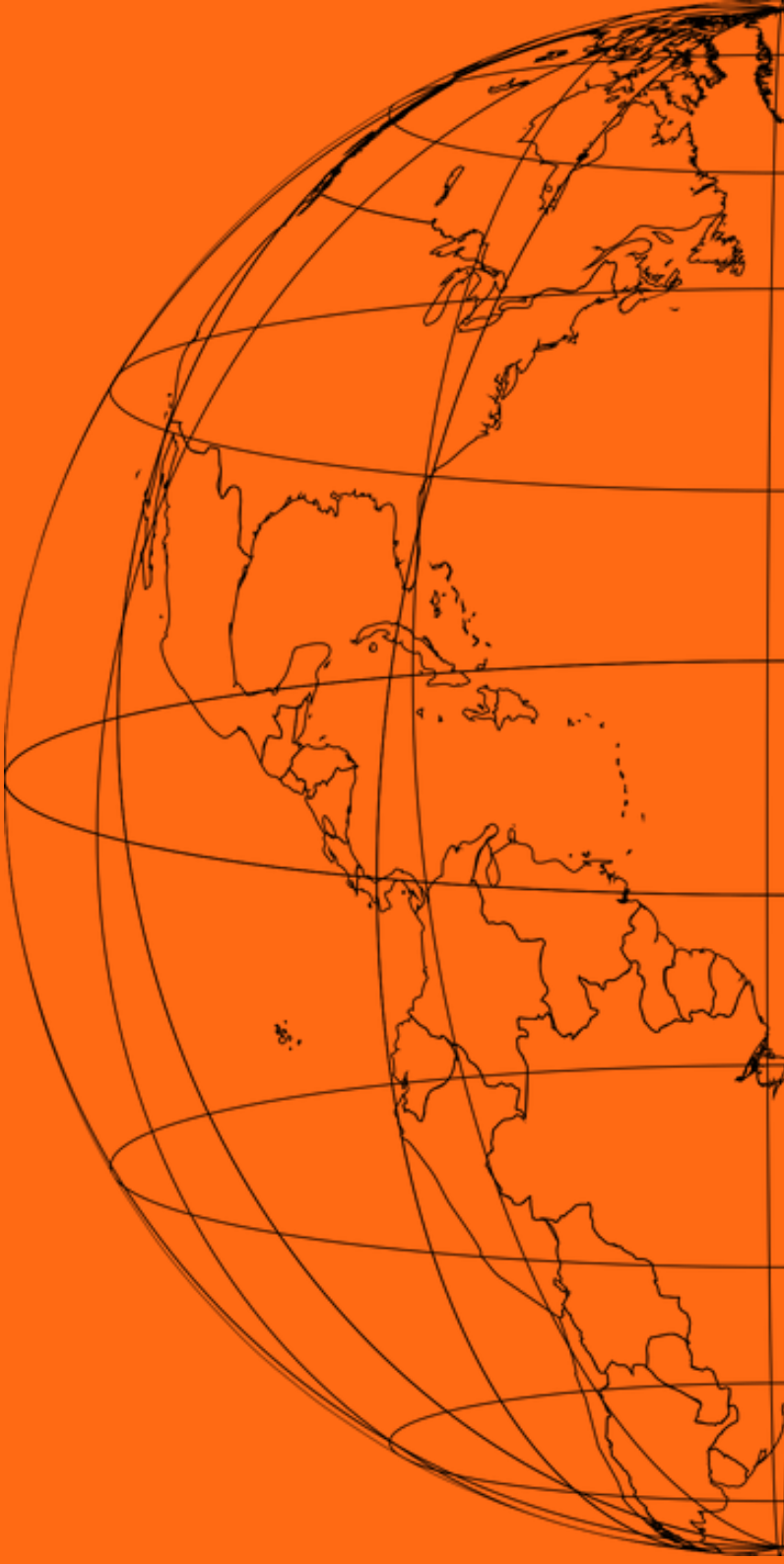
Trains Trains are where the educational learning and analysing happens. Its the nest and resource of the academia.

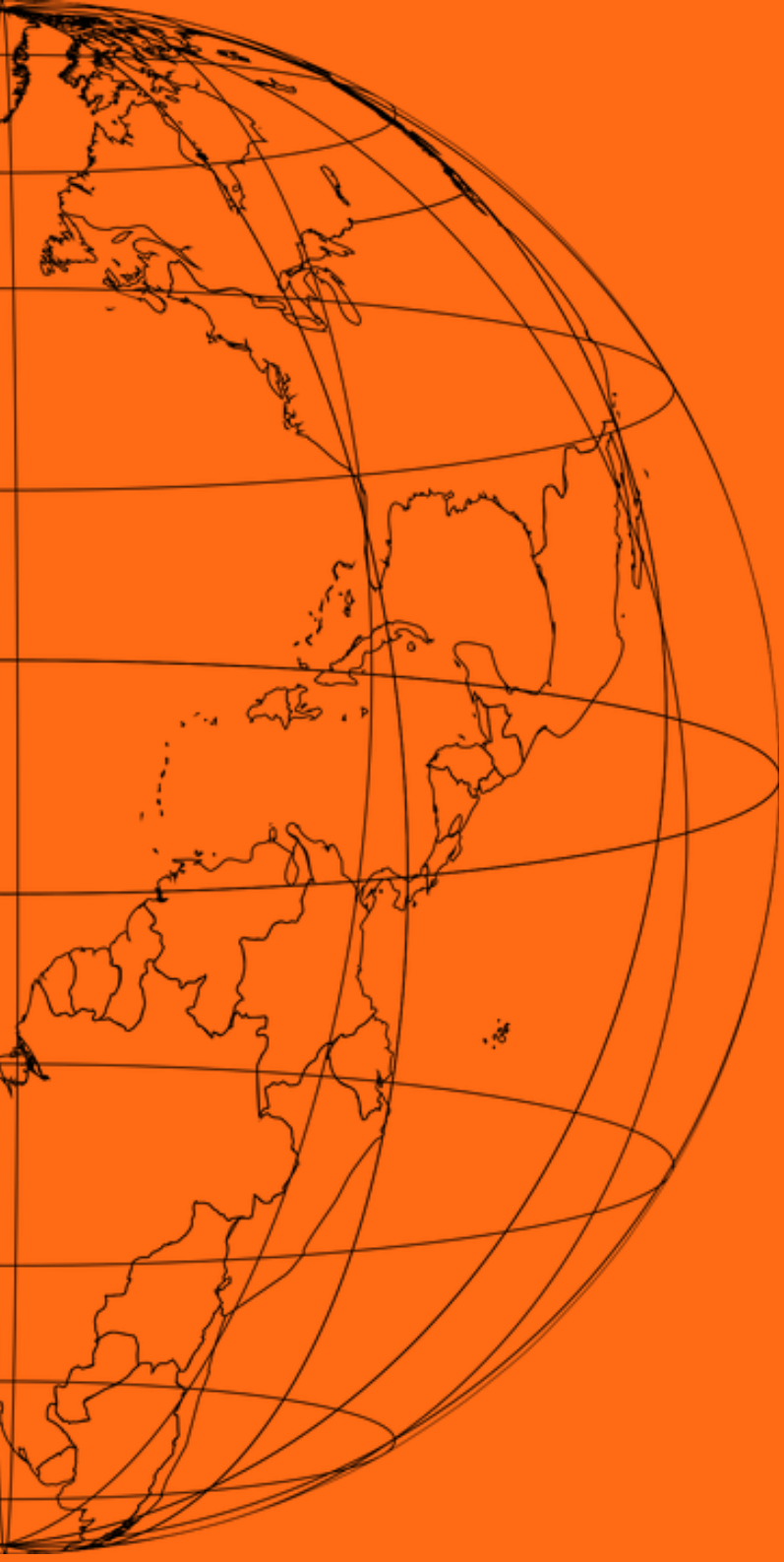


Stations Stations are the administrative offices and the networking hubs of the academia. These places are the milestones for the students.



Local hotspots Local Hotspots are the designated areas for on field courses for students. They are essential for hands on learning.





PRODUCT

The *GRAB CASE*



The Grab Case is a suitcase created for the Glocal students that learn on the move. This duality refers to its cabinet-alike features. With Grab Case, students are ready to pack-and-go but in times of immobility, students can use it as a storage space with easy-access pockets for daily tools, toiletries, laptops and clothes.

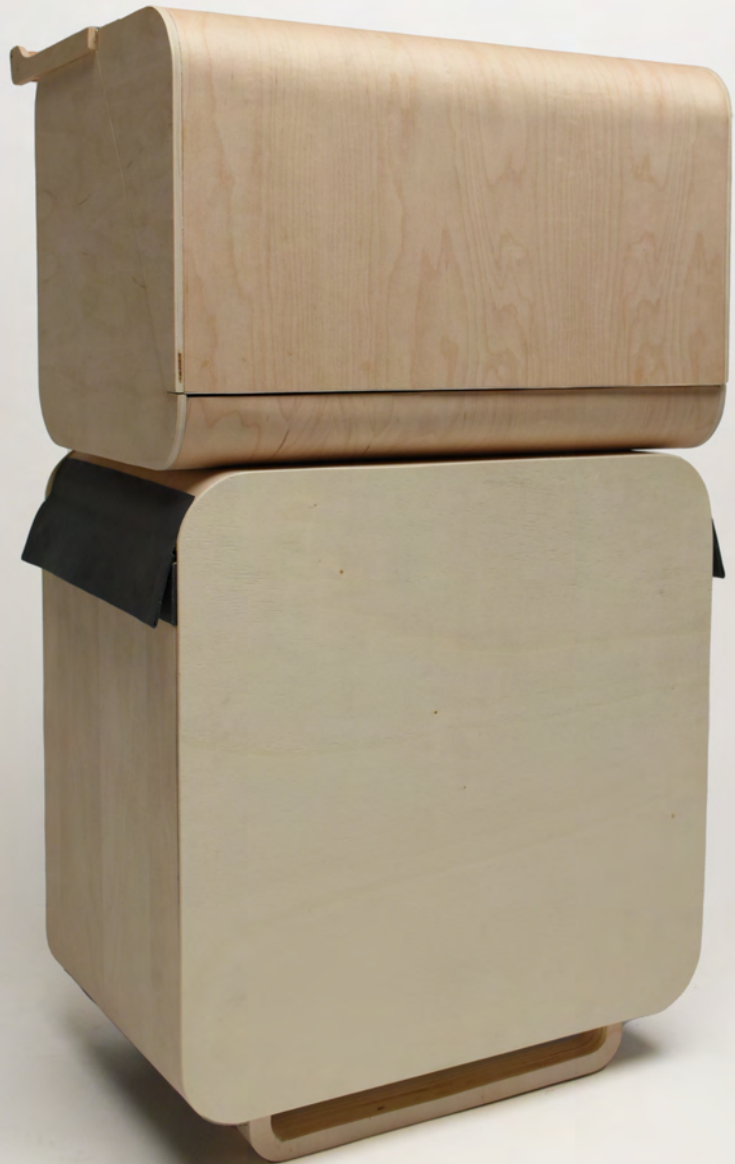
Grab Case's openings allow students to use this product in their daily routines rather than conventional suitcases in which the use ends when the mobility ends. But those suitcases fail to meet the students' needs in Glocal Train. Because there's always a switch between being mobile and immobile.

As the students' lifestyle changes their essential products must meet the needs and that's the origin story of the Grab Case.

The *GRAB CASE*



The
GRAB CASE



The *PRODUCT DETAILS*

DETACHABLE BAGS

Detachable bags in the Grab Case made for toiletries and tools which students need to use daily, in different places. The aim of it is to be able to take these bags to places without the need of packing & unpacking.



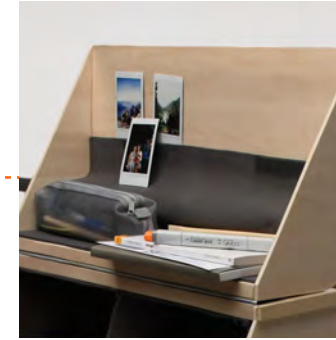
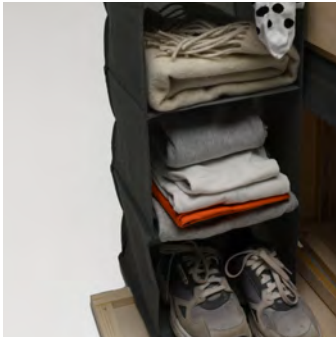
HANGER BAR

The hanger bar creates an open wardrobe thanks to the provided clothes holder. Students can easily slide it back, pack everything in place and store the clothes holder in the bottom part of the suitcase.



CLOTHING STORAGE

Whenever on the move, this space in the Grab Case provides a conventional use of a suitcase and helps students pack their clothes in a fully protected area.



TOP SHELF

The shelving in the top opening of the Grab Case provides students a practical space where they can put books, cups and small daily objects. It creates the duality of the Grab Case being a suitcase and a living space furniture.



EASY-ACCESS POCKETS

The use of the two wide pockets of the Grab Case may vary depending on the personal needs.



LAPTOP & TABLET AREA

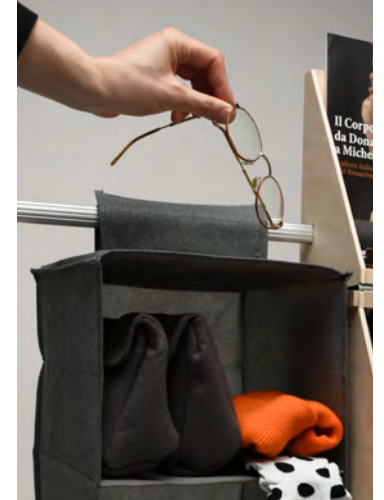
This opening in the Grab Case is created for the most essential objects of our nowadays education system: laptops and tablets.

