

The primary objective of my PhD thesis is to examine the use of found data in educational settings to support the decision-making process. Found data refers to data that is automatically or systematically collected and readily available, without any additional costs in terms of money or time for its collection. While this data may be complex, it has the potential to support decision-making by providing insights into learning processes and outcomes. Chapter 1 positions my research within the existing literature. I introduce key concepts, define the data-informed decision-making process, and emphasize its application in the educational context as Learning Analytics. I also discuss two fundamental components for this field: educational data scientists and educational data itself. This includes explaining the conceptual framework, sources, and challenges associated with educational data. Chapter 2 outlines the specific context of my research, describing the settings in which the four works of this thesis are positioned. I detail the categories, sources, and challenges of the data used throughout my research. Each of the four papers that form the core of my thesis is presented, with an explanation of how they fit within the framework of my PhD research. Chapter 3 summarizes the key findings from each paper and the thesis as a whole. This chapter discusses the practical implications of my research for educational managers and decision-makers, illustrating how they can apply these findings to improve learning processes. I also address the limitations of my work and suggest potential areas for future research.