



# **DigiPrim as an add-on study of the ÜGK / COFO / VECOF 2024 (HarmoS 4) Field Trial 2022**

*Study Description*

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**Abstract:** This document describes the design and implementation of the parent and school principal questionnaire of the study DigiPrim, which is an add-on study of the ÜGK / COFO / VECOF 2024 (HarmoS 4) Field Trial 2022.

**Keywords:** data documentation, survey data, data processing, large-scale assessment

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# 1 General study description

The study DigiPrim ("Digitalization in Swiss schools and its impact on educational trajectories: extent, opportunities and risks", for general information see Table A1 of the Appendix) is a research project at the University of Bern. DigiPrim is funded by the University of Bern in cooperation with BeLEARN<sup>1</sup>, an initiative of the Canton of Bern, Switzerland. The primary objective of DigiPrim is to contribute to educational research in Switzerland in the context of digitalization, covering educational levels from primary school to post-compulsory education. DigiPrim brings together researchers from the educational and social sciences (for further details, see Table A2 of the Appendix).

DigiPrim's first aim is to investigate the state of digitalization in Swiss primary schools. To achieve this, DigiPrim conducted a cross-sectional survey study investigating aspects of digitalization both within the home and school environments as well as various general educational topics. This data was collected as part of an add-on study during the ÜGK / COFO / VECOF<sup>2</sup> 2024 (HarmoS 4) field trial (of a national large-scale assessment, in the following referred to as ÜGKH4 field trial). The ÜGKH4 field trial tested students at HarmoS level 4 (equivalent to the second school year of primary school).

Besides examining the status quo, the conditions for success, and the impact of digitalization on primary school-age children within the family and school contexts, the DigiPrim study expands its scope to investigate post-compulsory educational trajectories. Together with researchers from the TREE study team (Transitions from Education to Employment)<sup>3</sup>, DigiPrim analyzes the TREE data to gain insights into the emergence of ICT-related educational trajectories ("ICT" stands for "information and communication technologies").

In this document, we will focus solely on the first part of the DigiPrim study, namely the DigiPrim add-on study of the ÜGKH4 field trial. This first part of DigiPrim involves administering parent and school principal questionnaires as an add-on study to the ÜGKH4 field trial. This data collection had the primary goal of acquiring comprehensive knowledge about the current state of digitalization in Swiss primary schools and in the home environment of students at the level HarmoS 4.

## 2 DigiPrim as an add-on study of the ÜGKH4 field trial

The impact of digitalization on competency development, especially among young students, remains an under-researched area, as highlighted in the digitalization report (Educa, 2021). In Switzerland, there is hardly any current, empirically reliable data on the state of digitalization in primary schools. This knowledge gap extends beyond school digitalization, as knowledge on children's media usage at home is sparse.

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<sup>1</sup>BeLEARN (<https://belearn.swiss/en/>), is a center of excellence for digitalization in education initiated by the Canton of Bern and fosters innovation and collaboration to enhance the quality of education in Switzerland.

<sup>2</sup>ÜGK / COFO / VECOF ([uegk-schweiz.ch](http://uegk-schweiz.ch)) is a national large-scale assessment in Switzerland that evaluates students' basic competencies in compulsory school at HarmoS levels 4 (school year 2), 8 (school year 6), and 11 (school year 9).

<sup>3</sup>TREE (<https://www.tree.unibe.ch>) is a longitudinal panel study which studies the transitions of young people in Switzerland from compulsory education into professional and adult life.

Parents grapple with numerous questions and challenges related to digitalization, such as the right amount of screen time for their child, the effectiveness of learning apps, finding suitable devices, content, and games for different age groups, or whether programming should be part of a child's (home or school) education. DigiPrim seeks to investigate variations in digital media usage among younger children and how these different profiles affect their academic performance and digital skills. The findings aim to provide evidence-based recommendations to address parental concerns.

