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We drew some of our inspiration and materials from the Designer's Workbook from Design Thinking for Educators, © 2012 IDEA LLC. http://designthinkingforeducators.com/.

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About the Center for Neurotechnology (CNT)

The CNT is one of nearly twenty Engineering Research Centers across the United States funded by the National Science Foundation. Founded in 2011, the CNT headquarters are at the University of Washington in Seattle, along with core partners at the Massachusetts Institute of Technology and San Diego State University. The CNT engages in research, industry relations, and education. Our education programs and courses serve students across the pre-college, undergraduate, and graduate levels.

We aspire to restore health and function by engineering innovative ways that help the brain and spinal cord adapt and recover from injury. We study signals from the brain and use that information to design neural devices, which can record and stimulate a part of the brain or spinal cord for neurorehabilitation.

We aim to design devices that can record information from, as well as stimulate neurons within the central nervous system to encourage neural plasticity, promote recovery and restore sensorimotor function throughout the body.

These revolutionary neural-engineered systems will significantly improve the quality of life for people with sensorimotor disabilities, most immediately benefitting patient populations with cervical spinal cord injury and stroke. The engineering principles discovered will also have broader implications for developing neural devices capable of treating other neurological conditions, such as Parkinson's disease and essential tremor, as well as restoring lost body functions, such as visceral organ and bladder control.

In addition to helping advance the Center's research and educational goals, our unique innovation ecosystem brings together researchers, educators and industry affiliates to more quickly and effectively move research discoveries from the lab to the marketplace and clinical application.

CENTER *for*
NEUROTECHNOLOGY
a National Science Foundation Research Center

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About this Engineering Design Notebook

This notebook includes instructions, prompts, tips, and space for writing and sketching your way through the engineering design process. It was designed specifically to support students enrolled in a neural engineering tech studio course, where student design teams have just ten weeks to design, build, and present an innovative neural engineered product that solves an authentic need (clinical, commercial or educational) in a competitive environment.

We have designed this notebook to scaffold the processes of design thinking and engineering design, while also helping to structure the steps of a complex, fast-paced team project. An introduction to Business Modeling concepts is also included. These will help you as you consider your design from a commercial perspective, and will provide a starting point for those teams wishing to further develop their project beyond this course

This notebook is divided into six phases, which will guide you through the process of designing a product, from start to finish. These phases are as follows:

Exploring: In this phase, you will engage in brainstorming, ideating, and concepting as you try to identify an authentic problem that could potentially be solved using neural engineering technologies. It's the big picture work. At the end of this phase your team will choose a project to pursue.

Planning: This is the phase when your team will think more deeply about the problem space and consider potential solutions. Your team will also develop a project plan and conduct a skills assessment.

Understanding: During this phase, you will conduct market research, possibly interview or meet with potential end-users of your product, and think through ethical considerations.

Prototyping: This is the phase when you will actually build. You will create and test multiple prototypes to develop your optimized product.

Pitching: In this phase, you will consider your product's commercial value and prepare a pitch for a panel of industry judges. It's the entrepreneurial phase.

Reflecting: Finally, you will reflect on the design process and teamwork, and maybe make plans to continue working on your product idea.

Business Modeling: If you wish to continue your project development, this phase involves researching and developing the proper business model to help commercialize your device.

Look for these icons to signal whether to complete an activity as an individual or a team and whether it can be uploaded digitally.

Individual: These activities will be completed individually.

Team: Complete these activities in collaboration with your team members during team meetings. Be sure to capture your team's discussions and decisions on these pages.

Online: These exercises can be completed digitally and uploaded.

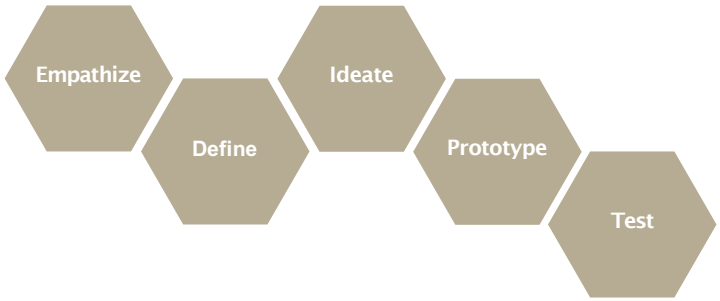
This is a living document. It should change as you use it. Write, sketch, and annotate it. Add to it by taping or gluing in photos, diagrams, or notes. You will need to purchase a bound lab notebook to accompany this Engineering Design Notebook, as there isn't enough space here to fully document your design process. You will especially want to use that lab notebook during the intensive prototyping and testing phase.

