WORKSHOP
Facilitating teacher learning groups with the 'Social Regulation Tool'

Emmy Vrieling-Teunter (Open Universiteit), Lars de Vreugd (Iselinge Hogeschool/UMCU), Anouke Bakx (Fontys/Radboud), & Liesbeth Baartman (Hogeschool Utrecht)

General abstract (max. 200 words) which should contain the following:
Describe your workshop: what is the workshop about, what are the aims of the workshop, what methods will be used?

In this workshop, the Social Regulation Tool (SRT) is presented and discussed. This tool aims to provide insight in the social configuration and value creation of Teacher Learning Groups (TLGs). The social configuration is based on the three dimensions of the Dimensions of Social Learning Questionnaire (DSLQ, Vrieling-Teunter et al., submitted). The value creation stems upon the five values of the Value Creation Questionnaire (VCQ), based on the Framework of Wenger et al. (2011). Both frameworks are explained during the workshop, as they form the SRT's foundation. The SRT consists of 1) the DSLQ and VCQ to fill out individually, 2) a format which visualises questionnaire data, and 3) a conversation guideline on how to discuss the visualisation. Workshop participants will be given the opportunity to follow this protocol and experience how the SRT works. The first tentative findings (piloted at three Dutch universities of applied sciences) will also be presented, including TLG members' reflections. Finally, plans and possibilities to further develop the SRT will be discussed, in which workshop participants can share thoughts and give advice. The workshop aims are threefold: 1) to inform educational practitioners who work in a TLG about the tool's purpose and availability; 2) to acquire participants' input to further improve the tool; 3) to receive insight about the tool as an educational intervention.

Extended summary (max. 1000 words) which should give an answer to the following questions:
1. Theoretical background and/or research results.

In contemporary education we expect teachers to anticipate educational change, preferably with colleagues (Hargreaves et al., 2013). Teaching institutes regard TLGs as a panacea for facing change and problems that are too complex to solve individually. Vrieling-Teunter et al. (2016) developed the 'Dimensions of Social Learning (DSL) Framework' to facilitate TLGs in assessing their social configuration (i.e., patterns of behaviour, group constellation, and thinking) in relation to the group's learning goals. The DSL Framework distinguishes four dimensions: (1) Practice, (2) Domain and value creation, (3) Collective identity, and (4) Organization. The corresponding indicators (e.g. for Practice: 'the level of integrated practices') present a clear view on TLGs' social configuration.

Although the DSL Framework supports TLGs in assessing their social configuration, social learning needs to be explicit about the social behaviours expected from the participants (Vrieling et al., 2016). Also, using the DSL Framework in TLGs takes time, as several steps are necessary to gain an overview of the group's social configuration. Therefore, Vrieling-Teunter et al. (submitted) converted the DSL Framework into a self-report questionnaire. The current validated DSLQ contains 13 items, divided in three factors: Practice integration (five items), Long term orientation and goals (three

items), Shared identity and equal relationships (five items). The items are scored on a four-point Likert scale. The instrument takes approximately five minutes to administer.

In addition to these process-oriented dimensions, the SRT distinguishes the product-oriented dimension of Value creation (Wenger, Trayner, & De Laat, 2011). The VCQ contains 22 items, divided in five forms of value: Immediate value (five items), Potential value (five items), Applied value (four items), Realized value (five items), and Reframed value (three items). The items are scored on a four-point Likert scale. The instrument takes approximately five minutes to administer.

To facilitate the social configuration of TLGs, earlier research indicates that visual feedback of data can be useful to gain insight into the starting points and priorities of individuals within a collective (Servicepunt LOB, 2016). From there, a TLG can look at where the participants want to go in the short and medium term. Therefore, in this research we will look at 'if and how' the visualization of the social configuration and value creation can be supportive for TLGs. Figure 1 shows our visualisation prototype. In addition, a protocol is being developed for TLGs with a description of the steps to follow for 1) the use of the SRT, 2) the design of the visualisation of the SRT and 3) a conversation guideline on how to discuss the visualisation.
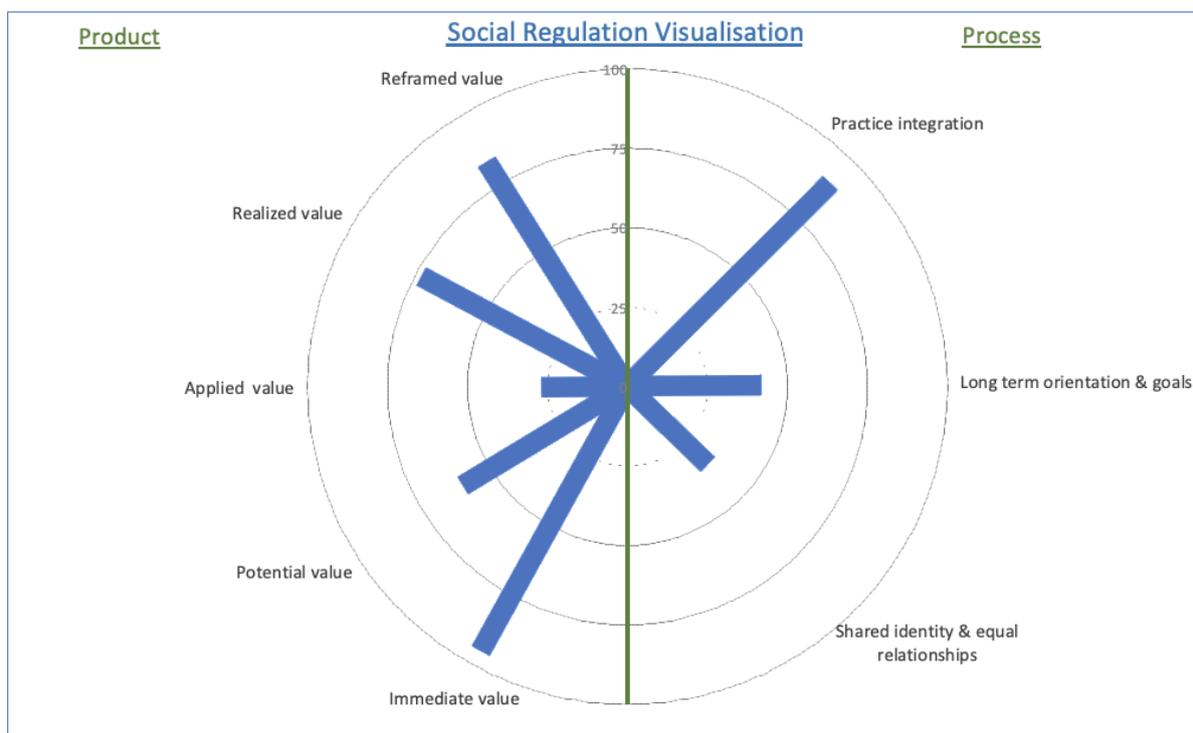

