**WeValue InSitu Workshop transcripts coded for Polanyi TET micro-processes**

This document contains real excerpts from two WeValue InSitu workshop events which each took place with a group of teachers within 2018-2020.

This data was referred to in a paper submitted to a journal in 2022, with first author Benita ODII and corresponding author MK HARDER, the latter from University of Brighton.

1. **Analysis Material 1: WeValue InSitu Event with a group of teachers in China**
2. **Analysis Material 1: WeValue InSitu Event with a group of teachers in Nigeria**

(All names are pseudonyms. F or Fac denotes the Facilitator: others are participants. LSA denotes a teaching assistant.)

1. **Analysis Material 1: WeValue InSitu Event with a group of teachers in China**

In the table below, we coded an excerpt of a sense-making dialogue of a group of teachers who came together to crystallize what was valuable to them about their work using the five-stage tacit-explicit translation sub-process concepts.The coding revealed a consistent pattern of the five stage sub-process concepts as a comprehensive self-consistent framework. The components processes **Assimilation** and **Groping** were frequently observed without the presence of an **Adaptation.** This further justifies Michael Polanyi’s claims that one of the sister components (**Assimilation or Adaptation**) could predominate in any translation process.The coding further revealed the learning mechanisms- meaning making and checking that was indicative of the self-learning going on within the WeValue InSitu process**.**

