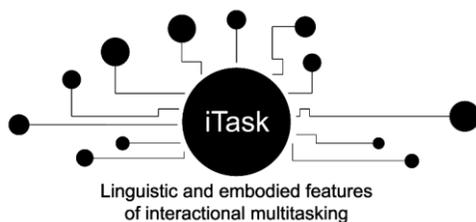


COACT Conference 2019

University of Oulu, 24-26 April, 2019

*Interaction and discourse in flux:
Changing landscapes of everyday life*

Book of Abstracts



KEYNOTE SPEAKERS

Jon Hindmarsh, King's College London

Teamwork in flux: Interactional practices and new technologies

In any work site, interactional practices are necessarily entangled with the tools and technologies of the local trade. This means that the ways in which we instruct, request, demonstrate or coordinate are fundamentally bound up with relevant features of the local material environment. Thus, when tools or technologies used by participants change in significant ways, these sorts of interactional practices become entangled with a reconfigured sociomaterial landscape or ecology. Therefore, I suggest that the interactional organisation of workplace activities cannot be understood without detailed consideration of these ecologies. In this presentation, I will attempt to reveal examples of these sociomaterial entanglements – and to unpack the reflexive relationship between conduct and material context – and highlight both their academic and applied significance. To do so, I will draw on the analysis of audio-video data from a study of teamwork and coordination in robot-assisted surgery.

Information games

In this talk I will discuss Goffman's (1959) notion of 'information games' as a basis for the analysis of social interaction, especially with regard to the way people regulate privacy and disclosure in digitally mediated environments such as social media sites.

I will begin with an overview of the use of game theory as a tool for the analysis of decision making in the social sciences, as well as examples of where it has been used in pragmatics and sociolinguistics. I will then explore the ways Goffman's interactional approach based on the dynamic negotiation of different 'territories of the self' (1971) differs from game theoretic approaches. Then I will build upon Goffman's ideas with a model that understands information games as unfolding at the intersection of 1) the social situation (and the possibilities for mutual monitoring that it makes available for social actors), 2) the power relations between participants, 3) the way obligations for reciprocity develop in the ongoing 'back and forth' of interaction, and 4) the role of 'affect' in participants' engagement in the 'game'.

Finally, I will turn to a discussion of digitally mediated interactions, both between human participants and between humans and computer software, and explore how the interfaces and backend capabilities of different platforms and programmes can influence the four aspects of information games that I talked about in the previous section, namely, context, power, contingent obligations and affect. In this discussion I will engage with a range of examples from cybersex to dating apps to online personality quizzes to permission dialogues that ask users to allow software vendors access to various hardware or information stored on their computers or mobile phones, specifically exploring how information games between individuals change when additional (sometimes invisible) participants are involved (such as internet companies or hackers, who also have a stake in gathering information from users). I will end the talk with some thoughts about how principles from interactional sociolinguistics can inform the design of apps and interfaces that can remedy the problems of information asymmetry and information 'leakage'.

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Capturing complexity in change: Theoretical and methodological challenges

Researchers have been increasingly interested in the study of everyday life broadening their focus from controlled sets of data to the world around them more broadly. Notions such as complexity and change and their relationship with the fast pace of technology development are often used in characterising the research interest or the rationale for the study. The aim of this paper is to explore what is going on in the academia in relation to these notions from a theoretical and methodological perspective. Discourses and scene surveys will be the basis for the analysis leading to a more detailed scrutiny of research in the field of applied language studies.

Staging and inhabiting spatial video and audio data: Towards a scenographic turn in the analysis of complex sites of social interaction and discourse

When we collect and analyse video recordings of social interaction, we are often squeezed into a 2D planar representation of the social and material world. Recently, consumer versions of the passive 360° and stereoscopic omni-directional camera with spatial audio have come to market, but there is a paucity of tools to help us natively view, edit and analyse the resulting video and audio footage while adhering to a methodological perspective that focuses on the qualitative analysis of social interaction and discourse. In contrast, my presentation reports on the development of two iterative software prototypes that support tangible and immersive engagement with current (and future) spatial video and audio recordings. SQUIVE (“Staging Qualitative Immersive Virtualisation Engine”) facilitates interactive and immersive 3D reconstructions of the site and the scenes in which social and cultural practices took place over time. Through a tangible interface in virtual reality, CAVA360VR (“Collaborate, Annotate, Visualise, Analyse 360° video in VR”) enables the exploration of complex spatial video and audio recordings of a single scene in which social interaction occurred. It is argued that the resulting toolkit – and the analytical possibilities afforded by taking a ‘scenographic turn’ to Big Video – expands the range of abductive-inductive analytical potentials that lie between data collection and close analysis. It leads to a complementary mode of collecting, engaging, sharing, collaborating and archiving mixed video data. Furthermore, it provides a resource for live performance of enhanced visual argumentation for qualitative analysis.

SECTION PAPERS

Iuliia Avgustis, University of Oulu

Information enquiries to human and non-human agents in institutional telephone calls

This paper explores differences between interaction with human operators and interaction with artificial agents in telephone helplines. Social interaction with human call-takers has already been studied within the ethnomethodological/conversation analytical tradition (Baker et al. 2005). However, human call-takers are being gradually substituted by artificial communication partners and there are still relatively few studies of the way callers interact with them. Moreover, the main focus of existing studies is either on design issues (Harris 2005) or specific types of data such as ‘assistant’ devices (Porcheron et al. 2018) or robots in museums (Gehle et al. 2017). Neither general public service calls nor the differences between formulating an information enquiry for a human and formulating it for a disembodied conversational agent have been extensively studied yet.

The data for this study were collected at one major Russian city’s call center that answers citizens’ questions considering different administrative issues such as official documents and working hours of public institutions. The chatbot of this center has been programmed to answer every fourth call. The collected data include 60 call recordings with humans and 103 call recordings with the artificial agent. These recordings were transcribed and analyzed using the method of conversation analysis.

Formulating an enquiry takes multiple sequences in most of the analyzed talks, as the caller does not always know which information he should provide in order to get an answer. Both the human agent and the chatbot follow specific steps to find out the missing information but humans are far more successful at that. This is not only due to the bot’s limited technological and conversational competencies but especially to the way people formulate an initial enquiry. This paper demonstrates possible changes in the sequential structure of institutional talks that are linked to the ubiquity of new technologies.

Learning Playing together: the dynamic participation framework of gaming interactions between parents and children

This paper examines how playing together is constructed as mutual achievement, especially in situations where parents play together with their children. It proposes to show the complexity of participation framework and therefore draws on the way in which participants construct an interaction or parts of an interaction as playful.

Our analysis follows a conversation analytic approach and is based on a case study of one interaction between two parents and three children playing together different card and board games. The interaction is part of a larger corpus of game interactions in French.

According to our data, playing together is not a given capacity, but has to be learnt. By playing with their children, parents not only explain the rules of a special game, but also show what it means to play together. On one hand, they act simultaneously as players embodying one “character” in the game and as instructors who guide the children from an overview perspective, encouraging them to accomplish the follow actions, to keep on playing, etc. On the other hand, they focus on the particularity of playing and on the playfulness of the interaction. Children then answers either to the player as co-participant or to the parent as co-player. In both cases, they accept or reject the guiding which can be more or less obvious.

We will focus on the construction of this complex and dynamic participation framework and on the way how playfulness is accomplished in interaction with regard to the different experiences displayed by the participants. Our study therefore contributes to the analyses of the complexity of parent-children-interaction in everyday life (Goodwin 2007, Cekaite 2010, Goodwin/Cekaite 2013) especially with regard to the participation framework and to the understanding of playfulness as accomplishment of all participants (Ardington 2011, Waring 2012, Holt 2016).

Mona Blåsjö, Stockholm University
Carla Jonsson, Stockholm University

The Olympics and the 'semla' bun. Global and local scales in complex workplace communication

This presentation focuses on the complexity of workplace communication in modern, global work life, based on ethnographic fieldwork in a Stockholm office of an international commercial company. Our research interest is how professionals in modern organizations can manage complexity in everyday communication. The type of complexity in focus concerns blurred boundaries between formal and informal, work and out-of-work activities, global and local, stability and flux, as well as between different languages and modes. Theoretically we base the analysis on Blommaert's (2007, 2010) conception of complexity and scales. The data come from the ongoing research project 'Professional Communication and Digital Media – Complexity, Mobility and Multilingualism in the Global Workplace' (2016-2019), and for this sub study consists of audio recording and transcript of one meeting, field notes from another meeting, and from observations of interaction in an open office space. The findings show how the participants connect different scales while during a lunch in a meeting room watching the Olympics and discussing some formal matters, possibly invoked by the mode of the meeting room. In a more formal meeting, they relate to the international head office on a global level and to the local and more informal level of celebrating the Swedish 'Semla Day'. Different relatively stable professional roles seem to be one way of handling the complexity. Moreover, centre of norms (Blommaert 2007, 2010) are indexed by the participants as more stable entities to relate to in situations of flux and uncertainty (cf. Sarangi & Clark 2002).

