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Experience and takeaways

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EDUHack – a short introduction

EDUHack is about innovation in education aimed at creating a culture of doing, by supporting grassroots potential and developing it into future propositions.

EDUHack is aimed at educators, entrepreneurs, designers, developers, startups and students.

In a school context, EDUHack creates a space to involve students in solving real-life problems by connecting students with companies that pose a challenge. The solutions to these challenges can provide participating companies with new innovative ideas to evolve their own products.

EDUHack allows students to focus deeply on a single problem for several days and teaches them how to work together and use their creativity and develop design thinking to hack together innovative solutions. These are valuable life-lessons and may also help them later on to choose the right education and career path for themselves.

In EDUHack, the participants usually have access to the latest technologies, such as Virtual Reality, Augmented reality and 3D-printing and are encouraged to use these technologies in their solutions and presentations.

The mentors who are supporting the teams, provide them with guiding questions and some tools they need for project management, product development, understanding the market and the customers and to deliver a great pitch. A clear purpose helps the team and the solution, so many times the goal is to help the team answer the question "why". Throughout EDUHack, the teams are exposed to many other types of workshops and coaches to help further develop and implement their solutions.

The teams have the freedom to organise their work flow and how they use the given time and space. Through this, they develop ownership and commitment to their team and idea. As the process evolves, they start leading their own process more and more. Some teams work deep into the night on their challenge.

At the end of the EDUHack event, the teams receive one or more prizes. The prizes are usually provided by the various partners, and if possible, the objective is to give the winning teams an opportunity to continue developing their ideas.

Engaging partners

Gathering different partners to work as challengers, mentors and workshop keepers brings diversity. When people from different backgrounds and of different ages meet, the atmosphere becomes “learning” for all the stakeholders, and everyone gets something new out of it.

In addition to this, the value of getting people working together in teamwork far outweighs that of listening to a seminar or a lecture, since hackathon gets people working together on solutions that are practical and context-driven.

Engaging participants

To engage participants, marketing the event early enough and effectively is crucial for success. The experience is that Instead of sending emails, shouting out in social media and putting out posters, the organisers should go into those locations and spaces where the potential participants learn or work. There, the organisers could then talk about the event, already some weeks before the event.

Organising pre-events is also a good way to educate people about EDUHack and get them motivated to take part in the actual event. Here again, the timing and the way to invite people is important, in order to engage people to join any pre-event.

The pre-events are shorter workshops where the EDUHack partners can provide a smaller challenge or their expertise about the challenge for the actual event.

Cutting the overall process to smaller pieces supports the teams’ overall journey from teaming up and ideating to concept creation, prototyping and delivering. The more ready the team is when the clock starts ticking, the further they can reach, and the chances of greater success are higher.

Prototyping

Combining maker into hackathon process has worked really well. Through this, the teams get an extra layer of learning some new technology, but at the same time they can rise up to that level and also learn things that they haven’t even known before this experience. The challenge to create something tangible or concrete through making and prototyping pushes the teams to look for new, unseen solutions. This boosts the innovation even further.

Judging

A hackathon comes to its climax at the end with pitching and judging. It's the point, when all stakeholder groups come together, even those, who haven't taken part in the process, such as business representatives, local schools and press. The tension at the end is high for the organisers, participants and for those who have been supporting them: teachers and mentors.

For the judges, the end is challenging. Trying to capture basically everything from a 3-minute pitch: the idea and its possibilities, the solution and its readiness, the team and its potential. Making notes, thinking of questions and putting points down to the evaluation sheet.

This is not new to any sports, where judges give points (gymnastics, figure skating etc.). What makes hackathon judging different, is the process. In EDUHack, at least a third of judges have seen the whole process of the teams. When deliberating, the team's journey, challenges, overcoming of those, possible pivots along the way, how they've communicated with each other and with other stakeholders in the room – all this is considered. And when we think of any concept or prototype taken further, the team's ability to do so is highly important to analyse. And this is why teamwork has a significant emphasis, also in the EDUHack judging process.

All these elements have sometimes given surprises to the audience and to the teams. Some teams might have "wowed" with their pitch, the presentation part, but the idea isn't an actual innovation, there is no added value to the world. Some ideas might not have been that fully developed at the time of pitching, but the team might have taken many twists and turns along the way, changed their concept at least once, and still been able to deliver an excellent case and pitch at the end. All these cases are deliberated among the judges and it's never 100% sure which of the teams will actually win.

Winning has also been debated. EDUHack is a competition, yet emphasising learning more than a regular hackathon. The competitive aspect and the possibility to win a prize gives motivation to every team. Big part of it is to compete with oneself: Can we finish in time? Can we get this element to our pitch? How far can we hack our prototype before demoing it?

After the winners have been announced, there are many emotions in the room: happiness and laughter, feeling pride of what we've accomplished, and also disappointment, questions and doubt. Why did it go this way? What did we do wrong not to be considered the best team or having the best solution?

In EDUHack, one thing to develop in the future would be to provide time for the teams to reflect at the end. This could take place already when the judges are deliberating the results, or when the results have been announced. The reflection would work most effectively when it would be facilitated. This could be done by the mentors or by the students' own teachers who have been taking part in EDUHack as additional mentors, learning about the process and developing their coaching abilities. A reflection at the end could then serve as a learning moment for all stakeholders included. This could provide even a more powerful and in a way, a healing and concluding moment before adjourning and returning home. The reflection could also highlight the new skills and knowledge learned so that the good experience from hackathon could transform the everyday of all the learners. This way, the process of innovating education would continue in-between EDUHacks.

Participants' feedback from EDUHacks

What was your highlight of the event?

- Delivering the pitch and sitting down afterwards with a great feeling of accomplishment.
- Pitching, it was scary.
- As a sponsor I was excited to see the great results that students had made.
- Discussions with other participants.
- Connecting with interesting people.
- Making new connections and teamwork.
- The inspiring and motivating atmosphere.
- The atmosphere, and the support we gained.
- Overcoming big obstacles.
- Watching the process, the students' cooperation.

Why should someone participate in EDUHack?

- To realize how much they can achieve in just a couple of days, and then realize how much more they could do with more time. To understand that you can actually create things and will always get the help required. To challenge themselves mentally, to find new contacts, skills and opportunities.
- To process ideas, to find new ways to implement new technology.
- You can learn new things that you can't learn in the classroom.
- To challenge your traditional ways of working and thinking. Feel the power of working in a team
- Great opportunity to learn how to carry out a real project.
- Finding a good solution to a real business problem makes for a good addition to a young person's CV.
- It's an amazing learning experience to learn things you didn't even think about beforehand.

- To understand their own possibilities and that anyone can do a lot!
- It's not only about having the best ideas and being competitive. It's also about learning new skills and meeting awesome people.
- EDUHack is teaching students to work together as a team and time restriction to stay focused.
- EDUHack is a brilliant way for any company to kick start new projects; teams will be involved from the beginning, open attitude is encouraged, an opportunity to learn both about working as a team and focusing on a solution.
- EDUHack brings the hacking culture to the field that needs it the most.
- The best learning moments happen when you are challenged with an open question and you need to struggle to find a creative solution. EDUHack provides an environment where this type of learning is at the heart of the event and is a recommended experience even just for the fun of being innovative and trying something new.
- Because it's a perfect opportunity to discover new possibilities to make education a better experience for both teachers and students.
- Because it teaches you more about yourself, your skills and the business world than a year of school. You can actually MAKE a product, practice real life skills, and feel like you've accomplished something. It's a great experience.

"The hackathon event gives students a front row seat into new ways of thinking to develop the ability to provide innovation solutions to real life problems. Its weekend format is an excellent model for students to quickly work on practical skills for the future of jobs such as cooperation, critical thinking and communication. The future belongs to the curious and a person's ability to overcome challenges and find opportunities will largely depend on a person's ability to recognise and adapt to the changes that are already underway."

- Mentor & Judge, an entrepreneur

"As a mentor, I loved the enthusiasm I sensed from the students. They worked well in groups and showed expertise rooted from their own experiences within the tasks they had tackled. From a brand perspective, this is a wealthy asset when working with young people—they have that juvenile, post-digital mindset that many companies only crave!