We hope this notebook will be a helpful tool for instructors and students in other types of engineering design studio courses, too. If you plan on using this notebook in an educational setting, please visit the Center for Neurotechnology's university education website for supporting documents, including a sample course syllabus and a notebook scoring rubric. www.centerforneurotechnology.com

About Design Thinking

Design thinking is a process employed by all designers, including engineers. It is human-centered, collaborative, optimistic, and experimental*.

The iterative process of design thinking includes: Empathize, Define, Ideate, Prototype, and Test.



In this Engineering Design Notebook, we have synthesized the process of design thinking with the process of engineering design.

Learn more about Design Thinking at the following resources:

d.School, Institute of Design at Stanford, http://dschool.standford.edu

IDEO Tools, http://www.ideo.com/tools

*As described by IDEO.

Contents

Preface: how to use this notebook

This notebook is a joint learning and teaching tool. It is intended to scaffold the process of engineering design for the student, while simultaneously serving as an evaluation tool for the instructor. These two goals should not be in tension with each other, but you do need to keep in mind the dual-use nature of this document as you use it. If you use the notebook as it is intended to be used, you will gain both a better learning experience and a better grade. With this in mind, here are some tips on how to get the most from your experience.

First, you should take some time to familiarize yourself with the content of the entire notebook so that you know what is expected of you. You need to complete all of the exercises, and you need to complete them in real time (i.e. do not backfill at the end of the term). This means you should read and respond to all of the text, whether it is in paragraph form or bulleted. The activities have been chosen to help you in your design process and to make your thoughts and actions transparent to your instructor. They should also demonstrate your growth over the course of the project. You may not see the value in every exercise or you may feel constrained by the requirement to document all of your work, but to get full points you need to complete all of the requirements. Some activities and prompts in the Prototyping section are optional. You may choose not to use these pages, but you need to come up with an alternative form of evidence for your work. All exercises are mandatory unless they are specifically designated as optional.

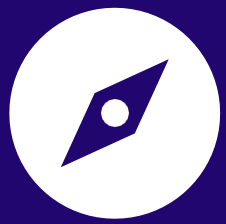
Second, you should treat this notebook as an active and working document. It is encouraged that you scribble notes, make sketches, staple in additions, and cross things out. Your handwriting needs to be (mostly) legible, but it does not have to be pretty. One of the objectives of this tool is to capture how you think and make decisions. This includes making mistakes and changing your mind. Your instructor will be evaluating you on your design process throughout the course, not just your final designed product at the end. So show what is happening as it happens.

Some of the exercises are meant to be completed as a team, and some are meant to be completed individually. Please be aware of this and complete the exercises accordingly. You should also note that some exercises can be completed digitally and uploaded to your online portfolio, while some need to be completed in hard copy.

Finally, an important feature of any team project is an accountability structure. Some of the exercises in this notebook are included for this purpose. Using these tools will help you to avoid and resolve conflict.

Please remember that this notebook will account for more of your grade than your finished product and devote time to it accordingly.

Section 1: Exploring



Exploring Your Design

In this phase, you will explore and evaluate the space of interesting and achievable projects. By the end of this phase, you will choose a problem to focus on for the rest of the course. Therefore, this phase is critical, but it is also very brief. The tools laid out in the section are designed to move you and your team through this process quickly and efficiently.

This section will help you launch the first two steps in the design thinking process: empathize and define.

Remember, this is a team project and every member of the team has a stake in the decisions that get made. Every individual on the team needs to be actively engaged.

Initial Personal Interest and Skills Analysis

It is important to come to this class prepared to actively contribute to your team. Part of that preparation is taking the time to conduct an honest assessment of your skills, interests, and motivations that may help shape your team's project. This exercise helps your instructors with the team-forming process but also will help prepare you to hit the ground running on the first day of class.

Define neural engineering as you understand it. Use examples.

