

---

## Contents

---

<b>Foreword</b> . . . . .	xi
Mohamed SALIOU CAMARA	
<b>Introduction</b> . . . . .	xv
Jean-Jacques Maomra BOGUI and Nanga Désiré COULIBALY	
<b>Part 1. Covid-19, Information, and Communication</b> . . . . .	1
<b>Chapter 1. Reinventing Everyday Life in the Covid-19 Era: The Uses of Information and Communication Technologies as Tactics in an Abidjanese “Ordinary Courtyard”</b> . . . . .	3
Youssouf SOUMAHORO	
1.1. Introduction. . . . .	3
1.1.1. Context and positioning of the research problem . . . . .	3
1.1.2. Field and methods . . . . .	5
1.2. Results. . . . .	6
1.2.1. Social relational uses. . . . .	6
1.2.2. Hedonic and playful uses . . . . .	8
1.2.3. Emerging from the inactivity brought about by the pandemic . . . . .	9
1.2.4. Uses for information retrieval and educational purposes. . . . .	10
1.3. Conclusion . . . . .	12
1.4. References . . . . .	13

<b>Chapter 2. Ambivalence of the Use of Digital Technologies in Public Communication About the Pandemic in Côte d'Ivoire</b> . . . . .	15
Nanga Désiré COULIBALY	
2.1. Introduction: Ivorian context of digital technology use in the Covid-19 period. . . . .	15
2.1.1. Literature and defining the Covid-19 problem in the Ivorian context . . . . .	17
2.1.2. Objectives and research questions . . . . .	18
2.2. Conceptualization of the social uses of technology in public communication . . . . .	19
2.3. Collection and method for analyzing ambivalent uses of digital social media in the face of Covid-19 in Côte d'Ivoire . . . . .	21
2.4. Digital social media, a popular source of information about the pandemic and a source of rumors and miscommunication . . . . .	22
2.4.1. Digital social media, the preferred source of information . . . . .	22
2.4.2. Rumors and fake news on digital social media, a remedy for miscommunication . . . . .	26
2.5. Conclusion: understanding the ambivalence of digital social media use in times of Covid-19. . . . .	27
2.6. References . . . . .	30
<b>Chapter 3. Fake News and Anti-Covid-19 Vaccines: Analysis of Facebook Users in Burkina Faso</b> . . . . .	33
Marcel BAGARE	
3.1. Introduction. . . . .	33
3.2. Methodology . . . . .	36
3.3. The profiles of Facebook users and their content. . . . .	37
3.4. Fake news in the representation of vaccine risks . . . . .	43
3.4.1. The Covid-19 vaccine makes women infertile. . . . .	44
3.4.2. Covid vaccines cause neurodegenerative diseases . . . . .	46
3.4.3. Bill Gates and his geo-tagged vaccine against Covid. . . . .	47
3.5. Facebook users confront the vaccine communication strategy and fake news . . . . .	49
3.6. Conclusion . . . . .	52
3.7. References . . . . .	53

<b>Part 2. Covid, Art and Culture</b> . . . . .	59
<b>Chapter 4. Covid-19 Crisis and Musical Creation for Public Awareness in Africa</b> . . . . .	61
Julien ATCHOUA	
4.1. Introduction: musical creation for prevention. . . . .	61
4.1.1. Music as a support mechanism and collective commitment . . . . .	61
4.1.2. Covid-19, a reality in Africa . . . . .	62
4.1.3. The fundamental questions . . . . .	64
4.2. Musical information and the Covid-19 crisis in Africa: collecting and deciphering content. . . . .	65
4.2.1. Objective of the approach . . . . .	65
4.2.2. Review and analysis of the corpus . . . . .	65
4.3. Musical works for health prevention . . . . .	67
4.3.1. Health awareness and music creation in Africa . . . . .	67
4.3.2. Music as a medium for raising health awareness . . . . .	68
4.3.3. The issue of health governance in creating music . . . . .	71
4.4. Conclusion . . . . .	74
4.4.1. The Covid-19 crisis in Africa: a prevention emergency . . . . .	74
4.4.2. Music as a communication medium for health. . . . .	74
4.5. References . . . . .	76
<b>Chapter 5. Rethinking Theatrical Performances in the Covid-19 Era: Strategies and Perspectives</b> . . . . .	79
Losséni FANNY	
5.1. Introduction. . . . .	79
5.2. Brief status of Ivorian theatrical performances before Covid-19 . . . . .	81
5.2.1. The glory years of theatrical performances. . . . .	81
5.2.2. Theatrical performances facing difficulties. . . . .	82
5.3. The situation of theatrical performances during Covid-19 . . . . .	84
5.3.1. The negative effects of Covid-19 on theatrical performances . . . . .	84
5.3.2. Positive effects of Covid-19 on theatrical performances . . . . .	86
5.4. Theatrical representations: resilience and resistance. . . . .	88
5.4.1. Theatrical performances as a source of social resilience during Covid-19 . . . . .	88
5.4.2. Prospects for theater in situations of a health crisis . . . . .	91
5.5. Conclusion . . . . .	92
5.6. References . . . . .	93

