

Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-09-08

Name

Period

Date

Lesson

Lesson focus

Ethics of testing

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Debate whether all biological samples should be tested for everything possible, and defend your stance. Big idea: Scientific testing requires a hypothesis to guide which tests are worth running on a limited sample.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- biomolecule
- macromolecule
- toxicology
- tissue
- autopsy
- cause of death
- manner of death

My notes, examples, and questions

Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-09-08

Cornell Notes - Continued

Key words and questions

Prepared details and student notes

Must-know ideas
What should I understand by the end?

- Forensic and biomedical samples are often irreplaceable; running unnecessary tests can exhaust a sample and destroy its evidentiary value.
- A hypothesis constrains which tests are meaningful so that results are interpretable rather than a scatter of unrelated data.
- Every test carries a probability of false positives; more tests on the same sample increases the chance of a misleading result.

My notes, examples, and questions

Process notes
What happens during class?

- 0:00: Hook: scenario of a limited forensic sample with too many requested tests; what do you cut?
- 0:08: Introduce false positive probability concept; brief class discussion
- 0:18: Read the ethics prompt; list one benefit and one harm of exhaustive testing
- 0:30: Small-group debate: test exhaustively vs. test only the hypothesis; cite sample limitation
- 0:52: Individual CER writing: position, evidence, reasoning
- 1:10: Share two CERs; connect to Wednesday's lab design choices

My notes, examples, and questions

Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-09-08

Cornell Notes - Continued

Key words and questions

Prepared details and student notes

Steps and evidence What do I do and turn in?

- Read the prompt: Should investigators run every test a sample allows?
- List one benefit and one harm of over-testing a limited sample.
- Choose a side: test exhaustively vs. test only the hypothesis.
- Argue your claim in your group, citing sample limitation as a constraint.
- Post a written CER with your position and supporting reasoning.

Evidence: CER - Written CER (3-5 sentences) arguing whether investigators should test a sample exhaustively or only according to a hypothesis, with sample limitation cited in the reasoning.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- I can weigh costs and benefits of testing scope.
- I can defend a position with reasoning.

My notes, examples, and questions

Lab or safety notes What must I handle carefully?

No special lab safety notes today. Follow normal classroom and digital-work expectations.

My notes, examples, and questions

Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-09-08

Cornell Notes - Continued

Summary

Today's lesson focused on Ethics of testing. The main target was: Debate whether all biological samples should be tested for everything possible, and defend your stance. The evidence of learning is CER: Written CER (3-5 sentences) arguing whether investigators should test a sample exhaustively or only according to a hypothesis, with sample limitation cited in the reasoning.. In my own words, the most important idea from today is:

My summary

My final question or connection