

Study day

Digital Education : Public policies, actors and challenges



FREE ENTRANCE

November 12th 2019

University of Craiova - UCV

13 Boulevard A.I. Cuza, 200585 Craiova, Dolj, Ro

Central building, Room 443B

9:30 am -17:00 pm

STRATEGIC PARTNERSHIP ANGE

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Digital Education : Public policies, actors and challenges

Since the beginning of the twenty-first century, the educational field, programs and teaching methods have been reconfigured in depth by digital uses (Beetham and Sharpe, 2013, Tessier, 2019). The impact of digital technologies is visible at different levels, from European, national, regional to institutional projects. This integration of digital is most generally envisaged in three ways: in the creation of innovative learning environments (the Creative Classrooms - Bocconi, 2012, 2013), in the implementation of new pedagogies or the development of innovative educational projects (Fullan, 2013, Laurillard, 2012, Selinger and Hamilton, 2017) and in the development of curricula responding to new professionalization needs, in societies innervated by digital technology (Punie and Cabrera, 2005)

In this context, we note in particular a willingness of the European Commission to support the implementation of transnational educational projects including the use of digital. This concern can be seen in various programs such as: eLearning Action Plan, Europe 2020 Strategy, the Agenda for New Skills and Jobs and the Renewed EU Agenda for Higher Education. However, important disparities remain, in terms of objectives or needs, between the countries of the European Union, which complicates the sharing and even more so the transferability of national experiences. In addition, some local issues are difficult to generalize (whether it concerns issues related to multiculturalism, plurilingualism, immigration or poverty issues). Finally, educational policies deployed at national and even lower levels are sometimes difficult to accommodate with participation in a European project.

National, regional or local educational programs respond to particular challenges that are, by definition, prioritized by local actors. For example, the Walloon Digital School program is a regional project aimed at reducing the equipment gap between schools. *The Teaching 2.0 - Media Literacy in the Classroom* project in the Berlin-Brandenburg region of Germany supports the introduction of digital literacy courses for trainee teachers. The *ICT in education certification program* allows schools in the Spanish region of Castilla y León to obtain a label certifying that the school implements good digital practices. Another example is the Italian *Strategy for Digital School* program, which supported the setting up of digital infrastructures and their use in schools across the country. European educational programs promote exchanges and meetings. But one can ask the question of the transferability of practices from one country to another,

from one institution to another, because of the needs, skills and means each time specific.

As part of this study day, participants are invited to analyze and compare experiences of implementation of an educational project including digital involving the articulation of European, national, regional or local programs. In particular, we will try to evaluate to what extent the European educational actors converge in the direction of the strategic priorities that are posed by the European Commission or if they are rather impeded because of their obligation to answer local problems.

This day of study is organized by the Faculty of Social Sciences and the Department for the Training of Teaching Staff, the Doctoral School of the Faculty of Letters "Alexandru Piru" of the University of Craiova (Romania), the Faculty of Arts Education of the Catholic Institute of Paris (France) and the Faculty of Education of the University of Salamanca (Spain). It is part of a research program deployed within the Erasmus + ANGE project (**Digital Anchoring in Institutional Governance**) in which these three academic institutions collaborate.

The event represents an opportunity to share knowledge about the implementation of European education policies, taking into account the recommendations made at the level of the European Commission and the place of national, regional or local policies in the development of digital educational projects. At the end of the day, the participants are invited to propose an article that will be published in a thematic issue of the Sociology University Review (*Revista Universitara de Sociologie*) to be published in December 2019.

Program

9:30 am - 10:00 am : Registration and welcome at the University of Craiova, Room 443B

10:00 am - 10:15 am : Welcome and opening of the Study Day

- **Cristiana TEODORESCU**, Headmistress of the Doctoral School of the Faculty of Letters "Alexandru Piru", University of Craiova (Romania)
- **Sorin Liviu DAMEAN**, Dean, Faculty of Social Sciences, University of Craiova (Romania)

❖ Introduction to the Study Day by the steering committee :

- **Gabriela Motoi**, doctor of sociology, professor-researcher at the University of Craiova, Faculty of Social Sciences; member of the Scientific Interest Grouping Network of the Education Development Training Network - GIS REDFORD and the Society of Sociologists in Romania (SSR). Her research focuses on contemporary sociology, sociology of education, social policies of the European Union, education-labor market relations.
- **Laurent Tessier**, sociologist and professor at the Faculty of Education of the Catholic Institute of Paris. His work focuses on the educational uses of digital tools, especially those of video. He recently published *Educate to Digital ? A paradigm shift*, published by MKF (Paris, 2019).
- **Alexandrina-Mihaela Popescu**, doctor of Education, Lecturer in Psychopedagogy at the Department for Teacher Training, University of Craiova. She is a member of the association "Academy of Pedagogues" and Center for Psychoedagogical Research (UCv). Her research focuses on conflict management and school organization management.

