



# IEMCA 2013

TECHNOLOGIES & TECHNIQUES

CONFERENCE PROGRAM

# TECHNOLOGIES AND TECHNIQUES

**WILFRID LAURIER UNIVERSITY AND UNIVERSITY OF WATERLOO**  
11th Conference of the International Institute of Ethnomethodology and Conversation Analysis

# WELCOME TO WATERLOO!

In the wake of the incredibly successful 2011 IEMCA conference in Fribourg, Switzerland, our organizing committee came together in an effort to extend the formidable gains Ethnomethodologists and Conversation Analysts made in attending that event. The task was certainly daunting given the extraordinary hospitality and quality of delivery we experienced there. We owe a debt of gratitude to the organizers of the Fribourg conference, especially Esther Gonzales-Martinez, Lorenza Mondada and Philippe Sormani, who guided us through the process of organizing this conference. The success of this year's conference has largely been the product of the University of Waterloo's Conference Office, and Susanne Keppler in particular. Barry Ries of the WLU Research Office supported our successful efforts to obtain funding from the Social Science and Humanities Research Council of Canada. That funding has supported the travel of our plenary speakers, the staff who will be attending to the conference rooms, and a number of graduate student bursaries. UWaterloo and St. Jerome's University College have provided financial support for the opening reception, held in the impressive University Club on the UWaterloo Campus. WLU's Faculty of Arts has provided the conference rooms, support services and financial support. Graduate students at UWaterloo, Amelia Howard, Celia Huang, John Faichney, Stephen Svenson and Benjamin Waterman have stepped up at various times to support the committee with particularly thankless and labourious chores. We are also grateful to our panel organizers, who are perhaps unaware of how much they helped with the burden of organizing the sessions. But most of all, we would like to thank the attendees and presenters. While we have put this conference together, it is you that will make it a success. For two years we've been looking forward to your visit and hearing what you have to say, so thank you for gracing us with your presence.

The Local Organizing Committee

Peter Eglin, Kieran Bonner, Jeffrey Aguinaldo and Patrick Watson



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada



# WELCOME TO WATERLOO!

## About the Conference and the Region

The conference theme is largely based on the strengths of the Waterloo Region. The Kitchener/Waterloo area is recognized as an integral part of Canada's technology sector, with offices of major technology firms such as Google and Microsoft and game software giants like EA in downtown Kitchener. It is the home of start-up companies like Desire2Learn and Open Text both heavily integrated with both the University of Waterloo and Wilfrid Laurier University. Waterloo is where Blackberry mobile devices were invented and is currently the company's home. Waterloo is also home to the Perimeter Institute for Theoretical Physics, a world-class research centre that boasts (amongst its several Distinguished Research Chairs) Stephen Hawking.

Of course, it's not all Technology... UW and WLU co-sponsor the Balsillie School of International Affairs and the Centre for International Governance Innovation (CIGI). WLU is home to a world-renowned music school and was one of the first universities in Canada to offer degrees in Music Therapy. UWaterloo is the only university in English Canada to offer degrees in Optometry and Ophthalmology. It is one of the few universities to have a faculty devoted to Mathematics and it also has one of the largest university co-op programs in the world. While renowned for its engineering and computer science programs, the Arts faculty is the largest faculty at UWaterloo.

Scholastically, WLU and UWaterloo are located in the epicenter of Canada's busiest post-secondary region, with nine universities and numerous colleges within a one-hour drive. WLU and UWaterloo are partnered in the Tri-Universities Group with the University of Guelph, home to Ontario's veterinary college. Scholars' networks are broad and robust in the region, including a significant group of researchers interested in Ethnography and Interaction Research across many of these institutions.

Around the Region of Waterloo you will find numerous attractions and events. Directly following the conference is the Kitchener Blues Festival (August 8<sup>th</sup>-11<sup>th</sup>). A 30-minute drive West will put you in Stratford, Ontario, where the largest classical repertory theatre in North America is located, hosting the Stratford Festival for the duration of each summer since 1952. An hour to the East and you'll find yourself in Canada's largest city, Toronto, one of the most vibrant and culturally diverse cities in the world. And we can't forget one of the Seven Wonders of the Natural World, Niagara Falls, only 1.5 hours South East!

We hope you thoroughly enjoy your time in/around Waterloo, and that you have the opportunity to take advantage of all that the region has to offer during your stay!

## **PRESIDENT OF WATERLOO**

Welcome to the 2013 International Institute for Ethnomethodology and Conversation Analysis (IEMCA) Conference, jointly hosted by Wilfrid Laurier University and the University of Waterloo.

Waterloo Region is a dynamic and diverse community, providing a rich cultural tapestry that is ideal for the type of scholarship, collaboration, and partnership your conference represents.

The University of Waterloo is deeply committed to supporting the cultural and economic ecosystem that makes Waterloo Region so unique. Conferences like the 2013 IEMCA are vital to sustaining our region's strength in research and scholarship, because they convene such a rich and rewarding diversity of perspectives, experience, and knowledge.

On behalf of the students, faculty and staff of the University of Waterloo, welcome to our community, and please accept our every best wish for a rewarding and successful conference.

Sincerely,

Feridun Hamdullahpur  
President and Vice-Chancellor  
University of Waterloo

## **FROM GEORGE PSATHAS, HONORARY PRESIDENT, IEMCA**

Hi. I am sorry I won't be with you at this conference but I am sure you will have a great time.

Little did we know, when we began the IEM/CA that it would still be going strong so many years later. Thanks to all your work and your many contributions - all goes on.

My very best wishes for a terrific conference, and I will look forward to reading your various papers in the near future.

All best wishes,

George Psathas  
Honorary President, IEMCA

## **WELCOME TO WATERLOO!**

### **PRESIDENT OF LAURIER**

On behalf of Wilfrid Laurier University, it is a pleasure to host the 2013 International Institute for Ethnomethodology and Conversation Analysis (IEMCA) Conference.

Delegates are coming from around the world to take part in IEMCA. To you, we extend a warm welcome to our university and our city, and we look forward to the exchange of ideas and information that this international gathering of minds will inspire.

This year, the conference is exploring issues, practices and phenomena related to the theme of "Technologies and Techniques."

It is fitting, then, that the 2013 conference is held in Waterloo Region – home to one of the most vibrant and innovative technology centres in the country. Our high-tech industry is set against one of the largest and oldest Mennonite communities in Canada, and Waterloo Region boasts a wide range of cultural attractions, from farmers' markets to dining, musical and theatre performances. We hope you have the opportunity to take part in all our region has to offer.

At Laurier, our focus is on "inspiring lives of leadership and purpose." It is our hope that the academic dialogue and engagement you experience at the 2013 IEMCA conference will inspire you. We are proud to be a part of it.

With best wishes for a great conference,

Dr. Max Blouw  
President and Vice-Chancellor  
Wilfrid Laurier University



## NEARBY AMENITIES

### On Campus Services

#### **Bricker Academic Building Subway**

Monday to Friday 11am – 3pm

#### **Peters Building Tim Hortons**

Monday to Thursday 8am – 7pm

#### **Starbucks in the Concourse**

Monday to Friday 8am – 3pm

#### **Veritas Café**

Monday to Wednesday and Fridays 7:30am – 5pm

Thursdays with *Live Afternoon Music* 7:30am – 7pm

### Off Campus Dining

#### **East Side Mario's**

170 University Ave. West, Waterloo ON

519-725-9310

#### **Morty's Pub**

272 King Street North, Waterloo ON

519-886-0440

#### **Crabby Joe's**

65 University Ave. East, Waterloo ON

519-725-9041

#### **Shoeless Joe's**

253 King Street North, Waterloo ON

519-208-2884

#### **Grand River Hospital**

835 King Street West, Kitchener ON

519-742-3611

#### **"The Doctor's Office" Walk-in Clinic**

170 University Ave. West, Unit 13, Waterloo ON

519-725-1514

#### **University Pharmacy**

240 King Street North, Waterloo ON

519-885-2530

Hours of Operation:

Monday to Thursday 9:00am – 6:00pm

Friday 9:00am – 5:00pm

Saturday to Sunday 9:00am – 2:00pm

### **Directions to The Liquor Store**

115 King Street South, Waterloo ON

Hours of Operation:

Monday to Saturday 10am – 10pm

Sunday 12pm – 5pm

1. From King and University Street, head south about 2km on King Street
2. Arrive at LCBO (On Right Hand Side)

### **Directions to The Beer Store**

70 Weber Street North, Waterloo ON

Hours of Operation:

Monday to Thursday 10am – 10pm

Friday 10am – 11pm

Saturday 9:30am – 11pm

Sunday 11am – 6pm

1. From King and University Street intersection, head northeast on University Avenue
2. Turn right onto Weber Street North
3. Turn left onto Lincoln Road
4. Arrive at The Beer Store (on right side)

### **Directions to the Grocery Store**

#### **Zehr's**

550 King Street North, Waterloo ON

Hours of Operation:

Monday to Saturday 7am – 11pm

Sunday 8am – 11pm

1. From King and University Street intersection, head north on King Street for about 2.4km
2. Arrive at Conestoga Mall (on left side)

#### **Valu-Mart**

75 King Street South, Waterloo ON

Hours of Operation:

Monday to Sunday 8am – 10pm

1. From King and University Street intersection, head south on King Street
2. Arrive at Valu-Mart (on right side)

10:30, MONDAY, AUGUST 5TH



**Prof. Nozomi Ikeya**  
Kieo University, Japan

**Designing Change in an  
Organizational Context:  
Implementing Ethnography for  
Informing Design**

Considerable effort has been made in the last twenty years to relate ethnography, and particularly an ethnomethodological version of it, to the design process. At the same time, few studies have been conducted which look at the process of

how, exactly, ethnographic results are transformed into design relevant materials. In this talk I will describe, using data from an on-going project in a large organization concerned with infrastructural projects, how ethnographers, academics, and designers introduce and implement ethnography to their work of informing design. The efforts can be understood in terms of organizational change as it is related to the production of 'efficiency' and 'effectiveness' as it pertains to their work. In doing so, I will also treat issues such as the rational properties of activities and practical management of order, both of which Garfinkel addressed.

Dr. Ikeya aims to capture "practical management of knowledge" -- how knowledge is shared, acquired, transferred, and used as part of activities. She emphasizes the importance of informing practitioners of her findings, and has co-designed activities with them based on findings so that they can work more collaboratively to better manage knowledge.

Dr. Ikeya was recently Senior Researcher at PARC, and was Associate Professor of the Sociology Department at Toyo University in Japan. Dr. Ikeya received her Ph.D. in Sociology from the University of Manchester in the United Kingdom.

**KEYNOTE SPEAKERS**

2:00, TUESDAY, AUGUST 6TH

**Prof. Geoff Raymond**  
University of California Santa  
Barbara, USA

**Opening Up Sequence  
Organization: Formulating  
Action as a Practice for  
Managing "Out of Place"  
Sequence Initiating Actions**



Recent papers by Curl and Drew (2008) and others (e.g., Heinemann, 2006; Stokoe and Edwards, 2009) reflect a renewed interest in connections between practices of action formation, variations in speakers' entitlements to produce a specific action, and the relevance of these matters for the identities, categories, or social relations participants (tacitly) enact through their conduct (cf. Schegloff, 2007), returning to issues raised in earlier work (e.g., by Sharrock, 1974, and Watson, 1978, 1997). This paper addresses these themes by comparing alternative practices for composing sequence-initiating actions. Drawing on both ordinary conversation and institutional data I show that participants routinely manage such matters tacitly, treating them as presuppositional features of actions, and as recognizable and intelligible to others by virtue of this. I then consider occasions in which participants initiate action sequences by formulating-in-so-many-words what they are (were, or will be) doing (as in, "I'm just telling you...", "I was going to ask you...", "I'd like to report...", etc.), showing that the use of such practices reflects a speaker's orientation to the action so formulated as "out of place" in some way, e.g., because its import may not be recognizable (or has already been misrecognized) in light of its social or sequential context; the current speaker is (or may) not (be) entitled to produce the action-in-progress for the recipient targeted by it, or the action is too early (and thus pre-empts actions by others), too late (because it has been pre-empted or displaced by another person's conduct), or a position must be prepared for the project it implements. Analyzing the constituent practices entailed in formulating action (e.g., word selection, practices of description, verb conjugation, other features of turn-design) reveals a range of ways in which speakers systematically "open up" the tacit machinery of adjacency pair organization (Schegloff, 2007) as they adapt their sequence initiating actions to the contingencies posed by their current situation. Specifically, practices for formulating action reveal a range of "practiced solutions" (Schegloff, 2006) for adjusting action sequencing that enable speakers to expand the *occasions* in which specific types of actions can be pursued, the *range of responsive actions* an initiating actions makes relevant next, or the *range of sequential environments* from which new actions can be initiated. These observations reveal some basic ways in which the sequentially – and thus socially – situated character of opportunities for producing utterances pose a range of inescapable exigencies, and suggest that very often participants' orientations to *other* (more distal) orders of organization – e.g., identities, social relations, and the rights and obligations with which they are associated – become apparent in precisely the way (such out of place) actions are designed to contend with those local exigencies.

## KEYNOTE SPEAKERS



**Prof. Stanley Raffel**  
University of Edinburgh

### **From Being Account-able to Being Principled: On the Relation of Ethnomethodology to Self- Reflection**

In *Studies in Ethnomethodology*, Harold Garfinkel proposed the study of 'members' procedures for making...settings account-able'. My paper begins by discussing, drawing on several of Garfinkel's examples,

what he means by these procedures. I then seek to convey a sense of how influential, for the image of the typical social actor portrayed in Alan Blum and Peter McHugh's book, *Self-Reflection in the Arts and Sciences*, Garfinkel's proposal was. Basically, Garfinkel's typical social actor is also their typical social actor. My paper then examines Blum and McHugh's argument that, as compelling a figure as this actor is, he/she can be seen to be unnecessarily limited because, while a self-reflective actor is, admittedly, not typical, he/she is both possible and desirable. I suggest that issues of whether the limits on what a social actor can be that an orthodox reading of Garfinkel would accept are indeed necessary turn on whether (as Garfinkel argues but Blum and McHugh deny) his depictions of members 'are useless when they are done as ironies.' I will, also, at various points touch on the further question of how these differing interpretations of Garfinkel's seminal idea might affect our sense of whether Ethnomethodology is best seen as a technology.

Prof. Raffel studied sociology at Columbia University with Alan Blum and Peter McHugh. He received his Ph. D. from Edinburgh University where he taught for many years. He has also been a visiting professor at York University in Toronto. In addition to many articles engaging with issues in contemporary social theory, he has authored two books, *Matters of Fact* and *Habermas, Lyotard, and the Concept of Justice*. He is also co-author, with Peter McHugh, Daniel Foss, and Alan Blum of *On the Beginning of Social Inquiry*.

**Prof. Richard Harper**  
Microsoft Research Cambridge

### **The Stuff of Occasioned Digital Reasoning**



I think that Harold Garfinkel provided the most thorough and detailed examination of practical reasoning and rational conduct in everyday life. Key to his analysis was the occasioned nature of that reasoning; how rationality played out in sites of real, contingently unfolding action. His insights, in my opinion, have been gradually neglected by sociology and the social sciences in general and replaced by variants of thinking that reduce rationality to much simpler notions: Elster's work comes to mind; behavioural economics and the work of Fehr also. But in my own world, in the world of human computer interaction (HCI), a concern for the specificities of rational, practical action still plays a role. This is driven by a recognition that users have difficulties when their 'digital stuff' (files and digital content of all sorts) becomes spread out on the internet and latterly on the cloud. As this shift occurs, so users are finding that their capacity to reason about and engage with their stuff is becoming more difficult: the occasioned properties of their digital entities become obscure, hard to interpret and reason about; acts with these entities thus become more awkward to plan around, act in reference to, or rationally account for. In this talk, I will present evidence of these problems and explain how users nevertheless seek to behave accountably with regard to their digital entities. I outline how we are using an ethnomethodologically informed approach to redesigning some of these entities so as to make reasoning with them more apposite and subtle, though I conclude by noting that these efforts have a long way to go before they are done.

Dr. Harper is Principal Researcher at Microsoft Research in Cambridge and co-manages the Socio-Digital Systems Group. In 2011 he was elected a Fellow of the Royal Society of Arts. He became a Fellow of the IET in 2010. Dr. Harper is concerned with how to design for 'being human' in an age when human-as-machine type metaphors, deriving from Turing and others, tend to dominate thinking in the area. Trained as a sociologist but with a strong passion for the philosophical inquiries of Wittgenstein and Rorty as well as ethnomethodological sociology, he has published over 130 papers. His 10th book, *Texture: Human Expression in the Age of Communications Overload* (MIT Press) has been awarded the Society of Internet Researcher's 'Book of the Year (2011)'. Amongst his prior books is the IEEE award winning *The Myth of the Paperless Office* (MIT Press, 2002), co-authored with Abi Sellen. His most recent edited collection is *The Connected Home: The Future of Domestic Life* (Springer, Dec, 2011).

## **The Use of Technology in the Local Management of Epistemic Stances During Planning Talk**

Timothy Berard – Kent State

The transition from traditional "brick-and-mortar" classrooms to distance-learning venues brings with it either the inability to continue traditional classroom practices, or attempts to find virtual equivalents. For example visually scanning a classroom to form an impression of attendance and attentiveness is no longer possible, and instead instructors have resources, largely unknown to students, such as tracking tools in course platform software which measure, e.g., total time logged in, or number of files opened. In asynchronous distance-learning contexts, students individually need to repeatedly and regularly take a personal initiative, without prompting, to look in certain files or tabs to find communications previously sent to them, rather than simply being present and attentive in class. Old methods of demonstrating attendance, attention, participation and learning are unavailable, and new methods are more subject to experimentation, misunderstanding, and disagreement. Old methods of seeing and being seen are unavailable, with an apparent but partly misleading appearance of freedom from accountability. In short the hidden curriculum for successful classroom interaction is undergoing significant changes in distance learning contexts, requiring a reconsideration of how participation and learning are done, done accountably, and socially ratified, in and through changing educational and pedagogical practices.

## **Teaching By Doing: On the Silent Transfer of Embodied Knowledge**

Larissa Schindler – Johannes Gutenberg University

Educational interactions usually rely on explicit and implicit communication in order to transfer knowledge. With good reasons the first one is often the focus of pedagogical and sociological interest. The latter however may also give important insights into the processes and dynamics of educational settings. Based on empirical data of a video based ethnographic investigation in a martial arts club, I will describe how embodied knowledge is transferred mainly by visual and somatic communication. The embodied knowledge in my data is imparted in two steps: At first the instructor demonstrates a (short) sequence of movements, subsequently the students try to repeat in pairs what they have seen. Therefor demonstrations are mainly based on visual communication. While students practice however, we additionally find what can be understood as 'somatic communication': The students learn from the feedback they get from their partner's body as they experience how it reacts to their own body's movements. We can therefor say that in this step it is not mainly the educational interaction that imparts knowledge to the students, but rather it is – as Barnes suggests - the enactment of a practice (here: martial arts movements) that implicitly transfers the necessary knowledge.

## **Disciplinary Conditions for Assessment and Instruction: Examples from Four Settings**

Oskar Lindwall & Gustav Lymer – University of Gothenburg  
Christian Greiffenhagen – Loughborough University

Critical to the discussion of the relation between learning and interaction is the issue of what is observable. The educational research literature is filled with definitions, operationalizations and controversies of this relation. The common uses of analogies – such as "learning as conceptual change", "learning as the appropriation of cultural tools" or "learning as changed participation in communities of practice" – express various theoretical positions and provide grounds for claiming that some particular event is evidence for learning. Of course, questions such as, "Are they learning?" or "Do the students understand?" are, in the first place, ones for instructors, not for researchers. In this presentation, four different settings will be briefly examined: text supervision in social science, critique sessions in architecture education, lab work in science education and the teaching and learning of crafts. The aim of the comparative exercise is to discuss the conditions for assessment and instruction in various contexts. In all four cases, an instructor assesses some manifestation of student performance or understanding in order to instruct. However, what these manifestations consist of, and the kind of development or trajectory that the instructions orient towards, differ extensively between the settings.

## **Respecifying Obedience to Authority: Directive Sequences in Milgram's Experiment**

Matthew Hollander – University of Wisconsin Madison (Chair)

Despite the enormous scientific and social importance attributed to Stanley Milgram's findings on obedience to authority by social psychologists and others, few studies have focused on the concrete, empirical details of what his subjects actually said and did. These sociological phenomena of talk and gesture are preserved in the hundreds of audio-recordings (and some video-recordings) archived at Yale University that Milgram made in 1961-62 of almost 1000 experimental sessions. Previous contributions to the Milgram paradigm in social psychology do recognize interactional and situational features in terms of which the subjects obeyed or disobeyed directives to shock a fellow (confederate) participant. However, such studies overwhelmingly rely on causal-deterministic assumptions about how the experimental situation informed behavior. This paper draws on a large collection of recordings of Milgram's original sessions to examine the artful techniques of social interaction by means of which participants resisted directives to continue. Comparison is made between disobedient and obedient cases to analyze what practices distinguished the two groups. Preliminary analysis suggests disobedient participants may mobilize a three-step process for accomplishing resistance to authority: (1) display of recognition of the victim's suffering, (2) iterated refusals to continue and accounts for refusal, and (3) bodily disengagement from the experiment.

## **Hospital Nursing Newcomers' Competence as Experts**

Esther Gonzalez-Martinez – University de Fribourg

Vassiliki Markaki – Université de Genève

This study explores nursing newcomers practices in hospital settings. Detailed examination of audiotaped phone interactions involving new nurses and other members of the hospital staff are used to discuss the ways newcomers exploit all of the resources locally available (handwritten notes, records, physician's instructions, etc). Our study focus more particularly on how new nurses orient to specialized language as a resource for both accomplishing assigned tasks and negotiate their entitlement. We show that the use of these specific practices is an interactional achievement and display not only participant's understanding of the phone call goals but also the social relationship between the callers. Through sequential and categorical analysis we examine how these exchanges provide a perspicuous locus in conversation for assessing nurses' expertise and pursuing their training in a situated way. The data for our study are collected within the framework of the IC-YOU Project (Interactional Competences in Institutional Practices: Young People between School and the Workplace) funded by the Swiss National Foundation (FNS).

## **What's in a Name? The Use of Address Terms when Reciprocity and Next-Speaker are Secured**

Jeffrey Aguinaldo – Wilfrid Laurier University

In interaction, address terms are commonly used to establish directionality of talk and next-speakership. However, the use of address terms abound in interactions where it is perfectly clear among participants who has been addressed and who is expected to speak next. This suggests that address terms can be a potential resource to accomplish a range of actions above and beyond establishing reciprocity and next-speaker selection. More recent conversation analytic work reports that address terms in institutional interactions are intimately linked to specific practices of those institutions. For example, interviewees' use of address terms in news interviews can be used to disattend the overhearing media audience and present answers as genuine and sincere (Claymen, 2010). And yet, address terms are often used in mundane conversations where such institutional contingencies are absent. The present paper builds on previous conversation analytic studies through an analysis of address terms used in non-institutional interactions and where reciprocity and next-speaker selection are secured.

