Analysing the One-to-One Tutorial: a Conversation Analysis Approach

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Group Task

What does a ‘good’ academic skills tutorial look like?

How did you learn to tutor?

What are we ultimately trying to achieve?
Background to Project
Conversation Analysis (CA)

- Talk in interaction (institutions) from sociology
- Dynamic context
- Comparative/distinctiveness
- Sequencing/turn-taking
- Turn activity and design
- Lexical choice and formulation
- Detailed linguistic analysis
- Drew and Heritage (1992); Sidnell (2010); Sidnell and Stivers (2013)
- Little CA of academic skills tutorials
Transcript Analysis

• Groups of 4
• Examine extracts to explore:
  • Rapport building
  • Questioning
  • Roles, boundaries and negotiation
  • Empowerment and autonomy
  • ‘Correction’ and feedback strategies
• Values and Principles (Newcastle University)
Regroup and Share

• Share discussion from your previous group
• Reflect on implications for practice
• Feedback to whole group
Preliminary Project Findings

- Overall structure and sequence
- Question formulation and reformulation
- Preference (Schegloff, 1988; 2007)
- Advice giving
- Affective aspects (rapport, confidence, autonomy building)

Establishing rapport & prior knowledge
Negotiating goals
Practicalities

Questioning / eliciting
Formulation
Correction
Re-building rapport
Directive input
Modelling academic behaviours

Summary
Arranging appointments
General chit chat
General Reflections

• How typical are these examples?
• Defining features?
• Anything missing?
• Would this be useful for Continuing Professional Development?
Bibliography

