

Interaction Analysis: Society, Learning and Educational Practice

Spring 2004

Professor Reed Stevens

Thursday 1-3:20, Office hours 11-1 Thursday and by appointment

Introduction

This course is a working introduction to analyzing recorded interaction, in educational and other situations. The basic goal of this type of work is to use close analysis of naturally occurring records of interaction to understand what people are doing together and if, how and what people are learning. Interest in interaction encompasses both interaction among people but also interaction between people and things.

The readings draw upon a range of sociological, cognitive, anthropological traditions that share a focus on naturally-occurring activity. By the course's end, you should have a sense of the history of this type of work as well as exposure to "classic" and contemporary studies. You will also get a good dose of practical know-how on making recordings, transcribing and analyzing them, and preparing them for publication in a variety of media. We'll look at different technologies for doing the analytic work and will also briefly explore some new tools and approaches for using video as a learning and reflection medium.

The workshop is organized around two core activities: (1) readings of classic and contemporary studies and (2) weekly "eyes-on" in-class analysis activities. The final project will be a collaborative video analysis project undertaken with your some of your classmates.

A note of course design

Since this is the first time I have taught the class and since it has what is basically a workshop structure, I am leaving some wiggle room in the syllabus for somewhat different directions that may make sense as the course proceeds. This emergent approach is one that mirrors one of the basic concerns of this class itself: that relevance emerges through the joint construction of context. This approach also I believe mirrors a basic commitment to constructivism in that the course will take shape as we discover together what we need to learn.

Participation expectations

This course is offered on a CR/NC basis. You will likely get out the course something proportional to what you put into it, both in terms of the seriousness with which you engage the readings and in the time spent analyzing the segments of recorded interaction I (and then you) have selected. In many ways, squeezing this course into a quarter is an

impossible task, and so I urge you to see the course as a *starting point* for future work of this kind. Because there are so many things that cannot be read and cannot be covered, I'll do my best to fill in the blanks. Please ask questions so I can know what blanks need filling.

Until we reach the end of the quarter, the only expectations are that you do the readings and the other preparatory activities before class. There is no work to turn until the final project. Since the research perspective in this course is likely to be new to many of you, I encourage you participate: to *formulate* your questions and understandings—of both the videorecords and the readings—in the public social space of the class. This is how people learn to do this work—by doing it together, in apprenticeship contexts like this one.

The final project involves a collaborative analysis. You and two or three of your classmates will be required to choose a segment of video from any source and analyze it. Your group will present their analysis on the last day of class and turn in some documentation on it. There are various stages of completion that are acceptable for this documentation; we will discuss these in class. The scope of this project should quite small; seek depth over breadth, since this approach should serve you better should you choose pursue some interaction analyses in your own work. In terms of scope, you should not record hours of interaction or even necessarily to record any interaction (meaning you can use video you already have or can scrounge for something interesting from broadcast or web media). The goal of the final project is to take a short segment or two of interaction and submit it to a detailed analysis along the lines represented in the course readings. We will talk about what sorts of segments might be worth selecting. This is an activity meant to provide the energizing experience of doing joint analysis with your colleagues and to pose the challenge of having something to say that is grounded in a close analysis of the records.

The only way you, as an individual, will not receive credit for the course is if you do not participate in the final project or fail to come to class. I will assess your participation in the final project by asking the other members of the group. There will be variable levels of engagement in the final project but if the rest of your group tells me that you contributed nothing or next to nothing, then you will not receive credit. My hope and working assumption is that this is a very unlikely outcome for any of you.

From an intellectual standpoint, the course begins with an immersion in a host of introductory readings to give you the feel for interaction/conversation analysis. Mostly these don't come from education, but are more general. A way to understand the basic perspective is that there are some general ways that people build society and institutional life together in its fine grained detail (e.g. questions invite answers, teacher initiations invite responses which invite evaluations). Understanding these practices of constituting contexts through interaction is therefore a starting point for looking at more specific phenomena like

learning and institutionalized education. There has been great deal of research in the broad area of interaction/conversation/discourse analysis over the last three and half decades and only a small percentage has been in education. We will oscillate between readings in and out of education and zero in later in the quarter on how these sorts of approaches can be used to look at questions of *learning*. I can assure you that studying what I call learning-in-interaction is still very much a work in progress for the field and therefore, to the degree to which this sort of work grabs you, you could well be a shaping participant in its future development.

Some of the most pleasure I've had as a researcher and the moments I've learned the most have been trying to make sense, with others, of lived experience captured in recordings. It is a challenging discipline and not for everyone but if you engage with the ideas seriously, I expect it will be a rewarding trip.

Schedule of Readings and Activities

Date	Topic	Materials	Readings and HW
4/1	1 Getting Acquainted	A short segment of classroom interaction	Ten Have , Introducing the CA paradigm Jefferson , What's in a Nyem?
4/8	2 The "Flavor" of IA/CA	http://www.sscnet.ucla.edu/soc/faculty/schegloff/TranscriptionProject/index.html Transcription exercise in class	Jordan & Henderson , Interaction Analysis: Foundations and Practice Pomerantz & Fehr , Conversation Analysis: An Approach to the Study of Social Action as Sense Making Practices Erickson & Schultz , When is a Context? Some Issues and Methods in the Analysis of Social Competence (optional) McDermott , The Social Organization of Behavior: Interactional Approaches
April 15	NO CLASS	AERA IN SAN DIEGO	
4/22	3 The Flavor of IA/CA II	Schegloff audio egments Workplace segment	Schegloff , Whose text? Whose context? ten Have , Three Exemplary Studies & Ideas and Evidence in CA Heath , The Analysis of Activities in Face to Face Interaction Using Video (optional) Heritage , Conversation Analysis

4/29	4 Acting, moving, and looking: Beyond talk	Segments that accompany Goodwin paper	<p>Goodwin, Practices of Seeing: Visual Analysis, An Ethnomethodological Approach</p> <p>Goodwin, Action and Embodiment within Situated Human Interaction</p> <p>Ochs, Jacoby, and Gonzalez, When I come down, I'm in a domain state": Grammar and Graphic Representation in the Interpretive Activity of Physicists</p>
5/6	5 "Classic" interactional studies of education	Two classroom segments	<p>Mehan, The Structure of Classroom Discourse</p> <p>Erickson, Going for the Zone: the Social and cognitive ecology of teacher-student interaction in classroom conversations</p> <p>McDermott, Gospodinoff, and Aron, Criteria for an Ethnographically Adequate Description of Concerted Activities and their Contexts</p> <p>Philips,</p>
5/13	6 Studying learning-in-interaction I	Segments from Special Issue of the <i>Journal of the Learning Sciences</i>	<p>McClain introduction</p> <p>2 pieces from JLS special issue</p> <p>2 commentaries from special issue</p>
May 20	7 Studying learning-in-interaction II	<p>Tele-visit from Nemirovsky and colleagues (Video Papers), 2 p.m.</p> <p>Tele-visit from Pea and colleagues (DIVER) 2:45 p.m.</p>	<p>Stevens & Hall, Disciplined Perception: Learning to See in Technoscience (1998)</p> <p>Hall, The Organization and Development of Discursive Practices for "Having a Theory" (1999)</p> <p>Koschmann & Lebaron, Learner Articulation as Interactional Achievement: Studying the Conversation of Gesture</p>
May 27	8 New video tools for learning and knowledge production	Demonstrations of 2 or 3 systems (Traces, Video Papers, DIVER)	Stevens Capturing Ideas in Digital Things: the Traces digital annotation medium
June 3	9 Student group presentations	4-5 groups present	