



Choosing trainables in mediated interaction: Principles for selecting clips for video-based workshops

Lange, Simon Bierring; Due, Brian Lystgaard

Publication date:
2018

Document version
Peer-review version

Citation for published version (APA):
Lange, S. B., & Due, B. L. (2018). *Choosing trainables in mediated interaction: Principles for selecting clips for video-based workshops*. Abstract fra International Conference of Conversation Analysis (ICCA 2018), Storbritannien.



Choosing trainables in mediated interaction: Principles for selecting clips for video-based workshops

Simon B. Lange & Brian L. Due

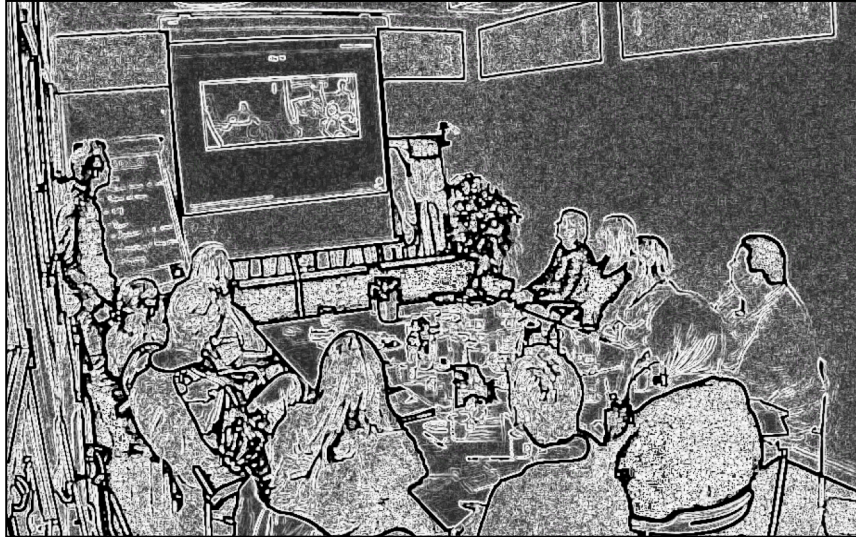
Centre for Interaction Research and Communication Design

