

EM1F4M30A1

Program

PGE
PGE 2A - International and European Business

UE

Digital Divide

Semester

A

Discipline

Information systems management

Contact hours

27 H

Number of spots

45

Open to visitors

Yes

Language



Coordinator

Daria PLOTKINA



List of lecturers

Lecturer(s)	Email	Contact hours - lecture
Daria PLOTKINA	dplotkina@unistra.fr	27 h

Pedagogical contribution of the course to the program

LEARNING GOAL 1 : Students will master state-of-the-art knowledge and tools in management fields in general, as well as in areas specific to the specialized field of management.

Students will identify a business organization's operational and managerial challenges in a complex and evolving environment.

Students will understand state-of-the-art management concepts and tools and use them appropriately.

LEARNING GOAL 2 : Students will develop advanced-level managerial skills.

Students will work collaboratively in a team.

Students will participate in a decision-making process in a critical way.

LEARNING GOAL 3 : Students will demonstrate their understanding of practices reflecting ethical, diversity and sustainable development values in business organizations.

Students will identify and analyze issues relating to diversity, ethics and sustainable development in their business context.

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.

Teaching methods

Face-to-face

- Lectures

In group

- Exercises
- Projects

Interaction

- Discussions/debates

Others

No items in this list have been checked.

Learning objectives

Cognitive domain

Upon completion of this course, students should be able to

- - (level 1) **Identify** the importance of digital intelligence in the modern world
 - - (level 1) **Define** the crucial requirements to digital literacy, development, and integration
 - - (level 2) **Discuss** how make and become digitally empowered
 - - (level 3) **Discover** the solutions to reduce the digital gap on different scales
 - - (level 6) **Assess** the extent to which digital technologies impact people, companies, and economies
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Affective domain

Upon completion of this course, students should be able to

None affective domain have been associated with this course yet

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

No prerequisite has been provided

Knowledge in / Key concepts to master

Sufficient level of English

Teaching material

Mandatory tools for the course

- Computer

Documents in all formats

- Newspaper articles

Moodle platform

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

Software

No items in this list have been checked.

Additional electronic platforms

No items in this list have been checked.

Recommended reading

Main reading material

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.

Additional literature

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

EM Research: Be sure to mobilize at least one resource

Textbooks, case studies, translated material, etc. can be entered

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

List of assessment methods

Intermediate assessment / continuous assessment 1 Other (date, pop quiz, etc.) : Throughout the semester

Written and oral (60 Min.) / Group / English / Weight : 70 %

Details : Best 3 of 6 in-class group exercises will be considered for a group grade

This evaluation is used to measure L01.1, L01.3, L02.1, L02.2, L03.1

Final evaluation Exam week

Written (60 Min.) / Individual / English / Weight : 30 %

Details : Final Exam

This evaluation is used to measure L01.1, L02.2