

# TOOL 2a - RESEARCH METHODS FOR FASHION-TECH

## INTRODUCTION

This workshop can be used in a modular way; the presentation structure introduces the importance of research for fashion tech (slides 1-7), basic research concepts such as primary and secondary (slide 9), referencing (slides 10 & 11), qualitative and quantitative research data (slide 12), research ethics (slides 13 to 17) and briefly introduces research philosophy (slide 18). Next it introduces a range of research methods, these are designed to mix and match to create bespoke workshops.

Each method also includes a practical workshop exercise for students:

- Literature Review (slides 20 to 22)
- Image Search (slides 23 to 25)
- Interview (slides 26 to 28)
- Focus Group (slides 29 to 31)
- Survey (slides 32 to 34)
- Horizon Scanning (slides 36 to 40)
- PESTEL & SWOT Analysis (slides 41 to 45)
- Case Studies (slides 47 to 49)
- User Centered Design (slides 50 to 53)
- Design Probes (slides 54 to 57)
- Design Ethnography/Design Anthropology (slides 58 to 62)
- Experience Prototyping (slides 63 to 66)
- Somatic Research Practices (slides 67 to 70)

Slides 35 and 46 also highlight the possibilities of bias within the research data.

The final section of the Workshop deals with analyzing research data (slides 71 to 86). This can be incorporated into one workshop, or used to guide a follow up workshop with students after they have collected some research data.

- Quantitative Analysis (slides 74 & 75)
- Qualitative Analysis (slide 76)
- Thematic Analysis/Coding (slides 77 & 78)
- Narrative Analysis (slides 79 & 80)
- Multimodal Analysis (slides 81 to 83)
- Grounded Theory (slides 84 to 86)

More information on designing a research project using the tools introduced in this workshop can be found in 7 - Learning Through Research.

## MODULAR

This tool can be used in a modular way; the presentation structure matches the facilitator guide enabling you to mix and match to create bespoke workshops.

## TIME DURATION

This workshop is designed to take place in two taught/facilitated parts focusing on information gathering and information analysis, separated by a gap for independent work. It is recommended the time for independent work be no shorter than one week and no longer than one month, though if longitudinal research methods are used this may be longer at the teacher's discretion.

## 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](#).

## STAGE ONE: RESEARCH BASICS

### 1. Introduction

Materials: presentation

Briefly introduce the research basics using the presentation tailored according to your students' prior engagement with research and research methods training.

### 2. Discussion

Materials: paper, pens, post-its

In groups ask students to discuss the types of research they have done in the past and note whether it was primary or secondary research. If they have done primary research in the past, ask them to think about any ethical considerations which might apply to that research.

### 3. Share back & Evaluate

Materials: paper, pens, post-its

## AUDIENCE

This workshop is intended for students studying at postgraduate level (eg. MA, MSc etc.). It is suitable as an introduction for beginners and can be adapted for an intermediate audience. It can also be adapted for either individual or group work.

## RESOURCES

Research for Fashion-Tech presentation parts A (Methods) and B (Analysis)

Ask the student groups to present and discuss their findings. How critical have they been in thinking about research ethics and possible situations where a participant's privacy or wellbeing might be affected?

### STAGE TWO: RESEARCH METHODS

For each method, the following structure can be used:

#### 1. Research Method Introduction

Materials: presentation

Introduce the research method in question, using the presentation and any personal knowledge you may have of this type of research.

#### 2. Practice Exercise

Materials: Students' own laptop computer, A2 paper, pens, post-its

Set the practice exercise and allow students to work in teams, discussing and documenting their process.

#### 3. Share back & Evaluate

Materials: A2 paper, pens, post-its

Ask each student group to share back their experience and their thoughts on how this research method could be useful to them, what insights it could give them into fashion tech and anything new they have learned.

### STAGE THREE: RESEARCH ANALYSIS

For each method, the following structure can be used:

#### 1. Research Analysis Method Introduction

Materials: presentation

Introduce the research analysis method in question, using the presentation and any personal knowledge you may have of this type of analysis.

#### 2. Practice Exercise

Materials: Students' own laptop computer, A2 paper, pens, post-its

Set the practice exercise and allow students to practice analysing their own, discussing and their process within their group.

### 3. Share back & Evaluate

Materials: A2 paper, pens, post-its

Ask each student group to share back their experience and their thoughts on how this research analysis method has helped them to understand their data.