The *PRODUCT USAGE*



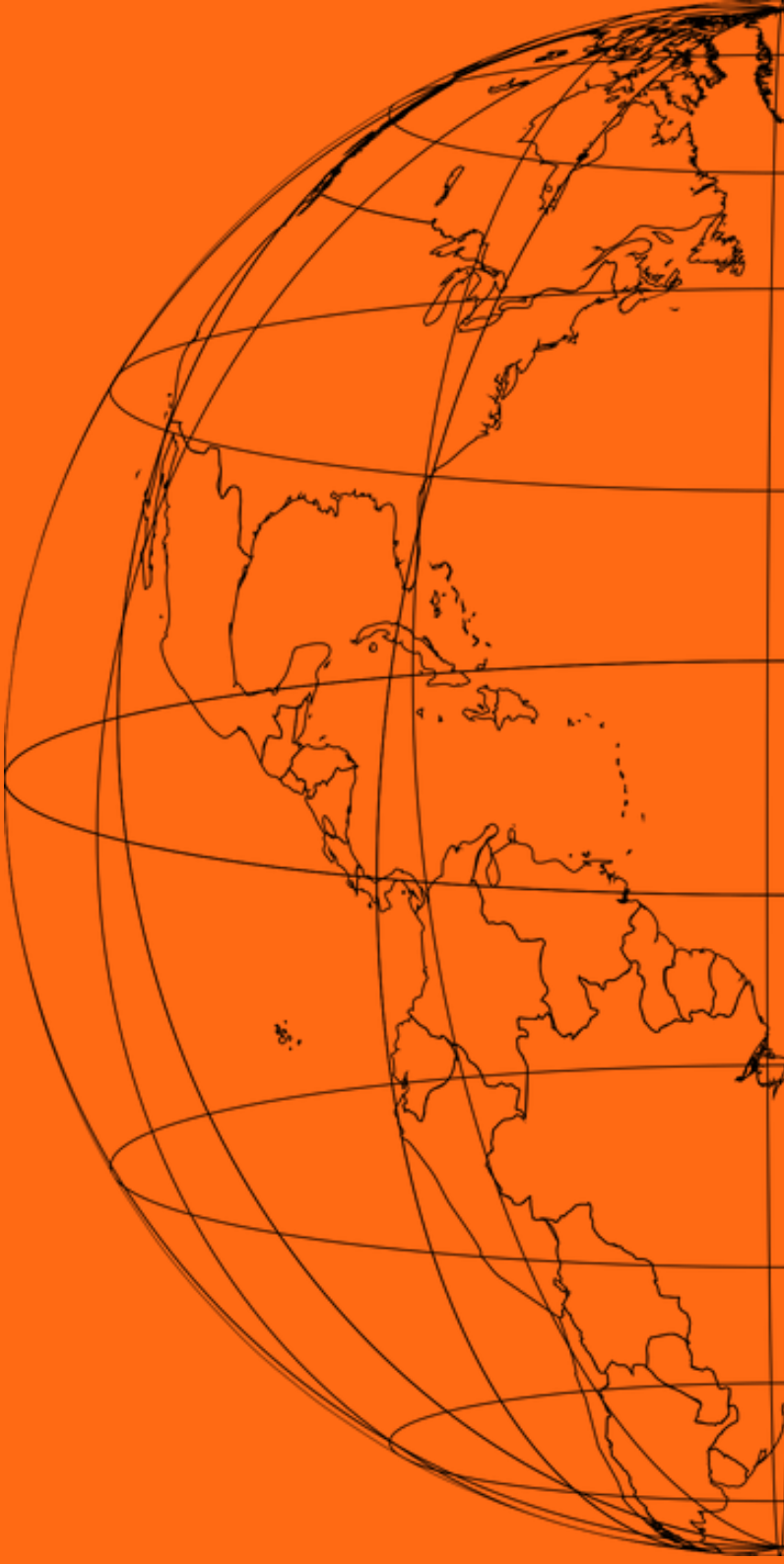
ON THE GO

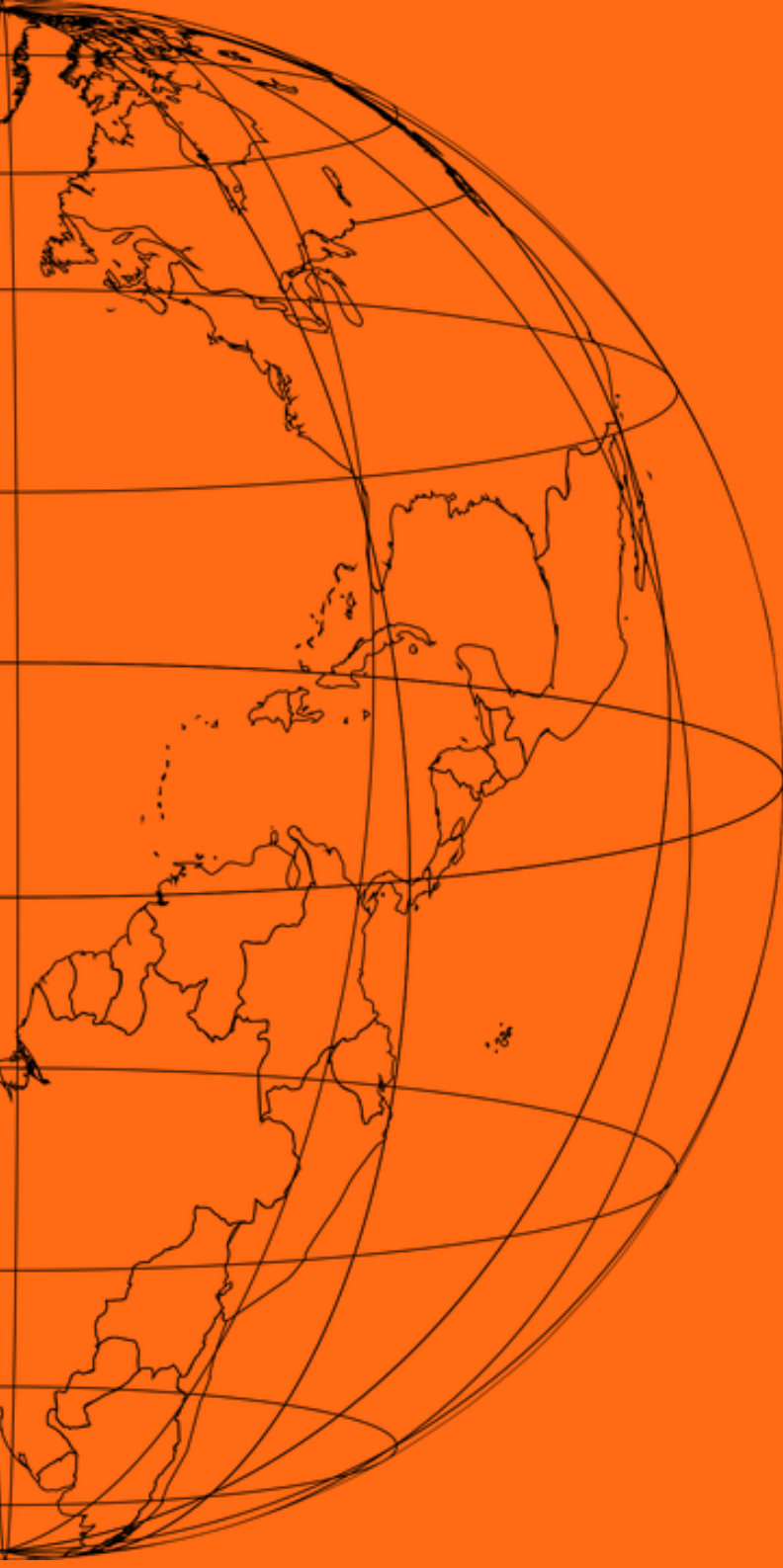
Grab Case's one of the two main goals is to use it while traveling. This would mean the students use this just like a conventional suitcase in which they store their items in and start their journey.



IN THE TRAIN

The differentiating use of Grab Case is its flexibility of use. Going beyond a suitcase would require this product to be used as a living space furniture when the student is not on the move but settled in a space.





SERVICE & SYSTEM

Service-System

INTRODUCTION

We envision a service that assists the students throughout their educational travel journey: right from choosing their curriculum; providing them with relevant information on the train like the lecture schedules, weather forecast, upcoming stop details, on-field agendas and packing lists; tracking their learning route and more; to aid them with a seamless experience in their global education.

GUIDANCE

Assist and guide you every step of your track for you to make the best travel decisions and experience a seamless train journey

ACCESSIBLE

Everything you need available in a easy to use, seamless, one stop solution

COMPANION

Understands your needs and schedules to help you to be the best version of yourself

Aims:

- To enable students with a global platform to achieve their educational aspirations and learn by doing in a global and local context
- To contribute towards the education sector by introducing and unconventional and borderless educational system
- To give students access to the best schools and professors spread across the globe

Targets:

- Encourage students to go beyond the conventional learning methods and seek a borderless education
- Build a globally educated student community and alumni network
- Explore the learnings of local remote places for deeper hands-on knowledge



Service-System STORYBOARD



1 Logging onto Guide.



2 Choosing personal TRACK by choosing the curriculum (schools) for the education.



7 Guide reminds student about upcoming destination and what to pack based on weather forecast.



8 Guide has a student community section where students can exchange moments from their journey.



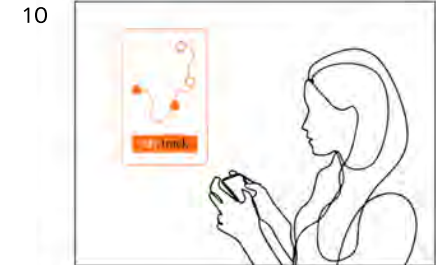
3 Student onboarding the train and navigating to their personal space by using details received on Guide.



4 Introductory video by professor received on Guide.



9 The blog section on Guide has suggestions based on every location and based on the study subject of the student.



10 In the personal account section of the student, Guide displays their TRACK completed so far and shows some motivating travel education quotes.



5 Guide is synced with the web conferencing app and stores materials provided by the professors.



6 Student is using Guide to make a to-do list for the university. Guide gives suggestions/ reminders based on lecture schedule.

Service-System *POSITIONING*

WHAT IS IT

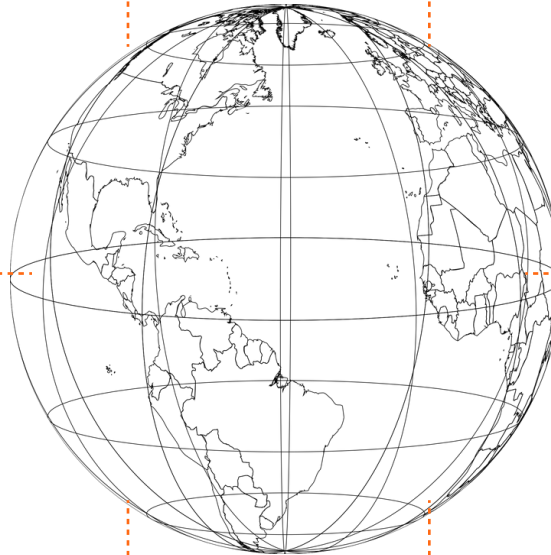
- An educational system that enables students to pursue their higher studies and learning on the move ON A TRAIN.

MARKET CATEGORY

- Primary: Education sector
- Secondary: Hospitality, Transport

PRIMARY DIFFERENTIATORS

- Learning by doing in a global and local context which gives students first-hand knowledge and experience they need to transition smoothly from the education to the professional world



TARGET SEGMENT

- Students pursuing masters degree
- Age bracket 21-27 years old
- Middle to upper middle income bracket
- Looking for unconventional learning experiences and valuing experiential wealth over materialistic wealth

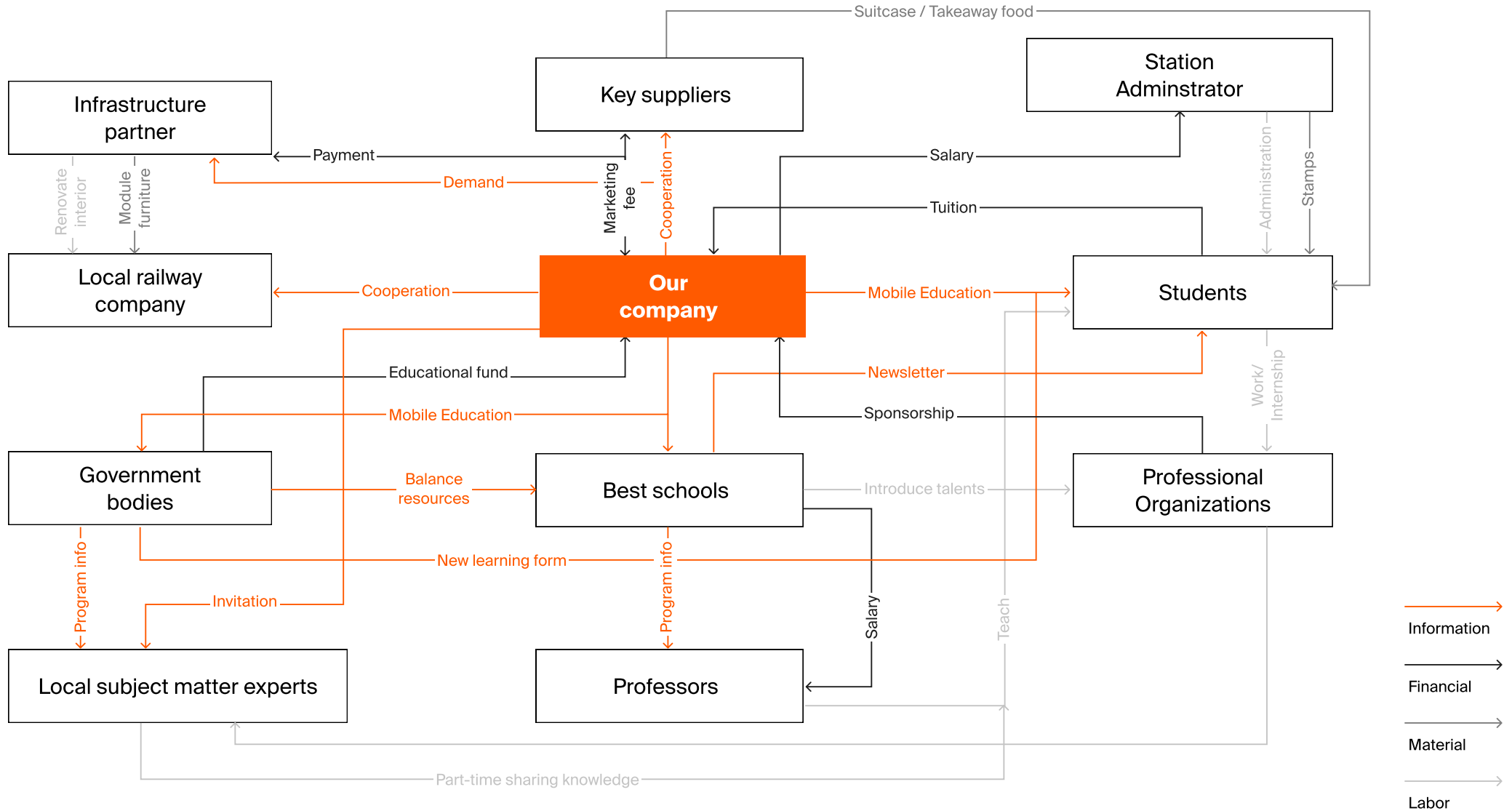
COMPETITIVE ALTERNATIVES

- Conventional stationary universities
- Erasmus and international exchange programs
- International mobility for education
- Remote education/ distance learning programs

KEY BENEFITS

- Opportunity to learn from best universities, renowned professors and local subject matter experts
- Travelling the world

The SYSTEM MAP



The STAKEHOLDERS

Glocal Train:

The educational organization that manages the entire system and builds the network between all stakeholders.