## **Misalignment in Intercultural Workplace Interactions**

Lindy Comstock – University of California, Los Angeles

A shared repertoire of discourse practices and linguistic strategies constitutes one aspect that defines a community of practice and makes possible the achievement of joint activities within that community (Wenger 1998). Expectations about communicative norms and how discourse is structured within a community may be revealed through linguistic analysis of naturally-occurring data on the level of utterances (Sacks et al. 1974; Schegloff 2007). However, in an intercultural environment, there may be a deficiency of knowledge about norms that are either specific to a community or to culturally-unique linguistic resources (e.g. Fox, Hayashi and Jaspersen 1996), creating the potential for miscommunication (Bailey 2000; Richards and Seedhouse 2005; Sidnell 2009) or non-alignment (Schegloff 2007; Stivers 2008; Lindström 2009) between participants. By means of conversation analysis (Sacks et al.) and deviant case analysis (Silverman 2006) informed by ethnographic resources (ten Have 1999), this paper examines audio-recorded intra- and intercultural workplace interactions between Russian, British, and New Zealand colleagues in order to identify the intracultural practices of these communities. It is argued that pragmalinguistic failure (Thomas 1995) in the interpretation of community-specific linguistic strategies may lead to unintentional conflict, or "misalignment", among colleagues whom are otherwise inclined to facilitate the joint-completion of socially-situated activities.



## The “Position” of the Juror’s Utterance in Deliberation

Tomone Komiya – Japan Society for the Promotion of Science

In the Japanese jury system (Saiban-in system), judges and jurors discuss the issue together in deliberation. Generally, there is an asymmetric relationship between judges and jurors with regard to the amount of professional knowledge that they have. Thus, it is an important task for judges to draw out jurors' opinions. In this presentation, by analyzing the video data of mock trials, we elucidate some interactional techniques that judges employ to elicit jurors' utterances and discuss how jurors get opportunities to speak. In their turn-taking system, we identify the following four “positions” for jurors to take a turn: (1) self-selection after the judge's turn, (2) other-selection after the judge's turn, (3) self-selection after the juror's turn, (4) other-selection after the juror's turn. Among these turn spaces for jurors, it is observed when they are selected to speak next after judge's turn (i.e. in (2)), they are entitled to use the turn space and then can initiate an action (e.g., questioning) to judges. In addition, when judges employ certain kind of MCD (e.g., a mother) to select jurors as a next speaker, the asymmetry in knowledge distribution is reconfigured, so that jurors have “more knowledge” than judges.

## The Use of ‘Next’ Positions by Professional Judges as an Interactional Resource: a Micro Analysis of a Deliberation in Japan

Takanari Kitamura – Tokai University (Chair)

Almost three years has passed since Japan introduced a new criminal trial system, Saiban-in Seido (the Lay Judges System). The new system was designed as it is to promote more participation of citizens in and to reflect their ‘common-sense’ opinion in judicial process, by introducing a collaborative decision to be made by three professional and six lay judges on an equal footing. The system seems to have had broad public support so far although there has been disagreement as to some specific details of the system, e.g., the fear that professional judges might eventually dominate the opinions of a panel. This paper, based upon the video-recording of a TV documentary program, in which a deliberation at a criminal trial under Lay Judge System is conducted, focuses on how the professional judges, particularly a professional associate judge, talk in relation to lay judges' speech. The paper thus explicates how the professional associate judge uses as an interactional resource the positions sequentially placed ‘next’ to the utterances by lay judges, thereby leading the direction of the interactions in the deliberation.

## Video Replay Utilization in Courtroom Deliberations

Ikuyo Morimoto – Kwansei Gakuin University

In 2009, the Japanese government introduced a lay judge system for criminal trials under which three professional judges and six private citizens (lay judges) work together to reach a verdict. Since the system started, some measures have been taken to encourage lay judges to express their own opinions and argue with professional judges on an equal footing. It is for this purpose that all the testimony of witnesses in the courtroom has been videotaped to support the memories of the lay judges during deliberations. This study examines how such newly introduced technology is utilized to organize the interaction among the professional and lay judges during deliberations in mock trials. Our analysis found at least the following: 1) the video was only replayed when all members vaguely remembered the testimony. When a member expressed such a vague recollection, the chief judge asked others whether they remember before replaying the video. Members' memories are given a priority over replaying a video. 2) The chief judge never asked members for comments about the replayed testimony. All members were assumed to understand it identically. That may implicitly steer the discussion into one direction and exclude other possibilities, which we think as problematic.

## Wiretapped Phone Conversations: False Sources or Phenomenon “Detecting” the Technology?

Olga Galanova – Bielefeld University

In the East German Democrat Republic the secret state police – the so called Stasi – has kept tabs on anyone, who was suspected to be in opposition to the state ideology. Over the years, the Stasi produced a huge amount of files which include recordings of phone calls as well as transcripts and summaries of these recordings. Seen as “naturally occurring data” (Michael Lynch, 2002) Stasi transcripts can be used as a resource for studying wiretapped conversations between interactants, who guessed about them being wiretapped. The data allow to elucidate how a conversation via a telephone makes possible a communicative status of both the wire-tapped participants and the “eavesdroppers”. Besides, the practices of data production by members of an organization can be compared with process of ethnographic research. Similarly to those researchers, worried not to destroy the natural order of interactions by a switched tape recorder, Stasi co-workers regarded the thematisation of a guess of ‘being wiretapped’ as a sign of “untrue information”. However, the wiretapped conversations can by no means seen as ‘bad’ data (Garfinkel 1967), rather they will be discussed as technologically effected record keeping and as phenomena in their own right” (Michael Lynch, 1999).

### **Re-imagining Unmotivated Looking: Exploring Visual Text Analytics for Membership Categorisation Analysis in Long Distance Relational Video Calling**

Sean Rintel, Richard Fitzgerald & Daniel Angus – The University of Queensland

This paper explores the use of the new Discursis visual text analytics application for augmenting interactional analysis, in this case Membership Categorisation Analysis of a single case long distance relational video calling. Starting with a traditional MCA approach, and building upon Hutchby's (2001) notion of "intimacy at a distance", we first examine how relational work is done through category transformations of a character in a story-telling instance. We argue that the analysis shows that distance rather than the technology is the most relevant mediating factor in the ebb and flow of the proposed, transformed, and resisted categories used to enact the long-distance intimate relationship. We then take the same instance and explore how the Discursis visual text analytics application allows for a reimagined version of Sacks's "unmotivated looking" through the ability to provide an overall visual representation of the interaction and the ability to zoom in and out of particular congruences. We compare and contrast the way in which Discursis and humans treat categories as observable-reportable, and then explore what Discursis analysis can add to Membership Categorisation Analysis.

### **Interactional Barriers for Getting Work Done via ICT Mediated Business Meetings**

Mie Femø Nielsen – University of Copenhagen

This paper explores interactional practices in Information and Communication Technology (ICT) mediated business meetings in order to identify interactional barriers for, and conditions to, getting work done (e.g. strategize, make decisions). Meetings mediated by technology are different from face-to-face (FTF) meetings. The "us-here-now-that" deixis (Lyons 1968; Levinson 1983) is challenged by only the 'now' being usually shared and the 'that' and the 'us' 'here' being partially shared. All participants are not present on the same physical location, creating different group configurations. It has been shown how interpersonal asymmetries is produced (Heath and Luff 1992), that participants need to have a relationship to build upon before using the technology (Arnfolk and Kogg 2003; Lu and Peeta 2009), and that the interaction may be affected by technically caused delays and reduced visibility, as well as reduced embodied, tactile experience (Denstadli, Julsrud and Hjorthol 2011).

### **Technology and Reflexivity: The Politics of the "User" in User Centered Design**

Michael Clarke – University of Waterloo

In light of ethnomethodological work exposing the politics of categories (Suchman 1993), a call to move beyond simply integrating technology in a "technical manner" combined with the continued debate of the place of the ethnographer in the technological design process (Suchman, Button, Sharrock, Dourish etc.), and the growth in popularity of "user centered design" (UCD) of technology, this study is an ethnographic examination of the development of the "user" as an identity category. Analysis of the development of the "user" and its relationship with project stakeholders will center on digital materials generated in the early stages of an agency's technological design project, and specific attention will be paid to the politics of the developing the UCD persona: a stand-in for the user of a given product or service that is being designed. Next, incorporating the radical interpretive perspective of Blum, McHugh and Bonner, and the phenomenological work on technology of Arendt and Heidegger, this paper offers a reflexive examination of what is commonly considered the first action in the user centered design project: a Request for Proposal (RFP). The goal being a critical analysis of the assumptions that make the development of a persona possible in the first place.

## Withholding as Directing: The Instructing Character of Teacher Questions

Doug Macbeth – Ohio State University

Wendy Sherman Heckler – Otterbein University

Moerman & Sacks (1970/1988) both assure and problematize the recurrence of 'common understanding' in conversational interaction, assuring it in the routine production of appropriate next turns on time, and problematizing it for how 'turns on time' are not all that understanding might be. Garfinkel's discussions of 'let it pass' and Schegloff's studies of repair show us how 'understanding' owns no particular foundations. It is neither about 'agreements' nor 'consensus', and is more than 'ah hah' accounts can tell us. It is rather about whatever can permit an interaction to go on, and thus includes an orientation to what is pending, and not understood. Our paper takes up 'understanding' in the particulars of an educational research literature that routinely proposes that teachers might elide the production histories of their questions, by producing neutral ones. When asked this way, students would be deprived of resources for 'reading the teacher'. 'Questions' would be rendered purely informational matters, and thus the first 'tests' on the scene. The informational normativity of such proposals is striking, and our paper takes them up in the particulars of the "Modeling Instruction" program of physics education. Our classroom materials pose these questions: Can questions-in-their-course be erased as a resource for understanding what has been asked? And how indeed do students proceed as they demonstrably do, in a durable orientation to *however* their questions are asked?

## Instructed Action and the Work of Objectivating Coffee Taste Descriptors

Ken Liberman – University of Oregon

Professional coffee tasters have a naturally developed humility that comes from long experience with encountering coffees whose tastes in the cup always exceed the objective taste descriptors they use for defining its flavor. These descriptors are candidate accounts, and tasters look to each other for confirmation, amplification, specification - i.e. instructions - about them. The impossibility of objective descriptions does not relieve these tasters of the responsibility to provide objective descriptions, since the coffee industry (farmers, buyers, exporters, importers, roasters, customers, etc.) relies upon the objectivity of those descriptions to guide purchases and investments. Based on field studies of tasters in Panama, Brazil, India, Italy, and the US, some preliminary observations will be made about how tasters use objective descriptions to keep learning from each other about the coffees they examine.

## Finding Sense and Reference in a Rural Village Classroom in Turkey

Zekiye Yahsi – Gazi University

Returning to Garfinkel's early remarks on the indexical character of sense, meaning and common understanding (28–31:1967), my paper takes up an encounter between the teacher and a second grader in a one-room village school in rural Turkey. To context the treatment, we can be reminded that the classroom literature of the 20<sup>th</sup> century had no use for the concepts of culture or interaction through the 1970s. Classrooms were professional spaces for technical administration. In the 1970s, studies of interactional organization and cultural practice began to show themselves, (cf., Bruner, 1986; Erickson, 1986; Mehan, 1979; Phillips, 1972), and with them the possibility that students may arrive there who know nothing of classroom ways of speaking and acting. Those early studies produced the formulation of 'cultural mis-match theory', and the 'mis-match' was read for non-comprehension and failure to engage. What is missing from those early accounts, however, is how such failures are no less products of competent interactional analyses. Our 2<sup>nd</sup> grader is deeply competent to village life. In the classroom he is a stranger, yet he is never not an analyst. Our target sequence begins with a question, that is actually a reproach, "Where are your books?" It concludes with the achievement of their common understanding across a series of indexical formulations, whose achievement shows us a sustained course of analysis, and good faith.

### **Investigating the Pain-Beauty Paradox: The Interactional Management of Pain in Body-Beautification Service Encounters**

Zain Nizameddin – King's College London (Chair)

The last half-century has witnessed a commodification of cosmetic practices previously deemed unusual or trivial, which has led to the growth of a multi-million dollar body-beautification industry. The provision of body modification services such as hair removal, or tattoo art, however, often involves some management of pain in order to reach the transformed 'state' of the client. This raises practical problems, for both practitioners and clients in balancing the speed and efficiency of a task while managing moments when pain becomes intolerable. Using audio and video recordings, and drawing on ethnomethodology and conversation analysis, this research unravels the fundamentally interactional character of pain management in these encounters. The study unpacks how orientations, gestures, and components of the technical activity contribute to establishing moments when pain is animated and implicitly or explicitly oriented to. Consequently, moments are scrutinized to highlight their impact on the work at hand. The study reveals the practices in and through which practitioners and clients handle the coexistence of seemingly contradictory demands of social and technical aspects of body labour. Such practices are integral to work skills of body beautification specialists.

### **Question Formats: Soliciting Patients' Presenting Concerns in Palliative Care**

Shannon Cunningham, Linda Wood & Clare MacMartin – University of Guelph

Lorraine Wood – Temmy Lanter Centre for Palliative Care

Christa Jeney – St. Joseph's Hospital Supportive Care Clinic

Robinson (2006) demonstrated that primary care physicians and patients orient to three different types of reasons for visiting physicians: (a) relatively new concerns; (b) follow-up concerns; and (c) chronic-routine concerns. He identified the question formats designed to solicit the different sorts of concerns and the interactional consequences of failure to fit them appropriately to patients' reasons for visiting. In contrast to primary care visits, which usually involve only one purpose, palliative care consultations often involve multiple reasons for the visit. Physicians need to (a) monitor new concerns that could indicate disease progression, (b) assess the effectiveness of recommendations from the previous visit, and (c) track chronic health issues to determine if there have been changes that need to be addressed. In this paper, we present our analyses of questions soliciting concerns in audio and video-taped consultations in a supportive/palliative care clinic. We show that the uptake of different question formats as appropriately or inappropriately fitted to different reasons for visits is contingent on their sequential placement within different phases of the consultation and within the consultation as a whole. We discuss the implications for questioning strategies in palliative care and for CA research on open-ended questions.

### **Managing Problems of Acceptability with High Rise Fall Repetitions**

Trevor Benjamin – University of Groningen

Traci Walker – University of York

In this talk we describe one of the ways in which matters of truth, appropriateness, and acceptability can be raised, and managed, within the course of everyday conversation. We show that by repeating what another participant has said, and doing so with a high rise fall intonation contour, a speaker claims that the repeated talk is 'wrong', and in need of correction. There is an incongruity between two versions of the world—the one presented in the repeated speaker's talk, and the one which the repeating speaker knows or believes to be true, appropriate or acceptable. The ensuing sequences are routinely expanded and morally charged as the participants jostle for epistemic or moral authority over the matter at hand, and work to repair the incongruity (even if, in the end, they agree to disagree). Analysis is based on a collection of approximately 40 cases, systematically extracted from a set of over 400 recorded mundane conversations. This work contributes to conversation analytic research on repair and correction, social epistemics, and the prosody of talk in interaction.

### **Assessment Sequences in a Multi-Party Interaction: A Device of Switching a Participation Framework**

Eiko Yasui – Nagoya University

This study investigates assessment sequences in a multi-party interaction that occur while the co-present participants are individually engaged in an arts and crafts activity. The interaction examined is an unfocused interaction (Goffman, 1963), where each participant's attention is on a separate object and activity. However, as the participants are co-present in the shared space, they occasionally enter a focused interaction by participating in a common activity. It is repeatedly observed in the videotaped segments of an arts and crafts activity interaction that when one gives a positive or descriptive comment on another participant's work, others discontinue their own ongoing activity and co-participate in the assessment, claiming their own evaluative stances. Commenting on one's work can thus elicit others' attention to the same object. As Pomerantz (1984) shows, a first positioned assessment invites others to agree or disagree with it and indicate their own assessment toward the same referent. I thus argue that in an unfocused interaction, one's indication of an evaluative stance toward an object present can bring others' attention together to the same object. A first positioned assessment thus can be a device to make an unfocused interaction a focused one.

## Lights, Camera, interAction! Face-to-Face Interaction Features Used to Build Community on YouTube

Ingrid Norrmann-Vigil – University of California Los Angeles

In recent years, social networks where members can upload blogs and videos have grown exponentially. This has created new ways for people to communicate, find others with similar interests, and share experiences with an online community. But in order to maintain a live online community, members have to stay connected over time and actively read each other's blogs or watch each other's videos. The present study looks at miscarriage and pregnancy video blogs from a group of YouTube bloggers to illustrate how when making their videos they draw from face-to-face interaction features to capture the attention of the community. The bloggers analyzed bring the viewers into their discourse and involve them in the co-construction of experiences through the incorporation of second-person pronouns in their speech (e.g. "you guys" or "you know"), typical of interpersonal communication. Additionally, they transmit new experiences, emotions, or events by building onto prior information and knowledge available to the audience; in other words, they build new action "by performing transformative operations on an existing public substrate [which] is a general feature of human action" (Goodwin, forthcoming, p. 5).

## Interactional Techniques in Guided Tours at a History Museum

Matthew Burdelski – Osaka University

Michie Kawashima – Saitama University

This paper examines the interactional techniques of elderly Japanese-American docents in leading visitors on guided tours at a Japanese-American history museum in the United States. Analyzing videotaped recordings of naturally occurring interaction, it shows how these docents use talk and other resources such as gaze, gesture, and the exhibits to construct stories of self and other experience. In particular, it examines various communicative practices that docents deploy, including i) constructed dialog (e.g., 'He [my grandfather] had friends that told him, "Come here [to America] and you can make a lot of money"'), ii) questions that invite visitor response (e.g., Guide: 'But they're covered from head to toe. Why is that?' → Visitor: 'Sugar cane is sharp and could cut you'), and iii) conveying personal experience related to a family member (e.g., 'My mother came here as a picture bride also') or the self (e.g. At the time [of the incarceration], I was ten years old.). The findings suggest that stories are a central means in recounting history and accomplishing the guided tours. The analysis shed light on intersections among language, society, and museum interaction.

## Embodied Actions in Distributed Meetings: The Practice of Virtual Pointing

Margarethe Olbertz-Siitonen – University of Jyväskylä (Chair)

Within modern CA it has been shown that interaction is a multimodal accomplishment, i.e. not limited to talk and prosody, but also encompassing gestures, facial expressions, and positioning as equally relevant to the interlocutors. This finding has been largely based on video-taped incidents of face-to-face communication. However, multimodality constitutes an important focus for research into technologically mediated communication as well, promising applicable results, for example, for developers of computer programs that allow and support work meetings across distances. In this paper I will concentrate on the practice of pointing as an example of the practical use of embodied resources in virtual team meetings. I am drawing on recordings of authentic meetings which take place in an online environment that the participants' company developed for distributed team work. Everyone participating via computer can see an open document/form on their screen, but only the chairman is able to utilize the mouse and make changes to the document during each meeting. As can be observed, the chairs extensively use the pointer as a virtual extended index finger. Their pointing is not limited to deictic actions, but fulfills organizing and structuring functions as well.

## Using New Media and ICT as a Resource for Epistemic Authority

Tessa van Charldorp – VU University Amsterdam

Managing rights and responsibilities in relation to knowledge is a universal pattern found in all sorts of conversations (i.e. Raymond, 2000; Heritage, 2010). In this talk I will look at two types of conversations in which rights to knowledge are negotiated: police interrogations and family talk. Specifically, I look at how access to and knowledge of ICT and new media play a role in claiming epistemic authority. In the police interrogation it is the officer who is in control of the conversational agenda and turn allocation (van Charldorp, 2011). Furthermore, only the officer has access to a computer on which the written record is constructed (van Charldorp, 2011). I will demonstrate that officers specifically use typing and access to the computer as a mechanism to enhance epistemic authority. In the family setting I demonstrate that when new media becomes a topic or a physical resource in the interaction, children have and/or claim more knowledge about this topic than their parents. By looking at both settings I demonstrate how epistemic authority is managed during the conversation when ICT and new media become part of a conversation.



## **Response of Emerging Markets Users to Computerization of Paper-Based Processes**

Rinku Gajera – Xerox Research Centre India

Technology is often the catalyst for increasing access to services in economically backward and far-flung areas of developing countries. However, as computerization of processes in these countries increases, it is critical to understand the effects of introducing such systems where paper based processes are a way of life. Here, the technology adoption cycle plays out in a context of minimal resources, multiple languages & a hierarchical work culture. Such a context mandates that the parameters to measure success of a technology are different than those that would apply in more advanced and homogeneous societies. This paper describes the findings from an ethnomethodological study during the trial of an automated solution for document processing. The trial was done in a financial services institution where earlier processes were not only paper based but also spanned across several document processing roles. Specifically, it shares the lessons of 1) how the users accustomed to paper based document processes respond to computerised processes 2) what is the learning curve involved and adaptability? users' perception of improvement, and finally 3) what is actual systemic benefit of the automated solution? 4) how far can an automated solution be induced in the system?

## **Beyond Substance: Reflexivity, Technology and the Problem of Nihilism in Ethnomethodology and Analysis**

Patrick Colfer – Independent Scholar

For Heidegger, technicity meant that condition or destiny in which being is disclosed to Dasein as the standing-reserve. This, for Heidegger, was the ultimate consummation of nihilism and of metaphysics, the forgetting of the event of being for the sake of representation. The notion of reflexivity seems to offer a way beyond the pessimism of Heidegger's account. For ethnomethodology, the engagement of the social actor with norms, techniques, and the like, is grounded in the reflexive relation of the actor to the ongoing achievement of social competence. For analysis, however, the actor also has the possibility beyond this of achieving a principled or reflexive relation within the grey zone to rule and technique. The paper will review the potential and the limits of reflexivity by reviewing the work of Suchman, Dourish and others (ethnomethodology), along with recent work on nihilism (Bonner) and the problem of the grey zone and medical technology (Blum) within the analytic tradition. A version of reflexivity (in the practical context of computer technology) will be developed that re-appropriates the ethnomethodological breakthrough as a beginning that opens a way for a more thoroughgoing consummation of nihilism beyond Heideggerian pessimism.

## **On the Practical Benefits of Visualizing Tasks**

Shinichiro Sakai – Kyoritsu Women's University

Nozomi Ikeya & Norihisa Awamura – Keio University

Visualization occupies a central position in the modern collaborative work environment, notably in task management. Drawing from our extensive ethnography of a group of information technology hardware designers, the central focus of this study is to demonstrate how practitioners see, treat and make use of task visualization, and the practical meaning it has for them. When an organization introduces new tools that support a shared view of publicly available tasks, they are often featured as a better way of doing, or even a solution to, task management. However, the question of how users adapt to new tools for practical purposes is rarely considered, except in ethnomethodological studies of technology. We argue that the real challenge for adaptation is not a technological issue relating to new tools, either digital or analog; it lies in practical changes pertaining to the introduction of these new tools. These conclusions arise from our studies of practitioners' attempts to find practical benefits in new collaborative task management tools, and reflections on their practices—"old" and "new."

### Accomplishing What Texts “Say”

Christina Davidson, Brooke Scriven & Lisa Given – Charles Sturt University

Susan Danby & Karen Thorpe – Queensland University of Technology

The paper examines the practical reasoning of reading (Brandt, 1991; McHoul, 1982) as made apparent during interactions between adults and children. The study draws from a corpus of recordings of naturally occurring talk produced in homes and pre-school classrooms during everyday activity. Texts that were read by adults included a children's book, a written narrative for a YouTube recording and reports on Wikipedia sites. The sequential analysis of four extended sequences results in descriptions of some of the ways (1) adults provide accounts of their sense-making practices when reading (2) how children and adults jointly produce what written texts “say” though talk about them, and (3) how prosodic features of adults' reading of texts occasion displays of understanding by children. Comparisons across the sequences establish that during social activity involving written texts adults methodically produce reading aloud that is hearable as being for children who are learning to read.

### “No Jargon Please”: Easy Information as an Interactional Activity Involving Adults with Intellectual Disabilities

Val Williams – University of Bristol

This paper aims to characterise, through CA analysis of naturally occurring video data, the interactional activities that are an integral part of providing ‘easy information’ (EI) to people with intellectual disabilities (ID). Adjustments to the text presented to people with ID are commonly referred to in the UK as ‘translations’ into easy English, in various media. However texts are seldom presented without interaction and explanation. In conversations with people with ID identity issues are paramount, as Antaki and his colleagues have highlighted. Affirmation by the non-disabled interlocutor is nearly always locally relevant as a next action, discussed in previous analysis by the author. The very existence of an evaluative turn by the non-disabled adult can produce an instructional sequence, as it does with children. However, the current extracts shift fluidly between an instructional and a ‘real question’ sequence, where the person with ID may be allowed epistemic privilege over some aspect of knowledge. I will conclude with some consideration of the underlying identity tensions which interlocutors display, in taking part in EI sequences, and some practical messages at how they may be dealt with in talk.

