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| **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).

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| 1. **Course title** (max. 50 characters including blanks)
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| In English:In French: |
| **2. Summary** |
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| **3. Content** |
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| **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* |

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| **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 |  |

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| **6. Main teachers and course instructors** |
| name, first name | status | lab acronym | Institute/section |
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| **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\* |  |
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| Other internal speaker (punctual) |  |
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|  | *name, first name, institution, company or other* |
| External course instructors\*  |  |
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| Other external speaker (punctual) |  |
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| *\* 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.*  |

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