TECHNOLOGY WITH IMPACT

IE-IMPACT IE-IMPACT SEP-2026 TWI-IE-IMPACT.2.M.W.THINKING

Area Functional Group - Program Direction
Number of sessions: 15
Academic year: 26-27
Degree course: SECOND
Number of credits: 3.0
Semester: 1º
Category: COMPULSORY
Language: English

Professor: **ENRIQUE DANS**

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Born in La Coruña, in May 14, 1965, Enrique Dans is one of the most prominent academics in the fields of technology adoption, entrepreneurship and innovation, included in the prestigious Thinkers 50 ranking since 2016. Besides being a full time professor since 1990, he is also Senior Advisor for Innovation and Digital Transformation at IE University.

Enrique graduated with a Baccalaureate in Science at Universidade de Santiago de Compostela in 1989 and a Master in Business Administration (MBA) at Instituto de Empresa (1989-90), before joining IE Business School as an Assistant Professor in IS/IT in September 1990. In 1996, Enrique got a grant to pursue doctoral studies at the John E. Anderson Business School at University of California in Los Angeles (UCLA): he graduated with a Ph.D. in Management in 2000, with a dissertation focused on the transition of newspapers from the paper to the screen and the measurable effects of IT adoption in small and medium enterprises.

Whilst at UCLA, Enrique worked for the International Management Fellowship (IMF) as a Program Instructor between 1997 and 2000. Once returned to Spain in 2000, Enrique rejoined IE Business School as a Full Professor and IS/IT Area Chair, and started a permanent line of collaboration with Spanish newspapers and magazines on technology adoption, innovation, entrepreneurship and the effect of technology at the consumer, corporate and societal level of analysis. Enrique keeps a permanent presence in the Spanish and international media panorama, is a board member in the digital newspaper El Español, and publishes many articles and collaborations in other newspapers, magazines, radio and TV. Enrique is also Senior Contributor to the US edition of Forbes magazine, where he's been writing regularly since 2014. In 2016, he got the prestigious Adigital Award in Communication. He also advises online startups and consolidated companies as a

consultant or board member. The newspaper El Mundo has included him in the “Top 25 most influential people in Spain” on the Internet and Technology category every single year since 2006. Besides that, he is one of the highest ranked professors at IE Business School according to his student evaluations. He teaches several courses in the IS/IT, Innovation and Entrepreneurship areas: “Innovation in a digital world”, “Technology immersion”, “Digital journalism”, “CRM”, “Social web”, and “Managing the tech startup”, with student evaluations consistently above 4 in a scale from 1 to 5.

In February 2003, Enrique started his personal blog, enriquedans.com, and he has been publishing regularly every single day since then, turning it into the most influential technology blog in Spanish. In 2010, he published his first book, “Todo va a cambiar” (“Everything is gonna change”) with a foreword from Vinton Cerf, and became a best-seller in the management category in Spanish. He also published an online social edition of the book at todovaacambiar.com with the full text supplemented with links, pictures, videos and comments. Since July 2013, his blog is also available in English on Medium. In October 2019, Enrique released another book, "Viviendo en el Futuro" ("Living in the Future"), with views on the future that many critics say have been dramatically pushed forward by the COVID-19 pandemic. In April 2023, he published his third book, "Todo vuelve a cambiar" ("Everything is going to change... again").

Enrique is married to Susana Alosete, a former sports TV producer in the US, TV blogger and now managing all of Enrique's professional activities. They have one daughter, Claudia, married to an Amazon developer, and a grandson, Julio, born in February 2023.

Academic Background

Doctor (Ph.D.) in Management (Information Systems), The John E. Anderson School of Management at UCLA
CPCL, Harvard Business School
MBA, Instituto de Empresa
B.Sc. (Biology), Universidade de Santiago de Compostela

Professional Background

Chief Innovation Officer at TuringDream
Tech writer at enriquedans.com (SP) and on Medium (EN)
Senior Advisor on Innovation and Digital Transformation at IE Business School since September 2016
Founder at Lonxanet.com (closed)
Former advisor at Tractis (closed), SocialMediaSL (exit), WeblogsSL (exit), Petuki (exit), DoctorDoctor (closed) and Spotbros (exit)
Member of the Strategic Advisory Board, BigML
Member of the Netexplo University Network and member of Unesco Netexplo Advisory Board
Forbes (US Edition) senior contributor between 2014 and 2021
Fast Company (US Edition), since July 2025
Key Opinion Leader (KOL), Huawei
Board member at El Español, 2015 to 2020
Included by Forbes in its "The Best Influencers" in the Business category in 2019, 2020, 2021 y 2022.