### “What Does It Say About It?” Doing Reading and Doing Writing as Part of Family Mealtime

Gillian Busch – Central Queensland University

How children acquire and use written language has been extensively examined in a range of disciplines or fields. While formal education settings provide instruction for children to learn to acquire and use written language, support occurs during everyday activities in the family home. This paper examines a number of extended sequences of talk during breakfast of an Australian family that includes the mother and the father and their five children. The interactions were video recorded and then transcribed using the Jeffersonian system. This paper focuses on how the family members deploy interactional resources to support access to the text of the brochure, assess the appropriateness of the books for individual family members and fill in the forms to order a book. Analysis of the sequences establishes first, how both the mother and the older sibling provide help to enable one of the children to access the synopsis of a book presented in a book catalogue. Second, how assessments are produced interactionally (Raymond & Heritage, 2006). Third, how shared viewing of a brochure is accomplished and, fourth, how requests for assistance occasion help to complete an order form. The paper contributes understandings about how family members accomplish reading and writing interactionally.

### Doing Guided Reading: Accomplishing Small Group Reading Lessons in the Primary Classroom

Christine Edwards-Groves – Charles Sturt University

Guided Reading is a common instructional approach for teaching reading in classrooms. However, how this is accomplished as it unfolds in interaction is rarely the focus of research. This paper presents an analysis of the interactional features for teaching and learning and the displays of comprehensibility between the participants in guided reading – taken as a naturally occurring interaction. A conversation analytic (CA) approach is used to explore the ways in which the teacher and a small group of students collaboratively accomplish meaningful social exchanges in the moment-by-moment context of learning to read. The aim is to describe and analyse the interactional moves the teacher makes as she ‘guides’ readers through the book reading episode. Further, the ways the interactive participants render their activities accountable – that is, observable and reportable – as a guided reading activity is examined. What is revealed is the significance of the moments both in terms of the pedagogical relevance of the exchanges and how the participants ‘do’ guided reading as they orient to each other relationally, the artefacts and language which make this interaction distinctively a guided reading lesson.

## Livingston's "Mathematical Castings" for Galileo's Pendulum

Dušan Bjelić – University of Southern Maine

This paper examines Eric Livingston's (2008) *de-specification* of Bjelić's inquiries into the instructive pedagogy of Galileo's pendulum. By way of working *on site* with a pendulum, Bjelić will argue that Livingston betrayed the "unique adequacy requirement" in favor of a methodological *sharia*. Livingston takes the Galileo's Law as an orientation to the pendulum and casts dark shadow over the unknown, yet, discoverable and instructively re-specifiable properties of the body-pendulum link. As the consequence of this method Livingston engages in teleology of an experiment with a non-problematic end proving only, what was already known in advance, that nature conforms to mathematical idealizations (Wittgenstein). To demonstrate the witnessability of the Law, Livingston retro-actively deploys Galileo's 'unknowns,' such as mechanical watch. In the process he subjugated the historic habitat of Galileo's natural philosophy—entertaining spectacle for docile nobility at Medici's court—to the scientificity of the pendulum.

## The Jouissance of Ethnomethodology: Imaginary, Desire, Drive

Alan Blum – Culture of Cities Centre

The relation of technology to reflectivity stated as conference theme makes reference to an opposition worth reviving in order to address the relationship of thought to techne and to question this partitioning, the different ways thought can and does treat techne as topic and resource. Eventually I want to resuscitate the idea of the human as a tool-making animal in a strong rather than limited sense. This leads to reengaging thinking and so language too, as strategic in Kenneth Burke's sense of equipment for living, rather than as phobic. In the spirit of my work with colleagues such as Peter McHugh, Stanley Raffel, Kieran Bonner and many others alive and dead, I consider this relationship as part of a discourse to be worked-through, as traces of an archive (available from Plato, Hegel, Simmel, Arendt to name examples) in which Garfinkel's work intervened in the spirit of the intellectual climate of the 1960's. This tension functions as an ethical collision, akin to what Sacks called a work site, for exploring imagination itself as two-sided, both emancipatory and juridical, capable of devolving into hysteric and obsessive adaptations. Such a tension has been a recurrent feature of the discourse of ethnomethodology. Taking advantage of my participation as a witness to this history in part, I use the structure of affiliations and influences to revisit the fundamental ambiguity of the project and its imaginary self understanding. This is designed as a case study for applying the conference theme that invites us to question the relation of reflexivity to technology. Instead of inventorying successes and failures of this project I want to show its place as part of a modern critical approach to social life and as a necessary step in the narrative of 'reflective modernity'.

## Communication and Information Standards in Socio-Technical Systems

JoAnn Brooks – Syracuse University

Anne W. Rawls – Bentley University

This paper compares identifying activities that support effective human communication and sensemaking on the one hand, with those that support effective computer-based "information processing" on the other. We define a *standard* as a pattern of constitutive expectations that members of a social group orient in their communication with each other. We distinguish three categories of standards: *Socially-interactive communication standards* – constitutive rules and preference orders detectable in the accomplishment of direct human to human verbal communication *Human oriented information standards* – constitutive rules and preference orders involved in the accomplishment of inscribed (written) objects mediating human communication *Machine to machine information standards* – constitutive rules and preference orders supporting interoperability of resulting social objects across information technologies. Information standards are most often established via images inscribed on persistent surfaces. The notion of *abstraction* is then supported through social practices associating the images with other things persisting across time and space. Identifying activities performed in accordance with these constitutive rules and preference orders therefore tend to be interpreted (understood) as abstract *structures*, and treated as such, even though this substitution is problematic. Developing a perspective that treats information objects as requiring collaborative work is crucial for designing both social practices and technical systems in an information society.

## Instructed Perception: In-situ Learning of the Skill of Seeing in Prenatal Ultrasound Examinations

Aug Nishizaka – Meiji Gakuin University

Drawing on 32 video-recordings of prenatal ultrasound examinations, I analyze practices for the organization of visual perception of images on an ultrasound monitor screen. Though officially intended as a diagnostic test, prenatal ultrasound examinations are also performed to visually demonstrate to the pregnant woman the development of the fetus and the uterus. The demonstration requires pregnant women to see the images on the screen. However, seeing the fetal images on the screen appropriately needs some appropriate skill; healthcare providers usually describe what is currently on the screen to help discriminate a particular feature from the surroundings. Healthcare providers employ various practices for the discrimination of any feature on the screen. The simplest practice is composed of a pointing gesture and the utterance of the name of a fetal part. However, when pregnant women show difficulty in discriminating a feature, healthcare providers use more complex practices combining visual and tactile modes of orienting them to more explicitly instruct the pregnant woman how to see it. I use these cases to demonstrate how healthcare providers promote pregnant women's in-situ learning of the skill of seeing a feature on the screen via organizing a structural configuration of distributed embodied orientations.

## Making Visible the Rule “One-at-a-Time”: How Children Produce Social Order in the Classroom

Dimitri Voilmy – Université du Sud Toulon Var

This study focuses on how children learn to share a common understanding of social order. How is this situated learning based on something different from a system of beliefs and values which characterize traditional morality in Durkheim's (1910) terms? Using ethnomethodologically-informed video analysis, the cooperative work of a group of children of first class level at primary school is analyzed. In this classroom, the educational exercises using an interactive whiteboard are learner-centered. The pre-programmed software designates a pupil, who goes to the board, following a list of seven first names. Respecting the rule “one-at-a-time”, to which the children reflexively orient, allows them to maintain the constitutive order and to accomplish the pedagogical activity in between themselves. Wittgenstein (1961) has shown that obeying the rule reveals the practical experience that is demonstrated in identifying which type of rule must be followed depending on the context. My analysis reveals that, above all, the children rely on the rule as being trustworthy, whence the difficulty to make sense of the situation when a disruption occurs. We will see in the video data how they negotiate their immediate environment in the process of social interaction (Cicourel, 1968) when a pupil is designated twice.

## Learning in Interactional Terms

Timothy Koschmann – Southern Illinois University

Alan Zemel – University at Albany

For the purposes of this presentation we take up a particular way of speaking about instruction and learning. Instruction we take to be the interactional work to produce some matter as instructable. This makes relevant some response on the part of the recipient. Learning emerges in the assessment of this response. Within this way of speaking, instruction and learning represent positions within a transaction. They are recognizable and accountable forms of action. The nature of the instructable is negotiated within this transaction. It is, therefore, a contingent and occasioned matter. In this talk we will explore how instruction and learning, construed in just this way, are achieved methodically in practice. We will examine a single case taken from a video corpus of teaching in the operating room. We will document how members of a surgical team, surgical residents and attendings, manage learning and instruction within the context of consequential work.

### **The Ways of Profession Using Visible Resources: Care Workers Produce What They See Publicly for Elderly Users with Dementia**

Ayami Joh – University of Shiga Prefecture

This paper considers how people organize their "professional vision" (Goodwin 1994) in the group home for elderly people with dementia. Care workers in the group home whose concept is to hold up the progress of elderly users' symptoms of dementia among a home-like atmosphere have two orientations: to get along with users and to watch users closely in aim of nursing elderly users by profession. This paper focuses on how care workers display what they see elderly users as professional. Detailed analysis of naturally occurring interaction between elderly users and care workers from microethnography (Streeck, 2009) demonstrates care workers use body orientation of elderly users as a resource to initiate their task like supporting to go to the bath room. For appropriate watching and supporting elderly users, care workers display quick judgment of what they see and some redundancies such as they utter what they see from visible resources publicly. These actions which is primarily for nursing and supporting elderly users also have another aspect which is sensitive to on-the-job training; sharing the what they see publicly, care workers produce the chance to learn the way of appropriate watching and supporting elderly users among care workers.

### **Enabling and Disabling Participation: Handling Technologies in Institutional Settings**

Sangreeta Bagga-Gupta & Ingela Holmström – Orebro University (Chairs)

This study takes a socially oriented perspective on human activity and is based upon analyses of ethnographically framed video-recordings of mundane activities at different school settings where Swedish Sign Language, SSL is used in addition to Swedish in Sweden. The study specifically focuses how a range of technologies are used in segregated and mainstream settings where deaf pupils and/or adults are members. Analysis here is two-fronted: exploring the range of technologies used at the institutional settings and focusing the ways and techniques that actors employ in order to accomplish the social. What are the ways in which technologies frame identity positions and languaging in different sites? How does micro-interactional analysis inform issues related to inclusion/exclusion from cross-comparative perspectives? What is the status that members accord different technologies in place in these settings? Our preliminary cross-comparative findings raise issues that challenge current understandings attributed to bilingualism and discursive-technologies generally and hearing technologies specifically. Some questions are also raised with regards to the ways in which human agents and both SSL and Swedish become "technified" in both the mainstreamed and the segregated educational contexts. Technologies, and their usage, both enable but also disable membership in sub-constellations that are co-created in institutional settings.

### **Minimizing Disagreement and Maintaining Affiliation: The Use of Turn-Final "Or Something"**

Veronika Drake – University of Wisconsin-Madison

Using conversation analysis as its methodology and drawing from a corpus of video- and audiotaped naturally occurring interaction, this paper shows that participants regularly use turn-final "or something" in first position to maintain affiliation and minimize disagreement and disconfirmation. This paper is based on the analysis of 25 instances of a larger collection of turn-final "or something", a construction that can be added to both declaratives and yes-no interrogatives (YNIs: Raymond, 2003). When ending an interrogative in "or something", participants overwhelmingly receive a confirming response. Adding "or something" to declaratives, participants – rather than asking for confirmation – offer a suggestion that is for their co-participant to accept or agree with. In both environments, "or something" semantically opens the preceding turn, creating an approximation of the referent and a range of referents. While "or something" is thus implicated in, vernacularly speaking, vagueness, this is not its primary interactional function. I show that, rather, "or something" is a resource that helps participants maintain affiliation and minimize disagreement. My work resonates with several major domains of research in conversation analysis and interactional linguistics: preference, epistemics and the interplay of language form and language use.

### **Patients' Initial Presentations of Mental Health Concerns to General Practitioners**

Hannah Wheat, Rebecca Barnes & Richard Byng – University of Guelph

Mental illness (e.g., depression) in its early stages often goes undetected by general practitioners (GPs). Retrospective and quantitative studies have suggested that mental health concerns (MHCs) are not always presented by patients in a clear and timely fashion. This study explores this finding using conversation analysis to investigate talk about MHCs as real-time interactional achievements involving GPs and patients in 15 consultations drawn from a wider data set of 76 audio-recorded primary care consultations in 5 UK family practices. In comparison with MHCs of patients who had a history of MHCs, patients' novel MHCs usually emerged late in the appointments as indirect presentations taking one of two initial forms: 1) topicalizing of physical concerns (i.e., somatizing of emotional distress); posing of diagnostic puzzles for the GP as to the aetiology of the patient's emotional distress. GPs did not typically engage collaboratively with these initial presentations, such that patients subsequently revised their problem presentations over relatively lengthy sequences of turns using upgrading and other discursive features. The analysis is discussed in the context of institutional challenges related to the efficiency and effectiveness of medical consultations in general practice medicine, including doctorability and the potential stigma of disclosing MHCs.



### Self-Initiated Self-Repair in One-to-One Online Written Interaction

Joanne Meredith and Elizabeth Stokoe – Loughborough University

This paper examines the practice of self-initiated self-repair in online written interaction, and compares it to repair in spoken talk. The data comprises one-to-one quasi-synchronous Facebook chats, collected using screen capture software. We describe self-initiated self-repair as it occurs both during the visible chat and also during the writer's construction of the chat message. We will show, firstly, that some repair operations are visible to both the writer and the recipient. These most often correct typing errors, which may be relevant to the recipient's understanding of the message. However, self-repairs also occur during message construction, and are not visible to the recipient. We will show that these self-repairs correspond to those in spoken interaction, both in terms of design, organization and component features, and in terms of their interactional function to construct action, display stance, and, overall, to maintain intersubjectivity. However, in contrast to spoken interaction, writers are able to 'hide' these repairs from their recipients. The paper will therefore argue that participants in online written interaction have adapted spoken interactional practices, making use of the technological affordances of the medium, in order to conduct repair operations which are not available for the recipient.

### Organization of a Looking Order Within a Typed Interaction on the Internet Forum

Anna Demidova – Bielefeld University

Drawing upon a collection of the naturally-occurring advice-giving sequences, initiated by the lay visitors on the medical forum, this paper describes two participants' methods of organizing the 'looking order' (Morrison 1981) of their typed inquiry: (a) numbered list of questions and (b) multiple questions in regular text. Exploring the relationship between initiating and responsive actions (Schegloff & Sacks 1973), the paper shows that these two methods embody contrasting 'epistemic stances' (Heritage 2012) and have different interactional consequences. Organizing their questions as a list, participants establish the accountable relationship between the interrogative items, displaying understanding of their health situation and entitlement to the confirmation/disconfirmation of their interrogatively formulated hypothesis by the professional. List organization of questions exerts a preference for the list organization of answers, and thus, sets rather strict constraints for the response, including the order of answers and their grammatical forms. While placing the multiple questions one by one in regular text is used to display author's confusion and leaves it for the recipients to decide how to organize their answers. Overall, this paper aims at furthering our understanding of the specific organizational resources used in the constitution of action in typed design, enabled by the digital technology

### Teacher-Child Interactions: Accomplishing Web Searching

Sandy Houen & Susan Danby – Queensland University of Technology

Written language is an integral part of Web searching. In order to accomplish the search, a topic is first typed (written) into an online search engine. Little is known about how teachers and young children "do reading and writing" as they engage with entering search topics. This paper draws on one videorecorded episode between a teacher and two children aged four years at the classroom computer to investigate how they adapted their Google search query by modifying words in order to create a new query. The teacher displayed an orientation towards progressing the search in a timely way, with the teacher using discourse markers and interrogatives to amend the search query. The teacher used interrogatives to guide typing the query, and to elicit the children's knowledge about entering the search topic, and she used the discourse markers, 'now' and 'okay' to progress typing the query into the search engine, to move the search to completion. Interacting with young children as they enter search queries is a relatively new pedagogical space for teachers, and findings will contribute to understanding how social interaction supports children "doing reading and writing" when entering or modifying a topic into a search engine.

## **On Not "Losing the Phenomenon" in Digital Astronomical Practice**

Goetz Hoeppe – University of Waterloo

In this paper I consider how young scientists are trained to achieve accountability when combining digital data of diverse origins. I draw on my ethnographic study of astronomers who combine observations from two telescopes – one in Chile, the other in Spain – in the making of a dataset which they use for science analyses. Focusing on how these researchers work prospectively, I find Harold Garfinkel's (2002) concern with the possibility of "losing the phenomenon" as an essential and characteristic feature of a discovering science particularly useful. The astronomers whose work I witnessed were wary of "losing the phenomenon." Not losing "it" has been a critical task for them. Arguably, the methods and resources for achieving this are fundamental to the training of novices in this domain of practice. I inquire into what these methods and resources are, and what they imply for the researchers' understanding of what astronomical phenomena and digital data are like.

## **Of, In, Through, and From Within: Give Me a Microscope and I Will Show You a Phenomenon**

Philippe Sormani – University of Vienna

"The phenomena of everyday life, without exception, already possess whatever methods they require for their own [production,] observation, recognition, collection, and analysis" (Clayman, Maynard 1995:25). What are those methods? How can they be learned, taught, and examined? What for, if the domain is 'physics', and the audience 'academics'? This paper is based on the self-instructive exercises in scanning tunneling microscopy (STM) by its author. The paper focuses on how the 'domain-specific skills' of STM, as drawn upon in current experimental physics, could be self-taught in and through its sustained practice (cf. also Livingston 2008). In a second step, the autodidactic exercises are brought to bear on the ethnomethodological re-specification of transcript-assisted video analysis of 'ordinary' STM tutorials, involving regular physics students. This re-specification makes available their talk-in-interaction as a disciplinarily oriented phenomenon: their microscopic phenomenon of physical pertinence (e.g., a 'clean' graphite surface). In an introduction to science and technology studies (STS), ethnomethodology has been identified as a 'notoriously nuanced' approach (Sismondo 1995:119). This paper, then, works out some of these nuances, putting into perspective both STS and video analysis.

## **A Comparison Between Garfinkel's Studies of Work in the Sciences and Constructivist Studies of Science**

Michael Lynch – Cornell University

Starting in the 1970s, Harold Garfinkel initiated a series of investigations of workplace activities: the embodied and collaborative practices that make up the identifying activities in the specialized professions, arts, and sciences. By "identifying activities" is meant the situated productions and performances that make up competent, publicly recognizable instances of musical performance, mathematical demonstration, legal argumentation, and countless other technical activities. An important line of research in the studies of work program concerned the natural sciences and mathematics. This program was developed in parallel with ethnographic studies of laboratories, which proved highly influential in establishing the constructionist approach in science studies. However, as Garfinkel made explicit, his aim was not to show *that* science is "constructed", but to investigate and exhibit its material production. He and others who investigated technical work in the sciences and mathematics have published numerous studies, but much of what Garfinkel wrote on the subject remains unpublished, and to a large extent unrecognized in social studies of science. This paper compares some of Garfinkel's unpublished writings, particularly a lengthy text entitled "Respecifying the Natural Sciences as Discovering Science of Practical Action ... ," with variants of constructionism that have run through Science & Technology Studies (S&TS) since the mid-1970s.

## Learning on L2 in a Digital World: The Role of Technology in Knowledge Construction

Tetyana Reichert– University of Waterloo

A growing body of SLA research shows that it is through the use of computers and internet learners engage in activities in which they have control over pace and direction of their learning. These studies, however, have focused little on the connection between learning through interactions and use of technology. In my paper, I will address the following question: In which ways technology facilitates learning an additional language in interactions? The analysis is based on a "socio-interactionist perspective" (Mondada & Pekarek Doehler, 2004), which draws on conversation analysis and sociocultural theory in order to understand L2 learning as a social phenomenon. For this analysis, I use selected excerpts from 23 videotaped peer interactions with learners from beginner's and intermediate classes of German as a Foreign Language. These interactions resulted from a course requirement, for which groups of two or three students had to compose a role-play in the target language and perform it in front of the class. In my analysis of these interactions, I will demonstrate and examine examples in which participants actively engage through the use of computer and cellphone in peer to peer conversations, and which role it plays in the context of learning an additional language.

## An Account of Action as Learned: Embodied Criteria in Action Organization

Motoko Igarashi – Joetsu University of Education

Building on earlier work showing that learner articulation (Koschmann and LeBaron 2002) and structured environment are physical and conceptual basis of learning actions or activities (Goodwin 1994; Nishizaka 2006; Tulbert and Goodwin 2011), this study focuses on the relationship between a learner's action organization and the criteria for success as learning achievement. We take two video recorded episodes in which children learn certain actions with teachers who recognize the achievement with the children. The first case involves instructed learning where, after teacher instruction, a first-grade child finally learns to go under water in the school pool and after that reports the success to others. The second case involves learning another's action, with a three-year-old child who sees another child standing on monkey bar wanting to do the same and learning to do it with the teacher's assistance. We demonstrate how the criteria for learning achievements are displayed through teacher-child interaction, allowing children to embody them in their action organization within a structured environment. This study contributes to the conference theme in terms of explicating children's techniques for making learning visible.

## Talking in New Ways: The Co-Construction of Therapeutic Enactments

Alan Zemel – University at Albany

In couple therapy, therapists demonstrate for clients how to talk with their partners about relationship issues in new and therapeutically constructive ways (cf. Butler & Gardner, 2003; Butler & Bird, 2000; Davis & Butler, 2004). Demonstrations are gist-formulations (Heritage & Watson, 1979; Heritage & Watson, 1980) that (a) display the therapist's understanding of client issues based on the client's prior talk, and (b) illustrate, display, exemplify what such talk with the partner could be in the client's own 'voice'. On occasion therapists request that clients 'enact' these demonstrations with their partners. Clients respond to such requests with their own versions of the therapist's demonstration as relationship talk with their partners. In performing an enactment, the client performs what he/she considers to be the 'enactable' in the therapist's demonstration. The therapist's task is to confirm or disconfirm the client's enactment as therapeutically constructive talk with the partner. Occasionally, when the therapist finds the production of a client's enactments to be problematic, the therapist may co-participate in the production of the client's enactment. In this paper, we examine how differences between therapist demonstrations and client enactments are managed and resolved by the therapist during the client's production of an enactment.

### **Responding to v. Answering a Question: The Turn-Initial Marker of 'Ja' in German Interaction**

Tobias Barske – University of Wisconsin Stevens Point

Emma Betz – University of Waterloo (Chair)

Turn beginnings are crucial interactional places. Connecting a previous to the current sequence, turn, action, or topic, they project the shape of an upcoming action (e.g., Bolden 2006, 2010; Clayman 2010; Schegloff 1996). The beginning of responsive turns may alert co-participants to problems in expectations, agreement, or alignment (e.g., Heritage 1998, 2002). For example, well-prefaced responses to wh-questions in English indicate non-straightforwardness (Schegloff/Lerner 2009). This study shows that turn-initial ja in responsive turns following wh- and yes/no-questions serves a similar function in German. 16 hours of non-elicited ordinary conversation (multi-party and telephone interaction) were analyzed. We show that type-conforming and non-type-conforming responses may be ja-prefaced. Ja marks a turn as responsive. It also alerts the recipient either that a type-fitting answer is actually insufficient or vague, or that a non-fitting response should be parsed as actually containing an answer. Thus, ja signals that there is more to the response than its formulation suggests. This paper adds to already documented functions of responsive ja in German (agreement, acknowledgement, confirmation) and to a growing body of cross-linguistic research on the techniques interactants use to resist a question's terms. Thus, its findings further our understanding of the relationship between answering and responding.