Previous research indicates great heterogeneity between individual schools, school levels, and Swiss language regions regarding the state of digitalization in schools. The consequences of this heterogeneity are an important field of study. Particularly, the effects of digitalization at school on the development of competencies of very young students have hardly been researched yet (see digitization report: Educa, 2021). The results of DigiPrim will inform tailored school digitalization strategies that accommodate various cantonal, school, and family conditions, with implications for education policy, administration, and practice.

The DigiPrim add-on study of the ÜGKH4 field trial aims to address these gaps and stimulate research by addressing questions like:

1. What is the state of digitalization in primary schools in German-, French- and Italian-speaking Switzerland in terms of ICT equipment and its use, but also in terms of attitudes and perceived support at the technical and pedagogical or didactic level?
2. Do differences in private access or use of ICTs among children contribute to unequal student performance, and if so, how? Is this potential influence of ICTs equal for different social classes (or do class-specific patterns of media use have different effects on school performance)?
3. Are there schools that have better conditions for success in terms of their students' performance because of the way they deal with digitalization?

DigiPrim, therefore, aims to provide a data source for researchers and educational policymakers to support the development and implementation of evidence-based school digitalization strategies and identify best practices for integrating information and communication technologies (ICT) at the school level.

While the ÜGKH4 field trial project management teams focused on student assessments and questionnaires, DigiPrim collaborated with the ICER (Interfaculty Centre for Educational Research)<sup>4</sup> in conducting parent and school principal surveys to enhance the understanding of the digital landscape in the education and home environment.

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<sup>4</sup> The ICER (<https://www.icer.unibe.ch>) aims to promote empirical scientific findings in educational research across all educational levels and with a perspective on the entire course of life.

### 3 Data collection

DigiPrim was permitted to use the field access and sampling of the ÜGKH4 field trial. The questionnaires for parents and school principals of students participating in the ÜGKH4 field trial were administered by DigiPrim, the ICER team, and the ÜGK / COFO / VECOF survey management teams of the different language regions.

#### 3.1 Sampling design

Given the “add-on” nature of the DigiPrim study, the sampling design was based on the sampling design of the ÜGKH4 field trial. The target population of the ÜGKH4 field trial included approximately 85,000 pupils and 3,700 school sites. All cantons in Switzerland except the canton of Zug and the Rhaeto-Romanic-speaking region of the canton of Grisons participated in the study. Schools that teach either based on foreign programs or not in any Swiss national language were excluded. Most students in special needs schools were also excluded from the target population.

