



3° SEMINARIO del **QUALITATIVE RESEARCH LAB**

MARTEDÌ 22 MAGGIO 2018_ ORE 10.30-17.30

Dip. di Studi Linguistici e Culturali, Università degli Studi di Modena e Reggio Emilia, Aula E
Largo Sant'Eufemia 19, Modena

OBSERVING DISCOURSE PARTICIPANTS EXPERIENCES AND QUESTIONS

Claudio Baraldi (Unimore) / Vittorio Iervese (Unimore) / Elisa Rossi (Unimore) /
Lorenzo Bertucelli (Unimore) / Lucas Bietti (Université de Neuchâtel) / Laura Gavioli (Unimore) / Christophe Parisse
(Université Paris Nanterre)

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LAB Qualitative
Research

DIPARTIMENTO DI STUDI
LINGUISTICI E CULTURALI



PROGRAM

10.30

Introduction to the workshop

10.45 – 11.00

Introduction to session I

Claudio Baraldi (UNIMORE)

11.00 – 11.20

Example about Video-recording

Claudio Baraldi and Elisa Rossi
(UNIMORE)

11.20 – 11.50

Public History. History for the public
and with the public.

Lorenzo Bertucelli (UNIMORE)

11.50 – 13.00 Discussion

13.00 – 14.00 Lunch

14.00 – 14.15

Introduction to Session II

Vittorio Iervese (UNIMORE)

14.15 – 14.45

How to analyse embodied and
distributed processes of collaborative
remembering in social interaction

Lucas Bietti (Université de Neuchatel)

14.45 – 15.00

Introduction to session III

Laura Gavioli (UNIMORE)

15.00- 15.30

Using ELAN for analysing
multidimensional spoken and gestural
language data

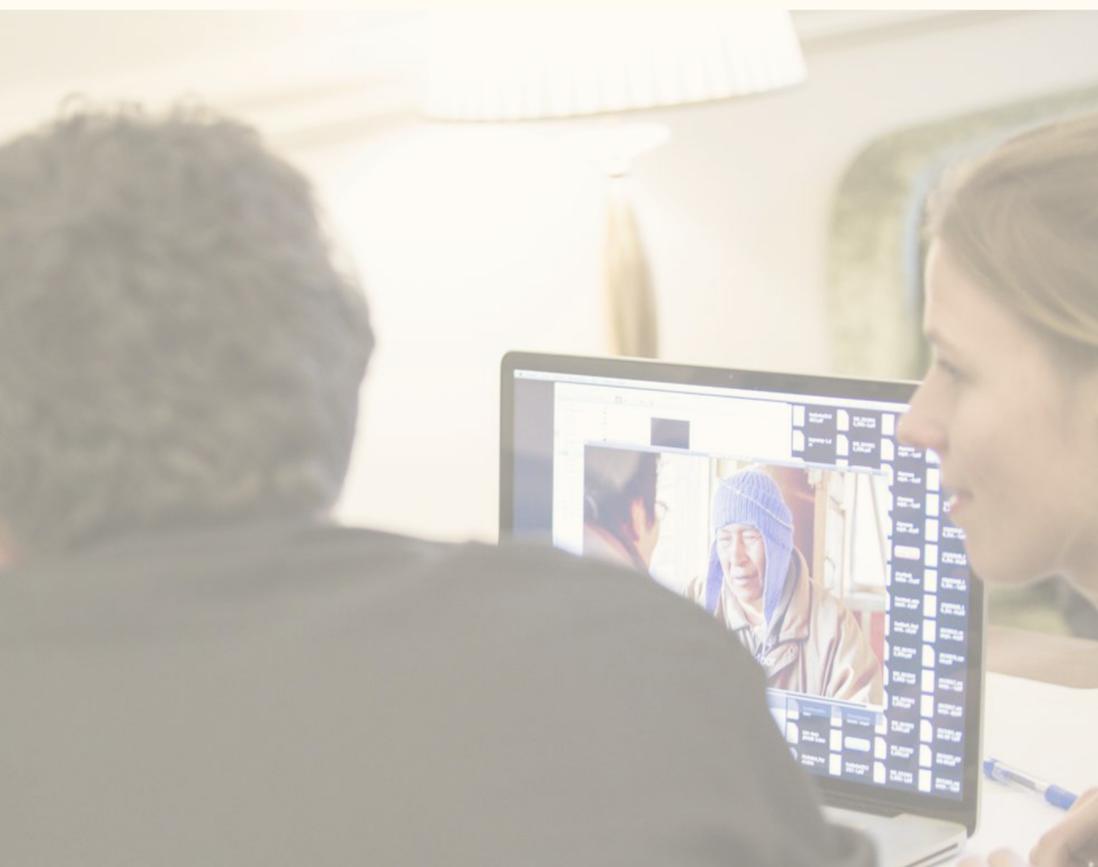
Christophe Parisse (Université Paris
Nanterre)