I also want to highlight the initiative of bringing hackathons to different industries, since EDUHack is a prime example. I see this very beneficial way of introducing students at all levels to a new means of utilising their profession and gaining top experiences. Thanks, Eduhack!"

- Mentor, corporate employee

Interview with two upper secondary school teachers 28.2.2020 in Turku University Teacher Training School during a 6-hour event

Text: Juhani Koivuviita (Educraftor)
Photos: Juhani Koivuviita and Johanna Liipola (Muotomyrsky)

The EDUHack organisers have described hackathon like this:

A hackathon is a place where people come together and use creativity and teamwork to turn ideas into reality in 48 hours.

EDUHacks have brought this process to education. EDUHack has been developed and tested starting from 2017. First partner was the Ministry of Education in Finland. Over the years, many different partners from the business world and education sector have been engaged in order to provide a space for different aged learners to come together and create innovative solutions to real-life issues.

EDUHack has been organised as a 48-hour event but also as a shorter innovation sprint. On 28.2.2020 we organised a 6-hour event at Turku University Teacher Training School with about 50 upper secondary students, who were challenged to develop new services or products to improve wellbeing in the future. The

participants were supported by a handful of mentors both inside and outside the school.

During the event, Juhani Koivuviita from Educraftor interviewed two teachers, Anu and Sami, about their experiences from EDUHacks. Both Anu and Sami have taken part in two EDUHacks as mentors and then co-organised three EDUHacks during the last 3 years.

Your own experience of hackathon so far?

Sami:
The experience has been about self-development. I've been able to follow the development of a completely new style of learning, at least in the school world, and be involved in developing it.

From left: Juhani Koivuviita (Educraftor), Elise Salonen (Turku University Teacher Training School), Johanna Liipola (Muotomyrsky) and Sami Kaisko (Lauttakylä Upper Secondary)

Anu:
For me the same. There has been a great deal of development here as a teacher, namely that quite a lot of us teachers have the assumption that there is knowledge that we pass on to the next generation, but in fact there is a lot of need for a kind of future knowledge, and that students are given more

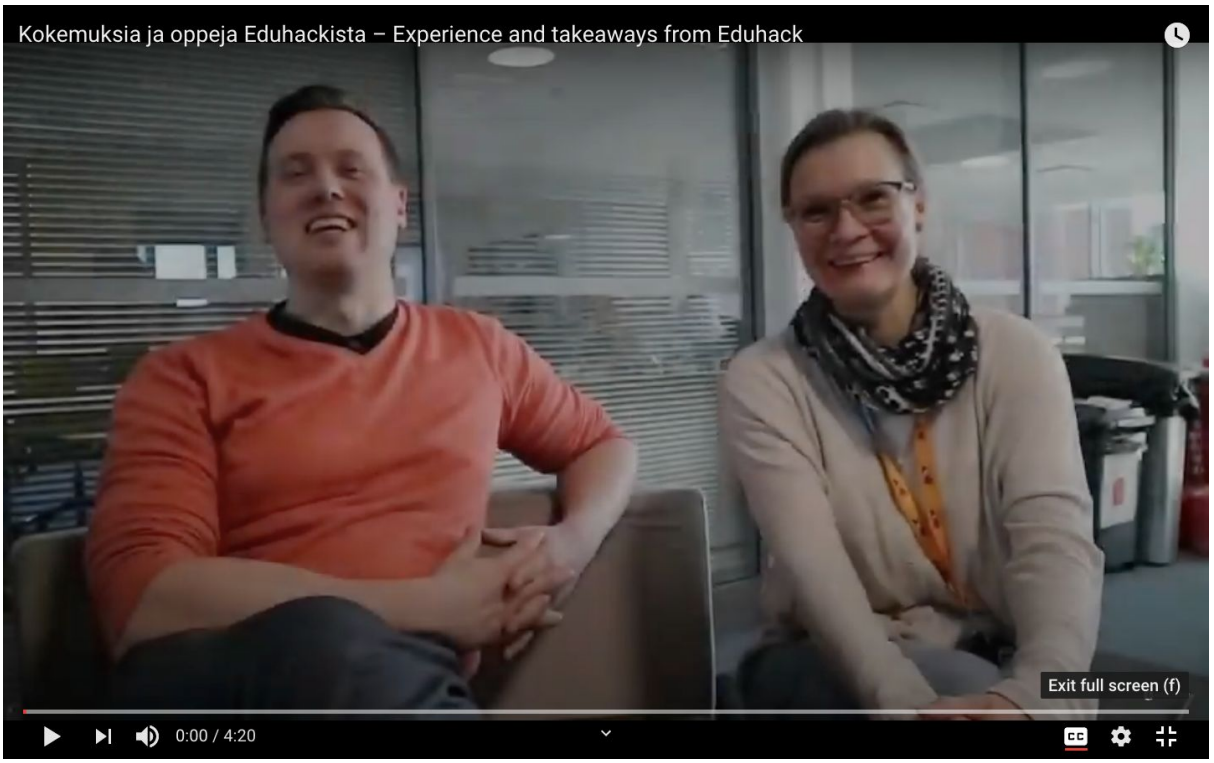
responsibility than in normal teaching. It's a very educational experience, even for a teacher who gives up their own power, and that's how students get more of it. They also gain experience in using power or ownership, how to use the time given to work. This is a good learning experience – for all parties.

Sami:
I would like to add that this is also a good learning experience for students who may not be in the middle of the classroom, in a purely theoretical environment at their very best, but then that creativity and this kind of hands-on work brings out in many of them whole new aspects.

Anu:
And it usually also starts to spread, i.e. the experience of success in a hackathon also starts to extend to other learning and school subjects.

What have you learned from this experience?

Sami:
Perhaps, given the nature of a hackathon, I could say that I have learned not to get involved all the time. Trusting the process and letting students do their thing has often led to much better results than having a teacher intervene and provide their own expertise at every turn.



The teachers' interview video is published on Youtube.

Anu:
I couldn't agree more. And in this context I often talk about the use of power. I've learned about a new kind of teaching, that I don't own knowledge, and I do not utilise knowledge as power, but that the students have a lot of expertise, which can be combined, and we are all learners through this kind of learning. And as a teacher, I don't push myself and my ideas and mess with their thought process.
Have you had any funny or surprising case or incident about the hackathons you have been organizing or participating in?

Anu:
The hackathon in Tampere in the autumn of 2017 was a really intense experience. I got feedback when we were waiting for a train at the train station after the hackathon and one student told me that, "Anu, I really can't consider you as a teacher after the weekend." It seems to me that it was a message about the fact that in teaching it might be a label that I'm just a teacher and not a person. Through the hackathon, there comes a lot of that kind of interaction, that goes beyond the traditional teacher-student border. And I have taken it as positive feedback, and I am pretty proud as well, that I'm more than just a teacher to my students.

Sami:
Yes, I agree with that. I don't know if I have a particular experience beyond others, but a great example is how I got one of my current school team, business course students, to go through the process. I went to a hackathon with them a year ago and this team has grown together during the process and has continued that same good team spirit later in a more familiar learning environment together. I would say that it has been one tremendously great trajectory, a growth story.

Why a hackathon? Why would you recommend this to teachers, students or others?

Anu:
I think the hackathon process is very well suited for the new, upper secondary level transversal studies. The transversal studies should not be feared or alienated, but approached with a new way of thinking. Organizing a hackathon requires co-teaching. Today's hackathon, for example, is 6 hours long. All the time spent planning and organizing comes useful during the day. I highly recommend hackathons as a tool for transversal studies.

Sami:
Fortunately, learning at upper secondary school has changed over the years. We no longer sit in the classroom and just listen to the teacher, but start doing something else and connect with the world around us, and do something ourselves. When you think of high school students, they are the makers of the

future, and what better way to learn how to do the future than to come up with different visions in such an environment with like-minded people.

