Open Data as driver of critical data literacies in Higher Education

Conference or Workshop Item

How to cite:
Raffaghelli, Juliana; Atenas, Javiera and Havemann, Leo Open Data as driver of critical data literacies in Higher Education. In: OER20: The care in openness, 1-2 Apr 2020, Online.

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Version: Version of Record

Link(s) to article on publisher’s website:
http://dx.doi.org/doi:10.5281/zenodo.3739180
https://oer20.oerconf.org/sessions/o-060/

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Open Data as driver of critical data literacies in Higher Education

...Which Data? Which Openness?

...Which Care?

Javiera Atenas, @jatenas
Leo Havemann, @leohavemann
Juliana Raffaghelli, @Julianar71
Which Data?
Which Openness?

Some questions you might be asking yourself before starting....
Keys to Open…(?)

All citizens should have equal opportunities and multiple channels to access information, be consulted and participate. Every reasonable effort should be made to engage with as wide a variety of people as possible

(OECD, 2009, p.17).
It looks that this key opens!

Open data is data that can be freely used, re-used and redistributed by anyone - subject only, at most, to the requirement to attribute and sharealike.

http://opendatahandbook.org/guide/en/what-is-open-data/
Open Data Open Definition & Principles

- Availability and Access
- Re-use and Redistribution
- Universal Participation
- Complete.
- Primary.
- Timely.
- Accessible.

- Machine processable.
- Non-discriminatory.
- Non-proprietary.
- License-free.
- Comparable and Interoperable
- For Improved Governance & Citizen Engagement
The value of Open Data

- Civic Monitoring
- Resource for scientific communities
- Transparent research practices
- Scientific development and reproducibility
- Breaking the silos between Teaching and Research


https://stateofopendata.od4d.net/
Where does OD come from?

- International agencies and organisations
  - Word Bank; United Nations; EU
- National Governments and their agencies
  - UKOD; GermanyOD; USA
- Local governments
  - Sardinia; London; Barcelona

- Academic institutions and research centres
  - CERN
  - NASA

- Open Research Data Platforms
  - ZENODO
  - FIGSHARE
Which Care?

Some questions you might be asking yourself before starting....
How can OD be used in HE?

• Collaborating with researchers in real research projects
• Collaborating with students from other disciplines
• Creating scenario-based learning activities
• Collaborating with their local communities working on real problems

For the development of
• Critical skills
• Analytical skills
• Research skills
• Data literacies skills
• Teamwork skills
• Citizenship skills

See Atenas & Havemann (2015,) Open Data as Open Educational Resources: Towards Transversal Skills and Global Citizenship
## Open Data for Civic Engagement

<table>
<thead>
<tr>
<th>Activity / Level</th>
<th>Initial</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All levels</td>
<td>Invite subject and data experts to discuss face to face or online with your students about local and global issues</td>
<td>Engage students with political and legal deliberations and discussions at local and global level asking to them analyse the data related to it</td>
<td>Establish a model for students to understand the process and engage them in policy making by reviewing and analysing data and official reports</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Engage students in evaluating facts and contrasting information by analysing data presented in news media</td>
<td>Encourage students to use digital tools to engage and monitor political activities and to assess reports and news by analysing their data</td>
<td>Support students in assessing data from their government to identify problems and compare local with global information</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>Support students in identifying organisations that are campaigning in citizenship issues and enable instances for students to engage in civic monitoring activities and evaluate data driven arguments</td>
<td>Promote student collaboration with civil society organisations, in order to gain experience working with their data, supporting their activities, and enhancing their openness through data and publications</td>
<td>Support students in writing dissertations based on analysis of open data which engages with a real local or global problem; encourage them to publish findings in an open format</td>
</tr>
</tbody>
</table>
Open Data for Skills Development

The Inverted Pyramid of Data Journalism (complete)

Paul Bradshaw, OnlineJournalismBlog.com
How to embed OD in T&L activities

- Identify and describe the learning outcomes for the intended activities;
- Identify the portals which will source the data;
- Clearly identify and describe the challenges students might face;
- Provide training materials for the software students will need to analyse the data;
- Support students in communicating their findings to local or wider communities.
Is that all about care in OD as OER?

Some questions you might be asking yourself before starting....
We need Data Literacy...

We have been talking about information literacy, numeracy, statistical literacy and recently we have to deal with DIGCOMP 2.1.
Data Literacy concerns

ODI: Open Data Skills Framework

Raffaghelli (2018), Educators' Data Literacy: Supporting critical perspectives in the context of a "datafied" education

EU DIGCOMP 2.1.
The “data” divide

That’s not enough, in times of datafication...

You mean... Do we need a critical perspective?

Maybe. Let’s see what the people here think about!
YOUR TURN!

LET’S MOVE TO MENTIMETER FOR SOME INTERACTION

TYPE THE MENTIMETER CODE

1- Open another tab in your PC or mobile/tablet.
2- Type into your browser “menti.com”
3- Type into the box the number of this interaction:

31 69 86

SCAN THE QR CODE

...To work on your tablet or mobile

Mentimenter is GDPR compliant
DISCUSSION: THE TENSIONS

REACTIVE?  PROACTIVE?  NAÏVE?

(Based on Stefania Milan, “The alternative epistemologies of Data Activism2016)
DISCUSSION: THE TENSIONS

COMMODITY?
DATA TO DEVELOP EDUCATION BUSINESS

DATA AS PUBLIC GOOD?
OPEN RESEARCH/EDUCATION DATA FOR ALL

COMMODITY?
INDIVIDUAL DATA TO SUPPORT INDEPENDENT LEARNING

LUXURY?
OPEN RESEARCH/EDUCATION DATA FOR THOSE THAT CAN AFFORD IT
**INTRODUCING A CRITICAL PERSPECTIVE OF DATA: BUILDING THE LITERACIES TO THRIVE IN A DATAFIED WORLD**

| Ethics and Politics of data | — Promoting critical awareness on the data we generate as users/citizens/students.  
|                           | — Understanding data as socio-technical structure |
| Techniques of data         | — Data search, appraising, mining and preparing for analysis  
|                           | — Data analysis (with basic or advanced tools) |
| Aesthetics and narratives of data | — Semiotics of data: Data is a concept to represent the world. Consider why to you include it into your representation of the world  
|                               | — The message: design, present and share your story |
Open Data

Mapping Poverty in America
Data from the Census Bureau show where the poor live.
To learn more about OD and Open Education

• Open Data as Open Educational Resources
• Open Data as Open Educational Resources: Towards Transversal Skills and Global Citizenship
• Open Data as OER
  http://education.okfn.org/the-21st-centurys-raw-material-using-open-data-as-open-educational-resources/
• Open Data for Learning: A case study in Education
  https://www.academia.edu/36926390/OPEN_DATA_FOR_LEARNING_A_CASE_STUDY_IN_HIGHER_EDUCATION
• Educators’ Data literacy
  https://flore.unifi.it/retrieve/handle/2158/1150383/382004/2102%20interno.pdf#page=91
MANY THANKS!
Javiera, Leo, Juliana

#OER20
#ODasOER