

TOOL 3 - INTERDISCIPLINARY GROUP WORK



WORKSHOP AIMS

To be competitive in the emerging field of fashion-tech, graduates need to respond to the demands of the market with a variety of skills. The following have been identified as critical for the sector and to be developed through the Hackathon activities:

- Equipping designers with collaborative design and innovation capabilities to deliver more effective ways of developing disruptive products and product/services;
- Mastering co-creation and user-driven innovation processes;
- Strengthening capabilities to interpret socio-technological trends, consumer insights and narratives;
- Industrially relevant transferable skills necessary for innovation management and product development;
- Enhance creativity and innovation, critical thinking and problem-solving, communication and collaboration (21st-century skills).

Working in small interdisciplinary teams, during this Hackathon students will share their existing knowledge and skills and learn from each other.

MODULAR

This tool can be used in a modular way; the structure enables you to mix and match with most other tools in the toolkit, to facilitate collaborative learning.

TIME DURATION

This tool can be used within a learning unit and a course unit, as the problems can be presented as smaller tasks and bigger projects.

SPACE & SET-UP

Classroom with tables/seating set up for each group.

AV for presentation slides

AUDIENCE

This workshop is intended for students studying at postgraduate level (eg. MA, MSc etc.). It is suitable for students with an intermediate or advanced understanding of Fashion-Tech and related subjects including fashion design (including clothing, footwear, accessories and jewellery), smart textiles, digital manufacturing and fashion business/marketing.

MATERIALS

Plain paper (mixed sizes, A2-A4)

Marker pens and pencils

Post-it notes

GROUNDING EXERCISE & GROUP FORMATION

Arrange students into their groups/sitting together. You may want to consider a low risk ice breaker activity here to get the groups to feel at ease with one another. For example, two truths and a lie, crack a smile, would you rather, etc. Find more icebreaker activities [here](#).

FACILITATORS/CONTRIBUTORS

It is recommended that the lead facilitator of the Hackathon has experience of working or researching in a Fashion-Tech related field. A key role of the facilitator is to bring knowledge of comparable technologies and products to their discussions with students, helping to expand their awareness of different technical possibilities or competitors.

Further input for Facilitator:

- Online immersion research (See the Resources Section for further details/examples)
- Utilise knowledge within your own faculty
- The Fashion-Tech interactive map can be used as a tool to identify potential speakers to contribute on projects.

STAGE ONE: RESEARCH AND IDEATION

1. Introduction

Materials: presentation

1.1 Fashion-tech overview

1.2 Objectives for research & Ideation

1.3 Ensure students are sitting in allocated groups.

2. Analyse

Materials: A2 paper, pens, post-its

2.1 In groups, students are to review and discuss the research completed prior to Hackathon.

2.2 Brainstorm: identify the key themes

2.3 Brainstorm: map the research into 'Aesthetic', 'Function' and 'Context'

3. Assess

Materials: A2 paper, pens, post-its

3.1 Identify gaps research

3.2 Who are your users and what are their needs?

3.3 How will your product meet these needs?

3.4 How will your product differ from existing solutions in meaningful ways?

3.5 Brainstorm: create 'How Might We?' statements to begin exploring ways in which these opportunities might be addressed.

3.6 Invite each group to share some of their HMW statements with the cohort.

3.7 Identify a user/user group for the product

4. Define

Materials: paper, pens/pencils

4.1 Share with the group

4.2 define a single re-iterated design

4.3 Sketch

4.4 Act out

4.5 Discuss

4.6 Develop

4.7 Aim for one realised design

5. Share back

Materials: timer, student design sheet

5 minutes presentation and 5 minutes feedback per group (*total amount of time needed will depend on total number of groups in the class).

STAGE TWO: PRODUCT DEVELOPMENT

1. Introduction

Materials: presentation

1.1 Re-cap steps from Stage One.

1.2 Explain the objective and overview for Stage Two: Project Development.

2. Technical Product Planning

Materials: paper, pens/pencils

2.1 Consider the functions of the product – what does it need to sense and how?

2.2 How does it actuate and in what way?

2.3 How does it communicate – and with what and/or who?

2.4 Does the technology exist?

3. Materiality & Functionality

Materials: paper, pens/pencils, internet access

- 3.1 What materials could be used to make your product?
- 3.2 What manufacturing processes might be utilised?
- 3.3 What hardware/software/programmes/platforms could you use for a prototype of your design?
- 3.4 What off the shelf components could be used to make an initial prototype?

4. Trouble-shooting

Materials: timer, paper, pens, post-its

- 4.1 Highlight potential issues.
- 4.2 Offer suggestions - 'Have you thought of...?'
- 4.3 How might these issues be avoided or minimised?
- 4.4 How adaptable is the design idea?
- 4.5 How would you test your prototype?

5. Design & Develop

Materials: paper, pens/pencils

- 5.1 Re-iterate the product design based on different components, manufacturing processes or smart materials
- 5.2 Consider whether additional functions can be added using the hardware you are already using?
- 5.3 Map out and illustrate a 'user journey' for the design idea showing how someone might interact with it in their daily life.

6. Plan

Materials: paper, pens, post-its

- 6.1 Create a list of technical aims, objectives and contingency plans.
- 6.2 What extra competencies are needed to complement the skills and knowledge in the group?
- 6.3 Consider who you would need to collaborate with to create a working prototype.
- 6.4 What tasks need to be done to create a prototype and what is a feasible timescale? Create a timeline including key milestone targets.

STAGE THREE: PITCH AND PRESENT

1. Introduction

Materials: presentation

- 1.1 Re-cap steps from Stage Two.
- 1.2 Explain the objective and overview for Stage Three: Pitch & Present.

2. Brand Development

Materials: paper, pens, post-its

2.1 name for the product and/or brand.

2.2 Identify 3 key competitors/comparable products already in the market place – USP

2.3 Write a mission statement

3. Practice Pitch - Prep

Materials: paper, pens, post-its

3.1 Develop and practice a 3-minute pitch to present your ideas to peers/tutors. Key information to communication should include:

Brand and/or product name

The issue, consumer need and/or market gap the product addresses

What the product is/does

USP and/or distinctiveness

4. Practice Pitch

4.1 5 minutes presentation and 5 minutes feedback per group (*total amount of time needed will depend on total number of groups in the class).

5. Practice Pitch - Reflect

Materials: paper, pens, post-its

6. Marketing & Communication

Materials: paper, pens, post-its

6.1 Develop a storyboard for a 2-minute video to pitch your product.

6.2 What platforms will you use to market your idea?

7. Final Pitch & Present

Materials: timer

7.1 Final project pitches. Including an overview of marketing and communication.

7.2 5 minutes presentation and 5 minutes feedback per group (*total amount of time needed will depend on total number of groups in the class).

7.3 Groups should demonstrate that they have incorporated the feedback from earlier pitches.