

Respectful Reuse of Digital Records of Practice

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Abstract. Records of practice are “detailed documentation of teaching and learning” (Bass et al., 2002, p. 79). In the field of education, these records often take the form of digital video, as well as audio, and still images of teachers and students engaged in learning. Professional development training sessions of current educators, the education of pre-service teachers, and educational research are the primary reuse instances of these digital records of practice, specifically video recordings. Digital repositories are responsible for the curation of this qualitative data, which often contains sensitive information about teachers and children in classrooms. Existing literature neglects the relationships involved in the reuse of this data and the ways these relationships foster or prevent reuse of digital records of practice. Understanding reuser opinions about these relationships, particularly regarding respect for the teacher and student subjects of the videos, can facilitate data sharing while ensuring mitigation of harm to all involved in the lifecycle of digital records of practice.

Data producers and reusers in the field of education approach video records of practice from a place that has much in common with the feminist ethical framework that Michelle Caswell and Marika Cifor have used to build their argument about the need for radical empathy on the part of archivists (Caswell & Cifor, 2016). In this ongoing research project, Caswell and Cifor’s theoretical model for radical empathy in the archives is applied to qualitative data repositories in education and expanded to include additional relationships that arise. This updated framework argues that repository managers, like archivists, have ethical responsibilities due to the affective nature of relationships between repository managers, data producers, data reusers, subjects, and communities (Caswell & Cifor, 2016, p 24). All parties ensure this ethical responsibility when they handle data production, curation, and reuse with radical empathy. In the case of digital records of practice in the field of education, empathy becomes radical when all participants in the lifecycle of this data actively direct respect toward one another and ensure the minimization of harm during reuse. A review of literature resulted in the following research questions:

RQ 1 How can this framework for archival relationships be applied to qualitative research data, specifically digital records of practice?

RQ 2 Are there additional relationships that arise in the lifecycle of research data that should be added to the model?

RQ 3 How do data producer and reuser expectations about ethical responsibilities and radical empathy limit or facilitate data sharing and reuse in the field of education?

This poster will report on the results of 44 structured interviews with educational researchers and teacher-educators who have reused video records of practice either as part of their research efforts or in training of future teachers and professional development sessions. Interview subjects were chosen from a snowball sample. They reported on their experiences with reuse of digital records of practice and how issues of privacy and respect for subjects affected their reuse habits. Respondents also discussed their thoughts on facilitating or preventing access to records because of concerns regarding potential harm to parties involved in the reuse of this data. Interviews were audiotaped and then transcribed. Trained analysts qualitatively coded the transcripts using NVivo software. The coding scheme was developed from the theoretical frame, focusing on all possible relationships in the reuse of digital records of practice. The coders conducted inter-rater reliability tests and achieved a Scott's Pi of 0.729 and a Holsti's coefficient of reliability of 0.75.

This poster specifically focuses on results related to reuser attitudes regarding potential harms to data producers, data reusers, and subjects represented in the data. Findings suggest that reusers are particularly concerned with potential reputational harm to the subjects in the data, and that these concerns affect their data sharing and data reuse practices. Respondent QDR_012 argued, "We don't want to condemn our teachers like, 'They are an example of bad teaching.' So I think that is a risk." Reusers of video data for the purposes of professional development and teacher training often discussed framing video records before showing them in larger classroom settings in order to reduce possible reputational harm to teachers in the videos. For example, Respondent QDR_036 stated, "We would like them [pre-service teachers] to assume that the teacher is in the room even though she's not, that there is no perfect way to teach that all of us should be able to reflect on our lesson and think about something we could of done differently." The framing involved reminders to respect the teachers and students for allowing record producers to record them in the classroom and refraining from making broader judgments of teachers and students entirely based on this single, recorded classroom instance.

The next step for the project is continued application of the radical empathy framework developed from Caswell and Cifor to all relationships involved in the lifecycle of educational digital records of practice. Analyzing these relationships and opinions on access to these records, potential harm involved in reuse, and ensuring respect can inform how these considerations facilitate or prevent sharing of digital records of practice. The final goal of the project is to propose methods that facilitate data sharing of these records while employing radical empathy in all interactions to maintain respect for all parties involved and manage possible harm.

Keywords: Data Reuse, Digital Records of Practice, Digital Repositories

References

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