Teaching and Research Experience

My academic vita (publications and other boring stuff)

Personal page at Academia.edu
Personal page at Google Scholar
IS/IT Professor at IE Business School since September 1990
Senior Advisor on Innovation and Digital Transformation at IE Business School since September 2016.
IS/IT Area Chair at IE Business School, June 2001 to January 2005
International Management Fellowship (IMF) Program Instructor at The John E. Anderson Graduate School of Management at UCLA, 1997-2000
Visiting professor at Oxford University
Visiting professor at Escuela Diplomática (Spain)
Member of the Editorial Board at Harvard Deusto Marketing & Ventas
Member of the Editorial and Scientific Committee at TELOS journal
Track Chair, Business Association of Latin American Studies (BALAS) Annual Conference, Babson College, Wellesley, MA, 19 al 22 de Mayo de 2004
Conference co-chair, European Conference of IT Evaluation (ECITE) 2003, Madrid
Member of the Editorial Board for the Electronic Journal for Business Research Methods (EJBRM)
Member of the Editorial Board at Revista de Empresa (Iberoamerican Academy of Management and Instituto de Empresa)
Member of the Conference Committee for the European Conference on IT Evaluation (ECITE)
Member of the Conference Committee for the European Conference on Research Methodology for Business and Management Studies (ECRM)
Member of the Program Committee at IFIP joint WG 8.2 and 9.4 Conference, Athens, Greece, June 15-17, 2003
Member of the Program Committee for the Project Management track at IRMA (Information Resources Management Association)
Occasional reviewer for Management Information Systems Quarterly (MISQ), Journal of Business Strategies, Journal of Electronic Commerce Research, Quarterly Journal of Electronic Commerce,Journal of Information Technology Theory and Applications (JITTA) y Journal of Global Information Management
Non-Resident Senior Fellow, Digital Innovation Initiative at the Center for European Policy Analysis (CEPA)

Office Hours

Office hours will be on request. Please contact at:

(every hour is an office hour, email me or call me whenever you need it)

e-mail: enrique.dans@ie.edu, edans@faculty.ie.edu or enrique.dans@gmail.com

Mobile phone: +34 646 55 98 27

SUBJECT DESCRIPTION

>>Course topic description to be filled by professor teaching the topic<<

This is not a course about technology. It is a course about understanding how people think about technology, and how technology, in turn, shapes the way we think. If you want a course in which to memorize definitions, frameworks, acronyms or diagrams, you are definitely in the wrong place. This course is not about learning tools. Tools change. Narratives, incentives, power structures and human biases tend to last much longer.

In this course, you will read, analyze and discuss current technological developments, but not from the perspective of the hype cycle, the press release or the influencer trying to sell you the future. We will discuss artificial intelligence, social media, platforms, algorithms, big tech, surveillance capitalism, technological regulation, digital labor, climate and technology, cryptocurrencies, automation and many other topics, but we will do so by challenging assumptions, questioning dominant narratives and trying to understand who benefits from each story being told.

Technology is never neutral. Every platform, algorithm, interface, recommendation engine or business model embodies incentives, biases and power relationships. Understanding those incentives is one of the key skills managers, entrepreneurs and decision-makers need today. In a world saturated with information, opinions, headlines and noise, the real competitive advantage is not knowing more technology, but learning how to think clearly about it.

This course is discussion-based and heavily dependent on current events. You will read a lot. Mostly articles, not textbooks. You will be expected to stay informed, to develop opinions, to defend them, and — perhaps more importantly — to change them when confronted with better arguments or better evidence. We will discuss real cases, real companies and real controversies in environments where information is incomplete, uncertainty is constant and simplistic answers rarely survive scrutiny.