### **Turns, Turn Taking and Slots: Turn Taking Reconceived in Light of Wilson and Zimmerman's Discovery of Slot Alternation**

Christian Nelson – Massachusetts College of Pharmacy and Health Sciences

Sacks, Schegloff and Jefferson (SSJ, 1974) specify a technology by which interaction participants allocate the right or responsibility to participate in an interaction. This model is both context-free, because it applies to all conversations, and context-sensitive, because the nature of that which is allocated through turn taking is determined locally by the participants in the course of their interaction. SSJ indicate that what is allocated is a linguistic utterance of uncertain type (word, phrase, etc.) whose completion is projectable and hearable. However, for a variety of reasons, more than a few interaction researchers, including some Conversation Analysts, have expressed dissatisfaction or frustration with this definition. So, a reconsideration of the technology of conversational participation is not out of the question. In this paper, I offer a reconsideration, based in large part by picking up on SSJ's reference to "talk in turns," and turn filling talk as well as Wilson and Zimmerman's (1986) observation that slots of silence are alternated in conversations, that reconceptualizes turns as expandable slots of time (or, opportunities) for participating in an interaction – slots that can be filled by utterances as well as physical actions (Jarmon, 1996), so long as they are sequentially relevant and implicative

### **Opening Up Closings in Multiparty Distant Work Meetings**

Clair-Antoine Veyrier – Université Montpellier

This paper aims at analyzing members' interactional procedures interrelated with technology in professional distant work meetings, based on video recordings of naturally occurring webconferences. A webconference is a kind of audioconference system enhanced by web features allowing its users to manage the gathering, to chat, and to share screen, documents or applications. In dyadic phone calls, the ring produces a summons which makes relevant the standardized relational pair caller/called and organizes the call (Schegloff 1968, 1973, 1986). Opening and closing social relations in webconferences are not produced anymore within the model of a dyadic telephone call. Webconferences are based on the model of entrance. Firstly, I analyze the repertoire of practices used by members to achieve the entrance(s) into the meeting. Members coordinate physical, voiced and artefactual entrances to join the conference. Phone notifications do not work as a summons anymore. A new standardized relational pair (Sacks 1972) participant/moderator is made relevant to achieve and organize talk. Secondly, I show how the same relational pair is used in closing the event. The moderator can unitarily close the conference and dismiss all participants. However, a choral co-production of verbal closing and hanging up is produced before a moderator closes the conference.

### **From Lifeguard to Bitch: The Problem of Promiscuous Categories in Story Telling via Video Chat by a Long-Distance Couple**

Richard Fitzgerald & Sean Rintel – University of Queensland

This paper concerns a single case of story telling between a long-distance couple via video chat. Our interest is on how a character's relevance to the story is rendered uncertain by the teller, but how this uncertainty provides an avenue for the relevance of the character to be recast by the recipient. Using Membership Category Analysis and Sacks' work on story telling and omnirelevance we examine the evolution of the character in the story while also tracing the way the character is treated by the recipient. Our analysis highlights both the way categories can be withheld from devices for effect and also the way unfixed categories can become 'promiscuous' in the sense that they are free roaming and available to be allocated to other devices. In doing this we respecify the 'problem of promiscuous category analysis' as a members phenomena.

## Literacy as Membership Practice

John Hellerman – Portland State University

For language learners, the question of what is learned as much as how it is learned is a question for ethnomethodology and conversation analysis. The 'what' involves embodied language in interaction, language which includes spoken and written modalities. The 'what' also includes the notion of membership: membership as students as well as membership as a speaker of a particular language. This presentation illustrates ways that novice speakers of English use the technology of writing during embodied face to face interaction for becoming members in both these senses. The data for analysis come from video recordings of non-elicited classroom interaction among beginning level learners of English some of whom were pre-literate. The analysis shows how a new communicative practice (English language use) is enabled by the use of the new (to participants) technology of literacy – "the localization and embodiment of phenomena" (Sharrock & Anderson, 1986, p. 92).

## Post Festum Sense Making of Second Language Encounters

Johannes Wagner & Gudrun Theodórsdóttir – University of Southern Denmark

The data are drawn from an experimental second-language teaching environment in Iceland. Newly arrived students are early in their language career engaged in out-of-classroom everyday activities in which they interact with the Icelandic-speaking environment. Typically they are involved in all kinds of service encounters. The activities are often embellished with what could be called off-task interactions. The students audio-record their conversations routinely and bring them back into the classroom to share them with the instructors and other students. The paper investigates practices in which the students try to unravel the meaning of certain snippets of the encounters of which they themselves have been part of without fully understanding what was going on. This can be parts of the service activity, background knowledge of the practices involved or off-task interactions. On the basis of listening and re-listening to the recordings, the students identify verbal practices and add these items to their emergent Icelandic dictionary. This practice, referred to as word fishing by the teachers, prompt new service encounters in which the students are foraging new language items. The use of recording technologies creates rich possibilities for the students to make sense of and reflect their sojourning activities into the Icelandic society.

## Reading Aloud as a Technique for Meaning-Making in Video Gaming Activities

Arja Piirainen-Marsh – University of Jyväskylä

Much has been written about video games as a new type of everyday technology and globalizing media form that has changed the social practices of especially young people. Numerous studies describe how games create virtual spaces for developing social networks, communities and relationships across linguistic and cultural boundaries. Yet surprisingly little attention has been paid to game-playing as social action in both domestic and public settings. Interaction with games involves constant monitoring and analysis of evolving situations that unfold through multiple communicative modes. This paper investigates how the mundane practice of reading aloud is used as a resource for meaning making in joint gaming sessions involving two co-available languages. The data come from a collection of gaming interactions involving two co-present players playing console operated video games. In some gaming interactions, the players recurrently read aloud short texts that appear on the screen, such as commands or choices that appear in a menu or subtitles of game characters' speech. This paper analyses these moments and aims to show how reading aloud serves as a resource for establishing and maintaining joint attention, dealing with visual trouble sources, and for displaying affective stance, thereby negotiating social organization among the players.

## Openings and Closings in SMS Communication: Membership Through Hybrid Language Use

Simona Pekarek Doehler & Etienne Morel – University of Neuchâtel

Within the past two decades, social interaction via texting has become a dominant way of communicating and socializing around the globe, and a central site where the tension between localized and globalized practices is enacted. While an overwhelming body of research has analyzed its social and sociolinguistic nature, SMS communication has rarely been investigated as a form of social interaction, or as a social practice that is fundamentally plurilingual in nature. Based on a dataset of 4628 messages of which the base language is French, collected in Switzerland, we investigate the openings and closings of SMS exchanges. We show that a) just like in ordinary conversation, openings and closings are interpersonally 'dense' moments where displays of affection come into play; and b), unlike in everyday conversation, openings and closings are eminently hybrid in nature: they show frequent use of other languages than the base language of the interaction, along with hybrid forms that blur the boundaries between what we commonly call languages (mixed spellings, neologisms). We conclude by suggesting that the hybridization of language is part of how SMS users' display their membership in a community of practice in a way that subtly navigates between localized and globalized communicative values.



## Media and Family Dinner

Ilkka Arminen – University of Helsinki

Tiina Mälikä – University of Tampere

Media plays a central role in everyday life of many families, and it is salient to study how the media and family routines intertwine in the family interactions. In this paper, we examine how media use interferes with family interaction during dinner time, and distinguish three types of family dinner practices: 1) "Traditional family dinner" (family members eat together, innerdirected towards the family without media), 2) "TV-dinner family dinner" (family members use media while eating, joint outerdirected focus) and 3) "Separate meals" (family members eat at different times or just grab something individually, individualized outerdirected focus). We will also consider some implications of mediatization of family life and its rituals. The data has been collected in the homes of 5- and 12-year-old children (24 families altogether) in 2011. We video recorded, with four cameras, the whole evening from the time the child(ren) came home from school or daycare, until he/she/they went to sleep. The cameras were placed to record the family dinner table, main TV, couch (or other place where people were watching TV) and main computer. There are approximately 300 hours of video data of family life.

## Friends Multi-Communicating Across Modalities: Managing the Affordances of Mobile Phones During Co-Present Interaction

Stephen DiDomenico – Rutgers University

In the so called "digital age", we increasingly find ourselves having to reconcile new forms and modalities for communication - such as mobile phones or online social networks - with the domain of face-to-face encounters. Only recently have scholars begun to consider the ways participants' use of communication technologies are interwoven into the accomplishment of social actions in the context of face-to-face conduct. This paper examines a small collection of video taped naturally occurring interactions of friends "hanging out" at home. Building on early work on "multi-communicating", or one's participation in several conversations simultaneously, I argue that the affordances of the mobile phone demand a more nuanced look at the role of new communication technologies and "multi-communicating" practices in the context of everyday talk. I utilize the inductive methods of conversation analysis in order to generate rich, detailed descriptions of the interactional practices through which participants co-construct and interpret social actions. First, I describe the technological affordances of the mobile phone and how the use of specific features of the mobile parallel canonical features of face-to-face interaction. Second, I show how participants perform interactional "work" to manage their multiple, concurrent engagements between their physically co-present interlocutors and mediated non-present interlocutors.

## "Self" and Epistemics in the Organization of Repair

Galina Bolden – Rutgers University (Chair)

Goffman's (1981) work on "footing" has paved way to specifying the analytic concepts of "speaker" and "hearer" in social interaction. This paper examines empirically participants' moment-by-moment negotiated understandings of speaker-hood in the context of conversational repair - i.e., practices for dealing with problems of hearing, speaking, or understanding (Schegloff, Jefferson, & Sacks, 1977). I demonstrate that participation in repair sequences reflects interactants' orientations to socially distributed rights to knowledge, or epistemics (Heritage, 2012a, 2012b). Even though speakers are ordinarily entitled to speak on their own behalf and, thus, to repair their own talk (Lerner, 2003), the application of this right is a contingent, negotiated, and sometimes-contested matter. Using the methodology of conversation analysis to analyze a large corpus of video-recorded English, Russian, and bilingual multiparty interactions, I show how asymmetries in participants' experiences (and in their rights to talk about them) are drawn upon in the process of repair resolution and suggest a re-specification of the notion of "self" as it pertains to repair.

## Remembering as an Accounting Device in Self-Initiated Self-Repair: A CA Based Approach

Maria Martika – University of Toronto

Based on video and audio recordings of ordinary interaction in Greek and English, this paper will analyze instances of self-initiated self-repairs occurring in talk preliminary to story-telling or event reporting. The activity of these repairs is not the correction of an error, but mainly 'search' or 'precision' work that seeks to elaborate on pre-mentioned correct terms. The trouble source and the repair proper simply express two different levels of detail, with the repair proper being more 'zeroed in' on the target. The elements involved in these repairs are embedded in preliminary sequential positions, and instead of promoting the projected action—that is the telling—they delay it. These repairs also show systematicity with respect to what precedes them. They are initiated after another type of self-repair whose activity is repairing a prior incorrect term/piece of information—that is, in an environment subject to account. Crucially, these repairs are formulated as displays of remembering processes—the speaker's effort to recall some information is indicated through prolonged sounds, 'loud internal dialogues' or 'out of focus thinking face'. This paper seeks to explain the organization and orderliness of these repairs while exposing the interactional and social purposes served by what seems a purely spontaneous or cognitive process—remembering.

## **Identity and Community Co-Construction: Adapting Discourse Analysis and Ethnomethodology to Analyze Online Forums**

Tanya Mudry – University of Calgary

Online forums are an increasingly popular source of social support for individuals addressing addictive behaviours, including problem gambling. Despite this popularity, little research attention has been paid to how participants interact, obtain support, and negotiate identity in these online communities. An integrative approach blending "Netnography" (ethnographic approaches online), discourse analysis, and ethnomethodology was used to analyze the discursive interactions of self-identified problem gamblers on an online forum. Discourse analysis and ethnomethodology are traditionally used for analyzing face-to-face conversations that occur in "real time." Utilizing data from an online forum, although innovative, presents interesting and perplexing challenges. In this presentation these challenges will be discussed including recruitment, ethical issues, inactive members, and asynchronicity. Advantages and disadvantages of using this medium over traditional face-to-face interactions with these particular methods are explored.

## **Writing Public Interaction Through Technology in the Work of Web-Advisors**

Julia Velkovska – Orange Labs at EHSS

Lillian Coates – Johannes Gutenberg-Universität

We describe the work of web-advisors on a public web forum of a mobile telephone company on the basis of a video-ethnography, including a large corpus of recordings of the professionals' activities (on the screen and in their open-office environment). The forum, initiated by the company to develop a self-help "community" among customers, has become a meeting place for regular participants who answer the majority of questions submitted and also chat. Through this particular organizational use of technology customer advice has largely been delegated to the customers themselves, profoundly transforming the professionals' activities compared to more traditional settings of customer relationship (e.g. telephone or shop), especially by writing in public and collaborating with participants. The public visibility of posts is an affordance of the communication space. At the same time, "the public" is brought into existence through the web-advisors' specific techniques of writing and reading by which they try to leave room to community participation but also to protect themselves from being held accountable. "The public" is constantly rendered visible in their work, conversations and posts. Our main focus lies on how "the public" is constituted through technology and interaction but is also constitutive of the accountability of work activities.

## **Asking for the Quantity of Something: A Possible Three-part Structure of Question, Answer and Evaluation**

Kana Suzuki – Hiroshima International University

This paper examines a particular type of question-answer sequence which recurrently goes beyond the two-part structure of adjacency pairs: a question asking for the quantity of something is followed not only by the asked-for figure as an answer, but also by an evaluation of the figure from the questioner. The application of the evaluation as the third component of the sequence seems to be obligatory rather than optional. For one, the second-part answer is designed in such a way as to be sensitive to the evaluation to follow. For another, the provision of the evaluation often gives an account as to why this particular type of question was relevant at that moment of the talk. Evaluating some figures raises another conversational issue. It is regularly observed that the evaluation is either accepted or challenged by the answerer. Seeking for the acceptance of an evaluation of a figure is, as is the case with the evaluation of anything, a means of sharing a common view of the world between the two interactants. Although the findings originally come from the examination of Japanese conversational data, it will be argued that the same pattern can be found in English conversation as well.

## **Touch or Avoid: Haptic Focused Members' Practices in Rock Climbing**

K. Neil Jenkins – Newcastle University (Chair)

This paper looks at practices of rock climbers with the rock, mediating technologies and other climbers, with a focus on haptic information and their locally situated and contingent practical decision making. It focuses on haptic orientated assessment of the possible use of various rock features, frequently mediated through the presence (or absence) of climbing technologies. These haptic evaluations and members' physical engagements, are also informed by, practical ocular engagement with the immediate physical geology and micro geography of the rock on which the route to be climbed is located and any co-climber provided information. The route and the rock are assessed not just through the professional vision, but also professional touch, of the climber in light of their intended actions or aspirations and other knowledge. All of which are on occasion communicated through verbal and non-verbal practices. Using video data in conjunction with ethnomethodological ethnography data instances of practice will be used to illustrate and describe aspects of haptically mediated members' practices in outdoor recreational rock climbing 'work'. Data of solo and paired climbers will be used, the latter being illustrative of the use and role of mediating assistive (and safety) technologies.

## **The Constitutive Meaning of Drawing on a Multi-Touch Display Surface**

Dimitri Voilmy - Université du Sud Toulon Var  
Christian Licoppe – Telecom ParisTech

This paper analyzes the very first using of a game on a large multi-touch surface as a socially organized activity. The game of free drawing on the tactile surface replicates the principles of gravity. As the players draw the contours with their fingers, an object is formed and "falls down" at the bottom of the screen, stacking over the preceding objects. We present video recordings in which players have developed a body of indigenous practices and procedures to draw on the tactile surface. In this context of first-time use, we are interested in how visual access to the other's situation organizes one's own experience. The two players mutually rely on observable details of their conduct to coordinate their respective actions, and engage in the joint activity of creating a common 'story' of falling objects. Their interactions are deeply embedded in procedures that evaluate the relevance of their own drawings and tasks according to the display-in-action, to the aspects that they "notice" and "see" (Wittgenstein, 1961) as contributing to the collective action. Rather than 'drawing' and 'not drawing', the boundaries of the simultaneous acts of touching involves others making courses of action conditionally relevant, and possibly consequential (Heap, 2000).

## **Language, Culture and Interaction: For Roy Turner**

Peter Eglin – Wilfrid Laurier University (Chair)

It may be said that from the beginning of the disciplined study of language and culture they have been construed as determinate phenomena possessed by and characterizing distinctive communities, shaping (not only the thought of but also) the interaction among the members of those communities. As against this view, however, it may be argued that both language and culture are better conceived as repositories of resources social actors put to use in the course of social interaction. Since at least Austin's *How to Do Things with Words* (1962), Goffman's "The Neglected Situation" (1964) and Garfinkel's *Studies in Ethnomethodology* (1967) several fields have developed to examine the interactional use of language and culture, among them speech act theory, interactional sociolinguistics, critical discourse analysis, ethnomethodology (EM) and conversation analysis (CA). While succeeding in bringing into analytic focus hitherto overlooked linguistic and cultural phenomena, these new developments nevertheless retained methodologically familiar debates over externalist and internalist perspectives and over interested and disinterested analyses. In this context the paper reviews Roy Turner's contribution to the understanding and explication of what he calls the discourse of everyday life.

## **Mundane and Radical Referential Reflexivity: The Pollner/Lynch Debate and the Hermeneutic Circle of Topic and Resource**

Kieran Bonner – University of Waterloo

This paper examines a debate between Pollner and Lynch that has emerged in ethnomethodology on the virtues and dangers of radical referential reflexivity, in relation to the mundane reflexivity that is both a topic and resource for ethnomethodological studies of work. With the help of Blum and McHugh's analysis of motive and their later work on the relation between topic and resource, it addresses the vexing problem of how researchers can take into account the way they take their object of study into account. It seeks to excavate the 'knower' constituted in and through these particular Pollner and Lynch papers as a way of recovering the problem their debate responds to, in turn raising the distinction between conversation and debate. Along the way, the similarities and differences between Charles Taylor's hermeneutics and Blum and McHugh's Analysis will be examined.

## **The Local Accomplishment of Passing Through Doors**

Marc Relieu, Conein Bernard, Felix Catherine & Rod Watson –  
Telecom ParisTech & University of Nice

A relatively neglected feature of the organization of common locomotion practices of pedestrians in public is the material embeddedness of fleeting orientations with others which are not verbally grounded. Based on a close examination of video-recordings of people walking through the doors of several malls in France, this study exhibits the embodied work of passing through and holding standard doors of public buildings. We begin with an examination of the practices of walking towards the doors, opening it and passing through. The temporal process of passing through the door seems to be organized in four, totally interrelated phases : (i) approaching the door by orientating the pedestrian's footwork to it, (ii) opening the door by grasping the handle, (iii) passing through the door by pushing or pulling the handle, (iv) holding the door for a subsequent pedestrian. We will examine how various kinds of orientation to others, to the material properties of the doors and to the temporal organization of subsequent or antecedent actions can be displayed in each phase.

## **Socializing in Glocal Communities of Practices: Becoming a Group in Virtual Learning Sites**

Giulia Messina Dahlberg – Dalarna University

Sangeeta Bagga-Gupta – Örebro University

This study draws upon analysis of recorded sessions of an “Italian for beginners” language online course provided by a college in Sweden. Our interests relate to understanding the space(s) that get created in virtual learning sites, tracing the range and ways in which discursive-technologies shape communication modalities and the affordances of online settings where diverse activity types and literacy events co-exist. The empirically pushed sociocultural-dialogical analyses are framed in terms of the inherent fluidity of identity positions and languaging. Such fluidity emerges in and across the boundaries of time, space and, not least, in Technology Mediated Communication. Our preliminary findings suggest that students in such settings position themselves both as facilitators of the different modes and as more peripheral participants who are in need of guidance in this communicative space. We argue that this interactional hybridization across contexts and modes, as well as the performative character of learning, implies specific mechanisms of socialization in institutional virtual arenas. Becoming a member of a community or an affinity space here means understanding how to act according to a virtual learning culture and appropriate ways of handling different technologies. These comprise aspects of becoming literate in a virtual sense.

## **Learning, Talking and Doing in the Act of Innovating Interplanetary Technology**

Betsy Campbell – University of Exeter (Chair)

How does an expert technology innovation team talk with each other while they are making sense of an unexpected technology failure? What language patterns mark turning points in the act of understanding – of learning – during the innovation process? Using video ethnography and conversation analysis, this study explores the extended interactions of an experienced innovation team at NASA as they strive to understand and eliminate problems to their original design for a piece of interplanetary technology. The studied innovation team actively discusses their need to learn about the unexpected failure of their technology prototype. They collaboratively assess their observations, their puzzles, and eventually their insights that lead to the necessary solutions. In essence, the conversation analysis of their interactions reveals the team's learning behaviors as they unfold. This paper builds on the themes present in the Technologies and Techniques of Learning Panel. The studied innovation team's interactions reveal their ways of “doing” innovation and “making visible” the innovation process.

## **Distributed Imagination: Technology and Technical Production of Shared Imagination in Talk-in-Interaction**

Takeshi Hiramoto & Takanashi Katsuya – Kyoto University

This presentation aims to describe practices that help participants in talk-in-interaction to share future images. In recent years, there has been growing interest in the collaborative nature of imagination (Marphy, 2005; 2011). However, few attempts have so far been made at identifying the empirical practices to share images. In this presentation, we describe some practices to share future images in organizational activity. In organizational context, sharing future images is routine work of organizational members, and is embedded in problem-solving activity in order to prevent potential future problems of the organization. On the basis of field work of a project team constructing a permanent installation of a science museum and detailed interaction analysis of the meeting interaction between members of the team, we find that 1) “environmentally coupled gestures” (Goodwin, 2007), that yields its meaning by virtue of its relation to the spatial structure of things, with artifacts such as model of the installation and computer or other material environmental objects such as wall and pen, are recurrently deployed to depict future images, and 2) speakers produce some points to be interactive with recipients to share depicted images in the course of depicting activity by fine-grained coordination of multimodal resources.

## **Technology of Ordering Classrooms: From the Analysis of Reproach in a Classroom Lesson**

Ippei Mori – University of Tokyo

The purpose of this presentation is to answer the following question: “What kind of ‘technology in practice’ is used when a teacher makes elementary school students follow particular norms in classroom situation and (re-)construct or maintain classroom order?” This presentation analyzes the transcription of the video footage of a lesson in the first-grade elementary school in Japan in which a teacher reproaches some students. The results of the analysis are summarized as follows. Three-turns sequence (which has frequently been argued as the “IRE sequence”) and the “class” as a duplicatively organized membership categorization device (which is composed of categories of “teacher” and “pupil”, and has features such like “team”) are used in combination to generate the reasons for attributing the responsibilities to the students for not following the norms about the behavior of students in classroom situation. This technology enables teachers to reproach students, to make them follow the norms in classroom, and as a result, to (re-)construct or maintain classroom order. This presentation hopes to contribute to the theme of the coming conference, “Technologies and Techniques,” by highlighting one of the “technologies in practice” to generate order in classroom.