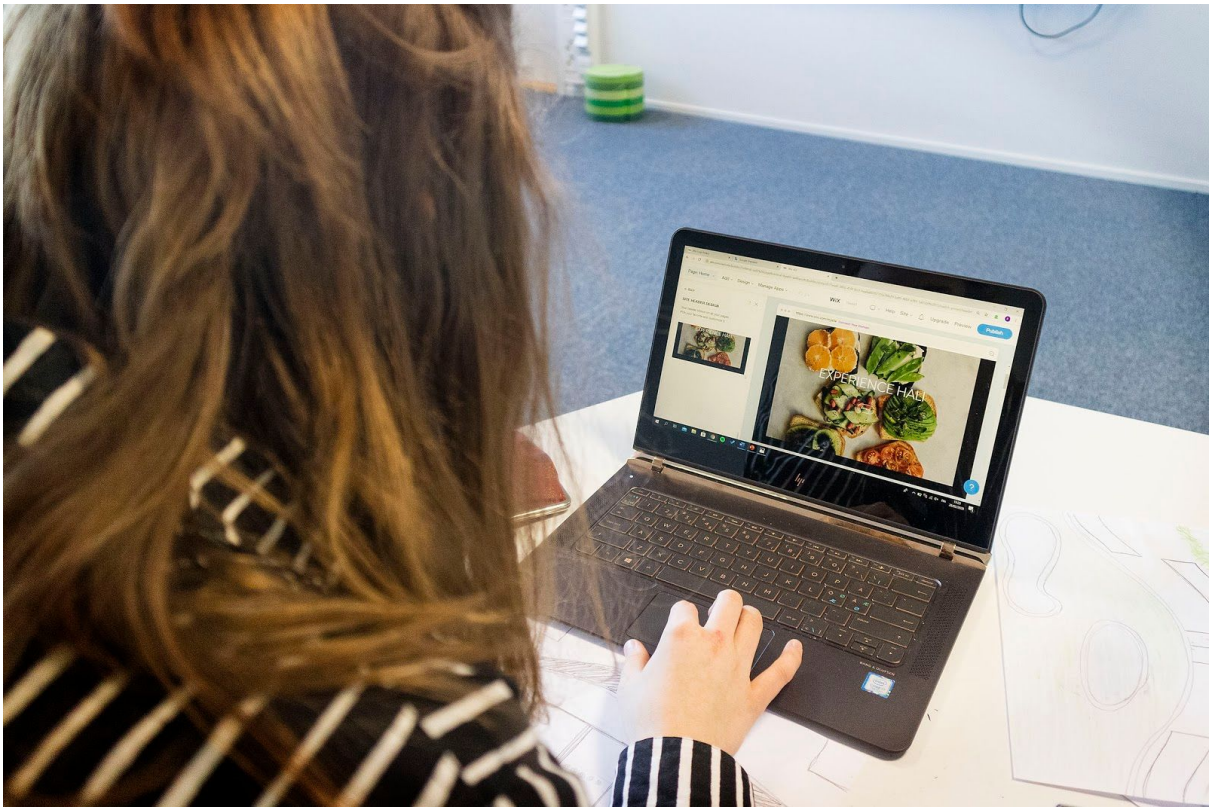
Where are we now and what is happening today?

Anu:
Today we are on the high school floor of Turku University Teacher Training School and we have taken over the whole C-wing. Each C-wing class has a hard-working team that works intensively. Sometimes they go to practice and sometimes they come to us for advice or to share their thoughts with us. The day started at 10 and soon the first round of the pitches, i.e. the semi-finals, will start, and I know that soon there will be quite a bit of a hussle. Half past four the final will start and at 4pm we will know the winner.

What is being hacked today?

Sami:
It remains to be seen what kind of answers we will soon hear. But it will be about the future and about the things that focus on future well-being, the scenarios and how the potentially desired or undesirable future will work and what kind of health and well-being-related services companies will provide. It is a fairly broad topic that every team has set out to hack.

Anu:
Yes, what kind of dystopia or utopia will we live in 2050.



Observations by the organisers
All the participants were really engaged in the process throughout the event. Every team was able to crystallize their idea and deliver a pitch at the end. This is always a great result for a hackathon.

After the results and the winning team was announced, there was clear commotion in the audience since many of the participants didn't agree with the judging panel's decision.

After the event, the organisers spoke about the timeline of the future events, to leave more space at the end for the evaluation, judges' deliberation and for the participants' reflection. Previously there have been also questions about the ways how the participants could take part in deciding the winning team(s). A voting or naming the favourite of the audience could provide a greater feeling of a learning community and ease the pain of participants feeling injustice at the end.

These are some of the future developments for EDUHacks.

The winning team and the organisers after the 6-hour EDUHack on 28.2.2020.

Observations of previous EDUHacks

As stated earlier, the EDUHack process has been developed and tested starting from 2017. Part of the development work has been to engage outside observation.

Johanna Lindström, University Teacher in International Marketing at Åbo Akademi University (Turku, Finland) was part of two EDUHack events in 2017 and 2018 and observed the process and recorded participants' feedback, emotions and learning throughout the 48-hour process.

These observations were used as a reference during the learning, teaching, training sessions (both onsite and online) when developing the IEE program. The original plan to organise an EDUHack had to be cancelled because of the Covid-19. However, the project partners experienced “the emotional rollercoaster ride” of EDUHack at MillCamp on 6.9.2020 when testing this process and module.

THEORETICAL FRAMEWORK AND KEY CONCEPTS

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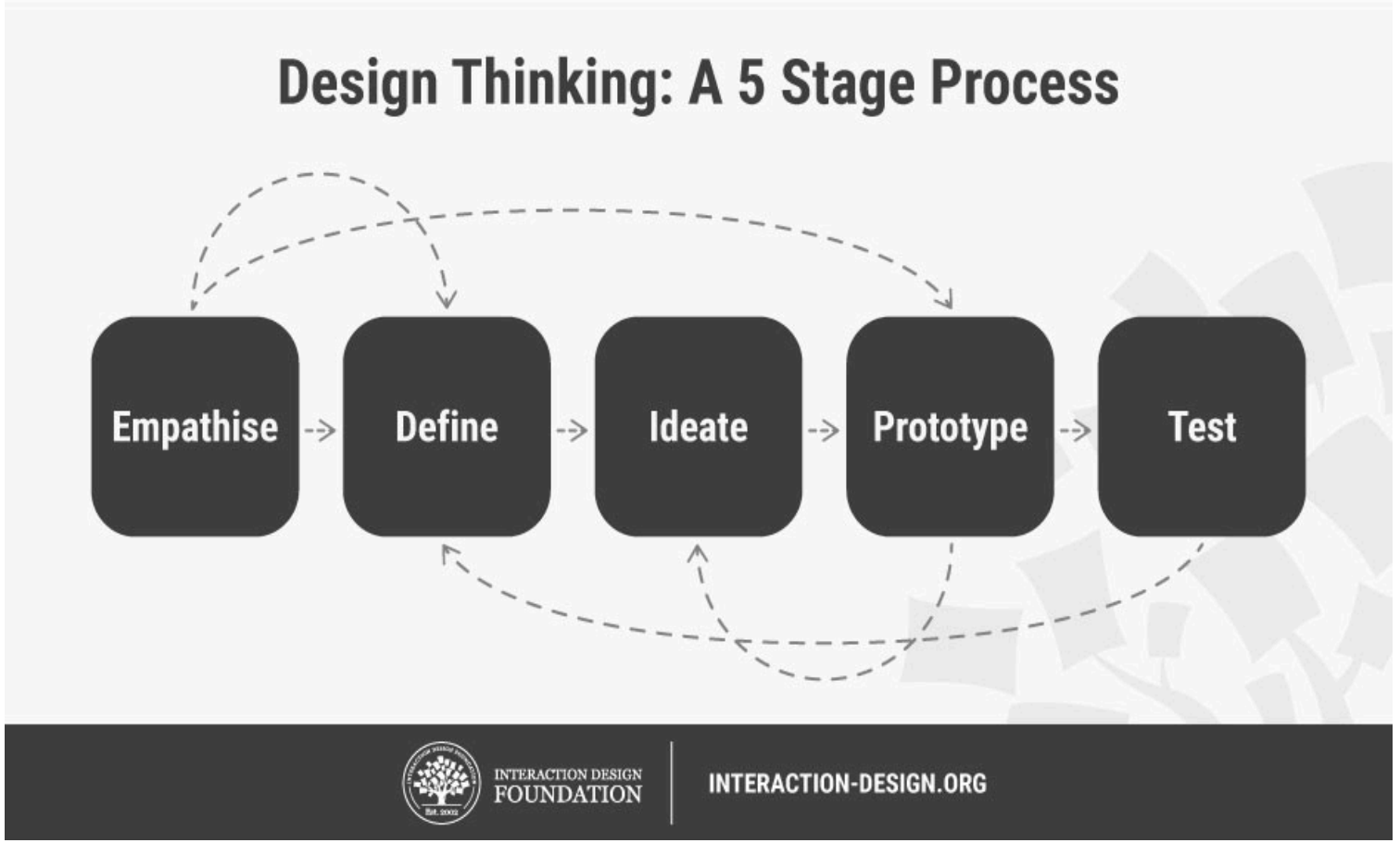
INNOVATION PROCESSES

