

Evaluation report Hydrogen Technology

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The evaluation committee has evaluated the course Hydrogen Technology by sending an online questionnaire to 39 students. 14 students filled in the questionnaire, which gives a response of 36%.

The course Hydrogen Technology scores an average mark of a 3.3 which is insufficient for a master course. The statements 'The teacher was available for questions' and 'The contents of the course are interesting' score the best with both a 3.9. The statements 'The study material (written and electronic) covered the subjects sufficiently' and the 'quality of the study material was good' score the lowest with both a 2.9, which is insufficient.

In the commentaries the students support these low grades. They think that the lecture slides are not well organised, and additional searching in books or scientific papers is necessary. They also mention the lack of coherence in the course, which the students ascribe to a too broad scope. Students think that, even though it's a theoretical subject, some examples would help them in order to understand the different subjects and their usage. With regard to the exam, students think it sometimes deviated from the content and terminology used in class. Students are also annoyed by the fact that the announcement of the grades was very short before the exam re-sit. Also the difference between the lecturer's and the students' timetable was inconvenient.

These are the main conclusions of the evaluation. The interpretation is based on the remarks of the respondents. For an overview of the results, see the graph at the end of this report.

Recommendations of previous evaluation

No previous report was found. It is therefore not possible to state the recommendations of the last evaluation.

Recommendations by the committee

The quality of the course can be improved. Based on the results of the questionnaire, some recommendations for improvement are provided. The most important recommendations are:

- Revise the lecture sheets. Make sure the lecture sheets contain all the required information and present that information in a clear way. This will also improve the coherence of the course.
- Add some examples to the lecture sheets. Students think that examples could help them to understand the different subjects.
- Announce the grades earlier so the students have sufficient time to prepare for the exam re-sit.

Response from the lecturer

The course is going to be completely revised this year and will focus on “Energy storage” as against the current course which addresses all aspects of a Hydrogen based economy. The latter is the strength and weakness of the current course. On the one hand we have to address a variety of themes and this requires expertise from various research groups. Thus, there are 8-9 lecturers discussing different topics. This makes some overlap and repetition unavoidable as every teacher wants to tell a coherent story and justify it. Then we have students attending from mechanical engineering, chemical engineering, technical physics and even from technical management. This makes it impossible to get deep into each topic in order to keep all students in the scheme. For this reason the course is a bit generic, but on purpose. All of us could not much more technical details, but then there will be problems about the background (Pre-knowledge) of the students. One point of concern, that I have brought up often, is the re-exam dates which are very close to the exam. This really a problem for the HT course because 8 staff members have to correct the exam. I am sure the new course planned this year will take these issues into consideration and take care of the issues mentioned in the evaluation.

Overview

- All marks are given on a Likert-scale from 1-5. For master courses, a mark of 3.5 or higher is sufficient.
- The height of the bars in the graph represents the mark. The thin line at the top of the bars gives the standard deviation.

