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Nota di contenuto	INTRODUCTION -- Chap 1. Data Cultures in higher education: acknowledging complexity -- Chap 2. Data, Society and the University: facets of a complex problem -- FIRST PART -- Exploring reactive data epistemologies in HE and the Society -- Chap 3. Fair learning analytics: design, participation and trans-discipline in the techno-structure -- Chap 4. Beyond just metrics: for a renewed approach to assessment in higher education -- Chap 5. "We used to have fun but then data came into play...": Social media at the crossroads between big data and digital literacy issues -- SECOND PART: -- Exploring proactive data epistemologies in HE and the Society -- Chap 6. Why does open data get underused? A focus on the role of (open) data literacy -- Chap 7. Responsible Educational Technology Research: From Open Science and Open Data to Ethics and Trustworthy Learning Analytics -- Chap 8. Exploring possible worlds: open and participatory tools for critical data literacy and fairer data culture -- THIRD PART -- The challenge ahead -- Chap 9. Toward an ethics of classroom tools: Educating educators for data literacy -- Chap 10. How to integrate data culture in HE: A teaching experience in a Digital competence course -- Chap 11.

Teaching Data That Matters: History and Practice -- Chap 12. Critical data literacy in higher education: teaching and research for data ethics and justice -- Chap 13. How stakeholders' data literacy contributes to quality in higher education: a goal-oriented analysis -- Chap 14. Data centres in the university. From tools to symbols of power and transformation -- Chap 15. Conclusion: Building Fair Data Cultures in Higher Education -- AFTERWORD -- Chap 16. For: Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead.

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### Sommario/riassunto

This collection focuses on the role of higher education institutions concerning datafication as a complex phenomenon. It explores how the universities can develop data literac(ies) shaping tomorrow skills and “formae mentis” to face the most deleterious effects of datafication, but also to engage in creative and constructive ways with data. Notably, the book spots data practices within the two most relevant sides of academics' professional practice, namely, research and teaching. Hence, the collection seeks to reflect on faculty's professional learning about data infrastructures and practices. The book draws on a range of studies covering the higher education response to the several facets of data in society, from data surveillance and the algorithmic control of human behaviour to empowerment through the use of open data. The research reported ranges from literature overviews to multi-case and in-depth case studies illustrating institutional and educational responses to different problems connected to data. The ultimate intention is to provide conceptual bases and practical examples relating to universities' faculty development policies to overcome data practices and discourses' fragmentation and contradictions: in a nutshell, to build “fair data cultures” in higher education.

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