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The workshop course is provided by technology-oriented engineering department. The goal is to understand technologies but also to foster motivation and active involvement of groupwork. The assignment given to the students was as follows:

1. Kinematic Synthesis of Mechanisms <Train Gap Filler>

The gap between the train and the platform at train stations is a significant safety hazard, often leading to accidents. This risk is especially high for children, the elderly, and individuals with physical disabilities with wheelchairs. The challenge is to devise a mechanism that effectively mitigates this danger.

2. Kinematic Synthesis of Mechanisms <Say "NO" to Door Knobs>

This project develops a new mechanism for touchless doors, inspired by the widespread unease with touching door handles in public spaces like schools, hospitals, and restrooms during the Covid-19 pandemic. This design aims to eliminate the need for physical contact with door knobs.

3. Net Zero X <Carbon Dioxide Removal>

Given that emissions of CO₂ are produced by all sectors of society, identifying effective ways to capture CO₂ and store it safely is crucial. Create methods to extract CO₂ from the air and separate it into its constituent elements, carbon and oxygen, and explore how these elements can be repurposed effectively.

4. Net Zero X <All Electric Airplane>

The objective of this project is to develop a strategy for reducing CO₂ emissions from airplanes. It involves researching the current challenges faced by the airline industry regarding CO₂ emissions and conceptualizing an all-electric airplane as a viable solution to significantly lower these emissions.

5. Radioactive <Science Communication on High-Level Radioactive Waste>

High-level radioactive waste (HLW) is created by the reprocessing of spent nuclear fuel. Storage cannot provide the permanent isolation of the wastes from human's environment. This workshop aims to reveal the current conditions and possible disposal methods of HLW, and understand ways of dealing with real social issues.

6. Monster Track <Damages on Infrastructures by Oversized Vehicles>

The oversized loading induced an excessive external load which exceeds load-carrying capacity of bridges, resulted in collapse incidents. Clarify the common challenges in protection of infrastructures during their life cycle from oversized vehicles and come up with initiatives and solutions to this issue.

Around six students formed groups and challenged one of the above six problems in seven 3-hour workshops: ideation, interim report, prototyping, final report, and a reflection essay at the end. Each student is requested to create an individual reflection essay including the following descriptions.

- Project description (300-400 words)

Title, goal and conclusion of the project

Process of the project: how you applied design thinking methods

- Contribution (300-400 words)

Your role in the project

Your contribution to the project

- Reflection (200-300 words)

Write freely but we are interested in what you learned from the series of workshops not only professional knowledge and skills but also how to contribute to and facilitate the workshops

Here is a student essay to be evaluated.

[STUDENT ESSAY]

Out of all topics related to Net Zero, our team decided to focus on transportation aspects. In specific, we picked an electric airplane. Our project was named, "All-electric airplane - CO₂ reduction". First, we redefined what is net-zero and what is an electric airplane. Our goal is to construct an airplane that runs with electricity and emits net-zero CO₂. We calculated how much emissions will be reduced by replacing a current jet-fuel plane with an electric airplane and considered what we need to do to reach net zero by utilizing it. Next, from the many problems and potentials of an electric airplane we detected, we chose some of the major ones and introduced them. For example, we found the airline industry's contribution to the emission issues. It provides 2.5% of global emissions, and that is 1.04 billion tons per year. However, if we succeed in constructing FEA (full electric airplane), 87% of CO₂ will be reduced. We can state that this electric airplane has great potential to contribute to reducing emissions. Based on this information, we divided our challenges into 3 parts, which are science, charging, and cost. With the science aspects, we tested multiple batteries to idealize the best suitable battery type. Currently, Lithium-ion battery shares a large part of electronic devices, such as a smartphone. However, all-solid-state battery might be more suitable for electric airplane because it provides high specific energy, more safety, and less weight. Next, with the charging aspect, we simulated building a new electric power plant. Also, we examined the multiple methods to recharge electricity during flight. Lastly, we researched costs we need to commercialize electric airplanes. Since part of fuel price and maintenance cost will be cut, we can assume that we have at least 50% low-priced ticket. In conclusion, as we simulated with an airplane with 180 passengers for an 800km flight, an all-solid-state battery is the most appropriate battery. It leads to reduce about 87% of CO₂. This can also lower ticket prices by about 50-80%. Although the technology is not ready to commercialize planes yet, we believe more investigation will make it possible.

