

MODE multimodal methodologies

FOR RESEARCHING DIGITAL DATA AND ENVIRONMENTS



Leading education
and social research
Institute of Education
University of London

Using Digital Data for Multimodal Research

Introductory training day

Aug 21st 2012

<http://mode.ioe.ac.uk>

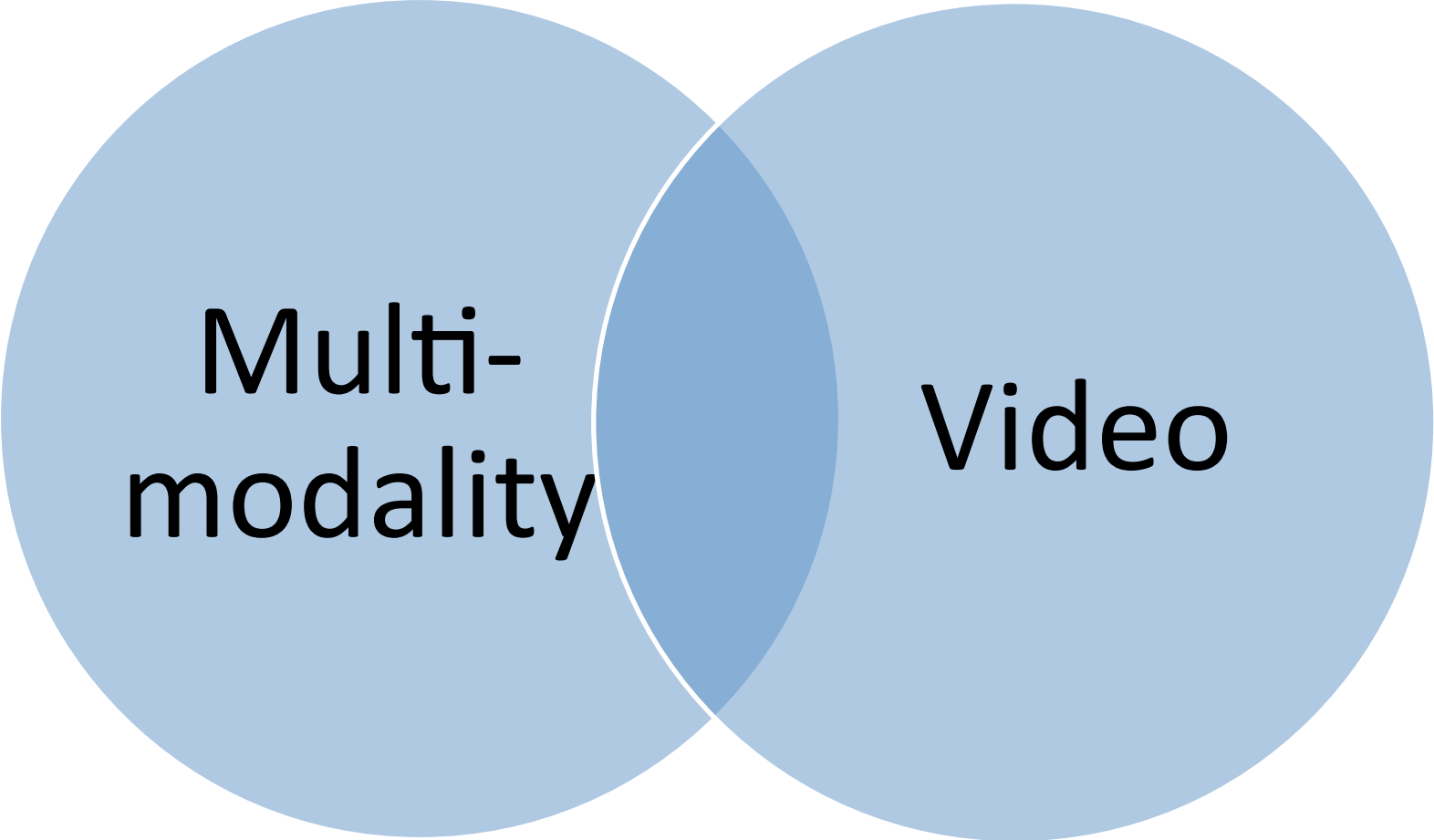
NiCRM
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COUNCIL

 **londonknowledgelab**
exploring the future of learning with digital technologies

Analysing video data: theoretical and methodological approaches

Jeff Bezemer



**Multi-
modality**

Video

What is multimodal research?

- People use different forms of expression / resources / tools / symbols / sign systems / modes;
- So to make sense of human behaviour / the social world / communication we need to study all of these forms in conjunction / put them into one frame.

How to achieve that?