It's about taking sensors that can pick up on what our nerves are "chatting" about, and then figuring out what all those signals mean. We can use this tech for a bunch of things: understanding how our brain and nerves work (observational), tweaking or fixing them when they're not working right (repairs, upgrades, or medical treatments), or using those nerve signals to kick off some other action—like making a robotic arm move with just a thought. So it's about understanding, fixing, or enhancing our neural systems, and sometimes, it's about making our thoughts turn into actions in the outside world.

Which areas of neural engineering are of interest to you (e.g., wearables, rehabilitation, etc.)?

Neural signal processing, computational neuroscience, neural modeling.

What are your personal goals for the class?

To get a 2.0 and graduate.

What are your project ideas (these don't have to be fully formed)?

- teeth grinding detection device with vibration stimulation

Make an honest assessment of your skills that may be helpful for your design project. List each skill and briefly describe your level of expertise. Be sure to also include skills that you may not think are related to neural engineering but may be beneficial for your team (e.g., writing, public speaking, graphic design, etc.).

My Skills	Assessment
Programming (front end) - ok Programming (back end) - pretty good Hardware design - terrible Public speaking - very good Product design & product management - expert	Programming (front end) - ok Programming (back end) - pretty good Hardware design - terrible Public speaking - very good Product design & product management - expert

Problem Exploration: Brainstorming

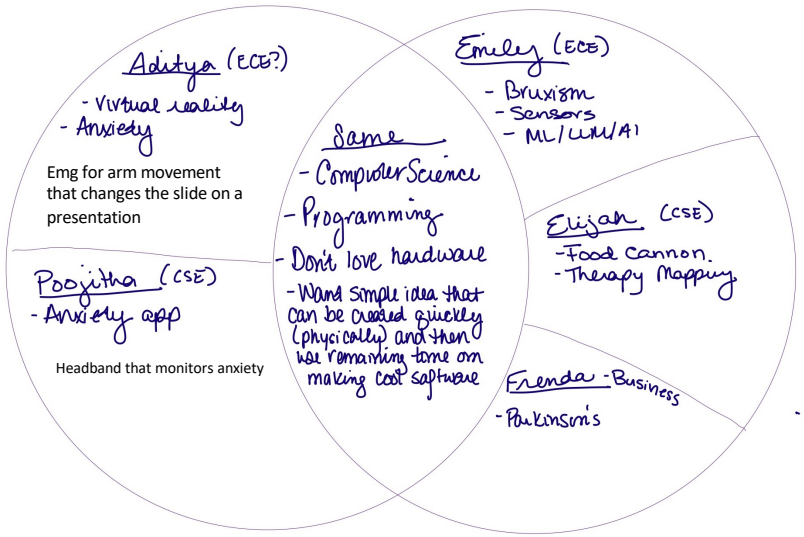
If you want to have a few good ideas, you need to generate a lot of ideas. Brainstorming is a way to generate those ideas. Some will be good, some of will be bad, and some can be turned into a good idea with some modifications. Remember, a brainstorming session isn't the time to debate or evaluate ideas; that comes later.

Here are some rules for brainstorming:

1. Defer judgement
2. Encourage wild ideas
3. Build on the ideas of others
4. Stay on topic
5. One conversation at a time
6. Be visual
7. Go for quantity

Text credit: Design Thinking for Educators, IDEO

As you talk, draw a diagram (Venn diagram or concept map) that captures your interests and project ideas. Be on the lookout for connections between them. Annotate your diagram so that it captures your team's discussion.