In this project, I mainly focused on the charging perspective, especially recharging during flights. Even if we use the most efficient battery, FEA still raises the cost and takes more time to charge compared to the current jet-fuel airplane. First, I focused on the regenerative brake. It is a technology that an airplane uses electricity for acceleration and propulsion, and charge electricity when it decelerates and level down. There is an airplane from JAXA, which succeeded with using regenerative soaring during a flight. I introduced a graph that shows the motor shaft output, which is basically how much energy it uses, and the remaining battery of the airplane. From the graph, we can observe that there is a moment that motor shaft output gets negative values. At the same time, the amount of remaining battery keeps constant or even increases. From this data, we can conclude that this airplane succeeded with regenerative soaring and recharging electricity. The minimum power we require for an airplane with 180 passengers' airplanes is calculated as about 6 MW. This is the potential energy we can convert to electricity. Although the specific values of efficiency to convert energy into electricity are not determined yet, I consider this technology will help to reduce the initial electricity we need. Next, I decided to work on solar power generation. This is the same technology we conduct on the ground, but for this situation, it is on the wing. I calculated the energy airplanes we can get from solar power with the equation $E = TSI * A * E * \text{flight time}$, where TSI is the total solar irradiance, A is the surface area wing, and E is the solar photovoltaic efficiency. As I calculated the percent of energy from solar power against total flight energy is about 0.07 to 0.7%. Although this does not contribute much to reduce the initial energy we need, I consider investigation on this field is still ongoing, so these values will be improved in the future.

From the lectures of this course, I learned a variety of methods evaluating the challenges we face. In the class time, we mainly use them to share the contents of research we did outside class. Also, we use it to divide work and research about the specific area each of us focused on. Overall, one of the most important things I learned through this course is to determine specific common goals initially, so that we can try to reach them with different perspectives. We considered having different perspective and works on individual tasks are important and useful methods. However, sometimes we lost the most important goals and concentrated into individual works too deeply. Therefore, we sometimes did

calculations with different conditions. For example, I calculated the possible energy we can get with solar power generation during flight from papers I found. I tested with multiple situations, such as flight from Tokyo to San Francisco, Tokyo to Beijing, and Tokyo to Seoul. I was not aware that our goal is to create an airplane with 180 passengers with an 800km flight. Our group members discussed and decided within the class time, but I was too into my work and unaware about it. From this experience, I learned that it is important to share the information more often and check what is the final goal so that we do not lose.

[END of ESSAY]

Scoring of students' essays should be done based on the following rubric.

[SCORING RUBRIC]

Comprehensive Evaluation of Workshop Course (Total: 30 Points)

1. Technical Knowledge and Application (10 Points)

- **Understanding of Concepts:** Evaluates how well the student grasps the technological and theoretical concepts relevant to the project.
- **Practical Application:** Assesses the effectiveness of applying technical knowledge in practical situations, specifically in project design and development.
- **Innovation and Problem Solving:** Measures the creativity and innovation in addressing project challenges and proposing effective solutions.

2. Teamwork and Collaborative Skills (10 Points)

- **Individual Role and Contribution:** Looks at how clearly the student defines and fulfills their role within the team, and their contribution to the project.
- **Team Interaction and Communication:** Evaluates the student's ability to communicate and collaborate effectively within the team.
- **Peer Engagement:** Considers the student's participation in peer learning, support to team members, and contribution to the team's dynamics.

3. Reflective Learning and Personal Growth (10 Points)

- **Self-Reflection and Insights:** Assesses the depth of the student's self-reflection on personal learning and development throughout the project.
- **Design Thinking and Process:** Measures how well the student demonstrates the application of design thinking methods and management of the project process.
- **Skill and Attitude Development:** Evaluates the growth in the student's professional and soft skills, like critical thinking, adaptability, and communication.