10:15 am - 10:35 am :

Opening conference : « THE IMPORTANCE OF DIGITAL IN THE SPECIFIC FRAMEWORK FRANCE – ROMANIA UNIVERSITY COOPERATION »

(conference in french)

Speaker :

- **Frédéric BEAUMONT**, Scientific and University Cooperation officer, Center for Academic and Scientific Exchange, French Institute of Romania, French Embassy in Romania.

10:35 am – 11:15 am : Round table n° 1**Speaker(s) :**

- **Laurent Tessier**, sociologist and professor at the Faculty of Education of the Catholic Institute of Paris. His work focuses on the educational uses of digital tools, especially those of video. He recently published *Educate to Digital ? A paradigm shift*, published by MKF (Paris, 2019).
- **Virginie TREMION**, lecturer at the Faculty of Education of the Catholic Institute of Paris. She is involved in work on computer-mediated communication in training and the role of technological tools in intercultural education

CERTIFICATION OF DIGITAL SKILLS IN UNIVERSITIES FRENCH: FROM C2I TO PIX (20 minutes – intervention in French)

Abstract : Since the end of the 1990s, various mechanisms have been institutionalized in order to generalize digital technology training in an educational context. More specifically, the implementation of the Computer and Internet Certificate - C2i -, enshrined in the law of 22 July 2013, has contributed to the development of digital education in the French university system (Devauchelle, 2004, Fluckiger, 2010; & Karsenti, 2013). Proposed for students in training institutions of higher education, this device aims to develop, strengthen, validate and certify the skills necessary for the reasoned mastery of information and communication technologies (ICT) both in terms of knowledge essential to the use of technological tools and knowledge of the issues related to their manipulation. This certification included two levels : a first generalist level for the License, common to all students regardless of their branches; and a higher level, specialized according to the chosen Master's course and aiming at numerical skills specific to six professional spheres. The C2i device was part of the emergence of a questioning around the notion of competence at the university. But a national inventory of the device made in 2015 was able to identify a number of pitfalls of the device, considered too general, such as the heterogeneity of training delivered, the lack of updating of the contents of the reference system or the difficult articulation with the disciplinary fields of higher education. The PIX project, experienced until June 2018 in universities and systematized from 2019, is presented as an "online public service evaluation, development and certification of digital skills" personalized (see the site pix.fr). It aims to replace the C2i by relying on contemporary platform technologies and dedicated adaptive algorithms (Aillerie, 2017).

Can PIX do better than the C2i? Based on the analysis of the two devices, we propose to think about the challenges of this new certification approach in the digital domain. We will see how the C2i was part of a specifically French approach to digital education (the ICT or Information and Communication Technologies for Education model) while PIX tries to agree with new international standards - especially European (Baron & Bruillard, 2003, Cuban, 2013, Selwyn & Facer, 2013).

Key words : TICE ; EdTech ; C2i ; skills ; digital

- **Viviane DEVRIESERE**, Doctor in French Language and Literature, President of the Association of Experts and Evaluators of the European Union (Eval-UE)

DIGITAL CITIZENSHIP (20 min – intervention in french)

Abstract : In 2016, the Council of Europe defines the competences for a culture of democracy. It is from this thinking that comes the digital citizenship approach, a skill set that enables young people to make good use of digital media and technologies while avoiding their dangers. The school is expected to play a key role in building these skills. This paper will define what digital citizenship is and discuss the role of the school in its acquisition.

Key words : culture of democracy, digital citizenship, media, education .

11:30 am – 12:10 am : Round table n° 2

Speaker(s) :

- **Michèle DESROCHERS** (CGEP La Pocatière, Québec) – trained in sociology and administration, Ms. Desrochers specializes in conducting feasibility and market studies for the development of new training programs. It contributes to the establishment of training centers by defining the educational framework as well as the need for human, material and financial resources in partnership with the socio-economic community. She is also involved in the planning of work related to strategic planning and institutional policies. Internationally, she coordinates and supervises international internships for students enrolled in various technical programs and participates in the development of numerous training with foreign partners. She has offered and organized distance and face-to-face training courses for Tunisian engineers from different universities, notably as part of a UNESCO Chair. She has also been involved in developing programs for developing countries.

