



Using the Value Stories Framework to study Professional Learning Communities (PLCs) for Chemistry Teachers.

AUTHORS

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BACKGROUND

PLCs are an uprising format for the professional development of teachers. Therefore, evaluation is key to getting support, improving, and expanding (Blonder, 2018, Nir et al., 2016).

The Value Creation Framework (Wenger et al. 2011), is employed to examine the value gained from the perspective of the participants.

Five value cycles are defined along with a "toolkit" for using the framework. To analyze the value of communities and networks, the framework combines "value-creation stories" and other data sources. Stories in the value-creation genre follow a particular format that reflects value cycles.

Value Creation Framework

5 Value Cycles:

1. Immediate value: Activities and interactions
2. Potential value: Knowledge capital
3. Applied value: Changes in practice
4. Realized value: Performance improvement
5. Reframing value: Redefining success

A "toolkit" for creating a Value Story:

1. Questions to inquire into the value cycles
2. Guidelines for analysis of stories.
3. Guidelines to combine other data descriptions of the PLC for enhanced analysis

RESEARCH QUESTION

How can the Value Creation Framework be used to explain the value of participating in a chemistry teachers' PLC network?

METHODS

Value Creation Stories

DATA: End-of-year reflections written by PLC members.

Guidelines for writing were based on the "toolkit".

ANALYSIS: Qualitative thematic analysis

Two-level coding system:

I – Preconceived: five value cycles

II – Emerged codes: value aspects (e.g., personal feelings, PLC description)

Additional Themes emerged while coding.

Other data sources

DATA: WhatsApp conversations among PLC members during the school year.

ANALYSIS: Qualitative thematic analysis.

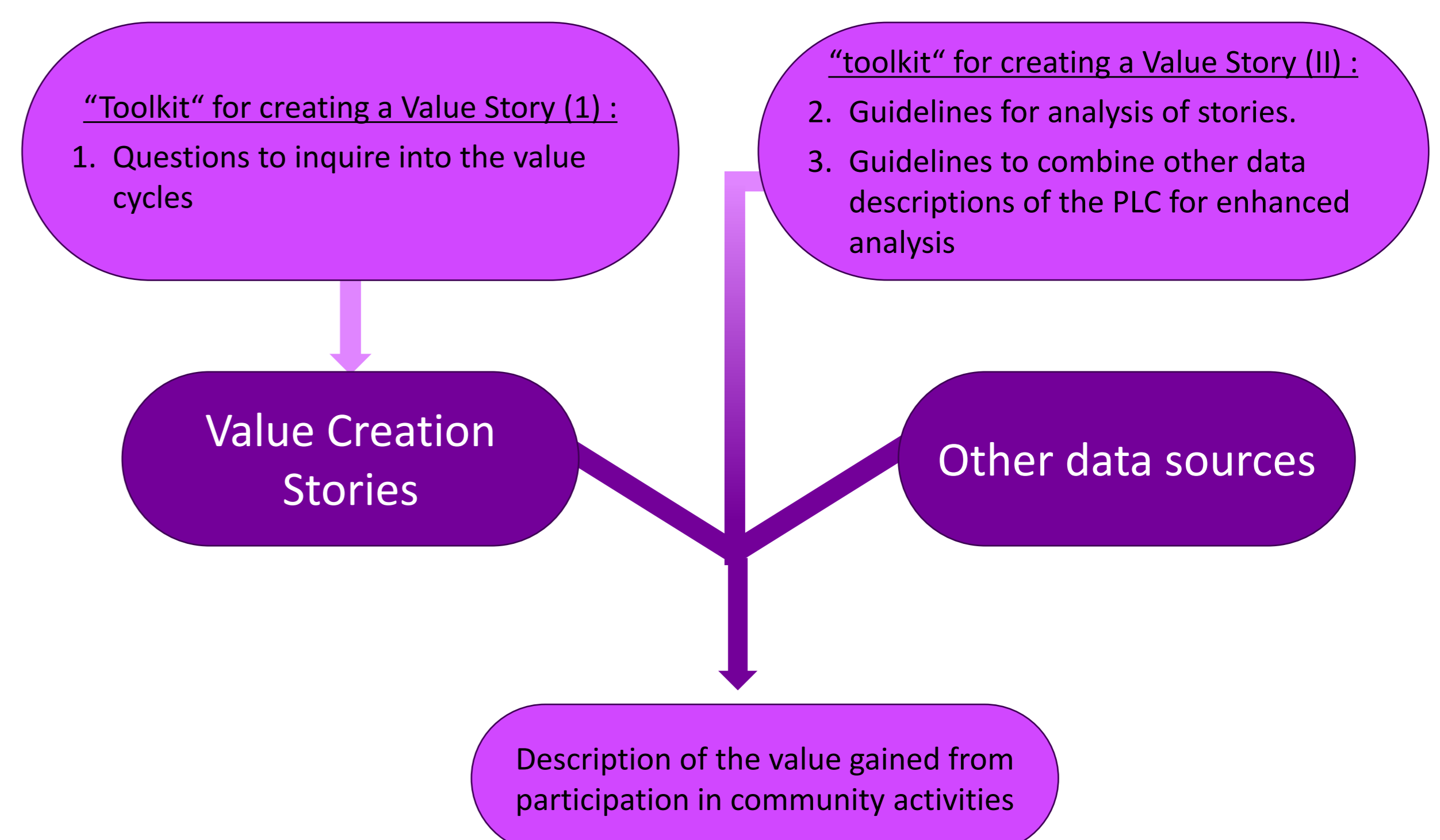
Codes were defined while coding.

