

Learning and making digital technology one's own

08 Interview of Roch-Olivier MAISTRE, President of the Audiovisual and Digital Communication Regulatory Authority (Arcom), on the role of the media in digital literacy

Interview by Nicolas CHAGNY.

Biography of Roch-Olivier MAISTRE

Roch-Olivier Maistre graduated from the Institut d'études politiques de Paris, holds a degree in economics, and is a former student of the École nationale d'administration (1982). He was administrator of the City of Paris from 1982 to 1986. He then joined the cabinet of François Léotard, Minister of Culture and Communication, as an advisor from 1986 to 1988.

Between 1988 and 1991, Roch-Olivier Maistre was Deputy Director of Economic Affairs at the Department of Finance and Economic Affairs of the City of Paris, then Director of the Cabinet of the Secretary General. He was then appointed General Manager of the Comédie Française from 1993 to 1995 before becoming Secretary General of the Paris Council from 1995 to 2000. Between 2000 and 2005, he joined the French Presidency as advisor for Education, Culture and Communication. He joined the Court of Auditors in 2005 and successively held the positions of Senior Counselor in the Fourth Chamber, Head of the Foreign Affairs sector, First Advocate General in the Public Prosecutor's Office, Chamber President and General Reporter. He has been awarded the titles of Officer of the National Order of the Legion of Honor, Officer of the National Order of Merit, and Commander of Arts and Letters.

Roch-Olivier Maistre has been President of the Conseil Supérieur de l'Audiovisuel (CSA) since February 4, 2019. On January 1, 2022 and pursuant to the law of October 25, 2021 on the regulation and protection of access to cultural works in the digital age; the Regulatory Authority for Audiovisual and Digital Communication (Arcom) was born from the merger of the CSA and the High Authority for the dissemination of works and protection of rights on the Internet (Hadopi).

14 The second educational revolution

Gilles BABINET & Florence RIZZO.

In the Western world, a first educational revolution took place in the 19th century, enabling the democratization of access to education. When the digital revolution began to take hold, the idea, which was probably the most shared, was that of a massification of education on an even greater scale. In addition to free education, the personalization and adaptation of courses to the needs and pace of the learner are subjects of strong hope. But beyond this massification of access to knowledge, the challenge is to allow the younger generations to grow in consciousness, and to cultivate their capacity to invent solutions to solve the complex and global challenges we are collectively facing.

19 The Net generation

Pierre BELLANGER.

Training in digital technology? Here is an offbeat look at the new generation's view of this injunction from age groups overwhelmed by the ongoing revolution. At a time of disintegration of the private sphere, of the irruption of decision-making

automatons and of an illusory digital sovereignty, “our young people” are asked to take their digital destiny into their own hands... This incantation, both tragic and burlesque, deserved these few pages.

23 A key place for digital learning: The family

Marie-Andrée BLANC.

Screens and digital tools occupy an important place in the daily life and time-space of families, raising concerns and questions from parents. For the National Union of Family Associations, the family can be a place for learning about digital technology. But for that, it is necessary for parents to have their confidence restored; on the Internet, in front of the screens..., children need them to grow up. To do this, the latter must first and foremost rely on the principles of parenthood and capitalize on their experience as parents: anticipate risks, take an interest in their child's activities, set rules, encourage discussion and exchange, in order to give meaning to the children's digital activities and awaken in them a critical eye for these digital practices.

28 Making digital technology accessible in everyday life

Orianne LEDROIT.

Digital technology is part of our daily lives. Whether we want it or not, whether we are aware of it or not. But no one has really asked for our opinion or given us the instructions. Some people don't need them. Others are more or less overwhelmed. There are 13 million people in France who do not feel at ease with digital technology. 13 million French people who are not 13 million senior citizens reluctant to progress. They are sometimes 25 years old, and they don't know how to insert an attachment in an email or how to use a word processor to write a resume. They are neither idiots nor outcasts. They just need an explanation. Kind of like when you buy a piece of furniture in a kit. You have all the parts, but without the instructions for assembly you're a little lost.

If there is a positive effect from the health crisis is that it will have made it possible to realize that the instructions for use of digital technology were poorly made or simply missing. The government and the public service have a role to play.