Roles:

- Forming the curriculum with best possibilities to ensure an all-round experience for the students
- Building relations with best schools and professors in all domains
- Collaborating with local subject matter experts

Incentives:

- Monetary incentives
- Working towards their vision of future education

Students:

Young individuals seeking a hands-on, glocal and diverse learning program.

Roles:

- Enrolling for education on the train
- Choosing their curriculum as per study subject, regional preferences and career aspirations
- Active participation in on train and on field learning

Incentives:

- Gaining in-depth knowledge and hands-on learning
- Career growth

Schools & Professors:

Partnerships with best schools and their professors that will teach each batch of students for approximately a month.

Roles:

- Imparting in-depth knowledge on the study subject
- Guiding the students on right learning path
- Connecting with students online during their travel and in presence when the train stops at the school
- Collaborating with local subject matter experts to be in sync and avoid overlaps

Incentives:

- Monetary incentives
- Contributing to the education sector
- Guiding the future professionals and visionaries

Local Subject Matter Experts:

Industry experts that have deep knowledge of the local artefacts and their specialization subject.

Roles:

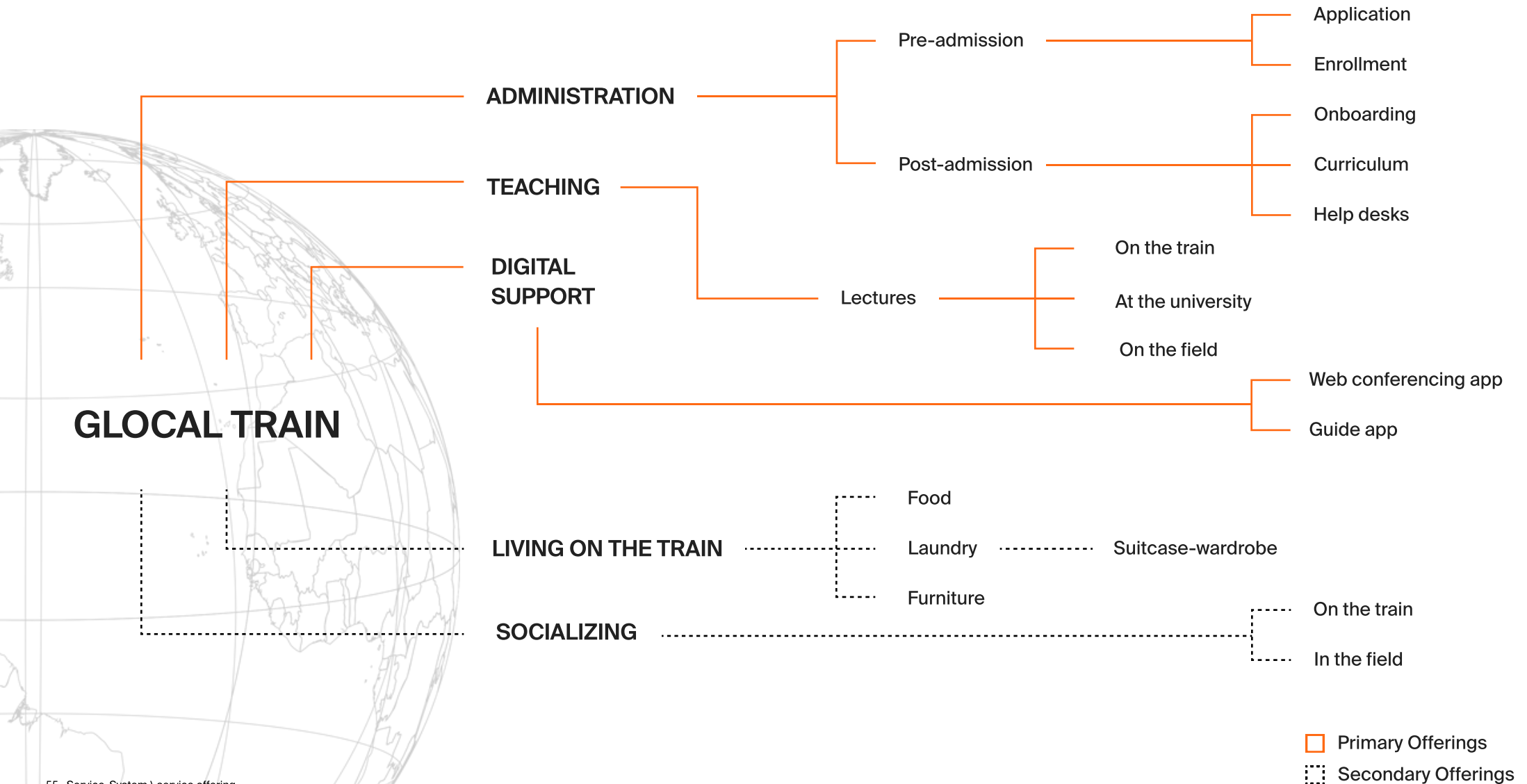
- Guide the students on the field and share their expert knowledge and work experience
- Collaborate with schools and professors to be in sync for the study material

Incentives:

- Monetary incentives
- Contributing to education sector balanced with contributions to personal professional work life



Service *OFFERING*



The *BUSINESS MODEL*

Key Partnerships

- Best ranked schools and professors in associated with the schools
- Local subject matter experts
- Railway authorities
- Private and government institutions sponsoring global/overseas education for students
- Travel agents
- Hardware and software providers

Key Activities

- Travel logistics
- Administration and service desks
- Train the trainers
- Curriculum development and support
- Software maintenance

Customer Relations

- Career guide
- Help desks
- On field support

Customer Segment

- Students persuing masters degree
- Age bracket 21-27 years old
- Middle to upper middle income bracket
- Looking for unconventional learning experience in a diversified context
- Value experiential wealth over materialistic wealth

Key Resources

- Railway infrastruture
- Reliable IT infrastructure to support learning on train
- Products aiding seamless travel

Value Proposition

An educational system that enables students to pursue their higher studies ON A TRAIN and have the oppotunity to receive a hands-on real world training from the best univerisities and subject matter experts

Channels

- Government educational schemes
- Railway advertisement
- Administration on railway stations
- Direct communications via educational software

Cost Structure

- Renovation of train interiors to suit educational environment
- Payment contract with the schools and local experts
- Marketing costs

Revenue Streams

- Sponsorship funds by private and government institutions
- Student tuition

The *PERSONA*



IVY CURIOUS

24 y.o. | Single | Student

Bio

Ivy was born and brought up in Finland where she studied architecture for her undergraduate studies. Her goal was to specialize in interior design and she has a long list of potential master education schools and destinations to study famous architecture and interiors. With the world becoming an online marketplace, a lot of knowledge was accessible through virtual mediums. However, Ivy felt the online approach lacked a hands-on experience and she wanted to pursue a program that gave her maximum exposure about her field of study. She envisioned a future where she could see and learn the best case studies and create meaningful designs. She wanted to live and experience beyond the 9 to 5 day job.

”
A destination is never a place, but a new way of seeing things.

Behaviour

- Ambitious
- Extrovert, loves to meet new people
- Lives in the moment
- Loves to travel
- Clean and organized

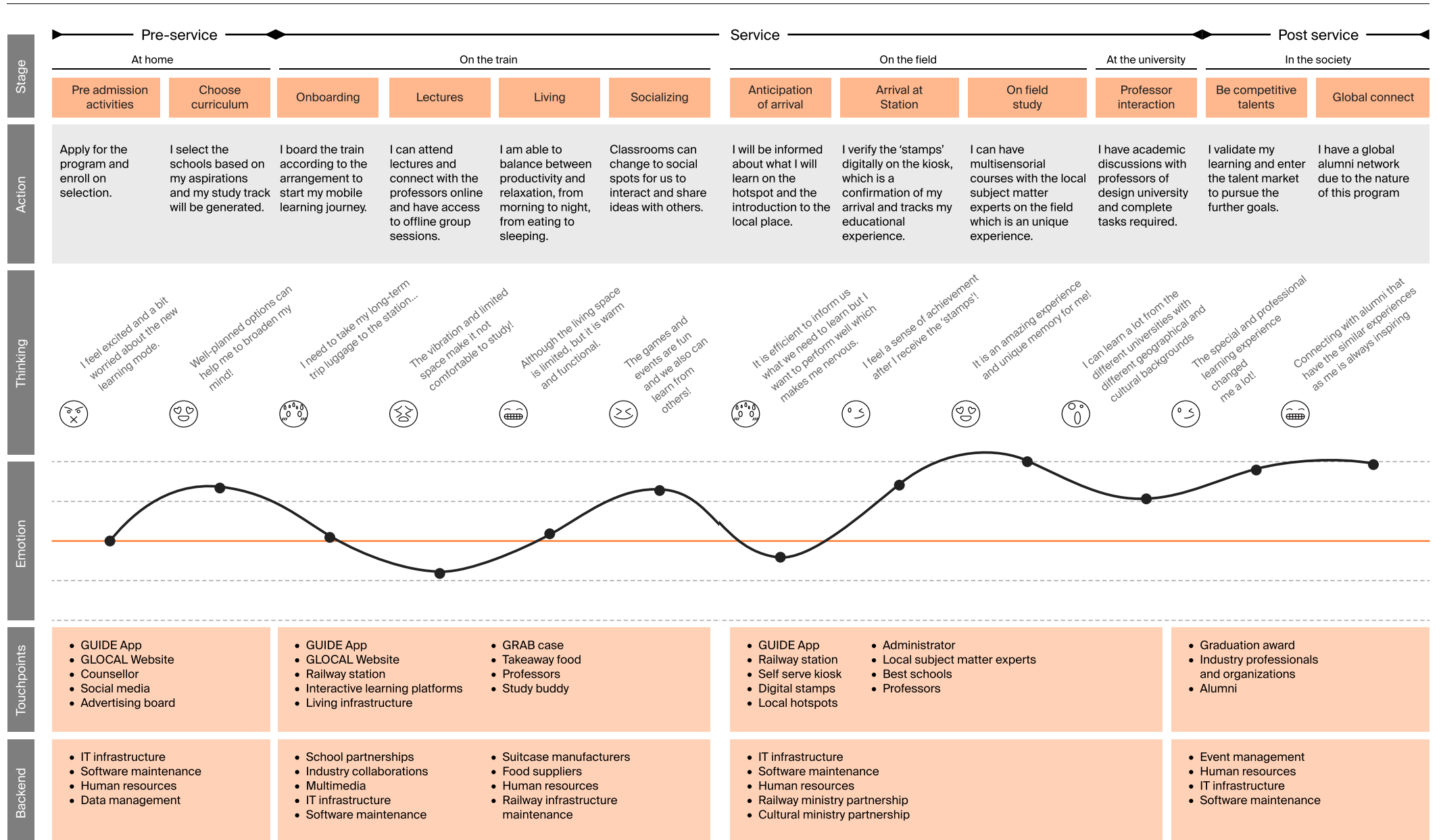
Needs

- Live an exciting life with new adventures
- Grow her design knowledge in a global context
- Work life balance

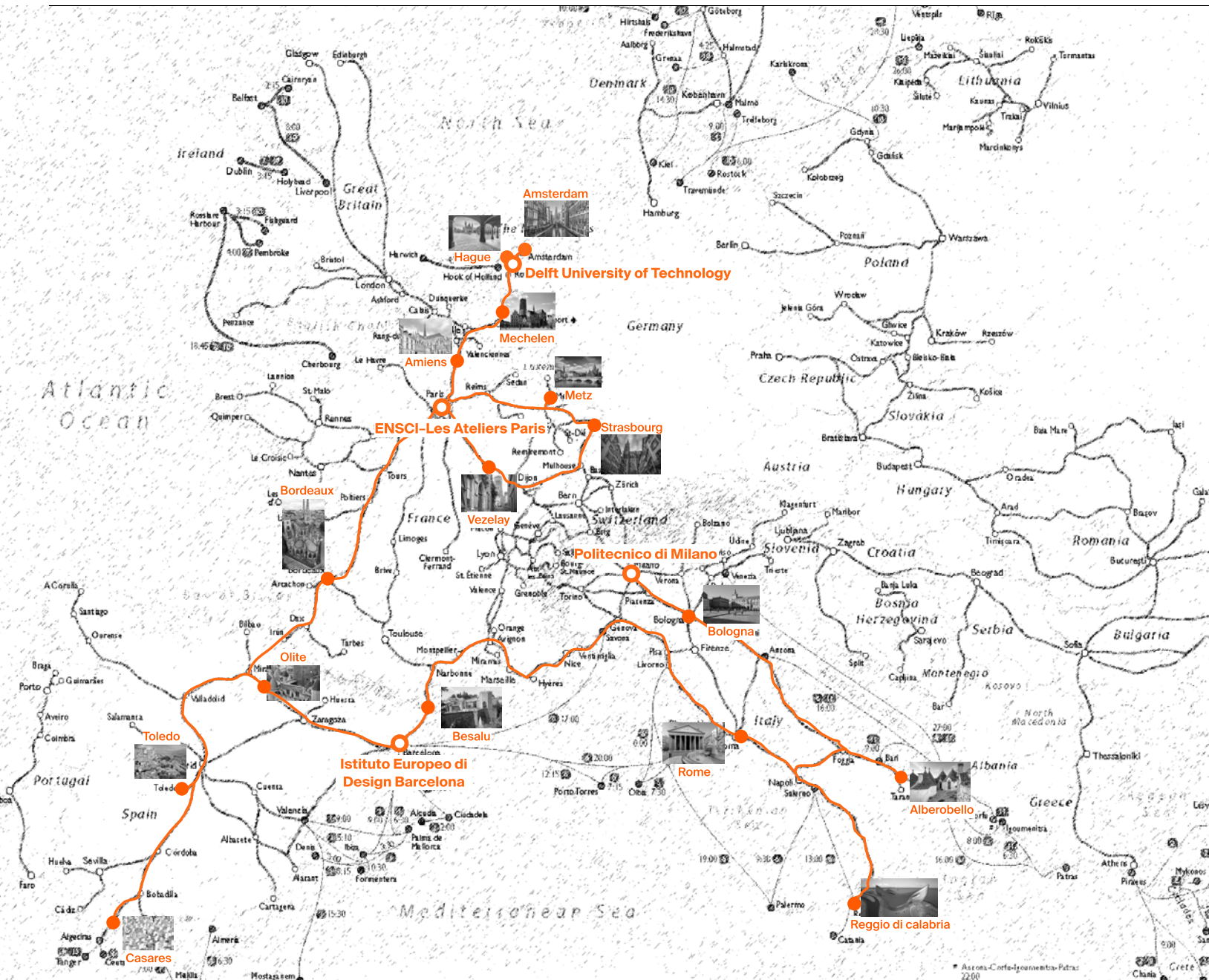
Frustrations

- Indecisive about which design university or country will suit her best as she has not visited them before
- Having to make a long-term commitment to one location as she feels her potential will be wasted
- Unfair distribution of educational resources

