AARHUS UNIVERSITY

IMC
INTERACTING MINDS CENTRE

WEDNESDAY 26.09.2018 | 13.00-16.00 | IMC MEETING ROOM*

INTERACTION ANALYSIS

A ONE DAY COURSE

About the course

This one day course is an **introduction to analyzing recorded interactions**. It seeks to hit historical, practical, and epistemological notes. People do the work of everyday life in interaction. Almost everything of consequence happens in interaction. To name a few of those consequential experiences—family life, politics, teaching, learning, collaboration, ideology, friendship, love, and conflict. This course will focus on how these methods have been used to illuminate human practices of cognition, collaboration, teaching, and learning.

Interaction analysis is the study of how people—in moment-to-moment, unfolding activity—produce and coordinate multiple modes of action (speech, gesture, movement, and the use of tools) in pursuit of jointly and intersubjectively realized projects. Interaction analysis is rooted in the tradition of conversation analysis and related ethnographically-oriented traditions that seek to ground inferences in an understanding of how participants of everyday situations constitute "what is going on" for them as participants.

This course will introduce participants to key assumptions and concepts in IA work. Participants will get an overview of the workflow of practical research activities that go into capturing and analyzing recorded interaction, including the use of cameras and microphones, content logging, transcription, analysis of recorded data, and the assembly of analyses into types of research articles. Participants will engage in one (or more) extended example of IA, led by the instructor. Participants in the course are invited to bring ideas for research projects that they may wish to approach with these methods and these will be discussed in workshop format during the end of the course.

For further information, suggested readings and registration, please visit:
http://bit.ly/ia-course

Reed Stevens' research examines and compares cognitive activity in a range of settings including classrooms, workplaces, and science museums. On the basis of this comparative work, he is exploring new ways to conceptualize cognition and organize learning environments.

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