The government was already a supporter and a player in the structuring of local initiatives in favor of digital support. Today, through the plan France Relance, it is deploying, in collaboration with local authorities and actors, 4,000 digital advisors in the field, all across France. These advisors will assist everyone in their daily activities: making a medical appointment online, working from home, keeping track of their children's schooling, communicating with friends and family, selling or buying on e-commerce sites, creating and managing their email inbox...

Our daily lives are digital. Let's not let anyone be excluded from it.

34 Digital mediation for inclusion

Pierre GASTÉ.

There are those who know, those who think they know, and those who just ignore the codes of the e-world. But all of us face radical societal changes due to the digital revolution. Those changes affect our social life to its roots. They have an insidious and lasting effect on human behavior, driving us to what might be called modern slavery...

Let us think about those changes, pointing out the objectives of inclusion and focusing on the way digital mediation can bring an answer to this major issue of our society. Let us consider the new skills, jobs, and opportunities linked to e-inclusion.

38 For a digital public service

Martine FILLEUL.

Faced with the difficulties caused by the increasing dematerialization for many citizens, and after various works carried out within the Higher Commission of Digital Technology and Posts and within the Senate, Martine Filleul advocates for the government to organize a true digital public service and for the fight against “illectronism” to become a full public policy.

40 Shared intelligent and civic territories

Anna ANGELI.

Whether they live in rural, urban, affluent centers or working-class outskirts, residents expect modern, personalized, and common services that are fair, efficient, and also humane. Depending on one’s geographical, social, or cultural situation, one will not understand and master digital technology in the same way. For decision-makers, political and economic actors convinced of its advantages and benefits, it is deployed, hoped for, and claimed, as a factor of development, attractiveness, innovation, social ties, and access to knowledge. Despite this, it is also a factor of disorders and fractures. The challenge for all stakeholders is to integrate these opportunities as well as concerns, to collectively define a local digital project, and to guarantee control and governance so that this inevitable transformation is ambitious, well thought-out, and successful, without further marginalization and societal issues.

46 Digital learning, an opportunity for people with disabilities

Véronique BUSTREEL.

While the digital sector is growing rapidly, employers are having difficulty recruiting. In order to ensure that the opportunities arising from this revolution benefit everyone, particularly people with disabilities, the various players in research, training, support, and business must work together to initiate a virtuous dynamic that benefits everyone. People with disabilities are still too often excluded from the world of work, and must be able to benefit from this transformation, which is shaking up work organizations and employment, by seizing the opportunities generated by innovations for the employment of people with disabilities. In their mobilization in structuring coordinated responses to enable the detection and emergence of talent – particularly through training – and ensuring that no new barriers to the professional inclusion of people with disabilities are created as a result of unthought-of and uncontrolled accessibility, the stakeholders must make it possible to turn these opportunities into realities.

52 Focus on experiential learning and apprenticeships to address the shortage of digital workforce

Alain ASSOULINE.

Digital technology is an exponentially growing sector, as it is used in every other sector of the economy. 230,000 jobs are to be available by 2025.

And yet, faced with this urgent need in a dynamic sector that is constantly changing, our training system for digital careers has not changed. The gap is widening between the workforce it is capable of providing and the needs of companies.

Isn’t it time to move away from an inappropriate elitism and open up access to these careers to as many people as possible?

Experiential learning or an apprenticeship starting at the baccalaureate level would be the most massive means to do so. It would require an operational preparation of the candidates for their integration in a company.

By decompartmentalizing initial and continuing education with a wide range of training courses, it would be possible to direct employees from all sectors – as well as job seekers – towards these professions.

To find the talent it needs, the digital industry must renew and diversify its workforce.

57 The revolution of massive digital training

Marc-François MIGNOT MAHON.

Digital training makes it possible to drastically and sustainably reduce youth unemployment, and to provide lifelong training for the active population. Where there is danger – the technological transition – there is also a saving grace – the means to train hundreds of thousands of individuals – to give everyone the ability to make – and not suffer – this transition.

Not only does e-learning abolish distances, thus multiplying the capacity for training, but it also brings into training individuals who would never have gone to school.

