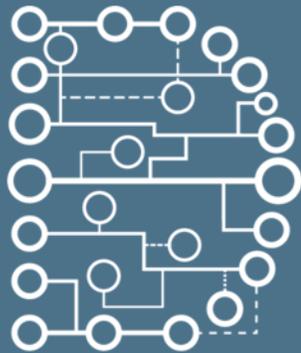


GEFÖRDERT VOM



Bundesministerium  
für Bildung  
und Forschung

RAHMENPROGRAMM  
EMPIRISCHE  
**BILDUNGS-  
FORSCHUNG**



# DATAFIED

Data for and in Education

**GEORG ECKERT  
INSTITUT**

Leibniz-Institut für internationale  
Schulbuchforschung

**DIPF**

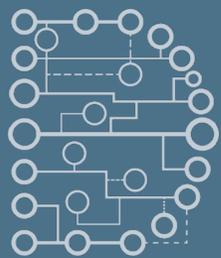
Leibniz-Institut für Bildungsforschung  
und Bildungsinformation



HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg

**ifib**  
research



# DATAFIED – Who we are...



Sigrid Hartong  
Vito Dabisch

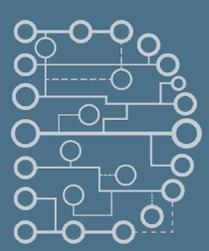


Tjark Raabe  
Irina Zakharova  
Juliane Jarke  
Andreas Breiter  
Angelina Lange

Felicitas Macgilchrist  
Jasmin Troeger  
Annekatriin Bock

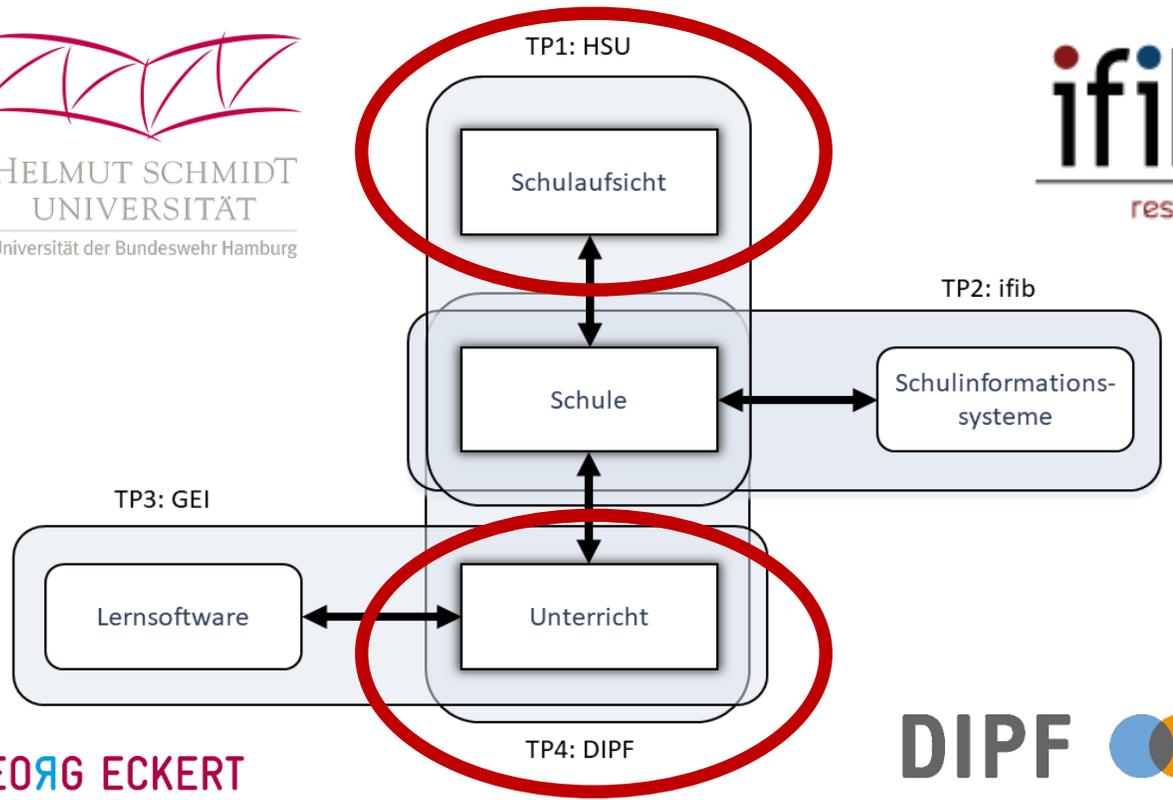


Sieglinde Jornitz  
Ben Mayer



# DATAFIED

Data for and in Education



The presentation of our findings will focus on two interfaces:

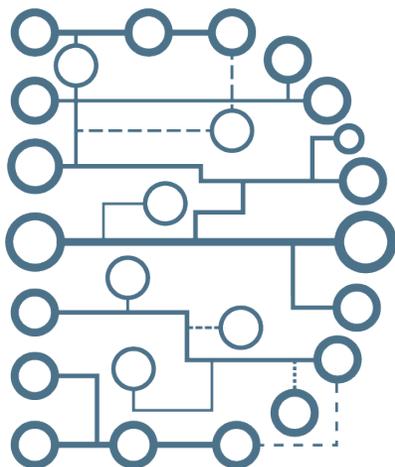
**school administration,  
monitoring and leadership  
and classroom teaching...**