The USER JOURNEY MAP



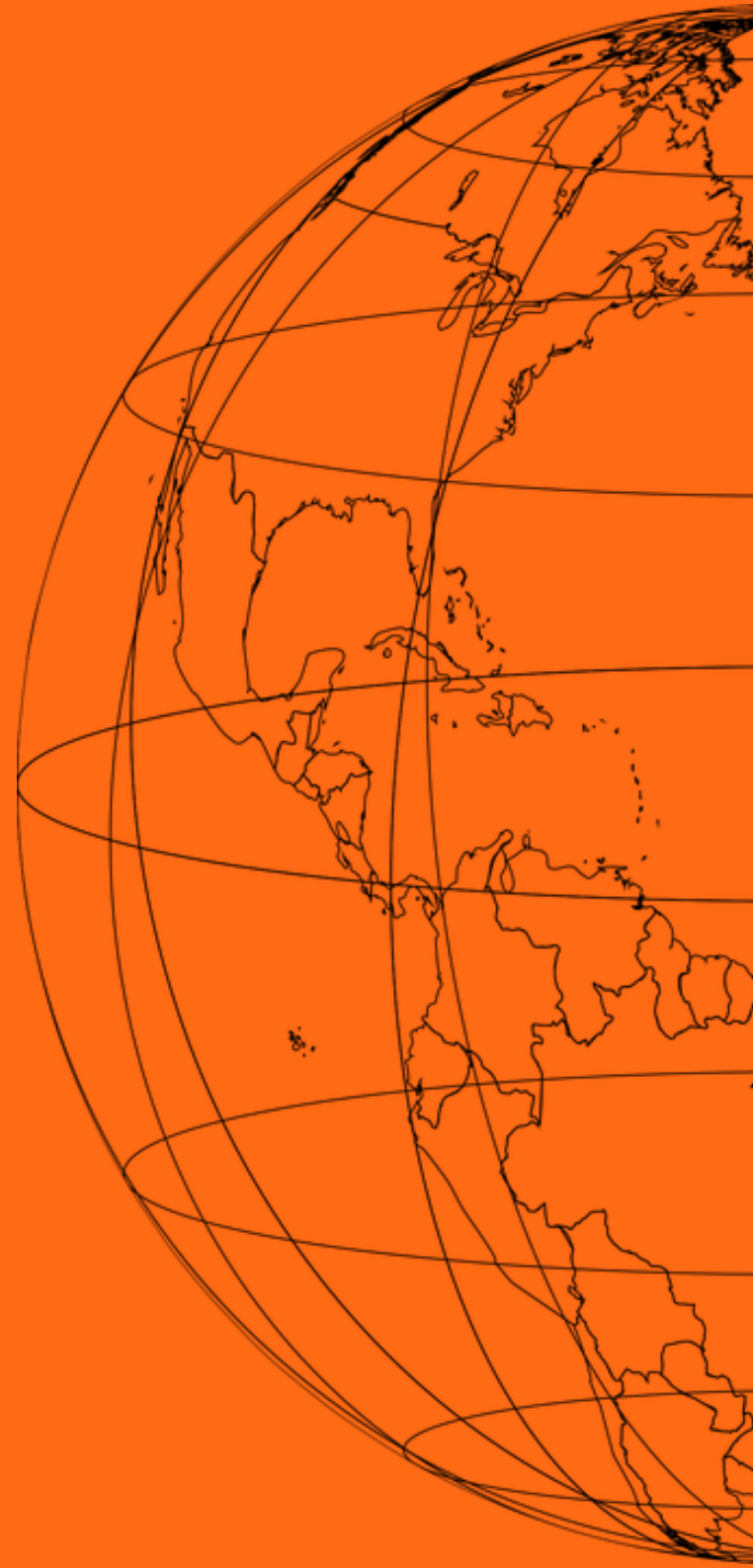
Choosing *YOUR TRACK*

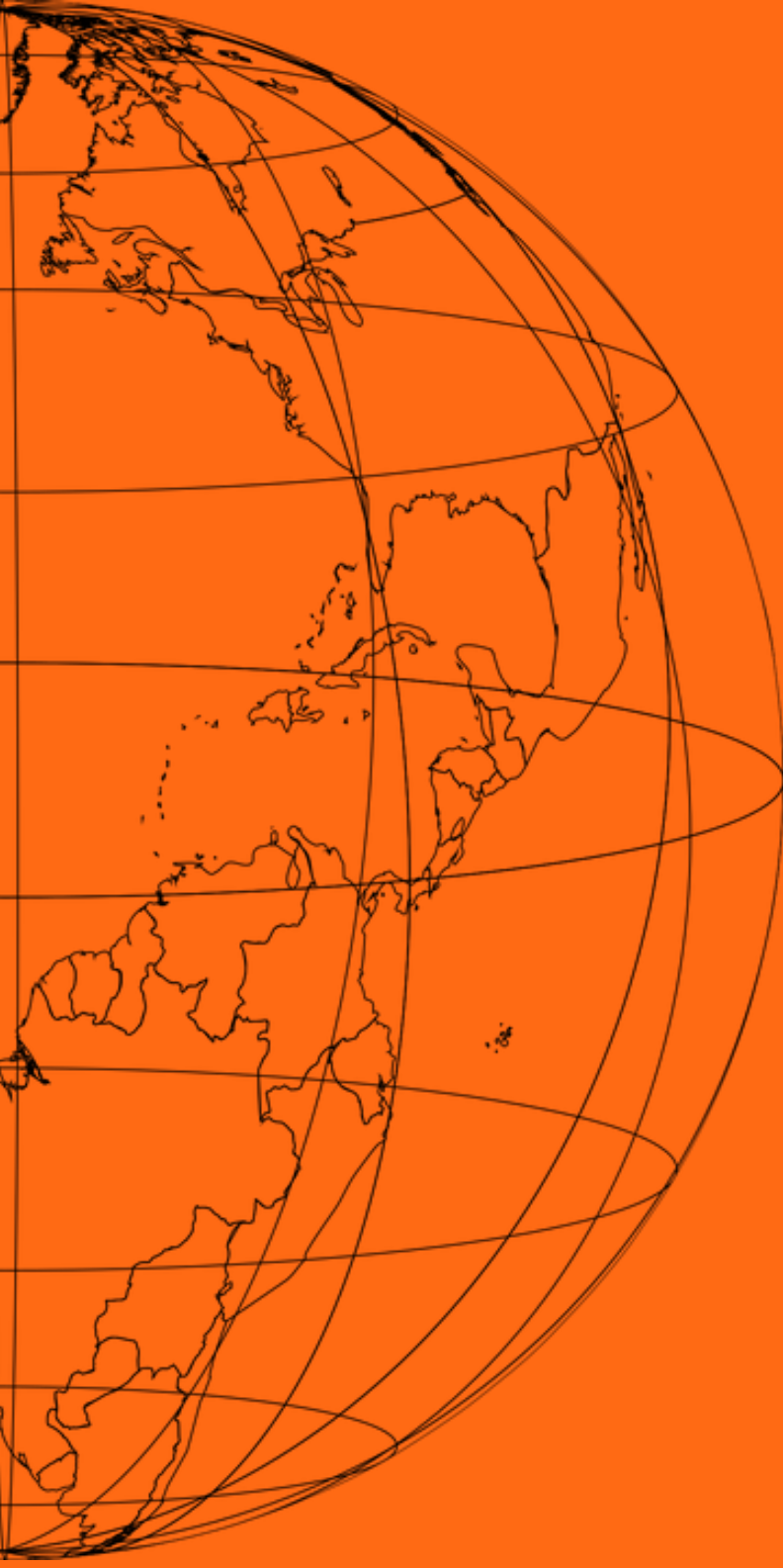


Admitted students will be given a list of top 24 schools (of the selected stream) during onboarding process. These 24 schools will be clustered in a set of 6 schools based on their location and connectivity by train. The students have the flexibility to choose maximum 4 out of 6 schools for each semester.

Each semester will last for a duration of approximately 145 days out of which 28 days will be spent under each school. The remaining 33 days are free days that the student can use for personal activities. Within the 28 days with each school, the student will undergo lectures at the university location and also travel to 4 smaller local remote locations preceded by the university based on the subject of study.

An example for this scenario is: A student pursuing their masters degree (age groups 21 to 26) in interior design is given the list of 24 schools. 6 schools are located in asia, 6 in europe and 12 in america. They choose to pick the european region for their first semester and the 4 chosen schools are Politecnico di Milano, Istituto Europeo di Design Barcelona, ENSCI-Les Ateliers Paris and Delft University of Technology. The map represents the locations they would cover and the travel durations between locations.





COMMUNICATION

GLOCAL

/'gləʊkl/ Adjective

The term 'glocal' – a portmanteau of global and local. Having features or relating to factors that are both local and global; comprehensive connectedness produced by travel, business, and communications; willingness and ability to think globally and act locally.

We are **GLOCAL**

We believe that great experiences know no bounds, borders or barriers. We think globally and act locally. We strive to break down barriers, physical and metaphorical. We aim to bring people together and work in a global economy. Our positive attitude and pursuing innovation make us believers. Believers in the possibilities

that arise without being discouraged by the challenges. In a world where everything is driven by technology, we want future education to be grounded and experience hands on learning. We imagine a balance in the use of technology and the flourishing of history, culture and knowledge.



Our *VISION* and *MISSION*

Vision We want to empower students to learn by doing, removing geographical limitations.

Mission We strive to broaden the spectrum of higher education, by balancing theoretical and on-field schooling in global market and local context. To achieve this, we want to create an educational experience that has its core in a railway system: learning on trains and being able to visit several cities and universities allows every student to appreciate diversity and learn hands-on, getting to know cultures and societies while on the journey. We believe that a nomadic way of living and schooling makes it possible. The experience allows students to appreciate diverse perspectives and to understand the connections that they have to the wider world.

WE SEEK EXCHANGES OF CULTURAL DNA AND WE WANT TO HELP STUDENTS ACQUIRE KNOWLEDGE OF THE WORLD. THIS MISSION IS ROOTED IN OUR BELIEF THAT GREAT EDUCATION HAS THE POWER TO MAKE EACH STUDENT'S LIFE RICHER AND MORE FULFILLING, AND ALL OF SOCIETY STRONGER AND MORE JUST.

BORDERLESS

We think globally and act locally. We strive to break down barriers, physical and metaphorical. We aim to bring people together and learn in a glocal university.

CARING

Being together in this journey, we assist each other everyday. We care for the communal and shared spaces where we live while taking of our enviroment.

We are

BELIEVERS

Our positive attitude and pursuing innovation make us believers. Believers in the possibilities that arise without being discouraged by the challenges.

UNCONVENTIONAL

We envision an education system that broadens the spectrum of higher education, incorporating theoretical and on-field schooling.

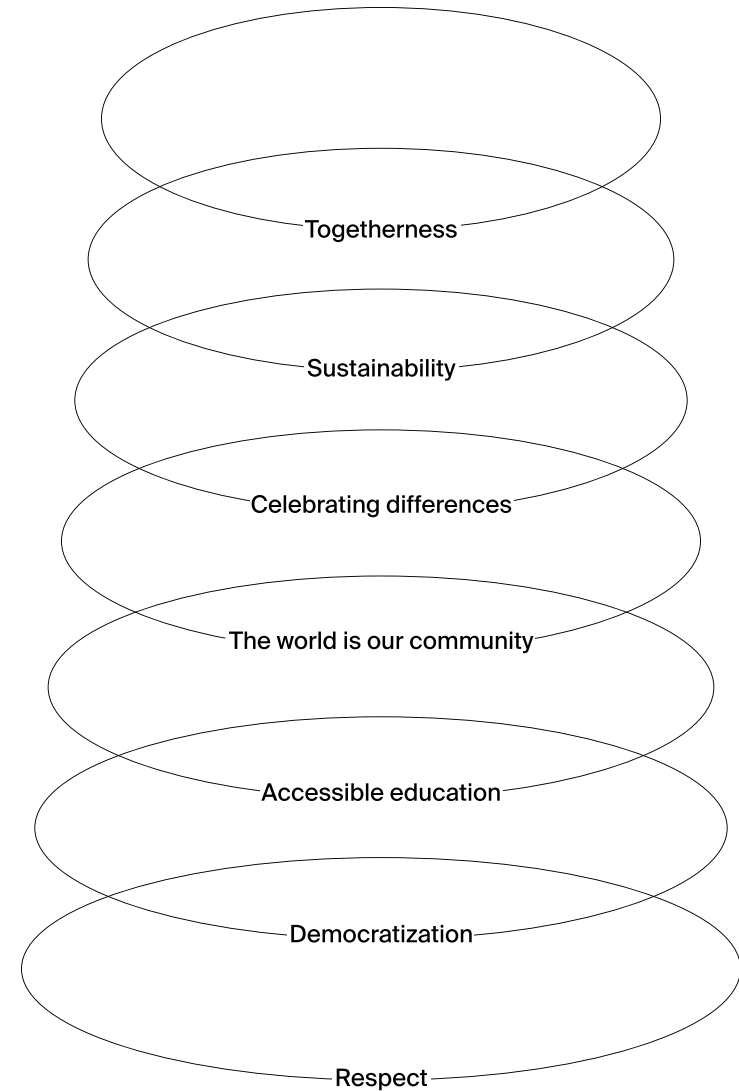
IDEALIST

We are guided by ideals, principles and hopes. We look at the world in an expansively intellectual way, applying ideals to what we see.

