

OVERVIEW AND PURPOSES OF THE CONFERENCE

On November 4-6, 2016 a pioneer generation and a second generation of scholars gathered at Arizona State University for a conference titled “Learning how to look and listen: Building capacity for video-based transcription and analysis in social and educational research.” The participants were brought together to demonstrate *how they look at video footage analytically and how they transcribe visual data together with auditory data*. The conference’s special aim was to document and make visible primary research processes of *noticing* that analysts employ while reviewing video footage analytically—what, concretely, they look at and listen to as they view such footage repeatedly, on the way to more formal transcription and analysis.

Recently there has been an explosion in technology for video-based research. It is now relatively easy and inexpensive to record with good picture and sound. Yet video-based research faces two enduring challenges: either video is not used at all because new scholars are afraid to try it, or they do not know how to use effectively the visual information the audio-visual record makes available. Often when video is used to study social interaction the camera is treated, in effect, just as an audio recorder since what is primarily focused on in later transcription and analysis is the talk that occurs, rather than a wider semiotic ecology of meaning-making in the real time conduct of social interaction—e.g. talk in concert with nonverbal behavior, participant relations with artifacts in the scene, and reactions of mutual influence between listeners and speakers. Until recently there has been very little published on concrete methods of video-based research, and these methods are not nearly so widely taught in universities as are introductory courses in statistics or in general qualitative research methods. Thus beginning scholars who would like to use video as a primary data source may have difficulty in gaining the knowledge and skill they need in order to use video-based analytic approaches in maximally effective ways. This conference, and the website it has produced, was intended to provide a way to fill in the current “knowledge gap” in video-based research efforts.

The conference was hosted by the Mary Lou Fulton Teachers College at Arizona State University in Tempe, AZ, with financial support from the Spencer Foundation. Activities began with *individual viewing sessions* in which all the conference participants were videotaped while watching and commenting on a two-minute segment of video footage, showing the teaching of physics in a bilingual kindergarten-first grade classroom. This was followed by a *whole group viewing session* in which the same two-minute video clip that had been reviewed individually was reviewed and discussed collectively, with participants identifying what they noticed in the footage, visually and auditorially. The conference continued with brief *presentations of the participants’ own research*, highlighting the patterns of noticing they employed as they began transcription and analysis. *Plans for the future* were discussed in a final plenary session. In that session an issue of the organization of interaction was raised. Participants noted that in the second of the conference activities—the whole group viewing session, in which speakers self-selected turns at commenting on the video clip—turns at talk taken by men predominated over those taken by women, especially at the beginning of the

discussion session. This gender difference in participation is not just a local phenomenon but reflects patterns of gender inequity in the wider society and thus could well become a topic of research and reflection by visitors to the website.

To provide material for this website, and with participant consent, all of the conference sessions were videotaped. The website is intended for future use in teaching, in research, and in archival preservation of evidence of the craft knowledge employed in noticing—a key aspect of “professional vision” in video-based analysis of social interaction—that has characterized early stages in the development of this new field of inquiry. The website is maintained by Arizona State University. As a visitor to the website you can use this material in your own study, research, and teaching. You are welcome to contact us with comments at: learnlooklisten@gmail.com