## Reference to the Period of Evacuations

Kaoru Hayano – Ochanomizu University

One of the topics often discussed in interaction between a Great East Japan Earthquake evacuee and volunteer is how long the evacuee stayed or have stayed in a temporary shelter or housing. This paper analyzes video-recorded conversations during "foot-bath volunteer" focusing on references to evacuation periods. It is demonstrated that they not only convey factual information but also serve as an interactional resource to achieve understanding and empathy. When evacuees refer to periods of evacuation, they use various formulations to convey whether they see them as short or long. For instance, with the expression "marumaru sankagetsu (entire three months)", a speaker implies that she sees the period as long. Stances adopted through such formulations are shown to be fitted to the framework within which the ongoing activity is transpiring. On the other hand, volunteers also express their stances toward their interactants' evacuation periods. When they do so, they do not necessarily acquiesce to the stance that the evacuee has displayed, nor do they base their assessments on the 'objective' length of the period. Instead, by assessing evacuation periods either as short or long, they display their understanding of and empathy with experience evacuees have had during those periods.

## Timing of an Empathetic Response: Practice of Displaying Empathy Based on Similar Experience

Natsuho Iwata – Ohtsuki City College

This study aims to describe ways in which volunteers empathetically respond to evacuees' displayed stance by evoking a similar experience in footbath-volunteering activity. The data show that volunteers evoke their own experiences similar to the evacuee's with the format "I also did X". In this way, the volunteers claim their entitlement to show their empathy towards evacuees' trouble-talk. However, the timing of showing one's empathy and evoking a similar experience poses a dilemma. On the one hand, empathy should be expressed only when a stretch of talk reaches its completion point. On the other, one should show his/her empathy as early as possible, otherwise it may not be heard as "true" empathy. In our data, when a volunteer prematurely refers to a similar experience before the completion of trouble-talk, an evacuee continues his/her talk without responding to the displayed empathy, thus indicating that this empathy is provided at an "inadequate" place and that the talk still continues. The volunteer, then, empathetically responds strongly when the evacuee's story is recognizably completed for the next time. Volunteers and evacuees, thus, negotiate the timing moment by moment regarding when to show and accept one's empathy, and overcome the dilemma.

## Repositioning Affiliative Responses

Aug Nishizaka – Meiji Gakuin University

Drawing on about 50 video-recordings of interaction between volunteers and evacuees from the areas affected by the nuclear power plant explosion on March 2011, I elucidate one prominent practice that volunteers employ to produce affiliative responses to evacuees' talk. Evacuees' utterances often display their (positive or negative) stances toward what they experienced during and/or after their evacuation and make more or less expectable affiliative responses from volunteers, but the volunteers may have some reason for not being able to produce these expected responses; they may feel unqualified to claim an understanding of the evacuees' recounted experiences, only because they do not share the evacuees' experiences. I propose that a procedure is provided for volunteers to reposition their responses as responding to a summative aspect of the entire course of action, which is implemented by the utterance sequences of which the immediately preceding utterance can be the final part. Employing this procedure, volunteers are allowed to respond to, rather than the preceding utterance per se, the summative aspect with which they feel more qualified to affiliate with. In conclusion, I discuss how a technical elucidation of procedures provided in our culture can contribute to promote individuals' quality of life.

## Affiliations Through Generalization: Responding with Formulaic Expressions and Generalized Grounds for Agreement

Satomi Kuroshima – National Institute of Advanced Industrial Science and Technology

When speakers communicate their stance in their telling, recipients strive to show their understanding and affiliation with the tellers' displayed stance. However, recipients often face a dilemma in doing so if they do not have similar experiences told by speakers or firsthand knowledge about the described event. In this paper, I investigate the conversational practices volunteers rely on to deal with such a dilemma during the footbath volunteer activity. One of the practices these conversationalists use is that the volunteers employ a formulaic expression to generalize the framework within which to configure the described event. With this generalized framework, the volunteers can show their empathy without having to share an experience with the evacuee. Another practice is that instead of using more descriptive evaluative comments such as "That must have been hard for you," the volunteers present the ground for how they agree with and empathize with what the evacuees have told. Such ground, extracting a general aspect from the described experience, is presented as agreeable to the recipients and thus the speakers display their understanding. Through these conversational practices, the volunteers surmount the dilemma in endorsing the teller's perspective when not necessarily having direct access to the presented event.



**Coordinating One's Body with Talk: Volunteer's Body Method in a Multiple Activity Footbath**

Masafumi Sunaga – Tokyo Metropolitan University

The aim of this paper is to investigate the multiple activity structure of the interaction between a volunteer and an evacuee in a footbath volunteer activity. The footbath, consists of two activities which are simultaneously occurring—hand-massaging provided by a volunteer to an evacuee, while an evacuee's soaking their feet into a small hot tub, and a volunteer and an evacuee's conversing face-to-face. The volunteers are given an instruction to attentively listen to an evacuee's talk during the massage, along with the instruction of how to give massage in a fixed order. Volunteers respond to an evacuee's talk, taking a posture by which they show their "listening attentively." In so doing, they adjust the timing of massage with the evacuee's on-going talk by slowing down or going one or a few steps back to an already finished part to amplify the talk. The method of such bodily coordination with talk is seen across different participants. By analyzing the volunteer's bodily work during footbath, this paper demonstrates how the structure of footbath is organized around the talk and the act of massaging through the participants' finely tuned coordination and presents its implication of one's conduct in a multiple activity setting.

## **Doctor Researchers' Produce Knowledge and Negotiate Identities from Bedside to Bench and Back Again**

Patricia Harasym – University of Calgary

The literatures claim that biomedical research focuses on "molecules" rather than "medicine" and delays improvements in disease diagnostics, treatments or preventive measures. Doctors prescribe the physician-scientist and translational research as solutions. Doctors claim that only the doctor researcher can properly attend to research subjects as patients and ask the questions that have the potential to advance health science in general. Rather than imply outcomes, translational researchers promise outcomes up front. In this paper I take an ethnomethodological approach to telephone and email conversations involving doctor researchers conducting a scientific study of disease. Results show that doctor researchers perform as traditional scientists by focusing on disease, promising future outcomes and by casting patients' concerns in researchers' terms. Even so, when translating knowledge from "the bedside" to "the bench", doctor researchers leverage their identity as doctors to justify using clinical information. On the other hand, when translating fear-invoking scientific knowledge from "the bench" to "the bedside", doctor researchers leverage their identity as scientists to justify withholding potentially health-saving disease prevention knowledge from patients. Doctor researchers upgrade their identity as scientists and downgrade their identity as physicians. Though cast as innovative, translational research functions as a gloss for traditional scientific methods and ethos.

## **Formulation in Clinical Interviews**

Mika Simonen – University of Helsinki

Formulation by Garfinkel and Sacks refers to speakers' ways of talking about the current interaction. This presentation explores how formulations are used in clinical assessment interviews as a way of providing evidence of the respondent's capacities that are currently assessed. The videotaped data are analyzed using CA. The presentation shows how formulation is achieved in through vocalized and/or embodied actions (e.g. nodding, index finger pointing), in conjunction with the speaker's gaze directed to the recipient. It argues that these formulations enable access to the shared epistemic domain of the current interaction. This domain is an interactional achievement and, as a resource, it allows the participants to designate viewpoints regarding the respondent's interactional competence. In sum, the paper demonstrates how participants can show an explicit orientation to the interactional substrate of interview (Maynard and Marlaire 1992).

## **Ascertaining Pain: A Study of Work in Palliative Care by Nurses in an Acute Ward**

Hiroki Maeda – Tokai University

The purpose of this study was to describe the work in palliative care carried out by nurses in a cardiovascular and respiratory ward. In the ward, a plurality of nurses collaborate to care for a plurality of patients 24 hours a day. Each nurse is required to communicate information regarding the patient to the other nurses. This study clarified how it was made possible to ascertain the pain suffered by the patients through the practice of such care. From the standpoint of Wittgensteinian Ethnomethodology, by analyzing videos of handovers and conferences, I focused on the following issues. (1) How to communicate among nurses in the ward about the severe pain complained by a patient; (2) How the expression of pain by a patient could be used as a document to corroborate the patient's condition; and (3) What kind of discussions were carried out by the nurses regarding the methodology for using a pain scale, when it was difficult to ascertain the pain of the patient.

## **Looking for the Adequate "Dose": Sending an Electric Impulse to the Patients' Body in Electrotherapy**

Daigoro Ebita – Niigata Seiryō University  
Shinichiro Sakai – Kyoritsu Women's University

Only loosely associated with the martial art of the same name, judo therapy is an established medical discipline in Japan that focuses primarily on treating fractures, sprains, and soft tissue injuries. This study examines the work an electrotherapy treatment session at a judo therapy clinic. The central focus of this presentation is to analyze sense-making practices that organize pain as the resource the therapist must use to determine the adequate dose of electricity. While electrotherapy can effectively reduce pain and speed the healing of soft tissue damage, it also causes some short-term pain during the treatment due to the application of electrical impulses. To maximize the benefit of the treatment, the therapist needs to increase the voltage until it reaches a level that is just slightly lower than the level the patient can no longer tolerate. In order to achieve this, electrotherapy requires the active involvement of the patient: the expression of unpleasant feelings. Using audiovisual data, this study explores how therapists and assistants classify particular expression, verbal and non-verbal, as a patient's response to pain from electrical energy. We thereby contribute to empirical understanding of the ways participants coordinate and collaborate their actions in giving/receiving electrotherapy treatment.

## **"Telling Order" in Electronic Discussions via Visual Images: Image-Response in a Forum Discussion**

Olga Galanova – Bielefeld University

Internet users can create the sequential organization of forum discussion not just by "written design", but also with the help of visual images (smiles, pictures and movies). The presentation will deal with the following questions: How and for what communicative purposes participants switch from speech-utterances to image-replies? The pivotal goal of the paper is to demonstrate a specific of sequential dynamics of such visually organized discussions, achieved through image-responses. Despite of special domain of sequential organization, these discussions give us grounds to describe the sequential occurrence of "visual knowledge" of the public events. At the same time, the reconstruction of this knowledge has to do with the sorts of sequences, it comes in, and that in being "tellable" at the first place, is thereby, in the second place knowable (Morrison, 1981). Another goal of this work is to open a methodological discussion about the possibilities of analyzing these visual conversations. I will show that the conversational analysis of visual pair-sequences can successfully be combined with the description of "semiotic fields" (Goodwin, 2000: 166) of posted images (Galanova, 2011, 2012).

## **The Aboriginal Episteme Through Story-Telling: An Ethnomethodological Approach**

Roger Bourne – University of Sydney (Chair)

The literary genre Bildungsroman is a particular way of constructing a life story. Indigenous Australians often transmit their culture through story-telling. An extensive stretch of talk-in-interaction was recorded with a nineteen year old Aboriginal woman while travelling between Sydney and her place of origin in the remote perimeter of the Murray River basin. This phenomenon is reflected throughout the logical sequential organisation of Stella's extended series of ten conversations that embody different life-forming movements in her life. Stella discloses through topical talk and the strategic use of membership categorical devices the significant passages of life that have characterised her progress from infancy to the coming-of-age as a young adulthood. Stella's local talk encompasses episodes, phenomena and obstacles that she has overcome to achieve a degree of maturity, dignity and autonomy. This Bildungsroman construction is characteristic of Aboriginal expression whereby their lives and their culture become synonymous with storytelling. The conversation devices, her moral agency and categorical devices accomplish the integrity of her developing life story. This achievement Stella proposes to pass onto her community in the form of a book. The study illustrates the contribution that Ethnomethodology and Conversation Analysis can make to our understanding of the Aboriginal episteme.

## **Garfinkel, Plato and the "Insatiable" Pursuit of Knowledge**

Benjamin Waterman – University of Waterloo

In *Studies in Ethnomethodology*, Harold Garfinkel describes how the method he employs for understanding the common sense activities of everyday members involves "making trouble" to "produce bewilderment, consternation...anxiety, shame, guilt, and indignation" (pp. 38-39) amongst his test subjects. He suggests this approach "estranges" an ethnomethodologist from the practices of everyday members (Schutz) and allows them to learn more about the structure of these activities. Garfinkel's approach to understanding common sense practices seems to share a certain affinity with Plato's use of satire in Book V of the Republic. The arguments Socrates puts forward are literally seen as "laughable" by his fellow interlocutors when first introduced, but estrangement soon sets in amongst the dialogues participants in relation to how they view their previously taken-for-granted notions of everyday practices. Eventually all of the participants come to agree that "the way things are nowadays proves to be, as it seems, against nature" (456b-c). This presentation compares the different ways that Garfinkel and Plato employ a method of investigation that disrupts the common sense understanding of everyday members. The focal point of the presentation is Garfinkel and Plato's different appeals to a notion of "truth" beyond the claims about the "rightness" and "wrongness" of the practices of everyday members. For Garfinkel this implies a concern for how members accomplish their activities while Plato's interest is in what members say. The question to be asked is how would Plato respond to a notion of "truth" that is restricted to understanding how members accomplish their activities.

## **A Preliminary Investigation of Pick Up Artists' Strategic Exploitation of Sequential Structure in Initiating Interaction**

Susan Hansen – Middlesex University

This preliminary investigation is concerned with examining the interactional work of Pick Up Artists (PUAs) in initiating 'successful' conversations with women. Data is drawn from a corpus of video recordings of opening interactions between PUAs and women, and a series of in depth semi-structured interviews with 4 British PUAs. Of particular interest are PUAs' strategic exploitations of sequential structure, and the reactions of the recipients of these 'unexpected' (sexualized) invitations. These 'reactions' include the use of next turn repair initiators to strategically avoid having to respond explicitly to such invitations. The analytic focus here is on the construction and pursuit of invitations that are 'difficult to refuse' – as they are built upon a larger sequence of interlinked actions, including apparently initially disaffiliative teasing, mock insults and 'playful misunderstandings'. This work is relevant to the broader literature on the negotiation of sexual invitations in interaction, and the associated social problems of sexual coercion and sexual violence.

## **The Order of the Visual Field Shows the Uniqueness of Sex Categorization**

Tsuruta Sachie – Chiba University

I present new findings about seeing and knowing the other's sex, that is sex categorization. I state the sex category in "background" level of order: sex category must be intelligible at a glance. First I examine existing explanations for the activity of "looking at other sexes". Next, I use transcripts of interviews conducted with people affected by Gender Identity Disorder to show that in their gender transition, they choose an appearance that strengthen their sex categorization. Since it is the norm not to ask about a person's sex, a person who cannot be easily categorized cannot take part in smooth face-to-face interactions. Therefore, connecting to Goffman's idea of "unfocused interaction", I point out that the difficulty of categorizing one's sex may prevent interacting with that person easily. This is another form of interaction order in relation to the main order already recognized. The former order looks at the world where there are only people with their sex revealed through their appearances. The order must be always maintained by looking at the "figure" in relation to, as well as against, the "background" as known through face-to-face interaction.

## **"I Gotta Be the Shepherd King" The Therapeutic Relevance of Second Stories**

Kristen Lindblom – University of California, Los Angeles

This paper examines the therapeutic relevance of second stories in an in-house drug treatment facility by closely analyzing three narratives which collectively result in a climax in which a bid for agency is made and therapeutic collocations are used. This unique treatment program frames drug addiction treatment as a moral enterprise, focusing on schemas of masculinity and emphasizing the development of a new moral self. Through the negotiation of stance and agency in personal narratives and second stories, these men collectively articulate their new Community of Practice and work collaboratively to define what membership in this community means. Narratives provide a temporal and syntactic structure through which these men can re-interpret and re-evaluate their past actions, present situations and imagined future lives.

## **Short Narratives as a Qualitative Approach to Effects of Social Work Interventions**

Søren Peter Oleson - University of Aalborg

Leena Eskelinen – Danish Institute of Government Research

In a study of the perspective of cash benefit recipients on employment policy efforts we analysed changes in narratives about work identity. The narratives appeared in talks between cash benefit recipients and representatives of the employment system as well as in interviews, where the cash benefit recipients were asked 3-5 times over a year how they saw themselves as regards participation in work life and being self-financed. The study was based on ethnomethodology and actor-network theory. The narratives were analysed in detail as identity work and contexts referred to and further as regards the cash benefit recipients experiences with the employment system and their view on connections between interventions and consequences in their life. Also three categories of cases were compared related to agency and work identity – cases characterised by reciprocal action, by powerlessness or on the opposite a sense of purpose on behalf of the cashbenefit recipients. We argue that short narratives as approach to social work interventions could be applied to other fields of social work as a way to capture the knowledge of the primary producers of social work, that is clients as well as social workers.

## **Treating Autistic Spectrum Disorder as a Problem of Social Relations: An Analysis of Resistance to the Therapist in SST**

Shigeru Urano – Mie Prefectural College of Nursing

This presentation examines the client's practice of resistance to the therapist in social skills training (SST) for juveniles with autistic spectrum disorder (ASD). It has been recognized that in psychotherapy, therapists tend to specify clients' individual problems by listening to their stories of troubled experiences. These factors apply equally to the case to be examined. At the beginning, the therapist urges the client to share troubled experiences from daily life; the therapist proceeds by formulating the experiences as they have originated from the client's own disorder and methods of communication. Accordingly, it is reasonable to introduce role-playing as a training method to improve the client's communication abilities. In contrast to this "individualized" conception of the disorder, the client resists the therapist's attempts by reformulating his/her conflicts, as they originate from misunderstandings caused by his/her surroundings. Accordingly, what is necessary is not to engage in training but to correct the misunderstandings caused by client's surroundings. What is seen here is the critical practice of living the "social model of disability" in order to resist the "individualized" conception of ASD.

## Opening an Encounter in Human-Robot-Interaction: Designing and Exploring Interaction in Models in a Museum Guide Scenario

Karola Pitsch – Bielefeld University

If an autonomous robot system should assume the role of a museum guide, which offers information to visitors who happen to pass by, it is faced with a range of tasks. Among these, to enter into a 'focused encounter' with visitors (i.e. potential users of the system) is a critical moment: The robot needs to decide whether some visitor is available, attempt to get his/her attention, the visitor has to identify that the robot is addressing a recipient, and the robot needs to 'organize' the user into a position where he/she could both orient to the robot and to a relevant object. For participants to deal with such situations involves multimodal co-ordination and sequential work. In this paper, we present initial findings from a study, in which we have equipped a humanoid robot with basic means to engage in sequential co-ordination when attempting to open an encounter with visitors to a museum. We explore how visitors react upon the robot's conduct (talk, head orientation, gestures) and how the beginning of the encounter might shape the continuation of the (potentially) ensuing 'interaction'. The analysis provides a basis for discussing which new challenges and potential gains CA encounters when engaging in human-robot/agent-interaction.

## Human Interactions with a Museum Quiz Robot: Exploring Social Strategies to Draw Audience Attention

Mihiko Fukushima – Saitama University

Akiko Yamazaki & Keiichi Yamazaki – Tokyo University of Technology

In developing a museum quiz robot, we observed how human expert guides construct their talk while multiple visitors are present at once. One of the findings has been the ways in which guides coordinate their verbal and bodily behavior in their explanations. Another being that they weave in a puzzle (often in a form of a question) into their talk, inviting the visitors to solve it. This strategy is successful in drawing the visitors' attention, which we implemented into our robot system. In every experiment, there are three participants at a time and we examined the inter-participants negotiations when they check each other's knowledge before answering a question. This time we called for English speaking participants as well as Japanese speaking participants to see whether or not there are any cultural universalities and specificities in their behavior, such as gaze shifts, head movement, arm movement, and gestures. At the same time, We examine how people make use of their own verbal and bodily conducts especially when a shift in the epistemic level occurs in the course of answering the puzzle-solution interaction. For instance, the quiz robot starts off with an easy question; then moves onto more difficult questions which leads to a shift in the human participants' epistemic level. Through exploring social strategies to draw audience attention, we hope to develop a quiz robot which can encourage people to participate in the guide's activities in a museum and to make a more natural social interaction possible between the quiz robot and the visitors.

## How Does Motivation Work? An Explorative Loop from HHI to HRI

Luise Süßenbach & Karola Pitsch – Bielefeld University

The topic "motivation" plays a fundamental role in everyday-life, whereas it can be studied especially well in fitness courses. If a robot fills in the role of a fitness instructor, in order to increase the effectiveness of performance, it becomes important to design adequate modules for motivation. It is therefore necessary, to describe motivation - different to the psychological literature – as an interactive phenomenon. In our project, we aim at developing an autonomous robot, which acts as instructor for indoor cycling. Therefore, we investigate HHI and use it as basis for the design of HRI. In this paper, we focus on the questions: (i) Which communicative resources does the human instructor use to motivate?, (ii) How does motivation work on a sequential level in HHI?, and (iii) Which multimodal resources does a robot need to motivate people (e.g., communicative resources, placement of motivating turns)? We will investigate motivation in an everyday-life cycling scenario (HHI) as well as in an experimental set-up, in which the robot NAO takes the role of the fitness instructor (HRI). This allows us, to investigate the machinery of motivation in HRI, but also may shed light on the functionality of motivation in an everyday-life context.



### Using Clicks as an Interactional Technique in the Interview

Brooke Scriven – Charles Sturt University

Linguistic definitions of clicks emphasise its physical production within the mouth during interaction (Miller, 2011). While clicks have been studied as a technique to complete social interaction in a number of languages, the occurrence of clicks in the English language remains a taken-for-granted component of interaction. Previous research in linguistics has identified that clicks are placed orderly and sequentially within the spoken English language to accomplish strategic turns at talk (Wright, 2011). This paper analyses clicks as a technique utilised by a researcher and participant in the completion of a research interview. Ethnomethodology and analytic perspectives of conversation analysis/membership categorisation analysis enables a detailed description of the occurrence of clicks in an extended sequence of talk. Analysis shows the use of clicks in first and second pair parts in interaction. Discussion considers how the methodic placement of clicks within turns and across sequences accomplishes the work of 'being a researcher' and 'being a research participant'.

### Shaping Sequential and Topical Trajectories Through Reference Choice in German Conversation

Emma Betz – University of Waterloo

This conversation analytic study investigates third-person reference in everyday German. In person reference, pragmatically unmarked and marked forms exist (e.g., Auer 1984; Enfield 2007, in press; Levinson 2000). Through reference, speakers can do 'more than' referring: indicating association/distance, conveying affective stance, etc. (Stivers 2007). This paper describes the format 'definite article + proper name' (e.g., der holger). 85 examples from 6 hours of non-elicited interaction were analyzed. It is shown that compared to bare names, names preceded by articles do 'more than' referring. When interactants use the format in initial reference, they propose that there is tellable material about a shared referent available for topicalization. The next turn provides an opportunity for co-participant alignment, in which case proposed activities (e.g., gossiping) are properly launched, or for resistance to the conveyed epistemic or affective stance. Resistance can be traced through reference form changes in subsequent reference. This paper shows how interactants negotiate the trajectory of talk through reference formulation. It also illustrates the reflexive relationship between grammar and interaction: The German nominal system encodes various reference forms morphosyntactically (demonstratives or definite articles preceding names, bare names, etc.), and this allows speakers to accomplish complex interactional work when referring to persons.

### Speaking to an Outsider – Speaking as an Outsider

Kerstin Botsch & Martin Pfeiffer – University of Freiburg  
Gene Lerner & Josh Kuntzman – University of California, Santa Barbara  
Kyu-Hyun Kim – Kyung Hee University

What are the practices of language and body employed to engage someone outside the immediate co-presence of a speaker and their co-participants? What are the practices employed by an "outsider" to speak to an "insider" or to the collectivity that constitutes the membership of ongoing focused interaction? To speak as an insider is to orient to the ongoing interaction as a 'reciprocally sustained involvement'. We show how speakers comport themselves and their talk to accomplish speaking to someone as an outsider to the encounter to which the speaker is otherwise involved. We examine how outsiders comport themselves and compose their talk so as to display that they are talking as an outsider to an otherwise ongoing conversation. Moreover, we show how talking to an outside can be formulated so as to also be produced for other insiders. We examine what speaking to an outsider is used to accomplish for those immediately co-present and we distinguish between 'seriously' and 'not seriously' speaking to an outsider. We show that these same practices can be employed as a way to do something for your immediate co-participants even when no actual outsider is present to be engaged, but is being spoken to 'in absentia'.

