



UPPSALA
UNIVERSITET

Department of Education

2024-04-22

SYLLABUS

Videobaserad forskning: interaktionsanalyser och etnografi i pedagogiska sammanhang, 7,5 hp

Video-based research: interaction analyses and ethnography in educational contexts, 7,5 ECTS

The course is included in the PhD programme in Education as a non-compulsory course. The course is primarily intended for doctoral students in Education, Curriculum Studies, and Sociology of Education at Uppsala University. The course is also open to students at Master's level at Uppsala University.

Main field of study
Education

Education cycle
Education at third cycle

Grading system

For this course the grades Fail (U) and Pass (G) are awarded. For students at Master's level, the grades are Fail (U), Pass (G) and Pass with distinction (VG).

Goals

After completing the course, students are expected to be able to

- with a high degree of independence describe and critically review central research traditions within the field of interaction analytic research, in particular ethnomethodology, conversation analysis, multimodal interaction analysis and language socialization, in educational contexts
- with a high degree of independence account for interaction analytic theories and research results within the field
- with a high degree of independence apply research methods for interaction analyses and ethnography, with a particular focus on analyses of audio and video recordings of educational contexts.
- with a high degree of independence critically reflect on ethical aspects of video-based research

Content

The following course content is covered during the course

- Overview of research in the field of interaction analyses and ethnography with a focus on educational contexts
- Relationships between theoretical perspectives, methodological approaches and analytic methods with a focus on interaction analyses, ethnography and audio or video recordings
- Research ethics in video-based research
- Concrete exercises in performing interaction analyses of audio and video recordings

Teaching

Teaching takes place in the form of lectures, seminars, workshops and student's own exercises. Shorter oral and written assignments are submitted during the course. A written examination assignment is submitted at the end of the course.

Examination

Examination takes place orally at seminars and in writing.

READING LIST

- Antaki, Charles & Wilkinson, Ray (2013). Conversation Analysis and the Study of Atypical Populations. In: Jack Sidnell & Tanya Stivers (eds.) *The Handbook of Conversation Analysis* (ch. 26). Wiley-Blackwell.
<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118325001>.
- Cekaite, Asta & Evaldsson, Ann-Carita (2020). The moral character of emotion work in adult-child interactions. *Text & Talk*, 40(5), 563-572. <https://doi.org/10.1515/text-2020-2082>.
- Clarke, Michael (2016). Co-construction, asymmetry and multimodality in children's conversations. In: Smith, M. (Ed.) *The silent partner?: Language, interaction and aided communication*. J & R Press Limited.
- Clarke, Michael; Bloch, Steven & Wilkinson, Ray (2013). Speaker Transfer in Children's Peer Conversation: Completing Communication-aid-mediated Contributions, *Augmentative and Alternative Communication*, 29(1): 37–53.
<https://doi.org/10.3109/07434618.2013.767490>.
- Deppermann, Arnulf & Schmidt, Axel (2021). How shared meanings and uses emerge over an interactional history: *Wabi sabi* in a series of theater rehearsals. *Research on Language and Social Interaction*, 54(2), 203-224. <https://doi.org/10.1080/08351813.2021.1899714>.
- Derry, S.J., Pea, R., Barron, B., Engle, R., Erickson, F., Goldman, R., Hall, R., Koschmann, T., Lemke, J.L., Sherin, M.G. & Sherin, B.L. (2010). Conducting video research in the learning sciences: Guidance on selection, analysis, technology, and ethics. *Journal of the Learning Sciences*, 19(1), 3-53. <https://doi.org/10.1080/10508400903452884>.
- Duranti, Alessandro & Goodwin, Charles (1992). Rethinking context: an introduction. In: Alessandro Duranti & Charles Goodwin (eds.), *Rethinking context. Language as an interactive phenomenon* (pp. 1-42). New York: Cambridge University Press.
- Enfield, Nick J. & Sidnell, Jack (2017). On the concept of action in the study of interaction. *Discourse Studies*, 19(5), 515-535. <https://doi.org/10.1177/1461445617730235>.