EDUCATIONAL POLICIES IN QUEBEC : THE DIGITAL ACTION PLAN

(20 min – intervention in French)

Abstract : The College of Higher and Professional Education (CEGEP) in La Pocatière, a higher education institution in the province of Quebec in Canada, has adopted in 2019 a Digital Action Plan inspired by the Ministry of education and higher education in Quebec. This educational policy aims to better define the orientations and the actions to facilitate the integration, the deployment and the use of digital by the actors within our school organization. This communication will focus on the context, the objectives of the NAP, its content and its challenges for CÉGEP. This type of tool is an example of good practice in North American public policy to promote digital education. A joint reflection and sharing of expertise will conclude this presentation with participants to discuss the possibility of transferability of this initiative from one continent to another, from one country to another.

Key words : public policies, Digital Action plan, good practices, transferability

- **Gabriela Motoi**, doctor of sociology, professor-researcher at the University of Craiova, Faculty of Social Sciences; member of the Scientific Interest Grouping Network of the Education Development Training Network - GIS REDFORD and the Society of Sociologists in Romania (SSR). Her research focuses on contemporary sociology, sociology of education, social policies of the European Union, education-labor market relations.
- **Alexandrina Mihaela POPESCU**, doctor of education, lecturer in psychopedagogy at the Department of Teacher Training, University of Craiova, Member of the *Center of psychoeducational Research* (UCv). She is a member of the association "Academy of Pedagogues" and *Center for Psychopedagogical Research* (UCv). Her research focuses on conflict management and school organization management.

STRATEGIES AND POLICIES FOR USING DIGITAL EDUCATION: A COMPARATIVE ANALYSIS: ROMANIA AND BULGARIA

(20 min – intervention in french)

Abstract : This paper analyzes, in a comparative way, how public policies on digitization in education have been implemented in Romania and Bulgaria and how they have been transposed from the national to the local level. The starting point of our paper is that now, in Romania and Bulgaria, despite the increased demand for digital data in education, the sources of international statistics on education (which are the best known) continue lack of policy data in this area. At the same time, the Digital Economy and Society Index - 2017 showed that Romania, Bulgaria, Greece and Italy had the lowest scores. The communication is structured in three parts: the first part contains a comparative picture of the digital economy of the two countries, which highlights the fact that in Romania, as well as in Bulgaria, the use of public services and the electronic commerce are weak compared to the rest of the European Union; At the same time, there are still strong disparities between rural and urban areas. The second part analyzes national strategies and action plans to better anchor digital education. With regard to the results of these national strategies and plans, we discuss them in the third part of our paper, in which we present some examples of reference projects, implemented in both countries, which can be considered as good. practices in the field of digital education

Keywords : public policies, national strategies, digital action plan, politiques publiques ; stratégies nationales ; plan d'action numérique; public-private partnership in education.

12:10 am — 12:50 am : Round Table n° 3

Speaker(s) :

- **Anca Parmena OLIMID**, lecturer at the Faculty of Social Sciences of the University of Craiova, Specialization in Political Science. Doctor in Human Sciences from the University of Craiova (2008). She has postdoctoral studies in Political Science (2010-2013). Her areas of research are : modern and contemporary political thought ;

relationships between society, state and religion ; geopolitics and geostrategy. Now, she is Chief Editor of the international journal Revista de Științe Politice / Political Science Review.

- © **Daniel Alin OLIMID**, lecturer in the Department of Biology and Environmental Engineering of the University of Craiova, biology specialization. His research areas are : cell biology, genetics and related fields (demography and demographic factors). His studies and papers are published in ISI Thomson Reuters (Clarivate Analytics) journals and international databases.

EXPLORATORY STUDY ON POPULATION NEEDS AND THE RECEPTION OF DIGITAL TECHNOLOGIES IN THE FRAMEWORK PROGRAM FOR RESEARCH AND INNOVATION "HORIZON 2020" (2014-2020)

(20 min – intervention in french)

Abstract : This intervention presents the Framework Program for Research and Innovation "Horizon 2020" (for the period 2014 to 2020) on Regulation (EU) No 1291/2013 of the European Parliament and of the Council of 11 December 2013. The article aims to explain in particular: 1) the context and the added value of the Union for research and innovation; 2) the role of digital technologies and institutional and organizational factors; 3) the demographic and human resource priority framework for the area of scientific research and innovation. In particular, the article analyzes the question of intellectual capital in Europe (it is mainly about human resources, sustainable cooperation and research infrastructures) and that of the action of technologies and developments in digital technologies. The exploratory study on the reception of digital technologies and the needs of the population also takes into account other initiatives of the European Union in the field of the use of human resources, industrial supremacy and innovation . In conclusion, the contributions of the study show the importance of digital technologies for the citizens of the European Union, by analyzing the means of access to new knowledge.

