The College of Graduate Studies and the College of Education Cordially Invite
You to a
PhD Dissertation Defense

Entitled

DATA SHARING AND SCHOOL IMPROVEMENT: A PHENOMENOLOGICAL STUDY OF SOURCES,
MECHANISMS, LACUNAS, AND USEFULNESS

By

Maitha Khalifa Al Mansoori

Faculty Advisor

Dr. Mohamed Alhosani, Foundation of Education Department

College of Education

Date & Venue

10:00 - 12:00

Wednesday, 16 Nov 2023

Room H4- 1067

MS Teams Link

https://rb.gy/pqri1h

Abstract

The purpose of this study is to understand the process of datafication in public schools. In particular, the study aims to explore how data is collected and shared, and whether it contributes to school improvement. The investigation aims to delve into the sources and methods used for data collection, the mechanisms employed for data sharing, the gaps that exist in data sharing, and how school administrators and teachers share data to enhance schools. The use of a transcendental phenomenological approach will aid in developing a theoretical model that demonstrates the process of school data sharing and how it facilitates school improvement. To validate the results, two semi-structured interviews were conducted with administrators (n=19) and teachers (n=14). The participants were purposively selected based on specific criteria from different grade levels ranging from KG to 12. Data analysis was carried out using a cluster of meaning analysis. The study's findings demonstrate how sharing data can be an effective way to improve schools. To help clarify how this can be done, a model for data sharing and school improvement has been developed. The model begins by identifying two types of school data: nomothetic and ideographic sources. These sources can be shared among different parties both inside and outside of the school using various mechanisms. To make sense of the data, accurate analysis and interpretation must be conducted. This involves collecting clear evidence, evaluating school performance, identifying gaps, and making decisions based on that information. Improvement plans can then be developed collaboratively and individually to achieve school improvement. Sharing data can expand the communicative space among stakeholders, enable the exchange of experiences between different parties, and provide a holistic understanding of school performance. Future research should consider testing the theoretical model in other different contexts.