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Safinaz Büyükgüzel, University of Southern Denmark
Johannes Wagner, University of Southern Denmark

Calculating as an embodied practice in scrum meetings

Scrum meetings are common practice in agile software development. They keep the team informed about the development process and allow team members to interfere with challenges on the way to the product. In scrum meetings, accomplished tasks are made visible (Schwaber & Beedle, 2002; Sutherland, 2014). Task-oriented collaboration is coordinated, designed, assigned, assessed, and accomplished here and scrum meetings are therefore the prime location for observing workplace interaction in software companies.

One regularly observable mundane practice in these meetings are calculations which are an integral part of these workplace interactions (Anderson et al. 1989; Hughes, 2011). This study focuses on joint interactional accomplishment of calculations in agile software development meetings through talk and embodied conduct of participants and their use of artefacts, as they unfold sequentially. The data for this study (40+ hours of video recordings) have been collected in a Danish software development company. The paper will address how calculations are practically achieved by participants' mobilisation of multimodal resources and artefacts to maintain intersubjectivity and to accomplish the ongoing task. Participants deploy specific artefacts as e.g. white boards, post-its, magnets, calculators and other office materials to visualize tasks and to keep track of task objectives. Thus, participants treat these objects as a resource and orient to them as instrumental for their activity.

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Co-animation, association and the interactional re-definition of participation units

Lerner (1993) observed that in interaction, “on occasion an assemblage of two or more individuals can become relevant as a single social unit” (p. 213), an interactional process called association. When this happens, co-participants are no longer said to be following the “talk on your own behalf” maxim (Lerner, 1996a; Sacks, 1975), but rather, to be speaking as a member of a larger interactionally relevant group, or alternatively, acting as an individual self-aggregating to the claims of another participant, thus retrospectively forming a collective with shared views. Particular practices for the display of association include turn-sharing configurations (Hayashi, 2012) anticipatory completions, Other-turn continuations and choral productions (Lerner 1993, Lerner, 2004; Sidnell, 2012). A phenomenon not previously included in this association list but which enacts forms of social fission and fusion (Enfield, 2015) par excellence is that of animation (Goffman, 1981). When a speaker animates another voice, the speaking voice is somehow split, creating a new conversational space where different voices, produced by the same animator, converge and interact, and thus new social units are created, to which participants in the here-and-now can associate with or distance themselves from.

This paper will explore another layer in this complex lamination of reported speech and also consider the role of the recipient in cases of co-animation, the joint doing or reporting of the speech of Self, Other, or a third party (“Another”). Based on a collection of over 100 cases of co-animation in English, this presentation will describe the sequential, embodied and linguistic orchestration of resources deployed when co-participants join in an ongoing animation process, to reveal how through these resources, participants propose an association in the there-and-then of the voices projected, while also orienting to the affiliation and alignment concerns of the here-and-now.

Organised creativity as a continuous problem at an architecture office

An ethnomethodology of creative work does not “catch the work of ‘fact production’ in flight” (Garfinkel, 1967: 79), but is instead oriented towards practices of “fancy”, the imagination or the creation of purposefully ambiguous or narrative-laden symbols and objects. In an attempt to elucidate the “just-thisness” of such practices (Garfinkel, 1991), studies have often focused on artistic practice that revolve around singular performances or skills (e.g. Sudnow, 1993). In my ethnographic and video-supported research, I retain a praxeological focus on the methodic practices through which members accomplish their site-specific work. However, I emphasise the idiosyncracies of the organisation and of creative work. These two sources of complexity, I argue, come together in “moments of valuation” (Antal, Hutter, & Stark, 2015). To that effect, I will discuss two sets of evaluative practices in my recent field research: Firstly, the use of tracing paper in collaborative teamwork, and secondly, the role of review sessions. These practices, I argue, illustrate site-specific ways of enacting, provoking and adopting ongoing design issues, while ensuring an organised ecology for creativity. Researching their affordances, therefore, can teach us about site-specific potentials for flexibility and change.

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Interactional approach on eye tracking: Studying social gaze in children with autism spectrum disorder

Autism spectrum disorder (ASD) is characterised by “atypical social gaze” including reduced visual attention to people and social events overall. Eye tracking technology is widely considered a useful tool to study these social difficulties in ASD. Eye tracking is often utilised in the context of computerised tasks to measure where participants look rather than the exact timing of their eye movements. This “when question” is however a crucial aspect of social attention (Falck-Ytter, von Hofsten, Gillberg, & Fernell, 2013). Also, the passive viewing of stimuli does not allow participation in interaction with other people (Dindar, Korhakangas, Laitila, & Kärnä, 2017). “Live eye tracking” provides promising opportunities for temporal and sequential analysis of gaze behaviours during interactions involving individuals with ASD.

In this presentation, I demonstrate how live eye tracking combined with video recordings and interactional moment-by-moment analysis can broaden our understanding of social participation in ASD. The data involves eye tracking and video recordings of Finnish school-aged children diagnosed with ASD and teaching staff during game-play. I explore how the co-participants respond when they are gazed at, and how this treatment is responsive to the specific properties of gaze and its timing with the other co-occurring conduct. The analysis draws on multimodally informed conversation analysis.

The combination of live eye tracking, video recordings, and interactional analysis opens up new possibilities for discoveries that may redefine how we understand sociality in ASD.

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Brian Due, University of Copenhagen
Simon B. Lange, University of Copenhagen

Co-operative human creativity-in-flux: Achieving face-to-face orientation in technology mediated settings.

One key component in the accomplishment of intersubjectivity and intercorporeality (Meyer, Streeck, & Jordan, 2017) is participants use of embodied work in order to establish head and facial orientation towards each other (Goodwin, 1980; Mondada, 2009). But what happens when people are using technology and it somehow complicates the possibility of face-to-face interaction?

In this presentation we show how participants use the affordances of the technology and the spatial layout to achieve joint attention, especially by manipulating the technology and being mobile (cf. Arminen, Licoppe, & Spagnolli, 2016).

The presentation builds on data from video-mediated interactions where participants moves the camera and turns the screen; interactions with a telepresence robot which a doctor can control and moves; and interactions with a robot (Pepper) where humans orient towards the robot's "face".

We discuss the orderly functions of face-to-face orientation as a human fundamental (Levinas, 1979) that is accomplished by creatively reconfigurering aspects of the setting, the social organization and by using the affordances of the technology and other material structures.

The presentation contributes to EMCA studies of technology-in-flux by highlightning mobility features, technology affordances and co-operative human creativity.

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Tiina Eilittä, University of Oulu
Pentti Haddington, University of Oulu
Anna Vatanen, University of Oulu

Family interactions in cars: The sequential progressivity of in-car interaction when children seek the driver's attention

This study focuses on the sequential and temporal progressivity of in-car interaction and multiple activities in situations where children seek the driver's attention in the car. These situations often involve 'multiactivity', which refers to the managing and coordination of multiple, simultaneous activities through talk and embodied action (e.g., Haddington et al. 2014; Mondada 2011). The aim is to study whether the simultaneous driving activity has an impact on how the driver responds to and organises the activity of talk initiated by children who seek their attention. Additionally, this paper examines the interactional and embodied practices that the driver relies on to organise multiple activities, and to communicate their involvement in a multiactivity situation to the children seeking their attention. This study draws on the principles of ethnomethodological conversation analysis, analysing talk and embodied action as it unfolds moment by moment in real-time interaction. The data consist of 8 hours of video material of naturally occurring in-car family interactions, recorded in Finland and the UK. This paper shows that driving does not significantly interfere with the activity of progressing the interactional sequence initiated by a child's attention-drawing device. In situations where driving and progressing the interactional sequence are the only activities, the driver seems to be able to carry out both of these activities in parallel with no visible problems. On the other hand, in situations where more than two activities take place at the same time, the driver tends to prioritise the activities that they were carrying out prior to the attention-drawing device, and the activity initiated by the attention-drawing device is often suspended (also Keisanen et al. 2014). These suspensions are often verbalised, and it can be argued that they are used for socialising children into realising the multiple involvements and restrictions of in-car interaction.

Notes on multimodal subject complementation

The question whether embodied actions should be incorporated in grammatical descriptions has been recently discussed by, for instance, Langacker (2008: 251), Steen and Turner (2013), Andrén (2014), Ziem (2016), Keevallik (2018), Couper-Kuhlen (2018). While at moments the debate seems to be reduced to a simple “Why should we?” and “Why not” -argumentation, at least three major findings have been posed to support a multimodal grammar:

1. There exists a wide variety of entrenched non-verbal interactional patterns that have a clearly distinguishable form and meaning;
2. Some verbal and embodied practices seem to recur so that together they form a form-meaning constellation of their own; and
3. Some syntactic patterns can be filled with either a verbal or a non-verbal component;

This presentation offers further evidence in support of the third argument by introducing a syntactic pattern [it is + X] used by a 2-year old English as a second language speaker. Analysis of video recorded naturalistic data shows that the X in this pattern can be either verbal or a multimodal enactment. It is also argued that distinguishing a purely verbal utterance from a multimodal one would sometimes require drawing an artificial, even sporadic line between turns that have much in common.

