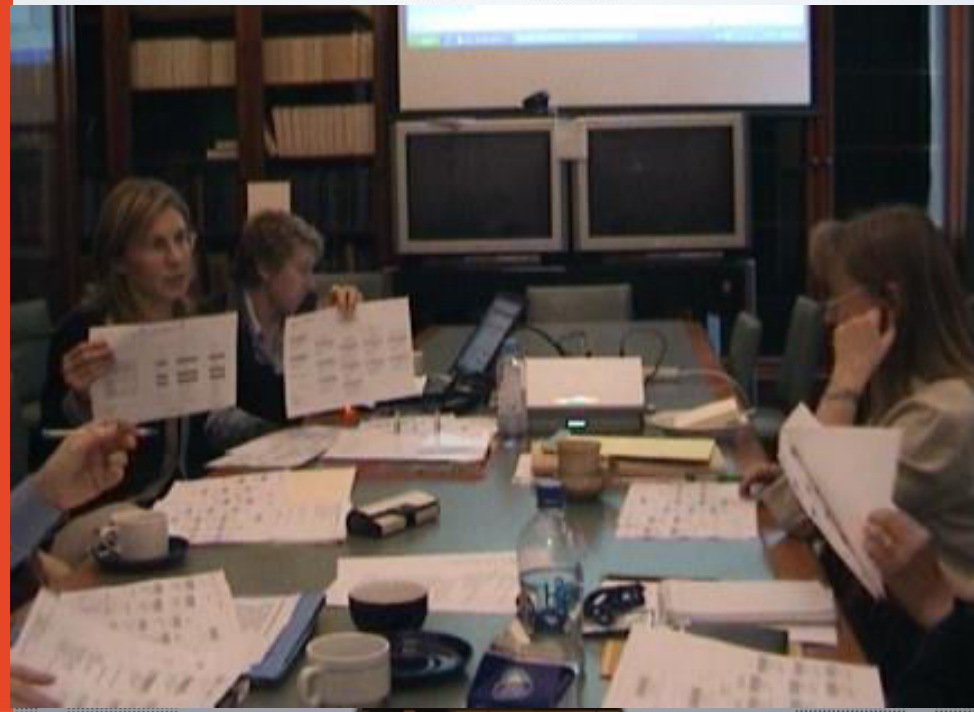
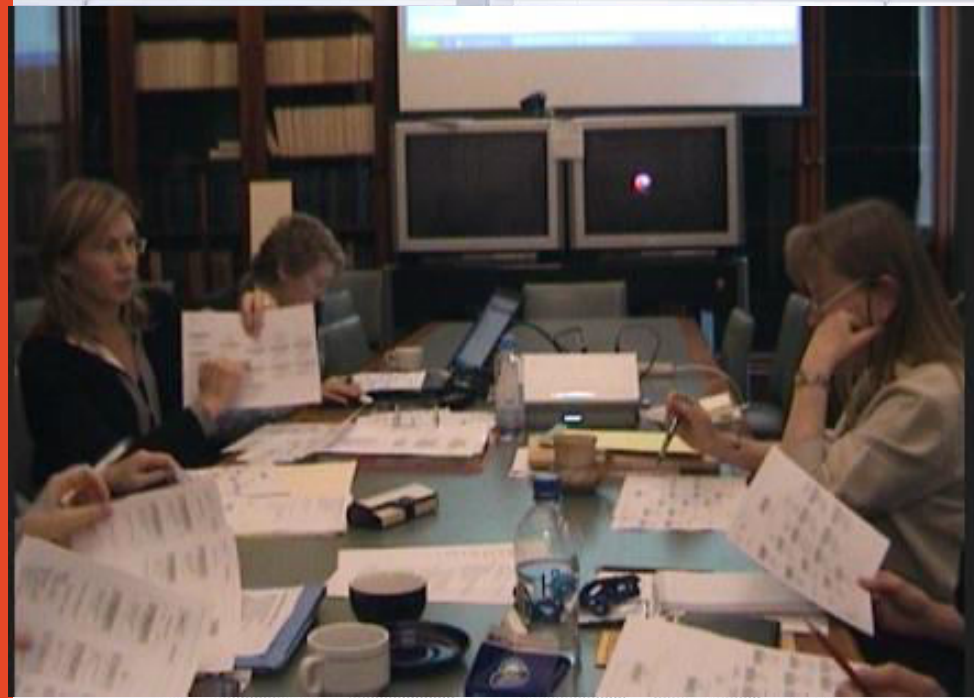


AALL Conference 2017, November
1st – 3rd 21st Century Language
and Learning

**Creating a community of
practice: negotiating the
development of discipline
based language and
learning resources with
faculty**