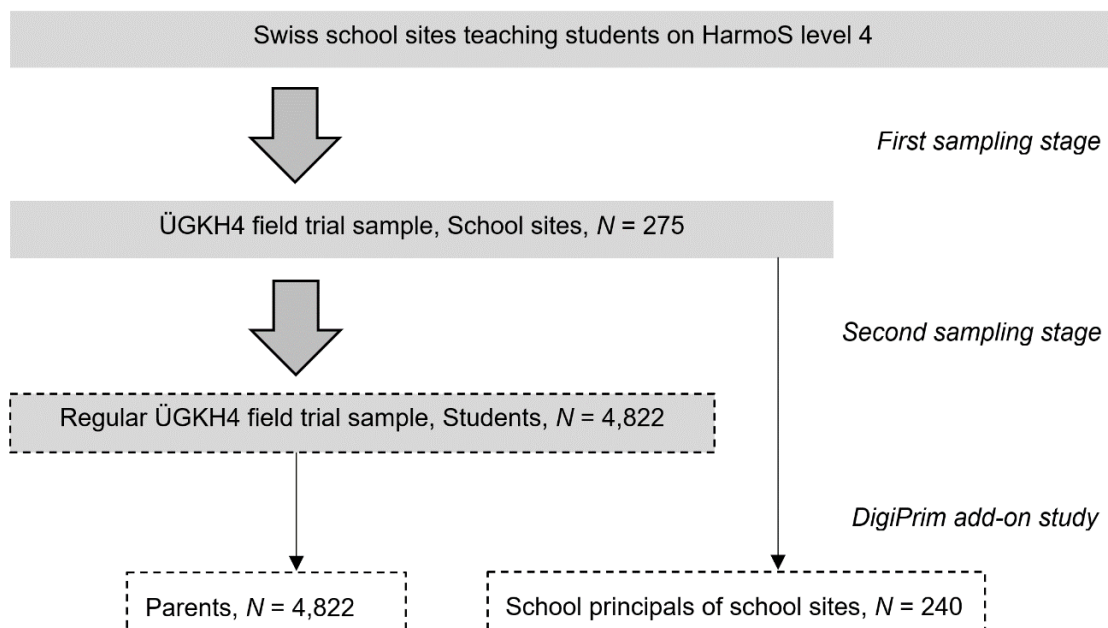


Figure 1: Sampling design of DigiPrim as an add-on study of the ÜGKH4 field trial

Figure 1 visualizes the two-stage sampling design of the ÜGKH4 field trial (large grey arrows) and the different groups or samples of interest (boxes). Dashed box outlines indicate that the respective samples were surveyed in the realm of the ÜGKH4 field trial. Grey boxes indicate the regular ÜGKH4 field trial sampling process, and transparent boxes mark the additional context studies enabled by the DigiPrim add-on study. Simple arrows indicate connections between different groups without further sampling (for each participating child [school site], one parent or legal guardian

[school principal] was automatically eligible for participation). Although school principals were the surveyed group (as informants), the primary unit of reference is the school site they are responsible for (with some principals being responsible for more than one school site).

As Figure 1 shows, 4,822 parents and 240 school principals (from 275 school sites) were targeted in the DigiPrim add-on study of the ÜGKH4 field trial. The school principals and parents of the initially targeted group of the ÜGKH4 field trial (students on HarmoS level 4) were invited to participate in a voluntary online survey from May to July 2022. The study successfully collected responses from 2,736 parents and from 167 school principals across 172 school sites. For more details on the target population and the sampling, please consult Table 1.

Table 1: Information on the surveys administered among parents and school principals in the ÜGKH4 field trial.

Survey information	Details
Field duration	Parents: 02/05/-18/07/2022 School principals: 09/05/-18/07/2022
Geographic coverage	Europe, Switzerland, German-speaking part, French-speaking part, Italian-speaking part, all cantons (besides Zug)
Population under study	Parents of children and school principals of Swiss primary schools
Analysis unit	Individuals (students, parents, and school principals), school sites
Participant selection or sampling method	Probability sample
Sampling procedure	A stratified (e.g., urban/rural, size of school site), two-staged probability sample (1 <sup>st</sup> stage = school sites; 2 <sup>nd</sup> stage = students)
Targeted sample size (N)	Parents = 4,822 School sites = 275 School principals = 240
Realized sample size (n)	Parents = 2,736 (response rate: 55.3%) School sites = 172 (response rate: 47.6%) School principals = 167
Mode of data collection	Standardized interview - self-administered online questionnaire (standardized computer-assisted survey)
Temporal research design	Cross-sectional
Type of data	Numeric
Data collector	ICER and DigiPrim

Table 1 (continued).

Topics covered	Parents: socio-demographics, leisure activities, and digitalization in the home environment School principals: socio-demographics, information on school (infra-)structure, school culture, and digitalization in the school environment
Population, target persons	Parents of children at level HarmoS 4 in Swiss primary schools taking part in the ÜGKH4 field trial School principals of selected school sites responsible for the school sites teaching HarmoS 4 students and taking part in the ÜGKH4 field trial (some principals were responsible for several school sites)
Study components	self-administered online survey for parents and school principals

### 3.2 Target persons and recruitment procedures

The recruitment processes of targeted parents and school principals differed. Figure 2 visualizes the survey recruitment process for school principals and parents. It shows how the target groups of DigiPrim (transparent, dashed boxes) were approached using the existing ÜGKH4 field trial structures (grey boxes). The coordination centers in the German, French and Italian language regions had a crucial role in the recruitment process for the DigiPrim add-on study. They recruited test administrators as freelancers, who were responsible for conducting the test sessions in the primary schools (e.g., bringing the test equipment and guiding students during the assessment). Test administrators are often recruited repeatedly for multiple assessments of the ÜGK / COFO / VECOF, because the position requires training and experience. In the ÜGKH4 field trial, the test administrators directly supported the DigiPrim add-on study by distributing the invitation post cards for parents to the students following the test sessions.

