

5.0 credits	60.0 h	1+2q
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Teacher(s) :	Opfergelt Sophie ; Baret Philippe ; Defourny Pierre ; Delvaux Bruno ; Dufey Joseph (coordinator) ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	<p>The course proceeds from actual stakes related to the biological, agronomical and environmental engineering and will approach the following themes:</p> <ul style="list-style-type: none"> <li>- the bio-geochemical cycles of the biosphere (water, carbon, nitrogen); energetic flows.</li> <li>- notions of bio-climatology, classification of climats, climatic indicators.</li> <li>- basic notions of ecosystems (biotopes and biocenoses, trophic chains); food chains; production and productivity.</li> <li>- sustainable development; notions of equilibrium and imbalance; notions of vulnerability; biodiversity and the conservation problematic; pollution and tracability problems.</li> <li>- role of the soil as a reactor in the functioning of ecosystems: water and mineral elements storage, alteration and acidification; notions of resilience, mobility of biogenous elements and bio-pedological cycles; storage and mobility of contaminants.</li> <li>- impact of the human being on the functioning of the ecosystems and on the soil.</li> </ul>
Aims :	<p>This course aims the initiation of the students to the important stakes related to the biological, agronomical and environmental engineering; to discern the role of the futur bio-engineer and to acquire the basic concepts essential to the analysis and management of ecosystems. It should bring the students to:</p> <ul style="list-style-type: none"> <li>- understand the technical and scientific acts of a bio-engineer in a framework of wich's dimentions go beyond those of the engineer sensu stricto.</li> <li>- acquire the basic concepts of the analysis of the air-water-soil interactions and of the global functioning of ecosystems.</li> <li>- understand the bio-geochemical cycles (water, carbon, nitrogen) and the global funtioning of their compartments, especially the soil.</li> </ul> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Content :	<p>The basic principles will be taught by means of concrete examples related to the biosphere engineering. For example: starting from the human nutrition seen globally, different concepts will be taught: trophic and food chains, energetic flows, productivity, bio-geochemical cycles (water, carbon, nitrogen), functions of the soil compartment such as storage, mineral supply...</p> <p>The learning process will be based on a problem-approach, where the basic concepts are acquired through an analysis of the stakes and a perspective view of the concepts.</p>
Other infos :	<p>Evaluation : continuous Support : P.J. Jarvis (2000) Ecological Principles and Environmental Issues. Pearson Education Ltd., Limbourg, 303 p.</p>
Cycle and year of study :	<ul style="list-style-type: none"> <li>&gt; <a href="#">Bachelor in Bioengineering</a></li> <li>&gt; <a href="#">Bachelor in Psychology and Education: General</a></li> <li>&gt; <a href="#">Bachelor in Information and Communication</a></li> <li>&gt; <a href="#">Bachelor in Philosophy</a></li> <li>&gt; <a href="#">Bachelor in Economics and Management</a></li> <li>&gt; <a href="#">Bachelor in Motor skills : General</a></li> <li>&gt; <a href="#">Bachelor in Human and Social Sciences</a></li> <li>&gt; <a href="#">Bachelor in Sociology and Anthropology</a></li> <li>&gt; <a href="#">Bachelor in Political Sciences: General</a></li> <li>&gt; <a href="#">Bachelor in History of Art and Archaeology : General</a></li> <li>&gt; <a href="#">Bachelor in Mathematics</a></li> <li>&gt; <a href="#">Bachelor in History</a></li> <li>&gt; <a href="#">Bachelor in Biomedicine</a></li> <li>&gt; <a href="#">Bachelor in Pharmacy</a></li> <li>&gt; <a href="#">Bachelor in Religious Studies</a></li> </ul>
Faculty or entity in charge:	AGRO