Codes grouped into themes

Combining Value stories and proxy

Codes defined in WhatsApp conversations were related to value cycles.

Coded segments compared to deepen the understanding of participants' experience in the PLCs



RESULTS

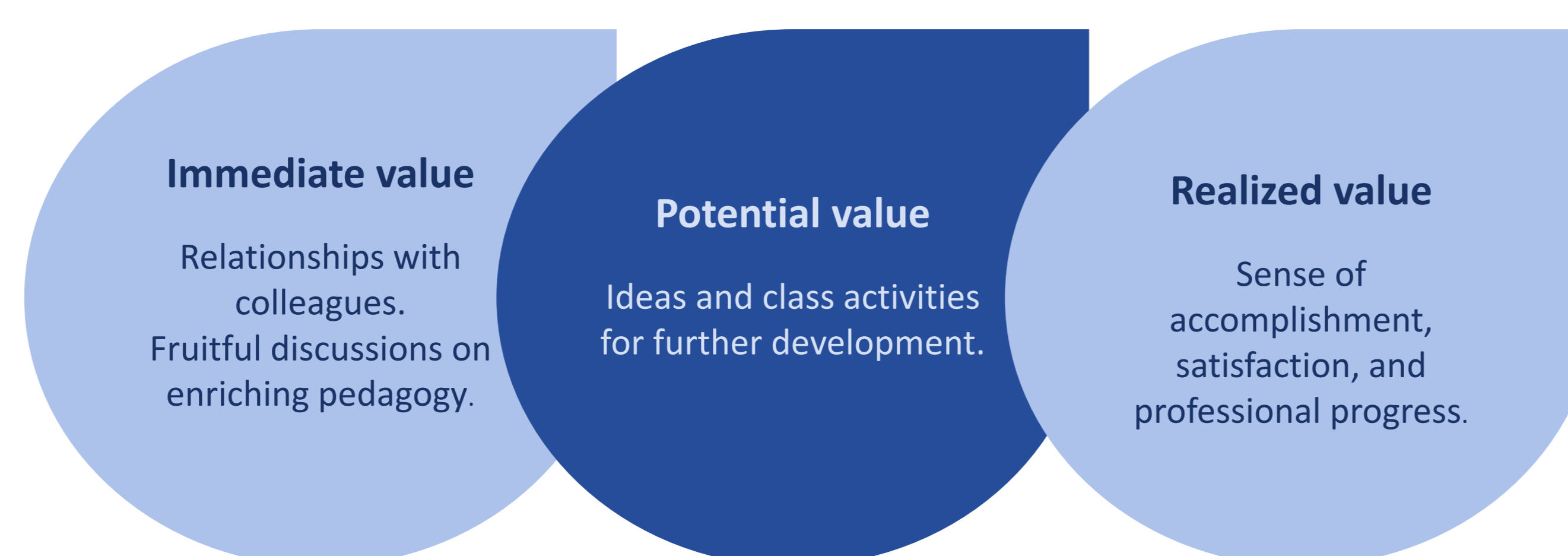
This Poster is based on Shauly & Avargil (2023).

Scan the QR code for more on the research setting.

Tell us what you think!



Three value cycles were richly described



Highlighted characteristics of PLCs

In all value cycles, two processes were salient: reflection and relationships with colleagues.

Differences were found between PLCs with different goals.

DISCUSSION

Using the Value Creation Framework, we identified the following value gains for PLC members:

- The relationships formed among PLC members, both social and professional, reduced loneliness and were a source of support for facing workplace challenges.
- Materials for teaching and assessment were valued in various forms, both developed activities, and ideas for further development.
- PLC membership was related to professional development and enrichment of classroom practices.

This adaptation of the Value Creation Framework showed the possibility of characterizing different PLCs.

Answers to general questions, not referencing specific value cycles, can yield insights into the value gained from PLC participation.

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