

2.1. Education governance, autonomy and accountability

SP - (18654) - ESCOLA 360: DYNAMICS OF TRANSLATION IN THE DESIGN AND DEVELOPMENT OF A DIGITAL PUBLIC POLICY INSTRUMENT

Catarina Gonçalves (Portugal)¹; Luís Miguel Carvalho (Portugal)¹

1 - Instituto de Educação, Universidade de Lisboa

Short Abstract

Literature has been pointing to the ever increasing participation of digital devices in the governing of Education, namely in respect to their role in data-driven policy making (Ozga, 2008; Grek, Maroy & Verger, 2021). These digital instruments have been evolving and expanding, and to such an extent that some have begun to speak of *digital education governance* (Williamson, 2017; Landri, 2018), calling attention to the digital layer superimposed on educational policy, its own actors, instruments, knowledge production, possibilities for action.

Our contribution focuses in one of such digital objects: Escola360 (E360), a web platform designed and developed by the Portuguese Ministry of Education, together with IT and consultancy companies, that serves both school management and the administration of the education system. Drawing on the public policy instrumentation approach (Lascoumes & Le Galès, 2007), the purpose of our study is to understand the dynamics of design and of appropriation of E360, in their cognitive/normative and social dimensions, as analysers of the modes of digital education governance.

According to this approach, the trajectory of a public policy instrument (PPI) is composed of two distinct dynamics: the design and development; the appropriation by the actors (Lascoumes & Simard, 2011). Similarly, Pollok and Williams (2009) speak of the biography of technological artefacts, their journey from conception to appropriation in organisations, so digital objects have also been observed in their trajectories.

PPIs are also considered to be loaded with meaning, not only as material manifestations (Lascoumes & Le Galès, 2007), which invites us to distinguish a cognitive/normative from a social dimension. Digital devices are also described as not neutral, but rather artefacts carrying meanings that deserve the researcher's attention (Wajcman, 2015; Kitchin & Dodge, 2011). Thus, they are also being analysed as complex objects, in their discursive and social dimensions.

Taking the above in consideration, the study that originates our present contribution looks at E360 as a PPI and follows its trajectory, looking first at the dynamics of design and development and, then, at the dynamics of appropriation, in each paying attention at both its cognitive-normative and social dimensions. Our contribution focuses only in part of this extensive study: the social dimension of the dynamics of design and development of E360.

We observed team meetings and conducted interviews to key actors: the team coordinator, team members working for IT and consultancy companies, and school actors who participated in the E360 development. Inspired by the sociology of knowledge approach to discourse analysis (Keller, 2013), we analysed the documents and interviews applying an immersive and inductive content analysis.

We will be showing how the interactions surrounding the development of E360 are well observed as dynamics of translation (Callon, 1986), within a scenario where many actors and also other digital objects are present. These different dynamics reveal a complex process, which unfolds in multiple directions, full of tensions and alliances: 'approaching' attracts, constitutes an initial call; 'convincing' seduces to stay; 'converging' demonstrates and deepens attachment to the project; and 'diverging' throughout the cycles means distancing from the objectives of the project.

References

Callon, M. (1986). Some elements of sociology of translation. In J. Law (ed.), *Power, action, and belief* (196–233). London: Routledge and Kegan Paul.

Grek, S., Maroy, C. & Verger, A. (2021). Introduction: Accountability and datafication in education: Historical, transnational and conceptual perspectives. In S., Grek, C. Maroy, & A. Verger (eds.) *World Yearbook of Education 2021: Accountability and Datafication in the Governance of Education*. New York: Routledge.

Keller, R. (2013). *Doing discourse research. An introduction for social scientists*. London: Sage.

Kitchin, R. & Dodge, M. (2011). *Code/Space: Software and Everyday Life*. Cambridge, MA: MIT Press.

Landri, P. (2018). *Digital Governance of Education: Technology, Standards and Europeanization of Education*. London: Bloomsbury Publishing.

Lascoumes, P. & Le Galès, P. (2007). Introduction: Understanding Public Policy through Its Instruments — From the Nature of Instruments to the Sociology of Public Policy Instrumentation. *Governance: An International Journal of Policy, Administration, and Institutions*. 20(1), 1-21.

Lascoumes, P. & Simard, L. (2011). L'action publique au prisme de ses instruments. *Revue française de science politique*, 61(1), 5-22.

Ozga, J. (2008). Governing Knowledge: research steering and research quality. *European educational Research Journal*, 7(3), 261-272.

Pollock, N. & Williams, R. (2009). *Software and Organisations: The Biography of the Enterprise-Wide System or How SAP Conquered the World*. London: Routledge.

Wajcman, J. (2015). *Pressed for Time. The Acceleration of Life in Digital Capitalism*. Chicago: The University of Chicago Press.

Williamson, B. (2017). *Big Data in Education: The Digital Future of Learning, Policy and Practice*. London: Sage.