

FINAL PROJECT – NEEDS IDENTIFICATION & BENCHMARKING

Due Date: Tuesday, 10/29 by the start of class

Team Assignment

Points: 20

Your Task:

Schedule and conduct a meeting with your teacher client. The goal for your interview is to clearly understand the needs of the teacher. Ask open ended questions (yes/no questions do not generate particularly useful information for you) focused on: (1) problems or needs that the teacher experiences related to their classroom or students, (2) constraints and criteria that the teacher has for their classroom or students, (3) ideas that the teacher might have for a possible solution, and (4) other information that the teacher is willing to share that could be interesting / relevant to your concept generation and selection. Translate what you learn into a statement of problem need, as well as design constraints and criteria, for your final project.

What/Where You Should Submit:

A Word or PDF document that includes the following items, submitted to the course Canvas site:

- Your project title and all team member names
- Description of your identified need and defined problem
- At least one completed interview highlights form. (If multiple team members attend the interview, you may include a single interview highlights form for the team or separate forms completed by each team member.) (The interview highlights form is included in this handout – it is the same form that was distributed in class on Thursday and is available on the course Canvas site.)
- Bullet list of project constraints and criteria. (You may include course-imposed constraints and criteria, such as those included in the final project description, but you may also include others derived from your interview with your teacher client.)
- A benchmarking table containing at least four existing learning tools that satisfy (at least some aspect of) your identified need/problem. (You may find some of your research for the K-12 education jigsaw assignment useful for this purpose.) For each tool in your table, include at least the following:
 - Description of the learning tool
 - Comments about how the learning tool is related to (at least some aspect of) the needs, constraints, and/or criteria specified by your client
 - A rating (quantitative or qualitative – with scale provided for reference) of the learning tool in terms of how well you believe it addresses the overall needs of your teacher client
 - Source of information (i.e., where you found/learned about the learning tool)
- A written statement comparing the learning tools benchmarked by noting their similarities and differences in context to the needs, constraints, and criteria of your project specifically. For each product, does the product fully satisfy your identified need/problem – if yes, how, and if not, why?

How Will You Be Graded?

10 points: Systems thinking (S)

- (2 pts) Brief description of your identified need and defined problem.
- (2 pts) At least one completed interview highlights form is submitted.

- (3 pts) A thorough set of constraints (i.e., attributes of the design solution that must be met in order for the design to be considered a success) associated with the problem or need has been provided.
- (3 pts) A thorough list of criteria (e.g., attributes of the design that should be optimized in order for the design to be considered a success) associated with the problem or need have been provided.

10 points: Research, Testing, & Evaluation (T)

- (1 pt) At least four products are contained within the benchmarking table.
- (2 pts) A brief description of each learning tool within the benchmarking table is provided.
- (2 pts) Comments are provided in the benchmarking table to explain how each product is related to (at least some aspect of) the needs, constraints, and criteria specified by your teacher client.
- (2 pts) Ratings (quantitative or qualitative – with scale provided for reference) for each item in the benchmarking table are provided that describe how well the item addresses the overall need/problem of your teacher client.
- (1 pt) Sources of information for all items are included in the benchmarking table.
- (2 pts) A written statement is included that: 1) compares the benchmarked learning tools by noting similarities and differences in context to the needs, constraints, and criteria of your specific project, and 2) comments about whether a product already seems to exist to satisfy the need/problem of your teacher client.

WORKSHEET – HIGHLIGHTS FROM INTERVIEW WITH TEACHER CLIENT

Date/Time:

Your name:

Name of teacher interviewed:

Problems or needs that this teacher related to their classroom or students:

Constraints and criteria that this teacher specified for their classroom or students:

Ideas that this teacher might have suggested as a possible solution:

Other information that the teacher shared that was interesting/relevant: