










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.

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| 3 credits | 30.0 h | Q2 |
|-----------|--------|----|

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|---------------------|---|
| Teacher(s)          | Gosseries Axel ;Pereira Olivier ;   |
| Language :          | English   |
| Place of the course | Louvain-la-Neuve  |
| Main themes         | The themes change from year to year, and may include:<br>- net neutrality and freedom of expression<br>- intellectual property<br>- privacy<br>- crowdsourcing and the "sharing economy"<br>- cryptocurrencies<br>• - e-democracy   |
| Aims                | <p><b>Contribution of the course to the program objectives (N°)</b><br/>                     3.2, 3.3<br/>                     4.2, 4.3<br/>                     5.2, 5.5, 5.6<br/>                     6.2, 6.3, 6.4</p> <p><b>Specific learning outcomes of the course</b></p> <p>a. <u>Disciplinary Learning Outcomes</u><br/>                     Students having successfully followed this course will be :</p> <ul style="list-style-type: none"> <li>• understanding why ethical reasoning is relevant for their specific disciplinary domain and more generally ;</li> <li>• ble to identify within an ICT ethical/policy question which parts of the debate have to do with factual questions and which parts belong to a properly ethical dimension and how they should be articulated ;</li> <li>• able to formulate an ethical question when facing a technical choice with an ethical dimension, and dare stating and arguing for their own view on the question ;</li> <li>• grasping the spirit of a method in ethics to answer a given question, in relation to ICT ;</li> <li>• aware of the content of the central arguments and rationale on issues such as, for example, freedom of expression, intellectual property, privacy, e-democracy and how they lead to specific challenges in well defined ICT contexts.</li> </ul> <p>b. <u>Transversal Learning Outcomes</u><br/>                     Students having successfully followed this course will be :</p> <ul style="list-style-type: none"> <li>• able to access the relevant sources on the topics seen in class and on other related ones ;</li> <li>• able to work both individually and in group</li> <li>• able to answer a question in a short well-structured written format, in non-technical language ;</li> <li>• able to present their work orally.</li> </ul> <p>-----<br/>                     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".</p> |
| Evaluation methods  | <p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>The students will be graded, based on the learning outcomes described above, from oral examination and from essays that they will submit individually or in small groups. This may take the form of a short draft essay benefiting from a detailed feedback from the professors and from an oral discussion with colleagues before being handed-in in final version.</p> <p>This may also take the form of a written exam during the exam session and/or of a long writing session in class during term time.</p>  |

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| Teaching methods            | <p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>a. Process organization</p> <p>The course will contain a mix of:</p> <ul style="list-style-type: none"> <li>- Lectures focusing on background and methodology,</li> <li>- Sessions during which students will be requested to debate and elaborate a position on a specific issue, which they will present either in writing or orally.</li> </ul> <p>It may be offered to some students to make an in-depth study of a specific theme, and to report on their work either as a presentation or in writing.</p> <p>b. Media</p> <p>Students will be provided for each specific theme with a short reading list. They will also be provided with a short general bibliography on the theme.</p> |
| Content                     | The content will be adapted depending on the themes investigated in the class.  |
| Inline resources            | <a href="http://moodleucl.uclouvain.be/enrol/index.php?id=4833">http://moodleucl.uclouvain.be/enrol/index.php?id=4833</a>   |
| Bibliography                | Supports de cours, ouvrages de références, ...  |
| Faculty or entity in charge | EPL   |

| Programmes containing this learning unit (UE)   |                         |         |              |   |
|---|-------------------------|---------|--------------|---|
| Program title   | Acronym                 | Credits | Prerequisite | Aims  |
| Master [120] in Ethics  | <a href="#">ETHI2M</a>  | 5       |              |    |
| Master [120] in Translation   | <a href="#">TRAD2M</a>  | 5       |              |    |
| Master [120] in French and Romance Languages and Literatures : French as a Foreign Language | <a href="#">FLE2M</a>   | 5       |              |    |
| Master [120] in Mathematical Engineering  | <a href="#">MAP2M</a>   | 3       |              |    |
| Master [120] in History of Art and Archaeology: Musicology                                  | <a href="#">MUSI2M</a>  | 5       |              |    |
| Master [120] in Linguistics   | <a href="#">LING2M</a>  | 5       |              |    |
| Master [120] in Civil Engineering   | <a href="#">GCE2M</a>   | 3       |              |    |
| Master [120] in Electrical Engineering  | <a href="#">ELEC2M</a>  | 3       |              |   |
| Master [60] in History of Art and Archaeology : General                                     | <a href="#">ARKE2M1</a> | 5       |              |  |
| Master [60] in History  | <a href="#">HIST2M1</a> | 5       |              |  |
| Master [120] in Chemical and Materials Engineering  | <a href="#">KIMA2M</a>  | 3       |              |  |
| Master [120] in Computer Science  | <a href="#">SINF2M</a>  | 3       |              |  |
| Master [120] in Mechanical Engineering  | <a href="#">MECA2M</a>  | 3       |              |  |
| Master [120] in History of Art and Archaeology : General                                    | <a href="#">ARKE2M</a>  | 5       |              |  |
| Master [120] in History   | <a href="#">HIST2M</a>  | 5       |              |  |
| Master [120] in Multilingual Communication  | <a href="#">MULT2M</a>  | 5       |              |  |
| Master [60] in History of Art and Archaeology: Musicology                                   | <a href="#">MUSI2M1</a> | 5       |              |  |
| Master [120] in Electro-mechanical Engineering  | <a href="#">ELME2M</a>  | 3       |              |  |

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|--|-------------------------|---|--|---|
| Master [120] in Data Science Engineering                     | <a href="#">DATE2M</a>  | 3 |  |    |
| Master [120] in Biomedical Engineering                       | <a href="#">GBIO2M</a>  | 3 |  |    |
| Master [120] in Data Science: Information Technology         | <a href="#">DATI2M</a>  | 3 |  |    |
| Master [120] in Philosophy                                   | <a href="#">FILO2M</a>  | 5 |  |    |
| Certificat universitaire en éthique économique et sociale    | <a href="#">ETES9CE</a> | 3 |  |    |
| Master [120] in Political Sciences: General                  | <a href="#">SPOL2M</a>  | 3 |  |    |
| Master [120] in Computer Science and Engineering             | <a href="#">INFO2M</a>  | 3 |  |    |
| Master [120] in Physical Engineering                         | <a href="#">FYAP2M</a>  | 3 |  |    |
| Master [120] in Interpreting                                 | <a href="#">INTP2M</a>  | 5 |  |   |
| Master [120] in Ancient and Modern Languages and Literatures | <a href="#">LAFR2M</a>  | 5 |  |  |