15.30 – 15.45

Coffee Break

15.45 – 17.30

Discussion and Conclusions



ABSTRACTS

Claudio Baraldi and Elisa Rossi

This presentation is about interaction sequences, video-recorded in school classes. It is based on two examples showing two different types of research. The first focuses on interactional structures facilitating children and adolescent active participation in communication, the second on children and adolescent exercise of agency. The presentation is in two parts. The first illustrates a research program on dialogue around children's memories in multicultural classrooms, through the use of private photographs; it looks at a sequence dealing with children talking about a private picture brought to class by one of them. The second part discusses a research program on interventions facilitating recognition of dialogue and reflection on gender and deals with the analysis of a sequence about gender construction. Both analyses focus on the structure of interaction when facilitative interventions are involved and the ways in which these interventions (do not) enhance participants' agency

Lorenzo Bertucelli

Public History is less than a discipline and more than a tool. PH shares with History the scientific corpus as well as approaches and methods, but at the same time it aims to bring History outside the Academia. By using different and multiple languages, its purpose is that of introducing non-experts to appreciate issues of some complexity. The challenge is to share the path that leads to an interpretative historical construction with the public, or, in other words, to build up a shared inquiry to understand how we can transform the past into history. This presentation discusses the results of a project – “Il posto di chi arriva” (“The place of those coming”), a docu-film based on video-interviews to Italian and foreign migrants – through some key concepts such as shared authority or memories' negotiation. Some conclusions are drawn on the positive relationship between Oral History and Public History.

Lucas Bietti

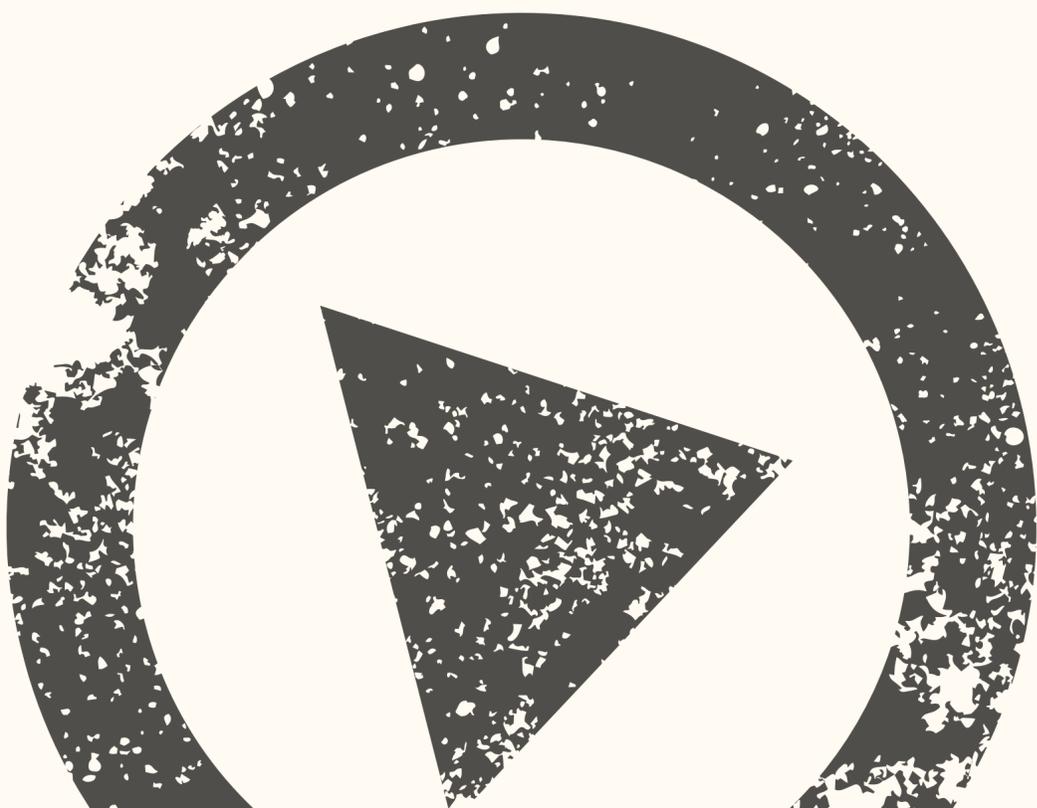
The presentation concerns a multi-modal approach to the analysis of instances of embodied and distributed collaborative remembering in social interaction. Collaborative remembering involves re-evoking a shared or partially shared past, distributed amongst interacting partners. Sometimes people experienced the same events as a group, sometimes they experienced the same event separately. So the information re-evoked during collaborative remembering can be the result of either shared or individual encodings of the same or a similar original event. One way in which collaborative remembering is initiated is by means of the use of questions acting as reminders. Reminders are often realized by questions aimed at seeking information from someone who is assumed to know about events that occurred in the past. The use of questions as reminders, such as “do you remember when...?” brings a shared past into the present, in relation to a specific goal. I define these specific types of interactional sequences as collaborative remembering sequences. The presentation will show how the interweaving of verbal, bodily, social and material resources supports collaborative remembering sequences in small groups. Qualitative analyses of video corpora demonstrate that the coordination of speech, gesture, and body posture contribute to collaborative remembering in various ways, depending upon the cognitive and communicative affordances of these behaviours. The video data was gathered in multiple settings, from family conversations about a vacation taken together several years ago to interactions collected in a workplace where a team of designers developed a video television commercial.

