

Project 5 Analysis of Video Data

Goal

- The goal of this assignment is to give you a chance to examine the fine-scale detail of the construction of meaningful action in the everyday world.
- This amounts to adding yet another lens to our cognitoscope.
- **Happy viewing!**

Source Material

- The readings and lectures for this course are the primary source materials for this assignment.
- In addition, you will **analyze the transcript** of your video recording identifying the semiotic fields that are brought into play in the activity.
- Therefore, your own video transcript will be your primary data source.

Instructions: Step 1 Decide which data to analyze

- Review your video recording, your index, and your transcript.
- Find and focus on moments of rich interaction.
- Scrutinize those rich moments of interaction to discover and describe the cognitive phenomena that are present in them.
- To get you started, I have provided below a list of some (but not all) of the phenomena to search for.

Instructions: Step 2 Choose your focus in the selected data

- If you are looking closely, you will almost surely discover more phenomena than you can possibly treat in a 1000 word text.
- You will probably have to decide to focus on some phenomena and leave other phenomena out of your text.
 - Choose phenomena that are important or that unite many aspects of your data.
- Make it clear in your text which phenomena you are addressing.

Instructions: Step 3 Describe the phenomena of interest

- Describe the phenomena you have chosen to focus on and show how specific elements of the observed behavior count as exemplars or instances of the cognitive phenomena.
 - This means you should provide a clear connection between the data (elements of your transcript) and the analysis.
- Include a link to your transcript and references to your transcript that allow the reader to see where the exemplars are located in the data.

Instructions: Step 4

Provide connections to your data

- If your analysis refers to the transcript that you submitted in P4, attach that transcript to your P5 project
- If your analysis refers to aspects of the activity that were not included in the P4 transcript, attach your new transcript that includes the data to which you refer.
- Make sure that your materials do not include information that can be used to identify you.

Instructions: Step 5

Putting analysis concepts to work

- Be sure to USE the concepts introduced in the lectures and the course readings by incorporating these concepts into your analysis.
- Don't just name the concepts, show how they describe or explain the observed data.

Instructions: Step 6

References – calling on your allies

- When you use a concept from a reading or a lecture, you must cite the source.
 - To keep your list of references from consuming your word allowance you may refer to course readings by the principal author's last name and the date. You can make this reference in the text. For example, "Goodwin (1994) introduces a coding scheme for three discursive practices." Or "Goodwin (2000) describes the negotiation of the participation framework of the game of hopscotch."
 - You can refer to lectures in the text by simply specifying the date of the lecture as follows, "Cogs102B Lecture (March 5, 2013)"
- If the reading to which you refer was assigned for this course, you do not need to include an entry in a list of references for it.
- If you are referring to a reading that you know about, but that was not assigned for the course, then you must include a full citation in a list of references.

Instructions: Step 7

Find Phenomena

- The next slide provides a partial list of the phenomena you may find in your data.
- You are permitted to use any of these phenomena in your text if you find them in your data.
- If you find none of these, that is fine too, as long as you describe the phenomena you did find.
- Of course, if the phenomena you find in your data were presented in the readings or lecture, you should provide appropriate citations.

Phenomena to Find

- The use of graphical representations and the coordination of representations
- Shifting between treating a representation as a thing in itself and treating the representation as the thing that it represents
- Courses of action that become trains of thought
- Environmentally coupled gesture
- Gesture types: iconic, indexical, emblem, beat (see next slide)
- Mutual elaboration of gesture and talk. Gesture resolves ambiguous indexical reference in speech. Talk resolves ambiguous temporal reference of gesture
- Participation frameworks and negotiation of the current activity
- Timing relations between talk and gesture or other bodily action
- Gesture as a medium for conceptualization

A simplified typology of gesture

- Iconic: the sign (semiotic resource) shares features with the referent.
- Indexical: sign draws attention to something in the setting of its production (e.g., pointing).
 - This is a subset of deictic signs which get their meaning from mutual elaboration with elements of the setting. Not all environmentally coupled gestures are indexical (turned off the pumps gesture – iconic, environmentally coupled), but all are deictic.
- Emblem: (OK, thumbs up) a conventional form.
 - Usually neither iconic nor indexical.
- Beat: usually in temporal coordination with speech emphasis, for example when highlighting words

Guiding Questions

- How is ongoing activity organized? What are the resources or semiotic fields that are brought into coordination in the course of the activity? How do participants display or exhibit their participation in the activity? Are there relations of mutual elaboration among elements of different semiotic fields?

Writing Prompt

- Write a text of between **700 and 1000** words that provides a description and an analysis of the observed activity. Be sure to use the concepts from the readings and lectures (see instructions above). Show how the various semiotic resources are incorporated into the activity.