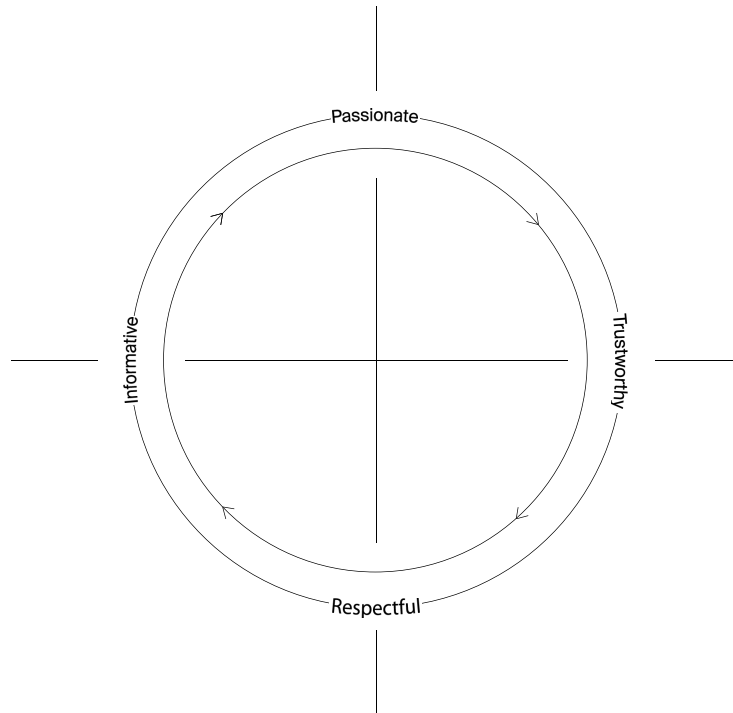
IMAGINATIVE

We show creativeness and resourcefulness, exploring the past and imagining the future.

Our *VALUES*



Our *TONE OF VOICE*

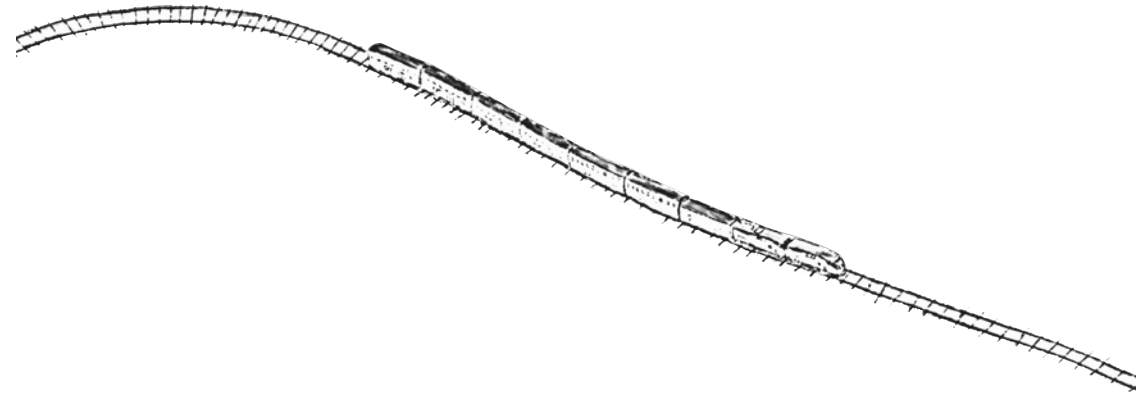


The tone of voice encourages students to be inspired to learn and aspire to travel the world. It highlights how the Glocal Train education can change their perspective towards the world. The brand aims to inspire confidence in students and be their guide during their educational journey. The whole system is based on a relationship of mutual respect and works thanks to the teachers that take part in the program and the students themselves. Glocal Train helps the students move around the globe in a safe way: its effectiveness is due to its ability to inform students on any changes that may occur while on the road.

Who *WE DESIGN FOR*

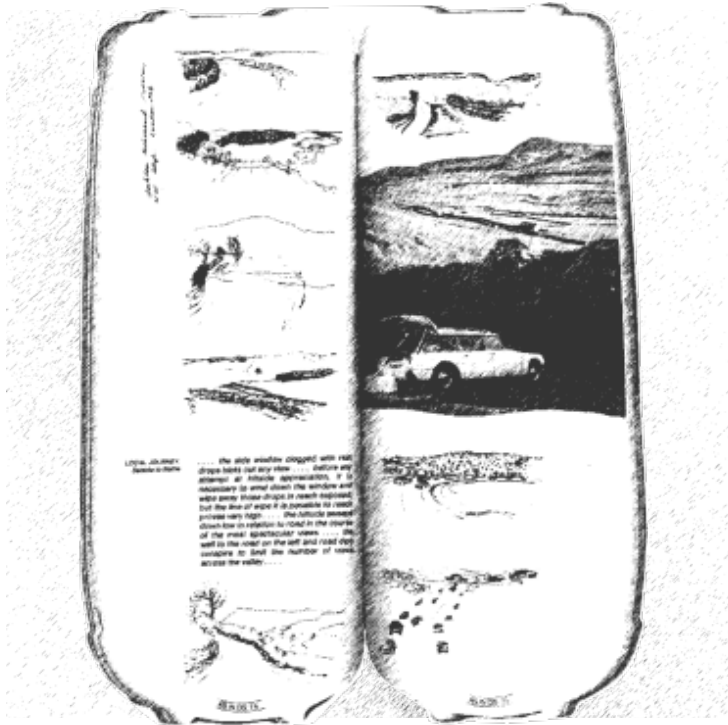
We design for students from age 21 to 27, who aim to live as nomads to learn on field. Students who appreciate diverse perspectives and want to understand the connections that they have to the wider world, want to travel across cultures and countries and to use disciplinary and interdisciplinary knowledge to investigate and take action on issues that matter to them and the wider world.

We design for students who seek exchanges of cultural DNA.



Graphic reference

TRAVEL DIARY



The travel diary "AS in DS: an eye on the road" by Alison Smithson, was used as a case study and graphic reference for the style of the images proposed by the brand.

A travel diary is a way to collect memories and to record the evolving sensibility as the students live their educational journey, which is not entirely relying on technology - that is why the images are represented like if they were hand drawn.

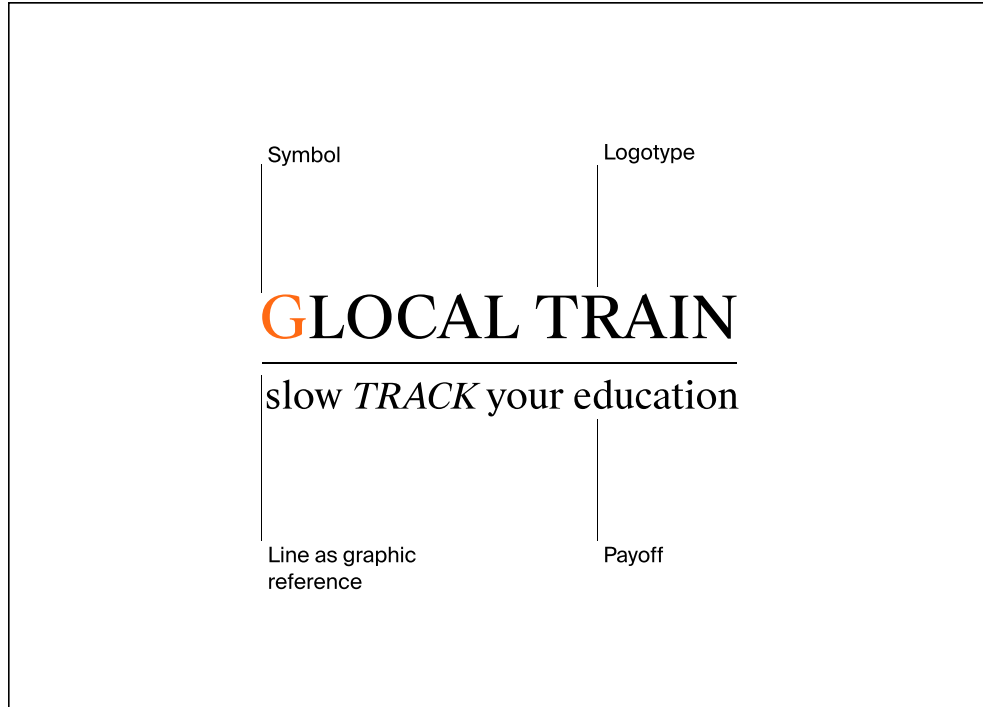
Metaphor

MAGNIFYING GLASS



The magnifying glass allows us to observe things that we would have difficulty seeing with the naked eye. The lens alters the current perception and in some way forces us to confront realities which are different to us. In the train system there is a constant shift from a global perspective to a local one and back. In order to make that shift happen we need the willingness to equip us with instruments (the lens) and curiosity.

Our *LOGO*



The identity of the Glocal brand consists of the logotype, the payoff and line graphic that represents the route a student travels to achieve their aspirations.

G in Glocal will also be used as a logomark in the brand campaigns. It is highlighted in the accent colour to resonate with the brand personality.

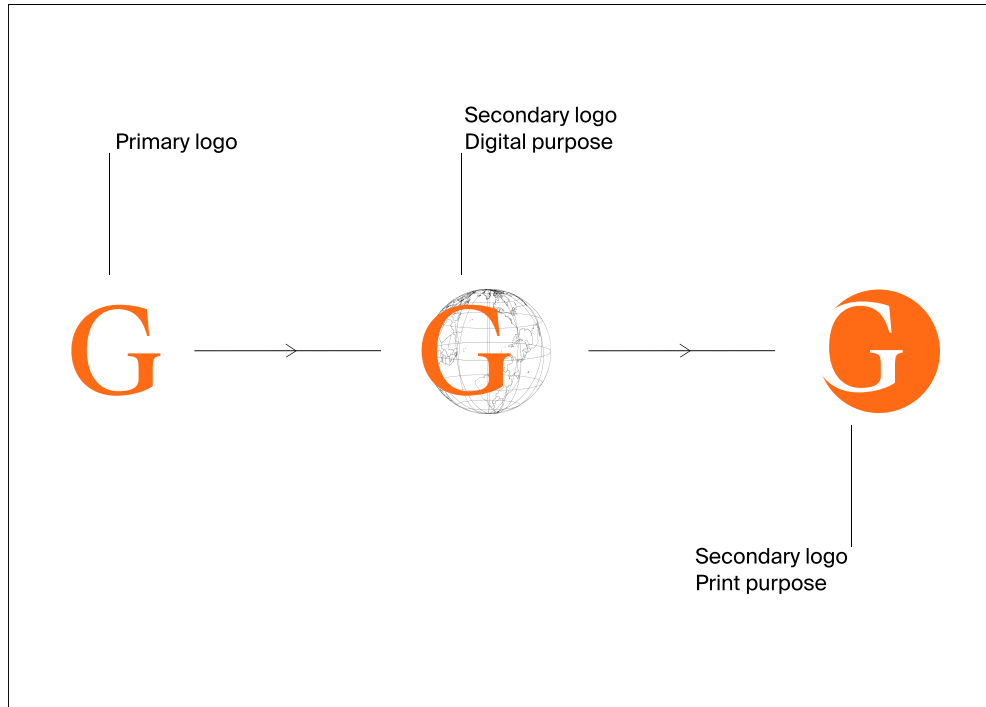


The key touchpoints in the journey of the students is GRAB, the suitcase-wardrobe and GUIDE, the service application.

The branding is extended to these products and services to build a face of the educational service and connect with the audience.

The symbol G in the accent colour is constant to create brand recognition while the payoffs for each circle around the concept of the student's educational route.

Our *LOGO*



The primary logo is the letter G from the logotype. Recalling the global feeling of the brand, a world is used as a background of the letter G. The last step of the logo process is the letter G leaving a print on the world shape, which becomes an orange dot for better visual.

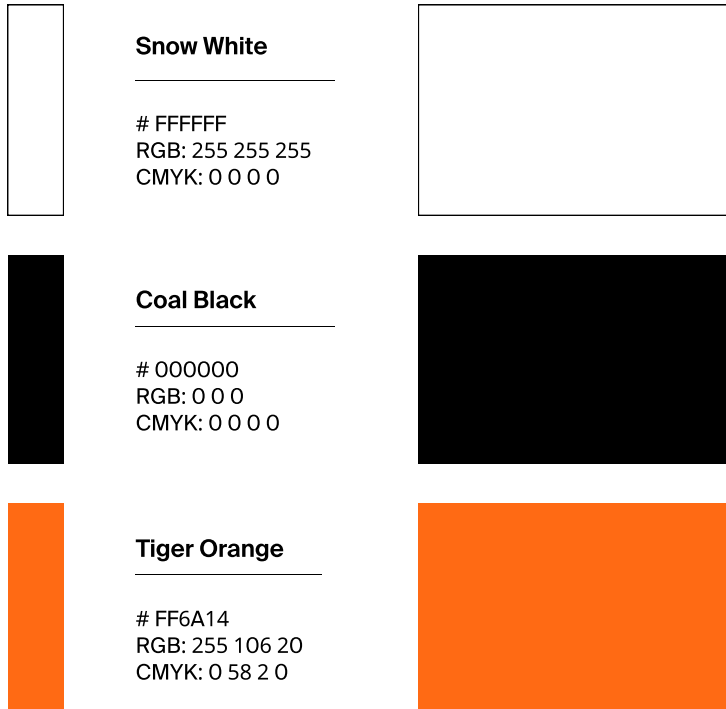
Our *PAYOFF*

GLOCAL TRAIN
slow *TRACK* your education



Follow your dreams: how? By following your track. The payoff communicates the vision and mission of our branding: the Glocal Train enables the students to build their educational track according to their career aspirations. The word slow comes from the idea of experiencing and discovering the world. In our brand communication, this graphically translates into lines.

Our *COLOR PALETTE*



The primary colours are black and white as they embody the balance in the values of the GLOCAL educational system. The balance between theoretical and hands on, between global and local. Moreover, because of the high contrast levels it is the most readable and practical colour scheme.

The accent colour is the energetic colour orange. It is adventurous and full of vitality, giving a strong character to the brand.

Our *TYPEFACE*

Swis721 BT
Bold lowercase
BOLD UPPERCASE

The quick brown fox jumps over the lazy dog.
THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG.

Suisse Works
Regular lowercase
italic lowercase
ITALIC UPPERCASE

The quick brown fox jumps over the lazy dog.
The quick brown fox jumps over the lazy dog.
THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG.

