

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

4 credits	40.0 h	Q1
-----------	--------	----

Teacher(s)	Vermer Francois ;
Language :	French
Place of the course	Bruxelles
Main themes	<ul style="list-style-type: none"> • Features of general geology and physical geography • Geographical environments: how to live and build on our planet? • Movements of the Earth and the Sun and their impact on the variability of the climate • Natural areas in the polar regions; features of rural, urban and regional geography • Development of the city/country relationship, shaping or deforming urban and rural space; ecological and environmental approach
Aims	<p>Specific learning outcomes: By the end of this teaching unit, students are able to</p> <ul style="list-style-type: none"> • make the environment a part of their project. They understand the natural constraints and are aware of the reciprocal relationships that bind together the natural environment, the built environment and man. • understand the elements and their characteristic features that go to make up the different land environments. They are familiar with their balances and their evolution, whether natural and/or anthropogenic. • have a theoretical basis for understanding the site on which they are involved. Students are able to assess the appropriacy of their project to the environments of the natural regions being studied. • understand urban space. They know the importance of the different flows caused by urban functions and which drain the polar regions. It is these flows which construct and structure cities and space. <p>Contribution to the learning outcome reference framework:</p> <p>1 Place the action</p> <ul style="list-style-type: none"> • Recognise, observe and describe the targeted environments and contexts <p>Make use of other subjects</p> <ul style="list-style-type: none"> • <i>Seek out other approaches, exchanges of views and ways of enhancing thinking about architecture</i> • <i>Interpret the knowledge of other subjects</i> • <i>Make use of other subjects to ask questions about the design and implementation of an architectural project</i> <p>Make committed choices</p> <ul style="list-style-type: none"> • <i>Develop awareness of the political meaning of the work of an architect and his/her responsibility towards society</i> <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>
Bibliography	Foucault, A., Raoult J.-F. et Al., 2014, Dictionnaire de géologie - 8ème édition, Editions DUNOD, Paris. Pomerol, C. Lagabrielle, Y. et Al., 2011, Eléments de géologie - 14ème édition, Editions DUNOD, Paris. Ramade, F., 2012, Eléments d'écologie - Ecologie appliquée: Action de l'homme sur la biosphère (7ème édition), Editions DUNOD, Paris.
Faculty or entity in charge	LOCI

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Architecture (Bruxelles)	ARCB1BA	4		