- An idea, practice, product or service that is experienced as new (e.g. Everett, 2003)
- The innovcation process is often depicted as linear, the reality is comething completely different (e.g. Taatila & Suomala 2008)
- Innovation is based on learning; the ability and willingness to learn and develop is central (e.g. Apilo & Taskinen, 2006)
- ”…innovation teams face a unique set of challenges due to the novelty and uncertainty that is core to the definition of innovation…” (Thayer, Petruzzelli & McClurg, 2018)



THEORETICAL FRAMEWORK AND KEY CONCEPTS

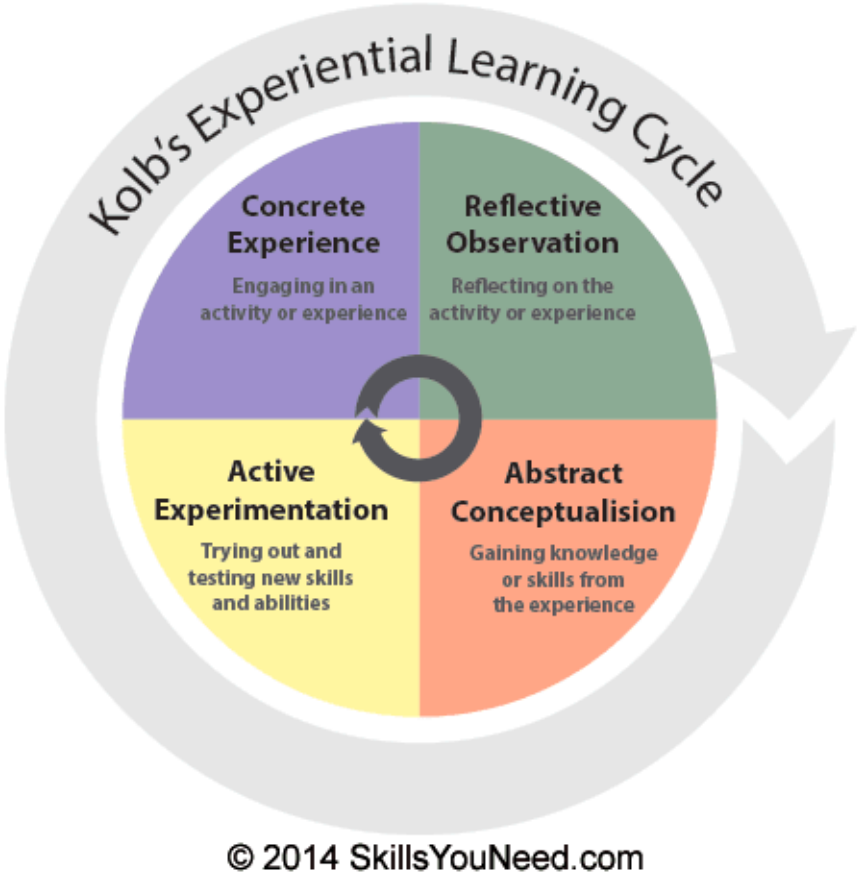
DEVELOPING COMPETENCES

- There is an increasing demand for skilled yet flexible experts with a new set of competences:
  - Leadership, communication, collaboration, and time management skills (Leighton, LinkedIn 2018)
  - Innovation, project management, digital competence, social compentce, team work and collaboration, time management, self management, etc. (Hägg, Suomen Ekonomit, 2018)
- Principles and activities related to active, learner-centred and reflective learning are recommended for developing such competences. In particular, emphasis is put on learning together (collaborative learning) and through experience (experiential learning). (Mindt & Rieckmann, 2017)

THEORETICAL FRAMEWORK AND KEY CONCEPTS

COLLABORATIVE AND EXPERIENTIAL LEARNING

- When learning moves out of the classroom, the context and experience becom an integral part of the learning process (e.g. Anderson & Clausen, 2018)
- Active participation and engagement in collaborative and playful learning environments support creative thinking skills (e.g. Kangas, 2010)
- Collaborative learning is not restricted to student groups, many different actors can be involved (e.g. Peppler & Solomou, 2011)



Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall

THEORETICAL FRAMEWORK AND KEY CONCEPTS

HACKATHON

"An intense facilitated process that takes place over a short predetermined time period"
"From zero to pitch in 48 hours"

(Lotta Lehikoinen, Drivhuset Göteborg, 2018)

- Hackathons offer a wide array of different learning opportunities for all parties involved:
  - bridge the gap between education and industry, and enable collaboration between many different actors
  - foster collaboration, innovation and knowledge creation in a cross-disciplinary and cross-border setting
  - challenges all actors involved to step out of their comfort zones

    (Briscoe & Mulligan, 2015; Calco & Veeck, 2015; Nandi & Mandernach, 2016)
- Most research on hackathons focus on end results, not many studies on the process itself.

RESULTS

The hackathon format

Critical stages of the process

Process overview

Hackathons are an excellent arena for developing competences

- Opportunities to develop critical competences; team work, project and time management, co-operation across borders, creativity, pithcing etc.
- Encourages entrepreneurship and ”maker mentality”
- Also,opportunities to develop coaching and mentoring skills

”This was a new experience for me and the most interesting hackathon I have taken part of yet. People are actually talking to each other and developing ideas and stuff, not only staring at their computer screens. I have learned more from this than from other hacks I have patrticipated in.”

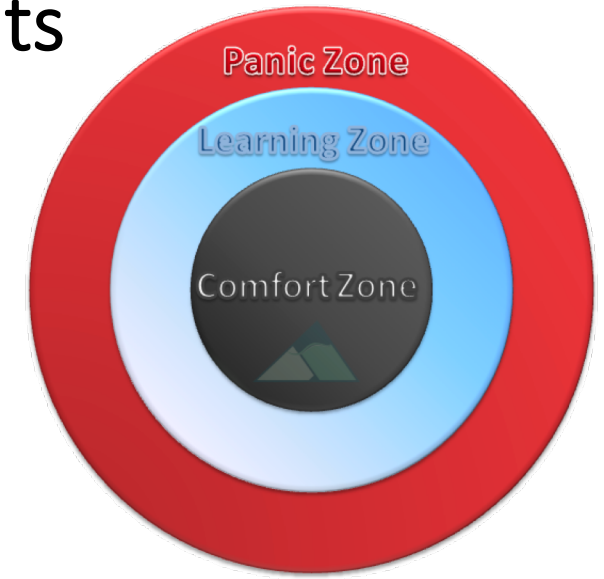
(Experienced hacker)

”It’s unusual to be part of something where you can see, almost feel, the progress and the learning taking place. It’s awesome to see the hackers’ commitment and motivation.”

(Volunteer)

Hackathons are efficient learning environments

- Everybody involved are at some stage challenged to step out of their comfort zone
- Unexpected insights, new ideas, inspiration, tools, contacts and networks for future endeavors etc.



”Today I learned that when one team member is missing, the rest of us must work extra hard to fill in the gaps. Today I had to learn several new things since one team member couldn’t be here. It was much more fun than I expected.”

(H6W hacker)

”We’re all learning here. Theory on theme roles and process was proven today - between those teams who had them and those who didnt.”

(Mentor)

Hackathons are excellent platforms for bridging the gap between education and industry

- Enables cross-disciplinary co-creation and collaboration
- Offers insights into new and unexpected worlds for students
- Offers insights into today's education for industry people

”I can't believe the results that have been acheived in only 48 hours. And some of these ideas has real potential.”