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THE UNIVERSITY OF
SYDNEY

Outline

Background (brief)

Broad theoretical framework and research questions

Theoretical approach to analysis of spoken interaction

Data and analysis of extracts

Implications

Discussion

Background

Collaborative work to create an online program for students writing reports in Physiology

Team members:

Academics

Language and learning specialists with backgrounds in linguistics and social semiotics based on SFL (2, L1, L2)

Discipline lecturers in Physiology (3, D1, D2, D3)

Professional staff

e-learning/ computer/ graphic design specialist (1,E)

e-learning project manager (1, EM)

Theoretical framework: Educational design research

- applied outcomes are sought for practical educational problems
- design, development, implementation, and evaluation follow an iterative cycle.
- all team members are closely involved in all stages of the cycle.
- discourse and social semiotic interactions in design processes can provide deeper insights into how design actually happen
- learning design work means crossing discipline and professional boundaries
- ‘epistemic fluency’ – “the ability to recognise and combine different epistemic practices – working with different forms of knowledge and ways of knowing” (Goodyear 2011: 255)

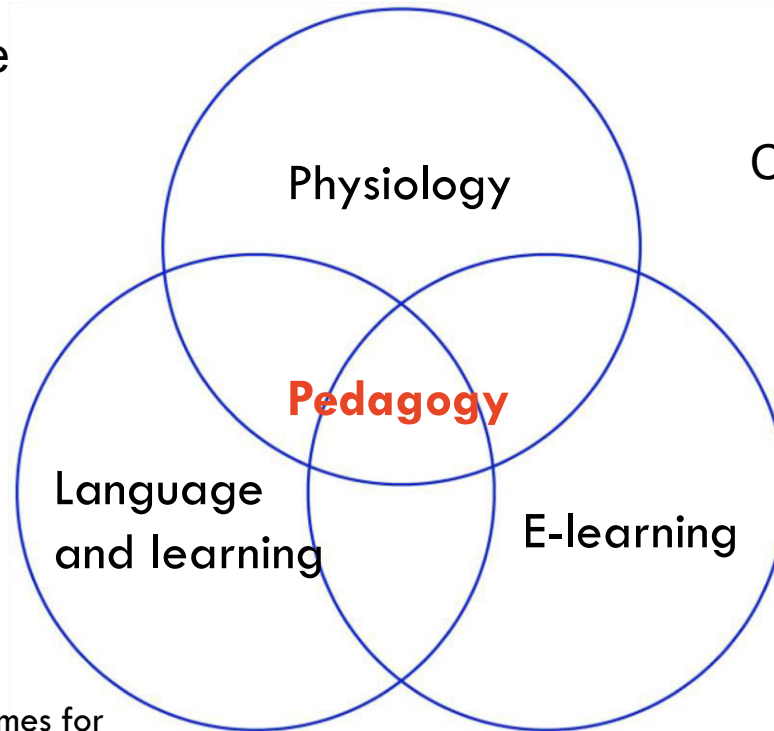
Theoretical framework

Discourse and discipline communities

‘... sociorhetorical networks that form in order to work towards a set of common goals. ... discourse communities possess... familiarity with the particular genres that are used in the communicative furtherance of those sets of goals. In consequence, genres are the properties of discourse communities’.

Swales 1990, p9

‘Disciplines provide conceptual frames for organising experiences and carrying out actions, both rhetorical and epistemological, and so steer the actor to choices which construct a representation of self to others. Disciplines offer broad established patterns of practice which are recognised by members and have a certain force as ‘the way things are done’. Hyland 2012, p200



Communities of practice

Dimensions:

- mutual engagement
- a joint negotiated enterprise
- a shared repertoire of negotiable resources accumulated over time

Adapted from Wenger 1998, p76



Knowledge advancement:

- as a community rather than individual achievement
- as idea improvement
- knowledge of as well as about
- **discourse as collaborative problem solving**
- understanding as emergent

Adapted from Scardamalia & Bereiter 2006 p99

knowledge building/ knowledge sharing

Research questions

- What kinds of knowledge and experience do team members
 - negotiate
 - share
 - buildto achieve their goal?
- How is this knowledge and experience used in the collaborative design and development process?
 - what tools, such as story boards, do team members use?
 - what documentation is used?
- Do patterns/genres of team practices develop?

Data

Audio and video recordings among team members over a period of 9 months at various stages of the design and development process

Not all team members present at all meetings. More formal meetings occurred when the e-learning manager was present (EM). Other meetings between the discipline lecturers (D), language and learning specialists (L) and the e-learning specialist (E) tended to be less formal.

Meetings accompanied by evolving online prototypes of the program, draft paper-based resource materials, storyboards etc.