Both the parent and the school principal recruitment processes were further supported by the so-called “school coordinators”, voluntary contact persons in each sampled school site (primarily teachers) recruited by the coordination centers prior to the data collection. Recruiting school coordinators is a regular and well-established process in the context of the ÜGK / COFO / VECOF studies.

While it is relatively easy for to determine who the person of interest for the parent questionnaire is (an arbitrary legal guardian of the child who participated in the ÜGKH4 field trial), the case is different for the school principal questionnaire. In Switzerland, a significant challenge arises from the variation in school management structures across different cantons (Huber, 2011). On one end of the spectrum, there are school principals who oversee a school located on a single school site, covering only the primary school level. Conversely, at the other end of the spectrum, there are schools with multiple school sites in different locations, spanning both primary and secondary school levels. These schools often operate under a more complex management system, with a school management team or a school director overseeing the entire institution, while individual school principals



manage the separate school sites and levels (Huber, 2011). This diversity in management structures poses unique administrative and operational challenges on survey operators targeting school principals or the management team.

The critical point in the DigiPrim study was to determine the responsible person in the school management whose activities potentially affect the children participating in the ÜGKH4 field trial (Tulowitzki & Pietsch, 2020). As a response to this challenge, the coordination centers approached the school coordinators to receive the email addresses of the person relevant in the school management team for the targeted student population (see Figure 2). The school coordinators, hence, defined who was approached for participation in the school principal questionnaire and provided the contact details (email addresses and names) of the responsible school principal to the coordination centers.

As explained above, there is not always a sharp distinction on whose activities potentially affect children participating in the ÜGKH4 field trial (e.g., school director, school principal responsible for cycle 1, etc.). In these cases, the decision was left open to the school coordinators to select the most relevant person within the school management. Finally, the invitation (and reminder) emails to the school principals were sent out by the coordination centers.

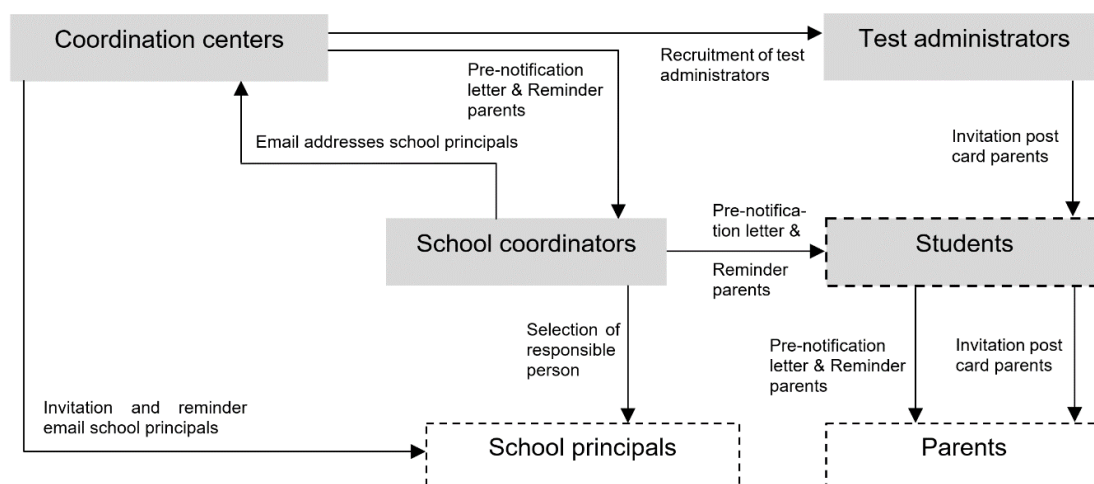


Figure 2: Recruitment process for DigiPrim (school principals and parents) as an add-on study of the ÜGKH4 field trial.