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Eva-Maria Graf, Alpen-Adria Universität Klagenfurt
Melanie Fleischhacker, Alpen-Adria Universität Klagenfurt

Social Realities in Flux: Analyzing Young Women’s Football in Austria – More than one Data Set, More than one Methodological Approach and More than one Research Question

Football represents a promising epistemological site for exploring the contents and practices through which key social constructs such as gender are implicitly and explicitly (re-)produced, maintained, enacted and organized, but also challenged, criticized and contested (Mean 2001; Fielding-Lloyd and Mean 2016; Caldwell et al. 2017). The project “More than a Game” investigates into the complex interrelations between discourses of football, women and identity in Austria from a qualitative critical (socio-)linguistic perspective. Various data sets have been collected from the U16 Girls’ Team of the First Vienna Football Club: focus group interviews with players and parents, semi-structured interviews with the players’ coach and manager, post-match interviews with players, various types of team interaction before, during and after matches as well as players’ social media profiles.

For our presentation, we will focus on affordances and challenges when combining diverse data sets across different modalities using various methodological approaches and pursuing multiple research foci for the purpose of carving out and critically assessing the many readings of football as social and cultural practice by and about young women in Austria. In the sense of a research log book, we will portray and reflect our decision-making processes as regards choosing, adapting and combining methods (qualitative content analysis, critical discursive psychology, multimodal discourse analysis and mediated discourse analysis) for the different data sets in order to unveil intra-data particularities and inter-(data-)discursivity with respect to the overall research interest. Beyond the necessities for the current project, such an adaptive methodological approach concurrently meets the criteria for qualitative social research established recently by Strübing et al. (2018): In particular as regards the criterion of adequacy, research methodologies (and research questions) have to be constantly adjusted along the process of qualitative social research.

Working in pairs in the classroom. Epistemic stance, rivalry and collaboration

The data analyzed in this paper is classroom interaction in a class of 3rd graders working in pairs to solve a mathematical puzzle game. The research approach is practice-based design research, informed by ethnographic methods and multimodal interaction analysis. The aim of the interaction analysis is to inform further design through the creation of a collection of learning designs embodying principles of observational learning and social motivation, along with observations from their deployment in the classroom. Data is collected by using a wide-angle video-camera in the ceiling, which is recording nonstop, in combination with handheld video cameras recording over the shoulder of pairs engaged in the activity. Two pairs of learners are followed as they solve a complex logical puzzle. I will look at how the pair members construct each other as more or less “knowledgeable”, in relation to the process of the game and in relation to the task they have to solve. A second issue is to what extent the notion that the activity is a game contributes to structuring interaction between pair members in the two pairs followed. Since my approach concerns design of learning activities, both issues will be related to how opportunities for gameplay, collaboration and rivalry relate to the design of the learning activity.

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Stefan Hauser, University of Teacher Education Zug
Judith Kreuz, University of Basel

Pragmatic multi-framing – Forms of participation in class councils

In a growing number of Swiss public schools class councils have become a regularly practiced interactional format among pupils aiming at planning and organizing learning as well as discussing various other school-related topics. Most of the didactic literature on class councils attributes a central role to the dialogue denoting participation as a key element of modern schooling (cf. Wyss / Lötscher 2012). However, various educational scientific studies are rather critical towards participation as a normative concept pointing out the risk of ‘double bind’ situations. They articulate doubts as to whether the joint decision-making and solving of problems is truly self regulated by the pupils or whether such processes are highly influenced and prestructured by the teachers.

By referring to a conversation-analytical framework (cf. Heritage / Clayman 2010) we aim at presenting findings on how participation in class councils is interactively organized. In contrast to most of the didactic literature we do not understand participation as a normative but as an analytic concept (cf. Goodwin / Goodwin 2004: 222) focussing on the interactive work that hearers as well as speakers engage in. We are interested in what (multimodal) resources for participation pupils have in class councils and in how they make use of them. Another main concern is in what way the teachers are involved: When and how is the teacher influencing the interaction? Which (implicit) strategies of managing the conversation can be observed? According to our observations class councils are a rather specific constellation of togetherness bearing features of what we call “pragmatic multi-framing”. The way(s) in which the participants meet the various (and partly conflicting) requirements is what we are interested in.

Our data-material consists of 52 videographed class councils: a longitudinal corpus of 38 class councils from one class and a cross-sectional corpus of 14 class councils from different classes.

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Leisure Time Center-Teachers Changing Landscapes Through Constructing Concept of Responsibility

Children's possibilities to act responsible at Swedish leisure time centers (LTC) are influenced by LTC-teachers discourses of responsibility. However, LTC:s are in a constant flux caused by societal changes e.g enlarging groups of children and decreasing rate of educated LTC-teachers. That results in increasing focus on control and regulations (Saar, Löfdahl & Hjalmarsson, 2012), making LTC a complex practice. Contextual changes is affecting collegial talks and teachers work integrated learning (Billett & Choy, 2013).

This study focuses on how LTC-teachers construct the concept of responsibility during collegial talks. A point of departure is that the LTC-staff are a learning community (Wood, 2016), imbued by collegial interactions and joint learning and therefore mutually participating in constructing possibilities for children's responsibility.

Observations and interviews made at two LTC:s are analyzed with a discourse analytic approach (Fairclough, 1992), with the guiding questions: What boundaries and possibilities concerning responsibility are LTC-staff participating in constructing in the everyday practice? How are those boundaries and possibilities constructed and reconstructed?

Results indicate a complexity in LTC-staffs interactional constructions of responsibility, including embedded possibilities and boundaries in organizing activities, positioning on the schoolyard and talking with colleagues. These embedded constructions constitutes prerequisites for children to act responsible.

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Marika Helisten, University of Oulu
Maarit Siromaa, University of Oulu

"Is the kettle on?" – Initiating break time encounters at work

"This study investigates break-taking at work as a social activity at the interface between work and leisure. Drawing on video data and ethnomethodological conversation analysis, we examine the way in which colleagues accomplish the initiation of break time encounters. Previously, attention has been paid to how people initiate activities with co-present others in various contexts and to the consequences that participants' body behavior, movement in space and their material surroundings have on the ensuing interactions (Mondada 2009, Mortensen & Hazel 2014, Sorjonen & Raevaara 2014). Similarly, we focus on the way in which participants multimodally orient to and organize the constantly changing constellation of participation of coming together and initiating a social break in a particular setting. Through their vocal and bodily conduct and the timing and sequential position of their actions, participants constantly display varying degrees of orientation, alignment and affiliation with one another (Deppermann et al. 2010; Keisanen & Rauniomaa 2012).

We focus especially on the way in which arriving participants organise themselves for the ensuing break time activities through verbal and bodily means. Upon entering the break room and greeting the already-present participant(s), the arriving participant may, for example, orient to artefacts that are relevant to the ensuing activity by observing, handling and/or topicalizing them verbally (e.g. Is the kettle on?). Thus, the arriving participant verbally displays the initiation of break time and intended participation in the break time activity and acknowledges and orients to the colleague(s) present as potential break time buddies. Furthermore, arriving participants may display their orientation to the established status of certain break times by, for example, commenting on the composition of the participation framework at hand and topicalizing and accounting for the non-attendance of colleagues (e.g. I don't know where everyone is. Is there something special on the agenda this morning?).

What goes up must come down: Shifting in and out of 'falls' in rock climbing

In this paper, I will examine how rock climbers manage falling events or 'falls': instances where a climber falls off the climbing wall, and are 'caught' by their partners. Via these instances, climbers must sequentially switch between the three activities that constitute any given climb: active climbing, falling, and resting. Climbing falls are thus useful events through which to examine flux because they involve ongoing potential for sudden shifts in activity for both the climber and their partner. Furthermore, due to their sudden nature, falls provide a contrast to past studies of institutional settings, where preparation and projection have different timing and stake (1).

Climbing has rarely been examined in the EMCA literature (2). The climber ascends a wall using hand and footholds that are spaced so as to provide a challenge, while the partner manages the rope. Falls (up to 20m indoors) have consequences, including losing hard-earned progress and potential injury. Falls are not always projectable; feet can slip, and holds can have unexpected properties. Projectability is improved through communication (warnings), and making difficulties publicly available with the body (shaking, breathing and other non-lexical vocalizations). The behaviours that occur during falls are a result of being ready for danger at any moment, and long-rehearsed procedures that make safe 'catching' an almost automatic response. In this way, I will show how climbers use their bodies to respond to and anticipate continually possible sudden changes.

This study uses a growing corpus of video recordings of climbing in Canada (3.5 hours, 10 climbers), alongside participant observation.

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Coffee and conversations: discourses of gender and age, and social support in the staff break room

The break room at work can function as an interface between personal and professional lives, and break-taking can have a significant impact on well-being and social relationships at work. Previous research has mainly focused on topics such as talk in institutional settings, meetings and the importance of break-taking (e.g. Arminen 2005, Marra and Holmes 2004, Asmuß and Svennevig 2009, Hunter & Wu 2016, Fritz et al. 2013). However, interactions and social activities during breaks at work and their significance have not been extensively studied.

