

Educational Technologies as Matters of Care

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Notion of care in educational research

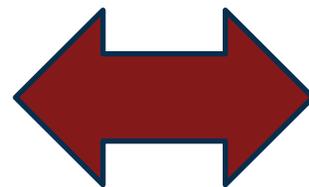
“[O]rganizational and contextual factors, collective practices amongst school adults, and peer relationships are important to students’ experiences of being cared for and engaged in school and influence their sense of social and emotional safety and school connectedness”

(Walls et al. 2019: 4)

Tensions between technology and care in education

Educational technology as means of standardisation and hindrance for teachers' care for their students

(e.g. Bradbury 2019, Hartong & Förschler 2019)



Educational technology as data-driven solutions to so-called „educational problems“ and care for school actors

(critical analysis of such claims by e.g. Perrotta & Williamson 2018, Plum & Gard 2018)

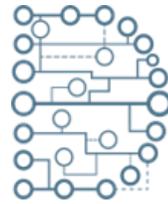
RQ1: What roles do educational technologies play within the socio-material arrangements of schools?

RQ2: How do different school actors engage in care work through and in opposition to educational technologies to provide good educational futures?



Our study

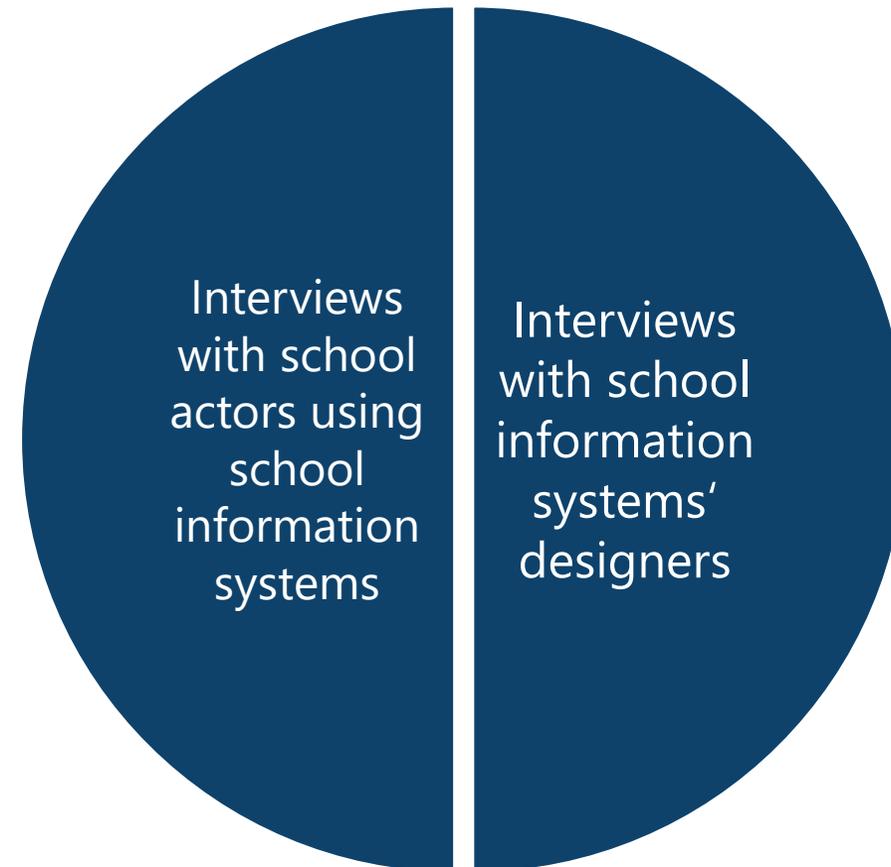
- 4 federal states (Laender) in Germany
- 8 public K-12 schools in cities & rural regions
- 4 Ministries of Education of the federal states develop and design school information systems (SIS) in teams of varying size and with different resources