Putting hundreds of thousands of young people, who have “left” the system, back into employment and professional socialization is possible.

It is also possible to offer thousands of companies – especially in the territories – employable young people, corresponding to their development needs.

The answer to these two critical questions is the digitalization of training coupled with apprenticeship.

62 Digital learning assessment methods

Benoît SILLARD.

Learning assessment is undergoing a fundamental evolution with the emergence of e-exams and digital continuous assessment. This is the end of large examination rooms and “paper” copies. Students can use their own computer at home, work on multimedia documents, obtain their results very quickly, while being supervised remotely. This is not only a technical revolution but above all an educational change, which requires a proactive change management.

73 The long march of digital technology to business

Sylvie HÉAS.

The digital revolution is as important – if not more so – than the industrial revolution of the late 19th century.

It is above all a profound reinvention of the ways in which information is circulated and produced in society and organizations, coupled with new concepts that are shaking up relationships between all stakeholders. Sharing, collaboration, cross-functionality, the flattening of hierarchies, more direct customer-business relationships, the entry of social issues into the company... models and uses are being reinvented, and more and more quickly. Learning methods are also being turned upside down by digital technology. Companies must contend with a new technological world that is still struggling to become a natural part of employees' daily lives. This new reality feeds into the new processes, and requires everyone to demonstrate significant adaptability.

79 Performance and social media: Are companies on track?

Sandrine ANDRO.

Social media are defined as a group of Internet-based applications that, on the ideological and technological foundations of Web 2.0, allow for the creation and

exchange of user-generated content. Companies use them for different purposes: communication, marketing, recruitment, sales...

The level of performance sought by a company in its use of social media is correlated to its level of maturity. Whatever its size, if the ground is not prepared and the organization is immature, the expected performance will be hampered. It is therefore essential to look at the organizational, operational, and technological evolutions of the company. This approach leads to reflect each of its social presences according to the progression of its learning curve. From the simple search for sharing to the creation of value, its objectives are then part of a balanced path.

What are the findings regarding the maturity of companies in the use of social networks?

86 The complex relationships of learning and making it one's own – the case of employee opinions

Daniel PELISSIER.

The appropriation of a system is not only a technical issue, but also a social, political, and cultural one... Employee opinion platforms are a good example of this principle. They have existed in France since 2008, and this long history shows a complex appropriation by multiple actors. Our analysis highlights an evolutionary process that does not lock the system and its user into a strictly individual relationship, isolated from a context. The sociotechnical approach supported in this article questions learning: What must be taught so that relevant learning can take place? Opposite choices would be centered on the technical or the social aspect, one excluding the other. According to us, it is rather a question of linking these two dimensions, considering that all technology is social. Learning the uses of employee opinion platforms is then a way to learn part of the social logic of our world.

92 For an inclusive artificial intelligence

Franck COHEN & Pierre ORSATELLI.

Artificial intelligence is a new technology that is based on three concomitant revolutions. It raises many questions while too often seeming to restrict expression and action. However, its speed of diffusion should encourage companies to mobilize in order to take advantage of it. A special effort must be made to develop new data-related businesses. To support this vast movement, Europe should take exceptional measures to encourage the necessary awareness and inclusion effort. Thus, the successful development of artificial intelligence requires, in particular, the training of new profiles, in order to encourage its dissemination into the networks of European small and medium-sized enterprises.

MISCELLANY

98 E-health in France is moving forward!

Laure LÉTOURNEAU.

The transformation of our healthcare system cannot take place without a massive and ethical development of digital health in France. This must be done according to the doctrine of the “platform State”. The platform State is the conviction that the State should not build cathedrals on its own, but that it should define the basic rules of construction, make the keystones, and invite everyone to contribute to the building, in the service of a collectively constructed work. Since 2019, e-health

has been moving forward at a rapid pace. Covid-19 has further accelerated the momentum. It is now up to all of us, e-health players in France, dedicated healthcare professionals, willing associations, bold public officials, manufacturers, tireless publishers and entrepreneurs, and involved citizens, to convert the try, with enthusiasm and determination, to make France and Europe the leaders in e-health!