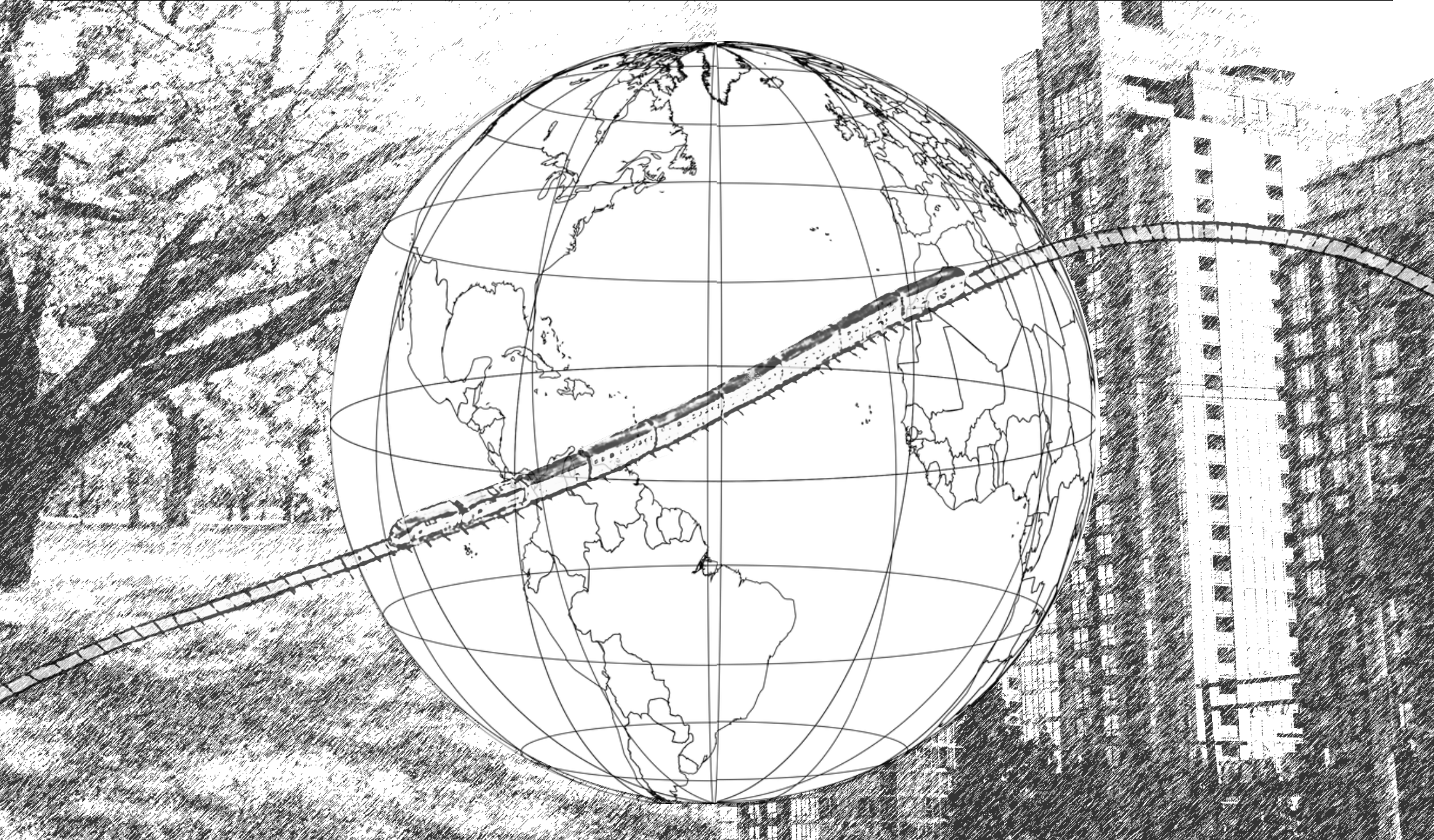
Suisse Int'l
Regular lowercase
Semibold lowercase

The quick brown fox jumps over the lazy dog.
The quick brown fox jumps over the lazy dog.

The font used in the logotype is Suisse work, an elegant serif. The font is perfect for giving a character to the brand, which xxxx

Complementarily, we have variants from the Suisse typeface. Suisse Works and Suisse Int'l are sans serif fonts characterized by wide capitals, a very large x-height, and open apertures, guaranteeing superb readability both in print and on screen.

Our
MOODBOARD



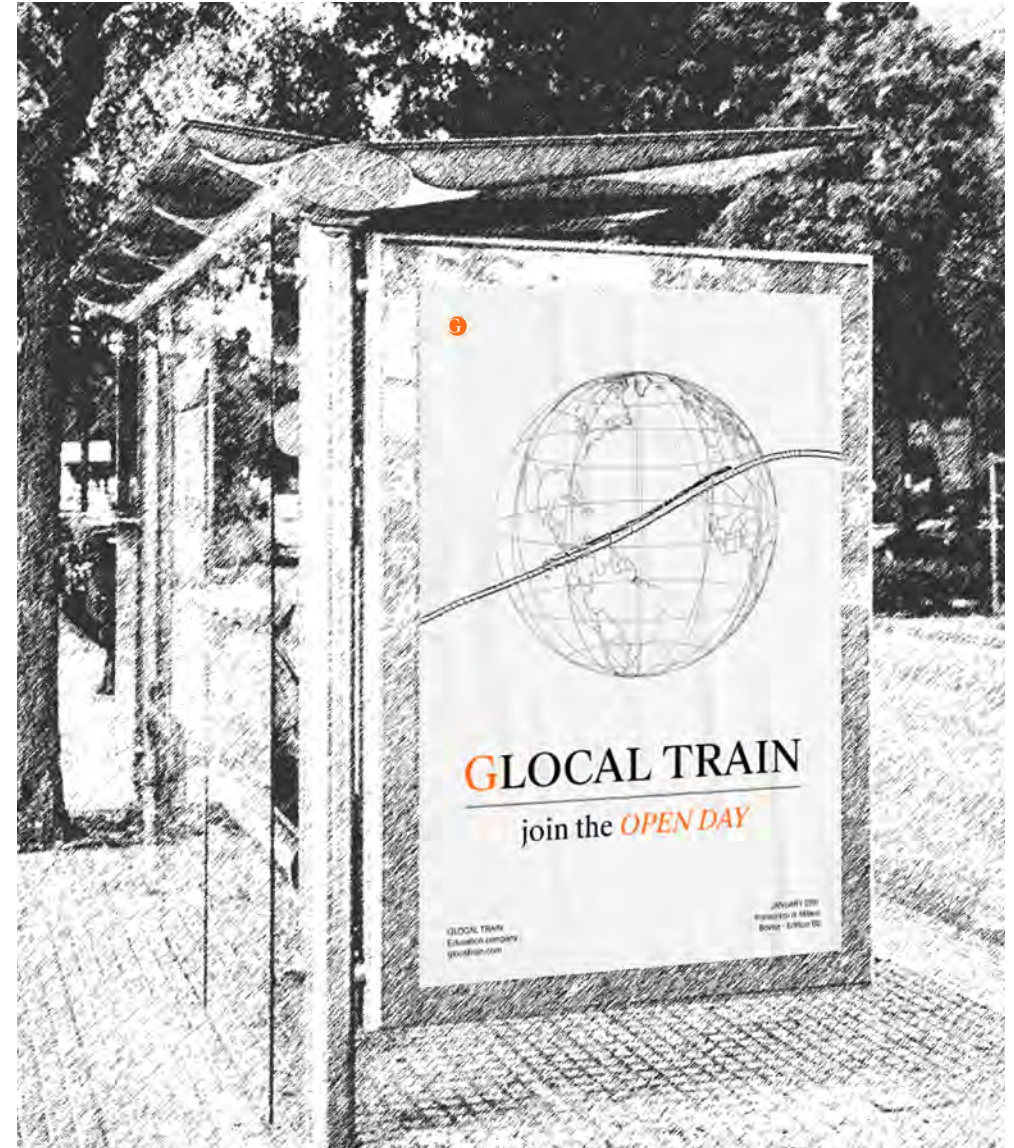
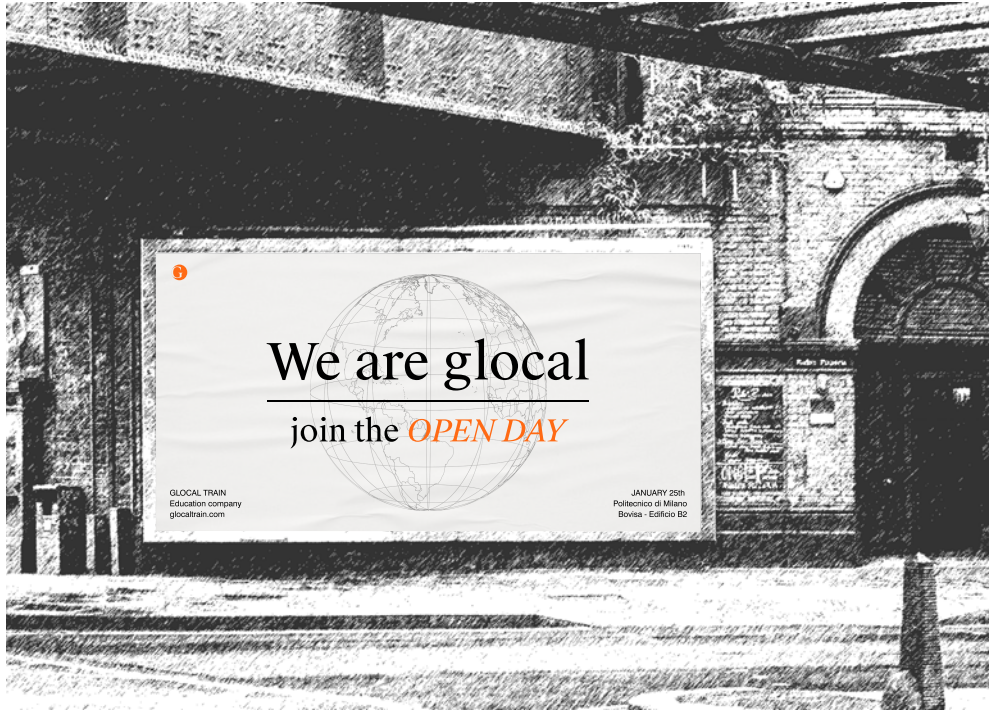
Our *ADVERTISING*




Print advertisement channels would include posters and campaigns on the train stations, universities and the local hotspots. The advertising would be extended digitally across channels such as the glocal website, educational partner websites and social media channels popular in the youth.



Our *ADVERTISING*



Our *ADVERTISING*



We are
borderless



We think globally and act locally. We strive to break down barriers, physical and metaphorical. We aim to bring people together and learn in a glocal university. We invite you. Follow your route.

GLOCAL TRAIN
EDUCATION COMPANY
glocaltrain.com

Our *ADVERTISING*

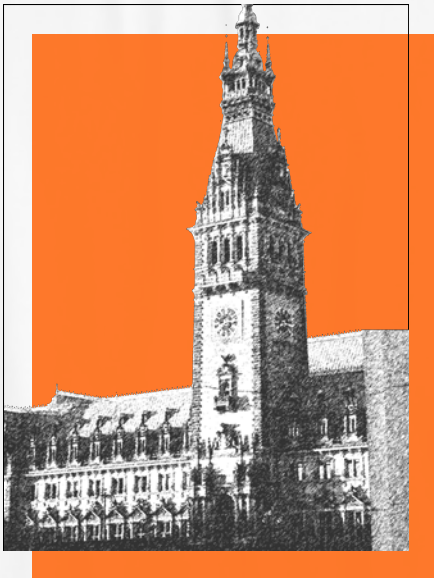


Print advertisement would be placed in stations and universities to welcome the Glocal Students. Poster would be customized for each university and local hotspot hosting the students.



Our *ADVERTISING*

GLOCAL STUDENTS



welcome to *HAMBURG*

HAFENCITY UNIVERSITÄT HAMBURG



GLOCAL STUDENTS



welcome to *BERLIN*

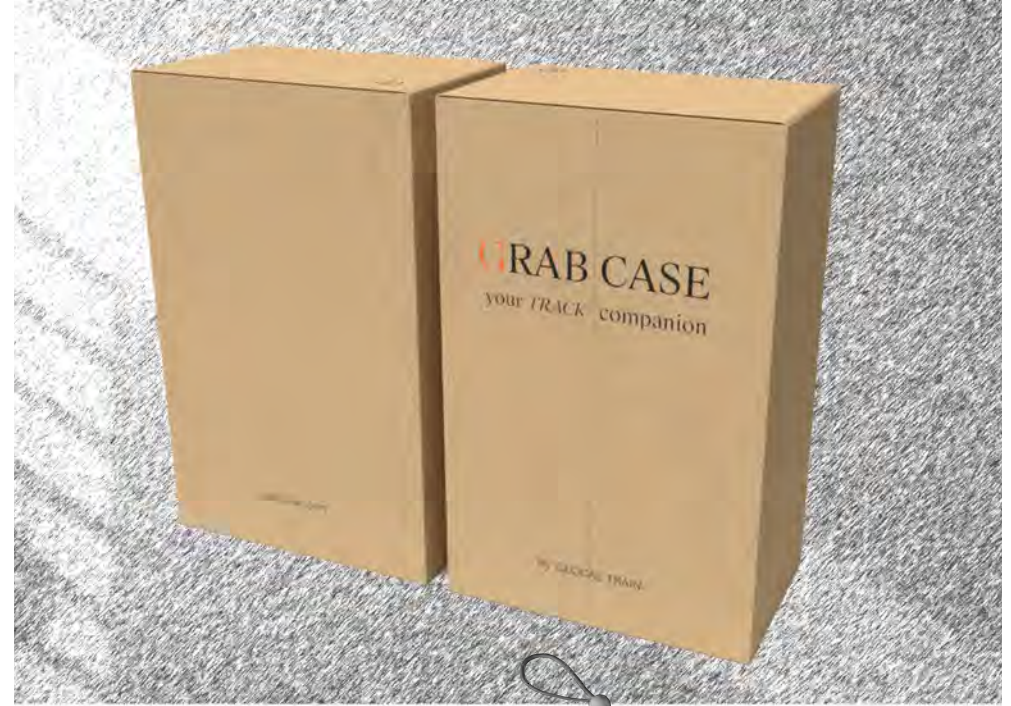
UNIVERSITÄT DER KUNSTE BERLIN



Our *ADVERTISING*



Our *PACKAGING*



The packaging is realised in a vertical shape. It was studied in a way that it would be easier to pull the suitcase out of the box. Moreover, the opening is inspired by the shape of a wardrobe, recalling the concept of the suitcase, which is designed to be a portable wardrobe.