Section 1: Exploring

- EMG Detection and Closed-Loop Vibration Feedback: Utilize EMG sensors strategically placed on the jawline to accurately detect muscle activity associated with teeth grinding. When bruxism is detected, the device immediately responds with gentle vibrations, acting as a subtle reminder for the wearer to relax their jaw muscles. Through consistent use, the device helps users become more mindful of their bruxism habits, ultimately training them to reduce or eliminate teeth grinding altogether. If time, make really cool software that implements machine learning algorithms to analyze EMG data collected by the device. Train the model to recognize patterns associated with different stages and intensities of teeth grinding. By continuously learning from user data, the system can improve its accuracy in detecting bruxism episodes over time, leading to more precise and timely intervention. Additionally, employ machine learning models to analyze historical bruxism data along with additional factors such as stress levels, sleep patterns, and environmental triggers. By identifying potential triggers and risk factors associated with teeth grinding, the device could provide proactive recommendations to help users manage and mitigate the underlying causes of bruxism.
- EEG Signal Processing and Analysis: Create a hardware setup to capture EEG signals and develop software to process and analyze these signals. You could focus on basic signal filtering, feature extraction, and visualization techniques.
- Neural Network on a Microcontroller: Implement a basic neural network algorithm on a microcontroller platform. You can explore simple neural network architectures like feedforward networks or recurrent neural networks and train them to perform basic tasks.
- Neural Network-Based Gesture Recognition: Develop a system that recognizes hand gestures using a neural network trained on EMG (electromyography) signals. This could involve designing a simple EMG sensor circuit, collecting data, training the neural network, and implementing real-time gesture recognition.
- Neural Spike Detection and Classification: Build a system for detecting and classifying neural spikes from extracellular recordings. This project would involve designing hardware for neural signal acquisition, implementing signal processing algorithms for spike detection, and developing classification algorithms to distinguish different types of neural activity.
- Brainwave-Enabled Music Synthesizer: Create a music synthesizer that generates sounds based on the user's brainwave patterns. You can use EEG signals to control parameters like pitch, volume, and tone of synthesized sounds, allowing users to create music with their thoughts.
- Neural Network-Based Sleep Stage Classification: Develop a system that classifies sleep stages based on EEG signals using a neural network. This project would involve collecting EEG data during sleep, labeling different sleep stages, training a neural network to classify these stages, and evaluating its performance.
- Brainwave-Controlled LED Display: Build a simple LED display that changes patterns or colors based on the user's brainwave activity. You can use EEG signals to control the intensity or color of LEDs, creating an interactive visual feedback system controlled by the user's brain.

Brainstorming prompts:

- Rehabilitation
- Diagnostics
- Enhancement
- Wearables
- Consumer devices
- Internet of things
- Gaming
- Medical
  - Spinal cord injury
  - Stroke
  - ALS
  - Alzheimer's disease
  - Parkinson's disease
  - Depression
  - Anxiety
  - Amputation
  - Traumatic brain injury
- Interfaces
  - EEG
  - EMG
  - Virtual reality
  - Sensory feedback

Problem Exploration: Evaluation

Your goal as a team is to identify 2–3 possible problems that you may address for your design project. In these pages, you will work together to evaluate and reframe your ideas and choose a few possible projects to explore. Next, you will be presenting these potential projects to experts during a round robin consultation exercise, so now is the time to narrow down your options.

As a team, discuss the ideas you generated in your brainstorming session. In your discussion, consider the following:

- The timeline of the course
- The skills your team has and the skills each project requires
- The marketability of your product
- How related your project is to the field of neural engineering
- Possible ethical concerns and implications

Create a rubric based on these concerns and others and use it to rank your ideas.

*Scores represent average score across votes from all 5 team members.	Idea 1: A Closed-Loop System for Treatment and Prevention of Bruxism	Idea 2: EEG for Visual Expression	Idea 3: A Closed-Loop System for Treating Freeze of Gait in Parkinson's Disease	Idea 4: EMG and IMU Data for Therapy Mapping	Idea 5: Brainwave Music Synthesizer	Idea 6: Brainwave-Controlled LED Display
Timeline Feasibility	4.8	4	2.4	3.4	4.4	4
Team Skills Alignment	4.2	4.6	3.2	3.4	3.6	3.8
Marketability	4.2	3.8	2.8	3.8	3.4	3.8
Relevance to Neural Engineering	4	4.8	5	4.4	4.4	4.6
Ethical Considerations	4.4	4.4	3.6	3.8	4.4	3.6
	4.32	**4.32**	**3.4**	**3.76**	**4.04**	**3.96**
Rank	**1**	**1**	**6**	**5**	**3**	**4**

See survey here: https://docs.google.com/forms/d/e/1FAIpQLSdI3FbpMrecZLvOh5399djYkoNYzW-f_uES9cOgw-6orGuo-g/viewform?usp=sf_link

See survey results here: https://docs.google.com/spreadsheets/d/1AuOx40j8j4aSQe0FRBbO3hVJCvvgzKKuUffUeSPT5d0/edit?usp=sharing

Problem Exploration: Round Robin Prep

After you have completed your rubric, choose two or three of the most promising and interesting ideas generated by the group. For each one, respond to the Problem Framing Prompts. (Attach additional sheets as needed).

Bring these pages with you when you consult with experts at the Round Robin.

