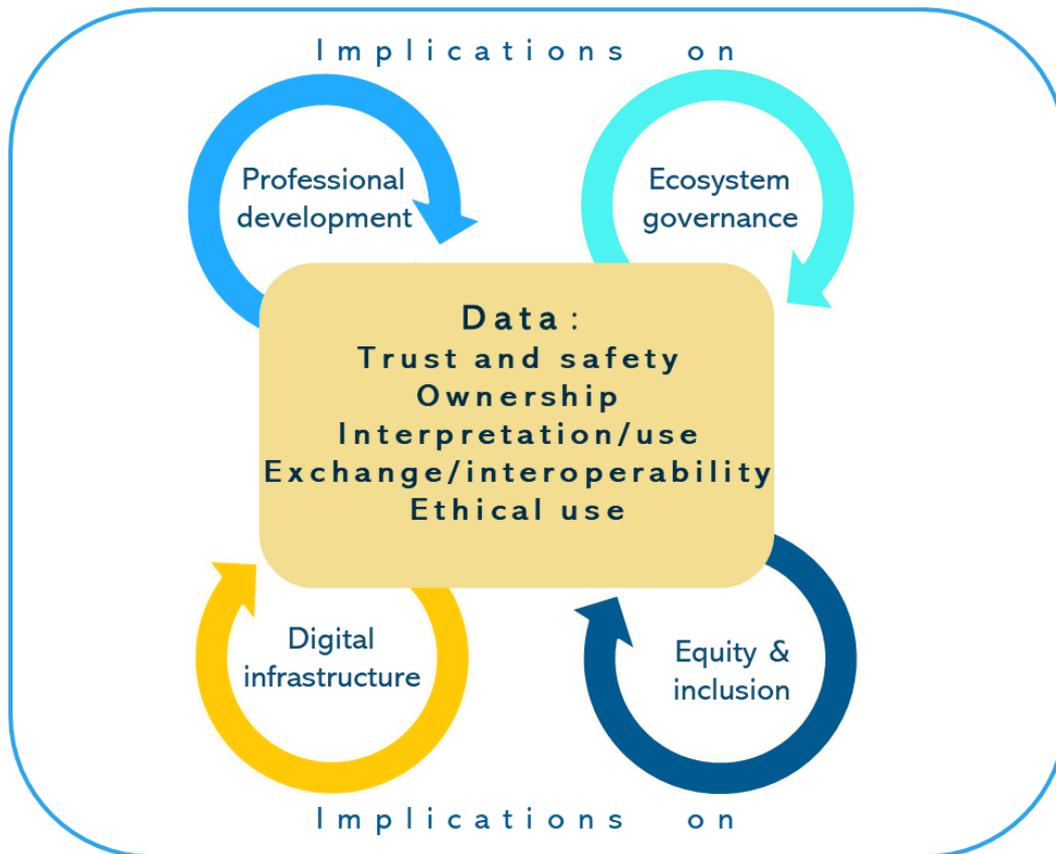# European Schoolnet Webinar Series

Data4Learning
Webinar Series

October 2022 – June 2023

European Schoolnet Conceptual Framework on Data Use in Education

About the webinar series

This new webinar series focuses on the **meaningful and ethical use of digitally processed data for student learning**. The webinar series is planned to take place **between October 2022 and May 2023**.

The webinar series will address a range of topics around trust and safety aspects, ownership of data, interpretation and usability of data, exchange of data and ethical use of data, as well as aspects around inclusion and equity, and implications for ecosystem governance, technical infrastructure, and continuous professional development.

The focus of the webinars will be to **facilitate an open exchange between relevant actors in education** on what works and what does not – and most importantly on how to move forward together. The webinars are **run for European Schoolnet's steering committee members**. They will remain open **upon invitation only**. Steering Committee members are welcome to forward the invitation to the webinar series to any colleagues in and outside of their organization.

Anyone who wishes to receive information about the webinar series can subscribe to the mailing list using this google form. To unsubscribe from the mailing list, just fill in this google form.