Keywords : framework program; digital technologies; Horizon 2020; the European Union; research and innovation.

- **Maria Catalina GEORGESCU**, Doctor in Management Science, Research Professor of Political Science at the University of Craiova, founding member of the Center of Post-Communist Political Studies (CEPOS).

CONNECTING EUROPEAN EDUCATIONAL PROGRAMS AND THE SINGLE DIGITAL MARKET : ANALYSIS OF THE INTERNATIONAL MEDIA CONTENT INTERNATIONALAUX (20 min – intervention in english)

Abstract : The aim of this study is to examine how the European Commission's digital education projects related to the Digital Single Market initiative are described in the international media. The study uses as a methodology the content analysis of some relevant online news articles. The search proceeds according to the following steps :

(1) selection of online sources of information, (2) selection of relevant articles over a specified period, (3) analysis and interpretation of results along the following lines: (a) analysis of article distribution; b) analysis of thematic areas; c) Analysis of the frames and the journalistic tones. Therefore, the research aims to delineate the images presented by several sources of information when referring to European initiatives in digital education and technological innovations in the field of education, paying special attention to feedback on higher education.

Keywords : European education projects, digital single market, European Commission, higher education, media

12:50 am - 14:30 pm : Free lunch

14:30 pm — 16:00 pm : Round Table n° 4

▪ **Daniela DINCA,**

Doctor in language sciences, lecturer at the University of Craiova. She is Vice-President of the French-speaking Association *Dimanche*, and a member of the National Commission for the French Language Curriculum within the Ministry of National Education. Since 2000, she has been a member of the Research Network of the *Agence Universitaire de la Francophonie* : Study of French in Francophonie și Lexicology, Terminology, Translation.

DIGITAL TECHNOLOGY FOR THE TRAINING OF SPECIALIZED TRANSLATORS (20 min – intervention in french)

Abstract : Defined as "the implementation of the language, by the word, in the service of the right" (Cornu 211), the legal discourse combines the two fundamental components, the language and the law, in a symbiosis which makes the legal translation as much more difficult than it all adds to its national aspect, which reflects both the history and the culture of a country which organizes its legal system according to its own conception. As a result, legal discourse carries a cultural dimension that is reflected not only in the terminology but also in the way it is expressed. Our article aims to highlight the training of translators in the legal field through the exploitation of online tools and resources (lexicons of comparative terminology, specialized bilingual dictionaries, general works in law, automatic translation engines, etc.).) which are real tools of the work that translators must acquire for the acquisition of technological competence, namely the competence in the extraction of information. Another working tool that will be the subject of our presentation will be corpus linguistics. Indeed, the analysis of parallel corpora makes it possible to highlight the changes that occur in the translation of terms from one language to another and, at the same time, the usefulness of the corpus for a specific analysis devoted to the implementation of evidence of terminological and linguistic specificities.

Keywords : specialized translator, corpus linguistics, online resources, machine translation

- **Mihaela BUNDUC**, PhD in language sciences Doctoral School of the Faculty of Arts
“Alexandre Piru”, University of Craiova.

TRANSLATION OF FIXED EXPRESSIONS USING AUTOMATIC SOFTWARE IN FRENCH CLASSES FOREIGN LANGUAGE

(20 min – intervention in french)

Abstract : Nowadays, generalized exchanges increasingly require the use of translation. To facilitate this process, new digital tools have emerged : automatic translation software. These have been created to respond to this need for expanded communication. In our article we propose to see to what extent the automatic software ensure a methodical translation, which is not likely to lack rigor. We will show the results obtained by learners from a French bilingual stream following a brief experiment: using these softwares they try to translate some fixed expressions from French into Romanian and English. We are considering conclusions about the performance of these programs in relation to monolingual or bilingual explanatory dictionaries.

Keywords : translation, fixed expressions, automatic software, french as foreign language

- **Iuliana-Florina PANDELICA**, doctor of letters, teacher of FLE at Lycée Voltaire. In her thesis entitled “Blue, Black, Red and Green – between lexicology and terminology”, she used TXM 0.7.8 software to study the lexico-semantic field of four colors in the work of the historian Michel Pastoureau while highlighting the migration of chromatic terms from the specialized language to the general language.