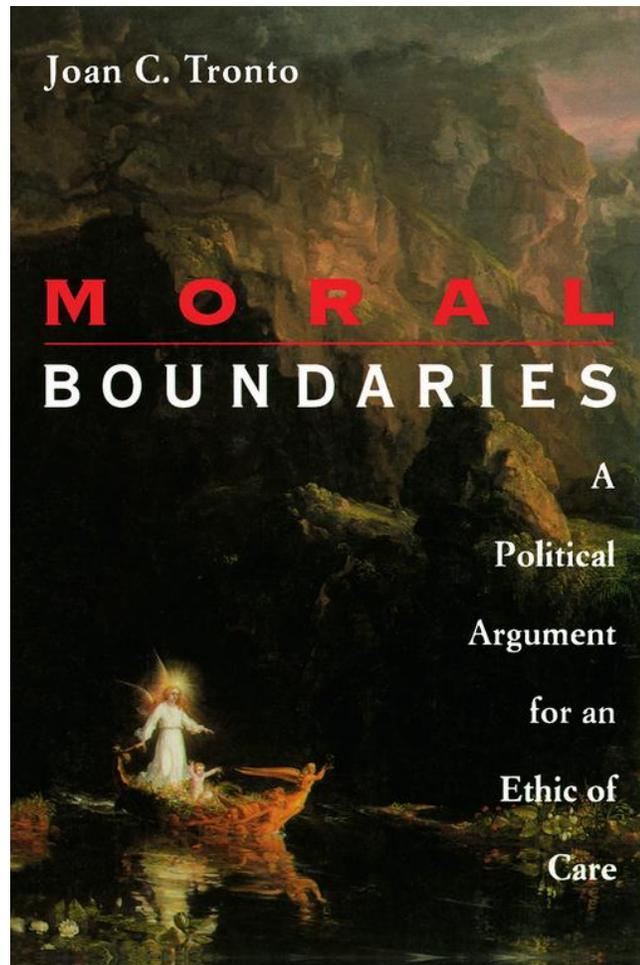
DATAFIED
Data for and in Education



RAHMENPROGRAMM
EMPIRISCHE **BILDUNGS-
FORSCHUNG**

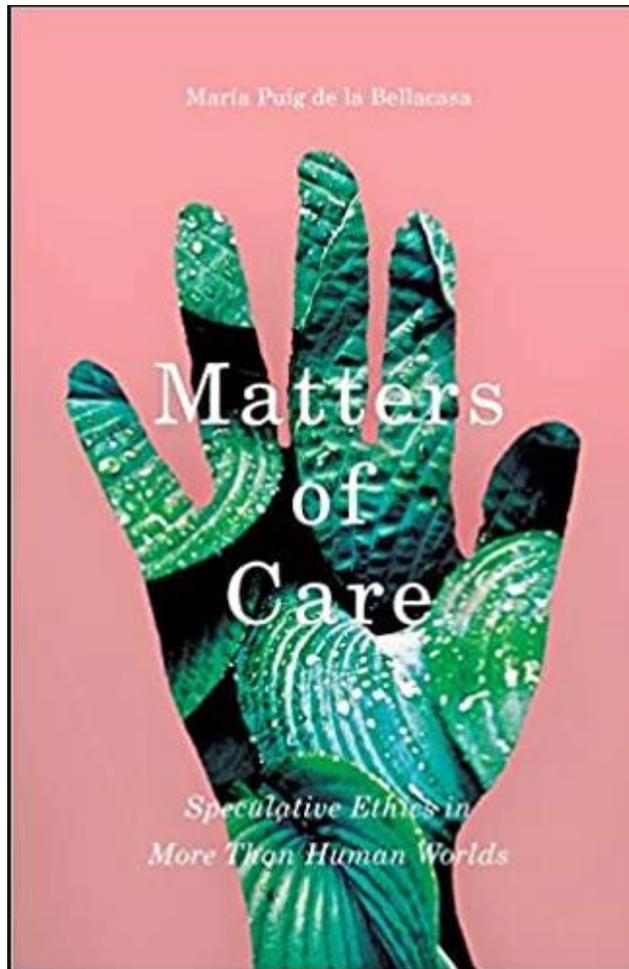


Feminist ethics of care as an analytical lens



- Practices and dispositions of maintenance, continuing, and repair.
- Phases: caring about, taking care of, care-giving, care-receiving
- Fifth phase of care: *caring with* – „the entire polity of citizens engaged in a lifetime of commitment to and benefiting from these principles“
(Tronto 2016: 14)

Posthumanist analysis of technology and care



“[A]n analytic shift towards thinking in terms of ‘care arrangements’ [...], where care is not only seen from a bodywork perspective – that is, the usually invisible physical labour that care-giving entails – but from a broader perspective [...], where care-work appears as distributed amongst people and things and where ‘delegations’ [...] of tasks to things are also noted.”

