


4.00 credits

22.5 h

Q1

Teacher(s)	Jacques Jerry ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	<p>Students must individually complete several written assignments in the form of:</p> <ul style="list-style-type: none"> <li>case studies mobilizing the concepts seen in courses</li> <li>critical readings of texts or audiovisual documents to be carried out in order to support certain sessions of the course</li> </ul> <p>This work may be presented by students during certain sessions of the course.</p> <p>Evaluation in first session (June): All of this work constitutes a portfolio which is evaluated at the author of 40% of the final mark. In addition, during the session, students take an oral exam aimed at assessing their ability to reproduce and then critically and reflexively use the concepts seen during the course. This exam is worth 60% of the final grade.</p> <p>Evaluation in the second session (August): the conditions remain the same, and students are evaluated on the basis of the quality of their portfolio (40%) as well as on the basis of an oral exam (60%). A mark higher than 5/10 obtained in the first session for the oral exam or the portfolio can be carried over to the second session. If this is the case, during the second session, the student only retakes the part for which he did not obtain half the points in the first session.</p> <p>In addition, during the semester, the proposal is made to students who wish to come and carry out a critical, documented and interactive presentation of a contemporary question of communication in connection with the themes and authors seen in the session. course. This presentation may be valued in the form of a bonus to the final mark obtained of up to 10% of it.</p>
Teaching methods	<p>The course will take place in person, alternating between lectures given by the professor, discussions with students, case studies, and presentations of work by students. Certain sessions of the course must be prepared in advance by critical reading of texts or audiovisual documents.</p> <p>Occasionally, short video clips presenting a specific point in the course may be used to free up time during the session for exchanges and discussions, or to compensate for the cancellation of a course session.</p>
Content	<p>The course is divided into three parts that complementarily consider the relationship between media, information, and the knowledge of their users.</p> <ul style="list-style-type: none"> <li>•The chapter "Technique, Meaning, and Societies" looks at this relationship by intersecting historical, anthropological, and sociological considerations to produce an analysis of the role of technical mediation on culture and knowledge transmission.</li> <li>•The chapter "Media and Cognition" analyzes how media and information modify and condition the nature and progression of cognitive mechanisms.</li> <li>•The chapter "Communication Challenges of Artificial Intelligence" questions the role of "knowledge engineers" by reviewing the main contemporary media innovations and the implications of their use in learning situations in the era of so-called "artificial intelligence."</li> </ul> <p>A significant portion of the course is dedicated to case studies allowing students to apply the aforementioned perspectives to contemporary media devices presenting knowledge-related challenges.</p>
Inline resources	<p>Presentation materials, useful links, work instructions and other external resources will be made available to students on the course's Moodle platform.</p>

<p>Bibliography</p>	<p>Andler, D. (2023). <i>Intelligence artificielle, intelligence humaine#</i>: La double énigme GALLIMARD.</p> <p>Bachimont, B. (2010). <i>Le Sens de la technique#</i>: Le numérique et le calcul Encre Marine.</p> <p>Davis, J. L. (2020). <i>How Artifacts Afford#</i>: The Power and Politics of Everyday Things MIT Press.</p> <p>Debray, R. (1991). <i>Cours de médiologie générale</i> (Gallimard). Paris: Gallimard.</p> <p>Debray, R. (2000). <i>Introduction à la médiologie</i>. Paris: Presses Universitaires de France - PUF.</p> <p>Cardon, D. (2015). A quoi rêvent les algorithmes. Nos vies à l'heure du big data. Paris: Le Seuil.</p> <p>Goody, J. (1979). <i>La raison graphique. La domestication de la pensée sauvage</i>. Paris: Les Editions de Minuit.</p> <p>Lagues, M., Beaudouin, D., &amp; Chapouthier, G. (2017). <i>L'invention de la mémoire - Ecrire, enregistrer, numériser</i>. Paris: Cnrs.</p> <p>Leroi-Gourhan, A. (1964). <i>Le Geste et la Parole, tome 1': Technique et Langage</i> (Albin Michel). Paris: Albin Michel.</p> <p>Leroi-Gourhan, A. (1965). <i>Le Geste et la Parole, tome 2': La Mémoire et les Rythmes</i> (First Thus). Paris: Albin Michel.</p> <p>Lévy, P. (1990). <i>Les technologies de l'intelligence. L'avenir de la pensée à l'ère informatisée</i>. La Découverte.</p> <p>Meunier, J.-P. (2013). <i>Des images et des mots: Cognition et réflexivité dans la communication</i>. Louvain-La-Neuve: Editions Academia</p> <p>Norman, D. A. (1993). Les artefacts cognitifs. <i>Raisons Pratiques</i>, 17'34.</p> <p>Norman, (1994). <i>Things That Make Us Smart: Defending Human Attributes In The Age Of The Machine</i> (Reprint). Reading, Mass: Basic Books.</p> <p>Strum, S., &amp; Latour, B. (2006). Redéfinir le lien social: des babouins aux humains. <i>Sociologie de la traduction: Textes fondateurs</i>, 71–86.</p> <p>Tisseron, S. (2015). <i>Le jour où mon robot m'aimera - Vers l'empathie artificielle</i>. Paris: Albin Michel.</p>
<p>Other infos</p>	<p>This course is the conceptual platform of the common core of the master's degree in ICST. It is expected to evolve according to the development of technologies and their uses.</p> <p>English-friendly course:</p> <p>Reading: bibliographical references in English can be provided</p> <p>Questions: students can ask their questions in English</p> <p>Evaluation: students can do presentations and write essays in English; oral translation will be provided in case of Quiz</p> <p>Dictionary: students are allowed to use a dictionary (monolingual French dictionary or bilingual French-mother tongue dictionary, as specified by the teacher)</p> <p>Regarding the use of artificial intelligence tools, students are expected to use them responsibly, as defined in "Note sur l'utilisation responsable des IA" approved in July 2024 by the ESPO Faculty, available at this address on the course's Moodle page.</p>
<p>Faculty or entity in charge</p>	<p>ESPO</p>

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Information and Communication Science and Technology	STIC2M	4		
Master [60] in Information and Communication	COMU2M1	5		