



Connecting the Dots

Mapping objectives to assessments using the Design Canvas



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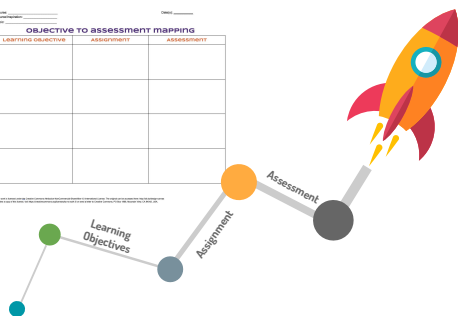
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Name: _____ Date: _____

OBJECTIVE TO ASSESSMENT MAPPING

LEARNING OBJECTIVES	ASSIGNMENT	ASSESSMENT

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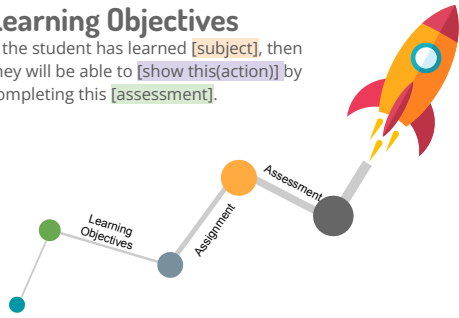
Learning Objectives

The foundation & scaffolding of your course



Learning Objectives

If the student has learned [subject], then they will be able to [show this(action)] by completing this [assessment].



5

Learning Objectives

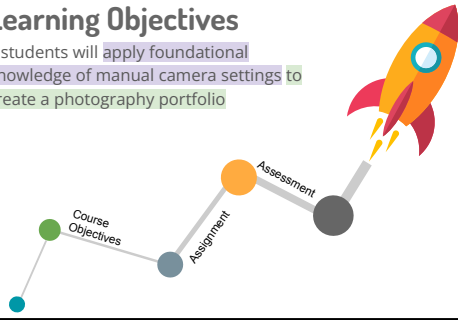
...student will demonstrate the ability to evaluate, integrate, and apply information from user interviews to create and present an accessible design solution



6

Learning Objectives

...students will apply foundational knowledge of manual camera settings to create a photography portfolio



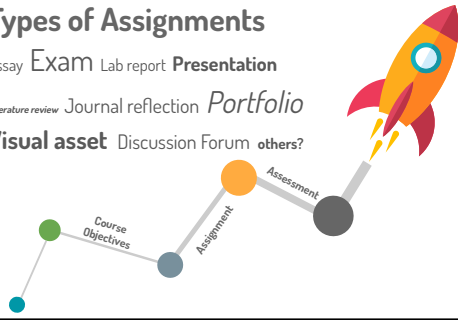
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Types of Assignments

Essay Exam Lab report Presentation

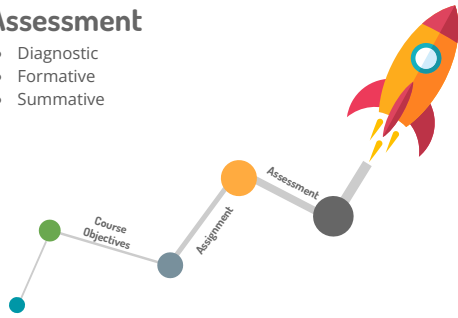
Literature review Journal reflection Portfolio

Visual asset Discussion Forum others?



Assessment

- Diagnostic
- Formative
- Summative



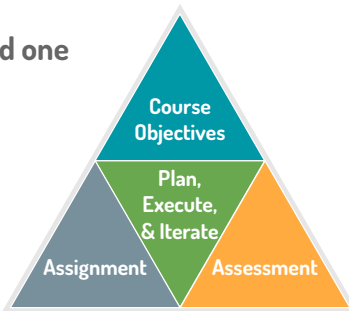
Learning Objectives Activity

- Working with a partner, name something you want to teach in your class
- As a team, work on turning the teaching goal into a course objective

REMEMBER:

- Specific learning goal -> action student will use to demonstrate learning -> assessment
- Write from the student's perspective
- Use Bloom's Taxonomy- <http://bit.do/blooms-tax>
- Think about how you can measure student learning

Mapping, round one



Class: BIODE Class 10
 Source/Inspiration: Original worksheet developed by Dr. Desjardins & Dr. Mercier
 Topic: Needs Elicitation

Date: 3x, 2024

BIODE design canvas

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • O2 Needs finding and screening tools 	<p>Space: Normal classroom</p>
<p>Gameplay/ Class Schedule:</p> <p>Link to the video for this and join with the design process from Class 10; slide 22 in lecture 1, needs finding, and to emphasize the importance of criteria over critical area interest</p> <ol style="list-style-type: none"> Each team has been assigned from Class 10 (Clinical/Functional Management, Marketing, Research & Development, Legal, Regulatory, Reimbursement, Manufacturing & Operations, Quality, Clinical, Sales) All the team members with a certain role leave their original "company" and come together at a combined table. As a group, students with the same role debate the criteria of different need design projects through their assigned role lens and decide on the merits of each based on the perspective of their role. Members from assigning different perspectives when choosing the best design project for your company and explain the role of the negotiation game. Students return to their company table and discuss the merits of each potential design project from their individually assigned roles. As a company determine how many based each member should get and members negotiate and leverage their perspective. (Visually use 100% decision making by dividing 100 beads between group members to identify their perspective's "weight" and therefore value, on the decision-making process to proceed with a given project. Reflect as a company how you reconciled different perspectives to choose a final project to pitch to a group. Several groups present which project they chose and why, highlighting the negotiating perspectives of each team member from within their role. Instructors provide guidance and award the highest value of the original projects based on needs and criteria. 	<p>Props:</p> <ul style="list-style-type: none"> • Provide brief summary videos from 7 different projects. Each video is from different clinical areas. <ul style="list-style-type: none"> • Slide of the video from Class 10 • Sticky notes • Large post-it pads on each table • Markers • 100 beads in a cup on each table <p>Prep:</p> <p>• Create links to each of the 4 minute videos and print them out for each table</p> <p>• Slide from Class 10, slide 22 in lecture 1</p>
<p>Goal:</p> <p>• Evaluate the roles within the process of the design process</p> <p>• Emphasize the importance of criteria over critical area interest</p> <p>• Understand the negotiations and perspectives involved in project approval</p>	<p>Debrief/Reflection:</p> <p>Based on your role, which was the best project to take? Were you surprised by the project you chose based on your role? Did it match your personal interests? Would the best projects have been different if you had been assigned a different role? How did your team negotiate different perspectives?</p>

Class: BIOC 1001
 Source/Inspiration: 3D & CAD
 Topic: Instruments of Design: Computer Aided Design, Dimensioning and Tolerances (Guest Lecture)

BIOC DESIGN CANVAS

Learning Objectives: <ul style="list-style-type: none"> D3. The ideation process D4. concept screening D5. design documentation 	Space: Normal classroom Project:
Gameplay Class Schedule: NOTE: Homework assignment with sketching rules and best practices. Each student brings in a sketch of a BIOC device on the device they think they are going to be	

The Design Canvas allows for:

- Class plans = easily translatable
- Communication with and preparation of TAs
- Database of class plans
- Open educational resources

Goal: Students learn to ID design pitfalls based on 3D sketches/CAD drawings, think about how to ID and avoid them prior to production	Debrief/Reflection: Original group provides written response on what the other group found as pitfalls and how they would recognize and avoid them in the future. Also think through how well the other group communicated their designs and how you can improve text and drawn communication in your own work
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Time to articulate & reflect...

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THANK YOU
