



Says

What have we heard them say?
What can we imagine them saying?



Thinks

What are their wants, needs, hopes, and dreams?
What other thoughts might influence their behavior?

Transparent education data management involves the open, accountable, and secure handling of data within the education sector.

This approach aims to ensure that data related to students, teachers, institutions, and educational outcomes is accessible, properly protected, and used for its intended purposes while respecting privacy and security.

Transparent education data management can help stakeholders make informed decisions, track progress, and improve the quality of education systems.

Access to Real-time Data: Stakeholders want easy access to up-to-date information on student performance, school operations, and resources.

Efficient Data Collection: Streamlining the process of collecting data, reducing administrative burdens on teachers and staff.

Data-Driven Innovation: A dream is to foster innovation in education by harnessing data to develop new teaching methods and resources



Transparent Education Data Management

Open Access: Data should be accessible to authorized users at various educational levels, including teachers, administrators, and policymakers.
Real-time Availability: Timely access to data allows stakeholders to make informed decisions pro

Compliance with Regulations: Transparency includes adhering to data privacy laws and regulations to protect sensitive student information.
Secure Storage: Safeguarding data through encryption and secure servers is crucial.

Validation and Quality Control: Regularly verifying and cleaning data to maintain accuracy.
Error Correction: Quickly addressing data errors and discrepancies

Data Breaches: There's a fear of data breaches and unauthorized access, especially with the handling of sensitive student information. A breach could lead to identity theft or other harmful consequences

Data Overload: Managing large volumes of data can be overwhelming, leading to frustration in trying to make sense of it all.

Performance Pressure: Educators may feel anxious about the increased pressure to perform well, as their performance may be linked to data outcomes.



Does

What behavior have we observed?
What can we imagine them doing?



Feels

What are their fears, frustrations, and anxieties?
What other feelings might influence their behavior?

See an example