### 3.2.1 Parents

All students sampled for the ÜGKH4 field trial received a pre-notification letter informing parents about their children's upcoming participation in the ÜGKH4 field trial and providing further details about the study. On the individual day of the ÜGKH4 field trial assessment, a physical invitation postcard with personalized login details was handed out to the students. The test administrators instructed the students to pass the invitation on to one of their parents (legal guardians). It was then left to the parents (in case more than one parent or legal guardian was available) to determine who would complete the questionnaire. The procedure was repeated with a reminder card handed out to

the participating students by the school coordinators one week after the individual ÜGKH4 field trial assessment date (see Figure 2).

Hence, parental participation crucially depended on students successfully passing the invitation and reminder postcards on to a parent or legal guardian. Every contact with the parents directed them to the study's website (landing page) for more information and frequently asked questions. Furthermore, a support hotline (via telephone and email) was provided in case questions could not be resolved by the information on the website.

### **3.2.2 School principals**

An announcement email was dispatched to school principals prior to the ÜGKH4 field trial assessment date, containing comprehensive information about the study, along with a note directing them to the ÜGK / COFO / VECOF homepage for further details. There was the possibility to call a telephone hotline or to write an email in case a question could not be answered via the website. Initial invitations for participation in the school principal questionnaire were emailed to school principals on May 9<sup>th</sup>, 2022. A reminder email was sent out three weeks after field start, on May 30<sup>th</sup>, 2022. Furthermore, information on the study was published in the newsletters of the Swiss school principal associations CLACESO and VSLCH (VSLCH newsletter from May 12, 2022).

As explained above, the sample for the school principal questionnaire is based on schools or school sites, not school principals. It is important to remember that school principals are often responsible for multiple school sites. Therefore, the sample included several school sites for which the same school principal was responsible. In such cases, the school principal received one invitation to the "main" questionnaire for a randomly selected school site and an additional invitation to a short questionnaire for each additional school site. The short questionnaire only included a selected number of questions and excluded the questions on the person of the school principal, because this information can be obtained from the main questionnaire and is valid for each of the school sites.

### **3.3 Survey modes**

Both school principal and parent questionnaires were implemented as self-administered online surveys. For further details, please refer to the Technical Reports for both questionnaires.

## **4 Data structure**

This chapter provides an overview of the different constructs and items covered in the parent and the school principal questionnaire of the DigiPrim add-on study. For both target groups, a main questionnaire version as well as a short version were administered. The short versions were developed for very different reasons described in more detail in the following section. One specific feature of the parent questionnaire is its partial overlap with the student questionnaire administered in the ÜGKH4 field trial. The overlap is described in the following section.

## 4.1 Parent questionnaire

To maximize the set of parents participating in the study, the online questionnaire was administered in a main and a short questionnaire version depending on the language selected by the parents at the beginning of the questionnaire. Parents had to select their preferred questionnaire language on the landing page of the parent questionnaire. As opposed to the school principal questionnaire (see below), only one questionnaire per parent was administered. Hence, parents participated in the study using *either* the main *or* the short questionnaire, never both. The main parent questionnaire (also referred to as long questionnaire) was offered in German, French, Italian, and English. In contrast, the short questionnaire was conducted in 12 additional languages, representing the major immigrant groups of Switzerland (see Technical Report). Parents were not informed that their choice of survey language influenced the length of the questionnaire.

Table 2 displays a list of the broader concepts and individual items covered by the main and the short versions of the parent questionnaire (“x” means “included in the questionnaire version”). Items where the “x” in Table 2 is supplemented by an asterisk, were posed in identical form in the student questionnaire of the ÜGKH4 field trial. For these items, it is generally possible to compare parent and student answers given that the datasets are linked, both student and their parents participated in the study, and both responded to the question.

Table 2: List of constructs, survey topics, and items of the parent questionnaire and whether these were covered in the parent (main and short) and student questionnaires.