Theoretical approach to analysis of spoken interaction

All communication involves 3 kinds of meaning making

—Meanings about content (what's being negotiated)

—Meanings about attitudes or feelings (how are people interacting)

—Meanings for organising communication (keeping the conversation going/ or bringing it to a close)

Three Metafunctions

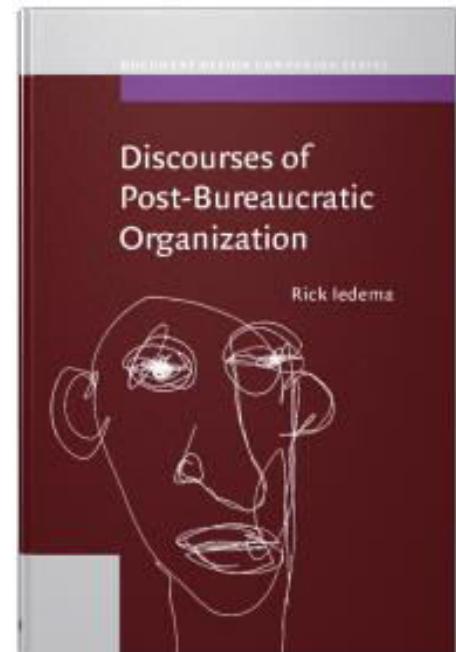
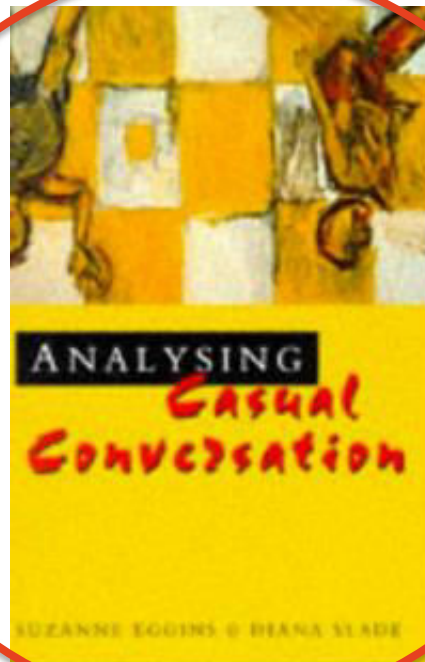
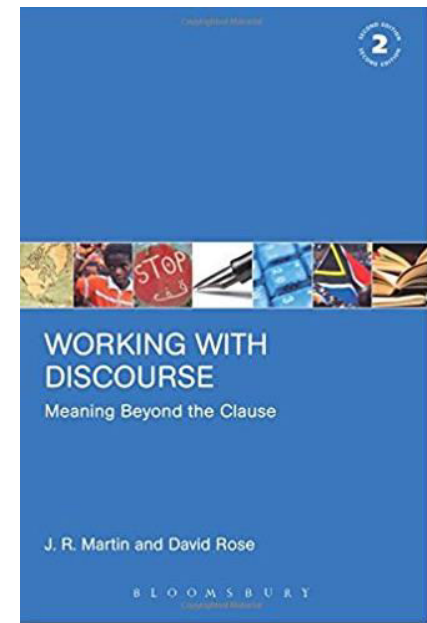
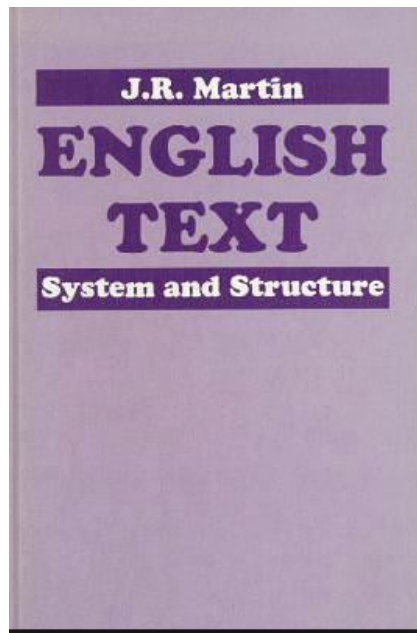
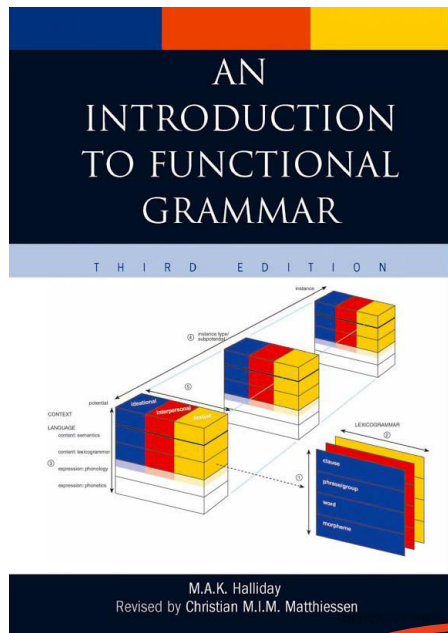
Ideational: content, subject matter, topics

