La nécessité d’algorithmes irréprochables. Réflexion prospective sur le tout quantifiable à l’école publique

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« Le jour où, même à l’école, nous ne serons plus évalués que par des robots… »

ADMEE Suisse

First they said they needed data about the children to find out what they’re learning. Then they said they needed data about the children to make sure they are learning. Then the children only learnt what could be turned into data. Then the children became data.

https://twitter.com/MichaelRosenYes/status/961524271418834946

THE AGE OF SURVEILLANCE CAPITALISM
THE FIGHT FOR A HUMAN FUTURE AT THE NEW FRONTIERS OF POWER
SHOSHANA ZUBOFF
“In a world of Big Other [...] the agency [...] is gradually submerged into a new kind of automaticity – a lived experience of pure stimulus-response”


“It eliminates the need for – and therefore the possibility to develop – trust”


“It eliminates the need for – and therefore the possibility to develop – trust”


“A thought experiment
“Teach to test”

If open algorithms
Significant influence of the structure on individual decision-making

If secret algorithms
How is this algorithm built?

“a world of “no exit” with profound implications for the human future”


It eliminates the need for – and therefore the possibility to develop – trust”

“school admissions officers, parents, and students find themselves caught in a frantic effort to game the system”
(pp. 63-64)

“But human decision making, while often flawed, has one chief virtue. It can evolve”
(p. 203)
“[these algorithms] are constructed not just from data but from the choices we make about which data to pay attention to—and which to leave out”

(p. 218)


A thought experiment

purpose of education?

Indicators or moderators?
- scores?
- time on-task?
- attendance?
- students’ SES?
- neighbourhood SES?
- number of snow days
- …
“The resulting discussion challenged assumptions around learning analytics as a producer of accurate, objective, fully complete pictures of student learning”


“With predictive models becoming increasingly complex and incomprehensible by an individual (essentially black boxes), it is important to start discussing more explicitly the goals of research”

A thought experiment

Delegation of decision-making?

“teachers are treated by big data advocates as **data collectors** who no longer have to make pedagogical decisions”

The metrological approach to quantifying learning is ultimately changing the way in which students might view themselves, [...] interfering in their own embodied decision-making as they are encouraged to **measure themselves in metrological terms** (p. 122).


A thought experiment

**purpose = raising the scores?**
“Data are simultaneously also reductive, reducing the complexities and messy realities of young children to numbers, codes or colours, which fail to recognise or respect the multiplicities of learning”

(128)


“To think about the datafied subject means to recognise that educational data have an impact on agency”

(139)


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“The code regulates. It implements values, or not. It enables freedoms, or disables them. It protects privacy, or promotes monitoring”
Laurence Lessig, 2000