

# Digital Divide in Global World

EM09HM13

## Programme

PGE  
PGE4 FI

## UE

COURS AU CHOIX DE LA MAJEURE IEB

## Semestre

B

## Discipline

Marketing

## Volume horaire

27 H

## Nombre de places

55

## Ouvert aux visiteurs

Oui

## Langue

EN

## Responsable

Daria PLOTKINA



## Liste des intervenants

Intervenant(s)	Email	Volume horaire CM
Daria PLOTKINA	<a href="mailto:dplotkina@unistra.fr">dplotkina@unistra.fr</a>	27 h

**Contribution pédagogique du cours au programme**

## **Développer un management à impact grâce aux connaissances et aux outils les plus récents dans les domaines du management**

Developing a strategic and managerial vision in a complex, uncertain and changing environment

Evaluate sustainable managerial practices using managerial concepts and instruments as well as digital tools

## **Développer des compétences managériales de niveau avancé se traduisant par un leadership responsable**

Co-build a managerial and organizational culture through collaborations and team projects

Recommend decision making by taking a critical approach to driving change in organizations

## **Mettre en place un management responsable par des pratiques reflétant les valeurs d'éthique, de diversité et de développement durable**

Critically assess issues related to diversity, ethics and sustainability in the context of their professional practice

## **Pratiquer un management à impact dans un environnement multiculturel et international, porté par un "European mindset"**

Communicate in a professional context in (foreign) languages, in writing and/or orally

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## **Descriptif**

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.

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## **Organisation pédagogique**

### Face-to-face

- Lectures

### In group

- Exercises

- Projects

### Interaction

- Discussions/debates

### Others

Aucun élément de cette liste n'a été coché.

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## Objectifs pédagogiques

### Cognitive domain

A l'issue du cours, l'étudiant(e) devrait être capable de / d'...

- - (niv. 3) Discover the solutions to reduce the digital gap on different scales
  - - (niv. 4) detect the crucial requirements to digital literacy, development, and integration
  - - (niv. 5) conclude on the importance of digital intelligence in the modern world
  - - (niv. 5) recommend how to make and to become digitally empowered
  - - (niv. 6) Assess the extent to which digital technologies impact people, companies, and economies
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### Affective domain

A l'issue du cours, l'étudiant(e) devrait être capable de / d'...

Aucun affective domain n'a pour le moment été associé à ce cours.

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## Objectifs de développement durable abordés

ODD n°1 - No poverty  
ODD n°3 - Good health and well-being  
ODD n°4 - Quality education  
ODD n°5 - Gender equality  
ODD n°7 - Affordable and clean energy  
ODD n°8 - Decent work and economic growth  
ODD n°9 - Industry, innovation and infrastructure  
ODD n°10 - Reduced inequalities

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## Plan / Sommaire

### 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

What technical and soft skill do you need to succeed in the modern world and how to obtain them?

The importance of self-efficacy, goal-setting, individual well-being, and self-brand management

### BUSINESS

Digital and virtual economy

Creation of digital infrastructure and innovative environment

Becoming and being a digital company

How to obtain sustainable competitive advantage in digitalized and global economy?

## SOCIETY AND ENVIRONMENT

Digital government and digital citizenship

Digital divide vs. digital empowerment

How technology can help empower people and bridge societal divides?

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## Prérequis nécessaires

### Connaissances en / Notions clés à maîtriser

Sufficient level of English

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## Supports pédagogiques

### Mandatory tools for the course

- Computer

### Documents in all formats

- Newspaper articles

### Moodle platform

- Upload of class documents
- Interface to submit coursework
- Assessments

### Software

Aucun élément de cette liste n'a été coché.

### Additional electronic platforms

Aucun élément de cette liste n'a été coché.

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## Bibliographie recommandée

### Ouvrages principaux

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.

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## Littérature complémentaire

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

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## Travaux de recherche de l'EM : Veillez à mobiliser au moins une ressource

Peuvent être renseignés les manuels coordonnés, les traductions de manuel, les études de cas traduites etc...

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).

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## Modalités d'évaluation

### Liste des modalités d'évaluation

**Evaluation intermédiaire / contrôle continu 1** Autre (date, contrôle surprise...) : session 5/6

Ecrite et orale (15 min) / en groupe / Anglais / pondération : 20 %

Précisions : Group project on business digitalization

Cette évaluation sert à mesurer ILO1.1-PGE, ILO1.2-PGE, ILO2.1-PGE, ILO2.2-PGE, ILO3.1-PGE, ILO4.1-PGE

**Evaluation intermédiaire / contrôle continu 2** Autre (date, contrôle surprise...) : last/before last session

Ecrite et orale (15 min) / en groupe / Anglais / pondération : 20 %

Précisions : Group project on social digital empowerment

Cette évaluation sert à mesurer ILO1.1-PGE, ILO1.2-PGE, ILO2.1-PGE, ILO2.2-PGE, ILO3.1-PGE, ILO4.1-PGE

**Evaluation intermédiaire / contrôle continu 3** Séance n° 2/3

Ecrite / individuelle / Anglais / pondération : 20 %

Précisions : Individual project on digital audit and self-empowerment

Cette évaluation sert à mesurer ILO1.1-PGE, ILO1.2-PGE, ILO2.1-PGE, ILO2.2-PGE, ILO3.1-PGE, ILO4.1-PGE

**Evaluation finale** Semaine d'examens

Ecrite (60 min) / individuelle / Anglais / pondération : 40 %

Précisions : Test exam

Cette évaluation sert à mesurer ILO2.2-PGE, ILO3.1-PGE, ILO4.1-PGE