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From acceptability of digital change to appropriation of technology : The 4A Model

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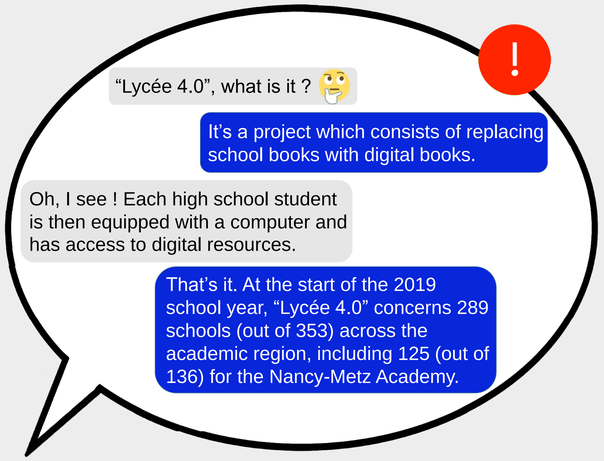


INTRODUCTION

- **Digital transformation** is a real challenge of the 21st century. Sometimes referred to as a "revolution" (Serres, 2012, p. 35), it represents a powerful technological change in the lives of individuals, and particularly for adolescents. Indeed, for several years now, various policies for integrating digital tools into school systems have emerged in different parts of the world, for example, in Belgium (Courtois et al., 2014), in the United States (McNaughton et al., 2018), or in Turkey (Dündar & Akçayir, 2014).
- In France, the Grand-Est region has implemented a digital plan since 2017: **the "Lycée 4.0"**. This project allows high school students to benefit from a set of digital tools that can be used both at school and at home, strengthening the place of the school system and the family as two micro-systems (Bronfenbrenner, 1994) fully involved in educational, social and developmental transformation.
- Evaluating the implications for adolescents of these digital devices is essential in order to **understand changes in practices and representations**.

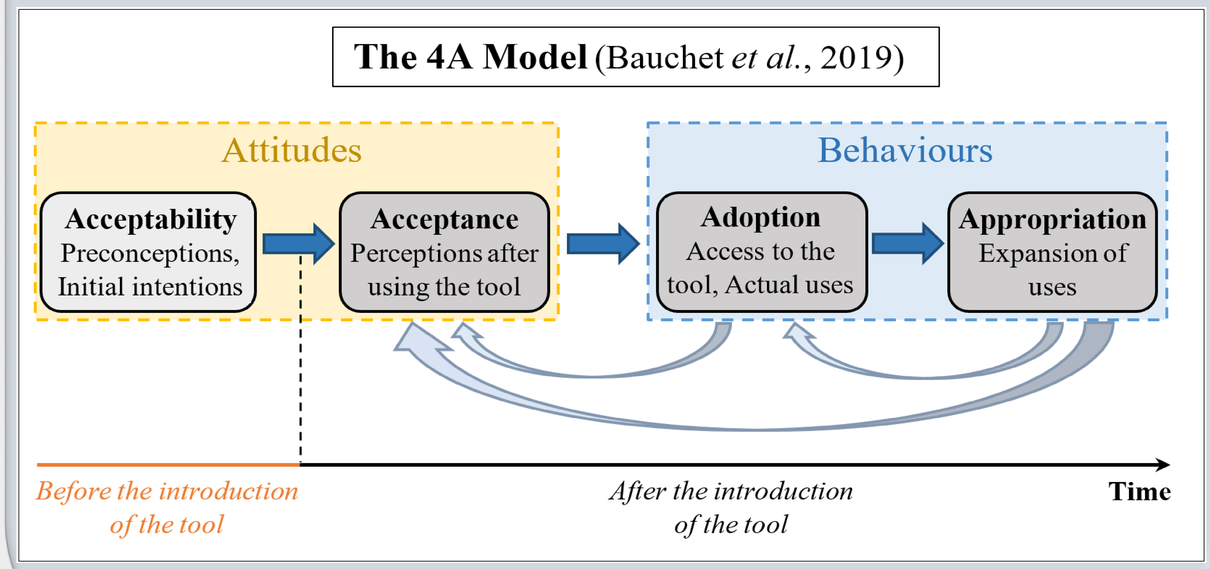
MAIN GOAL

The study of the process of acceptance of digital tools for high school students (but also for teachers and parents), through :

- The perceptions
- The practices

TOWARD A THEORICAL PROPOSITION

To assess this digital change and the integration of the "Lycée 4.0" plan, we created **the "4A Model"** (Bauchet, Hubert, & Dinet, 2019). It proposes a four-step comprehensive acceptance process, measuring both attitudes and behaviours.



The 4A Model is based on a **dynamic approach**, as shown by the feedback loops that may exist between the different phases of the process.

METHOD

To test the model, we will combine :

- Quantitative analyses
- Qualitative analyses
- Longitudinal approach

- With the technology appropriation phase, we can study the extension of practices from one micro-system to another (e.g. from school to home), but also the transfer of uses of the adolescent to those around him (notably his parents).

CONCLUSION

This kind of research involves both scientific and societal issues. They highlight the need to **consider all of the interconnected systems** in which adolescent development takes place (school, family, peers, etc.).

To go further, in the school context, the evaluation of the acceptance of a technological tool can even help us to study the implications for these micro-systems, such as, for example, to understand the place of digital for school-family links.

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