Department of Nordic Studies and Linguistics

University of Copenhagen,

ICCA 2018

Video Learning



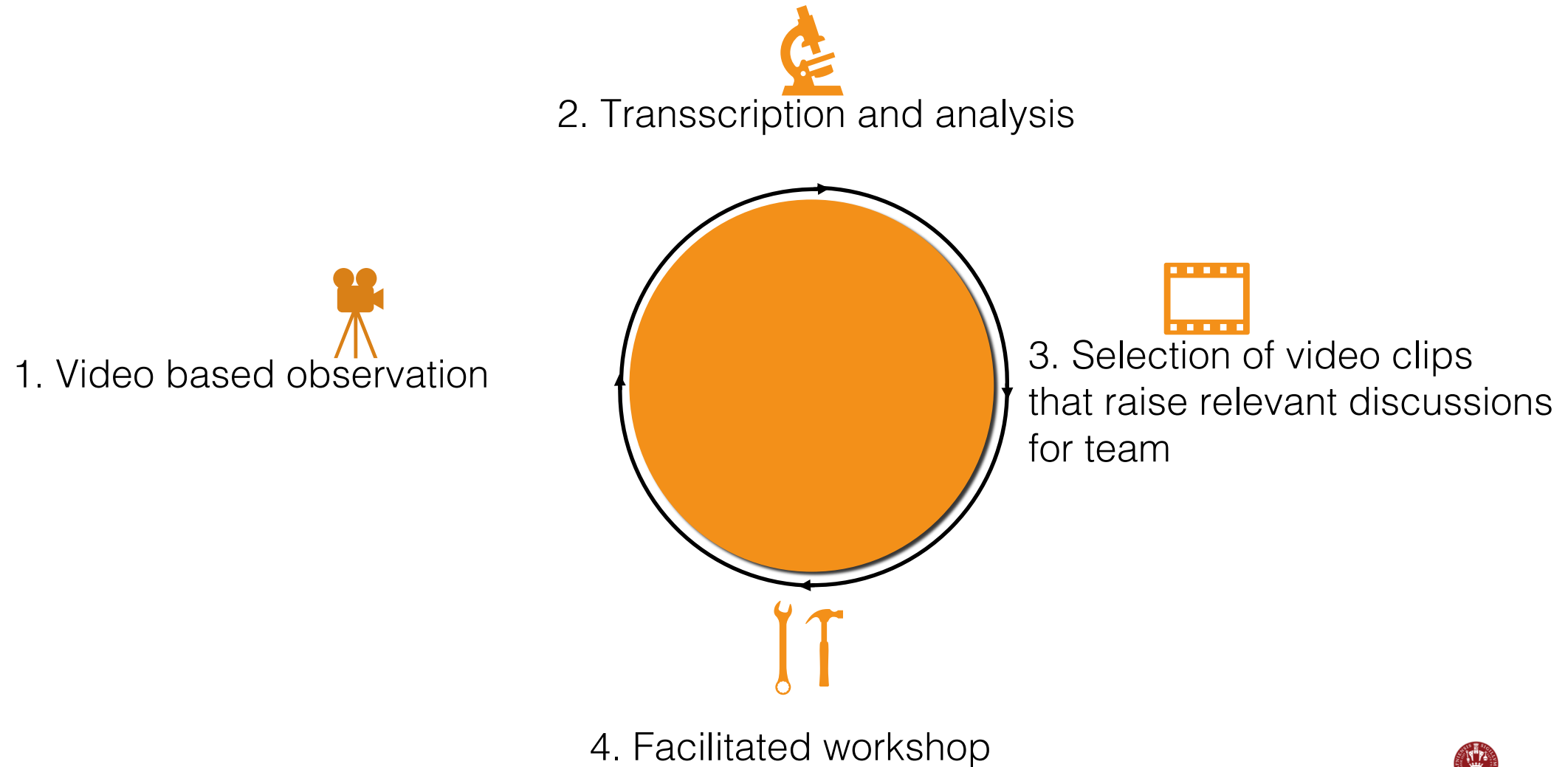
Format for “interventionist” (Antaki 2011) applied CA in professional practice settings

Inspired by:

Video-based Reflection on Team Interaction (Due & Lange 2015)

Conversation Analytic Role-Play Method (CARM, Stokoe 2014)

Video Learning



Terminology: “Trainable” in Video Learning practice

- **Problematic or successful practice** (Stokoe 2011)
- **Identifiable routine**, i.e. something recurrent in the institutional service (Tuccio & Nevile 2017)
- **Not necessarily something interesting from a CA perspective** (Kitzinger 2011, Due, Lange & Trærup 2018)
- **Something that the organisation has an interest in doing** – it has to be in line with the goals of the organisation/practitioner’s goals (ethnographic knowledge, stakeholder management)
- **Can have linguistic, embodied, material focus** (multimodal approach)

What is a good clip?



What does data from the workshops show?

What happens after a “good” clip?

Video clip is shown
(with/without transcript)

Question :
What do you think of that?

Multiturn turn with 2 parts

1. Problem identification

Participant recognizes a problem in the video clip

2. Practical solution to problem

Participant produces a solution to the problem within the same sequence.