Interpersonal: social relations

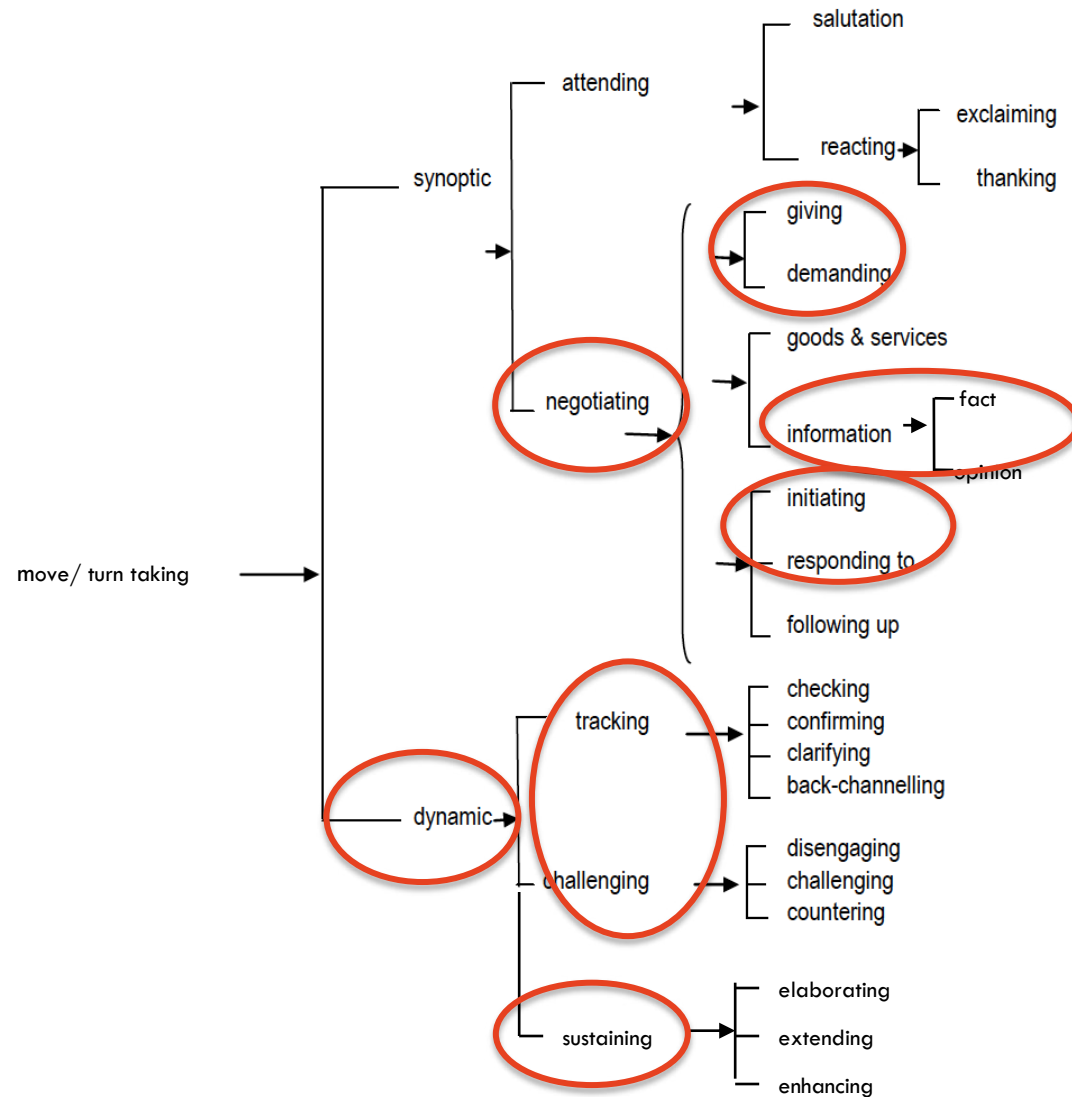
Textual: organising meanings



Henry Moore 'Three Points'
Henry Moore Foundation



Speech function network



Move and exchange

Move

- “a clause selecting independently for mood” (Martin 1992: 59)
- “a unit after which a speaker change could occur without turn transfer being seen as an interruption” (Eggins and Slade 1997: 186)

Exchange

- “a sequence of moves concerned with negotiating a proposition stated or implied in an initiating move. An exchange can be identified as beginning with an opening move, and continuing until another opening move occurs” (Eggins and Slade 1997: 222)

Mood analysis

‘Mood’ element (subject and finite) is the “component [that] carries the argument forward” (Halliday 1985a: 71).