(Judge)

”I'm so impressed by these young people. They have brilliant futures ahead of them. I would hire anyone of them immediately if they only were a bit older.”

(Challenge setter)

”We didn't have anything like this when I was younger. I'm a bit jelaous. I whish I would have had the same learning opportunity.”

(Mentor)

RESULTS

The hackathon format

Critical stages of the process

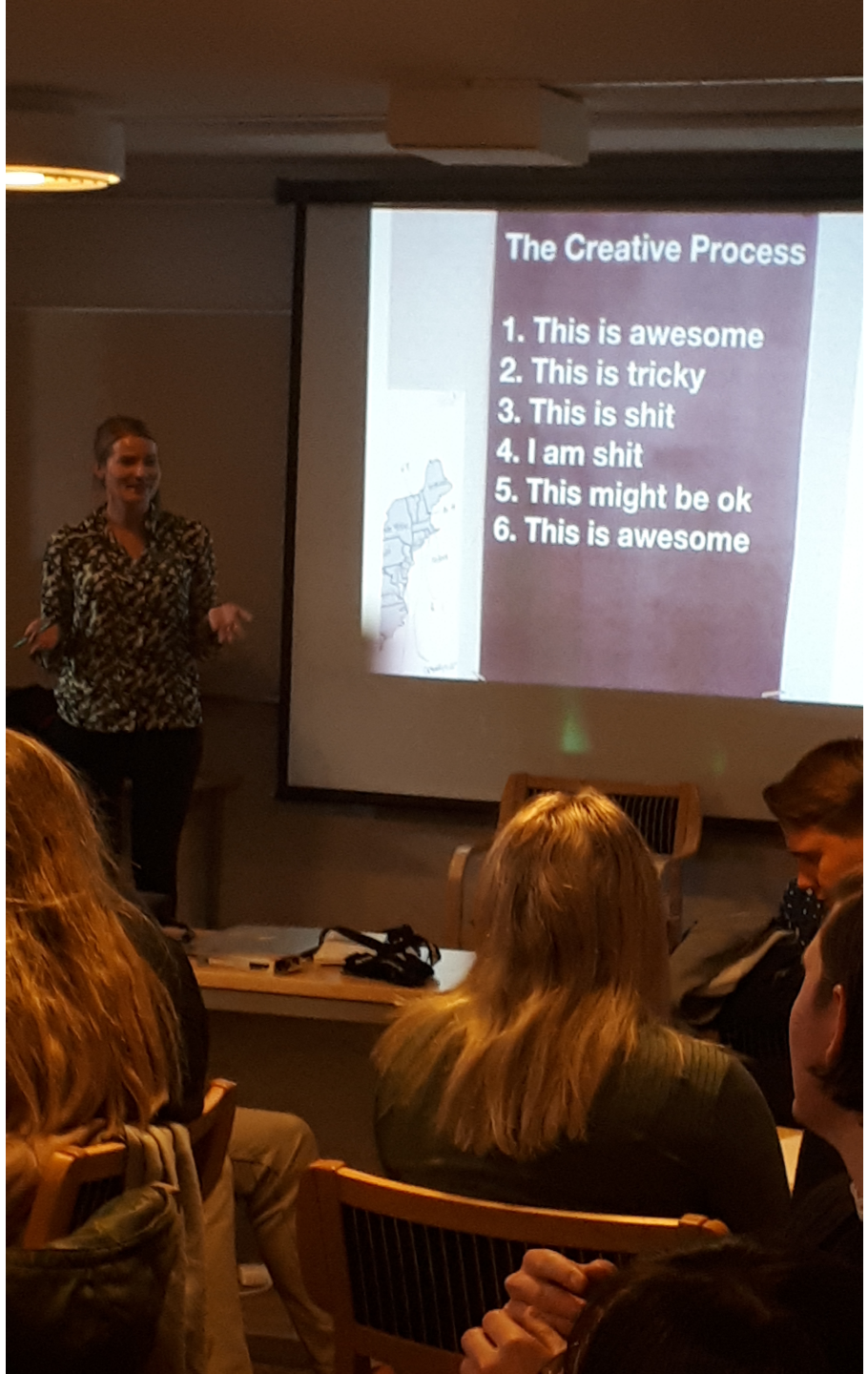
Process overview

The process triggers an emotional rollercoaster

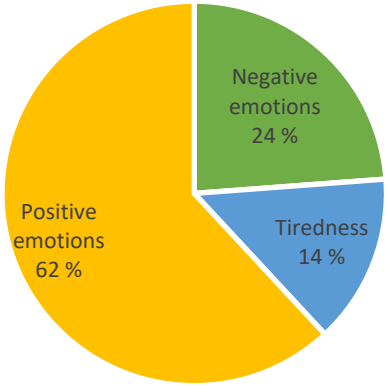
- Positive emotions: happiness, joy, energy, inspiration, excitement, curiosity, creativity etc.
- Negative emotions; confusion, anxiety, overwhelmed, stress, hunger, uncertainty, disappointment, frustration, sadness, loneliness, nervousness
- Tiredness and exhaustion

”This experience made made me oh so tired, but deeply impressed and very inspired. I will take this positive energy with me to work on Monday.”

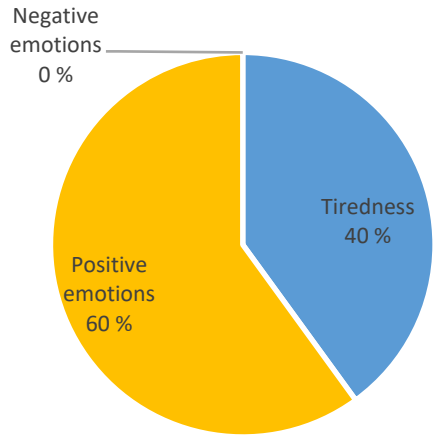
(Mentor)



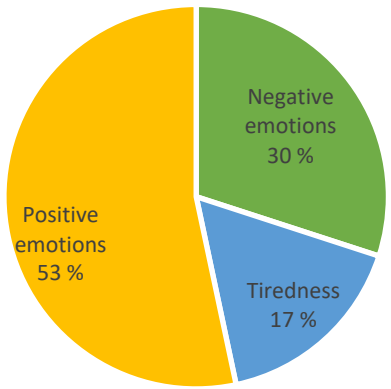
Process survey 1/8 (day 1)



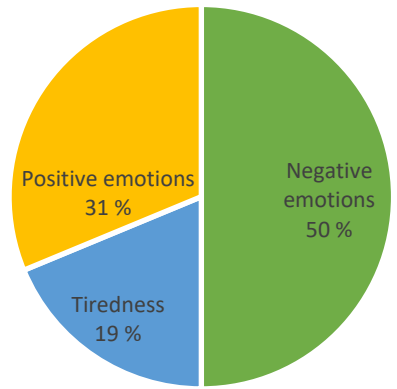
Process survey 2/8 (day 1)



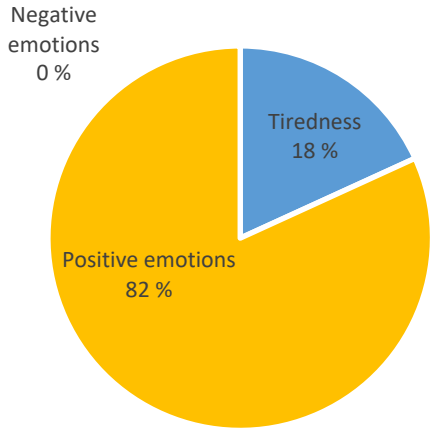
Process survey 3/8 (day 2)



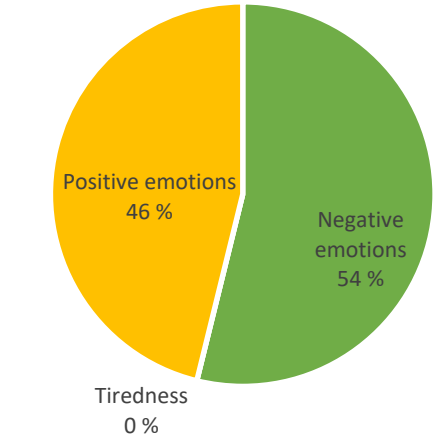
Process survey 4/8 (day 2)