Based on participants' everyday professional experience



The Case: The Online Public Service Organisation

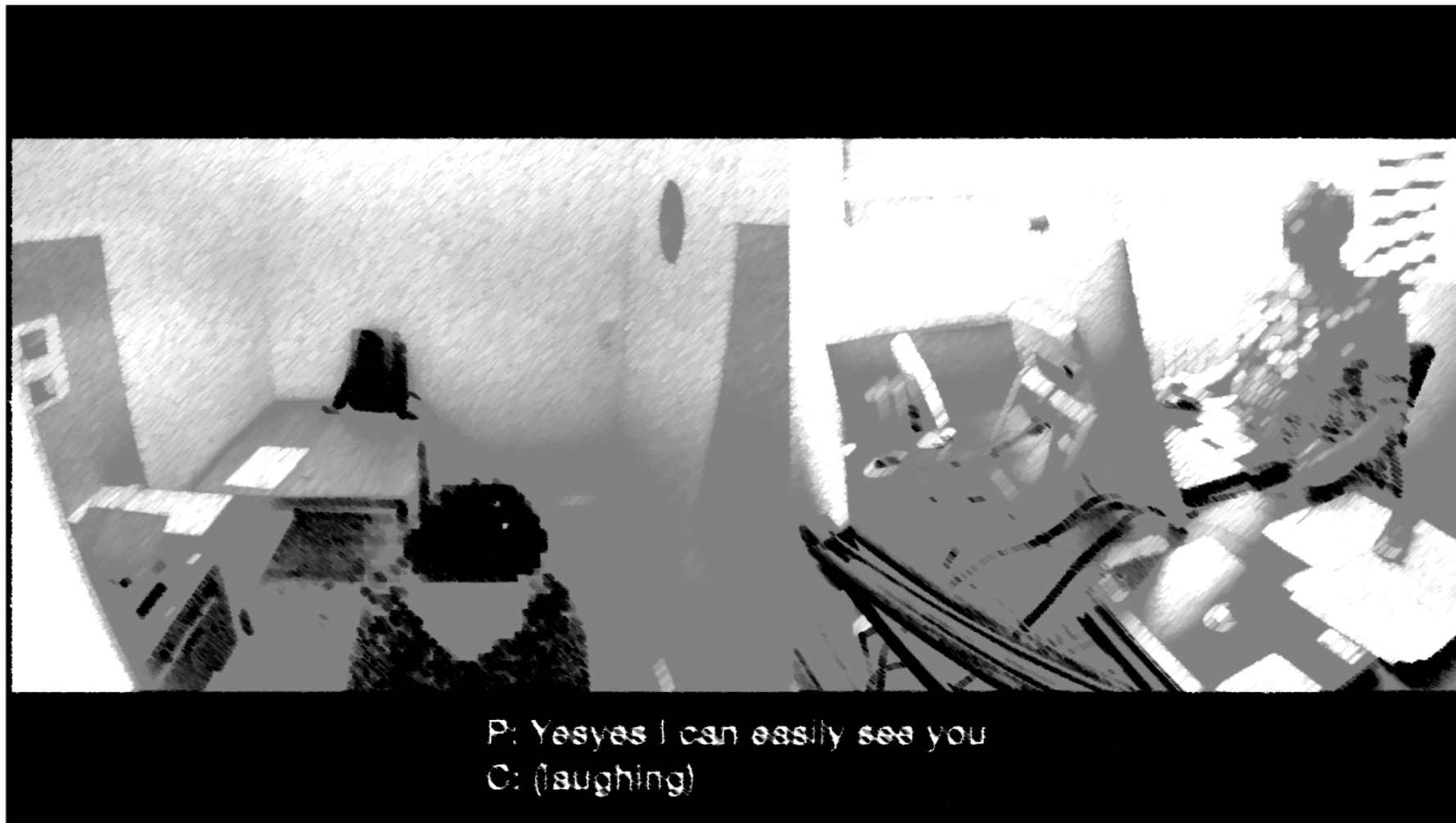


Video recordings of practice; meetings between "not digitally ready citizens" and professionals



Recordings of workshops

Locating a scanner in a video meeting



<p>35 P: Δka du Δse ovre til højre for digΔ der står der en <i>can you see over to your right there is a</i> Δ.....Δpoints----->Δ</p> <p>36 printer (.)• med en orange bakke på <i>printer with an orange tray on it</i> •to paper moving r to l --></p> <p>38 (1.0)</p> <p>39 P: til højre for dig• <i>to your right</i> ---->•</p>	<p>40 C: •*>den der<*</p> <p><i>>that one<</i></p> <p>*pats paper*</p> <p>•up at screen</p> <p>41 (0.7)</p> <p>42 C: >dender<= <i>>thatone<</i></p> <p>43 P: =Δnej til højreΔ *[ik]* lige foran <i>no to the right [not] straight ahead</i> Δpoints at scr Δ</p> <p>[Mhm]</p> <p><i>[Mhm]</i></p> <p>*-1-*</p> <p>l:raises r hand</p>
--	--