Where “language is used to exchange information”
it is “something that can be argued about--something that can be affirmed or denied, and also doubted, contradicted, insisted on, accepted with reservation, qualified, tempered, regretted and so on”. (Halliday 1985a: 70)

3 kinds of knowledge building

1. Negotiating knowledge
2. Disputing or challenging knowledge
3. Explaining knowledge

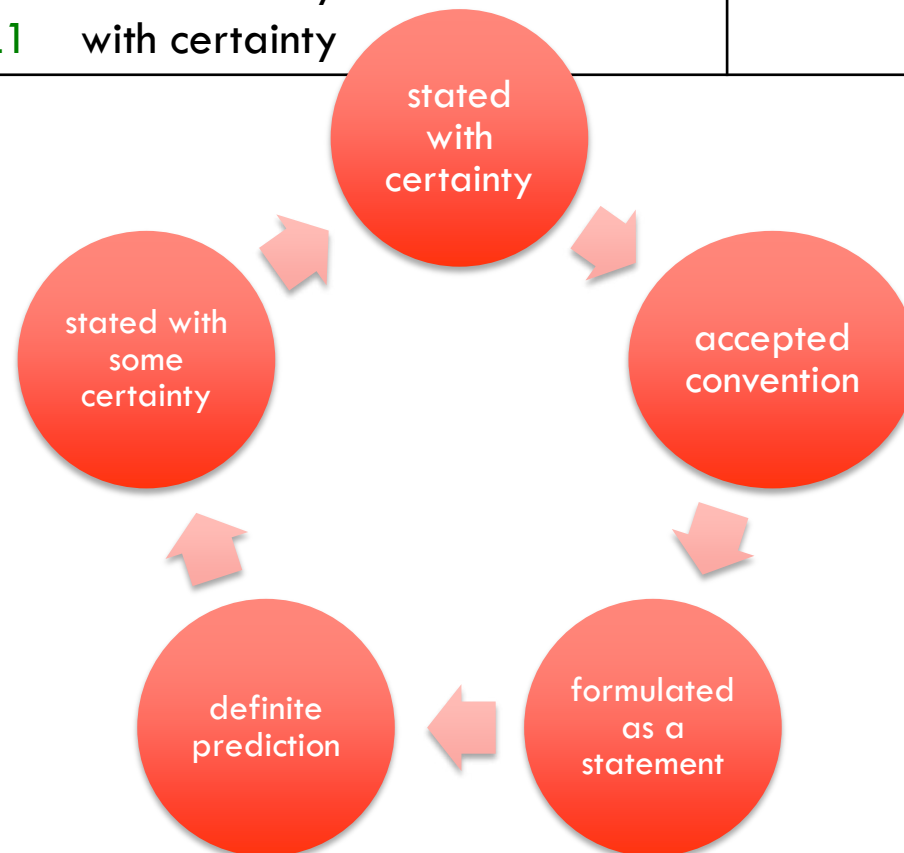
1. Negotiation around the draft definition/explanation of the hypothesis in a physiology report

Your hypothesis is like a good guess or prediction of what you expect to find from carrying out your experiment - in other words, it is like an answer to your aim. However, even though your hypothesis is a good guess, it is stated with certainty e.g. X 'will' or 'will not' happen.

Speech function/move	Talk: exchange 1	Subject
Give opinion Elaborate	D3 the hypothesis L1 your hypothesis is like D3 I'm <i>just worried</i> about the eh {it} says here it's a good guess or prediction	D3 the hypothesis L1 your hypothesis D3 I {it}
Back channel Extension Enhance Track/Clarify	L1 uhuh D3 but then here it's stated with certainty <i>don't know whether</i> that will - L1 well that means will they be able to understand that	D3 it {I} L1 thatthey
Enhance	D3 because on the one hand it's a prediction on the other hand it's ...	D3 it it ...
Back channel	L2 ye = = D3 = = stated with certainty so I'm <i>just wondering</i> -	D3 I
Demand opinion Counter	L1 well we could put it is the accepted convention but they might not understand that either but that's what it is the accepted convention	L1 we they it
Elaborate Elaborate		