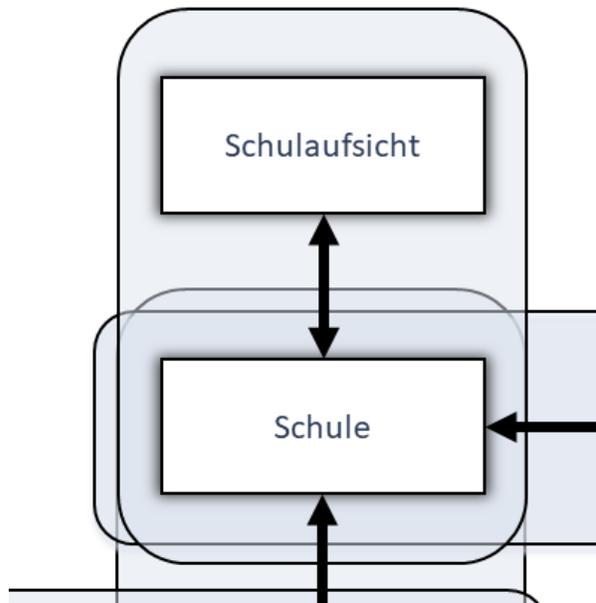
GEFÖRDERT VOM



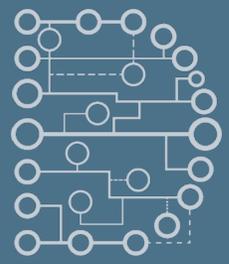
[www.datafied.de](http://www.datafied.de)



TP1: HSU



# Highlight 1: School administration, monitoring and leadership



# Approaches to working with data as governance

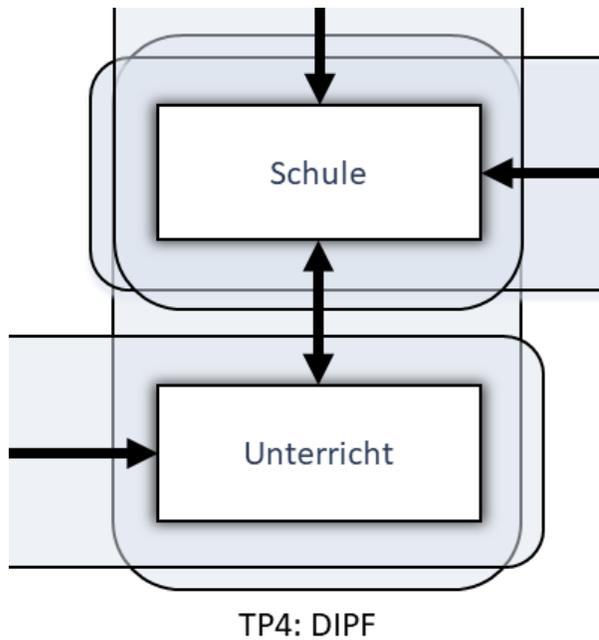
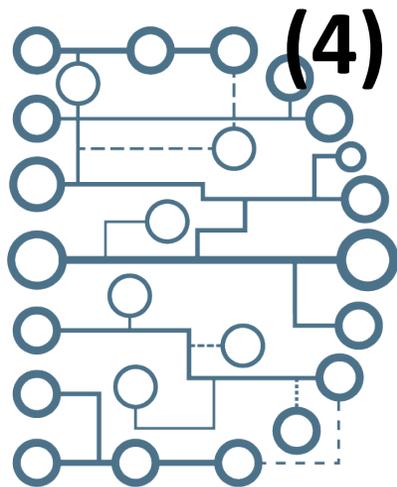
## Using data as a conversation scaffolding and contextualising data

Different purposes of data?

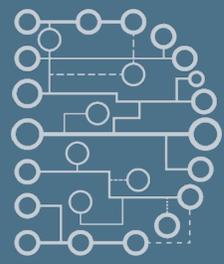
**A)** Data are useful to determine together with schools the problems that schools may have → lots of different data as indicators

**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

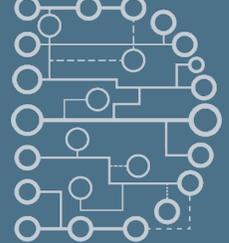


## Highlight 2: Data practices of teachers and students



# 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



# Data practices of teachers and students

- 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?

GEFÖRDERT VOM



Bundesministerium  
für Bildung  
und Forschung

RAHMENPROGRAMM  
EMPIRISCHE  
**BILDUNGS-  
FORSCHUNG**



# DATAFIED DATA For and In EDucation

The construction of school in the process of datafication

<https://datafied.de/>



HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg

GEORG ECKERT  
INSTITUT

Leibniz-Institut für internationale  
Schulbuchforschung

DIPF

Leibniz-Institut für Bildungsforschung  
und Bildungsinformation



Institut für  
Informationsmanagement  
Bremen GmbH