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Analysing the One-to-One Tutorial: a Conversation Analysis Approach

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Group Task

What does a 'good' academic skills tutorial look like?

How did you learn to tutor?

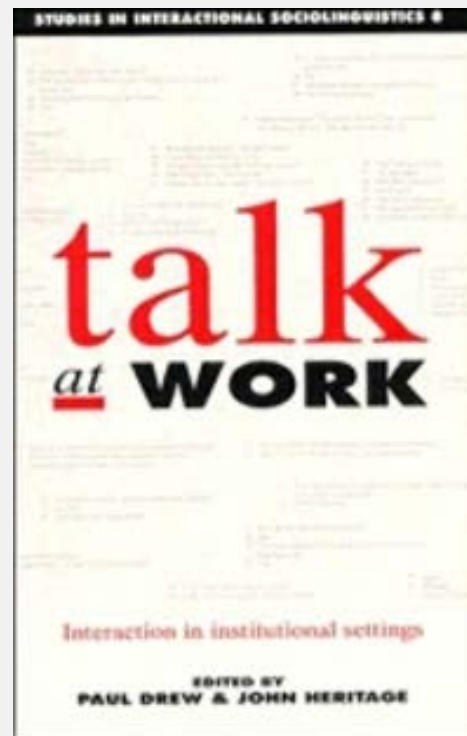
What are we ultimately trying to achieve?

Background to Project



Conversation Analysis (CA)

- Talk in interaction (institutions) from sociology
- Dynamic context
- Comparative/distinctiveness
- Sequencing/turn-taking
- Turn activity and design
- Lexical choice and formulation
- Detailed linguistic analysis
- Drew and Heritage (1992); Sidnell (2010); Sidnell and Stivers (2013)
- Little CA of academic skills tutorials



Transcript Analysis

- Groups of 4
- Examine extracts to explore:
 - Rapport building
 - Questioning
 - Roles, boundaries and negotiation
 - Empowerment and autonomy
 - ‘Correction’ and feedback strategies
- Values and Principles (Newcastle University)

Regroup and Share

- Share discussion from your previous group
- Reflect on implications for practice
- Feedback to whole group

Preliminary Project Findings

- Overall structure and sequence
- Question formulation and reformulation
- Preference
(Schegloff, 1988; 2007)
- Advice giving
- Affective aspects (rapport, confidence, autonomy building)

Establishing rapport &
prior knowledge
Negotiating goals
Practicalities

Questioning / eliciting
Formulation
Correction
Re-building rapport
Directive input
Modelling academic
behaviours

Summary
Arranging appointments
General chit chat

General Reflections

- How typical are these examples?
- Defining features?
- Anything missing?
- Would this be useful for Continuing Professional Development?

Bibliography

Drew, P. & Heritage, P. (1992). *Talk at work*. Cambridge: Cambridge University Press.

Sidnell, J. (2010). *Conversation analysis: an introduction*. Oxford: Wiley-Blackwell.

Sidnell, J. & Stivers, T. (2013) *The handbook of conversation analysis*. Oxford: Wiley-Blackwell.