### Body Method of Interpretation: The Multimodal Interaction Among Caregivers in a Group Home for the Elderly

Hiromichi Hosoma – University of Shiga Prefecture

In group homes for elderly, caregivers often use gestures which illustrate the past caregiver - elderly interaction during their monthly conferences. How the caregivers use "body method of interpretation", the gestural documentary method, to do their practice of interpretation? We address this question by analyzing the scenes containing interactions in which one caregiver made utterances with gestures and the other caregiver made another to make a sequential organization of gestures. The gestures of the caregivers repeated some aspects of the preceding gestures in the sequences to make "interactive catchment" structure to interpret the preceding utterances. Moreover, unspoken knowledge of the caregiving method or of the elderly are often embedded in the catchment structure. In the process of the catchment sequence, the caregivers put a new aspect of the movement at the growth point of their gesture to update the knowledge. The interactive catchment is not just an individual activity to produce a gestural context, but an interactive activity to make a mutual context of gestures. The members used interactive catchment structures to serve the clue of the relevance between the gestures, and achieved their practice of interpretation.

## Pursuing 'Deep Pockets': Insurance-Related Issues in Judicial Settlement Work

Stacy Burns – Loyola Marymount University

This paper examines judicial settlement work in a perspicuous large money damage case involving a judge-mediator ("JM"), multiple defendants, and complex insurance issues. The analysis focuses on the practical importance of insurance to settlement work and finds that the judicial mediator prioritizes the settlement activities in light of the available insurance (or lack thereof), first seeking settlement contributions from insurance sources ("primary pockets" and "deep pockets") and only as a last resort from the personal assets ("personal pockets") of the uninsured defendants. Unlike the lawyers who consistently adopt one side for the duration of the case, the judicial mediator's settlement task requires an extreme degree of "relativism." The JM shifts quickly back and forth between adversarial arguments in separate meetings with the opponents. His practical expertise consists of identifying the focal insurance issues in the case and then demonstrating just how "uncertain" those issues are, despite how fixed and clear-cut the advocates contend them to be. Such an emphasis on the "knowable" uncertainties of trial and the indefiniteness of law as applied to the case at hand serves as a major resource to induce doubt and convince the parties to settle.

## Scientific Controversies: Lay and Professional Commentary

Alex Dennis – University of Sheffield

A long-running dispute is occurring in sociobiology over whether 'altruistic' behaviour is genetically 'selected' at the kin (Dawkins) or group (Wilson) level. This dispute will be examined as a perspicuous empirical example (Sacks) of two key sociological issues. Firstly, it will be considered in relation to Kuhn's concept of paradigmatic shifts in science. Can this debate be understood in Kuhnian terms and, if it can, in what ways might it be used to empirically respecify issues around the maintenance and resolution of scientific controversies as seen in the sociology of scientific knowledge literature? Secondly, the ways the debate has been conducted in public following Dawkins' hostile review of Wilson's 2012 book, allows it to be understood in relation to Schütz's distinctions between scientific and everyday rationality. Both Dawkins' review and a subsequent interview with Wilson generated many hundreds of online comments across a range of online sources. To what extent do 'lay' and 'professional' commentators' ways of construing their positions, and those they are criticising, reproduce Schütz's schema, and, to the extent that they do not, how might they allow for the respecification of concepts of scientific rationality?

## Making Mars: Image Processing and Formulating Agreement on the Mars Rover Mission

Janet Vertesi – Princeton University

"What is known" about Mars is known through robotic reports. Just how these reports are interpreted, however, is the work of a team of scientists and engineers on Earth who must together make sense of the steady stream of images that return from the Red Planet's surface. This paper examines the practical activities of digital image processing that bring to light new features and phenomena on the Martian surface and make Mars knowable. Digital techniques that reveal, conceal, and highlight perceptible aspects of the planet establish "matters of fact" and produce novel actions and interactions on the planet's surface. But even as visualization practices play a key role in establishing knowledge, they may be contested. I therefore place this work of making knowledge about Mars in the context of team dynamics, to show how knowledge of Mars is a function of both the techniques and practices of image work, and the interactional regimes, accountings, and social action of team members.

## **Formulating Another's "Social Problems" in a Peer Support Setting**

Christopher Pudlinski – Central Connecticut State University

Using conversation analysis, this paper explores the use of formulations by providers of peer support, building upon over 45 instances within 65 calls to 4 different warm lines: peer-to-peer telephone support within the community mental health system in the United States. Formulating the gist or upshot of a caller's troubles is but one possible response option occurring near or at the seeming end of a caller's problem presentation. These responses vary from limited, token understanding (e.g., "I see what you mean") to more elaborate gists and upshots (e.g., "it just totally destroyed your uhh ability to, keep your attention"), and vary in terms of their complexity. Formulations can do more than merely seek clarification or confirmation of one's understanding of another's 'social problems'; they are techniques utilized for defining what can (or should) be seen as troublesome, as a precursor to problem resolution. Overall, this paper describes (1) the sequential placement of these formulations; (2) the particularly displayed understandings displayed within these formulations; and (3) how these formulations implicate institutional agendas that support active listening, relationship development and shared responsibility for solving caller problems.

## **The Moral Order of the Category Planners Displayed in a "Relational Network"**

Mans Norlin & Hanna Bergea – Swedish University of Agricultural Sciences

The main argument in the paper is that while engaging in the interactional task of solving societal problems professional planners make use of categories and by negotiation find 'plannables'. Through this negotiation the professionals display their understanding of the moral order of their profession in a 'relational network' to other stakeholders and their rights and obligations. The paper is based on the transcribed interaction of a short video-recorded extract as a part of a visionary-workshop. The workshop is a part of a workshop-series amounting in about 100 h of documented material. During the workshops municipality employed planners are involved in the solving problems of social sustainability in a city planning process. In their work-process the employees make understandable and suggest solutions to conflicts between various categories competing over the limited (spatial) resources in a city. The paper describes how planning professionals identify issues relevant for planning, for short 'plannables'. This identifying is done in a process of negotiating and judging with professional competence if an issue is 'topic-relevant' or not.

## **Patterns of Elaboration: Questions and Answers in Palliative Care Consultations**

Shannon Cunningham, Linda Wood & Clare MacMartin – University of Guelph  
Lorraine Wood – Temmy Lanter Centre for Palliative Care

There is to date no single CA publication that explicitly identifies whether elaboration of answers is encouraged or discouraged by the design of the four types of questions (yes/no interrogatives, yes/no declaratives, wh-questions and alternative questions) used in medical questioning. This paper will (a) synthesize CA research on elaboration relevant to medical questioning; (b) analyse deviations from expected elaboration patterns that were found in a study of physicians' questions about palliative patients' experiences of pain during naturally occurring, video- and audio-taped physician-patient interactions; and (c) identify question features (e.g., sequential context, inaccurate presuppositions, implications for prognosis and for self or other depreciation, ambiguity, inapposite terms) that account for the deviations. We discuss the implications of optimized question designs for obtaining information from patients and contrast the optimal outcome in a palliative care context (stable health status) with that in acute and primary care contexts (positive health status). We also identify a problem with the formulation of the principles of optimization and problem attentiveness in relation to question design and content and discuss the implications for preference and elaboration. Our research adds to existing CA medical research on optimization and to CA research on elaboration.

## **Health Insurance as a Social Problem: Social Problems Making Techniques by the Members of the Swiss Parliament**

Benoit Renevey – University of Lausanne

My research activities focus on the discourses held by members of the Swiss parliament about health insurance during plenary sessions. Health insurance is and remains one of the major problems concerning the Swiss public opinion. What do members of parliament do when they debate about this issue? Do they not resolve the problems of health insurance? Usual answers to these questions are not consistent. On the one hand, one can read that debates within the Swiss parliament indirectly produce decisions (Steiner et al., 2004), or at least can influence the quality of the decision. On the other hand, most studies assert that there is no connection between parliamentary debate and parliamentary decision (Varone, 2004; Manin, 1995). But both paradigms do not resolve the central question: what are MPs doing when they are debating about health insurance? Traditional approaches of this research topic have a main characteristic: they study the phenomenon of the parliamentary debate from an ETIC viewpoint (Pike, 1967). By focussing on this phenomenon from an EMIC viewpoint, it can be possible to understand what MPs are doing when they address their colleagues during a plenary debate. Using the transcriptions of these discourses (Swiss « Hansard ») and video extracts, I explore the accomplished categorizations and sequencibility of debates to understand their collective orientations. By detailing the method used in my research activities, I shall show which other realities the MPs are doing by speaking.

## Robot Teachers as Local and Practical Organizations

Morana Alac, Javier Movelina, Mohsen Maimir, Deborah Forster & Daniel Johnson – University of California San Diego

Social robotics is dedicated to building robotic technologies designed to engage in social interaction with humans. One of the applications of the foremost interest to social robotics is education. In this paper we discuss practices of social robotics in a preschool setting. The specific focus is on an activity of design and implementation of a robot which is intended to autonomously teach and record students' learning. Robot's recording of learning as part of its teaching activity can be understood in terms of what Garfinkel calls "finding and reading signs". Instead, we describe larger local configurations of humans and technology to ask whether we can engage these activities as an endogenously in-course achievement. We present a videotaped moment of interaction grounded in a longer term observation of activities during which the robot is programmed, it interacts with preschoolers, and is evaluated as it analyzes recorded data.

## Multiplicity of Bodily Resources for a Robot in a Multiparty Interaction

Keiko Ikeda – Kansai University  
Akiko Yamazaki & Keiichi Yamazaki – Tokyo University of Technology

In this paper, we detail an ethnomethodological investigation of interaction between care providers and elderly clients at a care center in Japan, and how insights from this investigation informed the design of a multiplex (i.e., capable of multiple sources of actions and being able to manage complex situations) care robot (hereafter MCR) which functions in multiple party settings. Our analyses focused on the use of gaze and body orientation by care providers, in settings in which there were multiple, simultaneous service requests made by elderly clients. We observed two different functions of gaze when care providers display to elderly clients order of service (i.e., "who gets served first, and who is next"). One function of gaze is to display who is to be served immediately. Another function of gaze is used to put the next service-seeker on hold until the carer finishes attending to the current client. In addition to gaze, body positioning accompanying these two types of gaze plays an important function for a successful projection of order. We integrated these findings into the design of an MCR and conducted a sequence of experiments to explore how human participants would react to the robot's use of various combination patterns of gaze and body actions. Here we report the results from these experiments.

## Elderly Support Using an Embodied Robot Avatar: Conversation Analysis of Robot-Assisted Human Interaction

Michie Kawashima & Keiichi Yamazakai – Saitama University  
Akiko Yamazaki – Tokyo University of Technology  
Keiko Ikeda – Kansai University

Elderly support is a critically important social imperative for aging societies like Japan. Given that a sense of agency among the elderly may be impaired due to a deterioration across a range of abilities that are required for managing daily life, it is important to provide opportunities for elderly people to retrieve or maintain a sense of social agency and participation in social activities (Smith et al.). One important element of providing successful elderly support is to get elderly people involved in social interaction. We conducted an experiment using a human embodied avatar called TEROOS, which enables communication among people who are far apart using an Internet system. In our experiment, a care worker equipped with TEROOS on his shoulder went shopping for two elderly ladies who have limited access to outside areas in a Japanese nursing facility. Our analysis revealed strategies used by the participants to manage their robot-involved interaction while undertaking a negotiation tasks, for example what to buy in a shop. Through subsequent use of same deictic terms employed by the care worker to indicate a target item, the elderly participants show a sense of agency as if they are there at the shop.

## **The Use of Storytelling by Clinicians Diagnosing Children with Autism**

Jason Turowetz – University of Wisconsin Madison

My paper examines how clinicians at a clinic for children with developmental disabilities diagnose patients with autism spectrum disorders (ASD). Drawing on audio and video recordings of children being evaluated for and diagnosed with autism, along with ethnographic field notes and interviews, I will show how clinicians deploy a recurrent set of practices in arriving at a diagnostic determination. In particular, I will focus on how clinicians produce stories about children in order to support and develop diagnostic claims, as well as to align with or challenge those of their colleagues. I argue that the storytelling practices examined in this paper constitute an important feature of what may be termed the interaction order of the clinic—the background, taken-for-granted actions and practices through which clinicians produce accountable diagnoses.

## **Membership Categories and Social Order in Social Skills Training for Children with Autistic Spectrum Disorder**

Yoshifumi Mizukawa – Hokusei Gakuen University

Kazuo Nakamura – Aomori University

Shigeru Urano – Mei Prefectural College of Nursing

This paper explicates how participants' professional/ordinary categories of activities are used and socially ordered in Social Skills Training (SST) for children with autistic spectrum disorder (ASD), using membership categorization analysis (MCA: Watson 1997, Hester and Francis 2003, Sacks 1972) and sequential analysis of conversation (Sacks 1992). SST is a cognitive behavior therapy and uses settings for role-playing (Liberman et al. 1989). Video data was taken from role playing settings of SST sessions at a developmental support center in Japan. Participants in the sessions include a leader, co-leader(s), children with ASD, and assistants (students). This paper focuses primarily on child self-introduction settings just prior to role playing. The basic sequence of self-introduction is quite simple: leader initiation - child self-introduction - participant applause. However, the children sometimes have difficulty with continuity. So the leader stands by/behind the child and sometimes offers suggestions or "prompting," which is a professional practice of SST. We contrast this sequence of SST and IRE (Initiation - Response - Evaluation) (Mehan 1985) and describe how professional and ordinary categories/category-bound activities are layeredly used in the role playing of SST, and socially ordered for participants, who include both professionals and lay persons.

## **Autism Assessment: An Ethnomethodological and Science & Technology Studies Perspective**

Doug Maynard – University of Wisconsin Madison

This presentation concerns clinical, psychological testing for Autism Spectrum Disorder (ASD) and draws ethnomethodological and Science & Technology Studies implications for experimental studies involving Theory of Mind (ToM), which is the ability to impute mental states to others or to "mentalize" (Baron-Cohen 1993; Frith 2001). Children and others with ASD are hypothesized to lack or have diminished abilities to mentalize, and there is experimental research supporting this deficit hypothesis. My tack is that, because both psychological and experimental instruments are "mobilized" (Latour 1999) on behalf of ASD, looking closely at the instruments and the interactions by which clinicians and experimentalists implement them will increase understanding of the social organization by which the phenomena of autism become consolidated. I will inspect interactional structures of psychological testing, and then extrapolate the findings to two of the more well-known ToM experiments (as stand-ins for other experiments as well): "Sally-Anne" and "Deception-Sabotage."

## **Family Interactions Using Mobile Technologies: Use of Parental Interrogatives and Assessments to Support Web Searching**

Susan Danby – Queensland University of Technology

Young children increasingly are engaging in web searching with parents and siblings using a range of multimodal resources (Davidson, 2011; Marsh, 2004). Little is known about these everyday practices, and how parents support children in using these technologies. This paper investigates videorecorded episodes from one family, where a father is interacting with his two children, one aged 18 months and one aged three years, as they use an iPad and an iPhone in a relaxed family setting. We examine the children's bids for parental attention, and how the father uses "known-information" questions (Mehan, 1979) and assessments with the children to prompt displays of knowledge. As the children are holding the devices, and the father is asking questions without necessarily seeing what is in the screen, the interactions are more complex than straightforward known-information question and response sequences. Heritage's (2012) notion of "territories of knowledge" is brought into play as the father and children draw on shared and un/known knowledge. The findings are relevant for understanding everyday family practices of web searching, specifically in how the father attributes child competence and epistemic authority.



## **Accomplishing Space: An Ethnomethodological Inquiry into the Social Order of a Refugee Camp**

Annett Bochmann – Hildesheim University

In order to understand the social order of a refugee camp there are two main dimensions that need to be considered: Spatial and time arrangements accomplished by the members of a camp. This paper will discuss based on audiovisual data and the procedures of the membership categorization analysis spatial orientations that camp members create in their mundane interactions of everyday life. Although it is often assumed, social boundaries in a camp do not match with the line of the barbed wire. Still, residencies work with so called categories of „in“ and „outside“ of a camp. However, this boundary making/practicing is only relevant in very characteristic situations. The paper will introduce two of these specific situations and uncover (1.) the references that speakers make to place, (2.) show the character of the work of co-selecting of many terms and its implication. Apart from that, it will (3.) illuminate how formulating locations helps in understanding the speakers' camp environment and its social order.

## **Manufacturing Accountable Knowledge in the Course of a Practice in Arguments**

Edward Reynolds – University of Queensland

In everyday life participants hold each other accountable for things they know and those things should do because of what they know (Sharrock, 1974; Sacks, 1972). In the course of arguments disputants trade upon this social fact as a part of the practice of 'enticing a challengeable' (Reynolds, 2011, frth) by strategically making relevant certain bodies of knowledge in order to subsequently make the target of this practice accountable to that knowledge. Based on the analysis of a corpus of arguments drawn from Youtube, this presentation presents combined insights from conversation analysis, membership categorisation analysis and discursive psychology to illustrate the way in which methods of accountability for knowing are subverted by participants in the course of this social practice. Participants enacting this practice manufacture the relevance and ownership of some body of knowledge in order to subsequently challenge, juxtaposing their position in the argument with this manufactured accountability. My analysis illustrates participants subverting the mundane order of knowledge as a strategic resource for enacting accountability.

## **On Contests for Knowledge: An Introduction to Practical Inquiry**

Patrick G. Watson – University of Waterloo

Michael Mair – Liverpool University

Ethnomethodology is frequently included with a range of interpretive approaches to the question of knowledge and knowledge production. However the ethnomethodological approach is radically different, concerned with how members demonstrate, perform, agree upon, act on the basis of or seek to undermine claims to 'knowledge' in practice. In this session we will introduce some 'knowledge contests' in order to examine how ethnomethodologists have variously approached knowledge, claims to knowledge and challenges to those claims as practical phenomena. We will then recap the papers presented to this panel, all of which provide concrete examples of the issues we have raised.

**Work and Communication in Open Plan Offices**

Francesca Salvadori – Kings College London

The open plan office has a relatively long history and yet there is remarkably little research on the interactional organisation of work within these spaces. With the use of video and audio recordings and by adopting ethnomethodology and conversation analysis, this paper explores the initiation of talk in open plan offices. The paper considers the issue of interrupting others in the course of their work. In particular I'm interested in shifts from individual work to collaborative work. The paper considers colleagues who are sitting side-by-side or across a desk and who are seemingly working on separate tasks. It explores the organisation of questions, queries and other forms of talk that initiate engagement in the midst of continuing states of incipient talk. I explore the interactional resources used by participants to engage colleagues, which are not limited to talk, but that also draw on embodied and material resources. This elucidates the delicate interactional act of interruption in relation to participants' current states of activity. Furthermore I consider the role of technology, such as the desktop computer, in the interaction that takes place in these routine and recurrent moments in the open plan office.

**Workflow Analysis**

Erik Vinkhuyzen – PARC (Chair)

In this paper we will present data from a yearlong ethnographic investigation of a healthcare clinic that transitioned from having a paper record for each patient, to a scanning solution that made the paper charts superfluous. The ethnographic research team collected and analyzed video recorded observations of physicians, nurses, and medical records staff both before and after the implementation of the scanning solution. The clinic already had an EMR, but paper charts still came in, typically in the form of letters or faxes, from other institutions that patients visited. Once received by the medical records staff or nurses, clerks in medical records would file these incoming reports into the paper chart, and flag them for physician review and signature. After the implementation of the scanning solution this workflow changed markedly: medical records staff would scan incoming paper documents to computer files and attach them to the electronic patient record. While the scanning solution achieved its primary objective for the organization to eliminate the need for paper charts it introduced additional work for providers, as the process of locating, reviewing, and assessing new patient information increased in complexity and difficulty.

**Student Practices of Flagging Trouble to Solicit Help During Read-Aloud**

Leila Kääntä – University of Jyväskylä

This paper examines the interactional practices and techniques students employ to flag trouble when they are reading aloud different types of written texts in English. The analysis centers on those interactional sequences, where students prospectively mark a word to be a trouble source for their reading aloud, i.e. they do not either know how to pronounce the word or they do not recognize it. Using conversation analysis, the paper demonstrates that students use a range of practices from explicitly initiating repair by asking how something is pronounced, in Finnish or in English, to trying out, to establishing a prolonged silence to which teachers react. The analysis also shows that while help is sought from both peers and the teacher, it is the teacher who provides it almost always. Also, majority of the practices do not involve participants' gaze contact; rather participants' orientation is directed towards the texts, which in turn displays the participants' finely tuned orientation to the interactional relevance of the practices for organizing classroom interaction. The findings highlight one of the ways in which students can create learning opportunities to pronounce English in the classroom context. The data comes from EFL and CLIL lessons taught in English.

**Understanding Thoroughness as an Emergent Feature in Graphic Design Work**

David Martin – Xerox Research Centre Europe

We present an ethnomethodological (EM) study of graphic design using recorded materials of designers working in a small agency. We demonstrate how design progresses through social and material engagement with a 'brief', other materials and the use of technologies. As designers develop their designs they are seen to be thorough in their assessments of the quality and appropriateness of these designs as they relate choices, material features of the designs and a general 'look and feel' to an endogenously produced and evolving relevant context. This context is a situated discursive production using provided materials, the designs themselves and designer knowledge to relate, often via aesthetic language, the designs to known and envisioned aspects of consumers, situations and clients. Design research, save for an exception in some branches of computing, is largely ignorant of EM while it promotes the systematic use of methods. EM studies like ours can bring a fresh understanding of design practice that shows amongst other things, that certainly in small projects, a lack of structured methods does not equal lack of thoroughness. We finish by discussing our findings in relation to the 'agile programming' movement, the work of Donald Schön and prevailing ideas within the design community.

## Conquering the Tyranny of Distance: How Families Use Video Communication Technologies during Intergenerational Skype Sessions

Gillian Busch – CQUniversity

Geographical distances between family members have propelled the use of video communication technologies (SKYPE) to maintain and facilitate family relationships. SKYPE enables access to a visual on the screen that supports multimodal interaction that encompasses gaze and gesture. Objects of interest may be presented to the screen. Additionally, the use of wireless technology (WiFi) enables SKYPE to be mobile and to occur in various spaces in the family home. This paper examines a number of extended sequences of talk during a SKYPE session that includes children (aged 1 year – 6 years), parents and grandchildren. In this family, both English and Dutch is spoken. Interactions were video-recorded and then transcribed using the Jeffersonian system. Analysis of the sequences establishes first, how the parents support the children's interaction with the grandparents. Second, the way in which prosody and gesture are used by the grandparents to accomplish the interaction. Third, how members orient to silence or gaps in the talk as places for observing children engage in their everyday practices and, fourth, how the children orient to the screen space to engage the grandparents in interaction. This paper contributes understandings of how social and moral orders are assembled during family SKYPE sessions.

## Multiparty Interaction and Family Talk During Skype Video Calls

Marc Relieu – Telecom ParisTech

The beginning and closing section of video Skype "family" calls –or other similar videoconference systems used in domestic settings- are mostly initiated by parents. At the same time, children stay close to their parents during the call. Therefore they display various orientations to the call and to the visible remote participants. In this paper, we show how children's contributions become part of the call through two sets of practices: "Asking questions to parents about the remote participants" and "Parent's tries to give the floor to their children". After a child's question during a remote call, parents either try to overtly ignore the question or relay it in the remote exchange, therefore enlarging the participation framework of the current call. When parents try to promote the participation of children into the call, they frequently use the "say hello" device. Then children frequently take part to the call by telling and showing things. We will examine how the trajectory of the call introduces modifications into the participation framework.