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| **Excerpts from WeValue participatory process transcripts of a group** | **Provisional mapping of preset concept codes of PKT** analytical tool |
| Fac: Oh! You go for the number 69 on page 4? Ok… here we move to page 4 and guy number 69 at the bottom. *People are treated equitably and with fairness*. Tell us why it is important to you?  PP1 is this equal?  F1 yeah! It means the same thing, it means equitable.  PP1 ok.  F1 um equal can mean many things like men and women may be equal but are different. So um consider the words the same.  PP1 Ok. I haven’t got my mind set but emm … I have an example in here in this school. Because we were treated differently from teachers … some are really bad feelings like for example I don’t want to mention names but there is *ehh … some stuff or babies in the staff rooms … like … help yourself, help yourself so …* when they em check in and some teachers are like walking in and they will say what are you doing here … these are for donations … like as if we are stealing it… um it really made us feel bad.  F1 Okay. So there are two things, one is that you feel that they view you immediately like…. They are prejudice, yeah, prejudice. That is they automatically assume something.  PP1 Yes  F1 this is prejudice. And the second thing is um… the prejudice shows you that they don’t think of you as equal people.  PP1 Yeah, not treating us as equal.  F1 That’s interesting.  PP2 but then how do we put it down?  F1 Umm … do they make you feel inferior at that moment? Do those people make you feel inferior?  PP1 I think it is disrespectful  F1 You feel disrespected?  PP1 Yes!  F1 But do you feel they think that you are lower than them?  PP1 Yes!  F1 Ok. So we should attack this with some statement, no , we should be very clear about it.  PP1 Yes.  F1 Uhm …. We don’t want to feel inferior?  PP1 (several) Hmm yes.  F1 But am giving you words. (chorus laughter) normally in this kind of workshop, we have many hours, this is usually three hours. I mean in one hour … am am giving you too many words. Ok. what do you agree on. We don’t want to feel inferior?  PP2 Yes, perfect!  F1 Ok. and then um … do we need to say more about equitable or prejudice? Or is it enough? Do you need more? Or a separate sentence about …. Or we should remove prejudice and school? Or is it enough to say we don’t want to feel inferior. Ms X do you think we need another one?  PP1 And in-front of the children, um because umm … children don’t say good morning to us. So they only say good morning to teachers sometimes and small things like that… yes so maybe…  F1 Wao! This is very interesting, it’s important to us that the children respect us like the teachers?  PPs (many voices) yes, yes I think that is important.  F1 Mr Z and Mz Y you two don’t look so sure, you have been very quiet.  PP3 hmm … I think I am lucky in this because the children always say good morning to me  F1 (cuts in) good morning to you, ok maybe because you are teaching them English or this is age at which they learn to say good morning … so Silvia what do you think about this … do we need to add something?  PP3 no … my kids are so lovely. Every morning they will give me a hug … (laughs)  F1 Ah! They are so small  PP1 Children in my class they do the same thing, just saying maybe some other children they will say are you a teacher or an assistant, so when you are assistant they don’t listen to us… it’s not about me it’s what I saw from the school.  F1 Ok. So how can we word it? Umm… the children should respect us like the teachers or … does it mean you are exactly the teachers or you are just talking about the respect of the children …. I don’t know. So do we have any words?  PP1 umm I think in the early years, all the kids are lovely, they are happy with all the LSA’s and the teachers. And as the children grows up even in the higher school, when they meet you first time or you speak a kind of English to them or if they look at you face and you like a Chinese, they will treat you like …. (Shows some disapproval gesture) But when you have a foreigner face they will look at you like … maybe he is not teaching me but she should be a teacher in some different parts.  F1 Ok. So it’s important to me, that there is no prejudice for race and LSA status.  PP1 Yes  F1 LSA in particular. So its important to me that there is no prejudice for race and LSA status or just LSA status, but you have just said both of them  Fv yes, all  F1 Would you mind checking the wording with what she is writing (some discussions in the background). Ok. so while they are writing this, I want everybody to find if there is any important topic that is not covered yet, because we only have this and everything here in this circle should be the most important. When you leave here this is representing us. we already have one for the other group. The other group has already said there own point of view and we need this to be …. Then the two of them together will represent all of you. We will give you some papers later to summarize what you have said and you can have it and keep it as something important for you to show that you have done this kind of workshop. And of course Alpanya is interested because she can use it to have a voice; to give a voice … this is why this workshop is useful in many organizations now you have very clear statements which cannot be … um you cannot just ignore them anymore, am not saying anything will happen, I don’t know what is going to happen with the statements but when you think about what is important for you and then we bring it together and now its shared. These are the things that are important for all of you. So not we can get these statements down here … so who has something that is not …. Is also important but it is not here … or is not covered. We can go back to one of these or you can just tell me. We have *students acquire practical skills* which are on page 3 at the top. Students acquire practical skills and knowledge that prepare them for everyday life now and in the future. Is there some part of this that we want to emphasize?  (some discussions in the background) Silvia again … yes  PP3 Yes, students come to school to learn something.  It’s not just to learn from the text book and they have some social skills, they need to friends in school. And when they have some problems with their friends, they need to know how to deal with these problems.  F1 Who else have another comment about this? We have to find a way to ….  PP4 Yes, it is important to me that my students acquire practical skills and knowledge that prepare them for everyday life and in the future.  Ummmh the practical skills like my children they are already about six or seven years old. Some of them have difficulty with changing clothes, some of them, no. So, when we have some class lessons we teach them how to change their clothes, but I never help them. So they don’t only learn something from the text, but also how to survive on their own lives. Because I know them, some don’t even know how to dress by themselves, or how to eat or something.  F1 So you want to keep all of these.  Fv Yeah  F1 Ok. Any other person want to make another one very important. Like do you want to have another one that says … I want the children to have inter-social skills and resolutions skills and something like that? Is there any one you want to mention? Is it also important as well as this one. You can call it practical skills or social skills but you can also emphasize it as important. Emma what do you think? Is it enough?  Fv Yes! I think so. | **External stimulus**  Evidence of reflecting  Providing clarity –stimulus  Affirms understanding  Providing further clarity-stimulus  Evidence of reflection. ***Assimilation*** has taken place giving rise to the ***reorganization*** of the ***primary denotation***, and and ***designating*** of words for the ***primary denotation*** of the feeling of disapproval of action ‘it really made us feel bad’. *Evidence of groping*  External Stimuli  Affirmation  Stimuli  ***Assimilation*** has taken place giving rise to the ***reflective*** ***reorganization*** of the ***primary denotation***, and ***reading of the result ‘***not treating us as equal.’  Reinforcement  Evidence of reflection  External stimulus  Evidence of reflection  ***Assimilation*** has taken place giving rise to the ***reflective*** ***reorganization*** of the ***primary denotation***, and ***reading of the result ‘***it is disrespectful.’  Further stimulus  Affirmation  Stimulus  Affirmation  Stimulus  Affirms  Stimulus  Chorus affirmation  Stimulating and challenging them  Affirms  Further stimulus  Evidence of reflection and groping.  ***Assimilation*** has taken place giving rise to the ***reflective*** ***reorganization*** and ***designating*** of words for the ***primary denotation*** indicating ‘disrespect and disregard’.  Stimulus  Chorus affirmations  Stimulus  Evidence of reflection. ***Assimilation*** has taken place giving rise to the ***reflective*** ***reorganization*** and ***designating*** of words for the ***primary denotation*** indicating ‘Respect’-‘ the children always say good morning to me.’  Stimulus  Evidence of Reflection. ***Assimilation*** has taken place giving rise to the ***reflective*** ***reorganization*** and ***designating*** of words for the ***primary denotation*** ‘my kids are so lovely’.  Stimulus  ***Assimilation*** has taken place giving rise to the ***reflective*** ***reinterpretation*** and ***designating*** of words for the ***primary denotation***, about ‘disrespect and disregard’.  **Evidence of persisting on ones text by clarify it thereby elaborating on tacit/explicit knowledge**.  Stimulus  Further evidence of reflection. ***Assimilation*** has taken place giving rise to the ***reflective*** ***reorganization*** and ***designating*** of words for the ***primary denotation*** still on ‘disrespect and disregard’.  **Evidence of persisting on ones text by clarify it thereby elaborating on tacit/explicit knowledge**.  Stimuli  Affirming  Stimuli  Chorus affirmation  Stimuli  ***Assimilation*** has taken place giving rise to the ***reflective*** ***reorganization*** and ***designating*** of words for the ***primary denotation***, and ***reading of the result ‘***students come to school to learn something’.  ***Assimilation*** has taken place giving rise to the ***reflective*** ***reinterpretation*** and ***designating*** of words for the ***primary denotation***, on ***‘***learning to solve problems’.  Stimulus  ***Assimilation*** has taken place giving rise to the ***reflective*** ***reorganization*** and ***designating*** of words for the ***primary denotation***, and ***reading of the result ‘***that my students acquire practical skills and knowledge that prepare them for everyday life and in the future’.  ***Assimilation*** has taken place giving rise to the ***reflective*** ***reinterpretation*** and ***designating*** of words for the ***primary denotation***, on ***‘***learning to take care of oneself-solving problem in another light’.  Stimulus  Affirms  Stimulus  Affirms… Evidence of reflection |

