University of Huddersfield Repository

Caldwell, Elizabeth F., Stapleford, Katharine and Tinker, Amanda

Analysing the one-to-one tutorial: A conversation analysis approach

Original Citation


This version is available at http://eprints.hud.ac.uk/31767/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Analysing the One-to-One Tutorial: a Conversation Analysis Approach

Katharine Stapleford
Dr Elizabeth Caldwell
Dr Amanda Tinker

ALDinHE Conference
University of Hull
10-13 April, 2017

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?
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)
General Reflections

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