Speech function/move	Talk: exchange 2	Subject
Demand opinion	L2 do you mean - do you mean that it's a statement	L2 you
Respond	L1 I mean that -	L1 I
Elaborate	L2 formulated as a statement	
Track/Confirm	L1 it's formulated as a statement	L1 it
Track/Clarify	but but you don't say something like em if the stimulus is increased it is likely that	you
Respond	D3 Oh ok	
Track/Clarify	L1 don't usually say likely	L1 {you}
Follow up	D3 no	
Track/Clarify	L1 or probably	

Speech function/move	Talk: exchange 3	Subject
Give fact Respond Elaborate Counter Confirm Clarify Confirm	D3 definite prediction L1 yes it may be that dddd - D3 your prediction is stated with some certainty L1 well it will L2 will ye D3 with certainty L1 with certainty	D3 definite prediction L1 it D3 your prediction L1 it



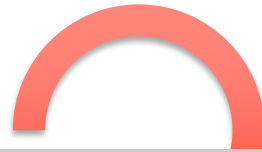
2: Disputing or challenging knowledge

Speech function/move	Talk: exchange 1	Subject
<p>Back channel</p> <p>Give opinion</p> <p>Elaborate</p> <p>Back channel</p> <p>Give opinion</p> <p>Check</p> <p>Confirm</p> <p>Check</p> <p>Give fact</p> <p>Enhance</p> <p>Counter</p>	<p>D3 your aim though em</p> <p>L1 yes</p> <p>D3 your aim though em yes your aim is suggested that you () it and your hypothesis is that it will have an effect</p> <p>L1 mm</p> <p>D3 I don't like that like an answer to your aim</p> <p>L1 really?</p> <p>D3 yes really</p> <p>L1 L2 no no</p> <p>L1 it's just the basis and that's what I wanted to get across</p> <p>D3 ye however ...</p>	<p>D3 your aim</p> <p>D3 your aim</p> <p>your hypothesis</p> <p>it</p> <p>D3 I</p> <p>L1 it</p> <p>that</p>

2: Disputing or challenging knowledge

Speech function/move	Talk: exchange 2	Subject
Exclaim Give opinion Confirm Reconfirm Give fact Elaborate Elaborate Elaborate Elaborate Respond	<p>D3 NO! NO! <i>I think that makes more sense now</i></p> <p>L1 your aim</p> <p>D3 your aim</p> <p>D3 your prediction has to be - <i>you have to have a definite prediction</i> <i>that's what <i>I mean really</i></i> <i>is stated as a definite prediction</i> <i>so although it's ()</i> <i>it is stated as a definite prediction</i></p> <p>L2 yes that's better [typing]</p>	<p>D3 {it} that (your aim)</p> <p>D3 your prediction you that (what I mean) {it} (hypothesis) it (hypothesis) it (hypothesis)</p> <p>L2 that</p>

Circular/cyclical pattern of knowledge sharing/building



stated with certainty

Help with Scientific Report Writing

:: Introduction



Structuring the Introduction

Scientific Language

. Information flow

. Cohesion

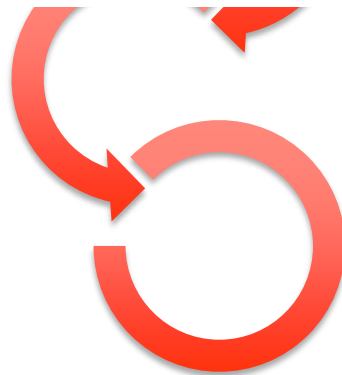
. Linking aim to hypothesis

Scientific language: Linking aim with hypothesis



Typically your introduction leads up to the aim and hypothesis of your experiment. Your hypothesis is like a good guess or prediction of what you expect to find from ~~carrying out your experiment~~ - in other words, it is like an answer to your aim. However, even though your hypothesis is a good guess, it **is stated as a definite prediction e.g. 'will' or 'will not' happen**. In addition, a well developed hypothesis should begin with a short phrase which links back to the theoretical basis for the experiment.

Click on the coloured text in the **Lab notes objective** to see how to write an aim and hypothesis based on this objective. The colours show the connections between choices in language.