Figure 1. Visualisation Social Regulation

During the EAPRIL, the SRT has been piloted at three Dutch applied universities already (Fontys Hogeschool, Hogeschool Utrecht, and Iselinge Hogeschool). These TLGs consist of students, teachers, and researchers, and aim to develop educational content and conduct research. The protocol will be explained to an involved researcher per TLG, so the SRT will be uniformly tested. To gain insight in users' experiences regarding the SRT protocol, evaluation steps will be added in this testing phase. Here, participants are asked to keep reflective notes of their experience, which are gathered after the group meeting. Reflective notes (Honold, 2006) are written accounts of personal reflections

following a predetermined activity in the respondent's practice. Participants will answer the following reflection questions: (1) What do you consider the most valuable learning outcome of the SRT? (2) Which part of the SRT do you consider excellent and for what reason? (3) Which part of the SRT would you like to adjust and for what reason?

This reflective data may form a basis for further development. In a follow-up study, further broadening and deepening of the SRT's benefits to all involved TLGs is planned. Refinement and digitizing the design with associated digital advice to the network participants is also planned. For the latter, a digital representation of best practices in the four dimensions is envisaged.

2. Methods used in the workshop to create hands-on experiences for participants.
After a brief presentation of SRT's development and user experiences in three applied universities, participants are asked to fill out the DSLQ and VCQ. Then, presenters make a selection to demonstrate the visualization. If there are attendees from the same TLG, this could be used as a good example. Grounded on the experiences, we elaborate on the following questions:
- What do you consider the practical use of the SRT?
- When is the best time to use the SRT?
- What are possible strengths and weaknesses of the SRT?

3. Goals and learning gains.
- Informing educational practitioners of the SRT's development and possible benefits.
- Letting educational practitioners experience the SRT protocol.
- To gather insight to further improve the SRT's practical applicability.
- Inviting educational practitioners to apply the SRT in their own educational context, participants therefore receive all SRT materials (questionnaire, visualization format, guideline).

4. Practical application, implementation and/or evaluation of educational themes and innovations.
This workshop deals with an educational innovation development (SRT) and preliminary implementation results across three applied universities. As the workshop also seeks to gain insight from participants, they are invited to follow the SRT protocol. Then, participants are invited to comment, evaluate and debate the tool's usage.

5. Added value to current field of practice-based educational research and/or educational practice.
Social learning is increasingly embedded in teacher education curricula, a validated method of supporting social configurations (process) and value creation (product) may prove useful. After all, network learning does not happen by itself and when we strive for practical benefits and contributions to participants' substantive professionalization, mapping out networked learning ('how do we actually work together?' and 'does this work method fit in with our objectives?') is conditional.

List of references

Hargreaves, E., Berry, R., Lai, Y. C., Leung, P., Scott, D., & Stobart, G. (2013). Teachers' experiences of autonomy in Continuing Professional Development: Teacher Learning Communities in London and Hong Kong. *Teacher Development, 17*, 19-34. doi:10.1080/13664530.2012.748686

Honold, L. (2006). Reflective notes: A tool for individual and team learning. D*evelopment and Learning in Organizations, 20*(1), 20–22.

Servicepunt LOB (2016). *Handreiking voor loopbaanoriëntatie en -begeleiding in het mbo.* [Guidance for career orientation and guidance in secondary vocational education.] Retrieved from https://www.expertisepuntlob.nl/materialen/handreiking-lob-mbo

Vrieling-Teunter, E., van den Beemt, A., de Laat, M. (2016). What's in a name: Dimensions of social learning in teacher groups. *Teachers and Teaching: Theory and Practic*e, 22, 273-292. doi:10.1080/13540602.2015.1058588.

Vrieling-Teunter, E., Vermeulen, M., & De Vreugd, L. (submitted). *Assessing social configurations in teacher learning groups: The 'Dimensions of Social Learning Questionnaire'.*

Wenger, E., & Trayner, B., & Laat, M. (2011). *Promoting and assessing value creation in communities and networks: A conceptual framework.* Open Universiteit.