You will also quickly discover that many discussions about technology are, in reality, discussions about economics, psychology, sociology, politics and human behavior. The most important question is often not whether a technology works, but why people want you to believe it will change everything.

I will not treat you as passive students taking notes, but as intelligent adults capable of building and defending their own perspectives. My role here is not to provide answers, but to create the conditions for better questions.

Get ready to think. A lot.

LEARNING OBJECTIVES

This course aims to educate students on the disruptive technologies that are making an impact on solving some of the world's most pressing social challenges and that are reshaping the way organizations are designed, managed, and executed. The subject covers the latest technological trends and delves deep into the well-rounded analysis of technology, how it is implemented and how it is understood in different generations and cultures. It will focus specifically on how society, organizations and people apply technology. A practical, human-centered approach will be employed, which will help students frame, develop, and discover how technology will help them with their future aspirations and to solve the problems faced by society, organizations, and individuals.

At the end of this course, students will be able to:

1. Demonstrate familiarity with the fundamentals of the disruptive technologies discussed in the course.

2. Demonstrate knowledge of key technological trends in society, framing the technologies addressed in your course topic – and their latest developments – within them.

3. Reflect on how the use of the technologies discussed in the course affects and influences lifestyles, behaviors, and views among different groups of people (i.e. generational differences or other differences in profiles or archetypes of people).

4. Present and discuss a use case of how a technology discussed in the course has been or could be applied to solve a specific problem or challenge facing society and apply critical thinking to identify the potential implications of its applications.

Students will have the opportunity to select their course topic amongst a variety of major subject areas, such as Environmental Sciences; Financial Systems; Health & Technology; Innovation Engineering (Low-Code, No-Code tools); Robotics and Industrial Automation; Sustainable Cities; Technology & Ethics; Technology and Sustainable Development Goals (SDGs); Web, AI & Meta-Intelligence, etc.

IE IMPACT OVERVIEW

IE IMPACT is a multi-bachelor, multi-school core academic, learning journey for all IEU students whose mission is to foster the skillsets, mindsets, and toolsets students need to develop into innovative problem-solvers who will lead positive change.

IE IMPACT learning journey begins with “pillar courses” in three of IE’s core values: Humanities, Technology with Impact, and Entrepreneurial Mindset and Practice to help IEU students develop:

- Humanistic approaches to interpersonal relations, decision-making, and critical thinking.
- Familiarity with the technologies that are applied to solve some of the world’s greatest challenges; and
- Entrepreneurial mindsets, know-how, and skills to: identify, validate and solve problems, along with the ability to create systems that enable value to be delivered on a recurring and scalable basis.

The IE Impact learning journey culminates with the IE Challenge where students apply the skills, mindsets, and knowledge acquired in the three pillar courses to address problems framed within IEU’s core values of sustainability and diversity.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor’s main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.3 %	10.0 hours
Discussions	13.3 %	10.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.3 %	10.0 hours
Group work	20.0 %	15.0 hours
Individual studying	40.0 %	30.0 hours
TOTAL	100.0 %	75.0 hours

AI POLICY

Generative artificial intelligence (GenAI) tools may be used in this course, with appropriate acknowledgement, except for the reflections assignments and exams.

If a student is found to have used AI-generated content inappropriately, it will be considered academic misconduct, and the student might fail the respective assignment or the course.

If you are in doubt as to whether you are using GenAI tools appropriately in this course, please discuss your situation with the professor.

Generative artificial intelligence (GenAI) can be used with the goal of developing an informed critical perspective on potential uses and generated outputs.

However, be aware of the limits of GenAI in its current state of development:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Don't take ChatGPT's or any GenAI's output at face value. Assume it is wrong unless you either know the answer or can cross-check it with another source. You are responsible for any errors or omissions. You will be able to validate the outputs of GenAI for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Failure to do so is in violation of academic honesty policies. Acknowledging the use of AI will not impact your grade.

