Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-12-10

Name	Period	Date	Lesson
		2026-12-10	

Lesson focus

Device innovation ethics debate

Key words and questions	Prepared details and student notes

Essential question
What is today's target?

Students debate how much testing a new biomedical device should require before reaching patients. Big idea: Speed to market and depth of safety testing exist in direct tension: more testing protects patients but delays access for those who are suffering now.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- prototype
- constraint
- criterion
- CAD
- iteration
- stent
- prevention
- test plan

My notes, examples, and questions

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Cornell Notes - Continued

Key words and questions	Prepared details and student notes
Must-know ideas **What should I understand by the end?**	- A prototype is an early model built to test a specific function, not a finished product. - Iteration means redesigning based on test data, not intuition: each cycle should be driven by evidence. - Disease prevention goals shape device design criteria: you cannot test what you did not specify. **My notes, examples, and questions**
Process notes **What happens during class?**	- 0-8 min: Read the device case; annotate one patient who benefits from rapid deployment and one harmed by insufficient testing. - 8-18 min: Define prototype, iteration, disease prevention, safety testing threshold. - 18-35 min: Build two-point argument for your assigned stance. - 35-60 min: Structured debate; teacher tracks vocabulary use. - 60-72 min: Record the strongest opposing argument. - 72-80 min: Whole-class debrief; preview Wednesday device lab. **My notes, examples, and questions**

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Cornell Notes - Continued

Key words and questions	Prepared details and student notes
Steps and evidence **What do I do and turn in?**	- Read a case about a promising device awaiting further testing. - Choose a stance on rapid deployment versus extended testing. - Gather two arguments using safety and access examples. - Debate using terms like prototype, iteration, and disease prevention. - Record the strongest opposing argument you heard. Evidence: Exit ticket - One sentence recording the strongest opposing argument heard during the device innovation ethics debate. **My notes, examples, and questions**
Checks for understanding **How do I know I got it?**	- Defend a clear position with two evidence points. - Use design and testing vocabulary correctly during the debate. **My notes, examples, and questions**

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Cornell Notes - Continued

Key words and questions	Prepared details and student notes
Lab or safety notes **What must I handle carefully?**	Supplies: - Prototype materials such as tubing, mesh, or modeling clay - Ruler or calipers - Stopwatch or timer - Pressure or flow test setup - Safety goggles - Data recording sheet - Design notebook **My notes, examples, and questions**

Summary

Today's lesson focused on Device innovation ethics debate. The main target was: Students debate how much testing a new biomedical device should require before reaching patients. The evidence of learning is Exit ticket: One sentence recording the strongest opposing argument heard during the device innovation ethics debate.. In my own words, the most important idea from today is:

My summary

My final question or connection