with certainty

as a definite prediction

3: Explaining knowledge

Module 4

Introduction

Webs

Intro

M

HTML page with multiple-choice activity: m4_enq1.html

Intro

M

HTML page with multiple-choice activity: m4_enq2.html

Entry quiz

Intro

Entry quiz

Structure

1. Structure

2. Lecturer

3. Exercise

Scientific language

1. Information (page1 – different patterns page2 – whole introduction) a. exercise

2. Cohesion - explanation a. exercise

3. Linking aim with hypothesis - explanation a. exercise

Aim and hypothesis

/m4/m4u2/m4u2s3/

Aim and hypothesis

/m4/m4u2/m4u2s3/m4u2s3_1.html

HTML page with inbuilt 'pop-up' flash activity: m4u2s3_1a.swf

Exercise

/m4/m4u2/m4u2s3/m4u2s3_ex1.html

HTML page with inbuilt 'multiple choice' flash activity: m4u2s3_ex1.swf

HTML page with inbuilt 'drag and drop' flash activity: m4u2s1_ex1.swf

3: Explaining knowledge: report

Speech function/move	Talk: exchange 1	Subject
Give fact	E <u>so</u> that 's – that's <i>more or less</i> the structure of eh of the intro sections	E that (diagram)
Extend	and you <i>can actually</i> see how many activities we've got	you
Elaborate	em just to give you an example	
Enhance	what we're just looking at is introduction to different patterns	
Extend	<u>so</u> that was one page	what we're looking at
Back channel	<u>and</u> it had 2 activities in it	that (one page)
Respond	L1 mm	it
	D1 oh I see	D1 I

3: Explaining knowledge: procedure

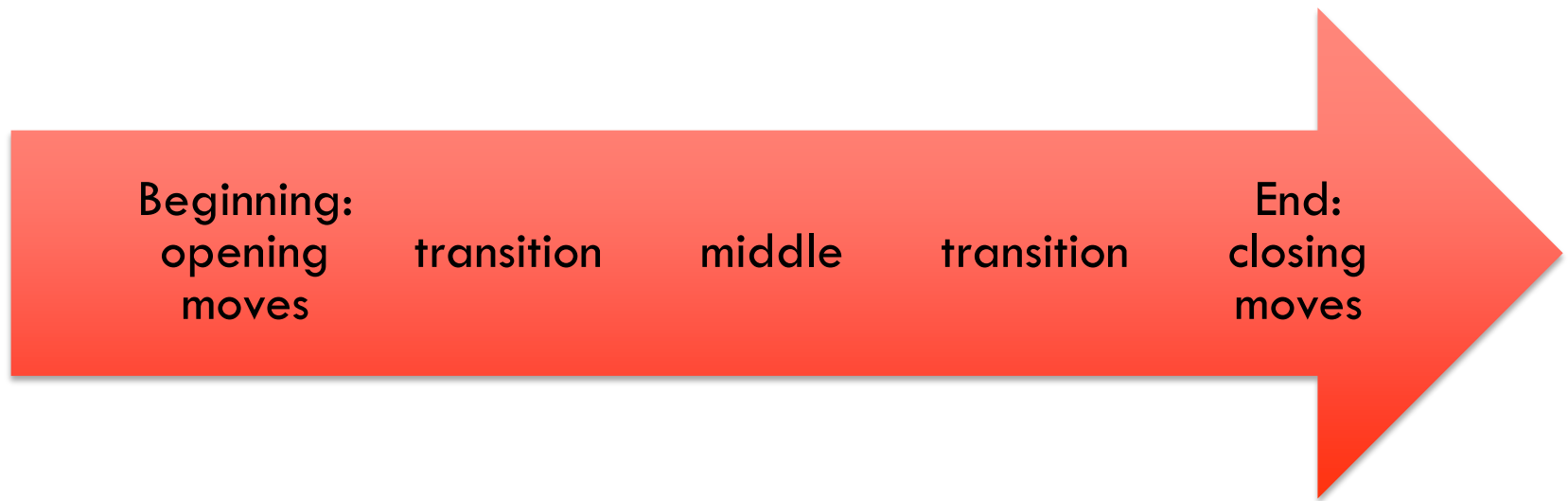
Speech function/move	Talk: exchange 2	Subject
<p>Give fact</p> <p>Extend</p> <p>Enhance</p> <p>Elaborate</p>	<p>E so you have - eh</p> <p>the way the whole thing's specified eh - is laid out is</p> <p>first of all you've got the heading on the page</p> <p>then you've got the link to that particular page</p> <p>and then we've got nouns related to that particular page which shows what kind of activity</p> <p>I know what kind of activity it is eh</p> <p>and just the name of the activity that sort of helps me</p> <p>with eh – ... with the naming convention throughout the whole section which is quite complex</p>	<p>you</p> <p>the</p> <p>way...</p> <p>you</p> <p>we</p> <p>I</p> <p>name of ...</p>

D2 can I - **can I just** ask

E ye

D2 is module the same as section?

