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

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ALDinHE
Association for Learning Development in Higher Education

An ALDinHE funded project

Group Task

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

How did you learn to tutor?

What are we ultimately trying to achieve?

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Background to Project

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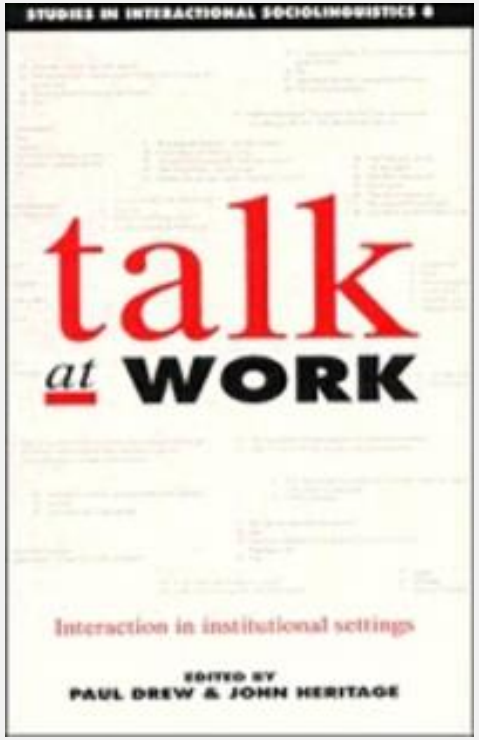
Conversation Analysis (CA)

- 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

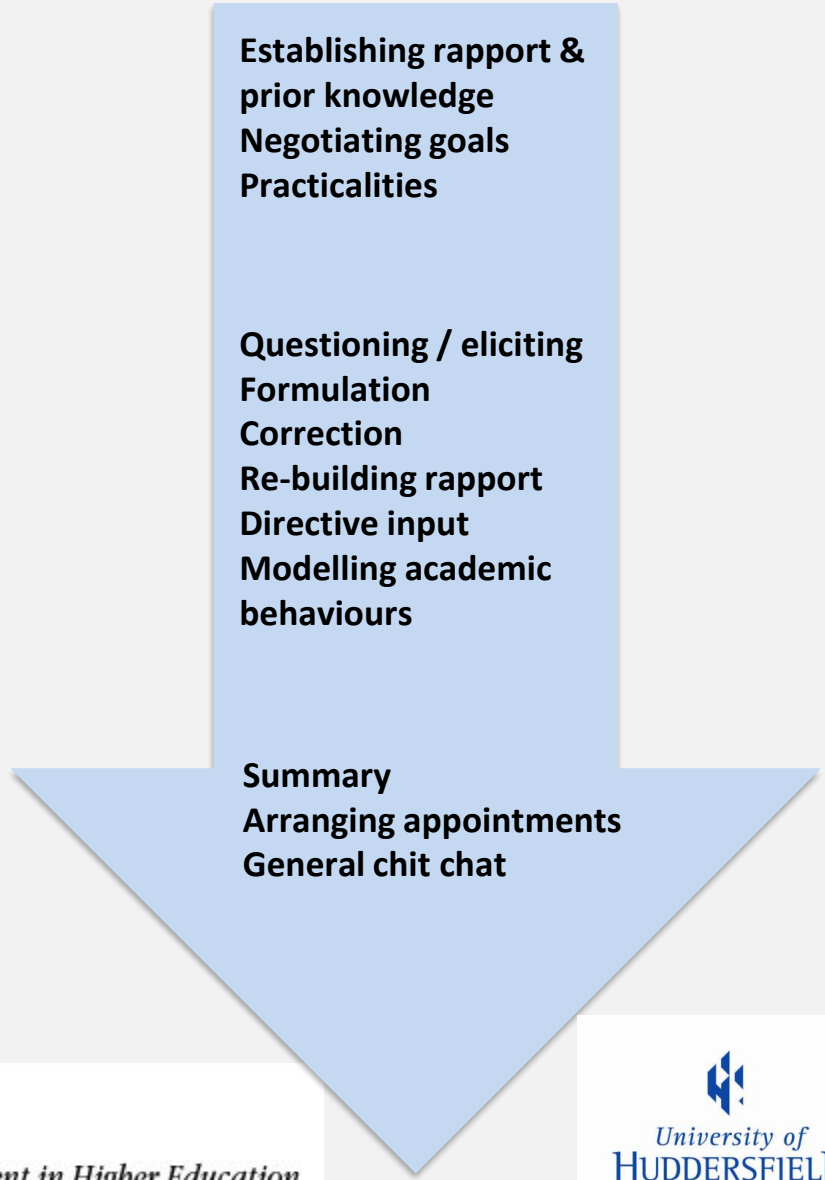
- Groups of 4
- Examine extracts to explore:
    - Rapport building
    - Questioning
    - Roles, boundaries and negotiation
    - Empowerment and autonomy
    - ‘Correction’ and feedback strategies
- Values and Principles (Newcastle University)

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)



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General Reflections

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

Bibliography

Drew, P. & Heritage, P. (1992). *Talk at work.* Cambridge: Cambridge University Press.

Sidnell, J. (2010). *Conversation analysis: an introduction*. Oxford: Wiley-Blackwell.

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