Specifying location by 'left' and 'right' is problematic

35 P: Δka du Δse **ovre til højre for dig**Δ
 der står der en

can you see over to your right there is a

Δ.....Δpoints----->Δ

36 printer (.)• med en orange bakke på

printer with an orange tray on it

•to paper moving r to l -->

38 (1.0)

39 P: **til højre for dig**•

to your right

---->•

40 C: •*>den der<*

>that one<

pats paper

•up at screen

41 (0.7)

42 C: >dender<=

>thatone<

43 P: **=Δnej til højreΔ *[ik]* lige foran**

no to the right [not] straight ahead

Δpoints at scrΔ

[Mhm]

[Mhm]

l:raises r hand

-1-



Reference to objects: lexical choices and grammatical presuppositions

35 P: Δka du Δse ovre til højre for digΔ

der står der **en**

can you see over to your right there is a

Δ.....Δpoints----->Δ

36 **printer** (.)• med en orange bakke på

printer with an orange tray on it

•to paper moving r to l -->

38 (1.0)

39 P: til højre for dig•

to your right

---->•

40 C: •*>den der<*

>that one<

pats paper

•up at screen

41 (0.7)

42 C: >dender<=

>thatone<

43 P: =Δnej til højreΔ *[ik]* lige foran

no to the right [not] straight ahead

Δpoints at scrΔ

[Mhm]

[Mhm]

l:raises r hand

-1-



Some gestures are “not working”

35 P: Δka du Δse ovre til højre for digΔ
der står der en

can you see over to your right there is a

Δ.....Δpoints----->Δ

36 printer (.)• med en orange bakke på

printer with an orange tray on it

•to paper moving r to l -->

38 (1.0)

39 P: til højre for dig•

to your right

---->•

40 C: •*>den der<*

>that one<

pats paper

•up at screen

41 (0.7)

42 C: >dender<=

>thatone<

43 P: =Δnej til højreΔ *[ik]* lige foran

no to the right

[not] straight ahead

Δpoints at scrΔ

[Mhm]

[Mhm]

l:raises r hand

-1-



Embodied instructions are resources for reorganising the participation framework



Embodied instructions are resources for reorganising the participation framework

23 P: Δså- sådan her* Δ*

so- like this

Δturns h back and forth-----Δ
-----?-----

Fig #fig.2

24 C: de:t høj-*

it is righ-

*raises and holds r hand --->

25 P: Δden vej jaΔ (.) kig så

that way yes (.) now look

Δ.....Δpoints --->

26 (0.7)

