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METHODOLOGICAL APPROACH TO KNOW THE STATE OF THE ART AND THE ADVANCES OF DATA SHARING IN EDUCATION

Adolfo Alonso-Arroyo[1]; Andrea Sixto-Costoya[1-2]; Juan Carlos Valderrama-Zurián[1]; Rut Lucas-Domínguez[1]; Remedios Aguilar-Moya[3]; Inmaculada Chiva-Sanchís[4]; Rafael Aleixandre-Benavent[5]

[1]Department of History of Science and Information Science. University of Valencia. UISYS, Mixed Research Unit, CSIC-University of Valencia. Spain; [2]University Institute of Pure and Applied Mathematics- (IUMPA). Valencia Polytechnic University, Spain; [3]Department of General Didactics, Theory of Education and Technological Innovation. Catholic University of Valencia. Spain; [4]Department of Research Methods and Educational Diagnosis. University of Valencia, Spain; [5]UISYS, Mixed Research Unit, CSIC-University of Valencia. Spain. Ingenio (CSIC-Valencia Polytechnic University), Spain.

Introduction: The value of data is crucial in education, as education is seen as the basis for socio-economic progress. Education is one of the fields where the use of data should be maximised. Our objective is to provide knowledge on the current state of the art of beliefs, problems, experiences, curation and re-use of data in Education sciences.

Methodology: we propose a methodology in 4 phases:

- Phase 1: identification of current practices in research data management by Spanish researchers and research groups in the field of Education. To this end, we will elaborate, distribute and analyse a survey based on previous studies.
- Phase 2: to find out the knowledge, beliefs and attitudes of Education researchers about data sharing. To this end, we will elaborate an interview by means of non-purposive sampling and in-depth interviews.
- Phase 3: to analyse the data deposited of Spanish researchers in the areas 'Education and Educational Research', 'Education, Scientific Disciplines' and 'Education, Special' of the Social Sciences Citation Index (SSCI) of the Web of Science.
- Phase 4: analysis of compliance with FAIR principles in Educational Sciences datasets. (Fig. 1)

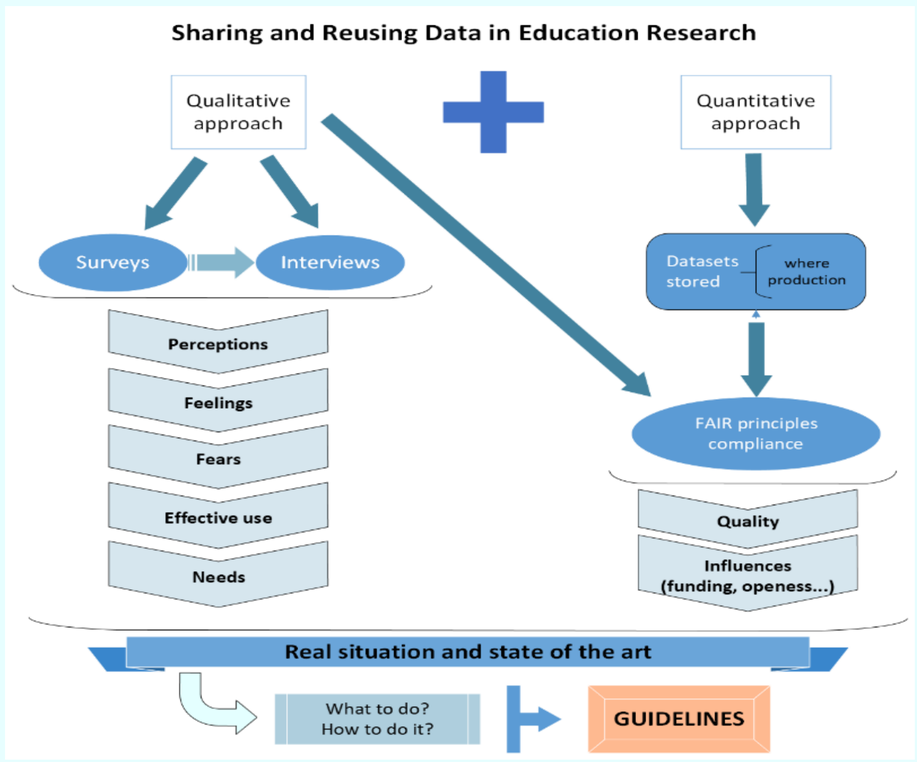


Fig. 1. Qualitative and quantitative methodological approach

Results: the survey includes aspects related to: data produced within institutions; how this data is stored, managed, shared and re-used; risks (misuse, loss, etc.); possibilities for sharing (Fig. 2).

We will analyse the 24 records with data set published by Spanish institutions and included in the WoS Education areas.

Creation of a mixed expert panel of professors and researchers in the area of education and information sciences to establish the interview script and guiding questions.