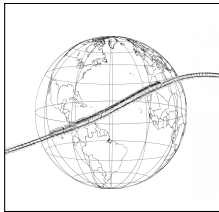


Our SOCIAL MEDIA

Related to product and service



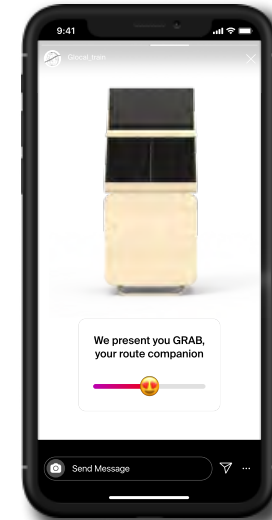
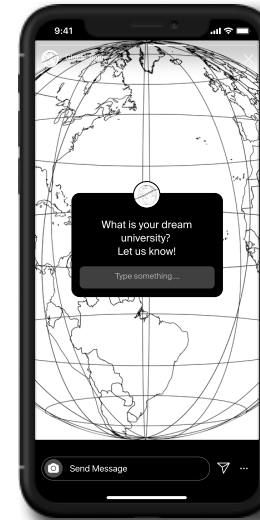
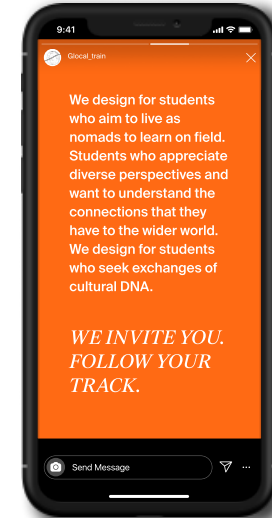
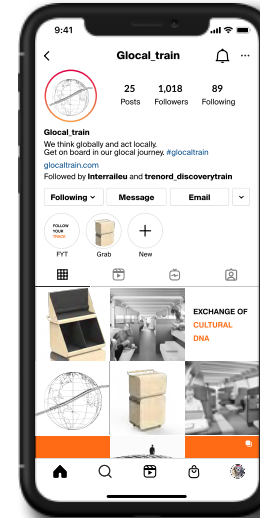
Inspirational travel topics



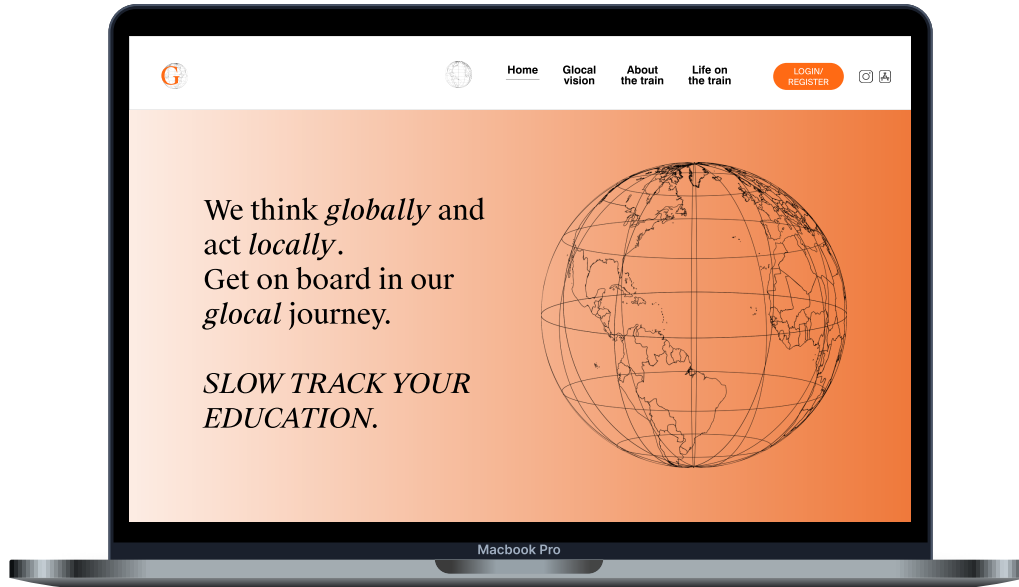
Empowering messages



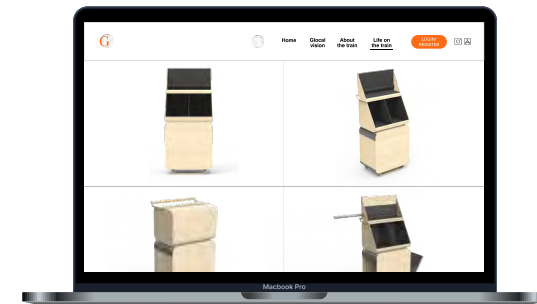
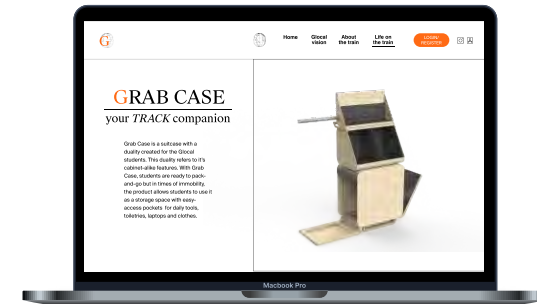
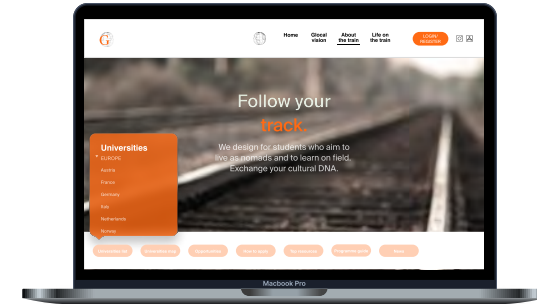
Instagram is be the primary social media platform, to share our campaign and interact with the community. We engage with people by putting prompts on our stories and reflecting in our posts. This helps the promotion of Glocal as well as helps build a stronger and interactive community.



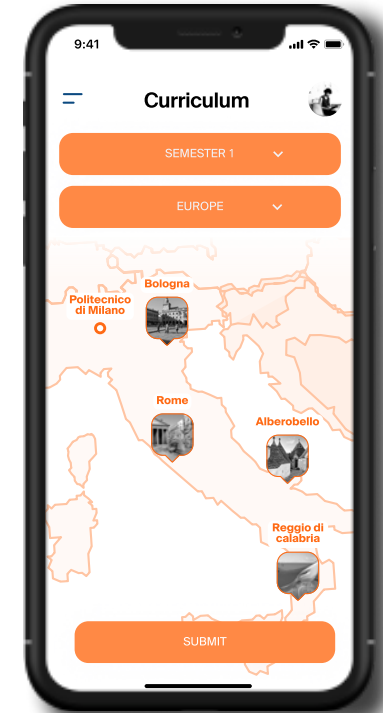
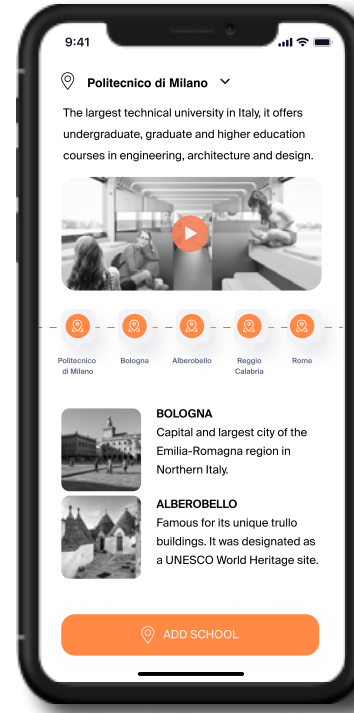
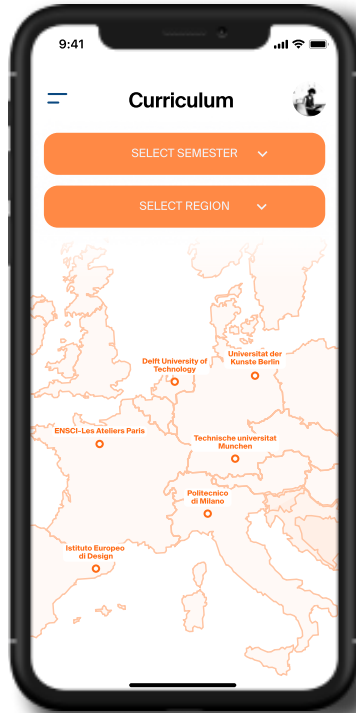
Our WEBSITE



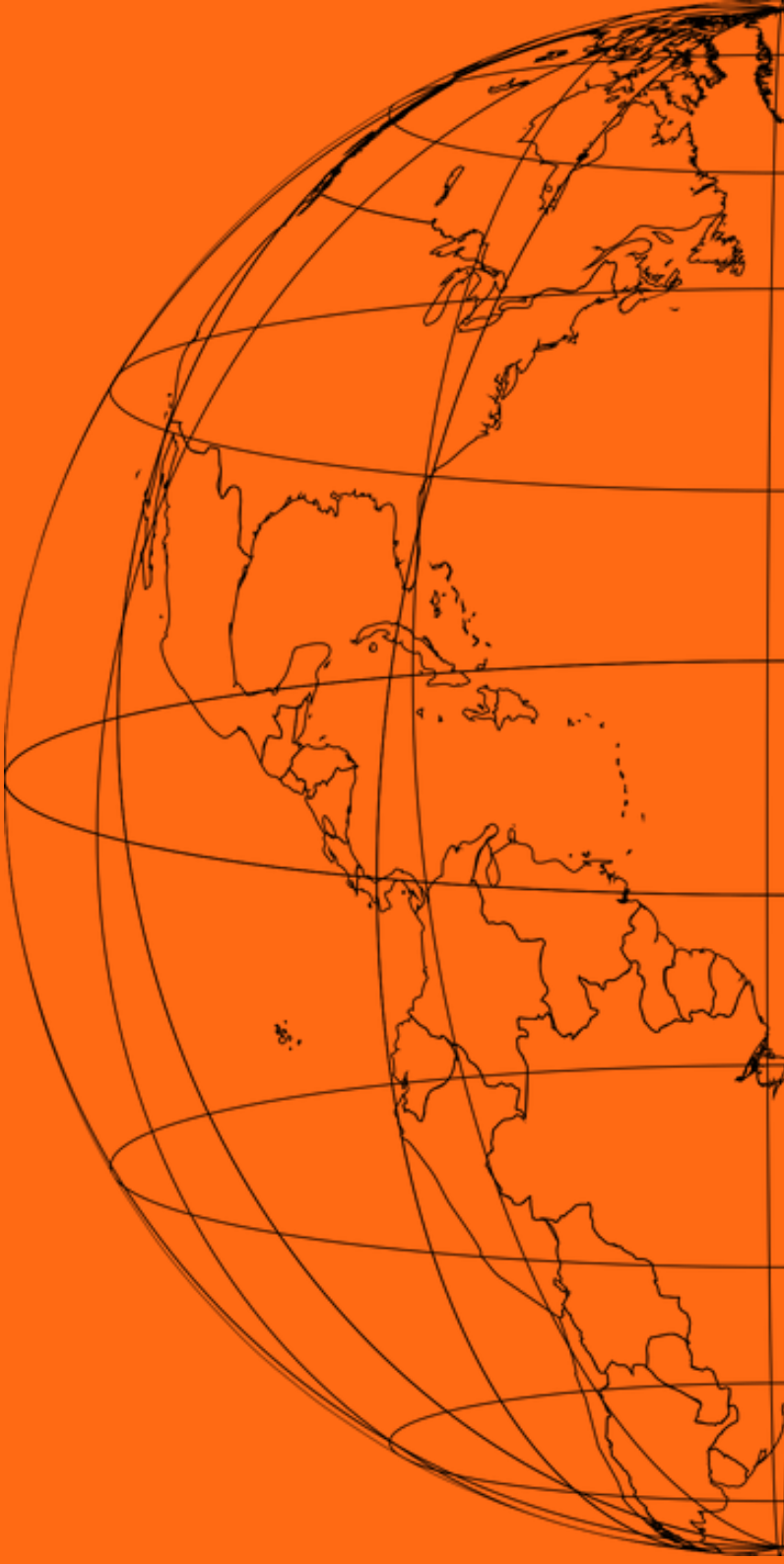
The website is an online platform which provides informations about the Glocal Train system. It shows partner universities and different programs available for the students. Moreover, it provides detailed informations about our product, the Grab Case. The website, with the app, is the the place where students sign up to be part of the Glocal Train community. Finally students receive a detailed plan about their travel schedule.

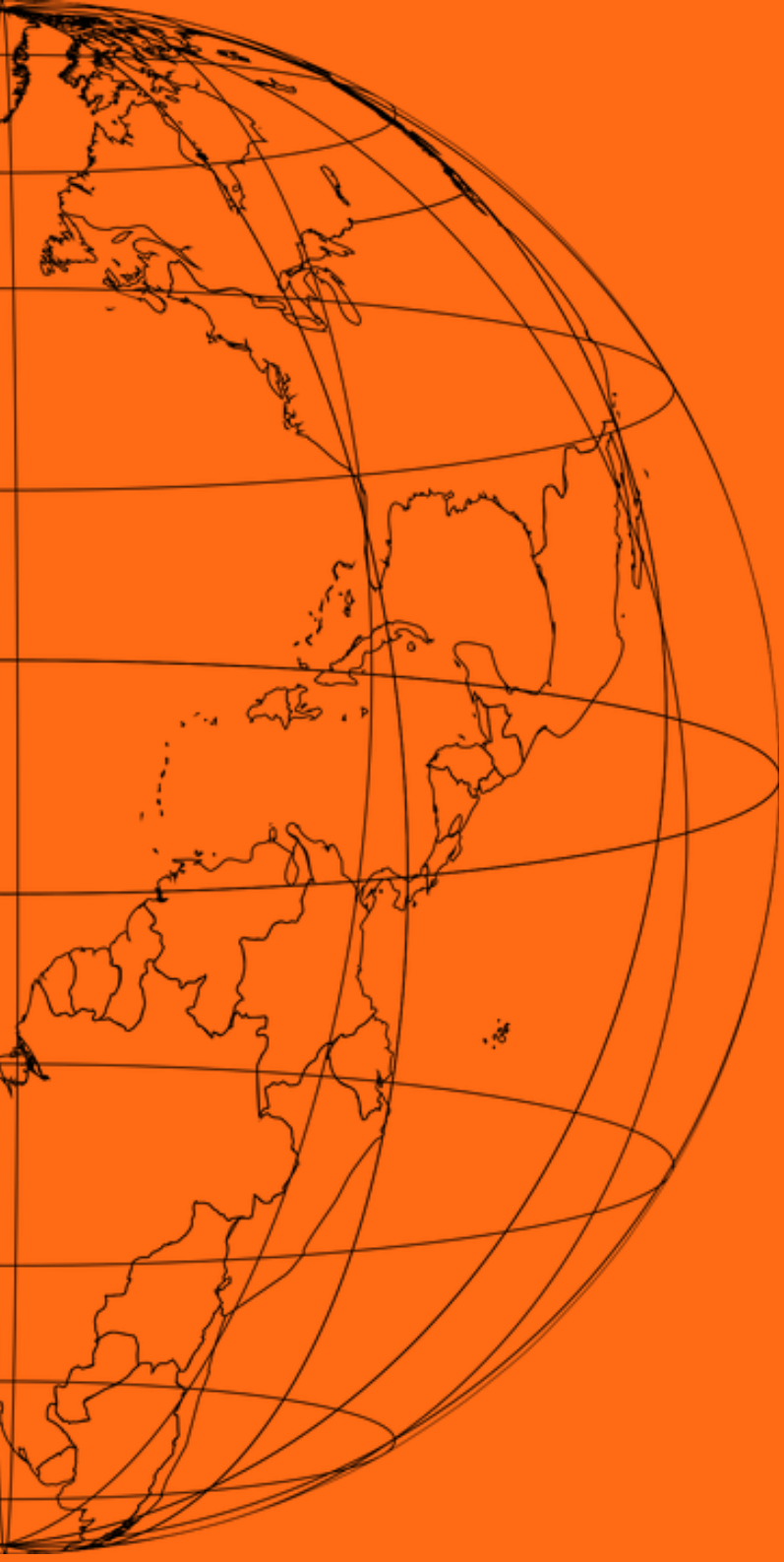


Our APP



Guide is an application that allows students to choose their personal track - curriculum - for the education. When students onboard the train, they can navigate their personal space by using details received on the app. It is synced with their lessons and the materials uploaded by professors. It provides suggestions or the possibility of creating a to do list. Finally it is a way for students to connect and create a community.





