

jOiNEd For sUsTainability - bUilding climate REsilient communities in WB and EU

Task 4.2 - Introducing innovative curricula

Novi Sad Study visit
Polytechnic University of Tirana

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*Place: Rectorate Building,
University of Novi Sad*



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Task 4.2 - Introducing innovative curricula

General Description (from the 1Future project)

WP4 is dedicated to teaching and learning activities, aiming to achieve a revolution in student mentality in relation to their problem solving capacities through revision of teaching content and methodologies.

In addition, within this WP, actual collaboration initiatives between HEI communities and Business communities will start, through the development and implementation of joint projects and activities.

The results of this collaboration will be available and visible to all interested parties, including government institutions, professionals and business communities, as a proof of the joint climate actions developed within the project.



Task 4.2 - Introducing innovative curricula

- Department of Environmental Engineering has identified specific subjects where reform of current curricula is needed in order to make the subject more interesting and responding to the needs for a climate resilient society.
- These courses target current students of current programs of studies already established in WBC HEIs



The summary of this courses to be revised is showing the following list:

UPT, FCI, DEE, Soil erosion, credit 5, Bachelor, students 60, Mandatory

UPT, FCI, DEE, Ecology, credit 6, Bachelor, students 60, Mandatory

UPT, FCI, DEE, Urban waste management, credit 6, Bachelor, students 60, Mandatory

UPT, FCI, DEE, Renewable Energy, credit 5, Master, students 30, Mandatory

UPT, FCI, DEE, Waste Treatment Technology, credit 5 Master, students 20, Mandatory



Soil Erosion

The course syllabus includes one module:

First module: Erosion

The course syllabus Soil Erosion is developed during the third semester (delivered for the students of the ***second level, Bachelor, Environmental Engineering, Faculty of Civil Engineering***), in order to introduce them to soil erosion dynamic, type of soil erosion, different factors which indicate in developing of soil erosion (rainfall, temperature, soils, rock, vegetation, etc), types of water flow, landslide, etc.



Ecology

The course syllabus includes one section:

Ecology

The course syllabus Ecology is developed during the third semester (delivered for the students of the ***second level, Bachelor, Environmental Engineering, Faculty of Civil Engineering***).

The course aim to introduces the ecosystems function and organization, the interaction between abiotic and biotic components of environment, the human impact on ecosystems and the main concept of applied ecology.



Urban waste management

The course syllabus UWM is developed during the 5th semesters (delivered for the students ***third level of Bachelor, Environmental Engineering, Faculty of Civil Engineering***).

It focuses on didactic and practical treatment of waste management methods, and in particular the treatment of some of them through the course assignments and student work independently.



Renewable Energy

The course syllabus includes one module:

First module: Renewable Energy

The course syllabus Renewable Energy is developed during the 9th semester (delivered for the students of the first level, ***Scientific Master / Professional Master, Energy Profile, Environmental Engineering, Faculty of Civil Engineering***). The programme of Renewable Energy is focuses in introducing alternative form of energy produced from renewable energy sources.



Waste Treatment Technology

The course syllabus includes one module:

Module: Waste Treatment Technology (WTT)

The course syllabus WTT is developed during the 8th semester (delivered for the students of the first level, ***Scientific Master, Energy AND Water Treatment Profiles, Environmental Engineering, Faculty of Civil Engineering***). The programme of WTT is focuses in the new waste treatment technology which use for waste management through the theory and examples.



The level of change/revision of curricula and courses will not require new accreditation of programs of study, therefore the process would go through only internal approval from university governance units.

In light of the importance of reforms proposed, the process of getting the approval is expected to be straightforward.



Thank you for your attention

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