1. **Analysis Material 1: WeValue InSitu Event with a group of teachers in Nigeria**

We present the coding of another group of teachers’ WeValue InSitu event transcript excerpt using the five-stage tacit-explicit translation sub-process concepts. A consistent pattern was observed with the draft TET sub-process concepts which makes for transferability of TET as a framework for analyzing dialogues. We find that participants were learning to make concise statements via the **learning mechanism** of meaning making and checking.

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| **Excerpts from WeValue participatory process transcripts of a group** | **Provisional coding of preset concept codes of PKT** analytical tool |
| Fac: So you ticked, out of this list of 76, you ticked 10 that most resonates with you. Which one rang a bell more than the others out of the 10 that you picked? Just tell us the number and we will look at it. As she is preparing to speak everyone should look at the 10 statements they have chosen which one most resonates with you out of those 10? Have you seen any?  PP1: No. 18  Fac: Okay No 18… it says, ‘We value careful investigation of information and appropriate judgment of situation. Did any other person tick this? Okay, no one else did!  Why did you tick that number 18? Why did it resonate with you?  PP1: Just like a case *of eeehh* Joseph and Potiphar’s wife, you know what happened between them,  PP1: In the case of Joseph and Potiphar’s wife, we know what happened between them. And as Joseph wanted to run away, Potiphar’s wife caught him and she removed *his his his* shirt. And he was telling people that Joseph wants to rape her.  If you don’t critically examine it you will be condemning Joseph and be saying “hei, is this what this boy did?”  You will keep on blaming; this boy has done this and that.  But it is a lie.  **So**, it is good, that ***we don’t judge immediately***.  If we hear that somebody did this, **you don’t judge immediately**.  Is better you hear… get proper information ehhhehhh, investigate to know whether that person did that thing or not before you are able to condemn and judge.  Fac: Powerful! (To another participant), why did you tick it? You said you also ticked it.  Yes, **we value careful investigation of information and appropriate judgment of situations**. Why did you tick it?  PP2: Before you condemn someone make sure you hear from that person and you make sure that you can hear from the other person.  Side talk is not helping the matter nor the issues.  So it is better to call the person and *eeehhh* ask that person questions, you pick the correct one.  And if you go out without that person, you tell them the main actual truth behind that case. Not talking as you like to condemn someone.  Fac: Apart from this Bible story, Have you guys had instances where people did this (I mean in this school) and there was without proper investigation a main judgment. Or vice versa? You made very proper investigation and you were able to give good judgment.  PP3: We have had such a thing in this school anyway…  Fac: Among teachers or among students?  PP3: Among students and corpers (Corp members)…  Fac: Okay, okay…do you mean exactly in the scenario of someone abusing someone?  PP3:Yes  Fac: So were you able to investigate the matter very well?  PP1: We had to ask from the students…  we hear from the students and we hear from the corpers (Corp members) and we are able to judge whether ….or whether the student is wrong or not.  Fac: (PP4) what do you have to say about this issue of investigating matters before making judgment?  PP4: It is very, very important **to investigate before making judgments**.  Because if you didn’t investigate very well, the person that did not do such maybe given punishment which is very wrong.  We should **know the truth before we make the judgment**.  Fac: So is this something we should write as our values  PPs: Yes  Fac: That ***we value proper investigation of information before judgment****.*  PPs: Yes! (one of them writing down) | **External stimulus**  Evidence of **assimilating** the external stimuli/stimulus **reorganizes** and **designates** the number picked.  Stimuli-**reading out the trigger statement** and **challenging** PP1 to talk about it  Evidence of **reflection** and integrating external stimuli with previous learning and comparing contexts (Joseph’s story). **Assimilation** has taken place giving rise to the **reorganization** of the **primary denotation**, and **designating** of words for the **primary denotation** which reveals previous learning ‘the story of Joseph and Potiphar’s wife’. There is also the *evidence of groping.*  **Assimilation** having taken place gives rise to the **reorganization** of the **primary denotation**, and **designating** of words for the **primary denotation** which reveals previous learning ‘the story of Joseph and Potiphar’s wife’- *There is the evidence of groping.*  **Reorganizing** and **designating** a possibility with regard judging others based on here say.  **Reinterprets** and **designates** a clarification of what is earlier **designated.**  **Reorganizes** and **designates** an emphatic conclusion with regards the story of Joseph and one’s possible reality.  **Assimilation** has taken place giving rise to the **reinterpretation** of the **primary denotation**, and **reading the result** for the **primary denotation** “we don’t judge immediately.” The use of ‘**so**’ makes the beginning of a **reinterpretation** of the outcome of a **reorganization**.  **Reorganizing** and **reading the result** with a second person pronoun “you don’t judge immediately”.  **Reinterpretation** and **designating** an advice or an admonition.  Stimuli-calling out to another participant  Reading out the trigger statement again  **Challenging** as well as **nudging** the participant and **reflecting back words**  **Assimilation** has taken place giving rise to the **reorganization** of the **primary denotation**, and **reading the result** for the **primary denotation**.  **Reorganizing** and **designating** a fact. **Reinterpretation** and **designating** to hear from the individual involved before judging***. Groping is present.***  **Further, reorganization** and **designating the need**to know the truth and standing by it not condemning anyone.  Stimuli-**challenging** and **nudging** further for their shared experience on the topic.  **Assimilation** having taken place gives rise to the ***reflective*** **reorganization** and **designation** of **an experience regarding the present topic*.***  Stimuli- **nudging**  **Reorganizing** and **Designating** information regarding those that were affected by the topic being addressed.  Stimuli- further **nudging**  **Assimilates**, **reflective**ly **reorganizes** and **designates** an affirmation.  Stimulus- **nudging** and **staying on the issue**  **Assimilation** having taken place giving rise to the **reorganization** of the **primary denotation**, and **designating** their experience.  **Reinterprets** and **designates**hearing from both parties for making sound judgment.  Stimulus-**challenging**  **Assimilation** has taken place giving rise to the **reflective** **reorganization** of the **primary denotation**, and **reading of the result** ‘it is …, … important **to investigate before we make the judgment**.’  **Reinterpretation** and **designating** an obvious fact.  **Reinterpretation** and **reading the result** ‘We should **know the truth before we make the judgment’**.  Further stimulus-**nudging** them  **Assimilate** and **reflective**ly **reorganize** and **designate** affirmations  Shared **reading of the result-**Shared values statement  Chorus-**reorganize** and **designate** affirmations |