Problem Framing Prompts:

- In one sentence, what is the problem?
- Flip your problem statement into an opportunity for design by asking "How might we…?"
- Who will be the user/consumer of this product?
- Why will they need/want/use/buy it?
- Make a sketch or a diagram.
- What are your questions/concerns about this project idea?

See following pages for problem framing statements

	Rank	Average Score
Idea 1: A Closed-Loop System for Treatment and Prevention of Bruxism	1	4.32
Idea 2: EEG for Visual Expression	1	4.32
Idea 5: Brainwave Music Synthesizer	3	4.04
Idea 6: Brainwave-Controlled LED Display	4	3.96
Idea 4: EMG and IMU Data for Therapy Mapping	5	3.76
Idea 3: A Closed-Loop System for Treating Freeze of Gait in Parkinson's Disease	6	3.4

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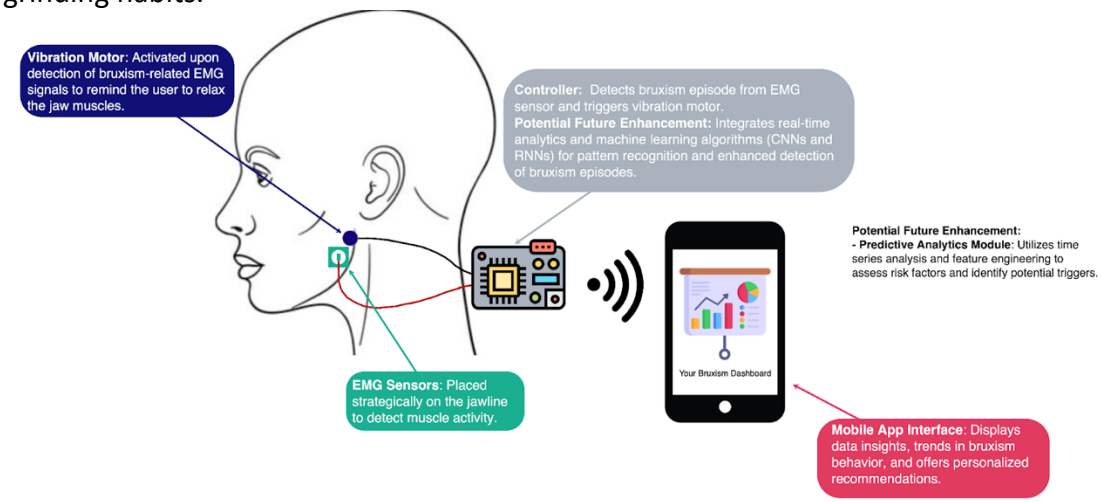
A Closed-Loop System for Treatment and Prevention of Bruxism

Problem Statement

Bruxism, or involuntary teeth grinding, leads to dental damage, discomfort, and reduced quality of life, with current treatments limited by reactive and subjective approaches.

Solution Overview

There is a critical need to accurately detect bruxism episodes in real-time, provide personalized insights, and empower users to take proactive steps to manage the condition effectively. Utilizes EMG sensors on the jaw to accurately detect bruxism, triggering vibrations for muscle relaxation and offering an app for management of grinding habits.



Target Users:

The primary users are individuals suffering from bruxism who need a proactive and effective management system to mitigate symptoms and prevent dental complications. They would use this device to monitor and control their bruxism, improve dental health, and enhance quality of life.

Potential Impact:

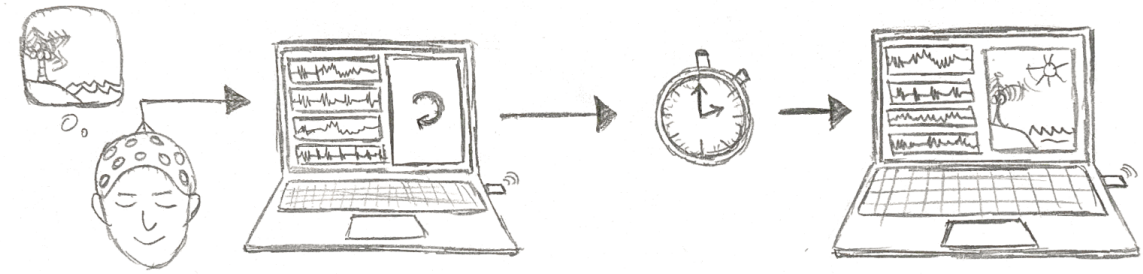
- Improved dental health and reduced treatment costs.
- Alleviation of pain and discomfort, enhancing quality of life.
- Behavioral modification through self-awareness and proactive habits.
- Stress reduction by identifying and managing triggers.

