Multimodal Analysis of Pedagogical Interaction PhD Course

Spring 2023

Mälardalen University, Sweden

Spring 2023, 7.5 Credits

Course Objectives

This course is designed to help PhD students understand and analyse "pedagogical interaction" (in its broad sense) so as to be able to build links to learning and teaching events and behaviours (in all subjects) in classrooms and beyond.

The course aims to teach (1) theoretical and methodological aspects of multimodal Conversation Analysis and (2) basic analytical steps to carry out and report interaction-based research in education.

*"**Multimodal Analysis of Pedagogical Interaction**" is designed to benefit PhD students who are planning to work on audio-visual data with a micro-analytic, sequential and multimodal perspective. In addition to the lectures, the course facilitates hands-on learning through seminars/webinars and data sessions to help postgraduate students work on "naturally-occurring" data for analytic purposes.*

Learning Objectives

Upon completion of the course, the participants should be able to
- demonstrate knowledge on the methodological underpinnings of multimodal conversation analysis
- interpret, transcribe, and perform analyses of sequences of pedagogical interactions
- demonstrate understanding of and basic skills for linking interactive practices to teaching and learning activities
- carry out methodological and analytic procedures for a classroom/pedagogy related mini CA research project

Course Content

*"**Multimodal Analysis of Pedagogical Interaction**"* equips participants with theoretical knowledge and practical skills to analyse discourse and interaction in, in particular, pedagogical settings (not necessarily limited to classrooms). To this end, it puts interaction at the heart of teaching and learning activities. The contents include (1) principles of multimodal conversation analysis, (2) analytic underpinnings of a CA approach to pedagogical interaction, (3) practical aspects of dealing with audio-visual data, and (4) research design and implementation for carrying out a pedagogy-driven CA project.

Examination
The course coordinator and examiner: Olcay Sert (olcay.sert@mdu.se).

1. INL1, Individual assignment, transcription and analysis of a sequence of pedagogical interaction (1,5 credits)
2. INL2, Individual assignment, mini CA/pedagogical interaction project/written assignment, (4,5 credits)
3. SEM1, active participation in data sessions and seminars (1,5 credits)

INL1 includes a complete transcription done by the student. This transcription and its accompanying analysis can then be used in the final assignment (INL2).
INL2 is a mini-research report (max 3500 words) in which the PhD student focuses on a phenomenon of interest and presents research findings based on analyses of a sequence or a collection (single case, micro-longitudinal or collection-based analysis). The final report will be in the form of a mini research paper that has the potential to be developed into a full manuscript after the completion of the course.

Details of the assignments and the deadlines will be announced during the course. Note that parts of the course can be carried out online.

Grade
Marks Pass (G)

General qualifications
Multimodal Analysis of Pedagogical Interaction, 7.5 credits, covers the following national general qualifications stated in The Higher Education Ordinance (1993:100), annex 2.

Course Schedule

Time and location	**Session**	**Content**	**Reading/preparation (see the end of the document for full references)**
Session 1 **26 Jan** 13:15 – 16:00 U3-104	**Seminar 1** Introduction to (Multimodal) Conversation Analysis: History, Principles, and Methods	- the intellectual roots of CA and its place within social sciences - basic principles and methods - Applied CA and pedagogical interaction	**Reading:** Hutchby (2019); Ingram & Elliott (2019, chapter 2) **Additional/optional reading** Hutchby & Wooffitt (2008, Chapters 1&2); Maynard (2013); Sert (2015, Chapters 1&2); Waring (2016, chapters 1-3)

