The background is a solid light green color. It features several white geometric shapes: a large circle in the upper right, a large circle in the lower right, and a large downward-pointing triangle in the lower half. There are also two smaller circles stacked vertically in the center. The text is in a bold, black, sans-serif font, arranged in seven lines.

**TO WHAT EXTENT
DOES THE
SOFTWARE PROVIDE
OPPORTUNITIES FOR
(PEDAGOGICAL)
DESIGN
ADAPTABILITY?**

Design

Adaptability → Education

Ms Meier uses the school wide learning platform for her lessons. She uploads materials, texts and exercises for her pupils to the platform. Using the monitoring function, she can now track which pupil completes which exercise when, for how long and in which format. A dystopia of surveillance or a utopia of personalised learning?

Profiles of requirements

The extent to which a software's design is adaptable to different needs significantly contributes to its usefulness in educational institutions and should always be taken into account when considering purchasing educational software. Particular attention should be paid to the software's technical functionalities and how flexibly these can be en- and disabled depending on pedagogical requirements. Already in this seemingly "merely technical" modelling of the software / platform, concrete concepts of education take effect (for example when measuring learning success). Therefore, an encompassing transparency and the option to situationally adapt these settings are crucial.

Nearly every software / platform includes the possibility for tests and exams. In pedagogically complex systems, the test function can be used for formative as well as summative evaluations, depending on the teacher's requirements. If the students are supposed to pay attention to their own learning process and progress, an appropriate function can be activated (see fig. 1). If the students are supposed to be tested on what they have learned at the end of a learning unit, settings such as an unlimited time period for the test, the number of attempts and additional assistance can be adapted.

Kriterien für den Abschluss
 Legen Sie den Prozentsatz fest, bei dem im Fortschrittsbericht 'Abgeschlossen' angezeigt wird.
 Fragen in beliebiger Reihenfolge anzeigen
Legen Sie den jeweiligen Personen die Fragen in immer unterschiedlicher, beliebiger Reihenfolge vor

Fragennavigation
 Nur vorwärts
Die Personen müssen die jeweilige Frage beantworten, bevor sie zur nächsten übergehen können.
 Freie Navigation
Die Personen können Fragen überspringen und nach vorne und hinten blättern.
 Alle Fragen auf einer Seite anzeigen
Bei vielen Fragen nicht empfohlen.

Versuche
Anzahl der zulässigen Versuche
Unbegrenzt
Welche Versuche zählen
Besten Versuch
Die Punktzahl für diesen Versuch wird in allen Berichten angezeigt.
Maximal zugelassene Zeit pro Versuch
Unbegrenzt
In Minuten, Leer = unbegrenzt

Ergebnis und Feedback
Der Person die Antwort anzeigen
Nach jedem Versuch
Anzeigen der Punktzahl und der Korrektheit der Antwort
 Die richtigen Antworten anzeigen
Feedback verwenden
 Den Fragen
Zeigt Feedback nach jeder Frage an.
 Den Alternativen
Zeigt Feedback nach jeder Alternative an.
 Kein Feedback

Fig. 1: A software / platform's test function settings.

Some learning platforms can easily be tailored towards individual needs. What is important here is that monitoring and tracking of a system's use can take place on different levels – for an entire school, a classroom or individual profiles. Thus, it can, for example, be used for a student's reflection on their own time management. Students' own sense of time when learning frequently differs from the actual time spent on the task. Therefore, monitoring can contribute to a successful self-reflection and autonomy of students (see fig. 2).

Activity	Status	Date	Time	Completion
Wahrnehmungspsychologie				
Studienraum Wahrnehmung	Besucht	12 Sep 2020	00:04:00	
Studienraum: Soziale Wahrnehmung	Besucht	14 Sep 2020	00:00:00	
HA Prozess der Wahrnehmung	Abgeschlossen	12 Sep 2020	00:07:00	Obligatorisch: Ja Frist: 24 Aug 2020 Status: Abgeschlossen
Wie wirklich ist die Wirklichkeit?	Abgeschlossen	12 Sep 2020	00:00:00	Obligatorisch: Ja Frist: 07 Sep 2020 Status: erledigt
Gestaltgesetze und Formkonstanten	Abgeschlossen	09 Sep 2020	00:06:43	Obligatorisch: Ja Frist: 09 Sep 2020 Status: erledigt

Fig. 2: Time monitoring on a software / platform.

→ Questions

- Can the selection, the structuring and the level of difficulty of provided contents and materials be adapted to different demands and objectives?
- Does the system provide opportunities for individual differentiation and support?
- Are learning and testing settings clearly distinguishable from each other?
- Can different levels of feedback (self-assessment, peer-review, teacher, etc.) as well as of peer support be added?
- Are learners able to select exercises and contents to work on, set their own goals and determine their learning speed?
- Does the system allow for different options of (cooperative) work (individual, partner or group work, etc.)?
- Can user interfaces be designed in a target-group-specific manner?

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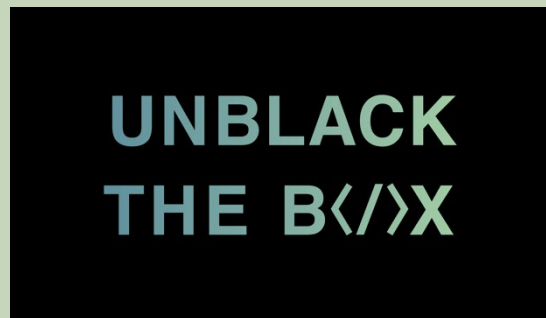
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UNBLACK THE BOX is a network initiative founded in 2019 by researchers from education science, sociology, information technology, media and health education, as well as teachers in schools, universities and pedagogical training. Our goal is to enable educational institutions and teachers to respond to the growing datafication and digitization of education with enlightened, critical and conscious decision-making, even without extensive IT knowledge.

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