


The version you're consulting is not final. This course description may change. The final version will be published on 1st June.

5.00 credits

30.0 h

Q2

|                             |  |
|-----------------------------|--|
| Teacher(s)                  | Van Steenberghe Vincent ;  |
| Language :                  | English  |
| Place of the course         | Louvain-la-Neuve   |
| Main themes                 | <p>Students debate on a topical issue.</p> <ul style="list-style-type: none"> <li>- They write a report with a defense supporting their view. They rely on the economic knowledge they have acquired, on the specialized business press (e.g. Economic Voice) and possibly on new literature.</li> <li>- They then debate orally.</li> <li>- They write a summary of the discussions.</li> </ul>   |
| Learning outcomes           | <p><b>At the end of this learning unit, the student is able to :</b></p> <p>At the end of the activity, students will be able</p> <ul style="list-style-type: none"> <li>- to synthesize the elements that are essential to the understanding a topical economic problem,</li> <li>- to activate and mobilize their economic knowledge,</li> <li>- to conduct a clear and structured analytical reasoning by applying conceptual frameworks and analytic models,</li> <li>- to demonstrate intellectual independence in reasoning,</li> <li>- to express a message in a clear and structured way, both orally and in writing,</li> <li>- to present his/her case in a relevant and persuasive manner.</li> </ul>   |
| Evaluation methods          | The evaluation is based on the quality of intermediate and final written work, on the quality of oral presentations and on the discussion about the work of the other students.  |
| Teaching methods            | <ul style="list-style-type: none"> <li>• Over several sessions, the instructor presents material related to climate and energy transition. This material includes contextual elements, relevant economic concepts, institutional aspects, etc.</li> <li>• Divided into small groups, students then choose a research question related to the topic.</li> <li>• Students write a report that includes a detailed argumentation related to the economic question posed. They draw on the material presented by the instructor, the knowledge they have acquired throughout their studies, specialized economic press, scientific literature, and any other useful sources.</li> <li>• They present their report and then engage in an oral debate.</li> <li>• Intermediate interactions with all students and with the instructor, including subgroup discussions, are planned.</li> </ul> |
| Content                     | The topic may change each year, according to the economic questions of the moment.   |
| Other infos                 | <p>The use of artificial intelligence in the context of this seminar is governed by the rules outlined in the faculty notice on this subject, which is available on the faculty's website in the information for students section.</p> <p><b>Logistical Aspects</b></p> <p>Logistical arrangements will be adjusted according to the health situation. By default, in-person instruction is planned. Depending on the evolution of the situation and any logistical constraints, discussions and presentations may be conducted via videoconference.</p>   |
| Faculty or entity in charge | ECON   |

| <b>Programmes containing this learning unit (UE)</b> |         |         |              |   |
|--|---------|---------|--------------|---|
| Program title  | Acronym | Credits | Prerequisite | Learning outcomes   |
| Master [120] in Economics:<br>General                | ECON2M  | 5       |              |  |