



Dynamics of the learning process and specificities of the digital being in the university

Samuel Nowakowski, Manuel Schneeweile, Isabelle Houot, Nathalie Issenmann

► To cite this version:

Samuel Nowakowski, Manuel Schneeweile, Isabelle Houot, Nathalie Issenmann. Dynamics of the learning process and specificities of the digital being in the university. ePIC Forum 2014, Jul 2014, Londres, United Kingdom. hal-01108233

HAL Id: hal-01108233

<https://inria.hal.science/hal-01108233>

Submitted on 22 Jan 2015

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

Dynamics of the learning process and specificities of the digital being in the university

Samuel NOWAKOWSKI^{1,2}, Manuel SCHNEEWELE², Isabelle HOUOT³, Nathalie ISSENMANN⁴,

*¹University of Lorraine, LORIA, KIWI team, MSH Lorraine, Campus scientifique,
54500 Vandoeuvre, France*

samuel.nowakowski@loria.fr

²MSH Lorraine USR 3261, 91 avenue de la Libération, BP 454, 54001 NANCY Cedex, France

*³University of Lorraine, LISEC, BP 3397, 54015 Nancy cedex, France
isabelle.houot@univ-lorraine.fr*

⁴University of Lorraine, DFOIP, Service Universitaire d'Ingénierie et d'Innovation Pédagogique,

Parc de Saurupt, 54000 Nancy, France

nathalie.issenmann@univ-lorraine.fr

Keywords: identity through digital technologies; social networks; learning process; students ; university

With the Internet and the multiplication of its tools and services, individuals develop more within an ecosystem in which they become what we call, "digital interconnected beings". In this virtual space, each is known by a set of traces (written, audio or video content, messages on forums, login, purchase or acts of consultation, etc..) left here and there according to our navigations, consciously or unconsciously, and which form a so-called *digital identity* (Merzeau, 2013).

The observation of these traces, means to rethink the principles of being together around new ways of sharing, exchange and exhibition (Alloing, 2013) in which the real and virtual maintain an ambiguous relationship (Georges, 2009). We find them at the university with the implementation of Personal Learning Environments (PLE), educational resources, ICT tools (Information Technology and Communication for Education), social networks, through the online services available to students. Thus, an ecosystem composed of communities and knowledge sharing between students is introduced. Therefore, have a digital existence suggests changes in academic strategies for sharing, treatment and broadcasts information (Arnaud, 2012, Chomienne & Lehmans, 2012).

Under the ADN (Learning and Digital Identity) project, we propose, on the one hand to define this "digital being" and its ecosystem for sharing knowledge, secondly, to study the impact of a strong digital identity on the learning process and the relationship to knowledge. Do we assist to a reconfiguration or a (r)evolution of students practices? A project whose aim is also to provide a better understanding of how their digital identity is built to go to new learning models and online professional support taking into account the characteristics of these media.

Therefore, this paper will first focus on the explanation of our problem and the used theoretical backgrounds. In a second time, we will report and analyze preliminary observations obtained from an exploratory survey of a sample of approximately one

hundred students from the Master Information and Communication of the University of Lorraine. We then conclude with some recommendations and perspectives.

References

- ALLOING C. (2013) *Processus de veille par infomédiation sociale pour construire l'e-réputation d'une organisation*. Thèse de Doctorat en Sciences de l'Information et de la Communication, Poitiers, le 2 juillet 2013. Disponible sur Internet : http://tel.archives-ouvertes.fr/docs/00/91/50/04/PDF/These_CamilleA_HorsAnnexes_VersionTEL.pdf (07/02/2014)
- ARNAUD M. (2013). Apprendre par les réseaux sociaux, qu'est-ce qui change ? *Études de communication*, n°38, p.101-105.
- CHOMIENNE E & LEHMANS A. (2012). Réseaux sociaux et apprentissage collaboratifs à l'université : pratiques innovantes dans une communauté connectée. *Colloque international de l'université à l'ère du numérique*, 17-18 avril 2012, Lyon.
- GEORGES F. (2009). Représentation de soi et identité numérique, une approche sémiotique et quantitative de l'emprise culturelle du web 2.0. *Réseaux*, vol.2 n°154, p. 165-193.
- MERZEAU L. (2013). L'intelligence des traces. *Intellectica*, vol.1 n°59, p. 115-135.