Session 2 2 February 13:15 – 16:00 U3-104	**Seminar 2** Collecting, transcribing, and making sense of CA data: a focus on pedagogical settings	- collecting, transcribing, and storing audio-visual data from classrooms and other settings - turns and actions - basic analytic observations **Choose one research article to focus on for 17 February**: Fagan (2014); Greer (2016); Hellermann (2009; 2011); Hosoda (2006); Ingram et al. (2015); Jacknick (2011); Lee, Y (2007); Radford et al. (2011); Kääntä (2012); McQuade et al. (2018); Duran & Sert (2019); Waring (2011); Willemsen et al. (2020)	**Reading** Hepburn & Bolden (2013); Clayman (2013); Kimura, Malabarba & Hall (2018) **Video**: Jefferson Transcription 101: How Conversation Analysts transcribe, by Emily Hofstetter https://www.youtube.com/watch?v=I1LpiIDKp2I&feature=youtu.be **Additional/optional reading:** Hutchby & Wooffitt (2008, chapter 3); Hepburn & Bolden (2017); Jefferson (2004); Jenks (2011) Mondada (2013)
Session 3 9 February 13:15 – 16:00 U3-104	**Seminar 3** Turn-taking, sequence and repair organization in mundane and pedagogical interactions	- Turn-taking and sequence organization in conversational and pedagogical interaction (e.g. adjacency pairs and sequence expansion) - Repair organization in mundane and pedagogical interactions - Intersubjectivity at work: Repair and correction in teacher-student and student-student interaction **Choose one research article to focus on for February 24**: Houen et al. (2019); Heller (2017); Ingram et al. (2019); Kääntä (2015); Kääntä, L., & Kasper (2018); Kardaş İşler et al. (2019); Jakonen & Morton (2015); Solem (2016); Somuncu & Sert (2019); Svahn & Melander Bowden (2019); Duran et al. (2019)	**Reading**: Stivers (2013); Kitzinger (2013) **Short reading**: Koole (2013) **Additional/optional reading** McHoul (1978); Mehan (1979) ; Schegloff (2007); Seedhouse (2004, chapter 1)
Session 4 16 February 14:15 – 16:00 U3-104	**Data session 1**	*Details to be announced.*	

Session 5 23 February 13:15 – 16:00 U3-104	**Seminar 4** *Classroom contexts: co-constructing understanding and knowledge in pedagogical interaction*	- Classroom contexts - understanding and knowledge in pedagogical interactions - epistemics - embodiment - Subject-specific CA studies of teaching and learning **Choose one research article to focus on for the next seminar**: Ishino (2018); Greer (2019); Melander & Sahlström (2009); Hauser (2017); Melander (2012); Watanabe (2017); Eskildsen & Majlesi (2018, special issue); Sahlström (2009, special issue)	**Reading:** Gardner (2019); Seedhouse (2005); Sert & Walsh (2013) **Additional/optional reading** Seedhouse (2004); Walsh (2011); Kääntä (2014); Lindwall et al. (2015); Sert (2015)
Session 6 2 March 13:15 – 16:00 U3-104	**Seminar 5** Documenting learnables & teachables in interaction	- Learning-in-interaction - (micro)longitudinal research - interactional dynamics of learning and teaching in classrooms and beyond - interactional competence and CIC – From teaching to teacher education	**Reading**: Pekarek Doehler (2010) **Short reading**: Hellermann (2013) Koschmann (2013) **Additional/optional reading:** Markee (2008); Pekarek Doehler (2018); Pekarek Doehler & Fasel Lauzon (2015); Sert (2017); Sert (2019a; 2019b); Walsh (2011)
Session 7 9 March 14:15 – 16:00 U3-104	**Data session 2**	*A CA data session based on data from pedagogical settings* *Title to be announced*	
16 March	**Submission of INL1**	**Submit your transcription and a brief analysis to the lecturer**	
Session 8 23 March 14:15 – 16:00 U3-104	**Seminar 6** Writing and publishing a CA project	- Software use and building collections - Reporting your research findings: the representation of your collection of cases in a nutshell - The “language” of your analyses - Structuring your CA paper - Choosing the right venue for publication	Sert (2022). Please also download the sample articles provided by the course tutor on Canvas For building collections, see: Ten Have (2007, chapters 7&8); Hutchby & Wooffitt (chapters 4-5)

Session 9 Students choose individual QA time 27 March-31 March	**Q/A session**	- Individual Q/A session. Please book your time in advance.	Get in touch with the course lecturer to book time
13 April	**Submission of INL2**	Submission of the final assignment	Email the assignment to Olcay Sert

References:

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