|  |
| --- |
| **Call for proposals**  **ENAC Teaching Units (Ba6) 2020**  **Deadline: 30.06.2019**  The ENAC School is launching a call for proposals for [ENAC WEEKS](https://www.epfl.ch/schools/enac/education/design-together-en/enac-week/) (Ba4 - 4 ECTS) and [ENAC TEACHING UNITS](https://www.epfl.ch/schools/enac/education/design-together-en/enac-teaching-units/) (Ba6 - 4 ECTS). These interdisciplinary courses are offered to all students from the three ENAC sections as part of the [Design Together](https://www.epfl.ch/schools/enac/education/design-together-en/) program  **Design Together purpose & vision**  As the core element of the ENAC School, the interdisciplinary teaching program Design Together enables the next generation of engineers and architects to integrate disciplinary knowledge to tackle complex challenges in a changing world.  Working together in multidisciplinary project teams, students from environmental sciences & engineering, architecture, and civil engineering acquire the abilities to design innovative solutions for a more sustainable future and become aware of their social and ecological responsibilities.  **Teaching Unit general description**  The [ENAC Teaching unit](https://www.epfl.ch/schools/enac/education/design-together-en/enac-teaching-units/) is a 4 ECTS mandatory course for all ENAC students in their 6th Bachelor semester. The ENAC Teaching Units are dispensed at the Spring Semester on **Wednesday from 13.15 to 17.00**. Each ENAC Teaching Unit has typically between 20 and 25 students.  The Teaching Unit provides the students with the opportunity to combine theory with real-world application. Building upon the interdisciplinary experiences of the ENAC week, students further develop their ability to work in multidisciplinary teams to formulate problems and propose potential solutions in a broader context. The ENAC Teaching Unit consolidates interdisciplinary understanding and enables students to reflect on the strengths and weaknesses of disciplines.  To encourage Teaching Units, the ENAC school provides **financial support up until CHF 12’000.-**  **Selection criteria for proposals**   * **Interdisciplinary teaching team:** teachers from at least two different disciplines design and conduct the course. * **Topic relevance**: the course topic is accessible and relevant to students from at least two sections of the ENAC School. * **Internal teachers**: the course involves internal teachers. The role of external experts is limited to speakers (vs. external teachers), unless justified. * **Continuity**: the course can be repeated at least three years (under the conditions of a good evaluation).   **Deadline for proposals:** 30.06.2019 |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Course title** (max. 50 characters including blanks) | | | |
| In English:  In French: | | | |
| **2. Summary** | | | |
|  | | | |
| **3. Content** | | | |
|  | | | |
| **4. Themes**  *Please select the domains which describe best the topic of course* | | | |
| **SPACE** (Where?) – *Which type of space mainly relates to the course topic?* | | | |
| **Urban area** | **Rural area** | **Mountain area** | **Beyond** |
|  |  |  |  |
| **ACTIVITIES** (What?) – *Which field of human activities mainly relates to the course topic?* | | | |
| **Mobility** | **Housing** | **Construction** | **Communication** |
|  |  |  |  |
| **RESOURCES** (What?) – *Which natural resource mainly relates to the course topic?* | | | |
| **Energy** | **Soil** | **Water** | **Materials** |
|  |  |  |  |
| **TOOLS & METHODS** (How?) – *Which tools and methods are mainly used?* | | | |
| **Designing** | **Measuring\*** | **Fabricating** | **Visualizing\*\*** |
|  |  |  |  |
|  | *\*incl. observing,*  *analyzing data, monitoring* | | *\*\*incl. representing* |

|  |  |  |
| --- | --- | --- |
| **5. Transversal and interdisciplinary learning outcomes**  *Please select at least one learning outcome per category of intelligence and describe a learning activity that will enable the students to reach the respective learning outcome* | | |
| **Practical intelligence** | |  |
|  | Collaborate and communicate efficiently across disciplines |
|  | Integrate knowledge from different disciplines to find solutions |
|  | Develop strategic approaches for group work |
| **Creative intelligence** | |  |
|  | Design solutions for a real-world problem by applying theoretical knowledge |
|  | Explore and think out of the box to implement a solution |
| **Analytical intelligence** | |  |
|  | Analyze the problem as a whole and in its context |
|  | Identify and formulate critical questions |
|  | Apply disciplinary knowledge and methods and integrate some of them |
| **Reflective intelligence** | |  |
|  | Reflect on own discipline and connected knowledge (develop disciplinary consciousness) |
|  | Be aware of strengths and limitations offered by the different disciplines |
|  | Develop empathy and humility |
|  | Reflect on disciplinary values and culture |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6. Main teachers and course instructors** | | | | |
| name, first name | | status | lab acronym | Institute/section |
|  | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |
| **7. Other course instructors**  If possible, provide the names of other people involved in the course | | | | |
|  | *name, first name, lab acronym, institute/section* | | | |
| Internal course instructors\* |  | | | |
|  | | | |
|  | | | |
| Other internal speaker (punctual) |  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | *name, first name, institution, company or other* | | | |
| External course instructors\* |  | | | |
|  | | | |
| Other external speaker (punctual) |  | | | |
|  | | | |
|  | | | |
| *\* to be appointed the role of course instructor, one needs to teach a minimum of seven hours of teaching (lessons, exercises, practical work or laboratories) + contribute significantly to the course content.* | | | | |

|  |
| --- |
| **8. Operating budget**, incl. short description: |
|  |
| **9. Other comments (e.g. special space or equipment needs)** |
|  |