

Video Analysis

Exploring the Social Organisation of Action and Activity in Informal Learning Environments

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Course work: the project

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The course is assessed by a twenty minute presentation and one 3000 word essay. For their essay, students write a report based on their project. The project will involve field work and the analysis of data. As well as submit a written paper, students will be expected to present and discuss their project in class, and make a formal presentation at the end of term.

The project

The project involves undertaking a field study of visitors' conduct and interaction in an informal learning environment, such as a museum, gallery, science centre, zoo, public garden, et al. Students need to gain access to a particular setting and undertake successive periods of field observation. In some cases it might also be useful to video-record particular activities, as well as interview visitors. Students should undertake field work over a number of occasions, increasingly focusing their data collection and analysis on particular issues or questions. They should write extensive field notes and gather any other additional information which may be relevant such as information about exhibits provided through interpretive material, exhibition briefs and other kinds of documentation and publication to do with the exhibition.

Making observations

As an introduction, when you are beginning field work, it is worth considering some of the following issues.-

- how do participants organise their conduct at and around exhibits; what are the key activities at the exhibits?
- do visitors draw on and follow the instructions provided by the exhibition management and designers?
- do visitors approach and examine exhibits as individuals or are they with companions? Are other people present and influence the behaviour at the exhibit?
- (how) do visitors organise their activities at exhibits with others?

Developing analyses

In generating observations you need to begin to identify analytic themes and issues. Some of these may arise intuitively from your field work, but also studies of visitor behaviour and learning may provide some useful ideas. You should:-

- compare and contrast the organisation of particular activities across different situations and cases
- consider whether begin to identify the recurrent organisation of particular activities or interactions: and explore whether this organisation appears to rely on any particular rules, practices or procedures
- in the light of findings from other studies, consider the extent to which you find similar examples of interactional practice, and if so, how are they adjusted to deal with the characteristics of the particular setting
- consider which concepts and issues within studies of visitor behaviour and learning might bear more generally on the activities you have observed, and the extent to which your observations confirm or question those concepts
- develop an argument or these which draw together you different observations and ideas, to address a particular issue with regard to theories or findings in the literature.

Students will be expected to discuss their field work and analysis in class as it progresses. They may undertake the project alone or in small groups of no more than three. Each student should aim, where possible and reasonable, to present a submit a separate report.

The report

For your course paper, students should write a report which discusses the key observations and findings. The report should be structured with respect to two or three key themes and issues. It should include a discussion of:-

- why you chose the particular exhibition (area) in question
- how you gained access to the domain and what issues and difficulties, if any, arose in data collection
- the main findings and observations of the research discussed with regard to one or two principal issues
- the relevance, or potential relevance, of your findings, observations and themes to research, issues and concepts in the study of visitor behaviour and learning as well as to exhibit and exhibition design,
- how you would further develop the research if you had the time and resources.

Students will be expected to make a formal presentation of their project in class.

The course paper should be no more than 3000 words.

The course work should be submitted by **January 1, 2004**

Structure and Bibliography

1. Ethnographic Field Methods (30.11.2003)

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2. Visitor Studies

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3. Video-Analysis

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Greatbatch, D., Heath, C.C. & P. Luff (1995) *Conversation Analysis and Human-Computer Interaction*. In Gilbert, N.G. & A. Monk. *Perspectives on Human-Computer Interaction*. London: Academic Press pp. 199 - 222..

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4. Visitor behaviour and new technology

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5. Project Presentation

The following reading will provide an introduction into some of the issues and relevant empirical work:

Studies of Social Interaction

- Atkinson, J.M. and Heritage, J. (ed), (1982), *The Structures of Social Action*, Cambridge University Press.
- Birdwhistel, R. L. (1970) *Kinesics and Context. Essays on Body Motion* . Philadelphia.
- Goodwin, C. (1982), *Conversational Interaction: the interactions between Speakers and Hearers*, Academic Press.
- Drew, P. and J.C.Heritage (eds) (1992) *Talk at Work*. Cambridge: Cambridge University Press.
- Heath, C.C. (1986), *Body Movement and Speech in Medical Interactions*, Cambridge: Cambridge University Press. (Editions de la Maison de l'Homme, Paris.
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- Heath, C.C. and P. Luff (2000) *Technology in Action*. Cambridge: Cambridge University Press
- Heritage, J. (1984) *Garfinkel & Ethnomethodology*, Oxford: Blackwell.
- Kendon, A. (1992) *Conducting Interaction*. Cambridge: Cambridge University Press
- Luff, P., Hindmarsh, J. & C. C. Heath (eds) (2000) *Workplace Studies: Recovering Work Practice and Informing Systems Design*. Cambridge: Cambridge University Press
- Middleton, D. and Y. Engestrom. (1997) *Cognition and Communication at Work: Distributed Cognition in the Workplace*. Cambridge: Cambridge University Press
- Scherer, K.R. and Ekman, P. (eds) (1982), *Handbook in Methods in Nonverbal Behaviour Research*. Cambridge: Cambridge University Press (especially the chapters by Kendon and Zimmerman and West).

and more generally:

- Atkinson, J.M. (1978), *Discovering Suicide: The Social organisation of Sudden Death*. London: Macmillan.
- Auer, P. & A. di Luzio (1991) *The Contextualisation of Language*. Amsterdam: John Benjamins
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- Moerman, M. (1988), *Talking Culture: Ethnography and Conversation Analysis*. Philadelphia: Philadelphia University Press
- Goodwin, M.H. (1990) *He-Said-She-Said: Talk as Social Organisation Among Black Children*. Indiana: Indiana University Press
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- Sacks, H. (1992) *Lectures on Conversation* Oxford: Blackwell.
- Schenkein, J. (ed), (1979), *Studies in the Organisation of Conversational Interaction*, Academic Press.

- Sudnow, D. (ed) (1972), Studies in Social Interaction, The Free Press.
- Turner, R. (ed) (1974), Ethnomethodology, Penguin.
- West, C. (1985), Routine Complications: Tasks and Troubles in Medical Encounters, Indiana University Press.

Goffman's work will also prove helpful:

- Goffman, E. (1959), The Presentation of Self in Everyday, New York: Doubleday Anchor Books.
- Goffman, E. (1963), The Behaviour in Public Places, New York: The Free Press.
- Goffman, E. (1967), Interactional Ritual, New York: Doubleday Anchor Books.
- Goffman, E. (1969), Strategic Interaction, Philadelphia: University of Pennsylvania Press (reprinted in Basil Blackwell, Oxford, 1970).
- Goffman, E. (1971), Relations in Public, New York: Basic Books.

and various articles including

- Goodwin, C. 1996. Transparent Vision. Pp. 370-404 in Interaction and Grammar, edited by E. Ochs, E. A. Schegloff and S. Thompson. Cambridge: Cambridge University Press.
- Goodwin, C. and Goodwin, M. H. (1996). Seeing as a Situated Activity: Formulating Planes, in Cognition and Communication at Work, Engeström, Y. and Middleton, D. (eds.), pp. 61-95. Cambridge: Cambridge University Press.
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