Suggested format to acknowledge the use of generative AI tools:

I acknowledge the use of [AI systems link] to [specify how you used generative AI]. The prompts used include [list of prompts]. The output of these prompts was used to [explain how you used the outputs in your work].

If you have chosen not to include any AI generated content in your assignment, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

WHY THINKING ABOUT TECHNOLOGY MATTERS

Article: In praise of ignorance (N/C) (Optional)

Article: You're Not Going To Believe What I'm About To Tell You (N/C) (Optional)

Book Chapters: Technopoly: The Surrender of Culture to Technology (N/C) (Optional)

Topics

- Technology as ideology
- Why technological discourse matters
- Hype vs reality
- The role of critical thinking
- Understanding narratives

SESSION 2 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge

COGNITIVE BIASES, HYPE, AND TECHNOLOGICAL PANICS

Article: Why are we worried about AI? The political problem versus the technological problem (N/C) (Optional)

Article: Work and the machine: history repeats itself (N/C) (Optional)

Book Chapters: Thinking, fast and slow (N/C) (Optional)

Topics

- Confirmation bias
- Availability heuristic
- Moral panics
- Techno-optimism vs techno-pessimism
- Why predictions fail

SESSION 3 (ASYNCHRONOUS)

Sustainability Topics:

- Governance
- Social Challenge

SOCIAL MEDIA: FROM CONNECTION TO MANIPULATION

Multimedia Material: We're building a dystopia just to make people click on ads (N/C) (Optional)

Article: Meta's workforce has finally realized that what goes around comes around (N/C) (Optional)

Article: Let's stop pretending social media is broken — it's working perfectly (N/C) (Optional)

Article: As long as surveillance pays, social networks will remain toxic (N/C) (Optional)

Article: Spying on people is despicable, so why have we let social networks get away with it for so long? (N/C) (Optional)

Topics

- Evolution of social networks
- Engagement algorithms
- Polarization
- Outrage economics
- Recommendation systems

SESSION 4 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

BIG TECH, POWER, AND PLATFORM CAPITALISM

Article: Amazon's Antitrust Paradox (N/C) (Optional)

Article: The Crisis of Attention Theft—Ads That Steal Your Time for Nothing in Return (N/C) (Optional)

Article: Surprise! Google was a monopoly (don't say I didn't tell you so) (N/C) (Optional)

Article: Google is a monopoly, so what happens now? (N/C)

Own Material: Amazon vs the FTC: this will be one for the history books (N/C)

Topics

- Network effects
- Lock-in
- Monopoly dynamics
- Antitrust
- Platform governance

SESSION 5 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Economic Development

THE MYTHOLOGY OF SILICON VALLEY

Article: Excerpt from Ashlee Vance's Elon Musk: How the billionaire CEO of SpaceX and Tesla is shaping our future (2015) (N/C) (Optional)

Article: Book excerpt: "Elon Musk" by Walter Isaacson (N/C) (Optional)

Article: The Fall of WeWork: How a Startup Darling Came Unglued (N/C) (Optional)

Article: Hot Startup Theranos Has Struggled With Its Blood-Test Technology (N/C) (Optional)

Article: How Tesla Proved Critics Wrong (N/C) (Optional)

Article: Tesla: how to sink a perfectly good company overnight (N/C) (Optional)

Topics

- Founder worship
- Venture capital incentives
- Disruption narratives
- Innovation theater
- Elon Musk as narrative machine

SESSION 6 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge
- Economic Development

ARTIFICIAL INTELLIGENCE: UNDERSTANDING THE REALITY

Article: I, Cyborg: Using Co-Intelligence (N/C) (Optional)

Article: Deep Learning Is Hitting a Wall (N/C) (Optional)

Article: Why large language models are stuck in Plato's cave (and what comes next) (N/C) (Optional)

Article: Why AI is Harder Than We Think (N/C) (Optional)

Topics

- Machine learning
- LLMs
- Generative AI
- Hallucinations
- Why AI is not "thinking"

SESSION 7 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge
- Economic Development

AI, LABOR, AND HUMAN VALUE

Article: Canaries in the Coal Mine? Six Facts about the Recent Employment Effects of Artificial Intelligence (N/C) (Optional)