How can teachers best use and make sense of data in education?

Date: Wednesday, 22 February 2023 – 14:00-15:30 CET

Registration

Anyone who would like to join the webinar can fill in this short form by 20 February 2023.

Focus

With the explosion of data collection and analytics tools integrated in school practices across Europe and the world, it is often not clear how teachers and students can profit from this process. Having such powerful information about students' needs and learning trajectories should empower schools and teachers to better prepare and improve their practice. But is that the case today? We will discuss questions such as: How do teachers know how and what their students learn?; Can data support this process?; How can teachers best make sense of the educational data available?; Where should the limits be set when it comes to what type of data is collected or how it is used?; How does the use of data affect teachers' professionalism?; What is the potential impact that the increasing use of data in education could have on teachers' work?

Webinar Speakers

Lyndsay Grant is a lecturer in Education and Digital Technologies in the School of Education at the University of Bristol. Drawing on critical data studies, science, and technology studies and sociomaterial theoretical approaches, her research explores how digital and data technologies reshape educational practices, policies, and cultures. Lyndsay's current research is focused on exploring data intermediaries in education; anticipatory performance of educational futures and developing approaches to 'data literacy' as a playful and critical sociomaterial practice.

 Guillermo Medrano (@GmedranoTIC) is a teacher in Secondary and Vocational Training at C.P.C. Los Boscos in Logroño (La Rioja), TeachUp tutor, and Country Dialogue Labs participant. Guillermo is a tutor, creator, and coordinator of on-line courses at INTEF, eTwinning and Future Classroom Lab Ambassador in La Rioja, Microsoft Innovative Educator Expert, and Global Learning Mentor in Microsoft. He is also teaching how to create AR, VR and 3D Models to teachers for Education. He has a PhD in Engineering and master's in Teaching.

Olga Viberg is associate professor in Media Technology, with specialization in Technology-Enhanced Learning at the School of Electrical Engineering and Computer Science at KTH. She is also an active faculty member of Digital Futures at KTH. Olga's research includes a focus on learning analytics in higher education, self-regulated learning, cross-cultural research and responsible use of student data in education, focusing on the issues of privacy and trust. Olga coordinates the bachelor's degree course in Media Technology and a Master course in Technology-Enhanced Learning, as well as two PhD courses: Introduction to Learning Analytics and Research Methods in Technology Enhanced Learning and teaches several other courses at different educational levels.

Relevant material

Viberg, O., & Grönlund, Å. (2021). Desperately Seeking the Impact of Learning Analytics in Education at Scale: Marrying Data Analysis with Teaching and Learning. In Online Learning Analytics., Auerbach Publications. Retrieved from https://www-routledge-com.kuleuven.e-bronnen.be/Online-Learning-Analytics/Liebowitz/p/book/9781032047775. Full text available here: https://arxiv.org/pdf/2105.06680.pdf

Mutimukwe, C., Viberg, O., Oberg, L. M., & Cerratto-Pargman, T. (2022). Students' privacy concerns in Learning analytics: Model development. British Journal of Educational Technology, 53(4), 932–951. https://doi.org/10.1111/bjet.13234

Viberg, O., Mutimukwe, C., & Grönlund, Å. (2022). Privacy in la research. Journal of Learning Analytics, 1–14. https://doi.org/10.18608/jla.2022.7751

Grant, L. (2022). Reconfiguring education through data: How data practices reconfigure teacher professionalism and curriculum. In, A. Hepp, J. Jarke, & L. Kramp (Eds.), New Perspectives in Critical Data Studies: The Ambivalences of Data Power (pp. 217–239). Palgrave Macmillan. Open access: https://doi.org/10.1007/978-3-030-96180-0_10

Cranmer, S. and Grant, L. (2022). Can disabled children benefit from education data? In, S. Livingstone and K. Pothong (Eds.), Education Data Futures: Critical, Regulatory and Practical Reflections. Digital Futures Commission, 5Rights Foundation. Open access: https://bit.ly/3YebQrQ

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