ANNEX

The *RESEARCH*

A steamer trunk is a square or domed shaped storage box used for packing clothing and other personal belongings for travel. The box got coined with the name steamer trunk thanks to its use aboard steam powered ships. These first steamer trunks were probably no larger than 35 cm tall due to luggage regulations aboard the steam ships. The first manufactures of these trunks crafted these boxes out of wood, such as pine, so that some steamer trunks could weigh up to 45 kg alone. They were often covered with animal hide, plain or decorative tin, paper, canvas, and held together with a variety of hardware or wood slats. Later on, more expensive - and lighter - materials started to be used, and some luxury brand started to produce this kind of trunks.

We were inspired by Louis Vuitton's trunks as the brand remains one of the few original manufactures still going strong today. LV's first wardrobe trunk was made in 1875. Designed to be opened vertically, it had a wardrobe on one side and a set of drawers on the other to avoid globetrotters the chore of unpacking their clothes at each stopover.

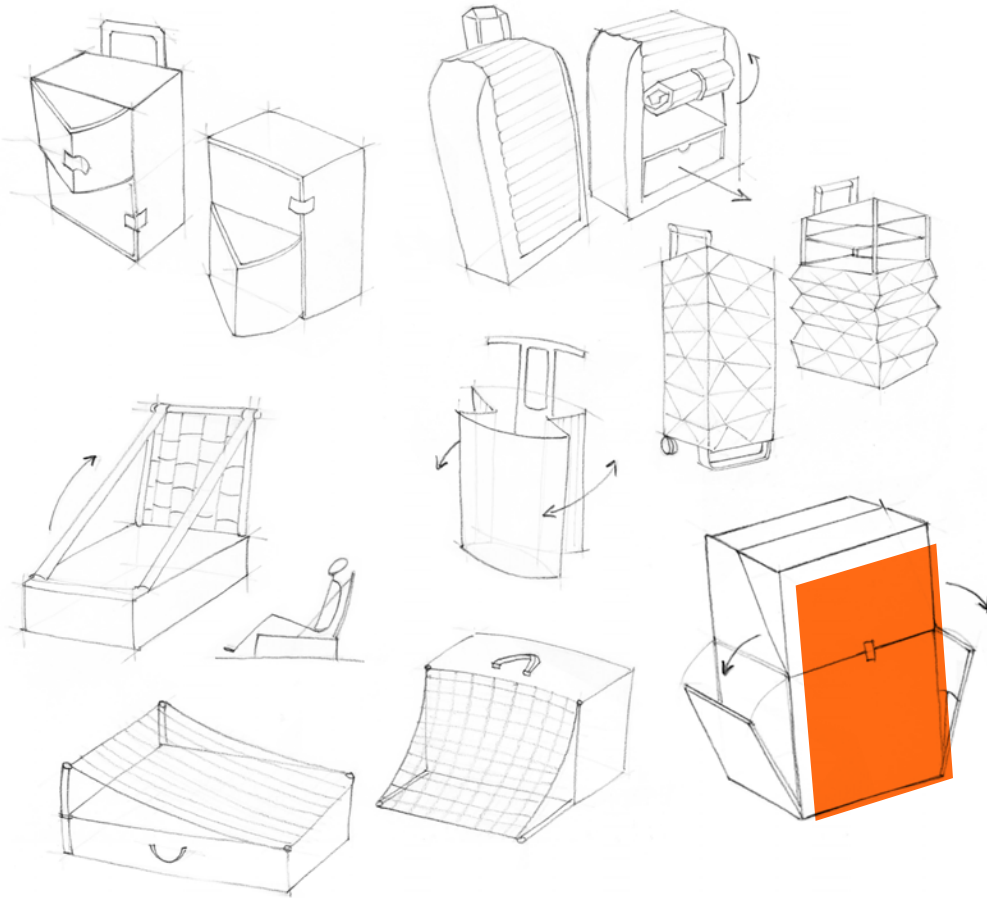
Another type of trunk with flat top and drawers was known as bureau trunk, crafted and sold since the 1890s (see the advertising on the right). Rare versions have been found with round tops and with interiors resembling desks, with fold down front sections. This kind of trunks were made for the circus, for salesmen, musical instruments, tools, and many other purposes.



<https://uk.louisvuitton.com/eng-gb/products/wardrobe-85-monogram-nvprod660212v>

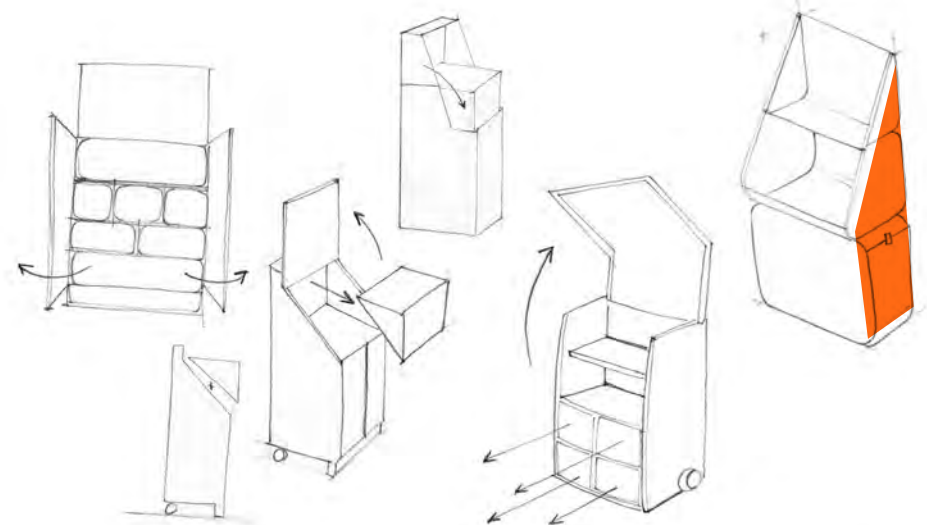
<http://www.thisoldtrunk.com/history/>

Our *PROCESS*



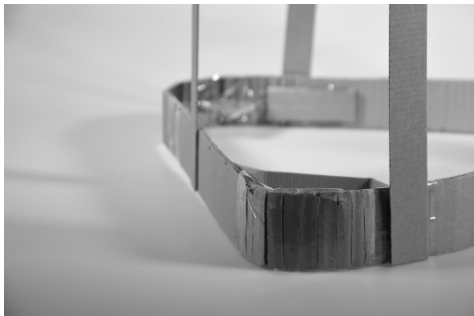
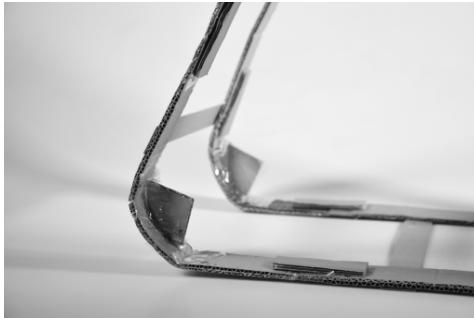
When we started to think about how a suitcase could simplify the students' life, we brainstormed different ideas and evaluated pros and cons of each of them.

Some concepts (e.g.: the suitcase that transforms into a chair) tried to add a new meaning and scope to the luggage, but most of them focused on making the inside of the suitcase more accessible and easy to pack and unpack through different pockets and boxes.



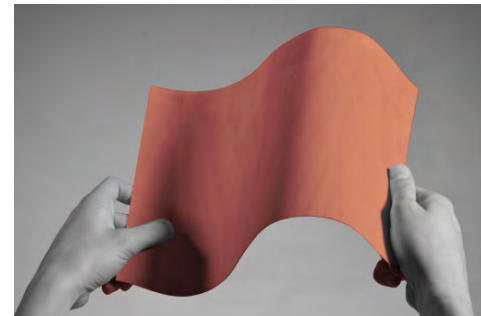
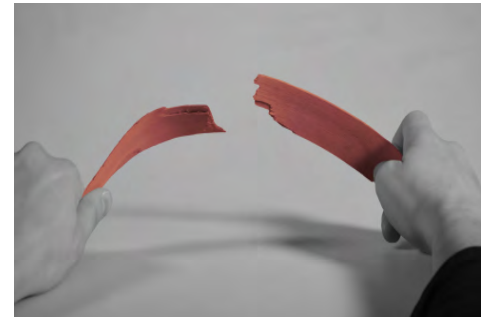
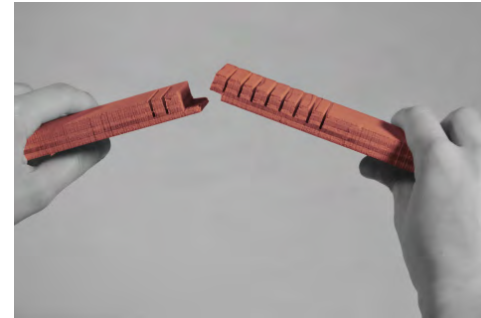
Our *PROTOTYPING*

Once the final shape was defined and approved by all members of the group, a mockup was made with cardboard, to check the overall dimensions. We build the frame that supported the cardboard sheet, knowing that it would happen the same when using plywood.



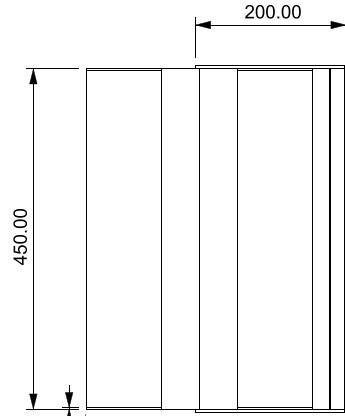
Before building the plywood prototype, we played with the materials to understand their properties: how could we bend plywood?

The first try was with kerf bending but then we shifted to thinner wooden sheets because the first option was not working as we expected.

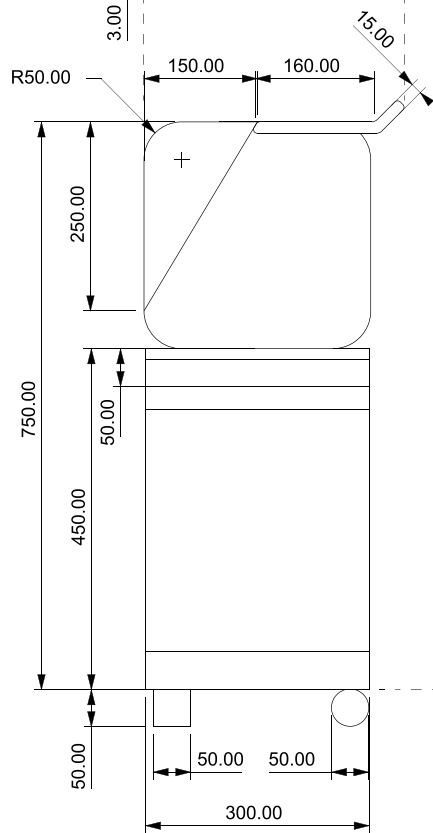


The *TECHNICAL DRAWINGS*

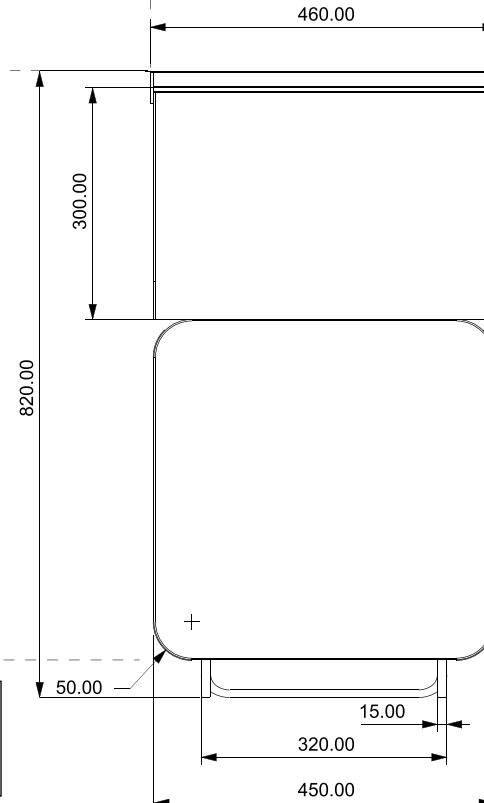
TOP VIEW



RIGHT VIEW



FRONT VIEW



NOTES, UNLESS SPECIFIED OTHERWISE
1. ALL DIMENSIONS ARE IN MILLIMETRES.

DRAWING NAME		
GRAB CASE		
SCALE	FORMAT	SHEET
1:10	A4	1/2

NOTES, UNLESS SPECIFIED OTHERWISE
1. ALL DIMENSIONS ARE IN MILLIMETRES.

DRAWING NAME		
GRAB CASE		
SCALE	FORMAT	SHEET
1:10	A4	2/2

The *RENDERS*