Towards a meeting genre



3: Beginning moves: formal meeting

Speech function/move	Talk: exchange 1	Subject
<p>Give fact/ Command Elaborate</p> <p>Enhance</p> <p>Enhance Elaborate Elaborate</p>	<p>EM so what we've got on this afternoon is () quickly through like reviewing the templates designs um</p> <p>I think we need to talk a little bit more about um the second item</p> <p>and we've got some ideas for that specifically how the discipline specific materials can be () in a bit more sustainable way</p> <p>so we can get onto that</p> <p>we want to get onto that</p> <p>um so go through those things down here looking at the file ()</p>	<p>what we've..</p> <p>we</p> <p>we</p> <p>we</p> <p>we</p> <p>{we}</p>

3: Beginning moves: formal meeting

Speech function/move	Talk: exchange 2	Subject
Give fact	EM and then there is a review I <i>need</i> to do with <i>how the project is going</i>	there
Enhance	we 're getting close to not quite half way through our whole project period	we
Enhance	so it 's time for that to happen at some stage	it (time ..)
Extend	and then <i>maybe a bit</i> of discussion about <i>getting the other sections done</i>	{there}
Enhance	cos name is trying to make () from the college perspective and <i>actually getting the other sections done as well</i>	name
Check	so is that ...?	that
Check	is that <i>more or less</i> ok?	that
Respond	L1,2 D1,2,3 mm mm	

3: Beginning moves: informal meeting

Speech function/move	Talk: exchange 1 and 2	Subject
Give goods Give goods (offer) Give goods Respond Follow up	L1 so I'll ... shall I get... I'll get the coffees L2 yes D2 thank you	I I I
Give goods (offer) Demand opinion Enhance Elaborate Challenge Counter Extend Respond Extend Counter Non verbal Elaborate	L2 one or none [cakes]? D1 are you just afraid I'd have an insulin reaction? and you thought you'd better () I checked my sugar before I left L2 you don't need one D1 I don't need one but it won't do me any harm L2 ok == D1 other than the fact ... L2 no I wasn't just saying that L1, 2, D1,2 [LAUGHTER] L2 [LAUGHTER] I did think of myself D1 well my son is has sort of similar self interest and my interest	you you I you I it I I

Towards a meeting genre: Content and Procedure: the what, who, why, how and when ('a staged goal oriented social process to get things done' Martin & Rose 2008 p. 6)

	Exchange	Opening move	Who
Content	1	L1 so I'll, shall I get, I'll get the coffees	D1
	2-5 What and Why	D1 alright maybe the first text was just typos	L1
	6-8 What	L1 this is where we need your help	L1, D1, D2
	9-11 What	L2 yes now the only other major oh not really as major as that was a part in my section	L2, D1
	12-14 How	D1 can those kinds of things be grouped in a mac?	D1
Procedure	15-16 What	D2 can I just bring up a small point?	D2, L1, D2
	17 When	D1 now the only other thing that I can think of is with regards to sending [NAME] some deadlines	D1
	18 What	L2 but we've also got appendix	L2, D2
	19 Who	D2 that's another thing I'm always confused about who's writing the welcome page	D2
	20 What and Who	L1 so we've really got overall structure, title, methods and conclusion ...	L1

Towards a meeting genre: Content and Procedure: the what, who, why, how and when

Procedure

Exchange	Opening move	Who
21-22 When	L1 so if she wants some dates	L2
23-26 When and What	D2 I was going to ask – I was going to ask is it possible to do the methods first?	D1
27 Closing conversation	<p>L2 you can watch my sunset all of mine out of all my window</p> <p>L1 wow</p> <p>D2 beautiful</p> <p>D1 does that come from Mac?</p> <p>L2 L1 yes</p> <p>D1 that's nice much nicer than anything you can get ==</p> <p>L2 ==oh windows</p> <p>D1 terrible</p> <p>L1 unreal</p>	

Implications

Sharing/ building knowledge occurs in different ways as a function of:

- **what is being negotiated?**
- **who is the primary knower?**
- **how do participants perceive their role in the project?**
- **what social semiotic resources do participants bring to the negotiation?**
- **how formal is the exchange of knowledge?**

New knowledge is made available through :

- **points of contact between disciplines e.g. hypothesis but not sciatic nerve of cane toad**
- **new semiotic resources e.g. storyboard for curriculum mapping**

Building relationships and respecting roles

- **key role of the interpersonal (chat, stories, humour, sharing food and having fun and much more)**
- **managing and facilitating challenge**
 - **who does this?**
 - **how is this done?**

Wider implications

- design and development of online learning resources is an interdisciplinary team activity (largely)
- collaboration depends on respect for different knowledge and approaches
- team members work towards a shared goal and a shared concept of that goal
- co-construction/ joint construction of knowledge

Issues

- how language (and other semiotic resources) facilitates the negotiation process tends to be 'taken for granted'
- how to support students to develop the communication skills for the new interdisciplinary projects they will be required to undertake as part of their degrees?

thankyou

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