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# Modeling Prussian Teachers' Biographical Data

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## Abstract

Educational landscapes are (geographical) regions, in which educational institutions, especially schools and universities, have formed common traditions, which refer to a shared and in some cases specialized knowledge, and who have formed educational practices which are noticeably similar to each other. An intensified circulation of pedagogical knowledge in educational landscapes is based among other things on mobile and communicating protagonists and on networks of educational practices whose extent and impact is not necessarily identical to regional administrative units, let alone nation states. Therefore this notion of educational landscapes” could be used within educational historiography to overcome the orientation toward the national state and its administrative structures as the fundamental patterns for the evolution of education. (Reh, Cramme n.d.)

To pursue this approach, the holdings of the BBF — Research Library for the History of Education at DIPF — Leibniz Institute for Research and Information in Education provide a good source base. In Prussia, every school was bound to publish annual school reports. They contain information about the curricula, teachers and pupils (Haubfleisch, Ritzi 2011). In combination with school teachers' personal records from Prussian administration, also hold by BBF, these are outstanding serial and statistical sources for the history of education. Despite digitisation efforts, the sources so far could only be accessed by close reading. The BBF now aims to make these data in higher granularity accessible for machine reading approaches. This requires digitization of the sources, creating high quality metadata, data extraction, and remodeling.

In close cooperation between library, archive and researchers, the transfer of *curation driven* generated data to research data is implemented (Müller 2019, p. 197). For this purpose, indexing data from the library and archive are transformed and enriched. Data for indexing and finding documents are transformed into personal and institutional data and are enriched with information originating from Wikidata[1]. Of particular importance here are the geo-coordinates and chronologically defined school dates as well as the respective territorial affiliation of the locations.

By combining automatic transformation with technically assisted intellectual acquisition, XML-based data is generated, which is stored in the document-oriented database eXist-db. From eXist, specific data sets for certain research questions can then be generated in various output formats (e.g. KML for use in the Dariah geo-browser[2]).

The poster will show the workflow for the data transformation and illustrate the data modeling chosen for it by means of selected entities.

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**Note:** The issue of creating a tool for analyzing teachers' networks was presented at IS-CHE 2019 and ECER 2019. The poster for *Data for History - Annual conference 2020* will focus on the data modelling aspect.

<https://www.wikidata.org/>

<https://geobrowser.de.dariah.eu/>

### **Bibliography**

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