



MINISTÈRE
DE L'ÉDUCATION
NATIONALE
ET DE LA JEUNESSE

*Liberté
Égalité
Fraternité*

Understanding the digital education field

Research findings

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A vast field of research with a diversity of approaches

Research in the field of digital education understands digital technology as a “**total social fact**” and goes from **interfaces to interactions**, from practices to performances.

This field of research covers a **wide variety of objects** — technologies, evolution of professional practices, variety of ecosystems and interactions between stakeholders — and **disciplinary and multidisciplinary approaches**.



A changing socio-economic and cultural context

The **digital revolution** has caused social disruption on a scale comparable to that of the introduction of the printing press in the fifteenth century.

A small number of **major platforms** dominate the global economy: for example, by capturing and processing of a **huge amount of data** processed by AI technologies. This supremacy extends in **four major areas**:



digital, parenting, family life and young people practices



Digital technology — hardware, media and social interactions — is now part of **families' everyday lives**, impacting **parenting practices** and the relationship between schools and families, with the pandemic both shining a light on social realities and speeding up the transformation.



In contrast to the misleading notion of young people as “digital natives”, research into young people’s use of digital technology reveals **huge disparities across different geographical areas and sociocultural groups**, as well as an expectation that uses outside of school will be recognised.

Details and references:

<https://edunumrech.hypotheses.org/5019>

Teaching and learning



Changes in the **social reality** and in **public spaces** in relation with digital technology are generating new educational challenges related to **digital citizenship**, particularly those related to media and information education, digital literacy, data education, and the use of AI.

The set of **pedagogical functions** which benefit from the contributions of digital technology for the application of programs by teachers constitutes one of the keys to analysis it (researching information, producing, presenting, experimenting, listening, creating among others).

This analysis is complex, and research still needs to be conducted, knowing that management and teaching practices **vary according to the region and the extent to which digital technologies have been adopted at a local level** (e.g. within a single institution).

Being digitally equipped does not automatically translate into academic success, since the same technology can be implemented in different ways, using different strategies and to different ends. Innovations opens up **new opportunities**, especially in the fields of application of artificial intelligence and data processing in education, including differentiation, personalized adaptive systems, prediction, mentoring, assessment, artistic creation and automated language processing, among others.



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