Construct	Item	Main version parent questionnaire	Short version parent questionnaire
<b>Language and origin information</b>	The main language at home	x*	x*
	Other languages	x*	x*
	Other languages, which	x*	x*
	Migration background child, father, mother	x*	x*
	Year of child’s school enrolment in Switzerland	x	x
<b>Child’s living situation and socio-economic background</b>	Family living constellation	x	
	Number of siblings	x	
	Likely birthday presents	x*	
	General house type	x*	
	House appearance	x*	
	Number of books at home	x*	x*
	Child bedroom	x*	x*
	Number of cars in household	x*	x*
	Electric car ownership	x	
	Number of computers in household	x*	x*
	Number of bathrooms at home	x*	x*
Specification of parent-child living constellation	x		

Table 2 (continued).

	Employment status mother/father	X	
	Formal education mother/father	X	X
	Occupation mother/father	X*	X*
	Income mother/father	X	X
<b>Other general constructs</b>	Respondent gender	X	X
	Date of birth child	X	X
	Belonging to different leisure groups	X	
	Perception of child strengths in different domains	X	
<b>Child's use of digital media</b>	Devices available at home	X	
	Device use outside of school	X	
	Digital leisure activities	X	
	Use constellation digital leisure activities	X	
<b>School-related digital activities</b>	School-related digital activities in class or for home-work	X	
	School-related Internet use outside of school	X	
<b>Digital divide, child's competencies</b>	Operational digital skills	X	
	Informational digital skills	X	
<b>Digital divide, parent's ICT use and competencies</b>	Parental attitudes on children and digital media	X	
	Parental Internet use	X	
	Parental digital self-efficacy	X	

Note. \* Also covered in ÜGKH4 field trial student questionnaire: Parent and student answers can be compared (validated).

## 4.2 School principal questionnaire

The school principal questionnaire contained questions targeting both the surveyed person him- or herself and the school site that was sampled in the realm of the ÜGKH4 field trial. In a considerable number of cases, there was no 1:1 congruence between school principals and school sites. Three possible scenarios were considered:

- 1) A principal was responsible for one sampled school site only. In this case, the school principal received one invitation for participation with the main questionnaire only.
- 2) A principal was responsible for several school sites, but only one of those school sites was part of the ÜGKH4 field trial sample. In this case, the school principal received one invitation for the main questionnaire only. The invitation email instructs school principals explicitly to refer to the sampled school site (participating in the ÜGKH4 field trial) only when answering the questions.
- 3) A principal was responsible for more than one school site, and more than one of these sites were part of the ÜGKH4 field trial sample. In this case, the principal received one invitation email only, but this email contained personalized links for more than one questionnaire: One

link for the main questionnaire and one link or more additional links to a short questionnaire for each additional school site. The invitation email contains a remark explaining that the short questionnaires only capture basic information on the school sites, without further questions on the participant. The names of the school sites (taken from the sampling frame) were written next to the links, so principals knew which school site to refer to when completing the different questionnaires.

Hence, in contrast to the parent questionnaire, one school principal could participate multiple times in the DigiPrim add-on study under the circumstances described above. Most school principals only received an invitation to the main version of the questionnaire, and only few received additional links to the short version. In total, 35 invitation links for the short questionnaire were dispatched (12.7% of all 275 invitations) and 240 invitation links for the main questionnaire (87.3%).

It is important to note that only questions specifically related to the school site and not the person of the school principal were posed in the short questionnaire. School principals with invitations to the short questionnaire were always invited to complete the main questionnaire as well, so information on the school principal was surveyed for each school site regardless of whether the school site was randomly selected to be covered through a main or short questionnaire. Table 3 lists the broader concepts and individual items covered by the main and the short versions of the school principal questionnaire (“x” indicates inclusion in the questionnaire version).

Table 3: List of constructs and survey topics and items of the school principal questionnaire and whether these were covered in the short school principal questionnaire (provided to school principals with more than one school site sampled in the ÜGKH4 field trial).