The aim of this paper is to explore and understand the break room both as an institutional platform and a site for more informal social interaction between coworkers, and to consider especially the discourses of gender and age and the practices through which they are utilised in expressing identities in conversations (e.g. Edwards 1998, Stokoe and Edwards 2015, West and Zimmerman 1987, Coupland 2013).

The paper utilises ethnomethodology and membership categorization analysis and aims to combine these frameworks to an ethnographic perspective. The focus is on members' narrative accounts of personal experiences, and the aim is to understand how the speakers position themselves in relation to their interlocutors and to discuss for example societal expectations and the participants' incumbencies in related categories. The paper also considers the participants' contributions to creating and maintaining the work community in the break room, as well as the concept of social support between coworkers. The data in this study consist mainly of video material collected in workplace break rooms and are complemented by ethnographic interviews and fieldnotes. Including ethnographic data is thought to provide a relevant participant perspective to the subject of study.

Martina Huhtamäki, University of Helsinki
Inga-Lill Grahn, Institutet för språk och folkminnen, Göteborg

Authority in personal training in Finland Swedish and Sweden Swedish – an interactional study

There is an ongoing social change in the individual's relation to his/her body, which is seen in the extensive growth of the health-promoting industry. In this industry, the patterns of participation between professionals and clients are in flux. For example, the profession of a personal trainer (PT) is not as standardized as a physician's. This implies that the PTs have to show their professionalism in interaction with their clients (George 2008). However, there is no research on how this interaction is actually carried out.

In our study, we examine how PTs exert their authority during training sessions, and how clients comply with or challenge it. We study the sequential, linguistic and embodied features with Conversation Analysis (Sidnell & Stivers 2013) and use fieldwork-notes in the tradition of ethnography of communication (Saville-Troike 2003). The data consist of 7.5 hours of recorded training sessions in Finland Swedish and Sweden Swedish. One purpose is to compare the Finnish and Swedish data to see if there are any cultural differences (Schneider & Barron 2008).

Our results show that PTs exert their authority by giving instructions with direct forms, such as imperatives and phrases, by giving reasons for an exercise, and by using a “professional touch” to direct the client's body. Clients mostly comply with the PT's authority, and when not, they smooth their challenges with humor and laughter.

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Problem solving on the go – a single case analysis of a pre-opening of a tele-consultation

While high hopes are put on technology to solve the problems of health care sector, research on new technologies in workplace context has emphasised how the technologies can hinder the work, if they do not fit the existing work practices. Furthermore, introducing new technologies at work can bring difficulties of their own: what to do if new technology does not work at all? In this presentation I will present a single-case analysis of a pre-opening of a video-mediated tele-consultation during which the participants need to solve a fundamental problem for intersubjectivity: for some reason the distant specialist can not hear the general practitioner and the patient and the participants need to establish the sound connection in situ.

Earlier conversation analytic research on technical distortions in video-mediated interaction has shed light on the ways in which fractured ecologies make multimodal actions hard to interpret and how audio-distortions are dealt with in talk. However, earlier research has concentrated on cases where distortions emerge during ongoing interaction. By using multimodal conversation analysis, informed by theoretical notions of distributed cognition (Hollan et al., 2000) and cognitive event analysis (Steffensen 2013), I will illuminate how the participants move from recognising the problem to resolving it in a stepwise manner. In this process participants orient to various multimodal resources, including talk, gesture, screen activities and manipulating physical objects. The analysis shows how new technologies in workplace are domesticated into pre-existing configurations of technological tools and work-practices.

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Alice Juel Jacobsen, University of Aalborg
Gorm Larsen, University of Aalborg

Organizational dialogue in practice

A shift has taken place in the relationship between organizational management and employees in recent years. A proliferation of conversation, dialogue or negotiations in different forms has emerged and dialogue has become a most commonly used approach to organizational management (Dolan, Garcia, and Richley 2006, Karlsen and Villadsen 2008). Objectives of the organization are no longer to be defined authoritatively from the top to be exercised in the bottom of the organization; objectives should ideally arise from conversations and negotiations between managers and employees (Karlsen and Villadsen 2008). In extension of this, the dialogue is increasingly considered a more equal approach to organizational problem-solving and also a way of creating co-ownership in relation to the organization's goals (Karlsen and Villadsen 2008). It seems that the transformation is creating new positions and spaces in the interactions in organizations for both management and employees. This actualizes the question of how a reconfiguration of power-relations in organizational dialogue is taking place?

In this article we more explicitly explore how power relations manifest themselves in an organizational coaching session in a municipal organizational change project in a social institution. A conversation analysis (CA) of a concrete coaching conversation between a manager and an employee, is combined with Foucault's relational understanding of power. Thus it becomes possible to identify how power is concretely created and influences the spaces for action by the parties involved in the conversation (Foucault 1982). We identify several technologies used by the leader and employee, and in this context, we also emphasize the power practiced by the employee, which has not yet been described. We hereby offer an analytical rather than prescriptive position in the understanding of power and coaching, which provides an awareness of the unfolding of power in the interactions of coaching conversations.

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Antti Kamunen, University of Oulu
Pentti Haddington, University of Oulu

Studying a complex interactional setting: Interaction in multinational crisis management training

Multinational crisis management training prepares military and civilian staff to work in conflict situations around the world. The training includes exercises that simulate real-life conflict situations as realistically as possible. The situations are multidimensional and complex, and working and solving problems in them requires successful communication. In this talk, we address interaction and 'complexity' in peacekeeping training by focusing on field work and data collection in a multinational military staff during the VIKING18 peacekeeping exercise. At the outset of the project, we had the following challenges: First, the studied setting – a brigade-level tactical operations centre (TOC) – is highly complex from the perspective of collecting audio and video data: interactions overlap, involve multiple parties, and are distributed and in continuous flux; situations change quickly, and conversations take place in different locales and sometimes in different languages. These issues present challenges for the EMCA method: how to collect high-quality audio and video that enables precise and micro-detailed analysis of interaction in such a complex setting? Second, skilled participation and interaction in a TOC require specific institutional knowledge, such as knowledge on the policies and procedures in multinational peace operations, military lingo, the different roles of the participants. For the analyst, a further complexity is how to gain understanding of the environment and the interaction taking place to conduct the analysis. As results, we show how these questions were considered already in the planning of the recordings. We also show how the technological solutions (e.g., multiple cameras, 360° cameras, multiple studio-level microphones) provided a comprehensive access to the conversations in the TOC. As an analytic result, we present a single case from the video data where the participants work together to solve the meaning of a military acronym. We show how micro-detailed and sequential analysis of this case benefits from a comprehensive understanding of how solving the meaning of an acronym as an interactional practice is tied to broader organisational and discursive challenges faced by military staff members in multinational peacekeeping operations.

Laminating action with acquired brain injury and aphasia - towards a new person-centered participants' perspective

The empirical video data comes from a meeting in a residence for people with acquired brain injury (ABI). The research interest is directed towards investigating how a case participant (one resident) fits his engagement in the ongoing interaction and how he builds that engagement on his previous embodied or verbal contributions during this meeting. For the presentation, three occasions where our case participant (the resident) orients to 'problems' in embodied or verbal statements are addressed. The problems are regarding 1) the residential kitchen as a difficult material setting for a wheelchair user, 2) the resident's body (spastic right arm) causing insomnia and 3) the ignorance of the staff regarding his situation. All these embodied or verbal statements occur as next turns to 1) an occupational therapist's highlighting of the building's bad interior design occasioned itself by them being in the kitchen, 2) a researcher's claim of people with ABI getting easily tired and 3) a discussion about the organizational understanding of the various types of problems people with ABI have. A new participants' perspective is probed and discussed for analyzing the lamination of action intertwining past, present and future action-taking towards building up of problems in this interaction.

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Laura Kohonen-Aho, University of Oulu
Anna Vatanen, University of Oulu

Participation and co-presence in the virtual world of Second Life: Transitioning from a gathering to an encounter

Social situations can be divided into 'encounters' and 'gatherings' (Goffman, 1963). In encounters, participants share a joint orientation (e.g., by having a conversation) whereas in gatherings participants are in a shared space without a joint focus (e.g., strangers in an elevator). Mondada (2009) has shown how in face-to-face interactions a common interactional space is achieved multimodally, transforming silent co-present persons in a gathering to co-participants in an encounter. Computer-mediated social situations are mostly designed to be focused encounters, which is why they rarely involve transitions between gatherings and encounters. However, virtual worlds (VW) provide for the occurrence of both gatherings and encounters between the distributed participants. VWs are designed both for creating users a sense of being present in a joint space, and for interaction by using virtual characters (avatars). Our paper explores how the VW gatherings turn into encounters. We present close sequential analysis of moments when after a silent gathering talking is gradually resumed, and focus especially on the embodied avatar conduct in this process. The data comprises 12 video-recorded three-person team interactions in VW. All teams follow a similar interaction structure including alternation between teamwork episodes (pre-planned encounters) and individual questionnaire filling episodes (pre-planned gatherings during which the level of sociality between team members is reduced). All participants are faster than expected in filling out their questionnaires, which results in unplanned 'surplus time.' During these moments, most teams transform the gathering into an encounter rather than remain silent until the initiation of the next task. We demonstrate that transitioning from a gathering to an encounter rarely occurs just verbally. Instead, like in face-to-face situations, multimodal resources are often used. However, we show that the stages and practices of the transition process in a virtual world have unique characteristics when compared to face-to-face situations.