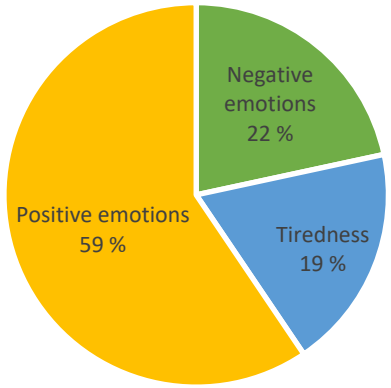
Process survey 5/8 (day 2)



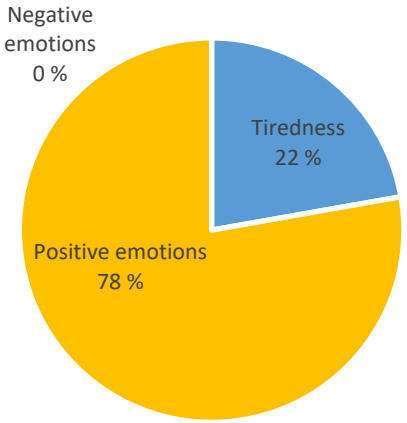
Process survey 6/8 (day 3)



Process survey 7/8 (day 3)



Process survey 8/8 (day 3)



Motivation is key for the process

- Nobody can stay motivated all the time
- When, where and how to encourage and motivate?
- Food, breaks, sense of belonging (we're in this together), overall feeling and environment, etc.

"I'm so tired and we're still working on getting everything together for the pitch. But I like being here and I learn so much. It's the small things that cheer you up and keep you going, like going outside to get fresh air and eat an icecream."

(H6W hacker)

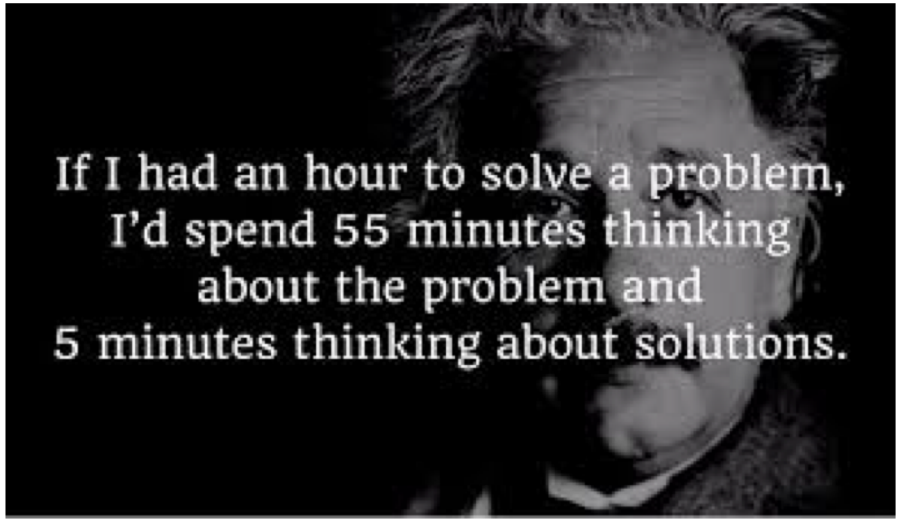
"The highlight for me today was to walk around and talk to these intelligent people. They are so motivated and eager to learn."

(Mentor)

"Today we ran into serious problems in my team due to lack of motivation. I realized what a huge role motivation plays in learning."

(H6W hacker)

The beginning is important



- Hackers are confused at the beginning of the emphatizing stage
- Teaming up or not – what's the very first step?
- Challenges need to be clearly defined and presented in a suitable manner
- Roles and division of responsibilities need to be clear among coaches, mentors etc. to bring stability and trust to the uncertainty experienced by the hackers.
- A number of pitfalls can be avoided by a good start of the process.

RESULTS

The hackathon format

Critical stages of the process

Process overview

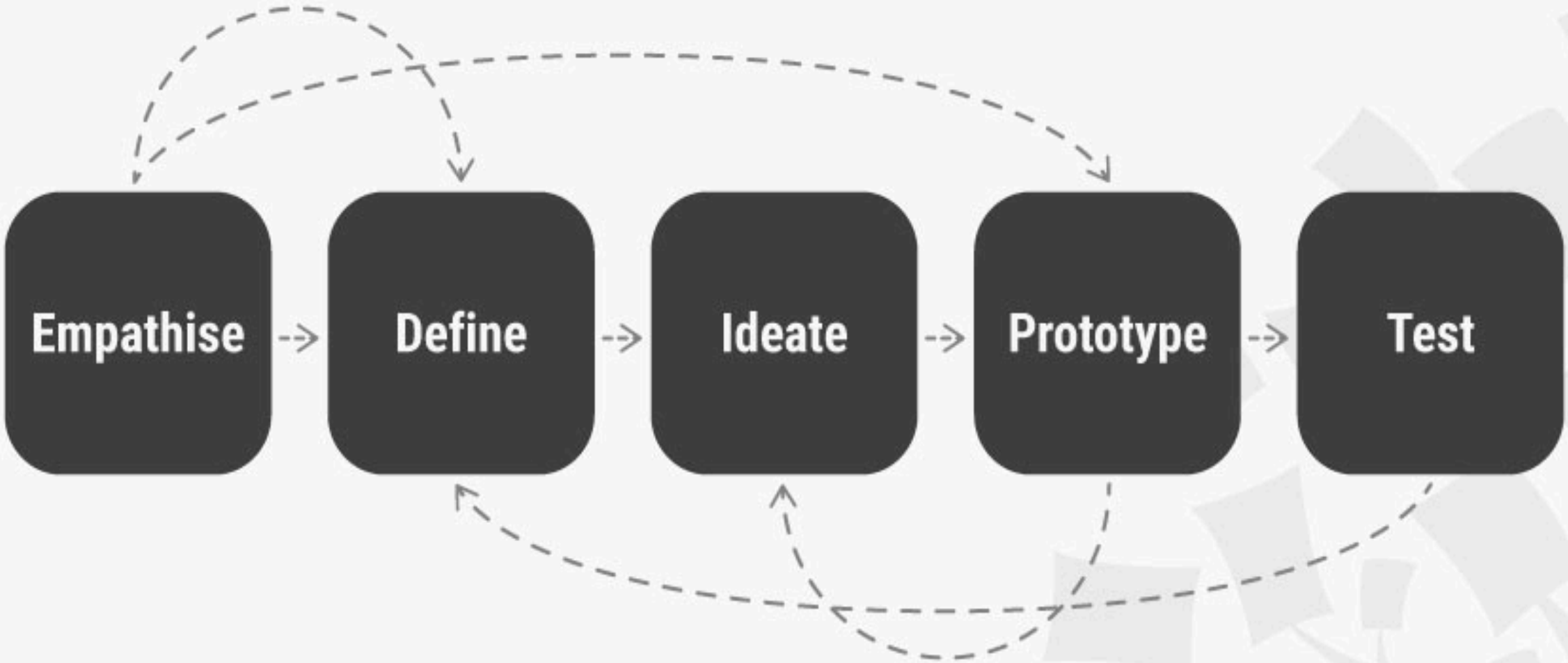
A succesful process is characterized by…

- Well executed planning and preparations (challenges, roles, etc.)
- A clear vision of and trust in the process and the stages
- Reaching or exceeding the set goals

- An overall positive experience among participants
- A sense of overcoming of the emotional turmoil and a sense of achievement
- New insights and “take aways” for everybody

- Suitably present coaches and support throughout entire process
- Time and space for reflection

Design Thinking: A 5 Stage Process



A FEW MORE TIPS FOR PLANNING

(BASED ON OWN EXPERIENCES)

Good contacts and accumulated networks invaluable

- I don’t need to know everything myself

Prepare for the unexpected

- Reality never follows the master plan, still, a clear goal and general guidelines are needed

Trust the process

- Let go of control, don’t interfer, let yourself be surprised
- Different teams progress at different pace
- The process is never easy

Try, fail, learn and have fun

- The learning process never ends
- Develop own ”tool box”

>edu{h}ack_ Project Canvas

Team: _____ Project manager: _____

Project summary

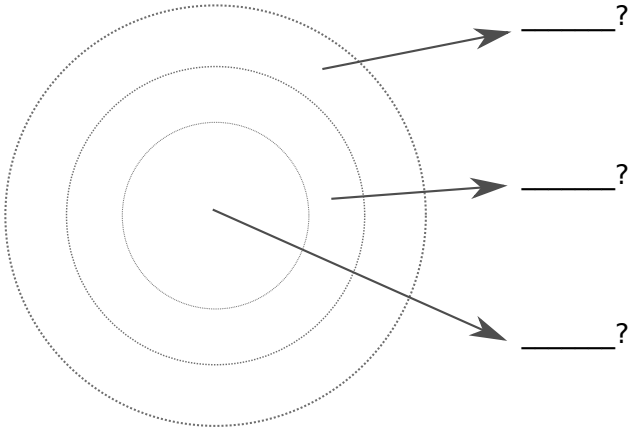
Description: .....

