



## Teaching Guide

Teaching Guide					
Identifying Data				2020/21	
Subject (*)	Structured materials. Nanomaterials			Code	730495010
Study programme	Mestrado Universitario en Materiais Complexos: Análise Térmica e Reoloxía (plan 2012)				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	First	Obligatory	3	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department					
Coordinator	Carn , Florent	E-mail	florent.carn@univ-paris-diderot.fr		
Lecturers	Carn , Florent	E-mail	florent.carn@univ-paris-diderot.fr		
Web					
General description	<p>This subject introduces the latest strategies for structuring hard materials (nanoparticles, nanocomposites, porous monoliths hierarchically) by complex fluids. Complex fluids normally considered: solutions of large molecules (eg polymers) or supramolecular structures (eg, micelles ...) in ordinary liquids, foams or emulsions. The aim of this course is to illustrate the physical form of complex fluids and concepts that can be applied to the rational design of advanced materials. Emphasis will be placed for each system, in: the structure / properties of the final solid materials; the structure and stability of complex fluids and some specific characterization techniques are presented.</p>				
Contingency plan	<p>1. Modifications to the contents</p> <p>The contents are not modified</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <p>Guest lecture/keynote speech (via Teams)</p> <p>Supervised projects (tutored via Teams or email)</p> <p>*Teaching methodologies that are modified</p> <p>Laboratory practice. It is replaced by the presentation of practical cases in the Keynote sessions and the reading and discussion of scientific articles (analysis of documentary sources).</p> <p>3. Mechanisms for personalized attention to students</p> <p>- Email: Daily. Used to make queries, request virtual meetings to resolve doubts and monitor the work being supervised.</p> <p>- Microsoft Teams: Personalized tutoring of students</p> <p>- Moodle: This will be used as a repository for documentation provided to students.</p> <p>4. Modifications in the evaluation</p> <p>Keynote Sessions 60%</p> <p>Supervised projects 30%</p> <p>Analysis of documentary sources 10%</p> <p>*Evaluation observations: -</p> <p>5. Modifications to the bibliography or webgraphy</p> <p>No change.</p>				

## Study programme competences



Code	Study programme competences
A1	Set up and conduct tests using the techniques of thermal analysis and rheology most appropriate in each case, within the scope of complex materials
A5	Understanding the relationships between structure and properties of materials
B1	Knowledge and understanding to provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context
B2	The students have the skill to apply their knowledge and their ability to solve problems in new or unfamiliar contexts within broader (or multidisciplinary) contexts related to their field of study
B4	That the students can communicate their conclusions and the knowledge and last reasons behind that conclusions to specialized and non specialized audience in a clear and unambiguous way
B13	Analysis-oriented attitude
B14	Ability to find and manage the information
B17	Analyze and decompose processes
B18	Ability for abstraction, understanding and simplification of complex problems
B21	To assess the importance of research, innovation and technological developments in the socio-economic and cultural progress of society
B22	Understand the importance of protecting the environment
C2	Have a good command of spoken and writing expression and understanding of a foreign language.
C6	Critically assessing the knowledge, technology and information available to solve the problems they face with.
C7	To assume as a professional and citizen the importance of learning throughout life.
C8	To assess the importance of research, innovation and technological development in the socio-economic and cultural progress of society.

Learning outcomes			
Learning outcomes		Study programme competences	
This course introduces recent strategies for structuring hard materials (nanoparticles, nanocomposites and hierarchically porous monoliths) by complex fluids. Complex fluids that are typically considered: solutions of large molecules (eg polymers.) Or supramolecular structures (eg micelles..) In ordinary liquids, foams or emulsions. The aim of this course is to illustrate how complex physical concepts of fluid can be applied to the rational design of advanced materials. For each system, the emphasis will be on: structure / properties of the final solid materials; the structure and stability of the complex fluids. Some specific characterization techniques presented.		AR1 AR5	BR1 BR2 BR4 BR13 BR14 BR17 BR18 BR21 BR22 CR2 CR6 CR7 CR8

Contents	
Topic	Sub-topic
1. Fundamentals of physicochemical Interfaces	Fundamentos físico químicos de interfases
2. Solid hierarchically porous	Sólidos xerárquicamente porosos
3. Nanoparticles	Nanopartículas
4. Nanocomposites	Materiais nanocompostos
5. Biogels	Bioxeles

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A5 B14	12.5	12.5	25
Laboratory practice	A1 B2 B17 B18 C8	20	4	24
Supervised projects	B1 B4 B13 B21 B22 C2 C6 C7	4	20	24
Personalized attention		2	0	2



(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Presentation given by the professor, on a schematic basis, focusing on the main topics, covering both theoretical and practical issues.
Laboratory practice	Performance of practical activities such as demonstrations, exercises, experiments, etc..
Supervised projects	Activities whose purpose is that the students enlarge the study of the topics presented in the program and consolidate their acquired knowledge and capabilities. These activities should also help the students learn and improve their capabilities in literature survey.

Personalized attention	
Methodologies	Description
Guest lecture / keynote speech	The personalized attention to students, understood as a support in the teaching-learning process, will take place in the hours of tutoring of the professor.
Laboratory practice	
Supervised projects	
	No academic dispensation is accepted.

Assessment			
Methodologies	Competencies	Description	Qualification
Guest lecture / keynote speech	A1 A5 B14	Continuous assessment through monitoring of student work in the classroom, laboratory and / or tutorials.	50
Laboratory practice	A1 B2 B17 B18 C8	Continuous assessment through monitoring of student work in the classroom, laboratory and / or tutorials.	20
Supervised projects	B1 B4 B13 B21 B22 C2 C6 C7	Presentation (oral and written) of the supervised work.	30

Assessment comments

Sources of information	
Basic	
Complementary	<ul style="list-style-type: none"><li>- R.K. Iler (1979). The Chemistry of Silica. Wiley, New York</li><li>- J.P. Jolivet (1994). De la solution à l'oxyde. C.N.R.S. Editions, E.D.P. Sciences, Paris</li><li>- C. J. Brinker, G. W. Scherer (1990). Sol-Gel Science. Academic Press, San Diego</li></ul>

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments



To help achieve a sustained immediate environment and meet the objective of action number 5: "Healthy and sustainable environmental and social teaching and research" of the "Green Campus Ferrol Action Plan: The delivery of the documentary work carried out in this subject: They will be requested in virtual format and/or computer support. It will be done through Moodle, in digital format without the need to print them. If it is necessary to make them on paper: - Plastics shall not be used - Double-sided printing shall be carried out. - Recycled paper will be used. - Printing of drafts shall be avoided. - A sustainable use of resources and the prevention of negative impacts on the natural environment must be made. - It will work to identify and change gender biases and attitudes, and influence the environment to change them and promote values of respect and equality. - Situations of discrimination should be identified and actions and measures proposed to correct them.

(\*) The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.