Questions/Concerns about the project:

- How will the system ensure accurate and reliable detection of bruxism episodes in various sleep conditions?
- What measures will be taken to ensure user comfort and prevent irritation from the device during prolonged use?

Visually Expressing Thoughts using EEG-based system

Schematic



Problem Statement
In mental therapy, it can be difficult to explain our individual thoughts and feelings. This can make it difficult for professionals to understand how to provide the ideal care for their patients.

Our Solution:
With recent advances in large language models and generative AI, it has become easier to create visuals to convey ideas, places, or people.
We propose an EEG-based system that will process EEG signals to use as prompts for generative AI art models to build visuals of individual thoughts.

Target Users
Our target users are people who struggle with mental health problems and would benefit from being able to create visual representations of their thoughts to convey how they feel. We see this type of device being bought by professional mental health therapists to better understand their patients. This type of device would also help artists capture their imaginations and speed up their artistic processes.

0Potential Impact
We believe that this type of device would help people get a glimpse into each other's emotional and mental states. These visual representations could help people understand themselves better and open dialogue about how they feel.

Questions & Concerns

- What would be some potential spatial resolution problems for working with 16-channel EEG that we are constrained to for this class?
- A preliminary literature review has shown us that there are image reconstruction models that aim to produce semantically-similar visuals. Is it within scope to use EEG to identify emotional states and incorporate this in the generation of these visuals?

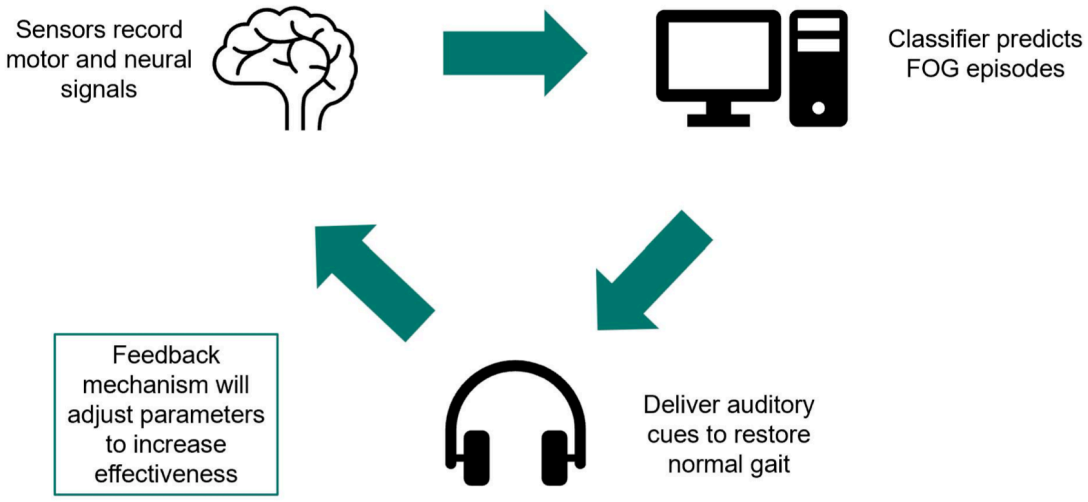
A Closed-Loop System for Treating Freeze of Gait in Parkinson's Disease

Problem Statement

Freeze of Gait (FOG) in Parkinson's Disease patients, affecting 35%, poses a critical challenge by increasing fall risk and reducing mobility, highlighting the need for innovative solutions.

Our Solution: A Closed-Loop System

We propose a closed-loop system that uses signal processing and machine learning to detect and mitigate Freeze of Gait (FOG) episodes in Parkinson's Disease patients through real-time auditory interventions, aiming to improve their mobility and quality of life.



Target Users

Individuals diagnosed with Parkinson's Disease who experience Freeze of Gait. Our system aims to empower these patients with improved mobility, independence, and overall quality of life.

Potential Impact

- Significant Reduction in the frequency and duration of FOG episodes.
- Enhanced Patient Outcomes: Improved mobility, independence, and quality of life.
- Innovation in PD Care: Addressing a critical gap in Parkinson's Disease treatment and management.

