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# REFLECTING ON TEACHERS' PRACTICES AS MULTIMODALLY CONSTRUCTED IN SPATIAL REALITY: THE VALUABLE USE OF VIDEO DATA AND CONVERSATION ANALYSIS TO INVESTIGATE CLASSROOM INTERACTIONS

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## Abstract

The aim of this paper is to demonstrate analytical potentialities of video data [2], [4], [5] for the study of joint classroom activities focusing on teaching practices. We will show how a fine-grained CA (conversation analysis) based video analysis [1], [3] of a situated 'Sudoku' activity in a preschool classroom can shed light on the dialogic relationship between the teacher's instructional work and the children's understanding of the task to be accomplished.

Video indeed provides a view on classroom activities as multimodally occurring in time and space in the participants' mutually interwoven verbal and non-verbal utterances. Thus, in the presented case study, our video based analysis allows us to point out how the teacher's and the children's positioning in space contributes to configuring the (mis)understanding of the teacher's instructions.

We can visualize that the children's access to shared understanding is of particular relevance for a joint task accomplishment and that the access is strongly related to the spatial reality in which the activity takes place. We show how 'the interchangeability of standpoints' (if you were where I am, you would see what I see and vice versa) [6] becomes relevant when the teacher presents a Sudoku grid in terms of horizontally oriented rows and vertically oriented columns.

Our paper seeks to underline that the use of CA based video analysis is well suited to elicit and to develop reflection on teaching practices with regard to the concept of perspectival reciprocity as a condition for mutually shared understanding. A fine grained video analysis is a valuable tool to raise teachers' awareness for both, spatial reality as mutually constituted and joint understanding as reciprocally co-constructed by the participants in the material design of the classroom [7].

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**Keywords:** Teaching practices, multimodal classroom interactions, space, video data, conversation analysis.