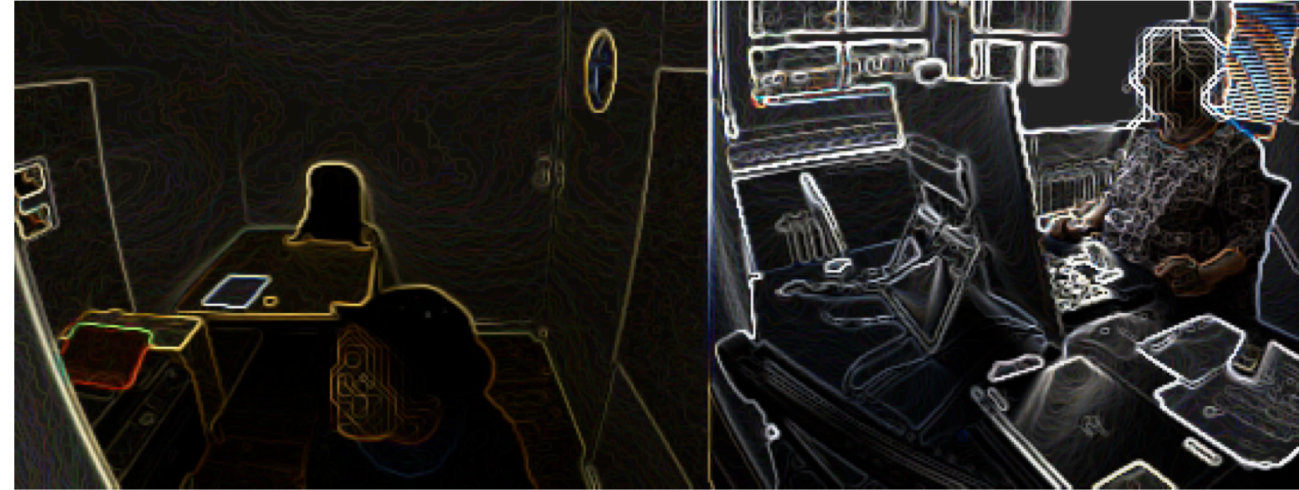


Fig. 2

2: turns and holds head to the right, gaze fixed at screen

Our analytical observations

- **Specifying location by ‘left’ and ‘right’ are problematic**
(most of the time people would hesitate or go to wrong side)
- **Reference to objects: lexical choices and grammatical presuppositions**
(‘printer’ vs. ‘scanner’. vs. ‘black box’, definite vs. indefinite)
- **Some gestures are “not working”**
(‘fractured ecologies’ Luff et al. 2003)
- **Embodied instructions are resources for reorganising the participation framework**
(Due et. al. forthcoming)

Interaction about the clip on workshop

What did the participants do after seeing the clip at the workshop?

Problem identification & solution



Example 1

Recognizable as problem -> offers solution (story)

10 *F: ja (selects next speaker)
11 Yes
12 *P1: Jeg har lige et eksempel fra i går af.=
I have just an example from yesterday
13 *F: Ja?=
Yes?=
14 *P1: =fordi jeg havde en på firs år i bakken eller ind i:: boksen.
=because I had 80 year old in the tray or inside the box
15 (0.4)
16 *P1: .h å jeg må sige til hende N:u ska du li kig op på bordet.
.h n I had to say to her ↑N:ow you have to look up at the table
17 (.) å så ska du kig på mig >Hej< (.) °sir jeg° >Her er jeg
(.) n then you look at me >Hi< (.) °I say° >Here I am<
18 Hvis du kigger på hvad jeg gør nu <så dre:jer
If you look at what I do now <then I turn
19 jeg [til højre>
to the right

Keyed as laughable + novel

Novel solution is assessed by participant

20 *ALL: **(((several participants laugh))**
(((several participants laugh))
21 *P1: >Ka du se så: det lissom at jeg< sidder (.) til siden (.) til
>Do you see it's like I'm sitting to the side to
22 kameraet. Det ku hun godt se. Den (.) bevægelse ska du gøre
the camera. She could see that. That (.) movement you have to do
23 ((?)) og så så gjorde borgeren sådan
((?)) and then the citizen did this
24 *ALL: **(((several participants laugh))**
(((several participants laugh))
25 *P1: ↑NÅ de:t den du snakker om (.) Ja:
↑OH that's the one you're talking about. Yes:
26 P2: Å de:t fantastisk
Oh it's fantastic
27 F: [Det er så (...)
[It is so (...)
28 P1: [Det er (...)
[It is (...)

Treated as laughable + novel
Demonstrate joint attention



Example 2: Problem identification & solution



Example 2

11 *F: Du havde os noget=

You also had something=

12 *P3: =Jamen det var bare det jeg vill sige faktisk >fordi når du

=Well it was just what I wanted to say actually >because when you

13 sir højre eller venstre så tror de at det er til >højre eller

say right or left then they think that it is to the right or

14 venstre< på den skærm de kigger på.=

the left< on the screen they are looking at.=

15 *?: =Mm

=Mm

16 *F: Mm

Mm

17 *P3: De forstår ikke det er rummet. Altså at hele rummet

They don't understand that it's the room. That the whole room

18 er mHer i det hHer så man ska du ska kig væk fra

is iHin this thing so you so you have to look away from

19 skærmen og så kig til højre [så forstår de det] så det

the screen and then look to thr right [then they get it that

20 er rigtig nok det har jeg også oplevet

is true enough I have also experienced that

Recognizes problem as recurrent

Proposes solution



Principles for selecting video clips?

