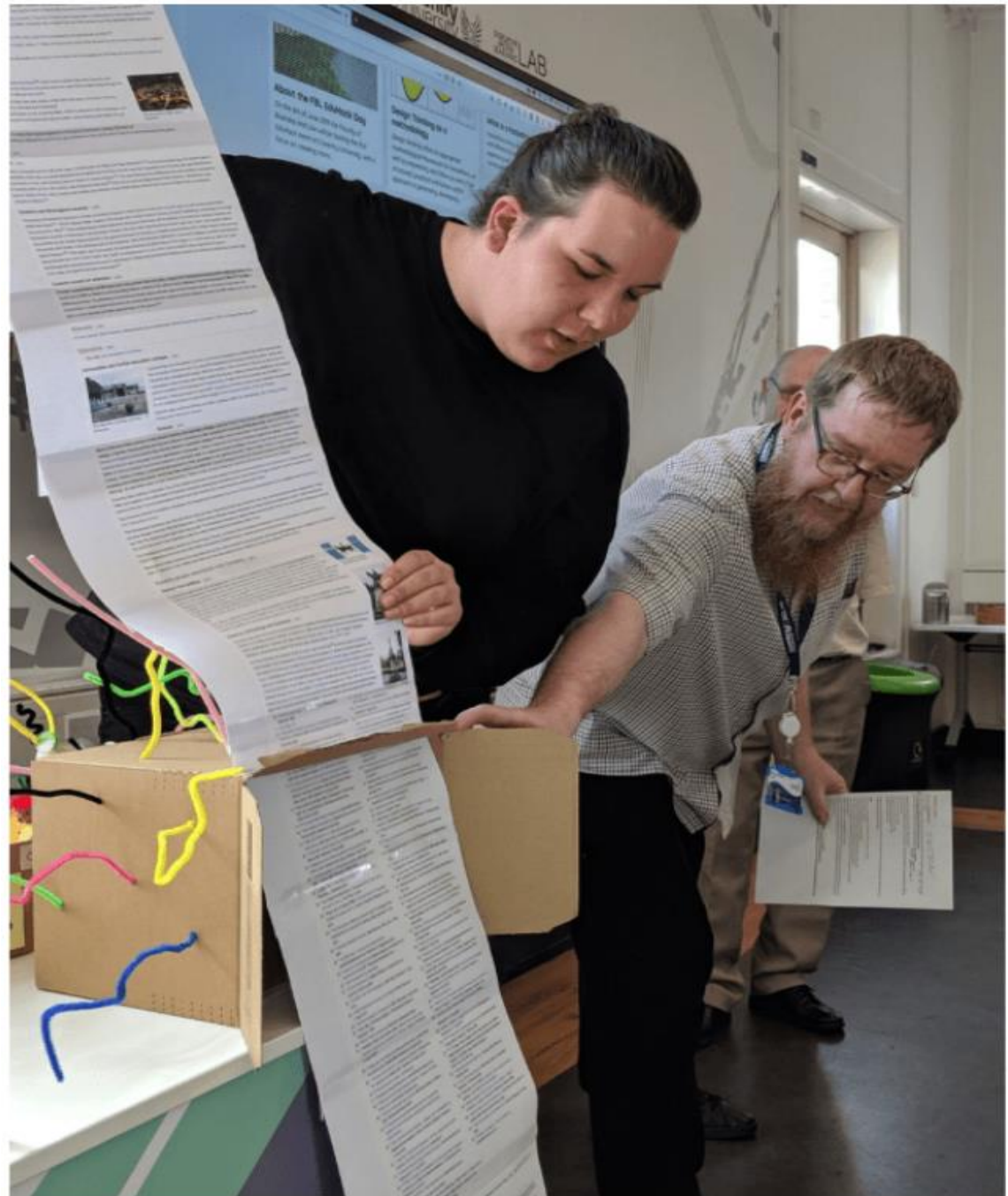


Hackathons & Design Thinking



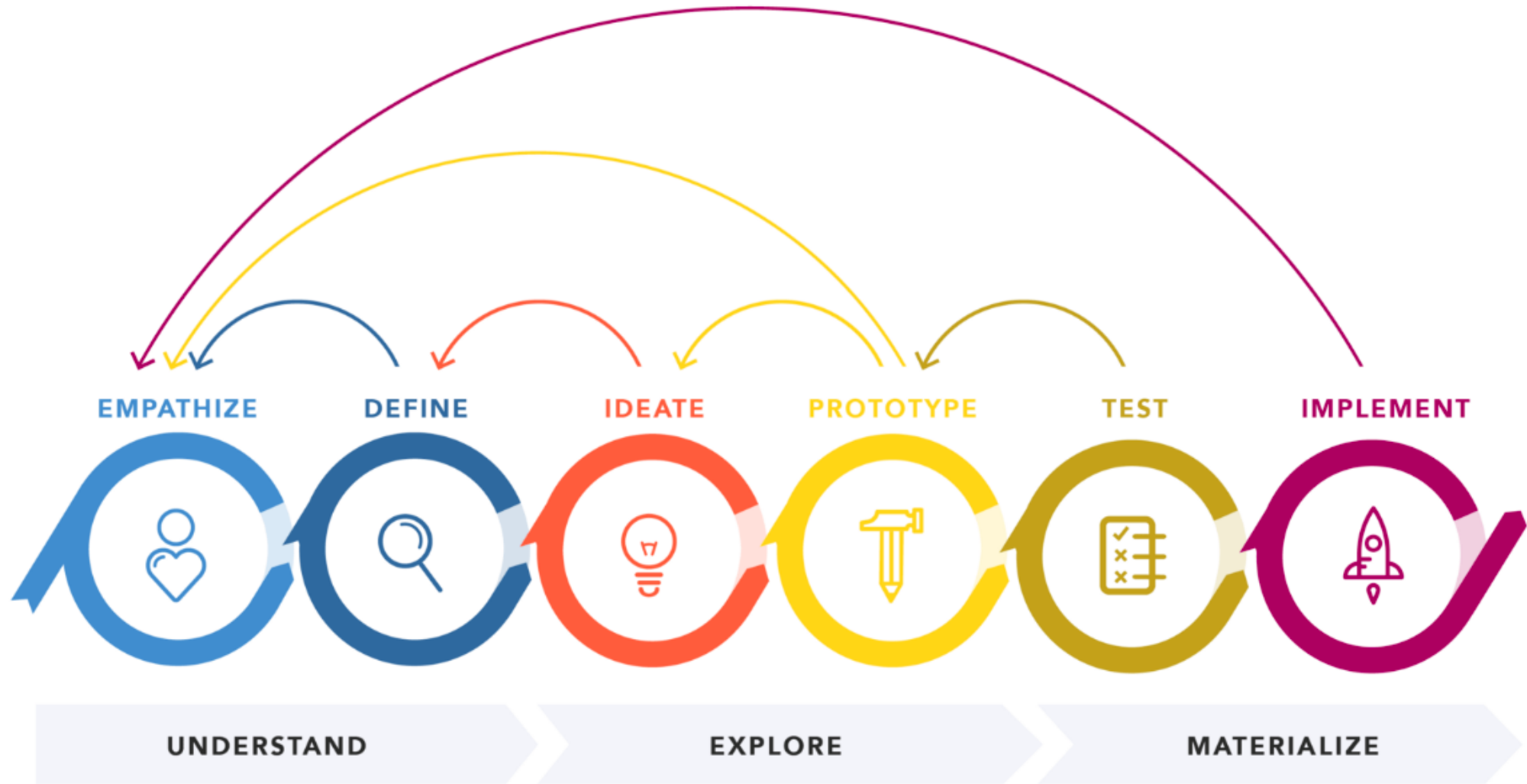
The Hacker Ethic

- Sharing
- Openness
- Decentralization
- Community/Collaboration
- The Hands-On Imperative

Give it time & space



Design Thinking



DIVERGE



**CREATE
CHOICES**

CONVERGE



**MAKE
CHOICES**

First, you need a main character



Attributes

- Environmentalist
- Nature lover

Goals

To be able to enjoy nature

Concerns

Trails getting deteriorated overtime and people getting hurt because of that

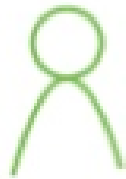
Quotes

"I just ~~over~~ w
I knew exact
where the de

Second, a clear problem statement

PROBLEM STATEMENT TEMPLATE

PROBLEM STATEMENT



Lecturers working with international students

needs a way to

person

have flexible assessment processes and regulations

goal or need

Surprisingly // **because** // but...

[circle one]

Cultural expectations about assessment can be very different!

insight or obstacle

Third, generate (and sift through) lots of ideas

8 crazy ideas

[activity 1]

10 min.

