

Data-based decision making in primary education: **assessing stakeholders' attitude**

CONTEXT

Data-based decision making (DBDM) is growing in importance in primary education¹, but it requires practice changes from every stakeholder. Assessing school **readiness for DBDM** before its implementation can be crucial for its adoption and proper use, because attitudes and skills influence how DBDM can be accepted and operated^{2,3}. Such an assessment can open up to a personalized DBDM implementation process, based on the school readiness results.

QUESTION ? How to assess DBDM readiness in a culturally sensitive way?

METHOD

Start with a **Delphi method** to better build (1) the interview schedule, and (2) the survey.



As used to assess personal learning environments implementation readiness⁴, the Delphi method can be used to identify the **foundation of a measurement tool**⁵ in a more culturally sensitive way, in a recent research field.

A first broad question will be submitted to **4 teachers, 4 parents, 4 administratives, and 4 specialists** (e.g. school psychologists) selected in the DBDM implementation region: *"Why professionals would accept or refuse DBDM?"*. This question will be supported by a definition⁶ and exemples.

Then, an **iterative process of anonymous communication (consensus)** will lead to what items to use for DBDM readiness assessment in primary schools.

Open question about DBDM readiness

List of items

Communications toward consensus

- ➔ A priori, is the Delphi method appropriate in this case?
- ➔ Is it appropriate to target 16 participants (4 * 4)?
- ➔ How to assess consensus?

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