<b>Construct</b>	<b>Items</b>	<b>Main version school principal questionnaire</b>	<b>Short version school principal questionnaire</b>
<b>Characteristics of the school principal</b>	Year of birth	x	
	Gender	x	
	Years of experience as a principal	x	
	Career choice motives	x	
	Formal qualification	x	
	Further education	x	
	Years of experience as a regular teacher	x	
	Teaching activity	x	
	Workload as teacher	x	
	Leadership attitudes	x	
<b>General information on the school context</b>	School levels	x	x
	School management model	x	
	Size of the school management team	x	
	Working conditions in the school management team	x	
	Support by others	x	

Table 3 (continued).

	Support by others, which areas	x	
	Workload school principal	x	
	School management activities	x	
	Organizational structures	x	x
	Quality management	x	
	Shortages affecting teaching	x	
	School promotion of emotional and social health	x	
	Number of teaching staff	x	x
	Number of teaching staff by age group	x	x
	Number of students (primary level)	x	x
	Number of school classes (primary level)	x	x
	Types of school classes on HarmoS 4 level	x	x
	Special needs resources, basic	x	x
	Special needs resources, reinforced	x	x
	Number of students in special needs measures	x	x
<b>Outdoor teaching practices</b>	Frequency of outdoor teaching	x	
	Frequency of using different locations for teaching	x	
<b>Digital resources of the school</b>	Availability of digital devices	x	x
	Number of available devices	x	x
	Frequency of digital device use for teaching	x	x
	Position ICT coordinator	x	
	Teaching activities ICT coordinator	x	
	Technical ICT support	x	
	Pedagogical ICT support	x	
<b>Information on the ICT coordinator position at the school</b>	Education ICT coordinator	x	
	Years since school has had an ICT coordinator	x	
	Official title ICT coordinator	x	
<b>Information on the digital school culture</b>	Responsibility for ICT decisions	x	
	Decision criteria for software	x	
	Pedagogical concept of ICT integration	x	x
	School policies ICT use	x	
	School rules and structures regarding ICT use	x	
	The commitment of different actors to ICTs	x	
	Drivers of school ICT integration	x	
	Teaching goals ICT implementation	x	
	Program participation ICT / STEM	x	x
	ICT capacities school	x	
	Professional development: Discuss needs	x	
	Professional development: Teacher participation	x	
	Professional development: Share experiences	x	
Professional development: Internal experts	x		
<b>School principal's attitudes towards ICT</b>	Risks of ICT integration	x	
	Potentials of ICT integration	x	

### 4.3 Structure of the data

The data resulting from the DigiPrim add-on study is published as two separate scientific use files (SUF). The data in the SUFs underwent thorough data cleaning as well as formal plausibility checks. Furthermore, the data from both the parent and the school principal questionnaire underwent an extensive anonymization procedure (for more details, refer to the respective Data Manual).

The SUF of the parent questionnaire contains one row (observation) for each parent (legal guardian) who answered at least one question either in the main or short parent questionnaire. The SUF contains a unique identifier for each participating parent and a variable indicating whether the parent (legal guardian) participated using a main or a short questionnaire version.

The SUF of the school principal questionnaire contains one row (observation) for each school site for which a school principal completed a questionnaire. In those cases where a school principal completed a main questionnaire as well as at least one short questionnaire, answers from questions in the main questionnaire not included in the short questionnaire were duplicated, so that each row in the SUF contains information on the school site (from either the main or short questionnaire) as well as information on the person of the school principal, regardless whether the school site was assigned a main or short questionnaire.

### 4.4 Obtaining data

The DigiPrim add-on study data are archived at FORS (Swiss Centre of Expertise in the Social Sciences) and distributed via SWISSUbase (reference number 20227). A contract concerning data usage needs to be signed before the data can be downloaded. One of the necessary conditions for the data usage is the appropriate citation of the data and the DigiPrim add-on study whenever results based on the SUFs are published. Further details are regulated by the data usage contract and information is provided under the study information on the SWISSUbase project page.

As DigiPrim has been designed as an add-on study of the ÜGKH4 field trial, data users can, in principle, link the DigiPrim data sets to the student data of the ÜGKH4 field trial. Data access regulations may differ between the parent and school site data on one side and the student data from the ÜGKH4 field trial on the other side.