Word search in ELF interaction: Multilingual and embodied practices as a resource

In my study I examine how speakers with different linguistic backgrounds employ various multilingual and embodied resources in English as lingua franca (ELF) interactions. My presentation will show examples of word search sequences, in which participants use code-switching together with various embodied resources (such as gaze shift, hand and facial gestures, and body movements in the shared environment) to deal with temporal lexical gaps.

The data for this study comes from 12 hours of video filmed face-to-face everyday interactions between native speakers of Finnish (3 participants), Czech (2 participants) and Slovak (1 participant). Average length of one conversation is 2 hours, and the number of participants varies from 2 to 4. Participants use English as a common language to communicate with each other. Native speakers of Czech and Slovak have at least lower-intermediate knowledge of Finnish language, and one Finnish participant has a beginner level knowledge of Slovak. Slovak and Czech participants understand each other's native languages on the advanced level.

Following the conversation analytic approach, I examine how participants temporally and sequentially organize their actions during the word search. My findings show, that in order to avoid or solve lexical difficulties, participants make frequently use of embodied resources, which are typical for a word search (e.g. gaze aversion, 'thinking face' and iconic hand gestures). However, compared to monolingual speakers, ELF speakers also creatively draw upon their multilingual repertoires during word search. Flagged code-switches are usually closely intertwined with embodied practices, and in relevant situations serve as an additional resource for the speaker.

Children's Participation in Discourse – Argumentative Co-Construction in Peer-Groups

Oral argumentation skills are widely recognized as important competencies in academic as well as in everyday contexts (e.g. Grundler/Vogt 2009), not only because they promote a deeper understanding of scientific concepts and support learning in school (e.g. Baker 2009), but also due to the general goal of participation in society. Although Swiss school curricula highlight the importance of oral competencies, there is a lack of empirical data on the argumentation practices of children in their early school years.

My data consist of a sub-corpus of 60 videotaped small-group discussions between peers aged 8 to 14 aiming to find a solution to a problematic issue.

In my paper, I focus on how children participate by co-constructing arguments during their conversations in order to reach a consensus. While the younger children use relatively simple argumentative structures to defend their own opinions, the older ones co-create single turns or larger discourse units and together develop complex arguments. The data show that collaborative argumentation allows for the elaboration of a complex argumentative structure, the expansion of ideas and furthermore reveals the children's attentiveness to each other's stances. Co-construction requires high-level knowledge of conversational conventions (e.g. recognizing transition-relevant-places and grammatical constructions in order to introduce argumentative elements cohesively), and skills in appropriate social behavior. By means of co-constructions, the children display togetherness, which seems to be an important tool of access to controversial topics and therefore gives a chance to participate actively in group discussions.

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Louis Maritaud, Lumière University Lyon 2

Isabel Colón de Carvajal, Lumière University Lyon 2

Participation and mutualisation of the information during nurses' work shift meetings in a psychiatric structure.

How do nurses, in a psychiatric context, deal with the mutualisation of information about the patients? The reform of the health system organization steered towards new modes of cooperation encourages medical teams to be efficient when dealing with communication issues. Considering the specificities involved in nursing practice in mental health through relational care and the continuity of care, there is an increasing number of caregivers dealing with patients. From both Discourse Analysis and Conversational Analysis perspectives, we want to analyse the nurses' participation and its dynamics during their work shift meetings, from interactional and multimodal point of views.

In this paper, we propose to describe the role played one specific member of the healthcare team, that includes all the caregivers, during these work shifts meetings. Indeed, we have observed in our data that one of the participants embodies the whole team's virtual knowledge, to mutualise information, and share this knowledge to every team member.

This research - lead with a nurse and in partnership with health professionals - is based on 15 hours of work shift meetings in a psychiatric hospital (Centre hospitalier Le Vinatier), in Lyon, France, that involves between 4 and 20 participants. The data are transcribed according to the ICOR conventions (ICAR Laboratory, Lyon).

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Annamari Martinviita, University of Oulu
Riikka Tumelius, University of Oulu
Marjukka Käsmä, University of Oulu

The researcher as change maker in nexus analysis: thoughts emerging from studying technologically mediated action

In this presentation we will discuss the use of nexus analysis to study technologically mediated action through illustrative examples from three research cases in different settings: chatting online during English lessons, discussing in online-gaming forums, and sharing images from national parks in a Facebook group. We will highlight the theoretical and methodological aspects of nexus analysis that are relevant to analysing the role of technology in shaping human social action, focusing particularly on the notion of change, and our role as qualitative researchers in discussing technologies in flux.

Proceeding with a particular social issue in mind and creating change therein has been a central premise in nexus analysis (Scollon & Scollon, 2004). However, striving for immediate change has not been the focal point in our studies of online environments thus far. When studying technologically mediated action, the researcher's position as an agent of change is not self-evident: access to direct open contact with key participants (including technology developers) may be fleeting or non-existent, therefore curtailing the researcher's influence on the social action being studied.

At the same time, in studying technologically-mediated interaction, a nexus analyst must discuss the technology, its design, the inbuilt affordances, restrictions, values and power balances it produces. A nexus analysis could then have much to say in terms of technology development. However, the strength of nexus analysis is in its focus on the role of technology in action rather than the technology itself, allowing the results gained to be more widely applicable. Our work has the potential of sowing seeds of change affecting individuals' actions with technologies in the future; and perhaps thus affecting the technologies themselves. In discussing these overlapping issues, we seek to understand how we can think about change in a meaningful way in our work.

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Analysis of the Arctic Strategies: from Environmental Concerns to Business Interests

The Arctic is one of the most discussed issues in the press and on the political level. Climate change that speeds up melting of the ice cap creates a business case for the use of vast Arctic resources. The Arctic possesses 13% of world undiscovered oil and 30% of undiscovered gas resources and is rich in rare earth minerals. At the same time the Arctic is one of the most fragile ecosystems, where anthropocentric impact shall be minimized. The Arctic Council was created in 1998 with the aim for peaceful cooperation between eight Arctic states. The focus of the Arctic Council has been environmental protection and cooperation, which resulted in three international binding agreements (Search and Rescue, Oil Spill Prevention and Scientific Cooperation in the Arctic). Over the course of its functioning the Arctic Council has accepted thirteen non-Arctic states that act as observers.

The purpose of this paper is to investigate Arctic strategies produced by Arctic states and observers with specific focus on these strategies and the business opportunities in the Arctic. This research is trying to answer the question: do we observe the shift in focus from environmental protection to exploration and business development of the Arctic. This study uses discourse analysis (Johnstone 2018), more precisely action-implicative discourse analysis (Tracy 1995). The data of analysis constitutes Arctic strategies (and their iterations) of eight Arctic states (Canada, Denmark, Iceland, Finland, Norway, Sweden, USA and Russian Federation) and 13 observer states (France, Germany, Italian Republic, Japan, The Netherlands, People's Republic of China - Kiruna Ministerial meeting, Poland, Republic of India, Republic of Korea, Republic of Singapore, Spain - Switzerland and United Kingdom).

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Social Media as Nationalist and Secessionist Discourse Media during the Anglophone Crisis in Cameroon

Technological advances has decentralised public communication through networked digital communication. The present paper seeks to make a critical analysis of the contradictory discourses and conversations on Facebook about ways of resolving the Anglophone problem crisis and on the future of the English-speaking regions of Cameroon. Since November 2016, the Anglophone populations have embarked in civil disobedience against the Government of Cameroon over the latter's alleged slowness or refusal to address their grievances.

After some attempts to create and platform for dialog with the protesting parties, and due to continuing civil disobedience in the North West and South West Regions in Cameroon, the Government of Cameroon decided to disconnect the internet between January and April 2017 in the two regions. It was alleged that secessionists in the diaspora used the social media to disseminate their messages and manipulate the populations through fake information.

This paper makes a critical discourse analysis of trolls, and polarized conversations and discourses by Anglophones Activists on Facebook regarding the socio-political crisis that has been wrecking Cameroon since the end of the year 2016. Using Critical Discourse Analysis (CDA) as a methodological and theoretical approach, and nationalism as the ideology, this study shows that there are two opposite views defended by Anglophones on this social media platforms: the separatists' and the pro-unionists' positions. On the one hand, the separatist activists through their Facebook posts discourse to repudiate the pan-Cameroonian identity which they associate to Francophonisation and cultural assimilation, and promote a separate Anglophone nationalism. On the other hand, the pro-unity Anglophone activists defend national unity and reject the secessionist discourse, thereby reproducing and expressing their adherence to the Pan-Cameroonian identity. This study will try to go beyond linguistic elements analysis to include a systematic construction of the historical and political, sociological and/or psychological dimension in the analysis and interpretation of specific texts/discourse.