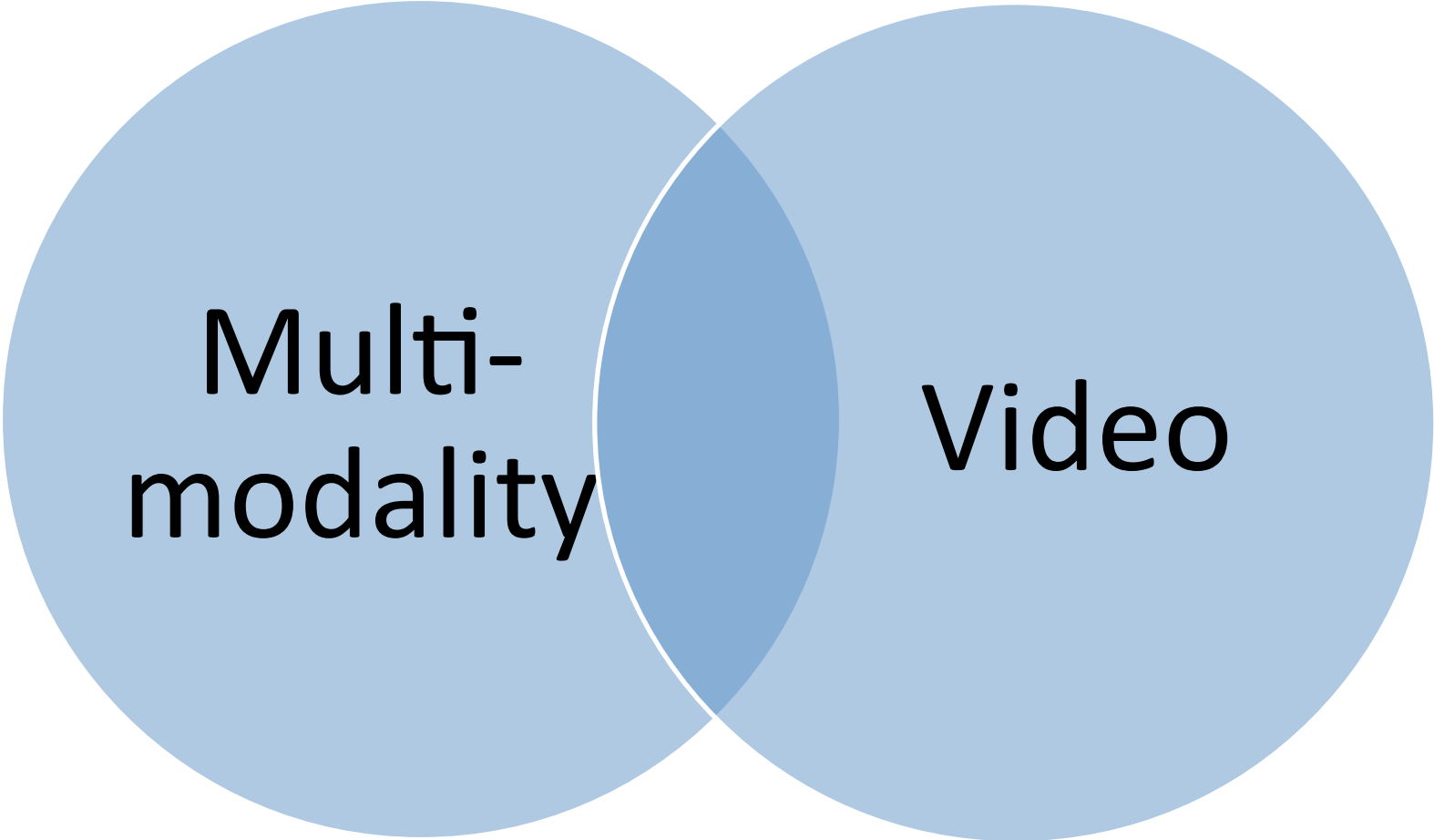
- *Community*: different research communities look at different modes (study of speech, study of gesture, study of gaze..) – and meet at eg 6ICOM;
- *Team*: different researchers look at different modes in one project;
- *Individual*: one or more researchers look at all modes in one project.

How to use video?

- Video as *recording tool*: Focus is on people *featuring* in the video (Case Study 2 on today's programme)
- Video as *artefact*: Focus is on people *making* the video (Case study 1 one today's programme)

Social contexts of production of video data

- *Site*: classroom, workplace, home, museum, street; 'online'/'offline'
- *Camera person*: researcher, 'research subject', or 'nobody' (eg cctv)
- *Elicitation/initiation*: researcher or 'research subject'
- *Editing*: researcher or 'research subject'
- *Analysis*: researcher or 'research subject'



**Multi-
modality**

Video

Multimodal video research: differences and similarities

- Social and cultural origin
 - ‘social science’, ‘arts and humanities’, (natural science?)
 - Time and place
- Theoretical outlook
 - ‘Meaning’, ‘communication’, ‘interaction’
 - ‘mode’, ‘sign system’, ‘resources’ etc.
 - ‘Multimodality’, ‘embodiment’, ‘verbal-non-verbal’, para-linguistic’, ‘body language’
 - Selecting/privileging/highlighting modes (cf. linguistic marking)
- Empirical focus
 - Sites: Workplace, Classroom, Museum, Youtube, ...
 - Genres/activity types; eg ‘conversation’, ‘coordinated task activity’, ...
- Methods
 - Qualitative or quantitative/corpus-based?
 - ‘naturally occurring’ or elicited in lab
 - How much and what type of transcription? (session later today)
 - Use of software?
 - Text and context?
- Research topics
 - Literacy, learning, work, identity, pedagogy...

Contributing disciplines

- Anthropology (Haviland and Kendon on gesture in story telling; Duranti on jazz).
- Linguistics (Baldry on advertisements; Max Planck/ELAN; sign language)
- Psychology (McNeill on gesture in elicited story telling, Price on HCI)
- Sociology (Heath on gaze)
- Social semiotics (Jewitt on modes in classroom).
- Media studies (Burn on 'kinekonic mode'; Bateman on film)
- What else?

- NB problem of pidgeon holes: work by Erickson, McDermott, Goodwin, Scollons, Norris etc

Applying frameworks

- Anthropology: learning (eg how to wear cap, how to withdraw scissors)
- Linguistics: pointing
- Psychology: interaction with screen technologies (HCI)
- Sociology: sequential organisation of action
- Social semiotics: availability and affordances of modes
- Media studies: camera work of researcher
- ...

Mapping the field: Some references

- Multimodal glossary (mode.ioe.ac.uk)
- Introduction to *Handbook of multimodality*
- Introduction to *Embodied Interaction*
- Discussion on multimodality and ethnography in special issue of *Qualitative Research*