## "We've got Geckoes, Haven't We Buddy?" How Parents and Children Accomplish Shared Understandings of Information from Wikipedia

Christina Davidson & Brooke Scriven – Charles Sturt University

In this paper we consider two children's use of Wikipedia to access information about lizards. The children regularly used Wikipedia during interactions with each other and with their parents. The paper provides detailed sequential analysis of excerpts from the single video recording of the children's selection and use of Wikipedia pages. The children were aged two and five at the time of recording. The analysis addressed the question: How do family members produce shared understandings of information on the Wikipedia site? Formulating comparisons was one technique used to make links between on-screen images and experiences in the daily life of family members. Another was the design of turns to seek agreement with comparisons through the use of tag questions. Touched off stories also linked on-screen images in the present to past experiences of family members. Overall, it is argued in the paper that family interactions produced information on the Wikipedia site as being about a world that was known to them already (Sacks, 1995).

## Plans and Improvised Action in Collaborative Computer Gaming

Björn Sjöblom – Stockholm University

Computer gaming forms an increasingly large part of children and youth's engagement with digital technology, but it is, as yet, largely unexamined with respect to its interactional, situated and sequential aspects. The focus of this paper is how players use plans as methods for organizing collaborative action and for reconstructing the sense of events in post-hoc analysis (cf. Suchman, 2007). The data used are video recordings of adolescents playing team-based games in internet cafés. Such gaming requires careful collaboration, and players manage this collaboration through communication both on and off-screen. Planning is a central activity in team-based computer gaming, and players rely on both conventionalized strategies and tactics as well as articulated plans for specific courses of action. In the highly dynamic environments of digital games, players are also required to improvise and find novel ways of acting in face of upcoming problems. The paper discusses how a team of players negotiate the relationship between pre-structured, planned collaboration and more improvised conduct. The analysis uses ethnomethodological and conversation analytical perspectives to demonstrate how such negotiations unfold turn-by-turn in relation to in-game events, and of how they form an integral part of managing intersubjective understandings in and of the game.

## **Formulation as an Interactional and Cultural Practice in Korean TV Talk Shows**

Kyu-Hyun Kim – Kyung Hee University

Kyung-Hee Suh – Hankuk University of Foreign Studies

This paper analyzes the host-guest interactions in Korean TV talk shows, examining how the host (or multiple hosts) uses formulation (Heritage & Watson 1980) as a technique for, or a methodic way of, transforming the guest's answer into a culturally informed/preferred version apt for public appreciation and enjoyment. The host predominantly locates as objects for formulation particular status- or kin-related features bound to 'culturally loaded' category-sets such as 'elite/non-elite' ('attending a prestigious school'), 'rude/polite' ('being nice to superiors'), or 'individual/family' ('being an obedient child'). With the guest's report of first-hand experience being selectively formulated on those terms, the host engages in 'doing being a TV talk show host', sequentially obliging the guest to confirm or reject the formulation with reference to the evoked categories (and guiding TV viewers on the same terms). The 'favored' talk show format including multiple hosts is accounted for as designedly furthering opportunities for managing formulations and their uptake. The organizational feature of Korean TV talks shows devoted to probing a single guest extensively is taken to embody the cultural belief that values "getting intimate with" a celebrity, the construction of which draws significantly upon the category-based terms that the host's formulation activities make salient.

## **Contact Improvisation and Conversation Analysis**

John Faichney – University of Waterloo

In the form of dance called "Contact Improvisation" (CI), dancers (typically, a duet) coordinate interaction by organizing movement invention around a point of contact - that is, by sustaining specific, ad-hoc (adaptable, pragmatic) body-to-body touch/pressure/weight-support over the course of the dance episode. Through training, CI's tactile focus takes on the character of a 'channel' by which dancers continuously infer partner location, impending motion, stance dependencies, and so on. As with ordinary (natural language) conversation, skilled practioners learn to project images of partner interests and motives. In these and other respects, CI may be aligned and/or contrasted with improvisational idioms which realize coordination by gestural/visual/spatial composition and/or by acoustically-mediated metrical emphasis ('music'.) As with certain forms of jazz, CI invites inquiry via Conversation Analysis (CA.) I interrogate CI with respect to some CA-described aspects of ordinary conversation. Foci include overall organization (episodes, openings, closings, and so on), episodes' internal structuration (which, for CI, substitutes initiative-taking for natural language's turn-taking); and topicality's prospective/retrospective referentiality (itself a mirror of the prospective/retrospective referentiality of meaning-bestowing consciousness.) I also take up the question of the epistemic availability of the experience of CI to inquiry.

## **Taste analysis: How Practice in an Industrial and Scientific Context Shapes Sturdy Sensory Categories**

Thomas Vangeebergen – Liege University

Sensory analysts have to measure and to calibrate perceptive stimuli. This communication will take up to present them as they work on gustative measures, in the framework of food industry laboratories. The research will deal with perceptive practices and skills, i.e. the actor's ability to taste products in an expert way, and to debrief them in the most accurate manner. By crossing anthropology of the senses and science and technique studies (STS), the investigation hopes to contribute to the discussion on the positioning of the sensory, which is kept oscillating between a social construction approach and an idiosyncratic sensitivity approach. More specifically, we will focus on the problematic of communication between actors, how they share an objectified perception of taste stimuli, and how they be sure to divide with common objects.

## **Collaborative Music-Making with Virtual Studio Software (and Technological Requirements for the Ethnomethodological Study of it)**

Phillip Brooker – Brunel University (Chair)

Music-making software is increasingly available to amateur or hobbyist musicians, and affords the possibility of professional-quality recordings to non-professional music-makers working from their home computers. Based on audio/video recordings and screen capture data of two such musicians working collaboratively and for fun, this paper aims to unpack an array of features of the order and organisation of various amateur music-making activities. Topically, this paper addresses how such music-makers utilise various available resources to facilitate their collaborative efforts: through the invention and usage of idiosyncratic 'technical' terms borne from audio properties of the sounds at hand; a reliance on the shared availability of visual properties of the composition and the software on-screen; through the use of accompanying written documents, and so on. Further comments are made on the technological and methodological demand of analysing work that is primarily available only through the fine detail of a computer screen and through ad hoc invented 'technical' terms. Hence, the overall aim is to highlight some of the empirical and methodological issues pertaining to understanding the work of amateur music-makers, and how they might be able to work towards professional-quality recordings despite still learning what it takes to do so.

**More Studies in Ethnomethodology by Ken Liberman**

Panelists: Douglas Macbeth, Eric Laurier, Roy Turner

Pioneered by Harold Garfinkel in the 1950s and '60s, ethnomethodology is a sociological approach rooted in phenomenology that is concerned with investigating the unspoken rules according to which people understand and create order in unstructured situations. Based on more than thirty years of teaching ethnomethodology, Kenneth Liberman—himself a student of Garfinkel's—provides an up-to-date introduction through a series of classroom-based studies. Each chapter focuses on a routine experience in which people collaborate to make sense of and coordinate an unscripted activity: organizing the coherence of the rules of a game, describing the objective taste of a cup of gourmet coffee, making sense of intercultural conversation, reading a vague map, and finding order amidst chaotic traffic flow. Detailed descriptions of the kinds of ironies that naturally arise in these and other ordinary affairs breathe new life into phenomenological theorizing and sociological understanding.

"This book offers some of the liveliest and freshest of all ethnomethodological studies. We see why a busy intersection full of pedestrians, bikes, and autos has smoother traffic flow when participants work out their own coordinating devices than when formal rules are enforced; why people in India who swarm a service gate rather than queuing up or taking turns have an orderly efficiency of their own. How Tibetan debates punctuated by rhythmic handclaps make philosophy more engrossing and deeply communicative than Western content-obsessed debating styles; and why maps never provide complete directions but depend on users sustaining an embodied sense of the terrain. Ken Liberman makes the tradition of phenomenological inquiry as user-friendly as it has ever been."

— Randall Collins, Dorothy Swaine Thomas Professor of Sociology, University of Pennsylvania



## CONFERENCE AT A GLANCE

Monday, August 5th

Time/Room	ROOM 1-10	ROOM 1-11	ROOM 202	ROOM 208
9:00 – 10:30	Registration and Coffee Bricker Main Foyer			
10:30 – 11:00	Opening Remarks			
11:00 – 12:30	Nozomi Ikeya “Designing Change in an Organizational Context: Implementing Ethnography for Informing Design”			
12:30 – 2:00	Lunch Bricker Dining Hall			
2:00-3:30	<b>The Essential Tendentiousness of Instructed Action</b>	<b>General Stream</b>	<b>General Stream</b>	<b>Technology and Reflexivity</b>
	<b>Timothy Berard</b> – Kent State University  The Use of Technology in the Local Management of Epistemic Stances during Planning Talk	<b>Matthew Hollander</b> - University of Wisconsin Madison (C)  Respecifying Obedience to Authority: Directive Sequences in Milgram's Experiment	<b>Tomone Komiya</b> - Japan Society for the Promotion of Science  The 'Position' of the Juror's Utterance in Deliberation	<b>Sean Rintel, Richard Fitzgerald &amp; Daniel Angus</b> – The University of Queensland  Re-imagining Unmotivated Looking
	<b>Larissa Schindler</b> – Johannes Gutenberg University  Teaching By Doing: On the Silent Transfer of Embodied Knowledge	<b>Esther Gonzalez-Martinez</b> -University de Fribourg <b>Vassiliki Markaki</b> - Université de Genève  Hospital Nursing Newcomers' Competence as Experts	<b>Takanari Kitamura</b> - Tokai University (C)  The Use of 'Next' Positions by Professional Judges as an Interactional Resource: a Micro Analysis of a Deliberation in Japan	<b>Mie Femø Nielsen</b> – University of Copenhagen  Interactional Barriers for Getting Work Done via ICT Mediated Business Meetings
	<b>Oskar Lindwall &amp; Gustav Lymer</b> University of Gothenburg <b>Christian Greiffenhagen</b> - Loughborough University  Disciplinary Conditions for Assessment and Instruction: Examples from Four Settings	<b>Jeffrey Aguinaldo</b> , Wilfrid Laurier University  What's in a Name? The Use of Address Terms When Reciprocity and Next-Speaker are Secured	<b>Ikuyo Morimoto</b> - Kwansei Gakuin University  Video Replay Utilization in Courtroom Deliberations	<b>Michael Clarke</b> – University of Waterloo  Technology and Reflexivity: The Politics of the “User” in User Centered Design
		<b>Lindy Comstock</b> – University of California Los Angeles  Misalignment in Intercultural Workplace Interactions	<b>Olga Galanova</b> - Bielefeld University  Wiretapped Phone Conversations: False Sources or Phenomenon 'Detecting' the Technology?	

# CONFERENCE AT A GLANCE

Monday, August 5th

Time/Room	ROOM 1-10	ROOM 1-11	ROOM 202	ROOM 208
3:30-4:00	Coffee Break Bricker Main Foyer			
4:00 – 5:30	<b>The Essential Tendentiousness of Instructed Action</b>	<b>General Stream</b>	<b>General Stream</b>	<b>Technology and Reflexivity</b>
	<b>Doug Macbeth</b> – Ohio State University <b>Wendy Sherman Heckler</b> – Otterbein University  Withholding as Directing: The Instructing Character of Teacher Questions	<b>Zain Nizameddin</b> – King's College London (C)  Investigating the Pain-Beauty Paradox: The Interactional Management of Pain in Body-Beautification Service Encounters	<b>Ingrid Norrmann-Vigil</b> – University of California, Los Angeles  Lights, Camera, interAction! Face-to-Face Interaction Features Used to Build Community on YouTube	<b>Rinku Gajera</b> – Xerox Research Centre India  Response of Emerging Markets Users to Computerization of Paper-Based Processes
	<b>Ken Liberman</b> – University of Oregon  Instructed Action and the Work of Objectivating Coffee Taste Descriptors	<b>Shannon Cunningham, Linda Wood &amp; Clare MacMartin</b> – University of Guelph <b>Lorraine Wood</b> – Temmy Lanter Centre <b>Christa Jeney</b> – St. Joseph's Hospital  Question Formats: Soliciting Patients' Presenting Concerns in Palliative Care	<b>Matthew Burdelski</b> – Osaka University <b>Michie Kawashima</b> – Saitama University  Interactional Techniques in Guided Tours at a History Museum	<b>Patrick Colfer</b> – Independent Scholar  Beyond Substance: Reflexivity, Technology and the Problem of Nihilism in Ethnomethodology and Analysis
	<b>Zekiye Yahsi</b> – Gazi University  Finding Sense and Reference in a Rural Village Classroom in Turkey	<b>Trevor Benjamin</b> – University of Gronigen <b>Traci Walker</b> – University of York  Managing Problems of Acceptability with High Rise Fall Repetitions	<b>Margarethe Olbertz-Siitonen</b> – University of Jyväskylä (C)  Embodied Actions in Distributed Meanings: The Practice of Virtual Pointing	<b>Shinichiro Sakai</b> – Kyoritsu Women's University <b>Nozomi Ikeya &amp; Norihisa Awamura</b> – Keio University  On the Practical Benefits of Visualizing Tasks
		<b>Eiko Yasui</b> – Nagoya University  Assessment Sequences in a Multi-Party Interaction: A Device of Switching a Participation Framework	<b>Tessa van Charldorp</b> – VU University Amsterdam  Using New Media and ICT as a resource for Epistemic Authority	<b>Kieran Bonner</b> – University of Waterloo  Discussion: Technology and Reflexivity
7:00 – 9:00	Welcome Reception University of Waterloo University Club			

## CONFERENCE AT A GLANCE

Tuesday, August 6th

TIME/ROOM	ROOM 1-10	ROOM 1-11	ROOM 202	ROOM 208
	<b>Technology of Written Language</b>	<b>Garfinkel's Science Studies</b>	<b>Technologies &amp; Techniques of Learning</b>	<b>General Stream</b>
9:00 – 10:30	<b>Christina Davidson, Brooke Scriven &amp; Lisa Given</b> – Charles Sturt University <b>Susan Danby &amp; Karen Thorpe</b> – Queensland University of Technology Accomplishing What Texts "Say"	<b>Dušan Bjelić</b> – University of Southern Maine  Livingston's "Mathematical Castings" for Galileo's Pendulum	<b>Aug Nishizaka</b> – Meiji Gakuin University  Instructed Perception: In-situ Learning of the Skill of Seeing in Prenatal Ultrasound Examinations	<b>Ayami Joh</b> – University of Shiga Prefecture  The Ways of Profession Using Visible Resources: Care Workers Produce What They See Publicly for Elderly Users with Dementia
	<b>Val Williams</b> – University of Bristol "No Jargon Please": Easy Information as an Interactional Activity Involving Adults with Intellectual Disabilities	<b>Alan Blum</b> – Culture of Cities Centre The Jouissance of Ethnomethodology: Imaginary, Desire, Drive	<b>Dimitri Voilmy</b> – Université du Sud Toulon Var  Making Visible the Rule "One-at-a-Time": How Children Produce Social Order in the Classroom	<b>Sangreeta Bagga-Gupta &amp; Ingela Holmström</b> – Örebro University (C)  Enabling and Disabling Participation: Handling Technologies in Institutional Settings
	<b>Gillian Busch</b> – Central Queensland University  "What Does It Say About It?" Doing Reading and Doing Writing as Part of Family Mealtime	<b>JoAnn Brooks</b> – Syracuse University <b>Anne W. Rawls</b> – Bentley University  Communication and Information Standards in Socio-Technical Systems	<b>Timothy Koschmann</b> – Southern Illinois University <b>Alan Zemel</b> – University at Albany  Learning in Interactional Terms	<b>Veronika Drake</b> – University of Wisconsin-Madison  Minimizing Disagreement and Maintaining Affiliation: The Use of Turn-Final "Or Something"
	<b>Christine Edwards-Groves</b> – Charles Sturt University  Doing Guided Reading: Accomplishing Small Group Reading Lessons in the Primary Classroom			<b>Hannah Wheat, Rebecca Barnes &amp; Richard Byng</b> – University of Guelph  Patients' Initial Presentations of Mental Health Concerns to General Practitioners
10:30-11:00	Coffee Break Bricker Main Foyer			

# CONFERENCE AT A GLANCE

Tuesday, August 6th

TIME/ROOM	ROOM 1-10	ROOM 1-11	ROOM 202	ROOM 208
11:00 – 12:30	<b>Technology of Written Language</b>	<b>Garfinkel's Science Studies</b>	<b>Technologies &amp; Techniques of Learning</b>	<b>General Stream</b>
	<b>Joanne Meredith and Elizabeth Stokoe</b> – Loughborough University  Self-Initiated Self-Repair in One-to-One Online Written Interaction	<b>Goetz Hoeppe</b> – University of Waterloo  On Not "Losing the Phenomenon" in Digital Astronomical Practice	<b>Tetyana Reichert</b> – University of Waterloo  Learning on L2 in a Digital World: The Role of Technology in Knowledge Construction	<b>Tobias Barske</b> – University of Wisconsin Stevens Point <b>Emma Betz</b> – University of Waterloo (C)  Responding to v. Answering a Question: The Turn-Initial Marker of 'Ja' in German Interaction
	<b>Anna Demidova</b> – Bielefeld University  Organization of a Looking Order Within a Typed Interaction on the Internet Forum	<b>Philippe Sormani</b> – University of Vienna  Of, In, Through, and From Within: Give Me a Microscope and I Will Show You a Phenomenon	<b>Motoko Igarashi</b> – Joetsu University of Education  An Account of Action as Learned: Embodied Criteria in Action Organization	<b>Christian Nelson</b> – Massachusetts College of Pharmacy and Health Sciences  Turns, Turn Taking and Slots: Turn Taking Reconceived in Light of Wilson and Zimmerman's Discovery of Slot Alternation
	<b>Sandy Houen &amp; Susan Danby</b> – Queensland University of Technology  Teacher-Child Interactions: Accomplishing Web Searching	<b>Michael Lynch</b> – Cornell University  A Comparison Between Garfinkel's Studies of Work in the Sciences and Constructivist Studies of Science	<b>Alan Zemel</b> – University at Albany  Talking in New Ways: The Co-Construction of Therapeutic Enactments	<b>Clair-Antoine Veyrier</b> – Université Montpellier  Opening Up Closings in Multiparty Distant Work Meetings
				<b>Richard Fitzgerald &amp; Sean Rintel</b> – University of Queensland  From Lifeguard to Bitch: The Problem of Promiscuous Categories in Story Telling via Video Chat by a Long-Distance Couple
12:30-2:00	Lunch Bricker Dining Hall			

## CONFERENCE AT A GLANCE

Tuesday, August 6th

TIME/ROOM	ROOM 1-10	ROOM 1-11	ROOM 202	ROOM 208
2:00 – 3:30	<p>Geoffrey Raymond</p> <p><b>“Opening Up Sequence Organization: Formulating Action as a Practice for Managing ‘Out of Place’ Sequence Initiating Actions”</b></p>			
3:30 – 4:00	<p>Coffee Break</p> <p>Bricker Main Foyer</p>			
4:00 – 5:30	<p><b>Membership in Multilingual Contexts</b></p>	<p><b>General Stream</b></p>	<p><b>General Stream</b></p>	<p><b>General Stream</b></p>
	<p><b>John Hellerman</b> – Portland State University</p> <p>Literacy as Membership Practice</p>	<p><b>Ilkka Arminen</b> – University of Helsinki</p> <p><b>Tiina Mäkiä</b> – University of Tampere</p> <p>Media and Family Dinner</p>	<p><b>Tanya Mudry</b> – University of Calgary</p> <p>Identity and Community Co-Construction: Adapting Discourse Analysis and Ethnomethodology to Analyze Online Forums</p>	<p><b>Dimitri Volimy</b> – Université du Sud Toulon Var</p> <p><b>Christian Licoppe</b> – Telecom ParisTech</p> <p>The Constitutive Meaning of Drawing on a Multi-Touch Display Surface</p>
	<p><b>Johannes Wagner &amp; Gudrun Theodórsdóttir</b> – University of Southern Denmark</p> <p>Post Festum Sense Making of Second Language Encounters</p>	<p><b>Stephen DiDomenico</b> – Rutgers University</p> <p>Friends Multi-Communicating Across Modalities: Managing the Affordances of Mobile Phones During Co-Present Interaction</p>	<p><b>Julia Velkovska</b> – Orange Labs at EHSS</p> <p><b>Lillian Coates</b> – Johannes Gutenberg-Universität</p> <p>Writing Public Interaction Through Technology in the Work of Web-Advisors</p>	<p><b>Peter Eglín</b> – Wilfrid Laurier University (C)</p> <p>Language, Culture and Interaction: For Roy Turner</p>
	<p><b>Arja Piirainen-Marsh</b> - University of Jyväskylä</p> <p>Reading Aloud as a Technique for Meaning-Making in Video Gaming Activities</p>	<p><b>Galina Bolden</b> – Rutgers University (C)</p> <p>“Self” and Epistemics in the Organization of Repair</p>	<p><b>Kana Suzuki</b> – Hiroshima International University</p> <p>Asking for the Quantity of Something: A Possible Three-part Structure of Question, Answer and Evaluation</p>	<p><b>Kieran Bonner</b> – University of Waterloo</p> <p>Mundane and Radical Referential Reflexivity: The Pollner/Lynch Debate and the Hermeneutic Circle of Topic and Resource</p>
	<p><b>Simona Pekarek Doehler &amp; Etienne Morel</b> – University of Neuchâtel</p> <p>Openings and Closings in SMS Communication: Membership Through Hybrid Language Use</p>	<p><b>Maria Martika</b> – University of Toronto</p> <p>Remembering as an Accounting Device in Self-Initiated Self-Repair: A CA Based Approach</p>	<p><b>K. Neil Jenkins</b> – Newcastle University (C)</p> <p>Touch or Avoid: Haptic Focused Members’ Practices in Rock Climbing</p>	<p><b>Marc Relieu, Bernard Conein, Catherine Felix</b> – Telecom ParisTech</p> <p><b>Rod Watson</b> - University of Nice</p> <p>The Local Accomplishment of Passing Through Doors</p>

# CONFERENCE AT A GLANCE

Wednesday, August 7th

TIME/ROOM	ROOM 1-10	ROOM 1-11	ROOM 202	ROOM 208
	<b>GENERAL STREAM</b>	<b>GREAT EAST JAPAN EARTHQUAKE</b>	<b>PRACTICAL INQUIRY MEDICAL SETTINGS</b>	<b>GENERAL STREAM</b>
9:00-10:30	<b>Giulia Messina Dahlberg</b> – Dalarna University <b>Sangeeta Bagga-Gupta</b> – Örebro University  Socialization in Glocal Communities of Practices. Becoming a Group in Virtual Learning Sites	<b>Kaoru Hayano</b> – Ochanomizu University  References to the Period of Evacuations	<b>Patricia Harasym</b> – University of Calgary  Doctor Researchers' Produce Knowledge and Negotiate Identities from Bedside to Bench and Back Again	<b>Olga Galanova</b> – Bielefeld University  "Telling Order" in Electronic Discussions via Visual Images: Image-Response in a Forum Discussion
	<b>Betsy Campbell</b> – University of Exeter (C)  Learning, Talking and Doing in the Act of Innovating Interplanetary Technology	<b>Natsuho Iwata</b> – Ohtsuki City College  Timing of an Empathetic Response: Practice of Displaying Empathy Based on Similar Experience	<b>Mika Simonen</b> – University of Helsinki  Formulation in Clinical Interviews	<b>Roger Bourne</b> – University of Sydney (C)  The Aboriginal Episteme Through Story-Telling: An Ethnomethodological Approach
	<b>Takeshi Hiramoto&amp; Takanashi Katsuya</b> – Kyoto University  Distributed Imagination: Technology and Technical Production of Shared Imagination in Talk-in-Interaction	<b>Aug Nishizaka</b> – Meiji Gakuin University  Repositioning Affiliative Responses	<b>Hiroki Maeda</b> – Tokai University  Ascertaining Pain: A Study of Work in Palliative Care by Nurses in an Acute Ward	<b>Benjamin Waterman</b> – University of Waterloo  Garfinkel, Plato and the "Insatiable" Pursuit of Knowledge
	<b>Ippei Mori</b> – University of Tokyo  Technology of Ordering Classrooms: From the Analysis of Reproach in a Classroom Lesson	<b>Satomi Kuroshima</b> – National Institute of Advanced Industrial Science and Technology  Affiliations Through Generalization: Responding with Formulaic Expressions and Generalized Grounds for Agreement	<b>Diagoro Ebita</b> – Niigata Seiryō University <b>Shinichiro Sakai</b> – Kyoritsu Women's University  Looking for the adequate "dose": sending an electric impulse to the patient's body in electrotherapy	<b>Susan Hansen</b> – Middlesex University  A Preliminary Investigation of Pick Up Artists' Strategic Exploitation of Sequential Structure in Initiating Interaction
		<b>Masafumi Sunaga</b> – Tokyo Metropolitan University  Coordinating One's Body with Talk: Volunteer's Body Method in a Multiple Activity Footbath		



