The Construction of Schooling in a Datafied Society

### Background

Alongside digitalization, a comprehensive datafication of the school system is currently happening. Collected data influence decision-making and opinion-shaping processes in education policy while affecting teachers, students and their parents. The origin, interpretation and use of data is not neutral, but highly political. The data as such include concepts of “good education”, “good school” and “good teaching”. Datafication is changing the roles of teachers, students and other actors in the education system and their relationships. Hence, the DATAFIED project investigates the effects of data usage on schools with regard to the technological infrastructure at different levels.

### Theoretical Framework

The interdisciplinary project is framed by a theoretical approach that links two central concepts:

**“Data Assemblages” (Kitchin 2014)**

- are complex socio-technical systems.
- They consist of interrelated logics like social, pedagogical, technological and media-specifics as well as laws, material artefacts and administrative decisions (Jasanoff 2017, Williamson 2016a).

**Social Practices**

- are described as a temporally unfolding and spatially dispersed nexus of doings and sayings” (Schatzki 1996, p.89), or as “a typified, routinized and socially ‘understandable’ bundle of activities” (Reckwitz 2002, p.249).

**Data Practices**

- are defined as a nexus of activities that:
  1. constitute, visualize, and harness data,
  2. take data as an impetus for action, and
  3. interrogate, problematize, or explain data.

### Main Research Questions

- **SP1**: How does datafication change the understanding of “good” schooling? How does it affect professional practices and relations within and around schools?
- **SP2**: How does the relationship between school authorities and schools change through the integration of data and digital technologies?
- **SP3**: How does the organization of school change through data and algorithms and what role software developers play in it?
- **SP4**: Which data practices of teachers and students does software prefigure how and what are the implications for their objectives, roles and responsibilities?

### Research Design, Methods and Timeframe

- **2019**
  - Sample of eight secondary schools in four different urban areas федеральных статей (Bremen, Hamburg, Frankfurt a. M., Hessen and Potsdam, Brandenburg)
  - Comprehensive schools that have already implemented and used digital tools

- **2020**
  - Document Analysis (e.g. to study how “data-based” monitoring and school/classroom development consultation are organized within the different federal states)
  - Interviews with school supervision/consultancy experts, school principals, school secretaries, software providers, teachers and students
  - Software Studies of selected digital tools (e.g. reverse engineering of school information systems)
  - Recording of classroom interaction with digital media
  - Methods of Analysis: content analysis (Mayring 2010) and objective hermeneutics (Oevermann 1996)

- **2021**

### References