Changes between A’16 and A’17

**Project Introduction in Class:** During the first iteration of the course, I introduced the project with an in class announcement. There were no graphics or other details. I told the students to go to the course website to take a look and learn about the project there. During the second iteration, I had images and notes in the lecture software to show the balloon turbine graphic as well as the map they were going to use to locate the anchor points. I spent more time explaining the overall project goals and how the drafts and editing process was going to function later in the course.

**Hands On Wednesday (H.O.W.) balloon station**: During the first iteration, I had the students work with the balloons and the fans to observe the tensions in the strings. During the second iteration, the students added onto what was done the first time by discussing the stakeholders from the zones on the map and writing a response to how the stakeholders may respond. (See artifacts folder for some example responses).

**Project Description:** In the first iteration I did not give students a rubric and the QC details were given out after the first draft was submitted. During the second iteration, in an effort to increase transparency, I gave the students the project rubric as well as all the details about the QC process up front. Additionally, in the second iteration, the social impact was expanded to include more than simply the score that I assigned to each construction region. In the second iteration, students are determining what they want to power in the community. As such, they determine the social impact of these implemented systems. They need to use their own logic and opinions to determine how to compare the social impact scores from the map with the things they develop on their own. This makes them think more about the details of what is happening in the zones socially than a concrete number that I have preassigned.

**Project Submission:** During the first term students only submitted a poster and a paper. For the second delivery, students submitted a poster, separate calculations, and a paper. By separating the calculations from the poster, the students had the opportunity to make more of a marketing poster without the calculations.

**Syllabus:** During the second iteration, I added a section to the syllabus that tells students which learning outcomes the project will help them achieve.