Smartphones in conversational flux: talking about using technology

This paper investigates the use of mobile devices in face-to-face encounters, more specifically, how participants multimodally account for the way in which they handle their smartphone in co-presence of others. Previous research has shown that smartphone use in face-to-face interaction can be occasioned by incoming signals or messages (DiDomenico/Boase 2013, Relieu 2008) or by on-going talk (Brown et al. 2015, Porcheron et al. 2016). However, when and how exactly participants concurrently use their mobile device and comment on this use has not yet been studied as a social practice in its own right. Based on the framework of multimodal conversation analysis, this contribution analyses video recorded everyday conversations in Czech and German during which the participants occasionally use their smartphones.

This paper aims to reflect in more detail on the exact formats and temporalities of these “accounts for device use”: they do not only occur as explicit announcements of the action done on-screen, but can also be carried out by “talking to” the device (often related to technical issues such as delays) or by facial expressions, specific gestures or handlings of the device. The account formats depend not simply on the co-participants’ visual access to the screen, but also on the sequential environment of the device use: in case of responsive device use, accounts are minimized and embodied; but when self-initiated by the device holder, the device manipulation is more likely to be accompanied by a verbal, explicit account, allowing for an anticipatory framing of a first action related to a potentially opaque technological interface. More generally, this paper contributes to the study of technology use in everyday social encounters and the way in which it is entwined with the conversational flux (Brown et al. 2013, Pizza et al. 2016).

Roger Norum, University of Oulu
Jonathan Carruthers-Jones, University of Leeds
Alice Eldridge, University of Sussex

Wild visuals: Integrating ethnography, cartography and ecoacoustics along an Arctic mountain transect

It should come as little surprise to the ethnographically minded scientist that the task of capturing local attitudes to landscape is most accurately performed in situ, in the field. These days, among scholars working on the conservation of wild spaces, mobile methods are emerging as a key tool for understanding experiences of and relationships to place. Conservation biologists, for example, now look at underlying spatial data to develop a quantitative landscape typologies, then spatially tag and capture the attitudes of various community groups in relation to that typology, in specific places. In this talk, we present ongoing experimental research in Abisko, Sweden, that blends participatory ethnography and participatory mapping with bio-acoustic and 360-degree immersive visual methods so as to comprehensively capture human perceptions of, knowledge about and attitudes towards dynamic Arctic environments. This multisensory, participatory methodology, amalgamating experiential human information with empirical ecological survey data, can advance understanding of the complex interactions between society, environment and place in modern conservation approaches. We present this interdisciplinary and collaborative research project so as to engage research subjects in active, sensory roles with the hope of creating that elusive co-created knowledge – and actually putting it to use. By melding ethnography that unveils insights into local community land values with existing geophysical/ ecological survey methods, we aim to building local capacities for understanding the impact of environmental change on Arctic communities, whilst also honing a new methodology for broader use in the future co-production of sustainable land-management policies internationally. Moreover, involving humans in co-created conservation tools such as wildness maps may be one way of addressing the multiple conflicts currently surrounding wild land and wild species use and abuse.

Progressivity and choral co-production of directives in police–citizen encounters

Getting citizens on board with the ongoing police task is a central factor in enacting effective policing. Police patrols in Finland consist of two officers. While they may resort to some pre-ordered division of labor (based on their rank), I frequently encounter cases in my data that both officers overlappingly talk to citizens. While the majority of overlaps are short, some are surprisingly identical (Du Bois 2014) and synchronized (Lerner 2002). Further, while the majority of overlaps are also unproblematic, problems may arise if the overlapping turns are dis/misaligning and, therefore, open for citizens to resist. In this presentation, I ask for what practical purposes and how officers breach “the one person talks at a time” rule (Sacks et al. 1974)? I will analyze cases from a collection of 67 sequences (from a reality tv-series Poliisit) where overlapping talk between officers giving directives to a citizen occurs. The collection includes both crime prevention and service encounters, and the directive formulations range from ‘asking’ the citizen to ‘get up’ to imperative directives to ‘step into’ the police car based on officers’ authoritative power. I suggest that overlappingly/chorally formulated directive turns are progressively produced (the ‘final’ co-produced directive is a build-up of directives from the previous turns) and locally tied to the ongoing accomplishment of intercorporeal task. It is a way of univocally enacting ‘soft authority’ in transitions sequences.

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Securing a healthy future for all? (working title) An ethnographic study on genetic knowledge in Finland

The aim of this doctoral project is to examine anthropologically how genetic knowledge on inherited diseases shapes the way individuals in Finland perceive aspects of body, health and well-being. As genetic testing is gradually taking its place in the Finnish healthcare sector, what is of interest is the interpretation and translation of genetic test results into questions of identity and everyday life. With the anticipation that the practice of medicine will transform due to innovative biomedical technology, it is essential to understand how societal guidelines and expectations concerning the use of genetic data impacts people's sense of sickness and health.

The methodology used in this project is ethnographic from core and aims at providing a coherent picture of how genetics is unfolding in the Finnish context. It examines structural aspects such as governmental policies and guidelines as well as healthcare and business dynamics to better understand how individuals partaking in public/private genetic testing services embody genetic information in their daily lives. To gain further depth into the topic, this doctoral study embeds aspects of temporality and ponders how a genetically imagined future ahead influences the way the present and past is interpreted. This study provides a profound and multi-faceted understanding of what the social consequences are of normalized genetic medicine in Finland.

Pointing gesture in Finnish learners' requests

Making a request is a mundane action that also a second language learner has to do probably at early stages when moving to a new environment. I examine requests made by learners who study Finnish as a second language. I study the linguistic and multimodal construction of requests in a language classroom shopping exercise. My approach is interactional linguistics: I use conversation analytic methodology and a construction grammatical description.

Spoken language is only one kind of interactional resource among other multimodal resources, for example gestures, gaze, body position and artefacts (Kääntä & Haddington 2011: 11). In the language learning context, where the resource of the studied language is just developing, embodied resources can play a very important role (see Gullberg 2006: 111–112). The data consists of 92 requests found in 11 video recordings with 25 learners in total. A request is produced linguistically in the data, but about the half of the requests include also pointing. In the data pointing is used to achieve a mutual focus of attention or to solve a linguistic or interactional problem.

In the study I examine the different functions of pointing in requesting. Also, I consider whether pointings and verbalisations of requests together form a grammatical construction. The research could contribute to the field of learner language and develop combining the construction grammar and conversation analysis.

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Analysing the complexity of nature hikes with 360-degree and stereoscopic video recordings

Participants on nature hikes want to encounter nature ‘first hand’ and they also wish to learn about what they otherwise do not have direct access to. They partake in a moving gestalt which typically is populated by ad hoc groups and expert guides. The focus of the presentation is to explore how Big Video data (McIlvenny & Davidsen 2017) can better capture a (moving) nature hike gestalt from the participants’ perspective. Laurier & Philo (2006) remind us of Raffel’s (1979) notion that video recordings make it possible to “examine past activities not as past but rather as ‘formerly present’” (Laurier & Philo 2006). The talk presents the collection and multimodal interaction analysis of 360-degree and stereoscopic video footage from two nature hikes (one to a protected heathland and the other to a forest). In both cases, the participants’ mobile formation was in flux and in both of them an additional object (a rod sampler and a smartphone app) was introduced. The app seemed to create a disruption or ‘dilemma’ (Emirbayer and Maynard 2011) for the gestalt/participants. The analysis shows how the introduction, acceptance and rejection of the objects emerged as interactional and spatial accomplishments in the longer-term contingencies of the gestalts. This leads to a final discussion about to what degree Big Video data can be judged to be not just a pale documentation of ‘formerly present’ activities, but can be considered a chance to experience the situation as ‘being there’ volumetrically, that is, ‘first hand’, as a perceptually embodied observer.

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Interactions across organisations in multinational crisis management training

Multinational crisis management training aims to prepare military and civilian staff to work in conflict areas around the world, together with people from different organisational and other backgrounds. The training simulates work in the conflict areas, where interaction takes place in a fast pace, under heavy stress, and in complex surroundings that are in continuous flux. In training, the lingua franca is English, but due to different organisational and other backgrounds, the participants have different conventionalised practices to use language and their discourses vary. This study attempts to find out how people from different organisational and cultural backgrounds interact and display comprehension and incomprehension.

The methodological approach in this research is nexus analysis, which combines micro-level interaction analysis with ethnographic perspectives. Nexus analysis perceives interaction as social action and as it occurs in the intersection of the historical bodies of the participants, the interaction order mutually produced by the participants, and the discourses in place that enable the action (Scollon & Scollon, 2004). The approach provides a comprehensive understanding of interaction and its broader discursive surroundings in multinational crisis management training.

The research materials consist of ethnographic field notes from the European Union Integrated Crisis Management Course (EUICMC); video recordings and ethnographic field notes from training situations in the United Nations Military Experts on Mission Course (UNMEM) that prepares Military Officers for UN Peacekeeping Operations; and additional video recordings from VIKING18 training, one of the world's largest multinational joint staff exercises, complemented with interviews and related documents.