Article: When AI replaces, not augments: a data-driven look at youth employment trends (N/C) (Optional)

Article: Artificial Intelligence, Automation and Work (N/C) (Optional)

Topics

- Automation
- Productivity
- Knowledge work
- Human augmentation
- Universal basic income

SESSION 8 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge

SURVEILLANCE CAPITALISM, PRIVACY, AND DATA

Article: Surveillance is the business model of the internet (N/C) (Optional)

Multimedia Material: The Age of Surveillance Capitalism (N/C) (Optional)

Article: How we can curtail surveillance capitalism in one move (N/C) (Optional)

Article: Surveillance capitalism and the transatlantic divide (N/C) (Optional)

Article: Who owns our digital lives? Privacy at a turning point (N/C) (Optional)

Topics

- Data extraction
- Surveillance business models
- Smart devices
- Privacy erosion
- Behavioral prediction

SESSION 9 (LIVE IN-PERSON)

Sustainability Topics:

- Environment

CLIMATE, ENERGY, AND TECHNOLOGICAL TRANSITION

Book Chapters: The Ministry for the future (N/C) (Optional)

Article: The Ministry for the Future (Wikipedia article) (N/C) (Optional)

Article: A Skeptic Looks at Alternative Energy (N/C) (Optional)

Article: The facts speak for themselves: the energy transition is underway (N/C) (Optional)

Article: The greatest technological transformation in history is underway… is your business part of it? (N/C) (Optional)

Article: The climate emergency is the only business variable that matters (N/C) (Optional)

- Climate emergency
- Electrification
- Greenwashing
- Energy systems
- Technology and sustainability

SESSION 10 (ASYNCHRONOUS)

Sustainability Topics:

- Governance
- Economic Development

BLOCKCHAIN, CRYPTO, AND TECHNOLOGICAL UTOPIANISM

Working Paper: Bitcoin: A Peer-to-Peer Electronic Cash System (N/C) (Optional)

Article: "Web3 Is Going Just Great" Creator On Why It Isn't (N/C) (Optional)

Article: The Blockchain Revolution (Foreword) (N/C) (Optional)

Article: The interesting equilibrium between centralization and decentralization (N/C) (Optional)

Article: Are we in the midst of a crypto-winter? (N/C) (Optional)

Topics

- Bitcoin

- Web3
- NFTs
- Speculation
- Decentralization narratives

SESSION 11 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge

JOURNALISM, DEMOCRACY, AND INFORMATION ECOSYSTEMS

Article: The Supply of Disinformation Will Soon Be Infinite (N/C) (Optional)

Multimedia Material: A Thousand Cuts (Official Trailer) (N/C) (Optional)

Article: Information Disorder: Toward an interdisciplinary framework for research and policymaking (N/C) (Optional)

Article: Why fake news is big business (N/C) (Optional)

Topics

- Disinformation
- Platform incentives
- Synthetic media
- Journalism under platform dependency
- Democracy and algorithms

SESSION 12 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

WHAT KIND OF TECHNOLOGICAL FUTURE DO WE WANT?

Multimedia Material: The Real World of Technology (N/C) (Optional)

Multimedia Material: What Technology Wants (TEDx Amsterdam) (N/C) (Optional)

Article: Innovation without agency: how we lost control of the future (N/C) (Optional)

Article: European Union: a leader in regulation? (N/C) (Optional)

Topics

- Agency vs inevitability
- Can society shape technology?
- Regulation
- Human-centered innovation
- Final structured debate

SESSION 13 (LIVE IN-PERSON)

Closed-book Final Exam

SESSIONS 14 - 15 (LIVE IN-PERSON)

Technology With Impact Final Group Presentations

EVALUATION CRITERIA

Disclaimer: The assessment method may be subject to modifications. Should changes occur, students will be notified on the first day of class and provided with a written document detailing the modifications.

The minimum passing grade for this course is 5.0.

This course includes a component of teamwork, in which “free riding” will not be tolerated. Each student will be evaluated according to their contribution to their team; a group project does not automatically translate into a group grade.

