

Digital Divide (EM054M3DA1)

Program	PGE
Module / ECTS / Path / Specialisation	Module :Digital Divide : 5 ECTS. <ul style="list-style-type: none">• MGA
Discipline	Management Information Systems
Year	2019
Semester	A
Open for visitors	yes (5 ECTS)
Available places	50

Coordinator

Daria PLOTKINA

Lecturers

Instructor	Population	Email
Daria PLOTKINA	Population	dplotkina@unistra.fr

Course format

Working language :	English
Volume of contact hours :	27 h
Workload to be expected by the student :	108 h

Course track

Track : Attendance

"Attendance" track :

Attendance at lecture / tutorial classes and intermediate / final exams is mandatory. As evaluation of in class work constitutes an essential element of grading, any absence will be penalized and is taken into account for grading purposes (see academic rules and regulations).

"Autonomous" track :

Attendance at intermediate / final exams is mandatory, but students are free to attend lecture / tutorial classes.

For all Master programs and all other programs realized in the form of dual internships (apprentissage), attendance at lecture / tutorial classes and intermediate / final exams is entirely mandatory. Therefore, only the "Attendance" track can be selected.

Contribution of the course to the educational objectives of the programme

How the course contributes to the programme :

Description

The importance of the World Wide Web and digital technologies is more evident now than ever. And yet there is little attention brought to the existing Digital Divide among different demographics and different regions. The concept of Digital Divide has been evolving and relates to the limited access to the Internet, the level of technological and information-related skills, and available infrastructure and use of online technologies. In the world that is constantly connected it is crucial to understand how to become and how to be digitally empowered and how to bridge the existing gaps. We will approach the Digital Divide issue from three focal points: society, business, and individual. Every topic will be addressed with a practical project, individual or in a team. The students will identify the factors that lead to Digital Divide, will recognize existing and developing methods to reduced the Digital Divide, and will apply the existing solutions to real-life situations.

Educational organisation

In class

Lectures

Presentations

In groups

Exercises

Projects

Interaction

Discussions / debates

Assignments

Individual projects (online assignments, video,)

Learning outcomes

Upon completion of this course, students should be able to :

- **Identify** the importance of digital intelligence in the modern world
- **Define** the crucial requirements to digital literacy, development, and integration
- **Discuss** how make and become digitally empowered
- **Discover** the solutions to reduce the digital gap on different scales
- **Assess** the extent to which digital technologies impact people, companies, and economies

Outline

INTRODUCTION

What is digital divide? Does technology fix the inequities?

History: digital evolution and digital transition

How the divide manifests globally and what is its impact?

SKILLS

The concerned demographics: age, gender, race and ethnicity, (dis)ability

Digital literacy, education, and self-development
BUSINESS
Digital and virtual economy
Creation of digital infrastructure and innovative environment
Becoming and being a digital company
SOCIETY AND ENVIRONMENT
Digital government and digital citizenship
Digital divide vs. digital empowerment

Prerequisites

Key concepts to understand :

Knowledge of :

Sufficient level of English

Teaching material

Documents in all formats

- Syllabus
- Newspaper articles

Recommended reading

Major works :

Academic articles will be uploaded to the Moodle platform. Please read the articles before the class. Bring printed out copies if needed.

Zhao, S. (2005). The digital self: Through the looking glass of telecopresent others. *Symbolic Interaction*, 28(3), 387-405.

Bharadwaj, A., El Sawy, O. A., Pavlou, P. A., & Venkatraman, N. (2013). Digital business strategy: toward a next generation of insights. *Mis Quarterly*, 37(2), 471-482.

Further reading :

"The Digital Divide: Arguments for and Against Facebook, Google, Texting, and the Age of Social Networking" by Mark Bauerlein (2011)

Research works by EM Strasbourg :

Plotkina, D., & Saurel, H. (2019). Me or just like me? The role of virtual try-on and physical appearance in apparel M-retailing. *Journal of Retailing and Consumer Services*, 51, 362-377.

Plotkina, D., Munzel, A., & Pallud, J. (2018). Illusions of truth—Experimental insights into human and algorithmic detections of fake online reviews. *Journal of Business Research*.

Rehm, S. V., & Goel, L. (2017). Using information systems to achieve complementarity in SME innovation networks. *Information & Management*, 54(4), 438-451.

Rehm, S. V., Goel, L., & Crespi, M. (2015). The metaverse as mediator between technology, trends, and the digital transformation of society and business. *Journal For Virtual Worlds Research*, 8(2).

Assessment

Intermediate evaluation / continuous assessment 1 : session n°2

written + oral (15 min) / individual / English / weighting : 20%

additional information : Digital self-audit and digital learning experience: group discussion and individual report

This evaluation serves to measure LO1.1, LO2.2

Intermediate evaluation / continuous assessment 2 : session n°3

written + oral (15 min) / in group / English / weighting : 20%

additional information : Group project on digitalizing a business (case-study), 15 min presentation

This evaluation serves to measure LO1.1, LO1.2, LO2.1, LO2.2

Intermediate evaluation / continuous assessment 3 : session n°5

written + oral (15 min) / in group / English / weighting : 20%

additional information : Applied analysis of a program aimed at bridging the digital divide

This evaluation serves to measure LO1.1, LO1.2, LO2.1, LO2.2, LO3.1

Final assessment : last session

written (60 min) / individual / English / weighting : 40%

additional information : Final exam

This evaluation serves to measure LO1.1, LO1.2, LO3.1

Grounds for expulsion from classes

Such behaviors as...

arriving late, leaving early or unannounced leaving of the classroom during class time

disruptive eating or drinking in class

using smartphones and laptops for non class-related purposes

reading non class-related documents

chatting on non class-related issues

showing disrespect towards lecturers

... may lead to expulsion from classes.