

## **IN14.P9.EL: Innovate Session**

**Time: 12/Jan/2024: 11:00am-12:30pm · Location: Emmet Theatre**

### **PULSE-Model: PLNs Using data for Learning and Student Engagement**

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Purpose of the session and educational importance

Student wellbeing, equity, and performance are at risk in many countries, also because of the recent pandemic (Hamilton & Gross, 2021; Dutch Education Inspectorate, 2023; Mælan et al., 2021; Nordahl et al. 2021). Data use can help overcome this challenge. Using data can lead to improved educational decision making, teaching, and subsequently student learning (Lai et al., 2023). Although many studies focus on educators' data use, students are rarely actively engaged (Jimerson, Cho, & Wayman, 2016; Kennedy & Datnow, 2011). Involving students in data use can help to understand and address educational problems schools are facing (Mitra, 2004; Yonezawa & Jones, 2007). Furthermore, student involvement in data use can contribute to developing data literacy amongst students, a core competence in today's society (OECD, 2019). In many countries, therefore, there is an increased focus on student involvement (in data use). For example, in Norway, the core curriculum and education act addresses democracy and participation and quality development in which students should be involved. Existing data use models (e.g., Schildkamp et al., 2018; van Geel et al., 2016; Lai and McNaughton, 2016), often focus on educators using data in Professional Learning Networks (PLNs). However, these do not include students as active data users.

The purpose of this session, therefore, is to explore with the audience what models and activities for data use with active student involvement could look like.

Formats and approaches for engaging participants

As a preparation for the innovate, we compared and contrasted different data use models from the literature (e.g., Schildkamp et al., 2018; van Geel et al., 2016; Lai and McNaughton, 2016, Nordahl, 2016) and integrated these into the PULSE model consisting of the following phases: (1) Problem definition; (2) Possible sustaining factors; (3) Collection and analysis of data; (4) Interpretation and conclusions; (5) Action plan and implementation; (6) Evaluation and revision. In a workshop with five schools for primary and secondary education we discussed how to involve students in the use of data. For example, regarding the first phase, participants suggested that school leaders and teachers should first narrow down the topics and goals and then together with students decide what to focus on, to develop a shared goal.

In the innovate, we will further discuss student involvement in the phases. After a brief presentation of the purpose and background, we will present the PULSE model. The audience will then discuss and work on one or two phases of the model (in groups), developing ideas of how to take into account an active role of students. We will use

A3 papers on tables per group of (3-4) participants to elaborate ideas. We will conclude the session with a plenary discussion of outcomes.

Connection to the conference theme

By participating in data use interventions in PLNs with an active role for students , targeting the quality of education in collaboration with teachers and school leaders, schools will be able to enhance their effectiveness in improving both students' social and cognitive competence.