Performance Levels and Point Allocation:

- **Outstanding (10 Points):** The student not only fulfills but also significantly surpasses all set criteria. Their work demonstrates exceptional understanding, creativity, teamwork, and introspection. They exhibit mastery in applying theoretical knowledge to practical scenarios and show remarkable initiative and innovation.
- **Highly Competent (8 Points):** The student consistently meets all expectations and often goes beyond them. Their work reflects a thorough understanding and application of concepts, effective collaboration, and thoughtful reflection. They demonstrate a strong ability to integrate knowledge with practical skills and show considerable proficiency in problem-solving and innovation.
- **Competent (6 Points):** The student meets the standard expectations in all evaluated areas. Their work shows adequacy in understanding and applying concepts, collaborating with the team, and reflective thinking. While they demonstrate basic competency, there may be a need for further development in depth, consistency, or innovation.
- **Needs Improvement (4 Points):** The student's work falls short of meeting the standard expectations in several key areas. There is a noticeable lack of depth or understanding in technical application, collaboration skills, or reflective thinking. This level indicates that the student needs considerable improvement and guidance to reach the expected level of competency.

Application:

Each main item in the rubric is worth up to 10 points, making the total possible score 30 points. The students' performance in each area is assessed against the four performance levels: Outstanding=10 Points, Highly Competent=8 Points, Competent=6 Points, and Needs Improvement=4 Points, accordingly. This approach ensures a comprehensive and nuanced evaluation of the students' work, reflecting their technical abilities, teamwork skills, and personal growth through the workshop course. [END of SCORING RUBRIC]

Use the rubric to evaluate the student's reflection essay above on a scale of 30 points. Perform Holistic Scoring for each main item. This approach treats each main item (Technical Knowledge and Application, Teamwork and Collaborative Skills, Reflective Learning and Personal Growth) as a whole, evaluating the student's overall performance in that area. In Holistic Scoring, the three subitems for each main item serve as critical guiding parameters rather than direct scoring elements.

Based on the provided rubric, let's evaluate the student's essay:

1. Technical Knowledge and Application (10 Points)

- Understanding of Concepts: The student demonstrates a clear understanding of the technical concepts related to the all-electric airplane project. The essay articulates the environmental impact of current aviation methods and the potential benefits of electric airplanes.
- Practical Application: The student effectively applies technical knowledge to the project, especially in the exploration of battery types, regenerative braking, and solar power generation.
- Innovation and Problem Solving: There is evidence of creative problem-solving, particularly in exploring different battery technologies and methods for recharging during flight.

Score: Highly Competent (8 Points) - The student shows a strong grasp of technical concepts and their practical application, with a good level of innovation.

2. Teamwork and Collaborative Skills (10 Points)

- Individual Role and Contribution: The student clearly outlines their specific focus on the charging aspect of the project, indicating a defined role and significant contribution.
- Team Interaction and Communication: There's less emphasis on interaction and communication within the team, but the student's contribution to the project suggests effective collaboration.
- Peer Engagement: The student does not explicitly mention engagement with peers beyond the division of tasks.

Score: Competent (6 Points) - The student demonstrates a clear individual role and contribution, but there's less evidence of active team interaction and peer engagement.

3. Reflective Learning and Personal Growth (10 Points)

- Self-Reflection and Insights: The student reflects on the learning experience, acknowledging the importance of aligning individual work with team goals.
- Design Thinking and Process: The essay shows an understanding of design thinking methods, particularly in the division of tasks and tackling the project from different perspectives.

- Skill and Attitude Development: The reflection on the importance of staying aligned with team goals indicates growth in professional skills, but there could be more depth in discussing personal skill development.

Score: Competent (6 Points) - The student demonstrates reflective learning and an understanding of the design process, but there could be more depth in self-reflection and personal growth.

Total Score: 20 Points

The student's essay is competent in all areas, with particularly strong technical knowledge and application. There is room for improvement in teamwork skills and deeper personal reflection.