.....

.....

Keywords: .....

Essential questions



Google keywords: Simon Sinek ted talk

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Purpose/mission statement .....

Plan

The following needs to be clearly visible inside your work area and visible for visitors

Event goal: .....

Roadmap outline

Day 1	Day 2	Day 3

Current task ..... Next task .....

Leadership and communication

Your role ..... We work in ___ hour iterations

Possible styles: .....

.....

Recommended style: Ask questions first, find consensus and direct only if needed

Questions for each iteration (individuals answer within the team)

1. What did you do since last meeting?
2. What will you do until the next meeting?
3. Did you get stuck? Do you need help?
4. When do we have another iteration meeting?

EVALUATION CRITERIA FOR EDUHACK

The pitches at the end of EDUHack will be evaluated according to the following criteria. The evaluation scale goes from 0 to 2 (0 = below average, 1= average, 2 = good).

TEAM (# or name):		**0 - 1 - 2**

1. IDEA	Is there a need for the idea?	
	Does the idea solve the problem?	
2. IMPLEMENTATION	Is it possible to put the idea into practice?	
	How has the team taken possible problems into account?	
3. DISTINCTIVENESS	How is the idea different from other similar ideas?	
	How original is the idea / product?	
4. TEAMWORK	Does everyone have a clear role in the team?	
	Is the team spirit good?	
5. PRESENTATION AND MARKETING	Is the idea clearly understandable?	
	Is there something in the pitch and presentation, that makes the team or the idea seem especially interesting?	

NOTES:

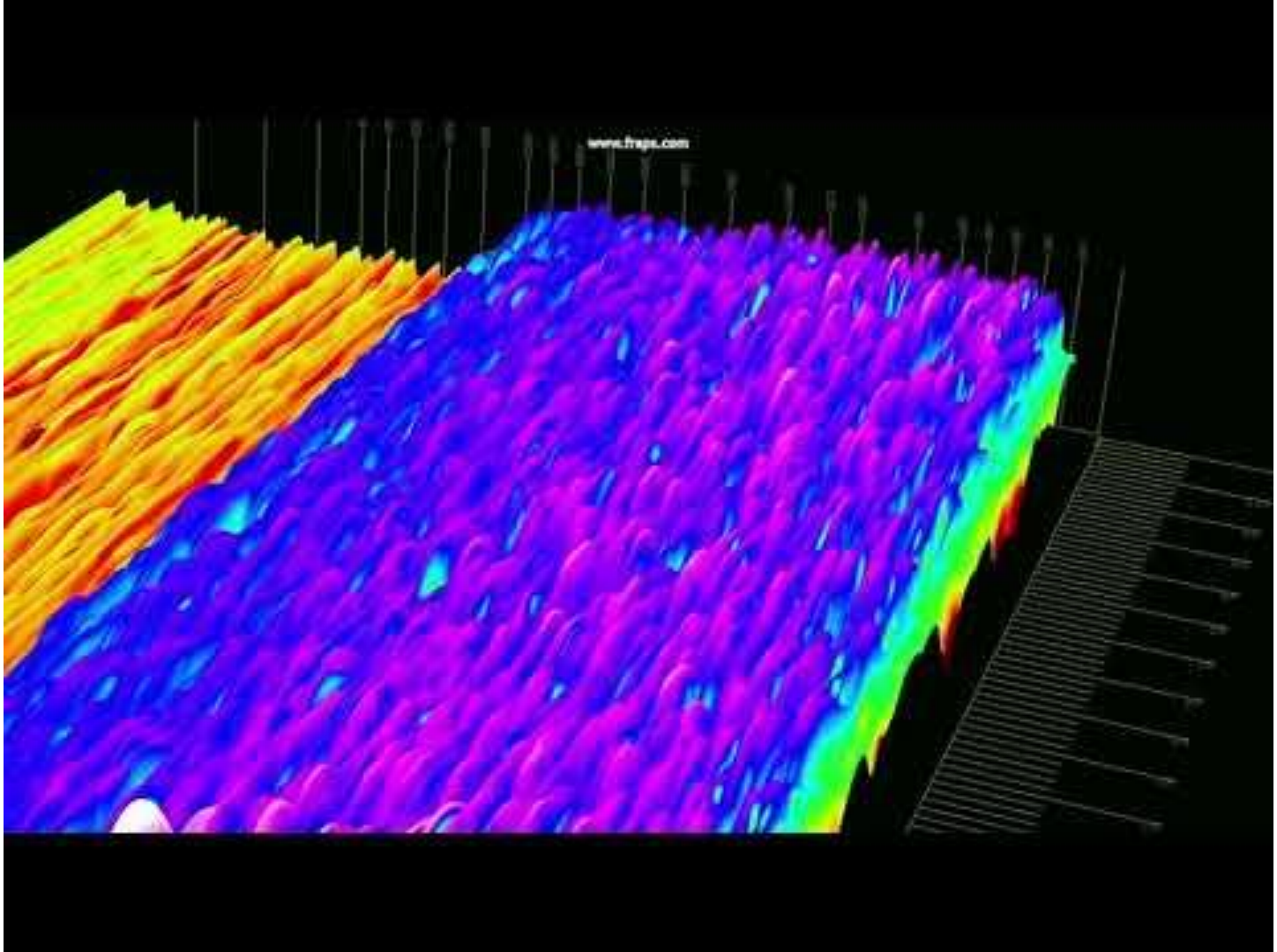
Testing the EDUHack module at MillCamp 6.9.2020

As part of the learning, teaching, training sessions we ran a mini-EDUHack at MillCamp, Denmark, on Sunday 6.9.2020.

This was a gamified version of the process with made-up partners and mentors, yet existing institutions or individuals to be able to mock the workshops that are essential part of EDUHack.

The event was a hybrid one and we tested Remo Online Conference Platform for this purpose.

The next few slides were used during the Kick-off of this event. Educraftor coach Juhani Koivuviita was leading the process.


www.fraps.com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makerhack
@ HIVE
Turku Game Hub
17-19
MAY
2018

Agenda

9:30 / 10:30 Registration

9:40 / 10:40 Kick-off: Keynote: what is EDUHack, schedule, mentors, challenge

9:50 / 10:50 Team up and team roles

10:00 / 11:00 Hacking starts!

10:15 / 11:15 Workshops for each team role

10:30 / 11:30 Hacking continues!

11:15 / 12:15 Pitching time!

11:45 / 12:45 Ending Ceremony: winner, prizes and thank you!