## 5 Naming conventions

The following naming conventions provide a standard format for data sets and documentation in this study, making it easier for data users to find and understand the data and documentation of the DigiPrim study. The naming convention used for variable names and missing codes can be found in the Data Manuals. The naming convention for the data sets generated in the ÜGK / DigiPrim cooperation includes several components to provide information about the data stored in the file (see Table 4). For example, consider the exemplary file name: uegk24h4\_ft\_sch\_suf\_v1-1. It indicates that the data set is from the ÜGK study in 2024 at HarmoS level 4 (uegk24h4). It stems from the field

trial (ft) containing data on the school site (sch) level, and the file is a SUF. It is the first version of the file (v1). However, this version was revised once with minor revisions; hence, a new version number was generated (e.g., correction of labels, v1-1).

The structure of the naming convention for the documentation files is very similar compared to the data sets. For example, "uegk24h4\_ft\_par\_tr\_v1-0" indicates that this document covers information on the ÜGK study conducted in 2024 at HarmoS level 4 (uegk24h4), from the field trial (ft), regarding the observation unit "parents" (par). The documentation is a Technical Report (tr), in the first version without revisions (v1-0).

Table 4: Description of naming conventions of published data sets and documentation files.

Components	Description
uegk[##]h[#]	uegk = Name of main study, ## = Year of the main study, h = HarmoS, # = HarmoS level
[ms; ft; pft]	Indicates study type: ms= main study ft = field trial pft = pre-field trial
[stu; sch; par]	Indicates data provider/source: stu = students sch = school sites par = parents
[sd, tr, cr, dm, cb, q, metaq]	Type of documentation: sd = study description tr = technical report cr = conceptual report dm = data manual cb = codebook q = questionnaire documentation metaq = meta documentation, questionnaire
[suf, intern]	Type of data set: suf = scientific use file (SUF) intern = internal (with special request)
v[##-##]	Version: 1. digit(s) major change, 2. digit(s) minor change

*Note. The internal datasets contain the raw variables. These variables might be accessed upon request. For further information on the process and availability please contact [data.icer@unibe.ch](mailto:data.icer@unibe.ch)*



## 6 Appendix

Table A1: General information on DigiPrim.

Study information	Details
SWISSUbase reference number	20227
Study duration	03/01/2022 – 31/12/2024
Study title	Digitalization in Swiss schools and its impact on educational trajectories: extent, opportunities, and risks
Subject classification	Law, economics, and social sciences, education, teaching
Main discipline(s)	Humanities, social sciences, sociology, educational science, educational studies
Keywords	School principal survey, parent survey, school context, home environment, digitalization in primary schools, ICT in primary schools, ÜGK

Table A2: Team members of DigiPrim.

<b>Name(s) and affiliations and functions at the University of Bern</b>	<b>Persistent digital identifier(s)</b>	<b>Function in DigiPrim</b>
Cümen, Dilan, ICER, Student assistant		Student assistant for add-on study
Erzinger, Andrea B., ICER, Director	<u>0009-0006-4754-6037</u>	Principal investigator
Gomensoro, Andrès, TREE, Scientific collaborator	<u>0000-0003-3969-2414</u>	Scientific collaborator for TREE part
Herzing, Jessica M. E., ICER, Scientific collaborator	<u>0000-0002-9010-5927</u>	Principal investigator
Hupka-Brunner, Sandra, TREE, Co-head of study	<u>0000-0002-8538-4079</u>	Principal investigator
Jann, Ben, TREE; Professorship of Social Structure Analysis	<u>0000-0001-9855-1967</u>	Principal investigator
Krebs-Oesch, Dominique, TREE, Scientific collaborator	<u>0009-0003-8918-5223</u>	Scientific collaborator for TREE part
Meyer, Thomas, TREE, Co-head of study	<u>0000-0001-8698-1900</u>	Principal investigator
Moser, Francesco, ICER, Student assistant		Student assistant for add-on study
Röhlke, Leo, ICER, PhD student	<u>0000-0003-3601-3762</u>	PhD student

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