Questions & Concerns

- Feasibility/User Adoption/Clinical Validation

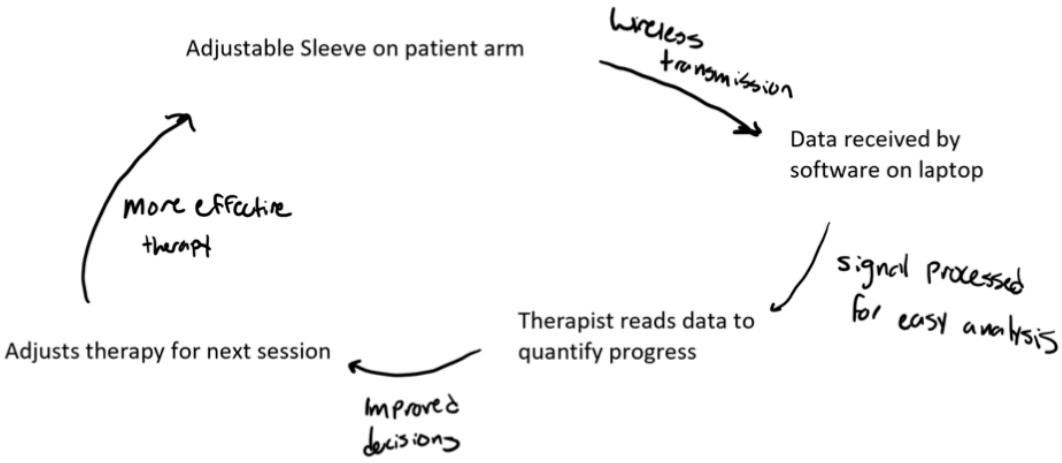
EMG and IMU Data for Therapy Mapping

Problem Statement

The main issue is the absence of a technological method to empirically measure and track muscle improvement during physical therapy sessions.

Solution

An EMG and IMU sleeve for rapid arm placement to track muscle changes accurately during therapy sessions. This system includes a high-fidelity, adjustable sensor sleeve for real-time data across the arm, a signal processing module for data analysis and movement pattern identification, and user customization tools for therapists to assess and share therapy effectiveness.



User/Consumer

The primary users are individuals undergoing upper extremity physical therapy, therapists, and educators in the field. They would use this technology to obtain quantifiable data on muscle function improvement, aiding in more effective and personalized therapy.

Questions/Concerns:

- What strategies can be employed to make the device affordable and accessible to all potential users?
- How will the user interface be designed to ensure it is intuitive and meets the diverse needs of users?
- What are the technical challenges in accurately interpreting EMG signals, and how can they be addressed?

Brainwave Controlled Music Synthesizer

Problem Statement

Creating music involves complex processes that require a blend of technical skills, musical knowledge, and creativity. For some, the barrier to entry in music production and composition can be high, limiting the expression of creativity and the therapeutic benefits that come with music creation. Additionally, individuals with physical disabilities might find it challenging to use traditional instruments or digital interfaces. There is a growing need for more inclusive and intuitive ways to enable music creation, offering a seamless interface that connects the creativity of the human mind directly with musical expression.

Proposed Solution

We propose the development of a Brainwave-Enabled Music Synthesizer (BEMS) – an innovative technology that utilizes EEG signals to control music synthesis parameters such as pitch, volume, and tone. This system will decode brainwave patterns in real-time, translating them into musical sounds and allowing users to create music merely by thinking. The BEMS will feature a user-friendly interface and adjustable settings to cater to both novice users and seasoned musicians, promoting a new dimension of musical interaction that is both accessible and profound.

Target Users

The BEMS aims to serve a wide range of users, including:

- Individuals with limited physical mobility or disabilities who find traditional musical instruments and digital music interfaces challenging to use.
- Musicians and composers looking for innovative ways to experiment with and create music.
- Music therapists and healthcare professionals seeking novel approaches for therapy and rehabilitation.
- Educational institutions aiming to introduce a unique, engaging method for teaching music and neuroscience.