THE TXM PLATFORM – A PLATFORM THAT COMBINES POWERFUL TECHNIQUES FOR ANALYZING LARGE TEXTS IN A MODULAR AND OPEN-SOURCE FRAMEWOK

(20 min – intervention in french)

Abstract : This presentation aims to present the benefits of using the TXM 0.7.8 software in the automatic processing of the corpus, the software being useful to gather the elements that make up the lexico-semantic field of the terms and to identify the contexts and the occurrences, but also in the analysis of the corpus thus constituted. Thanks to its functions «Lexicon »,« Index »,« Concordances »,« Cooccurrences »,« Specificities »,« AFC », the software is used to draw up lists of frequencies, to observe and compare the concordances and the cooccurrences of the terms, to make calculations of the progression of these terms and to present graphs of specificity of the terms in the analyzed corpus. Therefore, the researcher can use it to observe the characteristics of his corpus, especially of the linguistic context, to make a quantitative semantic study of the terminology in his corpus, to classify according to various parameters the analyzed terms, having the possibility to create subsets, to classify terms by activity area, etc.

Keywords : TXM software, corpus, occurrences, parameters, context, terms

- **Gigel PREOTEASA**, PhD in Philology / Modern Literature from Burgundy-Franche-Comté University, Dijon, France and University of Craiova (Romania), translator / interpreter of French and English. His research focuses on linguistic and discursive analysis of sports commentary.

RECONFIGURATION OF SPEECH IN DIGITAL PROOF

(20 min – intervention in french)

Abstract : Nowadays, generalized exchanges increasingly require the use of translation. To facilitate this process, new digital tools have emerged: automatic translation software. These have been created to respond to this need for expanded communication. In our article we propose to see to what extent the automatic software ensure a methodical translation, which is not likely to lack rigor. In this sense, we will show the results obtained by learners from a French bilingual stream following a brief experiment: using these softwares they try to translate some fixed expressions from French into Romanian and English. We are considering conclusions about the performance of these programs in relation to monolingual or bilingual explanatory dictionaries.

Keywords : textual/discursive reconfiguration, materiality, architecture, immaterial, environment, fragmented digital

16:00 pm – 16:20 pm : Videoconference

Lucile BONCOMPAIN, Doctor of Education, graduate of a business school and teacher of schools. After 10 years in the world of business, Lucile Boncompain chooses to become a teacher of young children. She is then offered to train teachers. She is entrusted with the coordination of their initial training in the framework of the Master MEEF in alternation for nearly 10 years. Institutional governance missions will then be requested, including, in particular, the responsibility for the development of the skills of education stakeholders at the local level. This makes it obvious to her every day the need to cross management and educational cultures. Today a consultant, she works on the equation between the two. She also teaches at the University of Bordeaux (LACES EA-7437).

CHANGE IN THE PILOTING OF TEACHINGS TO ADAPT TO DIGITAL : SPACE AND SCHOOL TIME REVISITED (20min–intervention en français)

Abstract : The digital transition in education calls for a change in the skills of teachers, and even more a change in their ability to steer education. On the basis of the studies carried out on the digital uses of young people and the major skills training challenges of the 21st century, this paper will address the reflection on the school in terms of piloting lessons in the era of revolutionized space and school time and what that entails for teacher training.

Keywords : digital, skills, fake news

16:20 pm – 16:50 pm : Closing – Review of the Study Day. Prospects for recovery and dissemination

Viviane Devrièsère, Doctor in French Language and Literature, President of the Association of Experts and Evaluators of the European Union (Eval-UE)

Laurent Tessier, sociologist and professor at the Faculty of Education of the Catholic Institute of Paris.

Gabriela Motoi, doctor of sociology, professor-researcher at the University of Craiova, Faculty of Social Sciences.

STEERING COMMITTEE

- Lucile BONCOMPAIN - University of Bordeaux, Faculty of Bordeaux, LACES, (EA-7437) (FRANCE)
- Michäel BOURGATTE – Higher Institute of Pedagogy, Catholic Institute of Paris (FRANCE)
- Viviane DEVRIESERE, Doctor in French Language and Literature, President of the Association of Experts and Evaluators of the European Union (Eval-UE)
- Azucena HERNANDEZ MARTIN – Faculty of Education, University of Salamanca (SPAIN)
- Maria Yolanda MARTIN GONZALES – Faculty of Education, University of Salamanca (SPAIN)
- Gabriela MOTOI – Faculty of Social Sciences, University of Craiova (ROMANIA)
- Alexandrina-Mihaela POPESCU – Department for Teacher Training, University of Craiova (ROMANIA)
- Cristiana TEODORESCU – Doctoral School of the “Alexandre Piru”, Faculty of Letters, University of Craiova (ROMANIA)
- Laurent TESSIER – Faculty of Education of the Catholic Institute of Paris (FRANCE)

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