The general aim of this study is to identify and describe good communicational practices in multinational crisis management training. This paper concentrates on the first steps in nexus analytic research, engaging the nexus of practice.

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Creativity in Interaction – Ideas in flux

Although there is a scientific and socio-political consensus that creativity plays a decisive role in shaping today's knowledge-based society (OECD 2000, p. 3), empirical approaches to examine the day-to-day production, negotiation, and the fostering of creativity are still lacking (Sawyer 2012; Reckwitz 2016).

In order to fill this gap and to investigate the day-to-day negotiation of creative products, 383 hours of video data of interactions in creative spaces at leading Swiss advertising agencies were collected. These creative spaces were structures created specifically to foster creativity. The interactions taking place in these spaces are analyzed using multimodal interaction analysis with special consideration of the spatial component (Mondada 2016).

Based on the preliminary analytical results, it can be stated the interactive production of creativity and joint development of ideas can be described through a systematic model of five distinct interactively constituted jobs (Hausendorf and Quasthoff 2005). These jobs are realized by the participants using not only verbal, but most notably spatial (Hausendorf 2010), gestural (Stukenbrock 2015), embodied (Mondada 2011) and collectively imagined (Ehmer 2011) resources.

The single paper presentation presents a model of these jobs, which covers the participant's multimodal activities during their joint development of creativity. A special focus of attention is placed on the transformation of the original creative idea through that multimodal process.

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Budo Demonstrations as Shared Accomplishments: The Case of the Talented Uke

This research examines the multimodal ways in which budo teachers 'guide' their partners in demonstration sequences, situations where the whole class observes the teacher, who, together with a partner, illustrates specific martial arts techniques. In particular, this study examines practitioners of aikido and Brazilian jiu-jitsu (BJJ), two very different disciplines philosophically. These two sports, nonetheless, seem to feature very similar embodied practices in the way they are taught to the observing students.

The partners are guided through the demonstration in-situ; that is, they are not given instructions by the teacher beforehand. Both the teacher and the partner therefore have to construct intersubjective understanding of both the technique being shown, and the demonstration sequence underway, as they unfold. This is made possible by both participants being privy to the particular semiotic structures of their sport. While at times the teachers may resort to very explicit ways of directing their partners (e.g. by physically manipulating the partner's body to desired positions), this research will show that such 'explicit' modalities tend to be reserved for situations where the participants encounter a break-down in the intersubjective understanding, or where the demonstration is being 'set-up' before the actual pedagogical content is addressed.

This research illustrates that budo teachers operate on a spectrum of explicitness/implicitness when guiding their partner. When the focus of the teaching is on the actions of the partner, or when illustrating a familiar technique, the teachers tend to be more implicit in their guidance. The partners reflect this by displaying heightened pedagogical 'agency', the ability to produce sport-specific movements not explicated by the teachers, even to the extent of providing additional, perhaps even unexpected, pedagogical content to the demonstration. In this way, the teachers and their partners treat the demonstration as a shared accomplishment.

The data for this research comprises of 11 hours of video footage from aikido and BJJ practice sessions, filmed in Finland. In majority of the cases, the teaching is conducted in English. The data was approached with the multimodal conversation analytic method.

Work ethics and social solidarity in determining the boundaries of break taking at work

A break at work facilitates recovering from work-related activities and replenishing one's mental and physical resources over lunch or coffee, for instance. Nowadays break taking is not considered to conflict with the demands of productivity. Quite the contrary, it is seen as instrumental in promoting work-related well-being and even increasing productivity (e.g. Dabaneh et al. 2001). Nevertheless, in the present society that emphasizes the value of work, the employee may come to conclude that a high-level work ethic with all the related individual characteristics, such as being active, responsible and productive (e.g. Korhonen & Komulainen 2018), do not cohere with break taking.

Our study views break taking as social activity. We focus on the break closings, examining how the participants orient to the demands of work ethics, on one hand, and of social solidarity (e.g. Clayman 2002), on the other. We likewise investigate the endings of snack time during leisure activities to see whether those breaks involve a similar orientation to the demands of the activity at hand as opposed to the maintaining of social solidarity. Using conversation analysis, we draw on video data of naturally occurring breaks at work and during leisure activities in natural settings, such as picking berries and hiking.

Our study shows that when ending such breaks, the participants engage in subtle orchestration of verbal and bodily resources to coordinate the ending of the break and the ongoing activity. It is indeed the participants who leave the break room that provide an account for ending the break (better get back to work again) –not the ones who remain there. That is, references to work ethics are a practice that the participants utilize in accounting for their leave taking from the break room and the company of others. The synchronizing of accounts and multimodal actions with the ongoing activity maintains and promotes social solidarity and suggests that the participants view breaks as meaningful moments of togetherness.

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Efficiency and interaction in flux – Mixing methods to unfold the change potential of questioning in executive coaching

Asking questions is a core intervention across helping professions such as executive coaching. The goal of coaching is change in and for clients (Whitworth et al. 1998); the efficiency of coaching has been empirically established in psychology-based coaching outcome research (e.g. Sonesh et al., 2015). Theoretical models of change thereby predispose an action logic of the coaching process.

The coaching conversation, the observable part of clients' change process, is interactively and communicatively co-constructed by coach and client across a number of sessions as part of a coaching process. Discursive practices such as questioning have been established as local agents of change in their sequentiality in neighboring formats such as psychotherapy by researchers drawing on Conversation Analysis and Gesprächsanalyse (e.g. Voutilainen et al. 2018; Spranz-Fogasy et al. rev.).

How to integrate efficiency, i.e. global change, and interaction, i.e. local change, is, however, empirically and methodologically challenging. Stiles et al. (1998) and others refer to this challenge with "appropriate responsiveness" (AR).

We present an interdisciplinary project that draws on a mixed methods research design to address this challenge in the context of questioning practices in coaching by integrating psychological and linguistic coaching process research as well as Conversation Analysis and Gesprächsanalyse. The analysis will be based on authentic coaching conversations from Austria, Germany and Switzerland as well as on an already existing corpus of coaching processes in German (Graf in press).

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David Suderland, University of Mannheim

Storytelling in flux. Integrating smartphones into the narrative reconstruction of past events in face-to-face interactions.

The presence and use of smartphones in everyday face-to-face interactions has become an increasingly common phenomenon, but research on how interactants use these mobile communication technologies as a situated resource for the production of social action is still relatively scarce.

This talk analyzes how mobile-supported sharing activities (Raclaw, Robles, & DiDomenico, 2016) are used to integrate photographs or text messages into storytellings in everyday conversations. Using multimodal conversation analysis (Mondada, 2018), I will show how in and through practices of speech and embodied conduct smartphones are introduced as meaningful social objects into the conversation. The smartphone's affordances provide interactants with alternative semiotic resources for the narrative reconstruction of past events, which are, for example, employed to read text messages out loud to introduce the words of others into the storytelling. The talk argues that practices of introducing visuals or text messages into stories changes how interactants are able to make sense of past events and contribute to a modification of established forms of reconstructive genres (Bergmann, 1985, S. 305) in everyday conversations.

The analysis is based on video recordings of face-to-face interactions between young adults in informal settings. Data are in German and transcribed according to conventions for multimodal transcription.

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Knowledge-creating interaction in a multidisciplinary research community: the use of boundary objects in face-to-face discussions to produce scientific knowledge

In this presentation, we examine the limits of oral discussion and the need to use boundary objects in the interactive events of a research community (Carlile, 2002). We focus on interactive practices and objects used to take steps towards more exact and coherent expression in face-to-face discussions. Our data consists of video materials, recorded in various meetings and workshops of a multi-disciplinary research community. We base our study on the research conducted in the fields of Organizational Sciences and Knowledge Management, which emphasizes the dialogical nature of collaboration and knowledge creation and suggests, that discussions in working context should be included in the examination of knowledge creation in organizations (Tsoukas, 2009). In addition, we refer to research striving to find ways to understand organizations and interaction in terms of materiality (Carlile et al., 2013).

Our results suggest that knowledge-creating interaction and co-creation in the context of research needs specific means and tools, as the work in research environments is especially connected to the need to use exact concepts and conceptions. In addition, we suggest, that in order to be able to create multidisciplinary research and research environments, we need to have means to move flexibly from ideation and face-to-face discussions to more detailed interactive work practices, to produce scientific knowledge in terms of joint publications and new, multidisciplinary concepts.

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From research results to policy briefs – what kind of knowledge of human beings and interaction we produce: a case of examining interaction in a research community

The research in the field of Human Sciences is in flux, as universities strive to emphasize the impact of the research to secure its position in the society. In addition, the great problems of this time, such as inequality and climate change, need solutions, which cannot be found without researchers' impact. (Migdadi, 2009.) Researchers and research communities have been increasingly active in communicating their research in different media, thinking about the popularization of their research and the impact of their work. Simultaneously, there is a growing interest both from the private sector and decision makers for understanding human beings, their behavior and practices, when developing new technical solutions or implementing new societal reforms.

