

Learning08: Methodologies and Practices for Approaching Learning as a Social Phenomenon Inside and Outside of School

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Analysing Patterns of Coordination in Adult Education Courses

Research on teaching and learning in interaction is still focused on speech and language. The use of audiovisual data allows to overcome this neglect of body and space matters.

In the research project „Image and Word“¹ we use audiovisual data to analyse patterns of interaction in adult education courses. We understand interaction as a blend of two processual structures: communication and coordination. While communication is realised in sequential strings of verbal and nonverbal messages, coordination causes simultaneous and sequential patterns of body-activities in space.

In our paper we want to present and discuss three methods we use to analyse coordination activities in course interaction called „segmentation analysis“, „configuration analysis“ and „sequential analysis“. All three methods have to be combined to describe the relevance of coordination processes in situations of teaching and learning. Using a sample course we will demonstrate the different outcomes of each method.

Segmentation analysis allows to describe the succession of different coordination patterns in the process of interaction.

Configuration analysis allows to describe the structures of body allocation and body orientation, which constitute an actual pattern of coordination.

Sequential analysis allows to describe the principles of one-activity-following-the-other, which constitute an actual pattern of coordination.

¹ For further information about the project see <http://www.uni-frankfurt.de/fb/fb04/forschung/biwo.html> (only German)