<b>Chapter 6. Tourism and the Pandemic: How to be Resilient and Creative Thanks to NICTs. Case study: Aloha Surf Camp in Morocco</b> . . . . .	95
Hanane MABROUK and John VAN DEN PLAS	
6.1. Introduction. . . . .	95
6.2. Research methodology . . . . .	97
6.2.1. Field surveys using ethnographic and sociological methods. . . . .	97
6.2.2. Research scope . . . . .	99
6.3. Some geographical, economical and cultural notions of Moroccan surf tourism . . . . .	100
6.3.1. Tourism in Morocco . . . . .	101
6.3.2. The Bay of Taghazout: a flagship destination for “surf” and “luxury” tourism. . . . .	101
6.3.3. Cultural diversity . . . . .	102
6.3.4. Surf camps . . . . .	103
6.4. Conceptual framework . . . . .	105
6.4.1. Tourism and social networks . . . . .	105
6.4.2. Digital nomadism. . . . .	106
6.5. Results and discussions. . . . .	108
6.5.1. Case study: Aloha surf camp . . . . .	108
6.5.2. The surf camp . . . . .	108
6.5.3. Crisis management: between resilience and innovation . . . . .	110
6.5.4. From surfing tourists to nomadic artists. . . . .	110
6.5.5. Perspectives for “Aloha” projects . . . . .	111
6.6. Conclusion . . . . .	112
6.7. References . . . . .	113
<b>Part 3. Business, Education and Covid</b> . . . . .	115
<b>Chapter 7. Digital Technologies to Support Learning in the University Environment During the Pandemic at UFHB: From Hope to Disillusionment</b> . . . . .	117
Jean-Jacques Maomra BOGUI	
7.1. Introduction. . . . .	117
7.2. Digital technologies to support training in the university environment . . . . .	119
7.3. Difficulties when appropriating ICTs within academic institutions in Africa . . . . .	120
7.4. Improved access to ICTs, the digital divide in secondary education . . . . .	121

7.5. The Covid-19 pandemic as a catalyst for the integration of ICTs into pedagogy and learning in the university setting . . . . .	122
7.6. Methodology: meeting the students. . . . .	124
7.7. Focus group characteristics . . . . .	125
7.8. Smartphones, the students' tool of choice . . . . .	125
7.9. UFHB students' perception of online learning . . . . .	126
7.10. Pedagogy and experience of online courses . . . . .	126
7.11. DSIC student critiques of the online training experience . . . . .	127
7.12. Student suggestions for improving the organization of online courses . . . . .	127
7.13. Discussion of the survey results . . . . .	128
7.14. Conclusion . . . . .	129
7.15. References. . . . .	129
<b>Chapter 8. The Use of ICT by Students of the University Ibn Zohr During Covid-19: Uses and Representations. . . . .</b>	<b>133</b>
Abderrahmane AMSIDDER, Samar CHAKHRATI and Semaya EL BOUTOULY	
8.1. Introduction. . . . .	133
8.2. Contextualization . . . . .	134
8.3. Objective . . . . .	134
8.4. Issue . . . . .	134
8.5. Theoretical framework . . . . .	135
8.6. Methodology and presentation of the tool . . . . .	136
8.6.1. Sample . . . . .	136
8.6.2. Questionnaire . . . . .	136
8.7. Results and discussion . . . . .	137
8.7.1. Some results related to the use and representations of ICT among students . . . . .	138
8.7.2. Interpreting the survey results . . . . .	142
8.8. Conclusion . . . . .	142
8.9. References . . . . .	144
<b>Chapter 9. Digital Communication for the Continuity of Socioeconomic Activities in Times of Covid-19 in Côte d'Ivoire: An Inventory of the Uses of ICTs . . . . .</b>	<b>147</b>
Bassémory KONÉ	
9.1. Introduction. . . . .	147
9.2. Key theories . . . . .	149
9.3. Method . . . . .	150

9.4. The deployment of digital communication for socioeconomic activities . . . . .	150
9.4.1. Political-administrative activities in times of Covid-19 . . . . .	151
9.4.2. Digital technology at the service of companies . . . . .	152
9.4.3. Online courses in the education/training sector . . . . .	153
9.4.4. Religious services. . . . .	155
9.4.5. Identified obstacles . . . . .	156
9.5. Recommendations to better adapt digital communication to managerial approaches . . . . .	157
9.5.1. A greater commitment from the state . . . . .	157
9.5.2. Greater involvement of civil society. . . . .	157
9.6. Conclusion . . . . .	158
9.7. References . . . . .	158
<b>List of Authors</b> . . . . .	161
<b>Index</b> . . . . .	163