DATAFIED
Data for and in Education
DATAFIED – Who we are...

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The presentation of our findings will focus on two interfaces:

school administration, monitoring and leadership

and classroom teaching...
Highlight 1:
School administration, monitoring and leadership
Using data as a conversation scaffolding and contextualising data

Different purposes of data?

**A)** Data are useful to determine together with schools the problems that schools may have → lots of different data as indicators

**B-1)** It is important that schools engage with their standardised test data → test scores do **not** matter.

**B-2)** Steps towards improving test scores as an objective: Schools improve their (test) data independently. „And at some point this has to be reflected in the results.“ (BL3SAF2) → test scores do matter
Highlight 2:
Data practices of teachers and students
Data practices of teachers and students

- for schools in Germany no regular, systematic use of digital technology within the classroom is observable

- We studied schools and classroom practices where digital technology is applied, but are not connected to an overall platform of the school or the school district.

- We observed that the need for an awareness of data production by using technology in the classroom is very high. From the pedagogical perspective most teachers presuppose students who are able to work independently. By focussing the tasks that are distributed by a website or platform most teachers reduce the time of instruction or explanation of topics. The digital tool shall serve as self-explaining.

➢ As a hypothesis of our ongoing analysis: digital technology or learning software leads to a reduction or restriction of didactical settings
• The data that are produced by learning software or education platforms are less considered, but if the tool is offering a dashboard it is used for a fundamental evaluation of students’ performances not worrying what kind of data are processed or mixed.

➢ What kind of aspects should be considered to decide if a digital tool is limiting or broadening the didactical setting?
➢ Might a guideline for the evaluation of digital tools for classroom practices be of help for teachers?
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