Hence, it is important to think, what kind of knowledge we are producing and want to produce in the field of Human Sciences. In this presentation, we present results of a case study, conducted in a research consortium funded by the Strategic Research Council of Finland, which emphasizes the impact of the research and thus encourages researchers to actively communicate about their research also to the wider public. In this study we focus on examining, what kind of knowledge of human beings, interaction and society we produce, as we study knowledge-creating interaction and collaboration by focusing on a detailed analysis of discussions and interaction by using video data (Tsoukas, 2009; Mondada, 2016). Our aim is to examine the challenges and possibilities in communicating our results to the wider public and decision makers in a way, which conveys the basic principles of research methods and paradigms.

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Sylvaine Tuncer, Stockholm University
Oskar Lindwall, University of Gothenburg
Barry Brown, Stockholm University

Following instructions to achieve practical tasks with online video tutorials: pausing and turning to action

Within a few years, online video tutorials have become a massive pedagogical medium for all sorts of activities and people. Achieving practical tasks using instructional videos differs from using written manuals or being guided by a co-present instructor. While actions are often demonstrated through a fine articulation of talk and visible action (Evans et al., 2018), videos' interactive resources, i.e. pausing and scrolling back, can be used to, for example, diagnose and remedy mistakes (Heinemann & Möller, 2015).

We video-recorded 10 pairs of participants achieving practical tasks using video tutorials in a semi-experimental set-up (10 hours of data). The analyses are based on a collection of instances (100+) where users pause the video to turn to action. We unpack different types of work users engage in to follow the instructions, from unproblematic to more complex trajectories to relate what is said and shown in the video to what can be done with the particular objects at hand (Mondada, 2014) and local contingencies.

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Sensory ethnography in the home energy use research

Sensory ethnography is a “methodology, which puts the sensory, experiential and affective elements of lived reality to the forefront of research design, conduct, analysis and representation” (Pink, 2009). My research concerns the values people hold as they make choices which influence the energy consumption in the home. Research is based on the value-sensitive design, and sensory ethnography is applied in the interviews which are conducted in homes. Sensory ethnography is expected to give understanding of how energy use ‘happens’ in the home, and what meanings and values it carries in the practices. People create meanings in the material, technological and social environment, and sensory ethnography emphasized the way people move, feel and do things at home. I visited homes of householders who acquired a home energy management system, had used it for some years, or were interested but not acquired one. The interviews had three parts: first the family members were interviewed. Then they were asked to re-enact their morning, afternoon and evening routines, which was video recorded. Lastly the participants were asked to draw a mental map of their home, and mark the places which carried particular meanings and sensory experiences, and explain the map to the researcher. The values underlying the practices into which the energy use is intertwined, and the energy technology use were elicited with the laddering technique, advancing from material and every-day environment and concrete attributes of home energy technologies to the consequences and finally to the meanings of the consequences, hence the values.

The research is under way autumn 2018, and I should have preliminary results later this year. In COACT I would like to tell about sensory ethnography, and share my experiences in using it to study the technology-human interaction and values related to energy use.

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Emmi Tuomi, University of Jyväskylä
Aarno Laitila, University of Jyväskylä
Virpi-Liisa Kykyri, University of Jyväskylä

COGNITION IN INTERACTION – The importance of interaction in assessing persons with multiple and sensory disabilities

Emmi Tuomi's ongoing licentiate study in psychology (University of Jyväskylä) is a qualitative study of assessing cognition in interaction, with three teenagers having profound and multiple developmental disabilities (PIMD, PMLD), attached with sensory (visual, auditory) deficits. Assessment was made with individually accommodated psychological assessment tool Bayley Scales III. The aim of the study was to evaluate possibilities to accommodate standardized tests and the interactional elements of the assessment. Dynamic assessment is inevitable when assessing persons usually considered as impossible to be psychologically assessed because of their disabilities. Still, an assessment made with standardized, acknowledged principles about development, cognition and interaction can be an elementary possibility for those persons to be seen as active agents with self-determination and developmental potential.

The results show very complex and extremely individual requirements for the assessment. Based on the developmental steps of the standardized test, the assessment requires special emphasis on the bodily tactile elements and optimization of the interaction. The assessment situations are hardly repeatable and the developmental or IQ standards of the test cannot be adapted, but the study confirms earlier findings of the cognitive assessment of congenitally deafblind and PMLD persons: Cognitive skills become observable in unique moments of intensive, non-verbal and multisensory interaction. The assessor (psychologist) must follow the principles of qualitative interaction (interactional partnership) and dynamic assessment, supporting the motivation, activity and alertness and scaffolding the skills on the zone of proximal development, at the same time establishing the individual agency of the person assessed.

Biagio Ursi, Lumière University Lyon 2

Heike Baldauf-Quilliatre, Lumière University Lyon 2

Gesture and coparticipation in tablet game sessions. How children and adults interact with tablets

In this contribution, we propose a conversation analytic study of the dynamics of participation frameworks (Goodwin & Goodwin 2004), with a special focus on the mobilization of gestures (namely, pointing and touching).

We therefore draw on a corpus of ten interactions with tablets, involving at least three participants: during a children's festival at the Lyon public library, small children and (grand)parents interact together on a large tablet placed against a wall; interactions are mediated by a library staff member, who guides the other participants. In this context, participation frameworks, including children, their (grand)parents and the mediator, are particularly flexible: different groups of participants are formed and deformed.

In our paper, we show how body postures and the different touching gestures accomplished on the screen shape the organization of participation. For example, by touching the screen from the side, the mediator leaves the observer's perspective and enters into the game without claiming being a player (he opens the game, changes the layout of a session, shows what to do).

We focus also on particular kinds of gestures and touching configurations that emerge as problematic in the course of the game activity. In particular, small children trying to scroll an item on the screen often need the assistance of adults. (Grand)parents and library staff members can thus play the role of trainers through illustrating and accompanying technical manipulations, specific gestures. In pedagogical and repair sequences, the evolution of children's hand gesture realizations can be observed and tracked, at different levels of granularity (Streeck 2009).

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Managing participation in choir rehearsals: an analysis of 360° video data

This study brings the scholarly discussion of ‘complexity’ and ‘multiactivity’ (see, e.g., Mondada 2011, 2014; Haddington et al. 2014) to a little-studied setting – musical rehearsal –, using novel type of data. The analysis draws on 45 hours of video recordings of naturally occurring choir rehearsals. The recordings have been made with a 360° video camera, supplemented by a wide-angle GoPro camera. The data is analyzed with conversation analytic methodology. Central research questions concern the management of multiple concurrent temporalities of action and the complex participation in this situation – questions that have not received attention in the prior (interactional) studies on musical rehearsals (e.g., Merlino 2014, Reed & Szczepek Reed 2014, Tolins 2013, Veronesi 2014). The analysis focuses on the participants’ practiced solutions in how to manage interaction with multiple interactants simultaneously. First, the conductor uses highly complex embodied practices to conduct the choir. Often there are more than just two parties (the conductor and the choir) in the situation, as the videoed choir is divided into eight voices at the most, which, in turn, consist of individual singers. The conductor’s activities may be directed to any of these assemblages, often to several ‘sub-groups’ simultaneously. The analysis shows how the conductor achieves this complex, multi-layered participation with the other parties by using various multimodal resources. Second, the individual singers may be simultaneously involved in interacting with the conductor and one or more of the fellow singers. In this paper, choir rehearsal is shown to be a setting where multiple courses of (inter)action are accomplished simultaneously with skilled coordination – some more routinely (mostly by the conductor), others on a more emergent basis (certain behaviors by the singers). In the paper, I will also discuss the challenges and possibilities of the methodological practice of using 360° video data for interaction analysis.

Peter Wikström, Karlstad University
Erica Sandlund, Karlstad University

As EMPTY AS HIS HEAD: On the receipt of public apologies as non-apologies in social media spaces

The public apology is a discursive genre that has received much folk linguistic attention in public debate (e.g., Ancarno, 2015), especially in the wake of the #MeToo movement of 2017–2018. Several prominent examples of such public apologies have been characterized as empty apologies, pseudo apologies, or, simply, "non-apologies" (cf. Kampf, 2009). This paper presents a pilot study for a larger project focusing on metapragmatic negotiations and contestations in the reception of public apologies as non-apologies in social media spaces. While the larger project will mainly focus on post-#MeToo cases, this paper addresses a prominent 'portal case,' namely Donald Trump's "Pussygate" apology video, which was published in October of 2016 on Trump's Facebook page. The paper presents analyses of Twitter conversations (i.e. conversational reply-chains) about this apology video from the days immediately following its release, with a microanalytic (Giles et al., 2015) focus on how metapragmatic notions of real versus non-apologies are articulated in informal public discourse. Negotiations of the Trump video's merits as an apology are rarely only that, but rather tend to be interwoven with ideological positionings – in relation to party politics, progressivism, feminism, and more. Thus, the ultimate aim is to provide a window on a particular aspect of the language and politics interface, exploring how local negotiations of linguistic normativity form part of a structure of civic engagement or political participation in today's socially mediated publics.

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