Team problems should be solved within the team first, preferably without the

professor’s or Program Management’s intervention as effective communication and conflict resolution is part of every student’s learning journey. If you face a persistent problem, please bring it to your professor's attention as soon as possible.

criteria	percentage	Learning Objectives	Comments
Test	40 %		Closed-books multiple choice exam (20%) + Closed-books open-ended case (20%)
Individual Assignments	15 %		Assignments and take home activities
Class Participation	15 %		Pre-class or In-class readings, videos, quizzes, discussion forums and other relevant activities related to class participation and engagement. It must not consider student attendance.
Group Work	30 %		Includes intermediate deliverables, final presentation and peer review

RE-SIT / RE-TAKE POLICY

*Each student has **four** chances to pass any given course distributed over two consecutive academic years: ordinary call exams and extraordinary call exams (re-sits) in June/July.*

***Resits:** Students failing the course in the ordinary call (during the semester) will have to re-sit the exam in June/July.*

*Those students who have not complied with the **80% attendance rule** during the semester will fail both calls for this Academic Year (ordinary and extraordinary) and will have to re-take the course (i.e., re-enroll) the following Academic Year, by paying the corresponding extra cost.*

*The June/July re-sit exam will consist of a comprehensive exam. Your final grade for the course will depend on the performance in this exam only; continuous evaluation over the semester will not be taken into consideration. Students will have to achieve the minimum passing grade of 5 and can obtain a maximum grade of **8.0 (out of 10.0)** in the re-sit exam.*

***Retakers:** Students who failed the subject in a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as retakers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained in the retake exam (3rd call) is 10.0*

*Retake students in undergraduate programs are **generally** not required to attend classes; **however, certain courses may still apply attendance requirements depending on the course methodology or specific learning objectives**. Each syllabus clearly indicates whether attendance is mandatory or not for retake students. Therefore, it’s always the student's responsibility to make sure to **check the syllabus for the specific conditions for***

retake students *and to* ***contact the professor at the start of the semester*** *in order to find out what is required of him/her to best prepare for the retake and to pass the course. This is very important since each professor has his/her own specific requirements.*

BIBLIOGRAPHY

Recommended

- Kim Stanley Robinson. (2024). *The Ministry for the Future.* ISBN 0356508862 (Digital) Chosen by Barack Obama as one of his top reads of 2020, this visionary novel from the award-winning, New York Times bestselling Kim Stanley Robinson is a gripping exploration of climate change, technology, politics and the human behaviours that drive these forces. https://amzn.to/4dZkggr

BEHAVIOR RULES

Please, check the University's Academic Integrity Policy here. The Program Director may provide further indications.

IE STUDENT CODE OF CONDUCT
III.1.3. RESPECT AND CORRECT BEHAVIOUR

IE University students are expected to respect their peers, professors, staff, and facilities with the highest standards in the University's environment. Failure to act accordingly may result in Disrespectful Behaviour towards the community, which is any conduct which may constitute an infraction of the principles of respect and tolerance for all individuals and for IE University's academic mission. This Disrespectful Behaviour is against IE ethical standards, it is explicitly forbidden and, therefore, will be penalized.

This conception of Disrespectful Behaviour includes, but are not limited to, the following:

i. Lack of respect toward individuals and the academic institution, including:

• Violence, threats of violence, verbal abuse, or defamation as or against a member of the IE community or visitors, including false accusation of breach of the IE ethics standards or criminal regulations.
• Disrupting or causing a disturbance in classes, examinations or within the University environment, including all curricular and extracurricular activities.
• Inobservance of the rules on behaviour during classes that could be established each academic year

ii. Lack of respect for property
iii. Misrepresentation
iv. Disorder and illegal activities

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

Important Note for Retake Students

Students who are on their 3rd call in this course must contact the IE Impact Program Management Team to find out if they must attend in person the sessions or not (ieimpact@ie.edu). If it is determined that Retake Students must attend in person the sessions, then the IEU Attendance Policy must be abided by the students.

ETHICAL POLICY

Please, check the University's Student Code of conduct here. The Program Director may provide further indications.