

Ina Sander  
Critical Datafication Literacy

## Editorial

In a world where digital transformation is a central social issue, education is proving to be the key response to the complex challenges people face in the context of digitality, persistent crises and social inequalities. But how does education position itself in the face of these complex issues? What solutions does it offer beyond formal education strategies and policies? Which practices are closely linked to digitality and manifest themselves as forms of education? What implications does this have for educational research in relation to digital transformation?

These questions are at the heart of the 2023 series on **Digitality and education**.

Since we believe that the topics covered in the series should be accessible to all interested parties, all publications are open access.

The series is edited by Mandy Schiefner-Rohs, Sandra Hofhues, Nina Grünberger and Jane Müller.

**Ina Sander** (Dr.), is a postdoctoral research fellow at Helmut-Schmidt-University Hamburg. Before this, she conducted her doctoral research at the Data Justice Lab, Cardiff University, Wales, and undertook a research fellowship at the Center for Advanced Internet Studies, Bochum, Germany. Her research focusses on how data systems transform our societies and on ways to empower and critically educate citizens about data technologies.

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# **Critical Datafication Literacy**

A Framework and Practical Approaches

[transcript]

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