(Criado & Rodríguez-Giralt 2016: 212-13)

School Care Arrangement

(educational care dispositions guiding care practices)

Working IT and data infrastructures

Realisation of democratic and pedagogical educational values

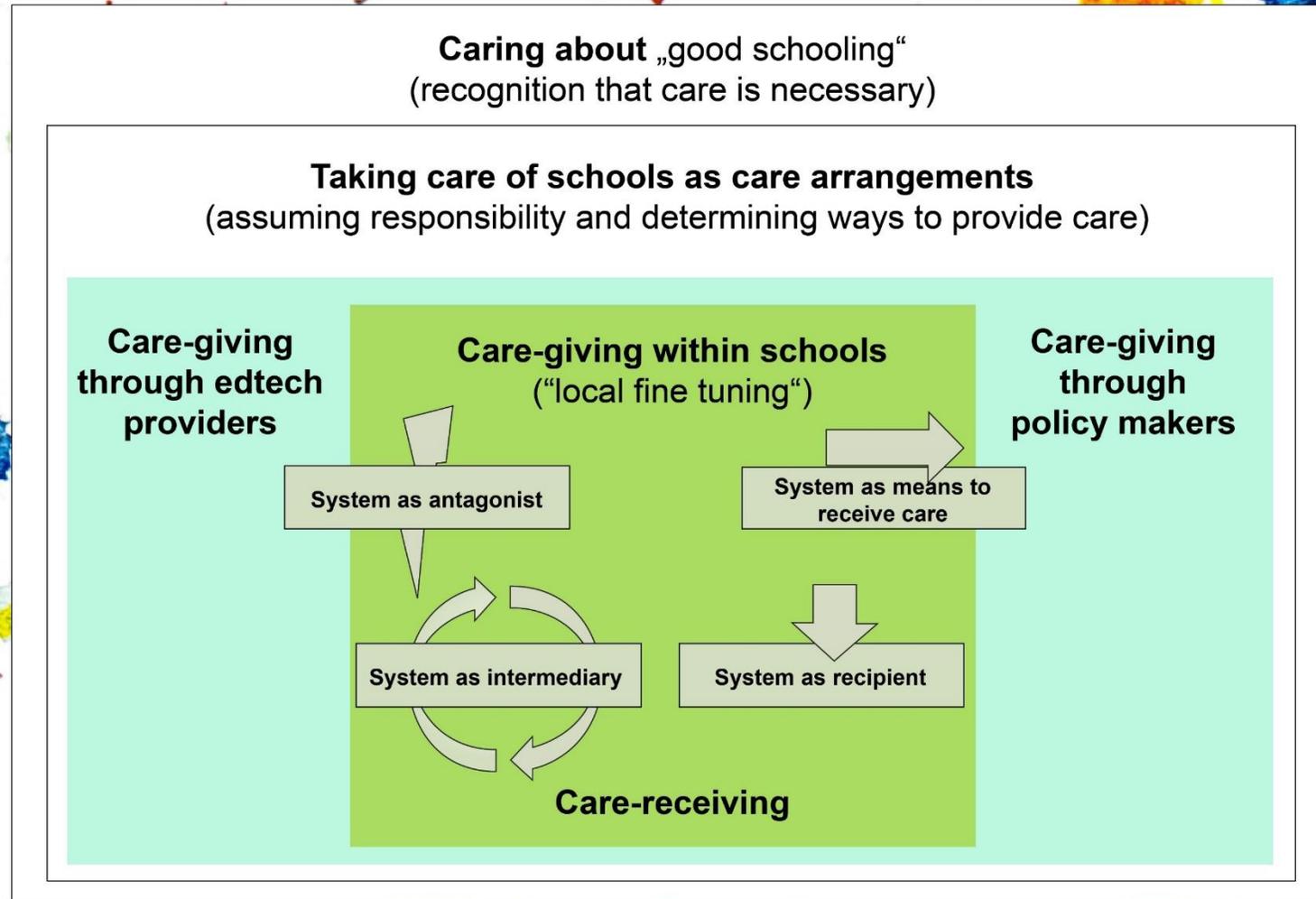


Figure based on Tronto 1993

Background: Dan-Cristian Pădureț on Unsplash

Educational technology as means to receive care

"We also have, I remember now [...] I have a note with an improvement suggestion somewhere here. For example, there are a lot of parents who, so to say, do not bring up children together. And the enrollment form has an address field, but it is not differentiated, whose address is this. [...] So actually you would need a much bigger dataset as the ones we had."

Secretary in school 2D

„So, I must say, when we enter statistical data and errors pop up, then I expect that it would strike [the Ministry's] attention.“

Secretary in school 3S

Educational technology and data as care recipient

"Currently we also, because we have so many colleagues with Covid-19 or colleagues in isolation, so it is sometimes important that the Ministry sees how much the school is [currently] burdened. And then we submit sort of deliberately bad data."

School principal, 3S

Conclusion

- Educational technologies as „others“ participating in educational care work & school's care arrangements.
- Ways to imagine futures of good education:
 - Design of educational technologies **with** care
 - Attention to materiality and mattering of data depending on care dispositions

Thank you for your attention!

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