Christophe Parisse

ELAN is a tool widely used for people interested in fine-grained analyses of oral and sign languages. ELAN has three important features that explain why it is a fundamental tool for several types of research: (1) data can be structured; (2) time alignment and analysis between different levels is very powerful; (3) controlled vocabularies allow rigorous coding. ELAN has also unique features that make it possible to create automatically new annotation lines based on previous data, to insert and visualize numeric data from other sources, to query data according to structural or timing constraints, and to export or import a lot of different format. ELAN can also handle multiple media for a single transcription, thus making it easier to handle multiple sources. This presentation will describe these features on the basis of actual examples in linguistic research. These examples cover various corpora types, such as endangered languages, gesture studies, language acquisition studies, dialogic and interaction studies.

SEMINAR RATIONALE

The aim of the workshop is to discuss methods of data collection (the “voices” of participants) looking at the ways in which they may affect the researchers’ observation and analysis. Data collection seems to be based on two traditional positions. Within the first position, as in e.g. research based on note-taking, the researcher is heavily involved, sometimes running the risk to compile pre-interpreted data. Within the second position, data are collected by the participants in the research (e.g. children directly involved in doing research), without a clear methodology and a possible bias in what the “observed” participants want to show. Recordings, video or audio, have sometimes been seen as the solution to get methodologically sound data, but methodologies may vary a lot depending on the purpose research is oriented to. This workshop will discuss methodologies based on audio or video-recording as they are used in research in different disciplines, sociology, history, linguistics. The contributions are focused on video-recording and audio-recording, connecting analytical methods, technologies and ways of archiving and disseminating collected and analysed data. The workshop is based on research by some teams working at the Department of Studies on Language and Culture (University of Modena and Reggio Emilia), using video-recorded data for different research purposes, i.e. educational interventions, visual data for dissemination in Public History research and annotation of audio-recorded data for interaction research.



INVITED DISCUSSANTS:

Laurie Anderson (Università di Siena)
Rita Bichi (Università Cattolica di Milano)
Nicoletta Bosco (Università di Torino)
Roberta Bosisio (Università di Torino)
Mario Cardano (Università di Torino)
Letizia Caronia (Università di Bologna)
Davide Caselli (Università di Torino)
Letizia Cirillo (Università di Siena)
Annalisa Frisina (Università di Padova)
Luigi Gariglio (Università di Torino)
Rossella Ghigi (Università di Bologna)
Giampietro Gobo (Università di Milano)
Antonella Meo (Università di Torino)
Mara Morelli (Università di Genova)
Manuela Olagnero (Università di Torino)
Barbara Poggio (Università di Trento)
Rosa Pugliese (Università di Bologna)
Francesca Salvadori (Università di Milano)
Caterina Satta (Università di Bologna)