Transparent problem

Participants immediately recognize a recurrent problem in the video clip

Solution enabling

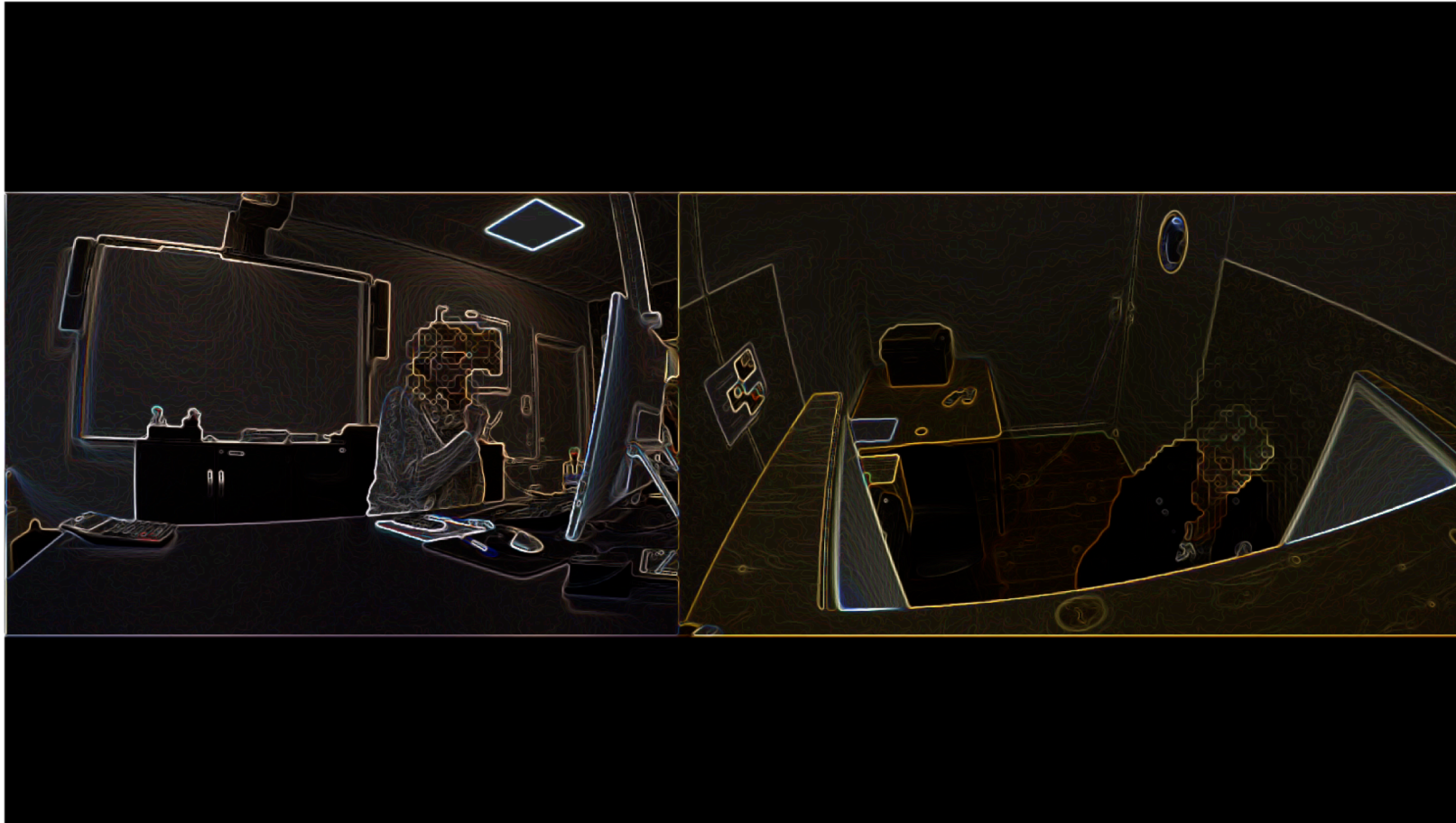
Participants produce solutions to the problem within the same sequence.

Does this facilitate an opportunity for learning?

Can recognizability from own practice facilitate situated learning (Lave & Wenger (1991; Wenger, 1998) or the development of professional vision (Goodwin 1994) ?



Instructing in video mediated interaction (after first workshop)



Thank you!

