# Social Legal and Ethical Aspects of Science Engineering

# Coursework Reflection

## Introduction

This document discusses a reflective overview [1] of the SLEASE coursework completed in the SE3SL11 module [2]. In the form of an individual report and questionnaire we were to present an analysis of the social, legal and ethical aspects of Science and Engineering within a chosen media article. Also as a group (Group D) we were to develop a presentation and final report of a SLEASE analysis of some media such as a film or TV Series to demonstrate our understanding of the content delivered in the module and knowledge of SLEASE.

## Individual coursework

### Implementation

The individual report I submitted focused on internet surveillance in regards to the debate of the CISPRA (Cyber Intelligence Sharing and Protection act) [3] and the effects it would have on current standards, legislation and civil liberties. With the debate of Net Neutrality [4] and media articles concerning electronic government surveillance the ongoing governance of the internet proves for an interesting and concerning topic of analysis.

I researched media articles into the discussion of the CISPRA bill, how it stands today and where and why did the bill originate? I then analysed the legal, ethical and social impacts of the bill. Here I linked this analyse too other media articles such as Edward Snowden, a former NSA employee now whistle blower who leaked intelligence of the governments use of a surveillance program known as PRISM [5].

The questionnaire required much research into current legislations of intellectual property rights, privacy and the security of sensitive data. I also need to research into the legal and ethical practice of equality and proving ownership of work.

### Reflection

The multiple choice questionnaire delivered a better understanding into IP rights and the legal documentation that binds it. From the questionnaire feedback posted on the UOR Blackboard[6] it was clear that I had not provided enough detail of the knowledge sourced from my references and there was a lack of variety in references. Knowing that the reference question was highly marked I should of elaborated much more.

Through this individual report and questionnaire I have come to understand better how to manage intellectual property and the precautions one needs to consider. Before embarking on this module I had a good idea of IP and human rights and ethical practice but know I can really appreciate the complexity of the issues and dangers faced.

The concluded point that the report aimed to achieve is linking the government’s surveillance practices to the evolution or maybe even the mutation of computer law. I am general concerned that the accessibility of technology and the security and privacy of public data is in serious jeopardy whilst senseless and politically fuelled laws are passed.

## Group Coursework

### Implementation

The majority of the team met to share ideas of the chosen media which at this point was Ex Machina [7] directed by Alex Garlan. Here we set up communications and discussed project deadlines. Later that evening most of the team spoke on Whattsapp and Facebook to discuss everyone’s availability and establish a weekly meeting date.

At the next meeting again with the majority of the team present we settled now on the Film Her [8] directed by Spike Jonze and reviewed how we would approach the presentation and report work. The team decided that delegating each topic of the SLEASE analysis to a team member and splitting the remaining tasks such as media production, introduction and conclusion seemed the best plan of action. After each meeting I wrote up the content and posted in on our google docs group so that the all members could review their tasks. Each team member submitted to the google docs a few minutes of footage presenting their analysis and there sections of the report later on through the project. One of the team members had been assigned to produce the report in the aims that it would be reviewed by the rest of the team. The same approach was taken with the presentation as a team member had offered advanced media editing skills. The delivery, review and completion of some sections of the report where delivered a lot later than expected. Unfortunately one of our team members according to medical issues was not available in the last week when most needed.

### Reflection

The original plan was that everyone would go and write a few hundred words analysing each topic i.e social, legal and ethics of the film so that we could compare and combine our perspectives and views. With only two submissions from the group three weeks in we just split up the sections. I was to analyse the Legal impact of aspects in the film and delivered it in the report and presentation. Amongst these roles I drove the team to complete and deliver their objectives and upheld team communication.

After digesting the feedback from the UOR Blackboard[9] it is clear that much more thought could have been given to the implications of the concepts raised in the report and presentation and how they relate to modern day systems and scenarios.

Also in the presentation feedback emailed by module supervisor Pat Parslow where some interesting questions that we failed to deduce ourselves such as rights for the disembodied.

One of the main points outlined in the feedback was the transition from topic to topic with in the report. This disjoint document suffered the worst at the conclusion as it did not support and conclude the other sections of the document. I believe this was a result of the disjoint operation of team work near the end of the project which meant that the conclusion and final read through and review did not get as much time as it needed.

## Conclusion

Some points expressed in the document where skewed misleading and disconcerting. A better approach to methodically illustrating a point succinctly and its relevance needs to be made clearer.

In the last few weeks of the project time management became the biggest challenge. The sudden absence of one of the team members in the last week caused the rest of the team to have to pick up the work. As a result of these challenges the final report did not get reviewed properly and the transitions between the sections of the report where far from smooth. Most importantly this rushed time factor affected the conclusion which failed to relate to the concepts raised throughout the report. The final report could of achieved I higher grade and the justice it deserved if the team could of managed its time better near the end and a couple of the team members applied a little more drive.

Working with two team members that commute the University limited time on campus to meet with the team. Personally this provided the opportunity to develop my electronic communications and management skills further with the continuous challenge of contacting and assembling the team.

From this module I have a richer understanding of SLEASE impact to the world today and the accountability of intelligence. I have also enhanced my analysis and documentation skills by completing this assignment and reflecting how and where my work can be improved.

## References

[1] University of Reading. 2015. *Reflective Writing*. [ONLINE] Available at: <https://www.reading.ac.uk/internal/studyadvice/StudyResources/Practicebasedlearning/sta-reflectivewriting.aspx> [Accessed 17 January 16].

[2] University of Reading. 2015. *SLEASE Module*. [ONLINE] Available at: <http://www.reading.ac.uk/module/document.aspx?modP=SE3SL11&modYR=1516> [Accessed 18 January 16].

[3] Congress.gov.2015. *Cyber Intelligence Sharing and Protection Act.* [ONLINE] Available at: <https://www.congress.gov/bill/114th-congress/house-bill/234> [Accessed 18 January 16].

[4] ACLU.2015. *What is Net Neutrality*. [ONLINE] Available at: <https://www.aclu.org/feature/what-net-neutrality> [Accessed 20 January 16].

[5] BBC News. 2014. *Edward Snowden Leaks PRISM* [ONLINE] Available at: <http://www.bbc.co.uk/news/world-us-canada-23123964> [Accessed 20 January 16].

[6] University of Reading.2015. *Blackboard* [ONLINE] Available at: <https://www.bb.reading.ac.uk/> [Accessed 20 January 16].

[7] IMDB.2015. *Ex Machina* [ONLINE] Available at: <http://www.imdb.com/title/tt0470752/?ref_=nv_sr_1> [Accessed 20 January 16]

[8] IMDB.2015. *Her* [ONLINE] Available at: <http://www.imdb.com/title/tt1798709/?ref_=fn_al_tt_1> [Accessed 20 January 16].

[9] University of Reading.2015. *Blackboard* [ONLINE] Available at: <https://www.bb.reading.ac.uk> [Accessed 21 January 16].