Potential Impact

The BEMS has the potential to revolutionize the way music is created and experienced:

- Inclusivity and Accessibility: Makes music creation accessible to individuals with physical disabilities, offering them a new avenue for artistic expression.
- Enhanced Creativity: Opens up new possibilities for musicians and composers, enabling them to explore sounds and compositions that were previously unimaginable.
- Therapeutic Benefits: Offers a novel tool for music therapy, potentially aiding in emotional expression, stress relief, and cognitive rehabilitation.
- Educational Value: Serves as a practical tool to educate students about the intersection of neuroscience, technology, and music, fostering interdisciplinary learning.

Brainwave Controlled Music Synthesizer

Considerations, Risks, and Questions

- Technical Challenges: Accurately translating EEG signals into musical parameters is complex and requires advanced algorithms and signal processing techniques.
- User Experience: Ensuring a seamless and intuitive user interface that caters to both novices and professionals will be crucial for adoption.
- Privacy and Security: Safeguarding users' neurological data is paramount, necessitating robust data protection measures.
- Cost and Accessibility: Balancing the cost of advanced EEG technology to keep the synthesizer affordable and accessible will be challenging.
- Questions for Further Exploration:
    - How can we ensure that the BEMS accurately reflects the user's musical intentions?
    - What are the ethical considerations in using EEG technology for non-medical purposes?
    - How can we make this technology scalable and affordable to reach a wide user base?

Brainwave Controlled LED Display

Problem Statement

In the realm of human-computer interaction, the current interfaces between humans and digital systems, such as keyboards, mice, and touch screens, offer limited avenues for expressivity and personalization. This constraint becomes particularly pronounced in applications requiring hands-free operation or in environments where traditional input devices are impractical. Furthermore, people with physical disabilities often find these conventional interfaces challenging or impossible to use, underscoring a significant inclusivity gap in technology. The potential of utilizing biofeedback mechanisms, like brainwave activity, for interaction has been largely untapped, offering a promising frontier for more inclusive and engaging human-computer interfaces.

Proposed Solution

We propose the development of a Brainwave-Controlled LED Display that leverages EEG signals to modify the display's visual output. This innovative system will use a non-invasive EEG headset to capture the user's brainwave activity and translate it into changes in color, pattern, and intensity on an LED display. The proposed system will include:

- EEG Headset Integration: A comfortable, adjustable headset capable of capturing real-time EEG data with high fidelity.
- Signal Processing Module: Software algorithms to analyze EEG data, identifying specific patterns associated with different mental states or commands.
- LED Display Interface: A flexible, high-resolution LED display that can dynamically change its visual output based on the processed EEG signals.
- User Customization Tools: An interface for users to define how different brainwave patterns affect the display, allowing personalization of the visual feedback.

This approach will create an interactive visual feedback system that users control with their brain activity, opening new possibilities for entertainment, therapeutic uses, and adaptive environments.

Target Users

The Brainwave-Controlled LED Display aims to serve a broad user base, including:

- Individuals with Disabilities: Offering an alternative way to interact with technology for those who have limited mobility or difficulties with traditional input devices.
- Artists and Performers: Enabling new forms of expression and interactive art installations that respond to the creator's mental states.
- Educators and Therapists: Providing a tool for biofeedback therapy, meditation, and educational purposes to demonstrate the power of concentration and mental states.
- General Public: Anyone interested in biofeedback, personalization, and innovative technology interfaces.

Brainwave Controlled LED Display

Potential Impact

The introduction of a Brainwave-Controlled LED Display has the potential to significantly impact various fields:

- Inclusivity in Technology: Making technology more accessible to people with physical disabilities.
- Innovation in Art and Performance: Opening new avenues for artists and performers to integrate interactive, mind-controlled elements into their work.
- Advancements in Biofeedback Therapy: Offering a novel tool for therapists, enhancing treatments focused on controlling mental states for stress, anxiety, and concentration issues.
- Education and Awareness: Increasing awareness and understanding of brain-computer interfaces among the general public, encouraging interest in neuroscience and technology.

Considerations, Risks, and Questions

- Privacy and Security: Ensuring that sensitive EEG data is securely handled and that users' brainwave information remains private.
- Accessibility and Affordability: Making the technology accessible to a wide range of users, including those with limited financial resources.
- User Experience: Designing an intuitive and user-friendly interface that accommodates a wide range of preferences and needs.
- Technical Challenges: Addressing the complexities of accurately interpreting EEG signals and translating them into meaningful display changes.
- Market Acceptance: Assessing whether there is sufficient interest and willingness among potential users to adopt this new form of interaction.