

La Collection Numérique : A way to (better) understand french HigherEd digital

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Abstract

We propose to give a French experience feedback on a problem known to all of us in Europe in Higher Education: strategic decision support for HigherEd digital. We hypothesize that one of the elements of success in terms of decision making is the understanding of the HigherEd digital object, especially the impact. We propose to relate the experience of *La Collection Numérique* in the AMUE (the French shared-services agency for universities and other higher education and research Institutions) and how it contributes to better understand our digital?. *La Collection Numérique* is a tool for prospective monitoring that deals with a given topic, in a systemic way, its interaction with the university's digital. It's a magazine proposed every two months to the French HigherEd community, and more particularly to the decision makers of Universities and Schools: Presidents, Directors, Digital Vice President, CIO, business departments.

Keywords: foresight, digital technology, higher education, digital strategy, information communication device.

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1 Introduction

In France, many French universities and higher education and research establishments have begun the process of digital transformation, with teams that started out as pioneers, and are now being joined by a greater number of players within the organization, both members and users.

To limit the double risk, the exhaustion of the pioneers and the financial loss due to unwise choices, we believe that the teams at the helm of institutions should have a better understanding of digital technologies in order to anticipate and accompany their induced changes (Godet, 1989).

This digital culture of those who decide is not easily acquired and we count few existing devices to date in the context of the digital transformation to support university decision-makers: the challenge is to develop a learning community (Querrien, 2013) and a better understanding of technical objects (Simondon, 1958).

In this article, we report on the implementation of a new info-communication system, every two months, published since January 2019 under the name *La Collection Numérique*, (Amue, 2019). We hypothesize that through its mediation role (Akrich, 1993; de Jouvenel, 1999; Gardiès, 2012; Mucchielli, 1995), it would contribute to a better understanding of university digital technology for managers and middle managers in universities and institutions.

The AMUE offers it to its members, but also to everyone in open data, on topics related to Higher Ed digital : the first five issues are entitled "forward-looking intelligence", "chatbots", "mutualization and co-construction", "the cloud", "open data", and "testimonials of digital uses".

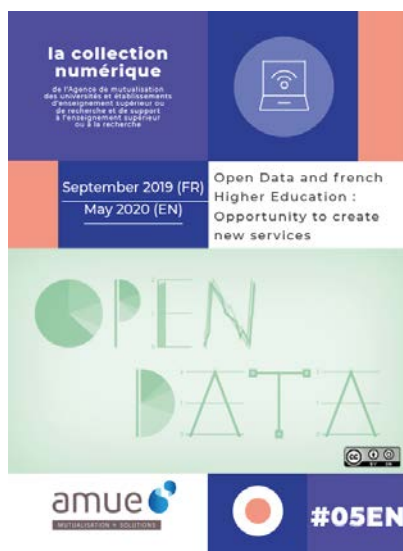


Figure 1 : [N°05 bis - Open Data and french Higher Education : Opportunity to create new services, mai 2020 translated into English for an EUNIS seminar](#)

These themes are dealt with functionally, technically, strategically within Higher Education but also outside the university system. It is about digital technologies close to the management information system but also about the effect of this management information system on the digital ecosystem (and *vice versa*). Issues that are more oriented towards changes in society (the place of women in the digital

world, digital Europe, digital sobriety, etc.) present observed movements, trends, and societal demands that interact with HigherEd digital. Each issue is based on a profoundly systemic approach, in which we recognize the influence of internal and external factors in the functioning of the university system. Here, digital is considered as a profession in a logic of actors. The point of view of the editors, of the AMUE or of the universities or institutions, is to highlight new uses in certain universities, and to propagate their visibility. It is also a question of offering a strategic analysis of certain concepts such as Artificial Intelligence, Big Data, connected objects, new ways of working, etc... by insisting on uses that we consider relevant for Higher Education and research.

In what way does this device (Peeters & Charlier, 1999) contribute to a better understanding of university digital technology? What choices have been made? What singularity? How has it become professionalized, and finally, what perception do certain actors have of its effect?

The paper will propose to describe how the collection is produced, and how it is perceived by actors and authors? For this we will propose the result of a questionnaire survey. The data cannot be analyzed at this time, as the survey will begin in March 2021.

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