IBM

SAIS

UNSW SYDNEY

Team roles

Project manager

Designer

Hacker

Marketer

Pitcher

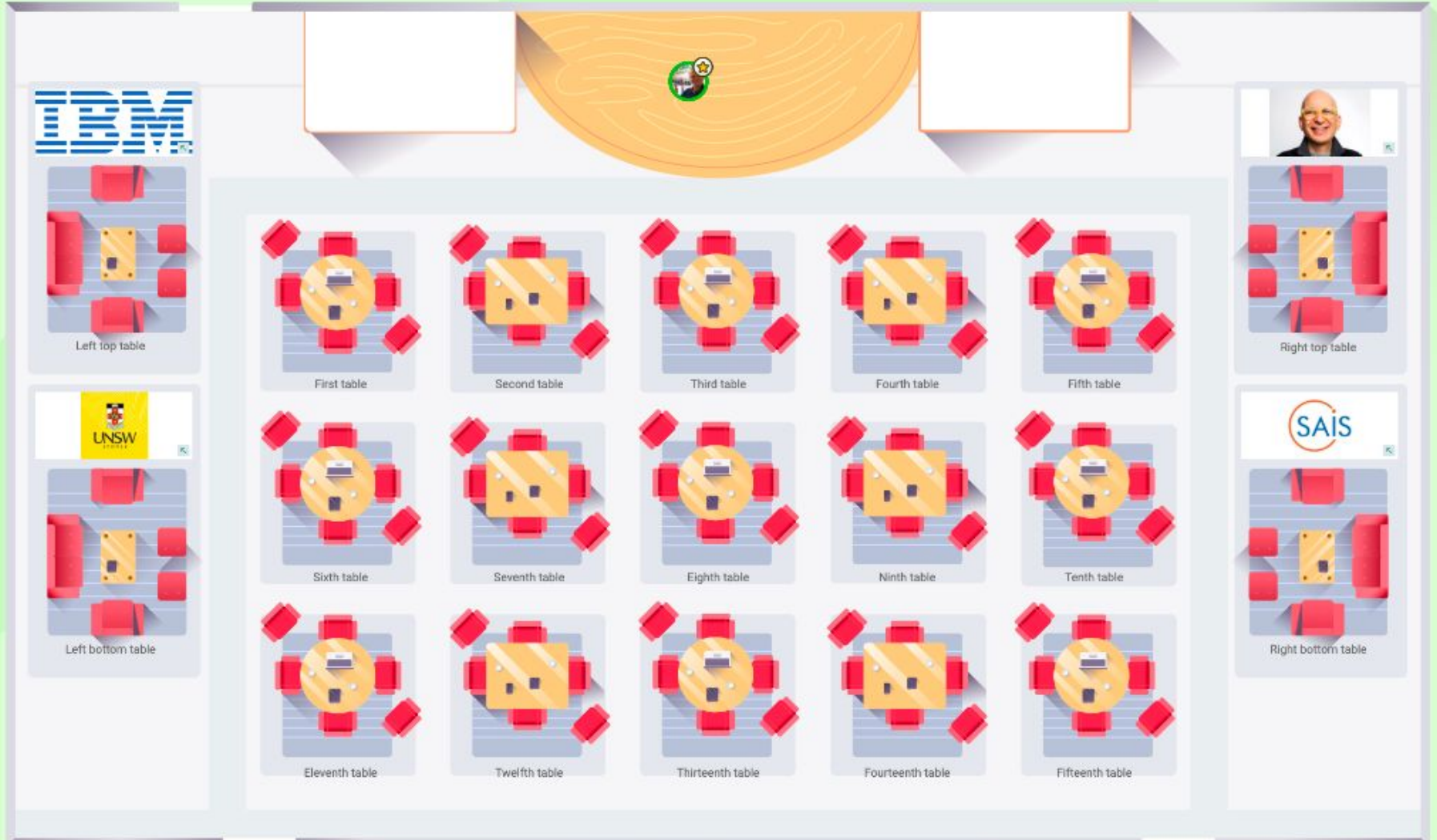
Challenge

“The glocal future”

What will be important here in Asnaes as much as in any place in the world, big or small?

Let’s hack!

Kick-off (14 min video)


IBM
Left top table
UNSW
Left bottom table
First table
Second table
Third table
Fourth table
Fifth table
Sixth table
Seventh table
Eighth table
Ninth table
Tenth table
Eleventh table
Twelfth table
Thirteenth table
Fourteenth table
Fifteenth table
Right top table
SAIS
Right bottom table

Workshop for Designer (gamified version)

1. Answer this first: What is design thinking?
2. Listen to what the mentor has to say:
   https://www.youtube.com/watch?v=pXtN4y3O35M
3. What is your main question to the mentor, write it here:
4. What will you take back to your team, write it here:

Workshop for Hacker (gamified version)

1. Answer this first: What is prototyping?
   It is a process of creating a prototype of an idea and experimenting with it.

2. Listen to what the mentor has to say:
   https://www.youtube.com/watch?v=2PzT0aAi9Lw

3. What is your main question to the mentor, write it here:

4. What will you take back to your team, write it here:
   Start with a sketch.
   Then make a physical model.
   Test quickly and thoroughly and then go back and iterate your design. Do it as many times as you need until you are happy. Do it at the early stage when it is cheap and fast to mitigate risks.
   Test on people not associated with your product - in person and via social media.
   Get to market fast. Only put the most necessary features. Make it finished not perfect.

Workshop for Marketer (gamified version)

1. Answer this first: What is marketing?
    a. *Creating Attention, Trust and Connection with customers to have them be interested in what we have to offer*

2. Listen to what the mentor has to say:
   https://www.youtube.com/watch?v=vrJY85dBJLc

3. What is your main question to the mentor, write it here:

4. What will you take back to your team, write it here:
    a. *We have to start with our 'WHY' - in order to produce a product we are proud of, and do it in a way that causes the effects to be things that we are proud of!*

Workshop for Pitcher (gamified version)

1. Answer this first: What is pitching?
   Short and clear presentation of the product we've created...

2. Listen to what the mentor has to say:
   https://www.youtube.com/watch?v=XWRtG_PDRik

3. What is your main question to the mentor, write it here:
   What's the 3 most important things to have in mind while pitching?

4. What will you take back to your team, write it here:
   Confidence
   Clarity
   Clear
   Smile

Chat between the mentors and hackers on Remo

2020-09-06 11:15:37 AM PF: Hello Hacker teams! When you have decided who is your Project Manager please send them to the Left Bottom table in the UNSW Lounge!

2020-09-06 11:17:20 AM IT: Project manager is NO

2020-09-06 11:17:30 AM JK: That lounge is for Hackers!

2020-09-06 11:17:42 AM JK: So please, select another table for the PM, thanks ;)

2020-09-06 11:19:29 AM PF: Apparently the Hacker workshop will be held at the UNSW lounge let's head over to the sixth table all Project Managers (PMs)! Thank you and sorry for the confusion!

2020-09-06 11:19:43 AM JK: 😘

2020-09-06 11:24:02 AM NO: G & A, have you found your workshop?

2020-09-06 11:25:16 AM AB: I found my table IBM, but I'm alone here

2020-09-06 11:28:26 AM NO: Was there material for you to review Alyssa?

2020-09-06 11:28:56 AM PF: In the Workshops click the LOGOS to get to the material!

2020-09-06 11:30:00 AM AB: I found, thank you)

2020-09-06 11:32:00 AM PF: 👍

2020-09-06 11:33:03 AM PF: Team Millcampers have formed! And is Hacking away! Good Luck!

2020-09-06 11:33:33 AM PF: and has...I suppose but hey Baltic English :D

2020-09-06 11:36:37 AM JK: Great team effort here! :)

2020-09-06 11:39:26 AM NO: Can we regroup at the 6th table please and start solving the challenge?

2020-09-06 12:23:39 PM PF: Hello Pitchers! need any help with your pitches?

2020-09-06 12:24:17 PM PF: Pitches need to be ready and shared with the organisers (JK) in 6 minutes!

Pitching (14 min video)

Observations by the participants/project partners

IT:

- I felt frustration and stress. “What is it that we are doing?”
- Later: “What is our solution going to be?”
- Confusion of who is leading and what are the roles.
- I want to get everybody on the same page.
- I think we weren’t aligned.

Observations by the participants/project partners

NO:

- The technology created an obstacle, how to get everybody on board in the hybrid setting.
- The workshops and splitting up came in very soon, before we were on the same page
- The Project Manager (team role) could have a checklist of what to do
- In this kind of a setting it’s important to know how to use the platform
- Leadership in the team, who leads?

Observations by the participants/project partners

M:

- Pitching felt good.
- The overall experience was quite chaotic, but I was trusting the process.
- In our solution: I think that the vision should not come from us.

Observations by the participants/project partners

GK:

- I felt the lack of challenge. What to solve? And for who? I tried to make sense of it all. That would motivate me to continue and really “hack” something new.

Observations by the participants/project partners

PF:

- In a longer hackathon process there would be much more support from mentors and coaches.
- Team roles, how strict are those, what do you think?