## CONFERENCE AT A GLANCE

Wednesday, August 7th

TIME/ROOM	ROOM 1-10	ROOM 1-11	ROOM 202	ROOM 208
10:30 – 11:00	Coffee Break Bricker Main Foyer			
11:00 – 12:30	Stanley Raffel “From Being Account-able to Being Principled: On the Relation of Ethnomethodology to Self-Reflection”			
12:30 – 2:00	Lunch Bricker Dining Hall			
2:00 – 3:30	Social Problems	Interacting with Robots	General Stream	Techniques of Practical Inquiry
	<b>Tsuruta Sachie</b> – Chiba University The Order of the Visual Field Shows the Uniqueness of Sex Categorization	<b>Karola Pitsch</b> – Bielefeld University Opening an Encounter in Human-Robot-Interaction	<b>Brooke Scriven</b> – Charles Sturt University Using Clicks as an Interactional Technique in the Interview	<b>Stacy Burns</b> – Loyola Marymount University Pursuing ‘Deep Pockets’: Insurance-Related Issues in Judicial Settlement Work
	<b>Kristen Lindblom</b> – University of California Los Angeles “I Gotta Be the Shepherd King” The Therapeutic Relevance of Second Stories	<b>Mihoko Fukushima</b> – Saitama University <b>Akiko Yamazaki &amp; Keiichi Yamazaki</b> – Tokyo University of Technology Human Interactions with a Museum Quiz Robot	<b>Emma Betz</b> – University of Waterloo Shaping Sequential and Topical Trajectories Through Reference Choice in German Conversation	<b>Alex Dennis</b> – University of Sheffield Scientific Controversies: Lay and Professional Commentary
	<b>Søren Peter Olesen</b> – Aalborg University <b>Leena Eskelinen</b> – Danish Institute of Government Research Short Narratives as a Qualitative Approach to Effects of Social Work Interventions	<b>Luise Süssenbach &amp; Karola Pitsch</b> – Bielefeld University How Does Motivation Work? An Explorative Loop from HHI to HRI	<b>Kerstin Botsch &amp; Martin Pfeffer</b> – University of Freiburg <b>Gene Lerner &amp; Josh Kuntzman</b> – University of California, Santa Barbara <b>Kyu-Hyun Kim</b> – Kyung Hee University Speaking to an Outsider – Speaking as an Outsider	<b>Janet Vertesi</b> – Princeton University Making Mars: Image Processing and Formulating Agreement on the Mars Rover Mission
	<b>Shigeru Urano</b> – Mie Prefectural College of Nursing Treating Autistic Spectrum Disorder as a Problem of Social Relations: An Analysis of Resistance to the Therapist in SST		<b>Hiromichi Hosoma</b> – University of Shiga Prefecture Body Method Interpretation: The Multimodal Interaction Among Caregivers in a Group home for the Elderly”	

# CONFERENCE AT A GLANCE

Wednesday, August 7th

TIME/ROOM	ROOM 1-10	ROOM 1-11	ROOM 202	ROOM 208
3:30 – 4:00	Coffee Break Bricker Main Foyer			
4:00 – 5:30	<b>Social Problems</b>	<b>Interacting with Robots</b>	<b>General Stream</b>	<b>Techniques of Practical Inquiry</b>
	<b>Christopher Pudlinski</b> – Central Connecticut State University  Formulating Another's "Social Problems" in a Peer Support Setting	<b>Morana Alac, Javier Movelina, Mohsen Maimir, Deborah Forster &amp; Daniel Johnson</b> – University of California San Diego  Robot Teachers as Local and Practical Organizations	<b>Jason Turowetz</b> – University of Wisconsin Madison  The Use of Storytelling by Clinicians in Diagnosing Children with Autism	<b>Annett Bochmann</b> – Hildesheim University  Accomplishing Space: An Ethnomethodological Inquiry into the Social Order of a Refugee Camp
	<b>Mans Norlin &amp; Hanna Bergea</b> – Swedish University of Agricultural Sciences  The Moral Order of the Category Planners Displayed in a "Relational Network"	<b>Keiko Ikeda</b> – Kansai University <b>Akiko Yamazaki &amp; Keiichi Yamazaki</b> – Tokyo University of Technology  Multiplicity of Bodily Resources for a Robot in a Multiparty Interaction	<b>Yoshifumi Mizukawa</b> – Hokusei Gakuen University <b>Kazuo Nakamura</b> – Aomori University <b>Shigeru Urano</b> – Mie Prefectural College of Nursing  Membership Categories and Social Order in Social Skills Training for Children with ASD	<b>Edward Reynolds</b> – University of Queensland  Manufacturing Accountable Knowledge in the Course of a Practice in Arguments
	<b>Shannon Cunningham, Linda Wood &amp; Clare MacMartin</b> – University of Guelph <b>Lorraine Wood</b> – Temmy Lanter Centre  Patterns of Elaboration: Questions and Answers in Palliative Care Consultations	<b>Michie Kawashima &amp; Keiichi Yamazaki</b> – Saitama University <b>Mkkio Yamazaki</b> – Tokyo University of Technology <b>Keiko Ikeda</b> – Kansai University  Elderly Support Using an Embodied Robot Avatar	<b>Doug Maynard</b> – University of Wisconsin Madison  Autism Assessment: An Ethnomethodological and Science & Technology Studies Perspective	<b>Patrick G. Watson</b> – University of Waterloo <b>Michael Mair</b> – Liverpool University  On Contests for Knowledge: An Introduction to Practical Inquiry
	<b>Benoit Renevey</b> – University of Lausanne  Health Insurance as a Social Problem: Social Problems Making Techniques by the Members of the Swiss Parliament		<b>Susan Danby</b> – Queensland University of Technology  Family Interactions Using Mobile Technologies: Use of Parental Interrogatives and Assessments to Support Web Searching	
6:30 – 9:30	Conference Reception and Dinner THEMUSEUM and Walper Hotel			

## CONFERENCE AT A GLANCE

Thursday August 8<sup>th</sup>

TIME/ROOM	ROOM 1-10	ROOM 1-11	ROOM 202	ROOM 208
9:00 – 10:30	<b>General Stream</b>	<b>Media@Home</b>	<b>General Stream</b>	<b>Author Meets Critics</b>
	<b>Francesca Salvadori</b> – Kings College London  Work and Communication in Open Plan Offices	<b>Gillian Busch</b> – CQUniversity  Conquering the Tyranny of Distance: How Families Use Video Communication Technologies during Intergenerational Skype Sessions	<b>Kyu-Hyun Kim</b> – Kyung Hee University <b>Kyung-Hee Suh</b> – Hankuk University of Foreign Studies  Formulation as an Interactional and Cultural Practice in Korean TV Talk Shows	<b>More Studies in Ethnomethodology</b>  By Ken Liberman  Panelists: Doug Macbeth Eric Laurier Roy Turner
	<b>Erik Vinkhuyzen</b> – PARC (C)  Workflow Analysis	<b>Marc Relieu</b> – Telecom ParisTech  Multiparty Interaction and Family Talk During Skype Video Calls	<b>John Faichney</b> – University of Waterloo  Contact Improvisation and Conversation Analysis	
	<b>Leila Kääntä</b> – University of Jyväskylä  Student Practices of Flagging Trouble to Solicit Help During Read-Aloud	<b>Christina Davidson &amp; Brooke Scriven</b> – Charlest Sturt University  “We’ve got Geckoes, Haven’t We Buddy?” How Parents and Children Accomplish Shared Understandings of Information from Wikipedia	<b>Thomas Vangeebergen</b> – Liege University  Taste analysis: How Practice in an Industrial and Scientific Context Shapes Sturdy Sensory Categories.	
	<b>David Martin</b> – Xerox Research Centre Europe  Understanding Thoroughness as an Emergent Feature in Graphic Design Work	<b>Björn Sjöblom</b> – Stockholm University  Plans and Improvised Action in Collaborative Computer Gaming	<b>Phillip Brooker</b> – Brunel University (C)  Collaborative Music-Making with Virtual Studio Software (and Technological Requirements for the Ethnomethodological Study of it)	
10:30 – 11:00	Coffee Break Bricker Main Foyer			
11:30 – 1:30	Richard Harper “The Stuff of Occasioned Digital Reasoning”			
1:30 – 2:15	Closing Remarks			

## The Essential Tendentiousness of Instructed Action, and the Work of Instruction

Monday, August 5<sup>th</sup>, 2:00-5:30, Room 1-10

Organizer: Douglas MacBeth

Panelists: Tim Berard; Larissa Schindler; Oskar Lindwall, Gustav Lymer & Christian Greiffenhagen; Doug Macbeth & Wendy Sherman Heckler; Ken Liberman; Zekiye Yahsi

This panel collects papers that align two programs. The first is substantive, in our studies of education and the practical work of teaching. The second theme continues a project undertaken over the last 25 years to explore the resemblances between Wittgenstein's grammatical-conceptual studies, and Garfinkel's and Sacks' praxiologies of order (cf., Coulter, 1989; Lynch, 1992; Sharrock & Anderson, 1986). Garfinkel speaks of instruction's "curious properties" for formal analysis: its conundrums of clarity, consistency, completeness and followability, as properties both ordinary and "intractably problematic". Our panel papers take interest in the families of practices whereby students, in the company of teachers and others, and in the presence of puzzles of clarity and completeness, find the sense of their instruction. Across diverse settings, our papers aim to disclose practical technologies of instruction, and in the measure show how the workings of the 'black box' of instruction are not so dark. They are rather, and must be, in full and public view.

## Technology and Reflexivity

Monday, August 5<sup>th</sup>, 2:00-5:30, Room 208

Organizer: Kieran Bonner

Panelists: Sean Rintel & Richard Fitzgerald; Brian Due; Mie Femø Nielsen; Rinku Gajera; Michael Clarke; Shinichiro Sakai Nozomi Ikeya & Norihisa Awamura; Patrick Colfer

The ethnomethodological work on technology (specifically human computer interaction; Suchman, Button, Dourish, Sharrock etc.) has demonstrated the reflexive requirements that users must bring to the introduction of any new tool. This work has demonstrated that the development and adoption of any and all technology is not a 'mere' technical matter. Suchman (1993) has suggested that categorization and categorization devices are not only ground in the work of members but that they may also have 'politics.' While drawing on Foucault's work, this development also raises other work on technology and reflexivity within the phenomenological tradition, most notably Arendt and Heidegger. This session invites papers that seek to contribute to our understanding of the relation between technology, reflexivity and reflective relations to technology.

## Interaction with the Technology of Written Language: How Children, Young People and Adults Accomplish "Doing Reading" and "Doing Writing"

Tuesday, August 6<sup>th</sup>, 9:00-12:30, Room 1-11

Organizer: Christina Davidson and Val Williams

Panelists: Christina Davidson, Brooke Scriven, Lisa Given, Susan Danby & Karen Thorpe; Val Williams; Gillian Busch; Christine Edwards-Groves; Kris Markman; Joanne Meredith and Elizabeth Stokoe; Anna Demidova; Sandy Hoven

Written language is ubiquitous in our lives. The ways people acquire and use written language have been extensively examined in disciplines or fields such as linguistics, cultural studies, literacy education and sociology; they remain under-addressed from the particular sociological perspective of ethnomethodology. The purpose of this symposium is to provide a detailed examination of techniques for accomplishing reading and writing from the perspective of ethnomethodology, and particularly through the application of conversation analysis to recordings of actual instances of reading and writing. Overall, the session addresses ways that people, young and old, make meaning during interactions with written texts; participants will contribute to understandings of the specific ways that interaction for reading and writing produces readers and writers of texts across a variety of settings, including during use of digital technology.

## Garfinkel's Studies of Work in the Sciences

Tuesday, August 6<sup>th</sup>, 9:00-12:30, Room 1-12

Organizer: Michael Lynch

Panelists: Dušan Bjelić; Alan Blum; JoAnn Brooks & Anne W. Rawls; Goetz Hoeppe; Philippe Sormani; Michael Lynch

Starting in the 1970s, Harold Garfinkel initiated a series of investigations of workplace activities: the embodied and collaborative practices that make up the identifying activities in the specialized professions, arts, and sciences. By "identifying activities" is meant the situated productions and performances that make up competent, publicly recognizable instances of musical performance, mathematical demonstration, legal argumentation, and countless other technical activities. An important line of research in the studies of work program concerned the natural sciences and mathematics. Garfinkel made explicit, his aim was not to show *that* science is "constructed", but to investigate and exhibit its material production. Much of what Garfinkel wrote on the subject remains unpublished, and to a large extent unrecognized in social studies of science. The overall aim of the session is to show as well as to discuss what Garfinkel might have envisioned for studies of work in the sciences.

## THEMATIC SESSIONS AND PANELS

### Technologies and Techniques of Learning

Tuesday, August 6<sup>th</sup>, 9:00-12:30, Room 202

Organizer: Timothy Koschmann

Panelists: Tetyana Reichert; Aug Nishizaka; Dimitri Voilmy; Timothy Koschmann; John Heritage & Eric Livingston; Motoko Igarashi, Sharon-Marie Weldon, Terhi Korkiakangas, Roger Kneebone & Jeff Bezemer; Alan Zemel

A father and his son have a routine—before departing from their house each morning the child sits on the front step and waits for his father to tie his shoes. But one morning, to his father's astonishment, the child proceeds to tie his own laces! In CA, much interest of late has been paid to epistemic features of talk. The methodic practices by which members test and reveal learning would seem to be closely related to this. Just as Wittgenstein posed various scenarios to explore our thinking about certain concepts, we use the shoe-tying example to foster reflection on the techniques and technologies of ("doing," "displaying," and/or "making visible") learning.

### The Use of Technology for Membership in Multilingual Contexts

Tuesday, August 6<sup>th</sup>, 4:00-5:30, Room 1-10

Organizer: John Hellerman

Panelists: John Hellerman; Arja Piirainen-Marsh; Johannes Wagner & Gudrun Theodordottir; Simona Pekarek Doehler & Etienne Morel

This panel's members reconsider the nature of *membership* as "mastery of natural language" (Garfinkel & Sacks, 1970, p. 342) in studies of participants in interaction whose use of a particular natural language is, to various degrees, 'problematic'. It brings a set of complex contexts typically found in linguistic studies involving multilingual participants for consideration by EMCA to show membership work in multilingual settings via, in some sense, technology. This panel embraces the technology of ethnomethodological conversation analysis to understand the role of various other technologies (ancient and modern) in the mundane practices for social organization of multilingual members. Technology examined include different media for written language (paper, subtitled video games, SMS messages) as well as smart phone apps with cloud sharing. The examination of different technologies used to facilitate the negotiation of language use and language choice in a variety of contexts involving a variety of languages will provide rich territory for understanding the mechanisms for displaying and becoming members.

### Organization of Interaction between Great East Japan Earthquake Evacuees and Volunteers in Fukushima Prefecture

Wednesday, August 7<sup>th</sup>, 9:00-10:30, Room 1-11

Organizer: Aug Nishizaka

Panelists: Kaoru Heyano; Natsuhito Iwata; Aug Nishizaka; Satomi Kuroshima; Masafumi Sunaga

This panel focuses on the organization of interaction in the "footbath volunteer activity" in Fukushima Prefecture, following the Earthquake, Tsunami and subsequent nuclear accident of March 11<sup>th</sup>, 2011. Official purposes of this particular volunteer activity include listening to evacuees' talk to understand their needs, as well as massaging their hands and arms, while their feet are being bathed, to provide them with a moment of relaxation. This panel technically elucidates techniques that volunteers and evacuees employ to address their practical problems. We thereby demonstrate one possible direction in which EM/CA can contribute to individuals' better quality of life by suggesting possible rearrangements of the communicative techniques.

### Techniques of Practical Inquiry, Medical Settings

Wednesday, August 7<sup>th</sup>, 9:00-10:30, Room 1-12

Organizer: Douglas Maynard & Jason Turowetz

Panelists: Patricia Harasym; Mika Simonen; Elisabeth Andersen; Hiroki Maeda

Stemming from an interest in 'what is known about *this* (a) situation' when conducting the work of practical inquiry, this panel examines specifically these practices in medical settings. In what fashion is knowledge established? What techniques are utilized to demonstrate the fixity of knowledge? What establishes the certainty of knowledge in the face of opposing accounts? Perhaps this is particularly pertinent, given Sharrock's (1974) reference to different types of 'medical knowledge', and the particular role undertaken by doctors as gatekeepers of knowledge. Using empirical examples of medical inquiry to inform the discussion, the panel will examine techniques and practices used by those in situations 'of owning knowledge' (c.f. Sharrock, 1974; Smith 1978) while paying credence to Polner's (1991) assertion that "how, what members do in to, and about social reality, constitutes social reality". That is, the practices which make a knowable reality readily apparent and account-able in situations of inquiry.

## On Ethnomethodological Approaches to 'Social Problems'

Wednesday, August 7<sup>th</sup>, 2:00-5:30, Room 1-10

Organizer: Benoit Renevey

Panelists: Benoit Renevey; Stephan Dreischer; Mans Norlin & Hanna Bergea; Christopher Pudlinski; Tsuruta Sachie; Kristen Lindblom; Søren Peter Olesen & Leena Eskelinen; Shigeru Urano

In the constructionist perspective, social problems are conditions that have become culturally defined as troublesome, widespread, changeable, and in need of change. Working out this constructionist aphorism, ethnomethodologists would define social problems as accomplishments: the making of social problems would consist of using some particular categorizations and achieving particular sequencibility in interactional settings, which, thank to the phenomenon of reflexivity, would appear as settings specifically dedicated to the discussion of social problems. This panel is specifically dedicated to the understanding of techniques actors utilize to accomplish the construction of social problems, that is, to make sense of the interaction to which they take part as a specific situation of defining a social problem, and resolving it.

## Interacting With Robots and Virtual Agents?

Wednesday, August 7<sup>th</sup>, 2:00-5:30, Room 1-11

Organizer: Karola Pitsch

Panelists: Karola Pitsch; Mihiko Fukushima, Akiko Yamazaki & Keiichi Yamazaki; Luise Süsslenbach & Karola Pitsch; Antonia Krummheuer, Morana Alac, Javier Movelina, Mohsen Maimir & Daniel Johnson; Keiko Ikeda, Akiko Yamazaki & Keiichi Yamazaki; Michie Kawashima, Keiichi Yamazaki, Mkkio Yamazaki & Keiko Ikeda; Claudia Muhl

Interdisciplinary research has recently focused on developing novel interfaces for digital technologies, which should provide intuitive access for lay- users based on their everyday practices (Harper et al. 2008). Recent developments of such human-machine-interfaces are humanoid robots and (partly) virtual agents, which are able to observe their environment, to talk, to gesture and to move in space. EM/CA has developed a strong tradition of investigating the field of "interaction and technology" (e.g. Workplace Studies, CSCW) and continues to define and shape new issues in human-computer-interaction (HCI). Against this background, it is time to discuss more intensely the impact of EM/CA in these new fields of human-robot- (HRI) and human-agent-interaction (HAI). Thus, in this panel, we aim at bringing together EM/CA researchers who are active in this emerging discipline to discuss current empirical work, methodological and conceptual issues.

## Techniques of Practical Inquiry: Knowledge as an Ordinary Phenomenon

Wednesday, August 7<sup>th</sup>, 2:00-5:30, Room 202

Organizer: Patrick G. Watson & Michael Mair

Panelists: Patrick G. Watson & Michael Mair; Alex Dennis; Janet Vertesi; Annett Bochmann; Edward Reynolds; Stacy Burns

This panel seeks to explore the ways actors conceive of, address and so topicalize the issue of knowledge – the known and the knowable/what is or can be known and how – as part of the work of practical inquiry. In what fashion is knowledge established? What techniques are utilized to demonstrate knowledge? By what methods are claims to knowledge secured in the face of challenges and opposing claims? The session will explore how ordinary members in situations of practical inquiry support their claims to know in light of critiques of their 'knowledge'. In and across all manner of sites, settings and fields, members who purport to know things, as practical inquirers, are increasingly required to stipulate the conditions under which what is claimed to be known can be said to be properly known. What is said to be known is questioned by way of variously leveraged challenges to the very notion of certainty, challenges directed at the status of the claimed objects of knowledge as well as the techniques used to arrive at knowledge of them. That is, they are challenged by way of counter claims that suggest that what is said to be known cannot be known or known in that way. With reference to empirical examples of practical inquiry, the panel will examine the methodical practices that make claims to knowledge accountable in ordinary situations.

## Media@Home

Thursday, August 8<sup>th</sup>, 9:00-10:30, Room 1-11

Organizer: Christina Davidson & Susan Danby

Panelists: Gillian Busch; Marc Relieu; Christina Davidson & Brooke Scriven; Björn Sjöblom

Children's use of the Internet is steadily increasing; we know that children as young as two go online. What remains very much under-examined, however, are the ways that children socially accomplish these activities. papers in this symposium employ ethnomethodology/conversation analysis to provide detailed descriptions of the social accomplishment of children's use of Skype, Wikipedia, YouTube, etc.... Papers will provide descriptions of the methods that children employed to make specific technology "at home in the world" (Sacks, 1995). Together, the papers address matters such as the ways that shared understandings are produced interactionally across virtual and actual world activity, how indexical expressions, gestures and gaze are used by children to situate talk contextually as online or offline, how children competently manage turn-taking while completing simultaneous activity with digital technology, and how children orient to technology to produce particular identities and relations with adults.



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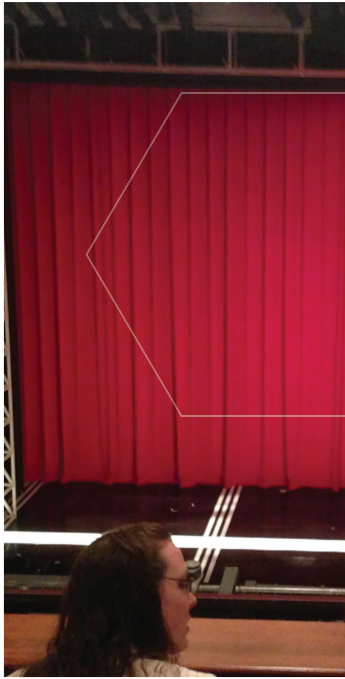
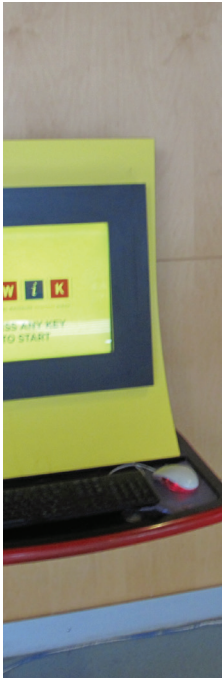
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## NOTES

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