Design of a questionnaire inspired by the questions in the previous survey that covers the following aspects: a) knowledge/experiences on aspects related to data sharing (including, knowledge about sharing data practice, training experiences); b) beliefs (assessment of the importance of the practice, advantages and disadvantages, fears, etc.); and c) attitudes, demands and conditions.

To analyse the compliance of FAIR principles, we use the F-UJI tool (https://www.f-uji.net/), created by the FAIRsFAIR project and available free of charge.

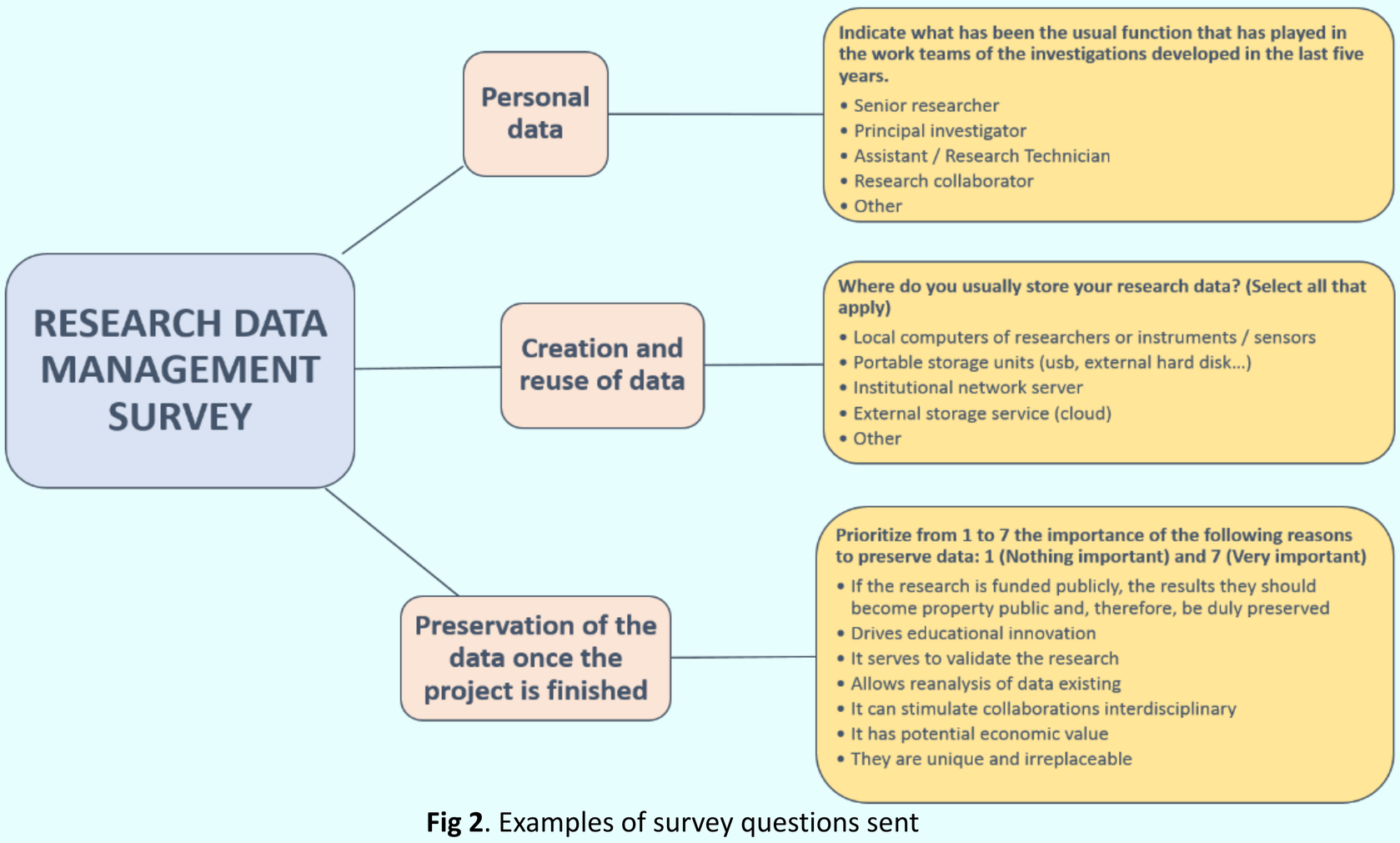


Fig 2. Examples of survey questions sent

Conclusions: The benefits of this proposal lie in the fact that it will allow researchers in the Education Sciences:

1. Opportunity to learn about other existing data that can help them.
2. Awareness that a reliable management of your data can save errors in file naming, storage locations, exposure and exchange, standardised formats.
3. Learn how to manage data in the long term, enabling you to find and identify what you need, whether you create your own, access other people's data or discover new data.
4. Impulse to reproduce and contrast published experiments.
5. Promotion of the increase of the samples derived from similar studies.

References:
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