Ideas on interacting better with students remotely

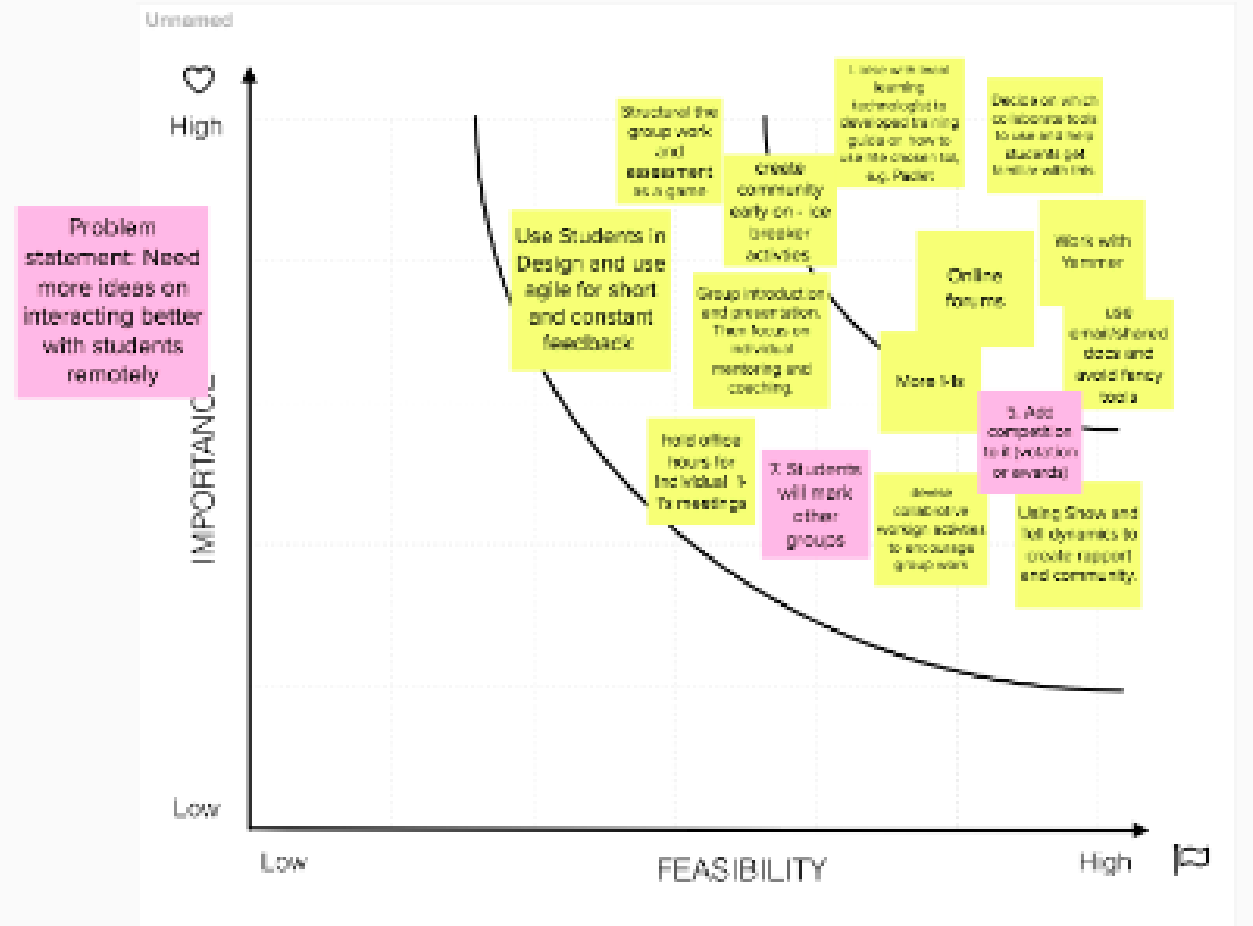
How might we address our chosen problem? 8 Crazy Ideas each

	Idea 1	Idea 2	Idea 3	Idea 4	Idea 5	Idea 6	Idea 7	Idea 8
Person 1			Use WhatsApp					
Person 2			Use Zoom to monitor work and students provide feedback		Communicate regularly with students	Encourage collaborative discussions among students		
Person 3			Be wary of introducing too many tools for collaborative working		be mindful of too many synchronous activities in class and use that bandwidth wisely			
Person 4	Use real life situations to simulate students	2. Making definitions of rules part of the activity	3. Allocate marks both for the process and for the outcome	4. Ask students to create a running off of the process		5. Ask students to define the rules of the activity themselves		
Person 5	Use Monday.com	Using the need of each student, find out how they want to engage, then using that to design personalised solutions.						

Idea Prioritisation

[activity 3]

20 min.



Fourth: a "Wizard of Oz" Approach to Protot





It's ok to use **simple materials** and



...But **interaction** is key
throughout

Fifth: Get it out there!

The video player displays a technical drawing of a frame structure on the left and a finite element analysis diagram on the right. The frame structure consists of a vertical column of height 4000 and a horizontal beam of length 3000. A force $F = 100 \text{ kN}$ is applied at the top right corner. The beam is divided into two segments of length 1500. A smaller diagram shows a cross-section of the beam with a width of 400. Material properties are listed as $E_c = 10 \text{ kN/m}^2$, $E_s = 2 \text{ MPa}$, and $E_{cs} = 0.05 \text{ MPa}$. The finite element analysis diagram on the right shows a curved structure with nodes labeled (x_i, y_i) and forces P_1, P_2, P_3 . The diagram is divided into three regions labeled 1, 2, and 3. The video player includes a progress bar at the bottom showing 0:11 / 0:13 and various control icons.