



Energy Storage Project

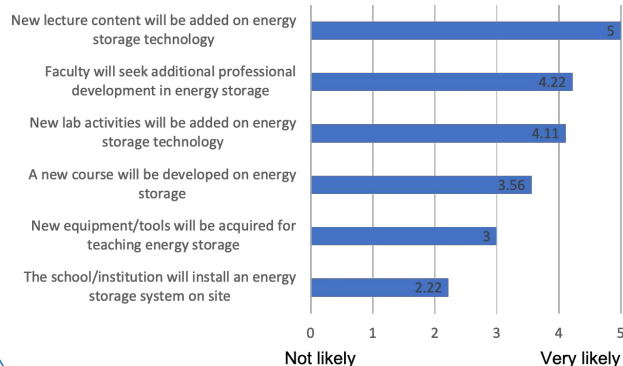
The goal of the CREATE Energy Storage Project is to advance the field of renewable energy by supporting the integration of energy storage technology into existing two-year college programs, creating high school pathways and partnerships.



This goal will be accomplished through four objectives:

1. Examining existing model energy storage education efforts already pioneered in European countries.
2. Conducting a Job Task Analysis and Curriculum Gap Analysis to identify critical knowledge and skills for technicians working with energy storage systems.
3. Implementing pilot energy storage courses in a model teaching laboratory.
4. Providing professional development in energy storage for two-year college instructors through digital webinars, presentations, and workshops.

In the next five years, how likely is it that:



Publications

www.createenergy.org

Teaching Lessons & Materials

<http://www.createenergy.org/teaching-materials.html>

Solar PV Battery and Charge Controller Includes:

- Student Lesson and Response Guide
- Teacher Answer Key
- List of Materials and Equipment
- DOE Energy Literacy Standards
- Next Generation Science Standards

Webinars

<http://www.createenergy.org/publications.html>

- Solar PV: Battery Storage and Charge Controller
- Battery Storage

ASEE Best Paper Award Energy Division 2020

A comparison of the renewable energy and energy storage sectors in Germany and the United States, with recommendations for engineering teaching practices. - Bosman, Brinker, & Walz
http://www.createenergy.org/assets/bosmanbrinkerandwalz_germanyre_asee2020.pdf

ASEE Professional Development Division 2020 International Faculty Professional Development: Utilizing Hybrid Environments to Deepen Learning & Grow Community - Slowinski, Temple & Walz
<http://www.createenergy.org/assets/slowinski-temple-and-walz-intprofdev-asee2020.pdf>



Award #1800893

This material is based upon work supported by the National Science Foundation under Grant #1800893. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.