- Gardner, Rod (2019). Classroom interaction research: The state of the art. *Research on Language and Social Interaction*, 52(3), 212-226.
<https://doi.org/10.1080/08351813.2019.1631037>.
- Goodwin, Charles (1995). Co-Constructing Meaning in Conversations with an Aphasic Man. *Research on Language and Social Interaction*, 28(3), 233-260.
https://doi.org/10.1207/s15327973rlsi2803_4.
- Goodwin, Charles (2007). Participation, stance and affect in the organization of activities. *Discourse & Society*, 18(1), 53-73. <https://doi.org/10.1177/0957926507069457>.
- Goodwin, Charles (2018). *Co-operative action*. Cambridge: Cambridge University Press. (Ch. 21, 348-362)
- Goodwin, Marjorie H., Cekaite, Asta & Goodwin, Charles (2012). Emotion as stance. In Anssi Peräkylä & Marja-Leena Sorjonen (eds), *Emotion in interaction* (pp. 16–41). Oxford: Oxford University Press.
- Goodwin, Marjorie H. and Kyratzis, Amy (2011) Peer socialization. In Alessandro Duranti, Elinor Ochs and Bambi Schieffelin (eds.), *The handbook of language socialization* (pp. 365-390). Malden, MA: Wiley Blackwell.
- Heath, Christian, Hindmarsh, Jon & Luff, Paul (eds.) (2010). *Video in qualitative research. Analysing social interaction in everyday life*. London: Sage. (Available on-line.)
- Heritage, John (2001). Goffman, Garfinkel & CA. In: Margaret Wetherell, Stephanie Taylor & Simeon J. Yates (eds.), *Discourse theory & practice. A reader* (pp. 47-56.) London: Sage.
- Jaffe, Alexandra (2009). Introduction: The sociolinguistics of stance. In A. Jaffe (ed.), *Stance: Sociolinguistic Perspectives* (pp. 3-23). Oxford: Oxford University Press.
- Kyratzis, Amy, Reynolds, Jennifer F. & Evaldsson, Ann-Carita (2010). Heteroglossia and Language Ideologies in Children's Peer Play Interactions, *Pragmatics* 20(4), 457-466.
<https://doi.org/10.1075/prag.20.4.001int>
- Lundesjö Kwart, Susanne & Melander Bowden, Helen (2022). Instructing *equestrian feel*: On the art of teaching embodied knowledge. *Scandinavian Journal of Educational Research*, 66(2), 290-305. <https://doi.org/10.1080/00313831.2020.1869076>.
- Ochs, Elinor (1979). Transcription as theory. In Elinor Ochs & Bambi Schieffelin (eds.), *Developmental Pragmatics* (pp. 43-72). New York, NY: Academic Press.
- Ochs, Elinor & Schieffelin, Bambi (2011). The theory of language socialization. In Alessandro Duranti, Elinor Ochs & Bambi B. Schieffelin (eds.), *The Handbook of Language Socialization* (pp. 1-21), Malden, MA: Wiley-Blackwell.
- Profazi, Nina & Miecznikowski, Johanna (2023). Social interaction is among people. Legal, technical, and ethical explorations about personal information and its removal in talk-in-interaction as data. *CHORD talk in interaction*. <https://www.chord-talk-in-interaction.usi.ch/news/feeds/36387> (retrieved 2024-02-26)
- Schegloff, Emanuel (1987). Analyzing single episodes in interaction: An exercise in conversation analysis. *Social Psychology Quarterly*, 50(2), 101-114.
<https://www.jstor.org/stable/2786745?origin=crossref>.
- Sidnell, Jack (2010). *Conversation Analysis. An introduction*. Malden, MA: Wiley-Blackwell. (Chapter 2, 20-35). (Available on-line.)

van der Meij, Sophie, Gosen, Myrte & Willemsen, Anne-Rose (2024). 'Yes? I have no idea': teacher turns containing epistemic disclaimers in upper primary school whole-class discussions. *Classroom Discourse*, 15(1), 1-23.

<https://doi.org/10.1080/19463014.2022.2103008>.

Wilkinson, Ray; Bloch, Steven; & Clarke, Michael (2011). On the Use of Graphic Resources in Interaction by People with Communication Disorders. In: Jürgen Streeck, Charles Goodwin, and Curtis LeBaron (eds.), *Embodied Interaction – Language and body in the material world* (pp. 152-168). New York: Cambridge University Press.

Wetherell, Margaret (2012). *Affect and emotion: A new social science understanding*. London: Sage Publications. (Chapter 1 & 4)

Wetherell, Margaret (2013). Affect and discourse – What's the problem? From affect as excess to affective/discursive practice, *Subjectivity*, 6(4), 349–368.

<https://doi.org/10.1057/sub.2013.13>.

To a lesser extent, literature may be added or removed.